

2020-21

Evaluation of Accelerating Campus Excellence (ACE)

DEPARTMENT OF EVALUATION AND ASSESSMENT

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



2020-21

Evaluation of Accelerating Campus Excellence (ACE)

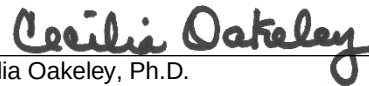
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ACRONYMS AND ABBREVIATIONS

ACE	Accelerating Campus Excellence
ACPs	<i>Assessments of Course Performance</i>
Approaches+	Approaches Grade Level or Above
BOY	Beginning of Year
EL	English learner
EOC	<i>End-of-Course</i>
EOY	End of Year
ES	Elementary school
ISD	Independent School District
Masters	Masters Grade Level
Meets+	Meets Grade Level or Above
MOY	Middle of Year
MS	Middle school
MAP	<i>Measures of Academic Progress</i>
PEIMS	Public Education Information Management System
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TEI	Teacher Excellence Initiative

2020-21 Evaluation of Accelerating Campus Excellence (ACE)

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

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

In 2020-21, all ACE campuses were identified as part of the 80 High Priority Campuses (HPC). The district expanded the ACE program to 23 campuses including four campuses from the original first cohort (ACE 1.0; Anne Webb Blanton, Billy Earl Dade, Umphrey Lee, and Sarah Zumwalt). The four campuses from the second cohort (ACE 2.0; C.F. Carr, J.N. Ervin, Thomas J. Rusk, and Edward Titcher) participated in their fourth year of the program. The seven campuses from the third cohort (ACE 3.0; Cesar Chavez, Paul L. Dunbar, L.L. Hotchkiss, Maple Lawn, Martin Luther King, Jr., Elisha M. Pease, and Joseph J. Rhoads) participated in their third year of the program. Additionally, eight new campuses joined the ACE program (ACE 4.0; John Neely Bryan, Rufus C. Burleson, Cedar Crest, Nancy J. Cochran, Frederick Douglass, Eddie Bernice Johnson, George W. Truett, and Wilmer-Hutchins Elementary). All ACE campuses implemented the same ACE program model beginning in 2020-21. Leadership teams of 12 to 14 teachers at these campuses were offered stipends for eight hours of weekly leadership work in professional development, curriculum alignment, data analysis, positive culture building, and the development of strong parent and community partnerships.

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

To accelerate factors related to people, ACE campuses were staffed with strong administrators and effective teachers. The program goal was to recruit, retain, and develop strong teachers as measured by (1) a minimum of 60 percent of teachers on ACE campuses with Proficient I or above Teacher Excellence Initiative (TEI) effectiveness levels, (2) annual teacher retention rates at or above district

retention rates, and (3) fourth or fifth quintile scores on the Culture of Feedback and Support section of the district Climate Survey.

To accelerate factors related to learning, ACE staff members participated in supplemental professional development opportunities and committed to excellence in both academic and social-emotional learning. The program goal was to (1) Improve rates of kindergarten to grade eight students reading and mathematics on grade level as measured by NWEA Measures of Academic Progress (MAP; i.e., rates of Average Quintile and above students at or above district rates), (2) close the achievement gap in assessment scores (i.e., within ten percentage points of district rates on fall and spring Assessments of Course Performance (ACPs) and State of Texas Assessments of Academic Readiness (STAAR), and (3) close the achievement gap for reading and mathematics growth (i.e., within at least ten percentage points of district rates of students with Expected and Accelerated ratings on STAAR reading and mathematics progress measures).

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

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October

22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols.

EVALUATION QUESTIONS/OUTCOMES

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

The total budget for the 2020-21 ACE program was \$18,850,774 which was a \$10,760,454 increase from \$8,090,320 in 2019-20. This budget was funded through district general operating funds. The cornerstone of the ACE program was recruiting highly effective teachers and leadership teams to work at ACE campuses. The budget included \$15,600,844 for additional personnel and teacher stipends, \$380,250 for uniforms, and \$2,869,680 for professional development and extra duty pay.

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

Students

In 2020-21, there were a total of 11,967 students at ACE campuses compared to 6,422 in 2019-20. Over half of 2020-21 students in ACE campuses were male (51%) and a higher proportion were identified as economically disadvantaged (97%) compared to the district (85%, Table E1). ACE campuses also had a larger proportion of African American (48%) students compared to the district (21%) but had a smaller proportion of Hispanic (47%) students compared to the district (71%). ACE campuses had a smaller proportion of students identified as English learners (ELs; 38%) compared to the district (46%), and had a similar proportion enrolled in special education (9%) compared to the district (10%). Student characteristics were mostly comparable for ACE cohorts, although a slightly higher proportion of African American students were enrolled at ACE 3.0 campuses (54%) and ACE 1.0 campuses (49%) than at ACE 2.0 campuses (46%) and ACE 4.0 campuses (42%). In addition, a slightly higher proportion of Hispanic students were enrolled at ACE 4.0 campuses (52%) and ACE 2.0 campuses (50%) than at ACE 1.0 campuses (47%) and ACE 3.0 campuses (40%).

Teachers

In 2020-21, the 835 teachers on ACE campuses were 78 percent female, 83 percent African American or Hispanic (52% and 31%, respectively), and 27 percent held at least a master's degree (Table E2). Over half of teachers (54%) had received a TEI effectiveness level of Proficient I

or above, which was lower than the program objective (60%). However, ACE campuses had a higher proportion of teachers who earned a TEI effectiveness level of Proficient I or above compared to the district (48%). A higher rate of ACE 4.0 teachers (64%) than ACE 1.0, ACE 2.0, and ACE 3.0 teachers (47%, 53%, and 49% respectively) earned TEI effectiveness ratings of Proficient I or higher.

Table E1: 2020-21 ACE Student Characteristics

	ACE Overall (N = 11,967)	
	N	%
Sex		
Male	6,140	51.3
Female	5,827	48.7
Race/Ethnicity		
African American	5,718	47.8
Hispanic	5,632	47.1
White	134	1.1
Other/Missing	483	4.0
Special Student Groups		
Economically Disadvantaged	11,571	96.7
English Learner	4,541	37.9
Special Education	1,121	9.4

Source: District Public Education Information Management System (PEIMS) demographic data dated 10/30/20.

Table E2: 2020-21 ACE Teacher Characteristics

	ACE Overall (N = 835)	
	N	%
Sex		
Male	187	22.4
Female	648	77.6
Race/Ethnicity		
African American	434	52.0
Hispanic	259	31.0
White	126	15.1
Other/Missing	16	1.9
Highest Degree Earned		
Associate's	7	0.8
Bachelor's	557	66.7
Master's	219	26.2
Doctoral	10	1.2
Other/Missing	42	5.0
TEI Effectiveness Level^a		
Below Proficient I, No Level, or N/A	382	45.7
Proficient I, II, or III	398	47.7
Exemplary I or higher	55	6.6

Source: District personnel file dated 01/05/21 and teacher effectiveness level data file from the Dallas ISD Data Analytics and Control department dated 01/26/21.

Note: Totals include teachers and instructional leads. Percentages may not sum to 100 because of rounding.

Principals

There were 23 ACE principals with the majority identifying as female (65%), African American (52%), and Hispanic (35%). Most principals held at least a master's degree (78%). Assigned principals remained with their assigned ACE campus throughout the academic year.

What were the outcomes related to the people component of the ACE program?

Teacher Retention

Overall, teacher retention rates for all ACE cohorts (23% to 73%) were lower than the district rate (77%). Among ACE 1.0 campuses, Blanton and Lee had the highest teacher retention rate (84% and 79%, respectively) while Zumwalt and Dade had the lowest teacher retention rates (65% and 64%, respectively). Among ACE 2.0 campuses, Rusk and Ervin had the highest teacher retention rate (75% and 73%, respectively) while Carr and Titche had the lowest teacher retention rates (63% and 58%, respectively). Among ACE 3.0 campuses, King had the highest teacher retention rate (97%) while Rhoads and Hotchkiss had the lowest teacher retention rates (54% and 53%, respectively). Among ACE 4.0 campuses, Cedar Crest had the highest teacher retention rate (48%) while Wilmer-Hutchins Elementary School had the lowest teacher retention rates (4%).

District Campus Climate Survey

Overall, 12 of the 23 ACE campuses (52%) had scores in the fourth or fifth quintile (most positive) on the Culture of Feedback and Support section of the spring 2021 climate survey. In spring 2021, three out of four ACE 1.0 campuses (Blanton, Lee, and Dade), two out of four ACE 2.0 campuses (Carr and Ervin), four out of seven ACE 3.0 campuses (Chavez, Dunbar, King, and Pease), and three out of eight ACE 4.0 campuses (Burleson, Cochran, and Johnson) had scores in the fourth or fifth quintile. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring and fall 2020 Climate Survey.

What were the outcomes related to the learning component of the ACE program?

Due to the impact of the COVID-19 pandemic, Dallas ISD opted to administer the STAAR online for the 2020-21 school year.¹ Additionally, the district cancelled the administration of local assessments and surveys including the district fall 2020 Climate Survey and ACPs.²

NWEA Measures of Academic Progress

Overall, ACE students who performed at the Average Quintile or above in reading had mixed trends for the three assessment periods. EOY Reading - English results showed that one (Martin Luther King Jr.) out of 23 (4.3%) ACE campuses met the goal of having higher than the district rate for the percentage of students reading at the Average Quintile or above. However, 12 out of 23 (52.2%) ACE campuses had increases in the percentage of students reading at the Average Quintile or above from BOY to EOY (range: 1% to 23%). EOY Reading - Spanish³ results showed that 10 out of 19 (52.6%) ACE elementary campuses met the goal of having higher than the district rate for the percentage of students reading at the Average Quintile or above. Overall, 12 out of 19 (63.2%) ACE elementary campuses had increases in the percentage of students reading at the Average Quintile or above from BOY to EOY (range: 2% to 25%).

Overall, ACE students who performed at the Average Quintile or above in mathematics had mixed trends for the three assessment periods. EOY Mathematics results showed that two (Blanton and Truett) out of 23 (8.7%) ACE campuses met the goal of having higher than the district rate for the percentage of students at the Average Quintile or above in mathematics. However, 22 out of 23 (95.7%) ACE campuses had increases in the percentage of students performing at the Average Quintile or above in mathematics from BOY to EOY (range: 2% to 29%).

State of Texas Assessments of Academic Readiness

The 2020-21 ACE objective for STAAR was to achieve rates of students at each performance standard within at least ten percentage points of district rates. Overall, two out of the 23 (9%) ACE campuses met the goal of achieving rates of students within at least ten percentage points of the district for all subjects at the Approaches+, Meets+, and Masters Grade Level performance standard. In reading, 14 out of the 23 (61%) ACE campuses met the goal of achieving rates of students within at least ten percentage points of the district at all three performance standards. Fourteen out of the 23 (61%) ACE campuses met the goal of achieving rates of students within at least ten percentage points of the district at all performance standards in mathematics while nine out of the 23 (39%) ACE campuses met the goal of achieving rates of students within at least ten percentage points of the district at all three performance standards in writing. In science, 14 out of the 23 (61%) ACE campuses met the goal of achieving rates of students within at least ten percentage points of the district at all three performance standards. Notably, all three ACE middle school campuses exceeded

¹ Due to the impact of the COVID-19 pandemic, TEA cancelled the STAAR administration for the 2019-20 school year.

² Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the district spring 2020 Climate survey, Student

Experience survey, Parent/Guardian survey, and spring ACPs for the 2019-20 school year.

³ MAP Reading - Spanish is only administered in Kindergarten to 5th grade.

the district rates for social studies at all three performance standards.

What were the outcomes related to the expectations component of the ACE program?

ACE program leadership designated disciplinary offenses, attendance rates, Student Experience survey results, and Parent/Guardian survey results as metrics to evaluate the 2020-21 expectations component of ACE. Due to the impact of the COVID-19 pandemic, Dallas ISD suspended normal disciplinary tracking for 2020-21.

Attendance Rates

In 2020-21, ACE campuses had an average attendance rate of 94 percent. Overall, eight out of the 23 (35%) ACE campuses met the program objective of having attendance rates at or above 96 percent. All ACE 1.0 and ACE 3.0 campuses exceeded the overall district attendance rate (92%). In addition, three of the four (75%) ACE 2.0 and six of the eight (75%) ACE 4.0 campuses exceeded the overall district attendance rate. While the attendance rate for the district has declined from 2019-20, the attendance rate for ACE 1.0 increased slightly and the attendance rate for ACE 3.0 remained the same.

Student Experience Survey

Overall, ACE students generally responded favorably on the districtwide student survey. Overall, ACE 1.0, ACE 2.0, and ACE 4.0 elementary schools (86%, 85%, and 85% respectively) met the objective of exceeding the overall favorable rate for the district at the elementary school (80%) level. ACE 2.0 middle schools and ACE 3.0 elementary schools favorable response rates (72% and 77%, respectively) were slightly lower than the district rates. Due to the COVID-19 pandemic, some administration protocols were waived in response to remote/hybrid learning. Additionally, some campuses had lower participation rates than in prior years. Campuses were only included in analyses if their participation rates were 52 percent or greater. Results should not be compared to prior years and should be reviewed with caution.

Parent/Guardian Survey

Overall, parent perceptions of ACE cohorts were generally positive. Overall, 20 out of the 23 (87%) ACE campuses met the goal of meeting or exceeding the district positive response rate (88%). Notably, all ACE 3.0 campuses met the objective of meeting or exceeding the district positive response rate.

What were the 2020 ACE state accountability ratings?

The ultimate goal of the ACE program was for all ACE campuses to earn or maintain a passing accountability rating letter grade. Due to the impact of the COVID-19

pandemic, TEA suspended calculation of accountability ratings for the 2020-21 school year. As a result, all districts and campuses received a 2021 State Accountability Rating of “Not Rated: Declared State of Disaster.”

RECOMMENDATIONS

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

Monitor the impact of participation in alternative school calendars.

2020-21

Evaluation of Accelerating Campus Excellence (ACE)

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

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

In 2020-21, all ACE campuses were identified as part of the 80 High Priority Campuses (HPC). The district expanded the ACE program to 23 campuses including four campuses from the original first cohort (ACE 1.0; Anne Webb Blanton, Billy Earl Dade, Umphrey Lee, and Sarah Zumwalt).⁴ The four campuses from the second cohort (ACE 2.0; C.F. Carr, J.N. Ervin, Thomas J. Rusk, and Edward Titcher) participated in their fourth year of the program.⁵ The seven campuses from the third cohort (ACE 3.0; Cesar Chavez, Paul L. Dunbar, L.L. Hotchkiss, Maple Lawn, Martin Luther King, Jr., Elisha M. Pease,⁶ and Joseph J. Rhoads) participated in their third year of the program. Additionally, eight new campuses joined the ACE program (ACE 4.0; John Neely Bryan, Rufus C. Burleson, Cedar Crest, Nancy J. Cochran, Frederick Douglass, Eddie Bernice Johnson,⁷ George W. Truett, and Wilmer-Hutchins Elementary). All ACE campuses implemented the same ACE program model beginning in 2020-21. Leadership teams of 12 to 14 teachers at these campuses were offered stipends for eight hours of weekly leadership work in professional development, curriculum alignment, data analysis, positive culture building, and the development of strong parent and community partnerships.

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

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

⁴ ACE 1.0 campuses participated in the ACE program from 2015-16 to 2017-18.

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

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

⁷ Eddie Bernice Johnson Elementary School opened in 2020-21.

2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols.

Due to the impact of the COVID-19 pandemic, Dallas ISD opted to administer the *State of Texas Assessments of Academic Readiness (STAAR)* online for the 2020-21 school year.⁸ Additionally, the district cancelled the administration of the district fall 2020 Climate Survey and *Assessments of Course Performance (ACPs)*.⁹

People

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

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

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

Learning

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

⁸ Due to the impact of the COVID-19 pandemic, TEA cancelled the *STAAR* administration for the 2019-20 school year.

⁹ Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the district spring 2020 Climate survey, Student Experience Survey, Parent/Guardian survey, and spring *ACPs* for the 2019-20 school year.

- Improve rates of kindergarten to grade eight students reading and mathematics on grade level as measured by the *NWEA Measures of Academic Progress (MAP)* (i.e., rates of Average Quintile and above students at or above district rates)
- Close achievement gap in assessment scores (i.e., within 10 percentage points of district rates on fall and spring *ACPs* and *STAAR*)
- Close achievement gap for reading and mathematics growth (i.e., within at least 10 percentage points of district rates of students with Expected and Accelerated ratings on *STAAR* reading and mathematics progress measures)

Expectations

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

Increase positive student expectations and parent engagement as measured by:

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

PURPOSE AND SCOPE OF THE EVALUATION

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

This evaluation addressed the following questions for 2020-21:

1. What was the source and amount of funding for the ACE program?
2. What were the student, teacher, and principal characteristics of ACE campuses?
3. What were the outcomes related to the people component of ACE campuses?
4. What were the outcomes related to the learning component of ACE campuses?

¹⁰ Portions of this report were replicated or adapted from Barton and Rowles, 2019 and Featherston, 2020.

5. What were the outcomes related to the expectations component of ACE campuses?
6. What were the 2021 ACE state accountability ratings?

EVALUATION QUESTIONS AND RESULTS

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

The total budget for the 2020-21 ACE program was \$18,850,774 which was a \$10,760,454 increase from \$8,090,320 in 2019-20¹¹. This budget was funded through district general operating funds. The cornerstone of the ACE program was recruiting highly effective teachers and leadership teams to work at ACE campuses. The budget included \$15,600,844 for additional personnel and teacher stipends, \$380,250 for uniforms, and \$2,869,680 for professional development and extra duty pay.

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

Methodology

To determine ACE student characteristics, the evaluator used district demographic data files for students enrolled on the PEIMS reporting date of October 30, 2020. The evaluator conducted frequency and crosstab analyses to summarize student characteristic information (i.e., sex, race/ethnicity, special student group, and grade level) by ACE campus and overall for ACE cohorts.

To determine ACE teacher and principal characteristics, the evaluator used the district personnel file dated January 5, 2021 to summarize characteristics for active teachers and principals by sex, race/ethnicity, and highest earned degree. Teacher characteristics were summarized by ACE campus and overall for ACE cohorts. In addition, the Dallas ISD Data Analytics and Control department provided a data file dated January 26, 2021 indicating the rates of teachers at each TEI effectiveness level in 2020-21.¹² The evaluator grouped TEI effectiveness levels into three categories: 1) Exemplary I or higher; 2) Proficient I, II, or III; and 3) Below Proficient I, No Level, or not applicable (N/A).

Results

Students

In 2020-21, there were a total of 11,967 students at ACE campuses compared to 6,422 in 2019-20. Over half of 2020-21 students in ACE campuses were male (51%) and a higher proportion were identified as economically disadvantaged (97%) compared to the district (85%, Table 1). ACE campuses also had a larger proportion of African American (48%) students compared to the district (21%) but had a smaller proportion of Hispanic (47%) students compared to the district (71%). ACE campuses had a smaller proportion of students identified as English learners (ELs; 38%) compared to the district (46%), and had a similar proportion enrolled in special education (9%) compared to the district (10%). Student characteristics were mostly comparable for ACE cohorts, although a slightly higher proportion of African American students

¹¹ ACE program budget and expenditure data was provided by the Dallas ISD Budget Services department on 07/29/21.

¹² TEI ratings for the 2018-19 academic year were in effect for the 2020-21 academic year.

were enrolled at ACE 3.0 campuses (54%) and ACE 1.0 campuses (49%) than at ACE 2.0 campuses (46%) and ACE 4.0 campuses (42%). In addition, a slightly higher proportion of Hispanic students were enrolled at ACE 4.0 campuses (52%) and ACE 2.0 campuses (50%) than at ACE 1.0 campuses (47%) and ACE 3.0 campuses (40%). Student characteristics by grade level, campus, and cohort are provided in Appendix A.

Table 1: 2020-21 ACE Student Characteristics

	ACE Overall (N = 11,967)		District (N = 145,720)	
	N	%	N	%
Sex				
Male	6,140	51.3	74,233	50.9
Female	5,827	48.7	71,487	49.1
Race/Ethnicity				
African American	5,718	47.8	30,468	20.9
Hispanic	5,632	47.1	102,821	70.6
White	134	1.1	7,222	5.0
Other/Missing	483	4.0	5,209	3.6
Special Student Groups				
Econ. Dis.	11,571	96.7	123,296	84.6
English Learner	4,541	37.9	67,653	46.4
Special Education	1,121	9.4	14,095	9.7

Source: District PEIMS demographic data dated 10/30/20.

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

Teachers

Table 2 summarizes teacher characteristics for ACE campuses and for ACE overall by sex, race/ethnicity, highest degree earned, and TEI effectiveness level¹³. In 2020-21, the 835 teachers on ACE campuses were 78 percent female, 83 percent African American or Hispanic (52% and 31%, respectively), and 27 percent held at least a master's degree. Over half of teachers (54%) had received a TEI effectiveness level of Proficient I or above, which was lower than the program objective (60%). However, ACE campuses had a higher proportion of teachers who earned TEI effectiveness level of Proficient I or above compared to the district (48%). A higher rate of ACE 4.0 teachers (64%) than ACE 1.0, ACE 2.0, and ACE 3.0 teachers (47%, 53%, and 49%, respectively) earned TEI effectiveness ratings of Proficient I or higher. Teacher characteristics by campus and cohort are provided in Appendix B, and the percentage of teachers at each TEI effectiveness level by campus and cohort are provided in Appendix C.

¹³ TEI ratings for the 2018-19 academic year were in effect for the 2020-21 academic year.

Table 2: 2020-21 ACE and District Teacher Characteristics

	ACE Overall (N = 835)		District (N = 9,886)	
	N	%	N	%
Sex				
Male	187	22.4	2,984	30.2
Female	648	77.6	6,902	69.8
Race/Ethnicity				
African American	434	52.0	3,493	35.3
Hispanic	259	31.0	3,249	32.9
White	126	15.1	2,721	27.5
Other/Missing	16	1.9	423	4.3
Highest Degree Earned				
Associate's	7	0.8	87	0.9
Bachelor's	557	66.7	6,697	67.7
Master's	219	26.2	2,260	22.9
Doctoral	10	1.2	118	1.2
Other/Missing	42	5.0	724	7.3
TEI Effectiveness Level				
Below Proficient I, No Level, or N/A	382	45.7	5,096	51.5
Proficient I, II, or III	398	47.7	4,529	45.8
Exemplary I or higher	55	6.6	261	2.6

Source: District personnel file dated 01/05/21 and teacher effectiveness level data file from the Dallas ISD Data Analytics and Control department dated 01/26/21.

Note: Totals include teachers and instructional leads. Percentages may not sum to 100 because of rounding.

Principals

There were 23 ACE principals with the majority identifying as female (65%), African American (52%), and Hispanic (35%). Most principals held at least a master's degree (78%). Assigned principals remained with their assigned ACE campus throughout the academic year.

What were the outcomes related to the people component of the ACE program?

This section addresses two outcome objectives for evaluating the people component of ACE, including 1) teacher retention rates and 2) positive quintile¹⁴ scores on the Culture of Feedback and Support section of the semi-annual district Climate Survey.

Methodology

Teacher Retention

One ACE objective was to attain campus teacher retention rates at or above district rates. The Dallas ISD Data Analytics and Control department¹⁵ provided data indicating the number of teachers on ACE campuses on October 28, 2019 who remained on that campus (stayers), moved to another ACE or

¹⁴ A quintile is any of five equal groups into which a population can be divided according to the distribution of values of a particular variable. The most positive quintile scores were the fourth and fifth quintiles.

¹⁵ Data Analytics and Control is a department in Human Capital Management.

non-ACE campus in the district (movers), or resigned from a teaching role (leavers)¹⁶ one year later on October 30, 2020. The evaluator used frequency analyses to calculate rates for each of these scenarios by ACE campus, cohort, and the district.

District Campus Climate Survey

The ACE objective for the semi-annual district Climate Survey¹⁷ was to attain fourth or fifth quintile scores on the Culture of Feedback and Support section. The evaluator obtained Climate Survey data for each campus from district files¹⁸ and extracted the district quintile scores on the Culture of Feedback and Support section by ACE campus, by ACE cohort, and the district. To examine longitudinal changes, the evaluator also extracted the quintiles reported for the fall semester of 2019-20 and spring semester of 2020-21. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring and fall 2020 Climate Survey.

Results

Teacher Retention

Overall, teacher retention rates for all ACE cohorts (23% to 73%) were lower than the district rate (77%). Among ACE 1.0 campuses, Blanton and Lee had the highest teacher retention rate (84% and 79%, respectively) while Zumwalt and Dade had the lowest teacher retention rates (65% and 64%, respectively). Among ACE 2.0 campuses, Rusk and Ervin had the highest teacher retention rate (75% and 73%, respectively) while Carr and Titche had the lowest teacher retention rates (63% and 58%, respectively). Among ACE 3.0 campuses, King had the highest teacher retention rate (97%) while Rhoads and Hotchkiss had the lowest teacher retention rates (54% and 53%, respectively). Among ACE 4.0 campuses, Cedar Crest had the highest teacher retention rate (48%) while Wilmer-Hutchins Elementary School (ES) had the lowest teacher retention rate (4%).

¹⁶ Leavers included those who left the district and those who moved to non-instructional roles in the district.

¹⁷ For more information on the Climate Survey, see Weir (2018).

¹⁸ District Climate Survey files dated 01/06/17 (fall 2016), 06/05/17 (spring 2017), 01/22/18 (fall 2017), 06/04/18 (spring 2018), 01/07/19 (fall 2018), 05/28/19 (spring 2019), 01/05/20 (fall 2019), and 07/20/21 (spring 2021).

Table 3: 2020-21 ACE Teacher Retention Rates

	Total 2020-21 N	Leavers %	Movers %	Stayers %
ACE 1.0				
Blanton	44	9.1	6.8	84.1
Lee, U	29	3.4	17.2	79.3
Dade	52	21.2	15.4	63.5
Zumwalt	26	23.1	11.5	65.4
ACE 1.0	151	14.6	12.6	72.8
ACE 2.0				
Carr	27	7.4	29.6	63.0
Ervin	40	0.0	27.5	72.5
Titche	38	13.2	28.9	57.9
Rusk	44	11.4	13.6	75.0
ACE 2.0	149	8.1	24.2	67.8
ACE 3.0				
Chavez	44	13.6	22.7	63.6
Dunbar	33	6.1	12.1	81.8
Hotchkiss	49	8.2	38.8	53.1
King	30	3.3	0.0	96.7
Maple Lawn	40	10.0	17.5	72.5
Pease	33	12.1	0.0	87.9
Rhoads	37	16.2	29.7	54.1
ACE 3.0	266	10.2	19.2	70.7
ACE 4.0				
Bryan	24	16.7	62.5	20.8
Burleson	35	40.0	45.7	14.3
Cedar Crest	29	20.7	31.0	48.3
Cochran	33	33.3	48.5	18.2
Douglass	35	17.1	51.4	31.4
Johnson ^a	-	-	-	-
Truett	66	10.6	57.6	31.8
Wilmer-Hutchins ES	55	20.0	76.4	3.6
ACE 4.0	277	21.3	55.6	23.1
District				
	10,045	12.1	10.7	77.2

Source: Dallas ISD Data Analytics and Control dated 01/19/21.

Note: ^a Johnson opened in 2020-21. Leavers = teachers no longer holding an instructional role in the district. Movers = teachers moved to another campus within the Dallas ISD. Stayers = teachers retained on same campus. Status in the last week of October 2020 was determined for teachers on campus as of the last week of October 2019.

District Campus Climate Survey

Overall, 12 of the 23 ACE campuses (52%) had scores in the fourth or fifth quintile (most positive) on the Culture of Feedback and Support section of the spring 2021 climate survey. Quintile scores for each ACE campus on the Culture of Feedback and Support section of the fall Climate Surveys can be found in Tables 4 through 7. In spring 2021, three out of four ACE 1.0 campuses (Blanton, Lee, and Dade), two out of four ACE 2.0 campuses (Carr and Ervin), four out of seven ACE 3.0 campuses (Chavez, Dunbar, King,

and Pease), and three out of eight ACE 4.0 campuses (Burleson, Cochran, and Johnson) had scores in the fourth or fifth quintile.

Table 4: 2019-20 to 2020-21 ACE 1.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

Campus	Pre-ACE		2020-21	
	Fall 19	Spring 20	Fall 20	Spring 21
Blanton	4	NA	NA	4
Lee, U	5	NA	NA	4
Dade	5	NA	NA	4
Zumwalt	1	NA	NA	1

Source: District Climate Survey files dated 01/15/20 (fall 2019) and 07/20/21 (spring 2021).

Note: NA = Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring and fall 2020 Climate Surveys. Scores in the fourth or fifth quintile (most positive) are in **bold**.

Table 5: Pre-ACE to 2020-21 ACE 2.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

Campus	Pre-ACE		2019-20		2020-21	
	Fall 16	Spring 17	Fall 19	Spring 20	Fall 20	Spring 21
Carr/Carver ^a	3/2	3/2	4	NA	NA	5
Ervin	1	2	2	NA	NA	4
Titche	1	1	4	NA	NA	2
Rusk	1	3	3	NA	NA	1

Source: District Climate Survey files dated 01/06/17 (fall 2016), 06/05/17 (spring 2017), 01/15/20 (fall 2019), and 07/20/21 (spring 2021).

Note: ^a Because Carr and Carver merged in 2017-18, 2016-17 scores include both Carr and Carver, and 2019-20 and 2020-21 scores include Carr only. NA = Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring and fall 2020 Climate Surveys. Scores in the fourth or fifth quintile (most positive) are in **bold**.

Table 6: Pre-ACE to 2020-21 ACE 3.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

Campus	Pre-ACE		2019-20		2020-21	
	Fall 17	Spring 18	Fall 19	Spring 20	Fall 20	Spring 21
Chavez	1	1	5	NA	NA	4
Dunbar	1	1	5	NA	NA	5
Hotchkiss	2	1	4	NA	NA	2
King	1	2	5	NA	NA	5
Maple Lawn	5	5	3	NA	NA	2
Pease	1	3	3	NA	NA	4
Rhoads	1	1	1	NA	NA	3

Source: District Climate Survey files dated 01/22/18 (fall 2017), 06/04/18 (spring 2018), 01/15/20 (fall 2019), and 07/20/21 (spring 2021).

Note: NA = Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring and fall 2020 Climate Surveys. Scores in the fourth or fifth quintile (most positive) are in **bold**.

Table 7: 2019-20 to 2020-21 ACE 4.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

Campus	Pre-ACE		2020-21	
	Fall 19	Spring 20	Fall 20	Spring 21
Bryan	1	NA	NA	2
Burleson	2	NA	NA	4
Cedar Crest	4	NA	NA	2
Cochran	3	NA	NA	4
Douglass	3	NA	NA	2
Johnson ^a	NA	NA	NA	4
Truett	3	NA	NA	3
Wilmer-Hutchins ES	4	NA	NA	3

Source: District Climate Survey files dated 01/15/20 (fall 2019) and 07/20/21 (spring 2021).

Note: ^a Johnson opened in 2020-21. NA = Not Applicable; due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring and fall 2020 Climate Surveys. Scores in the fourth or fifth quintile (most positive) are in **bold**.

What were the outcomes related to the learning component of the ACE program?

ACE program leadership designated *MAP* Average Quintile or above rates (beginning of year, middle of year, and end of year), *ACP* passing rates (fall and spring), *STAAR* performance standard attainment rates, and *STAAR* progress measure attainment rates as metrics to evaluate the 2020-21 learning component of ACE. Due to the impact of the COVID-19 pandemic, TEA cancelled *STAAR* administration for the 2019-20 school year. As a result, TEA calculated a two-year *STAAR* progress measure for students who had 2018-19 and 2020-21 *STAAR* results. Additionally, the district cancelled the administration of the fall and spring *ACPs*.

Methodology

NWEA Measures of Academic Progress

The first outcome used to evaluate the learning component of ACE was rates of Average Quintile or above attainment on *MAP*. The objective was for the ACE student rate to be higher than the district rate for the percentage of students reading at Average Quintile or above. *MAP* is a computer adaptive assessment that provides continual monitoring of progress in reading and mathematics skills. *MAP* scores are assigned to quintiles based on student score percentiles. An assignment of Average Quintile or above indicates the student score fell into the 41st percentile or above and is considered at or above grade level.

District *MAP* data files for 2020-21 were pulled for assessment windows at the beginning, middle, and end of each academic year, as applicable.¹⁹ English and Spanish versions of the *MAP* were pulled separately and combined into one file to examine overall student performance.²⁰ If a student completed an assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the assessment more than once in a period, the latest

¹⁹ 2020-21 *MAP* assessment windows include BOY (10/01/20 to 10/30/20), MOY (02/01/21 to 03/05/21), and EOY (06/01/21 to 06/18/21).

²⁰ Comparisons between the English and Spanish Reading versions of *MAP* are not recommended because the two versions are normed differently.

score was used. The evaluator merged these district files with the PEIMS demographic files for each respective year.²¹

The evaluator used frequency and crosstab analyses to determine the percentage of kindergarten to grade eight students performing at Average Quintile or above (grade level) by ACE campus, by ACE cohort, and the district. These analyses were conducted for the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) for 2020-21.

Assessments of Course Performance (ACP)

The second outcome used to evaluate the learning component of ACE was *ACP* scores. The ACE objective was to achieve *ACP* passing rates for each exam within 10 percentage points or exceeding district rates for fall 2020. Due to the impact of the COVID-19 pandemic, the district cancelled the fall 2020 and spring 2021 administrations of the *ACP*. Data for previous years can be found in the 2019-20 report on pages 15 and Appendix H.²²

State of Texas Assessments of Academic Readiness

The third outcome used to evaluate the learning component of ACE was attainment of performance standards on spring 2021 *STAAR* subtests. The ACE objective was to achieve *STAAR* performance standard attainment rates within ten percentage points or exceeding the district.

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

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

The evaluator merged district *STAAR* data files for 2021 with the PEIMS demographic files. The evaluator then ran crosstab and frequency analyses to calculate performance standard attainment rates on all versions of *STAAR* and the *Algebra I EOC*. The evaluator then calculated rates of students at the Approaches+, Meets+, and Masters performance standards for 2021 by ACE campus, overall for each ACE cohort, and the district. Due to the impact of the COVID-19 pandemic, TEA cancelled *STAAR* administration for the 2019-20 school year. As a result, TEA calculated a two-year *STAAR* progress measure for students who had 2018-19 and 2020-21 *STAAR* results. However, progress measure results are not included in the

²¹ District PEIMS snapshot date was 10/30/20 (2020-21).

²² Featherston, 2020.

report due to the limited number of students who received the two-year STAAR progress measure. Additionally, all districts and campuses received a 2021 State Accountability Rating of “Not Rated: Declared State of Disaster.”

Results

NWEA Measures of Academic Progress

Overall, ACE students who performed at the Average Quintile or above in reading had mixed trends for the three assessment periods (Table 8 and 9). EOY Reading - English results showed that one (Martin Luther King Jr.) out of 23 (4.3%) ACE campuses met the goal of having higher than the district rate for the percentage of students reading at the Average Quintile or above. However, 12 out of 23 (52.2%) ACE campuses had increases in the percentage of students reading at the Average Quintile or above from BOY to EOY (range: 1% to 23%). EOY Reading - Spanish²³ results showed that 10 out of 19 (52.6%) ACE elementary campuses met the goal of having higher than the district rate for the percentage of students reading at the Average Quintile or above. Overall, 12 out of 19 (62.2%) ACE elementary campuses had increases in the percentage of students reading at the Average Quintile or above from BOY to EOY (range: 2% to 25%). MAP data for the 2020-21 BOY, MOY, and EOY by campus, cohort, and grade level are in Appendix D.

Table 8: 2020-21 ACE Cohorts and District MAP Average Quintile or Above Rates – Reading (English)

ACE Cohorts	BOY		MOY		EOY	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
1.0 ES	132	41.6	169	49.1	198	48.1
1.0 MS	256	39.1	250	31.6	135	27.2
2.0 ES	272	41.3	235	35.6	240	33.2
2.0 MS	179	37.2	141	36.9	153	37.0
3.0 ES	480	35.6	574	37.9	617	38.3
4.0 ES	451	32.9	473	33.4	589	38.5
District ES	11,897	51.6	11,782	50.2	13,378	51.1
District MS	10,541	51.2	8,720	44.6	6,952	40.5

Source: District MAP files dated 11/05/20 (BOY), 02/03/21 (MOY, Grades 1-2), 03/09/21 (MOY, Grades 3-11), and 06/23/21 (EOY).

Table 9: 2020-21 ACE Cohorts and District MAP Average Quintile or Above Rates – Reading (Spanish)

ACE Cohorts	BOY		MOY		EOY	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
1.0 ES	180	62.3	215	72.4	245	68.1
1.0 MS	-	-	-	-	-	-
2.0 ES	247	73.7	232	70.7	267	71.0
2.0 MS	-	-	-	-	-	-
3.0 ES	440	58.5	483	59.9	524	57.8
4.0 ES	481	49.8	539	55.2	707	61.5
District ES	12,417	60.7	12,829	62.3	14,483	69.7
District MS	11	39.3	-	-	-	-

Source: District MAP files dated 11/05/20 (BOY), 02/03/21 (MOY, Grades 1-2), 03/09/21 (MOY, Grades 3-11), and 06/23/21 (EOY).

Note: - = Zero students took the test.

²³ MAP Reading - Spanish is only administered in Kindergarten to 5th grade.

Overall, ACE students who performed at the Average Quintile or above in mathematics had mixed trends for the three assessment periods (Table 10). EOY Mathematics results showed that two (Blanton and Truett) out of 23 (8.7%) ACE campuses met the goal of having higher than the district rate for the percentage of students at the Average Quintile or above in mathematics. However, 22 out of 23 (95.7%) ACE campuses had increases in the percentage of students performing at the Average Quintile or above in mathematics from BOY to EOY (range: 2% to 29%).

Table 10: 2020-21 ACE Cohorts and District MAP Average Quintile or Above Rates – Mathematics (Combined English and Spanish)

ACE Cohorts	BOY		MOY		EOY	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
1.0 ES	267	41.6	356	53.7	416	53.1
1.0 MS	172	29.2	224	30.1	152	30.7
2.0 ES	331	33.6	398	40.2	456	40.9
2.0 MS	166	36.7	167	40.8	178	41.4
3.0 ES	682	31.8	925	39.4	1,053	40.8
4.0 ES	608	25.1	895	35.8	1,267	44.7
District ES	19,905	43.5	23,742	51.1	27,494	51.5
District MS	8,820	43.2	9,446	47.8	8,607	48.3

Source: District MAP files dated 11/05/20 (BOY), 02/03/21 (MOY, Grades 1-2), 03/09/21 (MOY, Grades 3-11), and 06/23/21 (EOY).

State of Texas Assessments of Academic Readiness

The 2020-21 ACE objective for STAAR was to achieve rates of students at each performance standard within at least ten percentage points of district rates. Overall, two out of the 23 (9%) ACE campuses met the goal of achieving rates of students within at least ten percentage points of the district for all subjects at the Approaches+, Meets+, and Masters Grade Level performance standard (Table 11). In reading, 14 out of the 23 (61%) ACE campuses met the goal of achieving rates of students within at least ten percentage points of the district at all three performance standards. Fourteen out of the 23 (61%) ACE campuses met the goal of achieving rates of students within at least ten percentage points of the district at all performance standards in mathematics while nine out of the 23 (39%) ACE campuses met the goal of achieving rates of students within at least ten percentage points of the district at all three performance standards in writing. In science, 14 out of the 23 (61%) ACE campuses met the goal of achieving rates of students within at least ten percentage points of the district at all three performance standards. Notably, all three ACE middle school campuses exceeded the district rates for social studies at all three performance standards. The rates of students at the Approaches+, Meets+, and Masters performance standards for 2021 by campus and cohort are provided in Appendix E.

Table 11: 2020-21 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for ACE Cohorts and District

Grade 4 Performance Standards by Subject for ACE Cohorts and District							
ACE Cohorts	N	Approaches+		Meets+		Masters	
		n	%	n	%	n	%
Reading							
1.0 ES	338	227	67.2	135	39.9	71	21.0
1.0 MS	820	422	51.5	186	22.7	56	6.8
2.0 ES	640	343	53.6	153	23.9	74	11.6
2.0 MS	499	282	56.5	101	20.2	33	6.6
3.0 ES	1,401	771	55.0	370	26.4	192	13.7
4.0 ES	1,523	855	56.1	435	28.6	209	13.7
District ES	27,859	17,461	62.7	9,728	34.9	5,190	18.6
District MS	22,577	13,295	58.9	6,632	29.4	2,699	12.0
Mathematics							
1.0 ES	343	250	72.9	154	44.9	87	25.4
1.0 MS	816	383	46.9	157	19.2	36	4.4
2.0 ES	645	293	45.4	167	25.9	68	10.5
2.0 MS	503	257	51.1	103	20.5	27	5.4
3.0 ES	1,410	696	49.4	327	23.2	140	9.9
4.0 ES	1,527	851	55.7	439	28.7	206	13.5
District ES	27,908	17,012	61.0	8,898	31.9	4,315	15.5
District MS	22,650	12,691	56.0	5,990	26.4	1,832	8.1
Writing							
1.0 ES	101	54	53.5	28	27.7	4	4.0
1.0 MS	257	95	37.0	27	10.5	2	0.8
2.0 ES	204	75	36.8	29	14.2	6	2.9
2.0 MS	159	61	38.4	24	15.1	4	2.5
3.0 ES	436	125	28.7	37	8.5	5	1.1
4.0 ES	513	182	35.5	87	17.0	34	6.6
District ES	8,784	3,837	43.7	1,662	18.9	418	4.8
District MS	7,829	3,555	45.4	1,384	17.7	234	3.0
Science							
1.0 ES	123	53	43.1	15	12.2	1	0.8
1.0 MS	290	154	53.1	84	29.0	34	11.7
2.0 ES	187	68	36.4	15	8.0	4	2.1
2.0 MS	180	102	56.7	44	24.4	15	8.3
3.0 ES	486	226	46.5	101	20.8	28	5.8
4.0 ES	528	223	42.2	79	15.0	18	3.4
District ES	8,958	4,834	54.0	1,911	21.3	625	7.0
District MS	8,268	4,402	53.2	1,973	23.9	668	8.1
Social Studies							
1.0 ES	-	-	-	-	-	-	-
1.0 MS	239	108	45.2	53	22.2	21	8.8
2.0 ES	-	-	-	-	-	-	-
2.0 MS	181	102	56.4	32	17.7	9	5.0
3.0 ES	-	-	-	-	-	-	-
4.0 ES	-	-	-	-	-	-	-
District ES	-	-	-	-	-	-	-
District MS	7,802	3,309	42.4	1,124	14.4	323	4.1

Source: District STAAR files dated 06/28/21 (grades three to eight) and 06/17/21 (*Algebra I EOC*) for students enrolled on the PEIMS snapshot date of 10/30/20.

Note: - = STAAR Social Studies test is only administered in Middle school. STAAR performance standard attainment rates within ten percentage points or exceeding the district are in **bold**.

What were the outcomes related to the expectations component of the ACE program?

ACE program leadership designated disciplinary offenses, attendance rates, Student Experience survey results, and Parent/Guardian survey results as metrics to evaluate the 2020-21 expectations component of ACE.

Methodology

Disciplinary Offenses

The first outcome used to evaluate the expectations component of ACE was disciplinary offenses. The ACE objective was to achieve 2020-21 disciplinary offense rates at or below the district average. Due to the COVID-19 pandemic, normal disciplinary tracking was suspended for 2020-21, so this objective could not be assessed. Previous data for 2016-17 through 2019-20 were pulled from the 2018-19 evaluation (Barton & Rowles, 2019) and 2019-20 evaluation (Featherston, 2020) and are provided in Appendix F.

Attendance Rates

The second outcome used to evaluate the expectations component of ACE was attendance rates. The ACE objective was to achieve 2020-21 attendance rates at or above 96 percent. The evaluator obtained district attendance files²⁴ and merged the data with PEIMS demographic data for the associated academic year. Attendance rates were calculated by aggregating days in attendance and days enrolled for each ACE campus, ACE cohort, and the district and then dividing aggregated days in attendance by aggregated days enrolled. Previous data for 2016-17 through 2019-20 were pulled from the 2018-19 evaluation (Barton & Rowles, 2019) and 2019-20 evaluation (Featherston, 2020).

Student Experience Survey

The third outcome used to evaluate the expectations component of ACE was results of the district Student Experience Survey.²⁵ The ACE objective was to achieve 2020-21 positive response rates at or above the district average. The Student Experience Survey was administered districtwide as a component of the TEI to 1) understand the needs and perceptions of students and 2) evaluate and improve teacher effectiveness. The survey was administered online and with revised questions for the first time in spring 2021. Due to the COVID-19 pandemic, some administration protocols were waived in response to remote/hybrid learning. Additionally, some campuses had lower participation rates than in prior years. Campuses were only included in analyses if their participation rates were 52 percent or greater. Results should not be compared to prior years and should be reviewed with caution. Rates of favorable responses from the Student Experience Survey for ACE campuses and the district were extracted from campus-level reports and files dated July 12, 2021.

²⁴ District attendance files dated 06/20/17 (2016-17), 06/11/18 (2017-18), 06/04/19 (2018-19), 03/04/20 (4th six weeks, 2019-20), and 08/24/21 (2020-21).

²⁵ Aggregated results were reported separately for elementary and secondary grade levels.

Parent/Guardian Survey

The fourth outcome used to evaluate the expectations component of ACE was results of the annual districtwide Parent/Guardian survey.²⁶ The ACE objective was to achieve 2020-21 positive response rates at or above the district average. The Parent/Guardian Survey, conducted as part of the Principal Excellence Initiative (PEI),²⁷ was designed to measure parent and guardian engagement and support for the direction of their children's campuses. Rates of favorable responses from the Parent/Guardian Survey in 2021 were extracted from the district data file dated July 13, 2021.

Results

Attendance Rates

In 2020-21, ACE campuses had an average attendance rate of 94 percent (Table 12). Overall, eight out of the 23 (35%) ACE campuses met the program objective of having attendance rates at or above 96 percent. All ACE 1.0 and ACE 3.0 campuses exceeded the overall district attendance rate (92%). In addition, three of the four (75%) ACE 2.0 and six of the eight (75%) ACE 4.0 campuses exceeded the overall district attendance rate. While the attendance rate for the district has declined from 2019-20, the attendance rate for ACE 1.0 increased slightly and the attendance rate for ACE 3.0 remained the same. Attendance rates for 2020-21 by campus and cohort are provided in Appendix G.

Table 12: 2016-17 to 2020-21 ACE Cohorts and District Average Attendance Rates

ACE Cohort	2016-17	2017-18	2018-19	2019-20 ^a	2020-21
	%	%	%	%	%
ACE 1.0	95.0	94.5	95.2*	94.7*	95.7
ACE 2.0	95.4	95.8	96.4	95.3	93.5
ACE 3.0	-	95.5	95.8	94.7	94.7
ACE 4.0	-	-	-	-	93.4
District	95.4	95.2	95.3	94.2	92.1

Source: District attendance files dated 06/20/17 (2016-17), 06/11/18 (2017-18), 06/04/19 (2018-19), 03/04/20 (4th six-weeks, 2019-20), and 08/24/21 (2020-21).

Note: - = Data not displayed as these cohorts did not participate in the ACE program that year. ^a 2019-20 totals only include data from the first four six weeks. Attendance rates meeting or exceeding the goal of 96 percent (rounded) are in **bold**.

* ACE 1.0 campuses did not participate in the ACE program in 2018-19 and 2019-20.

Student Experience Survey

Overall, ACE students generally responded favorably on the districtwide student survey. Percentages of favorable ratings for each scale and overall on the 2020-21 Student Experience Survey are shown in Table 13. Overall, ACE 1.0, ACE 2.0, and ACE 4.0 elementary schools (86%, 85%, and 85% respectively) met the objective of exceeding the overall favorable rate for the district at the elementary school (80%) level. ACE 2.0 middle schools and ACE 3.0 elementary schools favorable response rates (72% and 77%, respectively) were slightly lower than the district rates. Favorable response rates by cohort and campus are provided in Appendix H.

²⁶ Parent/Guardian Survey items are provided in Appendix I.

²⁷ For more information about the Principal Excellence Initiative (PEI), see <https://www.dallasisd.org/Page/41972>.

Table 13. 2021 ACE Student Experience Survey Percent Favorable Ratings by Category

ACE Cohort	Classroom Environment %	Student Engagement %	Pedagogical Effectiveness %	Rigorous Expectations %	Teacher-Student Relationships %	Overall %
ACE 1.0 ES	84	82	91	87	88	86
ACE 1.0 MS	*	*	*	*	*	*
ACE 2.0 ES	85	80	89	87	86	85
ACE 2.0 MS	76	50	81	78	74	72
ACE 3.0 ES	74	71	83	77	79	77
ACE 4.0 ES	84	80	89	86	86	85
District ES*	80	74	86	80	82	80
District MS*	80	54	82	78	75	74

Source: Data provided by the Office of Institutional Research dated 07/12/21.

Note: * = Some campuses had lower participation rates than in prior years. Campuses were only included in analyses if their participation rates were 52 percent or greater. Results should not be compared to prior years and should be reviewed with caution. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12. Favorable percentages that met or exceeded the district for grade level are in **bold**.

Parent/Guardian Survey

Overall, parent perceptions of ACE cohorts were generally positive (Table 14). Overall, 20 out of the 23 (87%) ACE campuses met the goal of meeting or exceeding the district positive response rate (88%). Notably, all ACE 3.0 campuses met the objective of meeting or exceeding the district positive response rate.

**Table 14: 2021 ACE Parent Survey Percent Favorable Ratings
(First 10 items)**

	<i>N</i>	%
ACE 1.0		
Blanton	99	94.9
Lee, U	53	94.5
Dade	46	89.1
Zumwalt	22	86.3
ACE 1.0	220	91.2
ACE 2.0		
Carr	26	88.8
Ervin	44	81.5
Titche	42	91.0
Rusk	112	90.4
ACE 2.0	224	87.9
ACE 3.0		
Chavez	96	92.3
Dunbar	55	89.9
Hotchkiss	126	94.2
King	143	95.5
Maple Lawn	92	91.6
Pease	26	92.3
Rhoads	78	92.9
ACE 3.0	616	92.7
ACE 4.0		
Bryan	111	96.0
Burleson	33	88.9
Cedar Crest	19	81.6
Cochran	81	96.0
Douglass	77	88.6
Johnson	81	92.0
Truett	133	91.1
Wilmer-Hutchins ES	59	87.8
ACE 4.0	594	90.3
District	21,837	87.7

Source: Data provided by the Office of Institutional Research dated 07/13/21.

Note: Favorable percentages that met or exceeded the district are in **bold**.

What were the 2021 ACE state accountability ratings?

The ultimate goal of the ACE program was for all ACE campuses to earn or maintain a passing accountability rating letter grade. Due to the impact of the COVID-19 pandemic, TEA suspended calculation of accountability ratings for the 2020-21 school year. As a result, all districts and campuses received a 2021 State Accountability Rating of “Not Rated: Declared State of Disaster.”

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The Accelerating Campus Excellence (ACE) initiative was formed in 2015-16 on the principle that transforming schools requires strong leadership and effective teachers enveloped in an environment of high expectations for students and staff members. The ACE program aimed to improve student achievement by striving to accelerate learning through a focus on three general components: *People*, *Learning*, and *Expectations*. The total budget for the 2020-21 ACE program was \$18,850,774, which was a \$10,760,454 increase from \$8,090,320 in 2019-20. This budget was supported by general operating funds from the Dallas ISD. The budget included \$15,600,844 for additional personnel and teacher stipends, \$380,250 for uniforms, and \$2,869,680 for professional development and extra duty pay. Due to the impact of the COVID-19 pandemic, TEA cancelled STAAR administration for the 2019-20 school year. As a result, TEA calculated a two-year STAAR progress measure for students who had 2018-19 and 2020-21 STAAR results. All districts and campuses received a 2021 State Accountability Rating of “*Not Rated: Declared State of Disaster*.” Additionally, the district cancelled the administration of the fall and spring ACPs.

- In 2020-21 there were a total of 11,967 students at ACE campuses compared to 6,422 in 2019-20. Over half of 2020-21 students in ACE campuses were male (51%) and a higher proportion were identified as economically disadvantaged (97%) compared to the district (85%). ACE campuses also had a larger proportion of African American (48%) students compared to the district (21%) but had a smaller proportion of Hispanic (47%) students compared to the district (71%). ACE campuses had a smaller proportion of students identified as English learners (ELs; 38%) compared to the district (46%), and had a similar proportion enrolled in special education (9%) compared to the district (10%).
- The 835 teachers on ACE campuses were 78 percent female, 83 percent African American or Hispanic (52% and 31%, respectively), and 26 percent held at least a master’s degree. Over half of teachers (54%) had received a TEI effectiveness level of Proficient I or above, which was lower than the program objective (60%). A higher rate of ACE 4.0 teachers (64%) than ACE 1.0, ACE 2.0, and ACE 3.0 teachers (47%, 53%, and 49% respectively) earned TEI effectiveness ratings of Proficient I or higher.
- Overall, teacher retention rates for all ACE cohorts (23% to 73%) were lower than the district rate (77%).
- In the spring 2021, three out of four ACE 1.0 campuses (Blanton, Lee, and Dade), two out of four ACE 2.0 campuses (Carr and Ervin), four out of seven ACE 3.0 campuses (Chavez, Dunbar, King, and Pease), and three out of eight ACE 4.0 campuses (Burlison, Cochran, and Johnson) had scores in the fourth or fifth quintile on the Culture of Feedback and Support section of the spring 2021 district climate survey.

- Overall, MAP results for the percentage of ACE students who performed at the Average Quintile or above in reading and mathematics were mixed and showed no clear trends.
- Overall, two out of the 23 (9%) ACE campuses met the goal of achieving rates of students within at least 10 percentage points of the district for all STAAR subjects at the Approaches+, Meets+, and Masters Grade Level performance standard.
- In 2020-21, eight out of the 23 (35%) ACE campuses met the program objective of having attendance rates at or above 96 percent. All ACE 1.0 and ACE 3.0 campuses exceeded the overall district attendance rate (92%). In addition, three of the four (75%) ACE 2.0 and six of the eight (75%) ACE 4.0 campuses exceeded the overall district attendance rate.
- Overall, ACE 1.0, ACE 2.0, and ACE 4.0 elementary schools (86%, 85%, and 85% respectively) met the objective of exceeding the overall favorable rate for the district at the elementary school (80%) level. ACE 2.0 middle schools and ACE 3.0 elementary schools favorable response rates (72% and 77%, respectively) were slightly lower than the district rates.

Recommendations

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

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

Monitor the impact of participation in alternative school calendars. Beginning in 2021-22, five ACE campuses (Bryan ES, Ervin ES, Pease ES, Truett ES, and Wilmer-Hutchins ES) will implement an intersession school year calendar and two ACE campuses (Rusk MS and Maple Lawn ES) will implement a school day redesign school year calendar while the remaining seventeen ACE campuses will remain on a traditional school year calendar. The use of alternative school year calendars is one district initiative aimed at mitigating learning loss due to the COVID-19 pandemic. Therefore, it will be important for district leadership and program managers to monitor the impact of participation on achieving ACE program goals.

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APPENDICES

Appendix A

Appendix A: 2020-21 ACE Student Characteristics – Sex, Race/Ethnicity, and Special Student Groups

	N	Sex				Race/Ethnicity								Special Student Groups					
		Male		Female		Af. Amer.		Hispanic		White		Other/Missing		Econ. Dis.		EL		SPED	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
ACE 1.0																			
Blanton	566	293	51.8	273	48.2	74	13.1	473	83.6	4	0.7	15	2.7	539	95.2	362	64.0	60	10.6
Lee, U	427	220	51.5	207	48.5	231	54.1	181	42.4	0	0.0	15	3.5	417	97.7	142	33.3	39	9.1
Dade	837	454	54.2	383	45.8	551	65.8	273	32.6	2	0.2	11	1.3	836	99.9	216	25.8	144	17.2
Zumwalt	397	212	53.4	185	46.6	245	61.7	129	32.5	2	0.5	21	5.3	382	96.2	95	23.9	81	20.4
ACE 1.0	2,227	1,179	52.9	1,048	47.1	1,101	49.4	1,056	47.4	8	0.4	62	2.8	2,174	97.6	815	36.6	324	14.5
ACE 2.0																			
Carr	273	138	50.5	135	49.5	154	56.4	109	39.9	2	0.7	8	2.9	268	98.2	85	31.1	23	8.4
Ervin	632	300	47.5	332	52.5	461	72.9	142	22.5	8	1.3	21	3.3	628	99.4	112	17.7	40	6.3
Titche	695	352	50.6	343	49.4	247	35.5	421	60.6	7	1.0	20	2.9	688	99.0	306	44.0	67	9.6
Rusk	577	286	49.6	291	50.4	139	24.1	413	71.6	6	1.0	19	3.3	529	91.7	333	57.7	87	15.1
ACE 2.0	2,177	1,076	49.4	1,101	50.6	1,001	46.0	1,085	49.8	23	1.1	68	3.1	2,113	97.1	836	38.4	217	10.0
ACE 3.0																			
Chavez	596	301	50.5	295	49.5	285	47.8	279	46.8	8	1.3	24	4.0	565	94.8	217	36.4	71	11.9
Dunbar	476	245	51.5	231	48.5	306	64.3	135	28.4	1	0.2	34	7.1	462	97.1	108	22.7	45	9.5
Hotchkiss	652	334	51.2	318	48.8	201	30.8	369	56.6	8	1.2	74	11.3	625	95.9	391	60.0	46	7.1
King	380	214	56.3	166	43.7	258	67.9	107	28.2	1	0.3	14	3.7	368	96.8	86	22.6	27	7.1
Maple Lawn	524	279	53.2	245	46.8	180	34.4	314	59.9	3	0.6	27	5.2	501	95.6	235	44.8	55	10.5
Pease	464	240	51.7	224	48.3	416	89.7	30	6.5	6	1.3	12	2.6	457	98.5	14	3.0	43	9.3
Rhoads	578	287	49.7	291	50.3	321	55.5	239	41.3	4	0.7	14	2.4	563	97.4	201	34.8	32	5.5
ACE 3.0	3,670	1900	51.8	1,770	48.2	1,967	53.6	1,473	40.1	31	0.8	199	5.4	3,541	96.5	1,252	34.1	319	8.7
ACE 4.0																			
Bryan	359	188	52.4	171	47.6	177	49.3	173	48.2	2	0.6	7	1.9	351	97.8	119	33.1	23	6.4
Burleson	523	253	48.4	270	51.6	209	40.0	297	56.8	1	0.2	16	3.1	503	96.2	230	44.0	27	5.2
Cedar Crest	359	194	54.0	165	46.0	203	56.5	142	39.6	3	0.8	11	3.1	354	98.6	106	29.5	39	10.9
Cochran	401	206	51.4	195	48.6	139	34.7	246	61.3	6	1.5	10	2.5	385	96.0	180	44.9	31	7.7
Douglass	478	239	50.0	239	50.0	296	61.9	169	35.4	4	0.8	9	1.9	459	96.0	149	31.2	37	7.7
Johnson	357	173	48.5	184	51.5	114	31.9	214	59.9	17	4.8	12	3.4	334	93.6	152	42.6	17	4.8
Truett	923	476	51.6	447	48.4	335	36.3	482	52.2	34	3.7	72	7.8	892	96.6	490	53.1	45	4.9
W-H ES	493	256	51.9	237	48.1	176	35.7	295	59.8	5	1.0	17	3.4	465	94.3	212	43.0	42	8.5
ACE 4.0	3,893	1,985	51.0	1,908	49.0	1,649	42.4	2,018	51.8	72	1.8	154	4.0	3,743	96.1	1,638	42.1	261	6.7
All ACE	11,967	6,140	51.3	5,827	48.7	5,718	47.8	5,632	47.1	134	1.1	483	4.0	11,571	96.7	4,541	37.9	1,121	9.4

Source: District PEIMS demographic file dated 10/30/20.

Note: Af. Amer. = African American. W-H ES = Wilmer-Hutchins Elementary School. Econ. Dis. = Economically disadvantaged. SPED = Special Education. Percentages may not sum to 100 because of rounding.

Appendix B

Appendix B, Table 1: 2020-21 Teacher Characteristics – District Overall and ACE Overall

	District Overall						ACE Overall					
	All (N = 9,886) ^a		Elementary (N = 5,005)		Middle (N = 1,897)		All (N = 835)		Elementary (N = 701)		Middle (N = 134)	
	N	%	n	%	n	%	n	%	n	%	n	%
Sex												
Male	2,984	30.2	1,007	20.1	661	34.8	187	22.4	144	20.5	43	32.1
Female	6,902	69.8	3,998	79.9	1,236	65.2	648	77.6	557	79.5	91	67.9
Race/Ethnicity												
African American	3,493	35.3	1,379	27.6	977	51.5	434	52.0	330	47.1	104	77.6
Hispanic	3,249	32.9	2,313	46.2	306	16.1	259	31.0	247	35.2	12	9.0
White	2,721	27.5	1,154	23.1	520	27.4	126	15.1	109	15.5	17	12.7
Other	423	4.3	159	3.2	94	5.0	16	1.9	15	2.1	1	0.7
Highest Degree Earned												
Associate's	87	0.9	40	0.8	18	0.9	7	0.8	5	0.7	2	1.5
Bachelor's	6,697	67.7	3,507	70.1	1,292	68.1	557	66.7	463	66.1	94	70.2
Master's	2,260	22.9	1,082	21.6	439	23.1	219	26.2	184	26.3	35	26.1
Doctorate	118	1.2	39	0.8	16	0.8	10	1.2	10	1.4	0	0.0
Other/Missing	724	7.3	337	6.7	132	7.0	42	5.0	39	5.6	3	2.2

Source: District personnel file dated 01/05/21.

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

Appendix B, Table 2: 2020-21 ACE Teacher Characteristics by Cohort and School Type

	N	ACE 1.0						ACE 2.0						ACE 3.0		ACE 4.0	
		All (N = 163)		Elementary (N = 72)		Middle (N = 91)		All (N = 147)		Elementary (N = 104)		Middle (N = 43)		All (N = 249)		All (N = 276)	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex																	
Male	187	45	27.6	20	27.8	25	27.5	36	24.5	18	17.3	18	41.9	56	22.5	50	18.1
Female	648	118	72.4	52	72.2	66	72.5	111	75.5	86	82.7	25	58.1	193	77.5	226	81.9
Race/Ethnicity																	
Af. Amer.	434	114	69.9	27	37.5	87	95.6	70	47.6	53	51.0	17	39.5	125	50.2	125	45.3
Hispanic	259	28	17.2	27	37.5	1	1.1	43	29.3	32	30.8	11	25.6	79	31.7	109	39.5
White	126	17	10.4	15	20.8	2	2.2	33	22.4	18	17.3	15	34.9	39	15.7	37	13.4
Other	16	4	2.5	3	4.2	1	1.1	1	0.7	1	1.0	0	0.0	6	2.4	5	1.8
Highest Degree Earned																	
Associate's	7	2	1.2	0	0.0	2	2.2	0	0.0	0	0.0	0	0.0	3	1.2	2	0.7
Bachelor's	557	118	72.4	52	72.2	66	72.5	88	59.9	60	57.7	28	65.1	168	67.5	183	66.3
Master's	219	34	20.9	13	18.1	21	23.1	44	29.9	30	28.8	14	32.6	63	25.3	78	28.3
Doctorate	10	0	0.0	0	0.0	0	0.0	3	2.0	3	2.9	0	0.0	4	1.6	3	1.1
Other/Missing	42	9	5.5	7	9.7	2	2.2	12	8.2	11	10.6	1	2.3	11	4.4	10	3.6

Source: District personnel file dated 01/05/21.

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

Appendix B, Table 3: 2020-21 Teacher Characteristics – ACE 1.0 Campuses

	Elementary Schools				Middle Schools			
	Blanton (N = 41)		Lee, U (N = 31)		Dade (N = 58)		Zumwalt (N = 33)	
	n	%	n	%	n	%	n	%
Sex								
Male	8	19.5	12	38.7	13	22.4	12	36.4
Female	33	80.5	19	61.3	45	77.6	21	63.6
Race/Ethnicity								
African American	8	19.5	19	61.3	55	94.8	32	97.0
Hispanic	17	41.5	10	32.3	1	1.7	0	0.0
White	13	31.7	2	6.5	2	3.4	0	0.0
Other	3	7.3	0	0.0	0	0.0	1	3.0
Highest Degree Earned								
Associate's	0	0.0	0	0.0	1	1.7	1	3.0
Bachelor's	30	73.2	22	71.0	41	70.7	25	75.8
Master's	7	17.1	6	19.4	14	24.1	7	21.2
Doctorate	0	0.0	0	0.0	0	0.0	0	0.0
Other/Missing	4	9.8	3	9.7	2	3.4	0	0.0

Source: District personnel file dated 01/05/21.

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

Appendix B, Table 4: 2020-21 Teacher Characteristics – ACE 2.0 Campuses

	Elementary Schools						Middle School	
	Carr (N = 21)		Ervin (N = 39)		Titcher (N = 44)		Rusk (N = 43)	
	n	%	n	%	n	%	n	%
Sex								
Male	3	14.3	8	20.5	7	15.9	18	41.9
Female	18	85.7	31	79.5	37	84.1	25	58.1
Race/Ethnicity								
African American	8	38.1	25	64.1	20	45.5	17	39.5
Hispanic	6	28.6	9	23.1	17	38.6	11	25.6
White	7	33.3	4	10.3	7	15.9	15	34.9
Other	0	0.0	1	2.6	0	0.0	0	0.0
Highest Degree Earned								
Associate's	0	0.0	0	0.0	0	0.0	0	0.0
Bachelor's	13	61.9	18	46.2	29	65.9	28	65.1
Master's	3	14.3	16	41.0	11	25.0	14	32.6
Doctorate	1	4.8	2	5.1	0	0.0	0	0.0
Other/Missing	4	19.0	3	7.7	4	9.1	1	2.3

Source: District personnel file dated 01/05/21.

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

Appendix B, Table 5: 2020-21 Teacher Characteristics – ACE 3.0 Campuses

	Elementary Schools													
	Chavez (N = 37)		Dunbar (N = 31)		Hotchkiss (N = 39)		King (N = 33)		Maple Lawn (N = 38)		Pease (N = 32)		Rhoads (N = 39)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex														
Male	10	27.0	9	29.0	7	17.9	8	24.2	10	26.3	3	9.4	9	23.1
Female	27	73.0	22	71.0	32	82.1	25	75.8	28	73.7	29	90.6	30	76.9
Race/Ethnicity														
African American	15	40.5	24	77.4	6	15.4	25	75.8	8	21.1	26	81.3	21	53.8
Hispanic	13	35.1	6	19.4	17	43.6	8	24.2	19	50.0	4	12.5	12	30.8
White	8	21.6	1	3.2	15	38.5	0	0.0	8	21.1	2	6.3	5	12.8
Other	1	2.7	0	0.0	1	2.6	0	0.0	3	7.9	0	0.0	1	2.6
Highest Degree Earned														
Associate's	0	0.0	0	0.0	1	2.6	1	3.0	0	0.0	1	3.1	0	0.0
Bachelor's	22	59.5	22	71.0	28	71.8	20	60.6	26	68.4	19	59.4	31	79.5
Master's	14	37.8	7	22.6	9	23.1	10	30.3	8	21.1	10	31.3	5	12.8
Doctorate	0	0.0	0	0.0	1	2.6	0	0.0	2	5.3	0	0.0	1	2.6
Other/Missing	1	2.7	2	6.5	0	0.0	2	6.1	2	5.3	2	6.3	2	5.1

Source: District personnel file dated 01/05/21.

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

Appendix B, Table 6: 2020-21 Teacher Characteristics – ACE 4.0 Campuses

	Elementary Schools															
	Bryan (N = 27)		Burleson (N = 36)		Cedar Crest (N = 28)		Cochran (N = 32)		Douglass (N = 30)		Johnson (N = 29)		Truett (N = 60)		W-H ES (N = 34)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex																
Male	4	14.8	9	25.0	5	17.9	3	9.4	6	20.0	6	20.7	9	15.0	8	23.5
Female	23	85.2	27	75.0	23	82.1	29	90.6	24	80.0	23	79.3	51	85.0	26	76.5
Race/Ethnicity																
African American	10	37.0	18	50.0	16	57.1	18	56.3	16	53.3	13	44.8	20	33.3	14	41.2
Hispanic	14	51.9	15	41.7	8	28.6	9	28.1	8	26.7	13	44.8	27	45.0	15	44.1
White	2	7.4	3	8.3	4	14.3	4	12.5	5	16.7	3	10.3	12	20.0	4	11.8
Other	1	3.7	0	0.0	0	0.0	1	3.1	1	3.3	0	0.0	1	1.7	1	2.9
Highest Degree Earned																
Associate's	0	0.0	1	2.8	0	0.0	1	3.1	0	0.0	0	0.0	0	0.0	0	0.0
Bachelor's	20	74.1	24	66.7	18	64.3	22	68.8	20	66.7	18	62.1	39	65.0	22	64.7
Master's	7	25.9	10	27.8	9	32.1	8	25.0	8	26.7	9	31.0	18	30.0	9	26.5
Doctorate	0	0.0	0	0.0	1	3.6	1	3.1	0	0.0	0	0.0	1	1.7	0	0.0
Other/Missing	0	0.0	1	2.8	0	0.0	0	0.0	2	6.7	2	6.9	2	3.3	3	8.8

Source: District personnel file dated 01/05/21.

Note: W-H = Wilmer-Hutchins. Percentages may not sum to 100 because of rounding.

Appendix C

Appendix C: 2020-21 Percentage of Teachers at Each TEI Effectiveness Level – ACE Campuses and District

	Teachers N	NA %	No Level %	Unsat %	Prog I %	Prog II %	Prof I %	Prof II %	Prof III %	Exem I %	Exem II %	Master %
ACE 1.0												
Blanton	41	22.0	0.0	0.0	12.2	4.9	29.3	4.9	9.8	4.9	9.8	2.4
Lee, U	31	19.4	0.0	0.0	9.7	3.2	19.4	25.8	12.9	6.5	3.2	0.0
Dade	58	29.3	1.7	0.0	13.8	22.4	27.6	3.4	1.7	0.0	0.0	0.0
Zumwalt	33	57.6	3.0	0.0	3.0	3.0	12.1	6.1	6.1	0.0	9.1	0.0
ACE 1.0	163	31.3	1.2	0.0	10.4	10.4	23.3	8.6	6.7	2.5	4.9	0.6
ACE 2.0												
Carr	21	38.1	0.0	0.0	0.0	9.5	33.3	9.5	9.5	0.0	0.0	0.0
Ervin	39	23.1	0.0	2.6	7.7	5.1	30.8	17.9	5.1	5.1	2.6	0.0
Titche	44	45.5	0.0	0.0	4.5	0.0	11.4	15.9	13.6	2.3	6.8	0.0
Rusk	43	39.5	2.3	0.0	7.0	2.3	18.6	14.0	7.0	4.7	4.7	0.0
ACE 2.0	147	36.7	0.7	0.7	5.4	3.4	21.8	15.0	8.8	3.4	4.1	0.0
ACE 3.0												
Chavez	37	16.2	0.0	0.0	5.4	5.4	35.1	10.8	13.5	8.1	2.7	2.7
Dunbar	31	12.9	3.2	3.2	3.2	19.4	41.9	12.9	3.2	0.0	0.0	0.0
Hotchkiss	39	30.8	2.6	2.6	12.8	2.6	30.8	10.3	2.6	2.6	2.6	0.0
King	33	30.3	0.0	0.0	3.0	6.1	42.4	6.1	9.1	3.0	0.0	0.0
Maple Lawn	38	34.2	0.0	0.0	15.8	5.3	23.7	7.9	10.5	0.0	2.6	0.0
Pease	32	18.8	0.0	0.0	18.8	21.9	18.8	12.5	6.3	3.1	0.0	0.0
Rhoads	39	59.0	2.6	0.0	7.7	7.7	20.5	0.0	2.6	0.0	0.0	0.0
ACE 3.0	249	29.7	1.2	0.8	9.6	9.2	30.1	8.4	6.8	2.4	1.2	0.4
ACE 4.0												
Bryan	27	48.1	0.0	0.0	0.0	7.4	14.8	11.1	18.5	0.0	0.0	0.0
Burleson	36	38.9	0.0	0.0	0.0	5.6	25.0	11.1	11.1	2.8	5.6	0.0
Cedar Crest	28	35.7	0.0	0.0	3.6	0.0	32.1	14.3	14.3	0.0	0.0	0.0
Cochran	32	25.0	0.0	0.0	0.0	6.3	31.3	28.1	9.4	0.0	0.0	0.0
Douglass	30	30.0	3.3	0.0	6.7	10.0	33.3	10.0	6.7	0.0	0.0	0.0
Johnson	29	10.3	0.0	0.0	0.0	6.9	24.1	20.7	27.6	6.9	3.4	0.0
Truett	60	20.0	0.0	0.0	6.7	6.7	25.0	13.3	15.0	8.3	3.3	1.7
Wilmer-Hutchins ES	34	14.7	0.0	0.0	5.9	2.9	20.6	20.6	14.7	2.9	17.6	0.0
ACE 4.0	276	26.8	0.4	0.0	3.3	5.8	25.7	15.9	14.5	3.3	4.0	0.4
District	9,886	29.4	0.9	0.4	8.1	12.7	28.9	10.2	6.7	1.4	1.2	0.1

Source: Aggregated figures obtained from Dallas ISD Data Analytics and Control as of 01/26/21.

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

Appendix D

Appendix D, Table 1: 2020-21 ACE Campuses, Cohorts, and District MAP Average Quintile or Above Rates – Reading (English)

	BOY		MOY		EOY	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
ACE 1.0						
Blanton	74	49.0	72	45.3	88	47.8
Lee, U	58	34.9	97	52.4	110	48.2
Dade	169	37.9	186	31.5	88	26.2
Zumwalt	87	41.8	64	32.0	47	29.4
ACE 1.0 ES	132	41.6	169	49.1	198	48.1
ACE 1.0 MS	256	39.1	250	31.6	135	27.2
ACE 2.0						
Carr	69	47.9	59	38.8	53	31.4
Ervin	111	38.8	88	32.8	110	36.4
Titche	92	40.4	88	36.5	77	30.7
Rusk	179	37.2	141	36.9	153	37.0
ACE 2.0 ES	272	41.3	235	35.6	240	33.2
ACE 2.0 MS	179	37.2	141	36.9	153	37.0
ACE 3.0						
Chavez	95	41.3	98	38.9	84	35.7
Dunbar	50	25.9	61	29.5	65	30.4
Hotchkiss	90	44.1	79	37.6	84	37.8
King	69	45.1	81	45.5	105	52.0
Maple Lawn	68	41.7	82	41.6	79	38.2
Pease	61	25.4	105	39.8	133	41.7
Rhoads	47	28.7	68	32.9	67	31.6
ACE 3.0 ES	480	35.6	574	37.9	617	38.3
ACE 4.0						
Bryan	35	28.0	38	28.8	55	33.3
Burleson	54	28.9	71	35.0	72	34.8
Cedar Crest	26	16.5	52	31.7	64	39.0
Cochran	37	31.6	37	27.4	41	31.3
Douglass	60	33.5	42	24.7	71	34.8
Johnson	41	36.9	45	36.0	60	43.2
Truett	122	43.0	107	38.4	144	47.4
Wilmer-Hutchins ES	76	36.5	81	38.8	82	37.8
ACE 4.0 ES	451	32.9	473	33.4	589	38.5
District ES	11,897	51.6	11,782	50.2	13,378	51.1
District MS	10,541	51.2	8,720	44.6	6,952	40.5

Source: District MAP files dated 11/05/20 (BOY), 02/03/21 (MOY, Grades 1-2), 03/09/21 (MOY, Grades 3-11), and 06/23/21 (EOY).

Appendix D, Table 2: 2020-21 ACE Campuses, Cohorts, and District MAP Average Quintile or Above Rates – Reading (Spanish)

	BOY		MOY		EOY	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
ACE 1.0						
Blanton	135	71.1	145	75.1	163	68.5
Lee, U	45	45.5	70	67.3	82	67.2
Dade	-	-	-	-	-	-
Zumwalt	-	-	-	-	-	-
ACE 1.0 ES	180	62.3	215	72.4	245	68.1
ACE 1.0 MS	-	-	-	-	-	-
ACE 2.0						
Carr	33	68.8	29	67.4	32	71.1
Ervin	54	71.1	50	67.6	59	69.4
Titche	160	75.8	153	72.5	176	71.5
Rusk	-	-	-	-	-	-
ACE 2.0 ES	247	73.7	232	70.7	267	71.0
ACE 2.0 MS	-	-	-	-	-	-
ACE 3.0						
Chavez	87	59.2	86	57.7	96	60.8
Dunbar	36	49.3	37	50.7	45	54.9
Hotchkiss	135	64.3	125	59.0	131	55.5
King	33	55.0	38	61.3	52	68.4
Maple Lawn	101	60.5	128	73.6	138	67.6
Pease	-	-	-	-	-	-
Rhoads	48	50.5	69	50.4	62	41.1
ACE 3.0 ES	440	58.5	483	59.9	524	57.8
ACE 4.0						
Bryan	33	40.7	29	40.3	45	54.9
Burleson	65	43.3	85	58.2	111	62.7
Cedar Crest	22	30.1	34	45.9	46	54.8
Cochran	71	63.4	60	58.8	75	59.5
Douglass	46	52.9	50	50.5	62	52.5
Johnson	24	35.3	30	44.1	47	50.5
Truett	138	59.7	161	63.1	212	74.4
Wilmer-Hutchins ES	82	50.0	90	56.3	109	58.9
ACE 4.0 ES	481	49.8	539	55.2	707	61.5
District ES	12,417	60.7	12,829	62.3	14,483	59.7
District MS	11	39.3	-	-	-	-

Source: District MAP files dated 11/05/20 (BOY), 02/03/21 (MOY, Grades 1-2), 03/09/21 (MOY, Grades 3-11), and 06/23/21 (EOY).

Note: - = Zero students took test.

Appendix D, Table 3: 2020-21 ACE Campuses, Cohorts, and District MAP Average Quintile or Above Rates – Mathematics (Combined English and Spanish)

	BOY		MOY		EOY	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
ACE 1.0						
Blanton	186	51.5	229	62.1	267	60.7
Lee, U	81	28.8	127	43.2	149	43.3
Dade	107	29.2	151	26.4	116	31.4
Zumwalt	65	29.3	73	42.2	36	28.6
ACE 1.0 ES	267	41.6	356	53.7	416	53.1
ACE 1.0 MS	172	29.2	224	30.1	152	30.7
ACE 2.0						
Carr	77	40.1	88	44.7	101	44.5
Ervin	86	23.8	110	32.2	117	30.2
Titche	168	38.9	200	44.3	238	47.6
Rusk	166	36.7	167	40.8	178	41.4
ACE 2.0 ES	331	33.6	398	40.2	456	40.9
ACE 2.0 MS	166	36.7	167	40.8	178	41.4
ACE 3.0						
Chavez	134	36.3	176	44.4	186	45.0
Dunbar	71	26.5	100	35.3	93	30.2
Hotchkiss	154	35.6	202	45.4	211	45.2
King	78	34.5	92	37.4	133	49.4
Maple Lawn	129	38.5	172	46.0	211	49.5
Pease	54	23.3	86	32.5	107	33.0
Rhoads	62	22.2	97	28.5	112	30.0
ACE 3.0 ES	682	31.8	925	39.4	1,053	40.8
ACE 4.0						
Bryan	48	23.0	64	29.4	87	31.9
Burleson	107	30.5	155	43.8	164	41.4
Cedar Crest	31	13.2	66	27.6	105	41.8
Cochran	50	21.4	91	36.0	123	45.4
Douglass	59	21.0	78	27.4	138	41.1
Johnson	56	27.2	71	31.7	131	47.5
Truett	150	28.1	217	38.8	326	52.1
Wilmer-Hutchins ES	107	28.3	153	41.4	193	47.5
ACE 4.0 ES	608	25.1	895	35.8	1,267	44.7
District ES	19,905	43.5	23,742	51.1	27,494	51.5
District MS	8,820	43.2	9,446	47.8	8,607	48.3

Source: District MAP files dated 11/05/20 (BOY), 02/03/21 (MOY, Grades 1-2), 03/09/21 (MOY, Grades 3-11), and 06/23/21 (EOY).

Appendix E

Appendix E, Table 1: 2020-21 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for ACE Campuses, Cohorts, and District – ACE 1.0 Campuses

		Approaches+		Meets+		Masters	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading							
Blanton	224	145	64.7	94	42.0	51	22.8
Lee, U	114	82	71.9	41	36.0	20	17.5
Dade	622	305	49.0	137	22.0	37	5.9
Zumwalt	198	117	59.1	49	24.7	19	9.6
District ES	27,859	17,461	62.7	9,728	34.9	5,190	18.6
District MS	22,577	13,295	58.9	6,632	29.4	2,699	12.0
Mathematics							
Blanton	225	164	72.9	104	46.2	62	27.6
Lee, U	118	86	72.9	50	42.4	25	21.2
Dade	618	279	45.1	113	18.3	29	4.7
Zumwalt	198	104	52.5	44	22.2	7	3.5
District ES	27,908	17,012	61.0	8,898	31.9	4,315	15.5
District MS	22,650	12,691	56.0	5,990	26.4	1,832	8.1
Writing							
Blanton	54	23	42.6	13	24.1	2	3.7
Lee, U	47	31	66.0	15	31.9	2	4.3
Dade	203	76	37.4	21	10.3	2	1.0
Zumwalt	54	19	35.2	6	11.1	0	0.0
District ES	8,784	3,837	43.7	1,662	18.9	418	4.8
District MS	7,829	3,555	45.4	1,384	17.7	234	3.0
Science							
Blanton	83	37	44.6	10	12.0	1	1.2
Lee, U	40	16	40.0	5	12.5	0	0.0
Dade	207	98	47.3	54	26.1	20	9.7
Zumwalt	83	56	67.5	30	36.1	14	16.9
District ES	8,958	4,834	54.0	1,911	21.3	625	7.0
District MS	8,268	4,402	53.2	1,973	23.9	668	8.1
Social Studies ^a							
Dade	177	85	48.0	42	23.7	16	9.0
Zumwalt	62	23	37.1	11	17.7	5	8.1
District MS	7,802	3,309	42.4	1,124	14.4	323	4.1

Source: District STAAR files dated 06/28/21 (grades three to eight) and 06/17/21 (Algebra I EOC) for students enrolled on the PEIMS snapshot date of October 30, 2020.

Note: ^a STAAR Social Studies test is only administered in Middle school. STAAR performance standard attainment rates within ten percentage points or exceeding the district are in **bold**.

Appendix E, Table 2: 2020-21 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for ACE Campuses, Cohorts, and District – ACE 2.0 Campuses

		Approaches+		Meets+		Masters	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading							
Carr	144	78	54.2	32	22.2	16	11.1
Ervin	220	99	45.0	43	19.5	17	7.7
Titche	276	166	60.1	78	28.3	41	14.9
Rusk	499	282	56.5	101	20.2	33	6.6
District ES	27,859	17,461	62.7	9,728	34.9	5,190	18.6
District MS	22,577	13,295	58.9	6,632	29.4	2,699	12.0
Mathematics							
Carr	145	86	59.3	48	33.1	19	13.1
Ervin	220	70	31.8	36	16.4	15	6.8
Titche	280	137	48.9	83	29.6	34	12.1
Rusk	503	257	51.1	103	20.5	27	5.4
District ES	27,908	17,012	61.0	8,898	31.9	4,315	15.5
District MS	22,650	12,691	56.0	5,990	26.4	1,832	8.1
Writing							
Carr	37	12	32.4	3	8.1	1	2.7
Ervin	76	21	27.6	7	9.2	1	1.3
Titche	91	42	46.2	19	20.9	4	4.4
Rusk	159	61	38.4	24	15.1	4	2.5
District ES	8,784	3,837	43.7	1,662	18.9	418	4.8
District MS	7,829	3,555	45.4	1,384	17.7	234	3.0
Science							
Carr	34	19	55.9	5	14.7	2	5.9
Ervin	67	17	25.4	4	6.0	0	0.0
Titche	86	32	37.2	6	7.0	2	2.3
Rusk	180	102	56.7	44	24.4	15	8.3
District ES	8,958	4,834	54.0	1,911	21.3	625	7.0
District MS	8,268	4,402	53.2	1,973	23.9	668	8.1
Social Studies ^a							
Rusk	181	102	56.4	32	17.7	9	5.0
District MS	7,802	3,309	42.4	1,124	14.4	323	4.1

Source: District STAAR files dated 06/28/21 (grades three to eight) and 06/17/21 (Algebra I EOC) for students enrolled on the PEIMS snapshot date of 10/30/20.

Note: ^a STAAR Social Studies test is only administered in Middle school. STAAR performance standard attainment rates within ten percentage points or exceeding the district are in **bold**.

Appendix E, Table 3: 2020-21 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for ACE Campuses, Cohorts, and District – ACE 3.0 Campuses

	<i>N</i>	Approaches+		Meets+		Masters	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading							
Chavez	241	137	56.8	64	26.6	34	14.1
Dunbar	153	91	59.5	32	20.9	12	7.8
Hotchkiss	256	150	58.6	73	28.5	31	12.1
King	141	91	64.5	57	40.4	26	18.4
Maple Lawn	223	122	54.7	66	29.6	44	19.7
Pease	182	92	50.5	38	20.9	24	13.2
Rhoads	205	88	42.9	40	19.5	21	10.2
District ES	27,859	17,461	62.7	9,728	34.9	5,190	18.6
Mathematics							
Chavez	243	112	46.1	49	20.2	25	10.3
Dunbar	157	100	63.7	47	29.9	14	8.9
Hotchkiss	257	131	51.0	71	27.6	32	12.5
King	142	78	54.9	40	28.2	14	9.9
Maple Lawn	223	122	54.7	66	29.6	37	16.6
Pease	184	81	44.0	28	15.2	10	5.4
Rhoads	204	72	35.3	26	12.7	8	3.9
District ES	27,908	17,012	61.0	8,898	31.9	4,315	15.5
Writing							
Chavez	80	14	17.5	7	8.8	1	1.3
Dunbar	46	17	37.0	8	17.4	1	2.2
Hotchkiss	82	25	30.5	6	7.3	0	0.0
King	41	17	41.5	3	7.3	1	2.4
Maple Lawn	70	15	21.4	3	4.3	2	2.9
Pease	58	19	32.8	6	10.3	0	0.0
Rhoads	59	18	30.5	4	6.8	0	0.0
District ES	8,784	3,837	43.7	1,662	18.9	418	4.8

table continues

Appendix E, Table 3 (continued)

	N	Approaches+		Meets+		Masters	
		n	%	n	%	n	%
Science							
Chavez	84	48	57.1	17	20.2	5	6.0
Dunbar	61	44	72.1	25	41.0	8	13.1
Hotchkiss	86	22	25.6	7	8.1	4	4.7
King	43	27	62.8	12	27.9	1	2.3
Maple Lawn	82	42	51.2	23	28.0	7	8.5
Pease	69	28	40.6	14	20.3	3	4.3
Rhoads	61	15	24.6	3	4.9	0	0.0
District ES	8,958	4,834	54.0	1,911	21.3	625	7.0

Source: District STAAR files dated 06/28/21 (grades three to eight) and 06/17/21 (Algebra I EOC) for students enrolled on the PEIMS snapshot date of 10/30/20.

Note: STAAR performance standard attainment rates within ten percentage points or exceeding the district are in **bold**.

Appendix E, Table 4: 2021 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for ACE Campuses, Cohorts, and District – ACE 4.0 Campuses

	<i>N</i>	Approaches+		Meets+		Masters	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading							
Bryan	123	54	43.9	28	22.8	9	7.3
Burleson	208	108	51.9	55	26.4	35	16.8
Cedar Crest	141	95	67.4	52	36.9	19	13.5
Cochran	143	73	51.0	32	22.4	14	9.8
Douglass	180	100	55.6	46	25.6	24	13.3
Johnson	142	75	52.8	39	27.5	19	13.4
Truett	350	219	62.6	111	31.7	53	15.1
Wilmer-Hutchins ES	236	131	55.5	72	30.5	36	15.3
District ES	27,859	17,461	62.7	9,728	34.9	5,190	18.6
Mathematics							
Bryan	124	49	39.5	15	12.1	7	5.6
Burleson	207	128	61.8	74	35.7	46	22.2
Cedar Crest	141	107	75.9	70	49.6	35	24.8
Cochran	143	72	50.3	33	23.1	14	9.8
Douglass	178	98	55.1	43	24.2	16	9.0
Johnson	143	68	47.6	39	27.3	16	11.2
Truett	356	194	54.5	90	25.3	34	9.6
Wilmer-Hutchins ES	235	135	57.4	75	31.9	38	16.2
District ES	27,908	17,012	61.0	8,898	31.9	4,315	15.5
Writing							
Bryan	41	12	29.3	4	9.8	1	2.4
Burleson	65	31	47.7	16	24.6	8	12.3
Cedar Crest	50	31	62.0	19	38.0	8	16.0
Cochran	53	15	28.3	7	13.2	4	7.5
Douglass	51	15	29.4	5	9.8	0	0.0
Johnson	49	12	24.5	1	2.0	0	0.0
Truett	125	48	38.4	29	23.2	13	10.4
Wilmer-Hutchins ES	79	18	22.8	6	7.6	0	0.0
District ES	8,784	3,837	43.7	1,662	18.9	418	4.8

table continues

Appendix E, Table 4 (continued)

Appendix E, Table 1 (continued)

		Approaches+		Meets+		Masters	
	N	n	%	n	%	n	%
Science							
Bryan	45	14	31.1	3	6.7	1	2.2
Burleson	84	37	44.0	11	13.1	4	4.8
Cedar Crest	46	20	43.5	6	13.0	0	0.0
Cochran	47	21	44.7	9	19.1	1	2.1
Douglass	71	26	36.6	7	9.9	2	2.8
Johnson	51	28	54.9	17	33.3	4	7.8
Truett	107	34	31.8	9	8.4	1	0.9
Wilmer-Hutchins ES	77	43	55.8	17	22.1	5	6.5
District ES	8,958	4,834	54.0	1,911	21.3	625	7.0

Source: District STAAR files dated 06/28/21 (grades three to eight) and 06/17/21 (Algebra I EOC) for students enrolled on the PEIMS snapshot date of 10/30/20.

Note: STAAR performance standard attainment rates within ten percentage points or exceeding the district are in **bold**.

Appendix F

Appendix F: 2016-17 to 2020-21 ACE Campuses, ACE Cohorts, and District Level I, II, and III Disciplinary Offenses

	2016-17 <i>n</i>	2017-18 <i>n</i>	2018-19 <i>n</i>	2019-20 ^a <i>n</i>	2020-21 <i>n</i>
ACE 1.0					
Blanton	1	1	6*	7*	NA
Lee, U	45	24	12*	4*	NA
Dade	198	118	82*	48*	NA
Zumwalt	26	24	23*	157*	NA
ACE 1.0 ES Avg	23	13	9*	6*	NA
ACE 1.0 MS Avg	112	71	53*	103*	NA
ACE 1.0 Total	270	167	123*	216*	NA
ACE 2.0					
Carr ^b	157	87	56	12	NA
Ervin	327	56	83	73	NA
Titche	243	28	20	3	NA
Rusk	762	110	148	71	NA
ACE 2.0 ES Avg	242	57	53	52	NA
ACE 2.0 MS Avg	762	110	148	71	NA
ACE 2.0 Total	1,489	281	307	159	NA
ACE 3.0					
Chavez	-	48	8	5	NA
Dunbar	-	109	6	5	NA
Hotchkiss	-	3	84	22	NA
King	-	116	7	1	NA
Maple Lawn	-	0	21	16	NA
Pease ^c	58	24	21	2	NA
Rhoads	-	220	75	32	NA
ACE 3.0 ES Avg	-	74	32	12	NA
ACE 3.0 Total	-	520	222	83	NA
ACE 4.0					
Bryan	-	-	-	-	NA
Burleson	-	-	-	-	NA
Cedar Crest	-	-	-	-	NA
Cochran	-	-	-	-	NA
Douglass	-	-	-	-	NA
Johnson ^d	-	-	-	-	NA
Truett	-	-	-	-	NA
Wilmer-Hutchins ES	-	-	-	-	NA
ACE 4.0 Avg	-	-	-	-	NA
ACE 4.0 Total	-	-	-	-	NA
District ES Avg	46	22	19	8	NA
District MS Avg	337	253	247	130	NA
District Total	24,938	18,690	17,737	9,439	NA

Source: District student discipline files dated 07/10/17 (2016-17), 07/19/18 (2017-18), 07/18/19 (2018-19), and 08/19/2020 (2019-20).

Note: NA = Not applicable. Due to the COVID-19 pandemic, normal disciplinary tracking procedures were suspended during 2020-21. - = Data not displayed as these campuses did not participate in the ACE program that year. ^a 2019-20 totals only include data through the first four six weeks. ^b Because Carr and Carver merged in 2017-18, 2016-17 numbers for Carr include both Carr and Carver; 2017-18 numbers are for Carr only. ^c In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d Johnson opened in 2020-21. * ACE 1.0 campuses did not participate in the ACE program in 2018-19 and 2019-20.

Appendix G

Appendix G: 2016-17 to 2020-21 ACE Campuses, Cohorts, and District Average Attendance Rates

	2016-17 %	2017-18 %	2018-19 %	2019-20 ^a %	2020-21 %
ACE 1.0					
Blanton	96.7	96.0	96.6*	95.5*	96.9
Lee, U	96.7	95.9	95.7*	95.0*	93.9
Dade	95.9	94.5	95.4*	95.7*	97.4
Zumwalt	90.9	92.0	92.7*	91.3*	92.5
ACE 1.0	95.0	94.5	95.2*	94.7*	95.7
ACE 2.0					
Carr ^b	95.7	95.0	94.8	94.5	95.5
Ervin	95.2	95.9	97.4	95.1	93.7
Titche	95.7	96.3	96.3	95.2	95.1
Rusk	95.2	95.8	96.4	96.0	90.4
ACE 2.0	95.4	95.8	96.4	95.3	93.5
ACE 3.0					
Chavez	-	96.0	95.6	94.3	95.6
Dunbar	-	94.1	95.5	94.3	95.7
Hotchkiss	-	96.8	96.7	95.1	95.6
King	-	95.5	96.5	97.9	97.3
Maple Lawn	-	96.4	96.3	94.9	94.1
Pease ^c	93.5	94.0	93.2	91.8	92.4
Rhoads	-	95.2	96.3	94.6	93.0
ACE 3.0	-	95.5	95.8	94.7	94.7
ACE 4.0					
Bryan	-	-	-	-	92.4
Burleson	-	-	-	-	93.2
Cedar Crest	-	-	-	-	91.6
Cochran	-	-	-	-	92.4
Douglass	-	-	-	-	91.6
Johnson ^d	-	-	-	-	95.3
Truett	-	-	-	-	93.8
Wilmer-Hutchins ES	-	-	-	-	96.2
ACE 4.0	-	-	-	-	93.4
District	95.4	95.2	95.3	94.2	92.1

Source: District attendance files dated 06/20/17 (2016-17), 06/11/18 (2017-18), 06/04/19 (2018-19), 03/04/20 (4th six-weeks, 2019-20), and 08/24/21 (2020-21).

Note: - = Data not displayed as these campuses did not participate in the ACE program that year. ^a 2019-20 totals only include data from the first four six weeks. ^b Because Carr and Carver merged in 2017-18, 2016-17 numbers for Carr include both Carr and Carver; 2017-18 numbers are for Carr only. ^c In 2018-19, Pease transitioned from ACE 1.0 to ACE 3.0. ^d Johnson opened in 2020-21. * ACE 1.0 campuses did not participate in the ACE program in 2018-19 and 2019-20. Attendance rates meeting or exceeding goal of 96 percent (rounded) are in **bold**.

Appendix H

Appendix H. 2020-21 ACE Student Experience Survey Percent Favorable Ratings by Category

	Classroom Environment		Student Engagement		Pedagogical Effectiveness		Rigorous Expectations		Teacher-Student Relationships		Overall	
	N	%	N	%	N	%	N	%	N	%	N	%
ACE 1.0												
Blanton	1,613	81	2,015	77	2,827	88	2,011	84	1,609	84	10,075	83
Lee, U	1,078	87	1,346	86	1,881	94	1,343	89	1,066	91	6,714	89
Dade	*	*	*	*	*	*	*	*	*	*	*	*
Zumwalt	*	*	*	*	*	*	*	*	*	*	*	*
ACE 1.0 ES	2,691	84	3,361	82	4,708	91	3,354	87	2,675	88	16,789	86
ACE 1.0 MS	*	*	*	*	*	*	*	*	*	*	*	*
ACE 2.0												
Carr	603	73	755	67	1,064	80	758	77	610	74	3,790	74
Ervin	1,074	90	1,347	84	1,894	93	1,344	90	1,071	89	6,730	89
Titche	1,839	92	2,310	89	3,263	95	2,313	94	1,853	94	11,578	93
Rusk	3,580	76	3,589	50	6,469	81	3,586	78	3,591	74	20,815	72
ACE 2.0 ES	3,516	85	4,412	80	6,221	89	4,415	87	3,534	86	22,098	85
ACE 2.0 MS	3,580	76	3,589	50	6,469	81	3,586	78	3,591	74	20,815	72
ACE 3.0												
Chavez	1,228	76	1,537	72	2,153	84	1,537	78	1,225	79	7,680	78
Dunbar	928	82	1,160	81	1,625	87	1,166	83	927	84	5,806	83
Hotchkiss	1,794	75	2,251	67	3,131	81	2,237	76	1,773	79	11,186	76
King	652	75	818	68	1,136	82	813	78	646	78	4,065	76
Maple Lawn	1,319	74	1,656	69	2,309	85	1,648	75	1,322	81	8,254	77
Pease ^c	1,051	70	1,316	71	1,823	85	1,316	80	1,043	77	6,549	77
Rhoads	1,242	68	1,554	67	2,184	78	1,553	72	1,237	76	7,770	72
ACE 3.0 ES	8,214	74	10,292	71	14,361	83	10,270	77	8,173	79	51,310	77
ACE 4.0												
Bryan	587	77	728	79	1,014	86	733	85	584	82	3,646	82
Burleson	1,523	78	1,909	72	2,674	85	1,913	79	1,520	79	9,539	79
Cedar Crest	794	90	983	90	1,388	94	988	92	791	93	4,944	92
Cochran	763	86	951	79	1,345	88	952	82	767	84	4,778	84
Douglass	1,096	76	1,356	71	1,921	83	1,367	78	1,093	77	6,833	77
Johnson	883	91	1,098	88	1,547	93	1,100	93	881	92	5,509	91
Truett	2,060	82	2,570	78	3,609	88	2,583	85	2,065	86	12,887	84
Wilmer-Hutchins ES	1,583	88	1,963	85	2,764	93	1,976	92	1,583	93	9,869	90
ACE 4.0 ES	9,289	84	11,558	80	16,262	89	11,612	86	9,284	86	58,005	85
District ES*	187,382	80	234,671	74	328,403	86	233,990	80	187,102	82	1,171,548	80
District MS*	256,819	80	257,872	54	463,921	82	257,455	78	257,197	75	1,493,264	74

Source: Data provided by the Office of Institutional Research dated July 12, 2021.

Note: * = Some campuses had lower participation rates than in prior years. Campuses were only included in analyses if their participation rates were 52 percent or greater. Results should not be compared to prior years and should be reviewed with caution. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12. Favorable percentages that met or exceeded the district for grade level are in **bold**.

Appendix I

Appendix I. 2020-21 Parent/Guardian Survey Items

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

Source: Survey items provided by the Office of Institutional Research dated July 13, 2021