

2021-22

Evaluation of Transformation and Innovation Schools

DEPARTMENT OF EVALUATION AND ASSESSMENT

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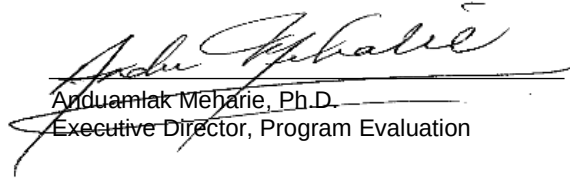
2021-22

Evaluation of Transformation and Innovation Schools

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ACRONYMS AND ABBREVIATIONS

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

Evaluation of Transformation and Innovation Schools

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

Public School Choice (PSC) is an initiative created by the Office of Transformation and Innovation (OTI) to help all Dallas Independent School District (ISD) students find the school that best fits their interests, aspirations, and preferred learning styles. Schools that are motivated to attract and retain students by finding a market niche will be more likely to offer opportunities that families want (Lee, 2016).

In 2021-22, the PSC initiative included Transformation schools, Innovation schools, and Innovation pilot schools. Transformation **schools** are new schools without traditional attendance zones; **Innovation schools** are existing schools limited to students in the school's attendance zone; **Innovation pilot schools**¹ are schools working toward Innovation school status, as designated by OTI.

In 2021-22, the district operated 15 Transformation, 38 Innovation schools, and six Innovation pilot schools. The 2021-22 budget for PSC was \$7,150,330, an increase from \$6,126,178 in 2020-21.

PURPOSE AND SCOPE OF THE EVALUATION

This evaluation examined the characteristics and processes of Transformation and Innovation (T& I) schools and OTI's progress toward achieving its 2021-22 goals in four areas: (a) diversity, (b) student recapture, (c) school climate, and (d) student assessment outcomes.²

EVALUATION QUESTIONS (EQs)

EQ1: How was the OIT program implemented in 2021-22?

2021-22 T & I Campuses

From 2020-21 to 2021-22, the number of campuses increased from 45 to 53, and the number of students increased from 23,480 to 26,828.

School Selection Process

In 2021-22, 13 proposals were selected for the new cohort of PSC 8.0 schools for the 2022-23 school year, which included

three Transformation schools, eight Innovation schools, and two Innovation pilot or redesign schools.

EQ2: What were the characteristics of students enrolled in T & I schools?

Approximately half of Transformation (49%) and Innovation (52%) students were males. The percentage of Hispanic students who attended Transformation schools (59%) was lower than Innovation schools (77%). More African American (23%) and White (12%) students attended Transformation schools than Innovation schools (16% and 4%, respectively). While fewer Emergent Bilingual students attended Transformation schools (32%) than Innovation schools (55%), the percentage of special education students was similar across Transformation (10%) and Innovation schools (11%). Lastly, the percentage of economically disadvantaged students was lower for Transformation schools (66%) than for Innovation schools (88%).

Retention of 2020-21 T & I Students

Transformation Schools

- Twelve percent of grade five students ($N = 177$) left the district when transitioning to a middle school (Grade 6) in 2021-22, which was less than the district rate (21%).
- Twelve percent of grade eight students ($N = 330$) left the district when transitioning to a high school (Grade 9) in 2021-22, which was less than the district rate (15%).

Innovation Schools

- Twenty percent of grade five students ($N = 1,679$) left the district when transitioning to a middle school (Grade 6) in 2021-22, which was slightly less than the district (21%).
- Fourteen percent of grade eight students ($N = 1,337$) left the district when transitioning to a high school (Grade 9) in 2021-22, which was slightly less than the district (15%).

¹ The results for Innovation Pilot schools were not included in this report because their anchor models were not implemented schoolwide.

² Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

EQ3: What were the characteristics of staff members in the T & I schools?

Teacher Demographics

In 2021-22, Transformation schools had 368 full-time teachers and Innovation schools had 1,435 full-time teachers. Seventy-five percent of Transformation and 73 percent of Innovation teachers were females. Thirty-two percent of Transformation teachers were African American, and 42 percent of Innovation teachers were Hispanic.

Principal/Assistant Principal (APs) Demographics

In 2021-22, there were 36 principals/APs at Transformation schools and 102 principals/APs at Innovation schools. Sixty-nine percent of Transformation and 74 percent of Innovation principals/APs were females. Fifty-six percent of Transformation principals/APs were African American, and 38 percent of Innovation principals/APs were African American or Hispanic.

Teacher Retention Rates

- Teacher retention rates from 2020-21 to 2021-22 for Transformation schools (71%) and Innovation schools (74%) was slightly lower than the overall district (75%).
- The percentage of teachers at Transformation schools (9%) and Innovation schools (7%) who moved campuses was at or slightly higher than the overall district (7%).
- The percentage of teachers at Transformation schools (21%) and Innovation schools (19%) who left the district was at or slightly higher than the overall district (19%).

EQ4: Were student selection and diversity goals met for transformation schools?

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

- Goal 1 was met for all Transformation schools combined and for 77 percent of the 13 Transformation schools that were included in the socioeconomic diversity goal

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

- Goal 2 was met for all Transformation schools combined and for 87 percent of the 15 Transformation schools.

EQ5: Were the student recapture goals met for Transformation schools in 2021-22?

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

- Goal 3 was met for all Transformation schools combined and for 94 percent of the 18 Transformation schools that were open during the 2022-23 school year
- Number of students applying in spring 2022 ($N = 5,569$) exceeded the number of seats available ($N = 1,763$).

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

- Goal 4 was met for all Transformation schools combined.
- The overall percentage of recapture students enrolled in 2022-23 Transformation schools was 36 percent, which exceeded the target percentage (25%).

EQ6: Were T & I school climate goals met?

Goal 5: The percentage of positive responses on the district Campus Climate Survey for T & I schools will be at or above the district average.⁴

- Goal 5 was met for all six climate survey subscales at 46 percent of the 13 Transformation schools and 34 percent of the 38 Innovation schools.
- All Transformation schools combined and all Innovation schools combined met Goal 5 for all six climate survey subscales. However, 16 schools (three Transformation and 13 Innovation) had fewer than 70 percent positive responses on three or more subscales.

Goal 6: The percentage of positive responses on the district Student Experience Survey for T & I schools will be at or above the district average.⁵

- For grades 3 to 5, Goal 6 was met for all five student experience survey subscales at 25 percent of the eight Transformation schools and 31 percent of the 29 Innovation schools.
- For grades 6 to 12, Goal 6 was met for all five student experience survey subscales at 20 percent of the 10 Transformation schools and 20 percent of the 10 Innovation schools.

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

⁴ Comparisons between the 2019-20 and 2021-22 Campus Climate Survey results can be found in the full report (Barton, 2022).

⁵ Comparisons between the 2019-20 and 2021-22 Student Experience Survey results can be found in the full report (Barton, 2022).

Goal 7: The percentage of positive responses on the district Parent/Guardian Survey for T & I schools will be at or above the district average.⁶

- Goal 7 was met for 53 percent of the 15 Transformation schools and 63 percent of the 38 Innovation schools.
- Transformation schools, Innovation schools, and the district performed similarly (86 to 87%) in 2022-21.

EQ7: Were T & I student outcome goals met?

Measures of Academic Progress (MAP) Growth

Goal 8: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average.

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

- For English reading, the goal was met for 67 percent of the 15 Transformation schools and for 82 percent of the 38 Innovation schools
- For Spanish reading, the goal was met for 75 percent of the eight Transformation schools and 55 percent of the 31 Innovation schools
- For mathematics, the goal was met for 73 percent of the 15 Transformation schools and 76 percent of the 38 Innovation schools.
- Overall, both Transformation and Innovation experienced gains in mean RIT score from BOY to EOY in 2021-22 that met or slightly exceeded the district for English Reading, Spanish Reading, and Mathematics.

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

- For English reading, the goal was met at 60 percent of the 15 Transformation schools and 50 percent of the 38 Innovation schools.
- For mathematics, the goal was met for 27 percent of the 15 Transformation schools and 55 percent of the 38 Innovation school.
- Rate of Transformation students in lowest BOY achievement quintiles for English reading who exceeded *MAP Growth* targets (39%) was higher than Innovation schools (33%) and the district (34%).
- Rate of Innovation students in lowest BOY achievement quintiles for mathematics who exceeded *MAP Growth*

targets (37%) was higher than Transformation schools (35%) and same as the district (37%).

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

- For Spanish reading, the goal was met at 38 percent of the eight Transformation schools and 42 percent of the 31 Innovation schools.
- Only Transformation schools (62% to 65%) exceeded the district rate (59% to 61%) at each assessment window.

State of Texas Assessments of Academic Readiness (STAAR)⁷

Goal 8: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average.

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

- For mathematics, the goal was met for 56 percent of the nine Transformation schools and 57 percent of the 28 Innovation schools
- For reading, the goal was met for 89 percent of the nine Transformation schools and 46 percent of the 28 Innovation schools
- For science, the goal was met for 75 percent of the eight Transformation schools and 68 percent of 28 of the Innovation schools
- For social studies, the goal was met for 67 percent of the three Transformation schools and 50 percent of the four Innovation schools
- All Transformation schools combined met the Approaches+ performance standard for all STAAR 3-8 assessments (66% to 79%) at a higher rate than Innovation schools (48% to 68%) and the district (52% to 70%) in 2021-22.

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

- For Algebra I, the goal was met for 67 percent of the six Transformation schools and 67 percent of the six Innovation schools.
- For English I, the goal was met for all three Transformation schools and 67 percent of the three Innovation schools.

⁶ Comparisons between the 2019-20 and 2021-22 Parent/Guardian Survey results can be found in the full report (Barton, 2022).

⁷ Comparisons between the 2019-20 and 2021-22 STAAR results can be found in the full report (Barton, 2022).

- For English II, the goal was met for all three Transformation schools and 50 percent of the two Innovation schools
- For Biology, the goal was met for all three Transformation schools and all two Innovation schools.
- For U.S. History, the goal was met for and 67 percent of the three Transformation schools and all two Innovation schools.
- All Transformation (71% to 90%) and all Innovation schools combined (57% to 87%) met the Approaches+ performance standard for all STAAR EOC assessments at a higher rate than the district (53% to 83%) in 2021-22.

EQ7: What were the graduation and college enrollment rates for students at Transformation High Schools?

One-Year Graduation Rate

- One-hundred and forty-eight Grade 12 students were enrolled in Transformation high schools at the end of 2021-22. Of those, 97 percent graduated by August 2022, which was higher than the district rate (93%).

Four-Year Graduation Rate

- The four-year graduation rate for the 2018-19 cohort of students at Transformation high schools was 69 percent, which was higher than the district rate (60%).

College Enrollment

- Overall, a higher percentage of 2021 graduates enrolled in a four-year college (24%) than a two-year college (16%), and they were more likely to enroll in a public (37%) or in-Texas (36%) college.
- The college enrollment rate (i.e., enrollment within two years of high school graduation) for 2021 graduates at Transformation high schools⁸ was 40 percent ($N = 115$) in 2021, which was lower than the district rate (49%).
- NSC updated the college enrollment rate for 2020 graduates at Transformation high schools from 50 percent in 2020 to 61 percent in 2021, which was higher than the district rate (53%).
- The 2021 college enrollment rate for Hispanic students who graduated from a Transformation high school in 2021 was 33 percent, which was lower than the district (51%). The rate for Black or African American students was 55 percent, which was higher than the district (52%).

RECOMMENDATIONS

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

Continue using the Innovation Engine initiative to produce high-quality PSC proposals.

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

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

Bolster support for schools that scored below 70 percent positive on three or more of the six Climate Survey subscales

⁸ In 2021, NSC included college enrollment data for IDEA and New Tech HS.

2021-22

Evaluation of Transformation and Innovation Schools

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION⁹

Public School Choice (PSC) is an initiative created and sustained by the Office of Transformation and Innovation (OTI) to help all Dallas Independent School District (ISD) students find the school that best fits their interests, aspirations, and preferred learning styles. Proponents of school choice policies have suggested that incentivizing schools to meet the needs of students who have traditionally been underserved can improve the fit between students and schools (Lee, 2016; Jeynes, 2014) and improve school quality (Jeynes, 2014). Schools that are motivated to attract and retain students by finding a market niche will be more likely to offer opportunities that families want (Lee, 2016).

To address this need in the Dallas ISD, OTI included Transformation schools, Innovation schools, and Innovation pilot schools during the 2021-22 school year.¹⁰ Transformation schools are new start-up schools in repurposed buildings that adopt a new, school-wide instructional model. An Innovation school is an existing neighborhood school that adopts a new, school-wide instructional model. While Transformation schools are available to students in and outside of Dallas ISD, Innovation schools are limited to those students within the attendance zone (unless special exceptions are made). Lastly, Innovation pilot schools are schools working toward Innovation school status, as designated by OTI.

To unify the student enrollment process, OTI used the Choose Dallas ISD platform to provide parents with a single-entry point for applying to Dallas ISD schools, including magnet schools; Transformation and Innovation schools; the Early College High School (ECHS) and Pathways in Technology Early College High School (P-TECH) programs; and school transfers. In addition, the district operated 15 Transformation schools and 38 Innovation schools in 2021-22. Most schools implemented one of the following eight instructional models: International Baccalaureate (IB); Leadership; Montessori; personalized learning (PL); Science, Technology, Engineering, Arts, and Mathematics (STEAM); Science, Technology, Engineering, and Mathematics (STEM); technology and project-based learning (TPBL); and urban planning, architecture, and community development (Urban Planning). Dallas ISD staff members used available resources (i.e., websites, books, and curriculum developers) to develop the eight anchor models. Additional anchor models introduced at individual schools since 2019-20 included Design Thinking (DT), Expeditionary Learning (EL), Global Service Learning (global SL), and Performing and Visual and Performing Arts (Arts).

⁹ Portions of this report were adapted from Barton (2021).

¹⁰ The core tenants of T & I schools included the following: (a) No academic or parental entry requirements, (b) all students participate in the schoolwide model, (c) the Dallas ISD specifies recruitment and enrollment guidelines that Choice Schools must follow, and (d) Choice Schools align the selected model with national best practices.

Regarding Transformation and Innovation (T & I) schools, the OTI set measurable goals for the 2021-22 school year in four areas: (a) diversity goals, (b) student recapture goals, (c) school climate goals, and (d) student assessment goals (Figure 1; See Appendix B on page 57 for a goal summary table).

Figure 1: 2021-22 Program Goals for Transformation and Innovation Schools



Source: Interview with OTI director and staff, 01/07/22.

Budget

The budget for 2021-22 was \$7,150,330 from the district's general operating funds.¹¹ This was an increase from \$6,126,178 in 2020-21. A component of the T & I program included budget autonomy, which allowed school administrators to choose how they allocated their funds to further their schools' purposes. School administrators were also permitted to roll over their funds for three years.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to examine the context, process, and outcomes for the OTI program, including progress toward 2021-22 goals. Context and process data included information about OTI schools, instructional models, school selection processes, OTI initiatives, and student and staff characteristics. Outcome data included attendance, climate, and student assessment data. The following evaluation questions (EQs) were addressed:

1. How was the OTI program implemented in 2021-22?
2. What were the characteristics of T & I schools, campus staff members, and students in 2021-22?
3. Were the diversity goals met for Transformation schools in 2021-22?
4. Were the student recapture goals met for Transformation schools in 2021-22?
5. Were the school climate goals met for T & I schools in 2021-22?
6. Were the student assessment goals met for T & I schools in 2021-22?
7. What were the graduation and college enrollment rates for students at Transformation schools?

EVALUATION QUESTIONS AND RESULTS¹²

EQ1: How was the OTI program implemented in 2021-22?

Results

School Selection Process

In 2021-22, OTI facilitated the annual PSC application process for the new cohort of T & I schools for the 2022-23 school year (PSC 8.0; Table 1), which will serve students through varying grade level configurations and anchor models. Internal and external applicant teams were invited to submit a proposal for T & I schools in Fall 2021, and OTI helped these applicant teams develop their proposals. Applicant teams met with OTI program staff members during several exploratory meetings to discuss their proposal ideas before submitting a non-binding Letter of Intent that included their proposed team and school model. OTI received 49 Letters of Intent for Public School Choice by the due date of September 24, 2021. OTI staff members subsequently provided a series of workshops for application teams that focused on proposal

¹¹ The amount from the district's general operating funds was provided by OTI on 05/17/22. Does not include payroll.

¹² Methodology information for all evaluation questions can be found in Appendix A on page 50.

design and development.¹³ Applicant teams were required to attend three workshops, and they could request individual support from OTI staff members. Twenty formal proposals were submitted by the deadline on January 18, 2022. Proposals were reviewed and scored by the School Choice Committee, which also completed interviews with applicant teams who passed the initial written review round. Afterward, the Superintendent's Panel reviewed the School Choice Committee's recommendations and approved 13 proposals for the new cohort of PSC 8.0 schools (three Transformation schools, eight Innovation schools, and two Innovation pilot or redesign schools).¹⁴ Once the PSC 8.0 schools were selected, OTI continued to provide intensive, individualized support for these schools during the planning period.¹⁵

Table 1: 2022-23 T & I Schools Selected in the PSC 8.0 Application Process

School	Anchor Model	Trustee	Launch Date	2022 LAS Rating
Transformation Schools				
Biomedical Preparatory	STEM – Biomedical	Carreon	Fall 2022	-
iLearn Virtual Academy	Virtual	Carreon	Fall 2022	-
Rowe ES	Montessori	Henry	Pending Approval	-
Innovation Schools				
Allen CS**	New Tech	Carreon	-	Competing
Bayles ES*	Leadership	Micciche	-	Breakthrough
Boude Storey MS**	STEAM	Foreman	-	Breakthrough
Dunbar LC**	STEM	Henry	-	Competing
Guzick ES**	IB	Henry	-	Breakthrough
Milam ES	Visible Learning	Marshall	-	Developing
Reinhardt ES***	Personalized Learning	Micciche	-	Breakthrough
Urban Park ES*	STEAM	Henry	-	Breakthrough
Innovation Pilot Schools				
Arcadia Park ES*	Leadership	Carreon	-	Breakthrough
Rusk MS	Leadership & Career Explorations	Carreon	-	Breakthrough

Source: OTI program staff members in March 2022.

Note: * = Innovation Engine 1.0; ** = Innovation Engine 2.0; *** = Innovation Engine 3.0.

School Location/Anchor Model Decision-Making Process

The district relies on market analyses, school mapping, and other applicable data when making decisions for new school locations to ensure that students living within all areas of Dallas ISD have equitable access to school choice options, such as T & I schools, magnet schools, early college high schools, and career institutes. In 2021-22, OTI staff members conducted a market analysis to make informed decisions for future school locations and anchor models. Profiles were developed for each high school feeder pattern attendance zone, which included current choice offerings, incoming applications by model,

¹³ The in-person and online workshops covered numerous topics, including vision and mission; portrait of a graduate; school analysis; community engagement; climate and culture; curriculum, instruction, and assessment; typical student day; academic and professional culture; staff capacity; students' mindsets; defining success; sustainability; marketing and branding; student recruitment; implementation plan and budget exercise; proposal writing; and submission rules.

¹⁴ All applicant teams were informed of their status in February 2022.

¹⁵ Innovation Schools and Innovation Pilots began planning for an August 2022 launch. Transformation and Transformation Replication schools may or may not have required a year of planning.

outgoing applications by model, enrollment trends, market share, and maps of nearby charter and private schools.

Innovation Engine Award 3.0

The Innovation Engine award, which represents a collaborative effort involving OTI, School Leadership, and Teaching and Learning, is designed to accelerate innovation throughout the district by providing \$50,000 for one-year to Dallas ISD neighborhood schools in 2021-22.¹⁶ This annual award aims to expand innovation in neighborhood schools across Dallas ISD by preparing campuses to become official Dallas ISD Innovation schools. The \$50,000 provides seed money to support the exploration and implementation of an innovative program or initiative on each campus. This provides each school a year to plan, explore, and find the best-fit model for the school community. Schools can use the funding to support innovation, such as creating a space for social and emotional learning or training staff on next-generation instructional strategies. In September 2021, OTI hosted three information sessions about the Innovation Engine 3.0 award.¹⁷ Eligible applicants included neighborhood schools that have not previously received OTI funding. Existing T & I schools were not eligible for these funds.¹⁸

Of the 36 schools that applied for the Innovation Engine 3.0 award in 2021-22, 20 schools received a one-time award of \$50,000 for implementation (Table 2). Of these schools, one school (Reinhardt ES) was selected as an Innovation school for 2022-23. Four schools that received the Innovation Engine 2.0 award in 2020-21 (Allen CS, Dunbar LC, Guzick ES, and Boude Storey MS) and three schools that received the Innovation Engine 1.0 award in 2019-20 (Arcadia Park ES, Bayles ES, and Urban Park ES) were selected as an Innovation school for 2022-23.

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

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

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

Table 2: 2021-22 Dallas ISD Schools Awarded an Innovation Engine 3.0 Award

School	School Level	Anchor Model	Feeder Pattern	Trustee
Allen	ES	PBL Exploration	Pinkston	Carreon
Harlee Early Childhood	ES	STEM	Roosevelt	Johnson
Kiest	ES	Leadership Cadet Corps	Adams	Micciche
Knight	ES	Leadership	North Dallas	Carreon
May	ES	STEM	Jefferson	Carreon
Mockingbird	ES	Garden Outdoor Classroom	Wilson	Marshall
Mount Auburn	ES	STEAM	Wilson	Carreon
Pease	ES	Entrepreneurship	South Oak Cliff	Johnson
Reinhardt*	ES	Personalized Learning	Adams	Micciche
Rhoads	ES	STEAM	Lincoln	Henry
Saldivar	ES	Outdoor Science Learning Spaces	Jefferson	Carreon
Seagoville North	ES	Outdoor Science Learning Spaces	Seagoville	Garcia
Tatum	ES	Visible Learning	Skyline	Henry
Tolbert	ES	STEM – 21st Century Thinkers	Kimball	Foreman
Truett	ES	Leadership	Skyline	Micciche
Webster	ES	Computer Science	Kimball	Foreman
Young	ES	Visual Arts	South Oak Cliff	Johnson
Atwell	MS	Virtual Reality	Carter	Foreman
Lang	MS	House Systems with Visual Arts	Skyline	Henry
Seagoville	HS	Sustainable Gardens	Seagoville	Garcia

Source: OTI program staff members in March 2022.

Note: * = selected as an Innovation school for 2022-23.

Development of Implementation Continuums

In 2019-20, OTI staff members developed implementation continuums for four anchor models – IB, Leadership, Montessori, and STEAM/STEM – to help Innovation schools consistently implement their anchor model. A fifth implementation continuum for the Personalized Learning Readiness anchor model was implemented in 2021-22. These fidelity measures were developed collaboratively with principals, assistant principals, and instructional lead coaches at T & I schools. Each implementation continuum included a set of anchor model standards with a four-point scale indicating how well each school aligned with each standard. Campus leaders used the implementation continuums as an internal resource to determine how well their campus met anchor model standards, to pinpoint areas for improvement, and to review growth over time.

Student Selection Process

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

FDB (Regulation) outlines four pathways for student admission into T & I schools: Priority Attendance, General Lottery, Priority Lottery, and 50/50 Socioeconomic Diversity Lottery. Priority Attendance is used for Innovation schools because these schools are open to all students living

within the school's attendance boundaries.¹⁹ The other three lotteries are used to select students for Transformation schools.²⁰ A priority lottery consists of students within a certain radius around a school site, with the number of seats capped for students living within this area. A general lottery is reserved for students not living within the priority radius or not selected in the priority lottery; the general lottery is also open to students outside of the district on a case-by-case basis to promote a socioeconomically diverse student body. The 50/50 socioeconomic lottery is used to create a balanced student population of 50 percent economically disadvantaged and 50 percent non-economically disadvantaged. In 2021-22, all Transformation schools were working toward a 50/50 economic balance except for Hulcy and MLK Arts, which do not have a socioeconomic lottery. After OTI receives confirmed Transformation school acceptances from families (based on the lottery selection process), the office conducts an equity audit to ensure that socioeconomic thresholds are met.²¹ If the thresholds are not met, seats may be added and offered to waitlisted students from specific socioeconomic blocks.²²

Response to COVID-19

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 supports²³. Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

Due to the various inclement weather closures as well as Covid-19 precautions in 2021-22, OTI program staff members had to cancel and reschedule the following sessions during the school year: magnet assessments, ECHS/PTECH interviews, International Baccalaureate assessments, and

¹⁹ If an Innovation school is under capacity after all students in the attendance boundary have been served, a principal can use the district transfer process or conduct a lottery to fill seats.

²⁰ The type of lottery used for Transformation schools depends on the school's location, type of choice model, and school size.

²¹ OTI staff delineate ranges of poverty from block 1 (least disadvantaged) to block 4 (most disadvantaged) using four socioeconomic variables obtained from census data (median household income, homeownership, family structure, and parents' education level). District Policy FDB Regulation states that a minimum of 12 percent of all students attending a Transformation school must reside within socioeconomic block 3 and a minimum of 12 percent must reside within socioeconomic block 4.

²² Siblings of students currently enrolled in a Transformation school receive the highest priority in the school's lottery. Transformation schools have a 25% cap on the number of sibling offers in the campus entry grade level/s via the sibling lottery. If a sibling applicant is not selected in the lottery before reaching the school's 25% cap, they will be considered in the next applicable priority group.

²³ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

Out-of-District Standardized Testing sessions. In addition, the date that parents received official notification about the status of their Choose Dallas ISD application on the SchoolMint portal was moved to March 9, 2022.

EQ2: What were the characteristics of T & I schools, campus staff members, and students in 2021-22?

Results

Characteristics of 2021-22 T & I Schools

In 2021-22, the district operated 15 Transformation schools (Table 3), 38 Innovation schools, and six Innovation Pilot²⁴ schools (Table 4). From 2020-21 to 2021-22, the number of Transformation schools increased from 12 to 15, and the number of Innovation schools increased from 33 to 38. The total number of students increased from 23,480 in 2020-21 to 26,828 in 2021-22. In 2021-22, 5,233 students attended a Transformation school, and the remaining 21,618 students attended an Innovation school. The enrollment data for each year of the PSC initiative can be found in Appendix C on page 59.

Table 3: 2021-22 Dallas ISD Transformation Schools

School	School Level	Grades Served	Students <i>N</i>	Anchor Model
Transformation Schools				
Downtown Montessori	ES	PK-3	270	Montessori
Hernandez Montessori	ES	PK-5	333	Montessori
Houston PL Prep	ES	PK-5	274	PL
Hybrid Prep	ES	4-6	67	BL/Hybrid
MLK Arts	ES	PK-6	428	Arts
Prestonwood	ES	PK-2	194	Montessori
Solar Boys	ES	PK-5	397	STEAM
Mata	ES/MS	PK-8	725	Montessori
Solar Girls	ES/MS	PK-7	672	STEAM
Haynes Global Prep	MS	6-7	87	IB
Hulcy	MS	6-8	465	STEAM
Ignite	MS	6-8	482	PL
CityLab	HS	9-12	252	Urban Planning
IDEA	HS	9-12	219	PL
New Tech	HS	9-12	368	TPBL
Transformation Total			5,233	

Source: District PEIMS snapshot demographic file dated 11/01/21.

²⁴ The results for Innovation Pilot schools were not included in this report because their anchor models were not implemented schoolwide.

Table 4: 2021-22 Dallas ISD Innovation and Innovation Pilot Schools

School	School Level	Grades Served	Students N	Anchor Model
Innovation Schools				
Bishops Arts STEAM	ES	PK-5	277	STEAM
Botello	ES	PK-5	546	PL
Bryan	ES	PK-5	376	STEAM
Chapel Hill	ES	PK-5	419	PL
Cowart	ES	PK-5	548	PL
De Zavala	ES	PK-6	448	Montessori
Donald	ES	PK-5	336	Leadership
Dorsey	ES	PK-5	396	Leadership
Geneva Heights	ES	PK-5	512	IB
Gonzalez	ES	PK-5	586	PL
Hall	ES	PK-5	432	PL
Highland Meadows	ES	PK-5	715	PL
Hogg	ES	PK-5	306	TPBL
Johnson	ES	PK-5	456	STEAM
Kramer	ES	PK-5	474	IB
Lipscomb	ES	PK-5	412	IB
Lowe	ES	PK-5	556	PL
Marcus	ES	PK-5	635	Leadership
Marsalis	ES	PK-5	415	STEAM
McNair	ES	PK-5	423	STEAM
Mendez	ES	PK-5	477	EL
Moreno	ES	PK-5	338	STEAM
Peeler	ES	PK-5	263	IB
Preston Hollow	ES	PK-5	451	IB
Richardson	ES	PK-5	503	PL
Rogers	ES	PK-5	459	PL
Salazar	ES	PK-5	431	PL
Weiss	ES	PK-5	445	Leadership
Zaragoza	ES	PK-5	310	PL
Franklin	MS	6-8	976	IB
Garcia	MS	6-8	621	IB
Hill	MS	6-8	827	Leadership
Kennedy-Curry	MS	6-8	660	Visual Arts
Marsh	MS	6-8	871	PL
Quintanilla	MS	6-8	623	STEAM
Spence	MS	6-8	680	PBL
Adams, B	HS	9-12	2,211	Leadership
North Dallas	HS	9-12	1,204	DT
Innovation Total			21,618	
Innovation Pilot Schools				
Alexander	ES	PK-5	289	Visual Arts
Bowie	ES	PK-5	332	STEM
Douglass	ES	PK-5	424	Service Learning
Dunbar	ES	PK-5	508	STEAM
Kleberg	ES	PK-5	821	STEM
Roosevelt	HS	9-12	742	Public Health
Innovation Pilot Total			3,116	

Source: District PEIMS snapshot demographic file dated 11/01/21.

Campus Staff Demographics

In 2021-22, there were 368 full-time teachers at Transformation schools and 1,435 full-time teachers at Innovation schools. Seventy-five percent of Transformation and 73 percent of Innovation teachers were females. Thirty-two percent of Transformation teachers were African American, and 42 percent of Innovation teachers were Hispanic. More than half of the Transformation (56%) and Innovation (53%) teachers had five years or less of teaching experience, whereas 28 percent of Transformation and 22 percent of Innovation teachers had between six and 10 years of teaching experience. Sixteen percent of Transformation and 35 percent of Innovation teachers had more than 10 years of teaching experience.²⁵

In 2021-22, there were 36 principals/assistant principals at Transformation schools and 102 principals/assistant principals at Innovation schools. Sixty-nine percent of Transformation and 74 percent of Innovation principals/assistant principals were females. Fifty-six percent of Transformation principals/assistant principals were African American, and 38 percent of Innovation principals/assistant principals were African American or Hispanic. Thirty-three percent of Transformation and 17 percent of Innovation principals/assistant principals had five years or less of creditable years of service, whereas 25 percent of Transformation and 32 percent of Innovation principals/assistant principals had between six and 10 years of creditable years of service. Nearly half of Transformation (42%) and over half of Innovation (51%) principals/assistant principals had more than 10 years of creditable years of service.²⁶

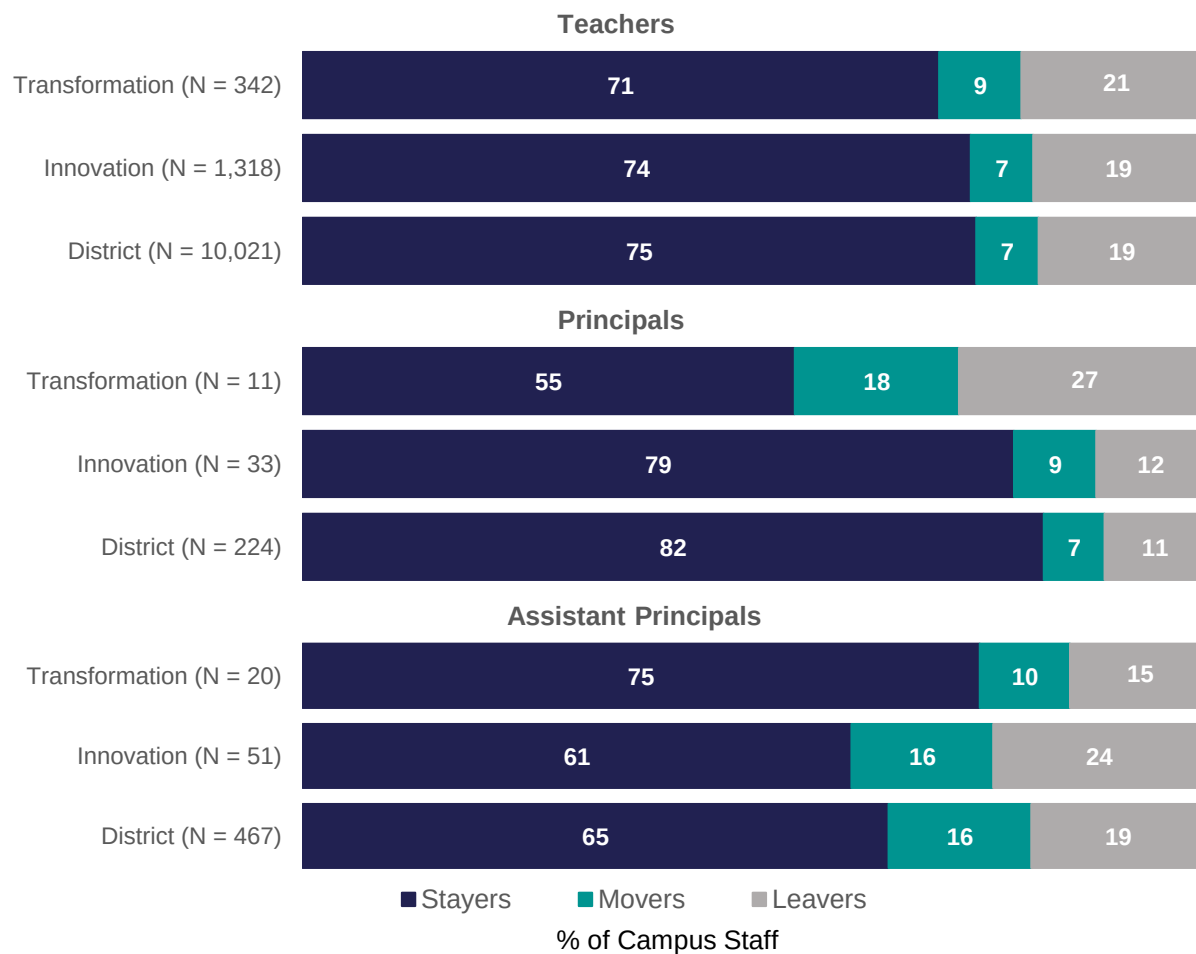
Campus Staff Retention Rates

As seen in Figure 2,²⁷ teacher retention rates from 2020-21 to 2021-22 for Transformation schools (71%) and Innovation schools (74%) were slightly lower than the overall district (75%). In addition, the percentage of teachers at Transformation schools (9%) and Innovation schools (7%) who moved campuses was at or slightly higher than the overall district (7%). Lastly, the percentage of teachers at Transformation schools (21%) and Innovation schools (19%) who left the district was at or slightly higher than the overall district (19%).

²⁵ Appendix data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

²⁶ Appendix data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

²⁷ Because of the small number of principals and assistant principals at T & I schools, these retention rates should be viewed with caution and are provided in Figure 1 for informational purposes only.

Figure 2: 2021-22 T & I Campus Staff Retention Rates

Source: District personnel data files dated 01/05/21 (2020-21) and 01/05/22 (2021-22).

Note: Stayers remained at the same school in 2020-21 and 2021-22. Movers moved to another Dallas ISD school. Leavers resigned or left the district. Because of the small number of principals and assistant principals at T & I schools, these percentages should be viewed with caution and are provided for informational purposes only. Some percentages may not sum to 100 because of rounding.

Student Demographics

Figure 3 displays the demographic characteristics of T & I schools compared to Dallas ISD students. Similar to the district (51%), 49 percent of Transformation students and 52 percent of Innovation students were males. The percentage of Hispanic students who attended Transformation schools (59%) was lower than Innovation schools (77%), and more African American (23%) and White (12%) students attended Transformation schools than Innovation schools (16% and 4%, respectively). While fewer Emergent Bilingual (EB) students attended Transformation schools (32%) than Innovation schools (55%) and the district (48%), the percentage of special education students was similar across Transformation (10%) and Innovation schools (11%). Lastly, the rate of economically disadvantaged students was lower for Transformation schools (66%) than for Innovation schools (88%) and the district (84%). This difference was expected because the district has been working toward 50/50 socioeconomic diversity at Transformation schools.

Figure 3: 2021-22 Student Demographic Characteristics of T & I Schools

Source: District PEIMS snapshot demographic file dated 11/01/22.

Note: $N = 5,233$ Transformation students; $N = 21,618$ Innovation students; $N = 143,665$ district students. Other ethnicities included Asian, American Indian, Native Hawaiian, Other Pacific Islanders, two or more races, and not available. Emergent Bilingual has replaced the term English learner (EL) to align with state terminology changes. Some percentages may not sum to 100 because of rounding.

Retention of 2021-22 T & I Students Transitioning to a New School Level in 2022-23²⁸

Student transition data were reviewed to track whether students who aged out of a Transformation or Innovation school at the end of 2020-21 left the district, repeated their grade, moved to a traditional campus, moved to a transformation campus, moved to an innovation campus, or moved to a magnet campus in 2021-22. This evaluation focuses on students who transitioned from (a) elementary to middle school (i.e., grade 5 to grade 6) and (b) from middle to high school (i.e., grade 8 to grade 9).

As shown in Table 5, of the 177 grade five students who attended a 2020-21 Transformation school, 12 percent left the district when transitioning to a middle school (Grade 6) in 2021-22, which was less than the district rate in 2021-22 (21%) and 2020-21 (18%). Of the 1,679 grade five students who attended a 2020-21 Innovation school, 20 percent left the district when transitioning to a middle school (Grade 6) in 2021-22, which was slightly less than the district rate in 2021-22 (21%) and slightly higher than the district rate in 2020-21 (18%). The percentage of 2020-21 students who repeated a grade, moved to a traditional campus, moved to a transformation campus, moved to an Innovation campus, or moved to a magnet campus in 2021-22 can also be found in Table 5.

Likewise, of the 330 grade eight students who attended a 2020-21 Transformation school, 12 percent left the district when transitioning to a high school (Grade 9) in 2021-22, which was less than the district rate in 2021-22 (15%) and the same as the district rate in 2020-21 (12%). Of the 1,337 grade eight students who attended a 2020-21 Innovation school, 14 percent left the district when transitioning to a high school (Grade 9) in 2021-22, which was slightly less than the district rate in 2021-22 (15%) and slightly higher than the district rate in 2020-21 (12%).

Table 5: 2021-22 Enrollment Status of 2020-21 T & I School Students Transitioning from One School Level to the Next

2021-22 Enrollment Status													
	N	Left District		Repeated Grade		Moved to Traditional		Moved to Transformation		Moved to Innovation		Moved to Magnet	
		n	%	n	%	n	%	n	%	n	%	n	%
Grade 5 Students in 2020-21 Transitioning to a Middle School (Grade 6) in 2021-22													
Transformation	177	22	12.4	1	0.6	19	10.7	118	66.7	2	1.1	15	8.5
Innovation	1,679	328	19.5	5	0.3	776	46.2	133	7.9	321	19.1	116	6.9
District	10,697	2,197	20.5	61	0.6	5,758	53.8	496	4.6	1,258	11.8	927	8.7
Grade 8 Students in 2020-21 Transitioning to a High School (Grade 9) in 2021-22													
Transformation	330	39	11.8	3	0.9	193	58.5	42	12.7	29	8.8	24	7.3
Innovation	1,337	191	14.3	2	0.1	892	66.7	12	0.9	220	16.5	20	1.5
District	10,630	1,632	15.4	134	1.3	7,025	66.1	179	1.7	782	7.4	878	8.3

Source: District PEIMS snapshot demographic files dated 10/30/20 (2020-21) and 11/01/21 (2021-22).

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

²⁸ Data from 2020-21 were adapted from Barton (2021).

EQ3: Were the diversity goals met for Transformation schools in 2021-22?

In 2021-22, OTI set two diversity goals related to student socioeconomic (Goal 1) and racial diversity (Goal 2) for Transformation schools. This section of the report includes results for these two goals.

Results

Socioeconomic Diversity

Goal 1: The percentage of economically disadvantaged students at Transformation campuses will be at least five percentage points lower than the district average (i.e., more diverse) in 2021-22.

- *Goal 1 was met for all Transformation schools combined and for 77 percent of the 13 Transformation schools that were included in the socioeconomic diversity goal (Figure 4),²⁹ compared to 80 percent in 2020-21.³⁰*

Goal 1 Results

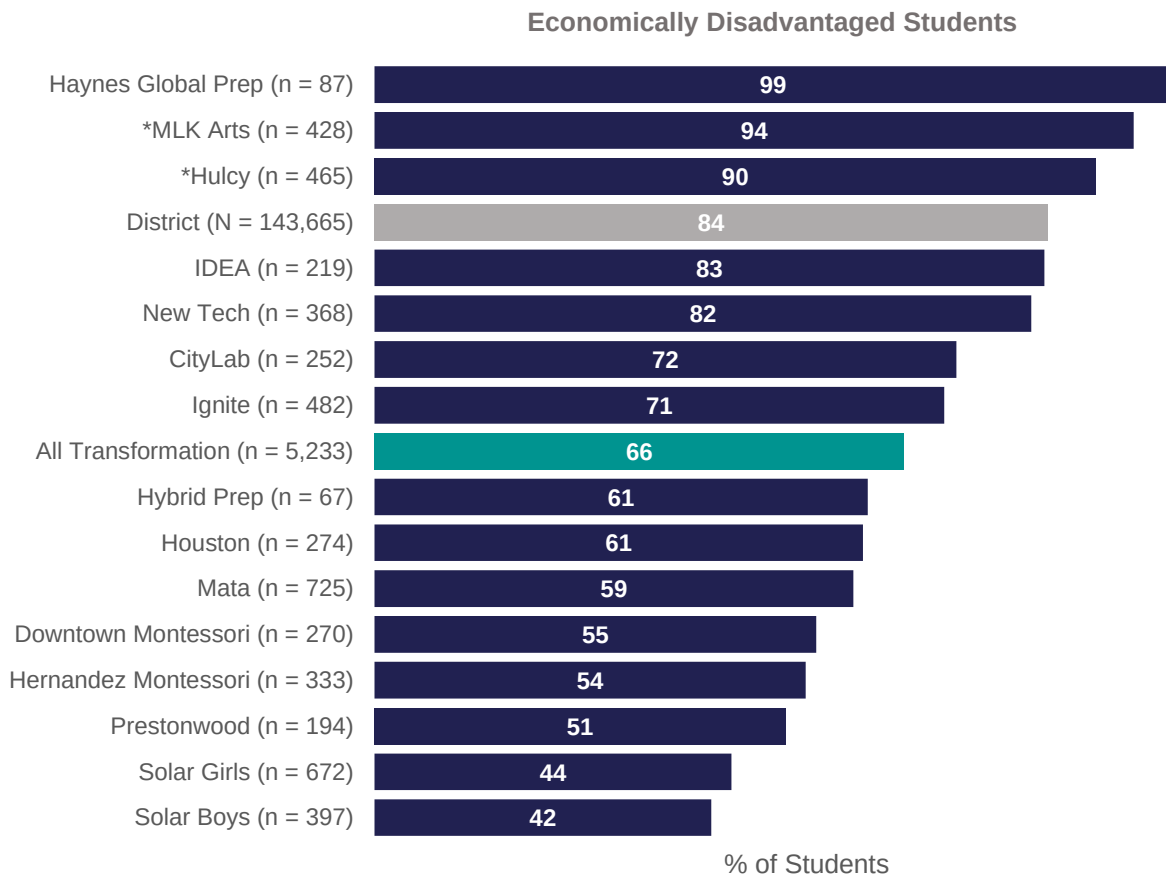
The percentage of economically disadvantaged students for all Transformation schools combined (66%) was lower than the district (84%) in 2021-22, which was similar to 2020-21.³¹ In fact, Transformation schools became more socioeconomically diverse over time as the percentage of economically disadvantaged students for all Transformation schools combined decreased from 2020-21 (70%) to 2021-22 (66%).

Of the 13 Transformation schools included in the 2021-22 socioeconomic goal, all but Haynes Global Prep, IDEA, and New Tech met the socioeconomic goal. Solar Girls (44%) and Solar Boys (42%) had the lowest percentages of economically disadvantaged students, which was expected because both schools were initially designed to be 50/50 socioeconomic schools (i.e., 50% economically disadvantaged and 50% not economically disadvantaged). All Transformation schools that have a socioeconomic lottery are striving to become 50/50 socioeconomic schools.

²⁹ Hulcy and MLK Arts were not included in the socioeconomic goal because they do not have socioeconomic lotteries.

³⁰ Ten Transformation schools were included in the socioeconomic diversity goal in 2020-21 (Barton, 2021).

³¹ In 2020-21, the percentage of economically disadvantaged students for all Transformation schools combined (70%) was lower than the district (85%; Barton, 2021).

Figure 4: 2021-22 Percentage of Economically Disadvantaged Students for Transformation Schools

Source: District PEIMS snapshot demographic file dated 11/01/21.

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

Racial Diversity

Goal 2: The percentage of students at Transformation campuses will be at least five-percentage points higher or lower than the district average in one or more racial categories (i.e., more diverse) in 2021-22.

- *Goal 2 was met for all Transformation schools combined and for 87 percent of the 15 Transformation schools³² (Figure 5), compared to 100 percent in 2020-21.³³*

Goal 2 Results

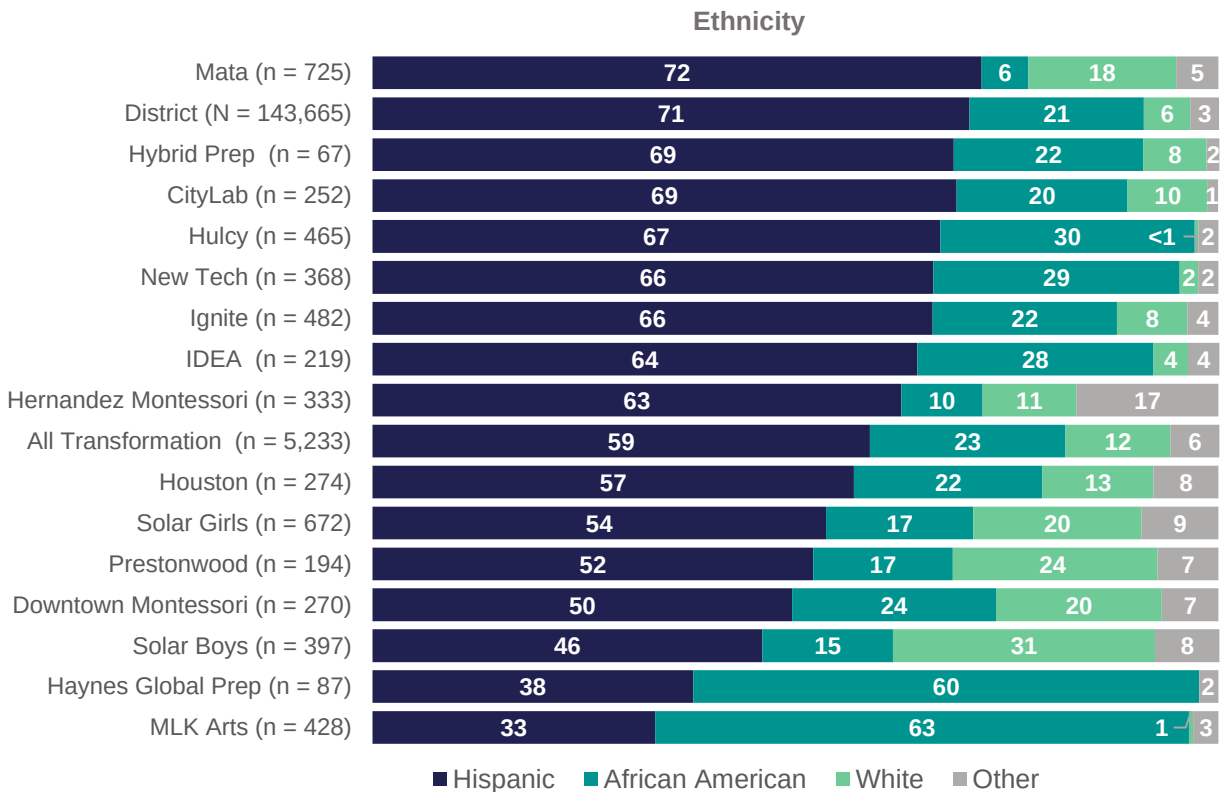
Overall, all Transformation schools combined had a smaller rate of Hispanic students than the district (59% vs. 71%, respectively), a slightly higher rate of African American students than the district (23% vs. 21%, respectively), and a higher rate of White students than the district overall (12% vs. 6%, respectively) in 2021-22.

³² All but Hybrid Prep and CityLab met the socioeconomic goal in 2021-22.

³³ Twelve Transformation schools were included in the racial diversity goal in 2020-21 (Barton, 2021).

The percentage of Hispanic students in all Transformation schools (59%) was notably lower than the district (71%), MLK Arts (33%), Haynes Global Prep (38%), Solar Boys (46%), and Downtown Montessori (50%). MLK Arts (63%) and Haynes Global Prep (60%) had notably higher percentages of African American students than the district (21%), whereas Mata (6%) and Hernandez Montessori (10%) had notably lower rates. The rate of white students was notably higher than the district average (6%) for Solar Boys (31%), Downtown Montessori (20%), Solar Girls (20%), and Mata (18%).

Figure 5: 2021-22 Racial Diversity Percentages for Transformation Schools



Source: District PEIMS snapshot demographic file dated 11/01/21.

EQ4: Were the student recapture goals met for Transformation schools in 2021-22?

In 2021-22, OTI set two goals related to student recapture data for Transformation schools, which included the number of students applying to a Transformation school at entry grade levels (Goal 3) and the number of recapture students selected in the spring 2022 lottery (Goal 4). This section of the report includes results for these two goals.

Results

Number of Student Applications

Goal 3: The number of students applying to a Transformation school at entry grade levels in spring 2022 will exceed the number of seats available at entry grade levels overall and for each Transformation campus in 2022-23.

- Goal 3 was met for all Transformation schools combined and for 94 percent of the 18 Transformation schools that were open during the 2022-23 school year (Table 6), compared to 87% in 2021-22.³⁴

Goal 3 Results

Similar to spring 2021, the number of students at entry grade levels applying to a Transformation school in spring 2022 ($N = 5,569$) exceeded the number of seats available at entry grade levels ($N = 1,763$). Overall, the applicant-to-seat ratio for entry grade levels was 3.2 applicants for each available seat. Hernandez Montessori had the highest applicant-to-seat ratio (6.7:1), followed by Mata (6.6:1) and Downtown Montessori (6.9:1).

Table 6: 2022 Spring Student Application Results for the 2022-23 Transformation Schools

School Name	Entry Grade Seats Available	Entry Grade Applications Submitted	Entry Grade Applicant to Seat Ratio
Hernandez Montessori	71	473	6.7
Mata	67	445	6.6
Downtown Montessori	67	404	6.9
Prestonwood Montessori	57	341	6.9
Solar Girls	64	341	5.3
Houston PL Prep	77	402	5.2
Biomedical Preparatory ^a	128	594	4.6
Dr. MLK Arts	68	309	4.5
Solar Boys	64	213	3.3
West Dallas STEM ^a	128	419	3.2
New Tech	125	269	2.2
Haynes Global Prep ^a	75	157	2.1
iLearn Virtual Academy ^a	150	276	1.8
CityLab	100	174	1.7
IDEA	100	167	1.7
Ignite	200	299	1.5
Hulcy	200	266	1.3
Dallas Hybrid Prep	22	20	0.9
Total	1,763	5,569	3.2

Source: OTI program staff members on 11/01/22.

Note: ^a = New Transformation schools in 2022-23. **Bold teal ratios** indicate when the number of applications exceeded the number of entry grade seats.

³⁴ Fifteen Transformation schools were open during the 2021-22 school year for the student applications goal (Barton, 2021).

Recapture Students

Goal 4: At least 25 percent of 2022-23 students selected in the spring 2022 lottery will be recapture students in 2021-22.³⁵

- *Goal 4 was met for all Transformation schools combined. The overall percentage of recapture students enrolled in 2022-23 Transformation schools was 36 percent, which exceeded the target percentage (25%).*

Goal 4 Results

The overall percentage of recapture students enrolled in 2022-23 (36%) was higher than in 2021-22 (31%). When reviewed by campus in 2022-23, Mata had the highest recapture percentage (94%), followed by Solar Girls (92%) and Prestonwood Montessori (86%). Table 7 displays the total and recapture (external, tuition-based PK) enrollment for students who were selected during the spring 2021 and spring 2022 selection processes and enrolled in Transformation in 2021-22 and 2022-23, respectively.

³⁵ Recaptured students were calculated based on external seats and tuition-based PK seats (External Seats (K-11) + Tuition-Based PK Seats).

Table 7: 2021-22 and 2022-23 Recapture Student Enrollment

Campus	Entry Grade Seats	External (K-11)	Tuition- Based PK	Recapture Total¹	
	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	%
Selected in Spring 2021 and Enrolled in 2021-22					
Mata	92	65	18	83	90.2
Hernandez Montessori	48	24	14	38	79.2
Dr. MLK Arts	78	53	0	53	67.9
Downtown Montessori	63	25	17	42	66.7
Solar Boys	77	35	10	45	58.4
Solar Girls	71	17	17	34	47.9
Houston PL Prep	96	36	9	45	46.9
Prestonwood Montessori	242	45	14	59	24.4
IDEA	125	29	0	29	23.2
CityLab	125	26	0	26	20.8
New Tech	125	26	0	26	20.8
Dallas Hybrid Prep	75	12	0	12	16.0
Hulcy	200	30	0	30	15.0
Haynes Global Prep	150	10	0	10	6.7
Ignite	200	13	0	13	6.5
Total	1,767	448	85	547	31.0
Selected in Spring 2022 and Enrolled in 2022-23					
Mata	88	63	20	83	94.3
Solar Girls	64	37	22	59	92.2
Prestonwood Montessori	57	32	17	49	86.0
Dr. MLK Arts	68	46	0	46	67.6
Solar Boys	64	25	13	38	59.4
Dallas Hybrid Prep	22	13	0	13	59.1
Downtown Montessori	67	12	19	31	46.3
Haynes Global Prep	75	31	0	31	41.3
New Tech	100	40	0	40	40.0
West Dallas STEM ^a	128	50	1	51	39.8
Houston PL Prep	77	23	6	29	37.7
Hernandez Montessori	71	22	4	26	36.6
IDEA	100	29	0	29	29.0
Biomedical Preparatory ^a	128	24	9	33	25.8
CityLab	100	21	0	21	21.0
iLearn Virtual Academy ^a	150	21	0	21	14.0
Ignite	200	22	0	22	11.0
Hulcy	200	18	0	18	9.0
Total	1,759	529	111	640	36.4

Source: OTI: 10/25/21 for total seats and external seats for spring 2021 applicants enrolled for 2021-22, and 11/01/22 for total seats and external seats for spring 2022 applicants enrolled for 2022-23.

Note: Total Seats = total open seats for each year. ¹Recapture Total = External Seats (K-11) + PK Tuition-Based Seats. Recapture applications were those received by students who may have lived within Dallas ISD boundaries but were not enrolled in a Dallas ISD school at the time of application. **Bold teal numbers** indicate percentages that exceeded the OTI goal that at least 25 percent of 2022-23 students selected in the spring 2022 lottery will be recapture students.

EQ5: Were the school climate goals met for T & I schools in 2021-22?

In 2021-22, OTI set three school climate goals related to the district climate survey (Goal 5) and the district surveys for parents/guardians (Goal 6) and students (Goal 7). This section of the report includes results for these three goals.

Results

Campus Climate Survey

Goal 5: The percentage of positive responses on the District Campus Climate Survey for T & I schools will be at or above the district average in 2021-22.³⁶

- Goal 5 was met for all six climate survey subscales at 46 percent of the 13 Transformation schools, which was higher than 2020-21.³⁷
- Goal 5 was met for all six climate survey subscales at 34 percent of the 38 Innovation schools, which was lower than 2020-21.³⁸

Goal 5 Results³⁹

Overall, all Transformation schools and all Innovation schools combined met Goal 5 for all six climate survey subscales (BP, PCE, CFS, TTT, and CGC) in Spring 2022 (Figure 6). In addition, the percentage of positive responses for Transformation schools (78% to 90%) was higher than Innovation schools (75% to 87%) on all six climate survey subscales.

Closer inspection of school-level data also revealed that 16 schools (three Transformation and 13 Innovation) had fewer than 70 percent positive responses on three or more subscales in 2021-22, which was similar to 2020-21.⁴⁰

- Three Innovation schools (Franklin, Garcia, and Adams) had fewer than 70 percent positive ratings on all six subscales.
- One Transformation school (IDEA) and four Innovation schools (Highland Meadows, Hill, Quintanilla, and Spence) had fewer than 70 percent positive ratings on five of the six subscales.
- Two Innovation schools (Marsh and North Dallas) had fewer than 70 percent positive ratings on four of the six subscales.
- Two Transformation (Hernandez Montessori and CityLab) and four Innovation schools (Marcus, Preston Hollow, Zaragoza, and Kennedy-Curry) had fewer than 70 percent positive ratings on three of the six subscales.

³⁶ Hulcy and Ignite were not included because their survey response rate did not meet the minimum number of respondents.

³⁷ In 2020-21, Goal 5 was met for all six climate survey subscales at 42% of the 12 Transformation schools.

³⁸ In 2020-21, Goal 5 was met for all six climate survey subscales at 42% of the 33 Innovation schools.

³⁹ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

⁴⁰ In 2020-21, 15 schools (six Transformation and nine Innovation) had fewer than 70 percent positive responses on three or more subscales.

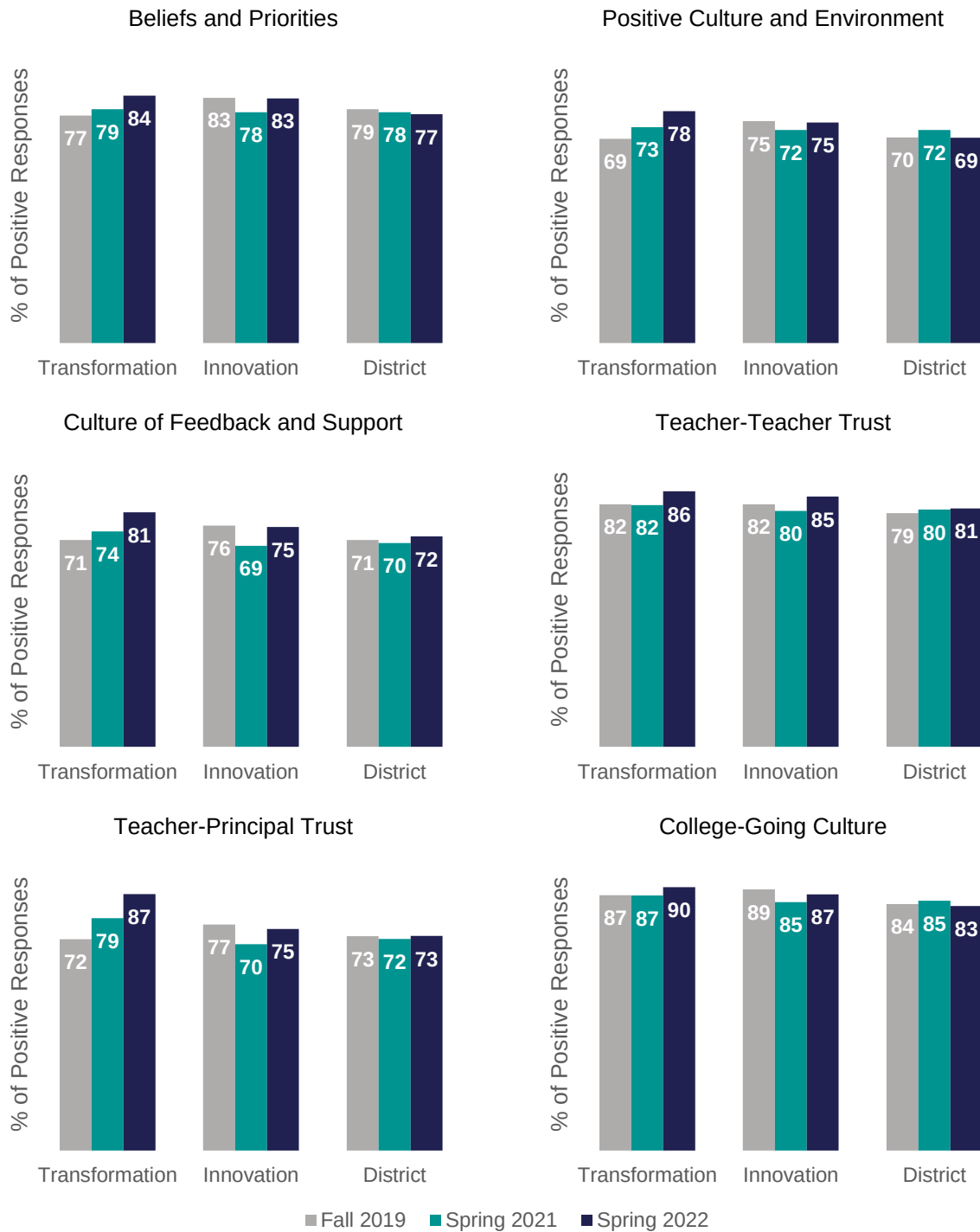
OTI schools with less than 70 percent positive ratings for three or more subscales included:

- **Transformation:**
 - **IDEA** (BP, PCE, CFS, TTT, TPT)
 - **CityLab** (PCE, CFS, CGC)
 - **Hernandez Montessori** (PCE, CFS, TPT)
- **Innovation:**
 - **Adams** (all)
 - **Franklin** (all)
 - **Garcia** (all)
 - **Highland Meadows** (BP, PCE, CFS, TTT, CGC)
 - **Hill** (BP, PCE, CFS, TTT, CGC)
 - **Quintanilla** (BP, PCE, CFS, TTT, CGC)
 - **Spence** (BP, PCE, CFS, TTT, CGC)
 - **Marsh** (CFS, TTT, TPT, CGC)
 - **North Dallas** (CFS, TTT, TPT, CGC)
 - **Kennedy-Curry** (CFS, TTT, CGC)
 - **Marcus** (CFS, TTT, CGC)
 - **Preston Hollow** (CFS, TTT, CGC)
 - **Zaragoza** (CFS, TTT, CGC)

2019-20 to 2021-22 Campus Climate Survey Results

Because all spring 2020 districtwide climate surveys were canceled in response to the COVID-19 pandemic, findings from previous years should be viewed with caution.

As indicated by Figure 6, the percentage of positive responses on the District Campus Climate Survey for Transformation schools increased for all six subscales from Fall 2019 to Spring 2022, including BP (77% to 84%), PCE (69% to 78%), CFS (71% to 81%), TTT (82% to 86%), TPT (72% to 87%), and CGC (87% to 90%). In addition, while the percentage of positive response for Innovation schools for all six climate subscales trended downward from Fall 2019 (75% to 89%) to Spring 2021 (69% to 85%), the rate rebounded for all six climate subscales in Spring 22 (75% to 87%).

Figure 6: 2019-20 to 2021-22 Percentage of Positive Responses on Campus Climate Survey

Source: District Climate Survey files dated 01/10/20 (Fall 2019), 07/23/21 (Spring 2021), and 06/15/22 (Spring 2022).

Note: Data for spring 2020 were unavailable because all spring 2020 districtwide climate surveys were canceled in response to the COVID-19 pandemic. Because of the potential impact of the COVID-19 pandemic, these findings should be viewed with caution when comparing previous years. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

Student Experience Survey

Goal 6: The percentage of positive responses on the district Student Experience Survey for T & I schools will be at or above the district average in 2021-22.

- For grades 3 to 5, Goal 6 was met for all five student experience survey subscales at 25 percent of the eight Transformation schools and 31 percent of the 29 Innovation schools, which was higher than 2020-21.⁴¹
- For grades 6 to 12, Goal 6 was met for all five student experience survey subscales at 20 percent of the 10 Transformation schools and 20 percent of the 10 Innovation schools, which was lower than 2020-21.⁴²

Goal 6 Results⁴³

For grades 3 to 5 in 2021-22 (Figure 7), the rates of positive responses for all five subscales at Transformation schools (71% to 82%) and Innovation schools (74% to 86%) were generally at or slightly lower than the district (76% to 86%), which was similar to 2020-21. Likewise, for grades 6 to 12 in 2021-22 (Figure 8), the rates of positive responses at Transformation schools (50% to 75%) and Innovation schools (52% to 77%) were lower than the district (56% to 79%).

2019-20 to 2021-22 Student Experience Survey Results

Because all spring 2020 districtwide climate surveys were canceled in response to the COVID-19 pandemic, findings from previous years should be viewed with caution.

For grades 3 to 5, the percentage of positive responses on the student experience survey for Transformation schools trended downward from Spring 2019 (69% to 86%) to Spring 2022 (71% to 82%), except for the Teacher-Student Relationships subscale (69% to 79%). Likewise, the percentage of positive responses for Innovation schools trended downward from Spring 2019 (80% to 92%) to Spring 2022 (74% to 86%), except for the Teacher-Student Relationships subscale (80% to 82%; Figure 7).

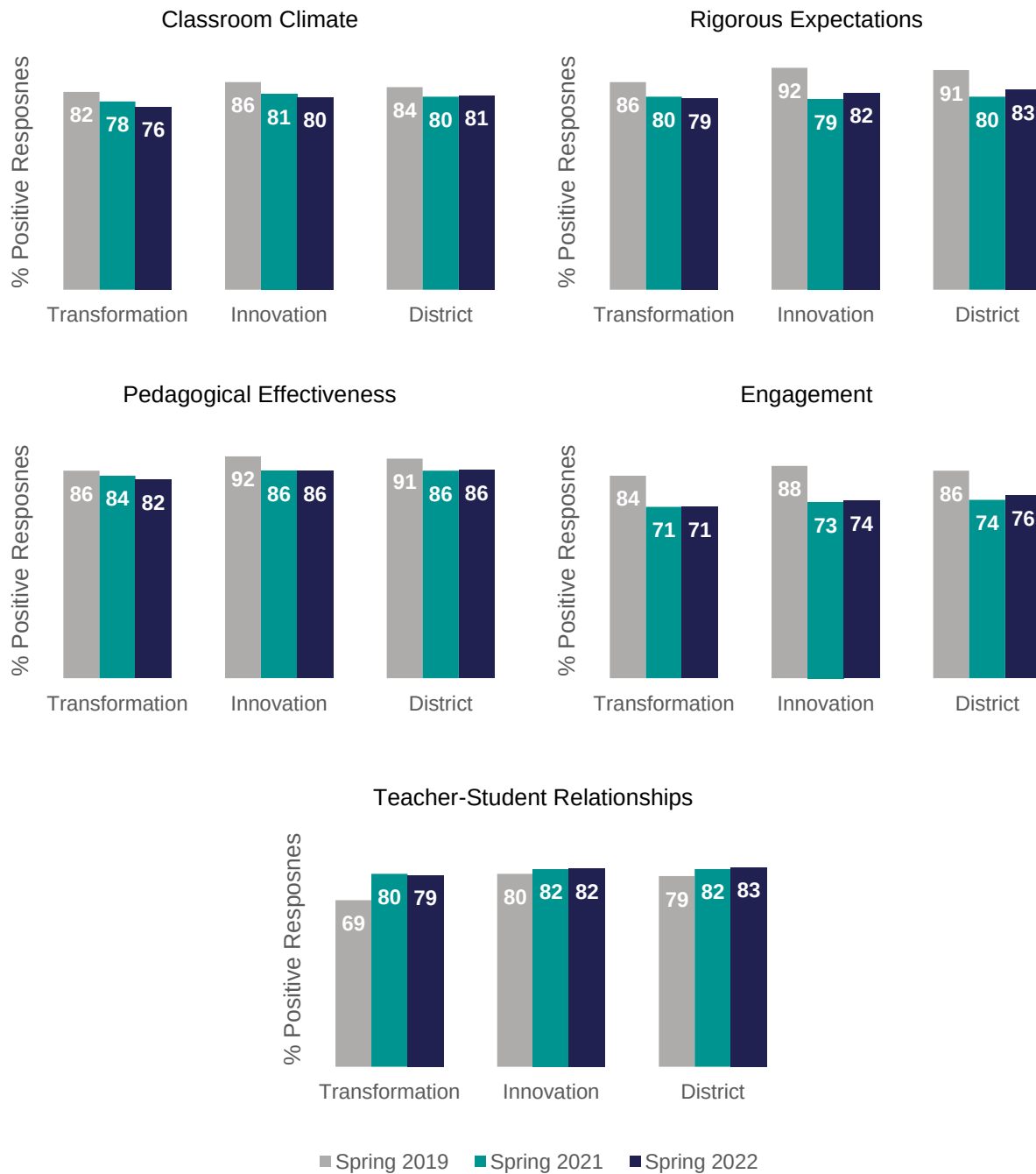
For grades 6 to 8, the percentage of positive responses on the student experience survey for Transformation schools trended downward from Spring 2019 (63% to 84%) to Spring 2022 (50% to 75%). Likewise, the percentage of positive responses for Innovation schools trended downward from Spring 2019 (57% to 82%) to Spring 2022 (52% to 77%), except for the Teacher-Student Relationships (67% to 69%) and Pedagogical Effectiveness (76% to 77%) subscales (Figure 8).

⁴¹ In 2021-22 for grades 3 to 5, Goal 6 was met for all five student experience survey subscales at 14% of the seven Transformation schools and 30% of the 27 Innovation schools.

⁴² In 2021-22 for grades 6 to 12, Goal 6 was met for all five student experience survey subscales at 29% of the seven Transformation schools and 29% of the seven Innovation schools.

⁴³ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

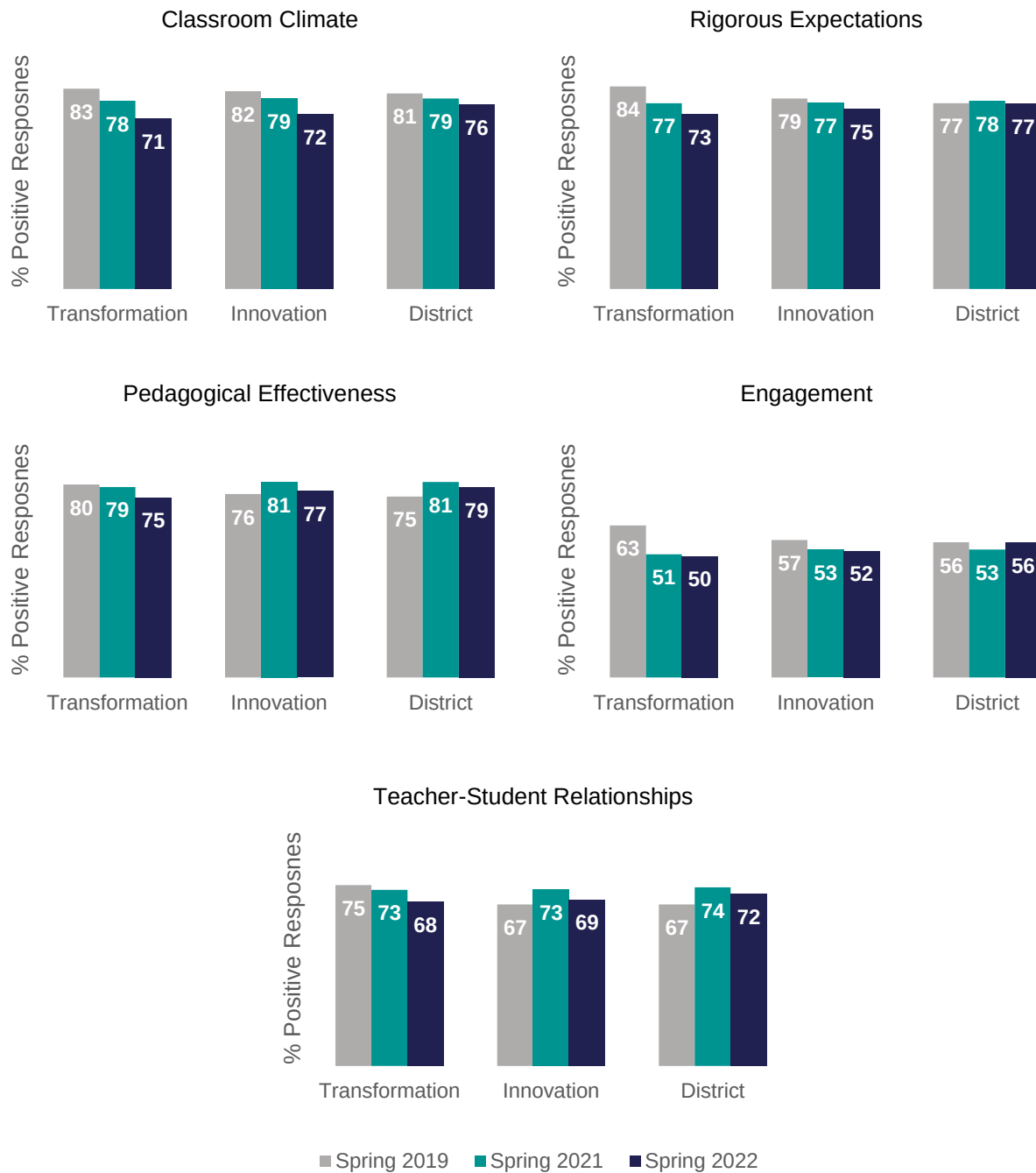
Figure 7: 2020-21 to 2021-22 Percentage of Positive Responses on Student Experience Survey for Grades 3 to 5



Source: Student Experience Survey files dated 06/19/19 (Spring 2019), 07/12/21 (Spring 2021), and 06/23/22 (Spring 2022).

Note: Data for spring 2020 were unavailable because all spring 2020 districtwide climate surveys were cancelled in response to the COVID-19 pandemic. Because of the potential impact of the COVID-19 pandemic, these findings should be viewed with caution when comparing previous years. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

Figure 8: 2020-21 to 2021-22 Percentage of Positive Responses on Student Experience Survey for Grades 6 to 12



Source: Student Experience Survey files dated 06/19/19 (Spring 2019), 07/12/21 (Spring 2021), and 06/23/22 (Spring 2022).
Note: Data for spring 2020 were unavailable because all spring 2020 districtwide climate surveys were canceled in response to the COVID-19 pandemic. Because of the potential impact of the COVID-19 pandemic, these findings should be viewed with caution when comparing previous years. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

District Parent/Guardian Survey

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

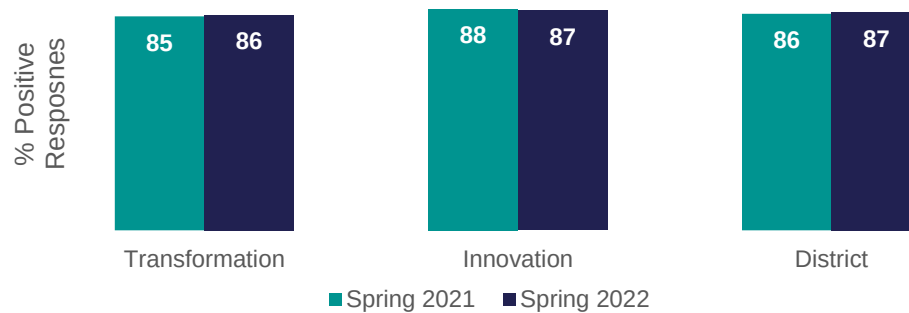
- Goal 7 was met for 53 percent of the 15 Transformation schools.⁴⁴
- Goal 7 was met for 63 percent of the 38 Innovation schools.⁴⁵

Goal 7 Results⁴⁶

Because not all Transformation and Innovation schools met the minimum response rate in 2020-21, results from previous years should be viewed with caution.

Overall, Transformation schools, Innovation schools, and the district performed similarly in both 2020-21 and 2022-21, within one to three percentage points across all groups (85% to 88%; Figure 9).

Figure 9: 2021-22 Percentage of Positive Responses on Parent/Guardian Survey



Source: District Parent/Guardian Survey file dated 06/08/22.

Note: Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

EQ6: Were the student assessment goals met for T & I schools in 2021-22?

In 2021-22, OTI set one student assessment goal for the following student achievement measures (Goal 8): *Measures of Academic Progress (MAP) Reading and Mathematics Growth* assessments and *State of Texas Assessments of Academic Readiness (STAAR)*. For *MAP Growth* assessments, Rasch Unit (RIT) scores, conditional growth percentiles (CGPs), and RIT score thresholds were used to measure student performance and academic growth over time by subject. For *STAAR*, the *STAAR 3-8* and *STAAR EOC* performance standard attainment rates were used to represent the degree to which students mastered the required content. This section includes results for this goal for *MAP Growth* and *STAAR*.

⁴⁴ In 2020-21, Goal 7 was met at 38 percent of the eight Transformation schools.

⁴⁵ In 2020-21, Goal 7 was met at 73 percent of the 22 Innovation schools included in the analyses.

⁴⁶ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

Results

Districtwide Use of MAP Growth Assessments

Table 8 presents the rates of districtwide enrolled students for whom *MAP Growth* score data were available for reading and mathematics for BOY, MOY, and EOY testing.⁴⁷ Compared to the district, a greater percentage of students in Transformation schools at each assessment window (88% to 94%) and Innovation schools at BOY (88%) were tested for reading. In addition, a greater percentage of students in Transformation (92% to 98%) and Innovation (82% to 91%) schools were tested at each assessment window for mathematics compared to the district. In addition, the percentage of students tested from BOY to EOY trended downward across all groups in 2021-22.

Table 8: 2021-22 Dallas ISD MAP Growth Testing for Reading and Mathematics by School Type and Assessment Window

School Type	Enrolled <i>N</i>	BOY	MOY	EOY
		Tested %	Tested %	Tested %
Reading				
Transformation Schools	4,134	94	88	89
Innovation Schools	17,093	88	81	76
District	114,511	88	82	79
Mathematics				
Transformation Schools	4,134	98	92	92
Innovation Schools	17,093	91	84	82
District	114,511	90	83	80

Source: District MAP files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District PEIMS snapshot demographic file dated 11/01/21.

Note: MAP Growth data represent combined data for English- and Spanish-language versions of the Reading test. **Bold teal numbers** indicate percentages that are at or above the district rate. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

RIT Scores

Goal 8: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average in 2021-22.

Regarding RIT scores, the evaluator calculated whether T & I students experienced gains from BOY to EOY that were at or above the district.

- For English reading, the goal was met for 67 percent of the 15 Transformation schools and 82 percent of the 38 Innovation schools, which was the same as 2020-21.⁴⁸
- For Spanish reading, the goal was met for 75 percent of the eight Transformation schools and 55 percent of the 31 Innovation schools, which was higher than 2020-21.⁴⁹

⁴⁷ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

⁴⁸ In 2020-21 for English reading, the goal was met for 67 percent of the 12 Transformation schools and for 82 percent of the 33 Innovation schools.

⁴⁹ In 2020-21 for Spanish reading, the goal was met for 38 percent of the eight Transformation schools and 44 percent of the 27 of the Innovation schools.

- For mathematics, the goal was met for 73 percent of the 15 Transformation schools and 76 percent of the 38 Innovation schools, which was higher 2020-21.⁵⁰

Goal 8 Results⁵¹

In 2021-22, 42 percent of Transformation schools and 50 percent of Innovation schools showed double-digit gains in mean RIT scores from BOY to EOY for English reading. Likewise, 75 percent of Transformation schools and 32 percent at Innovation schools for Spanish reading and 60 percent of Transformation schools and 74 percent of Innovation schools for mathematics had double-digit gains in mean RIT scores from BOY to EOY.

As indicated in Table 9, only Transformation schools had higher mean RIT scores (203 points to 212 points) than the district (200 points to 209 points) at each English reading and mathematics administration window. However, both Transformation (+5 points for English reading, +10 points for Spanish reading, and +8 for mathematics) and Innovation (+5 points for English reading, +9 points for Spanish reading, and +9 for mathematics) schools experienced gains in mean RIT score from BOY to EOY that met or slightly exceeded the district (+4 points for English reading, +9 points for Spanish reading, and +8 points for mathematics).

Table 9: 2021-22 Dallas ISD MAP Growth RIT Score Means for T & I Schools by School Type, Assessment, and Assessment Window

School Type	BOY		MOY		EOY		BOY – EOY Difference
	N	Mean RTI	N	Mean RIT	N	Mean RIT	Mean RIT Δ
Reading (English)							
Transformation Schools	3,611	203	3,371	205	3,384	208	+5
Innovation Schools	10,962	196	10,019	197	9,527	200	+4
District	80,258	200	74,323	202	71,300	204	+4
Reading (Spanish)							
Transformation Schools	294	174	280	180	288	184	+10
Innovation Schools	4,050	177	3,770	181	3,722	186	+9
District	20,609	177	19,497	182	19,530	186	+9
Mathematics							
Transformation Schools	4,062	204	3812	207	3,801	212	+8
Innovation Schools	15,486	195	14,432	199	14,006	204	+9
District	103,303	201	95,492	205	91,845	209	+8

Source: District MAP Growth files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District PEIMS snapshot demographic file dated 11/01/21. **Bold teal numbers** indicate mean RIT scores that are at or above the district average. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

⁵⁰ In 2020-21 for mathematics, the goal was met for 67 percent of the 12 Transformation schools and 73 percent of the 33 Innovation schools.

⁵¹ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

CGP Scores

Goal 8: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average in 2021-22.

Regarding CGP scores, the evaluator identified whether the rate of T & I students who experienced either high average or high growth from BOY to EOY was at or above the district rate.

- *For English reading, the goal was met at 60 percent of the 15 Transformation schools and 50 percent of the 38 Innovation schools, which was lower than 2020-21.*⁵²
- *For mathematics, the goal was met for 27 percent of the 15 Transformation schools and 55 percent of the 38 Innovation schools, which was lower than 2020-21.*⁵³

Goal 8 Results⁵⁴

Figure 9 and Figure 10 include the percentage of students who did not meet (low growth or low average growth), met (average growth), or exceeded (high average or high growth) *MAP Growth* targets from BOY to EOY for reading and mathematics by achievement quintile. The lowest performing students at BOY were in the low or low average achievement quintiles, and the highest performing students at BOY were in the high or high average achievement quintile.

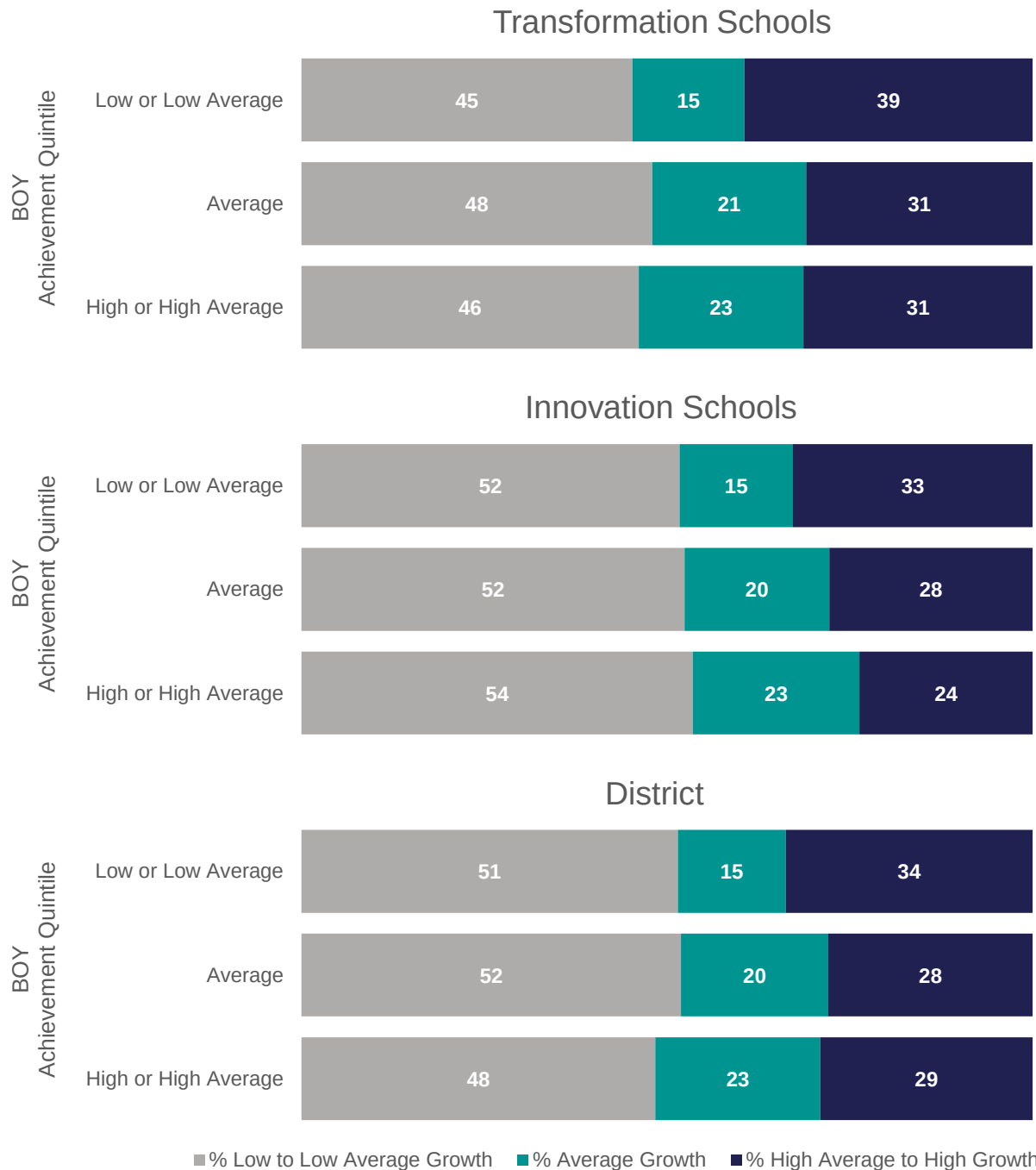
- For English reading, the rate of Transformation students in the low or low average achievement BOY quintiles who exceeded *MAP Growth* targets (39%) was higher than Innovation schools (33%) and the district (34%; Figure 9).
- For mathematics, the rate of Innovation students in the low or low average achievement BOY quintiles who exceeded *MAP Growth* targets (37%) was higher than Transformation schools (35%) and the same as the district (37%; Figure 10).

⁵² For English reading in 2020-21, the goal was met at 75 percent of the 12 Transformation schools and 76 percent of the 33 Innovation schools.

⁵³ For mathematics in 2020-21, the goal was met for 67 percent of the 12 Transformation schools and 79 percent of the 33 Innovation schools.

⁵⁴ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

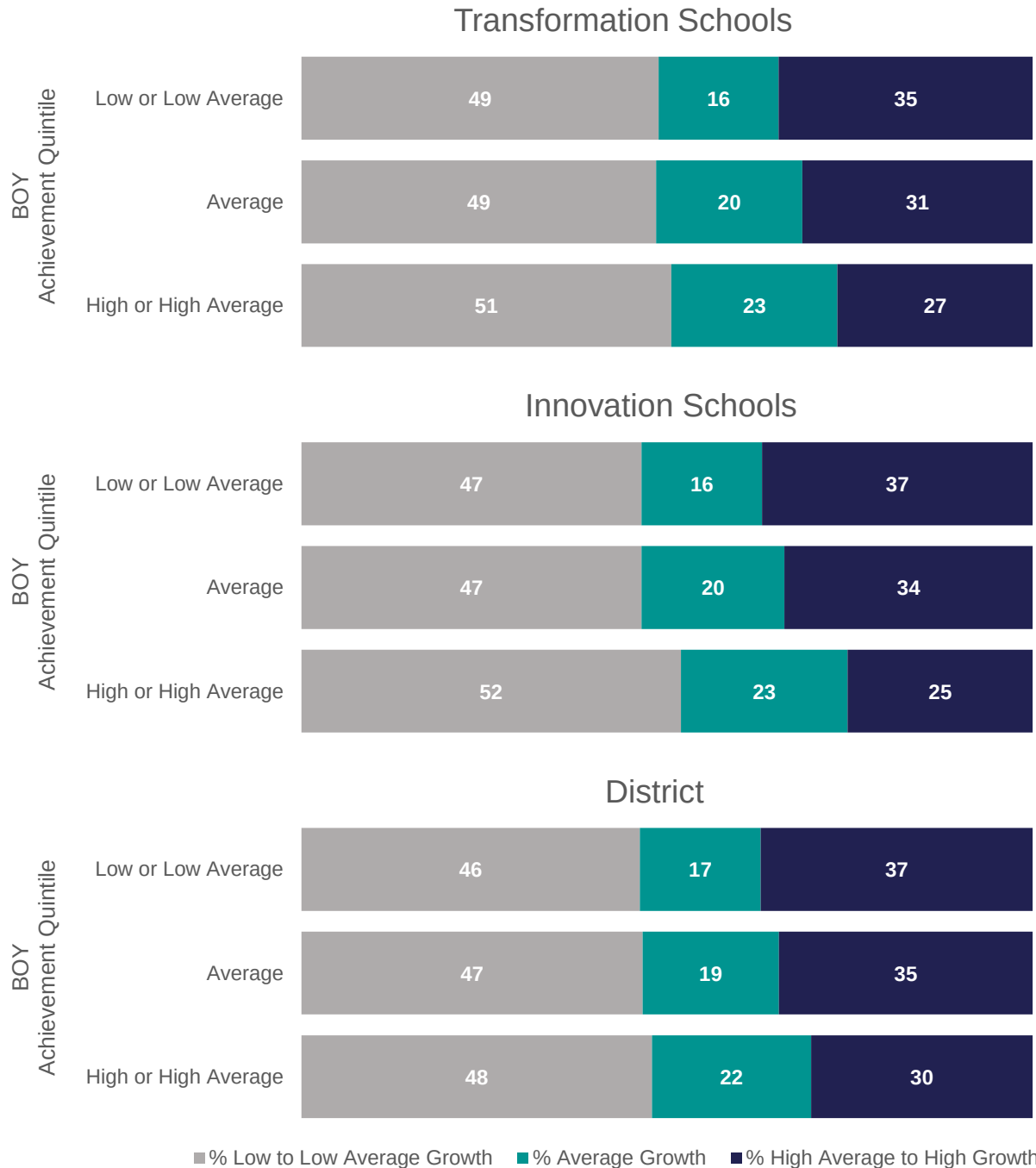
Figure 9: 2021-22 Percentage of Students Attaining Growth Targets from BOY to EOY for MAP Growth Reading (English Only) by Quintile



Source: District MAP Growth data file dated 06/22/22 (EOY) and district PEIMS snapshot demographic file dated 11/01/21.

Note: $N = 3,321$ students at Transformation schools. $N = 8,831$ students at Innovation schools. $N = 66,400$ students in overall district. To measure BOY achievement quintiles and BOY to EOY growth quintiles, the evaluator used the following percentiles: 1) Low (up to 20th percentile), 2) Low Average (21st to 40th percentile), 3) Average (41st to 60th percentile), 4) High Average (61st to 80th percentile) or 5) High (81st percentile and above). Percentages of students may not sum to 100 percent because of rounding. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

Figure 10: 2021-22 Percentage of Students Attaining Growth Targets from BOY to EOY for MAP Growth Mathematics by Quintile



Source: District MAP Growth data file dated 06/22/22 (EOY) and district PEIMS snapshot demographic file dated 11/01/21.

Note: N = 3,757 students at Transformation schools. N = 13,197 students at Innovation schools. N = 86,906 students in overall district. To measure BOY achievement quintiles and BOY to EOY growth quintiles, the evaluator used the following percentiles: 1) Low (up to 20th percentile), 2) Low Average (21st to 40th percentile), 3) Average (41st to 60th percentile), 4) High Average (61st to 80th percentile) or 5) High (81st percentile and above). Percentages of students may not sum to 100 percent because of rounding. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

RIT Score Thresholds

Goal 8: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average in 2021-22.

Regarding RIT score thresholds, the evaluator identified whether the rate of Transformation and Innovation students who scored above the 40th percentile relative to NWEA norms for Spanish reading⁵⁵ at EOY was at or above the district rate.

- For RIT score thresholds, the goal was met at 38 percent of the eight Transformation schools and 42 percent of the 31 Innovation schools, which was lower for Transformation schools and higher for Innovation schools compared to 2020-21.⁵⁶

Goal 8 Results⁵⁷

Table 10 includes the percentages of students tested at each administration for grades one through six who met NWEA's stated thresholds for the Spanish *MAP Growth* reading assessment (i.e., scored above the 40th percentile relative to NWEA norms). While most Transformation and Innovation students who took the Spanish *MAP Growth* reading assessment exceeded the 40th percentile thresholds at BOY, MOY, and EOY (57% to 65%), only Transformation schools (62% to 65%) exceeded the district rate (59% to 61%) at each assessment window.

Table 10: 2021-22 Percentage of T & I Students Who Met RIT Score Thresholds for BOY, MOY, and EOY MAP Growth Spanish Reading

Grade Level	BOY		MOY		EOY	
	N	% Met	N	% Met	N	% Met
Transformation Schools	294	65	280	62	288	62
Innovation Schools	4,044	59	3,763	57	3,715	59
District	20,571	61	19,470	59	19,512	59

Source: District *MAP Growth* files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District PEIMS snapshot demographic file dated 11/01/21.

Note: NWEA provided threshold scores for up to grade six. Data are presented for students enrolled on the PEIMS snapshot date of 11/01/21 with valid RIT scores. Met = scoring above the 40th percentile relative to NWEA norms. **Bold teal numbers** indicate percentages that are at or above the district rate. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

STAAR

Goal 8: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average in 2021-22.

Regarding STAAR 3-8 and STAAR EOCs, the evaluator identified whether the rate of T & I students at each campus who met the Approaches+ performance standards exceeded the district rate. *Some campuses had low participation rates for STAAR in 2020-21 because students could opt-out of STAAR or did not attend in-person school regularly due to the COVID-19 pandemic. Thus, the results in this section from 2020-21 should be viewed with caution.*

⁵⁵ Students who score above the 40th percentile are not considered at risk for later reading difficulties.

⁵⁶ For RIT score thresholds in 2020-21, the goal was met at four of the seven (57%) Transformation schools and nine of the 27 (33%) Innovation schools.

⁵⁷ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

STAAR 3-8.

- *For mathematics, the goal was met for:*
 - *56 percent of the nine Transformation schools*
 - *57 percent of the 28 Innovation schools*
- *For reading, the goal was met for:*
 - *89 percent of the nine Transformation schools*
 - *46 percent of the 28 Innovation schools*
- *For science, the goal was met for:*
 - *75 percent of the eight Transformation schools*
 - *68 percent of the 28 Innovation schools*
- *For social studies, the goal was met for:*
 - *67 percent of the three Transformation schools*
 - *50 percent of the four Innovation schools*

STAAR EOCs.

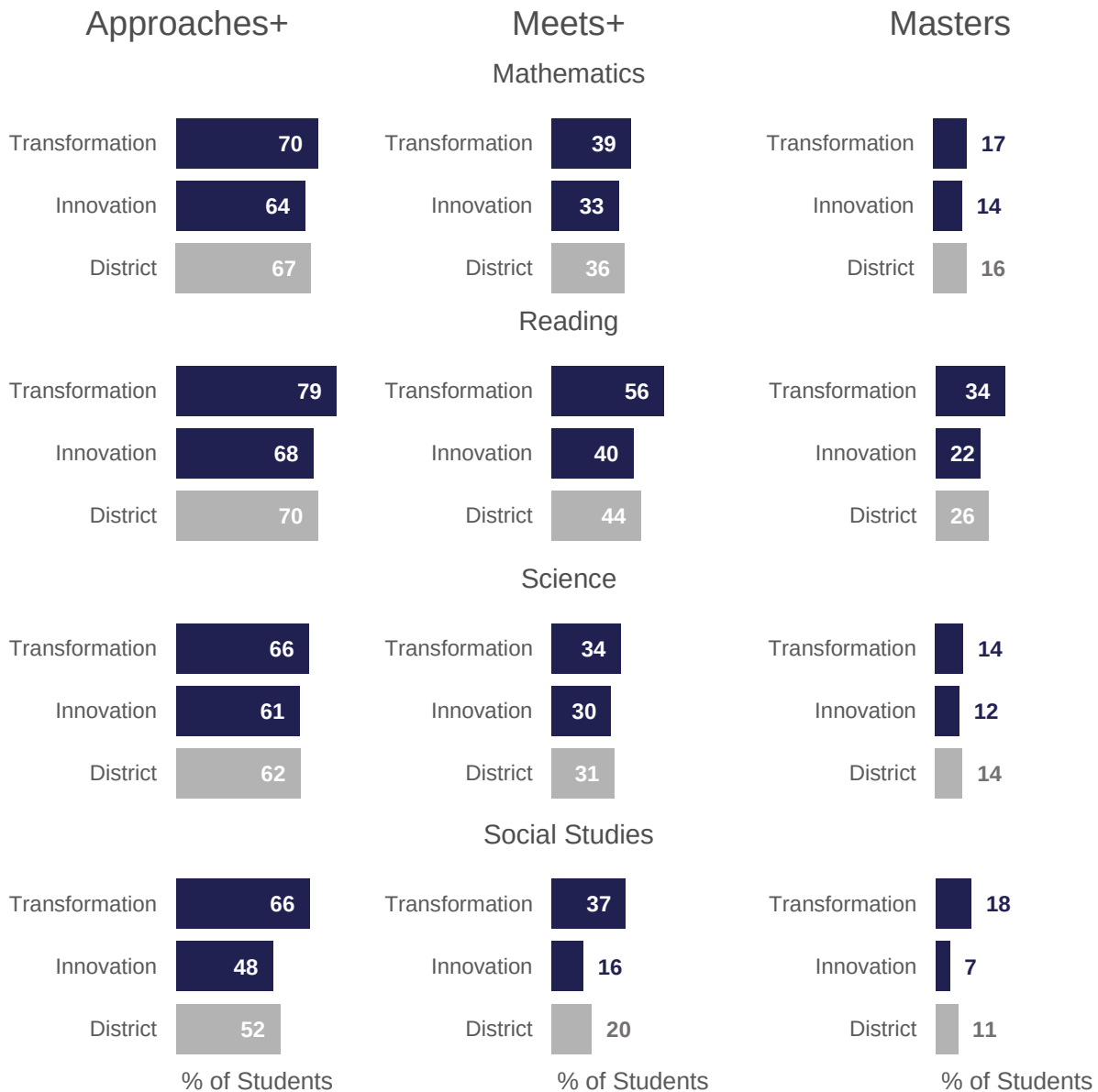
- *For Algebra I, the goal was met for:*
 - *67 percent of the six Transformation schools*
 - *67 percent of the six Innovation schools*
- *For English I, the goal was met for:*
 - *all three Transformation schools*
 - *67 percent of the three Innovation schools*
- *For English II, the goal was met for:*
 - *all three Transformation schools*
 - *50 percent of the two Innovation schools*
- *For Biology, the goal was met for:*
 - *all three Transformation schools*
 - *all two Innovation schools*
- *For U.S. History, the goal was met for:*
 - *67 percent of the three Transformation schools*
 - *all two Innovation schools*

Goal 8 Results⁵⁸

As indicated by Figure 11, all Transformation schools combined met the Approaches+ performance standard for all STAAR 3-8 assessments (66% to 79%) at a higher rate than Innovation schools (48% to 68%) and the district (52% to 70%) in 2021-22. Likewise, all Transformation schools combined (71% to 90%) and all Innovation schools combined (57% to 87%) met the Approaches+ performance standard for all STAAR EOC assessments at a higher rate than the district (53% to 83%) in 2021-22 (Figure 12).

⁵⁸ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

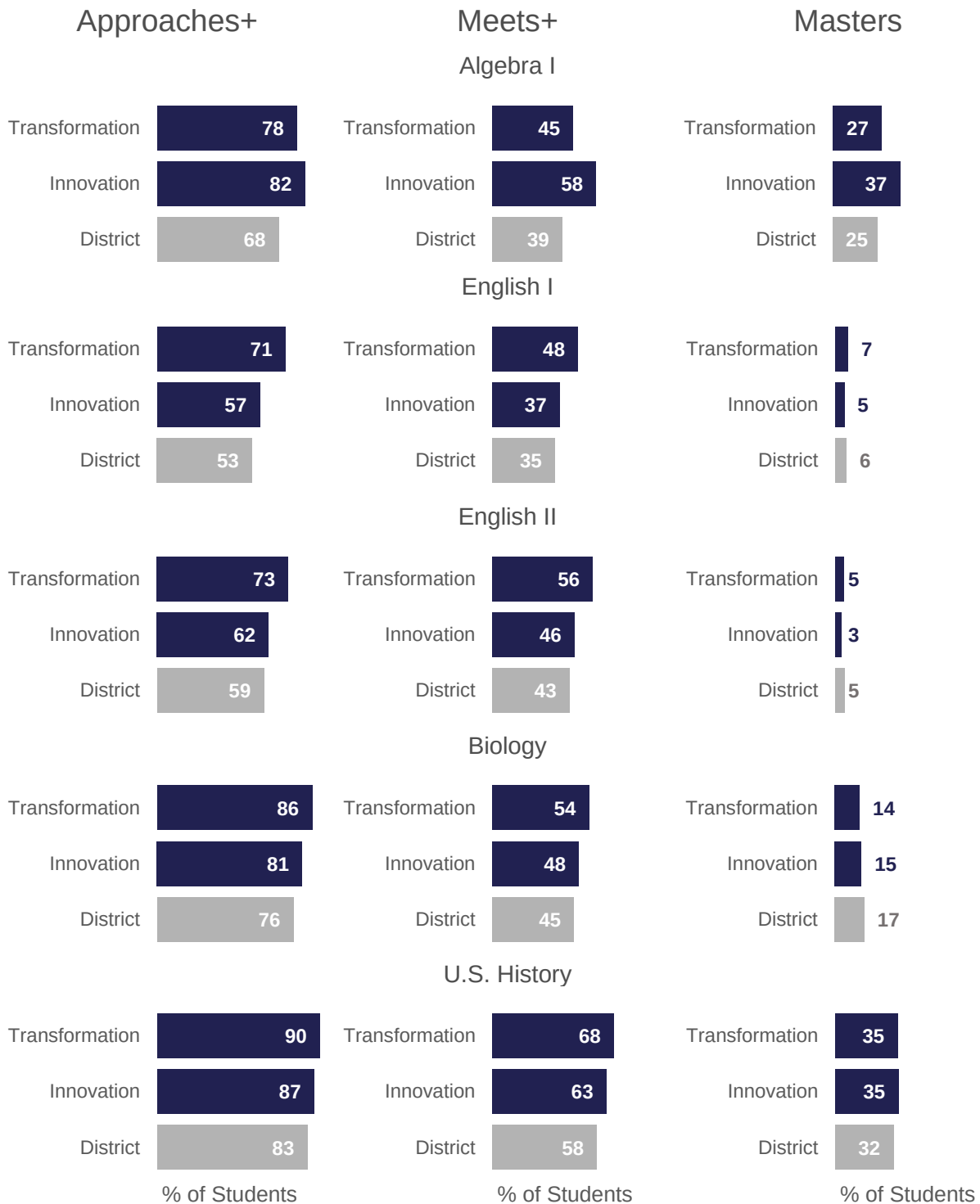
Figure 11: 2021-22 Percentage of Students Attaining STAAR 3-8 Approaches+, Meets+, or Masters Performance Standards by Subject



Source: District STAAR 3-8 file dated 08/09/22 (grades three to eight) for students enrolled on the PEIMS snapshot date of 11/01/2021.

Note: Rates reflect all versions of STAAR. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

Figure 12: 2021-22 Percentage of Students Attaining STAAR EOC Approaches+, Meets+, or Masters Performance Standards by Subject



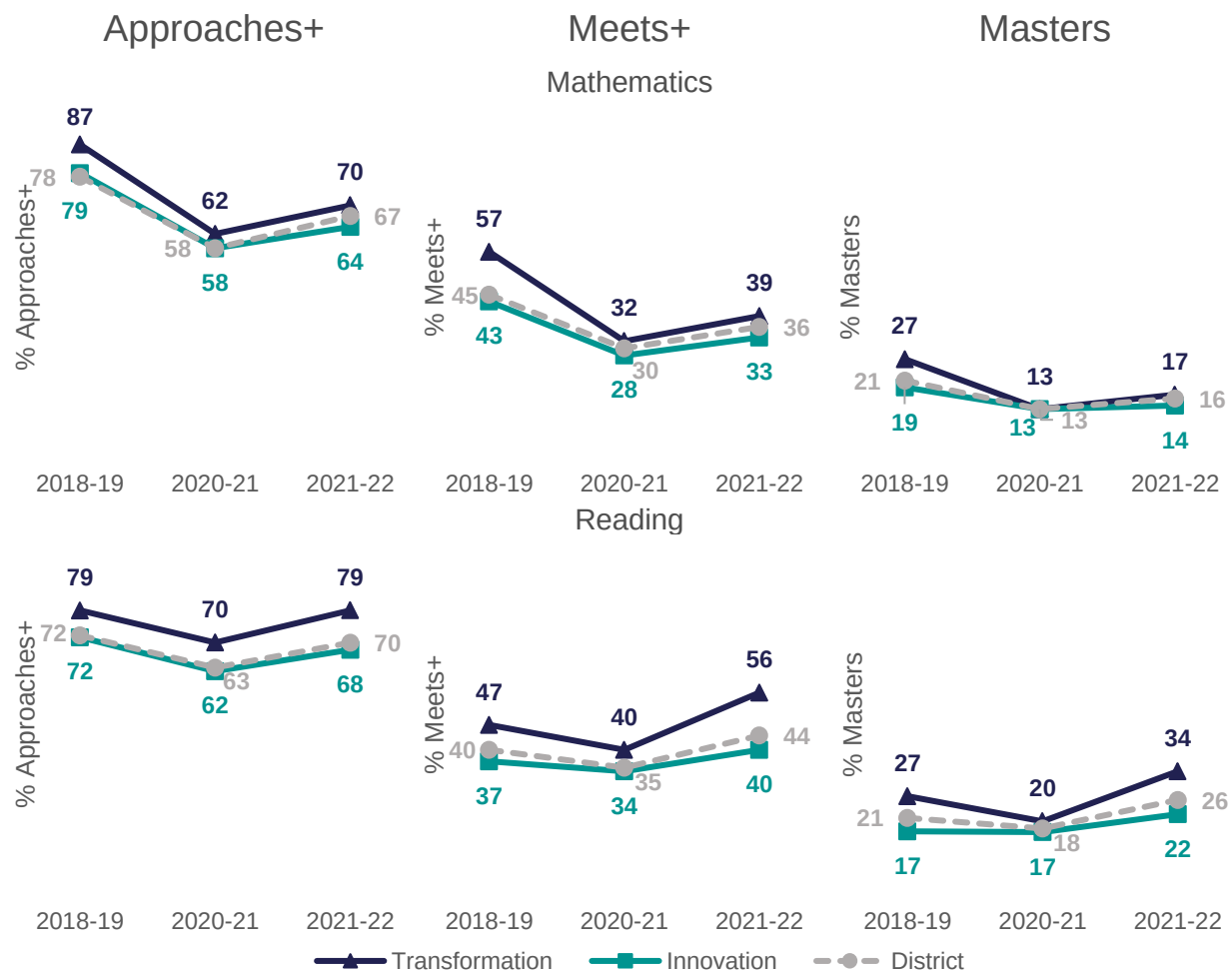
Source: District STAAR EOC file dated 07/14/22 (Algebra I, Biology, English I, English II, and U.S. History EOC) for students enrolled on the PEIMS snapshot date of 11/01/21.

Note: Rates reflect all versions of STAAR EOCs. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org.

2018-19 to 2021-22 STAAR 3-8 Results

From 2018-19 to 2020-21, the rate of students who met the Approaches+ performance standard for STAAR 3-8 assessments trended downward at Transformation schools, Innovation schools, and the district due to the impact of the COVID-19 pandemic (Figure 13 and Figure 14). However, from 2020-21 to 2021-22, the rate of students who met the Approaches+ performance standard at Transformation schools for STAAR 3-8 trended upward for Mathematics (62% to 70%), Reading (70% to 79%) and Social Studies (35% to 66%). Likewise, from 2020-21 to 2021-22, the rate of students who met the Approaches+ performance standard at Innovation schools for STAAR 3-8 trended upward for Mathematics (58% to 64%), Reading (62% to 68%), Science (55% to 61%), and Social Studies (42% to 48%).

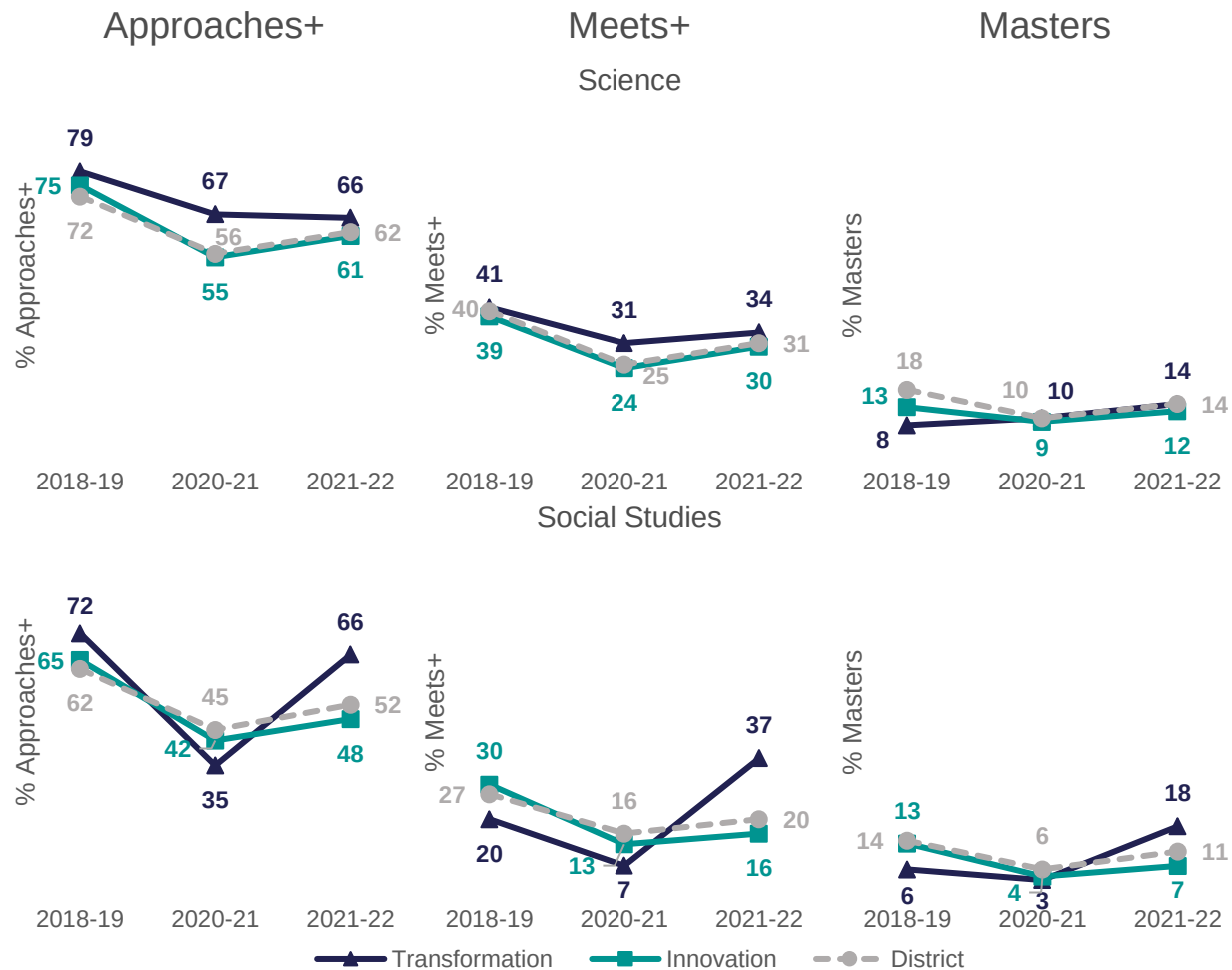
Figure 13: 2020-21 to 2021-22 One-Year STAAR 3-8 Trends for Mathematics, Reading, and Writing for Transformation Schools, Innovation Schools, and the District.



Source: District STAAR 3-8 file dated 08/09/22 (grades three to eight) for students enrolled on the PEIMS snapshot date of 11/01/2021 (2021-22). Data from 2018-19 and 2020-21 were retrieved from Barton (2021) and Sanguras (2019).

Note: Rates reflect all versions of STAAR. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic.

Figure 14: 2020-21 to 2021-22 One-Year STAAR Trends for Science and Social Studies for Transformation Schools, Innovation Schools, and the District.



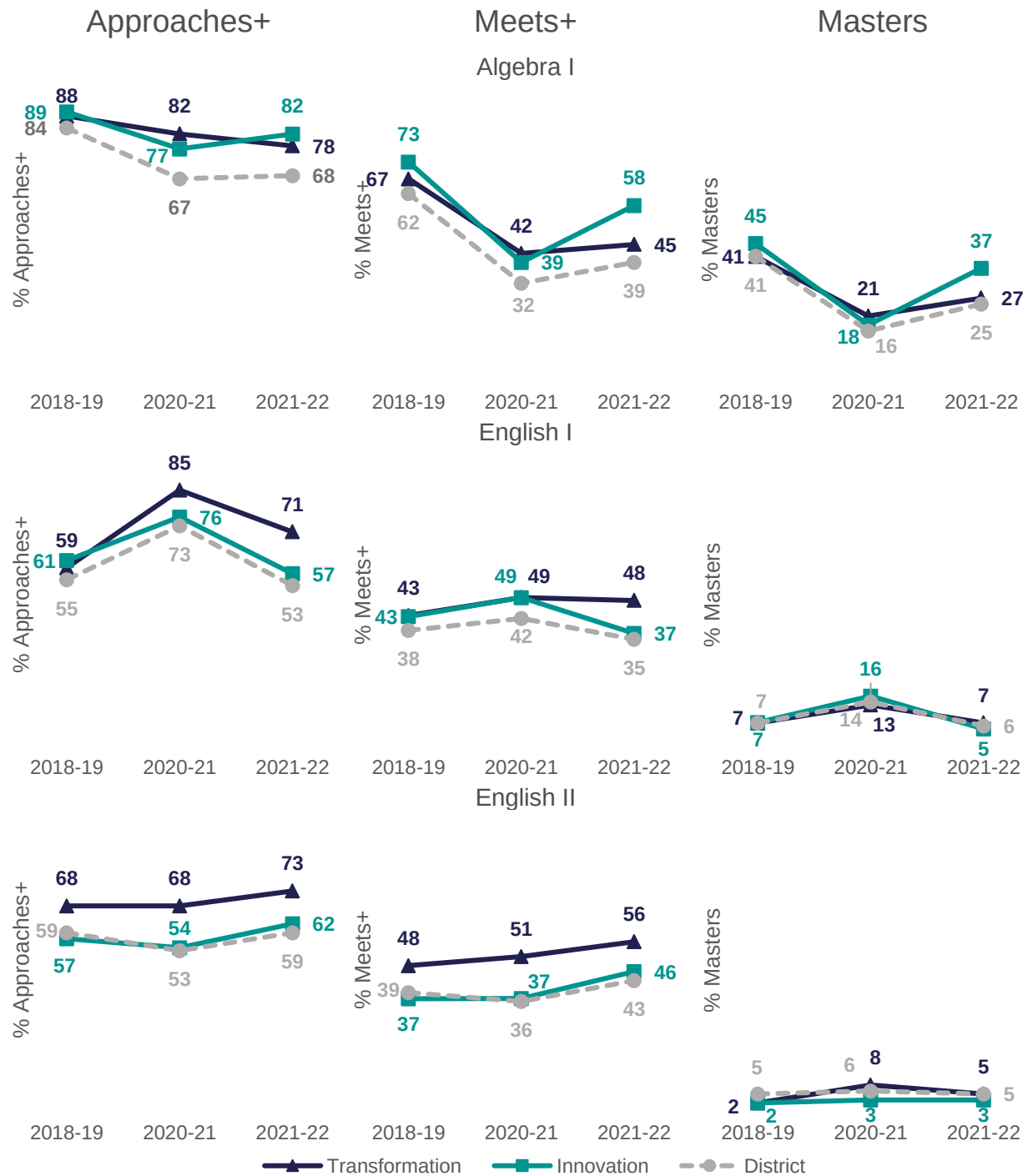
Source: District STAAR 3-8 file dated 08/09/22 (grades three to eight) for students enrolled on the PEIMS snapshot date of 11/01/2021 (2021-22). Data from 2018-19 and 2020-21 were retrieved from Barton (2021) and Sanguras (2019).

Note: Rates reflect all versions of STAAR. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic.

2020-21 to 2021-22 STAAR EOC Results

From 2018-19 to 2020-21, the rate of students who met the Approaches+ performance standard for STAAR EOC assessments trended downward or stayed the same at Transformation schools, Innovation schools, and the district due to the impact of the COVID-19 pandemic, except for English I (Figure 15 and Figure 16). However, from 2020-21 to 2021-22, the rate of students who met the Approaches+ performance standard at Transformation schools for STAAR EOC trended upward for English II (68% to 73%), Biology (73% to 86%) and U.S. History (89% to 90%; Figure 15 and Figure 16). Likewise, from 2020-21 to 2021-22, the rate of students who met the Approaches+ performance standard at Innovation schools for STAAR EOC trended upward for Algebra I (77% to 82%), English II (54% to 62%), Biology (60% to 81%), and U.S. History (84% to 87%).

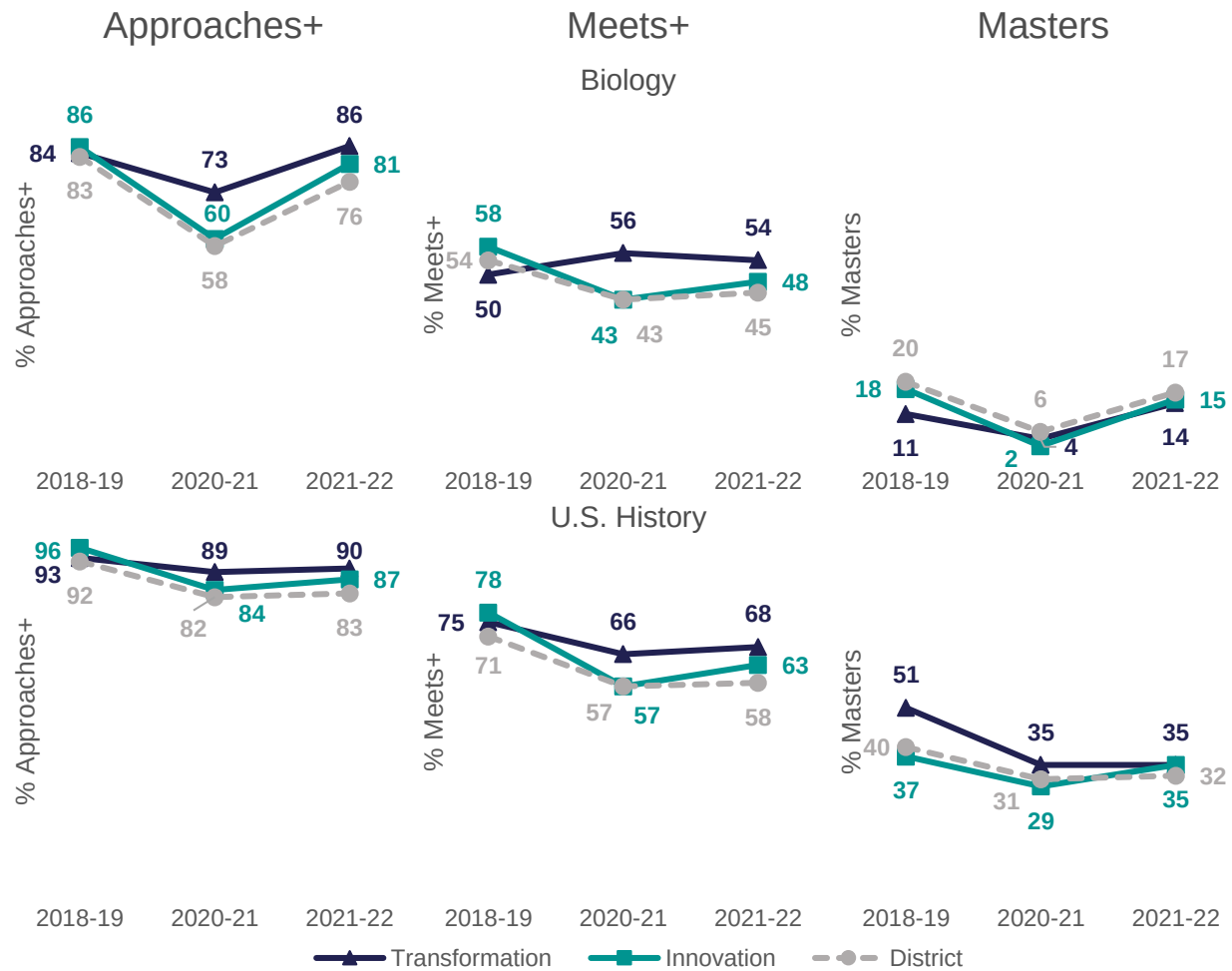
Figure 15: 2020-21 to 2021-22 One-Year STAAR Trends for Mathematics, Reading and Writing for Transformation Schools, Innovation Schools, and the District.



Source: District STAAR EOC file dated 07/14/22 (Algebra I, Biology, English I, English II, and U.S. History EOC) for students enrolled on the PEIMS snapshot date of 11/01/21 (2021-22). Data from 2018-19 and 2020-21 were retrieved from Barton (2021) and Sanguras (2019).

Note: Rates reflect all versions of STAAR EOCs. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic.

Figure 16: 2020-21 to 2021-22 One-Year STAAR Trends for Science and Social Studies for Transformation Schools, Innovation Schools, and the District.



Source: District STAAR EOC file dated 07/14/22 (Algebra I, Biology, English I, English II, and U.S. History EOC) for students enrolled on the PEIMS snapshot date of 11/01/22 (2021-22). Data from 2018-19 and 2020-21 were retrieved from Barton (2021) and Sanguras (2019).

Note: Rates reflect all versions of STAAR EOCs. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting jobarton@dallasisd.org. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic.

EQ7: What were the high school graduation and college enrollment rates for students at Transformation High Schools?

Results

One-Year High School Graduation Rate (Class of 2022)

One-hundred and forty-eight Grade 12 students were enrolled in Transformation high schools at the end of 2021-22. Of those, 97 percent graduated by August 2022, which was higher than the district rate (93%; Table 11). The rates for CityLab (100%), IDEA (98%), and New Tech (100%) were also higher than the district.

Table 11: 2021-22 Rate of Grade 12 Students at Transformation High Schools Who Graduated by August 2022

Campus	Grade 12 Students in 2021-22	
	N	% Graduated
CityLab	55	100.0
IDEA	52	98.1
New Tech	41	100.0
Transformation	148	99.3
District	8,691	93.3

Source: End-of-year demographic file dated 06/07/22 and graduation file dated 08/23/22.

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

Four-Year High School Graduation Rate (Class of 2021)

The four-year longitudinal graduation rate for the class of 2021 at Transformation high schools was 96 percent, which was higher than the district rate (80%; Table 12). The four-year graduation rate for IDEA (97%) and New Tech (95%) was also higher than the district rate.⁵⁹

Table 12: 2021-22 Four-Year Longitudinal High School Graduation Rates for Transformation Schools (Class of 2021)

Campus	Class of 2021		
	Class	Graduated	
		n	Rate (%)
IDEA	60	58	96.7
New Tech	60	57	95.0
Transformation	120	115	95.8
District	9,682	7,754	80.1

Source: Graduation rates for the class of 2021 accessed on 11/09/22 at tea.texas.gov.

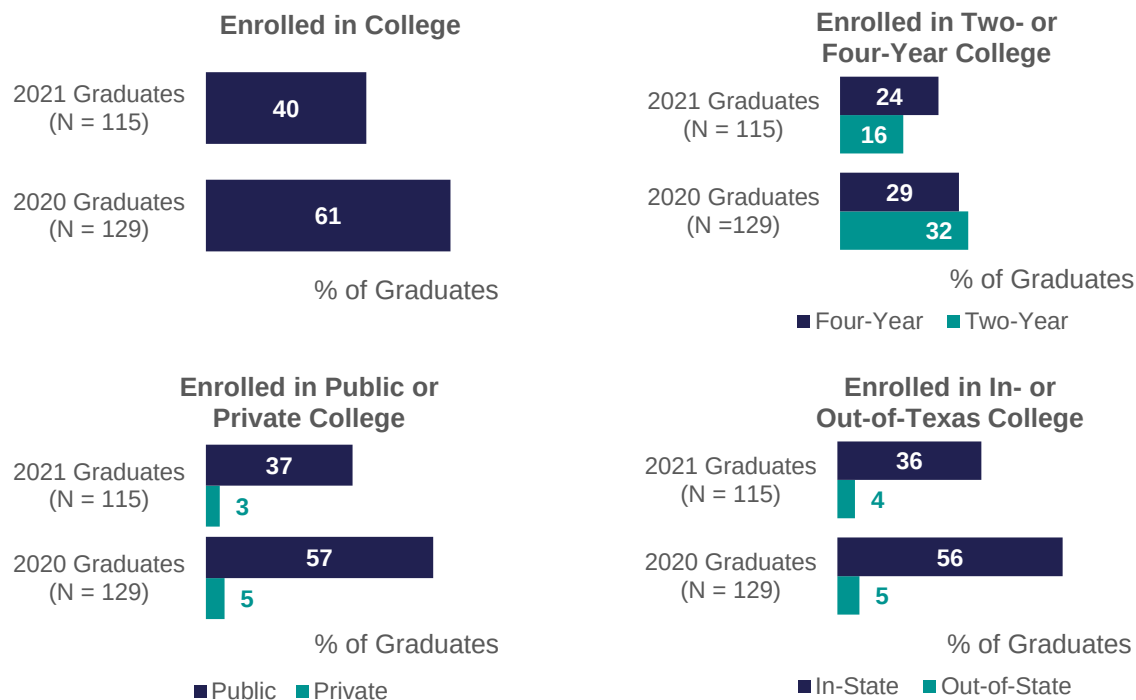
Note: The four-year graduation rate for CityLab was not available because an additional year was needed before the calculation is completed. **Bold teal numbers** indicate percentages that are at or above the district rate.

⁵⁹ The four-year graduation rate for CityLab was not available because an additional year was needed before the calculation is completed. Four-year rates are calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and fifth years of the cohort or (b) served Grade 12 in the first and fifth years of the cohort. More information can be found at: <https://tea.texas.gov/sites/default/files/dropcomp-2020-21.pdf>.

College Enrollment

According to the National Student Clearinghouse (NSC), the college enrollment rate ⁶⁰ for 2021 graduates at Transformation high schools⁶¹ was 40 percent ($N = 115$) in 2021 (Figure 17), which was lower than the district rate for 2021 graduates (49%). NSC also updated the college enrollment rate for 2020 graduates from 50 percent in 2020 to 61 percent in 2021, which was higher than the district rate for 2020 graduates (53%). In addition, a higher percentage of 2021 graduates at Transformation high schools enrolled in a four-year college (24%) than a two-year college (16%), and they were more likely to enroll in a public (37%) or in-Texas (36%) college.

Figure 17: 2021 National Student Clearinghouse Enrollment Statistics for 2020 and 2021 Graduates at Transformation High Schools



Source: District National Student Clearinghouse (NSC) data file dated 08/09/22.

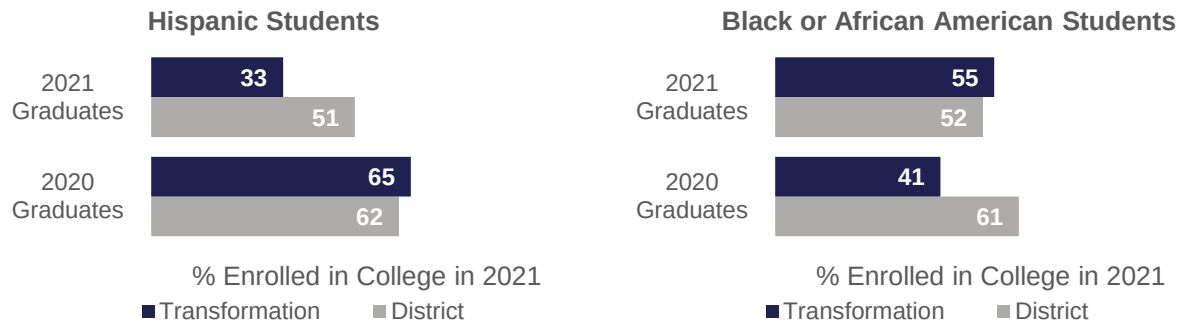
Note: N = total number of graduates. In 2021, NSC included college enrollment data for IDEA and New Tech HS. Percentages represent students who graduated from Transformation high schools and enrolled in college any time during the first two years following high school graduation. Because college enrollment data in the NSC file is updated over time, these percentages may change each year.

According to Figure 18, NSC reported that the 2021 college enrollment rate for Hispanic students who graduated from a Transformation high school in 2021 was 33 percent, which was lower than Hispanic graduates in the district (51%) and 2020 graduates (65%). This trend was reversed for Black or African American students. The 2021 college enrollment rate for Black or African American students who graduated from a Transformation high school in 2021 was 55 percent, which was higher than Black or African American graduates in the district (52%) and 2020 graduates (41%).

⁶⁰ College enrollment rate was defined as enrollment within two years of high school graduation.

⁶¹ In 2021, NSC included college enrollment data for IDEA and New Tech HS.

Figure 18: 2021 National Student Clearinghouse Enrollment Statistics for 2020 and 2021 Graduates at Transformation High Schools by Race/Ethnicity



Source: Dallas ISD National Student Clearinghouse (NSC) data files dated 08/21/21 and 08/09/22.

Note: *N* = 78 Hispanic students at Transformation High schools (2021 graduates). *N* = 5,819 Hispanic Dallas ISD students (2021 graduates). *N* = 95 Hispanic students at Transformation High schools (2020 graduates). *N* = 5,896 Hispanic Dallas ISD students (2020 graduates). *N* = 31 Black or African American students at Transformation High schools (2021 graduates). *N* = 1,671 Black or African American Dallas ISD students (2021 graduates). *N* = 29 Black or African American students at Transformation High schools (2020 graduates). *N* = 1,741 Black or African American Dallas ISD students (2020 graduates). Not all racial groups are displayed. In 2021, NSC included college enrollment data for IDEA and New Tech HS. Includes students enrolled with two years of high school graduation into two- or four-year degree programs.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The OTI program aimed to help all Dallas ISD students find the school that best fits their interests, aspirations, and preferred learning styles. To accomplish this goal, OTI included Transformation schools, Innovation schools, and Innovation pilot schools in 2021-22. From 2020-21 to 2021-22, the number of T & I campuses and students increased (*N* = 45 to 53 and *N* = 18,739 to 26,828, respectively), as well as the budget (\$6,126,178 to \$7,150,330). Key findings are included below. See Appendix B on page 57 for a goal summary table.

- The annual PSC application process remained competitive. Of the 20 proposals submitted for the new cohort of PSC 8.0 schools in 2022-23, 13 were approved (three Transformation schools, eight Innovation schools, and two Innovation pilot or redesign schools), which included eight Innovation Engine schools.
- **Goal 1** (*The percentage of economically disadvantaged students at Transformation campuses will be at least five percentage points lower than the district average; i.e., more diverse*) was met for all Transformation schools combined and for 77 percent of the 13 Transformation schools that were included in the socioeconomic diversity goal.
- **Goal 2** (*The percentage of students at Transformation campuses will be at least five-percentage points higher or lower than the district average in one or more racial categories; i.e., more diverse*) was met for all Transformation schools combined and for 87 percent of the 15 Transformation schools
- **Goal 3** (*The number of students applying to a Transformation school in spring 2022 will exceed the number of seats available overall and for each Transformation campus*) was met for all Transformation schools combined and for 94 percent of the 18 Transformation schools that were open during the 2022-23 school year. The number of students at entry grade levels applying to a Transformation school

in spring 2022 ($N = 5,569$) exceeded the number of seats available at entry grade levels ($N = 1,763$). Overall, the applicant-to-seat ratio for entry grade levels was 3.2 applicants for each available seat.

- **Goal 4** (*At least 25 percent of 2021-22 students selected in the spring 2021 lottery will be recapture students*) was met for all Transformation schools combined. The overall percentage of recapture students enrolled in 2021-22 Transformation schools was 36 percent.
- **Goal 5** (*The percentage of positive responses on the District Campus Climate Survey for T & I schools will be at or above the district average*) was met for all six climate survey subscales at 46 percent of the 13 Transformation schools and 34 percent of the 38 Innovation schools.
 - Overall, all Transformation schools combined and all Innovation schools combined met the goal for all six climate survey subscales.
 - School-level data also revealed that 16 schools (three Transformation and 13 Innovation) had fewer than 70 percent positive responses on three or more subscales.
 - For Transformation schools, the percentage of positive responses on the District Campus Climate Survey for Transformation schools increased for all six subscales from Fall 2019 (69% to 87%) to Spring 2022 (78% to 90%).
 - For Innovation schools, while the percentage of positive response for all six climate subscales trended downward from Fall 2019 (75% to 89%) to Spring 2021 (69% to 85%), the rate rebounded for all six climate subscales in Spring 22 (75% to 87%).
- For grades 3 to 5, **Goal 6** (*percentage of positive responses on the district Student Experience Survey for T & I schools will be at or above the district average*) was met for all five student experience survey subscales at 25 percent of the eight Transformation schools and 31 percent of the 29 Innovation schools.
 - For Transformation schools, the percentage of positive responses trended downward from Spring 2019 (69% to 86%) to Spring 2022 (71% to 82%), except for the Teacher-Student Relationships subscale (69% to 79%).
 - Likewise for Innovation schools, the percentage of positive responses trended downward from Spring 2019 (80% to 92%) to Spring 2022 (74% to 86%), except for the Teacher-Student Relationships subscale (80% to 82%).
- For grades 6 to 8, **Goal 6** (*percentage of positive responses on the district Student Experience Survey for T & I schools will be at or above the district average*) was met for all five student experience survey subscales at 20 percent of the 10 Transformation schools and 20 percent of the 10 Innovation schools.
 - For Transformation schools, the percentage of positive responses trended downward from Spring 2019 (63% to 84%) to Spring 2022 (50% to 75%).
 - Likewise for Innovation schools, the percentage of positive responses trended downward from Spring 2019 (57% to 82%) to Spring 2022 (52% to 77%), except for the Teacher-Student Relationships (67% to 69%) and Pedagogical Effectiveness (76% to 77%) subscales.

- **Goal 7** (*The percentage of positive responses on the District Parent/Guardian Survey for T & I schools will be at or above the district average*) was met at 53 percent of the 15 Transformation schools and 63 percent of the 38 Innovation schools.
 - Transformation schools, Innovation schools, and the district performed similarly in both 2020-21 and 2022-21, within one to three percentage points across all groups (85% to 88%).
- **Goal 8** (*The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average*) was assessed using RIT scores, CGP scores, RIT score thresholds, STAAR 3-8, and STAAR EOCs.
 - **RIT scores:**
 - For English reading, the goal was met for 67 percent of the 15 Transformation schools and for 82 percent of the 38 Innovation schools.
 - For Spanish reading, the goal was met for 75 percent of the eight Transformation schools and 55 percent of the 31 Innovation schools.
 - For mathematics, the goal was met for 73 percent of the 15 Transformation schools and 76 percent of the 38 Innovation schools.
 - **CGP scores:** For English reading, the goal was met at 60 percent of the 15 Transformation schools and 50 percent of the 38 Innovation schools. For mathematics, the goal was met for 27 percent of the 15 Transformation schools and 55 percent of the 38 Innovation schools.
 - English reading, the rate of Transformation students in the low or low average achievement BOY quintiles who exceeded *MAP Growth* targets (39%) was higher than Innovation schools (33%) and the district (34%).
 - For mathematics, the rate of Innovation students in the low or low average achievement BOY quintiles who exceeded *MAP Growth* targets (37%) was higher than Transformation schools (35%) and the same as the district.
 - **RIT score thresholds:** the goal was met at 38 percent of the eight Transformation schools and 42 percent of the 31 Innovation schools.
 - **STAAR 3-8:**
 - For mathematics, the goal was met for 56 percent of the nine Transformation schools and 57 percent of the 28 Innovation schools.
 - For reading, the goal was met for 89 percent of the nine Transformation schools and 46 percent of the 28 Innovation schools.
 - For science, the goal was met for 75 percent of the eight Transformation schools and 68 percent of 28 of the Innovation schools.
 - For social studies, the goal was met for 67 percent of the three Transformation schools and 50 percent of the four Innovation schools.

- In 2021-22, all Transformation schools combined met the Approaches+ performance standard for all STAAR 3-8 assessments (66% to 79%) at a higher rate than Innovation schools (48% to 68%) and the district (52% to 70%).
 - From 2018-19 to 2020-21, the rate of students who met the Approaches+ performance standard for STAAR 3-8 assessments trended downward at Transformation schools, Innovation schools, and the district due to the impact of the COVID-19 pandemic.
 - For Transformation schools, the rate of students who met the Approaches+ performance standard trended upward from 2020-21 to 2021-22 for Mathematics (62% to 70%), Reading (70% to 79%) and Social Studies (35% to 66%).
 - For Innovation schools, the rate of students who met the Approaches+ performance standard trended upward from 2020-21 to 2021-22 for Mathematics (58% to 64%), Reading (62% to 68%), Science (55% to 61%), and Social Studies (42% to 48%).
- **STAAR EOCs:**
 - For Algebra I, the goal was met for 67 percent of the six Transformation schools and 67 percent of the six Innovation schools.
 - For English I, the goal was met for all three Transformation schools and 67 percent of the three Innovation schools.
 - For English II, the goal was met for all three Transformation schools and 50 percent of the two Innovation schools.
 - For Biology, the goal was met for all three Transformation schools and all two Innovation schools.
 - For U.S. History, the goal was met for 67 percent of the three Transformation schools and all two Innovation schools.
 - In 2021-22, all Transformation schools combined (71% to 90%) and all Innovation schools combined (57% to 87%) met the Approaches+ performance standard for all STAAR EOC assessments at a higher rate than the district (53% to 83%).
 - From 2018-19 to 2020-21, the rate of students who met the Approaches+ performance standard for STAAR EOC assessments trended downward or stayed the same at Transformation schools, Innovation schools, and the district due to the impact of the COVID-19 pandemic, except for English I.
 - For Transformation schools, the rate of students who met the Approaches+ performance standard for STAAR EOC trended upward from 2020-21 to 2021-22 for English II (68% to 73%), Biology (73% to 86%) and U.S. History (89% to 90%).

- For Innovation schools, the rate of students who met the Approaches+ performance standard for STAAR EOC trended upward for Algebra I (77% to 82%), English II (54% to 62%), Biology (60% to 81%), and U.S. History (84% to 87%).
- Of the 148 Grade 12 students who were enrolled in Transformation high schools at the end of 2021-22, 97 percent graduated by August 2022, which was higher than the district rate (93%).
- The four-year longitudinal graduation rate for the class of 2021 at Transformation high schools was 96 percent, which was higher than the district rate (80%).
- While the college enrollment rate (i.e., enrollment within two years of high school graduation) for 2021 graduates at Transformation high schools (40%) was lower than the district (49%) in 2021, the college enrollment rate for 2020 graduates (60%) was higher than the district (53%) in 2021.
- The 2021 college enrollment rate for Hispanic students who graduated from a Transformation high school in 2021 was 33 percent, which was lower than Hispanic graduates in the district (51%) and 2020 graduates (65%). The 2021 college enrollment rate for Black or African American students who graduated from a Transformation high school in 2021 was 55 percent, which was higher than Black or African American graduates in the district (52%) and 2020 graduates (41%).

Recommendations

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

Continue using the Innovation Engine initiative to produce high-quality PSC proposals. The Innovation Engine award provides seed money for campuses to plan, explore, and find the best-fit model for the school community. In 2021-22, eight schools from the Innovation Engine initiative (1.0, 2.0, and 3.0) developed high-quality PSC proposals that were chosen for the upcoming PSC 8.0 cohort as Innovation Schools. This accounted for 67% of all PSC 8.0 campuses. OTI staff members should continue using the Innovation Engine initiative to help campuses produce high-quality PSC proposals.

Ensure adequate supports are available for schools as the district continues to scale the PSC initiative. Because the number of Transformation and Innovation campuses will increase from 53 in 2021-22 to 61 in 2022-23, it will be important that adequate supports are in place to assist both new and existing campuses as the district continues to scale the initiative. For example, OTI staff members should continue (a) developing fidelity measures (e.g., implementation continuums) to ensure schools are consistently implementing their anchor model and (b) providing campuses with targeted support through training, coaching, and written expectations.

Continue striving for a socioeconomically and racially diverse student body at Transformation schools. In 2021-22, most Transformation schools met the goal of being more socioeconomically and

racially diverse than the district. However, most Transformation schools were still trying to achieve a 50/50 socioeconomic school model (i.e., 50% economically disadvantaged and 50% not economically disadvantaged). To recruit more students and move closer to a 50/50 socioeconomic model, OTI program staff members should continue working towards having more students apply to Transformation schools than seats available and recapturing students who live within district boundaries but attend non-district schools.

Bolster support for schools that scored below 70 percent positive on three or more of the six Climate Survey subscales. While the percentage of positive responses on the Climate Survey for all Transformation schools and all Innovation schools was higher than the district, 16 schools (three Transformation and 13 Innovation) had below 70 percent positive rates on three or more subscales, which was similar to 2020-21. OTI program staff members should continue efforts to help campuses struggling with improving campus climate.

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APPENDICES



Appendix A: 2021-22 Methodology for Evaluation Questions

EQ1: How was the OTI program implemented in 2021-22?

Methodology

Information about the school and student selection processes for T & I schools was collected by interviewing OTI staff members and reviewing OTI internal documents, the OTI website, and T & I campus websites. This included details about the school selection process, school location and anchor model decision-making process, Innovation Engine Award program, development of implementation continuums, and the student selection process.

EQ2: What were the characteristics of T & I schools, campus staff members, and students in 2021-22?

Methodology

Characteristics of 2021-22 T & I Schools

Characteristics of T & I schools (i.e., school name, school level, grades served, and anchor model) were gathered by interviewing OTI staff members and reviewing OTI internal documents, the OTI website, and T & I campus websites. Using the 2021-22 Public Education Information Management System (PEIMS) district demographic file,⁶² frequency and crosstab analyses were also conducted to determine student enrollment for T & I campuses overall, school type (Transformation or Innovation), and individual campuses.

Campus Staff Demographics

To examine campus staff demographic characteristics (i.e., teachers and principal/assistant principals), the evaluator conducted frequency and crosstabs analyses using a district personnel data file.⁶³ Data were analyzed by school level, gender, ethnicity, years of experience in the district, highest degree earned, and alternative certification status for Transformation Schools, Innovation Schools, and overall district.⁶⁴

Campus Staff Retention Rates

To calculate staff retention rates from 2020-21 to 2021-22, the evaluator used school location information for teachers and principals in T & I schools from the district personnel files to conduct frequency and crosstabs analyses.⁶⁵ The evaluator counted the number of staff members in 2020-21 T & I schools who continued to work on the same campus (stayers), moved to another T & I campus or non-T & I campus (movers), or left the district (leavers) in 2021-22.

⁶² The 2021-22 district PEIMS demographic file was dated 11/01/2021.

⁶³ The district personnel file was dated 01/05/22 (2021-22).

⁶⁴ Teacher Excellence Initiative (TEI) evaluation ratings were not available in 2021-22 because the TEI scorecards for the 2020-21 school year were cancelled in response to the COVID-19 pandemic.

⁶⁵ The district personnel files were dated 01/05/21 (2020-21) and 01/05/22 (2021-22).

Student Demographics

The evaluator used the 2021-22 district PEIMS demographic file⁶⁶ to determine T & I student demographic characteristics. Frequency and crosstabs analyses were conducted to summarize student demographic characteristics, including gender, ethnicity, economically disadvantaged status, Emergent Bilingual (EB) status,⁶⁷ special education status, and grade level.

Student Retention Rates

The evaluator used the 2020-21⁶⁸ and 2021-22⁶⁹ district PEIMS demographic files to analyze student retention data. T & I students who were in Grade five and Grade eight in 2019-20 were tracked as they transitioned to a new school level in 2020-21 to determine if they had left the district, repeated a grade, moved to a traditional neighborhood school, moved to a Transformation school, or moved to an Innovation school.⁷⁰ Frequency and crosstabs analyses were conducted to determine enrollment status by T & I school type and grade.

EQ3: Were the diversity goals met for Transformation schools in 2021-22?

Methodology

Student socioeconomic and racial diversity data were compiled from the district PEIMS demographic file.⁷¹ Frequency and crosstabs analyses were computed to summarize student demographic characteristics by Transformation campus, all Transformation campuses, and the district overall.

EQ4: Were the student recapture goals met for Transformation schools in 2021-22?

Methodology

Student recapture information was gathered through interviews with OTI staff members, the OTI website, other district websites, OTI internal documents, and OTI data files. This included the number of (a) entry grade seats available, (b) entry grade applications submitted, (c) external seats, and (d) tuition-based seats.

EQ5: Were the school climate goals met for T & I schools in 2021-22?

Methodology

Climate Survey

The district Climate Survey provides campuses with feedback from school-based employees to identify areas of success as well as opportunities for improvement (Weir, 2018). The survey includes six Likert-type subscales: 1) Beliefs and Priorities (BP), 2) Positive Culture and Environment (PCE),

⁶⁶ The 2021-22 district PEIMS demographic file was dated 11/01/21.

⁶⁷ To align with state terminology changes, Emergent Bilinguals has replaced the term English learners.

⁶⁸ The 2020-21 district PEIMS demographic file was dated 10/30/20.

⁶⁹ The 2021-22 district PEIMS demographic file was dated 11/01/21.

⁷⁰ Two elementary schools (Mata and De Zavala) were excluded from the grade five to grade eight analyses because these schools included grade six.

⁷¹ The 2021-22 district PEIMS demographic file was dated 11/01/21.

3) Culture of Feedback and Support (CFS), 4) Teacher-Teacher Trust (TTT), 5) Teacher-Principal Trust (TPT), and 6) College-Going Culture (CGC).⁷² OTI's goal was to achieve 2021-22 positive response rates (agree or strongly agree) at or above the district rate. To calculate the rate of positive responses for each scale, the evaluator used frequency and crosstabs analyses for Transformation schools, Innovation schools, and the overall district.⁷³ Weighted averages were computed for each group.⁷⁴ Data for previous years can be found in the 2019-20 (Bush & Kim, 2020) and 2020-21 (Barton, 2021) report.

Student Experience Survey

Developed by Panorama Education, the district Student Experience Survey seeks to 1) better understand the experiences and instructional needs of students and 2) measure teacher effectiveness in the district (Chawla, 2018).⁷⁵ The survey addresses five areas: 1) classroom environment, 2) expectations and rigor, 3) pedagogical effectiveness, 4) student engagement, and 5) supportive relationships.⁷⁶ In Spring 2020, the Dallas ISD transitioned from using a customized version of the Student Experience survey to the standard Panorama survey to make national comparisons.⁷⁷ OTI's goal was to achieve 2021-22 favorable response rates at or above the district average.⁷⁸ To calculate the rate of favorable responses for each scale, the evaluator used frequency and crosstabs analyses for Transformation schools, Innovation schools, and overall district in spring 2022.⁷⁹

Data for previous years can be found in the 2019-20 (Bush & Kim, 2020) and 2020-21 (Barton, 2021) report. *However, because all spring 2020 districtwide climate surveys were cancelled in response to the COVID-19 pandemic, findings from previous years should be viewed with caution.*

Parent/Guardian Survey

The district Parent/Guardian Survey⁸⁰ measures parent and guardian engagement with their children's campuses and how much they support the direction of the school. OTI's goal was to achieve 2021-22 positive response rates (agree or strongly agree) at or above the district average. To calculate the rate of favorable responses, the evaluator used frequency and crosstabs analyses for Transformation schools, Innovation schools, and overall district in spring 2022.⁸¹ Data for previous years can be found in the 2020-21 report (Barton, 2021).

⁷² The first two scales are administered to all campus professional and support staff. The next three scales are administered to teachers only, and the last scale is administered to teachers and campus administrators.

⁷³ Climate Survey data were extracted from district data file dated 06/21/22 (Spring 2022).

⁷⁴ The number of respondents for each question was examined by campus. The highest number of respondents for a question within each scale was used to weight each scale at the campus level.

⁷⁵ The Student Experience survey is administered to grades three to 12 each spring.

⁷⁶ Students in grades three to five answered 21 questions. Students in grades six to 12 answered 26 questions. Students were asked to complete surveys for two of their teachers.

⁷⁷ While some items were added, edited, or removed when transitioning from the district's customized survey to the standard Panorama survey, the original five subscales were used in both versions.

⁷⁸ For questions with five possible responses, the top two answers were considered favorable. For questions with seven possible responses, the top three answers were considered favorable. Non-responses ("blanks") were not counted.

⁷⁹ Campus-level Student Experience Survey data were extracted from district data file dated 06/23/22 (Spring 2022).

⁸⁰ The Parent/Guardian Survey is conducted as part of the Principal Excellence Initiative. More information about the Principal Excellence Initiative can be found here: <https://www.dallasisd.org/Page/41972>.

⁸¹ Campus-level Parent/Guardian Survey data were extracted from district data file dated 06/08/22 (Spring 2022).

EQ6: Were the student assessment goals met for T & I schools in 2021-22?

Methodology

Districtwide Use of MAP Growth Assessments

The *MAP Growth* assessments are universal screeners administered to Dallas ISD students in grades two through 11 at the beginning (BOY), middle (MOY), and end (EOY) of the school year to measure achievement and growth in math and reading.⁸² After merging the student-level *MAP Growth* data files for reading and mathematics⁸³ with the district PEIMS demographic file,⁸⁴ the evaluator used frequency analyses to determine the percentage of enrolled students with available *MAP Growth* scores for each testing window by grade level. Results were examined by campus, Transformation Schools, Innovation Schools, and overall district.

RIT Scores

The first *MAP Growth* variable used for this report was a RIT score, which represents the level at which the student is ready to learn at the time of assessment. The score is a standardized, equal-interval score that can be compared to other RIT scores regardless of student age or grade. The evaluator merged the district *MAP Growth* data files⁸⁵ with the district PEIMS demographic file.⁸⁶ To establish groups of students who scored similarly, the evaluator used frequency and crosstabs analyses to calculate the average BOY, MOY, and EOY RIT scores by subject and school category (Transformation schools, Innovation schools, and overall district). The difference between mean RIT scores at BOY and EOY was also calculated to measure change over time. Because norms were not available from Northwest Evaluation Association (NWEA) for the 2021-22 *MAP Growth* Spanish reading assessment, results for Spanish reading data were presented separately from the English results in this section.

CGP Scores

The second *MAP Growth* variable used for this report was the CGP.⁸⁷ The CGP represents the extent to which student achievement changed from one testing window to the next, relative to change for other students who are similar in (a) starting achievement level, (b) grade, and (c) number of instructional weeks between testing windows. For each subject assessed, a CGP for each student is calculated with respect to a large, nationally-normed sample obtained by NWEA and can be calculated whenever a student takes a *MAP Growth* assessment in a new testing window (e.g., BOY to MOY, MOY to EOY, BOY to EOY). A CGP at the 50th percentile indicates that the RIT score increase from the prior testing window represents the median amount, or expected level, of progress for that grade level. CGP scores below the 50th percentile indicate a level of progress below most same-grade peers at that time period, whereas CGP scores above the 50th percentile indicate a level of progress exceeding most same-grade peers at that time period.

⁸² More information regarding *MAP Growth* can be found at www.nwea.org/map-growth/.

⁸³ The *MAP Growth* files were dated 10/07/22 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY).

⁸⁴ The 2021-22 district PEIMS demographic file was dated 11/01/21.

⁸⁵ The *MAP Growth* files were dated 10/07/22 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY).

⁸⁶ The 2021-22 district PEIMS demographic file was dated 11/01/21.

⁸⁷ For more information, see <https://community.nwea.org/docs/DOC-1630>.

Importantly, students who are considered academically behind their peers must exceed expected growth to meet grade-level expectations.⁸⁸

To examine change in CGP scores across assessment windows, the evaluator merged the district *MAP Growth* data files⁸⁹ with the 2021-22 district PEIMS demographic data file.⁹⁰ To measure growth across testing periods, the evaluator used the following CGP quintiles: (a) Low (up to 20th percentile); (b) Low Average (21st to 40th percentile); (c) Average (41st to 60th percentile); (d) High Average (61st to 80th percentile); or (e) High (81st percentile and above).⁹¹ The evaluator used frequency and crosstabs analyses to calculate the rates of students in each CGP category by subject and school category (Transformation schools, Innovation schools, and T & I schools). Because norms were not available from NWEA for the 2021-22 *MAP Growth* Spanish reading assessment, results for Spanish reading data were presented separately from the English results in this section.

The extent of growth across testing periods among students in the lowest performing BOY *MAP Growth* quintiles was of particular interest. As noted, CGP scores are determined with respect to a national sample; thus, any pattern of growth could be observed in a local sample such as the Dallas ISD. For example, if lower-performing students exceed projected growth by MOY, they may have begun to close the gap between their performance and that of peers in the national sample. Alternatively, if lower-performing students generally fail to meet projected growth by MOY, they may have started the school year performing relatively poorly and continued to fall behind.

RIT Score Thresholds

The third *MAP Growth* variable used for this report, specifically for analyses of Spanish *Map Growth* reading assessment data, is the RIT score threshold. Because norms were not available from NWEA for the 2021-22 *MAP Growth* Spanish reading assessment, CGP scores could not be generated for this assessment. Instead, this evaluation used RIT scores and RIT score thresholds for each Spanish-language test administration. For the *MAP Growth* Spanish reading assessment, NWEA provided threshold scores for kindergarten through grade six⁹² that indicated students who were at risk for future reading difficulties. These thresholds represent the 40th percentile of scores based on pilot work conducted by NWEA, and they constitute user norms rather than national norms. To examine RIT score thresholds, the evaluator merged the district *MAP Growth* data files⁹³ with the 2021-22 district PEIMS demographic data file.⁹⁴

⁸⁸ Because percentiles are calculated for a nationally normed sample, percentile rankings within a local sample such as the Dallas ISD could reflect any distribution. That is, local sample scores may not represent all percentiles.

⁸⁹ The *MAP Growth* files were dated 10/07/22 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY).

⁹⁰ The 2021-22 district PEIMS demographic file was dated 11/01/2021.

⁹¹ It is important to note that CGP scores measure relative increases in student achievement, regardless of starting point. For example, a student in any quintile at BOY could progress more rapidly, less rapidly, or equally rapidly as peers from BOY to MOY.

⁹² NWEA was unable to provide these data for any other grades.

⁹³ The *MAP Growth* files were dated 10/07/22 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY).

⁹⁴ The 2021-22 district PEIMS demographic file was dated 11/01/21.

STAAR

STAAR exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the elementary and secondary grades. Students were tested in grades three to eight in mathematics and reading. Students also were tested in writing in grades four and seven, science in grades five and eight, and social studies in grade eight. Students at the high school level took STAAR *End-of-Course (EOC)* assessments in various subjects (i.e., Algebra I, Biology, English I, English II, and U.S. History). Academic performance standards represent the degree to which students have mastered required content as measured by test scores.⁹⁵ STAAR assessment scores are categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches Grade Level or Above (Approaches+), 3) Meets Grade Level or Above (Meets+), and 4) Masters Grade Level (Masters). Cut scores divide student scores into these four categories.

The evaluator merged district STAAR data files for 2022⁹⁶ with the 2021-22 district PEIMS demographic data file.⁹⁷ Frequency and crosstab analyses were used to calculate performance standard attainment rates on all versions of STAAR. The evaluator calculated rates of students at the Approaches+, Meets+, and Masters performance standards in 2021 for Transformation schools, Innovation schools, and the overall district.

EQ7: What were the graduation and college enrollment rates for students at Transformation schools?

Methodology

One-Year High School Graduation Rate

To determine the rate Grade 12 students who were enrolled in Transformation High schools at the end of 2021-22 and graduated by August 2022, the evaluator merged the 2021-22 district end-of-year demographic file⁹⁸ with the 2021-22 graduation file.⁹⁹ Frequency analyses were conducted to determine the one-year graduation rate.

Four-Year High School Graduation Rates¹⁰⁰

To determine four-year longitudinal graduation rate for the class of 2021 at Transformation high schools, data were downloaded from the Texas Education Agency website on 11/09/22.¹⁰¹ Descriptive

⁹⁵ Additional information on STAAR performance standards is available at the following website: <http://tea.texas.gov/student.assessment/staar/performance-standards/>.

⁹⁶ 2022 STAAR files were dated 08/09/22 (grades three to eight) and 07/14/22 (EOC).

⁹⁷ The 2021-22 district PEIMS demographic file was dated 11/01/21.

⁹⁸ The 2021-22 district end-of-year demographic file was dated 06/06/22

⁹⁹ The 2021-22 graduation file was dated 08/23/2022.

¹⁰⁰ A four-year longitudinal graduation rate – used for federal accountability – is the percentage of students from a class of beginning ninth graders who graduate by their anticipated graduation date, or within four years of beginning ninth grade.

¹⁰¹ Graduation rate data for the class of 2021 from the TEA website can be found at <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout/completion-graduation-and-dropout-data>.

statistics were used to report the four-year graduation rate for IDEA, New Tech, Transformation schools combined, and the district.¹⁰²

College Enrollment

The district National Student Clearinghouse (NSC) data files¹⁰³ were reviewed to determine the college enrollment rate (i.e., enrollment within two years of high school graduation) for 2021 and 2020 graduates of Transformation schools. This included the percentage of graduates who (a) enrolled in college, (b) enrolled in a two- or four-year college, (c) enrolled in a public or private college, or (c) enrolled in an in-Texas or out-of-Texas university. Because college enrollment data in the NSC file is updated within the two-year time frame, these percentages may change in future years.

¹⁰² The four-year graduation rate for CityLab was not available because an additional year was needed before the calculation is completed. Four-year rates are calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and fifth years of the cohort or (b) served Grade 12 in the first and fifth years of the cohort. More information can be found at: <https://tea.texas.gov/sites/default/files/dropcomp-2020-21.pdf>.

¹⁰³ The district NSC files were dated 08/09/2022.

Appendix B

Appendix B, Table 1: 2021-22 Progress Toward Goals

Socioeconomic and Racial Goals

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

Goal 1 was met for all Transformation schools combined and for 77 percent of the 13 Transformation schools included in the socioeconomic diversity goal.

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

Goal 2 was met for all Transformation schools combined and for 87 percent of the 15 Transformation schools included in the racial diversity goal.

Student Recapture Goals

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

Goal 3 was met for all Transformation schools combined and for 94 percent of the 18 Transformation schools that were open during the 2022-23 school year.

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

Goal 4 was met for all Transformation schools combined (36%).

School Climate, Student Experience, and Parent/Guardian Survey Goals

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

Goal 5 was met for all six climate survey subscales at 46 percent of the 13 Transformation schools that were included and 34 percent of the 38 Innovation schools.

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

Goal 6 was met for all five student experience survey subscales at 25 percent of the eight Transformation schools and 31 percent of the 29 Innovation schools for grades 3 to 5.

Goal 6 was met for all five student experience survey subscales at 20 percent of the 10 Transformation schools and 20 percent of the 10 Innovation schools for grades 6 to 12.

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

Goal 7 was met for 53 percent of the 15 Transformation schools and 63 percent of the 38 Innovation schools.

Appendix B, Table 1 (continued)

Student Assessment Goals

Goal 8: The percentage of T & I school students that meet grade-level standards on student assessments will be at or above the district average.

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

- For English reading, the goal was met for 67 percent of the 15 Transformation schools and for 82 percent of the 38 Innovation schools.
- For Spanish reading, the goal was met for 75 percent of the eight Transformation schools and 55 percent of the 31 Innovation schools.
- For mathematics, the goal was met for 73 percent of the 15 Transformation schools and 76 percent of the 38 Innovation schools.

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

- For English reading, the goal was met at 60 percent of the 15 Transformation schools and 50 percent of the 38 Innovation schools.
- For mathematics, the goal was met for 27 percent of the 15 Transformation schools and 55 percent of the 38 Innovation schools.

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

- The goal was met at 38 percent of the eight Transformation schools and 42 percent of the 31 Innovation schools.

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

- For mathematics, the goal was met for 56 percent of the nine Transformation schools and 57 percent of the 28 Innovation schools.
- For reading, the goal was met for 89 percent of the nine Transformation schools and 46 percent of the 28 Innovation schools.
- For science, the goal was met for 75 percent of the eight Transformation schools and 68 percent of 28 of the Innovation schools.
- For social studies, the goal was met for 67 percent of the three Transformation schools and 50 percent of the four Innovation schools.

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

- For Algebra I, the goal was met for 67 percent of the six Transformation schools and 67 percent of the six Innovation schools.
 - For English I, the goal was met for all three Transformation schools and 67 percent of the three Innovation schools.
 - For English II, the goal was met for all three Transformation schools and 50 percent of the two Innovation schools.
 - For Biology, the goal was met for all three Transformation schools and all two Innovation schools.
 - For U.S. History, the goal was met for 67 percent of the three Transformation schools and all two Innovation schools.
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Appendix C

Appendix C, Table 1: 2021-22 Dallas ISD PSC 1.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2015-16 N	2016-17 N	2017-18 N	2018-19 N	2019-20 N	2020-21 N	2021-22 N
Transformation Schools										
Mata ¹	ES/MS	PK-7	Montessori	405	497	542	613	645	679	725
Hulcy ²	MS	6-8	STEAM	185	376	532	533	519	529	465
IDEA ³	HS	9-12	PL	111	214	263	316	286	255	219
Total PSC 1.0 Transformation				701	1,087	1,337	1,462	1,450	1,463	1,509
Innovation Schools										
Chapel Hill ⁴	ES	PK-5	PL	568	558	511	472	470	403	419
Geneva Heights ⁵	ES	PK-5	IB	358	318	347	402	434	461	512
Kramer	ES	PK-5	IB	497	567	615	628	628	504	474
Lipscomb	ES	PK-5	IB	521	509	512	451	462	402	412
Preston Hollow	ES	PK-5	IB	453	476	500	453	431	419	451
Rogers	ES	PK-5	PL	502	514	506	507	502	494	459
Franklin	MS	6-8	IB	995	966	1,036	1,105	1,342	1,080	976
Marsh	MS	6-8	PL	1,006	911	917	963	992	944	871
Adams, B	HS	9-12	Leadership	1,965	2,040	2,032	2,163	2,166	2,220	2,211
Total PSC 1.0 Innovation				6,865	6,859	6,976	7,144	7,427	6,927	6,785
T & I Total				7,566	7,946	8,313	8,606	8,877	8,390	8,194

Source: PEIMS demographic files dated 10/30/15, 10/31/16, 10/30/17, 10/26/18, 10/28/19, 10/30/20, and 11/01/21.

Note: PSC 1.0 began in the 2015-16 school year. ¹Mata served students under the Montessori model in grades PK to three in 2015-16; additional grades were added each year. ²Hulcy STEAM served students in grade six in 2015-16; additional grades were added each year. ³IDEA served students in grade nine in 2015-16; additional grades were added each year.

⁴Chapel Hill Preparatory was formerly Cabell ES. ⁵Geneva Heights was formerly Lee ES. Information from previous years was obtained from the 2018-19 and 2019-20 PSC evaluation reports (Sanguras, 2019; Bush & Kim, 2020).

Appendix C, Table 2: 2021-22 Dallas ISD PSC 2.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2016-17 N	2017-18 N	2018-19 N	2019-20 N	2020-21 N	2021-22 N
Transformation Schools									
Solar Girls ¹	ES	PK-5	STEAM	194	294	460	561	616	672
Innovation Schools									
Weiss	ES	PK-5	Leadership	548	521	511	528	454	445
T & I Total				742	815	971	1,089	1,070	1,117

Source: PEIMS demographic files dated 10/31/16, 10/30/17, 10/26/18, 10/28/19, 10/30/20, and 11/01/21.

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

Appendix C, Table 3: 2021-22 Dallas ISD PSC 3.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2017-18 <i>N</i>	2018-19 <i>N</i>	2019-20 <i>N</i>	2020-21 <i>N</i>	2021-22 <i>N</i>
Transformation Schools								
CityLab ¹	HS	9-12	Urban Planning	81	147	203	271	252
Innovation Schools								
Botello	ES	PK-5	PL	558	542	541	540	546
De Zavala	ES	PK-6	Montessori	409	443	479	473	448
Total PSC 3.0 Innovation				967	985	1,020	1,013	1,246
T & I Total				1,048	1,132	1,223	1,284	1,498

Source: PEIMS demographic files dated 10/30/17, 10/26/18, 10/28/19, 10/30/20, and 11/01/21.

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

Appendix C, Table 4: 2021-22 Dallas ISD PSC 4.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2018-19 <i>N</i>	2019-20 <i>N</i>	2020-21 <i>N</i>	2021-22 <i>N</i>
Transformation Schools							
Hernandez Montessori ¹	ES	PK-3	Montessori	176	230	284	333
Houston PL Prep	ES	PK-5	PL	203	233	259	274
Solar Boys ²	ES	PK-3	STEAM	220	305	342	397
Ignite ³	MS	6-7	PL	189	358	515	482
Total PSC 4.0 Transformation				788	1,126	1,400	1,486
Innovation Schools							
Bishop Arts STEAM	ES	PK-5	STEAM	345	309	280	277
Donald	ES	PK-5	Leadership	432	403	378	336
Richardson ⁴	ES	4	PL	691	630	537	503
Total PSC 4.0 Innovation				1,468	1,342	1,195	1,116
T & I Total				2,796	2,944	2,256	2,602

Source: PEIMS demographic files dated 10/26/18, 10/28/19, 10/30/20, and 11/01/21.

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

Appendix C, Table 5: 2021-22 Dallas ISD PSC 5.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2019-20 N	2020-21 N	2021-22 N
Transformation Schools						
New Tech	HS	9-12	TPBL	269	322	368
Innovation Schools						
Alexander ¹	ES	PK-5	PL	339	299	289
Cowart	ES	PK-5	PL	585	532	548
Gonzalez	ES	PK-5	PL	625	568	586
Kleberg ¹	ES	PK-5	STEAM	775	685	821
Lowe	ES	PK-5	PL	593	552	556
McNair	ES	PK-5	STEAM	556	463	423
Salazar	ES	PK-5	PL	513	467	431
Zaragoza	ES	PK-5	PL	351	322	310
Total PSC 5.0 Innovation				4,337	3,888	3,964
T & I Total				4,606	4,210	4,332

Source: PEIMS demographic files dated 10/28/19, 10/30/20, and 11/01/21.

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

Appendix C, Table 6: 2021-22 Dallas ISD PSC 6.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2020-21 N	2021-22 N
Transformation Schools					
Downtown Montessori	ES	PK-2	Montessori	218	270
MLK Arts	ES	PK-5	Arts	380	428
Total PSC 6.0 Transformation				598	698
Innovation Schools					
Bowie ¹	ES	PK-5	Global SL	343	332
Hall	ES	PK-5	PL	426	432
Hogg ¹	ES	PK-5	TBPL	305	306
Marsalis	ES	PK-5	STEAM	415	415
Mendez CREW	ES	PK-5	EL	447	477
Moreno	ES	PK-5	STEAM	353	338
North Dallas ¹	HS	9-12	DT	1,202	1,204
Peeler	ES	PK-5	IB	273	263
Hill	MS	6-8	Leadership	874	827
Quintanilla	MS	6-8	STEAM	695	623
Total PSC 6.0 Innovation				5,333	5,217
T & I Total				5,931	5,915

Source: PEIMS demographic file dated 10/28/19, 10/30/20, and 11/01/21.

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

Appendix C, Table 7: 2021-22 Dallas ISD PSC 7.0 Enrollment

Campus	School Level	Grades Served	Anchor Model	2021-22 N
Transformation Schools				
Hybrid Prep	ES	4-6	BL/Hybrid	67
Prestonwood	ES	PK-2	Montessori	194
Haynes Global Prep	MS	6-7	IB	87
Total PSC 7.0 Transformation				348
Innovation Schools				
Bryan	ES	PK-5	STEAM	376
Dorsey	ES	PK-5	Leadership	396
Highland Meadows	ES	PK-5	PL	715
Johnson	ES	PK-5	STEAM	456
Marcus	ES	PK-5	Leadership	635
Garcia	MS	6-8	IB	621
Hill	MS	6-8	Leadership	827
Kennedy-Curry	MS	6-8	Visual Arts	660
Spence	MS	6-8	PBL	680
North Dallas	HS	9-12	DT	1,204
Total PSC 7.0 Innovation				6,570
T & I Total				6,918

Source: PEIMS demographic file dated 11/01/21.

Note: PSC 7.0 began in the 2021-22 school year.

Appendix D

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

Year	Campus		
Prior to T & I	Mata Montessori		
2015	Adams	Hulcy STEAM	Marsh
	Chapel Hill	IDEA	Preston Hollow
	Franklin	Kramer	Rogers
	Geneva Heights	Lipscomb	
2016	Solar Prep for Girls	Weiss	
2017	Botello	City Lab	De Zavala (P)
2018	De Zavala	Ignite	Reagan
	Donald	Montessori Academy	Richardson (P)
	Douglass (P)	PL Prep	Solar Prep for Boys
	Alexander (P)	Kleberg (P)	Salazar
2019	Cowart	Lowe	Zaragoza
	Gonzalez	McNair	
	Bowie (P)	Ireland	Peeler
	Downtown Montessori	Marsalis	Quintanilla
2020	Hall	MLK Exploratory Arts	Richardson
	Hill (P)	Moreno	
	Hogg	North Dallas (P)	
	Alexander (P)	Global Preparatory Academy	Prestonwood Montessori
2021	Bowie (P)	Highland Meadows	Roosevelt (H)
	Bryan	Hill	Solar Girls Replication*
	Dallas Hybrid Preparatory	Johnson	Spence
	Dorsey	Kennedy-Curry	Walnut Hill International
	Dunbar (P)	Marcus	
	Garcia	North Dallas	
	Allen	Boude Storey	Reinhardt
2022	Arcadia Park	Dunbar	Rowe
	Bayles	Guzick	Rusk
	Biomedical Preparatory (UTSW)	iLearn Virtual Academy	Urban Park

Source: Barton (2021) and Board Briefing PowerPoint available in March 2022.

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