

EXECUTIVE SUMMARY

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

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

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

PURPOSE AND SCOPE OF THE EVALUATION

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

EVALUATION QUESTIONS (EQs)

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

2021-22 T & I Campuses

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

School Selection Process

In 2021-22, 13 proposals were selected for the new cohort of PSC 8.0 schools for the 2022-23 school year, which included three Transformation schools, eight Innovation schools, and two Innovation pilot or redesign schools.

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

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

Retention of 2020-21 T & I Students

Transformation Schools

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

Innovation Schools

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

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

Teacher Demographics

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

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

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

Principal/Assistant Principal (APs) Demographics

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

Teacher Retention Rates

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

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

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

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

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

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

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

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

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

- Number of students applying in spring 2022 ($N = 5,569$) exceeded the number of seats available ($N = 1,763$).

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

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

EQ6: Were T & I school climate goals met?

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

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

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

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

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

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

EQ7: Were T & I student outcome goals met?

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

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

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

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

Measures of Academic Progress (MAP) Growth

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

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

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

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

- Overall, the rate of Transformation students in lowest BOY achievement quintiles for English reading who exceeded MAP Growth targets (39%) was higher than Innovation schools (33%) and the district (34%).
- Overall, rate of Innovation students in lowest BOY achievement quintiles for mathematics who exceeded MAP Growth targets (37%) was higher than Transformation (35%) and same as the district (37%).
- For English reading, the goal was met at 60 percent of the 15 Transformation schools and 50 percent of the 38 Innovation schools.
- For mathematics, the goal was met for 27 percent of the 15 Transformation schools and 55 percent of the 38 Innovation school.

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

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

State of Texas Assessments of Academic Readiness (STAAR)⁷

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

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

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

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

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

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

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

One-Year High School Graduation Rate

- Of the 148 Grade 12 students who were enrolled in Transformation high schools at the end of 2021-22, 97 percent graduated by August 2022, which was higher than the district rate (93%).

Four-Year High School Graduation Rate

- The four-year longitudinal graduation rate for the class of 2021 at Transformation high schools⁸ was 96 percent, which was higher than the district rate (80%).

College Enrollment

- The college enrollment rate (i.e., enrollment within two years of high school graduation) for 2021 graduates at Transformation high schools⁹ was 40 percent ($N = 115$) in 2021, which was lower than the district rate (49%).
- NSC updated the college enrollment rate for 2020 graduates at Transformation high schools from 50 percent in 2020 to 61 percent in 2021, which was higher than the district rate (53%).
- Overall, a higher percentage of 2021 graduates enrolled in a four-year college (24%) than a two-year college (16%), and they were more likely to enroll in a public (37%) or in-Texas (36%) college.
- The 2021 college enrollment rate for Hispanic students who graduated from a Transformation high school in 2021 was 33 percent, which was lower than the district (51%). The rate for Black or African American students was 55 percent, which was higher than the district (52%).

RECOMMENDATIONS

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

Continue using the Innovation Engine initiative to produce high-quality PSC proposals. The Innovation Engine award provides seed money for campuses to plan, explore, and find the best-fit model for the school community. In 2021-28, eight schools from the Innovation Engine initiative (1.0, 2.0, and 3.0) developed high-quality PSC proposals that were chosen for the upcoming PSC 8.0 cohort as Innovation Schools. This accounted for 67% of all campuses chosen for PSC 8.0. OTI staff members should continue using the Innovation Engine initiative to help campuses produce high-quality PSC proposals.

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

Continue striving for a socioeconomically and racially diverse student body at Transformation schools. In 2021-22, most Transformation schools met the goal of being more socioeconomically and racially diverse than the district. However, most Transformation schools were still trying to achieve a 50/50 socioeconomic school model (i.e., 50% economically disadvantaged and 50% not economically disadvantaged). To recruit more students and move closer to a 50/50 socioeconomic model, OTI program staff members should continue working towards having more students apply to Transformation schools than seats available and recapturing students who live within district boundaries but attend non-district schools.

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

EA22-540-4

Mitch Barton, Ph.D., Manager

©2022 Dallas Independent School District (Dallas ISD)

Mail a written request for permission to use or reproduce any part of this document to:

Dallas ISD Department of Evaluation and Assessment; H. B. Bell School Support Center; 2909 Buckner Blvd.; Box10; Dallas, TX 75228

An electronic version of this report (and full 2021-22 report) can be found at www.dallasisd.org/Page/888.

For more information, please contact Program Evaluation at evaluation@dallasisd.org.

⁸ Graduate rate data were only available for IDEA and New Tech HS.

⁹ In 2021, NSC included college enrollment data for IDEA and New Tech HS.