

EXECUTIVE SUMMARY

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

In 2022-23, the PSC initiative included Transformation schools, Innovation schools, and Innovation pilot schools. **Transformation schools** are new schools without traditional attendance zones; **Innovation schools**¹ are existing schools limited to students in the school's attendance zone; **Innovation pilot schools**² are schools working toward Innovation school status, as designated by OTI.

In 2022-23, the district operated 18 Transformation, 47 Innovation schools, and six Innovation pilot schools. The 2022-23 budget for PSC was \$7,980,009, an increase from \$7,150,330 in 2021-22.

PURPOSE AND SCOPE OF THE EVALUATION

This evaluation examined the characteristics and processes of Transformation and Innovation (T & I) schools and OTI's progress toward achieving its 2022-23 goals in four areas: (a) diversity, (b) student recapture, (c) school climate, and (d) student assessment outcomes.³

T & I School Selection for PSC 9.0

In 2022-23, OTI facilitated the annual PSC application process for the new cohort of T & I schools for 2023-24 (PSC 9.0). Of fifteen proposals submitted, 11 proposals were selected for the new cohort of PSC 9.0 schools which included ten Innovation schools and one Innovation pilot school.

EVALUATION QUESTIONS (EQs)

EQ1: How was the OTI program implemented in 2022-23?

2022-23 T & I Campuses

From 2021-22 to 2022-23, the number of campuses increased from 53 to 65, and the number of students increased from 26,828 to 31,421.

Teacher Demographics

In 2022-23, Transformation schools had 444 full-time teachers. Seventy-six percent of Transformation were females. Thirty-eight percent of Transformation teachers were African American, and 33 percent were Hispanic.

Principal/Assistant Principal (APs) Characteristics

In 2022-23, there were 44 principals/APs at Transformation schools. Seventy-three percent of Transformation principals/APs were females. Eighty-two percent of Transformation principals/APs were African American or Hispanic.

Teacher Retention Rates

- Teacher retention rates from 2021-22 to 2022-23 for Transformation schools (68%) were slightly lower than the overall district (71%).
- The percentage of teachers at Transformation schools (7%) who moved campuses was slightly lower than the overall district (9%).
- The percentage of teachers at Transformation schools (26%) who left the district was higher than the overall district (20%).

Student Characteristics

Slightly more than half of Transformation students were females (52%).

The percentage of Hispanic students who attended Transformation schools (59%) was lower than the district (71%). More African American (24%) and White (11%) students attended Transformation schools than the district (20% and 6%, respectively).

While fewer Emergent Bilingual students attended Transformation schools (33%) than the district (49%), the percentage of special education students was the same for Transformation schools (11%) and the district (11%). Lastly, the percentage of economically disadvantaged students was lower for Transformation schools (68%) than the district (85%).

¹ The results for Innovation schools are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

² The results for Innovation Pilot schools were not included in this report because their anchor models were not implemented schoolwide.

³ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

Student Retention

- Ten percent of grade five students ($N = 260$) left the district when transitioning to a middle school (Grade 6) in 2022-23, which was less than the district rate (21%).
- Twelve percent of grade eight students ($N = 295$) left the district when transitioning to a high school (Grade 9) in 2022-23, which was less than the district rate (15%).

EQ2: Were the diversity goals met for Transformation schools in 2022-23?

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

- Goal 1 was met for all Transformation schools combined and at 10 of the 15 (67%) Transformation schools that were included in the socioeconomic diversity goal, compared to 77 percent in 2021-22.

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

- Goal 2 was met for all Transformation schools combined and at 15 of the 18 (83%) Transformation schools, compared to 87 percent in 2021-22.

EQ3: What were the student recapture goals met for Transformation schools in 2022-23?

Goal 3: The number of students applying to a Transformation school in spring 2023 will exceed the number of seats available overall and for each transformation campus.

- Goal 3 was met. All Transformation schools had a higher number of students apply than seats available during the 2023-24 school year.
- Number of students applying in spring 2023 ($N = 5,621$) exceeded the number of seats available ($N = 1,500$).

Goal 4: At least 25 percent of 2023-24 students selected in the spring 2023 lottery will be recapture students.⁴

- Goal 4 was met for all Transformation schools combined.
- The overall percentage of recapture students enrolled in 2023-24 Transformation schools was 35 percent, which exceeded the target of 25 percent.

EQ4: Were the school climate goals met for Transformation schools in 2022-23?

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

- Goal 5 was met for all six climate survey subscales at six of the 15 (40%) Transformation schools.
- All Transformation schools combined met Goal 5 for three of six climate survey subscales. Furthermore, four Transformation had fewer than 70 percent positive responses on four or more subscales.

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

- For grades 3 to 5, Goal 6 was met for all five student experience survey subscales at 30 percent of the 10 Transformation schools.
- For grades 6 to 12, Goal 6 was met for all five student experience survey subscales at 36 percent of the 14 Transformation schools.

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

- Goal 7 was met at four of the 18 (22%) Transformation schools.
- Transformation schools (85%) had a lower percentage of positive responses than the district (89%) in 2022-23.

EQ5: Were the student assessment goals met for Transformation schools in 2022-23?

Measures of Academic Progress (MAP) Growth

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

Met Projected Growth: The percentage of Transformation school students that meet Projected Growth Standards will be at or above the district average.

- For English reading, the goal was met at 11 of the 18 (61%) Transformation schools.
- For Spanish reading, the goal was not met for the seven Transformation schools.

⁴ Recaptured students were calculated based on external seats and tuition-based PK seats (External Seats (K-11) + Tuition-Based PK Seats).

⁵ Comparisons between the 2021-22 and 2022-23 Campus Climate Survey results can be found in the full report (Avila, 2023).

⁶ Comparisons between the 2021-22 and 2022-23 Student Experience Survey results can be found in the full report (Avila, 2023).

⁷ Comparisons between the 2021-22 and 2022-23 Parent/Guardian Survey results can be found in the full report (Avila, 2023).

- For mathematics, the goal was met at five of the 18 (28%) Transformation schools.

Growth Quintile Rates: High average or high growth from BOY to EOY will be at or above the district rate.

- Overall, the rate of Transformation students in lowest BOY achievement quintiles for English reading who exceeded *MAP Growth* targets (33%) was higher than the district (31%).
- For English reading, the goal was met at 50 percent of the 18 Transformation schools.
- For mathematics, the goal was met at four of the 18 (22%) Transformation schools.

State of Texas Assessments of Academic Readiness (STAAR)

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

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

- All Transformation schools combined met the Approaches+ performance standard for all STAAR 3-8 assessments (62% to 83%) at a higher rate than the district (55% to 73%) in 2022-23.
- For mathematics, the goal was met at eight of the 14 (57%) Transformation schools.
- For reading, the goal was met at seven of the 14 (57%) Transformation schools.
- For science, the goal was met at four of the 12 (33%) Transformation schools.
- For social studies, the goal was met at four of the eight (50%) Transformation schools.

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

- All Transformation (74% to 95%) schools met the Approaches+ performance standard for all STAAR EOC assessments at a higher rate than the district (60% to 92%) in 2022-23.
- For Algebra I, the goal was met at eight of the 14 (57%) Transformation schools.
- For English I, the goal was met at three of the five (60%) Transformation schools.
- For English II, the goal was met at one of the three (33%) Transformation schools.

- For Biology, the goal was met at one of the three (33%) Transformation schools.
- For U.S. History, the goal was met at two of the three (67%) Transformation schools.

EQ6: What were the high school graduation and college enrollment rates for students at Transformation High Schools?

One-Year High School Graduation Rate

- Of the 217 Grade 12 students who were enrolled in Transformation high schools at the end of 2022-23, 98 percent graduated by August 2023, which was higher than the district rate (92%).

Four-Year High School Graduation Rate

- The four-year longitudinal graduation rate for the class of 2022 at Transformation high schools was 96 percent, which was higher than the district rate (81%).

College Enrollment

- The college enrollment rate (i.e., enrollment within two years of high school graduation) for 2022 graduates at Transformation high schools was 44 percent ($N = 147$) in 2022, which was lower than the district rate (47%).
- NSC updated the college enrollment rate for 2021 graduates at Transformation high schools from 40 percent in 2021 to 45 percent in 2022, which was lower than the district rate (47%).
- Overall, a higher percentage of 2022 graduates enrolled in a four-year college (25%) than a two-year college (18%), and they were more likely to enroll in a public (41%) or in-Texas (42%) college.
- The 2022 college enrollment rate for Hispanic students who graduated from a Transformation high school in 2022 was 40 percent, which was lower than the district (45%). The rate for Black or African American students was 50 percent, which was higher than the district (48%).

EQ7: What were the ESSER outcomes related to virtual school support?

- The ESSER performance objective related to student success was partially met. Grade 4, grade 5, and all elementary grades combined (grades 3-5) met the workscope goal for course grades. However, most of the workscope goals for STAAR and unexcused absences were not met.
- The ESSER performance objective related to school climate was partially met. All teachers responded positively to the survey indicator on the Fall Climate Survey, but only half responded positively on the Spring Climate Survey.

- The ESSER performance objective related to MAP Growth was not met. Less than half of iLearn students met MOY and EOY MAP Growth goals.

RECOMMENDATIONS

Continue using market analysis to determine future locations and instructional models for T & I schools. By using market analyses, school mapping, and other applicable information, OTI staff members continued to meet their application and student recapture goals in 2022-23. More students applied for a Transformation school than available seats at each campus, indicated there was strong demand for the program, and Transformation schools continued to recapture students who live within district boundaries but had attended non-district schools. The data-focused planning and rigorous selection process should be commended as the initiative continues.

Continue using the Innovation Engine initiative to produce high-quality PSC proposals. The Innovation Engine award provides seed money for campuses to plan, explore, and find the best-fit model for the school community. In 2022-23, seven schools from the Innovation Engine initiative (1.0, 2.0, 3.0, and 4.0) developed high-quality PSC proposals that were chosen for the upcoming PSC 9.0 cohort as Innovation Schools. This accounted for 64% of all PSC 9.0 campuses. OTI staff members should continue using the Innovation Engine initiative to help campuses produce high-quality PSC proposals.

Ensure adequate supports are available for schools as the district continues to scale the PSC initiative. Because the number of Transformation and Innovation campuses will increase from 71 in 2022-23 to 82 in 2023-24, it will be important that adequate supports are in place to assist both new and existing campuses as the district continues to scale the initiative. For example, OTI staff members should continue (a) developing fidelity measures (e.g., implementation continuums) to ensure schools are consistently implementing their anchor model and (b)

providing campuses with targeted support through training, coaching, and written expectations.

Continue striving for a socioeconomically and racially diverse student body at Transformation schools. In 2022-23, 67 percent of Transformation schools met the goal of being more socioeconomically diverse than the district,⁸ and 83 percent met the goal of being more racially diverse than the district, which were both slightly lower than 2021-22. To move closer to a 50/50 socioeconomic model (i.e., 50% economically disadvantaged and 50% not economically disadvantaged), OTI program staff members should continue working towards having more students apply to Transformation schools than seats available and recapturing students who live within district boundaries but attend non-district schools.

Bolster support for schools that scored below 70 percent positive on four or more of the six Climate Survey subscales. While the rate of positive responses on the student experience survey trended upward from Spring 2022 to Spring 2023, four Transformation schools had fewer than 70 percent positive ratings on the following four of six subscales for the campus climate survey in 2022-23: beliefs and priorities, positive culture and environment, culture of feedback and support, and teacher-principal trust. OTI program staff members should continue efforts to help campuses struggling with improving campus climate compared to the district rate.

Continue to promote a college going culture to encourage high school graduates at Transformation schools to pursue postsecondary education. While the college enrollment rate for 2021 and 2022 graduates at Transformation high schools was slightly lower than the district rate, the rate of positive responses on the college-going culture subscale of the climate survey trended upward from 2021-22 (80%) to 2022-23 (87%). Because college enrollment includes students who enroll in college within two years of graduating high school, OTI program staff members should continue their efforts to promote and develop college-going pathways, which may encourage more high school graduates at Transformation schools to enroll in college over time.

EA23-540-4

Denisse Avila, Ph.D., Evaluation Analyst I

©2023 Dallas Independent School District (Dallas ISD)

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

Dallas ISD Department of Evaluation and Assessment; Linus D. Wright Administration Building; 9400 North Central Expressway; Dallas, TX 75231

An electronic version of this report (and full 2022-23 report) can be found at www.dallasisd.org/Page/888.

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

⁸ Three Transformation schools did not have a socioeconomic goal because they did not have socioeconomic lotteries.