

2020-21

Evaluation of Achieving In the Middle

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



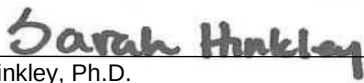
2020-21

Evaluation of Achieving In the Middle

Approved Report of the Department of Evaluation and Assessment

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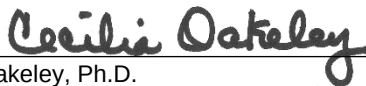
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ACRONYMS AND ABBREVIATIONS

ACPs	<i>Assessments of Course Performance</i>
AIM	Achieving in the Middle
AP	Assistant Principal
Approaches+	Approaches Grade Level or Above
CIC	Campus Instructional Coach
CLT	Content Leadership Team
DLM	Distributed Leadership Model
ED	Executive Director
EOD	Education Opens Doors
EOY	End of year
ILC	Instructional Lead Coach
ILT	Instructional Lead Teacher
ISD	Independent School District
MAP	<i>Measures of Academic Progress Growth</i>
Meets+	Meets Grade Level or Above
PD	Professional development
PEIMS	Public Education Information Management System
PLC	Professional Learning Community
SEs	Student Expectations
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TEKS	Texas Essential Knowledge and Skills
WDM	Weekly Data Meeting

Evaluation of Achieving In the Middle

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Achieving in the Middle (AIM) initiative was launched in the 2019-20 school year by the School Leadership Department. In 2020-21, the AIM initiative continued to implement five core components to support 17,822 middle school students at 23 middle school campuses; however, AIM core components shifted slightly from 2019-20. They included recruitment and retention of high-quality leaders (formally strategic staffing); strategic instructional practice (formally instructional excellence); a transformative, positive culture (formally a positive, responsive culture); enrichment opportunities; and supportive partnerships. This evaluation focused predominantly on the first three components. The budget for the AIM initiative in 2020-21 was \$10,426,379, an increase from \$10,084,036 in 2019-20.

The purpose of this report was to summarize the 2020-21 context, process, and outcomes of the Dallas Independent School District (ISD) AIM initiative.^{1,2} Contextual information about the AIM initiative was gathered through review of internal documents and interviews with School Leadership Department central staff members. Process information was examined through interviews with AIM initiative staff members and assistant principal (AP), counselor, and Instructional Lead Teacher (ILT) surveys. Outcome data included the districtwide Campus Climate Survey, *Measures of Academic Progress Growth (MAP)*, and *State of Texas Assessments of Academic Readiness (STAAR)* data.

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. The start of the 2020-21 school year was delayed until September 8, 2020; at-home learning was implemented districtwide for the first four weeks. 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.³

EVALUATION QUESTIONS/OUTCOMES

What were the AIM student characteristics?

A total of 17,822 grade-six to grade-eight students were involved in AIM during 2020-21. Over half were male (56%), Hispanic/Latino (69%), and/or economically disadvantaged (92%). Over half of students were English Learners (51%), and 14 percent were enrolled in special education.

What was the context of the AIM initiative in 2020-21?

Twenty-three middle schools were included in the AIM initiative in 2020-21. To implement the recruitment and retention of high-quality leaders component of AIM, the School Leadership Department implemented a Distributed Leadership Model (DLM) beginning in 2019-20. The DLM separated physical spaces and provided additional staff members including up to three APs and counselors per campus and added ILTs to coach and support other teachers in core content areas. As of November 2020, there were 21 APs, 21 counselors, and 78 ILTs. The additional staffing allowed for the continuation of Content Leadership Teams (CLTs), consisting of APs and ILTs, that helped teachers refine instruction.

To foster strategic instructional practice and promote student achievement, students were provided with opportunities for additional tutoring while campus staff members were provided with professional development (PD) and other supports. AIM principals and one AP, one ILT, and one counselor from each campus met in September 2020 for an AIM 2.0 Feedback and Focus Group. Then, three AIM PD conferences were held in the spring. The PD conference held in January 2021 targeted principals, APs, ILTs, Campus Instructional Coaches (CICs), and counselors.⁴ PD conferences in March and April 2021 targeted APs, ILTs, and CICs.⁵ During the three spring conferences, AIM staff members were presented with a synthesis of AIM 1.0, AIM partnerships, and AIM 2.0

¹ Portions for this report are modified from Tyree (2020).

² Detailed methodologies are available in the full report.

³ More detailed information about changes due to COVID-19 is available in the full report.

⁴ Some Executive Directors (EDs), principals, Instructional Lead Coaches (ILCs), coordinators, and teachers also attended.

⁵ Some EDs, principals, ILCs, coordinators, and teachers also attended.

adjustments and goals; content training including the Addressing the Misconception protocol related to Texas Essential Knowledge and Skills (TEKS); a review of student data such as *STAAR* and *Common Assessment Four*; and goals for 2020-21 End-of-Year (EOY) assessment results. Other supports provided to teachers included Professional Learning Communities (PLCs). PLCs used Look Forward and Look Back Weekly Data Meetings to align instruction with TEKS standards and help teachers identify gaps in student knowledge and clear action steps to address those gaps.

Last, to foster a transformative, positive culture, campus staff members were provided PD which focused on schoolwide systems and structures, and a joyful environment. Systems and structures training included practices to structure each segment of a student's day with a routine (i.e., arrival, dismissal, lunch, transitions, and celebrations), and to structure physical environments through classroom organization techniques (e.g., seating charts). These routines and organizational strategies were bolstered by staff communicating clear expectations to promote good behavior. Campus staff members also received PD about encouraging a joyful environment (e.g., narrating positive behavior and displaying student work) and modeling positive relationships with adults and students.

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

ILTs taught one to two class periods per day and spent the rest of their time preparing for meetings with their PLCs and coaching the two to 17 teachers assigned to them according to content area (and in most cases, grade level).⁶ ILTs worked closely with APs and in some cases CICs, to ensure lessons aligned with Texas Education Agency guidelines and the district curriculum. ILTs also worked with their PLC CLTs to collaborate on teacher support plans and coaching schedules.

ILTs received a PD summer coaching conference and three PD sessions in spring 2021. The three-day summer session conducted by Engage2Learn provided ILTs with a coaching academy focused on competencies such as small group instruction, communication, digital learning, etc. ILTs were trained on these competencies, given ratings for each competency, and given feedback for how to improve throughout the 2020-21 school year.⁷ Also, ILTs received districtwide PD focused on AIM techniques and skills based on the Get Better Faster 90-Day Program.⁸ Additionally, ILTs attended the three spring 2021 PD conferences with APs and CICs that were mentioned previously. After

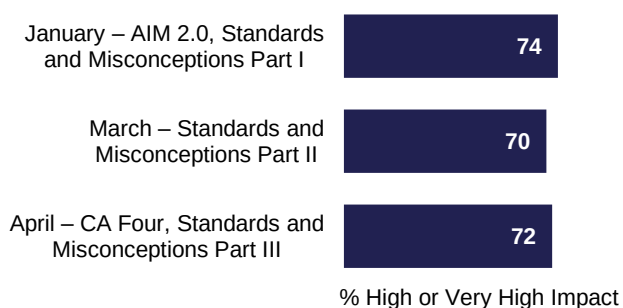
receiving PD, ILTs supported teachers through direct coaching (observation and feedback cycles) and grade and/or content-level PLCs organized by CLTs to provide the PD they received from AIM central staff members to their teachers.

What were the perceptions of assistant principals, counselors, and ILTs on AIM campuses?

AP Survey

Of the 73 APs who were sent a survey, 43 responded (59%). APs were most commonly assigned one to two ILTs (91%) and 11 or more teachers who were not ILTs (88%). APs most commonly reported PLCs being held daily (61%) and attending daily (56%). PLCs most often covered lesson plan development (98%), data digs (93%), and Student Expectations (SEs) and TEKS (93%). Between 70 and 74 percent of APs rated the PD sessions as high impact or very high impact (Figure E1).

Figure E1: 2020-21 AIM Assistant Principal Survey Responses About the Impact of Professional Development



Source: AIM AP survey administered spring 2021.

Note: CA = *Common Assessment*. Standards = Priority Standards. Ns (range: 32 to 40) are available in Appendix D of the full report. Responses marked "not applicable" were excluded.

Overall AP satisfaction with colleague collaboration was high. APs reported being somewhat to extremely satisfied with the collaboration with their ILTs (88%), principals (79%), and counselors (77%). Open-ended responses ($N = 28$) indicated successes were the Addressing the Misconception protocol ($n = 6$), collaborating and developing best practices ($n = 5$), consistency ($n = 5$), identifying critical SEs, TEKS, and priority standards ($n = 5$), and using data digs to inform student and teacher progress ($n = 5$). Reported challenges were due to COVID-19 and virtual learning ($n = 10$) and time constraints ($n = 5$).

⁶ In some cases, ILTs taught more than two class periods per day depending on the staffing needs for that campus.

⁷ For more information about Engage2Learn, see <https://engage2learn.org/>.

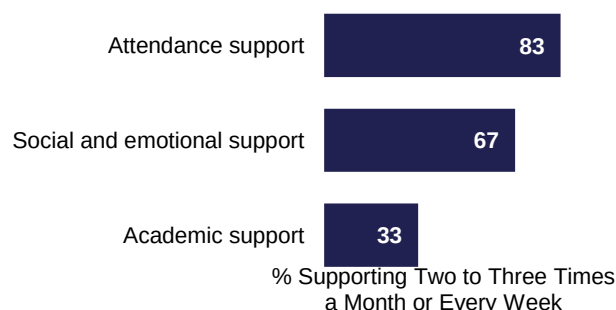
⁸ Bambrick-Santoyo (2016).

Counselor Survey

Of the 19 counselors who were sent a survey, 12 responded (63%). Counselors most commonly reported guiding students in multiple grades (33%). Most counselors were assigned between 201 to 300 students (58%). Counselors most commonly met with students weekly (42%).

Counselors most commonly reported providing attendance, social and emotional, and academic supports to students two to three times a month or every week (Figure E2).

Figure E2: 2020-21 AIM Counselor Survey Responses for Frequency of Supports Provided to Students Two to Three Times a Month or Every Week



Source: AIM Counselor survey administered spring 2021.

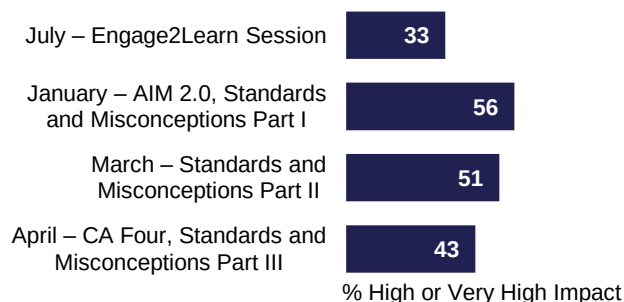
Note: $N = 12$ (Appendix E of the full report).

Counselors most frequently reported collaborating with twenty or more teachers (42%). Overall counselor satisfaction with colleague and parent/guardian collaboration was high (range: 75% to 100%). A majority of counselors reported being supported a great deal or a lot by their APs (83%). As the sample size was small ($N = 12$), the open-ended themes were not reported to maintain the anonymity of the respondents.

ILT Survey

Of the 78 ILTs who were sent a survey, 54 responded (69%). ILTs most commonly served between one to five teachers (59%) and met with the teachers they served daily or a few times a week (80%). Between 33 and 56 percent of ILTs rated the four PD sessions as high impact or very high impact (Figure E3).

Figure E3: 2020-21 AIM ILT Survey Responses About the Impact of Professional Development



Source: AIM ILT survey administered spring 2021.

Note: CA = Common Assessment. Standards = Priority Standards. Ns (range: 49 to 54) are available in Appendix F of the full report. Responses marked “not applicable” were excluded.

Overall satisfaction with PD was higher than impact ratings. Most ILTs reported being satisfied (either satisfied or very satisfied) with the quality of the feedback and support they received from the CLT (69%), the PD (67%), and the collaboration with school administrators (63%). Open-ended responses ($N = 54$) indicated successes were building teacher relationships and growing teachers ($n = 12$), lesson planning/time to develop lessons with teachers' input ($n = 11$), and collaboration around best practices (especially with pandemic circumstances; $n = 10$). Challenges reported were virtual teaching/adjusting to new technology requirements ($n = 13$), lack of one-on-one coaching opportunities and live observations ($n = 9$), and time constraints/management ($n = 9$).

What were the AIM campus staff member perceptions of school climate and culture?

Staff member responses to the spring 2021 Climate Survey showed favorable response rates across scales. Of the six scales of the Climate Survey, College Going Culture (74%), Beliefs and Priorities (72%), and Teacher-Teacher Trust (72%) received more favorable response rates than Teacher-Principal Trust (66%), Positive Culture and Environment (64%), and Culture of Feedback and Support (63%). In comparison to spring 2019, favorable response rates increased in spring 2021 across all six scales.

Did AIM students score at or above MAP and STAAR standards?

MAP

For the English and Spanish administrations combined, the overall percentage of students at or above the 50th

percentile on EOY MAP was 23 percent on reading and 29 percent on mathematics.⁹

STAAR

Fifty-three percent of AIM students achieved Approaches Grade Level or Above (Approaches+) on STAAR reading and 46 percent met the Approaches+ standard in mathematics in 2020-21.¹⁰ For the Meets Grade Level or Above (Meets+) standard, 22 percent met the standard in reading and 16 percent met the standard in mathematics. From 2018-19 to 2020-21, AIM student STAAR performance decreased in reading and mathematics.

RECOMMENDATIONS

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

Continue allotting time for AIM staff members to collaborate.

Refine the AIM PD to have greater impact, especially on ILTs.

REFERENCES

- Bambrick-Santoyo, P. (2016). *Get better faster: A 90-day plan for coaching new teachers*. John Wiley & Sons.
- Tyree, D. (2020). 2019-20 Evaluation of Achieving In the Middle. Dallas, TX. Dallas Independent School District.

⁹ Public Education Information Management System (PEIMS) demographic data were dated 10/30/20 (2020-21). MAP data were dated 06/23/21 (2020-21 EOY).

¹⁰ PEIMS district data files dated 03/08/19 (2018-19) and 10/30/20 (2020-21). STAAR data files dated 01/23/20 (2018-19) and 06/28/21 (2020-21). No STAAR data were available in 2019-20.

2020-21

Evaluation of Achieving In the Middle

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

The Achieving In the Middle (AIM) initiative was launched by the School Leadership Department in 23 Dallas Independent School District (ISD) middle school campuses in 2019-20 and continued in 2020-21 to support middle school student achievement and prepare students for future success. In 2020-21, the AIM initiative continued to provide support to middle school students through five core components, although the focus of the components shifted slightly from 2019-20. They included recruitment and retention of high-quality leaders (formally strategic staffing); strategic instructional practice (formally instructional excellence); a transformative, positive culture (formally a positive, responsive culture); enrichment opportunities; and supportive partnerships. To better support students, the Dallas ISD provided AIM campuses with additional personnel, professional development (PD) related to instruction and culture, and the Education Opens Doors (EOD) curriculum to support college and career readiness. A list of AIM schools can be found in Appendix A.

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. 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-19 safety protocols.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to provide context, process, and outcome data related to the AIM initiative.¹¹ Contextual information about the AIM initiative was gathered through review of internal documents and interviews with School Leadership Department central staff members. Process information was examined through interviews with AIM initiative staff members and assistant principal (AP), counselor,

¹¹ Portions of this report were adapted from Tyree (2020).

and Instructional Lead Teacher (ILT) surveys. Outcome data included the district Campus Climate Survey, *Measures of Academic Progress Growth (MAP)*, and *State of Texas Assessments of Academic Readiness (STAAR)* data.

This evaluation addressed the following questions:

- 1) What was the source and amount of funding for the AIM initiative in 2020-21?
- 2) What were the AIM student characteristics?
- 3) What was the context of the AIM initiative in 2020-21?
- 4) How was the ILT component of AIM implemented during the second year of the initiative?
- 5) What were the perceptions of assistant principals, counselors, and ILTs on AIM campuses?
- 6) What were the AIM campus staff member perceptions of school climate and culture?
- 7) Did AIM students score at or above *MAP* and *STAAR* standards?
- 8) What are the evaluator recommendations for initiative improvement?

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the AIM initiative in 2020-21?

Methodology

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

Results

The total budget for the second year of the AIM initiative (2020-21) was \$10,426,379, an increase of \$342,343 from \$10,084,036 in 2019-20. This budget was supported by general operating funds from the Dallas ISD. The budget included \$9,385,577 for additional personnel and teacher stipends, \$446,250 for PD and extra duty pay, and \$594,552 for the EOD curriculum.

What were the AIM student characteristics?

Methodology

To determine AIM student characteristics, the evaluator analyzed Public Education Information Management System (PEIMS) data.¹² The evaluator conducted frequency and crosstab analyses to summarize student characteristic information (i.e., sex, race/ethnicity, special student group, and grade level) by AIM campus and for the AIM initiative overall.

Results

A total of 17,822 grade-six to grade-eight students were involved in AIM during 2020-21. Table 1 summarizes AIM student characteristics by sex, race/ethnicity, and special student groups.¹³ In 2020-21, over half of AIM students were male (56%), Hispanic/Latino (69%), and/or economically disadvantaged

¹² The PEIMS data files were dated 10/31/19 (2019-20) and 10/30/20 (2020-21).

¹³ The number of students per grade level by campus is provided in Appendix B.

(92%). Over half of students were English Learners (51%), and 14 percent were enrolled in special education. Student characteristics for 2019-20 can be found in Appendix B. In comparison to 2019-20, there were similar percentages of male students (both 56%) and Hispanic students (both 69%). The percentage of economically disadvantaged students served was between 92 (2020-21) and 93 percent (2019-20). As in the previous year, about half of 2020-21 students were ELs (51%, both years).

Table 1: 2020-21 AIM Student Characteristics by Grade Level and Student Group

	Grade Six		Grade Seven		Grade Eight		AIM Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sex								
Male	3,047	55.1	3,411	56.1	3,454	55.6	9,912	55.6
Female	2,486	44.9	2,668	43.9	2,756	44.4	7,910	44.4
Race/Ethnicity								
African American	1,488	26.9	1,597	26.3	1,593	25.7	4,678	26.2
Hispanic	3,773	68.2	4,192	69.0	4,344	70.0	12,309	69.1
White	126	2.3	135	2.2	119	1.9	380	2.1
Other/Missing	146	2.6	155	2.5	154	2.5	455	2.5
Special Student Groups								
Eco Dis	5,118	92.5	5,602	92.2	5,721	92.1	16,441	92.3
English Learner	2,796	50.5	3,082	50.7	3,143	50.6	9,021	50.6
Special Ed	836	15.1	839	13.8	794	12.8	2,469	13.9

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

Note: Eco Dis = Economically Disadvantaged. Ed = Education. Some percentages do not add to 100 due to rounding.

What was the context of the AIM initiative in 2020-21?

Methodology

Information about the context of the AIM initiative in 2020-21 included information from School Leadership personnel. On October 9, 2020 the evaluator interviewed the Deputy Chief of School Leadership. On November 16, 2020, the evaluator interviewed AIM initiative leaders in the School Leadership Department including the Director and Lead Instructional Coach. On January 13, 2021 the evaluator met with the newly-assigned Executive Director (ED) overseeing AIM and other AIM program leaders for mid-year updates. The evaluator also collected the Professional Learning Community (PLC) meeting guidelines from School Leadership and the competency and coaching reports from Engage2Learn. In 2019-20, the first three core components of the AIM program were: strategic staffing; instructional excellence; and a positive, responsive culture but these components changed to recruitment and retention of high-quality leaders; strategic instructional practice; and a transformative, positive culture in 2020-21 to reflect the revised focus AIM program leaders adopted for the second iteration of AIM (AIM 2.0). The enrichment opportunities and supportive partnerships components of AIM continued from 2019-20.

Results

The AIM initiative provided support to students through five core components: recruitment and retention of high-quality leaders; strategic instructional practice; a transformative, positive culture;

enrichment opportunities; and supportive partnerships. This evaluation focused predominantly on the first three components.

Recruitment and Retention of High-Quality Leaders

To provide more support for teachers and students in each middle school grade, the School Leadership Department structured AIM campuses according to a Distributed Leadership Model (DLM) beginning in 2019-20. The DLM included two components: segmenting physical spaces and providing additional staff. Campus leaders used the DLM to attempt to segment campus physical spaces by grade level in an effort to limit student interactions across grades while also endeavoring to compartmentalize the responsibilities of campus leaders. Both campus segmentation and the DLM continued in 2020-21; however, School Leadership central staff members reported these efforts may have been disrupted by COVID-19 safety protocols or other campus-specific issues at some campuses.

Beginning in 2019-20, each middle school campus was provided with up to three additional APs and counselors so that each AIM campus would have one AP and one counselor per grade level.¹⁴ APs supported teachers in instructional content, PLC meetings, evaluation, and monitoring and feedback. Campuses were also provided with ILTs to give the teachers they served instructional coaching and support in content-specific groups (mainly English, language arts, and reading; and mathematics; but also science and social studies).¹⁵ ILTs taught classes as well as supported their assigned teachers in instructional content, curriculum delivery, district expectations, and PLCs. To address the staffing component of the DLM, there were 120 AIM-related campus-level staff members including 21 APs, 21 counselors, and 78 ILTs as of November 2020. In 2019-20, School Leadership hired 120 campus-level staff members including 21 APs, 22 counselors, and 77 ILTs. In comparison, there was a decrease of one counselor and an increase of one ILT from 2019-20 to 2020-21 with the number of APs remaining the same.

The additional staffing allowed for the continuation of Content Leadership Teams (CLTs) and PLCs. CLTs were comprised of APs and ILTs and were organized by content area (e.g., mathematics) because most APs and ILTs oversaw teachers in one content area. CLT members worked together to help teachers in their PLCs determine where to focus instruction by identifying gaps in student content knowledge. These distinctly organized teams allowed campus staff members to focus their attention on a smaller, more specific set of students and curricula.

In a new effort to recruit and retain high-quality leaders, EDs visited campuses either in person or virtually from January to June 2021. EDs received implementation and observation training about assessing the climate and culture of campuses prior to the visits. During these visits EDs received informal feedback from campus leadership teams on any additional support that AIM central staff members could provide in the future.

¹⁴ Except for Pinkston High School and Rusk Middle School. Pinkston High School includes grades seven and eight, which already had two APs prior to AIM launching. Rusk Middle School is part of the Accelerating Campus Excellence program through which they had already received an additional AP.

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

Strategic Instructional Practice

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

For campus staff members, PD and other methods of support were provided. AIM principals and one AP, one ILT, and one counselor from each campus met in September 2020 for an AIM 2.0 Feedback and Focus Group during which participants discussed topics such as identifying root causes for diminished student progress.¹⁶ Then, three AIM PD conferences were held in the spring. The PD conference held on January 27 included principals, APs, ILTs, Campus Instructional Coaches (CICs), and counselors, but some EDs, Instructional Lead Coaches (ILCs), coordinators, and teachers also attended. For January PD, the AIM 2.0 Kick Off meeting included information about the *Assessments of Course Performance (ACPs)* results from fall 2019 (the last time results were available), the shift of three AIM priorities (from strategic staffing; instructional excellence; and a positive, responsive culture to recruitment and retention of high-quality leaders; strategic instructional practice; and a transformative, positive culture), goals to improve those three revised priorities over a three-year period, a synthesis of AIM 1.0, AIM partnerships, and scheduling for specific grade and content areas. They also received content PD about analyzing standards to effectively implement the Addressing the Misconception protocol related to Texas Essential Knowledge and Skills (TEKS). The sessions on March 3 and April 28 targeted APs, ILTs, and CICs, but some EDs, principals, ILCs, coordinators, and teachers also attended. For March PD, AIM campus PLC members were given additional examples of student misconceptions and shared examples of how they were able to address misconceptions using student data. For April PD, AIM staff reviewed priority TEKS and student data, STAAR review standards, *Common Assessment Four* data, student misconceptions, and goals for 2020-21 End-of-Year (EOY) assessment results. There was also a July 2020 PD conference for ILTs that is described in the next section of this report.

For teachers, support was provided through grade-level PLCs, PD provided by ILTs, direct ILT support, and progress monitoring. PLCs were run by the CLT assigned to that content area and/or grade level. Some PLCs included CICs so that CICs could collaborate with ILTs to support teachers and schedule coaching. Priorities of PLCs were designed to ensure collaborative work among educators with a focus on increasing student achievement and continuously improving the craft of teaching. PLCs were organized with Weekly Data Meetings (WDMs) using Look Forward and Look Back designs to align instruction with TEKS standards and help teachers identify gaps in student knowledge and clear action steps to address those gaps. PLCs could meet as often as every day. School Leadership provided parameters for PLCs, which provided a common structure across AIM campuses. For the WDMs Look Forward PLCs, CLTs used Know/Show Charts (graphic organizers) to unpack TEKS standards and Student Expectations (SEs) into daily lesson objectives. Plans for instruction, debriefings on trends and implementation of practices, and PD were also included in the Look Forward PLCs. For the Look Back PLCs, campus staff members

¹⁶ Some EDs also attended.

collaborated on reviewing student data to identify student knowledge gaps to plan reteaching strategies. The first six weeks of each school year focused on Look Forward meetings. Look Back meetings were added after the first *Common Assessment*. For the PD and direct support provided by ILTs, ILTs met frequently with individual teachers to coach them on the techniques and skills teachers learned in PD provided by ILTs. After teachers met with ILTs, teachers checked independent student work against the teacher exemplar and provided quick feedback to students while asking assessing and advancing questions in class (the Feedback for Learning technique).

Additionally, specific grade-eight teachers were given the EOD curriculum.¹⁷ To foster student achievement beyond middle school, 54 AIM teachers used the EOD curriculum aimed at informing students about high school choice and application deadlines as well as college, career, and military readiness and related pathways.

Transformative, Positive Culture

To foster a transformative, positive campus culture, campus staff members were provided PD which focused on schoolwide systems and structures, and a joyful environment. For in-person learning, the cultural system that was promoted within AIM reflects a strong, values-aligned Curb-to-Classroom approach, wherein each segment of a student's day is structured with a routine (i.e., arrival, dismissal, lunch, transitions, and celebrations). Students' physical environments were also structured through classroom organization techniques (e.g., seating charts). For in-person and virtual learning, these routines and organizational strategies were bolstered by staff communicating clear expectations to promote good behavior. Additionally, campus staff members received PD about encouraging a joyful environment (e.g., narrating positive behavior and displaying student work) and modeling positive relationships with adults and students.

Enrichment Opportunities and Supportive Partnerships

Although not the focus of this report, enrichment opportunities and supportive partnerships were also implemented as components of AIM. As students in grades seven and eight already had enrichment opportunities, AIM campuses were provided additional funding to allow for enrichment opportunities for grade-six students beginning in 2019-20. To enhance engagement through supportive partnerships, campus personnel delivered seminars called Fam Jams to parents covering a variety of topics including high school choice, academic tips for parents, and social and emotional learning at home.¹⁸ To further bolster supportive partnerships, site-based decision-making committees and Parent Teacher Organizations were revitalized.

¹⁷ For more information about EOD see <https://educationopensdoors.org/> and Tyree (2020).

¹⁸ For more information about Fam Jams, see Garcia-Rincón (2021).

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

Methodology

To examine implementation of the ILT component of the AIM initiative, the evaluator interviewed the director and Lead Instructional Coach from the School Leadership Department on November 16, 2020.

Results

ILTs taught one to two class periods per day and spent the rest of their time preparing for Look Forward and Look Back WDMs and working with the teachers assigned to them.¹⁹ Each ILT was assigned between two to 17 teachers to coach in their content area (and in most cases, grade level). Appendix C lists the number of ILTs and teachers per campus. ILTs worked closely with APs, and in some cases, CICs, to ensure lessons were aligned with Texas Education Agency guidelines and the district curriculum. ILTs also worked with their PLC CLTs to collaborate on teacher support plans and coaching schedules.

ILTs received a PD summer coaching conference from Engage2Learn and PD during the school year.^{20,21} The three-day summer session conducted by Engage2Learn provided ILTs with a coaching academy focused on competencies such as small group instruction, communication, digital learning, etc. ILTs were trained on these competencies, given ratings for each competency, and given feedback about how to improve throughout the 2020-21 school year. Progress for ILTs was measured by ratings on the Engage2Learn competencies (i.e., small group instruction, communication, and digital learning). Throughout the academic year, Engage2Learn provided support to ILTs whose progress was tracked through competency and coaching badges.

In fall 2020, ILTs received districtwide PD reviewing AIM techniques and skills based on the Get Better Faster 90-Day Program, a program designed to train teachers in a sequential set of skills and techniques that enhance student achievement.²² Techniques such as Feedback for Learning (previously called Aggressive Monitoring) were paired with a data-driven approach to improve student academic performance through focused instruction. During spring 2021, ILTs attended the PD conferences on January 27, March 3, and April 28 with APs and CICs that were mentioned previously.

After receiving PD, ILTs used what they learned to coach teachers in various techniques and skills as well as content-specific PD in PLCs structured by Look Forward and Look Back WDMs and individual sessions. ILTs frequently observed the teachers they served and provided one-on-one feedback following observations. During meetings (typically after school), ILTs also helped teachers script and rehearse what to say in class as well as how to model thought processes during lessons.

¹⁹ In some cases, ILTs taught more than two class periods per day depending on the staffing needs for that campus.

²⁰ For more information about Engage2Learn, see <https://engage2learn.org/>. Services provided by Engage2Learn included on-site and/or virtual coaching sessions focused on measuring ILT progress and providing feedback to improve coaching competencies in areas such as small group instruction, communication, and digital learning.

²¹ For a description of the PD provided during the first year of the AIM program, see Tyree (2020).

²² Bambrick-Santoyo (2016).

What were the perceptions of assistant principals, counselors, and ILTs on AIM campuses?

Methodology

AP Survey

To understand AP perceptions of the AIM initiative, the evaluator developed the 2020-21 AIM AP Survey in consultation with AIM central staff members. APs were asked about the number of ILTs and teachers they were assigned, the grade level and content areas of their ILTs, the frequency of meetings with their ILTs and PLCs, topics covered in PLCs, the impact of the PD they received, satisfaction with collaboration with colleagues, and satisfaction with the level of support received from EDs or central staff members. APs could also discuss successes and challenges.

AIM AP surveys were administered during a three-week window from mid-May through early June 2021. All AIM designated APs, for whom contact information was provided by School Leadership, were sent an email with a survey link along with weekly follow-up reminders. Frequency and descriptive analyses were conducted for rating-scale items on the surveys. Content analyses were conducted to examine the open-ended items. Responses were categorized into themes and tabulated. Some open-ended responses included information that fit into more than one theme.

Counselor Survey

The 2020-21 AIM Counselor Survey was developed in consultation with AIM central staff members to understand counselor perceptions of the AIM initiative in 2020-21. Counselors were asked about the grade levels of students they guided, the number of students assigned to them, how often they met with students, the frequency of supports they provided students, how many teachers they collaborated with, how satisfied they were with the collaboration with their colleagues, and the level of support they received from their APs. Counselors were also able to discuss successes and challenges.

AIM counselor surveys were administered during a two-week window from early April through late April 2021. All AIM designated counselors, for whom contact information was provided by School Leadership, were sent an email with a survey link along with weekly follow-up reminders. Frequency and descriptive analyses were conducted for rating-scale items. Content analyses were conducted to examine the open-ended items. Responses were categorized into themes and tabulated. As the sample size was small, the open-ended themes were not reported to maintain the anonymity of the respondents.

ILT Survey

To understand ILT perceptions of the AIM initiative, the evaluator developed the 2020-21 AIM ILT Survey in partnership with AIM central staff members. ILTs were asked about the number of teachers and assigned grade levels they served, the frequency of meetings and topics covered, the impact of the PD they received, and their satisfaction with the ILT component of AIM. ILTs could also discuss successes and challenges.

AIM ILT surveys were administered during a two-week window from mid-May through late May. All AIM ILTs, for whom contact information was provided by School Leadership, were sent an email with a survey link along with weekly follow-up reminders. Frequency and descriptive analyses were conducted for rating-scale items on the surveys. Content analyses were conducted to examine the open-ended items. Responses were categorized into themes and tabulated. Some open-ended responses included information that fit into more than one theme.

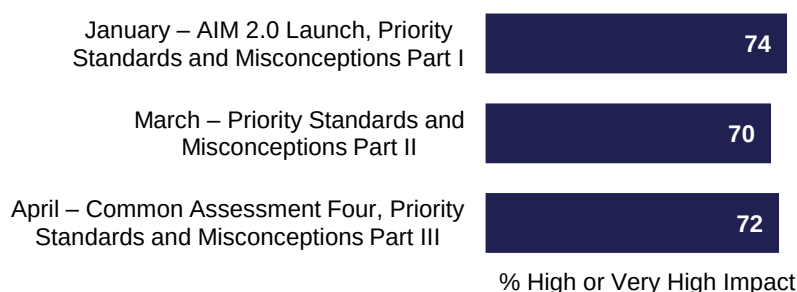
Results

AP Survey

Of the 73 APs who were sent a survey, 43 responded and indicated that they oversaw ILTs (59%) and were included in the analyses.²³ Appendix D shows survey results by item. Most APs (91%) oversaw one to two ILTs whom they reported most commonly taught multiple grades (67%). APs provided content-based support to ILTs most commonly in English, language arts, and reading (30%) and mathematics (28%). APs most often oversaw 11 or more teachers who were not ILTs (88%).

When asked how often they met with their ILTs, APs most commonly reported once a week (47%). Most APs reported PLCs being held daily (61%). APs most commonly reported attending PLCs daily (56%). PLC topics most frequently covered were lesson plan development (98%), data digs (93%), and SEs and TEKS (93%). Between 70 and 74 percent of APs rated the PD sessions as high impact or very high impact (Figure 1).

Figure 1: 2020-21 AIM Assistant Principal Survey Responses About the Impact of Professional Development



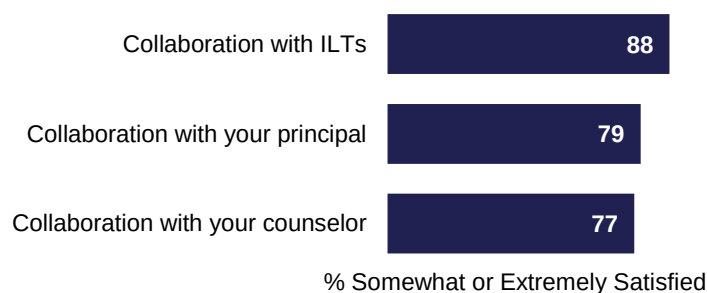
Source: AIM AP survey administered spring 2021.

Note: Ns are available in Appendix D.

Overall AP satisfaction with colleague collaboration was high (Figure 2). Eighty-eight percent of APs reported being satisfied (either somewhat or extremely satisfied) with the collaboration with their ILTs, 79 percent were satisfied with collaboration with their principals, and 77 percent were satisfied with the collaboration with their counselors.

²³ Seven respondents were APs at AIM campuses but did not oversee ILTs; thus, they were not included in the analyses.

Figure 2: 2020-21 AIM Assistant Principal Survey Responses for Satisfaction with Collaboration



Source: AIM AP survey administered spring 2021.

Note: Ns are available in Appendix D.

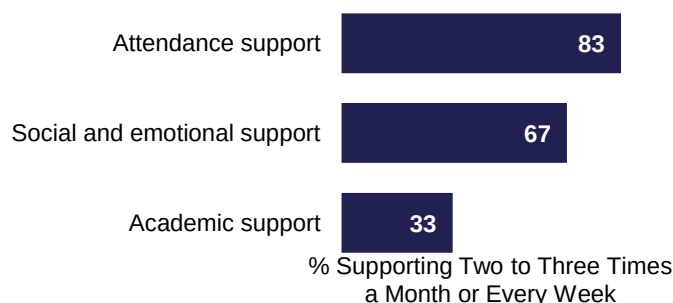
APs' most commonly reported being supported a great deal by their EDs or other central staff members (41%). Open-ended responses ($N = 28$) indicated that the most successful parts of the AIM initiative were the Addressing the Misconception protocol ($n = 6$), collaborating and developing best practices ($n = 5$), consistency ($n = 5$), identifying critical SEs, TEKS, and priority standards ($n = 5$), and using data digs to inform student and teacher progress ($n = 5$). APs' most common challenges were challenges due to COVID-19 and virtual learning ($n = 10$) and time constraints ($n = 5$). More detailed descriptions of open-ended responses are available in Appendix D.

Counselor Survey

Nineteen counselors were sent a survey and 12 responded (63%) and were included in the analyses.²⁴ Appendix E shows survey results by item. Counselors most commonly reported guiding students from multiple grades (33%). Most counselors were assigned between 201 to 300 students (58%). Counselors most commonly met with students weekly (42%). When asked about how often they provided specific supports for students, counselors most commonly reported providing specific supports either two to three times a month or every week for academic support (33%), social and emotional support (67%), and attendance support (83%; Figure 3).

²⁴ Counselors hired through AIM funds were targeted as survey respondents; this resulted in the small sample size. As mentioned previously, Pinkston High School and Rusk Middle School already had the appropriate amount of staff for the DLM prior to AIM launching in 2019-20. At the time of survey dissemination, Tasby Middle School had a vacancy for the counselor role through AIM. One AIM counselor email was unavailable with the name given by AIM program staff members.

Figure 3: 2020-21 AIM Counselor Survey Responses for Frequency of Supports Provided to Students Two to Three Times a Month or Every Week

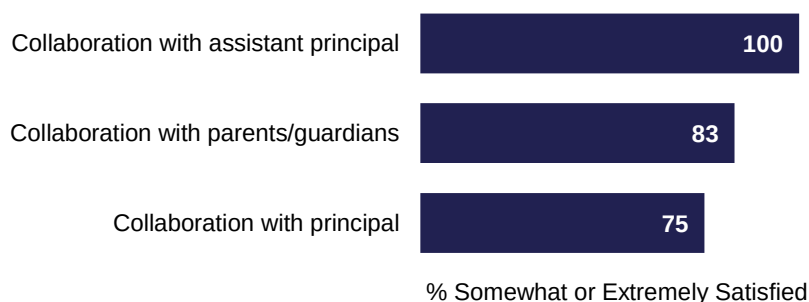


Source: AIM Counselor survey administered spring 2021.

Note: Ns are available in Appendix E.

Counselors most frequently reported collaborating with 20 or more teachers (42%). Counselors were mostly satisfied (somewhat or extremely satisfied) with the collaboration with their APs (100%), collaboration with parents/guardians (83%), and collaboration with their principals (75%; Figure 4).

Figure 4: 2020-21 AIM Counselor Survey Responses for Satisfaction with Collaboration



Source: AIM Counselor survey administered spring 2021.

Note: Ns are available in Appendix E.

A majority of counselors reported being supported a great deal or a lot by their APs (83%). As the sample size was small ($N = 12$), the open-ended themes were not reported to maintain the anonymity of the respondents.

ILT Survey

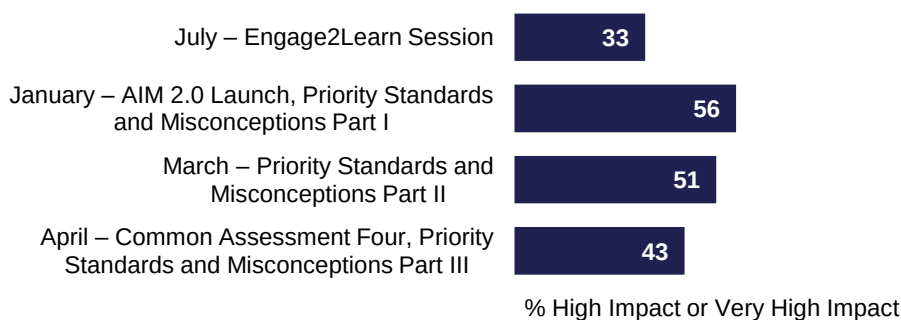
Of the 78 ILTs who were sent a survey, 54 responded (69%) and were included in the analyses.²⁵ Appendix F shows survey results by item. The ILTs most commonly served between one to five teachers (59%) who taught students in multiple grades (50%). ILTs most commonly reported meeting with the teachers they served daily or a few times a week (80%). Most ILTs reported that PLC meetings were held

²⁵ One respondent reported that they were not an ILT; thus, that respondent was excluded from the analyses.

daily (59%). PLC topics most frequently covered were lesson plan development (93%), data digs (89%), and lesson rehearsals (89%).

When asked about the impact of the PD, the January – AIM 2.0 Launch, Priority Standards and Misconceptions Part I was most commonly reported to have high impact or very high impact (56%) followed by the March – Priority Standards and Misconceptions Part II (51%). The April – *Common Assessment* Four, Priority Standards and Misconceptions Part III (43%) and the July – Engage2Learn Session were least often rated as impactful (33%; Figure 5).

Figure 5: 2020-21 AIM ILT Survey Responses About the Impact of Professional Development



Source: AIM ILT survey administered spring 2021.

Note: Ns are available in Appendix F. Responses marked “not applicable” were excluded.

Overall satisfaction with PD was higher than impact ratings; 69 percent of ILTs reported being satisfied (either satisfied or very satisfied) with the quality of feedback and support they received from the CLT (Appendix F). Most ILTs were satisfied with the quality of the PD (67%), and the collaboration with their school administrators (63%)

Open-ended success responses ($N = 54$) indicated that the most successful parts of the ILT component of the AIM initiative were building teacher relationships and growing teachers ($n = 12$), lesson planning/time to develop lessons with teachers' input ($n = 11$), and collaboration around best practices (especially with pandemic circumstances; $n = 10$). ILTs' most common challenges were virtual teaching/adjusting to new technology requirements ($n = 13$), lack of one-on-one coaching opportunities and live observations ($n = 9$), and time constraints/management ($n = 9$). A full list of open-ended responses is available in Appendix F.

What were the AIM campus staff member perceptions of school climate and culture?

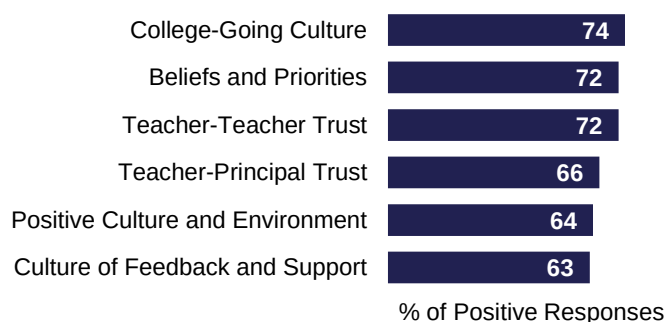
Methodology

To examine campus-level district Climate Survey data over time, the evaluator merged spring 2019 and spring 2021 Climate Survey data files.^{26,27} As long-term outcomes of the school-related consequences of the COVID-19 pandemic are still unknown, data are provided for informational purposes only and comparisons over time should be made with extreme caution.

Results

As shown in Figure 6, the majority of staff member responses to the spring 2021 Climate Survey showed favorable response rates for across scales.²⁸ Of the six scales of the Climate Survey, College-Going Culture (74%), Beliefs and Priorities (72%), and Teacher-Teacher Trust (72%) received more favorable response rates than Teacher-Principal Trust (66%), Positive Culture and Environment (64%), and Culture of Feedback and Support (63%). See Appendix G for detailed data including data for all Climate Survey Scales by campus.

Figure 6: 2020-21 AIM Campus Climate Survey Results by Scale



Source: Campus Climate Survey data file dated 07/26/21.

Note: Ns are available in Appendix G.

In comparison to spring 2019 (Appendix G), which was the semester before AIM launched, favorable response rates overall increased in spring 2021. All six scales of the Climate Survey received more favorable response rates in spring 2021 than spring 2019 (College-Going Culture: 74% vs 71%, Beliefs and Priorities: 72% vs 71%, Teacher-Teacher Trust: 72% vs 68%, Teacher-Principal Trust: 66% vs 62%, Positive Culture and Environment: 64% vs 54%, and Culture of Feedback and Support: 63% vs 59%). For campus-level favorable response rates and change from spring 2019 to spring 2021, see Appendix G.

²⁶ Climate Survey data files dated 06/03/19 (spring 2019) and 07/25/21 (spring 2021).

²⁷ For more information on the Campus Climate Survey, see Genter (2019).

²⁸ Pinkston could not be broken down by grade; thus, grade-nine teachers were included in the analyses.

Did AIM students score at or above *MAP* and *STAAR* standards?

Methodology²⁹

As long-term outcomes of the school-related consequences of the COVID-19 pandemic are still unknown, data are provided for informational purposes only and comparisons over time should be made with extreme caution.

MAP

Administered to students in grades one to nine for the first time in 2019-20, *MAP*, designed by NWEA, served as the district readiness screener.³⁰ The 2019-20 EOY administration was canceled because of the transition to at-home learning resulting from the COVID-19 pandemic. In 2020-21, crosstab analyses were conducted to determine the number and percentage of students who scored at or above the 50th percentile overall and by campus. EOY *MAP* data and PEIMS demographic data were merged for analyses.³¹ To allow for examination of overall student performance, the English and Spanish administrations were combined into one file. While English and Spanish norms differed, norming occurred prior to application of the cut score resulting in comparable cut points.

STAAR

The evaluator conducted descriptive analyses of 2018-19 (pre-AIM) and 2020-21 *STAAR* reading and mathematics data for students at AIM schools.³² *STAAR*, state-mandated exams, assess the degree to which students have mastered required content.³³ *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. Frequency analyses were conducted to determine the percentage of students that achieved at the Approaches+ and Meets+ levels in reading and mathematics as well as two-year change rates (2018-19 to 2020-21).

Results

MAP

In 2020-21, 23 percent of AIM students scored at or above the 50th percentile on EOY *MAP* reading and 29 percent of AIM students scored at or above the 50th percentile on *MAP* mathematics (Table 2).³⁴ Results by grade level and campus are provided in Appendix H. Results indicated that overall, students in

²⁹ *ACPs* were removed from this report as they were waived for fall 2020.

³⁰ For more information on *MAP*, see <https://nwea.org>.

³¹ PEIMS demographic data were dated 10/30/20 (2020-21). *MAP* data were dated 06/23/21 (2020-21 EOY).

³² PEIMS district data files dated 03/08/19 (2018-19) and 10/30/20 (2020-21) were merged with *STAAR* data files dated 01/23/20 (2018-19) and 06/28/21 (2020-21). No *STAAR* data were available in 2019-20.

³³ More information on *STAAR* performance standards can be found at <http://tea.texas.gov/student.assessment/staar/performance-standards/>.

³⁴ On 11/19/20, the Dallas ISD Board of Trustees approved a goal progress measure that 39 percent of middle school students would be at or above the 50th percentile on *MAP*. Because not all middle schools are included in the AIM initiative, examining this goal was out of the scope of this report.

grade six outperformed those in grades seven and eight. As sample sizes are slightly larger for grade eight, comparisons across grades should be made with caution.

Table 2: 2020-21 Percentage of AIM Students Scoring at or Above the 50th Percentile on EOY MAP by Subject and Campus

Campus	Tested <i>n</i>	Met %
Reading		
Atwell	296	28.4
Browne	305	17.0
Comstock	438	14.8
Dade	335	18.2
Garcia	278	20.9
Gaston	544	25.9
Hill	644	29.3
Holmes, OW	131	19.8
Holmes, ZW	434	28.3
Kennedy-Curry	298	19.8
Lang	553	23.3
Marsh	583	20.8
Medrano	564	14.7
Piedmont	556	18.5
Pinkston	155	25.2
Rusk	414	28.5
Seagoville	856	27.0
Stockard	640	25.8
Storey	273	17.6
Tasby	628	19.4
Walker	448	30.6
YMLA Florence	506	20.2
Zumwalt	160	20.0
All AIM	10,039	22.8
Mathematics		
Atwell	293	24.9
Browne	356	19.7
Comstock	439	22.8
Dade	363	21.2
Garcia	317	24.6
Gaston	563	31.1
Hill	673	36.0
Holmes, OW	128	35.9
Holmes, ZW	459	39.4
Kennedy-Curry	318	26.4
Lang	585	27.7
Marsh	596	27.2
Medrano	559	19.3
Piedmont	562	31.1
Pinkston	137	25.5
Rusk	429	32.4
Seagoville	894	31.8
Stockard	690	29.3
Storey	275	22.5
Tasby	650	30.8
Walker	498	35.5
YMLA Florence	519	27.2
Zumwalt	126	21.4
All AIM	10,429	28.8

Source: PEIMS data files dated 10/30/20 (2020-21). MAP data files dated 06/23/21 (2020-21 EOY).

Note: Met = at or above the 50th percentile. YMLA = Young Men's Leadership Academy. MAP EOY was first given to grade six through eight students in 2020-21. Only English administrations were included in these analyses.

STAAR

In 2020-21, 53 percent of AIM students achieved Approaches+ on the reading STAAR and 46 percent met the Approaches+ standard on mathematics (Table 3). For the Meets+ level, 22 percent met the standard in reading and 16 percent met the standard in mathematics (Table 4). From 2018-19 to 2020-21 for both Approaches+ and Meets+, AIM student STAAR performance decreased in reading and mathematics.³⁵ Results by grade level and campus over time are provided in Appendix I. When results were examined by grade, the rate of students performing at Meets+ and Approaches+ decreased over time across assessments and standards. Additionally, results indicated that overall for both 2018-19 and 2020-21, students in grade eight outperformed those in grade six and seven in STAAR reading across standards. For STAAR mathematics, in 2018-19 students in grade eight overall outperformed those in grade six and seven at both standards. 2020-21 results by grade level were more mixed.

³⁵ There were no data for 2019-20 STAAR due to COVID-19.

Table 3: 2018-19 and 2020-21 Percentage of AIM Students at Approaches+ on STAAR by Year, Test, and Campus

Campus	2018-19		2020-21		Change %
	Tested <i>n</i>	App+ %	Tested <i>n</i>	App+ %	
Reading					
Atwell	719	56.2	267	65.5	9.3
Browne	523	57.9	369	51.5	-6.4
Comstock	750	52.3	620	40.6	-11.7
Dade	794	46.7	622	49.0	2.3
Garcia	759	70.8	603	56.4	-14.4
Gaston	888	64.4	699	54.9	-9.5
Hill	823	66.1	760	55.7	-10.4
Holmes, OW	650	68.0	241	47.3	-20.7
Holmes, ZW	803	66.3	639	54.9	-11.4
Kennedy-Curry	708	53.7	346	48.6	-5.1
Lang	792	55.9	838	43.7	-12.2
Marsh	938	58.7	802	53.7	-5.0
Medrano	896	58.6	715	51.0	-7.6
Piedmont	980	58.6	782	50.4	-8.2
Pinkston	340	54.7	178	46.6	-8.1
Rusk	622	65.1	499	56.5	-8.6
Seagoville	1,316	62.5	1201	56.0	-6.5
Stockard	1,104	61.2	1001	58.0	-3.2
Storey	492	57.9	278	56.5	-1.4
Tasby	845	53.0	776	47.6	-5.4
Walker	706	71.1	643	62.1	-9.0
YMLA Florence	820	60.2	667	43.9	-16.3
Zumwalt	354	57.6	198	59.1	1.5
All AIM	17,622	60.1	13,744	52.5	-7.6
Mathematics					
Atwell	699	65.8	223	69.1	3.3
Browne	525	68.6	342	33.6	-35.0
Comstock	723	63.6	554	34.5	-29.1
Dade	747	59.6	596	43.3	-16.3
Garcia	720	71.1	539	37.3	-33.8
Gaston	857	70.6	646	48.6	-22.0
Hill	775	76.4	661	45.2	-31.2
Holmes, OW	622	76.2	222	45.5	-30.7
Holmes, ZW	767	76.9	566	47.0	-29.9
Kennedy-Curry	691	61.4	276	54.7	-6.7
Lang	765	69.9	813	41.7	-28.2
Marsh	845	69.2	574	47.2	-22.0
Medrano	825	71.3	488	61.7	-9.6
Piedmont	933	70.2	650	41.5	-28.7
Pinkston	313	52.1	156	19.2	-32.9
Rusk	589	75.4	469	48.0	-27.4
Seagoville	1,268	72.9	1,099	43.9	-29.0
Stockard	1,030	74.3	813	49.4	-24.9
Storey	473	70.6	299	45.2	-25.4
Tasby	792	66.7	637	51.5	-15.2
Walker	650	73.8	436	53.9	-19.9
YMLA Florence	801	70.4	614	38.3	-32.1
Zumwalt	339	67.8	173	48.0	-19.8
All AIM	16,749	70.0	11,846	45.5	-24.5

Source: PEIMS data files dated 03/08/19 (2018-19) and 10/30/20 (2020-21). STAAR data files dated 01/23/20 (2018-19) and 06/28/21 (2020-21).

Note: YMLA = Young Men's Leadership Academy. No STAAR data were available for 2019-20. Rates reflect the first and second administrations of all versions of STAAR, as applicable. Approaches+ (App+) included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+.

Table 4: 2018-19 and 2020-21 Percentage of AIM Students at Meets+ on STAAR by Year, Test, and Campus

Grading by Year, Test, and Campus					
Campus	2018-19		2020-21		Change %
	Tested <i>n</i>	Meets+ %	Tested <i>n</i>	Meets+ %	
Reading					
Atwell	693	23.1	259	29.0	5.9
Browne	505	25.5	356	22.8	-2.7
Comstock	716	20.3	594	13.1	-7.2
Dade	755	17.5	599	19.7	2.2
Garcia	734	35.4	585	26.7	-8.7
Gaston	871	33.4	686	24.2	-9.2
Hill	810	32.1	741	27.3	-4.8
Holmes, OW	627	27.0	228	16.7	-10.3
Holmes, ZW	775	29.7	612	25.3	-4.4
Kennedy-Curry	685	19.3	330	15.5	-3.8
Lang	771	23.2	825	18.3	-4.9
Marsh	933	25.2	793	23.6	-1.6
Medrano	874	26.4	703	24.9	-1.5
Piedmont	951	24.1	757	18.0	-6.1
Pinkston	337	22.3	176	17.0	-5.3
Rusk	609	30.0	492	20.1	-9.9
Seagoville	1,286	27.4	1,172	22.4	-5.0
Stockard	1,077	25.2	974	23.5	-1.7
Storey	453	17.9	255	24.7	6.8
Tasby	831	21.5	764	19.0	-2.5
Walker	693	40.0	633	33.2	-6.8
YMLA Florence	799	22.7	642	17.0	-5.7
Zumwalt	354	23.4	188	22.9	-0.5
All AIM	17,139	26.1	13,364	22.1	-4.0
Mathematics					
Atwell	673	25.4	217	29.0	3.6
Browne	507	27.0	329	9.1	-17.9
Comstock	689	22.8	528	10.2	-12.6
Dade	708	23.6	573	13.3	-10.3
Garcia	695	28.3	521	10.6	-17.7
Gaston	840	35.8	633	14.5	-21.3
Hill	762	39.5	642	17.6	-21.9
Holmes, OW	599	33.6	208	9.6	-24.0
Holmes, ZW	739	36.7	539	18.6	-18.1
Kennedy-Curry	668	19.0	261	18.8	-0.2
Lang	744	33.7	800	16.1	-17.6
Marsh	840	31.2	565	18.4	-12.8
Medrano	803	28.5	476	26.5	-2.0
Piedmont	904	30.6	625	16.0	-14.6
Pinkston	310	14.5	154	7.1	-7.4
Rusk	576	38.4	462	16.7	-21.7
Seagoville	1,238	32.4	1,070	13.9	-18.5
Stockard	1,003	29.6	786	19.3	-10.3
Storey	434	31.6	276	13.4	-18.2
Tasby	778	26.9	625	21.0	-5.9
Walker	637	35.8	426	25.4	-10.4
YMLA Florence	780	36.5	589	14.4	-22.1
Zumwalt	339	33.6	163	12.3	-21.3
All AIM	16,266	30.7	11,468	16.4	-14.3

Source: PEIMS data files dated 03/08/19 (2018-19) and 10/30/20 (2020-21). STAAR data files dated 01/23/20 (2018-19) and 06/28/21 (2020-21).

Note: YMLA = Young Men's Leadership Academy. No STAAR data were available for 2019-20. Rates reflect the first and second administrations of all versions of STAAR, as applicable. Approaches+ included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The AIM initiative provided support to middle school students through recruitment and retention of high-quality leaders; strategic instructional practice; a transformative, positive culture; enrichment opportunities; and supportive partnerships. The 2020-21 budget for the AIM initiative was \$10,426,379, an increase from 2019-20 (\$10,084,036). Key findings follow.

- A total of 17,822 students from 23 middle schools were included in the AIM initiative in 2020-21. To help student outcomes, a DLM continued to be implemented with 21 APs, 21 counselors, and 78 ILTs. ILTs served a wide range of teachers, from two to 17 per ILT.
- Most surveyed APs ($N = 43$) oversaw one to two ILTs (91%). APs most commonly reported PD sessions to have high or very high impact (range: 70% to 74%). APs most commonly reported being satisfied with the collaboration with ILTs (88%), principals (79%), and counselors (77%). Collaborating and developing best practices ($n = 5$) was among the successes APs reported.
- Surveyed counselors ($N = 12$) most commonly reported working with between 201 to 300 students (58%). Counselors most commonly reported providing students with attendance (83%), social and emotional (67%), and academic (33%) supports two to three times a month or every week.
- Surveyed ILTs ($N = 54$) most commonly supported between one to five teachers (59%). ILTs most commonly reported being satisfied with the collaboration with school administrators (63%). Satisfaction with PD (67%) was higher than ratings of high or very high impact (range: 33% to 56%). Lesson planning/time to develop lessons with teachers' input ($n = 11$) and collaboration around best practices ($n = 10$) were among the successes ILTs reported. Lack of one-on-one coaching opportunities and live observations ($n = 9$) and time constraints/management ($n = 9$) were among the reported challenges.
- For each scale of the Climate Survey, the majority of campus staff responses were favorable (63% to 74%). Compared to spring 2019, there were increases across all scales in spring 2021.
- Twenty-three percent of AIM students scored at or above the 50th percentile on EOY MAP reading and 29 percent of AIM students scored at or above the 50th percentile on MAP mathematics.
- Fifty-three percent of AIM students achieved Approaches+ on the reading STAAR and 46 percent met the Approaches+ standard in mathematics. For the Meets+ level, 22 percent met the standard in reading and 16 percent met the standard in mathematics. From 2018-19 to 2020-21, AIM student STAAR performance decreased in reading and mathematics across standards.

Recommendations

Determine the optimal range for the ILT-to-teacher ratio. There was a wide range of ILT-to-teacher ratios across AIM campuses (two to 17 teachers per ILT). Of the 54 ILT survey respondents, some ILTs reported challenges with the lack of one-on-one coaching opportunities and live observations ($n = 9$) and with time constraints/management ($n = 9$). A large ILT-to-teacher ratio may negatively impact the time

allotted for and quality of support provided by the ILTs to teachers and may potentially impact student outcomes.

Continue allotting time for AIM staff members to collaborate. APs most commonly reported being satisfied with the collaboration with ILTs (88%) and ILTs most commonly reported being satisfied with the collaboration with school administrators (63%). Both APs ($n = 5$) and ILTs ($n = 10$) listed collaboration around best practices as a success of AIM. AIM staff members reported benefits for opportunities to collaborate; thus, efforts to allow time for staff members to collaborate should continue.

Refine the AIM PD to have greater impact, especially on ILTs. Thirty-three to 56 percent of ILTs and 70 to 74 percent of APs responded that the PD sessions they received were impactful. AIM leaders should identify why the PD sessions were not perceived as more impactful, especially for ILTs, and adjust the PD accordingly.

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APPENDICES



Appendix A

Appendix A: 2020-21 AIM Campuses

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

Source: List of schools provided by AIM initiative staff members on 01/09/20. This list is unchanged from 2019-20.

Appendix B

Appendix B, Table 1: 2020-21 AIM Students by Grade Level and Campus

Campus	N	Grade Six		Grade Seven		Grade Eight	
		n	%	n	%	n	%
Atwell	774	233	30.1	275	35.5	266	34.4
Browne	513	175	34.1	169	32.9	169	32.9
Comstock	783	291	37.2	244	31.2	248	31.7
Dade	837	276	33.0	266	31.8	295	35.2
Garcia	689	196	28.4	242	35.1	251	36.4
Gaston	789	249	31.6	251	31.8	289	36.6
Hill	874	299	34.2	282	32.3	293	33.5
Holmes, OW	700	251	35.9	214	30.6	235	33.6
Holmes, ZW	772	264	34.2	241	31.2	267	34.6
Kennedy-Curry	722	240	33.2	229	31.7	253	35.0
Lang	985	334	33.9	318	32.3	333	33.8
Marsh	944	279	29.6	331	35.1	334	35.4
Medrano	847	3	0.4	437	51.6	407	48.1
Piedmont	891	301	33.8	280	31.4	310	34.8
Pinkston	316			156	49.4	160	50.6
Rusk	577	196	34.0	184	31.9	197	34.1
Seagoville	1,446	490	33.9	485	33.5	471	32.6
Stockard	1,089	325	29.8	355	32.6	409	37.6
Storey	539	198	36.7	168	31.2	173	32.1
Tasby	856	301	35.2	303	35.4	252	29.4
Walker	717	222	31.0	250	34.9	245	34.2
YMLA Florence	765	283	37.0	254	33.2	228	29.8
Zumwalt	397	127	32.0	145	36.5	125	31.5
All AIM	17,822	5,533	31.0	6,079	34.1	6,210	34.8

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

Note: YMLA = Young Men's Leadership Academy. Pinkston included only grade seven and eight students. Percentages may not equal 100 because of rounding. Grey = Pinkston does not serve grade-six students. Medrano phased out grade six students in the 2020-21 school year.

Appendix B, Table 2: 2019-20 AIM Students by Grade Level and Campus

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

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

Note: YMLA = Young Men's Leadership Academy. Pinkston only included grades seven and eight. Percentages may not equal 100 because of rounding. Grey = Pinkston does not serve grade-six students.

Appendix B, Table 3: 2019-20 AIM Student Characteristics by Grade Level and Student Group

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

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

Note: Some numbers may not add to 100 due to rounding.

Appendix C

Appendix C: 2019-20 and 2020-21 Number of Campus ILTs and Average Number of Teachers Per ILT by Campus

Campus	2019-20			2020-21			Change in Avg Teachers per ILT
	ILTs ^a	Teachers	Avg Teachers per ILT	ILTs	Teachers	Avg Teachers per ILT	
	N	N	N	N	N	N	
Atwell	3	28	9	3	27	9	0
Browne	2	12	6	2	12	6	0
Comstock	3	30	10	3	21	7	-3
Dade	3	6	2	4	14	4	2
Garcia	3	22	7	2	13	7	0
Gaston	4	17	4	4	13	3	-1
Hill	4	12	3	4	30	8	5
Holmes, OW	3	23	8	3	22	7	-1
Holmes, ZW	4	14	4	3	19	6	2
Kennedy-Curry	4	16	4	3	26	9	5
Lang	6	18	3	4	15	4	1
Marsh	3	22	7	5	21	4	-3
Medrano	3	13	4	5	19	4	0
Piedmont	5	20	4	4	13	3	-1
Pinkston	1	4	4	2	7	4	0
Rusk	2	7	4	3	27	9	5
Seagoville	6	63	11	6	55	9	-2
Stockard	5	57	11	5	69	14	3
Storey	2	13	7	2	8	4	-3
Tasby	4	16	4	4	15	4	0
Walker	3	18	6	2	11	6	0
YMLA Florence	3	29	10	3	6	2	-8
Zumwalt	1	4	4	2	13	7	3
All AIM	77	464	6	78	476	6	0

Source: Data files provided by School Leadership Network Coordinators on 06/04/20 (2019-20) and 12/16/20 (2020-21). For 2019-20, the Zumwalt ILT position was vacant in the 01/13/20 Human Capital Management file, but the position was filled as of 03/10/20.

Note: ^a = ILTs were content specific and may have served teachers from more than one grade. Avg = average. YMLA = Young Men's Leadership Academy.

Appendix D

Appendix D, Table 1: 2020-21 Assistant Principal Survey Responses for Number of ILTs & Teachers Assigned

Survey Item	N	1-2		3-4		5-6		7-8		9-10		11 or more	
		n	%	n	%	n	%	n	%	n	%	n	%
How many <i>ILTs</i> do you oversee in your role as an Assistant Principal in the 2020-21 academic year?	43	39	90.7	3	7.0	-	-	-	-	1	2.3	-	-
How many <i>teachers</i> (who are not also ILTs) do you oversee in your role as an Assistant Principal in the 2020-21 academic year?	43	1	2.3	-	-	-	-	3	7.0	1	2.3	38	88.4

Source: 2020-21 AIM AP survey administered spring 2021.

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

Appendix D, Table 2: 2020-21 Assistant Principal Survey Responses for Grade Level of Assigned ILTs

Survey Item	N	Grade Six		Grade Seven		Grade Eight		Multiple Grades	
		n	%	n	%	n	%	n	%
Which grade level(s) do the Instructional Lead Teachers (ILTs) and/or teachers you oversee teach?	43	1	2.3	5	11.6	8	18.6	29	67.4

Source: 2020-21 AIM AP survey administered spring 2021.

Note: Percentages may not equal 100 because of rounding.

Appendix D, Table 3: 2020-21 Assistant Principal Survey Responses for Content Area of Assigned ILTs

Survey Item	N	ELAR		Mathematics		Science		Social Studies		Multiple Subjects	
		n	%	n	%	n	%	n	%	n	%
For which subjects do you provide support for your ILTs?	43	13	30.2	12	27.9	4	9.3	5	11.6	9	20.9

Source: 2020-21 AIM AP survey administered spring 2021.

Note: Percentages may not equal 100 because of rounding. ELAR = English, language arts, and reading.

Appendix D, Table 4: 2020-21 Assistant Principal Survey Responses for Frequency of Meetings

Survey Item	N	Monthly		Once Every Three Weeks		Once Every Two Weeks		Once a Week		Daily	
		n	%	n	%	n	%	n	%	n	%
How frequently do you meet with the ILTs you oversee in the 2020-21 academic year?	43	6	14.0	-	-	2	4.7	20	46.5	15	34.9
How often are Professional Learning Community (PLC) meetings held for the ILTs and/or teachers you oversee?	43	1	2.3	-	-	-	-	16	37.2	26	60.5
How often do you attend Professional Learning Community (PLC) meetings held for the ILTs and/or teachers you oversee?	43	2	4.7	1	2.3	3	7.0	13	30.2	24	55.8

Source: 2020-21 AIM AP survey administered spring 2021.

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

Appendix D, Table 5: 2020-21 Assistant Principal Survey Responses for Topics Covered in PLCs

Survey Item	Total N	Topic Covered		Topic Not Covered	
		n	%	n	%
Lesson plan development	43	42	97.7	1	2.3
Data digs	43	40	93.0	3	7.0
SEs and TEKS	43	40	93.0	3	7.0
Know/show charts	43	38	88.4	5	11.6
Lesson rehearsals	43	35	81.4	8	18.6
Positive and responsive culture	43	31	72.1	12	27.9
Observation feedback from ILTs	43	27	62.8	16	37.2

Source: 2020-21 AIM AP survey administered spring 2021.

Appendix D, Table 6: 2020-21 Assistant Principal Survey Responses for Perceptions About the Impact of Professional Development

Survey Item	Total <i>N</i>	No Impact		Low Impact		Some Impact		High Impact		Very High Impact	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
January – AIM 2.0 Launch, Priority Standards and Misconceptions Part I	39	1	2.6	2	5.1	7	17.9	17	43.6	12	30.8
March – Priority Standards and Misconceptions Part II	40	1	2.5	2	5.0	9	22.5	17	42.5	11	27.5
April – <i>Common Assessment</i> Four, Priority Standards and Misconceptions Part III	39	1	2.6	2	5.1	8	20.5	17	43.6	11	28.2

Source: 2020-21 AIM AP survey administered spring 2021.

Note: Total Ns differ because N/A responses were excluded.

Appendix D, Table 7: 2020-21 Assistant Principal Survey Responses for Satisfaction with Collaboration

Survey Item	<i>N</i>	Extremely Satisfied		Somewhat Satisfied		Neither Satisfied Nor Dissatisfied		Somewhat Dissatisfied		Extremely Dissatisfied	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Collaboration with your principal	42	26	61.9	7	16.7	5	11.9	3	7.1	1	2.4
Collaboration with your ILTs	41	27	65.9	9	22.0	2	4.9	2	4.9	1	2.4
Collaboration with your counselor	43	25	58.1	8	18.6	6	14.0	2	4.7	2	4.7

Source: 2020-21 AIM AP survey administered spring 2021.

Note: Total Ns differ because N/A responses were excluded. Percentages may not equal 100 because of rounding.

Appendix D, Table 8: 2020-21 Assistant Principal Survey Responses for Level of Support Received

Survey Item	<i>N</i>	A Great Deal		A Lot		A Moderate Amount		A Little		None At All	
		<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%
Please indicate the level of support you received from the Executive Director or other central staff in implementing AIM at your school.	42	17	40.5	14	33.3	6	14.3	5	11.9	-	-

Source: 2020-21 AIM AP survey administered spring 2021.

Note: Total Ns differ because N/A responses were excluded. Cells marked with a dash (-) indicate no APs selected this response.

Appendix D, Table 9: 2020-21 Assistant Principal Survey Responses for Successes and Challenges

Comment	<i>n</i>
Successes	
Addressing the Misconception protocol	6
Collaborating and developing best practices (i.e., data digs, delivering content)	5
Consistency (i.e., across campuses, in giving feedback)	5
Identifying critical SEs, TEKS and priority standards	5
Using data digs to inform student and teacher progress	5
Challenges	
Challenges due to COVID-19 and virtual learning	10
Time constraints (i.e., turnaround time, reporting took time away from other tasks, meetings not held often enough)	5

Source: 2020-21 AIM AP survey administered spring 2021.

Note: *N* = 28. *n* = total number of comment providers. This table was limited to comments given by more than four respondents.

Appendix E

Appendix E, Table 1: 2020-21 Counselor Survey Responses for Grade Level of Assigned Students

Survey Item	N	Grade Six		Grade Seven		Grade Eight		Multiple Grades	
		n	%	n	%	n	%	n	%
Which grade level(s) do the students you guide attend?	12	3	25.0	2	16.7	3	25.0	4	33.3

Source: 2020-21 AIM Counselor survey administered spring 2021.

Appendix E, Table 2: 2020-21 Counselor Survey Responses for Number of Students Assigned

Survey Item	N	1-100		101-200		201-300		301-400		401-500		501 or more	
		n	%	n	%	n	%	n	%	n	%	n	%
How many students do you guide in your role as a counselor in the 2020-21 academic year?	12	-	-	2	16.7	7	58.3	-	-	2	16.7	1	8.3

Source: 2020-21 AIM Counselor survey administered spring 2021.

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

Appendix E, Table 3: 2020-21 Counselor Survey Responses for Meeting Frequency with Students

Survey Item	N	Once Every Nine Weeks		Two Times Every Nine Weeks		Monthly		Two-Three Times a Month		Weekly	
		n	%	n	%	n	%	n	%	n	%
How frequently do you meet with the students you guide in the 2020-21 academic year?	12	-	-	-	-	3	25.0	4	33.3	5	41.7

Source: 2020-21 AIM Counselor survey administered spring 2021.

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

Appendix E, Table 4: 2020-21 Counselor Survey Responses for Frequency of Supports Provided to Students

Survey Item	N	Once Every Nine Weeks		Two Times Every Nine Weeks		Monthly		Two-Three Times A Month		Every Week	
		n	%	n	%	n	%	n	%	n	%
Academic support	12	1	8.3	5	41.7	2	16.7	2	16.7	2	16.7
Social and emotional support	12	1	8.3	-	-	3	25.0	1	8.3	7	58.3
Attendance support	12	-	-	-	-	2	16.7	4	33.3	6	50.0

Source: 2020-21 AIM Counselor survey administered spring 2021.

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

Appendix E, Table 5: 2020-21 Counselor Survey Responses for Teacher Collaboration

Survey Item	N	1-5		6-10		11-15		16-20		20 or more	
		n	%	n	%	n	%	n	%	n	%
How many teachers do you collaborate with during the 2020-21 academic year?	12	-	-	4	33.3	1	8.3	2	16.7	5	41.7

Source: 2020-21 AIM Counselor survey administered spring 2021.

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

Appendix E, Table 6: 2020-21 Counselor Survey Responses for Satisfaction with Collaboration

Survey Item	N	Extremely Satisfied		Somewhat Satisfied		Neither Satisfied Nor Dissatisfied		Somewhat Dissatisfied		Extremely Dissatisfied	
		n	%	n	%	n	%	n	%	n	%
Collaboration with your assistant principal	12	11	91.7	1	8.3	-	-	-	-	-	-
Collaboration with your parents/guardians	12	4	33.3	6	50.0	1	8.3	1	8.3	-	-
Collaboration with your principal	12	7	58.3	2	16.7	2	16.7	1	8.3	-	-

Source: 2020-21 AIM Counselor survey administered spring 2021.

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

Appendix E, Table 7: 2020-21 Counselor Survey Responses for Level of Support Received

Survey Item	<i>N</i>	A Great Deal		A Lot		A Moderate Amount		A Little		None At All	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please indicate the level of support you received from your assistant principal in guiding students in the 2020-21 academic year.	12	6	50.0	4	33.3	1	8.3	1	8.3	-	-

Source: 2020-21 AIM Counselor survey administered spring 2021.

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

Appendix F

Appendix F, Table 1: 2020-21 ILT Survey Responses for Number of Teachers Served per ILT

Survey Item	Total	1-5		6-10		11-15		More Than 15	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How many teachers do you serve in your role as an ILT in the 2020-21 academic year?	54	32	59.3	17	31.5	4	7.4	1	1.9

Source: 2020-21 AIM ILT survey administered spring 2021.

Note: Percentages may not equal 100 because of rounding.

Appendix F, Table 2: 2020-21 ILT Survey Responses for Grade Level of Assigned Students

Survey Item	<i>N</i>	Grade Six		Grade Seven		Grade Eight		Multiple Grades	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How many teachers do you serve in your role as an ILT in the 2020-21 academic year?	54	7	13.0	9	16.7	11	20.4	27	50.0

Source: 2020-21 AIM ILT survey administered spring 2021.

Note: Percentages may not equal 100 because of rounding.

Appendix F, Table 3: 2020-21 ILT Survey Responses for Frequency of Meetings Between ILTs and Teachers Served

Survey Item	Total <i>N</i>	Less Than Once A Month		Once A Month		A Few Times A Month		About Once A Week		A Few Times A Week		Every Day	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How frequently do you meet with the teachers you serve as an ILT in the 2020-21 academic year?	54	3	5.6	-	-	-	-	8	14.8	21	38.9	22	40.7

Source: 2020-21 AIM ILT survey administered spring 2021.

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

Appendix F, Table 4: 2020-21 ILT Survey Responses for Frequency of PLC Meetings

Survey Item	Total <i>N</i>	Monthly		Once Every Three Weeks		Once Every Two Weeks		Once a Week		Daily	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How often are PLC meetings held for the teachers you support?	54	2	3.7	-	-	1	1.9	19	35.2	32	59.3

Source: 2020-21 AIM ILT survey administered spring 2021.

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

Appendix F, Table 5: 2020-21 ILT Survey Responses for Topics Covered in PLCs

Survey Item	Total <i>N</i>	Topic Covered		Topic Not Covered	
		<i>n</i>	%	<i>n</i>	%
Lesson plan development	54	50	92.6	4	7.4
Data digs	54	48	88.9	6	11.1
SEs and TEKS	54	46	85.2	8	14.8
Know/show charts	54	47	87.0	7	13.0
Lesson rehearsals	54	48	88.9	6	11.1
Positive and responsive culture	54	36	66.7	18	33.3
Observation feedback from ILTs	54	31	57.4	23	42.6

Source: 2020-21 AIM ILT survey administered spring 2021.

Appendix F, Table 6: 2020-21 ILT Survey Responses for Perceptions About the Impact of Professional Development

Survey Item	Total <i>N</i>	No Impact		Low Impact		Some Impact		High Impact		Very High Impact	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
July – Engage2Learn Session	49	6	12.2	9	18.4	18	36.7	12	24.5	4	8.2
January – AIM 2.0 Launch, Priority Standards and Misconceptions Part I	54	1	1.9	10	18.5	13	24.1	22	40.7	8	14.8
March – Priority Standards and Misconceptions Part II	51	2	3.9	8	15.7	15	29.4	19	37.3	7	13.7
April – <i>Common Assessment</i> Four, Priority Standards and Misconceptions Part III	51	2	3.9	10	19.6	17	33.3	14	27.5	8	15.7

Source: 2020-21 AIM ILT survey administered spring 2021.

Note: Total Ns differ because N/A responses were excluded.

Appendix F, Table 7: 2020-21 ILT Survey Responses for Satisfaction with the ILT Component

Survey Item	Total <i>N</i>	Very Dissatisfied		Dissatisfied		Neither Dissatisfied Nor Satisfied		Satisfied		Very Satisfied	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Quality of feedback and support from the campus leadership team	54	3	5.6	3	5.6	11	20.4	16	29.6	21	38.9
Quality of the professional development	54	-	-	7	13.0	11	20.4	16	29.6	20	37.0
Collaboration with your school administrators	54	2	3.7	5	9.3	13	24.1	13	24.1	21	38.9

Source: 2020-21 AIM ILT survey administered spring 2021.

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

Appendix F, Table 8: 2020-21 ILT Survey Responses for Successes and Challenges

Comment	<i>n</i>
Successes	
Building teacher relationships and growing teachers	12
Lesson planning/time to develop lessons with teachers' input	11
Collaboration around best practices (especially with pandemic circumstances)	10
Providing teachers with instructional strategies (especially with virtual learning)	7
Aligning instruction with needs of students	5
Challenges	
Virtual teaching/adjusting to new technology requirements	13
Lack of one-on-one coaching opportunities and live observations	9
Time constraints/management	9
Lack of full ILT role experience	5
Student engagement (especially with students attending virtually)	5

Source: 2020-21 AIM ILT survey administered spring 2021.

Note: *N* = 54. *n* = total number of comment providers. This table was limited to comments given by more than four respondents.

Appendix G

Appendix G, Table 1: 2020-21 Positive Responses for Campus Climate Survey Scales

Campus	Beliefs & Priorities		Culture of Feedback & Support		Positive Culture & Environment		College-Going Culture		Teacher-Teacher Trust		Teacher-Principal Trust	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Atwell	50	81.2	33	71.6	50	70.9	40	92.9	33	78.0	33	74.9
Browne	44	80.4	25	72.7	44	70.2	32	87.5	25	82.0	25	70.9
Comstock	41	49.2	28	44.0	41	40.0	33	52.5	28	55.4	28	32.7
Dade	66	84.8	35	82.9	66	83.4	41	93.1	35	82.9	35	86.1
Garcia	76	66.2	43	61.2	76	64.7	56	67.1	43	70.3	43	66.0
Gaston	49	71.4	29	74.1	49	59.2	32	74.5	29	85.3	29	70.0
Hill	52	67.3	36	46.3	52	50.9	40	71.7	36	76.4	36	46.0
Holmes, OW	28	85.3	15	91.9	28	88.3	18	90.7	15	83.3	15	96.1
Holmes, ZW	66	84.1	38	74.9	66	75.7	46	80.4	38	74.2	38	80.8
Kennedy-Curry	58	95.2	33	89.3	58	90.2	37	92.8	32	84.4	31	92.5
Lang	58	61.2	42	50.0	58	48.9	42	57.8	42	47.0	42	54.3
Marsh	40	57.8	24	29.9	40	55.3	27	46.6	24	51.0	24	39.9
Medrano	42	44.0	25	41.3	42	38.1	30	53.3	25	56.0	25	34.3
Piedmont	59	74.5	38	64.9	59	60.5	45	73.3	37	74.3	37	67.2
Pinkston	90	76.5	60	65.3	90	66.9	73	75.8	60	75.4	60	86.9
Rusk	39	46.0	24	47.9	39	40.3	27	63.0	24	58.3	24	29.8
Seagoville	50	83.5	35	51.7	50	70.6	41	76.4	35	67.9	35	79.2
Stockard	69	62.6	50	57.6	68	55.6	54	71.1	50	83.8	49	57.6
Storey	47	86.9	22	90.9	47	86.7	32	95.3	22	92.0	22	90.9
Tasby	68	65.1	35	54.3	68	57.8	41	61.7	33	70.5	35	49.0
Walker	66	82.4	36	76.5	66	75.0	43	77.8	36	83.3	36	77.8
YMLA Florence	60	70.4	39	56.4	60	50.3	47	65.2	39	59.0	39	59.6
Zumwalt	16	77.3	9	50.0	16	64.4	10	76.7	9	66.7	9	54.8
All AIM	1,234	72.4	754	62.7	1,233	64.1	887	73.7	750	72.2	750	66.0

Source: Campus Climate Survey data file dated 07/26/21 (2020-21).

Note: YMLA = Young Men's Leadership Academy. Pinkston could not be broken down by grade; thus, grade-nine teachers were included in the analyses.

Appendix G, Table 2: 2018-19 Positive Responses for Campus Climate Survey Scales

Campus	Beliefs & Priorities		Culture of Feedback & Support		Positive Culture & Environment		College-Going Culture		Teacher-Teacher Trust		Teacher-Principal Trust	
	n	%	n	%	n	%	n	%	n	%	n	%
Atwell	41	74.0	28	58.7	41	50.1	35	78.1	28	80.4	28	67.7
Browne	55	93.1	27	87.0	54	83.9	34	95.6	28	82.7	28	92.7
Comstock	51	68.3	32	54.2	51	47.3	40	65.4	32	60.9	32	65.6
Dade	52	66.3	35	46.9	50	45.1	40	57.0	35	52.9	35	64.7
Garcia	64	63.8	35	42.4	64	47.8	42	49.0	35	38.6	35	43.6
Gaston	76	55.8	54	56.8	76	38.4	60	63.4	53	82.1	53	47.2
Hill	51	75.1	36	60.6	51	51.5	41	77.1	35	89.3	35	58.0
Holmes, OW	42	79.0	26	73.5	42	58.7	30	73.2	26	69.2	26	79.7
Holmes, ZW	38	63.6	22	64.4	36	46.4	25	72.8	22	77.3	22	64.5
Kennedy-Curry	49	68.1	25	56.4	48	50.5	32	70.8	25	73.7	25	66.3
Lang	39	71.4	27	55.6	37	58.7	30	72.6	27	50.9	27	58.0
Marsh	78	49.7	49	31.2	77	40.6	56	55.3	49	62.2	48	29.3
Medrano	81	80.5	61	74.3	81	66.4	69	77.7	61	80.7	61	72.8
Piedmont	80	51.6	55	38.2	79	34.2	62	62.1	55	54.3	55	47.0
Pinkston	110	78.1	64	73.8	107	56.2	78	75.1	64	74.6	64	72.5
Rusk	60	85.4	34	60.1	60	67.3	43	95.7	34	61.8	34	69.7
Seagoville	88	84.4	65	65.7	88	61.5	73	80.1	65	63.1	65	77.6
Stockard	104	85.6	70	79.2	104	75.4	78	88.4	69	86.9	69	87.6
Storey	53	78.5	25	63.3	53	63.3	33	64.1	25	66.0	25	64.6
Tasby	88	56.8	63	46.0	88	41.4	72	55.3	63	46.0	63	41.0
Walker	68	74.7	39	55.6	68	59.6	46	73.2	39	73.1	39	59.9
YMLA Florence	42	58.4	31	35.5	42	30.6	35	56.7	32	64.8	32	38.7
Zumwalt	25	83.3	11	65.2	23	70.4	18	86.1	11	63.6	11	61.0
All AIM	1,435	71.4	914	58.6	1,420	54.3	1,072	71.3	913	67.9	912	62.1

Source: Campus Climate Survey data file dated 06/03/19 (2018-19).

Note: YMLA = Young Men's Leadership Academy. Pinkston could not be broken down by grade; thus, grade-nine teachers were included in the analyses.

Appendix G, Table 3: 2018-19 and 2020-21 Positive Responses for Campus Climate Survey Scales Percentage-Point Change

Campus	Beliefs & Priorities Change %	Culture of Feedback & Support Change %	Positive Culture & Environment Change %	College-Going Culture Change %	Teacher-Teacher Trust Change %	Teacher-Principal Trust Change %
Atwell	7.2	12.9	20.8	14.8	-2.4	7.2
Browne	-12.7	-14.3	-13.7	-8.1	-0.7	-21.8
Comstock	-19.1	-10.2	-7.3	-12.9	-5.5	-32.9
Dade	18.5	36.0	38.3	36.1	30.0	21.4
Garcia	2.4	18.8	16.9	18.1	31.7	22.4
Gaston	15.6	17.3	20.8	11.1	3.2	22.8
Hill	-7.8	-14.3	-0.6	-5.4	-12.9	-12.0
Holmes, OW	6.3	18.4	29.6	17.5	14.1	16.4
Holmes, ZW	20.5	10.5	29.3	7.6	-3.1	16.3
Kennedy-Curry	27.1	32.9	39.7	22.0	10.7	26.2
Lang	-10.2	-5.6	-9.8	-14.8	-3.9	-3.7
Marsh	8.1	-1.3	14.7	-8.7	-11.2	10.6
Medrano	-36.5	-33.0	-28.3	-24.4	-24.7	-38.5
Piedmont	22.9	26.7	26.3	11.2	20.0	20.2
Pinkston	-1.6	-8.5	10.7	0.7	0.8	14.4
Rusk	-39.4	-12.2	-27.0	-32.7	-3.5	-39.9
Seagoville	-0.9	-14.0	9.1	-3.7	4.8	1.6
Stockard	-23.0	-21.6	-19.8	-17.3	-3.1	-30.0
Storey	8.4	27.6	23.4	31.2	26.0	26.3
Tasby	8.3	8.3	16.4	6.4	24.5	8.0
Walker	7.7	20.9	15.4	4.6	10.2	17.9
YMLA Florence	12.0	20.9	19.7	8.5	-5.8	20.9
Zumwalt	-6.0	-15.2	-6.0	-9.4	3.1	-6.2
All AIM	1.0	4.1	9.8	2.4	4.3	3.9

Source: Campus Climate Survey data files dated 06/03/19 (2018-19) and 07/26/21 (2020-21).

Note: YMLA = Young Men's Leadership Academy. Pinkston could not be broken down by grade; thus, grade-nine teachers were included in the analyses. Change % = percentage-point change from 2018-19 to 2020-21; there were no 2019-20 data.

Appendix H

Appendix H: 2020-21 Percentage of AIM Students at or Above the 50th Percentile on EOY MAP by Subject, Grade, and Campus

Campus	Reading						Mathematics					
	Grade Six		Grade Seven		Grade Eight		Grade Six		Grade Seven		Grade Eight	
	Tested <i>n</i>	Met %	Tested <i>n</i>	Met %	Tested <i>n</i>	Met %	Tested <i>n</i>	Met %	Tested <i>n</i>	Met %	Tested <i>n</i>	Met %
Atwell	104	27.9	98	30.6	94	26.6	104	33.7	90	18.9	99	21.2
Browne	90	18.9	95	20.0	120	13.3	105	20.0	110	20.0	141	19.1
Comstock	162	16.7	134	14.2	142	13.4	158	25.3	121	13.2	160	27.5
Dade	77	22.1	143	18.9	115	14.8	116	19.8	126	20.6	121	23.1
Garcia	88	19.3	84	15.5	106	26.4	109	28.4	100	18.0	108	26.9
Gaston	179	27.4	165	27.3	200	23.5	180	33.9	173	34.1	210	26.2
Hill	215	39.1	212	23.6	217	25.3	228	45.6	217	34.1	228	28.1
Holmes, OW	38	18.4	20	25.0	73	19.2	42	21.4	44	34.1	42	52.4
Holmes, ZW	144	32.6	138	23.9	152	28.3	152	44.7	144	34.0	163	39.3
Kennedy-Curry	119	20.2	79	16.5	100	22.0	143	23.1	64	32.8	111	27.0
Lang	207	21.7	161	21.1	185	27.0	213	32.9	176	19.3	196	29.6
Marsh	165	23.6	208	17.3	210	21.9	170	32.9	210	21.0	216	28.7
Medrano	-	-	286	12.9	278	16.5	-	-	301	17.6	258	21.3
Piedmont	212	17.0	159	13.8	185	24.3	212	31.1	167	34.7	183	27.9
Pinkston			80	27.5	75	22.7			58	27.6	79	24.1
Rusk	144	31.3	125	34.4	145	20.7	147	40.8	129	37.2	153	20.3
Seagoville	329	30.4	219	23.7	308	25.6	323	37.2	320	28.1	251	29.5
Stockard	202	30.7	218	22.0	220	25.0	192	37.0	230	26.1	268	26.5
Storey	122	14.8	74	21.6	77	18.2	111	21.6	96	22.9	68	23.5
Tasby	243	15.6	200	18.0	185	25.9	238	37.4	222	23.9	190	30.5
Walker	146	26.7	133	31.6	169	33.1	146	30.1	165	37.6	187	38.0
YMLA Florence	179	18.4	178	21.9	149	20.1	179	27.9	183	34.4	157	17.8
Zumwalt	43	4.7	49	22.4	68	27.9	27	7.4	44	20.5	55	29.1
All AIM	3,208	24.2	3,258	21.2	3,573	23.0	3,295	32.7	3,490	26.6	3,644	27.3

Source: PEIMS district data file dated 10/30/20 (2020-21). MAP data dated 06/23/21 (2020-21 EOY).

Note: Met = at or above the 50th percentile. YMLA = Young Men's Leadership Academy. Cells marked with a dash (-) indicate no students were tested. Grey = Pinkston does not serve grade-six students.

Appendix I

Appendix I, Table 1: 2018-19 and 2020-21 STAAR Rates of AIM Students at Approaches+ by Grade, Year, and Campus – Reading

Campus	Grade Six					Grade Seven					Grade Eight				
	2018-19		2020-21		Change %	2018-19		2020-21		Change %	2018-19		2020-21		Change %
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>N</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %	
Atwell	248	43.1	70	58.6	15.5	224	56.3	91	61.5	5.2	247	69.2	106	73.6	4.4
Browne	164	45.7	111	45.0	-0.7	183	50.3	127	48.0	-2.3	176	77.3	131	60.3	-17.0
Comstock	248	38.7	225	31.6	-7.1	236	42.4	196	39.8	-2.6	266	73.7	199	51.8	-21.9
Dade	269	32.7	211	40.3	7.6	268	48.9	206	48.1	-0.8	257	59.1	205	59.0	-0.1
Garcia	250	56.8	166	51.8	-5.0	252	70.6	212	51.9	-18.7	257	84.4	225	64.0	-20.4
Gaston	299	51.5	225	46.7	-4.8	294	65.6	217	55.3	-10.3	295	76.3	257	61.9	-14.4
Hill	280	52.9	261	55.2	2.3	273	68.9	248	52.0	-16.9	270	77.0	251	59.8	-17.2
Holmes, OW	218	54.1	88	38.6	-15.5	223	63.2	55	56.4	-6.8	209	87.6	98	50.0	-37.6
Holmes, ZW	229	52.0	208	50.0	-2.0	260	67.7	206	55.8	-11.9	314	75.5	225	58.7	-16.8
Kennedy-Curry	210	41.9	122	38.5	-3.4	238	50.0	101	46.5	-3.5	260	66.5	123	60.2	-6.3
Lang	307	40.1	290	33.1	-7.0	270	54.4	264	43.9	-10.5	215	80.5	284	54.2	-26.3
Marsh	337	44.2	238	44.5	0.3	297	59.9	262	48.9	-11.0	304	73.7	302	65.2	-8.5
Medrano	287	47.4	*	*	*	301	57.8	376	47.1	-10.7	308	69.8	338	55.3	-14.5
Piedmont	315	39.0	268	45.1	6.1	344	61.6	245	48.6	-13.0	321	74.5	269	57.2	-17.3
Pinkston						182	49.5	100	44.0	-5.5	158	60.8	78	50.0	-10.8
Rusk	200	40.0	168	44.0	4.0	204	66.2	158	65.8	-0.4	218	87.2	173	60.1	-27.1
Seagoville	431	49.7	403	48.1	-1.6	444	56.8	397	60.2	3.4	441	81.0	401	59.6	-21.4
Stockard	375	52.5	302	51.0	-1.5	353	58.9	326	56.4	-2.5	376	72.1	373	65.1	-7.0
Storey	176	54.0	87	46.0	-8.0	139	43.2	88	51.1	7.9	177	73.4	103	69.9	-3.5
Tasby	277	46.9	281	38.4	-8.5	304	47.0	271	45.0	-2.0	264	66.3	224	62.1	-4.2
Walker	261	60.2	195	51.3	-8.9	224	71.4	226	62.4	-9.0	221	83.7	222	71.2	-12.5
YMLA															
Florence	243	44.9	233	39.9	-5.0	274	61.3	224	44.2	-17.1	303	71.6	210	48.1	-23.5
Zumwalt	108	46.3	70	48.6	2.3	120	55.8	61	59.0	3.2	126	69.0	67	70.1	1.1
All AIM	5,732	47.1	4,223	44.7	-2.4	5,907	58.2	4,657	51.5	-6.7	5,983	74.5	4,864	60.1	-14.4

Source: District demographic files dated 03/08/19 (2018-19) and 10/30/20 (2020-21). STAAR files dated 01/23/20 (2018-19) and 06/28/21 (2020-21).

Note: Appr+ = Approaches Grade Level or Above. Change % = percentage-point change from 2018-19 to 2020-21. YMLA = Young Men's Leadership Academy. No STAAR data were available in 2019-20. Rates reflect the first and second administrations of all versions of STAAR, as applicable. Approaches+ included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Cells marked with an asterisk (*) indicate five or fewer students were tested. Grey = Pinkston does not serve grade-six students.

Appendix I, Table 2: 2018-19 and 2020-21 STAAR Rates of AIM Students at Meets+ by Grade, Year, and Campus – Reading

Campus	Grade Six					Grade Seven					Grade Eight				
	2018-19		2020-21		Chg %	2018-19		2020-21		Chg %	2018-19		2020-21		Chg %
	Tested	Meets+	Tested	Meets+		Tested	Meets+	Tested	Meets+		Tested	Meets+	Tested	Meets+	
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	
Atwell	238	13.0	69	18.8	5.8	217	28.6	87	32.2	3.6	238	28.2	103	33.0	4.8
Browne	159	17.0	107	12.1	-4.9	178	24.2	121	21.5	-2.7	168	35.1	128	32.8	-2.3
Comstock	237	11.0	219	6.8	-4.2	226	15.9	185	13.0	-2.9	253	32.8	190	20.5	-12.3
Dade	261	10.3	202	7.9	-2.4	250	20.0	196	19.4	-0.6	244	22.5	201	31.8	9.3
Garcia	240	25.4	158	17.7	-7.7	245	41.6	204	25.5	-16.1	249	39.0	223	34.1	-4.9
Gaston	292	17.5	222	14.4	-3.1	287	39.4	212	28.3	-11.1	292	43.5	252	29.4	-14.1
Hill	277	22.7	251	24.3	1.6	263	35.4	243	25.9	-9.5	270	38.5	247	31.6	-6.9
Holmes, OW	213	19.2	82	6.1	-13.1	214	29.4	50	16.0	-13.4	200	32.5	96	26.0	-6.5
Holmes, ZW	220	17.7	199	17.6	-0.1	249	32.1	196	31.6	-0.5	306	36.3	217	26.7	-9.6
Kennedy-Curry	203	17.2	118	9.3	-7.9	230	18.3	96	18.8	0.5	252	21.8	116	19.0	-2.8
Lang	300	14.3	288	10.8	-3.5	261	26.1	258	19.4	-6.7	210	32.4	279	25.1	-7.3
Marsh	335	15.8	234	15.4	-0.4	294	26.2	259	21.6	-4.6	304	34.5	300	31.7	-2.8
Medrano	283	18.7	-	-	-	294	28.9	370	22.2	-6.7	297	31.3	333	27.9	-3.4
Piedmont	304	10.9	260	13.1	2.2	336	30.4	239	16.7	-13.7	311	30.2	258	24.0	-6.2
Pinkston						182	23.6	98	21.4	-2.2	155	20.6	78	11.5	-9.1
Rusk	196	14.3	167	12.6	-1.7	199	34.2	156	28.2	-6.0	214	40.7	169	20.1	-20.6
Seagoville	421	17.1	387	13.4	-3.7	435	29.4	389	28.3	-1.1	430	35.6	396	25.5	-10.1
Stockard	367	15.5	297	17.8	2.3	339	28.3	318	25.8	-2.5	371	31.8	359	26.2	-5.6
Storey	160	13.8	80	12.5	-1.3	128	12.5	85	21.2	8.7	165	26.1	90	38.9	12.8
Tasby	272	17.3	278	9.7	-7.6	301	20.6	269	19.0	-1.6	258	27.1	217	30.9	3.8
Walker	256	28.1	191	19.4	-8.7	219	42.0	221	38.0	-4.0	218	51.8	221	40.3	-11.5
YMLA															
Florence	237	11.8	221	10.4	-1.4	266	28.2	218	18.8	-9.4	296	26.4	203	22.2	-4.2
Zumwalt	108	18.5	63	9.5	-9.0	120	26.7	58	22.4	-4.3	126	24.6	67	35.8	11.2
All AIM	5,579	16.7	4,093	13.7	-3.0	5,733	28.4	4,528	23.7	-4.7	5,827	32.7	4,743	28.0	-4.7

Source: District demographic files dated 03/08/19 (2018-19) and 10/30/20 (2020-21). STAAR files dated 01/23/20 (2018-19) and 06/28/21 (2020-21).

Note: Chg % = percentage-point change from 2018-19 to 2020-21. YMLA = Young Men's Leadership Academy. No STAAR data were available in 2019-20. Rates reflect the first and second administrations of all versions of STAAR, as applicable. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Cells marked with a dash (-) indicate no students were tested. Grey = Pinkston does not serve grade-six students.

Appendix I, Table 3: 2018-19 and 2020-21 STAAR Rates of AIM Students at Approaches+ by Grade, Year, and Campus – Mathematics

Campus	Grade Six					Grade Seven					Grade Eight				
	2018-19		2020-21		Change	2018-19		2020-21		Change	2018-19		2020-21		Change
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %	
Atwell	248	64.1	67	80.6	16.5	198	50.5	*	*	*	253	79.4	154	63.6	-15.8
Browne	165	67.9	106	51.9	-16.0	183	54.6	7	42.9	-11.7	177	83.6	229	24.9	-58.7
Comstock	249	55.8	221	43.9	-11.9	196	39.3	144	13.2	-26.1	278	87.8	189	39.7	-48.1
Dade	265	54.3	212	47.2	-7.1	239	49.4	183	31.7	-17.7	243	75.3	201	49.8	-25.5
Garcia	250	67.6	168	51.8	-15.8	205	51.7	137	18.2	-33.5	265	89.4	234	38.0	-51.4
Gaston	299	64.9	227	58.1	-6.8	250	61.6	159	30.2	-31.4	308	83.4	260	51.5	-31.9
Hill	280	74.6	263	58.6	-16.0	185	58.4	155	21.9	-36.5	310	88.7	243	45.7	-43.0
Holmes, OW	216	70.8	95	46.3	-24.5	187	62.0	44	54.5	-7.5	219	93.6	83	39.8	-53.8
Holmes, ZW	229	83.0	220	56.8	-26.2	213	57.7	24	45.8	-11.9	325	85.2	322	40.4	-44.8
Kennedy-Curry	211	57.3	112	49.1	-8.2	223	52.5	6	83.3	30.8	257	72.4	158	57.6	-14.8
Lang	307	62.5	287	48.1	-14.4	256	61.7	216	19.0	-42.7	202	91.6	310	51.6	-40.0
Marsh	337	67.1	246	55.3	-11.8	159	37.1	*	*	*	349	86.0	325	40.9	-45.1
Medrano	289	67.8	*	*	*	225	58.2	7	85.7	27.5	311	83.9	480	61.3	-22.6
Piedmont	315	67.3	270	46.7	-20.6	284	57.7	148	23.6	-34.1	334	83.5	232	47.0	-36.5
Pinkston						159	39.0	69	14.5	-24.5	154	65.6	87	23.0	-42.6
Rusk	199	68.8	168	57.7	-11.1	167	58.7	113	32.7	-26.0	223	93.7	188	48.4	-45.3
Seagoville	430	65.3	400	54.8	-10.5	358	59.5	282	35.1	-24.4	480	89.8	417	39.3	-50.5
Stockard	374	74.6	305	50.8	-23.8	270	59.6	8	100.0	40.4	386	84.2	500	47.8	-36.4
Storey	176	68.8	121	41.3	-27.5	125	50.4	*	*	*	172	87.2	173	46.8	-40.4
Tasby	275	67.6	278	62.2	-5.4	240	45.4	129	28.7	-16.7	277	84.1	230	51.3	-32.8
Walker	260	71.2	195	53.3	-17.9	142	50.7	*	*	*	248	89.9	236	53.8	-36.1
YMLA															
Florence	242	64.9	237	54.4	-10.5	239	56.9	145	18.6	-38.3	320	84.7	232	34.1	-50.6
Zumwalt	109	63.3	71	46.5	-16.8	105	56.2	40	20.0	-36.2	125	81.6	62	67.7	-13.9
All AIM	5,725	66.9	4,270	53.0	-13.9	4,808	54.2	2,031	26.9	-27.3	6,216	85.0	5,545	46.4	-38.6

Source: District demographic files dated 03/08/19 (2018-19) and 10/30/20 (2020-21). STAAR files dated 01/23/20 (2018-19) and 06/28/21 (2020-21).

Note: Appr+ = Approaches Grade Level or Above. Change % = percentage-point change from 2018-19 to 2020-21. YMLA = Young Men's Leadership Academy. No STAAR data were available in 2019-20. Rates reflect the first and second administrations of all versions of STAAR, as applicable. Approaches+ included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Cells marked with an asterisk (*) indicate five or fewer students were tested. Grey = Pinkston does not serve grade-six students.

Appendix I, Table 4: 2018-19 and 2020-21 STAAR Rates of AIM Students at Meets+ by Grade, Year, and Campus – Mathematics

Campus	Grade Six					Grade Seven					Grade Eight				
	2018-19		2020-21		Chg %	2018-19		2020-21		Chg %	2018-19		2020-21		Chg %
	Tested	Meets+	Tested	Meets+		Tested	Meets+	Tested	Meets+		Tested	Meets+	Tested	Meets+	
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	
Atwell	238	16.8	66	37.9	21.1	191	15.7	-	-	-	244	41.4	151	25.2	-16.2
Browne	160	21.3	102	11.8	-9.5	178	24.2	*	*	*	169	35.5	226	7.5	-28.0
Comstock	238	16.4	215	12.6	-3.8	186	3.2	133	1.5	-1.7	265	42.3	180	13.9	-28.4
Dade	257	19.1	203	8.4	-10.7	221	14.9	173	6.4	-8.5	230	37.0	197	24.4	-12.6
Garcia	240	20.4	160	16.3	-4.1	198	10.1	129	0.8	-9.3	257	49.8	232	12.1	-37.7
Gaston	292	30.1	224	19.6	-10.5	243	23.9	154	3.2	-20.7	305	50.8	255	16.9	-33.9
Hill	277	31.8	253	28.1	-3.7	175	16.6	150	1.3	-15.3	310	59.4	239	16.7	-42.7
Holmes, OW	211	23.7	89	6.7	-17.0	178	20.8	38	18.4	-2.4	210	54.3	81	8.6	-45.7
Holmes, ZW	220	38.2	211	24.6	-13.6	202	19.8	14	0.0	-19.8	317	46.4	314	15.3	-31.1
Kennedy-Curry	204	12.7	109	12.8	0.1	215	10.7	*	*	*	249	31.3	151	23.2	-8.1
Lang	300	22.3	285	17.2	-5.1	247	26.7	210	2.4	-24.3	197	59.9	305	24.6	-35.3
Marsh	335	29.3	242	20.7	-8.6	156	3.8	-	-	-	349	45.3	323	16.7	-28.6
Medrano	285	24.6	-	-	-	218	16.5	*	*	*	300	41.0	475	26.5	-14.5
Piedmont	304	26.3	262	17.9	-8.4	276	18.1	142	3.5	-14.6	324	45.4	221	21.7	-23.7
Pinkston						159	8.8	67	1.5	-7.3	151	20.5	87	11.5	-9.0
Rusk	195	23.6	167	22.2	-1.4	162	18.5	111	3.6	-14.9	219	66.2	184	19.6	-46.6
Seagoville	420	23.6	384	19.0	-4.6	349	14.0	274	5.8	-8.2	469	53.9	412	14.6	-39.3
Stockard	366	23.8	300	18.3	-5.5	256	14.5	-	-	-	381	45.4	486	20.0	-25.4
Storey	160	25.0	114	9.6	-15.4	114	9.6	*	*	*	160	53.8	160	16.3	-37.5
Tasby	270	23.0	275	21.8	-1.2	237	11.0	127	8.7	-2.3	271	44.6	223	26.9	-17.7
Walker	255	29.0	191	19.9	-9.1	137	9.5	-	-	-	245	57.6	235	29.8	-27.8
YMLA Florence	236	29.2	225	19.6	-9.6	231	21.2	139	1.4	-19.8	313	53.4	225	17.3	-36.1
Zumwalt	109	32.1	64	7.8	-24.3	105	21.0	37	0.0	-21.0	125	45.6	62	24.2	-21.4
All AIM	5,572	24.7	4,141	18.4	-6.3	4,634	15.7	1,903	3.8	-11.9	6,060	47.6	5,424	19.3	-28.3

Source: District demographic files dated 03/08/19 (2018-19) and 10/30/20 (2020-21). STAAR files dated 01/23/20 (2018-19) and 06/28/21 (2020-21).

Note: Chg % = percentage-point change from 2018-19 to 2020-21. YMLA = Young Men's Leadership Academy. No STAAR data were available in 2019-20. Rates reflect the first and second administrations of all versions of STAAR, as applicable. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Cells marked with an asterisk (*) indicate five or fewer students were tested; (-) indicates that no students were tested. Grey = Pinkston does not serve grade-six students.