

2019-20

Evaluation of Accelerating Campus Excellence (ACE)

DEPARTMENT OF EVALUATION AND ASSESSMENT

*Michael Hinojosa, Ed. D.
Superintendent of Schools*



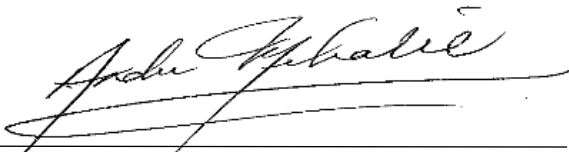
2019-20

Evaluation of Accelerating Campus Excellence (ACE)

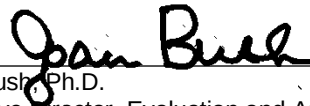
Approved Report of the Department of Evaluation and Assessment

EA20-601-2
August 2020

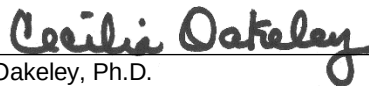
Larry Featherston, Ph.D., Evaluation Analyst II



Anduamlak Meharie, Ph.D.
Manager, Program Evaluation



Joan Bush, Ph.D.
Executive Director, Evaluation and Assessment



Cecilia Oakeley, Ph.D.
Assistant Superintendent, Evaluation and Assessment

© 2020 Dallas Independent School District (Dallas ISD)

Mail a written request for permission to use or reproduce any part of this document to:
Dallas ISD Department of Evaluation and Assessment
H. B. Bell School Support Service Center; 2909 N. Buckner Blvd, Box 10; Dallas, TX 75228.

This report (as well as the executive summary) is available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
PROGRAM DESCRIPTION.....	4
PURPOSE AND SCOPE OF THE EVALUATION.....	6
EVALUATION QUESTIONS AND RESULTS	6
What was the source and amount of funding for the ACE program?	6
Methodology	6
Results	7
How were ACE staff members selected and compensated?	7
Methodology	7
Results	7
What were the student, teacher, and principal characteristics of ACE 2.0 and ACE Leadership 3.0 campuses?	7
Methodology	7
Results	8
What were the outcomes related to the people component of ACE 2.0 and ACE Leadership 3.0?	9
Methodology	9
Results	10
What were the outcomes related to the learning component of ACE 2.0 and ACE Leadership 3.0?	12
Methodology	12
Results	14
What were the outcomes related to the expectations component of ACE 2.0 and ACE Leadership 3.0?	15
Methodology	16
Results	17
What were the 2020 ACE state accountability ratings?	18
KEY FINDINGS AND RECOMMENDATIONS.....	19
Key Findings	19
Recommendations	20

REFERENCES.....	21
APPENDICES	22

LIST OF TABLES

Table 1: 2019-20 ACE Student Characteristics.....	8
Table 2: 2019-20 ACE Teacher Characteristics.....	9
Table 3: 2019-20 ACE Teacher Retention Rates	11
Table 4: 2016-17 to 2019-20 ACE 2.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support).....	11
Table 5: 2017-18 to 2019-20 ACE Leadership 3.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support).....	12
Table 6: 2019-20 ACE 2.0 and ACE Leadership 3.0 Six-Weeks <i>IS/P</i> Level 3 or Above Rates (Combined English and Spanish)	14
Table 7: 2019-20 ACE <i>ACP</i> Exam Passing Rate Comparisons to Previous Year and District by Subject	15
Table 8: 2016-17 to 2019-20 ACE 2.0 and ACE 3.0 Leadership Level I, II, and III Disciplinary Offenses	17
Table 9: 2016-17 to 2019-20 ACE 2.0 and ACE 3.0 Attendance Rates	18

LIST OF APPENDICES

A	2019-20 ACE Cohort Campuses and Comparison Campuses	23
B	2019-20 ACE Student Characteristics	24
C	2019-20 ACE Teacher Characteristics.....	27
D	2019-20 Percentage of Teachers at Each TEI Effectiveness Level	31
E	2017-18 to 2019-20 <i>Istation's Indicators of Progress (ISIP)</i> Assessment Periods.....	32
F	2017-18 to 2019-20 <i>Istation's Indicators of Progress (ISIP)</i> Passing Rates	33
G	2018-19 and 2019-20 <i>Istation's Indicators of Progress (ISIP)</i> One- and Two-Year Trends	39
H	2018-19 and 2019-20 Core Subjects Fall ACP Passing Rates	45

ACRONYMS AND ABBREVIATIONS

ACE	Accelerating Campus Excellence
ACP	<i>Assessment of Course Performance</i>
AP	Advanced Placement
BOY	Beginning of Year
Comp.	Comparison campuses
Dist.	District
Econ. Dis.	Economically Disadvantaged
EL	English learner
EOC	<i>End-of-Course</i>
EOY	End of Year
ES	Elementary school
F18	Fall 2018
F19	Fall 2019
HS	High school
ISD	Independent School District
<i>ISIP</i>	<i>Istation's Indicators of Progress</i>
L3+	Level 3 or Above
Level 3+	Level 3 or Above
MOY	Middle of Year
MS	Middle school
NA	Not applicable
PEIMS	Public Education Information Management System
%pts	Percentage points
SPED	Special Education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
SW	Six week
TEI	Teacher Excellence Initiative
Yr	Year

2019-20 Evaluation of Accelerating Campus Excellence (ACE)

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

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

In 2019-20, four of the six campuses from the second cohort (ACE 2.0; C.F. Carr, J.N. Ervin, Thomas J. Rusk, and Edward Titcher) participated in their third year of the program. These campuses continued to receive competitive stipends to incentivize top teachers and principals to serve some of the district's most challenged campuses. In addition, seven campuses from the third cohort (ACE Leadership 3.0; Cesar Chavez, Paul L. Dunbar, L.L. Hotchkiss, Maple Lawn, Martin Luther King, Jr., Elisha M. Pease¹, and Joseph J. Rhoads) participated in their second year of the program. Leadership teams of 12 to 14 teachers at these campuses were offered stipends for an additional eight hours of weekly leadership work in professional development, curriculum alignment, data analysis, positive culture building, and the development of strong parent and community partnerships. The district will expand the ACE program to 23 campuses including four campuses that participated in ACE 1.0². Beginning in 2020-21, the district will designate 80 campuses as High Priority Campus (HPC) with ACE campuses being identified as a subset of HPC campuses.

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

To accelerate factors related to people, ACE campuses were staffed with strong administrators and effective teachers. The program goal was to recruit, retain, and develop strong teachers as measured by (1) a minimum of 60 percent of teachers on ACE campuses with Proficient I

or above Teacher Excellence Initiative (TEI) effectiveness levels, (2) annual teacher retention rates at or above district retention rates, and (3) fourth or fifth quintile scores on the Culture of Feedback and Support section of the district Climate Survey.

To accelerate factors related to learning, ACE staff members participated in supplemental professional development opportunities and committed to excellence in both academic and social-emotional learning. The program goal was to (1) improve rates of kindergarten to grade two students reading on grade level as measured by *Istation's Indicators of Progress (ISIP)* (i.e., rates of Level 3 and above students at or above district rates)³, (2) close the achievement gap in assessment scores (i.e., within 10 percentage points of district rates on fall and spring *Assessment of Course Performance (ACP)* and *State of Texas Assessments of Academic Readiness (STAAR)*), and (3) close the achievement gap for reading and mathematics growth (i.e., within at least 10 percentage points of district rates of students with Expected and Accelerated ratings on STAAR reading and mathematics progress measures).

To accelerate factors related to expectations, ACE campuses emphasized relationships among campus community members. The program goal was to increase positive student expectations and parent engagement as measured by having (1) disciplinary offenses at or below the district average, (2) attendance rates at or above 96 percent, (3) Student Experience survey positive response rates at or above district averages, and (4) parent perception positive response rates at or above district averages.

On Friday March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the school year. Due to the impact of the COVID-19 pandemic, Texas Education Agency (TEA) cancelled STAAR administration for the 2019-20 school

¹ In 2018-19, former ACE 1.0 campus Elisha M. Pease elementary school joined ACE Leadership 3.0.

² ACE 1.0 campuses participated in the ACE program from 2015-16 to 2017-18.

³ ISIP will no longer be administered in Dallas ISD after the 2019-20 school year.

year. Additionally, the district cancelled the administration of local assessments and districtwide surveys including the spring Climate survey, Student Experience survey, Parent/Guardian survey, ACPs, and fifth and sixth six-week ISIP. The district also suspended normal collection of attendance and disciplinary data. Therefore, results presented in this report are from data available through the first four six weeks of the 2019-20 school year.

EVALUATION QUESTIONS/OUTCOMES

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

The total budget for the 2019-20 ACE program was \$8,090,320, which was a \$552,389 decrease from \$8,642,709 in 2018-19. This budget was supported by general operating funds from the Dallas ISD. The budget included \$6,727,199 for additional personnel and teacher stipends, \$181,964 for uniforms, and \$1,181,157 for professional development and extra duty pay.

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

Students

In 2019-20 there were a total of 6,422 ACE 2.0 ($N=2,318$) and ACE 3.0 ($N=4,104$) students compared to 6,394 in 2018-19 (ACE 2.0: $N=2,221$; ACE 3.0: $N=4,173$). Over half of 2019-20 students in ACE 2.0 and 3.0 campuses were male (52%) and a higher proportion were identified as economically disadvantaged (97%) (Table E1) compared to the district (84%).

Table E1: 2019-20 ACE Student Characteristics

	ACE 2.0 and 3.0 ($N = 6,422$)	
	N	%
Sex		
Male	3,312	51.6
Female	3,110	48.4
Race/Ethnicity		
African American	3,313	51.6
Hispanic	2,767	43.1
White	89	1.4
Other/Missing	253	3.9
Special Student Groups		
Econ. Disadvantaged	6,215	96.8
English learner	2,315	36.0
Special education	649	10.1

Source: District Public Education Information Management System (PEIMS) demographic data dated 10/28/19.

Note: Econ. = Economically. Percentages may not sum to 100 because of rounding.

ACE 2.0 and 3.0 campuses also had a larger proportion of African American (52%) students compared to the district (21%) but had comparatively a smaller proportion of Hispanic students (43%; district=70%) and students identified as English learners (36%; district=46%). Proportion of special education students (10%) was comparably to the district (9%).

Teachers

In 2019-20, the 393 teachers on ACE campuses were 77 percent female, 81 percent African American or Hispanic (48% and 33%, respectively), and 27 percent held at least a master's degree (Table E2). Over half of teachers (59%) earned a TEI effectiveness level of Proficient I or above, which was slightly lower than the program objective (60%). A higher rate of ACE 2.0 teachers (62%) than ACE Leadership 3.0 teachers (57%) had TEI effectiveness ratings of Proficient I or higher.

Table E2: 2019-20 ACE Teacher Characteristics

	ACE 2.0 and 3.0 ($N = 393$)	
	n	%
Sex		
Male	91	23.2
Female	302	76.8
Race/Ethnicity		
African American	189	48.1
Hispanic	128	32.6
White	67	17.0
Other/Missing	9	2.3
Highest Degree Earned		
Associate's	2	0.5
Bachelor's	261	66.4
Master's	103	26.2
Doctoral	4	1.0
Other/Missing	23	5.9
TEI Effectiveness Level		
Below Proficient I, No Level, or N/A	171	40.8
Proficient I, II, or III	217	51.8
Exemplary I or higher	31	7.4

Source: District personnel file dated 01/07/20 and teacher effectiveness level data file from the Dallas ISD Data Analytics and Control department dated 04/20/20.

Note: Percentages may not sum to 100 because of rounding. Total number of teachers for each ACE cohort may differ slightly from the total in the TEI effectiveness level section because the files were created on different days.

Principals

There were 11 ACE principals, with the majority identifying as female (64%), African American (64%), and Hispanic (27%). Most principals held at least a master's degree (82%). Assigned principals remained with their assigned ACE campus throughout the academic year.

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

Teacher Retention

The teacher retention rate for ACE 2.0 was the same as the district rate (71%), while the ACE Leadership 3.0 teacher retention rate (72%) met the objective of exceeding the district rate.

Climate Survey

Due to the lack of spring 2020 Climate Survey data, the evaluator could not determine whether the program met its end-of-year objective. Therefore, only descriptive results from the fall 2019 survey are presented in this report. In fall 2019, two out of four ACE 2.0 campuses (Carr and Titcher) and four out of seven ACE Leadership 3.0 campuses (Chavez, Dunbar, Hotchkiss, and King) had scores in the fourth or fifth quintile (most positive) on the Culture of Feedback and Support section of the climate survey, which was the same in spring 2019.

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

Due to the lack of fifth and sixth six-week *ISIP* data and spring 2020 *ACP* data, the evaluator could not determine whether the program met its end-of-year objectives for these metrics. Therefore, only descriptive results from the first four six weeks of *ISIP* data and the fall 2019 *ACP* data are presented in this report.

Istation's Indicators of Progress (ISIP)

Overall, the percentages of ACE 2.0 and ACE Leadership 3.0 students who performed at grade level⁴ were mixed for all grades levels and showed no clear trends. Fourth six-week results showed that the rate of students reading on grade level at ACE 2.0 campuses exceeded district rates in grade one (45% vs 43%) and grade two (48% vs 47%). Fourth six-week results showed that the rate of students reading on grade level at ACE Leadership 3.0 campuses (range: 47% to 53%) exceeded district rates (range: 43% to 49%) for all three grade levels. ACE Leadership 3.0 campuses had a higher rate of kindergarten and grade one students reading on grade level (53% and 50%, respectively) than ACE 2.0 campuses (45%, for both grade levels).

Assessment of Course Performance (ACP)

The 2019-20 fall *ACP* passing rates for ACE 2.0 exceeded the previous year on 35 of the 46 (76%) fall exams. Passing rates for ACE Leadership 3.0 exceeded the previous year on 19 of the 24 (79%) fall exams. In addition, ACE 2.0 students met the objective of passing rates within 10 percentage points or exceeding district rates on 42 of 46

(91%) fall exams, and ACE Leadership 3.0 students met the objective on 21 of 24 (88%) fall exams.

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

ACE program leadership designated disciplinary offenses, attendance rates, Student Experience Survey results, and Parent/Guardian survey results as metrics to evaluate the 2019-20 expectations component of ACE. Due to the impact of the COVID-19 pandemic, the district cancelled the 2020 spring administration of the Student Experience Survey and Parent/Guardian survey. Also due to the lack of fifth and sixth six-week discipline and attendance data, the evaluator could not determine whether the program met its end-of-year objectives for these metrics. Therefore, only descriptive results from the first four six weeks of discipline and attendance data are presented in this report.

Disciplinary Offenses

Through the first four six weeks of 2019-20, ACE 2.0 campuses had 159 total offenses, which was markedly less than the 263 total offenses at the ACE 2.0 comparison campuses. ACE Leadership 3.0 campuses had 83 total offenses, which was higher than the 62 total offenses at the ACE 3.0 comparison campuses.

Attendance Rates

Through the first four six weeks of 2019-20, ACE 2.0 and ACE Leadership 3.0 campuses had an average attendance rate of 95 percent. Through the first four six weeks, all ACE 2.0 campuses and six of the seven (86%) ACE Leadership 3.0 campuses exceeded the overall district attendance rate (94%).

What were the 2020 ACE state accountability ratings?

The ultimate goal of the ACE program was for all ACE campuses to earn or maintain a passing accountability rating letter grade. Due to the impact of the COVID-19 pandemic, TEA cancelled STAAR administration and suspended calculation of accountability ratings for the 2019-20 school year. As a result, all districts and campuses received a 2020 State Accountability Rating of "Not Rated: Declared State of Disaster."

RECOMMENDATIONS

As recommended in previous years, evaluate long-term outcomes.

Monitor the long-term sustainability of the ACE program.

⁴ In 2019, Istation moved from a three Tier system for identifying lower performing students to a five Level system. Level 1 is equivalent to Tier 3,

Level 2 is equivalent to Tier 2, and Level 3 and above is equivalent to Tier 1 (i.e. performing at grade level).

2019-20

Evaluation of Accelerating Campus Excellence (ACE)

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

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

In 2019-20, four of the six campuses from the second cohort (ACE 2.0; C.F. Carr, J.N. Ervin, Thomas J. Rusk, and Edward Titcher) participated in their third year of the program.⁵ These campuses continued to receive competitive stipends to incentivize top teachers and principals to serve some of the district's most challenged campuses. In addition, seven campuses from the third cohort (ACE Leadership 3.0; Cesar Chavez, Paul L. Dunbar, L.L. Hotchkiss, Maple Lawn, Martin Luther King, Jr., Elisha M. Pease⁶, and Joseph J. Rhoads) participated in their second year of the program. Leadership teams of 12 to 14 teachers at these campuses were offered stipends for eight hours of weekly leadership work in professional development, curriculum alignment, data analysis, positive culture building, and the development of strong parent and community partnerships. In 2020-21, the district will expand the ACE program to 23 campuses including four campuses that participated in ACE 1.0⁷. Additionally, the district will designate 80 campuses as High Priority Campuses (HPC) including ACE campuses; these ACE campuses will be identified as a subset of HPC campuses.

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

On Friday March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the school year. Due to the impact of the COVID-19 pandemic, TEA cancelled the *State of Texas Assessments of Academic Readiness (STAAR)* administration for the 2019-20 school year. Additionally,

⁵ In 2018-19, grade six at Thomas A. Edison was consolidated with C. F. Carr Elementary. Because of enrollment decline and school choice expansion, students at Onesimo Hernandez Elementary School were consolidated with Maple Lawn Elementary School, and students at L.W. Ray Elementary School were consolidated with Cesar Chavez Learning Center. Onesimo Hernandez Elementary School became a Montessori academy in 2018-19.

⁶ In 2018-19, former ACE 1.0 campus Elisha M. Pease Elementary School joined ACE Leadership 3.0.

⁷ ACE 1.0 campuses participated in the ACE program from 2015-16 to 2017-18.

the district also cancelled the administration of local assessments and surveys including the district spring Climate survey, Student Experience survey, Parent/Guardian survey, *Assessment of Course Performance (ACPs)*, and fifth and sixth six-weeks *Istation's Indicators of Progress (ISIP)*. The district also suspended normal collection of fifth and sixth six-week attendance and disciplinary data. Therefore, data presented in this report for *ISIP*, attendance, and disciplinary referrals utilize data from the first four six-weeks of the 2019-20 school year. Furthermore, only fall *ACP* data are presented in this report.

People

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

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

- A minimum of 60 percent of teachers on ACE campuses with Proficient I or above Teacher Excellence Initiative (TEI) effectiveness levels
- Annual teacher retention rates at or above district retention rates
- Fourth or fifth quintile scores on the Culture of Feedback and Support section of the district Climate Survey.

Learning

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

- Improve rates of kindergarten to grade two students reading on grade level as measured by *ISIP* (i.e., rates of Level 3 and above⁸ students at or above district rates)⁹
- Close achievement gap in assessment scores (i.e., within 10 percentage points of district rates on fall and spring *ACP* and *STAAR*)
- Close achievement gap for reading and mathematics growth (i.e., within at least 10 percentage points of district rates of students with Expected and Accelerated ratings on *STAAR* reading and mathematics progress measures)

Expectations

To accelerate factors related to expectations, ACE campuses emphasized relationships among campus community members. In addition, core content was double blocked and taught in alignment with

⁸ In 2019, *Istation* moved from a three Tier system for identifying lower performing students to a five Level system. Level 1 is equivalent to Tier 3, Level 2 is equivalent to Tier 2, and Level 3 and above is equivalent to Tier 1 (performing at grade level).

⁹ *ISIP* will no longer be administered in Dallas ISD after the 2019-20 school year.

best practices. The ACE program also provided uniforms to students, upgraded campus facilities, and strengthened parent and community partnerships. The following objectives measured progress in this area:

Increase positive student expectations and parent engagement as measured by:

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

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation¹⁰ was to provide data for campus, program, and district leadership to evaluate progress toward year four objectives established by ACE program staff members, and to provide analysis of some additional applicable outcomes. When applicable, data were provided for ACE cohorts, each cohort of comparison campuses,¹¹ and the Dallas ISD. Campus-level data are presented in the appendices. For comparison purposes, the evaluator also used data from previous years to track longitudinal changes for each ACE cohort, when applicable. Unless otherwise specified, outcomes were analyzed using data for students who were enrolled on the Public Education Information Management System (PEIMS) reporting date for the specified year. Due to the COVID-19 pandemic, the scope of the evaluation was limited to available data as described in the program description section of the report.

This evaluation addressed the following questions for 2019-20:

1. What was the source and amount of funding for the ACE program?
2. How were ACE staff members selected and compensated?
3. What were the student, teacher, and principal characteristics of ACE 2.0 and ACE Leadership 3.0 campuses?
4. What were the outcomes related to the people component of ACE 2.0 and ACE Leadership 3.0?
5. What were the outcomes related to the learning component of ACE 2.0 and ACE Leadership 3.0?
6. What were the outcomes related to the expectations component of ACE 2.0 and ACE Leadership 3.0?
7. What were the 2020 ACE state accountability ratings?

EVALUATION QUESTIONS AND RESULTS

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

Methodology

ACE program staff members provided budget and funding source information.

¹⁰ Portions of this report were replicated or adapted from Barton and Rowles, 2019.

¹¹ A list of the comparison campuses for each ACE campus and the methodology for selecting each comparison campus can be found in Appendix A.

Results

The total budget for the 2019-20 ACE program was \$8,090,320, which was a \$552,389 decrease from \$8,642,709 in 2018-19. This budget was funded through district general operating funds. The budget included \$6,727,199 for additional personnel and teacher stipends, \$181,964 for uniforms, and \$1,181,157 for professional development and extra duty pay.

How were ACE staff members selected and compensated?

Methodology

Information about the 2019-20 ACE staff member selection and compensation processes originated from interviews with ACE program leadership and from inspection of program documentation.

Results

The cornerstone of the ACE program was recruiting highly effective teachers and leadership teams to work at ACE campuses. Between 89 percent to 96 percent of staff members at ACE 2.0 campuses and between 46 percent and 89 percent of staff members at ACE Leadership 3.0 campuses were replaced prior to year one of implementation. This reconstitution started with the selection of strong, proven leadership, followed by recruitment of proven highly effective teachers and support staff members from throughout the district. Stipend amounts depended upon cohort, position, and, in the case of teachers, on TEI effectiveness ratings. In 2019-20, the budget included \$6,727,199 for additional personnel and teacher stipends.

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

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

Methodology

To determine ACE student characteristics, the evaluator used district demographic data files for students enrolled on the PEIMS reporting date of October 28, 2019. The evaluator conducted frequency and crosstab analyses to summarize student characteristic information (i.e., sex, race/ethnicity, special student group, and grade level) by ACE campus and overall for ACE 2.0 and ACE Leadership 3.0.

To determine ACE teacher and principal characteristics, the evaluator used the district personnel file dated January 7, 2020 to summarize characteristics for active teachers and principals by sex, race/ethnicity, and highest earned degree. Teacher characteristics were summarized by ACE campus and overall for ACE 2.0 and ACE Leadership 3.0. In addition, the Dallas ISD Data Analytics and Control department provided a data file dated April 20, 2020 indicating the rates of teachers at each TEI effectiveness level in 2019-20.¹² The evaluator grouped TEI effectiveness levels into three categories: 1) Exemplary I or higher; 2) Proficient I, II, or III; and 3) Below Proficient I, No Level, or not applicable (N/A).

¹² TEI ratings for the 2018-19 academic year were in effect for the 2019-20 academic year.

Results

Students

In 2019-20 there were a total of 6,422 ACE 2.0 (N=2,318) and ACE 3.0 (N=4,104) students compared to 6,394 in 2018-19 (ACE 2.0: N=2,221; ACE 3.0: N=4,173). Over half of 2019-20 students in ACE 2.0 and 3.0 campuses were male (52%) and a higher proportion were identified as economically disadvantaged (97%) compared to the district (84%, Table 1). ACE 2.0 and 3.0 campuses also had a larger proportion of African American (52%) students compared to the district (21%) but had a smaller proportion of Hispanic (43%) students compared to the district (70%). ACE 2.0 and 3.0 campuses had a smaller proportion of students identified as English learners (ELs; 36%) compared to the district (46%), and had a similar proportion enrolled in special education (10%) compared to the district (9%). Student characteristics were mostly comparable for ACE 2.0 and ACE Leadership 3.0, although a slightly higher proportion of African American students were enrolled at ACE Leadership 3.0 campuses (54%) than at ACE 2.0 campuses (47%). In addition, a slightly higher proportion of Hispanic students were enrolled at ACE 2.0 campuses (48%) than at ACE Leadership 3.0 campuses (40%). Student characteristics by grade level, campus, and cohort are provided in Appendix B.

Table 1: 2019-20 ACE Student Characteristics

	ACE 2.0 (N = 2,318)		ACE Leadership 3.0 (N = 4,104)		ACE 2.0 and 3.0 (N = 6,422)		District (N = 153,494)	
	n	%	n	%	N	%	N	%
Sex								
Male	1,166	50.3	2,146	52.3	3,312	51.6	78,518	51.2
Female	1,152	49.7	1,958	47.7	3,110	48.4	74,976	48.8
Race/Ethnicity								
African American	1,079	46.5	2,234	54.4	3,313	51.6	32,627	21.3
Hispanic	1,123	48.4	1,644	40.1	2,767	43.1	108,063	70.4
White	40	1.7	49	1.2	89	1.4	7,826	5.1
Other/Missing	76	3.3	177	4.3	253	3.9	4,978	3.2
Special Student Groups								
Econ. Dis.	2,237	96.5	3,978	96.9	6,215	96.8	129,443	84.3
English Learner	880	38.0	1,435	35.0	2,315	36.0	70,171	45.7
Special Education	243	10.5	406	9.9	649	10.1	14,478	9.4

Source: District PEIMS demographic data dated 10/28/19.

Note: Percentages may not sum to 100 because of rounding.

Teachers

Table 2 summarizes teacher characteristics for ACE 2.0, for ACE Leadership 3.0, and for ACE overall by sex, race/ethnicity, highest degree earned, and TEI effectiveness level. The 393 teachers on ACE campuses were 77 percent female, 81 percent African American or Hispanic (48% and 33%, respectively), and 27 percent held at least a master's degree. Over half of teachers (59%) had received a TEI effectiveness level of Proficient I or above, which was slightly lower than the program objective (60%). A higher rate of ACE 2.0 teachers (62%) than ACE Leadership 3.0 teachers (57%) earned TEI effectiveness ratings of Proficient I or higher. Teacher characteristics by campus and cohort are provided in Appendix C,

and the percentage of teachers at each TEI effectiveness level by campus and cohort are provided in Appendix D.

Table 2: 2019-20 ACE Teacher Characteristics

	ACE 2.0 (N = 143)		ACE Leadership 3.0 (N = 250)		ACE 2.0 and 3.0 (N = 393)	
	n	%	n	%	n	%
Sex						
Male	36	25.2	55	22.0	91	23.2
Female	107	74.8	195	78.0	302	76.8
Race/Ethnicity						
African American	66	46.2	123	49.2	189	48.1
Hispanic	41	28.7	87	34.8	128	32.6
White	35	24.5	32	12.8	67	17.0
Other/Missing	1	0.7	8	3.2	9	2.3
Highest Degree Earned						
Associate's	0	0.0	2	0.8	2	0.5
Bachelor's	82	57.3	179	71.6	261	66.4
Master's	47	32.9	56	22.4	103	26.2
Doctoral	2	1.4	2	0.8	4	1.0
Other/Missing	12	8.4	11	4.4	23	5.9
TEI Effectiveness Level^a						
Below Proficient I, No Level, or N/A	59	37.6	112	42.7	171	40.8
Proficient I, II, or III	82	52.2	135	51.5	217	51.8
Exemplary I or higher	16	10.2	15	5.7	31	7.4

Source: District personnel file dated 01/07/20 and teacher effectiveness level data file from the Dallas ISD Data Analytics and Control department dated 04/20/20.

Note: Percentages may not sum to 100 because of rounding. ^a Total number of teachers for each ACE cohort may differ slightly from the total in the TEI effectiveness level section because the files were created on different days.

Principals

There were 11 ACE principals with the majority identifying as female (64%), African American (64%), and Hispanic (27%). Most principals held at least a master's degree (82%). Assigned principals remained with their assigned ACE campus throughout the academic year.

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

This section addresses two outcome objectives for evaluating the people component of ACE, including 1) teacher retention rates and 2) positive quintile¹³ scores on the Culture of Feedback and Support section of the semi-annual district Climate Survey.

Methodology

Teacher Retention

One ACE objective was to attain campus teacher retention rates at or above district rates. The Dallas ISD Data Analytics and Control department¹⁴ provided data indicating the number of teachers on

¹³ A quintile is any of five equal groups into which a population can be divided according to the distribution of values of a particular variable. A positive quintile score indicates scores in the fourth or fifth quintile.

¹⁴ Data Analytics and Control is a department in Human Capital Management.

ACE 2.0 and ACE Leadership 3.0 campuses on October 26, 2018 who remained on that campus (stayers), moved to another ACE or non-ACE campus in the district (movers), or resigned from a teaching role (leavers)¹⁵ one year later on October 28, 2019. The evaluator used frequency analyses to calculate rates for each of these scenarios by campus, ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district.

Climate Survey

The ACE objective for the semi-annual district Climate Survey¹⁶ was to attain fourth or fifth quintile scores on the Culture of Feedback and Support section. The evaluator obtained Climate Survey data for each campus from district files¹⁷ and extracted the district quintile scores on the Culture of Feedback and Support section by ACE campus and overall for ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district. To examine longitudinal changes, the evaluator also extracted the quintiles reported for the fall and spring semesters of 2017-18 and 2018-19 and fall semester of 2019-20 for ACE 2.0 and ACE Leadership 3.0. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring 2020 Climate Survey.

Results

Teacher Retention

Overall, ACE 2.0 teacher retention rate was the same as the district rate (71%) while the ACE Leadership 3.0 teacher retention rate (72%) increased markedly from 2018-19 (30%) and met the objective of exceeding the district rate (Table 3). Among ACE 2.0 campuses, Ervin had the highest teacher retention rate (95%) while Carr and Rusk had the lowest teacher retention rates (56% and 59%, respectively). Among ACE Leadership 3.0 campuses, Dunbar had the highest teacher retention rate (85%) while Pease and Rhoads had the lowest teacher retention rates (65% and 66%, respectively).

¹⁵ Leavers included those who left the district and those who moved to non-instructional roles in the district.

¹⁶ For more information on the Climate Survey, see Weir (2018).

¹⁷ District Climate Survey files dated 01/22/18 (fall 2017), 06/04/18 (spring 2018), 01/07/19 (fall 2018), 05/28/19 (spring 2019), and 01/05/20 (fall 2019).

Table 3: 2019-20 ACE Teacher Retention Rates

	Total 2019-20 N	Leavers %	Movers %	Stayers %
ACE 2.0				
Carr	27	29.6	14.8	55.6
Ervin	37	2.7	5.4	94.9
Titche	41	12.2	14.6	73.2
Rusk	44	22.7	22.7	59.1
ACE 2.0	149	14.8	14.8	70.5
Comp 2.0	148	14.9	14.9	68.9
ACE 3.0				
Chavez	48	20.8	10.4	68.8
Dunbar	33	6.1	9.1	84.9
Hotchkiss	41	12.2	17.1	70.7
King	30	6.7	20.0	73.3
Maple Lawn	38	13.2	10.5	76.3
Pease	34	23.5	11.8	64.7
Rhoads	38	10.5	23.7	65.8
ACE 3.0	262	13.7	14.5	71.8
Comp 3.0	215	18.6	15.4	66.1
District				
	10,005	15.8	11.0	70.5

Source: Dallas ISD Data Analytics and Control dated 04/22/20.

Note: Leavers = teachers no longer holding an instructional role in the district. Movers = teachers moved to another campus within the Dallas ISD. Stayers = teachers retained on same campus. Status in the last week of October 2019 was determined for teachers on campus as of the last week of October 2018.

Climate Survey

Due to the lack of spring 2020 Climate Survey data, the evaluator could not determine whether the program met its end-of-year objective. Therefore, only descriptive results from the fall 2019 survey are presented in this report. Quintile scores for each ACE campus on the Culture of Feedback and Support section of the fall Climate Surveys can be found in Tables 4 and 5. In fall 2019, two out of four ACE 2.0 campuses (Carr and Titche) and four out of seven ACE Leadership 3.0 campuses (Chavez, Dunbar, Hotchkiss, and King) had scores in the fourth or fifth quintile (most positive) on the Culture of Feedback and Support section of the climate survey, which was the same in spring 2019.

Table 4: 2016-17 to 2019-20 ACE 2.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

Campus	Pre-ACE		2018-19		2019-20	
	Fall 16	Spring 17	Fall 18	Spring 19	Fall 19	Spring 20
Carr/Carver ^a	3/2	3/2	5	5	4	NA
Ervin	1	2	2	3	2	NA
Titche	1	1	5	5	4	NA
Rusk	1	3	2	2	3	NA

Source: District Climate Survey files dated 01/06/17 (fall 2016), 06/05/17 (spring 2017), 01/07/19 (fall 2018), 05/28/19 (spring 2019), and 01/05/20 (fall 2019).

Note: ^a Because Carr and Carver merged in 2017-18, 2016-17 scores include both Carr and Carver, and 2018-19 and 2019-20 scores include Carr only. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring 2020 Climate Survey. Scores in the fourth or fifth quintile (most positive) are in **bold**.

Table 5: 2017-18 to 2019-20 ACE Leadership 3.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

Campus	Pre-ACE		2018-19		2019-20	
	Fall 17	Spring 18	Fall 18	Spring 19	Fall 19	Spring 20
Chavez	1	1	4	4	5	NA
Dunbar	1	1	5	5	5	NA
Hotchkiss	2	1	4	4	4	NA
King	1	2	5	5	5	NA
Maple Lawn	5	5	4	3	3	NA
Pease ^a	1	3	2	3	3	NA
Rhoads	1	1	1	1	1	NA

Source: District Climate Survey files dated 01/22/18 (fall 2017), 06/04/18 (spring 2018), 01/07/19 (fall 2018), 05/28/19 (spring 2019), and 01/05/20 (fall 2019).

Note: ^a In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring 2020 Climate Survey. Scores in the fourth or fifth quintile (most positive) are in **bold**.

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

ACE program leadership designated *ISIP* Level 3 or above rates (each six-week period and end of year), *ACP* passing rates (fall and spring), *STAAR* performance standard attainment rates, and *STAAR* progress measure attainment rates as metrics to evaluate the 2019-20 learning component of ACE. Due to the impact of the COVID-19 pandemic, TEA cancelled *STAAR* administration for the 2019-20 school year. Additionally, the district cancelled the administration of the fifth and sixth six-week *ISIP*, end-of-year *ISIP*, and spring *ACPs*.

Methodology

Istation's Indicators of Progress (ISIP)

The first outcome used to evaluate the learning component of ACE was rates of Level 3 or above¹⁸ attainment on *ISIP*. The objective was for the ACE student rate to be higher than the district rate for the percentage of students reading at Level 3 or above. *ISIP* is a computer-adaptive assessment that provides continual monitoring of progress in reading skills. *ISIP* scores are assigned to tiers based on student score percentiles. An assignment of Level 3 or above indicates the student score fell into the 40th percentile or above and is considered at or above grade level.

District *ISIP* data files for 2018-19 and 2019-20 were pulled at the end of each six-week period. Files for 2017-18, 2018-19, and 2019-20¹⁹ were also pulled for assessment windows at the beginning, middle, and end of each academic year, as applicable.²⁰ English and Spanish versions of the *ISIP* were pulled separately and combined into one file to examine overall student performance.²¹ If a student

¹⁸ In 2019, Istation moved from a three Tier system for identifying lower performing students to a five Level system. Level 1 is equivalent to Tier 3, Level 2 is equivalent to Tier 2, and Level 3 and above is equivalent to Tier 1 (i.e. performing at grade level).

¹⁹ District *ISIP* files dated 11/01/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/04/19 (2018 19 MOY), 06/05/19 (2018 19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY).

²⁰ *ISIP* testing period windows for 2014-15 to 2019-20 for each data file are provided in Appendix E.

²¹ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently.

completed an assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.²² If a student took the assessment more than once in a period, the latest score was used. The evaluator merged these district files with the PEIMS demographic files for each respective year.²³

The evaluator used frequency and crosstab analyses to determine the percentage of kindergarten to grade two students performing at Level 3 or above (grade level) by ACE campus and overall for ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district. These analyses were conducted for 1) each six-week period in 2018-19 and the first four six-week periods in 2019-20 and 2) for the beginning of the year (BOY) and middle of the year (MOY) for 2017-18 to 2019-20, and end of the year (EOY) for 2017-18 and 2018-19, when applicable. To determine change over time, the evaluator also calculated one- and two-year trends in rates of students reading on grade level for ACE 2.0 and ACE Leadership 3.0 (BOY, MOY).

Assessment of Course Performance (ACP)

The second outcome used to evaluate the learning component of ACE was *ACP* scores. The ACE objective was to achieve *ACP* passing rates for each exam within 10 percentage points or exceeding district rates for fall 2019. *ACP* exams are standardized final semester exams developed by the Local Assessment Department in conjunction with the Department of Teaching and Learning; they are aligned with Texas Essential Knowledge and Skills.^{24,25} Scores for *ACP* tests administered on ACE campuses were obtained from district files²⁶ and merged with PEIMS demographic data for the associated academic year. Scores of 70 or higher were considered passing, and the percentages of students passing were aggregated for fall and spring of each year by test, test language, campus, grade level (elementary, middle), ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and for the district. For comparison purposes,²⁷ the evaluator calculated percentage point differences in passing rates from the previous year and from district passing rates.

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

²² Staff members from Evaluation and Assessment, Early Learning, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose was to ensure consistent *ISIP* reporting across departments and over time.

²³ District PEIMS snapshot dates were 10/27/17 (2017-18; file date 10/30/17), 10/26/18 (2018-19; file date 02/06/19), and 10/28/19 (2019-20; file date 10/31/19).

²⁴ For more information on *ACP* exams, see Jimenez (2018).

²⁵ Since 2016-17, fall elementary school *ACP* exams included only reading and mathematics in kindergarten through grade five, plus grade four language arts and grade five science exams. The district eliminated all spring 2017 and spring 2018 elementary school *ACP* exams. Secondary school spring 2017 and spring 2018 *ACPs* were eliminated if corresponding *STAAR* exams existed. For middle school students (the highest grade level applicable to ACE) this reduction resulted in *ACPs* limited to science (except for grade eight) and social studies.

²⁶ District *ACP* files dated 02/01/19 (fall 2018) and 02/20/20 (fall 2019).

²⁷ 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.

State of Texas Assessments of Academic Readiness (STAAR)

The third outcome used to evaluate the learning component of ACE was attainment of performance standards on spring 2020 STAAR subtests. The ACE objective was to achieve STAAR performance standard attainment rates within ten percentage points or exceeding the district. However, due to the impact of the COVID-19 pandemic, TEA cancelled STAAR administration for the 2019-20 school year. As a result, all districts and campuses received a 2020 State Accountability Rating of “*Not Rated: Declared State of Disaster.*” Data for previous years can be found in the 2018-19 report on pages 25 through 33 and Appendices M, N, O, and Q.²⁸

Results

Islation's Indicators of Progress (ISIP)

Due to the lack of fifth and sixth six-week ISIP data, the evaluator could not determine whether the program met its end-of-year objective. Therefore, descriptive results from the first four six-week periods of ISIP are presented in this report. Overall, ACE 2.0 and ACE Leadership 3.0 students who read on grade level had mixed trends for the first four six-weeks periods for all grade levels (Table 6). Fourth six-week results showed that the rate of students reading on grade level at ACE 2.0 campuses exceeded district rates in grade one (45% vs 43%) and grade two (48% vs 47%). Fourth six-week results showed that the rate of students reading on grade level at ACE Leadership 3.0 campuses (range: 47% to 53%) exceeded district rates (range: 43% to 49%) for all three grade levels. Kindergarten and grade one at ACE Leadership 3.0 had a higher rate of students reading on grade level (53% and 50%, respectively) than ACE 2.0 campuses (45%, for both grade levels). Longitudinal ISIP data for the 2017-18, 2018-19, and 2019-20 BOY, MOY and 2017-18 and 2018-19 EOY data by campus, cohort, and grade level are in Appendix F and G.

Table 6: 2019-20 ACE 2.0 and ACE Leadership 3.0 Six-Weeks ISIP Level 3 or Above Rates (Combined English and Spanish)

Grade	SW1		SW2		SW3		SW4		SW5		SW6	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%
ACE 2.0												
K	140	40.7	213	43.7	222	42.8	219	45.2	NA	NA	NA	NA
1	188	43.2	231	43.3	221	43.4	214	45.3	NA	NA	NA	NA
2	145	59.0	211	45.1	207	51.7	207	48.3	NA	NA	NA	NA
ACE Leadership 3.0												
K	462	38.4	523	42.2	494	48.0	499	52.5	NA	NA	NA	NA
1	536	31.5	549	32.1	525	44.2	519	49.5	NA	NA	NA	NA
2	530	40.2	544	38.9	530	48.3	525	47.0	NA	NA	NA	NA
District												
K	5,236	48.3	7,816	47.2	8,286	49.2	8,573	48.5	NA	NA	NA	NA
1	6,805	42.4	10,028	44.0	9,478	44.1	9,946	43.2	NA	NA	NA	NA
2	6,978	47.9	9,700	48.6	8,859	48.4	9,606	46.6	NA	NA	NA	NA

Source: District ISIP files dated 10/14/19 (1st six weeks), 11/05/19 (2nd six weeks), 01/14/20 (3rd six weeks), and 02/24/20 (4th six weeks).

Note: Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the fifth and sixth six-week ISIP.

²⁸ Barton & Rowles, 2019.

Assessment of Course Performance (ACP)

Due to the lack of spring 2020 ACP data, the evaluator could not determine whether the program met its end-of-year objective. Therefore, only descriptive results from the fall 2019 ACP data are presented in this report. As shown in Table 7, 2019-20 ACP passing rates for ACE 2.0 exceeded the previous year on 35 of the 46 (76%) fall exams. Passing rates for ACE Leadership 3.0 exceeded the previous year on 19 of the 24 (79%) fall exams. In addition, ACE 2.0 students met the objective of passing rates within 10 percentage points or exceeded district rates on 42 of 46 (91%) fall exams, and ACE Leadership 3.0 students met the objective on 21 of 24 (88%) fall exams. ACP passing rates and percentage point differences in passing rates for each exam by campus, cohort, and district for 2018-19 and 2019-20 are provided in Appendix H.

Table 7: 2019-20 ACE ACP Exam Passing Rate Comparisons to Previous Year and District by Subject

	Fall 2019					Spring 2020				
	Tests	Exams Exceed Previous Year		Exams Within 10 Percentage Points or Exceeding District		Tests	Exams Exceed Previous Year		Exams Within 10 Percentage Points or Exceeding District	
<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>n</i>	%	
ACE 2.0										
All Tests	46	35	76.1	42	91.3	NA	NA	NA	NA	NA
All Mathematics Tests	14	11	78.6	13	92.9	NA	NA	NA	NA	NA
All Reading/LA Tests	18	14	77.8	16	88.9	NA	NA	NA	NA	NA
All Science Tests	8	6	75.0	7	87.5	NA	NA	NA	NA	NA
All Social Studies Tests	6	4	66.7	6	100.0	NA	NA	NA	NA	NA
All Elementary Tests	22	17	77.3	18	81.8	NA	NA	NA	NA	NA
All Middle Tests	24	18	75.0	24	100.0	NA	NA	NA	NA	NA
ACE Leadership 3.0										
All Tests	24	19	79.2	21	87.5	NA	NA	NA	NA	NA
All Mathematics Tests	10	8	80.0	8	80.0	NA	NA	NA	NA	NA
All Reading/LA Tests	12	9	75.0	11	91.7	NA	NA	NA	NA	NA
All Science Tests	2	2	100.0	2	100.0	NA	NA	NA	NA	NA

Source: District ACP files dated 02/20/20 (fall 2019) for students enrolled on the PEIMS snapshot dates of 10/28/19 (2019-20).

Note: Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring 2020 ACPs. Exams are included in the total count if five or more students were assessed.

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

ACE program leadership designated disciplinary offenses, attendance rates, Student Experience Survey results, and Parent/Guardian survey results as metrics to evaluate the 2019-20 expectations component of ACE. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the Student Experience survey and Parent/Guardian survey. Additionally, the district suspended normal tracking of student attendance and discipline during the fifth and sixth six-week periods.

Methodology

Disciplinary Offenses

The first outcome used to evaluate the expectations component of ACE was disciplinary offenses. The ACE objective was to achieve 2019-20 disciplinary offense rates at or below the district average. The evaluator obtained disciplinary data from district files²⁹ and merged the data with PEIMS demographic data for the associated academic year. Level I, II, and III disciplinary offenses through the first four six weeks of school were aggregated to calculate the total number of discipline offenses for each ACE campus, ACE cohort, and the district. Previous data for ACE 2.0 and ACE 3.0 for 2017-18 and 2018-19 were pulled from the 2018-19 evaluation (Barton & Rowles, 2019).

Attendance Rates

The second outcome used to evaluate the expectations component of ACE was attendance rates. The ACE objective was to achieve 2019-20 attendance rates at or above 96 percent. The evaluator obtained district attendance files³⁰ and merged the data with PEIMS demographic data for the associated academic year. Attendance rates through the first four six weeks of school were calculated by aggregating days in attendance and days enrolled for each group (ACE campuses and overall for ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district) and then dividing aggregated days in attendance by aggregated days enrolled. Previous data for ACE 2.0 and ACE Leadership 3.0 for 2017-18 and 2018-19 were pulled from the 2018-19 evaluation (Barton & Rowles, 2019).

Student Experience Survey

The third outcome used to evaluate the expectations component of ACE was results of the district Student Experience Survey.³¹ The ACE objective was to achieve 2019-20 positive response rates at or above the district average. Due to the impact of the COVID-19 pandemic, the district cancelled the spring 2020 administration of the Student Experience. Data for previous years can be found in the 2018-19 report on pages 36 through 38 and Appendix T.³²

Parent/Guardian Survey

The fourth outcome used to evaluate the expectations component of ACE was results of the annual districtwide Parent/Guardian survey. The ACE objective was to achieve 2019-20 positive response rates at or above the district average. Due to the impact of the COVID-19 pandemic, the district cancelled the spring 2020 administration of the Parent/Guardian survey. Data for previous years can be found in the 2018-19 report on pages 38 and 39 and Appendix U.³³

²⁹ District student discipline files dated 07/10/17 (2016-17), 07/19/18 (2017-18), 07/18/19 (2018-19), 10/10/19 (1st six weeks, 2019-20), 11/12/19 (2nd six weeks, 2019-20), 01/16/20 (3rd six weeks, 2019-20), and 02/27/20 (4th six weeks, 2019-20).

³⁰ District attendance files dated 06/20/17 (2016-17), 06/11/18 (2017-18), 06/04/19 (2018-19), and 03/04/20 (4th six weeks, 2019-20).

³¹ For more information on the Student Experience Survey, see Chawla, 2018. In 2014-15, the Student Experience Survey was called the Student Perception Survey.

³² Barton & Rowles, 2019.

³³ Barton & Rowles, 2019.

Results

Disciplinary Offenses

Due to the lack of fifth and sixth six-week discipline data, the evaluator could not determine whether the program met its end-of-year objective. Therefore, descriptive results from the first four six weeks of school are presented in this report. Through the first four six weeks of 2019-20, ACE 2.0 campuses had 159 total offenses, which was markedly less than the 263 total offenses at the ACE 2.0 comparison campuses (Table 8). ACE Leadership 3.0 campuses had 83 total offenses, which was higher than the 62 total offenses at the ACE 3.0 comparison campuses. Through the first four six weeks of 2019-20, ACE 2.0 elementary campuses and ACE Leadership 3.0 elementary campuses had higher average disciplinary referrals (mean = 52 and 12, respectively) than the overall district elementary campuses (mean = 8). Rusk MS had lower disciplinary referrals ($n = 71$) than the overall district middle school campuses (mean = 130).

Table 8: 2016-17 to 2019-20 ACE 2.0 and ACE 3.0 Leadership Level I, II, and III Disciplinary Offenses

	2016-17 <i>n</i>	2017-18 <i>n</i>	2018-19 <i>n</i>	2019-20 ^a <i>n</i>
ACE 2.0				
Carr ^b	157	87	56	12
Ervin	327	56	83	73
Titche	243	28	20	3
Rusk	762	110	148	71
ACE 2.0 ES Avg	242	57	53	52
Comp 2.0 ES Avg	36	16	6	5
ACE 2.0 MS Avg	762	110	148	71
Comp 2.0 MS Avg	522	597	273	247
ACE 2.0 Total	1,489	281	307	159
Comp 2.0 Total	631	646	292	263
ACE Leadership 3.0				
Chavez	NA	48	8	5
Dunbar	NA	109	6	5
Hotchkiss	NA	3	84	22
King	NA	116	7	1
Maple Lawn	NA	0	21	16
Pease ^c	58	24	21	2
Rhoads	NA	220	75	32
ACE 3.0 ES Avg	NA	74	32	12
Comp 3.0 ES Avg	NA	30	34	9
ACE 3.0 Total	NA	520	222	83
Comp 3.0 Total	NA	211	153	62
District ES Avg	46	22	19	8
District MS Avg	337	253	247	130
District Total	24,938	18,690	17,737	9,439

Source: District student discipline files dated 07/10/17 (2016-17), 07/19/18 (2017-18), 07/18/19 (2018-19), 10/10/19 (1st six weeks, 2019-20), 11/12/19 (2nd six weeks, 2019-20), 01/16/20 (3rd six weeks, 2019-20), and 02/27/20 (4th six weeks, 2019-20).

Note: ^a 2019-20 totals only include data through the first four six weeks. ^b Because Carr and Carver merged in 2017-18, 2016-17 numbers for Carr include both Carr and Carver; 2017-18 numbers are for Carr only. ^c In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0.

Attendance Rates

Due to the lack of fifth and sixth six-week attendance data, the evaluator could not determine whether the program met its end-of-year objective. Therefore, only descriptive results from the first four six weeks of attendance data are presented in this report. Through the first four six weeks of 2019-20, ACE 2.0 and ACE Leadership 3.0 campuses had an average attendance rate of 95 percent (Table 9). Through the first four six weeks, all ACE 2.0 campuses and six of the seven (86%) ACE Leadership 3.0 campuses exceeded the overall district attendance rate (94%).

Table 9: 2016-17 to 2019-20 ACE 2.0 and ACE 3.0 Attendance Rates

	2016-17	2017-18	2018-19	2019-20 ^a
	%	%	%	%
ACE 2.0				
Carr ^b	95.7	95.0	94.8	94.6
Ervin	95.2	95.9	97.4	95.1
Titche	95.7	96.3	96.3	95.2
Rusk	95.2	95.8	96.4	96.0
ACE 2.0 Total	95.4	95.8	96.4	95.3
Comp 2.0 Total	96.1	95.9	96.1	95.3
ACE Leadership 3.0				
Chavez	NA	96.0	95.6	94.3
Dunbar	NA	94.1	95.5	94.3
Hotchkiss	NA	96.8	96.7	95.1
King	NA	95.5	96.5	97.9
Maple Lawn	NA	96.4	96.3	94.9
Pease ^c	93.5	94.0	93.2	91.8
Rhoads	NA	95.2	96.3	94.6
ACE 3.0 Total	NA	95.5	95.8	94.7
Comp 3.0 Total	NA	95.8	96.1	95.3
District	95.4	95.2	95.3	94.2

Source: District attendance files dated 06/20/17 (2016-17), 06/11/18 (2017-18), 06/04/19 (2018-19), and 03/04/20 (4th six-weeks, 2019-20).

Note: ^a 2019-20 totals only include data from the first four six weeks. ^b Because Carr and Carver merged in 2017-18, 2016-17 numbers for Carr include both Carr and Carver; 2017-18 numbers are for Carr only. ^c In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. Attendance rates meeting or exceeding goal of 96 percent (rounded) are in **bold**.

What were the 2020 ACE state accountability ratings?

The ultimate goal of the ACE program was for all ACE campuses to earn or maintain a passing accountability rating letter grade. Due to the impact of the COVID-19 pandemic, TEA cancelled STAAR administration and suspended calculation of accountability ratings for the 2019-20 school year. As a result, all districts and campuses received a 2020 State Accountability Rating of “*Not Rated: Declared State of Disaster*.”

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The Accelerating Campus Excellence (ACE) initiative was formed in 2015-16 on the principle that transforming schools requires strong leadership and effective teachers enveloped in an environment of high expectations for students and staff members. The ACE program aimed to improve student achievement by striving to accelerate learning through a focus on three general components: *People*, *Learning*, and *Expectations*. The total budget for the 2019-20 ACE program was \$8,090,320, which was a \$552,389 decrease from \$8,642,709 in 2018-19. This budget was supported by general operating funds from the Dallas ISD. The budget included \$6,727,199 for additional personnel and teacher stipends, \$181,964 for uniforms, and \$1,181,157 for professional development and extra duty pay. Due to the impact of the COVID-19 pandemic, TEA cancelled STAAR administration for the 2019-20 school year. Additionally, the district cancelled the administration of the district spring Climate survey, Student Experience survey, Parent/Guardian survey, and ACPs as well as the fifth and sixth six-week ISIP administrations.

- In 2019-20, all ACE 2.0 teachers received stipends, whereas for ACE Leadership 3.0, stipends were limited to teachers who were part of the campus leadership team.
- In 2019-20 there were a total of 6,422 ACE 2.0 ($N=2,318$) and ACE 3.0 ($N=4,104$) students compared to 6,394 in 2018-19 (ACE 2.0: $N=2,221$; ACE 3.0: $N=4,173$). Over half of 2019-20 students in ACE 2.0 and 3.0 campuses were male (52%) and a higher proportion were identified as economically disadvantaged (97%) compared to the district (84%, Table 1). ACE 2.0 and 3.0 campuses also had a larger proportion of African American (52%) students compared to the district (21%) but had a smaller proportion of Hispanic (43%) students compared to the district (70%). ACE 2.0 and 3.0 campuses had a smaller proportion of students identified as English learners (ELs; 36%) compared to the district (46%), and had a similar proportion enrolled in special education (10%) compared to the district (9%).
- The 393 teachers on ACE campuses were 77 percent female, 81 percent African American (48%) or Hispanic (33%), and 27 percent held at least a master's degree. Over half of teachers (59%) had received a TEI effectiveness level of Proficient I or above, which was slightly lower than the program objective (60%). A higher rate of ACE 2.0 teachers (62%) than ACE Leadership 3.0 teachers (57%) had TEI effectiveness ratings of Proficient I or higher.
- Overall, the ACE 2.0 teacher retention rate was the same as the district rate (71%), while the ACE Leadership 3.0 teacher retention rate (72%) met the objective of exceeding the district rate (71%).
- In the fall 2019, two out of four ACE 2.0 campuses (Carr and Titche) and four out of seven ACE Leadership 3.0 campuses (Chavez, Dunbar, Hotchkiss, and King) had scores in the fourth or fifth quintile (most positive) on the Culture of Feedback and Support section of the climate survey, the same in spring 2019.

- Overall, *ISIP* results for the percentage of ACE 2.0 and ACE 3.0 Leadership students who read on grade level were mixed and showed no clear trends.
- Fall 2019 *ACP* passing rates for ACE 2.0 exceeded the previous year on 35 of the 46 (76%) fall exams, and ACE 2.0 students met the objective of passing rates within 10 percentage points or exceeding district rates on 42 of 46 (91%) fall exams.
- Fall 2019 *ACP* passing rates for ACE Leadership 3.0 exceeded the previous year on 19 of the 24 (79%) fall exams, and ACE Leadership 3.0 students met the objective on 21 of 24 (88%) fall exams.
- Through the first four six weeks of 2019-20, ACE 2.0 campuses had 159 total offenses, which was markedly less than the 263 total offenses at the ACE 2.0 comparison campuses. ACE Leadership 3.0 campuses had 83 total offenses, which was higher than the 62 total offenses at the ACE 3.0 comparison campuses.
- Through the first four six weeks of 2019-20, ACE 2.0 and ACE Leadership 3.0 campuses had an average attendance rate of 95 percent. Through the first four six weeks of the school year, all ACE 2.0 campuses and six of the seven (86%) ACE Leadership 3.0 campuses exceeded the overall district attendance rate (94%).

Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

As recommended in previous years, evaluate long-term outcomes. As ACE students move into higher grades at other campuses, long-term outcomes should be evaluated to examine lasting benefit of ACE participation. This could include examining dosage of years enrolled on ACE campuses and comparing ACE students with similar students who were not enrolled on ACE campuses on long-term achievement outcomes (e.g., assessments, college and career readiness, graduation rates, and college enrollment).

Monitor the long-term sustainability of the ACE program. Beginning in 2020-21, the ACE program will expand from 11 campuses to 23 campuses (109% increase). Due to the impact of the COVID-19 pandemic, state monetary resources have been negatively impacted by a strained economic environment. Therefore, it will be important for district leadership and program managers to monitor current and future program funding sources to ensure program sustainability.

REFERENCES

- Chawla, N. (2018). 2017-18 Student Experience Survey. Dallas, TX. Dallas Independent School District.
- Jimenez (2018). 2017-18 *Assessment of Course Performance (ACP)*. Dallas, TX. Dallas Independent School District.
- Palladino, D. K. (2016). Updated: Evaluation of Accelerating Campus Excellence (ACE) 2015-16. Dallas, TX. Dallas Independent School District.
- Palladino, D. K. (2017). 2016-17 Evaluation of Accelerating Campus Excellence (ACE). Dallas, TX. Dallas Independent School District.
- Palladino, D. K. & Barton, M. (2018). 2017-18 Evaluation of Accelerating Campus Excellence (ACE). Dallas, TX. Dallas Independent School District.
- Barton, M. & Rowles, S. P. (2019). 2018-19 Evaluation of Accelerating Campus Excellence (ACE). Dallas, TX. Dallas Independent School District.
- Weir, D. (2018). 2017-18 Dallas ISD Climate Survey. Dallas, TX. Dallas Independent School District.

APPENDICES



Appendix A

Appendix A: 2019-20 ACE Cohort Campuses and Comparison Campuses

ACE Campus	Comparison Campus
ACE 2.0	
C.F. Carr Elementary School	Adelle Turner Elementary School
J.N. Ervin Elementary School	Stephen C. Foster Elementary School
Edward Titche Elementary School	Lee A. Mcshan, Jr. Elementary School
T.J. Rusk Middle School	Raul Quintanilla, Sr. Middle School ^a
ACE 3.0	
Cesar Chavez Elementary School	C.A. Tatum, Jr. Elementary School
Paul L. Dunbar Learning Center	Barbara Jordan Elementary School
L.L. Hotchkiss Elementary School	Daniel Webster Elementary School
Martin Luther King, Jr. Learning Center	Robert L. Thornton Elementary School
Maple Lawn Elementary School	Gilbert Cuellar, Sr. Elementary School
Elisha M. Pease Elementary School	Mark Twain Elementary School
Joseph J. Rhoads Learning Center	Bayles Elementary School

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

Appendix B

Appendix B, Table 1: 2019-20 ACE Student Characteristics – Sex, Race/Ethnicity, and Special Student Groups

	N	Sex				Race/Ethnicity								Special Student Groups					
		Male		Female		Af. Amer.		Hispanic		White		Other/Missing		Econ. Dis.		EL		SPED	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
ACE 2.0																			
Carr	309	160	51.8	149	48.2	174	56.3	118	38.2	5	1.6	12	3.9	305	98.7	96	31.1	33	10.7
Ervin	652	331	50.8	321	49.2	458	70.2	156	23.9	12	1.8	26	4.0	636	97.5	126	19.3	61	9.4
Titche	773	395	51.1	378	48.9	306	39.6	437	56.5	13	1.7	17	2.2	756	97.8	333	43.1	65	8.4
Rusk	584	280	47.9	304	52.1	141	24.1	412	70.5	10	1.7	21	3.6	540	92.5	325	55.7	84	14.4
ACE 2.0	2,318	1,166	50.3	1,152	49.7	1,079	46.5	1,123	48.4	40	1.7	76	3.3	2,237	96.5	880	38.0	243	10.5
ACE Leadership 3.0																			
Chavez	680	358	52.6	322	47.4	322	47.4	329	48.4	10	1.5	19	2.8	657	96.6	261	38.4	85	12.5
Dunbar	519	275	53.0	244	47.0	373	71.9	124	23.9	8	1.5	14	2.7	510	98.3	100	19.3	62	11.9
Hotchkiss	714	360	50.4	354	49.6	226	31.7	395	55.3	14	2.0	79	11.1	685	95.9	438	61.3	48	6.7
King	448	253	56.5	195	43.5	306	68.3	119	26.6	2	0.4	21	4.7	448	100.0	99	22.1	36	8.0
Maple Lawn	632	338	53.5	294	46.5	209	33.1	394	62.3	8	1.3	21	3.3	587	92.9	294	46.5	80	12.7
Pease	485	246	50.7	239	49.3	451	93.0	19	3.9	4	0.8	11	2.3	471	97.1	11	2.3	50	10.3
Rhoads	626	316	50.5	310	49.5	347	55.4	264	42.2	3	0.5	12	1.9	620	99.0	232	37.1	45	7.2
ACE 3.0	4,104	2,146	52.3	1,958	47.7	2,234	54.4	1,644	40.1	49	1.2	177	4.3	3,978	96.9	1,435	35.0	406	9.9
All ACE	6,422	3,312	51.6	3,110	48.4	3,313	51.6	2,767	43.1	89	1.4	253	3.9	6,215	96.8	2,315	36.0	649	10.1

Source: District demographic file dated 10/28/19.

Note: Af. Amer. = African American. Percentages may not sum to 100 because of rounding.

Appendix B, Table 2: 2019-20 ACE Student Characteristics – Elementary School Grade Level

		Grade Level															
		EC		PK		K		1		2		3		4		5	
N		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
ACE 2.0																	
Carr	309	0	0.0	27	8.7	31	10.0	28	9.1	45	14.6	41	13.3	45	14.6	50	16.2
Ervin	652	3	0.5	106	16.3	97	14.9	97	14.9	88	13.5	85	13.0	86	13.2	90	13.8
Titche	773	0	0.0	87	11.3	121	15.7	112	14.5	110	14.2	123	15.9	100	12.9	120	15.5
Rusk	584	-	NA	-	NA	-	NA	-	NA	-	NA	-	NA	-	NA	-	NA
ACE 2.0	2,318	3	0.1	220	9.5	249	10.7	237	10.2	243	10.5	249	10.7	231	10.0	260	11.2
ACE Leadership 3.0																	
Chavez	680	0	0.0	61	9.0	86	12.6	111	16.3	92	13.5	93	13.7	106	15.6	131	19.3
Dunbar	519	1	0.2	77	14.8	93	17.9	63	12.1	68	13.1	64	12.3	74	14.3	79	15.2
Hotchkiss	714	0	0.0	110	15.4	102	14.3	103	14.4	100	14.0	105	14.7	102	14.3	92	12.9
King	448	1	0.2	52	11.6	66	14.7	61	13.6	68	15.2	61	13.6	63	14.1	76	17.0
Maple Lawn	632	1	0.2	54	8.5	89	14.1	82	13.0	88	13.9	80	12.7	112	17.7	126	19.9
Pease	485	0	0.0	95	19.6	46	9.5	77	15.9	58	12.0	64	13.2	79	16.3	66	13.6
Rhoads	626	0	0.0	54	8.6	95	15.2	86	13.7	96	15.3	93	14.9	94	15.0	108	17.3
ACE 3.0	4,104	3	0.1	503	12.3	577	14.1	583	14.2	570	13.9	560	13.6	630	15.4	678	16.5
All ACE	6,422	6	0.1	723	11.3	826	12.9	820	12.8	813	12.7	809	12.6	861	13.4	938	14.6

Source: District demographic file dated 10/28/19.

Note: EC = Early Childhood. PK = Prekindergarten. K = Kindergarten. - = no students enrolled at this grade level. Numbers for grades may not sum to total because all grade levels for each campus are not included in this table. Percentages may not sum to 100 because of rounding.

Appendix B, Table 3: 2019-20 ACE Student Characteristics – Middle School Grade Level

		Grade Level					
		6		7		8	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
ACE 2.0							
Carr	309	42	13.6	-	NA	-	NA
Ervin	652	-	NA	-	NA	-	NA
Titche	773	-	NA	-	NA	-	NA
Rusk	584	185	31.7	197	33.7	202	34.6
ACE 2.0	2,318	227	9.8	197	8.5	202	8.7
ACE Leadership 3.0							
Chavez	680	-	NA	-	NA	-	NA
Dunbar	519	-	NA	-	NA	-	NA
Hotchkiss	714	-	NA	-	NA	-	NA
King	448	-	NA	-	NA	-	NA
Maple Lawn	632	-	NA	-	NA	-	NA
Pease	485	-	NA	-	NA	-	NA
Rhoads	626	-	NA	-	NA	-	NA
ACE 3.0	4,104	-	NA	-	NA	-	NA
All ACE	6,422	227	3.5	197	3.1	202	3.1

Source: District demographic file dated 10/28/19.

Note: - = no students enrolled at this grade level. Numbers for grades may not sum to total because all grade levels for each campus are not included in this table. Percentages may not sum to 100 because of rounding.

Appendix C

Appendix C, Table 1: 2019-20 ACE Teacher Characteristics – District Overall and ACE Overall

	District Overall						ACE Overall					
	All (N = 9,655) ^a		Elementary (N = 5,023)		Middle (N = 1,799)		All (N = 393)		Elementary (N = 351)		Middle (N = 42)	
	N	%	n	%	n	%	n	%	n	%	n	%
Sex												
Male	2,885	29.9	998	19.9	664	36.9	91	23.2	74	21.1	17	40.5
Female	6,770	70.1	4,025	80.1	1,135	63.1	302	76.8	277	78.9	25	59.5
Race/Ethnicity												
African American	3,284	34.0	1,362	27.1	877	48.8	189	48.1	173	49.3	16	38.1
Hispanic	3,133	32.5	2,308	45.9	284	15.8	128	32.6	119	33.9	9	21.4
White	2,792	28.9	1,178	23.5	542	30.1	67	17.0	50	14.2	17	40.5
Other	446	4.6	175	3.5	96	5.3	9	2.3	9	2.6	0	0.0
Highest Degree Earned												
Associate's	63	0.7	36	0.7	9	0.5	2	0.5	2	0.6	0	0.0
Bachelor's	6,635	68.7	3,591	71.5	1,256	69.8	261	66.4	237	67.5	24	57.1
Master's	2,077	21.5	985	19.6	377	21.0	103	26.2	86	24.5	17	40.5
Doctorate	93	1.0	29	0.6	12	0.7	4	1.0	4	1.1	0	0.0
Other/Missing	787	8.2	382	7.6	145	8.1	23	5.9	22	6.3	1	2.4

Source: District personnel file dated 01/07/20.

Note: ^a = Includes elementary, middle, and high schools. District elementary and middle totals do not include combined elementary/middle and middle/high campus teachers. Percentages may not sum to 100 because of rounding.

Appendix C, Table 2: 2019-20 ACE Teacher Characteristics – ACE 2.0 and ACE Leadership 3.0

	ACE 2.0						ACE 3.0	
	All (N = 143)		Elementary (N = 101)		Middle (N = 42)		All (N = 250)	
	n	%	n	%	n	%	n	%
Sex								
Male	36	25.2	19	18.8	17	40.5	55	22.0
Female	107	74.8	82	81.2	25	59.5	195	78.0
Race/Ethnicity								
African American	66	46.2	50	49.5	16	38.1	123	49.2
Hispanic	41	28.7	32	31.7	9	21.4	87	34.8
White	35	24.5	18	17.8	17	40.5	32	12.8
Other	1	0.7	1	1.0	0	0.0	8	3.2
Highest Degree Earned								
Associate's	0	0.0	0	0.0	0	0.0	2	0.8
Bachelor's	82	57.3	58	57.4	24	57.1	179	71.6
Master's	47	32.9	30	29.7	17	40.5	56	22.4
Doctorate	2	1.4	2	2.0	0	0.0	2	0.8
Other/Missing	12	8.4	11	10.9	1	2.4	11	4.4

Source: District personnel file dated 01/07/20.

Note: Percentages may not sum to 100 because of rounding.

Appendix C, Table 3: 2019-20 ACE Teacher Characteristics – ACE 2.0 Campuses

	ES						MS	
	Carr (N = 25)		Ervin (N = 35)		Titcher (N = 41)		Rusk (N = 42)	
	n	%	N	%	n	%	n	%
Sex								
Male	4	16.0	6	17.1	9	22.0	17	40.5
Female	21	84.0	29	82.9	32	78.0	25	59.5
Race/Ethnicity								
African American	9	36.0	23	65.7	18	43.9	16	38.1
Hispanic	8	32.0	7	20.0	17	41.5	9	21.4
White	8	32.0	4	11.4	6	14.6	17	40.5
Other	0	0.0	1	2.9	0	0.0	0	0.0
Highest Degree Earned								
Associate's	0	0.0	0	0.0	0	0.0	0	0.0
Bachelor's	17	68.0	15	42.9	26	63.4	24	57.1
Master's	3	12.0	15	42.9	12	29.3	17	40.5
Doctorate	0	0.0	2	5.7	0	0.0	0	0.0
Other/Missing	5	20.0	3	8.6	3	7.3	1	2.4

Source: District personnel file dated 01/07/20.

Note: Percentages may not sum to 100 because of rounding.

Appendix C, Table 4: 2019-20 ACE Teacher Characteristics – ACE Leadership 3.0 Campuses

	ES													
	Chavez (N = 42)		Dunbar (N = 32)		Hotchkiss (N = 42)		King (N = 29)		Maple Lawn (N = 39)		Pease (N = 29)		Rhoads (N = 37)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex														
Male	11	26.2	8	25.0	9	21.4	7	24.1	9	23.1	2	6.9	9	24.3
Female	31	73.8	24	75.0	33	78.6	22	75.9	30	76.9	27	93.1	28	75.7
Race/Ethnicity														
African American	15	35.7	24	75.0	5	11.9	23	79.3	10	25.6	24	82.8	22	59.5
Hispanic	18	42.9	7	21.9	20	47.6	6	20.7	22	56.4	3	10.3	11	29.7
White	8	19.0	1	3.1	14	33.3	0	0.0	4	10.3	2	6.9	3	8.1
Other	1	2.4	0	0.0	3	7.1	0	0.0	3	7.7	0	0.0	1	2.7
Highest Degree Earned														
Associate's	0	0.0	0	0.0	1	2.4	1	3.4	0	0.0	0	0.0	0	0.0
Bachelor's	27	64.3	24	75.0	33	78.6	17	58.6	29	74.4	18	62.1	31	83.8
Master's	15	35.7	6	18.8	8	19.0	8	27.6	6	15.4	9	31.0	4	10.8
Doctorate	0	0.0	0	0.0	0	0.0	0	0.0	1	2.6	0	0.0	1	2.7
Other/Missing	0	0.0	2	6.3	0	0.0	3	10.3	3	7.7	2	6.9	1	2.7

Source: District personnel file dated 01/07/20.

Note: Percentages may not sum to 100 because of rounding.

Appendix D

Appendix D: Fall 2019 Percentage of Teachers at Each TEI Effectiveness Level – ACE, Comparison Campuses, and District

	Teachers <i>N</i>	NA %	No Level %	Unsat %	Prog I %	Prog II %	Prof I %	Prof II %	Prof III %	Exem I %	Exem II %	Master %
ACE 2.0												
Carr	26	26.9	0.0	0.0	0.0	15.4	34.6	15.4	7.7	0.0	0.0	0.0
Ervin	40	10.0	0.0	0.0	10.0	5.0	32.5	25.0	7.5	7.5	2.5	0.0
Titche	46	30.4	0.00	0.0	2.2	4.3	13.0	19.6	15.2	4.3	10.9	0.0
Rusk	45	24.4	4.4	0.0	6.7	11.1	22.2	13.3	6.7	4.4	6.7	0.0
ACE 2.0	157	22.9	1.3	0.0	5.1	8.3	24.2	18.5	9.6	4.5	5.7	0.0
Comp 2.0	141	12.8	0.7	1.4	5.7	9.2	38.3	17.7	12.8	0.7	0.7	0.0
ACE Leadership 3.0												
Chavez	44	15.9	0.0	0.0	4.5	2.3	29.5	15.9	11.4	13.6	4.5	2.3
Dunbar	34	11.8	2.9	2.9	0.0	17.6	44.1	14.7	5.9	0.0	0.0	0.0
Hotchkiss	46	19.6	2.2	2.2	17.4	2.2	34.8	10.9	6.5	0.0	4.3	0.0
King	30	23.3	0.0	0.0	3.3	6.7	50.0	3.3	10.0	3.3	0.0	0.0
Maple Lawn	40	15.0	0.0	0.0	30.0	7.5	27.5	5.0	10.0	0.0	5.0	0.0
Pease	30	16.7	0.0	0.0	16.7	26.7	16.7	13.3	6.7	3.3	0.0	0.0
Rhoads	38	28.9	2.6	0.0	10.5	13.2	36.8	0.0	7.9	0.0	0.0	0.0
ACE 3.0	262	18.7	1.2	0.8	12.2	9.9	34.0	9.2	8.4	3.1	2.3	0.4
Comp 3.0	211	17.1	0.9	1.9	13.7	15.6	37.0	10.4	3.3	0.0	0.0	0.0
District	9,863	16.8	1.2	0.6	10.4	15.4	33.8	11.5	7.4	1.5	1.3	0.1

Source: Aggregated figures obtained from Dallas ISD Data Analytics and Control as of 04/20/20.

Note: Exem = Exemplary. Prof = Proficient. Prog = Progressing. Unsat = Unsatisfactory. Total number of teachers per campus and for each ACE cohort may differ slightly from what is reported in the teacher demographic section of this document because the files were created on different days. TEI ratings reflect those earned in the 2018-19 academic year. Percentages may not sum to 100 percent because of rounding.

Appendix E

Appendix E: 2017-18 to 2019-20 *Istation's Indicators of Progress (ISIP)* Assessment Periods

	Begin Date	End Date	Begin Date	End Date
	2017-18		2019-20	
SW1	August 28, 2017	September 29, 2017	August 19, 2019	September 27, 2019
SW2	October 2, 2017	November 13, 2017	September 30, 2019	November 1, 2019
SW3	November 6, 2017	December 21, 2017	November 4, 2019	December 19, 2019
SW4	January 9, 2018	February 23, 2018	January 7, 2020	February 21, 2020
SW5	February 26, 2018	April 13, 2018	NA	NA
SW6	April 16, 2018	June 1, 2018	NA	NA
BOY	October 1, 2017	October 31, 2017	October 1, 2019	October 31, 2019
MOY	January 9, 2018	January 31, 2018	January 7, 2020	January 31, 2020
EOY	May 1, 2018	May 31, 2018	NA	NA
	2018-19			
SW1	August 20, 2018	September 28, 2018		
SW2	October 1, 2018	November 2, 2018		
SW3	November 5, 2018	December 19, 2018		
SW4	January 8, 2019	February 22, 2019		
SW5	February 25, 2019	April 12, 2019		
SW6	April 15, 2019	May 29, 2019		
BOY	September 1, 2018	September 30, 2018		
MOY	January 1, 2019	January 31, 2019		
EOY	May 1, 2019	May 31, 2019		

Source: Dallas Independent School District Calendar.

Note: Due to the COVID-19 pandemic, fifth and sixth six-week and EOY data not available due to cancellation of *ISIP* administration.

Appendix F

Appendix F, Table 1: 2017-18, 2018-19, and 2019-20 ACE 2.0 Level 3 or Above *ISIP* Rates by Campus - Combined English and Spanish

Campus	2017-18						2018-19						2019-20					
	BOY Test N	BOY L3+ %	MOY Test N	MOY L3+ %	EOY Test N	EOY L3+ %	BOY Test N	BOY L3+ %	MOY Test N	MOY L3+ %	EOY Test N	EOY L3+ %	BOY Test N	BOY L3+ %	MOY Test N	MOY L3+ %	EOY Test N	EOY L3+ %
Kindergarten																		
Carr	84	33.3	82	39.0	78	66.7	22	68.2	22	77.3	22	90.9	17	58.8	26	50.0	NA	NA
Ervin	57	28.1	61	34.4	54	37.0	80	52.5	77	66.2	74	77.0	78	28.2	81	24.7	NA	NA
Titche	75	56.0	74	73.0	71	78.9	89	41.6	82	57.3	80	86.3	117	53.8	112	36.6	NA	NA
ACE 2.0	216	39.8	217	49.3	203	63.1	191	49.2	181	63.5	176	83.0	212	44.8	219	33.8	NA	NA
Comp 2.0	133	44.4	127	52.0	114	47.4	155	41.3	148	51.4	154	35.7	85	38.8	124	33.1	NA	NA
District	10,108	50.5	10,212	52.4	10,124	54.1	9,526	51.2	9,976	51.1	9,505	55.3	7,719	47.3	8,341	47.6	NA	NA
Grade One																		
Carr	74	29.7	72	20.8	66	19.7	45	48.9	47	48.9	45	75.6	28	50.0	27	40.7	NA	NA
Ervin	77	13.0	75	29.3	70	44.3	68	27.9	65	49.2	61	77.0	92	27.2	87	39.1	NA	NA
Titche	98	38.8	90	61.1	88	65.9	86	51.2	83	0.0	76	81.6	110	55.5	98	54.1	NA	NA
ACE 2.0	249	28.1	237	38.8	224	45.5	199	42.7	195	55.4	182	78.6	230	43.5	212	46.2	NA	NA
Comp 2.0	222	36.9	229	42.8	220	53.6	208	40.4	188	36.2	196	41.8	198	37.4	179	40.2	NA	NA
District	10,914	47.0	10,911	49.3	10,936	54.5	10,214	48.6	10,613	47.7	10,322	53.8	9,976	44.5	9,810	43.6	NA	NA
Grade Two																		
Carr	86	23.3	89	25.8	75	40.0	49	26.5	50	28.0	44	63.6	45	51.1	43	65.1	NA	NA
Ervin	79	32.9	72	36.1	71	45.1	78	38.5	78	50.0	68	77.9	67	26.9	68	27.9	NA	NA
Titche	78	35.9	70	55.7	69	71.0	94	55.3	95	67.4	94	75.5	100	54.0	96	60.4	NA	NA
ACE 2.0	243	30.5	231	38.1	215	51.6	221	43.0	223	52.5	206	73.8	212	44.8	207	50.7	NA	NA
Comp 2.0	227	46.3	215	53.0	218	53.7	223	48.4	189	61.9	186	57.0	181	44.8	195	50.3	NA	NA
District	11,147	54.2	10,955	54.9	10,911	55.2	10,229	53.9	10,607	52.4	10,225	54.7	9,615	48.9	9,414	47.6	NA	NA

Source: District *ISIP* files dated 11/01/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/3/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/4/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY) for students enrolled on the PEIMS snapshot dates of 10/27/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the EOY *ISIP*. Testing windows are provided in Appendix E.

Appendix F, Table 2: 2017-18, 2018-19, and 2019-20 ACE 2.0 Level 3 or Above *ISIP* Rates by Campus - English

Campus	2017-18						2018-19						2019-20					
	BOY Test <i>N</i>	BOY L3+ %	MOY Test <i>N</i>	MOY L3+ %	EOY Test <i>N</i>	EOY L3+ %	BOY Test <i>N</i>	BOY L3+ %	MOY Test <i>N</i>	MOY L3+ %	EOY Test <i>N</i>	EOY L3+ %	BOY Test <i>N</i>	BOY L3+ %	MOY Test <i>N</i>	MOY L3+ %	EOY Test <i>N</i>	EOY L3+ %
Kindergarten																		
Carr	66	22.7	64	28.1	60	61.7	12	50.0	12	58.3	12	83.3	14	57.1	23	52.2	NA	NA
Ervin	53	24.5	57	31.5	50	34.0	61	44.3	59	66.1	56	71.4	68	27.9	71	21.1	NA	NA
Titche	43	41.9	42	57.1	38	60.5	54	25.9	49	42.9	49	79.6	64	45.3	61	23.0	NA	NA
ACE 2.0	162	28.4	163	36.8	148	52.0	127	37.0	120	55.8	117	76.1	146	38.4	155	26.5	NA	NA
Comp 2.0	63	41.3	58	44.8	45	42.2	71	39.4	66	47.0	72	33.3	23	21.7	41	26.8	NA	NA
District	5,148	43.2	5,148	43.5	5,051	45.5	4,898	45.5	5,158	42.9	4,801	48.6	3,793	40.7	4,057	36.1	NA	NA
Grade One																		
Carr	58	20.7	56	14.3	50	22.0	28	32.1	30	30.0	28	60.7	17	23.5	16	12.5	NA	NA
Ervin	66	9.1	64	25.0	59	37.3	63	25.4	60	48.3	56	78.6	64	15.6	59	27.1	NA	NA
Titche	50	16.0	41	26.8	41	36.6	47	34.0	45	46.7	38	68.4	71	36.6	62	38.7	NA	NA
ACE 2.0	174	14.9	161	21.7	150	32.0	138	29.7	135	43.7	122	71.3	152	26.3	137	30.7	NA	NA
Comp 2.0	105	25.7	114	32.5	105	42.9	122	35.2	124	29.0	113	31.9	106	34.0	93	37.6	NA	NA
District	5,583	38.3	5,598	42.2	5,610	46.4	5,326	40.4	5,603	42.2	5,294	47.0	5,059	37.1	4,926	37.6	NA	NA
Grade Two																		
Carr	70	24.3	72	25.0	64	42.2	39	23.1	40	27.5	34	61.8	32	34.4	30	53.3	NA	NA
Ervin	71	32.4	64	31.3	63	41.3	64	28.1	64	40.6	54	74.1	63	27.0	65	29.2	NA	NA
Titche	45	24.4	36	47.2	37	62.2	45	28.9	44	40.9	43	53.5	58	31.0	55	45.5	NA	NA
ACE 2.0	186	27.4	172	32.0	164	46.3	148	27.0	148	37.2	131	64.1	153	30.1	150	40.0	NA	NA
Comp 2.0	136	41.9	128	44.5	130	46.2	124	46.8	85	49.4	83	51.8	98	40.8	112	42.9	NA	NA
District	5,913	49.1	5,845	52.7	5,778	55.4	5,457	48.8	5,614	51.5	5,313	55.7	4,996	45.9	4,944	48.4	NA	NA

Source: District *ISIP* files dated 11/1/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/4/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY) for students enrolled on the PEIMS snapshot dates of 10/27/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the EOY *ISIP*. Testing windows are provided in Appendix E.

Appendix F, Table 3: 2017-18, 2018-19, and 2019-20 ACE 2.0 Level 3 or Above *ISIP* Rates by Campus - Spanish

Campus	2017-18						2018-19						2019-20					
	BOY	BOY	MOY	MOY	EOY	EOY	BOY	BOY	MOY	MOY	EOY	EOY	BOY	BOY	MOY	MOY	EOY	EOY
	Test	L3+	Test	L3+	Test	L3+	Test	L3+	Test	L3+	Test	L3+	Test	L3+	Test	L3+	Test	L3+
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Kindergarten																		
Carr	18	72.2	18	77.8	18	83.3	10	90.0	13	53.8	53	71.7	3	66.7	3	33.3	NA	NA
Ervin	4	75.0	4	75.0	4	75.0	19	78.9	10	100.0	12	50.0	10	30.0	10	50.0	NA	NA
Titche	32	75.0	32	93.8	33	100.0	35	65.7	48	25.0	17	17.6	53	64.2	51	52.9	NA	NA
ACE 2.0	54	74.1	54	87.0	55	92.7	64	73.4	61	78.7	59	96.6	66	59.1	64	51.6	NA	NA
Comp 2.0	70	47.1	69	58.0	69	50.7	84	42.9	82	54.9	82	37.8	62	45.2	83	36.1	NA	NA
District	4,960	58.1	5,064	61.6	5,073	62.7	4,628	57.2	4,818	60.0	4,704	62.1	3,926	53.7	4,284	58.4	NA	NA
Grade One																		
Carr	16	62.5	16	43.8	16	12.5	17	76.5	17	82.4	17	100.0	11	90.9	11	81.8	NA	NA
Ervin	11	36.4	11	54.5	11	81.8	5	60.0	5	60.0	5	60.0	28	53.6	28	64.3	NA	NA
Titche	48	62.5	49	89.8	47	91.5	39	71.8	38	84.2	38	94.7	39	89.7	36	80.6	NA	NA
ACE 2.0	75	58.7	76	75.0	74	73.0	61	72.1	60	81.7	60	93.3	78	76.9	75	74.7	NA	NA
Comp 2.0	117	47.0	115	53.0	115	63.5	86	47.7	64	50.0	83	55.4	92	41.3	86	43.0	NA	NA
District	5,331	56.1	5,313	56.8	5,326	63.0	4,888	57.5	5,010	53.9	5,028	61.0	4,917	52.1	4,884	49.7	NA	NA
Grade Two																		
Carr	16	18.8	17	29.4	11	27.3	10	40.0	10	30.0	10	70.0	13	92.3	13	92.3	NA	NA
Ervin	8	37.5	8	75.0	8	75.0	14	85.7	14	92.9	14	92.9	4	25.0	3	0.0	NA	NA
Titche	33	51.5	34	64.7	32	81.3	49	79.6	51	90.2	51	94.1	42	85.7	41	80.5	NA	NA
ACE 2.0	57	40.4	59	55.9	51	68.6	73	75.3	75	82.7	75	90.7	59	83.1	57	78.9	NA	NA
Comp 2.0	91	52.7	87	65.5	88	64.8	99	50.5	104	72.1	103	61.2	83	49.4	83	60.2	NA	NA
District	5,234	60.0	5,110	57.4	5,133	55.0	4,772	59.7	4,993	53.3	4,912	53.7	4,619	52.1	4,470	46.8	NA	NA

Source: District *ISIP* files dated 11/01/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY) for students enrolled on the PEIMS snapshot dates of 10/27/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the EOY *ISIP*. Testing windows are provided in Appendix E.

Appendix F, Table 4: 2017-18, 2018-19, and 2019-20 ACE 3.0 Level 3 or Above *ISIP* Rates by Campus - Combined English and Spanish

Campus	2017-18						2018-19						2019-20					
	BOY Test <i>N</i>	BOY L3+ %	MOY Test <i>N</i>	MOY L3+ %	EOY Test <i>N</i>	EOY L3+ %	BOY Test <i>N</i>	BOY L3+ %	MOY Test <i>N</i>	MOY L3+ %	EOY Test <i>N</i>	EOY L3+ %	BOY Test <i>N</i>	BOY L3+ %	MOY Test <i>N</i>	MOY L3+ %	EOY Test <i>N</i>	EOY L3+ %
Kindergarten																		
Chavez	40	37.5	43	39.5	23	56.5	83	42.2	83	53.0	82	80.5	75	44.0	75	44.0	NA	NA
Dunbar	84	32.1	80	27.5	73	26.0	48	37.5	44	43.2	42	40.5	84	26.2	81	49.4	NA	NA
Hotchkiss	77	49.4	74	41.9	80	28.8	79	53.2	81	29.6	77	76.6	83	47.0	74	47.3	NA	NA
King	53	22.6	53	30.2	51	15.7	54	40.7	49	42.9	47	93.6	64	43.8	59	49.2	NA	NA
Maple Lawn	62	50.0	61	52.5	59	45.8	80	28.8	80	25.0	73	42.5	84	31.0	79	54.4	NA	NA
Pease	57	45.6	52	73.1	47	57.4	73	27.4	65	58.5	57	89.5	41	56.1	40	70.0	NA	NA
Rhoads	95	28.4	96	42.7	88	45.5	72	40.3	84	77.4	81	84.0	91	52.7	85	50.6	NA	NA
ACE 3.0	468	37.6	459	42.9	421	37.3	489	38.7	486	47.5	459	73.2	522	42.0	493	50.9	NA	NA
Comp 3.0	427	46.8	426	41.3	411	40.4	350	45.4	378	43.7	265	42.6	251	37.8	257	40.9	NA	NA
District	10,108	50.5	10,212	52.4	10,124	54.1	9,526	51.2	9,976	51.1	9,505	55.3	7,719	47.3	8,341	47.6	NA	NA
Grade One																		
Chavez	55	30.9	53	41.5	45	35.6	85	37.6	83	47.0	78	51.3	100	43.0	95	55.8	NA	NA
Dunbar	75	24.0	74	20.3	71	19.7	67	23.9	61	42.6	58	46.6	58	10.3	57	36.8	NA	NA
Hotchkiss	87	33.3	102	40.2	98	46.9	103	44.7	107	43.9	98	64.3	97	29.9	89	49.4	NA	NA
King	65	29.2	60	38.3	56	39.3	59	35.6	56	41.1	54	74.1	59	50.8	55	54.5	NA	NA
Maple Lawn	48	45.8	47	55.3	47	55.3	86	34.9	87	46.0	85	65.9	81	22.2	80	42.5	NA	NA
Pease	66	28.8	55	45.5	52	63.5	58	34.5	58	50.0	55	67.3	73	24.7	68	58.8	NA	NA
Rhoads	100	39.0	97	32.0	96	49.0	85	35.3	90	47.8	87	72.4	80	36.3	71	45.1	NA	NA
ACE 3.0	496	32.9	488	37.5	465	43.9	543	35.9	542	45.6	515	63.3	548	31.6	515	49.3	NA	NA
Comp 3.0	452	41.2	440	43.6	429	45.9	367	36.2	371	42.3	330	48.8	358	38.5	346	34.7	NA	NA
District	10,914	47.0	10,911	49.3	10,936	54.5	10,214	48.6	10,613	47.7	10,322	53.8	9,976	44.5	9,810	43.6	NA	NA
Grade Two																		
Chavez	74	54.1	63	47.6	64	53.1	88	37.5	84	44.0	80	53.8	88	36.4	84	50.0	NA	NA
Dunbar	83	30.1	68	35.3	77	31.2	56	19.6	50	44.0	51	58.8	66	37.9	63	42.9	NA	NA
Hotchkiss	111	48.6	107	37.4	103	36.9	95	62.1	94	55.3	91	76.9	95	52.6	93	55.9	NA	NA
King	59	39.0	47	53.2	49	36.7	56	41.1	56	58.9	56	78.6	64	43.8	60	53.3	NA	NA
Maple Lawn	66	50.0	67	55.2	66	47.0	79	43.0	78	39.7	73	54.8	85	41.2	79	49.4	NA	NA
Pease	81	30.9	80	32.5	74	55.4	56	28.6	57	42.1	55	47.3	51	33.3	52	38.5	NA	NA
Rhoads	112	26.8	87	27.6	104	27.9	49	32.7	87	33.3	73	54.8	95	28.4	94	33.0	NA	NA
ACE 3.0	586	39.2	519	39.7	537	40.0	479	40.1	506	45.1	479	61.2	544	39.3	525	46.3	NA	NA
Comp 3.0	493	51.1	481	52.2	445	55.7	419	49.9	400	46.5	382	49.0	370	43.2	344	39.8	NA	NA
District	11,147	54.2	10,955	54.9	10,911	55.2	10,229	53.9	10,607	52.4	10,225	54.7	9,615	48.9	9,414	47.6	NA	NA

Source: District *ISIP* files dated 11/01/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY) for students enrolled on the PEIMS snapshot dates of 10/27/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the EOY *ISIP*. Testing windows are provided in Appendix E.

Appendix F, Table 5: 2017-18, 2018-19, and 2019-20 ACE 3.0 Level 3 or Above *ISIP* Rates by Campus - English

Campus	2017-18						2018-19						2019-20					
	BOY Test <i>N</i>	BOY L3+ %	MOY Test <i>N</i>	MOY L3+ %	EOY Test <i>N</i>	EOY L3+ %	BOY Test <i>N</i>	BOY L3+ %	MOY Test <i>N</i>	MOY L3+ %	EOY Test <i>N</i>	EOY L3+ %	BOY Test <i>N</i>	BOY L3+ %	MOY Test <i>N</i>	MOY L3+ %	EOY Test <i>N</i>	EOY L3+ %
Kindergarten																		
Chavez	22	27.3	22	9.1	2	0.0	49	34.7	49	49.0	48	85.4	44	34.1	45	17.8	NA	NA
Dunbar	75	28.0	71	25.4	64	21.9	37	27.0	33	36.4	30	36.7	71	21.1	68	51.5	NA	NA
Hotchkiss	29	24.1	28	25.0	34	14.7	35	42.9	37	18.9	34	91.2	46	30.4	38	36.8	NA	NA
King	41	9.8	41	22.0	39	12.8	44	31.8	39	28.2	37	91.9	48	47.9	43	48.8	NA	NA
Maple Lawn	16	37.5	15	33.3	14	21.4	41	22.0	32	25.0	24	41.7	40	17.5	31	19.4	NA	NA
Pease	57	45.6	52	73.1	47	57.4	73	27.4	65	58.5	57	89.5	41	56.1	40	70.0	NA	NA
Rhoads	73	28.8	73	39.7	65	41.5	54	31.5	58	74.1	55	81.8	59	42.4	53	39.6	NA	NA
ACE 3.0	313	29.1	302	35.8	265	30.6	333	30.6	313	45.7	285	78.2	349	35.0	318	41.8	NA	NA
Comp 3.0	233	41.6	232	30.6	220	33.2	178	36.0	188	28.7	145	23.4	136	26.5	119	23.5	NA	NA
District	5,148	43.2	5,148	43.5	5,051	45.5	4,898	45.5	5,158	42.9	4,801	48.6	3,793	40.7	4,057	36.1	NA	NA
Grade One																		
Chavez	42	21.4	40	30.0	34	29.4	55	34.5	53	37.7	48	41.7	55	41.8	52	50.0	NA	NA
Dunbar	68	20.6	67	14.9	64	15.6	58	17.2	52	32.7	50	42.0	41	4.9	40	40.0	NA	NA
Hotchkiss	47	21.3	58	32.8	54	33.3	55	32.7	61	36.1	52	50.0	49	22.4	41	36.6	NA	NA
King	57	26.3	52	34.6	48	37.5	46	28.3	43	41.9	41	82.9	47	46.8	44	50.0	NA	NA
Maple Lawn	15	46.7	15	60.0	15	40.0	40	10.0	40	12.5	40	40.0	39	20.5	38	36.8	NA	NA
Pease	66	28.8	55	45.5	52	63.5	58	34.5	58	50.0	55	67.3	73	24.7	68	58.8	NA	NA
Rhoads	61	36.1	59	28.8	56	48.2	68	32.4	63	47.6	60	66.7	53	30.2	45	40.0	NA	NA
ACE 3.0	356	27.0	346	31.8	323	37.8	380	27.9	370	38.1	346	56.1	357	28.0	328	46.0	NA	NA
Comp 3.0	287	31.7	266	35.3	259	34.4	183	31.7	194	31.4	161	33.5	162	30.2	154	26.6	NA	NA
District	5,583	38.3	5,598	42.2	5,610	46.4	5,326	40.4	5,603	42.2	5,294	47.0	5,059	37.1	4,926	37.6	NA	NA
Grade Two																		
Chavez	37	40.5	24	29.2	26	53.8	69	34.8	65	36.9	61	47.5	57	22.8	53	41.5	NA	NA
Dunbar	73	28.8	58	27.6	67	23.9	48	16.7	43	41.9	44	61.4	54	29.6	52	38.5	NA	NA
Hotchkiss	59	42.4	58	41.4	54	51.9	48	52.1	50	52.0	46	71.7	47	48.9	46	56.5	NA	NA
King	50	34.0	39	51.3	41	39.0	46	43.5	45	55.6	45	77.8	47	40.4	46	43.5	NA	NA
Maple Lawn	25	52.0	25	60.0	24	54.2	44	43.2	43	44.2	37	51.4	47	25.5	42	31.0	NA	NA
Pease	81	30.9	80	32.5	74	55.4	56	28.6	57	42.1	55	47.3	51	33.3	52	38.5	NA	NA
Rhoads	75	18.7	56	19.6	71	23.9	39	30.8	51	43.1	52	42.3	66	31.8	65	38.5	NA	NA
ACE 3.0	400	32.5	340	35.0	357	40.6	350	35.4	354	44.6	340	56.2	369	32.8	356	41.0	NA	NA
Comp 3.0	265	45.7	254	47.6	221	48.4	252	44.4	237	42.6	223	49.0	179	36.9	165	33.3	NA	NA
District	5,913	49.1	5,845	52.7	5,778	55.4	5,457	48.8	5,614	51.5	5,313	55.7	4,996	45.9	4,944	48.4	NA	NA

Source: District *ISIP* files dated 11/01/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/4/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY) for students enrolled on the PEIMS snapshot dates of 10/27/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the EOY *ISIP*. Testing windows are provided in Appendix E.

Appendix F, Table 6: 2017-18, 2018-19, and 2019-20 ACE 3.0 Level 3 or Above *IS/P* Rates by Campus - Spanish

Campus	2017-18						2018-19						2019-20					
	BOY Test N	BOY L3+ %	MOY Test N	MOY L3+ %	EOY Test N	EOY L3+ %	BOY Test N	BOY L3+ %	MOY Test N	MOY L3+ %	EOY Test N	EOY L3+ %	BOY Test N	BOY L3+ %	MOY Test N	MOY L3+ %	EOY Test N	EOY L3+ %
Kindergarten																		
Chavez	18	50.0	21	71.4	21	61.9	34	52.9	34	58.8	34	73.5	31	61.3	30	83.3	NA	NA
Dunbar	9	66.7	9	44.4	9	55.6	11	72.7	11	63.6	12	50.0	12	75.0	13	38.5	NA	NA
Hotchkiss	48	64.6	46	52.2	46	39.1	44	61.4	44	38.6	43	65.1	48	56.3	36	58.3	NA	NA
King	12	66.7	12	58.3	12	25.0	10	80.0	10	100.0	10	100.0	17	52.9	16	50.0	NA	NA
Maple Lawn	46	54.3	46	58.7	45	53.3	39	35.9	48	25.0	49	42.9	38	60.5	48	77.1	NA	NA
Pease	-	NA	-	NA	-	NA	-	NA	-	NA	-	NA	-	NA	-	NA	NA	NA
Rhoads	22	27.3	23	52.2	23	56.5	18	66.7	26	84.6	26	88.5	29	20.7	32	68.8	NA	NA
ACE 3.0	155	54.8	157	56.7	156	48.7	156	55.8	173	50.9	174	64.9	175	53.1	175	67.4	NA	NA
Comp 3.0	194	53.1	194	54.1	191	48.7	172	55.2	190	58.4	120	65.8	191	49.2	138	55.8	NA	NA
District	4,960	58.1	5,064	61.6	5,073	62.7	4,628	57.2	4,818	60.0	4,704	62.1	4,619	52.1	4,284	58.4	NA	NA
Grade One																		
Chavez	13	61.5	13	76.9	11	54.5	30	43.3	30	63.3	30	66.7	45	44.4	43	62.8	NA	NA
Dunbar	7	57.1	7	71.4	7	57.1	9	66.7	9	100.0	8	75.0	17	23.5	17	29.4	NA	NA
Hotchkiss	40	47.5	44	50.0	44	63.6	48	58.3	46	54.3	46	80.4	48	37.5	48	60.4	NA	NA
King	8	50.0	8	62.5	8	50.0	13	61.5	13	38.5	13	46.2	12	66.7	11	72.7	NA	NA
Maple Lawn	33	45.5	32	53.1	32	62.5	46	56.5	47	74.5	45	88.9	42	23.8	42	47.6	NA	NA
Pease	-	NA	-	NA	-	NA	-	NA	-	NA	-	NA	-	NA	-	NA	NA	NA
Rhoads	39	43.6	38	36.8	40	50.0	17	47.1	27	48.1	27	85.2	27	48.1	26	53.8	NA	NA
ACE 3.0	140	47.9	142	51.4	142	57.7	163	54.6	172	61.6	169	78.1	191	38.2	187	55.1	NA	NA
Comp 3.0	165	57.6	174	56.3	170	63.5	184	40.8	177	54.2	169	63.3	196	45.4	192	41.1	NA	NA
District	5,331	56.1	5,313	56.8	5,326	63.0	4,888	57.5	5,010	53.9	5,028	61.0	4,917	52.1	4,884	49.7	NA	NA
Grade Two																		
Chavez	37	67.6	39	59.0	38	52.6	19	47.4	19	68.4	19	73.7	31	61.3	31	64.5	NA	NA
Dunbar	10	40.0	10	80.0	10	80.0	8	37.5	7	57.1	7	42.9	12	75.0	11	63.6	NA	NA
Hotchkiss	52	55.8	49	32.7	49	20.4	47	72.3	44	59.1	45	82.2	48	56.3	47	55.3	NA	NA
King	9	66.7	8	62.5	8	25.0	10	30.0	11	72.7	11	81.8	17	52.9	14	85.7	NA	NA
Maple Lawn	41	48.8	42	52.4	42	42.9	35	42.9	35	34.3	36	58.3	38	60.5	37	70.3	NA	NA
Pease	-	NA	-	NA	-	NA	-	NA	-	NA	-	NA	-	NA	-	NA	NA	NA
Rhoads	37	43.2	31	41.9	33	36.4	10	40.0	36	19.4	21	85.7	29	20.7	29	20.7	NA	NA
ACE 3.0	186	53.8	179	48.6	180	38.9	129	52.7	152	46.1	139	73.4	175	53.1	169	57.4	NA	NA
Comp 3.0	228	57.5	227	57.3	224	62.9	167	58.1	163	52.1	159	51.6	191	49.2	179	45.8	NA	NA
District	5,234	60.0	5,110	57.4	5,133	55.0	4,772	59.7	4,993	53.3	4,912	53.7	4,619	52.1	4,470	46.8	NA	NA

Source: District *IS/P* files dated 11/01/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY) for students enrolled on the PEIMS snapshot dates of 10/27/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: - = zero students took the test. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the EOY *IS/P*. Testing windows are provided in Appendix E.

Appendix G

Appendix G, Table 1: One- And Two- Year ACE 2.0 Level 3 or Above *ISIP* Trends by Campus - Combined English and Spanish

Campus	1 Yr Level 3+ Δ (2018-19 to 2019-20)			2 Yr Level 3+ Δ (2017-18 to 2019-20)		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten						
Carr	-9.4	-27.3	NA	25.5	11.0	NA
Ervin	-24.3	-41.5	NA	0.1	-9.7	NA
Titche	12.2	-20.7	NA	-2.2	-36.4	NA
ACE 2.0	-4.4	-29.7	NA	5.0	-15.5	NA
Comp 2.0	-2.5	-18.3	NA	-5.6	-18.9	NA
District	-3.9	-3.5	NA	-3.2	-4.8	NA
Grade One						
Carr	1.1	-8.2	NA	20.3	19.9	NA
Ervin	-0.7	-10.1	NA	14.2	9.8	NA
Titche	4.3	54.1	NA	16.7	-7.0	NA
ACE 2.0	0.8	-9.2	NA	15.4	7.4	NA
Comp 2.0	-3.0	4.0	NA	0.5	-2.6	NA
District	-4.1	-4.1	NA	-2.5	-5.7	NA
Grade Two						
Carr	24.6	37.1	NA	27.8	39.3	NA
Ervin	-11.6	-22.1	NA	-6.0	-8.2	NA
Titche	-1.3	-7.0	NA	18.1	4.7	NA
ACE 2.0	1.8	-1.8	NA	14.3	12.6	NA
Comp 2.0	-3.6	-11.6	NA	-1.5	-2.7	NA
District	-5.0	-4.8	NA	-5.3	-7.3	NA

Source: District *ISIP* files dated 11/01/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY) for students enrolled on the PEIMS snapshot dates of 10/27/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Δ = difference. All differences shown in percentage points. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the EOY *ISIP*. Testing windows are provided in Appendix E. The number tested are provided in Appendix F.

Appendix G, Table 2: One- And Two- Year ACE 2.0 Level 3 or Above *ISIP* Trends by Campus - English

Campus	1 Yr Level 3+ Δ (2018-19 to 2019-20)			2 Yr Level 3+ Δ (2017-18 to 2019-20)		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten						
Carr	7.1	-6.1	NA	34.4	24.1	NA
Ervin	-16.4	-45.0	NA	3.4	-10.4	NA
Titche	19.4	-19.9	NA	3.4	-34.1	NA
ACE 2.0	1.4	-29.3	NA	10.0	-10.3	NA
Comp 2.0	-17.7	-20.2	NA	-19.6	-18.0	NA
District	-4.8	-6.8	NA	-2.5	-7.4	NA
Grade One						
Carr	-8.6	-17.5	NA	2.8	-1.8	NA
Ervin	-9.8	-21.2	NA	6.5	2.1	NA
Titche	2.6	-8.0	NA	20.6	11.9	NA
ACE 2.0	-3.4	-13.0	NA	11.4	9.0	NA
Comp 2.0	-1.2	8.6	NA	8.3	5.1	NA
District	-3.3	-4.6	NA	-1.2	-4.6	NA
Grade Two						
Carr	11.3	25.8	NA	10.1	28.3	NA
Ervin	-1.1	-11.4	NA	-5.4	-2.1	NA
Titche	2.1	4.6	NA	6.6	-1.7	NA
ACE 2.0	3.1	2.8	NA	2.7	8.0	NA
Comp 2.0	-6.0	-6.5	NA	-1.1	-1.6	NA
District	-2.9	-3.1	NA	-3.2	-4.3	NA

Source: District *ISIP* files dated 11/01/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY) for students enrolled on the PEIMS snapshot dates of 10/27/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Δ = difference. All differences shown in percentage points. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the EOY *ISIP*. Testing windows are provided in Appendix E. The number tested are provided in Appendix F.

Appendix G, Table 3: One- And Two- Year ACE 2.0 Level 3 or Above *ISIP* Trends by Campus – Spanish

Campus	1 Yr Level 3+ Δ (2018-19 to 2019-20)			2 Yr Level 3+ Δ (2017-18 to 2019-20)		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten						
Carr	-23.3	-20.5	NA	-5.5	-44.5	NA
Ervin	-48.9	-50.0	NA	-45.0	-25.0	NA
Titche	-1.5	27.9	NA	-10.8	-40.9	NA
ACE 2.0	-14.3	-27.1	NA	-15.0	-35.4	NA
Comp 2.0	2.3	-18.8	NA	-1.9	-21.9	NA
District	-3.5	-1.6	NA	-4.4	-3.2	NA
Grade One						
Carr	14.4	-0.6	NA	28.4	38.0	NA
Ervin	-6.4	4.3	NA	17.2	9.8	NA
Titche	17.9	-3.6	NA	27.2	-9.2	NA
ACE 2.0	4.8	-7.0	NA	18.2	-0.3	NA
Comp 2.0	-6.4	-7.0	NA	-5.7	-10.0	NA
District	-5.4	-4.2	NA	-4.0	-7.1	NA
Grade Two						
Carr	52.3	62.3	NA	73.5	62.9	NA
Ervin	-60.7	-92.9	NA	-12.5	-75.0	NA
Titche	6.1	-9.7	NA	34.2	15.8	NA
ACE 2.0	7.8	-3.8	NA	42.7	23.0	NA
Comp 2.0	-1.1	-11.9	NA	-3.3	-5.3	NA
District	-7.6	-6.5	NA	-7.9	-10.6	NA

Source: District *ISIP* files dated 11/01/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY) for students enrolled on the PEIMS snapshot dates of 10/27/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Δ = difference. All differences shown in percentage points. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the EOY *ISIP*. Testing windows are provided in Appendix E. The number tested are provided in Appendix F.

Appendix G, Table 4: One- And Two- Year ACE 3.0 Level 3 or Above *ISIP* Trends by Campus - Combined English and Spanish

Campus	1 Yr Level 3+ Δ (2018-19 to 2019-20)			2 Yr Level 3+ Δ (2017-18 to 2019-20)		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten						
Chavez	1.8	-9.0	NA	6.5	4.5	NA
Dunbar	-11.3	6.2	NA	-5.9	21.9	NA
Hotchkiss	-6.2	17.7	NA	-2.4	5.4	NA
King	3.1	6.3	NA	21.2	19.0	NA
Maple Lawn	2.2	29.4	NA	-19.0	1.9	NA
Pease	28.7	11.5	NA	10.5	-3.1	NA
Rhoads	12.4	-26.8	NA	24.3	7.9	NA
ACE 3.0	3.3	3.4	NA	4.4	8.0	NA
Comp 3.0	-7.6	-2.8	NA	-9.0	-0.4	NA
District	-3.9	-3.5	NA	-3.2	-4.8	NA
Grade One						
Chavez	5.4	8.8	NA	12.1	14.3	NA
Dunbar	-13.6	-5.8	NA	-13.7	16.5	NA
Hotchkiss	-14.8	5.5	NA	-3.4	9.2	NA
King	15.2	13.4	NA	21.6	16.2	NA
Maple Lawn	-12.7	-3.5	NA	-23.6	-12.8	NA
Pease	-9.8	8.8	NA	-4.1	13.3	NA
Rhoads	1.0	-2.7	NA	-2.7	13.1	NA
ACE 3.0	-4.3	3.7	NA	-1.3	11.8	NA
Comp 3.0	2.3	-7.6	NA	-2.7	-8.9	NA
District	-4.1	-4.1	NA	-2.5	-5.7	NA
Grade Two						
Chavez	-1.1	6.0	NA	-17.7	2.4	NA
Dunbar	18.3	-1.1	NA	7.8	7.6	NA
Hotchkiss	-9.5	0.6	NA	4.0	18.5	NA
King	2.7	-5.6	NA	4.8	0.1	NA
Maple Lawn	-1.8	9.7	NA	-8.8	-5.8	NA
Pease	4.7	-3.6	NA	2.4	6.0	NA
Rhoads	-4.3	-0.3	NA	1.6	5.4	NA
ACE 3.0	-0.8	1.2	NA	0.1	6.6	NA
Comp 3.0	-6.7	-6.7	NA	-7.9	-12.4	NA
District	-5.0	-4.8	NA	-5.3	-7.3	NA

Source: District *ISIP* files dated 11/01/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY) for students enrolled on the PEIMS snapshot dates of 10/27/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Δ = difference. All differences shown in percentage points. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the EOY *ISIP*. Testing windows are provided in Appendix E. The number tested are provided in Appendix F.

Appendix G, Table 5: One- And Two- Year ACE 3.0 Level 3 or Above *ISIP* Trends by Campus - English

Campus	1 Yr Level 3+ Δ (2018-19 to 2019-20)			2 Yr Level 3+ Δ (2017-18 to 2019-20)		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten						
Chavez	-0.6	-31.2	NA	6.8	8.7	NA
Dunbar	-5.9	15.1	NA	-6.9	26.1	NA
Hotchkiss	-12.5	17.9	NA	6.3	11.8	NA
King	16.1	20.6	NA	38.1	26.8	NA
Maple Lawn	-4.5	-5.6	NA	-20.0	-13.9	NA
Pease	28.7	11.5	NA	10.5	-3.1	NA
Rhoads	10.9	-34.5	NA	13.6	-0.1	NA
ACE 3.0	4.4	-3.9	NA	5.9	6.0	NA
Comp 3.0	-9.5	-5.2	NA	-15.1	-7.1	NA
District	-4.8	-6.8	NA	-2.5	-7.4	NA
Grade One						
Chavez	7.3	12.3	NA	20.4	20.0	NA
Dunbar	-12.3	7.3	NA	-15.7	25.1	NA
Hotchkiss	-10.3	0.5	NA	1.1	3.8	NA
King	18.5	8.1	NA	20.5	15.4	NA
Maple Lawn	10.5	24.3	NA	-26.2	-23.2	NA
Pease	-9.8	8.8	NA	-4.1	13.3	NA
Rhoads	-2.2	-7.6	NA	-5.9	11.2	NA
ACE 3.0	0.1	7.9	NA	1.0	14.2	NA
Comp 3.0	-1.5	-4.8	NA	-1.5	-8.7	NA
District	-3.3	-4.6	NA	-1.2	-4.6	NA
Grade Two						
Chavez	-12.0	4.6	NA	-17.7	12.3	NA
Dunbar	12.9	-3.4	NA	0.8	10.9	NA
Hotchkiss	-3.2	4.5	NA	6.5	15.1	NA
King	-3.1	-12.1	NA	6.4	-7.8	NA
Maple Lawn	-17.7	-13.2	NA	-26.5	-29.0	NA
Pease	4.7	-3.6	NA	2.4	6.0	NA
Rhoads	1.0	-4.6	NA	13.1	18.9	NA
ACE 3.0	-2.6	-3.6	NA	0.3	6.0	NA
Comp 3.0	-7.5	-9.3	NA	-8.8	-14.3	NA
District	-2.9	-3.1	NA	-3.2	-4.3	NA

Source: District *ISIP* files dated 11/01/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY) for students enrolled on the PEIMS snapshot dates of 10/27/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Δ = difference. All differences shown in percentage points. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the EOY *ISIP*. Testing windows are provided in Appendix E. The number tested are provided in Appendix F.

Appendix G, Table 6: One- And Two- Year ACE 3.0 Level 3 or Above *IS/P* Trends by Campus - Spanish

Campus	1 Yr Level 3+ Δ (2018-19 to 2019-20)			2 Yr Level 3+ Δ (2017-18 to 2019-20)		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten						
Chavez	8.4	24.5	NA	11.3	11.9	NA
Dunbar	2.3	-25.1	NA	8.3	-5.9	NA
Hotchkiss	-5.1	19.7	NA	-8.3	6.1	NA
King	-27.1	-50.0	NA	-13.8	-8.3	NA
Maple Lawn	24.6	52.1	NA	6.2	18.4	NA
Pease	NA	NA	NA	NA	NA	NA
Rhoads	-46.0	-15.8	NA	-6.6	16.6	NA
ACE 3.0	-2.7	16.5	NA	-1.7	10.7	NA
Comp 3.0	-6.0	-2.6	NA	-3.9	1.7	NA
District	-5.1	-1.6	NA	-6.0	-3.2	NA
Grade One						
Chavez	1.1	-0.5	NA	-17.1	-14.1	NA
Dunbar	-43.2	-70.6	NA	-33.6	-42.0	NA
Hotchkiss	-20.8	6.1	NA	-10.0	10.4	NA
King	5.2	34.2	NA	16.7	10.2	NA
Maple Lawn	-32.7	-26.9	NA	-21.7	-5.5	NA
Pease	NA	NA	NA	NA	NA	NA
Rhoads	1.0	5.7	NA	4.5	17.0	NA
ACE 3.0	-16.4	-6.5	NA	-9.7	3.7	NA
Comp 3.0	4.6	-13.1	NA	-12.2	-15.2	NA
District	-5.4	-4.2	NA	-4.0	-7.1	NA
Grade Two						
Chavez	13.9	-3.9	NA	-6.3	5.5	NA
Dunbar	37.5	6.5	NA	35.0	-16.4	NA
Hotchkiss	-16.0	-3.8	NA	0.5	22.6	NA
King	22.9	13.0	NA	-13.8	23.2	NA
Maple Lawn	17.6	36.0	NA	11.7	17.9	NA
Pease	NA	NA	NA	NA	NA	NA
Rhoads	-19.3	1.3	NA	-22.5	-21.2	NA
ACE 3.0	0.4	11.3	NA	-0.7	8.8	NA
Comp 3.0	-8.9	-6.3	NA	-8.3	-11.5	NA
District	-7.6	-6.5	NA	-7.9	-10.6	NA

Source: District *IS/P* files dated 11/01/17 (2017-18 BOY), 02/05/19 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/19 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY) and 02/05/20 (2019-20 MOY) for students enrolled on the PEIMS snapshot dates of 10/27/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Δ = difference. All differences shown in percentage points. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the EOY *IS/P*. Testing windows are provided in Appendix E. The number tested are provided in Appendix F.

Appendix H

Appendix H, Table 1: Fall 2018 and Fall 2019 Core Subjects ACP Passing Rates – ACE 2.0 Elementary Schools –Carr, Ervin, and Titche

Test	Carr						Ervin						Titche					
	F18	F18	F19	F19	Δ	Δ Dist	F18	F18	F19	F19	Δ	Δ Dist	F18	F18	F19	F19	Δ	Δ Dist
	Test	Pass	Test	Pass	F18	F19	Test	Pass	Test	Pass	F18	F19	Test	Pass	Test	Pass	F18	F19
	N	%	N	%	%pts	%pts	N	%	N	%	%pts	%pts	N	%	N	%	%pts	%pts
Grade 1 Mathematics	44	70.5	26	69.2	-1.3	-9.7	64	57.8	92	53.3	-4.5	-25.6	85	88.2	97	79.4	-8.8	0.5
Grade 1 Mathematics SP	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA
Grade 2 Mathematics	48	75.0	37	78.4	3.4	1.8	74	54.1	74	44.6	-9.5	-32.0	92	81.5	95	81.1	-0.4	4.5
Grade 2 Mathematics SP	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA
Grade 3 Mathematics	48	81.3	35	51.4	-29.9	-19.4	63	42.9	78	48.7	5.8	-22.1	70	61.4	105	76.2	14.8	5.4
Grade 3 Mathematics SP	-	NA	*	NA	NA	NA	-	NA	-	NA	NA	NA	-	NA	5	100.0	NA	43.5
Grade 4 Mathematics	46	82.6	42	83.3	0.7	11.5	74	54.1	77	55.8	1.7	-16.0	102	68.6	88	76.1	7.5	4.3
Grade 4 Mathematics SP	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA
Grade 5 Mathematics	44	84.1	41	85.4	1.3	7.1	86	59.3	81	64.2	4.9	-14.1	89	79.8	105	81.0	1.2	2.7
Grade 5 Mathematics SP	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA	*	NA	-	NA	NA	NA
Grade 1 Reading	28	78.6	16	93.8	15.2	2.6	59	81.4	63	79.4	-2.0	-11.8	47	93.6	59	94.9	1.3	3.7
Grade 1 Reading SP	16	100.0	10	100.0	0.0	10.5	5	80.0	29	96.6	16.6	7.1	38	100.0	37	100.0	0.0	10.5
Grade 2 Reading	36	50.0	25	56.0	6.0	-16.3	61	59.0	68	58.8	-0.2	-13.5	41	78.0	58	72.4	-5.6	0.1
Grade 2 Reading SP	12	75.0	12	100.0	25.0	24.9	13	69.2	8	50.0	-19.2	-25.1	49	100.0	35	100.0	0.0	24.9
Grade 3 Reading	34	41.2	28	53.6	12.4	-9.2	54	31.5	61	49.2	17.7	-13.6	41	56.1	53	54.7	-1.4	-8.1
Grade 3 Reading SP	14	78.6	8	37.5	-41.1	-20.2	9	66.7	18	66.7	0.0	9.0	29	48.3	57	78.9	30.6	21.2
Grade 4 Language Arts	30	63.3	29	51.7	-11.6	-16.6	62	48.4	63	58.7	10.3	-9.6	53	58.5	54	48.1	-10.4	-20.2
Grade 4 Language Arts SP	16	81.3	12	83.3	2.0	14.7	12	58.3	16	81.3	23.0	12.7	48	91.7	34	82.4	-9.3	13.8
Grade 4 Reading	30	73.3	30	50.0	-23.3	-18.9	62	66.1	63	57.1	-9.0	-11.8	54	72.2	54	66.7	-5.5	-2.2
Grade 4 Reading SP	16	93.8	12	100.0	6.2	19.3	12	83.3	16	87.5	4.2	6.8	48	89.6	34	94.1	4.5	13.4
Grade 5 Reading	33	75.8	13	78.6	2.8	-1.0	77	67.5	64	65.6	-1.9	-14.0	58	70.7	64	79.7	9.0	0.1
Grade 5 Reading SP	11	100.0	29	92.3	-7.7	12.5	9	66.7	18	77.8	11.1	-2.0	34	70.6	46	84.8	14.2	5.0
Grade 5 Science	43	74.4	41	85.4	11.0	8.8	76	53.9	63	63.5	9.6	-13.1	90	81.1	106	86.8	5.7	10.2
Grade 5 Science SP	*	NA	-	NA	NA	NA	9	44.4	-	NA	NA	NA	*	NA	-	NA	NA	NA

Source: District ACP files dated 02/01/19 (fall 2018) and 02/20/20 (fall 2019) for students enrolled on the PEIMS snapshot dates of 10/26/18 (2018-19) and 10/28/19 (2019-20).

Note: F18 = fall 2018, F19 = fall 2019. %pts = percentage points. Δ = difference. Dist = district. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **bold**.

Appendix H, Table 2: Fall 2018 and Fall 2019 Core Subjects ACP Passing Rates – ACE 2.0 Elementary School Level – ACE 2.0, Comparison 2.0, and District

Test	ACE 2.0						Comparison 2.0						District				
	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts	Δ Dist F19 %pts	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts	Δ Dist F19 %pts	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts
Grade 1 Mathematics	193	74.1	215	67.0	-7.1	-11.9	209	78.0	205	76.6	-1.4	-2.3	10,534	78.2	10,436	78.9	0.7
Grade 1 Mathematics SP	-	NA	-	NA	NA	NA	*	NA	-	NA	NA	NA	39	76.9	-	NA	NA
Grade 2 Mathematics	214	70.6	206	67.5	-3.1	-9.1	220	78.6	197	68.5	-10.1	-8.1	10,588	78.6	10,170	76.6	-2.0
Grade 2 Mathematics SP	-	NA	-	NA	NA	NA	*	NA	-	NA	NA	NA	32	50.0	-	NA	NA
Grade 3 Mathematics	181	60.2	218	62.4	2.2	-8.4	204	68.6	197	64.5	-4.1	-6.3	10,716	66.1	10,193	70.8	4.7
Grade 3 Mathematics SP	-	NA	6	83.3	NA	26.8	-	NA	*	NA	NA	NA	62	51.6	115	56.5	4.9
Grade 4 Mathematics	222	66.7	207	70.0	3.3	-1.8	217	66.4	193	63.7	-2.7	-8.1	11,278	66.9	10,428	71.8	4.9
Grade 4 Mathematics SP	-	NA	*	NA	NA	NA	*	NA	*	NA	NA	NA	93	52.7	119	49.6	-3.1
Grade 5 Mathematics	219	72.6	227	75.8	3.2	-2.5	240	78.8	185	80.5	1.7	2.2	11,414	76.9	11,003	78.3	1.4
Grade 5 Mathematics SP	*	NA	*	NA	NA	NA	12	58.3	11	72.7	14.4	16.8	102	56.9	170	55.9	-1.0
Grade 1 Reading	134	85.1	138	87.7	2.6	-3.5	128	87.5	127	91.3	3.8	0.1	5,584	86.6	5,463	91.2	4.6
Grade 1 Reading SP	59	98.3	76	98.7	0.4	9.2	83	84.3	79	83.5	-0.8	-6.0	4,996	87.4	4,963	89.5	2.1
Grade 2 Reading	138	62.3	151	63.6	1.3	-8.7	119	73.1	124	71	-2.1	-1.3	5,678	77.1	5,610	72.3	-4.8
Grade 2 Reading SP	74	90.5	55	92.7	2.2	17.6	102	82.4	79	77.2	-5.2	2.1	4,944	74.0	4,676	75.1	1.1
Grade 3 Reading	129	41.9	142	52.1	10.2	-10.7	127	40.2	117	53	12.8	-9.8	6,033	54.7	5,948	62.8	8.1
Grade 3 Reading SP	52	59.6	83	72.3	12.7	14.6	78	60.3	89	51.7	-8.6	-6.0	4,737	54.7	4,362	57.7	3.0
Grade 4 Language Arts	145	55.2	146	53.4	-1.8	-14.9	126	65.1	126	68.3	3.2	0.0	6,809	66.3	6,308	68.3	2.0
Grade 4 Language Arts SP	76	84.2	62	82.3	-1.9	13.7	93	73.1	72	68.1	-5.0	-0.5	4,558	70.4	4,209	68.6	-1.8
Grade 4 Reading	146	69.9	147	59.2	-10.7	-9.7	127	65.4	127	68.5	3.1	-0.4	6,835	69.0	6,334	68.9	-0.1
Grade 4 Reading SP	76	89.5	62	93.5	4.0	12.8	92	79.3	71	84.5	5.2	3.8	4,522	76.1	4,190	80.7	4.6
Grade 5 Reading	168	70.2	156	73.7	3.5	-5.9	156	76.9	114	77.2	0.3	-2.4	7,481	78.6	7,102	79.6	1.0
Grade 5 Reading SP	54	75.9	77	84.4	8.5	4.6	99	72.7	83	79.5	6.8	-0.3	4,027	76.8	4,054	79.8	3.0
Grade 5 Science	209	69.9	210	79.5	9.6	2.9	169	60.9	170	61.8	0.9	-14.8	9,988	75.9	9,465	76.6	0.7
Grade 5 Science SP	12	33.3	22	59.1	25.8	-14.1	80	72.5	28	67.9	-4.6	-5.3	1,534	73.1	1,711	73.2	0.1

Source: District ACP files dated 02/01/19 (fall 2018) and 02/20/20 (fall 2019) for students enrolled on the PEIMS snapshot dates of 10/26/18 (2018-19) and 10/28/19 (2019-20).

Note: Δ = difference. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **bold**.

Appendix H, Table 3: Fall 2018 and Fall 2019 Core Subjects ACP Passing Rates – ACE 2.0 Middle Schools – Rusk, Carr

Test	Carr						Rusk					
	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts	Δ Dist F19 %pts	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts	Δ Dist F19 %pts
Mathematics 6	24	87.5	34	91.2	3.7	22.6	146	67.8	111	74.8	7.0	6.2
Mathematics 6 Pre-AP	11	90.9	-	NA	NA	NA	39	71.8	52	78.9	7.1	5.9
Mathematics 7	-	NA	-	NA	NA	NA	139	51.1	130	60.0	8.9	7.9
Mathematics 7 Pre-AP	-	NA	-	NA	NA	NA	39	94.9	40	97.5	2.6	27.6
Mathematics 8	-	NA	-	NA	NA	NA	172	82.0	145	62.8	-19.2	2.6
Algebra I Pre-AP	-	NA	-	NA	NA	NA	32	100.0	36	100.0	0.0	14.1
Read/Lang Arts 6	33	75.8	34	82.4	6.6	24.3	157	53.5	128	69.5	16.0	11.4
Read/Lang Arts 6 Pre-AP	11	100.0	-	NA	NA	NA	25	56.0	35	85.7	29.7	4.5
Read/Lang Arts 7	-	NA	-	NA	NA	NA	136	64.0	136	80.1	16.1	11.5
Read/Lang Arts 7 Pre-AP	-	NA	-	NA	NA	NA	39	84.6	27	96.3	11.7	13.3
Read/Lang Arts 8	-	NA	-	NA	NA	NA	155	82.6	126	68.3	-14.3	0.6
Read/Lang Arts 8 Pre-AP	-	NA	-	NA	NA	NA	43	76.7	48	83.3	6.6	3.2
Science 6	28	67.9	34	58.8	-9.1	5.3	143	51.0	134	66.4	15.4	12.9
Science 6 Pre-AP	7	71.4	-	NA	NA	NA	43	83.7	31	93.5	9.8	18.2
Science 7	-	NA	-	NA	NA	NA	155	80.6	123	76.4	-4.2	13.5
Science 7 Pre-AP	-	NA	-	NA	NA	NA	26	96.2	47	89.4	-6.8	4.6
Science 8	-	NA	-	NA	NA	NA	183	64.5	159	76.1	11.6	12.1
Astronomy 8	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA
Physics 8	-	NA	-	NA	NA	NA	22	72.7	23	95.7	23.0	25.2
Social Studies 6	28	67.9	34	26.5	-41.4	-22.0	175	53.1	129	66.7	13.6	18.2
Social Studies 6 Pre-AP	7	71.4	-	NA	NA	NA	11	63.6	36	88.9	25.3	13.9
Texas Studies 7	-	NA	-	NA	NA	NA	138	78.3	126	82.5	4.2	33.8
Texas Studies 7 Pre-AP	-	NA	-	NA	NA	NA	44	100.0	44	95.5	-4.5	20.9
US Studies 8	-	NA	-	NA	NA	NA	169	84.0	135	68.1	-15.9	15.1
US Studies 8 Pre-AP	-	NA	-	NA	NA	NA	38	86.8	47	97.9	11.1	20.6

Source: District ACP files dated 02/01/19 (fall 2018) and 02/20/20 (fall 2019) for students enrolled on the PEIMS snapshot dates of 10/26/18 (2018-19) and 10/28/19 (2019-20).

Note: Δ = difference. * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **bold**.

Appendix H, Table 4: Fall 2018 and Fall 2019 Core Subjects ACP Passing Rates – ACE 2.0 Middle School Level – ACE 2.0, Comparison Cohort, and District

Test	ACE 2.0						Comparison Cohort						District				
	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts	Δ Dist F19 %pts	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts	Δ Dist F19 %pts	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts
Mathematics 6	170	70.6	145	78.6	8.0	9.9	-	NA	-	NA	NA	NA	6,844	68.9	5,842	68.7	-0.2
Mathematics 6 Pre-AP	50	76.0	52	78.8	2.8	5.8	-	NA	-	NA	NA	NA	3,470	71.9	4,407	73.0	1.1
Mathematics 7	139	51.1	130	60.0	8.9	7.9	200	59.5	-	NA	NA	NA	6,704	50.7	4,031	52.1	1.4
Mathematics 7 Pre-AP	39	94.9	40	97.5	2.6	27.6	85	71.8	280	64.6	-7.2	-5.3	2,823	78.1	5,965	69.9	-8.2
Mathematics 8	172	82.0	145	62.8	-19.2	2.6	230	80.9	193	72.0	-8.9	11.8	7,263	66.2	6,573	60.2	-6
Algebra I Pre-AP	32	100.0	36	100.0	0.0	14.1	67	98.5	79	86.1	-12.4	0.2	3,861	73.7	2,857	85.9	12.2
Read/Lang Arts 6	180	52.8	162	72.2	19.4	14.1	-	NA	-	NA	NA	NA	7,213	57.8	6,407	58.1	0.3
Read/Lang Arts 6 Pre-AP	37	59.5	35	85.7	26.2	4.5	-	NA	-	NA	NA	NA	2,863	81.5	3,647	81.2	-0.3
Read/Lang Arts 7	136	64.0	136	80.1	16.1	11.5	180	69.4	182	76.4	7.0	7.8	6,648	69.1	6,193	68.6	-0.5
Read/Lang Arts 7 Pre-AP	39	84.6	27	96.3	11.7	13.3	99	76.8	102	79.4	2.6	-3.6	2,705	86.7	3,569	83.0	-3.7
Read/Lang Arts 8	155	82.6	126	68.3	-14.3	0.6	173	67.6	146	66.4	-1.2	-1.3	6,623	65.0	6,066	67.7	2.7
Read/Lang Arts 8 Pre-AP	43	76.7	48	83.3	6.6	3.2	115	76.5	114	77.2	0.7	-2.9	2,219	84.4	2,603	80.1	-4.3
Science 6	171	53.8	168	64.9	11.1	11.4	-	NA	-	NA	NA	NA	7,255	48.6	6,917	53.5	4.9
Science 6 Pre-AP	50	82.0	31	93.5	11.5	18.2	-	NA	-	NA	NA	NA	3,028	76.2	3,320	75.3	-0.9
Science 7	155	80.6	123	76.4	-4.2	13.5	198	78.3	182	91.2	12.9	28.3	6,913	57.8	6,836	62.9	5.1
Science 7 Pre-AP	26	96.2	47	89.4	-6.8	4.6	85	97.6	108	100.0	2.4	15.2	2,618	85.0	3,208	84.8	-0.2
Science 8	183	64.5	159	76.1	11.6	12.1	223	88.8	193	88.1	-0.7	24.1	7,308	63.7	7,028	64.0	0.3
Astronomy 8	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA	1,293	64.9	-	NA	NA
Physics 8	22	72.7	23	95.7	23.0	25.2	75	85.3	78	94.9	9.6	24.4	983	62.0	1,043	70.5	8.5
Social Studies 6	198	53.5	163	58.3	4.8	9.8	-	NA	-	NA	NA	NA	7,711	51.9	6,460	48.5	-3.4
Social Studies 6 Pre-AP	23	60.9	36	88.9	28.0	13.9	-	NA	-	NA	NA	NA	2,526	78.8	3,781	75.0	-3.8
Texas Studies 7	138	78.3	126	82.5	4.2	33.8	156	56.4	170	75.3	18.9	26.6	6,903	50.9	6,376	48.7	-2.2
Texas Studies 7 Pre-AP	44	100.0	44	95.5	-4.5	20.9	128	75.8	122	85.2	9.4	10.6	2,652	78.9	3,652	74.6	-4.3
US Studies 8	169	84.0	135	68.1	-15.9	15.1	179	72.1	151	68.9	-3.2	15.9	6,928	54.5	6,199	53.0	-1.5
US Studies 8 Pre-AP	38	86.8	47	97.9	11.1	20.6	117	86.3	123	89.4	3.1	12.1	2,646	78.9	3,229	77.3	-1.6

Source: District ACP files dated 02/01/19 (fall 2018) and 02/20/20 (fall 2019) for students enrolled on the PEIMS snapshot dates of 10/26/18 (2018-19) and 10/28/19 (2019-20).

Note: Δ = difference. * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in bold.

Appendix H, Table 5: Fall 2018 and Fall 2019 Core Subjects ACP Passing Rates – ACE Leadership 3.0 Elementary Schools – Chavez, Dunbar, and Hotchkiss

Test	Chavez						Dunbar						Hotchkiss					
	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts	Δ Dist F19 %pts	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts	Δ Dist F19 %pts	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts	Δ Dist F19 %pts
Grade 1 Mathematics	78	76.9	88	89.8	12.9	10.9	63	73.0	55	78.2	5.2	-0.7	105	70.5	93	67.7	-2.8	-11.1
Grade 1 Mathematics SP	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA
Grade 2 Mathematics	80	73.8	77	77.9	4.1	1.3	52	75.0	62	83.9	8.9	7.3	90	93.3	86	81.4	-11.9	4.8
Grade 2 Mathematics SP	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA
Grade 3 Mathematics	98	62.2	74	52.7	-9.5	-18.1	71	40.8	60	53.3	12.5	-17.5	94	42.6	92	78.3	35.7	7.4
Grade 3 Mathematics SP	-	NA	*	NA	NA	NA	-	NA	*	NA	NA	NA	-	NA	-	NA	NA	NA
Grade 4 Mathematics	98	65.3	87	69.0	3.7	-2.8	77	49.4	64	54.7	5.3	-17.1	94	62.8	86	68.6	5.8	-3.2
Grade 4 Mathematics SP	*	NA	*	NA	NA	NA	*	NA	-	NA	NA	NA	-	NA	*	NA	NA	NA
Grade 5 Mathematics	98	85.7	102	74.5	-11.2	-3.8	79	72.2	71	69.0	-3.2	-9.3	98	83.7	78	83.3	-0.4	5.0
Grade 5 Mathematics SP	*	NA	*	NA	NA	NA	*	NA	*	NA	NA	NA	-	NA	*	NA	NA	NA
Grade 1 Reading	52	80.8	51	92.2	11.4	0.9	52	90.4	41	92.7	2.3	1.5	58	84.5	43	88.4	3.9	-2.9
Grade 1 Reading SP	28	92.9	37	94.6	1.7	5.1	9	100.0	18	94.4	-5.6	4.9	47	89.4	47	87.2	-2.2	-2.3
Grade 2 Reading	61	70.5	51	68.6	-1.9	-3.7	47	74.5	52	75.0	0.5	2.7	45	82.2	44	79.5	-2.7	7.3
Grade 2 Reading SP	19	78.9	26	76.9	-2.0	1.8	7	42.9	9	88.9	46.0	13.8	44	88.6	46	84.8	-3.8	9.7
Grade 3 Reading	55	32.7	58	48.3	15.6	-14.5	59	32.2	52	42.3	10.1	-20.5	43	46.5	38	76.3	29.8	13.5
Grade 3 Reading SP	43	41.9	17	58.8	16.9	1.1	12	50.0	7	85.7	35.7	28.0	51	33.3	53	69.8	36.5	12.1
Grade 4 Language Arts	60	56.7	50	64.0	7.3	-4.3	66	47.0	48	62.5	15.5	-5.8	43	69.8	42	57.1	-12.7	-11.1
Grade 4 Language Arts SP	40	55.0	39	71.8	16.8	3.2	12	83.3	16	81.3	-2.1	12.6	51	54.9	44	70.5	15.6	1.8
Grade 4 Reading	61	60.7	49	55.1	-5.6	-13.8	66	51.5	48	60.4	8.9	-8.5	42	76.2	41	56.1	-20.1	-12.8
Grade 4 Reading SP	40	80.0	39	79.5	-0.5	-1.3	12	83.3	16	93.8	10.5	13.0	51	64.7	44	84.1	19.4	3.4
Grade 5 Reading	56	80.4	69	76.8	-3.6	-2.8	67	70.1	63	71.4	1.3	-8.2	46	73.9	34	73.5	-0.4	-6.1
Grade 5 Reading SP	44	84.1	35	74.3	-9.8	-5.5	13	38.5	8	87.5	49.0	7.7	52	69.2	47	72.3	3.1	-7.5
Grade 5 Science	98	78.6	102	81.4	2.8	4.8	70	78.6	65	87.7	9.1	11.1	94	79.8	74	79.7	-0.1	3.2
Grade 5 Science SP	*	NA	-	NA	NA	NA	12	33.3	8	62.5	29.2	-10.7	*	NA	5	40.0	NA	-33.2

Source: District ACP files dated 02/01/19 (fall 2018) and 02/20/20 (fall 2019) for students enrolled on the PEIMS snapshot dates of 10/26/18 (2018-19) and 10/28/19 (2019-20).

Note: Δ = difference. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in bold.

Appendix H, Table 6: Fall 2018 and Fall 2019 Core Subjects ACP Passing Rates – ACE Leadership 3.0 Elementary Schools – King, Maple Lawn, Pease

Test	King						Maple Lawn						Pease					
	F18	F18	F19	F19	Δ	Δ Dist	F18	F18	F19	F19	Δ	Δ Dist	F18	F18	F19	F19	Δ	Δ Dist
	Test	Pass	Test	Pass	F18	F19	Test	Pass	Test	Pass	F18	F19	Test	Pass	Test	Pass	F18	F19
	N	%	N	%	%pts	%pts	N	%	N	%	%pts	%pts	N	%	N	%	%pts	%pts
Grade 1 Mathematics	61	80.3	56	85.7	5.4	6.9	85	67.1	80	71.3	4.2	-7.6	58	86.2	66	74.2	-12.0	-4.6
Grade 1 Mathematics SP	-	NA	*	NA	NA	NA	*	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA
Grade 2 Mathematics	53	75.5	60	71.7	-3.8	-4.9	73	71.2	80	67.5	-3.7	-9.1	59	66.1	48	66.7	0.6	-9.9
Grade 2 Mathematics SP	-	NA	-	NA	NA	NA	*	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA
Grade 3 Mathematics	51	66.7	55	65.5	-1.2	-5.4	114	64.0	69	75.4	11.4	4.5	78	47.4	55	61.8	14.4	-9.0
Grade 3 Mathematics SP	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA
Grade 4 Mathematics	60	73.3	51	80.4	7.1	8.6	111	76.6	102	71.6	-5.0	-0.2	68	42.6	73	61.6	19.0	-10.2
Grade 4 Mathematics SP	-	NA	-	NA	NA	NA	*	NA	-	NA	NA	NA	-	NA	-	NA	NA	NA
Grade 5 Mathematics	72	73.6	62	83.9	10.3	5.5	106	82.1	113	82.3	0.2	4.0	63	50.8	48	77.1	26.3	-1.3
Grade 5 Mathematics SP	-	NA	-	NA	NA	NA	*	NA	*	NA	NA	NA	-	NA	-	NA	NA	NA
Grade 1 Reading	44	90.9	46	97.8	6.9	6.6	40	65.0	46	91.3	26.3	0.1	59	91.5	67	95.5	4.0	4.3
Grade 1 Reading SP	15	66.7	11	100.0	33.3	10.5	46	91.3	34	76.5	-14.8	-13.1	-	NA	-	NA	NA	NA
Grade 2 Reading	45	88.9	45	82.2	-6.7	9.9	40	75.0	44	45.5	-29.5	-26.8	59	67.8	50	52.0	-15.8	-20.3
Grade 2 Reading SP	9	77.8	15	86.7	8.9	11.6	36	58.3	36	72.2	13.9	-2.9	-	NA	-	NA	NA	NA
Grade 3 Reading	41	51.2	40	90.0	38.8	27.2	63	49.2	37	48.6	-0.6	-14.2	78	30.8	54	55.6	24.8	-7.3
Grade 3 Reading SP	9	55.6	14	57.1	1.5	-0.6	50	74.0	31	71.0	-3.0	13.3	-	NA	-	NA	NA	NA
Grade 4 Language Arts	49	81.6	47	68.1	-13.5	-0.2	52	53.8	59	44.1	-9.7	-24.2	69	44.9	69	71.0	26.1	2.7
Grade 4 Language Arts SP	10	80.0	8	100.0	20.0	31.4	59	54.2	42	78.6	24.4	10.0	-	NA	-	NA	NA	NA
Grade 4 Reading	49	63.3	46	78.3	15.0	9.4	52	51.9	60	46.7	-5.2	-22.2	69	58.0	68	80.9	22.9	12.0
Grade 4 Reading SP	10	80.0	8	100.0	20.0	19.3	59	64.4	42	92.9	28.5	12.1	-	NA	-	NA	NA	NA
Grade 5 Reading	53	83.0	51	86.3	3.3	6.7	54	70.4	59	81.4	11.0	1.8	62	56.5	48	77.1	20.6	-2.5
Grade 5 Reading SP	19	57.9	11	90.9	33.0	11.1	51	78.4	59	83.1	4.7	3.2	-	NA	-	NA	NA	NA
Grade 5 Science	72	97.2	62	93.5	-3.7	17.0	108	81.5	77	88.3	6.8	11.7	63	63.5	52	80.8	17.3	4.2
Grade 5 Science SP	-	NA	-	NA	NA	NA	-	NA	39	82.1	NA	8.8	-	NA	-	NA	NA	NA

Source: District ACP files dated 02/01/19 (fall 2018) and 02/20/20 (fall 2019) for students enrolled on the PEIMS snapshot dates of 10/26/18 (2018-19) and 10/28/19 (2019-20).

Note: Δ = difference. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in bold.

**Appendix H, Table 7: Fall 2018 and Fall 2019 ACE Core Subjects ACP
Passing Rates – ACE Leadership 3.0 Elementary Schools – Rhoads**

Test	Rhoads					
	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts	Δ Dist F19 %pts
Grade 1 Mathematics	97	66.0	79	64.6	-1.4	-14.3
Grade 1 Mathematics SP	-	NA	-	NA	NA	NA
Grade 2 Mathematics	94	66.0	94	58.5	-7.5	-18.1
Grade 2 Mathematics SP	-	NA	*	NA	NA	NA
Grade 3 Mathematics	99	37.4	85	40.0	2.6	-30.8
Grade 3 Mathematics SP	-	NA	*	NA	NA	NA
Grade 4 Mathematics	101	47.5	89	44.9	-2.6	-26.9
Grade 4 Mathematics SP	-	NA	-	NA	NA	NA
Grade 5 Mathematics	80	43.8	101	55.4	11.6	-22.9
Grade 5 Mathematics SP	-	NA	-	NA	NA	NA
Grade 1 Reading	69	84.1	52	98.1	14.0	6.8
Grade 1 Reading SP	28	89.3	27	81.5	-7.8	-8.0
Grade 2 Reading	57	64.9	64	75.0	10.1	2.7
Grade 2 Reading SP	37	70.3	29	65.5	-4.8	-9.6
Grade 3 Reading	61	26.2	48	50.0	23.8	-12.8
Grade 3 Reading SP	38	36.8	40	27.5	-9.3	-30.2
Grade 4 Language Arts	67	58.2	58	32.8	-25.4	-35.5
Grade 4 Language Arts SP	34	73.5	30	60.0	-13.5	-8.6
Grade 4 Reading	66	56.1	57	38.6	-17.5	-30.3
Grade 4 Reading SP	34	70.6	31	77.4	6.8	-3.3
Grade 5 Reading	56	51.8	66	45.5	-6.3	-34.1
Grade 5 Reading SP	24	54.2	36	69.4	15.2	-10.4
Grade 5 Science	81	64.2	102	59.8	-4.4	-16.8
Grade 5 Science SP	-	NA	-	NA	NA	NA

Source: District ACP files dated 02/01/19 (fall 2018) and 02/20/20 (fall 2019) for students enrolled on the PEIMS snapshot dates of 10/26/18 (2018-19) and 10/28/19 (2019-20).

Note: Δ = difference. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **bold**.

Appendix H, Table 8: Fall 2018 and Fall 2019 Core Subjects ACP Passing Rates – ACE Leadership 3.0 Elementary School Level – ACE Leadership 3.0, Comparison Cohort, and District

Test	ACE Leadership 3.0						ACE 3.0 Comparison Cohort						District				
	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts	Δ Dist F19 %pts	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts	Δ Dist F19 %pts	F18 Test N	F18 Pass %	F19 Test N	F19 Pass %	Δ F18 %pts
Grade 1 Mathematics	547	73.1	517	75.4	2.3	-3.5	420	74.3	370	74.3	0.0	-4.6	10,534	78.2	10,436	78.9	0.7
Grade 1 Mathematics SP	*	NA	*	NA	NA	NA	-	NA	-	NA	NA	NA	39	76.9	-	NA	NA
Grade 2 Mathematics	501	74.9	507	72.2	-2.7	-4.4	403	71.7	408	72.3	0.6	-4.3	10,588	78.6	10,170	76.6	-2.0
Grade 2 Mathematics SP	*	NA	*	NA	NA	NA	*	NA	*	NA	NA	NA	32	50.0	-	NA	NA
Grade 3 Mathematics	605	51.4	490	61.0	9.6	-9.8	457	63.2	360	70.6	7.4	-0.2	10,716	66.1	10,193	70.8	4.7
Grade 3 Mathematics SP	-	NA	5	20.0	NA	-36.5	*	NA	*	NA	NA	NA	62	51.6	115	56.5	4.9
Grade 4 Mathematics	609	60.3	552	63.9	3.6	-7.9	485	63.3	434	72.4	9.1	0.6	11,278	66.9	10,428	71.8	4.9
Grade 4 Mathematics SP	5	40.0	*	NA	NA	NA	*	NA	-	NA	NA	NA	93	52.7	119	49.6	-3.1
Grade 5 Mathematics	596	72.1	575	74.4	2.3	-3.9	505	64.4	435	79.1	14.7	0.8	11,414	76.9	11,003	78.3	1.4
Grade 5 Mathematics SP	6	66.7	10	60.0	-6.7	4.1	*	NA	*	NA	NA	NA	102	56.9	170	55.9	-1.0
Grade 1 Reading	374	84.5	346	93.9	9.4	2.7	220	78.6	172	92.4	13.8	1.2	5,584	86.6	5,463	91.2	4.6
Grade 1 Reading SP	173	89.0	174	87.4	-1.6	-2.1	198	82.8	186	85.5	2.7	-4.0	4,996	87.4	4,963	89.5	2.1
Grade 2 Reading	354	74.0	350	68.6	-5.4	-3.7	242	69.8	216	63.4	-6.4	-8.9	5,678	77.1	5,610	72.3	-4.8
Grade 2 Reading SP	152	73.0	161	77.6	4.6	2.5	163	68.7	188	73.4	4.7	-1.7	4,944	74.0	4,676	75.1	1.1
Grade 3 Reading	400	37.3	327	57.2	19.9	-5.6	235	47.7	206	55.3	7.6	-7.5	6,033	54.7	5,948	62.8	8.1
Grade 3 Reading SP	203	47.8	162	58.0	10.2	0.3	222	43.7	155	55.5	11.8	-2.2	4,737	54.7	4,362	57.7	3.0
Grade 4 Language Arts	406	57.4	373	56.8	-0.6	-11.5	279	56.3	233	62.7	6.4	-5.6	6,809	66.3	6,308	68.3	2.0
Grade 4 Language Arts SP	206	60.7	179	73.2	12.5	4.6	205	70.2	200	60.0	-10.2	-8.6	4,558	70.4	4,209	68.6	-1.8
Grade 4 Reading	405	58.8	369	59.6	0.8	-9.3	279	57.7	221	63.8	6.1	-5.1	6,835	69.0	6,334	68.9	-0.1
Grade 4 Reading SP	206	70.4	180	85.6	15.2	4.9	205	77.1	211	73.9	-3.2	-6.8	4,522	76.1	4,190	80.7	4.6
Grade 5 Reading	394	69.0	390	72.3	3.3	-7.3	314	70.4	243	75.3	4.9	-4.3	7,481	78.6	7,102	79.6	1.0
Grade 5 Reading SP	203	70.0	196	77.0	7.0	-2.8	193	71.5	194	80.9	9.4	1.1	4,027	76.8	4,054	79.8	3.0
Grade 5 Science	586	78.0	534	80.1	2.1	3.5	441	64.2	346	75.4	11.2	-1.2	9,988	75.9	9,465	76.6	0.7
Grade 5 Science SP	18	50.0	54	75.9	25.9	2.7	67	73.1	95	74.7	1.6	1.5	1,534	73.1	1,711	73.2	0.1

Source: District ACP files dated 02/01/19 (fall 2018) and 02/20/20 (fall 2019) for students enrolled on the PEIMS snapshot dates of 10/26/18 (2018-19) and 10/28/19 (2019-20).

Note: Δ = difference. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in bold.