

2019-20

Evaluation of Achieving in the Middle

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



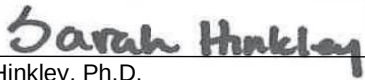
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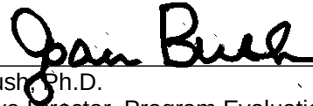
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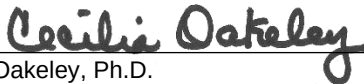
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ACRONYMS AND ABBREVIATIONS

ACP	<i>Assessments of Course Performance</i>
Af Amer	African American
AGMO	Aggressive Monitoring
AIM	Achieving in the Middle
AP	Assistant Principal
CIC	Campus Instructional Coach
CLT	Content Leadership Team
DLM	Distributed Leadership Model
Eco Dis	Economically disadvantaged
EL	English learner
EOD	Education Opens Doors
ESL	English as a Second Language
HCM	Human Capital Management
ILT	Instructional Lead Teacher
ISD	Independent School District
MAP	<i>Measures of Academic Progress Growth</i>
PD	Professional development
PEIMS	Public Education Information Management System
PLC	Professional Learning Community
Pre-AP	Pre-advanced placement
SEs	Student Expectations
SEL	Social and emotional learning
SPED	Special education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TEI	Teacher Excellence Initiative
TEKS	Texas Essential Knowledge and Skills
WDM	Weekly Data Meeting

Evaluation of Achieving in the Middle

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Achieving in the Middle (AIM) initiative was launched in the 2019-20 school year by the School Leadership department. The AIM initiative provided support to middle school students through five core components: strategic staffing; instructional excellence; a positive, responsive culture; enrichment opportunities; and supportive partnerships. This evaluation focused on the first three components. The budget for the AIM initiative in 2019-20 was \$10,084,036. The purpose of this report was to summarize the 2019-20 context, process, and outcomes of the Dallas Independent School District (ISD) AIM initiative.¹ Contextual information about the AIM initiative was gathered through review of internal documents and interviews with School Leadership department central staff members. Process information was examined through interviews with AIM initiative staff members, meeting observations, and surveys. Outcomes included fall attendance and *Assessments of Course Performance (ACP)* data. The report would typically examine spring outcome data, however, the Dallas ISD transitioned to at-home learning in response to the COVID-19 pandemic beginning March 23, 2020 (after spring break). As most end-of-year assessments were canceled, segments of evaluation questions relating to those assessments were omitted from the report.² After the transition to at-home learning, the department continued to support district families, and ILTs and PLCs continued to support the teachers they served.

EVALUATION QUESTIONS/OUTCOMES

What was the context of the AIM initiative in 2019-20?

Methodology

Information about the context of the AIM initiative was gathered from the March 7, 2019 board briefing presentation, interviews with AIM central staff members and the EOD program director, meeting documents, and PD observations.

Results

Twenty-three middle schools were included in the AIM initiative in 2019-20. To implement the strategic staffing component of AIM, the School Leadership department implemented a Distributed Leadership Model (DLM). The DLM included two components: segmenting physical spaces and providing additional staff. Staffing included additional Assistant Principals (APs) and counselors at each campus (one AP and counselor per grade level) and added core content Instructional Lead Teachers (ILTs). As of January 2020, School Leadership hired 21 APs, 22 counselors, and 76 ILTs to supplement existing staffing for the DLM. The additional staffing allowed for the creation of Content Leadership Teams (CLTs), consisting of APs and ILTs. CLTs helped teachers determine where to focus their instruction.

To foster instructional excellence, students were provided with opportunities for additional tutoring while campus staff members were provided with professional development (PD) and other supports. All campus leadership staff members participated in PD about the fundamentals of the DLM, techniques and routines for a positive and responsive culture, and the AIM techniques and skills for content instruction (the Get Better Faster 90-Day Program for teachers; Bambrick-Santoyo, 2016). ILTs also received additional monthly training that they then relayed to the teachers they served. Teachers were also supported through direct ILT coaching (observation and feedback cycles) and grade and/or content level Professional Learning Communities (PLCs) organized by CLTs. CLTs trained teachers in PLCs using Look Forward and Look Back Weekly Data Meetings (WDMs) that aligned instruction with Texas Essential Knowledge and Skills (TEKS) standards and helped teachers identify gaps in student knowledge and then determine clear action steps to address those gaps.

To foster a positive, responsive culture, campus staff members were provided PD which focused on schoolwide systems and structures, a joyful environment, restorative practices and social and emotional learning (SEL). Systems and structures training included practices to structure each segment of a student's day with a routine (e.g., arrival,

¹ Some methodologies are provided here, but more details are available in the full report.

² *State of Texas Assessments of Academic Readiness (STAAR)* and spring *Measures of Academic Progress (MAP)* and *ACPs* were intended to

be used as measures of student achievement for the 2019-20 school year, but these end-of-year assessments were canceled after the transition to at-home learning.

dismissal, lunch, transitions, and celebrations), and to structure physical environments through classroom organization techniques (e.g., seating charts). These routines and organizational strategies were bolstered by staff communicating clear expectations to promote good behavior. Campus staff members received PD about encouraging a joyful environment (e.g., narrating positive behavior and displaying student work) and modeling positive relationships with adults and students. Finally, teachers were taught to use SEL techniques including welcoming rituals, restorative circles, and brain breaks.

What were the AIM student characteristics?

Methodology

To determine AIM student characteristics, the evaluator analyzed Public Education Information Management System (PEIMS) data.³

Results

Of the 18,688 2019-20 AIM students, over half were male (56%), and most were either Hispanic (69%) or African American (26%) and economically disadvantaged (93%). Also, over half of the AIM students were English learners (51%), and 13 percent were enrolled in special education.

How was the ILT component of AIM implemented during the first year of the initiative?

Methodology

To examine implementation of the ILT component of the AIM initiative, the evaluator interviewed AIM central staff members, reviewed documentation from the summer kickoff and observed and/or reviewed documentation from the monthly ILT PD meetings. The evaluator also requested information from AIM leadership staff members about changes due to the switch to at-home learning.

Results

School Leadership sought teachers with a Teacher Excellence Initiative rating of Proficient I or higher to apply to ILT positions. Most ILTs taught one to two class periods per day and spent the rest of their time preparing for meetings with their PLCs and coaching the two to eleven teachers assigned to them according to content area (and in most cases, grade level). ILTs worked closely with APs and in some cases, CICs, to ensure lessons aligned with Texas Education Agency guidelines and the Board of Trustees' policies. ILTs also worked with their PLC CLTs to collaborate on teacher support plans and coaching schedules.

To transition teachers into ILT roles, School Leadership central staff members delivered PD sessions to ILTs (the campus leadership PD and monthly trainings mentioned in the context section).⁴ After receiving PD, ILTs provided the PD to their teachers and used this information to coach teachers in various techniques and skills in PLC meetings as well as one-on-one classroom observation and feedback cycles.

After the switch to at-home learning in March 2020 due to COVID-19, Network Coordinators oversaw virtual ILT PD on topics including topics such as technology talk, how to implement lessons virtually, best practices for using at-home tools, and other content-specific topics. ILTs continued individual and campus-level coaching via Zoom meetings where they provided feedback on modeling videos and lesson activities. ILTs also visited their teachers' Zoom sessions with students and provided coaching "in-the-moment" and co-teaching.

What were the perceptions of the ILTs and teachers served by the ILTs?

Methodology

To understand ILT perceptions of the AIM initiative and teacher perceptions of the ILTs that supported them, the evaluator developed two surveys in partnership with AIM central staff members. The surveys were administered during the spring 2020 semester using emails with a survey link along with follow-up reminders. Frequency and descriptive analyses were conducted for rating-scale items on the surveys. Content analyses were conducted to examine the open-ended items. Responses were categorized into themes and tabulated. Some open-ended responses included information that fit into more than one theme.

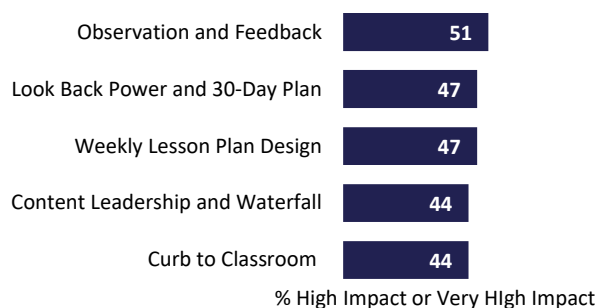
Results

AIM ILT Survey

Of the 76 ILTs who were sent a survey, 60 responded (79%). ILTs most commonly served between one to five teachers (58%) and met with the teachers they served daily (80%). A sizeable proportion of ILTs rated all PDs as "high impact" or "very high impact" (44% to 51%; Figure E1).

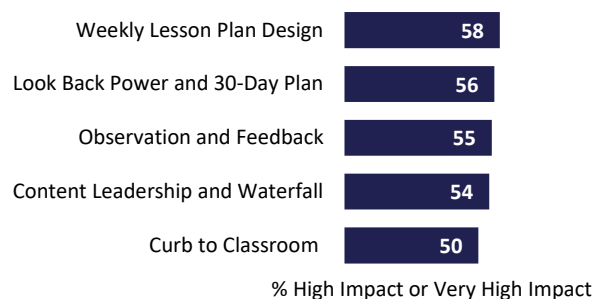
³ The PEIMS data file was dated 10/31/19.

⁴ A list of specific topics covered in each monthly PD is available in the full report.

Figure E1: 2019-20 AIM ILT Survey Responses About Perceptions of Professional Development

Source: AIM ILT survey administered spring 2020.

Note: Ns are available in Appendix D in the full report. N/A responses were excluded.

Figure E2: 2019-20 AIM ILT Teacher Survey Perceptions of Professional Development

Source: 2019-20 AIM ILT teacher survey administered spring 2020.

Note: Ns are available in Appendix E in the full report. N/A responses were excluded.

When asked about their overall satisfaction with the ILT component of AIM, many teachers reported being “satisfied” or “very satisfied” with the collaboration with school administrators (73%), feedback and support from ILTs (69%), and the quality of PD (68%). Teachers most commonly reported their ILTs providing them with PLC support (87%), working with campus administration on instructional practices (68%), and assistance with implementation of district curriculum (63%). When asked about the quality of ILT supports, many teachers “agreed” or “strongly agreed” that ILTs knew or found answers to questions (78%), presented suggestions positively (77%), and fostered a relationship that enhanced their teaching (70%).

Open-ended success responses ($N = 210$) indicated that the most common successes were observation and feedback cycles ($n = 44$), collaboration between ILTs and teachers in PLCs and the support network PLCs provided teachers ($n = 39$), and making engaging lessons/lesson planning ($n = 25$). Challenges ($N = 205$) included time constraints of teachers and ILTs ($n = 11$), ILTs not fulfilling the duties of the role ($n = 10$), not enough observation/coaching from ILTs ($n = 9$), and too many meetings/meetings were too long ($n = 9$). When asked about the changes in the ILT-teacher relationship after the switch to at-home learning ($N = 273$), teachers most frequently reported that there were no changes ($n = 131$).⁵ However, the most frequently reported changes were less frequent ILT-teacher meetings ($n = 34$), a decline in the quality of interpersonal communication between ILTs and teachers ($n = 17$), and a change in communication medium between ILTs and teachers ($n = 13$).

AIM ILT Teacher Survey

Teacher surveys were sent to 1,164 active email addresses; however, there were 464 teachers reportedly served by ILTs. After removing invalid emails and those who marked that they were not served by an ILT, 318 were included in the analyses (69% response rate).

Teachers most commonly reported meeting with their ILTs every day (42%). When asked about the impact of the PD provided by ILTs, about half of teachers reported all PDs had a “high impact” or “very high impact” on their success for the academic year (50% to 58%; Figure E2).

⁵ A response to this question was required while the questions about successes and challenges did not require a response; thus, the number of responses differ.

How satisfied were the teachers with the Education Opens Doors curriculum?

Methodology

To understand teachers' perceptions of the EOD curriculum (designed to support college, career, and military readiness),⁶ the evaluator received data from an EOD customer service survey distributed to teachers implementing the EOD curriculum. The survey was designed by the Dallas ISD School Leadership Assistant Superintendent, the EOD Director of Programs, and the EOD Data Manager. Only the teachers who selected an AIM campus as their place of employment were included in these analyses. The survey was administered during a four-week window from mid-February through mid-March 2020 through an email with a survey link along with weekly follow-up reminders. Frequency and descriptive analyses were conducted for rating-scale items on the surveys.

Results

Twenty-nine teachers across AIM campuses implemented the EOD curriculum. The response rate for AIM EOD teachers was 45 percent. Teachers most commonly reported teaching EOD curriculum five to six class periods per week (46%) to an average of either 16 to 20 or 31 or more students per EOD class (31%, for both). All respondents "strongly agreed" that they felt accountable implementing the EOD curriculum, were comfortable asking for support, and were satisfied with the support provided by Impact Managers.⁷ Most (92%) of teachers reported having positive relationships with their Impact Managers. Overall, 54 percent of teachers reported being "greatly satisfied" with the EOD program. More teachers were satisfied with in-person coaching and support (100%) and email/phone support (92%) than with technology support (62%). When asked about the perceived impact of implementing the EOD curriculum, 92 percent of teachers reported student engagement "somewhat improved" or "greatly improved" and 77 percent reported improved job satisfaction and relationships with students (62%). Eighty-five percent of teachers responded that they would use the EOD curriculum next year and 92 percent said that they would recommend EOD to other educators.

What were the student attendance rates for AIM campuses?

Methodology

The evaluator analyzed AIM school student attendance rates for the fall 2019 semester. First, the evaluator calculated the number of days attended out of the number of days enrolled. Next, frequency analyses were conducted. Results from fall 2018 were also examined to provide a pre-program comparison.⁸

Results

In fall 2019, the overall attendance rate for AIM students was 95.4 percent. This was comparable to the fall 2018 attendance rate (95.3%).

Did AIM students score at or above ACP standards?

Methodology

To measure AIM student academic performance, the evaluator merged PEIMS demographic data files with fall ACP data files for the 2018-19 and 2019-20 school years.⁹ The evaluator conducted a frequency analysis of ACP reading and mathematics scale scores of 70 or higher (passing rates) for AIM students. For comparison purposes, the evaluator also examined fall 2018 passing rates and calculated one-year change rates in percentage points.¹⁰

Results

Between 35 to 72 percent of AIM students passed (a scale score of 70 or higher) the reading ACPs and between 44 to 91 percent passed the mathematics ACPs in 2019-20. From 2018-19 to 2019-20, student ACP passing rates generally decreased in reading (9 of 12 assessments) and mathematics (4 of 7 assessments) at AIM campuses with some exceptions.

RECOMMENDATIONS

Continue use of the ILT model to support teachers.

Clearly define the ILT role and specific expectations assigned to the role.

Determine the optimal range for the ILT-to-teacher ratio.

Refine the AIM PD according to ILT and teacher needs.

⁶ For more information on Education Opens Doors, see <https://educationopensdoors.org/>.

⁷ EOD's Impact Managers provide training and support to teachers who implement the EOD program including classroom observations, coaching and consultation.

⁸ PEIMS data files dated 03/08/19 (2018-19) and 10/31/19 (2019-20). Fall attendance data files dated 05/07/19 (2018-19) and 01/24/20 (2019-20).

⁹ PEIMS data files dated 03/08/19 (2018-19) and 10/31/19 (2019-20). District student fall ACP files dated 07/22/19 (2018-19) and 02/20/20 (2019-20). For more information on ACPs, see Jimenez, 2018.

¹⁰ 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; percentage point changes included in full report.

Evaluation of Achieving in the Middle

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

The Achieving in the Middle (AIM) initiative was launched in 23 Dallas Independent School District (ISD) middle school campuses in 2019-20 to support middle school student achievement and prepare students for future success. The district has been closing the performance gap in elementary and high schools, but middle school student performance has continued to lag. Thus, the AIM initiative provided support to middle students through five core components: strategic staffing; instructional excellence; a positive, responsive culture; enrichment opportunities; and supportive partnerships. To better support students, the Dallas ISD provided AIM campuses with additional personnel, professional development (PD) related to instruction and culture, and the Education Opens Doors (EOD) curriculum to support college and career readiness. In response to the COVID-19 pandemic, all Dallas ISD campuses transitioned to at-home learning on March 23, 2020 following spring break.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to provide context, process, and outcome data related to the AIM initiative. Contextual information about the AIM initiative was gathered through review of internal documents and interviews with School Leadership central staff members. Process information was examined through interviews with AIM initiative staff members, Instructional Lead Teacher (ILT) PD meeting observations, and surveys. Outcomes included fall attendance and *Assessments of Course Performance* (ACP) data. The report would typically examine spring outcome data; however, the Dallas ISD transitioned to at-home learning in response to the COVID-19 pandemic beginning March 23, 2020 (after spring break).¹¹ As a result, most end-of-year assessments were canceled including *State of Texas Assessments of Academic Readiness* (STAAR),¹² ACPs, and *Measures of Academic Progress Growth* (MAP). Changes related to COVID-19 and the transition to at-home learning are detailed later in this report, as applicable.

This evaluation addressed the following questions:

1. What was the source and amount of funding for the AIM initiative?
2. What was the context of the AIM initiative in 2019-20?
3. What were the AIM student characteristics?
4. How was the ILT component of AIM implemented during the first year of the initiative?
5. What were the perceptions of the ILTs and teachers served by the ILTs?
6. How satisfied were the teachers with the Education Opens Doors curriculum?

¹¹ The last day of classroom instruction was 03/13/20.

¹² See the Commissioner's statement given on 03/18/20 at <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/cancellation-of-staar-testing-for-the-remainder-of-the-school-year>.

7. What were the student attendance rates for AIM campuses?
8. Did AIM students score at or above *ACP* standards?
9. What were the evaluator's recommendations for improvement?

EVALUATION QUESTIONS AND RESULTS

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

Methodology

AIM initiative staff members provided budget and funding source information through interviews and internal documents.

Results

The total budget for the first year of the AIM initiative (2019-20) was \$10,084,036. This budget was supported by general operating funds from the Dallas ISD. The budget included \$9,038,386 for additional personnel and teacher stipends, \$446,250 for PD and extra duty pay, and \$599,400 for the Education Opens Doors (EOD) curriculum.

What was the context of the AIM initiative in 2019-20?

Methodology

Information about the context of the 2019-20 AIM initiative was gathered from multiple sources including board presentations, interviews, and documentation. First, the evaluator examined information presented during the board briefing on March 7, 2019 by the Chief of School Leadership. On October 29, 2019, the evaluator interviewed AIM initiative leaders in the School Leadership department including the Deputy Chief, Assistant Superintendent, and Director. The evaluator also collected meeting documentation from an internal website for the summer kickoff that included all AIM Principals and Content Leadership Team (CLT) members. During the 2019-20 school year, the evaluator observed and/or collected documentation for the ILT PD meetings in December, January, February, and March, and the one-day conference for secondary teachers on January 15, 2020. For information about the EOD curriculum, the evaluator interviewed the EOD Director of Programs and reviewed the EOD Program Report for 2018-19 as well as an overview of the EOD curriculum.

Results

The AIM initiative provided support to 23 campuses (Appendix A). The initiative supported students through five core components: strategic staffing; instructional excellence; a positive, responsive culture; enrichment opportunities; and supportive partnerships. This evaluation focused on the first three components.

Strategic Staffing

To provide more support for teachers and students in each middle school grade, the School Leadership department structured AIM campuses according to a Distributed Leadership Model (DLM). The

DLM included two components: segmenting physical spaces and providing additional staff. The DLM segmented campus physical spaces by grade level in an effort to limit student interactions across grade levels while also endeavoring to compartmentalize the responsibilities of campus leaders.

To address the staffing component of the DLM, School Leadership hired 119 campus-level staff members, including 21 assistant principals (APs), 22 counselors, and 76 ILTs.¹³ Most of these staff members were new hires on their campus; however, some ILTs were already teaching at AIM campuses and given a stipend to move into their role as a lead teacher. Each middle school campus was provided with up to three additional APs and counselors so that each AIM campus would have one AP and one counselor per grade level.¹⁴ ILTs provided the teachers they served with instructional coaching and support in grade-specific content in mathematics; science; social studies; and English, language arts, and reading.¹⁵

The additional staffing allowed for the creation of CLTs and Professional Learning Communities (PLCs). CLTs were comprised of APs and ILTs and were organized by content area (e.g., mathematics). APs oversaw one grade level and ILTs supported teachers in one to three grade levels. CLT members worked together to help teachers in their PLCs determine where to focus instruction by identifying gaps in student content knowledge. These distinctly organized teams allowed campus staff members to focus their attention on a smaller, more specific set of students and curricula within each grade.

Instructional Excellence

To foster instructional excellence and promote student achievement, support was provided to both students and campus staff members. For students, additional funding was available to provide them with extra tutoring.

For campus leadership staff members, PD and other methods of support were provided. AIM Principals, APs, and ILTs participated in districtwide PD and supplemental PD opportunities that covered the fundamentals of the DLM, techniques and routines for a positive and responsive culture, and the AIM techniques and skills for content instruction. AIM techniques and skills were based on the Get Better Faster 90-Day Program (Bambrick-Santoyo, 2016), a program designed to train teachers in a sequential set of skills and techniques that enhance student achievement. Techniques such as Aggressive Monitoring (AGMO)¹⁶ were paired with a data-driven approach to improve student academic performance through focused instruction. In addition to receiving training with campus leadership staff, ILTs also received monthly PD (discussed later in the ILT implementation section of this report), which they then provided to their teachers.

For teachers, support was provided through grade-level PLCs, PD provided by ILTs, direct ILT support, and in some cases, provision of the EOD curriculum. PLCs were run by the CLT assigned to that

¹³ As of January 2020.

¹⁴ Pinkston and Rusk already had the APs allotted by the AIM program, which by regular staffing formula added one or two APs for a maximum of 3 APs per campus. Pinkston only had grades seven and eight and one AP was assigned to each of these grades.

¹⁵ Campus administrators could choose how to assign ILTs to teachers. Most ILTs served reading and mathematics teachers.

¹⁶ AGMO is a technique that teachers use to identify procedural and conceptual skills that students need to demonstrate during independent practice and to anticipate potential misconceptions. Teachers actively monitor students during independent work, check for understanding, and provide quick, written feedback.

grade level and/or content area. Some PLCs included Campus Instructional Coaches (CICs) so that CICs could collaborate with ILTs to support teachers and schedule coaching. PLCs were organized with weekly data meetings (WDMs) using a Look Forward and Look Back design. For the Look Forward portion of each meeting, CLTs used Know/Show Charts (graphic organizers) to unpack Texas Essential Knowledge and Skills (TEKS) standards and Student Expectations (SEs) into daily lesson objectives and plans for instruction. For the Look Back portion of the WDMs, campus staff members collaborated on reviewing student data to identify student knowledge gaps and then plan reteaching strategies.

Additionally, ILTs trained teachers using the PD acquired in the monthly ILT meetings. ILTs also met frequently with individual teachers to coach them on the techniques and skills teachers learned in PD. To foster student achievement beyond middle school, 34 AIM teachers used the EOD curriculum. EOD aimed to inform students about high school choice and application deadlines as well as college, career, and military readiness and related pathways.

Positive, Responsive Culture

To foster a positive, responsive campus culture, campus staff members were provided PD which focused on schoolwide systems and structures, a joyful environment, and social and emotional learning (SEL) activities. The cultural system that is promoted with AIM reflects a strong, values-aligned Curb-to-Classroom approach, wherein each segment of a student's day is structured with a routine (e.g., arrival, dismissal, lunch, transitions, and celebrations). Students' physical environments were also structured through classroom organization techniques (e.g., seating charts). These routines and organizational strategies were bolstered by staff communicating clear expectations to promote good behavior. Additionally, campus staff members received PD about encouraging a joyful environment (e.g., narrating positive behavior and displaying student work) and modeling positive relationships with adults and students. Finally, teachers were taught to use SEL techniques including welcoming rituals, restorative circles, and brain breaks.

Although not the focus of this report, enrichment opportunities and supportive partnerships were also implemented. As students in grades seven and eight already had enrichment opportunities, AIM campuses were provided additional funding to allow for enrichment opportunities for grade-six students. To enhance engagement through supportive partnerships, campus personnel delivered seminars to parents covering high school choice and SEL at home. To further bolster supportive partnerships, site-based decision-making committees and Parent Teacher Organizations were revitalized, and community outreach was encouraged.

What were the AIM student characteristics?

Methodology

To determine AIM student characteristics, the evaluator analyzed Public Education Information Management System (PEIMS) data.¹⁷ The evaluator conducted frequency and crosstab analyses to

¹⁷ The PEIMS data file was dated 10/31/19.

summarize student characteristic information (i.e., sex, race/ethnicity, special student group, and grade level) by AIM campus and for the AIM initiative overall.

Results

Table 1 summarizes AIM student characteristics by sex, race/ethnicity, and special student groups. Of the 18,688 2019-20 AIM students, over half were male (56%), and most were either Hispanic (69%) or African American (26%) and economically disadvantaged (93%). Also, over half of the AIM students were English learners (ELs; 51%), and 13 percent were enrolled in special education (SPED). The number of students per grade level by campus is provided in Appendix B.

Table 1: 2019-20 AIM Student Characteristics by Grade Level and Student Group

	Grade 6		Grade 7		Grade 8		AIM Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sex								
Male	3,450	56.5	3,511	55.9	3,460	54.9	10,421	55.8
Female	2,657	43.5	2,772	44.1	2,838	45.1	8,267	44.2
Race/Ethnicity								
Af Amer	1,643	26.9	1,640	26.1	1,623	25.8	4,906	26.3
Hispanic	4,158	68.1	4,357	69.3	4,358	69.2	12,873	68.9
White	152	2.5	134	2.1	156	2.5	442	2.4
Other/Missing	154	2.5	152	2.4	161	2.6	467	2.5
Special Student Groups								
Eco Dis	5,702	93.4	5,846	93	5,832	92.6	17,380	93.0
EL	3,130	51.3	3,191	50.8	3,193	50.7	9,514	50.9
SPED	828	13.6	799	12.7	740	11.7	2,367	12.7

Source: District PEIMS demographic data file dated 10/31/19.

Note: Some numbers may not add to 100 because of rounding.

How was the ILT component of AIM implemented during the first year of the initiative?

Methodology

To examine implementation of the ILT component of the AIM initiative, the evaluator interviewed the Deputy Chief, Assistant Superintendent, and Director in the School Leadership department on October 29, 2019. The evaluator collected meeting documentation from an internal website for the summer kickoff that included all AIM Principals and members of campus based CLTs. Then, the evaluator observed and/or reviewed documentation from the monthly ILT PD meetings (three in fall 2019 and four in spring 2020). Finally, the evaluator requested information from AIM leadership staff members about changes due to the switch to at-home learning because of COVID-19.

Results

School Leadership sought teachers with a Teacher Excellence Initiative (TEI) rating of Proficient I or higher to apply to ILT positions. The ILT role was structured so that ILTs were supposed to teach one to two class periods per day and spend the rest of their time preparing for Look Forward and Look Back WDMs

and working with the teachers assigned to them. Campus administration assigned each ILT between two to eleven teachers to coach in their content area (and in most cases, grade level). ILTs worked closely with APs, and in some cases, CICs, to ensure lessons were aligned with Texas Education Agency guidelines and Board of Trustees' policies. ILTs also worked with their PLC CLTs to collaborate on teacher support plans, coaching schedules, lesson roll-out, and following up with teachers on student engagement. After the switch to at-home learning, PLC CLTs relayed best practices for implementing lessons virtually and using at-home tools. Appendix C lists the number of ILTs and teachers per campus.¹⁸

To transition teachers into their ILT roles, School Leadership central staff members delivered PD sessions to ILTs. Beginning with a summer kickoff in June 2019, principals, APs, and ILTs received PD on topics relating to PLCs, content development, observation and feedback cycles, campus culture, and data analysis and interpretation. Then, throughout the 2019-20 school year, ILTs attended additional monthly PD sessions organized by School Leadership Network Coordinators. Across PD sessions, Network Coordinators emphasized improving instructional excellence by using the AGMO technique. Each PD also covered additional topics. Meetings incorporated questions, graphics, and videos to stimulate reflection on the PD content as well as provided grade- and content-specific examples of PD techniques.

During the fall 2019 semester, the first ILT PD meeting (in September) focused on the CLT model, implementation of Look Forward and Back Meetings, coaching techniques, and scheduling coaching and feedback cycles.¹⁹ In November, ILTs learned about components of the Look Forward and Look Back WDMs (improving data-driven instruction, identifying gaps in student understanding, reteaching, and creating clear action steps), aligning instruction with TEKS and SEs, building teacher and student exemplars, selecting student artifacts, and methods of reteaching (e.g., modeling and guided discourse). For the December meeting, the foci were assisting teachers in internalizing the action steps aligned to the TEI related to AGMO and an observation and feedback protocol with an emphasis on real-time feedback.

For the spring 2020 semester, there was a one-day conference for secondary teachers in January offering a wide range of PD topics including AGMO, using formative assessments to propel student success, encouraging habits of mind that build resilience (i.e., thinking flexibly, managing impulsivity, and persisting), and others. There was also an ILT PD meeting in January during which small groups of ILTs shared challenges they faced in their roles and discussed strategies for success. In February, the Network Coordinators took regional groups of ILTs on field trips to campuses with exemplary student performance to allow ILTs to observe teachers implementing the AIM techniques and strategies. After the switch to at-home learning in March 2020, Network Coordinators oversaw virtual ILT PD on topics including technology talk, how to implement lessons virtually, best practices for using at-home tools, and other content-specific topics.

After receiving PD, ILTs used what they learned to coach teachers in various techniques and skills in PLCs structured by Look Forward and Look Back WDMs. ILTs frequently observed the teachers they

¹⁸ Network Coordinators provided the ILT-to-teacher ratios on 06/04/20.

¹⁹ The October meeting was cancelled because of a lack of available facilities after a natural disaster in the Dallas area.

served and provided one-on-one feedback during and immediately following observations. During one-on-one meetings, ILTs also helped teachers script and rehearse what to say in class as well as how to model thought processes during lessons. Then, in class, teachers checked independent student work against the teacher exemplar and provided quick written feedback to students while asking assessing and advancing questions (the AGMO technique). After the switch to at-home learning, Network Coordinators reported that ILTs continued individual and campus-level coaching via Zoom meetings where they provided feedback on modeling videos and lesson activities. ILTs also visited their teachers' Zoom sessions with students and provided coaching "in-the-moment" and co-teaching.

What were the perceptions of the ILTs and teachers served by the ILTs?

Methodology

AIM ILT Survey

To understand ILT perceptions of the AIM initiative, the evaluator developed the 2019-20 AIM ILT Survey in partnership with AIM central staff members. ILTs were asked about the number of teachers they served, the frequency of teacher meetings, the impact of the PD they received, and their satisfaction with the ILT component of AIM. ILTs could also discuss successes and challenges.

ILT email addresses were provided by a School Leadership central staff member. ILT surveys were administered during a six-week window from early February through mid-March 2020. All 2019-20 AIM ILTs were sent an email with a survey link along with follow-up reminders via email and from their Network Coordinators. Frequency and descriptive analyses were conducted for rating-scale items on the surveys. Content analyses were conducted to examine the open-ended items. Responses were categorized into themes and tabulated. Some open-ended responses included information that fit into more than one theme.

AIM ILT Teacher Survey

The 2019-20 ILT Teacher Survey was developed to understand teacher perceptions of the ILTs who supported them in 2019-20. Teachers were asked about the frequency of meetings with their ILTs, the impact of the PD provided by their ILTs on their success, their satisfaction with the ILT component of AIM, the services provided by their ILTs, and the quality of support from their ILTs. Teachers could also discuss successes and challenges relating to the program and changes after the transition to at-home learning.

AIM teacher surveys were administered during a four-week window from early May through early June 2020. The evaluator retrieved AIM teacher emails from the district personnel file because a list of teachers served by ILTs was unavailable.²⁰ Invalid addresses were deleted after the first distribution. Frequency and descriptive analyses were conducted for rating-scale items. Content analyses were conducted to examine the open-ended items. Responses were categorized into themes and tabulated. Some open-ended responses included information that fit into more than one theme.

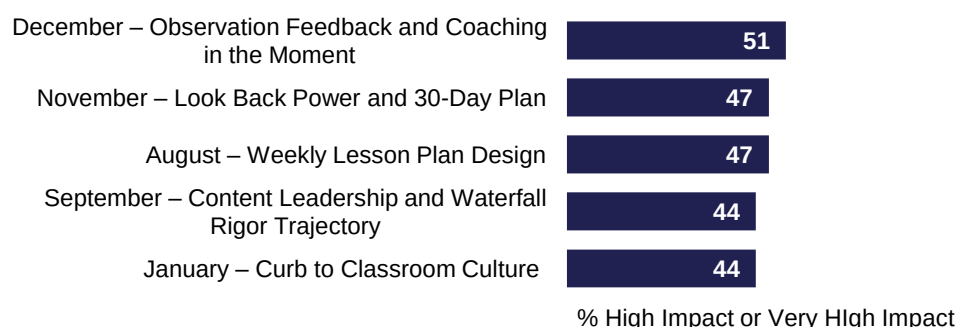
²⁰ Personnel file dated 01/07/20.

Results

AIM ILT Survey

Of the 76 ILTs who were sent a survey, 60 responded (79%) and were included in the analyses. Appendix D shows survey results by item. ILTs most commonly reported supporting between one to five teachers (58%) and meeting with the teachers they served every day (80%). When asked about the impact of the PD, Observation, Feedback, and Coaching in the Moment was most commonly reported to have “high impact” or “very high impact” (51%) followed by Look Back Power and 30-Day Plan (47%) and Weekly Lesson Plan Design (47%) followed by Content Leadership and Waterfall Rigor Trajectory (44%) and Curb to Classroom Culture (44%).

Figure 1: 2019-20 AIM ILT Survey Responses About Perceptions of Professional Development



Source: AIM ILT survey administered spring 2020.

Note: Ns are available in Appendix D. N/A responses were excluded.

Overall satisfaction with PD was higher than impact ratings; over 74 percent of ILTs reported being satisfied (either “satisfied” or “very satisfied”) with the quality of the PD (Appendix D). Most ILTs were satisfied with the collaboration with their school administrators and with the quality of feedback and support they received from the CLT (for both, 74%).

Open-ended success responses ($N = 43$) indicated that the most successful parts of the ILT component of the AIM initiative were development of effective instructional strategies and content delivery ($n = 14$), collaboration and discussion ($n = 10$), and teacher growth ($n = 9$). ILTs’ most common challenges ($N = 44$) were time limitations ($n = 12$), balancing time between teaching and ILT duties ($n = 9$), and that the workload assigned to ILTs was too heavy ($n = 8$). A full list of open-ended responses is available in Appendix D.

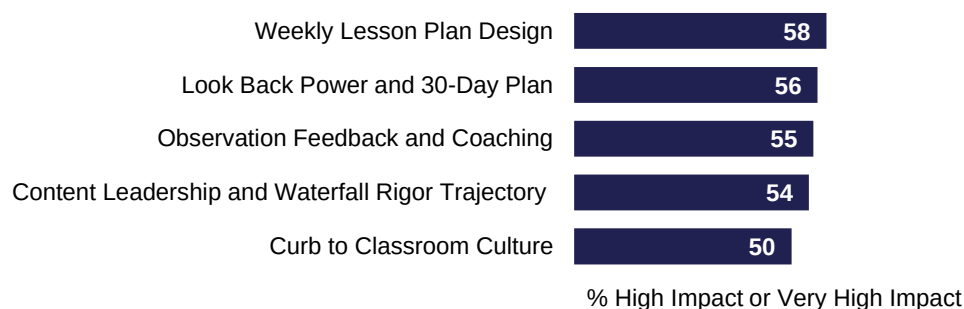
AIM ILT Teacher Survey

Teachers served by ILTs could not be identified directly. Network Coordinators reported that there were 464 teachers supported by ILTs (Appendix C); the survey was sent to 1,164 active AIM teacher email addresses to ensure all teachers served by an ILT were captured. One hundred and sixty-one teachers reported that they did not have an ILT for the 2019-20 school year and an additional 25 did not complete any information beyond demographic questions. They were not included in analyses. There were 318

teachers who either partially or fully completed the survey that had an ILT for the 2019-20 school year included in the analysis. Thus, the response rate was about 69 percent. Appendix E shows survey results by item. Teachers most commonly reported meeting with their ILTs every day (42%); this is about half the rate at which ILTs reported daily meetings with their teachers (80%).

When asked about the impact of the PD provided by ILTs, 50 percent or more (50% to 58%) of the teachers reported that PD provided by the ILTs had a “high impact” or “very high impact” on their success for the academic year (Figure 2).

Figure 2: 2019-20 AIM ILT Teacher Survey Perceptions of Professional Development

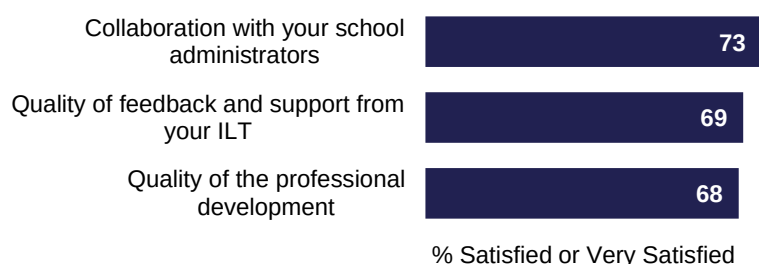


Source: 2019-20 AIM ILT teacher survey administered spring 2020.

Note: Ns are available in Appendix E. N/A responses were excluded.

When asked about their overall satisfaction with the ILT component of AIM, many teachers reported being “satisfied” or “very satisfied” with the collaboration with school administrators (73%), feedback and support from ILTs (69%), and the quality of PD (68%; Figure 3).

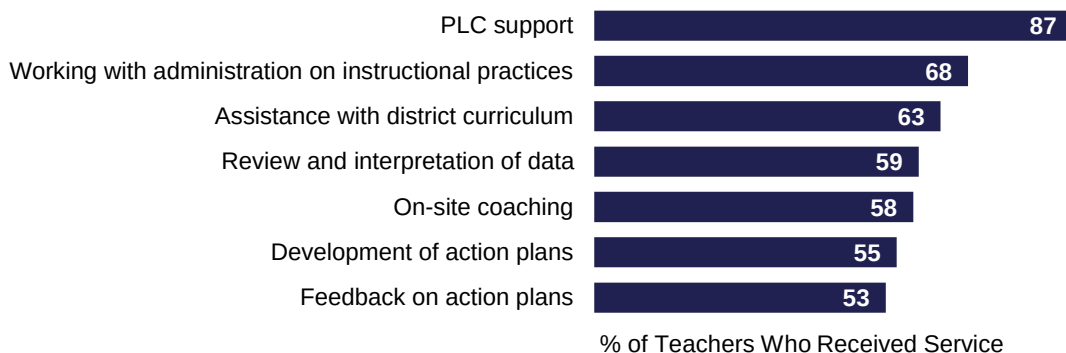
Figure 3: 2019-20 AIM ILT Teacher Survey Perceptions of the ILT Component



Source: 2019-20 AIM ILT teacher survey administered spring 2020.

Note: Ns are available in Appendix E. “Don’t Know/Not Sure” responses were excluded.

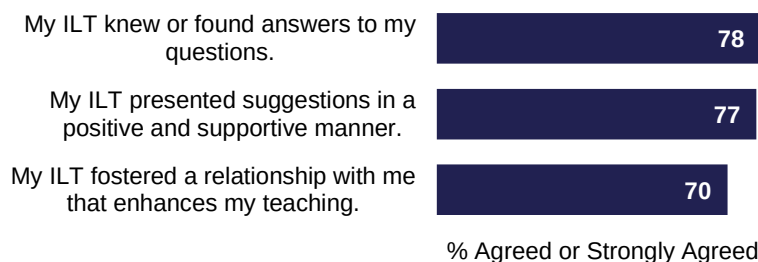
Teachers most commonly reported their ILTs providing them with PLC support (87%), working with campus administration on instructional practices (68%), and assistance with implementation of district curriculum (63%). Results by item are in Figure 4.

Figure 4: 2019-20 AIM ILT Teacher Survey Percentage of Teachers Who Received ILT Services

Source: 2019-20 AIM ILT teacher survey administered spring 2020.

Note: Ns are available in Appendix E.

When asked about the quality of ILT supports, most teachers “agreed” or “strongly agreed” that ILTs provided them with quality support (Figure 5). Many teachers agreed that ILTs had answers to their questions (78%), presented suggestions positively (77%), and their ILT fostered a relationship with them that enhanced their teaching (70%).

Figure 5: 2019-20 AIM ILT Teacher Survey Perceptions of ILT Support Quality

Source: 2019-20 AIM ILT teacher survey administered spring 2020.

Note: Ns are available in Appendix E. N/A responses were excluded.

Open-ended success responses ($N = 210$) indicated that the most common successes of the ILT component of the AIM initiative were observation and feedback cycles ($n = 44$), collaboration between ILTs and teachers in PLCs and the support network PLCs provided teachers ($n = 39$), and making engaging lessons/ lesson planning ($n = 25$). Teachers reported that the most common challenges ($N = 205$) were time constraints of teachers and ILTs ($n = 11$), ILTs not fulfilling the duties of the role ($n = 10$), not enough observation/ coaching from ILTs ($n = 9$), and too many meetings/meetings were too long ($n = 9$). When asked about the changes in the ILT-teacher relationship after the switch to at-home learning ($N = 273$),

most respondents indicated that there were no changes ($n = 131$).²¹ However, the most frequently reported changes were less frequent ILT-teacher meetings ($n = 34$), a decline in the quality of interpersonal communication between ILTs and teachers ($n = 17$), and a change in communication medium between ILTs and teachers ($n = 13$). A full list of open-ended responses is available in Appendix E.

How satisfied were the teachers with the Education Opens Doors curriculum?

Methodology

To understand teachers' perceptions of the EOD curriculum,²² the evaluator received data from an EOD customer service survey distributed to teachers implementing the EOD curriculum designed by the Dallas ISD School Leadership Assistant Superintendent, the EOD Director of Programs, and the EOD Data Manager. Only the teachers who selected an AIM campus as their place of employment were included in these analyses. Teachers were asked about the number of class periods they taught EOD each week, the average number of students in each EOD class, frequency of Impact Manager²³ visits, their relationships with Impact Managers, satisfaction with the program overall and the support from their Impact Managers, perceived impact of implementing the EOD curriculum, and if they would teach the EOD curriculum next year and recommend it to other educators.

Surveys were administered during a four-week window from mid-February through mid-March 2020. The Dallas ISD AIM teachers who were given the EOD curriculum to implement were sent an email with a survey link along with weekly follow-up reminders. Frequency and descriptive analyses were conducted for rating-scale items on the surveys.

Results

Thirty-four AIM teachers were given the EOD curriculum to implement and sent a survey; 29 of those teachers were eligible to take the survey as five of the AIM EOD teachers either did not teach the curriculum in the fall, had not started the curriculum until spring, or had other circumstances that left them ineligible to complete a survey. EOD provided data for thirteen AIM teachers implementing the EOD curriculum. The response rate for teachers was 45 percent; therefore, results should be reviewed with caution. Appendix F shows survey results by item.

Teachers most commonly reported teaching EOD curriculum five to six class periods per week (46%) to an average of either 16 to 20 or 31 or more students per EOD class (31%, for both). When asked about how frequently Impact Managers visited classrooms, most teachers (62%) reported monthly visits.

When asked about their relationships with their Impact Manager, 92 percent or more of teachers "strongly agreed" that they felt accountable implementing the EOD curriculum, were comfortable asking for

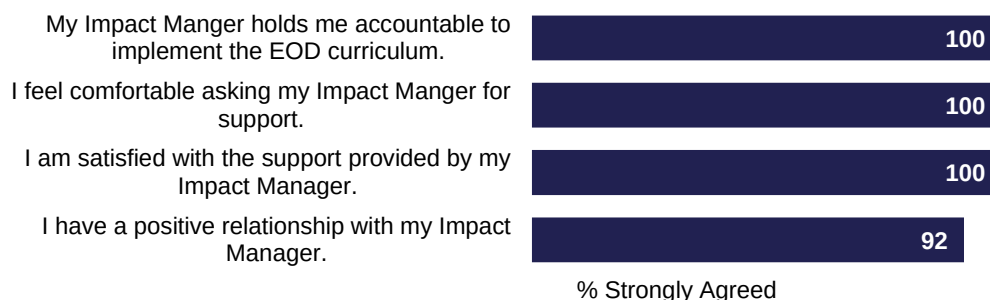
²¹ A response to this question was required while the questions about successes and challenges did not require a response, thus the number of responses differ.

²² For more information on Education Opens Doors, see <https://educationopensdoors.org/>.

²³ EOD's Impact Managers provide training and support to teachers who implement the EOD program including classroom observations, coaching, and consultation.

support, were satisfied with the support provided by Impact Managers, and had positive relationships with their Impact Managers (Figure 6).

Figure 6: 2019-20 EOD Survey Responses About Teacher Perceptions of Impact Managers

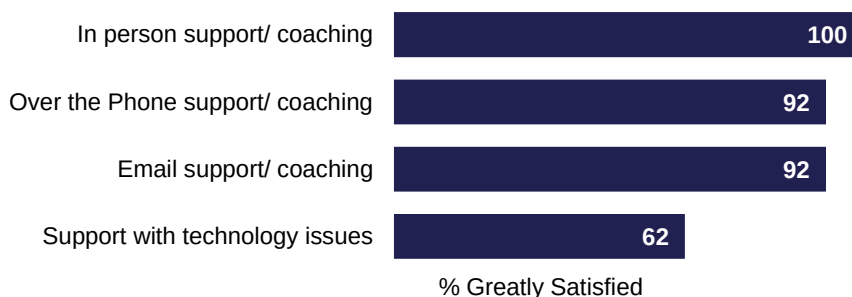


Source: 2019-20 EOD survey administered spring 2020.

Note: Ns are available in Appendix F.

Overall, 54 percent of teachers reported being greatly satisfied with the EOD program. When asked about the level of satisfaction with the support provided by their Impact Managers, all teachers surveyed were “greatly satisfied” with the support they received in person. Ninety-two percent were “greatly satisfied” with the support they received over the phone or via email, whereas 62 percent were “greatly satisfied” with the technological support provided by EOD (Figure 7).

Figure 7: 2019-20 EOD Survey Responses About Teacher Perceptions of Support Provided by Impact Managers

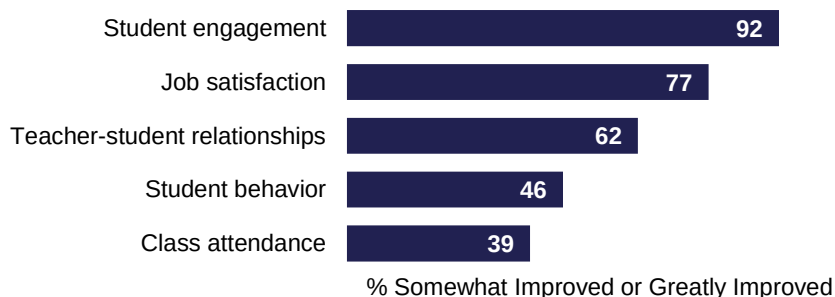


Source: 2019-20 EOD survey administered spring 2020.

Note: Ns are available in Appendix F.

When asked about the perceived impact of implementing the EOD curriculum, 92 percent reported student engagement “somewhat improved” or “greatly improved,” and 77 percent reported improved job satisfaction and relationships with students (62%; Figure 8). Fewer teachers reported improved student behavior (46%) or attendance (39%).

Figure 8: 2019-20 EOD Survey Responses About Teacher Perceptions of the Impact of Implementing the EOD Curriculum



Source: 2019-20 EOD survey administered spring 2020.

Note: Ns are available in Appendix F.

Eighty-five percent of teachers reported that they would use the EOD curriculum next year. When asked if they would recommend EOD to other educators, 92 percent of teachers responded that they would.

What were the student attendance rates for AIM campuses?

Methodology

The evaluator analyzed AIM school student attendance rates for the fall 2019 semester. First, the evaluator calculated the number of days attended out of the number of days enrolled. Next, frequency analyses were conducted overall and by campus.²⁴ Results from fall 2018 are also presented to provide a pre-program comparison.²⁵

Results

Table 2 includes the attendance rates for AIM schools for fall 2018 and fall 2019. In fall 2019, the overall attendance rate for AIM students was 95.4 percent. This was comparable to the fall 2018 attendance rate (95.3%).

²⁴ PEIMS data file dated 10/31/19 (2019-20). Attendance data file dated 01/24/20 (2019-20).

²⁵ PEIMS data file dated 03/08/19 (2018-19). Attendance data file dated 05/07/19 (2018-19).

Table 2: 2018-19 to 2019-20 Fall AIM Campus Student Attendance Rates

Campus	Fall 2018		Fall 2019	
	N	%	N	%
Atwell	370	93.5	346	93.0
Browne	786	94.9	796	93.9
Comstock	572	94.9	533	94.5
Dade	798	94.6	755	94.7
Garcia	867	95.9	789	95.4
Gaston	939	95.3	863	96.0
Hill	861	96.5	858	95.8
Kennedy-Curry	713	94.3	716	92.8
Lang	1,027	95.6	983	95.7
Marsh	963	96.2	992	96.7
Medrano, F	649	96.3	584	96.4
Holmes, OW	735	95.9	745	97.2
Holmes, ZW	1,138	94.9	1,148	95.9
Piedmont	528	93.4	500	95.9
Pinkston	882	95.9	828	95.6
Rusk	1,380	96.1	1,462	95.9
Seagoville	396	91.8	440	92.3
Stockard	870	94.4	928	93.8
Storey	780	96.4	774	95.7
Tasby	943	95.8	1,225	95.7
Walker	917	95.0	917	95.9
YMLA Florence	855	96.2	758	96.0
Zumwalt	765	96.5	735	93.8
All AIM	18,734	95.3	18,675	95.4

Source: PEIMS data files dated 03/08/19 (2018-19) and 10/31/19 (2019-20). District student fall attendance files dated 05/07/19 (2018-19) and 01/24/20 (2019-20).

Note: Pinkston only included grades seven and eight.

Did AIM students score at or above ACP standards?

Methodology

To measure AIM student academic performance, the evaluator merged PEIMS demographic data files with fall ACP data files for the 2018-19 and 2019-20 school years.²⁶ ACP exams are standardized final semester exams that are aligned with TEKS.²⁷ The ACPs are course-specific exams developed by the Local Assessment department in conjunction with the Teaching and Learning department. The evaluator conducted a frequency analysis of ACP reading and mathematics scale scores of 70 or higher (passing rates) for AIM students. For comparison purposes, the evaluator also examined fall 2018 passing rates and calculated one-year change rates in percentage points.²⁸

²⁶ PEIMS data files dated 03/08/19 (2018-19) and 10/31/19 (2019-20). District student fall ACP files dated 07/22/19 (2018-19) and 02/20/20 (2019-20).

²⁷ For more information on ACP exams, see Jimenez (2018).

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

Results

The percentage of AIM students performing at grade level (scale score of 70 or above) on the reading *ACPs* ranged from 35 (Reading Language Arts 6 and 7 for ESL Beginner Year 1 Semester 1) to 72 percent (Reading Language Arts 7 and 8 Pre-AP Semester 1) and from 44 (Mathematics 7 Semester 1) to 91 percent (Algebra I Pre-AP Semester 1) on the mathematics *ACPs* in 2019-20 (Table 3).²⁹ From 2018-19 to 2019-20, student *ACP* passing rates generally decreased in reading (9 of 12 assessments) and mathematics (4 of 7 assessments) at AIM campuses with some exceptions (Reading Language Arts 6 Semester 1, Reading Language Arts 8 Semester 1, Reading Language Arts 8 for ESL Intermediate Year 2 Semester 1, Mathematics 6 Pre-AP Semester 1, Algebra I Semester 1, and Algebra I Pre-AP Semester 1). The largest percentage-point decreases in reading from 2018-19 to 2019-20 were -6.7 percentage points for general education classes (Reading Language Arts 7 Pre-AP Semester 1) and -12.7 percentage points for ESL classes (Reading Language Arts 6 For ESL Intermediate Year 2 Semester 1). For mathematics, the largest percentage-point decrease was -15.9 percentage points (Mathematics 7 Pre-AP Semester 1). Results should be reviewed with caution because both test questions and SEs change over time. AIM student *ACP* scores for 2018-19 and 2019-20 reading and mathematics assessments by campus and grade are in Appendix G.

²⁹ English as a Second Language (ESL); Pre-Advanced Placement (Pre-AP).

Table 3: 2018-19 to 2019-20 AIM Schools Fall ACP Passing Rates by Year and Assessment

Assessment	2018-19		2019-20		Change %
	Tested	Passed	Tested	Passed	
	<i>n</i>	%	<i>n</i>	%	
Reading					
Reading Language Arts 6 Sem 1	4,363	50.9	3,746	53.2	2.3
Reading Language Arts 7 Sem 1	4,455	65.7	3,951	65.0	-0.7
Reading Language Arts 8 Sem 1	4,381	60.6	4,067	66.0	5.4
Reading Language Arts 6 Pre-AP Sem 1	1,012	70.7	1,546	70.1	-0.6
Reading Language Arts 7 Pre-AP Sem 1	994	78.8	1,403	72.1	-6.7
Reading Language Arts 8 Pre-AP Sem 1	888	76.5	1,171	72.2	-4.3
Reading Language Arts 6 for ESL Beginner Year 1 Sem 1	123	46.3	177	35.0	-11.3
Reading Language Arts 7 for ESL Beginner Year 1 Sem 1	88	46.6	179	34.6	-12.0
Reading Language Arts 8 for ESL Beginner Year 1 Sem 1	99	48.5	145	40.7	-7.8
Reading Language Arts 6 for ESL Intermediate Year 2 Sem 1	54	51.9	51	39.2	-12.7
Reading Language Arts 7 for ESL Intermediate Year 2 Sem 1	83	57.8	96	50.0	-7.8
Reading Language Arts 8 for ESL Intermediate Year 2 Sem 1	93	38.7	110	39.1	0.4
Mathematics					
Mathematics 6 Sem 1	4,309	64.2	3,442	63.6	-0.6
Mathematics 7 Sem 1	4,531	46.0	2,351	44.4	-1.6
Mathematics 8 Sem 1	4,835	63.1	4,411	57.0	-6.1
Mathematics 6 Pre-AP Sem 1	1,239	60.1	1,989	60.2	0.1
Mathematics 7 Pre-AP Sem 1	1,116	73.7	3,205	57.8	-15.9
Algebra I Sem 1	837	75.3	1,191	81.7	6.4
Algebra I Pre-AP Sem 1*	25	64.0	21	90.5	26.5

Source: PEIMS data files dated 03/08/19 (2018-19) and 10/31/19 (2019-20). District student fall ACP files dated 07/22/19 (2018-19) and 02/20/20 (2019-20).

Note: Passed = scored at 70 percent or higher. Sem = semester. Pinkston only included grades seven and eight. Passing = scale score of 70 or higher. *Algebra I Pre-AP Semester 1 was only given at Pinkston.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The AIM initiative provided support to middle school students through strategic staffing; instructional excellence; a positive, responsive culture; enrichment opportunities; and supportive partnerships. The 2019-20 budget for the AIM initiative was \$10,084,036. Of the 18,688 2019-20 AIM students, over half were male (56%), and most were either Hispanic (69%) or African American (26%) and economically disadvantaged (93%). Also, over half of the AIM students were English learners (ELs; 51%), and 13 percent were enrolled in special education (SPED). In response to the COVID-19 pandemic, all Dallas ISD campuses transitioned to at-home learning as of March 23, 2020, and most spring assessments were canceled; student assessment analyses for 2019-20 were limited to fall ACP results.

- Twenty-three middle schools were included in the AIM initiative in 2019-20. To help focus instruction, a DLM was implemented, and 21 APs, 22 counselors, and 76 ILTs were hired to supplement existing staffing. All of these staff members were provided with PD which they then used to support teacher instruction and school climate with the goal of improving student outcomes.
- ILTs worked with between two to 11 teachers. Both ILTs and teachers served by ILTs reported time constraints as a challenge (for ILTs, $n = 12$; for teachers, $n = 11$). Furthermore, ILTs reported challenges ($N = 44$) balancing teaching and ILT duties ($n = 9$) and completing the workload assigned to ILTs ($n = 8$) while teachers reported challenges ($N = 205$) with ILTs not fulfilling the duties of the role ($n = 10$).
- Teachers most commonly reported their ILTs providing them with PLC support (87%), working with campus administration on instructional practices (68%), and assistance with implementation of district curriculum (63%). When asked about the quality of ILT supports, most teachers “agreed” or “strongly agreed” that ILTs provided them with quality support. Many teachers agreed that ILTs had answers to their questions (78%), presented suggestions positively (77%), and their ILT fostered a relationship with them that enhanced their teaching (70%).
- Results further showed there was a range of what PD was impactful for both ILTs and teachers served by ILTs. ILTs reported Observation Feedback and Coaching in the Moment to be the most impactful (51%), whereas teachers served by ILTs reported the Weekly Lesson Plan Design PD to be the most impactful (58%). Both ILTs and teachers reported Curb to Classroom Culture as the least impactful (for ILTs, 44% “high” or “very high impact”; for teachers, 50%).
- In fall 2019, the overall attendance rate for AIM students was 95.4 percent. This was comparable to the fall 2018 attendance rate (95.3%).
- AIM student ACP passing rates generally decreased from 2018-19 to 2019-20 in reading (9 of 12 assessments) and mathematics (4 of 7 assessments) across grades six through eight with some exceptions.

Recommendations

Continue use of the ILT model to support teachers. Most survey respondents “agreed” or “strongly agreed” that ILTs provided them with quality support.

Clearly define the ILT role and specific expectations assigned to the role. Of the 60 ILT survey respondents, some reported that they had difficulty balancing their ILT duties with other duties assigned to them ($n = 9$) and that the workload assigned to ILTs was too heavy ($n = 8$). Considering some teachers also reported ILTs not fulfilling their duties ($n = 10$), a clear definition of the ILT role as well as specific expectations considering the number of teachers assigned to the ILT and ILT teaching loads should be provided to staff members at the beginning of each school year.

Determine the optimal range for the ILT-to-teacher ratio. There was a wide range of ILT-to-teacher ratios across AIM campuses (two to eleven teachers per ILT). A large ILT-to-teacher ratio may negatively impact the quality of support provided by the ILT and potentially impact student outcomes.

Refine the AIM PD according to ILT and teacher needs. Some PD sessions were more often rated as impactful by ILTs and teachers than others. AIM leaders should identify why ILTs and teachers perceived certain PD sessions as being more impactful or not and tailor the PD sessions accordingly.

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- Bambrick-Santoyo, P. (2016). *Get better faster: A 90-day plan for coaching new teachers*. John Wiley & Sons.
- Jimenez, K. (2018). *2017-18 Assessment of Course Performance (ACP)*. Dallas, TX. Dallas Independent School District.

APPENDICES



Appendix A

Appendix A: 2019-20 AIM Campuses

AIM Campuses
Billy Earl Dade Middle School
Boude Storey Middle School
E.B. Comstock Middle School
Ewell D. Walker Middle School
Francisco F. "Pancho" Medrano Middle School
Harold W. Lang, Sr. Middle School
Hector P. Garcia Middle School
Kennedy-Curry Middle School
L.G. Pinkston High School
L.V. Stockard Middle School
Oliver W. Holmes Middle School
Piedmont G.L.O.B.A.L. Academy Middle School
Robert T. Hill Middle School
Sam Tasby Middle School
Sarah Zumwalt Middle School
Seagoville Middle School
T.J. Rusk Middle School
T.W. Browne Middle School
Thomas C. Marsh Preparatory Academy
W.H. Gaston Middle School
William H. Atwell Middle School
Young Men's Leadership Academy at Fred F. Florence Middle School
Zan Wesley Holmes, Jr. Middle School

Source: List of schools provided by AIM initiative staff members on 01/09/20.

Appendix B

Appendix B: 2019-20 AIM Students by Grade Level and Campus

Campus	N	Grade Six		Grade Seven		Grade Eight	
		n	%	n	%	n	%
Atwell	796	286	35.9	258	32.4	252	31.7
Browne	533	165	31.0	169	31.7	199	37.3
Comstock	756	244	32.3	252	33.3	260	34.4
Dade	833	276	33.1	271	32.5	286	34.3
Garcia	774	250	32.3	252	32.6	272	35.1
Gaston	863	267	30.9	304	35.2	292	33.8
Hill	858	298	34.7	282	32.9	278	32.4
Kennedy-Curry	735	229	31.2	256	34.8	250	34.0
Lang	928	315	33.9	324	34.9	289	31.1
Marsh	992	335	33.8	357	36.0	300	30.2
Medrano	1,227	433	35.3	405	33.0	389	31.7
Holmes, OW	716	235	32.8	240	33.5	241	33.7
Holmes, ZW	760	240	31.6	252	33.2	268	35.3
Piedmont	983	297	30.2	334	34.0	352	35.8
Pinkston	346	N/A	N/A	154	44.5	192	55.5
Rusk	584	185	31.7	197	33.7	202	34.6
Seagoville	1,463	489	33.4	475	32.5	499	34.1
Stockard	1,148	357	31.1	420	36.6	371	32.3
Storey	500	168	33.6	181	36.2	151	30.2
Tasby	917	329	35.9	275	30.0	313	34.1
Walker	745	265	35.6	249	33.4	231	31.0
YMLA Florence	790	282	35.7	244	30.9	264	33.4
Zumwalt	441	162	36.7	132	29.9	147	33.3
All AIM	18,688	6,107	32.7	6,283	33.6	6,298	33.7

Source: District demographic file dated 10/31/19.

Note: Pinkston only included grades seven and eight. Percentages may not equal 100 because of rounding.

Appendix C

Appendix C: 2019-20 Number of ILTs and Average Number of Teachers Per ILT by Campus

Campus	ILTs^a	Teachers	Avg Number of Teachers per ILT
	<i>N</i>	<i>N</i>	<i>n</i>
Atwell	3	28	9
Browne	2	12	6
Comstock	3	30	10
Dade	3	6	2
Garcia	3	22	7
Gaston	4	17	4
Hill	4	12	3
Kennedy-Curry	3	23	8
Lang	4	14	4
Marsh	4	16	4
Medrano	6	18	3
Holmes, OW	3	22	7
Holmes, ZW	3	13	4
Piedmont	5	20	4
Pinkston	1	4	4
Rusk	2	7	4
Seagoville	6	63	11
Stockard	5	57	11
Storey	2	13	7
Tasby	4	16	4
Walker	3	18	6
YMLA Florence	3	29	10
Zumwalt	1	4	4
All AIM	77	464	6

Source: School Leadership Network Coordinators and ILTs provided the number of teachers served on 06/04/20. The Zumwalt ILT position was vacant in the 01/13/20 HCM file, but the position was filled as of 03/10/20.

Note: ^a = ILTs were content-specific and may have served teachers from more than one grade. Avg = average.

Appendix D

Appendix D, Table 1: 2019-20 AIM ILT Survey Responses for Number of Teachers Served per ILT

Survey Item	Total	1-5		6-10		11-15		More Than 15	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How many teachers do you serve in your role as an ILT in the 2019-20 academic year?	60	35	58.3	18	30.0	6	10.0	1	1.7

Source: 2019-20 AIM ILT survey administered spring 2020.

Note: Total Ns differ because not every respondent answered all questions.

Appendix D, Table 2: 2019-20 ILT Survey Responses for Frequency of Meetings Between ILTs and Teachers Served

Survey Item	Total	Less Than Once A Month		Once A Month		A Few Times A Month		About Once A Month		A Few Times A Week		Every Day	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How frequently do you meet with the teachers you serve as an ILT in the 2019-20 academic year?	60	-	-	-	-	-	-	1	1.7	11	18.3	48	80.0

Source: 2019-20 AIM ILT survey administered spring 2020.

Note: Cells marked with a dash (-) indicate no teachers selected this response. Total Ns differ because not every respondent answered all questions.

Appendix D, Table 3: 2019-20 AIM ILT Survey Responses for Perceptions About the Impact of Professional Development

Survey Item	Total	No Impact		Low Impact		Some Impact		High Impact		Very High Impact	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
August – Weekly Lesson Plan Design	55	5	9.1	5	9.1	19	34.5	20	36.4	6	10.9
September – Content Leadership and Waterfall Rigor Trajectory	57	3	5.3	3	5.3	26	45.6	20	35.1	5	8.8
November – Look Back Power and 30-Day Plan	56	2	3.6	8	14.3	20	35.7	23	41.1	3	5.4
December – Observation Feedback and Coaching in the Moment	53	1	1.9	3	5.7	22	41.5	21	39.6	6	11.3
January – Curb to Classroom Culture	50	4	8.0	5	10.0	19	38.0	17	34.0	5	10.0

Source: 2019-20 AIM ILT survey administered spring 2020.

Note: Percentages may not equal 100 because of rounding. Total Ns differ because not every respondent answered all questions and N/A responses were excluded.

Appendix D, Table 4: 2019-20 AIM ILT Survey Responses for Satisfaction with the ILT Component

Survey Item	Total <i>N</i>	Very Dissatisfied		Dissatisfied		Neither Dissatisfied Nor Satisfied		Satisfied		Very Satisfied	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Quality of the professional development	57	-	-	7	12.3	8	14.0	33	57.9	9	15.8
Collaboration with your school administrators	58	-	-	8	13.8	7	12.1	23	39.7	20	34.5
Quality of feedback and support from the campus leadership team	58	1	1.7	8	13.8	6	10.3	26	44.8	17	29.3

Source: 2019-20 AIM ILT survey administered spring 2020.

Note: Percentages may not equal 100 because of rounding. Cells marked with a dash (-) indicate no teachers selected this response. Total Ns differ because not every respondent answered all questions. "Don't Know/Not Sure" responses were excluded.

Appendix D, Table 5: 2019-20 AIM ILT Survey Responses for Successes and Challenges

Comment	<i>n</i>
Successes (N = 43)	
Development of effective instructional strategies and content delivery	14
Collaboration and discussion	10
Teacher growth	9
Observation and feedback cycles (in classroom and one-on-one meetings with ILT)	7
Lesson planning	6
Ability/opportunity to work with teachers	5
Closing the student gap/increasing student achievement	5
Self-improvement	5
Challenges (N = 44)	
Time limitations	12
Balancing time between teaching and ILT duties	9
Workload assigned to ILTs too heavy	8
Teacher push back, resistance and/or lack of buy in	6

Source: 2019-20 AIM ILT survey administered spring 2020.

Note: This table was limited to comments given by more than four respondents.

Appendix E

Appendix E, Table 1: 2019-20 AIM ILT Teacher Survey Responses for Frequency of Meetings Between ILTs and Teachers Served

Survey Item	Total <i>N</i>	Less Than Once A Month		Once A Month		A Few Times A Month		About Once A Week		A Few Times A Week		Every Day	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How frequently does your ILT meet with you?	318	29	9.1	11	3.5	13	4.1	50	15.7	83	26.1	132	41.5

Source: 2019-20 AIM ILT teacher survey administered spring 2020.

Note: Total Ns differ because not every respondent answered all questions.

Appendix E, Table 2: 2019-20 AIM ILT Teacher Survey Responses for Perceptions About the Impact of Professional Development on Success

Survey Item	Total <i>N</i>	No Impact		Low Impact		Some Impact		High Impact		Very High Impact	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Weekly Lesson Plan Design	294	47	16.0	30	10.2	47	16.0	68	23.1	102	34.7
Content Leadership and Waterfall Rigor Trajectory	293	42	14.3	31	10.6	62	21.2	65	22.2	93	31.7
Look Back Power and 30-Day Plan	289	37	12.8	30	10.4	61	21.1	72	24.9	89	30.8
Observation Feedback and Coaching in the Moment	292	55	18.8	31	10.6	46	15.8	68	23.3	92	31.5
Curb to Classroom Culture	291	58	19.9	22	7.6	66	22.7	64	22.0	81	27.8

Source: 2019-20 AIM ILT teacher survey administered spring 2020.

Note: Total Ns differ because not every respondent answered all questions and N/A responses were excluded.

Appendix E, Table 3: 2019-20 AIM ILT Teacher Survey Responses for Satisfaction with the ILT Component

Survey Item	Total <i>N</i>	Very Dissatisfied		Dissatisfied		Neither Dissatisfied Nor Satisfied		Satisfied		Very Satisfied	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Quality of the professional development	293	37	12.6	20	6.8	37	12.6	75	25.6	124	42.3
Collaboration with your school administrators	294	28	9.5	15	5.1	36	12.2	86	29.3	129	43.9
Quality of feedback and support from your ILT	292	32	11.0	19	6.5	39	13.4	66	22.6	136	46.6

Source: 2019-20 AIM ILT teacher survey administered spring 2020.

Note: Percentages may not equal 100 because of rounding. Total Ns differ because not every respondent answered all questions. "Don't Know/Not Sure" responses were excluded.

Appendix E, Table 4: 2019-20 AIM ILT Teacher Survey Responses for Identifying Services Provided by ILTs

Survey Item	Total N	Teachers Received		Teachers Did Not Receive	
		n	%	n	%
Onsite coaching	300	173	57.7	127	42.3
PLC support	300	261	87.0	39	13.0
Review and interpretation of data	300	176	58.7	124	41.3
Development of action plans	300	166	55.3	134	44.7
Feedback on action plans	300	160	53.3	140	46.7
Assistance with implementation of district curriculum	300	190	63.3	110	36.7
Working with campus administration on instructional practices	300	204	68.0	96	32.0

Source: 2019-20 AIM ILT teacher survey administered spring 2020.

Note: Total Ns differ because not every respondent answered all questions.

Appendix E, Table 5: 2019-20 AIM ILT Teacher Survey Responses for Quality of Support Received from ILTs

Survey Item	Total N	Strongly Disagree		Disagree		Neither Disagree Nor Agree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%	n	%
My ILT fostered a relationship with me that enhances my teaching.	292	37	12.7	17	5.8	34	11.6	71	24.3	133	45.5
My ILT presented suggestions in a positive and supportive manner.	296	27	9.1	13	4.4	28	9.5	71	24.0	157	53.0
My ILT knew or found answers to my questions.	295	32	10.8	9	3.1	24	8.1	79	26.8	151	51.2

Source: 2019-20 AIM ILT teacher survey administered spring 2020.

Note: Percentages may not equal 100 because of rounding. Total Ns differ because not every respondent answered all questions and N/A responses were excluded.

Appendix E, Table 6: 2019-20 AIM ILT Teacher Survey Responses for Successes and Challenges

Comment	N
Successes (N = 210)	
Observation and feedback cycles (in classroom and one-on-one meetings with ILT)	44
Collaboration between ILTs and teachers in PLCs and the support network PLCs provided	39
Making engaging lessons/lesson planning	25
ILTs generally supporting teachers	18
ILTs expertise and content knowledge	16
Communication between teachers and ILTs	13
Instructional practices/best practices	11
Resources/materials/activities	10
Information from district and content information provided to teachers by ILTs	7
ILT responsiveness to teachers' needs/quickness in answering	7
Challenges (N = 205)	
Time constraints of teachers and ILTs	11
ILTs did not fulfill duties	10
Not enough observation/coaching from ILTs	9
Too many meetings/meetings too long	9
Disorganized PLCs	8
Negative leadership	8
ILTs unresponsiveness to teacher needs	8
ILTs lacking patience for teacher understanding	7

Source: 2019-20 AIM ILT teacher survey administered spring 2020.

Note: This table was limited to comments given by more than six respondents.

Appendix E, Table 7: 2019-20 AIM ILT Teacher Survey Responses for Changes After Switch to At-Home Learning

Comment (N = 273)	N
No changes	131
Less frequent ILT-teacher meetings	34
A decline in the quality of interpersonal communication between ILTs and teachers	17
Change in communication medium between ILTs and teachers	13
Improvement of interpersonal communication between ILTs and teachers	9
Less support for teachers from ILTs	9
ILTs provided more materials/resources	7

Source: 2019-20 AIM ILT teacher survey administered spring 2020.

Note: This table was limited to comments given by more than six respondents.

Appendix F

Appendix F, Table 1: 2019-20 EOD Survey Teacher Responses for Number of EOD Class Periods Per Week

Survey Item	Total	1 - 2		3 - 4		5 - 6		7 - 8	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
What is the number of class periods per week you teach the EOD curriculum?	13	2	15.4	3	23.1	6	46.2	2	15.4

Source: 2019-20 EOD survey administered spring 2020. Data file provided by EOD on 03/30/2020.

Note: Percentages may not equal 100 because of rounding.

Appendix F, Table 2: 2019-20 EOD Survey Teachers Responses for Average Number of Students Per EOD Class

Survey Item	Total	11 - 15		16 - 20		20 - 25		26 - 30		31 Or More	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
What is your average number of students per class while teaching the EOD curriculum?	13	1	7.7	4	30.8	1	7.7	3	23.1	4	30.8

Source: 2019-20 EOD survey administered spring 2020. Data file provided by EOD on 03/30/2020.

Note: Percentages may not equal 100 because of rounding.

Appendix F, Table 3: 2019-20 EOD Survey Teacher Responses for Frequency of Impact Manager Visiting Classroom

Survey Item	Total	Monthly		Quarterly		Semesterly		Other	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How frequently is your Impact Manager visiting your classroom?	13	8	61.5	5	38.5	-	-	-	-

Source: 2019-20 EOD survey administered spring 2020. Data file provided by EOD on 03/30/2020.

Note: Cells marked with a dash (-) indicate no teachers selected this response.

Appendix F, Table 4: 2019-20 EOD Survey Teacher Responses for Teacher-Impact Manager Relationships

Survey Item	Total N	Strongly Disagree		Somewhat Disagree		Neither Agree Nor Disagree		Somewhat Agree		Strongly Agree	
		n	%	n	%	n	%	n	%	n	%
I have a positive relationship with my Impact Manager.	13	-	-	-	-	-	-	1	7.7	12	92.3
My Impact Manager holds me accountable to implement the EOD curriculum.	13	-	-	-	-	-	-	-	-	13	100.0
I feel comfortable asking my Impact Manager for support.	13	-	-	-	-	-	-	-	-	13	100.0
I am satisfied with the support provided by my Impact Manager.	13	-	-	-	-	-	-	-	-	13	100.0

Source: 2019-20 EOD survey administered spring 2020. Data file provided by EOD on 03/30/2020.

Note: Cells marked with a dash (-) indicate no teachers selected this response.

Appendix F, Table 5: 2019-20 EOD Survey Teacher Responses for Satisfaction Overall and Satisfaction with Support Provided by the Impact Manager

Survey Item	Total N	Greatly Dissatisfied		Somewhat Dissatisfied		Neither Satisfied Nor Dissatisfied		Somewhat Satisfied		Greatly Satisfied	
		n	%	n	%	n	%	n	%	n	%
Overall satisfaction with the program	13	-	-	-	-	1	7.7	5	38.5	7	53.8
In person support/coaching	13	-	-	-	-	-	-	-	-	13	100.0
Over the phone support/coaching	13	-	-	-	-	-	-	1	7.7	12	92.3
Email support/coaching	13	-	-	-	-	-	-	1	7.7	12	92.3
Support with technology issues	13	-	-	-	-	4	30.8	1	7.7	8	61.5

Source: 2019-20 EOD survey administered spring 2020. Data file provided by EOD on 03/30/2020.

Note: Cells marked with a dash (-) indicate no teachers selected this response.

Appendix F, Table 6: 2019-20 EOD Survey Teacher Responses for Perceived Impact of Implementing the EOD Curriculum

Survey Item	Total <i>N</i>	Greatly Declined		Somewhat Declined		No Change		Somewhat Improved		Greatly Improved	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How has student engagement in class been impacted by the EOD curriculum?	13	-	-	-	-	1	7.7	8	61.5	4	30.8
How has your class attendance been impacted by the EOD curriculum?	13	-	-	-	-	8	61.5	3	23.1	2	15.4
How has student behavior been impacted by the EOD curriculum?	13	-	-	-	-	7	53.8	2	15.4	4	30.8
How has your involvement in teaching the EOD program impacted your job satisfaction?	13	-	-	-	-	3	23.1	6	46.2	4	30.8
How has your relationship with your students been impacted by the EOD program?	13	-	-	-	-	5	38.5	5	38.5	3	23.1

Source: 2019-20 EOD survey administered spring 2020. Data file provided by EOD on 03/30/2020.

Note: Percentages may not equal 100 because of rounding. Cells marked with a dash (-) indicate no teachers selected this response.

Appendix F, Table 7: 2019-20 EOD Survey Teacher Responses for Teaching EOD Next Year and Recommending to Other Educators

Survey Item	Total <i>N</i>	Yes		No	
		<i>n</i>	%	<i>n</i>	%
Given the opportunity, would you continue teaching the EOD program next year?	13	11	84.6	2	15.4
Would you recommend the EOD program to other educators?	13	12	92.3	1	7.7

Source: 2019-20 EOD survey administered spring 2020. Data file provided by EOD on 03/30/2020.

Appendix G

Appendix G, Table 1: 2018-19 to 2019-20 AIM Fall ACP Passing Rates by Grade, Year, and Campus – Reading Language Arts Semester 1

Campus	Grade Six					Grade Seven					Grade Eight				
	Fall 2018		Fall 2019		Chg	Fall 2018		Fall 2019		Chg	Fall 2018		Fall 2019		Chg
	Tested <i>n</i>	Passed %	Tested <i>n</i>	Passed %		Tested <i>n</i>	Passed %	Tested <i>n</i>	Passed %		Tested <i>n</i>	Passed %	Tested <i>n</i>	Passed %	
Atwell	198	49.5	223	54.7	5.2	173	67.6	193	74.6	7.0	165	52.7	181	76.8	24.1
Browne	169	57.4	120	78.3	20.9	188	61.2	138	84.1	22.9	159	56.0	160	78.8	22.8
Comstock	218	59.2	146	41.1	-18.1	216	61.1	160	45.0	-16.1	193	57.5	181	55.2	-2.3
Dade	200	31.0	185	53.5	22.5	198	51.5	174	72.4	20.9	172	40.1	186	71.5	31.4
Garcia	181	57.5	158	58.2	0.7	186	80.6	136	72.8	-7.8	188	71.3	181	75.1	3.8
Gaston	228	52.6	183	49.2	-3.4	236	70.8	226	67.7	-3.1	237	65.8	270	74.1	8.3
Hill	188	55.3	177	53.1	-2.2	190	71.6	173	64.2	-7.4	204	58.8	154	60.4	1.6
Holmes, OW	166	71.1	167	60.5	-10.6	155	63.2	188	54.8	-8.4	154	60.4	174	53.4	-7.0
Holmes, ZW	167	54.5	151	66.9	12.4	191	71.7	168	74.4	2.7	232	68.1	177	78.5	10.4
Kennedy-Curry	162	38.3	118	44.9	6.6	182	65.9	126	54.8	-11.1	196	53.6	134	57.5	3.9
Lang	253	41.9	228	46.5	4.6	200	72.5	226	52.7	-19.8	171	69.0	209	67.5	-1.5
Marsh	248	51.2	*	*	*	201	62.7	-	-	-	222	51.4	-	-	-
Medrano, F	194	50.0	196	40.8	-9.2	200	65.0	237	56.1	-8.9	204	54.4	229	64.6	10.2
Piedmont	270	44.1	221	51.1	7.0	266	65.4	219	57.5	-7.9	224	62.9	265	75.8	12.9
Pinkston	-	-	-	-	-	133	54.1	109	51.4	-2.7	118	54.2	132	49.2	-5.0
Rusk	157	53.5	128	69.5	16.0	136	64.0	136	80.1	16.1	155	82.6	126	68.3	-14.3
Seagoville	337	56.4	366	55.7	-0.7	353	63.2	356	68.8	5.6	321	57.3	384	64.6	7.3
Stockard	267	59.2	246	51.6	-7.6	252	74.6	268	69.4	-5.2	277	62.5	246	67.5	5.0
Storey	145	44.1	134	50.7	6.6	109	50.5	128	71.1	20.6	138	66.7	102	65.7	-1.0
Tasby	162	43.8	211	46.4	2.6	223	58.7	166	64.5	5.8	171	63.2	192	59.9	-3.3
Walker	160	59.4	45	53.3	-6.1	122	68.9	151	71.5	2.6	130	66.9	122	57.4	-9.5
YMLA															
Florence	204	42.2	217	53.0	10.8	240	68.8	183	58.5	-10.3	246	57.3	165	51.5	-5.8
Zumwalt	89	44.9	125	51.2	6.3	105	71.4	90	71.1	-0.3	104	68.3	97	56.7	-11.6
All AIM	4,363	50.9	3,746	53.2	2.3	4,455	65.7	3,951	65.0	-0.7	4,381	60.6	4,067	66.0	5.4

Source: District demographic files dated 03/08/19 (2018-19) and 10/31/19 (2019-20). Fall ACP files dated 07/22/19 (2018-19) and 02/20/20 (2019-20).

Note: Passed = scored at 70 percent or higher. Chg = change. Cells marked with a dash (-) indicate no students were tested. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix G, Table 2: 2018-19 to 2019-20 AIM Fall ACP Passing Rates by Grade, Year, and Campus – Reading Language Arts Pre-AP Semester 1

Campus	Grade Six					Grade Seven					Grade Eight				
	Fall 2018		Fall 2019			Fall 2018		Fall 2019			Fall 2018		Fall 2019		
	Tested	Passed	Tested	Passed	Chg	Tested	Passed	Tested	Passed	Chg	Tested	Passed	Tested	Passed	Chg
	<i>n</i>	%	<i>n</i>	%	%	<i>n</i>	%	<i>n</i>	%	%	<i>n</i>	%	<i>n</i>	%	%
Atwell	27	77.8	28	85.7	7.9	31	87.1	24	95.8	8.7	51	80.4	30	100.0	19.6
Browne	-	-	28	85.7	-	-	-	23	91.3	-	20	80.0	28	92.9	12.9
Comstock	-	-	54	61.1	-	-	-	49	63.3	-	-	-	44	77.3	-
Dade	59	35.6	30	83.3	47.7	44	43.2	37	83.8	40.6	51	60.8	26	92.3	31.5
Garcia	51	86.3	56	87.5	1.2	49	91.8	84	79.8	-12.0	50	84.0	58	79.3	-4.7
Gaston	59	79.7	63	92.1	12.4	42	97.6	39	87.2	-10.4	-	-	-	-	-
Hill	78	62.8	95	86.3	23.5	61	85.2	77	80.5	-4.7	-	-	-	-	-
Holmes, OW	30	80.0	47	53.2	-26.8	43	74.4	34	97.1	22.7	-	-	-	-	-
Holmes, ZW	49	77.6	55	90.9	13.3	52	80.8	43	86.0	5.2	-	-	-	-	-
Kennedy-Curry	26	69.2	54	63.0	-6.2	26	69.2	72	68.1	-1.1	22	68.2	69	73.9	5.7
Lang	28	78.6	45	80.0	1.4	*	*	28	89.3	*	26	92.3	23	87.0	-5.3
Marsh	81	66.7	300	44.7	-22.0	89	80.9	315	42.2	-38.7	78	78.2	265	45.3	-32.9
Medrano, F	77	67.5	142	64.8	-2.7	63	81.0	81	76.5	-4.5	68	69.1	75	66.7	-2.4
Piedmont	26	69.2	41	68.3	-0.9	43	90.7	63	84.1	-6.6	60	83.3	46	97.8	14.5
Pinkston	-	-	-	-	-	34	79.4	22	36.4	-43.0	25	60.0	27	70.4	10.4
Rusk	25	56.0	35	85.7	29.7	39	84.6	27	96.3	11.7	43	76.7	48	83.3	6.6
Seagoville	67	77.6	82	92.7	15.1	81	88.9	78	94.9	6.0	104	80.8	75	86.7	5.9
Stockard	89	75.3	72	88.9	13.6	70	74.3	95	75.8	1.5	78	82.1	72	80.6	-1.5
Storey	17	52.9	20	75.0	22.1	27	48.1	24	87.5	39.4	17	70.6	28	71.4	0.8
Tasby	76	67.1	56	75.0	7.9	46	82.6	54	75.9	-6.7	49	57.1	64	67.2	10.1
Walker	87	78.2	196	60.7	-17.5	106	72.6	84	83.3	10.7	83	75.9	95	82.1	6.2
YMLA Florence	44	70.5	37	94.6	24.1	38	63.2	30	76.7	13.5	40	90.0	71	81.7	-8.3
Zumwalt	16	93.8	10	80.0	-13.8	9	88.9	20	75.0	-13.9	23	73.9	27	70.4	-3.5
All AIM	1,012	70.7	1,546	70.1	-0.6	994	78.8	1,403	72.1	-6.7	888	76.5	1,171	72.2	-4.3

Source: District demographic files dated 03/08/19 (2018-19) and 10/31/19 (2019-20). Fall ACP files dated 07/22/19 (2018-19) and 02/20/20 (2019-20).

Note: Passed = scored at 70 percent or higher. Chg = change. Cells marked with a dash (-) indicate no students were tested. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix G, Table 3: 2018-19 to 2019-20 AIM Fall ACP Passing Rates by Grade, Year, and Campus – Reading Language Arts for ESL Beginner Year 1 Semester 1

Campus	Grade Six					Grade Seven					Grade Eight				
	Fall 2018		Fall 2019		Chg	Fall 2018		Fall 2019		Chg	Fall 2018		Fall 2019		Chg
	Tested	Passed	Tested	Passed		Tested	Passed	Tested	Passed		Tested	Passed	Tested	Passed	
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	
Atwell	*	*	*	*	*	*	*	*	*	*	*	*	-	-	-
Browne	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Comstock	7	14.3	*	*	*	*	*	7	14.3	*	*	*	*	*	*
Dade	8	50.0	10	50.0	0.0	-	-	8	25.0	*	6	0.0	10	60.0	60.0
Garcia	*	*	6	0.0	*	*	*	*	*	*	*	*	9	22.2	*
Gaston	*	*	*	*	*	*	*	*	*	*	6	66.7	*	*	*
Hill	9	55.6	10	20.0	-35.6	*	*	6	33.3	*	*	*	8	37.5	*
Holmes, OW	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Holmes, ZW	*	*	*	*	*	*	*	6	50.0	*	*	*	*	*	*
Kennedy-Curry	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lang	10	60.0	9	55.6	-4.4	*	*	18	27.8	*	*	*	22	22.7	*
Marsh	6	0.0	16	31.3	31.3	*	*	14	28.6	*	*	*	8	37.5	*
Medrano, F	9	33.3	41	36.6	3.3	9	77.8	38	28.9	-48.9	9	44.4	29	34.5	-9.9
Piedmont	12	41.7	9	44.4	2.7	12	58.3	20	80.0	21.7	15	80.0	12	66.7	-13.3
Pinkston	-	-	-	-	-	6	66.7	6	33.3	-33.4	*	*	10	40.0	*
Rusk	*	*	*	*	*	*	*	*	*	*	-	-	*	*	-
Seagoville	11	90.9	*	*	*	*	*	*	*	*	*	*	-	-	-
Stockard	*	*	7	71.4	*	*	*	7	28.6	*	*	*	*	*	*
Storey	-	-	*	*	*	*	*	*	*	*	*	*	-	-	-
Tasby	27	40.7	22	27.3	-13.4	13	30.8	20	25.0	-5.8	23	60.9	16	50.0	-10.9
Walker	*	*	13	30.8	*	*	*	*	*	*	*	*	*	*	*
YMLA	-	-	6	0.0	*	*	*	*	*	*	-	-	-	*	-
Florence	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Zumwalt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All AIM	123	46.3	177	35.0	-11.3	88	46.6	179	34.6	-12.0	99	48.5	145	40.7	-7.8

Source: District demographic files dated 03/08/19 (2018-19) and 10/31/19 (2019-20). Fall ACP files dated 07/22/19 (2018-19) and 02/20/20 (2019-20).

Note: Passed = scored at 70 percent or higher. Chg = change. Cells marked with a dash (-) indicate no students were tested. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix G, Table 4: 2018-19 to 2019-20 AIM Fall ACP Passing Rates by Grade, Year, and Campus – Reading Language Arts for ESL Intermediate Year 2 Semester 1

Campus	Grade Six					Grade Seven					Grade Eight				
	Fall 2018		Fall 2019		Chg	Fall 2018		Fall 2019		Chg	Fall 2018		Fall 2019		Chg
	Tested	Passed	Tested	Passed		Tested	Passed	Tested	Passed		Tested	Passed	Tested	Passed	
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	
Atwell	-	-	-	-	-	-	-	-	-	-	*	*	-	-	-
Browne	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Comstock	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dade	-	-	-	-	-	10	60.0	-	-	-	6	0.0	*	*	*
Garcia	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gaston	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hill	-	-	*	*	*	*	*	6	50.0	*	*	*	6	16.7	*
Holmes, OW	*	*	-	-	-	-	-	6	66.7	-	*	*	*	*	*
Holmes, ZW	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy-Curry	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lang	*	*	*	*	*	13	15.4	*	*	*	*	*	*	*	*
Marsh	*	*	10	30.0	*	*	*	*	*	*	*	*	10	20.0	*
Medrano, F	6	66.7	19	31.6	-35.1	*	*	19	31.6	*	11	9.1	20	25.0	15.9
Piedmont	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pinkston	-	-	-	-	-	-	-	*	*	*	-	-	*	*	-
Rusk	-	-	-	-	-	*	*	*	*	*	7	85.7	*	*	*
Seagoville	7	71.4	-	-	-	7	71.4	12	91.7	20.3	9	88.9	14	57.1	-31.8
Stockard	*	*	-	-	-	*	*	6	16.7	*	*	*	*	*	*
Storey	-	-	-	-	-	*	*	*	*	*	7	14.3	*	*	*
Tasby	14	50.0	10	40.0	-10.0	21	66.7	18	38.9	-27.8	16	31.3	16	56.3	25.0
Walker	*	*	-	-	-	*	*	*	*	*	6	0.0	*	*	*
YMLA	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Florence	-	-	-	-	-	*	*	-	-	-	-	-	-	-	-
Zumwalt	-	-	-	-	-	*	*	-	-	-	-	-	-	-	-
All AIM	54	51.9	51	39.2	-12.7	83	57.8	96	50.0	-7.8	93	38.7	110	39.1	0.4

Source: District demographic files dated 03/08/19 (2018-19) and 10/31/19 (2019-20). Fall ACP files dated 07/22/19 (2018-19) and 02/20/20 (2019-20).

Note: Passed = scored at 70 percent or higher. Chg = change. Cells marked with a dash (-) indicate no students were tested. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix G, Table 5: 2018-19 to 2019-20 AIM Fall ACP Passing Rates by Grade, Year, and Campus – Mathematics Semester 1

Campus	Grade Six					Grade Seven					Grade Eight				
	Fall 2018		Fall 2019		Chg	Fall 2018		Fall 2019		Chg	Fall 2018		Fall 2019		Chg
	Tested	Passed	Tested	Passed		Tested	Passed	Tested	Passed		Tested	Passed	Tested	Passed	
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	
Atwell	206	63.1	220	65.5	2.4	176	43.8	*	*	*	202	55.9	183	71.6	15.7
Browne	149	67.1	117	79.5	12.4	189	45.0	-	-	-	176	36.4	188	71.3	34.9
Comstock	162	61.1	146	59.6	-1.5	179	31.8	154	35.7	3.9	211	70.6	185	47.6	-23.0
Dade	226	42.9	201	71.6	28.7	214	41.6	176	54.0	12.4	185	56.8	197	58.9	2.1
Garcia	183	60.7	136	55.1	-5.6	191	38.7	165	49.7	11.0	206	70.4	207	56.5	-13.9
Gaston	238	64.7	180	70.0	5.3	243	54.7	203	60.6	5.9	260	65.4	231	45.0	-20.4
Hill	197	73.1	105	35.2	-37.9	172	49.4	146	42.5	-6.9	217	65.9	165	37.0	-28.9
Holmes, OW	173	61.3	175	68.0	6.7	173	63.0	162	37.0	-26.0	168	68.5	178	60.1	-8.4
Holmes, ZW	169	76.3	145	78.6	2.3	199	52.8	*	*	*	258	68.2	194	67.0	-1.2
Kennedy-Curry	164	62.2	101	59.4	-2.8	197	47.2	*	*	*	204	40.7	174	38.5	-2.2
Lang	266	61.7	227	59.9	-1.8	228	50.0	240	49.2	-0.8	178	69.7	200	65.0	-4.7
Marsh	177	50.8	-	-	-	150	30.7	-	-	-	204	60.8	130	74.6	13.8
Medrano, F	195	69.2	213	64.3	-4.9	204	48.0	*	*	*	209	65.1	241	59.8	-5.3
Piedmont	252	58.3	141	51.1	-7.2	265	45.3	142	31.0	-14.3	255	51.0	270	63.0	12.0
Pinkston	-	-	-	-	-	160	39.4	107	27.1	-12.3	123	42.3	146	43.2	0.9
Rusk	146	67.8	111	74.8	7.0	139	51.1	130	60.0	8.9	172	82.0	145	62.8	-19.2
Seagoville	358	66.5	340	66.5	0.0	361	45.7	343	42.3	-3.4	389	71.0	387	63.6	-7.4
Stockard	237	73.4	215	63.3	-10.1	243	55.1	-	-	-	312	69.9	251	45.8	-24.1
Storey	139	64.7	132	61.4	-3.3	124	43.5	*	*	*	152	80.9	118	56.8	-24.1
Tasby	223	73.1	196	57.1	-16.0	241	36.1	137	38.7	2.6	206	61.2	220	59.5	-1.7
Walker	158	70.3	61	47.5	-22.8	140	45.7	18	22.2	-23.5	162	61.1	130	66.2	5.1
YMLA Florence	198	61.6	159	64.2	2.6	243	46.1	147	44.9	-1.2	274	61.7	179	43.0	-18.7
Zumwalt	93	64.5	121	62.8	-1.7	100	47.0	72	40.3	-6.7	112	61.6	92	44.6	-17.0
All AIM	4,309	64.2	3,442	63.6	-0.6	4,531	46.0	2,351	44.4	-1.6	4,835	63.1	4,411	57.0	-6.1

Source: District demographic files dated 03/08/19 (2018-19) and 10/31/19 (2019-20). Fall ACP files dated 07/22/19 (2018-19) and 02/20/20 (2019-20).

Note: Passed = scored at 70 percent or higher. Chg = change. Cells marked with a dash (-) indicate no students were tested. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix G, Table 6: 2018-19 to 2019-20 AIM Fall ACP Passing Rates by Grade, Year, and Campus - Mathematics Pre-AP Semester 1

Campus	Grade Six					Grade Seven				
	Fall 2018		Fall 2019		Chg	Fall 2018		Fall 2019		Chg
	Tested	Passed	Tested	Passed		Tested	Passed	Tested	Passed	
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	
Atwell	20	65.0	32	53.1	-11.9	27	48.1	204	38.7	-9.4
Browne	19	73.7	31	58.1	-15.6	-	-	161	39.1	-
Comstock	69	47.8	70	31.4	-16.4	36	63.9	68	64.7	0.8
Dade	40	62.5	21	61.9	-0.6	34	55.9	43	76.7	20.8
Garcia	55	65.5	82	57.3	-8.2	48	35.4	65	80.0	44.6
Gaston	53	79.2	69	84.1	4.9	45	88.9	67	73.1	-15.8
Hill	75	65.3	174	54.0	-11.3	89	93.3	112	78.6	-14.7
Holmes, OW	30	46.7	38	31.6	-15.1	37	70.3	65	87.7	17.4
Holmes, ZW	51	66.7	64	90.6	23.9	48	77.1	222	54.5	-22.6
Kennedy-Curry	24	75.0	69	44.9	-30.1	15	60.0	204	40.7	-19.3
Lang	29	72.4	51	92.2	19.8	14	71.4	29	93.1	21.7
Marsh	155	46.5	303	45.5	-1.0	141	70.2	328	53.4	-16.8
Medrano, F	88	65.9	151	42.4	-23.5	76	81.6	336	57.1	-24.5
Piedmont	54	59.3	135	67.4	8.1	59	96.6	158	69.6	-27.0
Pinkston	-	-	-	-	-	22	36.4	28	67.9	31.5
Rusk	39	71.8	52	78.8	7.0	39	94.9	40	97.5	2.6
Seagoville	69	58.0	123	76.4	18.4	86	88.4	114	79.8	-8.6
Stockard	122	55.7	105	63.8	8.1	83	72.3	371	50.9	-21.4
Storey	24	45.8	24	75.0	29.2	13	92.3	154	38.3	-54.0
Tasby	48	64.6	97	70.1	5.5	65	64.6	112	76.8	12.2
Walker	106	50.9	176	61.4	10.5	86	64.0	219	58.9	-5.1
YMLA Florence	56	76.8	105	75.2	-1.6	40	75.0	73	67.1	-7.9
Zumwalt	13	69.2	17	76.5	7.3	13	61.5	32	56.3	-5.2
All AIM	1,239	60.1	1,989	60.2	0.1	1,116	73.7	3,205	57.8	-15.9

Source: District demographic files dated 03/08/19 (2018-19) and 10/31/19 (2019-20). Fall ACP files dated 07/22/19 (2018-19) and 02/20/20 (2019-20).

Note: Passed = scored at 70 percent or higher. Chg = change. This course did not include grade-eight students. Cells marked with a dash (-) indicate no students were tested.

**Appendix G, Table 7: 2018-19 to 2019-20 AIM Fall ACP
Passing Rates by Grade, Year, and Campus – Algebra I
Semester 1**

Campus	Grade Eight				
	Fall 2018		Fall 2019		Chg
	Tested <i>n</i>	Passed %	Tested <i>n</i>	Passed %	
Atwell	18	83.3	30	100.0	16.7
Browne	-	-	-	-	-
Cornstock	28	82.1	40	60.0	-22.1
Dade	47	53.2	30	93.3	40.1
Garcia	40	85.0	47	95.7	10.7
Gaston	34	85.3	44	79.5	-5.8
Hill	51	88.2	84	95.2	7.0
Holmes, OW	26	61.5	41	85.4	23.9
Holmes, ZW	37	78.4	46	93.5	15.1
Kennedy-Curry	18	50.0	30	96.7	46.7
Lang	27	88.9	47	74.5	-14.4
Marsh	95	60.0	145	77.9	17.9
Medrano, F	75	69.3	92	58.7	-10.6
Piedmont	47	61.7	58	94.8	33.1
Pinkston*	-	-	-	-	-
Rusk	32	100.0	36	100.0	0.0
Seagoville	49	100.0	84	94.0	-6.0
Stockard	47	89.4	77	70.1	-19.3
Storey	18	72.2	15	53.3	-18.9
Tasby	49	69.4	64	71.9	2.5
Walker	57	71.9	86	75.6	3.7
YMLA Florence	20	95.0	66	89.4	-5.6
Zumwalt	22	59.1	29	69.0	9.9
All AIM	837	75.3	1,191	81.7	6.4

Source: District demographic files dated 03/08/19 (2018-19) and 10/31/19 (2019-20). Fall ACP files dated 07/22/19 (2018-19) and 02/20/20 (2019-20).

Note: Passed = scored at 70 percent or higher. Chg = change. This course was only available to grade-eight students. Cells marked with a dash (-) indicate no students were tested.*Pinkston students were enrolled in mixed-grade-level classes; for grade-eight Pinkston students, the Algebra I Pre-AP Sem 1 fall 2018 ACP passing rate was 64.0 percent ($n = 25$) and the fall 2019 passing rate was 90.5 percent ($n = 21$) with a 26.5 percent increase from fall 2018 to fall 2019.