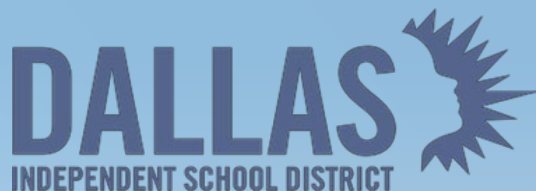


# **Department of Evaluation and Assessment**

## **Executive Summary Reports 2021-2022**



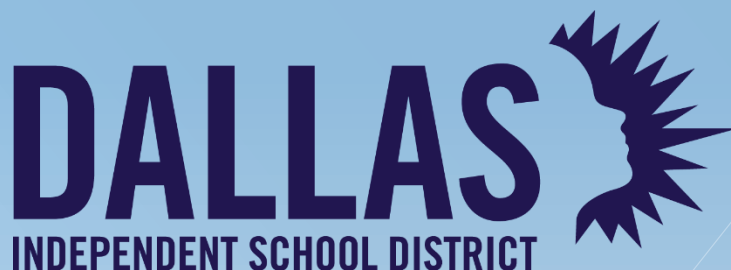


# **Department of Evaluation and Assessment**

## **Executive Summary Reports 2021-2022**

**Cecilia Oakeley, Ph.D.  
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# Executive Summary Table of Contents

| Title                                                                                  | Report Number | Page |
|----------------------------------------------------------------------------------------|---------------|------|
| <b>ASSESSMENT .....</b>                                                                |               |      |
| 2021-22 Major Assessments Report                                                       | EA22-210-4    | 11   |
| 2021-22 Assessment of Course Performances                                              | EA22-220-4    | 15   |
| <b>PROGRAM EVALUATION AND DATA ANALYSIS .....</b>                                      |               |      |
| 2021-22 Dallas ISD Research Review Board                                               | EA22-116-4    | 21   |
| 2021-22 Dual Language and English as a Second Language Programs                        | EA22-126-4    | 23   |
| 2021-22 Mental Health Services Program                                                 | EA22-143-4    | 27   |
| 2021-22 Family and Community Engagement Program                                        | EA22-151-4    | 31   |
| 2021-22 Dallas ISD On-Track Indicator                                                  | EA22-153-4    | 35   |
| 2021-22 Title 1: Comparative Measures of Student Achievement                           | EA22-163-4    | 39   |
| 2021-22 Early Learning Initiatives                                                     | EA22-170-4    | 43   |
| 2021-22 Homeless Education Program                                                     | EA22-191-4    | 47   |
| 2021-22 State Compensatory Education Program                                           | EA22-301-4    | 51   |
| 2021-22 Special Education                                                              | EA22-519-4    | 55   |
| 2021-22 College Access Program                                                         | EA22-521-4    | 59   |
| 2021-22 Differentiated Instructional and Technology Support Program                    | EA22-526-4    | 63   |
| 2021-22 Accelerating Campus Excellence (ACE)                                           | EA22-601-4    | 67   |
| 2021-22 Social and Emotional Learning Initiative                                       | EA22-617-4    | 71   |
| 2021-22 Special Education for Emergent Bilinguals Program                              | EA22-620-4    | 75   |
| 2021-22 Selected Human Capital Management Title Workscopes                             | EA22-625-4    | 79   |
| 2021-22 Multi-Tiered Systems of Support Framework                                      | EA22-628-4    | 83   |
| 2021-22 Dyslexia Services Department                                                   | EA22-629-4    | 87   |
| 2021-22 Texas Reading Academies Program                                                | EA22-636-4    | 91   |
| 2021-22 Multi-Tiered Systems of Support Reading Interventionists-Racial Equity Program | EA22-639-4    | 95   |
| 2021-22 Intersession Program                                                           | EA22-640-4    | 99   |
| 2021-22 School Day Redesign Program                                                    | EA22-641-4    | 103  |
| 2021-22 Reset Centers                                                                  | EA22-642-4    | 107  |



# ASSESSMENT





## EXECUTIVE SUMMARY

Assessment coordinates the training, administration, campus support, distribution, and processing of all state-, national-, and district-mandated criterion- and norm-referenced testing in the Dallas ISD. These tests include *State of Texas Assessments of Academic Readiness (STAAR)*, *STAAR Spanish*, *STAAR Alternate 2*, *STAAR End-of-Course (EOC)*, *Texas English Language Proficiency Assessment System (TELPAS)*, *TELPAS Alternate*, *Measurement of Academic Progress (MAP)*, *Iowa Complete*, *LAS Links*, and *Assessment of Course Performance (ACP)*. In addition, Assessment supports magnet school testing, *National Assessment of Educational Progress (NAEP)*, *Texas Student Initiative Assessment 2 (TSIA2)*, and the administration of *Credit by Examination (CBE)* and *Credit by Examination for Acceleration (CEFA)*.

Assessment is also responsible for assisting with Test Security by training Campus Testing Coordinators (CTCs), monitoring test administrations, and reporting testing irregularities to the proper authorities (Texas Education Agency [TEA], Human Capital Management, and Professional Standards Office).

## Testing

### State-Mandated Assessments

TEA requires assessment of students in grades 3-12 to determine academic skill levels and progress made during a given school year. In most cases, students in grades 3-8 must be tested with a STAAR assessment at their enrolled grade level as required in Texas Education Code (TEC) §39.023(a). Exceptions to this requirement may exist for students receiving instruction above grade level. Above grade level assessments are offered for middle school students enrolled in Science 7 Honors, Math 7 Honors, and grade 8 Algebra I. Students in grades 9-12 are to be administered the *STAAR EOC* as they are completing the corresponding courses. In the Fall 2021, schools were introduced to a new testing vendor, Cambium Assessment, Inc. (CAI). CAI was awarded a four-year contract to manage the registration, administration, scoring and reporting of state assessments.

The Texas Assessment Program was streamlined during the 2021-22 school year in preparation to meet 2022-23 testing requirements outlined in House Bill 3906, 86<sup>th</sup> Texas Legislature, 2019. This school year, STAAR assessments in grades 4 and 7 writing were eliminated. In February 2022, select schools participated in English stand-alone field tests. All emergent bilingual (EB) students testing in

Spanish completed Spanish reading field tests. The field tests introduced students to online testing in the new testing platform, new item types, cross-curricular passages, embedded writing to reading language arts assessments, and capped multiple-choice questions.

House Bill 3906, 86<sup>th</sup> Texas Legislature, 2021, eliminated the automatic retention of students in grades 5 and 8 based on their reading or math *STAAR* test results. As a result of the legislative update, students in grades 5 and 8 only completed assessments during the May testing window and retesting in June was discontinued.

At grades 9-12, students have three scheduled opportunities to test (December, Spring, and June). Students are assessed in English I, English II, Algebra I, Biology, and U.S. History.

The *STAAR* is administered in both paper and online formats. The online format includes features that cannot be replicated on paper and these features are beneficial for students that meet designated supports eligibility criteria. The *STAAR Alternate 2* is a question-based assessment administered individually to students and uses secure paper materials; student responses are entered online by the test administrator. mandates an annual English-language proficiency assessment of English learners (ELs) in grades K-12 in four language domains {reading (online), writing (paper/online collections), speaking (online), and listening(online)}. TEA developed the *TELPAS* to assess ELs in these domains.

When spring testing commenced this year, Dallas ISD was the largest district in Texas to administer assessments online. Spring *STAAR 3-8*, *STAAR EOC*, and *STAAR Alternate 2* Reading, Math, Social Studies and Science tests were administered in April and May, with only EOC retesting in June. *TELPAS* was also administered this Spring.

The following presents an overview of the number of state mandated tests administered in the Dallas ISD:

- A total of 77,514 *STAAR EOC* tests were administered in 2021-2022, with 13,203 administered December 2021, 57,953 administered Spring 2022, and 6,358 retests administered during June 2022. Approximately 99.8% of all assessments were completed online. In 2020-21, a total of 61,517 *STAAR EOC* tests were administered. 4,631 tests were administered in December 2020, 50,027 in Spring 2021, and 6,859 retests were administered in 2021. Last school year 97% of all EOCs were completed online. A total of 1008 *STAAR Alternate 2 EOC* were

administered Spring 2022 while 941 were administered in 2021.

- A total of 142,133 *STAAR* tests were administered in grades 3-8 Spring 2022. Submission counts included the following totals: 58,064 reading tests; 54,174 math tests; 9,781 grade 8 Social Studies tests, and 20,114 tests in Science for grades 5, 7 Honors and 8. A total of 3,268 *STAAR Alternate 2* tests were administered to students in grades 3-8. Approximately 99.3% of all assessments were completed online. In Spring 2021, a total of 153,212 *STAAR* tests were administered in grades 3-8. There was a total of 55,516 tests in Reading; 51,496 tests in Math; 18,352 tests in Writing grades 4 and 7, 8,806 in grade 8 Social Studies, and 19,042 in Science for grades 5, 7 Honors and 8 submitted. Approximately 94.1% of all assessments were completed online. A total of 1,178 *STAAR Alternate 2* tests were administered to students in grades 3-8 in Spring 2021.
- A total of 55,988 students received composite *TELPAS* ratings this school year. During the 2020-21 school year, a total of 44,142 students received composite ratings. A total of 729 *TELPAS Alternate* students were rated in Spring 2022, while the previous school year, the total was captured at 611 for *TELPAS Alternate*.

### ***Measure of Academic Progress Testing***

*Measure of Academic Progress (MAP)* assessments are computer adaptive norm-referenced achievement tests administered to the district's K-2 enrollment at the end of 2021-22. There were 59,479 Grades K-2 online tests administered: 29,768 completed math assessments in English, 16,051 students completed reading assessments in English, and 13,660 students completed reading assessments in Spanish. During Spring 2021, there were 58,389 Grades K-2 online tests administered: 29,249 students completed math assessments in English, 15,263 students completed reading assessments in English, and 13,877 students completed reading assessments in Spanish.

### ***LAS Links Assessments of Emergent Bilingual Students***

School districts are required to identify emergent bilingual (EB) students in grades PreK-12 using a home language survey. Students identified as having a language other than English were assessed with *LAS Links*. Students in grades PreK-12 who were new to the district and spoke a language other than English were assessed with *LAS Links* and placed in an appropriate instructional program within four weeks of enrollment. *LAS Links* is for grades 1-12, while *preLAS* is for grades EC, PK3, PK4, and KN.

A total of 7,415 *LAS Links tests* were administered (5,310 English and 2,105 Spanish), while a total of 14,979 *preLAS Links tests* were administered (7,678 English and 7,301 Spanish) during the 2021-22 school year. A total of 4,402

*LAS Links tests* were administered during the 2020-21 school year (3,071 English, 1,331 Spanish), while a total of 9,820 *preLAS Links tests* were administered (5,031 English, 4,789 Spanish).

### **Magnet School Application Process and Assessments**

The Assessment Department administered the Iowa Complete online assessments to students who did not have norm- or criterion-referenced achievement test scores from the previous school year. Specifically, these services were provided to students who were applying for admission to the district's vanguards, academies, and magnet high schools who met the following criteria: (a) currently enrolled in private, parochial, or other schools (grades K-11), and (b) currently enrolled Dallas ISD students (grades 1-2 and 9-11). Out-of-district students were charged \$100, while in-district students tested free. A total of 175 students were tested for admission into the magnet program with *Iowa Complete*.

The *Naglieri Nonverbal Ability Test (NNAT)* is an instrument used by selected district vanguards, academies, and magnet high schools for additional screening of applicants. It is a nonverbal test of general ability commonly used to identify gifted children. A total of 420 students were tested online prior to the district's decision to minimize testing to limit the spread of COVID within schools. During the 2020-21 school year, a total of 2,154 students were tested with paper, and 4 were tested online.

The *Math Pre-Assessment* was developed by the Region IV Education Service Center. It is used, along with other assessments, to determine whether students fulfill the requirements needed for entry into five of the vanguards and academies. The Assessment department formatted the online assessments and scored the exams. A total of 326 students were tested compared to the previous year with 843 students tested.

### **Early Collegiate Academy and Comprehensive High School Grade 12 *Texas Success Initiative Assessment 2 (TSIA2)* Testing**

Early Collegiate high schools continued testing *TSIA2* this school year. A total of 3,510 collegiate students completed a *TSIA2* assessment, with 647 students receiving Algebra I credit and 392 students receiving either English I or English II credit. During the 2020-21 school year, 2,148 students were tested with 299 students receiving Algebra I credit and 276 students receiving either English I or English II credit.

5,180 Grade 12 students from comprehensive high schools completed a *TSIA2* assessment in 2021-22, with 455 students receiving Algebra I credit and 250 students receiving either English I or English II credit. During the 2020-21 school year, 2,193 students were tested with 138

students receiving Algebra I credit and 99 students receiving either English I or English II credit.

## Credit by Examination for Acceleration and Credit by Exam with Assessment Course Performance

Tests used for *Credit by Examination for Acceleration (CEFA/CBE)* were developed by Texas Tech University to assess mastery of the TEKS for students in grades 1-12 (EHDB LOCAL & EHDC LOCAL). *CEFA/CBE* is a means by which high-achieving elementary students may advance one grade level by passing all four tests in the core areas (language arts, mathematics, science, and social studies), while middle and high school students may be awarded course credit. The Iowa Complete was used to determine acceleration for students in kindergarten. *Languages Other Than English (LOTE)* tests were transitioned into CBE testing for World Languages for high school students in collaboration with the World Languages Department. The *OPI (Oral Proficiency Interview)* is an evaluation of uncommon languages via telephone conversation with an evaluator; *AAPPL (ACTFL Assessment of Performance Toward Proficiency in Languages)* and *ALIRA (ACTFL Latin Interpretive Reading Assessment)* are online tests from *LTI (Language Testing International)*; *The STAMP (Standards-based Measurement of Proficiency)*, and *World Speak* are also online tests from AVANT. To give credit for homeschooled courses for students entering the district, the CBE with *ACP* is administered.

The following results were observed:

- Seven students were tested for acceleration at the kindergarten level with four scoring at or above the 70<sup>th</sup> percentile, while nine were tested last year with five scoring at or above the 70<sup>th</sup> percentile.
- At the elementary level, 29 students were tested for acceleration with five students scoring 80% mastery in all core areas (reading, math, science, and social studies), while in 2020-21, twenty were tested with three students scoring 80% mastery in all core areas.
- At the middle and high school levels, 23 tests for course credit were administered with 16 students passing with 80% mastery; and 48 CBE tests with prior instruction were administered with 16 students passing with 70% mastery; During the 2020-21 school year, 41 tests for course credit were administered with 24 students passing with 80% mastery; and four tests with prior instruction were administered with three students passing with 70% mastery.
- The number of tests administered for the LOTE were: *STAMP* (271); *WorldSpeak* (one); *AAPPL* (6); *OPI* (39), and *ALIRA* (1). 98% of all students tested received at least a level 1A/1B credit and 92% of all students tested received a level 2A/2B credit. During the 2020-21 school year, limited tests were administered, and the following test counts were captured: *STAMP* (22), *OPI* (1) and *AAPPL* (2).

- Twenty-two CBE with *ACP* assessments were administered to students coming from homeschool. Seventeen assessments were passed, thus receiving credit for the courses, while five students did not receive credit. In 2020-21, twenty-three CBE with *ACP* assessments were administered to students coming from homeschool. Sixteen assessments were passed, thus receiving credit for the courses, while seven students did not receive credit.

## Campus Test Coordinator Trainings

The Assessment department provided 16 large group Zoom sessions to Campus Test Coordinators (CTCs). The Executive Director and Director of Assessment shared testing updates with Executive Directors and Campus Principals in Zoom meetings throughout the fall and spring semesters.

## Digital Learning

The Assessment department posted 34 training videos in the 2022-23 school year. These videos assisted campus stakeholders in learning to navigate local, state, and national assessment platforms and local student information systems. The videos are intended to expand digital literacy, reinforce training content, and serve as support for completion of task related responsibilities.

## Role of Districtwide Testing Coordinators

Five Districtwide Testing Coordinators (DWTCs) were assigned various feeder patterns to train, assist, and support CTCs with testing activities in association with the district's testing calendar. The group also hosted three Lunch and Learns and 323 small group/onsite campus visits. Other activities completed by the DWTCs included:

- assisting with training CTCs before each test administration on test procedures, test security, online testing setup, online test administration and completion, and quality control of paper and online test materials;
- providing functional planning expertise to campus and district personnel required to meet state testing timelines and district administered local testing timelines outlined on the district's testing calendar;
- working collaboratively with various departments including, but not limited to, Special Services, Counseling Services, Dual Language/ESL, Multi-tiered Systems of Support (MTSS), Dyslexia and Section 504 and Information Technology (IT) to ensure coherence and alignment of local, state, and national assessments;
- presenting best practices at the Texas Assessment Conference and Region 10 and 11 Assessment Conference;

- assisting with summarizing testing activities and operations in interim reports, technical reports, and final reports;
- managing online databases (delivery tickets, CTC lists, out-of-school *TEAMS/TAAS/TAKS* sites, online order forms, meetings), score code corrections, uploading users to state online databases, fixing rejects from uploads of state precode files, working on the out-of-school testing database, working with computer analyst for list of data needed for uploads to state sites; and
- making recommendations for improvement of operations for each future school year.

## Testing Irregularities and Test Monitoring

Testing irregularities fell into two distinct categories, procedural and serious. There was a total of 1,037 reported irregularities on the Testing Irregularity Security Violations (TISV) online form. 19% of the reported procedural violations occurred during a state assessment administration. There was one serious violation on a state reported to TEA. During 2020-21, a total of 292 testing irregularities were reported with one serious submission.

Stakeholders from various departments within central staff play an integral part in the monitoring of testing procedures at the campuses and are trained to assist with minoring during the December and Spring state administrations. Monitors are sent to campuses to ensure that proper testing and test security standards and procedures are being followed. Three major components of the testing process are monitored: maintenance of test material security before testing, test administration procedures during testing, and maintenance of test material security after testing. During the 2021-22 school year, a total of 221 central staff members assisted with monitoring. The monitors were trained to observe for three days at the same school of their choice.

## Assessment of Course Performance

*ACPs* were administered online for the first time for both fall and spring semester exams. Paper copies were available for special services and 504 students who could not test online. A total of 328,518 tests were administered in Fall

2021 and 115,484 assessments were administered in Spring 2022. Quarterly *ACP* testing was also administered at early college high schools. The core *ACPs* are scheduled after 9-week learning cycles to accommodate a blended high school and college curriculum. The Assessment Department provides the testing materials and scoring based on enrollment. The respective college campuses accommodate the college-level coursework and testing requirements. 1,023 exams were completed during Quarter 1 and 1,452 exams were completed during Quarter 3.

## Service Center Shipping and Scanning

The Service Center acts as the main distribution hub for all district testing. As the district transitions to online testing, limited materials are being sent to schools. A total of 2,689 boxes and 846 envelopes were shipped to schools to support state testing. The type of materials shipped included: manuals, testing calendars, tests, and test results. 770 boxes and 36 envelopes were shipped to support *ACPs* and local *NNAT3* gifted and talented testing. A total of 4,022 boxes and 1,913 envelopes were shipped from the Service Center to the schools in 2020-21 to support local and state testing. Items shipped included Grades K-1 testing headsets, manuals, testing calendars, tests, and test results.

## RECOMMENDATIONS

**Recommendation 1.** All campuses should strive to maintain the same test coordinator for the entire year and succeeding years. This will ensure that the test coordinators have an increasing knowledge base of successful analytical techniques to determine student eligibility.

**Recommendation 2.** Campuses should provide multiple opportunities for students to practice online assessments prior to the testing window.

**Recommendation 3.** Campuses should provide demonstration opportunities for parents to practice online assessments so that parents can be aware of the benefits of online testing. This will also provide an opportunity to view the features that are available within the online platforms.

### EA21-210-4

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## EXECUTIVE SUMMARY

For the 2021–22 school year, Assessment's Test Development, in conjunction with the Department of Teaching and Learning (T&L), developed the *Assessments of Course Performance (ACPs)* as standardized final semester tests in grades three through 12 for Mathematics, Reading Language Arts, Science, Social Studies, English as a Second Language (ESL), World Languages, Instructional Technology, Health, Physical Education and Visual & Performing Arts courses. Overall, 119 tests were developed and four were trans-adapted into Spanish. With six single-semester tests and four high school tests also used for middle school students, a total of 133 ACPs were administered the 2021–22 school year.

### ACP Development

Prior to the test development phase, T&L provided outlines, called blueprints, detailing the Student Expectations (SEs) that required assessment items. In addition, T&L provided item blueprints, which directed item writers to measure specific aspects of SEs with special content to ensure item validity.

The processes of item writing, editing, item analyses, and test approvals were managed through Test Development. Tests comprised approximately three-quarters of the well-performing items from the previous year and one-quarter new or revised items. Item writing during the summer generally focused on expanding and revising test item banks. All test blueprints and formula charts were published on MyData Portal and the Assessment website at the beginning of the school year. All tests were aligned to the Texas Essential Knowledge and Skills (TEKS) using T&L's curriculum guides developed by each content area. After administration began, alignment pages were published on the Assessment website, which showed the specific aspect of the SE that each item measured.

### Example Item Sets for ACPs

Test Development developed a representative set of items for each ACP, called Example Items, for teachers and students to gain an understanding of the format and rigor of the ACPs. At the beginning of each semester, Example Items were available in Dallas Assessment Navigator (DAN) as tests. Teachers could activate the Example Item test for students and use these items, along with the test blueprint, as guides for preparing students for the ACP. They were intended to provide an understanding of some, not all, possible approaches to assessing the given SE.

### Valid and Reliable Tests

The development of valid and reliable assessments is crucial for the evaluation of student knowledge and mastery of instructional material. Therefore, it is essential that the data provided by tests be valid and reliable. Content validity was demonstrated by using item and test blueprints as well as alignment pages, which ensured each item was aligned with the curriculum. Cronbach's alpha, a coefficient used to provide a general indicator of internal consistency across items within a test, ranges from 0 to 1, with 0 indicating no test reliability. Coefficients approaching 1 indicate high test reliability. Of the 133 ACPs administered, reliability scores were generated for 131 tests. Most ACPs had a reliability of .70 or higher, of which 90 were equal to or above .80. Six ACPs had a reliability between .62 and .69.

### Curriculum Alignment

The ACPs were designed as measures of the taught curriculum. Although every SE in the curriculum was not measured, significant SEs were identified and included in the test design process. Teachers were surveyed and asked to indicate the extent to which the ACPs successfully matched what was taught in the course. The results are presented in Table 1. Between 80% and 90% of the teachers reported courses and ACPs had a 75% to 100% match. Given that there were more SEs taught than can be appropriately measured on a 90-minute test, this level of matching was acceptable.

**Table 1: ACPs Aligned with Taught Curriculum**

| Question                                                                               | Response Category | Sem 1 (%) | Sem 2 (%) |
|----------------------------------------------------------------------------------------|-------------------|-----------|-----------|
| To what extent does the ACP successfully assess (match) what is taught in this course? | About 100%        | 35.8      | 22.1      |
|                                                                                        | About 75%         | 45.4      | 50.0      |
|                                                                                        | About 50%         | 14.4      | 18.9      |
|                                                                                        | About 25%         | 4.5       | 9.0       |

### Scaled Scores

All 2021–22 ACPs used scaled scores to report student achievement. Tests aim to have at least 55% correct set to equal a scale score of 70, or passing. However, some tests have lower or higher passing percentages based on test difficulty. The 55% criterion was lowered on 76 of 90 first semester tests and raised on 10. For second semester, it was lowered on 34 of 43 tests and raised on 6. Maintaining the 55% standard would have led to unreasonably high or low passing rates.

## Semester One Results

Table 2 reports semester one results for the 90 ACPs administered, including the mean ACP scale score, standard deviation, and the percentage of students passing the ACP. The mean scale score ranged from a low of 61.6 (Pre-Calculus) to a high of 78.4 (Reading Language Arts 7 Honors), while the median scale score was 72.9. The percent of students passing the ACPs ranged from 25.7% (Grade 3 Spanish Math) and 28.5% (English I for ESOL Beginner) to 82.4% (Reading Language Arts 7 Honors).

**Table 2: Semester One ACP Results**

| <b>ACP</b>              | <b>Mean<br/>Scale<br/>Score</b> | <b>Scale<br/>Score<br/>SD</b> | <b>Percent<br/>Passing</b> |
|-------------------------|---------------------------------|-------------------------------|----------------------------|
| Grade 3 Math            | 71.9                            | 13.0                          | 56.3                       |
| Grade 3 Spanish Math    | 63.3                            | 13.1                          | 25.7                       |
| Grade 4 Math            | 73.5                            | 16.8                          | 62.0                       |
| Grade 4 Spanish Math    | 66.0                            | 15.9                          | 37.4                       |
| Grade 5 Math            | 75.9                            | 16.3                          | 66.5                       |
| Grade 5 Spanish Math    | 68.9                            | 13.6                          | 45.8                       |
| Math 6                  | 72.5                            | 8.5                           | 62.2                       |
| Math 6 Honors           | 73.2                            | 12.8                          | 63.0                       |
| Math 7                  | 68.7                            | 10.4                          | 43.7                       |
| Math 7 Honors           | 76.4                            | 14.7                          | 68.0                       |
| Math 8                  | 69.1                            | 13.0                          | 47.3                       |
| Algebra I               | 67.1                            | 14.3                          | 43.0                       |
| Algebra I Honors        | 74.3                            | 16.2                          | 64.7                       |
| Geometry                | 70.8                            | 9.3                           | 49.7                       |
| Geometry Honors         | 70.8                            | 10.9                          | 50.9                       |
| Algebra II              | 68.0                            | 11.7                          | 44.8                       |
| Algebra II Honors       | 69.3                            | 13.5                          | 48.4                       |
| Pre-Calculus            | 61.6                            | 13.7                          | 30.9                       |
| Pre-Calculus Honors     | 63.4                            | 14.1                          | 33.2                       |
| Grade 3 Reading         | 66.5                            | 12.0                          | 40.3                       |
| Grade 3 Spanish Reading | 72.9                            | 13.6                          | 59.8                       |
| Grade 4 Reading         | 71.2                            | 10.8                          | 54.2                       |
| Grade 4 Spanish Reading | 70.7                            | 11.0                          | 56.5                       |
| Grade 5 Reading         | 78.2                            | 10.4                          | 77.2                       |
| Grade 5 Spanish Reading | 76.8                            | 11.1                          | 70.2                       |
| Reading LA 6            | 69.1                            | 7.3                           | 45.5                       |
| Reading LA 6 Honors     | 76.0                            | 10.6                          | 75.2                       |
| Reading LA 7            | 71.5                            | 8.9                           | 57.0                       |
| Reading LA 7 Honors     | 78.4                            | 10.1                          | 82.4                       |
| Reading LA 8            | 72.0                            | 8.7                           | 58.9                       |
| Reading LA 8 Honors     | 75.5                            | 10.7                          | 74.4                       |
| English I               | 67.4                            | 9.5                           | 42.8                       |
| English I Honors        | 72.5                            | 12.3                          | 65.1                       |
| English II              | 69.7                            | 9.2                           | 49.3                       |
| English II Honors       | 74.6                            | 10.4                          | 71.8                       |

Table continues

**Table 2 con't**

| <b>ACP</b>              | <b>Mean<br/>Scale<br/>Score</b> | <b>Scale<br/>Score<br/>SD</b> | <b>Percent<br/>Passing</b> |
|-------------------------|---------------------------------|-------------------------------|----------------------------|
| English III             | 69.4                            | 10.2                          | 50.4                       |
| English IV              | 73.8                            | 8.6                           | 66.4                       |
| Grade 5 Science         | 78.2                            | 15.5                          | 73.1                       |
| Grade 5 Spanish Science | 74.4                            | 13.7                          | 65.9                       |
| Science 6               | 69.9                            | 9.2                           | 46.5                       |
| Science 6 Honors        | 72.2                            | 10.8                          | 60.8                       |
| Science 7               | 71.8                            | 13.0                          | 57.9                       |
| Science 7 Honors        | 75.5                            | 13.0                          | 66.5                       |
| Science 8               | 72.8                            | 11.3                          | 57.4                       |
| Physics 8               | 73.1                            | 10.3                          | 63.5                       |
| Astronomy 8             | 73.2                            | 13.1                          | 57.9                       |
| Biology                 | 71.6                            | 9.1                           | 55.0                       |
| Biology Honors          | 74.3                            | 11.3                          | 65.0                       |
| Chemistry               | 68.3                            | 6.6                           | 37.9                       |
| Chemistry Honors        | 71.6                            | 12.2                          | 53.1                       |
| Physics                 | 70.5                            | 8.0                           | 50.5                       |
| Physics Honors          | 74.3                            | 11.4                          | 64.6                       |
| Environmental Systems   | 72.8                            | 10.0                          | 59.4                       |
| Astronomy               | 69.5                            | 12.0                          | 50.6                       |
| World Cultures 6        | 70.0                            | 8.6                           | 47.9                       |
| World Cultures 6 Honors | 73.7                            | 11.6                          | 62.3                       |
| Texas Studies 7         | 68.7                            | 10.7                          | 41.7                       |
| Texas Studies 7 Honors  | 74.7                            | 12.5                          | 61.8                       |
| US Studies 8            | 71.2                            | 10.6                          | 50.6                       |
| US Studies 8 Honors     | 77.5                            | 11.7                          | 72.6                       |
| World Geography         | 70.8                            | 9.9                           | 51.0                       |
| World Geography Honors  | 71.6                            | 14.1                          | 57.3                       |
| World History           | 70.4                            | 10.2                          | 51.3                       |
| World History Honors    | 76.5                            | 10.3                          | 74.0                       |
| US History              | 71.0                            | 13.5                          | 56.3                       |
| Government              | 71.6                            | 10.9                          | 57.4                       |
| Economics               | 75.6                            | 11.7                          | 69.5                       |
| Reading LA 6 ESL YR 1   | 70.3                            | 9.4                           | 44.5                       |
| Reading LA 6 ESL YR 2   | 69.6                            | 9.7                           | 44.8                       |
| Reading LA 7 ESL YR 1   | 70.0                            | 7.9                           | 48.5                       |
| Reading LA 7 ESL YR 2   | 72.1                            | 9.1                           | 51.6                       |
| Reading LA 8 ESL YR 1   | 67.3                            | 7.5                           | 30.1                       |
| Reading LA 8 ESL YR 2   | 68.9                            | 7.0                           | 40.7                       |
| English I ESOL Beg      | 66.8                            | 7.5                           | 28.5                       |
| English I ESOL Inter    | 68.8                            | 6.9                           | 39.9                       |
| English II ESOL Inter   | 68.9                            | 8.4                           | 38.8                       |
| Technology Applications | 71.0                            | 11.6                          | 55.1                       |
| MS Health Education 8   | 76.7                            | 12.3                          | 74.0                       |
| HS Health Education     | 75.8                            | 12.1                          | 70.0                       |

Table continues

Table 2 con't

| <b>ACP</b>               | <b>Mean<br/>Scale<br/>Score</b> | <b>Scale<br/>Score<br/>SD</b> | <b>Percent<br/>Passing</b> |
|--------------------------|---------------------------------|-------------------------------|----------------------------|
| Studio Art I             | 73.3                            | 7.7                           | 67.4                       |
| MS Art I Studio          | 74.7                            | 8.2                           | 72.9                       |
| PE 6                     | 75.1                            | 10.7                          | 70.7                       |
| PE 7 & 8                 | 78.1                            | 10.3                          | 80.0                       |
| MS Varsity Band          | 72.1                            | 9.0                           | 53.7                       |
| HS Varsity Band          | 73.3                            | 9.9                           | 58.0                       |
| French I                 | 72.5                            | 9.5                           | 61.9                       |
| French II                | 72.1                            | 9.1                           | 62.6                       |
| Spanish I                | 76.4                            | 10.3                          | 71.0                       |
| Spanish II               | 75.9                            | 10.5                          | 70.1                       |
| Spanish Heritage Speaker | 73.5                            | 10.3                          | 67.0                       |

### Semester Two Results

Table 3 reports semester two results for the 43 ACPs administered, including the mean ACP scale score, standard deviation, and the percentage of students passing the ACP. Fewer ACPs were administered in the second semester because many courses for grades three through 11 required students to take the state test. The mean scale score ranged from a low of 68.4 (Environmental Systems) to a high of 81.8 (Spanish II), while the median scale score was 73.6. The percent of students passing the ACPs ranged from 42.0% (Science 6) to 83.0% (Spanish II).

Table 3: Semester Two ACP Results

| <b>ACP</b>          | <b>Mean<br/>Scale<br/>Score</b> | <b>Scale<br/>Score<br/>SD</b> | <b>Percent<br/>Passing</b> |
|---------------------|---------------------------------|-------------------------------|----------------------------|
| Geometry            | 69.9                            | 8.5                           | 44.0                       |
| Geometry Honors     | 72.7                            | 10.9                          | 56.8                       |
| Algebra II          | 72.8                            | 10.4                          | 56.1                       |
| Algebra II Honors   | 77.5                            | 11.1                          | 72.9                       |
| Pre-Calculus        | 70.3                            | 10.8                          | 52.6                       |
| Pre-Calculus Honors | 73.7                            | 12.1                          | 60.0                       |
| English III         | 71.3                            | 9.4                           | 56.1                       |
| English IV          | 72.2                            | 10.9                          | 68.2                       |
| Science 6           | 68.9                            | 8.3                           | 42.0                       |
| Science 6 Honors    | 78.2                            | 11.0                          | 75.4                       |
| Science 7           | 74.7                            | 9.7                           | 65.6                       |
| Physics 8           | 75.1                            | 8.7                           | 70.0                       |
| Astronomy 8         | 73.0                            | 12.5                          | 61.0                       |
| Chemistry           | 70.3                            | 8.4                           | 44.2                       |
| Chemistry Honors    | 74.0                            | 13.3                          | 62.4                       |
| Physics             | 71.6                            | 6.2                           | 60.1                       |
| Physics Honors      | 74.4                            | 8.3                           | 68.5                       |

Table continues

Table 3 con't

| <b>ACP</b>               | <b>Mean<br/>Scale<br/>Score</b> | <b>Scale<br/>Score<br/>SD</b> | <b>Percent<br/>Passing</b> |
|--------------------------|---------------------------------|-------------------------------|----------------------------|
| Environmental Systems    | 68.4                            | 12.0                          | 45.5                       |
| Astronomy                | 71.6                            | 9.8                           | 61.0                       |
| World Cultures 6         | 69.3                            | 9.4                           | 46.5                       |
| World Cultures 6 Honors  | 76.0                            | 10.4                          | 71.5                       |
| Texas Studies 7          | 70.3                            | 10.6                          | 50.6                       |
| Texas Studies 7 Honors   | 74.2                            | 10.4                          | 64.4                       |
| World Geography          | 71.3                            | 9.6                           | 51.1                       |
| World Geography Honors   | 76.8                            | 10.1                          | 74.7                       |
| World History            | 69.4                            | 10.6                          | 47.6                       |
| World History Honors     | 73.4                            | 11.7                          | 65.8                       |
| Government               | 69.9                            | 13.1                          | 53.7                       |
| Economics                | 75.4                            | 12.9                          | 69.1                       |
| Technology Applications  | 74.9                            | 11.4                          | 65.4                       |
| MS Health Education 8    | 76.6                            | 12.4                          | 73.4                       |
| HS Health Education      | 75.8                            | 12.4                          | 70.9                       |
| Studio Art I             | 73.7                            | 8.8                           | 66.4                       |
| MS Art I Studio          | 71.0                            | 7.8                           | 56.9                       |
| PE 6                     | 73.6                            | 10.1                          | 69.4                       |
| PE 7 & 8                 | 77.7                            | 11.6                          | 76.9                       |
| MS Varsity Band          | 71.5                            | 10.2                          | 48.5                       |
| HS Varsity Band          | 75.2                            | 10.0                          | 69.7                       |
| French I                 | 74.7                            | 10.5                          | 70.1                       |
| French II                | 73.6                            | 8.7                           | 67.5                       |
| Spanish I                | 79.2                            | 11.4                          | 77.8                       |
| Spanish II               | 81.8                            | 10.9                          | 83.0                       |
| Spanish Heritage Speaker | 75.1                            | 9.2                           | 75.2                       |

### Course Grades

Scale score results were used in the calculation of the final semester grade for grades three through twelve. For grades three through five, ACP scale score results accounted for 5% of the final semester grade. Middle school results accounted for 10% of the final semester grade, while high school ACP scale score results accounted for 15% of the final semester grade.

### Summer School ACPs

Summer school classes were provided for all students who did not pass courses during the school year. High school students who were instructed in Mathematics, Reading Language Arts (English), Science, and Social Studies were required to take the respective ACP. High school students enrolled in up to two courses and were assessed with the respective ACPs for each course.

## **EA22-220-4**

**Kathy Jimenez, MSAE, Director**

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For more information, please contact Program Evaluation at [evaluation@dallasisd.org](mailto:evaluation@dallasisd.org).

# PROGRAM EVALUATION AND DATA ANALYSIS





## EXECUTIVE SUMMARY

The Dallas Independent School District (Dallas ISD) supports high quality research and evaluation that addresses well-formed research and outcome questions of educational importance. At the same time, the district has moral and legal obligations that require oversight of research and evaluation activities that make use of district resources such as data, facilities, employee time, or access to students.

In order to conduct research or evaluations in the Dallas ISD, a proposal must be submitted and reviewed by the district's Research Review Board (RRB). The RRB is housed within the Department of Evaluation and Assessment and draws on the expertise of district researchers and program evaluators, as well as the professional knowledge of staff from the departments of Teaching and Learning, Student Services, School Leadership, and Legal Services, among others. The Office of Legal Services continues to assist with development of guidelines to ensure compliance with state and federal student privacy laws.

Proposals must demonstrate clear and direct educational value to the district, be minimally disruptive to the educational process, manifest a sound research methodology, and comply with current privacy laws. The potential direct benefit to Dallas ISD must outweigh demands on district resources, particularly staff and student time. Proposals submitted to evaluate district initiatives or partner services must also have a district sponsor.

### Research Board Responsibilities

In addition to continuing to review the merit and methodology of submitted proposals, the RRB has taken on a larger role in protecting the privacy of students and staff and ensuring compliance with state and federal law, coordinating external research with internal research and evaluation, avoiding unnecessary or redundant data collection, and monitoring the progress of approved research projects. Current RRB responsibilities are carried out by a six-member team, comprised of six evaluation researchers (including the chair) who review proposals submitted to the district.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. The district also implemented COVID protocols that restricted and limited campus visitors to only essential

personnel. As a result, approved research studies with active in-person data collection activities were discontinued or transitioned to virtual data collection methods (e.g., online surveys, virtual interviews, etc.).

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.

During the 2021-22 school year, restrictions to in-person data collection activities remained in place, and all active data collection activities were conducted virtually. Board members made several changes to refine the RRB online proposal process including transitioning the Research Modification Request form and the Data Request and Completion Log from the JotForm web platform to the Qualtrics web platform. In addition, board members continued to collaborate with the Office of Legal Services, Procurement Services department, Information Technology department, and Volunteer and Partnership Services department to review third-party Memorandums of Understanding and partnership agreements that request access to student-level data. Furthermore, board members have cooperated with multiple internal Dallas ISD departments and external partners such as RAND Corporation, American Institutes for Research, Southern Methodist University (SMU), NWEA, the University of Pittsburgh, Dallas College, and the Holdsworth Center to assist in the successful completion of the Wallace Foundation Social Emotional Learning grant, the Montessori school project, the Urban Teachers project, the Network School Improvement project, and the Dallas ISD West Dallas STEM school project.

### Consortium for Educational Research and Improvement

During 2021-22, board members worked collaboratively with SMU staff to establish the *Consortium for Educational Research and Improvement (CERI)* advisory committee with the stated goal of supporting and facilitating mutually beneficial educational research within Dallas ISD.

### Proposal Submission

Research applications and modification request materials must be submitted electronically. Research guidelines and application materials are available on the district's website at <http://www.dallasisd.org/Page/868>. Questions about the

application process are submitted to research@dallasisd.org.

Researchers and evaluators must submit an application:

- If the research project involves collecting individual-level data from Dallas ISD students, staff, or parents (e.g., surveys, assessments, interviews, observations, focus groups), or
- If the project involves requesting an extract of individual-level data maintained by Dallas ISD on district databases, including student educational records or other district records.

### Proposal Review

For studies taking place during the 2021-22 school year, between June 2021 and May 2022, 49 proposals and 14 modification requests were submitted (Table 1). During 2020-21, there were 43 proposals submitted.

Out of the 49 proposals submitted, the RRB approved 39 (80%) of proposed studies while rejecting two proposals (4%). Researchers for the remaining eight (16%) proposals withdrew their submission for various reasons. Out of the 39 approved proposals, twenty-four (62%) were employee graduate research projects. All 14 modifications submitted were approved.

**Table 1: 2021-22 Proposals and Modification Submissions**

| Status               | N         | %     |
|----------------------|-----------|-------|
| <b>Proposals</b>     |           |       |
| Approved             | 39        | 79.6  |
| Closed*              | 8         | 16.3  |
| Rejected             | 2         | 4.1   |
| <b>Total</b>         | <b>49</b> |       |
| <b>Modifications</b> |           |       |
| Approved             | 14        | 100.0 |
| Closed*              | 0         | 0.0   |
| <b>Total</b>         | <b>14</b> |       |

Source: Research Review Board database dated 06/02/2021.

Note: \* = Proposals were withdrawn or closed due to various reasons.

There are several reasons why proposals were rejected. The most common reasons included no clear and direct educational value to the district; poor research design or lack of sufficient information about the study (e.g., program, population, research methods, etc.), and/or review and

approval of program materials and content by Dallas ISD curricular departments.

Approved proposals can be grouped under three broad categories. The first category consists of district sponsored research projects which have the support of a department in the district because the department believes findings from these studies will inform the work of the department. The second category includes external studies that are not sponsored by a district department and include major state and national research projects and studies conducted by university researchers. The third category includes employee graduate research projects.

A list of current research studies taking place within Dallas ISD can be found on the RRB website (<https://www.dallasisd.org/Page/37481>).

### Data Request

Research studies that require secondary data must have a completed Data Sharing Agreement (DSA). Researchers need to request a DSA template after the RRB has approved their research proposal. Schools or district staff cannot provide data to external researchers without prior approval from the RRB and Dallas ISD Legal department.

During 2021-22, nine new data sharing agreements were submitted by researchers with approved research studies. In addition, twelve data sharing agreements were submitted for renewal by researchers with approved, ongoing research studies. Data fulfillment associated with all active data sharing agreements decreased from 219 hours of staff time in 2020-21 to 127 hours of staff time in 2021-22.

### RRB Expectations for 2022-23

The Dallas ISD RRB will continue to refine its processes and procedures during the 2022-23 school year including the full transition from the JotFrom web platform to the Qualtrics web platform. The RRB will also continue to work collaboratively with SMU to support the CERI advisory committee. CERI advisory committee meetings will begin in the Fall 2022.

### REFERENCES

Featherston, L. (2021). 2020-21 Dallas ISD Research Review Board. Dallas, TX. Dallas Independent School District.

**EA22-116-4**

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For more information, please contact Program Evaluation at [evaluation@dallasisd.org](mailto:evaluation@dallasisd.org).

## EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) Dual Language/English as a Second Language (DL/ESL) Department mission is to increase student achievement by effectively addressing the academic, linguistic, and social needs of Emergent Bilinguals (EBs)<sup>1</sup>. The department oversees DL and ESL programs, sheltered instruction, services for immigrant students, tutoring, and summer programs, and oversees the Language Proficiency Assessment Committee (LPAC), which is responsible for the identification, reclassification, and monitoring of EBs. Finally, the department collaborates with the Special Education Department to provide services for EBs who require special education services (EBSPED; see Voss, 2022 for full EBSPED evaluation). Funding in 2021-22 totaled \$10,635,416, an increase from \$10,361,352 in 2020-21.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning for the first four weeks. In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 and other supports.<sup>2</sup> Because of these variations in instructional time, and support activities, results should be reviewed with caution.<sup>3</sup>

## EVALUATION QUESTIONS/OUTCOMES

### What was the context of DL/ESL Programs in 2021-22?

The Dallas ISD offered a wide variety of programs and services for EBs. First, the district provided three DL programs: One-Way DL [OWDL; prekindergarten (PK) to grade 5/6; 132 campuses], Two-Way DL (TWDL; PK to grade 5/6; 73 campuses), and Secondary DL (SECDL; grades 6 to 12; 14 campuses). Second, elementary school EBs for whom Spanish was not the dominant language or who were Spanish speakers at campuses without a DL program participated in ESL. Third, secondary grade level students enrolled in US schools more than three years who

had not yet been reclassified were enrolled in Reading/Language Arts (R/LA) sheltered classes. The DL/ESL Department also offered services for student populations with high proportions of EBs, such as immigrant students.

### What were the characteristics of 2021-22 EBs and reclassified EBs?

The district enrolled 68,368 EBs (48% of district) and 4,133 reclassified EBs in 2021-22 (see Table 1 for enrollment by DL/ESL program/classification). From 2020-21, EB enrollment increased by 1,162 students, and reclassified EB enrollment decreased by 1,566 students.

**Table 1: 2021-22 District Enrollment by DL/ESL Program/Classification**

| Program/Classification | Students<br>N | District<br>% |
|------------------------|---------------|---------------|
| District               | 143,294       | 100.0         |
| All EB                 | 68,368        | 47.7          |
| All NonEB              | 74,923        | 52.3          |
| Monitored              | 3,115         | 2.2           |
| EB in OWDL             | 28,485        | 19.9          |
| EB in TWDL             | 3,770         | 2.6           |
| NonEB in TWDL          | 2,361         | 1.6           |
| EB in SECDL            | 498           | 0.3           |
| NonEB in SECDL         | 206           | 0.1           |
| ESL                    | 4,340         | 3.0           |
| Sheltered              | 22,907        | 16.0          |
| Immigrant              | 9,939         | 6.9           |
| EBSPED                 | 5,815         | 4.1           |
| Parent Denials         | 3,961         | 2.8           |
| Unservable             | 1,148         | 0.8           |

Source: District Public Education Information Management System (PEIMS) snapshot demographic data file dated 11/03/21.

Note: Students may be included in more than one category.

Differences between EBs and NonEBs were mostly as expected, with differences mainly in characteristics that are often associated with EB status, such as higher rates of EBs than NonEBs classified as Hispanic, at risk, and economically disadvantaged, and with higher rates of EBs than NonEBs speaking Spanish at home. The highest number of 2021-22 EBs were enrolled for at least the seventh year ( $n = 30,331$ ).

To examine equity in TWDL and SECDL programs, evaluators explored whether the rates of African American and economically disadvantaged opt-in students in TWDL and SECDL programs were representative of the schools they resided in overall. In 2021-22, 67 percent (African

<sup>1</sup> To align with state terminology changes made in the 2021-22 school year, Emergent Bilinguals has replaced the term English learners (ELs).

<sup>2</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

<sup>3</sup> More detailed information about the 2021-22 DL/ESL Programs and program changes due to COVID-19 can be found [www.dallasisd.org/Page/888](https://www.dallasisd.org/Page/888).

American) and 77 percent (economically disadvantaged) of TWDL and SECDL campuses had lower percentages of African American or economically disadvantaged opt-in students, respectively, than the campus overall.

### What were the characteristics of DL/ESL teachers?

In 2021-22, the district employed 2,511 DL or ESL teachers in elementary schools and 1,228 DL or ESL teachers in secondary schools. Around 40 percent of teachers had been teaching in the district for between one and five years.

### Exceptions/Waivers<sup>4</sup>

The number of bilingual exceptions increased 101 percent since 2019-20 (2019-20: 75; 2021-22: 151), and the number of requested ESL waivers decreased 68 percent since 2019-20 (2019-20: 207; 2021-22: 66).

In 2021-22, 186 teachers attended at least one ESL certification prep course, which did not meet the DL/ESL Department's Elementary and Secondary School Emergency Relief (ESSER) goal of 490 teachers.

### What were the perceptions of DL/ESL staff members?<sup>5</sup>

#### DL/ESL Survey

Key findings from the 2021-22 DL ( $N = 81$ ; 55% response rate) and ESL ( $N = 72$ ; 51% response rate) survey included:

- DL and ESL staff members who worked with an instructional specialist in 2021-22 reported that they received beneficial supports (range: 74% to 95%) and resources (range: 72% to 91%).
- Rate of teachers who reported resources/materials as being very or extremely beneficial increased from 77 percent in 2020-21 to 85 percent in 2021-22, which met the department goal of a 10 percent increase.

#### Sheltered Survey

Despite inviting R/LA teachers with at least one enrolled EB/sheltered student in 2021-22 (as per demographic and course enrollment data files) to participate ( $N = 239$ ; 28% response rate), 17 percent reported having no sheltered students (an increase from 6% in 2020-21; Voss & Kim, 2021). Of those who indicated that they implemented sheltered instruction, most respondents indicated they implemented it daily (68%). Most reported that they used

visuals to deepen comprehension (75%) or oral language supports (sentence stems/starters; 70%).

### What activities did the DL/ESL Department implement to reach annual goals?

The DL/ESL Department implemented seven activities in 2021-22. Activities and key findings included:

- Professional development (PD): 7,292 DL/ESL teachers and 108 DL/ESL administrators attended PD. There was a four percent decrease in teacher attendance at refugee-related PD sessions (did not meet the goal of a 50 percent increase).
- Title III Tutoring<sup>6</sup>: 1,543 students were tutored, which was a 357 percentage-point increase from 2020-21 (exceeded the department's goal of a 10 percentage-point increase).
- Summer enrichment programs: 20 percent decrease in the number of summer program participants<sup>7</sup> from 2020 to 2021 (did not meet the goal of a 10 percentage-point increase).
- Parent workshop engagement<sup>6,8</sup>: all surveyed parents indicated that attending workshops made them want to be more involved in their children's education (met the goal of 90%).
- Resources: the DL/ESL Department distributed resources such as books, parent guides, dictionaries, and manipulatives.
- DL Cadre/ESL Leadership Cohort: 14 teachers were added to the DL Cadre (66 total) and six teachers were added to the ESL Leadership Cohort (8 total).
- Student Intake Center: 96 percent of parents agreed that the services they received through the Student Intake Center were excellent (met the goal of 95%).

### What were the academic outcomes for EBs during 2021-22?

#### Texas English Language Proficiency Assessment System (TELPAS)

**EBs.** Overall, 2022 EBs exceeded the DL/ESL Department goal to maintain the percentage of EBs who regressed on all *TELPAS* domains from 2019 to 2022, as well as met the goal to see at least a three percentage-point increase in the

<sup>4</sup> State law requires districts unable to provide the required number of bilingual or ESL certified teachers to implement the respective programs to request an exception to offer an alternative program (bilingual) or a waiver of the certification requirements for teachers (ESL).

<sup>5</sup> Response rates for all surveys can be found in the full report.

<sup>6</sup> Due to the DL/ESL Department not being able to hire a parent coordinator, any ESSER goals regarding opt-in students whose parents were helped by a parent coordinator could not be evaluated. See full report for details of all planned ESSER goals.

<sup>7</sup> This goal only includes summer programs that occurred during both 2020 and 2021 (T-CALL, Newcomer Program, and Refugee Program).

<sup>8</sup> Attendance wasn't taken during virtual Family Literacy Fairs, so the goal of a five percentage-point increase in parent attendance could not be evaluated.

percentage of EBs who progressed on the *TELPAS* composite from 2021 to 2022.

- For 2022 *TELPAS* composite rates, EBs at all grade levels tended to cluster in the intermediate (39% to 45%) and advanced (26% to 43%) levels of English proficiency. Eleven percent of EBs scored at the advanced high level, which was slightly higher than 2021 (10%, Voss, 2021). One- and two-year trends<sup>9</sup> varied and ranged from the largest decrease for grades nine to 12 over two years (intermediate: -8 percentage points) to the largest increase in grades six to eight over two years (intermediate: +6 percentage points).
- For 2022 *TELPAS* level movement<sup>10</sup>, around 50 percent of EBs remained at the same composite proficiency level in 2022. For all grade levels overall, EBs progressed at higher rates (37%) than they regressed (14%), and this pattern was most pronounced in grades one to five (40% vs 10%). For one- and two-year level movement trends<sup>11</sup>, progression rate changes ranged from a three percentage-point decrease over two years (grades 1 to 5) to an eight percentage-point increase over two years (grades 9 to 12).

**Dallas ISD vs State and other large, urban Texas district EBs.** District rates of EBs performing at the higher English proficiency levels on the 2022 *TELPAS* were lower than state and other Texas large, urban district rates.

Compared to all other large, urban Texas district, *TELPAS* progression rates of EBs in Dallas ISD were mixed.

The Texas Education Agency also set the 2022 Closing the Gaps accountability performance target for *TELPAS* progression at 36 percent. Dallas ISD, as well as all comparison groups except for Fort Worth ISD, all met or exceeded that target.

**Measures of Academic Progress Growth (MAP)<sup>6</sup>**

For 2022 *MAP* mathematics beginning-of-year (BOY) to end-of-year (EOY) growth quintiles:

- EBs on the English subtest tended to cluster in the Low quintile at all grade levels (22% to 32%),
- EBs on the Spanish subtest tended to cluster in the High quintile (26% to 46%), with the exception of grade one.

For 2022 *MAP* reading BOY to EOY growth quintiles:

- EBs on the English subtest also tended to cluster in the Low quintile at all grade levels (29% to 43%),
- EBs on the Spanish subtest tended to cluster in either the Low quintile (25% to 29%) or Low Average quintile (18% to 29%).

**State of Texas Assessments of Academic Readiness (STAAR)/End-Of-Course (EOC)<sup>6</sup>**

**EBs.** Table 2 shows 2021 and 2022 rates of EBs at each *STAAR* and *EOC* performance standard.<sup>12</sup>

- From 2021 to 2022, EBs rates on all *STAAR* and *EOC* subtests were the same or positive, and overall ranged from no change (English I, Meets+; English I and II, Masters) to an increase of 12 percentage points (reading, grades 6 to 8, Meets+).
- For *STAAR* reading, only 41 percent of EBs in grades three to five achieved Meets+, which did not meet the goal of 46 percent. However, 38 percent of EBs in grades six to eight achieved Meets+, which met the goal of 27 percent.

**Table 2: 2021 and 2022 STAAR and EOC EB Ratings by Subject, Performance Standard, and Grade Level Grouping**

| Grade Level        | Approaches+ |      | Meets+ |      | Masters |      |
|--------------------|-------------|------|--------|------|---------|------|
|                    | 2021        | 2022 | 2021   | 2022 | 2021    | 2022 |
|                    | %           | %    | %      | %    | %       | %    |
| <b>Mathematics</b> |             |      |        |      |         |      |
| Math 3-5           | 64.0        | 72.0 | 34.7   | 43.0 | 17.3    | 21.1 |
| Math 6-8           | 52.2        | 61.8 | 23.4   | 29.6 | 5.6     | 9.0  |
| Algebra 1          | 65.5        | 67.3 | 30.0   | 38.6 | 13.2    | 24.2 |
| <b>Reading</b>     |             |      |        |      |         |      |
| Reading 3-5        | 64.8        | 66.5 | 38.2   | 40.9 | 20.8    | 22.4 |
| Reading 6-8        | 55.0        | 65.8 | 26.4   | 37.9 | 10.3    | 20.3 |
| English I          | 42.2        | 43.6 | 24.8   | 24.9 | 2.0     | 2.0  |
| English II         | 45.1        | 48.1 | 29.3   | 30.3 | 1.6     | 1.5  |

*Source:* *STAAR* and *EOC* source files can be found in the full report (Voss, 2022).

*Note:* Rates include scores for *STAAR* and the first and second administrations of *EOCs* for students enrolled on the respective PEIMS snapshot dates. *STAAR Alternate 2* scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. No data were available for 2020.

In addition, the DL/ESL Department met the goal to see a two percentage-point increase from 2021 to 2022 in the percentage of EBs scoring Approaches+ on *STAAR* mathematics and reading (mathematics: +8 and +10 percentage-points; reading: +2 and +11 percentage-points).

<sup>9</sup> One-year trends reflect percentage-point change from 2021 to 2022. Two-year trends reflect percentage-point change from 2020 to 2022.  
<sup>10</sup> 2022 *TELPAS* level movement rates reflect movement from 2021 to 2022.  
<sup>11</sup> One-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2020 to 2021 (2021). Two-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2019 to 2020 (2020).

<sup>12</sup> *STAAR* and *EOC* performance standards include Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters)

**Monitored Students.** 2022 STAAR and EOC rates of monitored students were as follows:

- Rates at Approaches+ ranged from 82 (mathematics, grades 6 to 8) to 96 (reading, grades 6 to 8) percent.
- Rates at Meets+ ranged from 54 (mathematics, grades 6 to 8) to 87 (English II) percent.
- Rates at Masters ranged from 13 (English II) to 61 (reading, grades 6 to 8) percent.

From 2021 to 2022, rates on STAAR and EOC subtests were mixed, and ranged from a decrease of 40 percentage points (mathematics, grades 3 to 5) to an increase of 21 percentage points (reading, grades 6 to 8).

**Dallas ISD vs State and other large, urban Texas district EBs.** District performance level rates of EBs on STAAR and EOCs were generally comparable to or higher than state and other Texas large, urban district rates.

**How did EB and monitored student participation in magnet programs compare to NonEB peers?**

Qualified EBs were offered acceptance into at least one magnet program at similar rates (62%) to NonEBs (63%) and at lower rates than monitored students (70%).

EBs participated in magnet programs at lower rates (22%) than NonEBs (32%) and monitored students (60%).

From 2021 to 2022, offer rates for magnet programs decreased for all groups and overall (-6% to -1%), and with the exception of EBs (+1%), participation rates also decreased for all groups and overall (-3% to -1%).

**RECOMMENDATIONS**

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

**Continue to examine African American and economically disadvantaged opt-in student participation in TWDL programs.** In 2021-22, over half of TWDL campuses had lower percentages of African American opt-in students (67% of TWDL campuses) and economically disadvantaged students (77% of TWDL campuses) than at the campus overall. Efforts should

continue to educate more NonEB parents about the benefits of TWDL program participation to bring the participation percentages more in line with that of the campus overall.

**Examine reasons for lower EB participation in magnet programs.** While higher numbers of EB students applied for magnet programs in 2021-22 than 2020-21, the offer rate and participation rate for EBs in magnet programs was lower than NonEBs and monitored students in 2021-22. Because EBs accounted for 44% of total qualified applicants in 2021-22, program leadership should explore reasons for these findings and plan to appropriately bolster EB participation.

**Continue focusing on increasing EB achievement on the STAAR performance standards.** From 2021 to 2022, all Approaches+ and Meets+ attainment rate trends on STAAR and EOCs were the same or positive. While EBs did not meet the DL/ESL Department’s goal of 46 percent of EBs in grades three to five (41%) scoring Meets+ on STAAR reading, the 2021-22 rate was higher than 2020-21 (38%). Thus, the DL/ESL Department should continue to focus on providing academic support to EBs to continue to improve STAAR attainment rates.

**Continue efforts to increase EB rates at the higher TELPAS proficiency levels.** On the 2022 TELPAS composite, 11 percent of EBs scored at the advanced high English proficiency level, which was slightly higher than 2021 (10%; Voss, 2021). However, EB rates for the speaking domain at the advanced high level were between five to 39 percentage points lower than the listening, reading, and writing domains in 2022, and the one-year change in the rate of EBs at advanced and advanced high for each TELPAS domain was mixed. Thus, the DL/ESL Department should continue efforts to increase the number of EBs scoring at the advanced high English proficiency level, with a particular focus on the speaking domain.

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For more information, please contact Program Evaluation at [evaluation@dallasisd.org](mailto:evaluation@dallasisd.org).

## EXECUTIVE SUMMARY

### Program Description

Prior to the 2020-21 school year, Dallas Independent School District (ISD) provided mental health services to students through the Psychological and Social Services (PSS) department and the Youth and Family Centers (YFC) program. The PSS department offered comprehensive and multidisciplinary on-campus mental health services designed to improve a student's academic achievement and wellbeing through positive behavioral support, while the YFC program provided cost-effective, accessible, quality physical and mental health care services necessary to promote the physical and emotional wellbeing of children and their families.

In July 2020, Dallas ISD merged the PSS department and YFC program to create the Mental Health Services (MHS) Department. The MHS department mission is to support students' academic success through a variety of services focused on emotional, behavioral, and physical wellbeing and increase equity across the communities by providing school-based and clinic-based health services. The department directly integrates mental health services into the district's function, providing clinical mental health treatment to students and families. During 2021-22, the total MHS program budget was \$18,382,233<sup>1</sup>, an increase from \$15,445,335 in 2020-21.

### PURPOSE AND METHODOLOGY

The purpose of this evaluation was to provide program managers and other stakeholders information regarding the MHS department services across the district. The evaluation described the program's context, process, and outcomes for the 2021-22 school year as well as examined the Title I, Part A workscope goals and Elementary and Secondary School Emergency Relief (ESSER) fund activity goals set by MHS staff members, when applicable.<sup>2</sup>

### EVALUATION QUESTIONS/OUTCOMES

#### How was the Mental Health Services program implemented in 2021-22?

- In 2021-22, the MHS department continued operation of 12 school-based YFC clinics.<sup>3</sup> MHS staffing was also increased at schools deemed as "high intensity" as defined by factors such as enrollment, number of

previous year disciplinary referrals, geographic location, and poverty status.

- The 12 schools identified in 2020-21 as targeted campuses continued to receive more intensive support by having a mental health professional stationed on campus every day in 2021-22.<sup>4</sup>
- MHS allocated funds for monthly professional development opportunities for its staff members, including specialized training that emphasized student behaviors and discipline as defined within the Results-Driven Accountability (RDA) manual.

### Frequency of Services Provided

#### In-School Services

- In 2021-22, a total of 37,357 services were provided to Dallas ISD students in schools (7,381 unique students and average five visits per student).

#### YFC Services

- In 2021-22, the YFCs provided services to 3,196 students which consisted of 43,476 total contacts made with students and their families. On average, there were 14 visits per client to YFCs. This did not meet the Title I, Part A workscope goal that 5,000 unique visitors would be served at YFCs. These are all increases from 2020-21 where YFCs provided services to 2,810 students which consisted of 30,303 contacts and an average of 11 visits per client to YFCs.
- In 2021-22, Fair Oaks YFC had the highest number of unique visitors ( $N = 453$ ) as well as the highest number of overall visits (including repeat visitors) with 6,109 total visits.
- North Dallas YFC had the fewest unique visitors ( $N = 1$ ) in 2021-22 and received the lowest number of overall visits ( $N = 9$ ).
- The average number of recorded visits per client at Seagoville YFC was the highest among all MHS clinics at 23 visits per client.
- The number of unique visitors increased at 9 sites and the number of total visits increased at 11 YFC sites from 2020-21 to 2021-22. Additionally, the average number of visits per client increased at 10 sites with prior-year visit data (range: +0.7 to +7.6 visits).

<sup>1</sup> The total included funding from Title I, Part A (\$1,996,434), Medicaid revenue (\$1,279,892), RDA funds (\$4,268,931), district general operating funds (\$8,182,682), and Elementary and Secondary School Emergency Relief (ESSER) funds (\$2,654,294).

<sup>2</sup> 2020-21 data is adapted from Carson (2021).

<sup>3</sup> A list of the 12 YFC locations is available in Table 2 of the full report.

<sup>4</sup> A list of campuses receiving 1:1 support is available in Table 3 of the full report.

## Services Provided

- In 2021-22, the MHS program offered a three-tiered intervention approach which included universal (and less intensive) interventions targeting the entire school or classroom (tier 1), selective interventions targeting subgroups of students who were at high risk for developing a mental health disorder (tier 2), and interventions targeting students already showing clinical symptoms (tier 3).
- The program provided services in three main areas: school-based services, school and clinic services, and clinic-based services.

## Types and Frequency of Services Provided

- The MHS program provided 21 distinct types of clinical services to Dallas ISD students and families in 2021-22 (19 types in 2020-21 and 17 types in 2019-20).
- In 2021-22, the most common types of clinical services were psychotherapy sessions of 60 minutes with clients and/or family members, individual therapy of 45 minutes, and medication management.
- In 2021-22, the most common services provided in schools were case management, counseling, behavior intervention, crisis response, and risk consultation.

## Program Adjustments in Response to the COVID-19 Pandemic

- In the 2021-22 school year, MHS continued to provide services to students and families both remotely and in-person, with families deciding how they received services.
- Subcommittees established in 2020-21 designed to examine department processes continued to focus on training and quality improvement as well as updated crises response teams and implemented an on-call system.
- School-based teams were split by quadrants and on-call every other week to reduce burnout by ensuring calls were more evenly distributed.
- The MHS department held a virtual symposium entitled Mental Health Matters to provide support and resources for students and parents regarding mental health issues, information on community resources for families, suicide and bullying prevention, supporting lesbian, gay, bisexual, transgender, queer or questioning, intersex, and asexual plus (LGBTQIA+) youth, anxiety, and ADHD.

## What were the characteristics of Mental Health Services staff members?

- A total of 159 administrators, clinicians, and support staff members operated out of campuses, 12 YFC service sites, and one central administration office in 2021-22.
- Overall, 75 percent ( $n = 119$ ) of MHS staff were clinical positions such as clinicians, psychiatrists, and specialists. Staff member composition was similar to 2020-21.
- Of the 159 MHS staff members, 87 percent of the staff were female, 80 percent were Hispanic or African American (45% and 35%, respectively), and 84 percent held a graduate degree or higher at the time of hire.

## What were the characteristics of students served by Mental Health Services in 2021-22?

- In 2021-22, the MHS department provided services to 7.4% ( $N = 10,577$ ) of students enrolled in Dallas ISD, with 3,196 students receiving services via YFCs and 7,381 receiving services at school (PSS). This is an increase from 2020-21, wherein 6,927 students received MHS services (2,810 via YFCs and 4,117 at school).
- Of the 9,842 MHS students with available demographic data, the majority were Hispanic or African American (63% and 27%, respectively), were economically disadvantaged (84%) or identified as being At-Risk (69%).<sup>5</sup>
- Compared to the district overall, students who received services were also more likely to be African American (27% vs. 21%) and more likely to be classified as receiving SPED services (17% vs. 10%).

## How did 2021-22 diagnoses categories differ from previous years and across grade levels?

- As seen in Table 1, the three most common primary mental health diagnoses made for Dallas ISD students visiting a YFC for clinical services in 2021-22 were Adjustment Disorder ( $N = 14,175$ , 33% of all primary diagnoses), Attention Deficit/Hyperactivity Disorder (ADHD;  $N = 10,841$ , 25%), and Depressive Disorder ( $N = 5,169$ , 12%).
- This is comparable to 2020-21 and 2019-20, wherein the three most common primary diagnoses were also ADHD ( $N = 10,434$ , 35% and 14,277, 41%, respectively), Adjustment Disorder ( $N = 9,042$ , 30% and 9,054, 26%, respectively), and Depressive Disorder ( $N = 5,856$ , 19% and 6,009, 17%, respectively).

<sup>5</sup> Students are identified as being At-Risk of dropping out of school if the student meets any of the fifteen criteria defined by the Texas Education

Agency (TEA). At-Risk criteria can be found at <http://ritter.tea.state.tx.us/peims/standards/1314/e0919.html>

**Table 1: 2021-22 Most Common (Top 10) Mental Health Diagnoses Among MHS Students**

| Primary Diagnoses                        | N      | %    |
|------------------------------------------|--------|------|
| Adjustment Disorder                      | 14,175 | 32.6 |
| Attention Deficit/Hyperactivity Disorder | 10,841 | 24.9 |
| Depressive Disorder                      | 5,169  | 11.9 |
| Anxiety Disorder                         | 2,583  | 5.9  |
| Conduct Disorder                         | 1,284  | 3.0  |
| Post-Traumatic Stress Disorder           | 1,172  | 2.7  |
| Mood Disorder                            | 721    | 1.7  |
| Autistic Disorder                        | 438    | 1.0  |
| Bipolar Disorders                        | 339    | 0.8  |
| Mild Depressive Episode                  | 334    | 0.8  |

Source: MHS 2021-22 student data file, 08/15/22.

Note: Data included students and their visits from 06/19/21 through 06/24/22. N=37,056.

- Both one-year trends (2020-21 to 2021-22) and two-year trends (2019-20 to 2021-22) show a decrease in the number of ADHD and Depressive Disorder diagnoses and an increase in Adjustment Disorder diagnoses.
- In 2021-22, a higher percentage of males received a diagnosis of ADHD (66%), whereas a higher percentage of females received a diagnosis of Adjustment Disorder and Depressive Disorder (58% and 81%, respectively). This trend generally matches results from 2019-20 and 2020-21.
- Across ethnicities, a higher percentage of Hispanic students received all three diagnoses compared to African American and White/Caucasian students, which is consistent with results from 2019-20 and 2020-21.

### How did student outcomes differ between students who received Mental Health Services support versus those who did not?

- The average attendance rate for MHS students was 88.8 percent in 2021-22, which was lower than the average rate of 91.4 percent for non-MHS students.<sup>6</sup>
- By comparison, in 2020-21 the average attendance rate for MHS students was 91.0 percent, which was lower than the average rate of 92.7 percent for non-MHS students.
- Among 52 reset center campuses, students who were referred to reset centers who also received MHS support were compared to students referred to reset centers who did not receive MHS support.<sup>7</sup> Fifteen percent (N = 242) of students who were referred to reset centers also received MHS support.
- Overall, there was a 50 percent recidivism rate for students who received MHS support who were referred

to reset centers, which was higher than the 28 percent recidivism rate of non-MHS students.

### How did Climate Survey results of campuses with one-to-one Mental Health Services support differ from campuses without?

- Overall, Climate Survey favorable response rates provided mixed evidence of an advantage for campuses that received 1:1 support (Table 2).<sup>8</sup>
- Campuses that received 1:1 support had higher favorable response rates on four out of six scales (Benefits and Priorities, Positive Culture and Environment, Culture of feedback and Support, and Teacher-Principal Trust).
- These results differ from 2020-21 where campuses that received 1:1 support outperformed campuses that did not receive 1:1 support on all Climate survey scales. Additionally, campuses that received 1:1 support had decreases in favorable response rates across all six scales in 2021-22 compared to 2020-21.

**Table 2: 2021-22 District Climate Survey Results by Scale**

|                                  | Received 1:1 Support<br>(Campus N=12) |           | Did not Receive 1:1 Support<br>(Campus N=64) |           |
|----------------------------------|---------------------------------------|-----------|----------------------------------------------|-----------|
|                                  | N                                     | Avg pos % | N                                            | Avg pos % |
| Benefits and Priorities          | 839                                   | 71.9      | 3,759                                        | 68.7      |
| Positive Culture and Environment | 835                                   | 61.5      | 3,757                                        | 58.8      |
| Culture of Feedback and Support  | 478                                   | 68.1      | 2,356                                        | 62.3      |
| College-Going Culture            | 581                                   | 70.7      | 2,735                                        | 72.0      |
| Teacher-Teacher Trust            | 476                                   | 73.0      | 2,347                                        | 73.4      |
| Teacher-Principal Trust          | 476                                   | 66.8      | 2,349                                        | 62.7      |

Source: District Climate Survey data file, 06/23/22.

Note: Avg pos %=Average percent positive. Some Climate Survey data could not be appropriately classified; thus, they were excluded from analyses when applicable (Maya Angelou; DAEP for middle school; Rosemont; Multiple Careers). No Climate Survey data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

### What were the outcomes related to the ESSER funded Mental Health Services activities?

- In 2021-22, the MHS department received approval to begin the construction planning process for building a YFC in the southern sector of Dallas ISD. The MHS department met both 2021-22 ESSER Youth and Family Center Expansion activity goals of 1) by November of 2021, solidify location of new YFC for

<sup>6</sup> District attendance data file, 06/30/22. MHS student data file, 08/15/22. District PEIMS data file, 11/01/21.

<sup>7</sup> District reset center data file, 08/03/22. MHS student data file, 08/15/22. District demographic data file, 05/24/22.

<sup>8</sup> No campus-level data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP), so these campuses were excluded from analyses.

southern sector, and 2) by March of 2022, finalize construction plans for new YFC.

- In 2021-22, the MHS department received approval to purchase and implement the Vital Sign 6 depression screener app. The MHS department met both 2021-22 ESSER Mental Health Vital Signs Screener activity goals of 1) by January 2022, launch Vital Sign 6 depression screener within the MHS department, and 2) by June 2022, increase number of students served by at least 3% (360 students) due to the implementation of the depression screener as evidenced by comparison of 2020-21 and 2021-22 Evaluation and Assessment data. In 2021-22, the percentage of students served by YFCs increased by 14 percent compared to 2020-21.

## RECOMMENDATIONS

### **Continue promoting the services offered through YFCs.**

While the number of students served by YFCs increased by 14 percent in 2021-22 ( $N = 3,196$ ) compared to 2020-21 ( $N = 2,810$ ), the number of students served is markedly less than the total served in 2019-20 ( $N = 4,704$ ). Program managers and school leadership should continue to promote the services provided and the health benefits of the YFCs so that students and their families will be more aware of and access these MHS resources.

### **Monitor campus climate for 1:1 campuses in 2022-23.**

In 2021-22, the 12 campuses that received 1:1 support showed decreases in favorable response rates across all six scales compared to 2020-21. MHS staff members on these campuses should monitor and address MHS-related needs for campus staff members so that any future declines in satisfaction can be alleviated.

### **Continue monitoring progress of ESSER activities.**

In 2021-22, the MHS department met the activity goals associated with both ESSER funded activities (Youth and Family Center Expansion and Mental Health Vital Signs Screener). Program managers and school leadership should continue to monitor 1) the progress in the YFC construction process to ensure timelines continue to be met, and 2) the efficacy of the new Vital Sign 6 depression screener app. While the MHS program increased the number of students served by 14 percent, which met the ESSER Mental Health Vital Signs Screener activity goal of increasing the number of students served by at least 3

percent by June of 2022, program managers should monitor student usage and efficacy of the Vital Sign 6 app to determine if the app is meeting the needs of students.

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## EXECUTIVE SUMMARY

The Family and Community Engagement Office (FCEO) in the Dallas Independent School District (ISD) develops and implements programs and strategies to engage parents and communities in collaborative partnerships. The FCEO received \$1,186,425 in Title I funds for the 2021-22 school year to support the Family Engagement program.<sup>1</sup> This was the same amount received in 2020-21. The FCEO also received \$152,500 in Elementary and Secondary School Emergency Relief (ESSER) funds to support family academic activities and \$100,000 to support expansion of the Home2Home visits.<sup>2</sup>

All students were remote after the beginning of the COVID-19 pandemic until the 2020-21 school year, at which point they participated in instruction remotely or in person. At the beginning of the 2021-22 school year, all students returned to face-to-face classroom instruction, with minimal exceptions. The district was able to offer virtual learning to a small subset of students, who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.

The Family Engagement program continued several of its long-standing programs, including the Campus Support Team (CST), Program Support Team (PST), Fam Jams, and the Whole School Model (WSM) framework. The FCEO staff members continued providing virtual programming in 2021-22 because of COVID-19; however, the option for face-to-face participation was available for some programs.

## PURPOSE AND METHODOLOGY

The purpose of the evaluation was to summarize the context, process, and outcome data of the Family Engagement programs for the 2021-22 school year. Additionally, the evaluator analyzed data related to program goals outlined in the 2021-22 Family Engagement Title I, Part A Project Workscope and the ESSER activity goals outlined in the 2021-22 Family Academic Activities (referred as Academic Partnering) and Expand Home2Home Parent Engagement (referred as Home2Home Visits) documentation. The evaluator used program documents,

interviews, attendance data, and survey data to evaluate the programs.

## EVALUATION QUESTIONS/OUTCOMES

### What programs did the Family Engagement program continue from 2020-21 to 2021-22?

Several Family Engagement programs provided in 2020-21 continued with some changes in 2021-22. The changes are outlined in this report. More detailed program descriptions are available in Garcia-Rincón (2021).

### Campus Support Team

CST coaches (trainers) continued to support family engagement activities at the campus level in the 2021-22 school year. There were changes to the responsibilities of the CST trainers in 2021-22. Six CST trainers (one more than the year before) reported to the FCEO manager, instead of the FCEO Executive Director. CST trainers continued to provide campus-level resources, presentations, and monthly professional development (PD) sessions to campus community liaisons, parent instructors, and other campus staff members called Points of Contact (POC). PD topics included, Mindset, Effective Communication, Team Building, Equitable Family Engagement, Circle of Trust, Networking, and Data Analysis. CST trainers also continued to support the WSM at the campus level and collaborate with external organizations in support of family engagement activities. While the parent education sessions previously lead by CST trainers were discontinued, PST coordinators provided weekly parent information podcasts (detailed in the PST section below).

New in 2021-22, was the recommendation by FCEO staff members that all campuses (in addition to WSM cohort schools) create a Family Engagement Leadership Team (FELT) to lead family engagement efforts for their campus. CST trainers promoted the addition of FELTs throughout the school year. A total of 61 campuses added FELTs in 2021-22.<sup>3</sup> Finally, CST trainers supported the district with implementing the Family and Community Engagement Essentials<sup>4</sup> in 2021-22, which replaced the district Continuum.

<sup>1</sup> The funding amount was provided by Special Revenue Funds Management on 04/28/22.

<sup>2</sup> The Dallas ISD received federal stimulus money from ESSER funds to mitigate learning loss and to address other urgent issues caused by the COVID-19 pandemic. The funding amounts were pulled from ESSER Activity documentation on 10/08/21.

<sup>3</sup> Data provided by FCEO staff members on 06/14/22.

<sup>4</sup> The Family and Community Engagement Essentials, a guiding tool for schools, was launched in 2021-22. The document communicates district expectations and encourages best practices for campus family engagement efforts.

FCEO staff members set a workscope goal that “80 percent of principals will rate the level of support provided by the FCE (CST) coach as satisfactory on an end-of-year (EOY) survey.” Data provided by FCEO staff members on 06/06/22 indicated that 87 percent of principals ( $N = 60$ ) strongly agreed or agreed that the level of support from the CST coach was satisfactory; therefore, the goal was met.

A second workscope goal was that “at least 80 percent of POCs will report that the monthly PD provided by coaches assisted them in their jobs, and that the level of support was satisfactory on an EOY satisfaction survey.” Survey results showed that 97 percent of POCs ( $N = 66$ ) strongly agreed or agreed that the PDs provided by the coaches assisted them in their jobs and 98 percent strongly agreed or agreed that the level of support they provided was satisfactory, therefore the goal was met.<sup>5</sup>

### Program Support Team Coordinators

Five PST coordinators continued to support Family Engagement programs in 2021-22. Three coordinators continued to plan and implement a broad range of family engagement activities at the district and network levels (e.g., Parent and Teacher Association and Parent and Teacher Organization efforts, parent conferences, Site-Based Decision-Making training, and Fam Jams). They also provided parent portal and uniform assistance, supported the Family Resources On the Go (FROG) bus, and began supporting Academic Partnering (new for 2021-22; refer to ESSER section). The fourth coordinator focused on supporting the six CST trainers with the coordination of the WSM components. The fifth coordinator supported marketing efforts and the parent information podcasts mentioned previously. A total of 32 Spanish and three English podcasts were presented during the 2021-22 school year. The podcasts covered topics such as Social and Emotional Learning (SEL), district programs, health, communication skills, college readiness, and college financial aid. The number of hits for these podcasts ranged between 46 (*Podcast titles*: Important Events for Parent and Student Support) and 1000 (*Podcast titles*: Medical District Bio-Medical School Partnership with University of Texas Southwestern).<sup>6</sup>

For the second year, PST coordinators hosted the Virtual Parent Conference (July 2021), now called the E3 Virtual Family Forum, over three days (5:00 p.m. to 7:30 p.m. each day). The forum was designed to prepare parents for the upcoming school year and review expectations for students returning to school. Attendance data provided by PST members on 11/10/21, indicated that a total of 1,138 parents participated in the conference. E3 Virtual Family Forum parent survey data showed that of the 110 respondents, 91 percent rated the information provided in the parent session

as very good or good and 89 percent indicated that they would recommend the session to other Dallas ISD parents.<sup>7</sup>

### What was the context and outcomes of the Fam Jam sessions in 2021-22?

Some changes were made to the Fam Jams in 2021-22. Whereas, in 2020-21 Fam Jams were held by feeder pattern, campus level within a network or by network, in 2021-22, they were held by network only. Fam Jams were scheduled at each of five networks: 1) Northeast, 2) Northwest, 3) Southeast, 4) Southwest and 5) Central. Like the previous year, the events continued to be virtual and scaled down into smaller events but continued to offer student performances, community resources and information, and workshop sessions on a variety of topics (e.g., Dallas ISD learning platforms, SEL, Mental Health, Cyberbullying, and College Readiness). Interpreters were available to translate for all sessions. Fam Jams were held between September 2021 and March 2022, instead of November 2020 through May 2021. Each network conducted one Fam Jam session, except for Central and Southwest, which had two each.

FCEO staff members set a workscope goal that “100 parents will attend each network Fam Jam” during the 2021-22 academic year. Fam Jam attendance data showed that one network had at least 100 parents in attendance. The remaining networks had between 28 to 87 parents who attended; thus, the Fam Jam attendance goal was not met.<sup>8</sup>

Surveys were administered to parents at the end of each Fam Jam to collect feedback. According to data provided to the evaluator by FCEO staff members on 03/31/22, a total of 159 parents completed the Fam Jam surveys in 2021-22. Survey results indicated that 94 percent of parents strongly agreed or agreed that they learned how to support learning at home and that they found the Fam Jam sessions beneficial to support the academic success of their children. Thus, the workscope goal that “80 percent of parents who respond to the survey will report that they learned how to support learning at home or found the session/meeting beneficial as a result of the event/meeting/committee was met.”

### What were the context and outcomes of the Whole School Model in the Dallas ISD in 2021-22?

The FCEO again hosted Summit E3, a community liaison/POC PD summit in August 2021. The summit informed community liaisons, parent instructors, counselors, and other POCs about the WSM and provided PD sessions about a variety of topics, including family engagement strategies.

<sup>5</sup> Data provided by FCEO staff members on 06/06/22.

<sup>6</sup> Data provided by FCEO staff members on 06/06/22.

<sup>7</sup> Data provided by FCEO staff members on 11/10/21.

<sup>8</sup> Data provided by FCEO staff members on 03/31/22.

A total of 154 community liaisons, parent instructors, counselors, and other POCs attended the E3 Summit.<sup>9</sup> Summit feedback survey data indicated that of the 84 respondents, 99 percent were very satisfied or satisfied with the summit and 94 percent rated the relevance and quality of the session as excellent or very good.<sup>10</sup>

## 2021-22 Whole School Model

The district continued implementing the WSM at Henry B. Gonzales Elementary School (ES) (Cohort 1: 2019-20, Year 3), Birdie Alexander ES (Cohort 2: 2020-21, Year 2), and added Joe May ES in 2021-22 (Cohort 3, Year 1). The number of cohort campuses decreased from eight in 2020-21 to three in 2021-22. CST members helped campus staff members implement the four components of the WSM: 1) the FELT, 2) PD, 3) the Home2Home visits, and 4) family listening interviews.

### FELT

The FELT worked at the campus level to lead all family engagement efforts. This year, the campus FELT included the principal, two core teachers, one Special Education (SPED) teacher, at least one parent, an administrator, and a community liaison (if available). Alexander and Gonzales elementary schools held FELT meetings once in the fall 2021 and spring 2022 semesters, while May ES held monthly meetings during both semesters. In general, FELT members reviewed and discussed program goals, the FCE Essentials, district and FCE parent and campus survey data, PD sessions, and Home2Home visits and listening interview data. Based on survey results, FELTs took action to improve family engagement on their campuses. FELTs also encouraged teachers to participate in Home2Home visits and listening interviews.<sup>11</sup>

### Professional Development

In 2021-22, all WSM teachers were required to attend three PD sessions. The Home2Home visits PD was for core and SPED teachers only. Data provided by CST members showed that attendance was lowest overall for teachers from Alexander ES (Table 1).

FCEO staff members created feedback surveys that were administered after each WSM PD session to each participant (including teachers, counselors, and principals). Survey results<sup>12</sup> from all PD sessions were combined and analyzed using frequencies. Data were not available to directly measure the program goal that "80 percent of participants in WSM PD will rate the sessions as satisfactory in supporting their building trusting relationships with parents." However, respondents ( $N = 208$ ) were asked to rate the level of agreement to the following statement, "The session will help me build trusting relationships with parents." Most respondents (92%) strongly agreed or agreed that the sessions did help build relationships. Also,

82 percent of respondents rated the relevance and quality of the sessions as excellent or very good.

**Table 1: 2021-22 Whole School Model Teacher Professional Development Attendance by Campus**

| Session                      | Gonzales<br>( $N = 35$ ) | Alexander<br>( $N = 27$ ) | Joe May<br>( $N = 45$ ) |
|------------------------------|--------------------------|---------------------------|-------------------------|
| Home2Home <sup>a</sup>       | 30                       | 9                         | 35                      |
| WSM Mindset                  | -                        | -                         | 36                      |
| Ongoing Comm                 | -                        | 16                        | 13                      |
| Bldg and Sust Trust Relation | -                        | 14                        | -                       |
| Academic Partnering          | 30                       | -                         | -                       |
| Supporting Learning at Home  | 25                       | -                         | -                       |
| Total                        | 85                       | 39                        | 84                      |

Source: FCEO staff members, 03/31/22.

Note: WSM = Whole School Model. Ongoing Comm = Ongoing Communication; Bldg and Sust Trust Relation = Building and Sustaining Trusting Relationships. "-" = not applicable. <sup>a</sup> PD data were for core and Special Education teachers only.  $N$  = number of teachers per campus.

### Home2Home Visits

Home2Home visit data indicated that 41 WSM teachers conducted a total of 316 home visits during the 2021-22 fall semester, for an average of eight home visits per teacher (Table 2).

**Table 2: 2021-22 Home2Home Visits by Cohort Campus**

| Campus    | Teachers<br>$n$ | Visits<br>$n$ | Average<br>Number of<br>Visits<br>$n$ |
|-----------|-----------------|---------------|---------------------------------------|
| Alexander | 8               | 35            | 4                                     |
| Gonzales  | 29              | 205           | 7                                     |
| May       | 4               | 76            | 19                                    |
| Total     | 41              | 316           | 8                                     |

Source: FCEO staff members, 03/31/22.

A comparison between the total number of home visits conducted in 2020-21 and 2021-22 showed a decline (-45%) [Rincón, 2021]. Therefore, the workscope goal that "Home2Home/Family Engagement visits will increase 20 percent from the 2020-21 school year." was not met. FCEO staff members set a second goal that "50 percent of participating teachers will conduct at least 10 visits by the end of the 2021-22 school year." Data indicated that 29 percent of teachers conducted at least ten visits in 2021-22. Thus, the goal was not met. A third goal was that "80 percent of parents will rate participating in visits as helpful in providing academic support to their children on an EOY survey." Survey data results indicated that 100 percent of respondents ( $n = 20$ ) strongly agreed or agreed that the visits were helpful. Thus, the goal was met.

### Family Listening Interviews

Family listening interviews were conducted either virtually or in person during the 2022 spring semester to solicit

<sup>9</sup> Data provided by FCEO staff members on 10/08/21.

<sup>10</sup> Data provided by FCEO staff members on 11/10/21.

<sup>11</sup> Data provided by FCEO staff members on 06/23/22.

<sup>12</sup> Data provided by FCEO staff members on 03/31/22.

feedback about family engagement, what parents wanted to see in the future, and about barriers to family engagement.

Data provided by FCEO staff members on 06/21/22 indicated that a total of 27 teachers (May ES,  $n = 1$ ; Alexander ES,  $n = 2$ ; and Gonzales ES,  $n = 24$ ) conducted a total of 113 family listening interviews in 2021-22.

### What were the context and outcomes of the ESSER-Funded activities in 2021-22?

In 2021-22, the FCEO supported Home2Home visits to campuses outside of the WSM and Academic Partnering to support parents to help their children learn at home.

### Home2Home Visits Expansion

Home2Home visits were opened to all campuses districtwide in 2021-22; however, it targeted families from secondary campuses with an emphasis on High Priority Campuses (HPC). A total of 90 teachers from 32 elementary campuses conducted 810 home visits and seven teachers from five secondary campuses conducted 75 home visits.

Data in Table 3 shows very low participation in 2021-22 for all target performance goals. A total of 75 families from secondary campuses participated in Home2Home visits in 2021-22. Recruitment was a challenge despite numerous efforts to promote the activity, using flyers, the Weekly Administrator's Information Packet, visiting schools, and talking to executive directors and principals.

**Table 3: Performance Goals by 2025 and 2021-22 Targets for Home2Home Visits Expansion Activity**

| Goals                                                                                    | N  |
|------------------------------------------------------------------------------------------|----|
| 8,000 families will participate in Home2Home visits by May 2025.                         | -  |
| • <b>Target:</b> 3,000 by May 31, 2022                                                   | 75 |
| 960 teachers will conduct at least 10 visits by May 2025.                                | -  |
| • <b>Target:</b> 192 by May 31, 2022                                                     | 4  |
| 40 secondary campuses will participate in Home2Home Visit Program by 2025.               | -  |
| • <b>Target:</b> 13 by May 31, 2022                                                      | 5  |
| Each network (6)* will have at least 25 teachers participating in the program each year. | -  |
| • <b>Targets:</b> Central - 25 by May 2022                                               | 1  |
| Northeast - 25 by May 2022                                                               | 1  |
| Northwest - 25 by May 2022                                                               | 3  |
| Southeast - 25 by May 2022                                                               | 2  |

Source: FCEO staff members, 06/06/22.

Note: "-" = not applicable. \* = Data for Southwest and Office of Transformation and Innovation/Magnet/Accelerating Campus Excellence networks were not available.

### Academic Partnering

Academic Partnering was designed to support in-person and virtual training sessions focused on learning activities and strategies for parents to implement at home with an emphasis on reading and mathematics. Sessions were provided to parents with students in grades prekindergarten - 12 and targeted African American and Emergent Bilingual students from HPC. EOY data were not available to report for 2021-22. The program started late and was not fully implemented because ESSER funds were received late in the school year, lack of resources (i.e., materials), and technology issues.

## RECOMMENDATIONS

**Examine barriers for low campus and teacher participation and ways to increase it in 2022-23.** The number of WSM cohort campuses decreased from eight in 2020-21 to three in 2021-22. Teachers at May ES ( $n = 4$ ) and Alexander ES ( $n = 8$ ) conducted Home2Home visits and listening interviews ( $n = 1$  and  $n = 2$ , respectively). Seven teachers from five secondary campuses conducted 75 ESSER Home2Home visits in 2021-22. The FCEO should make an effort to administer a survey to principals and teachers or conduct interviews to identify barriers and provide the support(s) needed to increase participation.

**Ensure that workscope goals are addressed in surveys to directly measure activity outcomes in 2022-23.** Data were not available to directly measure the program goal that "80 percent of participants in WSM PD will rate the sessions as satisfactory in supporting their building trusting relationships with parents." Continue to collaborate with Program Evaluation staff when creating future surveys to assist in the alignment with departmental goals.

**Ensure that family engagement programs begin in a timely manner in 2022-23.** The ESSER Home2Home visits activity was not fully implemented in 2021-22 because ESSER funds were received late, lack of resources, and technology issues. Make all necessary preparations for the program to start on the first day of school (August 15, 2022) to allow for successful program implementation.

## REFERENCE

Garcia-Rincón, R. (2021). 2020-21 Evaluation of the Parent and Family Engagement Program. Dallas, TX. Dallas Independent School District.

### EA22-151-4

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An electronic version of this report can be found at [www.dallasisd.org/Page/888](http://www.dallasisd.org/Page/888).

For more information, please contact Program Evaluation at [evaluation@dallasisd.org](mailto:evaluation@dallasisd.org).

## EXECUTIVE SUMMARY

The Dallas Independent School District (Dallas ISD) developed its own On-Track indicator in 2007-08. Similar to the Consortium on Chicago School Research (CCSR) indicator, the Dallas ISD indicator comprises two factors. A student is considered to be On-Track at the end of ninth grade if she or he has 1) accumulated five full course credits and 2) no more than one semester F (that is, one-half of a full credit) in a core subject (English, mathematics, science, or social studies).

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.<sup>1</sup>

The purpose of this evaluation was to assess the ninth grade On-Track rates for the district and individual high school campuses. Specifically, this evaluation reports (1) On-Track rates by school type, (2) On-Track rates by race/ethnicity, and (3) On-Track rates by school.

## EVALUATION QUESTIONS/OUTCOMES

### What were the On-Track rates of first-time ninth-grade students in 2021-22?<sup>2</sup>

#### Methodology

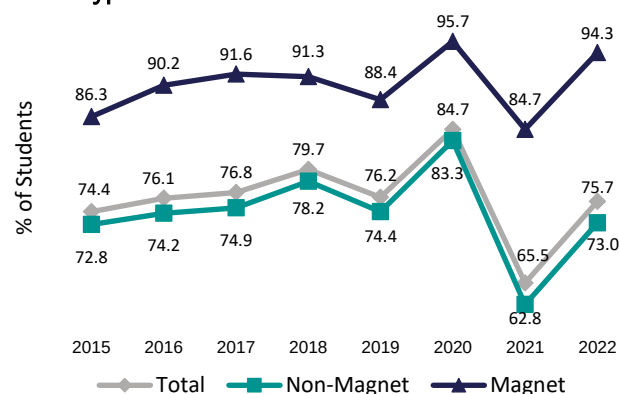
Student characteristics were extracted from the Public Education Information Management System (PEIMS) district data files, and course performance data were extracted from the district course data files. Only non-special education ninth grade students enrolled in the same school for the duration of fall semester were included.

#### Results

- Overall, the 2021-22 district end-of-year (EOY) On-Track rate (75.7%) was ten percentage points higher than the end-of-year On-Track rate for 2020-21 (65.5%, Figure 1).

- The 2021-22 gap of 21.3 percentage points between EOY On-Track rates for magnet schools (94.3%) and non-magnet schools (73.0%) remained unchanged from the 2020-21 gap of 21.9 percentage points.
- While the gap has persisted for the past eight years, it has been at its widest for the past two years.

**Figure 1: 2014-15 through 2021-22 On-Track End-of-Year Rates for First-Time Ninth Graders by School Type**



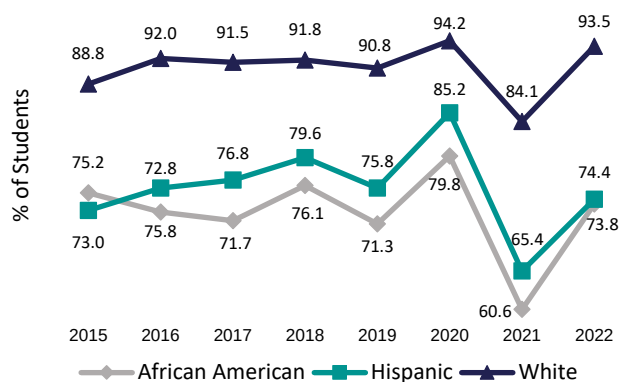
**Source:** District 9<sup>th</sup> Grade On-Track files dated 09/01/15 (2014-15), 08/12/16 (2015-16), 08/09/17 (2016-17), 08/08/18 (2017-18), 10/17/19 (2018-19), 08/18/20 (2019-20), 08/12/21 (2020-21), and 07/01/22 (2021-22).

- In 2022, On-Track rates increased significantly for African American, Hispanic, and White students (13.2, 9.0, and 9.4 percentage points, respectively, Figure 2).
- Rates for both African American and Hispanic students were nearly 20 percentage points lower than the rate for White students (93.5%).
- In seven of the past eight years, the gap in On-Track rates between African American students and White students has tended to be slightly larger compared to the gap between Hispanic and White students.
- Compared to 2019 pre-pandemic On-Track rates, both African American and White students' On-Track rates increased 2.5 percentage points, while the On-Track rates for Hispanic students decreased by 1.4 percentage points.

<sup>1</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>

<sup>2</sup> Portions of this report are adapted from Featherston (2021).

**Figure 2: 2014-15 through 2021-22 On-Track Rates of First-Time Ninth Graders by Race/Ethnicity**



Source: District 9<sup>th</sup> Grade On-Track files dated 09/01/15 (2014-15), 08/12/16 (2015-16), 08/09/17 (2016-17), 08/08/18 (2017-18), 10/17/19 (2018-19), 08/18/20 (2019-20), 08/12/21 (2020-21), and 07/01/22 (2021-22).

- In 2021-22, 12 out of 28 (42.9%) non-magnet high schools had EOY rates at or above 80 percent, which was an increase from 2021 ( $n = 3$ , Table 1).
- Nine non-magnet high schools had EOY On-Track rates below 70 percent, with two of those schools falling below 60 percent. This was down compared to 2021 when 18 campuses had On-Track rates below 70%, with 8 of those falling below 60 percent.
- Nine out of ten (90.0%) magnet high schools had EOY rates exceeding 80 percent, which was an increase from 2020-21 ( $n = 7$ ).
- Overall, from 2019-20 to 2021-22, magnet high schools' EOY On-Track rates decreased slightly by 1.4 percentage points, while non-magnet high schools and the district decreased markedly in EOY On-Track rates (10.3 percentage points and 9.0 percentage points, respectively).
- From 2019-20 to 2021-22, 23 out of 28 (82.1%) non-magnet high schools had decreases in EOY On-Track rates. Roosevelt had the largest increase in EOY On-Track rates (17.0 percentage points), while Samuel had the largest decrease in end-of-year On-Track rates (31.1 percentage points).
- Five out of ten (50.0%) magnet high schools had decreases in EOY On-Track rates. New Tech had the largest increase in EOY On-Track rates (11.5 percentage points), while Obama had the largest decrease in EOY On-Track rates (22.5 percentage points).

**Table 1: 2019-20 to 2021-22 Ninth Grade End-of-Year On-Track Rates by School**

|                            | Percent On-Track |      |       | 2-yr  |
|----------------------------|------------------|------|-------|-------|
|                            | 2020             | 2021 | 2022  | Δ     |
| Non-Magnet High Schools    |                  |      |       |       |
| B. Adams                   | 81.3             | 80.3 | 80.6  | -0.7  |
| Adamson                    | 90.7             | 66.8 | 79.8  | -10.9 |
| Carter                     | 70.6             | 50.9 | 73.6  | 3.0   |
| CityLab                    | 94.0             | 67.7 | 98.1  | 4.1   |
| Conrad                     | 88.3             | 63.5 | 74.7  | -13.6 |
| Garza Early College        | 99.2             | 83.6 | 98.0  | -1.2  |
| Gilliam Collegiate Academy | 92.1             | 75.0 | 84.6  | -7.5  |
| Hillcrest                  | 90.0             | 61.6 | 80.5  | -9.5  |
| IDEA                       | 87.7             | 70.9 | 86.5  | -1.2  |
| Jefferson                  | 84.6             | 67.4 | 71.5  | -13.1 |
| Kimball                    | 74.8             | 46.9 | 66.8  | -8.0  |
| Lassiter Early College     | 92.6             | 94.6 | 92.4  | -0.2  |
| Lincoln                    | 67.3             | 54.5 | 69.2  | 1.9   |
| Madison                    | 85.1             | 56.6 | 68.7  | -16.4 |
| Molina                     | 86.9             | 71.0 | 68.1  | -18.8 |
| North Dallas               | 83.1             | 60.7 | 78.8  | -4.3  |
| North Lake Early College   | 100.0            | 69.8 | 85.5  | -14.5 |
| Pinkston                   | 76.6             | 70.0 | 80.4  | 3.8   |
| Roosevelt                  | 75.3             | 46.0 | 92.3  | 17.0  |
| Samuell                    | 88.6             | 46.0 | 57.5  | -31.1 |
| Seagoville                 | 78.8             | 43.1 | 68.1  | -10.7 |
| Skyline                    | 81.4             | 61.7 | 64.6  | -16.8 |
| South Oak Cliff            | 79.5             | 69.8 | 76.7  | -2.8  |
| Spruce                     | 67.3             | 34.5 | 56.9  | -10.4 |
| Sunset                     | 89.1             | 73.3 | 76.9  | -12.2 |
| White                      | 82.5             | 70.4 | 66.6  | -15.9 |
| Wilmer-Hutchins            | 82.9             | 70.3 | 72.0  | -10.9 |
| Wilson                     | 92.2             | 66.7 | 82.2  | -10.0 |
| Non-Magnet Total           | 83.3             | 62.8 | 73.0  | -10.3 |
| Magnet High Schools        |                  |      |       |       |
| Obama                      | 100.0            | 94.4 | 77.5  | -22.5 |
| Rangel                     | 98.8             | 92.4 | 98.7  | -0.1  |
| New Tech                   | 88.5             | 77.3 | 100.0 | 11.5  |
| Townview Business          | 93.5             | 87.9 | 95.8  | 2.3   |
| Townview ESSM              | 91.8             | 65.9 | 92.1  | 0.3   |
| Townview Health            | 98.1             | 90.5 | 94.2  | -3.9  |
| Townview Law               | 95.8             | 74.6 | 96.1  | 0.3   |
| Townview SEM               | 97.4             | 86.6 | 95.6  | -1.8  |
| Townview TAG               | 99.2             | 88.3 | 99.2  | 0.0   |
| Washington Arts            | 94.6             | 84.1 | 91.9  | -2.7  |
| Magnet Total               | 95.7             | 84.7 | 94.3  | -1.4  |
| District Total             | 84.7             | 65.5 | 75.7  | -9.0  |

Source: District course files dated 07/30/20 (2019-20), 07/21/21 (2020-21), and 07/01/22 (2021-22) for students enrolled on the PEIMS snapshot dates of 10/31/19 (2019-20), 10/30/20 (2020-21) and 11/01/21 (2021-22).

Note: ESSM = Education and Social Science Magnet. SEM = Science and Engineering Magnet. TAG = Talented and Gifted. Schools with 2021-22 end-of-year On-Track rates below 70 percent are highlighted in gray. 2-yr Δ = Difference change in On-Track percentage from 2019-20 to 2021-22. All differences shown in percentage points.

## What were the longitudinal trends (4-year graduation rates) of first-time ninth-grade students by On-Track status?

### Methodology

Student leaver records were extracted from the PEIMS district data files and merged with On-Track data files for 2011-12 through 2017-18. Four-year graduation rates were calculated for first-time ninth-grade cohort students identified as On-Track and Not On-Track, after excluding students who left the district.

### Results

- Overall, the Classes of 2015 to 2021 had a larger proportion of first-time ninth-grade students identified as On-Track compared to Not On-Track (Table 2).

**Table 2: Graduation Rates by On-Track Status: Class of 2015 through Class of 2021**

| Class of            | Class Total |      | Graduated in 4-years |      |
|---------------------|-------------|------|----------------------|------|
|                     | N           | %    | n                    | %    |
| <b>On-Track</b>     |             |      |                      |      |
| 2015                | 5,711       | 78.5 | 4,995                | 87.5 |
| 2016                | 6,165       | 79.4 | 5,359                | 86.9 |
| 2017                | 5,818       | 78.2 | 5,132                | 88.2 |
| 2018                | 6,217       | 79.0 | 5,503                | 88.5 |
| 2019                | 6,433       | 80.9 | 5,779                | 89.8 |
| 2020*               | 6,403       | 81.8 | 5,690                | 88.9 |
| 2021                | 6,896       | 80.9 | 5,651                | 81.9 |
| <b>Not On-Track</b> |             |      |                      |      |
| 2015                | 1,561       | 21.5 | 929                  | 59.5 |
| 2016                | 1,595       | 20.6 | 859                  | 53.9 |
| 2017                | 1,623       | 21.8 | 925                  | 57.0 |
| 2018                | 1,655       | 21.0 | 928                  | 56.1 |
| 2019                | 1,515       | 19.1 | 823                  | 54.3 |
| 2020*               | 1,421       | 18.2 | 720                  | 50.7 |
| 2021                | 1,626       | 19.1 | 590                  | 36.3 |

**Source:** District 9<sup>th</sup> Grade On-Track files dated 09/17/12 (2011-12), 09/04/13 (2012-13), 08/07/14 (2013-14), 09/01/15 (2014-15), 08/12/16 (2015-16), 08/09/17 (2016-17), and 08/08/18 (2017-18). Student leaver files dated 08/15/21.

**Note:** \* = Due to the COVID-19, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

- For the Classes of 2015 to 2021, first-time ninth-grade students identified as On-Track had higher 4-year graduation rates than first-time ninth-grade students identified as Not On-Track
- The Class of 2021 On-Track students experienced a 7.0 percentage point decrease in 4-year graduation rates compared to the Class of 2020 On-Track students.

- The Class of 2021 Not On-Track students experienced a 14.4 percentage point decrease in 4-year graduation rates compared to the Class of 2020 Not On-Track students.

## RECOMMENDATIONS

**Investigate what factors, in addition to the pandemic, may have contributed to the decline in 4-year graduation rates.** Class of 2020 and Class of 2021 4-year graduation rates for On-Track and Not On-Track students declined compared to prior graduating classes. Class of 2021 On-Track and Not On-Track students experienced a substantial decrease in 4-year graduation rates compared to Class of 2020 On-Track and Not On-track students. District leadership and staff should investigate what additional contributing factors may have precipitated these outcomes in order to address issues preventing students from graduating in four years.

**As recommended in prior years, track and analyze student support services provided to first-time ninth grade students identified as Not On-Track.** Longitudinal analyses of graduation rates over the last seven years indicate that only 36.3% to 59.5% of first-time ninth-grade students identified as Not On-Track will graduate high school in four years. Identification and tracking of student support services received by Not On-Track students could be examined to determine which support services are most efficacious.

**As recommended in prior years, investigate which supplemental supports were provided at campuses with the highest increases in On-Track rates.** Based on two-year trends, only five comprehensive schools (Carter, CityLab, Lincoln, Pinkston, and Roosevelt) and four magnet schools (New Tech, Townview Business, Townview ESSM, and Townview Law) had increases in the percentage of On-Track students while all other high schools had decreases in the percentage of On-Track students. District leaders should investigate which additional student services were provided at these schools to support a higher percentage of students staying On-Track.

## REFERENCES

Featherston, L. (2021). *2020-21 Dallas ISD On-Track Indicator*. Dallas, TX: Dallas Independent School District.

EA22-153-4

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For more information, please contact Program Evaluation at [evaluation@dallasisd.org](mailto:evaluation@dallasisd.org).



## EXECUTIVE SUMMARY

Title I, Part A of the Every Student Succeeds Act (ESSA) provides supplemental funding to local education agencies and schools with high numbers or high percentages of children from low-income families. The purpose of the Title I, Part A program is to improve educational quality and to help ensure that all students, particularly those students at risk of not meeting challenging state academic assessment standards, meet the state's student performance standards.

In 2021-22, all Dallas Independent School District (ISD) Title I schools had schoolwide programs, and all but five district schools ( $N = 225$ )<sup>1</sup> received supplemental Title I, Part A funding to support at-risk students.<sup>2</sup> In 2021-22, in addition to campus-based programs, there were 18 centrally administered Title I programs in the district.<sup>3</sup>

A total of \$82,130,814 was allocated to Title I, Part A for 2021-22, a decrease of \$3,275,066 from 2020-21.

- Of the total funds, \$69,240,239 was distributed directly to schools, and \$12,890,575 was allocated to centrally administered projects that supported schools.
- The largest amount of Title I funding was budgeted for Differentiated Instructional and Technology Support (\$8,741,431), followed by Resident Teachers (\$2,594,674) and Summer Learning (\$2,000,000).

In response to the COVID-19 pandemic, the district returned to in-person instruction for all students in 2021-22, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 and other supports.<sup>4</sup> Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

## EVALUATION QUESTIONS/OUTCOMES

### What were the characteristics of the Title I teacher and student populations?

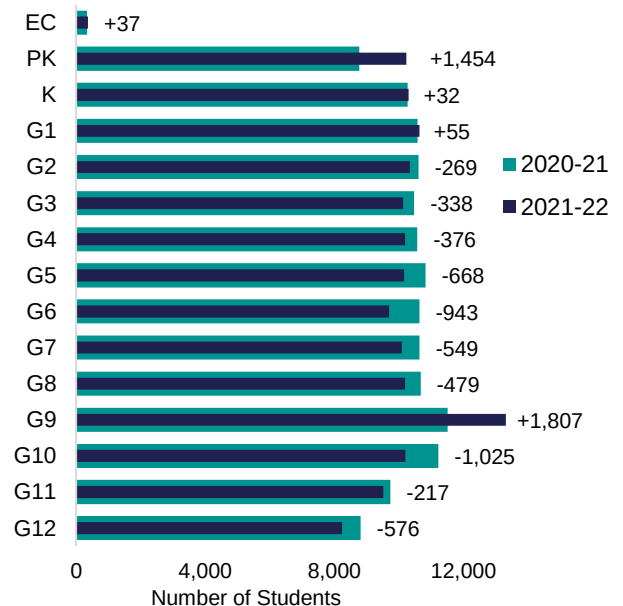
In 2021-22, there were 9,622 full-time teachers in the district.

- Sixty-nine percent were female, and 31 percent were male.
- Thirty-five percent were African American, 34 percent were Hispanic, and 27 percent were white.
- Ten percent of teachers were new to the district. Most teachers had bachelor's degrees (67%).

In 2021-22, Dallas ISD served 143,665 students in early childhood (EC) to grade 12.

- 2021-22 enrollment decreased by 2,055 students from 2020-21.
- Grade 10 enrollment had the largest decrease from 2020-21 to 2021-22 (-1,025), whereas grade nine enrollment had the largest increase (+1,807), followed by prekindergarten (PK; +1,454; Figure 1).

**Figure 1: 2020-21 to 2021-22 Student Enrollment Changes by Grade**



Source: PEIMS demographic files: 10/30/20 and 11/01/21.

Note: K = kindergarten. G = grade.  $N = 145,720$  in 2020-21 and 143,665 in 2021-22.

<sup>1</sup> Source: Special Revenue Funds Management: 10/05/21 and Public Education Information Management System (PEIMS) file: 11/01/21.

<sup>2</sup> The five schools that were excluded from the Title I school list had a total of 3,620 students (i.e., 3% of district enrollment;  $N = 143,665$ ). Therefore, data in this report includes the total district population.

<sup>3</sup> Number counts were based on information from Special Revenue Funds Management: 02/28/22.

<sup>4</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

## Did students achieve at or above grade level on reading and mathematics, as measured by MAP?<sup>5</sup>

For grades K to 11 combined (Table 1):

- Forty-one percent of students in reading and 40 percent in mathematics performed at or above grade level at end of year (EOY).
- For reading, the percentage of students at or above grade level trended from 44 percent at beginning of year (BOY) to 41 percent at EOY.
- For mathematics, the percentage dipped slightly from BOY (40%) to middle of year (MOY; 38%) before rising back to EOY level (40%).

**Table 1: 2021-22 MAP Results At or Above Grade Level**

|             | BOY      |    | MOY      |    | EOY      |    | BOY to EOY |
|-------------|----------|----|----------|----|----------|----|------------|
|             | <i>n</i> | %  | <i>n</i> | %  | <i>n</i> | %  | Δ %pts     |
|             |          |    |          |    |          |    |            |
| Reading     |          |    |          |    |          |    |            |
| G K-1       | 9,564    | 45 | 9,361    | 39 | 18,046   | 37 | -8.1       |
| G 2-5       | 36,020   | 47 | 34,303   | 46 | 33,783   | 48 | 0.9        |
| G 6-9       | 38,536   | 40 | 35,695   | 35 | 34,685   | 36 | -3.8       |
| G 10-11     | 16,580   | 44 | 14,281   | 39 | 12,621   | 39 | -4.2       |
| G K-11      | 100,700  | 44 | 93,640   | 40 | 99,135   | 41 | -2.9       |
| Mathematics |          |    |          |    |          |    |            |
| G K-1       | 9,845    | 41 | 9,596    | 36 | 18,695   | 38 | -2.8       |
| G 2-5       | 38,213   | 39 | 37,037   | 40 | 36,532   | 44 | 4.9        |
| G 6-9       | 38,736   | 38 | 35,240   | 36 | 33,957   | 37 | -1.8       |
| G 10-11     | 16,345   | 42 | 13,455   | 41 | 11,457   | 43 | 0.6        |
| G K-11      | 103,139  | 40 | 95,328   | 38 | 100,641  | 40 | 0.7        |

Source: Data files can be found in the full report (Kim, 2022).

Note: G = grade. Δ %pts = change in percentage points. Additional note information can be found in the full report (Kim, 2022).

For most MAP comparisons:

- African American students (19% to 36%) scored the lowest, and both African American and Hispanic students (31% to 55%) scored lower than white students (64% to 82%) in 2021-22.
- Special education (SPED) students (7% to 29%) scored the lowest among all student groups in 2021-22.
- Compared to 2020-21 and 2019-20, the percentage of students at or above grade level in reading and mathematics was generally lower in 2021-22.

## Did students achieve performance standards on the STAAR 3-8 subtests?<sup>6</sup>

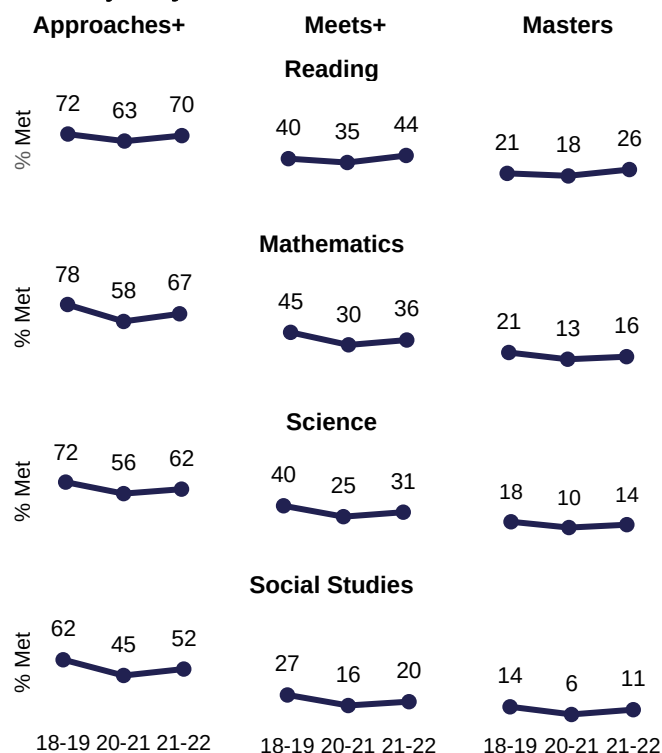
In 2021-22, the overall percentage of students who met the performance standards on STAAR 3-8 subtests ranged from 52 percent (social studies) to 70 percent (reading) at

Approaches+; from 20 percent (social studies) to 44 percent (reading) at Meets+; and from 11 percent (social studies) to 26 percent (reading) at Masters (Figure 2).<sup>7</sup>

Compared to prior years:

- Compared to 2020-21, a higher percentage of students in 2021-22 met the performance standards (Approaches+, Meets+, and Masters) across subjects.
- Compared to 2018-19, a lower percentage of students in 2021-22 met the performance standards across subjects except for reading at Meets+ and Masters.

**Figure 2: 2018-19 to 2021-22 Overall STAAR 3-8 Results by Subject**



Source: Data files can be found in the full report (Kim, 2022).

Note: % Met = percentage met standard. Additional note information can be found in the full report (Kim, 2022).

For most STAAR 3-8 comparisons regarding the rate of students achieving Approaches+, Meets+, or Masters:

- African American students (4% to 73%) scored the lowest, and both African American and Hispanic students (4% to 77%) scored lower than white students (11% to 92%) in 2021-22.
- The percentage of SPED students (2% to 53%) was the lowest among all student groups in 2021-22.

<sup>5</sup> MAP = Measures of Academic Progress Growth.

<sup>6</sup> STAAR = State of Texas Assessments of Academic Readiness. Standalone STAAR writing was eliminated beginning in 2021-22. Prior years' results are available in Kim (2021).

<sup>7</sup> Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. Masters = Masters Grade Level.

When examining grade six students by campus type, in general:

- For both reading and mathematics in 2021-22, the percentage of grade six ES students who met the performance standards was higher than grade six MS students at Approaches+ and Meets+ and similar at Masters.<sup>8</sup>
- This pattern was similar to 2020-21.<sup>9</sup>

When STAAR 3-8 results for Dallas ISD were compared with the state across subjects and grade levels:

- For the 2021-22 STAAR 3-8, the percentage of Dallas ISD students who met the performance standards was lower than students at the state level for 50 of 54 comparisons.<sup>10</sup>
- When 2021-22 STAAR 3-8 results were compared to 2020-21, the percentage of both Dallas ISD students and students at the state level was higher in 2021-22 for most comparisons.

**Did students achieve performance standards on the STAAR EOC subtests?<sup>11</sup>**

In 2021-22, the overall percentage of students who met the performance standards on STAAR EOC subtests ranged from 53 percent (English I) to 83 percent (US History) at Approaches+; 35 percent (English I) to 58 percent (US History) at Meets+; and five percent (English II) to 32 percent (US History) at Masters (Figure 3).

For most STAAR EOC comparisons regarding the rate of students achieving Approaches+, Meets+, or Masters:

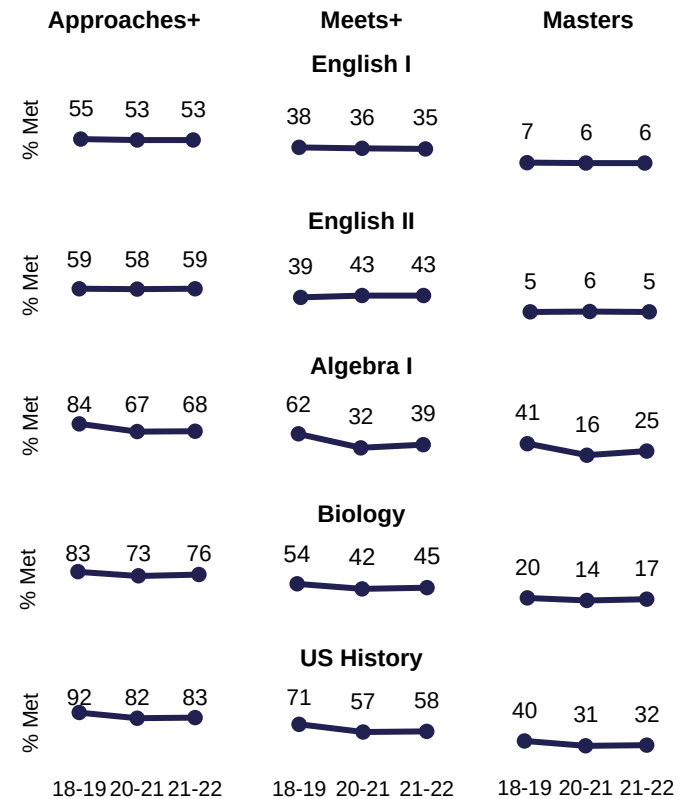
- African American students (4% to 77%) scored the lowest, and both African American and Hispanic students (5% to 84%) scored lower than white students (24% to 96%) in 2021-22.
- The percentage of SPED students (6% to 59%) was the lowest among all student groups in 2021-22.
- Compared to 2020-21, the percentage of students who met the performance standards (Approaches+, Meets+, and Masters) was about the same<sup>12</sup> or higher in 2021-22 across subjects.
- Compared to 2018-19, the percentage of students who met the performance standards (Approaches+, Meets+, and Masters) was about the same or lower in 2021-22 across subjects, except for English II.

<sup>8</sup> ES = Elementary school. MS = Middle school.  
<sup>9</sup> In 2020-21, the percentage of grade six ES students who met the performance standards was (a) higher than grade six MS students for reading at Meets+ and for mathematics at Approaches+ and Meets+ and (b) similar for reading at Approaches+ and Masters and for mathematics at Masters.

When STAAR EOC results for Dallas ISD were compared with the state across subjects:

- For the 2021-22 STAAR EOC, the percentage of Dallas ISD students who met the performance standards was lower than students at the state level for all 15 comparisons.<sup>13</sup>
- When 2021-22 STAAR EOC results were compared to 2020-21, the percentage of both Dallas ISD students and students at the state level was similar or slightly higher in 2021-22 for most comparisons.

**Figure 3: 2018-19 to 2021-22 Overall STAAR EOC Results by Subject**



**Source:** Data files can be found in the full report (Kim, 2022).  
**Note:** US = United States. % Met = percentage met standard. Additional note information can be found in the full report (Kim, 2022).

**Did students improve in reading and mathematics, as measured by STAAR 3-8/STAAR EOC progress measures?**

For STAAR 3-8 reading and mathematics (Figure 4):

- On reading, 75 percent of students attained Expected or Accelerated progress in 2021-22.

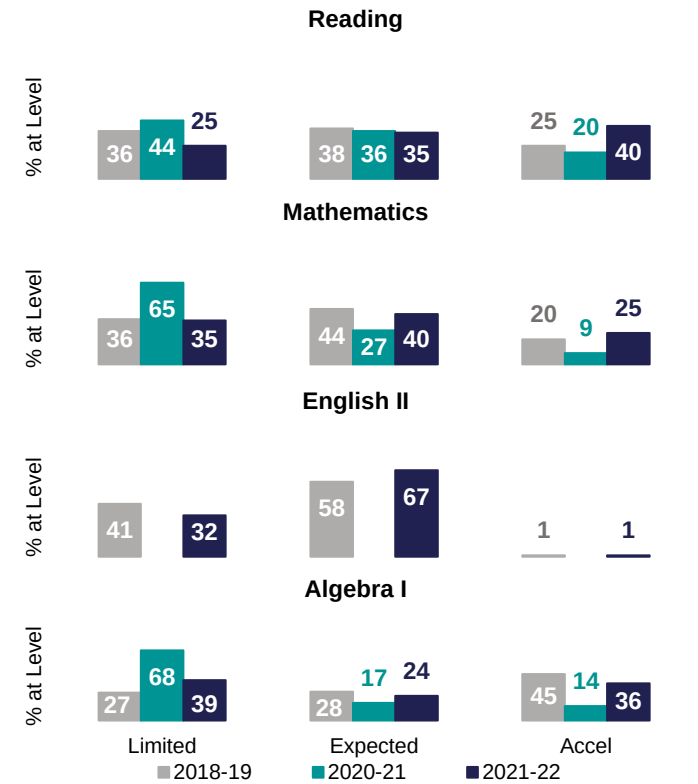
<sup>10</sup> There were 18 grade groups (grades 3-8 and overall for reading and mathematics, grades 5 and 8 and overall for science, and grade 8 for social studies) and three performance standards.  
<sup>11</sup> STAAR EOC = STAAR End of Course.  
<sup>12</sup> zero to one percentage point difference.  
<sup>13</sup> There were five subjects and three performance standards.

- On mathematics, 65 percent of students attained Expected or Accelerated progress in 2021-22.
- On both reading and mathematics, the overall percentage of students who attained Expected or Accelerated progress was higher for 2021-22 than 2020-21.

For STAAR EOC (Figure 4):

- On EOC English II, 68 percent of students attained Expected or Accelerated progress in 2021-22.
- On EOC Algebra I, 60 percent of students attained Expected or Accelerated progress in 2021-22.
- The overall percentage of students who attained Expected or Accelerated progress for Algebra I was higher for 2021-22 (60%) than 2020-21 (31%).

Figure 4: 2018-19 to 2021-22 Overall STAAR 3-8/STAAR EOC Progress Measure Results



Source: Data files can be found in the full report (Kim, 2022).  
 Note: % at Level = percentage at progress level. Accel = Accelerated.  
 Additional note information can be found in the full report (Kim, 2022).

In 2021-22, less than half of students who attained Expected progress achieved Meets+ for reading and mathematics (48% and 41%, respectively), whereas more than 60 percent of students who attained Expected progress achieved Meets+ for English II (63%) and Algebra I (74%).

### What were the attendance and graduation rates of the Title I students?

In 2021-22, the overall attendance rate for all students in EC to grade 12 combined was 91 percent, which was slightly lower than 2020-21 (92%) and 2019-20 (95%).

- Like 2020-21, 2021-22 attendance rates for high school students (grades nine to 12) did not meet or exceed the state's 90 percent standard for course credit or final grade.
- The four-year longitudinal graduation rate for the class of 2021 was 80 percent for all students combined, which was two percentage points lower than the class of 2020 (82%).

### Additional Title I Reports

The Title I evaluation includes this report as well as separate reports for many of centrally administered Title I programs. These reports are available at <https://www.dallasisd.org/Page/62222>.

### REFERENCES

Kim, M. (2021). 2020-21 Title I: Comparative Measures of Student Achievement. Dallas, TX. Dallas Independent School District.

Kim, M. (2022). 2021-22 Title I: Comparative Measures of Student Achievement. Dallas, TX. Dallas Independent School District.

## EXECUTIVE SUMMARY

Early childhood (i.e., birth to approximately eight years old) is generally considered the most significant and influential time of life (Follari, 2015) and can provide a multitude of benefits, such as (a) developing foundational skills in language and literacy, (b) improving children's academic performance in reading and mathematics, and (c) closing achievement gaps based on ethnicity and socioeconomic status.<sup>1</sup>

In 2021-22, the Dallas Independent School District (ISD) Early Learning Department strove to (a) improve kindergarten (K) readiness and (b) ensure all students performed at or above grade level in reading and mathematics by the end of grade two. The budget for the department in 2021-22 was \$32,392,950, an increase from 2020-21 (\$26,296,009).

In response to the COVID-19 pandemic, the district returned to in-person instruction for all students in 2021-22, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.<sup>2</sup> Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

## EVALUATION QUESTIONS/OUTCOMES<sup>3</sup>

### What was the context of the Early Learning programs and the related 2021-22 initiatives?

To improve K readiness, the Early Learning Department:

- Focused on increasing PK enrollment, extending community resources, increasing classroom quality, and supporting reading and language acquisition and mathematical concepts mastery.
- Offered full-day three-year-old PK at 40 campuses in 2021-22 (an increase from 37 in 2019-20).<sup>4</sup>

- Operated the Home Instruction for Parents of Preschool Youngsters (HIPPY) program for children from two to five years old.<sup>5</sup> One goal of the HIPPY program was to increase African American family involvement, which increased from 2020-21 (9%;  $N = 646$ ) to 2021-22 (13%;  $N = 770$ ).<sup>4</sup>
- Fostered community partnerships with AVANCE, Concilio, and PK partnership sites.<sup>6</sup>
- Continued using PK and K through grade-two specialists to improve classroom quality. The district employed 39 PK specialists, 71 K through grade-two specialists,<sup>7</sup> six floating specialists to support teachers new to Reading Academies Cohort One campuses, 30 bilingual specialists, two special education/talented and gifted specialists, and 19 campus lead specialists. Specialists participated in professional development (PD) and provided teachers with training.<sup>8</sup>
- Administered *CLASS*, which is an observation instrument, to measure the quality of teacher-student interactions.<sup>9</sup>

To ensure all students performed on grade level in reading and mathematics by the end of grade two, the Early Learning Department:

- Increased focus on reading and language acquisition<sup>10</sup>
- Continued provision of supplemental mathematics manipulatives to students.
- Provided teachers with specialist coaching and PD.

### What were the characteristics and continuous enrollment rates of early learning students?

In 2021-22, 41,892 students enrolled in early childhood education through grade two, an increase from 40,583 in 2020-21. A similar pattern of increase was observed in K (10,276 in 2020-21 to 10,308 in 2021-22).

<sup>1</sup> A full list of references can be found in the full report (Voss et al., 2022).

<sup>2</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

<sup>3</sup> Methodologies are available in the full report. Portions of this report have been adapted from Tyree and Hinkley (2020) and Tyree (2021).

<sup>4</sup> As of December 2021.

<sup>5</sup> For more information about the HIPPY program, see the HIPPY evaluation report (Tyree, 2020).

<sup>6</sup> For more information about AVANCE, see <https://www.avance.org/>. For more information about Concilio, see <https://www.theconcilio.org/>.

<sup>7</sup> Fifty-five of K through grade-two specialists also supported grade-three classrooms at Texas Reading Academies Cohort Two campuses.

<sup>8</sup> A list of the trainings given to and provided by specialists is available in the full report.

<sup>9</sup> For more information, see <http://teachstone.com/classroom-assessment-scoring-system/>.

<sup>10</sup> K through grade-two teachers at 46 campuses attended Texas Reading Academies Cohort Two which provided training on concepts and methods that support the science of teaching reading (see Lorenz et al., 2022). An additional 56 campuses attended in 2020-21 as part of Cohort One.

Students were generally male (51%) and/or Hispanic (67%), and most were economically disadvantaged (87%). Emergent Bilinguals comprised 48 percent of students.

Seventy-nine percent of students who attended Dallas ISD PK in 2020-21 returned to Dallas ISD for K in 2021-22, meaning over a fifth left the district. Sixty-seven percent of students were continuously enrolled from 2018-19 (their K year) to 2021-22 (most students' grade-three year).

### What were the early learning teacher retention rates?

Overall, a sizeable proportion of early learning teachers were no longer teaching in early learning grades or left the district during the past three years.

- For 2018-19 early learning teachers, 67 percent continued to teach in an early learning grade level in 2019-20; however, this rate dropped to 58 percent after two years and to 46 percent after three years.
- For 2019-20 early learning teachers, 73 percent continued to teach in an early learning grade level in 2020-21; however, this rate dropped to 56 percent after two years.
- For 2020-21 early learning teachers, 67 percent continued to teach in an early learning grade in 2021-22.

### What was the quality of early learning instruction as measured by CLASS?<sup>11</sup>

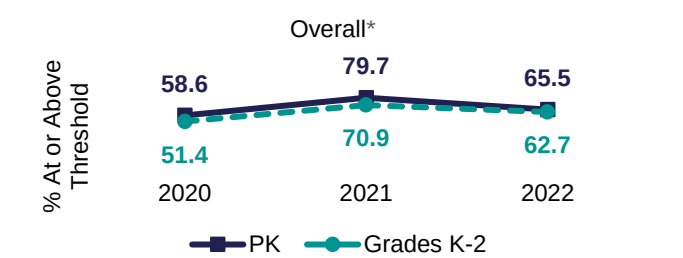
In spring 2022, almost all district teachers in PK and K through grade-two were:

- Strongest in emotional support and classroom organization (above 90% for all groups) but
- Instructional support (66% of PK through grade-two teachers) is an area for improvement.
- Sixty-six percent of PK teachers and 63 percent of K through grade-two teachers met or exceeded the quality threshold in all three domains.

From fall 2021 to spring 2022, the rate of teachers who met or exceeded quality thresholds were generally similar or trended upward for all three domains across all grades.

While the rate of teachers who met or exceeded all three quality thresholds from spring 2020 to spring 2021 trended upward, the rate trended downward from spring 2021 to spring 2022 (Figure 1).

**Figure 1: 2020 to 2022 Spring Percentages of Prekindergarten and Kindergarten through Grade-Two Teachers At or Above the Quality Threshold by CLASS**



Source: Data files can be found in the full report (Voss et al., 2022).  
Note: \* = These percentages reflect the percentage of teachers that met all three domain thresholds. 2020 and 2021 results should be reviewed with caution; details can be found in the full report (Voss et al., 2022).

### How did early learning student scores change throughout the 2021-22 school year?

#### CIRCLE (PK)

The percentage of PK students scoring *On Track* on CIRCLE increased from BOY to EOY on vocabulary (46% to 69%) and mathematics (52% to 71%).

#### TX-KEA (K)

On the Literacy Screener (i.e., the K-readiness standard within TX-KEA), 67 percent of tested students (N = 8,112) were K ready in 2021-22.

- A higher percentage of students who attended Dallas ISD PK (DISD PK; 75%) were K ready than students who did not attend (No DISD PK; 42%).
- The percentage of K students scoring *On Track* on TX-KEA increased from BOY to EOY on vocabulary (69% to 71%) and mathematics (43% to 69%).<sup>12</sup>

#### MAP Growth

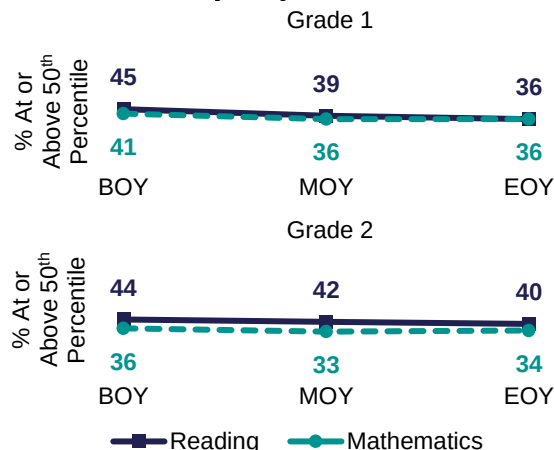
For both grade one and grade two, the percentage of students at or above grade level on MAP decreased from BOY to EOY on reading and mathematics (Figure 2). When reviewed by student group, the percentage of white students in grade two increased from BOY (68%) to MOY (71%) to EOY (74%) for reading.

- The board-approved progress measure goal that 38 percent of grade-two African American students would score at or above the 50<sup>th</sup> percentile on EOY MAP reading was not met (28%).
- The board-approved progress measure goal that 33 percent of grade-two African American students would score at or above grade the 50<sup>th</sup> percentile on EOY MAP mathematics was not met (19%).

<sup>11</sup> SMU conducted CLASS observations in person and virtually.

<sup>12</sup> This met the board-approved student progress measure that 57 percent of K students would score at or above grade level on TX-KEA EOY mathematics.

**Figure 2: 2021-22 Percentage of Grade-One and Grade-Two Students At or Above the 50<sup>th</sup> Percentile on Combined K-2 MAP by Subject and Administration**



**Source:** Data files can be found in the full report (Voss et al., 2022).  
**Note:** To allow for examination of overall student performance of reading, the English and Spanish administrations were combined.

## Overall

Overall, the rate of K students in 2021-22 who scored at or above their respective standards at BOY, MOY, and EOY in 2021-22 was higher than PK, grade-one and grade-two students, with the exception of PK mathematics (Table 1).

Compared to 2020-21, the percentage of students in 2021-22 who scored at or above grade level was generally higher for PK and K students and was similar or lower for grade-one and grade-two students.

**Table 1: 2020-21 to 2021-22 Percentage of Students Performing At or Above Grade Level on Assessments by Subject, Administration, and Grade**

| Exam             | BOY     |         | MOY     |         | EOY     |         |
|------------------|---------|---------|---------|---------|---------|---------|
|                  | 20-21 % | 21-22 % | 20-21 % | 21-22 % | 20-21 % | 21-22 % |
| <b>PK</b>        |         |         |         |         |         |         |
| CIRCLE-V         | 42.2    | 45.5    | 51.1    | 60.0    | 67.7    | 68.6    |
| CIRCLE-M         | 57.9    | 52.0    | 64.5    | 63.9    | 73.8    | 70.9    |
| <b>K</b>         |         |         |         |         |         |         |
| TX-KEA-V         | 58.7    | 68.7    | 73.4    | 68.0    | 69.3    | 71.0    |
| TX-KEA-M         | 39.2    | 42.7    | 54.6    | 60.7    | 67.0    | 68.7    |
| <b>Grade One</b> |         |         |         |         |         |         |
| MAP-R            | 49.6    | 45.0    | 50.1    | 38.8    | 43.1    | 35.7    |
| MAP-M            | 41.1    | 40.8    | 44.8    | 36.1    | 43.7    | 35.8    |
| <b>Grade Two</b> |         |         |         |         |         |         |
| MAP-R            | 48.1    | 43.9    | 49.7    | 41.8    | 44.6    | 39.9    |
| MAP-M            | 37.5    | 36.0    | 38.5    | 32.9    | 35.0    | 34.0    |

**Source:** Data files can be found in the full report (Voss et al., 2022).  
**Note:** % = Percentage of students On Track (CIRCLE and TX-KEA) or at or above the 50<sup>th</sup> percentile (MAP). Additional note information can be found in the full report (Voss et al., 2022).

## Did student reading and mathematics performance differ by Dallas ISD PK enrollment status?

Overall, for students who attended district PK (Table 2),

- They attained at or above grade level (50<sup>th</sup> percentile) for reading and mathematics on EOY MAP at higher rates than those who did not attend district PK.
- They attained Approaches+<sup>13</sup> or Meets+<sup>14</sup> for STAAR reading and mathematics at higher rates than those who did not attend district PK.

**Table 2: 2021-22 Percentage of Students At or Above the 50<sup>th</sup> Percentile, Approaches+, or Meets+ on Assessments by Cohort and PK Enrollment Status**

| Exam                                          | Total N | DISD PK % | No DISD PK % |
|-----------------------------------------------|---------|-----------|--------------|
| <b>Kindergarten Data for 2021-22 K Cohort</b> |         |           |              |
| MAP Reading                                   | 7,473   | 38.3      | 27.8         |
| MAP Math                                      | 7,848   | 40.8      | 28.1         |
| <b>Grade-One Data for 2020-21 K Cohort</b>    |         |           |              |
| MAP Reading                                   | 6,929   | 35.1      | 28.1         |
| MAP Math                                      | 7,019   | 34.5      | 27.5         |
| <b>Grade-Two Data for 2019-20 K Cohort</b>    |         |           |              |
| MAP Reading                                   | 6,444   | 37.2      | 36.9         |
| MAP Math                                      | 6,597   | 32.4      | 27.9         |
| <b>Grade-Three Data for 2018-19 K Cohort</b>  |         |           |              |
| STAAR Reading Approaches+                     | 6,359   | 65.9      | 62.6         |
| STAAR Reading Meets+                          | 6,193   | 37.4      | 36.2         |
| STAAR Math Approaches+                        | 6,360   | 68.7      | 63.1         |
| STAAR Math Meets+                             | 6,194   | 39.3      | 31.8         |

**Source:** Data files can be found in the full report (Voss et al., 2022).  
**Note:** % = Percentage of students at or above the 50<sup>th</sup> percentile (MAP) and Approaches+ or Meets+ (STAAR). Additional note information can be found in the full report (Voss et al., 2022).

## Did grade-three students meet outcome goals related to STAAR reading and mathematics?

For STAAR reading:

- Compared to 2020-21, a higher percentage of grade-three students performed at Approaches+ and Meets+ in 2021-22.
- The largest percentage point increases from 2020-21 to 2021-22 were observed for African American students (+10 at Approaches+ and +12 at Meets+).
- Sixty-seven percent of grade-three students scored Approaches+ in 2021-22, which was lower than the state (75%).
- Forty percent scored Meets+ in 2021-22. This did not meet the board-approved student outcome goal that

<sup>13</sup> Approaches+ = Approaches Grade Level or Above

<sup>14</sup> Meets+ = Meets Grade Level or Above

45 percent of grade-three students would attain Meets+ on STAAR reading.

For STAAR mathematics:

- Compared to 2020-21, a higher percentage of grade-three students performed at Approaches+ and Meets+ in 2021-22, except for special education students at Approaches+.
- The largest percentage point increases from 2020-21 to 2021-22 were observed for African American students (+12) at Approaches+ and for EB students (+14) at Meets+.
- Sixty-seven percent of grade-three students scored Approaches+ in 2021-22, which was lower than the state (70%).
- Thirty-eight percent scored Meets+ in 2021-22. This did not meet the board-approved student outcome goal that 46 percent of grade-three students would attain Meets+ on STAAR mathematics.

## RECOMMENDATIONS

**Continue efforts to retain Dallas ISD PK students in the district.** While the continuous enrollment rates for K students increased from 2019-20 (77%) to 2020-21 (79%), the percentage stayed the same in 2021-22 (79%). This means that 21 percent of PK students did not remain in the district for K during the past two school years. However, despite substantial decrease in enrollment from 2019-20 to 2021-22 due to COVID-19, K enrollment slightly increased from 2020-21 to 2021-22, which might have been impacted by the Early Learning Department's launch of a marketing campaign aimed at increasing enrollment. Thus, program staff members should continue their efforts to increase enrollment (e.g., partnership sites).

**Continue efforts to retain Dallas ISD early learning teachers in early learning grades.** Since 2018-19, only between 67 percent and 73 percent of early learning teachers have remained in an early learning grade level after one year, and less than half of 2018-19 early learning teachers were still teaching an early learning grade after three years. Because the district provides PD and extended support to many early learning teachers, the Early Learning

Department should continue their efforts to retain early learning teachers in their current position.

**Continue to implement the early learning initiatives with a focus on language and literacy development to drive K readiness and on-level performance by the end of grade two.** While the percentage of students who tested as K ready decreased slightly (69% to 67%) from 2020-21 to 2021-22, 75 percent of students overall who attended DISD PK were rated as *On Track*. In addition, grade-two student performance on 2021-22 MAP decreased from BOY to EOY for reading (44% to 40%) and mathematics (36% to 34%). Because a higher percentage of students who attended Dallas ISD PK (75%) were K ready compared to those who did not attend (42%), the Early Learning Department should continue its focus on increasing K readiness and ensuring students are performing on grade level by the end of grade two, such as increasing access to PK.

**Continue to train teachers to provide more effective instructional support for students.** Overall, in both fall 2021 and spring 2022, teachers were strongest in emotional support, followed by classroom organization, then instructional support. However, from spring 2021 to spring 2022, the district saw declines in CLASS for all three domains individually and combined, and, 34 percent of PK and K through grade-two teachers did not meet the instructional support threshold in spring 2021. Thus, the department should continue efforts to improve these scores and provide additional resources regarding instructional support.

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For more information, please contact Program Evaluation at [evaluation@dallasisd.org](mailto:evaluation@dallasisd.org).

## EXECUTIVE SUMMARY

The Homeless Education Program (HEP) was designed to serve homeless students and their families, primarily within the Dallas Independent School District (Dallas ISD). The purpose of the HEP was to facilitate the enrollment, attendance, and academic success of homeless students. Primary program services included Drop-In Centers at 17 Dallas ISD high school campuses and one middle school campus, removing enrollment barriers for homeless students, and working with the Dallas ISD Transportation Department to assure homeless students have access to transportation to their schools of origin<sup>1</sup>. The HEP also provided homeless students with materials to help them succeed such as backpacks, uniforms and other clothing, hygiene items, and school supplies. Additionally, the program provided students with support such as mentoring, enrichment-filled out-of-school programs, and for post-secondary school preparation. The HEP provided tutoring services through the After8toEducate Collaborative (After8) and the Fannie C. Harris Youth Center, a shelter to help house and support unaccompanied youths. Finally, the HEP strove to indirectly assist homeless students and their families by reducing the stigma and stereotypes attached to homelessness. Training sessions and videos were provided to educate school personnel and the community on homeless student rights, issues facing homeless students, and services that the HEP provides.

The HEP was federally funded through the McKinney-Vento Homeless Assistance Act, which is a U.S. federal law that provides funding and protections for homeless individuals. The total budget for the 2021-22 school year was \$537,435 (\$355,541 from the McKinney-Vento Homeless Assistance Act and \$181,894 from Title I, Part A),<sup>2</sup> a decrease from \$613,184 during the 2020-21 school year.

## PURPOSE OF THE EVALUATION

The purpose of this evaluation was to describe the context of the program and examine implementation of activities and outcomes of the HEP program for the 2021-22 school year.<sup>3</sup> Specifically, this evaluation reports 1) services the HEP provided, 2) characteristics of Dallas ISD homeless students, 3) the status of homeless students in 2021-22 as compared to 2020-21, 4) how attendance and graduation rates for homeless students in 2021-22 compared to past

rates, and 5) academic achievement results for homeless students in the Dallas ISD.

## EVALUATION QUESTIONS/OUTCOMES

### What services did the HEP provide in 2021-22?

#### Methodology

The evaluator collected information about HEP services through interviews with program staff members, as well as review of program documents and websites. Program staff members provided lists of material requests, transportation requests, and trainings conducted during the 2021-22 school year. These data were used to examine the extent to which HEP met its 2021-22 Title I workscope goals.

#### Results

The HEP Title I workscope goals and results are summarized in Table 1. The program met 5 of 8 goals.

- HEP staff members completed 986 materials requests for 483 elementary school, 227 middle school, and 276 high school students across the Dallas ISD. Eighty percent of the requests included books; 63 percent included school supplies; and 10 percent included socks, hats, or other clothing.
- The HEP worked with Dallas ISD Student Transportation Services, Dallas Area Rapid Transit (DART), and the transportation services of nearby districts to ensure that all homeless students had consistent transportation to their school of origin. In 2021-22, the HEP fulfilled 159 in-district transportation requests. In addition, the HEP split transportation costs with other school districts to transport students that either lived within the Dallas ISD boundary and attended other school districts or lived within other school district boundaries and attended the Dallas ISD.
- The HEP provided training for homeless students and their families at seven shelters and six nonprofit/community organizations to reduce the stigma and stereotypes surrounding homelessness. In addition to 50 parents, the program also provided training and

<sup>1</sup> The public school the student attended when permanently housed or the school at which the student was last enrolled.

<sup>2</sup> As reported by Special Revenue Funds Management on 4/22/22.

<sup>3</sup> Portions of this report were adapted from Mickelson (2021). More detailed methodological considerations are also available in those reports. Because of the transient nature of homeless students in the Dallas ISD, this evaluation reports data for homeless students who were enrolled at any

time during the school year. Thus, homeless student analyses were conducted using the end-of-year (EOY) district demographic files whereas districtwide analyses were conducted using active students enrolled on the Public Education Information Management System (PEIMS) dates.

videos to help educate teachers, campus staff members, and staff members at 10 shelters on the rights and issues of homeless individuals, the services the HEP provided, and what role individuals could play in assisting the homeless community. The department also deployed the Roving Outreach Center, a mobile information booth to three motels and five other events.

- The program provided over 100 shelter/motel students with out-of-school programming through the Ben Milam Afterschool Program, Spring Break Camp, Kids University, and Camp Bravo.

**Table 1. 2021-22 HEP Title I Workscape Goals and Services Provided**

| Workscope Goal                                                                                     | Summary of Services Provided                                                                                                                                     | Goal Met |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Provide materials, supplies, or transportation to 200 students or families.                        | Fulfilled 986 materials requests and 159 transportation requests.                                                                                                | Yes      |
| Provide training to 7 shelters and 4 nonprofits.                                                   | Provided training to 7 shelters and 6 nonprofits/community organizations                                                                                         | Yes      |
| Train 100 parents (50 shelter parents) on rights under the McKinney-Vento law regarding education. | Basic training provided to 50 parents                                                                                                                            | No       |
| Hold eight shelter and case manager meetings to support services.                                  | Provided 10 case manager meetings to support shelters and their staff                                                                                            | Yes      |
| Provide information and resources to parents at four motels using the Roving Outreach Center.      | Used the Roving Outreach Center to provide information at 3 motels and 5 other events.                                                                           | No       |
| Provide out-of-school programming and materials to 20 students at three different motels.          | Provided programming and materials for over 100 shelter/motel students at the Ben Milam Afterschool Program, Spring Break Camp, Kids University, and Camp Bravo. | Yes      |
| Work with donors and to procure \$5,000 in materials donations.                                    | Secured \$54,737 in donations, including Undies For Everyone and Soles4Souls                                                                                     | Yes      |
| Share Amazon Wishlist once per month and secure \$1,000 in hygiene supplies and emergency food.    | The Amazon wish list was shared monthly via social media platforms.                                                                                              | No       |

Source: Data received from HEP on 07/26/22.

- The program acquired \$54,737 in donations from organizations such as Undies For Everyone (providing underwear to children in need) and Soles4Souls (providing shoes for children in need) and by sharing the

HEP Amazon wish list on social media platforms at least once per month.

- The HEP worked with After8<sup>4</sup> to operate the Fannie C. Harris Youth Center, a drop-in center supporting unaccompanied high school youth in Dallas. After8 provided drop-in services, tutoring, and helped students move into transitional housing or reunify with their families.
- In partnership with Promise House<sup>5</sup>, a Dallas-based non-profit organization, the HEP provided Drop-In Centers at 14 Dallas ISD campuses (13 high schools and 1 middle school). Drop-In Centers served as hubs for homeless students to access helpful and necessary materials, such as food, backpacks, uniforms, hygiene items, and school supplies. Drop-In Center leaders also referred students to additional services (e.g., mental health services) and organized presentations from outside agencies about numerous topics (e.g., college admissions, career options, etc.). Drop-In Centers also worked with the Food and Childhood Nutrition Services Department to provide students with healthy breakfasts. Beyond Drop-In Centers, the HEP worked to ensure that homeless students were provided the same enrichment opportunities and experiences that other students received, including sports teams, afterschool programs, and summer camps.

## What were the characteristics of HEP students in 2021-22?

### Methodology

The evaluator conducted descriptive analyses to summarize the characteristics of HEP students using the 2021-22 end-of-year (EOY) demographic file dated 6/21/22. Descriptive analyses of district students overall were conducted using the 2021-22 Public Education Information Management System (PEIMS) snapshot demographic file date 11/01/21

### Results

Throughout the 2021-22 school year, 3,904 homeless students enrolled in the Dallas ISD. Data by grade are shown in Table 2. HEP students made up approximately three percent of the total district population. Homeless students in the Dallas ISD were more likely to be in grades Early Childhood (EC)-5 (58%) than the district overall (50%). A smaller percentage of homeless students (24%) were in grades nine to 12 than the district overall (29%).

<sup>4</sup> For more information, see <http://after8toeducate.com/>.

<sup>5</sup> For more information, see <https://promisehouse.org/>.

**Table 2: 2021-22 Homeless Student and District Student Enrollment by Grade Level**

| Grade Levels | Homeless Students<br>(N = 3,904) |      | District Students<br>(N = 143,665) |      |
|--------------|----------------------------------|------|------------------------------------|------|
|              | n                                | %    | n                                  | %    |
| EC-5         | 2,272                            | 58.2 | 72,385                             | 50.4 |
| 6-8          | 702                              | 18.0 | 29,991                             | 20.9 |
| 9-12         | 930                              | 23.8 | 41,289                             | 28.7 |

Source: PEIMS demographic file dated 11/01/21 and EOY demographic file dated 06/21/22.

A larger percentage of homeless students were African American (43%) compared to the district overall (21%), and a smaller percentage were Hispanic (49%) than the district overall (71%). A smaller percentage were considered Emergent Bilingual (29%) than the district overall (48%). Other characteristics of homeless students were similar to the district overall.

### What was the status of homeless students in 2021-22 compared to 2020-21?

#### Methodology

For 2020-21 homeless students<sup>6</sup>, the evaluator used frequency analyses to determine if homeless students stayed within the Dallas ISD, left the district, or changed homeless status for the 2021-22 school year. For 2021-22 homeless students<sup>7</sup>, the evaluator used frequency analyses to determine if students were or were not enrolled in Dallas ISD in 2020-21.

#### Results

Of students who were homeless in 2020-21 ( $n = 4,390$ ), 3,541 (81%) graduated or stayed in the Dallas ISD in 2021-22 and 849 (19%) were no longer enrolled in the district. Of the 3,904 Dallas ISD students identified as homeless in 2021-22, 404 were also flagged as homeless in 2020-21 (10%), and 3,500 were newly flagged as homeless (90%). Of the 3,500 students who were newly flagged as homeless in 2021-22, 1,503 were in the Dallas ISD during the 2020-21 school year (43%) and 1,997 were newly enrolled (57%).

### How did attendance rates and graduation rates for HEP students in 2021-22 compare to previous years?

#### Methodology

##### Attendance Rates

The evaluator conducted descriptive analyses to compare semester attendance rates for HEP students and the district overall during fall 2019-20<sup>8</sup>, fall and spring 2021-22, and fall and spring 2021-22.

<sup>6</sup> Identified in demographic data files dated and 06/21/21.

<sup>7</sup> Identified in demographic data files dated and 06/21/22.

<sup>8</sup> Spring 2020 rates were not included because recording changes after the district transitioned to at-home learning on 03/23/20 resulted in poor data reliability.

#### Annual Graduation Rates

To analyze annual graduation rates, the evaluator conducted descriptive analyses to compare the 2019-20, 2020-21, and 2021-22 annual grade 12 graduation rates for HEP students in the Dallas ISD with the district overall. Data from the 2019-20 and 2020-21 school years was retrieved from Mickelson (2021).

#### Results

##### Attendance<sup>9</sup>

The 2021-22 fall and spring semester attendance rates for homeless students were 88 percent and 86 percent, respectively (Table 3). These rates were slightly lower than semester rates during the 2019-20 and 2020-21 school years. Rates were lower than overall district rates of 91 percent for fall 2020-21 and 94 percent for spring 2020-21.

**Table 3: 2019-20 through 2021-22 Homeless and District Overall Attendance**

| Year                 | Sem    | Homeless |      | District |      |
|----------------------|--------|----------|------|----------|------|
|                      |        | N        | %    | N        | %    |
| 2019-20 <sup>1</sup> | Fall   | 3,964    | 91.9 | 153,416  | 94.9 |
|                      | Fall   | 4,289    | 88.3 | 145,056  | 91.2 |
| 2020-21              | Spring | 4,289    | 91.2 | 145,056  | 93.9 |
|                      | Fall   | 3,257    | 87.6 | 150,664  | 91.8 |
| 2021-22              | Spring | 3,314    | 85.8 | 147,879  | 90.5 |

Source: District PEIMS data files dated, 10/31/19 (2019-20), 10/30/21 (2020-21), and 11/01/21 (2021-22). EOY demographic files dated 05/29/20 (2019-20), 06/21/21 (2020-21), and 06/21/22 (2021-22). District attendance files dated 01/24/20 (2019-20), 08/20/21 (2020-21), and 06/29/22 (2021-22).

Note: Sem = Semester. <sup>1</sup>Spring 2020 rates were not included due to poor data reliability after the district transitioned to at-home learning.

#### Annual Graduation Rates

Of the 130 homeless seniors enrolled at the end of the 2021-22 school year, 89% graduated (Table 4). Annual graduation rates for HEP students were consistently lower than district rates each of the three years (89% in 2019-20; 89% in 2020-21; and 92% in 2021-22). However, since the 2019-20 school year, the rate has risen almost three percent for district students and over six percent for HEP students.

**Table 4: 2019-20 through 2021-22 Annual Grade 12 Homeless Student and District Overall Graduation Rates**

| Year    | Homeless Students |      | District Students |      |
|---------|-------------------|------|-------------------|------|
|         | N                 | %    | N                 | %    |
| 2019-20 | 110               | 82.7 | 8,325             | 89.0 |
| 2020-21 | 159               | 86.7 | 8,777             | 89.1 |
| 2021-22 | 130               | 89.2 | 8,691             | 91.8 |

Source: EOY demographic files dated 05/29/20 (2019-20), 06/21/21 (2020-21), and 06/21/22 (2021-22). District graduation files dated 06/17/20 (2019-20), 07/21/21 (2020-21), and 07/18/22 (2021-22). Homeless students include only seniors enrolled at the end of the year.

<sup>9</sup> Results should be viewed with caution because some students were learning remotely due to the impact of COVID after spring 2020 and continued to do so in 2020-21, which could lead to discrepancies in the data.

## What were the academic achievement outcomes for HEP students?

### Methodology

HEP students were identified in the 2021-22 EOY demographic file and students in the district overall were identified in the PEIMS demographic snapshot file. The evaluator conducted frequency analyses to determine the percentage of students at the Approaches Grade Level or Above (Approaches+; Table 5) and Meets Grade Level or Above (Meets+; Table 6) standards on the *State of Texas Assessments of Academic Readiness (STAAR; grades 3-5 and 6-8)*, and Algebra I, English I, and English II *STAAR End of Course (EOC)* exams.

### Results

Across all tests and grade levels, HEP students met Approaches+ and Meets+ standards at lower rates than the district as a whole. For the Approaches+ standard, the largest differences between district and HEP students were on the grades 3-5 mathematics tests (20 percentage points difference) and the English I *STAAR EOC* (15 percentage points difference).

**Table 5: 2021-22 Percentage of Homeless and District Students at Approaches+ on STAAR and STAAR EOC**

|                                | Homeless    |           | District    |           |
|--------------------------------|-------------|-----------|-------------|-----------|
|                                | Tested<br>N | App+<br>% | Tested<br>N | App+<br>% |
| <b>STAAR (Grades 3-5)</b>      |             |           |             |           |
| Reading                        | 593         | 59.4      | 28,887      | 70.0      |
| Mathematics                    | 595         | 49.7      | 28,895      | 70.0      |
| <b>STAAR (Grades 6-8)</b>      |             |           |             |           |
| Reading                        | 522         | 59.6      | 27,858      | 70.6      |
| Mathematics                    | 482         | 50.0      | 23,997      | 63.2      |
| <b>STAAR EOC (Grades 9-12)</b> |             |           |             |           |
| Algebra I                      | 244         | 48.8      | 9,609       | 55.9      |
| Biology                        | 229         | 62.9      | 11,977      | 75.8      |
| English I                      | 314         | 36.9      | 15,139      | 52.1      |
| English II                     | 239         | 47.3      | 12,500      | 59.3      |
| US History                     | 144         | 71.5      | 9,736       | 83.4      |

Source. District PEIMS demographic file dated 11/01/21 and EOY demographic file dated 06/21/22. *STAAR* and *STAAR EOC* district data files dated 07/15/22.

Note: App+ = Approaches+. US = United States. Data include all versions of *STAAR* and first and second administrations of all versions of *STAAR EOCs*.

For the Meets+ standard, the largest differences between district students and HEP students were on the grades 3-5

mathematics tests (18 percentage points difference), US History *STAAR EOC* (12 percentage points difference), and English II *STAAR EOC* (12 percentage points difference).

**Table 6: 2021-22 Percentage of Homeless and District Students at Meets+ on STAAR and STAAR EOC**

|                                | Homeless    |             | District    |             |
|--------------------------------|-------------|-------------|-------------|-------------|
|                                | Tested<br>N | Meets+<br>% | Tested<br>N | Meets+<br>% |
| <b>STAAR (Grades 3-5)</b>      |             |             |             |             |
| Reading                        | 585         | 32.1        | 28,207      | 45.0        |
| Mathematics                    | 587         | 23.0        | 28,215      | 40.9        |
| <b>STAAR (Grades 6-8)</b>      |             |             |             |             |
| Reading                        | 505         | 32.7        | 27,260      | 43.3        |
| Mathematics                    | 465         | 17.0        | 23,398      | 30.6        |
| <b>STAAR EOC (Grades 9-12)</b> |             |             |             |             |
| Algebra I                      | 237         | 13.9        | 9,405       | 22.8        |
| Biology                        | 222         | 32.0        | 11,771      | 45.3        |
| English I                      | 307         | 19.9        | 14,937      | 33.9        |
| English II                     | 234         | 26.5        | 12,305      | 42.8        |
| US History                     | 143         | 41.3        | 9,562       | 58.1        |

Source. District PEIMS demographic file dated 11/01/21 and EOY demographic file dated 06/21/22. *STAAR* and *STAAR EOC* district data files dated 7/15/22.

Note: US = United States. Data include all versions of *STAAR* and first and second administrations of all versions of *STAAR EOCs*.

## RECOMMENDATIONS

Based on results, the evaluator made two recommendations.

**Continue to provide essential services to HEP students, parents, and campuses.** The HEP aided in identification of homeless students by campus staff, facilitated transportation needs, and advocated for students as necessary. These services promoted student success by avoiding enrollment delays and other obstacles to consistent attendance. Additionally, the program provided essential hygiene items, clothing, and school supplies to ease the social stigma associated with homelessness.

**Ensure that program partners provide HEP students with quality tutoring at community and drop-in centers.** Academic achievement for Dallas ISD homeless students was lower than the district. The HEP should work with program partners such as After8 and Promise House to track tutoring services and ensure that homeless students receive adequate and relevant tutoring.

### EA22-191-4

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## EXECUTIVE SUMMARY

The purpose of the State Compensatory Education (SCE) program is to supplement the regular education program with compensatory, intensive, and accelerated instruction for students identified as being at-risk of dropping out of school (At-Risk). The program is designed to reduce or eliminate disparities between At-Risk and all other students in (a) performance on assessment instruments administered under Subchapter B, Chapter 39 of the Texas Education Code ([TEC] 1995, amended 2013) and (b) rates of high school completion.

State criteria for identifying At-Risk students are defined by Texas Education Code (TEC) §29.081. Students who meet any of the criteria are to be reported through the Public Education Information Management System (PEIMS) in the fall of each school year. Among the 14 criteria are Emergent Bilingual (EB) or students of limited English proficiency (LEP), students who failed a state assessment, or students who were retained. The district is required to submit the District Improvement Plan (DIP), two Campus Improvement Plans (CIP), and the local evaluation of state compensatory education strategies, activities and programs to the Texas Education Agency (TEA) annually.

For SCE funds to be allocated to a campus, services provided to students must be described in the district and campus improvement plan. A district's SCE allotment may be used for costs such as program and student evaluation; instructional materials, equipment, and other supplies required for quality instruction; supplemental staff expenses; salaries for teachers of At-Risk students; and reduced class size and individualized instruction.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.<sup>1</sup>

The scope of this evaluation report includes the program context, implementation, and results of the 2021-22 SCE Program. It examines and summarizes budget allocations and expenditures, including how SCE direct cost funds were

used for supplemental services and programs, as described in the district and campus improvement plans (DIP and CIPs, respectively). The report describes the characteristics of the 2021-22 At Risk student population in Dallas ISD and compares their graduation and dropout rates with those of Not-At-Risk students. Finally, performance outcomes on the Northwest Evaluation Association (NWEA) *Measures of Academic Progress* (MAP) and the *State of Texas Assessments of Academic Readiness* (STAAR) assessments are compared across At-Risk and Not-At-Risk student groups.

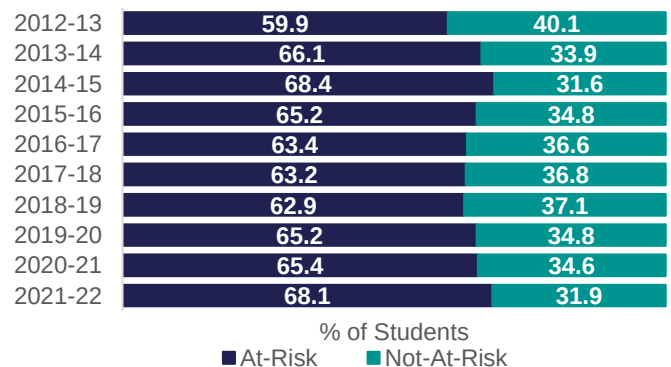
## EVALUATION QUESTIONS/OUTCOMES

### What were the demographic characteristics of 2021-22 Dallas ISD At-Risk students?

#### Results

- In 2021-22, 68.1 percent ( $n = 96,322$ ) of the district's Early Childhood (EC) – Grade 12 students ( $N = 141,504$ ) were identified as At-Risk (Figure 1).
- The percentage of students identified as At-Risk has gradually increased since 2018-19.

**Figure 1: 2012-13 through 2021-22 District Student Population by At-Risk Status**



**Source:** TEA 2013 to 2022 TAPR reports. District At-Risk indicator data file, 06/07/22.

- The largest percentages of At-Risk students were in grades 4 through 12 (Table 1).
- Hispanic/Latino students and EB students were over-represented among the At-Risk student segment,

<sup>1</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>

compared to their proportions of the overall district student population.

- The most common At-Risk indicators for Dallas ISD students in 2021-22 were EB designation, STAAR/EOC failure, two or more course failures, and retained in one or more grades.

**Table 1: 2021-22 Student Enrollment by Grade**

| Grade        | District       | At-Risk       |             |
|--------------|----------------|---------------|-------------|
|              | <i>N</i>       | <i>n</i>      | %           |
| EC           | 542            | 176           | 32.5        |
| PK           | 10,009         | 4,661         | 46.6        |
| KN           | 10,355         | 5,092         | 49.2        |
| 1            | 10,640         | 5,384         | 50.6        |
| 2            | 10,309         | 5,487         | 53.2        |
| 3            | 10,077         | 5,645         | 56.0        |
| 4            | 10,188         | 7,587         | 74.5        |
| 5            | 10,094         | 7,930         | 78.6        |
| 6            | 9,654          | 7,345         | 76.1        |
| 7            | 10,051         | 7,735         | 77.0        |
| 8            | 10,181         | 8,209         | 80.6        |
| 9            | 12,649         | 9,986         | 78.9        |
| 10           | 9,669          | 7,644         | 79.1        |
| 11           | 8,432          | 6,600         | 78.3        |
| 12           | 8,654          | 6,841         | 79.1        |
| <b>Total</b> | <b>141,504</b> | <b>96,322</b> | <b>68.1</b> |

Source: District student data file, 05/16/22.

Note: Data from district student data file may differ from TAPR report data. EC = Early Childhood. PK = Prekindergarten. KN = Kindergarten.

## What programs and services were funded by the SCE Program?

### 2020-21 SCE Funding

In 2020-21, the district received an SCE program allotment of \$213,339,646 from the state. The minimum direct cost requirement was 55 percent for the 2020-21 school year, or \$117,336,805. The district budgeted \$109,937,466 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$102,893,917.13.

The DIP and CIPs are the primary sources of record for expenditures attributed to the SCE program required by the state. The program and services must be described in the DIP if the program is implemented districtwide or in the CIP if implemented at the campus level.

### District Improvement Plan

- The 2021-22 DIP was reviewed for SCE components. The district plan contained broad statements regarding goals, strategies, and activities targeting specific At-Risk criteria, while detailed plans were developed at the campus level.

### Campus Improvement Plans

- A review of 30 CIPs showed that all schools conducted a needs assessment as required and set achievement targets aligned with campus needs assessments.
- The percentage of At-Risk students at sampled schools ranged from 23 to 96 percent.

- Strategies outlined to assist struggling students generally fell into one of six areas: parent-focused (e.g., increased parental involvement), teacher-focused (e.g., use of differentiated instruction), direct academic student support (e.g., before- and after-school tutoring), non-academic student support (e.g., extra- and co-curricular activities), campus-focused (e.g., partnerships with outside agencies), and use of data (e.g., daily checks for understanding with immediate feedback).

## What were the academic performance outcomes, graduation rates, and dropout rates of At-Risk and Not-At-Risk students?

### MAP

- In 2022, the percentage of At-Risk students scoring at the Average or Above Growth Quintile for end-of-year (EOY) Reading and Math on MAP varied by grade level and test language (Table 2).
- A smaller percentage of At-Risk students obtained the Average or Above Growth Quintile, compared to Not At-Risk students, on nearly all tests.
- The EOY Mathematics test for Grades 1, 2, 3, and 5 were exceptions, with a greater proportion (between 2 to 5 percentage points higher) of At-Risk students scoring at the Average or Above Growth Quintile, compared to Not At-Risk students.
- The largest performance gaps between At-Risk and Not-At-Risk students scoring at the Average or Above Growth Quintile were found on Grade 4 EOY Reading–Spanish (21 percentage points), Grades 7 and 8 EOY Reading–English (16 percentage points each), and Grade 7 Mathematics (10 percentage points).

**Table 2: 2021-22 MAP End-of-Year Average or Above Growth Quintile Rates and Performance Gaps**

| Grade                    | At-Risk % | Not-At-Risk % | Diff. % |
|--------------------------|-----------|---------------|---------|
| <b>Reading (English)</b> |           |               |         |
| 1                        | 36.8      | 35.7          | 1.1     |
| 2                        | 44.6      | 51.1          | -6.5    |
| 3                        | 53.3      | 59.1          | -5.8    |
| 4                        | 51.4      | 62.8          | -11.4   |
| 5                        | 53.4      | 62.3          | -8.9    |
| 6                        | 48.2      | 57.8          | -9.6    |
| 7                        | 45.8      | 61.6          | -15.8   |
| 8                        | 47.0      | 63.3          | -16.3   |
| 9                        | 44.8      | 56.6          | -11.8   |
| 10                       | 43.1      | 55.6          | -12.5   |
| 11                       | 47.2      | 53.6          | -6.4    |
| <b>Reading (Spanish)</b> |           |               |         |
| 1                        | 41.9      | 42.3          | -0.4    |
| 2                        | 37.4      | 43.1          | -5.7    |
| 3                        | 70.4      | 75.0          | -4.6    |
| 4                        | 62.3      | 83.3          | -21.0   |
| 5                        | 57.9      | 66.7          | -8.7    |
| <b>Mathematics</b>       |           |               |         |
| 1                        | 50.9      | 45.8          | 5.1     |
| 2                        | 50.7      | 46.2          | 4.5     |
| 3                        | 69.1      | 63.7          | 5.4     |
| 4                        | 58.9      | 62.2          | -3.3    |
| 5                        | 52.2      | 50.2          | 2.0     |
| 6                        | 51.6      | 59.6          | -8.0    |
| 7                        | 43.8      | 54.0          | -10.2   |
| 8                        | 49.8      | 54.5          | -4.8    |
| 9                        | 50.2      | 58.5          | -8.3    |
| 10                       | 51.5      | 58.5          | -7.0    |
| 11                       | 52.2      | 57.9          | -5.7    |

Source: District EOY MAP data file, 06/22/22.

Note: Diff. = Difference between student groups.

## STAAR

- In 2022, the percentage of At-Risk students at Approaches+ on STAAR 3-8 and STAAR EOC varied by grade level and subject (Table 3).
- The percentage of At-Risk students at Approaches+ was lower than the corresponding percentage of Not-At-Risk students on nearly all tests.
- The Grade 3 STAAR Mathematics test was an exception, with a greater proportion (four percentage points higher) of At-Risk students scoring at Approaches+, compared to Not-At-Risk students.
- The largest performance gaps between At-Risk and Not-At-Risk students were on English I EOC and English II EOC (36.8 and 37.1 percentage points, respectively), followed by Grade 8 Social Studies (32.8 percentage points).

**Table 3: 2021-22 STAAR 3-8/STAAR EOC Approaches+ Rates and Performance Gaps**

| Subject        | Grade          | At-Risk % | Not-At-Risk % | Diff. % |
|----------------|----------------|-----------|---------------|---------|
| Reading        | 3              | 63.3      | 70.2          | -6.9    |
|                | 4              | 60.6      | 84.0          | -23.4   |
|                | 5              | 72.0      | 88.4          | -16.4   |
|                | 6              | 54.8      | 82.3          | -27.5   |
|                | 7              | 65.5      | 88.7          | -23.2   |
|                | 8              | 73.0      | 89.7          | -16.7   |
|                | English I EOC  | 47.0      | 83.8          | -36.8   |
|                | English II EOC | 53.9      | 91.0          | -37.1   |
| Mathematics    | 3              | 67.9      | 63.5          | 4.4     |
|                | 4              | 61.9      | 76.6          | -14.7   |
|                | 5              | 72.1      | 83.0          | -10.9   |
|                | 6              | 62.4      | 81.3          | -18.9   |
|                | 7              | 53.2      | 79.3          | -26.1   |
| Algebra I EOC  |                | 63.8      | 86.6          | -22.8   |
| Science        | 5              | 55.2      | 76.5          | -21.3   |
|                | 8              | 55.6      | 83.5          | -27.9   |
| Biology EOC    |                | 72.0      | 93.4          | -21.4   |
| Social Studies |                | 44.0      | 76.8          | -32.8   |
| US History EOC |                | 80.4      | 97.9          | -17.5   |

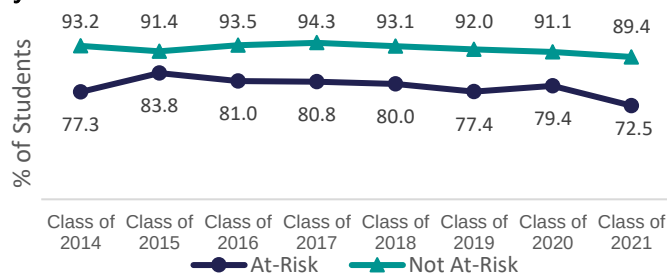
Source: District STAAR and STAAR EOC data files, 06/27/22.

Note: Diff.=Difference between student groups.

## High School Graduation and Completion Rates

- Historically, the graduation rate of At-Risk students has been lower than that of Not-At-Risk students (Figure 2).
- The Class of 2021 had the lowest graduation rate in recent years, for both At-Risk and Not-At-Risk students (72.5% and 89.4%, respectively).
- The graduation rate of At-Risk students in 2021 exhibited a much greater decline (6.9 percentage points), compared to that of Not-At-Risk students (1.7 percentage points).
- The gap in graduation rates between At-Risk and Not-At-Risk students in the Class of 2021 was the widest it has been in recent history (16.9 percentage points).

**Figure 2: 2013-14 through 2020-21 Graduation Rates by Cohort and At-Risk Status**



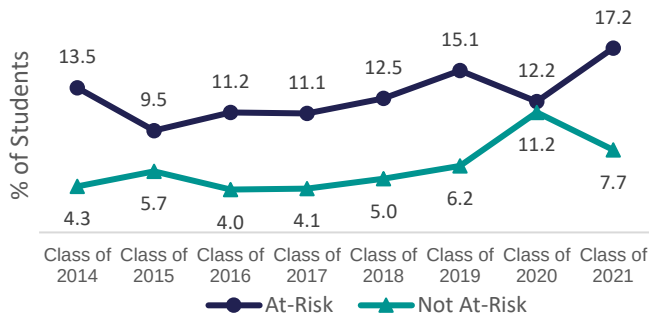
Source: TEA Completion, Graduation, and Dropout data.

Note: Due to the COVID-19 pandemic, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

- Historically, the dropout rate has been higher for At-Risk students compared to Not-At-Risk students.

- In 2021, the dropout rate for At-Risk students increased to an eight-year high of 17.2 percent (up from 12.2 percent in 2020).
- Conversely, the dropout rate for Not-At-Risk students in 2021 decreased, in nearly equal proportion, to 7.7 percent (down from 11.2 percent in 2020).
- The size of the gap between dropout rates for At-Risk and Not-At-Risk students increased starkly in 2021 to 9.5 percentage points (up from 1.0 percentage point in 2020).

**Figure 3: 2013-14 through 2020-21 Dropout Rates by Cohort and At-Risk Status**



Source: TEA Completion, Graduation, and Dropout data.

**Note:** Due to the COVID-19 pandemic, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

## RECOMMENDATIONS

**As recommended in previous years, designate a full-time SCE program administrator.** At its current level of funding, with an overall budget of over \$213 million, oversight would help to ensure that funds are used efficiently and effectively. With up to approximately \$96 million available in 2020-21 in indirect cost allocations intended primarily to defray program administrative costs, the SCE program should be able to meet the expense of a designated program manager assigned the responsibility of overseeing program implementation and data collection.

**As recommended in previous years, require central organizations to apply for SCE funds.** In 2011-12 and 2012-13, central organizations that received SCE funds were required to submit Project Workscopes to the district's Budget Services department. That requirement was discontinued in 2014-15. Reinstatement would provide documentation for the use of SCE funds and facilitate evaluation of services and activities supported by central SCE expenditures.

**As recommended in previous years, ensure adequate funding and support is provided through SCE to mitigate achievement and completion disparities between At-Risk and Not-At-Risk students.** Utilize the full SCE amount allocated, on programs and services for Dallas ISD's At-Risk students. According to Dallas ISD budget data for 2020-21, the district spent less on SCE direct costs than the 55 percent minimum of the total allocation. The district should ensure that SCE funds are fully utilized on the compensatory, intensive, and accelerated instruction needed to stem poor academic outcomes for the district's most vulnerable students.

**Evaluate the impact of alternative school calendars on At-Risk student outcomes.** To help mitigate learning loss and further support students, the Dallas ISD Board of Trustees adopted three calendars (traditional, Intersession, and School Day Redesign) for the 2021-22 and 2022-23 school years. In 2021-22, forty-one campuses implemented the intersession school year calendar, five campuses implemented the school day redesign school year calendar, and the remaining campuses implemented the traditional school year calendar. Program evaluators should examine the impact of these initiatives on At-Risk student learning outcomes.

## REFERENCES

- Texas Education Agency (2021a). *Completion, Graduation, and Dropouts*. Retrieved from <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts>.
- Texas Education Agency (2021b). *Texas Academic Performance Report (TAPR): 2012-13 through 2020-21*. Retrieved from <https://tea.texas.gov/perfreport/tapr/index.html>.

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## EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) provides specialized services and accommodations to students with disabilities. Federal laws and State of Texas accountability systems provide a framework that helps shape and guide special education (SPED) programming within the district.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks. In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.<sup>1</sup>

The purpose of this report was to describe the SPED program, to summarize trends in the characteristics and academic performance of students served by the SPED department, and to summarize feedback from stakeholders.

## EVALUATION QUESTIONS/OUTCOMES

### What was the source and amount of funding for the Special Education program in 2021-22?

- The total budget for the 2021-22 SPED program was \$142,326,859, which is an increase from \$140,146,648 in 2020-21.
- In 2021-22, the SPED department also received \$6,623,150 in ESSER funding.

### How did the Special Education program perform on the 2020-21 RDA Report?

- Three SPED program areas were assigned a performance level (PL) of zero. Seven SPED program areas received a PL of three or higher.
- The district outperformed the state in two SPED program areas (SPED STAAR 3-8 Passing Rate in Mathematics and SPED Year-After-Exit STAAR 3-8 Passing Rate in Social Studies). Eleven SPED program areas were commensurate with state performance.

### What were the characteristics of students with disabilities and Special Education program teachers?

#### Student Characteristics

- In 2021-22, 15,762 students with disabilities (11.1% of district enrollment) received SPED services, compared to 14,095 in 2020-21 (Table 1).
- The proportion of Black or African American students receiving SPED services (26.3%) was larger than the general education rate (19.6%).
- Emergent Bilingual (EB) students constituted 42.2 percent of students receiving SPED services.

**Table 1: 2021-22 Dallas ISD SPED and General Education Enrollment by Student Group**

|                       | SPED<br>(N=15,762) |      | General Education<br>(N=125,742) |      |
|-----------------------|--------------------|------|----------------------------------|------|
|                       | n                  | %    | n                                | %    |
| <b>Sex</b>            |                    |      |                                  |      |
| Female                | 5,293              | 33.6 | 64,155                           | 51.0 |
| Male                  | 10,469             | 66.4 | 61,587                           | 49.0 |
| <b>Ethnicity</b>      |                    |      |                                  |      |
| Hispanic/Latino       | 10,372             | 65.8 | 89,937                           | 71.5 |
| Black or Afr Amer     | 4,140              | 26.3 | 24,598                           | 19.6 |
| White                 | 804                | 5.1  | 6,860                            | 5.5  |
| Other                 | 446                | 2.8  | 4,347                            | 3.5  |
| <b>Student Groups</b> |                    |      |                                  |      |
| Eco. Dis.             | 13,881             | 88.1 | 106,512                          | 84.7 |
| EB                    | 6,644              | 42.2 | 61,712                           | 49.1 |
| Homeless              | 331                | 2.1  | 2,549                            | 2.0  |

Source: District student demographic data file dated May 16, 2022 (2021-22).

Note: Afr Amer=African American, Eco.Dis.=Economically Disadvantaged; EB=Emergent Bilingual.

- The most common primary disabilities of students receiving SPED services were specific learning disability (31.4%), autism (26.3%), other health impairment (13.1%), and speech impairments (11.9%).
- Among students with specific learning disabilities, 16 percent had speech impairment as a secondary disability. Among students with autism, 58 percent were also diagnosed with speech impairment as secondary disability.
- The largest percentage of students with disabilities receiving SPED services were placed into a

<sup>1</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>

mainstream educational setting (37.3%) or resource rooms (28.9%).

### Teacher Characteristics

- A total of 1,774 SPED teachers and SPED teaching assistants (TAs) were employed in Dallas ISD in 2021-22 (5.2% increase from 2020-21).
- A smaller percentage of SPED teachers were Hispanic (11.2%) compared to SPED TAs (41.7%) and general education teachers (41.3%).
- A higher percentage of SPED teachers and TAs were African American (56% and 52.1%, respectively) compared to general education teachers (31.1%).

### What were the campus staff perceptions and experiences with the SPED department?

#### Perceptions About Student Support Teams

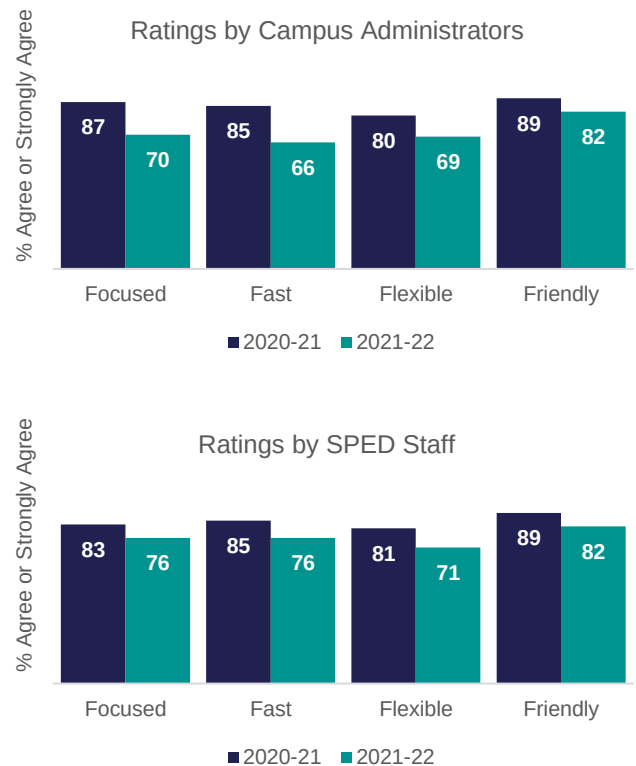
The purpose of the SPED Customer Service survey was to solicit feedback on customer service experience with the SPED department as well as explore respondents understanding of SPED policy, procedures, and resource access.

- A higher proportion of administrators (73.1%) agreed or strongly agreed that their SSTs met regularly to discuss student concerns compared to SPED staff (46.7%).
- A higher proportion of campus administrators (66.9%) agreed or strongly agreed that SSTs met regularly specifically to discuss, recommend, and review progress on appropriate interventions before referring students for an initial SPED evaluation compared to SPED staff (45.4%)
- Survey findings indicated a low rate of SPED staff awareness of the presence and activities of campus SSTs.
- Most campus administrators and SPED staff respondents agreed that they 1) understood the district's expectations in providing SPED services, 2) understood the district's SPED policies and procedures, 3) understood how to get help with SPED-related matters, 4) had adequate access to SPED central staff members needed to provide SPED services, and 5) had adequate access to the classroom materials needed to serve SPED students.

#### SPED Core 4 Ratings

Ratings of the SPED department on all Core 4 domains were generally positive (Figure 1), however overall satisfaction ratings show a marked decrease from 2020-21 satisfaction ratings.

**Figure 1: 2020-21 and 2021-22 SPED Customer Service Survey Ratings on Central Office SPED Department Core 4**



Source: 2020-21 SPED Customer Service Surveys. 2021-22 SPED Customer Service Survey results file dated July 20, 2022.

Note: Administrator N=172 (2020-21), N=119 (2021-22), SPED Staff N=521 (2020-21), N=208 (2021-22).

### What were the academic outcomes of students with disabilities?

#### State of Texas Assessments of Academic Readiness

- Students receiving SPED services were within one percentage point or exceeded 2020-21 rates for STAAR Reading and English I and English II EOCs at the Approaches+ performance standard (Table 2).
- Except for grades three and five, students receiving SPED services in 2021-22 exceeded 2020-21 rates for STAAR Mathematics and Algebra I EOC at the Approaches+ performance standard.
- Students in 2021-22 were within one percentage point or exceeded 2020-21 rates for grades three through seven STAAR Alt 2 Reading at the Satisfactory+ performance standard.
- Students were within one percentage point or exceeded 2020-21 rates at the Satisfactory+ performance standard for all STAAR Alt 2 Mathematics and Algebra I EOC Alt 2, with the exception of grade six.

**Table 2. 2021-22 Dallas ISD SPED Students at Approaches+ on STAAR 3-8/STAAR EOC**

| Grade Level           | 2021-22  |         |
|-----------------------|----------|---------|
|                       | Tested N | Appr+ % |
| <b>Reading</b>        |          |         |
| Grade 3               | 1,045    | 32.3    |
| Grade 4               | 1,167    | 32.3    |
| Grade 5               | 1,221    | 38.2    |
| Grade 6               | 1,097    | 25.3    |
| Grade 7               | 1,032    | 31.0    |
| Grade 8               | 916      | 37.2    |
| <b>Mathematics</b>    |          |         |
| Grade 3               | 1,047    | 31.0    |
| Grade 4               | 1,170    | 33.2    |
| Grade 5               | 1,224    | 42.6    |
| Grade 6               | 1,092    | 36.4    |
| Grade 7               | 662      | 19.2    |
| Grade 8               | 1,205    | 33.6    |
| <b>Science</b>        |          |         |
| Grade 5               | 1,222    | 26.4    |
| Grade 8               | 968      | 29.1    |
| <b>Social Studies</b> |          |         |
| Grade 8               | 915      | 18.9    |
| <b>EOC</b>            |          |         |
| Algebra I             | 1,258    | 38.9    |
| English I             | 1,549    | 19.2    |
| English II            | 1,049    | 20.3    |
| Biology               | 1,085    | 45.0    |
| U.S. History          | 650      | 51.8    |

Source: District STAAR 3-8 data file dated 07/15/22 and STAAR EOC data file dated 08/02/22.

**Table 3. 2021-22 Dallas ISD SPED Students at Satisfactory+ on STAAR 3-8 Alt 2/STAAR EOC Alt 2**

| Grade Level           | 2021-22  |          |
|-----------------------|----------|----------|
|                       | Tested N | Satis+ % |
| <b>Reading</b>        |          |          |
| Grade 3               | 232      | 86.6     |
| Grade 4               | 233      | 90.1     |
| Grade 5               | 231      | 87.9     |
| Grade 6               | 208      | 89.4     |
| Grade 7               | 209      | 89.5     |
| Grade 8               | 199      | 91.0     |
| <b>Mathematics</b>    |          |          |
| Grade 3               | 232      | 92.2     |
| Grade 4               | 232      | 95.7     |
| Grade 5               | 231      | 93.5     |
| Grade 6               | 208      | 88.0     |
| Grade 7               | 210      | 92.9     |
| Grade 8               | 199      | 92.5     |
| <b>Science</b>        |          |          |
| Grade 5               | 231      | 93.1     |
| Grade 8               | 199      | 93.5     |
| <b>Social Studies</b> |          |          |
| Grade 8               | 199      | 92.0     |
| <b>EOC</b>            |          |          |
| Algebra I             | 207      | 88.4     |
| English I             | 203      | 86.7     |
| English II            | 197      | 82.7     |
| Biology               | 212      | 94.8     |
| U.S. History          | 179      | 92.7     |

Source: District STAAR 3-8 data file dated 08/09/22. District STAAR EOC data file dated 08/02/22.

## Comparisons to Statewide Results

- Students receiving SPED services at the statewide level outperformed students receiving SPED services within Dallas ISD in nearly all STAAR 3-8/STAAR EOC subjects and grade levels
- Students receiving SPED services within Dallas ISD outperformed students receiving SPED services statewide by two percentage points in Grade 8 Mathematics.

## NWEA Measures of Academic Progress

- Students receiving SPED services in grades one, two, four, and eight had higher rates of Average Conditional Growth Percentiles (CGPs) on the MAP Reading test than on the MAP Mathematics test while students in grades three, five, six, nine, ten, and eleven had higher CGPs rates on the MAP Mathematics test than on the MAP Reading test.

## What were the attendance rates, graduation rates, and dropout rates of students with disabilities?

- In 2021-22, the overall average attendance rate for students receiving SPED services (90.9%) was slightly less than the overall district average attendance rate (91.6%). However, the overall average attendance rate for students receiving SPED services has declined since 2020-21 (92.0%) and 2019-20 (93.1%).
- For the Class of 2021, students receiving SPED services graduation rate (68.8%) was markedly less than the districtwide graduation rate (80.1%).
- The 4-year longitudinal dropout rate for the Class of 2021 students with disabilities was 14.9 compared to districtwide rate of 12.9.

## What were the outcomes related to ESSER funded Special Education activities?

### SPED Compensatory Services

- The SPED Compensatory Services ESSER activity implementation was delayed due to late job postings and a lack of qualified job candidates. As such, the Dallas ISD Deaf Education program did not meet the goal of providing sign language interpreters to 100% of students who are deaf or hard of hearing, and use sign language, in their content classes, electives and activities.
- The SPED department did not meet the goal of completing 100% of compensatory speech therapy services owed to students as defined by the ARD committee by the end of the students' annual IEP.

### SPED Backlog Clean-up

- The SPED department met the goal of completing 100% of all backlogged referral cases from 2017-2019 by September 15, 2021.
- The SPED department made significant progress towards but did not meet the goal of completing 100% of all current 2021-2022 school year referrals with finalized FIE by August 1, 2022.

Transforming SPED Classrooms & Pathways

The Transforming SPED Classrooms and Pathways ESSER activity implementation was delayed due to late purchasing of a new curriculum, late submission of procurement requisitions, and a lack of progress toward purchasing additional materials and classroom technologies. High school Functional Living Skills Classes did not meet the goal of implementing a revised program.

SPED Behavioral Health Team

The SPED Behavioral Health Team ESSER activity implementation was delayed due to delays in posting job openings, difficulty finding qualified candidates, and a late onboarding process for Behavioral Health Team staff. As such, the goal was not met to conduct a needs assessment for all campuses to determine behavioral supports for students with disabilities.

Middle School ARD Support

- In 2021-22, the SPED department aimed to provide intentional support systems for ten middle school campuses that have more than 100 students receiving SPED services with mild to severe needs.
- The SPED department did not meet the goal (missed 1.9% of ARD timelines) of having 100% of ARD meetings completed on or before the due dates as evidence by SDMS reports.

RECOMMENDATIONS

**Continue to communicate and stress to all campuses the importance of regular SST meetings for the identification of students needing services.** Thirty-three percent of SPED staff were not aware of an SST on their campuses or did not have enough information to rate their SST, suggesting possible under-engagement of SPED staff members in SST campus activities (this rate decreased from 38% in 2020-21). Program managers and school leadership should increase communication and stress the crucial role that regular SST meetings play in the effective and efficient delivery of SPED services.

**Continue to monitor the impact of SPED department ESSER activities.** In 2021-22, district budgeted approximately \$29 million aimed at improving and expanding special education services. The SPED department met the goal of completing 100% of all backlogged referral cases from 2017-2019 and made significant progress toward the goal of completing referrals

with finalized FIE and conducting ARD meetings in a timely manner. However, many of the ESSER activities were not fully implemented due to delays in job posting, hiring, and onboarding process of qualified language interpreters and Behavioral Health Team staff or due to late procurement process for purchasing new curriculum and materials. Therefore, as these activities are implemented in 2022-23, the district should monitor these activities to examine the impact on SPED services and student outcomes.

**Evaluate the impact of alternative school calendars on student outcomes.** To help mitigate learning loss and further support students, the Dallas ISD Board of Trustees adopted three calendars (traditional, Intersession, and School Day Redesign) for the 2021-22 and 2022-23 school years. In 2021-22, forty-one campuses implemented the intersession school year calendar, five campuses implemented the school day redesign school year calendar, and the remaining campuses implemented the traditional school year calendar. Program evaluators should examine the impact of these initiatives on learning outcomes of students receiving SPED services.

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## EXECUTIVE SUMMARY

The College Access Program (CAP) was created in 2010 by Dallas Independent School District (ISD) to increase student college applications, scholarship applications, participation in college entrance exams, and parental involvement in the college admissions and financial aid processes. The program has been managed by a college access coordinator within the Dallas ISD Postsecondary Partnerships and Programs department. The three CAP vendors selected for the 2021-22 school year were Academic Success Program (ASP), Education is Freedom (EIF), and Southern Methodist University (SMU). In 2021-22, the CAP program served 37 high school campuses. CAP vendors provided supplemental assistance to students and parents. This assistance included: 1) completing college applications; 2) completing financial aid applications; 3) registering and preparing for the SAT, ACT, and TSIA/TSIA2 tests; 4) completing Dallas County Promise Pledges; and 5) completing student profiles, conducting college searches, and taking aptitude tests. CAP received \$2,448,000 through Title IV funds in 2021-22. This was an increase from 2,350,000 in 2020-21 and 2019-20, respectively.

## PURPOSE AND METHOD

The purpose of this evaluation was to examine the effectiveness of the CAP program based on the outlined program goals. This evaluation examined: 1) characteristics of students who participated in the CAP program, 2) the extent to which the CAP participation changed from 2019-20 to 2021-22, 3) the extent to which CAP vendors met outlined program goals, and 4) the relationship between CAP participation and college enrollment for 2018-19 through 2020-21 seniors.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options

included both synchronous and asynchronous learning activities.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School Day Redesign, Intersession, and Base/Traditional) and other supports.<sup>1</sup>

Data on sources of program funding and budget, number of CAP students, number of CAP schools served, Texas Application for State Financial Aid (TASFA), student profile completion, college search, and aptitude test taking information and CAP staff meetings with counselors were obtained from program staff. College application information was obtained from program staff and the ApplyTexas website.

Free Application for Federal Student Aid (FAFSA) was obtained from Department of Education website. Dallas County Promise Pledge information was obtained from a website shared between Dallas ISD and the Dallas County Community College District. CAP student characteristics and SAT/ACT/TSIA results were obtained from district data files. The 2020-21 senior college enrollment information was obtained from the National Student Clearinghouse (NSC) data file. Frequency and crosstab analyses were computed.

## EVALUATION QUESTIONS/OUTCOMES

### To what extent did CAP participation change from 2019-20 to 2021-22 school years?

The total number of students served by CAP vendors decreased from 13,290 in 2019-20 to 10,659 in 2020-21 and increased to 11,577 in 2021-22 (Table 1).

<sup>1</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>

**Table 1: 2019-20 through 2021-22 Students Served by CAP Vendor**

|              | 2019-20       |            | 2020-21       |            | 2021-22       |            |
|--------------|---------------|------------|---------------|------------|---------------|------------|
|              | <i>n</i>      | %          | <i>n</i>      | %          | <i>n</i>      | %          |
| ASP          | 2,418         | 18         | 872           | 8          | 2,419         | 21         |
| EIF          | 10,080        | 76         | 9,153         | 86         | 9,044         | 78         |
| SMU          | 792           | 6          | 559           | 5          | 114           | 1          |
| TPR          |               |            | 75            | 1          |               |            |
| <b>Total</b> | <b>13,290</b> | <b>100</b> | <b>10,659</b> | <b>100</b> | <b>11,577</b> | <b>100</b> |

Source: 2019-20 and 2020-21 CAP information taken from Zhang (2020 & 2021). 2021-22 CAP participation data on 07/11/22.

Note: N=11,577, including 970 students not found in the district demographic file dated 05/23/22.

- On average, students receiving CAP services were served 3.4 times by CAP vendors in 2021-22. The average number of times students were served by vendor ranged from 3.1 to 5.6. This was a decrease from 4.7 times in 2019-20 and 3.8 times in 2020-21.
- During the 2021-22 school year, students visited CAP vendors most commonly one visit (37%), followed by two visits (19%) and five to nine visits (16%). In previous years, students most often visited CAP vendors either once (2019-20, 34%; 2020-21, 36%) or up to five to nine times (2019-20, 20%; 2020-21, 19%).

### To what extent did CAP vendors meet 2021-22 program goals?

#### College Application

- The program goal of 97 percent of participants submitting a college application was not met. Overall, 94 percent of 2021-22 seniors completed at least one college application (84% in 2020-21 and 92% in 2019-20). College application rates by campus ranged between 55 percent and 100 percent. Four of the 10 (40%) eligible campuses served by ASP, 12 of the 25 (48%) campuses served by EIF, none of the campus served by SMU met this CAP goal.
- Seniors' self-reported data indicated 31,466 college applications were submitted during the 2021-22 school year. Of those, 10,504 applications (33%) were accepted by colleges or universities, while 38% were accepted in 2020-21 and 2019-20 each.

#### Financial Assistance

- Overall, 2021-22 seniors met the program goal of 70 percent completing a FAFSA and TASFA. The overall combined completion rate of FAFSA or TASFA increased from 70 percent in 2019-20, 67% in 2020-21 to 92 percent in 2021-22. By campus, Rangel, Carter, Lincoln, Madison, New Tech, Pinkston, Roosevelt, and Townview: Ed & Soc had the highest percentage of seniors completing FAFSA and TASFA application (100%) in 2021-22, followed by Townview: TAG (98%),

Townview: Pub Svc (97%), Jefferson, CityLab, Gilliam, IDEA, Molina, and Wilmer-Hutchins (96%), respectively.

- The percentage of all seniors assisted by a CAP vendor who self-reported that they were offered at least one scholarship decreased from 10 percent in 2019-20 to eight percent in 2020-21 and increased to 13 percent in 2021-22. When reviewed by campus, Townview: Ed & Soc reported the highest percent of seniors with a scholarship (75%) in 2021-22, followed by Townview: Pub Svc (68%), Townview: TAG (64%) and Townview: SEM (57%).<sup>2</sup>

#### SAT/ACT/TSIA

The program goal of 95 percent of 2021-22 seniors taking the SAT, ACT or TSIA was not met. Overall, 87 percent of 2021-22 seniors took either the SAT, ACT or TSIA. The percentage of seniors taking one of the above-mentioned assessments remained largely stable over the past three years, with 93 percent in 2019-20 and 90 percent in 2020-21. In 2021-22, four of the 10 (40%) eligible campuses served by ASP, ten of the 25 (40%) campuses served by EIF, and one campus (100%) served by SMU met this CAP goal.

#### Dallas County Promise Pledges

The CAP goal that 98 percent of seniors would complete the Dallas County's Promise Pledge was not met. In 2019-20 school year, 99 percent of CAP students completed their Dallas County Promise Pledges. In 2020-21 school year, 89 percent of CAP students completed their Dallas County Promise Pledges. In 2021-22, 92 percent of CAP students completed the Dallas County Promise Pledge.

#### Student Profile, College Search, and Aptitude Testing

The program goal of 60 percent of 2021-22 juniors completing the student profile, college search, and aptitude test utilizing the SCOIR platform was not met. Overall, 55 percent of juniors met the goal of completing the student profiles, 18 percent conducted college searches, and 29 percent took the aptitude test. The 2021-22 school year was the first year to report the student profile completion, college search, and aptitude test taking utilizing the SCOIR platform.

#### CAP Staff Meetings with Counselors

The program goal of CAP staff meeting with counselors at least three times a year was met. The CAP staff visited 20 campuses from September 2021 through June 2022. Meetings covered a range of topics including college placement exam updates, college readiness goals, graduation requirements, and financial aid information.

<sup>2</sup> Because these data were self-reported, results should be viewed with caution.

## What was the relationship between CAP participation and college enrollment for 2018-19, 2019-20, and 2020-21 seniors?

The number of Dallas ISD seniors who participated in the CAP program has decreased from 2018-19 to 2020-21. The percentage of seniors who participated in the program has decreased from 2018-19 (89%) to 2019-20 (88%) and 2020-21 (79%) over the same timeframe.

- After decreasing from 2018-19 (51%) to 2019-20 (33%), college enrollment increased to 44 percent for CAP participants and 38 percent for Non-CAP students in 2020-21.
- The 2020-21 seniors who participated in CAP were as likely to enroll in four-year (28% vs. 27%) and two-year colleges (16% vs. 11%) as non-participants. The percentage of CAP participants enrolled in 4-year colleges has remained mostly unchanged (25%, respectively) from 2018-19 to 2019-20 and increased to 28 percent in 2020-21.
- The two-year college enrollment for CAP students and non-CAP participants dropped dramatically from 2018-19 (26% vs. 15%), to 2019-20 (8% vs. 6%) and increased in 2020-21 (16% vs. 11%).
- In 2020-21, seniors who visited CAP vendors 10 or more times were more likely to enroll in a 4-yr college than those who visited less frequently or non-CAP participants (49% vs. 27%). There was a slightly higher percentage of CAP participants with one to nine visits enrolled in 2-yr colleges than non-CAP participants.

## RECOMMENDATIONS

**Continue to identify ways to increase SAT/ACT/TSIA participation rates.** Overall, 87 percent of 2021-22 seniors took either the SAT, ACT or TSIA, below the program goal of 95 percent. The overall percentage of seniors taking one of the college entrance tests decreased from 93 percent each in 2019-20 to 90 percent in 2020-21. Program staff should coordinate with CAP vendors to ensure students take advantage of district resources, provide adequate support as possible, assist seniors with registration, and help prepare students for the tests.

**Identify ways to increase junior's completion of student profiles, college searches, and aptitude test taking rates.** The program goal of 60 percent of 2021-22 juniors completing the student profile, college search, and aptitude test was not met. Overall, 55 percent of 2021-22 juniors completed the student profiles, 18 percent conducted college searches, and 29 percent took the aptitude tests. Program staff should coordinate with CAP vendors to find ways to encourage students to complete these steps.

**Identify ways to improve data efficiency.** CAP vendors recorded when a student visited a school counselor and coded the reason for the visit using specific categories. By the end of the year, vendors reported the number and a maximum of five categories of visits. However, some student service data was not categorized in a correct format. It is critical for CAP staff members to train vendors on how to input service data into a requested format accurately.

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## EXECUTIVE SUMMARY

The goal of the Differentiated Instructional and Technology Support (DITS) program is to provide instructional support to Dallas Independent School District (ISD) campuses using the Instructional Lead Coach (ILC) model. The ILC model is based on the instructional coaching learning theory, which is a form of professional development (PD) that provides specific strategies to meet the needs of individual teachers. The model generally includes an ILC who works with a teacher or team of teachers to improve student achievement by (a) modeling instructional strategies, (b) conducting observations, and (c) providing feedback (Hawk, 2020; Kraft et al., 2018). In Dallas ISD, ILCs and Network Coordinators (NCs) served as the bridge between the School Leadership (SL) Department and Dallas ISD campuses to achieve the DITS program goal of providing instructional support to campuses. The total budget for the 2021-22 DITS program was \$8,741,431 from Title I funds. This amount was the same as 2020-21 (Landrau, 2021).

The purpose of this evaluation was to 1) provide an overview of the context, implementation and outcomes of the program<sup>1</sup> and 2) examine progress towards relevant Title I workscope goals. More detailed methodology is available in the full report (Kim, 2022).

## EVALUATION QUESTIONS/OUTCOMES

### How was the DITS program implemented in 2021-22?

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning for the first four weeks.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 and other supports.<sup>2</sup> Because

of these variations in instructional time, and support activities, results should be reviewed with caution.<sup>3</sup>

Since 2020-21, the number of ILCs assigned to each Executive Director (ED) was determined by the High Priority Campus (HPC) selection process.<sup>4</sup> In 2021-22, a total of 66 ILCs provided support to Dallas ISD campuses.

- Of those, 63 (95%) were ILCs in the four main content areas (i.e., reading, mathematics, social studies, and science), and three were technology/ blended learning (BL)/ Dallas Assessment Navigator (DAN) ILCs<sup>5</sup> who served campuses districtwide. Between two to six ILCs were assigned to each of the 21 EDs.
- ILCs supported campuses through coaching, instructional support/curriculum development, data analysis/monitoring, PD, and communication.
- In 2021-22, ILCs hosted three virtual campus instructional coach (CIC) Summits.<sup>6</sup>
- Beginning in 2020-21 and continuing in 2021-22, assistant principals (APs) received support from ILCs. ILCs provided training to APs on how to implement SL initiatives. ILCs conducted campus visits with APs and supported APs at PLC power meetings.

In 2021-22, seven NCs provided leadership training to campus staff members, and each NC provided support to three EDs.

To improve student academic achievement, CICs supported teachers by focusing on strengthening content knowledge and the delivery of instruction.

- While all campuses were assigned at least one CIC, most campuses were assigned two CICs (i.e., reading CIC and mathematics CIC).
- CICs reported to principals and used various methods to improve teaching, including coaching, monitoring

<sup>1</sup> Portions of this report were adapted from Barton (2020) and Landrau (2021).

<sup>2</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

<sup>3</sup> More detailed information about program changes due to COVID-19 is available in the full report (Kim, 2022).

<sup>4</sup> HPCs were identified by state accountability rating, Intensity of Poverty Index (IPI) rating, and campus status [Accelerating Campus Excellence (ACE), Choice, or Magnet]. The HPC selection process allowed the program to allocate personnel more equitably.

<sup>5</sup> DAN is a cloud-based platform and was used to administer and score district assessments online.

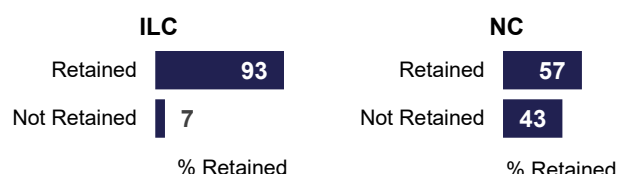
<sup>6</sup> All CICs and any other members of the campus instructional team were invited to attend and CICs attended based on the needs of their campus and network/cluster Professional Learning Communities (PLCs).

data, focused dialogue, collaborative planning, action plan implementation, and PD.

## What were the characteristics of ILCs and NCs in 2021-22?

In 2021-22, 66 ILCs worked in the district. The median number of years in the district was 15 years. Most ILCs held master's or doctoral degrees (71%). Of the 67 2020-21 ILCs, 93 percent were retained as district ILCs for the 2021-22 school year (Figure 1). Seven NCs worked in the district during the 2021-22 school year and the median number of years in the district was six years. Most NCs held master's or doctoral degrees (71%). Four out of seven 2020-21 NCs (57%) held the same district role in 2021-22 (Figure 1).

**Figure 1: 2020-21 ILC/NC Retention Status in 2021-22**



**Source:** District personnel files, 01/05/21 and 01/05/22. ILC list from program management, 01/05/22 for 2020-21 and 2021-22.

**Note:**  $N = 67$  for 2020-21 ILCs and 7 for 2020-21 NCs. Due to the updated list and use of different data sources, data provided in the 2020-21 evaluation report (Landrau, 2021) may slightly differ from the data presented in this figure.

## What was the distribution of campus visits by network during the 2021-22 school year?

In 2021-22, 3,605 ED/SL visits and 1,060 ILC visits were conducted on Dallas ISD campuses (Table 1). Overall, the largest percentage of visits occurred in the Central (ED/SL: 23%; ILC: 31%) and Southeast (ED/SL: 26%; ILC: 23%) networks, and the smallest percentage occurred in the Southwest (ED/SL: 10%; ILC: 6%) and Magnet/OTI/Single Gender (ED/SL: 12%; ILC: 8%) networks.

**Table 1: 2021-22 ED/SL and ILC Visits by Network**

| Network       | ED/SL Visits |       | ILC Visits |       |
|---------------|--------------|-------|------------|-------|
|               | <i>n</i>     | %     | <i>n</i>   | %     |
| Central       | 818          | 22.7  | 332        | 31.3  |
| Magnet/OTI/SG | 428          | 11.9  | 85         | 8.0   |
| Northeast     | 637          | 17.7  | 185        | 17.5  |
| Northwest     | 402          | 11.2  | 152        | 14.3  |
| Southeast     | 945          | 26.2  | 240        | 22.6  |
| Southwest     | 375          | 10.4  | 66         | 6.2   |
| District      | 3,605        | 100.0 | 1,060      | 100.0 |

**Source:** Campus Coaching Tracker file: 06/14/22.

**Note:** SG = single gender. District total did not include visits for ACE campuses. Some percentages do not sum to 100 due to rounding.

## What PD opportunities were offered to and completed by ILCs in 2021-22?

In 2021-22, there were eight ILC Summits and between 46 and 66 ILCs attended each ILC Summit. On average, 56 ILCs attended an ILC Summit.

## What were the perceptions of participants who attended the PD sessions led by NCs?

Perception data regarding the PD sessions led by NCs were not collected in a uniform manner; thus, the evaluator was unable to examine the workscope goal of a five percentage-point increase from 2020-21 to 2021-22 in positive responses on PD satisfaction surveys.

## What were the perceptions of ILCs, NCs, EDs, CICs, and APs regarding the implementation of the DITS program in 2021-22?

### Instructional Lead Coach Survey

For ILCs who completed at least part of the survey ( $N = 65$ ; 95% response rate):

- The three most frequently or very frequently requested common services by EDs included reviewing and interpretation of campus data; development of instructional practices; and PLC guidance, planning, and modeling.
- Overall, ILC services were provided more frequently for CICs than APs. The most frequent ILC services were development of instructional practices for CICs and reviewing and interpretation of campus data for APs.
- Of the top three most frequent services, two were provided for both CICs and APs: (a) assistance with implementation of district curriculum and (b) PLC guidance, planning, and modeling.

Most ILCs rated the helpfulness of services they received from the DITS program, the ILC Summit Sessions, and the PD collaboration with the Teaching and Learning (T&L) Department as moderately or extremely helpful.

The vast majority of ILCs agreed or strongly agreed that (a) CICs, principals, and APs were receptive to services they provided, (b) efforts of CICs in their network contributed to the improvement of teacher performance, (c) collaboration with the T&L Department provided content resources that were effective at providing instructional support to campuses, and (d) the ILC structure was effective at providing instructional support to campuses.

Areas that ILCs most frequently reported needing improvement were targeted PD (36%) and collaboration (26%). In addition, 29 percent of ILCs reported that collaboration was an area in which they need more support.

Network Coordinator Survey

For NCs who completed at least part of the survey (N = 7; 86% response rate):<sup>7</sup>

- The four most frequently requested services by their network ED included (a) reviewing and interpretation of campus data, (b) leading PD sessions, (c) feedback on action plans, and (d) PLC guidance, planning, and modeling.
- The three most frequently requested services by their network ILC included (a) reviewing and interpretation of campus data, (b) technology/BL support, and (c) feedback on action plans.
- The two most frequently provided services to ILCs and APs were reviewing and interpretation of campus data and feedback on action plans.

All NCs rated weekly NC meetings and collaboration with other NCs, EDs, and the Leader Excellence, Advancement and Development (LEAD) Department as moderately or extremely helpful.

All or almost all NCs agreed that (a) EDs, principals, and APs were receptive to services they provided, (b) collaboration between NCs, EDs, and the LEAD Department provided resources that were effective at providing instructional support to campuses, and (c) the NC structure was effective at providing support to campuses.

The two areas NCs most frequently reported needing improvement were collaborating with other NCs, ILCs, EDs, and other stakeholders (50%) and targeted PD (33%). They reported needing more support in developing knowledge and competency (67%; e.g., using technology, recent trends, and research/content training) and coaching skills (33%).

Executive Director Survey

For EDs who completed at least part of the survey (N = 21; 76% response rate):<sup>7</sup>

- All or almost all EDs indicated that they had a reading ILC and/or a mathematics ILC, whereas a smaller percentage of EDs had a science or social studies ILC (31% and 19%, respectively).<sup>8</sup>
- For reading and mathematics, the most common services that EDs assigned to their ILCs included (a) assistance with implementation of district curriculum, (b) development of instructional practices, and (c) PLC guidance, planning, and modeling.
- Most or almost all EDs rated the (a) reading and mathematics ILCs' services and (b) NC services on

data analysis and monitoring, logistics and operations, and PD as above average or excellent.

Almost all EDs reported that (a) reading and mathematics ILCs frequently or almost always met the needs of their campuses and (b) NCs frequently or almost always met the needs of their networks in data analysis and monitoring, logistics and operations, and PD.

All or almost all EDs agreed or strongly agreed that (a) the CICs in their clusters contributed to the improvement of teacher performance, (b) the ILC structure and the NC structure strengthened the skills of the administrative teams, (c) the ILC structure and the NC structure were effective at providing instructional support to campuses, (d) efforts of NCs contributed to the improvement of data analysis and monitoring, and (e) student, teacher, and CIC technology use was adequately supported.

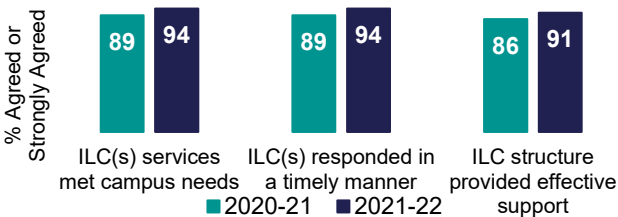
All EDs indicated that the support and content ILCs provided to content leadership teams was at least somewhat helpful.

Campus Instructional Coach Survey

For CICs who completed at least part of the survey (N = 213; 69% response rate):

- The three most frequently requested and provided ILC services were development of instructional practices, feedback on action plans, and reviewing and interpretation of campus data.
- Almost all CICs agreed or strongly agreed that ILCs provided services that met the needs of their campuses and responded in a timely manner, and the ILC structure was effective at providing instructional support to campuses (Figure 2).

Figure 2: Percentage of CICs who Agreed or Strongly Agreed with Effectiveness of Campus Support Services



Source: Survey sources can be found in the full report (Kim, 2022).

Most CICs also reported that they experienced some or a lot of improvement in the following skills as a result of ILC support; knowledge (e.g., strategies, content, and district goals), coaching skills, feedback, and data (e.g., planning, analyzing, and implementing data for decision making). Finally, most CICs rated technology supports provided by ILCs as either moderately or extremely helpful.

<sup>7</sup> Because of the small sample size, the results for the survey should be reviewed with caution.

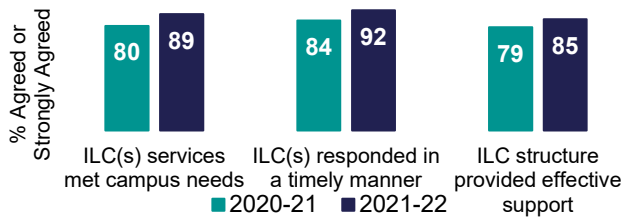
<sup>8</sup> Appendix C of the full report (Kim, 2022) includes detailed results for each content area.

Assistant Principal Survey

For APs who completed at least part of the survey (N = 209; 46% response rate):<sup>9</sup>

- The three most frequently or very frequently provided ILC services for APs included assistance with implement of district curriculum, development of instructional practices, and reviewing and interpretation of campus data.
- Most APs agreed or strongly agreed that ILCs provided services that met the needs of their campuses and responded in a timely manner, and that the ILC structure was effective at providing instructional support to their campus (Figure 3).

Figure 3: Percentage of APs who Agreed or Strongly Agreed with Effectiveness of Campus Support Services



Source: Survey sources can be found in the full report (Kim, 2022).

Most APs (a) agreed that technology support provided by ILCs met the needs of their students, teachers, and CICs, and (b) also reported that they experienced some or a lot of improvement in their knowledge (e.g., strategies, content, and district goals), feedback, data (planning, analyzing, and implementing data for decision making), and coaching skills as a result of ILC support.

Workscope Goals

The department set two workscope goals related to surveys. The goal of a five percentage-point increase from 2020-21 to 2021-22 in positive responses on CIC and AP surveys about effectiveness of campus support services was met on all three items for CICs, APs, and CICs and APs combined. The goal of a five percentage-point increase in positive responses on CIC and AP surveys about the impact of ILC support on skill development was met on three of four items for CICs and all four items for APs. For CICs and APs combined, the goal was met on all four items.

RECOMMENDATIONS

**Create a single, centralized satisfaction survey for PD sessions led/facilitated by NCs.** In 2021-22, NCs used different survey forms and questions during PD sessions. Working with the Evaluation and Assessment Department to create a single PD survey that includes the same questions would help DITS program staff members collect feedback and monitor progress towards workscope goals in 2022-23.

**Continue implementing the ILC model.** In 2021-22, most ILCs, EDs, CICs, and APs had positive views of the ILC model and reported that the ILC model was effective at providing instructional support to campuses. Thus, ILCs should continue to focus on providing instructional support that empowers and builds capacity within CICs and campus administration.

**Continue supporting ILCs with high quality PD and additional collaboration opportunities.** In 2021-22, most ILCs rated ILC Summits as moderately or extremely helpful (90%) and PD collaboration with the T&L Department as moderately or extremely helpful (74%). Nevertheless, between 23 and 36 percent of ILC survey respondents indicated that (a) targeted PD and collaboration were areas for improvement and (b) collaboration and developing knowledge and competency (e.g., using technology) were areas for more support. Thus, DITS program staff members should continue providing high quality PD at the ILC summits and identify additional collaboration opportunities for ILCs, as needed.

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For more information, please contact Program Evaluation at [evaluation@dallasisd.org](mailto:evaluation@dallasisd.org).

## EXECUTIVE SUMMARY

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

In 2020-21, all ACE campuses were identified as part of the 80 High Priority Campuses (HPC). The district expanded the ACE program to 23 campuses including:

- ACE 1.0 - Anne Webb Blanton, Billy Earl Dade, Umphrey Lee, and Sarah Zumwalt
- ACE 2.0 - C.F. Carr, J.N. Ervin, Thomas J. Rusk, and Edward Titche (Campuses participated in their fifth year of the program)
- ACE 3.0 - Cesar Chavez, Paul L. Dunbar, L.L. Hotchkiss, Maple Lawn, Martin Luther King, Jr., Elisha M. Pease, and H.S. Thompson<sup>1</sup> (Campuses participated in their fourth year of the program)
- ACE 4.0; John Neely Bryan, Rufus C. Burleson, Cedar Crest, Nancy J. Cochran, Frederick Douglass, Eddie Bernice Johnson, George W. Truett, and Wilmer-Hutchins Elementary (Campuses participated in their second year of the program)

All ACE campuses implemented the same ACE program model beginning in 2020-21. Leadership teams of 12 to 14 teachers at these campuses were offered stipends for eight hours of weekly leadership work in professional development, curriculum alignment, data analysis, positive culture building, and the development of strong parent and community partnerships.

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

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

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

To accelerate factors related to learning, ACE staff members participated in supplemental professional development opportunities and committed to excellence in both academic and social-emotional learning. The program goal was to:

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

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

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different

<sup>1</sup> In 2021-22, J.J. Rhoads became exclusively a PK learning center. Students in grades K through grade 5 as well as ACE funding moved to the

new H.S. Thompson Elementary School. Therefore, Rhoads PK will be excluded from analyses.

school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.<sup>2</sup>

Of the ACE campuses, five adopted the Intersession school calendar (Bryan, Ervin, Pease, Truett, and WH-ES) and two adopted the Redesign school calendar (Maple Lawn and Rusk). Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

## EVALUATION QUESTIONS/OUTCOMES

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

- The total budget for the 2021-22 ACE program was \$18,926,142 funded through district general operating funds.
- The budget included \$15,675,518 for additional personnel and teacher stipends, \$342,480 for uniforms, and \$2,908,144 for professional development and extra duty pay.

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

#### Students

- In 2021-22, there were a total of 11,839 students at ACE campuses compared to 11,967 in 2020-21 (Table 1).
- A higher proportion of students at ACE campuses were identified as economically disadvantaged (96%) compared to the district (84%).
- ACE campuses had a larger proportion of African American (47%) students compared to the district (21%) but had a smaller proportion of Hispanic (49%) students compared to the district (71%). ACE campuses had a smaller proportion of students identified as Emergent Bilingual (EBs; 39%) compared to the district (48%).

#### Teachers

Characteristics for the 803 teachers on ACE campuses were similar to the overall district in 2021-22, except there was a higher proportion of teachers at ACE campuses who were female (78.7%) and African American (51.7%) compared to the overall district (69.6% and 35.3%, respectively) and a lower proportion of teachers who were white (1.6% vs 4.2%) (Table 2).

**Table 1: 2021-22 ACE Student Characteristics**

|                               | ACE Overall<br>(N = 11,839) |      |
|-------------------------------|-----------------------------|------|
|                               | N                           | %    |
| <b>Sex</b>                    |                             |      |
| Male                          | 6,078                       | 51.3 |
| Female                        | 5,761                       | 48.7 |
| <b>Race/Ethnicity</b>         |                             |      |
| African American              | 5,548                       | 46.9 |
| Hispanic                      | 5,748                       | 48.6 |
| White                         | 169                         | 1.4  |
| Other/Missing                 | 374                         | 3.2  |
| <b>Special Student Groups</b> |                             |      |
| Econ. Dis.                    | 11,325                      | 95.7 |
| Emergent Bilingual            | 4,584                       | 38.7 |
| Special Education             | 1,191                       | 10.1 |

Source: District Public Education Information Management System (PEIMS) demographic data dated 11/01/21.  
Note: Econ. Dis. = Economically disadvantaged.

**Table 2: 2021-22 ACE Teacher Characteristics**

|                               | ACE Overall<br>(N = 803) |      |
|-------------------------------|--------------------------|------|
|                               | N                        | %    |
| <b>Sex</b>                    |                          |      |
| Male                          | 171                      | 21.3 |
| Female                        | 632                      | 78.7 |
| <b>Race/Ethnicity</b>         |                          |      |
| African American              | 415                      | 51.7 |
| Hispanic                      | 260                      | 32.4 |
| White                         | 115                      | 14.3 |
| Other/Missing                 | 13                       | 1.6  |
| <b>Highest Degree Earned*</b> |                          |      |
| Associate's                   | 6                        | 0.7  |
| Bachelor's                    | 527                      | 65.6 |
| Master's                      | 187                      | 23.3 |
| Doctoral                      | 10                       | 1.2  |
| Other/Missing                 | 73                       | 9.1  |

Source: District personnel file dated 11/11/21 and teacher effectiveness level data file from the Dallas ISD Data Analytics and Control department dated 11/19/21.

Note: \* = Highest degree earned at the time of hire. Totals include teachers and instructional leads. Percentages may not sum to 100 because of rounding.

#### Principals

There were 22 ACE principals with the majority identifying as female (64%), African American (59%), and Hispanic (32%). Most principals held at least a master's degree at the time of hire (82%). Assigned principals remained with their assigned ACE campus throughout the academic year.

<sup>2</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>

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

### Teacher Retention

- In 2021-22, 12 out of 23 (52.2%) ACE campuses met the ACE program objective of having annual teacher retention rates at or above district retention rates (72%).
- Campuses having annual teacher retention rates at or above district retention rates include: Blanton and Dade (ACE 1.0), Carr, Ervin and Titche (ACE 2.0), Chavez, Dunbar, King, and Pease (ACE 3.0), and Burleson, Cochran, and Truett (ACE 4.0).

### District Campus Climate Survey

- For spring 2022, nine of the 23 ACE campuses (39.1%) had scores in the fourth or fifth quintile (most positive) on the Culture of Feedback and Support section of the climate survey including Lee and Dade (ACE 1.0), Ervin (ACE 2.0), Dunbar, King, and Pease (ACE 3.0), and Burleson, Cochran, and Johnson (ACE 4.0).
- Six of the 23 (26.1%) ACE campuses had scores in the fourth or fifth quintile on both fall 2021 and spring 2022 climate surveys including Lee and Dade (ACE 1.0), Dunbar and King (ACE 3.0), and Burleson and Johnson (ACE 4.0).

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

### NWEA Measures of Academic Progress

The ACE objective on MAP assessment was for the ACE student rates to be higher than the district rate for the percentage of students at Average Quintile or above. Results showed that:

- One (Martin Luther King Jr.) out of 23 (4.3%) ACE campuses met the goal for EOY Reading - English.
- Fourteen out of 19 (73.7%) ACE elementary campuses met the goal for EOY Reading - Spanish.
- Six (Blanton, Titche, King, Johnson, WH ES, and Truett) of the 23 (26.1%) ACE campuses met the goal for EOY Mathematics.
- ACE campuses demonstrated positive BOY to EOY performance in Reading – English (34.8%), Reading – Spanish (47.4%), and Mathematics (87%).

### Assessment of Course Performance

The ACE objective on ACP assessments was for ACE campuses to achieve ACP passing rates for each exam within 10 percentage points or exceeding district rates for fall 2021 and spring 2022. Results showed that:

- ACE 1.0 ACP passing rates were within ten points of or exceeded the district on 60 of 71 (84.5%) fall exams and 11 of 14 (78.6%) spring exams.

- ACE 2.0 ACP passing rates were within ten points or exceeded the district on 46 of 64 (71.9%) fall exams and on 11 of 12 (91.7%) spring exams.
- ACE 3.0 ACP passing rates were within ten points or exceeded the district on 53 of 90 (58.9%) fall exams and two of six (33.3%) spring exams.
- ACE 4.0 ACP passing rates were within ten points or exceeded the district on 49 of 93 (52.7%) fall exams.

### State of Texas Assessments of Academic Readiness

The ACE objective on STAAR was for ACE campuses to achieve STAAR performance at the Approaches+, Meets+, and Masters Grade Level standard attainment rates within ten percentage points or exceeding the district rates. Results showed that:

- Eight of the 23 (34.8%) ACE campuses met the goal for all tested subjects.
- Seventeen of the 23 (73.9%) ACE campuses met the goal on STAAR Reading.
- Fifteen of the 23 (65.2%) ACE campuses met the goal on STAAR Mathematics.
- Thirteen out of the 23 (56.5%) ACE campuses met the goal on STAAR Science.
- Two of the three (66.7%) ACE middle school campuses exceeded the district rates on STAAR Social Studies.
- All ACE cohorts were within ten points of or exceeded the overall district rates for the reading and mathematics STAAR progress measure.

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

### Attendance Rates

- Attendance rate for the district and all ACE campuses has declined from 2020-21.
- None of the 23 ACE campuses met the program objective of having attendance rates at or above 96 percent.
- Ten of the 23 ACE campuses exceeded the overall district attendance rate (90.8%).

### Student Experience Survey

Nineteen of the 23 (82.6%) ACE campuses met the objective of exceeding the overall favorable rate for the district (District Elementary = 82.0%, District Middle/High = 72.0%).

### Parent/Guardian Survey

- Eighteen out of the 23 (78.3%) ACE campuses met the goal of meeting or exceeding the district positive response rate (89.4%).

- All ACE 1.0 campuses met the objective of meeting or exceeding the district positive response rate.

### What were the 2021 ACE state accountability ratings?

- Fifteen of the 23 (65%) ACE campuses received an overall accountability rating of B.
- Four out of 23 (17%) received an overall accountability rating of C.
- Four ACE campuses (Hotchkiss, Thompson, Cedar Crest, and Douglass) received an overall accountability rating of *Not Rated: Senate Bill 1365*.

## RECOMMENDATIONS

**Monitor the impact of participation in alternative school calendars.** Beginning in 2021-22, five ACE campuses (Bryan ES, Ervin ES, Pease ES, Truett ES, and Wilmer-Hutchins ES) implemented the intersession school year calendar and two ACE campuses (Rusk MS and Maple Lawn ES) implemented the school day redesign school year calendar. The other seventeen ACE campuses implemented the traditional school year calendar. District leadership and program managers should review results from the evaluation of these alternative school calendars presented by Watson (2022a and 2022b) to examine the impact of participation in multiple district initiatives aimed at improving student learning outcomes.

**Review results of long-term outcomes analyses.** In fall 2022, the Dallas ISD Program Evaluation department will publish evaluation findings for ACE participation on long-term student outcomes. Evaluation findings will help district leadership and program managers identify lasting benefits of ACE participation on long-term achievement outcomes (e.g., assessments, college and career readiness, graduation rates, and college enrollment).

**Consider updating and revising program goals.** The ACE program and goals were originally established in 2015-16. However, the ACE program has experienced significant changes over the past several years which include adding additional ACE campus cohorts and standardizing ACE program supports for all campuses. Additionally, as a result of the negative impact that the COVID-19 pandemic has had on both academic and non-academic outcomes of students within Dallas ISD, the Dallas ISD Board of Trustees and school leadership have updated district goals to align with current student learning trends. As such, program

managers should review and consider revising ACE program goals to align more closely with the updated district goals and the standardized ACE program supports across ACE campuses.

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## EXECUTIVE SUMMARY

### Program Description

The goal of the Dallas Independent School District (ISD) Social and Emotional Learning (SEL) initiative is to provide campus staff members with SEL training and implementation support at all grade levels. In the Dallas ISD, SEL is defined as a mixture of practices, including SEL and additional strategies from other behavior management methods including Restorative Practices and Positive Behavioral Interventions and Supports (PBIS). The district implemented the five SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), including their 2020-21 update to incorporate a greater focus on equity. The budget for the SEL Department in 2021-22 was \$4,112,273.50<sup>1</sup>, an increase from \$3,210,455 in 2020-21 (Hinkley & Carson, 2021).

#### SEL in the Dallas ISD<sup>2</sup>

In 2017-18, the Dallas ISD began participating in the multi-year PSELI Study (funded by the Wallace Foundation). The study was designed to examine the impact of consistent SEL implementation during in- and out-of-school time (OST). Seven PSELI Study and seven PSELI Comparison campuses participated in the two-phase study. District SEL staff members began initiative implementation by training campus staff members to understand SEL, practice SEL, and model appropriate behaviors for their students.

In 2018-19, campus-staff-member SEL training continued with a new focus on introducing SEL concepts to students. Six components of the SEL initiative occurred across all campuses implementing SEL. Additionally, some SEL partnership campuses began using the Building Assets, Reducing Risks (BARR) curriculum, an SEL curriculum designed to assist with the transition to high school.

To integrate SEL across central staff departments, SEL central staff members began working in 2019-20 to try and increase the role of SEL in districtwide thinking, planning, and expectations. SEL also was embedded into the math and science curricula.

In December 2020, the SEL Department updated the elements of the district approach to SEL to include climate and culture (engagement with signature practices, respect

agreements, and calming areas/strategies), explicit skills instruction (a dedicated time and curriculum to teach SEL), content integration (integrating SEL into core curricula), and family engagement. Focus on these four areas subsequently made up the day-to-day work of the SEL Department staff members, who directly supported campuses with SEL implementation efforts. Starting in 2020-21, the SEL Department staff members also worked to foster SEL at the community level.

### PURPOSE AND METHODS OF THE EVALUATION

The purpose of this evaluation report was to summarize the 2021-22 context, process, and outcomes of the SEL initiative.<sup>3</sup> Various context and process data were utilized including information about program components and support provided to campus staff members and students, and perception regarding quality of professional development (PD) sessions. Outcome data include analyses of student (Student Experience and SEL Student survey, and academic) and campus staff member (Climate Survey) data by implementation level. Additionally, the evaluation examined Title I and II workscope goals and Elementary and Secondary School Emergency Relief (ESSER) fund activity goals set by SEL staff members when applicable. The evaluator used frequencies to summarize all outcome data by implementation level.

### EVALUATION QUESTIONS/OUTCOMES

#### How was the SEL initiative implemented in 2021-22?

##### SEL Partnership Campuses (SEL Partners)

Prior to 2020-21, only some campuses were formally involved in the SEL initiative. In 2020-21, all campuses were required to select one of three levels of SEL support (Intensive, Moderate, or Consultation Only). A full description of each level of support can be found in Hinkley and Carson (2021). In 2021-22, this framework changed, such that the level of SEL support provided to campuses became determined by their local accountability ratings (Accomplished, Breakthrough, Competing, Developing, or Focus). Support for campuses included campus coaching and training on SEL implementation, but the frequency with

<sup>1</sup> The total included \$584,944.50 from the Wallace Foundation; \$1,021,813 from Title II, Part A funds; \$855,516 from Title IV, Part A funds; \$50,000 from ESSER funding to support the Student Leadership Summits; and \$1,600,000 in additional ESSER funding.

<sup>2</sup> For a more detailed description of the context of the initiative from 2017-18 through 2020-21, see Weir (2018), Hinkley (2019), Hinkley (2020), and Hinkley and Carson (2021), respectively.

<sup>3</sup> Portions of this report were adapted from Hinkley and Carson (2021).

which support was provided varied according to the campus's accountability rating.

- Focus campuses received support weekly, Developing campuses received support biweekly, and Competing campuses received support monthly.
- Breakthrough campuses could select any of the levels of support described for Competing, Developing, and Focus campuses.
- Accomplished campuses could also select any of those levels of support but were not required to do so.
- In addition, Developing and Focus campuses received supplies and furniture to equip their campus-based calming centers which complimented classroom calming centers.

### Systems for Effective Implementation

The SEL Department continued to recommend the following systems and supports for effective implementation: campus steering committees, campus champions, district SEL coordinator support, designated times and methods for teaching SEL, and embedding SEL within instruction. These recommended systems and supports for effective SEL implementation were suggested across all campuses; however, in 2021-22, they were implemented at varying levels at campuses that received more support, but content integration was consistently an area for continued growth. Implementation was supported by campus steering committees, campus champions, and district SEL coordinators. In 2021-22, all campuses had a district SEL coordinator assigned via network as a potential support. However, the services and time that coordinators provided to individual campuses varied based on support level, though Focus, Developing, and Competing campuses received priority.

In 2021-22, all campuses were expected to conduct explicit SEL instruction for 45 minutes each week.

- Most elementary campuses continued using the Harmony SEL curriculum to teach SEL while middle school campus staff members had access to lessons twice per week using Random Acts of Kindness.
- High school campuses used one of two curricula: Community Matters: A Facing History Approach to Advisory from Facing History and Ourselves or Everfi, though there was a preference for the Facing History Approach.
- SEL continued to be embedded into the social studies and reading and language arts curricula, however, SEL Department staff members reported that teachers were still being trained on intentional integration of the SEL standards and skill-building into the academic curricula.
- Finally, efforts to integrate SEL across central staff departments continued in 2021-22 (see full report for details).

### PSEL Study and Comparison Campuses

All 14 PSEL campuses continued to receive SEL support in 2021-22. All PSEL campuses received biweekly support at minimum and Phase II campuses were expected to engage with recommend systems and supports for effective implementation, however, this was optional for Phase I campuses. See full report for additional details about the PSEL study.

### COVID-19

In 2021-22, coordinator visits were provided in-person after being provided remotely in 2020-21. Training sessions were provided in a hybrid model, with districtwide training occurring remotely, but some campuses received in-person training upon request. In 2021-22, the SEL Department staff members continued to update the department website with announcements and resources, including districtwide and CDC health guideline updates related to COVID-19. Additionally, the SEL Department offered summer PD training to principals in 2021-22 as well as optional SEL summer training for teachers.

To support students and families, the SEL Department posted daily activities for all grades on the At-Home Learning website beginning spring 2020. The activities remained available and applicable in 2021-22. The SEL Department and family engagement coordinator also created videos on a range of topics including making friends in school, sensory pathways and videos with family-focused content. Department staff also offered online resources and virtual discussion groups/activities to share information/resources with parents and caregivers. In 2021-22, the SEL Department began implementing a digital check-in app (Rhithm) for campuses to support and monitor students.

### ESSER Summary

In 2021-22, the SEL department received \$1,600,000 in ESSER funding and an additional \$50,000 to support the Student Leadership Summits. The SEL department met two ESSER activity goals including 1) campuses with students who engaged in student leadership development opportunities participated in, on average, two student-led initiatives, and 2) maintain a 90 percent satisfaction rate with department-led training sessions during the 2021-22 school year (based on post-training surveys). The SEL department did not meet the ESSER activity goal of having 40 high implementation campuses and 50 medium implementation campuses that receive weekly, bi-weekly, or monthly levels of support by May 2022. By May 2022, there were 26 high implementation campuses and 99 medium implementation campuses across those support levels.

### What was the relationship between levels of implementation fidelity and SEL-related outcomes in 2021-22?

A rubric was developed by Evaluation and Assessment and SEL central staff members to measure SEL implementation

by campus.<sup>4</sup> Overall, the mean score was 68.7 out of a possible 105 points (standard deviation = 16.3; range: 21 to 103). The rubric was found to be reliable (21 items;  $\alpha = .90$ ).<sup>5</sup> Implementation tended to be lower at elementary and high schools compared to elementary/middle, middle, and middle/high schools.

### What were the perceptions of SEL PD participants in 2021-22?

The SEL Department provided 36 types of PD across six categories to 1,986 campus staff members across the district over the course of the year. Overall, most attendees (at least 91% across categories and questions) rated the PD they received positively (agree or strongly agree). The department met the Title II workscope goal that 90 percent of teachers who participate in SEL-Department led trainings will commit to implementing at least one practice shared in that training session, with 93 percent of teachers reporting that they will implement at least one practice.

### How did 2021-22 student outcome data vary by SEL implementation level?

Results provided mixed evidence of an advantage for higher SEL implementation campuses on student non-assessment outcomes. Results from the 2021-22 SEL student survey and Student Experience Survey (Table 1) showed that:

- High implementation campuses across all campus levels had higher favorable response rates than low implementation campuses on Social Awareness.
- High implementation campuses had higher favorable response rates than low implementation campuses on Self-efficacy (elementary and high school levels), Self-management (middle and high school levels), Supportive Relationships (elementary and middle school levels), and Student Experience (high school level).

On the 2022 *State of Texas Assessments of Academic Readiness (STAAR)* 3-8 and *End-of-Course (EOC)* assessments,

- High implementation campuses had higher Approaches Grade Level or Above (Approaches+) rates and higher Meets Grade Level or Above (Meets+) rates than medium and low implementation campuses on Grades Three through Five Reading and Mathematics, Grades Six through Eight Reading, and English I and English II.<sup>6</sup>
- Medium implementation campuses had higher Approaches+ rates and higher Meets+ rates than low

implementation campuses on Grades Three through Five Reading, Algebra I, and English I and English II.

- With some exceptions, across implementation levels and assessments, students demonstrated one-year rate increases at both the Approaches+ and Meets+ standards.

**Table 1: 2021-22 SEL Student Survey and Student Experience Survey Favorable Response Rates by SEL Implementation Level**

| Outcome                   | 2021-22 |      |      | 1-Year Change |      |      |
|---------------------------|---------|------|------|---------------|------|------|
|                           | High    | Med  | Low  | High          | Med  | Low  |
| <b>Elementary Schools</b> |         |      |      |               |      |      |
| Self-eff (%)              | 62.6    | 58.0 | 55.9 | 7.8           | 1.1  | -0.3 |
| Self-man (%)              | 64.9    | 65.2 | 67.8 | 2.4           | 0.5  | 6.7  |
| Soc Aw (%)                | 68.4    | 67.2 | 67.3 | 2.6           | 0.4  | 4.0  |
| Sup Rel (%)               | 87.6    | 87.4 | 85.7 | 4.3           | 3.2  | 3.1  |
| Stu Exp (%)               | 81.5    | 79.9 | 85.5 | -1.3          | 0.0  | 11.9 |
| <b>Middle Schools</b>     |         |      |      |               |      |      |
| Self-eff (%)              | 50.0    | 49.7 | 51.9 | -7.2          | 0.4  | 2.3  |
| Self-man (%)              | 70.1    | 68.8 | 68.0 | -6.1          | -1.3 | 0.9  |
| Soc Aw (%)                | 60.6    | 60.0 | 57.6 | -6.0          | -2.4 | -1.9 |
| Sup Rel (%)               | 83.5    | 81.6 | 81.9 | 2.2           | 2.6  | 3.6  |
| Stu Exp (%)               | 66.6    | 67.8 | N/A  | -7.4          | -3.3 | -    |
| <b>High Schools</b>       |         |      |      |               |      |      |
| Self-eff (%)              | 54.0    | 46.6 | 49.5 | 17.0          | 9.1  | -    |
| Self-man (%)              | 77.0    | 73.3 | 73.5 | 5.0           | 1.5  | -    |
| Soc Aw (%)                | 67.0    | 61.2 | 63.7 | 4.0           | -1.4 | -    |
| Sup Rel (%)               | 76.0    | 79.7 | 83.0 | -2.0          | 1.7  | -    |
| Stu Exp (%)               | 73.5    | 75.1 | 72.2 | -3.5          | 0.9  | -2.4 |

Source: PEIMS demographic data: 10/30/20 (2020-21) and 11/01/21 (2021-22). SEL Survey data: 11/16/20 (2020-21) and 11/05/21 (2021-22). Student Experience Survey data: 07/12/21 (2020-21) and 06/23/22 (2021-22).

Note: Med = medium. % = percentage points. Eff = efficacy. Man = management. Soc Aw = social awareness. Sup Rel = supportive relationships. Stu Exp = student experience. - = no prior measure was available for change calculations.

### How did 2021-22 campus-level Climate Survey data vary by SEL implementation Level?

Some support was found for a relationship between higher SEL implementation and higher Climate Survey favorable response rates for campus staff members.

- High SEL implementation campuses generally had higher Climate Survey favorable response rates than low and medium implementation campuses at elementary and middle schools, however, low SEL implementation campuses had higher rates than medium and high implementation campuses at the high school level (Table 2).

<sup>4</sup> In 2020-21, an OST rubric was developed for PSELI campuses participating in OST work; because of the small number of campuses involved, those data were not reported.

<sup>5</sup> Cronbach (1951); 0.70 is considered acceptable, 0.80 is considered good, and 0.90 or higher is considered excellent. Only campuses implementing SEL were included in analyses.

<sup>6</sup> Public Education Information Management System (PEIMS) demographic data files dated 10/30/20 (2020-21) and 11/01/21 (2021-22). STAAR data files dated 06/28/21 (2020-21) and 06/27/22 (2021-22). STAAR EOC data files dated 06/17/21 (2020-21) and 06/27/22 (2021-22).

- Some changes over time also showed greater increases in favorable response rates over one year for high implementation campuses at the elementary and middle school levels compared to medium implementation campuses.

**Table 2: 2021-22 Campus-level Climate Survey Favorable Response Rates by SEL Implementation Level**

| Outcome                   | 2021-22 |      |      | 1-Year Change |      |      |
|---------------------------|---------|------|------|---------------|------|------|
|                           | High    | Med  | Low  | High          | Med  | Low  |
| <b>Elementary Schools</b> |         |      |      |               |      |      |
| Clim PCE (%)              | 81.2    | 74.7 | 74.8 | 2.6           | -0.3 | -2.4 |
| Clim TTT (%)              | 91.0    | 84.4 | 86.3 | 15.5          | 1.8  | 0.7  |
| Clim TPT (%)              | 81.4    | 79.9 | 83.1 | -0.5          | 3.2  | -9.8 |
| <b>Middle Schools</b>     |         |      |      |               |      |      |
| Clim PCE (%)              | 62.9    | 60.0 | N/A  | 3.2           | -2.2 | -    |
| Clim TTT (%)              | 69.6    | 73.8 | N/A  | -9.1          | 3.4  | -    |
| Clim TPT (%)              | 67.9    | 64.5 | N/A  | 11.7          | 2.7  | -    |
| <b>High Schools</b>       |         |      |      |               |      |      |
| Clim PCE (%)              | 54.6    | 55.8 | 64.3 | -40.7         | -8.2 | 5.5  |
| Clim TTT (%)              | 70.1    | 73.6 | 75.3 | -14.9         | -0.5 | 3.2  |
| Clim TPT (%)              | 57.7    | 59.1 | 75.0 | -42.3         | -9.4 | 32.5 |

Source: Climate Survey: 07/23/21 (spring 2021) and 06/15/22 (2021-22).

Note: Med = medium. % = percentage points. Clim = climate survey. PCE = Positive Culture and Environment. TTT = Teacher-Teacher Trust. TPT = Teacher-Principal Trust. - = no prior measure was available for change calculations.

## RECOMMENDATIONS

**Continue to provide support to schools to maintain the increase in overall implementation.** In 2021-22, the number of high implementation campuses increased to 28, up from 8 campuses in 2020-21. The department should continue to consistently support campuses with SEL implementation so that campus staff members and students can continue growth in their SEL skills.

**As recommended in previous years, continue working to improve students' self-efficacy across campus levels.** Overall, students' self-efficacy as measured on the SEL Student Survey improved in 2021-22 (range: 47%

medium implementation high schools to 63% high implementation elementary schools) compared to 2020-21 (range: 37% high implementation high schools to 57% medium implementation elementary schools and high implementation middle schools). SEL Department staff members should continue supporting teachers in improving the self-efficacy of their students.

### **Maintain efforts to improve implementation practices.**

As the SEL department continues the shift to using campuses' local accountability ratings to determine levels of support, it will be important to ensure campuses are receiving the appropriate amount of support and areas of growth in implementation practices (e.g., content integration) are improved.

**Monitor campus staff satisfaction in the fall.** High implementation campuses had lower Climate Survey favorable response rates at the high school level compared to medium and low implementation campuses, while medium implementation campuses had lower Climate Survey favorable response rates at the elementary school level compared to high and low implementation campuses. SEL Department staff members should monitor campus staff satisfaction levels to address possible areas of concern early in the school year.

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## EXECUTIVE SUMMARY

In 2017, the Dallas Independent School District (ISD) hired Collier Educational Consulting to conduct an audit of the district special education (SPED) program (Collier, 2017). A key finding of the culminating report was that Emergent Bilinguals (EBs)<sup>1</sup> who were dually-identified as receiving SPED services (EBSPED) required additional, targeted supports. The report further highlighted the need to improve student identification and service provision for EBSPED students.

Thus, the Dual Language/English as a Second Language (DL/ESL) Department began collaborating with the Reading/Language Arts, Social Studies, and SPED Departments at the end of the 2017-18 school year to provide services for district EBSPED students. The purpose of this collaboration was to 1) develop and support embedded EBSPED differentiation for all learners in the general education curriculum; 2) facilitate collaboration among campus-based educators, administrators, parents, and EBSPED specialists; 3) assist campuses in planning and implementing services for EBSPED students at all grade levels; and 4) create and conduct professional development (PD).

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning for the first four weeks. In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 and other supports.<sup>2</sup> Because of these variations in instructional time, and support activities, results should be reviewed with caution.<sup>3</sup>

The purpose of this report was to provide data for campus, program, and district stakeholders to determine the effectiveness of the EBSPED program in meeting the needs of EBSPED students in the Dallas ISD.<sup>4</sup> In 2021-22, the budget for the EBSPED program was \$1,927,104 from Title I funds, which was the same as 2020-21.

## EVALUATION QUESTIONS/OUTCOMES

### What services were provided to EBSPED students in 2021-22?

The EBSPED program aimed to support and assist EBSPED students and their teachers.<sup>5</sup> Because EB and SPED services are not mutually exclusive, improving student identification and providing services and targeted support to EBSPED students continued to be an important focus for the district in 2021-22. In 2021-22, EBSPED program staff members created and conducted PD opportunities for teachers, administrators, and other campus-based staff members throughout the district to help ensure the success of EBSPED students.

Additionally, 21 campuses<sup>6</sup> were targeted for extra EBSPED support because 1) they enrolled high numbers of EBSPED students or 2) they showed high achievement gaps in 2021 *State of Texas Assessments of Academic Readiness* (STAAR) outcomes for EBSPED students compared to students in general education or to students in special education who were not EBs (NonEB SPED).

To meet the linguistic and special education needs of EBSPED students at the 21 campuses, Title I funds were used to support multi-departmental leadership and provide 18 Instructional Specialists at these campuses. The 18 EBSPED Instructional Specialists assisted campuses to plan and implement services designed to meet the needs of EBSPED students at all grade levels.<sup>7</sup>

### What were the characteristics of 2021-22 EBSPED students?

Of the 68,386 EBs and 14,013 SPED students in the Dallas ISD, 5,815 (9% of EBs; 41% of SPED) were dually-identified as EBSPED in 2021-22, accounting for four percent of all district students ( $N = 143,294$ ).

In general, the distribution of students in most grades was comparable across all EB and SPED classifications, and the percentage of EBSPED students by grade level ranged from two percent to 11 percent.

<sup>1</sup> To align with state terminology changes made in the 2020-21 school year, Emergent Bilinguals has replaced the term English learners (ELs).

<sup>2</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

<sup>3</sup> More detailed information about the 2021-22 EBSPED Programs and program changes due to COVID-19 can be found [www.dallasisd.org/Page/888](http://www.dallasisd.org/Page/888).

<sup>4</sup> This executive summary was adapted from Voss (2021).

<sup>5</sup> For the evaluation of programs for district EBs and SPED students, see Voss and Kim (2022) and Sands (2022), respectively.

<sup>6</sup> For a complete list of EBSPED supported campuses, see Appendix A of the full report (Voss, 2022).

<sup>7</sup> In addition to the 18 EBSPED Instructional Specialists funded through Title I, four EBSPED Instructional Specialists were funded through Title III.

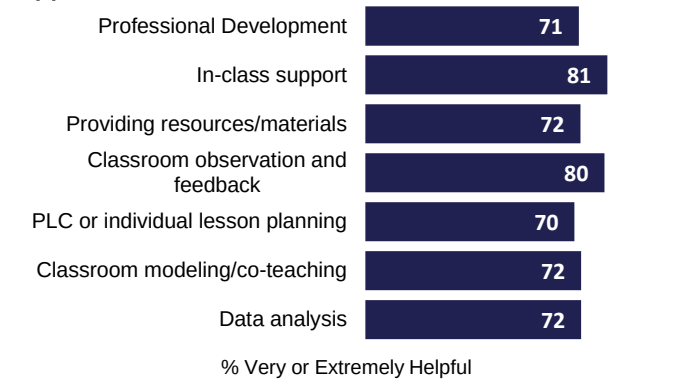
Overall, the number of EBSPEd students increased over the last two years (+9 percentage points), the number of NonEB SPED and EB students decreased (-5 and -2 percentage points, respectively), and the number of all SPED students stayed about the same.<sup>8</sup>

**What were stakeholder perceptions regarding EBSPEd services and training in 2021-22?**

Key findings from the 2021-22 EBSPEd (N = 37; 42% response rate) survey include:

- Most staff members who worked with an EBSPEd instructional specialist in 2021-22 reported that they participated in PD that addressed the needs of EBSPEd students (70%).
- Less than half of respondents indicated that the differentiated DL or ESL curriculum was very or extremely effective at meeting the needs of EBSPEd students (44%), which did not meet the DL/ESL’s goal of 65 percent.
- Respondents reported that the Language Proficiency Assessment Committee (LPAC) and Admission, Review, and Dismissal (ARD) committees were at least moderately important for student success (67%); were at least moderately effective at collaborating (61%); were a high or very high priority on their campuses (50%); and collaborated frequently or very frequently (48%).
- The highest rate of respondents (43%) reported working with an EBSPEd specialist more than 10 times.
- Respondents most frequently reported that EBSPEd specialists provided classroom observation/feedback (68%), resources/materials (65%) and in-class support (59%).
- Most respondents rated one-on-one PD (74%) as very or extremely helpful, whereas less than half of respondents rated campus-wide PD (40%) and PLCs (47%) as helpful.
- Most respondents reported that supplies and resources for classroom implementation (70%) and online resources (e.g., Ellevation, Rosetta Stone, Duolingo, Imagine Learning; 60%) were very or extremely helpful.
- Most respondents rated the supports they received from an EBSPEd specialist as very or extremely helpful (range: 70% to 81%; Figure 1). The goal to have 70 percent of respondents rating the aggregated helpfulness of all supports as very or extremely helpful was met (74%).

**Figure 1: 2021-22 EBSPEd Survey - Helpfulness of Supports**



*Source:* 2021-22 EBSPEd Survey, administered spring 2022.  
*Note:* Rates do not include results for respondents who responded that they did not work with an EBSPEd Instructional Specialist. For Ns and detailed survey response rates by question, see Appendix C in the full report. PLC = Professional Learning Community.

**What PD opportunities were provided for campuses about the needs of EBSPEd students?**

A total of 300 teachers and four administrators attended EBSPEd-related PD sessions in 2021-22. While the number of PD session topics varied, districtwide sessions accounted for the most sessions (n = 19) followed by campus-based sessions (n = 3). Additionally, 95 percent of PD participants reported that the PD session met their needs, which met the DL/ESL Department’s goal of at least 80 percent.

**What were the assessment outcomes for EBSPEd students in 2021-22?**

**TELPAS.**

2022 EBSPEd students overall did not meet the DL/ESL Department goal to see a two percentage-point increase in the percentage of EBSPEd students who stayed the same or progressed on their TELPAS composite from 2021 to 2022 (rates decreased by 1%).

- 2022 TELPAS composite ratings for EBSPEd students at all grade levels tended to cluster in the intermediate level of English proficiency.
- One- and two-year trends for TELPAS composite ratings varied. The largest decrease was for grades 9 to 12 over two years at the intermediate level (-11 percentage points), and the largest increase was for grades 9 to 12 over two years at the advanced level (+6 percentage points).
- For 2022 TELPAS level movement<sup>9</sup>, 57 to 64 percent of EBSPEd students remained at the same proficiency level. For all grade levels overall, EBSPEd students progressed at higher rates (27%) than they regressed

<sup>8</sup> Additional student characteristics information can be found in the full report (Voss, 2022).

<sup>9</sup> 2022 TELPAS level movement rates reflect movement from 2021 to 2022.

(14%), and this pattern was most pronounced in grades one to five (30% vs 13%).

- One- and two-year trends for *TELPAS* level movement<sup>10</sup> varied. The largest decrease was for grades 9 to 12 over one year (-6 percentage points), and the largest increase was for grades 6 to 8 over one year (+8 percentage points).

***TELPAS for Dallas ISD vs State and other large, urban Texas districts.*** Rates of Dallas ISD EBSPEd students performing at the higher English proficiency levels on the 2022 *TELPAS* were generally comparable or lower than state and other comparison district rates.

### ***TELPAS-Alternate (TELPAS-Alt)***

Overall, 687 EBSPEd students took the *TELPAS-Alt* in 2022.

- Twenty-four percent of students earned the highest proficiency rating (basic fluency) on the 2022 *TELPAS-Alt* districtwide, a one percentage-point increase over one year and no change over two years.
- 2022 *TELPAS-Alt* proficiency rating movement<sup>11</sup> patterns were relatively similar across the elementary, middle, and high school levels, with over 45 percent of students progressing to a higher proficiency level and about a third remaining at the same proficiency level. One- and two-year trends were mixed.

***TELPAS-Alt for Dallas ISD vs State and other large, urban Texas districts.*** Rates of Dallas ISD EBSPEd students performing at the higher English proficiency levels on the 2022 *TELPAS-Alt* were generally mixed when compared to state and other comparison district rates.

### ***Measures of Academic Progress Growth (MAP)***

For 2022 *MAP* mathematics beginning-of-year (BOY) to end-of-year (EOY) growth quintiles:

- EBSPEd students on the English subtest tended to cluster in the Low quintile at all grade levels (30% to 39%).
- EBSPEd students on the Spanish subtest tended to cluster in either the Low (46%) or High quintile (31%)

For 2022 *MAP* reading BOY to EOY growth quintiles:

- EBSPEd students on the English and Spanish subtests tended to cluster in the Low quintile at all grade levels (English: 40% to 60%; Spanish: 44%).

## ***STAAR/End-Of-Course (EOCs)***

Table 1 shows 2021 and 2022 rates of EBSPEd students at each *STAAR* and *EOC* performance standard.<sup>12</sup>

- From 2021 to 2022, EBSPEd student percentage-point changes on all mathematics-related *STAAR* and *EOC* subtests were positive (+1 to +8 percentage points) and were mixed for reading-related subtests (-1 to +9 percentage points).

**Table 1: 2021 and 2022 *STAAR* and *EOC* EBSPEd Ratings by Subject, Performance Standard, and Grade Level Grouping**

| Grade Level        | Approaches+ |           | Meets+    |           | Masters   |           |
|--------------------|-------------|-----------|-----------|-----------|-----------|-----------|
|                    | 2021<br>%   | 2022<br>% | 2021<br>% | 2022<br>% | 2021<br>% | 2022<br>% |
| <b>Mathematics</b> |             |           |           |           |           |           |
| Math 3-5           | 36.1        | 37.6      | 12.2      | 13.3      | 3.5       | 4.7       |
| Math 6-8           | 24.6        | 32.8      | 5.8       | 7.1       | 0.6       | 1.2       |
| Algebra 1          | 42.9        | 45.4      | 13.6      | 17.0      | 3.3       | 6.6       |
| <b>Reading</b>     |             |           |           |           |           |           |
| Reading 3-5        | 28.5        | 27.3      | 9.7       | 11.2      | 3.7       | 4.5       |
| Reading 6-8        | 18.6        | 27.3      | 4.8       | 7.5       | 1.6       | 2.9       |
| English I          | 10.8        | 18.2      | 4.4       | 6.6       | 0.2       | 0.0       |
| English II         | 16.3        | 16.2      | 7.2       | 6.3       | 0.0       | 0.2       |

Source: *STAAR* and *EOC* source files can be found in the full report (Voss, 2022).

Note: Rates include scores for *STAAR* and the first and second administrations of *EOCs* for students enrolled on the respective PEIMS snapshot dates. *STAAR Alternate 2* scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. No data were available for 2020.

***STAAR/EOC for Dallas ISD vs State and other large, urban Texas districts.*** District performance level rates of EBSPEd students on *STAAR* and *EOCs* were mixed when compared to the state and other Texas large, urban district rates.

### ***STAAR Alternate 2 (Alt 2)***

In 2022, 11 to 21 percent of students who took *STAAR* subtests and seven to 12 percent of students who took *EOCs* were administered the *Alt 2* version.

Rates of students at the Approaches+ performance standard on the *Alt 2* version were higher than for the standard version on all tests and ranged from 83 to 100 percent.

***STAAR/EOC Alt 2 for Dallas ISD vs State and other large, urban Texas districts.*** District performance level rates of EBSPEd students on *STAAR* and *EOC Alt 2* were

<sup>10</sup> One-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2020 to 2021 (2021). Two-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2019 to 2020 (2020).

<sup>11</sup> 2022 *TELPAS* level movement rates reflect movement from 2021 to 2022.

<sup>12</sup> *STAAR* and *EOC* performance standards include Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters)

generally mixed when compared to the state and other Texas large, urban district rates.

## RECOMMENDATIONS

**Examine the effectiveness and perceptions of differentiated DL and ESL curriculum.** Less than half (44%) of surveyed teachers and CICs indicated that the differentiated Dual Language or ESL curriculum was very or extremely effective at meeting the needs of EBSPED students. Program leadership should continue efforts to explore the effectiveness of the differentiated curriculum for EBSPED students and the perceptions surrounding it.

**Continue using EBSPED specialists in their current roles.** Most survey respondents expressed positive views regarding the support and resources that they received from EBSPED specialists, and the DL/ESL Department exceeded their goal of having 70 percent of respondents rating the helpfulness of all supports provided by the EBSPED specialists as very or extremely helpful (74%). That said, less than half of respondents rated campus-wide PD (40%) and PLCs (47%) received from EBSPED specialists as helpful. Thus, EBSPED specialists should continue to provide teachers with effective supports while working to improve the helpfulness of PD opportunities.

**Continue efforts to improve the percentage of EBSPED students earning the highest English proficiency ratings.** 2022 EBSPED students overall did not meet the DL/ESL Department goal to see a two percentage-point increase in the percentage of EBSPED students who stayed the same or progressed on *TELPAS* composite from 2020 to 2022. Additionally, district rates of EBSPED students performing at the higher English proficiency levels on the *TELPAS* were generally comparable to or lower than the state and other large urban Texas districts. DL/ESL program

staff members should continue their efforts to improve the rates of students progressing at least one level a year to narrow the gap with statewide results at the highest English proficiency levels.

**Bolster efforts to improve assessment ratings of EBSPED students.** EBSPED students generally clustered in the Low quintile for 2022 *MAP* BOY to EOY growth quintiles and one-year trends in *STAAR* and *EOC* reading-related subtests were mixed. When compared to the state and other large urban Texas districts, Dallas ISD EBSPED rate comparisons on *TELPAS-Alt*, *STAAR/EOCs*, and *STAAR/EOC Alt 2* were generally mixed. Thus, DL/ESL program staff members should continue their efforts to improve the assessment ratings of EBSPED students.

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## EXECUTIVE SUMMARY

The purpose of this report was to provide context and process evaluation information related to three federally funded Dallas Independent School District (Dallas ISD) Human Capital Management (HCM) programs: Teacher Residency Program, Teacher Recruitment and Retention, and Dallas ISD Alternative Certification program. The Teacher Residency program was funded through Title I, Part A at \$2,594,674, the same as in 2020-21<sup>1</sup>. The amount of Title II, Part A funding for Teacher Recruitment and Retention in 2021-22 was \$2,122,147. This figure was unchanged from 2020-21. Alternative Certification was budgeted \$794,774 of Title II funding in 2021-22, the same as in 2020-21.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.<sup>2</sup>

The focus of the 2021-22 evaluation was to examine the level of implementation of grant-funded programs. Data for this report were obtained from interviews with program staff members assigned to each grant component, a review of internal documents, and review of survey data.

## EVALUATION QUESTIONS/OUTCOMES

### How was the Teacher Residency program implemented in 2021-22?

#### Context of the Program

The primary purpose of the Teacher Residency Program was to increase student achievement by improving teacher and student support at campuses with the highest need, specifically in the areas of elementary bilingual, secondary mathematics and science, and special education and English as a second language (ESL) at all levels.

- During the 2021-22 school year, the teacher residency program was implemented through Relay Graduate School of Education, an intensive teacher training program designed for working professionals with or without prior teaching experience. Resident Teachers were hired and served in co-teaching roles in classrooms on high-needs campuses until they graduate and become full-time teachers of record.
- The Teacher Residence program provided a variety of services to schools and students including co-teaching assistance, small group instruction, substitute teaching, help with formative assessments and diagnosis of student needs, along with support for classroom management.
- Resident teachers completed all training on one campus so that they could transition into a teacher role at the same campus where they were trained. The expectation is that this will help improve student outcomes because they are trained to meet the needs of their assigned campus.

#### 2021-22 Resident Teachers

As of August 2021, HCM hired 48 resident teachers to teach elementary core subjects, secondary ELAR, and secondary mathematics (Figure 1).

- The departmental goal was to transition 90 percent of resident teachers into full-time teaching roles in high-needs campuses by August of 2022. HCM is on track to meet this goal and this data will be available in Fall 2022.

**Figure 1: 2021-22 Number of Resident Teachers by Subject**



Source: HCM internal records dated 07/14/22.

Note: ELAR=English Language Arts and Reading.

- For the 2020-21 school year, HCM hired 66 resident teachers and 82 percent (n=54) were hired for the 2021-22 school year as full-time teachers, compared to 89

<sup>1</sup> Previous data for 2019-20 and 2020-21 were pulled from the 2019-20 (Watson, 2020) and 2020-21 evaluation reports (Watson, 2021).

<sup>2</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>

percent ( $n=41$ ) resident teachers in 2019-20 hired for the 2020-21 school year, and 89 percent ( $n=24$ ) hired for 2019-20.

## Response to Impact of COVID-19

Throughout the academic year, resident teachers continued to support campuses' implementation of classroom teaching. Teacher training activities and meetings continued as in previous years, through in person and virtual platforms.

## How was the Teacher Recruitment and Retention program implemented in 2021-22?

### Context of the Program

HCM staff members were responsible for recruiting and screening highly qualified teachers to meet the state certification and federal legislative requirements. HCM's Campus Staffing Team routinely recorded resignations in Oracle, which notified HCM's Talent Acquisition Team<sup>3</sup> of openings that needed to be filled. The Talent Acquisition Team was responsible for using the information to connect candidates with campus principals.

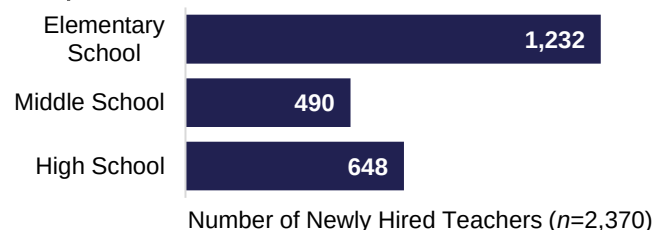
The hiring process consisted of two components. The first component was the application process, which took place prior to a principal recommendation. The second component of the hiring process was the hiring and onboarding occurring after principal recommendation. The HCM Campus Staffing Team managed the hiring process, ensuring that all candidates met district and state criteria.

- HCM staff members attended 93 recruitment events between June 2021 and May 2022 compared to 90 during the 2020-21 school year. Events included district-wide job fairs, university job fairs in Texas and other states, National Association for Bilingual Education (NABE) job fair, and international recruitment visits to Mexico. The department participated in 26 virtual events.
- The department continued an initiative expanding the use of early contracts to attract and retain the most qualified candidates. HCM had issued 600 early contracts to applicants for teaching positions in the 2022-23 school year, while there were 97 issued in 2020-21 and 147 issued in 2019-20.

### 2021-22 Teacher Recruitment and Retention

As of June 2022, HCM Staffing Team hired 2,370 new teachers<sup>4</sup> (Figure 2), compared to 2,287 new hires for 2020-21, and 1,760 new hires for 2019-20.

**Figure 2: 2021-22 Number of Newly Hired Teachers by Campus Level**



Source: HCM internal data dated 07/14/22.

Note: Table only includes teachers who were new to the district.

- To recruit and retain international talent for critical-needs areas in 2021-22, the district processed and maintained 320 H1-B visas, while 332 visas were processed and maintained in 2020-21 and 293 visas were processed and maintained in 2019-20. HCM offered a permanent residence process to help qualified teachers begin the permanent residence process and potentially provide sponsorship.<sup>5</sup> HCM accepted 36 candidates to the permanent labor certification process (PERM) in 2021-22, joining 26 PERM candidates in 2020-21 and 31 candidates in 2019-20.

## Response to Impact of COVID-19

The Teacher Recruitment and Retention team continued to increase the applicant pool and provide principals with highly effective teachers by attending and creating in person and virtual recruitment events, including holding job fairs in Texas and other states and supporting principals with applicant virtual interviews.

## How was the Dallas ISD Alternative Certification program implemented in 2021-22?

### Context of the Program

In 2021-22, Alternative Certification staff members used Title II funds to supplement the recruitment, screening, and training efforts of the program. Alternative Certification staff members first screened intern candidate applications for program eligibility. Once accepted into the application pool, candidates were granted a phone interview. Upon passing the phone interview, candidates were invited to an on-site interview, which included a group interview and a one-on-one interview with an Alternative Certification staff member. The final pool of 100 candidates attended a pre-service training program prior to program acceptance.

During the pre-service program, Alternative Certification staff members provided training on teaching techniques and best practices; interns received field experience in

<sup>3</sup> HCM's Talent Acquisition Team consisted of one student teacher coordinator, one data coordinator, seven recruitment coordinators, and the Talent Team Leader. Recruitment coordinators were primarily responsible for specific recruitment activities, such as marketing or special events.

<sup>4</sup> The data were collected in June 2022. This number only includes teachers new to the district. That is, it does not include internal transfers,

in which a teacher moved from one campus to fill a vacancy at another campus.

<sup>5</sup> To qualify, teachers must have a standard Texas teacher certification, at least two years of teaching experience in Dallas ISD, and be rated Proficient I or higher under the Teacher Excellence Initiative (TEI). Once selected, the district continued to pursue the teacher's permanent residence process if legal avenues were available.

classrooms. After pre-service training, interns were assigned to a campus, a mentor, and a teacher effectiveness coordinator. Mentor teachers were required to observe and provide continual feedback. Teacher effectiveness coordinators observed interns at least three times during the year. During observations, coordinators provided support and immediate feedback to allow interns to monitor progress and adjust their teaching practices.

## 2021-22 Alternative Certification Interns

- A total of 107 interns enrolled in the Alternative Certification program between summer 2021 and spring 2022 (Table 1). This was less than the total number of interns enrolled in prior years, where 127 interns enrolled between summer 2020 and spring 2021 and 134 interns enrolled between summer 2019 and spring 2020.

**Table 1: 2021-22 Number of Interns and Certification Area**

| Certification Area     | Interns (n) |
|------------------------|-------------|
| Core Subjects EC-6     | 23          |
| Core Subjects EC-6 ESL | 12          |
| Social Studies 7-12    | 7           |
| Bilingual              | 4           |
| ELAR 7-12/ESL          | 4           |
| Art EC-12              | 3           |
| Science 7-12           | 2           |
| <b>Total</b>           | <b>55</b>   |

Source: Alternative Certification internal records retrieved 06/09/22.

Note: EC=Early Childhood. ESL=English as a Second Language. ELAR=English Language Arts and Reading.

- In spring 2022, Texas Education Agency (TEA) administered an online survey to interns to rate their satisfaction with the Alternative Certification program and the level of support they received during their time in the program. TEA provided aggregate results to districts. There was a 13 percent response rate to the survey with only seven interns responding to the survey, therefore, results should be viewed with caution. Most interns ( $n=6$ ; 85.7%) indicated that they felt “well prepared” or “sufficiently prepared” for the classroom teaching.
- Of those who completed the Alternative Certification program in 2020-21, 88.2 percent ( $n=45$ ) continued to teach in Dallas ISD during the 2021-22 school year. Longitudinal trend shows an increase in retention rates over the last three cohorts (81.3% in 2019-20 and 66.3% in 2018-19).

## Response to Impact of COVID-19

The Dallas ISD Alternative Certification offered in-person and virtual test preparation platform and virtual pre-service training platform for interns. The Alternative Certification Program also offered Content Study Groups to teacher candidates to support them with content test and Pedagogy and Professional Responsibilities exam support. Experienced Dallas ISD teachers led the Content Study Groups.

## RECOMMENDATION

Based on the key findings, the following recommendation is offered for stakeholders.

**Evaluate the effectiveness of teachers hired through the alternative certification program.** One of the primary goals of hiring teachers through the alternative certification programs is to increase student achievement by improving teacher and student support at campuses with the highest need. After suspending calculations of teacher effectiveness as measured by TEI ratings, Dallas ISD will resume calculating teacher effectiveness in the fall 2022. The Program Evaluation department should utilize teacher TEI ratings to assess the effectiveness of teachers hired through the alternative certification program and determine if the alternative certification program is achieving their goal of improving student achievement.

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### EA22-625-4

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## EXECUTIVE SUMMARY

In the Dallas Independent School District (ISD), the Multi-Tiered Systems of Support (MTSS) framework is used to identify students who are struggling in the areas of academics,<sup>1</sup> language,<sup>2</sup> and/or engagement.<sup>3</sup> Support for these students is provided in a tiered manner depending on the needs of each student.

- Tier 1 support is the foundation for all other supports and optimizes the likelihood that all students will achieve success in school.
- If students require additional support beyond Tier 1, they receive Tier 2 services, which include selected interventions and specialized instruction based on universal screening.<sup>4</sup>
- Students who respond favorably to Tier 2 services are returned to Tier 1. Students who do not respond favorably receive Tier 3 services (i.e., more intensive, frequent, and individualized interventions).
- Students who continue to struggle in Tier 3 are referred by the campus Student Support Team (SST) for specialized services outside MTSS.

Beginning in 2019-20, the Dallas ISD began using the *Measures of Academic Progress Growth* (MAP) reading and mathematics assessments as universal screeners to measure academic achievement and growth over time. Beginning in 2020-21, these nationally normed, standardized computer adaptive<sup>5</sup> achievement tests were administered at the beginning-, middle-, and end-of-year (BOY, MOY, and EOY, respectively) to students in grades one to 11.<sup>6</sup> The MAP assessments are used by MTSS to strengthen Tier 1 instruction and were partial determinants of which tier of support each student receives.<sup>7</sup> Specific interventions provided to each student are aligned with individual MAP data. Progress monitoring is also used to inform SST decisions about whether to move the student to a higher or lower tier.

During the 2021-22 school year, the administration of the Dallas ISD MTSS framework was supported by one program director, three coordinators and one data analyst.<sup>8</sup>

The purpose of this evaluation was to describe the MTSS framework with respect to funding, context, professional development (PD), perceptions of campus-based staff members, characteristics of students served by the program, and MAP outcomes.<sup>9</sup>

The 2021-22 budget for the MTSS program totaled \$577,626 in Title II funding, the same amount as in 2020-21 (Barton, 2021).

## EVALUATION QUESTIONS/OUTCOMES

### What MTSS-related training was provided to Dallas ISD staff members in 2021-22?

Between September 13, 2021 and June 30, 2022, 1,222 Dallas ISD staff members attended one or more MTSS-related trainings.

The most frequently attended sessions were related to *MAP Growth* (25 sessions; 456 participants), and 610 participants completed at least one of the self-paced online sessions related to the MTSS framework or MAP.

### What were Dallas ISD campus-based staff member perceptions regarding the procedures, training, and support from the MTSS department in 2021-22?

The 2021-22 MTSS Feedback Survey (19 items) was administered from March 1 through March 25, 2022 to district staff members who had participated in at least one MTSS-related training during the 2021-22 school year ( $N = 1,027$ ; 39% response rate).

The purpose of the survey was to solicit respondents' feedback regarding their (a) MTSS knowledge, (b) implementation of MTSS, (c) usefulness of MTSS

<sup>1</sup> Academics include issues related to reading and mathematics.

<sup>2</sup> Language includes issues related to listening, speaking, reading, and writing across all content areas.

<sup>3</sup> Engagement includes issues related to academic disengagement, aggression, attendance, bullying, disruption to the classroom environment, and personally destructive behavior.

<sup>4</sup> Universal screening is the process of assessing all students to identify those who exhibit lower than expected academic outcomes.

<sup>5</sup> The difficulty of each question is determined by how students perform on previous questions. Answering correctly leads to more difficult questions, whereas answering incorrectly leads to easier questions.

<sup>6</sup> In 2019-20 MAP was not given at EOY because of the COVID-19 pandemic. MAP was not administered to grade one students until 2020-21.

<sup>7</sup> Other factors used to determine tier placement include existing assessments (i.e., Demonstrations of Learning, *State of Texas Assessments of Academic Readiness*, *Texas English Language Proficiency Assessment System*, Dallas ISD's *Assessments of Course Performance*, teacher created assignments, etc.) and teacher observations. Campus personnel, not central staff members, are responsible for tier assignment.

<sup>8</sup> A detailed description of the MTSS program staff members is available in the full report (Kim, 2022).

<sup>9</sup> A detailed methodology is available in the full report (Kim, 2022).

training, (d) perceptions about MTSS implementation on their campus, and (e) perceptions about the PowerSchool.

- Teachers accounted for 43 percent of respondents and the highest percentage of respondents (60%) reported participating in one or two MTSS training sessions in 2021-22.
- In addition to MTSS training, respondents most often indicated that they learned more about the MTSS framework from the Dallas ISD MTSS website and speaking with colleagues who received MTSS training.

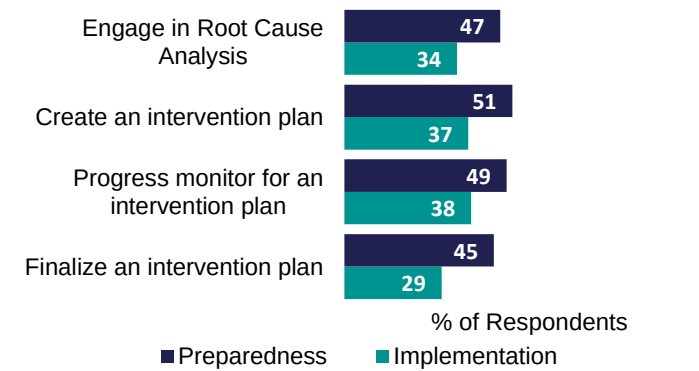
MTSS Knowledge

- More than half of respondents reported having a moderate or great amount of knowledge about the purpose of MTSS and using MAP as a universal screener.
- However, less than half of respondents reported a moderate or great amount of knowledge of academic, engagement, and language interventions.

Implementation of MTSS

- Sixty five percent of training participants either agreed or strongly agreed that they understood how to effectively implement the MTSS framework to support students who struggle academically, therefore, the workscope goal of 80 percent was not met.
- The highest percentage of respondents reported they used academic interventions often or very often (27%) compared to language (18%) and engagement (14%) interventions.
- While roughly half of respondents reported that support from the MTSS department prepared them well or very well, fewer (29% to 38%) reported implementing MTSS at least often (Figure 1).

Figure 1: Preparedness to Implement and Frequency of Implementation of Four MTSS Framework Elements



Source: 2021-22 MTSS Feedback Survey.  
Note: N = 366. Preparedness responses include ratings of Well and Very Well. Implementation responses include ratings of Often and Very Often. Excludes responses indicating that the questions are not applicable.

Usefulness of MTSS Training

- Overall, feedback on the usefulness of MTSS-related training sessions were more positive for those who attended two or more sessions (49% to 60%) compared to those who attended only one session (28% to 32%).
- When asked what improvements could be made to support they received from the MTSS department (N = 97), the most common themes were the desire for (a) additional MTSS trainings throughout the year, (b) the need for user-friendliness of the system, and (c) on-site support and trainings.

Perceptions about MTSS Implementation

- Forty-one percent of respondents indicated that they thought MTSS was implemented moderately or very effectively on their campuses in 2021-22.
- Of the 78 participants who suggested ways to improve the implementation of MTSS on their campus, almost a third of these respondents indicated a need for (a) more training on their campus and (b) more robust and explicit guidelines about implementing MTSS.

Perceptions about the PowerSchool MTSS Intervention Module

- Approximately half of survey respondents who reportedly used PowerSchool MTSS Intervention Module reported that they were moderately or very satisfied with (a) its user-friendliness and (b) the amount of time required to use the module efficiently.
- When asked to describe how the PowerSchool module had been helpful (N = 65), the most common theme was PowerSchool’s usefulness in tracking, documenting, and monitoring student progress (28%).
- Respondents were also asked to describe how the PowerSchool module can be improved (N = 69). The most frequently articulated theme was that they needed more trainings, practical guidance, and support (35%), followed closely by the desire for the module to be more user-friendly.

Which Dallas ISD students were served by the MTSS program in 2021-22?

Districtwide Use of MAP Assessments

- In 2021-22, between 59 percent (grade 11 at EOY) and 93 percent (grade 6 at BOY) of students were tested on the MAP assessment for reading.
- In 2021-22, between 53 percent (grade 11 at EOY) and 94 percent (grades 2 through 5 at BOY) of students were tested on the MAP assessment for mathematics.

## Tier 2 and Tier 3 Interventions

The number of Tier 2 and Tier 3 academic intervention plans<sup>10</sup> by subject can be found in Table 1.

- In 2021-22, 11,451 Tier 2 intervention plans were created in the PowerSchool, and of these, 5,328 plans (47%) were at least partially implemented and monitored<sup>11</sup> for 4,142 students.
- In 2021-22, 1,908 Tier 3 intervention plans were created in PowerSchool, and 771 Tier 3 intervention plans (40%) were at least partially implemented and monitored for 683 students.
- From 2020-21 to 2021-22, the number of students assigned Tier 2 or Tier 3 intervention plans increased.
- Consistent with 2020-21, a greater proportion of plans focused on reading than mathematics at both tiers.

**Table 1: 2020-21 to 2021-22 Dallas ISD Tier 2 and Tier 3 Academic Intervention Plans by Subject**

| Academic Intervention Plans by Subject |            |         |       |             |       |
|----------------------------------------|------------|---------|-------|-------------|-------|
| Tier                                   | Total<br>N | Reading |       | Mathematics |       |
|                                        |            | n       | %     | n           | %     |
| 2021-22                                |            |         |       |             |       |
| Tier 2                                 | 4,142      | 2,996   | 62.1  | 1,826       | 37.9  |
| Tier 3                                 | 683        | 694     | 94.7  | 39          | 5.3   |
| 2020-21                                |            |         |       |             |       |
| Tier 2                                 | 3,633      | 2,918   | 72.6  | 1,099       | 27.4  |
| Tier 3                                 | 91         | 77      | 82.8  | 16          | 17.2  |
| 2020-21 to 2021-22 Change              |            |         |       |             |       |
| Tier 2                                 | 509        | 78      | -10.5 | 727         | 10.5  |
| Tier 3                                 | 592        | 617     | 11.9  | 23          | -11.9 |

Source: PowerSchool MTSS Intervention Module database, 07/11/22.

Note: Data represent the number of plans. Because students could have multiple plans, students could be represented in multiple cells.

Tier 2 included more Hispanic ( $n = 3,017$ ) than African American ( $n = 937$ ) and White ( $n = 73$ ) students. Tier 3 included more African American students ( $n = 487$ ) than any other racial groups.

Compared to districtwide demographics (71% Hispanic and 21% African American), proportionally fewer Hispanics students (73% Tier 2 and 26% Tier 3) and proportionally more African American students (23% Tier 2 and 71% Tier 3) received a tier plan overall.

Most students with an intervention plan only had one plan (Tier 2: 66%; Tier 3: 89%). Over the past two years, the number of students with one plan decreased while students with two plans increased for Tier 2 and Tier 3 interventions.

<sup>10</sup> Tier was defined as the highest tier attained by a student during the entire year for a subject, regardless of how long or how many times the student remained at any one tier.

<sup>11</sup> An intervention plan was considered at least partially implemented and monitored if the student completed the assessment chosen by the teacher for the intervention at least once.

Finally, 13 percent of classroom teachers had progress monitored intervention plans in the MTSS Intervention Module. Thus, the workscope goal of 75 percent was not met.<sup>12</sup>

## What was the relationship between MAP assessment scores and MTSS implementation in 2021-22?<sup>13</sup>

*Because of smaller numbers of Tier 2 and Tier 3 students compared to Tier 1 students, results in this section should be viewed with caution.*

### RIT Scores

For English and mathematics, the mean RIT scores for Tier 2 and Tier 3 students were lower than Tier 1 students at each MAP administration window. However, Tier 2 and Tier 3 students experienced more gains from BOY to EOY.

- Tier 1 students: +4 to +7 points for English reading and +7 to +10 points for mathematics from BOY to EOY.
- Tier 2 and Tier 3 students: +8 to +15 points for English reading and +10 to +15 points for mathematics from BOY to EOY.

For Spanish reading, the mean RIT scores for Tier 2 and Tier 3 students were generally higher than Tier 1 students at each MAP administration window. Tier 2 and Tier 3 students experienced either the same or slightly lower gains than Tier 1 students.

- Tier 1 students: +5 to +15 points for Spanish reading from BOY to EOY.
- Tier 2 and Tier 3 students: +5 to +10 points for Spanish reading from BOY to EOY.

### CGP Scores

Overall, students with the greatest needs (i.e., Tier 2 and Tier 3 students in lowest performing achievement quintiles) tended to benefit from the additional tiered support from the MTSS program.

- For English reading, Tier 2 and Tier 3 students in the low or low average achievement quintiles 'exceeded'<sup>14</sup> MAP targets at a higher rate (44% and 41%, respectively) than Tier 1 students (35% and 31%, respectively) from BOY to EOY.
- For mathematics, Tier 2 and Tier 3 students in the low or low average achievement quintiles 'exceeded' MAP targets at a similar or slightly higher rate (37% and 44%, respectively) from BOY to EOY.

<sup>12</sup> The total number of classroom teachers includes teachers with a valid employee identification number in the 2021-22 district course files.

<sup>13</sup> Detailed methodology is available in the full report (Kim, 2022).

<sup>14</sup> "Exceeded" includes students who achieved high average or high growth on MAP Growth assessment.

respectively) than Tier 1 students (38% and 37%, respectively) from BOY to EOY.

## RIT Score Thresholds

The percentage of Tier 2 and Tier 3 students who met the threshold increased from 40 percent at BOY to 44 percent at EOY, whereas the percentage of Tier 1 students slightly decreased from BOY (62%) to EOY (60%). Over the past two years, the rate of students who met the threshold has decreased, especially at MOY.

## RECOMMENDATIONS

**Continue to support teachers in implementing Tier 2 and Tier 3 interventions.** Less than half of plans created in the PowerSchool MTSS Intervention Module were at least partially implemented and monitored by 13 percent of total classroom teachers. This is aligned with survey responses that indicated 29 to 38 percent of respondents reported implementing MTSS elements often or very often. Also, some survey respondents reported that they need additional MTSS trainings throughout the year with practical guidelines and user-friendly system. Therefore, MTSS program staff members should continue their efforts to support teachers in improving their knowledge and level of competence in implementation of Tier 2 and Tier 3 interventions.

**Continue to improve consistency in MAP Growth implementation.** Although the Dallas ISD has committed to using *MAP Growth* as universal screeners for reading and mathematics, the percentage of students screened in the third year of implementation rarely exceeded 90 percent for any grade or either subject at MOY or EOY assessment windows. On average, the percentage of students tested also tended to decrease as grade level increased. While these percentages increased from 2020-21 especially for BOY and EOY administrations, stakeholders should continue to work to improve communication and training with respect to *MAP Growth* administration to continually improve the process.

**Continue monitoring MAP Growth progress among Tier 2 and Tier 3 students.** In 2021-22, Tier 2 and Tier 3 students in the two lowest performing achievement quintiles at BOY experienced either similar growth (<5% difference) or higher growth from BOY to EOY in English reading and mathematics than Tier 1 students in the same achievement quintiles. For English reading, Tier 2 and Tier 3 students in

the low, low average, and average achievement quintile 'exceeded' MAP targets from BOY to EOY at a higher rate compared to Tier 1 students. These results indicate that students with the greatest needs (i.e., Tier 2 and Tier 3 students in lowest performing achievement quintiles) benefited from the additional tiered support from the MTSS program, as measured by *MAP Growth* scores, compared to their Tier 1 peers. Stakeholders should continue to improve assessment processes and necessary assignment of Tier 2 and Tier 3 plans to ensure at-risk students receive the additional support they need.

**Improve frequency and content of MTSS training.** Survey respondents expressed the need for additional MTSS trainings throughout the year, on-site supports, and robust and explicit guidelines about implementing the MTSS system. Because participants who had completed two or more trainings rated the usefulness of MTSS training sessions higher (compared to those who attended only one session), it is likely that participants viewed the content as more useful as exposure to the content increased beyond a single training session. MTSS program staff members should continue to reach out stakeholders to determine the topics and resources that would be most beneficial and offer additional training opportunities, including on-site trainings.

**Improve ease and understanding of MTSS implementation.** Consistent with last year's survey responses, respondents expressed concerns about the user-friendliness of MTSS tools and lack of adequate practical guidance and supports. To improve the learning experience, stakeholders may benefit from (a) receiving more trainings throughout the year, (b) having additional opportunities to practice using the MTSS platform, (c) having access to additional resources at trainings (e.g., exemplar intervention plans), and (d) having access to more on-site support from MTSS experts or central staff members. This could provide teachers with clear guidance and feedback as interventions are implemented throughout the school year.

## REFERENCES

Kim, J. G. (2022). 2021-22 Evaluation of the Multi-Tiered Systems of Support Framework. Dallas, TX. Dallas Independent School District.

The complete list of references can be found in the full report (Kim, 2022).

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## EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) provides specialized campus-based services across the district for students who have been identified with dyslexia. The stated mission of the Dallas ISD Dyslexia Services department is “to assist students with dyslexia in the achievement of independent literacy skills by providing service and support to students, their parents, and school personnel through identification, instruction, and community awareness.”<sup>1</sup>

- As of the 2021-22 school year, 202 staff members comprise the Dallas ISD Dyslexia Services department, with 176 dyslexia interventionists serving one to three campuses each across the district and 26 dyslexia evaluators working across an average of 15 campuses each.
- Dyslexia evaluators identify student needs and prescribe appropriate accommodations and services for identified students.
- Dyslexia interventionists are certified teachers with specialized training in dyslexia who work with identified students to provide supplemental multisensory instruction.

The reported budget for the 2021-22 Dyslexia Services department \$8,160,128: \$1,388,528 from district general operating funds (a \$30,491 decrease from \$1,419,019 in 2020-21) and \$6,771,600 received from ESSER II and ESSER III funding. The district budgeted approximately \$33.8 million aimed at improving and expanding dyslexia services in middle and high schools.

The overall goal of these efforts is to achieve three performance objectives related to student achievement, dyslexia training program, and campus and community engagement.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning for the first four weeks. In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 and other supports.<sup>2</sup> Because of these variations in

instructional time and support activities, results should be viewed with caution.

The purpose of the evaluation was twofold: 1) to describe the components of the Dyslexia Services program in 2021-22 including funding as well as characteristics of students and staff members, and 2) to examine the impacts of the program on professional development (PD) outcomes, ESSER activity outcomes, and student assessment outcomes.<sup>3</sup>

## EVALUATION QUESTIONS/OUTCOMES

**What were the characteristics of students with Dyslexia and the Dyslexia Services department staff?**

*Student Characteristics*

- In 2021-22, a total of 7,703 (5.4%) students in the district identified with dyslexia, compared to 5,940 in 2020-21 (Table 1).
- Compared to the overall population, students with dyslexia had a larger proportion of male students (57.4%) and SPED students (38.3%), and a smaller proportion of EB students (43.7%).
- The largest percentages of students with dyslexia were enrolled in grades three through six.
- Of the 7,703 students identified with dyslexia, 5,668 students (73.6%) participated in the Dyslexia Services department programming.
- The highest percentage of students participated in the *Wilson* program (82.4%), while a smaller proportion of students participated in the *Esperanza* program (9.5%), the *Lexia* program (4.7%), and the MTA/Alphabetic Phonics program (3.4%).

<sup>1</sup> <https://www.dallasisd.org/Page/74987>. Link retrieved 09/27/2021.

<sup>2</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

<sup>3</sup> Portions of this report were replicated or adapted from Mejan, 2021.

**Table 1: 2021-22 Characteristics of Students with Dyslexia**

| Students with Dyslexia<br>(N = 7,703) |       |      |
|---------------------------------------|-------|------|
|                                       | n     | %    |
| <b>Sex</b>                            |       |      |
| Female                                | 3,279 | 42.6 |
| Male                                  | 4,424 | 57.4 |
| <b>Race/Ethnicity</b>                 |       |      |
| Hispanic/Latino                       | 5,528 | 71.8 |
| African American                      | 1,474 | 19.1 |
| White                                 | 496   | 6.4  |
| Other/Missing                         | 205   | 2.7  |
| <b>Special Student Groups</b>         |       |      |
| Economically Disadvantaged            | 6,557 | 85.1 |
| Emergent Bilingual                    | 3,367 | 43.7 |
| Special Education                     | 2,948 | 38.3 |

Source: District end-of-year demographic file dated 05/16/22.

Note: Percentages may not add to 100.0 because of rounding.

### Staff Characteristics

- In 2021-22, the Dyslexia Services department employed 202 lead evaluators and interventionists (N = 50) and non-lead interventionists (N = 152) staff.
- Staff were predominately female and worked at the district for over ten years.

### What were the outcomes related to the ESSER funded Dyslexia/504 interventionist expansion activities?

#### Dyslexia Services Training Program

- The department exceeded their 2021-22 EOY Dyslexia Training Program performance objective.
- Of the 62 ESSER-funded dyslexia interventionists, 47 (75.8%) completed Practitioner Level certifications and three (4.8%) completed Therapist Level certifications by 2021-22 EOY.

#### Campus and Community Engagement

- In 2021-22, the Dyslexia Services department met their 2021-22 Campus and Community Engagement performance objectives, offering PD opportunities to campus staff and informational sessions to parents in the fall and in the spring.
- The department reported that 5,546 campus staff attended session in the fall and 4,995 attended in the spring.
- The department reported that 269 parents attended in the fall and 575 parents attended in the spring.
- PD trainings were also provided to Dyslexia Services central staff members throughout the 2021-22 school year.

### What were the achievement outcomes for students with dyslexia?

#### Word Identification and Spelling Test

- EOY FLAI *WIST* standard score results indicated all grade levels demonstrated increases in the percentage of students with dyslexia attaining the average or above standard score rating (range: +5.7% to +18.5%) (Table 2).
- EOY SSK *WIST* standard score results indicated all grade levels demonstrated increases in the percentage of students with dyslexia attaining the average or above standard score rating (range: +12.1% to +33.3%) (Table 3).
- The Dyslexia Services department met its EOY 2021-22 ESSER performance objective for the SSK standard score (M = 85.8) but not for the FLAI standard score (M = 75.5).
- In 2021-22, seven out of 11 grade levels achieved the *WIST* EOY FLAI target performance goal scoring equal to or greater than 75.6, and six out of 11 grade levels achieved the *WIST* EOY SSK target performance goal scoring equal to or greater than 78.8.

**Table 2: 2021-22 Percentage of Students with Dyslexia Attaining *WIST* FLAI Average or Above Standard Score Ratings by Grade Level and Test Version**

| Grade Level               | BOY<br>% | EOY<br>% | BOY to EOY<br>% Point Δ |
|---------------------------|----------|----------|-------------------------|
| <b>Elementary Version</b> |          |          |                         |
| 2                         | 2.5      | 13.2     | 10.7                    |
| 3                         | 6.2      | 23.1     | 16.9                    |
| 4                         | 14.5     | 31.2     | 16.7                    |
| 5                         | 20.0     | 34.5     | 14.5                    |
| Total                     | 13.4     | 28.6     | 15.3                    |
| <b>Secondary Version</b>  |          |          |                         |
| 6                         | 7.2      | 18.9     | 11.7                    |
| 7                         | 11.1     | 16.8     | 5.7                     |
| 8                         | 16.7     | 25.8     | 9.1                     |
| 9                         | 14.1     | 32.6     | 18.5                    |
| 10                        | 9.7      | 20.8     | 11.1                    |
| 11                        | 8.6      | 25.7     | 17.1                    |
| 12                        | 7.1      | 14.3     | 7.2                     |
| Total                     | 11.1     | 21.9     | 10.8                    |

Source: Dallas ISD Dyslexia Services *WIST* data files provided 12/06/21 (BOY) and 07/13/22 (EOY). District end-of-year demographic files date of 05/16/22.

Note: Δ = Percentage points difference. Results include data for students with scores at least six months between BOY and EOY.

**Table 3: 2021-22 Percentage of Students with Dyslexia Attaining WIST SSK Average or Above Standard Score Ratings by Grade Level and Test Version**

| Grade Level               | BOY % | EOY % | BOY to EOY % Point Δ |
|---------------------------|-------|-------|----------------------|
| <b>Elementary Version</b> |       |       |                      |
| 2                         | 1.5   | 13.6  | 12.1                 |
| 3                         | 3.6   | 19    | 15.4                 |
| 4                         | 10.8  | 28.9  | 18.1                 |
| 5                         | 14.5  | 40.5  | 26.0                 |
| Total                     | 9.5   | 29.1  | 19.6                 |
| <b>Secondary Version</b>  |       |       |                      |
| 6                         | 9.6   | 42.9  | 33.3                 |
| 7                         | 21.9  | 40    | 18.1                 |
| 8                         | 29.6  | 49.6  | 20.0                 |
| 9                         | 25.5  | 51.6  | 26.1                 |
| 10                        | 5.6   | 34.7  | 29.1                 |
| 11                        | 11.4  | 25.7  | 14.3                 |
| 12                        | 7.1   | 28.6  | 21.5                 |
| Total                     | 18.4  | 43.6  | 25.2                 |

Source: Dallas ISD Dyslexia Services WIST data files provided 12/06/21 (BOY) and 07/13/22 (EOY). District end-of-year demographic files date of 05/16/22

Note: Δ = Percentage points difference. Results include data for students with scores at least six months between BOY and EOY.

### State of Texas Assessments of Academic Readiness

- In spring 2022, the percentage of students with dyslexia at Approaches+, Meets+, and Masters was lower than the district percentage on all STAAR 3-8 and STAAR EOC tests.
- At the Approaches+ performance standard, the performance gap between students with dyslexia and the district ranged from 22.8 to 27.4 percentage points (Table 4).
- At the Meets+ performance standard, the performance gap ranged from 19.8 to 27.7 percentage points.
- At the Masters performance standard, the performance gap ranged from 3.8 to 21.8 percentage points.
- The smallest performance gap between students with dyslexia and the district was at the Masters performance standard in English I EOC and English II EOC (5.3 percentage points and 3.8 percentage points, respectively).
- One-year trends indicate that students with dyslexia in grades five, seven, and eight had the largest percentage increases in achieving the Approaches+ performance standard compared to their 2020-21 performance (24%, 20%, and 19%, respectively).

**Table 4: 2021-22 Percentage of Students with Dyslexia and District Attaining STAAR 3-8 Reading and STAAR EOC English I and II Performance Standards by Grade Level**

| Grade Level | Students with Dyslexia |        | District |        | Diff. % |
|-------------|------------------------|--------|----------|--------|---------|
|             | Tested N               | App+ % | Tested N | App+ % |         |
| STAAR 3-8   |                        |        |          |        |         |
| 3           | 953                    | 40.4   | 9,771    | 65.9   | -25.5   |
| 4           | 1,060                  | 38.6   | 9,879    | 66.0   | -27.4   |
| 5           | 1,054                  | 52.1   | 9,784    | 75.2   | -23.1   |
| 6           | 798                    | 36.8   | 9,327    | 60.8   | -24.0   |
| 7           | 658                    | 46.4   | 9,672    | 70.4   | -24.0   |
| 8           | 591                    | 53.1   | 9,580    | 75.9   | -22.8   |
| EOC         |                        |        |          |        |         |
| Eng I       | 791                    | 28.3   | 15,293   | 52.4   | -24.1   |
| Eng II      | 529                    | 32.7   | 12,344   | 59.4   | -26.7   |

Source: District STAAR file dated 07/15/22 (grades three-to-eight), STAAR EOC file dated 07/14/22. District end-of-year demographic files date of 05/16/22.

Note: App+ = Approaches Grade Level or Above. Eng I = English I EOC. Eng II = English II EOC. Diff. = Difference. EOC = End-of-Course exam.

- The percentage of students with dyslexia at Expected and Accelerated progress was lower than the district percentage on all STAAR 3-8 and STAAR EOC tests.
- At the Expected progress measure standard, the performance gap between students with dyslexia and the district ranged from 1.4 (Grade 7) to 7.7 (English II EOC) percentage points.
- At the Accelerated progress measure standard, the performance gap between students with dyslexia and the district ranged from 0.3 (English II EOC) to 7.4 (Grade 7) percentage points.

### NWEA Measures of Academic Progress

- Students with dyslexia who performed at the Average Quintile or above in reading had mixed trends (Table 5).
- On the EOY Reading – English assessment, grades two through four demonstrated increases in the percentage of students at the Average Achievement Quintile or above from BOY to EOY (2.3%, 8.5%, and 2.8%, respectively).
- On the EOY Reading – Spanish assessments, grades 3 and 4 demonstrated increases in the percentage of students at the Average Achievement Quintile or above from BOY to EOY (16.9% and 1.2%, respectively).
- The percentage of students with dyslexia performing at the Average Achievement Quintile or above on the EOY Reading English and Spanish assessments was lower than the district across all grade levels.

**Table 5: 2021-21 Students with Dyslexia MAP Reading Average Achievement Quintile or Above Rates by Grade Level and Test Language**

| Grade Level                    | BOY      |      | EOY      |      | Diff. % |
|--------------------------------|----------|------|----------|------|---------|
|                                | <i>n</i> | %    | <i>n</i> | %    |         |
| Reading (English)              |          |      |          |      |         |
| 1                              | 56       | 33.1 | 31       | 17.1 | -16.0   |
| 2                              | 92       | 20.2 | 105      | 22.5 | 2.3     |
| 3                              | 118      | 23.1 | 171      | 31.6 | 8.5     |
| 4                              | 181      | 29.8 | 195      | 32.6 | 2.8     |
| 5                              | 183      | 29.0 | 172      | 27.6 | -1.4    |
| 6                              | 157      | 21.0 | 152      | 21.0 | 0.0     |
| 7                              | 105      | 17.4 | 100      | 16.6 | -0.8    |
| 8                              | 119      | 22.0 | 108      | 19.9 | -2.1    |
| 9                              | 124      | 25.6 | 98       | 23.4 | -2.2    |
| 10                             | 76       | 25.0 | 62       | 23.4 | -1.6    |
| 11                             | 60       | 28.6 | 37       | 21.1 | -7.5    |
| Reading (Spanish) <sup>a</sup> |          |      |          |      |         |
| 1                              | 43       | 41.3 | 21       | 21.0 | -20.3   |
| 2                              | 86       | 33.3 | 56       | 22.9 | -10.4   |
| 3                              | 75       | 21.2 | 121      | 38.1 | 16.9    |
| 4                              | 101      | 28.6 | 96       | 29.8 | 1.2     |
| 5                              | 94       | 31.0 | 68       | 27.9 | -3.1    |
| 6                              | *        | *    | *        | *    | *       |

Source: District MAP files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District end-of-year demographic files date of 05/16/22.

Note: \* = indicates fewer than 10 students available for analysis. <sup>a</sup> The MAP Reading (Spanish) assessment is administered to students in Kindergarten through grade 5.

## RECOMMENDATIONS

**Improve data collection mechanisms and techniques.** In 2021-22, the department utilized multiple forms and platforms to collect student programming data, professional development data, and achievement data (photographs, static spreadsheets, shared spreadsheets, paper) causing data errors and duplicate entries. It is recommended to elect an electronic, standardized data collection

procedure/mechanism to reduce error and improve efficiency.

**Continue examining changes in standard score ratings from BOY to EOY as a measure of growth and achievement on the WIST assessment.** Prior to 2021-22, the Dyslexia Services department examined the average standard scores on the WIST assessment. However, the WIST assessment calculates performance rating categories based on standard scores. Utilizing the performance rating categories associated with the standard scores will help improve the interpretability of student scores and performance including monitoring demonstrated change from BOY to EOY in student learning and growth.

**As recommended in previous years, continue to focus on growth to ensure students with dyslexia keep up with their peers in reading.** Although most students with dyslexia demonstrated positive one-year trends on the STAAR reading and English II EOC, students with dyslexia generally performed below the overall district on all STAAR 3-8 and STAAR EOC tests as well as the MAP assessments. The Dyslexia Services department staff should continue their efforts to improve state-assessment ratings to narrow the performance gap between these two groups.

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## EXECUTIVE SUMMARY

Texas Legislature House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, requires all Texas Kindergarten (K) through grade-three teachers and principals to attend Texas Reading Academies. The goal of the Texas Reading Academies is to “increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement.” (TEA, n.d.). The Texas Commission on Public School Finance final report (2018) noted that student outcome shortfalls were evident in early childhood education. The report further noted that “the most effective and financially efficient way to close educational attainment gaps [...] is through focusing investment on improving student outcomes in early childhood education, before the gaps compound over subsequent years.” (p. 19) However, the Texas Director of Texas Reading Academies noted during a 2022 webinar that “many educators are not prepared to provide evidence-based reading instructions [...] based on specific needs.” (TEA, 2022).

To address these issues, Texas Reading Academies were implemented to provide school districts with the flexibility to meet local needs and priorities, such as the selection of study model (comprehensive in-person vs blended), choice of Authorized Provider, and implementation level (local vs direct service). Starting in 2020-21, the Dallas Independent School District (ISD) became an authorized provider of Texas Reading Academies through the Texas Education Agency (TEA), allowing the district to conduct training using Early Learning specialists as cohort leaders. All elementary campuses will participate in Texas Reading Academies over three-year span (2020-2023). Texas Reading Academies will play a central role in meeting the Dallas ISD Board Goal that 56 percent of students score at the Meets Grade Level or Above (Meets+) standard on grade-three *State of Texas Assessments of Academic Readiness* (STAAR) reading by 2025.

The total budget for the 2021-22 Texas Reading Academies program was \$2,068,977, an increase of 37 percent from last year (\$1,511,794). The total included \$1,700,000 for stipends and supplemental pay for teacher work required beyond the school day, \$25,000 for supplemental pay for librarians and campus coaches that attended Saturday PD sessions, \$253,977 to hire additional staff members to support the Texas Reading Academies program, and \$90,000 for printing facilitator guides and materials.

## PURPOSE OF THE EVALUATION

The purpose of the 2021-22 Texas Reading Academies evaluation was to examine context, process, and outcome data. Context data included a summary of the program. Process data included beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) teacher surveys, MOY and EOY administrator surveys, and post-PD survey data. Outcome data included student academic outcomes including *Texas Kindergarten Entry Assessment* (TX-KEA), *Measures of Academic Progress Growth* (MAP), and STAAR reading. Detailed methodology is available in the full report.

## EVALUATION QUESTIONS/OUTCOMES

### What was the context of the Texas Reading Academies?

The 86<sup>th</sup> Texas Legislature passed HB 3 in 2019.<sup>1</sup> The bill required all K through grade-three teachers and principals to complete Reading Academy training by 2022-23. The Dallas ISD planned to train staff members in three one-year cohorts (2020-21, 2021-22, and 2022-23). The goal of the Texas Reading Academies was to increase teacher knowledge of evidence-based methods of teaching reading and ensure these methods were implemented in classrooms, thereby increasing student achievement in reading. Ultimately, the program served to push the district toward achieving Student Outcome Goal Two as set by the Board of Trustees that 56 percent of students score at the Meets+ standard on grade-three STAAR reading by 2025.

Implementation during Year 1 in the Dallas ISD began with teachers and administrators at 56 high-priority elementary campuses; Year 2 targeted 46 elementary campuses and any teachers new to Year 1 campuses, and Year 3 will target 48 elementary campuses and any teachers new to Year 1 and Year 2 campuses. While HB 3 only required teachers and principals to attend Texas Reading Academies, the Dallas ISD also trained all assistant principals, Campus Instructional Coaches (CICs), and Instructional Lead Coaches (ILCs) on campuses included in each cohort.

Based on job requirements, participants completed one of three learning pathways. General and special education teachers completed the English Language Arts pathway, bilingual general education and bilingual special education

<sup>1</sup> More information about HB 3 can be found at <https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/house-bill-3>.

teachers completed the Biliteracy pathway, and campus administrators completed the Administrator pathway. Each pathway consisted of 12 PD modules.<sup>2</sup> The module content for each pathway was the same except for additional content embedded in the Biliteracy pathway modules.

The Dallas ISD applied for and was approved to serve as an authorized provider for Texas Reading Academies PD. Texas Reading Academy cohort leaders implemented two different PD models (comprehensive and blended). Comprehensive coaches could lead up to 60 participants in person. Due to the COVID-19 pandemic, the comprehensive model was implemented primarily in a virtual asynchronous format from fall 2020 until the beginning of spring 2022. Implementation returned to a face-to-face format in March 2022. Blended facilitators could coordinate online learning for up to three cohorts of participants with up to 100 participants per cohort.

### **What were the characteristics and completion rates of teachers and administrators who participated in Texas Reading Academy Cohort Two?**

Texas Reading Academy Cohort Two included 741 teachers in the English Language Arts pathway, 392 teachers in the Biliteracy pathway, and 186 administrators in the Administrator pathway.<sup>3</sup> For teachers in the English Language Arts and Biliteracy pathways combined, most Texas Reading Academies teachers were female (86%) and had obtained a bachelor's degree (67%). About 42 percent of teachers were Hispanic and 35 percent were African American. The Cohort 2 teachers had taught, on average, 10 years in the state of Texas. Administrators were predominantly female (78%) and almost half were African American (48%). About 76 percent had obtained a master's degree or higher.

Per state accountability metrics, out of the 1,317 Cohort Two learners (i.e., teachers and administrators), 1,251 learners participated in Texas Reading Academies in 2021-22. Of those, 99.9 percent of learners ( $n=1,250$ ) completed the Texas Reading Academy program.

### **What were the participant perceptions of the Texas Reading Academies?<sup>4</sup>**

Fifty-one percent of Cohort Two teachers responded to the BOY survey ( $N=340$ ). Response rates at MOY and EOY were 32 percent ( $N=221$ ) and 53 percent ( $N=519$ ), respectively. Overall, the percentage of positive responses (i.e., agreed to a moderate or great extent) either remained consistent or increased from BOY to EOY for Cohort Two teachers. For example, the percentage of respondents who agreed that their administration strongly supported the

HB 3 changes remained consistent (85%) from BOY to EOY. While the rate of positive responses dipped slightly at MOY when respondents were asked if they valued the changes by the HB 3 Reading Academies, the overall rate increased from BOY (89%) to EOY (92%). Likewise, while the rate of positive responses dipped at MOY when teachers were asked if they felt capable of making the kinds of changes needed for HB 3 Reading Academies, the overall rate increased to 90% by EOY. Lastly, the rate of positive responses gradually increased from BOY to EOY when respondents were asked if (a) the HB 3 changes helped their students reach higher levels of achievements (84% to 91%) and (b) teachers at their school strongly supported the HB 3 changes (78% to 85%).

While teacher perceptions regarding campus collaboration and coach tended to fluctuate over time, the rate of positive responses (i.e., somewhat or strongly agreed) were higher at EOY compared to BOY. For example, the rate of positive responses increased from BOY to EOY when respondents were asked if (a) weekly teacher meetings were a valuable opportunity to collaborate with colleagues (70% to 75%) and (b) there was a strong building level communication around teaching reading (66% to 72%). Likewise, the rate of teachers who agreed that they had frequent opportunities to share ideas about how to teach reading better increased from BOY (68%) to EOY (76%). The rate of positive responses increased from BOY (59%) to EOY (62%) when respondents were asked whether the CIC provided effective assistance in teaching reading, and it increased from BOY (64%) to EOY (76%) when asked if the early learning instructional specialist provided effective assistance in reading.

The proportion of teachers who indicated that they had mostly or completely integrated the Reading Academies content in their work increased from MOY (50%) to EOY (63%). At the end of the year, teachers were asked to select up to three modules that were most impactful on their teaching reading during the school year. Teachers most often selected phonological awareness (47%), followed by decoding, encoding, and word study (39%) and reading comprehension (32%). Conversely, teachers viewed the modules on science of teaching reading (10%), establishing a literacy community (8%), and tiered support (7%) as least impactful.

At MOY survey administration, teachers were asked to identify the best parts of their Reading Academy experience. Of the 360 respondents who answered this question (70% of sample), they most often reported that sharing ideas and experience (9%) was the best part of the program, followed by reading strategies (7%), resources provided (7%), activities and discussion (6%) explicit

<sup>2</sup> Modules included: Introduction to the Texas Reading Academies; The Science of Teaching Reading; Establishing a Literacy Community; Using Data to Support Instruction and Tiered Levels of Support; Oral Language and Vocabulary; Phonological Awareness; Pre-Reading Skills; Decoding, Encoding, and Word Study; Reading Fluency; Reading Comprehension; Written Composition; and Pulling It All Together.

<sup>3</sup> Participant list dated 11/10/21 and district personnel file dated 11/11/21. Two teachers were not included in analyses because characteristic data could not be matched.

<sup>4</sup> As HB 3 was used in the surveys in lieu of Texas Reading Academies, the survey results report HB 3 instead of Texas Reading Academies to accurately reflect the wording of the surveys.

instruction (4%), collaboration with peer and teachers (3%), flexibility and self-paced (2%), and learning content (2%). At EOY, teachers also responded that their experience could have been improved by making it more of a meaningful learning experience (26%), having more time to complete modules/ being less time consuming (24%), being flexible and self-paced (9%), being face to face (6%), having fewer modules or assignments (6%), and making it a summer course or held on PD days (2%).

Of the 172 Cohort Two administrators who received a MOY survey invitation, 69 (40%) completed the survey and were included in the analyses. Additionally, 166 Cohort Two administrators received an EOY survey invitation and 115 (69%) completed at least part of the survey. Overall, the rate of positive responses (i.e., agree to a moderate or great extent) for administrators increased from MOY to EOY. For example, the rate of positive responses increased from MOY to EOY when respondents were asked if (a) teachers at their school strongly supported HB 3 changes (78% to 88%) and (b) HB 3 changes helped their student reach higher levels of achievement (91% to 96%). Likewise, the percentage of administrators who reported that they valued the kind of changes called for by the HB3 Reading Academies increased from MOY (88%) to EOY (95%). The rate of administrators who agreed that they were capable of supporting the kinds of changes called for by the HB3 reading academies increased by one percentage point from MOY to EOY (88% to 89%).

Administrators' responses to campus collaboration and coach effectiveness items responses of administrators tended to be more positive than teachers at both MOY and EOY. However, administrator responses generally trended downward from MOY to EOY. For example, the rate of positive responses decreased from MOY to EOY when respondents were asked if (a) weekly teacher meetings were a valuable opportunity to collaborate with colleagues (91% to 84%) and (b) there was a strong building level communication around teaching reading (84% to 77%). Likewise, the rate of administrators who agreed that the instructional specialist provided effective assistance in teaching reading slightly decreased from MOY (77%) to EOY (74%). The rate of positive responses also decreased from MOY (84%) to EOY (79%) when respondents were asked if there were frequent opportunities to share the ideas about better teaching reading. Lastly, the percentage of administrators who agreed that the CIC provided effective assistance in teaching reading slightly decreased from MOY (78%) to EOY (75%).

In addition, the percentage of administrators who reported that they had mostly or completely integrated the Reading Academies content into their work trended slightly downward from 56 percent at MOY to 53 percent at EOY.

Teachers and administrators were also asked to complete post-PD survey in December 2021. Most participants somewhat agreed or strongly agreed that the sessions were well organized and effectively presented (87%) and that the

presenter or presenters effectively communicated the session content (87%). Participants were also asked to rate the extent to which the session content was relevant to their work and the extent to which they would incorporate elements from the session into their work. Most participants indicated that they would incorporate elements of the session in their teaching (90%) and that the session content was relevant (85%).

### **What were the student outcomes at campuses that had and had not completed Texas Reading Academies?**

Results should be viewed with caution because Texas Reading Academies Cohort One and Cohort Two campuses were selected due to previous low performance and Cohort Two teachers may not have received all PD in time to implement it in the 2021-22 school year. Assessment results are presented in Table 1.

#### **TX-KEA**

In general, the proportions of K students scoring *On Track* were similar for students at Texas Reading Academies Campuses Cohorts One and Two and at non-implementing campuses. Sixty-two percent of Cohort One and 61 percent of Cohort Two K students at Texas Reading Academies campuses scored *On Track* on TX-KEA Blending, and 61 percent of K students at non-implementing campuses scored *On Track*. Thus, the ESSER-related goal that at least 62 percent of students would score at or above grade level (*On Track*) on TX-KEA Blending in spring 2022 was only met by Cohort One. For Cohort One, the one-year change in the percentage of students scoring *On Track* on TX-KEA Blending increased by six percentage points from 56% in 2020-21 to 62% in 2021-22.

#### **MAP**

For Kindergarten, the rate of students scoring at or above the 50th percentile was higher for students at Texas Reading Academies Cohorts One (38%) and Two (41%) campuses than non-implementing campuses (37%). For grade one, a slightly higher proportion of students in Cohort One (36%) and non-implementing campuses (36%) scored at or above the 50th percentile than Cohort Two campuses (35%). For grade two, the rate of students in Cohort One (41%) and Cohort 2 (40%) was slightly higher than non-implementing campuses (39%).

For Cohort One, the one-year change (2020-21 to 2021-22) in the percentage of students scoring at or above the 50<sup>th</sup> percentile on MAP decreased by 11 percentage points for K students (49% to 38%), decreased by five percentage points for grade-one students (41% to 36%), and decreased by four percentage points for grade-two students (45% to 41%). This downward trend was also evident in the overall district data from 2020-21 to 2021-22: Grade K (48% to 38%), Grade One (43% to 36%), and Grade Two (45% to 40%).

## STAAR

Overall, a higher proportion of Grade-Three Texas Reading Academies Cohort One students met each standard (Approaches+: 69%, Meets+: 42%, Masters: 25%) than non-implementing (68%, 41%, 24%, respectively) or Cohort Two students (64%, 38%, 23%, respectively). For Cohort One grade-three students, the one-year change in the percentage of students scoring at STAAR standards increased by 10 percentage points for Approaches+ (59% to 69%) and Meets+ (32% to 42%) and increased by seven percentage points for Masters (17% to 24%).

**Table 1: 2020-21 to 2021-22 Percentage of Students Performing At or Above Grade Level on Reading Assessments by Year, Cohort, Grade, and Assessment**

| Exam               | 2020-21  |          |           | 2021-22  |          |          |           |
|--------------------|----------|----------|-----------|----------|----------|----------|-----------|
|                    | RA1<br>% | Non<br>% | DISD<br>% | RA1<br>% | RA2<br>% | Non<br>% | DISD<br>% |
| <b>K</b>           |          |          |           |          |          |          |           |
| TX-KEA             | 55.5     | 58.4     | 57.5      | 61.9     | 60.7     | 61.4     | 61.3      |
| MAP                | 49.3     | 47.8     | 48.3      | 37.5     | 40.5     | 36.8     | 38.3      |
| <b>Grade One</b>   |          |          |           |          |          |          |           |
| MAP                | 40.9     | 44.1     | 43.1      | 36.0     | 35.4     | 35.6     | 35.7      |
| <b>Grade Two</b>   |          |          |           |          |          |          |           |
| MAP                | 45.4     | 44.2     | 44.6      | 41.2     | 39.6     | 39.0     | 39.9      |
| <b>Grade Three</b> |          |          |           |          |          |          |           |
| S-App+             | 59.0     | 61.4     | 60.6      | 69.0     | 64.2     | 67.7     | 67.0      |
| S-Meet+            | 31.7     | 32.8     | 32.4      | 41.5     | 38.4     | 40.9     | 40.3      |
| S-Mast             | 17.4     | 18.2     | 17.9      | 24.7     | 22.5     | 24.2     | 23.8      |

**Source:** Public Education Information Management System district database: 10/30/20 (2020-21) and 11/01/21 (2021-22). TX-KEA: 10/28/20 (2020-21) and 06/17/22 (2021-22). MAP: 06/23/21 (2020-21) and 06/22/22 (2021-22). STAAR: 07/12/21 (2020-21) and 06/26/22 (2021-22).

**Note:** % = Percentage of students at standard. DISD = Dallas ISD. App+ = Approaches+. Meet+ = Meets+. Mast = Masters. Non = Non-Implementing Campuses. RA = Reading Academies. S = STAAR.

## RECOMMENDATIONS

**Expand the administration of the post-PD survey to include all participants at both BOY and EOY.** In 2021-22, the post-PD survey was only administered in fall 2021. No spring 2022 PD survey data was collected. Because the HB3 Reading Academies was implemented throughout the 2021-22 school year, post-PD survey data should be collected after each training session to track changes in (a) the quality of the PD sessions, (b) the extent that

participants incorporated elements of the lesson into their work, and (c) the relevance of the material.

**Expand the administration of the administrator survey to include BOY.** While Cohort Two Teachers were surveyed at BOY, MOY, and EOY, administrators who directed the reading instruction on their campuses were only surveyed at MOY and EOY. Measuring administrator perceptions at BOY, MOY, and EOY could provide additional insight into how their perceptions regarding the Texas Reading Academies program change over time. For example, while administrator's overall perceptions regarding HB3 trended upward from MOY to EOY, their perceptions regarding campus collaboration and coach effectiveness trended downward during the same period. To determine if these trends would continue or fluctuate during the school year, additional information (i.e., BOY data) is needed to measure how administrator perceptions change over time.

**Continue monitoring the performance of students at Cohort One and Cohort Two Texas Reading Academies campuses.** The academic achievement of students at Texas Reading Academies campuses (Cohort One and Cohort Two) was similar or slightly higher than students at non-participating campuses on TX-KEA Blending and MAP and STAAR reading. However, because training lasted all year, Cohort Two participants were not able to fully incorporate the Reading Academy content into their classroom instructions during the 2021-22 school year. Thus, future evaluations should continue to monitor student reading achievement during Year 3 of the program as Cohort One and Two teachers continue to employ concepts from the Reading Academies.

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# Evaluation of the Multi-Tiered Systems of Support Reading Interventionists – Racial Equity Office Program

## EXECUTIVE SUMMARY

Between 33 percent and 50 percent of fourth-grade students in the United States do not demonstrate mastery of prerequisite skills that are fundamental to read proficiently (Burns et al., 2020). Students who struggled with reading in early elementary may face challenges in late elementary as they are expected to read for longer periods of time, read more difficult words, and comprehend expository text (Donegan & Wanzek, 2021). However, previous research has found evidence that implementing targeted reading interventions in a small group setting is very effective for elementary students with low reading skills (Burns et al., 2020; Hall & Burns, 2018).

To provide additional assistance for students in the Dallas Independent School District (ISD) with low reading skills, the Racial Equity Office (REO) and Multi-Tiered Systems of Support (MTSS) Department recruited MTSS reading interventionists.

The goal of the MTSS Reading Interventionists – REO program was to support underperforming students in grades three to five by reducing the learning gap and improving student's reading skills before they reach middle school. To accomplish this goal:

- The Dallas ISD MTSS Department recruited 10 interventionists in spring 2021 and 10 additional interventionists in 2021-22.
- Students were identified as “in need” if they (a) consistently demonstrated reading skills below their grade level and (b) did not receive any other services outside of the classroom.

For the 2021-22 school year, the annual outcome goals were:

- 1) Eighty percent of students who receive intervention from an MTSS reading interventionist will increase at least five *Fountas & Pinnell Benchmark Assessment Systems (BAS)* reading levels by end of year (EOY).
- 2) Eighty percent of students who receive intervention from an MTSS reading interventionist will exceed their growth target on the *Measures of Academic Progress Growth (MAP)* reading assessment.

In 2021-22, the MTSS Reading Interventionists – REO program was funded using \$959,765 in General Operating funds.<sup>1</sup>

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning for the first four weeks. In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 and other supports.<sup>2</sup> Because of these variations in instructional time and support activities, results should be viewed with caution.

## PURPOSE AND METHODOLOGY

The purpose of this evaluation was to provide an overview of (a) the context and implementation of the program, (b) characteristics of students served, and (c) student assessment outcomes. Program goals were set by REO and MTSS central staff members, and the evaluator used program implementation data, interviews, student characteristics, and assessment data to evaluate the program.

## EVALUATION QUESTIONS/OUTCOMES

### What was the context of the program?

A total of 553 students across 20 elementary school campuses were selected to be served by reading interventionists. Most selected schools were high priority campuses<sup>3</sup> with a relatively large population of African American students.<sup>4</sup>

On average, each interventionist served approximately 28 students at each campus (range: 22 to 35 students; Table 1).

<sup>1</sup> Funding data provided by Racial Equity Office on 04/29/22.

<sup>2</sup> Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

<sup>3</sup> All but one school was high priority campuses. The full list of high priority campuses can be found at <https://tei.dallasisd.org/download/9088/>.

<sup>4</sup> Board Briefing presentation on 12/02/2021. On average, 65 percent of all students at the 20 campuses served by interventionists were African American and 30 percent were Hispanic.

**Table 1: 2021-22 List of Schools Served by MTSS Reading Interventionists**

| Students    |    | Students    |    |
|-------------|----|-------------|----|
| School Name | N  | School Name | N  |
| Alexander   | 30 | Marsalis    | 28 |
| Bushman     | 23 | McNair      | 35 |
| Carpenter   | 22 | Oliver      | 23 |
| Carr        | 28 | Pease       | 26 |
| Cedar Crest | 24 | Rice        | 27 |
| Douglass    | 34 | Starks      | 27 |
| Dunbar      | 31 | Thompson    | 30 |
| Ervin       | 28 | Thornton    | 27 |
| King        | 29 | Turner      | 32 |
| Lee, U      | 23 | Young       | 26 |

Source: MTSS department, 12/16/21. District PEIMS snapshot demographic data file dated 11/1/21.

Note: Total N = 553.

- Of the 20 reading interventionists, 17 were former Dyslexia interventionists. Three interventionists were master reading teachers with doctorate or master's degrees in reading.
- In addition to providing services to students, interventionists reached parents through phone calls, conferences, and home visits to explain the support students received at school and the importance of regular school attendance.
- The interventionists received regular training<sup>5</sup> on research-based reading intervention materials as well as MTSS. They also provided support for MTSS at their campuses.

### Which Dallas ISD students were served by the program in 2021-22?

Students were prioritized to receive reading interventionist support if they scored in the 10<sup>th</sup> percentile or lower on the MAP assessment for reading at beginning-of-year (BOY) and if they were not receiving other special education services.

Interventions were offered primarily to grade five students to ensure they were ready for middle school. Students in grades four and three also received interventions if interventionist was available.

Most students identified for interventions were African American and economically disadvantaged (Table 2). The proportion of students classified as at-risk<sup>6</sup> increased as grade level increased.

<sup>5</sup> Training topics include MAP, PowerSchool, and the Fountas & Pinnell Leveled Literacy Intervention (LLI).

<sup>6</sup> Student deemed "at risk" have a higher probability of dropping out of school or failing the current grade based on certain socioeconomic challenges and performance criteria.

**Table 2: 2021-22 Characteristics of Students Served by MTSS Reading Interventionists**

|                                    | Total<br>(N = 553) | Grade 3<br>(N = 113) |       | Grade 4<br>(N = 218) |      | Grade 5<br>(N = 222) |      |
|------------------------------------|--------------------|----------------------|-------|----------------------|------|----------------------|------|
|                                    | N                  | n                    | %     | n                    | %    | n                    | %    |
| <b>Sex</b>                         |                    |                      |       |                      |      |                      |      |
| Female                             | 271                | 61                   | 54.4  | 99                   | 45.0 | 111                  | 50.0 |
| Male                               | 282                | 52                   | 45.6  | 119                  | 55.0 | 111                  | 50.0 |
| <b>Race/Ethnicity</b>              |                    |                      |       |                      |      |                      |      |
| Af Am                              | 470                | 103                  | 91.2  | 191                  | 87.6 | 176                  | 79.3 |
| Hispanic                           | 65                 | 5                    | 4.4   | 23                   | 10.6 | 37                   | 16.7 |
| Other                              | 18                 | 5                    | 4.4   | 4                    | 1.8  | 9                    | 4.1  |
| <b>Special Student Populations</b> |                    |                      |       |                      |      |                      |      |
| At Risk                            | 346                | 13                   | 11.5  | 155                  | 71.1 | 178                  | 80.2 |
| Econ Dis                           | 539                | 113                  | 100.0 | 209                  | 95.9 | 217                  | 97.7 |

Source: District PEIMS snapshot demographic data file dated 11/01/21.

Note: Af Am = African American. Econ Dis = Economically Disadvantaged.

### How was the program implemented in 2021-22?

The interventionists conducted root cause analysis by reviewing multiple factors such as students' assessment and attendance data and evaluated students at BOY using BAS.

The major areas of focus of reading interventions were (a) foundational skills<sup>7</sup> and (b) reading fluency.<sup>8</sup> Reading interventionists used research-based resources to promote improvements in students' reading skills and reading comprehension. Each interventionist provided 45-minute interventions in a group of six students or less, four times a week, using diagnostic prescriptive reading intervention programs, such as the LLI kits and the Florida Center for Reading Research. Intervention plans and progress monitoring were documented in PowerSchool and the information on each student's growth were available for teachers and administrators to view.

- In 2021-22, students most often received interventions on improving their skills in decoding and phonics (40%), followed by phonemic awareness (30%), and reading fluency (21%).

### Did the program meet its annual goals?

The program's 2021-22 goals were evaluated using students' academic outcomes on the BAS and MAP reading assessments.

#### BAS

The BAS assessment was conducted at BOY and EOY to evaluate the growth of each student's reading level. The

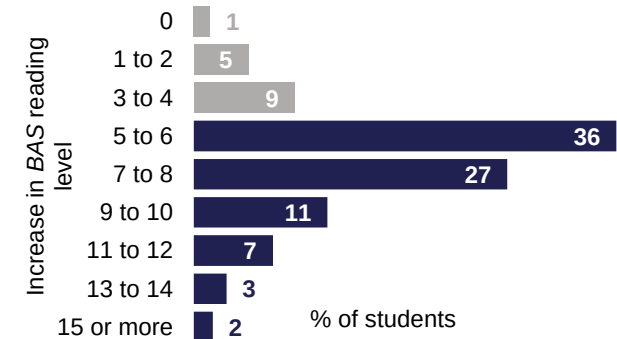
<sup>7</sup> Foundational skills include phonological awareness, phonics, word recognition, and language comprehension.

<sup>8</sup> Reading fluency include automaticity, accuracy, and comprehension.

assessment helped to determine each student's guided reading level by letter (from A to Z).

- The department met the goal that 80 percent of served students would grow five levels or more by EOY (85%).
- Ninety-nine percent of students increased at least one reading level from BOY to EOY (Figure 1).

**Figure 1: 2021-22 Percentage of Students Served by MTSS Reading Interventionists BAS Reading Level Increase from BOY to EOY**



Source: MTSS department, 07/20/22.  
Note: N = 430. Percentages may not sum to 100 because of rounding.

### MAP Reading Rasch Unit (RIT) Score<sup>9</sup>

- The average RIT score of students who received reading interventions was lower (175 at BOY and 189 at EOY) than other students at their campus who did not receive reading interventions (189 at BOY and 198 at EOY) and all students in the district in grades three to five (191 at BOY and 200 at EOY).
- However, students who received reading intervention experienced a greater percentage increase (8% increase) from BOY to EOY than other students at their campus who did not receive reading intervention (5% increase) or all students in the district in grades three to five (5% increase).

### Projected Growth<sup>10</sup>

A student's projected growth is how much a student's score is expected to grow between two assessment administration windows based on his or her result on the first administration. Student growth can be projected for various timeframes within a given school year (e.g., BOY to MOY, MOY to EOY, BOY to EOY).

<sup>9</sup> The RIT is a standardized, equal-interval score that represents the level at which a student is ready to learn at the time of assessment. It can be compared to other RIT scores regardless of student age or grade.

<sup>10</sup> Each student's growth projection is based on the student's grade, starting RIT score, and the subject in which that student is tested. It represents the median level of growth observed for similar students in the national norming sample.

- Overall, the MTSS REO program did not meet its goal for 80 percent of students receiving intervention to exceed their growth target on MAP (51% to 55%; Table 3).
- While the overall percentage of students who received intervention that met their growth target increased from BOY to EOY, results were mixed across grades and assessment windows.
- A slightly higher percentage of grade three students met their projected growth from MOY to EOY and from BOY to EOY compared to students in other grade levels.

**Table 3. 2021-22 Students Served by MTSS Reading Interventionists Who Met Projected Growth on MAP Reading**

| Grade | BOY to MOY |      | MOY to EOY |      | BOY to EOY |      |
|-------|------------|------|------------|------|------------|------|
|       | n          | %    | n          | %    | n          | %    |
| 3     | 46         | 46.9 | 59         | 62.1 | 56         | 57.7 |
| 4     | 89         | 46.1 | 102        | 57.0 | 97         | 54.2 |
| 5     | 102        | 58.0 | 78         | 44.8 | 86         | 53.4 |
| All   | 237        | 50.7 | 239        | 53.3 | 239        | 54.7 |

Source: District MAP data file dated 01/24/22 (MOY) and 06/22/22 (EOY).  
Note: N = 467 (BOY to MOY); N = 448 (MOY to EOY); N = 437 (BOY to EOY).

### How did students who received the interventions differ from students who did not on MAP?

MAP reading data for students served by the reading interventionists were compared with MAP reading data for students at the same grade level who were not served by the interventionists.

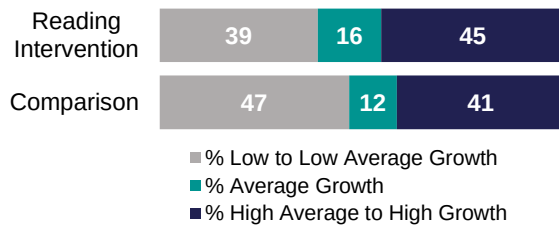
To identify comparison students, a comparison campus was identified for each campus that received a reading intervention. The comparison campus was matched to a reading intervention campus based on (a) the schools' STAAR component raw score and (b) the following student demographics: % Economically Disadvantaged, % Special Education, % Emergent Bilingual, and % African American.

Then, comparison students were selected based on their grade level (i.e., grades 3-5) and MAP Growth reading scores at BOY (i.e., below 25<sup>th</sup> test percentile).

For students who did or did not receive reading interventions, the evaluator compared (a) BOY to EOY growth quintile, and (b) the rate of students meeting projected growth.

- Overall, students who received reading intervention experienced greater average and high growth on MAP reading assessment compared to their counterparts.
- Sixty-one percent of students who received reading intervention throughout the year showed at least average growth at EOY, whereas 53 percent of students in the comparison group demonstrated similar growth by EOY (Figure 2).

**Figure 2: 2021-22 Percentage of Students Served by MTSS Reading Interventionists Attaining MAP Reading Threshold Rates from BOY to EOY**

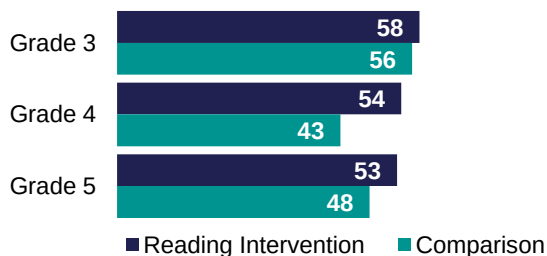


Source: District MAP file, 06/23/21 (EOY).

Note:  $N = 435$  students received reading intervention.  $N = 1,176$  comparison students.

- At EOY, students who received reading intervention met their projected growth on MAP reading assessment at a higher rate than their comparison peers (Figure 3).
- Between 53 and 58 percent of students across grade levels who received reading intervention met their projected growth (55% overall) at EOY, whereas between 43 to 56 percent of students in the comparison group met their projected growth (49% overall) at EOY.

**Figure 3: 2021-22 Percentage of Students Served by MTSS Reading Interventionists Who Met Projected Growth on MAP Reading at EOY**



Source: District MAP file, 06/23/21 (EOY).

Note:  $N = 437$  students received reading intervention.  $N = 1,176$  comparison students.

## RECOMMENDATIONS

### Continue to provide consistent and quality supports.

In 2021-22, most students who consistently received reading interventions improved by five or more reading levels on the BAS assessment and improved on the MAP reading assessment at a higher rate than similar students who did not receive interventionist support. This indicates that consistent interventions for students with low reading skills can improve their reading ability. Thus, MTSS reading interventionists should continue providing research-based interventions for students reading below grade level to improve their reading skills before reaching middle school.

### Provide reading interventions to a larger population.

Because students who received a reading intervention outperformed similar students who did not receive reading interventions, program staff members may want to consider expanding the program to additional campuses. Providing reading interventions on more campuses may improve systematic disparities and equity by reducing the learning gap for students with lower reading skills in early elementary.

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## EXECUTIVE SUMMARY

In spring 2021, to help mitigate learning loss due to the COVID pandemic and further support students, the Dallas Independent School District (ISD) Board of Trustees adopted three school calendars (traditional, Intersession, and School Day Redesign) for the 2021-22 and 2022-23 school years. The Intersession and School Day Redesign (SDR) programs were extended year calendar programs designed to help students receive extra support through increased learning time that target student academic and nonacademic outcomes. The majority of Dallas ISD campuses implemented the traditional school calendar, while forty-one campuses implemented the Intersession calendar, and five campuses implemented the SDR calendar. The goal in implementing the Intersession calendar was to provide more time for teachers to collaborate and prepare, as well as more time for enrichment and acceleration for students.

The purpose of this evaluation was to examine the context, process, and outcomes for the Intersession program so that program managers could assess the implementation of program components and operations, determine effectiveness, and plan future efforts. The total budget for the 2021-22 Extended School Year programs (School Day Redesign and Intersession programs) was \$24,350,000. This budget was funded through the Elementary and Secondary School Emergency Relief (ESSER) grant<sup>1</sup>.

To improve the validity of the evaluation and control for confounding influences on outcomes, the evaluator selected two comparison groups: campuses that most resembled campuses participating in the Intersession program, and students that most resembled students who attended Intersession programming.

### EVALUATION QUESTIONS/OUTCOMES

#### How was the Intersession program implemented?

##### Calendar Selection Process

Program management designed a school selection process for extended year learning based on both stakeholder interest and student need.

- In fall 2020, the program managers surveyed teachers and families to gauge campus and community interest in the adoption of new calendars.
- To ensure the campus had conducted extensive community engagement outreach, campus leaders were required to send notes home with students explaining the campus was considering a new calendar,

send automated calls or text messages to families, send emails or other notes from teachers to families, add information directly to their campus websites, add extended year as an agenda item to upcoming Parent Teacher Association meetings, and post information on social media.

- Campus principals were also required to sign a letter of intent confirming the final decision.

##### Program Characteristics

Schools utilizing the Intersession calendar maintained the school day start and end times, in alignment with the base calendar, but began the school year on August 9, 2021, and ended the school year on June 23, 2022.<sup>2</sup>

- The extended calendar added five non-compulsory Intersession weeks to the school year.
- During Intersession weeks, up to half of students at participating campuses were invited to attend Tuesday through Friday for targeted enrichment and remediation.
- Content presented during Intersession weeks covered all core content areas but had a primary focus on a lead content area based on each week's theme

Students were invited to participate in the Intersession weeks if they met certain academic and non-academic criteria. During Intersession weeks, students had opportunities for more personalized attention in smaller groups, while teachers benefited from additional planning time on Monday of every Intersession week to plan differentiated experiences.

#### What were the demographic characteristics of students and teachers who participated in the Intersession program?

##### Students

- In 2021-22, there were a total of 20,434 students at Intersession program campuses.
- The majority of Intersession students were Hispanic (65%) or African American (30%) and nearly all students were identified as economically disadvantaged (94%).
- A large proportion of Intersession students were identified as EB (50%), and 10% of Intersession students received Special Education services.

<sup>1</sup> The ESSER grant program is authorized in Title VIII, Division B, of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which was signed into federal law in March 2020.

<sup>2</sup> Base calendar campuses began school on August 16 and ended on May 27.

- Comparison campus student demographics were similar across all categories (within five percentage points or fewer).

### Teachers

- In 2021-22, there were 1,310 teachers on Intersession campuses and 1,400 teachers on comparison campuses.
- The majority of Intersession campus teachers and comparison campus teachers were African American (41% and 37%, respectively) or Hispanic (38% and 40%, respectively).

### What were the attendance rates of students who participated in the Intersession program?

- In 2021-22, students attending Intersession had an average attendance rate of 93.0 percent and comparison students had an average attendance rate of 93.2 percent.
- In 2021-22, Intersession campuses had an average attendance rate of 91.5 percent and comparison campuses had an average attendance rate of 92.6 percent.

### What were student, teacher, staff, and parent perceptions of the Intersession program?

#### Student Survey

Overall, 3,644 respondents completed the student perception survey in November, and 2,262 in June. When asked,

- “Has your new calendar helped you feel more prepared for your schoolwork?”, 88 percent of students responded that the program “has helped some” or “helped a lot.”
- “Has Intersession week been fun for you?” over half of the students (83%) reported that they “enjoyed it” that “it was very fun!”
- “Tell us what you liked about the new calendar,” “extra time to be with friends,” and “more help from my teachers” were the most given responses.

#### Teacher Survey

In November 2021, 297 respondents from all Intersession campuses completed the teacher perception survey and 247 respondents from all Intersession campuses completed the second administration of the teacher perception survey in June 2022. When asked,

- Their “top reason for choosing to work during Intersession,” in November was because the “students needed the extra support”. In June, the top reasons given were both that “students needed the extra support” and “the extra compensation” (43% each).
- “The best part of Intersession week” was the “relaxed environment with less pressure and no testing” (40%, in November; 44% in June).
- “Has Intersession been beneficial to the students who have attended?” 88 percent of November responses

and 82 percent of June responses indicated that “it has benefited students some” or “it has greatly benefited students.”

- “Have you noticed any academic changes in these students?” 94 percent of November respondents and 85 percent of June respondents responded “yes.”
- “Have you noticed any social emotional changes in these students?” 79 percent of November respondents and 72 percent of June respondents responded “yes.”

### Staff and Leadership Survey

Overall, 227 respondents from all Intersession campuses completed the staff and leadership perception survey. When asked,

- To rate “the BEST part of Intersession week,” the respondents’ top rated statements were the “relaxed environment with students and colleagues (i.e., less pressure, no testing, no evaluation),” (53%) and the “planning time (i.e., Monday and daily planning periods)” (23%).
- “What is ONE word that describes your Intersession experience with your school’s new schedule?”, the most common responses given were “great” and “good.”
- “What is the biggest thing to improve for future Intersession weeks?” 35 percent of respondents selected “the preparation and communication leading up to Intersession week,” while 28 percent chose improving “student attendance.”

### Parent Survey

Overall, 1,520 parents from all Intersession campuses completed the parent perception survey. When asked,

- To “rate your overall satisfaction with the new calendar,” 87 percent of parents reported an average or above overall level of satisfaction.
- To rate their level of agreement with several statements, the majority of parents (80%) felt that the program “has created a positive educational opportunity for their student” and 63 percent of parents had “noticed positive social emotional changes in my students since attending Intersession.”
- “What changes that you would like to see us make to the Intersession program?” the most common theme given was improving communication from the school. Both “improving communication of whether my student is invited” and “better understanding what students are doing during the extra week” were suggested as improvements to communication from schools.

### What impact did participation in the Intersession calendar have on instructional practices?

When asked how the following facets of your teaching practice compare to previous years: instructional planning competency, the way they delivered instructional content, the way they monitored student progress, their ability to imbed interventions into their teaching, and their ability to include SEL practices:

- The majority of teachers who indicated that participation in the program had an impact on their instructional practices reported that the impact had been a positive one.
- The facets with the largest rates of positive responses included SEL and imbedding interventions into teaching. Over three-fourths of responding teachers (78%) reported that the program had “somewhat” or “significantly improved” these facets.
- In addition, 75 percent of teachers reported that the program had “somewhat” or “significantly improved” the way they delivered instructional content.

### What impact did participation in the Intersession calendar have on student achievement?

#### MAP Growth Assessments

- Overall, 2021-22 EOY MAP results showed that Intersession students demonstrated higher rates of high average or high EOY growth in Reading – English, Reading – Spanish, and Mathematics than comparison students (Table 1).

**Table 1: 2021-22 Intersession and Comparison Student MAP End-of-Year Growth Quintile Rates**

| Group                    | Dosage   | High Average or High<br><i>n</i> | %            |
|--------------------------|----------|----------------------------------|--------------|
| <b>Reading (English)</b> |          |                                  |              |
| Intersession             | Low      | 739                              | 30.1         |
|                          | Moderate | 458                              | <b>33.1</b>  |
|                          | High     | 206                              | <b>34.6</b>  |
|                          | Overall  | 1,403                            | <b>31.6</b>  |
| Comparison               |          | 1,368                            | 30.8         |
| <b>Reading (Spanish)</b> |          |                                  |              |
| Intersession             | Low      | 386                              | <b>35.1*</b> |
|                          | Moderate | 223                              | <b>37.2*</b> |
|                          | High     | 111                              | <b>32.5*</b> |
|                          | Overall  | 720                              | <b>35.2*</b> |
| Comparison               |          | 590                              | 28.9         |
| <b>Mathematics</b>       |          |                                  |              |
| Intersession             | Low      | 1,310                            | 33.9         |
|                          | Moderate | 850                              | <b>38.8*</b> |
|                          | High     | 420                              | <b>39.6*</b> |
|                          | Overall  | 2,580                            | <b>36.2</b>  |
| Comparison               |          | 2,454                            | 34.5         |

Source: District MAP data file dated 06/22/22.

Note: \*Statistically significant. Intersession dosage groups scoring higher than the comparison students are in **bold**. Includes data for students who had valid MAP scores for all three administrations in the same language.

- A statistically significant relationship was found for MAP Reading – Spanish, indicating that students who attended all dosages of Intersession were more likely to demonstrate higher levels of growth on the MAP Reading – Spanish assessment than comparison students.
- A statistically significant relationship was found for MAP Mathematics, indicating that students who attended moderate or high dosages of Intersession were more

likely to demonstrate higher levels of growth on the MAP Mathematics assessment than comparison students.

- A statistically significant relationship was found for MAP Reading – English, Reading – Spanish, and Mathematics, indicating that students who attended Intersession campuses were more likely to demonstrate higher performance on the MAP assessments than students who attended comparison campuses.
- Overall, 2021-22 EOY MAP results showed that Intersession students demonstrated higher rates of met projected growth in Reading – English, Reading – Spanish, and Mathematics than comparison students (Table 2).

**Table 2: 2021-22 Intersession and Comparison Student MAP BOY to EOY Met Projected Growth**

| Group                    | Dosage   | Met Project Growth<br><i>n</i> | %            |
|--------------------------|----------|--------------------------------|--------------|
| <b>Reading (English)</b> |          |                                |              |
| Intersession             | Low      | 994                            | 40.5         |
|                          | Moderate | 600                            | <b>43.3*</b> |
|                          | High     | 261                            | <b>43.8*</b> |
|                          | Overall  | 1,855                          | <b>41.8*</b> |
| Comparison               |          | 1,817                          | 41.0         |
| <b>Reading (Spanish)</b> |          |                                |              |
| Intersession             | Low      | 529                            | <b>48.0*</b> |
|                          | Moderate | 289                            | <b>47.7*</b> |
|                          | High     | 145                            | <b>42.4*</b> |
|                          | Overall  | 963                            | <b>47.1*</b> |
| Comparison               |          | 814                            | 39.8         |
| <b>Mathematics</b>       |          |                                |              |
| Intersession             | Low      | 1,775                          | 45.9         |
|                          | Moderate | 1,082                          | <b>49.4*</b> |
|                          | High     | 521                            | <b>49.1*</b> |
|                          | Overall  | 3,378                          | <b>47.4*</b> |
| Comparison               |          | 3,325                          | 46.7         |

Source: District MAP data file dated 06/22/22.

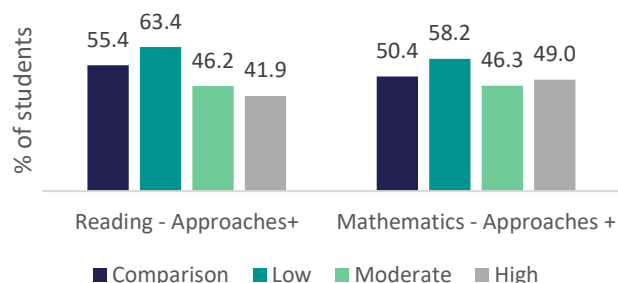
Note: \* Statistically significant. Intersession dosage groups scoring higher than the comparison students are in **bold**. Includes data for students who had valid MAP scores for all three administrations in the same language.

- A statistically significant relationship was found for MAP Reading – Spanish, indicating that students who attended low or moderate dosages of Intersession were more likely to meet or exceed projected growth on the MAP Reading – Spanish assessment than comparison students.
- A statistically significant relationship was found for MAP Mathematics, indicating that students who attended moderate or high dosages of Intersession were more likely to meet or exceed projected growth on the MAP Mathematics assessment than comparison students.
- A statistically significant relationship was found for MAP Reading – English, Reading – Spanish, and Mathematics, indicating that students who attended Intersession campuses were more likely to meet or exceed projected growth on the MAP assessments than students who attended comparison campuses.

## State of Texas Assessments of Academic Readiness (STAAR)

- Overall, Intersession students had higher rates of achieving the Approaches+ performance standard in Mathematics compared to the comparison students.
- At all grade levels, the low dosage group of Intersession students had higher rates of achieving the Approaches+ performance standard in Reading and Mathematics (Figure 1) compared to other dosage groups and the comparison students.

**Figure 1: 2021-22 Intersession and Comparison Student STAAR Performance Standard Rates**



**Source:** District STAAR files dated 07/15/22 (grades three to eight) for students enrolled on the PEIMS snapshot date of 11/01/21.

- In Grades 5 and 7, the high dosage group of Intersession students had higher rates of achieving the Approaches+ performance standard in Mathematics compared to the comparison students.
- A statistically significant relationship was found for STAAR 3-8 Reading and Mathematics, indicating that students who attended low dosages of Intersession were more likely to achieve the Approaches+ performance standard than comparison students.
- Overall, rates of students at the Approaches+, Meets+, and Masters performance standards were lower in Intersession campuses compared to comparison campuses in Reading but higher in Mathematics.
- A statistically significant relationship was found for STAAR 3-8 Mathematics, indicating that students who attended Intersession campuses were more likely to achieve the Approaches+ than students who attended comparison campuses.

### State Accountability Ratings

In 2021-22, possible accountability ratings included: A, B, C, and Not Rated: SB 1365. The Not Rated: SB 1365 ratings

were given to campuses who earned overall scaled scores less than 70.

- Three Intersession campuses received an accountability rating of A, compared to zero comparison campuses.
- A total of 19 Intersession campuses received an accountability rating of B, compared to 24 comparison campuses, while four Intersession campuses and five comparison campuses were labeled Not Rated: SB 1365.

## RECOMMENDATIONS

**Continue to monitor the impact of the Intersession program on student academic outcomes.** In 2021-22, students attending Intersession campuses were more likely to achieve Approaches+ on the STAAR Mathematics and demonstrate higher performance and to meet or exceed projected growth on the MAP Reading and Mathematics assessments compared to students who attended comparison campuses. District leadership and program managers should continue to monitor the persistence of the positive impact the Intersession program has on student academic achievement following the second year of implementation.

**Examine the impact of the longer school year on summer learning loss.** Traditionally, studies (Kidron and Lindsay, 2014) have shown that students lose academic knowledge over the course of long summer breaks. However, campuses participating in the Intersession program continued classroom instruction until June 23, 2022, and the next school year began August 8, 2022, resulting in a much shorter summer break. District leadership and program managers should examine Fall 2022 BOY MAP Growth results to determine if the shortened summer for Intersession students had an impact on student academic achievement compared to students with the traditional, longer summer break.

**Emphasize the importance of clear communication about Intersession to families.** When asked for suggestions to improve the program, 22 percent of responding parents (38 of 173) indicated a greater need for communication from campuses regarding whether their child was invited to attend, which weeks Intersession would take place, and what activities were planned during these weeks. Program management should prioritize guidance to campuses on clear communication to families utilizing multiple channels.

EA22-641-4

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For more information, please contact Program Evaluation at [evaluation@dallasisd.org](mailto:evaluation@dallasisd.org).

## EXECUTIVE SUMMARY

In spring 2021, to help mitigate learning loss due to the COVID pandemic and further support students, the Dallas Independent School District (ISD) Board of Trustees adopted three school calendars (traditional, Intersession, and School Day Redesign) for the 2021-22 and 2022-23 school years. The Intersession and School Day Redesign (SDR) programs were extended year calendar programs designed to help students receive extra support through increased learning time that target student academic and nonacademic outcomes. The majority of Dallas ISD campuses implemented the traditional school calendar, while forty-one campuses implemented the Intersession calendar, and five campuses implemented the SDR calendar (Maple Lawn, H.I. Holland at Lisbon, and Edna Rowe Elementary Schools, and Thomas J. Rusk and Boude Storey Middle Schools). The goal in implementing the School Day Redesign calendar was to provide more time for teachers to collaborate and prepare, as well as more time for enrichment and acceleration for students.

The purpose of this evaluation was to examine the context, process, and outcomes for the SDR program so that program managers could assess the implementation of program components and operations, determine effectiveness, and plan future efforts. The total budget for the 2021-22 Extended School Year programs (School Day Redesign and Intersession programs) was \$24,350,000. This budget was funded through the Elementary and Secondary School Emergency Relief (ESSER) grant<sup>1</sup>.

To improve the validity of the evaluation and control for confounding influences on outcomes, the evaluator selected comparison campuses that most resembled campuses participating in the SDR program. Campuses selected for inclusion in the comparison group were Webster, Burlinson, and Blair Elementary Schools, and Walker and Browne Middle Schools.

## EVALUATION QUESTIONS/OUTCOMES

### How was the SDR program implemented?

#### Calendar Selection Process

Program management designed a school selection process for extended year learning based on both stakeholder interest and student need.

- In fall 2020, the program managers surveyed teachers and families to gauge campus and community interest in the adoption of new calendars.

- To ensure the campus had conducted extensive community engagement outreach, campus leaders were required to send notes home with students explaining the campus was considering a new calendar, send automated calls or text messages to families, send emails or other notes from teachers to families, add information directly to their campus websites, add extended year as an agenda item to upcoming Parent Teacher Association meetings, and post information on social media.
- Campus principals were also required to sign a letter of intent confirming the final decision.

#### Program Characteristics

Schools utilizing the SDR calendar maintained the school day start and end times, in alignment with the base calendar, but began the school year on August 2, 2021, and ended the school year on June 23, 2022.<sup>2</sup>

- The extended calendar added 23 additional instructional days to the school.
- Redesign Calendar 2<sup>3</sup> featured designated "Redesign Days" on Wednesdays, which occurred about twice a month.
- Redesign Days were early release days for students, with teacher planning or professional development scheduled for the second half of the day.

In general, SDR campus activities did not differ from base calendar campuses because they implemented the same instructional curriculum. In May 2022, SDR campuses completed the normal instructional curricula, as base calendar campuses concluded their school year. As a result, SDR campuses utilized four weeks of content from the Dallas ISD-developed Intersession curriculum during the month of June. To address the unique needs of students in their schools, program management empowered campuses to customize the ways they used their added time.

### What were the demographic characteristics of students and teachers who participated in the SDR program?

#### Students

- In 2021-22, there were a total of 2,316 students at SDR program campuses.
- The majority of SDR students were Hispanic (60%) or African American (35%) and nearly all students were identified as economically disadvantaged (93%).

<sup>1</sup> The ESSER grant program is authorized in Title VIII, Division B, of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which was signed into federal law in March 2020.

<sup>2</sup> Base calendar campuses began school on August 16 and ended on May 27.

<sup>3</sup> Both middle schools selected this calendar.

- A large proportion of SDR students were identified as EB (46%), and 13% of SDR students received Special Education services.
- Comparison campus student demographics were similar across all categories (within two percentage points or fewer).

### Teachers

- In 2021-22, there were 151 teachers on SDR campuses and 163 teachers on comparison campuses.
- The majority of SDR campus teachers and comparison campus teachers were African American (48% and 55%, respectively) or Hispanic (26% and 31%, respectively).

### What were the attendance rates of students who participated in the SDR program?

- In 2021-22, SDR campuses had an average attendance rate of 90 percent and comparison campuses had an average attendance rate of 92 percent.
- Overall, two of the five (40%) SDR campuses and four out of five (80%) of comparison campuses exceeded the overall district attendance rate (90%).

### What were principal perceptions of the SDR implementation?

- Overall, all SDR principals reported that at the end of June, they felt *"tired"*, both mentally, and physically.
- Three principals expressed that the feeling had recently *"hit them"*, as they entered the final week or two of the school year.
- When asked what the biggest challenge had been to implement the new program, keeping up *"morale"* and *"motivation"* was a common theme.
- Principals indicated that implementing the program was a new challenge for everyone, from administrators to students, with the final month being the biggest hurdle. *"It feels like we are supposed to be done,"* one shared.
- Principals shared that when students came back to school after a long break from face-to-face learning, many returned needing to hone their social skills or remember basic classroom procedures. Others returned to campus facing profound emotional impacts after losing loved ones to COVID-19.
- Principals understood this to be an opportunity for school to become a place of comforting consistency, and focused their efforts on preserving campus celebrations, traditions, and culture while emphasizing SEL.
- Principals explained that the program benefited teachers via added compensation, expanded time to grow their skills, and an enhanced focus on data and progress monitoring. They also felt that the beginning of year Redesign Days offered valuable extra time to plan and collaborate. However, they were keenly aware of teachers feeling *"overwhelmed"* and *"burned out"* by the extended year.

- When asked what changes to the program they were planning for the upcoming school year, the principals all planned to improve the ways they used planning days.

### What were student, teacher, staff, and parent perceptions of the SDR program?

#### Student Survey

Overall, 429 respondents completed the student perception survey. When asked,

- "How do you feel" about the new school calendar, 22 percent ( $n = 96$ ) of the students indicated that they "like it" while 41 percent of students ( $n = 176$ ) responded that they "don't like it."
- "Has your new calendar helped you feel more prepared for your school work?", 44 percent ( $n = 183$ ) of students responded that the program "has helped some" or "helped a lot" while 28 percent ( $n = 118$ ) reported that "it didn't make any difference."
- "Have the additional Redesign Days been fun for you?" over half of the students (53%,  $n = 219$ ) reported that they "enjoyed it" that "it was very fun!"
- "Tell us what you liked about the new calendar," "extra time to be with friends," ( $n = 56$ ) and "more time to learn/time to catch up with content" ( $n = 17$ ) were the most given responses.
- "Tell us about what you did not like about the new calendar" was having a shortened summer vacation ( $n = 83$ ). One student remarked, *"we started school first, and we still get out last. It doesn't seem fair."*

#### Teacher Survey

In January 2022, 103 respondents from all SDR campuses completed the teacher perception survey and 77 respondents from all SDR campuses completed the second administration of the teacher perception survey in June 2022. When asked,

- "What is ONE word that describes your experience with your school's new schedule?", the most common response given in January was *"exhausted,"* or *"exhausting."* Similarly, on the June survey, The most common responses given were *"exhausted," "tired,"* and *"long."*
- "Do you feel that the new calendar has had an impact on the amount of stress you feel about your job?" with 73 percent ( $n = 66$ ) of January teacher responses and 78 percent ( $n = 49$ ) of June teacher responses indicating that the program had increased their stress level "somewhat" or "significantly."
- "Do you feel that the new calendar has allowed you more time" for various activities, most teachers (In January, 58 and 59%, respectively; in June, 60% for each) stated that they had more time for "small group" and "SEL instruction." In January, 44 percent of teachers (46% in June) stated that they had more time to "differentiate or individualize instruction to meet their students' needs."

## Staff and Leadership Survey

Overall, 38 respondents from all SDR campuses completed the staff and leadership perception survey. When asked,

- To rate “the BEST part of your school’s new schedule,” the respondents (25%,  $n = 6$  of 24) top rated statements were the “additional planning time for teachers,” and the “additional time spent with students”.
- “What is ONE word that describes your experience with your school’s new schedule?” the most common response given was “overwhelming.”
- “What do you feel has been the biggest challenge to implementing the new calendar?” staff and campus leaders expressed that the biggest challenge to implementing the program was sustaining “motivation.” Several survey respondents ( $n = 7$ ) explained that implementation of the program during an ongoing pandemic created additional, unique challenges.

## Parent Survey

Overall, 272 parents from all SDR campuses completed the parent perception survey. When asked,

- To “rate your overall satisfaction with the new calendar,” 78 percent ( $n = 186$ ) of parents reported an average or above overall level of satisfaction.
- To rate their level of agreement with several statements, the majority of parents (62%) felt that the program “has created a positive educational opportunity for their student” and 59 percent of parents had “noticed positive social emotional changes in my students since attending a School Day Redesign campus this year.”
- In contrast to responses from SDR teachers, 41 percent ( $n = 79$ ) of parents reported that the program “somewhat reduced” or “significantly reduced” the “impact on the amount of stress your family feels about school.”

## What impact did participation in the SDR calendar have on instructional practices?

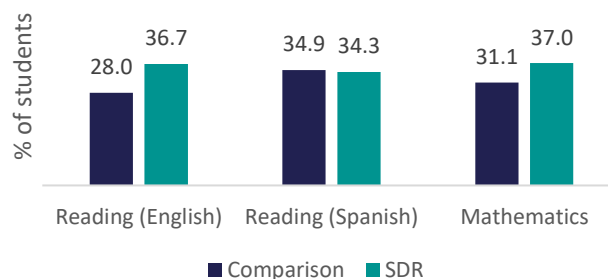
- When asked whether the increase in planning time that came with the new calendar had led to an increase in the quality of their teaching practice, in January, about half of teachers (49%) “strongly agreed” or “agreed” that it had. In June, 39 percent “strongly agreed” or “agreed”.
- About half of surveyed teachers (51%) also “strongly agreed” or “agreed” that the increased collaboration among teachers had led to an increase in the quality of lessons in January. In June, 41 percent “strongly agreed” or “agreed”.
- Overall, the majority of teachers who indicated that participation in the program had an impact on their instructional practices reported that the impact had been a positive one.
- The items with the largest rates of positive response were instructional planning competency and instructional presentation or delivery.

## What impact did participation in the SDR calendar have on student achievement?

### MAP Growth Assessments

- Overall, 2021-22 EOY MAP results showed that SDR students demonstrated higher rates of high average or high EOY growth in Reading – English (nine percentage points) and Mathematics (six percentage points) than comparison campus students (Figure 1).
- A statistically significant relationship was found for MAP Reading – English and Mathematics, indicating that students who attended SDR campuses were more likely to demonstrate higher performance on the MAP assessments than students who attended comparison campuses.

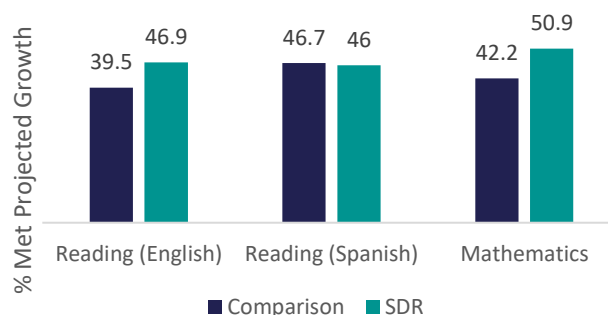
**Figure 1: 2021-22 SDR and Comparison Campus MAP EOY Growth Quintiles Rates at High Average or High, by Subject**



Source: District EOY MAP data file date of 06/22/22.

- Similarly, 2021-22 EOY MAP results showed that SDR students demonstrated higher rates of met or exceeded growth in Reading – English (seven percentage points) and Mathematics (nine percentage points) than comparison campus students (Figure 2).
- A statistically significant relationship was found for MAP Reading – English and Mathematics, indicating that students who attended SDR campuses were more likely to meet or exceed projected growth on the MAP assessments than students who attended comparison campuses.

**Figure 2: 2021-22 SDR and Comparison Campus MAP BOY to EOY Met Projected Growth Rates, by Subject**

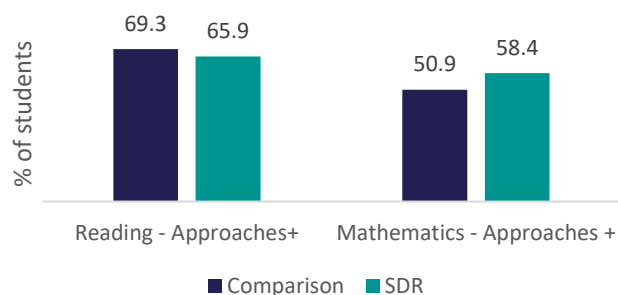


Source: District EOY MAP data file date of 06/22/22.

## State of Texas Assessments of Academic Readiness (STAAR)

- Overall, rates of students at the Approaches+, Meets+, and Masters performance standards were lower in SDR campuses compared to comparison campuses in Reading, but higher in Mathematics.
- A statistically significant relationship was found for STAAR Reading, indicating that students who attended SDR campuses were less likely to achieve Approaches+ on the STAAR Reading than students who attended comparison campuses (Figure 3).
- A statistically significant relationship was found for STAAR Mathematics, indicating that students who attended SDR campuses were more likely to achieve Approaches+ on the STAAR Mathematics than students who attended comparison campuses.

**Figure 3: 2021-22 Percentage of Students Attaining STAAR Approaches+ Performance Standard for School Day Redesign and Comparison Campuses – Reading and Mathematics**



Source: District STAAR files dated 07/15/22 (grades three to eight) for students enrolled on the PEIMS snapshot date of 11/01/21.

## State Accountability Ratings

In 2021-22, possible ratings included: A, B, C, and Not Rated: SB 1365. The Not Rated: SB 1365 ratings were given to campuses who earned overall scaled scores less than 70.

- All five of the School Day Redesign campuses received a 2022 accountability rating of B.
- Three of the five comparison campuses (60%) received a 2022 accountability rating of C, while the remaining two received a B.

## RECOMMENDATIONS

**Continue to monitor the impact of the SDR program on student academic outcomes.** In 2021-22, students attending SDR campuses were more likely to achieve Approaches+ on the STAAR Reading and Mathematics and demonstrate higher performance on the MAP Reading – English and MAP Mathematics compared to students who attended comparison campuses. District leadership and program managers should continue to monitor the persistence of the positive impact the School Day Redesign calendar has on student academic achievement following the second year of implementation.

**Examine the impact of the longer school year on summer learning loss.** Traditionally, studies (Kidron and Lindsay, 2014) have shown that students lose academic knowledge over the course of long summer breaks. However, campuses participating in the SDR program continued classroom instruction until June 23, 2022, and the next school year began August 1, 2022, resulting in a much shorter summer break. District leadership and program managers should examine Fall 2022 BOY MAP Growth results to determine if the shortened summer for School Day Redesign students had an impact on student academic achievement compared to students with the traditional, longer summer break.

**Create new curriculum for June, specific to SDR campuses.** In May 2022, SDR campuses completed the normal instructional curricula. As a result, SDR campuses utilized the Dallas ISD-developed Intersession curriculum during June of the first year of implementation. District leadership and program managers should develop a curriculum for the month of June that is tailored to the needs of SDR students. Such curriculum would optimize the learning experience of students while creating a unique and valuable asset to the program.

**Explore options to mitigate teacher fatigue.** Teachers described their experiences with the extended year calendar this year as “exhausting.” Over 70 percent of teachers reported that the program had increased their stress level “somewhat” or “significantly.” District leadership and program managers should explore options, through research of best practices and stakeholder feedback, to alleviate teacher stress and fatigue resulting from the extended school year.

### EA22-641-4

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## EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) eliminated out-school suspensions for prekindergarten through grade two students in 2017. With the 2021-22 school year, the district implemented the Reset Center Program at 52 comprehensive middle schools and high schools. Supported through the Elementary and Secondary School Emergency Relief (ESSER) Fund, the Reset Centers were overseen by the Office of Student Engagement and Support (SEAS). Through social-emotional learning activities and restorative practices tailored to student need, Reset Center coordinators help resolve issues for which a student may have previously received a discretionary in-school suspension (ISS) or out-of-school suspension (OSS) while keeping students at school, engaged in academic instruction, and where other services were available as needed.<sup>1</sup> As the school year progressed, managers with SEAS conducted walkthroughs of Reset Centers and provided coordinators with training that was most beneficial to the students at their campuses.

The total expenditures for the 2021-22 Reset Centers program were \$4,824,333. The program was primarily funded through a \$4,703,954 ESSER grant and supplemented with \$120,379 of general operating funds.

### **Reset Center Training**

Campus administrative team members received an overview training for the Reset Center Program prior to the 2021-22 school year. The Campus Behavior Coordinator, an administrator responsible for enforcing campus classroom rules and district student code of conduct, received more in-depth training. Four managers with SEAS oversaw the reset centers and guided Reset Center Coordinator training.

- Each SEAS manager conducted up to four walkthroughs across their network per week. Results informed the professional development provided to Reset Center coordinators by SEAS in addition to professional development provided through Region 10.
- SEAS managers met weekly to discuss trends in Reset Center referrals, recidivism, and MHS referrals. Campuses were placed in three tiers, with tier three campuses receiving the most targeted training.
- During the second semester, SEAS managers pivoted from tiering campuses based on data analyses to tiering campuses based on implementation and administrative

buy in. Managers met directly with administrators and addressed obstacles to program implementation, program understanding, and buy in.

### **Reset Center Structure**

The SEAS Director was hired in June 2021 and SEAS was restructured to include four managers. Each manager worked with 10-18 Reset Center campuses.

All 52 comprehensive secondary campuses established Reset Centers managed by Reset Center coordinators. The centers were in designated rooms designed to facilitate continuous educational services and personalized approaches to behavior management. The rooms included flexible seating, stationary bicycles, space for restorative circles, and space for an MHS clinician as necessary.

- A Reset Center referral was from one to three days with a maximum of 30 cumulative days during the school year.
- Students could receive Positive Intervention Support Referrals (PISR), or removals to the Reset Center for one period. PISRs did not count toward the 30-day maximum.
- When referrals ended, coordinators followed up with students and teachers to assimilate the student into the classroom.

## **PURPOSE OF THE EVALUATION**

The purpose of this evaluation was to document the implementation and outcomes of the Reset Center Program in 2021-22, including funding, student characteristics, student outcomes (disciplinary actions, recidivism, grade nine on-track and high school graduation rates), and staff perceptions. Detailed methodologies are available in the full report.

## **EVALUATION QUESTIONS/OUTCOMES**

### **Did the Reset Centers meet the ESSER performance objectives for 2021-22?**

### **Staff Member Hiring and Training**

During the first semester, SEAS hired 52 Reset Center Coordinators; however, three coordinators resigned prior to

<sup>1</sup> The Dallas ISD Student Code of Conduct can be found at <https://www.dallasisd.org/Page/128>.

the second semester. The district did not procure Trust-Based Relational Intervention training and no coordinators completed it.

### Performance Objectives

Exactly 2,627 students were referred to a Reset Center or received a PISR during the 2021-22 school year.

- Of these students, 695 (37%) committed another offense and received an additional disciplinary action. The ESSER goal that 50 percent of referred students would not commit multiple offenses was met.
- For students that visited Reset Centers at least one time, the number of visits ranged from one to seven with an average of 1.3 visits.
- Eight percent of the students who received Reset Center support also received MHS services, lower than the ESSER goal of 50 percent.

### What were the characteristics of students served by Reset Centers?

Of the 2,627 students who received visited a Reset Center, 447 students were not enrolled at a Reset Center campus at the end of the year. For the students who completed the year at Reset Center campuses ( $N = 2,180$ ):

- Compared to other students at the same campuses, a larger percentage of Reset Center students were African American (39% vs. 20%), and a smaller percentage were Hispanic (56% vs. 74%).
- A smaller percentage were considered Emergent Bilingual (32%) than other students at the same campuses (50%).

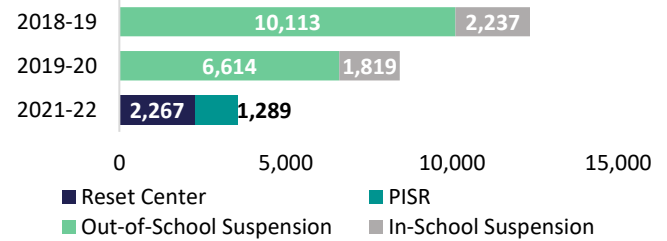
### What were the outcomes for students served by the Reset Centers?

#### Disciplinary Actions and Recidivism

The overall number of disciplinary actions at campuses with Reset Centers decreased from 14,396 in 2018-19 to 6,019 in 2021-22.

- The number of OSS and ISS disciplinary actions – Reset Center referrals and PISRs during the 2021-22 school year – decreased from 12,350 in 2018-19 to 3,556 in 2021-22 (Figure 1).

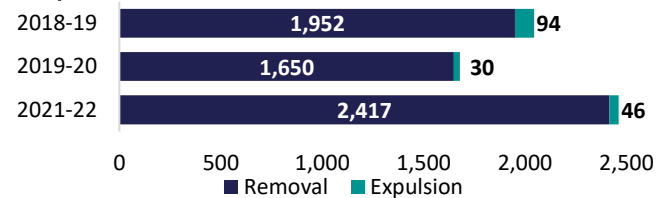
**Figure 1: 2018-19, 2019-20, and 2021-22 Frequency of Suspensions, Reset Center Referrals, and PISRs for Students at Campuses with a Reset Center**



Source: 2018-19 discipline file dated 08/13/2020, 2019-20 discipline file dated 08/19/2020, and 2021-22 discipline referral data received from SEAS on 08/30/2022.

- The number of removals to the DAEP at Reset Center campuses increased by 24 percent from 2018-19 (Figure 2). The number of removals was 30 percent higher than during the 2019-20 school year.

**Figure 2: 2018-19, 2019-20, and 2021-22 Overall Frequency of Removals and Expulsions for Students at Campuses with a Reset Center**



Source: 2018-19 discipline file dated 08/13/2020, 2019-20 discipline file dated 08/19/2020, and 2021-22 discipline referral data received from SEAS on 08/30/2022.

- The percentage of students committing the same offense multiple times has decreased from 21 percent in 2018-19 and 17 percent in 2019-20 to 14 percent in 2021-22.

### Classroom Climate

Prior to the implementation of Reset Centers, 78 percent of students at Reset Center campuses responded favorably on the Student Experience Survey classroom climate scale. The proportion was slightly lower during the 2021-22 school year (75%), the first year with Reset Centers.

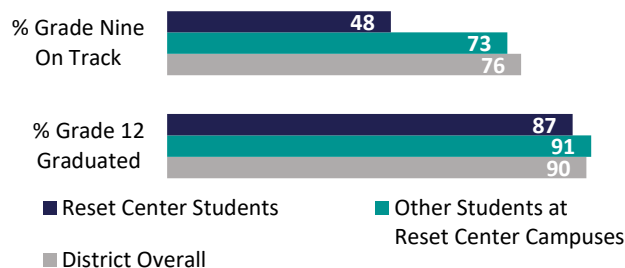
### On Track and Graduation Rates

The percentages of Reset Center students, other students at the same campuses, and district students overall in grade nine and considered on track and grade 12 students graduated are presented in Figure 2.

- For grade nine students, the percentage of Reset Center students considered on track (48%) was lower than other students at the same campuses (73%) and the district overall (76%).
- Of grade 12 students, 87 percent of Reset Center students graduated in May 2022. Rates were slightly

higher for other students at the same campuses (91%) and district students overall (90%).

**Figure 3: 2021-22 Grade Nine On Track and Grade 12 Graduation Rates for Reset Center Students, Students at Reset Center Campuses, and All District Students**



Source: District overall, PEIMS demographic file dated 11/01/21. On Track indicator file dated 07/01/22. Graduation data received 07/18/22.  
Note: Ns are available in Appendix B of the full report.

### Reset Center Exit Surveys

Students completed an exit survey after each visit to a Reset Center.

- Students generally felt that Reset Center Coordinators spent time with them to understand what they were going through and found ways to support them (84%), reported that they had obtained clear strategies to rejoin their regular classes that would make a positive difference (79%), and felt much better (79%) after their time in the center.
- Students more often attributed positive descriptors than negative descriptors to their first and subsequent visits to the Reset Center. Students most often felt supported, helped, respected, and treated fairly. Conversely, few students selected the negative descriptors of left alone, disrespected, treated unfairly, ignored, and hurt.
- After first and subsequent visits, calm was the most often selected emotional descriptor. The negative descriptors anxious and angry were selected least often.

### What were staff perceptions of the Reset Centers?

#### Methodology

##### Focus Groups

The evaluator developed focus group protocols and conducted a total of five focus groups – four for Reset Center Coordinators and another for SEAS managers – to solicit feedback on Center activities, barriers to implementation, and successes during the school year. Seven middle school coordinators participated in two focus groups, eight high school coordinators participated in two focus groups, and three SEAS managers participated in one focus group.

The evaluator transcribed recorded focus group interviews and used an open coding process to identify prominent themes in the data. The evaluator summarized the themes and supplemented with direct quotations to illustrate examples as appropriate.

#### Surveys

Using prominent themes identified from the focus group interviews and collaborating with SEAS program leadership, the evaluator developed two surveys: one for Reset Center Coordinators and another for campus principals and Campus Behavior Coordinators (CBC, all assistant principals) at campuses with Reset Centers.

#### Results

##### Focus Groups

The summarized results follow:

- Coordinators and managers indicated the program had a rough roll out during the first semester with poor campus buy-in, unclear messaging, and insufficient professional development.
- Some rooms were not large enough to accommodate the number of students. With larger numbers of students, the coordinators suggested that aides would allow them to address the needs of all students directly.
- Coordinators found success by providing teachers with strategies, interventions, and support.
- Coordinators were wary of the centers becoming a crutch for students. Many reported having rules in place to assist students only if they had a legitimate reason for visiting the centers.
- While coordinators made referrals for specialized services (mental health, special education, etc.) many reported that parents would not follow through due to a variety of reasons.
- Some believed that students with repetitive, violent tendencies should not remain on campus. Students with these behaviors required all of the coordinator's attention to the detriment of other students in the Reset Centers.

#### Surveys

Of the 50 Reset Center Coordinators, 51 principals, and 185 CBCs who received an invitation to complete the survey, 45 (90%) coordinators, 28 (55%) principals, and 65 (35%) CBCs completed the survey. Summarized results follow. Complete results are presented in Appendix D of the full report.

- Sixty percent of coordinators reported that the centers were very or extremely successful at improving the social and emotional skills of students (54% of

principals and 35% of CBCs) and 53% indicated that the centers were very or extremely successful at improving how well students resolved conflicts with staff members (46% principals and 32% CBCs).

- A higher proportion of principals (64%) reported that centers were very or extremely successful at improving how students resolved conflicts with other students compared to coordinators (53%) and CBCs (40%).
- CBCs were far less likely than coordinators and principals to rate Reset Centers as very or extremely successful at reducing the number of students with multiple referrals, the number of students that recidivate, physical fighting, racial inequalities, and classroom disruptions.
- All principals related that the students who visited the Reset Centers received referrals for additional services (Mental Health Services, Special Education, etc.) in a timely manner (79% coordinators and 73% CBCs).
- 93 percent of principals and 92 percent of CBCs believed that some students should not be referred to Reset Centers and should not remain on campus due to safety concerns (61% coordinators).
- Coordinators, principals, and CBCs agreed that teachers needed more training for Reset Centers to be effective (91%, 79%, and 84% respectively). CBCs were less likely than Reset Center Coordinators and principals to agree that teachers received adequate support to implement the Reset Centers (41%; vs 76% coordinators and 73% principals).
- While principals (96%), Reset Center Coordinators (78%), and CBCs (73%) agreed that campus administrators believed in the philosophy behind Reset Centers, coordinators (64%) were more likely to indicate administrators preferred to administer detentions or suspensions to students that violated the Student Code of Conduct (52% principals and 50% CBCs).

## RECOMMENDATIONS

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

### **Provide professional development for teachers and administrators that addresses the disproportionality of Reset Center referrals for African American students.**

The number of disciplinary actions for students of all racial backgrounds decreased since the 2018-19 school year. However, African American students received 44% of all Reset Center referrals despite making up 20% of the campus population.

**Investigate the increase in disciplinary referrals that resulted in removal to DAEP or expulsion.** The number 2021-22 removals and expulsions was 24 percent higher than in 2018-19 and 30 percent higher than in 2019-20 despite the drastic decrease in the overall number of disciplinary referrals. Future evaluations should investigate why these serious consequences have become more frequent.

**Provide targeted professional development for CBCs (Assistant Principals).** SEAS Managers and Reset Center Coordinators related in focus groups that some campus administrators were wary of the program and decried the lack of consequences for disciplinary infractions. On the follow-up survey, CBCs responded less positively than principals and Reset Center Coordinators about the impact of Reset Centers on conflict resolution, SEL skills, and reducing negative behaviors.

**Ensure that all campus teachers and administrators understand the purpose and capabilities of Reset Centers.** All surveyed groups felt that teachers needed additional training for the program to be effective. Additionally, coordinators and managers in focus groups related that campus staff members did not understand the types of behaviors that could be addressed in the Reset Center.

**Ensure that all Reset Center rooms are large enough to accommodate all referred students and activities.** Some coordinators related that their Reset Center rooms were too small to accommodate the number of students referred, especially if the students required distinct, separate spaces.

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