

2019-20

Evaluation of Transformation and Innovation Schools

DEPARTMENT OF EVALUATION AND ASSESSMENT

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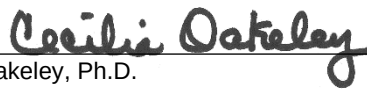
2019-20

Evaluation of Transformation and Innovation Schools

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ACRONYMS AND ABBREVIATIONS

% at Grade Level+	% At or Above Grade Level
AC	Alternative Certification
ACP	<i>Assessment of Course Performance</i>
Af Amer	African American
Diff	Percentage Point Differences
Eco Dis	Economically Disadvantaged
EL	English Learner
EOY	End of Year
ES	Elementary School
HS	High School
IB	International Baccalaureate
ISD	Independent School District
K	Kindergarten
LAS	Local Accountability System
MOY	Middle of Year
MS	Middle School
OTI	Office of Transformation and Innovation
PBL	Project Based Learning
PEIMS	Public Education Information Management System
PK	Prekindergarten
PL	Personalized Learning
ppts	Percentage Points
PSC	Public School Choice
SPED	Special Education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
STREAM	Science, Technology, Reading, Engineering, Arts, and Mathematics
TBD	To Be Determined
T & I	Transformation and Innovation
TEI	Teacher Excellence Initiative

Evaluation of Transformation and Innovation Schools

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

Public School Choice (PSC) is an initiative born out of the Office of Transformation and Innovation (OTI) to help Dallas Independent School District (ISD) students find their “best-fit” school. Transformation, innovation, and innovation pilot schools were the focus of this evaluation. In 2019-20, the district operated 34 transformation and innovation (T & I) schools (10 transformation, 24 innovation), each with an anchor model and with no academic or parental admission requirements.¹ Transformation schools are new schools without traditional attendance zones, whereas innovation schools are existing schools and limited to students in the school’s attendance zone. The 2019-20 budget was \$5,639,500, an increase from \$4,775,402 in 2018-19.²

PURPOSE AND SCOPE OF THE EVALUATION

The purpose was to examine context, process, and outcomes related to student selection/socioeconomic diversity, school climate, and student outcome goals. In response to the COVID-19 pandemic, the district transitioned to at-home learning on March 23, 2020 (following spring break). Spring districtwide surveys and most spring student assessments were canceled as a result. Context/process data included interviews, emails, internal documents, and web site review. Demographic, climate survey, enrollment, attendance, and assessment data were pulled from district files. Outcomes for reading and mathematics included fall *Assessment of Course Performance (ACP)*. Frequency and crosstabs analyses were used. Findings should be viewed with caution due to the reduced evaluation scope³ and pandemic effects.

EVALUATION QUESTIONS/OUTCOMES

What was the context of the T & I schools?

2019-20 T & I Campuses

From 2018-19 to 2019-20, the number of campuses (N=25 to 34) and students (N=13,505 to 18,739) increased (Table E1). Most students (81%) attended an innovation school.

Table E1: 2019-20 Dallas ISD Transformation and Innovation Schools

T & I School	Anchor Model	Grades Served	Students N
Transformation Schools			
Hernandez	Montessori	PK-3	230
Houston	PL	PK-5	233
Solar Boys	STEAM	PK-3	305
Solar Girls	STEAM	PK-5	561
Mata	Montessori	PK-7	645
Ignite	PL	6-7	358
Hulcy	STEAM	6-8	519
CityLab	Urban Planning	9-11	203
IDEA	PL	9-12	286
New Tech	Technology & PBL	9-12	269
Total Transformation			3,609
Innovation Schools			
Alexander ¹	PL	4 & 5 (reading)	339
Botello	PL	PK-5	541
Chapel Hill	PL	PK-5	470
Cowart	PL	PK-5	585
De Zavala	Montessori	PK-6	479
Donald	Leadership	PK-5	403
Douglass ^{2,3}	STEM	PK-5	476
Geneva Heights	IB	PK-5	434
Gonzalez	PL	PK-5	625
Kleberg ¹	STEAM	PK-5 (core subjects)	775
Kramer	IB	PK-5	628
Lipscomb	IB	PK-5	462
Lowe	PL	PK-5	593
McNair	STEAM	PK-5	556
Preston Hollow	IB	PK-5	431
Reagan	STEAM	PK-5	309
Richardson ²	PL	4 (all subjects)	630
Rogers	PL	PK-5	502
Salazar	PL	PK-5	513
Weiss	Leadership	PK-5	528
Zaragoza	PL	PK-5	351

table continues

¹ Anchor models included International Baccalaureate (IB); Leadership; Montessori; personalized learning (PL); Science, Technology, Engineering, Arts, and Mathematics (STEAM); Science, Technology, Engineering, and Mathematics (STEM); Technology and project-based learning (Technology & PBL), and urban planning, architecture, and community development (Urban Planning). Choice model strategies were restricted at Douglass and Marsh due to subpar 2018-19 Local Accountability System (LAS) results; these schools were not included in the outcome analyses. More information on LAS can be found here: <https://www.dallasisd.org/localaccountability>.

² This included \$5,168,756 in district funds and \$470,744 in Title II funds.

³ Some goals were modified to use available data and others were not measured. EOY data that could not be used included full-year attendance, districtwide spring climate surveys, *TerraNova*, *SUPERA*, the *State of Texas Assessments of Academic Readiness (STAAR)* 3-8 and *STAAR End of Course (EOC)*. Fall rather than spring staff climate survey data were used. Attendance was limited to the first four six-week periods. Student achievement analyses were limited to fall *ACP* reading and mathematics.

Table E1 (continued)

T & I School	Anchor Model	Grades Served	Students N
Innovation Schools			
Franklin	IB	6-8	1,342
Marsh ³	PL	6-8	992
Adams, B	Leadership	9-12	2,166
<i>Total Innovation</i>			15,130
T & I Total			18,739

Source: Public Education Information Management System (PEIMS) demographic file, 10/28/19.

Note: ¹Innovation pilot schools in 2019-20. ²Innovation pilot schools in 2018-19 and 2019-20. ³Choice strategies were restricted at Douglass Elementary School (ES) and Marsh Middle School (MS) during 2019-20 due to subpar 2018-19 accountability results ("Focus" and "Developing" LAS ratings, respectively); numbers were included for informational purposes. All innovation pilot school students were included.

Like the district, most Choice students were economically disadvantaged (83%) and Hispanic (73%); however, some differences were found when reviewed by campus type. The percentage of economically disadvantaged students was lower (69%) for transformation schools than for innovation schools (86%) and the district (84%); this was expected because the district has been working toward having 50/50 socioeconomic diversity at transformation schools except Hulcy and New Tech. Fewer Hispanic (60% vs. 76% vs. 70%, respectively) and more white students (12% vs. 5% vs. 5%, respectively) attended transformation schools than innovation schools and the district. In contrast, more African American students attended a transformation school (21%) when compared to innovation schools (16%), but the percentages of African American students were the same between transformation schools and the district (21%). Fewer English learners (32%) attended transformation than innovation (53%) and district (46%) schools. Percentages of special education students were similar for transformation, innovation, and district schools (range: 9 to 10%).

Spring 2020 School Selection Process for 2020-21

Like previous years, OTI oversaw the 2019-20 PSC school application and selection process for 2020-21 schools (PSC 6.0), and it remained competitive. A total of 26 proposals were submitted, and 13 were approved (two transformation, eight innovation, and three innovation pilot). One additional school (Dr. Martin Luther King Jr. Arts Academy) was named a transformation school. There were more applications and campuses selected in PSC 6.0 than in PSC 1.0- 5.0.

School Location/Anchor Model Decision Processes

The district relies on market analyses, school mapping, and other applicable data when making decisions for new school locations to ensure students living within all areas of Dallas ISD have equitable access to choice options such as T & I schools, magnet schools, early college high schools, and career institutes. In 2019-20, the Demographic Studies department provided market analysis information to OTI staff members to help them make informed decisions for future school locations and anchor models. Profiles were developed for each high school (HS) feeder pattern attendance zone, which included current choice offerings, incoming applications by model, outgoing applications by model, enrollment trends, market share,⁴ and maps of nearby charter and private schools.

Innovation Engine and Middle School Redesign

OTI grant initiatives, new in 2019-20, included Innovation Engine and Middle School Redesign (MS Redesign). Both were designed to provide \$50,000 to selected campuses for a year, to expand innovation across the district, to allow selected campuses to explore or implement innovation efforts while receiving OTI support, and to help selected campuses work toward formal innovation school status. Of the 20 Innovation Engine schools, three (Ireland ES, Marsalis ES, and Moreno ES) were selected to be innovation schools and two (Bowie ES and North Dallas HS) were chosen to be innovation pilot schools in 2020-21.⁵ Of the five MS Redesign schools, one (Quintanilla) was selected as an innovation school, and one (Hill) was selected as an innovation pilot school for 2020-21.⁶

Development of Implementation Continuums

OTI staff members developed implementation continuums during 2019-20 for use in 2020-21 specific to four anchor models; more continuums are planned. Campus leaders are to use the continuums to determine where the campus falls in meeting anchor model standards, to pinpoint areas for improvement, and to review growth over time.

COVID-19 Impact on the PSC Initiative

In response to the COVID-19 pandemic and transition to at-home learning, OTI staff members reported four changes. First, the campus tours planned for the spring semester were cancelled. Second, the deadline was extended for parents to confirm an offered seat for 2020-21. Third, current choice schools and newly selected 2020-21 choice schools were unable to utilize their funding for conferences or hold in-person professional development.

⁴ Market share analyses were based on 2018-19 district enrollment data, charter school data, and population data. Population estimates were based on census data. These numbers were used to determine the number of students in a district school and the number that were untapped (e.g., students attending charter schools, private schools, and so forth).

⁵They were selected during the PSC 2019-20 school selection process.

⁶They were selected during the PSC 2019-20 school selection process.

Fourth, in response to the delay in the start of the 2020-21 school year, OTI adjusted the timeline for the PSC 7.0 process.⁷ The new deadline to submit the Letter of Intent was September 25, 2020, with the final proposals due on January 18, 2021.

Were student selection and socioeconomic goals met for transformation schools?

Goal 1: 100 percent of 2019-20 transformation schools will be at least five percentage points more economically and racially diverse when compared to the district average.⁸

Goal 1 was met for all transformation schools combined and for all but two transformation schools.⁹ The percentage of economically disadvantaged students for transformation schools combined (69%) was 15 percentage points lower than for the district (84%). All transformation schools combined had fewer Hispanic (-10 ppts), more white (+7 ppts), and more other (+3 ppts) students than the district; the percentage of African American students was the same for all transformation students combined and the district.

Hernandez (85%) did not meet the economic diversity part of the goal (79% or lower) and Ignite did not meet the goal for racial diversity. Percentage point differences between Ignite and the district ranged from one (African American and other) to three ppts (Hispanic and white).

Goal 2: The number of students applying to a transformation school in spring 2020 will exceed the number of seats available overall and for each transformation campus.

Goal 2 was met for all transformation schools combined and for all 10 schools in the lottery process. Like previous years, the number of students applying to a transformation school in spring 2020 ($N=3,177$) exceeded the number of seats available ($N=1,523$), which indicated markedly more applications than seats available. Overall, the applicant-to-seat ratio was 2.1 applicants for each available seat. Solar Girls had the highest applicant-to-seat ratio (7.2:1), followed by Mata (4.1:1) and Solar Boys (2.8:1).

Goal 3: At least 25 percent of 2020-21 students selected in the spring 2020 lottery will be recapture¹⁰ students.

Goal 3 was met for all transformation schools combined. The overall percentage of recapture students enrolled in 2020-21 transformation schools (25%) was the same as the target percentage (25%) but lower than the percentage for 2019-20 (29%). This was somewhat expected due to COVID-19 concerns in fall 2020 and because the recapture percentage in fall 2019 was higher than anticipated. When reviewed by campus, Dr. MLK Arts had the highest recapture percentage (62%), followed by Solar Girls (52%), Houston (44%), and Solar Boys (43%).

Were T & I school climate goals met?¹¹

Goal 4: The percentage of positive responses on the District Campus Climate Survey for T & I schools will be at or above the district average.

Goal 4 was met on all six climate survey subscales for four¹² of the 10 transformation schools, 13¹³ of the 22 innovation schools, and for all T & I campuses combined. For all innovation schools combined, the goal was met for all subscales. As for all transformation schools combined, the goal was met on three subscales but not for the other three. The percentage of positive responses was higher for all innovation schools combined than for all transformation schools combined for five of the six subscales; the percentages were about the same for one.

Ten schools (four transformation and six innovation) had fewer than 70 percent positive responses on three or more scales. Climate responses were below 70 percent on at least five scales for two transformation (Ignite and Solar Boys) and two innovation schools (Alexander and Franklin). Ignite and Solar Boys also had decreases in positive responses by more than 20 percentage points (ppts) for all six subscales (range of decreases: -20 to -40).

⁷ The timeline and application information can be found at <https://www.dallasisd.org/Page/57277>.

⁸ For the economic diversity part of the goal, the percentage of economically disadvantaged students had to be 5 percentage points or lower than the district average (did not apply to Hulcy and New Tech). To meet the racial diversity goal, campuses needed to have a five percentage point difference (higher or lower) in at least one racial category.

⁹ All but Hernandez and Ignite.

¹⁰ Recaptured students were calculated based on external seats and tuition-based PK seats (External Seats (K-11) + Tuition-Based PK Seats).

¹¹ Two additional goals were set but could not be assessed due to cancellation of the districtwide spring student and parent surveys. Goal 4 was modified to use fall campus climate survey data instead of spring data due to the cancellation of the spring campus survey.

¹² Hernandez Montessori, Solar Girls, Hulcy, and New Tech.

¹³ Botello, Chapel Hill, Cowart, De Zavala, Donald, Kleberg, Kramer, Lipscomb, Lowe, McNair, Reagan, Richardson, and Rogers.

Were T & I student outcome goals met?¹⁴

Goal 5: The 2019-20 attendance rates for students at T & I schools will be at or above the district average.

Goal 5 was met for nine¹⁵ of 10 transformation schools, 19¹⁶ of 22 innovation schools, and for all T & I schools combined; the goal was barely missed (within 0.2 pts) for two of the 22 innovation schools. Two schools (one transformation and one innovation) had attendance rates below the district average (94.4%): City Lab (93.8%) and McNair (93.3%). Year-to-year attendance rates for students at T & I schools that were open in 2018-19 and 2019-20 as well as the district were about the same (96.3% and 96.2% for transformation, 95.7% and 95.2% for innovation, and 94.7% and 94.4% for district schools, respectively).

Goal 6: The 2019-20 chronic absenteeism rates¹⁷ for students at T & I schools will be at or below the district average.

Goal 6 was met for nine¹⁸ of 10 transformation schools, 20¹⁹ of 22 innovation schools, and for all T & I schools combined. Students at transformation (3.3%), innovation (5.7%), and all T & I schools (5.2%) had lower chronic absenteeism rates compared to the district (8.4%). Three schools (one transformation and two innovation schools) had higher chronic absenteeism rates than the district: City Lab (11.8%), McNair (9.0%), and B. Adams (10.3%).

Goal 7: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average.

Goal 7 was met for both of the fall 2019 ACPs (reading and mathematics) for five²⁰ of 10 transformation schools, 12²¹ of 22 innovation schools, and all T & I schools combined. Of the 10 transformation schools, seven met the goal for reading/language arts, and five met the goal for mathematics. As for the 22 innovation schools, 13 met the goal for reading/language arts, and 18 did so for mathematics.

One-year passing rate comparisons are provided for informational purposes only and should be viewed with caution.²² Year-to-year results varied when reviewed for individual campuses. In reading, the percentages of students passing decreased from fall 2018 to fall 2019 for eight of the nine transformation campuses and for eight of

the 14 innovation campuses, stayed about the same for one of the nine transformation schools, and increased for six of the 14 innovation schools. As for mathematics, the passing percentages decreased for four of the nine transformation schools and eight of the 14 innovation schools, increased for five of the nine transformation schools and four of the 14 innovation schools, and stayed about the same for two of the 14 innovation schools.

RECOMMENDATIONS

Continue using market analysis data for determining future locations and instructional models for T & I schools.

Keep the Innovation Engine and Middle School Redesign initiatives.

Ensure adequate support, campus use of OTI-developed implementation continuums, and systematic follow-up measures to target areas in need of improvement.

Create a system to place low-performing schools on probation and/or remove the Choice status.

Bolster support for schools that scored below the district average on three or more of the six staff climate survey subscales.

¹⁴ One goal could not be assessed due to the cancellation of spring 2020 STAAR. Goals 5 and 6 were limited to attendance data through the first four six weeks of the school year. Goal 7 was modified to use fall ACP data rather than TerraNova, SUPERA, STAAR 3-8, and STAAR EOC data.

¹⁵ All but City Lab.

¹⁶ All but Alexander, McNair, and B. Adams.

¹⁷ Students with 15 absences or more were identified as having chronic absenteeism.

¹⁸ All but City Lab.

¹⁹ All but McNair and B. Adams.

²⁰ Hernandez Montessori, Solar Boys, Solar Girls, Hulcy, and New Tech.

²¹ Botello, Chapel Hill, Donald, Geneva Heights, Gonzalez, Kramer, Lowe, Preston Hollow, Reagan, Richardson, Rogers, and Salazar.

²² Because ACPs are scaled yearly based upon the current year's results, readers should exercise caution when comparing year-to-year results.

Evaluation of Transformation and Innovation Schools

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

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

Transformation schools are new start-up schools in repurposed buildings. Transformation schools adopt a new, school-wide instructional model while transformation replication schools reproduce an existing, successful school-wide instructional model. An innovation school is an existing neighborhood school adopting a new, school-wide instructional model. Innovation pilot schools are schools working toward innovation school status.

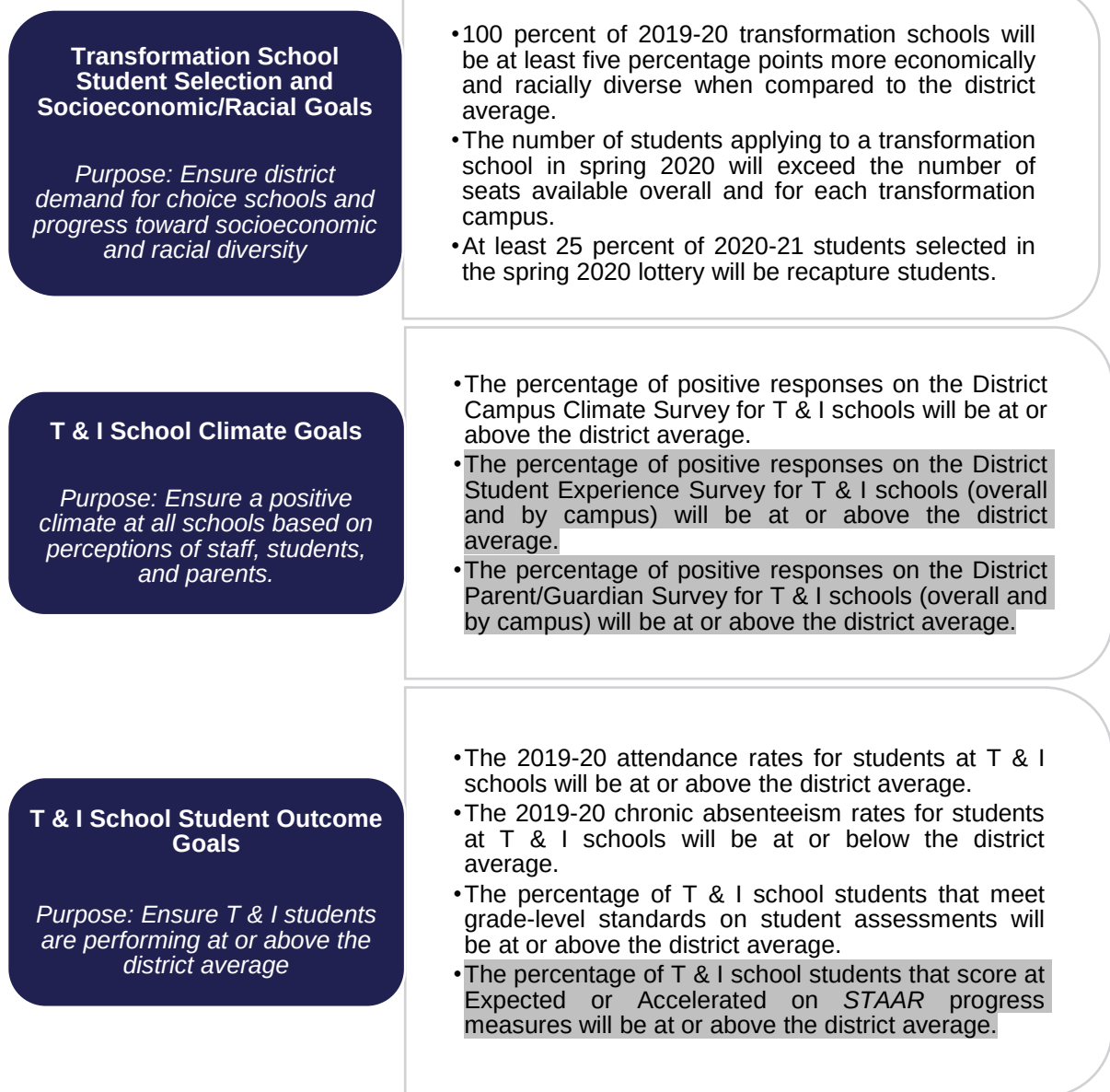
Transformation schools are available to students in and outside of Dallas ISD, while innovation schools are limited to those students within the attendance zone (unless special exceptions are made). There are no academic or parental admission requirements for these choice schools.

In 2019-20, the district operated 34 Transformation and Innovation (T & I) schools (10 transformation Schools and 24 innovation Schools), with each school anchored around an instructional model. There were eight anchor models: International Baccalaureate (IB); Leadership; Montessori; personalized learning (PL); Science, Technology, Engineering, Arts, and Mathematics (STEAM); Science, Technology, Engineering, and Mathematics (STEM); technology and project-based learning (Technology and PBL), and urban planning, architecture, and community development (Urban Planning). Dallas ISD staff members used available resources (i.e., websites, books, and curriculum developers) to develop the Choice School models. It should be noted that Choice model strategies were restricted at Douglass Elementary School (ES) and Marsh Middle School (MS) in 2019-20 due to subpar 2018-19 Local Accountability System (LAS) results²³ (e.g., 2019-20 focus changed to strategic academic support). Data for these two schools was limited to student enrollment numbers in this report.

The OTI set measurable goals for the 2019-20 school year in three areas: (1) student selection and socioeconomic/racial diversity, (2) school climate, and (3) student outcomes (Figure 1). Due to the COVID-19 pandemic and the district’s transition to at-home learning for students on March 23, 2020 (after spring break), most spring student assessments were canceled; also, the three spring districtwide climate surveys were canceled (staff, student, parent). As a result, some goals could not be measured at all, and others were modified to use available data.

²³ Douglass ES earned a “Focus” LAS rating, while Marsh MS earned a “Developing” rating for the 2018-19 school year. More information on LAS can be found at <https://www.dallasisd.org/localaccountability>.

Figure 1: 2019-20 Program Goals for Transformation and Innovation Schools



Note: The two school climate goals highlighted in gray could not be measured due to cancellation of the spring districtwide student and parent climate surveys; the remaining school climate goal was modified to use fall staff climate survey data rather than spring climate survey data because the spring survey was not administered. The student outcome goal highlighted in gray could not be measured due to the cancellation of spring STAAR 3-8 and STAAR EOC; the first two goals were modified to use attendance through the fourth six weeks of the school year rather than full-year data, and the third goal was modified to use fall ACP data since the spring 2020 TerraNova, SUPERA, STAAR 3-8 and STAAR EOC assessments were canceled.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to examine context, process, and outcomes of the Dallas ISD PSC initiative, including progress toward 2019-20 goals. Context and process data included information about T & I schools, instructional models, school selection process, OTI initiatives, and student and staff characteristics. Outcome data included attendance, climate survey, and student assessment data. Because of the COVID-19 pandemic and the district's transition to at-home learning for students on March 23, 2020 (following spring break), some goals could not be measured as planned²⁴ and were modified to use available data.²⁵ The following evaluation questions were addressed:

1. What was the source and amount of funding for the T & I schools?
2. What was the context of the T & I schools?
3. What were the characteristics of students enrolled in T & I schools?
4. What were the characteristics of teachers and administrators in T & I schools?
5. Were T & I student selection and socioeconomic goals met?
6. Were T & I school climate goals met?
7. Were T & I student outcome goals met?

Limitation of the Evaluation

Findings should be viewed with caution for four reasons. First, all campuses were affected by the COVID-19 pandemic. Second, canceled assessments and surveys limited the scope of the evaluation. Third, the number of T & I schools and students increased yearly, limiting year-to-year comparisons. Finally, all students at innovation pilot schools were included in analyses although their choice models were not implemented schoolwide.

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the T & I schools?

Methodology

The OTI department and the Special Revenue Funds Management department provided 2019-20 budget information. Title II worksopes were also reviewed.

Results

The budget for 2019-20 was \$5,639,500. The funding amount included \$5,168,756 from district funds and \$470,744 from Title II funds.²⁶ This was an increase from \$4,775,402 in 2018-19. A component of the PSC initiative included budget autonomy, allowing school administrators to choose how they

²⁴ Spring or EOY data that could not be used as planned included full-year attendance, district climate survey, *TerraNova*, *SUPERA*, the *State of Texas Assessments of Academic Readiness (STAAR)* 3-8, and *STAAR End of Course (EOC)*.

²⁵ Fall district climate survey data were used instead of spring data. Four six weeks of attendance data were used instead of end-of-year data. Student outcome data was limited to fall *Assessment of Course Performance (ACP)* reading/language arts and mathematics.

²⁶ The amount from the district's general operating funds was provided by OTI on 12/02/19, and the amount from Title II funds was provided by the Special Revenue Funds Management department on 04/23/20.

allocated their funds to further the purposes of their schools, while also permitting them to roll over their funds from one year to the next, for up to three years.

What was the context of the T & I schools?

Methodology

Characteristics of T & I schools were gathered from interviews with OTI staff members as well as through review of OTI internal documents, OTI websites, and T & I campus websites. Student enrollment information was compiled from the Dallas ISD Public Education Information Management System (PEIMS) student demographic file (as of 10/28/19). Frequency and crosstab analyses were conducted to determine student enrollment for T & I campuses overall, by transformation or innovation category, and by individual campus.

Results

Characteristics of 2019-20 T & I Schools

In 2019-20, the district operated 34 T & I schools (10 transformation and 24 innovation), with each school anchored around an instructional model. Choice model strategies were restricted at Douglass ES and Marsh MS due to subpar 2018-19 LAS results²⁷ (e.g., 2019-20 focus changed to strategic academic support). As a result, enrollment numbers for those two schools were included for informational purposes only.

As shown in Table 1, as T & I schools expanded from 25 campuses in 2018-19 to 34 campuses in 2019-20, the number of students increased from 13,505 to 18,739, respectively. Most ($N=15,130$) attended an innovation school, and the remaining 3,609 students attended a transformation school. Appendix A includes the enrollment characteristics of each phase of the Dallas ISD PSC initiative.

²⁷ Douglass ES earned a "Focus" LAS rating, while Marsh MS earned a "Developing" rating for the 2018-19 school year. More information on LAS can be found at <https://www.dallasisd.org/localaccountability>.

Table 1: 2019-20 Dallas ISD T & I Schools

School	School Level	Grades Served	Students N	Anchor Model
Transformation Schools				
Hernandez Montessori	ES	PK-3	230	Montessori
Houston	ES	PK-5	233	PL
Solar Boys	ES	PK-3	305	STEAM
Solar Girls	ES	PK-5	561	STEAM
Mata	ES/MS	PK-7	645	Montessori
Ignite	MS	6-7	358	PL
Hulcy	MS	6-8	519	STEAM
CityLab	HS	9-11	203	Urban Planning
IDEA	HS	9-12	286	PL
New Tech	HS	9-12	269	Technology and PBL
<i>Total Transformation</i>			3,609	
Innovation Schools				
Alexander ¹	ES	4 & 5 (reading)	339	PL
Botello	ES	PK-5	541	PL
Chapel Hill	ES	PK-5	470	PL
Cowart	ES	PK-5	585	PL
De Zavala	ES	PK-6	479	Montessori
Donald	ES	PK-5	403	Leadership
Douglass ^{2,3}	ES	PK-5	476	STEM
Geneva Heights	ES	PK-5	434	IB
Gonzalez	ES	PK-5	625	PL
Kleberg ¹	ES	PK-5 (core subjects)	775	STEAM
Kramer	ES	PK-5	628	IB
Lipscomb	ES	PK-5	462	IB
Lowe	ES	PK-5	593	PL
McNair	ES	PK-5	556	STEAM
Preston Hollow	ES	PK-5	431	IB
Reagan	ES	PK-5	309	STEAM
Richardson ²	ES	4 (all subjects)	630	PL
Rogers	ES	PK-5	502	PL
Salazar	ES	PK-5	513	PL
Weiss	ES	PK-5	528	Leadership
Zaragoza	ES	PK-5	351	PL
Franklin	MS	6-8	1,342	IB
Marsh ³	MS	6-8	992	PL
Adams, B	HS	9-12	2,166	Leadership
<i>Total Innovation</i>			15,130	
T & I Total			18,739	

Source: PEIMS demographic file, 10/28/19.

Note: ¹Innovation pilot schools in 2019-20. ²Innovation pilot schools in 2018-19 and 2019-20. ³Choice model strategies were restricted at Douglass and Marsh during 2019-20; however, enrollment numbers were included for informational purposes. All innovation pilot school students were included in the analyses.

School Selection Process

T & I schools were designed and selected through the annual PSC competitive proposal process. The PSC application invited internal and external teams to submit proposals for T & I schools. During 2019-20, OTI worked with Choice School applicant teams to develop their proposals for the 2020-21 school year and facilitated the process; this included designing the annual proposal, setting key deadlines, reviewing and approving eligible Letters of Intent, conducting proposal development workshops, managing the proposal review and selection rounds, and communicating the announcement of selected teams.

OTI received 53 Letters of Intent, which were due September 9, 2019. After that, OTI staff members provided a series of workshops for the application teams focused on the proposal design and development process. Application teams were required to attend at least three workshops, and formal proposals were due January 7, 2020.

Like previous years, the school selection process was rigorous during the 2019-20 PSC application process (PSC 6.0) for the 2020-21 school year (Appendix B). A total of 26 proposals were submitted, and 13 were approved (two transformation schools, eight innovation schools, and three innovation pilot schools). Applicant teams were informed of their status from the second week of February through end of February 2020. One additional school (Dr. Martin Luther King Jr. Arts Academy) was named a transformation school for 2020-21. There were more applications and more campuses selected for PSC 6.0 than in any other selection round (PSC 1.0 to PSC 5.0). The launch dates of Choice offerings from 2015 to 2020 are displayed in Figure 2, which shows a total of 46 schools for 2020-21. Two additional transformation schools will open after the 2020-21 school year and use 2019-20 as a planning year.

Figure 2: T & I School Launch Timeline from 2015 to 2020

Prior to T & I	Mata Montessori
2015 11 Schools	IDEA Hulcy STEAM B. Adams Rogers Chapel Hill Marsh Franklin Preston Hollow Lipscomb Kramer Geneva Heights
2016 2 Schools	Solar Prep for Girls Weiss
2017 3 Schools	City Lab Botello De Zavala (P)
2018 8 Schools	Ignite Solar Prep for Boys Montessori Academy PL Prep Reagan Donald De Zavala Douglass (P) Richardson (P)
2019 8 Schools	Cowart Gonzalez Jack Lowe McNair Salazar Zaragoza B. Alexander (P) Kleberg (P)
2020 13 Schools	MLK Exploratory Arts Downtown Montessori Ireland Hall Hogg Marsalis Moreno Peeler Richardson Quintanilla North Dallas (P) Bowie (P) Hill (P)
Future	PK-8 STEM West Dallas Midtown International STEAM

Source: March 13, 2020 Board briefing PowerPoint.

Note: P=innovation pilot schools. New Tech HS did not go through the formal selection process but was named a transformation school for 2019-20.

As expected, the newly selected T & I schools will serve students through varying grade level configurations and anchor models (Figure 3). The two transformation schools selected included a new PK-8 STEM-focused school in West Dallas (will open to seventh and eighth graders in Fall 2021) and a new PK-12 international STEAM school (location and opening date are pending). Of the eight innovation schools, three were selected as STEAM schools, while two were selected as personalized learning schools. Other anchor models included Expeditionary Learning, New Tech, and International Baccalaureate. Innovation pilot schools included Bowie ES (Global Service Learning), Hill MS (International & Global Leadership), and North Dallas HS (Design Thinking).

Figure 3: T & I Schools Selected in the PSC 6.0 Application Process

2 New Transformation Schools

Anchor Model	School Name	Feeder	Launch Date
PK-8 STEM	TBD	Pinkston 7-8	2020-21
PK-12 International STEAM	TBD	P6 Transformation Transformation	TBD

8 New Innovation Schools

Anchor Model	School Name	Feeder	LAS Rating
Expeditionary Learning	Ireland ES	Samuell	Breakthrough
Personalized Learning	Hall ES	Kimball	Breakthrough
New Tech	Hogg ES	Adamson	Breakthrough
STEAM	Marsalis ES	South Oak Cliff	Breakthrough
STEAM	Moreno ES	Kimball	Breakthrough
International Baccalaureate	Peeler ES	Adamson	Competing
Personalized Learning	Richardson ES	Samuell	Breakthrough
STEAM	Quintanilla MS	Pinkston	Accomplished

3 New Innovation Pilot Schools

Anchor Model	School Name	Feeder	LAS Rating
Design Thinking	North Dallas HS	North Dallas	Competing
Global Service Learning	Bowie ES	Adamson	Competing
International & Global Leadership	Hill MS	B. Adams	Competing

Source: Board Briefing PowerPoint 03/13/20.

School Location/Anchor Model Decision Making Process

The district relies on market analyses, school mapping, and other applicable data when making decisions for new school locations to ensure students living within all areas of Dallas ISD have equitable access to choice options such as T & I schools, magnet schools, early college high schools, and career institutes; this includes reviewing anchor models and other choice models available. In 2019-20, the Demographic Studies department provided market analysis information to OTI staff members to help them make informed decisions for future school locations and anchor models. Profiles were developed for each high school (HS) feeder pattern attendance zone, which included current choice offerings, incoming applications by model, outgoing applications by model, enrollment trends, market share,²⁸ and maps of nearby charter and private schools. A review of the bond program PowerPoint presented during the June 11, 2020 board briefing showed examples of how the market analyses and school mapping were used for future T & I school and anchor models (Figure 4).

²⁸ Market share analyses were based on 2018-19 district enrollment data, charter school data, and population data. Population estimates were based on census data. These numbers were used to determine the number of students in a district school and the number that were untapped (e.g., students attending charter schools, private schools, and so forth.)

Figure 4: T & I Pipeline Projects and Future School Concepts Under Consideration in Bond Proposal**Transformation / Innovation****Pipeline Projects (Projects moving forward)****Downtown PK-12 Montessori (New)**

This is a co-location with Downtown Montessori Pk-8, CityLab High School and Lassiter ECHS. The downtown project allows students to complete their entire education in a PK-college experience. A total of 2000 students will be enrolled across all 3 school models.

PK-12 STEM Midtown (New)

The International STEM school is a PK-12 International STEM Academy at the Midtown project near Valley View. Projected enrollment is 1,200 students from the North Dallas community as well as districtwide.

PK-8 STEM Medical District (New)

The medical district PK-8 STEM project will be a collaborative school model between Dallas ISD and partners in the medical district. The school will serve students and families living and working in the local community as well as across Dallas ISD. Projected enrollment is 480 students, recruiting parents from Medical District hospitals and work spaces.

MLK Renovation Project (Renovation)

The Dr. Martin Luther King, Jr. Arts Academy expansion will build out to a Pk-8 school serving students in the South Dallas community as well as districtwide. The instructional model will focus on arts exploration and refinement. At full buildout, a total of 830 students will be enrolled.

Visual/Performing Arts (Renovation)

The Digital Creative Arts and Technology High School will be 9-12 Creative Arts Technology HS in the old Adamson facility. The school will be complimentary to Booker T. Washington. At full capacity, 800 students will be enrolled.

Transformation / Innovation**Replication and Scale (Future School Concepts Under Consideration)****PK-8 Montessori @ Pleasant Grove (New)**

The PK-8 Montessori Academy in Pleasant Grove provides equity and opportunity to the Pleasant Grove community. Currently there are no choice transformation or Montessori models in that area. The Montessori model offers mixed-age classes and student choice. This instructional model is in demand across all of Dallas ISD.

Future Transformation School (New)

Proposed as newly-built school. Location will be determined at a later time using market analysis, collaborating with the Racial Equity Office and based on the needs of each quadrant of Dallas ISD.

3 Transformation Schools (Renovations)

Future locations will be determined at a later time using market analysis, collaborating with the Racial Equity Office and based on the needs of each quadrant of Dallas ISD.

Southwest Dallas Leadership Project (Renovation)

Future locations will be determined at a later time using market analysis, collaborating with the Racial Equity Office and based on the needs of each quadrant of Dallas ISD.

North Oak Cliff IB School (Renovation)

Future locations will be determined at a later time using market analysis, collaborating with the Racial Equity Office and based on the needs of each quadrant of Dallas ISD.

Source: Board Briefing PowerPoint with preliminary bond budget information removed, 06/11/20.

Innovation Engine Grant Program

Innovation Engine, designed to accelerate innovation throughout the district, provides \$50,000 for a year to up to 20 Dallas ISD neighborhood schools. The grant program aims to deepen and expand innovation in neighborhood schools across Dallas ISD, with the ultimate goal of preparing campuses to become official Dallas ISD innovation schools. The \$50,000 provides seed money to support the exploration and implementation of an innovative program or initiative on the campus. Thus, the grant provides a year to plan, explore, and find the best-fit model for the school community. Schools can use the funding in a variety of ways to support innovation such as creating a space for social and emotional learning or training staff on next generation instructional strategies.

Innovation Engine is a collaborative initiative among OTI, School Leadership, and Teaching and Learning with funding provided through OTI. Eligible applicants include neighborhood schools that have not previously received funding through OTI. Innovation schools, transformation schools, and wall-to-wall magnet schools are not eligible for Innovation Engine funding. Neighborhood schools with magnet or other application-based programs may apply for an initiative that will support their general student body. The OTI Department hosted three information sessions about the program in July and August 2019.

During the 2019-20 school year (grant cycle one), the 20 schools selected received a one-time award of \$50,000 for implementation. Table 2 shows the 20 schools and their proposed academic models. Of the 20 schools, three schools (Ireland ES, Marsalis ES, and Moreno ES) were selected as innovation schools for 2020-21, and two schools (Bowie ES and North Dallas HS) were selected as innovation pilot schools for 2020-21.

Table 2: Dallas ISD Schools Selected for 2019-20 Innovation Engine Grant

School	School Level	Academic Model
Arcadia Park	ES	Leadership
Bayles	ES	Leadership
Bowie ^b	ES	Global Service Learning
Bryan	ES	STEM/STEAM
Cuellar	ES	Leadership STREAM
Frank	ES	Personalized Learning
Ireland ^a	ES	Expeditionary Learning
Marsalis ^a	ES	STEAM
McShan	ES	STEAM
Moreno ^a	ES	STEAM
Peabody	ES	SEL
Polk	ES	Personalized Learning
Roberts	ES	Blended Learning
Terry	ES	STEAM
Urban Park	ES	STEM
Withers	ES	STEM
Young Women's STEAM Academy at Balch Springs	MS	G.I.F.T.
Lincoln	HS	Virtual Learning
North Dallas ^b	HS	Design Thinking
Wilson	HS	Wildcat Way

Source: Dallas ISD News hub, 09/20/19.

Note: ^aIreland ES, Marsalis ES, and Moreno ES were selected as innovation schools for 2020-21.

^bBowie ES and North Dallas HS were selected as innovation pilot schools for 2020-21.

Middle School Redesign

The purpose of the Middle School Redesign program is to accelerate the academic achievement and innovation of higher performing middle schools. As part of the initiative, the OTI provides customized support to select middle school teams to develop high-quality PSC proposals.

In 2019-20, five middle schools were selected to participate in the initiative based on capacity and readiness to innovate. The five middle schools were Hill (International & Global Leadership), Quintanilla (STEAM), Richards (STEAM), Spence (College and Career Exploration), and Walker (Fine Arts and STEAM). Approved schools received \$50,000 in funding and planning support to redesign their schools. Of the five middle schools that were selected to participate in the initiative during 2019-20, Quintanilla was selected as an innovation school, and Hill was chosen as an innovation pilot school for 2020-21.

Development of Implementation Continuums

OTI staff members developed implementation continuums during 2019-20 for use in 2020-21 specific to four anchor models: IB, Leadership, Montessori, and STEAM/STEM; more continuums are planned. Each continuum includes a set of standards with indicators that can be rated from low to high implementation (initiating, approaching, achieving, and iterating innovation). Campus leaders are to use the continuums to determine where the campus falls in meeting anchor model standards, to pinpoint areas for improvement, and to review growth over time.

COVID-19 Impact on the PSC Initiative

In response to the COVID-19 pandemic and transition to at-home learning, OTI staff members reported four changes. First, the campus tours planned for the spring semester were cancelled. Second, the deadline was extended for parents to confirm an offered seat for 2020-21. Third, current choice schools and newly selected 2020-21 choice schools were unable to utilize their funding for conferences or hold in-person professional development. Fourth, in response to the delay in the start of the 2020-21 school year, OTI adjusted the timeline for the PSC 7.0 process.²⁹ The new deadline to submit the Letter of Intent was September 25, 2020, with the final proposals due on January 18, 2021.

What were the characteristics of students enrolled in Dallas ISD T & I schools?

Methodology

Student demographic characteristics and student continuation data were compiled from the district data file. The Dallas ISD 2019-20 PEIMS snapshot data file (dated 10/28/19) was used to analyze student demographic information. Frequency and crosstabs analyses were computed to review student demographic characteristics. Student demographic information was analyzed by student groups including gender, ethnicity, economically disadvantaged status, English learner (EL) status, special education status, and grade level.

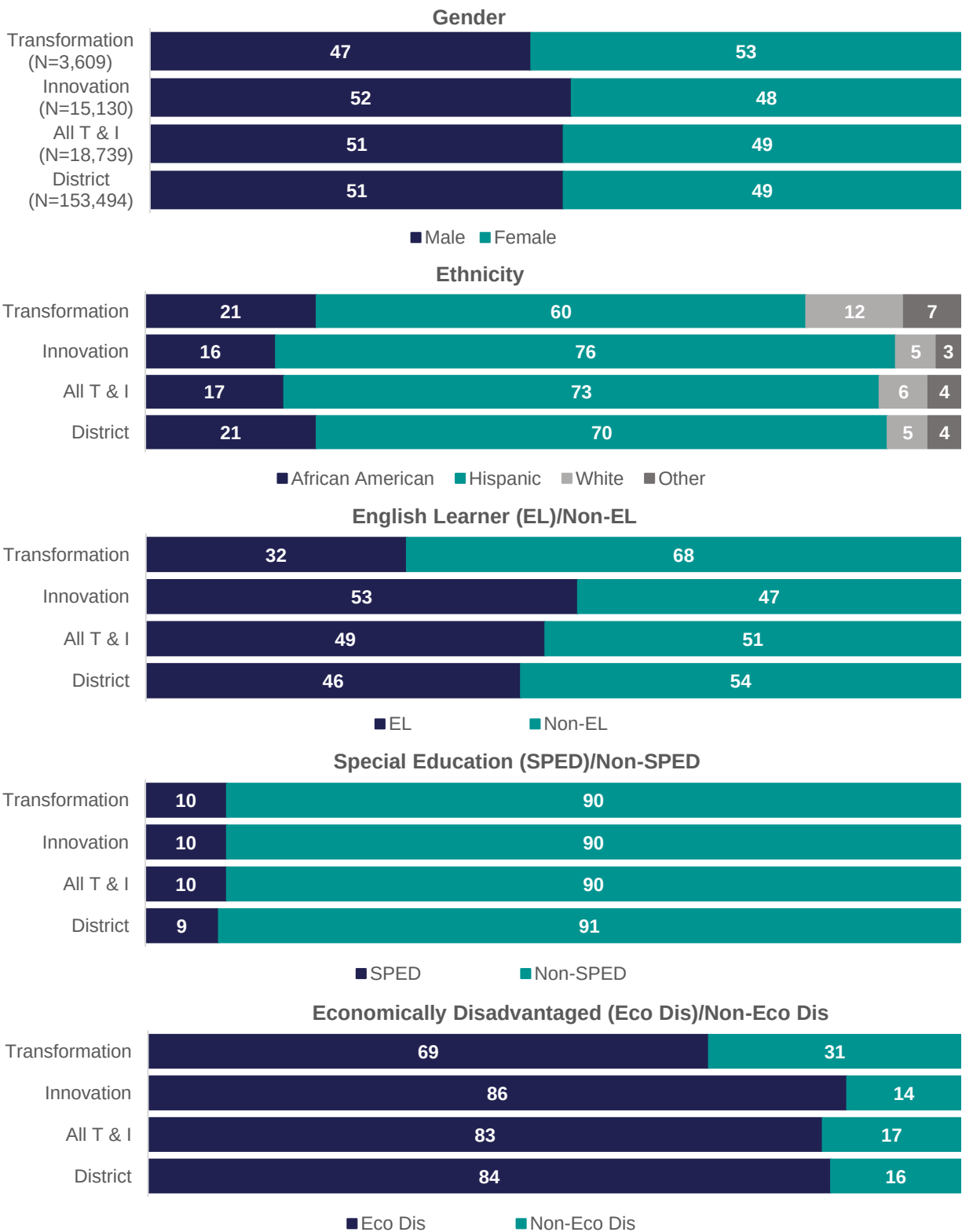
²⁹ The timeline and application information can be found at <https://www.dallasisd.org/Page/57277>.

Student continuation data for 2018-19 T & I students aging out of their 2018-19 schools were compiled from the 2018-19 and 2019-20 (dated 10/26/18 and 10/28/19) PEIMS snapshot data files. The sample consisted of 2018-19 grade five cohort students and 2018-19 grade eight cohort students that attended a transformation or innovation school and were transitioning from one school level to the next. Two schools (Mata and De Zavala) were excluded from the grade five to grade six analyses since the schools included grade six. Frequency and crosstabs analyses were used to report enrollment status by T & I school type and grade.

Results

A total of 18,739 students attended a transformation or innovation school in 2019-20. As T & I schools expanded from 25 campuses in 2018-19 to 34 campuses in 2019-20, the number of students also increased from 13,505 to 18,739, respectively. Most ($n=15,130$) attended one of 24 innovation schools, and the remaining 3,609 students attended one of the 10 transformation schools. Figure 5 displays the demographic characteristics of T & I schools compared to Dallas ISD students. Campus level characteristics are presented in Appendix C.

Like the district as a whole, most OTI students were economically disadvantaged (83%) and Hispanic (73%); however, some differences were found when reviewed by campus type. For example, the percentage of economically disadvantaged students was lower (69%) for transformation schools than for innovation schools (86%) and the district (84%); this was expected because the district has been working toward having 50/50 socioeconomic diversity at transformation schools. Fewer Hispanic (60% vs. 76% vs. 70%, respectively) and more white students (12% vs. 5% vs. 5%, respectively) attended transformation schools than innovation schools and the district. In contrast, more African American students attended a transformation school (21%) when compared to innovation schools (16%), but the percentages of African American students were the same between transformation schools and the district (21% for each). Fewer EL students (32%) attended transformation schools when compared to innovation schools (53%) and the district (46%). Percentages of special education students were similar among transformation schools, innovation schools, and the district (range: 9 to 10%).

Figure 5: 2019-20 Student Demographic Characteristics of T & I Schools

Source: PEIMS demographic file, 10/28/19.

Note: Other ethnicity included Asian, American Indian, Native Hawaiian, Other Pacific Islander, two or more races, and not available. See Appendix C for the number of students for each category by campus.

Retention of 2018-19 T & I Students Transitioning to a New School Level in 2019-20

Student transition data were reviewed to note whether students who aged out of a transformation or innovation school stayed in the district the next year, moved to another T & I campus, a traditional campus, or left the district. Of special interest were students transitioning from elementary (grade 5) to middle (grade 6) and from middle (grade 8) to high school (grade 9).

As shown in Table 3, of the 900 grade five students that attended a 2018-19 transformation or innovation school, about half (53%) entered a middle school (6th grade) in a traditional school setting, while 29 percent entered a transformation or innovation middle school. About a fifth (18%) of 2018-19 T & I fifth-grade students left the district after 2018-19, similar to the district percentage (19%).

Of the 852 grade eight students that attended a 2018-19 transformation or innovation school, over 80 percent (84%) of students entered a high school in a traditional school setting, while about four percent entered a transformation or innovation high school. When reviewed by T & I school type, 16 percent of eighth-grade students that attended a 2018-19 transformation middle school entered a transformation high school (9th grade) in 2019-20, while almost one percent of eighth-grade students that attended a 2018-19 innovation school entered a transformation or innovation high school. About a tenth (12%) of T & I eighth-grade students left the district after 2018-19, which was slightly lower than for the district as a whole (14%).

Table 3: 2019-20 Enrollment Status of 2018-19 T & I School Students Transitioning from One School Level to the Next

	2019-20 Enrollment Status									
	Left District		Repeated Grade		Moved to Traditional		Moved to Transformation		Moved to Innovation	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 5 Students in 2018-19 Transitioning to a Middle School (Grade 6) in 2019-20										
Attended a 2018-19 Transformation School (N=20)	4	20.0	0	0.0	13	65.0	3	15.0	0	0.0
Attended a 2018-19 Innovation School (N=880)	155	17.6	1	0.1	466	53.0	76	8.6	182	20.7
All T & I (N=900)	159	17.7	1	0.1	479	53.2	79	8.8	182	20.2
District (N=122,48)	2,376	19.4	63	0.5	9,809 (80.1)					
Grade 8 Students in 2018-19 Transitioning to a High School (Grade 9) in 2019-20										
Attended a 2018-19 Transformation School (N=167)	21	12.6	0	0.0	120	71.8	26	15.6	0	0.0
Attended a 2018-19 Innovation School (N=685)	83	12.1	1	0.1	597	87.2	3	0.5	1	0.1
All T & I (N=852)	104	12.2	1	0.1	717	84.2	29	3.4	1	0.1
District (N=10,424)	1,430	13.7	57	0.6	8,937 (85.7)					

Source: PEIMS demographic files, 10/26/18 and 10/28/19.

Note: Of the 2018-19 T & I schools, Mata and De Zavala were excluded from grade five to grade six analyses because the schools include grade six. Due to the small number 2018-19 fifth-grade students at transformation schools, percentages should be viewed with caution.

What were the characteristics of teachers and administrators in Dallas ISD T & I schools?

Methodology

To compute staff demographic characteristics, data were extracted from the personnel data file (as of 12/10/19). Frequency and crosstabs analyses were computed to review teacher and principal demographic characteristics. Data were analyzed by gender, ethnicity, school level, years of experience in the district, and highest degree earned. Also, Teacher Excellence Initiative (TEI) evaluation ratings were examined for teachers.

To determine staff retention rates from 2018-19 to 2019-20, school location information for teachers and principals in T & I schools were extracted from the district personnel files (11/18/18 for 2018-19, 12/10/19 for 2019-20). The evaluator counted the number of staff members in 2018-19 T & I schools who continued to work on the same campus (stayers), moved to another T & I campus or non-T & I campus (movers), or left the district (leavers) one year later (as of 12/10/19). Frequency and crosstabs analyses were used to calculate staff retention rates.

Results

Teacher Demographics

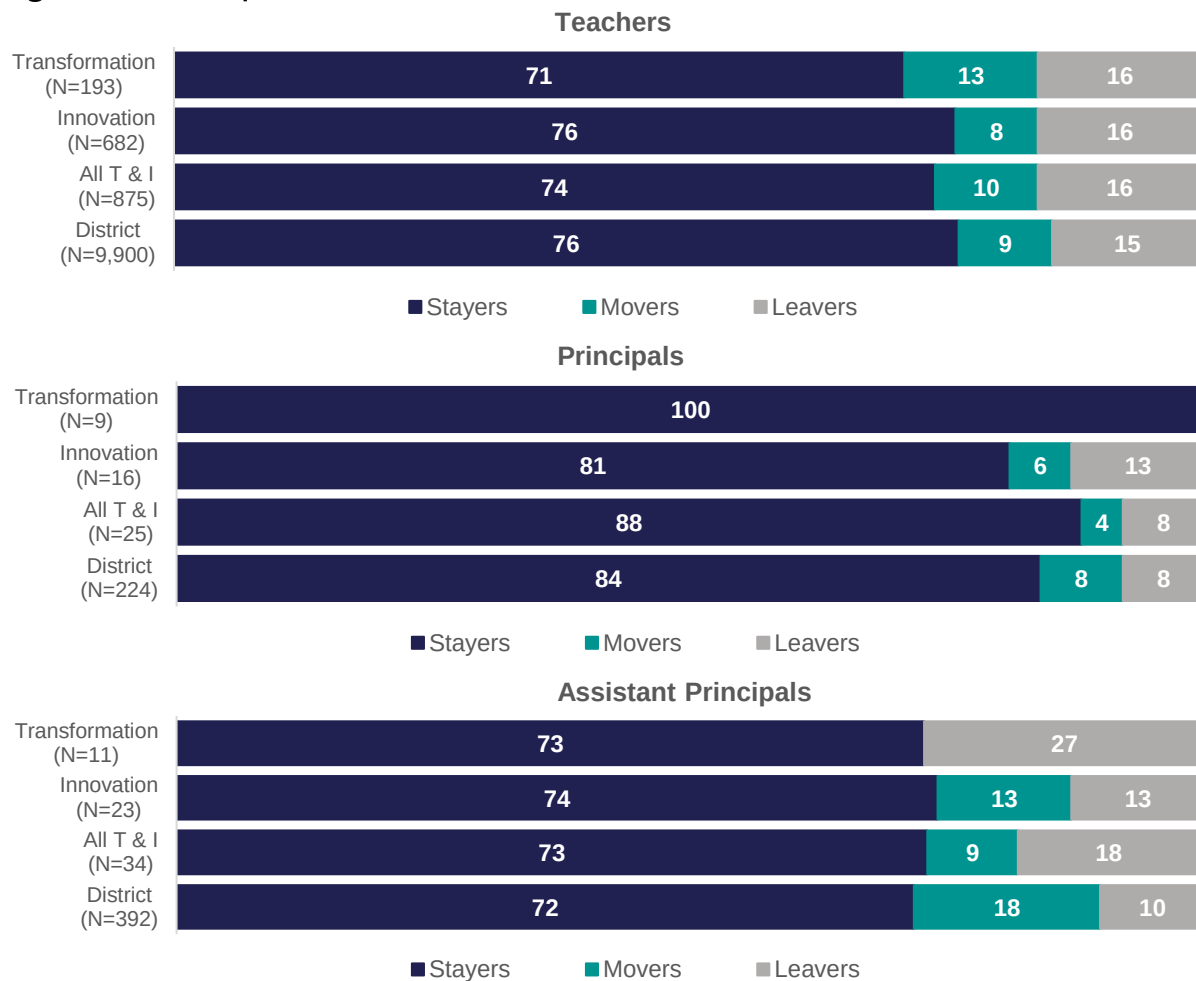
In 2019-20, there were 1,175 full-time teachers in the 34 T & I schools (Appendix D). This included 764 (65%) elementary school teachers, 181 (15%) middle school teachers, 183 (16%) high school teachers, and 47 (4%) teachers at multi-level campuses (elementary/middle). When reviewed by ethnicity, 25 percent of the teachers were African American, 39 percent were Hispanic, and 32 percent were white; in contrast, district percentages were somewhat more evenly split between African American (34%), Hispanic (32%), and white (29%). The median number of years of teaching experience was four years compared to five years for all district teachers. Of the teachers who received a 2018-19 TEI scorecard, the majority (69%) earned a 2018-19 TEI effectiveness level of Proficient I or above, which was similar to all district teachers (68%). For Proficient II or higher categories, the percentage was higher at transformation schools (37%) than for innovation schools (27%) or for the district (27%).

Principal/Assistant Principal Demographics

In 2019-20, there were 76 principals/assistant principals in the 34 T & I schools (Appendix D). This included 50 (66%) elementary school principals, 11 (15%) middle school principals, 12 (16%) high school principals, and three (4%) principals at multi-level campuses (elementary/middle). Interestingly, the percentage of female principals/assistant principals was higher for transformation schools (81%) than for innovation schools (71%) and the district (68%). When reviewed by ethnicity, 41 percent of the principals/assistant principals were African American, 36 percent were Hispanic, and 22 percent were white. In the district, 51 percent of principals/assistant principals were African American, 30 percent were Hispanic, and 17 percent were white. A quarter (25%) of principals/assistant principals had five or fewer years of experience versus 19 percent for the district. The median years of experience was 12 years compared to 13 years for all district principals/assistant principals. More (92%) T & I principals/assistant principals than all district administrators held Master or Doctoral degrees (95% for transformation schools, 91% for innovation schools, and 88% for district).

Staff Retention Rates

As seen in Figure 6, teacher retention rates from 2018-19 to 2019-20 (stayers) were lower (71%) for transformation schools than for innovation (76%) and district (76%) schools. In contrast, the percentage of movers was higher for transformation (13%) than for innovation (8%) and district (9%) schools, showing more transformation than innovation or district teachers either moved to new schools or were promoted to new positions. The percentage of teachers who left the district was the same for transformation and innovation schools (16%) and comparable to the district percentage (15%). Principal and assistant principal percentages are displayed as well; however, due to the small numbers of principals and assistant principals at T & I schools, the percentages tend to be exaggerated and should be viewed with caution.

Figure 6: T & I Campus Staff Retention Rates

Source: District personnel data files, 11/18/19 and 12/10/20.

Note: Stayers remained at the same school in 2018-19 and 2019-20. Movers moved to another school. Leavers resigned or left the district. Due to the small number of principals and assistant principals at T & I schools, percentages should be viewed with caution.

Were student selection and diversity goals met for transformation schools?

Three goals were set related to student selection and socioeconomic/racial diversity for transformation schools. This section of the report includes information about the student selection process and results for the three goals.

Methodology

Student selection information was gathered through interviews with OTI staff members, the OTI web site, other district web sites, OTI internal documents, and OTI data files. Student socioeconomic and ethnicity data were compiled from the Dallas ISD PEIMS snapshot data file (as of 10/28/19). Frequency and crosstabs analyses were computed to review student demographic characteristics overall (district and all transformation schools) and by transformation campus.

Results

Student Selection Process

OTI manages the marketing, application, and selection processes for T & I schools. Further, it strives to remain competitive with other school districts in the Dallas area through marketing the district's many choice options. The intent is to bring many new students into the district each year and retain current students. For example, OTI aspires to enroll as many prekindergarten students into district schools as possible. The office also aims to enroll “recapture” students that live within district boundaries but attend non-district schools (e.g., private schools, charter schools, etc.).

FDB (Regulation) outlines four pathways for student admission into T & I schools: Priority Attendance, General Lottery, Priority Lottery, and 50/50 Socioeconomic Diversity Lottery. Priority Attendance is used for innovation schools as these schools are open to all students living within the school's attendance boundaries; if an innovation school is under capacity after all students in the attendance boundary have been served, a principal can use the district transfer process or conduct a lottery to fill seats. The remaining types of lotteries are used to select students for transformation schools. After OTI receives confirmed transformation school acceptances from families (based on the lottery selection process), the office conducts an equity audit to ensure that socioeconomic thresholds are met.³⁰ If the thresholds are not met, seats may be added and offered to waitlisted students from specific socioeconomic blocks.

The type of lottery used for transformation schools depends on the school's location, type of choice model, and school size. A priority lottery consists of students within a certain radius around a school site, with the number of seats capped for students living within this area. A general lottery is reserved for students not living within the priority radius or not selected in the priority lottery; the general lottery is also open to students outside of the district on a school case-by-case basis in order to promote a socioeconomically diverse student body. The 50/50 socioeconomic lottery is used to create a balanced student population of 50 percent economically disadvantaged and 50 percent non-economically disadvantaged. All transformation schools are working toward a 50/50 economic balance except for Hulcy and New Tech, which do not have a socioeconomic lottery.

Of the students who applied to an elementary school, a student with a sibling attending a transformation school prior to the 2017-18 school year was automatically given admission preference (i.e., grandfathered). Seats available to siblings attending a transformation school after the 2017-18 school year were capped at 25 percent. If the total number of siblings exceeded the total number of available seats, a sibling lottery was held prior to the normal school lottery. Siblings not accepted through the sibling lottery were entered into the general school lottery.

³⁰ OTI staff delineate ranges of poverty from block 1 (least disadvantaged) to block 4 (most disadvantaged) using four socioeconomic factors taken from census data (median household income, homeownership, family structure, and parents' education level). District Policy FDB Regulation states a minimum of 12 percent of all students attending a transformation school must reside within socioeconomic block 3 and a minimum of 12 percent must reside within socioeconomic block 4.

Goal 1: 100 percent of 2019-20 transformation schools will be at least five percentage points more economically and racially diverse when compared to the district average.³¹

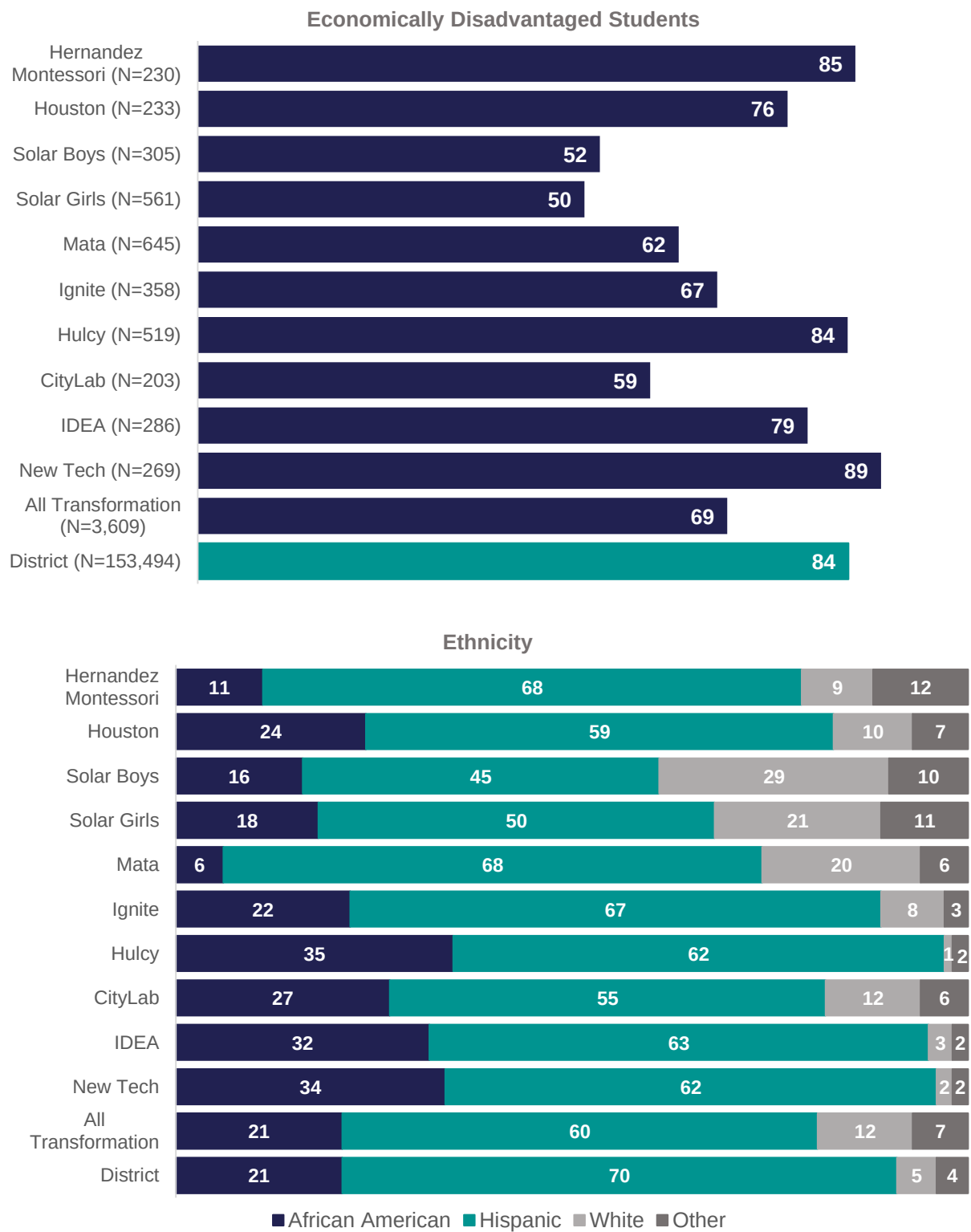
Goal 1 was met for all transformation schools combined and for all but two³² of the 10 transformation schools (Figure 7). The percentage of economically disadvantaged students for transformation schools combined (69%) was 15 percentage points lower than for the district (84%). All transformation schools combined had fewer Hispanic (-10 ppts), more white (+7 ppts), and more other (+3 ppts) students than the district; the percentage of African American students was the same for all transformation students combined and the district.

The socioeconomic part of the goal did not apply to Hulcy and New Tech because those two schools do not have socioeconomic lotteries. Of the eight schools that were included in the socioeconomic part of the goal, all but Hernandez Montessori met the goal (79% or lower). The percentage of economically disadvantaged students for Hernandez (85%) was close to the district average (84%). Solar Girls (50%) and Solar Boys (52%) had the lowest percentage of economically disadvantaged students; this is not surprising because the two schools were set up initially as 50/50 socioeconomic schools (e.g., 50% economically disadvantaged and 50% not economically disadvantaged). As mentioned previously, the goal is for the eight schools that have a socioeconomic lottery to gradually become 50/50 socioeconomic schools.

One school (Ignite) did not meet the goal for racial diversity. Percentage point differences between Ignite and the district ranged from one (African American and other) to three ppts (Hispanic and white). Hulcy (35%), IDEA (32%), and New Tech (34%) had notably higher percentages of African American students than the district (21%), whereas Hernandez (11%) and Mata (6%) had notably lower percentages. As for Hispanic students, the percentages of district students (70%) was about the same for Hernandez (68%) and Ignite (67%) but notably lower for Houston (59%), Solar Boys (45%), Solar Girls (50%), and City Lab (55%). The percentage of white students was noticeably higher for Solar Boys (29%), Solar Girls (21%), and Mata (20%) than the district average (5%). In time, it is hoped that transformation schools, except for Hulcy and New Tech, will mirror the diversity of the City of Dallas.

³¹ For the economic diversity part of the goal, the percentage of economically disadvantaged students had to be five percentage points or lower than the district average; this part of the goal did not apply to Hulcy and New Tech because they do not have socioeconomic lotteries. To meet the racial diversity goal, campuses needed to have a five percentage point difference (higher or lower) in at least one racial category.

³² All but Hernandez and Ignite.

Figure 7: Economic and Racial Diversity Percentages for 2019-20 Transformation Schools

Source: PEIMS demographic file, 10/28/19.

Note: Hulcy and New Tech were not included in the socioeconomic part of the goal since they do not have socioeconomic lotteries; however, the socioeconomic percentages are included for informational purposes.

Goal 2: The number of students applying to a transformation school in spring 2020 will exceed the number of seats available overall and for each transformation campus.

Goal 2 was met for all transformation schools combined and for all 10 schools in the lottery process (Table 4). The overall number of students applying to a transformation school in spring 2020 ($N=3,177$) exceeded the number of seats available ($N=1,523$), which indicated markedly more applications than seats available. Overall, the applicant-to-seat ratio was 2.1 applicants for each available seat. Solar Girls had the highest applicant-to-seat ratio (7.2:1), followed by Mata (4.1:1) and Solar Boys (2.8:1). In spring 2019, a total of 3,017 applications were submitted for the 1,229 seats available for the 2019-20 school year.³³

Table 4: Spring 2020 Student Application Results for the 2020-21 Transformation Schools

School Name	School Level	Seats Available <i>N</i>	Applications Submitted <i>N</i>	Applicant-to-Seat Ratio
Downtown Montessori	ES	308	486	1.6
Dr. MLK Arts	ES	50	63	1.3
Hernandez Montessori	ES	88	233	2.6
Houston	ES	80	162	2.0
Solar Boys	ES	88	250	2.8
Solar Girls	ES	66	475	7.2
Mata	ES/MS	88	365	4.1
Ignite	MS	200	277	1.4
Hulcy	MS	200	305	1.5
CityLab	HS	115	167	1.5
IDEA	HS	115	139	1.2
New Tech	HS	125	255	2.0
All		1,523	3,177	2.1

Source: OTI: 06/03/20.

Goal 3: At least 25 percent of 2020-21 students selected in the spring 2020 lottery will be recapture³⁴ students.

Goal 3 was met for all transformation schools combined. The overall percentage of recapture students enrolled in 2020-21 transformation schools was 25 percent, which was the same as the target percentage (25%).

Table 5 displays the total and recapture (external, tuition-based PK) enrollment for students who were selected during the spring 2019 and spring 2020 selection processes and enrolled in 2019-20 and 2020-21, respectively. The overall percentage of recapture students enrolled in 2020-21 (25%) was lower than in 2019-20 (29%). This was somewhat expected due to COVID-19 concerns in fall 2020 and because the recapture percentage in fall 2019 was higher than anticipated. When reviewed by campus in 2020-21, Dr. MLK Arts had the highest recapture percentage (62%), followed by Solar Girls (52%), Houston (44%), and Solar Boys (43%).

³³ Source: OTI as of 04/17/19.

³⁴ Recaptured students were calculated based on external seats and tuition-based PK seats (External Seats (K-11) + Tuition-Based PK Seats).

Table 5: 2019-20 and 2020-21 Recapture Student Enrollment

Campus	School Level	Total Seats	External (K-11)	Tuition-Based PK	Recapture Total ¹	
		<i>N</i>	<i>n</i>	<i>n</i>	<i>n</i>	%
		Selected in Spring 2019 and Enrolled in 2019-20				
Hernandez Montessori	ES	85	11	9	20	23.5
Houston	ES	78	48	1	49	62.8
Solar Boys	ES	88	45	16	61	69.3
Solar Girls	ES	88	43	18	61	69.3
Mata	ES/MS	85	56	0	56	65.9
Ignite	MS	200	27	0	27	13.5
Hulcy	MS	225	23	0	23	10.2
CityLab	HS	115	23	0	23	20.0
IDEA	HS	115	27	0	27	23.5
New Tech ²	HS	150	9	0	9	6.0
Total		1,229	312	44	356	29.0
Selected in Spring 2020 and Enrolled in 2020-21						
Downtown Montessori	ES	308	66	19	85	27.6
Dr. MLK Arts	ES	50	31	0	31	62.0
Hernandez Montessori	ES	88	15	10	25	28.4
Houston	ES	80	35	0	35	43.8
Solar Boys	ES	88	26	12	38	43.2
Solar Girls	ES	66	19	15	34	51.5
Mata	ES/MS	88	31	3	34	38.6
Ignite	MS	200	29	0	29	14.5
Hulcy	MS	200	20	0	20	10.0
CityLab	HS	115	31	0	31	27.0
IDEA	HS	115	17	0	17	14.8
New Tech	HS	125	6	0	6	4.8
Total		1,523	326	59	385	25.3

Source: OTI: 04/17/19 for total seats and 10/01/19 for external seats for spring 2019 applicants enrolled in 2019-20 and 06/03/20 for total seats and 10/01/20 for external seats for spring 2020 applicants enrolled in 2020-21. Early Learning Department: 07/08/20 for tuition-based PK seats for 2019-20 and 10/07/20 for 2020-21.

Note: Total Seats= total open seats for each year. ¹Recapture Total=External Seats (K-11) + PK Tuition-Based Seats. Recapture applications were those received by students who may have lived within Dallas ISD boundaries, but were not enrolled in a Dallas ISD school at the time of application. ²New Tech HS was an absorbed transformation school in 2019-20, so most students did not go through formal application process.

Were T & I school climate goals met?

Three goals were set related to school climate, using spring staff, student, and parent districtwide survey data. Due to the COVID-19 pandemic and shift to at-home learning after spring break, the three spring districtwide surveys were canceled. As a result, two of the three goals could not be measured, and the remaining goal was adapted to use fall staff climate survey data. This section includes summary information for the goal that could be measured.

Methodology

Campus-level fall district climate survey data were extracted from district data files. Frequency and crosstabs analyses were used to determine positive response (agree or strongly agree) rates for T & I schools and the district for fall 2018 and fall 2019.³⁵ Weighted averages were computed for each group.³⁶

The survey included six Likert-type subscales: 1) Beliefs and Priorities (BP), 2) Positive Culture and Environment (PCE), 3) Culture of Feedback and Support (CFS), 4) Teacher-Teacher Trust (TTT), 5) Teacher-Principal Trust (TPT), and 6) College-Going Culture (CGC). The first two scales were administered to all campus professional and support staff. The next three scales were administered to teachers only, and the last scale was administered to teachers and campus administrators.

Results

Goal 4: The percentage of positive responses on the District Campus Climate Survey for T & I schools will be at or above the district average.

Goal 4 was met on all six climate survey subscales for four³⁷ of the 10 transformation schools, 13³⁸ of the 22 innovation schools, and for all T & I campuses combined (Table 6). For all innovation schools combined, the goal was met for all subscales. As for all transformation schools combined, the goal was met on three subscales (CFS, TTT, and CGC) but not for the other three (BP, PCE, and TPT). The percentage of positive responses was higher for all innovation schools combined than for all transformation schools combined for five of the six subscales; the percentages were about the same for the TTT subscale.

Closer inspection of school-level data revealed 10 schools (four transformation and six innovation) had fewer than 70 percent positive responses on three or more scales. Climate responses were below 70 percent on at least five scales for two transformation (Ignite and Solar Boys) and two innovation schools (Alexander and Franklin) showing a need for overall school climate improvement. One transformation school (City Lab) and two innovation schools (Geneva Heights and B. Adams) had fewer than 70 percent positive ratings on four of the six subscales. OTI schools with less than 70 percent positive ratings for three or more subscales follow.

- **Transformation: Ignite** (all)
- **Transformation: Solar Boys** (all but CGC)
- **Transformation: City Lab** (all but TTT and CGC)
- **Transformation: IDEA** (PCE, CFS, and TPT)
- **Innovation: Alexander** (all but BP)
- **Innovation: Franklin** (all but CGC)
- **Innovation: Geneva Heights** (all but TTT and CGC)

³⁵ In 2019-20, Choice model strategies were restricted at Douglass ES and Marsh MS due to subpar 2018-19 LAS results (e.g., 2019-20 focus changed to strategic academic support). As a result, these two schools were excluded from the survey analyses.

³⁶ The number of respondents for each question was examined by campus. The highest number of respondents for a question within each scale was used to weight each scale at the campus level.

³⁷ Hernandez Montessori, Solar Girls, Hulcy, and New Tech.

³⁸ Botello, Chapel Hill, Cowart, De Zavala, Donald, Kleberg, Kramer, Lipscomb, Lowe, McNair, Reagan, Richardson, and Rogers.

- **Innovation: B. Adams** (all but TTT and CGC)
- **Innovation: Preston Hollow** (PCE, CFS, and TPT)
- **Innovation: Zaragoza** (PCE, CFS, and TPT)

When results were reviewed by campus type for campuses that were open in both in 2018-19 and 2019-20, the percentage of positive responses for innovation schools was above the district average for all six subscales in fall 2018 and fall 2019 (Table 7). In fall 2019, results for innovation schools were more positive than all transformation schools and all district schools with one exception (TTT). When reviewed year to year for innovation schools, the percentage of positive responses decreased for three scales (range: -2.2 to -4.6 percentage points (ppts)) and was about the same for the other three (range: 0.0 to +0.2 ppts). Although the percentage of positive responses for transformation schools was at or above the district average for all six subscales in fall 2018, the percentages were below the district average for four of the six subscales in fall 2019. Likewise, the percentage of positive responses decreased year over year for all six subscales (range: -2.4 to -7.8 ppts). The district had slight percentage point decreases for four of six subscales (range: -2.6 to -0.9 ppts) and remained about the same for the other two (range: -0.3 to +0.1 ppts).

Campus level year-to-year results varied widely (Figures 8 to 10 and Appendix E). One transformation school (Mata) and two innovation schools (Chapel Hill and Richardson) had increases from fall 2018 to fall 2019 for all six subscales. Two transformation schools (Solar Boys and Ignite) had decreases in percentages of positive responses from fall 2018 to fall 2019 by more than 20 ppts for all six subscales (range of decreases: -20 to -40).

Table 6: Fall 2019 Percentage of Positive Responses on District Climate Survey Subscales

Campus	BP		PCE		CFS		TTT		TPT		CGC	
	N	%	N	%	N	%	N	%	N	%	N	%
Transformation Schools												
Hernandez Montessori	37	86.7	37	85.6	13	82.1	13	90.4	13	89.0	19	97.4
Houston	26	79.0	26	63.5	14	67.9	13	96.2	13	75.8	19	91.2
Solar Boys	32	53.1	32	44.1	19	61.4	19	67.1	19	53.4	24	75.7
Solar Girls	35	89.8	34	82.1	24	85.4	24	89.6	24	89.3	28	100.0
Mata	58	80.2	57	76.0	37	70.7	37	79.7	37	73.7	42	83.6
Ignite	22	49.7	22	43.6	16	47.9	16	59.4	16	51.8	18	63.9
Hulcy	24	85.6	23	71.7	9	74.1	9	88.9	9	76.2	16	92.7
CityLab	26	62.0	26	48.8	14	59.5	14	85.7	14	58.2	21	77.0
IDEA	34	78.5	34	68.5	17	67.6	17	88.2	17	66.4	24	88.9
New Tech	33	89.7	33	85.2	15	87.8	15	86.7	15	86.7	24	93.1
Transformation Total	327	76.9	324	69.0	178	70.7	177	82.2	177	72.2	235	86.5
Innovation Schools												
Alexander ¹	46	70.2	46	56.6	22	56.8	22	67.0	22	56.5	28	67.9
Botello	56	87.2	56	77.6	32	73.4	32	88.3	31	74.2	36	92.6
Chapel Hill	52	89.7	51	82.9	26	79.9	27	82.4	27	82.0	34	97.0
Cowart	64	99.6	64	93.1	37	96.4	37	82.4	37	97.3	42	98.0
De Zavala	50	86.2	50	76.0	30	88.3	30	80.8	30	89.5	36	92.6
Donald	45	94.1	44	80.9	24	83.3	25	88.0	25	78.9	31	96.8
Geneva Heights	42	66.6	42	62.2	25	58.7	24	71.9	24	54.8	31	89.2
Gonzalez	67	87.3	67	79.7	36	71.3	36	66.7	36	68.3	42	94.0
Kleberg¹	79	93.6	79	86.8	45	89.6	45	95.0	45	90.4	54	97.5
Kramer	50	90.4	49	82.7	32	80.7	32	82.8	32	87.9	39	93.2
Lipscomb	33	87.5	31	80.3	18	85.2	18	91.7	18	84.1	24	95.8
Lowe	58	89.6	58	89.4	39	92.3	39	97.4	38	93.2	44	98.1
McNair	59	92.3	59	86.6	31	83.3	31	81.5	31	86.2	37	91.8
Preston Hollow	42	71.2	42	60.0	27	61.7	27	73.1	27	52.7	33	77.8
Reagan	42	83.7	42	79.4	22	83.2	22	90.9	22	79.9	28	96.4
Richardson²	54	89.1	54	89.4	33	97.0	33	98.5	33	94.8	40	100.0
Rogers	62	94.1	62	87.1	35	92.4	35	95.7	35	95.5	41	97.6
Salazar	47	71.9	47	64.2	28	70.7	28	80.2	28	67.2	32	93.2
Weiss	50	83.5	50	69.0	29	83.3	29	82.8	29	82.8	35	88.0
Zaragoza	30	75.1	30	60.5	16	62.5	15	86.7	15	68.6	19	89.5
Franklin	61	58.4	61	49.9	40	38.3	40	67.5	40	45.0	50	72.2
Adams, B	145	68.8	141	59.1	108	64.4	108	74.7	107	63.8	121	72.2
Innovation Total	1,234	82.9	1,225	75.0	735	76.3	735	82.3	732	76.5	877	88.9
All												
T & I Schools	1,561	81.6	1,549	73.8	913	75.2	912	82.3	909	75.6	1,112	88.4
Dallas ISD	12,948	79.1	12,845	69.5	7,713	70.6	7,704	78.6	7,691	72.8	9,367	84.0
Number and Percentage of Schools that Met Climate Goal												
Transformation Schools (N schools=10)	5	50.0	5	50.0	5	50.0	8	80.0	6	60.0	6	60.0
Innovation Schools (N schools=22)	15	68.2	14	63.6	16	72.7	16	72.7	14	63.6	18	81.8
T & I Schools (N schools=32)	20	62.5	19	59.4	21	65.6	24	75.0	20	62.5	24	75.0

Source: District Climate Survey data file, 01/10/20.

Note: A positive response indicates an 'agreed' or 'strongly agreed' response on a survey item. Bold teal numbers indicate percentages at or above the district average. Bold school names indicate that percentages at the schools were at or above the district average for all six subscales. ¹Innovation pilot schools in 2019-20. ²Innovation pilot schools in 2018-19 and 2019-20. Douglass and Marsh were excluded from the analyses. See Appendix E Tables 1-3 for more detailed results.

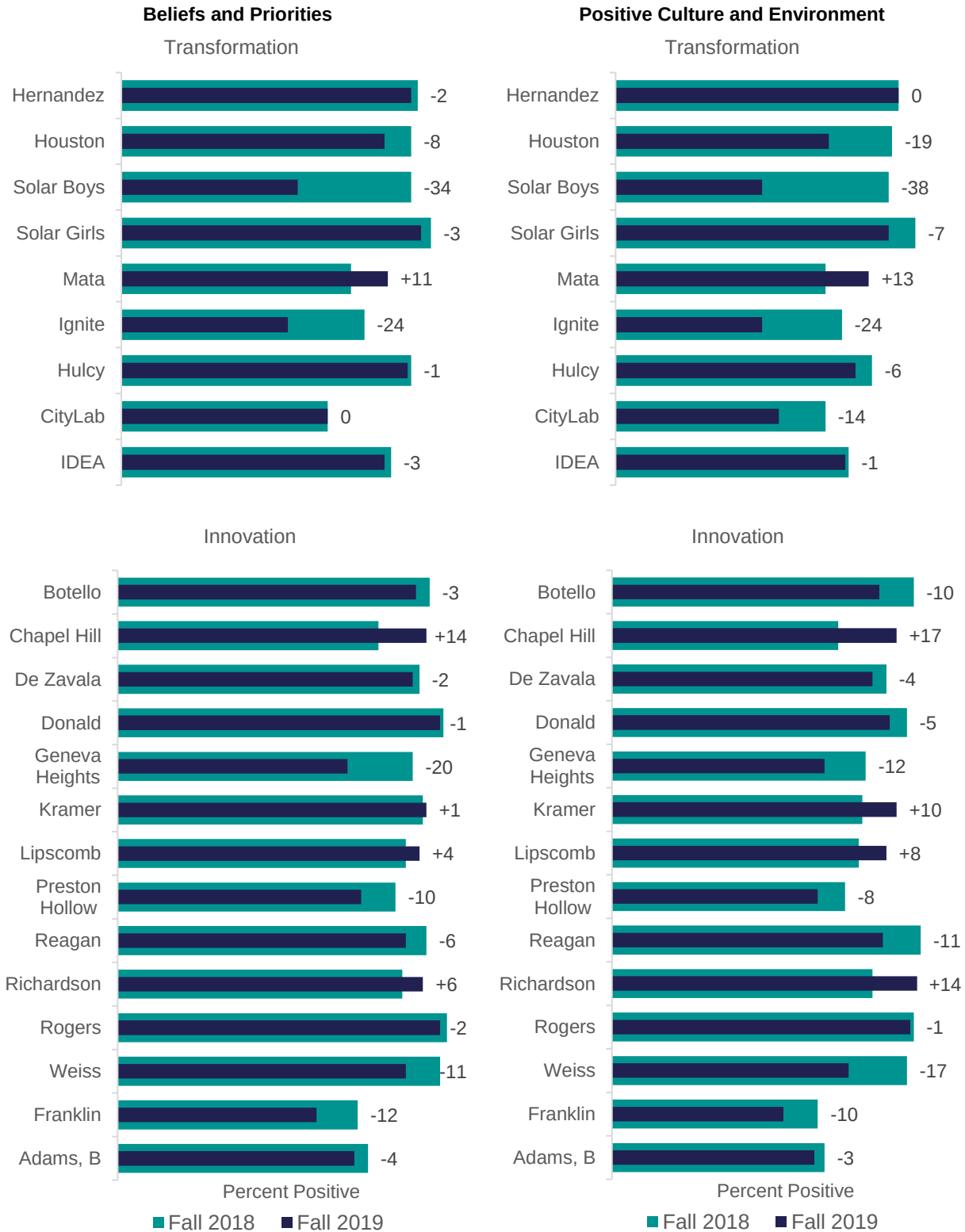
Table 7: Fall 2018 and Fall 2019 Percentage of Positive Responses on District Climate Survey Subscales for T & I Schools that Operated in 2018-19 and 2019-20

Group	Fall 2018		Fall 2019		Diff
	N	%	N	%	ppts
Beliefs and Priorities					
Transformation	275	80.7	294	75.5	-5.2
Innovation	886	83.7	784	80.6	-3.1
T & I Combined	1,161	83.0	1,078	79.2	-3.8
District	13,370	80.6	12,948	79.1	-1.5
Positive Culture and Environment					
Transformation	270	75.0	291	67.2	-7.8
Innovation	884	74.5	775	72.3	-2.2
T & I Combined	1,154	74.6	1,066	70.9	-3.7
District	13,289	70.4	12,845	69.5	-0.9
Culture of Feedback and Support					
Transformation	148	75.9	163	69.1	-6.8
Innovation	529	73.6	481	73.8	0.2
T & I Combined	677	74.1	644	72.6	-1.5
District	8,078	71.8	7,713	70.6	-1.2
Teacher-Teacher Trust					
Transformation	149	84.9	162	81.8	-3.1
Innovation	527	81.8	482	81.8	0.0
T & I Combined	676	82.5	644	81.8	-0.7
District	8,056	78.5	7,704	78.6	0.1
Teacher-Principal Trust					
Transformation	149	76.6	162	70.9	-5.7
Innovation	525	78.5	480	73.9	-4.6
T & I Combined	674	78.1	642	73.2	-4.9
District	8,047	75.4	7,691	72.8	-2.6
College-Going Culture					
Transformation	188	88.2	211	85.8	-2.4
Innovation	631	86.8	579	87.0	0.2
T & I Combined	819	87.1	790	86.7	-0.4
District	9,656	84.3	9,367	84.0	-0.3

Source: District Climate Survey data files, 01/30/19 and 01/10/20.

Note: A positive response indicates an 'agreed' or 'strongly agreed' response on a survey item. Bold teal numbers indicate percentages at or above the district average. Results included PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20, and thus results for fall 2019 are different from what are reported in Table 6 and Appendix E. Douglass and Marsh were excluded from the analyses.

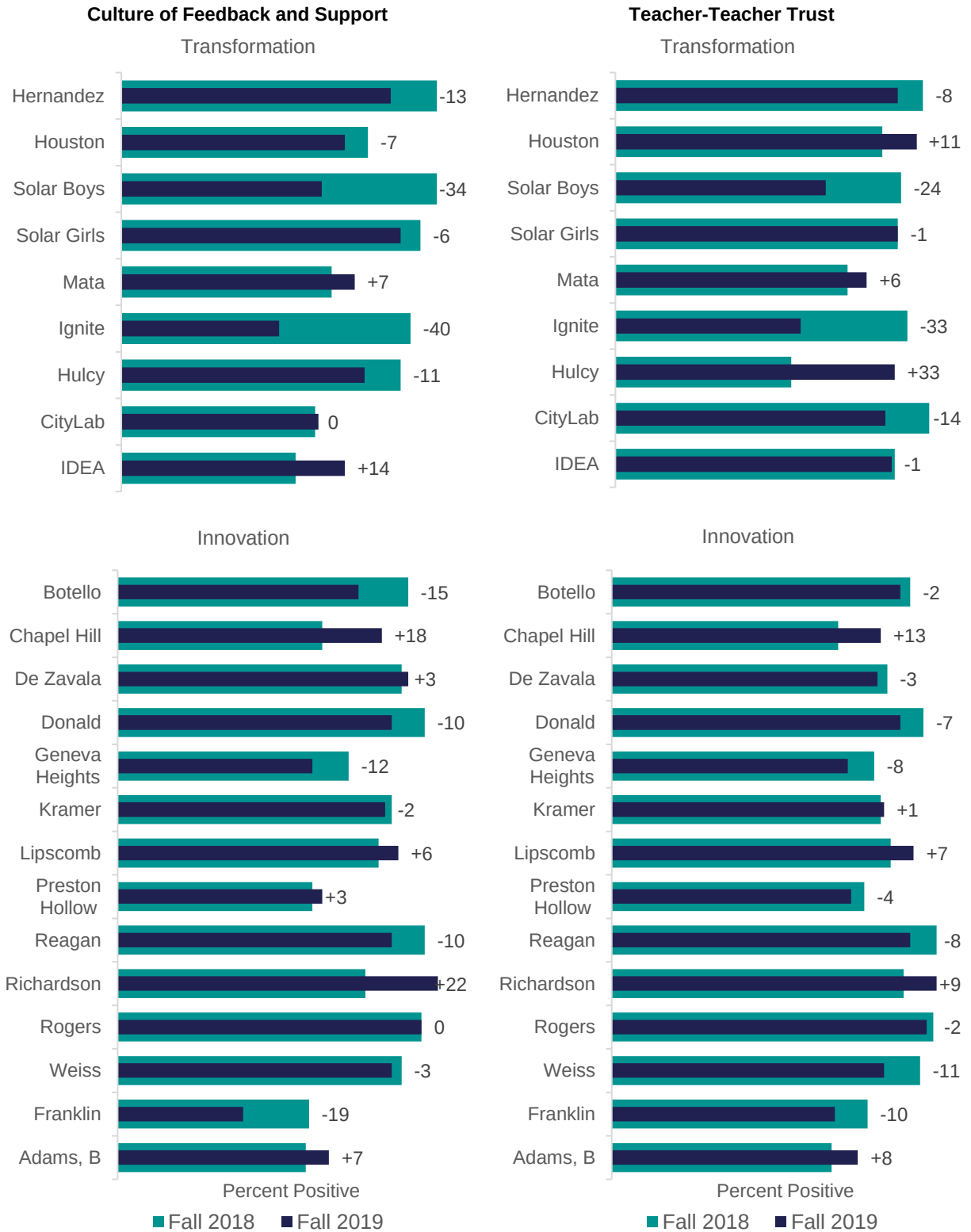
Figure 8: Fall 2018 to Fall 2019 Percentage Point Changes for Positive Responses on District Climate Survey Subscales: Beliefs and Priorities and Positive Culture and Environment



Source: District Climate Survey data files, 01/30/19 and 01/10/20.

Note: A positive response indicates an 'agreed' or 'strongly agreed' response on a survey item. Results included PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20.

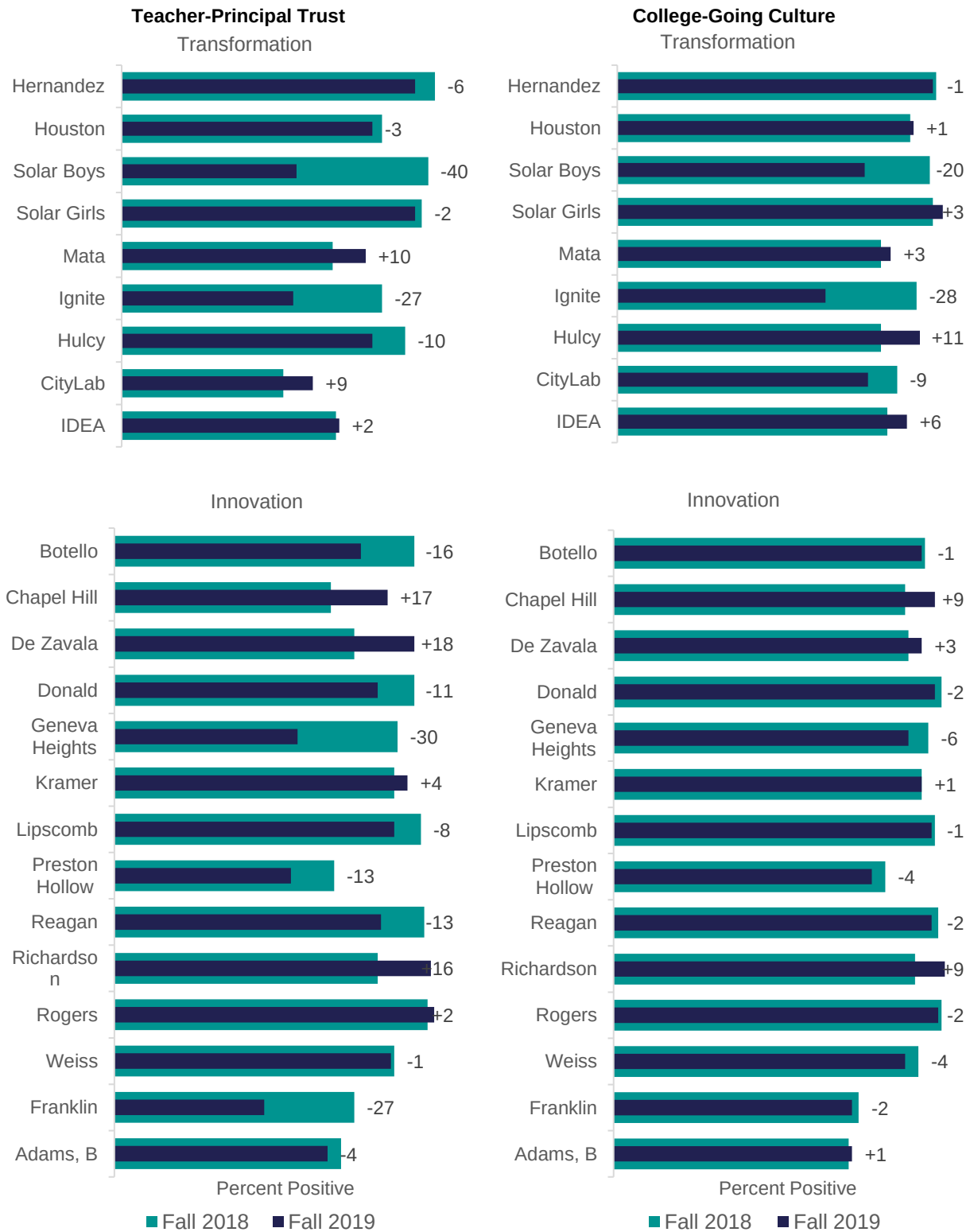
Figure 9: Fall 2018 to Fall 2019 Percentage Point Changes for Positive Responses on District Climate Survey Subscales: Culture of Feedback and Support and Teacher-Teacher Trust



Source: District Climate Survey data files, 01/30/19 and 01/10/20.

Note: A positive response indicates an 'agreed' or 'strongly agreed' response on a survey item. Results included PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20.

Figure 10: Fall 2018 to Fall 2019 Percentage Point Changes for Positive Responses on District Climate Survey Subscales: Teacher-Principal Trust and College-Going Culture



Source: District Climate Survey data files, 01/30/19 and 01/10/20.

Note: A positive response indicates an 'agreed' or 'strongly agreed' response on a survey item. Results included PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20.

Were T & I student outcome goals met?

The OTI set four student outcome goals for 2019-20 related to student attendance, chronic absenteeism, and student achievement. As a result of the COVID-19 pandemic, three of the four goals were modified to use existing data, and the fourth goal could not be measured. For the two attendance-related goals, data through the first four six weeks of school were used rather than end-of-year data. As for the student achievement goals, fall *ACP* results were used instead of spring *TerraNova*, *SUPERA*, *STAAR 3-8*, and *STAAR EOC* due to cancelation of the spring assessments. The fourth goal, based on *STAAR* progress measures, could not be measured. This section includes summary information for the three modified goals.

Methodology

As mentioned previously, attendance, chronic absenteeism, and fall *ACP* data were analyzed to measure progress on the three outcome goals. Choice model strategies were restricted at Douglass ES and Marsh MS, so data for those two schools were not included.

Attendance and Chronic Absenteeism

Attendance data files from the first four six-week periods were merged with the PEIMS snapshot student demographic file. Frequency and crosstabs analyses were used to determine attendance rates and chronic absenteeism rates for T & I schools and the district. Chronic absenteeism is defined by the U.S. Department of Education as students who miss at least 15 days of school in a year.

Achievement Outcomes

To examine student achievement outcomes, fall 2018 and fall 2019 *Assessment of Course Performance (ACP)* data files were merged with PEIMS snapshot student demographic files. The percentage of students performing at or above grade level was aggregated by subject and by T & I campus. Frequency and crosstabs analyses were computed to determine the percentage of students at or above grade level by subject area and campus.

ACPs are standardized final semester exams developed by the Local Assessment department in conjunction with the Teaching and Learning department. *ACP* exams are aligned with Texas Essential Knowledge and Skills. A scale score of 70 or higher is considered passing (at or above grade level). Because *ACP* exams are scaled each year based upon the current year's results, readers should exercise caution when comparing year-to-year results. One-year passing rate comparisons are provided for informational purposes only.

Results

As mentioned above, three of the four original goals were modified, and the fourth goal could not be measured at all. Detailed results by goal follow.

Goal 5: The 2019-20 attendance rates for students at T & I schools will be at or above the district average.

Goal 5 was met for nine³⁹ of 10 transformation schools, 19⁴⁰ of 22 innovation schools, and for all T & I schools combined; the goal was barely missed (within 0.2 ppts) for two of the 22 innovation schools (Table 8). The goal was met for all transformation schools combined and all innovation schools combined. Two schools (one transformation and one innovation) had attendance rates below the district average (94.4%): City Lab (93.8%) and McNair (93.3%).

Year-to-year attendance rates for students at T & I schools that were open in 2018-19 and 2019-20 as well as the district were about the same (96.3% and 96.2% for transformation, 95.7% and 95.2% for innovation, and 94.7% and 94.4% for district schools).⁴¹ As seen in Figure 11, when reviewed by transformation school campus, percentages increased in three out of nine transformation school comparisons (range: +0.2 to +0.9 ppts) and decreased in six comparisons (range: -1.6 to -0.2 ppts). Percentages increased in three out of 14 innovation school comparisons (range: +0.1 to +0.3 ppts) and decreased in 11 innovation school comparisons (range: -1.5 to -0.3 ppts).

Goal 6: The 2019-20 chronic absenteeism⁴² rates for students at T & I schools will be at or below the district average.

Goal 6 was met for nine⁴³ of 10 transformation schools, 20⁴⁴ of 22 innovation schools, and for all T & I schools combined (Table 8). All transformation schools combined and all innovation schools combined also met the goal. Overall, students at transformation schools (3.3%), innovation schools (5.7%), and all T & I schools (5.2%) had lower chronic absenteeism rates compared to the district (8.4%). Three schools (one transformation and two innovation schools) had higher chronic absenteeism rates than the district (8.4%): City Lab (11.8%), McNair (9.0%), and B. Adams (10.3%).

Chronic absenteeism for continuously enrolled students increased slightly from 2018-19 to 2019-20 at transformation (2.7% to 3.3%), innovation (4.6% to 6.1%), and district (7.5% to 8.4%) schools. As seen in Figure 11, when reviewed by transformation campus, the chronic absenteeism rates increased in five out of nine comparisons (range: +0.1 to +8.4 ppts) and decreased in four comparisons (range: -0.7 to -0.2 ppts). As for innovation schools, chronic absences increased in 10 of 14 comparisons (range: +0.1 to +3.9 ppts) and decreased in the remaining four comparisons (range: -1.3 to -0.1 ppts).

³⁹ All but City Lab.

⁴⁰ All but Alexander, McNair, and B. Adams.

⁴¹ See Appendix F for more detailed results.

⁴² Students with 15 absences or more were identified as having chronic absenteeism.

⁴³ All but City Lab.

⁴⁴ All but McNair and B. Adams.

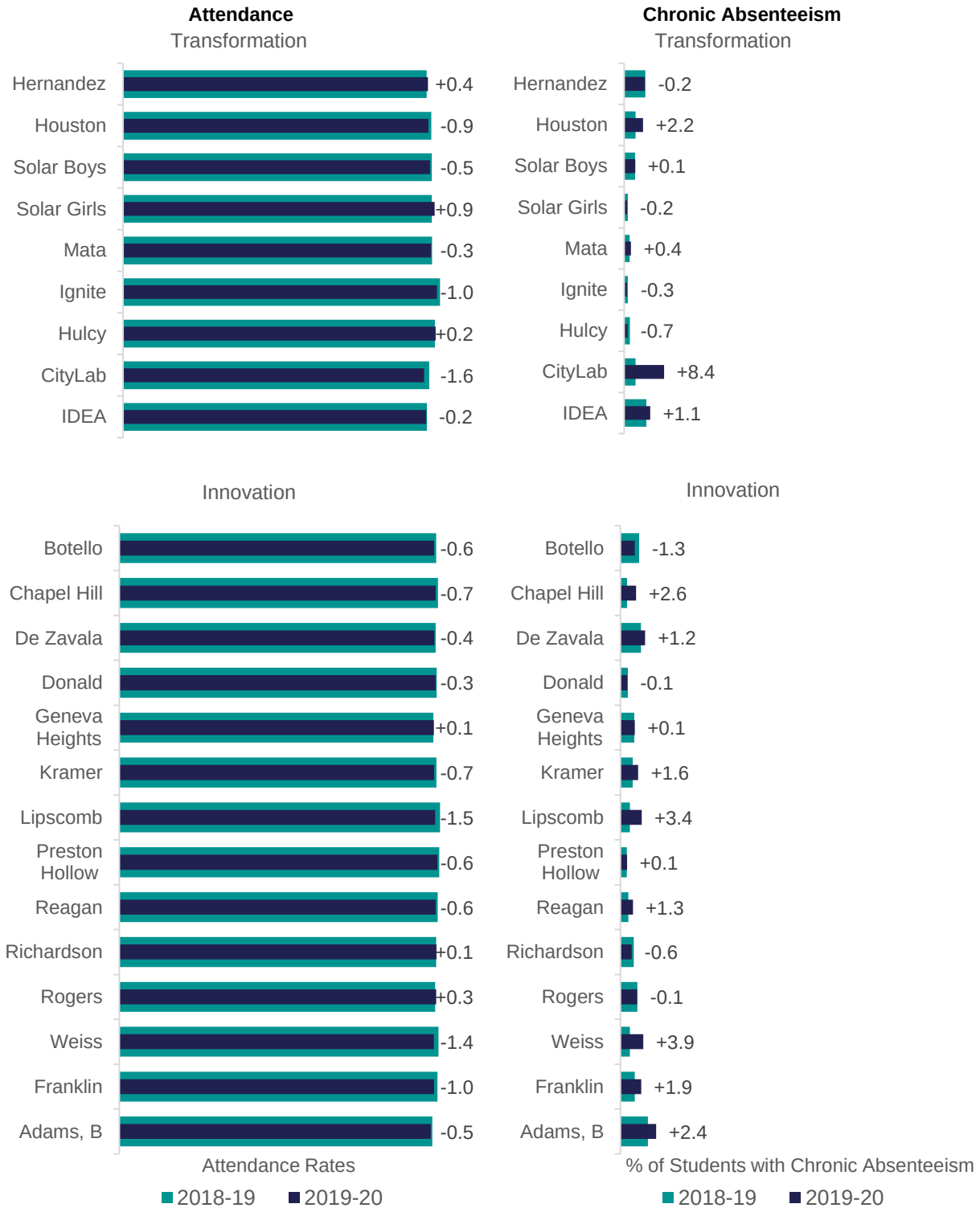
Table 8: 2019-20 Attendance and Chronic Absenteeism Rates for the First Four Six Weeks of the School Year

Campus	Attendance Rate		Chronic Absenteeism Rate	
	N	%	N	%
Transformation Schools				
Hernandez Montessori	230	95.0	230	6.1
Houston	233	95.2	233	5.6
Solar Boys	305	95.7	305	3.3
Solar Girls	561	97.1	561	0.9
Mata	645	96.0	645	2.0
Ignite	358	97.8	358	0.8
Hulcy	519	97.4	519	1.0
CityLab	203	93.8	203	11.8
IDEA	286	94.5	286	7.7
New Tech	269	96.1	269	3.7
Transformation Total	3,609	96.2	3,609	3.3
Innovation Schools				
Alexander ¹	338	94.3	338	7.7
Botello	541	95.2	541	4.1
Chapel Hill	470	95.7	470	4.5
Cowart	585	95.1	585	7.0
De Zavala	479	95.3	479	7.1
Donald	403	95.7	403	2.0
Geneva Heights	434	95.1	434	4.1
Gonzalez	625	96.3	625	2.4
Kleberg ¹	775	95.9	775	3.4
Kramer	628	95.2	628	5.1
Lipscomb	462	95.5	462	6.1
Lowe	592	96.7	592	1.5
McNair	554	93.3	554	9.0
Preston Hollow	431	96.2	431	1.9
Reagan	309	95.7	309	3.6
Richardson ²	630	95.9	630	3.2
Rogers	502	95.8	502	4.8
Salazar	513	95.2	513	3.3
Weiss	527	95.1	527	6.6
Zaragoza	351	94.6	351	6.6
Franklin	1,341	95.2	1,341	6.0
Adams, B	2,165	94.2	2,165	10.3
Innovation Total	13,655	95.2	13,655	5.7
All				
T & I Schools	17,264	95.4	17,264	5.2
Dallas ISD	153,399	94.4	153,399	8.4
Number and Percentage of Schools that Met Goals				
Transformation Schools (N schools=10)	9	90.0	9	90.0
Innovation Schools (N schools=22)	19	86.4	20	90.9
T & I Schools (N schools=32)	28	87.5	29	90.6

Source: PEIMS demographic file, 10/28/19. District attendance data file, 05/07/20.

Note: Bold teal numbers indicate percentages at or above the district average for attendance and at or below the district average for chronic absenteeism. Bold school names indicate percentages at or above the district average for attendance and at or below the district average for chronic absenteeism. ¹Innovation pilot schools in 2019-20. ²Innovation pilot schools in 2018-19 and 2019-20. Douglass and Marsh were excluded from the analyses. See Appendix F for more detailed results.

Figure 11: 2018-19 and 2019-20 Attendance and Chronic Absenteeism Rate Percentage Point Changes for the First Four Six Weeks of the School Year



Source: District attendance data files, 05/07/19 and 05/07/20. PEIMS demographic files, 10/26/18 and 10/28/19.

Note: Results included PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20. Douglass and Marsh were excluded from the analyses. See Appendix F for more detailed results.

Goal 7: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average.

Goal 7 was met for both of the fall 2019 ACPs (reading and mathematics) for five⁴⁵ of 10 transformation schools, 12⁴⁶ of 22 innovation schools, and all T & I schools combined (Table 9). Of the 10 transformation schools, seven met the goal for reading/language arts, and five met the goal for mathematics. As for innovation schools, of the 22 campuses, 13 met the goal for reading/language arts, and 18 did so for mathematics.

When reviewed by subject area, *ACP* passing rates on reading/language arts were higher for students at transformation schools (76.7%) than for students at innovation schools (72.8%), whereas *ACP* passing rates in mathematics were slightly higher for students at innovation schools (75.2%) than transformation schools (73.9%).

For schools open in both 2018-19 and 2019-20 (PSC 1.0 to PSC 4.0), *ACP* passing rates for both transformation schools and innovation schools were above the district average on reading/language arts and mathematics *ACPs* (Table 10 and Appendix G). When reviewed by ethnicity, *ACP* passing rates for African American and Hispanic students in both transformation and innovation schools were above the district average on both subjects for fall 2019. *ACP* passing rates for white students in transformation schools were above the district average on both subjects for fall 2019, while passing rates for white students in innovation schools were below the district average on reading/language arts and above the district average on mathematics for fall 2019.

Year-to-year percentage point changes were more positive for mathematics than for reading for the district and Choice schools. Year-to-year percentage point changes from fall 2018 to fall 2019 *ACP* reading/language arts were about the same for the district (-0.3 pts) but decreased for all transformation schools combined (-2.7 pts) and all innovation schools combined (-0.8 pts); percentage point decreases for African American and other students at transformation (-5.3 pts and -2.6 pts, respectively) and innovation (-3.0 pts and -4.7 pts, respectively) schools were noticeably lower than the district decrease (-0.3 pts). As for mathematics, percentage point changes were about the same for the district (+0.5 pts) and for all innovation schools combined (-0.1 pts) but increased for all transformation schools combined (+2.4 pts); those in the other group at transformation and innovation schools did not have positive increases like the other ethnic groups (-3.2 pts and -4.8 pts, respectively).

Year-to-year results varied when reviewed for individual campuses (Figure 12). As mentioned previously, these results are provided for informational purposes only and should be viewed with caution. In reading, the percentages of students passing decreased from fall 2018 to fall 2019 for eight of the nine transformation campuses and for eight of the 14 innovation schools, stayed about the same for one of the nine transformation schools, and increased for six of the 14 innovation schools. As for mathematics, the passing percentages decreased for four of the nine transformation schools and eight of the 14 innovation

⁴⁵ Hernandez Montessori, Solar Boys, Solar Girls, Hulcy, and New Tech.

⁴⁶ Botello, Chapel Hill, Donald, Geneva Heights, Gonzalez, Kramer, Lowe, Preston Hollow, Reagan, Richardson, Rogers, and Salazar.

schools, increased for five of the nine transformation schools and four of the 14 innovation schools, and stayed about the same for two of the 14 innovation schools.

Table 9: Fall 2019 Reading/Language Arts and Mathematics ACP Passing Rates

Campus	Reading/Language Arts		Mathematics	
	N	%	N	%
Transformation Schools				
Hernandez Montessori	78	73.1	78	78.2
Houston	181	80.7	150	69.3
Solar Boys	194	85.6	194	86.6
Solar Girls	517	92.1	426	92.0
Mata	557	74.9	484	65.9
Ignite	344	61.9	347	60.5
Hulcy	491	76.2	514	83.9
CityLab	153	63.4	200	46.5
IDEA	125	51.2	152	58.6
New Tech	166	85.5	189	81.0
Transformation Total	2,806	76.7	2,734	73.9
Innovation Schools				
Alexander ¹	234	73.1	198	68.2
Botello	407	75.4	339	77.9
Chapel Hill	333	73.0	281	77.2
Cowart	457	71.1	385	75.8
De Zavala	397	62.7	340	72.9
Donald	315	80.6	259	83.4
Geneva Heights	310	77.1	266	77.8
Gonzalez	487	79.9	408	82.1
Kleberg ¹	616	66.2	508	66.1
Kramer	432	78.5	370	84.1
Lipscomb	349	67.9	293	70.0
Lowe	414	88.6	357	92.7
McNair	404	68.8	361	69.3
Preston Hollow	328	79.3	286	78.7
Reagan	243	73.3	204	77.9
Richardson²	557	79.5	457	78.3
Rogers	378	79.6	319	86.5
Salazar	431	79.1	356	82.9
Weiss	426	70.2	342	73.1
Zaragoza	231	70.6	193	82.9
Franklin	1,254	69.7	1,171	65.8
Adams, B	1,646	66.3	1,697	71.8
Innovation Total	10,649	72.8	9,390	75.2
All				
T & I Schools	13,455	73.6	12,124	74.9
Dallas ISD	121,612	71.3	112,234	70.0
Number and Percentage of Schools that Met Goals				
Transformation Schools (N schools=10)	7	70.0	5	50.0
Innovation Schools (N schools=22)	13	59.1	18	81.8
T & I Schools (N schools=32)	20	62.5	23	71.9

Source: PEIMS demographic file, 10/28/19. District ACP data file, 02/20/20.

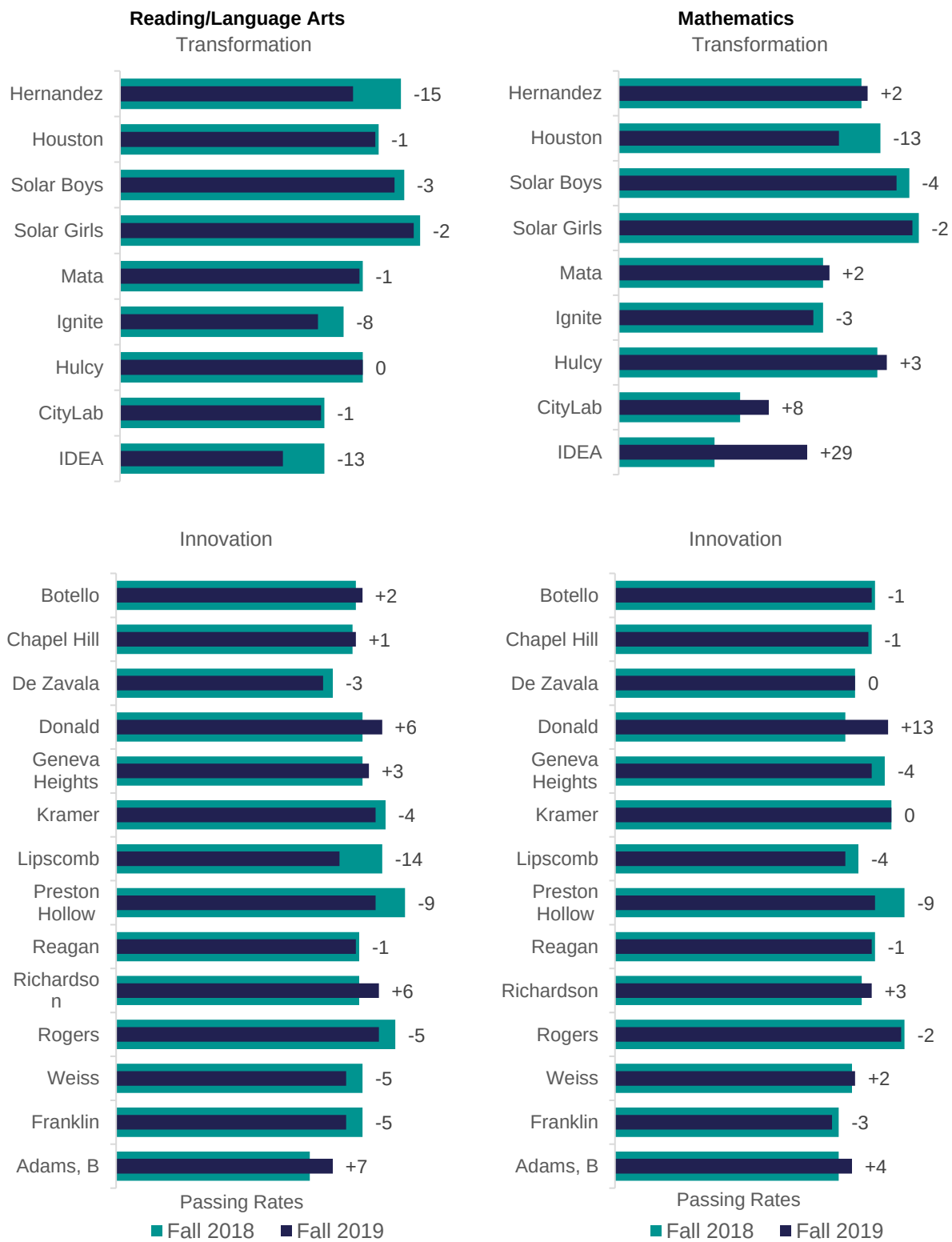
Note: ¹Innovation pilot schools in 2019-20. ²Innovation pilot schools in 2018-19 and 2019-20. Bold teal numbers indicate percentages at or above the district average. Bold school names indicate percentages at the schools were at or above the district average for both reading and mathematics. Douglass and Marsh were excluded from the analyses. See Appendix G for more detailed results.

Table 10: Fall 2018 and Fall 2019 Reading/Language Arts and Mathematics ACP Passing Rates by Subject and Ethnicity for Schools that Operated in 2018-19 and 2019-20

Group	Reading/Language Arts					Mathematics				
	Fall 2018		Fall 2019		Diff ppts	Fall 2018		Fall 2019		Diff ppts
	N	%	N	%		N	%	N	%	
All										
Transformation	2,633	78.8	2,640	76.1	-2.7	2,534	71.0	2,545	73.4	2.4
Innovation	8,096	72.9	7,375	72.1	-0.8	7,342	74.5	6,624	74.4	-0.1
T & I Combined	10,729	74.4	10,015	73.1	-1.3	9,876	73.6	9,169	74.1	0.5
District	136,064	71.6	121,612	71.3	-0.3	126,137	69.5	112,234	70.0	0.5
African American										
Transformation	584	77.7	557	72.4	-5.3	589	66.0	549	67.4	1.4
Innovation	915	72.1	823	69.1	-3.0	847	67.8	749	66.5	-1.3
T & I Combined	1,499	74.3	1,380	70.4	-3.9	1,436	67.1	1,298	66.9	-0.2
District	27,746	66.3	24,424	65.9	-0.4	25,860	58.6	22,764	58.6	0.0
Hispanic										
Transformation	1,524	74.5	1,593	72.8	-1.7	1,466	68.8	1,535	72.2	3.4
Innovation	6,413	71.7	5,915	71.3	-0.4	5,785	74.1	5,279	74.4	0.3
T & I Combined	7,937	72.3	7,508	71.6	-0.7	7,251	73.1	6,814	73.9	0.8
District	97,103	71.8	87,523	71.3	-0.5	89,616	71.3	80,314	71.8	0.5
White										
Transformation	373	93.3	329	92.4	-0.9	338	83.4	306	85.3	1.9
Innovation	511	84.7	423	86.5	1.8	472	87.3	388	87.6	0.3
T & I Combined	884	88.3	752	89.1	0.8	810	85.7	694	86.6	0.9
District	7,018	87.4	6,074	87.8	0.4	6,699	84.1	5,761	85.0	0.9
Other ¹										
Transformation	152	91.4	161	88.8	-2.6	141	85.1	155	81.9	-3.2
Innovation	257	81.3	214	76.6	-4.7	238	83.2	208	78.4	-4.8
T & I Combined	409	85.1	375	81.9	-3.2	379	83.9	363	79.9	-4.0
District	4,197	77.7	3,591	78.4	0.7	3,962	76.3	3,395	77.8	1.5

Source: PEIMS demographic files, 10/26/18 and 10/28/19. District ACP data files, 07/22/19 and 02/20/20.

Note: ¹Other included Asian, American Indian, Native Hawaiian, other Pacific Islander, and two or more races. Bold teal numbers indicate percentages at or above the district average. Results included PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20, and thus results for fall 2019 are different from what are reported in Table 9 and Appendix G. Douglass and Marsh were excluded from the analyses.

Figure 12: Fall 2018 to Fall 2019 Percentage Point Changes for ACP Passing Rates

Source: PEIMS demographic files, 10/26/18 and 10/28/19. District ACP data files, 07/22/19 and 02/20/20.

Note: Results included PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20. Douglass and Marsh were excluded from the analyses. See Appendix G for more detailed results.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

PSC is an initiative that helps Dallas ISD students find their “best-fit” school. From 2018-19 to 2019-20, the number of T & I campuses and students increased ($N=25$ to 34 and $N=13,505$ to $18,739$, respectively) as did the budget (\$4,775,402 to \$5,639,500). Due to the COVID-19 pandemic, the district transitioned to at-home learning after spring break. Further, some OTI 2019-20 goals were modified to use available data, and others were excluded. Key findings follow. See Appendix H for a goal summary table.

- The T & I school selection process remained competitive. Of the 26 proposals submitted during 2019-20 (PSC 6.0 selection process), 13 were approved (two transformation, eight innovation, three innovation pilot); five Innovation Engine schools and two MS Redesign schools were selected.
- OTI staff members reviewed market analyses, school mapping, and other applicable data for making location and anchor model decisions to ensure equity of locations and choice models across the district.
- Goal 1 (*100 percent of 2019-20 transformation schools will be at least five percentage points more economically and racially diverse when compared to the district average.*) was met for all transformation schools combined and for eight of 10 transformation schools. Hernandez Montessori did not meet the economic diversity part of the goal. Ignite did not meet the racial diversity part of the goal.
- Goal 2 (*The number of students applying to a transformation school in spring 2020 will exceed the number of seats available overall and for each transformation campus.*) was met for all transformation schools combined and for all 10 schools in the lottery process, showing demand for Choice offerings.
- Goal 3 (*At least 25 percent of 2020-21 students selected in the spring 2020 lottery will be recapture students.*) was met for transformation schools. The percentage of recapture students in 2020-21 (25%) was the same as the target percentage (25%) but lower than in 2019-20 (29%).
- Goal 4 (*The percentage of positive responses on the District Campus Climate Survey for T & I schools will be at or above the district average.*) was met on all six climate survey subscales for four of the 10 transformation, 13 of the 22 innovation, and for all T & I campuses combined. Ten (four transformation and six innovation) had fewer than 70 percent positive responses on three or more scales.
- Goal 5 (*The 2019-20 attendance rates for students at T & I schools will be at or above the district average.*) was met for nine of 10 transformation, 19 of 22 innovation, and all T & I schools combined; the goal was barely missed (within 0.2 ppts) for two of the 22 innovation schools. Two were notably below the district average (94.4%): City Lab (93.8%) and McNair (93.3%).
- Goal 6 (*The 2019-20 chronic absenteeism rates for students at T & I schools will be at or below the district average.*) was met for nine of 10 transformation, 20 of 22 innovation, and all T & I schools combined. Transformation (3.3%), innovation (5.7%), and all T & I schools (5.2%) had lower rates compared that the district (8.4%) as did City Lab (11.8%), McNair (9.0%), and B. Adams (10.3%).
- Goal 7 (*The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average.*) was met for both fall 2019 ACPs (reading and

mathematics) for five of 10 transformation, 12 of 22 innovation, and all T & I schools combined. Seven of the 10 transformation schools met the goal for reading/language arts, and five did so for mathematics. Of the 22 innovation schools, 13 met the goal for reading/language arts, and 18 did for mathematics.

Recommendations

Continue using market analysis data for determining future locations and instructional models for T & I schools. By using market analyses, school mapping and other applicable information, OTI staff members coordinated the expansion of T & I schools not only for the purpose of scaling the initiative but to also make decisions through an equity lens. The data-focused planning coupled with the rigorous selection process should be commended as the district continues to scale the initiative.

Keep the Innovation Engine and Middle School Redesign initiatives. The initiatives provided seed money that allowed 25 campuses to explore and test out innovative ideas during 2019-20. The year of exploration allowed campuses to develop and/or attempt to replicate an innovative idea, test the idea out on a small-scale basis, and determine whether the innovation should be continued, expanded, and/or refined. First-year efforts were effective as seven of the 25 campuses were chosen during the spring 2020 school selection process (PSC 6.0) as innovation ($n=4$) or innovation pilot ($n=3$) campuses for 2020-21.

Ensure adequate support, campus use of OTI-developed implementation continuums, and systematic follow-up measures to target areas in need of improvement. The number of schools in operation was 25 in 2018-19, 34 in 2019-20, and will increase to 46 in 2020-21. As the district continues to scale the initiative, it will be important that adequate supports are in place to assist both new and existing campuses. Further, it will be imperative that campus leaders use OTI quality control continuums as expected, share results and actions based on continuum results with OTI staff members through an established system, and provide targeted support through training, coaching, and written expectations.

Create a system to place low-performing schools on probation and/or remove the Choice status. As an example, two schools (Douglass and Marsh) retained Choice status in 2019-20 but implementation of their anchor models was restricted due to subpar 2018-19 LAS ratings. Develop an annual or biannual system that begins after the second year of operation to assess whether a school should retain or lose Choice status or continue on probationary basis for one year. Include measures such as progress toward anchor model implementation, school climate, and student achievement. Consider automatic probation or removal guidelines for schools that earn a LAS rating of Developing or Focus.

Bolster support for schools that scored below the district average on three or more of the six staff climate survey subscales. Ten schools (four transformation and six innovation) had fewer than 70 percent positive rates on three or more subscales. Positive rates were below 70 percent on at least five subscales for two transformation (Ignite and Solar Boys) and two innovation schools (Alexander and Franklin), showing a need for overall school climate improvement. Solar Boys and Ignite had decreases in positive rates from fall 2018 to fall 2019 by more than 20 ppts for all six subscales (range of decreases: -20 to -40). One transformation school (City Lab) and two innovation schools (Geneva Heights and B. Adams) had fewer than 70 percent positive ratings on four of the six subscales.

REFERENCE

Sanguras, L.Y. (2019). 2018-19 Evaluation of Public School Choice. Dallas, TX. Dallas Independent School District.

APPENDICES



Appendix A

Appendix A, Table 1: Dallas ISD PSC 1.0 2019-20 Enrollment

Campus	School Level	Grades Served	Anchor Model	2015-16 <i>N</i>	2016-17 <i>N</i>	2017-18 <i>N</i>	2018-19 <i>N</i>	2019-20 <i>N</i>
Transformation Schools								
Mata ¹	ES/MS	PK-7	Montessori	405	497	542	613	645
Hulcy ²	MS	6-8	STEAM	185	376	532	533	519
IDEA ³	HS	9-12	PL	111	214	263	316	286
<i>Total PSC 1.0 Transformation</i>				701	1,087	1,337	1,462	1,450
Innovation Schools								
Chapel Hill ⁴	ES	PK-5	PL	568	558	511	472	470
Geneva Heights ⁵	ES	PK-5	IB	358	318	347	402	434
Kramer	ES	PK-5	IB	497	567	615	628	628
Lipscomb	ES	PK-5	IB	521	509	512	451	462
Preston Hollow	ES	PK-5	IB	453	476	500	453	431
Rogers	ES	PK-5	PL	502	514	506	507	502
Franklin	MS	6-8	IB	995	966	1,036	1,105	1,342
Marsh	MS	6-8	PL	1,006	911	917	963	992
Adams, B	HS	9-12	Leadership	1,965	2,040	2,032	2,163	2,166
<i>Total PSC 1.0 Innovation</i>				6,865	6,859	6,976	7,144	7,427
T & I Total				7,566	7,946	8,313	8,606	8,877

Source: PEIMS demographic files, 10/30/15, 10/31/16, 10/30/17, 10/26/18, and 10/28/19.

Note: PSC 1.0 began in the 2015-16 school year. ¹Mata served students under the Montessori model in grades PK to three in 2015-16; additional grades were added each year. ²Hulcy STEAM served students in grade six in 2015-16; additional grades were added each year. ³IDEA served students in grade nine in 2015-16; additional grades were added each year. ⁴Chapel Hill Preparatory was formerly Cabell ES. ⁵Geneva Heights was formerly Lee ES. Information for past years were obtained from the 2018-19 PSC evaluation report (Sanguras, 2019).

Appendix A, Table 2: Dallas ISD PSC 2.0 2019-20 Enrollment

Campus	School Level	Grades Served	Anchor Model	2016-17 <i>N</i>	2017-18 <i>N</i>	2018-19 <i>N</i>	2019-20 <i>N</i>
Transformation Schools							
Solar Girls ¹	ES	PK-5	STEAM	194	294	460	561
Innovation Schools							
Weiss	ES	PK-5	Leadership	548	521	511	528
T & I Total				742	815	971	1,089

Source: PEIMS demographic files, 10/31/16, 10/30/17, 10/26/18, and 10/28/19.

Note: PSC 2.0 began in the 2016-17 school year. ¹Solar Girls served students in grades K to three in 2016-17; additional grades were added each year. Information for past years were obtained from the 2018-19 PSC evaluation report (Sanguras, 2019).

Appendix A, Table 3: Dallas ISD PSC 3.0 2019-20 Enrollment

Campus	School Level	Grades Served	Anchor Model	2017-18 <i>N</i>	2018-19 <i>N</i>	2019-20 <i>N</i>
Transformation Schools						
CityLab ¹	HS	9-11	Urban Planning	81	147	203
Innovation Schools						
Botello	ES	PK-5	PL	558	542	541
De Zavala	ES	PK-6	Montessori	409	443	479
<i>Total PSC 3.0 Innovation</i>				967	985	1,020
T & I Total				1,048	1,132	1,223

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/28/19.

Note: PSC 3.0 began in the 2017-18 school year. ¹CityLab served students in grade nine in 2017-18; additional grades were added each year. Information for past years were obtained from the 2018-19 PSC evaluation report (Sanguras, 2019).

Appendix A, Table 4: Dallas ISD PSC 4.0 2019-20 Enrollment

Campus	School Level	Grades Served	Anchor Model	2018-19 N	2019-20 N
Transformation Schools					
Hernandez Montessori Academy ¹	ES	PK-3	Montessori	176	230
Houston	ES	PK-5	PL	203	233
Solar Boys ²	ES	PK-3	STEAM	220	305
Ignite ³	MS	6-7	PL	189	358
<i>Total PSC 4.0 Transformation</i>				788	1,126
Innovation Schools					
Donald	ES	PK-5	Leadership	432	403
Douglass ⁴	ES	PK-5	STEM	540	476
Reagan	ES	PK-5	STEAM	345	309
Richardson ⁴	ES	4 (all subjects)	PL	691	630
<i>Total PSC 4.0 Innovation</i>				2,008	1,818
T & I Total				2,796	2,944

Source: PEIMS demographic files, 10/26/18 and 10/28/19.

Note: PSC 4.0 began in the 2018-19 school year. ¹Hernandez Montessori Academy served students in grades PK to 2 in 2018-19; grade 3 was added in 2019-20. ²Solar Boys served students in grades PK to 2 in 2018-19; grade 3 was added in 2019-20. ³Ignite served students in grade six in 2018-19; grade seven was added in 2019-20. ⁴Innovation pilot schools in 2018-19 and 2019-20. Information for 2018-19 was obtained from the 2018-19 PSC evaluation report (Sanguras, 2019).

Appendix A, Table 5: Dallas ISD PSC 5.0 2019-20 Enrollment

Campus	School Level	Grades Served	Anchor Model	2019-20 N
Transformation Schools				
New Tech	HS	9-12	Technology and PBL	269
Innovation Schools				
Alexander ¹	ES	4 & 5 (reading)	PL	339
Cowart	ES	PK-5	PL	585
Gonzalez	ES	PK-5	PL	625
Kleberg ¹	ES	PK-5	STEAM	775
Lowe	ES	PK-5	PL	593
McNair	ES	PK-5	STEAM	556
Salazar	ES	PK-5	PL	513
Zaragoza	ES	PK-5	PL	351
<i>Total PSC 5.0 Innovation</i>				4,337
T & I Total				4,606

Source: PEIMS demographic file, 10/28/19.

Note: PSC 5.0 began in the 2019-20 school year. ¹Innovation pilot schools in 2019-20.

Appendix B

Appendix B: PSC School Selection Process

	Applications Submitted	Applications Accepted		Schools Absorbed
	<i>N</i>	<i>N</i>	%	<i>N</i>
Transformation Schools				
PSC 1.0	12	1	8.3	3
PSC 2.0	3	1	33.3	0
PSC 3.0	6	1	16.7	0
PSC 4.0	5	1	20.0	2
PSC 5.0	5	2	40.0	1
PSC 6.0	3	2	66.7	0
Innovation Schools				
PSC 1.0	11	6	54.5	3
PSC 2.0	5	1	20.0	0
PSC 3.0	5	2	40.0	0
PSC 4.0	9	4	44.4	0
PSC 5.0	9	8	88.9	0
PSC 6.0	23	11	47.8	0
All T & I Schools				
PSC 1.0	23	7	30.4	6
PSC 2.0	8	2	25.0	0
PSC 3.0	11	3	27.3	0
PSC 4.0	14	5	35.7	2
PSC 5.0	14	10	71.4	1
PSC 6.0	26	13	50.0	0

Source: OTI: 07/13/20 for PSC 6.0. Information for prior years was obtained from the 2018-19 Public School Choice evaluation report (Sanguras, 2019).

Note: Absorbed schools did not go through the formal PSC application process. PSC 1.0 began in 2015 followed by PSC 2.0 in 2015-16, PSC 3.0 in 2016-17, PSC 4.0 in 2017-18, PSC 5.0 in 2018-19, and PSC 6.0 in 2019-20.

Appendix C

Appendix C: 2019-20 Student Demographic Characteristics of T & I Schools and the District

Campus	Total <i>N</i>	Gender				Ethnicity						EL		SPED		Eco Dis	
		Male		Female		Af Amer		Hispanic		White							
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Transformation Schools																	
Hernandez Montessori	230	122	53.0	108	47.0	26	11.3	157	68.3	21	9.1	119	51.7	15	6.5	196	85.2
Houston	233	112	48.1	121	51.9	55	23.6	137	58.8	23	9.9	87	37.3	15	6.4	178	76.4
Solar Boys	305	305	100.0	0	0.0	48	15.7	136	44.6	88	28.9	72	23.6	24	7.9	159	52.1
Solar Girls	561	0	0.0	561	100.0	99	17.6	279	49.7	119	21.2	105	18.7	40	7.1	281	50.1
Mata	645	304	47.1	341	52.9	37	5.7	436	67.6	129	20.0	210	32.6	87	13.5	402	62.3
Ignite	358	213	59.5	145	40.5	79	22.1	240	67.0	27	7.5	128	35.8	57	15.9	241	67.3
Hulcy	519	266	51.3	253	48.7	181	34.9	322	62.0	4	0.8	229	44.1	31	6.0	437	84.2
CityLab	203	116	57.1	87	42.9	55	27.1	111	54.7	25	12.3	41	20.2	27	13.3	119	58.6
IDEA	286	141	49.3	145	50.7	91	31.8	181	63.3	8	2.8	96	33.6	39	13.6	226	79.0
New Tech	269	129	48.0	140	52.0	90	33.5	166	61.7	5	1.9	81	30.1	14	5.2	238	88.5
Total	3,609	1,708	47.3	1,901	52.7	761	21.1	2,165	60.0	449	12.4	1,168	32.4	349	9.7	2,477	68.6
Innovation Schools																	
Alexander ¹	339	204	60.2	135	39.8	266	78.5	54	15.9	2	0.6	35	10.3	49	14.5	312	92.0
Botello	541	284	52.5	257	47.5	19	3.5	507	93.7	7	1.3	371	68.6	35	6.5	514	95.0
Chapel Hill	470	244	51.9	226	48.1	15	3.2	426	90.6	17	3.6	335	71.3	58	12.3	434	92.3
Cowart	585	296	50.6	289	49.4	3	0.5	574	98.1	7	1.2	368	62.9	69	11.8	545	93.2
De Zavala	479	244	50.9	235	49.1	24	5.0	451	94.2	2	0.4	297	62.0	56	11.7	461	96.2
Donald	403	224	55.6	179	44.4	5	1.2	395	98.0	2	0.5	246	61.0	41	10.2	369	91.6
Douglass ²	476	235	49.4	241	50.6	267	56.1	199	41.8	5	1.1	169	35.5	47	9.9	471	98.9
Geneva Heights	434	236	54.4	198	45.6	52	12.0	225	51.8	121	27.9	104	24.0	59	13.6	272	62.7
Gonzalez	625	315	50.4	310	49.6	25	4.0	592	94.7	2	0.3	476	76.2	40	6.4	584	93.4
Kleberg ¹	775	380	49.0	395	51.0	135	17.4	574	74.1	40	5.2	419	54.1	95	12.3	688	88.8
Kramer	628	325	51.8	303	48.2	138	22.0	339	54.0	105	16.7	234	37.3	108	17.2	432	68.8
Lipscomb	462	218	47.2	244	52.8	41	8.9	349	75.5	54	11.7	199	43.1	34	7.4	353	76.4
Lowe	593	318	53.6	275	46.4	77	13.0	383	64.6	16	2.7	510	86.0	68	11.5	585	98.7
McNair	556	277	49.8	279	50.2	419	75.4	102	18.3	3	0.5	61	11.0	50	9.0	524	94.2
Preston Hollow	431	226	52.4	205	47.6	68	15.8	318	73.8	35	8.1	265	61.5	41	9.5	340	78.9
Reagan	309	172	55.7	137	44.3	10	3.2	296	95.8	2	0.6	189	61.2	36	11.7	290	93.9
Richardson ²	630	323	51.3	307	48.7	72	11.4	549	87.1	2	0.3	399	63.3	44	7.0	593	94.1
Rogers	502	250	49.8	252	50.2	81	16.1	280	55.8	74	14.7	278	55.4	71	14.1	367	73.1

table continues

Appendix C (continued)

Campus	Total <i>N</i>	Gender				Ethnicity						EL		SPED		Eco Dis	
		Male		Female		Af Amer		Hispanic		White							
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Innovation Schools																	
Salazar	513	271	52.8	242	47.2	7	1.4	502	97.9	2	0.4	289	56.3	33	6.4	465	90.6
Weiss	528	279	52.8	249	47.2	117	22.2	397	75.2	8	1.5	286	54.2	49	9.3	506	95.8
Zaragoza	351	174	49.6	177	50.4	34	9.7	292	83.2	11	3.1	203	57.8	44	12.5	329	93.7
Franklin	1,342	712	53.1	630	46.9	243	18.1	1,009	75.2	48	3.6	770	57.4	141	10.5	934	69.6
Marsh	992	543	54.7	449	45.3	50	5.0	905	91.2	19	1.9	643	64.8	97	9.8	868	87.5
Adams, B	2,166	1,106	51.1	1,060	48.9	222	10.2	1,772	81.8	107	4.9	879	40.6	186	8.6	1,798	83.0
Total	15,130	7,856	51.9	7,274	48.1	2,390	15.8	11,490	75.9	691	4.6	8,025	53.0	1,551	10.3	13,034	86.1
All																	
T & I Total	18,739	9,564	51.0	9,175	49.0	3,151	16.8	13,655	72.9	1,140	6.1	9,193	49.1	1,900	10.1	15,511	82.8
District	153,494	78,518	51.2	74,976	48.8	32,627	21.3	108,063	70.4	7,826	5.1	70,171	45.7	14,478	9.4	129,443	84.3

Source: PEIMS demographic file, 10/28/19.

Note: ¹Innovation pilot schools in 2019-20. ²Innovation pilot schools in 2018-19 and 2019-20.

Appendix D

Appendix D, Table 1: 2019-20 T & I School Teacher Demographics

	Transformation		Innovation		T & I		District	
	N	%	N	%	N	%	N	%
School Level								
Elementary	89	36.3	675	72.6	764	65.0	4,903	50.2
Elementary/Middle	47	19.2	0	0.0	47	4.0	310	3.2
Middle	55	22.5	126	13.5	181	15.4	1,731	17.7
Middle/High	0	0.0	0	0.0	0	0.0	143	1.5
High	54	22.0	129	13.9	183	15.6	2,379	24.4
Other ^a	0	0.0	0	0.0	0	0.0	292	3.0
All	245	100.0	930	100.0	1,175	100.0	9,758	100.0
Gender								
Female	180	73.5	698	75.1	878	74.7	6,856	70.3
Male	65	26.5	232	24.9	297	25.3	2,902	29.7
Ethnicity								
African American	77	31.4	211	22.7	288	24.5	3,360	34.4
Hispanic	78	31.8	375	40.3	453	38.5	3,130	32.1
White	72	29.4	306	32.9	378	32.2	2,830	29.0
Other ^b	18	7.4	38	4.1	56	4.8	438	4.5
Dallas ISD Experience								
Newly Hired	38	15.5	119	12.8	157	13.3	1,104	11.3
1-5 years	136	55.5	409	44.0	545	46.4	4,192	43.0
6-10 years	36	14.7	146	15.7	182	15.5	1,516	15.5
11-15 years	21	8.6	120	12.9	141	12.0	1,239	12.7
16-20 years	9	3.7	66	7.1	75	6.4	847	8.7
20+ years	5	2.0	70	7.5	75	6.4	860	8.8
Median years	4		5		4		5	
Highest Degree								
Bachelor's Degree	178	72.6	679	73.0	857	72.9	6,652	68.2
Master's Degree	44	18.0	159	17.1	203	17.3	2,167	22.2
Doctoral Degree	2	0.8	10	1.1	12	1.0	104	1.0
Other ^c	2	0.8	11	1.2	13	1.1	66	0.7
Not Available	19	7.8	71	7.6	90	7.7	769	7.9
Alternative Certification (AC) Program								
In AC Program	12	4.9	47	5.1	59	5.0	517	5.3
Not in AC Program	233	95.1	883	94.9	1,116	95.0	9,241	94.7
2018-19 TEI Effectiveness Level^d								
Unsatisfactory	1	0.6	6	0.8	7	0.8	60	0.8
Progressing I	33	18.3	84	11.0	117	12.4	1,024	12.9
Progressing II	26	14.4	141	18.5	167	17.7	1,481	18.7
Proficient I	54	30.0	324	42.5	378	40.1	3,244	41.0
Proficient II	31	17.2	117	15.4	148	15.7	1,113	14.1
Proficient III	25	13.9	65	8.5	90	9.6	714	9.0
Exemplary I	3	1.7	17	2.3	20	2.1	142	1.8
Exemplary II and Master	7	3.9	8	1.0	15	1.6	137	1.7

Source: District personnel data file, 12/10/19. TEI Scorecard data file from Human Capital Management, 09/24/19.

Note: ^aOther school level included alternative schools, dyslexia services, student services, special education, etc. ^bOther ethnicity included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ^cOther degree included associate degree, certification, etc. ^dPercentages for the TEI Effectiveness Level were calculated based on the total number of teachers who received a 2018-19 TEI scorecard (n teachers=180 for Transformation, 762 for Innovation, 942 total for T & I, and 7,915 for the district).

Appendix D, Table 2: 2019-20 T & I School Principal/Assistant Principal Demographics

	Transformation		Innovation		T & I		District	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
School Level								
Elementary	8	38.1	42	76.4	50	65.8	334	51.7
Elementary/Middle	3	14.3	0	0.0	3	3.9	20	3.1
Middle	4	19.0	7	12.7	11	14.5	131	20.3
Middle/High	0	0.0	0	0.0	0	0.0	10	1.5
High	6	28.6	6	10.9	12	15.8	146	22.6
Other ^a	0	0.0	0	0.0	0	0.0	5	0.8
All	21	100.0	55	100.0	76	100.0	646	100.0
Gender								
Female	17	81.0	39	70.9	56	73.7	436	67.5
Male	4	19.0	16	29.1	20	26.3	210	32.5
Ethnicity								
African American	13	61.9	18	32.7	31	40.8	329	50.9
Hispanic	5	23.8	22	40.0	27	35.5	196	30.3
White	3	14.3	14	25.5	17	22.4	111	17.2
Other ^a	0	0.0	1	1.8	1	1.3	10	1.6
Dallas ISD Experience								
Newly Hired	0	0.0	1	1.8	1	1.3	22	3.4
1-5 years	6	28.6	12	21.8	18	23.7	102	15.8
6-10 years	4	19.0	11	20.0	15	19.7	109	16.9
11-15 years	5	23.8	15	27.3	20	26.3	150	23.2
16-20 years	2	9.6	10	18.2	12	15.8	130	20.1
20+ years	4	19.0	6	10.9	10	13.2	133	20.6
Median years	12		12		12		13	
Highest Degree								
Bachelor's Degree	1	4.8	3	5.5	4	5.3	65	10.1
Master's Degree	16	76.2	46	83.6	62	81.6	552	85.5
Doctoral Degree	4	19.0	4	7.3	8	10.5	19	2.9
Not available	0	0.0	2	3.6	2	2.6	10	1.5

Source: District personnel data file, 12/10/19.

Note: ^aOther ethnicity included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available.

Appendix E

Appendix E, Table 1: Fall 2018 and Fall 2019 Percentage of Positive Responses by Campus on District Climate Survey Subscales: Beliefs and Priorities and Positive Culture and Environment

Campus	Beliefs and Priorities					Positive Culture and Environment				
	Fall 2018		Fall 2019		Diff	Fall 2018		Fall 2019		Diff
	N	%	N	%		N	%	N	%	
Transformation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Hernandez Montessori	30	88.9	37	86.7	-2.2	30	85.2	37	85.6	0.4
Houston	26	87.2	26	79.0	-8.2	25	82.8	26	63.5	-19.3
Solar Boys	18	87.2	32	53.1	-34.1	17	81.8	32	44.1	-37.7
Solar Girls	40	93.1	35	89.8	-3.3	40	89.5	34	82.1	-7.4
Mata	54	68.8	58	80.2	11.4	53	62.6	57	76.0	13.4
Ignite	19	73.3	22	49.7	-23.6	19	67.9	22	43.6	-24.3
Hulcy	28	86.5	24	85.6	-0.9	26	77.3	23	71.7	-5.6
CityLab	22	62.1	26	62.0	-0.1	22	62.7	26	48.8	-13.9
IDEA	38	81.1	34	78.5	-2.6	38	69.7	34	68.5	-1.2
PSC1.0-4.0 Total	275	80.7	294	75.5	-5.2	270	75.0	291	67.2	-7.8
Transformation Schools - PSC 5.0 (SY 2019-20)										
New Tech	-	-	33	89.7	-	-	-	33	85.2	-
PSC 5.0 Total	-	-	33	89.7	-	-	-	33	85.2	-
Innovation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Botello	61	90.5	56	87.2	-3.3	61	87.5	56	77.6	-9.9
Chapel Hill	58	76.0	52	89.7	13.7	58	65.7	51	82.9	17.2
De Zavala	56	88.3	50	86.2	-2.1	56	79.8	50	76.0	-3.8
Donald	52	95.4	45	94.1	-1.3	52	86.3	44	80.9	-5.4
Geneva Heights	46	86.1	42	66.6	-19.5	46	73.9	42	62.2	-11.7
Kramer	49	89.0	50	90.4	1.4	49	72.8	49	82.7	9.9
Lipscomb	48	83.8	33	87.5	3.7	48	72.2	31	80.3	8.1
Preston Hollow	46	81.3	42	71.2	-10.1	44	68.1	42	60.0	-8.1
Reagan	47	89.8	42	83.7	-6.1	46	90.0	42	79.4	-10.6
Richardson ¹	69	83.2	54	89.1	5.9	69	75.6	54	89.4	13.8
Rogers	61	95.7	62	94.1	-1.6	61	87.7	62	87.1	-0.6
Weiss	58	94.1	50	83.5	-10.6	58	86.4	50	69.0	-17.4
Franklin	51	70.4	61	58.4	-12.0	51	60.0	61	49.9	-10.1
Adams, B	184	72.7	145	68.8	-3.9	185	62.3	141	59.1	-3.2
PSC1.0-4.0 Total	886	83.7	784	80.6	-3.1	884	74.5	775	72.3	-2.2
Innovation Schools - PSC 5.0 (SY 2019-20)										
Alexander ²	-	-	46	70.2	-	-	-	46	56.6	-
Cowart	-	-	64	99.6	-	-	-	64	93.1	-
Gonzalez	-	-	67	87.3	-	-	-	67	79.7	-
Kleberg ²	-	-	79	93.6	-	-	-	79	86.8	-
Lowe	-	-	58	89.6	-	-	-	58	89.4	-
McNair	-	-	59	92.3	-	-	-	59	86.6	-
Salazar	-	-	47	71.9	-	-	-	47	64.2	-
Zaragoza	-	-	30	75.1	-	-	-	30	60.5	-
PSC 5.0 Total	-	-	450	86.9	-	-	-	450	79.8	-
All										
Transformation Total	275	80.7	327	76.9	-3.8	270	75.0	324	69.0	-6.0
Innovation Total	886	83.7	1,234	82.9	-0.8	884	74.5	1,225	75.0	0.5
T & I Total	1,161	83.0	1,561	81.6	-1.4	1,154	74.6	1,549	73.8	-0.8
Dallas ISD	13,370	80.6	12,948	79.1	-1.5	13,289	70.4	12,845	69.5	-0.9

Source: District Climate Survey data files, 01/30/19 and 01/10/20.

Note: A positive response indicates an 'agreed' or 'strongly agreed' response on a survey item. ¹Innovation pilot schools in 2018-19 and 2019-20. ²Innovation pilot schools in 2019-20. Bold teal numbers indicate percentages at or above the district average. Respondents included campus professional and support staff for BP and PCE. Results are reported separately for PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20 and for PSC 5.0 schools that operated in 2019-20. Douglass and Marsh were excluded from the analyses. A dash (-) indicates results were not applicable because schools did not participate in the PSC initiative during 2018-19.

Appendix E, Table 2: Fall 2018 and Fall 2019 Percentage of Positive Responses by Campus on District Climate Survey Subscales: Culture of Feedback and Support and Teacher-Teacher Trust

Campus	Culture of Feedback and Support					Teacher-Teacher Trust				
	Fall 2018		Fall 2019		Diff ppts	Fall 2018		Fall 2019		Diff ppts
	N	%	N	%		N	%	N	%	
Transformation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Hernandez Montessori	11	95.5	13	82.1	-13.4	12	97.9	13	90.4	-7.5
Houston	17	74.5	14	67.9	-6.6	17	85.3	13	96.2	10.9
Solar Boys	8	95.8	19	61.4	-34.4	8	90.6	19	67.1	-23.5
Solar Girls	28	91.0	24	85.4	-5.6	28	90.2	24	89.6	-0.6
Mata	29	63.8	37	70.7	6.9	29	74.1	37	79.7	5.6
Ignite	10	88.3	16	47.9	-40.4	10	92.5	16	59.4	-33.1
Hulcy	13	84.6	9	74.1	-10.5	13	55.8	9	88.9	33.1
CityLab	11	59.1	14	59.5	0.4	11	100.0	14	85.7	-14.3
IDEA	21	53.2	17	67.6	14.4	21	89.3	17	88.2	-1.1
PSC1.0-4.0 Total	148	75.9	163	69.1	-6.8	149	84.9	162	81.8	-3.1
Transformation Schools - PSC 5.0 (SY 2019-20)										
New Tech	-	-	15	87.8	-	-	-	15	86.7	-
PSC 5.0 Total	-	-	15	87.8	-	-	-	15	86.7	-
Innovation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Botello	32	88.0	32	73.4	-14.6	32	90.6	32	88.3	-2.3
Chapel Hill	31	61.8	26	79.9	18.1	30	69.2	27	82.4	13.2
De Zavala	31	85.5	30	88.3	2.8	31	83.9	30	80.8	-3.1
Donald	30	92.8	24	83.3	-9.5	30	95.0	25	88.0	-7.0
Geneva Heights	27	70.4	25	58.7	-11.7	27	79.6	24	71.9	-7.7
Kramer	32	82.8	32	80.7	-2.1	32	81.7	32	82.8	1.1
Lipscomb	29	79.3	18	85.2	5.9	29	85.2	18	91.7	6.5
Preston Hollow	24	59.0	27	61.7	2.7	23	77.2	27	73.1	-4.1
Reagan	23	92.8	22	83.2	-9.6	23	98.9	22	90.9	-8.0
Richardson ¹	40	74.9	33	97.0	22.1	40	89.4	33	98.5	9.1
Rogers	36	92.1	35	92.4	0.3	36	97.9	35	95.7	-2.2
Weiss	33	86.3	29	83.3	-3.0	33	93.9	29	82.8	-11.1
Franklin	38	57.7	40	38.3	-19.4	38	77.6	40	67.5	-10.1
Adams, B	123	57.0	108	64.4	7.4	123	67.1	108	74.7	7.6
PSC1.0-4.0 Total	529	73.6	481	73.8	0.2	527	81.8	482	81.8	0.0
Innovation Schools - PSC 5.0 (SY 2019-20)										
Alexander ²	-	-	22	56.8	-	-	-	22	67.0	-
Cowart	-	-	37	96.4	-	-	-	37	82.4	-
Gonzalez	-	-	36	71.3	-	-	-	36	66.7	-
Kleberg ²	-	-	45	89.6	-	-	-	45	95.0	-
Lowe	-	-	39	92.3	-	-	-	39	97.4	-
McNair	-	-	31	83.3	-	-	-	31	81.5	-
Salazar	-	-	28	70.7	-	-	-	28	80.2	-
Zaragoza	-	-	16	62.5	-	-	-	15	86.7	-
PSC 5.0 Total	-	-	254	81.0	-	-	-	253	83.3	-
All										
Transformation Total	148	75.9	178	70.7	-5.2	149	84.9	177	82.2	-2.7
Innovation Total	529	73.6	735	76.3	2.7	527	81.8	735	82.3	0.5
T & I Total	677	74.1	913	75.2	1.1	676	82.5	912	82.3	-0.2
Dallas ISD	8,078	71.8	7,713	70.6	-1.2	8,056	78.5	7,704	78.6	0.1

Source: District Climate Survey data files, 01/30/19 and 01/10/20.

Note: A positive response indicates an 'agreed' or 'strongly agreed' response on a survey item. ¹Innovation pilot schools in 2018-19 and 2019-20. ²Innovation pilot schools in 2019-20. Bold teal numbers indicate percentages at or above the district average. Respondents included teachers only for CFS and TTT. Results are reported separately for PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20 and for PSC 5.0 schools that operated in 2019-20. Douglass and Marsh were excluded from the analyses. A dash (-) indicates results were not applicable because schools did not participate in the PSC initiative during 2018-19.

Appendix E, Table 3: Fall 2018 and Fall 2019 Percentage of Positive Responses by Campus on District Climate Survey Subscales: Teacher-Principal Trust and College-Going Culture

Campus	Teacher-Principal Trust					College-Going Culture				
	Fall 2018		Fall 2019		Diff ppts	Fall 2018		Fall 2019		Diff ppts
	N	%	N	%		N	%	N	%	
Transformation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Hernandez Montessori	12	94.9	13	89.0	-5.9	16	97.9	19	97.4	-0.5
Houston	17	79.0	13	75.8	-3.2	20	90.0	19	91.2	1.2
Solar Boys	8	92.9	19	53.4	-39.5	12	95.8	24	75.7	-20.1
Solar Girls	28	90.8	24	89.3	-1.5	30	96.7	28	100.0	3.3
Mata	29	63.5	37	73.7	10.2	37	80.5	42	83.6	3.1
Ignite	10	78.6	16	51.8	-26.8	12	91.7	18	63.9	-27.8
Hulcy	13	85.7	9	76.2	-9.5	17	81.4	16	92.7	11.3
CityLab	11	49.4	14	58.2	8.8	17	86.3	21	77.0	-9.3
IDEA	21	64.6	17	66.4	1.8	27	82.6	24	88.9	6.3
PSC1.0-4.0 Total	149	76.6	162	70.9	-5.7	188	88.2	211	85.8	-2.4
Transformation Schools - PSC 5.0 (SY 2019-20)										
New Tech	-	-	15	86.7	-	-	-	24	93.1	-
PSC 5.0 Total	-	-	15	86.7	-	-	-	24	93.1	-
Innovation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Botello	32	89.7	31	74.2	-15.5	39	93.6	36	92.6	-1.0
Chapel Hill	31	64.8	27	82.0	17.2	39	87.6	34	97.0	9.4
De Zavala	30	71.9	30	89.5	17.6	37	89.2	36	92.6	3.4
Donald	30	89.5	25	78.9	-10.6	36	98.6	31	96.8	-1.8
Geneva Heights	27	85.2	24	54.8	-30.4	33	95.4	31	89.2	-6.2
Kramer	32	84.3	32	87.9	3.6	38	92.5	39	93.2	0.7
Lipscomb	29	91.6	18	84.1	-7.5	36	97.2	24	95.8	-1.4
Preston Hollow	22	65.6	27	52.7	-12.9	28	82.1	33	77.8	-4.3
Reagan	23	92.5	22	79.9	-12.6	28	98.2	28	96.4	-1.8
Richardson ¹	40	78.9	33	94.8	15.9	50	90.6	40	100.0	9.4
Rogers	36	94.0	35	95.5	1.5	42	99.2	41	97.6	-1.6
Weiss	33	83.5	29	82.8	-0.7	40	92.1	35	88.0	-4.1
Franklin	38	72.2	40	45.0	-27.2	45	74.1	50	72.2	-1.9
Adams, B	122	67.5	107	63.8	-3.7	140	70.8	121	72.2	1.4
PSC1.0-4.0 Total	525	78.5	480	73.9	-4.6	631	86.8	579	87.0	0.2
Innovation Schools - PSC 5.0 (SY 2019-20)										
Alexander ²	-	-	22	56.5	-	-	-	28	67.9	-
Cowart	-	-	37	97.3	-	-	-	42	98.0	-
Gonzalez	-	-	36	68.3	-	-	-	42	94.0	-
Kleberg ²	-	-	45	90.4	-	-	-	54	97.5	-
Lowe	-	-	38	93.2	-	-	-	44	98.1	-
McNair	-	-	31	86.2	-	-	-	37	91.8	-
Salazar	-	-	28	67.2	-	-	-	32	93.2	-
Zaragoza	-	-	15	68.6	-	-	-	19	89.5	-
PSC 5.0 Total	-	-	252	81.3	-	-	-	298	92.7	-
All										
Transformation Total	149	76.6	177	72.2	-4.4	188	88.2	235	86.5	-1.7
Innovation Total	525	78.5	732	76.5	-2.0	631	86.8	877	88.9	2.1
T & I Total	674	78.1	909	75.6	-2.5	819	87.1	1,112	88.4	1.3
Dallas ISD	8,047	75.4	7,691	72.8	-2.6	9,656	84.3	9,367	84.0	-0.3

Source: District Climate Survey data files, 01/30/19 and 01/10/20.

Note: A positive response indicates an 'agreed' or 'strongly agreed' response on a survey item. ¹Innovation pilot schools in 2018-19 and 2019-20. ²Innovation pilot schools in 2019-20. Bold teal numbers indicate percentages at or above the district average. Respondents included teachers only for TPT, and teachers and campus administrators for CGC. Results are reported separately for PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20 and for PSC 5.0 schools that operated in 2019-20. Douglass and Marsh were excluded. A dash (-) indicates results were not applicable because schools did not participate in the PSC initiative during 2018-19.

Appendix F

Appendix F: 2018-19 and 2019-20 Attendance and Chronic Absenteeism Rates for the First Four Six Weeks of the School Year

Campus	Attendance Rate					Chronic Absenteeism Rate				
	2018-19		2019-20		Diff	2018-19		2019-20		Diff
	N	%	N	%		N	%	N	%	
Transformation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Hernandez Montessori	176	94.6	230	95.0	0.4	176	6.3	230	6.1	-0.2
Houston	203	96.1	233	95.2	-0.9	203	3.4	233	5.6	2.2
Solar Boys	219	96.2	305	95.7	-0.5	219	3.2	305	3.3	0.1
Solar Girls	460	96.2	561	97.1	0.9	460	1.1	561	0.9	-0.2
Mata	613	96.3	645	96.0	-0.3	613	1.6	645	2.0	0.4
Ignite	189	98.8	358	97.8	-1.0	189	1.1	358	0.8	-0.3
Hulcy	533	97.2	519	97.4	0.2	533	1.7	519	1.0	-0.7
CityLab	147	95.4	203	93.8	-1.6	147	3.4	203	11.8	8.4
IDEA	316	94.7	286	94.5	-0.2	316	6.6	286	7.7	1.1
PSC1.0-4.0 Total	2,856	96.3	3,340	96.2	-0.1	2,856	2.7	3,340	3.3	0.6
Transformation Schools - PSC 5.0 (SY 2019-20)										
New Tech	-	-	269	96.1	-	-	-	269	3.7	-
PSC 5.0 Total	-	-	269	96.1	-	-	-	269	3.7	-
Innovation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Botello	542	95.8	541	95.2	-0.6	542	5.4	541	4.1	-1.3
Chapel Hill	472	96.4	470	95.7	-0.7	472	1.9	470	4.5	2.6
De Zavala	443	95.7	479	95.3	-0.4	443	5.9	479	7.1	1.2
Donald	432	96.0	403	95.7	-0.3	432	2.1	403	2.0	-0.1
Geneva Heights	402	95.0	434	95.1	0.1	402	4.0	434	4.1	0.1
Kramer	628	95.9	628	95.2	-0.7	628	3.5	628	5.1	1.6
Lipscomb	451	97.0	462	95.5	-1.5	451	2.7	462	6.1	3.4
Preston Hollow	453	96.8	431	96.2	-0.6	453	1.8	431	1.9	0.1
Reagan	345	96.3	309	95.7	-0.6	345	2.3	309	3.6	1.3
Richardson ¹	691	95.8	630	95.9	0.1	691	3.8	630	3.2	-0.6
Rogers	507	95.5	502	95.8	0.3	507	4.9	502	4.8	-0.1
Weiss	511	96.5	527	95.1	-1.4	511	2.7	527	6.6	3.9
Franklin	1,105	96.2	1,341	95.2	-1.0	1,105	4.1	1,341	6.0	1.9
Adams, B	2,162	94.7	2,165	94.2	-0.5	2,162	7.9	2,165	10.3	2.4
PSC1.0-4.0 Total	9,144	95.7	9,322	95.2	-0.5	9,144	4.6	9,322	6.1	1.5
Innovation Schools - PSC 5.0 (SY 2019-20)										
Alexander ²	-	-	338	94.3	-	-	-	338	7.7	-
Cowart	-	-	585	95.1	-	-	-	585	7.0	-
Gonzalez	-	-	625	96.3	-	-	-	625	2.4	-
Kleberg ²	-	-	775	95.9	-	-	-	775	3.4	-
Lowe	-	-	592	96.7	-	-	-	592	1.5	-
McNair	-	-	554	93.3	-	-	-	554	9.0	-
Salazar	-	-	513	95.2	-	-	-	513	3.3	-
Zaragoza	-	-	351	94.6	-	-	-	351	6.6	-
PSC 5.0 Total	-	-	4,333	95.3	-	-	-	4,333	4.8	-
All										
Transformation Total	2,856	96.3	3,609	96.2	-0.1	2,856	2.7	3,609	3.3	0.6
Innovation Total	9,144	95.7	13,655	95.2	-0.5	9,144	4.6	13,655	5.7	1.1
T & I Total	12,000	95.9	17,264	95.4	-0.5	12,000	4.1	17,264	5.2	1.1
Dallas ISD	155,007	94.7	153,399	94.4	-0.3	155,007	7.5	153,399	8.4	0.9

Source: PEIMS demographic files, 10/26/18 and 10/28/19. District attendance data files, 05/07/19 and 05/07/20.

Note: ¹Innovation pilot schools in 2018-19 and 2019-20. ²Innovation pilot schools in 2019-20. Bold teal numbers indicate percentages at or above the district average for attendance and at or below the district average for chronic absenteeism. Results are reported separately for PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20 and for PSC 5.0 schools that operated in 2019-20. Douglass and Marsh were excluded from the analyses. A dash (-) indicates results were not applicable because schools did not participate in the PSC initiative during 2018-19.

Appendix G

Appendix G, Table 1: Fall 2018 and Fall 2019 ACP Passing Rates for Reading/Language Arts and Mathematics

Campus	Reading/Language Arts					Mathematics				
	Fall 2018		Fall 2019		Diff	Fall 2018		Fall 2019		Diff
	N	%	N	%		N	%	N	%	
Transformation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Hernandez Montessori	101	88.1	78	73.1	-15.0	101	76.2	78	78.2	2.0
Houston	194	81.4	181	80.7	-0.7	170	81.8	150	69.3	-12.5
Solar Boys	185	88.6	194	85.6	-3.0	185	90.8	194	86.6	-4.2
Solar Girls	493	94.3	517	92.1	-2.2	408	94.4	426	92.0	-2.4
Mata	619	75.6	557	74.9	-0.7	541	63.6	484	65.9	2.3
Ignite	187	69.5	344	61.9	-7.6	188	63.8	347	60.5	-3.3
Hulcy	458	76.0	491	76.2	0.2	531	81.4	514	83.9	2.5
CityLab	145	64.1	153	63.4	-0.7	149	38.3	200	46.5	8.2
IDEA	251	64.1	125	51.2	-12.9	261	29.9	152	58.6	28.7
PSC1.0-4.0 Total	2,633	78.8	2,640	76.1	-2.7	2,534	71.0	2,545	73.4	2.4
Transformation Schools - PSC 5.0 (SY 2019-20)										
New Tech	-	-	166	85.5	-	-	-	189	81.0	-
PSC 5.0 Total	-	-	166	85.5	-	-	-	189	81.0	-
Innovation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Botello	483	73.3	407	75.4	2.1	418	78.9	339	77.9	-1.0
Chapel Hill	422	72.0	333	73.0	1.0	355	77.7	281	77.2	-0.5
De Zavala	422	65.6	397	62.7	-2.9	369	72.6	340	72.9	0.3
Donald	395	74.7	315	80.6	5.9	339	70.2	259	83.4	13.2
Geneva Heights	354	74.6	310	77.1	2.5	302	82.1	266	77.8	-4.3
Kramer	529	82.2	432	78.5	-3.7	472	84.3	370	84.1	-0.2
Lipscomb	435	81.4	349	67.9	-13.5	368	73.6	293	70.0	-3.6
Preston Hollow	416	88.2	328	79.3	-8.9	369	87.5	286	78.7	-8.8
Reagan	319	74.0	243	73.3	-0.7	274	78.8	204	77.9	-0.9
Richardson ¹	686	73.9	557	79.5	5.6	584	75.2	457	78.3	3.1
Rogers	457	84.7	378	79.6	-5.1	394	88.1	319	86.5	-1.6
Weiss	470	75.3	426	70.2	-5.1	412	71.6	342	73.1	1.5
Franklin	1,049	75.1	1,254	69.7	-5.4	930	68.3	1,171	65.8	-2.5
Adams, B	1,659	59.1	1,646	66.3	7.2	1,756	67.7	1,697	71.8	4.1
PSC1.0-4.0 Total	8,096	72.9	7,375	72.1	-0.8	7,342	74.5	6,624	74.4	-0.1
Innovation Schools - PSC 5.0 (SY 2019-20)										
Alexander ²	-	-	234	73.1	-	-	-	198	68.2	-
Cowart	-	-	457	71.1	-	-	-	385	75.8	-
Gonzalez	-	-	487	79.9	-	-	-	408	82.1	-
Kleberg ²	-	-	616	66.2	-	-	-	508	66.1	-
Lowe	-	-	414	88.6	-	-	-	357	92.7	-
McNair	-	-	404	68.8	-	-	-	361	69.3	-
Salazar	-	-	431	79.1	-	-	-	356	82.9	-
Zaragoza	-	-	231	70.6	-	-	-	193	82.9	-
PSC 5.0 Total	-	-	3,274	74.6	-	-	-	2,766	77.2	-
All										
Transformation Total	2,633	78.8	2,806	76.7	-2.1	2,534	71.0	2,734	73.9	2.9
Innovation Total	8,096	72.9	10,649	72.8	-0.1	7,342	74.5	9,390	75.2	0.7
T & I Total	10,729	74.4	13,455	73.6	-0.8	9,876	73.6	12,124	74.9	1.3
Dallas ISD	136,064	71.6	121,612	71.3	-0.3	126,137	69.5	112,234	70.0	0.5

Source: PEIMS demographic files, 10/26/18 and 10/28/19. District ACP data files, 07/22/19 and 02/20/20.

Note: ¹Innovation pilot schools in 2018-19 and 2019-20. ²Innovation pilot schools in 2019-20. Bold teal numbers indicate percentages at or above the district average. Results are reported separately for PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20 and for PSC 5.0 schools that operated in 2019-20. Douglass and Marsh were excluded from the analyses. A dash (-) indicates results were not applicable because schools did not participate in the PSC initiative during 2018-19.

Appendix G, Table 2: Fall 2018 Reading/Language Arts ACP Passing Rates by Campus and Ethnicity

Campus	All		Af Amer		Hispanic		White		Other ²	
	N	%	N	%	N	%	N	%	N	%
Transformation Schools										
Hernandez										
Montessori	101	88.1	21	85.7	62	87.1	10	100.0	8	87.5
Houston	194	81.4	42	76.2	132	81.1	13	92.3	7	100.0
Solar Boys	185	88.6	37	89.2	83	81.9	43	97.7	22	95.5
Solar Girls	493	94.3	110	94.5	230	91.7	105	99.0	48	95.8
Mata	619	75.6	35	74.3	393	69.2	151	90.1	40	85.0
Ignite	187	69.5	45	55.6	116	72.4	20	75.0	6	100.0
Hulcy	458	76.0	181	80.1	268	72.8	*	*	6	83.3
CityLab	145	64.1	31	45.2	82	61.0	20	90.0	12	91.7
IDEA	251	64.1	82	69.5	158	59.5	8	100.0	*	*
<i>Transformation</i>	2,633	78.8	584	77.7	1,524	74.5	373	93.3	152	91.4
Innovation Schools										
Botello	483	73.3	23	73.9	455	73.6	*	*	*	*
Chapel Hill	422	72.0	9	88.9	391	71.4	15	86.7	7	57.1
De Zavala	422	65.6	13	46.2	402	66.4	*	*	*	*
Donald	395	74.7	*	*	388	74.5	*	*	*	*
Geneva Heights	354	74.6	37	75.7	209	66.0	92	92.4	16	81.3
Kramer	529	82.2	104	79.8	297	79.8	92	87.0	36	97.2
Lipscomb	435	81.4	39	79.5	340	79.1	50	96.0	6	100.0
Preston Hollow	416	88.2	68	88.2	302	87.1	41	95.1	*	*
Reagan	319	74.0	10	60.0	304	74.7	-	-	*	*
Richardson ¹	686	73.9	74	73.0	600	73.7	7	100.0	*	*
Rogers	457	84.7	71	84.5	272	83.1	62	87.1	52	90.4
Weiss	470	75.3	83	71.1	341	78.0	7	42.9	39	66.7
Franklin	1,049	75.1	191	73.3	763	74.4	63	82.5	32	87.5
Adams, B	1,659	59.1	188	55.3	1,349	58.9	75	65.3	47	70.2
<i>Innovation</i>	8,096	72.9	915	72.1	6,413	71.7	511	84.7	257	81.3
All										
<i>T & I Total</i>	10,729	74.4	1,499	74.3	7,937	72.3	884	88.3	409	85.1
Dallas ISD	136,064	71.6	27,746	66.3	97,103	71.8	7,018	87.4	4,197	77.7

Source: PEIMS demographic file, 10/26/18. District ACP data file, 07/22/19.

Note: ¹Innovation pilot schools in 2018-19 and 2019-20. ²Other included Asian, American Indian, Native Hawaiian, other Pacific Islander, and two or more races. Bold teal numbers indicate percentages at or above the district average. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. Douglass and Marsh were excluded from the analyses.

Appendix G, Table 3: Fall 2018 Mathematics ACP Passing Rates by Campus and Ethnicity

Campus	All		Af Amer		Hispanic		White		Other ²	
	N	%	N	%	N	%	N	%	N	%
Transformation Schools										
Hernandez										
Montessori	101	76.2	21	66.7	62	77.4	10	90.0	8	75.0
Houston	170	81.8	38	63.2	113	85.8	12	91.7	7	100.0
Solar Boys	185	90.8	37	73.0	83	91.6	43	100.0	22	100.0
Solar Girls	408	94.4	89	91.0	191	93.2	90	100.0	38	94.7
Mata	541	63.6	31	58.1	345	57.7	128	74.2	37	86.5
Ignite	188	63.8	45	57.8	116	66.4	21	57.1	6	83.3
Hulcy	531	81.4	213	78.4	306	83.3	*	*	7	85.7
CityLab	149	38.3	31	25.8	86	40.7	20	50.0	12	33.3
IDEA	261	29.9	84	28.6	164	26.8	9	88.9	*	*
<i>Transformation</i>	2,534	71.0	589	66.0	1,466	68.8	338	83.4	141	85.1
Innovation Schools										
Botello	418	78.9	19	57.9	394	80.2	*	*	*	*
Chapel Hill	355	77.7	7	71.4	330	77.6	13	84.6	*	*
De Zavala	369	72.6	10	70.0	352	72.7	*	*	*	*
Donald	339	70.2	*	*	333	69.7	*	*	*	*
Geneva Heights	302	82.1	31	71.0	175	78.3	81	93.8	15	86.7
Kramer	472	84.3	96	78.1	260	81.5	85	97.6	31	90.3
Lipscomb	368	73.6	34	55.9	287	73.5	42	90.5	*	*
Preston Hollow	369	87.5	63	85.7	266	87.2	35	94.3	*	*
Reagan	274	78.8	8	75.0	262	79.0	-	-	*	*
Richardson ¹	584	75.2	64	60.9	509	76.8	7	85.7	*	*
Rogers	394	88.1	58	75.9	233	89.3	56	87.5	47	97.9
Weiss	412	71.6	76	64.5	295	74.6	*	*	36	63.9
Franklin	930	68.3	174	63.2	672	68.2	55	78.2	29	82.8
Adams, B	1,756	67.7	203	63.5	1,417	67.2	86	75.6	50	84.0
<i>Innovation</i>	7,342	74.5	847	67.8	5,785	74.1	472	87.3	238	83.2
All										
<i>T & I Total</i>	9,876	73.6	1,436	67.1	7,251	73.1	810	85.7	379	83.9
Dallas ISD	126,137	69.5	25,860	58.6	89,616	71.3	6,699	84.1	3,962	76.3

Source: PEIMS demographic file, 10/26/18. District ACP data file, 07/22/19.

Note: ¹Innovation pilot schools in 2018-19 and 2019-20. ²Other included Asian, American Indian, Native Hawaiian, other Pacific Islander, and two or more races. Bold teal numbers indicate percentages at or above the district average. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. Douglass and Marsh were excluded from the analyses.

Appendix G, Table 4: Fall 2019 Reading/Language Arts ACP Passing Rates by Campus and Ethnicity

Campus	All		Af Amer		Hispanic		White		Other ³	
	N	%	N	%	N	%	N	%	N	%
Transformation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Hernandez										
Montessori	78	73.1	12	83.3	57	66.7	*	*	*	*
Houston	181	80.7	46	73.9	112	80.4	14	100.0	9	88.9
Solar Boys	194	85.6	33	81.8	88	80.7	47	95.7	26	88.5
Solar Girls	517	92.1	99	83.8	268	91.4	103	99.0	47	97.9
Mata	557	74.9	35	77.1	366	69.9	115	84.3	41	90.2
Ignite	344	61.9	73	57.5	235	60.0	24	91.7	12	66.7
Hulcy	491	76.2	170	79.4	306	74.5	*	*	11	72.7
CityLab	153	63.4	45	62.2	90	57.8	12	91.7	6	100.0
IDEA	125	51.2	44	38.6	71	54.9	6	100.0	*	*
<i>PSC1.0-4.0 Total</i>	2,640	76.1	557	72.4	1,593	72.8	329	92.4	161	88.8
Transformation Schools - PSC 5.0 (SY 2019-20)										
New Tech	166	85.5	62	79.0	98	89.8	*	*	*	*
<i>PSC 5.0 Total</i>	166	85.5	62	79.0	98	89.8	*	*	*	*
Innovation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Botello	407	75.4	13	61.5	383	76.2	6	66.7	*	*
Chapel Hill	333	73.0	*	*	307	73.3	14	71.4	8	75.0
De Zavala	397	62.7	20	35.0	375	64.0	*	*	*	*
Donald	315	80.6	*	*	312	80.4	-	-	-	-
Geneva Heights	310	77.1	25	76.0	180	70.0	86	89.5	19	89.5
Kramer	432	78.5	90	75.6	235	73.2	84	96.4	23	78.3
Lipscomb	349	67.9	33	69.7	263	65.4	38	84.2	15	66.7
Preston Hollow	328	79.3	49	77.6	253	77.9	21	100.0	*	*
Reagan	243	73.3	7	71.4	234	73.1	*	*	*	*
Richardson ¹	557	79.5	58	70.7	493	80.5	*	*	*	*
Rogers	378	79.6	62	79.0	220	76.8	49	85.7	47	87.2
Weiss	426	70.2	87	67.8	332	70.8	*	*	*	*
Franklin	1,254	69.7	215	67.9	960	69.6	41	82.9	38	68.4
Adams, B	1,646	66.3	157	64.3	1,368	65.8	76	78.9	45	66.7
<i>PSC1.0-4.0 Total</i>	7,375	72.1	823	69.1	5,915	71.3	423	86.5	214	76.6
Innovation Schools - PSC 5.0 (SY 2019-20)										
Alexander ²	234	73.1	184	75.0	40	60.0	*	*	9	100.0
Cowart	457	71.1	*	*	454	71.1	*	*	-	-
Gonzalez	487	79.9	17	82.4	463	80.1	*	*	*	*
Kleberg ²	616	66.2	112	61.6	457	67.4	27	66.7	20	65.0
Lowe	414	88.6	41	90.2	298	87.6	16	81.3	59	94.9
McNair	404	68.8	303	66.3	76	80.3	*	*	23	69.6
Salazar	431	79.1	*	*	424	79.2	*	*	*	*
Zaragoza	231	70.6	20	80.0	203	69.5	*	*	7	71.4
<i>PSC 5.0 Total</i>	3,274	74.6	682	70.2	2,415	75.6	53	66.0	124	83.1
All										
<i>Transformation Total</i>	2,806	76.7	619	73.0	1,691	73.8	331	92.4	165	88.5
<i>Innovation Total</i>	10,649	72.8	1,505	69.6	8,330	72.5	476	84.2	338	79.0
<i>T & I Total</i>	13,455	73.6	2,124	70.6	10,021	72.7	807	87.6	503	82.1
Dallas ISD	121,612	71.3	24,424	65.9	87,523	71.3	6,074	87.8	3,591	78.4

Source: PEIMS demographic file, 10/28/19. District ACP data file, 02/20/20.

Note: ¹Innovation pilot schools in 2018-19 and 2019-20. ²Innovation pilot schools in 2019-20. ³Other included Asian, American Indian, Native Hawaiian, other Pacific Islander, and two or more races. Bold teal numbers indicate percentages at or above the district average. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. Results are reported separately for PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20 and for PSC 5.0 schools that operated in 2019-20. Douglass and Marsh were excluded from the analyses.

Appendix G, Table 5: Fall 2019 Mathematics ACP Passing Rates by Campus and Ethnicity

Campus	All		Af Amer		Hispanic		White		Other ³	
	N	%	N	%	N	%	N	%	N	%
Transformation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Hernandez										
Montessori	78	78.2	12	58.3	57	78.9	*	*	*	*
Houston	150	69.3	37	70.3	92	67.4	13	84.6	8	62.5
Solar Boys	194	86.6	33	78.8	88	85.2	47	93.6	26	88.5
Solar Girls	426	92.0	82	86.6	217	91.7	86	96.5	41	95.1
Mata	484	65.9	28	60.7	318	60.4	102	76.5	36	88.9
Ignite	347	60.5	77	44.2	234	63.2	24	91.7	12	50.0
Hulcy	514	83.9	179	83.2	319	84.0	*	*	12	83.3
CityLab	200	46.5	55	40.0	109	48.6	23	56.5	13	38.5
IDEA	152	58.6	46	39.1	101	66.3	*	*	*	*
<i>PSC1.0-4.0 Total</i>	2,545	73.4	549	67.4	1,535	72.2	306	85.3	155	81.9
Transformation Schools - PSC 5.0 (SY 2019-20)										
New Tech	189	81.0	71	74.6	109	83.5	*	*	*	*
<i>PSC 5.0 Total</i>	189	81.0	71	74.6	109	83.5	*	*	*	*
Innovation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)										
Botello	339	77.9	13	46.2	315	78.7	6	100.0	*	*
Chapel Hill	281	77.2	*	*	259	77.6	12	75.0	7	71.4
De Zavala	340	72.9	17	35.3	321	74.8	*	*	*	*
Donald	259	83.4	*	*	256	83.6	-	-	-	-
Geneva Heights	266	77.8	21	61.9	154	70.8	74	94.6	17	88.2
Kramer	370	84.1	76	72.4	198	84.8	71	94.4	25	84.0
Lipscomb	293	70.0	28	57.1	219	69.4	34	85.3	12	66.7
Preston Hollow	286	78.7	44	81.8	219	77.6	19	94.7	*	*
Reagan	204	77.9	6	83.3	196	77.6	*	*	*	*
Richardson ¹	457	78.3	52	78.8	400	78.3	*	*	*	*
Rogers	319	86.5	51	76.5	183	86.9	43	90.7	42	92.9
Weiss	342	73.1	66	69.7	270	73.7	*	*	*	*
Franklin	1,171	65.8	211	61.1	882	65.9	42	76.2	36	80.6
Adams, B	1,697	71.8	158	64.6	1,407	72.4	80	80.0	52	65.4
<i>PSC1.0-4.0 Total</i>	6,624	74.4	749	66.5	5,279	74.4	388	87.6	208	78.4
Innovation Schools - PSC 5.0 (SY 2019-20)										
Alexander ²	198	68.2	156	70.5	34	61.8	*	*	7	57.1
Cowart	385	75.8	*	*	382	75.7	*	*	-	-
Gonzalez	408	82.1	13	69.2	389	82.8	*	*	*	*
Kleberg ²	508	66.1	94	53.2	372	69.1	24	70.8	18	66.7
Lowe	357	92.7	35	88.6	253	91.3	14	100.0	55	100.0
McNair	361	69.3	273	67.0	66	80.3	*	*	20	70.0
Salazar	356	82.9	*	*	350	82.9	*	*	*	*
Zaragoza	193	82.9	18	72.2	168	83.3	*	*	6	100.0
<i>PSC 5.0 Total</i>	2,766	77.2	594	67.5	2,014	79.6	47	74.5	111	85.6
All										
<i>Transformation Total</i>	2,734	73.9	620	68.2	1,644	73.0	310	85.5	160	82.5
<i>Innovation Total</i>	9,390	75.2	1,343	66.9	7,293	75.8	435	86.2	319	80.9
<i>T & I Total</i>	12,124	74.9	1,963	67.3	8,937	75.3	745	85.9	479	81.4
Dallas ISD	112,234	70.0	22,764	58.6	80,314	71.8	5,761	85.0	3,395	77.8

Source: PEIMS demographic file, 10/28/19. District ACP data file, 02/20/20.

Note: ¹Innovation pilot schools in 2018-19 and 2019-20. ²Innovation pilot schools in 2019-20. ³Other included Asian, American Indian, Native Hawaiian, other Pacific Islander, and two or more races. Bold teal numbers indicate percentages at or above the district average. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. Results are reported separately for PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20 and for PSC 5.0 schools that operated in 2019-20. Douglass and Marsh were excluded from the analyses.

Appendix G, Table 6: Fall 2018 to Fall 2019 Percentage Point Changes on Reading/Language Arts ACP Passing Rates For Schools That Operated in 2018-19 and 2019-20

Campus	All			Af Amer			Hispanic			White			Other ²		
	Fall 2018 %	Fall 2019 %	Diff ppts	Fall 2018 %	Fall 2019 %	Diff ppts	Fall 2018 %	Fall 2019 %	Diff ppts	Fall 2018 %	Fall 2019 %	Diff ppts	Fall 2018 %	Fall 2019 %	Diff ppts
Transformation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)															
Hernandez															
Montessori	88.1	73.1	-15.0	85.7	83.3	-2.4	87.1	66.7	-20.4	100.0	*	*	87.5	*	*
Houston	81.4	80.7	-0.7	76.2	73.9	-2.3	81.1	80.4	-0.7	92.3	100.0	7.7	100.0	88.9	-11.1
Solar Boys	88.6	85.6	-3.0	89.2	81.8	-7.4	81.9	80.7	-1.2	97.7	95.7	-2.0	95.5	88.5	-7.0
Solar Girls	94.3	92.1	-2.2	94.5	83.8	-10.7	91.7	91.4	-0.3	99.0	99.0	0.0	95.8	97.9	2.1
Mata	75.6	74.9	-0.7	74.3	77.1	2.8	69.2	69.9	0.7	90.1	84.3	-5.8	85.0	90.2	5.2
Ignite	69.5	61.9	-7.6	55.6	57.5	1.9	72.4	60.0	-12.4	75.0	91.7	16.7	100.0	66.7	-33.3
Hulcy	76.0	76.2	0.2	80.1	79.4	-0.7	72.8	74.5	1.7	*	*	*	83.3	72.7	-10.6
CityLab	64.1	63.4	-0.7	45.2	62.2	17.0	61.0	57.8	-3.2	90.0	91.7	1.7	91.7	100.0	8.3
IDEA	64.1	51.2	-12.9	69.5	38.6	-30.9	59.5	54.9	-4.6	100.0	100.0	0.0	*	*	*
PSC1.0-4.0 Total	78.8	76.1	-2.7	77.7	72.4	-5.3	74.5	72.8	-1.7	93.3	92.4	-0.9	91.4	88.8	-2.6
Innovation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)															
Botello	73.3	75.4	2.1	73.9	61.5	-12.4	73.6	76.2	2.6	*	66.7	*	*	*	*
Chapel Hill	72.0	73.0	1.0	88.9	*	*	71.4	73.3	1.9	86.7	71.4	-15.3	57.1	75.0	17.9
De Zavala	65.6	62.7	-2.9	46.2	35.0	-11.2	66.4	64.0	-2.4	*	*	*	*	*	*
Donald	74.7	80.6	5.9	*	*	*	74.5	80.4	5.9	*	-	-	*	-	-
Geneva Heights	74.6	77.1	2.5	75.7	76.0	0.3	66.0	70.0	4.0	92.4	89.5	-2.9	81.3	89.5	8.2
Kramer	82.2	78.5	-3.7	79.8	75.6	-4.2	79.8	73.2	-6.6	87.0	96.4	9.4	97.2	78.3	-18.9
Lipscomb	81.4	67.9	-13.5	79.5	69.7	-9.8	79.1	65.4	-13.7	96.0	84.2	-11.8	100.0	66.7	-33.3
Preston Hollow	88.2	79.3	-8.9	88.2	77.6	-10.6	87.1	77.9	-9.2	95.1	100.0	4.9	*	*	*
Reagan	74.0	73.3	-0.7	60.0	71.4	11.4	74.7	73.1	-1.6	-	*	-	*	*	*
Richardson ¹	73.9	79.5	5.6	73.0	70.7	-2.3	73.7	80.5	6.8	100.0	*	*	*	*	*
Rogers	84.7	79.6	-5.1	84.5	79.0	-5.5	83.1	76.8	-6.3	87.1	85.7	-1.4	90.4	87.2	-3.2
Weiss	75.3	70.2	-5.1	71.1	67.8	-3.3	78.0	70.8	-7.2	42.9	*	*	66.7	*	*
Franklin	75.1	69.7	-5.4	73.3	67.9	-5.4	74.4	69.6	-4.8	82.5	82.9	0.4	87.5	68.4	-19.1
Adams, B	59.1	66.3	7.2	55.3	64.3	9.0	58.9	65.8	6.9	65.3	78.9	13.6	70.2	66.7	-3.5
PSC1.0-4.0 Total	72.9	72.1	-0.8	72.1	69.1	-3.0	71.7	71.3	-0.4	84.7	86.5	1.8	81.3	76.6	-4.7
All															
T & I PSC1.0-4.0															
Total	74.4	73.1	-1.3	74.3	70.4	-3.9	72.3	71.6	-0.7	88.3	89.1	0.8	85.1	81.9	-3.2
Dallas ISD	71.6	71.3	-0.3	66.3	65.9	-0.4	71.8	71.3	-0.5	87.4	87.8	0.4	77.7	78.4	0.7

Source: PEIMS demographic files, 10/26/18 and 10/28/19. District ACP data files, 07/22/19 and 02/20/20.

Note: ¹Innovation pilot school in 2018-19 and 2019-20. ²Other included Asian, American Indian, Native Hawaiian, other Pacific Islander, and two or more races. Bold teal numbers indicate percentages at or above the district average. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. Results included PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20. Douglass and Marsh were excluded from the analyses. See Appendix G, Tables 1-5 for number of students for each category.

Appendix G, Table 7: Fall 2018 to Fall 2019 Percentage Point Changes on Mathematics ACP Passing Rates For Schools That Operated in 2018-19 and 2019-20

Campus	All			Af Amer			Hispanic			White			Other ²		
	Fall 2018 %	Fall 2019 %	Diff ppts	Fall 2018 %	Fall 2019 %	Diff ppts	Fall 2018 %	Fall 2019 %	Diff ppts	Fall 2018 %	Fall 2019 %	Diff ppts	Fall 2018 %	Fall 2019 %	Diff ppts
Transformation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)															
Hernandez															
Montessori	76.2	78.2	2.0	66.7	58.3	-8.4	77.4	78.9	1.5	90.0	*	*	75.0	*	*
Houston	81.8	69.3	-12.5	63.2	70.3	7.1	85.8	67.4	-18.4	91.7	84.6	-7.1	100.0	62.5	-37.5
Solar Boys	90.8	86.6	-4.2	73.0	78.8	5.8	91.6	85.2	-6.4	100.0	93.6	-6.4	100.0	88.5	-11.5
Solar Girls	94.4	92.0	-2.4	91.0	86.6	-4.4	93.2	91.7	-1.5	100.0	96.5	-3.5	94.7	95.1	0.4
Mata	63.6	65.9	2.3	58.1	60.7	2.6	57.7	60.4	2.7	74.2	76.5	2.3	86.5	88.9	2.4
Ignite	63.8	60.5	-3.3	57.8	44.2	-13.6	66.4	63.2	-3.2	57.1	91.7	34.6	83.3	50.0	-33.3
Hulcy	81.4	83.9	2.5	78.4	83.2	4.8	83.3	84.0	0.7	*	*	*	85.7	83.3	-2.4
CityLab	38.3	46.5	8.2	25.8	40.0	14.2	40.7	48.6	7.9	50.0	56.5	6.5	33.3	38.5	5.2
IDEA	29.9	58.6	28.7	28.6	39.1	10.5	26.8	66.3	39.5	88.9	*	*	*	*	*
PSC1.0-4.0 Total	71.0	73.4	2.4	66.0	67.4	1.4	68.8	72.2	3.4	83.4	85.3	1.9	85.1	81.9	-3.2
Innovation Schools - PSC 1.0 to 4.0 (SY 2015-16 to SY 2018-19)															
Botello	78.9	77.9	-1.0	57.9	46.2	-11.7	80.2	78.7	-1.5	*	100.0	*	*	*	*
Chapel Hill	77.7	77.2	-0.5	71.4	*	*	77.6	77.6	0.0	84.6	75.0	-9.6	*	71.4	*
De Zavala	72.6	72.9	0.3	70.0	35.3	-34.7	72.7	74.8	2.1	*	*	*	*	*	*
Donald	70.2	83.4	13.2	*	*	*	69.7	83.6	13.9	*	-	-	*	-	-
Geneva Heights	82.1	77.8	-4.3	71.0	61.9	-9.1	78.3	70.8	-7.5	93.8	94.6	0.8	86.7	88.2	1.5
Kramer	84.3	84.1	-0.2	78.1	72.4	-5.7	81.5	84.8	3.3	97.6	94.4	-3.2	90.3	84.0	-6.3
Lipscomb	73.6	70.0	-3.6	55.9	57.1	1.2	73.5	69.4	-4.1	90.5	85.3	-5.2	*	66.7	*
Preston Hollow	87.5	78.7	-8.8	85.7	81.8	-3.9	87.2	77.6	-9.6	94.3	94.7	0.4	*	*	*
Reagan	78.8	77.9	-0.9	75.0	83.3	8.3	79.0	77.6	-1.4	-	*	-	*	*	*
Richardson ¹	75.2	78.3	3.1	60.9	78.8	17.9	76.8	78.3	1.5	85.7	*	*	*	*	*
Rogers	88.1	86.5	-1.6	75.9	76.5	0.6	89.3	86.9	-2.4	87.5	90.7	3.2	97.9	92.9	-5.0
Weiss	71.6	73.1	1.5	64.5	69.7	5.2	74.6	73.7	-0.9	*	*	*	63.9	*	*
Franklin	68.3	65.8	-2.5	63.2	61.1	-2.1	68.2	65.9	-2.3	78.2	76.2	-2.0	82.8	80.6	-2.2
Adams, B	67.7	71.8	4.1	63.5	64.6	1.1	67.2	72.4	5.2	75.6	80.0	4.4	84.0	65.4	-18.6
PSC1.0-4.0 Total	74.5	74.4	-0.1	67.8	66.5	-1.3	74.1	74.4	0.3	87.3	87.6	0.3	83.2	78.4	-4.8
All															
T & I PSC1.0-4.0	73.6	74.1	0.5	67.1	66.9	-0.2	73.1	73.9	0.8	85.7	86.6	0.9	83.9	79.9	-4.0
Dallas ISD	69.5	70.0	0.5	58.6	58.6	0.0	71.3	71.8	0.5	84.1	85.0	0.9	76.3	77.8	1.5

Source: PEIMS demographic files, 10/26/18 and 10/28/19. District ACP data files, 07/22/19 and 02/20/20.

Note: ¹Innovation pilot school in 2018-19 and 2019-20. ²Other included Asian, American Indian, Native Hawaiian, other Pacific Islander, and two or more races. Bold teal numbers indicate percentages at or above the district average. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. Results included PSC 1.0 to PSC 4.0 schools that operated in 2018-19 and 2019-20. Douglass and Marsh were excluded from the analyses. See Appendix G, Tables 1-5 for number of students for each category.

Appendix H

Appendix H: Progress Toward 2019-20 Goals

Transformation School Student Selection and Socioeconomic/Racial Goals

Goal 1: 100 percent of 2019-20 transformation schools will be at least five percentage points more economically and racially diverse when compared to the district average.

Goal was met for all transformation schools combined and for eight of 10 transformation schools. Hernandez Montessori did not meet the economic diversity part of the goal. Ignite did not meet the racial diversity part of the goal.

Goal 2: The number of students applying to a transformation school in spring 2020 will exceed the number of seats available overall and for each transformation campus.

Goal was met for all transformation schools combined and for all 10 schools in the lottery process showing demand for Choice offerings.

Goal 3: At least 25 percent of 2020-21 students selected in the spring 2020 lottery will be recapture students.

Goal was met for all transformation schools combined. The overall percentage of recapture students enrolled in 2020-21 transformation schools (25%) was the same as the target percentage (25%) but lower than the percentage for 2019-20 (29%).

T & I School Climate Goal

Goal 4: The percentage of positive responses on the District Campus Climate Survey for T & I schools will be at or above the district average.

Goal was met on all six climate survey subscales for four of the 10 transformation schools, 13 of the 22 innovation schools, and for all T & I campuses combined. For all innovation schools combined, the goal was met for all subscales. For all transformation schools combined, the goal was met on three subscales but not for the other three. Ten schools (four transformation and six innovation) had fewer than 70 percent positive responses on three or more scales.

T & I Student Outcome Goals

Goal 5: The 2019-20 attendance rates for students at T & I schools will be at or above the district average.

Goal was met for nine of 10 transformation schools, 19 of 22 innovation schools, and for all T & I schools combined; the goal was barely missed (within 0.2 ppts) for two of the 22 innovation schools. Two were more notably below the district average (94.4%): City Lab (93.8%) and McNair (93.3%).

Goal 6: The 2019-20 chronic absenteeism rates for students at T & I schools will be at or below the district average.

Goal was met for nine of 10 transformation schools, 20 of 22 innovation schools, and for all T & I schools combined. Students at transformation schools (3.3%), innovation schools (5.7%), and all T & I schools (5.2%) had lower chronic absenteeism rates compared to the district (8.4%). Three had higher chronic absenteeism rates than the district: City Lab (11.8%), McNair (9.0%), and B. Adams (10.3%).

Goal 7: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average.

Goal was met for both fall 2019 ACPs (reading and mathematics) for five of 10 transformation schools, 12 of 22 innovation schools, and all T & I schools combined. Of the 10 transformation schools, seven met the goal for reading/language arts, and five met the goal for mathematics. Of the 22 innovation schools, 13 met the goal for reading/language arts, and 18 did for mathematics. Year-to-year results varied by campus.