

2020-21

Evaluation of Transformation and Innovation Schools

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



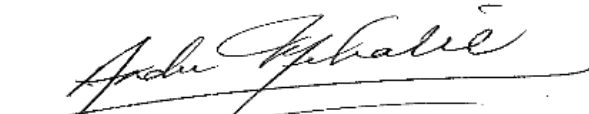
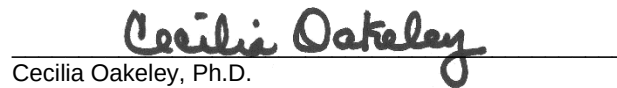
2020-21

Evaluation of Transformation and Innovation Schools

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This report and executive summary are available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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ACRONYMS AND ABBREVIATIONS

AC	Alternative Certification
Approaches+	Approaches Grade Level or Above
BP	Beliefs and Priorities
CGC	College-Going Culture
CFS	Culture of Feedback and Support
DT	Design Thinking
Does Not Meet	Does Not Meet Grade Level
EL	Expeditionary Learning
EOY	End of Year
ES	Elementary School
HS	High School
IB	International Baccalaureate
ISD	Independent School District
K	Kindergarten
MAP	<i>Measures of Academic Progress</i>
Masters	Masters Grade Level
Meets+	Meets Grade Level or Above
MOY	Middle of Year
MS	Middle School
OTI	Office of Transformation and Innovation
PBL	Project Based Learning
PCE	Positive Culture and Environment
PEIMS	Public Education Information Management System
PK	Prekindergarten
PL	Personalized Learning
PSC	Public School Choice
SL	Service Learning
SPED	Special Education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
T & I	Transformation and Innovation
TPT	Teacher-Principal Trust
TTT	Teacher-Teacher Trust
TBPL	Technology and Project-based Learning
TEI	Teacher Excellence Initiative

Evaluation of Transformation and Innovation Schools

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

Public School Choice (PSC) is an initiative created and sustained by the Office of Transformation and Innovation (OTI) to help all Dallas Independent School District (ISD) students find the school that best fits their interests, aspirations, and preferred learning styles. The PSC initiative included Transformation schools, Innovation schools, and Innovation pilot schools during the 2020-21 school year.¹ Transformation schools are new schools without traditional attendance zones; innovation schools are existing schools limited to students in the school's attendance zone; Innovation pilot schools are schools working toward Innovation school status, as designated by OTI.

In 2020-21, the district operated 12 Transformation, 29 Innovation schools, and four Innovation pilot schools. The 2020-21 budget was \$6,126,178, an increase from \$5,639,500 in 2019-20.

PURPOSE AND SCOPE OF THE EVALUATION

This evaluation examined the characteristics and processes of Transformation and Innovation (T & I) schools and OTI's progress toward achieving its 2020-21 goals in three areas: (a) student selection and socioeconomic/racial diversity, (b) school climate, and (c) student outcomes.

EVALUATION QUESTIONS/OUTCOMES

What was the context of the T & I schools?

2020-21 T & I Campuses

From 2019-20 to 2020-21, the number of Transformation schools increased from 10 to 12, and the number of Innovation schools increased from 24 to 33. In 2020-21, 4,670 students attended a Transformation school, and the remaining 18,810 students attended an Innovation school.

School Selection Process

In 2020-21, OTI received 52 Letters of Intent and 31 formal proposals for the new cohort of T & I schools for the 2021-22

school year (PSC 7.0). Nineteen proposals were selected for the new cohort of PSC 7.0 schools (10 Transformation schools, five Innovation schools, and four Innovation pilot or redesign schools).

COVID-19 Impact on the PSC Initiative

In response to the COVID-19 pandemic and transition to at-home learning, OTI staff members reported four changes during the 2020-21 school year. First, campus tours, piloting of ICs, and certain other campus-based activities were cancelled. Second, conferences and professional development activities were delivered online rather than in person. Third, internal deadlines for T & I school Letters of Intent, proposals, trainings, and Innovation Grants were extended. Lastly, the deadline for parents to confirm seats offered for 2021-22 was also extended.

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

Similar to the district (51%), 49 percent of Transformation students and 52 percent of Innovation students were males. The percentage of Hispanic students who attended Transformation schools (58%) was lower than Innovation schools (78%), and more African American (24%) and White (11%) students attended Transformation schools than Innovation schools (14% and 4%, respectively). While fewer EL students attended Transformation schools (32%) than Innovation schools (53%) and the district (46%), the percentage of special education students was similar across Transformation (9%) and Innovation schools (11%). Lastly, the percentage of economically disadvantaged students was lower for Transformation schools (70%) than for Innovation schools (87%) and the district (85%).²

Retention of 2019-20 T & I Students

Of the 262 grade five students who attended a 2019-20 Transformation school, 14 percent left the district when transitioning to a middle school (Grade 6) in 2020-21, which was less than the district rate in 2020-21 (18%) and 2019-20

¹ The core tenants of T & I schools included the following: (a) No academic or parental entry requirements, (b) all students participate in the schoolwide model, (c) the Dallas ISD specifies recruitment and enrollment guidelines that Choice Schools must follow, and (d) Choice Schools align the selected model with national best practices.

² This difference was expected because the district has been working toward 50/50 socioeconomic diversity at Transformation schools.

(19%). Of the 1,813 grade five students who attended a 2019-20 Innovation school, 18 percent left the district when transitioning to a middle school (Grade 6) in 2020-21, which was the same as the district rate in 2020-21 (18%) and less than the district rate in 2019-20 (19%). Likewise, of the 147 grade eight students who attended a 2019-20 Transformation school, 11 percent left the district when transitioning to a high school (Grade 9) in 2020-21, which was less than the district rate in 2020-21 (12%) and 2019-20 (14%). Of the 1,352 grade eight students who attended a 2019-20 Innovation school, 10 percent left the district when transitioning to a high school (Grade 9) in 2020-21, which was less than the district rate in 2020-21 (12%) and 2019-20 (14%).

What were the characteristics of staff members in the T & I schools?

Teacher Demographics

In 2020-21, there were 342 full-time teachers at Transformation schools and 1,289 full-time teachers at Innovation schools. Seventy-five percent of Transformation and 73 percent of Innovation teachers were females. Thirty-three percent of Transformation teachers were African American, and 41 percent of Innovation teachers were Hispanic. More than half of the Transformation (64%) and Innovation (53%) teachers had five years or less of teaching experience, whereas 21 percent of Transformation and 22 percent of Innovation teachers had between six and 10 years of teaching experience. Fifteen percent of Transformation and 25 percent of Innovation teachers had more than 10 years of teaching experience.

Principal/Assistant Principal Demographics

In 2020-21, there were 31 principals/assistant principals at Transformation schools and 81 principals/assistant principals at Innovation schools. Seventy-seven percent of Transformation and 74 percent of Innovation principals/assistant principals were females. Fifty-eight percent of Transformation principals/assistant principals were African American, and 44 percent of Innovation principals/assistant principals were Hispanic. Thirty-nine percent of Transformation and 20 percent of Innovation principals/assistant principals had five years or less of creditable years of service, whereas 16 percent of Transformation and 30 percent of Innovation principals/assistant principals had between six and 10 years of creditable years of service. Nearly half of (45%) Transformation and over half of Innovation (51%)

Innovation principals/assistant principals had more than 10 years of creditable years of service.

Teacher Retention Rates

Teacher retention rates from 2019-20 to 2020-21 (stayers) for Transformation schools and the district overall (77%) was slightly lower than Innovation schools (80%). In addition, the percentage of teachers at Transformation schools (8%) and Innovation schools (7%) who moved campuses was slightly lower than the district overall (9%). Lastly, the percentage of teachers at Transformation schools who left the district (15%) was slightly higher than Innovation schools (13%) and the district overall (14%).

Were student selection and diversity goals met for transformation schools?

Goal 1: The percentage of economically disadvantaged students at Transformation campuses will be at least five percentage points lower than the district average (i.e., more diverse).

- Goal 1 was met for eight of the 10 (80%) Transformation schools that were included in the socioeconomic diversity goal and for all Transformation schools combined.

Goal 2: The percentage of students at Transformation campuses will be at least five-percentage points different (higher or lower) than the district average in one or more racial categories (i.e., more diverse).

- Goal 2 was met for all 12 Transformation schools and for all Transformation schools combined

Goal 3: The number of students applying to a transformation school in spring 2021 will exceed the number of seats available overall and for each transformation campus.

- Goal 3 was met for all Transformation schools combined and for 13 of 15 Transformation schools that were open during the 2021-22 school year.

Goal 4: At least 25 percent of 2021-22 students selected in the spring 2021 lottery will be recapture students.³

- Goal 4 was met for all Transformation schools combined.
- The overall percentage of recapture students enrolled in 2021-22 Transformation schools was 31 percent.

³ Recaptured students were calculated based on external seats and tuition-based PK seats (External Seats (K-11) + Tuition-Based PK Seats).

Were T & I school climate goals met?

Goal 5: The percentage of positive responses on the district Campus Climate Survey for T & I schools will be at or above the district average.

- Goal 5 was met for all six climate survey subscales at five of the 12 (42%) Transformation schools and 14 of the 33 (42%) Innovation schools.
- Transformation schools combined met the goal for five subscales, and Innovation schools combined met the goal for four subscales. Fifteen schools (six Transformation and nine Innovation) had fewer than 70 percent positive responses on three or more subscales.

Goal 6: The percentage of positive responses on the district Student Experience Survey for T & I schools will be at or above the district average.⁴

- Goal 6 was met for all five student experience survey subscales at one of the seven (14%) Transformation schools and eight of the 27 (30%) Innovation schools for grades 3 to 5.
- Goal 6 was met for all five student experience survey subscales at two of the seven (29%) Transformation schools and two of the seven (29%) Innovation schools for grades 6 to 12.

Goal 7: The percentage of positive responses on the district Parent/Guardian Survey for T & I schools will be at or above the district average.

- Goal 7 was met for the District Parent/Guardian survey at three of eight (38%) Transformation schools and 16 of 22 (73%) Innovation schools that were included.
- Overall, Transformation schools (85%), Innovation schools (88%) and the district (86%) performed similarly.

Were T & I student outcome goals met?

Attendance and Chronic Absenteeism⁵

Goal 8: The 2020-21 attendance rates for students at T & I schools will be at or above the district average.

- Goal 8 was met for nine of 12 (75%) Transformation schools and 28 of 33 (85%) Innovation schools.

Attendance rates for Transformation schools (96%) and Innovation schools (94%) were slightly higher than the district (93%).

Goal 9: The 2019-20 chronic absenteeism rates⁶ for students at T & I schools will be at or below the district average.

- Goal 9 was met for eight of 12 (67%) Transformation schools and 27 of 33 (82%) Innovation schools. Chronic absenteeism rates for Transformation schools (13%) and Innovation schools (19%) were lower than the district (23%) in 2020-21.

Measures of Academic Progress (MAP) Growth

Goal 10: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average.

RIT scores: Gains from BOY to EOY will be at or above the district average.

- For English reading, the goal was met for eight of the 12 (67%) Transformation schools and for 27 of the 33 (82%) Innovation schools.
- For Spanish reading, the goal was met for three of the eight (38%) Transformation schools and 12 of the 27 (44%) of the Innovation schools.
- For mathematics, the goal was met for eight of the 12 (67%) Transformation schools and 24 of the 33 (73%) Innovation schools.

CGP scores: High average or high growth from BOY to EOY will be at or above the district rate.

- For English reading, the goal was met at nine of the 12 (75%) Transformation schools and 25 of the 33 (76%) Innovation schools.
- For mathematics, the goal was met for eight of the 12 (67%) Transformation schools and 26 of the 33 (79%) Innovation schools.

RIT score thresholds: Rate above the 40th percentile for Spanish reading at EOY will be at or above the district rate.

⁴ 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.

⁵ Because of the challenges with collecting attendance data across multiple learning settings in 2020-21 due to the COVID-19 pandemic, the findings in this section should be interpreted with caution and should not be compared to previous years. In addition, 2019-20 attendance data were based on only the first four six-weeks because of the COVID-19 pandemic.

⁶ Students with 15 absences or more were identified as having chronic absenteeism.

- For Spanish reading, the goal was met at four of the seven Transformation schools and nine of the 27 Innovation schools.

State of Texas Assessments of Academic Readiness (STAAR)⁷

Goal 10: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average.

STAAR 3-8: Rate at the Approaches+ performance standards will exceed the district rate.

- For mathematics, the goal was met for four of the eight (50%) Transformation schools and 20 of the 31 (65%) Innovation schools. For reading, the goal was met for seven of the eight (88%) Transformation schools and 18 of the 31 (58%) Innovation schools. For writing, the goal was met for five of the eight (63%) Transformation schools and nine of the 31 (29%) Innovation schools. For science, the goal was met for five of the six (83%) Transformation schools and 20 of 31 (65%) of the Innovation schools. For social studies, the goal was met for none of the three Transformation schools and one of the four (25%) Innovation schools.
- Transformation schools met the Approaches+ performance standard for mathematics (62%), reading (70%), writing (54%), and science (67%) at a higher rate than the district and Innovation schools. Innovation schools met the Approaches+ (58%) performance standards for mathematics at the same rate as the district.

STAAR EOCs: Rate at the Approaches+ performance standards will exceed the district rate.

- For Algebra I, the goal was met for all six Transformation schools and five of the six (83%) Innovation schools. For English I, the goal was met for two of the three (67%) Transformation schools and one of the two (50%) Innovation schools. For English II, Biology, and U.S. History, the goal was met for all three Transformation schools and one of the two (50%) Innovation schools.
- Transformation schools met the Approaches+ performance standard for Algebra I (82%), English I (85%), English II (68%), Biology (73%), and U.S. History (89%) at a higher rate than the district and Innovation schools. Innovation schools met the Approaches+ (58%) performance standards for Algebra I (77%), English I

(76%), English II (54%), Biology (60%), and U.S. History (84%) at a higher rate than the district.

RECOMMENDATIONS

Continue using market analysis to determine future locations and instructional models for T & I schools.

Continue using the Innovation Engine and Middle School Redesign initiatives to produce high-quality PSC proposals.

Ensure adequate supports are available for schools as the district continues to scale the PSC initiative.

Continue striving for a socioeconomically and racially diverse student body at Transformation schools.

Determine how PSC schools should be evaluated in response to the COVID-19 pandemic.

Bolster support for schools that scored below the district average on three or more of the six Climate Survey subscales.

⁷ Because students could opt-out of STAAR or did not attend in-person school regularly due to the COVID-19 pandemic, some campuses had low participation rates for STAAR in 2020-21. Thus, the results from this section should be viewed with caution and should not be compared to previous years.

2020-21

Evaluation of Transformation and Innovation Schools

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION⁸

Public School Choice (PSC) is an initiative created and sustained by the Office of Transformation and Innovation (OTI) to help all Dallas Independent School District (ISD) students find the school that best fits their interests, aspirations, and preferred learning styles. Proponents of school choice policies have suggested that incentivizing schools to meet the needs of students who have traditionally been underserved can improve the fit between students and schools (Lee, 2016). Schools that are motivated to attract and retain students by finding a market niche will be more likely to offer opportunities that families want (Lee, 2016). To address this need in the Dallas ISD, the PSC initiative included Transformation schools, Innovation schools, and Innovation pilot schools during the 2020-21 school year.⁹ Transformation schools are new start-up schools in repurposed buildings that adopt a new, school-wide instructional model. An Innovation school is an existing neighborhood school that adopts a new, school-wide instructional model. While Transformation schools are available to students in and outside of Dallas ISD, Innovation schools are limited to those students within the attendance zone (unless special exceptions are made). Lastly, Innovation pilot schools are schools working toward Innovation school status, as designated by OTI.

During the 2020-21 school year, OTI introduced the Choose Dallas ISD platform to unify the student enrollment process for the 2020-21 school year. This platform provided parents with a single-entry point for applying to Dallas ISD schools, including magnet, Transformation, and Innovation schools; the ECHS (Early College High School) & P-TECH (Pathways in Technology Early College High School) program; and general schools transfers. In addition, the district operated 12 Transformation schools and 33 Innovation schools in 2020-21. Most schools implemented one of the following eight instructional models: International Baccalaureate (IB); Leadership; Montessori; personalized learning (PL); Science, Technology, Engineering, Arts, and Mathematics (STEAM); Science, Technology, Engineering, and Mathematics (STEM); technology and project-based learning (TPBL); and urban planning, architecture, and community development (Urban Planning). Dallas ISD staff members used available resources (i.e., websites, books, and curriculum developers) to develop the eight anchor models. Additional anchor models introduced at individual schools since 2019-20 included design thinking (DT), expeditionary learning (EL), global service learning (global SL), and performing and visual arts (Arts).

⁸ Portions of this report were adapted from Bush and Kim (2020) and Sanguras (2019).

⁹ The core tenants of T & I schools included the following: (a) No academic or parental entry requirements, (b) all students participate in the schoolwide model, (c) the Dallas ISD specifies recruitment and enrollment guidelines that Choice Schools must follow, and (d) Choice Schools align the selected model with national best practices.

Regarding Transformation and Innovation schools, the OTI set measurable goals for the 2020-21 school year in three areas: (1) student selection and socioeconomic/racial diversity, (2) school climate, and (3) student outcomes (Figure 1; See Appendix A on page 48 for a goal summary table).

Figure 1: 2020-21 Program Goals for Transformation and Innovation Schools



Source: Interview with OTI director and staff, 11/04/20.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to examine the context, process, and outcomes for the Dallas ISD PSC initiative, including progress toward 2020-21 goals. Context and process data included information about Transformation and Innovation schools (T & I schools), instructional models, school selection processes, OTI initiatives, and student and staff characteristics. Outcome data included attendance, climate, and student assessment data. The following evaluation questions were addressed:

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

EVALUATION QUESTIONS AND RESULTS

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

Methodology

The OTI department provided 2020-21 budget information.

Results

The budget for 2020-21 was \$6,126,178 from the district's general operating funds.¹⁰ This was an increase from \$5,639,500 in 2019-20. A component of the PSC initiative included budget autonomy, allowing school administrators to choose how they allocated their funds to further the purposes of their schools, while also permitting them to roll over their funds from one year to the next, for up to three years.

What was the context of the Dallas ISD T & I schools?

Methodology

Characteristics of T & I schools were gathered from interviews with OTI staff members as well as through review of OTI internal documents, the OTI website, and T & I campus websites. Student enrollment data were compiled from the 2020-21 Public Education Information Management System (PEIMS) district demographic file.¹¹ Frequency and crosstab analyses were conducted to determine student enrollment for T & I campuses overall, by school type (Transformation or Innovation), and by individual campus.

Results

Characteristics of 2020-21 T & I Schools

In 2020-21, the district operated 45 T & I schools (Table 1). From 2019-20 to 2020-21, the number of Transformation schools increased from 10 to 12, and the number of Innovation schools increased from 24 to 33. The total number of students increased from 18,739 in 2019-20 to 23,480 in 2020-21. In 2020-21, 4,670 students attended a Transformation school, and the remaining 18,810 students attended an Innovation school. The enrollment data for each year of the PSC initiative can be found in Appendix B on page 50.

¹⁰ The amount from the district's general operating funds was provided by OTI on 05/27/21. Does not include payroll.

¹¹ The 2020-21 district PEIMS demographic file was dated 10/30/2020.

Table 1: 2020-21 Dallas ISD T & I Schools

School	School Level	Grades Served	Students N	Anchor Model
Transformation Schools				
Downtown Montessori	ES	PK-2	218	Montessori
Hernandez Montessori	ES	PK-3	284	Montessori
Houston PL Prep	ES	PK-5	259	PL
MLK Arts	ES	PK-5	380	Arts
Solar Boys	ES	PK-3	342	STEAM
Solar Girls	ES	PK-5	616	STEAM
Mata	ES/MS	PK-7	679	Montessori
Hulcy	MS	6-8	529	STEAM
Ignite	MS	6-7	515	PL
CityLab	HS	9-11	271	Urban Planning
IDEA	HS	9-12	255	PL
New Tech	HS	9-12	322	TPBL
Transformation Total			4,670	
Innovation Schools				
Alexander	ES	4 & 5	299	PL
Botello	ES	PK-5	540	PL
Bowie ¹	ES	PK-5	343	Global SL
Chapel Hill	ES	PK-5	403	PL
Cowart	ES	PK-5	532	PL
De Zavala	ES	PK-6	473	Montessori
Donald	ES	PK-5	378	Leadership
Geneva Heights	ES	PK-5	461	IB
Gonzalez	ES	PK-5	568	PL
Hall	ES	PK-5	426	PL
Hogg ¹	ES	PK-5	305	TPBL
Ireland ¹	ES	PK-5	447	EL
Kleberg	ES	PK-5	685	STEAM
Kramer	ES	PK-5	504	IB
Lipscomb	ES	PK-5	402	IB
Lowe	ES	PK-5	552	PL
Marsalis	ES	PK-5	415	STEAM
McNair	ES	PK-5	463	STEAM
Moreno	ES	PK-5	353	STEAM
Peeler	ES	PK-5	273	IB
Preston Hollow	ES	PK-5	419	IB
Reagan	ES	PK-5	280	STEAM
Richardson	ES	PK-5	537	PL
Rogers	ES	PK-5	494	PL
Salazar	ES	PK-5	467	PL
Weiss	ES	PK-5	454	Leadership
Zaragoza	ES	PK-5	322	PL
Franklin	MS	6-8	1,080	IB
Hill	MS	6-8	874	Leadership
Marsh	MS	6-8	944	PL
Quintanilla	MS	6-8	695	STEAM
Adams, B	HS	9-12	2,220	Leadership
North Dallas ¹	HS	9-12	1202	DT
Innovation Total			18,810	
T & I Total			23,480	

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

Note: ¹Innovation pilot schools in 2020-2021. DT = design thinking. EL = expeditionary learning. Global SL = Global Service Learning. IB = International Baccalaureate. PL = personalized learning. TPBL = technology and project-based learning. STEAM = Science/Technology/Engineering/Arts/Math. STEM = Science/Technology/Engineering/Math. Douglass ES lost its Choice status in 2020-21 because it received a F Accountability Rating in 2019.

School Selection Process

In 2020-21, OTI facilitated the annual PSC application process for the new cohort of T & I schools for the 2021-22 school year (PSC 7.0; Appendix C on page 53). Internal and external applicant teams were invited to submit a proposal for T & I schools in Fall 2020, and OTI helped these applicant teams develop their proposals. This process began with a series of exploratory meetings where applicant teams met with OTI program staff members to discuss their proposal ideas before submitting a non-binding Letter of Intent that included their proposed team and school model. OTI received 52 Letters of Intent by the due date of September 25, 2020. OTI staff members subsequently provided a series of workshops for application teams that focused on proposal design and development.¹² Applicant teams were required to attend at least three workshops, and they could request individual support from OTI staff members, if needed. Thirty-one formal proposals were submitted by the deadline on January 21, 2021. Proposals were reviewed and scored by the School Choice Committee, which also completed interviews with applicant teams who passed the initial written review round. Afterwards, the Superintendent's Panel reviewed the School Choice Committee's recommendations and approved 19 proposals for the new cohort of PSC 7.0 schools (10 Transformation schools, five Innovation schools, and four Innovation pilot or redesign schools; Appendix D on page 54).^{13,14} Once the PSC 7.0 schools were selected, OTI continued to provide intensive, individualized support for these schools during the planning period.¹⁵ As expected, the newly selected T & I schools will serve students through varying grade level configurations and anchor models, which can be found in Table 2.

¹² The in-person and online workshops covered numerous topics, including an overview of PSC 7.0; effective proposal writing; school climate and culture; family and community engagement; social and emotional learning; student recruitment and marketing; and implementation, budget planning, and autonomies.

¹³ All applicant teams were informed of their status by February 28, 2021. While one additional Transformation school (the West Dallas STEM school) will also begin serving students in 2021-22, it was not included in Figure 2 because it was selected as a Transformation school in 2019-20.

¹⁴ While Birdie Alexander ES was originally selected as an Innovation Pilot school for PSC 5.0 using the Personalized Learning model in 2019-20, it was selected as an Innovation Pilot school again for PSC 7.0 using the Visual & Performing Arts model.

¹⁵ Innovation Schools and Innovation Pilots began planning for an August 2021 launch. Transformation and Transformation Replication schools may or may not have required a year of planning.

Table 2: 2021-22 T & I Schools Selected in the PSC 7.0 Application Process

School	Anchor Model	Trustee	Launch Date	LAS Rating*
Transformation Schools				
Dallas Hybrid Preparatory	Blended Learning/Hybrid	Marshall	2021-22	-
Global Preparatory Academy	International Baccalaureate	Johnson	2021-22	-
Prestonwood Montessori	Montessori	Flores	2021-22	-
Solar Girls Replication	Single Gender / STEAM	TBD	2022-23	-
Walnut Hill International Leadership	International Leadership	Flores	2022-23	-
Innovation Schools				
Bryan ES	Novel Engineering	Johnson	-	Competing
Dorsey ES	Leadership	Garcia	-	Accomplished
Highland Meadows ES	Personalized Learning	Micciche	-	Breakthrough
Johnson ES	STEM	Johnson	-	N/A
Marcus ES	Leadership	Flores	-	Breakthrough
Garcia MS	International Baccalaureate	Mackey	-	Competing
Hill MS	Global Leadership	Micciche	-	Competing
Kennedy-Curry MS	Modern Arts	Johnson	-	Focus
Spence MS	College & Career Prep	Carreon	-	Competing
North Dallas HS	Design Thinking	Marshall	-	Competing
Innovation Pilot or High School Redesign Incubator Schools				
Alexander ES	Visual & Performing Arts	Foreman	-	Competing
Bowie ES	Service Learning	Mackey	-	Competing
Dunbar ES	STEM	Henry	-	Competing
Roosevelt HS	STEAM	Johnson	-	Developing

Source: Board Briefing PowerPoint dated March 2021.

Note: LAS = Local Accountability System; N/A = Not Available. *Because of the COVID-19 pandemic, the most recent LAS Ratings were from 2019.

School Location/Anchor Model Decision-Making Process

The district relies on market analyses, school mapping, and other applicable data when making decisions for new school locations to ensure that students living within all areas of Dallas ISD have equitable access to school choice options, such as T & I schools, magnet schools, early college high schools, and career institutes. In 2020-21, the Demographic Studies department provided market analysis information to help OTI staff members make informed decisions for future school locations and anchor models. Profiles were developed for each high school feeder pattern attendance zone, which included current choice offerings, incoming applications by model, outgoing applications by model, enrollment trends, market share, and maps of nearby charter and private schools.

Innovation Engine Grant Program

The Innovation Engine grant program, which represents a collaborative effort involving OTI, School Leadership, and Teaching and Learning, is designed to accelerate innovation throughout the district by providing \$50,000 for one-year to Dallas ISD neighborhood schools in 2020-21.¹⁶ This grant program aims to deepen and expand innovation in neighborhood schools across Dallas ISD, with the ultimate goal of preparing campuses to become official Dallas ISD Innovation schools. The \$50,000 grants provide seed money to support the exploration and implementation of an innovative program or initiative on each campus. This provides each school a year to plan, explore, and find the best-fit model for the school community.

¹⁶ More information regarding Innovation Engine grants can be found here: <https://www.dallasisd.org/Page/59096>.

Schools can use the funding in various ways to support innovation, such as creating a space for social and emotional learning or training staff on next-generation instructional strategies. In September 2020, OTI hosted three information sessions about the Innovation Engine Grant program.¹⁷ Eligible applicants included neighborhood schools that have not previously received OTI funding. Existing T & I schools are not eligible for these funds.¹⁸

During the 2020-21 school year (grant cycle two), 21 schools received a one-time award of \$50,000 for implementation (Table 3). Of these schools, five schools (Dorsey ES, Johnson ES, Marcus ES, Garcia MS, and Kennedy Curry MS) were selected as Innovation schools for 2021-22, and two schools (Dunbar ES and Roosevelt HS) were selected as Innovation pilot schools for 2021-22.

Table 3: 2020-21 Dallas ISD Schools Awarded an Innovation Engine 2.0 Grant

School	School Level	Anchor Model	Feeder Pattern	Trustee
Brashear	ES	Leadership	Kimball	Foreman
Budd	ES	Theater Arts	Roosevelt	Johnson
Carpenter	ES	Leadership and Entrepreneurship	Kimball	Foreman
DeGolyer	ES	STEAM – Design Thinking	W. T. White	Flores
Dorsey*	ES	Leadership	Spruce	Garcia
Dunbar**	ES	STEM	Madison	Henry
Foster	ES	Personalized Learning	Jefferson	Carreon
Guzick	ES	International Baccalaureate	Skyline	Henry
Holland	ES	New Tech	South Oak Cliff	Johnson
Johnson*	ES	STEM	Wilmer Hutchins	Johnson
Marcus*	ES	Leadership	W. T. White	Flores
Pershing	ES	STEAM College and Career Exploration	Hillcrest	Flores
Rhoads/Thompson	ES	STEM	Lincoln	Henry
Soto	ES	Leadership	Molina	Mackey
Turner	ES	STEAM – Project Based Learning	Carter	Foreman
Boude Story	MS	STEAM	South Oak Cliff	Foreman
Garcia*	MS	International Baccalaureate	Adamson	Mackey
Gaston	MS	Communications and Culture	Bryan Adams	Micciche
Holmes	MS	STEAM	Roosevelt	Johnson
Kennedy Curry*	MS	Visual and Performing ARTS	Wilmer Hutchins	Johnson
Roosevelt**	HS	STEAM	Roosevelt	Johnson

Source: Board Briefing PowerPoint available in March 2021.

Note: * = selected as an Innovation school for 2021-22. ** = selected as an Innovation pilot school for 2021-22.

Middle School Redesign

The purpose of the Middle School Redesign program is to accelerate the academic achievement and innovation of higher-performing middle schools. As part of the initiative, the OTI provided customized support to select middle school teams that will develop high-quality PSC proposals in the future. In 2020-21, four middle schools were selected to participate in this program based on capacity and readiness to innovate. This included Boude Story MS (STEAM), Garcia MS (International Baccalaureate), Curry MS (Visual and Performing Arts), and Holmes MS (STEAM). Approved schools received \$50,000 in funding

¹⁷ The information sessions provided an overview of the Innovation Engine Grant Program, application process, and resources available for applicants.

¹⁸ While Transformation schools, Innovation schools, and wall-to-wall magnet schools are not eligible for Innovation Engine grants, neighborhood schools with magnet or other application-based programs may apply for an initiative that will support their general student body.

and weekly support to explore innovative models. Of the four middle schools that were selected for the Middle School Redesign program, Garcia MS and Kennedy Curry MS were selected as Innovation schools for the 2021-22 school year.

Development of Implementation Continuums

In 2019-20, OTI staff members developed implementation continuums (ICs) for four anchor models – IB, Leadership, Montessori, and STEAM/STEM – with the intention of developing ICs for other anchor models in the future. These fidelity measures helped each Innovation school to consistently implement their anchor model. Each IC included a set of anchor model standards with a four-point scale indicating how well each school aligned with each standard. OTI intended for campus leaders to use the ICs to determine how well their campus met anchor model standards, to pinpoint areas for improvement, and to review growth over time. However, implementation continuum data were not available for the 2020-21 school year because use of the ICs was suspended in response to the COVID-19 pandemic.

Response to COVID-19

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.

In response to these adjustments, OTI staff members reported four changes during the 2020-21 school year. First, campus tours, piloting of ICs, and certain other campus-based activities were cancelled. Second, conferences and professional development activities were delivered online rather than in person. Third, internal deadlines for T & I school Letters of Intent, proposals, trainings, and Innovation Grants were extended.¹⁹ Lastly, the deadline for parents to confirm seats offered for 2021-22 was also extended.²⁰

¹⁹ The Choose Dallas ISD application deadline was extended to February 7, 2021, due to the COVID-19 pandemic. On-campus assessments, ECHS/PTECH interviews, and Out of District Standardized Testing sessions were canceled due to inclement weather. In addition, the Online Registration Training for Elementary Enrollment was rescheduled to March 23-29, 2021, and the Choose Dallas ISD Parent status notification was extended to March 12, 2021, due to inclement weather.

²⁰ The deadline for parents to confirm their first choice for a school was extended to April 1, 2021, due to inclement weather.

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

Methodology

The evaluator used the 2020-21 district PEIMS demographic file to determine T & I student characteristics.²¹ Frequency and crosstabs analyses were conducted to summarize student demographic characteristics, including gender, ethnicity, economically disadvantaged status, English learner (EL) status, special education status, and grade level. In addition, the evaluator used the 2019-20²² and 2020-21 district PEIMS demographic files to analyze student retention data. T & I students who were in Grade 5 and Grade 8 in 2019-20 were tracked as they transitioned to a new school level in 2020-21 to determine if they had left the district, repeated a grade, moved to a traditional neighborhood school, moved to a Transformation school, or moved to an Innovation school.²³ Frequency and crosstabs analyses were conducted to determine enrollment status by T & I school type and grade.

Results

Figure 2 displays the demographic characteristics of T & I schools compared to Dallas ISD students. Similar to the district (51%), 49 percent of Transformation students and 52 percent of Innovation students were males. The percentage of Hispanic students who attended Transformation schools (58%) was lower than Innovation schools (78%), and more African American (24%) and White (11%) students attended Transformation schools than Innovation schools (14% and 4%, respectively). While fewer EL students attended Transformation schools (32%) than Innovation schools (53%) and the district (46%), the percentage of special education students was similar across Transformation (9%) and Innovation schools (11%). Lastly, the percentage of economically disadvantaged students was lower for Transformation schools (70%) than for Innovation schools (87%) and the district (85%). This difference was expected because the district has been working toward 50/50 socioeconomic diversity at Transformation schools. Campus level characteristics are presented in Appendix E on page 55.

²¹ The 2020-21 district PEIMS demographic file was dated 10/30/20.

²² The 2019-20 district PEIMS demographic file was dated 10/28/19.

²³ Two elementary schools (Mata and De Zavala) were excluded from the grade five to grade eight analyses because these schools included grade six.

Figure 2: 2020-21 Student Demographic Characteristics of T & I Schools

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

Note: *N* = 4,670 Transformation students; *N* = 18,810 Innovation students; *N* = 23,480 T & I students; *N* = 145,720 district students. Other ethnicity included Asian, American Indian, Native Hawaiian, Other Pacific Islander, two or more races, and not available. See Appendix E for the number of students for each category by campus. Some percentages may not sum to 100 because of rounding.

Retention of 2019-20 T & I Students Transitioning to a New School Level in 2020-21

Student transition data were reviewed to track whether students who aged out of a Transformation or Innovation school at the end of 2019-20 left the district, repeated their grade, moved to a traditional campus, moved to a transformation campus, moved to an innovation campus, or moved to a magnet campus. This evaluation focuses on students who transitioned from (a) elementary to middle school (i.e., grade 5 to grade 6) and (b) from middle to high school (i.e., grade 8 to grade 9).

As shown in Table 4, of the 262 grade five students who attended a 2019-20 Transformation school, 14 percent left the district when transitioning to a middle school (Grade 6) in 2020-21, which was less than the district rate in 2020-21 (18%) and 2019-20 (19%).²⁴ Of the 1,813 grade five students who attended a 2019-20 Innovation school, 18 percent left the district when transitioning to a middle school (Grade 6) in 2020-21, which was the same as the district rate in 2020-21 (18%) and less than the district rate in 2019-20 (19%). The percentage of 2019-20 students who repeated a grade, moved to a traditional campus, moved to transformation campus, moved to an Innovation campus, or moved to a magnet campus in 2020-21 can be found in Table 4.

Likewise, of the 147 grade eight students who attended a 2019-20 Transformation school, 11 percent left the district when transitioning to a high school (Grade 9) in 2020-21, which was less than the district rate in 2020-21 (12%) and 2019-20 (14%). Of the 1,352 grade eight students who attended a 2019-20 Innovation school, 10 percent left the district when transitioning to a high school (Grade 9) in 2020-21, which was less than the district rate in 2020-21 (12%) and 2019-20 (14%).

Table 4: 2020-21 Enrollment Status of 2019-20 T & I School Students Transitioning from One School Level to the Next

2020-21 Enrollment Status														
	N	Left District		Repeated Grade		Moved to Traditional		Moved to Transformation		Moved to Innovation		Moved to Magnet		
		n	%	n	%	n	%	n	%	n	%	n	%	
Grade 5 Students in 2019-20 Transitioning to a Middle School (Grade 6) in 2020-21														
Transformation	262	36	13.7	1	0.4	64	24.4	150	57.3	0	0.0	11	4.2	
Innovation	1,813	323	17.8	0	0.0	851	46.9	96	5.3	198	10.9	345	19.0	
District	11,974	2,162	18.1	14	0.1	5,890	49.2	471	3.9	897	7.5	2,540	21.2	
Grade 8 Students in 2019-20 Transitioning to a High School (Grade 9) in 2020-21														
Transformation	147	16	10.9	0	0.0	87	59.2	19	12.9	3	2.0	22	15.0	
Innovation	1,352	140	10.4	1	0.1	938	69.4	12	0.9	227	16.8	34	2.5	
District	10,300	1,234	12.0	11	0.1	6,332	61.5	230	2.2	803	7.8	1,690	16.4	

Source: District PEIMS snapshot demographic files dated 10/28/19 (2019-20) and 10/30/20 (2020-21).

Note: Mata and De Zavala were excluded from grade five to grade six analyses because the schools include grade six. Due to the small number of students at Transformation schools compared to Innovation schools and the district, percentages should be viewed with caution.

²⁴ Data from 2019-20 were adapted from Bush and Kim (2020).

What were the characteristics of staff members in Dallas ISD T & I schools?

Methodology

To compute staff demographic characteristics, the evaluator conducted frequency and crosstabs analyses using a district personnel data file.²⁵ Data were analyzed by school level, gender, ethnicity, years of experience in the district, highest degree earned, and alternative certification status for Transformation Schools, Innovation Schools, and the overall district.²⁶

To calculate staff retention rates from 2019-20 to 2020-21, the evaluator used school location information for teachers and principals in T & I schools from the district personnel files to conduct frequency and crosstabs analyses.²⁷ The evaluator counted the number of staff members in 2019-20 T & I schools who continued to work on the same campus (stayers), moved to another T & I campus or non-T & I campus (movers), or left the district (leavers) in 2020-21.

Results

Teacher Demographics

In 2020-21, there were 342 full-time teachers at Transformation schools and 1,289 full-time teachers at Innovation schools (Appendix F on page 57). Seventy-five percent of Transformation and 73 percent of Innovation teachers were females. Thirty-three percent of Transformation teachers were African American, and 41 percent of Innovation teachers were Hispanic. More than half of the Transformation (64%) and Innovation (53%) teachers had five years or less of teaching experience, whereas 21 percent of Transformation and 22 percent of Innovation teachers had between six and 10 years of teaching experience. Fifteen percent of Transformation and 25 percent of Innovation teachers had more than 10 years of teaching experience.

Principal/Assistant Principal Demographics

In 2020-21, there were 31 principals/assistant principals at Transformation schools and 81 principals/assistant principals at Innovation schools (Appendix F on page 57). Seventy-seven percent of Transformation and 74 percent of Innovation principals/assistant principals were females. Fifty-eight percent of Transformation principals/assistant principals were African American, and 44 percent of Innovation principals/assistant principals were Hispanic. Thirty-nine percent of Transformation and 20 percent of Innovation principals/assistant principals had five years or less of creditable years of service, whereas 16 percent of Transformation and 30 percent of Innovation principals/assistant principals had between six and 10 years of creditable years of service. Nearly half of (45%) Transformation and over half of Innovation (51%) Innovation principals/assistant principals had more than 10 years of creditable years of service.

²⁵ The district personnel file was dated 01/05/21 (2020-21).

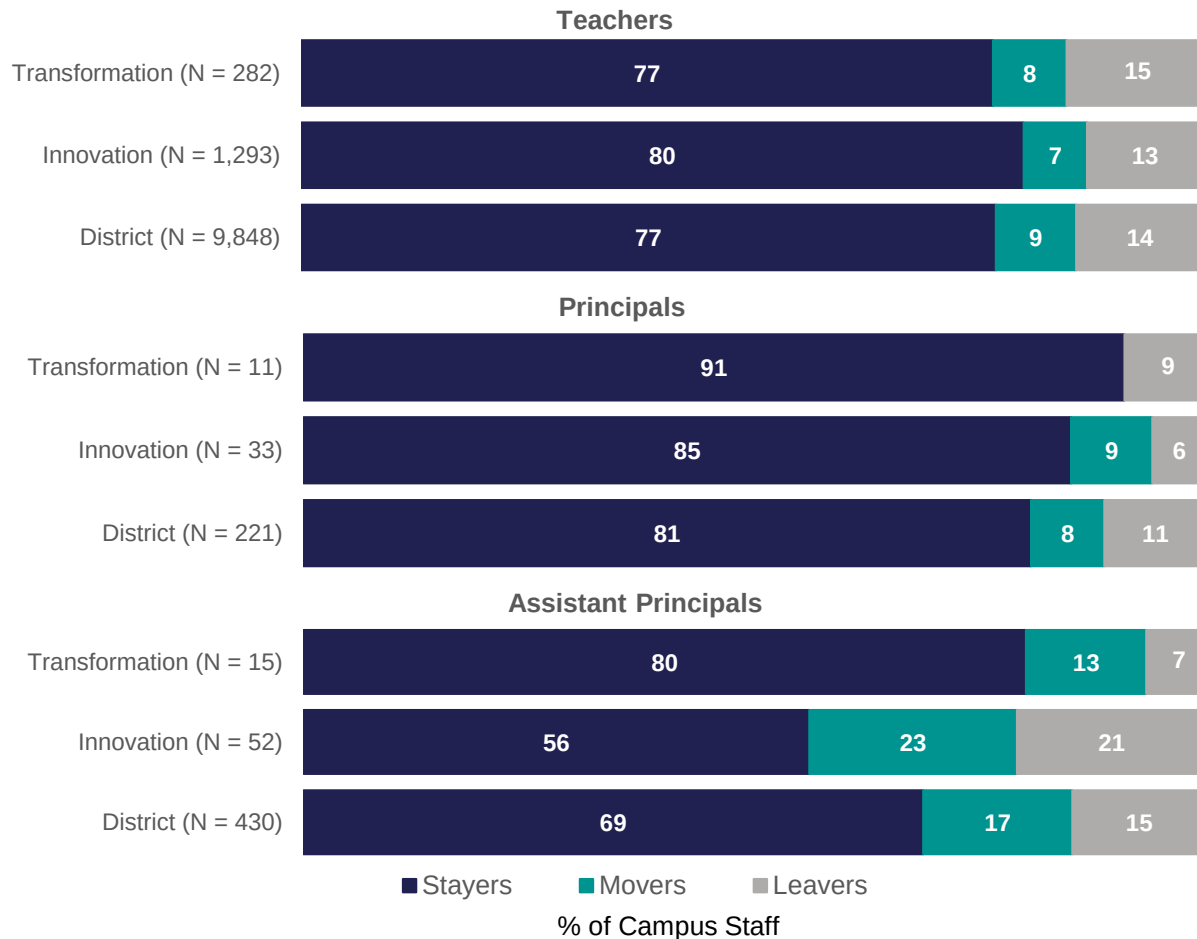
²⁶ Teacher Excellence Initiative (TEI) evaluation ratings were not available in 2020-21 because the TEI scorecards for the 2019-20 school year were cancelled in response to the COVID-19 pandemic.

²⁷ The district personnel files were dated 12/10/19 (2019-20) and 01/05/21 (2020-21).

Teacher Retention Rates

As seen in Figure 3, teacher retention rates from 2019-20 to 2020-21 (stayers) for Transformation schools and the district overall (77%) was slightly lower than Innovation schools (80%). In addition, the percentage of teachers at Transformation schools (8%) and Innovation schools (7%) who moved campuses was slightly lower than the district overall (9%). Lastly, the percentage of teachers at Transformation schools who left the district (15%) was slightly higher than Innovation schools (13%) and the district overall (14%).

Figure 3: 2020-21 T & I Campus Staff Retention Rates



Source: District personnel data files dated 01/07/20 (2019-20) and 01/05/21 (2020-21).

Note: Stayers remained at the same school in 2019-20 and 2020-21. Movers moved to another school. Leavers resigned or left the district. Because of the small number of principals and assistant principals at T & I schools, these percentages should be viewed with caution and are provided for informational purposes only. Some percentages may not sum to 100 because of rounding.

Were student selection and diversity goals met for Dallas ISD Transformation schools?

The OTI set three goals for 2020-21 related to student selection and socioeconomic/racial diversity for Transformation schools. This section of the report includes information about the student selection process and results for the three goals.

Methodology

Student selection information was gathered through interviews with OTI staff members, the OTI web site, other district web sites, OTI internal documents, and OTI data files. Student socioeconomic and racial diversity data were compiled from the district PEIMS demographic file.²⁸ Frequency and crosstabs analyses were computed to summarize student demographic characteristics by Transformation campus, all Transformation campuses, and the district overall.

Results

Student Selection Process

To remain competitive with other school districts in the Dallas area, OTI manages the marketing, application, and selection processes for T & I schools. OTI recruits new students into the district and retains current students by publicizing the district's choice options each year. For example, OTI enrolls as many prekindergarten students into district schools as possible and also attempts to "recapture" students who live within district boundaries but attend non-district schools (e.g., private schools, charter schools, etc.).

FDB (Regulation) outlines four pathways for student admission into T & I schools: Priority Attendance, General Lottery, Priority Lottery, and 50/50 Socioeconomic Diversity Lottery. Priority Attendance is used for Innovation schools because these schools are open to all students living within the school's attendance boundaries.²⁹ The other three lotteries are used to select students for Transformation schools.³⁰ A priority lottery consists of students within a certain radius around a school site, with the number of seats capped for students living within this area. A general lottery is reserved for students not living within the priority radius or not selected in the priority lottery; the general lottery is also open to students outside of the district on a school case-by-case basis to promote a socioeconomically diverse student body. The 50/50 socioeconomic lottery is used to create a balanced student population of 50 percent economically disadvantaged and 50 percent non-economically disadvantaged. In 2020-21, all Transformation schools were working toward a 50/50 economic balance except for Hulcy and MLK Arts, which do not have a socioeconomic lottery. After OTI receives confirmed Transformation school acceptances from families (based on the lottery selection process), the office conducts an equity audit to

²⁸ The district PEIMS demographic file was dated 10/30/2020.

²⁹ If an Innovation school is under capacity after all students in the attendance boundary have been served, a principal can use the district transfer process or conduct a lottery to fill seats.

³⁰ The type of lottery used for Transformation schools depends on the school's location, type of choice model, and school size.

ensure that socioeconomic thresholds are met.³¹ If the thresholds are not met, seats may be added and offered to waitlisted students from specific socioeconomic blocks.³²

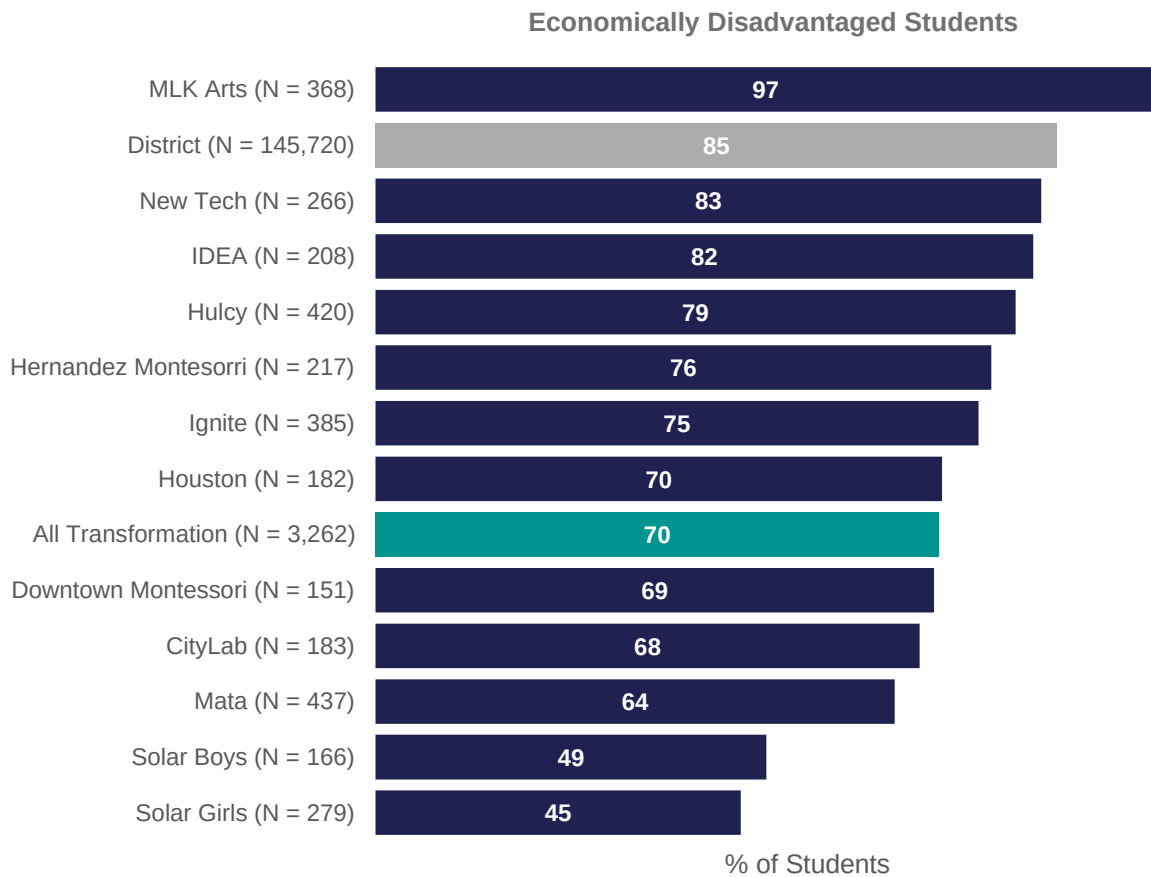
Socioeconomic Diversity

Goal 1: The percentage of economically disadvantaged students at Transformation campuses will be at least five percentage points lower than the district average (i.e., more diverse).

Goal 1 was met for eight of the 10 (80%) Transformation schools that were included in the socioeconomic diversity goal and for all Transformation schools combined (Figure 4). In 2020-21, the percentage of economically disadvantaged students for all Transformation schools (70%) was lower than the district (85%). This goal was also met in 2019-20 as the percentage of economically disadvantaged students for all Transformation schools (69%) was lower than the district (84%). Of the 10 Transformation schools that were included in the 2020-21 socioeconomic goal, all but New Tech and IDEA met the socioeconomic goal. Solar Girls (45%) and Solar Boys (49%) had the lowest percentages of economically disadvantaged students, which was expected because both schools were initially designed to be 50/50 socioeconomic schools (i.e., 50% economically disadvantaged and 50% not economically disadvantaged). All Transformation schools that have a socioeconomic lottery are striving to become 50/50 socioeconomic schools.

³¹ OTI staff delineate ranges of poverty from block 1 (least disadvantaged) to block 4 (most disadvantaged) using four socioeconomic variables obtained from census data (median household income, homeownership, family structure, and parents' education level). District Policy FDB Regulation states that a minimum of 12 percent of all students attending a Transformation school must reside within socioeconomic block 3 and a minimum of 12 percent must reside within socioeconomic block 4.

³² Siblings of students currently enrolled in a Transformation school receive the highest priority in the school's lottery. Transformation schools have a 25% cap on the number of sibling offers in the campus entry grade level/s via the sibling lottery. If a sibling applicant does not get selected in the lottery prior to reaching the school's 25% cap, they will then be considered in the next applicable priority group.

Figure 4: 2020-21 Percentage of Economically Disadvantaged Students for Transformation Schools

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

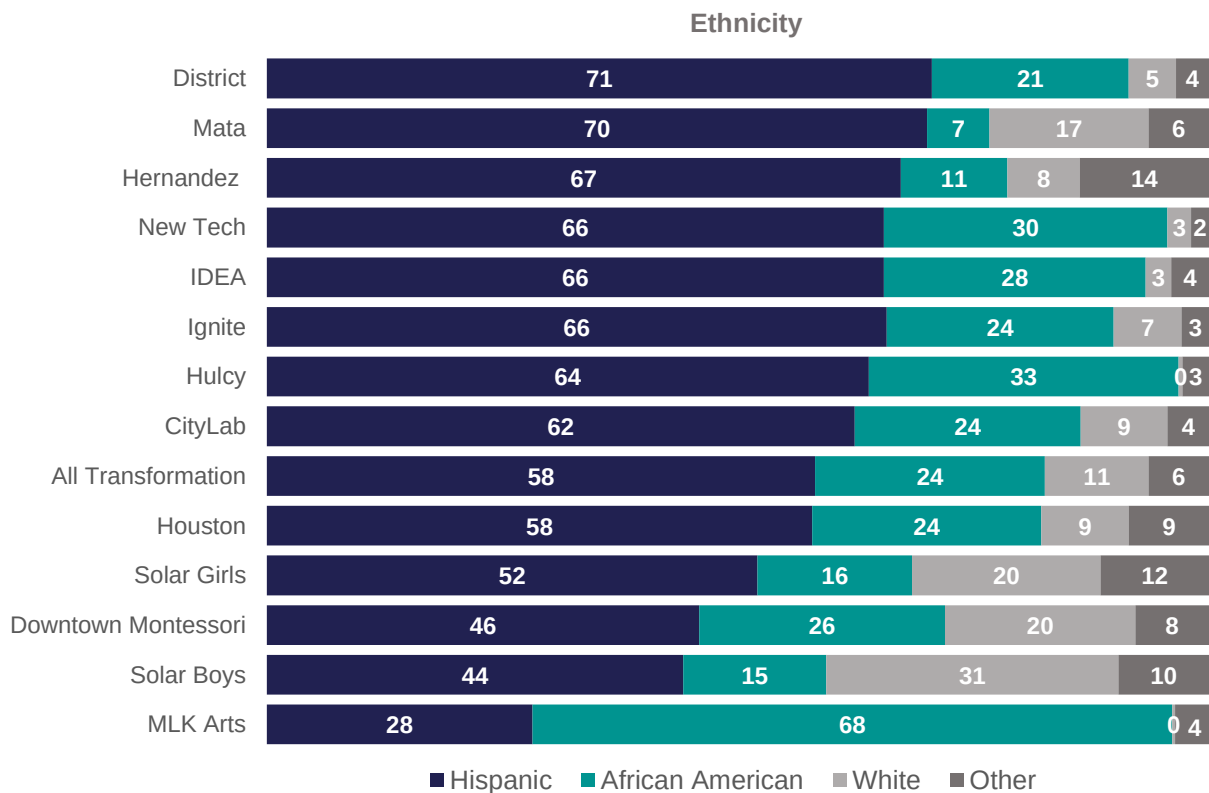
Note: Hulcy and MLK Arts were not included in the socioeconomic goal because they do not have socioeconomic lotteries; however, their socioeconomic percentages are included in this figure for informational purposes.

Racial Diversity

Goal 2: The percentage of students at Transformation campuses will be at least five-percentage points different (higher or lower) than the district average in one or more racial categories (i.e., more diverse).

Goal 2 was met for all 12 Transformation schools and for all Transformation schools combined (Figure 5). This was an improvement from 2019-20 when only six of eight (75%) Transformation schools met the goal. In 2020-21, all Transformation schools combined had fewer Hispanic students than the district overall (58% vs. 71%, respectively), slightly fewer African American students than the district overall (24% vs. 21%, respectively), and more White students than the district overall (11% vs. 5%, respectively). The percentages of Hispanic students were notably lower than the district average (71%) for MLK Arts (28%), Solar Boys (44%), Downtown Montessori (46%), and Solar Girls (52%). MLK Arts (68%), Solar Boys (31%), Hulcy (33%), and New Tech (30%) had notably higher percentages of African American students than the district (21%), whereas Hernandez (11%) and Mata (7%) had notably lower percentages. The percentage of white students was notably higher than the district average (5%) for Solar Boys (10%), Downtown Montessori (8%), Solar Girls (12%), Houston (9%), CityLab (9%), Ignite (7%), IDEA (3%), and New Tech (3%).

Figure 5: 2020-21 Racial Diversity Percentages for Transformation Schools



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

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

Goal 3: The number students applying to a Transformation school at entry grade levels in spring 2021 will exceed the number of seats available at entry grade levels overall and for each Transformation campus.

Goal 3 was met for 13 of 15 (87%) Transformation schools that were open during the 2021-22 school year and all Transformation schools combined (Table 5).

Similar to 2019-20, the overall number of students at entry grade levels³³ applying to a Transformation school in spring 2021 ($N = 2,809$) exceeded the number of seats available at entry grade levels ($N = 1,767$). Overall, the applicant-to-seat ratio for entry grade levels was 1.6 applicants for each available seat. Solar Girls had the highest applicant-to-seat ratio (4.7:1), followed by Prestonwood Montessori (4.5:1) and Downtown Montessori (4.2:1).

Table 5: 2021 Spring Student Application Results for the 2021-22 Transformation Schools

School Name	School Level	Entry Grade Seats Available	Entry Grade Applications Submitted	Entry Grade Applicant-to-Seat Ratio
Dallas Hybrid Prep ^a	ES	75	137	1.8
Downtown Montessori	ES	63	264	4.2
Dr. MLK Arts	ES	78	39	0.5
Hernandez Montessori	ES	48	158	3.3
Houston PL Prep	ES	96	56	0.6
Prestonwood Montessori ^a	ES	242	1,099 ^b	4.5
Solar Boys	ES	77	134	1.7
Solar Girls	ES	71	336	4.7
Mata	ES/MS	92	287	3.1
Ignite	MS	200	369	1.8
Haynes Global Prep ^a	MS	150	155	1.0
Hulcy	MS	200	256	1.3
CityLab	HS	125	195	1.6
IDEA	HS	125	144	1.2
New Tech	HS	125	279	2.2
Total		1,767	2,809	1.6

Source: OTI: 10/08/21.

Note: ^a = New Transformation schools in 2021-22. ^b = The number of applications was higher at Prestonwood Montessori because the application window was open from 11/01/20 to 08/16/21.

Goal 4: At least 25 percent of 2021-22 students selected in the spring 2021 lottery will be recapture students.³⁴

Goal 4 was met for all Transformation schools combined. The overall percentage of recapture students enrolled in 2021-22 Transformation schools was 31 percent, which exceeded the target percentage (25%).

Table 6 displays the total and recapture (external, tuition-based PK) enrollment for students who were selected during the spring 2020 and spring 2021 selection processes and enrolled in 2020-21 and 2021-22, respectively. The overall percentage of recapture students enrolled in 2021-22 (31%) was higher

³³ The application window was open from 11/01/20 to 02/07/21. Entry grade levels for Prestonwood Montessori included grades PK-2, entry grade levels for Dallas Hybrid Prep included grades 4-6, and entry grade levels for Haynes Global Prep included grades 6-7 because they were new Transformation schools in 2021-22. Entry grade levels for all other Transformation schools included grades PK-K for ES and ES/MS; grade six for MS; and grade nine for HS.

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

than in 2020-21 (25%). When reviewed by campus in 2021-22, Mata had the highest recapture percentage (90%), followed by Hernandez Montessori (79%), Dr. MLK Arts (68%), and Downtown Montessori (67%).

Table 6: 2020-21 and 2021-22 Recapture Student Enrollment

Campus	School Level	Entry Grade	External	Tuition-Based	Recapture	
		Seats	(K-11)	PK	Total ¹	
		N	N	N	N	%
Selected in Spring 2020 and Enrolled in 2020-21						
Downtown Montessori	ES	308	66	19	85	27.6
Dr. MLK Arts	ES	50	31	0	31	62.0
Hernandez Montessori	ES	88	15	10	25	28.4
Houston PL Prep	ES	80	35	0	35	43.8
Solar Boys	ES	88	26	12	38	43.2
Solar Girls	ES	66	19	15	34	51.5
Mata	ES/MS	88	31	3	34	38.6
Hulcy	MS	200	20	0	20	10.0
Ignite	MS	200	29	0	29	14.5
CityLab	HS	115	31	0	31	27.0
IDEA	HS	115	17	0	17	14.8
New Tech	HS	125	6	0	6	4.8
Total		1,523	326	59	385	25.3
Selected in Spring 2021 and Enrolled in 2021-22						
Dallas Hybrid Prep ^a	ES	75	12	0	12	16.0
Downtown Montessori	ES	63	25	17	42	66.7
Dr. MLK Arts	ES	78	53	0	53	67.9
Hernandez Montessori	ES	48	24	14	38	79.2
Houston PL Prep	ES	96	36	9	45	46.9
Prestonwood Montessori ^a	ES	242	45	14	59	24.4
Solar Boys	ES	77	35	10	45	58.4
Solar Girls	ES	71	17	17	34	47.9
Mata	ES/MS	92	65	18	83	90.2
Ignite	MS	200	13	0	13	6.5
Haynes Global Prep ^a	MS	150	10	0	10	6.7
Hulcy	MS	200	30	0	30	15.0
CityLab	HS	125	26	0	26	20.8
IDEA	HS	125	29	0	29	23.2
New Tech	HS	125	26	0	26	20.8
Total		1,767	448	85	547	31.0

Source: OTI: 06/03/20 for total seats and 10/01/20 for external seats for spring 2020 applicants enrolled in 2020-21, and 10/25/21 for spring 2021 applicants enrolled for 2021-22. Early Learning Department: 10/07/20 for tuition-based PK seats for 2020-21 and 10/06/21 for 2021-22.

Note: Total Seats = total open seats for each year. ¹Recapture Total = External Seats (K-11) + PK Tuition-Based Seats. Recapture applications were those received by students who may have lived within Dallas ISD boundaries but were not enrolled in a Dallas ISD school at the time of application.

Were Dallas ISD T & I school climate goals met?

The OTI's three goals pertaining to school climate were examined by using the district climate survey (Goal 5) and the district surveys for parents/guardians (Goal 6) and students (Goal 7).

Methodology

Climate Survey

The district Climate Survey provides campuses with feedback from school-based employees to identify areas of success as well as opportunities for improvement (Weir, 2018).³⁵ The survey includes six Likert-type subscales: 1) Beliefs and Priorities (BP), 2) Positive Culture and Environment (PCE), 3) Culture of Feedback and Support (CFS), 4) Teacher-Teacher Trust (TTT), 5) Teacher-Principal Trust (TPT), and 6) College-Going Culture (CGC).³⁶ The PSC goal was to achieve 2020-21 positive responses rates (agree or strongly agree) at or above the district average. To calculate the rate of positive responses for each scale in spring 2021, the evaluator used frequency and crosstabs analyses for Transformation schools, Innovation schools, and the overall district.³⁷ Weighted averages were computed for each group.³⁸ Because of the circumstances related to the COVID-19 pandemic, only survey results for spring 2021 are presented in this report.

Student Experience Survey

Developed by Panorama Education, the district Student Experience Survey seeks to 1) better understand the experiences and instructional needs of students and 2) measure teacher effectiveness in the district (Chawla, 2018).³⁹ The survey addresses five areas: 1) classroom environment, 2) expectations and rigor, 3) pedagogical effectiveness, 4) student engagement, and 5) supportive relationships.⁴⁰ The PSC goal was to achieve 2020-21 favorable response rates at or above the district average.⁴¹ To calculate the rate of favorable responses for each scale, the evaluator used frequency and crosstabs analyses for Transformation schools, Innovation schools, and the overall district in spring 2021.⁴²

In Spring 2020, the Dallas ISD transitioned from using a customized version of the Student Experience survey to the standard Panorama survey to make national comparisons.⁴³ However, the survey was not administered in spring 2020 because of the COVID-19 pandemic. Thus, given the changes to the Student Experience Survey and the circumstances of COVID-19, only survey results for spring 2021 are presented in this report. The survey was administered online and with revised questions for the first time in spring 2021. Some administration protocols were waived in response to remote/hybrid learning because of the COVID-19 pandemic. Additionally, some campuses had lower participation rates than in prior years.

³⁵ While the district Climate Survey is normally administered each fall and spring, the Climate Survey was only administered in spring 2021 because of the COVID-19 pandemic.

³⁶ The first two scales are administered to all campus professional and support staff. The next three scales are administered to teachers only, and the last scale is administered to teachers and campus administrators.

³⁷ Campus-level Climate Survey data were extracted from district data file dated 07/23/21 (spring 2021).

³⁸ The number of respondents for each question was examined by campus. The highest number of respondents for a question within each scale was used to weight each scale at the campus level.

³⁹ The Student Experience survey is administered to grades three to 12 each spring.

⁴⁰ Students in grades three to five answered 21 questions. Students in grades six to 12 answered 26 questions. Students were asked to complete surveys for two of their teachers.

⁴¹ For questions with five possible responses, the top two answers were considered favorable. For questions with seven possible responses, the top three answers were considered favorable. Non-responses ("blanks") were not counted.

⁴² Campus-level Student Experience Survey data were extracted from district data file dated 07/12/21 (spring 2021).

⁴³ While some items were added, edited, or removed when transitioning from the district's customized survey to the standard Panorama survey, the original five subscales were used in both versions.

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

The district Parent/Guardian Survey⁴⁴ measures parent and guardian engagement with their children's campuses and how much they support the direction of the school. The PSC goal was to achieve 2020-21 positive response rates (agree or strongly agree) at or above the district average. To calculate the rate of favorable responses, the evaluator used frequency and crosstabs analyses for Transformation schools, Innovation schools, and the overall district in spring 2021.⁴⁵ Because of the circumstances related to the COVID-19 pandemic, only survey results for spring 2021 are presented in this report.

Results

Goal 5: The percentage of positive responses on the District Campus Climate Survey for T & I schools will be at or above the district average.

*Goal 5 was met for all six climate survey subscales at five of the 12 (42%) Transformation schools and 14 of the 33 (42%) Innovation schools. Results by campus are provided in Appendix G on page 59. Because of the small sample sizes at some campuses, findings should be viewed with caution and should not be compared to previous years.*⁴⁶

As indicated in Figure 6, Transformation schools met the goal for five subscales (BP, PCE, CFS, TTT, and TPT) and Innovation schools met the goal for four subscales (BP, PCE, TTT, and CGC). In addition, the percentage of positive responses for Transformation schools (73% to 87%) was higher than Innovation schools (69% to 85%) on five subscales (BP, PCE, TTT, CFS, and TPT).

Closer inspection of school-level data also revealed that 15 schools (six Transformation and nine Innovation) had fewer than 70 percent positive responses on three or more subscales. For example, one transformation school (Houston PL Prep) and three innovation schools (Alexander, Gonzalez, and Hill) had fewer than 70 percent positive ratings on four of the six subscales. In addition, three transformation (Downtown Montessori, Ignite, and IDEA) and six innovation schools (Geneva Heights, Franklin, Marsh, Quintanilla, Adams, and North Dallas) had positive rates below 70 percent on at least five subscales.

OTI schools with less than 70 percent positive ratings for three or more subscales included:

- **Transformation:**
 - **Downtown Montessori** (BP, PCE, CFS, TTT, and TPT)
 - **Houston PL Prep** (BP, PCE, CFS, and TPT)
 - **Solar Boys** (PCE, TTT, and TPT)

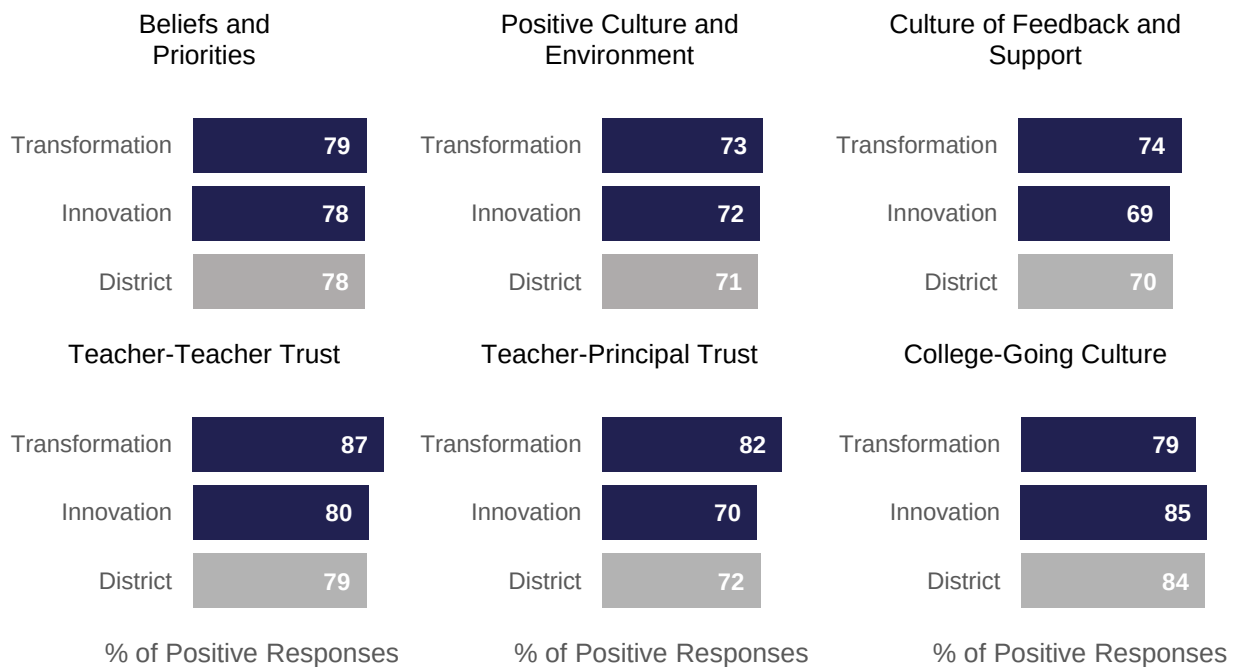
⁴⁴ The Parent/Guardian Survey is conducted as part of the Principal Excellence Initiative. More information about the Principal Excellence Initiative can be found here: <https://www.dallasisd.org/Page/41972>.

⁴⁵ Campus-level Parent/Guardian Survey data were extracted from district data file dated 07/13/21 (spring 2021).

⁴⁶ In 2019-20, Goal 5 was met on all six climate survey subscales at four of the 10 (40%) Transformation schools and 13 of the 22 (59%) innovation schools. Ten schools (four transformation and six innovation) had fewer than 70 percent positive responses on three or more scales. This is provided for informational purposes only.

- **Ignite** (all)
- **IDEA** (all)
- **Innovation:**
 - **Alexander** (BP, PCE, CFS, and TPT)
 - **Geneva Heights** (BP, PCE, CFS, TTT, and TPT)
 - **Gonzalez** (PCE, CFS, TTT, and TPT)
 - **Preston Hollow** (PCE, CFS, and TPT)
 - **Franklin** (all)
 - **Hill** (BP, PCE, CFS, and TPT)
 - **Marsh** (all)
 - **Quintanilla** (BP, PCE, CFS, TTT, and TPT)
 - **Adams** (BP, PCE, CFS, TPT, and CGC)
 - **North Dallas** (all).

Figure 6: 2020-21 Percentage of Positive Responses on Climate Survey



Source: District Climate Survey file dated 07/23/21.

Note: Sample sizes and results by campus are provided in Appendix G.

Goal 6: The percentage of positive responses on the district Student Experience Survey for T & I schools will be at or above the district average.

For grades 3 to 5, Goal 6 was met for all five student experience survey subscales at one of the seven (14%) Transformation schools and eight of the 27 (30%) Innovation schools. For grades 6 to 12, Goal 6 was met for all five student experience survey subscales at two of the seven (29%) Transformation schools and two of the seven (29%) Innovation schools. Results and response rates by campus are

provided in Appendix H on page 61. *Because campuses were only included if their participation rates were 52 percent or greater, results should not be compared to prior years and should be reviewed with caution.*

For grades 3 to 5, the rate of positive responses for all five subscales at Transformation schools (71% to 84%) and Innovation schools (73% to 86%) were generally at or slightly lower than the district (74% to 86%; Table 7). Likewise, for grades 6 to 12, the rate of positive responses at Transformation schools (51% to 79%) and Innovation schools (53% to 81%) were generally at or slightly lower than the district (53% to 81%).

Table 7: 2020-21 Percentage of Positive Responses on the Student Experience Survey

Public School Choice	Classroom Climate		Expectations and Rigor		Pedagogical Effectiveness		Student Engagement		Teacher-Student Relationships	
	N	%	N	N	N	%	N	%	N	%
Grades 3 to 5										
Transformation	1,447	78	1,449	80	1,451	84	1,452	71	1,443	80
Innovation	7,390	81	7,402	79	7,419	86	7,416	73	7,396	82
Dallas ISD	47,175	80	47,228	80	47,374	86	47,327	74	47,157	82
Grades 6 to 12										
Transformation	2,513	78	2,509	77	2,514	79	2,512	51	2,513	73
Innovation	8,136	79	8,139	77	8,149	81	8,137	53	8,134	73
Dallas ISD	51,711	79	51,704	78	51,767	81	51,728	53	51,686	74

Source: District Student Experience Survey files 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.

Bold teal numbers indicate percentages that are at or above the district rate. Results by campus are provided in Appendix H.

Goal 7: The percentage of positive responses on the District Parent/Guardian Survey for T & I schools will be at or above the district average.

Goal 7 was met for the District Parent/Guardian survey at three of the eight (38%) Transformation schools and 16 of the 22 (73%) Innovation schools that were included in the analyses. Results by campus are provided in Appendix I on page 66. The minimum response rate for each campus to be included was determined using a 95% confidence interval with a 10% margin of error. Schools with participation rates below that number were not included. Results should not be compared to prior years and should be reviewed with caution.

Overall, Transformation schools, Innovation schools, and the district performed similarly, within 3 percentage points (Figure 8).

Figure 8: 2020-21 Percentage of Positive Responses on Parent/Guardian Survey



Source: District Parent/Guardian Survey file dated 07/13/21.

Note: Sample sizes and results by campus are provided in Appendix I.

Were Dallas ISD T & I student outcome goals met?

The OTI set four student outcome goals for 2020-21 related to student attendance, chronic absenteeism, and student achievement. Student achievement was measured using *Measures of Academic Progress (MAP) Reading and Mathematics Growth* assessments and *State of Texas Assessments of Academic Readiness (STAAR)* scores. *MAP Growth* assessments yielded three variables that describe student performance and academic growth over time by subject, including Rasch Unit (RIT) scores, conditional growth percentiles (CGPs), and RIT score thresholds. The *STAAR 3-8* and *STAAR EOC* performance standard attainment rates were also calculated to measure T & I student outcome goals.

Methodology

Attendance and Chronic Absenteeism

To measure attendance rates and chronic absenteeism, the evaluator merged the 2020-21 attendance file and 2020-21 district PEIMS demographic file.⁴⁷ Frequency and crosstabs analyses were used to determine attendance rates and chronic absenteeism rates for Transformation schools, Innovation schools, and the overall district. Attendance rates were calculated by aggregating days in attendance and days enrolled for each group and then dividing aggregated days in attendance by aggregated days enrolled. Chronic absenteeism is defined by the U.S. Department of Education as students who miss at least 15 days of school in a year.

Districtwide Use of MAP Growth Assessments

The *MAP Growth* assessments are universal screeners administered to Dallas ISD students in grades two through 11 at the beginning (BOY), middle (MOY), and end (EOY) of the school year to measure achievement and growth in math and reading.⁴⁸ After merging the student-level *MAP Growth* data files for reading and mathematics⁴⁹ with the district PEIMS demographic file,⁵⁰ the evaluator used frequency analyses to determine the percentage of enrolled students with available *MAP Growth* scores for each testing window by grade level. Results were examined by campus, Transformation Schools, Innovation Schools, and the overall district.

RIT Scores

The first *MAP Growth* variable used for this report was a RIT score, which represents the level at which the student is ready to learn at the time of assessment. The score is a standardized, equal-interval score that can be compared to other RIT scores regardless of student age or grade. The evaluator merged the district *MAP Growth* data files⁵¹ with the district PEIMS demographic file.⁵² To establish groups of students who scored similarly, the evaluator used frequency and crosstabs analyses to calculate the average BOY, MOY, and EOY RIT scores by subject and school category (Transformation schools,

⁴⁷ The 2020-21 attendance file was dated 06/29/21, and the 2020-21 district PEIMS demographic file was dated 10/30/2020.

⁴⁸ More information regarding *MAP Growth* can be found at www.nwea.org/map-growth/.

⁴⁹ The *MAP Growth* files were dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY).

⁵⁰ The 2020-21 district PEIMS demographic file was dated 10/30/20.

⁵¹ The *MAP Growth* files were dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY).

⁵² The 2020-21 district PEIMS demographic file was dated 10/30/20.

Innovation schools, and the overall district). The difference between mean RIT scores at BOY and EOY was also calculated to measure change over time. Because norms were not available from Northwest Evaluation Association (NWEA) for the 2020-21 *MAP Growth* Spanish reading assessment, results for Spanish reading data were presented separately from the English results in this section.

CGP Scores

The second *MAP Growth* variable used for this report was the CGP.⁵³ The CGP represents the extent to which student achievement changed from one testing window to the next, relative to change for other students who are similar in starting achievement level, grade, and number of instructional weeks between testing windows. For each subject assessed, CGPs for each student are calculated with respect to a large, nationally-normed sample obtained by NWEA and can be calculated whenever a student takes a *MAP Growth* assessment in a new testing window (e.g., BOY to MOY, MOY to EOY, BOY to EOY). A CGP at the 50th percentile indicates that the RIT score increase from the prior testing window represents the median amount, or expected level, of progress for that grade level. CGP scores below the 50th percentile indicate a level of progress below most peers of the same grade level in that time period, while CGP scores above the 50th percentile indicate a level of progress exceeding most same-grade peers in that time period. Importantly, students who are considered academically behind their peers must exceed expected growth to meet grade-level expectations.⁵⁴

To examine change in CGP scores across assessment windows, the evaluator merged the district *MAP Growth* data files⁵⁵ with the 2020-21 district PEIMS demographic data file.⁵⁶ To measure growth across testing periods, the evaluator used the following CGP quintiles: 1) Low (up to 20th percentile), 2) Low Average (21st to 40th percentile), 3) Average (41st to 60th percentile), 4) High Average (61st to 80th percentile) or 5) High (81st percentile and above).⁵⁷ The evaluator used frequency and crosstabs analyses to calculate the rates of students in each CGP category by subject and school category (Transformation schools, Innovation schools, and T & I schools). Because norms were not available from NWEA for the 2020-21 *MAP Growth* Spanish reading assessment, results for Spanish reading data were presented separately from the English results in this section.

Of particular interest was the extent of growth across testing periods among students in the lowest performing BOY *MAP Growth* quintiles. As noted, CGP scores are determined with respect to a national sample; thus, any pattern of growth could be observed in a local sample such as the Dallas ISD. For example, if lower performing students tend to exceed projected growth by MOY, then these students may have begun to close the gap between their performance and that of peers in the national sample.

⁵³ For more information, see <https://community.nwea.org/docs/DOC-1630>.

⁵⁴ Because percentiles are calculated for a nationally normed sample, percentile rankings within a local sample such as the Dallas ISD could reflect any distribution. That is, local sample scores may not represent all percentiles.

⁵⁵ The *MAP Growth* files were dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/XX (EOY).

⁵⁶ The 2020-21 district PEIMS demographic file was dated 10/30/2020.

⁵⁷ It is important to note that CGP scores measure relative increases in student achievement, regardless of starting point. For example, a student in any quintile at BOY could progress more rapidly, less rapidly, or equally rapidly as peers from BOY to MOY.

Alternatively, if lower performing students generally fail to meet projected growth by MOY, then these students may have started the school year performing relatively poorly and continued to fall behind.

RIT Score Thresholds

The third *MAP Growth* variable used for this report, specifically for analyses of Spanish *Map Growth* reading assessment data, is the RIT score threshold. Because norms were not available from NWEA for the 2020-21 *MAP Growth* Spanish reading assessment, CGP scores could not be generated for this assessment. Instead, this evaluation used RIT scores and RIT score thresholds for each Spanish-language test administration. For the *MAP Growth* Spanish reading assessment, NWEA provided threshold scores for kindergarten through grade six⁵⁸ that indicated students who were at risk for future reading difficulties. These thresholds represent the 40th percentile of scores based on pilot work conducted by NWEA, and they constitute user norms rather than national norms. To examine RIT score thresholds, the evaluator merged the district *MAP Growth* data files⁵⁹ with the 2020-21 district PEIMS demographic data file.⁶⁰ Because of the different analyses required for English and Spanish versions of the reading assessment in 2019-20, results for *MAP Growth* Spanish reading data were presented separately from the English results in this section.

STAAR

STAAR exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the elementary and secondary grades. 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 (i.e., Algebra I, Biology, English I, English II, and U.S. History). Academic performance standards represent the degree to which students have mastered required content as measured by test scores.⁶¹ *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 2021⁶² with the 2020-21 district PEIMS demographic data file.⁶³ Frequency and crosstab analyses were used to calculate performance standard attainment rates on all versions of *STAAR*. The evaluator calculated rates of students at the Approaches+, Meets+, and Masters performance standards in 2021 for Transformation schools, Innovation schools, and the overall district.

⁵⁸ NWEA was unable to provide these data for any other grades.

⁵⁹ The *MAP Growth* files were dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/XX (EOY).

⁶⁰ The 2020-21 district PEIMS demographic file was dated 10/30/20.

⁶¹ Additional information on *STAAR* performance standards is available at the following website: <http://tea.texas.gov/student.assessment/staar/performance-standards/>.

⁶² 2021 *STAAR* files were dated 06/28/21 (grades three to eight) and 06/17/21 (*EOC*). Data for 2020 were not available because *STAAR 3-8* and *STAAR EOC* testing was cancelled in response to the COVID-19 pandemic. Comparisons to previous data should be viewed with caution.

⁶³ The 2020-21 district PEIMS demographic file was dated 10/30/20.

Results

Attendance and Chronic Absenteeism

In response to the COVID-19 pandemic, Dallas ISD students could attend school in virtual or in-person settings during the 2020-21 school year. Because of the challenges with collecting attendance data across multiple learning formats in 2020-21, the findings in this section should be interpreted with caution and should not be compared to previous years.⁶⁴

Goal 8: The 2020-21 attendance rates for students at T & I schools will be at or above the district average.

Goal 8 was met for nine of 12 (75%) Transformation schools and 28 of 33 (85%) Innovation schools. As indicated in Table 8, attendance rates for Transformation schools (96%) and Innovation schools (94%) were slightly higher than the district (93%) in 2020-21.

Goal 9: The 2020-21 chronic absenteeism⁶⁵ rates for students at T & I schools will be at or below the district average.

Goal 9 was met for eight of 12 (67%) Transformation schools and 27 of 33 (82%) Innovation schools. As indicated in Table 8, chronic absenteeism rates for Transformation schools (13%) and Innovation schools (19%) were lower than the district (23%) in 2020-21.

⁶⁴ Because of the COVID-19 pandemic, attendance data were based on only the first four six-weeks during the 2019-20 school year. In 2019-20, Goal 8 was met for nine of 10 (90%) Transformation schools and 19 of 22 (86%) Innovation schools. The goal was barely missed (within 0.2% points) for two of the 22 Innovation schools. In 2019-20, Goal 9 was met for nine of 10 (90%) transformation schools and 20 of 22 (91%) Innovation schools. These are provided for informational purposes only.

⁶⁵ Students with 15 absences or more were identified as having chronic absenteeism.

Table 8: 2020–21 Attendance and Chronic Absenteeism Rates by Campus

Campus	School Level	Attendance Rate		Chronic Absenteeism Rate	
		N	%	N	%
Transformation Schools					
Downtown Montessori	ES	218	96.5	218	7.3
Hernandez Montessori	ES	284	99.0	284	2.1
Houston PL Prep	ES	259	97.6	259	3.1
MLK Arts	ES	380	97.4	380	7.6
Solar Boys	ES	342	98.9	342	1.2
Solar Girls	ES	616	98.2	616	3.4
Mata	ES/MS	679	98.9	679	1.2
Hulcy	MS	529	94.0	529	19.1
Ignite	MS	515	93.2	515	25.0
CityLab	HS	271	89.0	271	30.3
IDEA	HS	255	85.5	255	44.7
New Tech	HS	322	92.1	322	32.3
Transformation Total		4,670	95.5	4,670	13.3
Innovation Schools					
Alexander	ES	298	95.6	298	13.4
Botello	ES	540	97.0	540	8.5
Bowie ¹	ES	343	98.7	343	2.6
Chapel Hill	ES	403	96.5	403	9.4
Cowart	ES	532	98.0	532	5.5
De Zavala	ES	473	94.7	473	17.1
Donald	ES	378	96.5	378	10.6
Geneva Heights	ES	461	98.1	461	3.5
Gonzalez	ES	568	98.0	568	3.7
Hall	ES	426	96.1	426	14.1
Hogg ¹	ES	305	95.6	305	12.8
Ireland ¹	ES	447	96.6	447	9.6
Kleberg	ES	685	97.5	685	5.7
Kramer	ES	504	98.3	504	4.0
Lipscomb	ES	402	96.9	402	9.0
Lowe	ES	552	99.3	552	1.1
Marsalis	ES	415	93.1	415	19.8
McNair	ES	463	91.9	463	29.8
Moreno	ES	353	96.6	353	9.6
Peeler	ES	273	96.9	273	7.3
Preston Hollow	ES	419	98.1	419	4.1
Reagan	ES	280	97.9	280	3.6
Richardson	ES	537	96.3	537	13.2
Rogers	ES	494	96.8	494	10.5
Salazar	ES	467	96.7	467	9.4
Weiss	ES	454	95.0	454	15.2
Zaragoza	ES	322	94.6	322	20.8
Franklin	MS	1,080	93.1	1,080	24.4
Hill	MS	874	92.1	874	29.6
Marsh	MS	944	94.6	944	21.5
Quintanilla	MS	695	85.5	695	45.5
Adams, B	HS	2,220	89.9	2,220	35.6
North Dallas ¹	HS	1,202	84.8	1,202	46.5
Innovation Total		18,809	94.2	18,809	18.9
All					
Dallas ISD		145,711	92.6	145,711	22.7

Source: PEIMS snapshot demographic file dated 10/20/20. District attendance data file dated 08/25/21.

Note: ¹Innovation pilot schools in 2019-20. **Bold teal numbers** indicate percentages that are (a) at or above the district average for attendance OR (b) at or below the district average for chronic absenteeism. **Bold teal school names** indicate schools with percentages that are (a) at or above the district average for attendance AND (b) at or below the district average for chronic absenteeism.

Districtwide Use of MAP Growth Assessments

Table 9 presents the rates of districtwide enrolled students for whom *MAP Growth* score data were available for reading and mathematics for BOY, MOY, and EOY testing. Overall, a greater percentage of students in Transformation and Innovation schools were tested at each assessment window for both content areas compared to the district. Detailed data regarding the administration of *MAP Growth* assessments by campus are provided in Appendix J on page 67.

For reading, the percentage of students tested at Transformation schools (85% to 89%) and Innovation schools (72% to 78%) was at or above than the district (70% to 78%) at each testing window, with Transformation schools being at least 11 percentage points above the district and Innovation schools. While the percentage of students tested from BOY to MOY were similar for all groups (≤ 1 percentage point difference), the percentage of students tested from BOY to EOY decreased by at least 4 percentage points for all groups.

For mathematics, the percentage of students tested at Transformation schools (87% to 93%) and Innovation schools (77% to 83%) was at or above than the district (73% to 79%) at each testing window, with Transformation schools being at least 14 percentage points above the district and ten percentage points above Innovation schools. While the percentage of students tested from BOY to MOY were similar for all groups (≤ 1 percentage point difference), the percentage of students tested from BOY to EOY decreased by at least 5 percentage points for all groups. The percentage of students tested for mathematics was greater than reading for all groups and testing windows.

Table 9: 2020-21 Dallas ISD MAP Growth Testing for Reading and Mathematics by School Type and Assessment Window

School Type	Enrolled <i>N</i>	BOY	MOY	EOY
		Tested %	Tested %	Tested %
Reading				
Transformation Schools	3,628	88.7	89.2	85.1
Innovation Schools	14,877	77.5	78.4	72.4
District	117,513	77.5	76.2	69.8
Mathematics				
Transformation Schools	3,628	92.7	91.3	87.2
Innovation Schools	14,877	82.9	82.2	77.4
District	117,513	79.0	78.3	72.5

Source: District MAP files dated 11/05/20 (BOY), 04/02/21 (MOY), and 6/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: MAP Growth data represent combined data for English- and Spanish-language versions of the Reading test. **Bold teal numbers** indicate percentages that are at or above the district rate. Results by campus are provided in Appendix J.

RIT Scores

Goal 10: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average.

Regarding RIT scores, the evaluator calculated whether T & I students experienced gains from BOY to EOY that were at or above the district. *For English reading, the goal was met for eight of the*

12 (67%) Transformation schools and for 27 of the 33 (82%) Innovation schools. For Spanish reading, the goal was met for three of the eight (38%) Transformation schools and 12 of the 27 (44%) of the Innovation schools. For mathematics, the goal was met for eight of the 12 (67%) Transformation schools and 24 of the 33 (73%) Innovation schools. Results by campus can be found in Appendix K on page 69. For example, 50 percent of Transformation schools and 30 percent of Innovation schools showed double-digit gains in mean RIT scores from BOY to EOY for English reading. Likewise, 47 percent of Transformation schools and 44 percent at Innovation schools for Spanish reading and 83 percent of Transformation schools and 73 percent of Innovation schools for mathematics had double-digit gains in mean RIT scores from BOY to EOY.

As indicated in Table 11, only Transformation schools had higher mean RIT scores (203 points to 212 points) than the district (200 points to 210 points) at each administration window for English reading and mathematics. For Spanish reading, only Innovation schools at MOY (184 points) had mean RIT scores at or above the district (184 points). However, Transformation schools experienced similar gains from BOY to EOY (+3 points for English reading, +11 points for Spanish reading, and +9 for mathematics) as Innovation schools (+2 points for English reading, +10 points for Spanish reading, and +10 for mathematics). These gains were similar or slightly higher than the district (+1 points for English reading, +10 points for Spanish reading, and +10 points for mathematics).

Table 11: 2020-21 Dallas ISD MAP Growth RIT Score Means for T & I Schools by School Type, Assessment, and Assessment Window

School Type	BOY		MOY		EOY		BOY – EOY Difference
	N	Mean RTI	N	Mean RIT	N	Mean RTI	Mean RTI
Reading (English)							
Transformation Schools	2,973	204	2,950	206	2,799	207	+3
Innovation Schools	8,243	198	8,326	201	7,521	200	+2
District	70,295	204	68,529	205	61,512	205	+1
Reading (Spanish)							
Transformation Schools	245	174	285	181	287	185	+11
Innovation Schools	3,280	177	3,331	184	3,249	187	+10
District	20,829	178	20,996	184	20,463	188	+10
Mathematics							
Transformation Schools	3,363	203	3,314	209	3,163	212	+9
Innovation Schools	12,340	195	12,222	202	11,515	205	+10
District	92,853	200	92,020	207	85,149	210	+10

Source: District MAP Growth files dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20. **Bold teal numbers** indicate mean RIT scores that are at or above the district average. Results by campus are provided in Appendix K.

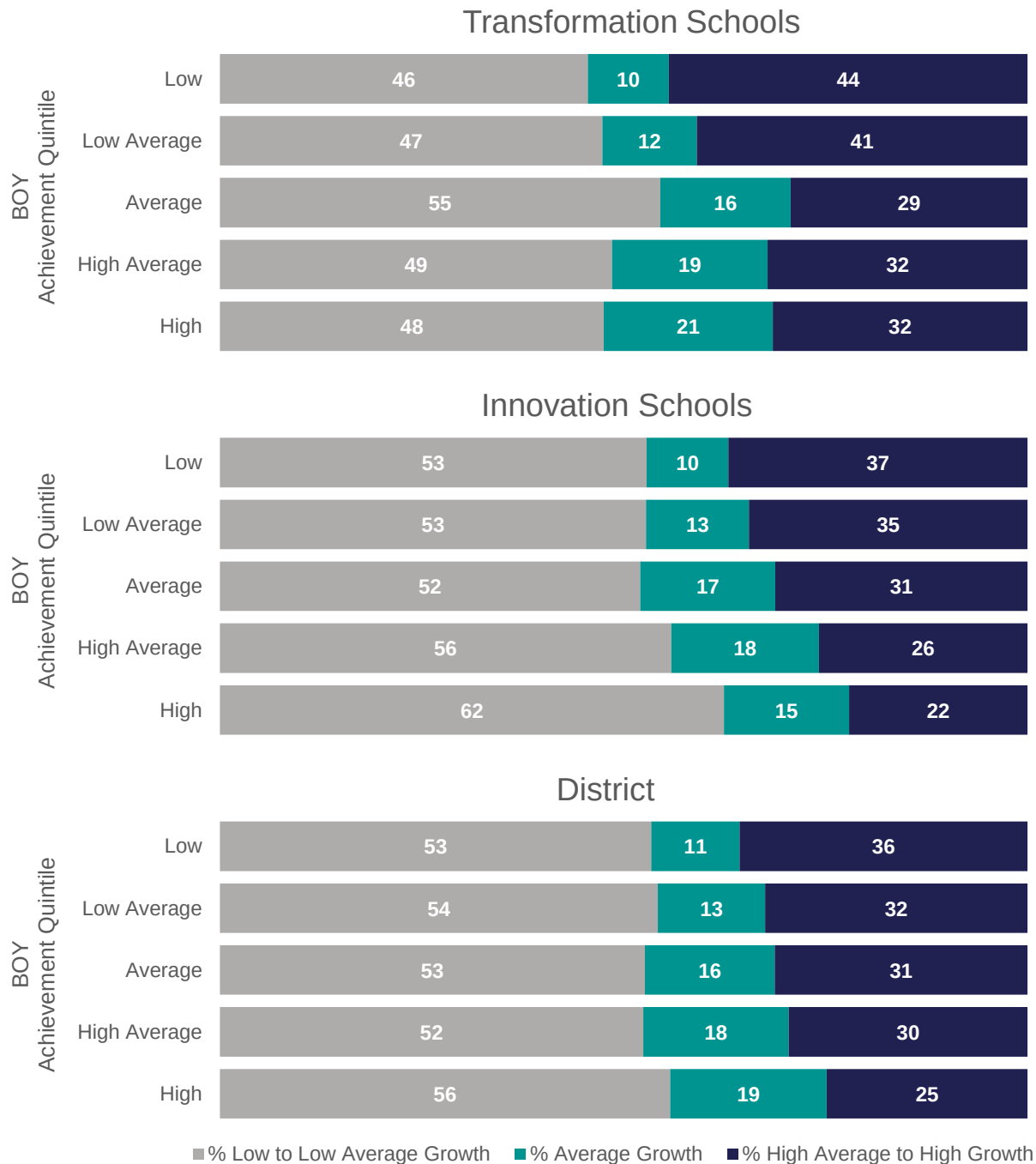
CGP Scores

Goal 10: The percentage of T & I school students that meet grade-level standards on student assessments (i.e., will be at or above the district average).

Regarding CGP scores, the evaluator identified whether the rate of T & I students who experienced either high average or high growth from BOY to EOY was at or above the district rate. *For English reading, the goal was met at nine of the 12 (75%) Transformation schools and 25 of the 33 (76%) Innovation schools. For mathematics, the goal was met for eight of the 12 (67%) Transformation schools and 26 of the 33 (79%) Innovation schools.* Results by campus can be found in Appendix L on page 72.

Figure 9 and Figure 10 include the percentage of students who did not meet (low growth or low average growth), met (average growth), or exceeded (high average or high growth) *MAP Growth* targets from BOY to EOY for reading and mathematics by achievement quintile. The lowest performing students at BOY were in the low or low average achievement quintiles, and the highest performing students at BOY were in the high or high average achievement quintile. For English reading, the rate of students in the low or low average achievement quintiles who exceeded *MAP Growth* targets at Transformation schools (44% and 41%) and Innovation schools (37% and 35%) exceeded the district rates (36% and 32%). For mathematics, the rate of students in the low or low average achievement quintiles who exceeded *MAP Growth* targets at Transformation schools (46% and 47%) was slightly lower than Innovation schools (48% and 50%) and the district (48% and 50%).

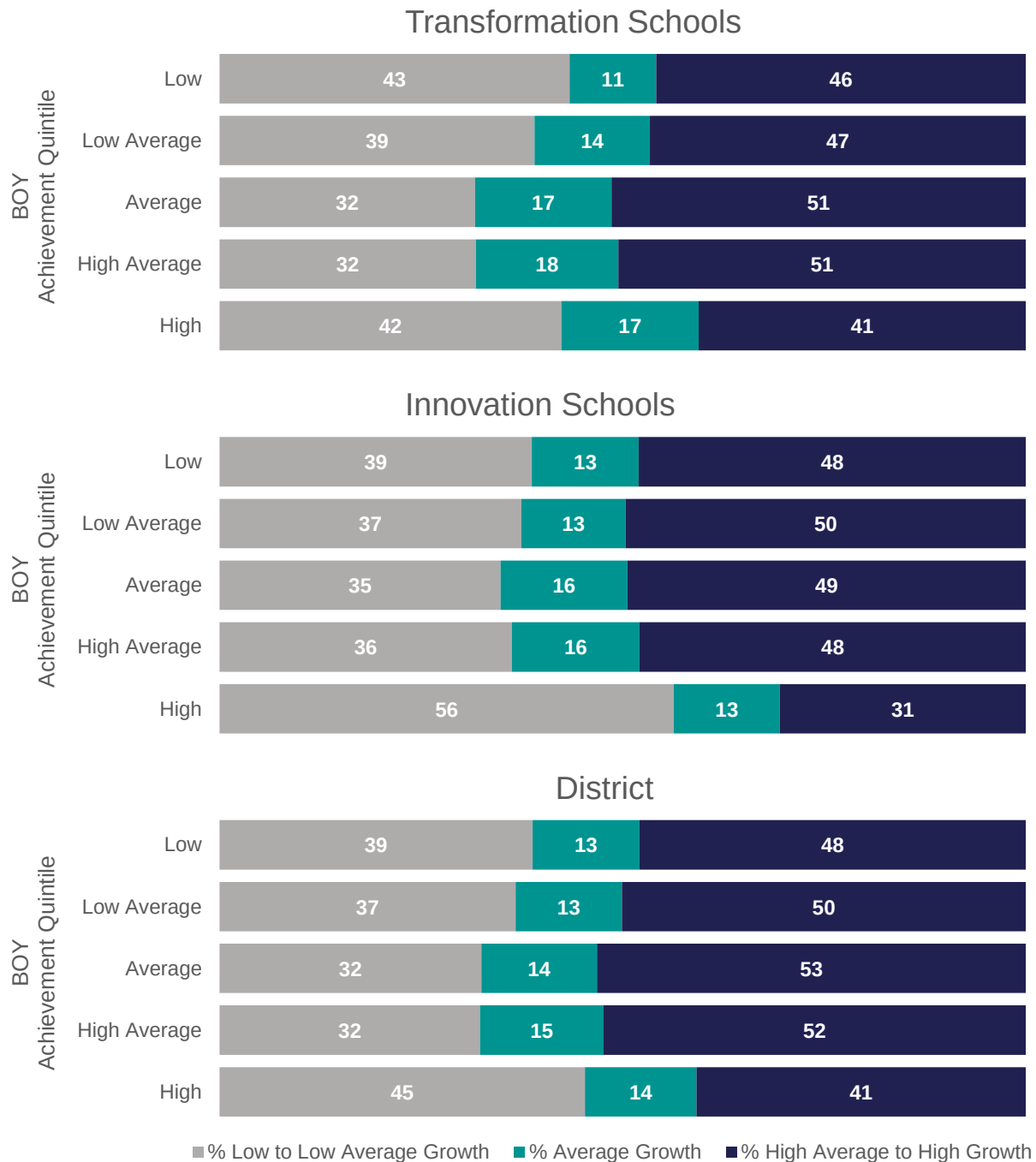
Figure 9: 2020-21 Percentage of Students Attaining MAP Growth Reading (English Only) Threshold Rates by Quintile from BOY to EOY



Source: District MAP Growth data file dated 06/23/21 (EOY) and district PEIMS snapshot demographic file dated 10/30/20.

Note: N = 2,633 students at Transformation schools. N = 6,489 students at Innovation schools. N = 54,668 students in the overall district. To measure growth across testing periods, the evaluator used the following CGP quintiles: 1) Low (up to 20th percentile), 2) Low Average (21st to 40th percentile), 3) Average (41st to 60th percentile), 4) High Average (61st to 80th percentile) or 5) High (81st percentile and above). Percentages of students may not sum to 100 percent because of rounding. Results by campus are provided in Appendix L.

Figure 10: 2020-21 Percentage of Students Attaining MAP Growth Mathematics Threshold Rates by Quintile from BOY to EOY



Source: District MAP Growth data file dated 06/23/21 (EOY) and district PEIMS snapshot demographic file dated 10/30/20.

Note: $N = 3,018$ students at Transformation schools. $N = 10,428$ students at Innovation schools. $N = 75,835$ students in the overall district. To measure growth across testing periods, the evaluator used the following CGP quintiles: 1) Low (up to 20th percentile), 2) Low Average (21st to 40th percentile), 3) Average (41st to 60th percentile), 4) High Average (61st to 80th percentile) or 5) High (81st percentile and above). Percentages of students may not sum to 100 percent because of rounding. Results by campus are provided in Appendix L.

RIT Score Thresholds

Goal 10: The percentage of T & I school students that meet grade-level standards on student assessments (i.e., will be at or above the district average).

Regarding RIT score thresholds, the evaluator identified whether the rate of T & I students at EOY who scored above the 40th percentile relative to NWEA norms for Spanish reading was at or above the district rate. *The goal was met at four of the seven (57%) Transformation schools and nine of the 27 (33%) Innovation schools.* Results by campus can be found in Appendix M on page 76.

Table 12 includes the percentages of students tested at each administration for grades one through six who met NWEA's stated thresholds for the Spanish *MAP Growth* reading assessment (i.e., not considered at risk for later reading difficulties). While most Transformation and Innovation students who took Spanish *MAP Growth* reading assessment exceeded the stated thresholds at EOY, only Transformation schools (63%) exceeded the district rate (61%).

Table 12: 2020-21 Percentage of T & I Students Who Met RIT Score Thresholds for BOY, MOY, and EOY MAP Growth Spanish Reading

Grade Level	BOY		MOY		EOY	
	N	% Met	N	% Met	N	% Met
Transformation Schools	244	60.2	285	65.6	286	62.6
Innovation Schools	3,277	60.8	3,327	63.6	3,249	60.7
District	20,799	60.9	20,976	62.6	20,454	61.0

Source: District *MAP Growth* files dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: NWEA was able to provide threshold scores for up to grade six. Data are presented for students enrolled on the PEIMS snapshot date of 10/30/20 with valid RIT scores. Met = scoring above the 40th percentile relative to NWEA norms. **Bold teal numbers** indicate percentages that are at or above the district rate. Results by campus are provided in Appendix L.

STAAR

Because students could opt-out of STAAR or did not attend in-person school regularly due to the COVID-19 pandemic, some campuses had low participation rates for STAAR in 2020-21. Thus, the results from this section should be viewed with caution and should not be compared to previous years. Sample sizes and results by campus and assessment are provided in Appendix N on page 77. Participation rates are also provided for reading and mathematics.

Goal 10: The percentage of T & I school students that meet grade-level standards on student assessments (i.e., will be at or above the district average).

Regarding *STAAR 3-8* and *STAAR EOCs*, the evaluator identified whether the rate of T & I students who met the Approaches+ performance standards exceeded the district rate.

STAAR 3-8. *For mathematics, the goal was met for four of the eight (50%) Transformation schools and 20 of the 31 (65%) Innovation schools. For reading, the goal was met for seven of the eight (88%) Transformation schools and 18 of the 31 (58%) Innovation schools. For writing, the goal was met for five of the eight (63%) Transformation schools and nine of the 31 (29%) Innovation schools. For science, the goal was met for five of the six (83%) Transformation schools and 20 of 31 (65%) of the Innovation schools. For*

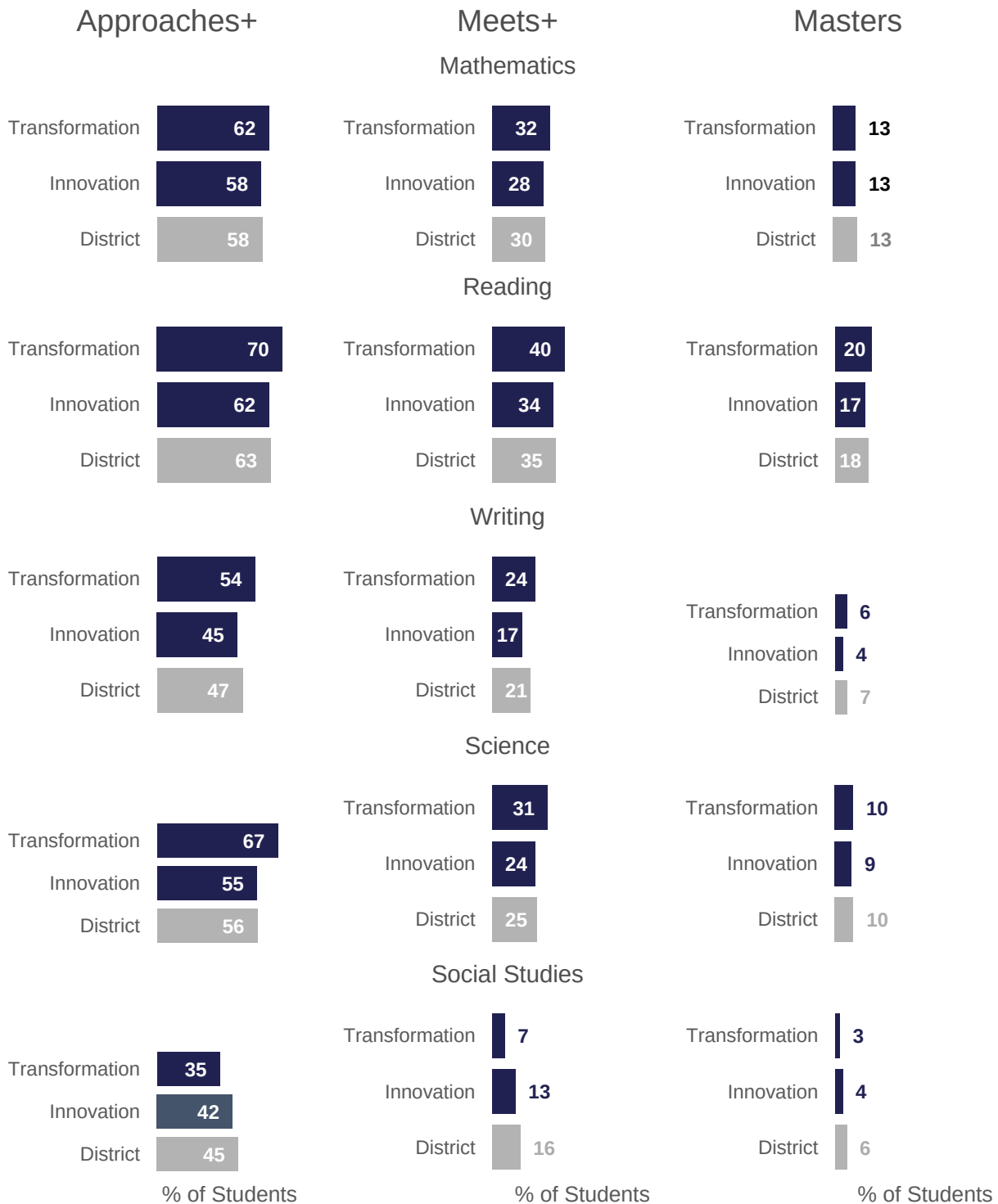
social studies, the goal was met for none of the three Transformation schools and one of the four (25%) Innovation schools.

Transformation schools met the Approaches+ performance standard for mathematics (62%), reading (70%), writing (54%), and science (67%) at a higher rate than the district and Innovation schools (Figure 11). Innovation schools met the Approaches+ (58%) performance standards for mathematics at the same rate as the district.

STAAR EOCs. *For Algebra I, the goal was met for all six Transformation schools and five of the six (83%) Innovation schools. For English I, the goal was met for two of the three (67%) Transformation schools and one of the two (50%) Innovation schools. For English II, Biology, and U.S. History, the goal was met for all three Transformation schools and one of the two (50%) Innovation schools.*

Transformation schools met the Approaches+ performance standard for Algebra I (82%), English I (85%), English II (68%), Biology (73%), and U.S. History (89%) at a higher rate than the district and Innovation schools (Figure 12). Innovation schools met the Approaches+ performance standards for Algebra I (77%), English I (76%), English II (54%), Biology (60%), and U.S. History (84%) at a higher rate than the district (Figure 12).

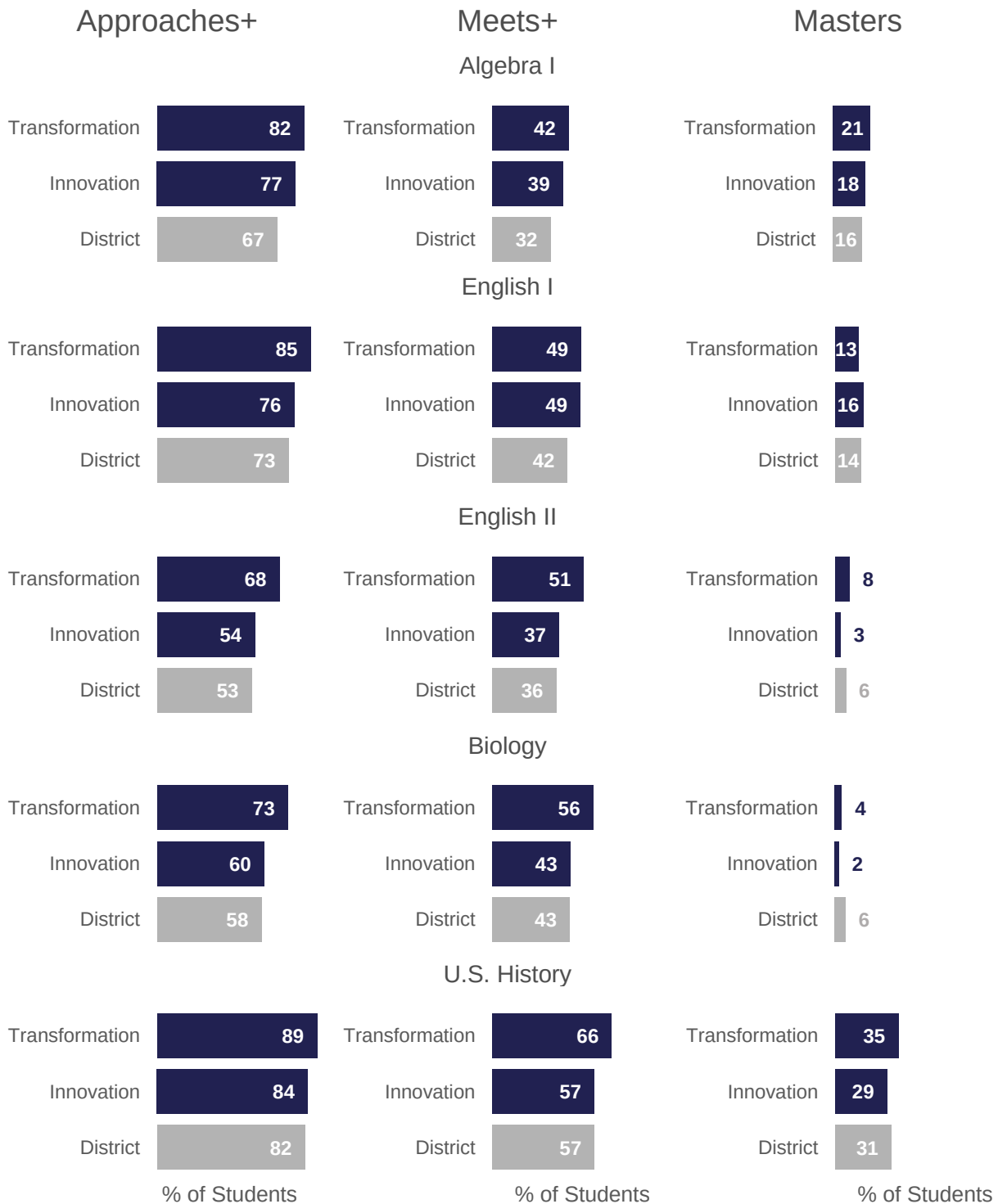
Figure 11: 2020-21 Percentage of Students Attaining STAAR 3-8 Approaches+, Meets+, or Masters Performance Standards by Subject



Source: District STAAR 3-8 file dated 06/28/21 (grades three to eight) for students enrolled on the PEIMS snapshot date of 10/30/2020.

Note: Rates reflect all versions of STAAR. Sample sizes and results by campus are provided in Appendix N.

Figure 12: 2020-21 Percentage of Students Attaining STAAR EOC Approaches+, Meets+, or Masters Performance Standards by Subject



Source: District STAAR EOC file dated 06/16/21 (Algebra I, Biology, English I, English II, and U.S. History EOC) for students enrolled on the PEIMS snapshot date of 10/30/20.

Note: Rates reflect all versions of STAAR EOCs. Sample sizes and results by campus are provided in Appendix N.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The PSC program aimed to help all Dallas ISD students find the school that best fits their interests, aspirations, and preferred learning styles. To accomplish this goal, the PSC initiative included Transformation schools, Innovation schools, and Innovation pilot schools in 2020-21. From 2019-20 to 2020-21, the number of T & I campuses and students increased ($N = 25$ to 45 and $N = 13,505$ to $18,739$, respectively) as did the budget (\$5,639,500 to \$6,126,178). Key findings are included below. See Appendix A on page 48 for a goal summary table.

- The annual PSC application process remained competitive. Of the 31 proposals submitted for the new cohort of PSC 7.0 schools in 2021-22, 19 were approved (10 Transformation schools, five Innovation schools, and four Innovation pilot or redesign schools); Seven Innovation Engine schools were selected, which also included two Middle School Redesign schools.
- Goal 1 (*The percentage of economically disadvantaged students at Transformation campuses will be at least five percentage points lower than the district average; i.e., more diverse*) was met for all Transformation schools combined and for eight of the 10 (80%) Transformation schools that were included in the socioeconomic diversity goal.
- Goal 2 (*The percentage of students at Transformation campuses will be at least five-percentage points higher or lower than the district average in one or more racial categories; i.e., more diverse*) was met for all 12 Transformation schools and for all Transformation schools combined.
- Goal 3 (*The number of students applying to a Transformation school in spring 2021 will exceed the number of seats available overall and for each Transformation campus*) was met for 13 of 15 schools in the lottery process and for all Transformation schools combined. The number of students applying in spring 2021 ($N = 2,809$) exceeded the number of seats available ($N = 1,767$). Overall, the applicant-to-seat ratio for entry grade levels was 1.6 applicants for each available seat.
- Goal 4 (*At least 25 percent of 2021-22 students selected in the spring 2021 lottery will be recapture students*) was met for all Transformation schools combined. The overall percentage of recapture students enrolled in 2021-22 Transformation schools was 31 percent.
- Goal 5 (*The percentage of positive responses on the District Campus Climate Survey for T & I schools will be at or above the district average*) was met for all six climate survey subscales at five of the 12 (42%) Transformation schools and 14 of the 33 (42%) Innovation schools.
 - Transformation schools combined met the goal for five subscales and Innovation schools combined met the goal for four subscales.
 - School-level data also revealed that 15 schools (six Transformation and nine Innovation) had fewer than 70 percent positive responses on three or more subscales.
- Goal 6 (*The percentage of positive responses on the district Student Experience Survey for T & I schools will be at or above the district average*) was met for all five student experience survey subscales at one of the seven (14%) Transformation schools and eight of the 27 (30%) Innovation schools for

grades 3 to 5. Goal 6 was also met for all five student experience survey subscales at two of the seven (29%) Transformation schools and two of the seven (29%) Innovation schools for grades 6 to 12.

- Goal 7 (*The percentage of positive responses on the District Parent/Guardian Survey for T & I schools will be at or above the district average*) was met at three of the eight (38%) Transformation schools and 16 of the 22 (73%) Innovation schools that were included in the analyses.
 - Overall, Transformation schools (85%), Innovation schools (88%), and the district (86%) performed similarly, within 3 percentage points
- Goal 8 (*The 2020-21 attendance rates for students at T & I schools will be at or above the district average*) was met for nine of 12 (75%) Transformation schools and 28 of 33 (85%) Innovation schools.
 - Attendance rates for Transformation schools (96%) and Innovation schools (94%) were slightly higher than the district (93%) in 2020-21.
- Goal 9 (*The 2020-21 chronic absenteeism rates for students at T & I schools will be at or below the district average*) was met for eight of 12 (67%) Transformation schools and 27 of 33 (82%) Innovation schools.
 - Chronic absenteeism rates for Transformation schools (13%) and Innovation schools (19%) were lower than the district (23%) in 2020-21.
- Goal 10 (*The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average*) was assessed using RIT scores, CGP scores, RIT score thresholds, STAAR 3-8, and STAAR EOCs.
 - RIT scores: For English reading, the goal was met for eight of the 12 (67%) Transformation schools and for 27 of the 33 (82%) Innovation schools. For Spanish reading, the goal was met for three of the seven (43%) Transformation schools and 12 of the 27 (44%) of the Innovation schools. For mathematics, the goal was met for eight of the 12 (67%) Transformation schools and 24 of the 33 (73%) Innovation schools.
 - CGP scores: For English reading, the goal was met at nine of the 12 (75%) Transformation schools and 25 of the 33 (76%) Innovation schools. For mathematics, the goal was met for eight of the 12 (67%) Transformation schools and 26 of the 33 (79%) Innovation schools.
 - RIT score thresholds: The goal was met at four of the seven (57%) Transformation schools and nine of the 27 (33%) Innovation schools.
 - STAAR 3-8: For mathematics, the goal was met for four of the eight (50%) Transformation schools and 20 of the 31 (65%) Innovation schools. For reading, the goal was met for seven of the eight (88%) Transformation schools and 18 of the 31 (58%) Innovation schools. For writing, the goal was met for five of the eight (63%) Transformation schools and nine of the 31 (29%) Innovation schools. For science, the goal was met for five of the six (83%) Transformation schools and 20 of 31 (65%) of the Innovation schools. For social studies, the goal was met for none of the three Transformation schools and one of the four (25%) Innovation schools.
 - STAAR EOCs: For Algebra I, the goal was met for all six Transformation schools and five of the six (83%) Innovation schools. For English I, the goal was met for two of the three (67%) Transformation schools and one of the two (50%) Innovation schools. For English II, Biology, and U.S. History, the goal was met for all three Transformation schools and one of the two (50%) Innovation schools.

Recommendations

Continue using market analysis to determine future locations and instructional models for T & I schools. By using market analyses, school mapping and other applicable information, OTI staff members coordinated the expansion of T & I schools to ensure that students living within all areas of Dallas ISD had equitable access to school choice options. The data-focused planning and rigorous selection process should be commended as the initiative continues to expand.

Continue using the Innovation Engine and Middle School Redesign initiatives to produce high-quality PSC proposals. In 2020-21, the initiatives provided seed money for 21 campuses to implement innovative ideas on each campus. These initiatives provided each school with a year to plan, explore, and find the best-fit model for the school community. In 2020-21, seven schools from the Innovation Engine and Middle School Redesign initiatives developed high-quality PSC proposals that were chosen for the upcoming PSC 7.0 cohort as either Innovation Schools ($n = 5$) or Innovation pilot schools ($n = 2$). OTI staff members should continue using the Innovation Engine and Middle School Redesign initiatives to help more campuses produce high-quality PSC proposals.

Ensure adequate supports are available for schools as the district continues to scale the PSC initiative. Because there were 25 PSC schools in 2018-19 and that number will increase to 61 in 2021-22, it will be important that adequate supports are in place to assist both new and existing campuses as the district continues to scale the initiative. For example, while the implementation continuums were unavailable in 2020-21 due to the COVID-19 pandemic, OTI staff members should continue developing these fidelity measures to ensure schools are consistently implementing their anchor model and to provide campuses with targeted support through training, coaching, and written expectations.

Continue striving for a socioeconomically and racially diverse student body at Transformation schools. While most Transformation schools were still working towards a 50/50 socioeconomic school model (i.e., 50% economically disadvantaged and 50% not economically disadvantaged), almost all Transformation schools met the goal of being more socioeconomically and racially diverse than the district in 2020-21. To recruit more students and move closer to a 50/50 socioeconomic model, OTI program staff members should continue working towards having more students apply to Transformation schools than seats available and recapturing students who live within district boundaries but attend non-district schools.

Determine how PSC schools should be evaluated in response to the COVID-19 pandemic. During the 2020-21 school year, all Dallas ISD schools faced the challenge of providing synchronous and asynchronous learning activities for students in virtual and in-person settings. Because the pandemic potentially impacted the results of district surveys and student assessments in 2020-21, OTI program staff members should consider what outcome measures are appropriate for assessing the performance of PSC schools in 2021-22, especially due to the lack of Local Accountability System ratings because of COVID-19. OTI program staff members may also need to determine what measures will be used to track progress over time.

Bolster support for schools that scored below the district average on three or more of the six Climate Survey subscales. Fifteen schools (six Transformation and nine Innovation) had fewer than 70 percent positive rates on three or more Climate Survey subscales. For example, one transformation school (Houston) and three innovation schools (Alexander, Gonzalez, and Hill) had fewer than 70 percent positive ratings on four of the six subscales. In addition, three transformation (Downtown Montessori, Ignite, and IDEA) and six innovation schools (Geneva Heights, Franklin, Marsh, Quintanilla, Adams, and North Dallas) had positive rates below 70 percent on at least five subscales. While these results may have been impacted by the COVID-19 pandemic in 2020-21, there might be a need for overall school climate improvement at some campuses.

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APPENDICES



Appendix A

Appendix A, Table 1: 2020-21 Progress Toward Goals

Socioeconomic/Racial Goals

Goal 1: The percentage of economically disadvantaged students at Transformation campuses will be at least five percentage points lower than the district average (i.e., more diverse).

Goal 1 was met for eight of the 10 (80%) Transformation schools that were included in the socioeconomic diversity goal and for all Transformation schools combined.

Goal 2: The percentage of students at each Transformation campus will be at least five-percentage points different (higher or lower) than the district average in one or more racial categories (i.e., more diverse).

Goal 2 was met for all 12 Transformation schools and for all Transformation schools combined.

Transformation School Student Selection Goals

Goal 3: The number of students applying to a Transformation school in spring 2020 will exceed the number of seats available overall and for each Transformation campus.

Goal was met for 13 of 15 Transformation schools and for all Transformation schools combined that were open during the 2021-22 school year.

Goal 4: At least 25 percent of 2021-22 students selected in the spring 2021 lottery will be recapture students.

Goal was met for all Transformation schools combined (31%).

T & I School Climate, Student Experience, and Parent/Guardian Survey Goals

Goal 5: The percentage of positive responses on the District Campus Climate Survey for T & I schools will be at or above the district average.

Goal 5 was met for all six climate survey subscales at five of the 12 (42%) Transformation schools and 14 of the 33 (42%) Innovation schools.

Goal 6: The percentage of positive responses on the District Student Experience Survey for T & I schools will be at or above the district average.

Goal 6 was met for all five student experience survey subscales at one of the seven (14%) Transformation schools and eight of the 27 (30%) Innovation schools for grades 3 to 5.

Goal 6 was met for all five student experience survey subscales at two of the seven (29%) Transformation schools and two of the seven (29%) Innovation schools for grades 6 to 12.

Goal 7: The percentage of positive responses on the District Parent/Guardian Survey for T & I schools will be at or above the district average.

Goal 7 was met for the District Parent/Guardian survey at six of the 12 (50%) Transformation schools and 25 of the 33 (76%) Innovation schools.

Appendix A, Table 1 (continued)**T & I Student Outcome Goals****Goal 8: The 2020-21 attendance rates for students at T & I schools will be at or above the district average.**

Goal 8 was met for nine of 12 (75%) Transformation schools and 28 of 33 (85%) Innovation schools.

Goal 9: The 2020-21 chronic absenteeism rates for students at T & I schools will be at or below the district average.

Goal 9 was met for eight of 12 (67%) Transformation schools and 27 of 33 (82%) Innovation schools.

Goal 10: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average.

RIT scores: Gains from BOY to EOY will be at or above the district average.

- For English reading, the goal was met for eight of the 12 (67%) Transformation schools and for 27 of the 33 (82%) Innovation schools.
- For Spanish reading, the goal was met for three of the eight (38%) Transformation schools and 12 of the 27 (44%) of the Innovation schools.
- For mathematics, the goal was met for eight of the 12 (67%) Transformation schools and 24 of the 33 (73%) Innovation schools.

CGP scores: High average or high growth from BOY to EOY will be at or above the district rate.

- For English reading, the goal was met at nine of the 12 (75%) Transformation schools and 25 of the 33 (76%) Innovation schools.
- For mathematics, the goal was met for eight of the 12 (67%) Transformation schools and 26 of the 33 (79%) Innovation schools.

RIT score thresholds: Rate above the 40th percentile for Spanish reading at EOY will be at or above the district rate.

- The goal was met at four of the seven (57%) Transformation schools and eight of the 27 (30%) Innovation schools.

STAAR 3-8: Rate at the Approaches+ performance standards will exceed the district rate.

- For mathematics, the goal was met for four of the eight (50%) Transformation schools and 20 of the 31 (65%) Innovation schools.
- For reading, the goal was met for seven of the eight (88%) Transformation schools and 18 of the 31 (58%) Innovation schools.
- For writing, the goal was met for five of the eight (63%) Transformation schools and nine of the 31 (29%) Innovation schools.
- For science, the goal was met for five of the six (83%) Transformation schools and 20 of 31 (65%) of the Innovation schools.
- For social studies, the goal was met for none of the three Transformation schools and one of the four (25%) Innovation schools.

STAAR EOCs: Rate at the Approaches+ performance standards will exceed the district rate.

- For Algebra I, the goal was met for all six Transformation schools and five of the six (83%) Innovation schools.
- For English I, the goal was met for two of the three (67%) Transformation schools and one of the two (50%) Innovation schools.
- For English II, Biology, and U.S. History, the goal was met for all three Transformation schools and one of the two (50%) Innovation schools.

Appendix B

Appendix B, Table 1: 2020-21 Dallas ISD PSC 1.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2015-16 N	2016-17 N	2017-18 N	2018-19 N	2019-20 N	2020-21 N
Transformation Schools									
Mata ¹	ES/MS	PK-7	Montessori	405	497	542	613	645	679
Hulcy ²	MS	6-8	STEAM	185	376	532	533	519	529
IDEA ³	HS	9-12	PL	111	214	263	316	286	255
Total PSC 1.0 Transformation				701	1,087	1,337	1,462	1,450	1,463
Innovation Schools									
Chapel Hill ⁴	ES	PK-5	PL	568	558	511	472	470	403
Geneva Heights ⁵	ES	PK-5	IB	358	318	347	402	434	461
Kramer	ES	PK-5	IB	497	567	615	628	628	504
Lipscomb	ES	PK-5	IB	521	509	512	451	462	402
Preston Hollow	ES	PK-5	IB	453	476	500	453	431	419
Rogers	ES	PK-5	PL	502	514	506	507	502	494
Franklin	MS	6-8	IB	995	966	1,036	1,105	1,342	1,080
Marsh	MS	6-8	PL	1,006	911	917	963	992	944
Adams, B	HS	9-12	Leadership	1,965	2,040	2,032	2,163	2,166	2,220
Total PSC 1.0 Innovation				6,865	6,859	6,976	7,144	7,427	6,927
T & I Total				7,566	7,946	8,313	8,606	8,877	8,390

Source: PEIMS demographic files dated 10/30/15, 10/31/16, 10/30/17, 10/26/18, 10/28/19, and 10/30/20.

Note: PSC 1.0 began in the 2015-16 school year. ¹Mata served students under the Montessori model in grades PK to three in 2015-16; additional grades were added each year.

²Hulcy STEAM served students in grade six in 2015-16; additional grades were added each year. ³IDEA served students in grade nine in 2015-16; additional grades were added each year. ⁴Chapel Hill Preparatory was formerly Cabell ES. ⁵Geneva Heights was formerly Lee ES. Information for past years were obtained from the 2018-19 and 2019-20 PSC

evaluation reports (Sanguras, 2019; Bush & Kim, 2020).

Appendix B, Table 2: 2020-21 Dallas ISD PSC 2.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2016-17 N	2017-18 N	2018-19 N	2019-20 N	2020-21 N
Transformation Schools								
Solar Girls ¹	ES	PK-5	STEAM	194	294	460	561	616
Innovation Schools								
Weiss	ES	PK-5	Leadership	548	521	511	528	454
T & I Total				742	815	971	1,089	1,070

Source: PEIMS demographic files dated 10/31/16, 10/30/17, 10/26/18, 10/28/19, and 10/30/20.

Note: PSC 2.0 began in the 2016-17 school year. ¹Solar Girls served students in grades K to three in 2016-17; additional grades were added each year. Information for past years were obtained from the 2018-2019 and 2019-20 PSC evaluation reports (Sanguras, 2019; Bush & Kim, 2020).

Appendix B, Table 3: 2020-21 Dallas ISD PSC 3.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2017-18 N	2018-19 N	2019-20 N	2020-21 N
Transformation Schools							
CityLab ¹	HS	9-11	Urban Planning	81	147	203	271
Innovation Schools							
Botello	ES	PK-5	PL	558	542	541	540
De Zavala	ES	PK-6	Montessori	409	443	479	473
Total PSC 3.0 Innovation				967	985	1,020	1,013
T & I Total				1,048	1,132	1,223	1,284

Source: PEIMS demographic files dated 10/30/17, 10/26/18, 10/28/19, and 10/30/20.

Note: PSC 3.0 began in the 2017-18 school year. ¹CityLab served students in grade nine in 2017-18; additional grades were added each year from the 2018-2019 and 2019-20 PSC evaluation reports (Sanguras, 2019; Bush & Kim, 2020).

Appendix B, Table 4: 2020-21 Dallas ISD PSC 4.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2018-19 N	2019-20 N	2020-21 N
Transformation Schools						
Hernandez Montessori ¹	ES	PK-3	Montessori	176	230	284
Houston PL Prep	ES	PK-5	PL	203	233	259
Solar Boys ²	ES	PK-3	STEAM	220	305	342
Ignite ³	MS	6-7	PL	189	358	515
Total PSC 4.0 Transformation				788	1,126	1,400
Innovation Schools						
Donald	ES	PK-5	Leadership	432	403	378
Reagan	ES	PK-5	STEAM	345	309	280
Richardson ⁴	ES	4	PL	691	630	537
Total PSC 4.0 Innovation				1,468	1,342	1,195
T & I Total				2,796	2,944	2,256

Source: PEIMS demographic files dated 10/26/18, 10/28/19, and 10/30/20.

Note: PSC 4.0 began in the 2018-19 school year. ¹Hernandez Montessori Academy served students in grades PK to 2 in 2018-19; grade 3 was added in 2019-20. ²Solar Boys served students in grades PK to 2 in 2018-19; grade 3 was added in 2019-20. ³Ignite served students in grade six in 2018-19; grade seven was added in 2019-20. ⁴Innovation pilot schools in 2018-19 and 2019-20. Information for 2019-20 was obtained from the 2019-20 PSC evaluation report (Bush & Kim, 2020). Douglass ES, which was a PSC 4.0 school, lost its choice status in 2020-21 because it received a F Accountability Rating in 2019.

Appendix B, Table 5: 2020-21 Dallas ISD PSC 5.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2019-20 N	2020-21 N
Transformation Schools					
New Tech	HS	9-12	TPBL	269	322
Innovation Schools					
Alexander ¹	ES	4 & 5 (reading)	PL	339	299
Cowart	ES	PK-5	PL	585	532
Gonzalez	ES	PK-5	PL	625	568
Kleberg ¹	ES	PK-5	STEAM	775	685
Lowe	ES	PK-5	PL	593	552
McNair	ES	PK-5	STEAM	556	463
Salazar	ES	PK-5	PL	513	467
Zaragoza	ES	PK-5	PL	351	322
Total PSC 5.0 Innovation				4,337	3,888
T & I Total				4,606	4,210

Source: PEIMS demographic files dated 10/28/19 and 10/30/20.

Note: PSC 5.0 began in the 2019-20 school year. ¹Innovation pilot schools in 2019-20. Information for 2019-20 was obtained from the 2019-20 PSC evaluation report (Bush & Kim, 2020).

Appendix B, Table 6: 2020-21 Dallas ISD PSC 6.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2019-20 N	2020-21 N
Transformation Schools					
Downtown Montessori	ES	PK-2	Montessori	-	218
MLK Arts	ES	PK-5	Arts	448	380
Total PSC 6.0 Transformation				448	598
Innovation Schools					
Bowie ¹	ES	PK-5	Global SL	413	343
Hall	ES	PK-5	PL	489	426
Hogg ¹	ES	PK-5	TBPL	297	305
Ireland ¹	ES	PK-5	EL	488	447
Marsalis	ES	PK-5	STEAM	459	415
Moreno	ES	PK-5	STEAM	393	353
North Dallas ¹	HS	9-12	DT	1,139	1,202
Peeler	ES	PK-5	IB	275	273
Hill	MS	6-8	Leadership	858	874
Quintanilla	MS	6-8	STEAM	691	695
Total PSC 6.0 Innovation				5,502	5,333
T & I Total				5,950	5,931

Source: PEIMS demographic file dated 10/28/19 and 10/30/20.

Note: PSC 6.0 began in the 2020-21 school year. ¹Innovation pilot schools in 2020-21.

Appendix C

Appendix C, Table 1: 2015-21 T & I School Launch Dates

Year	Campus		
Prior to T & I	Mata Montessori	Hulcy STEAM	Marsh
2015	Adams	IDEA	Preston Hollow
	Chapel Hill	Kramer	Rogers
	Franklin	Lipscomb	
	Geneva Heights	Weiss	
2016	Solar Prep for Girls		
2017	Botello	City Lab	De Zavala (P)
2018	De Zavala	Ignite	Reagan
	Donald	Montessori Academy	Richardson (P)
	Douglass (P)	PL Prep	Solar Prep for Boys
	Alexander (P)	Kleberg (P)	Salazar
2019	Cowart	Lowe	Zaragoza
	Gonzalez	McNair	
	Bowie (P)	Ireland	Peeler
2020	Downtown Montessori	Marsalis	Quintanilla
	Hall	MLK Exploratory Arts	Richardson
	Hill (P)	Moreno	
	Hogg	North Dallas (P)	
2021	Alexander (P)	Global Preparatory Academy	Prestonwood Montessori
	Bowie (P)	Highland Meadows	Roosevelt (H)
	Bryan	Hill	Solar Girls Replication*
	Dallas Hybrid Preparatory	Johnson	Spence
	Dorsey	Kennedy-Curry	Walnut Hill International
	Dunbar (P)	Marcus	
	Garcia	North Dallas	

Source: Bush & Kim (2020) and Board Briefing PowerPoint available in March 2021.

Note: P = Innovation pilot schools. H = High School Redesign Incubator schools. New Tech HS was named a Transformation school for 2019-20 even though it did not go through the formal selection process. *Official school name was not finalized at the end of the 2020-21 school year.

Appendix D

Appendix D, Table 1: 2020-21 PSC School Selection Process

	Applications Submitted	Applications Accepted		Schools Absorbed
	<i>N</i>	<i>N</i>	%	<i>N</i>
Transformation Schools				
PSC 1.0	12	1	8.3	3
PSC 2.0	3	1	33.3	0
PSC 3.0	6	1	16.7	0
PSC 4.0	5	1	20.0	2
PSC 5.0	5	2	40.0	1
PSC 6.0	3	2	66.7	0
PSC 7.0	7	5	71.4	0
Innovation Schools				
PSC 1.0	11	6	54.5	3
PSC 2.0	5	1	20.0	0
PSC 3.0	5	2	40.0	0
PSC 4.0	9	4	44.4	0
PSC 5.0	9	8	88.9	0
PSC 6.0	23	11	47.8	0
PSC 7.0	24	14	58.3	0
All T & I Schools				
PSC 1.0	23	7	30.4	6
PSC 2.0	8	2	25.0	0
PSC 3.0	11	3	27.3	0
PSC 4.0	14	5	35.7	2
PSC 5.0	14	10	71.4	1
PSC 6.0	26	13	50.0	0
PSC 7.0	31	19	61.3	0

Source: March 2021 OTI board briefing PowerPoint; Sanguras, 2019; Bush & Kim, 2020.

Note: Absorbed schools did not go through the formal PSC application process.

Appendix E

Appendix E, Table 1: 2020-21 Student Demographic Characteristics of T & I Schools and the District

Campus	Total <i>N</i>	Gender				Ethnicity						EL		SPED		Eco Dis	
		Male		Female		Af Amer		Hispanic		White							
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Transformation Schools																	
CityLab	284	151	55.7	120	44.3	65	24.0	169	62.4	25	9.2	71	26.2	31	11.4	183	67.5
Downtown	259	110	50.5	108	49.5	57	26.1	100	45.9	44	20.2	29	13.3	5	2.3	151	69.3
Hernandez	342	149	52.5	135	47.5	32	11.3	191	67.3	22	7.7	144	50.7	17	6.0	217	76.4
Houston	616	127	49.0	132	51.0	63	24.3	150	57.9	24	9.3	83	32.0	16	6.2	182	70.3
Hulcy	679	285	53.9	244	46.1	174	32.9	338	63.9	2	0.4	241	45.6	29	5.5	420	79.4
IDEA	515	119	46.7	136	53.3	71	27.8	167	65.5	7	2.7	106	41.6	36	14.1	208	81.6
Ignite	529	302	58.6	213	41.4	124	24.1	339	65.8	37	7.2	186	36.1	82	15.9	385	74.8
MLK Arts	271	214	56.3	166	43.7	258	67.9	107	28.2	1	0.3	79	20.8	27	7.1	368	96.8
Mata	255	333	49.0	346	51.0	45	6.6	476	70.1	115	16.9	234	34.5	103	15.2	437	64.4
New Tech	322	164	50.9	158	49.1	97	30.1	211	65.5	8	2.5	116	36.0	18	5.6	266	82.6
Solar Boys	218	342	100.0	0	0.0	52	15.2	151	44.2	106	31.0	75	21.9	27	7.9	166	48.5
Solar Girls	380	1	0.2	615	99.8	101	16.4	321	52.1	123	20.0	117	19.0	49	8.0	279	45.3
Transformation Total	4,670	2,297	49.2	2,373	50.8	1,139	24.4	2,720	58.2	514	11.0	1,481	31.7	440	9.4	3,262	69.9
Innovation Schools																	
Adams, B	2,220	1,118	50.4	1,102	49.6	245	11.0	1,818	81.9	96	4.3	994	44.8	191	8.6	1,902	85.7
Alexander	299	178	59.5	121	40.5	232	78.1	46	15.5	0	0.0	28	9.4	40	13.4	272	91.0
Botello	540	288	53.3	252	46.7	21	3.9	508	94.1	4	0.7	335	62.0	34	6.3	502	93.0
Bowie ¹	343	178	51.9	165	48.1	12	3.5	324	94.5	0	0.0	242	70.6	35	10.2	338	98.5
Chapel Hill	403	210	52.1	193	47.9	19	4.7	358	88.8	16	4.0	261	64.8	64	15.9	376	93.3
Cowart	532	264	49.6	268	50.4	2	0.4	526	98.9	3	0.6	338	63.5	59	11.1	496	93.2
De Zavala	473	242	51.2	231	48.8	26	5.5	443	93.7	3	0.6	281	59.4	57	12.1	454	96.0
Donald	378	208	55.0	170	45.0	7	1.9	367	97.1	3	0.8	240	63.5	40	10.6	342	90.5
Franklin	1,080	562	52.0	518	48.0	192	17.8	802	74.3	41	3.8	626	58.0	145	13.4	859	79.5
Geneva Heights	461	237	51.4	224	48.6	46	10.0	224	48.6	155	33.6	96	20.8	46	10.0	241	52.3
Gonzalez	568	284	50.0	284	50.0	27	4.8	536	94.4	2	0.4	425	74.8	47	8.3	515	90.7
Hall	426	225	52.8	201	47.2	11	2.6	410	96.2	4	0.9	296	69.5	26	6.1	404	94.8
Hill	874	473	54.1	401	45.9	103	11.8	680	77.8	55	6.3	467	53.4	99	11.3	753	86.2
Hogg ¹	305	162	53.1	143	46.9	24	7.9	263	86.2	13	4.3	107	35.1	40	13.1	271	88.9
Ireland ¹	447	229	51.2	218	48.8	57	12.8	380	85.0	5	1.1	294	65.8	52	11.6	423	94.6
Kleberg	685	343	50.1	342	49.9	109	15.9	516	75.3	38	5.5	384	56.1	94	13.7	618	90.2
Kramer	504	257	51.0	247	49.0	128	25.4	256	50.8	86	17.1	196	38.9	70	13.9	326	64.7
Lipscomb	402	180	44.8	222	55.2	33	8.2	301	74.9	46	11.4	170	42.3	32	8.0	310	77.1
Lowe	552	293	53.1	259	46.9	72	13.0	351	63.6	15	2.7	426	77.2	51	9.2	543	98.4

table continues

Appendix E, Table 1 (continued)

Campus	Total N	Gender				Ethnicity						EL		SPED		Eco Dis	
		Male		Female		Af Amer		Hispanic		White							
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Innovation Schools																	
Marsalis	415	209	50.4	206	49.6	306	73.7	99	23.9	1	0.2	62	14.9	26	6.3	382	92.0
Marsh	944	522	55.3	422	44.7	51	5.4	861	91.2	11	1.2	651	69.0	118	12.5	851	90.1
McNair	463	241	52.1	222	47.9	338	73.0	92	19.9	2	0.4	45	9.7	53	11.4	435	94.0
Moreno	353	183	51.8	170	48.2	3	0.8	342	96.9	4	1.1	200	56.7	57	16.1	321	90.9
North Dallas ¹	1,202	641	53.3	561	46.7	251	20.9	873	72.6	28	2.3	504	41.9	153	12.7	974	81.0
Peeler	273	136	49.8	137	50.2	7	2.6	261	95.6	5	1.8	168	61.5	14	5.1	250	91.6
Preston Hollow	419	216	51.6	203	48.4	60	14.3	302	72.1	37	8.8	213	50.8	38	9.1	323	77.1
Quintanilla	695	354	50.9	341	49.1	29	4.2	655	94.2	6	0.9	414	59.6	133	19.1	644	92.7
Reagan	280	152	54.3	128	45.7	7	2.5	269	96.1	3	1.1	169	60.4	32	11.4	270	96.4
Richardson	537	269	50.1	268	49.9	57	10.6	469	87.3	5	0.9	344	64.1	46	8.6	493	91.8
Rogers	494	250	50.6	244	49.4	80	16.2	266	53.8	76	15.4	256	51.8	64	13.0	361	73.1
Salazar	467	254	54.4	213	45.6	2	0.4	461	98.7	3	0.6	278	59.5	36	7.7	424	90.8
Weiss	454	252	55.5	202	44.5	96	21.1	347	76.4	6	1.3	249	54.8	50	11.0	437	96.3
Zaragoza	322	159	49.4	163	50.6	31	9.6	270	83.9	6	1.9	180	55.9	38	11.8	296	91.9
Innovation Total	18,810	9,769	51.9	9,041	48.1	2,684	14.3	14,676	78.0	778	4.1	9,939	52.8	2,080	11.1	16,406	87.2
All																	
District	145,720	74,233	50.9	71,487	49.1	30,468	20.9	102,821	70.6	7,222	5.0	67,322	46.2	14,095	9.7	123,296	84.6

Source: PEIMS demographic file, 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. Af Amer = African American. EL = English Learners. Eco Dis = Economic Disadvantaged.

Appendix F

Appendix F, Table 1: 2020-21 T & I School Teacher Demographics

	Transformation		Innovation		District	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
School Level						
Elementary	160	46.8	847	65.7	4,982	49.7
Elementary/Middle	51	14.9	0	0.0	355	3.5
Middle	72	21.1	236	18.3	1,827	18.2
Middle/High	0	0.0	0	0.0	147	1.5
High	59	17.3	206	16.0	2,470	24.6
Other ^a	0	0.0	0	0.0	240	2.4
Gender						
Male	85	24.9	344	26.7	3,008	30.0
Female	257	75.1	945	73.3	7,013	70.0
Ethnicity						
African American	112	33.0	311	24.4	3,536	35.6
Hispanic	107	31.6	522	40.9	3,271	32.9
White	101	29.8	403	31.6	2,791	28.1
Other ^b	19	5.6	41	3.2	339	3.4
Dallas ISD Experience						
Newly Hired	63	18.4	120	9.3	1,094	10.9
1-5 years	157	45.9	557	43.2	4,151	41.4
6-10 years	72	21.1	289	22.4	1,919	19.1
11-15 years	21	6.1	138	10.7	1,147	11.4
16-20 years	19	5.6	95	7.4	847	8.5
20+ years	10	2.9	90	7.0	863	8.6
Highest Degree						
Bachelor's Degree	227	71.8	913	70.8	6,724	73.3
Master's Degree	83	26.3	236	18.3	2,246	24.5
Doctoral Degree	2	0.6	15	1.2	119	1.3
Other ^c	4	1.3	12	0.9	84	0.9
Not Available	26	7.6	113	8.8	848	8.5
Alternative Certification (AC) Program						
In AC Program	14	4.1	57	4.4	390	3.9
Not in AC Program	328	95.9	1,232	95.6	9,631	96.1

Source: District personnel data file, 01/05/2021.

Note: ^aOther school level included alternative schools, dyslexia services, student services, special education, etc. ^bOther ethnicity included Asian, American Indian, Native Hawaiian or Other Pacific Islander, and two or more races. Some ethnicity data were missing. ^cOther degree included associate degree, certification, etc. Some percentages may not sum to 100 due to rounding.

Appendix F, Table 2: 2020-21 T & I School Principal/Assistant Principal Demographics

	Transformation		Innovation		District	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
School Level						
Elementary	15	48.4	53	65.4	361	52.2
Elementary/Middle	3	9.7	0	0.0	25	3.6
Middle	6	19.4	15	18.5	137	19.8
Middle/High	0	0.0	0	0.0	10	1.4
High	7	22.6	13	16.0	156	22.6
Other ^a	0	0.0	0	0.0	2	0.3
Gender						
Male	7	22.6	21	25.9	213	30.8
Female	24	77.4	60	74.1	478	69.2
Ethnicity						
African American	18	58.1	24	29.6	347	50.2
Hispanic	10	32.3	36	44.4	219	31.7
White	3	9.7	19	23.5	113	16.4
Other ^a	0	0.0	1	2.5	12	1.7
Dallas ISD Experience						
Newly Hired	2	6.5	3	3.7	17	2.5
1-5 years	10	32.3	13	16.0	119	17.2
6-10 years	5	16.1	24	29.6	142	20.5
11-15 years	7	22.6	13	16.0	144	20.8
16-20 years	2	6.5	15	18.5	126	18.2
20+ years	5	16.1	13	16.0	143	20.7
Highest Degree						
Bachelor's Degree	2	6.5	6	7.4	61	8.8
Master's Degree	25	80.6	72	88.9	602	87.1
Doctoral Degree	4	12.9	2	2.5	19	2.7
Not available	0	0.0	1	1.2	9	1.3

Source: District personnel data file dated 01/05/2021.

Note: ^aOther ethnicity included Asian, American Indian, Native Hawaiian or Other Pacific Islander, and two or more races. Some ethnicity data were missing. Some percentages may not sum to 100 due to rounding.

Appendix G

Appendix G, Table 1: 2020-21 Percentage of Positive Responses on the Climate Survey by Campus

Grade Level	School Level	Beliefs and Priorities		Positive Culture and Environment		Culture of Feedback and Support	
		N	%	N	%	N	%
Transformation Schools							
Downtown Montessori	ES	20	63.7	20	52.0	12	45.8
Hernandez Montessori	ES	28	92.4	28	85.0	15	94.4
Houston PL Prep	ES	25	64.8	25	57.2	20	55.0
MLK Arts	ES	52	95.1	52	91.3	30	91.1
Solar Boys	ES	27	70.7	27	57.8	17	74.5
Solar Girls	ES	40	89.4	40	81.5	33	82.8
Mata	ES/MS	63	93.8	63	92.5	41	92.3
Hulcy	MS	20	76.9	20	73.5	7	66.7
Ignite	MS	19	36.8	19	27.9	14	19.3
CityLab	HS	28	65.6	28	58.6	19	74.6
IDEA	HS	16	31.4	15	28.0	9	27.8
New Tech	HS	36	87.0	36	82.5	18	78.7
Transformation Total		374	79.0	373	73.1	235	74.1
Innovation Schools							
Alexander	ES	36	63.5	36	60.3	21	65.1
Botello	ES	54	91.2	54	87.6	32	84.4
Bowie ¹	ES	38	92.1	38	91.8	18	100.0
Chapel Hill	ES	43	90.5	43	78.5	24	79.2
Cowart	ES	60	92.6	60	87.9	32	88.4
De Zavala	ES	49	82.4	49	71.4	27	75.3
Donald	ES	38	90.4	38	74.3	26	75.3
Geneva Heights	ES	31	59.5	31	40.8	17	33.3
Gonzalez	ES	63	75.3	63	65.2	36	65.7
Hall	ES	51	91.3	51	82.4	27	80.9
Hogg ¹	ES	35	78.5	34	73.4	21	72.2
Ireland ¹	ES	48	90.6	48	83.8	29	81.6
Kleberg	ES	57	92.3	57	87.2	33	85.9
Kramer	ES	48	95.1	48	82.9	33	91.4
Lipscomb	ES	37	84.5	37	75.9	23	81.8
Lowe	ES	61	93.0	61	91.9	33	84.8
Marsalis	ES	31	93.5	30	86.3	17	86.3
McNair	ES	23	83.1	23	74.0	17	78.2
Moreno	ES	46	87.2	46	88.3	21	88.9
Peeler	ES	39	71.2	39	71.9	22	52.3
Preston Hollow	ES	45	70.2	45	67.8	22	55.3
Reagan	ES	38	89.4	38	86.5	19	86.8
Richardson	ES	38	84.5	38	81.1	25	65.3
Rogers	ES	54	83.6	54	74.6	33	80.3
Salazar	ES	61	79.3	61	71.6	36	71.8
Weiss	ES	54	95.8	54	91.1	31	87.1
Zaragoza	ES	30	74.6	30	59.9	15	70.0
Franklin	MS	43	40.7	43	35.9	28	29.8
Hill	MS	52	67.3	52	50.9	36	46.3
Marsh	MS	40	57.8	40	55.3	24	29.9
Quintanilla	MS	71	47.9	71	50.1	40	42.1
Adams, B	HS	104	55.0	104	49.3	81	49.3
North Dallas ¹	HS	52	66.0	51	53.9	30	48.9
Innovation Total		1,570	78.2	1,567	71.7	929	68.7
Dallas ISD		11,211	78.1	11,185	70.9	6,936	70.2

Source: District Climate Survey files dated 07/23/21.

Note: ¹Innovation pilot schools in 2019-20. **Bold teal numbers** indicate percentages that are at or above the district rate.

Bold teal school names indicate that the percentage of positive responses on all subscales was at or above the district average.

Appendix G, Table 2: 2020-21 Percentage of Positive Responses on the Climate Survey by Campus

Grade Level	School Level	Teacher-Teacher Trust		Teacher-Principal Trust		College-Going Culture	
		N	%	N	%	N	%
Transformation Schools							
Downtown Montessori	ES	12	54.2	12	47.6	15	74.4
Hernandez Montessori	ES	15	91.7	15	100.0	21	96.0
Houston PL Prep	ES	20	77.5	20	59.7	22	84.8
MLK Arts	ES	30	95.0	30	99.0	40	99.2
Solar Boys	ES	17	66.2	17	68.9	21	73.0
Solar Girls	ES	33	84.8	33	93.9	37	94.1
Mata	ES/MS	41	95.1	41	97.2	49	98.3
Hulcy	MS	6	50.0	6	85.7	10	86.7
Ignite	MS	14	48.2	14	33.7	16	47.9
CityLab	HS	19	92.1	19	76.7	22	84.8
IDEA	HS	9	63.9	9	27.0	11	49.2
New Tech	HS	18	87.3	18	75.4	23	91.3
Transformation Total		287	86.9	234	81.7	234	79.2
Innovation Schools							
Alexander	ES	21	85.7	21	66.0	28	79.6
Botello	ES	32	88.3	32	85.3	43	92.6
Bowie ¹	ES	18	100.0	18	100.0	26	94.8
Chapel Hill	ES	24	69.8	24	77.4	32	87.0
Cowart	ES	32	85.2	32	89.7	46	94.6
De Zavala	ES	27	76.9	27	72.0	34	92.1
Donald	ES	26	74.0	26	71.4	35	93.3
Geneva Heights	ES	17	66.2	17	24.4	22	75.0
Gonzalez	ES	36	61.1	36	62.2	52	84.6
Hall	ES	27	92.6	27	93.1	39	96.6
Hogg ¹	ES	20	86.3	20	82.1	25	88.0
Ireland ¹	ES	29	87.9	29	82.3	42	90.5
Kleberg	ES	33	88.6	33	90.9	45	93.3
Kramer	ES	32	92.2	32	96.0	38	96.5
Lipscomb	ES	23	91.3	23	78.9	32	92.7
Lowe	ES	33	99.2	33	92.6	50	97.0
Marsalis	ES	17	89.7	17	90.8	23	94.9
McNair	ES	17	73.5	17	80.7	20	90.8
Moreno	ES	21	89.3	21	91.8	32	91.1
Peeler	ES	22	76.1	22	54.5	28	79.8
Preston Hollow	ES	22	79.5	22	57.8	31	81.7
Reagan	ES	19	97.4	19	93.8	26	93.5
Richardson	ES	25	88.0	25	81.1	28	89.9
Rogers	ES	33	95.5	33	84.4	41	95.9
Salazar	ES	36	75.7	36	76.9	47	89.4
Weiss	ES	31	88.7	31	85.7	44	95.0
Zaragoza	ES	15	88.3	15	73.3	26	87.2
Franklin	MS	27	46.3	27	31.7	31	60.2
Hill	MS	36	76.4	36	46.0	40	71.7
Marsh	MS	24	51.0	24	39.9	27	46.6
Quintanilla	MS	41	68.3	41	22.0	50	76.3
Adams, B	HS	81	74.1	81	49.9	87	63.2
North Dallas ¹	HS	30	55.8	30	58.6	36	50.9
Innovation Total		927	79.8	927	70.3	1,206	84.6
Dallas ISD		6,913	78.9	6,913	71.9	8,583	83.6

Source: District Climate Survey files dated 07/23/21.

Note: ¹Innovation pilot schools in 2020-21. **Bold teal numbers** indicate percentages that are at or above the district rate. **Bold teal school names** indicate that the percentage of positive responses on all five subscales was at or above the district average.

Appendix H

Appendix H, Table 1: 2020-21 Percentage of Positive Responses on the Student Experience Survey by Campus

Grade Level	School Level	Classroom Climate		Expectations and Rigor		Pedagogical Effectiveness	
		N	%	N	%	N	%
Transformation - Grades 3 to 5							
Downtown Montessori	ES	-	-	-	-	-	-
Hernandez Montessori	ES	82	78	82	74	82	85
Houston PL Prep	ES	197	88	197	89	197	92
MLK Arts	ES	166	75	165	78	165	82
Solar Boys	ES	175	75	177	82	179	85
Solar Girls	ES	441	78	441	81	443	83
Mata	ES/MS	386	76	387	75	385	82
Transformation Total		1,447	78	1,449	80	1,451	84
Innovation - Grades 3 to 5							
Alexander	ES	-	-	-	-	-	-
Botello	ES	363	82	363	76	366	87
Bowie ¹	ES	168	83	167	83	168	89
Chapel Hill	ES	281	78	281	76	280	82
Cowart	ES	398	81	399	80	404	85
De Zavala	ES	316	80	319	77	319	85
Donald	ES	287	80	286	78	287	87
Geneva Heights	ES	248	73	248	76	248	81
Gonzalez	ES	427	83	429	79	430	87
Hall	ES	348	78	348	76	349	86
Hogg ¹	ES	140	75	141	77	141	79
Ireland ¹	ES	309	83	310	75	310	86
Kleberg	ES	453	86	456	87	457	91
Kramer	ES	320	84	319	82	321	87
Lipscomb	ES	222	73	222	71	222	79
Lowe	ES	343	89	342	88	343	92
Marsalis	ES	248	81	248	84	248	88
McNair	ES	-	-	-	-	-	-
Moreno	ES	223	87	222	84	220	89
Peeler	ES	175	79	175	73	175	83
Preston Hollow	ES	274	74	276	68	276	78
Reagan	ES	209	79	209	77	209	83
Richardson	ES	409	77	411	76	411	83
Rogers	ES	366	88	365	88	366	90
Salazar	ES	363	83	365	82	367	88
Weiss	ES	333	77	333	80	334	85
Zaragoza	ES	167	73	168	74	168	78
Innovation Total		7,390	81	7,402	79	7,419	86
Dallas ISD (3 to 5)		47,175	80	47,228	80	47,374	86

Source: District Student Experience Survey files dated 07/12/21.

Note: ¹Innovation pilot schools in 2020-21. 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. **Bold teal numbers** indicate percentages that are at or above the district rate. **Bold teal school names** indicate that the percentage of positive responses on all five subscales was at or above the district average.

Appendix H, Table 2: 2020-21 Percentage of Positive Responses on the Student Experience Survey by Campus

Grade Level	School Level	Student Engagement		Teacher-Student Relationships	
		N	%	N	%
Transformation - Grades 3 to 5					
Downtown Montessori	ES	-	-	-	-
Hernandez Montessori	ES	82	70	82	80
Houston PL Prep	ES	197	79	196	89
MLK Arts	ES	166	68	164	78
Solar Boys	ES	177	72	177	84
Solar Girls	ES	444	71	439	79
Mata	ES/MS	386	69	385	75
Transformation Total		1,452	71	1,443	80
Innovation – Grades 3 to 5					
Alexander	ES	-	-	-	-
Botello	ES	366	72	363	81
Bowie ¹	ES	168	78	168	88
Chapel Hill	ES	282	66	280	77
Cowart	ES	401	73	400	83
De Zavala	ES	318	70	318	81
Donald	ES	287	72	286	81
Geneva Heights	ES	248	68	247	81
Gonzalez	ES	429	75	426	83
Hall	ES	348	70	348	78
Hogg ¹	ES	141	65	140	75
Ireland ¹	ES	309	72	310	82
Kleberg	ES	458	82	456	89
Kramer	ES	321	78	319	84
Lipscomb	ES	223	64	223	75
Lowe	ES	343	85	343	91
Marsalis	ES	248	75	248	84
McNair	ES	-	-	-	-
Moreno	ES	223	78	220	88
Peeler	ES	175	69	175	76
Preston Hollow	ES	277	63	275	73
Reagan	ES	209	69	208	78
Richardson	ES	409	69	411	79
Rogers	ES	367	82	366	90
Salazar	ES	366	75	367	85
Weiss	ES	332	70	333	77
Zaragoza	ES	168	63	166	73
Innovation Total		7,416	73	7,396	82
Dallas ISD (3 to 5)		47,327	74	47,157	82

Source: District Student Experience Survey files dated 07/12/21.

Note: ¹Innovation pilot schools in 2020-21. 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. **Bold teal numbers** indicate percentages that are at or above the district rate. **Bold teal school names** indicate that the percentage of positive responses on all five subscales was at or above the district average.

Appendix H, Table 3: 2020-21 Percentage of Positive Responses on the Student Experience Survey by Campus

Grade Level	School Level	Classroom Climate		Expectations and Rigor		Pedagogical Effectiveness	
		N	%	N	%	N	%
Transformation - Grades 6 to 12							
Solar Girls	ES	150	84	150	82	150	82
Mata	ES/MS	283	76	282	73	283	73
Hulcy	MS	774	78	773	79	774	81
Ignite	MS	522	75	520	72	523	76
CityLab	HS	335	77	335	74	335	78
IDEA	HS	-	-	-	-	-	-
New Tech	HS	449	84	449	82	449	85
Transformation Total		2,513	78	2,509	77	2,514	79
Innovation - Grades 6 to 12							
De Zavala	ES	60	74	60	72	60	82
Franklin	MS	1,268	73	1,267	72	1,270	76
Hill	MS	946	79	945	79	949	82
Marsh	MS	1,253	76	1,254	76	1,254	79
Quintanilla	MS	816	75	817	74	819	79
Adams, B	HS	2,819	83	2,821	80	2,822	85
North Dallas ¹	HS	974	80	975	80	975	82
Innovation Total		8,136	79	8,139	77	8,149	81
Dallas ISD (6 to 12)		51,711	79	51,704	78	51,767	81

Source: District Student Experience Survey files dated 07/12/21.

Note: ¹Innovation pilot schools in 2020-21. 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. **Bold teal numbers** indicate percentages that are at or above the district rate. **Bold teal school names** indicate that the percentage of positive responses on all five subscales was at or above the district average.

Appendix H, Table 4: 2020-21 Percentage of Positive Responses on the Student Experience Survey by Campus

Grade Level	School Level	Student Engagement		Teacher-Student Relationships	
		N	%	N	%
Transformation - Grades 6 to 12					
Solar Girls	ES	150	54	150	80
Mata	ES/MS	283	50	283	69
Hulcy	MS	773	51	773	73
Ignite	MS	521	50	523	71
CityLab	HS	336	47	335	73
IDEA	HS	-	-	-	-
New Tech	HS	449	55	449	75
Transformation Total		2,512	51	2,513	73
Innovation - Grades 6 to 12					
De Zavala	ES	60	45	60	64
Franklin	MS	1,266	48	1,266	66
Hill	MS	945	54	945	76
Marsh	MS	1,252	51	1,252	74
Quintanilla	MS	819	46	818	69
Adams, B	HS	2,820	57	2,818	76
North Dallas ¹	HS	975	52	975	74
Innovation Total		8,137	53	8,134	73
Dallas ISD (6 to 12)		51,728	53	51,686	74

Source: District Student Experience Survey files dated 07/12/21.

Note: ¹Innovation pilot schools in 2020-21. 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. **Bold teal numbers** indicate percentages that are at or above the district rate. **Bold teal school names** indicate that the percentage of positive responses on all five subscales was at or above the district average.

Appendix H, Table 5: 2020-21 Response Rates on the Student Experience Survey by Campus

		Response Rates (%)		%Point Difference Between 2019-20 and 2020-21
Grade Level	School Level	2019-20	2020-21	
Transformation Schools				
Downtown Montessori	ES	-	-	-
Hernandez Montessori	ES	-	100	-
Houston	ES	95	92	-3
MLK Arts	ES	84	58	-26
Solar Boys	ES	-	81	-
Solar Girls	ES	95	89	-6
Mata	ES/MS	95	87	-8
Hulcy	MS	96	76	-20
Ignite	MS	90	52	-38
CityLab	HS	91	65	-26
IDEA	HS	-	-	-
New Tech	HS	91	71	-20
Transformation Total		93	71	-22
Innovation Schools				
Alexander	ES	-	-	-
Botello	ES	95	85	-10
Bowie ¹	ES	96	58	-38
Chapel Hill	ES	94	84	-10
Cowart	ES	93	88	-5
De Zavala	ES	95	92	-3
Donald	ES	94	79	-15
Geneva Heights	ES	97	76	-21
Gonzalez	ES	97	97	0
Hall	ES	95	88	-7
Hogg ¹	ES	98	77	-21
Ireland ¹	ES	94	84	-10
Kleberg	ES	94	83	-11
Kramer	ES	97	85	-12
Lipscomb	ES	95	71	-24
Lowe	ES	94	95	1
Marsalis	ES	92	78	-14
McNair	ES	-	-	-
Moreno	ES	95	73	-22
Peeler	ES	96	89	-7
Preston Hollow	ES	95	89	-6
Reagan	ES	96	92	-4
Richardson	ES	94	91	-3
Rogers	ES	96	95	-1
Salazar	ES	96	85	-11
Weiss	ES	91	80	-11
Zaragoza	ES	95	76	-19
Franklin	MS	90	62	-28
Hill	MS	88	57	-31
Marsh	MS	95	69	-26
Quintanilla	MS	91	72	-19
Adams, B	HS	85	72	-13
North Dallas ¹	HS	87	53	-34
Innovation Total		92	72	-20
Dallas ISD		90	64	-26

Source: District Parent/Guardian Survey file dated 07/13/21.

Note: 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. **Bold blue numbers** indicate response rates that are higher than the district in 2020-21. **Bold teal numbers** indicate response rates that decreased less than the district from 2019-20 to 2020-21.

Appendix I

Appendix I, Table 1: 2020-21 Percentage of Positive Responses on the Parent/Guardian Survey by Campus

Grade Level	School Level	2020-21	
		N	%
Transformation Schools			
Downtown Montessori	ES	75	69.8
Hernandez Montessori	ES	82	90.2
Houston PL Prep	ES	-	-
MLK Arts	ES	143	93.3
Solar Boys	ES	102	79.4
Solar Girls	ES	149	90.9
Mata	ES/MS	120	85.5
Hulcy	MS	95	79.0
Ignite	MS	102	80.6
CityLab	HS	-	-
IDEA	HS	-	-
New Tech	HS	-	-
Transformation Total		1,029	85.3
Innovation Schools			
Alexander	ES	-	-
Botello	ES	100	92.9
Bowie ¹	ES	-	-
Chapel Hill	ES	104	89.7
Cowart	ES	-	-
De Zavala	ES	-	-
Donald	ES	-	-
Geneva Heights	ES	100	88.9
Gonzalez	ES	-	-
Hall	ES	118	91.3
Hogg ¹	ES	-	-
Ireland ¹	ES	-	-
Kleberg	ES	85	87.7
Kramer	ES	92	90.5
Lipscomb	ES	78	90.1
Lowe	ES	176	96.1
Marsalis	ES	-	-
McNair	ES	86	77.0
Moreno	ES	75	91.2
Peeler	ES	88	94.7
Preston Hollow	ES	97	86.6
Reagan	ES	83	92.0
Richardson	ES	-	-
Rogers	ES	97	92.0
Salazar	ES	89	90.4
Weiss	ES	-	-
Zaragoza	ES	75	86.5
Franklin	MS	141	79.9
Hill	MS	154	82.7
Marsh	MS	145	87.3
Quintanilla	MS	85	80.9
Adams, B	HS	215	82.7
North Dallas ¹	HS	88	71.3
Innovation Total		2,906	87.7
Dallas ISD		21,837	85.9

Source: District Parent/Guardian Survey file dated 07/13/21.

Note: ¹Innovation pilot schools in 2020-21. The minimum response rates for each campus to be included was determined using a 95% confidence interval with a 10% margin of error. Schools with participation rates below that number were not included. Results should not be compared to prior years and should be reviewed with caution. **Bold teal numbers** indicate that the percentage of positive responses was at or above the district average.

Appendix J

Appendix J, Table 1: 2020-21 Dallas ISD MAP Growth Testing for Mathematics by Campus, School Type, Assessment Window

Grade Level	School Level	BOY		MOY		EOY	
		Enrolled N	Tested %	Enrolled N	Tested %	Enrolled N	Tested %
Transformation Schools							
Downtown Montessori	ES	63	88.9	63	93.7	63	88.9
Hernandez Montessori	ES	107	98.1	107	97.2	107	97.2
Houston PL Prep	ES	189	97.9	189	93.7	189	91.5
MLK Arts	ES	286	79.0	286	86.0	286	75.5
Solar Boys	ES	240	95.4	240	98.8	240	96.7
Solar Girls	ES	510	98.2	510	97.8	510	97.8
Mata	ES/MS	530	99.4	530	98.9	530	97.0
Hulcy	MS	529	92.2	529	86.8	529	89.6
Ignite	MS	515	87.8	515	84.5	515	72.8
CityLab	HS	201	90.5	201	86.1	201	83.1
IDEA	HS	193	80.3	193	79.3	193	68.4
New Tech	HS	265	97.0	265	93.6	265	83.4
Transformation Total		3,628	92.7	3,628	91.3	3,628	87.2
Innovation Schools							
Alexander	ES	206	88.3	206	87.4	206	78.6
Botello	ES	382	94.0	382	90.8	382	95.3
Bowie ¹	ES	249	94.8	249	92.0	249	65.9
Chapel Hill	ES	307	88.3	307	85.3	307	86.6
Cowart	ES	366	94.8	366	95.1	366	88.0
De Zavala	ES	359	87.7	359	86.4	359	90.8
Donald	ES	303	88.8	303	88.4	303	87.5
Geneva Heights	ES	300	91.0	300	89.3	300	89.3
Gonzalez	ES	408	93.1	408	90.7	408	91.4
Hall	ES	335	92.8	335	93.7	335	92.2
Hogg ¹	ES	206	87.4	206	84.0	206	81.1
Ireland ¹	ES	315	93.7	315	87.3	315	86.7
Kleberg	ES	475	93.1	475	92.8	475	87.6
Kramer	ES	345	94.5	345	95.7	345	91.9
Lipscomb	ES	289	94.5	289	93.8	289	91.7
Lowe	ES	381	93.4	381	91.9	381	91.3
Marsalis	ES	297	88.2	297	90.6	297	86.9
McNair	ES	367	65.9	367	72.5	367	63.8
Moreno	ES	277	92.1	277	89.5	277	85.6
Peeler	ES	183	93.4	183	95.1	183	96.7
Preston Hollow	ES	286	85.7	286	82.2	286	85.7
Reagan	ES	194	94.3	194	95.9	194	96.9
Richardson	ES	411	85.4	411	90.3	411	90.0
Rogers	ES	355	94.6	355	88.5	355	85.9
Salazar	ES	353	96.6	353	96.9	353	94.1
Weiss	ES	350	83.1	350	82.0	350	80.9
Zaragoza	ES	216	91.2	216	93.5	216	90.3
Franklin	MS	1,080	78.3	1,080	70.1	1,080	79.6
Hill	MS	874	76.7	874	81.7	874	77.2
Marsh	MS	944	74.4	944	81.6	944	63.2
Quintanilla	MS	695	62.2	695	59.9	695	60.3
Adams, B	HS	1,776	77.8	1,776	76.9	1,776	65.8
North Dallas ¹	HS	993	62.3	993	57.3	993	36.9
Innovation Total		14,877	82.9	14,877	82.2	14,877	77.4
District		117,513	79.0	117,513	78.3	117,513	72.5

Source: District MAP files dated 11/05/20 (BOY), 04/02/21 (MOY), and 6/23/21 (EOY). District PEIMS demographic file dated 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. Bold teal numbers indicate percentages that are at or above the district rate.

Appendix J, Table 2: 2020-21 Dallas ISD MAP Growth Testing for Reading by Campus, School Type, and Assessment Window

Grade Level	School Level	BOY		MOY		EOY	
		Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
Transformation Schools							
Downtown Montessori	ES	63	85.7	63	90.5	63	90.5
Hernandez Montessori	ES	107	94.4	107	94.4	107	92.5
Houston PL Prep	ES	189	86.8	189	83.6	189	84.1
MLK Arts	ES	286	74.5	286	83.9	286	79.0
Solar Boys	ES	240	92.9	240	98.8	240	96.7
Solar Girls	ES	510	87.3	510	96.3	510	95.9
Mata	ES/MS	530	92.3	530	93.0	530	90.9
Hulcy	MS	529	93.2	529	87.1	529	89.2
Ignite	MS	515	85.0	515	82.1	515	70.1
CityLab	HS	201	91.5	201	87.6	201	71.1
IDEA	HS	193	82.9	193	77.7	193	72.5
New Tech	HS	265	95.8	265	93.6	265	85.3
Transformation Total		3,628	88.7	3,628	89.2	3,628	85.1
Innovation Schools							
Alexander	ES	206	81.1	206	84.5	206	77.7
Botello	ES	382	60.7	382	58.4	382	58.9
Bowie ¹	ES	249	93.6	249	88.4	249	63.5
Chapel Hill	ES	307	75.2	307	76.5	307	76.9
Cowart	ES	366	83.3	366	83.9	366	76.8
De Zavala	ES	359	50.4	359	47.1	359	51.3
Donald	ES	303	74.9	303	85.5	303	79.9
Geneva Heights	ES	300	86.3	300	84.3	300	83.3
Gonzalez	ES	408	90.9	408	90.4	408	91.7
Hall	ES	335	90.4	335	91.3	335	89.6
Hogg ¹	ES	206	85.4	206	85.4	206	81.1
Ireland ¹	ES	315	91.1	315	88.9	315	88.9
Kleberg	ES	475	85.5	475	82.3	475	78.1
Kramer	ES	345	83.8	345	83.5	345	78.8
Lipscomb	ES	289	87.9	289	83.0	289	82.7
Lowe	ES	381	89.0	381	89.2	381	86.1
Marsalis	ES	297	88.9	297	89.2	297	85.9
McNair	ES	367	67.0	367	72.5	367	61.9
Moreno	ES	277	88.8	277	86.3	277	85.2
Peeler	ES	183	80.3	183	74.9	183	75.4
Preston Hollow	ES	286	57.0	286	73.1	286	77.6
Reagan	ES	194	79.4	194	79.9	194	78.9
Richardson	ES	411	69.6	411	79.6	411	81.0
Rogers	ES	355	93.2	355	86.5	355	83.4
Salazar	ES	353	93.5	353	95.2	353	91.8
Weiss	ES	350	80.6	350	79.7	350	79.7
Zaragoza	ES	216	90.7	216	88.0	216	84.3
Franklin	MS	1,080	76.9	1,080	76.0	1,080	76.2
Hill	MS	874	79.6	874	80.2	874	73.7
Marsh	MS	944	74.2	944	75.3	944	61.9
Quintanilla	MS	695	70.2	695	64.0	695	50.9
Adams, B	HS	1,776	72.6	1,776	81.8	1,776	65.5
North Dallas ¹	HS	993	61.7	993	59.1	993	49.2
Innovation Total		14,877	77.5	14,877	78.4	14,877	72.4
District		117,513	77.5	117,513	76.2	117,513	69.8

Source: District MAP files dated 11/05/20 (BOY), 04/02/21 (MOY), and 6/23/21 (EOY). District PEIMS demographic file dated 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. MAP Growth data represent combined data for English- and Spanish-language versions of the Reading test. **Bold teal numbers** indicate percentages that are at or above the district rate.

Appendix K

Appendix K, Table 1: 2020-21 Dallas ISD MAP Growth RIT Score Results for Reading (English Only) by Campus, School Type, Assessment Window

		BOY		MOY		EOY		BOY – EOY
	School		Mean		Mean		Mean	Difference
Grade Level	Level	N	RIT	N	RIT	N	RIT	Mean
Transformation Schools								
Downtown Montessori	ES	49	172	51	180	49	184	+12
Hernandez Montessori	ES	60	177	60	181	61	187	+10
Houston PL Prep	ES	128	183	120	191	122	195	+12
MLK Arts	ES	153	176	178	181	162	186	+10
Solar Boys	ES	181	183	193	191	188	196	+13
Solar Girls	ES	433	198	443	204	438	208	+10
Mata	ES/MS	440	199	447	201	438	204	+5
Hulcy	MS	493	213	461	214	472	214	+1
Ignite	MS	438	209	423	209	360	208	-1
CityLab	HS	184	223	176	219	143	211	-12
IDEA	HS	160	221	150	221	140	217	-4
New Tech	HS	254	227	248	228	226	225	-2
Transformation Total		2,973	204	2,950	206	2,799	207	+3
Innovation Schools								
Alexander	ES	151	179	158	184	145	187	+8
Botello	ES	111	176	119	179	121	187	+11
Bowie ¹	ES	63	181	54	177	36	183	+2
Chapel Hill	ES	95	181	88	186	90	189	+8
Cowart	ES	147	179	143	186	133	189	+10
De Zavala	ES	147	186	143	187	154	191	+5
Donald	ES	108	182	109	189	104	191	+9
Geneva Heights	ES	227	184	226	193	220	197	+13
Gonzalez	ES	99	180	95	187	97	190	+10
Hall	ES	89	177	88	186	86	188	+11
Hogg ¹	ES	109	175	104	182	98	184	+9
Ireland ¹	ES	87	175	78	177	82	182	+7
Kleberg	ES	207	182	198	188	182	191	+9
Kramer	ES	230	190	236	194	222	198	+8
Lipscomb	ES	163	184	152	186	152	191	+7
Lowe	ES	123	173	122	180	118	186	+13
Marsalis	ES	219	178	221	183	211	186	+8
McNair	ES	227	175	243	180	204	177	+2
Moreno	ES	110	180	111	186	109	188	+8
Peeler	ES	64	170	68	176	70	179	+9
Preston Hollow	ES	108	182	102	189	100	193	+11
Reagan	ES	70	179	74	180	74	185	+6
Richardson	ES	112	177	141	185	135	189	+12
Rogers	ES	223	184	203	192	194	199	+15
Salazar	ES	149	181	148	184	139	189	+8
Weiss	ES	114	184	116	190	113	194	+10
Zaragoza	ES	76	179	75	186	74	187	+8
Franklin	MS	829	209	820	210	823	208	-1
Hill	MS	696	210	700	206	644	205	-5
Marsh	MS	699	203	711	204	584	200	-3
Quintanilla	MS	488	210	441	211	354	208	-2
Adams, B	HS	1,290	219	1,452	218	1,164	213	-6
North Dallas ¹	HS	613	215	587	218	489	214	-1
Innovation Total		8,243	198	8,326	201	7,521	200	+2
District		70,295	204	68,529	205	61,512	205	+1

Source: District MAP files dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/2021 (EOY). District PEIMS file dated 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. **Bold teal numbers** indicate scores that are at or above the district average.

Appendix K, Table 2: 2020-21 Dallas ISD MAP Growth RIT Score Results for Reading (Spanish Only) by Campus, School Type, Assessment Window

								BOY – EOY Difference
Grade Level	School Level	BOY		MOY		EOY		Mean RIT
		N	Mean RIT	N	Mean RIT	N	Mean RIT	
Transformation Schools								
Downtown Montessori	ES	5	172	6	173	8	170	-2
Hernandez Montessori	ES	41	174	41	182	38	186	12
Houston PL Prep	ES	36	174	38	180	37	182	8
MLK Arts	ES	60	175	62	182	64	187	12
Solar Boys	ES	42	173	44	175	44	180	7
Solar Girls	ES	12	177	48	185	51	188	11
Mata	ES/MS	49	176	46	185	44	185	9
Hulcy	MS	-	-	-	-	-	-	-
Ignite	MS	-	-	-	-	*	*	*
CityLab	HS	-	-	-	-	-	-	-
IDEA	HS	-	-	-	-	-	-	-
New Tech	HS	-	-	-	-	-	-	-
Transformation Total		245	174	285	181	287	185	11
Innovation Schools								
Alexander	ES	16	179	16	188	15	190	11
Botello	ES	121	162	104	171	104	175	13
Bowie ¹	ES	170	186	166	183	122	191	5
Chapel Hill	ES	136	174	147	181	146	185	11
Cowart	ES	158	173	164	181	148	182	9
De Zavala	ES	34	162	26	162	30	165	3
Donald	ES	119	178	150	187	138	189	11
Geneva Heights	ES	32	173	27	185	30	181	8
Gonzalez	ES	272	181	274	189	277	191	10
Hall	ES	214	176	218	185	214	187	11
Hogg ¹	ES	67	176	72	182	69	184	8
Ireland ¹	ES	200	177	202	181	198	185	8
Kleberg	ES	199	177	193	186	189	189	12
Kramer	ES	59	181	52	180	50	178	-3
Lipscomb	ES	91	180	88	183	87	186	6
Lowe	ES	216	179	218	188	210	199	20
Marsalis	ES	45	189	44	197	44	202	13
McNair	ES	19	182	23	179	23	185	3
Moreno	ES	136	179	128	184	127	188	9
Peeler	ES	83	170	69	174	68	177	7
Preston Hollow	ES	55	165	107	186	122	189	24
Reagan	ES	84	179	81	184	79	185	6
Richardson	ES	174	174	186	184	198	184	10
Rogers	ES	108	182	104	187	102	189	7
Salazar	ES	181	183	188	188	185	190	7
Weiss	ES	168	179	163	187	166	188	9
Zaragoza	ES	120	174	115	182	108	184	10
Franklin	MS	*	*	*	*	-	-	-
Hill	MS	-	-	*	*	-	-	-
Marsh	MS	*	*	-	-	-	-	-
Quintanilla	MS	-	-	*	*	-	-	-
Adams, B	HS	-	-	-	-	-	-	-
North Dallas ¹	HS	-	-	-	-	-	-	-
Innovation Total		3,280	177	3,331	184	3,249	187	10
District		20,829	178	20,996	184	20,463	188	10

Source: District MAP files dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/2021 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. * = fewer than five students took test. - = zero students took test. **Bold teal numbers** indicate scores that are at or above the district average.

Appendix K, Table 3: 2020-21 Dallas ISD MAP Growth RIT Score Results for Mathematics by Campus, School Type, Assessment Window

								BOY – EOY
		BOY		MOY		EOY		Difference
	School		Mean		Mean		Mean	
Grade Level	Level	N	RIT	N	RIT	N	RIT	Mean RIT
Transformation Schools								
Downtown Montessori	ES	56	172	59	178	56	188	+16
Hernandez Montessori	ES	105	178	104	186	104	189	+11
Houston PL Prep	ES	185	182	177	193	173	198	+16
MLK Arts	ES	226	175	246	182	216	190	+15
Solar Boys	ES	229	184	237	191	232	200	+16
Solar Girls	ES	501	195	499	203	499	208	+13
Mata	ES/MS	527	195	524	203	514	207	+12
Hulcy	MS	488	217	459	223	474	227	+10
Ignite	MS	452	216	435	219	375	217	+1
CityLab	HS	182	224	173	230	167	228	+4
IDEA	HS	155	225	153	229	132	229	+4
New Tech	HS	257	229	248	234	221	238	+9
Transformation Total		3,363	203	3,314	209	3,163	212	+9
Innovation Schools								
Alexander	ES	182	180	180	190	162	191	+11
Botello	ES	359	179	347	187	364	192	+13
Bowie ¹	ES	236	189	229	186	164	194	+5
Chapel Hill	ES	271	183	262	192	266	197	+14
Cowart	ES	347	180	348	192	322	195	+15
De Zavala	ES	315	184	310	192	326	194	+10
Donald	ES	269	182	268	195	265	197	+15
Geneva Heights	ES	273	188	268	195	268	200	+12
Gonzalez	ES	380	182	370	194	373	198	+16
Hall	ES	311	180	314	192	309	196	+16
Hogg ¹	ES	180	180	173	189	167	192	+12
Ireland ¹	ES	295	179	275	187	273	192	+13
Kleberg	ES	442	181	441	193	416	197	+16
Kramer	ES	326	189	330	195	317	200	+11
Lipscomb	ES	273	184	271	189	265	194	+10
Lowe	ES	356	176	350	187	348	195	+19
Marsalis	ES	262	181	269	189	258	194	+13
McNair	ES	242	177	266	185	234	186	+9
Moreno	ES	255	183	248	190	237	192	+9
Peeler	ES	171	176	174	185	177	189	+13
Preston Hollow	ES	245	184	235	193	245	197	+13
Reagan	ES	183	183	186	190	188	194	+11
Richardson	ES	351	181	371	190	370	194	+13
Rogers	ES	336	184	314	194	305	201	+17
Salazar	ES	341	183	342	191	332	197	+14
Weiss	ES	291	179	287	192	283	196	+17
Zaragoza	ES	197	180	202	189	195	193	+13
Franklin	MS	846	214	757	219	860	220	+6
Hill	MS	670	211	714	215	675	217	+6
Marsh	MS	702	209	770	214	597	214	+5
Quintanilla	MS	432	215	416	220	419	223	+8
Adams, B	HS	1,382	224	1,366	226	1,169	229	+5
North Dallas ¹	HS	619	221	569	226	366	223	+2
Innovation Total		12,340	195	12,222	202	11,515	205	+10
District		92,853	200	92,020	207	85,149	210	+10

Source: District MAP files dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/2021 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. **Bold teal numbers** indicate scores that are at or above the district average.

Appendix L

Appendix L, Table 1: 2020-21 Percentage of Dallas ISD MAP Growth Reading (English Only) Threshold Rates by Quintile from BOY to EOY

BOY Achievement Quintile	BOY to EOY									
	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
	N	%	N	%	N	%	N	%	N	%
Transformation Schools										
Low	113	32.4	46	13.2	35	10.0	49	14.0	106	30.4
Low Average	144	33.0	63	14.4	51	11.7	76	17.4	103	23.6
Average	213	35.1	118	19.4	98	16.1	78	12.9	100	16.5
High Average	187	29.8	118	18.8	121	19.3	114	18.2	88	14.0
High	179	29.2	112	18.3	128	20.9	118	19.3	75	12.3
Innovation Schools										
Low	626	39.0	223	13.9	163	10.1	182	11.3	413	25.7
Low Average	513	39.1	180	13.7	167	12.7	178	13.6	275	20.9
Average	510	35.5	237	16.5	240	16.7	208	14.5	240	16.7
High Average	470	36.1	257	19.8	238	18.3	177	13.6	159	12.2
High	350	42.0	170	20.4	129	15.5	104	12.5	80	9.6
District										
Low	4,450	39.5	1,563	13.9	1,230	10.9	1,218	10.8	2,796	24.8
Low Average	3,878	39.8	1,409	14.5	1,296	13.3	1,336	13.7	1,830	18.8
Average	4,043	36.1	1,859	16.6	1,801	16.1	1,694	15.1	1,816	16.2
High Average	3,845	32.7	2,314	19.7	2,116	18.0	1,880	16.0	1,594	13.6
High	3,279	34.7	1,990	21.1	1,832	19.4	1,420	15.0	929	9.8

Source: District MAP Growth data file dated 11/05/20 (BOY) and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 who also had valid MAP scores. The evaluator used the following quintiles to measure achievement for each testing window (i.e., achievement quintile) and to track growth across testing windows (i.e., growth quintiles): Low (up to 20th percentile), Low Average (21st to 40th percentile), Average (41st to 60th percentile), High Average (61st to 80th percentile) or High (81st percentile and above). MAP Growth reading data do not include Spanish-language version results because of the unavailability of national norms. **Bold teal numbers** indicate percentages that are at or above the district rate for students who experienced high average or high growth. **Bold blue numbers** indicate percentages that are at or below the district average for students who experienced low average or low growth.

Appendix L, Table 2: 2020-21 Percentage of Dallas ISD MAP Growth Mathematics Threshold Rates by Quintile from BOY to EOY

BOY Achievement Quintile	BOY to EOY									
	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
	N	%	N	%	N	%	N	%	N	%
Transformation Schools										
Low	132	26.8	82	16.6	53	10.8	67	13.6	159	32.3
Low Average	162	23.9	103	15.2	97	14.3	109	16.1	207	30.5
Average	153	19.2	100	12.5	135	16.9	131	16.4	279	35.0
High Average	123	18.4	89	13.3	118	17.7	108	16.2	229	34.3
High	81	21.2	81	21.2	65	17.0	67	17.5	88	23.0
Innovation Schools										
Low	743	25.8	372	12.9	382	13.3	397	13.8	985	34.2
Low Average	616	24.1	341	13.3	331	12.9	400	15.6	869	34.0
Average	517	20.9	344	13.9	388	15.7	443	17.9	777	31.5
High Average	339	20.4	264	15.9	264	15.9	311	18.7	486	29.2
High	341	39.7	143	16.6	113	13.2	111	12.9	151	17.6
District										
Low	5,111	25.6	2,630	13.2	2,643	13.3	2,765	13.9	6,792	34.1
Low Average	4,133	23.9	2,205	12.8	2,276	13.2	2,657	15.4	5,990	34.7
Average	3,220	19.2	2,220	13.3	2,404	14.4	2,847	17.0	6,061	36.2
High Average	2,369	18.2	1,834	14.1	1,990	15.3	2,381	18.3	4,431	34.1
High	2,699	30.4	1,324	14.9	1,229	13.8	1,421	16.0	2,203	24.8

Source: District MAP Growth data file dated 11/05/20 (BOY) and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 who also had valid MAP scores. The evaluator used the following quintiles to measure achievement for each testing window (i.e., achievement quintile) and to track growth across testing windows (i.e., growth quintiles): Low (up to 20th percentile), Low Average (21st to 40th percentile), Average (41st to 60th percentile), High Average (61st to 80th percentile) or High (81st percentile and above). **Bold teal numbers** indicate percentages that are at or above the district rate for students who experienced high average or high growth. **Bold blue numbers** indicate percentages that are at or below the district average for students who experienced low average or low growth.

Appendix L, Table 3: 2020-21 Percentage of Dallas ISD MAP Growth Reading (English Only) Threshold Rates by campus from BOY to EOY

		BOY to EOY									
		Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
Grade Level	School Level	N	%	N	%	N	%	N	%	N	%
Transformation Schools											
Downtown Montessori	ES	18	40.0	5	11.1	3	6.7	8	17.8	11	24.4
Hernandez Montessori	ES	22	37.3	8	13.6	9	15.3	11	18.6	9	15.3
Houston PL Prep	ES	23	19.7	10	8.5	30	25.6	28	23.9	26	22.2
MLK Arts	ES	23	18.3	28	22.2	15	11.9	27	21.4	33	26.2
Solar Boys	ES	26	14.4	40	22.2	23	12.8	38	21.1	53	29.4
Solar Girls	ES	63	15.0	75	17.8	92	21.9	82	19.5	109	25.9
Mata	ES/MS	150	34.5	73	16.8	72	16.6	56	12.9	84	19.3
Hulcy	MS	166	37.1	73	16.3	74	16.6	63	14.1	71	15.9
Ignite	MS	142	43.0	68	20.6	39	11.8	43	13.0	38	11.5
CityLab	HS	89	65.4	15	11.0	15	11.0	14	10.3	3	2.2
IDEA	HS	53	41.4	25	19.5	23	18.0	16	12.5	11	8.6
New Tech	HS	63	29.0	40	18.4	40	18.4	50	23.0	24	11.1
Transformation Total		838	31.7	460	17.4	435	16.5	436	16.5	472	17.9
Innovation Schools											
Alexander	ES	46	37.1	20	16.1	17	13.7	14	11.3	27	21.8
Botello	ES	27	26.5	15	14.7	10	9.8	19	18.6	31	30.4
Bowie ¹	ES	13	40.6	7	21.9	4	12.5	3	9.4	5	15.6
Chapel Hill	ES	21	25.9	15	18.5	15	18.5	17	21.0	13	16.0
Cowart	ES	46	34.6	19	14.3	19	14.3	23	17.3	26	19.5
De Zavala	ES	51	38.1	25	18.7	16	11.9	16	11.9	26	19.4
Donald	ES	23	25.3	16	17.6	16	17.6	11	12.1	25	27.5
Geneva Heights	ES	46	22.8	35	17.3	29	14.4	30	14.9	62	30.7
Gonzalez	ES	23	25.3	17	18.7	13	14.3	16	17.6	22	24.2
Hall	ES	26	31.3	14	16.9	18	21.7	12	14.5	13	15.7
Hogg ¹	ES	28	30.8	27	29.7	13	14.3	9	9.9	14	15.4
Ireland ¹	ES	29	37.2	9	11.5	14	17.9	10	12.8	16	20.5
Kleberg	ES	66	38.2	27	15.6	20	11.6	21	12.1	39	22.5
Kramer	ES	51	24.1	37	17.5	35	16.5	33	15.6	56	26.4
Lipscomb	ES	50	35.0	20	14.0	23	16.1	24	16.8	26	18.2
Lowe	ES	25	22.5	14	12.6	17	15.3	14	12.6	41	36.9
Marsalis	ES	64	33.3	35	18.2	27	14.1	29	15.1	37	19.3
McNair	ES	63	39.6	30	18.9	18	11.3	18	11.3	30	18.9
Moreno	ES	34	35.4	5	5.2	13	13.5	15	15.6	29	30.2
Peeler	ES	24	40.0	10	16.7	7	11.7	8	13.3	11	18.3
Preston Hollow	ES	25	26.9	15	16.1	14	15.1	20	21.5	19	20.4
Reagan	ES	26	39.4	12	18.2	9	13.6	8	12.1	11	16.7
Richardson	ES	24	23.5	16	15.7	14	13.7	15	14.7	33	32.4
Rogers	ES	35	18.4	25	13.2	34	17.9	35	18.4	61	32.1
Salazar	ES	47	35.3	19	14.3	23	17.3	17	12.8	27	20.3
Weiss	ES	28	28.3	14	14.1	17	17.2	13	13.1	27	27.3
Zaragoza	ES	26	38.2	6	8.8	9	13.2	15	22.1	12	17.6
Franklin	MS	293	41.6	115	16.3	99	14.0	89	12.6	109	15.5
Hill	MS	297	52.4	86	15.2	74	13.1	53	9.3	57	10.1
Marsh	MS	254	55.6	67	14.7	42	9.2	41	9.0	53	11.6
Quintanilla	MS	134	46.0	46	15.8	36	12.4	34	11.7	41	14.1
Adams, B	HS	437	44.8	182	18.6	138	14.1	111	11.4	108	11.1
North Dallas ¹	HS	97	24.9	76	19.5	89	22.8	60	15.4	68	17.4
Innovation Total		2,479	38.0	1,076	16.5	942	14.4	853	13.1	1,175	18.0
District		19,545	36.5	9,169	17.1	8,297	15.5	7,572	14.1	9,024	16.8

Source: District MAP files dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. **Bold teal numbers** indicate that the percentage of student who experienced high average or high growth was at or above the district. **Bold blue numbers** indicate that the percentage of student who experienced low average or low growth was at or below the district.

Appendix L, Table 4: 2020-21 Percentage of Dallas ISD MAP Growth Mathematics Threshold Rates by campus from BOY to EOY

		BOY to EOY									
		Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
Grade Level	School Level	N	%	N	%	N	%	N	%	N	%
Transformation Schools											
Downtown Montessori	ES	15	29.4	10	19.6	8	15.7	8	15.7	10	19.6
Hernandez Montessori	ES	34	33.3	21	20.6	17	16.7	17	16.7	13	12.7
Houston PL Prep	ES	22	13.0	25	14.8	25	14.8	38	22.5	59	34.9
MLK Arts	ES	27	14.3	35	18.5	29	15.3	28	14.8	70	37.0
Solar Boys	ES	30	13.3	28	12.4	43	19.1	32	14.2	92	40.9
Solar Girls	ES	87	17.7	83	16.9	94	19.1	101	20.5	127	25.8
Mata	ES/MS	97	18.9	82	16.0	79	15.4	97	18.9	158	30.8
Hulcy	MS	71	16.0	52	11.7	63	14.2	60	13.5	198	44.6
Ignite	MS	159	46.0	54	15.6	44	12.7	36	10.4	53	15.3
CityLab	HS	43	27.4	15	9.6	24	15.3	22	14.0	53	33.8
IDEA	HS	31	27.2	20	17.5	19	16.7	12	10.5	32	28.1
New Tech	HS	35	16.2	30	13.9	23	10.6	31	14.4	97	44.9
Transformation Total		651	21.6	455	15.1	468	15.5	482	16.0	962	31.9
Innovation Schools											
Alexander	ES	53	34.0	23	14.7	26	16.7	26	16.7	28	17.9
Botello	ES	77	22.4	56	16.3	66	19.2	63	18.3	82	23.8
Bowie ¹	ES	67	42.9	22	14.1	16	10.3	16	10.3	35	22.4
Chapel Hill	ES	47	18.7	38	15.1	40	15.9	46	18.3	81	32.1
Cowart	ES	69	21.8	42	13.3	48	15.2	40	12.7	117	37.0
De Zavala	ES	91	31.0	52	17.7	40	13.6	47	16.0	64	21.8
Donald	ES	49	19.9	24	9.8	39	15.9	42	17.1	92	37.4
Geneva Heights	ES	69	27.8	35	14.1	37	14.9	47	19.0	60	24.2
Gonzalez	ES	52	14.2	58	15.9	57	15.6	85	23.3	113	31.0
Hall	ES	68	22.7	38	12.7	47	15.7	52	17.3	95	31.7
Hogg ¹	ES	41	25.3	25	15.4	29	17.9	32	19.8	35	21.6
Ireland ¹	ES	64	24.4	52	19.8	37	14.1	36	13.7	73	27.9
Kleberg	ES	94	23.3	49	12.1	44	10.9	70	17.3	147	36.4
Kramer	ES	93	30.6	37	12.2	30	9.9	53	17.4	91	29.9
Lipscomb	ES	81	32.1	35	13.9	40	15.9	33	13.1	63	25.0
Lowe	ES	51	15.1	22	6.5	31	9.2	43	12.8	190	56.4
Marsalis	ES	56	23.9	32	13.7	34	14.5	47	20.1	65	27.8
McNair	ES	46	24.9	32	17.3	30	16.2	28	15.1	49	26.5
Moreno	ES	76	33.6	34	15.0	32	14.2	31	13.7	53	23.5
Peeler	ES	43	26.1	26	15.8	26	15.8	32	19.4	38	23.0
Preston Hollow	ES	53	23.6	36	16.0	33	14.7	36	16.0	67	29.8
Reagan	ES	52	29.1	30	16.8	25	14.0	33	18.4	39	21.8
Richardson	ES	79	24.2	49	15.0	49	15.0	54	16.6	95	29.1
Rogers	ES	38	12.6	41	13.6	50	16.6	55	18.2	118	39.1
Salazar	ES	71	21.9	35	10.8	51	15.7	56	17.3	111	34.3
Weiss	ES	35	13.7	32	12.5	38	14.9	47	18.4	103	40.4
Zaragoza	ES	42	23.2	36	19.9	26	14.4	37	20.4	40	22.1
Franklin	MS	203	27.2	104	14.0	86	11.5	91	12.2	261	35.0
Hill	MS	160	28.4	77	13.7	71	12.6	73	12.9	183	32.4
Marsh	MS	168	35.7	65	13.8	63	13.4	57	12.1	118	25.1
Quintanilla	MS	61	19.4	31	9.8	42	13.3	57	18.1	124	39.4
Adams, B	HS	222	21.4	139	13.4	150	14.5	145	14.0	381	36.7
North Dallas ¹	HS	85	28.5	57	19.1	45	15.1	52	17.4	59	19.8
Innovation Total		2,556	24.5	1,464	14.0	1,478	14.2	1,662	15.9	3,270	31.4
District		17,534	23.1	10,215	13.5	10,542	13.9	12,071	15.9	25,480	33.6

Source: District MAP files dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. Bold teal numbers indicate that the percentage of student who experienced high average or high growth was at or above the district. Bold blue numbers indicate that the percentage of student who experienced low average or low growth was at or below the district.

Appendix M

Appendix M, Table 1: 2020-21 Percentage of T & I Students Who Met RIT Score Thresholds for BOY, MOY, and EOY MAP Growth Spanish Reading by Campus

Grade Level	School Level	BOY		MOY		EOY	
		N	Met %	N	Met %	N	Met %
Transformation Schools							
Downtown Montessori	ES	5	80.0	6	66.7	8	50.0
Hernandez Montessori	ES	41	73.2	41	73.2	38	73.7
Houston PL Prep	ES	36	58.3	38	63.2	37	62.2
MLK Arts	ES	60	55.0	62	61.3	64	68.8
Solar Boys	ES	42	35.7	44	34.1	44	38.6
Solar Girls	ES	12	83.3	48	70.8	51	58.8
Mata	ES/MS	48	70.8	46	91.3	44	75.0
Transformation Total		244	60.2	285	65.6	286	62.6
Innovation Schools							
Alexander	ES	16	68.8	16	50.0	15	73.3
Botello	ES	121	47.1	104	57.7	104	54.8
Bowie¹	ES	170	66.5	166	59.0	122	57.4
Chapel Hill	ES	136	64.0	147	64.6	146	65.1
Cowart	ES	158	52.5	164	53.7	148	52.0
De Zavala	ES	34	50.0	26	53.8	30	56.7
Donald	ES	119	50.4	150	67.3	138	60.1
Geneva Heights	ES	32	43.8	27	74.1	30	43.3
Gonzalez	ES	272	75.7	274	75.9	277	71.5
Hall	ES	214	51.9	218	63.3	214	59.8
Hogg¹	ES	67	52.2	72	54.2	69	49.3
Ireland¹	ES	200	52.0	202	51.0	198	50.5
Kleberg	ES	199	68.3	193	67.9	189	63.0
Kramer	ES	59	72.9	52	69.2	50	52.0
Lipscomb	ES	91	67.0	88	59.1	87	63.2
Lowe	ES	216	70.4	218	77.1	210	79.5
Marsalis	ES	45	77.8	44	84.1	44	84.1
McNair	ES	19	63.2	23	69.6	23	60.9
Moreno	ES	136	57.4	128	51.6	127	59.1
Peeler	ES	83	54.2	69	60.9	68	50.0
Preston Hollow	ES	55	61.8	107	70.1	122	59.8
Reagan	ES	84	64.3	81	64.2	79	55.7
Richardson	ES	174	50.6	186	67.2	198	60.6
Rogers	ES	108	68.5	104	69.2	102	61.8
Salazar	ES	181	69.6	188	65.4	185	62.7
Weiss	ES	168	61.9	163	52.8	166	54.8
Zaragoza	ES	120	45.0	115	55.7	108	50.0
Innovation Total		3,277	60.8	3,327	63.6	3,249	60.7
District		20,799	61.0	20,976	62.6	20,454	61.0

Source: District MAP files dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. N = 20,799 students for BOY. N = 20,976 students for MOY. N = 20,454 students for EOY. NWEA was able to provide threshold scores for up to grade six. Data are presented for students enrolled on the PEIMS snapshot date of 10/30/20 with valid RIT scores. Met = scoring above the 25th percentile relative to NWEA norms. **Bold teal numbers** indicate percentages that are at or above the district rate.

Appendix N

Appendix N, Table 1: 2020-21 Grades 3-8 STAAR Mathematics Results

		Approaches+		Meets+		Masters		Participation
Campus	School Level	N	%	N	%	N	%	Rate
Transformation Schools								
Downtown Montessori	ES	-	-	-	-	-	-	-
Hernandez Montessori	ES	40	55.0	40	27.5	40	17.5	100.0
Houston PL Prep	ES	105	66.7	105	31.4	105	18.1	100.0
MLK Arts	ES	142	54.9	138	29.0	142	9.9	94.2
Solar Boys	ES	106	67.0	106	42.5	106	22.6	95.5
Solar Girls	ES	317	85.5	317	59.0	317	29.7	95.2
Mata	ES/MS	352	55.1	352	27.3	352	12.2	94.6
Hulcy	MS	410	64.9	410	29.8	410	5.6	89.1
Ignite	MS	396	47.2	396	16.4	396	2.8	94.2
Transformation Total		1,868	62.0	1,864	32.1	1,868	12.6	-
Innovation Schools								
Alexander	ES	113	37.2	113	14.2	113	2.7	91.8
Botello	ES	222	61.7	211	31.3	222	19.8	99.2
Bowie ¹	ES	104	72.1	103	38.8	104	20.2	98.6
Chapel Hill	ES	166	71.1	150	34.0	166	18.7	69.3
Cowart	ES	226	50.4	225	22.7	226	9.7	92.4
De Zavala	ES	218	56.0	218	22.9	218	11.5	97.4
Donald	ES	188	72.3	177	44.1	188	23.4	96.4
Geneva Heights	ES	138	65.9	138	36.2	138	18.8	95.2
Gonzalez	ES	231	67.5	221	41.6	231	21.2	90.9
Hall	ES	206	60.2	195	33.3	206	17.5	99.6
Hogg ¹	ES	100	66.0	90	34.4	100	13.0	99.5
Ireland ¹	ES	187	69.0	185	37.3	187	16.0	99.0
Kleberg	ES	256	55.9	250	29.6	256	12.9	94.8
Kramer	ES	173	74.0	173	39.3	173	20.2	93.7
Lipscomb	ES	151	51.7	151	21.9	151	9.3	98.1
Lowe	ES	182	90.7	174	67.2	182	44.5	90.7
Marsalis	ES	153	64.1	153	37.3	153	19.6	94.3
McNair	ES	161	41.6	153	11.8	161	5.0	77.4
Moreno	ES	156	59.0	149	28.2	156	11.5	99.5
Peeler	ES	101	53.5	101	17.8	101	6.9	100.0
Preston Hollow	ES	159	61.0	155	32.9	159	12.6	98.0
Reagan	ES	121	62.8	113	23.9	121	11.6	95.8
Richardson	ES	224	66.1	224	33.5	224	14.7	97.9
Rogers	ES	198	76.8	191	52.4	198	27.3	99.0
Salazar	ES	217	66.4	210	36.7	217	20.3	96.4
Weiss	ES	206	70.4	186	29.6	206	16.5	90.7
Zaragoza	ES	115	59.1	115	39.1	115	16.5	98.3
Franklin	MS	773	47.7	745	17.6	773	4.9	84.3
Hill	MS	661	45.2	642	17.6	661	4.1	90.2
Marsh	MS	574	47.2	565	18.4	574	3.8	85.2
Quintanilla	MS	468	48.9	435	22.8	468	6.0	88.8
Innovation Total		7,148	57.8	6,911	28.4	7,148	12.6	-
Dallas ISD		50,825	58.4	49,677	29.5	50,825	13.2	-

Source: District STAAR files dated 06/28/21 (grades three to eight) for students enrolled on the PEIMS snapshot date of 10/30/20. STAAR participation rates file provided by the Office of Institutional Research dated 07/12/21.

Note: ¹Innovation pilot schools in 2020-21. Rates reflect all versions of STAAR. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. Downtown Montessori only included PreK through Grade 2 in 2020-21. **Bold teal numbers** indicate percentages that are at or above the district rate.

Appendix N, Table 2: 2020-21 Grades 3-8 STAAR Reading Results

Appendix A, Table 2: 2020-22 Grade 5 & 6 Math Reading Scores								Participation
Campus	School Level	Approaches+		Meets+		Masters		Rate
		N	%	N	%	N	%	%
Transformation Schools								
Downtown Montessori	ES	-	-	-	-	-	-	-
Hernandez Montessori	ES	40	65.0	40	35.0	40	15.0	100.0
Houston PL Prep	ES	105	70.5	105	46.7	105	25.7	100.0
MLK Arts	ES	141	64.5	137	41.6	141	18.4	93.5
Solar Boys	ES	106	64.2	106	47.2	106	28.3	95.5
Solar Girls	ES	316	90.2	316	64.9	316	40.8	94.9
Mata	ES/MS	361	65.9	361	42.1	361	22.2	93.8
Hulcy	MS	482	71.8	482	31.7	482	13.9	91.4
Ignite	MS	473	59.2	473	27.3	473	10.1	94.8
Transformation Total		2,024	69.6	2,020	40.0	2,024	20.4	-
Innovation Schools								
Alexander	ES	113	54.0	113	24.8	113	10.6	91.8
Botello	ES	222	64.4	211	36.5	222	20.3	99.2
Bowie ¹	ES	98	69.4	97	45.4	98	19.4	98.6
Chapel Hill	ES	168	59.5	152	29.6	168	14.3	65.3
Cowart	ES	224	54.9	223	31.4	224	15.6	92.9
De Zavala	ES	218	50.9	218	26.1	218	11.5	96.6
Donald	ES	189	67.7	178	41.6	189	20.6	96.0
Geneva Heights	ES	136	71.3	136	46.3	136	32.4	95.7
Gonzalez	ES	231	71.4	221	52.9	231	28.1	89.6
Hall	ES	205	66.3	194	44.3	205	28.3	99.6
Hogg ¹	ES	101	70.3	91	41.8	101	19.8	99.0
Ireland ¹	ES	187	46.0	185	22.2	187	11.2	100.0
Kleberg	ES	252	57.9	246	30.9	252	16.3	93.0
Kramer	ES	174	75.9	174	46.0	174	27.6	94.2
Lipscomb	ES	152	58.6	152	33.6	152	15.1	98.1
Lowe	ES	180	93.3	172	68.6	180	45.6	89.6
Marsalis	ES	151	69.5	151	36.4	151	18.5	93.1
McNair	ES	160	55.6	152	30.3	160	15.6	77.9
Moreno	ES	154	63.6	147	32.0	154	14.9	99.5
Peeler	ES	101	56.4	101	24.8	101	6.9	98.7
Preston Hollow	ES	160	67.5	156	44.9	160	24.4	98.0
Reagan	ES	121	76.0	113	41.6	121	19.8	96.4
Richardson	ES	224	69.6	224	37.9	224	17.9	98.3
Rogers	ES	198	76.8	191	51.8	198	31.8	99.0
Salazar	ES	218	65.6	211	40.3	218	22.5	96.8
Weiss	ES	206	68.9	186	33.9	206	15.0	90.3
Zaragoza	ES	115	63.5	115	33.0	115	20.9	98.3
Franklin	MS	891	58.7	862	30.4	891	12.5	85.6
Hill	MS	760	55.7	741	27.3	760	10.4	90.5
Marsh	MS	802	53.7	793	23.6	802	8.2	86.0
Quintanilla	MS	602	60.5	569	27.9	602	11.1	89.1
Innovation Total		7,713	62.0	7,475	33.9	7,713	16.6	-
Dallas ISD		54,834	62.9	53,683	35.2	54,834	18.3	-

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

Note: ¹Innovation pilot schools in 2020-21. Rates reflect all versions of STAAR. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. Downtown Montessori only included PreK through Grade 2 in 2020-21. **Bold teal numbers** indicate percentages that are at or above the district rate.

Appendix N, Table 3: 2020-21 Grades 4 and 7 STAAR Writing Results

Campus	School Level	Approaches+		Meets+		Masters	
		N	%	N	%	N	%
Transformation Schools							
Downtown Montessori	ES	-	-	-	-	-	-
Hernandez Montessori	ES	20	50.0	20	25.0	20	5.0
Houston PL Prep	ES	37	51.4	37	27.0	37	10.8
MLK Arts	ES	41	41.5	39	7.7	41	2.4
Solar Boys	ES	49	44.9	49	18.4	49	0.0
Solar Girls	ES	77	80.5	77	50.6	77	20.8
Mata	ES/MS	123	48.8	123	22.0	123	4.9
Hulcy	MS	146	65.8	146	24.0	146	4.8
Ignite	MS	163	43.6	163	17.8	163	4.3
Transformation Total		656	54.4	654	24.0	656	6.4
Innovation Schools							
Alexander	ES	37	45.9	37	21.6	37	2.7
Botello	ES	78	52.6	75	21.3	78	6.4
Bowie ¹	ES	27	44.4	27	11.1	27	0.0
Chapel Hill	ES	58	58.6	52	23.1	58	6.9
Cowart	ES	76	32.9	75	10.7	76	1.3
De Zavala	ES	64	34.4	64	10.9	64	0.0
Donald	ES	63	38.1	59	13.6	63	7.9
Geneva Heights	ES	49	59.2	49	22.4	49	0.0
Gonzalez	ES	71	67.6	69	30.4	71	11.3
Hall	ES	86	41.9	82	18.3	86	2.3
Hogg ¹	ES	31	38.7	28	17.9	31	12.9
Ireland ¹	ES	66	36.4	65	6.2	66	0.0
Kleberg	ES	79	22.8	78	6.4	79	1.3
Kramer	ES	44	77.3	44	43.2	44	11.4
Lipscomb	ES	52	38.5	52	15.4	52	5.8
Lowe	ES	51	86.3	49	67.3	51	23.5
Marsalis	ES	43	44.2	43	18.6	43	2.3
McNair	ES	57	38.6	53	11.3	57	0.0
Moreno	ES	48	41.7	46	15.2	48	4.2
Peeler	ES	28	53.6	28	7.1	28	0.0
Preston Hollow	ES	64	45.3	62	21.0	64	7.8
Reagan	ES	42	40.5	38	15.8	42	9.5
Richardson	ES	68	48.5	68	26.5	68	7.4
Rogers	ES	68	67.6	66	36.4	68	13.2
Salazar	ES	75	21.3	71	5.6	75	2.7
Weiss	ES	69	43.5	64	9.4	69	4.3
Zaragoza	ES	34	41.2	34	14.7	34	0.0
Franklin	MS	266	44.7	257	12.8	266	2.6
Hill	MS	252	40.1	247	10.5	252	2.4
Marsh	MS	235	37.4	232	9.9	235	0.4
Quintanilla	MS	305	46.9	294	18.7	305	4.6
Innovation Total		2,586	44.5	2,508	16.7	2,586	4.3
Dallas ISD		18,188	47.4	17,800	21.2	18,188	6.5

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

Note: ¹Innovation pilot schools in 2020-21. Rates reflect all versions of STAAR. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. Downtown Montessori only included PreK through Grade 2 in 2020-21. **Bold teal numbers** indicate percentages that are at or above the district rate.

Appendix N, Table 4: 2020-21 Grades 5 and 8 STAAR Science Results

Campus	School Level	Approaches+		Meets+		Masters	
		N	%	N	%	N	%
Transformation Schools							
Houston PL Prep	ES	33	75.8	33	48.5	33	9.1
MLK Arts	ES	43	62.8	41	29.3	43	2.3
Solar Girls	ES	87	82.8	87	49.4	87	23.0
Mata	ES/MS	108	67.6	108	32.4	108	14.8
Hulcy	MS	206	68.4	206	27.2	206	6.3
Ignite	MS	155	55.5	155	20.6	155	7.7
Transformation Total		632	67.1	630	30.8	632	10.3
Innovation Schools							
Alexander	ES	33	30.3	33	3.0	33	0.0
Botello	ES	72	68.1	68	29.4	72	18.1
Bowie ¹	ES	38	60.5	37	27.0	38	13.2
Chapel Hill	ES	55	45.5	53	11.3	55	1.8
Cowart	ES	68	41.2	68	14.7	68	2.9
De Zavala	ES	62	41.9	62	16.1	62	6.5
Donald	ES	59	76.3	53	32.1	59	15.3
Geneva Heights	ES	42	57.1	42	28.6	42	14.3
Gonzalez	ES	80	75.0	78	42.3	80	20.0
Hall	ES	61	75.4	56	30.4	61	6.6
Hogg ¹	ES	35	65.7	29	6.9	35	8.6
Ireland ¹	ES	53	58.5	53	17.0	53	1.9
Kleberg	ES	93	58.1	91	20.9	93	7.5
Kramer	ES	58	63.8	58	22.4	58	15.5
Lipscomb	ES	52	44.2	52	7.7	52	3.8
Lowe	ES	44	77.3	42	35.7	44	18.2
Marsalis	ES	58	75.9	58	43.1	58	17.2
McNair	ES	45	40.0	44	18.2	45	13.3
Moreno	ES	52	55.8	48	20.8	52	9.6
Peeler	ES	34	55.9	34	23.5	34	0.0
Preston Hollow	ES	37	64.9	37	29.7	37	5.4
Reagan	ES	37	56.8	37	16.2	37	8.1
Richardson	ES	89	53.9	89	18.0	89	3.4
Rogers	ES	65	56.9	63	19.0	65	9.2
Salazar	ES	75	62.7	73	32.9	75	6.7
Weiss	ES	75	65.3	65	18.5	75	12.0
Zaragoza	ES	42	47.6	42	19.0	42	9.5
Franklin	MS	223	43.5	216	21.3	223	8.1
Hill	MS	281	49.1	277	22.0	281	6.8
Marsh	MS	283	45.6	281	22.1	283	6.7
Quintanilla	MS	318	61.0	305	31.5	318	13.8
Innovation Total		2,619	55.4	2,544	23.7	2,619	9.3
Dallas ISD		18,814	55.8	18,430	24.6	18,814	10.4

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

Note: ¹Innovation pilot schools in 2020-21. Rates reflect all versions of STAAR. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. **Bold teal numbers** indicate percentages that are at or above the district rate.

Appendix N, Table 5: 2020-21 Grade 8 STAAR Social Studies Results

Campus	School Level	Approaches+		Meets+		Masters	
		N	%	N	%	N	%
Transformation Schools							
Mata	ES/MS	41	34.1	41	9.8	41	4.9
Hulcy	MS	158	36.1	158	6.3	158	3.2
Ignite	MS	148	33.8	148	6.8	148	1.4
Transformation Total		347	34.9	347	6.9	347	2.6
Innovation Schools							
Franklin	MS	326	52.5	319	14.7	326	4.0
Hill	MS	251	35.9	247	11.3	251	2.4
Marsh	MS	278	32.7	276	11.6	278	2.2
Quintanilla	MS	289	43.9	276	13.4	289	7.6
Innovation Total		1,144	41.9	1,118	12.9	1,144	4.1
Dallas ISD		8,715	45.1	8,544	15.5	8,715	6.4

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

Note: Rates reflect all versions of STAAR. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic.

Bold teal numbers indicate percentages that are at or above the district rate.

Appendix N, Table 6: 2020-21 Algebra I STAAR EOC Results

Approaches+, Meets+, Masters								Participation
Campus	School Level	Approaches+		Meets+		Masters		Rate
		N	%	N	%	N	%	%
Transformation Schools								
Mata	ES/MS	12	91.7	12	33.3	12	16.7	92.3
Hulcy	MS	65	92.3	65	49.2	65	20.0	95.6
Ignite	MS	79	83.5	79	49.4	79	32.9	100.0
CityLab	HS	50	68.0	50	22.0	50	10.0	88.9
IDEA	HS	36	75.0	36	27.8	36	11.1	64.7
New Tech	HS	69	81.2	69	52.2	69	21.7	97.1
Transformation Total		311	81.7	311	42.4	311	20.9	-
Innovation Schools								
Franklin	MS	119	97.5	119	67.2	119	37.8	97.6
Hill	MS	103	75.7	103	34.0	103	14.6	93.7
Marsh	MS	226	73.9	226	31.9	226	15.5	87.9
Quintanilla	MS	140	82.1	140	45.0	140	26.4	93.4
Adams, B	HS	433	78.5	425	38.6	433	14.8	87.6
North Dallas ¹	HS	240	63.8	232	31.9	240	12.9	82.2
Innovation Total		1,261	76.8	1,245	39.2	1,261	18.0	-
Dallas ISD		11,236	66.7	11,040	32.3	11,236	16.3	-

Source: District STAAR EOC file dated 06/17/21 for students enrolled on the PEIMS snapshot date of 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. Rates reflect all versions of STAAR. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. Bold teal numbers indicate percentages that are at or above the district rate.

Appendix N, Table 7: 2020-21 English I STAAR EOC Results

Campus	School Level	Approaches+		Meets+		Masters	
		N	%	N	%	N	%
Transformation Schools							
CityLab	HS	72	70.8	72	40.3	72	8.3
IDEA	HS	55	81.8	55	36.4	55	12.7
New Tech	HS	124	95.2	124	60.5	124	16.1
Transformation Total		251	85.3	251	49.4	251	13.1
Innovation Schools							
Adams, B	HS	538	83.3	529	58.8	538	20.1
North Dallas ¹	HS	322	64.3	314	32.5	322	8.4
Innovation Total		860	76.2	843	49.0	860	15.7
Dallas ISD		10,145	72.9	9,948	41.8	10,145	14.1

Source: District STAAR EOC file dated 06/17/21 for students enrolled on the PEIMS snapshot date of 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. Rates reflect all versions of STAAR. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. **Bold teal numbers** indicate percentages that are at or above the district rate.

Appendix N, Table 8: 2020-21 English II STAAR EOC Results

Campus	School Level	Approaches+		Meets+		Masters	
		N	%	N	%	N	%
Transformation Schools							
CityLab	HS	79	54.4	79	38.0	79	8.9
IDEA	HS	73	53.4	73	31.5	73	2.7
New Tech	HS	133	84.2	133	69.2	133	10.5
Transformation Total		285	68.1	285	50.9	285	8.1
Innovation Schools							
Adams, B	HS	674	58.5	666	41.1	674	4.2
North Dallas ¹	HS	355	46.2	347	29.7	355	0.8
Innovation Total		1,029	54.2	1,013	37.2	1,029	3.0
Dallas ISD		11,348	52.6	11,156	35.5	11,348	6.0

Source: District STAAR EOC file dated 06/17/21 for students enrolled on the PEIMS snapshot date of 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. Rates reflect all versions of STAAR. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. **Bold teal numbers** indicate percentages that are at or above the district rate.

Appendix N, Table 9: 2020-21 Biology STAAR EOC Results

Campus	School Level	Approaches+		Meets+		Masters	
		N	%	N	%	N	%
Transformation Schools							
CityLab	HS	60	58.3	60	45.0	60	1.7
IDEA	HS	60	63.3	60	43.3	60	1.7
New Tech	HS	103	86.4	103	69.9	103	6.8
Transformation Total		223	72.6	223	56.1	223	4.0
Innovation Schools							
Adams, B	HS	578	61.8	575	46.1	578	3.1
North Dallas ¹	HS	356	55.9	348	38.8	356	1.4
Innovation Total		934	59.5	923	43.3	934	2.5
Dallas ISD		10,649	58.0	10,473	43.0	10,649	6.1

Source: District STAAR EOC file dated 06/17/21 for students enrolled on the PEIMS snapshot date of 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. Rates reflect all versions of STAAR. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. **Bold teal numbers** indicate percentages that are at or above the district rate.

Appendix N, Table 10: 2020-21 U.S. History STAAR EOC Results

Campus	School Level	Approaches+		Meets+		Masters	
		N	%	N	%	N	%
Transformation Schools							
CityLab	HS	55	89.1	55	60.0	55	29.1
IDEA	HS	55	85.5	55	56.4	55	30.9
New Tech	HS	104	90.4	104	75.0	104	40.4
Transformation Total		214	88.8	214	66.4	214	35.0
Innovation Schools							
Adams, B	HS	532	86.3	527	61.3	532	32.7
North Dallas ¹	HS	247	78.1	244	46.7	247	20.6
Innovation Total		779	83.7	771	56.7	779	28.9
Dallas ISD		8,875	82.1	8,714	56.8	8,875	31.3

Source: District STAAR EOC file dated 06/17/21 for students enrolled on the PEIMS snapshot date of 10/30/20.

Note: ¹Innovation pilot schools in 2020-21. Rates reflect all versions of STAAR. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. **Bold teal numbers** indicate percentages that are at or above the district rate.