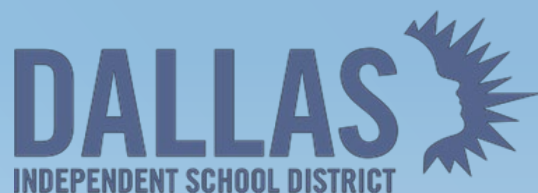


Department of Evaluation and Assessment

At-a-Glance 2018-2019

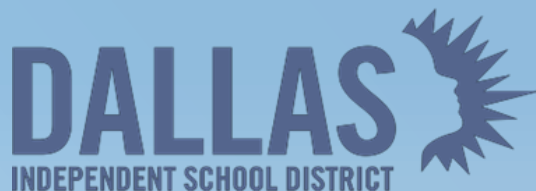


Department of Evaluation and Assessment

At-a-Glance 2018-2019

**Cecilia Oakeley, Ph.D.
Assistant Superintendent**

Additional At-a-Glance Report information may be located at:
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ASSESSMENT

Assessment 2018-19

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EA19-210-4

At-a-Glance

Assessment coordinates the training, administration, distribution, and processing of all state-, national-, and district-mandated criterion- and norm-referenced testing in Dallas ISD.

These tests include *State of Texas Assessments of Academic Readiness (STAAR)*, *STAAR Spanish*, *STAAR Alt 2*, *STAAR End-of-Course (EOC)*, *Texas English Language Proficiency Assessment System (TELPAS)*, *TELPAS Alt*, *TerraNova/SUPERA*, *IDEA Language Proficiency Tests (IPT)* and *Assessment of Course Performance (ACP)*. In addition, Assessment supports magnet school testing, *National Assessment of Educational Progress (NAEP)*, *Texas Student Initiative Assessment (TSIA)*, *Common Assessments*, the administration of *Credit by Examination (CBE)* and *Credit by Examination for Acceleration (CEFA)*.

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

Testing

TEA requires students to be assessed in grades 3-12 to determine academic skill levels and progress made during a given school year. Grades 3-8 were administered the *STAAR*, while students in grades 9-12 were administered the *STAAR EOC*.

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

At grades 9-12, students had three opportunities to test (December 2018, spring 2019, and July 2019). Students were assessed in English I, English II, Algebra I, Biology, and U.S. History.

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

The Every Student Succeeds Act (ESSA) mandates an annual English-language proficiency assessment of

English language learners (ELLs) in grades K-12 in four language domains (reading, writing, speaking, and listening). TEA developed the *TELPAS* to assess ELLs in these domains. TEA added the newly developed *TELPAS Alt* to assess the EL students that are assessed with *STAAR-Alt*.

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

- Across grades 3-8, more than 74,000 students took *STAAR* Reading; more than 69,000 took *STAAR* Math; and at grades 4 & 7, more than 22,000 took *STAAR* Writing in English and Spanish.
- At grades 5 and 8, a total of 17,954 students took *STAAR* Reading in English and 4,135 students took *STAAR* Reading in Spanish during the first administration; 5,118 students tested in English and 586 tested in Spanish during the second administration; and 2,378 students were assessed in English and 282 were assessed in Spanish during the third administration.
- At grades 5 and 8, a total of 19,664 students took *STAAR* Math in English and 215 students took *STAAR* Math in Spanish during the first administration; 3,896 students tested in English and 154 tested in Spanish during the second administration; and 1,694 students were assessed in English and 93 were assessed in Spanish during the third administration. These totals include students who tested above grade-level on the Grade 8 Math *STAAR* (2,792).
- At grades 5 and 8, more than 22,000 students took the *STAAR* Science test, and more than 10,000 students at grade 8 took *STAAR* Social Studies.
- A total of 72,389 *STAAR EOC* tests were administered, with more than 10,000 total tested in each of the following subjects: Algebra I (12,793), Biology (11,816), English I (20,384), English II (17,163), and U.S. History (10,233).
- A total of 1,415 and 1,414 grade 3-8 *STAAR Alt 2* assessments in Math and Reading, respectively, were administered, while a total of 891 *STAAR Alt 2 EOC* assessments were given across the five subjects.
- A total of 60,740 students were rated on the *TELPAS* with a majority rated beginning at grades K-2, while those rated intermediate, advanced, and advanced

high were in grades 1-12. A total of 522 students were assessed with the *TELPAS Alt*, yielding ratings that varied across the span of grades 2-12.

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

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

Across grades K-2, a total of 49,213 tests (17,251 in reading and 31,962 in math) were administered with the *TerraNova* compared to the previous year with 49,213 (17,688 in reading and 33,394 in math), while 15,041 administered with the *SUPERA* (14,940 in reading and 92 in math) compared to the previous year with 15,902 (15,882 in reading and 80 in math).

IDEA Language Proficiency Tests and TerraNova Assessments of ELL Students

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

A total of 41,548 *IPT* tests (31,833 English; 9,715 Spanish) were administered. In 2017-2018, 40,969 (30,338 English; 10,631 Spanish) were administered. In addition, 1,004 *TerraNova* were administered compared to the previous year with 1,074 *TerraNova* were administered.

Magnet School Application Process and Assessments

The Assessment Department administered the *TerraNova/SUPERA* to students who did not have norm- or criterion-referenced achievement test scores from the previous school year as part of the process of applying to the Dallas ISD magnet program. Specifically, these services were provided to students who were applying for admission to the district's vanguards, academies, and magnet high schools who met the following criteria: (a) currently enrolled in private, parochial, or other schools (grades K-11), and (b) currently enrolled Dallas ISD students (grades 1-2 and 9-11). Out-of-district students were charged \$100, while in-district students tested free. A total of 168

students (168 with *Terra Nova*) were tested for admission into the magnet program in the 2017-2018 school year compared to the previous year with 191 (8 *SUPERA*, 183 *TerraNova/SUPERA* online).

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

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

The *Texas Success Initiative Assessment (TSIA)* is a computer administered assessment used to provide evidence of college readiness or identify deficiencies in reading, writing, and/or mathematics. It was administered as part of magnet testing at two magnet high school campuses via *Accuplacer*. The Assessment Department's responsibility was to purchase testing credits such that assessment capabilities would be readily available at campuses. There were no tests administered this school year at either magnet campus.

Early Collegiate Academy TSIA Testing

The 23 Early Collegiate Academies continued to utilize the *TSIA* online administration site through the school year. A total of 2,915 tests were administered online compared to 1,354 last year.

Credit by Examination for Acceleration and Credit by Examination with ACP

Tests used for *Credit by Examination for Acceleration (CEFA)* were developed by Texas Tech University to assess mastery of the TEKS for students in grades 1-12 (EHDB LOCAL & EHDC LOCAL). *CEFA* is a means by which high-achieving elementary students may

advance one grade level by passing all four tests in the core areas (language arts, mathematics, science, and social studies), while middle and high school students may be awarded course credit. The *Terra Nova* was utilized to determine acceleration for students in kindergarten.

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

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

The following results were observed:

- Ten students were tested for acceleration at the kindergarten level with 50% percent scoring at or above the 70th percentile.
- At the elementary level, 26 students were tested for acceleration with only 1 student scoring 80% mastery in all core areas (reading, math, science, and social studies).
- At the middle and high school levels, 1,028 tests were taken for course credit with passing rates of 85% and 62%, respectively.

Campus Testing Coordinator Trainings

Assessment provided 36 trainings to 241 Campus Test Coordinators (CTC), compared to 19 trainings to 241 CTCs the previous year, on test administration and security procedures. At the end of the Fall semester, *STAAR-Alt* and spring *STAAR*, the Campus Test Coordinators were asked to complete an online survey about the training using a QR code or a link to a Google form.

A total of 224 responses for Fall, 192 for *STAAR-Alt* and 156 for *STAAR/EOC* to the surveys resulted in a 78 percent response rate compared to 104 CTCs that responded with a 47 percent response rate the previous year. The majority of responses were positive in that the relevant information was covered and the allotted time was adequate.

Role of Districtwide Testing Coordinators

Merging of state, national and local testing staff enabled us to combine coordinators together to increase from five to six Districtwide Testing Coordinators to train, assist, and support CTCs with testing activities in association with the district's testing calendar. These activities included:

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

Testing Irregularities and Test Monitoring

Testing irregularities fell into two distinct categories, procedural and serious. A total of 560 testing irregularities were reported to the Office of Test Security for the 2018 - 2019 school year, with 552 being procedural and 8 serious cases. During the previous school year, 2017 - 2018, a total of 400 irregularities were reported, with 392 being procedural and 8 serious. A total of 291 test monitors were trained to monitor test administration procedures at 215 schools. During 2017-2018 a total of 286 test monitors were trained to monitor test administration procedures at 216 schools.

Only 201 campuses were monitored on the first day of spring 2019 testing (93% schools were monitored for the first day of testing); all campuses were monitored at least once, and 75% of monitoring assignments were selected. The previous years 99% of all campuses were visited at least once during the Spring STAAR administrations.

Assessment of Course Performance (ACP) Test Booklet Return Rate

A random sample of 16 campuses were chosen for Fall 2018 ACP booklet return rates: 5 elementary, 6 middle, and 5 high schools from across the district's feeder patterns; while 13 campuses were selected for the spring ACP booklet return rates: 5 elementary and 8 middle (elementary does not test in the spring). From the fall 2018 testing session, a total of 88,038 books were sent out to the schools and 87,977 books were returned, while a total of 41,152 books were sent out to the schools and 41,147 books were returned from the spring 2019 testing session; compared to the previous year with a total of 79,935 books were sent out to the schools in the fall and 79,923 books were returned, while a total of 28,746 books were sent out to the schools and 28,743 books were returned from the spring testing session.

Service Center Shipping and Scanning

The Service Center acts as the main distribution hub for all district testing. This year, a total of 30,172 boxes and 8,567 envelopes were shipped from the Service Center to the schools. In addition, all grade 3-12 ACPs answer sheets are scanned at the Service Center as a part of the processing of scores. A total of 581,508 were scanned and processed.

Recommendations

All campuses should strive to maintain the same test coordinator for the entire year and succeeding years. This will ensure that the test coordinators have a building knowledge base on successful techniques that they have learned at the beginning of the year trainings, as well as trainings throughout the year.

The full 2018-19 report can be found at www.dallasisd.org/Page/888. For more information, please contact Assessment at assessment@dallasisd.org.

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2018–19 Evaluation of Assessment of Course Performance

Kathy Jimenez, MSAE

EA18-220-4

At-a-Glance

For the 2018–19 school year, Assessment, in conjunction with the Department of Teaching and Learning (T&L), developed the *Assessments of Course Performance (ACPs)* as standardized final semester tests in grades kindergarten through 12 for Mathematics, Reading/Language Arts, Science, Social Studies, English as a Second Language (ESL), World Languages, Instructional Technology, Health, Physical Education and Visual & Performing Arts courses. Overall, 137 tests were developed and seven were trans-adapted in Spanish. With eight single-semester tests and four high school tests also used for middle school students, a total of 156 ACPs were administered the 2018–19 school year.

ACP Development

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

The processes of item writing, editing, item analyses, and test approvals were managed through the Office of Test Development. Tests comprised approximately three-quarters of the well-performing items from the previous year and one-quarter new or revised items. Item writing during the summer generally focused on expanding and revising test item banks. All test blueprints were published on MyData Portal and blueprints, formula charts and sets of example items were published on the Assessment website at the beginning of the school year. All tests were aligned to the Texas Essential Knowledge and Skills (TEKS) using T&L's curriculum guides developed by each content area. After administration began, alignment pages were published on the Assessment website, which showed the specific aspect of the SE that each item measured.

Example Item Sets for ACPs

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

Valid and Reliable Tests

The development of valid and reliable assessments is crucial for the evaluation of student knowledge and mastery of instructional material. Therefore, it is essential that the data provided by tests be valid and reliable. Content validity was demonstrated through the use of item and test blueprints, developed with T&L, and alignment pages, ensuring each item was aligned with the curriculum. Cronbach's alpha, a coefficient used to provide a general indicator of consistency across items within a test, ranges from 0 to 1, with 0 indicating no test reliability. Coefficients approaching 1 indicate high test reliability. Of the 155 ACPs administered, 151 ACPs had a reliability of .70 or higher, of which 106 were equal to or above .80. Four ACPs had a reliability between .67 and .69.

Curriculum Alignment

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

Table 1: ACPs Aligned with Taught Curriculum

Question	Response Category	Sem 1 (%)	Sem 2 (%)
To what extent does the ACP successfully assess (match) what is taught in this course?	100% match	38.3	27.8
	About 75% match	52.4	55.6
	About 50% match	8.0	12.3
	About 25% match	1.3	4.0
	No match at all	0.1	0.4

Scaled Scores

All 2018–19 ACPs used scaled scores to report student achievement. Tests aim to have at least 55% correct set to equal a scale score of 70, or passing. However, some tests have lower or higher passing percentages based on test difficulty. The 55% criterion was lowered on 51 and raised on 32 of 108 first semester tests. For second semester, it was lowered on 30 and raised on 14 of 47 tests. Maintaining the 55% standard would have led to unreasonably high or low passing rates.

Semester One Results

Table 2 reports semester one results for the 108 ACPs administered, including the mean ACP scale score, standard deviation, and the percentage of students passing the ACP. The mean scale score ranged from a low of 67.6 (Grade 3 Spanish Math) to a high of 87.3 (Kindergarten Reading), while the median scale score was 74.4. The percent of students passing the ACPs ranged from 39.0% (Reading LA 8 for ESL) to 91.9% (Kindergarten Spanish Reading).

Table 2: Semester One ACP Results

ACP	Mean Scale Score	Scale Score SD	Percent Passing
K Math	84.0	12.3	87.2
K Spanish Math	77.0	14.2	63.6
Grade 1 Math	80.9	16.9	77.8
Grade 1 Spanish Math	77.7	18.2	75.0
Grade 2 Math	80.3	14.6	78.4
Grade 2 Spanish Math	69.9	13.5	51.5
Grade 3 Math	74.7	14.1	65.8
Grade 3 Spanish Math	67.6	13.3	49.2
Grade 4 Math	76.1	16.9	66.5
Grade 4 Spanish Math	69.4	15.9	50.5
Grade 5 Math	79.2	13.8	76.6
Grade 5 Spanish Math	71.0	13.2	55.6
Math 6	74.3	9.1	68.7
Math 6 Pre-AP	74.9	10.5	71.9
Math 7	69.4	11.8	50.6
Math 7 Pre-AP	78.3	13.1	77.9
Math 8	74.5	13.0	65.7
Algebra I Pre-AP	77.1	12.9	73.4
Algebra I	71.7	12.9	57.9
Geometry	69.9	9.7	48.2
Geometry Pre-AP	74.6	11.1	65.4
Algebra II	71.1	13.1	58.8
Algebra II Pre-AP	74.1	13.0	67.2
Pre-Calculus	68.7	12.2	49.6
Pre-Calculus Pre-AP	74.3	10.4	71.3
Algebraic Reasoning	70.0	9.8	60.0
K Reading	87.3	11.6	91.7
K Spanish Reading	87.1	12.1	91.9
Grade 1 Reading	81.8	12.9	86.4
Grade 1 Spanish Reading	84.6	14.3	87.4
Grade 2 Reading	81.0	15.0	76.8
Grade 2 Spanish Reading	77.1	14.6	74.0
Grade 3 Reading	70.2	13.9	54.4
Grade 3 Spanish Reading	70.9	12.2	54.5

Table continues

Table 2 con't

ACP	Mean Scale Score	Scale Score SD	Percent Passing
Grade 4 Reading	75.7	12.5	68.7
Grade 4 LA	77.1	11.4	76.0
Grade 4 Spanish Reading	73.8	13.1	66.0
Grade 4 Spanish LA	74.8	15.7	70.3
Grade 5 Reading	77.3	11.5	78.4
Grade 5 Span Reading	78.4	13.4	76.7
Reading LA 6	71.3	12.3	57.8
Reading LA 6 Pre-AP	78.2	11.4	81.4
Reading LA 7	74.7	11.1	69.1
Reading LA 7 Pre-AP	78.6	8.7	86.6
Reading LA 8	72.9	8.4	64.8
Reading LA 8 Pre-AP	78.4	9.7	84.2
English I	69.2	14.1	53.6
English I Pre-AP	76.2	12.7	74.7
English II	72.7	11.1	64.6
English II Pre-AP	75.8	10.6	74.7
English III	71.8	11.5	61.7
English IV	72.9	9.5	68.4
Grade 5 Science	78.2	16.2	75.6
Grade 5 Spanish Science	77.1	15.0	72.9
Science 6	69.3	10.6	48.4
Science 6 Pre-AP	77.4	10.3	76.0
Science 7	71.4	13.3	57.6
Science 7 Pre-AP	80.3	10.1	84.9
Science 8	72.5	12.4	63.2
Physics 8	73.1	10.3	61.6
Astronomy 8	73.1	12.3	64.8
IPC	67.9	8.6	41.8
Biology	72.4	6.9	62.5
Biology Pre-AP	75.8	9.5	74.4
Chemistry	69.0	8.4	44.8
Chemistry Pre-AP	76.8	11.5	70.4
Physics	71.1	8.1	55.3
Physics Pre-AP	74.8	9.7	70.1
Environmental Systems	74.2	11.4	71.2
Astronomy	68.6	10.3	52.4
Social Studies 6	70.6	11.4	51.7
Social Studies 6 Pre-AP	78.1	10.3	78.7
Texas Studies 7	70.1	11.3	50.8
Texas Studies 7 Pre-AP	79.0	11.0	78.6
US Studies 8	71.9	10.0	54.2
US Studies 8 Pre-AP	77.9	11.2	78.7
World Geography	71.3	10.6	55.8
World Geography Pre-AP	77.0	10.9	75.8
World History	69.4	10.5	50.2
World History Pre-AP	76.5	9.8	76.4

Table continues

Table 2 con't

ACP	Mean Scale Score	Scale Score SD	Percent Passing
US History	72.8	12.3	63.2
Government	72.4	10.4	62.5
Economics	74.6	10.3	71.0
Reading LA 6 ESL YR 1	70.8	8.4	48.9
Reading LA 6 ESL YR 2	71.9	8.7	52.9
Reading LA 7 ESL YR 1	70.6	12.5	49.6
Reading LA 7 ESL YR 2	73.9	10.7	58.0
Reading LA 8 ESL YR 1	70.2	10.2	42.3
Reading LA 8 ESL YR 2	68.0	13.2	39.0
English I ESOL Beg	69.9	10.1	43.9
English I ESOL Inter	72.0	12.9	51.4
English II ESOL Inter	70.6	10.4	47.2
Technology Applications	72.3	11.1	59.5
MS Health Education 6	75.7	11.9	71.4
MS Health Education 7	77.6	11.1	77.8
MS Health Education 8	77.5	11.6	77.6
HS Health Education	76.4	11.1	73.5
Studio Art I	75.9	10.1	74.6
MS Art I Studio	79.4	10.5	82.8
PE 6	75.7	9.6	70.7
PE 7 & 8	77.3	10.4	75.3
MS Varsity Band	73.6	9.0	61.7
HS Varsity Band	76.3	10.9	69.1
Spanish I	73.9	12.7	66.2
Spanish II	71.8	14.4	62.5
French I	78.8	13.3	74.1
French II	79.3	12.7	79.3
Spanish Heritage Spkr Fund	73.8	9.0	71.2

Semester Two Results

Table 3 reports semester two results for the 47 ACPs administered, including the mean *ACP* scale score, standard deviation, and the percentage of students passing the *ACP*. Fewer *ACP*s were administered in the second semester because many courses for grades kindergarten through twelfth required students to take a state or national test. The mean scale score ranged from a low of 67.5 (Astronomy) to a high of 82.8 (Science 6 Pre-AP), while the median scale score was 75.3. The percent of students passing the *ACP*s ranged from 43.2% (Astronomy) to 88.1% (Spanish II).

Table 3: Semester Two ACP Results

ACP	Mean Scale Score	Scale Score SD	Percent Passing
Geometry	71.8	9.5	52.7
Geometry Pre-AP	76.1	12.7	68.3
Algebra II	77.2	11.4	74.9
Algebra II Pre-AP	79.8	10.0	84.2
Pre-Calculus	72.8	11.9	64.9
Pre-Calculus Pre-AP	77.7	12.7	72.9
Algebraic Reasoning	72.4	12.4	59.1
English III	70.1	11.1	56.1
English IV	71.9	9.5	48.3
Science 6	70.2	11.7	51.6
Science 6 Pre-AP	82.8	11.2	86.4
Science 7	77.2	9.7	75.3
Physics 8	76.0	10.0	74.4
Astronomy 8	75.6	12.1	71.9
IPC	70.8	7.4	50.0
Chemistry	70.6	9.5	51.3
Chemistry Pre-AP	75.3	12.5	67.8
Physics	74.1	8.0	69.4
Physics Pre-AP	74.1	8.4	68.3
Environmental Systems	68.4	16.9	52.7
Astronomy	67.5	10.2	43.2
Social Studies 6	70.6	9.9	52.9
Social Studies 6 Pre-AP	77.5	10.4	79.7
Texas Studies 7	72.2	10.6	58.8
Texas Studies 7 Pre-AP	77.6	10.8	78.2
World Geography	71.4	10.8	55.9
World Geography Pre-AP	76.5	10.0	76.3
World History	70.4	11.7	55.1
World History Pre-AP	75.6	11.5	72.4
Government	69.3	13.7	53.3
Economics	71.4	12.7	55.5
Technology Applications	73.4	11.6	61.2
MS Health Education 6	76.2	11.0	76.9
MS Health Education 7	80.6	10.4	84.7
MS Health Education 8	77.1	12.3	74.7
HS Health Education	77.6	11.3	77.4
Studio Art I	77.1	11.8	77.4
MS Art I Studio	78.0	11.2	77.4
PE 6	76.2	10.8	71.6
PE 7 & 8	75.1	10.8	71.2
MS Varsity Band	73.4	9.8	59.0
HS Varsity Band	77.1	9.9	76.8
Spanish I	82.3	11.8	84.9
Spanish II	82.8	10.5	88.1
French I	74.8	10.6	73.8
French II	73.9	10.7	70.7
Spanish Heritage Spkr Fund	77.5	10.9	79.2

Course Grades

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

Summer School ACPs

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

The full 2018–19 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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INSTITUTIONAL RESEARCH

2018-19 TEI Roster Verification

Veronica Martinez-Cantu, M.S

EA19-104-4

At-a-Glance

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

Teachers are given the opportunity in May to verify scheduling information that was entered into the district's student information system during the school year using a process called TEI Roster Verification, or TRV. Rosters were published on MyData Portal, an online resource from Evaluation & Assessment for campus personnel to access student-level data and accompanying analyses and reports.

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

If a teacher did not submit his or her rosters by the deadline, the rosters reverted to their original states. If a teacher submitted his or her rosters but the principal did not approve them, any changes made by the teacher were automatically accepted. Principals are given the opportunity to approve rosters through June.

Results

A total of 6,268 teachers had rosters, with 80 percent of rosters submitted and one percent of submitted rosters requiring further investigations; 87 percent of submitted rosters were approved. Submission rates are consistent with the previous year. The investigation rates have been the same for the last three years.

Elementary schools continue to have higher submission rates than middle and high schools, with 85 percent of elementary school teachers submitting rosters compared to 69 percent of middle school and 75 percent of high school teachers.

Roster Errors and Investigations

A total of 553 teachers and administrators contacted OIR to report roster errors or ask questions about roster

verification. OIR determined that 82 cases required further investigation. Teachers required investigations to either unlink or add a student or course to their roster. The majority (87 percent) of investigations were related to scheduling and unlinking students from rosters.

To determine whether changes were required, OIR contacted principals to collect additional information and verify the teacher's report. If principals approved the changes, they were made. Principals at 58 schools were contacted, and OIR changed rosters for 66 teachers, or 80 percent of teachers who required investigations. Ultimately, all roster investigations were resolved.

Recommendations

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

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

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

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2018-19 Dallas ISD Campus Climate Survey

Karla Genter

EA19-600-4

At-a-Glance

The Dallas Independent School District Campus Climate Survey has three purposes: contribute to consistent organizational improvement; gain integral feedback from school based employees; and align systems to student outcomes. While overall results provide a broad picture of district change, the campus climate survey is primarily intended to provide campuses with feedback that can identify areas of success as well as opportunities for improvement.

Campus climate survey results are also factored into principals' mid-year appraisal by providing their appraisers feedback from campus staff related to principal effectiveness, as well as information that may identify issues needing to be addressed at the campuses.

In 2018-19, the seventh year of the Campus Climate Survey, the survey was administered to all campus-based professional and support staff in December 2018 and again in May 2019. After each administration, campus-level results are distributed to principals and their Executive Directors.

In 2012-13, the survey was conducted internally, by the Evaluation and Assessment department. In subsequent years, to provide assurance of confidentiality, the survey has been administered by an external organization. Since 2016-17, the survey has been administered by Hanover Research, an independent education research firm located in Washington, D.C.

Dallas ISD provided Hanover Research with email addresses and role identification for all campus-based staff. No identification numbers or staff names were provided. Hanover sent messages to all staff members, providing each a personalized link to the survey.

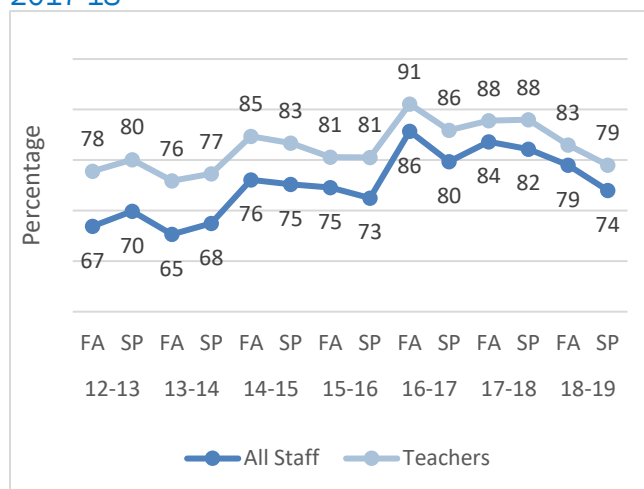
Once the survey administration window closed, Hanover analyzed the results and provided the district its analyses as well as a file of de-identified survey results. Survey responses from all administrations remain confidential, and no individual employee information regarding survey participation or responses has been released.

Participation Rate

Participation rates by administration for teachers and for all campus-based staff are shown in Figure 1. Participation rates were lower in 2018-19 than in recent years (both administrations). Campus participation rates were as low as 27 percent in the fall and 33 percent in the spring, in both administrations ranging through 100 percent. In the fall, 33 percent of campuses

reached a 90 percent participation rate; this percentage fell to 27 percent of campuses in the spring.

Figure 1: Survey Participation Rates, 2012-13 to 2017-18



Scales

The initial version of the survey, given in the fall of 2012, contained items grouped into the first three scales listed below, each describing conditions deemed necessary for an effective school. The fourth scale in the list was added in Spring 2013.

- School's Beliefs and Priorities
- Positive Culture and Environment
- Culture of Feedback and Support
- College-Going Culture

Survey scale groupings were initially determined through principal components analysis (PCA) of staff responses to individual items. In most subsequent years, items have been added to and removed from the survey. PCA analysis has been repeated annually, and has consistently indicated the same overall structure. New items are added to scale score calculations after their initial use and validation.

Four new sets of teacher-only items were introduced in 2016-17. The selected item sets were previously validated by the Consortium on Chicago School Research at the University of Chicago. Two sets are not used for reporting (Collective Responsibility, Reflective Dialogue), but the other two were scaled and included on reports beginning 2017-18.

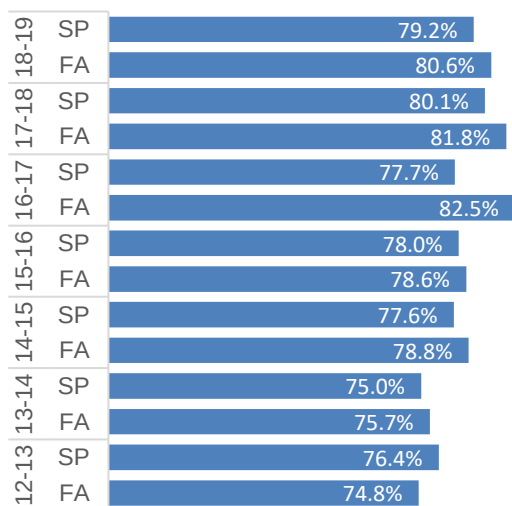
- Teacher-Principal Trust
- Teacher-Teacher Trust

Item responses ranged from 1 (“Strongly disagree”) to 5 (“Strongly agree”). Scale scores were computed at the individual level and aggregated to the school level. Scale scores at the individual level consisted of the mean of the item scores on each scale. Percentages of positive (“Agree”/“Strongly agree”) responses were calculated for each item and scale at campus, feeder pattern, and District levels.

School’s Beliefs and Priorities

Positive responses to items on this scale indicate the school makes decisions and takes actions that are based on the District’s Student Achievement Goals and are student-focused and understood by school staff. Priorities of school leadership and staff are aligned, staff believe they have support from school leadership, and staff feel that their school is headed in the right direction. The percentage of positive responses across all administrations is shown in Figure 2.

Figure 2: Percentage of Positive Responses, Beliefs and Priorities Scale, 2012-13 to 2018-19



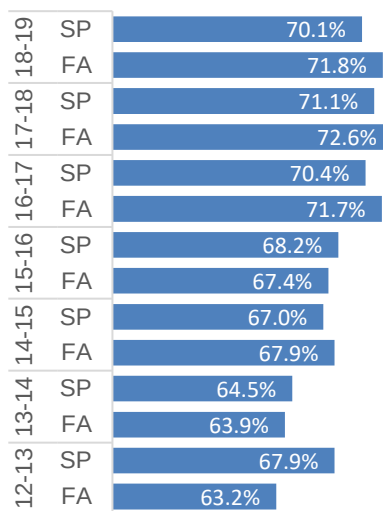
The item “Overall, the district is headed in the right direction” was included in this section of the survey, however, this item was not included in the calculation of scale scores because scales are designed to reflect perceptions of climate at the *campus* level. Responses were 73 percent positive in Fall 2018 and 74 percent positive in Spring 2019, a increase from the previous year (71 percent and 70 percent). Responses since 2015-16 have been substantially more positive than those in previous years, which were as low as 44 percent (Spring 2014) and 52 percent (Spring 2015).

Culture of Feedback and Support

(This scale comprises items presented only to teachers.) Positive responses to the items on this scale indicate that effective campus leadership provides support and feedback to teachers that improves job performance; helps teachers to understand recent

changes; improves the quality of instruction; and encourages teachers to develop leadership potential. Teachers perceive that professional development and teamwork with colleagues help improve instruction. District results are shown in Figure 3.

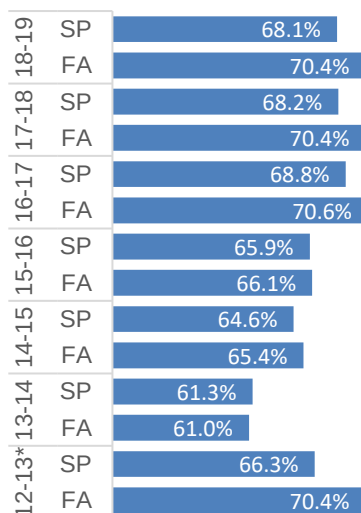
Figure 3: Percentage of Positive Responses, Feedback and Support Scale, 2012-13 to 2018-19



Positive Culture and Environment

Positive responses to the items on this scale indicate that the school environment is clean and safe, with consistent and effective student discipline. Staff work in an environment of respect, and are satisfied with recognition for doing their jobs well. Staff look forward to their work each day, would recommend the school as a workplace to others, and would stay with Dallas ISD even if offered a comparable job elsewhere. Morale at the school has improved during the year. District results are shown in Figure 4.

Figure 4. Percentage of Positive Responses, Culture and Environment Scale, 2012-13 to 2018-19

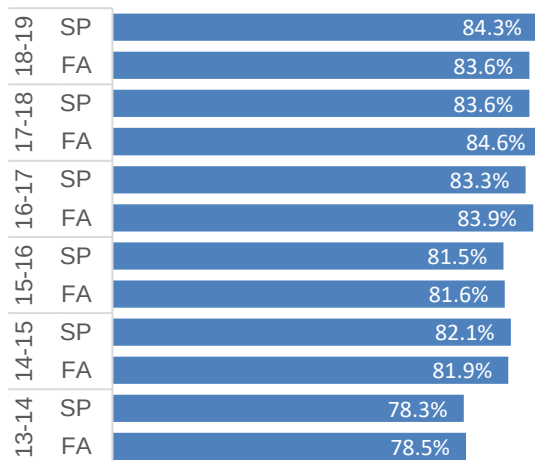


*Scale scores for 2012-13 are not directly comparable with subsequent administrations, as three new items were added to the scale score calculations in Fall 2013.

College-Going Culture

Positive responses to the items on this scale indicate that teachers focus instruction on preparing their students for college success, and expect most of their students to attend college. They provide feedback and support to prevent students from giving up when challenged, and in turn, expect students to give their full effort. District results are shown in Figure 5.

Figure 5: Percentage of Positive Responses, College-Going Culture Scale, 2013-14 to 2018-19



Teacher-Teacher Trust

(This scale comprises items presented only to teachers.) Positive responses to these items indicate that teachers in the school trust one another, and can discuss feelings, worries and frustrations among themselves. Teachers respect other teachers who take the lead in efforts to improve the school, and those who are experts at their craft. District results are shown in Figure 6.

Figure 6: Percentage of Positive Responses, Teacher-Teacher Trust Scale, 2016-17 to 2018-19

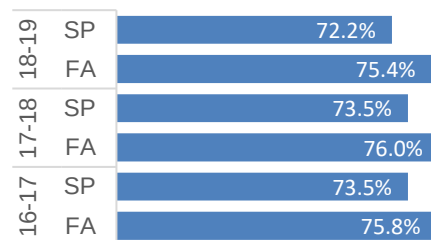


Teacher-Principal Trust

(This scale comprises items presented only to teachers.) Positive responses to these items indicate that teachers in the school trust the principal's word,

and can discuss feelings, worries, and frustrations with the principal. The principal has confidence in teachers' expertise, takes a personal interest in their professional development, and looks out for the personal welfare of the faculty. The principal is an effective manager who makes the school run smoothly, and places the needs of children ahead of personal or political interests. District results are shown in Figure 7.

Figure 7: Percentage of Positive Responses, Teacher-Principal Trust Scale, 2016-17 to 2018-19



Recommendations

- **Continue to administer the Dallas ISD Campus Climate Survey.** The survey has provided useful and actionable information to School Leadership since its introduction, and should continue to be administered twice a year. Results should be presented as an opportunity to identify areas in need of improvement as well as areas of excellence. Ongoing efforts should focus on obtaining honest responses from staff without penalties for the school or fear of reprisal.
- **School Leadership should review survey items annually.** School Leadership should regularly review items to ensure that they are aligned with current district initiatives and practices and continue to provide useful information to principals and their leadership.

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

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PROGRAM EVALUATION AND DATA ANALYSIS

2018-19 Dallas ISD Research Review Board

Larry W. Featherston, Ph. D.

EA19-116-4

At-a-Glance

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

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

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

Review Board Responsibilities

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

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

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

During the 2018-19 school year, board members made several changes to refine the RRB website, published an updated *Guidelines for Conducting Research within*

the Dallas Independent School District, and developed and launched a new online submission system for research applications and research modification requests. In addition, board members were able to collaborate with the Dallas ISD Legal department, Procurement department, and Volunteer and Partnership Services department to streamline the review of third-party Memorandums of Understanding (MOU) and partnership agreements that request access to student-level data. Furthermore, board members have cooperated with multiple internal Dallas ISD departments and external partners such as RAND Corp., Westat, Inc., and Southern Methodist University (SMU) to assist in the successful completion of the Wallace Foundation Social Emotional Learning grant, BARR Scale-Up grant, and the Dallas ISD STEM school project.

Proposal Submission

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

Researchers must submit an application:

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

Proposal Review

For studies taking place during the 2018-19 school year, 55 proposals were submitted between June 2018 and May 2019 (Table 1). During the 2017-18, there were 46 proposals submitted.

Out of the 55 proposals submitted, the RRB approved (including proposals approved with conditions) 39 or 70.9 percent of proposed studies while rejecting 20.0 percent or 11 proposals. Researchers for the remaining five (9.1%) proposals withdrew their submission for various reasons. Out of the 39 approved proposals, six or 15.4 percent submitted Data Sharing Agreements requesting secondary data.

Table 1: 2018-19 Proposals Submissions

Status	N	%
Approved	39	70.9
Closed*	5	9.1
Rejected	11	20.0
Total	55	100.0

Source: District Research Review Board database (June 2019).

Note: *Researchers withdrew their proposals.

There are several reasons why proposals were rejected. The list below includes some of the most common reasons.

- No clear and direct educational value to the district
- Lack of compliance with state and federal laws such as the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA)
- Conflict between the study timeline and district testing window
- Too disruptive to campuses or central office
- Too costly in terms of campus resources (e.g., time, personnel, supplies)
- Poor research design or lack of sufficient information about the study (e.g., program, population, research methods, etc.)
- No district sponsor (applicable to some proposals)

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

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

Data Request

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

During 2018-19, six new data sharing agreements were submitted by researchers with approved research studies and approved by the Dallas ISD Legal department. In addition, 12 data sharing agreements

were submitted for renewal by researchers with approved, ongoing research studies and approved by Dallas ISD Legal Department. Data fulfillment associated with all active data sharing agreements increased from 205 hours of staff time in 2017-18 to 247 hours of staff time.

RRB Expectations for 2019-20

The Dallas ISD RRB will continue to refine its processes and procedures during the 2019-20 school year. The RRB will also collaborate with the Volunteer and Partnership Services department and Dallas ISD Legal department to investigate the use of an automated, online system for providing access to data for external researchers and partners.

Reference

Featherston, L. (2018). *2017-18 Dallas ISD Research Review Board At-a-Glance*. Dallas, TX. Dallas Independent School District.

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2018-19 Evaluation of Bilingual Education and English as a Second Language Programs

Dianne Palladino, Ph.D., Rett Mickelson, B.S., Sarah Hinkley, Ph.D., & Sydney Voss, Ph.D.

EA19-126-4A

At-a-Glance

The Dallas Independent School District (ISD) Bilingual Education/English as a Second Language (BE/ESL) department's mission is to increase student achievement by effectively addressing the academic, linguistic, and social needs of English learners (ELs). The department oversees Dual Language (DL) and ESL programs, sheltered instruction, services for immigrant students, tutoring, and summer programs, and oversees the Language Proficiency Assessment Committee (LPAC), which is responsible for the identification and reclassification of ELs and monitoring of reclassified ELs. Finally, the department collaborates with the Special Education (SPED) Department to provide services for ELs who require SPED services (ELSPED). The purpose of the full report was to evaluate the effectiveness of programs for district ELs, including outcomes for one Title I and three Title III workscopes.¹ Funding in 2018-19 totaled \$10,118,136, a decrease of \$301,523 from 2017-18 (Table 1).

Table 1: 2018-19 Funding for Bilingual/ESL Programs

Source	Funding		Change
	2017-18	2018-19	
Title III, English Learners	\$6,715,585	\$6,637,252	-\$78,333
Title III, Academic Tutoring	176,732	176,732	0
Title III, Immigrant	1,077,992	846,223	-231,769
Title I, ELSPED	1,629,000	1,652,936	+23,936
Dallas ISD Gen. Operating	820,350	804,993	-15,357
Total	\$10,419,659	\$10,118,136	-\$301,523

Source: Bilingual/ESL and the Communications Departments, updated with final numbers from Special Revenue Funds Management.

Note: Academic Tutoring was led by the Communications Department; it is included because it served English learners. ELSPED = English learner requiring special education. ISD = Independent School District. Gen = General. ESL = English as a second language.

Students, Programs, and Services

The district enrolled 69,419 ELs (45% of district) and 8,741 reclassified ELs (6,646 monitored) in 2018-19. EL enrollment increased by 94 students and the number of reclassified students decreased by 1,068 students since 2017-18. The highest rates of 2018-19 ELs were enrolled for at least the seventh year (39%) and in PK to grade two (33%). The top language spoken in EL homes was Spanish. Six percent of ELs were parent denials, and one percent were coded as unservable. Most reclassified monitored students were in grades 10 (25%) and 11 (24%). Table 2 shows the number of students in each program/classification in 2018-19.

Table 2: 2018-19 District Enrollment by Bilingual Education/ESL Program/Classification

Program/Classification	Students N	Dist %
District	155,057	100.0
All EL	69,419	44.8
All nonEL	84,709	54.6
Monitored	6,653	4.3
EL in OWDL	33,820	21.8
EL in TWDL	3,106	2.0
nonEL in TWDL	2,061	1.3
EL in SECDL	346	0.2
nonEL in SECDL	127	0.1
ESL	5,301	3.4
Sheltered	20,105	13.0
Immigrant	6,143	4.0
ELSPED	5,111	3.3
Parent Denials	4,249	2.7
Unservable	924	0.6

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes students who were enrolled on the PEIMS snapshot date of October 26, 2018. Students may be included in more than one category shown. Dist = district. EL = English learner. OWDL = one-way dual language. TWDL = two-way dual language. SECDL = secondary dual language. ESL = English as a Second Language. ELSPED = dually-identified as English learner and requiring special education. PEIMS = Public Education Information Management System.

The Dallas ISD offers a wide variety of programs and services for ELs. First, students may participate in three DL programs: OWDL (PK to grade 5/6; 140 campuses), TWDL (PK to grade 5/6; 58 campuses), and SECDL (grades 6 to 12; 9 campuses). Second, elementary school ELs for whom Spanish is not the dominant language or who are Spanish speakers at campuses without a DL program participate in ESL. ESL at the secondary level is for students in the first three years in United States (US) schools. Third, secondary grade level students enrolled in US schools more than three years and have not yet been reclassified are enrolled in R/LA sheltered classes.

The BE/ESL department also offers services for student populations with high proportions of ELs. First, students enrolled in US schools fewer than three years are classified as immigrants. Because a large proportion of immigrants typically are also ELs (92% in 2018-19), the BE/ESL department plays a pivotal role in the integration of immigrant students and their families into the district and community. In addition, when students require both EL and SPED services, the campus ARD committee and LPAC must collaborate to ensure issues related to both the disability and language proficiency

¹ At-A-Glance Information for three workscopes were provided in separate reports: Academic Tutoring for ELs

(EA19-126-4A), Immigrant (EA19-126-4B), and Special Education/English Learners (EA-126-4C).

are carefully considered. In 2018-19, an important focus was improving student identification and service provision to ELSPED students.

Who were BE/ESL teachers?

In 2018-19, the district employed 2,205 DL or ESL teachers in elementary schools and 1,402 DL, ESL, and/or sheltered teachers in secondary schools.

Exceptions/Waivers

State law requires districts unable to provide the required number of DL and ESL teachers to request an exception to offer an alternative program (DL) or a waiver of teacher certification (ESL). Because of new high school level ESL certification requirements, the number of requested ESL waivers increased 346 percent since 2017-18 (2017-18: 54; 2018-19: 241).

What were the perceptions of BE/ESL teachers and administrators?

Dual Language Survey

Key findings from the summer 2018 Dual Language teacher ($N = 93$) and principal ($N = 69$) survey include 1) teachers advocated more instructional time in Spanish than principals, 2) teachers and principals favorably rated various aspects of the program, 3) teachers and principals agreed buy-in was low for nonEL teachers and staff members, and 4) most rated training attended and DL resources and supports as at least somewhat helpful.

ESL Teacher and Administrator Perceptions

Key findings from the spring 2019 ESL teacher ($N = 87$; 66%) and administrator ($N = 45$; 65%) survey included 1) over half of teachers met with ESL Instructional Support Specialists (ISS) at least once per week, but over 10 percent of teachers and administrators never met with an ESL ISS, 2) at least half of respondents felt the ESL ISSs effectively provided various resources and services, and 3) respondents generally were satisfied with ESL services.

What were academic outcomes for ELs?

Texas English Language Proficiency Assessment System (TELPAS)

ELs Overall. Ratings for ELs at all grade levels clustered at intermediate and advanced English proficiency. Over half of ELs remained at the same proficiency level in 2019 as in 2018, and ELs in grades one to five progressed at higher rates and regressed at lower rates than those in the middle and upper grades.

Dual Language. ELs in OWDL and TWDL programs performed similarly in 2019, with the highest rates of students proficient at the intermediate or advanced

levels. Over a third of students from both programs progressed to a higher proficiency level from 2018 to 2019, and rates of OWDL and TWDL students who remained the same or regressed differed by about three to four percentage points. The highest rates of SECDL ELs scored at the intermediate and advanced proficiency levels in 2019. Like students in OWDL and TWDL, over half of ELs in SECDL remained at the same proficiency level from 2018 to 2019, but triple the rate of SECDL students regressed than progressed a level.

ESL/Sheltered. The highest rates of ESL students scored at the intermediate or advanced level for all grade level groupings. Rates of students at the advanced level decreased as grade level increased. Rates of students at the same level in 2019 as 2018 increased as grade level increased. The highest rates of students in sheltered classrooms also scored at intermediate and advanced proficiency levels. Proficiency rating movement was similar at all grade level groupings; students were more likely to regress than progress. Notably, while sheltered students performed at the advanced and advanced high levels at higher rates than ESL students, their progression rates were lower, and regression rates were higher than for ESL students, indicating more instability in English proficiency for students in sheltered classrooms than for ESL students.

Parent Denials. Parent denials generally performed similarly or slightly better than ELs overall.

Elementary School TerraNova/SUPERA (TN/SUP) and State of Texas Assessment of Academic Readiness (STAAR)

ELs vs nonELs. Rates of students at or above grade level on TN reading and mathematics were lower overall for ELs than nonELs. Rates at or above grade level on SUP reading were higher for ELs than for nonELs. Rates at STAAR Approaches+ and Meets+ for ELs exceeded rates for nonELs on all subtests except for science, with comparable rates at both standards.

Dual Language. Rates of students at or above grade level on TN reading and mathematics were lower for OWDL than for TWDL ELs but were slightly higher for OWDL than TWDL on SUP reading. Rates at both STAAR Approaches+ and Meets+ for OWDL generally were lower than for TWDL ELs, except for writing. Rates at Approaches+ and Meets+ were comparable or higher for both OWDL and TWDL students than for nonELs.

ESL. Rates of ESL students at or above grade level on TN reading and mathematics were comparable or slightly higher than for all nonELs. STAAR rates for ESL students compared to all nonELs varied, with ESL students at Approaches+ and Meets+ at comparable or higher rates than all nonELs for mathematics and

writing and comparable or lower than all nonELs on reading and science.

Parent Denials. Parent denials underperformed both ELs and nonELs overall on *TN* mathematics and reading, *SUP* reading, and all *STAAR* subtests.

Two-year trends. Two-year trends in rates at or above grade level for *TN* reading and mathematics increased over two years for all groups except for nonELs in *TWDL* but decreased for all groups on *SUP* reading. Rates at or above grade level increased the most on *TN* reading for ELs in *OWDL* (+14 percentage points) and *TWDL* (+12 percentage points). Most two-year trends in Meets+ rates on *STAAR* subtests were positive and overall ranged from a three percentage points decrease (*TWDL* ELs, writing) to a 15 percentage point increase (*TWDL* ELs, science; *ESL* science).

Secondary STAAR and End-of-Course (EOC)

ELs vs nonELs. Rates at both Approaches+ and Meets+ for ELs were comparable to or lower than for nonELs on all *STAAR* and *EOC* subjects, though gaps were narrower in *STAAR* mathematics and Algebra I.

Dual Language. Differences in grade six to eight *STAAR* rates at Approaches+ and Meets+ between both ELs and nonELs in *SECDL* and all nonELs varied by subject. *SECDL* EL rates at both Approaches+ and Meets+ lagged most strongly behind all nonELs in writing. Approaches+ and Meets+ rates for *SECDL* nonELs exceeded all nonELs rates in all subjects. Differences in *EOC* rates at Approaches+ and Meets+ between both ELs and nonELs in *SECDL* and all nonELs also varied by subject. Both Approaches+ and Meets+ rates for *SECDL* ELs most strongly exceeded those for all nonELs in Algebra I and lagged most strongly behind all nonELs in US History. Both Approaches+ and Meets+ rates for *SECDL* nonELs exceeded those for all nonELs for most *EOCs*

ESL and Sheltered. Rates of *ESL* students at Approaches+ and Meets+ fell short of rates for students in sheltered classrooms on every *STAAR* six to eight subtest and *EOC*. Both *ESL* and sheltered students were comparable to or lagged all nonELs on all but the Algebra I *EOC* at Approaches+ (sheltered students).

Parent Denials. Differences between rates of parent denials and all ELs at Approaches+ and Meets+ varied, with comparable or lower rates for parent denials than all ELs for most subjects.

Two-year trends. Two-year trends in Meets+ rates on *STAAR* and *EOCs* were mostly positive.

DL STAAR Reading by Testing Language

Rates for ELs taking the grade three to five *STAAR* reading subtests in Spanish were slightly greater at the Meets+ performance standard than at the Approaches+ standard. Rates of grade three to five reading at Meets+ were generally higher for nonELs than ELs in both programs, regardless of test language.

Monitored/Reclassified STAAR

Monitored reclassified students performed notably well overall on *STAAR* subtests and *EOCs*, with high rates of students attaining the Approaches+ (89% to 99%) and Meets+ (55% to 87%) performance standards. Overall, higher rates of monitored students than other nonELs attained both standards in all subjects.

STAAR and EOC Outcomes by TELPAS Rating

For all *STAAR* and *EOC* subjects, the rates of students at Approaches+ and Meets+ increased with increased *TELPAS* English proficiency ratings.

Grade Five to Six Transition STAAR

District rates of 2019 grade six students at all *STAAR* performance standards were lower than attainment rates for the same students in grade five mathematics (-1 to -27 percentage points) and reading (-5 to -43 percentage points). Mathematics rates for all ELs decreased more at Approaches+ on the Spanish subtest than on the English subtest, but rates decreased less at Meets+ and Masters on the Spanish subtest than on the English subtest. Reading rates for all ELs decreased more for students taking the subtest in Spanish than in English. The extent of decreased rates in both subjects varied among programs/classifications. In most cases, decreases were lower for students who were in PK/1 to grade six campuses than for students at grade six to eight campuses.

How did EL and monitored student participation in advanced opportunities compare to nonELs?

Qualified ELs applied to and participated in magnet programs at lower rates (37%) than nonELs (43%) and monitored students (64%). Grade six to eight advanced R/LA, mathematics, and science course enrollment of those who scored at Masters in the previous year were highest in all subjects for monitored students and lower for ELs than nonELs in grade eight mathematics, but comparable for ELs and nonELs in grade six and seven mathematics and grade six science.

How did outcomes compare to the state?

Differences in district and state proficiency level rates on the 2019 *TELPAS* ranged from 12 points below state rates (K to 2, Advanced) to 14 points above state rates

(K to grade 2, Beginning); rates of students at the higher English proficiency levels (Advanced, Advanced High) fell short of state rates, especially in lower grades. Most district rates exceeded the state on STAAR/EOCs.

Recommendations

The following key recommendations were offered.

- **Review data structures and processes for accuracy and usability.** With efforts to expand the ways data are reviewed for BE/ESL-related programs and the advent of the new student information system in 2018-19, several data shortcomings emerged that hindered the ability to explore various research questions (e.g., tracking former immigrant students, years as EL for current and reclassified students, identifying secondary BE/ESL teachers). The BE/ESL, Evaluation and Assessment, and Information Technology departments should collaborate to prioritize the most important data insufficiencies and establish a plan for eradication.
- **Include more process data collection and analysis in future evaluations.** Future evaluators and BE/ESL department leadership should work together to determine where further process data may be valuable for more in-depth program evaluation based on what is reasonable to collect and analyze given available anticipated resources.
- **Strengthen focus on English proficiency progression to support academic achievement.** Progression rates varied but about half of ELs remained the same. A relationship was found between TELPAS proficiency ratings and academic achievement. Elevating ELs out of the same proficiency level could result in achievement growth.
- **Explore reasons for lower EL participation in advanced opportunities.** ELs were accepted to and participated in magnet programs at lower rates than nonELs, EL participation often lagged nonELs in advanced courses, and EL rates of talented and gifted participation at the secondary grades was barely half as for nonELs. Program leadership and evaluators should explore reasons for these findings and plan to appropriately bolster EL participation.
- **Continue efforts to reduce parent denials and students coded as “unservable.”** Although parent denials generally scored on par with all ELs on TELPAS, achievement outcomes for parent denials mostly lagged those of all ELs and nonELs. Efforts should continue to educate more parents about the benefits of program participation. Department staff members also noted efforts to discourage using the “unservable” code to ensure all students are appropriately served. Both efforts could support favorable outcomes for more students in the district.
- **Continue focus on transition years.** Although an issue not unique to ELs, efforts to explore reasons

for the dip in STAAR achievement in grade six should be further examined, along with results for other transitional years. Program leadership should continue to watch these trends carefully and devise ways to mitigate these backslides.

- **Determine weakest areas of English proficiency for enhanced focus.** TELPAS listening, speaking, reading, and writing data should be examined in greater depth to develop plans to target the weakest areas. Efforts could further improve the rates of students progressing at least one level a year, potentially leading to narrower gaps with statewide results at the highest English proficiency levels. These efforts could also help to determine why regression rates were higher than progression rates for students in sheltered classrooms.
- **Continue efforts to increase awareness of ELSPED identification and needs.** Although a 21 percent increase in the number of district ELSPED students may indicate greater districtwide awareness of the need to identify ELSPED students, survey results suggested general education teachers were least perceived to be aware of ELSPED policies, and a higher proportion of teachers than administrators and CICs reported that they lacked enough knowledge to rate the priority or frequency of Admission, Review, and Dismissal/LPAC collaboration. In addition, program leaders mentioned ELSPED-related teacher misperceptions and low turnout at ELSPED-related professional development sessions as challenge. Program leadership should continue efforts to increase districtwide awareness of ELSPED policies.
- **Explore reasons for low ELSPED differentiation ratings in the reading and social studies curricula.** From 45 to 74 percent of survey respondents familiar with the new curricula did not highly rate ELSPED differentiation in the R/LA and social studies curricula. Program leadership should explore whether these ratings were low because of misperceptions or lack of training, or if the ratings reflect that more efforts are needed to further differentiate the curriculum for ELSPED students.

Reference

Ledezma, L. (2018) 2017-18 Evaluation of the Bilingual/ESL Program. Dallas, TX: Dallas Independent School District.

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2018-19 Evaluation of the Academic Tutoring Program for English Learners

Dianne Palladino, Ph.D., Rett Mickelson, B.S., Sarah Hinkley, Ph.D., & Sydney Voss, Ph.D.

EA19-126-4B

At-a-Glance

The Department of Communications in the Dallas Independent School District (Dallas ISD) administered an academic tutoring program in 2018-19 for English Learners (ELs) through the Translation Services Department at six district campuses: four elementary school campuses (Lee A. McShan, Dan D. Rodgers, Nathan Adams, Charles A. Gill) and two middle school campuses (Harold W. Lang, Sam Tasby). The program aimed to provide tutoring, translations, and interpretation for ELs throughout the course of the academic year. The total 2018-19 budget for the Academic Tutoring program for ELs was \$176,732 from Title III funds (no change from 2017-18).

Purpose of the Evaluation

The purpose of this report was to describe the Academic Tutoring Program for ELs and the activities conducted by its staff members.

What was the function of the Academic Tutoring program for ELs and what students did it serve in 2018-19?

Methodology

The evaluators interviewed program administrators and received tutoring rosters, schedules, and other relevant documents on March 26, 2019. The evaluators summarized program information and the number of students tutored by dominant language.

Program Description

The program aimed to 1) provide tutoring and instructional materials for students as requested by English as a Second Language (ESL) teachers, 2) provide translations of academic materials and state academic standards for communication between teachers and campuses to parents, and 3) provide interpretation at campus- and district-level meetings for parents, as requested.

Four interpreter/tutors provided small-group reading/language arts and mathematics tutoring to 70 students who spoke Arabic, Burmese, Swahili/Kirundi, and other languages spoken by immigrant students enrolled in United States schools fewer than three years. The number of students served by dominant language is shown in Table 1.

Table 1: 2018-19 Number of Students Served by the Academic Tutoring Program for English Learners by Dominant Language

Dominant Language	Tutored (N = 70) n
Burmese	12
Swahili/Kirundi	15
Arabic	17
Other	26

Note: Data received from Translation Services Department on March 26, 2019.

In collaboration with teachers, students at served campuses were placed in groups based on dominant language and academic level, and tutors met with each group approximately twice per week over the course of the school year. Tutors aimed for groups of three to four students, although some students were tutored individually. This supplemental tutoring did not take the place of core instruction in any content area. Each classroom teacher monitored the academic progress of the tutored students and communicated that information to the assigned tutors.

Recommendations

See the Title III Evaluation of Bilingual Education and English as a Second Language At-A-Glance (EA19-126-4A) for a consolidated list of recommendations pertaining to English Learners.

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

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2018-19 Evaluation of the Immigrant Services Program

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EA19-126-4C

At-a-Glance

The Bilingual Education/English as a Second Language (BE/ESL) Department aimed to provide supplemental assistance to immigrant students and families in order to increase language proficiency and academic achievement that will help prepare them to become active participants in education and the community. Title III defines immigrant children and youth as those aged three to 21 who were not born in any state and have not been enrolled in any United States schools for more than three full academic years. The Immigrant Services program within the Dallas Independent School District (ISD) had a total budget of \$846,223 from Title III funds for program year 2018-19, a decrease from \$1,077,992 in 2017-18.

Purpose of the Evaluation

This evaluation report includes description of services for district immigrant students in 2018-19 and student characteristics and outcome data and trends for immigrant students.

What were district services for immigrant students in 2018-19?

Methodology

The evaluators interviewed program administrators and reviewed program documents to summarize services for immigrants in 2018-19.

Program Description

Because a large proportion of immigrants typically are also English Learners (ELs; 92% in 2018-19),¹ the BE/ESL department has a pivotal role in the integration of immigrant students and their families into the District and community. The department aimed to 1) provide supplemental instructional resources; 2) assist in development of tutoring plans for improved English proficiency and academic achievement; 3) develop supplemental summer enrichment opportunities; 4) connect parents with needed referrals to services; and 5) deliver classes for ELs and their parents, including district information sessions and ESL classes.

Immigrants who have never attended US schools are welcomed to the district at the Margaret and Gilbert

Herrera Student Intake Center. This center supports these students and their families. Along with registration and assessment services, the center provides orientation services for families as they transition into the district and community and follow-up support to students through providing professional development and instructional coaching for teachers of ELs, literacy fairs on select Saturdays throughout the year, and summer enrichment programs for newcomer students.

To prepare immigrant students in the first year in US schools who do not speak Spanish or English for academic success, the district also offers a one-year Newcomer Program at five designated Dallas ISD campuses.² This program for mixed grade levels focuses on English acquisition by using sheltered instruction methods and strategies. Because the students served by the Newcomer Program in 2018-19 were a small subsection of immigrant students, they were not highlighted as a separate group in analyses and were included in results for the general immigrant student population.

What were immigrant student characteristics in 2018-19?

Methodology

The evaluators conducted frequency analyses to summarize participant characteristics and enrollment rates using the district Public Education Information Management System (PEIMS) demographic data files.³

Results

Most of the 6,143 immigrant students enrolled in the district in 2018-19 (approximately 4% of enrollment) were Hispanic (76%), followed by African American (9%) and Asian (8%). Immigrants were from 130 different countries, with about 64 percent of immigrants considered at-risk and 86 percent economically disadvantaged. The rate of immigrant students enrolled in the Dallas ISD has remained relatively stable in recent years, with an increase of one percent (+32 students) since 2017-18 and four percent (+209 students) since 2016-17.

¹ EL Immigrant students: 2016-17: 89%; 2017-18: 91%.

² McShan, Lowe, Hotchkiss, Rodgers, and Gill. All campuses had one teacher allocation for the newcomers' program, except for McShan, which had two teachers allocated.

³ 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 26, 2019).

What were the academic achievement outcomes for immigrant students?

Methodology

The first academic outcome examined was the *Texas English Language Proficiency Assessment System (TELPAS)*. The evaluators used frequency analyses to determine the percentage of students who 1) earned each English proficiency rating (beginning, intermediate, advanced, advanced high) and 2) progressed, stayed the same, or regressed at least one level among composite ratings from 2018 to 2019.

The second academic outcome examined was *TerraNova (TN)*; reading and mathematics) and *SUPERA (SUP)*; reading). Frequency analyses were computed to determine the percentage of K to grade two students scoring at or above grade level on *TerraNova* and *SUPERA*. The evaluators also calculated one- and two-year trends in attainment rates.

The third academic outcome examined was *State of Texas Assessments of Academic Readiness (STAAR)* and *End-of-Course (EOC)*. The evaluators calculated rates of students at Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) for 2019 and two-year trends.

Results

TELPAS

English proficiency ratings for immigrant students generally lagged all ELs and clustered at the beginner and intermediate levels, with the highest rates of students proficient at the beginner level in K to grade five (47%) and the highest rates of students proficient at the intermediate level in grades six to eight (50%) and grades nine to 12 (49%). From 53 to 60 percent of immigrant students remained at the same proficiency level in 2019 as in 2018. Progression rates decreased (40% grades 1 to 5; 31% grades 6 to 8; 20% grades 9 to 12) and regression rates increased (7% grades 1 to 5; 13% grades 6 to 8; 20% grades 9 to 12) as grade level increased. At all grade levels, progression rates for immigrant students exceeded those for all ELs by six to 20 percentage points, and regression rates were lower than for all ELs by four to 19 percentage points.

TerraNova/SUPERA

TN and *SUP* rates of 2019 students at or above grade level ranged from 58 (*TN* mathematics) to 90 percent (*SUP* reading; Table 1). Immigrant students scored at or above grade level at higher rates than all ELs and nonELs on *TN* reading and *SUP* reading, but they were at or above grade level at comparable rates to all ELs and at lower rates than all nonELs in *TN* mathematics.

Table 1: 2018-19 Percentage of K-2 Immigrant and District Students At or Above Grade Level on *TerraNova* and *SUPERA*

Grade	Immigrant		All EL		All nonEL	
	Test N	GL %	Test N	GL %	Test N	GL %
TerraNova						
Mathematics	1,625	58	15,657	58	14,766	62
Reading	413	71	1,987	62	14,071	69
SUPERA						
Reading	1,270	90	13,805	82	750	79

Source: *TerraNova* and *SUPERA* district data files dated July 02, 2019. District PEIMS demographic file dated February 26, 2019. Note: K = kindergarten. EL = English learner. GL = at or above grade level/40th percentile. Includes students enrolled on the PEIMS snapshot date of October 26, 2018. PEIMS = Public Education Information Management System.

Two-year trends for immigrant students varied, ranging from flat (*SUP* reading) to an increase of nine percentage points (*TN* reading; Table 2) in students at or above grade level. These trends were more favorable for immigrant students than all ELs and all nonELs for both *TN* reading and *SUP* reading, but they were within one percentage point of both all ELs and all nonELs on *TN* mathematics.

Table 2: 2017 to 2019 K Grade Two *TerraNova*/*SUPERA* Trends in Rates of Students At or Above Grade Level by Classification and Subject

Grade	Immigrant	All EL	All nonEL
	2 Yr Δ %pts	2 Yr Δ %pts	2 Yr Δ %pts
TerraNova			
Mathematics	2.6	2.8	1.7
Reading	9.0	5.8	0.6
SUPERA			
Reading	-0.4	-3.3	-6.1

Source: District *TerraNova* data files dated November 1, 2017 (2017) and July 2, 2019 (2019). District *SUPERA* data files dated July 12, 2019 (2017) and July 2, 2019 (2019). District PEIMS demographic files dated October 31, 2016 (2017) and February 26, 2018 (2019). Note: K = kindergarten. EL = English learner. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. Includes students enrolled on the PEIMS snapshot date for each year.

STAAR/EOC

Rates of immigrant students in grades three to five at Approaches+ on the 2019 *STAAR* ranged from 56 percent (science) to 76 percent (reading; Table 3) and rates of immigrant students at Meets+ ranged from 30 percent (science) to 50 percent (reading; Table 4). Differences between immigrant student and all EL and nonEL rates at both Approaches+ and Meets+ ranged from 15 percentage points lower (science 5, Approaches+ and mathematics 3 to 5, Meets+ compared to all ELs) to 17 percentage points higher (writing 4, Meets+ compared to all nonELs). Rates at both Approaches+ and Meets+ were lower than for both all ELs and all nonELs in both mathematics and science and, with one exception (writing 4, Approaches+

compared to all ELs), comparable or higher than for all ELs and all nonELs in both reading and writing.

Immigrant students in grades six to eight did not fare as well on the STAAR as for grade three to five STAAR, in general, with Approaches+ rates ranging from 24 (writing) to 49 percent (mathematics; Table 3) and rates at Meets+ ranging from 11 percent (writing) to 22 percent (mathematics; Table 4). Notably, Approaches+ rates were lowest for reading and writing, and Meets+ rates were lowest for reading, social studies, and writing. Immigrant student rates at both Approaches+ and Meets+ were lower than for all ELs and nonELs.

Results for immigrant students on 2019 EOCs were mixed, with rates at Approaches+ ranging from 19 (English I) to 78 percent (US History; Table 3) and rates at Meets+ ranging from 10 (English I) to 45 percent (US History; Table 4). Rates of immigrant students at Approaches+ and Meets+ on EOCs were lowest for the English I and English II EOCs. Immigrant students at both Approaches+ and Meets+ on all EOCs were lower than for all ELs and nonELs.

Table 3: 2018-19 Percentage of Immigrant, All EL, and All NonEL Students at Approaches Grade Level or Above on STAAR and STAAR EOC

Grade	Immigrant		All EL		All nonEL ^a	
	Test N	App+ %	Test N	App+ %	Test N	App+ %
Grades Three to Five STAAR						
Mathematics 3-5	1,026	69.1	17,582	82.5	16,682	78.4
Reading 3-5	1,025	76.0	17,580	76.3	16,690	74.0
Writing 4	325	69.2	5,879	71.5	5,725	59.6
Science 5	308	55.5	5,970	69.0	5,725	70.4
Grades Six to Eight STAAR						
Mathematics 6-8	895	49.3	13,978	74.8	13,132	75.5
Reading 6-8	908	28.6	14,673	61.9	14,253	70.7
Writing 7	293	23.9	4,840	52.8	4,659	62.2
Science 8	327	38.2	4,932	69.6	4,708	77.4
Soc. Studies 8	318	31.8	4,565	53.8	4,534	66.3
STAAR EOCs						
Algebra I	585	68.0	5,197	82.5	5,194	82.8
English I	743	19.0	7,299	44.0	6,666	60.2
English II	664	21.2	5,443	40.9	6,046	65.1
Biology	528	61.7	4,634	77.2	4,899	85.5
US History	370	77.6	2,904	85.0	5,101	93.9

Source. District STAAR data files dated June 13, 2019 and STAAR EOC data files dated June 4, 2019. PEIMS snapshot demographic data files dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of October 26, 2018. App+ = Approaches grade level or above performance standard. EL = English learner. US = United States. PEIMS = Public Education Information Management System. ^a = nonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable."

Table 4: 2018-19 Percentage of Immigrant, All EL, and All NonEL Students at Meets Grade Level or Above on STAAR and STAAR EOC

Grade	Immigrant		All EL		All nonEL ^a	
	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
Grades Three to Five STAAR						
Mathematics 3-5	1,017	35.3	17,375	50.3	16,296	46.4
Reading 3-5	1,016	50.0	17,373	46.0	16,304	42.4
Writing 4	322	46.3	5,807	44.8	5,587	28.9
Science 5	304	30.3	5,898	40.7	5,596	42.3
Grades Six to Eight STAAR						
Mathematics 6-8	888	21.5	13,798	37.8	12,805	40.7
Reading 6-8	901	14.1	14,493	27.2	13,926	39.9
Writing 7	292	11.0	4,778	22.4	4,544	35.3
Science 8	324	15.7	4,879	30.1	4,609	41.3
Soc. Studies 8	315	11.7	4,512	17.6	4,435	31.0
STAAR EOCs						
Algebra I	580	39.3	5,161	58.9	5,118	61.4
English I	737	10.2	7,261	24.6	6,589	43.8
English II	661	10.6	5,411	20.2	5,964	47.3
Biology	524	24.8	4,598	41.0	4,820	58.8
US History	367	45.2	2,887	52.7	5,029	77.4

Source. District STAAR data files dated June 13, 2019 and STAAR EOC data files dated June 4, 2019. PEIMS snapshot demographic data file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of October 26, 2018. Students taking the Alternate 2 version of STAAR are not evaluated on the Meets+ performance level; sample sizes will be slightly lower for the Meets+ level than for the Approaches+ and Masters level. Meets+ = Meets grade level or above performance standard. EL = English learner. PEIMS = Public Education Information Management System. ^a = nonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable."

Two-year trends at Meets+ for grade three to eight immigrant students were positive for all subjects and grade levels (range: +3 percentage points, writing 7 to +13 percentage points, writing 4; Table 5). With a few exceptions (reading 3 to 5 and writing 4), two-year trends were mostly comparable or at least slightly lower for immigrant students than for both all ELs and all nonELs.

Two-year EOC trends for immigrant students at Meets+ were flat or positive for all subjects and grade levels (range: flat, English II to +20 percentage points, Algebra I). Two-year trends for immigrant students were comparable or lower than for all ELs and all nonELs on Algebra I, English I, and English II. For the Biology and US History EOCs, however, rates of immigrant students at Meets+ were lower than for all ELs, but higher than for all nonELs.

Table 5: 2017 to 2019 Two-Year STAAR/EOC Trends in Rates at Meets+ by English Learner Program/Classification, Subject, and Grade Level

Grade	Immigrant	All EL	All nonEL ^a
	Meets+ 2 Yr Δ %pts	Meets+ 2 Yr Δ %pts	Meets+ 2 Yr Δ %pts
Grades Three to Five STAAR			
Mathematics 3-5	6.0	7.4	7.1
Reading 3-5	8.9	7.3	5.8
Writing 4	12.6	5.1	0.3
Science 5	6.7	11.1	7.5
Grades Six to Eight STAAR			
Mathematics 6-8	8.0	12.9	11.5
Reading 6-8	4.3	7.5	6.0
Writing 7	3.1	5.3	3.6
Science 8	4.8	4.4	5.7
Soc. Studies 8	3.5	4.2	3.0
STAAR EOCs			
Algebra I	19.8	24.6	20.4
English I	2.1	9.0	4.8
English II	0.1	8.4	2.1
Biology	5.8	6.2	2.7
US History	8.1	15.9	5.7

Source: District STAAR data files dated June 22, 2017 (2017) and June 13, 2019 (2019). STAAR EOC data files dated April 30, 2017 (2017) and June 4, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017) and February 26, 2019 (2019).
 Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date for each year. EL = English learner. Meets+ = Meets grade level or above performance standard. US = United States. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. ^a = nonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable."

Recommendations

See the Title III Evaluation of Bilingual Education and English as a Second Language At-A-Glance (EA19-126-4A) for a consolidated list of recommendations pertaining to English Learners.

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

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2018-19 Evaluation of the Special Education for English Learners Program

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EA19-126-4D

At-a-Glance¹

For students who require both English Learner (EL) and special education (SPED) services (ELSPED) in the Dallas Independent School District (Dallas ISD), the campus Admission, Review, and Dismissal (ARD) committee and Language Proficiency Assessment Committee (LPAC) must collaborate to ensure issues related to both the disability and English proficiency are carefully considered. An important focus for the district in 2018-19 was improving student identification and provision of services for ELSPED students. \$1,652,936 in Title I funds (an increase from \$1,629,000 in 2017-18) supported a boost in multi-departmental leadership and instructional specialists to support this effort at 21 targeted campuses and to work on enhancing the reading/language arts (R/LA) and social studies curricula for all learners.² The purpose of this evaluation was to describe district services for ELSPED students, report teacher and administrator perceptions, and summarize student characteristics and academic outcomes for ELSPED students.

What were the key aspects of ELSPED services in 2018-19?

Program Description

For the first full academic year in 2018-19, a collaboration among the Bilingual Education/English as a Second Language (BE/ESL), SPED, and R/LA departments provided intensified specialized support for teachers of ELSPED students. The purpose of this collaboration was to: 1) develop and support embedded K to 12 ELSPED differentiation for all learners in the general education curriculum; 2) facilitate collaboration among campus-based educators, administrators, parents, and appropriate ELSPED specialists; 3) assist campuses in planning and implementing services for ELSPED students at all grade levels; and 4) create and conduct professional development opportunities.

Title I funds supported one Manager of Special Education for English Learners and 18 ELSPED Instructional Specialists. Other leadership, funded by general operating funds, included the Director of Special Education for English Learners, the Director of Reading/Language Arts, and the Manager of

Reading/Language Arts. These leaders collaborated to develop a set six-unit R/LA (K to grade 10) and Social Studies (K to grade 5) curriculum for Dual Language (DL) and ESL classrooms and embedded differentiated support in the general education curriculum for all learners in all grades (DL, ESL, scaffolded for sheltered students, and ELSPED).

The 21 campuses targeted for extra ELSPED support this year were selected because 1) they enrolled high numbers of ELSPED students or 2) they showed high achievement gaps in 2018 *State of Texas Assessments of Academic Readiness (STAAR)* outcomes for ELSPED students when compared to students in general education or to students in special education who were not ELs.

Program leadership indicated several accomplishments for 2018-19, including 1) establishment of the multi-department collaboration to serve ELSPED students; 2) completion of curriculum development and modifications for R/LA and social studies; 3) facilitation of raised districtwide awareness of the services needed by ELSPED students; and 4) improved awareness of ELSPED students through a flag in classroom rosters.

Program leadership also identified several challenges they faced in 2018-19, including 1) continuing misperceptions at campuses that a) students can either receive EL or SPED services and b) students need to be in general education if the SPED teacher does not speak Spanish; 2) ensuring coordination and communication among stakeholders from different departments; 3) low teacher turnout to professional development about the new curriculum, 4) teacher adjustment to a set district curriculum after several years without one; and 5) ESL certification of SPED teachers.

ELSPED-related professional development for teachers and administrators was provided for ARD/LPAC processes ($N = 9$ sessions) and ELSPED instruction ($N = 30$ sessions), with median attendees per session ranging from 6 to 13 people.

¹ Portions of this report were adapted from Grimberg, 2018.

² The 21 campuses targeted for the full 2018-19 academic year included 10 campuses at the elementary school level (May, Blanton, Caillet, Gill, Maple Lawn, Seagoville, Truett,

Salazar, Seagoville North, and Bush), two campuses at the middle school level (Stockard and Seagoville), and nine at the high school level (Adams, Adamson, Jefferson, Samuell, Sunset, White, Wilson, Skyline, and Conrad).

What were stakeholder perceptions regarding ELSPED services and training?

A total of 778 (44%) teachers, 34 CICs (89%), and 52 administrators (57%) completed at least part of the ELSPED perception survey. Approximately 69 percent of teacher respondents, 71 percent of CIC respondents, and 79 percent of administrator respondents worked with ELSPED Instructional Specialists during 2018-19. Of these, 48 percent of teachers, 32 percent of CICs, and 70 percent of administrators highly rated the helpfulness of the support they received (very or extremely helpful) for instructing ELSPED students.

Respondents in all three roles who reported experience with the curricula, especially CICs, rated the extent of curriculum differentiation for ELSPED students at least slightly higher for R/LA than for social studies, but high differentiation ratings did not exceed 55 percent (range: 26 percent of CICs for social studies to 55 percent of teachers for R/LA), indicating that from 45 to 74 percent of those familiar with the new curricula did not highly rate ELSPED differentiation in the R/LA and social studies curricula.

Between 65 and 90 percent of respondents in all roles highly rated general education, BE/ESL, and special education teacher awareness that qualified students should receive both special education services and EL services. Generally, higher rates of administrators and CICs than teacher respondents highly rated teacher awareness, but respondents in all roles considered general education teachers to be the least likely to have at least moderate awareness of this policy, indicating a potential need for more training on the subject for general education teachers.

Generally, administrators rated both the priority and frequency of ARD/LPAC collaboration higher than CICs and teachers. A greater percentage of administrators (68%) than CICs (48%) and teachers (48%) indicated that ARD/LPAC collaboration was a high or essential priority at their campuses. A similar pattern emerged for ratings of collaboration frequency, with a higher percentage of administrators (72%) than CICs (52%) and teachers (45%) indicating that ARD/LPAC collaboration occurred frequently or very frequently on their campuses. Furthermore, a higher proportion of teachers (priority: 20%; frequency: 35%) and CICs (priority: 13%; frequency: 23%) than administrators (priority: 4%; frequency: 4%) reported they did not have enough knowledge to rate the priority or frequency of ARD/LPAC collaboration on their campuses, indicating

a need to improve teacher and CIC awareness of ARD/LPAC collaboration.

What were the 2018-19 ELSPED student characteristics?³

Results for all ELs, all SPED students, nonSPED ELs, and nonEL SPED students are provided, when appropriate, for comparison groups throughout these sections.

Out of the 69,419 ELs and 13,720 students requiring SPED services in the Dallas ISD, 5,111 (7% of ELs; 37% of SPED) were ELSPED in 2018-19, comprising over three percent of district students. Student characteristics for ELSPED students generally were more comparable to the classifications with SPED students than with ELs with respect to sex (mostly male), and more comparable to ELs than SPED students with respect to race/ethnicity (mostly Hispanic). Notably, over half of nonEL SPED students (51%) were African-American. A higher rate of ELSPED students than nonEL SPED and all SPED students were reported to have a learning disability or speech impairment, and a lower rate of ELSPED students than nonEL SPED and all SPED students were reported to have an intellectual disability, emotional disturbance, or other health impairment.

The number of students in each classification examined over the past two years remained relatively stable, except for classifications including SPED students. Not only did the number of overall SPED students increase by 16 percent over the past two years, but the number of ELSPED students increased by 21 percent in the same time period. These differences likely reflect increased awareness and focus on student identification and service provision for these students.

What were the assessment outcomes for ELSPED students?

The first academic outcome examined was the *Texas English Language Proficiency Assessment System (TELPAS)* for K to grade 12. The evaluators used frequency analyses to determine the percentage of students who 1) earned each English proficiency rating (beginning, intermediate, advanced, advanced high) and 2) progressed, stayed the same, or regressed at least one level among all composite ratings between 2018 and 2019. For the first time in 2019, the Texas Education Agency offered the holistically-graded⁴ *TELPAS Alternate (TELPAS-ALT)* assessment for ELs

³ Characteristics and trends were provided for students enrolled on the Public Education Information Management System (PEIMS) snapshot dates for each year. 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 26, 2019).

⁴ Holistically-graded assessments are based on the knowledge of a student's skills over a time period across all four domains, using observable behaviors aligned to the English Language Proficiency Standards (ELPS).

with the most significant cognitive disabilities who were unable to complete the *TELPAS*, even with accommodations. Frequency analyses were used to determine rates of students at each English proficiency level on *TELPAS-ALT* (awareness, imitation, early independence, developing independence, basic fluency).

The second academic outcome examined was *TerraNova* (*TN*; reading and mathematics) and *SUPERA* (*SUP*; reading). Frequency analyses were computed to determine the rates of K to grade two students scoring at or above grade level. The evaluators also calculated one- and two-year trends.

The third academic outcome examined was *State of Texas Assessments of Academic Readiness* (*STAAR*) and *End-of-Course* (*EOC*). The evaluators calculated rates at Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) for 2019 (standard and *Alternate 2*) and for the previous two years (standard).

TELPAS

English proficiency ratings for ELSPED students at all grade levels tended to cluster in the intermediate level of English proficiency (range: 57% to 63%). From 60 to 69 percent of ELSPED students who took the *TELPAS* in 2018 and 2019 remained at the same proficiency level. Rates of ELSPED students who regressed increased as grade level increased (range: 16% to 26%). Progression rates were highest for ELSPED students in grades one to five (25%) but lower for ELSPED students in grades six to eight (11%) and grades nine to 12 (12%).

Overall, 512 ELs took *TELPAS-ALT* in 2019, with the highest percentage of students receiving the second highest level rating (26%; developing independence). Nineteen percent of students earned the highest proficiency rating (basic fluency) districtwide, with the lowest rates in grades two to five (11%) and the highest in grades six to eight (27%).

TerraNova/SUPERA

As shown in Table 1, rates of ELSPED and comparison groups scoring at or above grade level on the 2019 *TN* and *SUP* ranged from 29 percent (*SUP* reading, nonEL SPED) to 83 percent (*SUP* reading, nonSPED ELs). On *TN* reading and mathematics, rates of ELSPED students scoring at or above grade level were lower than for all comparison groups, and ELSPED rates tended to be closer to those for comparison groups that primarily included SPED students (nonEL SPED, all SPED) than those that primarily included students (nonSPED ELs, all ELs). This pattern was also true for ELs on *SUP* reading.

Table 1: 2018-19 Percentage of K to Grade Two ELSPED and Comparison Group Students At or Above Grade Level on *TerraNova* and *SUPERA*

Category	<i>TN</i> Reading		<i>TN</i> Mathematics		<i>SUP</i> Reading	
	Test	GL	Test	GL	Test	GL
	N	%	N	%	N	%
All nonEL	14,071	69.4	14,766	62.4	750	78.8
All EL	1,987	61.6	15,657	58.2	13,805	82.0
All SPED	1,158	42.8	1,808	36.9	656	52.7
nonSPED EL	1,725	65.6	14,764	59.6	13,166	83.4
nonEL SPED	852	45.5	867	38.4	14	28.6
ELSPED	262	35.1	893	35.8	639	53.2

Source: *TerraNova* and *SUPERA* district data files dated July 02, 2019. District PEIMS demographic file dated February 26, 2019. Note: K = Kindergarten. *TN* = *TerraNova*. *SUP* = *SUPERA*. EL = English learner. SPED = special education. ELSPED = dually-identified as English learner requiring special education services. GL = at or above grade level/40th percentile.

Two-year trends in rates of ELSPED students and comparison groups at or above grade level on *TN/SUP* were mixed and mostly divided by test language. Rates increased for *TN* reading and mathematics over two years for all groups but decreased for all groups on *SUP*. Rates increased the most (+7 percentage points) on both *TN* reading for nonSPED ELs (ELSPED two-year increases were at the middle of all groups examined) and on *TN* mathematics for ELSPEDs.

STAAR

STAAR results reviewed for ELSPED and comparison groups focused on Approaches+ rates as per the direction of department leadership. Rates of grade three to five ELSPED students at Approaches+ across subjects and grade levels were consistently among the lowest of all groups examined, ranging from 34 (writing) to 57 (mathematics) percent, and tended to be closer to rates for nonEL SPED students and all SPED students than for nonSPED ELs, all ELs, or all nonELs. Rates of grade six to eight ELSPED students on *STAAR* ranged from 26 percent (writing) to 49 percent (mathematics), and ELSPED rates followed the same patterns as grade three to five subtests when compared to comparison groups. Furthermore, Approaches+ rates for ELSPED students ranged from comparable to 13 percentage points lower than for nonEL SPED students, indicating a continuing need to improve supports for ELSPED students.

Rates of ELSPED students scoring at Approaches+ on *EOCs* were consistently among the lowest of groups examined, ranging from 16 (English II) to 59 percent (Algebra I), and tended to be closer to nonEL SPED students and all SPED students than to nonSPED ELs, all ELs, or all nonELs. In addition, ELSPED students scored at Approaches+ at rates five to 10 percentage points lower than nonEL SPED students, except for English I (2 percentage points lower), for which rates were more comparable, and Algebra I, for which

ELSPED rates exceeded those of nonEL SPED students by nine percentage points.

See Table 2 for a summary of *STAAR/EOC Approaches+* rates for ELSPED, all ELs, and all SPED students.

Table 2: 2018-19 Percentage of ELSPED, All EL, and All NonEL Students at Approaches Grade Level or Above on STAAR and STAAR EOC

Grade	ELSPED		All EL		All SPED	
	Test N	App+ %	Test N	App+ %	Test N	App+ %
Grades Three to Five STAAR						
Mathematics 3-5	1,439	57.3	17,582	82.5	3,713	58.1
Reading 3-5	1,437	45.4	17,580	76.3	3,717	49.7
Writing 4	475	33.9	5,879	71.5	1,255	36.7
Science 5	505	43.0	5,970	69.0	1,281	47.9
Grades Six to Eight STAAR						
Mathematics 6-8	1,141	48.8	13,978	74.8	2,983	52.0
Reading 6-8	1,144	34.3	14,673	61.9	3,002	40.2
Writing 7	369	25.5	4,840	52.8	1,001	32.4
Science 8	326	44.8	4,932	79.6	865	50.8
Soc. Studies 8	324	31.2	4,565	53.8	856	41.4
STAAR EOCs						
Algebra I	476	59.0	5,197	82.5	1,203	55.2
English I	725	18.2	7,299	44.0	1,745	20.9
English II	521	16.3	5,443	40.9	1,356	24.2
Biology	463	48.4	4,634	77.2	1,128	53.2
US History	289	58.1	2,904	85.0	780	65.5

Source: District STAAR data files dated June 13, 2019 and STAAR EOC data files dated June 4, 2019. PEIMS snapshot demographic data file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of October 26, 2018. App+ = Approaches grade level or above performance standard. EL = English learner. SPED = requiring special education services. ELSPED = dually-identified as English learner and requiring special education services. US = United States. PEIMS = Public Education Information Management System.

Two-year trends at Approaches+ in grades three to five for ELSPED students and all comparison groups were flat or positive. ELSPED student two-year STAAR trends ranged from no change (science) to an increase of seven percentage points (mathematics). Notably, ELSPED student two-year growth was lowest among all comparison groups in all subjects but mathematics, the subject for which ELSPED two-year Approaches+ two-year increases were the highest.

Two-year trends at Approaches+ in grades six to eight for ELSPED students and all comparison groups were positive. ELSPED student two-year STAAR Approaches+ rates increased from seven (writing) to 15 percentage points (science). Notably, ELSPED students outperformed all comparison groups in two-year growth in mathematics (+15 percentage points), science (+15 percentage points), and reading (+8 percentage points).

Two-year trends on EOCs for ELSPED students and all comparison groups were relatively flat or positive, ranging from no change (biology) to an increase of 15 percentage points (Algebra I). Although two-year changes in rates at Approaches+ varied by EOC, trends for ELSPED students generally lagged at least half of comparison groups on most exams, with the lowest change rates of all comparison groups for Biology.

STAAR/EOC Alternate 2

In 2019, 14 to 17 percent of students who took STAAR subtests and five to eight percent of students who took EOCs were issued the *Alternate 2* version. Rates of students at Approaches+ on the *Alternate 2* version were higher than for the standard version on all tests, and generally hovered in the 90 to 100 percent range, except for the US History EOC, for which 82 percent of test takers achieved Approaches+.

How did STAAR/EOC Alternate 2 district outcomes compare to the state?

Differences in Dallas ISD and state performance for ELs on the STAAR and EOC *Alternate 2* were mixed. District rates differed more widely in both directions at the Masters level than at the Approaches+ level for most tests, ranging from 29 points below state rates (US History EOC) to 15 points above state rates (grade 8 reading).

Recommendations

See the Title III Evaluation of Bilingual Education and English as a Second Language At-A-Glance (EA19-126-4A) for a consolidated list of recommendations pertaining to English Learners.

References

Grimberg, N. (2018). 2017-18 Characteristics and Performances of Dually Identified Students. Dallas, TX: Dallas Independent School District.

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2018-19 Evaluation of Title II Programs

C. Elizabeth Watson, M.P.A.

EA19-142-4

At-a-Glance

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

The Dallas ISD used grant funds to assist in many areas of professional development (PD), such as alternative certification training, advanced academic teacher training, dual credit teacher training, content-based PD, and campus-specific training. Funds also were used for recruitment of certified teachers and alternative certification interns.

Methodology

The worksopes for Title II were reviewed for each area to note the amount of funding allotted, program goals, and plans for implementation. In addition, formal and informal in-person interviews were conducted with program managers for implementation data related to 2018-19. Surveys were administered by individual departments, and the data were shared with the evaluator. Additional follow-up information was collected via phone and email.

Funding

The district received \$8,599,721 in Title II, Part A funds in 2018-19, a decrease of \$464,833 from 2017-18's total of \$9,064,554 (Watson, 2018). The largest amounts were budgeted for Teacher Recruitment and Retention (\$1,693,990) and Early Learning Professional Development (\$1,543,805).

Program Activities and Implementation

Teacher Recruitment and Retention Program

Human Capital Management (HCM) staff members were responsible for recruiting and screening highly qualified teachers to meet state and federal legislative requirements. Recruitment activities included attending recruitment events, advertising, conducting information sessions, screening applicants, processing H-1B visa applications, and monitoring and documenting recruitment activities. HCM staff members conducted 69 recruitment events and university visits between October 2018 and May 2019 (up from 49 during the 2017-18 year; Watson, 2018). At total of 987 elementary school teachers, 394 middle school

teachers, and 555 high school teachers were hired as of March 2019. The total number of new 2017-18 hires as of March 2018 was 490 elementary, 353 middle, and 370 high school teachers (Watson, 2018). HCM staff members processed 23 new H1-B teacher visas (down from 53 new H1-B visas during the 2017-18 school year; Watson, 2018) and extended existing visas.

Alternative Certification Program

Alternative Certification staff members used Title II funds to recruit, train, and certify new teachers that had not completed traditional teacher certification. Between summer 2018 and spring 2019, 100 interns enrolled in the program, down from 156 interns between summer 2017 and spring 2018 (Watson, 2018). Of those who completed the program in 2017-18, 92 (67%) continued to teach in Dallas ISD during the 2018-19 school year. On the intern feedback survey, most interns ($n=71$; 87.7%) indicated that their field supervisor helped them solve problems, made specific recommendations for improvement, or acted as their advocate.

Instructional Effectiveness – Professional and Digital Learning Program

Instructional Effectiveness – Professional and Digital Learning staff members used Title II funds to provide supplemental professional development and resources for teachers, principals, and other instructional staff. PD included training on a variety of online learning resources and software and hardware usage. As of March 2019, staff members conducted 53 PD sessions, totaling 565 attendee visits.

Advanced Academic Teacher Training

Advanced Academic Services staff members used Title II funds to increase the number of highly qualified advanced academics teachers by sending Advanced Placement (AP) and Pre-AP teachers to AP Summer Institutes hosted by local universities. A total of 245 teachers attended these sessions, an increase from 162 in 2017-18 (Watson, 2018).

Dual Credit Teacher Credentialing

The Dual Credit Teacher Credentialing program aimed to support the District's Collegiate Academy Initiative, as well as support the expansion of dual credit opportunities for all students. Title II funds were used to recruit and retain dual credentialed teachers to teach courses to district high school students that confer both high school and college credit in partnership with the

Dallas County Community College District (DCCCD). Fifteen teachers participated in the inaugural program and began their coursework in the spring semester of 2019. They are expected to be fully dual credentialed at the conclusion of the fall 2019 semester, and eligible for placement instructing a dual credit course during the 2020-21 school year. Recruitment for the second cohort began in April 2019.

OnRamps Program

The OnRamps program used Title II funds to support teachers in receiving the required professional development to teach multiple courses in the core content areas of mathematics, science, English, and social studies. Teachers were trained at the University of Texas at Austin, beginning with the program on the university's campus and including yearlong professional development and support at their home campuses. The program sought to provide at-risk students the opportunity to take college credit courses with teachers with which they were already familiar at their high school. A total of fifteen teachers participated in the program during the 2018-19 school year, teaching courses in Computer Science, English III (Rhetoric), Precalculus, Statistics, Physics of Mechanics, Heat, and Sound, and United States History to a total of 380 students. All surveyed teachers ($n=13$) expressed interest in teaching an OnRamps course again next school year. When asked about challenges to teaching OnRamps courses, 81.8 percent of teachers ($n=9$) cited a lack of access to technology as hindering student success. Similarly, 90 percent ($n=9$) stated that the most pressing need was technology support from central office, illustrating a need for focus on improvements to technology delivery in the future.

Content-Based Professional Development

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

STEM staff members provided online and face-to-face science and mathematics pedagogy and content training to educators. In addition to face-to-face professional development, STEM employees created virtual Professional Learning Communities (vPLCs)¹ to provide online PD. Teachers earned 602 mathematics and 414 science vPLC certificates throughout the year as compared to 252 mathematics certificates and 432 science certificates in 2017-18 (Watson, 2018). STEM professional development survey responses were

overwhelmingly positive, with 95 percent or more stating their satisfaction with all aspects of the training.

Computer Science coordinated PD for the district's robotics and computer science teachers and coaches. The Computer Science and Technology PD coordinators designed and conducted 61 computer science and robotics PD sessions throughout the school year (similar to the 63 sessions conducted between June 2017 and March 2018; Watson, 2018). The Elementary Computer Science program, first piloted at one school in 2016-17 and expanded to include 32 schools in 2017-18, was further expanded to include an additional 50 schools in 2018-19. In a survey of Elementary Computer Science teachers, a vast majority (91.3%, $n=42$) felt that teaching computer science to elementary students was "very" or "extremely" important, and almost all teachers reported that they believed teaching computer science helped students with their learning in other content areas (95.7%, $n=44$).

Social Studies staff members used Title II funds to provide PD to improve social studies instructional quality and student achievement. A total of 22 face-to-face training sessions were organized between January and April 2019, up from 19 sessions between September 2017 and February 2018 (Watson, 2018). Of the 29 participants who responded to the feedback survey, 100 percent stated that they "agreed" or "strongly agreed" that the PD session had added value to their instructional practices. Language, Literacy, and Social Studies staff members hosted a conference called "Read For Me," on March 23, 2019 at W. H. Adamson High School. It was open to all social studies teachers and provided interactive social studies PD.

World Languages staff members used Title II funds to create and conduct face-to-face training sessions. The department's PD coordinator, along with outside providers, offered 57 face-to-face training sessions (between July 2017 and March 2018, World Languages offered 89 face-to-face training sessions; Watson, 2018). Of 134 participants who responded to the optional training feedback survey, almost all rated their training session as either "Excellent" ($n=103$; 76.9%) or "Good" ($n=20$; 14.9%). In addition to PD sessions, World Languages hosted its first Asian Festival, in partnership with Language, Literacy, and Social Studies' "Read For Me" conference, on March 23, 2019 at W. H. Adamson High School. The event allowed approximately 1,100 students, parents, and community members to share and promote Korean, Japanese, and Chinese cultures and languages.

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

The Visual and Performing Arts Department staff members used Title II funds to provide training to teachers, instructional coaches, and academic facilitators. In 2017-18, the department did not have a specialist on staff. The Visual and Performing Arts PD specialist organized 162 training sessions between June 2018 and April 2019, serving 4,069 teachers. Sessions were conducted by the PD specialist, Visual and Performing Arts division directors and staff, and by professional artists through partnerships with the district. A total of 193 of the teachers who responded to the feedback survey (77.2%) “agreed” or “strongly agreed” that they learned new things that they could implement in their classrooms from the sessions. The PD specialist also provided one-on-one support to new teachers, through the New Teacher Support program.

Reading Language Arts staff members used Title II funds to create and conduct 68 training sessions, serving 2,372 total participants. This is a significant increase over last year, when staff members conducted a total of 30 training sessions, with a total attendance of 645 between August 2017 and March 2018 (Watson, 2018). Responses to the Reading Language Arts professional development feedback survey were very positive, with 93 percent (n=1,603) of respondents stating that they were “likely” or “very likely” to implement the content from that professional development session in their classroom or campus.

Campus-Based Professional Development

Title II funds supported campus-specific professional development to Public School Choice campuses as well as International Baccalaureate and Montessori programs.

The *Public School Choice* department filled campus instructional coach positions at Solar Preparatory School for Girls at James B. Bonham Elementary School, Solar Preparatory School for Boys, IGNITE Middle School, Sudie L. Williams Talented and Gifted Academy, the School for the Talented and Gifted in Pleasant Grove, City Lab High School, and Personalized Learning Preparatory at Sam Houston. Between August 2018 and April 2019, these campus instructional coaches facilitated professional development sessions on topics such as project-based learning, Google drive, design thinking, adaptive and technical challenges, school logistics, and Professional Learning Community (PLC) plans, serving all teachers on the campuses.

International Baccalaureate (IB) and Montessori programs were located at Eduardo Mata Montessori, Mount Auburn Science, Technology, Engineering, Arts, and Mathematics (STEAM) Academy, J. L. Long Middle School, Hillcrest High School, Preston Hollow Elementary School, Woodrow Wilson High School, Benjamin Franklin Middle School, Arthur Kramer

Elementary School, William Lipscomb Elementary School, Harry Stone Montessori, George B. Dealey Montessori, and Geneva Heights Elementary School. The teacher training program provided PD designed to enhance teacher skills and impart deep understanding of program implementation, so that students benefited from the rigor and relevance of each program.

Three other Title II-funded programs, Student Engagement and Counseling program, Instructional Support Services program, and Early Learning Department Professional Development program were evaluated separately.

Recommendations

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

Seek feedback about programmatic challenges directly from participants. While departments do collect program participant feedback, the current methods limit the usefulness of the data. Most teachers are satisfied with PD sessions provided, but feedback survey designs do not allow for a robust measure of the challenges or needed improvements to programs. Most surveys ask about satisfaction on a Likert scale, but if a participant indicates that they are “unsatisfied” or “very unsatisfied” with an aspect of a program, program management and evaluators almost always do not know why. An open-ended survey item for “additional feedback” is skipped by most respondents. In cases where the item is completed, the sample size is too small for rigorous analysis. Adding feedback on the challenges of implementation or weaknesses of training sessions through closed-ended items, even through the selection of broad categories of issues, can help narrow the focus of research into needed improvements. This was accomplished well by the OnRamps program this year, by asking program participants to select issues by category (i.e. technology, parental support, etc.) that may be hindering program success.

Improve data collection on vPLC participation. Each individual department has the flexibility to manage its own online PD courses using a free open source course management software system called Moodle. Face-to-face PD attendance is currently tracked in a different learning management software system

accessible by web called Cornerstone, which is where teachers' required annual PD hours are managed. Departments must manually transfer registration and attendance and completion data from Moodle into Cornerstone in order to track vPLC session credits. At this time, the process is not completed by each department with the same fidelity, and in some cases is not completed at all. Expanded virtual learning offerings may likely be the future of PD, as also seen with student learning. Data collection processes should be comprehensive and uniform to best measure impact.

Reference

Watson, C. E. (2018). 2017-18 Evaluation of Title II Programs (EA18-142-2). Dallas, TX: Dallas Independent School District, Department of Evaluation and Accountability.

An electronic version of this report as well as the full 2018-19 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2018-19 Evaluation of the Youth and Family Centers Program

Jin H. Zhang Ph.D.

EA19-143-4

At-a-Glance

The Dallas Independent School District (Dallas ISD) Youth and Family Centers (YFC) program began in 1993 to offer mental, behavioral, and physical health services to students in the district. The program goals were: 1) to provide school-based physical and mental health support services to Dallas ISD students and families; 2) to reduce the barriers to academic success for students and teachers; and 3) to promote the wellness of the family by engaging families in their children's health care and education.

Purpose and Methods

The purpose of this evaluation is to provide district leadership, program administrators and other stakeholders information regarding the Dallas ISD YFC program in 2018-19. This evaluation examines characteristics of YFC personnel using demographic and professional qualifications data, demographic characteristics of clients, the nature and quantity of services provided, and client perceptions of services rendered.

Program funding information was obtained from the 2018-19 workscope and YFC program staff. Data on professional development, student clients, service types, mental health diagnoses, and parent surveys were obtained from program staff. YFC program staff provided 2018-19 data for students served between July 2018 and April 2019, which was a shorter time frame than in 2016-17 (August 2016 through June 2017) or 2017-18 (August 2017 through June 2018). As a result, year to year comparisons should be viewed with caution. Data on staff demographics were obtained from the district personnel data file. Data analyses included frequencies and cross tabulations.

Funding

The total budget for the YFC program in 2018-19 was \$6,221,623. Of this, \$1,579,918 came from Title 1 funding. The program's two additional funding sources were General Operating Funds (\$3,295,750) and Medicaid Revenue (\$1,345,955). The overall budget for the program has increased over the past three years (Table 1).

Table 1: YFC 2016-17 through 2018-19 Funding

School Year	Amount
2016-17	5,605,655
2017-18	6,114,857
2018-19	6,221,623

Source: Title I workscope and information from program staff November 2016 (2016-17), November 2017 (2017-18), and November 2018 (2018-19).

Note: YFC=Youth and Family Centers.

Program Staff Characteristics

A total of 73 administrators, clinicians, and support staff operated 11 YFC service sites and one central administration office in 2018-19. The number of YFC clinical positions totaled 48 (65.8%) and included counselors, psychiatrists, psychologists, psychotherapists, specialists, and a technician. Psychotherapists (N=36) comprised the largest group of YFC staff at almost half (49.3%). Of the 48 clinical staff members, approximately 40 percent were Hispanic, 31 percent were African American, and most were female (77%). Eighty-eight percent held a master's-level degree or higher. Sixty-three percent of clinical staff possessed between one to ten years of professional experience within the district and 27 percent had more than 11 years of experience. Table 2 displays YFC staff information.

Table 2: 2018-19 YFC Staff Information (N=73)

Job Title	N	%
Director	1	1.4
Coordinator	1	1.4
Administrative Assistant	12	16.4
Counselor	5	6.8
Psychiatrist	4	5.5
Psychotherapist	36	49.3
Specialist	2	2.7
Supervisor	11	15.1
Technician	1	1.4
Total	73	100.0

Source: District personnel data file dated November 18, 2018.

Note: YFC=Youth and Family Centers.

Professional Development for YFC Staff

A total of 21 formal professional development opportunities were provided to YFC staff during the 2018-19 school year. These training sessions focused on a variety of topics, including school safety and crisis situations, self-care, and other clinically-relevant themes.

Student Characteristics

There were 5,745 students that received clinical mental or behavioral health services through the YFC program in 2018-19 (4,855 in 2017-18 and 5,154 in 2016-17, respectively). The YFC program served more male students (60.2%) than female students (39.8%) compared to district overall (51.0% vs. 49.0%). Hispanic students (69.5%) constituted the largest ethnic group served by YFC clinics, which was similar to the district (69.8%). African American students constituted

24.2 percent of YFC student clients, and white students comprised 4.5 percent of all student clients Table 3 displays served students' demographic characteristics.

Table 3: 2018-19 YFC Student Demographics (N=5,745)

	N	%
Gender		
Male	3,459	60.2
Female	2,286	39.8
Ethnicity		
African American	1,392	24.2
Hispanic	3,993	69.5
White	257	4.5
Other	103	1.8

Source: YFC data file (5/29/2019) and District Public Education Information Management System demographic data file (10/26/2018).

Note: YFC=Youth and Family Centers.

By grade level, grade five (10.8%) had the highest percentage of students served, followed by grade nine (10.4%), grade six (10.3) and grade four (10.2%) in 2018-19 (Table 4).

Table 4: 2018-19 YFC Student Clients by Grade (N=5,745)

Grade	N	%
PK	4	<0.1
KN	90	1.6
1	231	4.0
2	389	6.8
3	470	8.2
4	588	10.2
5	623	10.8
6	591	10.3
7	577	10.0
8	514	8.9
9	599	10.4
10	448	7.8
11	335	5.8
12	286	5.0
Total	5,745	99.8

Source: YFC data file (5/29/2019) and District Public Education Information Management System demographic data file (10/26/2018).

Note: PK=Prekindergarten. KN=Kindergarten. YFC=Youth and Family Centers. Percentages do not add up to 100 due to rounding.

Services Provided

The YFC program provided 22 types of clinical service to district students and families in 2018-19. The total number of clinical student services rendered by YFC staff between July 2018 and April 2019 was 33,797 (38,247 in 2017-18 and 39,027 in 2016-17). The average student client made 6.0 visits to a YFC clinic in 2018-19 (8.0 in 2017-18 and 7.6 in 2016-17). Individual therapy sessions lasting 60 minutes or more (N=7,936) constituted 23.5 percent of all clinical services rendered, followed by 45-minute individual psychotherapy sessions (N=7,114, 21%), and 15-minute follow-up appointments (N=4,824, 14.3%).

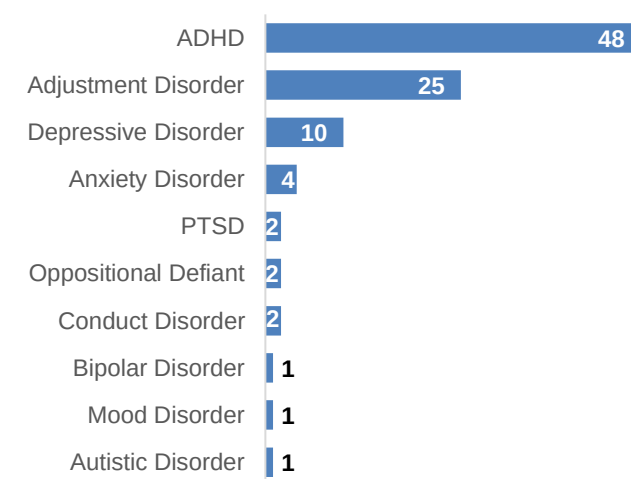
The three types of services together (N=19,874) accounted for 58.8 percent of all YFC clinical services.

Woodrow YFC received the highest number of visits in 2018-19 at 4,487 total visits. Flores YFC had the highest number of unique visitors (N=814), and Wilmer-Hutchins YFC had the highest average number of visits per client among all YFCs at 8.8 visits.

Trends in Student Mental Health Diagnoses

The most common primary mental health diagnoses made for Dallas ISD students visiting a YFC for clinical services in 2018-19 were Attention Deficit Hyperactivity Disorders (ADHD, 48% of all primary diagnoses), Adjustment Disorders (25%), and Depressive Disorders (10%). Figure 1 displays a full breakdown by overall percentage of the top 10 most common primary diagnoses made for student clients. These top 10 diagnoses accounted for 96 percent of all primary diagnoses (N=5,745) made in 2018-19, the same as in 2017-18.

Figure 1: 2018-19 Most Common Mental Health Issues Among YFC Student Clients (N=5,745)



Source: YFC 2018-19 data file dated May 29, 2019.

Note: ADHD=Attention Deficit Hyperactivity Disorder. PTSD=Post Traumatic Stress Disorder. YFC=Youth and Family Centers.

There were notably more male than female students that received primary diagnoses of Autistic Disorder (89%), Attention Deficit Hyperactivity Disorder (77%), Conduct Disorder (72%), Oppositional Defiant (66%), Mood Disorder (63%), Post Traumatic Stress Disorder (58%), and Adjustment Disorder (54%). There were more female than male students for Depressive Disorder (64%), Anxiety Disorder (54%), as well as Bipolar Disorder (54%). This was similar to the 2017-18 and 2016-17 school years.

Attendance and Discipline Referrals

The average school attendance rate for YFC students was 93.5 percent in 2018-19 (92.7% in 2017-18 and 93.1% in 2016-17), while the district overall attendance rate in 2018-19 was 95.3 percent.

Of the 5,745 YFC student clients in 2018-19, there were 1,873 discipline referrals recorded among 887 students (constituted 15.4% of YFC student clients in 2018-19, 19.9% in 2017-18, and 24.5% in 2016-17). Three hundred and ninety-two of the 887 students (44.2%) were referred for more than one offense during the school year. The average number of discipline referrals for students in this group was 2.1 (range: 1 to 14) (2.6 average in 2017-18, range: 1 to 21, and 2.8 average in 2016-17, range: 1 to 22).

Fighting, classroom disruption, and profanity or use of an obscene gesture towards school personnel were the three most common causes for discipline referrals among this group. Fighting was the top cause in 2018-19, and accounted for the largest share (30.8%, $N=576$) of discipline referrals among YFC student clients, with 526 (21.1%) in 2017-18 and 774 (22.0%) in 2016-17.

Redbird YFC had the highest number of discipline referrals in 2018-19 ($N=512$, or 27.3 percent of all referrals), followed by Flores YFC ($N=284$, or 15.2 percent) and Balch Springs YFC ($N=217$, or 11.6 percent). Wilmer-Hutchins YFC ($N=79$, or 4.2 percent) and Eddie Bernice Johnson YFC ($N=78$, or 4.2 percent) had the lowest numbers of student client discipline referrals in 2018-19.

Parent Survey Results

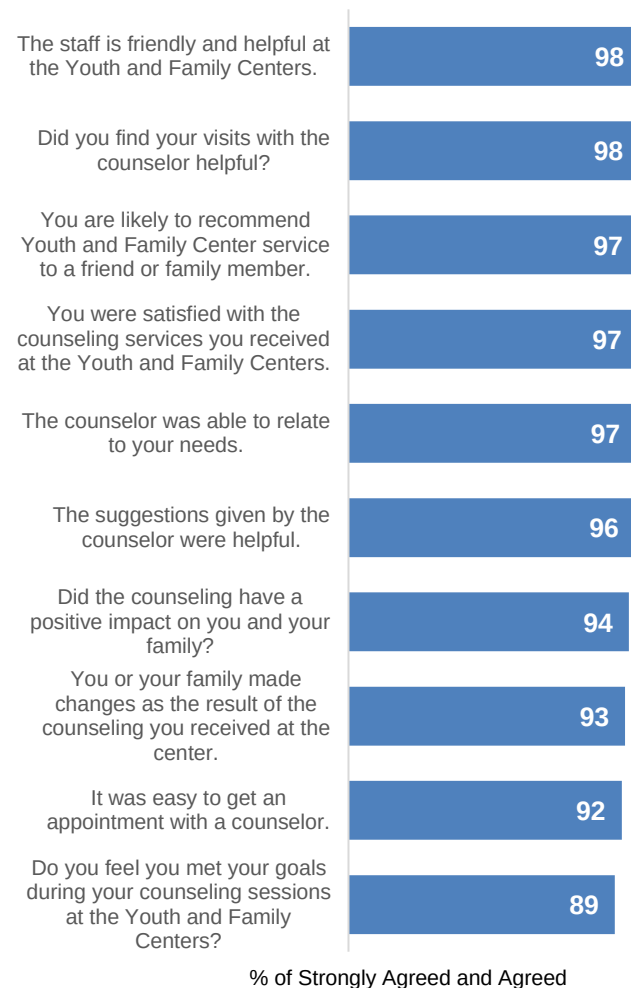
The YFC-designed Parent Survey was administered spring 2019. The Parent Survey included 10 items and was in English and Spanish. Eight sites returned completed surveys to the YFC central administration office, but three did not. The YFC Parent Survey used the five-point Likert-type scale ranging from "Strongly Agree" to "Strongly Disagree". A total of 290 YFC parents completed the survey.

The 2018-19 YFC Parent Survey indicated an overall "Satisfaction" score of 95.1 percent. The YFCs received an overall "Satisfaction" score of 95.9 percent in 2017-18, and 92.5 percent in 2016-17.

Responses were positive with between 89 and 98 percent marking "agree" or "strongly agree". Survey items receiving the highest scores included those inquiring about the friendliness and helpfulness of YFC staff and the helpfulness of the counselors, followed by whether these clients would recommend YFC services to a friend or family member, whether they were satisfied with the counseling services, and whether the

counselor was able to relate to their needs. Although positive overall, the least positive responses were for meeting the goals for the counseling sessions (89%). (Figure 2).

Figure 2: 2018-19 YFC Parent Survey Results ($N=290$)



Source: YFC parent survey dated June 19, 2019.

Note: YFC=Youth and Family Centers.

Recommendations

- **Create waitlists of clients who cannot be seen in a timely fashion at each YFC clinic.** This will help document the magnitude of the need for expanded YFC clinical services in the Dallas ISD community.
- **Administer the Parent Survey at end of counseling sessions.** This would provide clients with more experience on which they can reflect and provide more thoughtful responses. This may particularly affect survey items that received fewer positive responses in 2018-19, such as item 9: "Do you feel you met your goals during your counseling sessions at the Youth and Family Centers?"

References

Mejan, M. (2017). 2016-17 Evaluation of the Youth and Family Centers Program (EA17-143-2). Dallas, TX: Dallas Independent School District, Department of Evaluation and Accountability.

Mejan, M. (2018). 2017-18 Evaluation of the Youth and Family Centers Program (EA18-143-2). Dallas, TX: Dallas Independent School District, Department of Evaluation and Accountability.

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2018-19 Evaluation of the Leadership Development Program

Rosemary Garcia-Rincón, B.S.

EA19-146-4

At-a-Glance

The Leadership Development (LD) Program in the Dallas Independent School District (ISD) provided professional development (PD) for campus administrators (principals and assistant principals) and executive directors (EDs). The PD was based on School Leadership Department priorities of balanced literacy, professional learning communities (PLCs), blended learning, and diverse student needs. The focus for all PD included, but was not limited to:

- sound decision-making,
- curriculum and instruction,
- recognizing good instructional practices,
- coaching and feedback,
- climate and culture,
- district systems,
- recruiting and retaining high quality staff,
- community engagement, and
- student support systems.

The LD program was supported by \$599,167 in Title I funding (a decrease from \$1,414,657 in 2017-18). This money was used for contracted services, supplies and materials, and other operating expenses (e.g., travel).

At the request of the School Leadership ED, the 2018-19 evaluation focused on the Assistant Principal Professional Development (APPD) program and two outside contracted programs: Principal Impact Collaborative (PIC) and Teaching Trust (TT). The purpose of this evaluation was to examine 2018-19 program implementation. This report includes summaries of program attendance data and the perceptions and experiences of program participants. LD staff members collected and provided information to the evaluator. Surveys also were administered by either the evaluator or program staff members. The evaluator used district Climate Survey data to examine the climate of Teaching Trust participant campuses.

Leadership Development Programs

Assistant Principal Professional Development

The APPD program provided professional development for a select group of assistant principals (APs). One AP from each district campus participated in five monthly sessions from September 2018 through February 2019 (see Table 1 for session attendance). Participants were assigned by network to attend either morning or afternoon sessions. The three-hour sessions were held at the Edison Learning Center. The first 150 minutes covered Leverage Leadership, while the remaining 30 minutes were spent on additional topics.

Table 1: 2018-19 Assistant Principal Professional Development Training Sessions and Attendance

Date	Topic	N
September 19, 2018	DDI and Planning	208
October 24, 2018	Planning and Leading Planning	199
November 14, 2018	Observation and Feedback	176
December 11, 2018	Supporting and Developing Culture	159
February 13, 2019	Finding Your Time	144

Source: APPD program staff members, May 10, 2019.

Note: Participant totals are combined for a.m. and p.m. sessions. DDI = Data-Driven Instruction. APPD = Assistant Principal Professional Development.

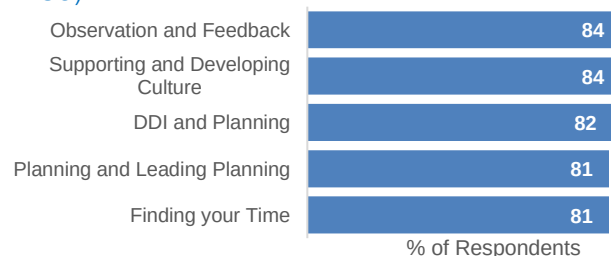
Network EDs signed up to design and lead, taking turns presenting different topics. As observed by the evaluator at the November 14th training session, the presentations included a homework debrief, discussions, videos, pair activities, role-playing, and a homework assignment. Scripts were provided with the homework assignment for practicing activities with campus staff members. Homework activities were supported by campus principals.

Assistant Principal PD Surveys

The evaluator collaborated with the program manager to develop an online survey for participating APs to collect feedback on program perceptions. An invitation was sent to 217 participants between March 20 and April 5, 2019 to complete the survey. The evaluator used frequency analyses to summarize findings. A total of 135 APs (62%) completed the survey. Of these, 52 percent had attended all five training sessions (attendance was mandatory).

High percentages of respondents believed they would use what they learned in APPD. A range of 81 to 84 percent of respondents said they would use what they learned in each training session between 61 and 100 percent of the time at campuses (Figure 1).

Figure 1: 2018-19 Percent of APPD Participants Who Would Apply Training Topics (61 to 100% of Time) (N=135)



Source: 2018-19 APPD survey.

Note: APPD = Assistant Principal Professional Development. DDI = Data-Driven Instruction.

Most principals (91%) rated the professional development training at least somewhat high quality. As shown in Figure 2, perceptions regarding all training provided by the APPD were positive (range: 61% to 96%). The lowest rates of respondents agreed the location was suitable (69%) and the meeting facilities were adequate and comfortable (61%).

Figure 2: 2018-19 Participant Perceptions of the Assistant Principal Professional Development Program (N=135)



Source: 2018-19 Assistant Principal Professional Development survey.

Eighty-seven participants (64%) provided suggestions for improving the APPD. The top three recommendation topics included:

- **Training (n=26):** invite all APs, include principals, full-day training, summer training, start at beginning of school year, more hands-on activities, continue to split by campus level, organize for sufficient practice time;
- **Meeting accommodations (n=12):** more central location, adequately sized meeting rooms, comfortable room temperature; and
- **Time (n=11):** more time to practice and collaborate or less content to cover.

Principal Impact Collaborative (PIC)

The PIC, a two-year program for a select group of North Texas area principals, has partnered with the Dallas ISD since 2016. With a goal of building and retaining

more effective campus leaders, the program aims to develop principal leadership skills that support idea development, effective project management, and sustained impact. It offered networking and sharing of best practices with like-minded leaders, one-on-one coaching, and site visits to exemplary campuses. Candidates were recruited through information sessions and selected through a competitive process.

Each year, a new cohort of participants (approximately 30) is selected from area school districts. The 2018-19 cohort included 11 Dallas ISD principals (six elementary and five secondary). One principal dropped out in January 2019; 10 participants completed the program.

The PIC provided monthly PD from September 2018 through April 2019. The workshops included leadership development along with an immersive experience into the design process. In addition, participants received support as they developed and executed a “big idea” action project designed to drive campus improvement. The PD content areas included change management and leadership, building trust, communicating for results, managing up, and succession planning.

PIC participants attended workshops on Thursdays (8 a.m. to 4:30 p.m.) and Fridays (8 a.m. to 1 p.m.) at different locations around the Dallas-Fort Worth metroplex. The second year of the program includes continued workshops with more focus on individual campus projects.

Principal Impact Collaborative Surveys

The evaluator developed an online survey to collect Dallas ISD PIC participant perceptions about program experiences. The survey was administered from May 5, 2019 to June 5, 2019. The evaluator used frequency analyses to summarize results.

Nine of 10 principals invited (90%) completed the survey. All respondents (100%) agreed (agree or strongly agree) with the following statements about the PIC: 1) training session objectives were clearly defined; 2) trainers were knowledgeable and well prepared about the topics; 3) sessions provided appropriate and relevant knowledge and skills for their professional growth; and 4) the program met their expectations. Most (89%) of respondents agreed that 1) all scheduled workshops were manageable to attend and 2) the allocated time for each workshop was sufficient.

All respondents (100%) also were satisfied (satisfied or highly satisfied) with site visits and that the program helped to improve leadership skills in key areas (prioritizing self-care, inspiring others, identifying and prioritizing needs, designing solutions and executing for results). All respondents (100%) highly rated the quality of PIC training (very good or excellent).

Almost half of respondents (44%) indicated that applying design thinking in decision processes and creating solutions was the topic that most positively impacted their role as principals in 2018-19. The most frequently mentioned program-related challenges (all 33%) were personal growth goals (e.g., tracking progress in a timely manner) and the time spent off campus.

Suggestions for improving the PIC program were diverse (all 11%), and included 1) bringing teams together on occasion, 2) increasing the number of site visits to exemplary schools, 3) differentiating PD based on individual needs, 4) presenting personal growth training at the beginning of the school year, and 5) saving time by reducing the number of whole-group presentation share-outs.

The PIC program staff members also administered satisfaction surveys in spring 2019 to collect feedback on the PIC experience and suggestions for future improvement. Because program staff members were unable to provide Dallas ISD data separately from all area participants, results are not provided in this report.

Teaching Trust (TT)

Partnering with Dallas ISD since 2015-16, TT focuses on preparing educators by developing the values and skills necessary to produce transformational and lasting school and district change. The program aims to build teacher and leader capacity to create a culture of excellence that will drive and sustain elevated student achievement. TT programs implemented in the Dallas ISD in 2018-19 included the Aspiring Leaders Program (ALP) and Leadership Teams (TEAMS). This report includes data for district participants in ALP cohort seven ($N=18$; 14 campuses) and TEAMS cohort one ($N=41$; seven campuses). The evaluator was unable to obtain post-program hiring and retention information from the program.

Aspiring Leaders Program (ALP)

The ALP is a five-year program offered in partnership with the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University (SMU). The program trains future campus leaders to lead effective teams and drive improvement in complex urban schools. For the first program year, while working full-time, participants complete rigorous coursework led by SMU faculty and TT staff members. In year two, the resident year, participants serve in a campus leadership role (coaches, assistant principals, principals), implementing strategies and skills in real time, with a TT coach providing on-the-job coaching and support. Following year two, residents earn an M.Ed. in Educational Leadership with a specialization in Urban School Leadership from SMU, along with principal

certification. For the final three years of the program, Aspiring Leaders receive ongoing support and development that is tailored to individual needs.

Leadership Teams (TEAMS)

TEAMS is a year-long program focused on development of strong campus leadership teams. Participants may include principals, assistant principals, instructional coaches, teacher leaders, and some EDs.

The program provides practice-based training, workshops, and on-campus coaching to implement high-leverage professional practices. Practices emphasizes accountable teams, led and modeled by leadership and rolled out to teacher-led teams at the department, grade, or content level. These teams worked with a coach to improve effectiveness, establish common goals, and create systems to dramatically increase student achievement. The program focuses on: 1) establishing a high-expectations campus culture, including tracking achievement data, 2) implementing data-driven instruction, 3) developing a "Plan for Change," and 4) "Living the Learning" through high-fidelity implementation of the "Plan for Change."

2018-19 Teaching Trust Program Surveys

TT staff members created and administered separate surveys (May 2019) to 18 ALP and 41 TEAMS participants to collect feedback about experiences in the two TT programs. TT staff members provided response frequencies and open-ended comments to the evaluator, who summarized the data for this report.

ALP Survey Results

Because response rates to the ALP survey were exceedingly low (28%, $n=5$), results should be reviewed with caution. Respondents generally were positive about experiences in ALP. Most (80%) indicated that program-provided learning and professional opportunities helped their growth as campus leaders and that principals were actively engaged in their leadership development. Also, all respondents (100%) agreed or strongly agreed that 1) TT exemplified its values; 2) field coaches provided competency-based feedback and action steps that helped with growth as campus leaders; 3) TT was of high quality; and 4) they would recommend the program to others.

General respondent feedback included the need for more clarity on capstone assignments during the year to reduce final paper confusion and more capstone aligned work during the year. With respect to check-ins, respondents suggested that the program should stress that principals not interrupt check-ins and include at least one check-in per semester when the field coach and mentor principal provide feedback concurrently. Regarding logistics, respondents suggested keeping

logistics consistent to reduce issues with finding information, classes, and resources; and posting information, descriptions, and assignments on time.

TEAMS Survey Results

About half of invited TEAMS participants completed the survey (51%). In general, respondents were positive about TEAMS and TT. All (100%) responded favorably about overall program operations, communications, and logistics. All respondents (100%) also agreed or strongly agreed that 1) TT exemplifies its core values; 2) training provided tools to be a stronger leader; 3) session content advanced student achievement; and 4) training was high quality, overall. Most respondents (76%) would recommend the program to others.

With respect to TEAMS, 48 percent of respondents believed the overall experience of TEAMS was beneficial and productive. Nineteen respondents (90%) provided suggestions for changes, including 1) training (i.e., only during week, fewer/shorter sessions, more for bilingual teachers, improve role playing); 2) more collaboration; and 3) feedback (i.e., increased quantity, clearer processes).

Spring 2019 Climate Surveys

The 2018-19 district Climate Survey was administered to all campus-based professional and support staff members by Hanover Research, which provided the favorable response rate data provided in this report.

With few exceptions, favorable response rates on all scales for most campuses with ALP participants were below the district level (Table 2). Climate Survey positive response rates on the four scales for campuses with TEAMS participants, however, were mostly above district rates (Table 3).

Table 2: 2019 ALP Campus Climate Survey Favorable Response Rates by Scale

Campus	Part N	BP %	CE %	FS %	CGC %
Elementary School					
G.W. Bush	1	78	65	68	91
N.J. Cochran	3	70	53	66	65
F. Douglass	1	84	72	73	89
T.C. Gooch	1	80	62	65	90
E.M. Pease	1	82	60	76	88
O.M. Roberts	1	72	49	61	75
T.G. Terry	2	70	59	64	89
Middle School					
R.T. Hill	1	75	51	61	77
B.E. Dade	1	66	45	47	57
Kennedy-Curry	1	68	50	56	71
T.C. Marsh	2	50	41	31	55
High School					
Trinidad Garza	1	97	94	96	100
Hillcrest	1	65	52	50	72
North Dallas	1	75	58	62	67
District	-	79	68	70	84

Source: Spring 2019 district Climate Survey.

Note: Part=participants. BP=Beliefs and Priorities. CE=Positive Culture and Environment. FS=Culture of Feedback and Support. CGC=College-Going Culture. Rates in **blue bold** exceed district rates.

Table 3: 2019 TEAMS Campus Climate Survey Favorable Response Rates by Scale

Campus	Part N	BP %	CE %	FS %	CGC %
C. Chavez	6	89	78	80	98
P.L. Dunbar	6	93	89	95	91
L.L. Hotchkiss	6	89	77	86	94
Maple Lawn	5	78	59	73	92
M.L. King	5	99	98	99	100
E.M. Pease	6	82	60	76	88
J.J. Rhoads	7	69	50	56	74
District	-	79	68	70	84

Source: Spring 2019 district Climate Survey.

Note: Part=participants. BP=Beliefs and Priorities. CE=Positive Culture and Environment. FS=Culture of Feedback and Support. CGC=College-Going Culture. Rates in **blue bold** exceed district rates.

Recommendations

- **Continue to build on the strengths of programs, using suggestions from surveys.** Perceptions regarding training programs were mostly positive, and respondents provided many suggestions that could improve experiences in the future.
- **Consider how climate survey results could be used to enhance the ALP program.** The favorable response rates for campuses with ALP participants mostly were below district rates. Leadership should determine how the program potentially could be used for content targeted toward supporting campus climate growth.

References

Garcia-Rincón, R. (2018). 2017-18 Evaluation of the Leadership Development Program. Dallas, TX. Dallas Independent School District.

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2018-19 Evaluation of the Parent and Family Engagement Program

Rosemary Garcia-Rincón, B.S.

EA19-151-4

At-a-Glance

The mission of the Office of Family and Community Engagement (OFCE) in the Dallas Independent School District (Dallas ISD) was to develop and implement programs and strategies to engage parents and the community in collaborative parent-school-community partnerships. The OFCE received \$1,062,425 (increase from \$921,347 in 2017-18) in Title I and \$412,527 (increase from \$343,133 in 2017-18) in Title III, Part A funding for 2018-19. Title III, Part A funded the Latino Family Literacy Project and PREP U Adult Ed Track programs.

The interim program director from 2017-18 continued to manage the OFCE through January 2019, when the department was moved from the Communications Department to the Parent Advocacy and Student Success (PASS) department. This change intended to streamline services for families and expand parental offerings districtwide and will continue into 2019-20. Lack of consistent leadership and staff member attrition hindered implementation of program components and the timely collection of program data for evaluation in 2018-19.

The purpose of this evaluation was to evaluate OFCE program implementation fidelity, and the extent to which the program met expected outcomes as outlined in program documents and impacted school climate. The evaluator used program documents, interviews, districtwide parent survey data, and classroom observations to evaluate this program.

OFCE Services Provided

This section includes a review of services provided by the OFCE.

Parent Portal

The Parent Portal, a resource available in English and Spanish, provided parents/guardians means to become more involved with their children's education. In 2018-19, PowerSchool, a new student information system that provides both classroom instruction and family engagement tools, was implemented. With respect to family engagement, the system provided: 1) secure online access to grades, assignments, and attendance; 2) email or text alerts of absences and grade average changes; and 3) two-way communication for parents and teachers. Issues with PowerSchool resulted in no training for parents, and the system could not track the number of parents who had registered with a Parent Portal account.

Parent Resource and Empowerment Program University (PREP U) Workshop Series

The PREP U workshop series provided free workshops to all parents to empower them with strategies and resources to support their children's academic, physical, social, emotional, and behavioral needs. The weekday family workshops were available to parents from September 2018 through May 2019.

In addition, in collaboration with schools in the high school networks, OFCE provided PREP U Super Saturdays. These information fairs offered families 1) access to community organization resources; 2) free health screenings, immunizations, and educational information; 3) free food and refreshments; and 4) games and giveaways.

A total of 5,988 participants attended six PREP U Saturdays, including health fairs, during 2018-19, a decrease from 9,662 participants in 2017-18.

Training Academy

The OFCE provided professional development (PD) and parent engagement training to principals/assistant principals, community/parent liaisons, other campus staff members (i.e., office managers), and parents. Fifteen PD sessions were provided to 112 campus staff members in 2018-19, a decrease from 30 PD sessions to 216 staff members in 2017-18. This decline mainly was attributed to staffing shortages.

Communication Resources

The OFCE distributed information to parents regarding curriculum, school choice options/transfers, college and career readiness, collegiate academies, transitioning, Parent Portal, and prekindergarten initiatives. Parent/guardian engagement resources also were developed and provided to campuses.

Campus Support Team (CST)

The 2018-19 CST was composed of six OFCE staff members assigned to campuses to support campus-level parent engagement activities. They provided information and resources to community liaisons, parent instructors (staff members who train parents), and other leaders of parent programs. CST members also:

- ensured campuses had what was necessary to meet district parent engagement goals;

- provided support to site-based decision-making committees, parent organizations, PREP U workshops, and any districtwide events for parents and the community;
- assisted schools in setting up parent centers;
- provided PD opportunities for staff members to enhance campus-level parent engagement; and
- promoted districtwide initiatives like the Uniform Assistance program and Parent Portal.

In 2018-19, the CST completed 1,718 visits to all district campuses, an increase from 1,152 visits in 2017-18.

Latino Family Literacy (LFL) Project

In its third year, the LFL project supported parents of English learner (EL) students. Its objective was promoting reading, building strong relationships between parents and students, and increasing parent involvement with campus staff members and teachers to actively support academics and college awareness.

Program implementation was hindered in 2018-19 by the elimination of the community liaison position on many campuses. The program heavily relied on the liaison for coordinating and providing instruction to parents on campuses. This staffing issue resulted in fewer campuses served in 2018-19 ($N=11$) than in 2017-18 ($N=15$). In addition, the district program coordinator instructed at five of the 11 campuses; while community liaisons and parent instructors provided instruction at the remaining campuses.

The LFL project included a 10-week family reading program (elementary school) and a reading and college awareness program (secondary school). The project recruited parents by using SchoolMessenger (an online parent communication tool), fliers (Spanish), campus websites, social media, calendars, newsletters, and bulletin boards. Teachers, community liaisons, and principals were involved in selecting secondary-level students who could benefit from the program. Classes were limited to 25 parents at the elementary school level and to 25 parents and 25 students at the secondary level.

Elementary Level

LFL project community liaisons and parent instructors were certified through the OFCE to teach parents and to provide campuses with materials, kits, and a lending library. Parents and students used the library books to practice reading at home. The program also offered participants the opportunity to 1) learn English as a second language, 2) improve Spanish vocabulary, 3) improve literacy skills, 4) learn guiding questions to ask children during home reading time, 5) create a family album, 6) build a pictiary, and 7) create a cultural project (parents only).

Secondary School Level

The purpose of the LFL project at the secondary level was to learn about resources and tools necessary for successful graduation from high school and for college awareness. To accomplish this, the LFL project provided an interactive parent-child program designed to build early college awareness through storytelling of a family's journey from middle school to college. Families read from the book, *Graciela's Dream*, listened to weekly speakers, learned about the many academic opportunities offered by the district (e.g., magnet, choice, collegiate). All parents received a certification of program completion, even if they did not attend all sessions.

Overall, 1,828 Dallas ISD parents and students attended the literacy class series at eight elementary and three secondary campuses in 2018-19, an increase from 1,616 served in 2017-18.

The evaluator conducted four classroom observations at two elementary (Henry Gonzales and L. O. Donald) and two high schools (W. W. Samuell and W. H. Adamson) to observe program implementation. Parents at both elementary schools followed the same agenda and participated in reading activities, using similar materials. At the high school level, no reading activities were observed, and session focus was information about graduation requirements and college opportunities. A speaker (counselor) presented information to parents for part of the session at each campus. According to the instructor, parents were usually tired and not motivated to read because the sessions met after school and/or after work.

PREP U Adult Ed Track

The PREP U Adult Ed Track program offered non-traditional English as a Second Language (ESL) classes to parents of ELs at 17 campuses within all trustee districts. The program, designed to take participants from a basic literacy level to a high beginner level, promoted basic literacy skills and interactive life skills in a non-threatening environment. The curriculum and six teachers were provided through Excel Institute. All teachers received training and instructional materials and followed the provided curriculum.

Classes convened from the week of September 17, 2018 through the week of November 5, 2018, and from the week of February 4, 2019 through the week of March 4, 2019. Instead of 18 planned classes, twelve classes were provided in 2018-19 because of an unforeseen issue requiring board approval during the first semester. As a result, some parents dropped out of the program. Participants met for two hours, bi-weekly (Monday and Wednesday or Tuesday and Thursday) during school hours (mornings or afternoons).

District Parent/Guardian Survey

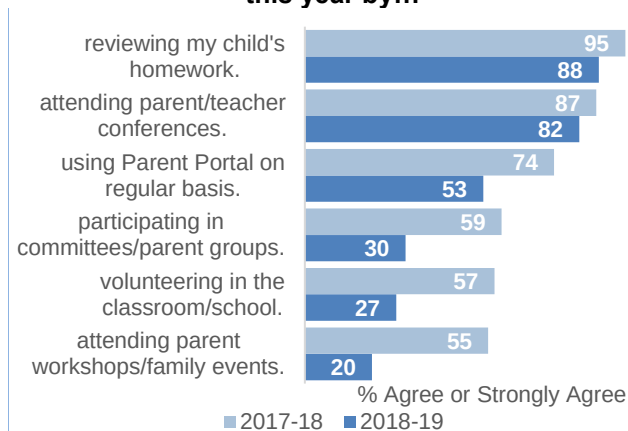
The districtwide Parent/Guardian Survey is conducted each spring as part of the Principal Excellence Initiative. The survey was designed to measure parent/guardian engagement with and support for the direction of their children's campuses. The 2018-19 Parent/Guardian Survey was administered both online and via telephone to ensure adequate sample sizes per campus. The evaluator extracted and summarized rates of favorable responses from the Parent/Guardian Survey data files.

A total of 20,658 parents responded to the parent survey, an increase from 17,185 respondents in 2017-18. About 81 percent of respondents agreed or strongly agreed that they were satisfied with the direction of the district in 2018-19, a decrease from 84 percent in 2017-18. Also, 90 percent of parents agreed or strongly agreed that their child's school welcomed parent involvement and engagement, a decrease from 93 percent in 2017-18.

As shown in Figure 1, although the pattern of agreement among items was similar to the previous year, reported involvement decreased in all areas surveyed in 2018-19 compared to 2017-18, with the greatest declines in workshop and family event attendance (-35 percentage points), volunteering (-30 percentage points), and participation in committee/parent groups (-29 percentage points).

Figure 1: 2018-19 Parent/Guardian Survey: Parent Involvement

I have been involved in my child's education this year by...

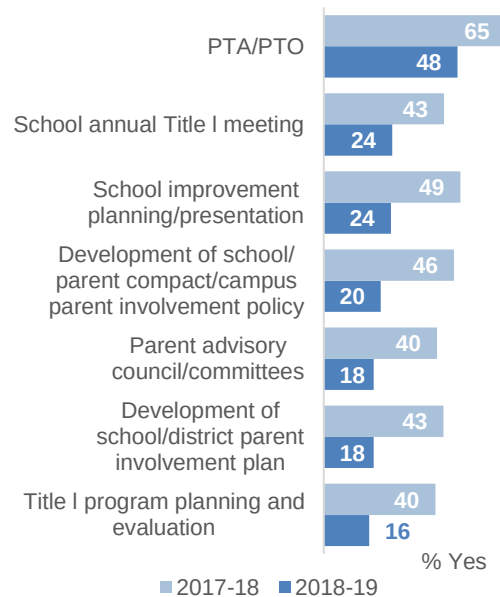


Source: 2017-18 and 2018-19 District Parent/Guardian Surveys.

Parent/guardian participation in 2018-19 decision-making also followed a similar pattern to the previous year, and reported partnership in all opportunities decreased from 2017-18 (Figure 2). Declines ranged from -17 percentage points to -26 percentage points and were smallest for the opportunities with the strongest reported participation (PTA/PTO, Title I meetings).

Figure 2: 2018-19 Parent/Guardian Survey: Parent Input and Partnership

Did you participate in any of the following decision-making opportunities requiring parent input and partnership?



Source: 2017-18 and 2018-19 District Parent/Guardian Surveys.
Note: PTA=Parent/Teacher Association. PTO=Parent/Teacher Organization.

The Office of Family and Community Engagement identified several goals for 2018-19. The goals and results are described in Tables 1 (Title I) and 2 (Title III).

Table 1: 2018-19 Parent Advocacy and Support Services: Title I Goals and Results

Goals	Results
Host a minimum of five PREP U workshops per month.	Between 17 and 19 workshops were hosted each month. *
Increase PREP U attendance by five percent during 2018-19.	Not enough information to determine status
Participate in or host a minimum of five community/network fairs/events where Dallas ISD parents are the targeted audience by June 2019.	Six events were held between September 2018 and April 27, 2019. *
Offer a minimum of two PD sessions for staff members at 22 feeder patterns through Training Academy on the Road by June 2019.	Total of 11 PD sessions were held for staff members districtwide in 2018-19.
Reach 150 employees by June 2019.	Served 112 employees by June 2019
Train employees from 80 percent of schools (184 out of 235) by June 2019.	Not enough information to determine status

table continues

Table 1 (continued)

Goals	Results
Host a minimum of eight Parent Portal sessions for parents by June 2019.	None, because of issues with transition to Power School
Collaborate with School Leadership and campus staff members so a minimum of one parent from each feeder pattern serves on the DPAC.	Parents from 15 feeder patterns served on the DPAC.
Develop and administer the parent survey beginning in April 2019.	Survey was developed and administered February to May 2019. *
Develop and administer the Title I survey for community liaisons/other staff members by May 2019.	Not developed.

Source: Office of Family and Community Engagement staff members.

Note: PD=professional development. DPAC=district parent advisory council. *=goal was met in 2018-19.

Table 2: 2018-19 Parent Advocacy and Support Services: Title III Goals and Results

Goals	Results
Latino Literacy Program	
Launch part two at 50 percent of elementary and secondary school level campuses that completed the program in Spring 2018 by 2019.	Launched in 100 percent of served elementary and secondary schools *
Have minimum of three middle/high school level graduating classes of parents by May 2019.	Three secondary schools in 2018-19 with graduating classes *
Have minimum of eight elementary school level graduating classes of parents by May 2019.	Eight elementary schools in 2018-19 with graduating classes *
PREP U Adult Ed Track	
Offer program at 10 to 15 sites by May 2019.	Program was offered at 17 campuses. *
Have a minimum of two graduating cohorts by May 2019.	Not enough information to determine status
PREP U Super Saturday: Conrad Feeder Pattern	
Host at least one PREP U event for the Conrad feeder pattern by May 2019.	None hosted
Host a minimum of two Parent Portal sessions for the Conrad feeder pattern by June 2019.	None hosted

Source: Office of Family and Community Engagement staff members.

Note: *=goal was met in 2018-19.

Recommendations

- **Improve program leadership's focus on managing high quality programs that meet the needs of all stakeholders.** In 2018-19, 1) the PREP U Adult Ed Track program was suspended for six weeks, 2) decreased PD training was provided by the Training Academy, and 3) no PREP U Super Saturday was hosted at Conrad High School. More focused attention to program details could help to maintain program consistency.
- **Provide more training support for school personnel, parents, and community.** Parent Portal training sessions were not provided to parents, and less PD was provided by the Training Academy to campus staff members and parents in 2018-19. Training is necessary to support optimal parent involvement.
- **Improve the participation tracking process for all activities.** Data collection was delayed through July 2019 because of staff attrition. Program evaluation usefulness depends upon thorough and timely program participation data.
- **Examine why reported parent participation decreased in 2018-19 and use information to improve.** Reported parent involvement declined from 2017-18, especially for attending workshops and events, volunteering, and participation in committees and parent groups. Staff members should explore reasons for these declines and take appropriate action to increase parent involvement.
- **Examine implementation of the LLF project at the high school level to determine how to best service parents with English proficiency needs.** Parents frequently were tired and not motivated to read the assigned book because the sessions met after school and/or after work. Program leadership should explore how parent engagement in the LLF project could be improved.

Reference

Garcia-Rincón, R. (2018). 2017-18 Evaluation of Parent and Family Engagement Program. Dallas, TX: Dallas Independent School District.

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2018-19 Evaluation of Title I: Comparative Measures of Student Achievement

Myoungsook Kim, Ph.D.

EA19-163-4

At-a-Glance

The purpose of the Title I, Part A program is to improve educational quality and to help ensure that all students, particularly those students at risk of not meeting challenging state academic assessment standards, meet the state's student performance standards. For the 2018-19 school year, the district received \$89,859,837 in Title I, Part A funds, an increase of \$5,627,715 from 2017-18. In 2018-19, all Dallas Independent School District (ISD) Title I schools had schoolwide programs except for seven schools¹ that had targeted assistance programs. The purpose of this evaluation report was to assess demographic and outcome trends. Student performance was assessed based on *Istation's Indicators of Progress (ISIP)*, *TerraNova*, and *SUPERA* for grades prekindergarten (PK) through two (PK - ISIP only), the *State of Texas Assessments of Academic Readiness (STAAR)* for grades three through eight, and *STAAR End-of-Course (EOC)* for grades eight through twelve (grade eight - Algebra I only). Attendance and graduation rates were also reported.

Demographic Characteristics of Title I Teachers and Students

In 2018-19, there were 9,992 full-time teachers in the district. Thirty-five percent (35%) of the teachers were African American, 31 percent were Hispanic, and 30 percent were white. The proportion of Hispanic teachers increased by one or two percentage point(s) every year from 2014-15 to 2018-19. Twelve percent (12%) were new to the district in 2017-18 and 2018-19, which was lower than the prior three years (16 to 20%). Most teachers had Bachelor degrees (63 to 67%), and another 24 to 30 percent had Master degrees.

In 2018-19, Dallas ISD served 155,237 students in early childhood (EC) through grade twelve, a decrease of 1,567 students from 2017-18 ($n=156,804$). Like last year, PK enrollment showed the highest increase; however, the increase was smaller than in 2017-18 (n increase=1,002 in 2017-18 and 584 in 2018-19). The largest decreases were in elementary grades like last year. Grade three showed the largest decrease in 2018-19 (n decrease=1,047), while grade two showed the largest decrease in 2017-18 (n decrease=1,109).

From 2014-15 to 2018-19, Hispanic (70%) and African American (22% to 23%) students made up the majority of the student population. About 45 percent of students were identified as English learners (ELs) in 2018-19, a three-percentage point increase from 2014-15 (42%). Between 84 and 87 percent of district students were identified as economically disadvantaged. Special education students made up between seven and nine percent of students.

Student Outcomes on ISIP

For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2018-19 ranged from 48 percent to 57 percent (51% to 57% for PK and kindergarten (K), 48% to 55% for grade one, 53% to 55% for grade two, and 51% to 56% for grades K-2 combined). In general, the percentages of students at or above grade level were similar or slightly lower in 2018-19 than in 2017-18 at the beginning (BOY), middle (MOY), and end (EOY) of the year. It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed small positive changes from 2018-19 BOY to MOY to EOY for K but not for other grades.

In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at or above grade level was the lowest among student groups. Half of second-grade African American students and 45 percent of Hispanic students did not score at grade level at the end of the 2018-19 school year.

Student Outcomes on TerraNova/SUPERA

Similar to previous years, the overall percentages of students at or above grade level on the 2018-19 *TerraNova* and *SUPERA* ranged from 61 percent (grade two) to 79 percent (K) for *TerraNova* reading, from 79 percent (grade two) to 84 percent (K) for *SUPERA* reading, and from 57 percent (grade one) to 64 percent (K) for *TerraNova* mathematics (Figure 1). For *TerraNova* and *SUPERA* reading, the overall

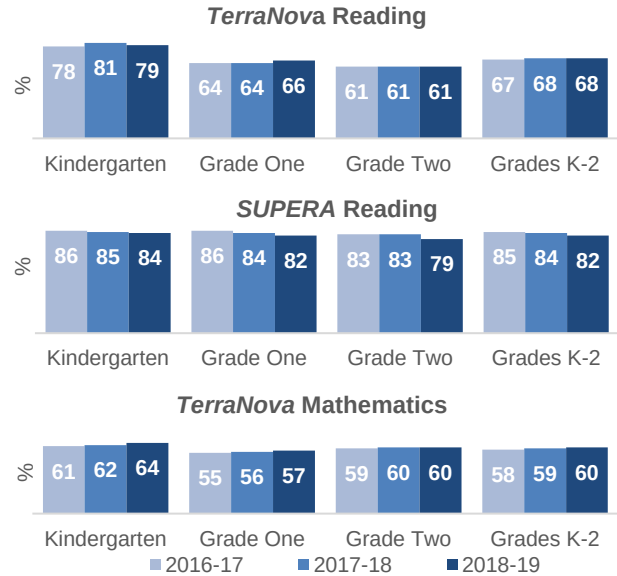
¹ The seven schools that operated targeted assistance programs were Arlington Park Early Childhood Center, School for the Talented and Gifted in Pleasant Grove, Sudie L.

Williams Talented and Gifted Academy, Montessori Academy at Onesimo Hernandez Elementary, Solar Preparatory School for Boys at John F. Kennedy, and Ignite Middle School.

percentage of students scoring at or above grade level decreased from K to grade one to grade two.

At grade two, about half of African American students scored below grade level on *TerraNova* reading (47%) and mathematics (52%); 39 percent of second-grade Hispanic students scored below grade level on *TerraNova* reading and mathematics, and 21 percent did so on *SUPERA* reading. K to grade two decreases on *TerraNova* reading and mathematics were notable for African American students (79% to 63% to 53% for reading and 61% to 49% to 48% for mathematics).

Figure 1: *TerraNova* and *SUPERA* Results At or Above Grade Level by Subject and Grade



Source: Public Education Information Management System (PEIMS) district data files: 10/31/16, 10/30/17, and 10/26/18. *TerraNova*: 7/19/17, 6/11/18, and 7/2/19. *SUPERA*: 7/12/19 for 2016-17, 6/14/19 for 2017-18, and 7/2/19 for 2018-19.

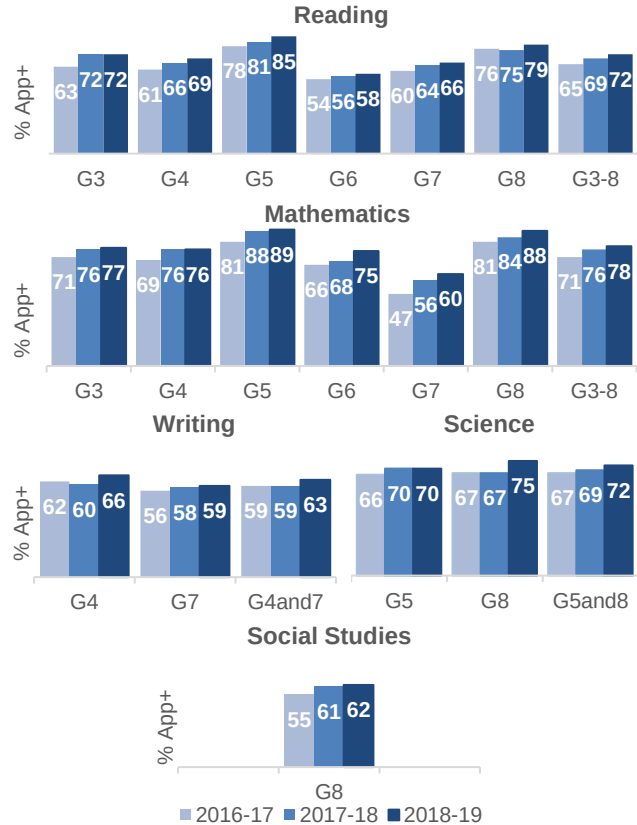
Note: K=kindergarten. %=percentage at or above grade level. In June and July 2019, Dallas ISD received updated norms for grades 1 and 2 *SUPERA* for 2016-17 and 2017-18. As a result, the grades 1 and 2 *SUPERA* data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report.

Student Outcomes on STAAR 3-8

Results for STAAR 3-8 showed a general pattern of increase from 2015-16 to 2018-19 for reading, mathematics, and science at Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters) and for social studies at Approaches+. For reading and mathematics, percentages at Approaches+ and Meets+ were lower for grades 6-8 combined than for grades 3-5 combined. In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups.

In 2018-19, the overall percentage of students in grades three through eight at Approaches+ ranged from 62 percent (social studies) to 78 percent (mathematics) on STAAR 3-8 subtests (Figure 2). For all students combined, the overall percentages of students at Approaches+ increased by two percentage points or more from 2017-18 to 2018-19 in all subjects except for social studies. The overall percentage at Approaches+ for grade six students housed in an elementary school was higher than for students housed in a middle school.

Figure 2: STAAR 3-8 Results at Approaches+

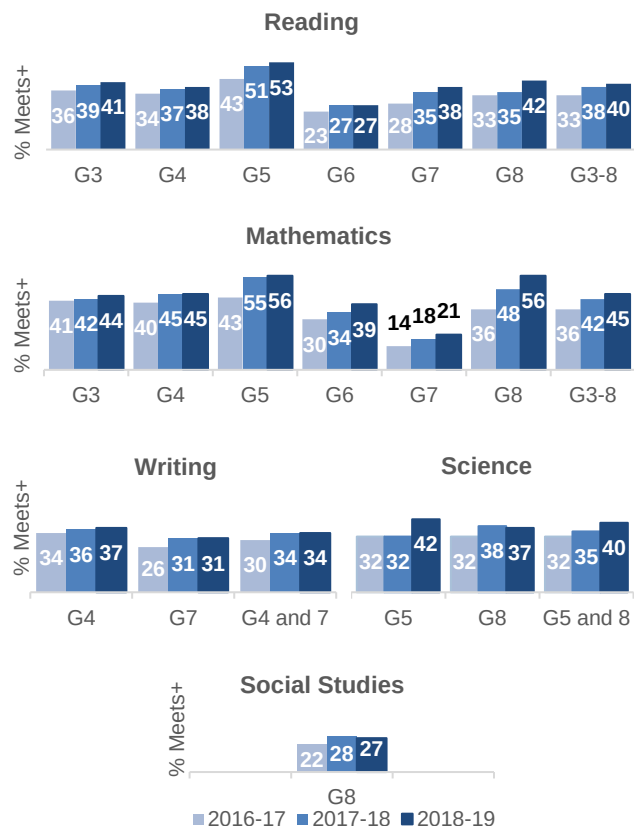


Source: Public Education Information Management System (PEIMS) district data files: 10/31/16, 10/30/17, and 10/26/18. STAAR: 6/15/17, 6/20/18, and 6/13/19.

Note: STAAR=State of Texas Assessments of Academic Readiness. App+=Approaches Grade Level or Above. G=grade. %=Percentage. Results included all administrations through May of each year and included STAAR Alternate 2. For mathematics and science, grade eight results included results from grade seven Pre-AP students. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues.

In 2018-19, the overall percentage of students in grades three through eight at Meets+ ranged 27 percent (social studies) to 45 percent (mathematics) on STAAR 3-8 subtests (Figure 3). For all students combined, the percentages of students at Meets+ increased by two percentage points or more from 2017-18 to 2018-19 in reading, mathematics, and science. The overall percentage at Meets+ for grade six students housed in an elementary school was higher than for students housed in a middle school.

Figure 3: STAAR 3-8 Results at Meets+



Source: Public Education Information Management System (PEIMS) district data files: 10/31/16, 10/30/17, and 10/26/18. STAAR: 6/15/17, 6/20/18, and 6/13/19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. G=grade. %=Percentage. Results included all administrations through May and did not include STAAR Alternate 2. For mathematics and science, grade eight results included results from grade seven Pre-AP students. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues.

When 2018-19 STAAR 3-8 results for Dallas ISD were compared with the state, the percentages of Dallas ISD students that met the performance standards were lower than students at the state level in 57 of 63 comparisons. However, when 2018-19 results were compared to 2017-18, the percentages of Dallas ISD students remained the same or slightly increased in 56 of 63 comparisons, while the percentages of students at the state level remained the same or increased in 46 of 63 comparisons.

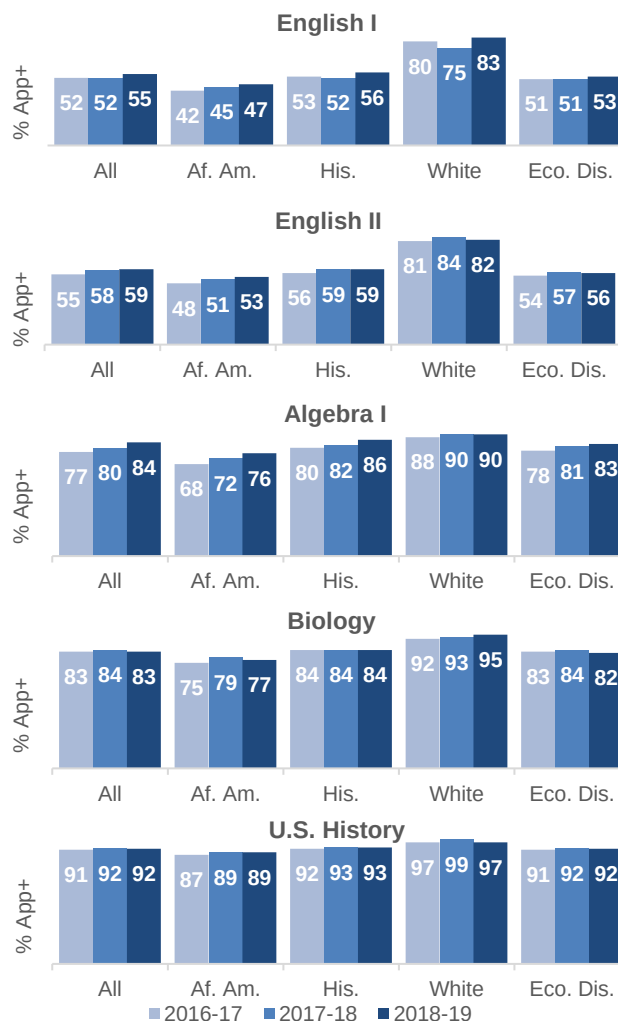
Student Outcomes on STAAR EOC

For all students combined on STAAR EOC, results showed a general pattern of increase from 2015-16 to 2018-19 for Algebra I at Approaches+, for all subjects except for English I at Meets+, and for Algebra I, Biology, and U.S. History at Masters. The overall percentages for all performance standards were much higher for Algebra I, Biology, and U.S. History than for English I and English II. In most comparisons, African American students scored the lowest, and both African

American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups.

In 2018-19, the overall percentage of students at Approaches+ ranged from 55 percent (English I) to 92 percent (U.S. History) on STAAR EOC subtests (Figure 4). The overall percentages at Approaches+ were much higher for Algebra I (84%), Biology (83%), and U.S. History (92%) than for English I (55%) and English II (59%). For all students combined, the percentages at Approaches+ increased by three percentage points or more from 2017-18 to 2018-19 for English I and Algebra I.

Figure 4: STAAR EOC Results at Approaches+

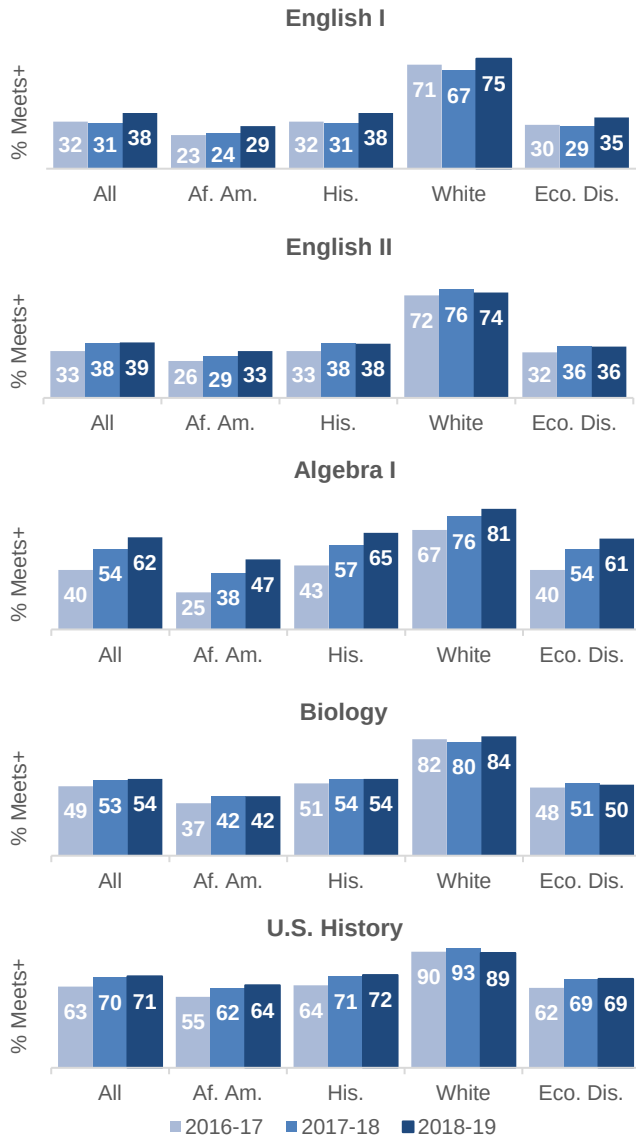


Source: Public Education Information Management System (PEIMS) district data files: 10/31/16, 10/30/17 and 10/26/18. STAAR EOC: 6/15/17, 6/20/18 and 6/4/19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. App+=Approaches Grade Level or Above. %=Percentage. Af. Am.=African American. His.=Hispanic. Eco. Dis.=Economically Disadvantaged. Results included December and May administrations and STAAR Alternate 2. For English I, although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues. For Algebra I, some eighth-grade students took the assessment (18% to 21%).

In 2018-19, the overall percentage of students at Meets+ ranged from 38 percent (English I) to 71 percent (U.S. History) on STAAR EOC subtests (Figure 5). Like Approaches+, the percentages at Meets+ were much higher for Algebra I (62%), Biology (54%), and U.S. History (71%) than for English I (38%) and English II (39%). The overall percentages at Meets+ increased by seven percentage points or more from 2017-18 to 2018-19 for English I and Algebra I.

Figure 5: STAAR EOC Results at Meets+



Source: Public Education Information Management System (PEIMS) district data files: 10/31/16, 10/30/17 and 10/26/18. STAAR EOC: 6/15/17, 6/20/18 and 6/4/19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Meets+=Meets Grade Level or Above. %=Percentage. Af. Am.=African American. His.=Hispanic. Eco. Dis.=Economically Disadvantaged. Results included December and May administrations for each year and did not include STAAR Alternate 2. For English I, although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues. For Algebra I, some eighth-grade students took the assessment (18%-21%).

When 2018-19 STAAR EOC results for Dallas ISD were compared with the state, the percentages of Dallas ISD students that met the performance standards were the same or slightly higher than students at the state level in four of 15 comparisons, while they were lower in 11 of 15 comparisons. When 2018-19 results were compared to 2017-18, the percentages of Dallas ISD students remained the same or slightly increased in 14 of 15 comparisons, while the percentages of students at the state level remained the same or increased in all 15 comparisons.

Attendance and Graduation Rates

For students in grades K through 12, between 2014-15 and 2018-19, the overall attendance rates, as well as the attendance rates for each student group, met or exceeded the state's 90 percent standard for course credit (or a final grade) with five exceptions (ninth-grade African American students in 2016-17 and 2018-19 and ninth-grade special education students in 2016-17, 2017-18, and 2018-19). The overall attendance rate for all students in grades EC through 12 was 95 percent during the last four years from 2014-15 to 2018-19. For EC students, attendance rates below 90 percent were recorded for African American students in 2016-17 and for white students in 2015-16, 2017-18, and 2018-19.

The four-year longitudinal graduation rate for the 2017-18 school year (class of 2018) was 87 percent for all students combined, which was similar to the graduation rate for the 2016-17 school year (88%).

Additional Title I Reports

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

An electronic version of this report as well as the full 2018-19 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2018-19 Evaluation of Dallas ISD Early Learning Initiatives

Sarah Hinkley, Ph.D. & Sydney Rowles, Ph.D.

EA19-170-4

At-a-Glance

The goals of the Early Learning department are to improve kindergarten (K) readiness and to ensure that all students are reading on grade level by the end of grade two. The budget for the department in 2018-19 was \$19,694,012, an increase from \$10,824,300 in 2017-18. The purpose of this report was to summarize the 2018-19 context, process, and outcomes of the Dallas Independent School District (Dallas ISD) Early Learning department initiatives.¹ Contextual information about the services provided to children from birth through grade two was gathered through review of internal documents and interviews with Early Learning department central staff members. Process information was examined through analyses of *Classroom Assessment Scoring System (CLASS)* data. Also included were analyses of K readiness and student academic achievement data through grade three.

What was the context of the Early Learning programs and the related 2018-19 initiatives?

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

To increase access and demand, the district continued to add facilities and partner sites. An early childhood center opened at Arlington Park Elementary in 2018-19 and the number of PK partnerships increased (from 21 in 2016-17 to 27 in 2017-18 to 32 in 2018-19).² Early learning staff members fostered community partnerships with Commit!³ and PK partnership sites. To expand the continuum of care, students from birth to age five also could receive services through the Home Instruction for Parents of Preschool Youngsters (HIPPY)⁴ program and AVANCE.⁵

To improve classroom quality, the Early Learning department continued using PK and K through grade two specialists. Specialists provided individual support for teachers. The district employed 35 PK specialists and 46 K through grade two specialists; of these, 15 served as campus lead specialists.⁶ First, specialists participated in professional development (PD) programs and then provided teachers with training.⁷ Department staff members also provided summer PD for PK through grade two teachers through the district summer Personalized Professional Learning and Development (P2LD) program. Lastly, the Early Learning department provided training for teachers in PK partnership sites and for teaching assistants.

Another attempt to increase quality was a focus on assessing student-teacher interactions. The *CLASS*,⁸ an observation instrument, was administered by Southern Methodist University (SMU) to measure the quality of teacher-student interactions.

Finally, to ensure that students were reading on grade level, an increased focus on reading and language acquisition was implemented. The district used PD and specialist coaching to ensure that teachers were equipped to teach reading. The district also supported teachers with the new K through grade 12 literacy and social studies curricula.

What were the student characteristics and continuous enrollment rates of early childhood through grade-two students?

In 2018-19, 46,457 students enrolled in early childhood (EC) education through grade two. Over half of the students were male (51%), and/or Hispanic (67%), and most were economically disadvantaged (90%). English Learners made up 49 percent of students. In comparison to 2016-17 and 2017-18, the 2018-19 Dallas ISD EC through grade-two programs served fewer students than in previous years (48,311 in 2016-17, 47,122 in 2017-18, and 46,457 in 2018-19). K enrollment also decreased over time (11,486 in 2016-17 to 11,070 in 2017-18 to 10,992 in 2018-19).

¹ Detailed methodologies are available in the full report.

² As of December 2018. Dallas ISD teachers taught students in all settings.

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

⁴ For more information, see Rowles & Hinkley (2019).

⁵ For more information, see <https://avance-dallas.org/>.

⁶ As of December 2018. In 2018-19, all PK classrooms had a specialist and 47 percent of K-2 classrooms had a specialist.

⁷ A list of training given to and provided by specialists is available in the full report.

⁸ For more information, see <http://teachstone.com/classroom-assessment-scoring-system/>.

Seventy-seven percent of students who attended Dallas ISD PK in 2017-18 returned to Dallas ISD for K in 2018-19. This means that 23 percent of 2017-18 PK students did not remain in the district in 2018-19. Sixty-eight percent of 2018-19 grade-three students were continuously enrolled since 2015-16 (their K year).

What were the early learning teacher retention rates?

A sizeable proportion of early learning teachers were reassigned to non-early learning positions or left the district over the past three years. Of the 2015-16 early learning teachers, 73 percent continued to teach in an early learning grade level in 2016-17, but this rate dropped to 53 percent after two years and to 41 percent after three years. The early learning teacher retention rate was even lower for 2016-17 teachers, with 66 percent of early learning teachers remaining in an early learning grade level in 2017-18, and 49 percent continuing after two years. Similarly to 2016-17, 66 percent of 2017-18 teachers continued teaching an early learning grade level in 2018-19. This result means the district has provided professional development and extended support to many early learning teachers who have been moved to non-early learning positions in the district or who have left the Dallas ISD.

What was the quality of early learning instruction as measured by CLASS?

As in the last three years, overall results of CLASS indicated that district teachers were stronger in emotional support and classroom organization than in instructional support. Unlike past years, however, no consistent pattern emerged regarding higher average scores for emotional support than classroom organization. Although more than 78 percent of teachers met the quality thresholds for emotional support and classroom organization, at most, 58 percent of teachers met the quality threshold for instructional support. In the spring, 56 percent of PK teachers and 48 percent of K-2 teachers met or exceeded the quality threshold in all three domains. The district averages were above the quality thresholds for both semesters in all three domains with the exception of instructional support in K.

Compared to spring 2018, increased percentages of teachers met or exceeded the quality thresholds for the emotional support and instructional support domains in spring 2019; results were mixed for the classroom organization domain. All domain scores and overall scores slightly decreased from spring 2018 to spring 2019 with the exception of instructional support. However, none of these changes were statistically significant.

What percentage of students were kindergarten ready in 2018-19 as measured by ISIP and TX-KEA?

Of the 9,518 K students who took BOY ISIP in 2018-19, 51 percent were K ready (scored at or above the 40th percentile), which was the same as 2017-18 (51%). Of the 9,534 students who took the Literacy Reading domain of TX-KEA, 70 percent scored *On Track* indicating they were K ready. A higher percentage of DISD PK students (54%) were K ready than No DISD PK students (32%) on ISIP and TX-KEA (77% and 38%, respectively). Even so, 46 percent of Dallas ISD PK students did not meet the K ready standard on ISIP and 23 percent did not meet the K Ready standard on TX-KEA.

How did early learning student ISIP and Circle scores change throughout the 2018-19 school year?

For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2018-19 ranged from 48 percent to 57 percent (Table 1). There were no consistent patterns of change from 2017-18 to 2018-19.

In 2018-19, for PK, grade one, and grade two, the percentages of students performing at or above grade level on ISIP decreased slightly from the beginning to the middle of the year (BOY and MOY, respectively) then increased from the middle to the end of the year (EOY). The percentage of K students at or above grade level increased from BOY to MOY to EOY.

Table 1: 2017-18 to 2018-19 Percentage of Students in Grades PK through Two Performing At or Above Grade Level on ISIP

Grade	BOY		MOY		EOY	
	2017	2018	2017	2018	2017	2018
	-18	-19	-18	-19	-18	-19
	%	%	%	%	%	%
PK	51	57	50	51	57	56
K	51	51	53	52	55	57
1	47	49	50	48	56	55
2	54	54	55	53	56	55
K-2	51	51	53	51	56	56

Source: PEIMS district data files dated October 20, 2017 and October 26, 2018. ISIP data files dated November 1, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), February 04, 2019 (2018-19 MOY), and June 05, 2019 (2018-19 EOY).

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

The percentage of PK students scoring *On Track* on the Phonological Awareness domain of *Circle* ranged from 70 to 85 percent. On the Rapid Vocabulary domain, percentages ranged from 46 to 69 percent.

Did student reading and mathematics performance differ by Dallas ISD prekindergarten enrollment status?

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

Table 2: 2018-19 Percentage of Students At or Above Grade Level, Approaches+, or Meets+ on Assessments by Cohort and PK Enrollment Status

Assessment (n)	DISD PK %	No DISD PK %
Kindergarten Data for 2018-19 K Cohort		
<i>ISIP</i> (n=7,930)	58	45
<i>TerraNova</i> Math (n=8,781)	64	53
<i>TerraNova</i> Reading (n=4,145)	79	72
<i>SUPERA</i> (n=4,671)	85	78
Grade One Data for 2017-18 K Cohort		
<i>ISIP</i> (n=7,171)	58	49
<i>TerraNova</i> Math (n=7,495)	58	49
<i>TerraNova</i> Reading (n=3,202)	65	59
<i>SUPERA</i> (n=4,320)	84	78
Grade Two Data for 2016-17 K Cohort		
<i>ISIP</i> (n=6,521)	57	54
<i>TerraNova</i> Math (n=6,929)	62	56
<i>TerraNova</i> Reading (n=2,950)	61	57
<i>SUPERA</i> (n=4,024)	81	78
Grade Three Data for 2015-16 K Cohort		
<i>STAAR</i> Math App.+ (n=6,886)	81	74
<i>STAAR</i> Math Meets+ (n=6,759)	48	39
<i>STAAR</i> Reading App.+ (n=6,888)	75	68
<i>STAAR</i> Reading Meets+ (n=6,761)	43	36

Source: PEIMS district data file dated October 26, 2018. Assessment data files dated June 05, 2019 (EOY *ISIP*), July 02, 2019 (*TerraNova*), July 02, 2019 (*SUPERA*), and June 13, 2019 (*STAAR*).

Note: PK = Prekindergarten. K = Kindergarten. *Istation's Indicators of Progress (ISIP)* includes the English and Spanish combined End-of-Year data. *STAAR* = *State of Texas Assessments of Academic Readiness*. % = Percentage of students at or above grade level on *ISIP*, *TerraNova*, and *SUPERA*, and *Approaches Grade Level or Above (App.+)* or *Meets Grade Level or Above (Meets+)* on *STAAR*. In June 2019, Dallas ISD received updated norms for grades one and two *SUPERA*. As a result, the grades one and two *SUPERA* data provided in previous reports will differ from the grades one and two data presented in this report. For *STAAR*, scores were included if the scores were the first administration. *Approaches+* results included Alternate 2. Alternate 2 test scores are not assessed for the *Meets+* performance standard, resulting in a difference in the number of students tested for *Approaches+* and *Meets+*. Although all 2018 *STAAR* scores are included, some students' test scores may have been adversely affected by online testing issues.

Did students attain grade-level scores on TerraNova, SUPERA, and STAAR mathematics and reading?⁹

On the 2018-19 *TerraNova* mathematics exam, 64 percent of the K students performed at or above grade level, as did 57 percent in grade one, and 60 percent in grade two. In comparison to 2016-17 and 2017-18, a slightly higher percentage of students performed at or above grade level in grades K and one in 2018-19. The percentage for grade two students increased slightly

⁹ The *TerraNova*, *SUPERA*, and *STAAR* files were dated July 02, 2019, July 02, 2019, and June 13, 2019, respectively.

STAAR results included the first administration; *Approaches+* included Alternate 2.

from 2016-17 to 2017-18 and was the same in 2017-18 and 2018-19.

On 2018-19 STAAR mathematics, 77 percent of grade-three students scored Approaches Grade Level or Above (Approaches+) and 44 percent scored Meets Grade Level or Above (Meets+). In comparison to 2017-18, a higher percentage of grade-three students performed at Approaches+ and Meets+ in 2018-19. The district underperformed the state (78 % at Approaches+ and 47% at Meets+).

On the 2018-19 TerraNova reading exam, 79 percent of the K students performed at or above grade level, as did 66 percent in grade one, and 61 percent in grade two. On 2018-19 SUPERA, 84 percent of the K students performed at or above grade level, as did 82 percent in grade one, and 79 percent in grade two. For TerraNova, no consistent pattern of change over time was found from 2016-17 to 2018-19. For SUPERA, the percentage of students performing at or above grade trended downward from 2016-17 to 2018-19 with the exception of grade two, which remained the same the first two years, and then decreased from 2017-18 to 2018-19.

On 2018-19 STAAR reading, 72 percent of grade-three students scored Approaches+ and 41 percent scored Meets+. In comparison to 2017-18, a higher percentage of grade-three students performed at Meets+ in 2018-19. The percentage of students at Approaches+ remained the same from 2017-18 to 2018-19. The district underperformed the state (75% at Approaches+ and 43% at Meets+).

Recommendations

- **Continue efforts to retain Dallas ISD PK students in the district.** Twenty-three percent of 2017-18 PK students did not remain in the district in 2018-19 for K. The district should continue having monthly interactions with PK families, walk-throughs of future classrooms, and other events to encourage families to remain in Dallas ISD.
- **Improve the retention of early learning teachers in early learning grades.** Many early learning teachers did not remain in early learning grades. Early Learning invests a great deal of training and specialist support in early learning teachers. The district should protect its investment by retaining trained early learning teachers in grades PK through two.
- **Continue to implement the early learning initiatives with a focus on language and literacy development.** The Early Learning department should continue its work increasing K readiness and ensuring students are reading on grade level by the end of grade two by following the district plan created in conjunction with Boston Consulting

Group. In particular, the district should continue increasing K readiness by increasing access to and the quality of PK. A higher percentage of students who attended Dallas ISD PK were K ready than those who did not attend (54% versus 32% on ISIP and 77% versus 38% on TX-KEA). Students who attended Dallas ISD PK also scored at or above grade level at a higher percentage on various reading and mathematics assessments over time than those who did not attend. Additionally, a sizable percentage of students performed below grade level on various reading assessments [e.g., grade-two TerraNova (39% below grade level) and SUPERA (21% below grade level)]. To ensure students are reading on grade level by the end of grade two, it will be important to continue emphasizing early language and literacy development through the alignment of birth to five and K through grade-two efforts.

- **Continue to train teachers to provide more effective instructional support for students.** Overall, the district performed well on CLASS; however, more than 43 percent of PK teachers and 48 percent of K to grade two teachers did not meet the quality threshold for instructional support. Thus, the department should continue efforts to improve these scores. This training could be accomplished using group PD sessions or individual coaching with specialists focusing on supporting students' cognitive and language development.

References

- Hinkley, S. (2018). 2017-18 Evaluation of Dallas ISD Early Learning. Dallas, TX. Dallas Independent School District.
- Rowles, S. & Hinkley, S. (2019). 2018-19 Evaluation of the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. Dallas, TX. Dallas Independent School District.

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2018-19 Evaluation of the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program

Sydney Rowles, Ph.D. & Sarah Hinkley, Ph.D.

EA19-178-4

At-a-Glance¹

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home visiting program for parents of three-, four-, and five-year-olds that involves training parents to be their children's first teachers. The program targets school readiness and parent involvement and is the largest of the 11 HIPPY programs in the state of Texas. HIPPY Dallas Independent School District (ISD) had a total budget of \$2,408,737 for program year 2018-19, including \$751,242 from the Dallas ISD general operating funds, \$1,070,543 from Title I funds, and \$586,952 from external sources.²

Purpose of the Evaluation

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

What were the HIPPY program and student characteristics in 2018-19?

Methodology

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

Results³

In 2018-19, HIPPY Dallas ISD served 1,253 children and 1,135 parents. Enrollment was highest in HIPPY Year 1 (45%).⁴ Most children (88%) and parents (89%) in the program were Hispanic. About half of the children were female (53%). Most children participated with a biological parent (96%). A majority of the parents were married (63%); completed a high school education,

GED, or less (77%); and/or completed the program using the Spanish curriculum (81%).

A few more children participated in HIPPY Dallas ISD this year ($N = 1,253$) compared to 2017-18 ($N = 1,231$). The number of completers decreased slightly from 1,106 in 2017-18 (90%) to 1,060 in 2018-19 (85%).

What were the retention rates of HIPPY participants from 2017-18 to 2018-19?

Methodology

The evaluators used frequency analyses to determine the number of HIPPY children who remained enrolled in the program from 2017-18 to 2018-19.

Results

Of the 539 2017-18 HIPPY Year 1 children, 261 (48%) remained enrolled in 2018-19 as HIPPY Year 2 children.⁵ Of the 410 2017-18 HIPPY Year 2 children, 287 (70%) remained enrolled in 2018-19 as HIPPY Year 3 children.⁶

Did HIPPY participants score at or above school-ready benchmarks?

Methodology

The evaluators used paired-sample t tests (statistical significance) and Cohen's d effect sizes (practical significance)⁷ to compare pre- and post-test scores on the English and Spanish versions of the *Bracken School Readiness Assessment (BSRA-3)*.⁸

Results

Composite test raw scores at all curriculum levels in both English and Spanish improved at a statistically significant level from pre-test to post-test ($p < .001$). All improvements were practically significant with Cohen's d effect size values ranging from .70 (HIPPY Year 3 Spanish) to 1.34 (HIPPY Year 2 Spanish). Both English

¹ Portions of this evaluation were adapted from Hinkley (2018).

² As reported by the Early Learning Department on November 29, 2018. The grants office reported \$1,372,131 in Title I funds for HIPPY as of March 28, 2019.

³ Texas HIPPY data files received July 03, 2019.

⁴ The HIPPY curriculum consists of three years: Year 1 (first year) through Year 3 (last year). Two children could not be classified by year and are not included in the percentage.

⁵ Forty-nine percent did not return, two percent repeated Year 1, and 0.4 percent completed Year 3.

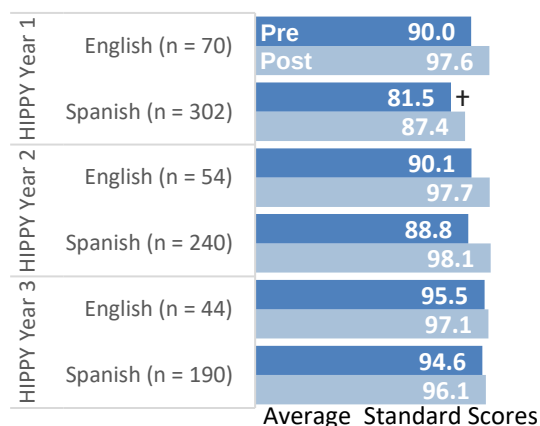
⁶ Twenty-nine percent did not return and 0.5 percent repeated Year 2.

⁷ Cohen's d values of 0.2, 0.5, and 0.8 are considered small, medium, and large effect sizes, respectively (Cohen, 1988).

⁸ Children with birthdates outside of the testable age range, or with missing pre- or post-tests, birthdates, or curriculum years were excluded from analyses.

and Spanish average standard scores for all curriculum years improved from pre-test to post-test (Figure 1). Average standard scores in both languages exceeded the school-ready threshold (standard scores > 85) by the end of the program year. Many HIPPY Year 1 (77% English; 54% Spanish), Year 2 (80% English; 83% Spanish), and Year 3 (82% English; 77% Spanish) children were classified as meeting age-appropriate standards by the end of the year.

Figure 1: 2018-19 HIPPY Dallas ISD Average BSRA-3 Standard Scores at Pre-Test and Post-Test



Source: Texas HIPPY data files dated July 03, 2019.

Note: BSRA-3 = Bracken School Readiness Assessment. † = This average standard score did not meet the age-appropriate cutoff (>85); Maximum possible score = 160 (Bracken, 2002). There was no normative sample of Spanish version test-takers. Refer to Palladino (2016) regarding limitations of the analysis and normative sample.

What percentage of students were kindergarten ready in 2018-19?

Methodology

The evaluators examined *Istation's Indicators of Progress (ISIP)* and the *Texas Kindergarten Early Assessment (TX-KEA)* to measure kindergarten readiness. *ISIP* is a computer-adaptive assessment that provides continuous monitoring of progress in reading skills. *TX-KEA* is a multidimensional assessment; however, the Emergent Literacy: Reading domain is considered the K readiness standard and is reported here. The evaluators used beginning-of-year (BOY) *ISIP* and BOY *TX-KEA* Emergent Literacy: Reading data to examine K readiness rates between

former HIPPY students and matched non-HIPPY control groups.⁹ The matched control groups were created using propensity score matching to identify students who took the same exam but did not participate in the HIPPY program.¹⁰ The evaluators used *chi-square* analyses and Cohen's *w*¹¹ to test the differences in K readiness rates between the two groups for both assessments.

Results

ISIP

A greater percentage of former HIPPY participants (66%; *n* = 351) were kindergarten ready as measured by BOY *ISIP* when compared to matched non-HIPPY participants (57%; *n* = 346). This difference was statistically and practically significant, $\chi^2(1) = 6.58$, *p* = .013, *w* = .10. Although the HIPPY students were not statistically compared to the district (51%; *n* = 9,518), the HIPPY students also outperformed the district on BOY *ISIP*.

TX-KEA

A greater percentage of former HIPPY participants (86%; *n* = 360) were kindergarten ready as measured by BOY *TX-KEA* when compared to matched non-HIPPY participants (75%; *n* = 353). This difference was statistically and practically significant, $\chi^2(1) = 16.04$, *p* < .01, *w* = .15. Although the HIPPY students were not statistically compared to the district (70%; *n* = 9,534), the HIPPY students also outperformed the district on BOY *TX-KEA*.

Did the long-term academic outcomes of HIPPY participants differ from matched non-HIPPY participants?

Methodology

The evaluators used *TerraNova/SUPERA* (kindergarten through grade two) and *State of Texas Assessments of Academic Readiness (STAAR)* (grade three) to compare normal curve equivalent (NCE; *TerraNova/SUPERA*) and mean scale scores (*STAAR*) between former HIPPY students and matched non-HIPPY control groups.¹² The rates of students who were at or above the 40th percentile on

⁹ For the analysis, the English and Spanish administrations were combined into one file to allow for examination of overall student performance. Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (*ISIP*) or *On Track* (*TX-KEA*) were used; both indicate being kindergarten ready. BOY *ISIP* was dated November 5, 2018. BOY *TX-KEA* was dated November 1, 2018.

¹⁰ Non-HIPPY matched controls included students who took BOY *ISIP* and BOY *TX-KEA* in kindergarten who did not

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

¹¹ Cohen's *w* values of 0.1, 0.3, and 0.5 are considered small, medium, and large effect sizes, respectively (Cohen, 1988).

¹² *TerraNova* district data file dated July 02, 2019, *SUPERA* dated July 02, 2019, and *STAAR* dated June 13, 2019.

TerraNova/SUPERA or Approaches Grade Level or Above (Approaches+) or Meets Grade Level or Above (Meets+) on STAAR were also compared. The matched control groups were created using propensity score matching to identify students who took the same exam but did not participate in the HIPPY program. The evaluators used *chi-square* analyses (statistical significance) and Cohen's *w* effect sizes (practical significance) to test for group differences between HIPPY and non-HIPPY students in passing rates, and *t* tests (statistical significance) and Cohen's *d* effect sizes (practical significance) to compare average scale scores. District passing rates were provided for reference only.

Results

TerraNova/SUPERA

HIPPY students outperformed non-HIPPY students on eight of nine *TerraNova/SUPERA* mathematics and reading exams (Figures 2 and 3).

For mathematics, the *TerraNova* K and grade-one passing rate differences between HIPPY and non-HIPPY students were statistically, but not practically, significant, [$\chi^2(1, n = 725) = 4.13, p = .04, w = .08$ for K and $\chi^2(1, n = 749) = 6.10, p = .01, w = .09$ for grade one]. The grade-two passing rate difference was not statistically significant.

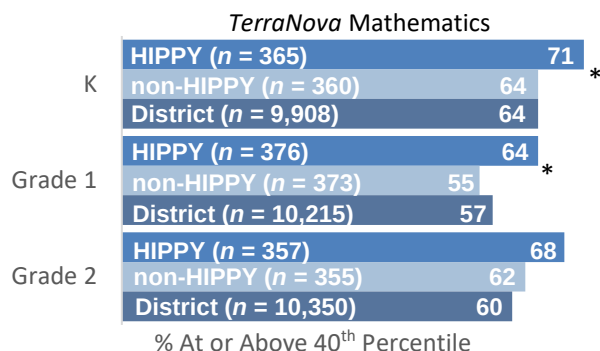
Kindergarten and grade-one *TerraNova* mathematics NCE scores were higher for HIPPY students compared to non-HIPPY students. These differences were statistically and practically significant [$t(723) = -2.03, p = .04, d = .15$ for grade one, and $t(747) = -2.92, p < .01, d = .21$ for grade two]. The difference in grade-two NCE scores was not statistically significant.

For reading, the difference in grade-one passing rates between HIPPY and non-HIPPY students on *SUPERA* was statistically significant, $\chi^2(1, n = 594) = 4.03, p < .05, w = .08$. No other passing rate differences on *TerraNova* or *SUPERA* were statistically significant.

Kindergarten and grade one *SUPERA* reading NCE scores were higher for HIPPY students compared to non-HIPPY students. These differences were statistically and practically significant [$t(587) = -3.06, p < .01, d = .25$ for K and $t(592) = -2.32, p = .02, d = .19$ for grade one]. Differences in all other *TerraNova* and *SUPERA* NCE scores were not statistically significant.

Although the HIPPY students were not statistically compared to the district, the HIPPY students also outperformed the district on all exams.

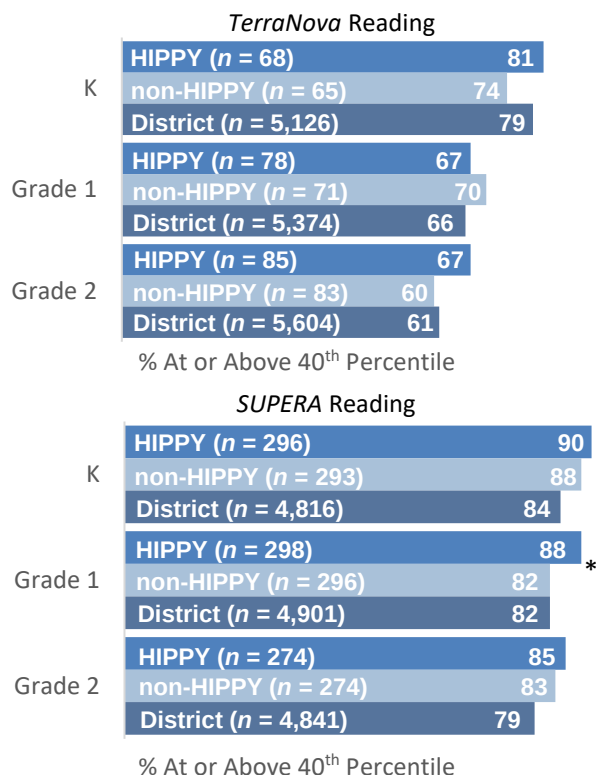
Figure 2: 2018-19 Percentage of Students At or Above the 40th Percentile on *TerraNova* Mathematics for Former HIPPY Participants, Matched Non-HIPPY Comparisons, and the District



Source: District Public Education Information Management System demographic file dated October 26, 2018. *TerraNova* district data file dated July 02, 2019.

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

Figure 3: 2018-19 Percentage of Students At or Above the 40th Percentile on *TerraNova/SUPERA* Reading for Former HIPPY Participants, Matched Non-HIPPY Comparisons, and the District



Source: District Public Education Information Management System demographic file dated October 26, 2018. *TerraNova* dated July 02, 2019. *SUPERA* dated July 02, 2019.

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

STAAR

Higher percentages of former HIPPY than non-HIPPY students scored at the Approaches+ level on STAAR mathematics and reading (Table 1), but none of these differences were statistically significant.

Similarly, higher percentages of former HIPPY than non-HIPPY students scored at the Meets+ level on STAAR reading (Figure 4). However, the reverse was true for STAAR mathematics. Neither of these differences were statistically significant.

Although it was not appropriate to statistically compare HIPPY students to the district as a whole because of differing sample sizes and possible confounding factors, the percentage of HIPPY scores at Approaches+ and Meets+ exceeded the district for both STAAR exams.

Table 1: 2018-19 STAAR Mathematics and Reading Rates of Students at Approaches+ and Meets+ for Former HIPPY Participants, Matched Non-HIPPY Comparisons, and the District

	Approaches+		Meets+	
	n	%	n	%
STAAR Mathematics				
HIPPY	216	76.9	215	46.0
Non-HIPPY	215	73.5	214	48.6
District	10,955	76.6	10,727	43.6
STAAR Reading				
HIPPY	216	75.5	215	51.2
Non-HIPPY	214	74.3	214	43.9
District	10,960	71.9	10,732	41.1

Source: District Public Education Information Management System demographic file dated October 26, 2018. STAAR district data file dated June 13, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. Data include first and second administrations of all versions of STAAR. No differences between HIPPY and non-HIPPY control groups were statistically significant.

No differences between HIPPY and non-HIPPY groups on STAAR average scale scores were statistically significant.

Recommendations

- **Continue to seek areas for improvements in effectiveness.** The program has enjoyed pre/post gains in developmental skills every year it has been evaluated. HIPPY leadership should continue to nurture its staff and review processes to maintain these strong results.
- **Include HIPPY in the evaluation of other major Dallas ISD early childhood programs.** Many children in the Dallas ISD attend more than one pre-kindergarten program. Thus, it has become more difficult to evaluate the efficacy of any one

early childhood program exclusively, particularly for long-term outcomes. Evaluation and program managers should consider program participation and dosage as a variable in future evaluations of early childhood education. Data structures and systems should be carefully reviewed and enhanced to support this goal.

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2018-19 Evaluation of the Homeless Education Program

Sydney Rowles, Ph.D.

EA19-191-4

At-a-Glance

The Homeless Education Program (HEP) was designed to serve homeless students and their families, primarily within the Dallas Independent School District (Dallas ISD). The primary focuses of the HEP involved simplifying the enrollment process, promoting consistent attendance, and bolstering academic success of homeless students. The HEP also strove to indirectly assist homeless students and their families by reducing the stigma and stereotypes regarding homelessness.

The HEP was federally funded through the McKinney-Vento Homeless Assistance Act, which is a United States federal law that provides funding and protections for homeless individuals. The HEP total budget was \$424,028 for program year 2018-19,¹ a slight increase from \$423,334 in 2017-18. This total included \$247,415 from the McKinney-Vento Homeless Assistance Act (\$249,300 in 2017-18) and \$176,613 from Title 1, Part A funding (\$174,034 in 2017-18).

Purpose of the Evaluation

The purpose of this evaluation was to describe the context, process, and outcomes of the HEP program in 2018-19. Specifically, the evaluation reports 1) characteristics of the Dallas ISD homeless students, 2) services the HEP provided, 3) changes in the status of homeless students from 2017-18 to 2018-19, and 4) academic achievement for homeless Dallas ISD students in kindergarten through grade 12.

Methodological Considerations

Students were classified as homeless if they and/or their families fit into one of four categories: 1) two or more families living in one home because of financial issues, domestic violence, or other factors (i.e., “doubled up”); 2) family living in motels, often paying on a week-to-week basis; 3) family living in homeless shelters; or 4) unaccompanied youth with no guardian or permanent residence (e.g., couch surfing² or living out of a car).

Students classified as homeless were flagged as either “homeless” or “McKinney-Vento” in the Dallas ISD district database. For the purposes of this evaluation, there were no substantive differences between the Dallas ISD students identified as homeless and those

identified as McKinney-Vento.³ Thus, these students were combined into one group of students for this evaluation.

Once students were flagged as homeless and/or McKinney-Vento, they retained that flag for the remainder of the school year, regardless of whether the student transitioned out of homelessness. That flag was then reevaluated at the beginning of the following school year.

Finally, because of the transient nature of homeless students in the Dallas ISD, this evaluation reports data for homeless students who were enrolled at any time during the school year. Thus, homeless student analyses were conducted using the end-of-year district demographic file (May 28, 2019). Districtwide analyses were conducted using active students enrolled on the PEIMS date (October 26, 2018).

What were the characteristics of the Dallas ISD homeless students?

Descriptive analyses were conducted to summarize the characteristics of homeless students using the district demographic file dated May 28, 2019. In 2018-19, 3,306 homeless students enrolled in the Dallas ISD: 2,091 students were classified as both “homeless” and “McKinney-Vento”, and 1,215 students were classified only as “homeless”.

Of the total homeless students, 1,998 (60%) were in early childhood (EC) through grade five, 622 (19%) were in grades six through eight, and 686 (21%) were in grades nine through 12 (Table 1). These students made up 2 percent of the total district population. The rate of homeless students was slightly higher (60%) in grades EC to five than the rate of students in these grades overall (53%), and slightly lower (21%) in grades nine to 12 than the rate of students in these grades overall (26%). The rate of homeless students (19%) and the district overall (21%) in grades six to eight were comparable.

Of the 3,306 homeless students, 3,242 had data regarding their primary nighttime residence: 1,766 (55%) were doubled up, 516 (16%) were living in

¹ The budget was provided on October 31, 2018 by the program manager for the Homeless Education Program.

² Couch surfing refers to staying temporarily in a series of others’ homes, often without paying.

³ Staff members were funded by McKinney-Vento funds or Title 1, Part A funds. The funding source of the staff members with which each homeless student interacted designated the classification of the student.

motels, 934 (29%) were living in shelters, 23 (1%) were unaccompanied youth, and 3 (<1%) were other.

Table 1: 2018-19 Dallas ISD Homeless and District Student Enrollment

Grade	Homeless Students (N = 3,306)		District Students (N = 155,237)	
	n	%	n	%
Grades EC-5				
EC	7	0.2	180	0.1
PK	490	14.8	12,737	8.2
KN	295	8.9	10,992	7.1
1	239	7.2	11,234	7.2
2	240	7.3	11,314	7.3
3	232	7.0	11,518	7.4
4	254	7.7	12,197	7.9
5	241	7.3	12,248	7.9
Total	1,998	60.4	82,420	53.1
Grades 6-8				
6	228	6.9	11,144	7.2
7	187	5.7	10,554	6.8
8	207	6.3	10,424	6.7
Total	622	18.9	32,122	20.7
Grades 9-12				
9	223	6.7	12,192	7.9
10	170	5.1	10,603	6.8
11	140	4.2	9,398	6.1
12	153	4.6	8,502	5.5
Total	686	20.6	40,695	26.3

Source: District Public Education Information Management System demographic file dated October 26, 2018 and end-of-year demographic file dated May 28, 2019.

Note: EC = Early Childhood. PK = Prekindergarten. KN = Kindergarten. District totals include only active students at the PEIMS date. Homeless totals include students enrolled at any time during the 2018-19 school year. Percentages may not sum to 100 because of rounding.

What services did the Homeless Education Program provide in 2018-19?

Information about services was gathered through interviews with the HEP director and program manager, documentation review, and a survey of those overseeing the Drop-In Centers. The HEP provided a wide range of services to homeless students in the Dallas area. One of its main goals was to keep students at their schools of origin. Thus, they worked with Dallas ISD Student Transportation Services, DART, and the transportation services of nearby districts to ensure that all homeless students had consistent transportation. In 2018-19, the HEP fulfilled 488 transportation requests, consisting of 10,735 bus passes.⁴

In partnership with Promise House⁵ and Focus on Teens,⁶ two Dallas-based non-profit organizations, the HEP also provided 14 Drop-In Centers at Dallas ISD high schools. The Drop-In Centers served as hubs for homeless students to access helpful and necessary materials, such as backpacks, uniforms, hygiene items,

and school supplies. The HEP assisted 123 students by providing materials. Drop-In Center leaders also referred students to additional services (e.g., mental health services) and organized presentations from outside agencies about numerous topics (e.g., college admissions, career options, etc.). The Drop-In Centers also worked with Food and Childhood Nutrition Services to provide students with healthy breakfasts, because they previously had been providing students with unhealthy options like donuts. Beyond the Drop-In Centers, the HEP also worked to ensure that homeless students were provided the same enrichment-filled opportunities and experiences that all other students received, including access to sports teams, after school programs, and summer camps.

The HEP also helped open After8ToEducate⁷ (After8) in November 2018. After8 is a new, first-of-its-kind shelter focused on housing and supporting unaccompanied high school youth in Dallas. After8 hosted up to 35 youth each night and strove to help the youth move into transitional housing or to reunify with their families.

In addition to helping homeless students within the Dallas ISD, the HEP also extended some of their services to students outside the district. For example, if a homeless student resided in Dallas but his or her school of origin was elsewhere, the HEP coordinated a shared bus service with the other district to make sure the student could continue attending the school of origin. Because of this, the HEP helped more homeless students than those enrolled within the Dallas ISD.

Finally, the HEP strove to indirectly assist homeless students and their families by reducing the stigma and stereotypes regarding homelessness. The program provided training sessions and videos to help educate teachers, campus staff members, and the community on the rights and issues of homeless individuals, the services the HEP provides, and what role individuals can play in assisting the homeless community.

For more information regarding the HEP, please visit its website: www.dallasisd.org/Page/954.

What was the status of Dallas ISD homeless students in 2018-19 compared to 2017-18?

The evaluator used frequency analyses to determine whether homeless students in 2017-18 stayed within Dallas ISD, moved elsewhere, and/or changed homeless status in 2018-19.

Of the students who were homeless in 2017-18 ($n = 3,925$), 2,669 stayed in the Dallas ISD in 2018-19

⁴ As of June 3, 2019.

⁵ For more information, see <https://promisehouse.org/>.

⁶ For more information, see <https://www.focusonteens.org/>.

⁷ For more information, see <http://after8toeducate.com/>.

(68%) and 1,256 were no longer enrolled (32%).

Of the 3,306 Dallas ISD students who were homeless in 2018-19, 446 were also flagged as homeless in 2017-18 (13%), and 2,860 were newly flagged as homeless (87%). Of the 2,860 students who were newly flagged as homeless in 2018-19, 1,436 were in the Dallas ISD in 2017-18 (50%) and 1,424 were newly enrolled (50%).

How did 2018-19 attendance rates, graduation rates, and discipline referrals compare to 2017-18 for Dallas ISD homeless students?

The evaluator conducted descriptive analyses to compare 2017-18 and 2018-19 attendance rates, graduation rates, and discipline referral rates for Dallas ISD homeless students.

The overall 2018-19 attendance rate for homeless students was 92 percent (Table 2), which was comparable to 93 percent in 2017-18, but slightly lower than district rates.

Of the 130 homeless seniors enrolled at the end of 2018-19, 89 percent graduated (Table 2). This rate was comparable to 2017-18, when 90 percent of the 146 homeless seniors graduated, but slightly lower than district rates.

Table 2: 2017-18 to 2018-19 Dallas ISD Homeless and District Overall Attendance, Graduation, and Discipline Rates

	Homeless		District	
	N	%	N	%
Attendance				
2017-18	3,925	92.7	156,804	95.4
2018-19	3,306	92.4	155,237	95.3
Graduation				
2017-18	146	90.4	8,226	90.7
2018-19	130	89.2	8,502	90.9
Discipline				
2017-18	3,925	6.3	156,804	6.0
2018-19	3,306	8.3	155,237	6.0

Source: District Public Education Information Management System demographic files dated October 30, 2017 (2017-18), and October 26, 2018 (2018-19). End-of-year demographic files dated June 4, 2018 (2017-18) and May 28, 2019 (2018-19). District attendance files dated June 11, 2018 (2017-18) and June 4, 2019 (2018-19). District graduation files dated June 11, 2018 (2017-18) and July 08, 2019 (2018-19). District discipline files dated July 19, 2018 (2017-18) and July 18, 2019 (2018-19).

Note: Homeless student graduation Ns and rates include only seniors that were enrolled at the end of the year.

For discipline referrals, 8 percent of homeless students earned at least one discipline referral in 2018-19; this rate was slightly higher than in 2017-18 when 6 percent of homeless students earned at least one discipline referral (Table 2). This was also slightly higher than the 2017-18 and 2018-19 discipline referral rates for the

district, which were both at 6 percent. The most common type of discipline referral for both 2017-18 and 2018-19 was fighting. Homeless students were referred 179 times for fighting in 2018-19 (36% of homeless student discipline cases) and 137 times in 2017-18 (29% of homeless student discipline cases).

What were the academic achievement outcomes for homeless Dallas ISD students in kindergarten to grade 12?

Frequency analyses were used to assess reading and mathematics performance on *TerraNova* and *SUPERA* (grades K-2), *State of Texas Assessments of Academic Readiness* (STAAR; grades 3-5 and 6-8), and all subjects for STAAR EOC (end-of-course).

For *TerraNova* mathematics, 47 percent of homeless students scored at or above grade level, which was lower than for the district overall (59%; Table 3). For *TerraNova* reading, 56 percent of homeless students scored at or above grade level, which was lower than for the district (68%). For *SUPERA* reading, 80 percent of homeless students scored at or above grade level, which was lower than for the district (82%).

Table 3: 2018-19 Percentage of K-2 Homeless and District Students At or Above Grade Level on TerraNova and SUPERA

	Homeless		District	
	Tested N	Grd Lvl %	Tested N	Grd Lvl %
TerraNova				
Mathematics	562	47.3	31,961	59.3
Reading	411	55.7	17,251	67.5
SUPERA				
Reading	152	80.3	14,577	81.8

Source: District Public Education Information Management System demographic file dated October 26, 2018 and end-of-year demographic file dated May 28, 2019. *TerraNova* district data file dated July 02, 2019. *SUPERA* district data file dated July 02, 2019.

Note: K = kindergarten. Grd Lvl = at or above grade level/40th percentile.

Tables 4 and 5 show the percentages of homeless and district students at Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) on STAAR and STAAR EOCs. Homeless students scored at Approaches+ at rates ranging from 43 percent (English I EOC) to 87 percent (US History EOC). Homeless students scored at Meets+ at rates ranging from 23 percent (grades six to eight mathematics and reading) to 65 percent (US History EOC). For all grade levels (grades 3-5, 6-8, and 9-12), a higher percentage of district students scored at Approaches+ and Meets+ in mathematics, reading, and all EOCs than homeless students.

Table 4: 2018-19 Percentage of Homeless and District Students at Approaches Grade Level or Above on STAAR and STAAR EOC

	Homeless		District	
	Tested N	Appr+ %	Tested N	Appr+ %
Grades 3-5 (STAAR)				
Mathematics	571	67.4	34,440	80.5
Reading	572	65.9	34,446	75.2
Grades 6-8 (STAAR)				
Mathematics	463	58.3	28,190	75.9
Reading	486	53.1	30,428	67.6
Grades 9-12 (STAAR EOC)				
Algebra I	151	68.9	9,032	79.7
Biology	141	73.8	10,592	83.1
English I	229	43.2	15,137	54.8
English II	179	46.9	13,342	58.5
US History	123	87.0	9,736	92.0

Source. District Public Education Information Management System demographic file dated October 26, 2018 and end-of-year demographic file dated May 28, 2019. STAAR district data file dated June 13, 2019. STAAR EOC district data file dated June 4, 2019.

Note: STAAR = State Assessments of Academic Readiness. EOC = End-of-Course. US = United States. Appr+ = Approaches Grade Level or Above. Data include first and second administrations of all versions of STAAR.

Table 5: 2018-19 Percentage of Homeless and District Students at Meets Grade Level or Above on STAAR and STAAR EOC

	Homeless		District	
	Tested N	Meets+ %	Tested N	Meets+ %
Grades 3-5 (STAAR)				
Mathematics	550	33.8	33,709	48.4
Reading	551	32.1	33,715	44.2
Grades 6-8 (STAAR)				
Mathematics	453	22.7	27,543	40.5
Reading	476	23.3	29,782	35.4
Grades 9-12 (STAAR EOC)				
Algebra I	149	34.2	8,876	53.8
Biology	139	34.5	10,429	53.6
English I	227	26.0	14,977	37.3
English II	175	26.9	13,167	38.9
US History	116	64.7	9,610	71.4

Source. District Public Education Information Management System demographic file dated October 26, 2018 and end-of-year demographic file dated May 28, 2019. STAAR district data file dated June 13, 2019. STAAR EOC district data file dated June 4, 2019.

Note: STAAR = State Assessments of Academic Readiness. EOC = End-of-Course. US = United States. Meets+ = Meets Grade Level or Above. Data include first and second administrations of all versions of STAAR.

Recommendations

- **Continue providing necessary services to homeless students.** The HEP successfully provided many services to homeless students and their families. In 2018-19, the HEP fulfilled 488 transportation requests (10,735 individual bus passes), gave out needed materials to 123 homeless students, and hosted informative presentations. These services allow homeless students to attend school with all necessary materials and helps support student attendance.
- **Bolster academic support for homeless students.** Academic achievement for Dallas ISD homeless students was below that of the district. An increased focus on supporting academics through more structured tutoring or programming (e.g., organized presentations on study tips, etc.) may help reduce the achievement gap between homeless students and the district.

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2018-19 Evaluation of Career and Technical Education

Nick Grimberg M.S.

EA19-195-4

At-a-Glance

The Career and Technical Education (CTE) Department provided courses designed to prepare students in grades six through twelve for future careers or professional competencies. The goals of the CTE program were to prepare students for college and career success, to provide them with the skills to be competitive in a global economy, and to recognize and meet the unique needs of a diverse student population. The total budget of the CTE Department in 2018-19 was \$7,079,587 including a \$2,771,669 Perkins grant. This represented a 6.0 percent increase from the total budget in 2017-18 (\$6,653,768).

Dallas ISD campuses offered courses and course sequences in 271 career pathways within 16 career clusters in 2018-19. Dallas ISD also housed 47 National Academy Foundation (NAF) academies, small career themed learning communities within larger schools or as standalone public high schools at 20 campuses. Five career institutes were opened in 2018 at W.H. Adamson, L.G. Pinkston, W.W. Samuell, H. Grady Spruce, and Wilmer-Hutchins high schools. Career institutes partner with a Dallas County Community College District (DCCCD) college to offer more comprehensive coursework for CTE students with a closer relationship with industry partners than other CTE programs. There were also 23 Dallas ISD early college high school (ECHS) programs in 2018-19. ECHS students were offered the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. Students throughout the district had the opportunity to earn industry-based certifications verifying that skill standards established by an industry or industry group were met.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine: (1) the CTE Department budget, (2) characteristics of the Dallas ISD CTE program, (3) the completion rates of CTE dual credit courses, (4) the number of industry-based certifications earned, (5) the performance of Dallas ISD on CTE related state accountability indicators, (6) CTE student academic achievement outcomes on *State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)* exams, and (7) college enrollment data for the Dallas ISD graduating class of 2018.

CTE program enrollment data for the 2018-19 school year were extracted by the Public Education

Information Management System (PEIMS) department staff members of Dallas ISD on January 24, 2019 and merged with the district demographic file dated October 26, 2018. The district criteria for identifying students in CTE programs was modified in 2018-19 to more closely align with state accountability data. Consequently, enrollment totals were lower than previous years and equivalent comparisons between years were not possible. CTE program staff provided NAF, career institute, and certification data. CTE student dual credit completion rates were calculated by merging CTE program enrollment data dated January 24, 2019 with district course files dated August 14, 2019. College, career, and military readiness (CCMR) and the Performance-Based Monitoring Analysis System (PBMAS) data were created and released by the Texas Education Agency (TEA). STAAR EOC assessment data were extracted from the district STAAR EOC data file dated June 4, 2019 and merged with the district CTE status file and the district demographic file. STAAR EOC data from 2017-18 and 2016-17 were extracted from district STAAR EOC data files dated September 6, 2018 and April 30, 2018. College enrollment was examined using data provided by the National Student Clearinghouse (NSC) as of June 27, 2019.

What were CTE student enrollment and course characteristics?

There were fewer CTE coherent sequence students in Dallas ISD in 2018-19 ($n = 15,989$) than 2017-18 ($n = 20,755$; Grimberg, Lorenz, Mejia, Watson, & Turner, 2018) or 2016-17 ($n = 19,507$; Turner, Sanguras & Barton, 2017). About a quarter (23.8%) of middle school students were enrolled in a CTE elective. Almost seventy-one percent (70.6%) of Dallas ISD high school students were enrolled in a CTE coherent sequence (39.3%) or a CTE elective (31.3%) in 2018-19. Almost seventy-four percent (73.6%) of CTE elective and CTE coherent sequence students were Hispanic. A lower percentage of CTE coherent sequence students were English learners (29.0%) than CTE elective (43.1%) or non-CTE students (41.5%). There was a higher percentage of non-CTE special education students (10.9%) than CTE elective (7.5%) or coherent sequence students (7.5%).

A total of 10,464 students participated in 47 NAF academies. There were 1,285 more Dallas ISD students who participated in a NAF academy in 2018-19 compared to 2017-18 ($N = 9,179$; Grimberg et al., 2018) and 3,856 more than participated in 2016-17

(N = 6,608; Turner et al., 2017). There were 952 Dallas ISD students who participated in five career institutes. The W.H. Adamson Institute of Automotive Technology had the largest student enrollment (n = 370), followed by the H. Grady Spruce Automotive Collision Refinishing and Repair Career Institute (n = 325). The L.G. Pinkston Institute of Welding had the lowest student enrollment (n = 18).

The CTE courses that enrolled the highest numbers of Dallas ISD high school students were Business, Administration, and Management (n = 8,326); Information Technology (n = 6,583); Finance (n = 5,115); Arts, A/V Technology, and Communications (n = 4,735); and Health Science (n = 4,724). A higher number of females were enrolled in CTE courses nontraditional for their gender than males (n = 3,213 versus n = 2,554).

What were the completion rates of CTE dual credit courses?

A total of 4,980 Dallas ISD students (including 2,917 CTE coherent sequence students) participated in 10,475 CTE dual credit courses in the 2018-19 school year. Eighty-eight percent (88.3%, n = 9,264) of CTE dual credit courses were completed. A higher percentage of CTE coherent sequence students completed a CTE dual credit course (89.7%) than non-CTE coherent students (85.0%).

How many industry-based certifications were earned in 2018-19

Overall, 3,529 Dallas ISD students took 5,038 industry-based certifications exams in 2018-19 earning 4,652 certifications (92.3 percent pass rate). This was a decrease from the reported number of certifications earned in 2017-18 (n = 5,117) and very similar to the number of certifications earned in 2016-17 (n = 4,643). One-third (33.8%) of Dallas ISD students who graduated in 2018-19 and were enrolled in the district four years prior received at least one certification which was lower than 2017-18 (36.6%). Certifications identified by TEA for the A to F accountability system accounted for 4.6 percent (n = 214) of the total certifications earned. Certifications identified in the Perkins Effectiveness Report (PER) accounted for 34.9 percent (n = 1,622) of the total certifications earned. CTE coherent sequence students received three-quarters (76.2%) of all certifications in the district which was higher than CTE elective students (16.8%) or non-CTE students (7.0%).

How did Dallas ISD perform on CTE-related accountability indicators

House Bill 22 (HB22) required the TEA to evaluate the academic performance of school districts with an

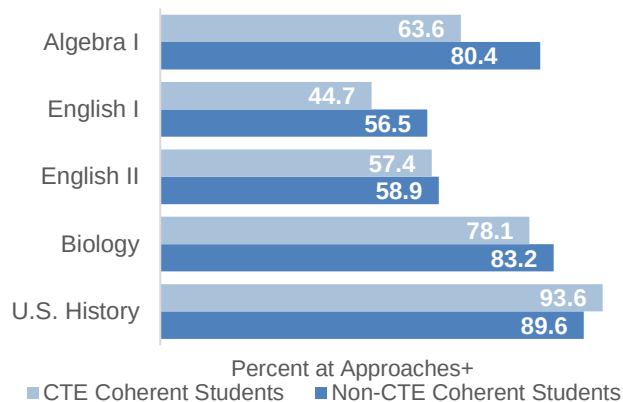
accountability rating of A through F based on three domains: 1) student achievement, 2) school progress, and 3) closing the gaps. CCMR indicators account for 40 percent of the weighted performance of high school campuses, K-12 campuses, and school districts in the student achievement domain. The Dallas ISD CCMR score increased from 74 in 2018 to 86 in 2019 representing an improvement in the performances of district students on CCMR indicators. The 2019 Dallas ISD CCMR score (86), based on 2018 annual graduates, was lower than Austin ISD (94), Houston ISD (91), and San Antonio ISD (90). Fifty-seven percent (57%) of 2018 Dallas ISD graduates were college, career, or military ready which was lower than Austin ISD (77%), Houston ISD (63%) and San Antonio ISD (61%).

The Performance-Based Monitoring Analysis System (PBMAS) is an automated data system that reports annually on the performance of school districts and charter schools. Program area performance indicators are analyzed and assigned numeric performance levels ranging from zero to three with higher numbers signifying areas of concern. Dallas ISD received performance levels of three on some CTE Special Education STAAR EOC passing rate performance indicators in 2016, 2017, and 2018. While passing rates have increased on every STAAR EOC exam over the past three years, the performances of special education CTE students are significantly lower than other CTE students.

What were the performances of CTE students on STAAR EOC exams?

The percentages of CTE coherent sequence students who reached the Approaches+ standard were lower than non-CTE coherent sequence students (CTE elective and non-CTE) on *Algebra I EOC* (-16.8 percentage point difference), *English I EOC* (-11.8 percentage point difference), *Biology EOC* (-5.1 percentage point difference), and *English II EOC* (-1.5 percentage point difference) (Figure 1). A higher percentage of CTE coherent sequence students reached the Approaches+ standard than non-CTE coherent students on *U.S. History EOC* (4.0 percentage point difference). Between the 2016-17 and 2018-19 school years, the percentage of CTE students at Approaches+ decreased on *Algebra I EOC* (-7.9 percentage points), *English I EOC* (-6.9 percentage points), and *Biology EOC* (-5.5 percentage points). The percentage of CTE coherent sequence students at Approaches+ increased slightly on *U.S. History EOC* (1.2 percentage points), and *English II EOC* (0.1 percentage points).

Figure 1: Percentages of Students at STAAR EOC Approaches+ Standard: 2018-19



Source: District STAAR EOC file dated June 4, 2019. District CTE status file dated January 24, 2019.

Note: CTE = Career and technical education. STAAR EOC = State of Texas Assessments of Academic Readiness End-of-Course. CTE students reflected CTE students who enrolled in a coherent sequence of courses and excludes students who enrolled in CTE electives.

What associate degrees were awarded to CTE students in 2018-19?

More graduating grade 12 ECHS students received an associate degree in the fall and spring of 2018-19 ($n = 232$) than ECHS students in the fall, spring, and summer terms of 2017-18 ($n = 197$) and 2016-17 ($n = 177$). More associate of science degrees were awarded to ECHS students ($n = 186$, 80.2%) than associate of arts ($n = 26$, 11.2%) or associate of applied science ($n = 20$, 8.6%) degrees. Students at Garza received the highest number of associates degrees ($n = 79$, 34.1%) in 2018-19 followed by Samuell ($n = 52$, 22.4%), Gilliam ($n = 41$, 17.7%), Lassiter ($n = 40$, 17.2%), and Spruce ($n = 20$, 8.6%).

What were the college enrollment rates for the Dallas ISD class of 2018?

Overall, 8,126 students graduated from Dallas ISD high schools in 2018. A total of 4,077 students (50.2 percent) enrolled in either a two-year or four-year college by the fall semester after graduating from Dallas ISD. CTE coherent sequence graduates enrolled at two-year colleges at a higher rate (28.4%) than CTE elective graduates (19.8%) or non-CTE graduates (16.9%). A higher percentage of non-CTE graduates enrolled at four-year colleges (36.9%) than CTE elective graduates (32.9%) or CTE coherent sequence graduates (23.3%).

Recommendations

- **Communicate the importance of entering grade nine endorsement data with appropriate campus-based staff.** Endorsement selection data helps stakeholders understand the fields and CTE programs chosen by students. Unfortunately, this

data could not be used in this evaluation due to missing data. CTE Department staff should communicate the importance of entering endorsement selection data into PowerSchool with appropriate campus-based staff.

- **Examine the decrease in the number of industry-based certifications that were earned between the 2017-18 school year and the 2018-19 school year.** The number of reported industry-based certifications earned by Dallas ISD students in 2018-19 was 4,652. This represented a 9.1 percentage decrease in the number of certifications earned in the district from 2017-18 ($N = 5,117$). Program staff should explore explanations for this decline.
- **Work with the special education department to boost CTE special education academic achievement.** The performances of CTE special education students were significantly lower than other CTE students on STAAR EOC exams. This has resulted in the Dallas ISD PBMAS CTE program area receiving performance levels of three and four on the CTE Special Education STAAR EOC passing rate performance level indicators over the past three years. Addressing this gap would improve Dallas ISD performance on state accountability reports.

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2018-19 Evaluation of Refugee Support Services

Jin H. Zhang, Ph.D.

EA19-199-4

At-a-Glance

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

The Dallas ISD Refugee Support Services offerings include the following:

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

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

Purpose and Methods

The purpose of this evaluation was to describe the activities and services that the program provided to refugee students and their parents. Data were obtained from the Refugee Support Services program manager. The *State of Texas Assessments of Academic Readiness (STAAR)* and *STAAR End of Course (EOC)* data were merged with the district demographic data. Frequency and crosstab analyses were computed.

Funding

In 2018-19, the Refugee Support Services Program received \$126,579 through Title I, which was an increase from \$112,957 received through Title I in 2017-18.

In-Service Student Characteristics

After removing duplicates and invalid student identification numbers, the refugee student datafile included 278 students. During the 2018-19 school year, 278 in-service refugee students received instructional support and transitional support services through Refugee Support Services by May 30, 2019. In-service students included first year refugee students enrolled in Dallas ISD. Table 1 shows characteristics of in-service refugee students.

Table 1: Characteristics of Served Refugee Students (N=278)

	N	%
Gender		
Male	125	45.0
Female	153	55.0
Ethnicity		
African American	125	45.0
Hispanic	3	1.1
Asian	117	42.1
Other	33	11.9
Special Groups		
Economically Disadvantaged	271	97.5
At Risk	223	80.2
English Learners	274	98.6
Special Education	7	2.5

Source: Refugee student data dated June 17, 2019. District demographic data file dated May 20, 2019.

Note: An overlap occurs among special groups. Percentages may not add up to 100 due to rounding.

Served Students by Campus

Refugee students were enrolled at 15 Dallas ISD schools. Tasby Middle School (MS), Conrad High School (HS), McShan Elementary School (ES), and Truett ES accounted for 235 (84.6%) of the refugee students. Table 2 shows data for the ten schools with the most refugee students.

Table 2: 2018-19 In-Service Refugee Students by Campus (Top 10)

Campus	N	%
Tasby MS	90	32.4
Conrad HS	65	23.4
McShan ES	50	18.0
Truett ES	30	10.8
Skyline HS	11	4.0
Lowe ES	7	2.5
Adams, B. HS	6	2.2

Table continues

Table (continued)

Campus	N	%
Hexter ES	6	2.2
Hill MS	3	1.1
Hotchkiss ES	3	1.1
Others	7	2.5
Total	278	100.2

Source: District refugee student data dated June 17, 2019. District demographic data file dated May 20, 2019.

Note: HS=high school. MS=middle school. ES=elementary school. The category "Others" included Lang MS (N=2), Gill ES (N=2), White HS (N=1), Rusk MS (N=1), and Kramer ES (N=1). Percentages do not add up to 100 due to rounding.

Served Students by Grade

Refugee students were enrolled in prekindergarten through grade 12. Refugee students in grades six and eight (N=35, respectively) constituted the largest group of students served, followed by those in grade nine (N=34) and grade 10 (N=31) (Table 3).

Table 3: 2018-19 In-Service Refugee Students by Grade (N=278)

Grade	N	%
Kindergarten	3	1.1
1	19	6.8
2	10	3.6
3	15	5.4
4	23	8.3
5	29	10.4
6	35	12.6
7	26	9.4
8	35	12.6
9	34	12.2
10	31	11.2
11	16	5.8
12	2	0.7
Total	278	100.1

Source: Refugee student data dated June 17, 2019. District demographic data file dated May 20, 2019.

Note: Percentages do not add up to 100 due to rounding.

Program Activities and Services

Professional Development

Refugee Support Services offered professional development opportunities throughout the 2018-19 school year to Dallas ISD staff. Topics included cultural awareness, the refugee resettlement process, refugee student support services, and instructional objectives. Professional development sessions were offered on 10 dates from October 2018 through May 2019 at Sam Tasby MS, Bryan Adams HS, Truett ES, McShan ES, Skyline HS, Family and Community Engagement Department, and online (webinar). A total of 131 school

staff members (principals, teachers, counselors, and other staff) received professional development in 2018-19.

Collaboration Efforts

Like past years, Refugee Support Services collaborated both with departments within Dallas ISD and with external agencies. Internal (district) departments included the Bilingual Services Department, the Department of Family and Community Engagement, the World Languages Department, and various other departments across the district. Refugee Support Services engaged with a total of 16 different external agencies and participated in a total of 33 meetings or professional activities. External agencies included: Dallas Area Refugee Forum (DARF), International Rescue Committee (IRC), and Vickery Community Action Team (VCAT).

Type of Support Provided

Services provided to parents included school orientation sessions and provision of basic school supplies such as uniforms and dictionaries. Program staff also acted as a liaison whenever schools needed to contact parents of refugee students. A total of 72 refugee parents or guardians attended school orientation sessions and 70 participated in parent teacher conferences between October 2018 and May 2019.

Summer Program

The 2019 summer program was for elementary school students (grades prekindergarten through 5). The program was held at Sam Tasby Middle School from June 3 through June 27, 2019, and it focused on literacy, language, mathematics, science, and social studies based on state standards. The program provided thematic learning, cultural lessons, and field trips (Dallas Zoo and Dallas Symphony Orchestra).

A total of 125 students from four different schools enrolled in the summer program including McShan (N=83), Jack Lowe (N=35), Jill Stone (N=5), and Hotchkiss (N=2). Participants from grade four (N=36) and grade three (N=26) comprised the largest groups, followed by grade one and grade five (N=20, respectively) (Table 4).

Table 4: 2018-19 Summer Program Participants by Grade

Grade	N	%
Prekindergarten	1	0.8
Kindergarten	5	4.0
1	20	16.0
2	17	13.6
3	26	20.8
4	36	28.8
5	20	16.0
Total	125	100.0

Source: Refugee student data dated July 8, 2019. District demographic data file dated May 20, 2019.

Note: The summer program was offered to elementary students only.

Student Outcomes

Attendance Rate

Of the 278 served refugee students, attendance data were available for 255 students who enrolled during 2018-19 school year. The average attendance rate for served refugee students was 95 percent, the same as the district overall.

STAAR and STAAR EOC Results

Out of 163 refugee students, 156 took the STAAR reading test in grades three through eight and 18.6 percent were at the Approaches+ Level¹ (71.6% for district overall). One hundred fifty-one took the STAAR mathematics test and 39.7 percent were at the Approaches+ Level (78.4% for district overall) (Table 5).

Table 5: Percentage of Served Refugee Students at Approaches+ Level for 2018-19 STAAR Reading and Mathematics

Grade	Reading		Mathematics	
	N	%	N	%
3	12	25.0	12	16.7
4	21	38.1	21	57.1
5	29	27.6	29	41.4
6	35	5.7	34	29.4
7	26	11.5	25	24.0
8	33	15.2	30	60.0
All	156	18.6	151	39.7

Source: District STAAR data file dated June 13, 2019. District demographic data file dated May 20, 2019.

Note: These students were excluded in district's accountability system since this was their first year in U.S. schools. Approaches+=Approaches Grade Level or Above.

Out of 83 refugee students from grades nine through 12, 45 students took the STAAR EOC English I test and 17.8 percent were at the Approaches+ Level (54.0% for district overall). Forty-six took the English II test and

10.9 percent were at the Approaches+ Level (58.2% for district overall). Thirty-seven students took the Algebra I test and 75.7 percent were at the Approaches+ Level (78.6% for district overall). Table 6 shows STAAR EOC results by subject and grade.

Table 6: Percentage of Served Refugee Students at Approaches+ Level for 2018-19 STAAR EOC English I, English II, and Algebra I

Grade	N	%
English I		
9-12 Combined	45	17.8
English II		
9-12 Combined	46	10.9
Algebra I		
9-12 Combined	37	75.7

Source: District STAAR EOC data file dated June 4, 2019. District demographic data file dated May 20, 2019.

Note: These students were excluded in district's accountability system since this was their first year in U.S. schools.

Recommendations

- **Continue to collaborate with internal and external agencies to support refugee students and their families.** Those collaborations provided much needed support. Many of the refugee students and families incurred great trauma when forced to flee their home country and settle in a different cultural, social, and economic system.
- **Encourage refugee students and their families to take advantage of available resources.** Not all families took advantage of the valuable resources and support offered. Attendance data indicated that only 72 parents attended the school orientation and 70 parents participated in parent teacher conference.

Reference

Zhang, J. (2018). 2017-18 Evaluation of Refugee Support Services. Dallas, TX: Dallas Independent School District.

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¹ Approaches+=Approaches Grade Level or Above.

Semester One Results

Table 2 reports semester one results for the 108 ACPs administered, including the mean ACP scale score, standard deviation, and the percentage of students passing the ACP. The mean scale score ranged from a low of 67.6 (Grade 3 Spanish Math) to a high of 87.3 (Kindergarten Reading), while the median scale score was 74.4. The percent of students passing the ACPs ranged from 39.0% (Reading LA 8 for ESL) to 91.9% (Kindergarten Spanish Reading).

Table 2: Semester One ACP Results

ACP	Mean Scale Score	Scale Score SD	Percent Passing
K Math	84.0	12.3	87.2
K Spanish Math	77.0	14.2	63.6
Grade 1 Math	80.9	16.9	77.8
Grade 1 Spanish Math	77.7	18.2	75.0
Grade 2 Math	80.3	14.6	78.4
Grade 2 Spanish Math	69.9	13.5	51.5
Grade 3 Math	74.7	14.1	65.8
Grade 3 Spanish Math	67.6	13.3	49.2
Grade 4 Math	76.1	16.9	66.5
Grade 4 Spanish Math	69.4	15.9	50.5
Grade 5 Math	79.2	13.8	76.6
Grade 5 Spanish Math	71.0	13.2	55.6
Math 6	74.3	9.1	68.7
Math 6 Pre-AP	74.9	10.5	71.9
Math 7	69.4	11.8	50.6
Math 7 Pre-AP	78.3	13.1	77.9
Math 8	74.5	13.0	65.7
Algebra I Pre-AP	77.1	12.9	73.4
Algebra I	71.7	12.9	57.9
Geometry	69.9	9.7	48.2
Geometry Pre-AP	74.6	11.1	65.4
Algebra II	71.1	13.1	58.8
Algebra II Pre-AP	74.1	13.0	67.2
Pre-Calculus	68.7	12.2	49.6
Pre-Calculus Pre-AP	74.3	10.4	71.3
Algebraic Reasoning	70.0	9.8	60.0
K Reading	87.3	11.6	91.7
K Spanish Reading	87.1	12.1	91.9
Grade 1 Reading	81.8	12.9	86.4
Grade 1 Spanish Reading	84.6	14.3	87.4
Grade 2 Reading	81.0	15.0	76.8
Grade 2 Spanish Reading	77.1	14.6	74.0
Grade 3 Reading	70.2	13.9	54.4
Grade 3 Spanish Reading	70.9	12.2	54.5

Table continues

Table 2 con't

ACP	Mean Scale Score	Scale Score SD	Percent Passing
Grade 4 Reading	75.7	12.5	68.7
Grade 4 LA	77.1	11.4	76.0
Grade 4 Spanish Reading	73.8	13.1	66.0
Grade 4 Spanish LA	74.8	15.7	70.3
Grade 5 Reading	77.3	11.5	78.4
Grade 5 Span Reading	78.4	13.4	76.7
Reading LA 6	71.3	12.3	57.8
Reading LA 6 Pre-AP	78.2	11.4	81.4
Reading LA 7	74.7	11.1	69.1
Reading LA 7 Pre-AP	78.6	8.7	86.6
Reading LA 8	72.9	8.4	64.8
Reading LA 8 Pre-AP	78.4	9.7	84.2
English I	69.2	14.1	53.6
English I Pre-AP	76.2	12.7	74.7
English II	72.7	11.1	64.6
English II Pre-AP	75.8	10.6	74.7
English III	71.8	11.5	61.7
English IV	72.9	9.5	68.4
Grade 5 Science	78.2	16.2	75.6
Grade 5 Spanish Science	77.1	15.0	72.9
Science 6	69.3	10.6	48.4
Science 6 Pre-AP	77.4	10.3	76.0
Science 7	71.4	13.3	57.6
Science 7 Pre-AP	80.3	10.1	84.9
Science 8	72.5	12.4	63.2
Physics 8	73.1	10.3	61.6
Astronomy 8	73.1	12.3	64.8
IPC	67.9	8.6	41.8
Biology	72.4	6.9	62.5
Biology Pre-AP	75.8	9.5	74.4
Chemistry	69.0	8.4	44.8
Chemistry Pre-AP	76.8	11.5	70.4
Physics	71.1	8.1	55.3
Physics Pre-AP	74.8	9.7	70.1
Environmental Systems	74.2	11.4	71.2
Astronomy	68.6	10.3	52.4
Social Studies 6	70.6	11.4	51.7
Social Studies 6 Pre-AP	78.1	10.3	78.7
Texas Studies 7	70.1	11.3	50.8
Texas Studies 7 Pre-AP	79.0	11.0	78.6
US Studies 8	71.9	10.0	54.2
US Studies 8 Pre-AP	77.9	11.2	78.7
World Geography	71.3	10.6	55.8
World Geography Pre-AP	77.0	10.9	75.8
World History	69.4	10.5	50.2
World History Pre-AP	76.5	9.8	76.4

Table continues

Table 2 con't

ACP	Mean Scale Score	Scale Score SD	Percent Passing
US History	72.8	12.3	63.2
Government	72.4	10.4	62.5
Economics	74.6	10.3	71.0
Reading LA 6 ESL YR 1	70.8	8.4	48.9
Reading LA 6 ESL YR 2	71.9	8.7	52.9
Reading LA 7 ESL YR 1	70.6	12.5	49.6
Reading LA 7 ESL YR 2	73.9	10.7	58.0
Reading LA 8 ESL YR 1	70.2	10.2	42.3
Reading LA 8 ESL YR 2	68.0	13.2	39.0
English I ESOL Beg	69.9	10.1	43.9
English I ESOL Inter	72.0	12.9	51.4
English II ESOL Inter	70.6	10.4	47.2
Technology Applications	72.3	11.1	59.5
MS Health Education 6	75.7	11.9	71.4
MS Health Education 7	77.6	11.1	77.8
MS Health Education 8	77.5	11.6	77.6
HS Health Education	76.4	11.1	73.5
Studio Art I	75.9	10.1	74.6
MS Art I Studio	79.4	10.5	82.8
PE 6	75.7	9.6	70.7
PE 7 & 8	77.3	10.4	75.3
MS Varsity Band	73.6	9.0	61.7
HS Varsity Band	76.3	10.9	69.1
Spanish I	73.9	12.7	66.2
Spanish II	71.8	14.4	62.5
French I	78.8	13.3	74.1
French II	79.3	12.7	79.3
Spanish Heritage Spkr Fund	73.8	9.0	71.2

Semester Two Results

Table 3 reports semester two results for the 47 ACPs administered, including the mean *ACP* scale score, standard deviation, and the percentage of students passing the *ACP*. Fewer *ACP*s were administered in the second semester because many courses for grades kindergarten through twelfth required students to take a state or national test. The mean scale score ranged from a low of 67.5 (Astronomy) to a high of 82.8 (Science 6 Pre-AP), while the median scale score was 75.3. The percent of students passing the *ACP*s ranged from 43.2% (Astronomy) to 88.1% (Spanish II).

Table 3: Semester Two ACP Results

ACP	Mean Scale Score	Scale Score SD	Percent Passing
Geometry	71.8	9.5	52.7
Geometry Pre-AP	76.1	12.7	68.3
Algebra II	77.2	11.4	74.9
Algebra II Pre-AP	79.8	10.0	84.2
Pre-Calculus	72.8	11.9	64.9
Pre-Calculus Pre-AP	77.7	12.7	72.9
Algebraic Reasoning	72.4	12.4	59.1
English III	70.1	11.1	56.1
English IV	71.9	9.5	48.3
Science 6	70.2	11.7	51.6
Science 6 Pre-AP	82.8	11.2	86.4
Science 7	77.2	9.7	75.3
Physics 8	76.0	10.0	74.4
Astronomy 8	75.6	12.1	71.9
IPC	70.8	7.4	50.0
Chemistry	70.6	9.5	51.3
Chemistry Pre-AP	75.3	12.5	67.8
Physics	74.1	8.0	69.4
Physics Pre-AP	74.1	8.4	68.3
Environmental Systems	68.4	16.9	52.7
Astronomy	67.5	10.2	43.2
Social Studies 6	70.6	9.9	52.9
Social Studies 6 Pre-AP	77.5	10.4	79.7
Texas Studies 7	72.2	10.6	58.8
Texas Studies 7 Pre-AP	77.6	10.8	78.2
World Geography	71.4	10.8	55.9
World Geography Pre-AP	76.5	10.0	76.3
World History	70.4	11.7	55.1
World History Pre-AP	75.6	11.5	72.4
Government	69.3	13.7	53.3
Economics	71.4	12.7	55.5
Technology Applications	73.4	11.6	61.2
MS Health Education 6	76.2	11.0	76.9
MS Health Education 7	80.6	10.4	84.7
MS Health Education 8	77.1	12.3	74.7
HS Health Education	77.6	11.3	77.4
Studio Art I	77.1	11.8	77.4
MS Art I Studio	78.0	11.2	77.4
PE 6	76.2	10.8	71.6
PE 7 & 8	75.1	10.8	71.2
MS Varsity Band	73.4	9.8	59.0
HS Varsity Band	77.1	9.9	76.8
Spanish I	82.3	11.8	84.9
Spanish II	82.8	10.5	88.1
French I	74.8	10.6	73.8
French II	73.9	10.7	70.7
Spanish Heritage Spkr Fund	77.5	10.9	79.2

Course Grades

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

Summer School ACPs

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

The full 2018–19 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2017-18 Evaluation of the State Compensatory Education Program

Larry Featherston, Ph.D.

EA19-301-4

At-a-Glance

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

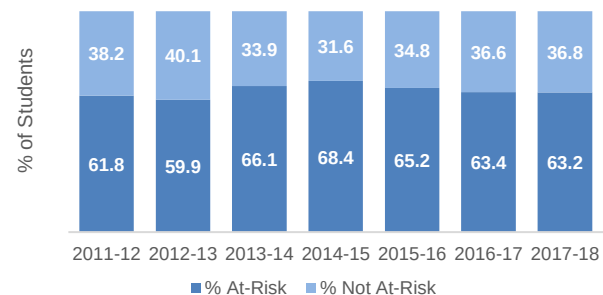
State criteria for identifying At-Risk students are defined by Texas Education Code (TEC) §29.081. Students who meet any of the criteria are to be reported through the Public Education Information Management System (PEIMS) in the fall of each school year. Among the 13 criteria are students of limited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

The scope of the evaluation includes the program context, implementation, and results of the SCE Program 2017-18. It outlines how SCE direct cost funds were used for supplemental services and programs, as described in district and campus improvement plans and in budget allocations and expenditures. The report also describes the characteristics of At-Risk students in the Dallas Independent School District (Dallas ISD), and examines how their assessment performance, graduation rate, and dropout rate compared to their Not-At-Risk peers.

Student Demographics

In school year 2017-18, the district's Texas Academic Performance Report (TAPR) reported a total of 99,038 students identified as At-Risk, representing 63.2 percent of the district's grades EC-12 enrollment (N=156,726). As shown in Figure 1, the percentage of At-Risk students has ranged from approximately 60 to 68 percent in recent years. From 2014-15 through 2017-18, a gradual decline in the percentage of At-Risk students was found.

Figure 1: District Student Population by At-Risk Status 2012 - 2018



Source: Texas Education Agency (TEA) annual Academic Excellence Indicator System (AEIS) and Texas Academic Performance Reports (TAPR) reports.

Student demographic data for the district population and At-Risk students, are displayed in Table 1. A larger proportion of At-Risk students was identified as Hispanic compared to the overall district student population. Similarly, a larger proportion of At-Risk students was identified as LEP compared to the overall district student population.

Table 1: Student Demographic Characteristics 2017-18

Subgroup	District		At-Risk	
	N	%	N	%
Gender				
Male	79,999	51.0	51,601	52.5
Female	76,805	49.0	46,634	47.5
Ethnicity				
Hisp./Lat.	109,810	70.0	79,843	81.3
Afr. Am.	35,209	22.5	14,686	14.9
White	7,798	5.0	1,701	1.7
Other	3,987	2.5	2,005	2.0
English Proficiency				
Non-LEP	87,436	55.8	29,435	30.0
LEP	69,368	44.2	68,800	70.0
Total	156,804		98,235	

Source: Public Education Information Management System (PEIMS) district datafile (10/30/2017).

Note: Data from the PEIMS submission may differ from data obtained from the Texas Academic Performance Reports (TAPR) report. Hisp./Lat.=Hispanic/Latino. Afr. Am.=African American. Other=Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races, and Not Available. LEP=Limited English Proficiency. Percentages may not sum to 100 due to rounding.

SCE Programs and Services

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

District Improvement Plan

The 2017-18 DIP was reviewed for SCE components. The DIP contained relatively broad statements regarding strategies and activities targeting At-Risk students, with detailed plans to be developed at the campus level.

Campus Improvement Plans

A review of 21 CIPs (5 comprehensive high schools, 6 middle schools, and 10 elementary schools) showed that all schools reviewed conducted a needs assessment as required and set achievement targets aligned with the campus needs assessments. The percentage of At-Risk students at the sampled schools ranged from 49 to 86 percent. Therefore, strategies aimed at improving achievement schoolwide were by necessity aimed primarily at At-Risk students. Identified methods utilized for providing assistance to struggling students included greater emphasis placed on quality instruction and strategies, increased use of data for progress monitoring and identification of individual students' strengths and weaknesses, and in-school and out-of-school tutoring. Greater emphasis was also placed on increased teacher professional development, parental involvement and education, and use of Personalized Learning Communities (PLCs)

SCE Budget and Expenditures

The district received an SCE program allotment of \$180,004,145 from the state. The minimum direct cost requirement was 52 percent for the 2017-18 school year, or \$93,602,155 (Table 2).

Table 2: 2017-18 SCE Funding and Budget

Description	Amount
SCE Allocation received	\$ 180,004,145
Required Min. Direct Cost (52%)	\$ 93,602,155
PIC 24 (Accelerated Education)	\$ 14,420,759
PIC 26 (AEP Basic Services)	\$ 2,147,121
PIC 28 (DAEP Basic Services)	\$ 3,868,628
PIC 29 (DAEP SCE Costs)	\$ 14,230
PIC 30 (Title I, Part A SCE)	\$ 43,109,043
PIC 34 (Comp. Prekindergarten)	\$ 34,657,754
Total SCE Direct Cost Budget	\$ 98,217,535

Source: Dallas ISD Budget Services Department, May 2019

Note: Min.=Minimum. PIC=Program Intent Code. AEP=Alternative Education Program. DAEP=Disciplinary Alternative Education Program. Comp.=Compensatory. SCE=State Compensatory Education. Title I, Part A SCE=Title I, Part A Schoolwide Activities Related to SCE.

The district budgeted \$98,217,535 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$90,032,886. The largest percentage of SCE funds was allocated for Title I, Part A Schoolwide Activities Related to SCE (PIC 30), followed by Compensatory Prekindergarten (PIC 34)

The major expenditures were Instruction & Instruction Related Services (87%), Payroll Costs (96%), and Title I, Part A Schoolwide Activities Related to SCE (45%). Tables 3 through 5 show expenditures by SCE Major Function, Object, and Program Intent Codes.

Table 3: 2017-18 SCE Expenditures by Major Function

Function	Expenditure	%
Inst. & Related Services	\$ 78,173,508.83	86.8
Spt. Svcs. – Student	\$ 11,482,755.82	12.8
Inst. & School Leadership	\$ 307,745.63	<1.0
Spt. Svcs. – Non-Student	\$ 52,865.67	<1.0
Ancillary Services	\$ 8,677.80	<1.0
Intergovernmental	\$ 7,332.00	<1.0

Source: Dallas ISD Budget Services Department, May 2019.

Note: SCE=State Compensatory Education. Inst.=Instruction. Spt. Svcs.= Support Services.

Table 4: 2017-18 SCE Expenditures by Object

Object	Expenditure	%
Payroll Costs	\$ 86,638,409.73	96.2
Supplies and Materials	\$ 1,667,946.10	1.9
Prof. and Contracted	\$ 1,298,182.79	1.4
Other Operating Costs	\$ 428,347.13	0.5

Source: Dallas ISD Budget Services Department, May 2019.

Note: Prof.=Professional. SCE=State Compensatory Education.

Table 5: 2017-18 SCE Expenditures by Program Intent Code

Program Intent Code	Expenditure	%
Title I, Part A SCE	\$ 40,263,182.38	44.7
Compensatory PK	\$ 32,521,092.12	36.1
Accelerated Education	\$ 11,708,859.85	13.0
DAEP Basic	\$ 3,571,120.36	4.0
AEP Basic	\$ 1,955,490.25	2.2
DAEP SCE	\$ 13,140.79	<1.0

Source: Dallas ISD Budget Services Department, May 2019.

Note: SCE=State Compensatory Education. AEP=Alternative Education Program. DAEP=Disciplinary Alternative Education Program. PK=Prekindergarten. Title I, Part A SCE=Title I, Part A Schoolwide Activities Related to SCE.

The district funded 1,519.50 Full-Time Equivalent (FTE) positions with SCE funds and filled 1,356.07. Most FTEs under Title 1, Part A were counselors or core content teachers at elementary and secondary campuses. All Compensatory Prekindergarten positions were teachers or teacher assistants.

STAAR 3-8 and STAAR EOC Performance

The percentage of At-Risk students at Approaches Grade Level or Above on the *State of Texas Assessments of Academic Readiness 3-8 (STAAR 3-8)* and *STAAR End-of-Course (STAAR EOC)* tests was lower than the percentage of Not-At-Risk students across almost all subjects (Table 6). From 2017 to 2018, the performance gap decreased on 10 of 17 STAAR 3-8 tests and remained the same on three. For STAAR EOC tested courses, the gap remained the same in English I and the performance gap increased by one point in Algebra I and U.S. History. The performance gap decreased by one point in English II and Biology.

Table 6: STAAR 3-8/STAAR EOC 2017-18 Approaches Grade Level or Above Rates and Performance Gaps

Subject	Grade	% Approaches Grade Level or Above		Diff.
		At-Risk	Not-At-Risk	
Reading	3	72	72	0
	4	57	85	-28
	5	76	96	-20
	6	47	86	-39
	7	54	92	-38
	8	68	97	-29
English I EOC		44	91	-47
English II EOC		46	94	-48
Mathematics	3	75	75	0
	4	69	90	-21
	5	84	97	-13
	6	60	89	-29
	7	50	80	-30
	8	79	96	-17
Algebra I EOC		74	97	-23
Science	5	63	91	-28
	8	58	94	-36
Biology EOC		78	98	-20
Soc. Studies	8	50	91	-41
U.S. History EOC		87	100	-13
Writing	4	54	74	-20
	7	46	92	-46

Source: Texas Education Agency (TEA) 2018 Texas Performance Reporting System (TPRS) reports.

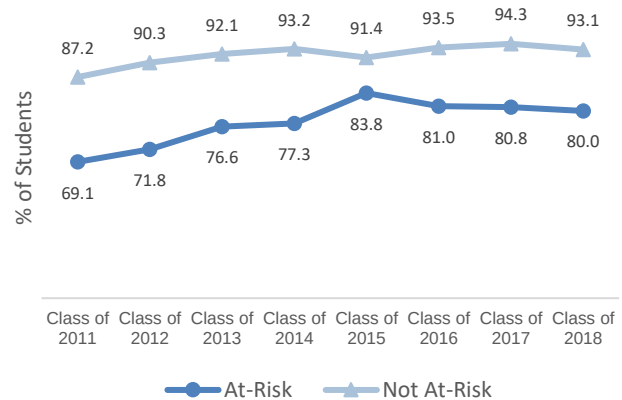
Note: Data include all students in the Accountability Subset for each year reported. STAAR= State of Texas Assessments of Academic Readiness. EOC=End of Course. Diff.=Difference.

Graduation and Dropout Rates

Overall, there has been a positive trend overall in graduation rates of At-Risk students since 2011. Graduation rates of At-Risk students were lower than

those of Not-At-Risk students, resulting in a *gap* between the two groups (Figure 2). The *gap* for the Class of 2018 decreased slightly but is due to the 1.2 point decrease in Not-At-Risk student graduation rate.

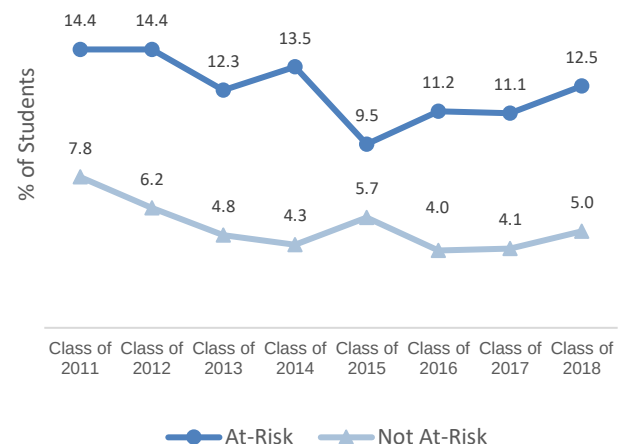
Figure 2: Graduation Rates by Cohort and At-Risk Status Class of 2011 to Class of 2018



Source: Texas Education Agency (TEA) Texas Academic Performance Report (TAPR) reports.

Overall, the dropout rates of At-Risk students were lower for the Classes of 2015 to 2018 than for the Classes of 2011 to 2014; however, the dropout rate for the Class of 2015 (9.5%) was not maintained for the Class of 2016 (11.2%), 2017 (11.1%), or 2018 (12.5%). Dropout rates of At-Risk students are higher than those of Not-At-Risk students, resulting in a *gap* between the two groups (Figure 3). The *gap* widened for the Class of 2014 but decreased markedly for the Class of 2015. For the Classes of 2016 and 2017, the *gap* narrowed slightly but increased for the Class of 2018.

Figure 3: Dropout Rates by Cohort and At-Risk Status Class of 2011 to Class of 2018



Source: Texas Education Agency (TEA) Texas Academic Performance Report (TAPR) reports.

Recommendations

- **As recommended in previous years, designate a full-time SCE program administrator.** At its current level of funding, with an overall budget of approximately \$180 million, oversight would help to ensure that funds are used efficiently and effectively. With more than \$86 million available in 2017-18 in indirect cost allocations intended primarily to defray program administrative costs, the SCE program should well be able to meet the expense of a designated program manager assigned the responsibility of overseeing program implementation and data collection.
- **Investigate how the passage of House Bill 3 will impact the funds allocated for prekindergarten compensatory education.** In May 2019, the 86th Texas Legislature passed House Bill 3 [HB 3] mandating the state to provide funding for full-time prekindergarten. In 2017-18, \$32.5 million was expended centrally (\$3.4 million) and at the campus level (\$29.1 million) on prekindergarten compensatory education. It will be important for district staff to carefully consider how HB 3 funding will interact with SCE funding.
- **As recommended in previous years, require central organizations to apply for SCE funds.** In 2011-12 and 2012-13, central organizations that received SCE funds were required to submit Project Workscopes to the district's Budget Services department. That requirement was discontinued in 2014-15. Reinstatement would provide documentation for the use of SCE funds and facilitate evaluation of services and activities supported by central SCE expenditures.
- **Ensure adequate funding and support is provided through SCE to decrease At-Risk student dropout rates.** The dropout rate was higher for the Class of 2018 (12.5%) compared to the Class of 2015 (9.5%), 2016 (11.2%), and 2017 (11.1%).

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2018-19 Evaluation of Reasoning Mind

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EA19-512-4

At-a-Glance

In 2018-19, 2,267 Dallas Independent School District (ISD) students in grades two to five used the Reasoning Mind (RM) mathematics program. The number of RM schools funded centrally through Title I funds decreased from 147 in 2016-17 to 57 in 2017-18, and then to 14 schools in 2018-19 due to the budget cuts over the years. This evaluation was limited to 12 out of 14 elementary schools that were funded centrally through Title I funds and used RM Foundations (RM curriculum).¹ Accordingly, the number of RM students decreased from 29,714 in 2016-17 to 11,311 in 2017-18, and then to 2,267 in 2018-19. The 2018-19 budget was \$241,168, which was about a third of the 2017-18 budget (\$847,763).

On June 30, 2018, Imagine Learning acquired RM. Transition from RM to Imagine Learning delayed processing of the purchase orders (POs) for RM. POs for 2018-19 were approved on November 15, 2018, which prevented schools from using RM until after that time. RM Foundations (RM curriculum) will be discontinued after the 2018-19 school year. As a result, this report was limited to student demographic characteristics, RM implementation, and campus staff survey findings.

Methodology

Context and process information were gathered from internal documents, the RM dashboard, and interviews with RM and Dallas ISD program staff. The evaluator conducted interviews with the RM program staff and the district mathematics director. Student data were extracted from the October 2018 Public Education Information Management System (PEIMS) file and RM files. Frequency and descriptive analyses were used to examine student demographic characteristics and student use of RM. Frequency and crosstab analyses were conducted for campus staff surveys, which were administered in March and April 2019.

What were the demographic characteristics of RM students?

A total of 2,267 students used RM during 2018-19. This included 656 (5.8%) of the district's second grade students, 832 (7.2%) of the district's third-grade students, 672 (5.5%) of the district's fourth-grade students, and 107 (0.9%) of the district's fifth-grade

students. The majority of RM students were economically disadvantaged (89%) and Hispanic (79%). Fifty-nine percent were English learners (ELs).

How was the RM program implemented?

Due to the delayed POs, fewer than 10 students in the district logged in to the RM program during the first month (November) RM became available. As shown in Table 1, of the 2,501 students who were registered as of May 13, 2019, 59 percent of district RM students started using the program in December 2018 (range: 0% to 96%). The percentages of students using RM increased each month and by March, most students (93%) were using RM. Moreover, by March, between 93 and 100 percent of students were using RM at 10 of the 12 campuses. The exceptions were Casa View (78%) and Holland (54%).

Table 1: Percentage of RM Students Who Logged In 2018-19 by Campus

Campus	Grades Regis.	n Regis.	2018 Dec. %	2019 Jan. %	2019 Feb. %	2019 Mar. %
Adams, J	2, 3	128	63	97	98	100
Burnet	2, 3, 4	281	73	94	96	97
Casa View	2, 3	188	0	52	77	78
Dorsey	3, 4	162	96	98	99	99
Gonzalez	2, 3, 4	276	67	97	97	97
Henderson	2, 3, 4	197	39	98	98	98
Hexter	2, 3, 4	256	93	95	95	95
Holland	2, 3, 4	172	40	42	54	54
Reagan	2, 3, 4	133	16	24	51	93
Smith	2, 3, 4, 5	447	82	83	83	99
Starks	2, 3, 4	118	0	92	92	99
Zaragoza	2, 3, 4	143	59	69	85	99
All	2, 3, 4, 5	2,501	59	81	87	93

Source: Reasoning Mind (RM) dashboard accessed on 5/13/2019.
Note: Dec.=December. Jan.=January. Feb.=February. Mar.=March.
Regis.=registered. The number of registered students (n=2,501) was not equal to the number of actual RM students (n=2,267). RM students were limited to those who were in the RM database and in Dallas ISD as of the Public Education Information Management System (PEIMS) snapshot date (10/26/2018) and with RM hours equal to or greater than 0.1 in 2018-19.

In previous years, two student targets (hour and accuracy) were set to ensure a high level of student implementation. However, due to the transition to Imagine Learning and the lateness of the POs, targets were not set for 2018-19. Instead, RM schools and

¹ Of the 14 RM schools in 2018-19, two schools were excluded from the analyses: one school (Rogers) was partly funded centrally through Title I funds, and the other school (Hooe) was funded centrally but used RM's test preparation

mode (STAAR Readiness) only. There were five elementary schools that purchased RM with their own budget and used RM's STAAR Readiness only: Allen, Ervin, Frank, Lowe, and Titche. Those schools were also excluded from the analyses.

teachers used RM as needed. As of March 31, 2019, the cumulative mean hours online were 13 for second grade (5 to 22), 14 for third grade (4 to 28), 13 for fourth grade (1 to 19), and 50 for fifth grade (Table 2). Mean accuracy rates ranged from 70 to 90 percent (70 to 79% for second grade, 74 to 85% for third grade, 71 to 90% for fourth grade, and 79% for fifth grade).

Table 2: 2018-19 RM Student Hour and Accuracy Results by Campus and Grade

Campus	RM Hours		Accuracy	
	n	Mean	n	Mean
Grade 2				
Adams, J	57	17.7	57	73.9
Burnet	88	22.0	88	75.4
Casa View	48	5.1	38	79.1
Gonzalez	75	11.8	75	79.1
Henderson	61	10.4	59	72.8
Hexter	94	20.0	93	78.0
Holland	2	*	0	*
Reagan	37	5.3	37	74.3
Smith	115	5.9	115	73.6
Starks	31	4.8	31	69.9
Zaragoza	48	13.7	45	70.1
All	656	12.6	638	75.0
Grade 3				
Adams, J	60	18.3	60	77.5
Burnet	91	28.3	90	84.2
Casa View	94	13.7	89	81.3
Dorsey	67	17.4	67	84.8
Gonzalez	81	6.8	79	83.8
Henderson	57	14.2	49	82.6
Hexter	73	9.2	47	83.6
Holland	58	4.3	56	79.4
Reagan	46	5.4	46	81.8
Smith	120	17.9	120	81.6
Starks	46	14.4	44	74.2
Zaragoza	39	8.8	34	83.1
All	832	14.2	781	81.7
Grade 4				
Burnet	83	12.1	42	71.9
Dorsey	82	10.0	82	70.9
Gonzalez	103	16.2	103	77.7
Henderson	70	17.1	70	80.6
Hexter	70	7.9	70	76.5
Holland	25	1.4	18	90.1
Reagan	43	2.0	18	74.9
Smith	104	18.5	100	74.5
Starks	47	19.2	47	76.0
Zaragoza	45	13.2	45	71.6
All	672	13.1	595	75.7
Grade 5				
Smith	107	50.3	107	78.5
Grades 2 to 5				
All	2,267	15.1	2,121	77.9

Source: Public Education Information Management System (PEIMS) district data file: 10/26/2018. Reasoning Mind (RM) implementation data file through March 31, 2019: 4/29/2019.

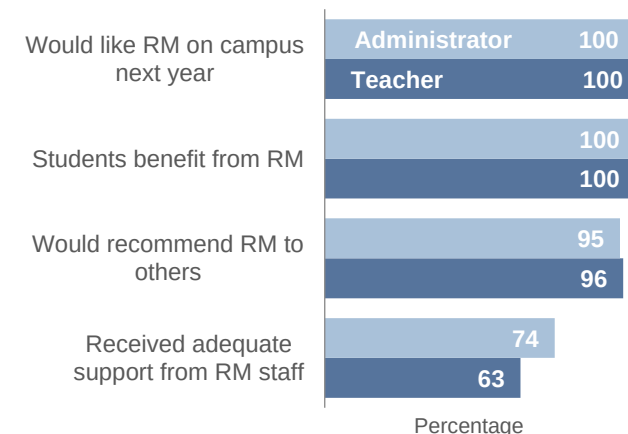
Note: Accuracy=Level A Guided Study accuracy. The number of students with hour and accuracy data differ because some students did not have accuracy data. RM students were limited to those who were in the RM database and in Dallas ISD as of PEIMS snapshot date (10/26/2018) and with RM hours equal to or greater than 0.1 in 2018-19. Cells marked with an asterisk (*) indicate results were not reported due to fewer than five students used RM.

What were teacher and administrator perceptions of RM?

The survey response rate was 65 percent for campus administrators as well as for teachers. Upon removal of invalid responses, 19 campus administrators and 49 teachers were included in analyses. Of the 19 administrators, 48 percent were campus instructional coaches, 42 percent were principals, five percent were assistant principals, and another five percent were "Other." Seventy-four percent of campus administrators indicated that the primary RM contact was a campus instructional coach; others reported the contact as the principal (21%), or assistant principal (5%). Four percent of teacher respondents indicated that they taught more than one grade. About 65 percent of teachers indicated that they used other supplemental mathematics programs (e.g., Imagine Math, IXL, ST Math, Houghton Mifflin Harcourt Personal Math Trainer, etc.) other than RM during 2018-19.

Over 95 percent of campus administrators and teachers responded that they would like RM on campus next year (100% for both) and would recommend RM to others (95% for campus administrators and 96% for teachers - Figure 1). All respondents agreed or strongly agreed that students benefited from RM. Whereas 74 percent of campus administrators indicated that teachers at their campus received adequate support from RM staff, 63 percent of teachers indicated that they received adequate support from RM staff.

Figure 1: Percentage of RM Campus Staff Members that "Agreed" or "Strongly Agreed" with Overall Items



Source: Reasoning Mind (RM) campus staff (teacher and administrator) surveys administered in Spring 2019.

About 53 percent of campus administrators and between 25 and 27 percent of teachers cited general technology-related issues (53% for campus administrators and 27% for teachers) and computer access issues (53% and 25%, respectively) as challenges that kept them from implementing RM as expected. Several teachers and campus administrators commented that late approval for access to RM

hindered implementation. Some schools did not have access to the RM curriculum until the spring semester. In addition, several commented that the lack of training, especially for new teachers, was a challenge for implementation.

Recommendation

When planning for future technology-based programs like RM, make certain all campuses have adequate working technology and are reporting issues to Information Technology as problems occur. As in past years, results of interviews and surveys revealed that technology-related issues were challenges to implementation. It will be important to continue to add and upgrade campus technology while ensuring ample campus support and timely submission of tickets to Information Technology.

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2018-19 Evaluation of the Special Education Program

Monique C. Mejan, M.A.

EA19-519-4

At-a-Glance

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

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine student characteristics and academic performances of Dallas Independent School District (ISD) special education students during the 2018-19 school year as well as trends across years. In addition, input from campus staff was collected and analyzed to identify potential challenges and areas for improvement. Student characteristics, *State of Texas Assessments of Academic Readiness (STAAR) 3-8* performance data, *STAAR End of Course (EOC)*, *TerraNova* and *SUPERA* performance data were extracted from district and state databases and analyzed.

The evaluator administered two online surveys during the spring of 2019 through SurveyMonkey, a survey development tool. The first survey was sent to all special education evaluation diagnosticians and licensed specialists in school psychology (LSPs) to understand their activities and opinions regarding the process for evaluating students with possible disabilities. The second survey was designed to understand the methods, nature, and quality of communication between the Special Education department and campus staff as well as other support-related issues.

What were the characteristics of students served in special education?

As of October 26, 2018, the special education population in the district was 13,877 and represented 8.9 percent of the total district population. This was an increase in enrollment from 2017-18 (12,871, 8.2%). The percentage of students served in special education has increased by more than one and a half percentage points since the 2014-15 school year (when it was 7.3%).

Similar to 2017-18, a higher percentage of African Americans received special education services (28.9%, Table 1) relative to their representation in general education enrollment (21.0%). Although males and females were equally represented in the general education population, two-thirds of special education students were male (67.4%). More than a third (37.1%) of special education students were English Learners (EL) (45.5% in the general education population).

Table 1: Characteristics of Special Education Students, 2018-19

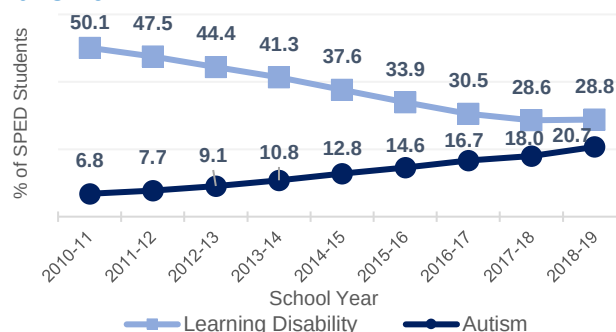
Group	Special Education		General Education	
	N	%	N	%
English Learner	5,144	37.1	64,312	45.5
Econ Disadv	12,223	88.1	121,727	86.1
Ethnicity				
Hispanic	8,790	63.3	99,595	70.5
Afr American	4,014	28.9	29,649	21.0
White	700	5.0	7,269	5.1
Asian	114	0.8	1,968	1.4
Gender				
Female	4,526	32.6	71,502	49.0
Male	9,351	67.4	69,857	51.0

Source: PEIMS district demographic data file dated 10/26/18.

Note: Native American, Pacific Islander, and Two or More Races not included in this table. Econ Disadv=Economically Disadvantaged, Afr American=African American. See the 2018-19 Evaluation of Special Education full report for additional detail on demographics. PEIMS=Public Education Information Management System.

The most commonly identified primary disabilities among students enrolled in special education during the 2018-19 school year were learning disability (28.8%), autism (20.7%, Figure 1), and other health impairment (16.2%).

Figure 1: Percentage of Special Education Students by Primary Disability and School Year, 2010-11 to 2018-19



Source: PEIMS district demographic data file dated 10/26/18 (2018-19), and 2017-18 Evaluation of Special Education Report (2018) for school years 2010-11 through 2017-18.

Note: PEIMS=Public Education Information Management System. SPED=Special Education.

As Figure 1 highlighted, the percentage of special education students identified with autism more than tripled from 6.8 percent in the 2010-11 school year to 20.7 percent in the 2018-19 school year. During this period, the percentage of students identified with a learning disability declined from half (50.1%) of all special education students to twenty-nine percent (28.8%) of all special education students. Further discussion on the increasing percentage of students identified with autism can be found in the full *2018-19 Evaluation of the Special Education Program* report.

What were campus staff's perceptions of communication with and support from the Special Education department?

A survey constructed to understand the methods, nature, and quality of communication between the Special Education department and special education teachers and teacher assistants, as well as campus administration during the 2018-19 school year indicated generally positive experiences with the Special Education department. In all, 91 percent of respondents indicated they understood the district's expectations in providing special education services; 86 percent agreed or strongly agreed that they knew how to get help with special education related matters, and 77 percent indicated that they had adequate access to classroom materials needed to provide special education. Regarding the district's "Core 4" tenets of customer service (Fast, Flexible, Focused and Friendly), positive responses on each tenet accounted for between 77 percent and 87 percent of all responses.

What were the activities and perceptions of special education evaluators?

Feedback from special education evaluators, particularly concerning their transition from a central office to campus-based workspaces, was mixed. In all, of 63 percent of special education evaluators agreed or strongly agreed that their "physical workspace is appropriate for fulfilling [their] work duties." This was an increase from the 53 percent of respondents who agreed or strongly agreed with this statement in 2017-18. However, 62 percent indicated (agreed or strongly agreed) that they were "frequently interrupted by campus staff when conducting [their] work," (59% in 2017-18). Forty-four percent of evaluators agreed or strongly agreed that they had adequate access to professional resources (such as software, assessments and forms) needed to complete their work duties in 2018-19 (39% in 2017-18). Thirty-eight percent indicated that they had adequate access to office supplies (printers, copiers, ink, paper) needed to complete their work (42% in 2017-18).

Forty-two percent of special education evaluators agreed or strongly agreed that the transition to campuses has benefitted students and their families.

Approximately one in three evaluators agreed or strongly agreed that the transition had improved response time in conducting evaluations, and approximately one in three agreed or strongly agreed that the transition has – overall – been a positive change. This was an increase from the 2017-18 finding of 19.3 percent who indicated an overall positive change with the transition.

A high percentage of respondents indicated that very few of their initial referral folders included adequate MTSS interventions. Approximately 82 percent of these evaluators indicated that "none" to only up to 25 percent of the initial referral folders they received included adequate MTSS interventions (89% in 2017-18).

How did the special education program perform on the 2018 PBMAS Report?

The 2018 average of all Dallas ISD special education performance level indicators was 1.5 (out of a range of zero to three, with three being the lowest performance level), which resulted in the district's special education program being rated stage three, requiring interventions. The program also received a stage three rating in 2017. Though the 2018 average performance level indicator of 1.5 was an improvement from the 1.8 average on the 2017 report, 1.5 still fell within 2018's (more stringent) stage three rating parameters.

What were the academic performances of students served in special education?

Since the 2016-17 school year, the percentage of district special education students (in grades kindergarten through two) that scored at or above grade level on *TerraNova* has increased 4.5 percentage points in reading and 6.2 percentage points in mathematics. Grade-level-specific results from 2017-18 to 2018-19, however, were mixed.

Looking at *SUPERA* reading performance across 2016-17 to 2018-19, the evaluator found that the percentage of special education students that performed at or above grade level decreased overall (-4.7 percentage points, from 57.4% to 52.7%) in kindergarten through grade two. Grade two students showed a notable 15.1 percentage point drop since 2016-17 in those scoring at or above grade level (51.1% in 2016-17 to 36.0% in 2018-19).

STAAR 3-8 and *STAAR EOC* assessments were available to special education students in two versions: *STAAR* and *STAAR Alternate 2*. Special education students who were tested with the *STAAR Alternate 2* version performed better than students who tested with the *STAAR* version. As shown in Table 2, the percentage of special education students scoring at Approaches Grade Level or Above (Approaches+) has increased in every *STAAR* 3-8 and *STAAR EOC* exam

since 2016-17, except English 1 (on which there was a slight dip from 2017-18).

Table 2: Percentage of Special Education Students at Approaches Grade Level or Above, 2016-17 through 2018-19

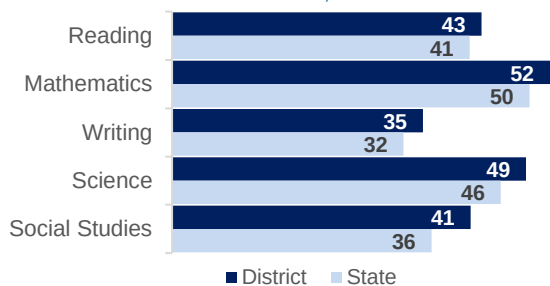
Exam	2016-17 %	2017-18 %	2018-19 %
STAAR 3-8			
Reading	36.2	41.5	42.9
Mathematics	44.4	51.0	52.4
Writing	29.8	32.6	34.8
Science	42.1	45.6	49.1
Social Studies	31.8	35.2	41.4
STAAR EOC			
Algebra I	42.7	47.6	55.2
English I	18.2	21.4	20.9
English II	20.9	21.5	24.2
Biology	47.9	51.8	53.2
U.S. History	58.1	63.2	65.5

Source: District STAAR 3-8 data files: 6/22/17; 6/20/18, 6/13/19. STAAR 3-8 results (all grades combined). District STAAR EOC data file: 6/20/18; 4/30/18; 6/04/19.

Note: Data reflect STAAR and STAAR Alternate 2 versions of the Spring (first administration) STAAR=State of Texas Assessments of Academic Readiness; EOC=End of Course. Data reflect the results of all versions of STAAR EOC exams combined (including retests).

The performances of Dallas ISD special education students on STAAR 3-8 exams were compared to special education students at the state level (Figure 2). A higher percentage of Dallas ISD special education students scored at Approaches+ on all STAAR 3-8 subjects compared special education students statewide.

Figure 2: Percentage of Dallas ISD and State Special Education Students at Approaches Grade Level or Above on STAAR 3-8 Exams, 2018-19



Source: District STAAR 3-8 data file: 07/01/2019 and Texas Assessment Management System (TAMS) website: texasassessment.com: retrieved 07/02/19.

Note: Data reflect STAAR and STAAR Alternate 2 versions of the Spring 2019 (1st administration) STAAR 3-8 results (grades combined). STAAR=State of Texas Assessments of Academic Readiness.

Among five large urban school districts across Texas (Austin, El Paso, Houston, and San Antonio), Dallas ISD special education students performed at a higher level of achievement compared to those at each of the other districts in science and social studies, and tied with Austin ISD for the highest percentage of special education students scoring at Approaches+ in reading,

and with El Paso ISD for the highest percentage at Approaches+ in mathematics. On the STAAR EOC subject exams, special education students in Austin ISD performed at a higher level of achievement in every subject compared to the four other districts.

Table 3: Percentage of Special Education Students at Approaches Grade Level or Above by School District, 2018-19

Exam	Austin %	San Antonio %	El Paso %	Houston %	Dallas %
STAAR 3-8					
Reading	43	32	42	37	43
Mathematics	48	38	51	45	51
Writing	35	22	34	31	34
Science	44	33	43	37	49
Social Studies	36	28	27	32	40
STAAR EOC					
Algebra I	59	58	33	46	51
Biology	60	47	45	46	48
English I	20	19	11	10	12
English II	28	15	18	13	15
U.S. History	72	66	59	55	65

Source: Texas Assessment Management System (TAMS) website: texasassessment.com: retrieved 07/02/19.

Note: STAAR=State of Texas Assessments of Academic Readiness; EOC=End of Course. STAAR 3-8 percentages include STAAR Alternate 2; STAAR EOC percentages represent scores from the standard STAAR version alone.

What were the dropout, graduation, and attendance rates of special education students?

The four-year longitudinal dropout rate, the percentage of students who began grade nine in the 2014-15 school year and dropped out within four years, for Dallas ISD special education students was 11.2 percent. Dallas ISD special education students had a higher dropout rate than that of all students in the district (9.0%). However, this rate is lower than the last school year (11.7%) and is less than half of the 2009-10 rate (22.7%) for district special education students. The graduation rate (four-year longitudinal, class of 2018) among district special education students was lower compared to the districtwide rate (72.1% and 86.7%, respectively). On average, the percentage of days that special education students attended (93.9%) was lower than general education students (95.3%).

What were the findings of the 2018-19 contracted special education program follow-up review?

Collier Educational Consulting conducted a follow-up review of the district's special education program in 2018-19 to examine the level of progress the district had made on program recommendations provided in the 2016-17 program review (also conducted by Collier Educational Consulting). The follow-up review revealed evidence of at least some implementation progress on

11 of the 16 recommendations made in the 2016-17 report.

More detail on findings from the 2019 Collier follow-up review can be found in Appendix C of the full *2018-19 Evaluation of the Special Education Program* report.

Recommendations

- **Ensure that Special Education central staff interacting with campus staff are trained adequately to handle policy and other support-related questions, and that guidance is provided in a timely manner.** Feedback on the Special Education Customer Service Survey showed that one in three principals and assistant principals and one in five special education teachers and teacher assistants felt inadequately supported by Special Education central staff when they reached out for assistance. Ensuring that central staff are adequately prepared to handle questions of policy and other guidance requests in a timely manner will help foster a supportive environment for both students and staff.
- **Communicate to teachers and other campus-based staff the necessity of following MTSS procedures.** Similar to findings in 2017-18, special education evaluators indicated that only a small percentage of initial referral folders included adequate MTSS interventions. MTSS intervention documentation can identify if special education evaluation is necessary or whether other services are appropriate, and can reduce the workload of evaluators, allowing for more timely and appropriate placements of eligible students into special education services. Half (50%) of all responding evaluators in 2018-19 indicated that 75 to 100 percent of their initial evaluations were referred through parent requests rather than through teacher requests, including MTSS documentation. While this is a 13-percentage point decrease from 2017-18 (62.5%), this remains an area for continuous improvement.
- **Increase efforts to recruit more bilingual special education diagnosticians and LSPs.** A relatively low percentage of special education evaluators indicated that they conducted bilingual evaluations (29.8%; up from 23.9% in 2017-18). Survey results showed that almost one in three (30.5%) monolingual evaluators 'frequently' or 'always' had trouble finding an interpreter to communicate with non-English speaking students, an increase from 25.4 percent indicating this in 2017-18. Additional bilingual diagnosticians and LSPs should be hired to reduce linguistic barriers in conducting special education evaluations and to increase efficiency.

- **Ensure that additional, regular opportunities are provided for special education evaluators to collaborate and receive professional support.** Feedback from the 2017-18 Special Education Evaluator Survey indicated that, in the wake of their transition from a central office to campuses, evaluators lost regular opportunities to collaborate with one another in person on special education evaluation-related issues. To address this loss, the Special Education department indicated that they began scheduling meetings in 2018-19 to facilitate such collaboration. In the 2018-19 survey, fewer than half of respondents indicated that collaboration meetings were held regularly, and that these meetings addressed evaluators' needs for professional collaboration adequately.
- **Conduct a needs assessment among special education evaluators to determine what supplies they require to fulfill their job duties.** A recurrent theme throughout feedback on the Special Education Evaluator Survey (both in 2017-18 and 2018-19) was that, in the wake of their workspace transition to campuses, a large percentage of evaluators found themselves with inadequate access to the professional material resources (e.g., assessments, forms, software, etc.) and office supplies (printers, copiers, ink, etc.) needed to fulfill their work duties. Ensuring adequate provision of these resources will help ensure more efficient provision of services.

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- An electronic version of this report as well as the full 2018-19 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2018-19 Evaluation of the College Entrance Exam Preparation Program

Akiva Lorenz, Ph.D.

EA19-520-4

At-a-Glance

One of the goals of Dallas Independent School District (ISD) leadership is to increase college enrollment among students who graduate from high school. The College Entrance Exam Preparation (CEEP) program, also known as the Superintendent's Scholar SAT and ACT Test Preparation (Prep) Program provided students with test taking strategies to promote greater success on the SAT and ACT college entrance exams. In-person prep sessions were held from summer 2018 through the end of the 2018-19 school year by certified Princeton Review instructors.

Additionally, the program included a professional development component to increase district and campus instructional capacity to conduct test prep sessions. In 2018-19 CEEP was supported by \$324,081 from Title I funding, which increased by \$23,714 from 2017-18 (Lorenz 2018). CEEP was coordinated by a post-secondary success coordinator within Dallas ISD's Postsecondary Partnerships and Programs department. Due to the delayed hiring process of the CEEP coordinator, program responsibilities were handled by other staff from the Postsecondary Partnerships and Programs department until October 29, 2018.

Purpose and Methods of the Evaluation

The purpose of the evaluation was to describe the work conducted by the CEEP program during the 2018-19 school year and to evaluate the effectiveness of the initiative based on program participation and student outcome.

The evaluation was based on a review of district funding documents, attendance information provided by CEEP, SAT and ACT files, and survey results. CEEP participation information was received on May 24, 2019. District student enrollment, demographic, and academic information was obtained from the Dallas ISD 2018-19 Public Education Information Management System (PEIMS) file dated October 26, 2018. CEEP participation information was validated with PEIMS and merged with SAT and ACT data files dated May 22, 2019, to determine the number and percentage of students who participated in either test and met *Texas Success Initiative (TSI)* benchmarks.

Passing rates for SAT were calculated using *TSI* benchmarks for Evidence-Based Reading and Writing (ERW, 480) and mathematics (530); for ACT, the *TSI* ACT college readiness benchmark (23) was used.

What were the program components of the College Entrance Exam Preparation (CEEP) program?

Student Preparatory Sessions

CEEP offered 37 preparatory SAT and ACT Boot Camps or tutoring sessions from Summer 2018 through May 2019. During these sessions, students were taught test taking strategies. SAT test taking strategies were provided for mathematics, reading and writing, and test taking strategies for ACT included English, mathematics, reading, science, and writing.

During Summer 2018, five Boot Camps were held. Each Boot Camp lasted four days for a total of ten hours of preparation. SAT Boot Camps were offered at Conrad (June 11-14) and Bryan Adams (June 18-21) high schools, while Summer 2018 ACT Boot Camps were held at Bryan Adams (June 11-14), Conrad (June 18-21) and White (June 18-21) high schools.

During the 2018-19 school year, 27 SAT and ACT Boot Camps were held on Saturdays for a total of four hours each. Boot Camps were offered at Townview, Spruce, Madison, Jefferson, Kimball and Molina high schools. SAT Boot Camps were held on February 23, March 2, and May 18, 2019. ACT Boot Camps were held on September 15 and September 22, 2018.

To increase the availability of ACT tutoring, the CEEP coordinator was trained by Princeton Review on February 19-21, 2019 to conduct ACT tutoring sessions. Per the request of the South Oak Cliff (SOC) High School athletic director, the CEEP coordinator held five tutoring sessions for athletes in April 2019. Male student athletes met three times, but female student athletes only met twice due to scheduling conflicts. Participation information for one of the two meetings for female athletes was provided. Meetings lasted, on average, one hour.

Teacher Professional Development

Two professional development (PD) sessions were scheduled for the 2018-19 school year to certify Dallas ISD teachers to teach Princeton Review SAT or ACT courses. Sessions were originally planned for September 2018 but had to be postponed to June 2019 due to personnel issues and student testing schedules. SAT PD training was held on June 10-12, 2019 at Hulcy Middle School, while ACT PD training was held at Princeton Review's Plano training office on

June 17-19, 2019. Each training provided a total of 24 hours of instruction on test taking strategies. PD outcomes will be presented in the 2019-20 evaluation report.

Rescheduling of PD sessions to summer 2019 allowed the coordinator to utilize SAT and ACT Preparatory (PREP) Kits, originally ordered for PD participants during the 2018-19 school year. They were distributed in late January and early February 2019 to teachers previously trained by Princeton Review to be used in classrooms or campus programs. Seven teachers received 400 SAT kits and eleven teachers received 737 ACT kits. The count includes three teachers who received both SAT and ACT prep kits. The evaluator surveyed participating teachers to gather feedback via SurveyMonkey in May 2019. Eight of the 15 teachers (53%) responded to the survey. Teachers indicated that they were either somewhat comfortable (62.5%) or very comfortable (37.5%) using Princeton Review SAT or ACT training materials. Seven of the eight teachers (88%) indicated that they used the study kits during the 2018-19 school year. In a question with mark all that apply response options, teachers indicated that small group tutoring (71%) was the most utilized form of teaching, followed by individual tutoring (43%) and utilization of study kits in the regular class time (43%). Teachers estimated that they used the study kits 225 times, supporting 354 students. However, no individual student identifying information was collected. Therefore, no further analyses could be conducted.

Other Services

The CEEP program coordinator was responsible for organizing School-Day SAT testing on March 6, 2019. This included coordinating with College Board and training test coordinators. In addition, the coordinator oversaw the implementation of SchoolLinks, a college and career readiness platform, and the Jindal Young Scholars program. The latter provided qualifying Dallas ISD students interested in studying Business an opportunity for a full scholarship to the University of Texas at Dallas. To qualify, students had to meet specific criteria for grade point average (GPA) and SAT or ACT scores.

What were the Boot Camp and student characteristics?

Analyses of registration and participation information for the 2018 Summer and 2018-19 Boot Camps showed that 46 percent of students who registered (N=1,037) attended bootcamp or tutoring sessions. For SAT, the attendance rate was 48 percent, while for ACT, the attendance rate was 45 percent of those that registered.

Summer and 2018-19 Boot Camp sessions had a capacity of 35 students per session. During the Summer 2018 sessions, Boot Camps reached, on average, 83 percent of attendance capacity. 2018-19 Boot

Camps reached, on average, 33 percent of attendance capacity. ACT tutoring sessions by the CEEP coordinator were not included in the 2018-19 Boot Camp capacity analysis as they did not have a student participation limit.

Overall, 431 unique students participated in the CEEP program. Of these, 258 participated in SAT and 208 in ACT Boot Camps. Thirty-five students participated in both SAT and ACT Boot Camps and one student participated in Summer 2018 and 2018-19 SAT Boot Camp, for a total of 467 (Table 1). Boot Camp participation increased from 2017-18 when 229 students attended SAT and 129 students attended ACT Boot Camps (Lorenz 2018).

Table 1: 2018-19 CEEP Program Participation

Title	Sessions <i>n</i>	Participants <i>n</i>
Preparatory SAT and ACT sessions		
Summer 2018 SAT BC	2	58
Summer 2018 ACT BC	3	87
2018-19 SAT BC	16	201 ¹
2018-19 ACT BC	11	100 ²
2018-19 ACT Tutoring	5	21
Total	37	467³

Source: College Entrance Exam Preparation (CEEP) program files dated May 24, 2019 and June 5, 2019.

Note: BC=Boot Camp. ¹Six students participated in two sessions.

²Five students participated in two sessions. ³Total includes 36 duplicate counts of students who participated in multiple College Entrance Exam Preparation (CEEP) sessions.

Participants were fifty-eight percent Hispanic, sixty percent female, and sixty-two percent economically disadvantaged. Seventeen percent were classified as at risk. Most participants were enrolled in grade eleven (54%), the grade during which the School-Day SAT test is taken, followed by grade 12 (22%), grade 10 (20%), and grade nine (4%).

Did at least 90 percent of students in the prep sessions register and take the ACT / SAT?

Testing information was not available for the May 18, 2019 SAT Boot Camp participants or for those participating in the April ACT tutoring sessions at SOC high school. Of the remaining 224 SAT Boot Camp participants, 85 percent (*n*=191) took the SAT test. Of the remaining 187 ACT participants, 70 percent (*n*=131) took the ACT test (Table 2).

Summer 2018 participants took the SAT test, on average, within 190 days of Boot Camp sessions, while 2018-19 participants took the SAT test within 7 days. Overall, 85 percent of SAT test prep participants waited for the SAT School-Day test administration on March 6, 2019.

Summer 2018 ACT Boot Camp participants¹ took the ACT test, on average, within 122 days of Boot Camp sessions, while 2018-19 participants took the ACT test within 22 days. Eighty-eight percent of ACT test prep participants waited for the ACT School-Day test administration in October 2018.

Table 2: 2018-19 Student Participation in SAT and ACT tests

Recipients	Prep Session Participants	Took Test	
		<i>n</i>	%
SAT Test ¹	224	191	85
ACT Test ²	187	131	70
Overall	411	322	78

Source: College Entrance Exam Preparation (CEEP) program files dated May 24, 2019 and June 5, 2019. SAT and ACT file dated May 22, 2019.

Note: ¹SAT test data were not available for participants of the May 18, 2019 SAT Boot Camp session. ²ACT test data were not available for participants of ACT tutoring sessions at South Oak Cliff high school during April 2019.

What impact did participation in the CEEP program have on meeting the TSI college readiness benchmark on the SAT and ACT examinations?

The evaluator used frequency analyses to assess the percentage of students who met SAT or ACT TSI benchmarks, chi-squared analyses to test for group differences in passing rates and analyses of covariate or *t*-tests (statistical significance) to compare overall scores. Only students who participated in a Boot Camp of a test once were included in the analyses.

Analyses showed that overall 49 percent (*n*=90) of boot camp participants met or exceeded the SAT TSI benchmark for Mathematics and 71 percent (*n*=130) met or exceeded the benchmark for ERW. Twenty-eight percent (*n*=35) met or exceeded the ACT TSI college readiness benchmark. White students had the highest percentage rate of meeting or exceeding benchmarks across all tests, followed by Asian and Hispanic students. The percentages of students who met or exceeded TSI college readiness benchmarks for SAT ERW and Mathematics and ACT are presented in Tables 3 and 4, respectively.

¹ Evaluator used the first of the testing month to calculate time as the Dallas ISD ACT file did not include the day on which a student took the test.

Table 3: 2018-19 Percentage of Students Meeting or Exceeding SAT College Readiness Benchmarks by Student Group (N=184)

Level	Tested <i>N</i>	Met Benchmark			
		ERW ¹		Math ¹	
		<i>n</i>	%	<i>n</i>	%
Group					
2018 Summer	39	26	67	19	49
Boot Camps	145	104	72	71	49
Sex					
Female	115	82	72	53	46
Male	69	48	70	37	54
Race / Ethnicity					
Asian	6	5	84	4	67
Afr. American	34	20	59	8	24
Hispanic	126	90	71	63	50
White	18	15	83	15	83
Economically Disadvantaged Status					
Yes	120	80	67	53	44
No	64	50	79	37	58
At Risk Status					
Yes	36	9	25	5	14
No	148	121	82	85	57

Source: College Entrance Exam Preparation program files dated May 24, 2019 and June 5, 2019. SAT file dated May 22, 2019.

Note: Passing rates for SAT were calculated using Texas Success Initiative (TSI) benchmarks for Evidence-Based Reading and Writing (ERW, 480) and mathematics (Math, 530). Afr. American=African American.

Table 4: 2018-19 Percentage of Students Meeting or Exceeding ACT College Readiness Benchmarks by Student Group (N=126)

Level	Tested	Met Benchmark	
	<i>N</i>	<i>n</i>	%
Group			
2018 Summer	45	15	33
Boot Camps	81	20	25
Sex			
Female	85	24	28
Male	41	11	27
Race / Ethnicity			
Asian	*	*	*
Afr. American	34	4	12
Hispanic	67	14	21
White	17	13	77
Other	*	*	*
Economically Disadvantaged Status			
Yes	73	12	16
No	53	23	43
At Risk Status			
Yes	23	2	9
No	103	33	32

Source: College Entrance Exam Preparation program files dated May 24, 2019 and June 5, 2019. ACT file dated May 22, 2019.

Note: Passing rates for ACT were calculated using the Texas Success Initiative (TSI) composite benchmark for ACT (23). Afr. American = African American. *Five or fewer students were tested.

Boot Camp Participants Versus Non-Participants

The evaluator used propensity score matching to identify students (i.e. control group) who took the SAT test but did not participate in the CEEP program. Students were matched on prior PSAT scores, school attended, ethnicity, gender, grade level, socioeconomic and at-risk status. The evaluator used chi-squared analyses to test for group differences in passing rates and *t*-tests (statistical significance) to compare mean scores. Analyses of SAT scores indicated Boot Camp participants had higher mean ERW (528.56 versus 521.92) and mean Mathematics (532.13 versus 521.66) scores. However, results were not statistically significant (ERW, $t(322)=.65$, $p=.514$; Mathematics, $t(336)=1.03$, $p=.304$). Moreover, participation in a boot camp did not have an impact on meeting ERW benchmark [$\chi^2(1, N=334)=.51$, $p=.473$] or Mathematics benchmark [$\chi^2(1, N=338)=.19$, $p=.663$].

There was no PSAT equivalent to the ACT, and therefore no covariate analysis was possible to further examine the impact of the ACT study session on meeting the ACT TSI benchmark.

Four-Day Versus One-Day Boot Camps

Although the mean scores for four-day Boot Camp participants were higher than those participating in one-day sessions on the SAT ERW (541.84 versus 527.81) and SAT Mathematics test (550.53 versus 528.76), after adjusting for prior academic achievement (PSAT score), the mean scores were not statistically significant for either ERW [$F(1,172)=.014$, $p=.907$] or Mathematics [$F(1,172)=.053$, $p=.818$]. The differences in mean scores for the ACT (21.11 four-day Boot Camp versus 19.69 one-day session) were not statistically significant [$t(124)=1.5$, $p=.141$]. Furthermore, the percentage of participants who met or exceeded TSI college readiness benchmarks was not statistically significantly higher for four-day boot camp participants as compared with one-day session participants (SAT ERW $\chi^2(1, N=184)=.38$, $p=.538$; SAT Mathematics $\chi^2(1, N=184)=.001$, $p=.978$; ACT $\chi^2(1, N=126)=1.1$, $p=.299$).

Recommendations

Despite the shortened implementation year, CEEP personnel managed to implement test prep sessions and organize School-Day SAT testing. The following recommendations are intended to build on these efforts.

- **Continue building program awareness among campus leadership and teachers.** Program staff should devise a strategy to further advertise the CEEP program to campus leadership and teachers. This could be done via the weekly administrative information packets (WAIPS).

- **Increase the Boot Camp attendance rate.** Analyses of attendance data indicated that, on average, 83 percent of the available seats were filled in Summer 2018 Boot Camps and 33 percent of seats were filled in 2018-19 Boot Camps. The coordinator should devise a strategy to increase student attendance. This could be done by sending out follow up messages via email or a messaging app (e.g., Remind) between the registration date and the start date of the Boot Camp(s), providing incentives for students to attend, and registering more students than the number of seats available.
- **Consider sending out follow-up messages to CEEP participants to increase test participation.** Data indicated that 78 percent of test prep participants took the relevant ACT or SAT test. Since this percentage is lower than the 90 percent program goal, program staff should consider sending out follow up messages to increase test participation and providing further tips or resources.

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2018-19 Evaluation of the College Access Program

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EA19-521-4

At-a-Glance

The College Access Program (CAP) was created in 2010 by the Dallas Independent School District (ISD) to increase student college and scholarship applications, participation and performance on college entrance exams, and parental involvement in the college admissions and financial aid process. The program is managed by a college access coordinator within the Dallas ISD Postsecondary Partnerships and Programs department¹.

For the 2018-19 school year, Academic Success Program (ASP), Education is Freedom (EIF), and Southern Methodist University (SMU) were selected as CAP vendors to provide college access services to high schools receiving Title I funds in the Dallas ISD. The program was supported by \$2,325,000 of Title I funds and served 14,428 students at 36 high schools. This funding amount was comparable to the past three school years. Guidelines associated with Title I funding required that CAP vendors supplement, but not replace, counselor job responsibilities to assist in reaching program goals. Campus leadership selected a CAP vendor, and the vendor assigned a CAP advisor to the campus, to provide supplemental assistance to students and parents. CAP vendors worked collaboratively with Dallas ISD counselors to meet the following goals:

- 95 percent of seniors utilizing career and college exploration tools including SchoolLinks
- 50 percent of seniors attending at least one college fair
- 95 percent of seniors completing at least one college application
- 70 percent of seniors completing at least one financial aid application
- 95 percent of seniors registering for and taking the SAT or ACT, and/or *Texas State Initiative Assessment (TSIA)*
- 50 percent of students in grades 11 and 12 attending either SAT or ACT preparation sessions, or linking their College Board and Khan Academy accounts to access official SAT practice and sample tests
- 50 percent of seniors opting to participate in the Summer Melt texting program²
- CAP vendors meeting with counselors at a minimum twice per six-week period

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine the effectiveness of the program based on outlined program goals and objectives. CAP vendors provided data files to the evaluator between July 15, 2019 and July 29, 2019. Files included the number of times each student visited a CAP vendor, reasons for each visit, and type of workshops that vendors provided during the school year. Files were merged with district demographic data from May 28, 2019. In addition, the evaluator downloaded SchoolLinks (August 1, 2019) and FAFSA³ (July 18, 2019) data for each campus, and retrieved district ACT, SAT, and TSIA data files on June 16, 2019, July 17, 2019, and July 29, 2019 respectively. CAP program staff members provided data regarding the Khan Academy accounts on July 9, 2019 and Summer Melt Texting program on July 15, 2019. Lastly, ApplyTexas college application files were downloaded on July 22, 2019. CAP vendors used a survey designed by the evaluator to collect feedback from seniors from May 5, 2019 through May 29, 2019. Descriptive data analyses were performed on program participation and student outcome data.

CAP Participation Data

During the 2018-19 school year, 14,428 students in grades nine through twelve participated in the CAP program. The majority of students were Hispanic (71%) followed by African American (23%). Fifty-three percent of students were female, 78 percent were economically disadvantaged, and 50 percent were classified as at risk. Participant demographics mirror the overall district. CAP program participation increased by 1,550 students from 2017-18 to 2018-19, which is slightly above the 2016-17 attendance ($n = 14,145$).

ASP served 4,007 students (28%) at 13 Dallas ISD campuses, EIF served 9,243 students (64%) at 21 campuses, and SMU served 1,178 students (8%) at two campuses. Overall, CAP vendors served 37 percent of all high school students and 89 percent of all seniors. On average, students were served 4.7 times by CAP vendors over the course of the 2018-19 school year. While the percentage of students served increased from 33 percent in 2017-18 to 37 percent in 2018-19,

¹ Due to a delay in the hiring process of the CAP coordinator, program responsibilities were handled by other staff from the Postsecondary Partnership and Programs department until December 3, 2019.

² Summer Melt Texting program provides Dallas ISD graduates resources and tips on steps to take to enroll in college.

³ FAFSA stands for Free Application for Federal Student Aid.

the average number of visits with a CAP vendor decreased from 5.5 to 4.7 times.

Meeting Program Goals

CAP vendors successfully helped counselors meet or almost meet four of the eight CAP goals. Ninety-five percent of 2018-19 seniors completed at least one college application, 69 percent of seniors completed a FAFSA or TASFA application, 93 percent of seniors took the SAT, ACT or TSIA, and 86 percent participated in the Summer Melt texting program. On the other hand, CAP vendors and counselors fell short of meeting the goals related to SchoolLinks (14%) and linking their College Board and Khan Academy accounts (30%). Data for two goals were not available (college fair participation) or could not be independently verified (meeting with counselors). Due to changes to data reporting and data validation issues, results should be viewed with caution and not be compared with previous school years.

Twenty-five percent of 2018-19 seniors completed the student survey. Seniors that responded to the survey had an overall positive outlook towards CAP; 78 percent agreed that services CAP provided were very useful and 95 percent noted that providers were knowledgeable and adequately answered their questions. Overall, 85 percent of respondents agreed or strongly agreed that Dallas ISD and their school prepared them to enter the workforce or continue with their education.

College Enrollment of CAP Participants

Analysis of National Student Clearinghouse data for 2017-18 graduates showed that more CAP participants (51%) than non-participants (46%) enrolled in colleges within one year of high school graduation⁴. CAP participants (25%) were more likely to enroll in two-year colleges than non-participants (11%), and 2017-18 seniors who did not participate in CAP (35%) were more likely to enroll in four-year colleges than CAP participants (26%). These results were similar for 2016-17 seniors (Lorenz, 2018).

Ninety-six percent of 2016-17 CAP participants and 97 percent of non-participants who enrolled in college within one year of graduating high school remained enrolled in college in 2018-19.

Recommendations

- **Explicate program goals and reporting requirements to CAP vendors.** In 2018-19, analyses of some program goals were negatively

impacted because vendor(s) did not adhere to reporting requirements. A unified reporting system will provide decision makers with comparable data and allow for a more meaningful evaluation of the CAP program.

- **Identify ways to increase senior participation in career and college exploration tasks.** In 2018-19, only two out of the 36 campuses (6%) met the CAP goal of 95 percent participation. The percentage of seniors who completed the career and college exploration tasks has dropped districtwide from 49 percent in 2016-17 (Barton, 2017) to 43 percent in 2017-18 (Lorenz, 2018) to 14 percent in 2018-19. Although the rollout of the new career and college portal (SchoolLinks) was directly impacted by the hiring delay of the CAP coordinator in 2018-19, the percentage decline in this activity over several years indicated that CAP program staff should further investigate the situation.
- **Identify ways to increase participation in SAT or ACT test preparation among students in grades 10 and 11.** In 2018-19, analyses indicated that only two percent of Dallas ISD sophomores and juniors participated in the College Entrance Exam Preparation Program and only 30 percent connected their College Board and Khan Academy accounts. Since this percentage is lower than the 50 percent program goal, program staff should coordinate with CAP vendors and counselors to raise awareness of these programs and resources among the target audience and encourage their use.

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- Barton, M. (August 2017). 2016-17 Evaluation of the College Access Program. Dallas, TX: Dallas Independent School District.
- Lorenz, A. (August 2018). 2017-18 Evaluation of the College Access Program. Dallas, TX: Dallas Independent School District.

An electronic version of this report as well as the full 2018-19 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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⁴ 2017-18 CAP and non-participants differed by at least 10 percentage points across categories of ethnicity and socio-economic status. As a result, comparisons between the

CAP and non-CAP participants should be viewed with caution.

2018-19 Evaluation of the Instructional Lead Coaches Structure

Rosemary Garcia-Rincón, B.S. & Sydney Rowles, Ph.D.

EA19-526-4

At-a-Glance

The Instructional Lead Coaches (ILC) Structure, previously known as the Academic Facilitators (AF) program, was restructured for the 2018-19 school year. Instructional Lead Coaches (ILCs) served as the bridge for School Leadership to provide direct campus instructional support. The primary goal of the ILC was to empower and build capacity within the campus instructional coaches (CICs). Instructional support for the campuses included academics and instructional models, including blended learning, small group instruction and other models.

The ILC Structure received \$5,875,399. (decrease from \$5,978,757 in 2017-18) in Title I funding for the 2018-19 school year. The funds supported personnel, supplies and materials, and employee travel expenses.

The purpose of this evaluation was to determine the extent to which the ILC Structure was implemented with fidelity and met expected outcomes as outlined in program documents. Data were collected through staff member interviews, documents, and surveys.

Program Implementation

School Leadership modified the ILC Structure for the 2018-19 school year in terms of assignment and accountability to redefine the model of coaching and feedback and to strengthen the core program responsibilities. These modifications included:

- a more collaborative approach among ILCs, Teaching and Learning (T&L), and School Leadership;
- assignment of ILCs to networks; and
- ILC assignment by campus grade level (elementary/secondary), instead of by student grade.

Instructional Lead Coaches

The work of ILCs was guided by School Leadership 1) to ensure strong accountability for the implementation of district priorities in content areas and 2) to increase the blended learning instructional model. Five ILCs served Accelerating Campus Excellence (ACE) campuses and were not included in this evaluation.

ILCs received training every Friday (ILC Fridays) that included:

- two Fridays per month with T&L to increase depth of knowledge and to develop content and professional development (first semester: English/language arts;

second semester: science); ILCs then applied this knowledge in training campus CICs, principals, and executive directors (EDs);

- one Friday per month of coaching training to build coaching capacity (provided by outside vendor); and
- one or two Fridays per month with School Leadership to present ideas, address needs, and collaborate (e.g., sessions on reading, research-based sound practices, etc.).

A total of 393 ILCs attended nine T&L training sessions, 299 attended seven coaching training sessions, and 281 attended eight School Leadership sessions during 2018-19.

ILCs provided training to the CICs through CIC conferences, generally offered one week before Campus Instructional Leadership Team (CILT) meetings. A total of 961 CICs attended CIC conferences for the combined months of November 2018, January 2019, March 2019, and May 2019.

Executive Directors

ILCs were assigned to one of six networks of campuses and reported to 17 EDs in 2018-19 (generally, three EDs, two elementary and one secondary, per network). Each ED was assigned a mathematics and a reading ILC; each network had a total of six ILCs. Networks also received support from one science ILC (four added in 2018-19), one blended learning ILC, and a districtwide ILC (provided additional support).

Campus Instructional Coaches

CICs (N=311) supported teachers to help strengthen content knowledge delivery of instruction, with an ultimate goal of improving student academic achievement. All campuses had at least one CIC (most had two, one reading and one mathematics). CICs reported to principals and used various methods to improve teaching, such as coaching, monitoring data, focused dialogue, collaborative planning, action plan implementation, and professional development.

2018-19 ILC Structure Survey

In collaboration with the program manager, surveys were developed and administered to EDs, ILCs and CICs in April 2019 to collect feedback about services provided by the ILCs during the 2018-19 school year and suggestions for future program improvements.

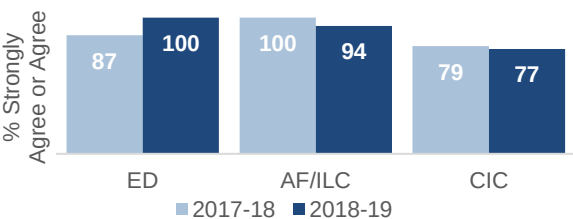
Results were compared, as applicable, to those from the 2017-18 AF program surveys conducted prior to program modifications. The evaluator used frequency and content analyses to summarize survey responses,

Survey Results

A total of 15 EDs (79%), 53 ILCs (88%), and 250 CICs (80%) at least partially completed the surveys. As shown in Figure 1, a higher percentage of 2018-19 EDs (100%) than ILCs (94%) and CICs (77%) agreed (agreed or strongly agreed) that the ILC structure was effective; ED agreement also increased 13 percentage points compared to 2017-18. Furthermore, although most respondents agreed that the new structure was effective, rates decreased slightly for ILCs (six percentage points) and CICs (two percentage points).

Figure 1: 2017-18 and 2018-19 Perceptions of AF/ILC Structure Effectiveness

The Instructional Lead Coach structure is effective.

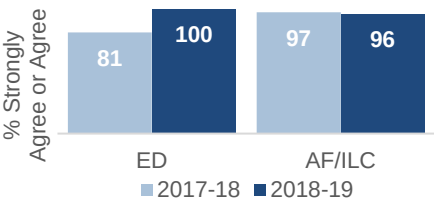


Source: 2017-18 AF and 2018-19 ILC Structure surveys.
Note: AF=Academic Facilitators. ED=Executive Directors. ILC=Instructional Lead Coaches. CIC=Campus Instructional Coaches. 2017-18 Ns: ED=17, ILC=34, CIC=324; 2018-19 Ns: ED=15, ILC=53, CIC=236.

As shown in Figure 2, in 2018-19, almost all EDs (100%) and ILCs (96%) agreed that CIC efforts contributed to teacher performance improvement. The percentage of EDs who agreed increased 19 percentage points from 2017-18.

Figure 2: 2017-18 and 2018-19 Perceptions of CIC Effort Contributions to Teacher Performance

CIC efforts contribute to improvement of teacher performance.



Source: 2017-18 Academic Facilitators and 2018-19 ILC Structure surveys.
Note: ED=Executive Directors. AF = Academic Facilitators. ILC=Instructional Lead Coaches. 2017-18 Ns: ED=17, ILC=34; 2018-19 Ns: ED=15, ILC=53.

Executive Directors

EDs determined which campuses in their networks to prioritize for ILC support. Ninety-three percent of EDs indicated that both reading and mathematics ILCs served all campuses in their clusters during 2018-19, and all (100%) agreed or strongly agreed that the services ILCs provided were of high quality and met the needs of the campuses they served. The top two support services EDs reported assigning to reading and mathematics ILCs included curriculum support (mathematics: n = 10; reading: n = 9; e.g., lesson planning, assignment and delivery, etc.), and coaching (mathematics and reading: both n = 9).

A large percentage of EDs (73%) indicated that CILT training with T&L was at least somewhat beneficial to their networks' needs. All ED respondents (100%) believed that the model of ILCs providing coaching and support was moderately or extremely beneficial. In addition, almost all EDs (93%) indicated the ILC structure had strengthened the skills and practices of the CICs.

The most frequently mentioned strength of the ILC structure identified by EDs was specialized support for ILCs (n=11; e.g., content area support, coaching and observations, and resources).

The two top supports EDs identified that would be beneficial to the ILC structure in 2019-20 included:

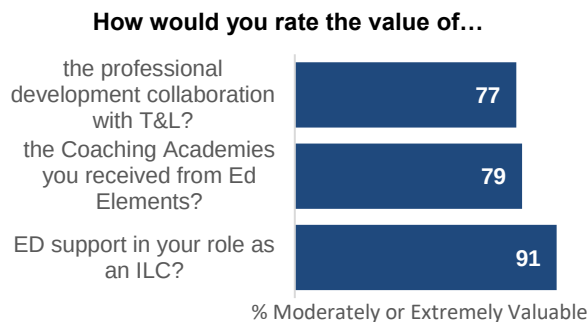
- **Time (n=12):** more dedicated time with the ED; more dedicated planning time; more campus time (especially on Fridays); and
- **New training opportunities (n=5):** more topics; more cross-level training.

Instructional Lead Coaches

ILC survey respondents represented all district networks, with four to 11 ILCs from each network completing the survey. Most ILCs (87%) agreed or strongly agreed that they felt a strong alignment with their EDs in providing guidance and support in their clusters/networks. Most ILCs (85%) also agreed that the training and collaboration they received in 2018-19 prepared them well to provide support services that highly met the needs of their assigned campuses.

In addition, as shown in Figure 3, most ILCs (91%) considered the support they received from their EDs to be at least moderately valuable, and a majority considered the professional development collaboration with T&L (77%) and the Coaching Academies (79%) to be at least moderately valuable.

Figure 3: 2018-19 Instructional Lead Coaches Structure Implementation Perceptions (N=53)



Source: 2018-19 ILC Structure survey.

Note: ILC=Instructional Lead Coaches. ED=Executive Director. T&L=Teaching and Learning.

ILCs were asked to list two things that worked well for them in 2018-19. The three top responses included:

- **Collaboration/connection (n=42):** working collaboratively with other ILCs, EDs, CICs, and other stakeholders;
- **Professional development (n=21):** Coaching Academies, targeted PD, and CIC conferences; and
- **Autonomy and flexibility (n=13):** trusted to make own priorities and flexibility to provide support based on campus needs.

ILCs also listed two opportunities for growth as an ILC. The top three responses were:

- **Developing knowledge and competency (n=42):** technology, recent trends, and research/content training;
- **Collaboration (n=19):** within campuses, with other campuses, and in content areas; and
- **Coaching skills (n=17):** listening, observing, modeling, and coaching cycles.

ILCs also listed two specific supports that EDs could provide that would strengthen the ILC role in the 2019-20 school year. The top two desired supports included:

- **Communication of clear vision and expectations (n=24);** and
- **Time (n=17):** dedicated planning time, weekly check in time with the ILCs, and help prioritizing time.

ILCs (N=30; 57%) who were AFs in previous years were asked to compare the ILC role and structure to the previous role of an AF. Sixty-four percent of these ILCs responded that the ILC role/structure was at least somewhat better than the previous AF program.

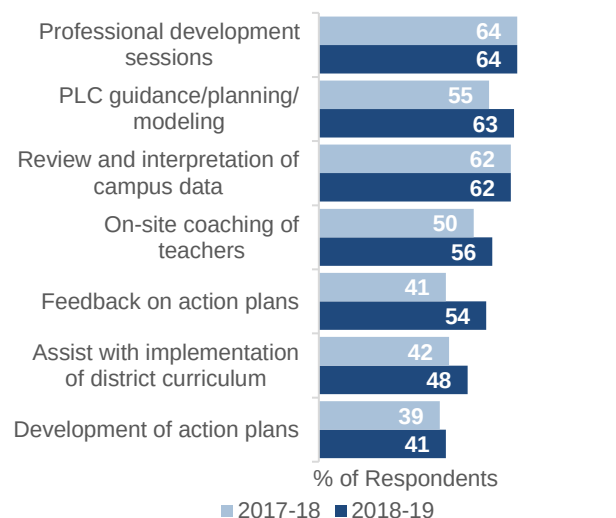
Specifically, ILCs most frequently said that the new structure provided more collaboration (n=11) and more content support (n=7) than the AF program.

Campus Instructional Coaches

CICs served campuses at all grade levels. Almost a third of survey respondents (29%) reported that 2018-19 was their first year as a CIC, and another third had served as a CIC five or more years. Most CICs (97%) indicated they and their campuses had received services from an ILC during 2018-19, and 56 percent said these services were provided on a regularly scheduled basis.

CICs identified the frequency with which ILCs provided a list of services to them and their campuses in 2018-19. As shown in Figure 4, ILCs most frequently provided professional development services (64%), Professional Learning Communities (PLC) guidance/planning/modeling (63%), and review and interpretation of campus data (62%). The frequency with which CICs were provided each of the services remained consistent or increased from 2017-18, with receiving feedback on action plans increasing the most of all services (+13 percentage points).

Figure 4: 2017-18 and 2018-19 Services ILCs Provided to CICs

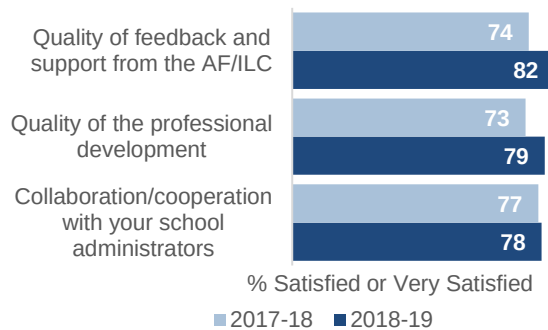


Source: 2017-18 Academic Facilitators and 2018-19 ILC Structure surveys.

Note: ILC=Instructional Lead Coaches. CIC = Campus Instructional Coaches. PLC=Professional Learning Communities. 2017-18 N=324; 2018-19 N=236.

As shown in Figure 5, most CICs were satisfied or very satisfied with implementation overall, and respondent satisfaction improved the most compared to 2017-18 for the quality of feedback and support from the AF/ILC (+8 percentage points).

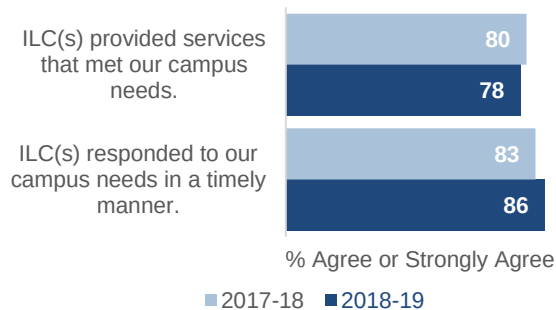
Figure 5: 2017-18 and 2018-19 CIC Satisfaction with Aspects of ILC Structure Implementation



Source: 2017-18 Academic Facilitators and 2018-19 ILC Structure surveys.
Note: AF=Academic Facilitators. ILC=Instructional Lead Coaches. CIC=Campus Instructional Coaches. 2017-18 N=324; 2018-19 N=236.

As shown in Figure 6, similarly to the previous year, a high percentage of CICs agreed that ILCs provided services that met campus needs (78%) and responded to campus needs in a timely manner (86%).

Figure 6: 2017-18 and 2018-19 CIC Perceptions of ILC Services



Source: 2017-18 Academic Facilitators and 2018-19 ILC Structure surveys.
Note: ILC=Instructional Lead Coach. CIC=Campus Instructional Coach. 2017-18 N=324; 2018-19 N=236.

The top four ways CICs indicated they grew from the ILC structure during the 2018-19 school year included:

- **Feedback (n=67):** learning how to provide useful feedback and receiving/incorporating useful feedback;
- **Knowledge (n=64):** strategies, content, and district goals;
- **Coaching (n=56):** implementation of improved coaching practices (e.g., coaching cycle, real time coaching); and
- **Data (n=43):** planning, analyzing, and implementing data for decision making.

The top three suggestions from CICs for improving the CIC conferences included:

- **Scheduling (n=84):** shorter days/sessions, fewer competing session times, and offering online sessions;
- **More specific strategies (n=52):** deeper dive within content sessions and more hands-on practice; and
- **Training sessions (n=51):** greater variety of topics and more sessions.

Recommendations

- **Continue to build on the strengths of the ILC structure and consider the 2018-19 survey results for ongoing improvements.** According to survey data, the ILC structure showed positive improvements for the 2018-19 school year over the previous year. Perceptions regarding the effectiveness of the implementation of the ILC structure for EDs, ILCs and CICs remained high in 2018-19, especially for EDs. EDs and ILCs were in high agreement that CIC efforts contributed to the improvement of teacher performance. CICs indicated a significant increase in satisfaction regarding the quality and support they received from their ILCs. Suggestions were provided for supports, opportunities for growth and improvements that would be beneficial to the ILC structure in 2019-20, ranging from communication of clear vision and expectations to scheduling changes for training sessions.

References

Garcia-Rincón, R. & Costello, R. (2018). 2017-18 Evaluation of the Academic Facilitators Program. Dallas, TX. Dallas Independent School District.

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2017-18 Evaluation of Teacher Excellence Initiative (TEI)

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EA19-539-4

At-a-Glance

The Teacher Excellence Initiative (TEI) was a Dallas Independent School District (Dallas ISD) initiative started in 2014-15 to improve student learning by improving teacher effectiveness. TEI replaced the previous tenure-based compensation system with an integrated system that defines, supports, and rewards teacher excellence. Teachers are evaluated each year based on teacher performance, student achievement, and student experience surveys. Effective teachers are provided the opportunity to significantly increase their salaries in a shorter period compared to a traditional tenure-based compensation system. In 2017-18, the TEI administrative budget was \$776,520, and the budget for 2017-18 teacher salaries, teacher benefits, and expert stipends based on 2017-18 TEI results totaled \$548,568,735. A total of 9,907 teachers received TEI scorecards for the 2017-18 school year, compared to 10,148 teachers in 2016-17.

Purpose and Methodology

The purpose of this evaluation was to assess the effectiveness of TEI to define, support, and reward teacher excellence. To examine spot observation scores and teacher summative performance evaluation scores, the evaluators used the Schoolnet data file from Human Capital Management dated October 8, 2018. In addition, Human Capital Management provided the scorecard data file from October 8, 2018, which included data for total student achievement, teacher-level student achievement, student learning objective points, distinguished teacher review (DTR) points, and compensation. To determine teacher retention rates, the scorecard data file was merged with the Dallas ISD personnel file dated April 29, 2018. Furthermore, the evaluators received the student survey data file from Office of Institutional Research dated October 24, 2018.

To collect feedback regarding teacher and administrator experiences with TEI in 2017-18, evaluators administered online surveys from September 24 through October 15, 2018. Both teacher and administrator surveys included questions relevant to the three components of TEI: defining excellence, supporting excellence, and rewarding excellence. All teachers who received TEI scorecards for 2017-18 were emailed invitations to complete the survey. All principals and assistant principals who conducted TEI evaluations during the 2017-18 academic year were invited to complete the administrator survey. Based on these criteria, the evaluators invited 8,577 teachers

(54% response rate) and 537 administrators (72% response rate) to complete perception surveys.

When applicable, results from the 2017-18 school year also were compared to 2015-16 TEI results (Douglas & Barton, 2017) to examine two-year trends.

TEI Outcomes

What were the results of the teacher performance component of defining excellence?

Spot Observations

The average overall spot observation score across all teachers was 2.00 out of three possible points. Spot observation scores statistically and practically improved from the beginning (1.69-2.03) to the end of the 2017-18 academic year (2.01-2.32).

Summative Performance Evaluation

In 2017-18, the mean (78.3) and median (80.8) summative performance evaluation scores indicated teachers were performing slightly better on average than proficient. Some scores were statistically different among middle school (75.1), high school (77.8), and elementary school (79.4) teachers, but these practical differences were relatively weak. While first-year teachers received the lowest average summative performance evaluation scores (62.7), scores gradually trended upward with service years and plateaued after three to five creditable years of service, indicating more years of service did not result in higher scores.

Relation Between Spot and Summative Scores

Spot observation scores and summative performance evaluation scores were highly correlated ($r = .70$ to $.79$). This result indicated summative scores were generally aligned with classroom observations.

What were the results of the total student achievement component of defining excellence?

Total Student Achievement

For TEI, teachers were classified into one of four categories (i.e., Category A, B, C, or D) based on which components were available for each teacher. Average total student achievement scores ranged between 20.6-21.2 for Category A/B teachers (out of 35 points)

and between 13.7-14.0 for Category C/D teachers (out of 20 points). First-year teachers earned the lowest average total student achievement scores, and scores for teachers with two or more creditable years of service remained relatively consistent as years of service increased, indicating more years of service did not necessarily result in higher scores.

Teacher-Level Student Achievement

The average teacher-level student achievement scores were 13.7 for Category A and 13.9 for Category B teachers, out of a possible 25 points.

Student Learning Objective (SLO) Points

In 2017-18, 81 percent of teachers received the maximum number of SLO points (five), an increase from 66 percent in 2015-16.

What were the results of the student experience component of defining excellence?

While there were statistically significant differences among the average percentage of positive student survey responses for elementary core teachers (86%), elementary non-core (79%), middle school (70%), and high school (72%) teachers, the practical differences were relatively small. Teachers with zero and at least 26 creditable years of service received the lowest average percentage of positive responses (72%). The average percentage of positive responses peaked at three to five creditable years of service.

What were the correlations among the defining excellence components?

Teachers with higher summative performance evaluation scores tended to have higher total student achievement scores (Category A/B: $r = .49$; Category C/D: $r = .31$). Teachers with a higher percentage of positive responses on the student survey tended to have slightly higher total student achievement scores (Category A: $r = .26$; Category C: $r = .23$). Lastly, teachers with higher summative performance evaluation scores tended to have a higher percentage of positive responses on the student survey ($r = .34$).

What were the results of the Distinguished Teacher Review (DTR) process?

A total of 2,148 teachers received DTR points. Most (88%) of these teachers successfully achieved a distinguished effectiveness level. These teachers represented 22 percent of all district teachers, a slight increase from 19 percent in 2015-16.

What were the results of the rewarding excellence (compensation) component of TEI?

Evaluation Scores

Average evaluation scores gradually increased as years of service increased and plateaued after six to seven creditable years of service, compared to three to five creditable years of service in 2015-16 and 2016-17.

Salary Increases

Most (95%) of the 7,992 full-time teachers with a TEI scorecard received pay increases from 2017-18 to 2018-19. Teachers with all effectiveness levels except Unsatisfactory received pay increases,¹ and, generally, teachers with higher effectiveness levels received higher salary increases.

What were retention rates for teachers?

Fifteen percent of 9,907 TEI teachers left the district during the 2017-18 school year. Forty-one percent of teachers with an Unsatisfactory effectiveness level were not retained, and the percentage of non-retained teachers decreased as effectiveness level increased. From 2015-16 to 2017-18, Unsatisfactory teachers continued to leave at higher rates than other effectiveness levels, indicating the Dallas ISD continued to retain effective teachers at higher rates than less effective teachers.

What were the results of TEI by high school feeder pattern?

The district average summative performance evaluation score was 78.3 (feeder pattern range: 70.9-84.3). The average total student achievement score for Category A/B teachers was 20.7 (feeder pattern range: 15.2-24.5), and for Category C/D teachers was 13.8 (feeder pattern range: 11.3-15.5). For Category A/C teachers, the district average student experience score was 8.1 (feeder pattern range: 5.9-9.2). The district percentage of teachers achieving DTR was 21.5 percent (feeder pattern range: 5.8%-45.3%).

What were the results of TEI by teacher groups?

The highest performing groups were teachers at majority white campuses, magnet campuses, and teachers who stayed in the district but moved out of TEI-coded positions. Teachers who left the district earned lower average scores than their counterparts who stayed in the district, and the average scores for teachers at majority Hispanic campuses were nearly identical to the district scores because 81 percent of

¹ Teachers received a one-time stipend if they maintained their effectiveness level from 2017-18 to 2018-19. This stipend was not included in teacher salaries.

teachers taught at majority Hispanic campuses. However, first-year teachers, Teach for America teachers, and teachers at Improvement Required, Intensive Support Network, and majority African American campuses generally performed below the district averages. These results were similar to 2015-16 (Douglas & Barton, 2017) and 2016-17 (Barton & Palladino, 2018).

What were teacher and administrator experiences with TEI?

TEI Knowledge, Overall Satisfaction, and Perception of Fairness

In 2017-18, most teachers (72%) and administrators (98%) reported at least intermediate TEI knowledge. Like previous years, administrators were more likely than teachers in 2017-18 to express satisfaction with TEI, and teacher satisfaction tended to increase with effectiveness level. Administrators and teachers with higher effectiveness levels were more likely than other teachers to perceive TEI as at least somewhat fair. Administrators and teachers also reported that challenges facing lower performing schools compared to higher performing schools was one of the most common reasons for perceived TEI unfairness.

Defining Excellence

Spot Observations, Extended Observations, and Summative Performance Evaluations

The rate of administrators who reported that they conducted summative evaluations for staff members with whom they had worked for an insufficient amount of time trended downward from 2015-16 (28%) to 2017-18 (17%). The rate who at least sometimes felt pressure to inflate teacher observation scores remained relatively consistent from 2015-16 (21%) to 2017-18 (22%). The rate of administrators and teachers with higher effectiveness levels who rated spot and extended observations and summative performance evaluations as helpful was higher than teachers with lower effectiveness levels. A similar pattern of administrators and teachers rated summative performance evaluation feedback and spot observation feedback as aligned or very aligned, which was consistent with previous years.

Student Experience Survey

In 2017-18, higher rates of administrators (72%) than teachers (52%) rated student experience survey feedback as helpful to teachers. In addition, while a higher rate of administrators (51%) and Proficient II and higher teachers (38%) than teachers with lower effectiveness levels (27%-30%) rated student experience survey data feedback as very or completely

accurate, a sizeable percentage did not perceive student survey feedback as accurate.

Supporting Excellence

Teachers rated campus professional development sessions and district Personalized Professional Learning and Development (P2LD) training as more helpful than district virtual P2LD training. Teachers and administrators agreed that additional professional development opportunities were most needed in classroom management and social-emotional learning.

Rewarding Excellence

From 2015-16 to 2017-18, a greater rate of administrators than teachers agreed that the TEI compensation system 1) supports the recruitment and retention of teachers, 2) differentiates salaries to reward teachers who perform well, 3) will positively affect the future of Dallas ISD teachers, and 4) will result in teachers making more money over time than the old system. Furthermore, less than half of administrators and less than a third of teachers reported that teacher salaries based on effectiveness level adequately recognize efforts to increase student achievement and encourage teachers to remain in campus-based positions

Two-Year TEI Trends (2015-16 to 2017-18)

Key trends from 2015-16 to 2017-18 included 1) trended upward: average summative performance evaluation scores, average evaluation scores, percentage of positive student survey responses, and administrator perceptions of the TEI compensation system; 2) remained consistent: correlations among the TEI components, the overall rate of teachers who left the district, the higher rate of low performing teachers than high performing teachers leaving the district, and the percentage of administrators who felt pressure to inflate teacher observation scores; and 3) trended downward: percentage of teachers who highly rated the alignment of summative and spot observation feedback, the percentage of teachers who rated TEI as at least somewhat fair, and teacher perceptions of helpfulness from student survey.

Recommendations

- **Review the following quantitative findings from the 2017-18 TEI evaluation to determine whether additional professional development or rubric calibration is needed for TEI:** 1) Middle school teachers earned lower summative evaluation ratings and a smaller percentage of positive responses on the student survey than high school and elementary school teachers; 2) 81 percent of teachers received all five SLO points in 2017-18, an increase from 66 percent in 2015-16;

3) weak to moderate correlations were found among the defining excellence components of TEI (i.e., summative performance evaluation, total student achievement, and student experience).

- **Determine whether the increase in average spot observation and summative evaluation performance scores from 2015-16 to 2017-18 was primarily due to improvements in teacher performance or to administrator pressure to increase scores.** While the average spot observation score remained consistent from 2015-16 to 2017-18, 22 percent of administrator respondents indicated they felt pressure to inflate scores, and summative evaluation performance scores trended upward from 2015-16 to 2017-18. Determining to what extent this pressure impacted spot observation and summative evaluation performance scores might improve the ability of TEI to identify effective teachers.
- **Continue efforts to compensate teachers based on classroom effectiveness rather than a traditional tenure-based compensation system.** A larger percentage of low performing teachers have left the district compared to higher performing teachers from 2015-16 to 2017-18. During this time, the overall percentage of teachers who left the Dallas ISD has remained relatively consistent. Furthermore, a larger percentage of low performing teachers have left the district compared to higher performing teachers from 2015-16 to 2017-18. In addition, creditable years of services has not been associated with higher scores on summative performance evaluation scores, total student achievement scores, or rates of positive responses on the student survey.
- **Review TEI results to address possible inequities in the district.** The highest performing groups were teachers at majority white campuses, teachers at magnet campuses, and teachers who stayed in the district but moved out of TEI-coded positions. In contrast, first-year teachers, Teach for America teachers, and teachers at IR, ISN, and majority African-American campuses generally performed below the district averages. Identifying the reasons that certain groups have performed below district averages on TEI-related measures may help address and remedy possible equity gaps.
- **Continue efforts to increase teacher knowledge of the TEI system.** While most teachers (72%) and almost all administrators (98%) reported an intermediate to advanced knowledge of TEI in 2017-18, 28 percent of teachers continued to report a basic or lower knowledge of the TEI system, indicating an opportunity for further training.

- **Continue efforts to address teacher and administrator concerns regarding the fairness of TEI.** The top reason teachers and administrators perceived low TEI fairness was challenges facing lower performing schools compared to higher performing schools. Evaluation rating cut points shifting annually was also ranked in the top five of concerns for administrators and most teachers. Increased communication regarding these concerns may improve administrator and teacher perceived fairness of TEI.
- **Continue to focus on expanding professional development opportunities for teachers.** Both teachers and administrators agreed that classroom management and social-emotional learning were in the top three most needed professional development topics. Furthermore, the professional development topics requested by teachers differed by effectiveness level. Addressing the professional development needs of teachers based on effectiveness levels might provide more specialized opportunities for professional growth.
- **Continue efforts to improve administrator and teacher perceptions that salaries based on effectiveness levels 1) adequately recognize their efforts to increase student achievement and 2) encourage them to stay in campus-based positions.** From 2015-16 to 2017-18, less than half of administrators (41% to 49%) and less than a third of teachers (27% to 30%) responded positively to these items. Agreement with both statements also differed by effectiveness level. Thus, improving administrator and teacher agreement with both items also could improve teacher perceptions of TEI and bolster acceptance of the system.

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2018-19 Evaluation of Public School Choice

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EA19-540-4

At-a-Glance

Public School Choice (PSC) is an initiative born out of the Office of Transformation and Innovation (OTI) to help all Dallas independent School District (ISD) students find their “best-fit school.” An important characteristic of the PSC initiative was the implementation of a schoolwide anchor model. Transformation Schools and Innovation Schools are the focus of this evaluation. In 2018-19, Dallas ISD operated nine Transformation Schools and 16 Innovation Schools. Transformation Schools were new schools without traditional attendance zones whereas Innovation Schools were existing schools and limited to the students within the school’s attendance zone.

The total amount available for 2018-19 was \$4,775,402. The funding amount included \$4,248,677 from district funds and \$526,725 from Title II funds. This was an increase from \$2,742,509 available for 2017-18. A component of the PSC initiative included budget autonomy, which allowed school administrators to decide how they allocated funds and allowed them to roll over funds for up to three years.

The purpose of this evaluation was to describe the 1) the characteristics of Transformation and Innovation Schools; 2) administrator and teacher perceptions of PSC; and 3) the outcomes of Choice School students.

Methodology

Contextual information was gathered from internal documents and interviews. Student data were extracted from the November 2018 Public Education Information Management System (PEIMS) file for analyses. The results of *TerraNova*, *SUPERA*, and the *State of Texas Assessments of Academic Readiness (STAAR)* 3-8 and *STAAR End of Course (EOC)* exams were extracted from Dallas ISD’s district files. PSC Survey, District Climate Survey and Student Experience Survey results were also analyzed. Frequency and crosstabs analyses were tabulated. The qualitative data were synthesized.

Implementation of Choice Schools

An important characteristic of the PSC initiative was the implementation of a schoolwide anchor model. Dallas ISD staff members used available resources (i.e., websites, books, and curriculum developers) to develop the model. OTI supported seven different anchor models among 25 schools: 1) Montessori; 2) science, technology, engineering, the arts, and mathematics (STEAM); 3) science, technology, engineering, and

mathematics (STEM); 4) leadership; 5) International Baccalaureate; 6) personalized learning; and 7) urban planning, architecture, and community development.

A total of 13,505 students attended a Choice School in 2018-19, which was an increase from 10,176 students in 2017-18. Most (n=10,648) attended an Innovation School and the remaining 2,857 students attended a Transformation School. Table 1 reports the characteristics of Dallas ISD Choice Schools. Most students were Hispanic (73.2%) and economically disadvantaged (82.7%); 46.6 percent were English Learners (ELs).

Table 1: 2018-19 Dallas ISD Choice Schools

Choice School and Anchor Model	Grades Served	Students N
Transformation Schools		
Montessori Academy (Montessori)	PK to 2	176
Mata ES (Montessori)	PK to 5	613
P.L. Prep (Personalized Learning)	PK to 2	203
Solar Preparatory School for Boys (STEAM)	PK to 2	220
Solar Preparatory School for Girls (STEAM)	K to 3	460
Hulcy STEAM MS (STEAM)	6 to 8	533
Ignite MS (Personalized Learning)	6	189
CityLab HS (Urban Planning)	9 to 10	147
IDEA HS (Personalized Learning)	9 to 12	316
<i>All Transformation Schools</i>		<i>2,857</i>
Innovation Schools		
De Zavala ES (Montessori)	PK to 5	443
Donald ES (Leadership)	PK to 5	432
Douglass ES (STEM)	PK to 5	540
Rogers ES (Personalized Learning)	PK to 5	507
Botello ES (Personalized Learning)	PK to 5	542
Chapel Hill Preparatory (Personalized Learning)	PK to 5	472
Geneva Heights ES (IB)	PK to 5	402
Lipscomb ES (IB)*	PK to 5	451
Kramer ES (IB)*	PK to 5	628
Preston Hollow ES (IB)*	PK to 5	453
Reagan ES (STEAM)	PK to 5	345
Richardson ES (Personalized Learning)	PK to 5	691
Weiss ES (Leadership)	PK to 5	511
Marsh PA (Personalized Learning)	6 to 8	963
Franklin International (IB)*	6 to 8	1,105
B. Adams HS (Leadership)	9 to 12	2,163
<i>All Innovation Schools</i>		<i>10,648</i>
All Choice Schools		13,505

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

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

Student and School Selection Processes

Students who lived in Innovation School attendance zones were automatically selected to attend, whereas, the Office of Transformation and Innovation (OTI) utilized a lottery process to select from the pool of student applicants for Transformation Schools. After the lottery process, OTI conducted an equity audit to ensure a wide range of socioeconomic diversity in the schools. Waitlisted students could be granted enrollment to meet equity goals.

Due to high demand, there were markedly more applications submitted than seats available across all four years of the initiative. Student acceptance rates were 43 percent of applied students in the spring of 2015, 38 percent in the spring of 2016, 36 percent in the spring of 2017, 59 percent in the spring of 2018, and 39 percent in the spring of 2019. Of the 1,132 students accepted to a Transformation School in the spring of 2019, it was positive that approximately 22 percent enrolled in prekindergarten at a Transformation School and approximately 19 percent were not enrolled in a Dallas ISD school but lived within Dallas ISD boundaries at the time of application (i.e., recaptured).

OTI established a rigorous three-step application process for school teams wanting to initiate a Choice School. The process required each team to submit a proposal to be reviewed by the School Choice Committee (SCC) followed by two rounds of interviews. During the 2018-19 application process, 14 applications were submitted, and 10 schools were selected to launch in 2019-20. One additional Choice School was absorbed into the PSC initiative.

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

Public School Choice Survey Results

Choice School staff members were asked to complete a PSC survey in April 2019. Results were positive

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

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

District Climate Survey Results

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

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

District Student Experience Survey Results

The district Student Experience Survey is administered to students in grades three to 12 each spring. The survey addresses five areas: 1) classroom environment, 2) expectations and rigor, 3) pedagogical effectiveness, 4) student engagement, and 5) supportive relationships. Students were asked to complete surveys for two of their teachers.

The district's Student Experience Survey results showed elementary Choice School student responses were more positive than secondary Choice School student responses. Elementary Innovation School student responses were higher than Transformation School and district student responses. Additionally, elementary Transformation School results increased on four scales from 2018 to 2019. In contrast, Transformation School student responses were more positive than Innovation School responses on the secondary Student Experience Survey. For spring 2019, secondary Transformation and Innovation School results were higher than the district on all five scales with one exception. Student survey results varied widely when reviewed by school.

Choice Student Outcome Results

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

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

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

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

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

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

While more discipline referrals were reported for 2018-19 Choice students compared to 2017-18, more students attended those schools in 2018-19. Fewer discipline referrals were reported for 2018-19 than in 2017-18 for the district. Most referrals were Level II and the least were Level IV. Reported offenses varied by campus.

Recommendations

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

- **Find ways to provide teachers more time to plan lessons under the Choice model.** PSC survey results indicated planning lessons within the model required more time of teachers than they felt they had.
- **Work to align Choice models to district and state expectations.** PSC survey results and interviews with principals revealed concerns over pressure to maintain fidelity to the Choice model while meeting state and district expectations.

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2018-19 Evaluation of Accelerating Campus Excellence (ACE)

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EA19-601-4

At-a-Glance

Formed in 2015-16, Accelerating Campus Excellence (ACE) aimed to transform schools by assigning strong leadership and effective teachers to struggling 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. 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 total budget for the 2018-19 ACE program was \$8,642,709, which was a decrease from \$9,885,862 in 2017-18.

The ACE program aimed to improve student achievement by focusing on three general components: *People, Learning, and Expectations*.

People. To accelerate factors related to people, ACE campuses were staffed with strong principals and effective teachers. Progress related was measured by examining 1) teacher retention rates, 2) Teacher Effectiveness Initiative (TEI) effectiveness levels, and 3) quintile scores¹ on the Culture of Feedback and Support section of the Climate Survey.

Learning. To accelerate factors related to learning, ACE staff members participated in supplemental professional development opportunities and committed to excellence in both academic and social-emotional learning. Progress was measured by examining 1) *Station's Indicators of Progress (ISIP)* Tier 1 rates, 2) *Assessment of Course Performance (ACP)* passing rates, and 3) *State of Texas Assessments of Academic*

Readiness (STAAR) performance standard attainment rates.

Expectations. To accelerate factors related to expectations, ACE campuses emphasized relationships among campus community members. Progress was measured by 1) disciplinary offense rates, 2) attendance rates, 3) Student Experience Survey favorable response rates, and 4) Parent/Guardian Survey favorable response rates.

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. When applicable, data were provided for ACE cohorts and the Dallas ISD. For comparison purposes, the evaluators also used data from previous years to track longitudinal changes for each ACE cohort, when applicable.²

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

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 (36%), and 10 percent were enrolled in special education. 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 higher. The 11 ACE principals were 64 percent female, 64 percent African American, 27 percent Hispanic, and most held at least a master's degree (91%).

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

Teachers. In response to an online survey in 2018-19, teacher perceptions of the ACE program were generally positive. At least 59 percent of ACE teachers reported that each key factor (i.e., instructional rigor, data analysis and professional learning communities,

¹ A quintile is any of five equal groups into which a population can be divided according to the distribution of values of a particular variable. A positive quintile score indicates scores in the fourth or fifth quintile.

² Previous data for all ACE cohorts were reported for the year before entering the ACE program and for 2017-18.

balanced literacy, social-emotional learning) was implemented effectively. Twenty-seven percent of ACE teachers selected improved behavioral management support as the most important potential change that could improve future success. Fifty-four percent of teacher respondents agreed that parents of students at their campuses were engaged with their child's progress. Almost half of respondents (46%) reported that they would recommend that a colleague accept a position at an ACE campus.

Principals/Assistant Principals. In response to an online survey, combined ACE administrator perceptions were generally positive. In 2018-19, at least 58 percent of ACE administrators reported that they believed that each key factor (i.e., instructional rigor, data analysis and PLC, balanced literacy, social-emotional learning) was implemented effectively. They considered the greatest change that could improve future success to be improved behavioral management support (27%). The majority of ACE administrators reported that parents of students at their campuses were engaged with their children's progress (73%). Lastly, most administrator respondents indicated that they would recommend that a colleague accept an administrative (87%) or teaching position (87%) at an ACE campus.

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

Teacher retention. The teacher retention rate for ACE 2.0 (64%) did not meet the objective of exceeding the district rate (70%). While the retention rate for ACE Leadership 3.0 was 30 percent, this result was expected because 2018-19 was the first year of participation in the ACE program.

Climate survey. In spring 2019, two ACE 2.0 (Carr/Carver and Titcher) and four ACE Leadership 3.0 campuses (Chavez, Dunbar, Hotchkiss, King) 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.

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

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. In 2018-19, the rate of ACE 2.0 (range: 63% to 97%) and ACE Leadership 3.0 (range: 56% to 78%) students who read on grade level trended upward for most six-week periods for all grade levels and eventually exceeded district rates (range: 47% to 62%).

From 2016-17 to 2018-19, ACE 2.0 exceeded district growth across the board. The percentage of ACE 2.0 students reading on grade level for kindergarten (K) to grade two trended upward by at least 33 percentage points for combined English and Spanish. From 2017-18 to 2018-19, ACE Leadership 3.0 matched or exceeded 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.

ACP. 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 this objective on 19 (86%) of 24 fall exams.

STAAR. ACE 2.0 and ACE Leadership 3.0 students met the goal of achieving rates at least within 10 percentage points of the district for all subjects at the Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters) performance standards.

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 at least within 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 district rates. In addition, ACE Leadership 3.0 had the highest percentage of all groups examined of students at the Accelerated level for mathematics (39%) and reading (35%).

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

Disciplinary offenses. While the average rate of discipline offenses at ACE 2.0 and ACE Leadership 3.0 elementary campuses exceeded district rates in 2018-19, 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 to 2018-19, but these campuses successfully reduced their disciplinary

offenses by 1,182 (79%) over two years of program participation. 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 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.

For ACE 2.0, the overall percent favorable ratings from 2016-17 to 2018-19 increased for elementary schools (76% to 87%) and for middle schools (62% to 74%). 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 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.

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

Climate survey. Overall, ACE 1.0 campuses struggled during and after the program with 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 the Culture of Feedback and Support 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.

STAAR. 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. While the rate of ACE 1.0 students achieving the Approaches+, Meets+, and Masters performance standards trended downward from 2017-18 to 2018-19, the rates in 2018-19 remained higher than pre-ACE levels

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 percentages of students with Expected or Accelerated ratings for mathematics and reading were slightly below the district, indicating a need for caution to avoid further erosion of strong past gains.

Disciplinary offenses. In addition, 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 ACE 1.0 reported a slight increase in total offenses 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%).

What were the 2018 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 designation.³ 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

³ 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.

(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.

Recommendations

- **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.

Reference

Palladino, D. K. & Barton, M. (2018). 2017-18 Evaluation of Accelerating Campus Excellence (ACE). Dallas, TX. Dallas Independent School District.

An electronic version of this report as well as the full 2018-19 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2018-19 Evaluation of The City Year Program

Larry W. Featherston, Ph.D.

EA19-606-4

At-a-Glance

City Year Dallas (City Year) proposed to provide Dallas Independent School District (Dallas ISD) with an academic and behavioral intervention program designed to help students at risk of dropping out to stay in school, make positive behavioral changes and get back on track to graduate. City Year's student intervention and support model, WHOLE SCHOOL, WHOLE CHILD™ (WSWC), places teams of trained young adults in schools (a minimum of eight per school) who serve every day for one full academic year. City Year uses AmeriCorps members trained to provide support to students, teachers and the wider school community to help accelerate student learning and performance. AmeriCorps members focus on indicators that place students at increased risk for dropping out of school: low attendance, poor behavior, or course failure in English Language Arts (ELA) and mathematics.

Based on the 2018-2019 City Year service contract with Dallas ISD, AmeriCorps members were to work closely with the school principal and teachers to deliver a suite of interconnected services to improve student, classroom, and whole-school outcomes. Services included:

- additional capacity in the classroom, supporting classroom management and providing and enabling differentiated instruction;
- use of data to monitor student progress and better meet student needs;
- one-on-one and small group instruction in ELA and mathematics with embedded socio-emotional supports;
- extended-day activities including afterschool programming, homework assistance, enrichment curricula and civic projects that build and serve the community;
- small group socio-emotional skill building session; and
- whole school activities that improve conditions for learning, engage families and inspire civic engagement.

For the 2018-19, 2019-20 and 2020-21 school years, City Year aimed to deploy at least 70 and no more than 145 AmeriCorps members per year to high need schools in the Dallas ISD. The total number of AmeriCorps members assigned to a school varied based on school enrollment and need, with a minimum team size of eight AmeriCorps members. During the 2018-19 school year, City Year partnered with the following nine schools:

- J. P. Starks Math, Science and Technology Vanguard: eight AmeriCorps members.
- Maple Lawn Elementary School (ES): eight AmeriCorps members
- R. Q. Mills Elementary School (ES): eight AmeriCorps members
- E. B. Comstock Middle School (MS): ten AmeriCorps members
- Oliver W. Holmes Humanities/Communications Academy: nine AmeriCorps members
- Francisco "Pancho" Medrano Middle School (MS): nine AmeriCorps members
- Franklin D. Roosevelt High School (HS): eight AmeriCorps members
- H. Grady Spruce High School (HS): nine AmeriCorps members
- W. T. White High School (HS): eight AmeriCorps members

Purpose and Methods of the Evaluation

The purpose of this evaluation was to assess the effectiveness of attendance, behavioral, and academic support services provided to Dallas ISD students by City Year in 2018-19. Student characteristics, attendance, disciplinary referrals, *State of Texas Assessments of Academic Readiness 3-8 (STAAR 3-8)* performance data, and *STAAR End-of-Course (STAAR EOC)* performance data were extracted from district data files and matched to a City Year program services file provided to evaluator on May 29, 2019.

Program Funding

In 2018-19, City Year received financial support from Dallas ISD Student Services department. Total financial support requested from Dallas ISD Student Services department was \$690,000 and varied by school:

- J. P. Starks ES - \$80,000
- Maple Lawn ES- \$80,000
- R. Q. Mills ES- \$30,000
- E. B. Comstock MS- \$90,000
- O. W. Holmes MS- \$80,000
- Francisco Medrano MS - \$90,000
- Franklin D. Roosevelt HS - \$80,000
- H. Grady Spruce HS - \$80,000 and
- W. T. White HS - \$80,000

Student Demographics

In school year 2018-19, City Year provided a total of 13,372.8 hours of support services to 1,032 grade 2 through grade 9 students in nine schools, representing

23.1 percent of the student grade level enrollment at those schools ($N=4,473$). A larger proportion of students were served at R. Q. Mills MS (68.8%) and J.P. Sparks ES (52.6%). Schools with the largest number of students served were Oliver W. Holmes ES ($n=146$), Comstock MS ($n=143$), Spruce HS ($n=141$), and Francisco Medrano MS ($n=133$) (Table 1).

Table 1: 2018-19 Percentage of Students Served by City Year by School

Campus (Grades Served)	Total N	n	%
Starks ES (2-5)	209	110	52.6
Maple Lawn ES (3-5)	346	103	29.8
Mills ES (3-5)	125	86	68.8
Comstock MS (6-8)	778	143	18.4
Medrano MS (6-8)	927	133	14.3
Holmes MS (6-8)	694	146	21.0
Roosevelt HS (9)	250	69	27.6
White HS (9)	597	101	16.9
Spruce HS (9)	547	141	25.8
Total	4,473	1,032	23.1

Source: City Year data file (5/29/2019). Public Education Information Management System (PEIMS) district data file (10/26/2018).

Note: ES=Elementary School. MS=Middle School. HS=High School. Students who withdrew from the district ($n=33$) or moved to a Non-City Year campus ($n=21$) during the school year were excluded from analyses.

The largest number of students served were in grade 9 ($n=311$, 30.1%) while the smallest number of students served were in grade 2 ($n=30$, 2.9%) (Table 2). Most students who received services were Hispanic ($n=599$, 58.0%) or African American ($n=398$, 38.6%). Almost half of the students who received services were English Learners ($n=457$, 44.3%) while most students were classified as economically disadvantaged ($n=978$, 94.8%) (Table 3).

Table 2: 2018-19 Students Served by City Year by Grade

Grade	n	%
2	30	2.9
3	89	8.6
4	113	11.0
5	67	6.5
6	93	9.0
7	179	17.3
8	150	14.5
9	311	30.1
Total	1,032	99.9

Source: City Year data file (5/29/2019). Public Education Information Management System (PEIMS) district data file (10/26/2018).

Note: Percentage does not add to 100 due to rounding.

Table 3: 2018-19 Demographic Characteristics of Students Served by City Year

Subgroup	n	%
Gender		
Male	512	49.6
Female	520	50.4
Ethnicity		
Hispanic/Latino	599	58.0
African American	398	38.6
White	21	2.0
Other	14	1.4
English Proficiency		
Non-EL	575	55.7
Current or Monitored EL	457	44.3
Special Education Status		
Not Receiving Services	1,000	96.9
Receiving Services	32	3.1
Economically Disadvantaged		
No	54	5.2
Yes	978	94.8

Source: City Year data file (5/29/2019). Public Education Information Management System (PEIMS) district data file (10/26/2018).

Note: EL= English Learner.

Program Outcomes

Attendance and Discipline Referrals

During the 2018-19 school year, City Year provided a total of 1,246.2 hours of attendance support to 357 students. Students in the same grade level who did not receive attendance support services from City Year in the nine schools were used as a comparison group. The percentage of days attended by City Year students was lower than the percentage of days attended by Non-City Year students across almost all campuses (Table 4).

Overall, from 2017-18 to 2018-19, percent days attended decreased for both City Year students (-1.4%) and Non-City Year students (-1.3%). While these overall changes were statistically significant, they were not practically significant for either group ($d=.15$). A statistically and practically significant decrease in percent days attended was found for both groups at Roosevelt HS, Spruce HS, and White HS. Cohen's d effect sizes ranged from a small effect size of .24 (City Year students at Roosevelt HS) to a large effect size of .88 (City Year students at White HS). There was a statistically and practically significant increase ($d=.30$) in percent days attended (1.4% increase) for City Year students at Stark ES as well as a practically significant increase ($d=.31$) in percent days attended (1.5% increase) for City Year students at Maple Lawn ES.

Table 4: Percentage of Days Attended by School for City Year and Non-City Year Students for 2017-18 and 2018-19

Campus	n	% Days Attended		Diff.	d
		2018	2019		
City Year					
Starks ES	46	92.8	94.2	1.4*	.30
Maple Lawn ES	39	93.4	94.9	1.5	.31
Mills ES	23	93.9	94.6	0.7	.11
Comstock MS	43	92.0	90.6	-1.4	.15
Medrano MS	40	90.8	89.2	-1.6	.17
Holmes MS	48	89.1	88.0	-1.1	.11
Roosevelt HS	25	87.6	84.7	-2.9*	.24
White HS	24	95.5	90.0	-5.5*	.88
Spruce HS	45	90.2	85.2	-5.0*	.45
Total	333	91.6	90.2	-1.4*	.15
Non-City Year					
Starks ES	149	95.9	95.8	-0.1	.02
Maple Lawn ES	276	97.1	97.5	0.4	.12
Mills ES	95	95.1	95.6	0.5	.11
Comstock MS	687	95.8	95.0	-0.8*	.13
Medrano MS	832	96.9	96.3	-0.6*	.11
Holmes MS	596	94.2	93.4	-0.8*	.09
Roosevelt HS	177	91.4	86.7	-4.7*	.33
White HS	478	95.7	93.0	-2.7*	.27
Spruce HS	449	93.1	89.9	-3.2*	.27
Total	3,739	95.3	94.0	-1.3*	.15

Source: City Year data file (5/29/2019). District attendance file dated June 4, 2019.

Note: Only students who had attendance data for both school years were included in the analysis. Diff.=Difference between the average percent days attended for each school year. *= statistical significance of $p < .05$. Cohen's d values of .20, .50, and .80 are considered small, medium, and large, respectively (Cohen, 1992).

During the 2018-19 school year, City Year provided a total of 2,106.26 hours of social emotional support services to 659 students. Students in the same grade level who did not receive social emotional support services from City Year in the nine schools were used as a comparison group. Overall, a lower percentage of City Year students received disciplinary referrals compared to Non-City Year students (Table 5).

Overall, from 2017-18 to 2018-19, the percentage of disciplinary referrals increased for both City Year students (3.1%) and Non-City Year students (2.4%). However, a decrease in the percentage of disciplinary referrals was found at Holmes MS for both City Year students (-0.2%) and Non-City Year students (-0.8%). A decrease in the percentage of disciplinary referrals was also found for City Year students at Maple Lawn ES (-0.5%) and Miles ES (-0.2%).

Table 5: Discipline Referrals by School for City Year and Non-City Year Students for 2017-18 and 2018-19

Campus	N	City Year		Non-City Year	
		n	%	n	%
2017-18					
Starks ES	6	1	0.2	5	0.1
Maple Lawn ES	16	5	0.8	5	0.1
Mills ES	3	1	0.2	2	0.1
Comstock MS	300	20	3.0	116	3.0
Medrano MS	64	1	0.2	29	0.8
Holmes MS	102	3	0.5	45	1.2
Roosevelt HS	66	2	0.3	23	0.6
White HS	93	5	0.8	44	1.2
Spruce HS	259	9	1.4	81	2.1
Total	909	47	7.4	350	9.2
2018-19					
Starks ES	26	2	0.3	11	0.3
Maple Lawn ES	21	2	0.3	8	0.2
Mills ES	6	0	0.0	6	0.2
Comstock MS	421	27	4.1	169	4.4
Medrano MS	88	3	0.5	41	1.1
Holmes MS	49	2	0.3	16	0.4
Roosevelt HS	66	6	0.9	25	0.7
White HS	94	6	0.9	49	1.3
Spruce HS	429	21	3.2	115	3.0
Total	1,200	69	10.5	440	11.6

Source: City Year data file (5/29/2019). District discipline file dated July 18, 2019.

Note: N=Total number of referrals. Referrals include all types of disciplinary referrals. n=Number of students with one or more referrals. %=Percent of students who received a disciplinary referral out of the 659 City Year students and 3,814 Non-City Year students respectively. Statistical significance testing was not performed due to small sample sizes at each campus.

Academic Achievement

During the 2018-19 school year, City Year provided a total of 2,951.09 hours of literacy support to 259 students and a total of 4,393.86 hours of mathematics support to 363 students. Students in the same grade level who did not receive literacy or mathematics support services from City Year in the nine schools were used as a comparison group. Overall, analysis of STAAR and STAAR EOC data revealed that results for City Year students were mixed.

In 2018-19, a lower percentage of City Year students were at Approaches Grade Level or Above (Approaches+) compared to Non-City Year students on grades 3 through 6 STAAR reading and grades 3, 4, and 8 STAAR mathematics (Table 6). However, a larger percentage of City Year students were at Approaches+ on grades 7 and 8 STAAR reading and grades 5 through 7 STAAR mathematics. The percentage of City Year students at Approaches+ was higher on the Algebra I EOC and English I EOC compared to the percentage of Non-City Year students.

Table 6: STAAR 3-8/STAAR EOC Approaches Grade Level or Above Rates for City Year and Non-City Year Students for 2017-18 and 2018-19

Subject	Grade	n	% Approaches+		Diff.	d
			2018	2019		
City Year						
Reading	3	39	-	59.0	-	-
	4	58	77.6	53.4	-24.2*	.52
	5	26	46.2	73.1	26.9*	.56
	6	41	82.9	31.7	-51.2*	1.20
	7	64	56.3	65.6	9.3	.19
	8	69	62.3	82.6	20.3*	.47
English I EOC		127	93.7	62.2	-31.5*	.86
Mathematics	3	38	-	63.2	-	-
	4	46	65.2	63.0	-2.2	.04
	5	30	86.7	90.0	3.3	.10
	6	19	84.2	68.4	-15.8	.37
	7	56	71.4	55.4	-16.0*	.34
	8	32	28.1	84.4	56.3*	1.36
Algebra I EOC		95	89.5	88.4	-1.1	.03
Non-City Year						
Reading	3	165	-	73.3	-	-
	4	131	63.4	59.5	-3.9	.08
	5	169	70.4	85.2	14.8*	.36
	6	662	82.9	48.2	-34.7*	.79
	7	630	42.4	54.9	12.5*	.25
	8	652	56.1	76.2	20.1*	.44
English I EOC		848	72.8	58.8	-14.0*	.30
Mathematics	3	166	-	77.7	-	-
	4	143	76.2	74.1	-2.1	.05
	5	164	78.0	87.8	9.8*	.26
	6	683	81.4	65.6	-15.8*	.37
	7	491	44.4	54.4	10.0*	.20
	8	709	63.8	89.1	25.3*	.64
Algebra I EOC		826	83.9	86.2	2.3	.06

Source: District State of Texas Assessments of Academic Readiness (STAAR) data file dated June 13, 2019.

Note: Only students who had STAAR data for both school years were included in the analyses. English II EOC results not reported due to minimum sample size not being met. --Not applicable since STAAR is first administered in grade 3. Diff.=Difference. EOC=End of Course. Approaches+= Approaches Grade Level or Above. *= statistical significance. Cohen's d values of .20, .50, and .80 are considered small, medium, and large, respectively (Cohen, 1992).

Overall, from 2017-18 to 2018-19, the percentage at Approaches+ decreased for City Year students on 7 out of 12 STAAR tests compared to Non-City Year students who only decreased on 5 out of 12 STAAR tests. A statistically and practically significant decrease was found for City Year students on grade 4 and 6 STAAR reading ($d=.52$ and 1.2 , respectively), grade 7 STAAR mathematics ($d=.34$), and English I EOC ($d=.86$) while Non-City Year students had a statistically and practically significant decrease on grade 6 STAAR reading and mathematics ($d=.79$ and $.37$, respectively) and English I EOC ($d=.30$). A practically significant decrease was also found for City Year students on grade 6 STAAR mathematics ($d=.37$). A larger statistically and practically significant increase was

found for City Year students on grade 5 and 8 STAAR reading ($d=.56$ and $.47$, respectively) and grade 8 STAAR mathematics ($d=1.36$) compared to Non-City Year students on the same tests ($d=.36$, $.44$, and $.64$, respectively).

Recommendations

- **Include implementation data in evaluation.** Survey and interview data from AmeriCorps members, teachers, and students should be incorporated into future evaluations to broaden the interpretability of outcome data.
- **Continue improvements in data integrity.** Data collected by City Year included intensity or dosage of support for each general category of support (i.e. literacy, mathematics, SEL) services provided to students. However, to further distinguish and determine the effects of specific support services, City Year should document the specific type of support (i.e. reading tutoring, writing tutoring, etc.) service provided to students.
- **Include measures of SEL in evaluation.** City Year provided social and emotional support services to nearly twice ($n=659$) as many students than any other support service. A direct measure of students' social and emotional learning would help distinguish the direct impact of these services compared to using the district's discipline data file, which only provides an indirect measure of behavioral outcomes.

Reference

Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155–159.

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2018-19 Evaluation of Early College High School Programs

Nick Grimberg, M.S.

EA19-612-4

At-a-Glance

An Early College High School (ECHS) is a high school that provides traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. Students become familiar with the effort required to successfully complete college-level coursework while in high school and can enter the workforce with a work-ready skill upon graduation. Each ECHS has a higher education partner and offers its own academic pathway leading to an associate degree (Table 1). In addition to five existing traditional ECHSs (Trinidad Garza, Kathlyn Joy Gilliam Collegiate Academy, Wright L. Lassiter Jr., W.W. Samuell, and H. Grady Spruce), 18 campuses have received a Pathway to Technology Early College High School (P-TECH) designation since 2016, eight in the fall of 2016 and 10 in the fall of 2017, bringing the total number of Early College High Schools to 23. P-TECHs are similar to traditional early college high schools but with an industry partner that provides mentoring and workplace skills. In addition to the potential to earn an associate degree, students can earn industry certificates in their selected career pathways and gain opportunities potentially leading to paid internships and job placement after graduation.

Table 1: 2018-19 Dallas ISD Early College High Schools and Education Partners

Early College High Schools	Higher Education Partner
Bryan Adams	Eastfield College
W.H. Adamson	El Centro College
David W. Carter	Cedar Valley College
Emmett J. Conrad	Richland College
Trinidad Garza	Mountain View College
Kathlyn Joy Gilliam	Cedar Valley College
Hillcrest	Richland College
Thomas Jefferson	Brookhaven College
Justin F. Kimball	Mountain View College
Dr. Wright L. Lassiter Jr.	El Centro College
Lincoln	El Centro College
James Madison	El Centro College
Moisés Molina	Mountain View College
North Dallas	Brookhaven College
L.G. Pinkston	El Centro College
Franklin D. Roosevelt	El Centro College
W.W. Samuell	Eastfield College
Seagoville	Eastfield College
South Oak Cliff	Mountain View College
H. Grady Spruce	Eastfield College
Sunset	Mountain View College
W.T. White	Brookhaven College
Wilmer-Hutchins	North Lake College

Source: ECHS program documents.

The ECHS model begins in grade nine as students are only accepted into the program as freshmen. They matriculate as a cohort as they progress through high school. The total 2018-19 budget for ECHS campus-level organizations was \$11,871,142 which was higher than 2017-18 (\$10,458,764).

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine the implementation of the ECHS program based on outlined program goals and objectives. The evaluation examined the source and amount of funding for the program, outlined the context and components of the program, examined ECHS student characteristics, and analyzed dual credit, degree, certification, achievement, attendance, retention and graduation outcomes. The evaluation team reviewed program documents and corresponded with program staff to provide data for the context and components of the ECHS program. The evaluator conducted frequency and crosstab analyses to examine various academic outcomes.

What were the components of Early College High Schools?

School Design

Three of the 23 ECHSs were designed as “stand alone.” and solely educate ECHS students (Garza, Gilliam, and Lassiter). The remaining 20 schools were designed as a “school within a school” facility and are housed on comprehensive high school campuses. ECHS students spend grades nine and ten taking core courses in a dedicated wing while attending classes for fine arts, health, physical education, and foreign languages at the comprehensive high school. The district provided transportation to and from college partner campuses, as needed. ECHS students from these 20 campuses are expected to spend grades eleven and twelve on their DCCCD partner campus.

Student Applications

Dallas ISD had an enrollment goal of approximately 100 to 125 students per campus per year. Between December and the end of January, the district accepted online applications from grade eight students who expect to be promoted to the grade nine the following school year. Students from across the district could select their top three choices among the district's ECHSs. All students who applied participated in an interview. Acceptance letters were sent to applicants in March.

Campus Staffing

Dedicated ECHS staff include one assistant principal to serve as campus administrator, one workplace learning coordinator, one dedicated counselor, and one dedicated clerk.

Pathways and Industry Partners

ECHS P-TECH students selected pathways to guide their progress from grade nine toward a specialized field. To supplement education related to selected pathways, industry partners provided students with related hands-on learning experiences. Partnership with industry partners provided students with essential mentoring, internship opportunities, and other support to prepare them to enter the workforce career-ready. The career pathways available to students ranged from health sciences, business administration and management, information technology, pre-engineering, network administration and support, hospitality management, and law enforcement, among others.

Texas Success Initiative Assessment (TSIA)

To be eligible for dual credit coursework, ECHS students were required to demonstrate college readiness by achieving the minimum passing standard on The *Texas Success Initiative Assessment (TSIA)*.¹ Results of the *TSIA* indicated whether students were ready for college-level course work in the areas of reading, writing, and mathematics. Students who did not pass the exam after the first two tries on the campus of a higher education partner could take advantage of additional testing opportunities through the district. The goal for ECHS students was to meet the minimum standard on the *TSIA* by the end of grade ten.

Summer Bridge Program

Dallas ISD ECHS partnered with DCCCD to offer a summer bridge program. The goal of this two-week long program was to prepare incoming grade nine students to meet *TSIA* requirements. The summer bridge program in 2018-19 ran from the week of June 11th through June 15th and June 18th through June 22nd. Attendance was not mandatory. There were 1,983 incoming ECHS students who attended at least one day of the summer bridge program (83.9% of all incoming freshmen).

What were the characteristics of Early College High School students?

There were 6,143 Dallas ISD students enrolled in an ECHS in 2018-19. Enrollment has increased from 1,453 students in 2015-16 to 6,143 in 2018-19 due to expansion. As shown in Table 2, three quarters (75.5%)

of ECHS students were in grade nine (38.5%) or grade ten (37.0%). There were more female ECHS students (55.7%) than male students (44.3%). A small percentage of ECHS students received special education services ($n = 169$, 2.8%). A higher percentage of ECHS students were economically disadvantaged (83.9%) than Dallas ISD high school students (78.7%).

Table 2: Early College High School and District Student Characteristics: 2018-19

Variable	ECHS		Dallas ISD High Schools	
	<i>n</i>	%	<i>n</i>	%
Grade				
Grade 9	2,364	38.5	12,192	30.0
Grade 10	2,272	37.0	10,605	26.1
Grade 11	1,131	18.4	9,398	23.1
Grade 12	376	6.1	8,500	20.9
Race/Ethnicity				
Hispanic	4,459	72.6	28,925	71.3
African American	1,425	23.2	8,645	21.3
White	103	1.7	1,902	4.7
Asian	78	1.3	580	1.4
Other	58	0.8	514	1.3
Gender				
Female	3,422	55.7	20,414	50.2
Male	2,721	44.3	20,281	49.8
English Learner				
English Learner	1,903	31.0	13,365	32.8
Special Education				
SPED	169	2.8	3,494	8.6
Socioeconomic Status				
Econ Dis	5,154	83.9	32,017	78.7
At Risk				
At Risk	2,348	38.2	17,329	42.6

Source: District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018.

Note: ECHS = Early College High School. Econ Dis = economically disadvantaged. Percentages may not equal 100 when added together due to rounding. Totals may differ due to missing data in some variables (e.g., ethnicity).

How many associate degrees and dual credits did Early College High School students earn?

Dual Credits Earned

Despite representing 15.1 percent of all Dallas ISD high school students, ECHS students completed slightly more than three-quarters (77.5%, $n = 17,663$) of all dual credit courses in the district in 2018-19. ECHS students, across all grades, completed an average of 2.9 dual credit courses (Table 3). ECHS students in grade 11 on average completed more dual credit courses (6.0) than students in grade 12 (4.4), grade 10 (2.9), and grade 9 (1.1). The highest number of dual credit courses completed on average were earned at Lassiter (5.3), Garza (4.7), Pinkston (4.0), Spruce (3.9), Conrad (3.7),

¹ In addition, students were required to have completed any prerequisite coursework.

and Carter (3.5). A slightly higher percentage of ECHS students passed a dual credit course (90.8%) than non-ECHS students (87.9%) at comprehensive P-TECH campuses

Table 3: Average Number of Dual Credit Courses Completed by ECHS Students by Grade: 2018-19

Campus	Grade Level				All Grades
	9	10	11	12	
Adams	0.9	3.0	N/A	N/A	1.8
Adamson	0.6	2.6	N/A	N/A	1.6
Carter	0.5	1.6	5.5	N/A	3.5
Conrad	0.6	4.6	6.6	N/A	3.7
Garza	5.4	4.5	6.1	2.7	4.7
Gilliam	1.4	3.0	4.9	4.6	3.3
Hillcrest	0.9	4.0	N/A	N/A	2.4
Jefferson	1.1	3.1	4.5	N/A	2.9
Kimball	0.8	3.3	N/A	N/A	2.1
Lassiter	3.4	6.0	7.4	4.5	5.3
Lincoln	0.2	2.3	N/A	N/A	1.1
Madison	0.8	2.8	4.1	N/A	3.4
Molina	1.0	4.0	N/A	N/A	2.5
N. Dallas	0.6	1.3	N/A	N/A	1.0
Pinkston	1.5	3.2	7.2	N/A	4.0
Roosevelt	0.8	2.4	6.6	N/A	2.9
Samuell	0.0	2.1	6.6	5.0	3.2
Seagoville	1.4	1.5	7.6	N/A	3.2
SOC	0.6	1.3	4.6	N/A	2.1
Spruce	0.3	2.7	7.1	6.4	3.9
Sunset	0.8	2.5	N/A	N/A	1.6
White	0.3	1.7	N/A	N/A	1.0
W-Hutchins	1.2	3.2	N/A	N/A	2.1
Total	1.1	2.9	6.0	4.4	2.9

Source: District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018. District course file: 08/14/2019.

Note: ECHS = Early College High School. N. Dallas = North Dallas. SOC = South Oak Cliff. N/A = not applicable; no students were enrolled.

Associate Degrees Awarded

More graduating grade 12 ECHS students received an associate degree in the fall and spring of 2018-19 ($n = 232$) than ECHS students in the fall, spring, and summer terms of 2017-18 ($n = 197$) and 2016-17 ($n = 177$). More associate of science degrees were awarded to ECHS students ($n = 186$, 80.2%) than associate of arts ($n = 26$, 11.2%) or associate of applied science ($n = 20$, 8.6%) degrees. Students at Garza received the highest number of associates degrees ($n = 79$, 34.1%) in 2018-19 followed by Samuell ($n = 52$, 22.4%), Gilliam ($n = 41$, 17.7%), Lassiter ($n = 40$, 17.2%), and Spruce ($n = 20$, 8.6%).

How many industry-based certifications did Early College High School students earn in 2018-19?

Overall, 633 ECHS students took 787 industry-based certification exams in 2018-19. Fewer ECHS students received an industry-based certification in 2018-19 than 2017-18 ($n = 966$). Almost every certification exam was passed (99.7%). Non-ECHS students at comprehensive P-TECH campuses demonstrated a

lower certification pass rate (90.8%), a difference of 8.9 percentage points.

How was the academic performance of Early College High School students on achievement assessments?

Texas Success Initiative Assessment (TSIA)

There were 1,451 ECHS students who took the TSIA reading exam one or more times in 2018-19. More ECHS students took the TSIA writing exam at least once ($n = 976$) in 2018-19 than the TSIA mathematics exam ($n = 795$). Seventy-four percent (74.4%) of tested ECHS students passed the TSIA writing exam which was higher than TSIA mathematics (43.9%) and TSIA reading (36.3%).

State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)

A higher percentage of ECHS students were at the Approaches+ and Meets+ standards than non-ECHS students on every STAAR EOC exam (Table 4). ECHS students performed at the highest levels of achievement on U.S. History EOC (97.9% at Approaches+, 80.5% at Meets+), Algebra I EOC (95.0% at Approaches+, 78.3% at Meets+), and Biology EOC (95.6% at Approaches+, 74.1% at Meets+).

Table 4: Early College High School and Non-Early College High School Students at Approaches+ and Meets+ by STAAR EOC Exam: 2018-19

Campus	ECHS Students		Non-ECHS Students		Diff. (%)
	N	%	N	%	
Approaches+					
Algebra I	1,526	95.0	4,473	84.1	10.9
English I	2,255	83.0	5,054	50.3	32.7
English II	2,185	86.0	4,446	53.7	32.3
Biology	2,275	95.6	4,914	81.1	14.5
U.S. History	1,576	97.9	5,010	91.7	6.2
Meets+					
Algebra I	1,526	78.3	4,473	55.8	22.5
English I	2,255	68.4	5,054	32.5	35.9
English II	2,185	68.3	4,446	32.3	36.0
Biology	2,275	74.1	4,914	43.7	30.4
U.S. History	1,576	80.5	5,010	66.8	13.7

Source: STAAR EOC data file: 06/04/2019. District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018.

Note: ECHS = Early College High School. Non-ECHS = students enrolled in a comprehensive high school containing Early College High School programs but not participating in such programs. N = number of students tested. Diff. = difference. Rates only include first time testers for the first and second administrations.

What were the attendance, retention, and graduation rates of Early College High School students?

Attendance

The 2018-19 average attendance rate for ECHS students was higher than non-ECHS students (96.4% ECHS versus 91.4% non-ECHS). Attendance rates for ECHS campuses ranged between 93.2 percent and 98.8 percent.

Student Retention and Graduation

Overall, 94.3 percent of the 2017-18 ECHS grade nine cohort remained enrolled in an ECHS program in 2018-19. Retention rates for ECHS students were higher than the district retention rates for non-ECHS students at the same campuses during the same timeframe (94.3% versus 78.6%, respectively). Four-fifths (80.7%) of the 2016-17 ECHS grade nine cohort remained enrolled in an ECHS program in 2018-19. Retention rates for ECHS students were higher than the district retention rates for non-ECHS students at the same campuses during the same timeframe (80.7% versus 61.0%, respectively).

The 2014-15 ECHS cohort had the highest four-year graduation rate (90.0%) followed by the 2015-16 cohort (88.5%) and 2013-14 cohort (88.3%) (Table 5). A significantly higher percentage of grade nine ECHS students graduated from Dallas ISD in four years than all district grade nine students in 2016-17 (27.0 percentage point difference), 2017-18 (29.0 percentage point difference), and 2018-19 (28.1 percentage point difference).

Table 5: Dallas ISD Four-Year Graduation Rates of Grade Nine Early College High School Cohorts by Campus

Campus	2013-14 Cohort		2014-15 Cohort		2015-16 Cohort	
	N	%	N	%	N	%
Garza	103	93.2	105	96.2	112	96.4
Gilliam	100	87.0	89	88.8	96	90.6
Lassiter	61	82.0	63	90.5	64	93.8
Samuell	N/A	N/A	92	83.7	110	80.9
Spruce	N/A	N/A	N/A	N/A	63	79.4
All ECHS	264	88.3	349	90.0	445	88.5
District	11,101	61.3	11,768	61.0	12,078	60.4

Source: District Public Education Information Management System (PEIMS) demographic data files: 10/28/2013, 10/31/2014, and 10/30/2015. District graduation file: 06/25/19.

Note: ECHS = Early College High School. N = number of students in each grade nine cohort. % = the percentage of students to graduate from the Dallas Independent School District (ISD) within four years. N/A = not applicable; no students were enrolled.

Recommendations

- **Record the date when applicable grade 12 students are expected to receive associate degrees.** Students were not required to graduate with an associate degree and had the option to earn up to 60 hours of college credit to transfer to a four-year university. In addition, some associate degree plans required five years of study, one additional year at a DCCCD partner campus after high school graduation. Understanding the educational plans of non-associate degree seeking students and students in four-year and five-year programs would grant a more complete perspective about the expected outcomes of the program.
- **Check the Postsecondary Success Dual Credit Dashboard data consistently for missing data and inconsistencies with district course files.** The Postsecondary Success Dual Credit Dashboard contains data that is invaluable in calculating accumulated college credit. Unfortunately, this data could not be used in this evaluation due to missing data for some student cohorts. Dashboard data should be consistently checked for accuracy against district student course files to rectify potential issues as needed.
- **Collect data from students and campus-based staff in future program evaluations.** Information collected from focus groups and/or surveys could be used to help understand campus-level perceptions of support, communication, and transportation among other topics that cannot be analyzed with existing data sources. This data would help identify areas of strength, weakness, and areas for improvement.

Reference

Meharie, A. (August 2018). 2017-18 Evaluation of Early College High Schools. Dallas, TX: Dallas Independent School District.

An electronic version of this report as well as the full 2018-19 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2018-19 Evaluation of Transition Services

Leonardo R. Ledezma, Ph.D.

EA19-613-4

At-a-Glance¹

The Psychological and Social Services (PSS) Department served students with significant social, emotional, or academic difficulties. In 2018-19, the Transition Services² department, part of PSS, provided licensed psychologists and social workers to the Dallas Independent School District (Dallas ISD) campuses to assist students with the successful transition to their home campuses from the Disciplinary Alternative Education Program (DAEP), the Juvenile Justice Alternative Education Program (JJAEP), psychiatric hospital stays, and mental health related homebound placements. Transition Services received \$315,698 in Title I funds for the 2018-19 school year for personnel costs, which was an increase from \$186,441 in 2017-18.

The purpose of this evaluation was to explore program implementation fidelity, to examine expected outcomes as outlined in program documents, and to summarize staff member program perceptions. PSS staff members provided identification numbers for served students to the evaluator. The evaluator also collected program-related implementation data using interviews and an online survey of PSS staff members. Because PSS staff members were unable to flag students returning from JJAEP, psychiatric hospitals, and other treatment facilities, data for these students were not reported. Student data provided were limited to students released from the DAEP.

What was the campus re-entry process?

When students were released from off-campus facilities (DAEP, the JJAEP, psychiatric hospitals, and mental health related homebound placements) and re-enrolled at their home campuses, assigned PSS staff members were notified by campus representatives, and a case review of referral information was initiated to determine if an immediate need for Tier III interventions/strategies was evident. These strategies could include individual or family counseling, referral to in-District or out-of-District resources, assistance with negotiating social support services, informal evaluation, or needs assessment specific to the student. Tier III interventions/strategies only were provided with signed parental consent. If no determination of immediate need was necessary, Tier II interventions/strategies were implemented. Tier II interventions/strategies could include monitoring attendance, academic progress, and discipline referrals.

The services provided to transition students were documented and monitored by a campus-based multi-disciplinary screening committee. Clinicians, psychologists, and social workers assisted with coordinating service delivery of mental health and social services needs to students in a timely manner.

The purpose of transition support in 2018-19 was to improve school achievement and attendance by assisting students to 1) remain on campus and avoid placement in a more restrictive school or community venue, 2) improve behavior and school functioning, and 3) reduce Juvenile Justice involvement.

What were the characteristics of students served?

In 2018-19, 1,952 students committed offenses that led to placement in the DAEP (Table 1). Some (under 10%) of these students committed multiple offenses. Students attended the DAEP until completing the time (days) associated with the severity of the offense committed (range: 10 days to 1 year). Slightly less than two thirds (63%) of the offenders were Hispanic (increase from 55% in 2017-18); 66 percent were male (the same as in 2017-18); and about 36 percent were English Learners (increase from 29% in 2017-18). Rates of African American Students were higher than district rates (22%), and rates of Hispanic students were lower than the district (70%). In addition, offenses committed by students receiving special education services (11%) decreased in 2018-19 compared to 2017-18 (13%).

Table 1: 2018-19 Characteristics of Students with DAEP Placement (N=1,952)

	<i>n</i>	%
Race/Ethnicity		
Hispanic	1,227	62.9
African American	650	33.3
White	43	2.2
Other	32	1.6
Sex		
Male	1,289	66.0
Female	663	34.0
Special Student Groups		
English Learner	705	36.1
Special Education	223	11.4

Source: District demographic file dated May 28, 2019.

Note: DAEP = Disciplinary Alternative Education Program.

¹ Portions of this report were adapted from Rincon (2018).

² Program staff members call the program Re-entry Services.

Discipline Referrals

As shown in Table 2, total offenses resulting in DAEP placement in 2018-19 increased 163 (8.3%) from 2017-18 to a total of 2,133 offenses. In both years, drug offenses were the most common reason for referral.

Table 2: 2017-18 and 2018-19 Offenses Leading to DAEP Placement

Offense	2017-18 (N=1,970)		2018-19 (N=2,133)	
	n	%	n	%
Drugs (non-felony)	1,109	56.3	1,364	63.9
Assault (Class C personnel)	143	7.3	149	7.0
Major Disruptive Behavior	93	4.7	107	5.0
Repetitive Level I Offenses	178	9.0	94	4.4
Assault (Class A)	64	3.2	91	4.3
Alcohol (non-felony)	75	3.8	62	2.9
Public Lewdness	37	1.9	56	2.6
Fighting	59	3.0	49	2.3
Profanity/obscene gesture	54	2.7	40	1.9
Assault (Class C student)	64	3.2	30	1.4
Bullying	23	1.2	21	1.0
Felony Conduct (NE)	26	1.3	18	0.8
Other	45	2.3	52	2.4

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

Note: Students may have committed multiple offenses. DAEP = Disciplinary Alternative Education Program. "Other" includes all offenses with fewer than 10 referrals. Percentages do not sum to 100 because of rounding.

What were the program challenges?

In 2018-19, its third year, the transition services program continued to struggle with tracking students after release from the DAEP through re-enrolling at their home campuses. This challenge led to difficulty for PSS when they tried to reach out to students to provide transition services. Other challenges faced by the program included:

- convincing parents to sign the PSS consent form;
- students taking extended time (days/weeks) to re-enroll at home campuses;
- students not returning to home campuses (i.e., when parents did not want children to return to the same environment);
- campus staff members neglecting to notify PSS staff members of student re-enrollment on their campuses;
- PSS staff members spending excessive time locating transition students after release from the DAEP; and
- locating/identifying re-enrolled students who were released from psychiatric hospitals to provide needed support (e.g., 504 or special education placement, Youth and Family Center services).

How did PSS respond to challenges?

The DAEP clinician provided a list of students released from the DAEP periodically to PSS staff members at the home campuses where these students were expected to re-enroll. The PSS worked with the Truancy Department and the Red Bird Family Youth Center in 2018-19 to help reach and track transition students to

address drug- and alcohol-related issues and other services. The department also worked with each campus regarding attendance and establishing a system for notifying staff members of the departure and arrival of students.

PSS staff members also provided services to parents by identifying inappropriate student behaviors that parents and family members should not ignore or overlook and by communicating the services available to help with these behaviors (with written consent). An important function of PSS was building relationships with parents/guardians to educate and encourage participation in services available to their children.

The PSS also met with and formed relationships with mental health hospitals in the area; however, release procedures for each institution differed. Also, compliance with the Health Insurance Portability and Accountability Act (HIPPA) and the Family Educational Rights and Privacy Act (FERPA) was challenging because of the privacy protections they provided for student medical and education records that could provide insight into needed services for transitioning students. To address this challenge, PSS built relationships with campus nurses, whose first-line knowledge of student medical issues would equip them to alert PSS staff when a student needed services.

What were the perceptions of staff members?

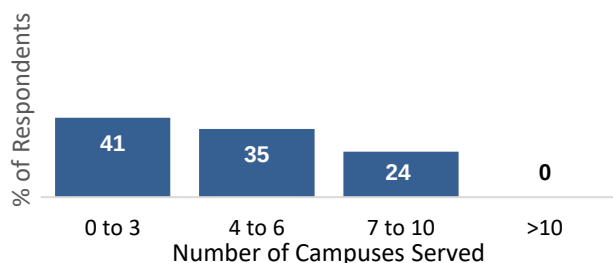
The evaluator developed a survey in collaboration with the program manager that was administered in January and February 2019 to 42 PSS staff members, including clinicians, psychologists, social workers and interns. These data were used to summarize perceptions of program implementation and suggestions for improvement of the Transition Services program.

A total of 38 staff members responded to the survey (91%). Respondents included social workers (39%), psychologists (48%), clinicians (6%), and interns (8%). Overall, less than half of the respondents (45%) agreed or strongly agreed that the Transition Services program was effective during the 2018-19 school year. In other words, over half of respondents did not feel the program was effective in 2018-19.

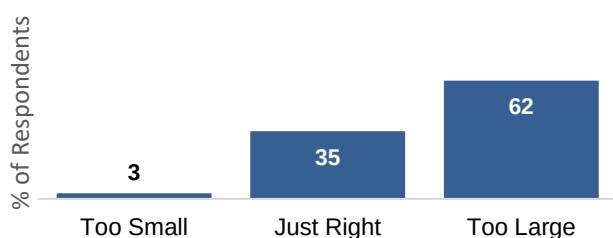
As shown in Figure 1, the greatest percentage of respondents served between zero and three campuses (41%). Respondents were most likely to indicate their caseloads were too large (62%), and most (88%) met with transition students one to three times per month. In addition, 69 percent of respondents served one to 25 transition students in 2018-19.

Figure 1: 2018-19 Transition Services Staff Members Perception Survey Responses (N = 38)

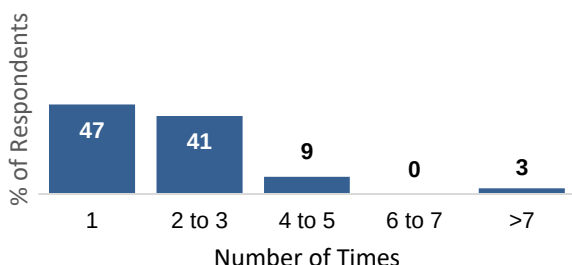
To how many campuses did you provide transition services during the 2018-19 school year?



The size of my caseload for the 2018-19 school year was...



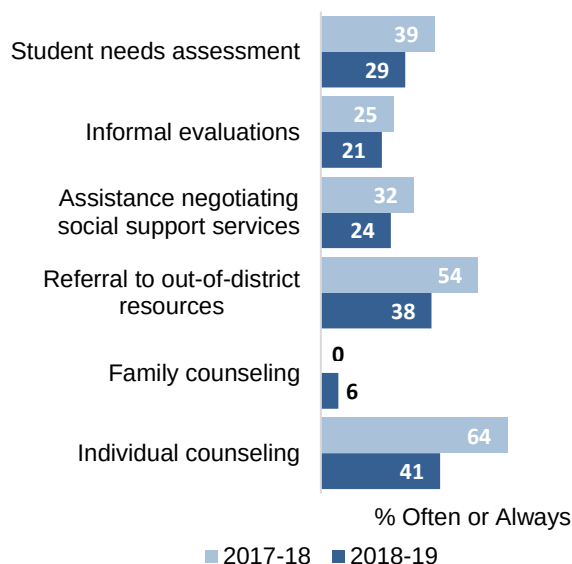
On average, how many times did you meet with the transition students in your caseload per month in 2018-19?



Source: 2018-19 Transition Services Survey.

As shown in Figure 2, the highest percentage of 2018-19 survey respondents indicated they frequently (often or always) provided individual counseling (41%) and referral to out-of-district resources (38%). The lowest percentage of respondents indicated they frequently provided family counseling services (6%). The rates of 2018-19 respondents who frequently provided most services decreased from 2017-18, especially for individual counseling (23 percentage point decrease).

Figure 2: 2017-18 and 2018-19 Transition Services Staff Member Survey Responses About Services Provided

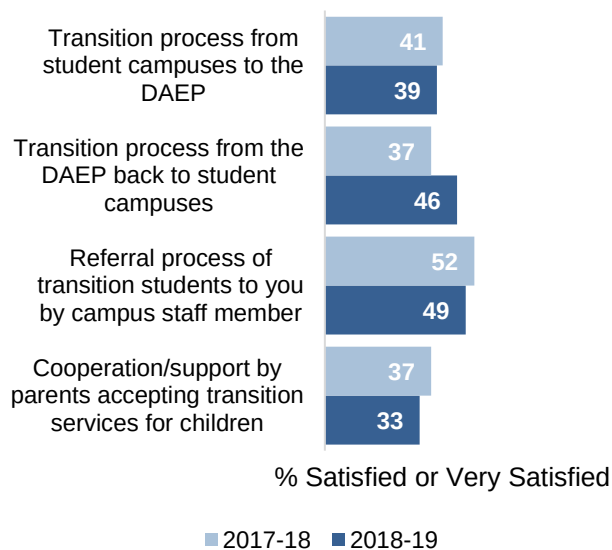


Source: 2017-18 and 2018-19 Transition Services Surveys.

Note: N (2017-18) = 29. N (2018-19) = 38.

As shown in Figure 3, the highest percentage of 2018-19 staff member respondents indicated that they were satisfied or very satisfied with the referral process by campuses (49%), and the lowest percentage expressed satisfaction with cooperation and support from parents for transition services (33%). The greatest change from 2017-18 was a nine-percentage point increase in staff member satisfaction with the transition process from the DAEP back to student campuses, although the rate of satisfied respondents remained under 50 percent for all processes queried.

Figure 3: 2017-18 and 2018-19 Transition Services Staff Member Perception Survey - Implementation Satisfaction



Source: 2017-18 and 2018-19 Transition Services Surveys.

Note: DAEP = Disciplinary Alternative Education Program.
N (2017-18) = 29. N (2018-19) = 38.

In response to open-ended questions, respondents ($n=30$; 79% of respondents) expressed numerous barriers they encountered concerning implementation of the Transition Services program during the 2018-19 school year. Some of the more common barriers mentioned included the following:

- Difficulty locating students transferring to and from their home campuses and the DAEP ($n=15$).
- Lack of information on student offenses prior to DAEP placement ($n=5$).
- Poor coordination between parents and campuses, particularly when students return to home campuses ($n=6$).

Respondents ($N=31$) also provided suggestions for improving the Transition Services program. Some of the more common suggestions included the following:

- Create a real-time tracking system ($n=10$).
- Improve communication between campuses and Transition Services program staff members to learn the reasons for referral ($n=6$).
- Convince more parents to consent to needed treatments. ($n=8$).

Recommendations

The following recommendations are offered for the Transition Services Program.

- **Consider establishing an administrative transfer system for students referred to the DAEP and**

back to their home campuses. This procedure would reduce the difficulty locating students and improve coordination between parents and campuses. Also, it would address the problem of locating students transferring from and to their home campuses. The administrative procedure could be coordinated with transportation services. At the end of DAEP referral, the administrative transfer could be reversed to return students to their home campuses.

- **Create a centralized referral system to assign students to Transition Services or to other pertinent services.** This system could contribute to providing proper information to staff members prior to DAEP placement.

Reference

Rincon, R. (2018). 2017-18 Evaluation of Transition Services. Dallas, TX: Dallas Independent School District.

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2018-19 Evaluation of Translation Services

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EA19-614-4

At-a-Glance¹

The Translation Services program of the Dallas Independent School District (ISD), provided translation and interpretation services to campuses and departments. District students and families spoke 56 different languages. Translation Services aided English learners (ELs) and their parents to communicate academic information and promoted participation in all school-related activities during the 2018-19 school year. Translation Services also provided academic tutoring to ELs who were new to the United States. The 2018-19 Translation Services program was supported by \$199,668 in Title I funds and \$176,732 in Title III funds, the same budget as in 2017-18.

A total of 69,419 ELs were enrolled in the Dallas ISD during the 2018-19 school year. Fifty-two percent of district students spoke a language other than English. To meet the communication needs of these students and their families, the Translation Services program set goals for the 2018-19 school year including:

- increasing parental engagement by supporting programs to assist parents in understanding state academic content standards, student academic achievement standards, discipline expectations, and academic assessments;
- offering materials and trainings in parents' dominant languages to help parents work with their children to improve academic achievement;
- ensuring that information related to schools and parent programs, meetings, and other activities was disseminated in a timely manner to parents in a format and language that they could understand;
- assisting schools in providing information, materials, training, and resources in the parents' or families' languages at school meetings and activities to promote the informed participation of families with ELs in decisions that impact academic achievement; and
- assisting schools in making it possible for parents of ELs to communicate with campuses and to support their children's learning, and to participate, as appropriate, in decisions about their children's education and in extracurricular activities.²

The purpose of this evaluation was to determine the extent to which the translation services program was implemented with fidelity and met expected outcomes, as outlined in program statements. Translation Services staff members collected and provided most data,

including logs, records, translation request forms, interpretation request forms, and online parent and staff member surveys. The evaluator also conducted interviews with Translation Services staff members.

What translation services were provided?

The Translation Services program provided oral interpretation and document translation services to district staff members and students in the following languages: Burmese, Arabic, Amharic, Swahili, Nepali, Vietnamese, Afro-Asiatic, French, Chinese, Italian, Portuguese, and Spanish. Additional languages were added during the 2018-19 school year including American Sign Language, Kirundi, Kinyarwanda, and Swahili. These additions allowed for parents to speak face-to-face with staff members to understand the curriculum and assignments. Interpreter request forms were required for service. Interpreter availability was determined by language requested and how far in advance a request was made.

Document translations included school letters; flyers; newsletters; calendars; forms; surveys; brochures; manuals; handbooks; and Admission, Review, and Dismissal (ARD) documents. Submission of a translator request form with the document needing translation was required for service. Documents were processed in order of receipt.

Translation Services also provided a telephone-based interpreter hotline, used to bridge the language gap between district staff members and parents with limited English proficiency. Campus staff members (e.g., nurses, teachers, counselors) called the hotline number when an interpreter was not available on campus. Services were available in Spanish on Monday through Friday from 8 a.m. to 5 p.m. Requests for interpreters of other languages required a telephone call to check for availability.

Finally, Translation Services provided academic tutoring services to students whose dominant languages were Arabic, Burmese, Swahili, and other languages spoken by immigrants new to the United States. The purpose of the service was to help ELs attain English proficiency and to support academic achievement. Department staff members contacted campus principals and teachers to raise awareness of the service. Teachers submitted request forms for specific student tutoring needs (short/long term), as

¹ Portions of this report were adapted from Rincon (2018).

² Federal Funding Proposal 2018-19, Program Narrative.

required throughout the school year. In addition to tutoring services, staff members also provided oral interpretations at parent meetings and were involved in document translation.

Oral Interpretations

In 2018-19, oral interpretation services were provided for 4,463 districtwide meetings, compared to 3,740 in 2017-18. The types of meetings serviced included ARD meetings, student evaluations, board meetings, Board Services community meetings, school parent meetings, department parent meetings, family/community parent meetings, Special Education department meetings and Parent Teacher Association (PTA) meetings. Translation Services also accommodated 400 parents attending large meetings who needed oral interpretation with translation equipment (headsets and receivers) with an interpreter translating for each language requested.

In February of 2018 the department hired an American Sign Language (ASL) interpreter who served the district through 2018-19 by providing ASL interpretation services for deaf and hard-of-hearing district students, parents, and campus staff members. A total of 72 ASL interpretations were provided in 2018-19, mostly for school meetings (50%) and Admission, Review, and Dismissal meetings (25%).

As shown in Table 1, all monthly requests for oral interpretations increased in 2018-19 compared to 2017-18. These services were requested most often for ARD (65% of total requests).

The total number of oral interpretation service denials increased by 110 in 2018-19 compared to 2017-18. The largest number of denials in 2018-19 occurred during the month of October (16%; $n=138$) and requests for ARD meetings were the type of meeting most often denied (85%; $n=724$). The primary reason requests were denied was interpreter unavailability.

Table 1: 2017-18 and 2018-19 Total Number of Oral Interpretation Requests and Denials by Month

Month	2017-18		2018-19		Req	Den
	Req <i>n</i>	Den <i>n</i>	Req <i>n</i>	Den <i>n</i>	Chg <i>n</i>	Chg <i>n</i>
August	92	7	151	4	59	-3
September	340	50	446	49	106	-1
October	466	98	584	138	118	40
November	401	84	500	109	99	25
December	278	60	284	45	6	-15
January	352	105	451	68	99	-37
February	444	127	538	131	94	4
March	394	111	420	92	26	-19
April	461	80	538	125	77	45
May	489	20	520	91	31	71
June	23	0	31	0	8	0
Total	3,740	742	4,463	852	723	110

Source: Data provided by Translation Services program staff members on June 11, 2018 (2017-18) and June 27, 2019 (2018-19).
Note: Req = Requests. Den = Denials. Chg = Change from 2017-18 to 2018-19.

Document Translation Services

Translated documents totaled 905 in 2018-19, a decrease of 758 documents from 2017-18, likely because the Special Education Department started regularly using an automated translation program to meet their needs in 2018-19. Documents were mostly translated from Spanish to English. but, as shown in Table 2, the department provided translations from English to several languages.

Table 2: 2017-18 and 2018-19 Total Number of Translation Requests by Language

Language	2017-18 (<i>N</i> =1,663)		2018-19 (<i>N</i> =905)		Chg
	<i>n</i>	%	<i>n</i>	%	%
Spanish	1,501	90.3	740	81.8	-50.7
Burmese ^a	87	5.2	64	7.0	-26.4
Swahili ^b	62	3.7	62	6.9	0.0
French	8	0.5	0	0.0	-100.0
Italian	1	0.1	0	0.0	-100.0
Portuguese	4	0.2	0	0.0	-100.0
Arabic	0	0.0	39	4.3	N/A

Source: Data provided by Translation Services program staff members on January 08, 2019 (2017-18) and June 27, 2019 (2018-19).

Note: Chg = Change from 2017-19 to 2018-19. ^a=Includes Chin.

^b=includes Kinyarwanda and Kirundi. Percentages may not sum to 100 because of rounding.

Tutoring Services

The program director provided information about tutoring services to the evaluator, who conducted frequency analyses to determine service usage. As of May 17, three tutors provided services to a total of 83 students at 7 campuses, for a total of 1,155 hours during 2018-19.

What were parent and staff member perceptions?

Program staff members developed and distributed satisfaction surveys to 400 parents and 390 Dallas ISD staff members to collect feedback about Translation Services. Parents completed a paper survey after oral interpretation meetings throughout the 2018-19 school year. Program staff members administered an online survey to district staff members between April 25, 2019 and May 10, 2019. Data were provided to the evaluator for analysis of response frequencies and content analysis of open-ended questions.

Parent Survey

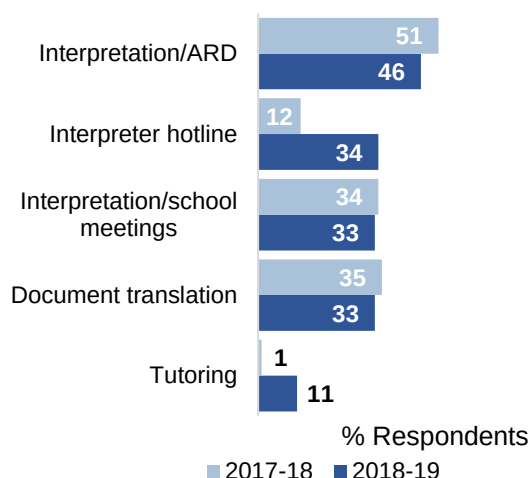
A total of 400 parents (100%) completed a parent survey after receiving interpreter services through Translation Services. Most (99%) responded that the information they received helped them in their children's education, and 38 percent indicated that when an interpreter was not available, a teacher or office staff member would interpret for them. Respondents also indicated that they would like interpretation services also to be provided for parent meetings (31%) and principal/counselor meetings (14%).

Staff Member Survey

A total of 261 of 390 district staff members who received services responded to the online survey (67% response rate). As shown in Figure 1, respondents most often requested interpretation/ARD services (46%) during 2018-19, a five-percentage point decrease from 2017-18. Tutoring (11%) was the least requested service by respondents in 2018-19 and use of the interpreter hotline (+22 percentage points) and tutoring (+10 percentage points) increased from the previous year.

In addition, 19 (66%) of the teachers who indicated requesting tutoring services reported seeing improvement in student academic performance, self-esteem, and participation after receiving services. Teachers also indicated a need for tutoring in other languages, including Karenni, Rohingya, Nepali, Malay, Chinese, Tamil, and Japanese.

Figure 1: 2017-18 and 2018-19 Staff Member Survey: Percent of Respondents Requesting Services



Source: Translation Services staff member satisfaction surveys.
Note: N (2017-18) = 370. N (2018-19) = 261.

Most respondents indicated that having interpreters at meetings/workshops (71%) and having documents available in their dominant languages (82%) helped parents of ELs become more involved in their children's education, and 68 percent were satisfied with the availability of language interpreters for meetings.

About 61 percent of respondents felt that the interpreter hotline was a useful resource for helping staff members talk to parents with limited English proficiency regarding their children when no campus staff member was available to interpret.

In response to open-ended questions about the program in general, 39 percent of respondents ($n=101$) expressed concerns and provided suggestions regarding the Translation Services program. In general, most respondent comments or suggestions about translation services (99%) indicated satisfaction with the services provided by the Translation Services department and the outstanding professionalism of the staff members who assisted with their needs. Many (81%) recommended that services continue for the 2019-20 school year.

Other concerns and/or suggestions expressed by respondents included the following:

1. Oral interpretations (51%, $n=51$)
 - More ASL interpreters are needed.
 - Better equipment is needed for parents to use in large meetings.
2. Document translations (32%, $n=32$)
 - More personnel are needed to reduce turn-around time.

3. Telephone interpreter hotline (30%, $n=30$)
 - More interpreters are needed for the hotline to reduce the on-hold time.
 - More knowledge of services is needed throughout the district.
4. Tutoring (10%, $n=10$)
 - More information should be disseminated about this service.
 - Tutors for more languages are needed.

Recommendations

- **Review interpreter and translator staffing needs.** Staff members' responses indicated a need for more interpreters to fill the demand for this service, especially in meetings and for the telephone hotline. Respondents also mentioned long hold times on the hotline and long turnarounds for translations, which may indicate inadequate staffing.
- **Replace old interpretation equipment.** Respondents indicated a need for better interpretation equipment. The Translation Services Department should consider if quality and availability of better equipment would strengthen parent participation in school meetings.
- **Improve communication to district personnel about the availability of tutoring services in languages other than English.** Some staff member survey respondents indicated that they did not know the district offered tutoring in certain languages. Better communication about availability of services will improve student access to needed services.

Reference

Rincon, R. (2018). 2017-18 Evaluation of Translation Services. Dallas, TX: Dallas Independent School District.

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2018-19 Evaluation of the Social and Emotional Learning Initiative

Sarah Hinkley, Ph.D.

EA19-617-4

At-a-Glance

The goal of the Dallas Independent School District (Dallas ISD) Social and Emotional Learning (SEL) initiative is to “foster collaborative communities that promote social and emotional development through in-school and out-of-school programs.” The initiative includes two components: 1) support and train counselors for working with students in classrooms and individually and 2) provide campus staff members with SEL training and implementation support. The 2018-19 budget for the SEL initiative was \$3,744,874, an increase from \$3,585,744 in 2017-18 (Weir, 2018).

Purpose and Methods of the Evaluation

This report summarized the context, process, and outcome data for the 2018-19 SEL initiative. Context data included information about services provided to campus staff members and students collected from SEL initiative central staff members. Process data included data collected using an implementation rubric completed by campus coordinators with principals. Outcome data included comparisons of campuses that were and were not supported by the SEL initiative on various student and staff member outcomes. The evaluator used frequency analyses to summarize and compare outcomes.

What was context of the 2018-19 SEL initiative?

Student Engagement and Counseling Services Department (SECSO)

To support a larger group of campuses with SEL, the Student Engagement and Counseling departments merged in October 2017 to form the SECSO. The new department aimed to provide campus staff members with a new, cohesive SEL model and began training teachers and providing SEL implementation resources.

Counseling Services

Counselors provided four main services to students: 1) responsive services to assist with individual student needs, 2) course schedule and post-secondary planning, 3) systems support

documenting provided services and assisting with 504 planning, and 4) age-appropriate guidance lessons.

SEL in the Dallas ISD

In the Dallas ISD, the SEL initiative focused on building “the skills, knowledge and attitudes students and adults need to be successful in school, work, and life.”¹ In 2017-18, district SEL staff members began initiative implementation by training campus staff members to understand SEL, practice SEL, and model appropriate behaviors for their students. In 2018-19, campus-staff-member SEL training continued with a new focus on introducing SEL concepts to students. Campuses were classified into one of six SEL-related groups.² Some components were shared among groups, but each group also implemented unique components. Some campuses were not formally involved in the SEL initiative.

Common SEL Components

Six components of the SEL initiative occurred across all campuses implementing SEL. First, campus steering committees fostered SEL by leading and supporting campus-level SEL implementation. Second, campus champions served as steering committee members and SEL experts, provided feedback, and served as a bridge between campuses and central staff members. Third, district SEL coordinators served as a link between campuses and the SECSO. Coordinators received SEL training, helped train campus staff members, and provided other campus-specific supports.³ Fourth, in 2018-19, all campuses implementing SEL ideally designated times in the schedule and methods of instruction for teaching SEL. Explicit SEL instruction was required for 10 minutes each day or for 45 minutes each week. In 2018-19, most elementary campuses implementing SEL used the Sanford Harmony⁴ curriculum to teach SEL. At the secondary level, teachers used community meetings with discussion questions to teach SEL. Fifth, in addition to explicit SEL instruction, SEL also was embedded into the social studies and reading and language arts curricula for 2018-19 in consultation with

¹ Documentation provided by the SEL program manager on September 20, 2018.

² Groups included 1) Partnerships for Social and Emotional Learning Initiative (PSELI) Study campuses, 2) PSELI Comparison campuses, 3) SEL Partnership/Building Assets, Reducing Risks (BARR) Study campuses, 4) SEL Partnership/BARR Comparison campuses, 5) SEL Partnership campuses, and 6) Non-Partnership campuses.

³ Staff members (both campus and central) could also attend various district-level trainings related to SEL including training on building positive classroom systems, culturally responsive teaching, student engagement, and avoiding power struggles (secondary school teachers only).

⁴ <https://www.sanfordharmony.org/>.

the Teaching and Learning department.⁵ Sixth, each campus in the district that used SEL operated on SEL guiding principles (e.g., environment enhances the learning experience). Each principle included signature practices to serve as possible action items (e.g., calming areas, morning greetings).

PSELI Study and Comparison Campuses

In 2017-18, the Dallas ISD began participating in the PSELI study (funded by the Wallace Foundation). The study was designed to examine the impact of consistent SEL implementation during in- and out-of-school time (OST). Seven PSELI Study and seven PSELI Comparison campuses participated in the two-phase study. Across phases, each campus worked with an OST partner provided by Big Thought to provide OST programing.⁶ In phase I, the study campuses received SEL support while the comparison campuses did not. When phase II begins in 2020-21, the comparison campuses will receive SEL implementation support. In addition, PSELI Study campuses also were provided with a full-time OST coordinator by Big Thought. OST coordinators ran the OST programs after school and worked on campuses during the day.

While PSELI Comparison campuses were asked not to engage in campuswide or OST SEL practices until phase II, some students may have received exposure to SEL from individual staff members. For compensation, each comparison campus received \$5,000 per year. Use of this money was not restricted, except that it could not be used for anything related to SEL. When PSELI Comparison campuses implement SEL in 2020-21, they will receive \$50,000 to support initial costs.⁷

SEL Partnership/BARR Study and SEL Partnership/BARR Comparison Campuses

SEL Partnership/BARR (BARR Study) campuses used the BARR curriculum, an SEL curriculum designed to assist with the transition to high school.⁸ Bryan Adams and W.T. White high schools served as BARR Study campuses. In 2018-19, Bryan Adams was in its third and final year of participation in the BARR program. However, the campus could continue implementing the model without support, if desired. W.T. White began implementing its three-year BARR grant during 2018-19. W.H. Adamson and H. Grady Spruce high

schools served as BARR Comparison campuses in 2018-19 and will begin implementing BARR in 2019-20. As of October 2018, Adamson was participating in the SEL initiative (but not BARR) and Spruce was not.

SEL Partnership Campuses (SEL Partners)

SEL Partners campuses were district-supported SEL campuses not participating in the PSELI or BARR studies. These campuses received all the common SEL components outlined previously. SEL Partners included 114 campuses (77 elementary schools, 1 combined elementary/middle school, 25 middle schools, and 11 high schools).

Non-Partner Campuses (Non-Partners)

In 2018-19, 101 campuses (60 elementary schools, 3 combined elementary/middle schools, 11 middle schools, 5 combined middle/high schools, and 22 high schools) did not formally participate in SEL in the Dallas ISD. These campuses may have had some exposure to SEL, but not as part of the districtwide initiative.

How were the SEL initiative components implemented in 2018-19?

A rubric was developed by Evaluation and Assessment and SEL central staff members to measure SEL implementation by campus. The mean score was 65.0 out of a possible 105 points (standard deviation = 15.9; range: 25.0 to 99.0). The rubric was highly reliable (21 items; $\alpha = .88$).⁹ Implementation tended to be rated higher at PSELI and BARR Study sites compared to SEL Partners, which received a wider range of scores.

How did 2018-19 student outcome data vary by SEL implementation group?¹⁰

In general, results provided some evidence of an advantage for SEL programs when compared to comparison groups, but the advantages were mostly for the small, more structured PSELI and BARR programs.

PSELI. PSELI Study campuses outperformed PSELI Comparison campuses on almost half of the measured outcomes in 2018-19 (Table 1) and on STAAR (range: 3 percentage points higher, mathematics Meets+ to 19 percentage points higher, science Approaches+ and Meets+).¹¹ Examining change over time also indicated some support for PSELI Study

⁵ SEL instruction within the mathematics and science curricula was planned for 2019-20.

⁶ Student attendance at after-school programing was not mandatory.

⁷ No money was provided to PSELI study campuses; those campuses were compensated by the additional SEL supports they received.

⁸ www.barrcenter.org.

⁹ Cronbach, 1951. Only campuses implementing SEL were included in analyses.

¹⁰ Readers should not attribute causation based upon the results presented. All results are descriptive and have not been experimentally examined. Additionally, the number of campuses within groups widely varies; thus, readers should use caution when comparing among groupings.

¹¹ Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. STAAR data files dated September 06, 2018 (2017-18) and June 13, 2019 (2018-19). PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19).

campuses (Table 1). Additionally, with some exceptions, students at PSEL Study campuses demonstrated greater one-year rate increases than PSEL Comparison campuses on STAAR at the Approaches+ and Meets+ levels.

BARR. BARR Study campuses outperformed BARR Comparison campuses on half of the metrics measured in 2018-19 (Table 1) and STAAR EOC outcomes (range: 1 percentage point higher, US History Approaches+ to 18 percentage points higher, Biology Meets+).¹² Changes over time also indicated some support for BARR Study campuses (Table 1). Additionally, one-year STAAR EOC Meets+ rates increased more for BARR Study students than for BARR Comparison students.¹³

Table 1: 2018-19 Student NonSTAAR Outcomes by SEL Implementation Group

Outcome	2018-19		1 Year Change	
	Study	Comp	Study	Comp
PSELI				
Discipline (Ref)	18.9	30.1	+1.0	+21.0
Bullying (Ref)	4.0	3.3	+2.0	+1.8
CD (Ref)	4.3	7.0	-1.0	+6.0
Attend (% pts)	96.5	96.0	+0.4	-0.4
Reenroll (% pts)	86.5	85.6	-	-
TN Math (% pts)	52.7	51.6	-0.2	-0.6
TN Read (% pts)	56.2	62.6	-0.6	-3.3
SUPERA (% pts)	79.2	78.7	-2.2	+0.9
Stu Exp (% pts)	86.9	81.3	+2.6	-0.3
BARR				
Bullying (Ref)	2.5	1.0	-1.5	-2.0
Attend (% pts)	94.1	92.2	-0.7	-1.3
Reenroll (% pts)	83.3	86.9	-	-
Stu Exp (% pts)	75.5	69.0	+0.7	-1.1

Source: Public Education Information Management System (PEIMS) demographic data: October 30, 2017 (2017-18), October 26, 2018 (2018-19). Discipline data: July 19, 2018 (2017-18), July 18, 2019 (2018-19). Attendance data: June 11, 2018 (2017-18), June 04, 2019 (2018-19). TerraNova data: August 07, 2018 (2017-18), July 02, 2019 (2018-19). SUPERA data: June 14, 2019 (2017-18), July 02, 2019 (2018-19). Student Experience Survey data: July 16, 2019 (2017-18), June 19, 2019 (2018-19).

Note: PSELI = Partnerships for Social and Emotional Learning. Comp = Comparison. Ref = referrals. CD = classroom disruption. Attend = attendance. Reenroll = reenrollment year over year. TN = TerraNova. Read = reading. % pts = percentage points. Stu Exp = Student Experience Survey overall. BARR = Building Assets, Reducing Risks. - = no prior measure was available for change calculations. **Blue bold** = more favorable for SEL campuses.

SEL Partners. Comparisons yielded little evidence of an advantage for SEL Partner over Non-Partner campuses in 2018-19 (Table 2). On STAAR and STAAR EOCs, SEL Partner campus rates of attainment of performance standards were lower or comparable to those for Non-Partner campuses. Even so, SEL Partner

campuses did outperform Non-Partners over time on some outcomes (Table 2). Additionally, with some exceptions, elementary and middle school students at SEL Partner campuses demonstrated greater one-year rate increases than Non-Partner campuses at both the Approaches+ and Meets+ standards on STAAR.¹⁴

Table 2: 2018-19 SEL Partner and Non-Partner Student NonSTAAR Outcomes by Campus Level

Outcome	2018-19		1 Year Change	
	SEL Partner	Non-Partner	SEL Partner	Non-Partner
Elementary Schools				
Discipline (Ref)	21.8	9.0	-7.8	-1.0
CD (Ref)	6.7	1.9	-1.0	-0.7
Attend (% pts)	96.2	96.3	+0.2	+0.2
Reenroll (% pts)	83.2	84.6	-	-
TN Math (% pts)	59.3	63.4	+2.0	-0.4
TN Read (% pts)	67.5	71.5	+0.8	-0.8
SUPERA (% pts)	82.4	81.9	-1.6	-3.7
Stu Exp (% pts)	85.9	86.5	+1.8	+1.1
Middle Schools				
Discipline	280.6	150.0	-41.4	-42.4
CD (% pts)	55.6	45.6	-26.8	-7.8
Attend (% pts)	95.5	96.3	0.3	0.2
Reenroll (% pts)	86.5	89.5	-	-
Stu Exp (% pts)	68.1	73.1	-0.2	+0.8
High Schools				
Discipline (Ref)	182.6	104.8	-25.7	+13.6
CD (Ref)	24.1	26.1	-0.3	-5.6
Attend (% pts)	92.3	93.3	-0.8	-0.7
Reenroll (% pts)	85.8	85.8	-	-
Stu Exp (% pts)	69.6	73.4	-0.5	+0.9

Source: See sources in Table 1.

Note: SEL = social and emotional learning. Ref = referrals. CD = classroom disruption. Attend = attendance. Reenroll = reenrollment year over year. TN = TerraNova. Read = reading. Stu Exp = Student Experience Survey overall. % pts = percentage points. - = no prior measure was available for change calculations. **Blue bold** = more favorable for SEL campuses. No notable findings were found related to bullying on SEL Partner campuses compared to Non-Partners.

How did 2018-19 campus staff member outcome data vary by SEL implementation group?

Less support was found for a possible SEL advantage for staff members than was found for students.

PSELI. PSELI Study campuses outperformed PSELI Comparison campuses on most of the measured staff member outcomes in 2018-19, and some changes over time also showed greater increases over one year for PSELI Study campuses compared to PSELI Comparison campuses (Table 3).

¹² Except for Algebra I. STAAR EOC data files dated September 06, 2018 (2017-18) and June 04, 2019 (2018-19). PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19).

¹³ The one exception was Biology, for which one-year decreases were smaller for BARR Study campuses than for the comparison campuses. No consistent patterns of change

over time emerged at the Approaches+ level between BARR Study and BARR Comparison campuses.

¹⁴ At the high school level, no consistent patterns of change emerged between 2017-18 to 2018-19 at the Approaches+ or Meets+ levels between SEL Partner campuses and Non-Partner campuses.

BARR. BARR Study campus staff member outcomes were mostly less favorable than for BARR Comparison campuses both in 2018-19 and year over year (Table 3).

Table 3: 2018-19 Campus Staff Member Outcomes by SEL Implementation Group

Outcome	2018-19		1 Year Change	
	Study	Comp	Study	Comp
PSELI				
Absences (Days)	12.0	18.0	-1.7	-0.4
Retention (% pts)	81.1	82.5	-0.7	-2.8
Clim PCC (% pts)	78.2	64.8	+ 3.0	-1.8
Clim TTT (% pts)	83.2	75.3	+ 2.0	+6.7
Clim TPT (% pts)	83.1	71.6	0.0	-3.1
BARR				
Absences (Days)	15.0	16.0	+2.5	+2.5
Retention (% pts)	84.5	84.8	+3.7	+9.0
Clim PCC (% pts)	44.1	49.6	-1.6	-19.7
Clim TTT (% pts)	66.2	72.6	+0.6	-5.5
Clim TPT (% pts)	50.3	52.9	-2.2	-23.7

Source: Absences data: January 08, 2019 (2017-18), June 13, 2019 (2018-19). Retention data: February 02, 2018 (October 2016 to October 2017), January 08, 2019 (October 2017 to October 2018). Climate Survey data: January 20, 2019 (spring 2018), June 03, 2019 (spring 2019).

Note: PSELI = Partnerships for Social and Emotional Learning. Comp = comparison. Retention = returning to teach year over year. Clim = climate survey. PCC = Positive Culture and Climate. TTT = Teacher-Teacher Trust. TPT = Teacher-Principal Trust. % pts = percentage points. BARR = Building Assets, Reducing Risks. **Blue bold** = more favorable for SEL campuses.

SEL Partners. Campus staff results generally were less favorable for SEL Partners compared to Non-Partners in 2018-19. Some one-year changes were more favorable for SEL Partners than for Non-Partners (Table 4).

Table 4: 2018-19 SEL Partner and Non-Partner Campus Staff Member Outcomes by Campus Level

Outcome	2018-19		1 Year Change	
	SEL Partner	Non-Partner	SEL Partner	Non-Partner
Elementary				
Absences (Days)	13.0	23.0	-1.2	+0.3
Retention (% pts)	83.5	85.6	+3.2	+0.9
Clim PCP (% pts)	71.9	77.9	+ 2.8	+ 2.2
Clim TTT (% pts)	81.7	83.7	+3.4	+ 3.1
Clim TPT (% pts)	74.8	80.4	+1.4	+ 2.8
Middle				
Absences (Days)	16.0	15.0	-0.2	+1.0
Retention (% pts)	77.5	83.1	-3.2	0.0
Clim PCP (% pts)	58.2	59.5	-1.3	-11.3
Clim TTT (% pts)	71.0	67.3	+1.6	-1.4
Clim TPT (% pts)	65.4	62.9	-2.5	-13.0
High				
Absences (Days)	18.0	17.0	-0.2	+0.2
Retention (% pts)	79.3	80.7	-1.1	-0.1
Clim PCP (% pts)	55.2	65.2	-5.8	-1.2
Clim TTT (% pts)	66.5	76.5	-3.6	+1.0
Clim TPT (% pts)	66.5	71.1	-5.5	-3.3

Source: See sources in Table 3.

Note: SEL = social and emotional learning. Retention = returning to teach year over year. Climate = climate survey. PCC = Positive Culture and Climate. TTT = Teacher-Teacher Trust. TPT = Teacher-Principal Trust. % pts = percentage points. **Blue bold** = more favorable for SEL campuses.

Recommendations

- **Continue implementing SEL with SEL Partner campuses in the district.** Evidence was found for an advantage of SEL on many metrics, particularly at the student level for campuses implementing small and formal programs concentrated in a small set of schools (PSELI and BARR Study campuses). Although first-year results for SEL Partners were less favorable than for Non-Partners on many metrics, SEL Partners showed more positive change over time than Non-Partners on many outcomes. This finding indicates that SEL may be fostering growth on campuses, and that program leadership should continue to standardize and monitor the program as much as possible throughout the district.
- **Explore more exact methods of measuring SEL-related factors.** The data collected from the SEL implementation rubric should be used to examine the extent of SEL program implementation in the coming years. Plans to expand the initiative to serve more schools in the future will hinder the ability to designate valid comparison groups, as was done for this year's evaluation. Thus, the ability to examine the relationship between level of campus implementation and outcomes will be a more meaningful method of program evaluation in future years. In addition, a districtwide, direct measure of SEL for students and staff members does not currently exist. The district should invest in a tool that interferes minimally with classroom instruction but provides a valid bridge to connect implementation first to SEL and then to outcomes. Finally, SEL program staff members should improve systems used to track services provided to campuses to allow for a more accurate understanding of what has been delivered to campuses under the initiative.

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- An electronic version of this report, as well as the full 2018-19 report, can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2018-19 Evaluation of Rigorous Interactive Teaching & Learning in Science

Leonardo R. Ledezma, Ph.D.

EA19-621-4

At-a-Glance

The Dallas Independent School District (Dallas ISD) Science, Technology, Engineering, and Mathematics (STEM) Environmental Education Center (EEC) is a 500-acre academic facility located in Seagoville, TX. The center offers district teachers and students the opportunity to connect with nature while learning science content and skills. EEC programs are fully aligned to the Texas Essential Knowledge and Skills (TEKS) for Science. Students planned and implemented both laboratory and field investigations during science instruction.

The purpose of the EEC was to help district students develop an awareness, appreciation, and concern for the environment; to use acquired knowledge to make informed, responsible decisions; and to solve environmental problems.

How was the EEC program funded?

As obtained through workscope review and through conversations with Special Revenue Funds Management staff members, the total funding for the EEC in 2018-19 was \$174,832 from Title I, Part A, which was an increase from the 2017-18 budget of \$149,118. These funds covered personnel, contracted services, and supplies and materials.

What programs and services did the EEC provide in 2018-19?

Methodology

Program documents and participation data were obtained from the EEC program manager. The evaluator also reviewed the EEC website.

Results

The EEC provided a variety of programs and services to Dallas ISD students from kindergarten through high school. Some of these services included:

- experienced teachers, naturalists, and volunteers to work with visiting teachers and students;
- over 500 acres of Texas landscape to explore through guided field investigations;
- three nature trails: The Post Oak Preserve Trails, The Old Field Trail, and The Big Ponds Trail;
- Habitat Hall, a 26,000 square foot facility featuring world ecosystems, plant and animal facts, prairie, forest, creek and pond habitats, and a fossil study area;
- four science laboratories with equipment for environmental field studies;
- a 70-seat ecology theater;

- a working barn with a variety of livestock for students to observe, learn about, and feed;
- live amphibians, reptiles, mammals, and birds for observation and study;
- a fossil collection for observation and study;
- vegetable, flower, and herb gardens;
- an astronomical observatory with telescopes, binoculars, and other astronomy equipment; and
- a Full Dome Reality Planetarium.

Table 1 provides program information by grade level.

Table 1: 2018-19 EEC Programs by Grade Level

Grade	Programs
PreK	Amazing Animals; Forest Walk; Seasons and Weather
K	All About Animals; Discover Water, Weather, and Wildlife; Trees from Tiny to Gigantic; Secrets of the Woods and Meadows
One	Mammals and More; Signs of the Seasons; Forest Food Chain; Sensational Seeds
Two	Amazing Arthropods; How's the Weather? Our Green World; Web of Life Discovery Walk
Three	Discover the Woods and Meadows Ecosystems; Exploring Our Solar System; Feathered Friends; Get the Dirt on Soil, Weather, Water, and Wildlife
Four	Down and Dirty, Forest Ecosystem Investigation; Meet the Critters-Reptiles and Amphibians, Our Green World; Sensing the Future (Weather Forecasting); Water, Water, Everywhere
Five	Birds-Structures, Functions and Niches; Exploring the Sun, Earth and Moon System; Fossils: A Clue to the Past; Leaf Litter Detectives; Meet the Critters-Predators and Niches; Our Changing World, Pond Ecology; Walking with Wonder-The Forest Revealed; Weather and Climate
Six	All Things are Connected-Interdependence in the Woods; Grassland Ecology; Here Comes the Sun; Interacting with Reptiles and Amphibians, Limnology-Ecology of a Freshwater Pond; Rocks and Minerals, Taxonomic Groups and Volcanoes
Seven	Animal Adaptations-Birds; Animal Adaptations-Reptiles and Amphibians; Compost Happens, Forest Ecology-Post Oak Preserve Trail Walk; Grassland Ecology; Limnology-Ecology of a Freshwater Pond; Texas Land and Water-Blackland Prairie
Eight	Animal Adaptations-Birds; Exploring the Sun, Earth, and Moon System; Forest Ecosystems, Freshwater Pond Ecosystem; Plate Tectonics, Reptiles and Amphibians-A Unique Group; Understanding Climate and Weather
High School	Unique Group-Reptiles and Amphibians; Birds-Adaptations and Ecology; Forest Ecology; Freshwater Pond Ecology, Grassland Ecology; Limnology of the Freshwater Pond

Source: Data from EEC staff members December 11, 2018.

Note: K = kindergarten. PreK = prekindergarten. EEC = Environmental Education Center.

How was the EEC implemented?

The evaluator conducted an on-site observation and an interview with the program manager on December 11, 2018 to find out successes and challenges of EEC implementation and to plan for attendance data collection for the 2018-19 school year.

Some EEC facilities were successfully updated for 2018-19, including an update to auditorium facilities and some electronic devices for a cost of \$24,869, and an update to Habitat Hall for a cost of \$4,334.¹

Program management was challenged by some teachers neglecting to notify the EEC when field trips were canceled, resulting in wasted efforts, wasted materials, and wasted money for unneeded bus transportation planned for the visit.

The EEC encouraged teachers and students to visit the center each year. Table 2 displays the number of visiting students and adults from 2016-17 through 2018-19. The total number of visitors increased by 6,874 (29%) since 2016-17.

Table 2: 2016-17 to 2018-19 Number of Students and Adults Who Visited the EEC

	2016-17	2017-18	2018-19
August	0	0	0
September	1,940	1,227	1,174
October	3,451	3,059	2,784
November	2,209	2,095	2,118
December	1,378	1,217	1,126
January	873	1,845	2,187
February	1,924	2,589	2,799
March	2,349	1,825	2,602
April	3,599	2,752	3,129
May	3,657	3,317	2,472
June	125	125	125
Planetarium field trips	214	232	337
Outreach/tutoring	2,009	8,561	9,737
Camping	113	94	125
Total visitors	23,841	28,938	30,715

Source: Data from EEC staff members dated June 15, 2017 (2016-17), December 15, 2018 (2017-18), and June 06, 2019 (2018-19).

Note: Attendance includes students, teachers, and chaperones. Numbers shown for the astronomy field trips, outreach/tutoring, and camping are not included in the monthly numbers shown. EEC = Environmental Education Center.

Students and teachers were invited to participate in EEC-sponsored events, such as The Sun and the Stars, Our Place in Space, Solar Eclipse Party, STEM Night, EEC Open House, Science Night, and Getting Over Your Gears. Students and teachers also enjoyed access to the astronomical observatory to use telescopes, binoculars, and other astronomy equipment. Table 3 shows the number of students and

teachers who visited the planetarium in 2018-19 and the total number of teachers who visited the Center and the Planetarium.

Table 3: 2018-19 Number of Students and Teachers Who Visited the EEC Planetarium by Semester

Semester	Students N	Teachers	
		Visited Planetarium N	Visited Center N
Fall 2018	115	22	722
Spring 2019	222	277	2,472
Total	337	299	3,194

Source: EEC department data files dated December 11, 2018 (fall) and June 06, 2019 (spring).

Note: EEC = Environmental Education Center.

The Living Materials Request (LMR) was another service the EEC provided to district science teachers from prekindergarten through grade 12. Teachers submitted service requests two weeks in advance of needing materials. The EEC supplied live specimens and materials including terrestrial plants (e.g., moss, fern), aquatic plants (e.g., duckweed, elodea), seeds, microorganisms (e.g., bacteria, algae), invertebrates (e.g., vinegar eels, land snails, earthworms, crickets) and other materials (e.g., potting soil, peat pots). Table 4 summarizes the number of times LMR services were provided to campuses by campus level.

Table 4: 2017-18 and 2018-19 Number of Campuses and Classrooms That Submitted Living Materials Requests to EEC by Campus Level

Campus Level	Campuses N	Classrooms N
	2017-18	2018-19
Elementary School	115	1,229
Middle School	12	418
High School	23	358
Total	150	2,005
2018-19		
Elementary School	113	1,314
Middle School	6	17
High School	12	195
Total	131	1,526

Source: EEC department data files received June 06, 2019.

Note: EEC = Environmental Education Center.

Were teachers satisfied with the living materials request service?

Methodology

To collect feedback regarding living materials services provided, EEC staff members sent online surveys to teachers who had requested living materials services throughout the school year. Survey questions asked

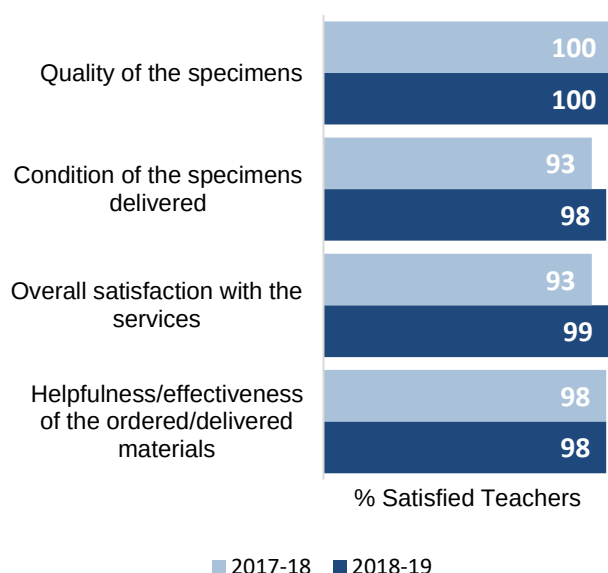
¹ Funds for updates were provided by the STEM Mathematics and Science Departments.

teachers to rate the living materials services provided by EEC on a scale of one (not satisfied) to five (very satisfied). A total of 245 out of 272 teachers invited completed the survey (90% response rate). EEC staff members shared the data with the evaluator, who conducted frequency analyses to calculate the rate of teachers who indicated they were satisfied (rated four or five) with each aspect of service.

Results

As shown in Figure 1, teachers indicated a high level of satisfaction with the quality of specimens and with living materials services (range: 98% to 100%). This high satisfaction was consistent or higher than the previous year, including a six-percentage point increase in overall satisfaction with services from 2017-18.

Figure 1: 2018-19 EEC Living Materials Request Teacher Satisfaction Survey (N = 245)



Source: EEC department data files dated May 10, 2019.
Note: EEC = Environmental Education Center.

Were teachers satisfied with field trips to the EEC?

Methodology

To collect feedback about field trips, the EEC sent online surveys throughout the year to teachers whose classes had attended field trips at the EEC during 2018-19. The evaluator used frequency analyses to summarize the results.

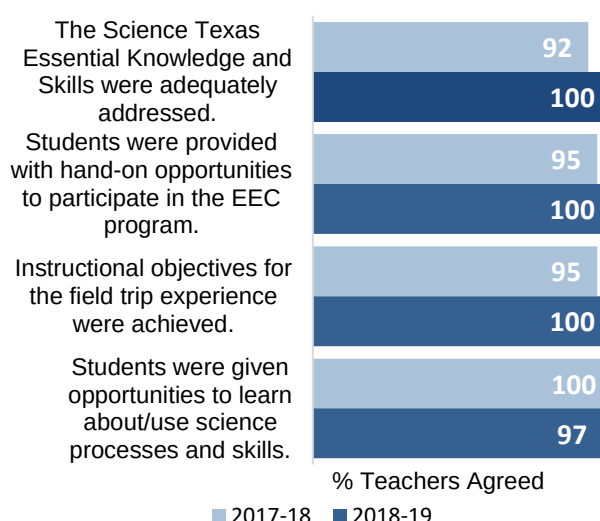
A total of 193 of 196 surveyed teachers (98% response rate) completed the survey. Survey questions asked teachers to rate agreement with four statements regarding their experiences with EEC field trips on a scale of one (completely disagree) to five (completely

agree). EEC staff members shared the data with the evaluator, who conducted frequency analyses to calculate the rate of teachers who indicated agreement (rated four or five) with each statement.

Results

As shown in Figure 2, at least 97 percent of teachers responded positively to all statements, indicating a high level of satisfaction with EEC field trips. This high level of agreement continued from one year ago, with teachers expressing a slightly higher level of agreement with most statements.

Figure 2: 2018-19 EEC Field Trip Teacher Satisfaction Survey (N = 196)



Source: EEC department data files dated May 10, 2019.
Note: EEC = Environmental Education Center.

How was the 2018 summer science enrichment program implemented?

Methodology

The evaluator obtained documents from EEC program staff members outlining the activities and attendance records for the summer science enrichment program. The evaluator summarized program and attendance information by the three types of camps offered by the EEC in summer 2018.

Results

The three-week Summer Science Enrichment program was held from June 4 to June 22, 2018. Program classes were held five days a week, Monday through Friday, from 9 a.m. to 3 p.m. Breakfast, lunch, and transportation were provided to participants. A total of 125 grade four students from 41 Dallas ISD elementary schools participated in the program.

The Dual Language Science Discovery Camp field trips were held on June 26 and June 27, 2018 from 9:00 a.m. to 1:00 p.m., with 360 participating English learner (EL) students, 19 parents, and 49 teachers. Meals and transportation were provided for student participants.

The Environmental Science Day Camp ran on July 10, 2018 and July 24, 2018 from 9:00 a.m. to 3:30 p.m. with attendance of 25 students and 11 teachers.

Classes for all programs were held both outside and inside of the classrooms. Classes and activities included collecting insects and plants, identifying rocks and minerals under a microscope, and discussing events and activities with peers.

Recommendations

- **Continue support for the program.** The number of students and adults served by the center has increased 29 percent since 2016-17. Services provided by the EEC support science teaching in the district.
- **Review center staffing levels.** The number of students and teachers served by the center has increased 29 percent since 2016-17. The increase in demand for services may reflect a need for additional administrative support to maintain the high levels of satisfaction from those who use the services.

Reference

Zhang, J. (2018). 2017-18 Evaluation of Rigorous Interactive Teaching & Learning in Science. Dallas, TX: Dallas Independent School District.

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2018-19 Evaluation of The Neglected and Delinquent Children Program (Promise House and Cottrell House)

Larry W. Featherston, Ph.D.

EA19-623-4

At-a-Glance

Title I provides supplemental funding to state and local education agencies serving high populations of students from low-income families. Title I also establishes prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk. This mandate was established by the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

The goal of the Neglected and Delinquent Children Program is to help participants meet the same performance standards that all children in the state are expected to meet. The purpose of Title I assistance is to improve academic performance in an effort to aid in the transition of students from these intervention programs into further education or future employment. The Neglected and Delinquent Children Program in the Dallas Independent School District (Dallas ISD) is comprised of two external agencies: Cottrell House and Promise House.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine student characteristics and academic performance of Dallas ISD students residing at Cottrell House and Promise House during the 2018-19 school year. Student characteristics and academic performance data were extracted from Cottrell House data files provided to the evaluator on June 14, 2019. Promise House provided a student identification file to the evaluator on July 22, 2019. The Promise House student identification file was merged with the district Public Education Information Management System (PEIMS) data file dated October 26, 2018, and district student data files dated May 6, 2019 and May 28, 2019.

Program Characteristics and Funding

Cottrell House

Cottrell House services focus on the needs of youths transitioning from the Juvenile Justice System. The stated purpose of the Cottrell House program is to “provide supplemental resources that will support a stabilizing environment to young male juveniles. The residents of Cottrell House need various options to restart their lives. This program will develop the

academic, emotional and social skills to be successful in their future or career.”¹

The Title 1 Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to State Education Agencies (SEAs) “for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released. Funds are awarded to Local Education Agencies (LEAs) with high proportions of youths in local correctional facilities to support dropout prevention programs for at-risk youths.”²

For the 2018-19 school year, Cottrell House received Title 1 funding in the amount of \$20,000 (special revenue office March 2019) to help pay for program costs including contracted services, supplies and materials and employee travel.

Promise House

Promise House services to Dallas ISD students focus on the unique needs of the neglected, delinquent and low-income youth student population. This may include homeless, runaway, and other at-risk children and youth. The Promise House program aims to ensure that these students have a “fair, equal and significant opportunity to obtain a high-quality education.”³ Students in the program live as residents in Promise House facilities for some portion of the school year while they pursue a more permanent solution for living arrangements.

Title 1 funding for Promise House services to Dallas ISD students is intended to provide educational intervention necessary for academic success, particularly for students identified as at-risk for reading writing, and mathematics failure. Services therefore focus on supplemental academic support such as tutoring, additional school supplies, and educational field trips.

For the 2018-19 school year, Promise House received Title 1 funding in the amount of \$29,280³ to help pay for program costs including contracted services, supplies and materials, employee travel, and capital purchases.

¹ Source: 2018-19 Title 1 Workslope for Cottrell House

² Source: <https://www2.ed.gov/programs/titleipartd/index.html>

³ Source: 2018-19 Title 1 Workslope for Promise House

Student Demographics

Cottrell House

In 2018-19, Cottrell House served a total of 59 grade 8 through grade 12 and General Education Diploma/High School Diploma program (GED/HSD) students (Table 1). The largest numbers of students served were in the GED/HSD program ($n=20$, 33.9%), grade 10 ($n=17$, 28.8%), grade 11 ($n=10$, 17.0%) and grade 9 ($n=10$, 17.0%), while the smallest numbers of students served were in grades 8 and 12, each with only one student or 1.7 percent.

Table 1: 2018-19 Students Served by Cottrell House by Grade

Grade*	N	%
8	1	1.7
9	10	17.0
10	17	28.8
11	10	17.0
12	1	1.7
GED/HSD	20	33.9
Total	59	100.1

Source: Cottrell House data file (6/14/2019).

Note: *=Grade level or academic program. GED/HSD=General Education Diploma/High School Diploma. Percentage does not add to 100 due to rounding.

Program records from Cottrell House showed that all students who received services were male (Table 2). Almost half of the students were African American ($n=24$, 40.7%) which is a larger proportion compared to the district's overall African American student population (22.2%). Special Education students constituted 5.1 percent of those who received services by the program in 2018-19 which is a smaller proportion compared to the district's overall Special Education student population (8.9%).

Table 2: 2018-19 Demographic Characteristics of Students Served by Cottrell House

Subgroup	N	%
Gender		
Male	59	100.0
Female	0	0.0
Ethnicity		
African American	24	40.7
Hispanic	16	27.1
White	19	32.2
Special Education Status		
No	56	94.9
Yes	3	5.1

Source: Cottrell House data file (6/14/2019).

The median number of days students received services through Cottrell House was 57.0 days, ranging from 4 days to 298 days (Table 3). Hispanic students had a larger median number of days ($Mdn=68.5$ days) compared to African American students ($Mdn=55.0$ days) and White students ($Mdn=52.0$ days).

Table 3: 2018-19 Number of Days Students Received Services Through Cottrell House by Ethnicity

Ethnicity	N	M	Mdn	SD
African American	24	84.4	55.0	81.5
Hispanic	16	95.3	68.5	80.7
White	19	68.1	52.0	55.1
Overall	59	82.1	57.0	73.3

Source: Cottrell House data file (6/14/2019).

Note: M=mean. Mdn=Median. SD=Standard Deviation.

Promise House

In 2018-19, Promise House served a total of 102 students in grade 6 through grade 12 (Table 4). The largest numbers of students served were in grade 9 ($n=33$, 32.4%) while the smallest numbers of students served were in grade 7 ($n=7$, 6.9%), grade 6 ($n=5$, 4.9%), and grade 12 ($n=2$, 2.0%). Grade level and demographic characteristics were not identified for twelve students who could not be matched to district data files.

Table 4: 2018-19 Students Served by Promise House by Grade

Grade	N	%
6	5	4.9
7	7	6.9
8	19	18.6
9	33	32.4
10	14	13.7
11	10	9.8
12	2	2.0
Missing	12	11.8
Total	102	100.1

Source: Promise House data file (6/14/2019). Public Education Information Management System (PEIMS) district data file (10/26/2018). District student data files (5/6/2019 and 5/28/2019).

Note: Missing=Data unavailable as these students were not found in the district data files. Percentage does not add to 100 due to rounding.

Nearly half of the students who received services were female ($n=49$, 48.0%) (Table 5). A larger proportion of students who received services were African American ($n=34$, 33.3%) or White ($n=27$, 26.5%) compared to the district's overall African American (22.2%) and White student population (4.9%). However, a much smaller proportion of the students were Hispanic ($n=27$, 26.5%) compared to the district's overall Hispanic student population (70.4%). Special Education students constituted 9.8 percent of those who received services by the program in 2018-19, while only 1 student or 1.0 percent were identified as English Learners (EL).

Table 5: 2018-19 Demographic Characteristics of Students Served by Promise House

Subgroup	N	%
Gender		
Male	41	40.2
Female	49	48.0
N/A	12	11.8
Ethnicity		
African American	34	33.3
Hispanic	27	26.5
White	27	26.5
Other	2	2.0
N/A	12	11.8
Special Education Status		
No	80	78.4
Yes	10	9.8
N/A	12	11.8

Source: Promise House data file (6/14/2019). Public Education Information Management System (PEIMS) district data file (10/26/2018). District student data files (5/6/2019 and 5/28/2019).

Note: N/A=Data not available as these students were not found in the district data files. Percentages do not add to 100 due to rounding.

The median number of days students received services through Promise House was 23.5 days, ranging from 3 days to 160 days (Table 6). White students, African American students, and Hispanic students had similar median number of days (*Mdn*=26.0 days, 24.0 days, and 23.0 days respectively).

Table 6: 2018-19 Number of Days Students Received Services Through Promise House by Ethnicity

Ethnicity	N	M	Mdn	SD
African American	34	35.6	24.0	27.7
Hispanic	27	33.7	23.0	31.9
White	27	33.6	26.0	27.2
Other	2	50.5	50.5	10.6
N/A	12	21.8	14.5	16.9
Overall	102	33.2	23.5	27.6

Source: Cottrell House data file (6/14/2019).

Note: Other=American Indian/Alaska Native. N/A=Data not available as these students were not found in the district data files. *M*=mean. *Mdn*=Median. *SD*=Standard Deviation.

Program Outcomes

Academic Achievement

Academic achievement scores for Cottrell House students were derived from the institution's in-house classroom assessment tools. Cottrell House only administered the classroom reading and mathematics assessment when a student entered the program but did not administer any assessments prior to program exit.

Overall, the average assessed reading grade level for Cottrell House students in grades 8 through 12 was 2.4 grade levels lower than their actual grade-level (Table 7). For grade levels with at least ten students, grade 11 had the largest assessed reading grade level versus

actual grade-level difference (-4.1) while grades 9 and 10 had the smallest assessed reading grade level versus actual grade-level difference (-1.6 and -1.6, respectively).

Overall, the average assessed mathematics grade level for Cottrell House students in grades 8 through 12 was 4.0 grade levels lower than their actual grade level. For grade levels with at least ten students, grade 11 had the largest assessed mathematics grade level versus actual grade-level difference (-5.3) while grades 9 and 10 had the smallest assessed mathematics grade level versus actual grade-level difference (-3.4 and -3.9, respectively).

Table 7: 2018-19 Reading and Mathematics Grade Level Performance of Students Served by Cottrell House

Grade*	N	Min	Max	M	Diff.
Reading					
8	1	N/A	N/A	6.4	-1.6
9	10	3.8	12.9	7.4	-1.6
10	17	1.7	12.9	8.4	-1.6
11	10	2.4	10.7	6.9	-4.1
12	1	N/A	N/A	9.0	-3.0
GED/HSD	20	3.2	12.9	8.6	N/A
Overall	59	N/A	N/A	N/A	-2.4
Mathematics					
8	1	N/A	N/A	4.8	-3.2
9	10	3.0	8.2	5.6	-3.4
10	17	3.2	9.4	6.1	-3.9
11	10	2.7	11.2	5.7	-5.3
12	1	N/A	N/A	8.0	-4.0
GED/HSD	20	2.0	12.9	7.8	N/A
Overall	59	N/A	N/A	N/A	-4.0

Source: Cottrell House data file (6/14/2019).

Note: *=Grade level or academic program. *M*=Mean. *Min*=Minimum. *Max*=Maximum. *Diff.*=Difference between assessed academic achievement grade-level and actual grade-level. N/A=Not applicable.

Academic achievement data was not available for students served by Promise House as in-house assessments were not administered in 2018-19. Students served through Promise House also did not have any official district course grades due to the brief duration of time they were in Dallas ISD classrooms.

Year-End Student Destination Upon Release from Institution

Cottrell House and Promise House provided data regarding served students' destination once released by the program (Table 8). The majority of students at Promise House moved to foster care (*n*=94, 92.2%).

Cottrell House program records showed that almost one-fourth (*n*=17, 28.8%) of served students went to Harris County after having been served by the program while others went to Tarrant County (*n*=8, 13.6%) or Dallas County (*n*=7, 11.9%).

Table 8: 2018-19 Destination Upon Release of Students Served by Cottrell House and Promise House

Destinations	N	%
Cottrell House		
Harris Co.	17	28.8
Tarrant Co.	8	13.6
Dallas Co.	7	11.9
McLennan Co.	5	8.5
Gregg Co.	3	5.1
Out-of-state	1	1.7
Other Counties	18	30.5
Total	59	100.1
Promise House		
Home	8	7.8
Foster Care	94	92.2
Total	102	100.0

Source: Cottrell House data file (6/14/2019). Promise House data file (6/14/2019).

Note: Co.=County. Percentages do not add to 100 due to rounding.

Recommendations

- **Develop a database system, through collaboration with program management and evaluators, to improve data integrity and data access across programs.** Data collected by Cottrell House and Promise House are currently in paper format and must be extracted manually for analysis and intervention identification. A consistently maintained database accessible to program management and evaluators would provide valuable and timely information for progress monitoring and evaluation.
- **Consider the use of standardized reading and mathematics assessments that could be used across programs.** The Cottrell House administered and collected in-house reading and mathematics assessments at program entry only while the Promise House did not administer academic assessments at all. Standardized reading and mathematics assessments such as the NWEA Measures of Academic Progress (MAP) test would provide reliable and valid measures of a student's academic progress and achievement levels. Such information could be used by program staff to provide timely and targeted academic interventions and help students as they transition into future academic settings.
- **Include evaluator-developed questionnaires or surveys to capture student and program staff perceptions and attitudes toward program services.** Collecting and examining attitude and perception data can provide valuable insight into how the programs are performing in relation to their stated goals.

Reference

Mejan, M. (2017). 2016-17 Evaluation of the Neglected and Delinquent Children Program (Promise House and Cottrell House).

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2018-19 Evaluation of the Jonesville Pathway to Science Education

Nolan Rett Mickelson, B.S.

EA19-624-4

At-a-Glance

The Dallas Independent School District (ISD) partnered with the Dallas Arboretum Botanical Society (DABS) to deliver science instruction through the Jonesville Pathway to Science Education (JPSE) to students at nine elementary schools in the Bryan Adams feeder pattern and one elementary school in the Woodrow Wilson pattern.¹ From September through April, the DABS provided four lessons in every grade three, four, and five classroom at each campus followed by a field trip to the Dallas Arboretum and Botanical Garden (DABG) for all participating classes.

Each lesson lasted approximately 50 minutes and was conducted by an educator from the DABS. Each lesson topic and relevant *Texas Essential Knowledge and Skills* (TEKS)² are presented in Table 1.

Table 1: 2018-19 JPSE Lesson Topics and TEKS by Grade

Lesson	Grade 3	Grade 4	Grade 5
One	Traveling Seeds 3.5(A)	Matter Over Time 4.5(A)	Landform Formation 5.7(B)
Two	Energy in the Garden 3.6(A)	Pickle Powered 4.6(A)	Exploring Day and Night 5.8(C)
Three	Rapid Changes 3.7(B)	Disappearing Act 4.9(B)	Ecosystem Interactions 5.9(A)
Four	Models: Sun, Earth, & Moon 3.8(C)	All About Ants! 4.10(B)	Amazing Adaptations: Plants 5.10(A)

Source: Data received from the Dallas Arboretum and Botanical Garden on June 15, 2019.

Note: JPSE = Jonesville Pathway to Science Education. TEKS = Texas Essential Knowledge and Skills.

The JPSE was initially funded through a \$100,000 grant from the Jonesville Foundation and supplemented with a \$50,000 grant from the Sammons Corporation.

The purpose of this evaluation was to report the characteristics of students at campuses served by the JPSE program, report student participation, and

examine the science-related academic achievements of students who received JPSE instruction.

Demographics and Participation

The evaluator summarized data from the district student demographic file for grade three, grade four, and grade five students at participating campuses (Table 2). Students at JPSE campuses were more likely to be Hispanic and less likely to be African American than other Dallas ISD students in the same grades. The percentages of JPSE students with other characteristics were similar to the percentages for other district students.

Table 2: 2018-19 JPSE Campus Student Characteristics

	JPSE Students (N = 2,773)		Other District Students (N = 33,190)	
	n	%	n	%
Race/Ethnicity				
Asian	24	0.9	381	1.1
African American	358	12.9	7,384	22.2
Hispanic	2,153	77.6	23,168	69.8
Native American	6	0.2	89	0.3
Hawaiian/PI	0	0.0	16	<0.1
Two or More Races	32	1.2	364	1.1
White	200	7.2	1,691	5.1
Not Available	0	0.0	97	0.3
Sex				
Female	1,322	47.7	16,187	48.8
Male	1,451	52.3	17,003	51.2
Special Student Populations				
EL	1,420	51.2	16,634	50.1
SPED	275	9.9	3,650	11.0
Eco Dis	2,400	86.5	29,411	88.6

Source: District Public Education Information Management System demographic file dated October 26, 2018.

Note: JPSE = Jonesville Pathway to Science Education. EL = English learner. SPED = special education. Eco Dis = economically disadvantaged. PI = Pacific Islander. Totals may not sum to 100 percent because of rounding. Includes students in grades three through five enrolled on the 2018-19 Public Education Information Management System snapshot date.

Throughout the school year, students may have enrolled at JPSE campuses and begun participating in lessons at any time. Overall, 3,225 students

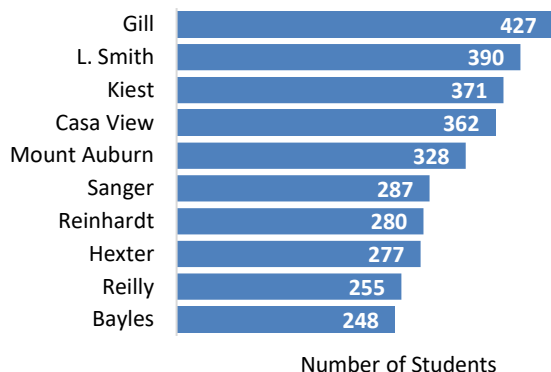
¹ Participating schools included Bayles Elementary School, Casa View Elementary School, Charles A. Gill Elementary School, Victor H. Hexter Elementary School, Edwin J. Kiest Elementary School, Mount Auburn STEAM Academy, Martha Turner Reilly Elementary School, Reinhardt Elementary

School, Alex Sanger Preparatory School, and Larry G. Smith Elementary School.

² Descriptions of all science TEKS can be found at <https://tea.texas.gov/curriculum/teks/>.

participated in at least one JPSE lesson or field trip. The number of student participants by campus is shown in Figure 1. Participation ranged from 248 students at Bayles Elementary to 427 students at Gill Elementary.

Figure 1: 2018-19 Number of Students Receiving JPSE Instruction by Campus (N = 3,225)

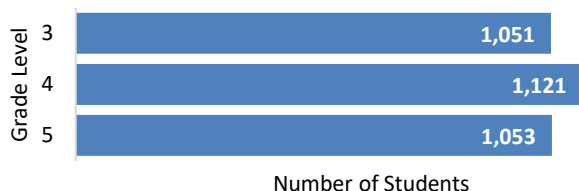


Source: Data received from the Dallas Arboretum and Botanical Garden on June 15, 2019.

Note: Includes students who participated in at least one lesson or field trip. JPSE = Jonesville Pathway to Science Education.

The number of students who participated in a JPSE lesson or attended a field trip by grade level is presented in Figure 2. The largest number of participating students was in grade four.

Figure 2: 2018-19 Number of Students Receiving JPSE Instruction by Grade Level (N = 3,225)

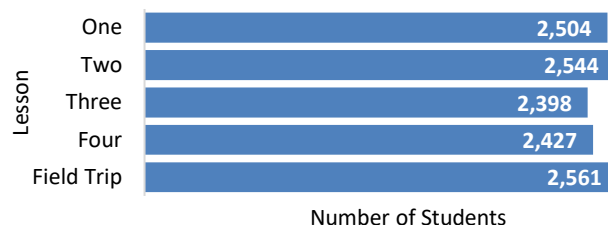


Source: Data received from the Dallas Arboretum and Botanical Garden on June 15, 2019.

Note: Includes students who participated in at least one lesson or field trip. JPSE = Jonesville Pathway to Science Education.

The number of students per lesson ranged from 2,398 students for lesson three to 2,544 students for lesson two (Figure 3). More individual students attended a field trip to the DABG than participated in any one lesson.

Figure 3: 2018-19 Number of Students Instructed by JPSE Lesson (N = 3,225)

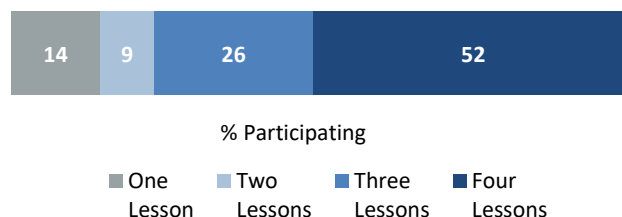


Source: Data received from the Dallas Arboretum and Botanical Garden on June 15, 2019.

Note: JPSE = Jonesville Pathway to Science Education.

Of the 3,143 students who participated in at least one of the four JPSE lessons, 52 percent ($n = 1,618$) participated in all four lessons (Figure 4). Additionally, 1,528 students participated in all four lessons and attended the field trip.

Figure 4: 2018-19 Cumulative JPSE Classroom Instruction Received by Students (N = 3,143)



Source: Data received from the Dallas Arboretum and Botanical Garden on June 15, 2019.

Note: Includes students who participated in at least one lesson and excludes students who only attended the field trip. JPSE = Jonesville Pathway to Science Education. Totals do not sum to 100 percent because of rounding.

Academic Achievement

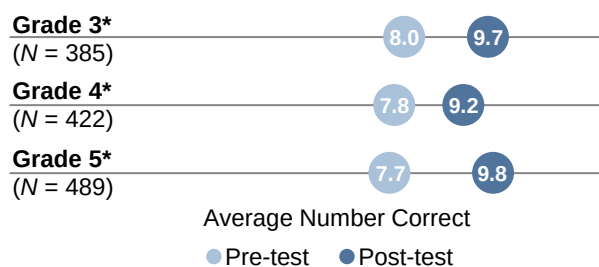
Pre- and Post-Lesson Assessments

DABS staff members developed a pre- and post-test for each lesson. Each test consisted of three multiple choice questions and was administered either on paper or online. Tests were available in English, but not Spanish. The questions and answer choices were re-ordered on the post-test.³ After four lessons in each classroom, students could have answered 12 pre-test and 12 post-test questions. For students who completed all test questions, the evaluator used a repeated-measures *t* test (statistical significance) and calculated Cohen's *d* (practical significance) at each grade level to compare the average number of correct answers on the pre-tests to the average number of correct answers on the post-tests.

³ Fifty-four Gill Elementary students received the lesson one pre- and post-test questions in the same order.

As shown in Figure 5, students in all three grades answered significantly more post-test than pre-test questions correctly. Grade five student performance increased most strongly of the grade levels by answering 2.1 more questions correctly on post-tests than on pre-tests, on average, $t(488) = 24.05$, $p < .01$. Grade three students averaged 1.7 more correct answers on post-tests than on pre-tests, $t(384) = 15.90$, $p < .01$, and the grade four average student gain from pre- to post-test was 1.4 more correct answers, $t(421) = 14.68$, $p < .01$. These gains were practically significant at all three grade levels (grade three: $d = 0.81$; grade four: $d = 0.71$; and grade five: $d = 1.09$).

Figure 5: 2018-19 Pre- and Post-Test Results for JPSE Students



Source: Data received from the Dallas Arboretum and Botanical Garden on June 15, 2019.

Note: Includes students who completed all 12 pre- and post-test questions. JPSE = Jonesville Pathway to Science Education. * = Indicates statistically significant difference, $p < .01$.

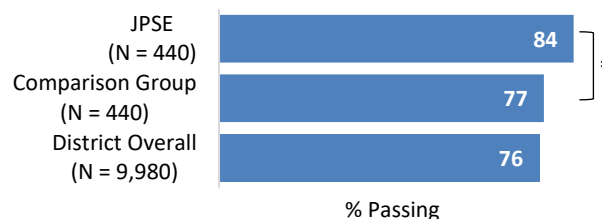
Formal Science Assessments

The evaluator used propensity score matching (PSM) to match grade five students who participated in all four JPSE lessons with a comparison group who did not receive JPSE instruction. The evaluator included the following covariates to determine comparison students: student attendance for 2017-18 and 2018-19 school years, race, sex, English Learner status, socio-economic status, special education status, talented and gifted participation, whether retained the previous school year, and 2018 *State of Texas Assessment of Academic Readiness (STAAR)* performance on the reading and mathematics subtests. The evaluator then used *chi-square* analyses (statistical significance) and Cramer's *V* (practical significance) to compare passing rates for students who received JPSE instruction to comparison students on the fall 2018 *Science Assessment of Course Performance (ACP)*. The evaluator also calculated the likelihood that JPSE students would answer all items addressing the grade five *TEKS* standard on landform formation correctly compared to matched students. Finally, the evaluator compared the rates of JPSE students and comparison group students who met the Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above

(Meets+), and Masters Grade Level (Masters) performance standards on the spring 2019 *STAAR* science subtest.

The JPSE grade five students passed the fall science *ACP* at a significantly higher rate than comparison students, $\chi^2 = 6.98$, $p < 0.01$ (Figure 6). The practical effect was small (Cramer's $V = .09$). Prior to taking the *ACP*, JPSE students received a lesson on landform formation. Though the result was not significant, JPSE students were 1.12 times more likely than comparison students to correctly answer all *ACP* items that addressed the *TEKS* standard on landform formation.⁴

Figure 6: Fall 2018 Grade Five Science ACP Results



Source: District ACP files dated June 13, 2019.

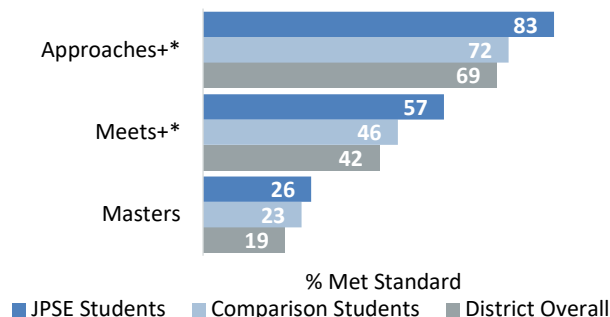
Note: JPSE students include those who participated in all four lessons. JPSE = Jonesville Pathway to Science Education. *ACP* = Assessment of Course Performance. * = Indicates statistically significant difference between JPSE students and comparison students, $p < .01$. District rates are shown for informational purposes only.

Significantly higher percentages of JPSE students than comparison students met the Approaches+ and Meets+ performance standards on the *STAAR* science subtest (Figure 7). Nearly 83 percent of JPSE students and 72 percent of comparison students met the Approaches+ standard, $\chi^2 = 14.34$, $p < 0.01$. Fifty-seven percent of the JPSE students and 46 percent of the comparison students met the Meets+ standard, $\chi^2 = 10.48$, $p < 0.01$. The practical differences between groups in percentage of students meeting each standard were small (Approaches+: Cramer's $V = .13$; Meets+: Cramer's $V = .11$). Differences in the rates of JPSE students and comparison students at the Masters performance standard were not statistically or practically significant.

⁴ Students were expected to recognize how landforms such as deltas, canyons, and sand dunes are the result of changes

to the Earth's surface by wind, water, or ice (Texas Education Agency, 2018).

Figure 7: Spring 2019 Grade Five Science STAAR Results



Source: 2019 district STAAR data files dated May 13, 2019.

Note: JPSE students ($N = 440$), comparison students ($N = 440$), and district students overall ($N = 11,494$). JPSE students include those who participated in all four lessons. JPSE = Jonesville Pathway to Science Education. STAAR = State of Texas Assessment of Academic Readiness. * = Indicates statistically significant difference between JPSE students and comparison students, $p < .05$. District rates are shown for informational purposes only. Does not include STAAR Alternate - 2.

Recommendations

- **Offer Spanish versions of lesson pre- and post-tests.** Over half of the grade three, grade four, and grade five students at JPSE campuses were classified as English learners. These students should be offered Spanish versions of lesson pre-tests and post-tests to more accurately assess knowledge growth.
- **Expand the program beyond 10 elementary schools.** Grade five students who participated in all four JPSE lessons met science achievement standards on the ACP and STAAR at significantly higher rates than matched-comparison students. The program should consider involving additional campuses across the district.

Reference

Texas Education Agency (2018). *Texas Essential Knowledge and Skills* for Grade 5. Retrieved June 17, 2019, from <https://tea.texas.gov/curriculum/teks/>.

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2018-19 Evaluation of the Resident Teachers Program

Rosemary Garcia-Rincón, B.S.

EA19-625-4

At-a-Glance

The Dallas Independent School District (Dallas ISD) School Leadership Department contracted Urban Teachers to train individuals to become highly effective Dallas ISD teachers. The program provided intensive training and support to those committed to a career in teaching. The Urban Teachers model ensures every teacher is highly qualified, well prepared, and ready for the challenges of an urban classroom. The purpose of the program is to:

- support urban schools struggling with recruiting and retaining strong teachers;
- address the challenge of on-the-job-training for new teachers (resident teachers or residents) by partnering them with teacher mentors (host teachers) in their classrooms for one full year;
- assign resident teachers as teachers of record (fellows) after the first year; and
- provide one-to-one coaching to resident teachers for three years through the Urban Teachers program.

The goal of the Dallas ISD Resident Teachers program is to retain strong teachers in the district. The program received \$981,109 in Title I funding for the 2018-19 school year for personnel (incoming residents only) and contracted services with the Urban Teachers vendor for recruitment, selection, and coaching services.

The purpose of this evaluation was to provide an overview of the implementation of the Resident Teachers program for the 2018-19 school year, including program staff member characteristics, and the perceptions and experiences of participants in the program. The evaluator used program documents, interviews, participant survey data, and classroom observations to support the evaluation. Even though the program served three cohorts of participants this year, outcomes in this evaluation focused on the Dallas ISD third cohort of resident teachers who were hired for the 2018-19 school year.

Program Overview

In its third year of partnership with the Dallas ISD, Urban Teachers recruited and selected candidates to participate in the program for the Dallas Fort Worth (DFW) area. Other district partners in DFW included Uplift Education and Knowledge is Power Program (KIPP). Other recruits interested in pursuing a teaching career included alumni from City Year, a non-profit

organization and a member of the AmeriCorps national service network.

Applicant requirements for the Urban Teachers program included:

- a bachelor's degree with a minimum 3.0 GPA;
- experience with children;
- a results-oriented, resilient, and reflective attitude; and
- a four-year commitment to the program.

The Dallas ISD hired selected candidates as full-time teacher assistants (residents), filling vacancies on Accelerating Campus Excellence (ACE) campuses. The premise was that they would receive the best training from highly qualified and experienced teachers, while working on low-performing campuses.

As part of the Urban Teachers program, participants enrolled in a master's degree program offered by the Johns Hopkins School of Education. The coursework was taught in person by School of Education faculty, using a curriculum specifically designed to give teachers the skills they need to empower students in urban schools. Participants attended evening classes Monday to Friday, 5:30 p.m. to 8:30 p.m. at Ignite Middle School. Participants were required to earn certifications in a content area, English as a Second Language (ESL), and Special Education.

Year One, Residency: Residents gained real classroom experience by working in the classroom by day alongside a host teacher. Resident responsibilities included:

- providing one-on-one reading support to struggling students,
- conducting small group instruction with students needing additional support,
- administering formal assessments and using the data to diagnose student needs,
- facilitating family engagement and parental involvement,
- co-teaching with classroom teachers to help provide high-quality instruction,
- facilitating improved classroom management, and
- providing substitute teaching support.

Residents were held accountable at every stage of the program; they also were required to meet specific criteria at the end of their residency to advance to the second year of the program.

Year Two, Teaching: Residents became “fellows” and were placed in their own classrooms as first-year teachers. They continued with training as teacher of record by day and completed coursework at night. One-to-one coaching support was provided to ensure the continual improvement of teaching practice.

Coaches were hired and employed by Johns Hopkins and included former teachers, assistant principals, principals, and educational leaders. Coaches could also serve as instructors for program coursework. Fellows learned and practiced the strategies at night and applied them to their next class sessions. Coaches observed fellows applying the strategies in the classroom and provided feedback.

At the end of year two, fellows who met all requirements earned a Master of Science in Education degree.

Year Three, Teaching: Participants continued to teach in their own classrooms with continued coaching support. At the end of year three, participants who met all requirements received teaching certifications in the three areas mentioned previously (content area, ESL, and Special Education). Urban Teachers received a waiver from the state of Texas to delay certification until the third year. The waiver was issued in order to observe two years of demonstrated classroom teaching before issuing a teaching license. Cohort one was eligible to receive the three certifications at the end of 2018-19.

Year Four, Teaching: Participants will continue to teach in their own classrooms with continued coaching support. By the end of year four, it is anticipated that participants will become effective teachers who can provide students the skills they need to excel.

Program Outcomes

Demographics

The Dallas ISD hired 26 residents (cohort three) for 2018-19 and assigned them to one of 11 ACE schools (10 elementary and 1 middle school)¹. Of this total, four residents exited the program, leaving 22 residents who completed year one. Residents were mostly female (73%), 41 percent White, 36 percent Hispanic, and 14 percent African-American/Black. The highest number of residents selected the elementary education program of study ($n=15$), followed by secondary education ($n=6$), and secondary mathematics ($n=1$). Urban Teachers residents served approximately 1,100 students in 2018-19.

The program aimed to place two to three residents on an assigned campus to manage attrition. This goal did not always happen because of class leveling during the fall semester that resulted in some resident reassignment to other campuses.

Urban Teachers Program Surveys

Urban Teachers program staff members administered individual end-of-year online surveys to all residents in the cohort ($n=22$), host teachers ($n=29$), and principals ($n=11$) in May 2019. Participant feedback regarding program implementation was collected from each group. Survey summary data for each group in the Dallas ISD were provided by Urban Teachers staff members to the evaluator for this report.

Residents

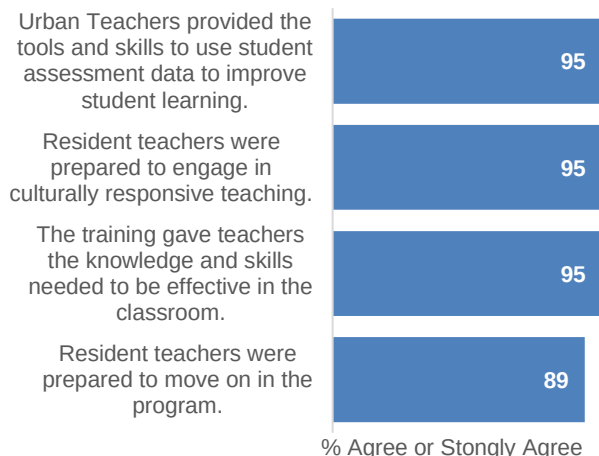
A total of 19 residents (86%) responded to the survey. Survey recipients were asked about their perceptions of program implementation. Responses from residents were generally positive. Residents agreed or strongly agreed that they understood 1) the Urban Teachers requirements (79%), 2) expectations for coursework performance (95%), and 3) expectations for teaching practice (100%).

Respondents also agreed or strongly agreed that 1) the training was aligned with the stated goals and objectives of the Urban Teachers program (89%), 2) the Urban Teachers training was high quality (89%), and 3) their clinical placement (classroom) gave them the knowledge and skills needed to be an effective teacher (74%).

High rates of residents consistently expressed confidence in their preparation to become effective teachers. Most residents agreed or strongly agreed with all statements (see Figure 1; 89% to 95%).

¹Elementary schools: C. F. Carr, Cesar Chavez, Edward Titcher, J.N. Ervin, Joseph J. Rhoads Learning Center, L. L. Hotchkiss, Maple Lawn, Martin Luther King Jr Learning Center, and Paul L. Dunbar: Middle school: Thomas J. Rusk

Figure 1: 2018-19 Resident Perceptions Regarding Confidence in Preparedness (N=19)

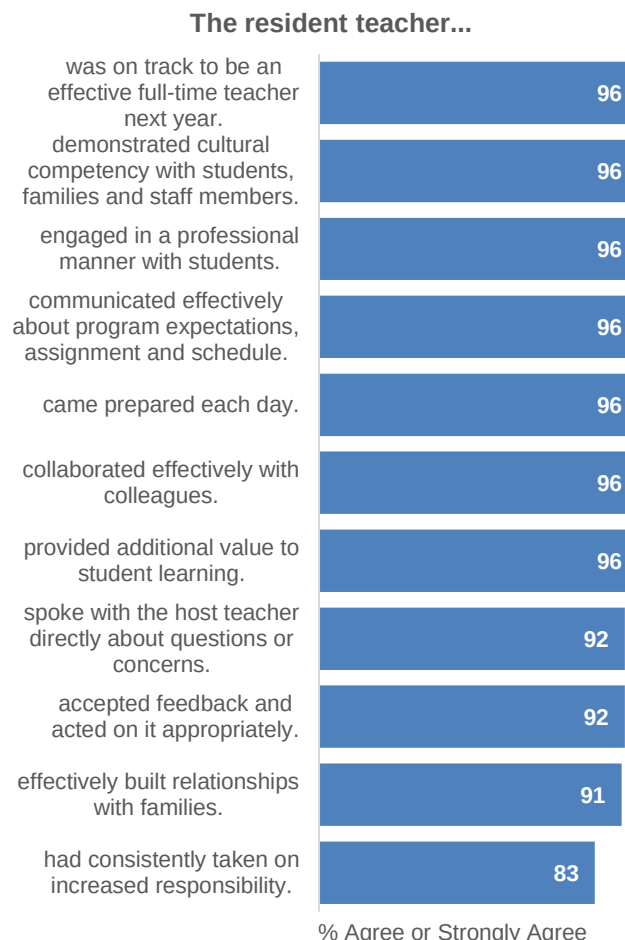


Source: 2018-19 Urban Teacher survey for residents.

Host Teachers

A total of 23 host teachers (79%) from 11 campuses completed the Urban Teacher Host Teacher survey. Host teachers were asked about their perceptions regarding their resident(s) teaching in their classrooms (some had more than 1 resident). Responses from host teachers were generally positive. A pattern of similar responses indicated that most host teachers agreed or strongly agreed that the residents were on track, demonstrated cultural competence, engaged in a professional manner, communicated effectively, came prepared daily, collaborated effectively, and provided additional value to student learning (see Figure 2; 96% each). The lowest rate (but nevertheless a high rate) of host teachers agreed that residents had consistently taken on increased responsibility (83%).

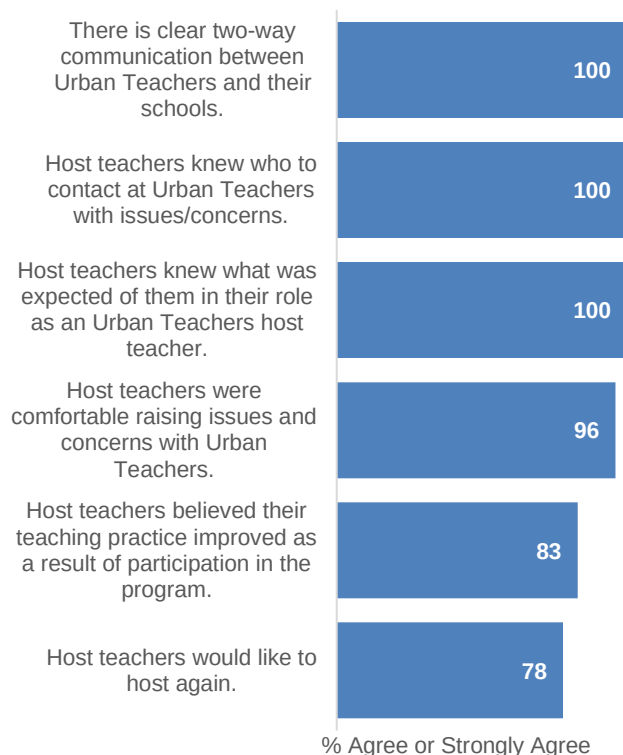
Figure 2: 2018-19 Host Teacher Perceptions Regarding Residents Teaching in Their Classrooms (N=23)



Source: 2018-19 Urban Teachers survey for host teachers.

Host teacher perceptions regarding communication and experiences with the Urban Teachers program also were positive (range: 78% to 100%). The highest rates of teachers (100%) agreed that there was clear two-way communication, they knew whom to contact, and they knew what was expected of them. The lowest rate of host teachers agreed that they would like to host again (78%), indicating that most teachers would agree to host again.

Figure 3: 2018-19 Host Teacher Perceptions Regarding Communication and Experiences with the Urban Teachers Program (N=23)



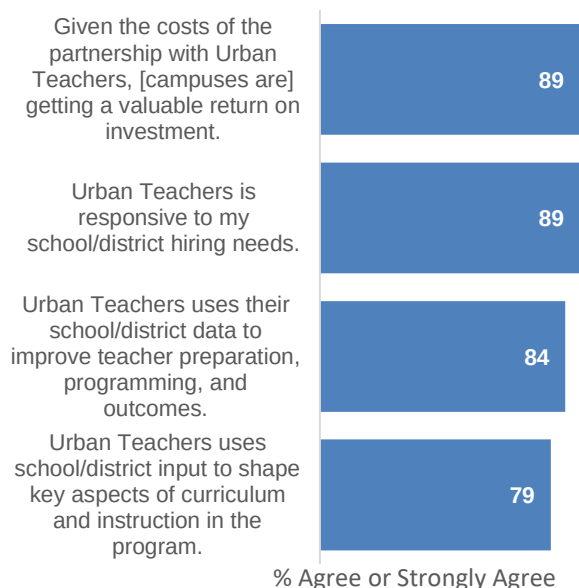
Source: 2018-19 Urban Teachers survey for host teachers.

Principals

Nine principals (82%) responded to the Urban Teachers Principal survey. Principals were asked about their perceptions of the residents teaching at their campuses. Responses from principals also were generally positive. Most principals felt that residents were extremely or well prepared (74%). Also, most principals were satisfied or very satisfied with the Urban Teachers program (94%).

Principals also were asked about their perceptions of communication and experiences with the Urban Teachers program. As shown in Figure 4, most principals agreed or strongly agreed that the program was a valuable return on investment (89%), was responsive to the needs of campuses and the district (89%), used data to improve the program and outcomes (84%), and used school and district input to shape key aspects of the curriculum and instruction (79%).

Figure 4: 2018-19 Principal Perceptions Regarding Communication and Experiences with the Urban Teachers Program (N=9)



Source: 2018-19 Urban Teachers survey for principals.

Recommendations

- Continue implementation of the Urban Teachers program for the 2019-20 school year.** Overall, perceptions regarding the implementation of the residents program were positive for all participants surveyed. Residents agreed that the Urban Teachers program was of high quality. In addition, host teachers agreed that resident teachers were on track to be effective full-time teachers the following year. Most principals also indicated their satisfaction with the program. Although long-term outcomes are needed to determine long-term value to the district, these strongly positive perceptions indicate that the program may result in a useful avenue for teacher recruitment, retention, and success.

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2018-19 Evaluation of the Postsecondary Success: Student Support and Quality Assurance Initiatives

Akiva Lorenz, Ph.D.

EA19-626-4

At-a-Glance

A top priority for Dallas Independent School District (ISD) is to expand dual credit opportunities for its students. Through a partnership with the Dallas County Community College District (DCCCD), high school students can earn college credits before graduating. As of Fall 2018, 35 out of 44 Dallas ISD high schools offered dual credit opportunities, including 23 early college high schools.

To ensure students receive equitable access to dual credit learning opportunities, Dallas ISD established the Higher Education Partnership (HEP) division within the Postsecondary Partnerships and Programs department during the 2018-19 school year. Following the hiring process of the HEP director and two coordinators, the division began operations in November 2018. HEP was supported by \$445,000 from Title IV funding.

During the shortened 2018-19 school year, HEP members coordinated dual credit efforts between high school campuses, Teaching and Learning (Dallas ISD department), and higher education partners; and developed and managed systems to ensure quality assurance measures were being met and adhered to.

Purpose and Methods of the Evaluation

The purpose of the evaluation was to describe the work undertaken by the HEP division during the 2018-19 school year and to examine implementation during the first year. Data in the report were based on a review of district funding documents, HEP program deliverables, Dallas ISD publications, attendance information provided by HEP, and survey results. The survey, designed and administered by the evaluator, was open between May 21 and June 5, 2019. Student enrollment, demographic and academic information was gathered using the district 2018-19 Public Education Information Management System (PEIMS) file dated October 26, 2018.

What were the program components of the Higher Education Partnership (HEP) division in 2018-19?

During the 2018-19 school year, HEP personnel concentrated their efforts on:

- 1) Articulating Dallas ISD dual credit opportunities to students, parents and staff by developing student and parent degree advising guides and curriculum maps and offering dual credit workshops and

training sessions to Dallas ISD staff. As part of these activities, HEP oversaw higher education initiatives such as Dallas County Promise, Parent Promise, and dual credit summer opportunities.

- 2) Coordinating and monitoring the implementation of dual credit programs with higher education partner, DCCCD. Tasks included managing dual credit teacher credentialing and interlocal agreements with higher education partners, maintaining curriculum maps and degree plans, and monitoring the transfer of student data between Dallas ISD and higher education partners via the Dual Credit Dashboard.

How was the initiative implemented?

Dual Credit Trainings

HEP personnel conducted five trainings during the 2018-19 school year, including dual credit leadership team trainings and Pathways to Technology Early College High School (P-TECH) counselor meetings. The P-TECH program is a Dallas ISD strategic initiative in which high school students can choose a career pathway and take courses that provide the academic, technical, and workplace skills that are attractive to employers. Eight P-TECHs were opened in 2016-17 and 10 more opened in 2017-18. Two more are expected to be opened by 2020.

Dual credit leadership team trainings were offered to counselors, campus leadership, coordinators and teachers on December 6, 2018 and April 18, 2019. Forty employees participated, and training sessions covered topics on dual credit policies, enrollment and student course eligibility, the monitoring tool, teacher credentialing, and the dual credit dashboard.

HEP personnel attended two P-TECH counselor meetings on December 3, 2018 and April 2, 2019 and presented on dual credit policies, timelines, and the use of the dual credit dashboard. HEP personnel also attended the P-TECH and Early College High School (ECHS) spring kickoff event on January 15, 2019 at Southern Methodist University (SMU) where they manned an information table and answered questions regarding dual credit programs.

Dual Credit Collaboration Meetings

Dual Credit Collaboration meetings offered the opportunity for campus leadership and dual credit

coordinators to meet with their DCCCD dual credit coordinators to discuss and plan dual credit course offerings for the 2019-20 school year. HEP also arranged for Teaching and Learning department content coordinators to participate, which allowed campus staff to get feedback and district approval for chosen dual credit courses. It allowed campuses to finalize their course offerings in one meeting.

Dual Credit Collaboration meetings were held on January 28 and February 4, 2019. Eighty-eight Dallas ISD staff attended, including 77 campus staff and 11 personnel from Teaching and Learning. DCCCD was represented by 34 dual credit program coordinators.

Campus Process Monitoring Meetings

During the 2018-19 school year, 48 programs at 35 Dallas ISD schools offered dual credit opportunities. HEP staff members visited 47 campuses (98%) between February 6 and May 10, 2019¹.

The purpose of monitoring meetings was to evaluate the effectiveness of the dual credit program's implementation, to provide support services to ensure campuses were adhering to program standards, and to prepare them for future program audits. Programs were rated by HEP personnel on a scale from unsatisfactory to exemplary based on ten criteria (course offerings, monitoring and evaluation of staff, student eligibility, student enrollment, student course completion, dual credit monitoring, collaboration with DCCCD partners, communication with campus staff, communication with parents, and communication with community members). Overall², five programs (11%) were rated unsatisfactory, 19 programs (41%) as progressing, 20 programs (43%) as proficient, and two programs (4%) were rated as exemplary. HEP personnel also visited eight comprehensive campuses that did not offer dual credit opportunities to advise campus leadership about the logistics of offering dual credit opportunities and to answer questions.

Dual Credit Teacher Credentialing

In 2018-19, HEP personnel oversaw the establishment and implementation of the dual credit teacher credentialing program aimed at supporting the expansion of dual credit opportunities.

In cooperation with DCCCD, HEP offered current high school career and technical education (CTE) instructors who met the minimum educational and work experience requirements to be dually credentialed via DCCCD. Twenty-three teachers attended the interest meeting on

April 10, 2019. HEP did not receive any information from DCCCD on the number of teachers who met the criteria and ultimately received dual credit credentials.

HEP also provided and paid for teachers who held a master's degree to earn dual credit credentials after completing eighteen credit hours of coursework through Texas A&M University Commerce. The initial cohort began in the spring of 2019 and nine teachers are expected to be credentialed at the end of the 2019 fall semester. Cohort II started in the summer of 2019 and the seven participating teachers are expected to be credentialed at the end of the spring 2020 semester. Cohort I participants were able to be credentialed in English, political science, and psychology while Cohort II participants will be able to be credentialed in English. HEP personnel organized and managed the dual credit teacher credentialing program, and the training portion was paid from Title II funds.

Dallas County Promise and Parent Promise

Dallas County Promise provides "last-dollar scholarships³" to students who graduate from one of 31 Dallas ISD Promise high schools to pursue an associate degree at DCCCD. Parents of students who completed the Dallas County Promise pledge at eight Dallas ISD high schools were eligible for the Parent Promise, which allows one parent or guardian per senior who meets certain income requirements to receive a last-dollar scholarship to any Dallas County Community College.

HEP personnel, in cooperation with the Dallas ISD Information Technology (IT) department, supported data exchange needs between DCCCD and the Dallas ISD to complete the application process. HEP personnel participated in monthly Dallas County Promise meetings and visited schools to help students and parents with the application process. HEP was also supported by the Postsecondary Partnerships and Programs departments' College Access Program (CAP) coordinator who utilized the program's CAP advisors to help students complete the application process.

Program Deliverables

In 2018-19, HEP personnel created advising guides for associate degrees and certificates, curriculum maps, and crosswalks. These tools were used by counselors to track current student requirements and to better advise students on dual credit offerings.

In 2018-19, HEP personnel created student advising guides for the Associate of Arts and Associate of

¹ The dual credit coordinator of one campus did not respond to meeting requests.

² Monitoring scores were not available for two of the 48 programs.

³ Per Dallas County Promise website, "last-dollar scholarships cover the gap between need-based financial aid and cost of tuition for up to a time limit or the completion of a degree per institution". Source: dallascountypromise.org/students

Science degrees, and 37 Level I certificates⁴. They listed graduation requirements for each degree or certificate and gave counselors a better way to discuss dual credit opportunities with students. A review of dual credit completion by HEP personnel indicated that students were completing Level I dual credit courses based on interest but were often one to three courses short of receiving a certificate. Fifteen comprehensive campuses offered between two and five Level I certificates.

HEP personnel maintained 58 articulated curriculum maps and degree plans with higher education partners to ensure that early college high school students could earn 60 college credit hours within a 4- or 5-year graduation plan while students in comprehensive high schools with dual credit programs could earn up to 42 credit hours. In addition, HEP personnel maintained the district's crosswalk, which maps DCCCD course names and numbers to Dallas ISD courses.

What did the audit of P-TECH Grade 11 students (juniors) reveal?

Student Audits

The 2019-20 school year will be the first to award an associate degree to students in P-TECH programs. Upon learning dual credit high school counselors did not have a way to track student progress towards degree completion, HEP personnel requested a list of juniors by pathway (program of study) from P-TECH campuses⁵, and corresponding degree plan audits from DCCCD. Paper audit files were received by HEP personnel on January 9, 2019 following the posting of Fall 2018 grades. Files were sorted and given to each Dallas ISD P-TECH campus. A spreadsheet was created to track student academic achievement and dates of academic conferences. School Leadership scheduled 90-minute meetings with the eight P-TECH campuses for January 31, 2019 to discuss the status of juniors. HEP personnel reviewed student degree plans with campus counselors.

HEP audit files (accessed June 21, 2019) for the 2018 fall semester indicated there were 708 student degree audits of which nine juniors withdrew. Of the remaining, 681 juniors had a valid GPA record. The average GPA of juniors enrolled in Cohort I P-TECH campuses was 2.9; the GPA range was 0.5 to 4.0.

Academic Conferences

Of the 681 juniors who took a dual credit course, 70 (10%) failed to earn a 2.0 GPA and were at risk of being placed on academic probation or suspension.

⁴ Level I dual credit courses are available to students who do not meet *Texas Success Initiative (TSI)* guidelines.

Counselors conducted academic conferences with these students and updated the spreadsheet with the date of the conference. HEP audit files indicated 47 academic conferences were held (67%). However, 21 of the 47 conferences were held prior to the January 31, 2019 School Leadership meeting, indicating some campuses were aware of the academic performance of their students.

What were stakeholders' perception of the Initiative?

Seventy-one out of 147 Dallas ISD employees who participated in HEP personnel-led dual credit activities responded to the survey soliciting their feedback (48 percent response rate). The three largest groups of respondents were counselors ($n=34$, 48%), campus leadership ($n=21$, 30%) and coordinators ($n=12$, 17%). Seventy-two percent of respondents indicated they had less than five years of experience with the dual credit program. Forty-eight percent assessed their knowledge of Dallas ISD policies and procedures regarding the dual credit program as intermediate, 30 percent as advanced, 21 percent as basic, and one percent indicated that they had no prior knowledge. Thirty-four respondents (61%) indicated they contacted the HEP department in 2018-19. Ninety-four percent agreed or strongly agreed that HEP personnel answered emails and voicemails in a timely manner (within 48 hours). Overall, respondents were happy with the support they received in 2018-19 (91%). Forty-one respondents (58%) indicated they visited the dual credit website and the majority found the website easy to navigate (53%) and indicated they found most of the resources they were looking for (93%).

Dual Credit Trainings

Fifty-two respondents (73%) indicated they participated in dual credit trainings provided by HEP. Across all training topics, 71 percent of respondents agreed the training topics were very useful. Ninety-eight percent of respondents agreed or strongly agreed training sessions were well organized, 96 percent agreed or strongly agreed trainers were knowledgeable about the subject matter, and 94 percent agreed or strongly agreed trainings were relevant to their work. Eighty-eight percent agreed or strongly agreed that their participation in training sessions raised their knowledge of Dallas ISD policies and procedures regarding dual credit offerings. Overall, 94 percent agreed or strongly agreed they were satisfied with dual credit trainings, and 89 percent indicated they shared training materials and information with staff at their campus. Forty-five percent indicated they preferred to be trained in small groups (i.e., 15 less), 29 percent

⁵Students needed to select a pathway by grade 11. In 2018-19, the eight P-Tech programs which opened in 2016-17 had grade 11 students.

preferred to receive training via online modules, 18 percent preferred via large groups (16 or more), and eight percent preferred via webinars.

Campus Monitoring Meeting

Forty-four respondents (62%) indicated they participated in the campus monitoring meetings. All agreed or strongly agreed the HEP personnel conducting the campus visit interacted in a professional manner. Ninety-four percent agreed or strongly agreed they received actionable suggestions to improve the implementation of the dual credit program, and 85 percent agreed or strongly agreed that the dual credit monitoring tool will help them better prepare for future visits or audits. Overall, 89 percent of respondents agreed the dual credit monitoring visits were beneficial for their campus. Examination of open-ended questions revealed that some survey participants would like to receive academic achievement data during the semester to be able to contact parents and provide support in a more proactive manner.

Establishing Dual Credit Courses

Forty-five respondents (63%) indicated they worked with HEP personnel to plan for dual credit courses, pathways, or a sequence of courses in 2019-20. Ninety-five percent agreed or strongly agreed HEP coordinators provided direction on the process of establishing dual credit courses. Ninety-two percent agreed or strongly agreed dual credit suggestions they received were based on their campus needs, and 90 percent agreed or strongly agreed HEP personnel provided opportunities to collaborate with college partners. Eighty-four percent agreed or strongly agreed HEP personnel helped them present new dual credit course suggestions to campus leadership or provided tools to communicate dual credit offerings to students (83%). Overall, 90 percent were satisfied with the support they received from HEP personnel regarding the establishment of dual credit courses.

Dual Credit Dashboard

Forty-eight respondents (68%) indicated they utilized the dual credit dashboard in 2018-19. Of those, 73 percent utilized it for student advising, while 58 percent used it to make decisions about dual credit course offerings. Seventy-one percent of respondents agreed or strongly agreed the dashboard was easy to navigate. Eighty-two percent agreed or strongly agreed HEP personnel helped them to update student information on the dual credit dashboard, and 78 percent agreed or strongly agreed HEP personnel provided them with actionable suggestions to solve their data issue(s). Overall, 82 percent agreed or strongly agreed the automatic generation of grades from the dual credit dashboard to PowerSchool has been beneficial.

Recommendations

Despite the shortened implementation year, HEP personnel managed to provide training, establish processes, facilitate coordination among key stakeholders, and provide direct support to counselors. The following recommendations are intended to build on these efforts.

- **Provide counselors access to students' grades during the semester.** HEP personnel, in cooperation with higher education partners, should continue to formulate procedures to better track student progress towards degree completion during the semester. Dual credit counselors should have access, in compliance with the Family Educational Rights and Privacy Act (FERPA), to students' grades via Blackboard or receive periodic academic updates from the higher education partners.
- **Continue conducting student audits.** HEP personnel proactively developed an internal tracking process for dual credit juniors. As additional students from P-TECH programs enter grade 11, HEP personnel should continue to help counselors identify students at risk of not completing the degree and provide necessary support to ensure student success.
- **Follow up with counselors regarding academic conferences.** HEP personnel should work with counselors to assess why some students who failed to receive a 2.0 GPA did not receive an academic conference.
- **Consider offering training via online modules.** Whereas 45 percent of survey respondents indicated a preference for training to be conducted through small groups of 15 or fewer, 29 percent indicated a preference for online modules, likely indicating a need for greater convenience and minimized travel time for some.
- **Continue to build dual credit dashboard functionalities.** HEP personnel, in cooperation with the Dallas ISD IT department, should continue to improve the dual credit dashboard. As an example, the dashboard would be more beneficial to counselors if they could view all available student information on one page rather than having to shift between tabs.

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2018-19 Evaluation of Title I Curriculum Design, Resources, and Specialists Program

C. Elizabeth Watson, M.P.A.

EA19-627-4

At-a-Glance

The Dallas Independent School District (Dallas ISD) received federal funds for curriculum development and implementation for the 2018-19 school year through Title I, Part A and Title IV, Part A Student Support and Enrichment (SSAEP) Entitlement. A committee of district administrators reviewed existing curriculum resources and determined that resources available to teachers at the time were not sufficient to meet the needs of students as demonstrated by data trends across multiple student assessments as well as individual student group performances and gaps in learning. Curriculum design programs were established to create a viable, coherent, and comprehensive curriculum for the district. The purpose of these programs were to provide teachers with physical and digital curriculum resources, assist with lesson planning and implementation, and provide personal support through grant-funded specialist positions.

Methodology

Appropriate federal funding proposal workscopes were reviewed to note program goals, plans for implementation, and amount of funding allotted for each of the relevant activities. In addition, formal and informal in-person interviews were conducted with program managers to gather implementation data related to the 2018-19 school year. Surveys regarding teacher experiences were administered by individual departments, and data were shared with the evaluator. Additional follow-up information was collected via phone and email.

Funding

Curriculum Design Programs were funded at \$1,271,730 through Title I, Part A funds. The Reading Language Arts Supplemental Resources and Curriculum Specialist Program was funded at \$647,462 through Title I, Part A. Additionally, the Dallas ISD School Board approved the expenditure of \$600,000 for

teacher writer stipends from the district's special revenue funds on March 28, 2019.

The Professional and Digital Learning program was funded via Title IV, Part A Student Support and Academic Enrichment Program (SSAEP) Entitlement at \$785,979.

Program Activities and Implementation

Dallas ISD Curriculum Design Program

The district designed and published a supplemental kindergarten through grade 12 (K-12) Reading Language Arts and Social Studies curriculum package to create greater cohesion in planning daily instruction for teachers. The curriculum is housed on a digital platform and includes key components essential to instructional design as included in the Texas Essential Knowledge and Skills (TEKS) Resource System¹. The new curriculum's implementation was supported through professional learning community (PLC) support and ongoing teacher observations and coaching. The curriculum package was rolled out incrementally, with two six week instructional periods of content released at a time. The first two six weeks were available in August 2018, and all six six weeks were available in December of 2018.

The district hired teams of teacher writers who authored the curriculum content, which was then vetted by Teaching and Learning staff members in collaboration with campus representatives, to ensure high quality products.

On the teacher-created curriculum feedback survey, most respondents described the new units as "good" and found them to be "useful," and "helpful." Most respondents (n=121; 73.8%) found the "How will I teach it?" component² to be a helpful part of each unit. Additionally, respondents reported appreciation for the exemplar lessons included in each unit, with 66.9% (n=113) of teachers rating it "very useful." Powerschool Learning³ system usage statistics show 11,252 unique

¹ The TEKS Resource System is a comprehensive curriculum management system developed by Texas Curriculum Management Program Cooperative (TCMPC) and a team of content experts. Its focus is to provide districts and teachers tightly aligned high quality curriculum documents based on the state mandated TEKS.

² Other components of the units included: "What do I teach?" (rated helpful by n=89; 54.3%), "How will I know students learned it?" (n=51; 31.1%), "How will I respond?" (n=32; 19.5%), and "How can I get help?" (n=29; 17.7%).

³ Powerschool is a cloud-based digital learning management system for teachers and students. Teacher level accounts in Powerschool Learning may belong to teachers or other professional staff who require access to the curriculum units.

visitors with teacher accounts between August 9, 2018 and April 16, 2019. Teachers visited the online system a total of 430,241 times, spending 32,948 hours.

Reading Language Arts Supplemental Resources and Curriculum Specialist Program

The district funded supplemental reading resources and a Reading Language Arts (RLA) instructional specialist position through Title I to support schools in meeting the goal of teaching all students to read and write on grade level.

Supplemental independent reading resources included Booksource⁴ classroom libraries, Social Studies kindergarten through second grade libraries, and the Reading A-Z⁵ program. The grant is part of a three-year plan to outfit all schools with classroom libraries. Expenditures totaled \$559,445, with the bulk being used for Booksource libraries (\$466,600). The department spent \$54,120 on Social Studies libraries, and \$38,725 on Reading A-Z.

The RLA Instructional Specialist developed supplemental curriculum and assessments and provided in-person support and expertise to individual campuses. As of September 27, 2018, 63 classroom visits had been conducted. The specialist found that 44.4% (n=28) of classrooms were effectively following the scope and sequence of the Reading Language Arts or Social Studies curriculum, with seven classrooms (11.1%) using recommended key texts. As of April 15, 2019, after 246 classroom visits, 41.5% (n=102) of classrooms were effectively following the scope and sequence of the Reading Language Arts or Social Studies curriculum. The specialist noted the use of recommended key texts in 30 of the classrooms (12.2%).

Dallas ISD STEM Curriculum Design Program

The district began designing a supplemental K-12 Mathematics and Science curriculum package to create greater cohesion in planning daily instruction for teachers. Like the curriculum design project for RLA and Social Studies, the curriculum will be housed on a digital platform once complete. The new curriculum's implementation will include professional learning community (PLC) support and ongoing teacher observations and coaching. The curriculum package is planned to be completed by the end of summer 2019, for full teacher use during the 2019-20 school year.

The department hired 35 teacher writers for Mathematics and 31 for Science. Mathematics writers were asked to create three lessons per content unit, focusing on high level tasks and problem-solving tasks. In Science, writers worked together to create grade level curriculum collections featuring eight to 11 units for the year, organized by six weeks. Each unit contains between one and five 5E⁶ lesson plans for teacher use, constructed to a level where novice teachers can conduct the lessons with fidelity.

All content will be reviewed by STEM department staff to ensure high quality alignment to grade level content (TEKS Student Expectations and Process Skills), incorporation of English Language Proficiency Standards (ELPS), health standards, and Social Emotional Learning (SEL) competencies.

Each grade level writing team consisted of General Education, Dual Language, and Special Education writers. The STEM department will also collaborate with the Office of Racial Equity to ensure all lessons written by teachers are culturally responsive.

Academic Technology Program

Academic Technology staff members used federal grant funds to provide supplemental professional development (PD) and resources including the Clever⁷ portal and other digital resources to teachers, principals, and other instructional staff.

Staff members conducted face-to-face training on online course creation, highly effective feedback through digital platforms, designing instruction in the digital age, blended learning, using technology to support differentiated instruction, as well as application-specific trainings on Powerschool, Unified Classroom Learning Management System (LMS), and Google. Additional online courses were offered to teachers of all grade levels to help navigate the district's available technology resources. Topics included digital citizenship, Chromebook training, training on best

⁴ Booksource curates leveled libraries for classrooms that include content from over 150 publishers.

⁵ Reading A-Z is a comprehensive system of books and teacher resources correlated to state mandated TEKS, including reading lessons, decodable books, leveled readers, fluency passages, phonological resources, and vocabulary materials.

⁶ The 5Es is a constructivist instructional model which says that learners build new ideas on top of old ones. Each E describes a phase of learning: Engage, Explore, Explain, Elaborate, Evaluate.

⁷ Clever Portal is a web-based single sign-on resource for teachers to access all their learning software and resources in one place.

practices in the operation of a 1:1⁸ classroom, ISTE⁹ standards, and learning by design.

Content specific online professional development was available via Cornerstone¹⁰, as a supplement to traditional courses in order to give teachers flexibility in completing their PD requirements. Course offerings are listed in Table 1.

Table 1: 2018-19 Professional and Digital Learning Online Professional Development Course Listing

Reading Language Arts
Small Group Instruction Grades 3-12 RLA
Habits of Discussion Grades 3-12 RLA
Mentor Text Strategies Grades 3-12 RLA
Academic Vocabulary Grades 3-12 RLA
Text Dependent Questions Grades 3-12 RLA
Social Studies
Inclusion in the Social Studies Classroom
Social Studies and the English Language Learner
Mathematics
Basic Fraction Sense – Math grades 3-5
Math and the English Language Learner 3-12
Inclusion in the Math Classroom 3-12
Science
Elementary School Lab Safety Training – Science
Middle School Lab Safety Training – Science
High School Lab Safety Training – Science
Advanced Academics/Gifted and Talented
Gifted and Talented Module 1A
Gifted and Talented Module 1B
Gifted and Talented Module 2A
Gifted and Talented Module 2B

Source: Data were extracted from Professional and Digital Learning internal records.

Note: RLA = Reading Language Arts

Recommendations

Consider continuing to find opportunities for teachers to create new and innovative curriculum.

Teacher feedback indicated that curriculum materials created by teachers was high quality and useful. Teachers in the district have unique perspective and expertise on the best ways to reach our students through curriculum, and fully utilizing their talents benefits the whole district.

Work to identify the most talented, most effective curriculum writers. Departments should use available data to identify common traits in the training, certifications, and experience possessed by teachers who demonstrate exceptional skill at curriculum

creation and seek to recruit future participants based on these characteristics.

Strengthen professional development and continuing education opportunities for teachers in curriculum writing. Creating curriculum is a specialized skill separate from instruction, so teachers' experience with it will vary. Teachers may not have been exposed to sufficient quality of curriculum creation methods in their coursework or may not have studied the topic in years. Bridging this gap would increase the quality of our teacher-created curriculum materials while building capacity in our teachers for the life of their careers.

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⁸ The term one-to-one (1:1) is applied to programs that provide all students in a school, district, or state with their own laptop, netbook, tablet, or other computing device. 1:1 refers to one computer for every student.

⁹ The International Society for Technology in Education (ISTE) standards for educators provide a roadmap for helping students become empowered learners, leveraging technology use to improve student learning.

¹⁰ Cornerstone is a learning management software system accessible by web for administering, delivering, and tracking e-learning or training programs.

2018-19 Evaluation of Multi-Tiered Systems of Support (MTSS)

Monique C. Mejan, M.A.

EA19-628-4

At-a-Glance

Starting in the 2018-19 school year, the Multi-Tiered Systems of Support (MTSS) framework in the Dallas Independent School District (Dallas ISD) replaced the Response to Intervention (RTI) system which functioned in a comparable, but more limited way. Compared to RTI, MTSS is designed to function more holistically, focusing on prevention and early intervention, while taking into consideration the healthy development of the whole child – with regard not only to academics, but to social and emotional development as well, since the latter are now well-understood to correlate with academic success (see Zins, Bloodworth, Weissberg & Walberg, 2007). The American Institutes of Research conceptualizes MTSS as a larger umbrella under which RTI may fall, and similarly notes that, traditionally, RTI is limited to academic interventions while MTSS includes both academic and behavioral interventions.¹

The MTSS framework aims to provide struggling students with immediate support in areas where they experience difficulty (academics, language², and/or engagement) and offers campus personnel set procedures and guidelines to assist students.³ In this way, it is preventative in nature as it seeks to intervene early, before problems affect other areas of development. Intervention efforts increase in intensity and duration for students who fail to respond appropriately to the core academic program.

The Dallas ISD 2018-19 Title II, Part A workscope for MTSS states that, “the long-term objective for MTSS is to use universal screening to intervene early, provide targeted support to struggling students, and implement a schoolwide approach to student support that focuses on the academic, behavioral, social and emotional needs of the whole child.”⁴ Key goals MTSS staff identified for 2018-19 centered on effective training of Dallas ISD staff in MTSS concepts and procedures and increasing awareness of the importance of universal screening.

Evaluation Purpose and Scope

This evaluation focused on efforts to implement the MTSS program in 2018-19. It examined the nature of

the MTSS framework, as well as efforts to train campus staff in MTSS concepts and practices.

Specifically, this evaluation examined the budget for the MTSS program in Dallas ISD; the human resources (central staff) employed to execute MTSS operations; additional detail on the goals that the program’s administrators have set for school years 2018-19 through 2020-21; the count and nature of MTSS intervention plans created in the PowerSchool Module in 2018-19; training in MTSS concepts and procedures provided to campus staff; and findings from a survey administered to campus staff regarding the training in and implementation of the MTSS framework in 2018-19.

What was the budget for implementing the MTSS framework in 2018-19?

The evaluator requested MTSS program budget information from the MTSS program manager. The total amount of funding provided for 2018-19 was \$427,530. Of this, \$250,856 (59%) funded professional and support staff positions and \$146,174 (34%) funded professional development activities. Other funding categories included employee travel (4%, such as for conferences) and equipment (3%).

What were the human resources employed to implement the MTSS framework in 2018-19?

MTSS efforts in 2018-19 were led by one program manager and three coordinators, each with specialization in one of the three pillars of the MTSS framework (academics, language, and engagement). Primary duties of these staff included planning, organizing, and leading training sessions on MTSS concepts, specific pillar domains, intervention procedures, and online resources, documentation, and reporting processes. In addition, MTSS staff provided support and guidance to campus staff throughout the year regarding inquiries about program implementation, including via social media, facilitating discussions such as a Twitter Chat in spring 2019.

¹ American Institutes of Research (Washington, DC), Center on Response to Intervention: <https://rti4success.org/video/mtss-and-rti-are-often-used-interchangeably-what-it-separates-them>

² Language interventions are intended for use with both English learners and native English speakers and focus on needs that may extend beyond basic differentiated instruction.

³ <https://sites.google.com/dallasisd.org/dallasisdmtss>, retrieved 9/28/18.

⁴ MTSS 2018-19 Title II Workscope, Section 3.

What goals did MTSS staff articulate for the MTSS program for 2018-19 and beyond?

The evaluator requested program plans from MTSS staff for 2018-19 as well as for the next few school years. Examination of program documents identified the following goals (provided in Table 1, verbatim):

Table 1: MTSS Goals (From MTSS Three-Year Plan)

MTSS Goals for 2018--2021	
2018-19: Build Capacity	
• Provide professional development sessions to define the MTSS framework; • Strengthen the awareness of Tier I supports by collaborating with RLA, Mathematics, Bilingual/ESL, and Student Engagement departments and include information of Tier I best practices in professional development sessions; • Equip teacher teams to 1) perform root cause analysis, 2) conduct universal screening data analysis, and 3) select and deliver interventions and/or extensions that align with achievement and assessment data; • Develop a data management system (PowerSchool Interventions Module) to document selected interventions, the delivery of interventions, and students' responses to interventions.	
2019-20: Evaluate Systems	
• Implement a more robust universal screener suite; • Determine districtwide support/intervention impact through professional development surveys, 6-week checks, and student achievement and assessment data; • Review interventions and purchased resources used for return on investment.	
2020-21: Refine Practices	
• Expand school – home – community involvement; • Refine intervention menus of support for the three pillars (academics, language, and engagement); • Align professional development to best practices.	

Source: Three-Year MTSS Program Action Plan, provided by MTSS program staff, September 2018.

Which students were served by the MTSS program in 2018-19?

MTSS is a districtwide effort in prevention and early intervention services. Therefore, in 2018-19, all 155,237 students in the district were considered participants in MTSS programming.

Tier Characteristics and Placement Determination

As noted previously, one element of the MTSS framework is the practice of universal screening. Screening is intended to cover issues related to academics, language, and engagement.

Based on universal screening outcomes, a student may be kept in Tier 1, where core instruction is provided, and no intervention is needed. When screening data

indicate that some intervention or special instruction is warranted, the student is placed in Tier 2. Students in Tier 2 receive intervention based on screening findings in addition to core instruction. If Tier 2 interventions do not produce the desired outcome, the student may be placed in Tier 3. Students in Tier 3 receive intensive intervention—in addition to prescribed Tier 2 intervention and core instruction (Tier 1). Tier 3 interventions are intended for a smaller number of students compared to Tier 2. If Tier 3 interventions still fail to produce the desired outcome, the campus Student Support Team may provide additional referrals for specialized services outside of the MTSS structure.⁵

Table 2: Characteristics of Intervention Levels (Tiers)

	Tier 1	Tier 2	Tier 3
Instruction / Intervention Approach:	Comprehensive research-based curriculum	Standardized, targeted small-group instruction	Individualized, based on student data
Group Size:	Class-wide (some small group instruction)	3-7 students	No more than 3 students (ideally)
Progress Monitoring:	Once per term	At least once per month	Weekly
Population Served:	All students	At-risk students	Students with significant & persistent needs

Source: Table created by Dallas ISD Evaluation and Assessment department, based on PowerPoint presentation from the American Institutes of Research Center on Response to Intervention (Peterson, A., et al., 2017. *Hot Topics in MTSS*).

Intervention Plans Created in 2018-19

Analysis of program records from PowerSchool showed that, as of June 1, 2019, a total of 19,340 Tier 2 intervention plans had been created for students in the PowerSchool MTSS Intervention Module. Of these, 12,055 plans were for unique students (7.8% of the 2018-19 districtwide enrollment); 7,285 students had more than one plan in the system. A total of 96.8 percent of all intervention plans were in "Final Document" status ($n=18,717$); the remaining were marked as being in either "Draft" ($n=508$) or "Review" status ($n=115$). In terms of the focus area for these intervention plans, the majority were for academic issues (79.9%), followed by engagement issues (17.1%) and language issues (3.1%).

What training opportunities did MTSS staff provide to campus staff in 2018-19?

The evaluator requested documentation from MTSS staff detailing training opportunities provided by MTSS staff to campus staff on the MTSS framework in 2018-19. Documents showed a total of 33 training sessions offered during the school year. A large proportion of training took place early in the school year – August through October 2018 ($n=14$ sessions with 594 attendees, Table 3). Attendees included teachers,

⁵ Refer to the Dallas ISD MTSS website: (<https://sites.google.com/dallasisd.org/dallasisdmtss/mtss-model>) for

more information. Tier placement information accessed December 2018.

school counselors, campus administrators, dyslexia interventionists, and campus instructional coaches.

Table 3: Fall 2019 and Spring 2018 MTSS Training Sessions

Title	Sessions Count	Attendance Count
Fall 2018		
Paving Pathways to Possibilities: MTSS Team Training – August, September and October 2018	14	594
Single-campus MTSS trainings	5	65
MTSS Overview for Instructional Lead Coordinators, Urban Specialists, and Campus Instructional Coaches	5	N/A
MTSS Power Hour	3	33
MTSS Fall Diagnostician Training	1	123
MTSS Overview and Root Cause Analysis for Dyslexia Interventionists	1	117
Spring 2019		
MTSS PowerSchool Interventions Module for Dyslexia Interventionists	1	96
Engagement Overview at Skyline HS	2	31+
Overview of Designated Supports and the PowerSchool Interventions Module at Wilmer Hutchins	1	23

Source: MTSS program staff, provided December 2018 & May 2019.
Note: N/A=Count not available in MTSS program documentation.
 HS=high school. "+" = count not available for 1st session.

How did campus staff perceive the efficacy of MTSS trainings?

Background and Methodology

In the spring of the 2018-19 school year, the evaluator administered a survey to better understand the experiences of district staff trained on the MTSS framework and procedures. Survey questions were crafted in collaboration with MTSS staff and administered via SurveyMonkey (an online survey design and administration tool) to all known Dallas ISD staff who attended a training during the 2018-19 school year, including campus administrators, teachers, school counselors, central staff, and other specialists. A total of 793 Dallas ISD staff were invited to participate in the survey from April 30, 2019 until May 16, 2019. In all, 255 staff completed the survey, translating to a response rate of 32.1 percent.

The survey's largest respondent group was school counselors (24% of respondents), followed by teachers (18%), assistant principals (17%) and principals (12%). Other groups were central staff (10%), dyslexia interventionists (7%), special education evaluators (7%) and instructional coaches (4%).

Survey Findings

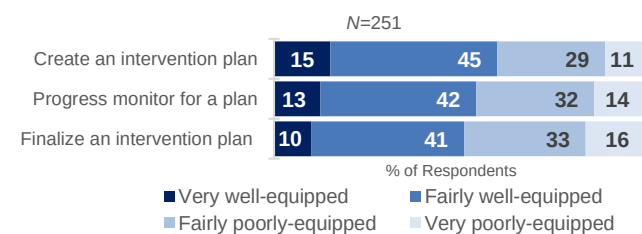
All campus principals were asked how many staff from their campus attended a MTSS training session during 2018-19. In all, 91 percent of principals indicated that either they alone (40%) or they and at least one additional staff member (51%) attended a training; 36

percent specified that four or more staff members from their campus attended an MTSS training in 2018-19.

All respondents were asked about their level of understanding of aspects of the MTSS framework following the training they received from MTSS staff. Approximately 80 percent of respondents indicated that they understood the MTSS tiered framework "fairly" or "very" well. Regarding their understanding of what appropriate interventions for each of the three "pillars" look like, fewer respondents indicated that they understood what proper interventions for engagement issues and language issues looked like (70% indicated they understood interventions for these "fairly" or "very" well) compared to those for academic issues (77%).

Regarding how prepared respondents felt to carry out MTSS procedures (such as, create an intervention plan), most respondents (70%) indicated feeling "fairly" or "very" well-equipped to access MTSS resources online (provided by district MTSS staff); 72% reported feeling "fairly" or "very" well-equipped to access the MTSS Intervention Module in PowerSchool. Fewer felt "fairly" or "very" well-equipped to create (60%), progress monitor for (55%), and finalize an intervention plan (51%, Figure 1).

Figure 1: Preparedness to Create, Progress Monitor, and Finalize MTSS Intervention Plans



Source: 2018-19 MTSS Survey, Dallas ISD Evaluation and Assessment department, May 2019.

Because MTSS staff indicated that their trainings were intended to be utilized as a train-the-trainer model – so that more staff on campuses could be trained following these initial sessions, a survey question asked whether respondents trained others on their home campus. Half (51%) of respondents indicated that they did. These 51 percent were then asked how prepared they felt to train others in MTSS concepts and procedures. In all, 70 percent reported feeling "fairly" (51%) or "very" (19%) well-equipped to provide training on the MTSS tiered framework. Among the three pillars, staff reported feeling more confident about providing training on interventions pertaining to academics (67% reported feeling "fairly" or "very" well-equipped), but slightly less so on interventions for language and engagement issues (62% on each). Regarding MTSS procedures, one-half to two-thirds indicated that they felt "fairly" or "very" well-equipped to train others to access the PowerSchool MTSS Interventions Module (67%), create an intervention plan (63%), progress monitor for

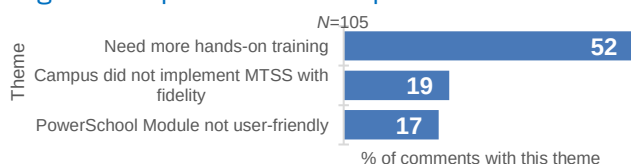
an intervention plan (56%), and finalize an MTSS intervention plan (49%).

A final survey item for these campus trainers asked them to estimate the total percentage of their campus staff trained on MTSS (as of the time of the survey), whether by MTSS staff or by them. Sixty-two percent estimated that between 75 to 100 percent of their campus was trained in MTSS concepts and procedures (27% estimated that less than 75% of their campus staff was trained).

In light of MTSS staff observations in the PowerSchool Interventions Module showing fewer intervention plans than expected, as well as prior informal feedback from trainees indicating intervention plans were not yet being documented consistently in the PowerSchool Module, respondents were asked to indicate reasons for not documenting interventions with consistency. The most common reason selected was, “I did not understand how to document progress monitoring in the MTSS PowerSchool Module” (27%). One in four (25%) indicated they did not understand how to finalize an intervention plan in the MTSS PowerSchool Module; 20 percent indicated they did not understand how to create a plan in the Module; 15 percent indicated they did not have time to enter the information into the PowerSchool Module, and 12 percent indicated that their campus used a different method for documenting MTSS interventions for students.

The final item for all respondents was open ended, soliciting general comments, concerns, or recommendations regarding the implementation of MTSS. Analysis of the 105 comments provided revealed the themes (top three) shown in Figure 2. The theme referenced most often was a need for more hands-on training.

Figure 2: Top Themes from Open-Ended Comments



Source: 2018-19 MTSS Survey, Dallas ISD Evaluation and Assessment department, May 2019

Recommendations

Recommendations for the program included the following:

- **Consider creating training videos for campus staff, with a focus on research-based**

⁶ Outside research has indicated that excessive and cumbersome documentation requirements are a leading contributor to professional burnout among education professionals because of how much time such documentation takes away from other substantive professional activities necessary for the effective practice of education. See

intervention options, and step-by-step instruction in intervention plan documentation in the MTSS PowerSchool Intervention Module.

By far, the most common theme emerging from MTSS training survey findings was that campus staff wanted more extensive, hands-on, small group training (more than half [52%] of all open-ended comments cited this theme). Since the initial training by MTSS staff was intended to be used as a train-the-trainer model, and since many trainees-turned-trainers felt inadequately prepared to provide campus training, and given the limited human resources available in the MTSS department to provide intensive hands-on in-person training to each or most campuses, training videos made available to all campus staff would help ensure consistency in needed continued training of campus staff who still feel uncertain about their level of understanding of MTSS concepts and procedures.

- **Ensure that the process for documenting MTSS interventions is as easy as possible for teachers and other campus staff.** The PowerSchool MTSS Interventions Module is currently not user-friendly, as indicated in feedback throughout the MTSS training survey (including as a top theme among open-ended comments), and to the evaluator informally by campus staff during MTSS training sessions.⁶ It will be important to continue to find ways to simplify and streamline the documentation process and to clearly articulate to campus staff the benefits of consistently and accurately documenting interventions.

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<https://www.issueab.org/resources/1078/1078.pdf> (May 2008) and <https://www.aei.org/publication/the-secret-source-of-lost-learning-and-educator-burnout/> (June 2019) for more concerning this issue.

2018-19 Evaluation of the Dyslexia Program

Monique C. Meján, M.A.

EA19-629-4

At-a-Glance

The Dallas Independent School District (Dallas ISD) provides specialized services and accommodations for students across the district showing symptoms of dyslexia. The stated mission of the district's Dyslexia Services program is "to assist students with dyslexia in the attainment of independent literacy skills by providing services and support to students, their parents and school personnel through identification, instruction, and community awareness."¹

According to research from the University of Michigan's Dyslexia Center, dyslexia is believed to be one of the most common language-based learning disabilities, and among those exhibiting reading difficulties, 70 to 80 percent are believed to have some form of dyslexia. Estimates place the percentage of people who have dyslexia between 5 and 10 percent – though, depending on the definition, this percentage can reach as high as 17 percent.²

Texas Education Code (TEC) §38.003 defines dyslexia in the following way:

(1) *"Dyslexia means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity."*

(2) *"Related disorders" include similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.*³

In the 2017-18 and 2018-19 school years, the district began a concerted effort to improve and expand services and support for students exhibiting dyslexia symptoms. This included the hiring of a program director as well as more than 100 dyslexia interventionists. The district continues to use dyslexia evaluators to identify needs and prescribe appropriate accommodations and services for students with dyslexia.

Purpose and Scope of the Evaluation

This evaluation examined the characteristics of Dallas ISD Dyslexia Services, including the nature of the expanded services in recent years and the increased

human resources employed to identify and intervene for these students.

Specifically, this evaluation examined: program budget information; Dyslexia Services' components; the process for how students with dyslexia are identified; demographic characteristics of students receiving dyslexia services; and training and professional development related to dyslexia services provided to staff and to parents of identified students.

How were Dyslexia Services in Dallas ISD funded during 2018-19?

The budget for Dyslexia Services in 2018-19 came from the district's General Operating Funds and totaled \$1,284,326. Materials accounted for the largest expenditure at \$528,936 (41%). Professional development accounted for the second-largest funding allocation within the program (\$508,612 or 40%). This category included training and professional development for dyslexia evaluators and interventionists – including in the Wilson Reading Program and the Southern Methodist University (SMU) Learning Therapy Program. Other program spending categories included employee travel (\$58,628), general supplies (\$98,276), testing (\$84,396), and parent resources (\$5,478).

What were the components of Dallas ISD's Dyslexia Services program?

For the past several years, Dallas ISD Dyslexia Services has used structured literacy programs as well as video-based programming to support multisensory language teaching to students identified with dyslexia. The Wilson Reading System is a structured literacy program and is used with dyslexic students in grades two through 12 for 45 minutes a day, four days a week. The Wilson Reading System teaches reading, spelling, vocabulary, fluency, and comprehension. The Esperanza Spanish Language Program provides daily, one-hour long structured literacy lessons in Spanish for elementary level students.⁴

The Texas Scottish Rite Hospital for Children Dyslexia Training Program is a video-based program used with students in grades two through five. It provides daily, one-hour long lessons covering the alphabet, reading,

¹ <https://www.dallasisd.org/Page/52188>, retrieved 9/28/18.

² University of Michigan Dyslexia Help Center, <http://dyslexiahelp.umich.edu/answers/faq>

³ http://ritter.tea.state.tx.us/rules/tac/chapter074/19_0074_0028-1.pdf, retrieved 01/28/19.

⁴ Ibid.

cursive handwriting, spelling, listening, and language history. The Texas Scottish Rite Hospital for Children Literacy Program is also used at the secondary level and likewise provides daily, one-hour long video-based lessons in categories comparable to the elementary program.

In addition, dyslexia interventionists work with classroom teachers, providing training in the Multisensory Teaching Approach (MTA), a teaching method specially designed for use with dyslexic learners. As described by Birsh (2019), “Multisensory teaching and learning is a form of direct instruction of the phonologic, morphemic, semantic and syntactic layers of language. Multisensory strategies...involve visual, auditory, tactile-kinesthetic sensory systems, and/or articulatory-motor components while linking listening, speaking, reading and writing; this means it directly involves students in seeing, hearing, saying and writing during instruction.” Additional detail on the role of dyslexia interventionists is provided in the following section.

What human resources were employed by the district to provide dyslexia services?

In 2017-18, the Dallas ISD hired a program director for Dyslexia Services⁵ as well as 22 dyslexia interventionists – certified teachers with specialized training in dyslexia. Interventionists work with students to provide multisensory instruction and continually assess the achievement level of identified students, as well as train teachers to provide curricula accommodations per the guidelines established in the identified student’s 504 Individual Education Plan (IEP).

Most dyslexia interventionists serve one or two campuses each. According to program records, as of January 2019, a total of 159 campuses in Dallas ISD (69%) were being served by a dyslexia interventionist either full- or half-time.

In addition to interventionists (N=117) and their supervisors (N=5), the district continues to use dyslexia evaluators (N=16) to identify needs and prescribe appropriate accommodations and services for students with dyslexia. Including three administrative assistants, the program has a total of 141 staff members.⁶

How are students in Dallas ISD identified to receive specialized dyslexia services?

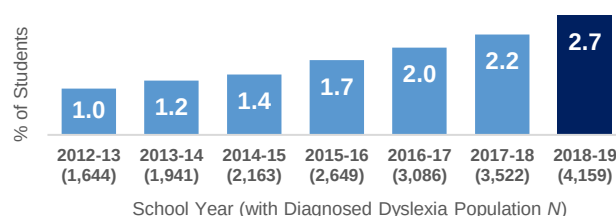
Research on dyslexia notes that the disorder can potentially be identified as soon as a child begins

learning to read, and the earlier a child is identified and intervention is provided, generally, the more promising the developmental trajectory.⁷ According to Dyslexia Services documentation, students in Dallas ISD can be referred for dyslexia assessment through a campus staff member or committee, or by parent referral. According to Texas House Bill (HB) 1886, students in grade one must be screened for reading difficulties such as dyslexia by mid-school year. The Dallas ISD currently uses *Istation’s Indicators of Progress (ISIP)* as the screener for dyslexia. Campuses are required to review dyslexia screening data along with course grades to determine whether dyslexia may be present.

If dyslexia is suspected, parent consent forms for assessment are obtained, and additional student data from a variety of sources are further reviewed, including standardized test scores, hearing and vision test data, attendance records, school work samples, home language survey data, and other outside evaluation findings as applicable. A formal dyslexia assessment is then conducted, professionally scored, and student support teams and parents meet to discuss findings, including whether the student meets the criteria for receiving specialized dyslexia services.

The number and percentage of Dallas ISD students identified as dyslexic has increased steadily each year over the past seven years (see Figure 1). In 2012-13, 1.0 percent of all students in Dallas ISD were identified in the Public Education Information Management System (PEIMS) database as dyslexic (N=1,644); by 2018-19, that percentage had risen to 2.7 (N=4,159, Figure 1).

Figure 1: Percentages and Counts of Dallas ISD Students Identified with Dyslexia, 2012-2019



Source: Public Education Information Management System district data file dated October 29, 2012 (2012-13), October 28, 2013 (2013-14), November 2, 2014 (2014-15), November 2, 2015 (2015-16), October 31, 2016 (2016-17), October 30, 2017 (2017-18), and November 2, 2018 (2018-19).

With the addition of more than 100 dyslexia interventionists and the implementation of Multi-Tiered Systems of Support (MTSS) in 2018-19, which emphasizes universal screening, it is likely that the

⁵ Of note, in 2018-19, the Dallas International Dyslexia Association (IDA) chose the Dallas ISD’s Dyslexia Services program director to receive the 2019 Excellence in Education Award for her leadership in dyslexia services in Dallas ISD. See <https://thehub.dallasisd.org/2019/01/24/dyslexia-services-director-to-receive-excellence-in-education-award/> for more information.

⁶ Staff counts based on program documents provided January 2019.

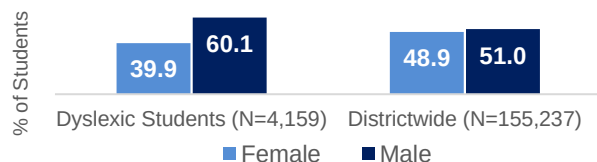
⁷ See <https://www.mayoclinic.org/diseases-conditions/dyslexia/diagnosis-treatment/drc-20353557> for more information.

percentage of district students identified with dyslexia will continue to rise over the next few years.

What were the demographic characteristics of students served by Dyslexia Services?

A total of 4,159 students were identified as dyslexic in 2018-19. Of these, males constituted 60.1 percent, 9.1 percentage points above the districtwide percentage of male students (51.0%). Conversely, the percentage of females identified as dyslexic in the district in 2018-19 was nine percentage points lower than the overall district percentage of females. A frequently-cited study by Shaywitz, et al (1990) found no significant difference in the prevalence of reading disorders among boys compared to girls, but that bias in the referral process in favor of boys is common, due in part to boys' greater tendency to engage in externalizing problem behavior ("rambunctiousness") compared to girls.

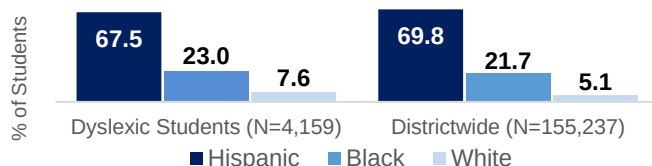
Figure 2: Dyslexic Students by Gender, 2018-19



Source: Public Education Information Management System district data file dated 10/26/2018
 Note: Percentages may not add to 100.0 due to rounding.

Compared to districtwide percentages, the percentages of Black or African American students and white students were slightly higher among those identified as dyslexic, while the percentage of Hispanic or Latino students was slightly lower compared to the districtwide percentage (Figure 3).

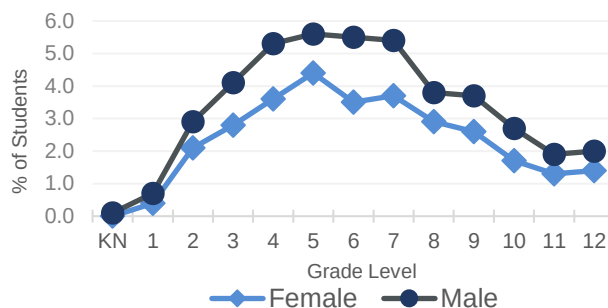
Figure 3: Dyslexic Students by Race/Ethnicity, 2018-19



Source: Public Education Information Management System district data file dated 10/26/2018.
 Note: Figures for American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students were < 1.3 percent each among both the districtwide population and the dyslexic population.

The percentage of district students identified as dyslexic increased with each consecutive grade level in elementary school, beginning in kindergarten (Figure 4). Boys in grade five showed the highest percentage of students identified with dyslexia (5.6%) in 2018-19. Among female students, grade five girls likewise accounted for the highest percentage identified (4.4%, Figure 4).

Figure 4: Percentage of Dallas ISD Students Identified as Dyslexic by Grade Level and Gender, 2018-19



Source: Public Education Information Management System district data file dated 10/26/18
 Note: EC=Early Childhood, PK=Prekindergarten, KN=Kindergarten

Among dyslexic students, the percentage of English Learners (ELs) in 2018-19 was approximately 8.5 percentage points lower than the districtwide percentage of ELs (36.1% versus 44.7%, respectively, Figure 5). Students who were simultaneously enrolled in the district's special education program in 2018-19 accounted for 34.3 percent (N=1,425) of all identified dyslexic students.

Figure 5: English Learners (ELs) Identified as Dyslexic, 2018-19



Source: Public Education Information Management System district demographic data file dated 10/26/18.
 Note: ELs = English Learners

What types of training related to dyslexia were provided to Dallas ISD staff and to families of identified students in 2018-19?

Dyslexia Interventionists offered professional development and other training sessions throughout both semesters of the 2018-19 school year on the campus(es) to which they were assigned. Interventionists provided training to both campus staff and to parents of identified students. Program records showed that these sessions were offered across 147 schools in the district in 2018-19.

Training for Campus Staff

Topics in sessions offered to campus staff during the fall semester included: the definition of dyslexia and its characteristics; State law and codes; considerations for English Learners; role of the interventionist, and additional resources for dyslexic students. Program records showed that the average attendance count for campus staff sessions in the fall was 34 (ranging from four to 67).

In the spring semester, session topics for campus staff included: review of the characteristics of dyslexia; decoding; fluency; spelling; interventions and accommodations for dyslexic students; and House Bill 1886. Program records showed that the average attendance count at spring sessions for campus staff was 29 (ranging from one to 65).

Training for Parents of Dyslexic Students

Topics in training sessions offered to parents during the fall semester included: the nature of dyslexia; role of the dyslexia interventionist; how to meet the needs of students with dyslexia; dyslexia programming (i.e., Wilson, MTA, Esperanza); Wilson demonstration lessons; and parent supports at home. Program records showed that an average of five individuals attended parent sessions in the fall (ranging from one to 34).

Topics in sessions offered to parents in the spring semester included: a review of the Wilson Reading System/Esperanza; how to maintain balance and organization over the summer; and reading resources – at home, through Dallas ISD Library Services, through the Dallas Public Library, and through Learning Ally. Program records showed the average attendance count at parent sessions in the spring was six (ranging from one to 32).

Training for Dyslexia Services Staff

Professional development opportunities were also provided to Dyslexia Services staff regularly throughout the 2018-19 school year. Attendance at these sessions was generally required and, thus, according to program records and email communications with program staff, included all meeting-relevant members from among the 141-person staff.

Topics in professional development sessions for Dyslexia Services staff included review of Dallas ISD policies relating to dyslexia, including review of the Dyslexia Handbook – a publication of the Texas Education Agency (recently updated in fall of 2018)⁸; the Wilson Reading Program; the district's Multi-Tiered Systems of Support (MTSS) process and Root Cause Analysis; and Social Emotional Learning (SEL). In addition, program records showed that teams of interventionists and evaluators within the Dyslexia department met regularly throughout the year for further professional collaboration and mentoring.

Recommendations

Recommendations for the program included the following:

- **Work with the Multi-Tiered Systems of Support (MTSS) office to craft communications to campuses emphasizing the importance of universal screening throughout the year.** While the percentage of students identified as dyslexic in Dallas ISD has increased each year since 2012-13, the current percentage (2.7%) of identified students is still lower than national statistics citing a prevalence of 5 percent to 10 percent, or higher, depending on the definition. While the goal is not to increase identification in order to reach a particular target percentage, the current percentage may suggest some under-identification yet.
- **Increase awareness among teachers, evaluators, and interventionists about possible biases that could potentially lead to more boys than girls being identified with dyslexia.** As noted previously in this report, research on reading disorders indicates that boys are not significantly more likely to struggle with reading disorders compared to girls (Shaywitz, et al, 1990), but that same research does indicate that boys are more likely to receive attention for academic struggles because of their greater tendency to engage in externalizing problem behavior compared to girls. This potential bias could be reflected in the lower percentage of girls compared to boys in the district who have thus far been identified as dyslexic (39.9% versus 60.1%, respectively).

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⁸ An online copy of the TEA's 2018 Dyslexia Handbook can be found via: <https://tea.texas.gov/academics/dyslexia/>

2018-19 Evaluation of Digital Media and Learning Resources Professional Development

Jin H. Zhang, Ph.D.

EA19-630-4

At-a-Glance

The Dallas Independent School District (Dallas ISD) Library and Media Services department mission includes: supporting state and national standards, identifying qualified professional library and media specialists, providing administrative support and quality online resource for principals and librarians. It also supports district campuses in moving the library program forward, broadening professional learning through articles, conferences, professional development, networking with colleagues, seeking knowledge of technical changes and integrating changes effectively into curriculum framework.

In 2018-19, the Library and Media Services department provided digital media and learning resources professional development (PD) to district librarians and media specialists. The training focused on:

- providing coaching and leadership skills that support the design and delivery of high-quality library programs at the campus and district level,
- utilizing future ready skills aligned with the American Association of School Librarians (AASL) standards framework for learners and supporting the implementation of the district technology plan,
- incorporating digital citizenship instruction and practice,
- coaching teachers in educational technology best practice and application, and
- curating digital educational resources.

Purpose and Methods

The purpose of the evaluation was to describe the professional development sessions, including budget, session participants, and participants' feedback.

Data on training participants and training sessions were obtained from the program manager. Participants' identification numbers were merged with the district personnel data file. An online survey was created to collect participants' perceptions and experiences with the PD training. Data analyses included frequencies and cross tabulations.

Funding

The 2018-19 Title I funding amount for digital media and learning resources professional development was \$438,200.

Professional Development

Using the "train-the-trainer" model, Library and Media Services department provided a seven-part professional development aligned with AASL standards from September 2018 through May 2019. Two trainers from an outside vendor called "Engage2learn" trained 45 lead librarians.

Engage2learn provided two sequential trainings in 2018-19. The first training was provided to the 45 lead librarians at Steelcase at Dallas from October 30 through November 2, 2018. The second training took place at Skyline High School on February 14 and 15, 2019. Topics included AASL standards, online resources, and teaching strategies. Table 1 displays characteristics of lead librarians.

Table 1: 2018-19 Characteristics of Lead Librarians (N=45)

	<i>n</i>	%
Ethnicity		
African American	12	26.7
Hispanic	11	24.4
White	21	46.7
Other	1	2.2
School Level		
Elementary School	27	60.0
Secondary School	18	40.0
District Experience		
1-5 years	5	11.1
6-10 years	6	13.3
11-15 years	3	6.7
16-20 years	15	33.3
20+ years	16	35.6

Source: Library and Media Services data dated November 12, 2018 and district personnel data file dated November 18, 2018.

Learning Network (LN) Meetings

The 45 lead librarians led seven afternoon Learning Network meetings for 128 librarians using materials put together by Engage2learn. Meetings were organized into 15 learning communities (10 elementary and five secondary). Each learning community was led by three lead librarians. The LN meetings covered the following topics: 1) get to know the AASL standards, 2) inquire, 3) include, 4) collaborate, 5) curate + engage, 6) include + engage, and 7) explore + personal reflection.

Twenty-eight librarians (16.2%) attended all seven sessions and forty-two (24.3%) attended six out of seven sessions (Table 2).

Table 2: 2018-19 Learning Network Meeting Attendance by Sessions (N=173)

# of Sessions Attended	# of Librarians	%
1	18	10.4
2	17	9.8
3	17	9.8
4	24	13.9
5	27	15.6
6	42	24.3
7	28	16.2
Total	173	100.0

Source: Library and Media Services data dated June 3, 2019.
Note: Data included 45 lead librarians, 45 coachees, and 83 librarians.

Additionally, the 45 lead librarians coached 45 librarians (coachees) during the morning of LN meetings. Three lead librarians in each learning community worked with three coachees on a one-on-one basis. When one lead librarian trained one coachee, the two outside trainers and other two lead librarians observed. Each one-on-one training session lasted for an hour and all three lead librarians took turns observing.

A total of thirty-seven pairs attended at least one training session (Table 3). Twenty-one pairs of lead librarians and coachees (56.7%) attended four or fewer sessions and 16 pairs (43.2%) attended five or more sessions. Three pairs attended all seven sessions. The other eight pairs could not attend due to schedule conflicts, such as testing and campus work.

Table 3: 2018-19 Paired Lead Librarian and Coachee Attendance

# of Sessions Attended	# of Pairs	%
1	1	2.7
2	3	8.1
3	10	27.0
4	7	18.9
5	7	18.9
6	6	16.2
7	3	8.1
Total	37	99.9

Source: Library and Media Services data dated June 3, 2019.
Note: Percentages do not add up to 100 due to rounding.

In the afternoon, during LN meetings, the two outside trainers pulled out one lead librarian to go over what had been observed in the morning and provided feedback.

Survey Results

The online survey included eight questions with Likert type response options and two open-ended questions.

The survey was open from April 29 through May 14, 2019. A total of 38 (84.4%) lead librarians completed the online survey. Survey results indicated most participants responded favorably regarding professional development sessions (Figure 1). A majority of librarians believed that: 1) lead librarians interacted with other librarians in a professional manner, 2) the meetings provided librarians the AASL standards, knowledge and skills, 3) the meetings were critical and helpful to campus librarians, and 4) the purpose and the goal of the coaching meetings were clear.

Figure 1: 2018-19 Library and Media Services Training Participants' Feedback (N=38)



Source: Library and Media Services survey data dated May 15, 2019.
Note: AASL= American Association of School Librarians.

The survey included two open-ended questions. The first open-ended question asked lead librarians what respondents liked most about the training. Responses to the question included working together as a group, sharing ideas and techniques, and learning from peers (N=16), reviewing most updated AASL standards (N=11), and personal and professional growth (N=10).

The second open-ended question asked lead librarians what they liked least about the training. Several lead librarians indicated that they did not have adequate time to plan and implement strategies at training sessions and on campus (N=10). Others (N=5) pointed to low attendance as an area for future improvement.

Recommendations

- **Allow lead librarians more time to plan and implement learned strategies at training sessions and on their campuses.** Survey results indicated that several lead librarians did not have adequate time to properly develop action plans and implement strategies.
- **Encourage librarians to participate in training to improve attendance.** Attendance records and survey results indicated attendance rates for training sessions and learning network meetings were low.

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