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Evaluation of the Intersession Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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DALLAS INDEPENDENT SCHOOL DISTRICT

2021-22

Evaluation of the Intersession Program

Approved Report of the Department of Evaluation and Assessment

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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	*Measures of Academic Progress*
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	*State of Texas Assessments of Academic Readiness*.
TEA	Texas Education Agency

2021-22

Evaluation of the Intersession 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. The goal in implementing the Intersession calendar was to provide more time for teachers to collaborate and prepare, as well as more time for enrichment and acceleration for students.

The purpose of this evaluation was to examine the context, process, and outcomes for the Intersession program so that program managers could assess the implementation of program components and operations, determine effectiveness, and plan future efforts. The total budget for the 2021-22 Extended School Year programs (School Day Redesign and Intersession programs) was $24,350,000. This budget was funded through the Elementary and Secondary School Emergency Relief (ESSER) grant[1].

To improve the validity of the evaluation and control for confounding influences on outcomes, the evaluator selected two comparison groups: campuses that most resembled campuses participating in the Intersession program, and students that most resembled students who attended Intersession programming.

EVALUATION QUESTIONS/OUTCOMES

How was the Intersession program implemented?

Calendar Selection Process

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

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

Program Characteristics

Schools utilizing the Intersession calendar maintained the school day start and end times, in alignment with the base calendar, but began the school year on August 9, 2021, and ended the school year on June 23, 2022.[2]

- The extended calendar added five non-compulsory Intersession weeks to the school year.
- During Intersession weeks, up to half of students at participating campuses were invited to attend Tuesday through Friday for targeted enrichment and remediation.
- Content presented during Intersession weeks covered all core content areas but had a primary focus on a lead content area based on each week's theme

Students were invited to participate in the Intersession weeks if they met certain academic and non-academic criteria. During Intersession weeks, students had opportunities for more personalized attention in smaller groups, while teachers benefited from additional planning time on Monday of every Intersession week to plan differentiated experiences.

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

Students

- In 2021-22, there were a total of 20,434 students at Intersession program campuses.
- The majority of Intersession students were Hispanic (65%) or African American (30%) and nearly all students were identified as economically disadvantaged (94%).

[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.

- A large proportion of Intersession students were identified as EB (50%), and 10% of Intersession students received Special Education services.
- Comparison campus student demographics were similar across all categories (within five percentage points or fewer).

Teachers

- In 2021-22, there were 1,310 teachers on Intersession campuses and 1,400 teachers on comparison campuses.
- The majority of Intersession campus teachers and comparison campus teachers were African American (41% and 37%, respectively) or Hispanic (38% and 40%, respectively).

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

- In 2021-22, students attending Intersession had an average attendance rate of 93.0 percent and comparison students had an average attendance rate of 93.2 percent.
- In 2021-22, Intersession campuses had an average attendance rate of 91.5 percent and comparison campuses had an average attendance rate of 92.6 percent.

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

Student Survey

Overall, 3,644 respondents completed the student perception survey in November, and 2,262 in June. When asked,

- "Has your new calendar helped you feel more prepared for your schoolwork?", 88 percent of students responded that the program "has helped some" or "helped a lot."
- "Has Intersession week been fun for you?" over half of the students (83%) reported that they "enjoyed it" that "it was very fun!"
- "Tell us what you liked about the new calendar," "extra time to be with friends," and "more help from my teachers" were the most given responses.

Teacher Survey

In November 2021, 297 respondents from all Intersession campuses completed the teacher perception survey and 247 respondents from all Intersession campuses completed the second administration of the teacher perception survey in June 2022. When asked,

- Their "top reason for choosing to work during Intersession," in November was because the "students needed the extra support". In June, the top reasons given were both that "students needed the extra support" and "the extra compensation" (43% each).
- "The best part of Intersession week" was the "relaxed environment with less pressure and no testing" (40%, in November; 44% in June).
- *"Has Intersession been beneficial to the students who have attended?"* 88 percent of November responses and 82 percent of June responses indicated that "it has benefited students some" or "it has greatly benefited students."
- "Have you noticed any academic changes in these students?" 94 percent of November respondents and 85 percent of June respondents responded "yes."
- "Have you noticed any social emotional changes in these students?" 79 percent of November respondents and 72 percent of June respondents responded "yes."

Staff and Leadership Survey

Overall, 227 respondents from all Intersession campuses completed the staff and leadership perception survey. When asked,

- To rate "the BEST part of Intersession week," the respondents' top rated statements were the "relaxed environment with students and colleagues (i.e., less pressure, no testing, no evaluation)," (53%) and the "planning time (i.e., Monday and daily planning periods)" (23%).
- "What is ONE word that describes your Intersession experience with your school's new schedule?", the most common responses given were "*great*" and "*good*."
- "What is the biggest thing to improve for future Intersession weeks?" 35 percent of respondents selected "the preparation and communication leading up to Intersession week," while 28 percent chose improving "student attendance."

Parent Survey

Overall, 1,520 parents from all Intersession campuses completed the parent perception survey. When asked,

- To "rate your overall satisfaction with the new calendar," 87 percent of parents reported an average or above overall level of satisfaction.
- To rate their level of agreement with several statements, the majority of parents (80%) felt that the program "has created a positive educational opportunity for their student" and 63 percent of parents had "noticed positive social emotional changes in my students since attending Intersession."
- "*What changes that you would like to see us make to the Intersession program?*" the most common theme given was improving communication from the school. Both *"improving communication of whether my student is invited*" and "*better understanding what students are doing during the extra week*" were suggested as improvements to communication from schools.

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

When asked how the following facets of your teaching practice compare to previous years: instructional planning competency, the way they delivered instructional content, the way they monitored student progress, their ability to imbed interventions into their teaching, and their ability to include SEL practices:

- The majority of teachers who indicated that participation in the program had an impact on their instructional practices reported that the impact had been a positive one.
- The facets with the largest rates of positive responses included SEL and imbedding interventions into teaching. Over three-fourths of responding teachers (78%) reported that the program had "somewhat" or "significantly improved" these facets.
- In addition, 75 percent of teachers reported that the program had "somewhat" or "significantly improved" the way they delivered instructional content.

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

MAP Growth Assessments

- Overall, 2021-22 EOY *MAP* results showed that Intersession students demonstrated higher rates of high average or high EOY growth in Reading – English, Reading – Spanish, and Mathematics than comparison students (Table 1).

Table 1: 2021-22 Intersession and Comparison Student *MAP* End-of-Year Growth Quintile Rates

Group	Dosage	High Average or High *n*	High Average or High %
	Reading (English)		
Intersession	Low	739	30.1
	Moderate	458	**33.1**
	High	206	**34.6**
	Overall	1,403	**31.6**
Comparison		1,368	30.8
	Reading (Spanish)		
Intersession	Low	386	**35.1***
	Moderate	223	**37.2***
	High	111	**32.5***
	Overall	720	**35.2***
Comparison		590	28.9
	Mathematics		
Intersession	Low	1,310	33.9
	Moderate	850	**38.8***
	High	420	**39.6***
	Overall	2,580	**36.2**
Comparison		2,454	34.5

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

Note: *Statistically significant. Intersession dosage groups scoring higher than the comparison students are in **bold**. Includes data for students who had valid *MAP* scores for all three administrations in the same language.

- A statistically significant relationship was found for *MAP* Reading – Spanish, indicating that students who attended all dosages of Intersession were more likely to demonstrate higher levels of growth on the *MAP* Reading – Spanish assessment than comparison students.
- A statistically significant relationship was found for *MAP* Mathematics, indicating that students who attended moderate or high dosages of Intersession were more likely to demonstrate higher levels of growth on the *MAP* Mathematics assessment than comparison students.
- A statistically significant relationship was found for *MAP* Reading – English, Reading – Spanish, and Mathematics, indicating that students who attended Intersession campuses were more likely to demonstrate higher performance on the *MAP* assessments than students who attended comparison campuses.
- Overall, 2021-22 EOY *MAP* results showed that Intersession students demonstrated higher rates of met projected growth in Reading – English, Reading – Spanish, and Mathematics than comparison students (Table 2).

Table 2: 2021-22 Intersession and Comparison Student *MAP* BOY to EOY Met Projected Growth

Group	Dosage	Met Project Growth *n*	Met Project Growth %
	Reading (English)		
Intersession	Low	994	40.5
	Moderate	600	**43.3***
	High	261	**43.8***
	Overall	1,855	**41.8***
Comparison		1,817	41.0
	Reading (Spanish)		
Intersession	Low	529	**48.0***
	Moderate	289	**47.7***
	High	145	**42.4***
	Overall	963	**47.1***
Comparison		814	39.8
	Mathematics		
Intersession	Low	1,775	45.9
	Moderate	1,082	**49.4***
	High	521	**49.1***
	Overall	3,378	**47.4***
Comparison		3,325	46.7

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

Note: *Statistically significant. Intersession dosage groups scoring higher than the comparison students are in **bold**. Includes data for students who had valid *MAP* scores for all three administrations in the same language.

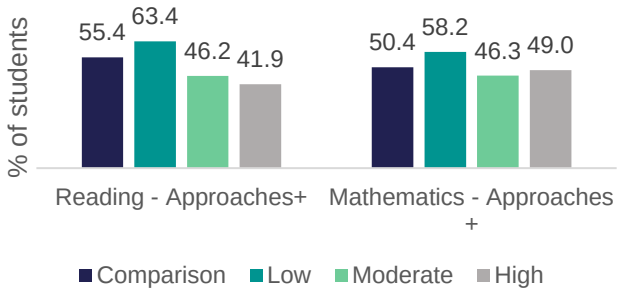
- A statistically significant relationship was found for *MAP* Reading – Spanish, indicating that students who attended low or moderate dosages of Intersession were more likely to meet or exceed projected growth on the *MAP* Reading – Spanish assessment than comparison students.

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

State of Texas Assessments of Academic Readiness (STAAR)

- Overall, Intersession students had higher rates of achieving the Approaches+ performance standard in Mathematics compared to the comparison students.
- At all grade levels, the low dosage group of Intersession students had higher rates of achieving the Approaches+ performance standard in Reading and Mathematics (Figure 1) compared to other dosage groups and the comparison students.

Figure 1: 2021-22 Intersession and Comparison Student *STAAR* Performance Standard Rates



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

- In Grades 5 and 7, the high dosage group of Intersession students had higher rates of achieving the Approaches+ performance standard in Mathematics compared to the comparison students.
- A statistically significant relationship was found for *STAAR* 3-8 Reading and Mathematics, indicating that students who attended low dosages of Intersession were more likely to achieve the Approaches+ performance standard than comparison students.
- Overall, rates of students at the Approaches+, Meets+, and Masters performance standards were lower in Intersession campuses compared to comparison campuses in Reading but higher in Mathematics.
- A statistically significant relationship was found for *STAAR* 3-8 Mathematics, indicating that students who attended Intersession campuses were more likely to achieve the Approaches+ than students who attended comparison campuses.

State Accountability Ratings

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

- Three Intersession campuses received an accountability rating of A, compared to zero comparison campuses.
- A total of 19 Intersession campuses received an accountability rating of B, compared to 24 comparison campuses, while four Intersession campuses and five comparison campuses were labeled Not Rated: SB 1365.

RECOMMENDATIONS

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

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

Emphasize the importance of clear communication about Intersession to families.

2021-22

Evaluation of the Intersession 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 both synchronous and asynchronous learning activities.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the Dallas ISD Board of Trustees adopted three calendars (traditional, Intersession, and School Day Redesign[3],) for the 2021-22 and 2022-23 school years as well as implementation of other supports.[4] The Intersession and School Day Redesign programs were extended year calendar programs designed to help students receive extra support through increased learning time programs that target student academic and nonacademic outcomes. Schools utilizing the Intersession calendar began the school year on August 9th and ended the school year on June 23rd.[5] while adding five non-compulsory Intersession weeks to the school year.

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 effect[6] on struggling students. Across grades K–12, increased learning time programs had a small but statistically significant positive effect[7] 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

[3] For additional details regarding the School Day Redesign calendar, see Watson (2022). www.dallasisd.org/Page/888.
[4] Additional information can be found at https://www.dallasisd.org/timetolearn and https://www.dallasisd.org/esser.
[5] Base calendar campuses began school on August 16 and ended on May 27.
[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 five campuses implemented the SDR calendar, and forty-one campuses that had support from families, teachers, and campus staff implemented the Intersession calendar. A listing of Intersession campuses can be found in Appendix A. By adopting the Intersession calendar, these schools included five Intersession weeks throughout the year for a targeted group of students and extended the school year from the beginning of August to the end of June for all students, teachers, and staff. This Intersession program intended to provide more time for teachers to 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 Intersession 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 Intersession program funded in 2021-22?
2. How was the Intersession program implemented?
3. What were the demographic characteristics of students and teachers who participated in the Intersession program?
4. What were the attendance rates of students who participated in the Intersession program?
5. What were student, teacher, principal, and parent perceptions of the Intersession program?
6. What impact did participation in the Intersession program have on instructional practices?
7. What impact did participation in the Intersession program have on student achievement and social emotional learning outcomes?

Selection of Comparison Groups

Campus Comparison Group

To improve the validity of the evaluation and control for confounding influences on outcomes and participation in the Intersession program, the evaluator constructed a campus comparison group. The campus comparison group included base calendar campuses individually matched to Intersession campuses based on campus size, the percentage of students attending the campus who are economically disadvantaged, the percentage of students attending the campus who are Emergent Bilingual/English

Learners (EB), the percentage of African American students attending the campus, student mobility rate, the percentage of students attending the campus who received special education services, 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 are listed in Appendix A.

Student Comparison Group

Methodology

To improve the validity of the evaluation and decrease error, students attending Intersession campuses that were invited to and attended an Intersession week were matched according to multiple criterion variables. A pool of students attending base calendar campuses was generated for each student attending Intersession campuses that were invited to and attended an Intersession week. Matching students according to similarities on a variety of demographic and academic outcomes produced a list of students attending base calendar campuses who most closely resembled the students attending Intersession campuses that were invited to and attended an Intersession week regardless of nine demographic characteristic including gender, ethnicity, grade level, EB status, special education status, Section 504 status, talented-and-gifted status, economically disadvantaged status, at-risk status, as well as beginning-of-year academic achievement level as measured by the NWEA *Measures of Academic Progress (MAP) Growth* assessment including test language, reading achievement quintile, and mathematics achievement quintile.

Matching Results

Prior to employing the matching procedure, students who had missing data, or were students attending an Intersession campus that were not invited to attend an Intersession week but attended for enrichment purposes, or attended a School Day Redesign calendar campus, or withdrew from the district were excluded from the analysis. There were 35,838 students who were excluded from the analysis leaving a sample size of 67,580. The data were then separated by students attending Intersession campuses that were invited to and attended an Intersession week (N = 9,583) and students attending base calendar campuses (N = 57,997). To improve the validity of the evaluation and decrease error, students attending Intersession campuses that were invited to and attended an Intersession week and students attending base calendar campuses were matched according to nine demographic characteristic including gender, ethnicity, grade level, EB status, special education status, Section 504 status, talented-and-gifted status, economically disadvantaged status, at-risk status, as well as beginning-of-year academic achievement level as measured by the *MAP Growth* assessment including test language, reading achievement quintile, and mathematics achievement quintile.

The matched sample for this evaluation consisted of 9,509 students attending Intersession campuses that were invited to and attended an Intersession week and 9,509 students attending base calendar campuses. In regard to ethnicity of the matched sample for this evaluation, 66.2 percent (n = 12,596) were Hispanic, 29.9 percent (n = 5,680) were African American, and 1.2 percent (n = 230) were white. The matched sample had slightly more males (52.2%, n = 9,932) than females (47.8%,

n = 9,086) as well as slightly more than half the students identified as EB (52.7%, *n* = 10,014). All students in the matched sample were identified as being economically disadvantaged and 75.2 percent (*n* = 14,306) were identified as being at-risk of dropping out. When examining beginning-of-year *MAP* achievement scores of the matched sample, 29.9 percent (*n* = 5,682) scored at the average or above achievement quintile in reading while 24.5 percent (*n* = 4,651) scored at the average or above achievement quintile in mathematics. Table 3 on page 14 of this report provides descriptive statistics for all matching criterion variables.

Dosage

Students were invited to participate in each Intersession week separately based on selection criteria (see p. 11 of report for detailed description of selection criteria). Therefore, students could have been invited to attend up to five separate Intersession weeks depending on the student's academic and non-academic performance throughout the school year. While this evaluation does not take into consideration which week(s) an invited student attended, the evaluator grouped students by total days attended in order to examine the relationship between academic and non-academic outcomes and student's level (dosage) of participation across all invited Intersession weeks. Students were assigned into "low," "moderate," or "high" dosage groups for analysis based on their total number of annual Intersession days attended. The low dosage group consisted of students attending six or fewer days. The moderate group attended seven to 12 days, and the high dosage group attended 13 to 17[8] of the available Intersession days in 2021-22.

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 Intersession calendar funded in 2021-22?

The total budget for the 2021-22 Extended School Year programs (Intersession and School Day Redesign programs) was $24,350,000. This budget was funded through the Elementary and Secondary School Emergency Relief (ESSER) grant[9]. The budget included $21,425,000 for staff and payroll costs and $400,000 for supplies and materials.

How was the Intersession calendar implemented?

Methodology

Information about the Intersession calendar was collected using interviews with program management and a review of internal documents. Planning and implementation information were gathered

[8] While 18 Intersession days were planned, the district was closed February 11, 2022 due to inclement winter weather.
[9] 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.

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 not at risk of losing more teachers than would typically transfer in a year (~7%). Finally, on campuses considering Intersession, teachers were asked, "If your school were to adopt an Intersession calendar, how many of the Intersession weeks do you think you would sign up to work?" with options from "All 5 weeks" to "0 weeks". Whether campuses would be able to fully staff Intersession programming was calculated by taking the number of teachers who said they would work at least one week and dividing by the number of teachers needed to work one week of Intersession. Campuses were considered to have met the staffing requirement if they were expected to achieve full staffing for at least the first week of Intersession.

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 pattern[10]. "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

[10] 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.

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 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 using staff and community engagement 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, retain enough staff and students, and demonstrate the ability to fully staff Intersession weeks.

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

A total of 41 campuses committed to implement the Intersession calendar for the 2021-22 and 2022-23 school years. Schools utilizing the Intersession calendar kept the daily start and end times the same, in alignment with the base calendar, but began the school year on August 9th, and ended the school year on June 23rd.[11] The Intersession calendar added five non-compulsory Intersession weeks to the school year. During Intersession weeks, up to half of students at participating campuses were invited to attend Tuesday through Friday for targeted enrichment and remediation. Students were invited to participate in the Intersession weeks if they met certain academic and non-academic criteria. Academic and non-academic criteria for participant invitations is discussed in the next section. Students that were not invited to the Intersession week had the option to attend enrichment activities at their campus or have a week break. Similarly, teachers were given the opportunity to work during the Intersession week for additional pay or have a week break. The program vision was that during the Intersession weeks, students would have opportunities for more personalized attention in smaller groups, while teachers would benefit from additional planning time at the start of every Intersession week (Mondays) to plan differentiated experiences. The Intersession calendar, and district base calendar can be found in Appendix B.

Content presented during Intersession weeks covered all core content areas but had a primary focus on a lead content area based on each week’s theme (Table 1). While each campus designed its own daily schedule based on individual needs and preferences, campuses followed the following guidelines:

- 90 minutes devoted to Reading,

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

- 60 minutes devoted to Mathematics,
- 60 minutes devoted to Science,
- 60 minutes devoted to Social Studies, and
- 90 minutes devoted to electives.

Table 1: 2021-22 Intersession Themes and Content Areas

Month and Theme	Content Area of Focus
September "Heroes and Villains"	Reading
November "I am a Leader Too"	Social Studies
January "Invention Lab"	Math and Science
February "Lights, Camera, Action!"	Visual and Performing Arts and Writing
June "Nature Camp"	Science

Source: Intersession program planning materials dated 07/12/21

Program Planning Process

In order to implement the calendar change, each campus formed a core design team. Core design teams consisted of the principal, assistant principal, instructional coach, and three teachers. Using guidance from the district, design teams created plans for teacher recruitment, drafted the campus's discretionary budget, and selected campus-specific criteria for student selection. In addition, design teams oversaw the drafting of Intersession curriculum by campus teachers, reviewing and approving final proposals. Campuses could use or adapt the exemplary curriculum modules created by the Teaching and Learning department or could create their own Intersession curriculum using district guidelines. Finally, the design team developed professional development objectives and plans, created their daily Intersession schedules, and planned for progress monitoring on the campus level. All decisions were required to include input from campus stakeholders, including teachers and parents.

The program provided three distinct structures to support campus design teams through the implementation planning work. A district guidance document included district-wide parameters to support design teams by streamlining some decisions and allowing flexibility to adapt default options based on student and staff needs. Principals also had additional collaborative supports through weekly newsletters, bi-weekly meetings, and published "Q&A" documents. The School Planning Workbook template served as a planning guide both for tracking steps and delegating tasks as well as for sharing final plans with the district in a centralized and standardized format.

Student Invitation Criteria

The Intersession program goal was to invite up to 50 percent of a campus student population to attend each Intersession week. Students were selected to be invited to each Intersession week based on three specific group criteria designed to target specific student populations based on student needs.

Group A students were required to be invited based on district guidance and represented about 25 percent of the campus's student enrollment. If the number of students identified by Group A criteria exceeded 25 percent of student enrollment, design teams could choose among those students to fill the 25 percent. Campuses invited all students who met one or more of the following criteria:

- Students scoring "Did Not Meet Grade Level" on 2021 *STAAR* assessment,

- Students in the bottom quintile (20%) on *MAP* achievement or *MAP* growth, *Texas Kindergarten Entry Assessment* (*TX-KEA)*, *CIRCLE*[12], or running records on most recent assessment data available,
- Students identified as first and second year Emergent Bilingual/English Learners,
- All students with Individualized Educational Programs (IEPs) or 504 plans, or
- All siblings of students who are identified by the criteria above, even if they themselves are not identified by the criteria.

Group B students comprised 15 percent of a campus's student enrollment. Design teams had the freedom to create their own selection criteria for Group B students or invited students who met one or more of the following criteria:

- Students identified by teacher recommendation,
- Students failing at least one course in the most recent marking period,
- Students with an attendance rate below a campus-specific threshold, or
- Students with Multi-tiered System of Supports (MTSS) intervention plans,

Group C students comprised 10 percent of a campus's student enrollment. Students who were not identified by district or campus Group A or B criteria, but whose families chose to opt into the Intersession week, were allowed to attend on a first come, first serve basis. However, space availability was dependent on the number of students invited under Group A or B criteria.

What were the demographic characteristics of students and teachers who participated in the Intersession calendar?

Methodology

Student Demographics

To determine Intersession program and comparison campus and student characteristics, the evaluator used the 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 Intersession program and comparison campus 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 Intersession campus and comparison campus.

[12] CIRCLE is a standardized, criterion-referenced measure by the Children's Learning Institute used to assess pre-kindergarten students in various skill areas including vocabulary, mathematics, social studies, science, early reading, speech production and sentence skills, and social emotional development.

Results

Students

In 2021-22, there were a total of 20,434 students at Intersession program campuses, and 21,894 at comparison campuses (Table 2). The majority of Intersession campus students were Hispanic (65%) or African American (30%) and nearly all students were identified as economically disadvantaged (94%). Half of all Intersession campus students were identified as EB (50%), and 10 percent of Intersession campus students received Special Education services. Comparison campus student demographics were similar across all categories (within five percentage points or fewer). Table 3 provides descriptive statistics for all matching criterion variables used to construct student level matching. The Intersession student group and matched comparison students have identical demographics, with a group size of 9,509 each.

Table 2: 2021-22 Intersession and Comparison Campus Student Characteristics

	Intersession (*N* = 20,434)		Comparison (*N* = 21,894)		District (*N* = 164,121)	
Characteristic	***n***	**%**	***n***	**%**	***n***	**%**
Race/Ethnicity						
Hispanic	13,283	65.0	15,334	70.0	112,783	68.7
African American	6,077	29.7	5,476	25.0	36,335	22.1
Two or More Races	415	2.0	378	1.7	3,557	2.2
White	321	1.6	525	2.4	9,018	5.5
Asian	278	1.4	119	0.5	1,832	1.1
Other	60	0.3	62	0.2	596	0.4
Sex						
Male	10,661	52.2	11,260	51.4	83,672	51.0
Female	9,773	47.8	10,634	48.6	80,445	49.0
Special Student Groups						
Emergent Bilingual/English Learner	10,306	50.4	11,407	52.1	75,263	45.9
Special Education	1,976	9.7	2,397	10.9	16,446	10.0
Economically Disadvantaged	19,167	93.8	20,288	92.7	120,021	73.1

Source: District PEIMS demographic file dated 11/01/21.
Note: Percentages may not add to 100 due to rounding.

Table 3: 2021-22 Intersession and Comparison Student Matching Criterion Characteristics

	N = 19,018	
Characteristic	***n***	**%**
Race/Ethnicity		
Hispanic	12,596	66.2
African American	5,680	29.9
Two or More Races	304	1.6
White	230	1.2
Asian	192	1.0
Other	16	0.1
Sex		
Male	9,932	52.2
Female	9,086	47.8
Grade		
1	2,452	12.9
2	2,586	13.6
3	2,840	14.9
4	2,890	15.2
5	2,660	14.0
6	1,746	9.2
7	1,956	10.3
8	1,888	9.9
Special Student Groups		
Emergent Bilingual/English Learner	10,014	52.7
Special Education	2,534	13.3
Section 504	1,362	7.2
Gifted and Talented	2,108	11.1
Economically Disadvantaged	19,018	100.0
At Risk	14,306	75.2
2021 Beginning of Year *MAP* Achievement		
Average or Above, Reading	5,682	29.9
Average or Above, Mathematics	4,651	24.5

Source: Intersession and Comparison Students data file dated 06/25/22.

Teachers

In 2021-22, there were 1,310 teachers on Intersession campuses and 1,400 teachers on comparison campuses (Table 4). The majority of Intersession campus teachers and comparison campus teachers were African American (41% and 37%, respectively) or Hispanic (38% and 40%, respectively). Approximately three-fourths of Intersession and comparison campus teachers were female (75% and 74%, respectively).

Table 4: 2021-22 Intersession and Comparison Campus Teacher Characteristics

	Intersession (*N* = 1,310)		Comparison (*N* = 1,400)		District (*N* = 9,269)	
Characteristic	***n***	**%**	***n***	**%**	***n***	**%**
	Race/Ethnicity					
African American	540	41.2	520	37.1	3,257	35.1
Hispanic	492	37.6	560	40.0	3,125	33.7
White	238	18.2	282	20.1	2,505	27.0
Asian	33	2.5	30	2.1	311	3.4
Other	7	0.6	8	0.6	71	0.8
	Sex					
Female	982	75.0	1,035	73.9	6,451	69.6
Male	328	25.0	365	26.1	2,818	30.4
	Specializations					
Graduate Degree Attainment*	292	22.3	302	21.6	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 Intersession calendar?

Methodology

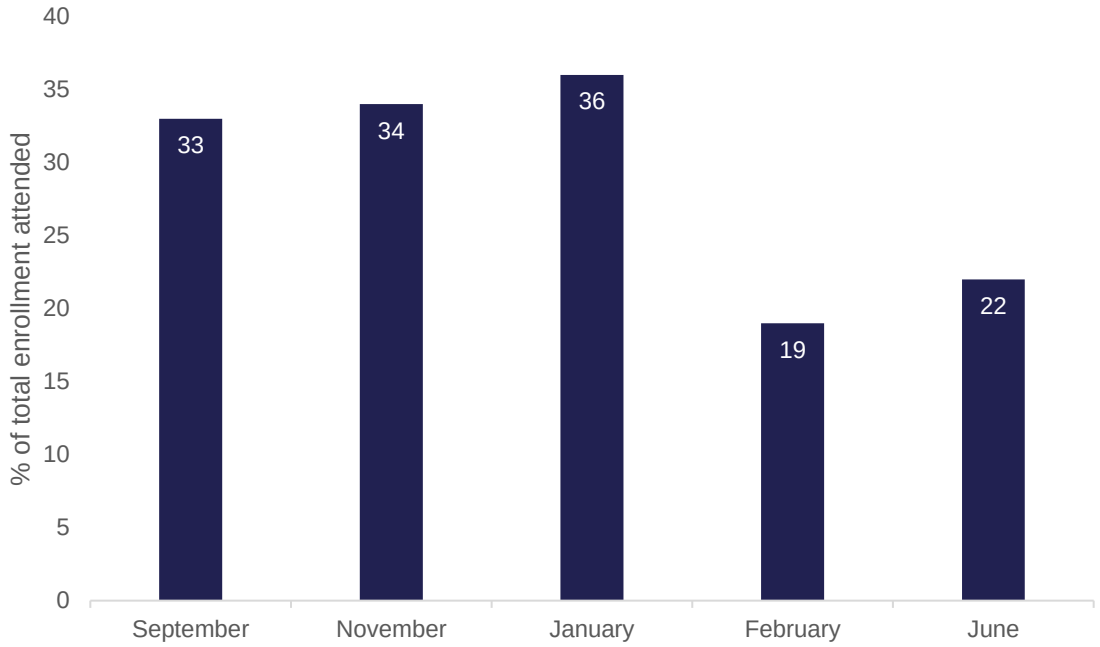
The evaluator obtained district attendance data and merged the data with the PEIMS demographic data. Attendance rates were calculated by aggregating days in attendance and days enrolled for each campus and the district and then dividing aggregated days in attendance by aggregated days enrolled. The evaluator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

Results

Program Attendance

The program participation target for Intersession was set at 33 percent of the total enrollment for the September, November, January, and February sessions. While the attendance rate varied by campus, the overall districtwide attendance rate through January met or exceeded the goal (Figure 1). Lower participation in February reflected the cancellation of school due to inclement winter weather, along with ongoing transportation issues and closures throughout the city during the week. Program management adjusted the June participation target to 20 percent based on feedback from leaders, staff, and students given the absence of *STAAR* re-administrations.

Figure 1: 2022-23 Districtwide Intersession Attendance Rate by Week



Source: District Intersession attendance report dated 06/08/22.
Note: The average Intersession attendance rate is equal to the number of students who attended intersession divided by the total enrollment at the campus.

While overall attendance rates met program targets, the program faced a challenge in sustaining attendance levels over the course of Intersession weeks. Excluding the effect of the February weather event, districtwide attendance dropped by 10 to 15 percent on Fridays when compared to the first day of each Intersession week (Table 5).

Table 5: 2022-23 Districtwide Intersession Attendance by Program Day

Intersession Week	Day of Week				% Change from First Day to Last Day
	Tuesday	Wednesday	Thursday	Friday	
September	7,083	7,074	7,013	6,351	-10
November	7,608	6,886	7,301	6,656	-13
January	7,893	7,866	7,664	6,828	-13
February	*	7,031	**	4,747	-32
June	*	5,597	5,331	4,771	-15

Source: District Intersession attendance report dated 06/08/22.
Note: * District holiday. ** District closed due to inclement winter weather.

School Attendance

Student Level Comparison

In 2021-22, students attending the Intersession program had an average attendance rate of 93.0 percent, which exceeded the district average attendance rate of 90.1 percent. Comparison students had a slightly higher average attendance rate (93.2 percent) than Intersession program students. The fall semester mean percent attended for students who attended Intersession was 93.5 percent, while for comparison students, the mean was 93.6 percent. In the spring, this figure was 92.5 percent for Intersession students and 92.7 percent for comparison students. While mean percent attended decreased for both

groups from the fall semester to spring, this decrease was slightly larger in the Intersession campus group (0.8% versus 1.0%). 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.

Campus Level Comparison

In 2021-22, Intersession campuses had an average attendance rate of 91.5 percent and comparison campuses had an average attendance rate of 92.6 percent. Overall, 32 of 41 (78%) Intersession campuses and 36 out of 41 (88%) of comparison campuses met or exceeded the overall district attendance rate (90.1%). 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. Student attendance rates by campus are available in Appendix C.

What were student, teacher, principal, and parent perceptions of the Intersession calendar?

Methodology

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

Student Survey

The purpose of the student perception survey[13] was to collect feedback related to participants' individual experiences attending Intersession programming. 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 D.

Teacher Survey

The purpose of the teacher perception survey[14] was to collect feedback related to participants' individual experiences implementing the Intersession program. Findings regarding the perceived impact of the program on teachers' instructional practices[15] 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 D.

[13] Online survey links were sent to Intersession campuses on November 5, 2021, and June 3, 2022. An additional administration of the survey was planned for February 25, 2022 but was canceled after school closures due to inclement weather shortened the Intersession week. Students completed the surveys on campus, during the final day of the respective Intersession week.

[14] Teacher survey was administered via email to teachers after the conclusion of the Intersession weeks on November 8, 2021, and June 3, 2022. An administration of the survey was planned for February 25, 2022 but was canceled after school closures due to inclement weather shortened the February Intersession week.

[15] The June administration of the Teacher perception survey included questions regarding teaching practices.

Staff and Leadership Survey

The purpose of the staff and leadership perception survey[16] was to collect feedback related to participants' individual experiences implementing the Intersession 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. Detailed survey responses are presented in Appendix D.

Parent Survey

The purpose of the parent perception survey[17] was to collect feedback related to participants' individual experiences with the Intersession 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 D.

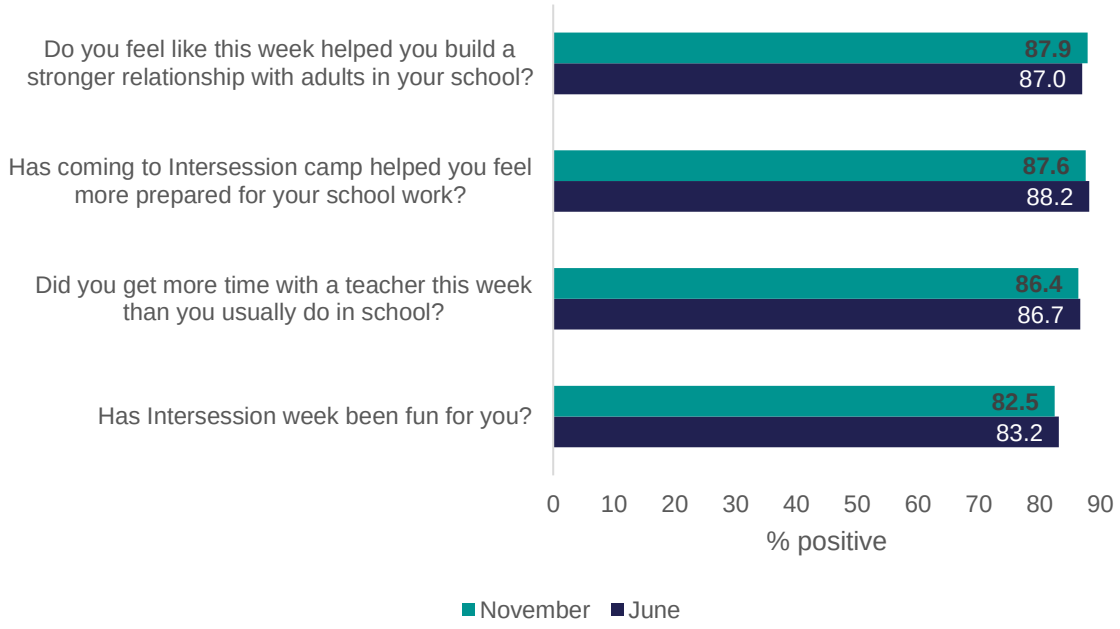
Results

Student Surveys

Overall, 3,644 respondents completed the student perception survey in November, and 2,262 respondents completed the student perception survey in June.[18] All campuses and grade levels were represented in the sample. When asked "*how much you enjoyed these parts of your new calendar*," students indicated[19] that "extra time with my friends" and "more help from my teachers" was the most enjoyable aspects of the program. When asked whether coming to Intersession "*helped you feel more prepared for school work*," 88 percent of students responded that it "helped a lot" or "has helped some." When asked "What is ONE word that describes your experience at Intersession camp?", the most common responses given both in November and June were "*fun*," and "*good*." These responses were commensurate with students' responses when asked "*Has Intersession week been fun for you?*" with 83 percent of students responding that "It was very fun" or "I enjoyed it." Figure 1 shows the percentage of respondents who responded positively to each selected item.

[16] Staff and Leadership surveys was administered via email after the conclusion of the first Intersession week on September 27, 2021.
[17] Parent survey was administered via email to parents of Intersession students on April 13, 2022.
[18] Student surveys were anonymous, therefore, survey results from the first administration could not be matched to individual responses given during the second administration.
[19] Question rating response was 1 "least favorite" to 5 "most favorite."

Figure 1: 2021-22 Intersession Student Survey Responses



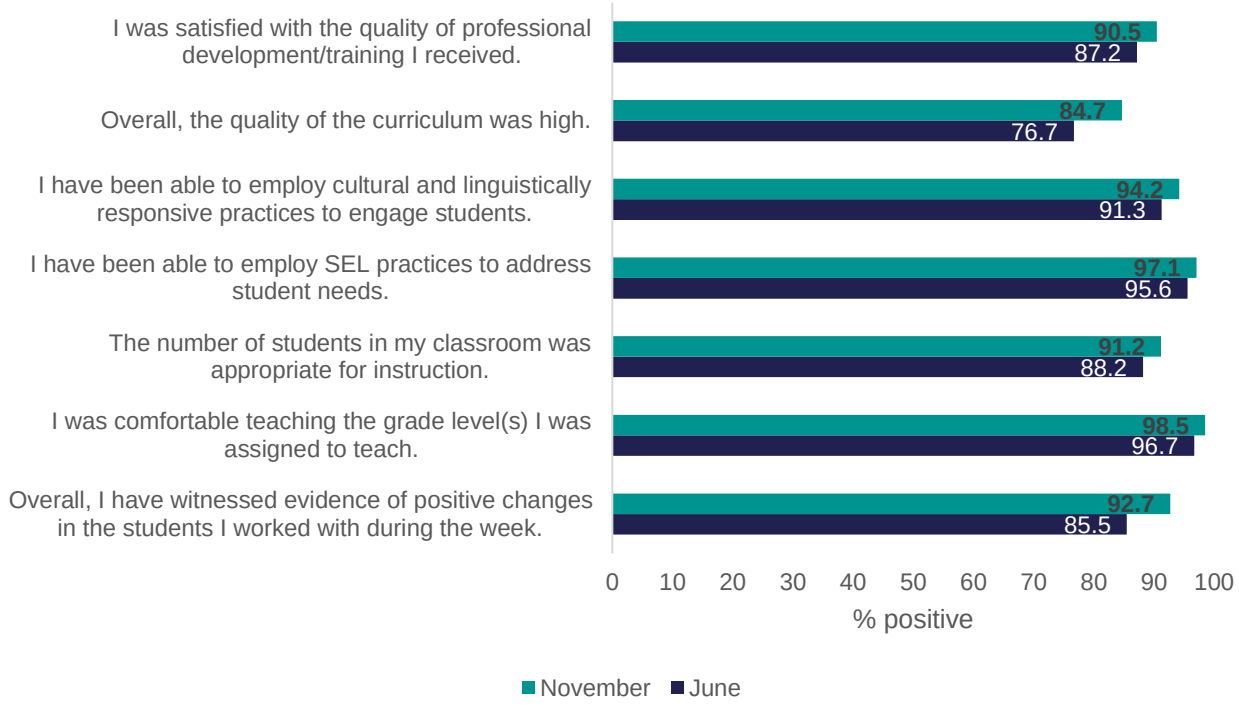
Source: Intersession student survey results files dated 11/05/21 and 06/03/22.
Note: The November administration had 3,644 responses and the June administration had 2,262 respondents.

Teacher Surveys

The teacher perception survey was administered to teachers that worked Intersession weeks in the fall 2021 and late spring 2022[20] to collect feedback related to teachers' individual experiences working in the Intersession program and assess the perceived impact of the program on teachers' instructional practices. In November 2021, 297 respondents from all Intersession work weeks completed the teacher perception survey and 247 respondents from all Intersession work weeks completed the second administration of the teacher perception survey in June 2022. [21] In November, 57 percent of responding teachers reported that their "*top reason for choosing to work during Intersession*" was because the "students needed the extra support". In June, the top reasons given were both that "students needed the extra support" and "the extra compensation" (43% each). Teachers reported that the best part of Intersession week was the relaxed environment with less pressure and no testing (40%, *n* = 114 in November; 44%, *n* = 100 in June). Figure 2 shows the percentage of respondents who responded positively to each selected item.

[20] Teacher surveys were anonymous, therefore, survey results from the first administration could not be matched to individual responses given during the second administration.
[21] Teacher perception survey response rate for the November 2021 administration was 50 percent while the response rate for the June 2022 administration was 37 percent.

Figure 2: 2021-22 Intersession Teacher Survey Responses



Source: Intersession Teacher survey results file dated 11/18/21 and 06/22/22.
Note: The November administration had 297 respondents and the June administration had 247 respondents.

When asked whether they felt "*that Intersession has been beneficial to the students who have attended*," 88 percent (*n* = 247) of November responses and 82 percent (*n* = 184) of June responses indicated that "it has benefited students some" or "it has greatly benefited students. Teachers were then asked to consider the students in their courses who had participated in Intersession weeks earlier in the school year. When asked whether they had "*noticed any academic changes in these students*," 94 percent (*n* = 132) of November respondents and 85 percent (*n* = 138) of June respondents responded "yes" they did notice academic changes in students attending Intersession. When asked whether they had "*noticed any social emotional changes in these students*," 79 percent (*n* = 135) of November respondents and 72 percent (*n* = 113) of June respondents responded "yes" They had noticed social emotional changes in students attending Intersession.

Staff and Leadership Survey

Overall, 227 respondents[22] from all Intersession campuses completed the staff and leadership perception survey[23]. When asked to "*Rank order the following from the BEST part of Intersession week to least*," the respondents' top rated statements were the "relaxed environment with students and colleagues (i.e., less pressure, no testing, no evaluation)," (53%, *n* = 102) and the "planning time (i.e., Monday and

[22] Included a total of 53 Principals or Assistant Principals, and 219 other staff (Instructional Coaches, Counselors, Clerks, and others).
[23] Staff and leadership perception survey response rate was 52 percent.

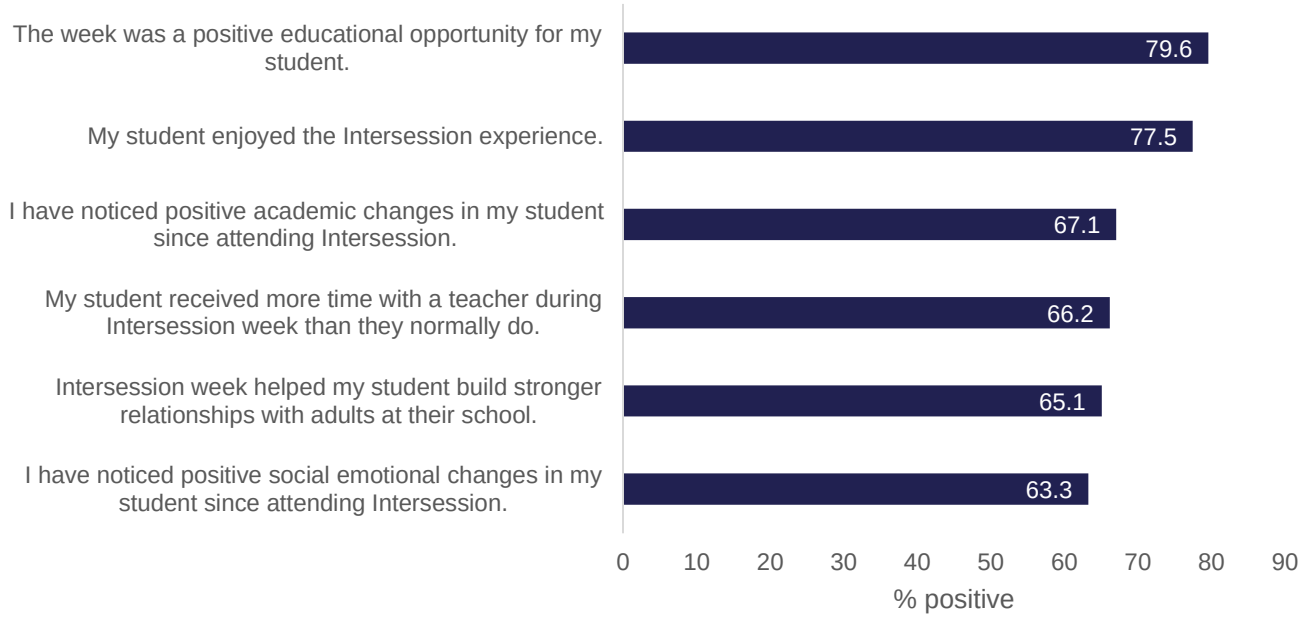
daily planning periods)" (23%, *n* = 44). When asked "*What is ONE word that describes your Intersession experience?"*, the most common responses given were "*great*" and "*good*." When asked what they felt was "the biggest thing to improve for future Intersession weeks," 35 percent (*n* = 67) of respondents selected "the preparation and communication leading up to Intersession week," while 28 percent (*n* = 53) chose improving "student attendance."

Parent Survey

Overall, 1,520 respondents completed the parent perception survey.[24] All campuses and grade levels were represented in the sample. When asked to "*rate your overall satisfaction with the new calendar*," a majority of parents (87%) reported an average or above overall level of satisfaction. Additionally, 67 percent (*n* = 888) reported that they were satisfied or very satisfied "*with the communication from the school leading up to the Intersession week*."

Most parents (80%) felt that the new calendar "*created a positive educational opportunity for their student*" while 63 percent of parents had "*noticed positive social emotional changes in their students since attending Intersession."* Figure 3 shows the percentage of respondents who responded positively to each selected item.

Figure 3: 2021-22 Intersession Parent Survey Responses



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

When asked to "*Please let us know if there are any changes that you would like to see us make to the Intersession program,*" the most common themes given were improving communication from the school (38 of 173 substantive comments) and addressing childcare needs for students who do not attend

[24] Parent perception survey response rate was 15 percent.

Intersession weeks (18 of 173 substantive comments). Both *"improving communication of whether my student is invited*" and "*better understanding what students are doing during the extra week*" were given as improvements to communication from schools.

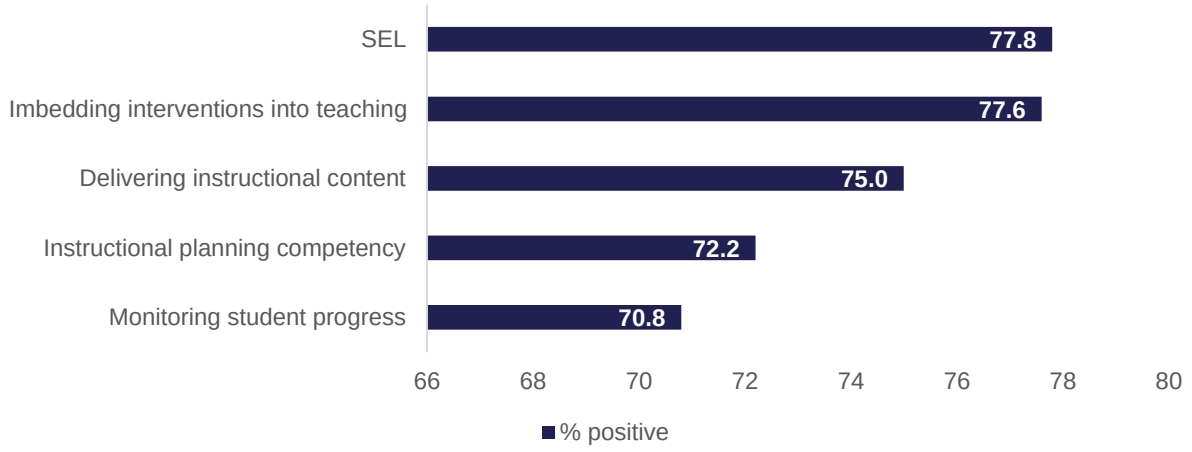
What impact did participation in the Intersession calendar have on instructional practices?

Results

Teachers were asked "*After teaching within the Intersession calendar, how do you feel the following facets of your teaching practice compare to previous years?*" Specifically, teachers were asked to rate the impact that participation in the program had on five facets of their instructional practice – *instructional planning competency, the way they delivered instructional content, the way they monitored student progress, their ability to imbed interventions into their teaching, and their ability to include social emotional learning (SEL) practices*.

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 (Figure 4). The items with the largest rates of positive response including *SEL* and *imbedding interventions into teaching*. Over three-fourths of responding teachers (78%, *n* = 157 and 156, respectively) reported that the program had "somewhat" or "significantly improved" these facets. In addition, 75 percent of teachers (*n* = 150) reported that the program had "somewhat" or "significantly improved" the way they *delivered instructional content*.

Figure 4: 2021-22 Intersession Teacher Survey Responses to "After teaching within the Intersession calendar, how do you feel the following facets of your teaching practice compare to previous years?"



Source: Intersession Teacher survey results file dated 06/22/22.

What impact did participation in the Intersession 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.[25] CGP performance scores are then assigned to quintiles as well as are assigned a value of met or did not meet projected growth. This evaluation examined CGP quintiles and met 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.[26] English and Spanish versions of the *MAP* Reading were pulled separately to examine overall student performance.[27] 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 files for each respective year.[28] 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 Intersession 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 Intersession and comparison campuses.

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

[26] 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).

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

[28] District PEIMS snapshot date was 11/01/21 (2021-22).

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

Social Emotional Learning[29]

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 this basic support, 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.

[29] SEL background and context information from Carson & Hinkley, 2021.

Both the Intersession campus group and their matched campus comparison group consisted of a mix of intensive, moderate, and consultation only levels of SEL support. Please refer to the Evaluation of the Social Emotional Learning Initiative (Carson, 2022) for more detail.

The Dallas ISD Social Emotional Learning 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 Intersession and comparison campuses.[30]

Results

MAP Growth Assessments

Student Level Comparison

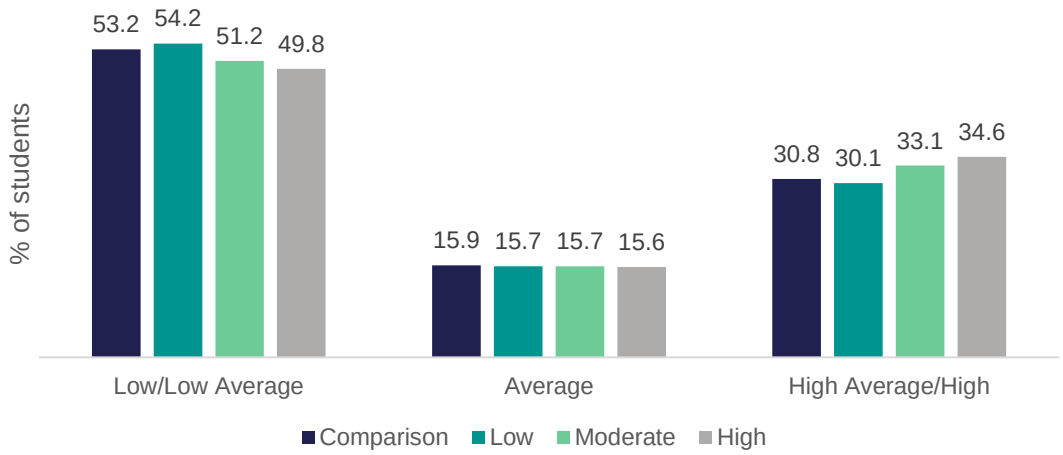
In 2021-22, EOY Reading – English results showed that 32 percent of Intersession students demonstrated high average or high EOY growth, which was almost one percentage point higher than comparison students (31%). Students in the high dosage group had the highest rates of high average or high EOY growth (35%; Figure 5). EOY Reading – Spanish results showed that 35 percent of Intersession students demonstrated high average or high EOY growth compared to 29 percent of comparison students. Students in the moderate dosage group had the highest high average or high EOY growth (37%; Figure 6). EOY Mathematics results showed that 36 percent of Intersession students demonstrated high average or high EOY growth, as compared to 35 percent of comparison students. Students in the high dosage group had the highest high average or high EOY growth (40%; Figure 7). Analysis of mean RIT[31] scores found no measurable difference between BOY to EOY scores for Intersession and comparison students. Additional figures and mean RIT scores by grade level for Intersession and comparison students are available in Appendix E.

A Pearson chi-square test of independence was performed to examine the relationship between program dosage and *MAP* projected growth performance. The relationship between these variables was statistically significant for *MAP* Reading - Spanish, (X^2 = 21.25, p = <.001; Cramer's V = .072) and *MAP* Mathematics (X^2 = 25.70, p = <.001; Cramer's V = .042). Students who attended all dosages of Intersession were more likely to demonstrate higher levels of growth on the *MAP* Reading – Spanish. Students who attended moderate or high dosages of Intersession were more likely to demonstrate higher levels of growth on the *MAP* Mathematics assessments than comparison students. No statistically significant relationship was found for *MAP* Reading – English (X^2 = 6.99, p = .072).

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

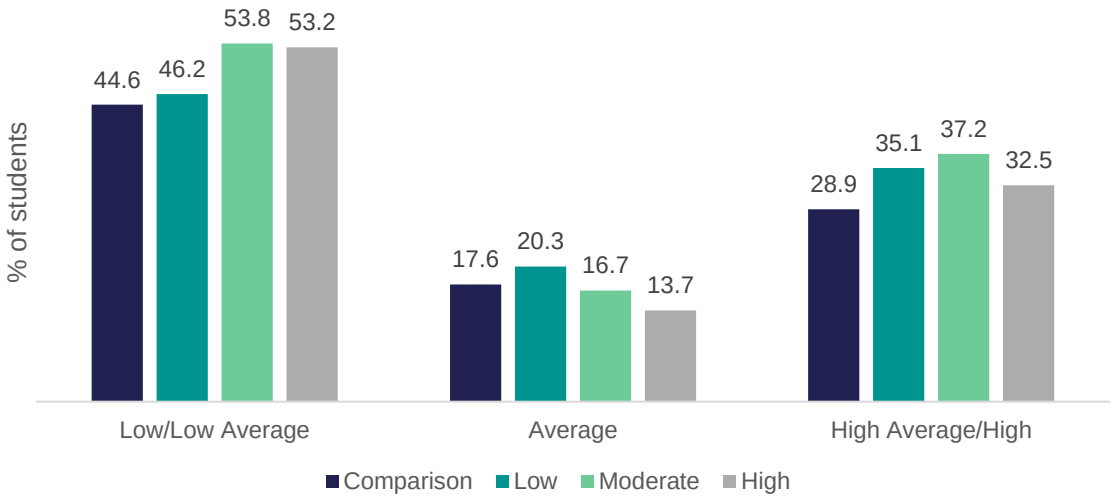
[31] MAP Growth uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT and is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, ranging from 100–350. RIT scores make it possible to follow a student's educational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

Figure 5: 2021-22 Intersession and Comparison Student *MAP* End-of-Year Growth Quintile Rates by Dosage - Reading (English)



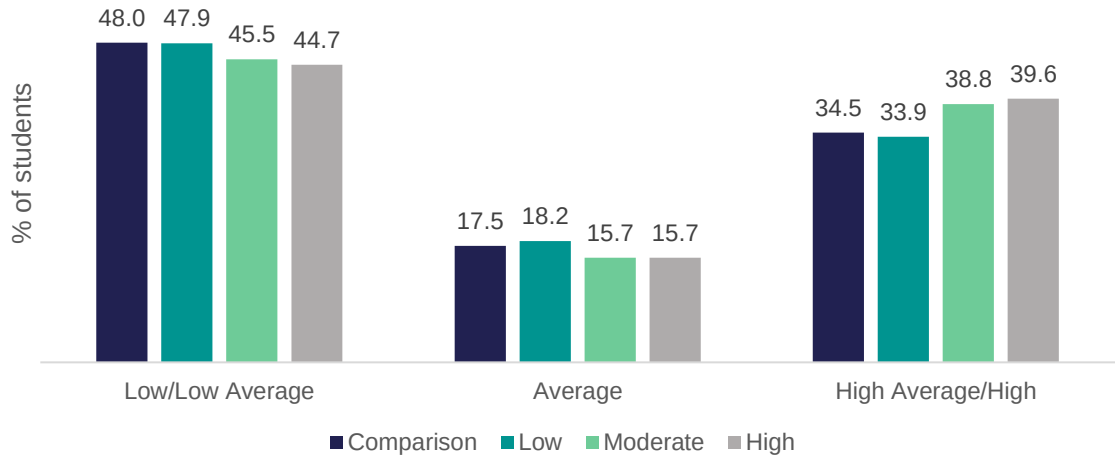
Source: District *MAP* data file dated 06/22/22.

Figure 6: 2021-22 Intersession and Comparison Student *MAP* End-of-Year Growth Quintile Rates by Dosage - Reading (Spanish)



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

Figure 7: 2021-22 Intersession and Comparison Student *MAP* End-of-Year Growth Quintile Rates by Dosage - Mathematics

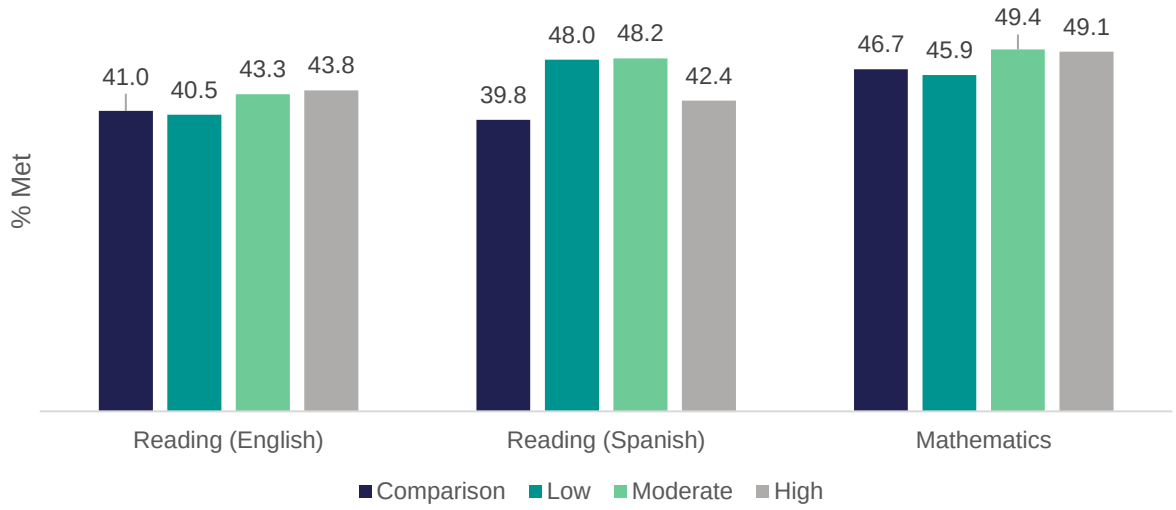


Source: District *MAP* data file dated 06/22/22.

In 2021-22, EOY Reading – English results showed that 42 percent of Intersession students met or exceeded growth, which was one percentage point higher than comparison students (40%). Students in the moderate and high dosage groups met projected growth at a higher level than comparison students (43% and 44%, respectively; Figure 8) while low dosage students did not (40.5%). EOY Reading – Spanish results showed that 47 percent of Intersession students met or exceeded growth compared to 40 percent of comparison students, which was seven percentage points higher than comparison students. EOY Mathematics results showed that 47.4 percent of Intersession students met or exceeded growth, which was less than one percentage point higher than comparison students (46.7%). Again, students in the moderate and high dosage groups met projected growth at a higher level than comparison students (49% each; Figure 8) while low dosage students did not (46%).

A Pearson chi-square test of independence was performed to examine the relationship between program dosage and *MAP* projected growth performance. The relationship between these variables was statistically significant for *MAP* Reading - Spanish, (X^2 = 25.86, p = <.001; Cramer's V = .080) and *MAP* Mathematics (X^2 = 8.90, p =.031; Cramer's V = .025). Students who attended low or moderate dosages of Intersession were more likely to meet or exceed projected growth on the *MAP* Reading – Spanish. Students who attended moderate or high dosages of Intersession were more likely to meet or exceed projected growth on the *MAP* Mathematics assessments than comparison students. No statistically significant relationship was found for *MAP* Reading – English (X^2 = 4.66, p = .198).

Figure 8: 2021-22 Intersession and Comparison Student *MAP* BOY to EOY Met Projected Growth Rates by Dosage - Reading (English), Reading (Spanish), Mathematics



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

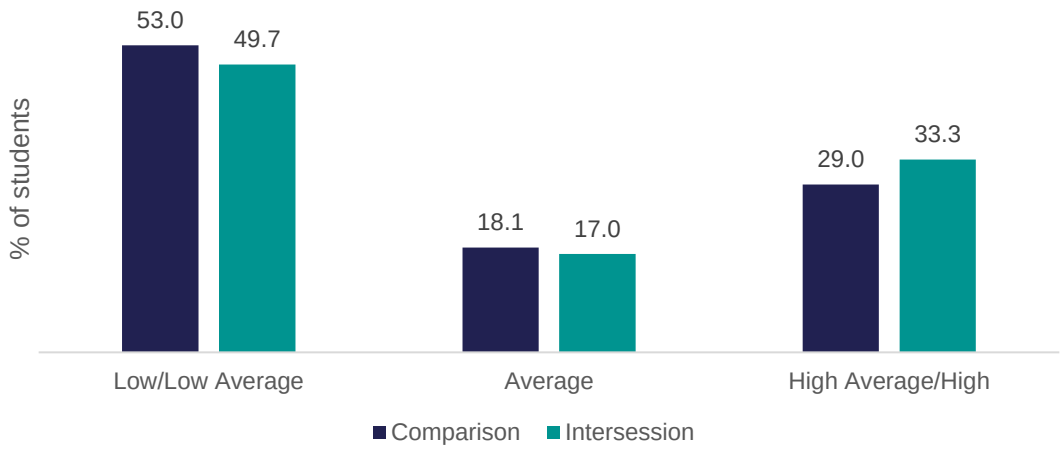
Campus Level Comparison

In 2021-22, EOY Reading – English results showed that 33 percent of Intersession students demonstrated high average or high EOY growth, which was four percentage points higher than comparison campus students (29%; Figure 9). EOY Reading – Spanish results showed that 40 percent of Intersession students demonstrated high average or high EOY growth compared to 34 percent of comparison campus students (Figure 10). EOY Mathematics results showed that 37 percent of Intersession students demonstrated high average or high EOY growth, which was two percentage points higher than comparison campus students (35%; Figure 11). Analysis of mean RIT[32] scores found no measurable difference between BOY to EOY scores for Intersession and comparison campuses. Additional figures and mean RIT scores by grade level for Intersession and comparison campuses are available in Appendix E.

A Pearson chi-square test of independence was performed to examine the relationship between program participation and *MAP* growth performance at the high average or high CGP quintile. The relationship between these variables was statistically significant for *MAP* Reading - English (X^2 = 33.65, p = <.001; Cramer's V = .047), *MAP* Reading - Spanish, (X^2 = 31.77, p = <.001; Cramer's V = .062), and *MAP* Mathematics (X^2 = 18.62, p = <.001; Cramer's V = .027). Students who attended Intersession campuses were more likely to demonstrate higher performance on the *MAP* assessments than students who attended comparison campuses.

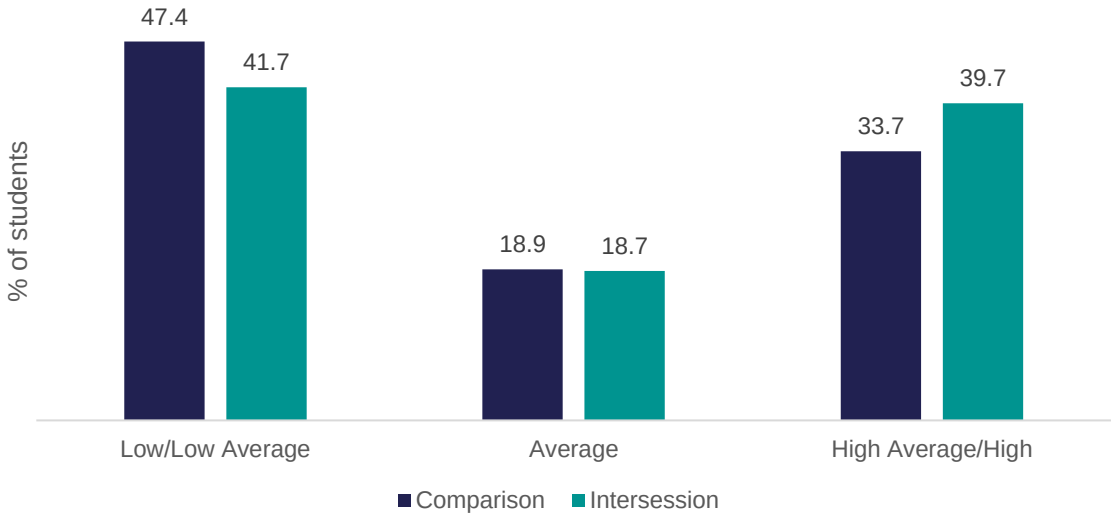
[32] MAP Growth uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT and is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, ranging from 100–350. RIT scores make it possible to follow a student's educational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

Figure 9: 2021-22 Intersession and Comparison Campus *MAP* End-of-Year Growth Quintile Rates - Reading (English)



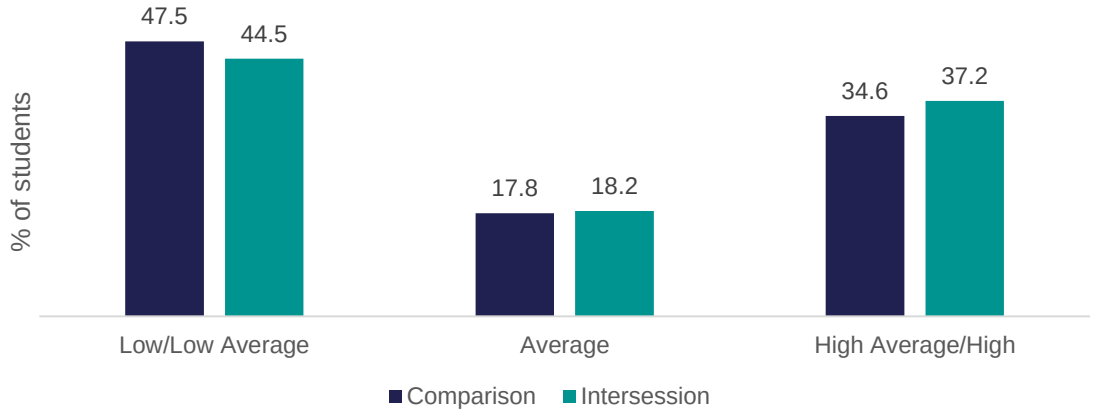
Source: District *MAP* data file dated 06/22/22.

Figure 10: 2021-22 Intersession and Comparison Campus *MAP* End-of-Year Growth Quintile Rates - Reading (Spanish)



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

Figure 11: 2021-22 Intersession and Comparison Campus *MAP* End-of-Year Growth Quintile Rates - Mathematics

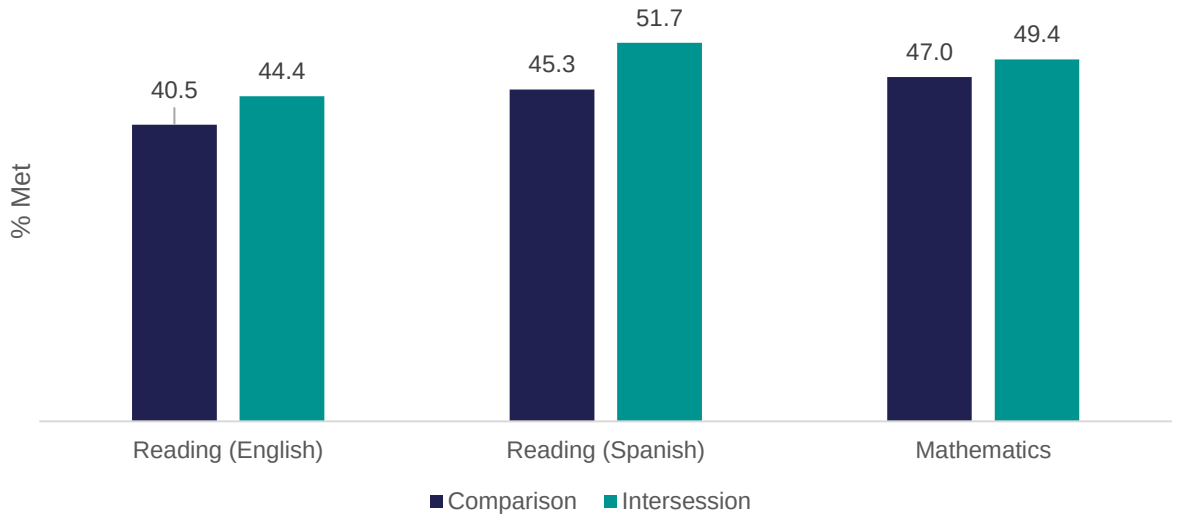


Source: District *MAP* data file dated 06/22/22.

In 2021-22, EOY Reading – English results showed that 44 percent of Intersession students met or exceeded growth, which was nearly four percentage points higher than comparison campus students (41%; Figure 12). EOY Reading – Spanish results showed that 52 percent of Intersession students met or exceeded growth compared to 45 percent of comparison campus students. EOY Mathematics results showed that 49 percent of Intersession students met or exceeded growth, which was two percentage points higher than comparison campus students (47%).

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 = 24.67, p = <.001; Cramer's V = .040), *MAP* Reading - Spanish, (X^2 = 33.77, p = <.001; Cramer's V = .063), and *MAP* Mathematics (X^2 = 15.14, p = <.001; Cramer's V = .024). Students who attended Intersession campuses were more likely to meet or exceed projected growth on the *MAP* assessments than students who attended comparison campuses.

Figure 12: 2021-22 Intersession and Comparison Campus *MAP* BOY to EOY Met Projected Growth Rates - Reading (English), Reading (Spanish), Mathematics



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

State of Texas Assessments of Academic Readiness (STAAR)

Student Level Comparison

In 2021-22, Intersession student performance on *STAAR* 3-8 was mixed for both reading and mathematics (Table 5). Overall, rates of reaching the Approaches+[33] performance standards were lower for Intersession students compared to comparison students in Reading (Figure 13). However, grade-level comparisons showed that Intersession students overall did have higher rates of students reaching the Approaches+ performance standard in Grades 3 than comparison students. At all grade levels, as well as overall, the low dosage group of Intersession students had the highest rates of reaching Approaches+.

Overall, rates of students at the Approaches+ performance standards were higher for Intersession students compared to comparison students in Mathematics (Figure 14). Grade-level comparisons showed that Intersession campuses had higher rates of students reaching the Approaches+ performance standard at all grades than comparison campuses. Again, the low dosage group of Intersession students had the highest rates, with the exception of grade 8.

A Pearson chi-square test of independence was performed to examine the relationship between program dosage and *STAAR 3-8* performance at the Approaches+ performance standard. The relationship between these variables was statistically significant for *STAAR 3-8* Reading (X^2 = 247.29, p = <.001; Cramer's V = .133) and *STAAR 3-8* Mathematics (X^2 = 134.36, p = <.001; Cramer's V = .100). Students who attended Intersession weeks in the low dosage group were more likely to achieve Approaches+ on the *STAAR* than comparison students.

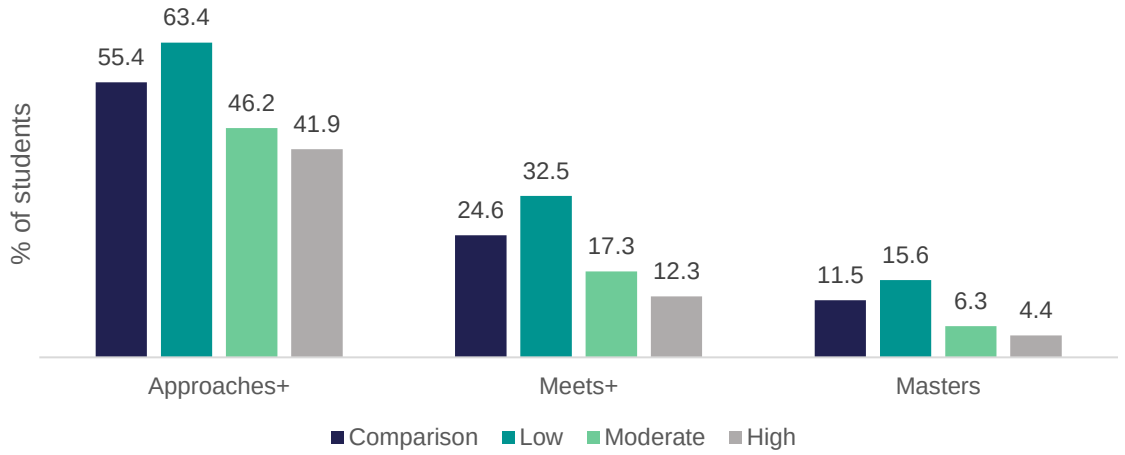
[33] Data for the Meets+ and Masters performance standards are available in Appendix E.

Table 6: 2021-22 Dallas ISD *STAAR* Reading and Mathematics Approaches Grade Level or Above by Grade by Intersession Students versus Comparison

			Reading		Mathematics	
Grade	**Dosage**	***N***	***n***	**%**	***n***	**%**
			Intersession Students			
3	Low	792	524	**66.2**	526	**66.4**
	Moderate	413	197	47.7	174	42.1
	High	214	88	41.1	88	41.1
	Overall	1,419	809	**57.0**	788	**55.5**
4	Low	698	454	**65.0**	436	**62.5**
	Moderate	491	223	45.4	225	45.8
	High	252	104	41.3	127	50.4
	Overall	1,441	781	**54.2**	788	**54.7**
5	Low	636	450	**70.8**	447	**70.3**
	Moderate	458	296	**64.6**	281	61.4
	High	235	142	60.4	150	**63.8**
	Overall	1,329	888	**66.8**	878	**66.1**
6	Low	495	229	**46.3**	293	**59.2**
	Moderate	278	84	30.2	134	48.2
	High	98	20	20.4	42	42.9
	Overall	871	333	38.2	469	**53.8**
7	Low	519	315	**60.7**	247	**47.6**
	Moderate	332	115	34.6	114	34.3
	High	123	39	31.7	55	**44.7**
	Overall	974	469	48.2	416	**42.7**
8	Low	630	420	**66.7**	246	**39.0**
	Moderate	238	107	45.0	96	40.3
	High	78	26	33.3	28	35.9
	Overall	946	553	58.5	370	**39.1**
Overall	Low	3,770	2,392	**63.4***	2,195	**58.2***
	Moderate	2,210	1,022	46.2	1,024	46.3
	High	1,000	419	41.9	490	49.0
	Overall	6,980	3,833	54.9	3,709	**53.1**
			Comparison Students			
3		1,420	742	52.3	745	52.5
4		1,444	776	53.7	777	53.8
5		1,328	845	63.6	828	62.3
6		872	397	45.5	436	50.0
7		977	523	53.5	384	39.3
8		943	588	62.4	351	37.2
Overall		6,984	3,871	55.4	3,521	50.4

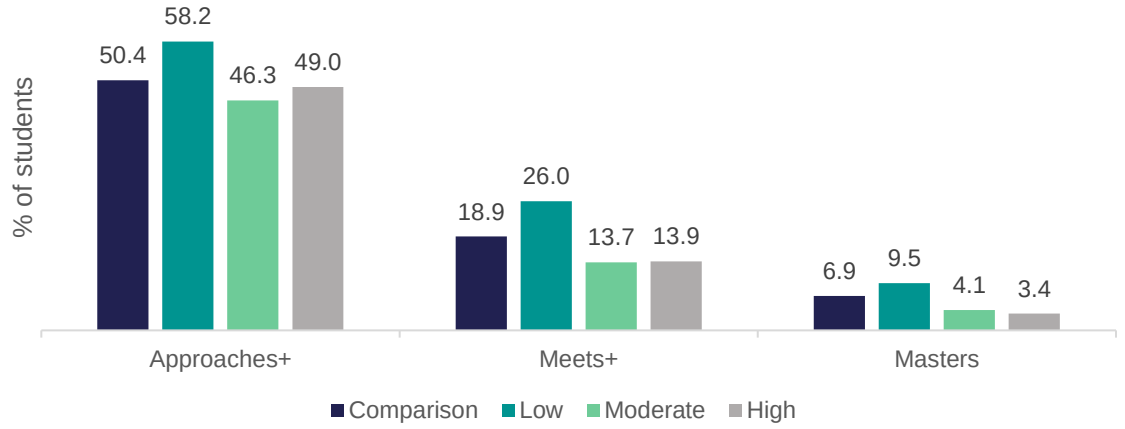
Source: District *STAAR* files dated 07/15/22 (grades three to eight) for students enrolled on the PEIMS snapshot date of 11/01/21.
Note: * Statistically significant. Intersession dosage groups scoring higher than the comparison students are in **bold**.

Figure 13: 2021-22 Intersession and Comparison Student *STAAR* Performance Standard Rates - 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 14: 2021-22 Intersession and Comparison Student *STAAR* Performance Standard Rates - 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.

Campus Level Comparison

In 2021-22, Intersession campus performance on *STAAR* 3-8 was mixed for both reading and mathematics (Table 6). Overall, rates of students at the Approaches+, Meets+, and Masters performance standards were lower in Intersession campuses compared to comparison campuses in Reading (Figure 15). However, grade-level comparisons showed that Intersession campuses had higher rates of students at the Approaches+ performance standard in Grades 3 and 5, at the Meets+ performance standard in Grade 3, and at the Masters performance standard in Grades 8 than comparison campuses.

Overall, rates of students at the Approaches+ and Meets+ performance standards were higher in Intersession campuses compared to comparison campuses in Mathematics, while the Masters performance standard varied by 0.2 percentage points (Figure 16). Grade-level comparisons showed that Intersession campuses had higher rates of students at the Approaches+ performance standard in all grades than comparison campuses. Intersession campuses also had higher rates of students at the Meets+ performance standard in Grades 3, 4, 7, and 8 than comparison campuses and higher rates of students at the Masters performance standard in Grades 3, 5, 6, and 8 than comparison campuses.

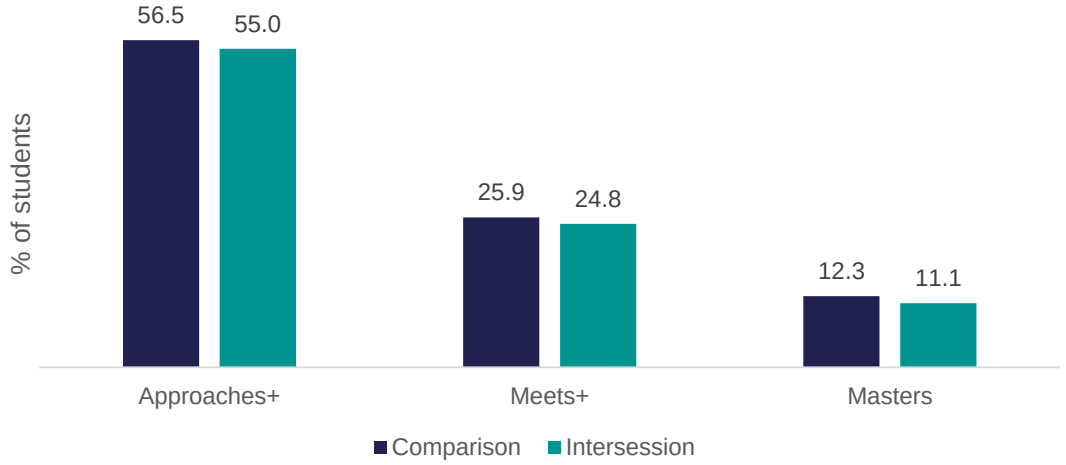
A Pearson chi-square test of independence was performed to examine the relationship between program participation and *STAAR 3-8* performance at the Approaches+ and Meets+ performance standard. The relationship between these variables was statistically significant for *STAAR 3-8* Mathematics (X^2 = 8.67, p = .003; Cramer's V = .025), but not for *STAAR 3-8* Reading (X^2 = 3.33, p = .068). Students who attended Intersession campuses were more likely to achieve Approaches+ on *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 = 2.93, p = .087) or Mathematics (X^2 = 1.72, p = .189).

Table 7: 2021-22 Dallas ISD *STAAR* Reading and Mathematics Performance Standard by Grade by Intersession versus Comparison Campuses

		Reading						Mathematics					
		Approaches+		Meets+		Masters		Approaches+		Meets+		Masters	
Grade	***N***	***n***	**%**	***n***	**%**	***n***	**%**	***N***	**%**	***n***	**%**	***n***	**%**
						Intersession							
3	1,436	818	57.0	364	25.3	162	11.3	796	55.4	332	23.1	119	8.3
4	1,447	786	54.3	413	28.5	180	12.4	791	54.7	316	21.8	114	7.9
5	1,344	900	67.0	442	32.9	198	14.7	886	65.9	401	29.8	172	12.8
6	879	339	38.6	104	11.8	33	3.8	474	53.9	126	14.3	38	4.3
7	979	469	47.9	182	18.6	78	8.0	416	42.5	131	13.4	21	2.1
8	951	559	58.8	238	25.0	128	13.5	375	39.4	133	14.0	25	2.6
Overall	**7,036**	**3,871**	**55.0**	**1,743**	**24.8**	**779**	**11.1**	**3,738**	**53.1***	**1,439**	**20.5**	**489**	**6.9**
						Comparison							
3	1,437	767	53.4	327	22.8	176	12.2	767	53.4	312	21.7	105	7.3
4	1,450	801	55.2	436	30.1	189	13.0	785	54.1	307	21.2	142	9.8
5	1,344	866	64.4	445	33.1	226	16.8	849	63.2	409	30.4	160	11.9
6	880	406	46.1	133	15.1	51	5.8	444	50.5	127	14.4	36	4.1
7	980	532	54.3	223	22.8	98	10.0	395	40.3	127	13.0	36	3.7
8	950	605	63.7	262	27.6	127	13.4	354	37.3	102	10.7	24	2.5
Overall	**7,041**	**3,977**	**56.5**	**1,826**	**25.9**	**867**	**12.3**	**3,594**	**51.0**	**1,384**	**19.7**	**503**	**7.1**

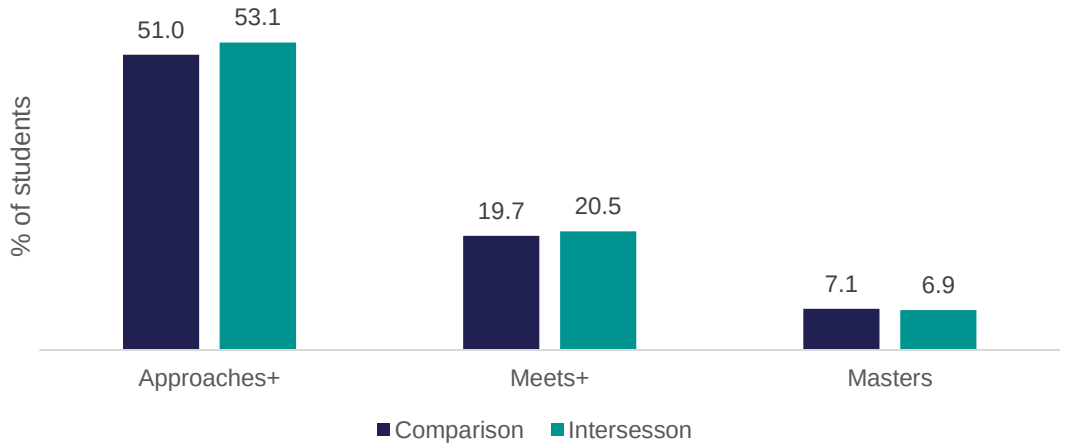
Source: District *STAAR* files dated 07/15/22 (grades three to eight) for students enrolled on the PEIMS snapshot date of 11/01/21.
Note: * Statistically significant.

Figure 15: 2021-22 Intersession and Comparison Campus *STAAR* Performance Standard Rates - 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 16: 2021-22 Intersession and Comparison Campus *STAAR* Performance Standard Rates - 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

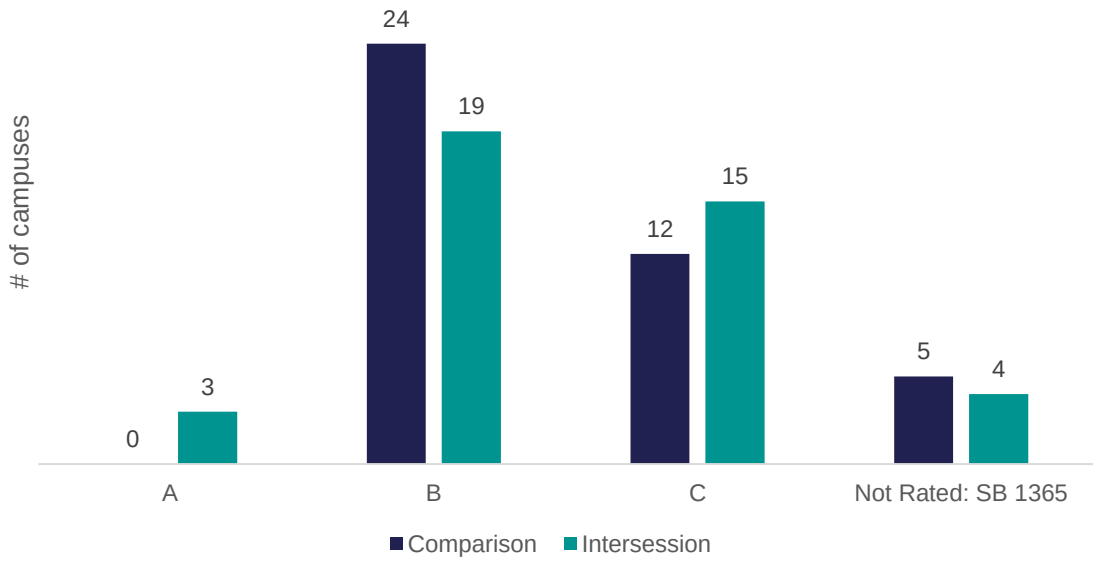
Beginning in 2018-19, campuses received an accountability rating of *A*, *B*, *C*, *D,* or *F.* Letter grades between *A* and *D* were considered passing. Due to the impact of the COVID-19 pandemic, TEA suspended calculation of accountability ratings for the 2019-20 and 2020-21 school years. As a result. All districts and campuses received 2020 and 2021 State Accountability Ratings of "*Not Rated: Declared State of Disaster.*[34] As part of Senate Bill (SB) 1365, all districts and campuses received a label of A, B, C, or Not Rated: Senate

[34] 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.

Bill 1365 for 2021-22. Any domain or overall scaled score less than 70 received the Not Rated: Senate Bill 1365 label.

In 2021-22, three Intersession campuses received an accountability rating of A, compared to zero comparison campuses (Figure 17). A total of 19 Intersession campuses received an accountability rating of B, compared to 24 comparison campuses, while four Intersession campuses and five comparison campuses were labeled Not Rated: SB 1365. State accountability letter grades for each Intersession and comparison campus are available in Appendix F. Since ratings had been suspended for the past two school years prior to 2022, these data are provided as a baseline for future comparative analysis to 2023 ratings.

Figure 17: 2021-22 Intersession and Comparison State Accountability Rating Results



Source: 2021-22 TEA accountability ratings data.

Social Emotional Learning

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

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

While most schools chose a traditional calendar, 41 schools that had support from families, teachers, and campus staff chose the Intersession calendar. By adopting the Intersession calendar, these schools included five Intersession weeks throughout the year for a targeted group of students and extended the school year from the beginning of August and to the end of June for all students, teachers, and staff. This Mitigating Learning Loss Intersession program intended to provide more time for teachers to 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.

- Students rated “extra time with my friends” and the “more help from my teachers” as the most enjoyable aspects of the program. A significant majority of students (88%) reported that coming to Intersession “helped [them] feel more prepared for school work.”
- A significant majority (83%) of students reported that Intersession week had been fun for them.
- The majority of teachers reported that they noticed positive academic and social emotional changes in their students who participated in Intersession weeks throughout the year. Additionally, over 80 percent of teachers indicated that the program had been beneficial to the students who attended.
- All staff reported that the best part of Intersession week was the relaxed environment with less pressure and no testing.
- Most parents (80%) felt that the new calendar created a positive educational opportunity for their student. Additionally, the majority of parents reported that they had noticed positive academic and social emotional changes in their students since attending Intersession.
- When asked to offer suggested changes to the program, the most common theme given was improving communication from the school, both in better communicating which students were expected to attend, and in conveying what activities were planned for the program.
- Overall, the majority of teachers reported indicated that participation in the program had a positive impact on their instructional practices.
- Students who attended all dosages of Intersession were more likely to demonstrate higher levels of growth, while students who attended low or moderate doses of Intersession were more likely to meet or exceed projected growth on the *MAP* Reading – Spanish than comparison students.
- Students who attended moderate or high dosages of Intersession were both more likely to demonstrate higher levels of growth and more likely to meet or exceed projected growth on the *MAP* Mathematics assessments than comparison students.
- Students who attended Intersession campuses were both more likely to demonstrate higher performance on all *MAP* assessments and to meet or exceed projected growth on the *MAP* assessments than students who attended comparison campuses.

- Students who attended Intersession weeks in the low dosage group were more likely to achieve Approaches+ on the *STAAR* than comparison students.
- Students who attended Intersession campuses were more likely to achieve Approaches+ on *STAAR* Mathematics than students who attended comparison campuses.

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 (Kidron & Lindsay, 2014). Based on these best practices and the key findings, the following recommendations are offered for stakeholders.

Continue to monitor the impact of the Intersession program on student academic outcomes. In 2021-22, students attending Intersession campuses were more likely to achieve Approaches+ on the *STAAR* Mathematics and demonstrate higher performance and to meet or exceed projected growth on the *MAP* Reading and Mathematics assessments compared to students who attended comparison campuses. District leadership and program managers should continue to monitor the persistence of the positive impact the Intersession program has on student academic achievement following the second year of implementation.

Examine the impact of the longer school year on summer learning loss. Traditionally, studies (Kidron and Lindsay, 2014) have shown that students lose academic knowledge over the course of long summer breaks. However, campuses participating in the Intersession program continued classroom instruction until June 23, 2022, and the next school year began August 8, 2022, resulting in a much shorter summer break. District leadership and program managers should examine Fall 2022 BOY *MAP Growth* results to determine if the shortened summer for Intersession students had an impact on student academic achievement compared to students with the traditional, longer summer break.

Emphasize the importance of clear communication about Intersession to families. When asked for suggestions to improve the program, 22 percent of responding parents (38 of 173) indicated a greater need for communication from campuses regarding whether their child was invited to attend, which weeks Intersession would take place, and what activities were planned during these weeks. Program management should prioritize guidance to campuses on clear communication to families utilizing multiple channels.

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APPENDICES

Appendix A

Appendix A, Table 1: 2021-22 Dallas ISD Intersession and Comparison Campuses

Intersession Campuses		Comparison Campuses	
TEA Number	**Name**	**TEA Number**	**Name**
42	William Hawley Atwell	51	Oliver Wendell Holmes
45	E B Comstock	56	Ewell D Walker
48	W H Gaston	100	Zan Wesley Holmes Jr
76	Harold Wendell Lang Sr	43	T W Browne
79	Francisco Pancho Medrano	54	Thomas C Marsh
83	Sam Tasby	50	Robert T Hill
103	Gabe P Allen Charter School	208	Seagoville
105	Arcadia Park	210	Leslie A Stemmons
114	John Neely Bryan[A]	225	Daniel Webster
115	Harrell Budd	109	W A Blair
118	W W Bushman	163	Cedar Crest[A]
121	John W Carpenter	139	Paul L Dunbar Learning Center[A]
137	Julius Dorsey	110	Annie Webb Blanton[A]
141	Jill Stone at Vickery Meadow	207	San Jacinto
142	J N Ervin[A]	175	Umphrey Lee[A]
145	Stephen C Foster	182	Herbert Marcus
149	Hall Personalized Learning Academy	119	Chapel Hill Preparatory
172	Jimmie Tyler Brashear	154	Larry G Smith
176	Jack Lowe Sr	234	Henry B Gonzalez
185	William B Miller	213	T G Terry
188	Mount Auburn Steam Academy	260	Lorenzo De Zavala
189	Clara Oliver	122	C F Carr[A]
191	Elisha M Pease[A]	235	Birdie Alexander
192	John F Peeler	101	John Q Adams
194	K B Polk	173	Jesus Moroles Expressive Arts
201	Charles Rice Learning Center	183	Thomas L Marsalis STEAM Academy
202	Oran M Roberts	244	Seagoville North
205	Clinton P Russell	305	Ebby Halliday
209	Ascher Silberstein	120	F P Caillet
215	R L Thornton	281	Cesar Chavez Learning Center[A]
218	George W Truett[A]	159	L L Hotchkiss[A]
219	Adelle Turner	240	Frank Guzick
250	Whitney M Young Jr	312	Eddie Bernice Johnson[A]
263	J P Starks	128	Martin Luther King Jr Arts Academy[A]
264	Ronald E McNair	266	Frederick Douglass[A]
265	Eladio R Martinez Learning Center	216	Edward Titche[A]
277	Thomas Tolbert	108	Bayles
283	Esperanza Medrano	161	John Ireland
284	Highland Meadows	147	Charles A Gill
289	Felix G Botello Personalized Learn	303	Thelma Elizabeth Page Richardson
301	Wilmer-Hutchins[A]	237	John W Runyon

Source: Evaluation and Assessment campus matching report dated 06/01/22.
Note: [A] Accelerating Campus Excellence (ACE) program campuses.

Appendix B

Appendix B, Table 1: 2021-22 Dallas ISD Intersession Calendar

Appendix B, Table 2: 2021-22 Dallas ISD Base Calendar

DALLAS INDEPENDENT SCHOOL DISTRICT

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
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
24/31	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

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 C

Appendix C, Table 1: 2021-22 Intersession, Comparison, and District Average Attendance Rates, by Semester

Campus	Fall 2021 %	Spring 2022 %	Overall %
	Intersession		
Allen	90.5	90.5	90.5
Arcadia Park	93.0	92.5	92.8
Atwell	88.7	92.0	91.8
Botello	93.7	93.3	93.5
Brashear	94.2	93.3	93.7
Bryan	91.0	89.3	90.1
Budd	90.4	88.5	89.6
Bushman	92.7	89.2	91.6
Carpenter	85.7	81.5	83.7
Comstock	91.9	93.3	92.8
Dorsey	92.1	92.9	92.4
E. Medrano	91.9	90.3	90.7
Ervin	87.9	85.1	86.9
F. Medrano	90.9	87.4	89.0
Foster	94.4	92.8	93.7
Gaston	93.7	91.9	92.8
Hall	93.6	92.5	93.0
Highland Meadows	92.2	90.0	91.3
J. Stone	94.1	92.4	93.2
Lang	91.0	88.1	89.6
Lowe	95.0	94.5	94.7
Martinez	92.6	91.2	92.0
McNair	90.3	86.0	88.8
Miller	92.1	90.6	91.3
Mount Auburn	91.6	90.7	90.9
Oliver	92.4	92.2	92.3
Pease	91.8	87.5	90.0
Peeler	92.8	92.1	92.5
Polk	94.2	91.9	93.4
Rice	93.2	90.0	91.7
Roberts	89.1	89.8	89.4
Russell	91.9	91.6	91.8
Silberstein	93.9	94.4	94.2
Starks	92.5	90.2	90.7
Tasby	92.5	90.4	91.6
Thornton	92.4	91.5	92.1
Tolbert	91.5	89.1	90.6
Truett	91.1	91.2	91.3
Turner	90.5	88.3	89.3
Wilmer-Hutchins	92.4	91.2	92.1
Young	91.3	89.5	90.9
Intersession Overall	**92.0**	**90.7**	**91.5**
	Comparison		
Alexander	93.6	90.4	92.7
Bayles	93.4	93.0	93.2
Blair	92.9	91.6	92.7
Blanton	92.9	94.1	93.4
Browne	89.4	89.5	89.4
Caillet	95.5	93.8	94.7
Carr	93.1	91.9	92.5
Cedar Crest	89.8	86.8	88.9
Chapel Hill	94.0	92.2	93.0
Chavez	90.2	87.2	89.2

table continues

Appendix C, Table 1 (continued)

Campus	Fall 2021 %	Spring 2022 %	Overall %
DeZavala	93.5	91.2	92.3
Douglass	88.7	86.2	87.7
Dunbar	91.1	89.8	90.7
Gill	92.0	91.9	92.1
Gonzalez	94.5	94.3	94.4
Guzick	91.3	90.9	91.2
Halliday	93.4	91.2	92.3
Hill	94.3	93.4	94.1
Hotchkiss	95.1	93.5	94.5
Ireland	93.1	91.9	92.7
J. Adams	92.8	93.8	93.3
Johnson	92.2	91.8	92.0
King	95.1	93.3	94.3
L. Smith	93.6	91.8	92.7
Marcus	93.8	94.5	94.1
Marsalis	93.4	92.4	93.2
Marsh	94.7	93.7	94.1
Moroles	94.4	92.7	93.7
O. Holmes	90.0	89.6	89.9
Richardson	93.2	92.9	93.0
Runyon	92.9	91.2	92.4
San Jacinto	92.1	90.7	91.2
Seagoville	91.4	91.7	91.6
Seagoville North	93.2	92.7	93.0
Stemmons	93.3	92.0	92.7
Terry	94.2	94.5	94.3
Titche	93.2	92.7	93.0
U. Lee	92.9	91.9	92.6
Walker	94.6	93.5	94.0
Webster	91.8	89.0	90.9
Z. Holmes	93.4	91.3	92.6
Comparison Overall	**93.0**	**91.9**	**92.6**
District	**91.2**	**89.5**	**90.1**

Source: District End-of-Year Attendance data file dated 06/29/22.

Appendix D

Appendix D, Table 1: Intersession Student Perception Survey

Survey Items	Response Choice
Which school do you go to?	
What grade are you in?	
Please answer a few questions about going to Intersession camp this week.	
Has coming to Intersession camp 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.
Has Intersession week 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 Intersession camp. Rate each one from 1 (least favorite) to 5 (most favorite).	More learning activities than usual Extra time with my friends More sports or games to play Brain breaks More help from my teachers
Did you get more time with a teacher this week than you usually do in school?	Yes No
Do you feel like this week 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 Intersession camp?	Open-response
Do you want to come to future Intersession camps?	Yes No I don't know

Appendix D, Table 2: Intersession Teacher Perception Survey

Survey Items	Response Choice
At which school do you work?	
What was your TOP reason for choosing to work the (Month) Intersession week?	Our students needed the extra support The extra compensation My campus hyped it up and I was excited I heard from my colleagues that worked earlier sessions that it was a great experience I was asked to participate to support my campus Other
What is ONE word that describes your Intersession experience?	Open-response
Rank order the following from the BEST part of Intersession week to least.	The relaxed environment with students and colleagues (i.e., less pressure, no testing, no evaluation) The planning time (i.e., Monday and daily planning periods) The learning experience I created with my students The curriculum The class sizes The opportunities to build relationships with students Other
Do you feel that the program has been beneficial for students who have attended?	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 Intersession was clearly communicated to parents. I was satisfied with the quality of professional development/training I received. The training I received adequately prepared me to teach the Intersession curriculum. The training I received adequately prepared me to address the unique needs of Intersession students. I had adequate resources to implement all aspects of the curriculum.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
Please rate your agreement with the following statements: Questions I had about teaching the curriculum were answered satisfactorily by district staff. Books and other reading materials selected for the program were engaging for my students. The difficulty level of the curriculum was grade-level appropriate. Overall, the quality of the curriculum was high.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
Please rate your agreement with the following statements: I was able to employ cultural and linguistically responsive practices to engage students. I was able to employ SEL practices to address student needs. The number of students in my classroom was appropriate for instruction. I was comfortable teaching the grade level(s) I was assigned to teach. Overall, I witnessed evidence of positive changes in the students I worked with during the week.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
Did any students in your courses participate in earlier Intersession weeks this school year?	Yes (Skip to next to questions) No (End survey)
Have you noticed any academic changes in these students?	Yes No
Have you noticed any social emotional changes in these students?	Yes No

Appendix D, Table 3: Intersession Staff/Leadership Perception Survey

Survey Items	Response Choice
At which school do you work?	
What is your job title?	
What is ONE word that describes your Intersession experience?	Open-response
Rank order the following from the BEST part of Intersession week to least.	The relaxed environment with students and colleagues (i.e., less pressure, no testing, no evaluation) The planning time (i.e., Monday and daily planning periods) The learning experience I created with my students The curriculum Other
What is the biggest thing to improve for future Intersession weeks?	The curriculum The planning time (i.e., Monday and daily planning periods) Student attendance The preparation and communication leading up to Intersession week Other

Appendix D, Table 4: Intersession Parent Perception Survey

Survey Items	Response Choice
Which school does your student attend?	
What grade is your student in?	
How satisfied were you with the communication from the school leading up to the Intersession week?	Very satisfied Satisfied Unsatisfied Very unsatisfied No opinion/Not sure
As a parent, please rate your overall satisfaction with the Intersession week(s)	Excellent Above average Average Below average Poor
Please indicate your level of agreement with the following statements. My student enjoyed the Intersession experience. The week was a positive educational opportunity for my student. My student received more time with a teacher during Intersession week than they normally do. Intersession helped my student build stronger relationships with adults at their school. I have noticed positive academic changes in my student since attending Intersession. I have noticed positive social emotional changes in my student since attending Intersession.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
Please let us know if there are any changes that you would like to see us make to the Intersession program.	Open-response
Are you open to having your student attend additional Intersession weeks in the future?	Yes No Not sure

Appendix D, Table 5: Intersession Student Perception Survey Results

		November		June	
Survey Items	**Response Choice**	***n***	**%**	***n***	**%**
Has coming to Intersession camp helped you feel more prepared for your school work? (*N* = 3,564; 2,229)	It helped a lot!	2,059	57.8	1,305	58.6
	It has helped some.	1,062	29.8	662	29.7
	It didn't make any difference.	168	4.7	115	5.2
	It did not help much.				
	It did not help at all!	84	2.4	48	2.2
	I'm not sure.	40	1.1	25	1.1
		151	4.2	74	3.3
Has Intersession week been fun for you? (*N* = 3,456; 2,176)	It was very fun!	2,117	61.3	1,277	58.7
	I enjoyed it.	732	21.2	533	24.5
	It was okay.	399	11.5	253	11.6
	It was not that fun.	82	2.4	50	2.3
	I really did not like it!	76	2.2	30	1.4
	I can't decide.	50	1.4	33	1.5
Did you get more time with a teacher this week than you normally do? (*N* = 3,499; 2,191)	Yes	3,024	86.4	1,899	86.7
	No	475	13.6	292	13.3
Do you feel like this week helped you build a stronger relationship with adults in your school? (*N* = 2,893; 1,901)	It helped a lot!	1,736	60.0	1,078	56.7
	It has helped some.	807	27.9	576	30.3
	It didn't make any difference.	114	3.9	136	7.2
	It did not help much.				
	It did not help at all!	40	1.4	27	1.4
	I'm not sure.	18	0.6	14	0.7
		178	6.2	70	3.7
Do you want to come to future Intersession camps? (*N* = 3,423; 2,152)	Yes	2,264	66.1	1,420	66.0
	No	319	9.3	195	9.1
	I don't know	840	24.5	537	24.9

Source: Intersession student survey results files dated 11/05/21 and 06/03/22.

Appendix D, Table 6: Intersession Teacher Survey Responses to "What was your TOP reason for choosing to work the Intersession?"

Item	*n*	%
November (*N* = 173)		
Our students needed the extra support	99	57.2
The extra compensation	47	27.2
My campus hyped it up and I was excited	3	1.7
I heard from my colleagues that worked earlier weeks that it was a great experience	9	5.2
I was asked to participate to support my campus	6	3.5
Other	9	5.2
June (*N* = 136)		
Our students needed the extra support	59	43.4
The extra compensation	59	43.4
My campus hyped it up and I was excited	4	2.9
I heard from my colleagues that worked earlier weeks that it was a great experience	1	0.7
I was asked to participate to support my campus	6	4.4
Other	7	5.1

Source: Intersession Teacher survey results file dated 11/18/21 and 06/22/22.

Appendix D, Table 7: Intersession Teacher Survey Responses to "Rank order the following from the BEST part of Intersession to least."

	1		2		3		4		5		6		7	
Item	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
November (*N* = 284)														
The relaxed environment	114	40.1	69	24.3	44	15.5	18	6.3	21	7.4	17	6.0	1	0.4
The planning time	53	18.7	89	31.3	42	14.8	41	14.4	32	11.3	26	9.2	1	0.4
The learning experience I created with my students	43	15.1	43	15.1	99	34.9	63	22.2	28	9.9	8	2.8	0	0.0
The curriculum	6	2.1	14	4.9	21	7.4	55	19.4	67	23.6	117	41.2	4	1.4
The class sizes	42	14.8	29	10.2	39	13.7	50	17.6	76	26.8	43	15.1	5	1.8
The opportunities to build relationships with students	26	9.2	40	14.1	36	12.7	57	20.1	60	21.1	64	22.5	1	0.4
Other	0	0.0	0	0.0	3	1.1	0	0.0	0	0.0	9	3.2	272	95.8
June (*N* = 230)														
The relaxed environment	100	43.5	52	22.6	34	14.8	26	11.3	10	4.3	7	3.0	1	0.4
The planning time	43	18.7	56	24.3	39	17.0	34	14.8	39	17.0	18	7.8	1	0.4
The learning experience I created with my students	32	13.9	42	18.3	65	28.3	53	23.0	34	14.8	3	1.3	1	0.4
The curriculum	3	1.3	9	3.9	19	8.3	39	17.0	50	21.7	103	44.8	7	3.0
The class sizes	30	13.0	38	16.5	29	12.6	47	20.4	54	23.5	30	13.0	2	0.9
The opportunities to build relationships with students	18	7.8	33	14.3	42	18.3	31	13.5	43	18.7	62	27.0	1	0.4
Other	4	1.7	0	0.0	2	0.9	0	0.0	0	0.0	7	3.0	217	94.3

Source: Intersession Teacher survey results file dated 11/18/21 and 06/22/22.

Appendix D, Table 8: Intersession Teacher Perception Survey Results

Survey Items	Response Choice	November		June	
		n	%	*n*	%
Do you feel that Intersession has been beneficial to the students who have attended? (*N* = 280; 225)	Yes, it has greatly benefited students	169	60.4	118	52.4
	It has benefited students some	78	27.9	66	29.3
	I haven't noticed any changes.	8	2.9	16	7.1
	No, it has not benefited students	2	0.7	14	6.2
	Too early to tell	23	8.2	11	4.9

Source: Intersession Teacher survey results file dated 11/18/21 and 06/22/22.

Appendix D, Table 9: Intersession Teacher 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*	%
November										
The purpose/intention of Intersession was clearly communicated to parents. (*N* = 275)	125	45.5	107	38.9	25	9.1	4	1.5	14	5.1
I was satisfied with the quality of professional development/training I received. (*N* = 275)	129	46.9	120	43.6	13	4.7	1	0.4	12	4.4
The training I received adequately prepared me to teach the Intersession curriculum. (*N* = 274)	125	45.6	123	44.9	14	5.1	1	0.4	11	4.0
The training I received adequately prepared me to address the unique needs of Intersession students. (*N* = 273)	118	43.2	116	42.5	25	9.2	5	1.8	9	3.3
I had adequate resources to implement all aspects of the curriculum. (*N* = 274)	125	45.6	117	42.7	23	8.4	5	1.8	4	1.5
June										
The purpose/intention of Intersession was clearly communicated to parents. (*N* = 210)	76	36.2	83	39.5	25	11.9	17	8.1	9	4.3
I was satisfied with the quality of professional development/training I received. (*N* = 210)	89	42.4	94	44.8	10	4.8	7	3.3	10	4.8
The training I received adequately prepared me to teach the Intersession curriculum. (*N* = 209)	86	41.1	93	44.5	9	4.3	6	2.9	15	7.2
The training I received adequately prepared me to address the unique needs of Intersession students. (*N* = 210)	81	38.6	83	39.5	17	8.1	12	5.7	17	8.1
I had adequate resources to implement all aspects of the curriculum. (*N* = 210)	81	38.6	94	44.8	18	8.6	9	4.3	8	3.8

Source: Intersession Teacher survey results file dated 11/18/21 and 06/22/22.

Appendix D, Table 10: Intersession Teacher 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*	%
November										
Questions I had about teaching the curriculum were answered satisfactorily by district staff (*N* = 275)	105	38.2	125	45.5	13	4.7	1	0.4	31	11.3
Books and other reading materials selected for the program were engaging for my students (*N* = 275)	91	33.1	118	42.9	32	11.5	8	2.9	26	9.5
The difficulty level of the curriculum was grade-level appropriate (*N* = 274)	101	36.9	110	40.1	39	14.2	10	3.6	14	5.1
Overall, the quality of the curriculum was high (*N* = 275)	102	37.1	131	47.6	24	8.7	4	1.5	14	5.1
June										
Questions I had about teaching the curriculum were answered satisfactorily by district staff (*N* = 207)	74	35.7	91	44.0	5	2.4	3	1.4	34	16.4
Books and other reading materials selected for the program were engaging for my students (*N* = 206)	66	32.0	90	43.7	23	11.2	8	3.9	19	9.2
The difficulty level of the curriculum was grade-level appropriate (*N* = 208)	66	31.7	97	46.6	17	8.2	14	6.7	14	6.7
Overall, the quality of the curriculum was high (*N* = 206)	68	33.0	90	43.7	21	10.2	12	5.8	15	7.3

Source: Intersession Teacher survey results file dated 11/18/21 and 06/22/22.

Appendix D, Table 11: Intersession Teacher 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*	%
November										
I was able to employ cultural and linguistically responsive practices to engage students. (*N* = 275)	128	46.5	131	47.6	6	2.2	0	0.0	10	3.6
I was able to employ SEL practices to address student needs. (*N* = 273)	142	52.0	123	45.1	2	0.7	2	0.7	4	1.5
The number of students in my classroom was appropriate for instruction. (*N* = 274)	136	49.6	114	41.6	13	4.7	10	3.6	1	0.4
I was comfortable teaching the grade level(s) I was assigned to teach. (*N* = 274)	179	65.3	91	33.2	2	0.7	0	0.0	2	0.7
Overall, I witnessed evidence of positive changes in the students I worked with during the week. (*N* = 274)	152	55.5	102	37.2	8	2.9	1	0.4	11	4.0
June										
I was able to employ cultural and linguistically responsive practices to engage students. (*N* = 205)	85	41.5	102	49.8	7	3.4	4	2.0	7	3.4
I was able to employ SEL practices to address student needs. (*N* = 205)	105	51.2	91	44.4	2	1.0	2	1.0	5	2.4
The number of students in my classroom was appropriate for instruction. (*N* = 204)	111	54.4	69	33.8	11	5.4	8	3.9	5	2.5
I was comfortable teaching the grade level(s) I was assigned to teach. (*N* = 207)	138	66.7	62	30.0	1	0.5	2	1.0	4	1.9
Overall, I witnessed evidence of positive changes in the students I worked with during the week. (*N* = 207)	99	47.8	78	37.7	12	5.8	5	2.4	13	6.3

Source: Intersession Teacher survey results file dated 11/18/21 and 06/22/22.

Appendix D, Table 12: Intersession Teacher Perception Survey Results

Survey Items	Response Choice	November *n*	November %	June *n*	June %
Did any students in your courses participate in earlier Intersession weeks this school year? (*N* = 252; 198)	Yes	247	98.0	194	98.0
	No	5	2.0	4	2.0
Have you noticed any academic changes in these students? (*N* = 141; 162)	Yes	132	93.6	138	85.2
	No	9	6.4	24	14.8
Have you noticed any social emotional changes in these students? (*N* = 172; 157)	Yes	135	78.5	113	72.0
	No	37	21.5	44	28.0

Source: Intersession Teacher survey results file dated 11/18/21 and 06/22/22.

Appendix D, Table 13: Intersession Teacher Survey Responses to *"After teaching within the Intersession calendar, how do you feel the following facets of your teaching practice compare to previous years?"*

Facet of Instructional Practice	Significantly improved *n*	Significantly improved %	Somewhat improved *n*	Somewhat improved %	It has not changed *n*	It has not changed %	Somewhat worsened *n*	Somewhat worsened %	Significantly worsened *n*	Significantly worsened %	Not applicable *n*	Not applicable %
SEL	87	43.1	70	34.7	37	18.3	1	0.5	1	0.5	6	3.0
Imbedding interventions into teaching	89	44.3	67	33.3	38	18.9	0	0.0	1	0.5	6	3.0
Delivering instructional content	78	39.0	72	36.0	44	22.0	0	0.0	1	0.5	5	2.5
Instructional planning competency	86	42.8	59	29.4	49	24.4	0	0.0	1	0.5	6	3.0
Monitoring student progress	78	37.6	65	32.2	50	24.8	0	0.0	1	0.5	8	4.0

Source: Intersession Teacher survey results file dated 06/22/22.

Appendix D, Table 14: Intersession Staff and Leadership Survey Responses to "Rank order the following from the BEST part of Intersession week to least." (*N* = 192)

Item	1 *n*	1 %	2 *n*	2 %	3 *n*	3 %	4 *n*	4 %	5 *n*	5 %
The relaxed environment	102	53.1	57	29.7	18	9.4	14	7.3	1	0.5
The planning time	44	22.9	71	37.0	59	30.7	17	8.9	1	0.5
The learning experience I created with my students	28	14.6	48	25.0	78	40.6	31	16.1	7	3.6
The curriculum	8	4.2	8	4.2	35	18.2	125	65.1	16	8.3
Other	10	5.2	8	4.2	2	1.0	5	2.6	167	87.0

Source: Intersession Staff and Leadership Survey data file dated 10/18/22.

Appendix D, Table 15: Intersession Staff and Leadership Survey Responses to "What is the biggest thing to improve for future Intersession weeks?" (*N* = 192)

Item	*n*	%
The curriculum	30	15.6
The planning time	7	3.6
Student attendance	53	27.6
The preparation and communication leading up to Intersession week	67	34.9
Other	35	18.2

Source: Intersession Staff and Leadership Survey data file dated 10/18/22.

Appendix D, Table 16: Intersession Parent Perception Survey Results

Survey Items	Response Choice	*n*	%
How satisfied were you with the communication from the school leading up to the Intersession week? (*N* = 1,317)	Very satisfied	342	26.0
	Satisfied	546	41.5
	Unsatisfied	110	8.4
	Very unsatisfied	172	13.1
	No opinion/Not sure	147	11.2
As a parent, please rate your overall satisfaction with the Intersession week(s) (*N* = 1,235)	Excellent	291	23.6
	Above average	200	16.2
	Average	583	47.2
	Below average	65	5.3
	Poor	96	7.8
Are you open to having your student attend additional Intersession weeks in the future? (*N* = 1,104)	Yes	700	63.4
	No	176	15.9
	Not sure	228	20.7

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

Appendix D, Table 17: Intersession Parent Survey Responses to "Please rate your agreement with the following statements."

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
Survey Item	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
My student enjoyed the Intersession experience. (*N* = 1,163)	396	34.0	506	43.5	96	8.3	70	6.0	95	8.2
The week was a positive educational opportunity for my student. (*N* = 1,150)	365	31.7	551	47.9	69	6.0	60	5.2	105	9.1
My student received more time with a teacher during Intersession week than they normally do. (*N* = 1,142)	268	23.5	488	42.7	131	11.5	62	5.4	193	16.9
Intersession helped my student build stronger relationships with adults at their school. (*N* = 1,139)	244	21.4	498	43.7	129	11.3	67	5.9	201	17.6
I have noticed positive academic changes in my student since attending Intersession. (*N* = 1,135)	282	24.8	479	42.2	137	12.1	73	6.4	164	14.4
I have noticed positive social emotional changes in my student since attending Intersession. (*N* = 1,132)	249	22.0	468	41.3	141	12.5	67	5.9	207	18.3

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

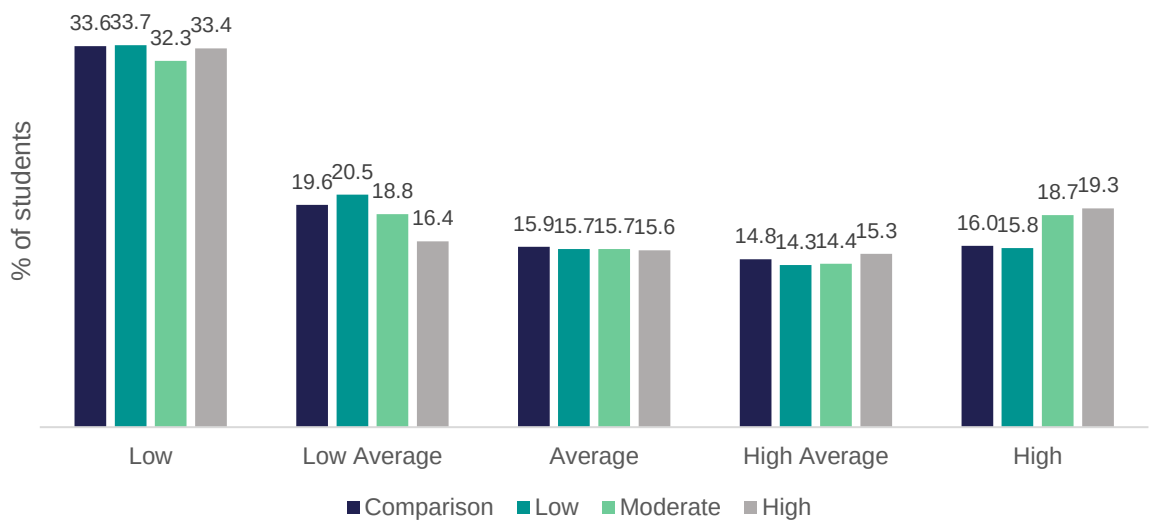
Appendix E

Appendix E, Table 1: 2021-22 Intersession and Comparison Student *MAP* End-of-Year Growth Quintile Rates - Reading (English), Reading (Spanish), Mathematics

		Low		Low Average		Average		High Average		High	
Group	**Dosage**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
					Reading (English)						
Intersession	Low	826	33.7	503	20.5	386	15.7	352	14.3	387	15.8
	Moderate	448	32.3	261	18.8	218	15.7	199	14.4	259	18.7
	High	199	33.4	98	16.4	93	15.6	91	15.3	115	19.3
	Overall	1,473	33.2	862	19.4	697	15.7	642	14.5	761	17.2
Comparison		1,492	33.6	868	19.6	707	15.9	658	14.8	710	16.0
					Reading (Spanish)						
Intersession	Low	269	24.4	222	20.1	224	20.3	172	15.6	214	19.4
	Moderate	168	28.0	109	18.2	100	16.7	94	15.7	129	21.5
	High	115	33.6	69	20.2	47	13.7	42	12.3	69	20.2
	Overall	552	27.0	400	19.6	371	18.2	308	15.1	412	20.2
Comparison		670	32.8	424	20.8	359	17.6	311	15.2	279	13.7
					Mathematics						
Intersession	Low	1,072	27.7	781	20.2	704	18.2	575	14.9	735	19.0
	Moderate	595	27.1	402	18.3	345	15.7	326	14.9	524	23.9
	High	272	25.6	202	19.0	167	15.7	165	15.6	255	24.0
	Overall	1,939	27.2	1,385	19.5	1,216	17.1	1,066	15.0	1,514	21.3
Comparison		2,073	29.1	1,345	18.9	1,248	17.5	1,065	15.0	1,389	19.5

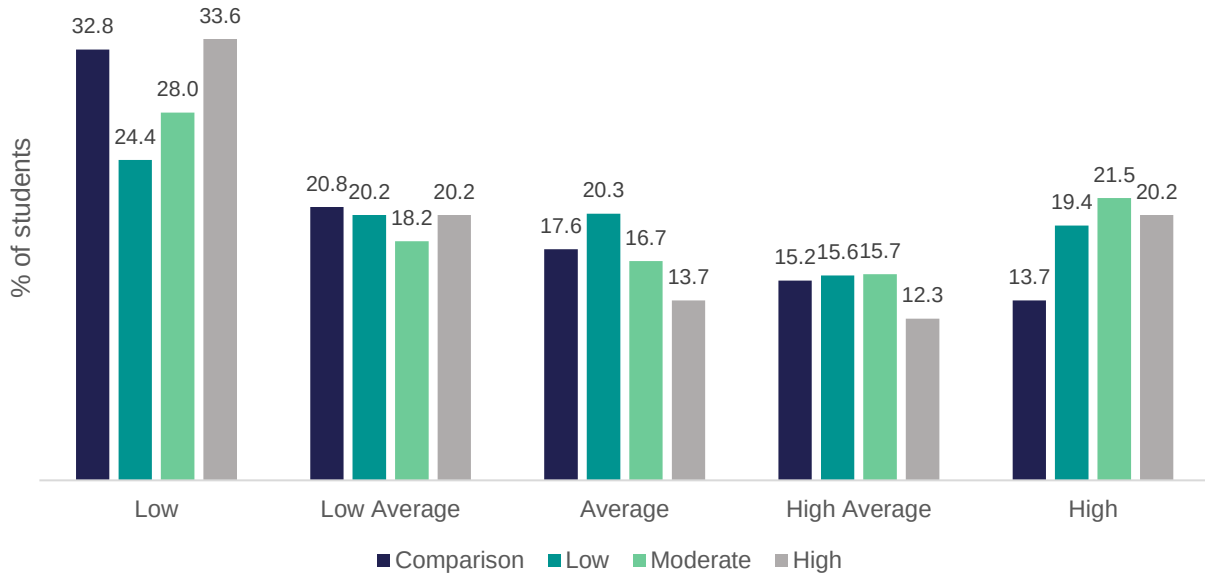
Source: District *MAP* data file dated 06/22/22.
Note: Includes data for students who had valid *MAP* scores for all three administrations in the same language. Percentages may not sum to 100 percent because of rounding.

Appendix E, Figure 1: 2021-22 Intersession and Comparison Student *MAP* End-of-Year Growth Quintile Rates by Dosage - Reading (English)



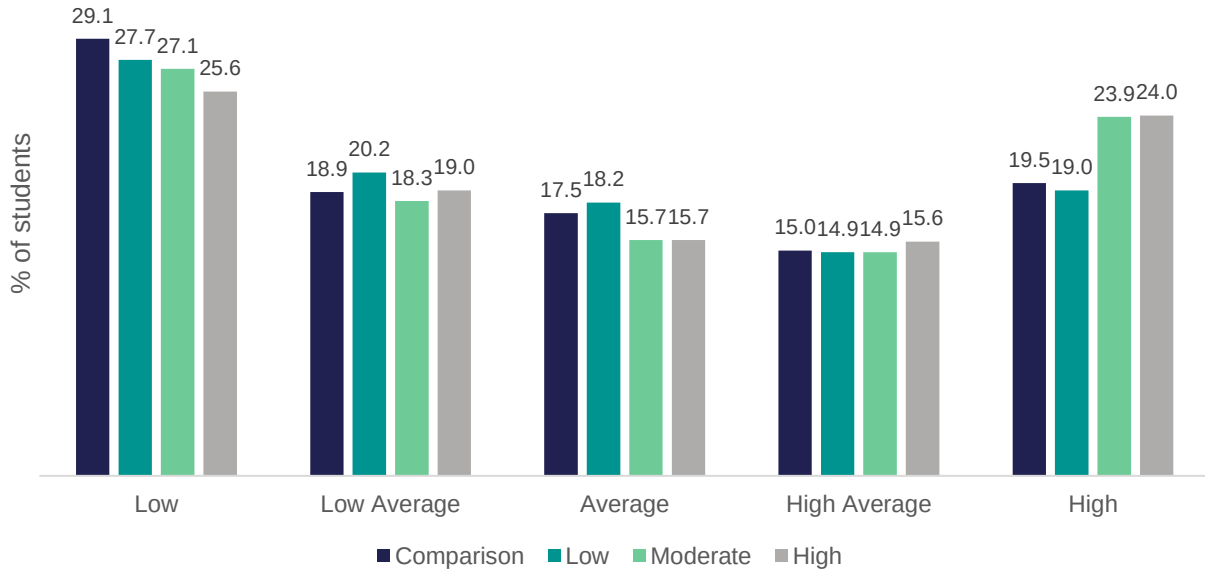
Source: District *MAP* data file dated 06/22/22.

Appendix E, Figure 2: 2021-22 Intersession and Comparison Student *MAP* End-of-Year Growth Quintile Rates by Dosage - Reading (Spanish)



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

Appendix E, Figure 3: 2021-22 Intersession and Comparison Student *MAP* End-of-Year Growth Quintile Rates by Dosage - Mathematics



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

Appendix E, Table 2: 2021-22 Intersession and Comparison Student *MAP* BOY to EOY Met Projected Growth

		Met Projected Growth		Did Not Meet Projected Growth	
Group	**Dosage**	***n***	**%**	***n***	**%**
		Reading (English)			
Intersession	Low	994	40.5	1,460	59.5
	Moderate	600	**43.3***	785	56.7
	High	261	**43.8***	335	56.2
	Overall	1,855	**41.8***	2,580	58.2
Comparison		1,817	41.0	2,618	59.0
		Reading (Spanish)			
Intersession	Low	529	**48.0***	572	52.0
	Moderate	289	**47.7***	311	51.8
	High	145	**42.4***	197	57.6
	Overall	963	**47.1***	1,080	52.9
Comparison		814	39.8	1,229	60.2
		Mathematics			
Intersession	Low	1,775	45.9	2,092	54.1
	Moderate	1,082	**49.4***	1,110	50.6
	High	521	**49.1***	540	50.9
	Overall	3,378	**47.4***	3,742	52.6
Comparison		3,325	46.7	3,795	53.3

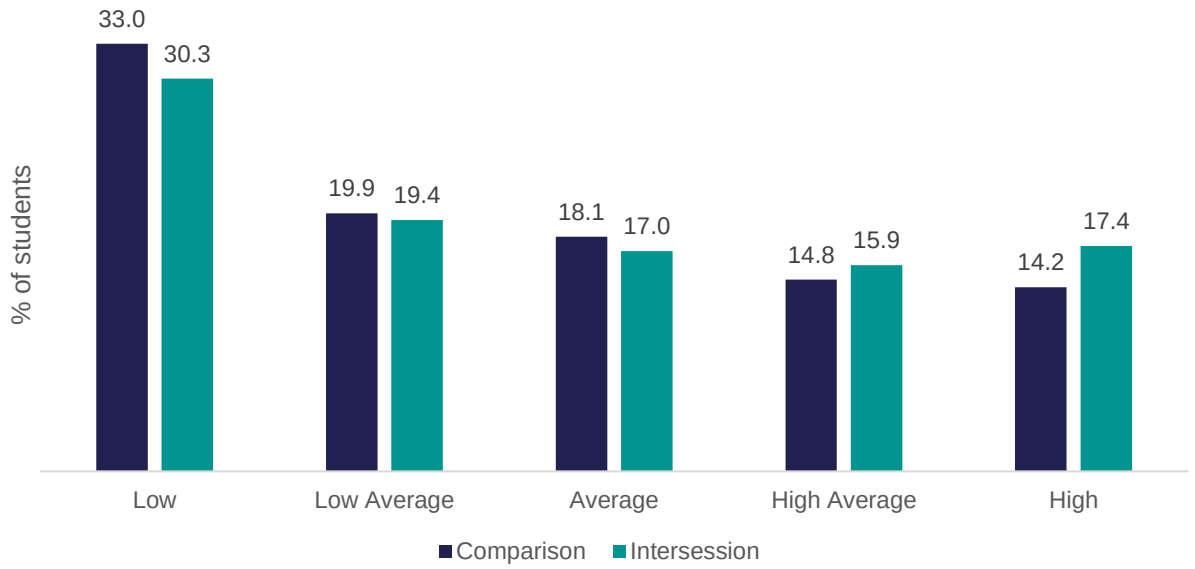
Source: District BOY and MOY *MAP* data files dated 01/24/22, and 06/22/22, respectively.
Note: * Statistically significant. Intersession dosage groups scoring higher than the comparison students are in **bold**. Includes data for students who had valid *MAP* scores for all three administrations in the same language.

Appendix E, Table 3: 2021-22 Intersession and Comparison Campus *MAP* End-of-Year Growth Quintile Rates - Reading (English), Reading (Spanish), Mathematics

	Low		Low Average		Average		High Average		High	
Group	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
					Reading (English)					
Intersession	2,232	30.3	1,425	19.4	1,253	17.0	1,172	15.9	1,282	17.4
Comparison	2,627	33.0	1,585	19.9	1,436	18.1	1,175	14.8	1,130	14.2
					Reading (Spanish)					
Intersession	812	22.5	690	19.2	673	18.7	615	17.1	813	22.6
Comparison	1,292	27.1	972	20.4	902	18.9	774	16.2	832	17.4
					Mathematics					
Intersession	2,933	25.0	2,295	19.6	2,140	18.2	1,918	16.3	2,452	20.9
Comparison	3,811	28.2	2,604	19.3	2,407	17.8	2,128	15.8	2,543	18.8

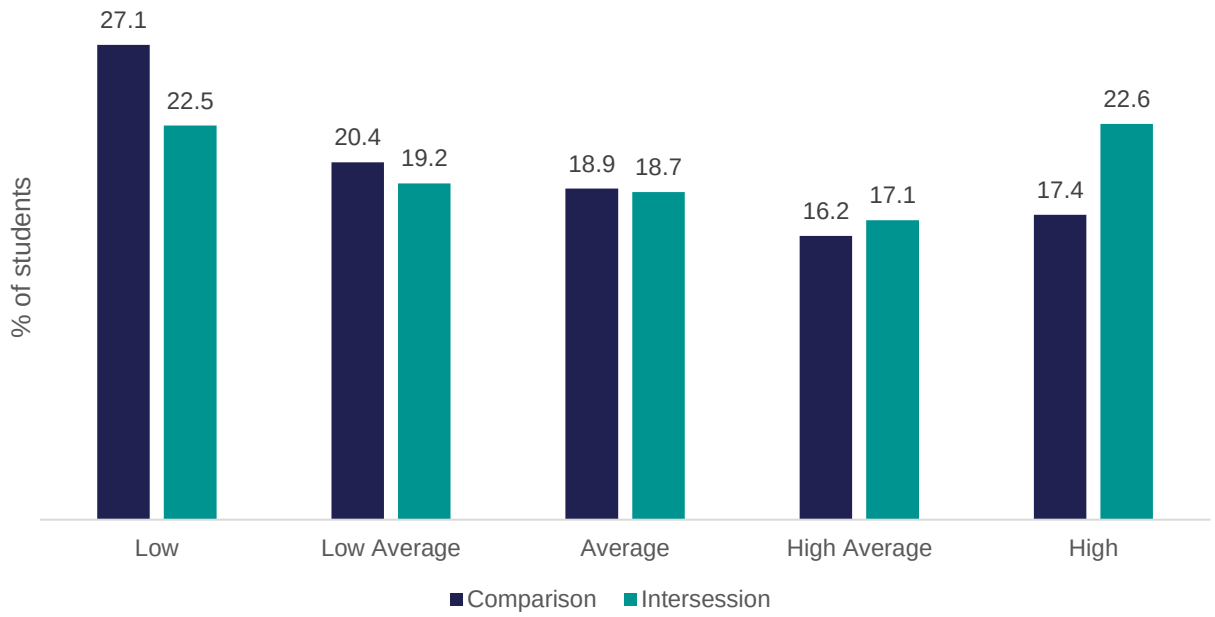
Source: District *MAP* data file dated 06/22/22.
Note: Includes data for students who had valid *MAP* scores for all three administrations in the same language. Percentages may not sum to 100 percent because of rounding.

Appendix E, Figure 4: 2021-22 Intersession and Comparison Campus *MAP* End-of-Year Growth Quintile Rates - Reading (English)



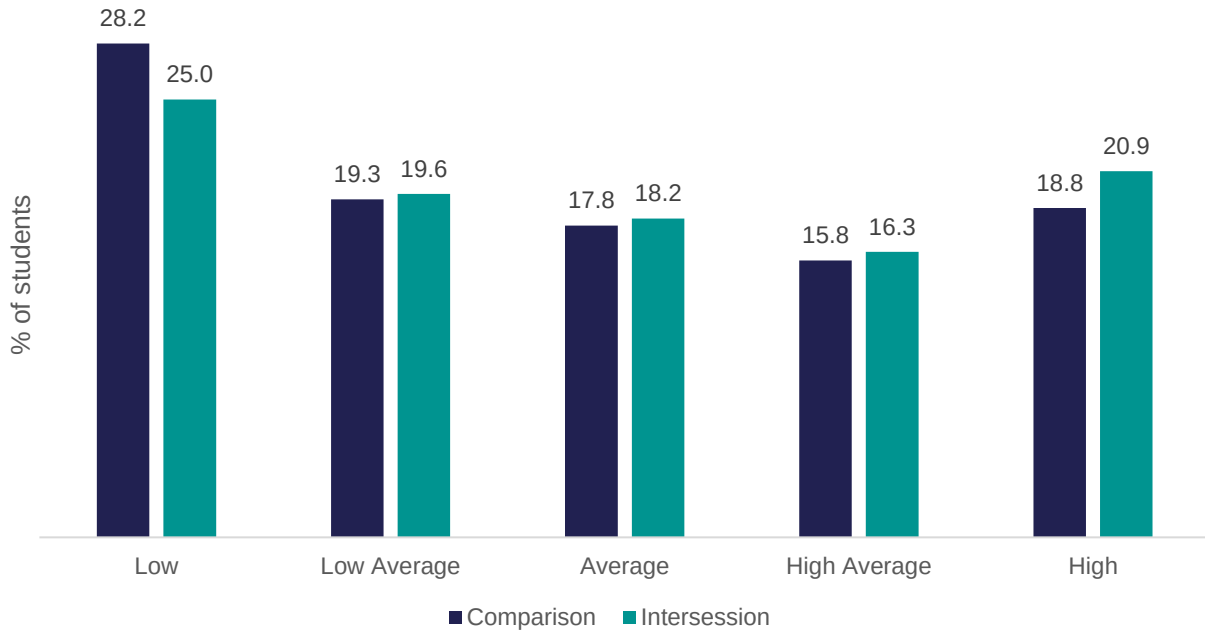
Source: District *MAP* data file dated 06/22/22.

Appendix E, Figure 5: 2021-22 Intersession and Comparison Campus *MAP* End-of-Year Growth Quintile Rates - Reading (Spanish)



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

Appendix E, Figure 6: 2021-22 Intersession and Comparison Campus *MAP* End-of-Year Growth Quintile Rates - Mathematics



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

Appendix E, Table 4: 2021-22 Intersession and Comparison Campus *MAP* BOY to EOY Met Projected Growth Rates - Reading (English), Reading (Spanish), Mathematics

	Met Projected Growth		Did Not Meet Projected Growth	
Group	***n***	**%**	***n***	**%**
		Reading (English)		
Intersession	3,271	44.4*	4,093	55.6
Comparison	3,217	40.5	4,736	59.5
		Reading (Spanish)		
Intersession	1,864	51.7*	1,739	48.3
Comparison	2,163	45.3	2,609	54.7
		Mathematics		
Intersession	5,799	49.4*	5,939	50.6
Comparison	6,335	47.0	7,158	53.0

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.

Appendix E, Table 5: 2021-22 Dallas ISD *STAAR* Reading and Mathematics Performance Standard by Grade by Intersession Students versus Student Comparison Group (Comp.)

			Reading						Mathematics					
			Approaches+		Meets+		Masters		Approaches+		Meets+		Masters	
Grade	**Dosage**	***N***	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
							Intersession Students							
3	Low	792	524	66.2	267	33.7	127	16.0	526	66.4	245	30.9	94	11.9
	Moderate	413	197	47.7	71	17.2	28	6.8	174	42.1	57	13.8	21	5.1
	High	214	88	41.1	24	11.2	8	3.7	88	41.1	26	12.1	4	1.9
	Overall	1,419	809	57.0	362	25.5	163	11.5	788	55.5	328	23.1	119	8.4
4	Low	698	454	65.0	277	39.7	133	19.1	436	62.5	216	30.9	85	12.2
	Moderate	491	223	45.4	97	19.8	33	6.7	225	45.8	68	13.8	20	4.1
	High	252	104	41.3	37	14.7	13	5.2	127	50.4	30	11.9	8	3.2
	Overall	1,441	781	54.2	411	28.5	179	12.4	788	54.7	314	21.8	113	7.8
5	Low	636	450	70.8	268	42.1	133	20.9	447	70.3	243	38.2	117	18.4
	Moderate	458	296	64.6	128	27.9	47	10.3	281	61.4	100	21.8	36	7.9
	High	235	142	60.4	43	18.3	15	6.4	150	63.8	53	22.6	16	6.8
	Overall	1,329	888	66.8	439	33.0	195	14.7	878	66.1	396	29.8	169	12.7
6	Low	495	229	46.3	76	15.4	26	5.3	293	59.2	94	19.0	30	6.1
	Moderate	278	84	30.2	20	7.2	5	1.8	134	48.2	22	7.9	6	2.2
	High	98	20	20.4	5	5.1	2	2.0	42	42.9	7	7.1	2	2.0
	Overall	871	333	38.2	101	11.6	33	3.8	469	53.8	123	14.1	38	4.4
7	Low	519	315	60.7	142	27.4	61	11.8	247	47.6	89	17.1	16	3.1
	Moderate	332	115	34.6	30	9.0	13	3.9	114	34.3	26	7.8	3	0.9
	High	123	39	31.7	9	7.3	3	2.4	55	44.7	17	13.8	2	1.6
	Overall	974	469	48.2	181	18.6	77	7.9	416	42.7	132	13.6	21	2.2
8	Low	630	420	66.7	196	31.1	109	17.3	246	39.0	95	15.1	15	2.4
	Moderate	238	107	45.0	36	15.1	14	5.9	96	40.3	29	12.2	5	2.1
	High	78	26	33.3	5	6.4	3	3.8	28	35.9	6	7.7	2	2.6
	Overall	946	553	58.5	237	25.1	126	13.3	370	39.1	130	13.7	22	2.3
Overall	**Low**	**3,770**	**2,392**	**63.4***	**1,226**	**32.5**	**589**	**15.6**	**2,195**	**58.2***	**982**	**26.0**	**357**	**9.5**
	Moderate	**2,210**	**1,022**	**46.2**	**382**	**17.3**	**140**	**6.3**	**1,024**	**46.3**	**302**	**13.7**	**91**	**4.1**
	High	**1,000**	**419**	**41.9**	**123**	**12.3**	**44**	**4.4**	**490**	**49.0**	**139**	**13.9**	**34**	**3.4**
	Overall	**6,980**	**3,833**	**54.9**	**1,731**	**24.8**	**773**	**11.1**	**3,709**	**53.1**	**1,423**	**20.4**	**482**	**6.9**
							Comparison Students							
3		1,420	742	52.3	308	21.7	159	11.2	745	52.5	298	21.0	104	7.3
4		1,444	776	53.7	399	27.6	176	12.2	777	53.8	292	20.2	137	9.5
5		1,328	845	63.6	432	32.5	215	16.2	828	62.3	394	29.7	159	12.0
6		872	397	45.5	122	14.0	45	5.2	436	50.0	120	13.8	30	3.4
7		977	523	53.5	211	21.6	88	9.0	384	39.3	118	12.1	29	3.0
8		943	588	62.4	249	26.4	118	12.5	351	37.2	97	10.3	22	2.3
Overall		**6,984**	**3,871**	**55.4**	**1,721**	**24.6**	**801**	**11.5**	**3,521**	**50.4**	**1,319**	**18.9**	**481**	**6.9**

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.

Appendix F

Appendix F, Table 1: 2021-22 Intersession and Comparison State Accountability Results

Intersession Campuses		Comparison Campuses	
Campus	**2022 Rating**	**Campus**	**2022 Rating**
William Hawley Atwell	B	Oliver Wendell Holmes	Not Rated: SB 1365
E B Comstock	C	Ewell D Walker	C
W H Gaston	C	Zan Wesley Holmes Jr	B
Harold Wendell Lang Sr	C	T W Browne	C
Francisco Pancho Medrano	B	Thomas C Marsh	C
Sam Tasby	C	Robert T Hill	C
Gabe P Allen Charter School	C	Seagoville	B
Arcadia Park	B	Leslie A Stemmons	B
John Neely Bryan[A]	B	Daniel Webster	C
Harrell Budd	C	W A Blair	B
W W Bushman	A	Cedar Crest[A]	Not Rated: SB 1365
John W Carpenter	B	Paul L Dunbar Learning Center[A]	C
Julius Dorsey	B	Annie Webb Blanton[A]	B
Jill Stone at Vickery Meadow	Not Rated: SB 1365	San Jacinto	B
J N Ervin[A]	C	Umphrey Lee[A]	B
Stephen C Foster	C	Herbert Marcus	Not Rated: SB 1365
Hall Personalized Learning Ac.	C	Chapel Hill Preparatory	B
Jimmie Tyler Brashear	B	Larry G Smith	B
Jack Lowe Sr	A	Henry B Gonzalez	B
William B Miller	C	T G Terry	B
Mount Auburn Steam Academy	B	Lorenzo De Zavala	B
Clara Oliver	B	C F Carr[A]	B
Elisha M Pease[A]	B	Birdie Alexander	C
John F Peeler	B	John Q Adams	C
K B Polk	Not Rated: SB 1365	Jesus Moroles Expressive Arts	B
Charles Rice Learning Center	B	Thomas L Marsalis STEAM Ac.	B
Oran M Roberts	Not Rated: SB 1365	Seagoville North	C
Clinton P Russell	C	Ebby Halliday	B
Ascher Silberstein	B	F P Caillet	B
R L Thornton	B	Cesar Chavez Learning Center[A]	C
George W Truett[A]	B	L L Hotchkiss[A]	Not Rated: SB 1365
Adelle Turner	B	Frank Guzick	B
Whitney M Young Jr	C	Eddie Bernice Johnson[A]	B
J P Starks	B	Martin Luther King Jr Arts Ac.[A]	B
Ronald E McNair	C	Frederick Douglass[A]	Not Rated: SB 1365
Eladio R Martinez Learning Cent.	B	Edward Titche[A]	B
Thomas Tolbert	C	Bayles	B
Esperanza Medrano	C	John Ireland	B
Highland Meadows	Not Rated: SB 1365	Charles A Gill	B
Felix G Botello Pers. Learn	A	Thelma E Page Richardson	C
Wilmer-Hutchins[A]	B	John W Runyon	C

Source: 2021-22 TEA accountability ratings data.
Note: [A] Accelerating Campus Excellence (ACE) program campuses.

Appendix G

Appendix G, Table 1: 2021-22 Dallas ISD Social Emotional Learning Student Survey Results by Topic by Campus

	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
Campus	***n***	**% positive**	***n***	**% positive**	***n***	**% positive**	***n***	**% positive**
Elementary Schools								
Intersession								
Allen	633	55	1,258	59	1,013	63	381	90
Arcadia Park	891	63	1,781	70	1,426	71	537	86
Botello	794	58	1,590	65	1,267	66	479	87
Brashear	1,275	59	2,534	68	2,025	69	761	88
Bryan	517	50	1,029	54	827	63	308	90
Budd	666	59	1,325	64	1,056	68	400	87
Bushman	681	64	1,362	69	1,090	69	409	93
Dorsey	727	66	1,454	75	1,163	76	438	89
E. Martinez	990	57	1,982	66	1,574	68	598	87
E. Medrano	513	54	1,025	64	826	66	307	87
Ervin	785	57	1,578	61	1,261	65	475	87
Hall	905	53	1,806	60	1,440	62	547	84
Highland Meadows	1,121	61	2,237	61	1,786	63	674	85
Lowe	950	65	1,917	66	1,529	69	575	89
McNair	718	64	1,428	63	1,142	66	431	92
Miller	469	56	932	54	748	61	283	87
Mount Auburn	865	48	1,722	61	1,377	62	521	86
Oliver	368	66	737	66	588	69	221	88
Pease	796	59	1,582	60	1,265	70	479	91
Peeler	466	64	932	68	742	73	279	88
Polk	579	62	1,172	72	940	70	355	90
Rice	691	80	1,378	75	1,099	79	416	95
Roberts	830	55	1,639	60	1,310	64	500	88
Russell	1,175	53	2,348	63	1,884	68	706	91
Silberstein	1,195	70	2,383	75	1,893	75	711	89
Starks	343	70	679	69	544	74	207	87
Stone	717	58	1,428	60	1,146	63	435	86
Thornton	307	62	623	66	501	73	188	86
Truett	1,212	60	2,414	63	1,936	67	726	88
Turner	367	62	738	63	590	63	222	85
Wilmer-Hutchins	914	62	1,838	71	1,471	74	554	91
Young	763	60	1,511	59	1,204	64	459	89
Comparison								
Alexander	427	54	855	59	687	64	257	92
Bayles	781	55	1,548	64	1,237	62	470	86
Blair	771	58	1,536	58	1,230	63	460	83
Blanton	1,096	59	2,175	64	1,745	66	661	87
Caillet	1,165	60	2,329	62	1,858	66	699	86
Carr	589	126	1,178	139	945	129	435	165
Cedar Crest	647	67	1,296	65	1,042	70	394	89
Chapel Hill	730	59	1,449	64	1,162	66	435	83
Chavez	1,150	55	2,278	60	1,834	61	692	87
DeZavala	500	91	996	127	796	127	334	159
Douglass	606	54	1,202	57	965	60	362	87
Dunbar	696	67	1,419	67	1,135	70	422	93
Gill	1,186	55	2,356	61	1,889	61	710	86
Gonzalez	1,034	57	2,064	65	1,647	65	621	89
Guzick	1,258	57	2,501	62	2,001	67	749	85
Halliday	1,271	56	2,526	62	2,023	64	762	86
Hotchkiss	809	99	1,615	124	1,293	117	584	164
Ireland	843	56	1,702	64	1,361	70	514	90

table continues

Appendix G, Table 1 (continued)

	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
Campus	***n***	**% positive**	***n***	**% positive**	***n***	**% positive**	***n***	**% positive**
J. Adams	1,095	56	2,172	59	1,742	62	657	82
Johnson	730	77	1,460	79	1,171	79	436	94
King	867	118	1,721	125	1,376	120	619	175
L. Smith	1,442	72	2,861	73	2,288	75	862	89
Marcus	1,252	50	2,508	59	2,003	62	750	85
Marsalis	739	63	1,477	71	1,185	70	447	87
Moroles	2,023	104	4,044	145	3,238	130	1,921	166
Richardson	1,055	52	2,133	61	1,692	67	639	87
Runyon	876	63	1,754	64	1,404	71	525	91
San Jacinto	680	50	1,352	52	1,083	55	408	85
Seagoville	1,163	58	2,329	67	1,861	68	698	87
Seagoville North	1,486	51	2,961	64	2,389	63	893	88
Stemmons	1,172	60	2,345	65	1,872	70	706	89
Terry	512	64	1,024	65	821	64	308	78
Titche	1,351	69	2,695	71	2,153	73	809	90
U. Lee	895	69	1,779	71	1,425	73	533	93
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 Intersession					
Atwell	2,143	54	4,298	69	3,442	57	2,585	84
Comstock	2,635	48	5,246	62	4,195	56	3,157	80
F. Medrano	2,953	51	5,895	68	4,726	58	3,544	81
Gaston	2,540	48	5,068	68	4,068	60	3,046	83
Lang	3,124	49	6,232	66	4,999	59	3,769	81
Tasby	2,286	49	4,566	66	3,654	58	2,746	81
			Comparison					
Browne	1,889	51	3,770	67	3,024	58	2,269	83
Hill	2,050	49	4,083	73	3,270	63	2,458	84
Marsh	3,814	49	7,650	66	6,122	57	4,577	81
O. Holmes	2,276	53	4,549	68	3,637	57	2,729	83
Walker	2,890	47	5,778	68	4,619	60	3,474	80
Z. Holmes	2,688	48	5,385	69	4,304	59	3,233	80
District	**18,044**	**50**	**18,042**	**70**	**18,044**	**61**	**18,034**	**82**

Source: Dallas ISD Student Social Emotional Learning Survey file dated 11/05/21.