

2022-23

Evaluation of Accelerating Campus Excellence (ACE)

DEPARTMENT OF EVALUATION AND ASSESSMENT

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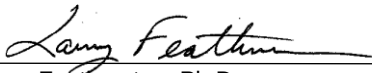
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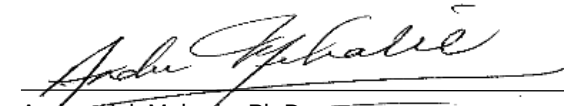
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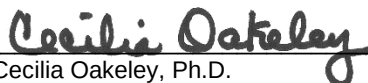
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2022-23

Evaluation of Accelerating Campus Excellence (ACE)

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine a) program implementation, b) stakeholder perceptions, and c) program outcomes.

Key Findings

The Accelerating Campus Excellence (ACE)¹ initiative was formed in 2015-16 on the principle that transforming schools requires strong leadership and effective teachers enveloped in an environment of high expectations for students and staff members. The ACE program aimed to improve student achievement by striving to accelerate learning through a focus on three general components: *People*, *Learning*, and *Expectations*. The total 2022-23 budget for the ACE program was \$18,926,142 which was the same amount as 2021-22. This budget was funded through district general operating funds.



Overall, 13 of the 23 (56.5%) ACE campuses achieved 50 percent or more of all program goals (Appendix K).



Less than half of ACE campuses met the program goal of having a minimum of 60 percent of teachers with Proficient I or above Teacher Excellence Initiative (TEI) effectiveness ratings (page 5).



Over half of ACE campuses met the program goal of having an annual teacher retention rate at or above the district retention rate (page 12).



Less than half of ACE campuses met the program goal of having scores in the fourth or fifth quintile (most positive) on the Culture of Feedback and Support section on the district fall and spring climate surveys (page 13).



Compared to matched non-ACE students, students who attended ACE campuses were more likely to perform at the average or above growth quintiles on the Northwest Evaluation Association (NWEA) *Measures of Academic Progress (MAP)* Mathematics and Reading (Spanish) assessments but were less likely to perform at the average or above growth quintiles on the *MAP* Reading (English) assessment (page 15).



Less than half of ACE campuses met the program goal of meeting or exceeding the district projected growth rate on the *MAP* Reading (English) and Reading (Spanish) tests while nearly two-thirds of ACE campuses met the program goal on the *MAP* Mathematics test (page 15).

¹ A full list of abbreviations and acronyms can be found in Appendix A.



Compared to matched non-ACE students, students who attended ACE campuses were more likely to meet or exceed projected growth on the *MAP* Mathematics and Reading (Spanish) assessments but were less likely to meet or exceed projected growth on the *MAP* Reading (English) assessment (page 15).



Compared to matched non-ACE students, students who attended ACE campuses were less likely to achieve the Meets Grade Level or Above (Meets+) performance standard on the *State of Texas Assessments of Academic Readiness (STAAR)* reading test but more likely to achieve the Approaches Grade Level or Above (Approaches+) and the Meets+ performance standards on the *STAAR* mathematics test (page 20).



Less than half of ACE campuses met the program goal of achieving performance standard rates at or above the district on the mathematics and reading *STAAR* tests (page 20).



Over half of ACE campuses met the program goal of having attendance rates at or above the district rate (page 24).



Over half of ACE campuses met the program goal of meeting or exceeding the overall favorable rate for the district on the student experience survey (page 25).



Almost ACE campuses met the program goal of meeting or exceeding the district positive response rate on the parent perceptions survey (page 26).

Recommendations

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

Monitor the impact of the new districtwide curricula on student outcomes. Beginning in 2023-24, the Dallas Independent School District (ISD) will implement the following curricula: Amplify (K – 5), Eureka Math (K – 5), and Carnegie Learning (6 – 8, Algebra I, Algebra II, and Geometry). The new curricula roll out is one of the districts goals to create a comprehensive, coherent, and consistent curriculum strategy districtwide. Therefore, it will be important for district leadership and stakeholders to monitor the transition and any changes in student performance.

Provide additional support for schools that achieved less than 50 percent of all program goals. In 2022-23, ten of the 23 (43.5%) ACE campuses achieved less than 50 percent of all program goals (Todd, Ervin, Rusk, Chavez, Hotchkiss, Maple Lawn, Pease, Thompson, Bryan, and Douglass). Ninety percent of these campuses did not have a minimum of 60 percent of teachers who earned Proficient I or above TEI effectiveness ratings. Additionally, 70 percent of these campuses did not achieve any of the learning component goals. Program staff members should continue efforts to support campuses struggling to achieve program goals.

2022-23

Evaluation of Accelerating Campus Excellence (ACE)

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

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

In 2020-21, all ACE campuses were identified as part of the 80 High Priority Campuses (HPC). The district expanded the ACE program to 23 campuses including four campuses from the original first cohort (ACE 1.0; Anne Webb Blanton, Billy Earl Dade, Umphrey Lee, and Dr. Frederick Douglass Todd Sr.²). The four campuses from the second cohort (ACE 2.0; C.F. Carr, J.N. Ervin, Thomas J. Rusk, and Edward Titcher) participated in their sixth year of the program. The seven campuses from the third cohort (ACE 3.0; Cesar Chavez, Paul L. Dunbar, L.L. Hotchkiss, Maple Lawn, Martin Luther King, Jr., Elisha M. Pease, and H.S. Thompson) participated in their fifth year of the program. The eight campuses from the fourth cohort (ACE 4.0; John Neely Bryan, Rufus C. Burleson, Cedar Crest, Nancy J. Cochran, Frederick Douglass, Eddie Bernice Johnson, George W. Truett, and Wilmer-Hutchins Elementary (W-H ES)) participated in their third year of the program. Through the ACE program expansion, all ACE campuses received stipends and the same amount of funding. See Appendix B for a comprehensive timeline of the ACE program.

During the 2021-22 and 2022-23 school years, the district offered three different school calendars (School-Day Redesign, Intersession, and Base/Traditional) and other supports³ to help mitigate learning loss due to the COVID-19 pandemic. Of the ACE campuses, five adopted the Intersession school calendar (Bryan, Ervin, Pease, Truett, and W-H ES) and two adopted the Redesign school calendar (Maple Lawn and Rusk). Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

During the 2022-23 school year, Dallas ISD partnered with Southern Methodist University and the University of Texas at Dallas to investigate the long-term impacts of attending ACE campuses. Researchers concluded that participation in the ACE program resulted in immediate increases in reading and mathematics student achievement and student attendance (Morgan, Nguyen, Hanushek, Ost, & Rivkin., 2023). Additionally, attending ACE campuses for two or more years was associated with sustained increases in student achievement following middle school (grade 6) enrollment (Morgan et al., 2023). However, when comparing grade six mathematics and reading *State of Texas Assessments of Academic*

² In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School.

³ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

Readiness (STAAR) scores of students who attended ACE elementary schools to a non-ACE matched student sample, the differences were not significant (Healey, 2023).

PROGRAM DESCRIPTION

The sections below include the ACE program components, people, budget, and program goals. For all methodology, see Appendix C.

Program Components

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

People Component

To accelerate factors related to *people*, ACE campuses were staffed with strong administrators and effective teachers. Staff members were to embrace three core values: 1) growth mindset, 2) high expectations, and 3) inspiring relationships.

Learning Component

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

Expectations Component

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

Program Goals

The ACE department aimed to achieve goals for each of the three general program components: *People*, *Learning*, and *Expectations*.

The following objectives measured progress within the *people* component. Recruit, retain, and develop strong teachers as measured by:

- A minimum of 60 percent of teachers on ACE campuses with Proficient I or above TEI effectiveness ratings. (*Goal was not met, see page 5 for more detail*).
- Annual teacher retention rates at or above district retention rates. (*Goal was partially met, see page 12 for more detail*).

- Fourth or fifth quintile scores on the Culture of Feedback and Support section of the district Climate Survey. *(Goal was partially met, see page 13 for more detail).*

The following objectives measured progress within the *learning* component.

- Improve rates of kindergarten to grade eight students performing on grade level in reading and mathematics as measured by the Northwest Evaluation Association (NWEA) *Measures of Academic Progress (MAP)* (i.e., rate of students who met or exceeded their MAP beginning-of-year (BOY) to end-of-year (EOY) projected growth target at or above the district rate). *(Goal was partially met, see page 15 for more detail).*
- Improve rates of grade three to grade eight students performing at the Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) in reading and mathematics as measured by the STAAR and STAAR *End-of-Course (EOC)* (i.e., performance at or above the district and at or above the matched non-ACE student performance). *(Goal was partially met, see page 20 for more detail).*

The following objectives measured progress within the *expectations* component. Increase positive student expectations and parent engagement as measured by:

- Attendance rates at or above the district rate. *(Goal was partially met, see page 24 for more detail).*
- Student experience survey positive response rates at or above district averages. *(Goal was partially met, see page 25 for more detail).*
- Parent perception positive response rates at or above district averages. *(Goal was partially met, see page 26 for more detail).*

Program Staff

Teachers

Key Findings from this section:



Overall, 57 percent of teachers at ACE campuses had earned Proficient I or above TEI effectiveness ratings, which was lower than the program goal (60%).⁴



At the campus level, ten of the 23 (43.5%) ACE campuses had a minimum of 60 percent of teachers who had earned Proficient I or above TEI effectiveness ratings.

Characteristics of the 879 teachers on ACE campuses were similar to the district with a few exceptions (Table 1). There was a higher proportion of teachers on ACE campuses who were female (78.0%) and African American (54.7%) compared to the district (68.9% and 36.8%, respectively) and a smaller proportion of teachers on ACE campuses who were white (11.8%) compared to the district (24.3%). More than half of ACE teachers (57.1%) had earned Proficient I or above TEI effectiveness ratings, which was lower than the program goal (60%). At the campus level, ten of the 23 (43.5%) ACE campuses had at least 60 percent or more of teachers who had earned Proficient I or above TEI effectiveness ratings

⁴ A summary of all program goal attainment by cohort and campus can be found in Appendix K.

(Blanton, Lee, Titcher, King, Pease, Burleson, Cochran, Johnson, Truett, and W-H ES). A higher rate of ACE 4.0 teachers (63.8%) earned Proficient I or above TEI effectiveness ratings than ACE 1.0, ACE 2.0, and ACE 3.0 teachers (55.3%, 58.3%, and 50.5%, respectively). Furthermore, ACE campuses had a higher proportion of teachers who earned Proficient I or above TEI effectiveness ratings compared to the district (52.9%). Teacher characteristics by campus and cohort are provided in Appendix D, and the percentage of teachers at each TEI effectiveness level rating by campus and cohort are provided in Appendix E.

Table 1: 2022-23 ACE and District Teacher Characteristics

	ACE Overall (N = 879)		District (N = 9,956)	
	N	%	N	%
Sex				
Male	193	22.0	3,093	31.1
Female	686	78.0	6,863	68.9
Race/Ethnicity				
African American	481	54.7	3,659	36.8
Hispanic	277	31.5	3,466	34.8
White	104	11.8	2,419	24.3
Other/Missing	17	1.9	412	4.1
Highest Degree Earned*				
Associate's	6	0.7	85	0.9
Bachelor's	598	68.0	6,764	67.9
Master's	186	21.2	2,009	20.2
Doctoral	14	1.6	112	1.1
Other/Missing	75	8.5	986	9.9
TEI Effectiveness Level				
No Level or N/A	216	24.6	2,360	23.7
Below Proficient I	161	18.3	2,328	23.4
Proficient I, II, or III	424	48.2	4,941	49.6
Exemplary I or higher	78	8.9	327	3.3

Source: Dallas ISD Human Capital Management (HCM) personnel file dated 01/05/23 and teacher effectiveness level data file dated 11/29/22.

Note: * = Highest degree earned at the time of hire. Totals include teachers and instructional leads. Percentages may not sum to 100 because of rounding.

Principals

There were 23 ACE principals who were predominately female (65.2%) and African American (60.9%). Most principals held at least a Master's degree (82.6%) at the time of hire. Principals remained with their assigned ACE campus throughout the academic year.

Budget

The total 2022-23 budget for the ACE program was \$18,926,142 which was the same amount in 2021-22. The budget included funds for additional personnel and teacher stipends, uniforms, and professional development and extra duty pay. This budget was funded through district general operating funds.

EVALUATION QUESTIONS AND RESULTS

EQ 1: How was the ACE program implemented?

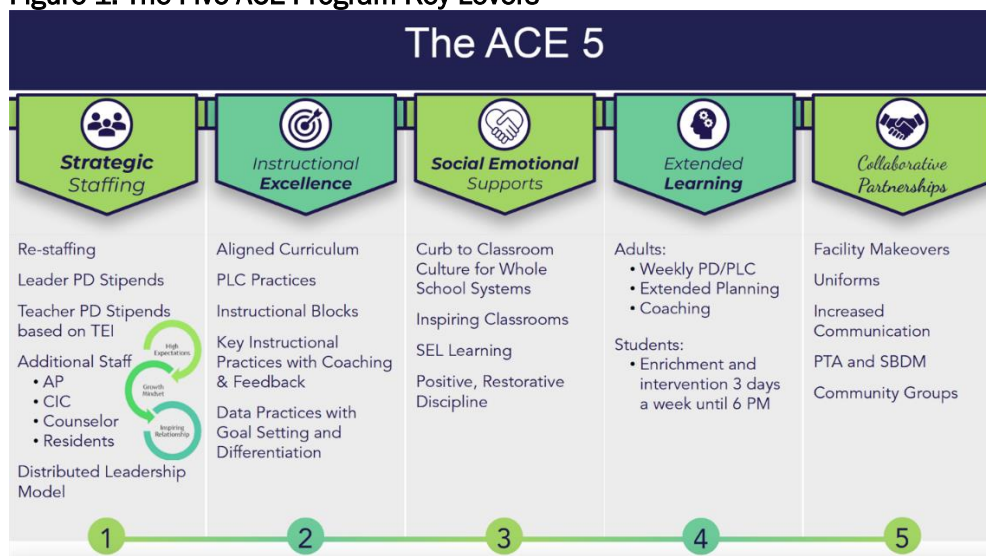
Program Context

In August 2022, all ACE 1.0, 2.0, and 3.0 campuses were considered ‘ACE Graduates’ and returned to their pre-ACE geographic feeder patterns. ACE Graduate campuses were supervised by their respective feeder pattern executive directors. As a result, the frequency and intensity of interventions at the ACE Graduate campuses varied. For the first half of the 2022-23 school year, the eight ACE 4.0 campuses resided within the ACE network and were directly supervised by the ACE executive director. Under this supervision, these campuses typically received more intense and frequent interventions (i.e. site visits, observations, etc.) accompanied with higher expectations. In January 2023, all ACE 4.0 campuses returned to their respective vertical teams and the ACE executive director no longer directly supervised implementation at these campuses. To ensure implementation remained consistent and accelerated throughout the remainder of the year, the ACE program staff partnered with vertical team executive directors to calibrate implementation expectations.

The ACE 5

Interview data gathered from the Deputy Chief of the ACE program and related program documentation highlighted the following implementation components. The ACE program mission is to “champion equity and excellence by accelerating learning, so all students graduate college and career strong”.⁵ The program strived to accelerate excellence through the implementation of five key levers: strategic staffing, instructional excellence, social-emotional supports, extended learning, and supportive partnerships (Figure 1). Implementation of the program across all campuses begins with selecting leaders who re-staff schools by recruiting highly effective teachers and staff. The ACE program invests in teacher development through the distributed leadership model and incentivizes teachers to transfer to ACE campuses through competitive stipends.

⁵ For more information, visit <https://www.dallasisd.org/ace>

Figure 1: The Five ACE Program Key Levers

Source: <https://www.dallasisd.org/ace>

Strategic Staffing

The cornerstone of the ACE program was recruiting highly effective teachers and leadership teams to work at ACE campuses. Staff recruitment started with the selection of strong, proven leadership, followed by recruitment of proven highly effective teachers and support staff members from throughout the district. As part of the ACE program expansion, all ACE campuses received stipends. Stipend amounts depended upon position, and in the case of teachers, on TEI effectiveness level ratings.

Another hallmark of the ACE program is the distributed leadership model. The distributed leadership model is adopted to empower, support, and develop staff to improve the quality of instruction, raise student achievement, and maintain a positive school culture. The ACE program uses this framework not only to reduce the leadership burden on principals, but to ensure staff development efforts are consistent at all levels. Under the distributed leadership model, instead of staff working in isolation with limited opportunities for feedback (Bierly, Doyle, & Smith, 2016), teacher collaboration and leader coaching is leveraged to foster positive campus cultures.

Instructional Excellence

Dallas ISD and the ACE program are committed to ensuring high-quality teaching and learning every day. From lesson design and delivery, to data use and differentiation to re-adjust and re-teach lessons, instructional excellence is the key to student achievement. The ACE program aligns key practices to facilitate adult and student learning through PLCs, observation/coaching cycles, the consistent use of protocols/frameworks, and district resources.

Lead teachers at ACE campuses facilitated various PLCs at their campuses during the school year. Under the distributed leadership model, PLCs offer hands-on learning opportunities that help teachers develop their skills (Bierly et al., 2016). The program implemented two planning PLCs for teachers (Look Forward and Look Back). The Look Forward PLC, which occurred prior to the lesson, covered what will be taught during the lesson, the standards aligned to the lessons, what students should know as a result, and

evidence of student learning. Typically, teachers created student exemplars to set performance expectations. The Look Back PLC, which occurred after the lesson, is an opportunity for teachers to bring in student work samples to analyze and compare to the exemplar pieces. Ultimately, the goal was to find gaps in teaching (common student errors shown that illustrate parts of the lesson that could have been taught differently) and the gaps in student performance. Teachers then reteach the lessons to either the whole group or small groups of students. Other PLCs implemented by the program included: 1) lesson rehearsals or 'Go Live' where teachers practice parts of the lesson in front of colleagues and receive feedback, 2) Side-by-side planning or 'dress rehearsals' where teachers and leaders talk through lessons one-on-one, and 3) data meetings and intervention planning.

Social Emotional Supports

The ACE program creates positive "curb to classroom" experiences to inspire a commitment to learning and a culture of excellence. The "curb to classroom" experience provides students an opportunity to rehearse with program staff (while talking through expectations) of what they can expect at their ACE campus from the moment the student steps foot on campus until they are dismissed at the end of the day. The ACE program aimed to educate the whole student through efficient school operations, using restorative practices for discipline, and by building community within the classroom and the school.

Extended Learning Opportunities

The ACE program provides extended learning opportunities for both students and adults. The program offered students at ACE campuses opportunities to participate in afterschool learning three days a week until 6:00 PM. Most of these opportunities are facilitated through ACE partnerships. Students typically use these opportunities to complete homework, engage with other students, or participate in a special event sponsored by an ACE partner. The ACE Deputy Chief estimated that ten percent of students participate in these extended learning opportunities.

The primary component of the extended learning opportunity are the opportunities for the adults. Based on the size of the stipend received, the ACE program requires teachers to complete four to six hours of professional work each week. Distinguished Teacher Review (DTR) - eligible teachers, who receive the highest stipend, complete six hours of extra professional work each week. Two of the six hours are dedicated to providing extra support to their colleagues (developing and leading PLCs) or providing additional tutoring or intervention to students. Teacher who are not DTR-eligible (apprentice teachers) complete four hours of professional work each week by participating in PLCs. In addition to facilitating weekly PLCs, campus leaders provide ACE teachers with coaching and quality feedback. Related to the distributed leadership model, leaders visit classrooms multiple times a day and provide teachers feedback either during or after the lesson.

Collaborative Partnerships

To further accelerate student learning and excellence, the ACE program engages parents as partners and advocates to support their child's success. Through this partnership, parents are involved in the goal-setting process and learn about the various interventions available to accelerate student progress.

The ACE program also provides parents insight on common educational jargon, help interpreting student data, and information on how they can support student progress at home. The ACE program also collaborates with partners which offer a variety of supports and provisions to ACE campuses. As a network-wide partner, United to Learn has dedicated considerable investments towards student resources, literacy programs, teacher trainings, and the facility improvements.⁶ Other community partnerships including local churches and businesses which offer supports to their neighboring ACE campuses by serving on Site-Based Decision Making (SBDM) committees, hosting special events, and donating to the program/campus.⁷

ACE Student Population

In 2022-23, there were a total of 12,047 students at ACE campuses compared to 11,839 in 2021-22 (Table 2). Overall, ACE campuses had a higher proportion of students who were identified as Economically Disadvantaged (97.0%) and African American (45.3%) compared to the district (84.7% and 20.4%, respectively). ACE campuses also a smaller proportion of Hispanic students (50.0%) and Emergent Bilingual (EB) students (39.9%) compared to the district (70.8% and 48.8%, respectively). Student characteristics were mostly comparable among ACE cohorts, although a higher proportion of African American students attended ACE 3.0 (52.8%) campuses than ACE 2.0 (48.3%), ACE 1.0 (40.7%), and ACE 4.0 (39.0%) campuses. In addition, a higher proportion of Hispanic students attended ACE 4.0 (56.5%) and ACE 1.0 (55.6%) campuses than ACE 2.0 (47.6%) and ACE 3.0 (41.4%) campuses. Student characteristics by campus, cohort, and school level are provided in Appendix F. Table 3 provides descriptive statistics for all matching criterion variables used to construct student level matching. The ACE student group and matched comparison students have identical demographics, with group sizes of 7,939 (reading comparison) and 7,960 (mathematics comparison).

Table 2: 2022-23 ACE Student Characteristics

	ACE Overall (N = 12,047)		District (N = 141,315)	
	N	%	N	%
Sex				
Male	6,199	51.5	72,006	51.0
Female	5,848	48.5	69,309	49.0
Race/Ethnicity				
African American	5,459	45.3	28,777	20.4
Hispanic	6,022	50.0	99,997	70.8
White	196	1.6	7,743	5.5
Other/Missing	370	3.1	4,798	3.4
Special Student Groups				
Econ. Dis.	11,681	97.0	119,723	84.7
Emergent Bilingual	4,807	39.9	68,949	48.8
Special Education	1,355	11.2	15,627	11.1

Source: Dallas ISD Student Information System (SIS) demographic data dated 10/31/22.

Note: Econ. Dis. = Economically disadvantaged. Percentages may not sum to 100 because of rounding.

⁶ For more information, visit <https://www.unitedtolearn.org/about-us/>

⁷ Supports and provisions offered by community partnerships (except United to Learn) vary per neighborhood and school. Therefore, ACE campuses may not receive the same provisions and supports.

Table 3: 2022-23 ACE and Non-ACE Student Matching Criterion Characteristics

Characteristics	Reading (N = 7,939)		Mathematics (N = 7,960)	
	N	%	N	%
Sex				
Male	4,046	51.0	4,050	50.9
Female	3,893	49.0	3,910	49.1
Race/Ethnicity				
African American	3,652	46.0	3,662	46.0
Hispanic	3,998	50.4	3,994	50.2
White	84	1.1	91	1.1
Other/Missing	205	2.6	213	2.7
Special Student Groups				
Econ. Dis.	7,720	97.2	7,740	97.2
Emergent Bilingual	3,189	40.2	3,188	40.1
At-Risk	4,141	52.2	4,153	52.2
Special Education	871	11.0	879	11.0
Grade				
1	1,414	17.8	1,425	17.9
2	1,354	17.1	1,353	17.0
3	1,232	15.5	1,237	15.5
4	1,205	15.2	1,211	15.2
5	1,264	15.9	1,263	15.9
6	464	5.8	462	5.8
7	500	6.3	500	6.3
8	506	6.4	509	6.4
2022 BOY MAP Achievement Quintile				
Low	2,677	33.7	3,173	39.9
Low Average	1,640	20.7	1,742	21.9
Average	1,443	18.2	1,342	16.9
High Average	1,301	16.4	1,113	14.0
High	878	11.1	590	7.4

Source: Dallas ISD Student Information System (SIS) demographic data dated 10/31/22.
ACE Comparison student data file dated 05/16/23.

Note: Econ. Dis. = Economically disadvantaged. Percentages may not sum to 100 because of rounding.

EQ 2: What were the outcomes related to the people component of the ACE program?

This section addresses two outcome goals for evaluating the *people* component of ACE, including 1) teacher retention rates⁸ and 2) positive quintile⁹ scores on the Culture of Feedback and Support section of the semi-annual district Climate Survey.

⁸ Teacher retention is determined by the number of teachers on ACE campuses on October 29, 2021 who remained on that campus (stayers), moved to another ACE or non-ACE campus in the district (movers), or resigned from a teaching role (leavers). Leavers included those who left the district and those who moved to non-instructional roles in the district.

⁹ A quintile is any of five equal groups into which a population can be divided according to the distribution of values of a particular variable. The most positive quintile scores were the fourth and fifth quintiles.

Teacher Retention

Key Findings from this section:



Two out of the four (50%) ACE 1.0 campuses and one out of the four (25%) ACE 2.0 campuses met the program goal of having annual teacher retention rates at or above the district rate.



Three out of the seven (43%) ACE 3.0 campuses and six out of the eight (75%) ACE 4.0 campuses met the program goal of having annual teacher retention rates at or above the district rate.

Overall, 12 out of the 23 (52.2%) ACE campuses met the program goal of having annual teacher retention rates at or above the district retention rate (64.2%; Table 4). While the number of ACE campuses that met the annual teacher retention program goal remained the same as 2021-22 ($n = 12$), it is important to note that the 2022-23 district retention rate decreased more than eight percentage-points from 2021-22 (72.4%). Two out of the four (50.0%) ACE 1.0 campuses (Blanton and Lee) and one out of the four (25.0%) ACE 2.0 campuses (Ervin) met the program goal of having annual teacher retention rates at or above the district rate. Three out of the seven (42.9%) ACE 3.0 campuses (King, Dunbar, and Pease) and six out of the eight (75.0%) ACE 4.0 campuses (Bryan, Burleson, Truett, Cochran, W-H ES, and Johnson) met the program goal of having annual teacher retention rates at or above the district rate.

Table 4: 2022-23 ACE Teacher Retention Rates

	Total 2022-23 <i>N</i>	Leavers %	Movers %	Stayers %
ACE 1.0				
Blanton	44	4.5	15.9	79.5
Lee, U	30	20.0	6.7	73.3
Dade	55	16.4	21.8	61.8
Todd ^a	35	17.1	40.0	42.9
ACE 1.0	164	14.0	21.3	64.6
ACE 2.0				
Carr	26	23.1	15.4	61.5
Ervin ⁺	47	12.8	14.9	72.3
Titche	49	18.4	22.4	59.2
Rusk ⁺⁺	42	19.0	23.8	57.1
ACE 2.0	164	17.7	19.5	62.8
ACE 3.0				
Chavez	45	17.8	37.8	44.4
Dunbar	38	13.2	15.8	71.1
Hotchkiss	33	12.1	39.4	48.5
King	34	2.9	23.5	73.5
Maple Lawn ⁺⁺	35	14.3	31.4	54.3
Pease ⁺	36	5.6	19.4	75.0
Thompson	32	34.4	28.1	37.5
ACE 3.0	253	14.2	28.1	57.7
ACE 4.0				
Bryan ⁺	28	10.7	21.4	67.9
Burleson	35	5.7	25.7	68.6
Cedar Crest	29	27.6	34.5	37.9
Cochran	34	0.0	20.6	79.4
Douglass	32	15.6	31.2	53.1
Johnson	32	9.4	21.9	68.8
Truett ⁺	64	4.7	21.9	73.4
Wilmer-Hutchins ES ⁺	41	4.9	22.0	73.2
ACE 4.0	295	8.8	24.4	66.8
District				
District	10,452	16.8	19.0	64.2

Source: Dallas ISD Human Capital Management (HCM) teacher retention file dated 11/29/22.

Note: Leavers = teachers no longer holding an instructional role in the district. Movers = teachers moved to another campus within the Dallas ISD. Stayers = teachers retained on same campus. Status in the last week of October 2022 was determined for teachers on campus as of the last week of October 2021. Campus retention rates that met or exceeded the district rate are in **bold**. ^a In 2022-23, Sarah Zumwalt Middle School was formally renamed to Dr. Frederick Douglass Todd, Sr. Middle School. ⁺ Schools that adopted the Intercession school calendar. ⁺⁺ Schools that adopted the Redesign school calendar.

District Campus Climate Survey

Key Findings from this section:



Thirty-five percent of ACE campuses had scores in the fourth or fifth quintile on the Culture of Feedback and Support section of the Fall 2022 district Climate Survey.



Thirty-nine percent of ACE campuses had scores in the fourth or fifth quintile on the Culture of Feedback and Support section of the Spring 2023 district Climate Survey.

Overall, eight of the 23 (34.8%) ACE campuses (Dade, Carr, Dunbar, King, Pease, Cedar Crest, Johnson, and Truett) had scores in the fourth or fifth quintile (most positive) on the Culture of Feedback and Support section of the Fall 2022 district Climate Survey. Ten of the 23 (43.5%) ACE campuses met or

exceeded their pre-COVID, Fall 2018 Climate Survey results. Spring 2023 results indicated that nine of the 23 (39.1%) ACE campuses had scores in the fourth or fifth quintile on the Culture of Feedback and Support section of the district Climate Survey. Two out of four (50.0%) ACE 1.0 campuses (Blanton and Dade) and one out of four (25.0%) ACE 2.0 campuses (Carr) met the program goal of having scores in the fourth or fifth quintile on the Spring 2023 district Climate Survey. Four out of seven (57.1%) ACE 3.0 campuses (Dunbar, King, Maple Lawn, and Pease) and two out of eight (25.0%) ACE 4.0 campuses (Cedar Crest and Johnson) met the program goal of having scores in the fourth or fifth quintile on the Spring 2023 district Climate Survey. Fifteen of the 23 (65.2%) ACE campuses met or exceeded their pre-COVID, Spring 2019 Climate Survey results. Last, seven of the 23 (30.4%) ACE campuses had scores in the fourth or fifth quintile on both the Fall 2022 and Spring 2023 Climate Surveys. Table 5 provides Climate Survey quintile score results for the Culture of Feedback and Support section for pre-COVID to spring 2023, by ACE campus and ACE cohort.

Table 5: Pre-COVID to 2022-23 Campus Climate Survey Quintile Scores (Culture of Feedback and Support) by ACE Cohort

	Pre-COVID		2021-22		2022-23	
	Fall 18	Spring 19	Fall 21	Spring 22	Fall 22	Spring 23
ACE 1.0						
Blanton	3	2	3	2	2	4
Lee, U	5	5	5	5	1	3
Dade	1	1	4	5	5	5
Todd ^a	1	2	2	1	2	2
ACE 2.0						
Carr	5	5	4	3	5	5
Ervin ⁺	2	3	3	4	2	2
Titche	5	5	4	2	3	3
Rusk ⁺⁺	2	2	2	1	1	1
ACE 3.0						
Chavez	4	4	4	2	2	1
Dunbar	5	5	4	4	4	5
Hotchkiss	4	4	1	1	1	1
King	5	5	5	5	5	5
Maple Lawn ⁺⁺	4	3	2	3	3	4
Pease ⁺	2	3	3	4	4	4
Thompson ^b	1	1	1	1	1	3
ACE 4.0						
Bryan ⁺	1	3	1	2	1	2
Burleson	3	1	4	4	3	3
Cedar Crest	2	1	2	1	5	5
Cochran	3	2	3	4	2	3
Douglass	4	3	5	2	2	2
Johnson ^c	-	-	5	4	5	5
Truett ⁺	3	2	3	3	4	3
Wilmer-Hutchins ES ⁺	3	2	2	2	1	3

Source: Dallas ISD Climate Survey files dated 01/07/19 (fall 2018), 05/28/19 (spring 2019), 01/31/22 (fall 2021), 06/07/22 (spring 2022), 01/17/23 (fall 2022), and 06/27/23 (spring 2023).

Note: ^a In 2022-23, Sarah Zumwalt Middle School was formally renamed to Dr. Frederick Douglass Todd, Sr. Middle School.

^b In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. Rhoads PK teachers were excluded from analyses. ^c Johnson opened in 2020-21. ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar. Scores in the fourth or fifth quintile (most positive) are in **bold**.

EQ 3: What were the outcomes related to the learning component of the ACE program?

This section addresses two outcome objectives for evaluating the *learning* component of ACE, including 1) improved rates of kindergarten to grade eight students reading and mathematics outcomes as measured by the *MAP*, and 2) improved rates of grade three to grade eight students performing at the Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) in reading and mathematics as measured by the *STAAR* and *STAAR EOC*. Due to the *STAAR* test redesign, TEA did not calculate student progress measures in 2023.

NWEA Measures of Academic Progress

Key Findings from this section:



Overall, 30.4 percent of ACE campuses met the program goal of meeting or exceeding the district projected growth rate on the *MAP* Reading (English) test.



Overall, 45 percent of ACE campuses met the program goal of meeting or exceeding the district projected growth rate on the *MAP* Reading (Spanish) test.



Overall, 60.9 percent ACE campuses met the program goal of meeting or exceeding the district projected growth rate on the *MAP* Mathematics test.



Compared to matched non-ACE students, students who attended ACE campuses were less likely to perform at the average or above growth quintiles on the *MAP* Reading (English) but were more likely to perform at the average or above growth quintiles on the *MAP* Reading (Spanish) and *MAP* Mathematics.



Compared to matched non-ACE students, students who attended ACE campuses were more likely to meet or exceed projected growth on the *MAP* Reading (Spanish) and *MAP* Mathematics but were less likely to meet or exceed projected growth on the *MAP* Reading (English).

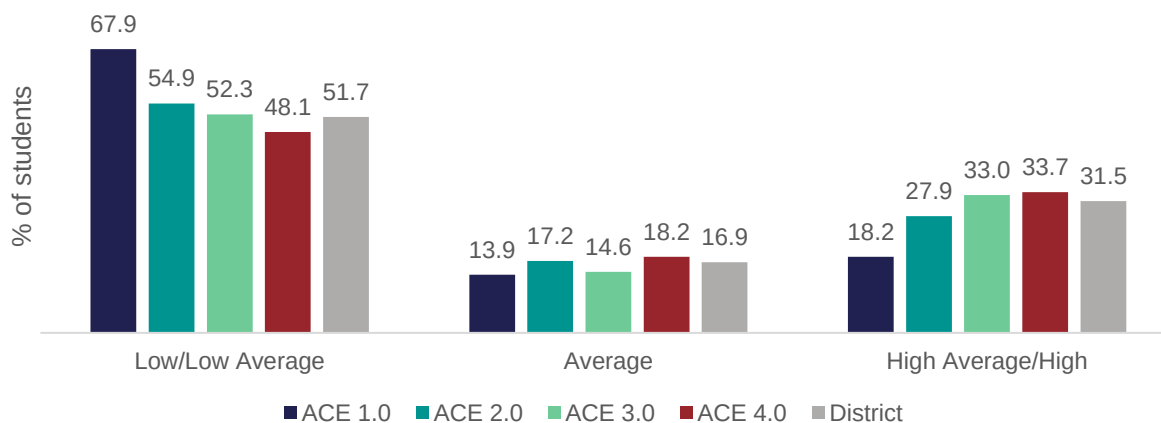
Student Academic Growth

The *MAP* growth quintiles measure student growth across testing windows (i.e., BOY to EOY) by test subject.¹⁰ In 2022-23, EOY Reading – English results indicated that students attending ACE 4.0 campuses had the highest achievement rates at the high average or high growth quintiles (33.7%; Figure 2). At the campus level, EOY Reading – English results showed that seven of the 23 (30.4%) ACE campuses (Lee, Carr, Maple Lawn, Bryan, Cedar Crest, Johnson, and W-H ES) had a higher percentage of students performing at the average or above growth quintiles compared to the district. *MAP* growth quintile rates by campus, cohort, and the district are provided in Appendix G.

¹⁰ 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. CGP performance scores are then assigned to quintiles. BOY to EOY growth quintiles: (Low: up to the 20th percentile; Low Average: 21st to 40th percentile; Average: 41st to 60th percentile; High Average: 61st to 80th percentile; High: 81st percentile and above).

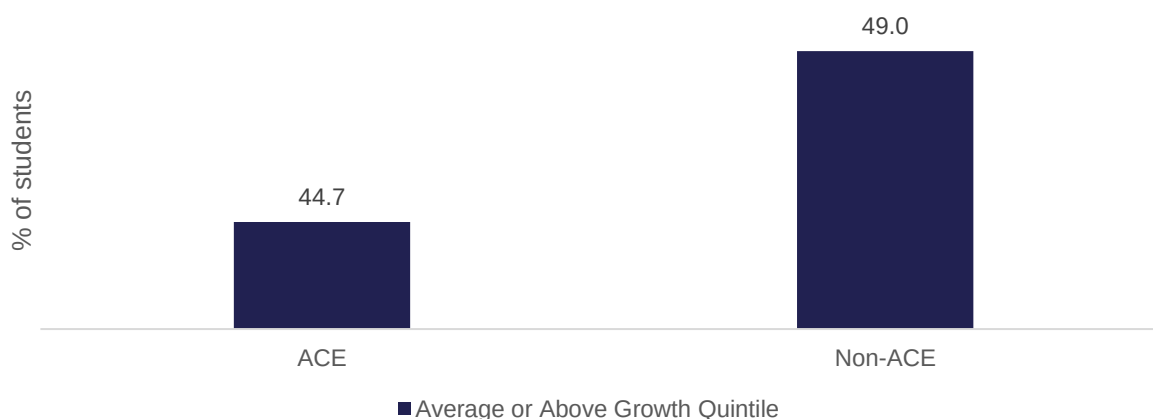
A Pearson chi-square test of independence was performed to examine the relationship between program participation and *MAP* growth performance at the average, high average, or high Conditional Growth Percentile (CGP) quintile. The relationship between these variables was statistically significant for *MAP* Reading (English) ($X^2 = 16.696$, $p < .001$; Cramer's $V = .043$). Overall, students who attended ACE campuses were less likely to achieve the average or above growth quintiles on the *MAP* Reading (English) than the matched non-ACE students (Figure 3).

Figure 2: 2022-23 ACE Cohort and District *MAP* EOY Growth Quintile Rates – Reading (English)



Source: Dallas ISD *MAP* files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

Figure 3: 2022-23 ACE and Matched Non-ACE *MAP* EOY Average or Above Growth Quintile Rates – Reading (English)

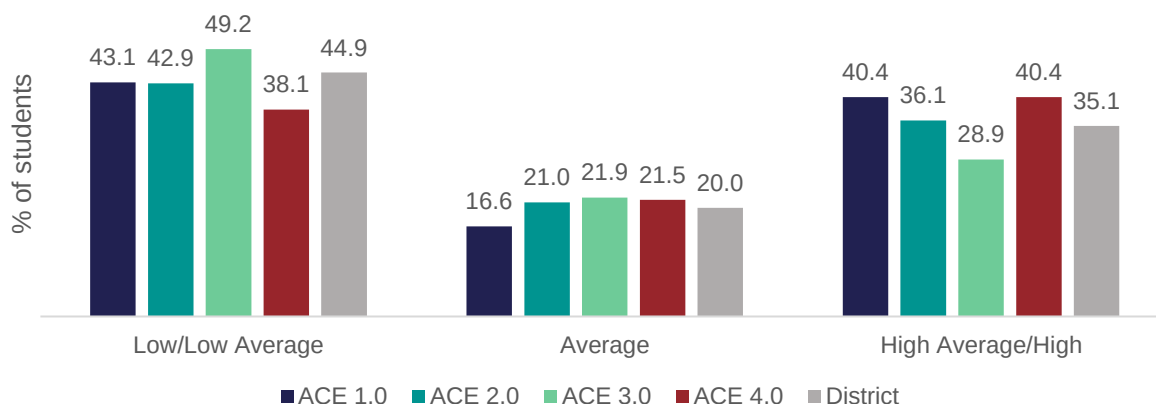


Source: Dallas ISD *MAP* files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

EOY Reading – Spanish results showed students attending ACE 1.0 and ACE 4.0 campuses had the highest achievement rates at the high average or high growth quintiles (40.4%; Figure 4). At the campus level, nine of the 20 (45.0%) ACE campuses had a higher percentage of students performing at the average or above growth quintiles compared to the district (Blanton, Carr, Titcher, Dunbar, King, Burleson, Cochran, Johnson, and Truett).

A Pearson chi-square test of independence was performed to examine the relationship between program participation and *MAP* growth performance at the average, high average, or high CGP quintile. The relationship between these variables was statistically significant for *MAP* Reading (Spanish) ($X^2 = 6.858, p = .009$; Cramer's $V = .040$). Overall, students who attended ACE campuses were more likely to achieve the average or above growth quintiles on the *MAP* Reading (Spanish) than matched non-ACE students (Figure 5).

Figure 4: 2022-23 ACE Cohort and District *MAP* EOY Growth Quintile Rates – Reading (Spanish)



Source: Dallas ISD *MAP* files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

Figure 5: 2022-23 ACE and Matched Non-ACE *MAP* EOY Average or Above Growth Quintile Rates – Reading (Spanish)



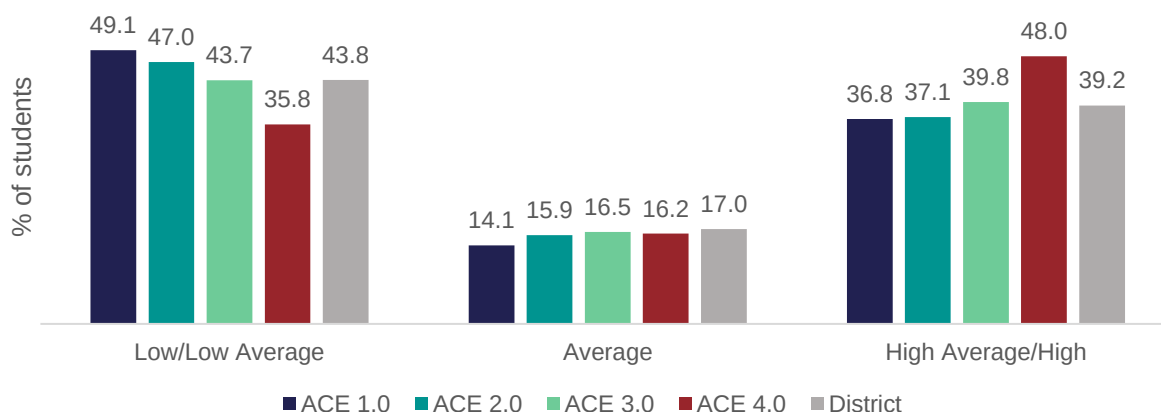
Source: Dallas ISD *MAP* files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

EOY Mathematics results showed that students attending ACE 4.0 had the highest achievement rates at the high average or high growth quintiles (48.0%; Figure 6). At the campus level, 13 of the 23 (56.5%) ACE campuses had a higher percentage of students achieving average or above growth quintiles compared to the district (Blanton, Lee, Carr, Titche, Dunbar, Hotchkiss, Maple Lawn, Bryan, Burleson, Cochran, Johnson, Truett, and W-H ES).

A Pearson chi-square test of independence was performed to examine the relationship between program participation and *MAP* growth performance at the average, high average, or high CGP quintile.

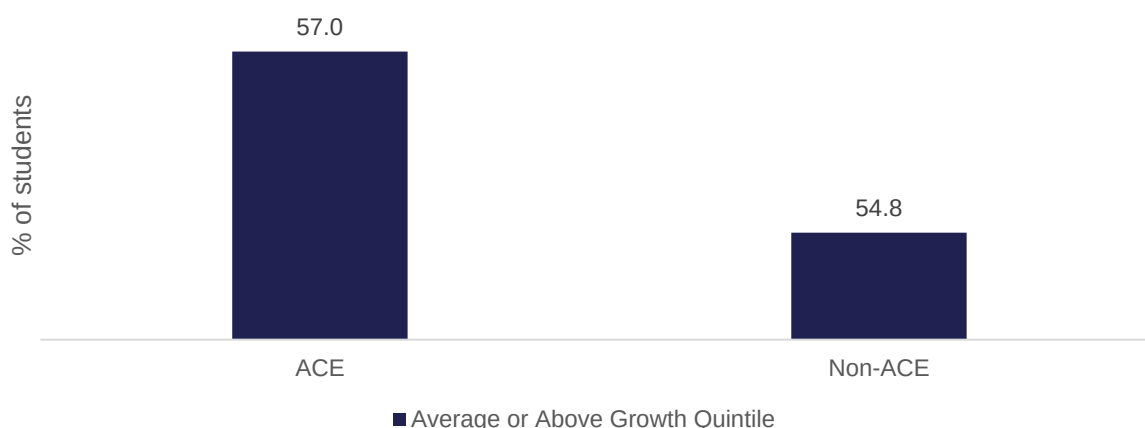
The relationship between these variables was statistically significant for *MAP* Mathematics ($X^2 = 7.001$, $p = .008$; Cramer's $V = .022$). Overall, students who attended ACE campuses were more likely to achieve the average or above growth quintiles on the *MAP* Mathematics than the matched non-ACE students (Figure 7).

Figure 6: 2022-23 ACE Cohort and District MAP EOY Growth Quintile Rates – Mathematics



Source: Dallas ISD *MAP* files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

Figure 7: 2022-23 ACE and Matched Non-ACE MAP EOY Average or Above Growth Quintile Rates – Mathematics



Source: Dallas ISD *MAP* files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

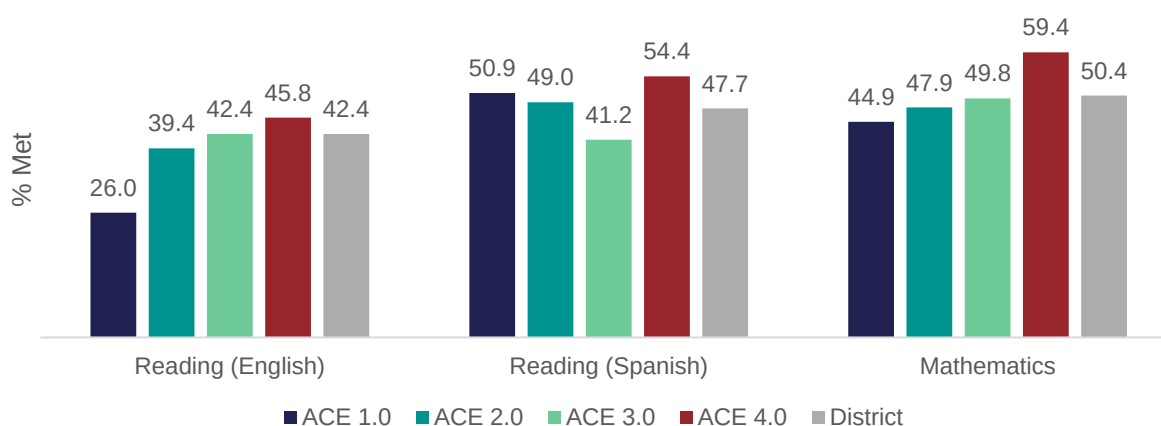
Projected Growth

The *MAP* projected growth indicator determines whether a student's achievement increased as expected from the prior testing window (i.e., BOY to EOY). Students attending ACE 3.0 and ACE 4.0 campuses met or exceeded the district projected growth rate on the *MAP* Reading (English) test (Figure 8). Students attending ACE 1.0, ACE 2.0, and ACE 4.0 campuses exceeded the district projected growth rate on the *MAP* Reading (Spanish). Finally, students attending ACE 4.0 campuses exceeded the district projected growth rate on the *MAP* Mathematics test.

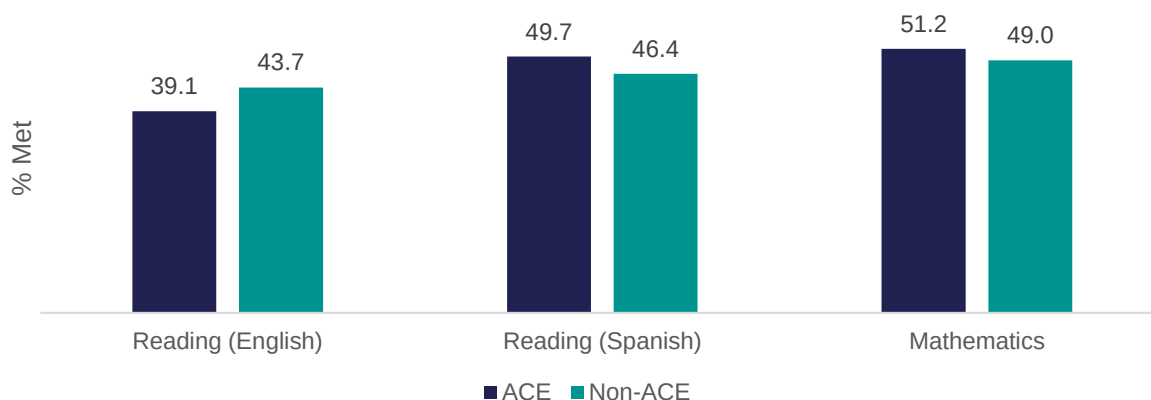
Campus-level comparisons of *MAP* Reading and Mathematics outcomes varied by campus and grade. EOY Reading – English results indicated that seven of the 23 (30.4%) ACE campuses met the program goal of meeting or exceeding the district projected growth rate. Results indicated that four of the eight (50.0%) ACE 4.0 campuses (Bryan, Cedar Crest, Johnson, and W-H ES) exceeded the district rate followed by one of the four (25.0%) ACE 2.0 campuses (Carr), one of the four (25.0%) ACE 1.0 campuses (Lee), and one of the seven (14.3%) ACE 3.0 campuses (Maple Lawn). EOY Reading – Spanish results indicated that nine of the 20 (45.0%) ACE campuses met the program goal of meeting or exceeding the district projected growth rate. Results indicated that two of the three (66.7%) ACE 2.0 campuses (Carr and Titche) exceeded the district rate followed by five of the eight (62.5%) ACE 4.0 campuses (Bryan, Burleson, Cochran, Johnson, and Truett), one of the two (50.0%) ACE 1.0 campuses (Blanton), and one of the seven (14.3%) ACE 3.0 campuses (Dunbar). EOY Mathematics results indicated that 14 of the 23 (60.9%) ACE campuses met the program goal of meeting or exceeding the district projected growth rate. Results indicated that seven of the eight (87.5%) ACE 4.0 campuses (Bryan, Burleson, Cedar Crest Cochran, Johnson, Truett, and W-H ES) exceeded the district rate followed by two of the four (50.0%) ACE 2.0 campuses (Carr and Titche), two of the four (50.0%) ACE 1.0 campuses (Blanton and Lee), and three of the seven (42.9%) ACE 3.0 campuses (Dunbar, Hotchkiss, and Maple Lawn). *MAP* projected growth rates by campus, cohort, and the district are provided in Appendix G.

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) ($X^2 = 20.791$, $p < .001$; Cramer's $V = .047$), *MAP* Reading (Spanish) ($X^2 = 4.478$, $p = .034$; Cramer's $V = .033$), and *MAP* Mathematics ($X^2 = 7.178$, $p = .007$; Cramer's $V = .023$). Students who attended ACE campuses were more likely to meet or exceed projected growth on the *MAP* Mathematics and *MAP* Reading (Spanish) assessments than the matched non-ACE students (Figure 9). However, students who attended ACE campuses were less likely to meet or exceed projected growth on the *MAP* Reading (English) assessment than the matched non-ACE students.

Figure 8: 2022-23 ACE Cohort and District *MAP* Projected Growth Rates



Source: Dallas ISD *MAP* files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

Figure 9: 2022-23 ACE and Matched Non-ACE MAP Projected Growth Rates

Source: Dallas ISD MAP files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

State of Texas Assessments of Academic Readiness

Key Findings from this section:



Compared to matched non-ACE students, students who attended ACE campuses were less likely to achieve the Meets+ performance standard on the STAAR reading test.



Compared to matched non-ACE students, students who attended ACE campuses were more likely to achieve the Approaches+ and the Meets+ performance standards on the STAAR mathematics test.

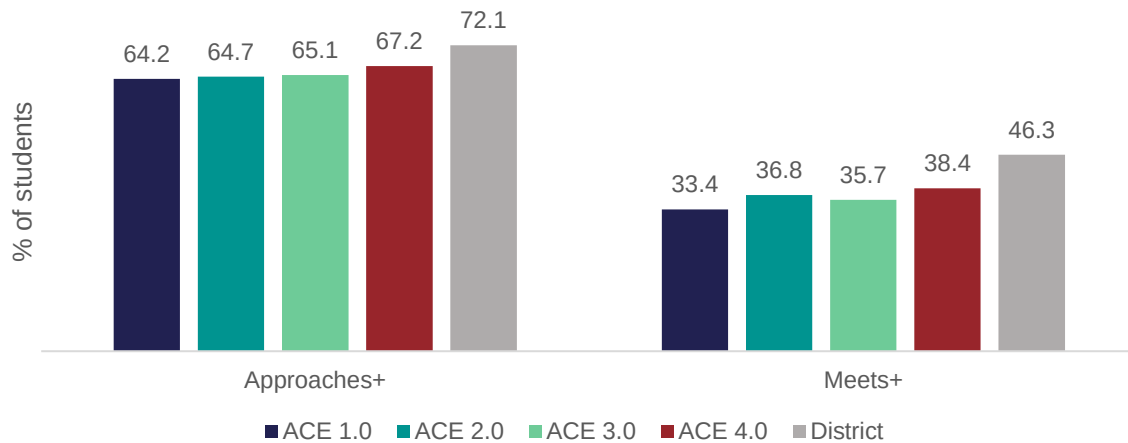


Overall, nine percent of ACE campuses met the program goal of achieving Approaches+ and Meets+ performance standard rates at or above the district rates on the mathematics and reading STAAR tests.

Overall, ACE student performance on the STAAR varied for both reading and mathematics. In reading, students attending ACE 4.0 campuses had the highest achievement rates at the Approaches+ and Meets+ performance standards. However, rates of students at ACE campuses overall attaining Approaches+ and Meets+ standards were lower than the district rates (Figure 10).

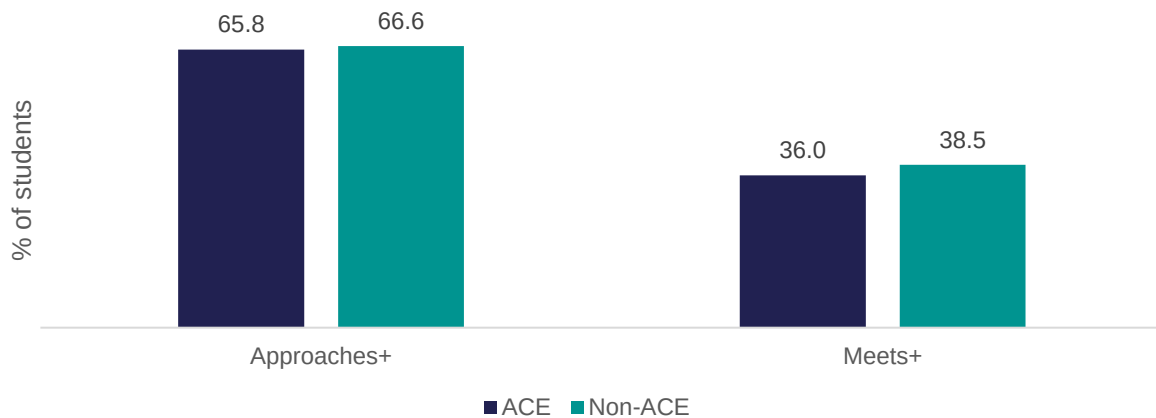
A Pearson chi-square test of independence was performed to examine the relationship between program participation and STAAR reading performance at the Approaches+ and Meets+ performance standards. The relationship between these variables was statistically significant for STAAR reading at the Meets+ performance standard ($\chi^2 = 6.572$, $p = .010$; Cramer's $V = .026$) but was not statistically significant at the Approaches+ performance standard ($\chi^2 = 0.706$, $p = .401$; Cramer's $V = .009$). Students who attended ACE campuses were less likely to achieve the Meets+ standard on the STAAR reading than matched non-ACE students (Figure 11).

Figure 10: 2022-23 ACE Cohort and District STAAR Reading Approaches+ and Meets+ Performance Standard Rates



Source: Dallas ISD STAAR files dated 08/12/23. SIS demographic file dated 10/31/22.

Figure 11: 2022-23 ACE and Matched Non-ACE Student STAAR Reading Approaches+ and Meets+ Performance Standard Rates

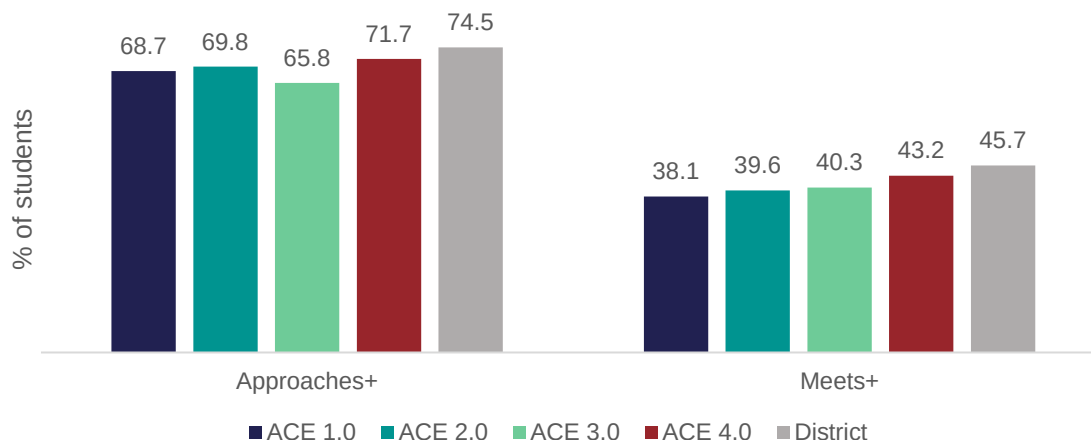


Source: Dallas ISD STAAR files dated 08/12/23. SIS demographic file dated 10/31/22.

In mathematics, students attending ACE 4.0 campuses had the highest achievement rates at the Approaches+ and Meets+ performance standards. However, rates of students at ACE campuses overall attaining Approaches+ and Meets+ standards were lower than the district rates (Figure 12).

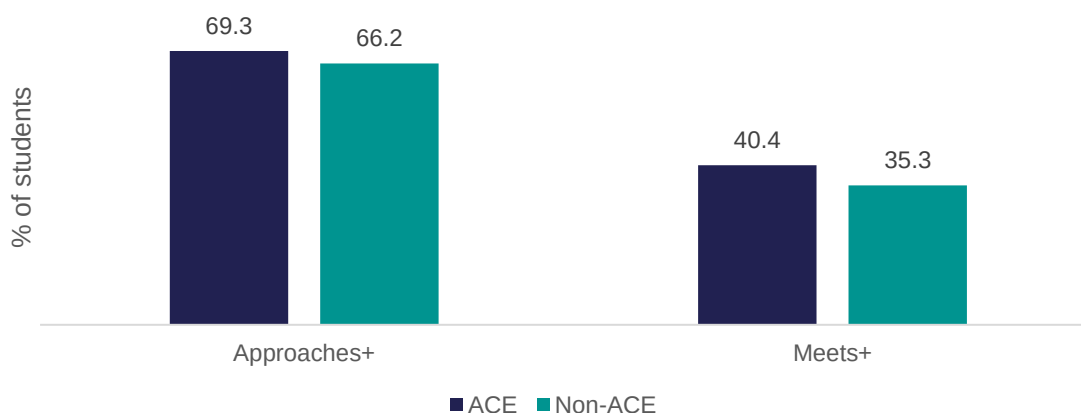
A Pearson chi-square test of independence was performed to examine the relationship between program participation and STAAR mathematics performance at the Approaches+ and Meets+ performance standards. The relationship between these variables was statistically significant for STAAR mathematics at the Approaches+ performance standard ($X^2 = 10.644$, $p = .001$; Cramer's $V = .033$) and the Meets+ performance standard ($X^2 = 27.155$, $p < .001$; Cramer's $V = .053$). Students who attended ACE campuses were more likely to achieve the Approaches+ and Meets+ performance standards on the STAAR mathematics than matched non-ACE students (Figure 13).

Figure 12: 2022-23 ACE Cohort and District STAAR Mathematics Approaches+ and Meets+ Performance Standard Rates



Source: Dallas ISD STAAR files dated 08/12/23 and STAAR EOC files dated 08/12/23. SIS demographic file dated 10/31/22.

Figure 13: 2022-23 ACE and Matched Non-ACE Student STAAR Mathematics Approaches+ and Meets+ Performance Standard Rates



Source: Dallas ISD STAAR files dated 08/12/23 and STAAR EOC files dated 08/12/23. SIS demographic file dated 10/31/22.

Campus-level comparisons of STAAR reading and mathematics outcomes varied by campus and grade (Table 6). Overall, two of the 23 (8.7%) ACE campuses met the program goal of achieving Approaches+ and Meets+ performance standard rates at or above the district on the reading and mathematics STAAR tests. One of the four (25.0%) ACE 1.0 campuses (Blanton) and one of the four (25.0%) ACE 2.0 campuses (Carr) met the goal of achieving performance standard rates at or above the district. In reading, two of the 23 (8.7%) ACE campuses met the program goal of achieving Approaches+ and Meets+ performance standard rates at or above the district (Blanton and Carr). In mathematics, five of the 23 (21.7%) ACE campuses achieved Approaches+ and Meets+ performance standard rates of students at or above the district (Blanton, Carr, Dunbar, Bursleson, and Truett). The rates of students at the STAAR Approaches+, Meets+, and Masters performance standards for 2023 by campus and cohort are provided in Appendix H.

Table 6: 2022-23 ACE Cohort and District STAAR Approaches+, Meets+, or Masters Performance Standard Rates by Subject

Performance Standard Rates by Subject							
ACE Cohorts	N	Approaches+		Meets+		Masters	
		n	%	n	%	n	%
Reading							
1.0 ES	414	299	72.2	190	45.9	89	21.5
1.0 MS	968	588	60.7	271	28.0	79	8.2
2.0 ES	615	388	63.1	241	39.2	90	14.6
2.0 MS	400	269	67.3	133	33.3	26	6.5
3.0 ES	1,176	760	64.6	409	34.8	138	11.7
3.0 ES/MS	445	295	66.3	169	38.0	71	16.0
4.0 ES	1,498	1,007	67.2	575	38.4	213	14.2
District ES	26,562	18,550	69.8	11,621	43.8	5,011	18.9
District ES/MS	5,562	4,907	88.2	3,978	71.5	2,662	47.9
District MS	21,953	15,547	70.8	9,418	42.9	3,617	16.5
Mathematics							
1.0 ES	415	343	82.7	246	59.3	93	22.4
1.0 MS	961	602	62.6	278	28.9	290	30.2
2.0 ES	608	400	65.8	246	40.5	89	14.6
2.0 MS	401	304	75.8	154	38.4	50	12.5
3.0 ES	1,175	735	62.6	450	38.3	151	12.9
3.0 ES/MS	446	331	74.2	204	45.7	70	15.7
4.0 ES	1,495	1,072	71.7	646	43.2	199	13.3
District ES	26,544	19,396	73.1	12,095	45.6	4,499	16.9
District ES/MS	4,873	4,006	82.2	2,887	59.2	1,549	31.8
District MS	22,155	16,374	73.9	9,243	41.7	3,368	15.2
Science							
1.0 ES	142	74	52.1	29	20.4	8	5.6
1.0 MS	392	232	59.2	113	28.8	15	3.8
2.0 ES	220	121	55.0	61	27.7	14	6.4
2.0 MS	172	120	69.8	50	29.1	3	1.7
3.0 ES	396	194	49.0	89	22.5	31	7.8
3.0 ES/MS	110	58	52.7	30	27.3	9	8.2
4.0 ES	486	283	58.2	124	25.5	47	9.7
District ES	8,484	4,868	57.4	2,387	28.1	859	10.1
District ES/MS	2,071	1,606	77.5	1,100	53.1	542	26.2
District MS	8,407	5,512	65.6	2,774	33.0	587	7.0
Social Studies							
1.0 ES	-	-	-	-	-	-	-
1.0 MS	356	158	44.4	57	16.0	18	5.1
2.0 ES	-	-	-	-	-	-	-
2.0 MS	180	115	63.9	40	22.2	15	8.3
3.0 ES	-	-	-	-	-	-	-
3.0 ES/MS	-	-	-	-	-	-	-
4.0 ES	-	-	-	-	-	-	-
District ES	-	-	-	-	-	-	-
District MS	8,046	4,158	51.7	1,867	23.2	776	9.6

Source: Dallas ISD STAAR files dated 08/12/23 and STAAR EOC files dated 08/12/23. SIS demographic file dated 10/31/22.

Note: - = STAAR Social Studies test is only administered in Middle school. STAAR performance standard attainment rates at or above the district are in **bold**.

EQ 4: What were the outcomes related to the expectations component of the ACE program?

This section addresses three outcome objectives for evaluating the *expectations* component of the ACE program, including 1) attendance rates at or above the district, 2) positive response rates on the

student experience survey at or above district averages, and 3) positive response rates on the parent survey at or above district rate.

Attendance Rates

Key Findings from this section:



Three of the four (75.0%) ACE 1.0 campuses and three of the four (75.0%) ACE 2.0 campuses met the program goal of having attendance rates at or above the district rate.



Three of the seven (42.9%) ACE 3.0 campuses and four of the eight (50.0%) ACE 4.0 campuses met the program goal of having attendance rates at or above the district rate.

Attendance rates for the district and 20 of the 23 (87.0%) ACE campuses increased from 2021-22 to 2022-23. Overall, 13 of the 23 (56.5%) ACE campuses met the program goal of having attendance rates at or above the district rate (Table 7). Three of the four (75.0%) ACE 1.0 campuses (Blanton, Lee, and Dade) and three of the four (75.0%) ACE 2.0 campuses (Carr, Titcher, and Rusk) met the program goal of having attendance rates at or above the district rate. Three of the seven (42.9%) ACE 3.0 campuses (Hotchkiss, King, and Thompson) and four of the eight (50.0%) ACE 4.0 campuses (Burleson, Cochran, Johnson, and Truett) met the program goal of having attendance rates at or above the district rate.

Table 7: 2018-19 to 2022-23 ACE Campuses, Cohorts, and District Attendance Rates

	2018-19 %	2019-20 ^a %	2020-21 %	2021-22 %	2022-23 %
ACE 1.0					
Blanton	96.6*	95.5*	96.9	93.4	94.5
Lee, U	95.7*	95.0*	93.9	92.7	93.3
Dade	95.4*	95.7*	97.4	90.4	92.3
Todd ^f	92.7*	91.3*	92.5	85.9	87.8
ACE 1.0	95.2*	94.7*	95.7	90.7	92.3
ACE 2.0					
Carr ^b	94.8	94.5	95.5	92.5	94.5
Ervin ⁺	97.4	95.1	93.7	86.9	87.9
Titche	96.3	95.2	95.1	93.0	95.2
Rusk ⁺⁺	96.4	96.0	90.4	89.0	93.3
ACE 2.0	96.4	95.3	93.5	90.2	92.4
ACE 3.0					
Chavez	95.6	94.3	95.6	89.2	91.4
Dunbar	95.5	94.3	95.7	90.7	91.8
Hotchkiss	96.7	95.1	95.6	94.5	94.2
King	96.5	97.9	97.3	94.3	94.2
Maple Lawn ⁺⁺	96.3	94.9	94.1	89.3	91.5
Pease ^{c+}	93.2	91.8	92.4	90.0	90.2
Thompson ^e	96.3	94.6	93.0	87.8	92.5
ACE 3.0	95.8	94.7	94.7	90.7	92.0
ACE 4.0					
Bryan ⁺	-	-	92.4	90.2	91.8
Burleson	-	-	93.2	92.4	92.9
Cedar Crest	-	-	91.6	88.9	91.3
Cochran	-	-	92.4	90.5	92.5
Douglass	-	-	91.6	87.7	89.1
Johnson ^d	-	-	95.3	92.0	93.7
Truett ⁺	-	-	93.8	91.3	92.2
Wilmer-Hutchins ES ⁺	-	-	96.2	92.1	91.9
ACE 4.0	-	-	93.4	90.8	92.0
District	95.3	94.2	92.1	90.8	92.0

Source: Dallas ISD attendance files dated 06/04/19 (2018-19), 03/04/20 (4th six-weeks, 2019-20), 08/24/21 (2020-21), 06/29/2022 (2021-22), and 06/28/23 (2022-23).

Note: - = Data not displayed as these campuses did not participate in the ACE program that year. ^a 2019-20 totals only include data from the first four six weeks. ^b Because Carr and Carver merged in 2017-18, 2016-17 numbers for Carr include both Carr and Carver; 2017-18 numbers are for Carr only. ^c In 2018-19, Pease transitioned from ACE 1.0 to ACE 3.0. ^d Johnson opened in 2020-21. ^e In 2021-22, Rhoads ES became a dedicated Prekindergarten Center. As such, students in grades K through 5 as well as ACE funding moved to the new H.S. Thompson Elementary School. ^f In 2022-23, Sarah Zumwalt Middle School was formally renamed to Dr. Frederick Douglass Todd, Sr. Middle School. * ACE 1.0 campuses did not participate in the ACE program in 2018-19 and 2019-20. ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar. Attendance rates meeting or exceeding the district percentage (rounded) are in **bold**.

Student Experience Survey

Key Findings from this section:



Three of the four (75.0%) ACE 1.0 campuses, two of the four (50.0%) ACE 2.0 campuses, three of the seven (42.9%) ACE 3.0 campuses, and six of the eight (75.0%) ACE 4.0 campuses met the program goal of exceeding the district's overall favorable rate on the student experience survey.

In 2022-23, ACE students generally responded favorably on the districtwide student survey (Table 8). Overall, 14 of the 23 (60.9%) ACE campuses met the program goal of exceeding the overall favorable

rate for the district. Three of the four (75.0%) ACE 1.0 campuses (Blanton, Lee, and Dade) two of the four (50.0%) ACE 2.0 campuses (Carr and Titcher) met the goal of exceeding the district's overall favorable rate on the student experience survey. Three of the seven (42.9%) ACE 3.0 campuses (Dunbar, King, and Maple Lawn) and six of the eight (75.0%) ACE 4.0 campuses (Burleson, Cochran, Cedar Crest, Johnson, Truett, and W-H ES) met the goal of exceeding the district's overall favorable rate on the student experience survey. Favorable response rates by cohort and campus are provided in Appendix I.

Table 8: 2022-23 ACE Student Experience Survey Percent Favorable Ratings by Category

ACE Cohort	Classroom Environment %	Student Engagement %	Pedagogical Effectiveness %	Rigorous Expectations %	Teacher-Student Relationships %	Overall %
ACE 1.0 ES	92.0	91.5	95.0	94.5	93.5	93.5
ACE 1.0 MS	75.5	61.0	81.0	80.5	75.0	74.5
ACE 2.0 ES	82.2	80.2	89.0	87.3	85.3	85.0
ACE 2.0 MS	71.0	52.0	77.0	79.0	68.0	69.0
ACE 3.0 ES	77.0	75.0	84.2	80.8	80.0	79.4
ACE 3.0 ES/MS	78.0	68.5	83.3	81.8	81.0	78.3
ACE 4.0 ES	85.1	83.8	91.3	89.3	85.3	87.4
District ES*	82.0	78.0	87.0	85.0	84.0	83.0
District MS*	76.0	58.0	79.0	77.0	72.0	72.0

Source: Dallas ISD Office of Institutional Research (OIR) Student Experience Survey data file dated 07/12/23.

Note: * = Some campuses had lower participation rates than in prior years. Campuses were only included in analyses if their participation rates were 52 percent or greater. Results should not be compared to prior years and should be reviewed with caution. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12. Percent favorable ratings meeting or exceeding the district percentage (rounded) are in **bold**.

Parent/Guardian Survey

Key Findings from this section:



Overall, 21 of the 23 (91%) ACE campuses met the program goal of meeting or exceeding the district positive response rate on the parent perceptions survey.

In 2022-23, parent perceptions of ACE cohorts were generally positive (Table 9). Overall, 21 out of the 23 (91.3%) ACE campuses met the goal of meeting or exceeding the district positive response rate (91.9%). Notably, all ACE 1.0 and ACE 3.0 campuses met the goal of meeting or exceeding the district positive response rate. A list of the first ten items of the parent perception survey is provided in Appendix J.

Table 9: 2022-23 ACE Parent Survey Percent Favorable Ratings (First 10 items)

Campus	N	%
ACE 1.0		
Blanton	115	97.3
Lee, U	118	98.6
Dade	96	96.8
Todd ^a	85	98.6
ACE 1.0	414	97.8
ACE 2.0		
Carr	63	99.8
Ervin ⁺	91	88.4
Titche	101	93.8
Rusk ⁺⁺	106	98.4
ACE 2.0	361	95.1
ACE 3.0		
Chavez	83	97.8
Dunbar	84	98.3
Hotchkiss	84	92.7
King	81	93.8
Maple Lawn ⁺⁺	88	93.0
Pease ⁺	120	97.2
Thompson	114	96.1
ACE 3.0	654	95.6
ACE 4.0		
Bryan ⁺	78	97.2
Burleson	82	95.1
Cedar Crest	67	98.4
Cochran	89	94.9
Douglass	80	90.5
Johnson	92	95.0
Truett ⁺	90	96.1
Wilmer-Hutchins ES ⁺	90	96.7
ACE 4.0	668	95.5
District	23,056	91.9

Source: Dallas ISD OIR Parent Perception Survey data file dated 07/12/23.

Note: ^a In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School. ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar. Favorable percentages that met or exceeded the district are in **bold**.

EQ 5: What were the 2023 ACE state accountability results?

The ultimate goal of the ACE program was for all ACE campuses to earn or maintain a passing accountability rating letter grade.^{11,12} Due to the STAAR test redesign, state accountability results will not be available until November 2023. Therefore, the results are excluded from this report.

¹¹ In 2022-23, campuses received an accountability rating of A, B, C, D or F. Letter grades between A and C were considered passing.

¹² Details regarding the establishment and calculation of TEA accountability targets and indices are complex and beyond the scope of this document. For more information about TEA accountability ratings, see <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2022-accountability-manual>.

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Appendix A

ACRONYMS AND ABBREVIATIONS

ACE	Accelerating Campus Excellence
Af. Amer	African American
Approaches+	Approaches Grade Level or Above
BOY	Beginning of Year
CGP	Conditional Growth Percentile
DTR	Distinguished Teacher Review
EB	Emergent Bilingual
EOC	<i>End-of-Course</i>
EOY	End of Year
ES	Elementary school
ES/MS	Elementary/Middle Combination School
HCM	Human Capital Management
HPC	High Priority Campus
ISD	Independent School District
Masters	Masters Grade Level
Meets+	Meets Grade Level or Above
MS	Middle school
MAP	<i>Measures of Academic Progress</i>
NWEA	Northwest Evaluation Association
OIR	Office of Institutional Research
PEIMS	Public Education Information Management System
PLCs	Professional Learning Communities
SBDM	Site-Based Decision Making
SPED	Special Education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TEA	Texas Education Agency
TEI	Teacher Excellence Initiative
W-H ES	Wilmer-Hutchins Elementary School

Appendix B

Appendix B: History of ACE Program by School Year

2015-16

- The ACE initiative began. ACE 1.0 campuses included Blanton, Mills, Lee, Pease, Dade, Edison, and Zumwalt.

2017-18

- The ACE program added a second cohort of campuses. ACE 2.0 campuses included Carr, Ervin, Hernandez, Ray, Titche, and Rusk.
- C. F. Carr and Carver merged in 2017-18.

2018-19

- Five of the seven ACE 1.0 campuses (Blanton, Mills, Lee, Dade, Zumwalt) rejoined to their pre-ACE feeder patterns.
- Grade six at Thomas A. Edison was consolidated with C. F. Carr Elementary.
- The ACE program added a third cohort of campuses. ACE Leadership 3.0 campuses included Chavez, Dunbar, Hotchkiss, Maple Lawn, King, Pease, and Rhoads.
- Because of enrollment decline and school choice expansion, students at Onesimo Hernandez elementary school were consolidated with Maple Lawn elementary school, and students at L.W. Ray elementary school were consolidated with Cesar Chavez learning center. Onesimo Hernandez elementary school became a Montessori academy in 2018-19.
- In 2018-19, former ACE 1.0 campus Elisha M. Pease elementary school joined ACE Leadership 3.0, and grades seven and eight of the Thomas A. Edison middle school were consolidated with Pinkston high school because of facility needs. Grade six at Thomas A. Edison was consolidated with C. F. Carr Elementary.

2019-20

- On Friday March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the school year.

2020-21

- The district expanded the ACE program to 23 campuses including four campuses from the original first cohort (ACE 1.0; Blanton, Dade, Lee, and Zumwalt).
- The ACE program added a fourth cohort of campuses. ACE 4.0 campuses included Bryan, Burleson, Cedar Crest, Cochran, Douglass, Johnson, Truett, and WH-ES.
- Eddie Bernice Johnson Elementary school opened in 2020-21.

2021-22

- Rhoads became exclusively a PK learning center. Students in grades K through grade 5 as well as ACE funding moved to the new H.S. Thompson Elementary School.
- To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports. Of the ACE campuses, five adopted the Intersession school calendar (Bryan, Ervin, Pease, Truett, and WH-ES) and two adopted the Redesign school calendar (Maple Lawn and Rusk).

2022-23

- Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School.
- Hotchkiss and King school types were reclassified from Elementary Schools to Elementary/Middle schools (combination).
- In January 2023, all ACE 4.0 campuses rejoined their respective vertical teams.

Source: Barton and Rowles (2019), Featherston (2021), and Sands and Mastrogiovanni (2022).

Appendix C

Appendix C: 2022-23 Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
Prog. Desc.	Staff Demographics	Dallas ISD HCM Department	01/5/23	Rate of staff by gender, race, highest degree, years in the district.	District, program, cohort, school level, campus
	Teacher TEI Ratings	Dallas ISD HCM Department	11/29/22	Rate of staff by TEI Effectiveness Level	District, program, cohort, school level, campus
	Budget	Dallas ISD Budget Services	04/21/23	Report	Program
1	Program implementation Interview	ACE Deputy Chief	12/08/22	Content analysis of themes	Program
	Student Demographics	Student Information System	10/31/22	Rate of students by gender, race, Economically Disadvantaged, SPED, and EB.	District, program, cohort, campus
2	Teacher Retention	Dallas ISD HCM Department	11/29/22	Report rates of Stayers, Leavers, and Movers	District, cohort, campus
	Campus Climate Survey	Dallas ISD OIR Department and Hanover	01/07/19 (fall 2018), 05/28/19 (spring 2019), 01/31/22 (fall 2021), 06/07/22 (spring 2022), 01/17/23 (fall 2022), 06/27/23 (spring 2023).	Report Culture of Feedback Quintile Scores	Campus
3	MAP Reading & Mathematics	NWEA	06/25/23 (EOY)	Rates of students at Growth Quintiles and Projected Growth Categories	District, program, cohort, school level, campus, test language
	STAAR Reading, Mathematics, Science and Social Studies	TEA	08/12/23 (STAAR 3-8), 08/12/23 (STAAR EOC)	Rates of students at Approaches+, Meets+, and Masters Performance Standards	District, program, cohort, school level, campus
4	Student Attendance	Student Information System	06/20/17 (2016-17), 06/11/18 (2017-18), 06/04/19 (2018-19), 03/04/20 (4th six weeks, 2019-20), 08/24/21 (2020-21), 06/29/22 (2021-22), 06/28/23 (2022-23).	Average attendance rates	District, program, cohort, campus
	Student Experience Survey	Dallas ISD OIR Department	07/12/23	Rates of favorable responses by survey categories	Cohort, school level
	Parent/Guardian Survey	Dallas ISD OIR Department	07/12/23	Report percent positive	Campus

Note: HCM – Human Capital Management. NWEA – Northwest Evaluation Association. MAP - Measures of Academic Progress. STAAR - State of Texas Assessments of Academic Readiness. OIR – Office of Institutional Research. TEI – Teacher Excellence Initiative.

Additional Methodology Notes

Selection of Comparison Groups

To improve the validity of the evaluation and to control for confounding influences on outcomes and participation in the ACE program, two ACE student comparison samples were created to resemble students attending ACE campuses. The comparison samples included students who did not attend ACE campuses who were then matched with ACE students based on gender, race, grade number, SPED status, EB status, At-Risk status, Economically Disadvantaged status, as well as BOY academic achievement level as measured by the NWEA *MAP* assessment including test language, reading achievement quintile, and mathematics achievement quintile performance.

Prior to employing the matching procedure, students who had missing data or withdrew from the district were excluded from the analysis. There were 62,946 students who were excluded from the analysis leaving a sample size of 78,369. The data were then separated by students attending ACE campuses ($N = 8,103$) and students not attending ACE campuses ($N = 70,266$). Results of the matching process resulted in two matched samples: a mathematics student comparison sample of 7,960 students and a reading student comparison sample of 7,939 students. Regarding the ethnicity of the reading comparison sample for this evaluation, 46 percent were African American, 50 percent were Hispanic, and one percent were White. The reading comparison sample had a slightly higher proportion of males than females. Approximately 97 percent of the reading comparison sample was identified as economically disadvantaged, and 52 percent were identified as At-Risk. When examining BOY *MAP* achievement scores, the reading comparison sample primarily clustered at the Low (33.7%) and Low Average (20.7%) BOY *MAP* Achievement quintiles.

Regarding the ethnicity of the mathematics comparison sample for this evaluation, 46 percent were African American, 50 percent were Hispanic, and one percent were White. The mathematics comparison sample had a slightly higher proportion of males than females. Approximately 97 percent of the mathematics comparison sample was identified as economically disadvantaged, and 52 percent were identified as at-risk. When examining BOY *MAP* achievement scores, the reading comparison sample primarily clustered at the Low (39.9%) and Low Average (21.9%) BOY *MAP* Achievement quintiles.

Appendix D

Appendix D, Table 1: 2022-23 Teacher Characteristics – District Overall and ACE Overall

	District Overall								ACE Overall							
	All ^a (N = 9,693)		Elementary (N = 4,704)		Middle (N = 1,773)		Combination ^b (N = 602)		All (N = 879)		Elementary (N = 674)		Middle (N = 127)		Combination (N = 78)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex																
Male	3,023	31.2	967	20.6	646	36.4	143	23.8	193	22.0	135	20.0	36	28.3	22	28.2
Female	6,670	68.8	3,737	79.4	1,127	63.6	459	76.2	686	78.0	539	80.0	91	71.1	56	71.8
Race/Ethnicity																
African American	3,563	36.8	1,349	28.7	964	54.4	172	28.6	481	54.7	349	51.8	102	80.3	30	38.5
Hispanic	3,411	35.2	2,301	48.9	315	17.8	222	36.9	277	31.5	229	34.0	15	11.8	33	42.3
White	2,325	24.0	925	19.7	420	23.7	177	29.4	104	11.8	82	12.2	9	7.1	13	16.7
Other	394	4.1	129	2.7	74	4.2	31	5.1	17	1.9	14	2.1	1	0.8	2	2.6
Highest Degree Earned																
Associate's	84	0.9	39	0.8	11	0.6	5	0.8	6	0.7	5	0.7	0	0.0	1	1.3
Bachelor's	6,628	68.4	3,328	70.7	1,216	68.6	409	67.9	598	68.0	457	67.8	93	73.2	48	61.5
Master's	1,904	19.6	879	18.7	355	20.0	117	19.4	186	21.2	146	21.7	25	19.7	15	19.2
Doctorate	108	1.1	42	0.9	14	0.8	3	0.5	14	1.6	10	1.5	2	1.6	2	2.6
Other/Missing	963	10.0	416	8.8	177	10.0	68	11.3	75	8.5	56	8.3	7	5.5	12	15.4

Source: Dallas ISD Human Capital Management (HCM) personnel file dated 01/05/23.

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

Appendix D, Table 2: 2022-23 ACE Teacher Characteristics by Cohort and School Type

	N	ACE 1.0						ACE 2.0						ACE 3.0						ACE 4.0	
		All (N = 163)		Elementary (N = 75)		Middle (N = 88)		All (N = 151)		Elementary (N = 112)		Middle (N = 39)		All (N = 272)		Elementary (N = 194)		Combination ^a (N = 78)		All (N = 293)	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex																					
Male	193	38	23.3	17	22.7	21	23.9	38	25.2	23	20.5	15	38.5	69	25.4	47	24.2	22	28.2	48	16.4
Female	686	125	76.7	58	77.3	67	76.1	113	74.8	89	79.5	24	61.5	203	74.6	147	75.8	56	71.8	245	83.6
Race/Ethnicity																					
Af. Amer.	481	112	68.7	28	37.3	84	95.5	81	53.6	63	56.3	18	46.2	152	55.9	122	62.9	30	38.5	136	46.4
Hispanic	277	35	21.5	31	41.3	4	4.5	44	29.1	33	29.5	11	28.2	91	33.5	58	29.9	33	42.3	107	36.5
White	104	14	8.6	14	18.7	0	0.0	23	15.2	14	12.5	9	23.1	24	8.8	11	5.7	13	16.7	43	14.7
Other	17	2	1.2	2	2.7	0	0.0	3	2.0	2	1.8	1	2.6	5	1.8	3	1.5	2	2.6	7	2.4
Highest Degree Earned																					
Associate's	6	0	0.0	0	0.0	0	0.0	1	0.7	1	0.9	0	0.0	2	0.7	1	0.5	1	1.3	3	1.0
Bachelor's	598	119	73.0	56	74.7	63	71.6	98	64.9	68	60.7	30	76.9	192	70.6	144	74.2	48	61.5	189	64.5
Master's	186	33	20.2	13	17.3	20	22.7	30	19.9	25	22.3	5	12.8	53	19.9	38	19.6	15	19.2	70	23.9
Doctorate	14	2	1.2	1	1.3	1	1.1	4	2.6	3	2.7	1	2.6	3	1.1	1	0.5	2	2.6	5	1.7
Other/Missing	75	9	5.5	5	6.7	4	4.5	18	11.9	15	13.4	3	7.7	22	8.1	10	5.2	12	15.4	26	8.9

Source: Dallas ISD Human Capital Management (HCM) personnel file dated 01/05/23.

Note: ^a = combination campuses include elementary/middle school campuses. Af. Amer. = African American. Percentages may not sum to 100 because of rounding.

Appendix D, Table 3: 2022-23 Teacher Characteristics – ACE 1.0 Campuses

	Elementary Schools				Middle Schools			
	Blanton (N = 45)		Lee, U (N = 30)		Dade (N = 54)		Todd ^a (N = 34)	
	n	%	n	%	n	%	n	%
Sex								
Male	8	17.8	9	30.0	15	27.8	6	17.6
Female	37	82.2	21	70.0	39	72.2	28	82.4
Race/Ethnicity								
African American	8	17.8	20	66.7	50	92.6	34	100.0
Hispanic	23	51.1	8	26.7	4	7.4	0	0.0
White	12	26.7	2	6.7	0	0.0	0	0.0
Other	2	4.4	0	0.0	0	0.0	0	0.0
Highest Degree Earned								
Associate's	0	0.0	0	0.0	0	0.0	0	0.0
Bachelor's	36	80.0	20	66.7	38	70.4	25	73.5
Master's	5	11.1	8	26.7	12	22.2	8	23.5
Doctorate	0	0.0	1	3.3	1	1.9	0	0.0
Other/Missing	4	8.9	1	3.3	3	5.6	1	2.9

Source: Dallas ISD Human Capital Management (HCM) personnel file dated 01/05/23.

Note: ^a In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School. Percentages may not sum to 100 because of rounding.

Appendix D, Table 4: 2022-23 Teacher Characteristics – ACE 2.0 Campuses

	Elementary Schools				Middle School			
	Carr (N = 25)		Ervin ⁺ (N = 46)		Titcher (N = 41)		Rusk ⁺⁺ (N = 39)	
	n	%	n	%	n	%	n	%
Sex								
Male	21	84.0	12	26.1	7	17.1	15	38.5
Female	4	16.0	34	73.9	34	82.9	24	61.5
Race/Ethnicity								
African American	15	60.0	30	65.2	18	43.9	18	46.2
Hispanic	5	20.0	11	23.9	17	41.5	11	28.2
White	5	20.0	3	6.5	6	14.6	9	23.1
Other	0	0.0	2	4.3	0	0.0	1	2.6
Highest Degree Earned								
Associate's	0	0.0	0	0.0	1	2.4	0	0.0
Bachelor's	16	64.0	24	52.2	28	68.3	30	76.9
Master's	4	16.0	15	32.6	6	14.6	5	12.8
Doctorate	1	4.0	2	4.3	0	0.0	1	2.6
Other/Missing	4	16.0	5	10.9	6	14.6	3	7.7

Source: Dallas ISD Human Capital Management (HCM) personnel file dated 01/05/23.

Note: ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar. Percentages may not sum to 100 because of rounding.

Appendix D, Table 5: 2022-23 Teacher Characteristics – ACE 3.0 Campuses

	Elementary Schools										Combination ^a Schools			
	Chavez (N = 40)		Dunbar (N = 36)		Maple Lawn ⁺⁺ (N = 37)		Pease ⁺ (N = 50)		Thompson (N = 31)		Hotchkiss (N = 37)		King (N = 41)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex														
Male	10	25.0	12	33.3	11	29.7	7	14.0	7	22.6	12	32.4	10	24.4
Female	30	75.0	24	66.7	26	70.3	43	86.0	24	77.4	25	67.6	31	75.6
Race/ Ethnicity														
African American	17	42.5	26	72.2	14	37.8	44	88.0	21	67.7	2	5.4	28	68.3
Hispanic	17	42.5	9	25.0	18	48.6	6	12.0	8	25.8	22	59.5	11	26.8
White	6	15.0	1	2.8	3	8.1	0	0.0	1	3.2	12	32.4	1	2.4
Other	0	0.0	0	0.0	2	5.4	0	0.0	1	3.2	1	2.7	1	2.4
Highest Degree Earned														
Associate's	0	0.0	0	0.0	0	0.0	1	2.0	0	0.0	0	0.0	1	2.4
Bachelor's	30	75.0	30	83.3	29	78.4	31	62.0	24	77.4	23	62.2	25	61.0
Master's	9	22.5	5	13.9	5	13.5	15	30.0	4	12.9	5	13.5	10	24.4
Doctorate	0	0.0	0	0.0	1	2.7	0	0.0	0	0.0	2	5.4	0	0.0
Other/Missing	1	2.5	1	2.8	2	5.4	1	2.0	3	9.7	7	18.9	5	12.2

Source: Dallas ISD Human Capital Management (HCM) personnel file dated 01/05/23.

Note: ^a= combination campuses include elementary/middle school campuses. ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar. Percentages may not sum to 100 because of rounding.

Appendix D, Table 6: 2022-23 Teacher Characteristics – ACE 4.0 Campuses

	Elementary Schools															
	Bryan ⁺ (N = 27)		Burleson (N = 37)		Cedar Crest (N = 31)		Cochran (N = 32)		Douglass (N = 33)		Johnson (N = 34)		Truett ⁺ (N = 59)		W-H ES ⁺ (N = 40)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex																
Male	3	11.1	7	18.9	8	25.8	3	9.4	7	21.2	8	23.5	6	10.2	6	15.0
Female	24	88.9	30	81.1	23	74.2	29	90.6	26	78.8	26	76.5	53	89.8	34	85.0
Race/Ethnicity																
African American	15	55.6	15	40.5	20	64.5	15	46.9	19	57.6	18	52.9	15	25.4	19	47.5
Hispanic	9	33.3	14	37.8	6	19.4	11	34.4	8	24.2	12	35.3	30	50.8	17	42.5
White	2	7.4	7	18.9	5	16.1	3	9.4	6	18.2	4	11.8	12	20.3	4	10.0
Other	1	3.7	1	2.7	0	0.0	3	9.4	0	0.0	0	0.0	2	3.4	0	0.0
Highest Degree Earned																
Associate's	0	0.0	1	2.7	0	0.0	1	3.1	0	0.0	0	0.0	1	1.7	0	0.0
Bachelor's	18	66.7	26	70.3	21	67.7	20	62.5	22	66.7	21	61.8	37	62.7	24	60.0
Master's	5	18.5	5	13.5	8	25.8	8	25.0	8	24.2	10	29.4	16	27.1	10	25.0
Doctorate	1	3.7	0	0.0	0	0.0	0	0.0	1	3.0	1	2.9	2	3.4	0	0.0
Other/Missing	3	11.1	5	13.5	2	6.5	3	9.4	2	6.1	2	5.9	3	5.1	6	15.0

Source: Dallas ISD Human Capital Management (HCM) personnel file dated 01/05/23.

Note: W-H = Wilmer-Hutchins. Percentages may not sum to 100 because of rounding. ⁺ Schools that adopted the Intercession school Calendar.

Appendix E

Appendix E: 2022-23 Percentage of Teachers at Each TEI Effectiveness Level – ACE Campuses and District

	Teachers N	NA %	No Level %	Unsat %	Prog I %	Prog II %	Prof I %	Prof II %	Prof III %	Exem I %	Exem II %	Master %
ACE 1.0												
Blanton	45	17.8	2.2	0.0	6.7	11.1	17.8	6.7	22.2	2.2	6.7	6.7
Lee, U	30	10.0	0.0	0.0	3.3	10.0	23.3	13.3	23.3	10.0	3.3	3.3
Dade	54	27.8	0.0	0.0	1.9	22.2	24.1	1.9	18.5	1.9	1.9	0.0
Todd	34	32.4	5.9	0.0	14.7	8.8	17.6	5.9	8.8	2.9	2.9	0.0
ACE 1.0	163	22.7	1.8	0.0	6.1	14.1	20.9	6.1	18.4	3.7	3.7	2.5
ACE 2.0												
Carr	25	20.0	0.0	0.0	12.0	12.0	32.0	12.0	8.0	4.0	0.0	0.0
Ervin	46	21.7	0.0	0.0	6.5	15.2	26.1	21.7	6.5	2.2	0.0	0.0
Titche	41	19.5	0.0	0.0	2.4	17.1	14.6	14.6	17.1	7.3	4.9	2.4
Rusk	39	25.6	0.0	0.0	5.1	10.3	30.8	2.6	12.8	10.3	0.0	2.6
ACE 2.0	151	21.9	0.0	0.0	6.0	13.9	25.2	13.2	11.3	6.0	1.3	1.3
ACE 3.0												
Chavez	40	35.0	0.0	0.0	10.0	7.5	27.5	7.5	10.0	0.0	0.0	2.5
Dunbar	36	19.4	0.0	0.0	11.1	11.1	16.7	8.3	27.8	5.6	0.0	0.0
Hotchkiss	37	35.1	8.1	0.0	13.5	2.7	21.6	10.8	2.7	0.0	5.4	0.0
King	41	24.4	0.0	0.0	2.4	9.8	34.1	9.8	12.2	4.9	2.4	0.0
Maple Lawn	37	29.7	0.0	0.0	10.8	5.4	21.6	10.8	18.9	0.0	2.7	0.0
Pease	50	22.0	0.0	0.0	6.0	10.0	28.0	10.0	16.0	4.0	4.0	0.0
Thompson	31	51.6	3.2	0.0	12.9	16.1	12.9	0.0	0.0	3.2	0.0	0.0
ACE 3.0	272	30.1	1.5	0.0	9.2	8.8	23.9	8.5	12.9	2.6	2.2	0.4
ACE 4.0												
Bryan	27	14.8	0.0	0.0	22.2	11.1	18.5	11.1	22.2	0.0	0.0	0.0
Burleson	37	16.2	0.0	0.0	5.4	10.8	24.3	18.9	13.5	2.7	2.7	5.4
Cedar Crest	31	45.2	0.0	0.0	9.7	3.2	16.1	12.9	9.7	3.2	0.0	0.0
Cochran	32	9.4	3.1	0.0	12.5	6.3	25.0	28.1	15.6	0.0	0.0	0.0
Douglass	33	33.3	0.0	0.0	6.1	9.1	24.2	3.0	15.2	6.1	0.0	3.0
Johnson	34	11.8	0.0	0.0	14.7	2.9	17.6	5.9	17.6	23.5	5.9	0.0
Truett	59	13.6	0.0	0.0	6.8	6.8	23.7	10.2	27.1	3.4	5.1	3.4
Wilmer-Hutchins ES	40	15.0	0.0	0.0	12.5	0.0	17.5	12.5	17.5	7.5	10.0	7.5
ACE 4.0	293	19.1	0.3	0.0	10.6	6.1	21.2	12.6	18.1	5.8	3.4	2.7
District	9,956	22.9	0.9	0.6	9.4	13.5	29.3	11.7	8.6	1.8	1.2	0.2

Source: Dallas ISD Human Capital Management (HCM) personnel file dated 01/05/23 and teacher effectiveness level data file dated 11/29/22.

Note: Exem = Exemplary. Prof = Proficient. Prog = Progressing. Unsat = Unsatisfactory. Total number of teachers per campus and for each ACE cohort may differ slightly from what is reported in the teacher demographic section of this document because the files were created on different days. TEI ratings reflect those earned in the 2022-23 academic year. Percentages may not sum to 100 percent because of rounding.

Appendix F

Appendix F, Table 1: 2022-23 Student Characteristics – District Overall and ACE Overall

	District Overall								ACE Overall							
	All ^a (N = 140,173)		Elementary (N = 67,447)		Middle (N = 23,724)		Combination ^b (N = 8,231)		All (N = 12,047)		Elementary (N = 9,590)		Middle (N = 1,506)		Combination (N = 951)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex																
Male	71,483	51.0	34,846	51.7	12,240	51.6	3,691	44.8	6,199	51.5	4,915	51.3	797	52.9	487	51.2
Female	68,690	49.0	32,601	48.3	11,484	48.4	4,540	55.2	5,848	48.5	4,675	48.7	709	47.1	464	48.8
Race/Ethnicity																
Af. Amer.	28,641	20.4	14,158	21.0	4,964	20.9	1,534	18.6	5,459	45.3	4,316	45.0	753	50.0	390	41.0
Hispanic	99,096	70.7	47,214	70.0	17,332	73.1	4,886	59.4	6,022	50.0	4,836	50.4	695	46.1	491	51.6
White	7,692	5.5	3,700	5.5	797	0.6	1,288	15.6	196	1.6	154	1.6	14	0.9	28	2.9
Other	4,744	3.4	2,375	3.5	631	2.7	523	6.4	370	3.1	284	3.0	44	2.9	42	4.4
Special Student Group																
EB	68,478	48.9	34,392	51.0	12,569	53.0	2,837	34.5	4,807	39.9	3,809	39.7	562	37.3	436	45.8
SPED	15,594	11.1	7,520	11.1	3,389	14.3	700	8.5	1,355	11.2	981	10.2	275	18.3	99	10.4
Econ. Dis.	118,879	84.8	59,534	88.3	21,276	89.7	5,211	63.3	11,681	97.0	9,317	97.2	1,465	97.3	899	94.5

Source: Dallas ISD Student Information System (SIS) demographic file dated 10/31/22.

Note: Af. Amer. = African American. W-H ES = Wilmer-Hutchins Elementary School. Econ. Dis. = Economically disadvantaged. SPED = Special Education. EB = Emergent Bilingual. ^a = Includes elementary, elementary/middle, middle, and high schools. District elementary and middle totals do not include combined middle/high campus students. ^b = combination campuses include elementary/middle school campuses. Percentages may not sum to 100 because of rounding.

Appendix F, Table 2: 2022-23 ACE Student Characteristics – Sex, Race/Ethnicity, and Special Student Groups

	N	Sex				Race/Ethnicity								Special Student Groups					
		Male		Female		Af. Amer.		Hispanic		White		Other/Missing		Econ. Dis.		EB		SPED	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
ACE 1.0																			
Blanton	662	335	50.6	327	49.4	67	10.1	573	86.6	12	1.8	10	1.5	631	95.3	453	68.4	92	13.9
Lee, U	394	200	50.8	194	49.2	181	45.9	197	50.0	5	1.3	11	2.8	388	98.5	160	40.6	44	11.2
Dade	636	338	53.1	298	46.9	383	60.2	234	36.8	5	0.8	14	2.2	635	99.8	183	28.8	115	18.1
Todd ^a	423	216	51.1	207	48.9	230	54.4	172	40.7	3	0.7	18	4.3	404	95.5	145	34.3	84	19.9
ACE 1.0	2,115	1,089	51.5	1,026	48.5	861	40.7	1,176	55.6	25	1.2	53	2.5	2,058	97.3	941	44.5	335	15.8
ACE 2.0																			
Carr	281	135	48.0	146	52.0	184	65.5	91	32.4	1	0.4	5	1.8	278	98.9	75	26.7	26	9.3
Ervin ⁺	647	328	50.7	319	49.3	442	68.3	167	25.8	13	2.0	25	3.9	634	98.0	163	25.2	66	10.2
Titche	677	360	53.2	317	46.8	226	33.4	430	63.5	6	0.9	15	2.2	671	99.1	319	47.1	80	11.8
Rusk ⁺⁺	447	243	54.4	204	45.6	140	31.3	289	64.7	6	1.3	12	2.7	426	95.3	234	52.3	76	17.0
ACE 2.0	2,052	1,066	51.9	986	48.1	992	48.3	977	47.6	26	1.3	57	2.8	2,009	97.9	791	38.5	248	12.1
ACE 3.0																			
Chavez	560	273	48.8	287	51.2	298	53.2	227	40.5	13	2.3	22	3.9	539	96.3	180	32.1	70	12.5
Dunbar	533	266	49.9	267	50.1	347	65.1	160	30.0	2	0.4	24	4.5	505	94.7	126	23.6	60	11.3
Hotchkiss	494	255	51.6	239	48.4	102	20.6	333	67.4	28	5.7	31	6.3	472	95.5	306	61.9	57	11.5
King	457	232	50.8	225	49.2	288	63.0	158	34.6	0	0.0	11	2.5	427	93.4	130	28.4	42	9.2
Maple Lawn ⁺⁺	507	282	55.6	225	44.4	186	36.7	290	57.2	15	3.0	16	3.2	490	96.6	211	41.6	61	12.0
Pease ⁺	817	405	49.6	412	50.4	560	68.5	206	25.2	6	0.7	45	5.5	807	98.8	161	19.7	69	8.4
Thompson	501	246	49.1	255	50.9	261	52.1	226	45.1	4	0.8	10	2.0	495	98.8	192	38.3	36	7.2
ACE 3.0	3,869	1,959	50.6	1,910	49.4	2,042	52.8	1,600	41.4	68	1.8	159	4.1	3,735	96.5	1,306	33.8	395	10.2
ACE 4.0																			
Bryan ⁺	379	205	54.1	174	45.9	164	43.3	201	53.0	4	1.1	10	2.6	369	97.4	156	41.2	29	7.7
Burleson	510	241	47.3	269	52.7	200	39.2	297	58.2	6	1.2	7	1.4	494	96.9	217	42.5	40	7.8
Cedar Crest	323	179	55.4	144	44.6	143	44.3	167	51.7	4	1.2	9	2.8	322	99.7	123	38.1	49	15.2
Cochran	407	195	47.9	212	52.1	140	34.4	249	61.2	9	2.2	9	2.2	405	99.5	177	43.5	31	7.6
Douglass	425	228	53.6	197	46.4	265	62.4	141	33.2	3	0.7	16	3.8	418	98.4	118	27.8	45	10.6
Johnson	503	263	52.3	240	47.7	153	30.4	321	63.8	20	4.0	9	1.8	462	91.8	226	44.9	40	8.0
Truett ⁺	901	490	54.4	411	45.6	296	32.9	549	60.9	24	2.7	32	3.6	879	97.6	506	56.2	98	10.9
W-H ES ⁺	563	284	50.4	279	49.6	203	36.1	344	61.1	7	1.2	9	1.6	530	94.1	246	43.7	45	8.0
ACE 4.0	4,011	2,085	52.0	1,926	48.0	1,564	39.0	2,269	56.5	77	1.9	101	2.5	3,879	96.7	1,769	44.1	377	9.4
All ACE	12,047	6,199	51.5	5,848	48.5	5,459	45.3	6,022	50.0	196	1.6	370	3.1	11,681	97.0	4,807	39.9	1,355	11.2

Source: Dallas ISD Student Information System (SIS) demographic file dated 10/31/22.

Note: Af. Amer. = African American. W-H ES = Wilmer-Hutchins Elementary School. Econ. Dis. = Economically disadvantaged. SPED = Special Education. EB = Emergent Bilingual. ^a In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School. ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar. Percentages may not sum to 100 because of rounding.

Appendix G

Appendix G, Table 1: 2022-23 ACE Campuses, Cohorts, and District MAP BOY to EOY Growth Quintile Rates – Reading (English)

	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
ACE 1.0						
Blanton	133	38.3	18.0	15.0	14.3	14.3
Lee, U	140	15.0	25.7	22.1	16.4	20.7
Dade	496	60.9	15.7	11.5	5.6	6.3
Todd ^a	306	50.7	20.6	13.4	8.8	6.5
ACE 1.0 ES	273	26.4	22.0	18.7	15.4	17.6
ACE 1.0 MS	802	57.0	17.6	12.2	6.9	6.4
ACE 2.0						
Carr	131	23.7	12.2	20.6	15.3	28.2
Ervin ⁺	242	37.2	21.1	16.5	7.9	17.4
Titche	180	26.1	26.7	19.4	13.9	13.9
Rusk ⁺⁺	276	41.3	21.0	14.9	11.6	11.2
ACE 2.0 ES	553	30.4	20.8	18.4	11.6	18.8
ACE 2.0 MS	276	41.3	21.0	14.9	11.6	11.2
ACE 3.0						
Chavez	202	50.5	15.8	10.4	11.9	11.4
Dunbar	233	30.9	17.2	17.2	15.0	19.7
Hotchkiss	164	25.6	23.8	17.1	15.2	18.3
King	254	26.8	18.1	20.5	15.7	18.9
Maple Lawn ⁺⁺	154	22.7	14.3	14.9	18.8	29.2
Pease ⁺	351	34.2	20.8	12.8	14.5	17.7
Thompson	207	44.4	17.4	9.7	15.9	12.6
ACE 3.0 ES	1,147	36.7	17.7	13.0	15.0	17.6
ACE 3.0 ES/MS	418	26.3	20.3	19.1	15.6	18.7
ACE 4.0						
Bryan ⁺	123	22.8	22.8	21.1	12.2	21.2
Burleson	190	36.3	16.8	17.4	11.1	18.4
Cedar Crest	96	22.9	17.7	16.7	20.8	21.9
Cochran	119	31.1	18.5	19.3	10.9	20.2
Douglass	166	34.3	22.9	15.7	14.5	12.7
Johnson	164	20.1	12.2	17.1	17.7	32.9
Truett ⁺	234	38.5	16.2	18.8	11.1	15.4
Wilmer-Hutchins ES ⁺	189	28.0	16.9	19.6	17.5	18.0
ACE 4.0 ES	1,281	30.4	17.7	18.2	14.1	19.6
District ES	20,686	28.1	18.8	17.7	16.2	19.2
District ES/MS	5,662	22.8	21.5	19.8	18.8	17.0
District MS	17,745	41.5	18.1	15.0	13.0	12.4

Source: Dallas ISD MAP files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

Notes: ^a In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School. ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar.

Appendix G, Table 2: 2022-23 ACE Campuses, Cohorts, and District MAP BOY to EOY Growth Quintile Rates – Reading (Spanish)

	Tested N	Low %	Low Average %	Average %	High Average %	High %
ACE 1.0						
Blanton	254	15.4	21.3	18.9	22.0	22.4
Lee, U	78	34.6	29.5	9.0	10.3	16.7
Dade	-	-	-	-	-	-
Todd ^a	-	-	-	-	-	-
ACE 1.0 ES	332	19.9	23.2	16.6	19.3	21.1
ACE 1.0 MS	-	-	-	-	-	-
ACE 2.0						
Carr	24	4.2	25.0	37.5	20.8	12.5
Ervin ⁺	77	24.7	32.5	18.2	13.0	11.7
Titche	209	20.1	19.1	20.1	20.1	20.6
Rusk ⁺⁺	-	-	-	-	-	-
ACE 2.0 ES	310	20.0	22.9	21.0	18.4	17.7
ACE 2.0 MS	-	-	-	-	-	-
ACE 3.0						
Chavez	83	24.1	22.9	24.1	19.3	9.6
Dunbar	70	15.7	24.3	34.3	11.4	14.3
Hotchkiss	100	30.0	20.0	13.0	19.0	18.0
King	65	29.2	13.8	33.8	15.4	7.7
Maple Lawn ⁺⁺	110	29.1	18.2	16.4	20.9	15.5
Pease ⁺	69	33.3	17.4	18.8	8.7	21.7
Thompson	125	44.0	15.2	20.8	8.8	11.2
ACE 3.0 ES	457	30.9	19.0	22.1	14.0	14.0
ACE 3.0 ES/MS	165	29.7	17.6	21.2	17.6	13.9
ACE 4.0						
Bryan ⁺	75	29.3	16.0	14.7	20.0	20.0
Burleson	138	12.3	18.8	22.5	26.8	19.6
Cedar Crest	64	29.7	15.6	21.9	12.5	20.3
Cochran	104	15.4	14.4	30.8	14.4	25.0
Douglass	91	20.9	26.4	25.3	15.4	12.1
Johnson	93	19.4	16.1	12.9	12.9	38.7
Truett ⁺	273	19.4	15.0	19.8	22.0	23.8
Wilmer-Hutchins ES ⁺	159	25.8	20.1	23.3	17.6	13.2
ACE 4.0 ES	997	20.6	17.6	21.5	19.0	21.5
District ES	17,145	24.1	20.6	20.0	18.2	17.0
District ES/MS	673	26.7	21.4	19.8	16.3	15.8

Source: Dallas ISD MAP files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

Notes: ^a In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School. ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar.

Appendix G, Table 3: 2022-23 ACE Campuses, Cohorts, and District MAP BOY to EOY Growth Quintile Rates – Mathematics (Combined English and Spanish)

	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
ACE 1.0						
Blanton	400	19.8	16.5	18.0	16.8	29.0
Lee, U	243	23.9	14.4	13.2	22.6	25.9
Dade	496	43.5	14.9	11.7	11.7	18.1
Todd ^a	292	36.3	23.3	13.7	13.0	13.7
ACE 1.0 ES	643	21.3	15.7	16.2	19.0	27.8
ACE 1.0 MS	788	40.9	18.0	12.4	12.2	16.5
ACE 2.0						
Carr	177	20.9	16.4	18.6	15.3	28.8
Ervin ⁺	337	33.5	20.2	13.6	16.0	16.6
Titche	405	21.7	17.5	16.5	20.0	24.2
Rusk ⁺⁺	325	38.2	16.9	16.0	14.5	14.5
ACE 2.0 ES	919	25.9	18.3	15.9	17.6	22.3
ACE 2.0 MS	325	38.2	16.9	16.0	14.5	14.5
ACE 3.0						
Chavez	305	30.8	16.7	18.4	13.8	20.3
Dunbar	311	21.2	17.0	18.0	16.7	27.0
Hotchkiss	311	21.9	19.0	15.1	19.0	25.1
King	319	24.1	24.1	13.2	17.9	20.7
Maple Lawn ⁺⁺	306	17.3	17.6	19.6	13.1	32.4
Pease ⁺	424	28.1	18.9	15.1	15.3	22.6
Thompson	341	30.5	16.7	16.7	15.0	21.1
ACE 3.0 ES	1,687	25.8	17.5	17.4	14.8	24.5
ACE 3.0 ES/MS	630	23.0	21.6	14.1	18.4	22.9
ACE 4.0						
Bryan ⁺	222	23.4	16.7	18.0	17.1	24.8
Burleson	351	15.1	16.2	15.1	18.5	35.0
Cedar Crest	167	24.0	17.4	16.2	23.4	19.2
Cochran	227	16.7	11.9	20.3	18.9	32.2
Douglass	256	29.3	19.1	18.0	15.2	18.4
Johnson	295	12.9	16.9	12.9	21.0	36.3
Truett ⁺	533	19.9	13.3	16.1	16.3	34.3
Wilmer-Hutchins ES ⁺	354	20.9	18.4	15.0	21.5	24.3
ACE 4.0 ES	2,405	19.8	16.0	16.2	18.7	29.4
District ES	41,523	22.2	18.2	17.6	18.1	24.0
District ES/MS	6,727	25.1	19.9	18.3	17.2	19.4
District MS	18,439	34.4	16.8	15.1	14.1	19.6

Source: Dallas ISD MAP files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

Notes: ^a In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School. ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar.

Appendix G, Table 4: 2022-23 ACE Campuses, Cohorts, and District MAP BOY to EOY Projected Growth Rates – Reading (English)

	Did Not Meet Projected Growth		Met Projected Growth	
	<i>n</i>	%	<i>n</i>	%
ACE 1.0				
Blanton	84	63.2	49	36.8
Lee, U	64	45.7	76	54.3
Dade	408	82.3	88	17.7
Todd ^a	239	78.1	67	21.9
ACE 1.0 ES	148	54.2	125	45.8
ACE 1.0 MS	647	80.7	155	19.3
ACE 2.0				
Carr	58	44.3	73	55.7
Ervin ⁺	155	64.0	87	36.0
Titche	104	57.8	76	42.2
Rusk ⁺⁺	185	67.0	91	33.0
ACE 2.0 ES	317	57.3	236	42.7
ACE 2.0 MS	185	67.0	91	33.0
ACE 3.0				
Chavez	141	69.8	61	30.2
Dunbar	127	54.5	106	45.5
Hotchkiss	86	52.4	78	47.6
King	140	55.1	114	44.9
Maple Lawn ⁺⁺	65	42.2	89	57.8
Pease ⁺	208	59.3	143	40.7
Thompson	134	64.7	73	35.3
ACE 3.0 ES	675	58.8	472	41.2
ACE 3.0 ES/MS	226	54.1	192	45.9
ACE 4.0				
Bryan ⁺	63	51.2	60	48.8
Burleson	116	61.1	74	38.9
Cedar Crest	45	46.9	51	53.1
Cochran	64	53.8	55	46.2
Douglass	106	63.9	60	36.1
Johnson	62	37.8	102	62.2
Truett ⁺	142	60.7	92	39.3
Wilmer-Hutchins ES ⁺	96	50.8	93	49.2
ACE 4.0 ES	694	54.2	587	45.8
District ES	10,977	53.1	9,709	46.9
District ES/MS	2,922	51.6	2,740	48.4
District MS	11,494	64.8	6,251	35.2

Source: Dallas ISD MAP files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

Note: ^a In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School. ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar. MAP projected growth rates at or exceeding the district rates are in **bold**.

Appendix G, Table 5: 2022-23 ACE Campuses, Cohorts, and District MAP BOY to EOY Projected Growth Rates – Reading (Spanish)

	Did Not Meet Projected Growth		Met Projected Growth	
	<i>n</i>	%	<i>n</i>	%
ACE 1.0				
Blanton	109	42.9	145	57.1
Lee, U	54	69.2	24	30.8
Dade	-	-	-	-
Todd ^a	-	-	-	-
ACE 1.0 ES	163	49.1	169	50.9
ACE 1.0 MS	-	-	-	-
ACE 2.0				
Carr	11	45.8	13	54.2
Ervin ⁺	51	66.2	26	33.8
Titche	96	45.9	113	54.1
Rusk ⁺⁺	-	-	-	-
ACE 2.0 ES	158	51.0	152	49.0
ACE 2.0 MS	-	-	-	-
ACE 3.0				
Chavez	47	56.6	36	43.4
Dunbar	35	50.0	35	50.0
Hotchkiss	57	57.0	43	43.0
King	38	58.5	27	41.5
Maple Lawn ⁺⁺	59	53.6	51	46.4
Pease ⁺	40	58.0	29	42.0
Thompson	90	72.0	35	28.0
ACE 3.0 ES	271	59.3	186	40.7
ACE 3.0 ES/MS	95	57.6	70	42.4
ACE 4.0				
Bryan ⁺	36	48.0	39	52.0
Burleson	57	41.3	81	58.7
Cedar Crest	36	56.3	28	43.8
Cochran	41	39.4	63	60.6
Douglass	50	54.9	41	45.1
Johnson	36	38.7	57	61.3
Truett ⁺	114	41.8	159	58.2
Wilmer-Hutchins ES ⁺	85	53.5	74	46.5
ACE 4.0 ES	455	45.6	542	54.4
District ES	8,928	52.1	8,217	47.9
District ES/MS	381	56.6	292	43.4

Source: Dallas ISD MAP files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

Note: ^a In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School. ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar. MAP projected growth rates at or exceeding the district rates are in **bold**.

Appendix G, Table 6: 2022-23 ACE Campuses, Cohorts, and District MAP BOY to EOY Projected Growth Rates – Mathematics (Combined English and Spanish)

	Did Not Meet Projected Growth		Met Projected Growth	
	<i>n</i>	%	<i>n</i>	%
ACE 1.0				
Blanton	174	43.5	226	56.5
Lee, U	108	44.4	135	55.6
Dade	314	63.3	182	36.7
Todd ^a	192	65.8	100	34.2
ACE 1.0 ES	282	43.9	361	56.1
ACE 1.0 MS	506	64.2	282	35.8
ACE 2.0				
Carr	75	42.4	102	57.6
Ervin ⁺	197	58.5	140	41.5
Titche	183	45.2	222	54.8
Rusk ⁺⁺	193	59.4	132	40.6
ACE 2.0 ES	455	49.5	464	50.5
ACE 2.0 MS	193	59.4	132	40.6
ACE 3.0				
Chavez	168	55.1	137	44.9
Dunbar	141	45.3	170	54.7
Hotchkiss	149	47.9	162	52.1
King	167	52.4	152	47.6
Maple Lawn ⁺⁺	127	41.5	179	58.5
Pease ⁺	229	54.0	195	46.0
Thompson	182	53.4	159	46.6
ACE 3.0 ES	847	50.2	840	49.8
ACE 3.0 ES/MS	316	50.2	314	49.8
ACE 4.0				
Bryan ⁺	101	45.5	121	54.5
Burleson	124	35.3	227	64.7
Cedar Crest	76	45.5	91	54.5
Cochran	79	34.8	148	65.2
Douglass	138	53.9	118	46.1
Johnson	98	33.2	197	66.8
Truett ⁺	203	38.1	330	61.9
Wilmer-Hutchins ES ⁺	157	44.4	197	55.6
ACE 4.0 ES	976	40.6	1,429	59.4
District ES	19,179	46.2	22,344	53.8
District ES/MS	3,467	51.5	3,260	48.5
District MS	10,448	56.7	7,991	43.3

Source: Dallas ISD MAP files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

Note: ^a In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School. ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar. MAP projected growth rates at or exceeding the district rates are in **bold**.

Appendix H

Appendix H, Table 1: 2022-23 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for District, ACE Campuses, and Cohorts– ACE 1.0 Campuses

	N	Approaches+		Meets+		Masters	
		n	%	n	%	n	%
Reading							
Blanton	246	175	71.1	120	48.8	59	24.0
Lee, U	168	124	73.8	70	41.7	30	17.9
Dade	590	346	58.6	156	26.4	43	7.3
Todd ^b	378	242	64.0	115	30.4	36	9.5
District ES	26,562	18,550	69.8	11,621	43.8	5,011	18.9
District MS	21,953	15,547	70.8	9,418	42.9	3,617	16.5
Mathematics							
Blanton	247	221	89.5	177	71.7	79	32.0
Lee, U	168	122	72.6	69	41.1	14	8.3
Dade	583	378	64.8	185	31.7	62	10.6
Todd	378	224	59.3	93	24.6	28	7.4
District ES	26,544	19,396	73.1	12,095	45.6	4,499	16.9
District MS	22,155	16,374	73.9	9,243	41.7	3,368	15.2
Science							
Blanton	89	46	51.7	19	21.3	7	7.9
Lee, U	53	28	52.8	10	18.9	1	1.9
Dade	256	163	63.7	86	33.6	13	5.1
Todd	136	69	50.7	27	19.9	2	1.5
District ES	8,484	4,868	57.4	2,387	28.1	859	10.1
District MS	8,407	5,512	65.6	2,774	33.0	587	7.0
Social Studies ^a							
Dade	226	113	50.0	38	16.8	13	5.8
Todd	130	45	34.6	19	14.6	5	3.8
District MS	8,046	4,158	51.7	1,867	23.2	776	9.6

Source: Dallas ISD STAAR files dated 08/12/23 and STAAR EOC files dated 08/12/23. SIS demographic file dated 10/31/22.

Note: ^a STAAR Social Studies test is only administered in Middle school. ^b In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School. STAAR performance standard attainment rates at or above the district are in **bold**.

Appendix H, Table 2: 2022-23 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for District, ACE Campuses, and Cohorts– ACE 2.0 Campuses

		Approaches+		Meets+		Masters	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading							
Carr	128	95	74.2	61	47.7	16	12.5
Ervin+	217	116	53.5	66	30.4	21	9.7
Titche	270	177	65.6	114	42.2	53	19.6
Rusk++	400	269	67.3	133	33.3	26	6.5
District ES	26,562	18,550	69.8	11,621	43.8	5,011	18.9
District MS	21,953	15,547	70.8	9,418	42.9	3,617	16.5
Mathematics							
Carr	122	96	78.7	56	45.9	16	13.1
Ervin	216	113	52.3	62	28.7	21	9.7
Titche	270	191	70.7	128	47.4	52	19.3
Rusk	401	304	75.8	154	38.4	50	12.5
District ES	26,544	19,396	73.1	12,095	45.6	4,499	16.9
District MS	22,155	16,374	73.9	9,243	41.7	3,368	15.2
Science							
Carr	42	25	59.5	9	21.4	1	2.4
Ervin	81	37	45.7	17	21.0	3	3.7
Titche	97	59	60.8	35	36.1	10	10.3
Rusk	172	120	69.8	50	29.1	3	1.7
District ES	8,484	4,868	57.4	2,387	28.1	859	10.1
District MS	8,407	5,512	65.6	2,774	33.0	587	7.0
Social Studies ^a							
Rusk	180	115	63.9	40	22.2	15	8.3
District MS	8,046	4,158	51.7	1,867	23.2	776	9.6

Source: Dallas ISD STAAR files dated 08/12/23 and STAAR EOC files dated 08/12/23. SIS demographic file dated 10/31/22.

Note: ^a STAAR Social Studies test is only administered in Middle school. ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar. STAAR performance standard attainment rates at or above the district are in **bold**.

Appendix H, Table 3: 2022-23 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for District, ACE Campuses, and Cohorts– ACE 3.0 Campuses

	N	Approaches+		Meets+		Masters	
		n	%	n	%	n	%
Reading							
Chavez	222	131	59.0	66	29.7	20	9.0
Dunbar	200	150	75.0	87	43.5	30	15.0
Hotchkiss	212	125	59.0	64	30.2	27	12.7
King	233	170	73.0	105	45.1	44	18.9
Maple Lawn++	212	141	66.5	78	36.8	29	13.7
Pease+	295	214	72.5	127	43.1	50	16.9
Thompson	247	124	50.2	51	20.6	9	3.6
District ES	26,562	18,550	69.8	11,621	43.8	5,011	18.9
District ES/MS	5,562	4,907	88.2	3,978	71.5	2,662	47.9
Mathematics							
Chavez	223	136	61.0	82	36.8	25	11.2
Dunbar	199	159	79.9	113	56.8	43	21.6
Hotchkiss	212	156	73.6	89	42.0	34	16.0
King	234	175	74.8	115	49.1	36	15.4
Maple Lawn	213	155	72.8	94	44.1	30	14.1
Pease	291	183	62.9	122	41.9	40	13.7
Thompson	249	102	41.0	39	15.7	13	5.2
District ES	26,544	19,396	73.1	12,095	45.6	4,499	16.9
District ES/MS	4,873	4,006	82.2	2,887	59.2	1,549	31.8
Science							
Chavez	82	32	39.0	14	17.1	5	6.1
Dunbar	61	41	67.2	28	45.9	14	23.0
Hotchkiss	43	19	44.2	11	25.6	4	9.3
King	67	39	58.2	19	28.4	5	7.5
Maple Lawn	71	42	59.2	13	18.3	3	4.2
Pease	89	55	61.8	27	30.3	7	7.9
Thompson	93	24	25.8	7	7.5	2	2.2
District ES	8,484	4,868	57.4	2,387	28.1	859	10.1
District ES/MS	2,071	1,606	77.5	1,100	53.1	542	26.2

Source: Dallas ISD STAAR files dated 08/12/23 and STAAR EOC files dated 08/12/23. SIS demographic file dated 10/31/22.

Note: ⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar. STAAR performance standard attainment rates at or above the district are in **bold**.

Appendix H, Table 4: 2022-23 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for District, ACE Campuses, and Cohorts– ACE 4.0 Campuses

	N	Approaches+		Meets+		Masters	
		n	%	n	%	n	%
Reading							
Bryan+	129	73	56.6	41	31.8	8	6.2
Burleson	214	148	69.2	93	43.5	47	22.0
Cedar Crest	111	82	73.9	48	43.2	18	16.2
Cochran	148	95	64.2	46	31.1	13	8.8
Douglass	146	96	65.8	49	33.6	10	6.8
Johnson	170	112	65.9	69	40.6	25	14.7
Truett+	327	229	70.0	138	42.2	51	15.6
Wilmer-Hutchins ES+	253	172	68.0	91	36.0	41	16.2
District ES	26,562	18,550	69.8	11,621	43.8	5,011	18.9
Mathematics							
Bryan	131	93	71.0	50	38.2	8	6.1
Burleson	215	163	75.8	108	50.2	39	18.1
Cedar Crest	110	81	73.6	49	44.5	14	12.7
Cochran	149	99	66.4	46	30.9	13	8.7
Douglass	146	89	61.0	47	32.2	11	7.5
Johnson	169	116	68.6	63	37.3	27	16.0
Truett	323	255	78.9	163	50.5	53	16.4
Wilmer-Hutchins ES	252	176	69.8	120	47.6	34	13.5
District ES	26,544	19,396	73.1	12,095	45.6	4,499	16.9
Science							
Bryan	39	15	38.5	5	12.8	2	5.1
Burleson	58	36	62.1	15	25.9	8	13.8
Cedar Crest	41	15	36.6	5	12.2	2	4.9
Cochran	46	25	54.3	12	26.1	5	10.9
Douglass	47	23	48.9	7	14.9	1	2.1
Johnson	57	28	49.1	7	12.3	4	7.0
Truett	104	85	81.7	48	46.2	16	15.4
Wilmer-Hutchins ES	94	56	59.6	25	26.6	9	9.6
District ES	8,484	4,868	57.4	2,387	28.1	859	10.1

Source: Dallas ISD STAAR files dated 08/12/23 and STAAR EOC files dated 08/12/23. SIS demographic file dated 10/31/22.

Note: + Schools that adopted the Intercession school Calendar. STAAR performance standard attainment rates at or above the district are in **bold**.

Appendix I

Appendix I: 2022-23 ACE Student Experience Survey Percent Favorable Ratings by Category

	Classroom Environment		Student Engagement		Pedagogical Effectiveness		Rigorous Expectations		Teacher-Student Relationships		Overall	
	N	%	N	%	N	%	N	%	N	%	N	%
ACE 1.0												
Blanton	1,809	94.0	2,259	92.0	3,167	95.0	2,263	95.0	1,804	94.0	11,302	94.0
Lee, U	1,246	90.0	1,550	91.0	2,182	95.0	1,551	94.0	1,246	93.0	7,775	93.0
Dade	5,128	81.0	5,147	71.0	9,268	86.0	5,134	86.0	5,151	81.0	29,828	81.0
Todd ^a	3,290	70.0	3,296	51.0	5,949	76.0	3,286	75.0	3,302	69.0	19,123	68.0
ACE 1.0 ES	3,055	92.0	3,809	91.5	5,349	95.0	3,814	94.5	3,050	93.5	19,077	93.5
ACE 1.0 MS	8,418	75.5	8,443	61.0	15,217	81.0	8,420	80.5	8,453	75.0	48,951	74.5
ACE 2.0												
Carr	980	87.5	1,150	81.5	1,735	94.0	1,151	95.0	983	92.0	5,999	90.0
Ervin ⁺	1,231	71.0	1,533	73.0	2,160	81.0	1,541	78.0	1,237	75.0	7,702	76.0
Titche	2,030	88.0	2,528	86.0	3,546	92.0	2,539	89.0	2,029	89.0	12,672	89.0
Rusk ⁺⁺	3,495	71.0	3,498	52.0	6,287	77.0	3,496	79.0	3,486	68.0	20,262	69.0
ACE 2.0 ES	4,241	82.2	5,211	80.2	7,441	89.0	5,231	87.3	4,249	85.3	26,373	85.0
ACE 2.0 MS	3,495	71.0	3,498	52.0	6,287	77.0	3,496	79.0	3,486	68.0	20,262	69.0
ACE 3.0												
Chavez	1,402	62.0	1,744	60.0	2,454	72.0	1,758	69.0	1,400	65.0	8,758	66.0
Dunbar	1,275	86.0	1,587	86.0	2,227	91.0	1,594	87.0	1,262	88.0	7,945	88.0
Hotchkiss	1,577	70.0	1,829	57.5	2,806	76.5	1,823	76.5	1,588	73.0	9,623	70.5
King	1,634	86.0	1,922	79.5	2,882	90.0	1,918	87.0	1,634	89.0	9,990	86.0
Maple Lawn ⁺⁺	1,443	89.0	1,804	85.0	2,536	93.0	1,802	90.0	1,432	90.0	9,017	89.0
Pease ⁺	1,802	78.0	2,251	77.0	3,146	87.0	2,246	86.0	1,801	84.0	11,246	82.0
Thompson	1,712	70.0	2,134	67.0	2,999	78.0	2,143	72.0	1,721	73.0	10,709	72.0
ACE 3.0 ES	7,634	77.0	9,520	75.0	13,362	84.2	9,543	80.8	7,616	80.0	47,675	79.4
ACE 3.0 ES/MS	3,211	78.0	3,751	68.5	5,688	83.3	3,741	81.8	3,222	81.0	19,613	78.3
ACE 4.0												
Bryan ⁺	848	76.0	1,056	72.0	1,477	86.0	1,060	84.0	847	84.0	5,288	80.0
Burleson	1,618	88.0	2,012	89.0	2,823	95.0	2,006	92.0	1,605	92.0	10,064	91.0
Cedar Crest	679	80.0	848	80.0	1,187	88.0	848	87.0	679	85.0	4,241	84.0
Cochran	1,004	86.0	1,254	87.0	1,759	92.0	1,248	89.0	1,003	88.0	6,268	88.0
Douglass	1,103	71.0	1,372	67.0	1,919	81.0	1,376	78.0	1,099	74.0	6,869	74.0
Johnson	1,284	99.0	1,602	98.0	2,248	99.0	1,607	99.0	1,278	99.0	8,019	99.0
Truett ⁺	2,225	91.0	2,763	88.0	3,882	94.0	2,767	93.0	2,211	91.0	13,848	91.0
Wilmer-Hutchins ES ⁺	1,739	90.0	2,174	89.0	3,041	95.0	2,172	92.0	5,883	69.0	10,866	92.0
ACE 4.0 ES	10,500	85.1	13,081	83.8	18,336	91.3	13,084	89.3	14,605	85.3	65,463	87.4
District ES [*]	199,466	82.0	249,387	78.0	349,090	87.0	249,074	85.0	199,016	84.0	1,246,033	83.0
District MS/HS [*]	502,876	76.0	502,796	58.0	905,081	79.0	502,271	77.0	502,111	72.0	2,915,135	72.0

Source: Dallas ISD Office of Institutional Research (OIR) Student Experience Survey data file dated 07/12/23.

Note: * = Campuses were only included in analyses if their participation rates were 52 percent or greater. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12. ^a In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School.

⁺ Schools that adopted the Intercession school Calendar. ⁺⁺ Schools that adopted the Redesign school calendar. Favorable percentages that met or exceeded the district for grade level are in **bold**.

Appendix J

Appendix J: 2022-23 Parent/Guardian Survey Items

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

Source: Dallas ISD Office of Institutional Research (OIR) Parent Perception Survey data file dated 07/12/23.

Appendix K

Appendix G: 2022-23 Count and Percentage of Achieved Program Goals by Campus

Campus	People Component						Learning Component						Expectations Component						
	Prof I+	Reten.	Climate		Total		MAP		STAAR		Total		Surveys			Total		Overall	
			Fall	Spring	N	%	Read (Eng)	Read (Span)	Math	Read and Math	N	%	Attend	Student	Parent	N	%	N	%
ACE 1.0																			
Blanton	Met	Met	DNM	Met	3	75.0	DNM	Met	Met	Met	3	75.0	Met	Met	Met	3	100.0	9	81.8
Lee, U	Met	Met	DNM	DNM	2	50.0	Met	DNM	Met	DNM	2	50.0	Met	Met	Met	3	100.0	7	63.6
Dade	DNM	DNM	Met	Met	2	50.0	DNM	-	DNM	DNM	0	0.0	Met	Met	Met	3	100.0	5	50.0
Todd	DNM	DNM	DNM	DNM	0	0.0	DNM	-	DNM	DNM	0	0.0	DNM	DNM	Met	1	33.3	1	10.0
ACE 2.0																			
Carr	DNM	DNM	Met	Met	2	50.0	Met	Met	Met	Met	4	100.0	Met	Met	Met	3	100.0	9	81.8
Ervin	DNM	Met	DNM	DNM	1	25.0	DNM	DNM	DNM	DNM	0	0.0	DNM	DNM	DNM	0	0.0	1	9.1
Titche	Met	DNM	DNM	DNM	1	25.0	DNM	Met	Met	DNM	2	50.0	Met	Met	Met	3	100.0	6	50.0
Rusk	DNM	DNM	DNM	DNM	0	0.0	DNM	-	DNM	DNM	0	0.0	Met	DNM	Met	2	67.7	2	20.0
ACE 3.0																			
Chavez	DNM	DNM	DNM	DNM	0	0.0	DNM	DNM	DNM	DNM	0	0.0	DNM	DNM	Met	1	33.3	1	9.1
Dunbar	DNM	Met	Met	Met	3	75.0	DNM	Met	Met	DNM	2	50.0	DNM	Met	Met	2	67.7	7	63.6
Hotchkiss	DNM	DNM	DNM	DNM	0	0.0	DNM	DNM	Met	DNM	1	25.0	Met	DNM	Met	2	67.7	3	27.3
King	Met	Met	Met	Met	4	100.0	DNM	DNM	DNM	DNM	0	0.0	Met	Met	Met	3	100.0	7	63.6
Maple Lawn	DNM	DNM	DNM	Met	1	25.0	Met	DNM	Met	DNM	2	50.0	DNM	Met	Met	2	67.7	5	45.5
Pease	Met	Met	Met	Met	4	100.0	DNM	DNM	DNM	DNM	0	0.0	DNM	DNM	Met	1	33.3	5	45.5
Thompson	DNM	DNM	DNM	DNM	0	0.0	DNM	DNM	DNM	DNM	0	0.0	Met	DNM	Met	2	67.7	2	18.2
ACE 4.0																			
Bryan	DNM	Met	DNM	DNM	1	25.0	Met	Met	Met	DNM	3	75.0	DNM	DNM	Met	1	33.3	5	45.5
Burleson	Met	Met	DNM	DNM	2	50.0	DNM	Met	Met	DNM	2	50.0	Met	Met	Met	3	100.0	7	63.6
Cedar Crest	DNM	DNM	Met	Met	2	50.0	Met	DNM	Met	DNM	2	50.0	DNM	Met	Met	2	67.7	6	54.5
Cochran	Met	Met	DNM	DNM	2	50.0	DNM	Met	Met	DNM	2	50.0	Met	Met	Met	3	100.0	7	63.6
Douglass	DNM	DNM	DNM	DNM	0	0.0	DNM	DNM	DNM	DNM	0	0.0	DNM	DNM	DNM	0	0.0	0	0.0
Johnson	Met	Met	Met	Met	4	100.0	Met	Met	Met	DNM	3	75.0	Met	Met	Met	3	100.0	10	90.9
Truett	Met	Met	Met	DNM	3	75.0	DNM	Met	Met	DNM	2	50.0	Met	Met	Met	3	100.0	9	81.8
W-H ES	Met	Met	DNM	DNM	2	50.0	Met	DNM	Met	DNM	2	50.0	DNM	Met	Met	2	67.7	6	54.5

Note: Reten. = Retention. Read = Reading. Math = Mathematics. Eng = English. Span = Spanish. Attend = Attendance. - = data not available for the category. DNM = Did not meet.