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Evaluation of Accelerating Campus Excellence (ACE)

DEPARTMENT OF EVALUATION AND ASSESSMENT

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DALLAS INDEPENDENT SCHOOL DISTRICT

2021-22

Evaluation of Accelerating Campus Excellence (ACE)

Approved Report of the Department of Evaluation and Assessment

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ACRONYMS AND ABBREVIATIONS

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

2021-22

Evaluation of Accelerating Campus Excellence (ACE)

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

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

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

- ACE 1.0 - Anne Webb Blanton, Billy Earl Dade, Umphrey Lee, and Sarah Zumwalt
- ACE 2.0 - C.F. Carr, J.N. Ervin, Thomas J. Rusk, and Edward Titche (Campuses participated in their fifth year of the program)
- ACE 3.0 - Cesar Chavez, Paul L. Dunbar, L.L. Hotchkiss, Maple Lawn, Martin Luther King, Jr., Elisha M. Pease, and H.S. Thompson1 (Campuses participated in their fourth year of the program)
- ACE 4.0; John Neely Bryan, Rufus C. Burleson, Cedar Crest, Nancy J. Cochran, Frederick Douglass, Eddie Bernice Johnson, George W. Truett, and Wilmer-Hutchins Elementary (Campuses participated in their second year of the program)

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

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

To accelerate factors related to people, ACE campuses were staffed with strong administrators and effective teachers. The program goal was to recruit, retain, and develop strong teachers as measured by (1) a minimum of 60 percent of teachers on ACE campuses with Proficient I or above Teacher Excellence Initiative (TEI) effectiveness levels, (2) annual teacher retention rates at or above district retention rates, and (3) fourth or fifth quintile scores on the Culture of Feedback and Support section of the district Climate Survey.

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

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

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

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to

[1] In 2021-22, J.J. Rhoads became exclusively a PK learning center. Students in grades K through grade 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. Therefore, Rhoads PK will be excluded from analyses.

at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.[2]

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

EVALUATION QUESTIONS/OUTCOMES

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

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

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

Students

- In 2021-22, there were a total of 11,839 students at ACE campuses compared to 11,967 in 2020-21 (Table E1).
- A higher proportion of students at ACE campuses were identified as economically disadvantaged (96%) compared to the district (84%).
- ACE campuses had a larger proportion of African American (47%) students compared to the district (21%) but had a smaller proportion of Hispanic (49%) students compared to the district (71%). ACE campuses had a smaller proportion of students identified as Emergent Bilingual (EBs; 39%) compared to the district (48%).

Teachers

Characteristics for the 803 teachers on ACE campuses were similar to the overall district in 2021-22, except there was a higher proportion of teachers at ACE campuses who were female (78.7%) and African American (51.7%) compared to the overall district (69.6% and 35.3%, respectively) and a lower proportion of teachers who were white (1.6% vs 4.2%) (Table E2).

Table E1: 2021-22 ACE Student Characteristics

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

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

Table E2: 2021-22 ACE Teacher Characteristics

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

Source: District personnel file dated 11/11/21 and teacher effectiveness level data file from the Dallas ISD Data Analytics and Control department dated 11/19/21.
Note: * = Highest degree earned at the time of hire. Totals include teachers and instructional leads. Percentages may not sum to 100 because of rounding.

Principals

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

[2] Additional information can be found at https://www.dallasisd.org/timetolearn and https://www.dallasisd.org/esser

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

Teacher Retention

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

District Campus Climate Survey

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

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

NWEA Measures of Academic Progress

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

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

Assessment of Course Performance

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

- ACE 1.0 *ACP* passing rates were within ten points of or exceeded the district on 60 of 71 (84.5%) fall exams and 11 of 14 (78.6%) spring exams.
- ACE 2.0 *ACP* passing rates were within ten points or exceeded the district on 46 of 64 (71.9%) fall exams and on 11 of 12 (91.7%) spring exams.
- ACE 3.0 *ACP* passing rates were within ten points or exceeded the district on 53 of 90 (58.9%) fall exams and two of six (33.3%) spring exams.
- ACE 4.0 *ACP* passing rates were within ten points or exceeded the district on 49 of 93 (52.7%) fall exams.

State of Texas Assessments of Academic Readiness

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

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

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

Attendance Rates

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

Student Experience Survey

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

Parent/Guardian Survey

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

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

What were the 2021 ACE state accountability ratings?

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

RECOMMENDATIONS

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

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

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

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2021-22

Evaluation of Accelerating Campus Excellence (ACE)

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

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

In 2020-21, all ACE campuses were identified as part of the 80 High Priority Campuses (HPC). The district expanded the ACE program to 23 campuses including four campuses from the original first cohort (ACE 1.0; Anne Webb Blanton, Billy Earl Dade, Umphrey Lee, and Sarah Zumwalt).[3] The four campuses from the second cohort (ACE 2.0; C.F. Carr, J.N. Ervin, Thomas J. Rusk, and Edward Titche) participated in their fifth year of the program.[4] The seven campuses from the third cohort (ACE 3.0; Cesar Chavez, Paul L. Dunbar, L.L. Hotchkiss, Maple Lawn, Martin Luther King, Jr., Elisha M. Pease,[5] and H.S. Thompson[6]) participated in their fourth year of the program. The eight campuses from the fourth cohort (ACE 4.0; John Neely Bryan, Rufus C. Burleson, Cedar Crest, Nancy J. Cochran, Frederick Douglass, Eddie Bernice Johnson,[7] George W. Truett, and Wilmer-Hutchins Elementary) participated in their second year of the program. All ACE campuses implemented the same ACE program model beginning in 2020-21. Leadership teams of 12 to 14 teachers at each of these campuses were offered stipends for eight hours of weekly leadership work in professional development, curriculum alignment, data analysis, positive culture building, and the development of strong parent and community partnerships.

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

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

[3] ACE 1.0 campuses participated in the ACE program from 2015-16 to 2017-18.
[4] In 2018-19, grade six at Thomas A. Edison was consolidated with C. F. Carr Elementary. Because of enrollment decline and school choice expansion, students at Onesimo Hernandez Elementary School were consolidated with Maple Lawn Elementary School, and students at L.W. Ray Elementary School were consolidated with Cesar Chavez Learning Center. Onesimo Hernandez Elementary School became a Montessori academy in 2018-19.
[5] In 2018-19, former ACE 1.0 campus Elisha M. Pease Elementary School joined ACE 3.0.
[6] In 2021-22, J.J. Rhoads became exclusively a PK learning center. Students in grades K through grade 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. Therefore, Rhoads PK will be excluded from analyses.
[7] Eddie Bernice Johnson Elementary School opened in 2020-21.

first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.[8] Of the ACE campuses, five adopted the Intercession school calendar (Bryan, Ervin, Pease, Truett, and WH-ES) and two adopted the Redesign school calendar (Maple Lawn and Rusk). Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

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

People

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

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

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

Learning

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

[8] Additional information can be found at https://www.dallasisd.org/timetolearn and https://www.dallasisd.org/esser.

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

Expectations

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

Increase positive student expectations and parent engagement as measured by:

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

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation[9] was to provide data for campus, program, and district leadership to evaluate progress toward year five objectives established by ACE program staff members, and to provide analysis of some additional applicable outcomes. When applicable, data were provided for ACE cohorts and the Dallas ISD. Campus-level data are presented in the appendices. For comparison purposes, the evaluator also used data from previous years to track longitudinal changes for each ACE cohort, when applicable. Unless otherwise specified, outcomes were analyzed using data for students who were enrolled on the Public Education Information Management System (PEIMS) reporting date for the specified year.

This evaluation addressed the following questions for 2021-22:

1. What was the source and amount of funding for the ACE program?
2. What were the student, teacher, and principal characteristics of ACE campuses?
3. What were the outcomes related to the people component of ACE campuses?
4. What were the outcomes related to the learning component of ACE campuses?
5. What were the outcomes related to the expectations component of ACE campuses?
6. What were the 2022 ACE state accountability ratings?

[9] Portions of this report were replicated or adapted from Barton and Rowles, 2019 and Featherston, 2021.

EVALUATION QUESTIONS AND RESULTS

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

The total budget for the 2021-22 ACE program was $18,926,142 which was a $75,368 increase from $18,850,774 in 2020-21. This budget was funded through district general operating funds. The cornerstone of the ACE program was recruiting highly effective teachers and leadership teams to work at ACE campuses. The budget included $15,675,518 for additional personnel and teacher stipends, $342,480 for uniforms, and $2,908,144 for professional development and extra duty pay.

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

Methodology

To determine ACE student characteristics, the district demographic data file for students enrolled on the PEIMS reporting date of November 1, 2021 was used. Frequency and crosstab analyses were conducted to summarize student characteristic information (i.e., sex, race/ethnicity, special student group, and grade level) by ACE campus and ACE cohorts.

To determine ACE teacher and principal characteristics, the district personnel file dated November 11, 2021 was used to summarize characteristics for active teachers and principals by sex, race/ethnicity, and highest earned degree at the time of hire. Teacher characteristics were summarized by ACE campus and ACE cohorts.

Results

Students

In 2021-22, there were a total of 11,839 students at ACE campuses compared to 11,967 in 2020-21. In 2021-22, a higher proportion of students at ACE campuses were identified as economically disadvantaged (96%) compared to the district (84%, Table 1). ACE campuses also had a larger proportion of African American (47%) students compared to the district (21%) but had a smaller proportion of Hispanic (49%) students compared to the district (71%). ACE campuses had a smaller proportion of students identified as Emergent Bilingual (EBs; 39%) compared to the district (48%). Student characteristics were mostly comparable among ACE cohorts, although a higher proportion of African American students were enrolled at ACE 3.0 campuses (54%) than at ACE 2.0 campuses (47%), ACE 1.0 campuses (46%), and ACE 4.0 campuses (40%). In addition, a slightly higher proportion of Hispanic students were enrolled at ACE 4.0 campuses (55%) and ACE 1.0 campuses (50%) than at ACE 2.0 campuses (49%) and ACE 3.0 campuses (40%). Student characteristics by campus and cohort are provided in Appendix A.

Table 1: 2021-22 ACE Student Characteristics

	ACE Overall (*N* = 11,839)		District (*N* = 143,665)	
	N	***%***	***N***	***%***
		Sex		
Male	6,078	51.3	73,194	50.9
Female	5,761	48.7	70,471	49.1
		Race/Ethnicity		
African American	5,548	46.9	29,549	20.6
Hispanic	5,748	48.6	101,387	70.6
White	169	1.4	7,843	5.5
Other/Missing	374	3.2	4,886	3.4
		Special Student Groups		
Econ. Dis.	11,325	95.7	120,021	83.5
Emergent Bilingual	4,584	38.7	68,528	47.7
Special Education	1,191	10.1	14,380	10.0

Source: District PEIMS demographic data dated 11/01/21.
Note: Econ. Dis. = Economically disadvantaged. Percentages may not sum to 100 because of rounding.

Teachers

Characteristics for the 803 teachers on ACE campuses were similar to the overall district except there was a higher proportion of teachers at ACE campuses who were female (78.7%) and African American (51.7%) compared to the overall district (69.6% and 35.3%, respectively) and a lower proportion of teachers who were white (1.6% vs 4.2%) (Table 2). Teacher characteristics by campus and cohort are provided in Appendix B.

Table 2: 2021-22 ACE and District Teacher Characteristics

	ACE Overall (*N* = 803)		District (*N* = 9,805)	
	N	***%***	***N***	***%***
		Sex		
Male	171	21.3	2,979	30.4
Female	632	78.7	6,826	69.6
		Race/Ethnicity		
African American	415	51.7	3,464	35.3
Hispanic	260	32.4	3,292	33.6
White	115	14.3	2,638	26.9
Other/Missing	13	1.6	411	4.2
		Highest Degree Earned*		
Associate's	6	0.7	80	0.8
Bachelor's	527	65.6	6,566	67.0
Master's	187	23.3	2,091	21.3
Doctoral	10	1.2	117	1.2
Other/Missing	73	9.1	951	9.7

Source: District personnel file dated 11/11/21.
Note: * Highest degree earned at the time of hire. Totals include teachers and instructional leads. Percentages may not sum to 100 because of rounding.

Principals

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

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

This section addresses two outcome objectives for evaluating the people component of ACE, including 1) teacher retention rates and 2) positive quintile[10] scores on the Culture of Feedback and Support section of the semi-annual district Climate Survey. Due to the COVID-19 pandemic, Dallas ISD suspended calculations of the TEI teacher ratings for 2020 and 2021. Therefore, the ACE program objective of having 60% of ACE teachers at TEI effectiveness level of Proficient I or above could not be assessed. Dallas ISD will resume calculations of the TEI teacher ratings in fall 2022 and this objective will be assessed next year.

Methodology

Teacher Retention

One ACE objective was to attain campus teacher retention rates at or above district rates. The Dallas ISD Data Analytics and Control department[11] provided data indicating the number of teachers on ACE campuses on October 30, 2020 who remained on that campus (stayers), moved to another ACE or non-ACE campus in the district (movers), or resigned from a teaching role (leavers)[12] one year later on October 29, 2021. Frequency analyses were used to calculate rates for each of these categories by ACE campus, cohort, and the district.

District Campus Climate Survey

The ACE objective for the semi-annual district Climate Survey[13] was to attain fourth or fifth quintile scores on the Culture of Feedback and Support section. The Climate Survey data for each campus from district files[14] were obtained and the district quintile scores on the Culture of Feedback and Support section by ACE campus, by ACE cohort, and the district were extracted. To examine longitudinal changes, the fall and spring semesters of each campus pre-ACE school year and fall and spring semesters of 2021-22 were extracted. Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring and fall 2020 Climate Survey.

[10] A quintile is any of five equal groups into which a population can be divided according to the distribution of values of a particular variable. The most positive quintile scores were the fourth and fifth quintiles.
[11] Data Analytics and Control is a department in Human Capital Management.
[12] Leavers included those who left the district and those who moved to non-instructional roles in the district.
[13] For more information on the Climate Survey, see Weir (2018).
[14] District Climate Survey files dated 01/06/17 (fall 2016), 06/05/17 (spring 2017), 01/22/18 (fall 2017), 06/04/18 (spring 2018), 01/07/19 (fall 2018), 05/28/19 (spring 2019), 01/05/20 (fall 2019), 07/20/21 (spring 2021), 01/31/22 (fall 2021), and 06/07/22 (spring 2022).

Results

Teacher Retention

Overall, 12 out of 23 (52.2%) ACE campuses met the ACE program objective of having annual teacher retention rates at or above district retention rates (Table 3). While this is an increase in the number of ACE campuses meeting the annual teacher retention objective compared to 2020-21 (*n* = 5), it is important to note that the overall 2021-22 district retention rate (72%) was five percentage points lower than it was in 2020-21 (77%). Two out of four (50%) ACE 1.0 campuses (Blanton and Dade) met this program objective (76% and 74%, respectively). Three out of four (75%) ACE 2.0 campuses (Carr, Ervin, and Titche) met this program objective (73%, 87% and 79%, respectively). Four out of seven (57.1%) ACE 3.0 campuses (Chavez, Dunbar, King, and Pease) met this program objective (76%, 90%, 88%, and 88%, respectively). Three out of eight (37.5%) ACE 4.0 campuses (Burleson, Cochran, and Truett) also met this program objective (75%, 76%, and 73%, respectively).

Table 3: 2021-22 ACE Teacher Retention Rates

	Total 2021-22 *N*	Leavers *%*	Movers *%*	Stayers *%*
		ACE 1.0		
Blanton	41	9.8	14.6	**75.6**
Lee, U	30	10.0	23.3	66.7
Dade	58	15.5	10.3	**74.1**
Zumwalt	33	24.2	6.1	69.7
ACE 1.0	162	14.8	13.0	72.2
		ACE 2.0		
Carr	22	27.3	0.0	**72.7**
Ervin[+]	38	10.5	2.6	**86.8**
Titche	42	14.3	7.1	**78.6**
Rusk[++]	45	11.1	22.2	66.7
ACE 2.0	147	14.3	9.5	76.2
		ACE 3.0		
Chavez	41	17.1	7.3	**75.6**
Dunbar	30	10.0	0.0	**90.0**
Hotchkiss	40	27.5	20.0	52.5
King	33	0.0	12.1	**87.9**
Maple Lawn[++]	39	25.6	10.3	64.1
Pease[+]	32	3.1	9.4	**87.5**
Thompson[a]	33	24.2	27.3	48.5
ACE 3.0	248	16.1	12.5	71.4
		ACE 4.0		
Bryan[+]	26	30.8	23.1	46.2
Burleson	36	16.7	8.3	**75.0**
Cedar Crest	31	16.1	32.3	51.6
Cochran	33	15.2	9.1	**75.8**
Douglass	31	16.1	16.1	67.7
Johnson[b]	-	-	-	-
Truett[+]	64	18.8	7.8	**73.4**
Wilmer-Hutchins ES[+]	34	14.7	14.7	70.6
ACE 4.0	255	18.0	14.5	67.5
		District		
District	**10,255**	**16.0**	**11.5**	**72.4**

Source: Dallas ISD Data Analytics and Control dated 11/19/21.
Note: [a] In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. Rhoads PK teachers were excluded from analyses. [b] Johnson teacher retention data not available due to data integrity issues. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar. Leavers = teachers no longer holding an instructional role in the district. Movers = teachers moved to another campus within the Dallas ISD. Stayers = teachers retained on same campus. Status in the last week of October 2021 was determined for teachers on campus as of the last week of October 2020. Campus retention rates that met or exceeded the district rate are in **bold**.

District Campus Climate Survey

Overall, ten of the 23 ACE campuses (43.5%) had scores in the fourth or fifth quintile (most positive) on the Culture of Feedback and Support section of the fall 2021 climate survey. For spring 2022, nine of the 23 ACE campuses (39.1%) had scores in the fourth or fifth quintile on the Culture of Feedback and Support section of the climate survey. For spring 2022, two out of four ACE 1.0 campuses (Lee and Dade), one out of four ACE 2.0 campuses (Ervin), three out of seven ACE 3.0 campuses (Dunbar, King, and Pease), and three out of eight ACE 4.0 campuses (Burleson, Cochran, and Johnson) had scores in the fourth or fifth quintile. Last, six of the 23 (26.1%) ACE campuses had scores in the fourth or fifth quintile on

both fall 2021 and spring 2022 climate surveys (Lee, Dade, Dunbar, King, Burleson, and Johnson). Tables 4 through 7 provide Climate Survey quintile score results for the Culture of Feedback and Support section for pre-ACE (2019-20 or fall 2019?) to spring 2022, by ACE campus and ACE cohort.

Table 4: Pre-ACE to 2021-22 ACE 1.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

	Pre-ACE		2020-21		2021-22	
Campus	**Fall 19**	**Spring 20**	**Fall 20**	**Spring 21**	**Fall 21**	**Spring 22**
Blanton	**4**	NA	NA	**4**	3	2
Lee, U	**5**	NA	NA	**4**	**5**	**5**
Dade	**5**	NA	NA	**4**	**4**	**5**
Zumwalt	1	NA	NA	1	2	1

Source: District Climate Survey files dated 01/15/20 (fall 2019), 07/20/21 (spring 2021), 01/31/22 (fall 2021), and 06/07/22 (spring 2022).
Note: NA = Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring and fall 2020 Climate Surveys. Scores in the fourth or fifth quintile (most positive) are in **bold**.

Table 5: Pre-ACE to 2021-22 ACE 2.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

	Pre-ACE		2020-21		2021-22	
Campus	**Fall 16**	**Spring 17**	**Fall 20**	**Spring 21**	**Fall 21**	**Spring 22**
Carr/Carver[a]	3/2	3/2	NA	**5**	**4**	3
Ervin[+]	1	2	NA	**4**	3	**4**
Titche	1	1	NA	2	**4**	2
Rusk[++]	1	3	NA	1	2	1

Source: District Climate Survey files dated 01/06/17 (fall 2016), 06/05/17 (spring 2017), 07/20/21 (spring 2021), 01/31/22 (fall 2021), and 06/07/22 (spring 2022).
Note: [a] Because Carr and Carver merged in 2017-18, 2016-17 scores include both Carr and Carver, and 2020-21 scores include Carr only. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar. NA = Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring and fall 2020 Climate Surveys. Scores in the fourth or fifth quintile (most positive) are in **bold.**

Table 6: Pre-ACE to 2021-22 ACE 3.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

	Pre-ACE		2020-21		2021-22	
Campus	**Fall 17**	**Spring 18**	**Fall 20**	**Spring 21**	**Fall 21**	**Spring 22**
Chavez	1	1	NA	**4**	**4**	2
Dunbar	1	1	NA	**5**	**4**	**4**
Hotchkiss	2	1	NA	2	1	1
King	1	2	NA	**5**	**5**	**5**
Maple Lawn[++]	**5**	**5**	NA	2	2	3
Pease[+]	1	3	NA	**4**	3	**4**
Thompson[a]	1	1	NA	3	1	1

Source: District Climate Survey files dated 01/22/18 (fall 2017), 06/04/18 (spring 2018), 07/20/21 (spring 2021), 01/31/22 (fall 2021), and 06/07/22 (spring 2022).
Note: [a] In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. Rhoads PK teachers were excluded from analyses. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar. NA = Due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring and fall 2020 Climate Surveys. Scores in the fourth or fifth quintile (most positive) are in **bold.**

Table 7: Pre-ACE to 2021-22 ACE 4.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

	Pre-ACE		2020-21		2021-22	
Campus	**Fall 19**	**Spring 20**	**Fall 20**	**Spring 21**	**Fall 21**	**Spring 22**
Bryan+	1	NA	NA	2	1	2
Burleson	2	NA	NA	**4**	**4**	**4**
Cedar Crest	**4**	NA	NA	2	2	1
Cochran	3	NA	NA	**4**	3	**4**
Douglass	3	NA	NA	2	**5**	2
Johnson[a]	NA	NA	NA	**4**	**5**	**4**
Truett+	3	NA	NA	3	3	3
Wilmer-Hutchins ES+	**4**	NA	NA	3	2	2

Source: District Climate Survey files dated 01/15/20 (fall 2019), 07/20/21 (spring 2021), 01/31/22 (fall 2021), and 06/07/22 (spring 2022).
Note: [a] Johnson opened in 2020-21. + Schools that adopted the Intercession school Calendar. NA = Not Applicable; due to the impact of the COVID-19 pandemic, the district cancelled the administration of the spring and fall 2020 Climate Surveys. Scores in the fourth or fifth quintile (most positive) are in **bold**.

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

ACE program leadership designated *MAP* Average Quintile or above rates (beginning of year, middle of year, and end of year), *ACP* passing rates (fall and spring), *STAAR* performance standard attainment rates, and *STAAR* progress measure attainment rates as metrics to evaluate the 2021-22 learning component of ACE.

Methodology

NWEA Measures of Academic Progress

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

District *MAP* data files for 2021-22 were pulled for assessment windows at the beginning, middle, and end of each academic year, as applicable.[15] English and Spanish versions of the *MAP* were pulled separately and combined into one file to examine overall student performance.[16] If a student completed an assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the assessment more than once in a period, the latest score was used. These district files were merged with the PEIMS demographic files for each respective year.[17]

[15] 2021-22 *MAP* assessment windows include BOY (08/23/21 to 09/03/21), MOY (01/02/22 to 01/21/22), and EOY (05/16/22 to 06/17/22).
[16] Comparisons between the English and Spanish Reading versions of *MAP* are not recommended because the two versions are normed differently.
[17] District PEIMS snapshot date was 11/01/21 (2021-22).

Frequency and crosstab analyses were conducted to determine the percentage of kindergarten to grade eight students performing at Average Quintile or above (grade level) by ACE campus, by ACE cohort, and the district. These analyses were conducted for the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) for 2021-22.

Assessments of Course Performance (ACP)

The second outcome used to evaluate the learning component of ACE was *ACP* scores. The ACE objective was to achieve *ACP* passing rates for each exam within 10 percentage points or exceeding district rates for fall 2021 and spring 2022. *ACP* exams are standardized final semester exams developed by the Local Assessment Department in conjunction with the Department of Teaching and Learning; they are aligned with Texas Essential Knowledge and Skills.[18] Scores for *ACP* tests administered on ACE campuses were obtained from district files dated March 9, 2022 (fall 2021), and July 12, 2022 (spring 2022) and merged with PEIMS demographic data for the associated academic year. Scores of 70 or higher were considered passing, and the percentages of students passing were aggregated for fall and spring of each year by test, test language, campus, grade level (elementary, middle), ACE cohort, and for the district.

State of Texas Assessments of Academic Readiness

The third outcome used to evaluate the learning component of ACE was attainment of performance standards on spring 2021 *STAAR* subtests. The ACE objective was to achieve *STAAR* performance standard attainment rates within ten percentage points or exceeding the district. *STAAR* exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the elementary and secondary grades. ACE students were tested in grades three to eight in mathematics and reading. Students also were tested in writing in grades four and seven, science in grades five and eight, and social studies in grade eight. Students at the high school level took *STAAR End of Course* (*EOC*) assessments in various subjects. Because the highest grade in which ACE students were enrolled was grade eight, only outcomes for grade eight students taking the *Algebra I EOC* were included in this evaluation.

Academic performance standards represent the degree to which students have mastered required content as measured by test scores. *STAAR* assessment scores are categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches Grade Level or Above (Approaches+), 3) Meets Grade Level or Above (Meets+), and 4) Masters Grade Level (Masters). Cut scores divide student scores into these four categories. *STAAR* progress measures[19] provide information about the improvement or progress that students have achieved between the previous year and the current year within the same content area. Because performance standards are not the same across grades and content areas, progress target values differ from grade to grade and across content areas. Accelerated progress target is a designation reserved for those students who have demonstrated significant

[18] For more information on *ACP* exams, see Jimenez (2018).

[19] More information regarding *STAAR* progress measures can be found at https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(*STAAR*)/Progress_Measures/.

progress over the course of the year, beyond that of the Expected progress range. If the student has a gain score less than the Expected progress target, the student is classified as having Limited progress.

The district *STAAR* data files for 2022 were merged with the PEIMS demographic files and crosstab and frequency analyses were conducted to calculate performance standard attainment rates on all versions of *STAAR* and the *Algebra I EOC*. The rate of ACE students at the Approaches+, Meets+, and Masters performance standards for 2022 were calculated by ACE campus, overall for each ACE cohort, and the district. Lastly, evaluators examined 2022 attainment rates for the Limited, Expected, or Accelerated *STAAR* progress measure for mathematics and reading.

Results

NWEA Measures of Academic Progress

Overall, ACE students who performed at the Average Quintile or above in reading had mixed trends for the three assessment periods (Table 8 and 9). EOY Reading - English results showed that one of the 23 (4.3%) ACE campuses (Martin Luther King Jr.) met the goal of having higher than the district rate for the percentage of students reading at the Average Quintile or above. However, eight out of 23 (34.8%) ACE campuses had increases in the percentage of students reading at the Average Quintile or above from BOY to EOY (range: 2.3% to 10.7%). EOY Reading - Spanish[20] results showed that 14 out of 19 (73.7%) ACE elementary campuses met the goal of having higher than the district rate for the percentage of students reading at the Average Quintile or above. Overall, nine of the 19 (47.4%) ACE elementary campuses had increases in the percentage of students reading at the Average Quintile or above from BOY to EOY (range: 2.6% to 21.3%). *MAP* results (Reading – English, Reading – Spanish, and Mathematics) for the 2021-22 BOY, MOY, and EOY by campus, cohort, and grade level are in Appendix C.

Table 8: 2021-22 ACE Cohorts and District *MAP* Average Quintile or Above Rates – Reading (English)

	BOY		MOY		EOY	
ACE Cohorts	***n***	**%**	***n***	**%**	***n***	**%**
1.0 ES	135	39.5	129	40.2	147	41.2
1.0 MS	311	29.7	243	25.2	233	27.7
2.0 ES	212	32.1	187	29.2	227	32.0
2.0 MS	164	35.8	135	34.3	139	34.7
3.0 ES	631	37.2	509	32.4	626	35.8
4.0 ES	495	34.0	439	30.8	538	33.9
District ES	11,190	47.2	9,998	43.8	12,273	46.3
District MS	9,839	42.6	8,218	38.1	8,370	39.6

Source: District *MAP* files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY).

[20] MAP Reading - Spanish is only administered in Kindergarten to 5th grade.

Table 9: 2021-22 ACE Cohorts and District *MAP* Average Quintile or Above Rates – Reading (Spanish)

	BOY		MOY		EOY	
ACE Cohorts	***n***	**%**	***n***	**%**	***n***	**%**
1.0 ES	217	68.5	210	67.3	279	72.3
1.0 MS	-	-	-	-	-	-
2.0 ES	229	70.2	214	66.9	283	72.8
2.0 MS	*	*	-	-	-	-
3.0 ES	390	54.5	379	54.6	437	55.2
4.0 ES	628	59.2	632	62.1	742	61.3
District ES	12,037	60.5	11,003	58.4	13,204	57.4
District MS	20	37.0	20	46.5	9	27.3

Source: District *MAP* files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY).
Note: - = Zero students took the test. * = Less than 5 students took the test.

Overall, ACE students who performed at the Average Quintile or above in mathematics had mixed trends for the three assessment periods (Table 10). EOY Mathematics results showed that six out of 23 (26.1%) ACE campuses met the goal of having higher than the district rate for the percentage of students at the Average Quintile or above in mathematics (Blanton, Titche, King, Johnson, WH ES, and Truett). However, 20 out of 23 (87.0%) ACE campuses had increases in the percentage of students performing at the Average Quintile or above in mathematics from BOY to EOY (range: 2.7% to 17.8%).

Table 10: 2021-22 ACE Cohorts and District *MAP* Average Quintile or Above Rates – Mathematics (Combined English and Spanish)

	BOY		MOY		EOY	
ACE Cohorts	***n***	**%**	***n***	**%**	***n***	**%**
1.0 ES	307	45.1	323	49.0	439	58.4
1.0 MS	246	24.0	244	25.0	194	24.7
2.0 ES	331	33.2	368	37.6	456	41.3
2.0 MS	170	36.3	141	34.1	126	31.7
3.0 ES	805	33.3	790	34.5	998	38.0
4.0 ES	925	35.9	992	39.2	1,328	45.4
District ES	20,679	45.1	20,620	46.4	25,953	49.3
District MS	10,008	43.2	8,717	40.6	8,410	39.8

Source: District *MAP* files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY).

Assessments of Course Performance (ACP)

ACP tests were not administered during the Fall 2020 and Spring 2021 semesters, therefore, *ACP* passing rates are not compared to the previous school year. In 2021-22, ACE 1.0 *ACP* passing rates were within ten points or exceeded the district on 60 of 71 (84.5%) fall exams and 11 of 14 (78.6%) spring exams while ACE 2.0 *ACP* passing rates were within ten points or exceeded the district on 46 of 64 (71.9%) fall exams and on 11 of 12 (91.7%) spring exams (Table 11). ACE 3.0 *ACP* passing rates were within ten points or exceeded the district on 53 of 90 (58.9%) fall exams and two of six (33.3%) spring exams while ACE 4.0 *ACP* passing rates were within ten points or exceeded the district on 49 of 93 (52.7%) fall exams. *ACP* passing rates for each exam by campus and cohort 2021-22 are provided in Appendix C.

Table 11. 2021-22 ACE *ACP* Exam Passing Rate Comparisons to Previous Year and District by Test Subject

	Fall 2021					Spring 2022				
	Tested	Passing		Within 10 pts or Exceeding District		Tested	Passing		Within 10 pts or Exceeding District	
Test	*N*	*n*	%	*n*	%	*N*	*n*	%	*n*	%
ACE 1.0										
All Tests	71	28	39.4	60	84.5	14	6	42.9	11	78.6
Mathematics	21	9	42.9	17	81.0	-	-	-	-	-
Reading/LA	24	10	41.7	24	100.0	-	-	-	-	-
Science	14	4	28.6	11	78.6	7	4	57.1	6	85.7
Social Studies	12	5	41.7	8	66.7	7	2	28.6	5	71.4
All Elementary	25	13	52.0	23	92.0	-	-	-	-	-
All Middle	46	15	32.6	37	80.4	14	6	42.9	11	78.6
ACE 2.0										
All Tests	64	21	32.8	46	71.9	12	10	83.3	11	91.7
Mathematics	18	6	33.3	13	72.2	-	-	-	-	-
Reading/LA	26	7	26.9	17	65.4	-	-	-	-	-
Science	12	3	25.0	8	66.7	6	5	83.3	5	83.3
Social Studies	8	5	62.5	8	100.0	6	5	83.3	6	100.0
All Elementary	32	5	15.6	15	46.9	-	-	-	-	-
All Middle	32	16	50.0	31	96.9	12	10	83.3	11	91.7
ACE 3.0										
All Tests	90	27	30.0	53	58.9	6	1	16.7	2	33.3
Mathematics	30	7	23.3	18	60.0	-	-	-	-	-
Reading/LA	42	13	31.0	26	61.9	-	-	-	-	-
Science	15	7	46.7	9	60.0	3	1	33.3	2	66.7
Social Studies	3	0	0.0	0	0.0	3	0	0.0	0	0.0
All Elementary	90	27	30.0	53	58.9	6	1	16.7	2	33.3
ACE 4.0										
All Tests	93	30	32.3	49	52.7	-	-	-	-	-
Mathematics	31	7	22.6	15	48.4	-	-	-	-	-
Reading/LA	48	16	33.3	27	56.3	-	-	-	-	-
Science	14	7	50.0	7	50.0	-	-	-	-	-
Social Studies	-	-	-	-	-	-	-	-	-	-
All Elementary	93	30	32.3	49	52.7	-	-	-	-	-

Source: District Fall 2021 ACP file dated 3/9/22 and Spring 2022 ACP file dated 7/12/22 merged with student demographic file dated 11/01/21.
Note: - = zero tests

State of Texas Assessments of Academic Readiness

The 2021-22 ACE objective for *STAAR* was to achieve rates of students at each performance standard within at least ten percentage points of district rates. Overall, eight out of the 23 (34.8%) ACE campuses met the goal of achieving rates of students within at least ten percentage points of the district for all subjects at the Approaches+, Meets+, and Masters Grade Level performance standard (Table 12). In reading, 17 out of the 23 (73.9%) ACE campuses met this goal. In mathematics, 15 out of the 23 (65.2%) ACE campuses met this goal. In science, 13 out of the 23 (56.5%) ACE campuses met this goal. Finally, two of the three (66.7%) ACE middle school campuses exceeded the district rates for social studies at all three performance standards. The rates of students at the Approaches+, Meets+, and Masters performance standards for 2022 by campus and cohort are provided in Appendix E.

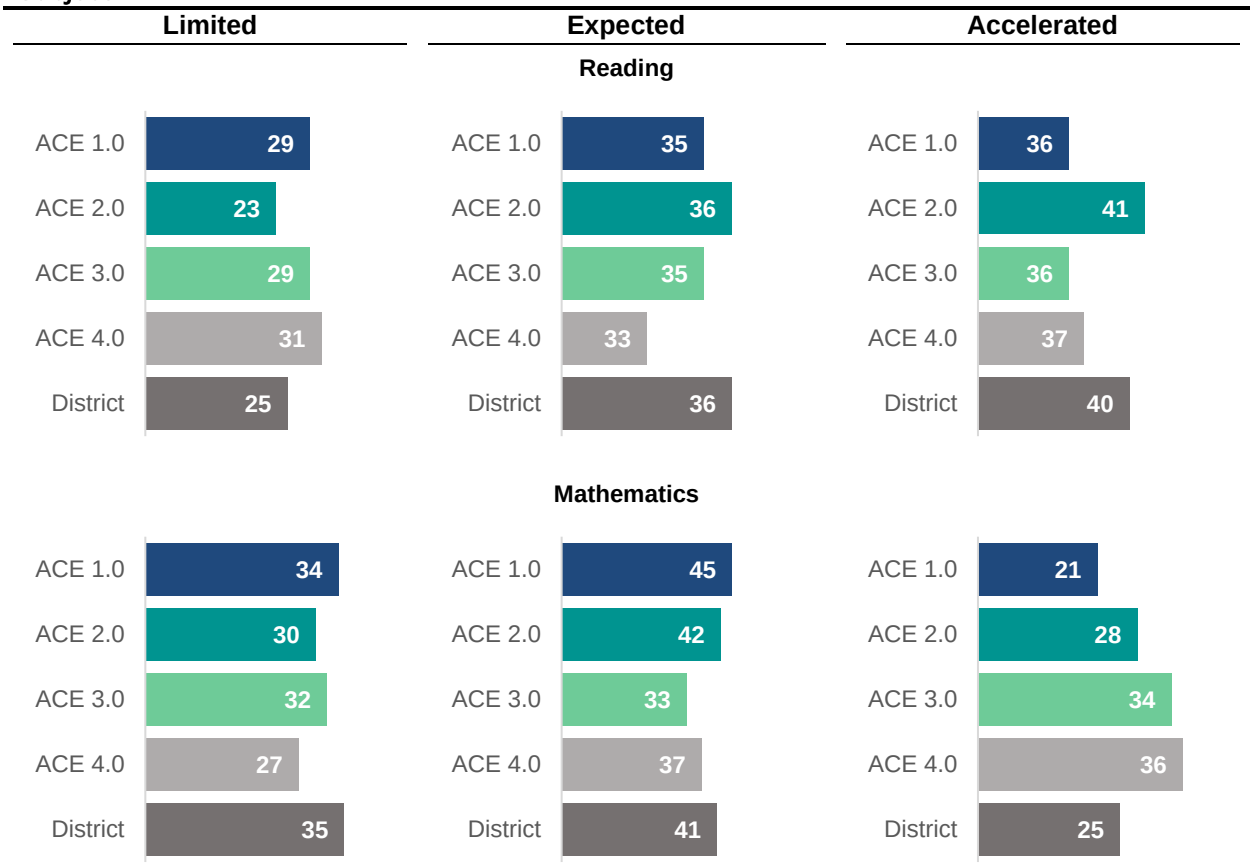
Table 12: 2021-22 Percentage of Students Attaining *STAAR* Approaches+, Meets+, or Masters Performance Standards by Subject for ACE Cohorts and District

		Approaches+		Meets+		Masters	
ACE Cohorts	***N***	***n***	**%**	***n***	**%**	***n***	**%**
			Reading				
1.0 ES	394	276	**70.1**	173	**43.9**	86	**21.8**
1.0 MS	1088	613	**56.3**	294	27.0	143	**13.1**
2.0 ES	692	437	**63.2**	240	**34.7**	125	**18.1**
2.0 MS	473	319	**67.4**	168	**35.5**	84	**17.8**
3.0 ES	1534	917	**59.8**	514	**33.5**	274	**17.9**
4.0 ES	1510	965	**63.9**	538	**35.6**	274	**18.1**
District ES	28587	19,008	66.5	11,656	40.8	6,542	22.9
District MS	24519	16,059	65.5	9,264	37.8	5,242	21.4
			Mathematics				
1.0 ES	394	304	**77.2**	204	**51.8**	106	**26.9**
1.0 MS	1088	523	**48.1**	209	**19.2**	66	**6.1**
2.0 ES	692	417	**60.3**	228	**32.9**	103	**14.9**
2.0 MS	473	262	**55.4**	101	**21.4**	28	**5.9**
3.0 ES	1534	877	**57.2**	457	**29.8**	225	**14.7**
4.0 ES	1510	1,008	**66.8**	528	**35.0**	252	**16.7**
District ES	28588	19,222	67.2	10,895	38.1	5,301	18.5
District MS	21419	12,417	58.0	5,725	26.7	1,894	8.8
			Science				
1.0 ES	135	68	**50.4**	30	**22.2**	9	**6.7**
1.0 MS	487	190	39.0	63	12.9	27	**5.5**
2.0 ES	212	97	45.8	42	19.8	15	**7.1**
2.0 MS	239	122	**51.0**	63	**26.4**	23	**9.6**
3.0 ES	476	222	46.6	128	**26.9**	57	**12.0**
4.0 ES	513	285	**55.6**	134	**26.1**	55	**10.7**
District ES	9081	5,198	57.2	2,713	29.9	1,136	12.5
District MS	9218	5,272	57.2	2,323	25.2	890	9.7
			Social Studies				
1.0 ES	-	-	-	-	-	-	-
1.0 MS	487	137	28.1	34	7.0	16	**3.3**
2.0 ES	-	-	-	-	-	-	-
2.0 MS	238	91	**38.2**	36	**15.1**	26	**10.9**
3.0 ES	-	-	-	-	-	-	-
4.0 ES	-	-	-	-	-	-	-
District ES	-	-	-	-	-	-	-
District MS	8,895	4,201	47.2	1577	17.7	796	8.9

Source: District *STAAR* files dated 07/15/22 for students enrolled on the PEIMS snapshot date of 11/01/21.
Note: - = *STAAR* Social Studies test is only administered in Middle school. *STAAR* performance standard attainment rates within ten percentage points or exceeding the district are in **bold**.

In 2021-22, all ACE cohorts were within ten points of or exceeded the overall district rates on the reading and mathematics *STAAR* progress measures (see Figure 1). The rate of students attaining the *STAAR* progress measures by ACE cohorts and the district rates are provided in Appendix F.

Figure 1. 2021-22 Percentage of ACE Cohort Students Attaining *STAAR* Progress Measure by Subject



Source: *STAAR* files dated July 15, 2022 (*STAAR* grades four through eight) for students enrolled on the PEIMS snapshot day of November 1, 2021.

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

ACE program leadership designated disciplinary offenses, attendance rates, Student Experience survey results, and Parent/Guardian survey results as metrics to evaluate the 2021-22 expectations component of ACE.

Methodology

Disciplinary Offenses

The first outcome used to evaluate the expectations component of ACE was disciplinary offenses. The ACE objective was to achieve 2021-22 disciplinary offense rates at or below the district average. Due to the COVID-19 pandemic, normal disciplinary tracking was suspended for 2020-21. In 2021-22, normal disciplinary tracking was suspended due to the Reset Centers initiative which eliminated in-school and out-of-school suspensions for secondary students. The goal of these centers was to maintain instruction in academic lessons, provide help with self-awareness, de-escalation techniques, and referrals to Mental Health Services (MHS) to address the root cause of problem behaviors. For more information on Reset

Centers see the 2021-22 Reset Centers Evaluation report.[21] Therefore, this objective could not be assessed. Data for previous years can be found in the 2019-20 report on page 17.[22]

Attendance Rates

The second outcome used to evaluate the expectations component of ACE was attendance rates. The ACE objective was to achieve 2021-22 attendance rates at or above 96 percent. The evaluator obtained district attendance files[23] and merged the data with PEIMS demographic data for the associated academic year. Attendance rates were calculated by aggregating days in attendance and days enrolled for each ACE campus, ACE cohort, and the district and then dividing aggregated days in attendance by aggregated days enrolled. Previous data for 2016-17 through 2020-21 were pulled from the 2018-19 evaluation (Barton & Rowles, 2019) and 2020-21 evaluation (Featherston, 2021).

Student Experience Survey

The third outcome used to evaluate the expectations component of ACE was results of the district Student Experience Survey.[24] The ACE objective was to achieve 2021-22 positive response rates at or above the district average. The Student Experience Survey was administered districtwide as a component of the TEI to 1) understand the needs and perceptions of students and 2) evaluate and improve teacher effectiveness. The survey was administered online and with revised questions for the first time in spring 2021. Due to the COVID-19 pandemic, some administration protocols were waived in response to remote/hybrid learning. Additionally, some campuses had lower participation rates than in prior years. Campuses were only included in analyses if their participation rates were 52 percent or greater. Results should not be compared to prior years and should be reviewed with caution. Rates of favorable responses from the Student Experience Survey for ACE campuses and the district were extracted from campus-level reports and files dated June 29, 2022.

Parent/Guardian Survey

The fourth outcome used to evaluate the expectations component of ACE was results of the annual districtwide Parent/Guardian survey. The ACE objective was to achieve 2021-22 positive response rates at or above the district average. The Parent/Guardian Survey, conducted as part of the Principal Excellence Initiative (PEI),[25] was designed to measure parent and guardian engagement and support for the direction of their children's campuses. Rates of favorable responses from the Parent/Guardian Survey in 2022 were extracted from the district data file dated June 15, 2022. Survey items can be found in Appendix H.

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[21] Mickelson, 2022.
[22] Featherston, 2021.
[23] District attendance files dated 06/20/17 (2016-17), 06/11/18 (2017-18), 06/04/19 (2018-19), 03/04/20 (4th six weeks, 2019-20), 08/24/21 (2020-21), and 06/29/2022 (2021-22).
[24] Aggregated results were reported separately for elementary and secondary grade levels.
[25] For more information about the Principal Excellence Initiative (PEI), see https://www.dallasisd.org/Page/41972.

Results

Attendance Rates

Overall, attendance rate for the district and all ACE campuses has declined from 2020-21. In 2021-22, ACE campuses had an average attendance rate of 90.6 percent (Table 13). None of the 23 ACE campuses met the program objective of having attendance rates at or above 96 percent. However, ten of the 23 ACE campuses exceeded the overall district attendance rate (90.8%).

Table 13: 2017-18 to 2021-22 ACE Campuses, Cohorts, & District Average Attendance Rates

	2017-18 %	2018-19 %	2019-20[a] %	2020-21 %	2021-22 %
			ACE 1.0		
Blanton	**96.0**	**96.6***	**95.5***	**96.9**	93.4
Lee, U	**95.9**	**95.7***	95.0*	93.9	92.7
Dade	94.5	95.4*	**95.7***	**97.4**	90.4
Zumwalt	92.0	92.7*	91.3*	92.5	85.9
ACE 1.0	94.5	95.2*	94.7*	**95.7**	90.7
			ACE 2.0		
Carr[b]	95.0	94.8	94.5	**95.5**	92.5
Ervin[+]	**95.9**	**97.4**	95.1	93.7	86.9
Titche	**96.3**	**96.3**	95.2	95.1	93.0
Rusk[++]	**95.8**	**96.4**	**96.0**	90.4	89.0
ACE 2.0	**95.8**	**96.4**	95.3	93.5	90.2
			ACE 3.0		
Chavez	**96.0**	**95.6**	94.3	**95.6**	89.2
Dunbar	94.1	**95.5**	94.3	**95.7**	90.7
Hotchkiss	**96.8**	**96.7**	95.1	**95.6**	94.5
King	**95.5**	**96.5**	**97.9**	**97.3**	94.3
Maple Lawn[++]	**96.4**	**96.3**	94.9	94.1	89.3
Pease[c +]	94.0	93.2	91.8	92.4	90.0
Thompson[e]	95.2	**96.3**	94.6	93.0	87.8
ACE 3.0	**95.5**	**95.8**	94.7	94.7	90.7
			ACE 4.0		
Bryan[+]	-	-	-	92.4	90.2
Burleson	-	-	-	93.2	92.4
Cedar Crest	-	-	-	91.6	88.9
Cochran	-	-	-	92.4	90.5
Douglass	-	-	-	91.6	87.7
Johnson[d]	-	-	-	95.3	92.0
Truett[+]	-	-	-	93.8	91.3
Wilmer-Hutchins ES[+]	-	-	-	**96.2**	92.1
ACE 4.0	-	-	-	93.4	90.8
District	95.2	95.3	94.2	92.1	90.8

Source: District attendance files dated 06/11/18 (2017-18), 06/04/19 (2018-19), 03/04/20 (4th six-weeks, 2019-20), 08/24/21 (2020-21), and 06/29/2022 (2021-22).

Note: - = Data not displayed as these campuses did not participate in the ACE program that year. [a] 2019-20 totals only include data from the first four six weeks. [b] Because Carr and Carver merged in 2017-18, 2016-17 numbers for Carr include both Carr and Carver; 2017-18 numbers are for Carr only. [c] In 2018-19, Pease transitioned from ACE 1.0 to ACE 3.0. [d] Johnson opened in 2020-21. [e] In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. * ACE 1.0 campuses did not participate in the ACE program in 2018-19 and 2019-20. Attendance rates meeting or exceeding goal of 96 percent (rounded) are in **bold.** [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar.

Student Experience Survey

Overall, ACE students generally responded favorably on the districtwide student survey (Table 14). Overall, 19 of the 23 (82.6%) ACE campuses met the objective of exceeding the overall favorable rate for the district (District Elementary = 82.0%, District Middle/High = 72.0%). Favorable response rates by cohort and campus are provided in Appendix G.

Table 14. 2021-22 ACE Student Experience Survey Percent Favorable Ratings by Category

ACE Cohort	Classroom Environment %	Student Engagement %	Pedagogical Effectiveness %	Rigorous Expectations %	Teacher-Student Relationships %	Overall %
ACE 1.0 ES	**91.4**	**91.9**	**97.4**	**97.0**	**95.4**	**94.6**
ACE 1.0 MS	**77.5**	**62.0**	**82.5**	**79.2**	**75.2**	**75.5**
ACE 2.0 ES	**83.3**	**80.9**	**89.6**	**87.1**	**87.3**	**86.3**
ACE 2.0 MS	74.0	54.0	**79.0**	**80.0**	**73.0**	**72.0**
ACE 3.0 ES	78.5	75.3	**86.0**	82.8	82.0	79.7
ACE 4.0 ES	**88.6**	**85.5**	**91.8**	**90.6**	**90.7**	**89.3**
District ES*	81.0	76.0	86.0	83.0	83.0	82.0
District MS*	76.0	56.0	79.0	77.0	72.0	72.0

Source: Data provided by the Office of Institutional Research dated 06/23/22.
Note: * = Some campuses had lower participation rates than in prior years. Campuses were only included in analyses if their participation rates were 52 percent or greater. Results should not be compared to prior years and should be reviewed with caution. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12. Favorable percentages that met or exceeded the district for grade level are in **bold**.

Parent/Guardian Survey

Overall, parent perceptions of ACE cohorts were generally positive (Table 15). Eighteen out of the 23 (78.3%) ACE campuses met the goal of meeting or exceeding the district positive response rate (89.4%). Notably, all ACE 1.0 campuses met the objective of meeting or exceeding the district positive response rate.

Table 15: 2021-22 ACE Parent Survey Percent Favorable Ratings (First 10 items)

Campus	*N*	%
ACE 1.0		
Blanton	154	**96.3**
Lee, U	87	**95.1**
Dade	93	**93.4**
Zumwalt	106	**93.8**
ACE 1.0	440	**94.8**
ACE 2.0		
Carr	54	**98.9**
Ervin[+]	77	86.1
Titche	114	87.2
Rusk[++]	102	**93.1**
ACE 2.0	347	**90.5**
ACE 3.0		
Chavez	92	**95.7**
Dunbar	91	**94.5**
Hotchkiss	107	**93.8**
King	84	**92.8**
Maple Lawn[++]	86	**94.5**
Pease[+]	82	**96.7**
Thompson[a]	93	88.5
ACE 3.0	635	**93.7**
ACE 4.0		
Bryan[+]	76	**96.4**
Burleson	137	**95.5**
Cedar Crest	88	88.9
Cochran	112	**95.4**
Douglass	77	88.6
Johnson	85	**93.5**
Truett[+]	108	**95.3**
Wilmer-Hutchins ES[+]	92	**90.5**
ACE 4.0	775	**93.3**
District	25,902	89.4

Source: Data provided by the Office of Institutional Research dated 06/13/22.
Note: [a] In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar. Favorable percentages that met or exceeded the district are in **bold**.

What were the 2022 ACE state accountability ratings?

The ultimate goal of the ACE program was for all ACE campuses to earn or maintain a passing accountability rating letter grade.[26,27] Overall, 15 out of 23 (65%) ACE campuses received an overall accountability rating of B while 4 out of 23 (17%) received an overall accountability rating of C. Four ACE campuses (Hotchkiss, Thompson, Cedar Crest, and Douglass) received an overall accountability rating of *Not Rated: Senate Bill 1365*.

[26] In 2021-22, campuses received an accountability rating of *A*, *B*, or *C*. Letter grades between *A* and *C* were considered passing. Campuses that did not meet the performance target of at least a C were assigned "*Not Rated: Senate Bill 1365*."
[27] Details regarding the establishment and calculation of TEA accountability targets and indices are complex and beyond the scope of this document. For more information about TEA accountability ratings, see https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2022-accountability-manual.

Table 16. 2022 TEA Accountability Results

Campus	Letter Grade
ACE 1.0	
Blanton	B
Lee, U	B
Dade	B
Zumwalt	C
ACE 2.0	
Carr	B
Ervin[+]	C
Titche	B
Rusk[++]	B
ACE 3.0	
Chavez	C
Dunbar	C
Hotchkiss	Not Rated: SB 1365
King	B
Maple Lawn[++]	B
Pease[+]	B
Thompson[a]	Not Rated: SB 1365
ACE 4.0	
Bryan[+]	B
Burleson	B
Cedar Crest	Not Rated: SB 1365
Cochran	B
Douglass	Not Rated: SB 1365
Johnson	B
Truett[+]	B
Wilmer-Hutchins ES[+]	B

Source: 2021-22 TEA accountability ratings data.
Note: SB = Senate Bill. [a] In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The Accelerating Campus Excellence (ACE) initiative was formed in 2015-16 on the principle that transforming schools requires strong leadership and effective teachers enveloped in an environment of high expectations for students and staff members. The ACE program aimed to improve student achievement by striving to accelerate learning through a focus on three general components: *People*, *Learning*, and *Expectations*. The total budget for the 2021-22 ACE program was $18,926,142 which was a $75,368 increase from $18,850,774 in 2020-21. This budget was funded through district general operating funds. The cornerstone of the ACE program was recruiting highly effective teachers and leadership teams to work at ACE campuses. The budget included $15,675,518 for additional personnel and teacher stipends, $342,480 for uniforms, and $2,908,144 for professional development and extra duty pay.

- In 2021-22, there were a total of 11,839 students at ACE campuses compared to 11,967 in 2020-21. A higher proportion of students at ACE campuses in 2021-22 were identified as economically disadvantaged (96%) compared to the district (84%). ACE campuses also had a larger proportion of African American (47%) students compared to the district (21%) but had a smaller proportion of Hispanic (49%) students compared to the district (71%). ACE campuses had a smaller proportion of students identified as Emergent Bilingual (EBs; 39%) compared to the district (48%).
- The 803 teachers on ACE campuses were 79 percent female, 84 percent African American or Hispanic (52% and 32%, respectively), and 23 percent held at least a master's degree at the time of hire.
- Overall, 12 out of 23 (52%) ACE campuses met the ACE program objective of having annual teacher retention rates at or above district retention rates. While this is an increase in the number of ACE campuses meeting the annual teacher retention objective compared to 2020-21 (n = 5), it is important to note that the overall 2021-22 district retention rate (72%) was five percentage points lower than the overall 2020-21 district retention rate (77%).
- On the fall 2021 district climate survey, ten of the 23 ACE campuses (43.4%) had scores in the fourth or fifth quintile (most positive) on the Culture of Feedback and Support section while nine of the 23 ACE campuses (39.1%) had scores in the fourth or fifth quintile on the Culture of Feedback and Support section on the spring 2022 district climate survey.
- In 2021-22, none of the 23 ACE campuses met the program objective of having attendance rates at or above 96 percent. This is consistent with a districtwide decline in attendance rates. Ten of the 23 ACE campuses exceeded the overall district attendance rate (90.8%).
- Overall, ACE students who performed at the Average Quintile or above on the *MAP* had mixed trends. One out of the 23 (4%) ACE campuses met the goal for EOY Reading English, 14 of the 19

(74%) ACE campuses met the goal for EOY Reading Spanish, and six out of 23 (26%) ACE campuses met the goal for EOY Mathematics.

- Overall, ACE campuses had *ACP* passing rates within ten points of or exceeded the district on 65% of fall exams and 75% of spring exams.
- Overall, eight out of the 23 (34.8%) ACE campuses met the goal of achieving rates of students within at least ten percentage points of the district for all *STAAR* subjects at the Approaches+, Meets+, and Masters Grade Level performance standard.
- All ACE cohorts exceeded or were within ten points of the district rates on the reading and mathematics *STAAR* progress measures.
- In 2021-22, none of the 23 ACE campuses met the program objective of having attendance rates at or above 96 percent. This is consistent with a districtwide decline in attendance rates. Ten of the 23 (43.5%) ACE campuses exceeded the overall district attendance rate (90.8%).
- In 2021-22, 19 of the 23 (82.6%) ACE campuses met the objective of exceeding the overall favorable rate for the district on the Student Experience survey.
- Overall, 18 out of the 23 (78.3%) ACE campuses met the goal of meeting or exceeding the district positive response rate (89.4%) on the parent survey.

Recommendations

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

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

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

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

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

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APPENDICES

Appendix A

Appendix A: 2021-22 ACE Student Characteristics – Sex, Race/Ethnicity, and Special Student Groups

		Sex				Race/Ethnicity								Special Student Groups					
		Male		Female		Af. Amer.		Hispanic		White		Other/Missing		Econ. Dis.		EB		SPED	
	N	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
ACE 1.0																			
Blanton	596	295	49.5	301	50.5	69	11.6	511	85.7	8	1.3	8	1.3	566	95.0	394	66.1	60	10.1
Lee, U	409	210	51.3	199	48.7	214	52.3	181	44.3	3	0.7	11	2.7	402	98.3	151	36.9	46	11.2
Dade	741	403	54.4	338	45.6	464	62.6	259	35.0	2	0.3	16	2.2	741	100.0	209	28.2	130	17.5
Zumwalt	433	221	51.0	212	49.0	270	62.4	145	33.5	1	0.2	17	3.9	416	96.1	119	27.5	94	21.7
ACE 1.0	2,179	1,129	51.8	1,050	48.2	1,017	46.4	1,096	50.3	14	0.6	52	2.4	2,125	97.5	873	40.1	330	15.1
ACE 2.0																			
Carr	286	141	49.3	145	50.7	171	59.8	105	36.7	4	1.4	6	2.1	278	97.2	93	32.5	24	8.4
Ervin[+]	634	299	47.2	335	52.8	453	71.5	154	24.3	9	1.4	18	2.8	621	97.9	123	19.4	50	7.9
Titche	692	370	53.5	322	46.5	241	34.8	427	61.7	10	1.4	14	2.0	674	97.4	325	47.0	73	10.5
Rusk[++]	519	262	50.5	257	49.5	139	28.6	355	68.4	8	1.5	17	3.3	494	95.2	276	53.2	76	14.6
ACE 2.0	2,131	1,072	50.3	1,059	49.7	1,004	47.1	1,041	48.9	31	1.5	55	2.6	2,067	97.0	817	38.3	223	10.2
ACE 3.0																			
Chavez	582	302	51.9	280	48.1	308	52.8	243	41.8	7	1.2	24	4.1	549	94.3	193	33.2	74	12.7
Dunbar	508	243	47.8	265	52.2	341	67.1	144	28.3	5	1.0	18	3.5	489	96.3	117	23.0	55	10.8
Hotchkiss	499	246	49.3	253	50.7	134	26.9	313	62.7	21	4.2	31	6.2	440	88.2	296	59.3	55	11.0
King	428	229	53.5	199	46.5	270	63.1	143	33.4	2	0.5	13	3.0	403	94.2	113	26.4	35	8.2
Maple Lawn[++]	559	316	56.5	243	43.5	231	41.3	302	54.0	4	0.7	22	3.9	476	85.2	218	39.0	58	10.4
Pease[+]	509	263	51.7	246	48.3	422	82.9	53	10.4	2	0.4	32	6.3	498	97.8	32	6.3	42	8.3
Thompson[a]	502	249	49.6	253	50.4	245	48.8	241	48.0	3	0.6	13	2.6	481	95.8	213	42.4	37	7.4
ACE 3.0	3,587	1,848	51.5	1,739	48.5	1,951	54.4	1,439	40.1	44	1.2	153	4.3	3,336	93.0	1,182	33.0	356	9.9
ACE 4.0																			
Bryan[+]	376	201	53.5	175	46.5	179	47.6	187	49.7	4	1.1	6	1.6	371	98.7	140	37.2	25	6.6
Burleson	453	217	47.9	239	52.1	161	35.5	276	60.9	10	2.2	6	1.3	448	98.9	213	47.0	26	5.7
Cedar Crest	366	196	53.6	170	46.4	215	58.7	143	39.1	2	0.5	6	1.6	361	98.6	106	29.0	38	10.4
Cochran	425	215	50.6	210	49.4	143	33.6	267	62.8	10	2.4	5	1.2	414	97.4	196	46.1	29	6.8
Douglass	424	215	50.7	209	49.3	254	59.9	161	38.0	3	0.7	6	1.4	417	98.3	134	31.6	43	10.1
Johnson	456	226	49.6	230	50.4	134	29.4	282	61.8	18	3.9	22	4.8	412	90.4	193	42.3	34	7.5
Truett[+]	895	482	53.9	413	46.1	293	32.7	532	59.4	25	2.8	45	5.0	855	95.5	498	55.6	53	5.9
W-H ES[+]	547	277	50.6	270	49.4	197	36.0	324	59.2	8	1.5	18	3.3	519	94.9	232	42.4	34	6.2
ACE 4.0	3,942	2,029	51.5	1,913	48.5	1,576	40.0	2,172	55.1	80	2.0	114	2.9	3,797	96.3	1,712	43.4	282	7.2
All ACE	**11,839**	**6,078**	**51.3**	**5,761**	**48.7**	**5,548**	**46.9**	**5,748**	**48.6**	**169**	**1.4**	**374**	**3.2**	**11,325**	**95.7**	**4,584**	**38.7**	**1,191**	**10.1**

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

Note: Af. Amer. = African American. W-H ES = Wilmer-Hutchins Elementary School. Econ. Dis. = Economically disadvantaged. SPED = Special Education. [a] In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar. Percentages may not sum to 100 because of rounding.

Appendix B

Appendix B, Table 1: 2021-22 Teacher Characteristics – District Overall and ACE Overall

	District Overall						ACE Overall					
	All (*N* = 9,805)[a]		Elementary (*N* = 4,670)		Middle (*N* = 1,783)		All (*N* = 803)		Elementary (*N* = 685)		Middle (*N* = 118)	
	N	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Sex												
Male	2,927	30.4	958	20.5	630	35.3	171	21.3	135	19.7	36	30.5
Female	6,826	69.6	3,712	79.5	1,153	64.7	632	78.7	550	80.3	82	69.5
Race/Ethnicity												
African American	3,464	35.3	1,276	27.3	915	51.3	415	51.7	319	46.6	96	81.4
Hispanic	3,292	33.6	2,231	47.8	296	16.6	260	32.4	251	36.6	9	7.6
White	2,638	26.9	1,028	22.0	484	27.1	115	14.3	102	14.9	13	11.0
Other	411	4.2	135	2.9	88	4.9	13	1.6	13	1.9	0	0.0
Highest Degree Earned												
Associate's	80	0.8	37	0.8	12	0.7	6	0.7	5	0.7	1	0.8
Bachelor's	6,566	67.0	3,260	69.8	1,197	67.1	527	65.6	447	65.3	80	67.8
Master's	2,091	21.3	909	19.5	380	21.3	187	23.3	161	23.5	26	22.0
Doctorate	117	1.2	44	0.9	16	0.9	10	1.2	10	1.5	1	0.0
Other/Missing	951	9.7	420	9.0	178	10.0	73	9.1	62	9.1	11	9.3

Source: District personnel file dated 11/11/21.

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

Appendix B, Table 2: 2021-22 ACE Teacher Characteristics by Cohort and School Type

		ACE 1.0						ACE 2.0						ACE 3.0		ACE 4.0	
		All (*N* = 149)		Elementary (*N* = 68)		Middle (*N* = 81)		All (*N* = 147)		Elementary (*N* = 110)		Middle (*N* = 37)		All (*N* = 231)		All (*N* = 276)	
	N	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Sex																	
Male	171	38	25.5	18	26.5	20	24.7	34	23.1	18	16.4	16	43.2	49	21.2	50	18.1
Female	632	111	74.5	50	73.5	61	75.3	113	76.9	92	83.6	21	56.8	182	78.8	226	81.9
Race/Ethnicity																	
Af. Amer.	415	104	69.8	24	35.3	80	98.8	72	49.0	56	50.9	16	43.2	116	50.2	123	44.6
Hispanic	260	30	20.1	29	42.6	1	1.2	45	30.6	37	33.6	8	21.6	80	34.6	105	38.0
White	115	13	8.7	13	19.1	0	0.0	29	19.7	16	14.5	13	35.1	29	12.6	44	15.9
Other	13	2	1.3	2	2.9	0	0.0	1	0.7	1	0.9	0	0.0	6	2.6	4	1.4
Highest Degree Earned																	
Associate's	6	1	0.7	0	0.0	1	1.2	0	0.0	0	0.0	0	0.0	2	0.9	3	1.1
Bachelor's	527	109	73.2	51	75.0	58	71.6	85	57.8	63	57.4	22	59.5	159	68.8	174	63.0
Master's	187	26	17.4	10	14.7	16	19.8	36	24.5	26	23.6	10	27.0	51	22.1	74	26.8
Doctorate	10	0	0.0	0	0.0	0	0.0	3	2.0	3	2.7	0	0.0	3	1.3	4	1.4
Other/Missing	73	13	8.7	7	10.3	6	7.4	23	15.6	18	16.4	5	13.5	16	6.9	21	7.6

Source: District personnel file dated 11/11/21.
Note: Af. Amer. = African American. Percentages may not sum to 100 because of rounding.

Appendix B, Table 3: 2021-22 Teacher Characteristics – ACE 1.0 Campuses

	Elementary Schools				Middle Schools			
	Blanton (*N* = 41)		Lee, U (*N* = 27)		Dade (*N* = 51)		Zumwalt (*N* = 30)	
	n	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Sex								
Male	9	22.0	9	33.3	13	25.5	7	23.3
Female	32	78.0	18	66.7	38	74.5	23	76.7
Race/Ethnicity								
African American	8	19.5	16	59.3	50	98.0	30	100.0
Hispanic	21	51.2	8	29.6	1	2.0	0	0.0
White	10	24.4	3	11.1	0	0.0	0	0.0
Other	2	4.9	0	0.0	0	0.0	0	0.0
Highest Degree Earned								
Associate's	0	0.0	0	0.0	0	0.0	1	3.3
Bachelor's	32	78.0	19	70.4	35	68.9	23	76.7
Master's	4	9.8	6	22.2	13	25.5	3	10.0
Doctorate	0	0.0	0	0.0	0	0.0	0	0.0
Other/Missing	5	12.2	2	7.4	3	5.9	3	10.0

Source: District personnel file dated 11/11/21.
Note: Percentages may not sum to 100 because of rounding.

Appendix B, Table 4: 2021-22 Teacher Characteristics – ACE 2.0 Campuses

	Elementary Schools						Middle School	
	Carr (*N* = 23)		Ervin[+] (*N* = 42)		Titche (*N* = 45)		Rusk[++] (*N* = 37)	
	n	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Sex								
Male	3	13.0	9	21.4	6	13.3	16	43.2
Female	20	87.0	33	78.6	39	86.7	21	56.8
Race/Ethnicity								
African American	9	39.1	26	61.9	21	46.7	16	43.2
Hispanic	9	39.1	10	23.8	18	40.0	8	21.6
White	5	21.7	5	11.9	6	13.3	13	35.1
Other	0	0.0	1	2.4	0	0.0	0	0.0
Highest Degree Earned								
Associate's	0	0.0	0	0.0	0	0.0	0	0.0
Bachelor's	14	60.9	20	47.6	29	64.4	22	59.5
Master's	2	8.7	16	38.1	8	17.8	10	27.0
Doctorate	1	4.3	2	4.8	0	0.0	0	0.0
Other/Missing	6	26.1	4	9.5	8	17.8	5	13.5

Source: District personnel file dated 11/11/21.
Note: Percentages may not sum to 100 because of rounding. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar.

Appendix B, Table 5: 2021-22 Teacher Characteristics – ACE 3.0 Campuses

	Elementary Schools													
	Chavez (*N* = 40)		Dunbar (*N* = 34)		Hotchkiss (*N* = 32)		King (*N* = 31)		Maple Lawn[++] (*N* = 31)		Pease[+] (*N* = 34)		Thompson[a] (*N* = 29)	
	n	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Sex														
Male	10	25.0	7	20.6	8	25.0	7	22.6	9	29.0	3	8.8	5	17.2
Female	30	75.0	27	79.4	24	75.0	24	77.4	22	71.0	31	91.2	24	82.8
Race/Ethnicity														
African American	17	42.5	26	76.5	3	9.4	21	67.7	6	19.4	29	85.3	14	48.3
Hispanic	15	37.5	7	20.6	16	50.0	10	32.3	18	58.1	3	8.8	11	37.9
White	7	17.5	1	2.9	12	37.5	0	0.0	4	12.9	2	5.9	3	10.3
Other	1	2.5	0	0.0	1	3.1	0	0.0	3	9.7	0	0.0	1	3.4
Highest Degree Earned														
Associate's	0	0.0	0	0.0	0	0.0	1	3.2	0	0.0	1	2.9	0	0.0
Bachelor's	26	65.0	26	76.5	22	68.8	18	58.1	23	74.2	21	61.8	23	79.3
Master's	13	32.5	7	20.6	7	21.9	6	19.4	6	19.4	10	29.4	2	6.3
Doctorate	0	0.0	0	0.0	2	6.3	0	0.0	1	3.2	0	0.0	0	0.0
Other/Missing	1	2.5	1	2.9	1	3.1	6	19.4	1	3.2	2	5.9	4	13.8

Source: District personnel file dated 11/11/21.
Note: Percentages may not sum to 100 because of rounding. [a] In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. Rhoads PK teachers were excluded from analyses. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar.

Appendix B, Table 6: 2021-22 Teacher Characteristics – ACE 4.0 Campuses

	Elementary Schools															
	Bryan+ (*N* = 25)		Burleson (*N* = 33)		Cedar Crest (*N* = 28)		Cochran (*N* = 32)		Douglass (*N* = 29)		Johnson (*N* = 30)		Truett+ (*N* = 59)		W-H ES+ (*N* = 40)	
	n	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***N***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Sex																
Male	3	12.0	8	24.2	9	32.1	3	9.4	5	17.2	8	26.7	9	15.3	5	12.5
Female	22	88.0	25	75.8	19	67.9	29	90.6	24	82.8	22	73.3	50	84.7	35	87.5
Race/Ethnicity																
African American	13	52.0	16	48.5	14	50.0	17	53.1	14	48.3	13	43.3	18	30.5	18	45.0
Hispanic	9	36.0	12	36.4	7	25.0	11	34.4	9	31.0	12	40.0	27	45.8	18	45.0
White	2	8.0	5	15.2	7	25.0	2	6.3	6	20.7	5	16.7	13	22.2	4	10.0
Other	1	4.0	0	0.0	0	0.0	2	6.3	0	0.0	0	0.0	1	1.7	0	0.0
Highest Degree Earned																
Associate's	0	0.0	1	3.0	0	0.0	1	3.1	0	0.0	1	3.3	0	0.0	0	0.0
Bachelor's	17	68.0	23	69.7	19	67.9	21	65.6	20	69.0	16	53.3	35	59.3	23	57.5
Master's	5	20.0	8	24.2	9	32.1	8	25.0	7	24.1	8	26.7	18	30.5	11	27.5
Doctorate	0	0.0	0	0.0	0	0.0	1	3.1	0	0.0	1	3.3	2	3.4	0	0.0
Other/Missing	3	12.0	1	3.0	0	0.0	1	3.1	2	6.9	4	13.3	4	6.8	6	15.0

Source: District personnel file dated 11/11/21.
Note: W-H = Wilmer-Hutchins. Percentages may not sum to 100 because of rounding. + Schools that adopted the Intercession school Calendar.

Appendix C

Appendix C, Table 1: 2021-22 ACE Campuses, Cohorts, and District *MAP* Average Quintile or Above Rates – Reading (English)

	BOY		MOY		EOY	
	n	**%**	***n***	**%**	***n***	**%**
			ACE 1.0			
Blanton	69	46.6	61	43.0	61	37.4
Lee, U	66	34.0	68	38.0	86	44.3
Dade	187	27.6	142	22.7	131	24.3
Zumwalt	124	33.5	101	29.8	102	33.8
ACE 1.0 ES	135	39.5	129	40.2	147	41.2
ACE 1.0 MS	311	29.7	243	25.2	233	27.7
			ACE 2.0			
Carr	50	33.8	53	35.1	64	36.8
Ervin[+]	77	27.1	57	21.1	70	24.6
Titche	85	37.1	77	35.0	93	37.1
Rusk[++]	164	35.8	135	34.3	139	34.7
ACE 2.0 ES	212	32.1	187	29.2	227	32.0
ACE 2.0 MS	164	35.8	135	34.3	139	34.7
			ACE 3.0			
Chavez	88	31.1	82	31.2	104	34.7
Dunbar	72	29.9	59	26.7	94	36.3
Hotchkiss	73	37.6	43	25.0	58	27.9
King	111	46.3	108	47.8	136	51.7
Maple Lawn[++]	94	39.3	64	28.8	66	33.8
Pease[+]	125	42.5	94	33.6	112	36.6
Thompson[a]	68	33.0	59	31.6	56	25.6
ACE 3.0 ES	631	37.2	509	32.4	626	35.8
			ACE 4.0			
Bryan[+]	40	31.0	35	26.7	60	41.7
Burleson	71	40.8	67	39.9	71	35.7
Cedar Crest	42	28.4	33	22.0	39	25.8
Cochran	45	32.4	39	28.3	46	28.0
Douglass	38	24.1	35	22.2	40	21.1
Johnson	59	32.4	49	29.7	73	38.4
Truett[+]	119	39.7	108	37.1	111	38.1
Wilmer-Hutchins ES[+]	81	35.7	73	32.6	98	38.0
ACE 4.0 ES	495	34.0	439	30.8	538	33.9
District ES	11,190	47.2	9,998	43.8	12,273	46.3
District MS	9,839	42.6	8,218	38.1	8,370	39.6

Source: District *MAP* files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY).
Note: [a] In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar.

Appendix C, Table 2: 2021-22 ACE Campuses, Cohorts, and District *MAP* Average Quintile or Above Rates – Reading (Spanish)

	BOY		MOY		EOY	
	n	**%**	***n***	**%**	***n***	**%**
			ACE 1.0			
Blanton	156	71.2	157	71.7	203	75.2
Lee, U	61	62.2	53	57.0	76	65.5
Dade	*	*	-	-	-	-
Zumwalt	-	-	-	-	-	-
ACE 1.0 ES	217	68.5	210	67.3	279	72.3
ACE 1.0 MS	*	*	-	-	-	-
			ACE 2.0			
Carr	24	57.1	22	55.0	28	63.6
Ervin[+]	52	70.3	47	57.3	64	69.6
Titche	153	72.9	145	73.2	191	75.5
Rusk[++]	-	-	-	-	-	-
ACE 2.0 ES	229	70.2	214	66.9	283	72.8
ACE 2.0 MS	-	-	-	-	-	-
			ACE 3.0			
Chavez	78	63.4	69	62.2	77	56.2
Dunbar	27	39.7	31	47.7	50	61.0
Hotchkiss	99	59.6	84	57.1	86	52.1
King	46	64.8	50	69.4	62	74.7
Maple Lawn[++]	94	64.8	93	63.7	98	62.0
Pease[+]	-	-	*	*	-	-
Thompson[a]	46	32.4	51	33.6	64	38.6
ACE 3.0 ES	390	54.5	379	54.6	437	55.2
			ACE 4.0			
Bryan[+]	35	42.2	25	47.2	27	34.6
Burleson	99	67.8	91	65.0	106	63.1
Cedar Crest	37	52.9	37	52.1	38	51.4
Cochran	81	64.8	72	56.3	89	60.1
Douglass	46	50.5	59	62.8	76	65.5
Johnson	65	55.1	67	54.9	72	60.0
Truett[+]	170	63.7	169	67.6	202	63.1
Wilmer-Hutchins ES[+]	95	59.4	112	70.0	132	70.6
ACE 4.0 ES	628	59.2	632	62.1	742	61.3
District ES	12,037	60.5	11,003	58.4	13,204	57.4
District MS	20	37.0	20	46.5	9	27.3

Source: District *MAP* files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY).
Note: - = Zero students took test. * = Less than 5 students took test. [a] In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar.

Appendix C, Table 3: 2021-22 ACE Campuses, Cohorts, and District *MAP* Average Quintile or Above Rates – Mathematics (Combined English and Spanish)

	BOY		MOY		EOY	
	n	%	*n*	%	*n*	%
ACE 1.0						
Blanton	197	51.6	219	58.2	291	65.7
Lee, U	110	36.8	104	36.7	148	47.9
Dade	155	23.2	164	26.1	138	25.9
Zumwalt	91	25.5	80	23.1	56	22.3
ACE 1.0 ES	307	45.1	323	49.0	439	58.4
ACE 1.0 MS	246	24.0	244	25.0	194	24.7
ACE 2.0						
Carr	64	33.0	82	41.4	101	44.1
Ervin[+]	74	20.8	74	21.4	103	27.3
Titche	193	43.3	212	48.6	252	50.7
Rusk[++]	170	36.3	141	34.1	126	31.7
ACE 2.0 ES	331	33.2	368	37.6	456	41.3
ACE 2.0 MS	170	36.3	141	34.1	126	31.7
ACE 3.0						
Chavez	143	35.6	137	37.8	178	39.9
Dunbar	83	26.9	94	31.8	105	31.3
Hotchkiss	140	39.0	127	37.9	173	45.4
King	138	44.2	145	48.3	173	49.6
Maple Lawn[++]	149	36.9	144	37.9	164	43.2
Pease[+]	71	24.6	85	29.9	110	34.8
Thompson[a]	81	23.8	58	17.5	95	22.8
ACE 3.0 ES	805	33.3	790	34.5	998	38.0
ACE 4.0						
Bryan[+]	66	30.3	73	33.3	100	39.4
Burleson	132	40.7	131	41.6	180	48.6
Cedar Crest	55	22.9	71	31.6	101	40.7
Cochran	81	30.3	93	34.7	116	37.2
Douglass	73	28.2	77	30.6	108	35.6
Johnson	127	41.5	134	45.4	173	49.6
Truett[+]	228	39.7	236	41.0	321	50.8
Wilmer-Hutchins ES[+]	163	41.7	177	46.1	229	50.3
ACE 4.0 ES	925	35.9	992	39.2	1,328	45.4
District ES	20,679	45.1	20,620	46.4	25,953	49.3
District MS	10,008	43.2	8,717	40.6	8,410	39.8

Source: District *MAP* files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY).
Note: [a] In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar.

Appendix D

Appendix D, Table 1.: Fall 2021 Core Subjects *ACP* Passing Rates – ACE 1.0 Elementary Schools – Blanton, U.Lee

	Blanton			U.Lee		
Test	***N***	**%**	**Δ District %pts**	***N***	**%**	**Δ District %pts**
Grade 3 Mathematics	70	87.1	30.4	48	75.0	18.3
Grade 4 Mathematics	84	90.5	28.1	51	72.5	10.2
Grade 4 Mathematics SP	*	*	*	-	-	-
Grade 5 Mathematics	60	73.3	6.6	59	67.8	1.1
Grade 5 Mathematics SP	*	*	*	*	*	*
Grade 3 Reading	22	40.9	0.2	34	44.1	3.4
Grade 3 Reading SP	48	70.8	10.9	15	66.7	6.7
Grade 4 Reading	38	52.6	-1.8	31	61.3	6.9
Grade 4 Reading SP	47	70.2	13.7	20	55.0	-1.5
Grade 5 Reading	37	67.6	-9.9	38	86.8	9.4
Grade 5 Reading SP	25	80.0	9.7	22	63.6	-6.7
Grade 5 Science	58	67.2	-6.2	60	86.7	13.3
Grade 5 Science SP	*	*	*	*	*	*

Source: District Fall 2021 ACP file dated 3/9/22 merged with student demographic file dated 11/01/21.
Note: * = fewer than five students took test, - = zero students took test

Appendix D, Table 2: Fall 2021 Core Subjects *ACP* Passing Rates – ACE 1.0 Middle Schools – Dade, Zumwalt

	Dade			Zumwalt		
Test	***N***	**%**	**Δ District %pts**	***N***	**%**	**Δ District %pts**
Grade 6 Mathematics	141	65.2	2.7	85	57.6	-4.9
Grade 6 Mathematics Honors	26	84.6	21.5	23	60.9	-2.3
Grade 7 Mathematics	123	51.2	7.5	78	43.6	-0.2
Grade 7 Mathematics Honors	82	45.1	-23.3	27	40.7	-27.7
Grade 8 Mathematics	192	67.7	19.9	77	41.6	-6.2
Algebra 1 Honors	25	96.0	24.2	34	52.9	-18.9
Grade 6 Reading/LA	135	44.4	-1.2	81	51.9	6.2
Grade 6 Reading/LA Honors	24	87.5	12.2	27	85.2	9.9
Grade 7 Reading/LA	170	56.5	-0.6	86	55.8	-1.2
Grade 7 Reading/LA Honors	23	100.0	17.5	18	88.9	6.4
Grade 8 Reading/LA	181	64.1	4.8	79	65.8	6.6
Grade 8 Reading/LA Honors	26	84.6	10.1	28	71.4	-3.1
Grade 6 Science	147	46.9	-0.2	88	30.7	-16.4
Grade 6 Science Honors	22	63.6	2.7	19	57.9	-3.0
Grade 7 Science	196	77.6	19.4	87	37.9	-20.3
Grade 7 Science Honors	-	-	-	16	62.5	-4.1
Grade 8 Science	200	69.0	11.1	92	76.1	18.1
Physics	22	63.6	0.1	-	-	-
World Cultures	142	52.1	3.7	83	51.8	3.4
World Cultures Honors	21	85.7	23.3	26	88.5	26.0
Texas Studies	174	58.6	16.7	91	17.6	-24.4
Texas Studies Honors	18	77.8	15.8	17	23.5	-38.4
United States Studies	180	71.7	20.5	87	28.7	-22.4
United States Studies Honor	35	97.1	24.4	17	47.1	-25.6

Source: District Fall 2021 ACP file dated 3/9/22 merged with student demographic file dated 11/01/21.
Note: * = fewer than five students took test, - = zero students took test

Appendix D, Table 3: Fall 2021 Core Subjects *ACP* Passing Rates - ACE 2.0 Elementary Schools – Carr, Ervin, Titche

	Carr			Ervin			Titche		
Test	***N***	**%**	**Δ District %pts**	***N***	**%**	**Δ District %pts**	***N***	**%**	**Δ District %pts**
Grade 3 Mathematics	25	52.0	-4.7	74	29.7	-27.0	96	43.8	-13.0
Grade 3 Mathematics SP	-	-	-	-	-	-	*	*	*
Grade 4 Mathematics	39	71.8	9.5	75	38.7	-23.7	98	66.3	4.0
Grade 5 Mathematics	32	65.6	-1.1	80	46.3	-20.5	97	63.9	-2.8
Grade 6 Mathematics	13	100.0	37.5	-	-	-	-	-	-
Grade 6 Mathematics Honors	15	93.3	30.2	-	-	-	-	-	-
Grade 3 Reading	16	31.3	-9.4	48	22.9	-17.8	57	15.8	-24.9
Grade 3 Reading SP	9	55.6	-4.4	24	45.8	-14.1	39	76.9	17.0
Grade 4 Reading	26	42.3	-12.1	63	27.0	-27.4	58	46.6	-7.9
Grade 4 Reading SP	11	54.6	-2.0	11	54.6	-2.0	41	65.9	9.3
Grade 5 Reading	28	64.3	-13.2	60	61.7	-15.8	56	62.5	-15.0
Grade 5 Reading SP	*	*	*	19	79.0	8.7	41	73.2	2.9
Grade 6 Reading/LA	12	66.7	21.0	-	-	-	-	-	-
Grade 6 Reading/LA Honors	11	100.0	24.7	-	-	-	-	-	-
Grade 5 Science	30	50.0	-23.4	77	55.8	-17.6	98	70.4	-3.0
Grade 5 Science SP	*	*	*	-	-	-	-	-	-
Grade 6 Science	24	45.8	-1.3	-	-	-	-	-	-
Grade 6 Science Honors	*	*	*	-	-	-	-	-	-
World Cultures	16	68.8	20.4	-	-	-	-	-	-
World Cultures Honors	12	58.3	-4.1	-	-	-	-	-	-

Source: District Fall 2021 ACP file dated 3/9/22 merged with student demographic file dated 11/01/21.
Note: * = fewer than five students took test, - = zero students took test

Appendix D, Table 4: Fall 2021 Core Subjects *ACP* Passing Rates - ACE 2.0 Middle School - Rusk

	Rusk		
Test	***N***	**%**	**Δ District %pts**
Grade 6 Mathematics	92	55.4	-7.1
Grade 6 Mathematics Honors	42	71.4	8.3
Grade 7 Mathematics	90	34.4	-9.3
Grade 7 Mathematics Honors	80	75.0	6.6
Grade 8 Mathematics	101	42.6	-5.2
Algebra 1 Honors	42	71.4	-0.4
Grade 6 Reading/LA	91	39.6	-6.1
Grade 6 Reading/LA Honors	40	72.5	-2.8
Grade 7 Reading/LA	110	59.1	2.1
Grade 7 Reading/LA Honors	67	77.6	-4.7
Grade 8 Reading/LA	118	63.6	4.3
Grade 8 Reading/LA Honors	30	90.0	15.5
Grade 6 Science	96	54.2	7.1
Grade 6 Science Honors	25	48.0	-12.9
Grade 7 Science	104	65.4	7.2
Grade 7 Science Honors	53	69.8	3.2
Grade 8 Science	108	78.7	20.8
Physics	38	60.5	-3.0
World Cultures	100	75.0	26.6
World Cultures Honors	15	93.3	30.9
Texas Studies	121	81.8	39.9
Texas Studies Honors	43	88.4	26.4
United States Studies	97	69.1	17.9
United States Studies Honors	47	100.0	27.3

Source: District Fall 2021 ACP file dated 3/9/22 merged with student demographic file dated 11/01/21.
Note: * = fewer than five students took test, - = zero students took test

Appendix D, Table 5: Fall 2021 Core Subjects *ACP* Passing Rates - ACE 3.0 Elementary Schools – Chavez, Dunbar, Hotchkiss, King

	Chavez			Dunbar			Hotchkiss			King		
Test	***N***	**%**	**Δ District %pts**	***N***	**%**	**Δ District %pts**	***N***	**%**	**Δ District %pts**	***N***	**%**	**Δ District %pts**
Grade 3 Mathematics	80	62.5	5.8	51	51.0	-5.7	59	64.4	7.7	47	61.7	5.0
Grade 3 Mathematics SP	*	*	*	-	-	-	*	*	*	-	-	-
Grade 4 Mathematics	78	41.0	-21.3	58	55.2	-7.2	46	47.8	-14.5	59	64.4	2.1
Grade 5 Mathematics	62	37.1	-29.6	48	64.6	-2.2	64	59.4	-7.4	45	75.6	8.8
Grade 6 Mathematics	-	-	-	-	-	-	-	-	-	25	80.0	17.5
Grade 6 Mathematics Honors	-	-	-	-	-	-	50	38.0	-25.2	11	72.7	9.6
Grade 3 Reading	51	35.3	-5.4	34	8.8	-31.9	26	34.6	-6.1	35	45.7	5.0
Grade 3 Reading SP	30	80.0	20.1	19	63.2	3.2	33	66.7	6.7	12	91.7	31.7
Grade 4 Reading	53	30.2	-24.2	46	82.6	28.2	21	38.1	-16.3	41	43.9	-10.5
Grade 4 Reading SP	23	65.2	8.7	11	90.9	34.4	25	36.0	-20.5	18	50.0	-6.5
Grade 5 Reading	46	73.9	-3.6	40	72.5	-5.0	28	60.7	-16.8	31	83.9	6.4
Grade 5 Reading SP	15	80.0	9.7	9	44.4	-25.8	35	54.3	-16.0	14	78.6	8.3
Grade 6 Reading/LA										22	36.4	-9.3
Grade 6 Reading/LA Honors	-	-	-	-	-	-	50	52.0	-23.3	15	86.7	11.4
Grade 5 Science	59	78.0	4.6	38	86.8	13.4	63	33.3	-40.1	45	88.9	15.5
Grade 5 Science SP	*	*	*	9	66.7	0.4	*	*	*	-	-	-
Grade 6 Science										25	76.0	28.9
Grade 6 Science Honors	-	-	-	-	-	-	49	12.2	-48.7	11	100.0	39.1
World Cultures	-	-	-	-	-	-	-	-	-	22	22.7	-25.7
World Cultures Honors	-	-	-	-	-	-	51	33.3	-29.1	15	46.7	-15.8

Source: District Fall 2021 ACP file dated 3/9/22 merged with student demographic file dated 11/01/21.
Note: * = fewer than five students took test, - = zero students took test

Appendix D, Table 6: Fall 2021 Core Subjects *ACP* Passing Rates - ACE 3.0 Elementary Schools – Maple Lawn, Pease, Thompson

	Maple Lawn			Pease			Thompson		
Test	***N***	**%**	**Δ District %pts**	***N***	**%**	**Δ District %pts**	***N***	**%**	**Δ District %pts**
Grade 3 Mathematics	77	58.4	1.7	52	44.2	-12.5	69	20.3	-36.6
Grade 3 Mathematics SP	6	33.3	6.1	-	-	-	*	*	*
Grade 4 Mathematics	77	54.5	-7.8	54	59.3	-3.1	90	34.4	-28.1
Grade 4 Mathematics SP	*	*	*	-	-	-	-	-	-
Grade 5 Mathematics	72	54.2	-12.6	53	39.6	-27.1	73	31.5	-35.7
Grade 5 Mathematics SP	*	*	*	-	-	-	-	-	-
Grade 3 Reading	59	32.2	-8.5	50	48.0	7.3	43	14.0	-27.0
Grade 3 Reading SP	23	69.6	9.6	-	-	-	27	51.9	-8.1
Grade 4 Reading	50	34.0	-20.4	56	66.1	11.6	63	27.0	-27.6
Grade 4 Reading SP	28	75.0	18.5	-	-	-	27	40.7	-15.9
Grade 5 Reading	51	54.9	-22.6	55	67.3	-10.2	43	72.1	-5.5
Grade 5 Reading SP	30	86.7	16.4	-	-	-	33	42.4	-28.0
Grade 5 Science	79	57.0	-16.4	56	67.9	-5.5	59	59.3	-14.2
Grade 5 Science SP	*	*	*	-	-	-	15	26.7	-39.6

Source: District Fall 2021 ACP file dated 3/9/22 merged with student demographic file dated 11/01/21.
Note: * = fewer than five students took test, - = zero students took test

Appendix D, Table 7: Fall 2021 Core Subjects *ACP* Passing Rates – ACE 4.0 Elementary Schools – Bryan, Burleson, Cedar Crest, Cochran

	Bryan			Burleson			Cedar Crest			Cochran		
Test	*N*	%	Δ District %pts	*N*	%	Δ District %pts	*N*	%	Δ District %pts	*N*	%	Δ District %pts
Grade 3 Mathematics	47	29.8	-26.9	71	49.3	-7.4	39	35.9	-20.8	47	44.7	-12.0
Grade 3 Mathematics SP	-	-	-	*	*	*	-	-	-	-	-	-
Grade 4 Mathematics	33	36.4	-26.0	52	65.4	3.0	50	74.0	11.7	40	47.5	-14.8
Grade 4 Mathematics SP	-	-	-	-	-	-	-	-	-	*	*	*
Grade 5 Mathematics	38	42.1	-24.6	63	79.4	12.6	51	49.0	-17.7	56	57.1	-9.6
Grade 5 Mathematics SP	-	-	-	*	*	*	-	-	-	*	*	*
Grade 3 Reading	38	13.2	-27.5	40	30.0	-10.7	29	13.8	-26.9	24	20.8	-19.8
Grade 3 Reading SP	9	77.8	17.8	31	83.9	23.9	11	27.3	-32.7	23	56.5	-3.4
Grade 4 Reading	25	40.0	-14.4	34	41.2	-13.2	38	31.6	-22.8	21	33.3	-21.1
Grade 4 Reading SP	8	62.5	6.0	18	77.8	21.3	12	75.0	18.5	19	68.4	11.9
Grade 5 Reading	33	78.8	1.3	35	77.1	-0.3	31	71.0	-6.5	32	62.5	-15.0
Grade 5 Reading SP	5	40.0	-30.3	29	82.8	12.5	20	70.0	-0.3	29	82.8	12.5
Grade 5 Science	35	57.1	-16.3	59	76.3	2.9	49	61.2	-12.2	37	56.8	-16.6
Grade 5 Science SP	*	*	*	*	*	*	*	*	*	24	87.5	21.3

Source: District Fall 2021 ACP file dated 3/9/22 merged with student demographic file dated 11/01/21.
Note: * = fewer than five students took test, - = zero students took test.

Appendix D, Table 8: Fall 2021 Core Subjects *ACP* Passing Rates – ACE 4.0 Elementary Schools – Douglass, Johnson, Truett, Wilmer-Hutchins

	Douglass			Johnson			Truett			Wilmer-Hutchins		
Test	*N*	%	Δ District %pts	*N*	%	Δ District %pts	*N*	%	Δ District %pts	*N*	%	Δ District %pts
Grade 3 Mathematics	55	43.6	-13.1	48	66.7	10.0	98	70.4	13.7	76	35.5	-21.2
Grade 4 Mathematics	58	50.0	-12.3	51	49.0	-13.3	115	47.8	-14.5	93	59.1	-3.2
Grade 4 Mathematics SP	-	-	-	*	*	*	*	*	*	-	-	-
Grade 5 Mathematics	49	53.1	-13.7	63	82.5	15.8	107	61.7	-5.1	81	77.8	11.0
Grade 5 Mathematics SP	-	-	-	-	-	-	*	*	*	-	-	-
Grade 3 Reading	32	18.8	-21.9	25	40.0	-0.7	52	30.8	-9.9	45	15.6	-25.1
Grade 3 Reading SP	21	47.6	-12.3	23	78.3	18.3	46	73.9	14.0	30	73.3	13.4
Grade 4 Reading	37	32.4	-22.0	43	37.2	-17.2	68	35.3	-19.1	53	45.3	-9.1
Grade 4 Reading SP	18	50.0	-6.5	9	33.3	-23.2	47	57.4	0.9	40	57.5	1.0
Grade 5 Reading	24	50.0	-27.5	40	70.0	-7.5	67	62.7	-14.8	51	74.5	-3.0
Grade 5 Reading SP	23	69.6	-0.7	23	47.8	-22.5	43	86.0	15.8	31	61.3	-9.0
Grade 5 Science	48	54.2	-19.2	63	74.6	1.2	105	72.4	-1.0	81	75.3	1.9
Grade 5 Science SP	-	-	-	-	-	-	*	*	*	*	*	*

Source: District Fall 2021 ACP file dated 3/9/22 merged with student demographic file dated 11/01/21.
Note: * = fewer than five students took test, - = zero students took test

Appendix E

Appendix E, Table 1: 2021-22 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for ACE Campuses, Cohorts, and District – ACE 1.0 Campuses

		Approaches+		Meets+		Masters	
	N	***n***	***%***	***n***	***%***	***n***	***%***
				Reading			
Blanton	218	150	**68.8**	93	**42.7**	49	**22.5**
Lee, U	176	126	**71.6**	80	**45.5**	37	**21.0**
Dade	690	390	**56.5**	177	25.7	91	**13.2**
Zumwalt	398	223	**56.0**	117	**29.4**	52	**13.1**
District ES	28587	19,008	66.5	11656	40.8	6,542	22.9
District MS	24519	16,059	65.5	9264	37.8	5,242	21.4
				Mathematics			
Blanton	218	187	**85.8**	141	**64.7**	80	**36.7**
Lee, U	176	117	**66.5**	63	**35.8**	26	**14.8**
Dade	662	366	**55.3**	159	**24.0**	49	**7.4**
Zumwalt	364	157	43.1	50	13.7	17	**4.7**
District ES	28588	19,222	67.2	10895	38.1	5,301	18.5
District MS	21419	12,417	58.0	5725	26.7	1,894	8.8
				Science			
Blanton	66	37	**56.1**	16	**24.2**	*	*
Lee, U	69	31	44.9	14	**20.3**	*	*
Dade	240	126	**52.5**	44	**18.3**	19	**7.9**
Zumwalt	122	64	**52.5**	19	**15.6**	8	**6.6**
District ES	9081	5,198	57.2	2713	29.9	1,136	12.5
District MS	9218	5,272	57.2	2323	25.2	890	9.7
				Social Studies[a]			
Dade	263	123	**46.8**	30	**11.4**	14	**5.3**
Zumwalt	125	14	11.2	*	*	*	*
District MS	8895	4,201	47.2	1577	17.7	796	8.9

Source: District *STAAR* files dated 07/15/22 for students enrolled on the PEIMS snapshot date of 11/01/21.
Note: [a] *STAAR* Social Studies test is only administered in Middle school. *STAAR* performance standard attainment rates within ten percentage points or exceeding the district are in **bold**.

Appendix E, Table 2: 2021-22 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for ACE Campuses, Cohorts, and District – ACE 2.0 Campuses

		Approaches+		Meets+		Masters	
	N	***n***	***%***	***n***	***%***	***n***	***%***
				Reading			
Carr	140	101	**72.1**	50	**35.7**	23	**16.4**
Ervin[+]	245	136	55.5	69	28.2	36	**14.7**
Titche	307	200	**65.1**	121	**39.4**	66	**21.5**
Rusk[++]	473	319	**67.4**	168	**35.5**	84	**17.8**
District ES	28,587	19,008	66.5	11,656	40.8	6,542	22.9
District MS	24,519	16,059	65.5	9,264	37.8	5,242	21.4
				Mathematics			
Carr	140	107	**76.4**	52	**37.1**	20	**14.3**
Ervin	245	115	46.9	49	20.0	22	**9.0**
Titche	307	195	**63.5**	127	**41.4**	61	**19.9**
Rusk	430	262	**60.9**	101	**23.5**	28	**6.5**
District ES	28,588	19,222	67.2	10,895	38.1	5,301	18.5
District MS	21,419	12,417	58.0	5,725	26.7	1,894	8.8
				Science			
Carr	33	8	24.2	4	12.1	*	*
Ervin	78	31	39.7	9	11.5	*	*
Titche	101	58	**57.4**	29	**28.7**	11	**10.9**
Rusk	168	122	**72.6**	63	**37.5**	23	**13.7**
District ES	9,081	5,198	57.2	2,713	29.9	1,136	12.5
District MS	9,218	5,272	57.2	2,323	25.2	890	9.7
				Social Studies[a]			
Rusk	159	91	**57.2**	36	**22.6**	26	**16.4**
District MS	8,895	4,201	47.2	1,577	17.7	796	8.9

Source: District *STAAR* files dated 07/15/22 for students enrolled on the PEIMS snapshot date of 11/01/21.
Note: [a] *STAAR* Social Studies test is only administered in Middle school. *STAAR* performance standard attainment rates within ten percentage points or exceeding the district are in **bold**. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar.

Appendix E, Table 3: 2021-22 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for ACE Campuses, Cohorts, and District – ACE 3.0 Campuses

		Approaches+		Meets+		Masters	
	N	***n***	***%***	***n***	***%***	***n***	***%***
				Reading			
Chavez	266	162	**60.9**	90	**33.8**	52	**19.5**
Dunbar	171	101	**59.1**	52	30.4	30	**17.5**
Hotchkiss	239	139	**58.2**	73	30.5	33	**13.8**
King	207	141	**68.1**	98	**47.3**	50	**24.2**
Maple Lawn[++]	226	147	**65.0**	88	**38.9**	53	**23.5**
Pease[+]	190	119	**62.6**	63	**33.2**	36	**18.9**
Thompson[a]	235	108	46.0	50	21.3	20	8.5
District ES	28,587	19,008	66.5	11,656	40.8	6,542	22.9
				Mathematics			
Chavez	266	152	57.1	86	**32.3**	40	**15.0**
Dunbar	171	89	52.0	40	23.4	20	**11.7**
Hotchkiss	239	149	**62.3**	75	**31.4**	38	**15.9**
King	207	137	**66.2**	90	**43.5**	45	**21.7**
Maple Lawn	226	148	**65.5**	96	**42.5**	52	**23.0**
Pease	190	115	**60.5**	52	27.4	27	**14.2**
Thompson	235	87	37.0	18	7.7	*	*
District ES	28,588	19,222	67.2	10,895	38.1	5,301	18.5
				Science			
Chavez	74	41	**55.4**	26	**35.1**	10	**13.5**
Dunbar	54	35	**64.8**	24	**44.4**	12	**22.2**
Hotchkiss	71	17	23.9	9	12.7	*	*
King	48	33	**68.8**	20	**41.7**	12	**25.0**
Maple Lawn	83	37	44.6	23	**27.7**	10	**12.0**
Pease	69	36	**52.2**	16	**23.2**	*	*
Thompson	77	23	29.9	10	13.0	*	*
District ES	9,081	5,198	57.2	2,713	29.9	1,136	12.5

Source: District *STAAR* files dated 07/15/22 for students enrolled on the PEIMS snapshot date of 11/01/21.
Note: *STAAR* performance standard attainment rates within ten percentage points or exceeding the district are in **bold**. [a] In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar.

Appendix E, Table 4: 2021-22 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for ACE Campuses, Cohorts, and District – ACE 4.0 Campuses

		Approaches+		Meets+		Masters	
	N	***n***	***%***	***n***	***%***	***n***	***%***
			Reading				
Bryan[+]	132	75	**56.8**	42	**31.8**	20	**15.2**
Burleson	189	139	**73.5**	81	**42.9**	46	**24.3**
Cedar Crest	151	72	47.7	34	22.5	20	**13.2**
Cochran	154	94	**61.0**	52	**33.8**	25	**16.2**
Douglass	148	85	**57.4**	46	**31.1**	22	**14.9**
Johnson	154	98	**63.6**	50	**32.5**	23	**14.9**
Truett[+]	332	235	**70.8**	137	**41.3**	68	**20.5**
Wilmer-Hutchins ES[+]	250	167	**66.8**	96	**38.4**	50	**20.0**
District ES	28,587	19,008	66.5	11,656	40.8	6,542	22.9
			Mathematics				
Bryan	132	73	55.3	23	17.4	10	7.6
Burleson	189	137	**72.5**	81	**42.9**	48	**25.4**
Cedar Crest	151	93	**61.6**	49	**32.5**	25	**16.6**
Cochran	154	100	**64.9**	47	**30.5**	21	**13.6**
Douglass	148	91	**61.5**	41	27.7	19	**12.8**
Johnson	154	112	**72.7**	69	**44.8**	35	**22.7**
Truett	332	237	**71.4**	130	**39.2**	53	**16.0**
Wilmer-Hutchins ES	250	165	**66.0**	88	**35.2**	41	**16.4**
District ES	28,588	19,222	67.2	10,895	38.1	5,301	18.5
			Science				
Bryan	43	16	37.2	9	**20.9**	*	*
Burleson	60	42	**70.0**	17	**28.3**	8	**13.3**
Cedar Crest	52	23	44.2	9	17.3	*	*
Cochran	59	25	42.4	8	13.6	*	*
Douglass	44	17	38.6	6	13.6	*	*
Johnson	60	39	**65.0**	21	**35.0**	7	**11.7**
Truett	116	72	**62.1**	39	**33.6**	14	**12.1**
Wilmer-Hutchins ES	79	51	**64.6**	25	**31.6**	17	**21.5**
District ES	9,081	5,198	57.2	2,713	29.9	1,136	12.5

Source: District *STAAR* files dated 07/15/22 for students enrolled on the PEIMS snapshot date of 11/01/21.
Note: *STAAR* performance standard attainment rates within ten percentage points or exceeding the district are in **bold**. [+] Schools that adopted the Intercession school Calendar.

Appendix F

Appendix F, Table 1: 2022 Percentage of ACE Students Attaining *STAAR* Reading Progress Measures by Campus Level and ACE Cohort

Campus	Tested *N*	Limited *n*	Limited %	Expected *n*	Expected %	Accelerated *n*	Accelerated %
			ACE 1.0				
Elementary	205	65	**31.7**	77	**37.6**	63	**30.7**
Middle	713	201	**28.2**	243	**34.1**	269	**37.7**
			ACE 2.0				
Elementary	397	95	**23.9**	142	**35.8**	160	**40.3**
Middle	344	74	**21.5**	124	**36.0**	146	**42.4**
			ACE 3.0				
Elementary	788	228	**28.9**	279	**35.4**	281	**35.7**
			ACE 4.0				
Elementary	857	264	**30.8**	280	**32.7**	313	**36.5**
			District				
Elementary	15,147	4,182	27.6	5,255	34.7	5,710	37.7
Middle	17,512	4,222	24.1	6,313	36.0	6,977	39.8

Source: *STAAR* files dated July 15, 2022 (*STAAR* grades four through eight) for students enrolled on the PEIMS snapshot day of November 1, 2021.
Note: *STAAR* performance standard attainment rates within ten percentage points or exceeding the district are in **bold**.

Appendix F, Table 2: 2022 Percentage of ACE Students Attaining *STAAR* Mathematics Progress Measures by Campus Level and ACE Cohort

Campus	Tested *N*	Limited *n*	Limited %	Expected *n*	Expected %	Accelerated *n*	Accelerated %
			ACE 1.0				
Elementary	219	60	**27.4**	75	**34.2**	84	**38.4**
Middle	716	256	**35.8**	347	**48.5**	113	**15.8**
			ACE 2.0				
Elementary	413	83	**20.1**	149	**36.1**	181	**43.8**
Middle	357	148	**41.5**	177	**49.6**	32	**9.0**
			ACE 3.0				
Elementary	863	279	**32.3**	287	**33.3**	297	**34.4**
			ACE 4.0				
Elementary	896	244	**27.2**	331	**36.9**	321	**35.8**
			District				
Elementary	16,771	4,491	26.8	6,100	36.4	6,180	36.8
Middle	16,312	7,112	43.6	7,231	44.3	1,969	12.1

Source: *STAAR* files dated July 15, 2022 (*STAAR* grades four through eight) for students enrolled on the PEIMS snapshot day of November 1, 2021.
Note: *STAAR* performance standard attainment rates within ten percentage points or exceeding the district are in **bold**.

Appendix G

Appendix G. 2021-22 ACE Student Experience Survey Percent Favorable Ratings by Category

	Classroom Environment		Student Engagement		Pedagogical Effectiveness		Rigorous Expectations		Teacher-Student Relationships		Overall	
	N	%	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%
ACE 1.0												
Blanton	1,535	**94.0**	1,911	**91.0**	2,683	**97.0**	1,917	**97.0**	1,531	**95.0**	9,577	95.0
Lee, U	1,185	**88.0**	1,478	**93.0**	2,067	**98.0**	1,479	**97.0**	1,173	**96.0**	7,382	**94.0**
Dade	5,441	**81.0**	5,437	**67.0**	9,783	**85.0**	5,421	**82.0**	5,427	**78.0**	31,509	**79.0**
Zumwalt	2,491	70.0	2,501	51.0	4,490	77.0	2,502	73.0	2,491	69.0	14,475	68.0
ACE 1.0 ES	2,720	**91.4**	3,389	**91.9**	4,750	**97.4**	3,396	**97.0**	2,704	**95.4**	16,959	**94.6**
ACE 1.0 MS	7,932	**77.5**	7,938	**62.0**	14,273	**82.5**	7,923	**79.2**	7,918	**75.2**	45,984	**75.5**
ACE 2.0												
Carr	650	79.0	811	69.0	1,139	85.0	814	**83.0**	649	81.0	1,214	75.0
Ervin[+]	1,219	75.0	1,519	73.0	2,115	85.0	1,516	80.0	1,209	80.0	7,578	79.0
Titche	1,920	**90.0**	2,401	**90.0**	3,356	**94.0**	2,391	**93.0**	1,914	**94.0**	11,982	**92.0**
Rusk[++]	3,728	74.0	3,727	54.0	6,701	**79.0**	3,720	**80.0**	3,728	**73.0**	21,604	**72.0**
ACE 2.0 ES	3,789	**83.3**	4,731	**80.9**	6,610	**89.6**	4,721	**87.1**	3,772	**87.3**	20,774	**86.3**
ACE 2.0 MS	3,728	74.0	3,727	54.0	6,701	**79.0**	3,720	**80.0**	3,728	**73.0**	21,604	**72.0**
ACE 3.0												
Chavez	1,165	74.0	1,458	68.0	2,033	81.0	1,450	76.0	1,149	76.0	7,255	75.0
Dunbar	891	**85.0**	1,111	**83.0**	1,568	**91.0**	1,110	**90.0**	897	**87.0**	5,577	**87.0**
Hotchkiss	816	76.0	1,022	68.0	1,431	84.0	1,017	78.0	816	79.0	5,102	77.0
King	973	**88.0**	1,209	**85.0**	1,699	**92.0**	1,211	**90.0**	970	**89.0**	1,410	79.0
Maple Lawn[++]	1,371	78.0	1,708	75.0	2,384	**87.0**	1,697	**84.0**	1,365	82.0	8,525	81.0
Pease[+]	808	78.0	1,003	**82.0**	1,403	**90.0**	996	**87.0**	805	**86.0**	5,015	**85.0**
Thompson[a]	1,073	72.0	1,341	69.0	1,869	79.0	1,341	77.0	1,062	77.0	6,686	75.0
ACE 3.0 ES	7,097	78.5	8,852	75.3	12,387	**86.0**	8,822	82.8	7,064	82.0	39,570	79.7
ACE 4.0												
Bryan[+]	856	77.0	1,077	**77.0**	1,508	**87.0**	1,072	**83.0**	863	**85.0**	5,376	**82.0**
Burleson	1,325	**90.0**	1,659	**88.0**	2,332	**94.0**	1,662	**91.0**	1,329	**93.0**	8,307	**91.0**
Cedar Crest	727	**82.0**	909	**78.0**	1,282	**88.0**	912	**86.0**	730	**88.0**	4,560	**84.0**
Cochran	873	**87.0**	1,089	**81.0**	1,529	**89.0**	1,091	**89.0**	873	**87.0**	5,455	**87.0**
Douglass	914	**82.0**	1,146	**79.0**	1,603	**86.0**	1,141	82.0	907	82.0	5,771	**82.0**
Johnson	1,108	**97.0**	1,382	**94.0**	1,943	**97.0**	1,388	**97.0**	1,110	**97.0**	6,931	**96.0**
Truett[+]	1,948	**91.0**	2,429	**87.0**	3,401	**92.0**	2,430	**93.0**	1,940	**92.0**	12,148	**91.0**
Wilmer-Hutchins ES[+]	1,337	**93.0**	1,668	**91.0**	2,333	**96.0**	1,664	**96.0**	1,333	**95.0**	8,335	**94.0**
ACE 4.0 ES	9,088	**88.6**	11,359	**85.5**	15,931	**91.8**	11,360	**90.6**	9,085	**90.7**	56,883	**89.3**
District ES*	189,363	81.0	237,248	76.0	331,786	86.0	236,402	83.0	189,085	83.0	1,183,884	82.0
District MS/HS*	488,514	76.0	488,769	56.0	879,302	79.0	488,060	77.0	487,749	72.0	2,832,394	72.0

Source: Data provided by the Office of Institutional Research dated June 23, 2022.

Note: [a] In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. * = Campuses were only included in analyses if their participation rates were 52 percent or greater. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12. Favorable percentages that met or exceeded the district for grade level are in **bold**. [+] Schools that adopted the Intercession school Calendar. [++] Schools that adopted the Redesign school calendar.

Appendix H

Appendix H. 2021-22 Parent/Guardian Survey Items

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

Source: Survey items provided by the Office of Institutional Research dated June 13, 2022.