

2021-22

Evaluation of the School Day Redesign Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



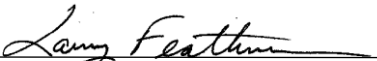
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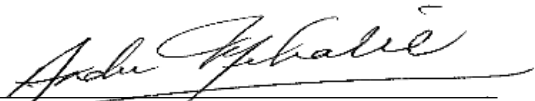
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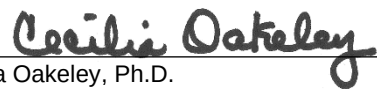
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This report and executive summary are available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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ACRONYMS AND ABBREVIATIONS

Approaches+	Approaches grade level or above performance standard
BOY	Beginning-of-year
CGP	Conditional Growth Percentile
EB	Emergent Bilingual
EOY	End-of-year
ISD	Independent School District
MAP	<i>Measures of Academic Progress</i>
Meets+	Meets grade level or above performance standard
MOY	Middle-of-year
PEIMS	Public Education Information Management System
SDR	School Day Redesign
SEL	Social Emotional Learning
STAAR	<i>State of Texas Assessments of Academic Readiness.</i>
TEA	Texas Education Agency

Evaluation of the School Day Redesign Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

In spring 2021, to help mitigate learning loss due to the COVID pandemic and further support students, the Dallas Independent School District (ISD) Board of Trustees adopted three school calendars (traditional, Intersession, and School Day Redesign) for the 2021-22 and 2022-23 school years. The Intersession and School Day Redesign (SDR) programs were extended year calendar programs designed to help students receive extra support through increased learning time that target student academic and nonacademic outcomes. The majority of Dallas ISD campuses implemented the traditional school calendar, while forty-one campuses implemented the Intersession calendar, and five campuses implemented the SDR calendar (Maple Lawn, H.I. Holland at Lisbon, and Edna Rowe Elementary Schools, and Thomas J. Rusk and Boude Storey Middle Schools). The goal in implementing the School Day Redesign calendar was to provide more time for teachers to collaborate and prepare, as well as more time for enrichment and acceleration for students.

The purpose of this evaluation was to examine the context, process, and outcomes for the SDR program so that program managers could assess the implementation of program components and operations, determine effectiveness, and plan future efforts. The total budget for the 2021-22 Extended School Year programs (School Day Redesign and Intersession programs) was \$24,350,000. This budget was funded through the Elementary and Secondary School Emergency Relief (ESSER) grant¹.

To improve the validity of the evaluation and control for confounding influences on outcomes, the evaluator selected comparison campuses that most resembled campuses participating in the SDR program. Campuses selected for inclusion in the comparison group were Webster, Burlleson, and Blair Elementary Schools, and Walker and Browne Middle Schools.

EVALUATION QUESTIONS/OUTCOMES

How was the SDR program implemented?

Calendar Selection Process

Program management designed a school selection process for extended year learning based on both stakeholder interest and student need.

- In fall 2020, the program managers surveyed teachers and families to gauge campus and community interest in the adoption of new calendars.
- To ensure the campus had conducted extensive community engagement outreach, campus leaders were required to send notes home with students explaining the campus was considering a new calendar, send automated calls or text messages to families, send emails or other notes from teachers to families, add information directly to their campus websites, add extended year as an agenda item to upcoming Parent Teacher Association meetings, and post information on social media.
- Campus principals were also required to sign a letter of intent confirming the final decision.

Program Characteristics

Schools utilizing the SDR calendar maintained the school day start and end times, in alignment with the base calendar, but began the school year on August 2, 2021, and ended the school year on June 23, 2022.²

- The extended calendar added 23 additional instructional days to the school.
- Redesign Calendar 2³ featured designated “Redesign Days” on Wednesdays, which occurred about twice a month.
- Redesign Days were early release days for students, with teacher planning or professional development scheduled for the second half of the day.

In general, SDR campus activities did not differ from base calendar campuses because they implemented the same instructional curriculum. In May 2022, SDR campuses completed the normal instructional curricula, as base calendar campuses concluded their school year. As a result, SDR campuses utilized four weeks of content from the Dallas ISD-developed Intersession curriculum during the month of June. To address the unique needs of students in their schools, program management empowered campuses to customize the ways they used their added time.

¹ The ESSER grant program is authorized in Title VIII, Division B, of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which was signed into federal law in March 2020.

² Base calendar campuses began school on August 16 and ended on May 27.

³ Both middle schools selected this calendar.

What were the demographic characteristics of students and teachers who participated in the SDR program?

Students

- In 2021-22, there were a total of 2,316 students at SDR program campuses.
- The majority of SDR students were Hispanic (60%) or African American (35%) and nearly all students were identified as economically disadvantaged (93%).
- A large proportion of SDR students were identified as EB (46%), and 13% of SDR students received Special Education services.
- Comparison campus student demographics were similar across all categories (within two percentage points or fewer).

Teachers

- In 2021-22, there were 151 teachers on SDR campuses and 163 teachers on comparison campuses.
- The majority of SDR campus teachers and comparison campus teachers were African American (48% and 55%, respectively) or Hispanic (26% and 31%, respectively).

What were the attendance rates of students who participated in the SDR program?

- In 2021-22, SDR campuses had an average attendance rate of 90 percent and comparison campuses had an average attendance rate of 92 percent.
- Overall, two of the five (40%) SDR campuses and four out of five (80%) of comparison campuses exceeded the overall district attendance rate (90%).

What were principal perceptions of the SDR implementation?

- Overall, all SDR principals reported that at the end of June, they felt *"tired"*, both mentally, and physically.
- Three principals expressed that the feeling had recently *"hit them"*, as they entered the final week or two of the school year.
- When asked what the biggest challenge had been to implement the new program, keeping up *"morale"* and *"motivation"* was a common theme.
- Principals indicated that implementing the program was a new challenge for everyone, from administrators to students, with the final month being the biggest hurdle. *"It feels like we are supposed to be done,"* one shared.
- Principals shared that when students came back to school after a long break from face-to-face learning, many returned needing to hone their social skills or remember basic classroom procedures. Others

returned to campus facing profound emotional impacts after losing loved ones to COVID-19.

- Principals understood this to be an opportunity for school to become a place of comforting consistency, and focused their efforts on preserving campus celebrations, traditions, and culture while emphasizing SEL.
- Principals explained that the program benefited teachers via added compensation, expanded time to grow their skills, and an enhanced focus on data and progress monitoring. They also felt that the beginning of year Redesign Days offered valuable extra time to plan and collaborate. However, they were keenly aware of teachers feeling *"overwhelmed"* and *"burned out"* by the extended year.
- When asked what changes to the program they were planning for the upcoming school year, the principals all planned to improve the ways they used planning days.

What were student, teacher, staff, and parent perceptions of the SDR program?

Student Survey

Overall, 429 respondents completed the student perception survey. When asked,

- "How do you feel" about the new school calendar, 22 percent ($n = 96$) of the students indicated that they "like it" while 41 percent of students ($n = 176$) responded that they "don't like it."
- "Has your new calendar helped you feel more prepared for your school work?", 44 percent ($n = 183$) of students responded that the program "has helped some" or "helped a lot" while 28 percent ($n = 118$) reported that "it didn't make any difference."
- "Have the additional Redesign Days been fun for you?" over half of the students (53%, $n = 219$) reported that they "enjoyed it" that "it was very fun!"
- "Tell us what you liked about the new calendar," "extra time to be with friends," ($n = 56$) and "more time to learn/time to catch up with content" ($n = 17$) were the most given responses.
- "Tell us about what you did not like about the new calendar" was having a shortened summer vacation ($n = 83$). One student remarked, *"we started school first, and we still get out last. It doesn't seem fair."*

Teacher Survey

In January 2022, 103 respondents from all SDR campuses completed the teacher perception survey and 77 respondents from all SDR campuses completed the second administration of the teacher perception survey in June 2022. When asked,

- "What is ONE word that describes your experience with your school's new schedule?", the most common

response given in January was “exhausted,” or “exhausting.” Similarly, on the June survey, The most common responses given were “exhausted,” “tired,” and “long.”

- “Do you feel that the new calendar has had an impact on the amount of stress you feel about your job?” with 73 percent ($n = 66$) of January teacher responses and 78 percent ($n = 49$) of June teacher responses indicating that the program had increased their stress level “somewhat” or “significantly.”
- “Do you feel that the new calendar has allowed you more time” for various activities, most teachers (In January, 58 and 59%, respectively; in June, 60% for each) stated that they had more time for “small group” and “SEL instruction.” In January, 44 percent of teachers (46% in June) stated that they had more time to “differentiate or individualize instruction to meet their students’ needs.”

Staff and Leadership Survey

Overall, 38 respondents from all SDR campuses completed the staff and leadership perception survey. When asked,

- To rate “the BEST part of your school’s new schedule,” the respondents (25%, $n = 6$ of 24) top rated statements were the “additional planning time for teachers,” and the “additional time spent with students”.
- “What is ONE word that describes your experience with your school’s new schedule?”, the most common response given was “overwhelming.”
- “What do you feel has been the biggest challenge to implementing the new calendar?” staff and campus leaders expressed that the biggest challenge to implementing the program was sustaining “motivation.” Several survey respondents ($n = 7$) explained that implementation of the program during an ongoing pandemic created additional, unique challenges.

Parent Survey

Overall, 272 parents from all SDR campuses completed the parent perception survey. When asked,

- To “rate your overall satisfaction with the new calendar,” 78 percent ($n = 186$) of parents reported an average or above overall level of satisfaction.
- To rate their level of agreement with several statements, the majority of parents (62%) felt that the program “has created a positive educational opportunity for their student” and 59 percent of parents had “noticed positive social emotional changes in my students since attending a School Day Redesign campus this year.”
- In contrast to responses from SDR teachers, 41 percent ($n = 79$) of parents reported that the program “somewhat reduced” or “significantly reduced” the “impact on the amount of stress your family feels about school.”

What impact did participation in the SDR calendar have on instructional practices?

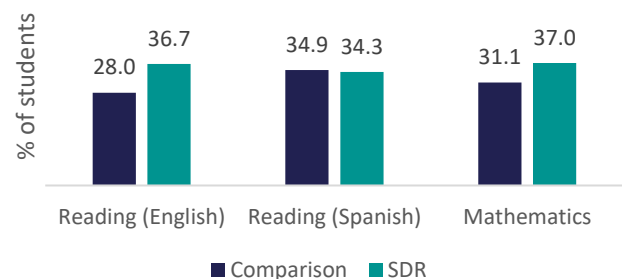
- When asked whether the increase in planning time that came with the new calendar had led to an increase in the quality of their teaching practice, in January, about half of teachers (49%) “strongly agreed” or “agreed” that it had. In June, 39 percent “strongly agreed” or “agreed”.
- About half of surveyed teachers (51%) also “strongly agreed” or “agreed” that the increased collaboration among teachers had led to an increase in the quality of lessons in January. In June, 41 percent “strongly agreed” or “agreed”.
- Overall, the majority of teachers who indicated that participation in the program had an impact on their instructional practices reported that the impact had been a positive one.
- The items with the largest rates of positive response were instructional planning competency and instructional presentation or delivery.

What impact did participation in the SDR calendar have on student achievement?

MAP Growth Assessments

- Overall, 2021-22 EOY MAP results showed that SDR students demonstrated higher rates of high average or high EOY growth in Reading – English (nine percentage points) and Mathematics (six percentage points) than comparison campus students (Figure E1).
- A statistically significant relationship was found for MAP Reading – English and Mathematics, indicating that students who attended SDR campuses were more likely to demonstrate higher performance on the MAP assessments than students who attended comparison campuses.

Figure E1: 2021-22 SDR and Comparison Campus MAP EOY Growth Quintiles Rates at High Average or High, by Subject



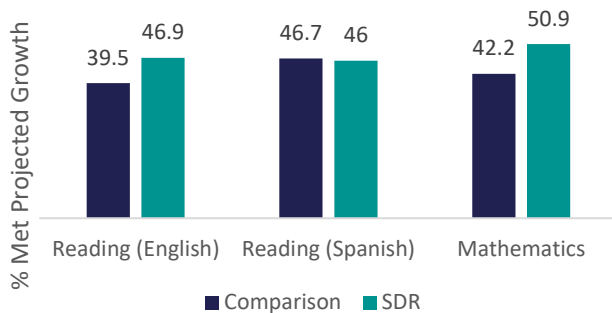
Source: District EOY MAP data file date of 06/22/22.

- Similarly, 2021-22 EOY MAP results showed that SDR students demonstrated higher rates of met or exceeded growth in Reading – English (seven percentage points)

and Mathematics (nine percentage points) than comparison campus students (Figure E2).

- A statistically significant relationship was found for MAP Reading – English and Mathematics, indicating that students who attended SDR campuses were more likely to meet or exceed projected growth on the MAP assessments than students who attended comparison campuses.

Figure E2: 2021-22 SDR and Comparison Campus MAP BOY to EOY Met Projected Growth Rates, by Subject

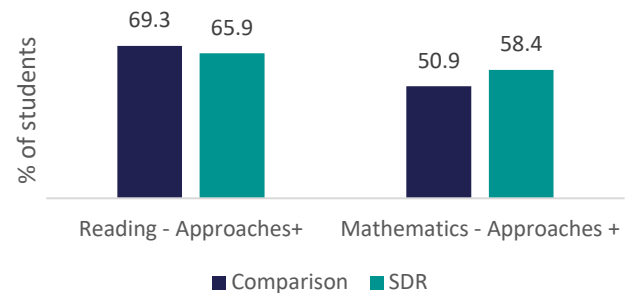


Source: District EOY MAP data file date of 06/22/22.

State of Texas Assessments of Academic Readiness (STAAR)

- Overall, rates of students at the Approaches+, Meets+, and Masters performance standards were lower in SDR campuses compared to comparison campuses in Reading, but higher in Mathematics.
- A statistically significant relationship was found for STAAR Reading, indicating that students who attended SDR campuses were less likely to achieve Approaches+ on the STAAR Reading than students who attended comparison campuses (Figure E3).
- A statistically significant relationship was found for STAAR Mathematics, indicating that students who attended SDR campuses were more likely to achieve Approaches+ on the STAAR Mathematics than students who attended comparison campuses.

Figure E3: 2021-22 Percentage of Students Attaining STAAR Approaches+ Performance Standard for School Day Redesign and Comparison Campuses – Reading and Mathematics



Source: District STAAR files dated 07/15/22 (grades three to eight) for students enrolled on the PEIMS snapshot date of 11/01/21.

State Accountability Ratings

In 2021-22, possible ratings included: A, B, C, and Not Rated: SB 1365. The Not Rated: SB 1365 ratings were given to campuses who earned overall scaled scores less than 70.

- All five of the School Day Redesign campuses received a 2022 accountability rating of B.
- Three of the five comparison campuses (60%) received a 2022 accountability rating of C, while the remaining two received a B.

RECOMMENDATIONS

Continue to monitor the impact of the SDR program on student academic outcomes.

Examine the impact of the longer school year on summer learning loss.

Create new curriculum for June, specific to SDR campuses.

Explore options to mitigate teacher fatigue.

2021-22

Evaluation of School Day Redesign Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas Independent School District (ISD) transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included 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 Dallas ISD Board of Trustees adopted three calendars (traditional, Intersession⁴, and School Day Redesign) for the 2021-22 and 2022-23 school years as well as implementation of other supports.⁵ The Intersession and School Day Redesign programs were extended year calendar programs designed to help students receive extra support through increased learning time that target student academic and nonacademic outcomes. The School Day Redesign (SDR) program added 23 additional instructional days to the traditional calendar and included an earlier start to the school year (August 2nd) as well as a later end to the school year (June 23rd).

In 2014, Kidron and Lindsay conducted a meta-analysis of extended learning literature and found increased learning time programs had a positive effect on student academic and nonacademic outcomes. Kidron and Lindsay noted that the impact of these programs depended on the settings, implementation features, and types of students targeted. The authors found that increased learning time programs had the largest positive effect⁶ on struggling students. Across grades K–12, increased learning time programs had a small but statistically significant positive effect⁷ on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn) compared with similar students who did not participate in the programs. Additionally, the authors reported that increased learning time programs also had a small positive effect on students' literacy and math achievement as long as certified teachers delivered the increased

⁴ For additional details regarding the Intersession calendar, see Watson (2022). www.dallasisd.org/Page/888.

⁵ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

⁶ Hedges' $g = 0.56$, average weighted effect size across three studies on academic achievement in students performing below grade-level standards.

⁷ Hedges' $g = 0.04$, ($p = .04$), average weighted effect size across 10 studies on academic motivation in increased learning time programs.

learning time academic instruction, and program facilitators used traditional instruction (e.g., using organized and focused lessons, clear articulation of learning objectives, and a sequenced demonstration of skills). Kidron and Lindsay also found that increased learning time programs that incorporated experiential education yielded a positive effect on students' social-emotional skill development, including self-esteem, prosocial behavior, and self-regulation (Kidron & Lindsay, 2014).

In 2021-22, the majority of Dallas ISD campuses implemented the traditional school calendar, while forty-one campuses implemented the Intersession calendar, and five campuses implemented the SDR calendar (Maple Lawn, H.I. Holland at Lisbon, and Edna Rowe Elementary Schools, and Thomas J. Rusk and Boude Storey Middle Schools). The goal in implementing the School Day Redesign calendar was to provide more time for teachers to collaborate and prepare, as well as more time for enrichment and acceleration for students.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to examine the context, process, and outcomes for the School Day Redesign (SDR) program so that program managers could assess the implementation of program components and operations, determine effectiveness, and plan future efforts. This evaluation report also provides a summary of key findings and actionable recommendations based on reported data. Data for this report were obtained from a review of internal documents and analyses of available survey and student achievement data. The evaluation addressed the following questions:

1. How was the School Day Redesign (SDR) program funded in 2021-22?
2. How was the SDR program implemented?
3. What were the demographic characteristics of students and teachers who participated in the SDR program?
4. What were the attendance rates of students who participated in the SDR program?
5. What were principal perceptions of the SDR implementation?
6. What were student, teacher, and parent perceptions of the SDR program?
7. What impact did participation in the SDR program have on instructional practices?
8. What impact did participation in the SDR program have on student achievement and social emotional learning outcomes?

Selection of Comparison Campuses

To improve the validity of the evaluation and control for confounding influences on outcomes, the evaluator selected comparison campuses that most resembled campuses participating in the SDR program. The campus comparison group included base calendar campuses individually matched to SDR campuses based on campus size, the percentages of students attending the campus who are economically disadvantaged, Emergent Bilingual/English Learners (EB), African American, and received special education services, as well as campus student mobility rate and the campus's 2021 state accountability *State of Texas Assessment of Academic Readiness (STAAR)* component raw scores. Campuses selected

for inclusion in the comparison group were Webster, Burleson, and Blair Elementary Schools, and Walker and Browne Middle Schools.

Limitations

The district implemented multiple ESSER-funded programs aimed at improving academic achievement in 2021-22. The effects of these concurrent districtwide initiatives were not controlled for in this evaluation.

EVALUATION QUESTIONS AND RESULTS

How was the School Day Redesign (SDR) program funded in 2021-22?

The total budget for the 2021-22 Extended School Year programs (School Day Redesign and Intersession programs) was \$24,350,000. This budget was funded through the Elementary and Secondary School Emergency Relief (ESSER) grant⁸. The budget included \$21,425,000 for staff and payroll costs and \$400,000 for supplies and materials.

How was the SDR program implemented?

Methodology

Information about the SDR program was collected using interviews with program management and a review of internal documents. Planning and implementation information were gathered from program planning materials, content presented to the Dallas ISD School Board, and from program staff. The evaluator reviewed and summarized program documentation to provide program context.

Results

Calendar Selection Process

Program management designed a school selection process for extended year learning based on both stakeholder interest and student need. In fall 2020, the program managers surveyed teachers and families to gauge campus and community interest in the adoption of new calendars to mitigate learning loss, particularly as a result of the COVID-19 pandemic.

The teacher survey explored whether campuses adopting an extended year could retain their teaching staff. The survey asked teachers: “How excited would you be about your school adopting an extended year for the 2021-22 & 2022-23 school years?” with a five-point Likert scaled ranging from “1” (“I have major concerns; I would consider transferring”) to “5” (“I am very excited”). The percentage of teachers who might transfer was calculated by taking the number of teachers who responded “1” and dividing it by the number of teachers at the school. The teacher transfer assessment threshold was set based on typical Dallas ISD campus-level attrition rates. Campuses were considered able to retain their staff if they were

⁸ The ESSER grant program is authorized in Title VIII, Division B, of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which was signed into federal law in March 2020.

not at risk of losing more teachers than would typically transfer in a year (~7%). Given that SDR required participation from all staff, campuses were considered to have teacher support if they had positive survey responses (i.e., top three responses for each item) from at least 60 percent of responding teachers.

The parent survey asked families, “How excited would you be about your school adopting an extended year for the 2021-22 and 2022-23 school years?” with a five-point Likert scaled ranging from 1 (“I have major concerns; I would consider transferring”) to 5 (“I am very excited”). The number of students who might transfer was calculated by counting all families who answered “1” and considering whether the family had multiple students enrolled at the school. The student transfer threshold was set based on potential impact to campus staffing, based on an average 25:1 student teacher ratio. Campuses were considered to have family support if they would lose fewer than 25 students due to calendar changes, and therefore were unlikely to lose any teacher position allowances.

Schools were then placed into three categories based on feeder pattern⁹. “High Priority Feeders” had initial support for the Intersession calendar from principals and teachers and demonstrated student need. Schools in “Remaining Feeders” had enough principal or teacher support to be considered, but they either were not a high priority or did not have enough interested schools for feeder-wide adoption of the new calendars. “Early Stay Puts” were schools who chose to remain on the base calendar for programmatic reasons.

Schools in High Priority Feeders underwent further staff and community engagement outreach before committing to the final selection. Program management engaged individual schools in the remaining feeders to identify if there was strong principal, staff, and community interest in the new calendars, with the goal of piloting the program in at least one campus in all Dallas ISD feeder patterns. For schools considering an extended year calendar, principals and executive directors were responsible for engaging staff and community when deciding whether they wanted the school to implement an extended year calendar. To select a new calendar, each campus needed at least an 80 percent teacher response rate on the staff interest survey and a 60 percent positive response rate from responding teachers.¹⁰

To ensure the campus had conducted extensive community engagement outreach, campus leaders were required to send notes home with students explaining the campus was considering a new calendar, send automated calls or text messages to families, send emails or other notes from teachers to families, add information directly to their campus websites, add extended year as an agenda item to upcoming Parent Teacher Association meetings, and post information on social media. Campus principals were also required to sign a letter of intent confirming the final decision.

⁹ School feeder patterns designated the schools that students follow as they graduate from one level to the next. The goal was to keep students together as they feed from elementary school to middle school, and finally to high school. Middle school and high school zones were comprised of the elementary attendance zones that feed into them.

¹⁰ Maple Lawn Elementary had a 100% teacher response rate, and a 98% family response rate. Rowe Elementary had 93% and 98%, respectively. Holland Elementary had 100% and 85%, respectively. Rusk Middle School had 93% and 98%, respectively. Boude Storey Middle School's response rates were 99% for teachers and 98% for families.

Program Characteristics

Five campuses committed to implement the SDR calendar program for the 2021-22 and 2022-23 school years (Maple Lawn Elementary, H.I. Holland Elementary School at Lisbon, Edna Rowe Elementary School, Thomas J. Rusk Middle School and Boude Storey Middle School). Schools utilizing the SDR calendar maintained the school day start and end times, in alignment with the base calendar, but began the school year on August 2, 2021, and ended the school year on June 23, 2022.¹¹ In total, the extended calendar added 23 additional instructional days to the school year for SDR campuses.

The SDR calendar included two approved variations from which campuses could choose. Dallas ISD Redesign Calendar 1 included the 23 additional school days interspersed through the year. This calendar also included six full day teacher workdays, typically Fridays, which were student holidays. All SDR elementary schools (Maple Lawn, Rowe, and Holland) selected Calendar 1. Dallas ISD Redesign Calendar 2 featured designated “Redesign Days” on Wednesdays, which occurred about twice a month. Redesign Days were early release days for students, with teacher planning or professional development scheduled for the second half of the day. Both middle schools, Rusk and Boude Storey, opted for Calendar 2. The two SDR calendars, along with the district base calendar, can be found in Appendix A.

In general, SDR campus activities did not differ from base calendar campuses because they implemented the same instructional curriculum. In May 2022, SDR campuses completed the normal instructional curricula, as base calendar campuses concluded their school year. As a result, SDR campuses utilized four weeks of content from the Dallas ISD-developed Intersession curriculum during the month of June. To address the unique needs of students in their schools, program management empowered campuses to customize the ways they used their added time. For example, during their additional Redesign Days, middle school teachers focused on addressing learning deficits, and students used project-based learning to receive hands-on experience with real-world scenarios. In addition, middle schools created enrichment clubs that students could choose from to spend their half-days. Options included chess club, culinary arts club, gardening, and others. The clubs were sponsored by individual teachers, who created lesson plans for the supplemental programming. In addition, each club worked together to complete service-learning projects that would benefit the campus and surrounding community.

During the second half of the Redesign Days, teachers engaged in professional development or planning, which alternated each week. Content presented during professional development weeks were selected by campus principals and covered a range of topics, including interpreting student data and improving social emotional learning (SEL) competencies. Planning weeks consisted of teachers coming together to discuss students’ performance over the preceding two-week period, allowing teachers to identify students in the greatest need of accelerated instruction more quickly than in a typical grading period. Elementary campuses conducted professional development and planning activities during the calendar’s teacher workdays.

¹¹ Base calendar campuses began school on August 16 and ended on May 27.

What were the demographic characteristics of students and teachers who participated in the SDR program?

Methodology

To determine SDR program and campus comparison student characteristics, the evaluator used district demographic data files for students enrolled on the Public Education Information Management System (PEIMS) reporting date of November 1, 2021. The evaluator conducted descriptive and frequency analyses to summarize student demographic characteristics by race, sex, EB status, special education status, and economically disadvantaged status.

To determine SDR program and campus comparison teacher characteristics, the evaluator used the district personnel data file dated November 11, 2021, to summarize characteristics for active teachers and principals by sex, race/ethnicity, and highest earned degree. Teacher characteristics were summarized by SDR campus and comparison campus.

Results

Students

In 2021-22, there were a total of 2,316 students at SDR program campuses and 2,474 at comparison campuses (Table 1). The majority of SDR students were Hispanic (60%) or African American (35%) and nearly all students were identified as economically disadvantaged (93%). SDR campuses had a slightly higher proportion of males (53%) than females (47%). A large proportion of SDR students were identified as EB (46%), and 13% of SDR students received Special Education services. Comparison campus student demographics were similar across all categories (within two percentage points or fewer).

Table 1: 2021-22 School Day Redesign and Comparison Student Characteristics

Characteristic	School Day Redesign (N = 2,316)		Comparison (N = 2,474)		District (N = 164,121)	
	n	%	n	%	n	%
Race/Ethnicity						
Hispanic	1,399	60.4	1,511	61.1	112,783	68.7
African American	814	35.1	820	33.1	36,335	22.1
Two or More Races	51	2.2	71	2.9	3,557	2.2
White	28	1.2	58	2.3	9,018	5.5
Asian	14	0.6	13	0.5	1,832	1.1
Other	10	0.4	1	0.0	596	0.4
Sex						
Male	1,223	52.8	1,287	52.0	83,672	51.0
Female	1,093	47.2	1,187	48.0	80,445	49.0
Special Student Groups						
Emergent Bilingual/English Learner	1,070	46.2	1,104	44.6	75,263	45.9
Special Education	296	12.8	322	13.0	16,446	10.0
Economically Disadvantaged	2,156	93.1	2,323	93.9	120,021	73.1

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

Note: Percentages may not add to 100 due to rounding.

Teachers

In 2021-22, there were 151 teachers on SDR campuses and 163 teachers on comparison campuses (Table 2). The majority of SDR campus teachers and comparison campus teachers were African American (48% and 55%, respectively) or Hispanic (26% and 31%, respectively). Over two-thirds of SDR and comparison campus teachers were female (68% and 72%, respectively).

Table 2: 2021-22 School Day Redesign and Comparison Teacher Characteristics

Characteristic	School Day Redesign (N = 151)		Comparison (N = 163)		District (N = 9,269)	
	n	%	n	%	n	%
Race/Ethnicity						
African American	73	48.3	89	54.6	3,257	35.1
Hispanic	46	30.5	43	26.4	3,125	33.7
White	26	17.2	27	16.6	2,505	27.0
Asian	3	2.0	4	2.5	311	3.4
Other	3	2.0	0	0.0	71	0.8
Sex						
Female	109	72.2	111	68.1	6,451	69.6
Male	42	27.8	52	31.9	2,818	30.4
Specializations						
Graduate Degree Attainment*	44	29.1	45	27.6	2,137	23.0

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

Note: Percentages may not add to 100 due to rounding. *Staff educational attainment is based on highest reported degree at the time of hire.

What were the attendance rates of students who participated in the SDR program?

Methodology

The evaluator obtained district attendance data and merged the data with the PEIMS demographic data. Attendance rates were calculated by aggregating days in attendance and days enrolled for each campus and the district and then dividing aggregated days in attendance by aggregated days enrolled. The evaluator conducted descriptive and frequency analyses to determine student attendance rates for SDR campuses, comparison campuses, and the district.

Results

In 2021-22, SDR campuses had an average attendance rate of 90 percent and comparison campuses had an average attendance rate of 92 percent (Table 3). Overall, two of the five (40%) SDR campuses and four out of five (80%) of comparison campuses exceeded the overall district attendance rate (90%). Due to the full return to face-to-face instruction along with the continuing impact of COVID-19 on absences, these percentages should not be compared to previous school years.

Table 3: 2021-22 SDR, Comparison, and District Average Attendance Rates, by Semester

Campus	Fall 2021 %	Spring 2022 %	Overall %
School Day Redesign			
Maple Lawn	89.6	89.3	89.3
Holland	87.6	88.0	87.9
Rowe	92.7	91.1	92.1
Rusk	90.2	87.9	89.0
Boude Storey	90.3	92.3	91.3
SDR Overall	90.0	89.7	89.8
Comparison			
Webster	91.8	89.0	90.9
Burleson	93.0	91.5	92.4
Blair	92.9	91.6	92.7
Walker	94.6	93.5	94.0
Browne	89.4	89.5	89.4
Comparison Overall	92.6	91.4	92.2
District	91.2	89.5	90.1

Source: District attendance data file dated 06/29/22.

What were principal perceptions of the SDR implementation?

Methodology

The evaluator conducted half-hour interviews with four SDR campus principals via Zoom in June 2022. The average interview length was 32 minutes. Interview responses were analyzed for common themes and patterns. Appropriate quotations that captured the essence of significant themes were flagged for inclusion in this report. Direct quotes from principals are italicized in the text. Follow-up information was collected by phone and email. The complete interview protocol is presented in Appendix B.

Results

Overall, all SDR principals reported that at the end of June, they felt “*tired*”, both mentally, and physically. Three principals expressed that the feeling had recently “*hit them*”, as they entered the final week or two of the school year. When asked what the biggest challenge had been to implement the new program, keeping up “*morale*” and “*motivation*” was a common theme. Principals indicated that implementing the program was a new challenge for everyone, from administrators to students, with the final month being the biggest hurdle. “*It feels like we are supposed to be done,*” one shared.

The program was created to address the effects of the COVID-19 pandemic, so it was natural that many social and emotional impacts hit campuses alongside academic ones. Principals shared that when students came back to school after a long hiatus from face-to-face learning, many returned needing to hone their social skills or remember basic classroom procedures. Two principals commented that some students returned to campus facing profound emotional impacts after losing loved ones to COVID-19. The 2021-22 school year provided students (and teachers – as those who began their careers in 2020-21 had full in-person classrooms for the first time) a chance to experience “normal,” but the social, emotional, and psychological impacts of the pandemic meant that people were dealing with personal factors that did not exist before 2020. Principals understood this to be an opportunity for school to become a place of comfort,

consistency, and focused their efforts on preserving campus celebrations, traditions, and culture while emphasizing SEL. When asked to list the program's benefits, principals agreed on the following:

- For a specific subset of students, the extended school year was a major help. They expressed the opinion that students who have fewer educational resources at home and/or less adult supervision due to work schedules or other factors benefited the most.
- The program benefited teachers via added compensation, expanded time to grow their skills, and an enhanced focus on data and progress monitoring.
- The beginning of year Redesign Days offered valuable extra time to plan and collaborate. Further, principals felt that having the Redesign teams¹² comprised of teachers helped build leadership capacity on campuses.

However, they were keenly aware of teachers feeling “*overwhelmed*” and “*burned out*” by the extended year. Principals expressed that they made an extra effort to incorporate special recognition and celebrations for teacher appreciation but wished that they were able to make changes to testing windows and compensation schedules to further reduce teacher stress.

When asked what changes to the program they were planning for the upcoming school year, all principals planned to improve the ways they used planning days. Some strategies included restructuring Redesign Days to provide teachers with uninterrupted planning and collaboration time and improving the implementation of enrichment clubs. One campus planned to make one of their Redesign Days a full day of SEL, “*to boost morale and strengthen the sense of community.*”

What were student, teacher, staff, and parent perceptions of the SDR program?

Methodology

In collaboration with district leadership and district partners, the evaluator developed a student perception survey, teacher perception survey, staff and leadership perception survey, and parent perception survey. All surveys were administered electronically utilizing the Qualtrics survey platform.

Student Survey

Due to difficulty in administering surveys to younger students along with the unique feature of Redesign Days at middle schools, the student perception survey was only administered to middle school students at Rusk and Boude Storey.¹³ The purpose of the student survey was to explore middle school students' experiences with the SDR program's Redesign Days. The evaluator used frequency analyses to determine rates of positive responses for each scaled item, along with number and percentage of responses per category for other items. Open-ended responses were analyzed for themes. Detailed survey responses are presented in Appendix C.

¹² Campus Redesign teams were groups of teachers and administrators who created, implemented, and monitored the SDR model best suited to their campus' unique context, students, teachers, and staff using district-wide parameters provided by program management.

¹³ Student feedback survey was administered online on June 21, 2022.

Teacher Survey

The purpose of the teacher perception survey¹⁴ was to collect feedback related to participants' individual experiences working in the SDR program and assess the perceived impact of the program on teachers' instructional practices. Findings regarding the perceived impact of the program on teachers' instructional practices are presented on page 16 of this report. The evaluator used frequency analyses to determine rates of positive responses for each scaled item, along with number and percentage of responses per category for other items. Open-ended responses were analyzed for themes. Detailed survey responses are presented in Appendix C.

Staff and Leadership Survey

The purpose of the staff and leadership perception survey¹⁵ was to collect feedback related to participants' individual experiences working in the SDR program. The evaluator used frequency analyses to determine rates of positive responses for each scaled item, along with number and percentage of responses per category for other items. Open-ended responses were analyzed for themes. Survey results and detailed survey responses are presented in Appendix C.

Parent Survey

The purpose of the parent perception survey¹⁶ was to collect feedback related to participants' individual experiences with the SDR program. The evaluator used frequency analyses to determine rates of positive responses for each scaled item, along with number and percentage of responses per category for other items. Open-ended responses were analyzed for themes. Survey results and detailed survey responses are presented in Appendix C.

Results

Student Survey

Overall, 429 respondents completed the student perception survey. Two-thirds of respondents attended Boude Storey (66%, $n = 285$) and one third attended Rusk (34%, $n = 144$). All grade levels were represented proportionally (35% grade 6, 38% grade 7, and 27% grade 8). When asked *"how do you feel" about the new school calendar*, 22 percent ($n = 96$) of the students indicated that they "like it" while 41 percent of students ($n = 176$) responded that they "don't like it." Thirty-six percent ($n = 155$) either were "not sure" how they felt about the new school calendar or "didn't notice the change." When asked *"Has your new calendar helped you feel more prepared for your schoolwork?"*, 44 percent ($n = 183$) of students responded that the program "has helped some" or "helped a lot" while 28 percent ($n = 118$) reported that "it didn't make any difference." When asked, *"Have the additional Redesign Days been fun for you?"* over half of the students (53%, $n = 219$) reported that they "enjoyed it" that "it was very fun!" When asked to rate *"how much you enjoyed these parts of your new calendar,"* students rated¹⁷ "extra time with my friends" and the "fun

¹⁴ Teacher survey was administered via email to teachers on January 12, 2022. The survey was administered a second time on June 13, 2022, in order to follow up on key results from the January administration.

¹⁵ Staff and leadership survey was administered via email to campus staff and leadership on January 12, 2022

¹⁶ Parent survey was administered via email to parents of SDR students on April 13, 2022.

¹⁷ Question rating response was 1 "least favorite" to 5 "most favorite."

activities” as the most enjoyable aspects of the program (average rating of 4.0 and 3.8, respectively). When asked *“Do you feel like this new calendar helped you build a stronger relationship with adults in your school?”*, half of students (50%, $n = 206$) responded that the program “has helped some” or “helped a lot”. Lastly, when asked *“What is ONE word that describes your experience at school this year?”*, the most given words were “fun” and “good” (see Figure 1).

Figure 1: 2021-22 School Day Redesign Student Survey Response Word Cloud – “What is ONE word that describes your experience at school this year?”



Source: SDR student survey results file dated 06/25/22.

When students were asked to *“Tell us what you liked about the new calendar,”* “extra time to be with friends,” ($n = 56$) and “more time to learn/time to catch up with content” ($n = 17$) were the most given responses. The most common theme when students were asked to *“Tell us about what you did not like about the new calendar”* was having a shortened summer vacation ($n = 83$). One student remarked, “we started school first, and we still get out last. It doesn’t seem fair.”

Teacher Survey

The teacher perception survey was administered to teachers at SDR campuses in early and late spring 2022¹⁸ to collect feedback related to teachers’ individual experiences working in the SDR program and assess the perceived impact of the program on teachers’ instructional practices. In January 2022, 103 respondents from all SDR campuses completed the teacher perception survey and 77 respondents from all SDR campuses completed the second administration of the teacher perception survey in June 2022.¹⁹ When asked to rate *“the BEST part of your school’s new schedule,”* having “additional planning time” was the top rated response for both the January (30%) and June (45%) survey administrations while having “the opportunities to build relationships with students” was the second top rated response for both the January (26%) and June (28%) survey administrations.

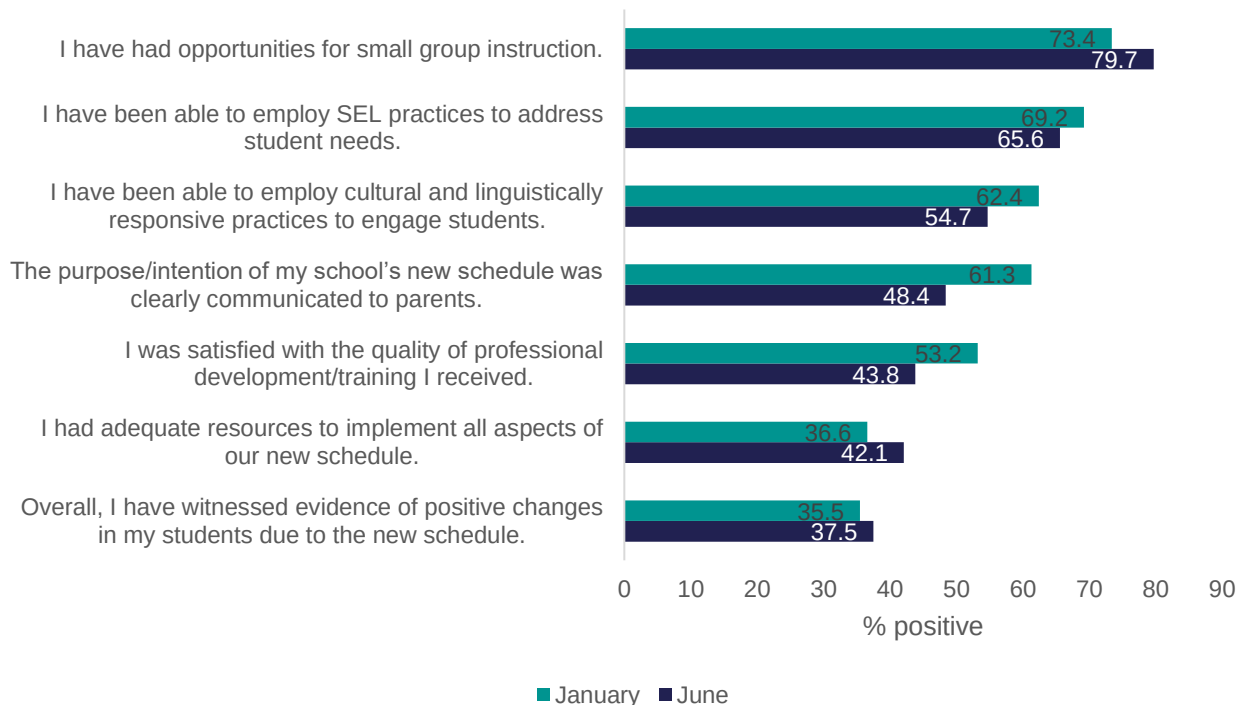
¹⁸ Teacher surveys were anonymous, therefore, survey results from the first administration could not be matched to individual responses given during the second administration.

¹⁹ Teacher perception survey response rate for the January 2022 administration was 55 percent while the response rate for the June 2022 administration was 41 percent.

When asked “*What is ONE word that describes your experience with your school’s new schedule?*”, the most common response given in January was “*exhausted,*” or “*exhausting.*” Similarly, on the June survey, The most common responses given were “*exhausted,*” “*tired,*” and “*long.*” These responses are commensurate with teachers’ responses when asked “*Do you feel that the new calendar has had an impact on the amount of stress you feel about your job?*” with 73 percent ($n = 66$) of January teacher responses and 78 percent ($n = 49$) of June teacher responses indicating that the program had increased their stress level “*somewhat*” or “*significantly.*”

When asked to rate their agreement with several statements, SDR teachers indicated that they had opportunities for small group instruction and were able to employ SEL practices to address student needs (Figure 2). From January to June, teachers’ perception of the “*purpose/intention of my school’s new schedule was clearly communicated to parents*” dropped 13 percentage points, while teachers’ perception of being “*satisfied with the quality of professional development/training I received*” dropped nine percentage points. Fewer teachers felt that they “*had adequate resources to implement all aspects of the new schedule*” or that they had “*witnessed evidence of positive changes in my students due to the new schedule,*” however, overall rates of positive responses to these statements increased slightly from the January to June administrations.

Figure 2: 2021-22 School Day Redesign Teacher Survey Responses



Source: SDR Teacher survey results file dated 05/13/22 and 06/22/22.

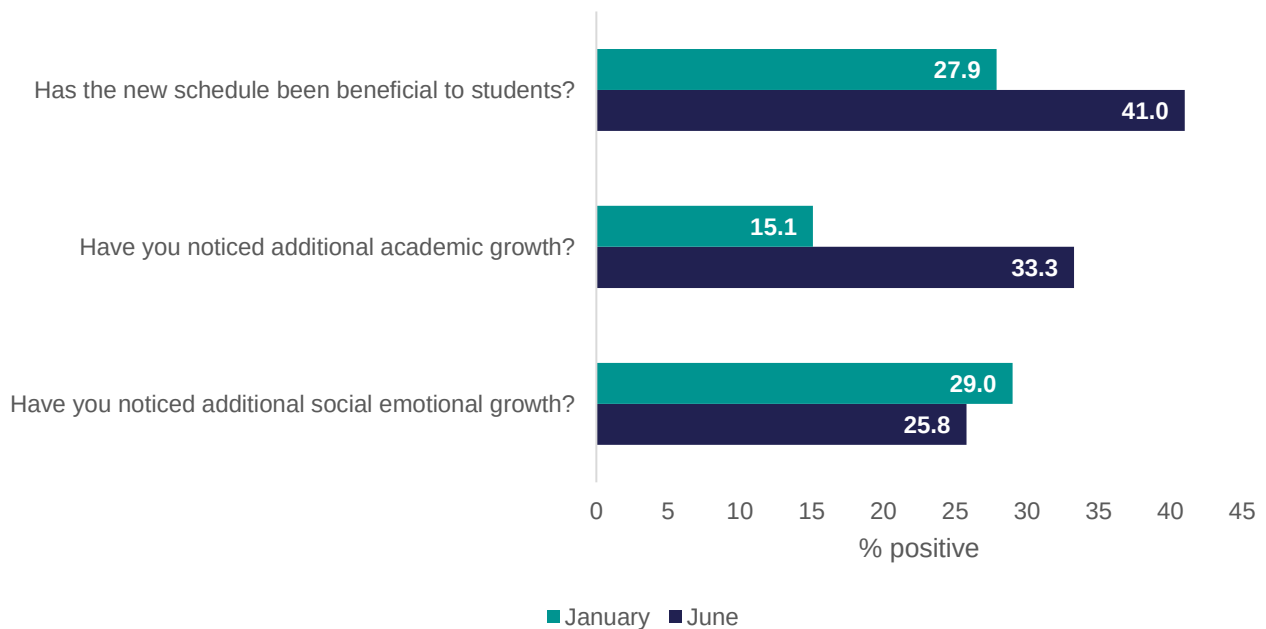
Note: The January administration had 103 respondents and the June administration had 77 respondents.

Teachers were asked “*Do you feel that the new calendar has allowed you more time*” for various activities. Most teachers stated that they had more time for “*small group*” and “*SEL instruction*” (In January,

58 and 59%, respectively; in June, 60% for each). In January, 44 percent of teachers (46% in June) stated that they had more time to “differentiate or individualize instruction to meet their students’ needs.” About a third of teachers (34% in January; 36% in June) stated that they had enough additional time for “deeper exploration into core content” or “the exploration of co-curricular topics driven by student interest.”

When asked whether they felt “*that the new schedule has been beneficial to students*,” 28 percent ($n = 27$) of January responses and 41 percent ($n = 27$) of June responses indicated that “it has benefited students some” or “it has greatly benefited students,” an increase of 13 percentage points (Figure 3). In January, 22 percent ($n = 21$) of teachers indicated that they “haven’t noticed any changes” while 20 percent ($n = 19$) felt that it was “too early to tell.” A total of 17 percent ($n = 11$) of teachers responded that they “haven’t noticed any changes” in June. When asked whether they had “*noticed additional academic growth in students due to the new schedule*,” 33 percent ($n = 21$) of June responses reported “yes” they had noticed additional academic growth, which was an increase of 18 percentage points from January (15%, $n = 14$). When asked whether they had “*noticed additional social emotional growth in students due to the new schedule*,” 26 percent ($n = 16$) of June responses reported “yes” they had noticed additional social emotional growth, which was a slight decrease from January (29%, $n = 27$).

Figure 3: 2021-22 Additional School Day Redesign Teacher Survey Responses



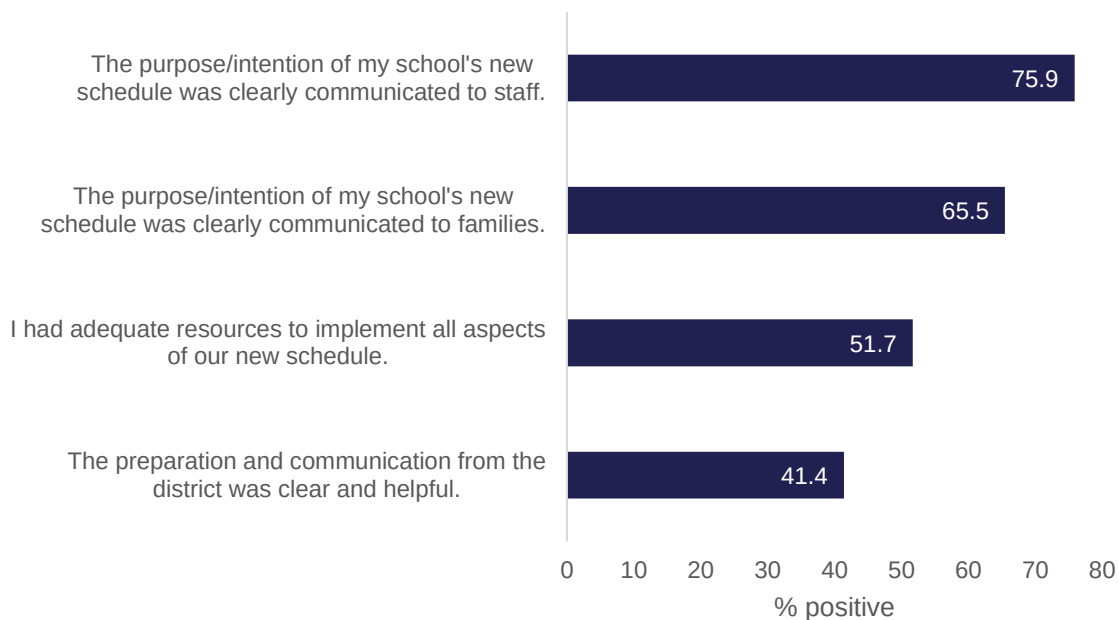
Source: SDR Teacher survey results files dated 05/13/22 and 06/22/22.

Note: The January administration had 103 respondents and the June administration had 77 respondents.

Staff and Leadership Survey

Overall, 38 respondents²⁰ from all SDR campuses completed the staff and leadership perception survey²¹. While all campuses were represented, small sample sizes such as these should be interpreted with caution. When asked to rate *“the BEST part of your school’s new schedule,”* the respondents (25%, $n = 6$ of 24) top rated statements were the “additional planning time for teachers,” and the “additional time spent with students”. When asked *“What is ONE word that describes your experience with your school’s new schedule?”*, the most common response given was “overwhelming.” While most surveyed staff members felt that *“the purpose/intention of my school’s new schedule was clearly communicated to staff”* (76%; $n = 22$) and *“to families”* (66%; $n = 19$), the rates of positive response to statements regarding *“preparation and communication from the district was clear and helpful”* and *“I had adequate resources to implement all aspects of our new schedule”* were lower (Figure 4). When asked whether they felt *“that the new schedule has been beneficial to students,”* 48 percent ($n = 14$) of June responses indicated that “it has benefited students some” or “it has greatly benefited students.” An additional 34 percent ($n = 10$) felt that they “haven’t noticed any changes”, or that it was “too early to tell.”

Figure 4: 2021-22 School Day Redesign Staff and Leadership Survey Responses ($n = 29$)



Source: SDR Staff and Leadership survey results file dated 05/13/22.

²⁰ Included a total of seven Principals or Assistant Principals, and 31 other staff (Instructional Coaches, Counselors, Clerks, and others).

²¹ Staff and leadership perception survey response rate was 63 percent.

When asked *“What do you feel has been the biggest challenge to implementing the new calendar?”* staff and campus leaders expressed that the biggest challenge to implementing the program was sustaining “motivation.”

“The biggest challenge is fighting against teacher and student burnout... Keeping the momentum going until June will be difficult.” – School Day Redesign Campus Leader, January 2022

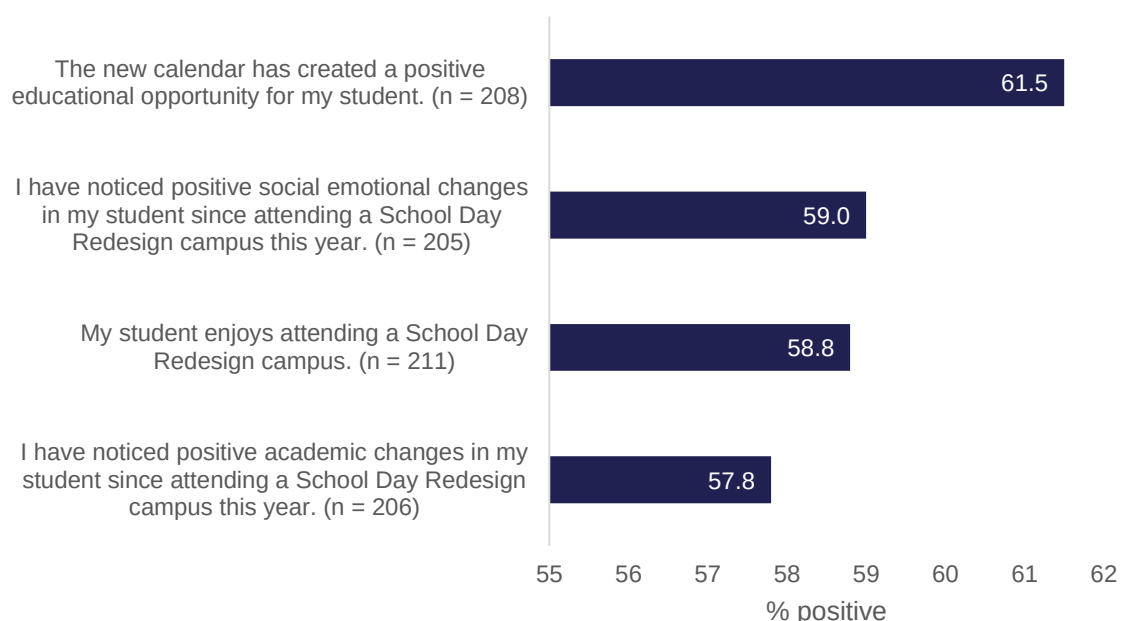
Several survey respondents ($n = 7$) explained that implementation of the program during an ongoing pandemic created additional, unique challenges. Indeed, the survey was given during a month that also included a significant surge in COVID-19 cases in Dallas County. Teacher and student absences due to illness and exposures to family member infections added stressors to campus implementation.

Parent Survey

Overall, 272 parents from all SDR campuses completed the parent perception survey.²² When asked to *“rate your overall satisfaction with the new calendar,”* 78 percent ($n = 186$) of parents reported an average or above overall level of satisfaction. Additionally, 70 percent ($n = 180$) reported that they were satisfied or very satisfied *“with the communication from the school leading up to the change to the School Day Redesign calendar.”* When asked to rate their level of agreement with several statements, the majority of parents (62%) felt that the program *“has created a positive educational opportunity for their student”* and 59 percent of parents had *“noticed positive social emotional changes in my students since attending a School Day Redesign campus this year”* (Figure 5). In contrast to responses from SDR teachers, 41 percent ($n = 79$) of parents reported that the program “somewhat reduced” or “significantly reduced” the *“impact on the amount of stress your family feels about school.”* An additional 36 percent reported that the program had no effect on their family’s school-related stress.

²² Parent perception survey response rate was 16 percent.

Figure 5: 2021-22 School Day Redesign Parent Survey Responses



Source: SDR Parent Survey results file dated 05/13/22.

What impact did participation in the SDR calendar have on instructional practices?

Results

When asked whether *the increase in planning time that came with the new calendar had led to an increase in the quality of their teaching practice*, in January, about half of teachers (49%) “strongly agreed” or “agreed” that it had (an additional 28% were undecided at the time). In June, 39 percent “strongly agreed” or “agreed” with 21 percent undecided. About half of surveyed teachers (51%) also “strongly agreed” or “agreed” that the increased collaboration among teachers had led to an increase in the quality of lessons in January (26% stated that they were undecided). In June, 41 percent “strongly agreed” or “agreed” with 25 percent undecided.

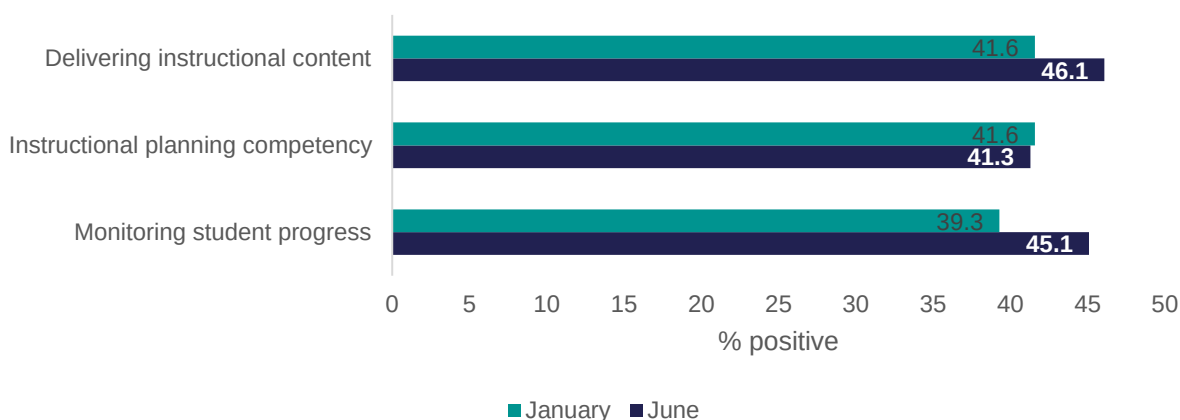
Teachers were also asked to rate the impact that participation in the program had on three facets of their instructional practice – *instructional planning competency*, *the way they presented instructional content*, and *the way they monitored student progress*. Overall, the majority of teachers who indicated that participation in the program had an impact on their instructional practices reported that the impact had been a positive one.

In January, items with the largest rates of positive response were *instructional planning competency* and *instructional presentation or delivery*. Almost half of responding teachers (42%, $n = 37$) reported that the program had somewhat or significantly improved these facets (Figure 6). A total of 32 teachers (36%) reported that their instructional planning competency had not changed as a result of the program, while 35

teachers (39%) reported that the way they presented instructional content had not changed. As for monitoring student progress, 35 teachers (39%) reported that participating in the program had somewhat or significantly improved their practice. Another 36 (40%) reported that the way they monitor student progress had not changed as a result of the program.

June results were consistent, with almost half of responding teachers (46%, $n = 29$) reported that the program had somewhat or significantly improved the way they presented instructional content, while 41 percent ($n = 26$) felt that their instructional planning competency had improved. A total of 27 teachers (43%) reported that the way they presented instructional content had not changed, while 28 teachers (44%) reported that their instructional planning competency had not changed as a result of the program. As for monitoring student progress, 28 teachers (45%) reported that participating in the program had somewhat or significantly improved their practice. Another 25 (40%) reported that the way they monitor student progress had not changed as a result of the program.

Figure 6: 2021-22 School Day Redesign Teacher Survey Responses to “This year, how do you feel the following facets of your teaching practice compare to previous years?”



Source: SDR Teacher survey results files dated 05/13/22 and 06/22/22.

What impact did participation in the SDR calendar have on student achievement?

Methodology

NWEA Measures of Academic Progress (MAP) Growth Assessments

MAP is a computer adaptive assessment that provides continual monitoring of progress in reading and mathematics skills. The MAP assessment utilizes student scores to calculate student growth from each assessment administration and set student growth projections for future assessments. Conditional Growth Percentiles (CGP) are the student's percentile rank for growth which is calculated based on the student's

growth compared to their growth projection.²³ CGP performance scores are then assigned to quintiles and a value of 'met' or 'did not meet' projected growth. This evaluation examined CGP quintiles and meet projected growth indicators based on beginning-of-year (BOY) to end-of-year (EOY) student growth performance in reading and mathematics. District *MAP* data files for 2021-22 were pulled for assessment windows at the beginning, middle, and end of each academic year, as applicable.²⁴ English and Spanish versions of the *MAP* Reading were pulled separately to examine overall student performance.²⁵ If a student took the assessment more than once in a period, the latest score was used. The evaluator merged these district files with the PEIMS demographic file for the year.²⁶ Frequency and crosstabs analyses were used to determine the percentage of students performing at each CGP quintile by subject. Results were analyzed by subject for SDR and comparison campuses.

State of Texas Assessments of Academic Readiness (STAAR)

STAAR exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the elementary and secondary grades. Students were tested in grades three to eight in mathematics and reading. Students also were tested in science in grades five and eight, and social studies in grade eight.

STAAR assessment scores were 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 divided student scores into these four categories. The evaluator merged district *STAAR* data files for 2022 with the PEIMS demographic files. The evaluator conducted crosstab and frequency analyses to calculate performance standard attainment rates on all versions of *STAAR* for students who attended SDR and comparison campuses.

State Accountability Ratings

As part of Senate Bill (SB) 1365, all districts and campuses received a label of A, B, C, or Not Rated: Senate Bill 1365 for 2022. The overall design of the accountability system evaluates performance according to three domains: Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments; College, Career, and Military Readiness indicators; and graduation rates. School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by *STAAR* results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages. Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic background, and other factors. Any domain or overall scaled score less than 70 will

²³ Additional information about CGPs can be found on the NWEA website https://connection.nwea.org/s/article/Understanding-CGI-and-CGP?language=en_US

²⁴ 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).

²⁵ Comparisons between the English and Spanish Reading versions of *MAP* are not recommended because the two versions are normed differently.

²⁶ District PEIMS snapshot date was 11/01/21 (2021-22).

receive the Not Rated: Senate Bill 1365 label. The evaluator extracted ratings from the Texas Education Agency (TEA) Accountability website on August 15, 2022 and are presented below.

Social Emotional Learning²⁷

As part of the district's Social and Emotional Learning Initiative, all Dallas ISD campuses received SEL implementation support, including ongoing SEL professional development opportunities, ongoing parent/caregiver-focused SEL training and resource sharing, SEL monthly newsletters with SEL resources, updates, and professional development announcements, an SEL Coordinator assigned to respond to general questions and resource requests (Carson & Hinkley, 2021). Beyond these basic supports, districts had the option of electing to receive additional support at varying implementation levels: intensive, moderate, or consultation only.

At the intensive support level, campuses received biweekly campus support visits or virtual meetings, campus-wide coaching on SEL implementation and measuring success, structured observation and feedback collection on SEL strategies and progress, including collaborative observations with administration, SEL champion, central staff, monitoring and reflection on SEL progress through an SEL Implementation Tool, up to three hours of professional development per semester (based on campus-based SEL goals, needs, and relevant data), and supportive cross-department coordination with district partners such as MTSS, Counseling, Racial Equity, Mental Health Services, and others as needed.

At the moderate support level, campuses receive consultations with the school leader and designated SEL Champion to determine SEL goals for the campus, coaching around SEL Steering Committee establishment and best practices for facilitation, and up to two hours of SEL professional development per semester, along with SEL resource sharing, observation and feedback as requested by the campus. Campuses electing to receive consultation only SEL support receive a trainer-of-trainers model of professional development, invitations to attend district-wide professional development, and SEL resource sharing as requested.

Both the School Day Redesign campus group and their matched campus comparison group consisted of intensive and moderate levels of SEL support. Maple Lawn, Boude Storey, and Webster received intensive SEL supports, while the remaining seven campuses received moderate support from the district SEL Department.

The Dallas ISD SEL department administered the SEL Student Survey in October 2021 to grades three through 12 students. The survey asked students about their own SEL competencies (self-efficacy, self-management, social awareness, and supportive relationships). The evaluator utilized the SEL Student Survey data file dated November 5, 2021, to compare overall responses by competency from students who attended the SDR and comparison campuses.²⁸

²⁷ SEL background and context information from Carson & Hinkley, 2021.

²⁸ For detailed analyses of the SEL Student Survey data, see Carson (2022). www.dallasisd.org/Page/888.

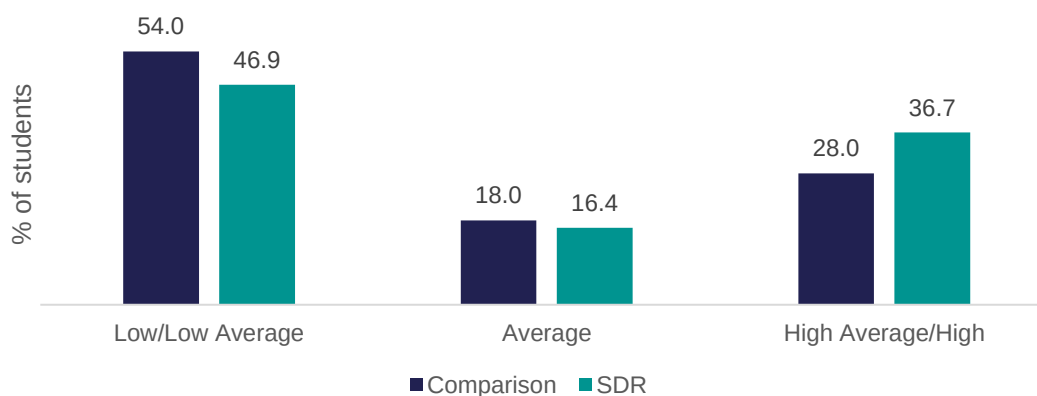
Results

MAP Growth Assessments

In 2021-22, EOY Reading – English results showed that 37 percent of SDR students demonstrated high average or high EOY growth, which was nine percentage points higher than comparison campus students (28%; Figure 7). EOY Reading – Spanish results showed that 34 percent of SDR students demonstrated high average or high EOY growth compared to 35 percent of comparison campus students (Figure 8). EOY Mathematics results showed that 37 percent of SDR students demonstrated high average or high EOY growth, which was six percentage points higher than comparison campus students (31%; Figure 9). Analysis of mean RIT²⁹ scores found no measurable difference between BOY to EOY scores for SDR and comparison campuses. Additional figures and mean RIT scores by grade level for SDR and comparison campuses are available in Appendix D.

A Pearson chi-square test of independence was performed to examine the relationship between program participation and MAP growth performance at the average or above CGP quintile. The relationship between these variables was statistically significant for MAP Reading - English ($X^2 = 19.48$, $p = <.001$; Cramer's $V = .092$) and MAP Mathematics ($X^2 = 19.32$, $p = <.001$; Cramer's $V = .079$). Students who attended SDR campuses were more likely to demonstrate higher performance on the MAP Reading – English and Mathematics assessments than students who attended comparison campuses. No statistically significant relationship was found for MAP Reading - Spanish, ($X^2 = 0.21$, $p = .885$).

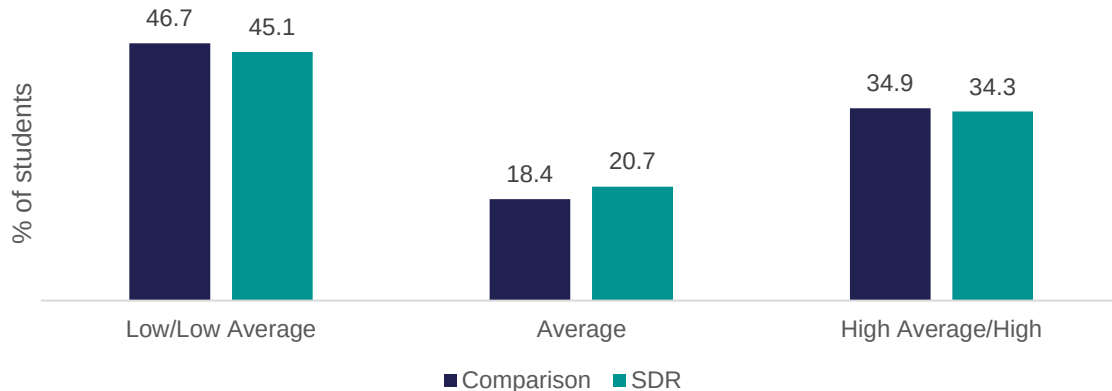
Figure 7: 2021-22 School Day Redesign and Comparison Campus MAP EOY Growth Quintile Rates - Reading (English)



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

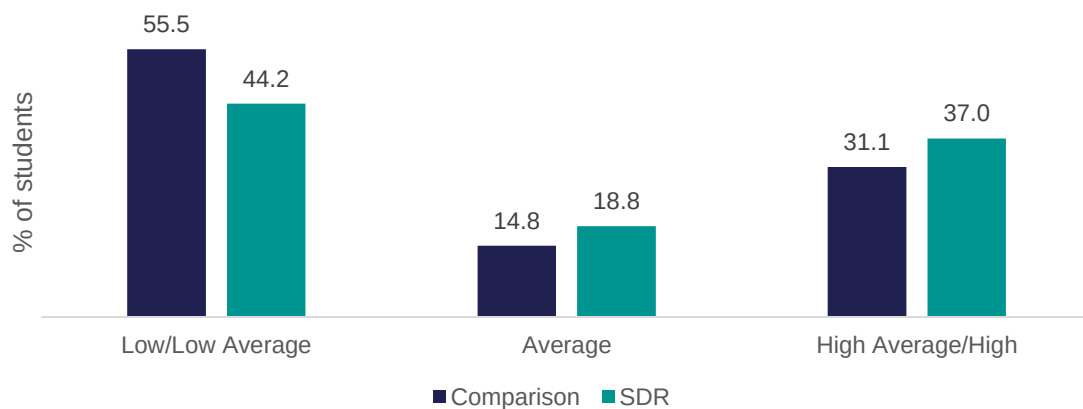
²⁹ MAP Growth uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT and is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, ranging from 100–350. RIT scores make it possible to follow a student's educational growth from year to year.

Figure 8: 2021-22 School Day Redesign and Comparison Campus MAP EOY Growth Quintile Rates - Reading (Spanish)



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

Figure 9: 2021-22 School Day Redesign and Comparison Campus MAP EOY Growth Quintile Rates - Mathematics



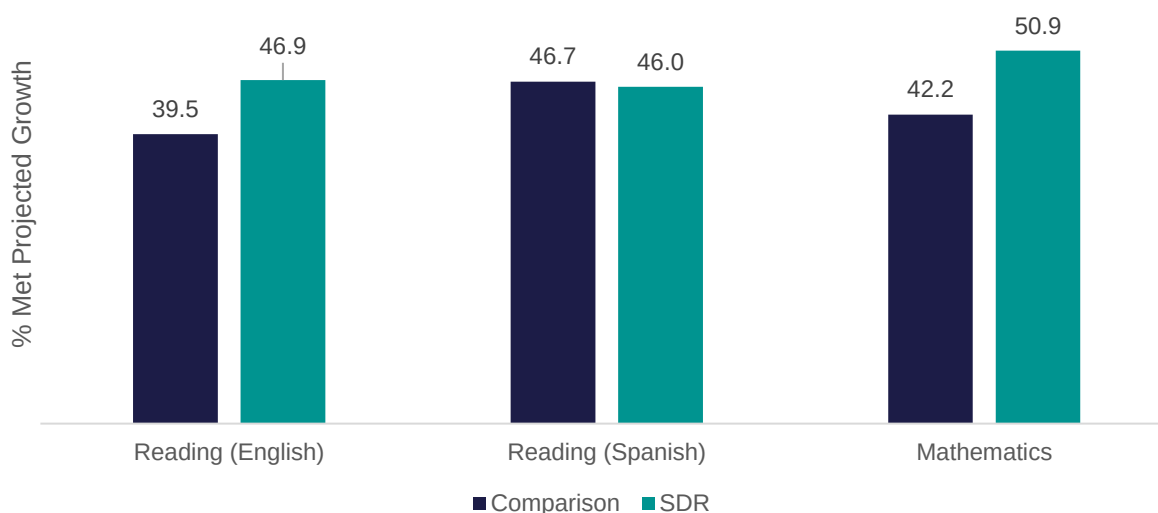
Source: District EOY MAP data file dated 06/22/22.

In 2021-22, EOY Reading – English results showed that 47 percent of SDR students met or exceeded growth, which was seven percentage points higher than comparison campus students (40%; Figure 10). EOY Reading – Spanish results showed that 46 percent of SDR students met or exceeded growth compared to 47 percent of comparison campus students. EOY Mathematics results showed that 51 percent of SDR students met or exceeded growth, which was nine percentage points higher than comparison campus students (42%).

A Pearson chi-square test of independence was performed to examine the relationship between program participation and MAP projected growth performance. The relationship between these variables was statistically significant for MAP Reading – English ($X^2 = 12.79$, $p = <.001$; Cramer's $V = .075$) and MAP Mathematics ($X^2 = 23.60$, $p = <.001$; Cramer's $V = .087$). *Students who attended SDR campuses were more likely to meet or exceed projected growth on the MAP Reading – English and Mathematics*

assessments than students who attended comparison campuses. No statistically significant relationship was found for MAP Reading - Spanish, ($X^2 = 0.24$, $p = .876$).

Figure 10: 2021-22 School Day Redesign and Comparison Campus MAP BOY to EOY Met Projected Growth Rates - Reading (English), Reading (Spanish), Mathematics



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

State of Texas Assessments of Academic Readiness (STAAR)

In 2021-22, SDR campus performance on STAAR 3-8 was mixed for both reading and mathematics (Table 4). Overall, rates of students at the Approaches+, Meets+, and Masters performance standards were lower in SDR campuses compared to comparison campuses in Reading (Figure 11). However, grade-level comparisons showed that SDR campuses had higher rates of students at the Approaches+ performance standard in Grades 3 and 7, at the Meets+ performance standard in Grade 4, and at the Masters performance standard in Grades 3 and 5 than comparison campuses.

Overall, rates of students at the Approaches+, Meets+, and Masters performance standards were higher in SDR campuses compared to comparison campuses in Mathematics (Figure 12). Grade-level comparisons showed that SDR campuses had higher rates of students at the Approaches+ performance standard in Grades 3, 7 and 8 than comparison campuses. SDR campuses also had higher rates of students at the Meets+ performance standard in Grades 4, 5, 7, and 8 than comparison campuses and higher rates of students at the Masters performance standard in Grades 3, 4, 7, and 8 than comparison campuses.

A Pearson chi-square test of independence was performed to examine the relationship between program participation and STAAR 3-8 performance at the Approaches+ and Meets+ performance standard. The relationship between these variables was statistically significant for STAAR 3-8 Reading ($X^2 = 4.37$, $p = .037$; Cramer's $V = .037$) and STAAR 3-8 Mathematics ($X^2 = 5.22$, $p = .022$; Cramer's $V = .043$). *Students who attended SDR campuses were less likely to achieve Approaches+ on the STAAR Reading than*

students who attended comparison campuses. Students who attended SDR campuses were more likely to achieve Approaches+ on the STAAR Mathematics than students who attended comparison campuses. No statistically significant relationship was found for STAAR 3-8 performance at the Meets+ performance standard in Reading ($X^2 = 1.691$, $p = .193$) or Mathematics ($X^2 = 3.026$, $p = .082$).

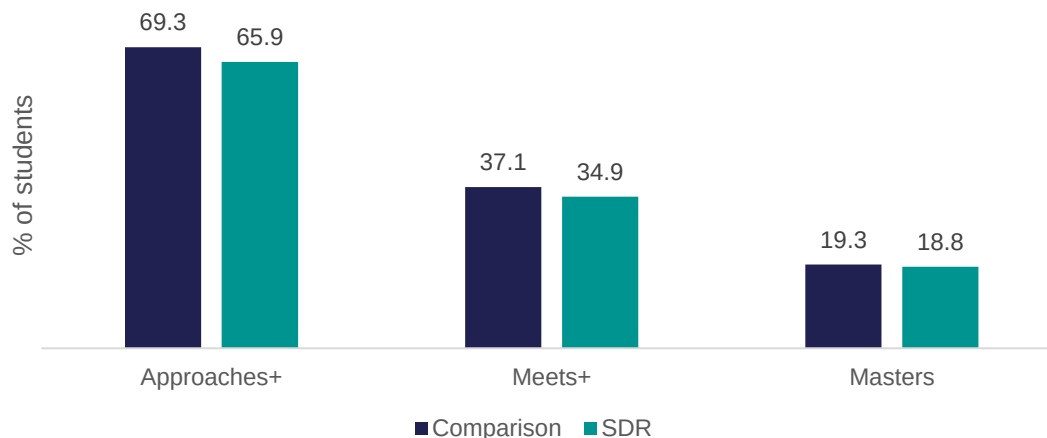
Table 4: 2021-22 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standard by Subject, by Grade for School Day Redesign and Comparison Campuses

Grade	N	Reading						Mathematics					
		Approaches+		Meets+		Masters		Approaches+		Meets+		Masters	
		n	%	n	%	n	%	n	%	n	%	n	%
School Day Redesign													
3	180	118	65.6	62	34.4	35	19.4	108	60.0	51	28.3	31	17.2
4	165	108	65.5	67	40.6	32	19.4	108	65.5	60	36.4	30	18.2
5	182	130	71.4	65	35.7	40	22.0	140	71.4	74	40.7	39	21.4
6	264	140	53.0	61	23.1	25	9.5	155	58.7	48	18.2	18	6.8
7	350	247	70.6	122	34.9	65	18.6	236	67.4	93	26.6	25	7.1
8	306	211	69.0	128	41.8	75	24.5	108	35.3	37	12.1	10	3.3
Overall	1,447	954	65.9*	505	34.9	272	18.8	845	58.4*	363	25.1	153	10.6
Comparison													
3	184	114	62.0	65	35.3	34	18.5	109	59.2	58	31.5	25	13.6
4	169	111	65.7	64	37.9	34	20.1	111	65.7	47	27.8	24	14.2
5	163	126	77.3	70	42.9	32	19.6	119	73.0	58	35.6	35	21.5
6	378	231	61.1	107	28.3	40	10.6	222	58.7	82	21.7	35	9.3
7	404	277	68.6	145	35.9	88	21.8	204	50.5	89	22.0	28	6.9
8	411	326	79.3	183	44.5	102	24.8	105	25.5	24	5.8	10	2.4
Overall	1,709	1,185	69.3	634	37.1	330	19.3	870	50.9	358	20.9	157	9.2

Source: District STAAR files dated 07/15/22 (grades three to eight) for students enrolled on the PEIMS snapshot date of 11/01/21.

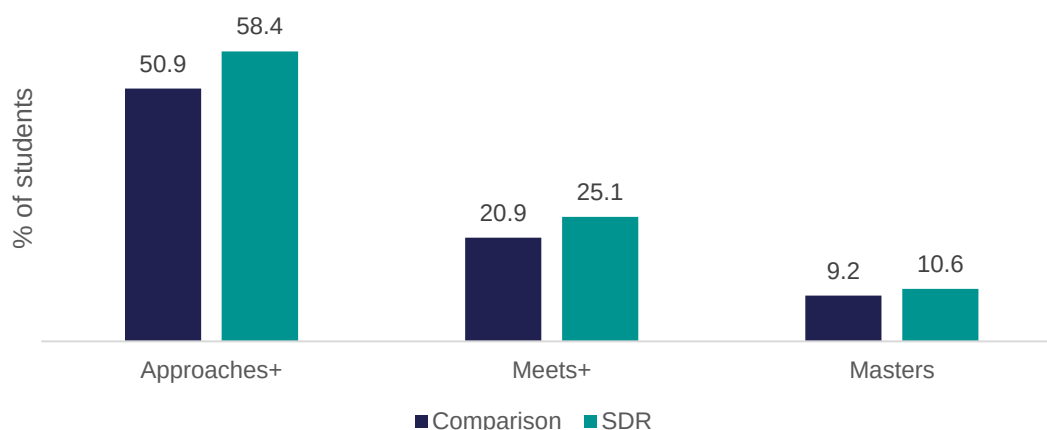
Note: * Statistically significant.

Figure 11: 2021-22 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standard for School Day Redesign and Comparison Campuses – Reading



Source: District STAAR files dated 07/15/22 (grades three to eight) for students enrolled on the PEIMS snapshot date of 11/01/21

Figure 12: 2021-22 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standard for School Day Redesign and Comparison Campuses – Mathematics



Source: District STAAR files dated 07/15/22 (grades three to eight) for students enrolled on the PEIMS snapshot date of 11/01/21

State Accountability Ratings

Beginning in 2018-19, campuses received an accountability rating of A, B, C, D, or F. Letter grades between A and D were considered passing. Due to the impact of the COVID-19 pandemic, TEA suspended calculation of accountability ratings for the 2019-20 and 2020-21 school years. As a result, all districts and campuses received 2020 and 2021 State Accountability Ratings of “Not Rated: Declared State of Disaster.”³⁰ In 2021-22, possible ratings included: A, B, C, and Not Rated: SB 1365. The Not Rated: SB 1365 ratings were given to campuses who earned overall scaled scores less than 70. All five of the School Day Redesign campuses received a 2022 accountability rating of B (Table 5). Three of the five comparison campuses (60%) received a 2022 accountability rating of C, while the remaining two received a B. Since ratings had been suspended for the past two school years prior to 2022, these data are provided as a baseline for future analysis.

Table 5: 2022 TEA Accountability Results

Campus	2022 Letter Grade
School Day Redesign	
Maple Lawn	B
Holland	B
Rowe	B
Rusk	B
Boude Storey	B
Comparison	
Webster	C
Burleson	B
Blair	B
Walker	C
Browne	C

Source: 2021-22 TEA accountability ratings data.

³⁰ 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 <http://tea.texas.gov/2022accountabilitymanual.aspx>.

Social Emotional Learning

Responses to the Dallas ISD Social Emotional Learning Student Survey can be found in Table 6. Since the survey was administered in October 2021 and does not reflect students' participation in a full year of SDR programming, these data are provided as a baseline for future analysis after the next annual administration.

Table 6: 2021-22 SEL Student Survey Favorable Response Rates by Competency and Campus Type for School Day Redesign and Comparison Campuses

Campus	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary Schools								
School Day Redesign								
Holland	655	63	1,301	64	1,030	67	395	87
Maple Lawn	1,054	57	2,082	65	1,667	64	622	88
Rowe	711	57	1,414	61	1,130	65	428	88
Comparison								
Blair	771	58	1,536	58	1,230	63	460	83
Burleson	799	70	1,602	71	1,282	73	482	92
Webster	559	56	1,126	58	899	63	341	86
District	24,745	58	24,749	66	24,734	67	24,709	87
Middle Schools								
School Day Redesign								
Boude Storey	1,780	52	3,557	66	2,850	57	2,140	83
Rusk	1,887	47	3,776	65	3,016	59	2,268	82
Comparison								
Browne	1,889	51	3,770	67	3,024	58	2,269	83
Walker	2,890	47	5,778	68	4,619	60	3,474	80
District	18,044	50	18,042	70	18,044	61	18,034	82

Source: District SEL Student Survey data file dated 11/05/21.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

Five schools – Maple Lawn Elementary, H.I. Holland Elementary School at Lisbon, Edna Rowe Elementary School, Thomas J. Rusk Middle School and Boude Storey Middle School – adopted a “School Day Redesign” calendar which extends the school year to start at the beginning of August and end in late June for all students, teachers, and staff. By adopting this calendar, schools include 23 additional days for teachers to collaborate and prepare, as well as more time for enrichment and acceleration for students. Dallas ISD budgeted \$24,350,000 of ESSER grant funds to implement the Extended School Year programs (Intersession and School Day Redesign) programs in 2021-22.

- Principals expressed that the biggest challenge to implementing the program was keeping up campus “*morale*” and “*motivation*” throughout the extended year.
- Principals felt the program was offered great benefits to students with fewer educational resources at home and/or less adult supervision outside of school.

- Principals were aware of teachers feeling “*burned out*” by the extended year and made extra efforts to support teachers’ mental health.
- Many students (44%) felt the program made them more prepared for their school-work. Half of surveyed students reported that the program helped them build stronger relationships with adults in their school.
- Approximately half of students (53%) reported that they “enjoyed” the redesign days or that they were “very fun.” However, they indicated that a shortened summer vacation was what they did not like about the new calendar.
- Over the course of the year, most SDR teachers reported that they had opportunities for small group instruction and were able to employ SEL practices to address student needs.
- Teachers described their experience with the new calendar as “*exhausting*,” and roughly three-fourths of teachers reported that the program had increased their work-related stress levels.
- After the fall semester, 28 percent of teachers felt that the program was beneficial to students. However, after the full year of implementation, 41 percent of teachers stated that the program had benefited students “some” or “greatly.”
- Overall, the majority of teachers who indicated that participation in the program had an impact on their instructional practices reported that the impact had been a positive one, especially with regard to teachers’ planning and instructional presentation skills.
- The majority of parents (62%) felt that the program was a positive educational opportunity for their student, and 59 percent of parents had noticed positive social emotional changes in their students this year. Further, 41 percent of responding families expressed that the program had reduced their school-related stress level “somewhat” or “significantly.”
- Students who attended SDR campuses were more likely to demonstrate higher performance on the *MAP* Reading – English and Mathematics assessments than students who attended comparison campuses.
- Students who attended SDR campuses were more likely to meet or exceed projected growth on the *MAP* Reading – English and Mathematics assessments than students who attended comparison campuses.
- Students who attended SDR campuses were more likely to achieve Approaches+ on the *STAAR* Reading and Mathematics than students who attended comparison campuses.
- In 2022, all five SDR campuses earned state accountability ratings of B, while 2 out of 5 comparison campuses earned state accountability ratings of B.

Recommendations

Kidron and Lindsay's meta-analysis of extended learning literature found increased learning time programs had the largest positive effect on struggling students and that programs had a positive effect on students' literacy and math achievement as long as certified teachers delivered the increased learning time academic instruction, and program facilitators used traditional instruction using organized and focused lessons, clear articulation of learning objectives, and a sequenced demonstration of skills (2014). Based on these best practices and key findings, the following recommendations are offered for stakeholders.

Continue to monitor the impact of the SDR program on student academic outcomes. In 2021-22, students attending SDR campuses were more likely to achieve Approaches+ on the STAAR Reading and Mathematics and demonstrate higher performance on the MAP Reading – English and MAP Mathematics compared to students who attended comparison campuses. District leadership and program managers should continue to monitor the persistence of the positive impact the School Day Redesign calendar has on student academic achievement following the second year of implementation.

Examine the impact of the longer school year on summer learning loss. Traditionally, studies have shown that students lose academic knowledge over the course of long summer breaks. However, campuses participating in the SDR program continued classroom instruction until June 23, 2022, and the next school year began August 1, 2022, resulting in a much shorter summer break. District leadership, program managers, and evaluators should examine Fall 2022 BOY MAP *Growth* results to determine if the shortened summer for School Day Redesign students had an impact on student academic achievement compared to students with the traditional, longer summer break.

Create new curriculum for June, specific to SDR campuses. In May 2022, SDR campuses completed the normal instructional curricula. As a result, SDR campuses utilized the Dallas ISD-developed Intersession curriculum during June of the first year of implementation. District leadership and program managers should develop a curriculum for the month of June that is tailored to the needs of SDR students. Such curriculum would optimize the learning experience of students while creating a unique and valuable asset to the program.

Explore options to mitigate teacher fatigue. Teachers described their experiences with the extended year calendar this year as “*exhausting*.” Over 70 percent of teachers reported that the program had increased their stress level “somewhat” or “significantly.” District leadership and program managers should explore options, through research of best practices and stakeholder feedback, to alleviate teacher stress and fatigue resulting from the extended school year.

REFERENCES

- Carson, K., & Hinkley, S. (2021) 2020-21 Evaluation of the Social and Emotional Learning Initiative. Dallas, TX. Dallas Independent School District.
- Kidron, Y., & Lindsay, J. (2014) The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review (REL 2014–015). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia.
https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf
- Watson, C. E. (2022) 2021-22 Evaluation of the Intersession Program, Dallas, TX. Dallas Independent School District.

APPENDICES

Appendix A

Appendix A, Table 1: 2021-22 Dallas ISD Calendars: School Day Redesign No.1

DALLAS
INDEPENDENT SCHOOL DISTRICT

2021|2022

SCHOOL DAY REDESIGN NO. 1
REDISEÑO DEL DÍA ESCOLAR #1

School starts August 2nd and ends June 23rd /
Las clases comienzan el 2 de agosto y terminan el 23 de junio.

- Teacher Workdays / Días labores para maestros
- Professional Development / Capacitación profesional
- Staff/Student Holiday
Día festivo personal/estudiantes
 - Sept. 6 / 6 de septiembre: Labor Day / Día del trabajo
 - Nov. 22-26 / 22-26 de noviembre: Thanksgiving Break / Vacaciones del día de acción de gracias
 - Dec. 20-31 / 20-31 de diciembre: Winter Break / Vacaciones de invierno
 - Jan. 17 / 17 de enero: M.L. King Day / Día de M.L. King
 - Feb. 21 / 21 de febrero: Presidents' Day / Día del presidente
 - March 14-18 / 14-18 de marzo: Spring Break / Vacaciones de primavera
 - April 15 / 15 de abril: Holiday / Día festivo
 - May 30 / 30 de mayo: Memorial Day / Día de los caídos
 - June 20 / 20 de junio: Juneteenth
- First Day of Grading Period
Primer día del periodo de calificaciones
- Last Day of Grading Period
Último día del periodo de calificaciones
- Fair Day / Professional Development
Día de feria / Capacitación profesional
 - Oct. 8 / 8 de octubre: Elementary Fair Day / Secondary PD
Día de feria para primaria / Sec CP
 - Oct. 15 / 15 de octubre: Secondary Fair Day / Elementary PD
Día de feria para secundaria / Prim CP

- Inclement Weather Day / Día para tiempo inclemente
- Parent conferences / Reuniones con los padres
Teachers get one day credit for Parent Conference Days.
Los maestros obtienen 1 día de crédito para los días de juntas para padres.
 - Oct. 18 & Jan. 24 / 18 de octubre y 24 de enero (Grades/Grados Pre-K-5)
 - Oct. 19 & Jan. 25 / 19 de octubre y 25 de enero (Grades/Grados 6-8)
- Teacher Planning (no students on campus) / Días de planificación para los maestros (no hay estudiantes en el campus)
- Additional Days in the School Year
Días adicionales en el año escolar

JULY | JULIO 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST | AGOSTO 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER | SEPTIEMBRE 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER | OCTUBRE 2021

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOVEMBER | NOVIEMBRE 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER | DICIEMBRE 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY | ENERO 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY | FEBRERO 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH | MARZO 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL | ABRIL 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY | MAYO 2022

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE | JUNIO 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Appendix A, Table 2: 2021-22 Dallas ISD Calendars: School Day Redesign No.2

DALLAS
INDEPENDENT SCHOOL DISTRICT

2021|2022

SCHOOL DAY REDESIGN NO. 2

REDISEÑO DEL DÍA ESCOLAR #2

School starts August 2nd and ends June 23rd /

Las clases comienzan el 2 de agosto y terminan el 23 de junio.

- Teacher Workdays / Días laborales para maestros**
- Professional Development / Capacitación profesional**
- Staff/Student Holiday**
Día festivo personal/estudiantes
Sept. 6 / 6 de septiembre: Labor Day / Día del trabajo
Nov. 22-26 / 22-26 de noviembre: Thanksgiving Break / Vacaciones del día de acción de gracias
Dec. 20-31 / 20-31 de diciembre: Winter Break / Vacaciones de invierno
Jan. 17 / 17 de enero: M.L. King Day / Día de M.L. King
Feb. 21 / 21 de febrero: Presidents' Day / Día del presidente
March 14-18 / 14-18 de marzo: Spring Break / Vacaciones de primavera
April 15 / 15 de abril: Holiday / Día festivo
May 30 / 30 de mayo: Memorial Day / Día de los caídos
June 20 / 20 de junio: Juneteenth
- First Day of Grading Period**
Primer día del periodo de calificaciones
- Last Day of Grading Period**
Último día del periodo de calificaciones
- Fair Day / Professional Development**
Día de feria / Capacitación profesional
Oct. 8 / 8 de octubre: Elementary Fair Day / Secondary PD
Día de feria para primaria / Sec. CP
Oct. 15 / 15 de octubre: Secondary Fair Day / Elementary PD
Día de feria para secundaria / Prim. CP
- Inclement Weather Day / Día para tiempo inclemente**
- Parent conferences / Reuniones con los padres**
Teachers get one day credit for Parent Conference Days.
Los maestros obtienen 1 día de crédito para los días de juntas para padres.
• Oct. 18 & Jan. 24 / 18 de octubre y 24 de enero (Grades/Grados Pre K-5)
• Oct. 19 & Jan. 25 / 19 de octubre y 25 de enero (Grades/Grados 6-8)
- Teacher Planning**
Días de planificación para los maestros
- Additional Days in the School Year (Half Days)**
Días adicionales en el año escolar (medios días)
Half Day + PD / Medio día + CP: Aug. 11; Sept. 22; Oct. 13; Nov. 3; Dec. 1; Jan. 12; Feb. 9; March 2; April 20; May 18; June 1
Half Day + Planning / Medio día + planificación: Aug. 25; Sept. 15; Oct. 6 & 20; Nov. 17; Jan. 26; Feb. 23; March 30; April 27; May 25; June 8

JULY | JULIO 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST | AGOSTO 2021

S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER | SEPTIEMBRE 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER | OCTUBRE 2021

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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOVEMBER | NOVIEMBRE 2021

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER | DICIEMBRE 2021

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY | ENERO 2022

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						1
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16	17	18	19	20	21	22
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30	31					

FEBRUARY | FEBRERO 2022

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH | MARZO 2022

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL | ABRIL 2022

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17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY | MAYO 2022

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22	23	24	25	26	27	28
29	30	31				

JUNE | JUNIO 2022

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19	20	21	22	23	24	25
26	27	28	29	30		

Appendix A, Table 3: 2021-22 Dallas ISD Calendars: Base Calendar

2021|2022

BASE CALENDAR

CALENDARIO BÁSICO

School starts August 16th and ends May 27th /

Las clases comienzan el 16 de agosto y terminan el 27 de mayo.

Teacher Workdays / Días labores para maestros

Professional Development
Capacitación profesional

Staff/Student Holiday

Día festivo personal/estudiantes

Sept. 6 / 6 de septiembre: Labor Day / Día del trabajo

Nov. 22-26 / 22-26 de noviembre:

Thanksgiving Break / Vacaciones del día de acción de gracias

Dec. 20-31 / 20-31 de diciembre:

Winter Break / Vacaciones de invierno

Jan. 17 / 17 de enero: M.L. King Day / Día de M.L. King

Feb. 21 / 21 de febrero: Presidents' Day / Día del presidente

March 14-18 / 14-18 de marzo:

Spring Break / Vacaciones de primavera

April 15 / 15 de abril: Holiday / Vacaciones

May 30 / 30 de mayo: Memorial Day / Día de los caídos

First Day of Grading Period

Primer día del periodo de calificaciones

Last Day of Grading Period

Último día del periodo de calificaciones

Fair Day / Professional Development

Día de feria / Capacitación profesional

Oct. 8 / 8 de octubre:

Elementary Fair Day / Secondary PD

Día de feria para primaria / Sec CP

Oct. 15 / 15 de octubre:

Secondary Fair Day / Elementary PD

Día de feria para secundaria / Prim CP

Parent conferences / Reuniones con los padres

Teachers get one day credit for Parent Conference Days.

Los maestros obtienen 1 día de crédito para los días de juntas para padres.

Oct. 18 & Jan. 24 / 18 de octubre y 24 de enero
(Grades/Grados Pre-K-5)

Oct. 19 & Jan. 25 / 19 de octubre y 25 de enero
(Grades/Grados 6-8)

Oct. 21 & Jan. 27 / 21 de octubre y 27 de enero
(Grades/Grados 9-12)

Inclement Weather Day / Día para tiempo inclemente

JULY | JULIO 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST | AGOSTO 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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22	23	24	25	26	27	28
29	30	31				

SEPTEMBER | SEPTIEMBRE 2021

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER | OCTUBRE 2021

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17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOVEMBER | NOVIEMBRE 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER | DICIEMBRE 2021

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY | ENERO 2022

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY | FEBRERO 2022

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH | MARZO 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL | ABRIL 2022

S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY | MAYO 2022

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE | JUNIO 2022

S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Appendix B

Appendix B, School Day Redesign Principal Interview Protocol

Interview Questions

1. How are you feeling here at the end of this first year of the new calendar?
 2. What has been the biggest challenge to implementing the program?
 3. Do you feel that the program has had an effect on stress and job satisfaction at your campus?
 - a. Has this gotten better, gotten worse, as the year progressed?
 4. How do you feel that the program has benefitted students?
 - a. Teachers?
 - b. Parents?
 - c. You? Other staff?
 5. What do you need from the district in order to make your implementation easier/smooother that you are not yet receiving?
 6. What is the biggest thing to improve on for next year?
 7. Have you made changes for next year? Elaborate.
-

Appendix C

Appendix C, Table 1: School Day Redesign Student Perception Survey – Middle School Only

Survey Items	Response Choice
Which school do you go to?	
What grade are you in?	
Please answer a few questions about your school's new calendar.	
Your school has a new calendar this year. How do you feel about that?	I like it. I didn't notice the change. I don't like it. Not sure.
Has your new calendar helped you feel more prepared for your school work?	It helped a lot! It has helped some. It didn't make any difference. It did not help much. It did not help at all! I'm not sure.
Have the additional Redesign Days been fun for you?	It was very fun! I enjoyed it. It was okay. It was not that fun. I really did not like it! I can't decide.
Please tell us how much you enjoyed these parts of your new calendar. Rate each one from 1 (least favorite) to 5 (most favorite).	More learning activities than usual More help from my teachers Extra time with my friends Fun activities Other
Do you feel like this new calendar helped you build a stronger relationship with adults in your school?	It helped a lot! It has helped some. It didn't make any difference. It did not help much. It did not help at all! I'm not sure.
What is ONE word that describes your experience at school this year?	Open-response
Tell us about what you liked about the new calendar.	Open-response
Tell us about what you did not like about the new calendar.	Open-response

Appendix C, Table 2: School Day Redesign Teacher Perception Survey

Survey Items	Response Choice
At which school do you work?	
What is ONE word that describes your experience with your school's new schedule?	Open-response
Rank order the following from the BEST part of your school's new schedule to least.	The planning time Additional time with my colleagues/PLC time The learning experience I created with my students The opportunities for SEL instruction The opportunities for small group instruction The opportunities to build relationships with students Other
Do you feel that the program has been beneficial for students?	Yes, it has greatly benefited students It has benefited students some No, it has not benefited students I haven't noticed any changes Too early to tell
Please rate your agreement with the following statements: The purpose/intention of my school's new schedule was clearly communicated to parents. I was satisfied with the quality of professional development/training I received. I had adequate resources to implement all aspects of our new schedule. I have been able to employ cultural and linguistically responsive practices to engage students. I have been able to employ SEL practices to address student needs. I have had opportunities for small group instruction. Overall, I have witnessed evidence of positive changes in my students due to the new schedule. Do you feel that the increase in planning time has led to an increase in the quality of your teaching practice?	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
Do you that the increased collaboration has led to an increase in the quality of lessons?	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
Do you feel that the new calendar has allowed you more time: To explore core content in your classes To differentiate/individualize instruction to meet your students' needs For the exploration of co-curricular topics driven by student interest For small group instruction For SEL instruction	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
This year, how do the following facets of your teaching practice compare to previous years? Your instructional planning competency The way you deliver instructional content The way you monitor student progress	Significantly improved Somewhat improved Has not changed Somewhat worsened Significantly worsened
Have you noticed additional academic growth in your students due to the new schedule?	Yes No I haven't noticed any Too early to tell
Have you noticed additional social emotional growth in your students due to the new schedule?	Yes No I haven't noticed any Too early to tell
Do you feel that the new calendar has had an impact on the amount of stress you feel about your job?	It has significantly reduced my stress level It has reduced my stress level somewhat It has not changed my stress level It has increased my stress level somewhat It has significantly increased my stress level

Appendix C, Table 3: School Day Redesign Staff/Leadership Perception Survey

Survey Items	Response Choice
At which school do you work?	
What is your job title?	
Rank order the following from the BEST part of your school's new schedule to least.	The additional planning time for teachers The additional time with our students The learning experiences we are creating for our students The opportunities for SEL instruction The opportunities for small group instruction The opportunities to build relationships with students Other
Do you feel that the program has been beneficial for students?	Yes, it has greatly benefited students It has benefited students some No, it has not benefited students I haven't noticed any changes Too early to tell
Please rate your agreement with the following statements: The purpose/intention of my school's new schedule was clearly communicated to staff. The purpose/intention of my school's new schedule was clearly communicated to families. I had adequate resources to implement all aspects of our new schedule. The preparation and communication from the district was clear and helpful.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
What has been the biggest challenge to implementing the new calendar?	Open-response

Appendix C, Table 4: School Day Redesign Parent Perception Survey

Survey Items	Response Choice
Which school does your student attend?	
What grade is your student in?	
What is ONE word that describes your experience with the school's new schedule?	Open-response
How satisfied were you with the communication from the school leading up to the change to the School Day Redesign calendar?	Very satisfied Satisfied Unsatisfied Very unsatisfied No opinion/Not sure
As a parent, please rate your overall satisfaction with the new calendar	Excellent Above average Average Below average Poor
Please indicate your level of agreement with the following statements. My student enjoys attending a School Day Redesign campus. The new calendar has created a positive educational opportunity for my student. I have noticed positive academic changes in my student since attending a School Day Redesign campus this year. I have noticed positive social emotional changes in my student since attending a School Day Redesign campus this year.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
Do you feel that the new calendar has had an impact on the amount of stress your family feels about school?	It has significantly reduced our stress level It has reduced our stress level somewhat It has not changed our stress level It has increased our stress level somewhat It has significantly increased our stress level

Appendix C, Table 5: School Day Redesign Student Perception Survey Results

Survey Items	Response Choice	<i>n</i>	%
Your school has a new calendar this year. How do you feel about that? (<i>N</i> = 427)	I like it.	96	22.5
	I didn't notice the change.	81	19.0
	I don't like it.	176	41.2
	Not sure.	74	17.3
Has your new calendar helped you feel more prepared for your school work? (<i>N</i> = 421)	It helped a lot!	43	10.2
	It has helped some.	140	33.2
	It didn't make any difference.	118	28.0
	It did not help much.	39	9.3
	It did not help at all!	42	9.9
	I'm not sure.	39	9.3
Have the additional Redesign Days been fun for you? (<i>N</i> = 417)	It was very fun!	89	21.3
	I enjoyed it.	130	31.2
	It was okay.	118	28.3
	It was not that fun.	36	8.6
	I really did not like it!	37	8.9
	I can't decide.	7	1.7
Do you feel like this new calendar helped you build a stronger relationship with adults in your school? (<i>N</i> = 411)	It helped a lot!	68	16.7
	It has helped some.	138	33.6
	It didn't make any difference.	109	26.5
	It did not help much.	36	8.8
	It did not help at all!	34	8.3
	I'm not sure.	26	6.3

Source: School Day Redesign Student Survey data file dated 06/25/22.

Appendix C, Table 6: School Day Redesign Teacher Survey Responses to “Rank order the following from the BEST part of your school’s new schedule to least.”

Item	1		2		3		4		5		6		7	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
January (<i>N</i> = 82)														
The planning time	25	30.5	13	15.9	14	17.1	8	9.8	11	13.4	10	12.2	1	1.2
Additional time with my colleagues/PLC time	5	6.1	16	19.5	5	6.1	13	15.9	18	22.0	24	29.3	1	1.2
The learning experience I created with my students	7	8.5	19	23.2	25	30.5	15	18.3	13	15.9	2	2.4	1	1.2
The opportunities for SEL instruction	6	7.3	10	12.2	13	15.9	20	24.4	16	19.5	13	15.9	4	4.9
The opportunities for small group instruction	14	17.1	11	13.4	7	8.5	17	20.7	16	19.5	17	20.7	0	0.0
The opportunities to build relationships with students	21	25.6	13	15.9	18	22.0	8	9.8	7	8.5	14	17.1	1	1.2
June (<i>N</i> = 60)														
The planning time	27	45.0	7	11.7	6	10.0	6	10.0	7	11.7	6	10.0	1	1.7
Additional time with my colleagues/PLC time	2	3.3	14	23.3	11	18.3	9	15.0	11	18.3	13	21.7	0	0.0
The learning experience I created with my students	5	8.3	11	18.3	17	28.3	13	21.7	9	15.0	5	8.3	0	0.0
The opportunities for SEL instruction	2	3.3	4	6.7	9	15.0	14	23.3	13	21.7	18	30.0	0	0.0
The opportunities for small group instruction	5	8.3	14	23.3	9	15.0	9	15.0	15	25.0	8	13.3	0	0.0
The opportunities to build relationships with students	17	28.3	10	16.7	8	13.3	9	15.0	5	8.3	9	15.0	2	3.3

Source: School Day Redesign Teacher Survey data files dated 05/13/22 and 06/22/22.

Appendix C, Table 7: School Day Redesign Teacher Survey Responses to “What is the biggest thing to improve on next year?”

Item	<i>n</i>	%
January (N = 88)		
Curricular materials (e.g., scopes and sequences, lesson plans, etc.)	14	15.9
Quality of and support for PLC time	2	2.3
Quality of and support for planning time	17	19.3
Quality of and support for small group instruction	14	15.9
Quality of and support for SEL instruction	6	6.8
The preparation and communication from my principal	22	25.0
Other	13	14.8
June (N = 62)		
Curricular materials (e.g., scopes and sequences, lesson plans, etc.)	16	25.8
Quality of and support for PLC time	3	4.8
Quality of and support for planning time	10	16.1
Quality of and support for small group instruction	10	16.1
Quality of and support for SEL instruction	0	0.0
The preparation and communication from my principal	14	22.6
Other	9	14.5

Source: School Day Redesign Teacher Survey data files dated 05/13/22 and 06/22/22.

Appendix C, Table 8: January 2022 School Day Redesign Teacher Survey Responses to “Please rate your agreement with the following statements.”

Survey Item	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The purpose/intention of my school's new schedule was clearly communicated to parents. (N = 93)	18	19.4	39	41.9	9	9.7	10	10.8	17	18.3
I was satisfied with the quality of professional development/training I received. (N = 94)	14	14.9	36	38.3	16	17.0	15	16.0	13	13.8
I had adequate resources to implement all aspects of our new schedule. (N = 93)	13	14.0	21	22.6	26	28.0	23	24.7	10	10.8
I have been able to employ cultural and linguistically responsive practices to engage students. (N = 93)	11	11.8	47	50.5	15	16.1	10	10.8	10	10.8
I have been able to employ SEL practices to address student needs. (N = 94)	19	20.2	46	48.9	13	13.8	7	7.4	9	9.6
I have had opportunities for small group instruction. (N = 94)	22	23.4	47	50.0	9	9.6	7	7.4	9	9.6
Overall, I have witnessed evidence of positive changes in my students due to the new schedule. (N = 93)	8	8.6	25	26.9	17	18.3	22	23.7	21	22.6
Do you feel that the increase in planning time has led to an increase in the quality of your teaching practice? (N = 92)	13	14.1	21	22.9	9	9.8	7	7.6	42	45.7
Do you feel that the increased collaboration has led to an increase in the quality of lessons? (N = 93)	12	12.9	25	26.7	10	10.8	7	7.5	39	41.9

Source: School Day Redesign Teacher Survey data file dated 05/13/22.

Appendix C, Table 9: June 2022 School Day Redesign Teacher Survey Responses to “Please rate your agreement with the following statements.”

Survey Item	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The purpose/intention of my school’s new schedule was clearly communicated to parents.	5	7.8	26	40.6	12	18.8	16	25.0	5	7.8
I was satisfied with the quality of professional development/training I received. (N = 64)	4	6.3	24	37.5	15	23.4	14	21.9	7	10.9
I had adequate resources to implement all aspects of our new schedule. (N = 64)	2	3.1	25	39.1	19	29.7	12	18.8	6	9.4
I have been able to employ cultural and linguistically responsive practices to engage students. (N = 64)	6	9.4	29	45.3	13	20.3	8	12.5	8	12.5
I have been able to employ SEL practices to address student needs. (N = 64)	7	10.9	35	54.7	7	10.9	6	9.4	9	14.1
I have had opportunities for small group instruction. (N = 64)	13	20.3	38	59.4	6	9.4	4	6.3	3	4.7
Overall, I have witnessed evidence of positive changes in my students due to the new schedule. (N = 64)	3	4.7	21	32.8	14	21.9	16	25.0	10	15.6
Do you feel that the increase in planning time has led to an increase in the quality of your teaching practice? (N = 62)	9	14.5	15	24.2	7	11.3	4	6.5	27	43.6
Do you feel that the increased collaboration has led to an increase in the quality of lessons? (N = 63)	8	12.7	18	28.6	3	4.8	2	3.2	32	50.8

Source: School Day Redesign Teacher Survey data file dated 06/22/22.

Appendix C, Table 10: School Day Redesign Staff and Leadership Survey Responses to “Rank order the following from the BEST part of your school’s new schedule to least.” (N = 24)

Item	1		2		3		4		5		6		7	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The additional planning time for teachers	6	25.0	1	4.2	3	12.5	3	12.5	4	16.7	7	29.2	10	12.2
The additional time with students	6	25.0	6	25.0	4	16.7	4	16.7	2	8.3	2	8.3	0	0.0
The learning experiences we are creating for our students	5	20.8	4	16.7	3	12.5	4	16.7	7	29.2	1	4.2	0	0.0
The opportunities for SEL instruction	1	4.2	3	12.5	6	25.0	4	16.7	4	16.7	6	25.0	0	0.0
The opportunities for small group instruction	3	12.5	4	16.7	1	4.2	7	29.2	5	20.8	4	16.7	0	0.0
The opportunities to build relationships with students	2	8.3	6	25.0	7	29.2	2	8.3	2	8.3	4	16.7	1	4.2
Other	1	4.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	23	95.8

Source: SDR Staff and Leadership Survey data file dated 05/13/22.

Appendix C, Table 11: School Day Redesign Staff and Leadership Survey Responses to “Please rate your agreement with the following statements.” (N = 29)

Survey Item	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
	n	%	n	%	n	%	n	%	n	%
The purpose/intention of my school’s new schedule was clearly communicated to staff.	11	37.9	11	37.9	2	6.9	2	6.9	3	10.3
The purpose/intention of my school’s new schedule was clearly communicated to families.	6	20.7	13	44.8	5	17.2	2	6.9	3	10.3
I had adequate resources to implement all aspects of our new schedule.	5	17.2	10	34.5	5	17.2	5	17.2	4	13.8
The preparation and communication from the district was clear and helpful.	2	6.9	10	34.5	6	20.7	5	17.2	6	20.7

Source: SDR Staff and Leadership Survey data file dated 05/13/22.

Appendix C, Table 12: School Day Redesign Staff and Leadership Survey Responses to “What is the biggest thing to improve on next year?” (N = 28)

Item	n	%
Curricular materials (e.g., scopes and sequences, lesson plans, etc.)	2	7.1
Quality of and support for PLC time	0	0.0
Quality of and support for planning time	3	10.7
Quality of and support for small group instruction	5	17.9
Quality of and support for SEL instruction	1	3.6
Communication with families	2	7.1
The preparation and communication from the district	13	46.4
Other	2	7.1

Source: SDR Staff and Leadership Survey data file dated 05/13/22.

Appendix C, Table 13: School Day Redesign Parent Survey Responses to “Please rate your agreement with the following statements.”

Survey Item	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
	n	%	n	%	n	%	n	%	n	%
My student enjoys attending a School Day Redesign campus. (N = 211)	40	19.0	84	39.8	28	13.3	30	14.2	29	13.7
The new calendar has created a positive educational opportunity for my student. (N = 208)	31	14.9	97	46.6	28	13.5	24	11.5	28	13.5
I have noticed positive academic changes in my student since attending a School Day Redesign campus this year. (N = 206)	29	14.1	90	43.7	31	15.0	23	11.2	33	16.0
I have noticed positive social emotional changes in my student since attending a School Day Redesign campus this year. (N = 205)	27	13.2	94	45.9	23	11.2	27	13.2	34	16.6

Source: SDR Parent Survey data file dated 05/13/22.

Appendix C, Table 14: School Day Redesign Parent Survey Responses to “Do you feel that the new calendar has had an impact on the amount of stress your family feels about school?” (N = 194)

Item	n	%
It has significantly reduced our stress level	33	17.0
It has reduced our stress level somewhat	46	23.7
It has not changed our stress level	69	35.6
It has increased our stress level somewhat	33	17.0
It has significantly increased our stress level	13	6.7

Source: SDR Parent Survey data file dated 05/13/22.

Appendix D

Appendix D, Table 1: 2021-22 MAP English Reading Assessment Mean RIT Scores by Grade and Campus Group

Grade	<i>n</i>	BOY Mean RIT	MOY Mean RIT	EOY Mean RIT	BOY to EOY Diff.
School Day Redesign					
1	56	149	156	162	13
2	62	161	166	172	11
3	93	177	186	191	14
4	49	184	187	190	6
5	84	192	195	198	6
6	192	199	201	203	4
7	256	203	205	208	5
8	231	206	206	210	4
Overall	1,023	193	196	200	7
Comparison					
1	74	152	158	165	13
2	65	165	170	175	10
3	88	178	183	188	10
4	62	188	197	197	9
5	55	191	201	204	13
6	306	201	202	205	4
7	290	203	203	203	0
8	324	206	207	208	2
Overall	1,264	195	198	200	5

Source: District BOY, MOY, and EOY MAP data files dated 11/11/21, 01/24/22, and 06/22/22, respectively. Note: Includes data for students with valid RIT scores for the English reading assessment at all three administrations.

Appendix D, Table 2: 2021-22 MAP Spanish Reading Assessment Mean RIT Scores by Grade and Campus Group

Grade	<i>n</i>	BOY Mean RIT	MOY Mean RIT	EOY Mean RIT	BOY to EOY Diff.
School Day Redesign					
1	63	148	154	162	14
2	46	167	173	177	10
3	26	181	188	197	16
4	38	192	197	199	7
5	40	201	205	208	7
Overall	213	174	179	185	11
Comparison					
1	74	148	154	159	11
2	67	172	177	182	10
3	61	181	192	196	15
4	73	190	197	197	7
5	72	198	201	204	6
Overall	347	178	184	187	9

Source: District BOY, MOY, and EOY MAP data files dated 11/11/21, 01/24/22, and 06/22/22, respectively. Note: Includes data for students with valid RIT scores for the English reading assessment at all three administrations.

Appendix D, Table 3: 2021-22 MAP Mathematics Assessment Mean RIT Scores by Grade and Campus Group

Grade	<i>n</i>	BOY Mean RIT	MOY Mean RIT	EOY Mean RIT	BOY to EOY Diff.
School Day Redesign					
1	128	154	162	171	17
2	146	163	171	179	16
3	158	181	189	197	16
4	132	191	199	204	13
5	155	199	204	210	11
6	199	205	209	214	9
7	261	211	214	217	6
8	249	214	215	218	4
Overall	1,428	194	199	204	10
Comparison					
1	150	154	162	171	17
2	141	167	173	180	13
3	156	179	188	195	16
4	135	192	198	205	13
5	143	201	206	210	9
6	304	207	210	214	7
7	311	209	210	212	3
8	320	213	217	217	4
Overall	1,660	196	201	204	8

Source: District BOY, MOY, and EOY MAP data files dated 11/11/21, 01/24/22, and 06/22/22, respectively. Note: Includes data for students with valid RIT scores for the English reading assessment at all three administrations.

Appendix D, Table 4: 2021-22 School Day Redesign and Comparison Campus MAP BOY to MOY Growth Quintile Rates - Reading (English), Reading (Spanish), and Mathematics

Group	Low		Low Average		Average		High Average		High	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading (English)										
SDR	363	35.5	170	16.6	134	13.1	150	14.7	206	20.1
Comp.	482	38.2	192	15.2	153	12.1	166	13.1	271	21.4
Reading (Spanish)										
SDR	65	30.5	41	19.2	25	11.7	44	20.7	38	17.8
Comp.	88	25.4	61	17.6	61	17.6	60	17.3	77	22.2
Mathematics										
SDR	458	32.1	243	17.0	212	14.8	223	15.6	292	20.4
Comp.	522	31.5	290	17.5	300	18.1	218	13.1	330	19.9

Source: District MOY MAP data file dated 01/24/22.

Note: Includes data for students who had valid MAP scores in the same language for all three assessment administrations. Percentages may not sum to 100 percent because of rounding.

Appendix D, Table 5: 2021-22 School Day Redesign and Comparison Campus MAP MOY to EOY Growth Quintile Rates - Reading (English), Reading (Spanish), and Mathematics

Group	Low		Low Average		Average		High Average		High	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading (English)										
SDR	277	27.1	147	14.4	154	15.1	154	15.1	291	28.4
Comp.	400	31.7	182	14.4	182	14.4	200	15.8	300	23.7
Reading (Spanish)										
SDR	47	22.1	43	20.2	39	18.3	38	17.8	46	21.6
Comp.	84	24.2	74	21.3	61	17.6	64	18.4	64	18.4
Mathematics										
SDR	357	25.0	227	15.9	218	15.3	233	16.3	393	27.5
Comp.	545	32.8	265	16.0	235	14.2	248	14.9	367	22.1

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

Note: Includes data for students who had valid MAP scores in the same language for all three assessment administrations. Percentages may not sum to 100 percent because of rounding.

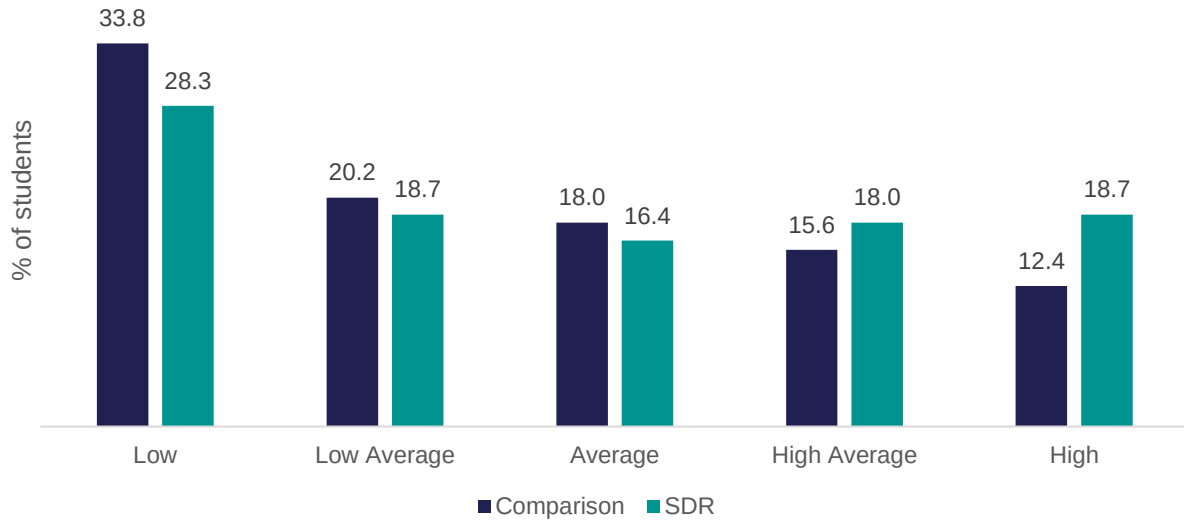
Appendix D, Table 6: 2021-22 School Day Redesign and Comparison Campus MAP BOY to EOY Growth Quintile Rates - Reading (English), Reading (Spanish), and Mathematics

Group	Low		Low Average		Average		High Average		High	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading (English)										
SDR	289	28.3	191	18.7	168	16.4	184	18.0*	191	18.7*
Comp.	427	33.8	255	20.2	228	18.0	197	15.6	157	12.4
Reading (Spanish)										
SDR	53	24.9	43	20.2	44	20.7	30	14.1	43	20.2
Comp.	94	27.1	68	19.6	64	18.4	57	16.4	64	18.4
Mathematics										
SDR	383	26.8	248	17.4	269	18.8	233	16.3*	295	20.7*
Comp.	531	33.7	343	21.8	212	13.5	236	14.9	254	16.1

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

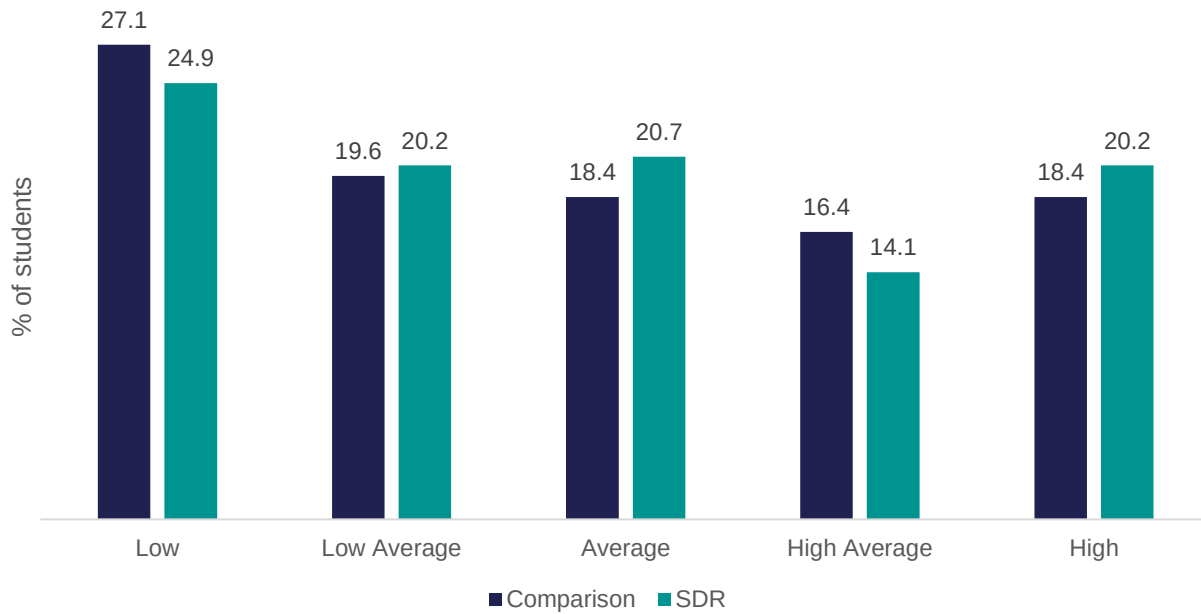
Note: * Statistically significant. Comp. = Comparison. Includes data for students who had valid MAP scores in the same language for all three assessment administrations. Percentages may not sum to 100 percent because of rounding.

Appendix D, Figure 1: 2021-22 School Day Redesign and Comparison Campus MAP End-of-Year Growth Quintile Rates - Reading (English)



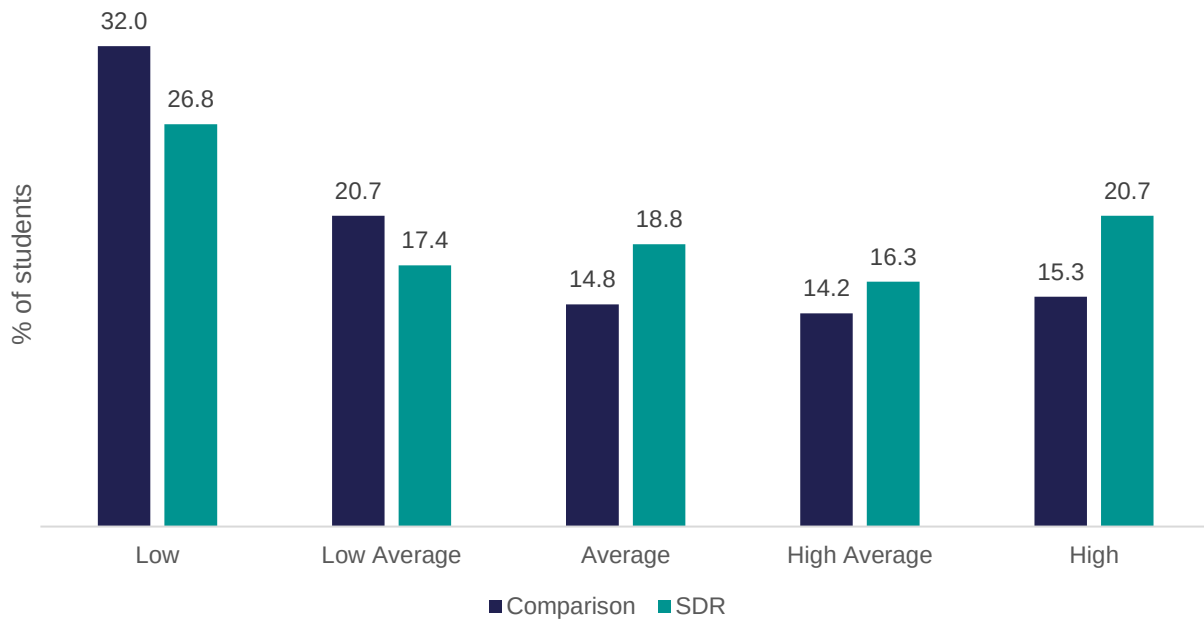
Source: District EOY MAP data file dated 06/22/22.

Appendix D, Figure 2: 2021-22 School Day Redesign and Comparison Campus MAP End-of-Year Growth Quintile Rates - Reading (Spanish)



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

Appendix D, Figure 3: 2021-22 School Day Redesign and Comparison Campus MAP End-of-Year Growth Quintile Rates - Mathematics



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

Appendix D, Table 7: 2021-22 School Day Redesign and Comparison Campus MAP BOY to EOY Met Projected Growth Rates - Reading (English), Reading (Spanish), Mathematics

Group	Did Not Meet Projected Growth		Met Projected Growth	
	<i>n</i>	%	<i>n</i>	%
Reading (English)				
SDR	543	53.1	480	46.9*
Comparison	765	60.5	499	39.5
Reading (Spanish)				
SDR	115	54.0	98	46.0
Comparison	185	53.3	162	46.7
Mathematics				
SDR	701	49.1	727	50.9*
Comparison	960	57.8	700	42.2

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

Note: * Statistically significant. Includes data for students who had valid MAP scores in the same language for all three assessment administrations. Percentages may not sum to 100 percent because of rounding.