

2022-23

Evaluation of Transformation Schools

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



2022-23

Evaluation of Transformation Schools

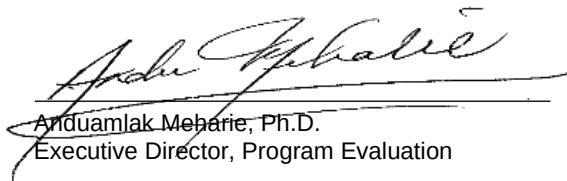
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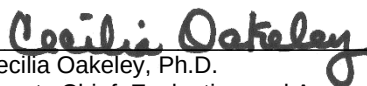
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2022-23

Evaluation of Transformation and Innovation Schools

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 OTI program aimed to help all Dallas ISD students find the school that best fits their interests, aspirations, and preferred learning styles. To accomplish this goal, OTI included Transformation schools, Innovation schools, and Innovation pilot schools in 2022-23. From 2021-22 to 2022-23, the number of T & I campuses and students increased ($N = 53$ to 65 and $N = 26,828$ to $31,421$, respectively), as well as the budget (\$7,150,330 to \$7,980,009). Key findings are included below. See Appendix C on page 62 for a goal summary table.



The annual PSC application process remained competitive. Of the 15 proposals submitted for the new cohort of PSC 9.0 schools in 2023-24, eleven were approved (ten Innovation schools and one Innovation pilot), which included three Innovation Engine schools (page 11).



Goal 1 (socioeconomic diversity) was met for all transformation schools combined, and most Transformation schools that were included in the goal were more socioeconomically diverse than the district (page 24).



Goal 2 (racial diversity) was met for all Transformation schools combined, and most Transformation schools were more racially diverse than the district (page 24).



Goal 3 (number of student applications) was met. All Transformation schools had a higher number of students apply than seats available during the 2023-24 school year (page 28).



Goal 4 (recapture students) was met for all Transformation schools combined. The overall percentage of recapture students enrolled in 2022-23 Transformation schools exceeded the target of 25 percent (page 29).



Goal 5 (climate survey) was met for all Transformation schools combined on three out of six subscales, and almost half of transformation schools were higher than the district on all six subscales. The rate of positive responses decreased for five out of six subscales from Spring 2022 to Spring 2022 (page 29).



Four Transformation schools scored below seventy percent on the four following Climate Survey subscales: beliefs and priorities, positive culture and environment, culture of feedback and support, and teacher-principal trust.



For grades 3-5, Goal 6 (student experience survey) was met for all five subscales at a higher rate than 2021-22. The percentage of positive responses trended slightly upward from Spring 2021 to Spring 2023 (page 32).



For grades 6 to 8, Goal 6 (student experience survey) was met for all five student experience survey subscales at a higher rate than 2021-22. The percentage of positive responses trended downward from Spring 2021 to Spring 2022 but reversed the trend in Spring 2023 (page 32).



Goal 7 (parent/guardian survey) was met at about a quarter of Transformation schools. From 2020-21 to 2022-23, positive response rates for Transformation schools remained consistent, and the district increased slightly (page 35).



For Goal 8 (Met Projected Growth), most Transformation schools met projected growth standards on *MAP Reading*. For Spanish Reading and Mathematics, a lower percentage of Transformation schools met projected growth standards than the district (page 36).



For Goal 8 (Growth Quintile Rates), the goal was met for half of Transformation schools for English reading and about a quarter of Transformation schools for mathematics (page 41).



For Goal 8 (Growth Quintile Rates), the rate of students enrolled at Transformation schools (Transformation students) in the low or low average achievement BOY quintiles who exceeded *MAP Growth* targets was higher than the district for English reading and lower than the district for mathematics (page 41).



For Goal 8 (STAAR 3-8), the goal was met for most Transformation schools for mathematics, reading, and social studies. All Transformation schools combined met the Approaches+ performance standard for all STAAR 3-8 assessments at a higher rate than the district (page 43).



For Goal 8 (STAAR EOCs), the goal was met for most Transformation schools for Algebra I, English I, and U.S. History. All Transformation schools combined met the Approaches+ performance standard for all STAAR EOC assessments at a higher rate than the district (page 43).



Of the Grade 12 students who were enrolled in Transformation high schools, a higher percent graduated from high school than the district rate (page 51).



The four-year longitudinal graduation rate for the class of 2022 at Transformation high schools was higher than the district rate (page 51).



The college enrollment rates for 2022 and 2021 graduates at Transformation high schools were lower than the district rates (page 53).



The 2022 college enrollment rate for Hispanic students who graduated from a Transformation high school in 2022 was lower than Hispanic graduates in the district and about the same as 2021 graduates. The 2022 college enrollment rate for Black or African American students who graduated from a Transformation high school in 2022 was higher than Black or African American graduates in the district but lower than 2021 graduates (page 54).



The ESSER performance objective related to student success was partially met. Grade four, grade five, and all elementary grades combined (grades 3-5) met the workscope goal for course grades. However, most of the workscope goals for STAAR and unexcused absences were not met (page 55).



The ESSER performance objective related to school climate was partially met. All teachers responded positively to the survey indicator on the Fall Climate Survey, but only half responded positively on the Spring Climate Survey (page 55).



The ESSER performance objective related to MAP Growth was not met. Less than half of iLearn students met MOY and EOY MAP Growth goals (page 55).

Recommendations

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

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

Ensure adequate supports are available for schools as the district continues to scale the PSC initiative. Because the number of Transformation and Innovation campuses will increase from 71 in 2022-23 to 82 in 2023-24, it will be important that adequate supports are in place to assist both new and existing campuses as the district continues to scale the initiative. For example, OTI staff members should

continue (a) developing fidelity measures (e.g., implementation continuums) to ensure schools are consistently implementing their anchor model and (b) providing campuses with targeted support through training, coaching, and written expectations.

Continue striving for a socioeconomically and racially diverse student body at Transformation schools. In 2022-23, 67 percent of Transformation schools met the goal of being more socioeconomically diverse than the district,¹ and 83 percent met the goal of being more racially diverse than the district, which were both slightly lower than 2021-22. To move closer to a 50/50 socioeconomic model (i.e., 50% economically disadvantaged and 50% not economically disadvantaged), OTI program staff members should continue working towards having more students apply to Transformation schools than seats available and recapturing students who will allow schools to meet their diversity goal.

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

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

¹ Three Transformation schools did not have a socioeconomic goal because they did not have socioeconomic lotteries.

Evaluation of Transformation Schools

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND²

Public School Choice (PSC) is an initiative created to help Dallas Independent School District (ISD) students find the school that best fits their interests, aspirations, and preferred learning styles. Proponents of school choice policies have suggested that incentivizing schools to meet the needs of students who have traditionally been underserved can improve the fit between students and schools (Lee, 2016). Schools that are motivated to attract and retain students by finding a market niche will be more likely to offer opportunities that families want (Lee, 2016). To address this need in the Dallas ISD, the Office of Transformation and Innovation (OTI) was launched in the Spring of 2014 to oversee the launch of the PSC initiative, which included Transformation schools and Innovation schools. Transformation schools are new start-up schools in repurposed buildings that adopt a new, school-wide instructional model. An Innovation school is an existing neighborhood school that adopts a new, school-wide instructional model. While Transformation schools are available to students in and outside of Dallas ISD, Innovation schools are limited to those students within the attendance zone (unless special exceptions are made). Lastly, Innovation pilot schools are schools working toward Innovation school status, as designated by OTI.

After OTI program staff members developed a rigorous application process and framework for Transformation and Innovation (T & I) schools, the PSC initiative launched in 2015-16 with three Transformation schools, four Innovation schools, and five Innovation pilot³ schools. OTI continued to add new T & I schools every year, and in 2022-23, the district operated 18 Transformation schools and 47 Innovation schools. To streamline the student enrollment process, OTI also began using the Choose Dallas ISD platform in 2020-21. The platform provided parents with a single-entry point for applying to Dallas ISD schools, including T & I schools, magnet schools, Early College High Schools (ECHS), and Pathways in Technology Early College High Schools (P-TECH).

A key characteristic of T & I schools is the implementation of an anchor instructional model. When the program launched in 2015-16, schools could choose from four anchor models: (a) Montessori; (b) Science, Technology, Engineering, Arts, and Mathematics (STEAM); (c) leadership; and (d) International Baccalaureate (IB). Since 2019-2020, four additional anchor models were added: (e) personalized learning (PL), (f) Science, Technology, Engineering, and Mathematics (STEM); (g) technology and project-based learning (TPBL); and (h) urban planning, architecture, and community development (Urban Planning). Dallas ISD staff members developed these anchor models using available research-based resources and curriculum developers. In 2022-23, while most T & I schools adopted one

² Portions of this report were adapted from Barton (2022).

³ Innovation Pilot schools were formerly categorized as conditional Innovation schools.

of the eight anchor models developed by OTI, individual schools selected additional anchor models, including Design Thinking (DT), Expeditionary Learning (EL), Global Service Learning (global SL), Performing and Visual Arts (Arts), hybrid, and virtual.

PROGRAM DESCRIPTION

The sections below include the OTI program components, program staff, budget, and program goals. For all methodology, see Appendix B.

Program Components

School Selection Process

Key Findings from this section:



The annual PSC application process remained competitive. Of the 15 proposals submitted for the new cohort of PSC 9.0 schools in 2023-24, eleven were approved (ten Innovation schools and one Innovation pilot), which included three Innovation Engine schools.

In 2022-23, OTI facilitated the annual PSC application process for the new cohort of T & I schools for the 2023-24 school year (PSC 9.0; Table 1), which will serve students through varying grade level configurations and anchor models. Internal and external applicant teams were invited to submit a proposal for T & I schools in Fall 2022, and OTI helped these applicant teams develop their proposals. Applicant teams met with OTI program staff members during several exploratory meetings to discuss their proposal ideas. During the exploratory phase, OTI program staff members helped schools to (a) develop a vision for their anchor model, (b) choose curriculum based on their model, (c) select appropriate assessments, (d) decide on PD to help sustain the chosen model, and (e) determine if the anchor model met community needs and wants. Upon deciding on an anchor model, schools submitted a non-binding Letter of Intent that included their proposed team and school model.

OTI received 39 Letters of Intent for Public School Choice by the due date of September 28, 2022. OTI staff members subsequently provided a series of online workshops for application teams that focused on proposal design and development.⁴ Applicant teams were required to attend four out of six virtual workshops, and they could request individual support from OTI staff members. Additionally, applicant teams were also required to attend one out of two “draft week” sessions, where applicant teams received additional support by OTI staff members in their proposal writing. Fifteen formal proposals were submitted by the deadline on January 17, 2023. Proposals were reviewed and scored by the School Choice Committee, which also completed interviews with applicant teams who passed the initial written review round. Afterward, the Superintendent's Panel reviewed the School Choice Committee's recommendations and approved eleven proposals for the new cohort of PSC 9.0 schools (ten Innovation schools and one

⁴ The online workshops covered numerous topics, including vision and mission; portrait of a graduate; school analysis; community engagement; climate and culture; curriculum, instruction, and assessment; typical student day; academic and professional culture; staff capacity; students' mindsets; defining success; sustainability; marketing and branding; student recruitment; implementation plan and budget exercise; proposal writing; and submission rules.

Innovation pilot).⁵ Once the PSC 9.0 schools were selected, OTI continued to provide intensive, individualized support for these schools during the planning period.⁶

Table 1: 2023-24 T & I Schools Selected in the PSC 9.0 Application Process

School	Anchor Model	Trustee	2022 LAS Rating
Innovation Schools			
W.H. Adamson HS****	IB	Carreon	Breakthrough
Birdie Alexander ES	Fine Arts	Foreman	Competing
Callejo ES	Leadership	Henry	Breakthrough
Holland ES**	New Tech	Johnson	Breakthrough
Kleberg ES	STEAM	White	Breakthrough
Knight ES***	Leadership	Carreon	Breakthrough
Rusk MS	Personalized Learning	Carreon	Breakthrough
Sanger Prep****	IB	Micciche	Breakthrough
Seagoville North ES***	STEAM	White	Competing
Winnetka ES****	Music Integration	Mackey	Accomplished
Innovation Pilot Schools			
Arcadia Park ES*	Leadership	Johnson	Breakthrough

Source: OTI program staff members in June 2023.

Note: * = Innovation Engine 1.0; ** = Innovation Engine 2.0; *** = Innovation Engine 3.0. **** = Innovation Engine 4.0.

School Location/Anchor Model Decision-Making Process

The district relies on market analyses, school mapping, and other applicable data when making decisions for new school locations to ensure that students living within all areas of Dallas ISD have equitable access to school choice options, such as T & I schools, magnet schools, early college high schools, and career institutes. In 2022-23, OTI staff members conducted a market analysis to make informed decisions for future school locations and anchor models. Profiles were developed for each high school feeder pattern attendance zone, which included current choice offerings, incoming applications by model, outgoing applications by model, enrollment trends, market share, and maps of nearby charter and private schools.

Innovation Engine Award 4.0

The Innovation Engine award, which represents a collaborative effort involving OTI, School Leadership, and Teaching and Learning, is designed to accelerate innovation throughout the district by providing \$50,000 for one-year to Dallas ISD neighborhood schools in 2022-23.⁷ This annual award aims to expand innovation in neighborhood schools across Dallas ISD by preparing campuses to become official Dallas ISD Innovation schools. The \$50,000 provides seed money to support the exploration and implementation of an innovative program or initiative on each campus. This provides each school a year to plan, explore, and find the best-fit model for the school community. Schools can use the funding to support

⁵ All applicant teams were informed of their status in February 2023.

⁶ Innovation Schools and Innovation Pilots began planning for an August 2023 launch. Transformation and Transformation Replication schools may or may not have required a year of planning.

⁷ More information regarding the Innovation Engine award can be found here: <https://www.dallasisd.org/Page/59096>.

innovation, such as creating a space for social and emotional learning or training staff on next-generation instructional strategies. In September 2022, OTI hosted eight virtual information sessions and 35 recruiting campus visits about the Innovation Engine 4.0 award.⁸ Eligible applicants included neighborhood schools that have not previously received OTI funding. Existing T & I schools were not eligible for these funds.⁹

Of the 35 schools that applied for the Innovation Engine 4.0 award in 2023-24, 20 schools received a one-time award of \$50,000 for implementation (Table 2). Of these schools, three schools (Winnetka ES, Sanger Preparatory, and W.H. Adamson HS) were selected as an Innovation school for 2022-23. Two schools that received the Innovation Engine 3.0 award in 2021-22 (Knight ES and Seagoville North ES), one school received the Innovation Engine 2.0 award in 2020-21 (Holland ES), and one school that received the Innovation Engine 1.0 award in 2019-20 (Arcadia Park ES) were selected as an Innovation or Innovation Pilot school for 2023-24.

⁸ The information sessions provided an overview of the Innovation Engine award, application process, and resources available for applicants.

⁹ While Transformation schools, Innovation schools, and wall-to-wall magnet schools are not eligible for Innovation Engine awards, neighborhood schools with magnet or other application-based programs may apply for an initiative that will support their general student body.

Table 2: 2022-23 Dallas ISD Schools Awarded an Innovation Engine 4.0 Award

School	School Level	Anchor Model	Feeder Pattern	Trustee
Blair	ES	Digital Marketing & Broadcasting	Spruce	Henry
Blanton	ES	Social & Emotional Learning	Samuell	White
Burnet	ES	Leadership	Jefferson	Carreon
Bush	ES	Service Learning	W T White	Flores
Central	ES	Leadership	Seagoville	White
Cochran	ES	House System	Molina	Mackey
Gill	ES	Leadership	Bryan Adams	Micciche
Halliday	ES	Personalized Learning	Seagoville	White
Henderson	ES	Robotics-STEM	Kimball	Mackey
Hotchkiss	ES	STEM	Conrad	Micciche
Lagow	ES	Digital Media Technology & Communications	Spruce	White
Medrano, E	ES	STEAM	North Dallas	Carreon
Rice	ES	Business Leadership	Lincoln	Henry
Seagoville	ES	Social & Emotional Learning	Seagoville	White
Silberstein	ES	Vet Sciences/Integration of Animal Care in Science and Writing	Skyline	Henry
Winnetka*	ES	Social & Emotional Learning	Sunset	Mackey
Sanger Prep*	K-8	International Baccalaureate	Bryan Adams	Micciche
Seagoville	MS	Social & Emotional Learning	Seagoville	White
Tasby	MS	Personalized Learning	Conrad	Micciche
Adamson*	HS	International Baccalaureate	Adamson	Mackey

Source: OTI program staff members in April 2023.

Note: * = selected as an Innovation school for 2023-24.

Implementation Continuums

OTI staff members developed implementation continuums for six anchor models – IB, Leadership, Montessori, STEAM/STEM, Personalized Learning, and a base model. Implementation continuums are an internal resource aimed to help T & I schools consistently implement their anchor model. These fidelity measures were developed collaboratively with principals, assistant principals, and instructional lead coaches at T & I schools. Each implementation continuum included a set of anchor model standards with a four-point scale indicating how well each school aligned with each standard. Campus leaders used the implementation continuums to determine how well their campus met anchor model standards, to pinpoint areas for improvement, and to review growth over time.

Student Selection Process

To remain competitive with other school districts in the Dallas area, OTI manages the marketing, application, and selection processes for T & I schools. OTI recruits new students into the district and retains current students by publicizing the district's choice options each year. For example, OTI enrolls as many prekindergarten students into district schools as possible and attempts to “recapture” students who live within district boundaries but attend non-district schools (e.g., private schools, charter schools, etc.).

FDB (Regulation) outlines four pathways for student admission into T & I schools: Priority Attendance, General Lottery, Priority Lottery, and 50/50 Socioeconomic Diversity Lottery. Priority Attendance is used for Innovation schools because these schools are open to all students living within the school's attendance boundaries.¹⁰ The other three lotteries are used to select students for Transformation schools.¹¹ A priority lottery consists of students within a certain radius around a school site, with the number of seats capped for students living within this area. A general lottery is reserved for students not living within the priority radius or not selected in the priority lottery; the general lottery is also open to students outside of the district on a case-by-case basis to promote a socioeconomically diverse student body. The 50/50 socioeconomic lottery is used to create a balanced student population of 50 percent economically disadvantaged and 50 percent non-economically disadvantaged. In 2022-23, all Transformation schools were working toward a 50/50 economic balance except for Hulcy and MLK Arts, which do not have a socioeconomic lottery. After OTI receives confirmed Transformation school acceptances from families (based on the lottery selection process), the office conducts an equity audit to ensure that socioeconomic thresholds are met.¹² If the thresholds are not met, seats may be added and offered to waitlisted students from specific socioeconomic blocks.¹³

Campus Support

OTI staff members scaffold support to campuses based on individualized school needs. Surveys and campus walks are used to gather information about how anchor models are being implemented at T & I schools. Administration teams may also reach out to OTI directly for support. OTI staff members determine the level of guidance needed at each campus and tailor PD opportunities as needed. PD opportunities may be offered to administration teams, teachers, or instructional coaches and may focus on various areas such as: staff development, leadership development, curriculum training, and lesson co-teaching.

School Calendars

To help mitigate learning loss as a result of the COVID-19 pandemic and further support students, the district offered three different school calendars in 2022-23 (School-Day Redesign, Intersession, and Base/Traditional) and other supports¹⁴. Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

¹⁰ If an Innovation school is under capacity after all students in the attendance boundary have been served, a principal can use the district transfer process or conduct a lottery to fill seats.

¹¹ The type of lottery used for Transformation schools depends on the school's location, type of choice model, and school size.

¹² OTI staff delineate ranges of poverty from block 1 (least disadvantaged) to block 4 (most disadvantaged) using four socioeconomic variables obtained from census data (median household income, homeownership, family structure, and parents' education level). District Policy FDB Regulation states that a minimum of 12 percent of all students attending a Transformation school must reside within socioeconomic block 3 and a minimum of 12 percent must reside within socioeconomic block 4.

¹³ Siblings of students currently enrolled in a Transformation school receive the highest priority in the school's lottery. Transformation schools have a 25% cap on the number of sibling offers in the campus entry grade level/s via the sibling lottery. If a sibling applicant is not selected in the lottery before reaching the school's 25% cap, they will be considered in the next applicable priority group.

¹⁴ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

Program Staff

The Office of Transformation and Innovation includes executive directors, directors, and coordinators who provide individualized campus support to new and existing T & I schools. OTI staff members assist T & I schools during both the planning and implementation stages by (a) helping school administrators select an anchor model, (b) providing professional and leadership development, (c) working with teachers on lesson implementation, (d) training instructional coaches, and (e) offering ongoing resources and support tailored to campus needs. Coordinators for specific anchor models (e.g., IB, Montessori, PL) further support campuses by ensuring instructional activities are aligned with practices and standards for their anchor model.

Budget

The budget for 2022-23 was \$7,980,009 from the district's general operating funds.¹⁵ This was an increase from \$7,150,330 in 2021-22. A component of the T & I program included budget autonomy, which allowed school administrators to choose how they allocated their funds to further their schools' purposes. School administrators were also permitted to roll over their funds for three years.

Program Goals

Regarding Transformation and Innovation (T & I) schools, the OTI set measurable goals for the 2022-23 school year in four areas: (a) diversity, (b) student recapture, (c) school climate, and (d) student assessment (See Appendix B on page 57 for a goal summary table).

Diversity Goals¹⁶

1. The percentage of economically disadvantaged students at Transformation campuses will be at least five percentage points lower than the district average (i.e., more diverse). *(Goal met; see page 23 for more detail)*
2. Percentage of students at Transformation campuses will be at least five-percentage points different (higher or lower) than the district average in one or more racial categories (i.e., more diverse). *(Goal met; see page 24 for more detail)*

Student Application and Recapture Goals¹⁷

3. The number of students applying to a Transformation school at entry grade levels in spring 2023 will exceed the number of seats available at entry grade levels overall and for each Transformation campus. *(Goal met; see page 28 for more detail)*
4. At least 25 percent of 2023-24 students selected in the spring 2023 lottery will be recapture students. *(Goal met; see page 29 for more detail)*

¹⁵ The amount from the district's general operating funds was provided by OTI on 06/13/23. Does not include payroll.

¹⁶ The purpose of the Diversity Goals is to ensure district progress toward socioeconomic and racial diversity.

¹⁷ The purpose of the Student Application and Recapture Goals is to ensure district demand for choice schools.

School Climate Goals¹⁸

5. The percentage of positive responses on the District Campus Climate Survey for Transformation schools (overall and by campus) will be at or above the district average. (*Goal partially met; see page 29 for more detail*)
6. The percentage of positive responses on the District Student Experience Survey for Transformation schools (overall and by campus) will be at or above the district average. (*Goal partially met; see page 32 for more detail*)
7. The percentage of positive responses on the District Parent/Guardian Survey for Transformation schools (overall and by campus) will be at or above the district average. (*Goal partially met; see page 35 for more detail*)

Student Assessment Goals¹⁹

8. The percentage of T & I school students who meet grade level standards on student assessments (i.e., STAAR and MAP) will be at or above the district average. (*Goal partially met; see page 38 for more detail*)

EVALUATION QUESTIONS AND RESULTS²⁰

EQ1: How was the T & I program implemented in 2022-23?

Characteristics of 2022-23 T & I Schools

In 2022-23, the district operated 18 Transformation schools (Table 3), 47 Innovation schools,²¹ and six Innovation Pilot²² schools (Table 4 and Table 5). From 2021-22 to 2022-23, the number of Transformation schools increased from 15 to 18, and the number of Innovation schools increased from 38 to 47. The total number of students increased from 26,828 in 2021-22 to 31,421 in 2022-23. In 2022-23, 6,180 students attended a Transformation school, and the remaining 25,241 students attended an Innovation school. Enrollment data for each year of the PSC initiative can be found in Appendix C on page 59.

¹⁸ The purpose of the School Climate Goals is to ensure a positive climate at all schools based on the perceptions of staff, students, and parents.

¹⁹ The purpose of the Student Assessment Goals is to ensure Transformation students are performing at or above the district average.

²⁰ Methodology information for all evaluation questions can be found in Appendix B on page 60.

²¹ Results for Innovation schools are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org

²² The results for Innovation Pilot schools were not included in this report because their anchor models were not implemented schoolwide.

Table 3: 2022-23 Dallas ISD Transformation Schools

School	School Level	Grades Served	Students <i>N</i>	Anchor Model
Transformation Schools				
Biomedical Prep	ES	PK3-1	126	Biomedical STEM
Downtown Montessori	ES	PK-3	308	Montessori
Hernandez Montessori	ES	PK-5	353	Montessori
Houston PL Prep	ES	PK-5	284	PL
Hybrid Prep	ES	4-6	129	BL/Hybrid
MLK Arts	ES	PK-6	457	Arts
Prestonwood	ES	PK-2	293	Montessori
Solar Boys	ES	PK-5	427	STEAM
iLearn Virtual Academy	ES/MS	3-8	112	Virtual
Mata	ES/MS	PK-8	720	Montessori
Solar Girls	ES/MS	PK-7	744	STEAM
West Dallas	ES/MS	PK-1, 7-8	373	STEM
Haynes Global Prep	MS	6-7	174	IB
Hulcy	MS	6-8	423	STEAM
Ignite	MS	6-8	393	PL
CityLab	HS	9-12	221	Urban Planning
IDEA	HS	9-12	201	PL
New Tech	HS	9-12	442	TPBL
Transformation Total			6,180	

Source: District PEIMS snapshot demographic file dated 10/31/22.

Table 4: 2022-23 Dallas ISD Innovation and Innovation Pilot Schools

School	School Level	Grades Served	Students N	Anchor Model
Innovation Schools				
Allen	ES	PK-5	346	New Tech
Bayles	ES	PK-5	409	Leadership
Bishops Arts STEAM	ES	PK-5	295	STEAM
Botello	ES	PK-5	517	PL
Bryan	ES	PK-5	379	STEAM
Chapel Hill	ES	PK-5	371	PL
Cowart	ES	PK-5	559	PL
De Zavala	ES	PK-6	442	Montessori
Donald	ES	PK-5	327	Leadership
Dorsey	ES	PK-5	408	Leadership
Douglass	ES	PK-5	425	STEM
Dunbar	ES	PK-5	533	STEM/STEAM
Geneva Heights	ES	PK-5	341	IB
Gonzalez	ES	PK-5	563	PL
Guzick	ES	PK-5	636	IB
Hall	ES	PK-5	427	PL
Highland Meadows	ES	PK-5	714	PL
Hogg	ES	PK-5	317	TPBL
Johnson	ES	PK-5	503	STEAM
Kramer	ES	PK-5	455	IB
Lipscomb	ES	PK-5	433	IB
Lowe	ES	PK-5	526	PL
Marcus	ES	PK-5	644	Leadership
Marsalis	ES	PK-5	445	STEAM
McNair	ES	PK-5	477	STEAM
Mendez	ES	PK-5	467	EL
Milam	ES	PK-5	295	Visible Learning
Moreno	ES	PK-5	356	STEAM
Peeler	ES	PK-5	336	IB
Preston Hollow	ES	PK-5	400	IB
Reinhardt	ES	PK-5	429	PL
Richardson	ES	PK-5	506	PL
Rogers	ES	PK-5	427	PL
Salazar	ES	PK-5	409	PL
Urban Park	ES	PK-5	512	STEAM
Weiss	ES	PK-5	468	Leadership
Zaragoza	ES	PK-5	292	PL
Franklin	MS	6-8	879	IB
Garcia	MS	6-8	596	IB
Hill	MS	6-8	803	Leadership
Kennedy-Curry	MS	6-8	625	Visual Arts
Marsh	MS	6-8	762	PL
Quintanilla	MS	6-8	593	STEAM
Spence	MS	6-8	600	PBL
Storey	MS	6-8	445	STEAM
Adams, B	HS	9-12	2,273	Leadership
North Dallas	HS	9-12	1,276	DT
Innovation Total			25,241	

Source: District PEIMS snapshot demographic file dated 10/31/2022.

Table 5: 2022-23 Dallas ISD Innovation and Innovation Pilot Schools

School	School Level	Grades Served	Students <i>N</i>	Anchor Model
Innovation Pilot Schools				
Alexander	ES	PK-5	252	Visual Arts
Arcadia Park	ES	PK-5	572	Leadership
Bowie	ES	PK-5	345	STEM
Kleberg	ES	PK-5	816	STEM
Rusk	MS	6-8	447	College & Career
Roosevelt	HS	9-12	780	STEM/STEAM
Innovation Pilot Total			3,212	

Source: District PEIMS snapshot demographic file dated 10/31/2022.

Campus Staff Demographics²³

Teachers

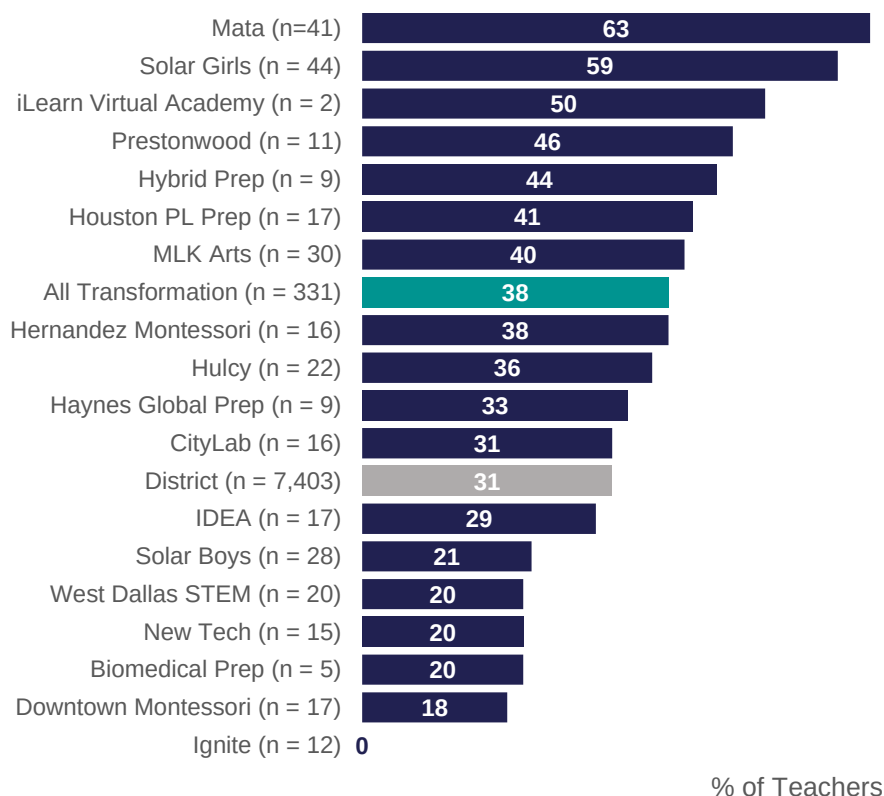
In 2022-23, there were 444 full-time teachers at Transformation schools. Seventy-six percent of Transformation teachers were females. Thirty-eight percent of Transformation teachers were African American, and 33 percent were Hispanic. More than half of Transformation school teachers (58%) had five years or less of teaching experience, whereas 29 percent had between six and 10 years of teaching experience. Thirteen percent of Transformation school teachers had more than 10 years of teaching experience.

Of the 444 full-time teachers at Transformation schools, 331 received a 2021-22 Scorecard that determined their TEI effectiveness level for the 2022-23 school year.²⁴ Teachers with an effectiveness level of Proficient II and above achieved Distinguished Teacher Review (DTR). Figure 1 shows the percentage of teachers at each Transformation school who achieved DTR.

- The percentage of DTR teachers at Transformation schools ranged from zero percent (Ignite) to 63 percent (Mata).
- The rate for all Transformation schools combined (38%) was higher than the district rate (31%), with 61 percent of Transformation schools having a higher rate than the district.

²³ Appendix data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

²⁴ New-to-Dallas ISD teachers are reported as “No Level” on their Scorecard during their first year of teaching.

Figure 1: 2022-23 Percentage of Teachers at Transformation Schools Achieving DTR

Source: District personnel data file dated 01/05/23. Scorecard data file dated 09/28/2022.

Note: DTR = Distinguished Teacher Review.

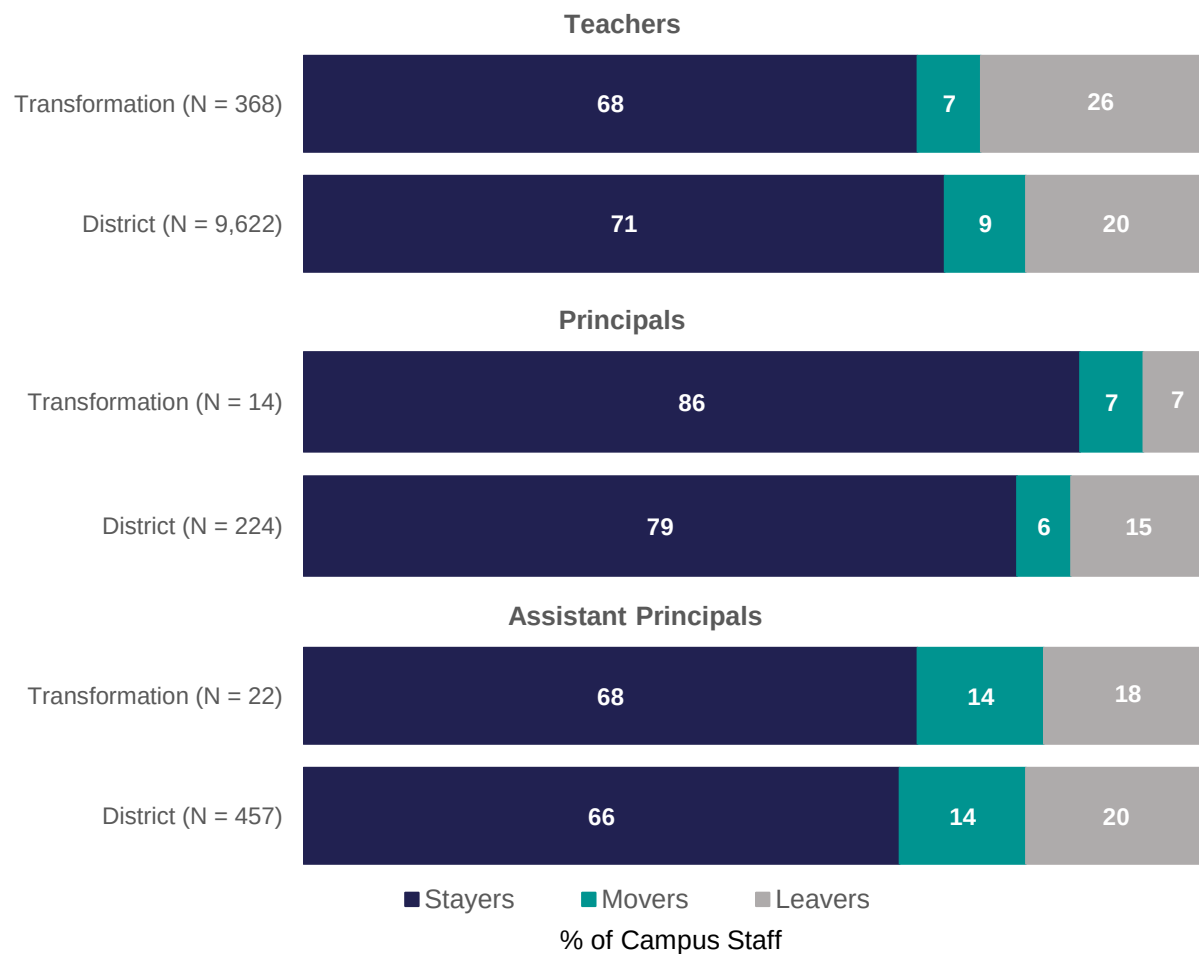
Principals and Assistant Principals

In 2022-23, there were 44 principals/assistant principals at Transformation schools. Seventy-three percent of administrators at Transformation schools were females, eighty-two percent were African American or Hispanic, thirty-four percent had five years or less of creditable years of service, and 32 percent had between six and 10 years of creditable years of service. About a third of Transformation (34%) principals/assistant principals had more than 10 years of creditable years of service.

Campus Staff Retention Rates

As seen in Figure 2,²⁵ teacher retention rates from 2021-22 to 2022-23 for Transformation schools (68%) were slightly lower than the overall district (71%). Similarly, the percentage of teachers at Transformation schools (7%) who moved campuses was also slightly lower than the overall district (9%). Lastly, the percentage of teachers at Transformation schools (26%) who left the district was higher than the overall district (20%).

²⁵ Because of the small number of principals and assistant principals at Transformation schools, these retention rates should be viewed with caution and are provided in Figure 1 for informational purposes only.

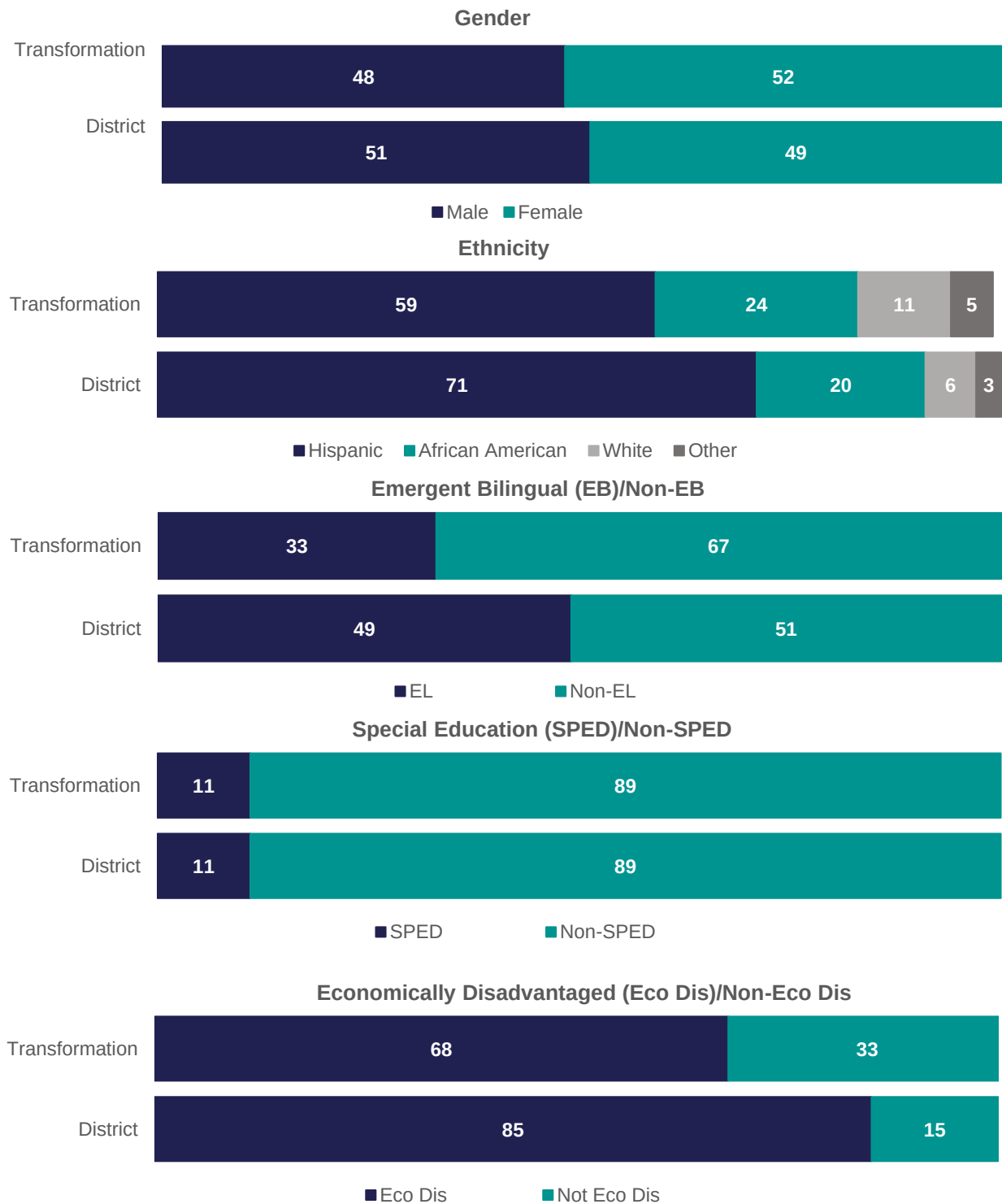
Figure 2: 2022-23 Campus Staff Retention Rates at Transformation Schools

Source: District personnel data files dated 01/05/22 (2021-22) and 01/05/23 (2022-23).

Note: Stayers remained at the same school in 2021-22 and 2022-23. Movers moved to another Dallas ISD school. Leavers resigned or left the district. Because of the small number of principals and assistant principals at Transformation schools, these percentages should be viewed with caution and are provided for informational purposes only. Some percentages may not sum to 100 because of rounding.

Student Demographics

Figure 3 displays the demographic characteristics of Transformation schools compared to Dallas ISD students. Similar to the district (51%), 48 percent of Transformation students were males. The percentage of Hispanic students who attended Transformation schools (59%) was lower than the district (71%), and more African American (24%) and White (11%) students attended Transformation schools than the district (20% and 6%, respectively). A lower percentage of Emergent Bilingual (EB) students attended Transformation schools (33%) than the district (49%), and the percentage of special education students was the same for Transformation (11%) schools and the district (11%). Lastly, the rate of economically disadvantaged students was lower for Transformation schools (68%) than for the district (85%). This difference was expected because the district has been working toward 50/50 socioeconomic diversity at Transformation schools.

Figure 3: 2022-23 Student Demographic Characteristics at Transformation Schools

Source: District PEIMS snapshot demographic file dated 10/31/2022.

Note: *N* = 6,180 Transformation students; *N* = 25,241 Innovation students; *N* = 141,315 district students. Other ethnicities included Asian, American Indian, Native Hawaiian, Other Pacific Islanders, two or more races, and not available. Emergent Bilingual has replaced the term English learner (EL) to align with state terminology changes. Some percentages may not sum to 100 because of rounding.

Retention of 2021-22 Transformation Students Transitioning to a New School Level in 2022-23²⁶

Student transition data were reviewed to calculate the rate of students who aged out of a Transformation school at the end of 2021-22 left the district, repeated their grade, moved to a traditional campus, moved to a transformation campus, moved to an innovation campus, or moved to a magnet campus in 2022-23 (Table 6). This evaluation focuses on students who transitioned from (a) elementary to middle school (i.e., grade 5 to grade 6) and (b) from middle to high school (i.e., grade 8 to grade 9).

- Of the 260 grade five students who attended a 2021-22 Transformation school, 10 percent left the district when transitioning to a middle school (Grade 6) in 2022-23. This was less than the district rate in 2022-23 (21%) and 2021-22 (21%).
- Of the 295 grade eight students who attended a 2021-22 Transformation school, 12 percent left the district when transitioning to a high school (Grade 9) in 2022-23. This was less than the district rate in 2022-23 (15%) and in 2021-22 (15%).

Table 6: 2022-23 Enrollment Status of 2021-22 Transformation School Students Transitioning from One School Level to the Next

		2022-23 Enrollment Status											
		Left District		Repeated Grade		Moved to Traditional		Moved to Transformation		Moved to Innovation		Moved to Magnet	
		<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Grade 5 Students in 2021-22 Transitioning to a Middle School (Grade 6) in 2022-23													
Transformation	260	25	9.6	0	0.0	20	7.7	190	73.1	2	0.8	23	8.8
District	10,019	2,091	20.9	29	0.3	5,301	52.9	523	5.2	1,151	11.5	924	9.2
Grade 8 Students in 2021-22 Transitioning to a High School (Grade 9) in 2022-23													
Transformation	295	35	11.9	0	0.0	162	54.9	31	10.5	43	14.6	24	8.1
District	10,141	1,502	14.8	33	0.3	6,831	67.4	158	1.6	781	7.7	836	8.2

Source: District PEIMS snapshot demographic files dated 11/01/21 (2021-22) and 10/31/22 (2022-23).

Note: Mata and De Zavala were excluded from grade five to grade six analyses because the schools included grade six. Due to the small number of students at Transformation schools compared to Innovation schools and the district, percentages should be viewed with caution.

²⁶ Data from 2021-22 were adapted from Barton (2022).

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

In 2022-23, OTI set two diversity goals related to student socioeconomic (Goal 1) and racial diversity (Goal 2) for Transformation schools. This section of the report includes results for these two goals.

Key Findings from this section:



Goal 1 (socioeconomic diversity) was met for all transformation schools combined and most Transformation schools that were included in the goal were more socioeconomically diverse than the district.



Goal 2 (racial diversity) was met for all Transformation schools combined, and most Transformation schools were more racially diverse than the district.

Socioeconomic Diversity

Goal 1: The percentage of economically disadvantaged students at Transformation campuses will be at least five percentage points lower than the district average (i.e., more diverse) in 2022-23.

- Goal 1 was met for all Transformation schools combined and at 10 of the 15 (67%) Transformation schools that were included in the socioeconomic diversity goal (Figure 4),^{27,28} compared to 77 percent in 2021-22.²⁹

Goal 1 Results

The percentage of economically disadvantaged students for all Transformation schools combined (68%) was lower than the district (85%) in 2022-23, which was similar to 2021-22.³⁰ Transformation schools became slightly less socioeconomically diverse over time as the percentage of economically disadvantaged students for all Transformation schools combined trended slightly upward from 2021-22 (66%) to 2022-23 (68%).

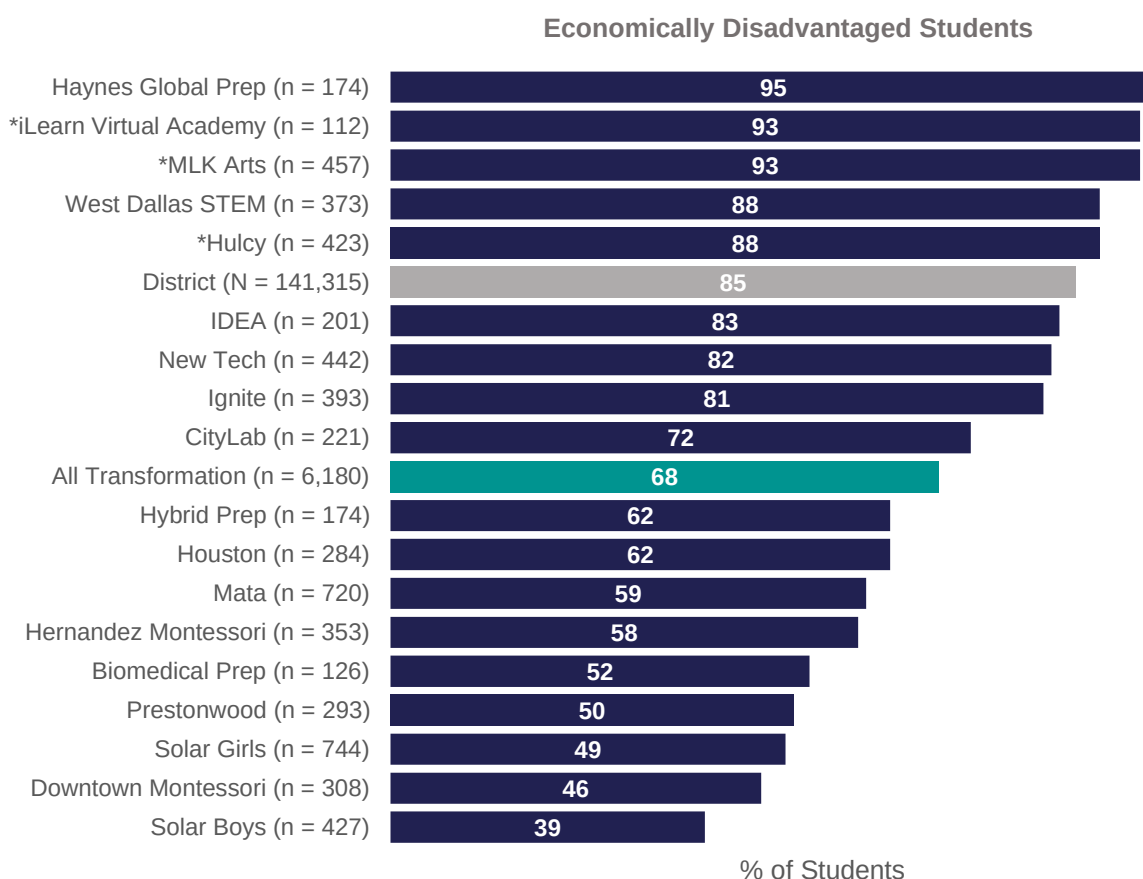
Of the 15 Transformation schools included in the 2022-23 socioeconomic goal, 10 schools met the socioeconomic goal. Downtown Montessori (46%) and Solar Boys (39%) had the lowest percentages of economically disadvantaged students, which was expected because both schools were initially designed to be 50/50 socioeconomic schools (i.e., 50% economically disadvantaged and 50% not economically disadvantaged). All Transformation schools that have a socioeconomic lottery are striving to become 50/50 socioeconomic schools.

²⁷ Hulcy and MLK Arts were not included in the socioeconomic goal because they do not have socioeconomic lotteries.

²⁸ iLearn was not included in the socioeconomic goal because applicants had to meet attendance and academic requirements based on Senate Bill 15 criteria.

²⁹ Thirteen Transformation schools were included in the socioeconomic diversity goal in 2021-22 (Barton, 2022).

³⁰ In 2021-22, the percentage of economically disadvantaged students for all Transformation schools combined (66%) was lower than the district (85%; Barton, 2022).

Figure 4: 2022-23 Percentage of Economically Disadvantaged Students for Transformation Schools

Source: District PEIMS snapshot demographic file dated 10/31/2022.

Note: Hulcy and MLK Arts were not included in the socioeconomic goal because they do not have socioeconomic lotteries; iLearn is not included in the socioeconomic goal because applicants had to meet attendance and academic requirements based on Senate Bill 15. The socioeconomic percentages for Hulcy, MLK Arts, and iLearn are included in this figure for informational purposes.

Racial Diversity

Goal 2: The percentage of students at Transformation campuses will be at least five-percentage points higher or lower than the district average in one or more racial categories (i.e., more diverse) in 2022-23.

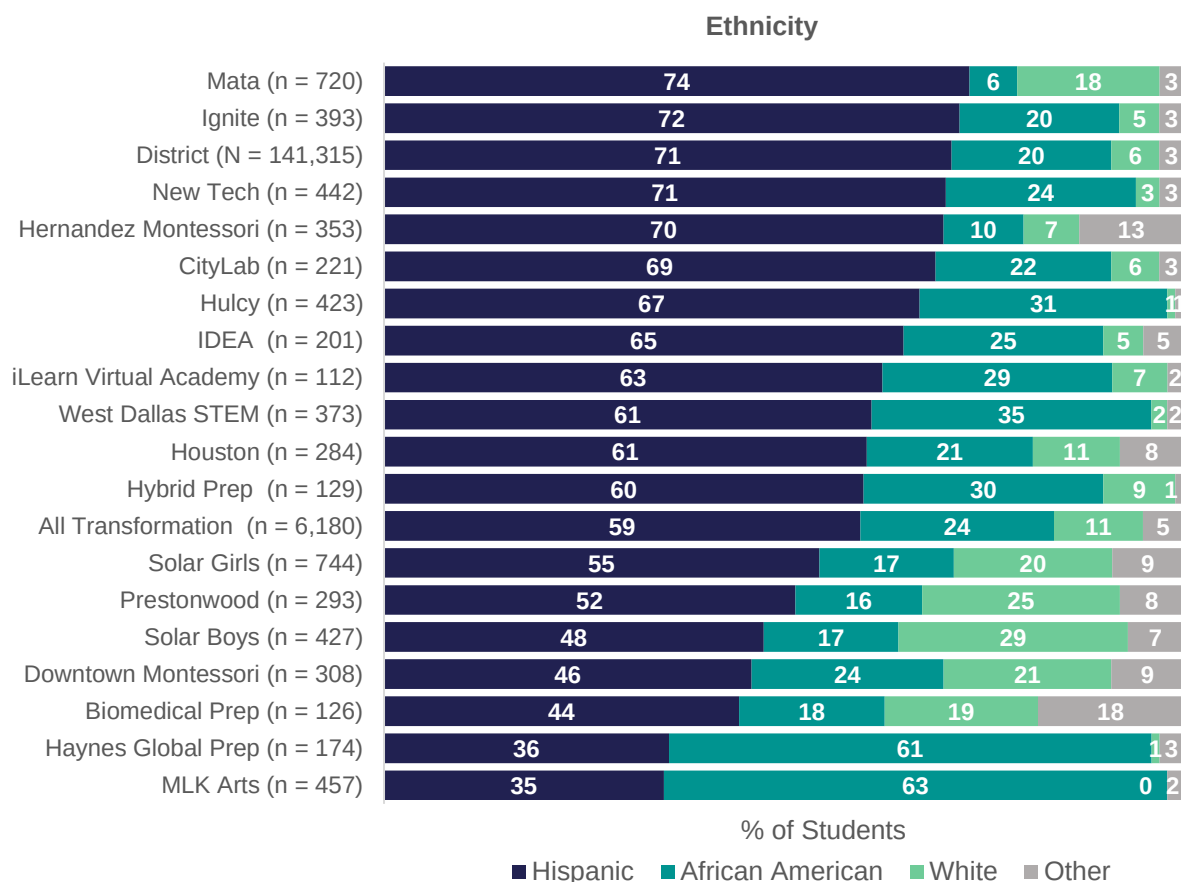
- Goal 2 was met for all Transformation schools combined and at 15 of the 18 (83%) Transformation schools³¹ (Figure 5), compared to 87 percent in 2021-22.³²

Goal 2 Results

Overall, all Transformation schools combined had a smaller rate of Hispanic students than the district (59% vs. 71%, respectively), a higher rate of African American students than the district (24% vs. 20%, respectively), and a higher rate of White students than the district overall (11% vs. 6%, respectively) in 2022-23.

³¹ All but Ignite, New Tech and CityLab met the socioeconomic goal in 2022-23.

³² Fifteen Transformation schools were included in the racial diversity goal in 2021-22 (Barton, 2022).

Figure 5: 2022-23 Racial Diversity Percentages for Transformation Schools

Source: District PEIMS snapshot demographic file dated 10/31/2022.

EQ3: Were 2022-23 student application and recapture goals met for Transformation schools?

In 2022-23, OTI set two goals related to student recapture data for Transformation schools, which included the number of students applying to a Transformation school at entry grade levels (Goal 3) and the number of recapture students selected in the spring 2023 lottery (Goal 4). This section of the report includes results for these two goals.

Key Findings from this section:



Goal 3 (number of student applications) was met. All Transformation schools had a higher number of students apply than seats available for the 2023-24 school year.



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

Number of Student Applications

Goal 3: The number of students applying to a Transformation school at entry grade levels in spring 2023 will exceed the number of seats available at entry grade levels overall and for each Transformation campus in 2023-24.

- Goal 3 was met at all Transformation schools combined and for all 19 Transformation schools that were open during the 2023-24 school year (Table 7), compared to 94% in 2022-23.³³

Goal 3 Results

Similar to spring 2022, the number of students at entry grade levels applying to a Transformation school in spring 2023 ($N = 5,621$) exceeded the number of seats available at entry grade levels ($N = 1,500$). Overall, the applicant-to-seat ratio for entry grade levels was 3.7 applicants for each available seat. Downtown Montessori had the highest applicant-to-seat ratio (9.9:1), followed by Biomedical Prep (9.2:1) and Hernandez Montessori (7.2:1).

Table 7: 2023 Spring Student Application Results for the 2023-24 Transformation Schools

School Name	Entry Grade Seats Available	Entry Grade Applications Submitted	Entry Grade Applicant to Seat Ratio
Downtown Montessori	61	603	9.9
Biomedical Preparatory	45	414	9.2
Hernandez Montessori	53	383	7.2
Mata	78	540	7.0
Solar Girls	66	412	6.2
Buckner Terrace ^a	76	472	6.2
Prestonwood Montessori	55	334	6.1
Houston PL Prep	54	328	6.1
iLearn Virtual Academy	25	121	4.8
West Dallas STEM	68	304	4.5
MLK Arts	74	241	3.3
Solar Boys	73	204	2.8
Haynes Global Prep	75	159	2.1
CityLab	100	203	2.0
New Tech	125	242	1.9
Hulcy	175	279	1.6
Dallas Hybrid Prep	22	30	1.4
IDEA	100	141	1.4
Ignite	175	211	1.2
Total	1,500	5,621	3.7

Source: OTI program staff members on 10/13/23.

Note: ^a = New Transformation school in 2023-24. **Bold teal ratios** indicate when the number of applications exceeded the number of entry grade seats.

³³ Eighteen Transformation schools were open during the 2022-23 school year for the student applications goal (Barton, 2022).

Recapture Students

Goal 4: At least 25 percent of 2023-24 students selected in the spring 2023 lottery will be recapture students in 2022-23.³⁴

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

Goal 4 Results

The overall percentage of recapture students enrolled in 2023-24 (35%) was slightly lower than in 2022-23 (36%). When reviewed by campus, Mata had the highest recapture percentage (100%), followed by Prestonwood Montessori (93%) and MLK Arts (60%). Table 8 displays the total and recapture (external, tuition-based PK) enrollment for students who were selected during the spring 2022 and spring 2023 selection processes and enrolled in Transformation in 2022-23 and 2023-24, respectively.

³⁴ Recaptured students were calculated based on external seats and tuition-based PK seats (External Seats (K-11) + Tuition-Based PK Seats).

Table 8: 2022-23 and 2023-24 Recapture Student Enrollment

Campus	Entry Grade Seats	External (K-11)	Tuition- Based PK	Recapture Total ¹	
	N	N	N	N	%
Selected in Spring 2022 and Enrolled in 2022-23					
Mata	88	63	20	83	94.3
Solar Girls	64	37	22	59	92.2
Prestonwood Montessori	57	32	17	49	86.0
MLK Arts	68	46	0	46	67.6
Solar Boys	64	25	13	38	59.4
Dallas Hybrid Prep	22	13	0	13	59.1
Downtown Montessori	67	12	19	31	46.3
Haynes Global Prep	75	31	0	31	41.3
New Tech	100	40	0	40	40.0
West Dallas STEM	128	50	1	51	39.8
Houston PL Prep	77	23	6	29	37.7
Hernandez Montessori	71	22	4	26	36.6
IDEA	100	29	0	29	29.0
Biomedical Preparatory	128	24	9	33	25.8
CityLab	100	21	0	21	21.0
iLearn Virtual Academy	150	21	0	21	14.0
Ignite	200	22	0	22	11.0
Hulcy	200	18	0	18	9.0
Total	1,759	529	111	640	36.4
Selected in Spring 2023 and Enrolled in 2023-24					
Mata	81	65	16	81	100.0
Prestonwood Montessori	55	30	21	51	92.7
MLK Arts	74	44	0	44	59.5
Solar Girls	66	24	15	39	59.1
Hernandez Montessori	53	23	7	30	56.6
Houston PL Prep	54	20	9	29	53.7
Biomedical Preparatory	45	12	8	20	44.4
Solar Boys	73	22	9	31	42.5
Dallas Hybrid Prep	22	9	0	9	40.9
Downtown Montessori	61	14	8	22	36.1
Haynes Global Prep	75	25	0	25	33.3
Buckner Terrace	76	23	2	25	32.9
New Tech	125	37	0	37	29.6
IDEA	100	18	0	18	18.0
CityLab	100	18	0	18	18.0
West Dallas STEM	68	9	3	12	17.6
iLearn Virtual Academy	25	4	0	4	16.0
Ignite	175	23	0	23	13.1
Hulcy	175	12	0	12	6.9
Total	1,500	432	98	530	35.3

Source: OTI: 10/25/22 for total seats and external seats for spring 2022 applicants enrolled for 2022-23, and 10/13/23 for total seats and external seats for spring 2023 applicants enrolled for 2023-24.

Note: Total Seats = total open seats for each year. ¹Recapture Total = External Seats (K-11) + PK Tuition-Based Seats. Recapture applications were those received by students who may have lived within Dallas ISD boundaries but were not enrolled in a Dallas ISD school at the time of application. **Bold teal numbers** indicate percentages that exceeded the OTI goal that at least 25 percent of 2023-24 students selected in the spring 2022 lottery will be recapture students.

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

In 2022-23, OTI set three school climate goals related to the district climate survey (Goal 5) and the district surveys for parents/guardians (Goal 6) and students (Goal 7). This section of the report includes results for these three goals.

Key Findings from this section:



Goal 5 (climate survey) was met for all Transformation schools combined on three out of six subscales, and almost half of Transformation schools were higher than the district on all six subscales. The rate of positive responses decreased for five out of six subscales from Spring 2022 to Spring 2023.



Four Transformation schools scored below seventy percent on the four following Climate Survey subscales: beliefs and priorities, positive culture and environment, culture of feedback and support, and teacher-principal trust.



For grades 3 to 5, Goal 6 (student experience survey) was met for all five subscales at a higher rate than 2021-22. The percentage of positive responses for all subscales trended slightly upward in Spring 2023 after a slight dip in Spring 2022.



For grades 6 to 8, Goal 6 (student experience survey) was met for all five student experience survey subscales at a higher rate than 2021-22. The percentage of positive responses for all subscales trended upward in Spring 2023 after a slight dip in Spring 2022.



Goal 7 (parent/guardian survey) was met at about a quarter of Transformation schools. From 2020-21 to 2022-23, positive response rates for Transformation schools remained consistent, and the district increased slightly.

Campus Climate Survey

Goal 5: The percentage of positive responses on the District Campus Climate Survey for Transformation schools will be at or above the district average in 2022-23.³⁵

- *Goal 5 was met for all six climate survey subscales at 40 percent of the 15 Transformation schools, which was slightly lower than 2021-22.³⁶*

Goal 5 Results³⁷

Overall, the percentage of positive responses for all Transformation schools combined exceeded the district rate for three of six climate survey subscales in Spring 2023 (BP: 81%, PCE: 73%, and CGC: 87%; Figure 6). The combined Transformation school percentage of positive responses for the remaining

³⁵ PL Houston, Hernandez Montessori, and Ignite were not included because their survey response rate did not meet the minimum number of respondents.

³⁶ In 2021-22, Goal 5 was met for all six climate survey subscales at 46% of the 13 Transformation schools.

³⁷ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

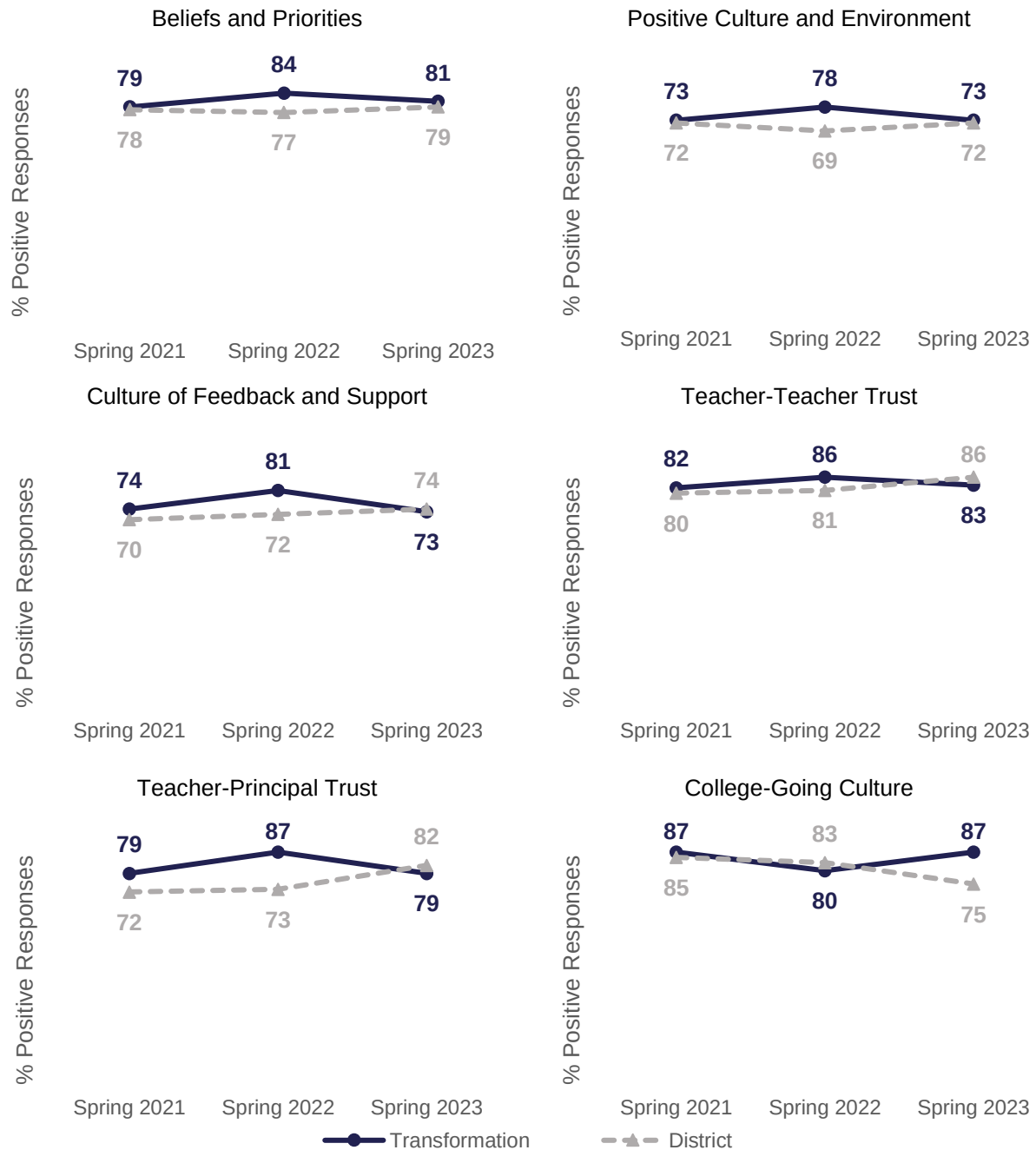
three subscales (CFS: 73%, TTT: 83%, and TPT: 79%) were within three percentage points of the district rate.

Closer inspection of school-level data also revealed that four Transformation schools had fewer than 70 percent positive responses on four or more subscales in 2022-23, compared to three schools in 2021-22.

- One Transformation school (Downtown Montessori) had fewer than 70 percent positive ratings on five of the six subscales (BP, PCE, CFS, TTT, TPT).
- Three Transformation schools (iLearn Virtual Academy, Haynes Global Prep, and CityLab) had fewer than 70 percent positive ratings on four of the six subscales (BP, PCE, CFS, TPT).

Spring 2021 to Spring 2023 Campus Climate Survey Results

As indicated by Figure 6, Spring 2023 results for Transformation schools on the campus climate survey were similar to Spring 2021 and lower than Spring 2022. Except for CGC, the rate of positive responses on the campus climate survey for Transformation schools in Spring 2023 trended downward (range: 78% to 83%) after an increase from Spring 2021 (range: 73% to 82%) to Spring 2022 (range: 78% to 87%).

Figure 6: 2020-21 to 2022-23 Percentage of Positive Responses on Campus Climate Survey

Source: District Climate Survey files dated 07/23/2021 (Spring 2021), 06/15/2022 (Spring 2022), and 06/26/2023 (Spring 2023).
 Note: Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasid.rog.

Student Experience Survey

Key Findings from this section:



For grades 3 to 5, Goal 6 (student experience survey) was met for all five subscales at a higher rate than 2021-22. The percentage of positive responses for all subscales trended slightly upward in Spring 2023 after a slight dip in Spring 2022.



For grades 6 to 8, Goal 6 (student experience survey) was met for all five student experience survey subscales at a higher rate than 2021-22. The percentage of positive responses for all subscales trended upward in Spring 2023 after a slight dip in Spring 2022.

Goal 6: The percentage of positive responses on the district Student Experience Survey for Transformation schools will be at or above the district average in 2022-23.

- For grades 3 to 5, Goal 6 was met for all five student experience survey subscales at three out of 10 (30%) Transformation schools, which was higher than 2021-22.³⁸
- For grades 6 to 12, Goal 6 was met for all five student experience survey subscales at five out of 14 (36%) Transformation schools, which was higher than 2021-22.³⁹

Goal 6 Results⁴⁰

For grades 3 to 5 in Spring 2023 (Figure 7), the rates of positive responses for all five subscales at Transformation schools (75% to 85%) were slightly lower than the district (78% to 87%), which was similar to previous years. Likewise, for grades 6 to 12 in Spring 2023 (Figure 8), the rates of positive responses at Transformation schools (55% to 78%) were generally at or slightly lower than the district (58% to 79%), which was similar to previous years.

Spring 2021 to Spring 2023 Student Experience Survey Results

For grades 3 to 5, Spring 2023 results were higher than Spring 2021 and Spring 2022. The rate of positive responses on the student experience survey for Transformation schools trended upward for all subscales in Spring 2023 (range: 75% to 85%) after a slight dip from Spring 2021 (range: 71% to 84%) to Spring 2022 (range: 71% to 82%).

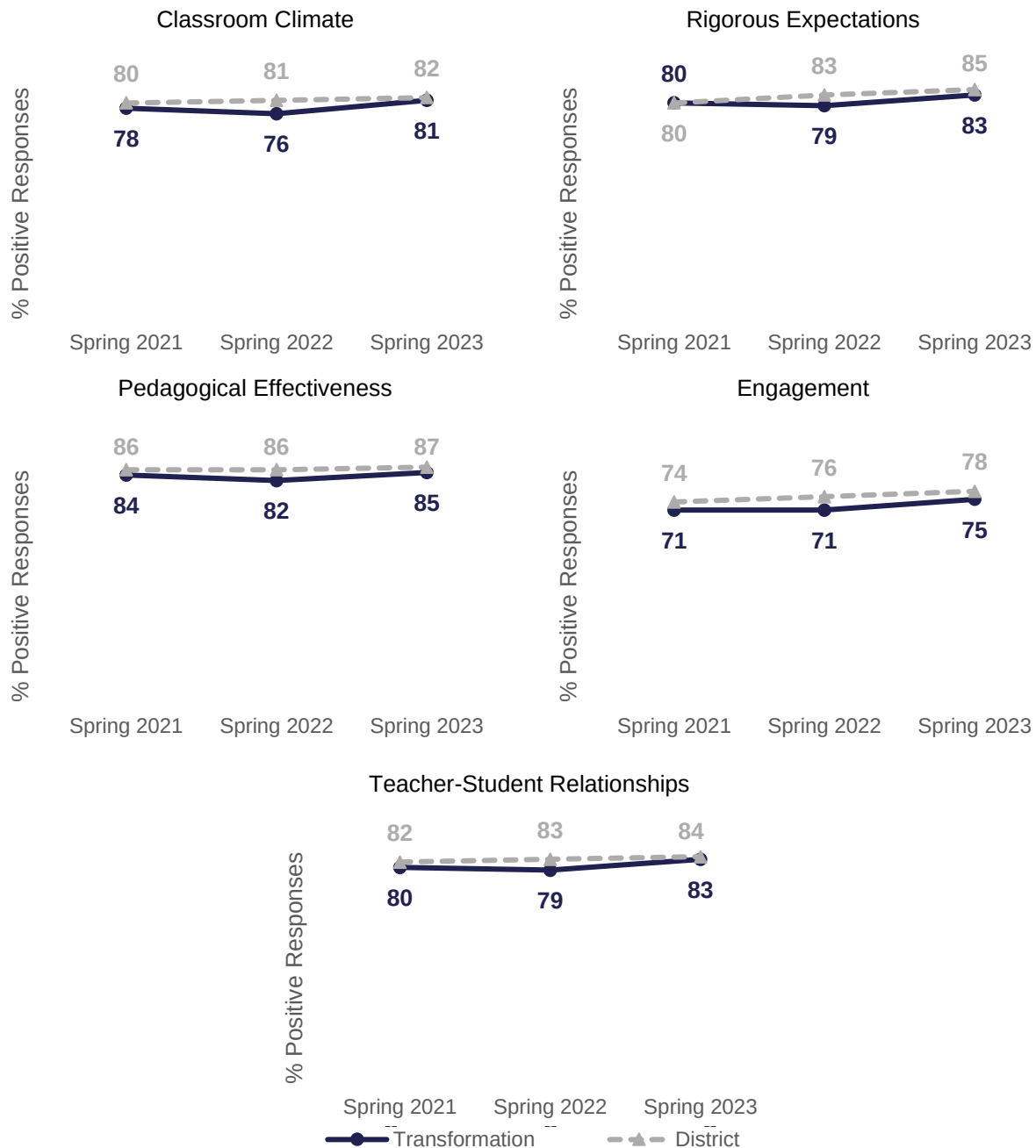
For grades 6 to 12 (Figure 8), Spring 2023 results were mixed compared to Spring 2021 and higher than Spring 2022. The rate of positive responses on the student experience survey for Transformation schools trended upward for all subscales in Spring 2023 (range: 55% to 78%) after a slight dip from Spring 2021 (range: 51% to 79%) to Spring 2022 (range: 50% to 75%).

³⁸ In 2022-23 for grades 3 to 5, Goal 6 was met for all five student experience survey subscales at 14% of the seven Transformation schools and 30% of the 27 Innovation schools.

³⁹ In 2022-23 for grades 6 to 12, Goal 6 was met for all five student experience survey subscales at 29% of the seven Transformation schools and 29% of the seven Innovation schools.

⁴⁰ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

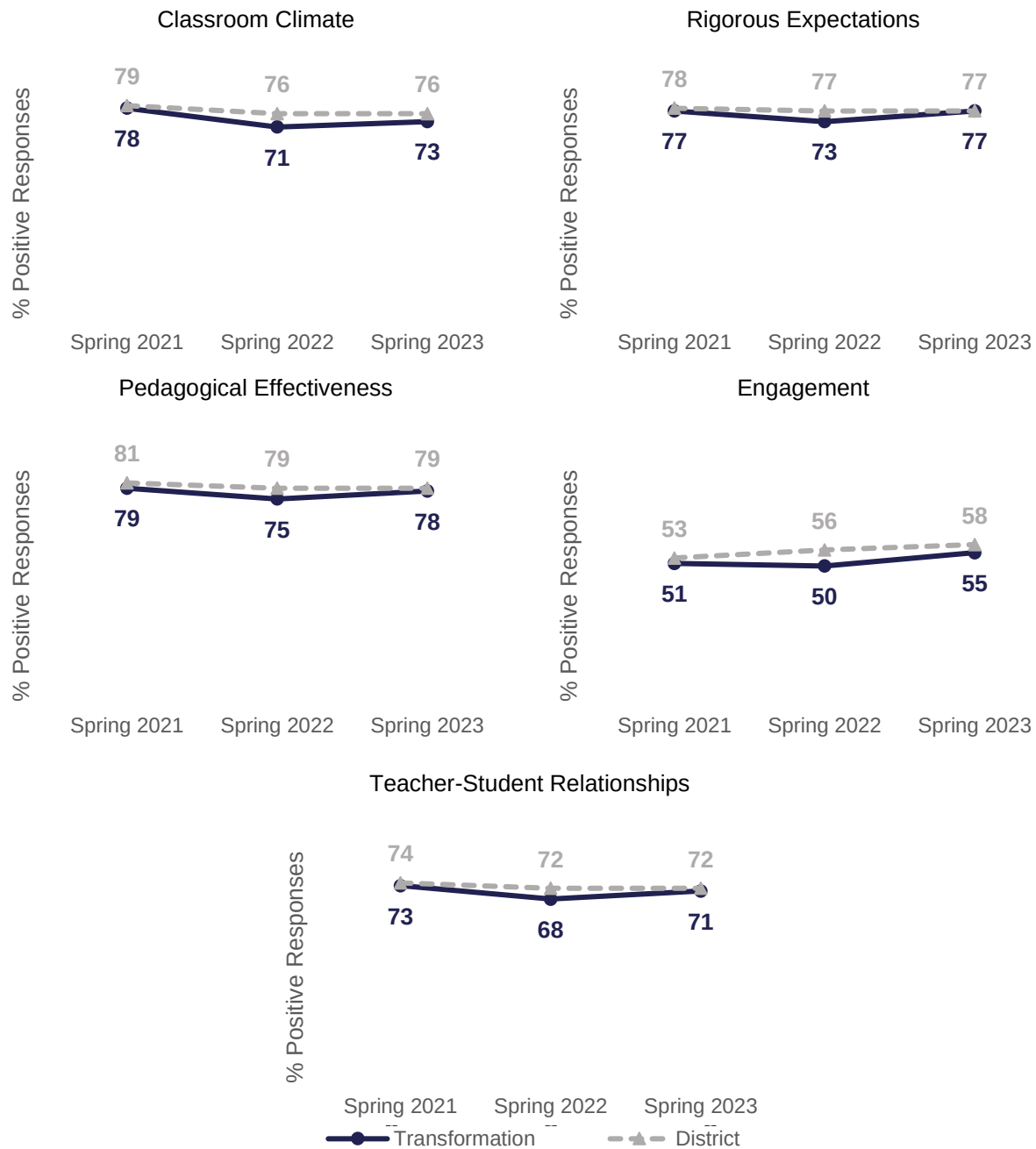
Figure 7: 2021-22 to 2022-23 Percentage of Positive Responses on Student Experience Survey for Grades 3 to 5



Source: Student Experience Survey files dated 07/12/2021 (Spring 2021), 06/23/2022 (Spring 2022), and 07/13/2023 (Spring 2023).

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

Figure 8: 2021-22 to 2022-23 Percentage of Positive Responses on Student Experience Survey for Grades 6 to 12



Source: Student Experience Survey files dated 07/12/2021 (Spring 2021), 06/23/2022 (Spring 2022), and 07/13/2023 (Spring 2023).

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

District Parent/Guardian Survey

Key Findings from this section:



Goal 7 (parent/guardian survey) was met at about a quarter of Transformation schools. From 2020-21 to 2022-23, positive response rates for Transformation schools remained consistent, and the district increased slightly.

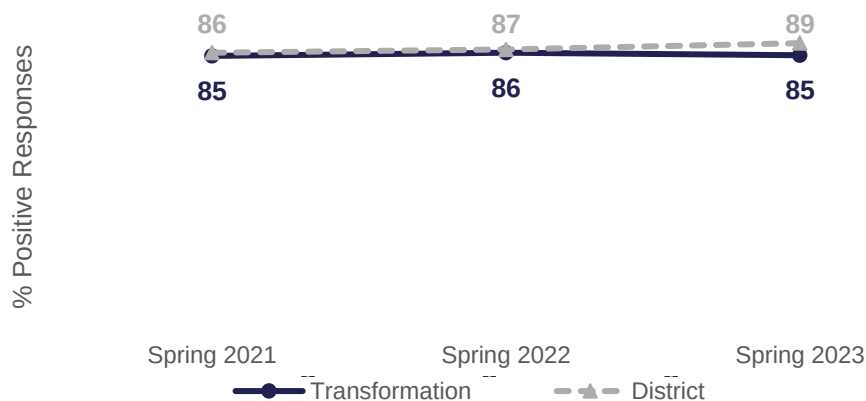
Goal 7: The percentage of positive responses on the District Parent/Guardian Survey for Transformation schools will be at or above the district average.

- Goal 7 was met at four of the 18 (22%) Transformation schools.⁴¹

Goal 7 Results⁴²

Overall, positive response rates for Transformation schools have remained relatively consistent from 2020-21 to 2022-23 (85% to 85%), while the district rates have trended upward slightly over time (86% to 89%; Figure 9).

Figure 9: 2022-23 Percentage of Positive Responses on Parent/Guardian Survey



Source: District Parent/Guardian Survey file dated 06/16/23.

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

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

In 2022-23, OTI set one student assessment goal for the following student achievement measures (Goal 8): *Measures of Academic Progress (MAP) Reading and Mathematics Growth* assessments and *State of Texas Assessments of Academic Readiness (STAAR)*. For *MAP Growth* assessments, *Met Projected Growth Percentages* and *Growth Quintile Rates* from BOY to EOY were used to measure student performance and academic growth over time by subject. For *STAAR*, the *STAAR 3-8* and *STAAR EOC*

⁴¹ In 2021-22, Goal 7 was met at 53 percent of the 15 Transformation schools.

⁴² Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

performance standard attainment rates were used to represent the degree to which students mastered the required content. This section includes results for this goal for *MAP Growth* and *STAAR*.

Key Findings from this section:



For Goal 8 (Met Projected Growth), most Transformation schools met projected growth standards on *MAP Reading*. For Spanish Reading and Mathematics, a lower percentage of Transformation schools met projected growth standards than the district.

Met Projected Growth

Goal 8: The percentage of Transformation school students that meet grade-level standards on student assessments will be at or above the district average in 2022-23.

Regarding grade-level standards on student assessments, the evaluator calculated whether Transformation students met projected growth standards on *MAP* assessments at or above the district rate.

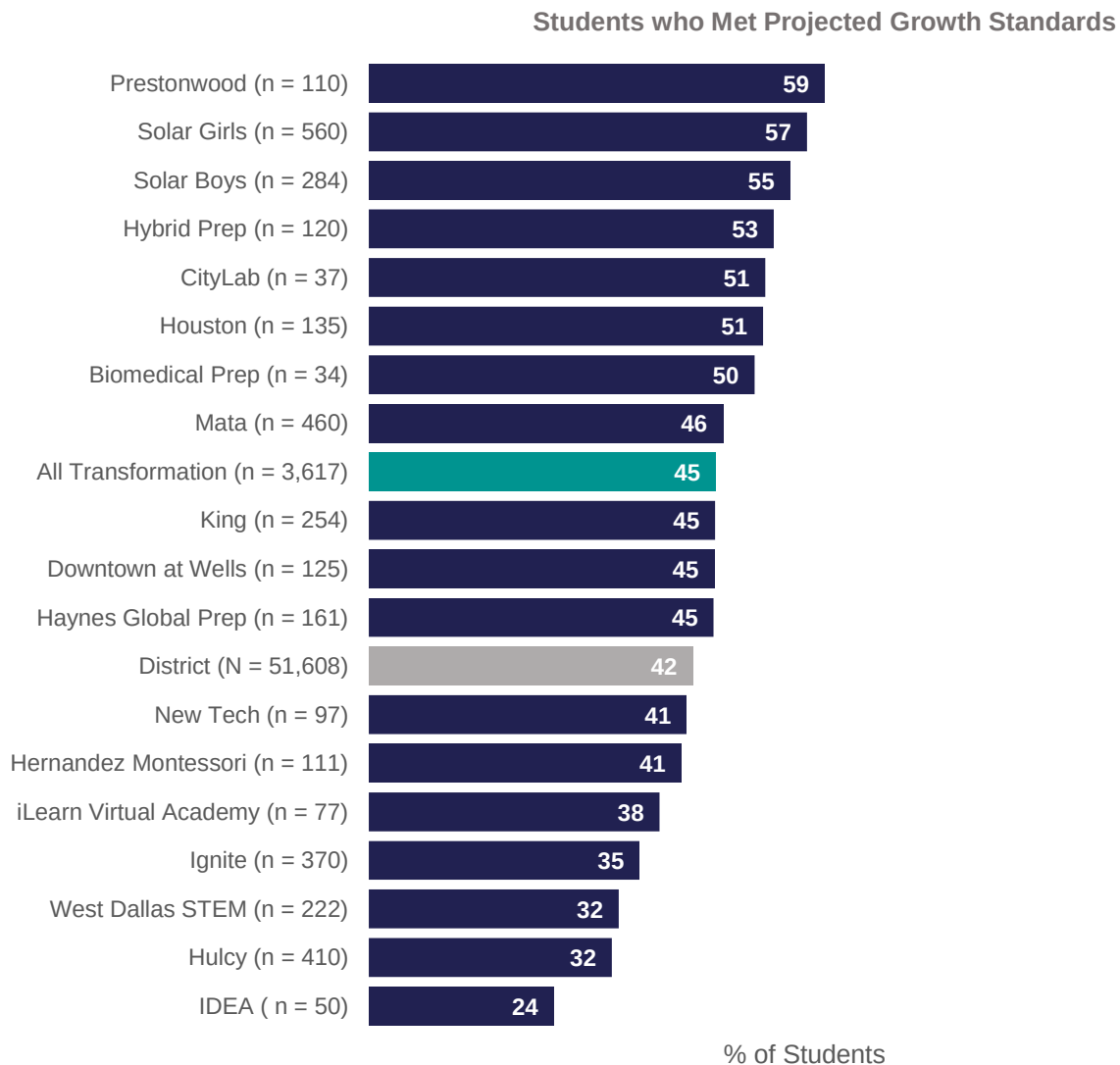
- *For English reading, the goal was met at 11 of the 18 (61%) Transformation schools.*
- *For Spanish reading, the goal was not met at the seven Transformation schools.*
- *For mathematics, the goal was met at five of the 18 (28%) Transformation schools.*

Goal 8 Results⁴³

As shown in Figure 10, the rate of students at Transformation schools combined who met the project growth standards for English reading (45%) was slightly higher than the district rate (42%). However, Figures 11 and 12 show the rate at Transformation schools for both Spanish reading (32%) and mathematics (46%) was lower than the district (48% and 50%, respectively).

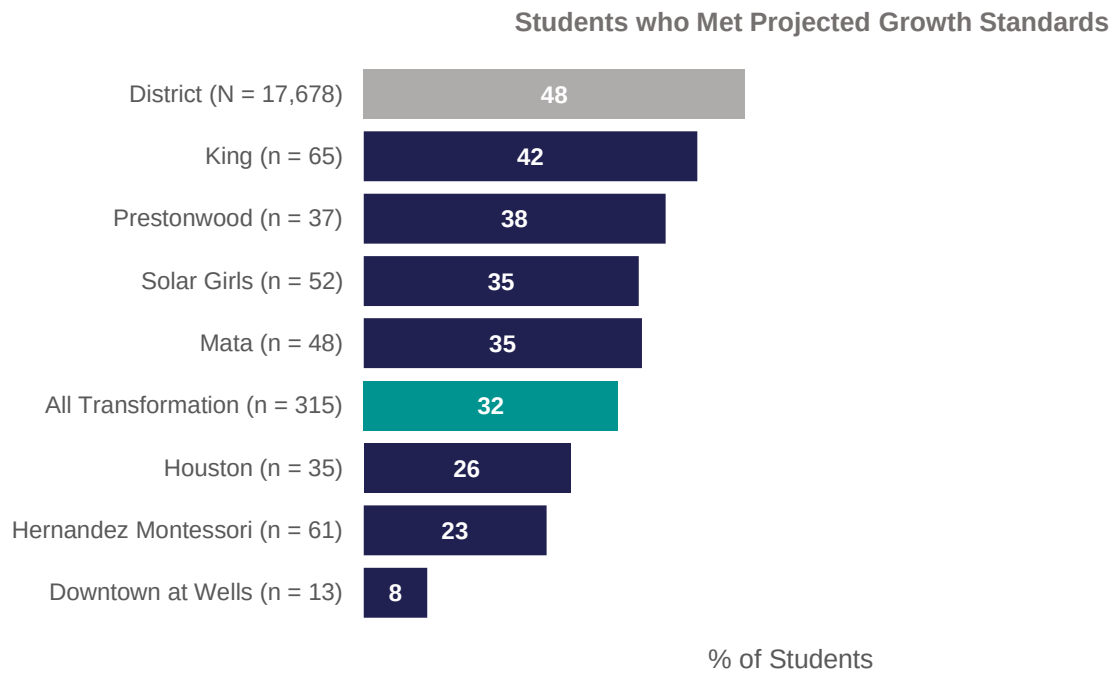
⁴³ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

Figure 10: 2022-23 Percentage of Students who Met Projected Growth Standards for MAP English Reading at Transformation Schools



Source: District *MAP Growth* files dated 06/25/23 (EOY). District PEIMS snapshot demographic file dated 10/31/22. Data for Innovation Schools are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

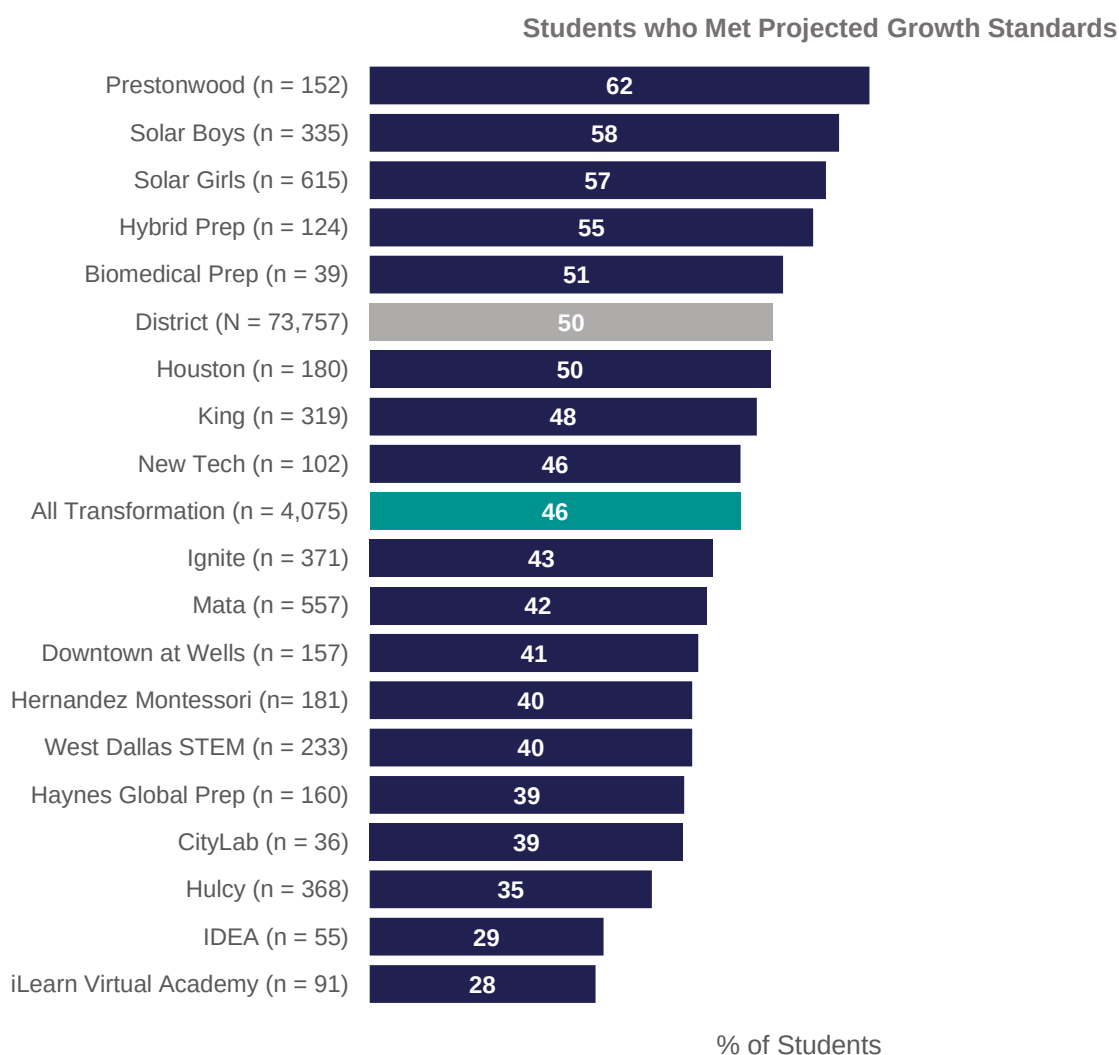
Figure 11: 2022-23 Percentage of Students who Met Projected Growth Standards for MAP Spanish Reading at Transformation Schools



Note: Solar Boys and Biomedical Prep were not included because the number of students who tested was less than five.

Source: District *MAP Growth* files dated 06/25/23 (EOY). District PEIMS snapshot demographic file dated 10/31/22. Data for Innovation Schools are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

Figure 12: 2022-23 Percentage of Students who Met Projected Growth Standards for MAP Mathematics at Transformation Schools



Source: District MAP Growth file dated 06/25/23 (EOY). District PEIMS snapshot demographic file dated 10/31/22. Data for Innovation Schools are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

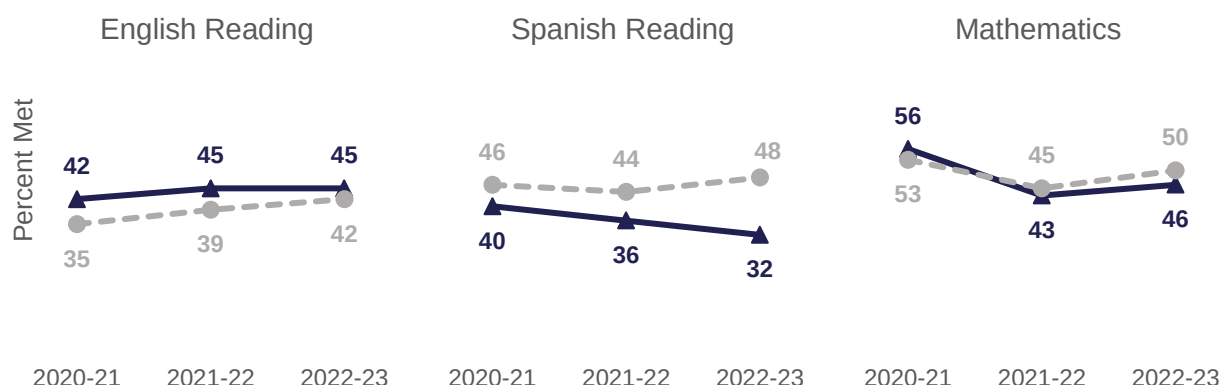
2020-21 to 2022-23 MAP Projected Growth Results Over Time

For English reading, the rate of students at Transformation schools who met projected growth standards trended slightly upward and then remained relatively consistent from 2020-21 to 2022-23 (42% to 45%), whereas the rate trended upward for the district (35% to 42%).

For Spanish reading, the rate of students at Transformation schools who met projected growth standards trended downward from 2020-21 to 2022-23 (40% to 32%), whereas the district rate of students fluctuated slightly (46% to 48%).

For mathematics, the rate of students who met projected growth standards trended downward from 2020-21 to 2021-22 for Transformation schools (56% to 43%) and the district (53% to 45%) before slightly rebounding in 2022-23 for both Transformation schools (46%) and the district (50%).

Figure 13: 2020-21 to 2022-23 Projected Growth Trends for English Reading, Spanish Reading, and Mathematics for Transformation Schools and the District.



Source: District MAP Growth (EOY) files dated 06/25/2023, 06/22/2022, and 06/23/2021. District PEIMS snapshot demographic file dated 10/31/22, 11/01/21, and 10/30/20

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

Growth Quintile Rates from BOY to EOY

Key Findings from this section:

-  For Goal 8 (Growth Quintile Rates), the goal was met for half of Transformation schools for English reading and about a quarter of Transformation schools for mathematics.
-  For Goal 8 (Growth Quintile Rates), the rate of students enrolled at Transformation schools (Transformation students) in the low or low average achievement BOY quintiles who exceeded MAP Growth targets was higher than the district for English reading and lower than the district for mathematics.

Goal 8: The percentage of Transformation school students that meet grade-level standards on student assessments will be at or above the district average in 2022-23.

Regarding MAP Growth Quintile Rates, the evaluator identified whether the rate of Transformation students who experienced either high average or high growth from BOY to EOY was at or above the district rate.

- For English reading, the goal was met at 50 percent of the 18 Transformation schools.
- For mathematics, the goal was met at four of the 18 (22%) Transformation schools.

Goal 8 Results⁴⁴

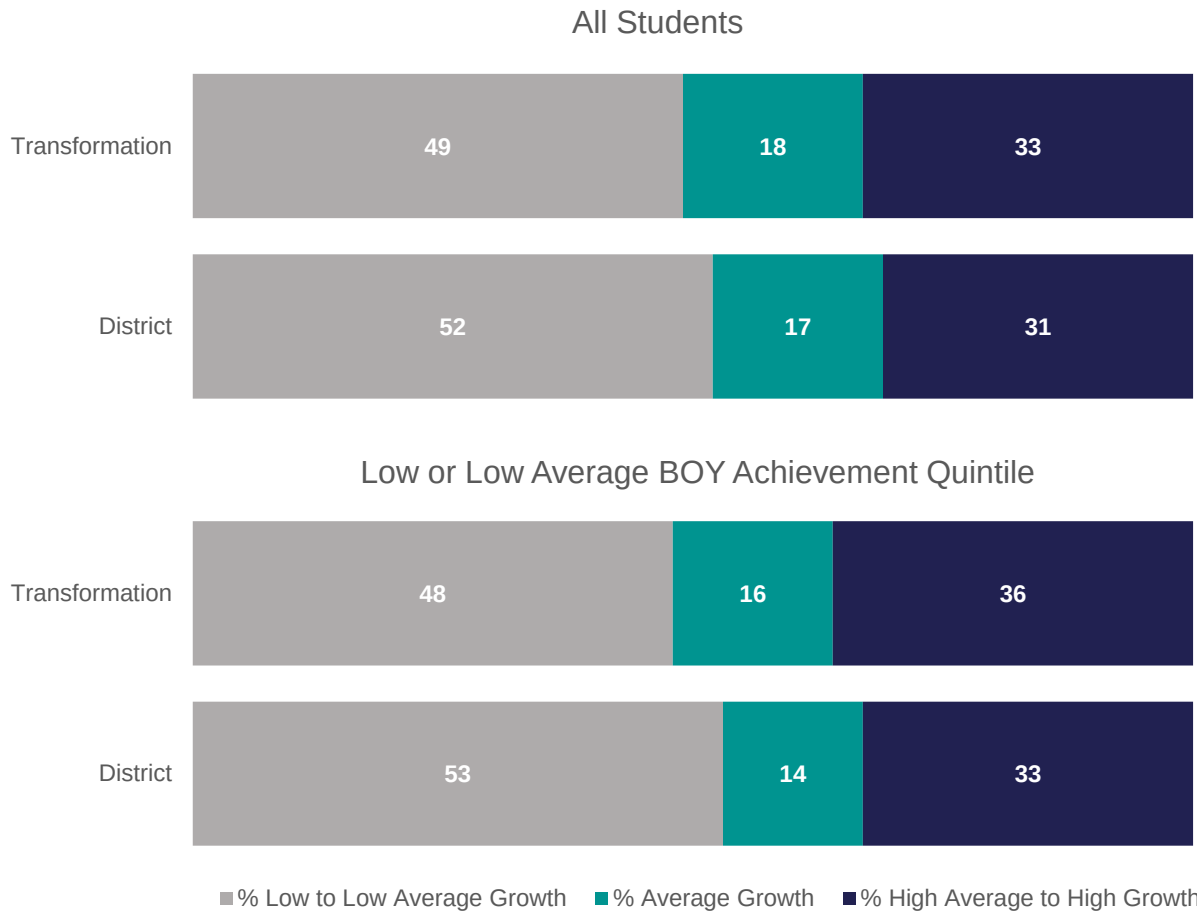
Figure 14 and Figure 15 include the percentage of students who did not meet (low growth or low average growth), met (average growth), or exceeded (high average or high growth) MAP Growth targets from BOY to EOY for reading and mathematics by achievement quintile. The lowest performing students

⁴⁴ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

at BOY were in the low or low average achievement quintiles, and the highest performing students at BOY were in the high or high average achievement quintile.

- For English reading, the rate of Transformation students in the low or low average achievement BOY quintiles who exceeded *MAP Growth* targets (36%) was higher than the district (33%; Figure 14).
- For mathematics, the rate of Transformation students in the low or low average achievement BOY quintiles who exceeded *MAP Growth* targets (34%) was lower than the district (41%; Figure 15).

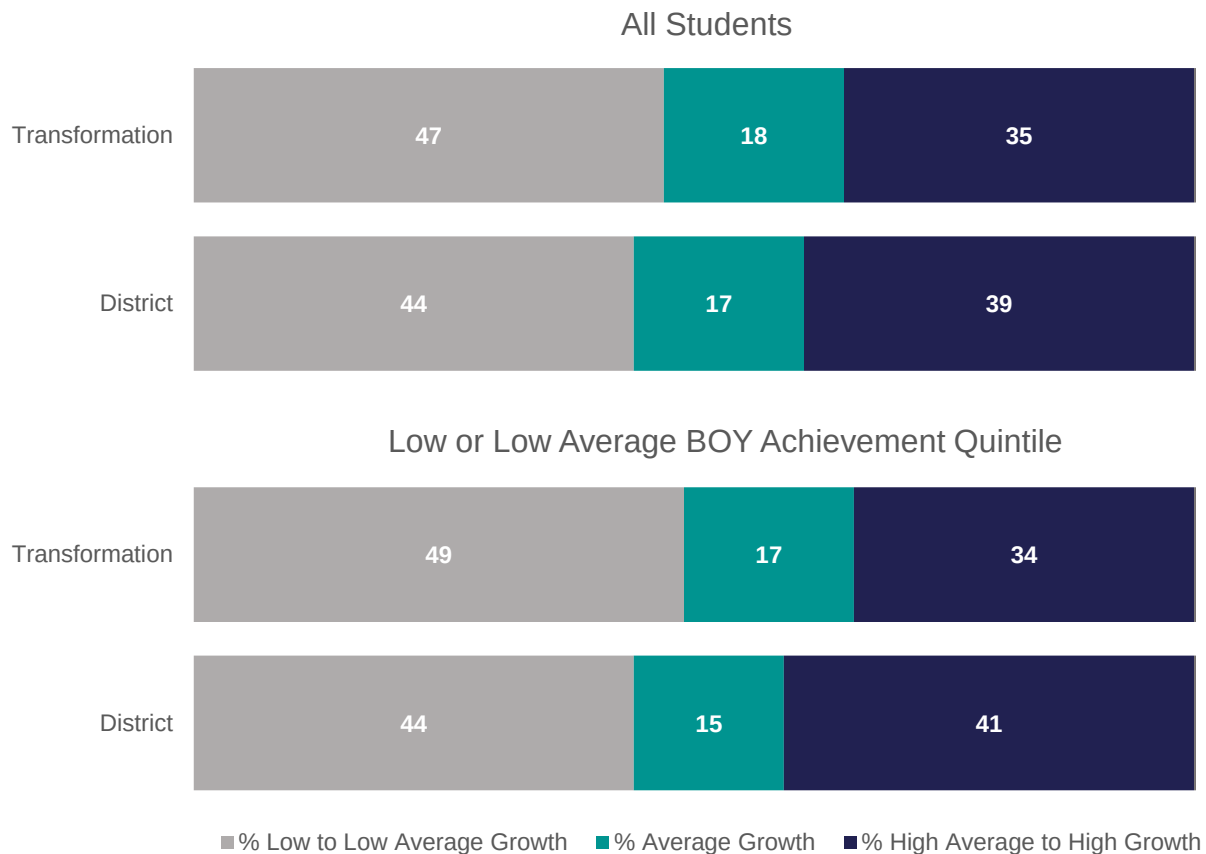
Figure 14: 2022-23 Percentage of Students Attaining Growth Targets from BOY to EOY for MAP Growth Reading (English Only) by Quintile



Source: District MAP Growth data file dated 06/25/23 (EOY) and district PEIMS snapshot demographic file dated 10/31/22.

Note: $N = 3,617$ students at Transformation schools. $N = 51,608$ students in overall district. To measure BOY achievement quintiles and BOY to EOY growth quintiles, the evaluator used the following percentiles: (a) Low (up to 20th percentile), (b) Low Average (21st to 40th percentile), (c) Average (41st to 60th percentile), (d) High Average (61st to 80th percentile) or (e) High (81st percentile and above). Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

Figure 15: 2022-23 Percentage of Students Attaining Growth Targets from BOY to EOY for MAP Growth Mathematics by Quintile



Source: District MAP Growth data file dated 06/25/23 (EOY) and district PEIMS snapshot demographic file dated 10/31/22.

Note: $N = 4,075$ students at Transformation schools. $N = 73,757$ students in overall district. To measure BOY achievement quintiles and BOY to EOY growth quintiles, the evaluator used the following percentiles: (a) Low (up to 20th percentile), (b) Low Average (21st to 40th percentile), (c) Average (41st to 60th percentile), (d) High Average (61st to 80th percentile) or (e) High (81st percentile and above). Percentages of students may not sum to 100 percent because of rounding. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

STAAR

Key Findings from this section:



For Goal 8 (STAAR 3-8), the goal was met for most Transformation schools for mathematics, reading, and social studies. All Transformation schools combined met the Approaches+ performance standard for all STAAR 3-8 assessments at a higher rate than the district.



For Goal 8 (STAAR EOCs), the goal was met for most Transformation schools for Algebra I, English I, and U.S. History. All Transformation schools combined met the Approaches+ performance standard for all STAAR EOC assessments at a higher rate than the district.

Goal 8: The percentage of Transformation school students that meet grade-level standards on student assessments will be at or above the district average in 2022-23.

STAAR 3-8.

- *For mathematics, the goal was met at:*
 - *eight of the 14 (57%) Transformation schools*
- *For reading, the goal was met at:*
 - *seven of the 14 (50%) Transformation schools*
- *For science, the goal was met at:*
 - *four of the 12 (33%) Transformation schools*
- *For social studies, the goal was met at:*
 - *four of the eight (50%) Transformation schools*

STAAR EOCs.

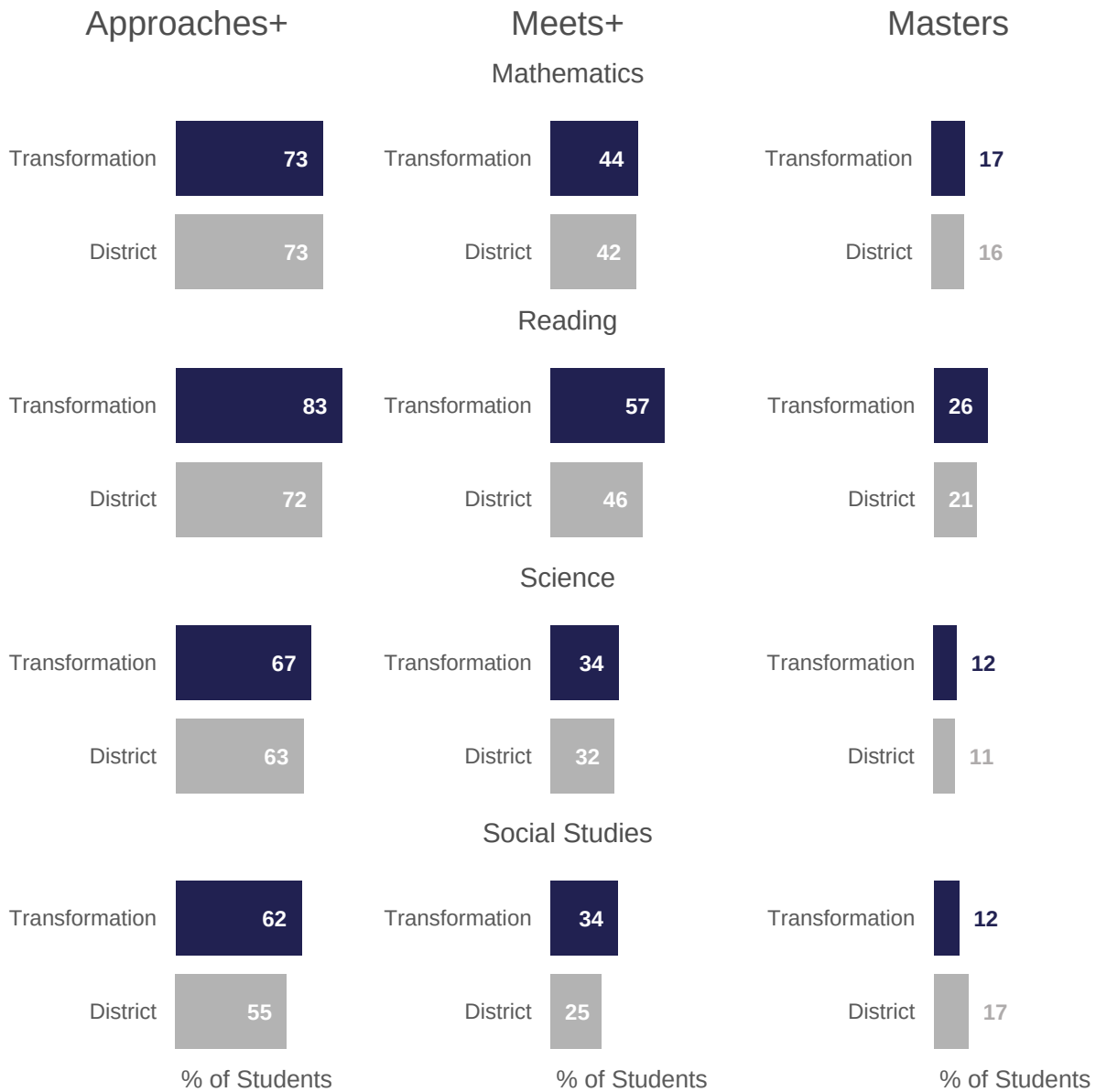
- *For Algebra I, the goal was met at:*
 - *eight of the 14 (57%) Transformation schools*
- *For English I, the goal was met at:*
 - *three of the five (60%) Transformation schools*
- *For English II, the goal was met at:*
 - *one of the three (33%) Transformation schools*
- *For Biology, the goal was met at:*
 - *one of the three (33%) Transformation schools*
- *For U.S. History, the goal was met at:*
 - *two of the three (67%) Transformation schools*

Goal 8 Results⁴⁵

In 2022-23, all Transformation schools combined met the Approaches+ performance standard for all STAAR 3-8 assessments (62% to 83%) at a higher rate than the district (55% to 73%; Figure 16). Likewise, all Transformation schools combined (74% to 95%) met the Approaches+ performance standard for all STAAR EOC assessments at a higher rate than the district (60% to 92%) in 2022-23 (Figure 17). STAAR 3-8 and EOC results from 2018-19 to 2022-23 can be found in Figures 18-21; *however, because of changes to the STAAR 3-8 and STAAR EOC tests in 2023, comparisons to previous years should be made with caution.*

⁴⁵ Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

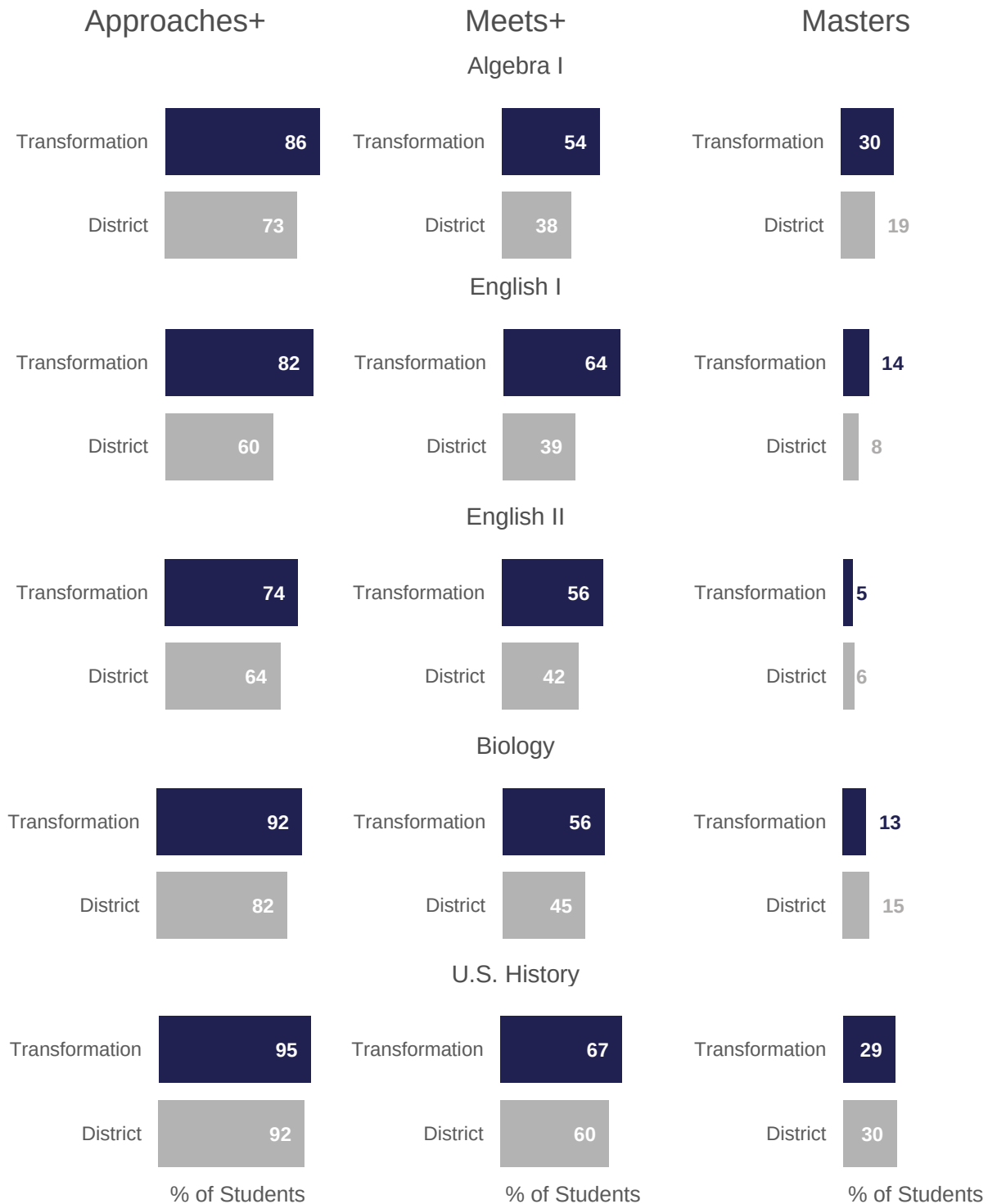
Figure 16: 2022-23 Percentage of Students Attaining STAAR 3-8 Approaches+, Meets+, or Masters Performance Standards by Subject



Source: District STAAR 3-8 file dated 08/12/23 (grades three to eight) for students enrolled on the PEIMS snapshot date of 10/31/2022.

Note: Rates reflect all versions of STAAR. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

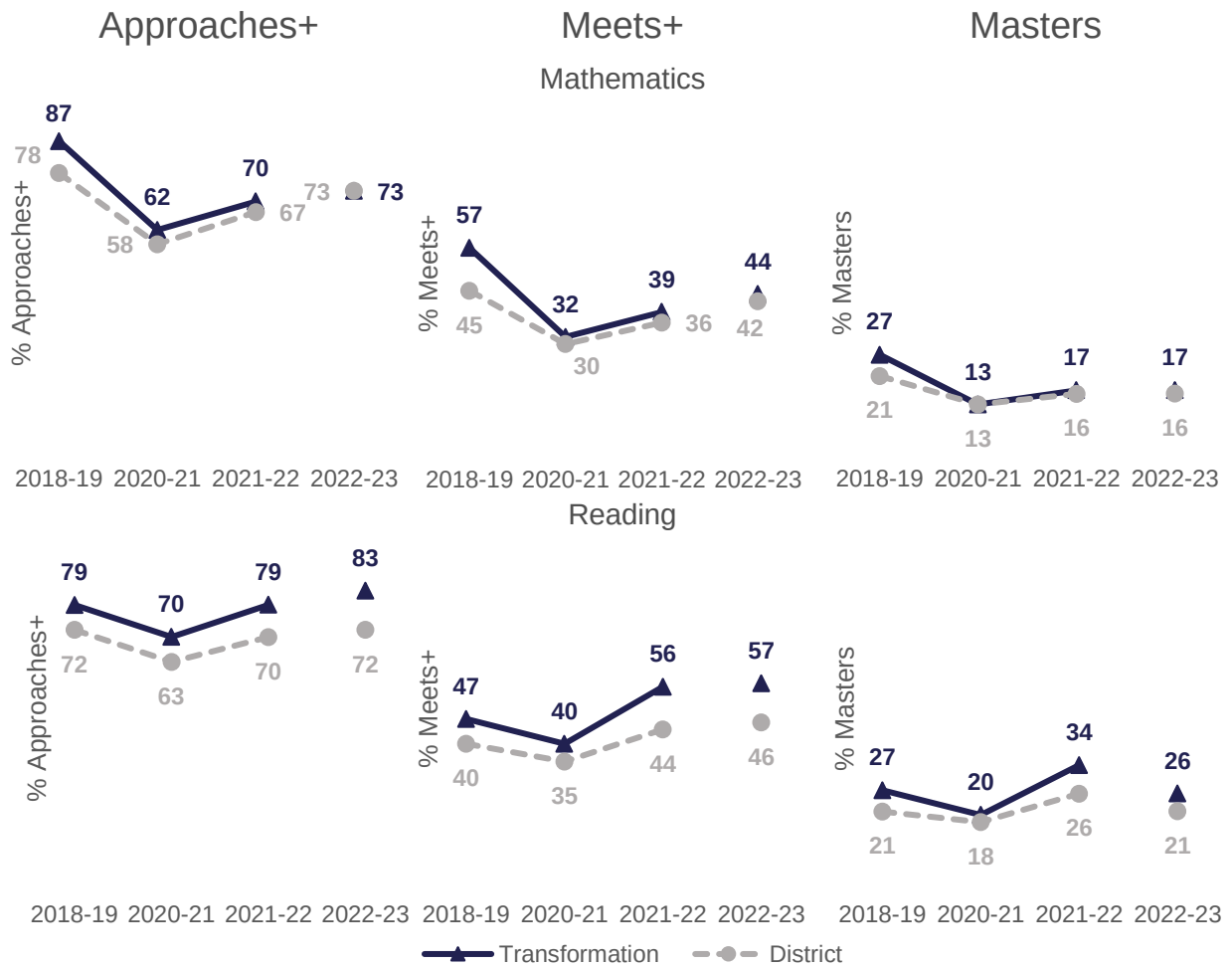
Figure 17: 2022-23 Percentage of Students Attaining STAAR EOC Approaches+, Meets+, or Masters Performance Standards by Subject



Source: District STAAR EOC file dated 08/12/23 (Algebra I, Biology, English I, English II, and U.S. History EOC) for students enrolled on the PEIMS snapshot date of 10/31/22.

Note: Rates reflect all versions of STAAR EOCs. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org.

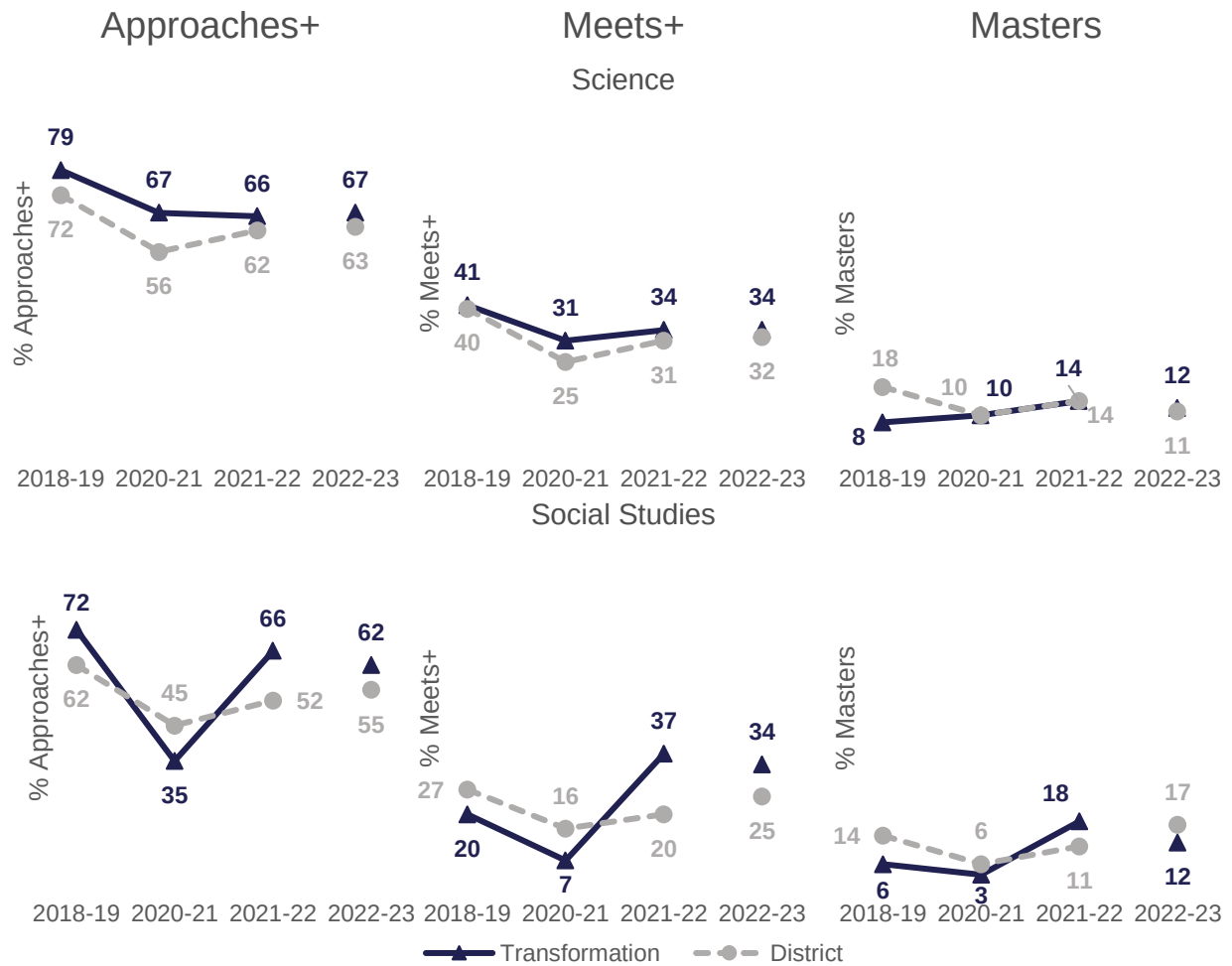
Figure 18: 2018-19 to 2022-23 STAAR 3-8 Trends for Mathematics, Reading, and Writing for Transformation Schools and the District.



Source: District STAAR 3-8 file dated 08/12/23 (grades three to eight) for students enrolled on the PEIMS snapshot date of 10/31/2022 (2022-23). Data from 2018-19, 2020-21, and 2021-22 were retrieved from Barton (2022), Barton (2021) and Sanguras (2019).

Note: Rates reflect all versions of STAAR. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. Because of changes to the STAAR 3-8 and STAAR EOC tests in 2023, comparisons to previous years should be made with caution.

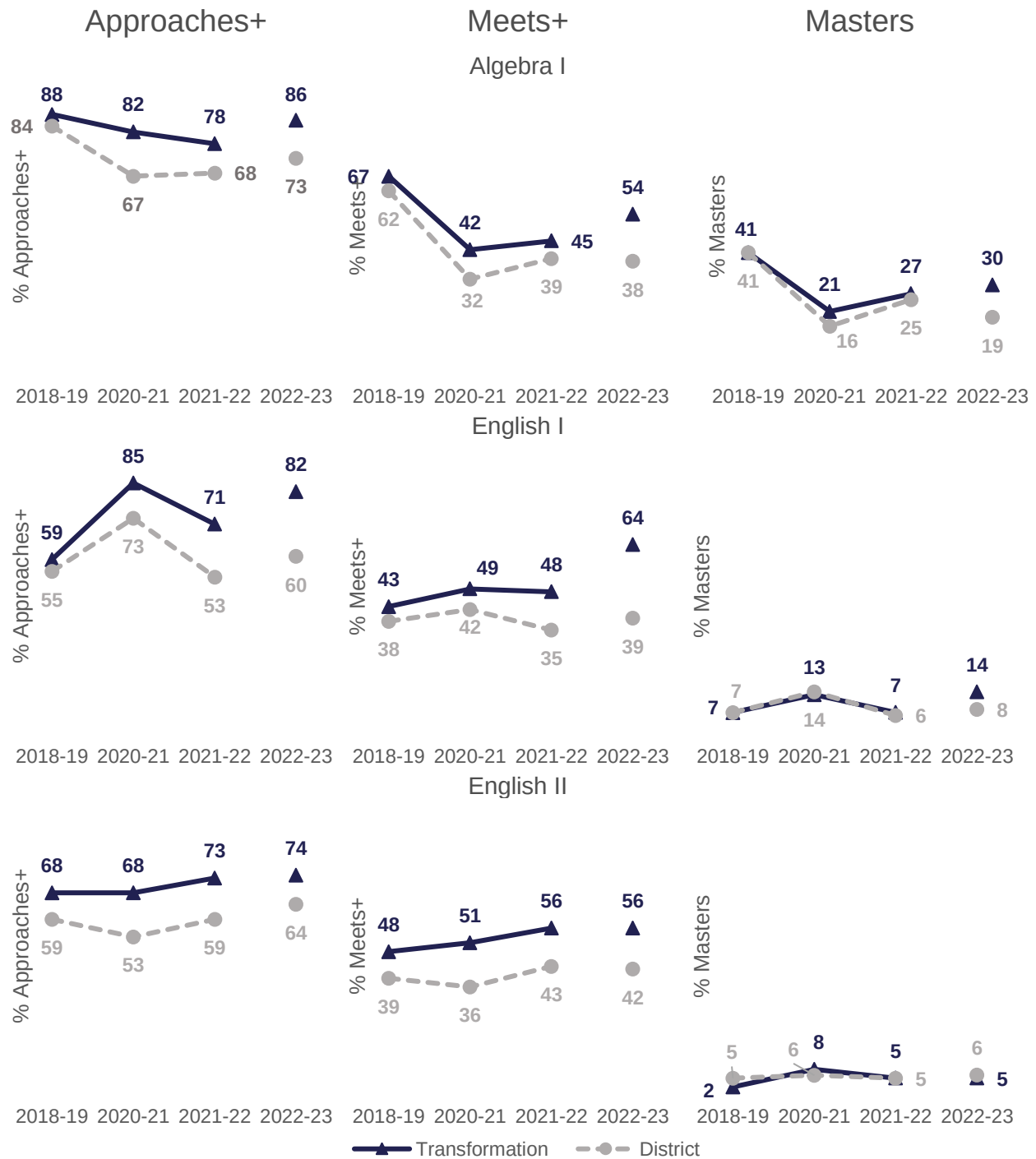
Figure 19: 2018-19 to 2022-23 STAAR 3-8 Trends for Science and Social Studies for Transformation Schools and the District.



Source: District STAAR 3-8 file dated 08/12/23 (grades three to eight) for students enrolled on the PEIMS snapshot date of 10/31/2022 (2022-23). Data from 2018-19, 2020-21, and 2021-22 were retrieved from Barton (2022), Barton (2021) and Sanguras (2019).

Note: Rates reflect all versions of STAAR. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. Because of changes to the STAAR 3-8 and STAAR EOC tests in 2023, comparisons to previous years should be made with caution.

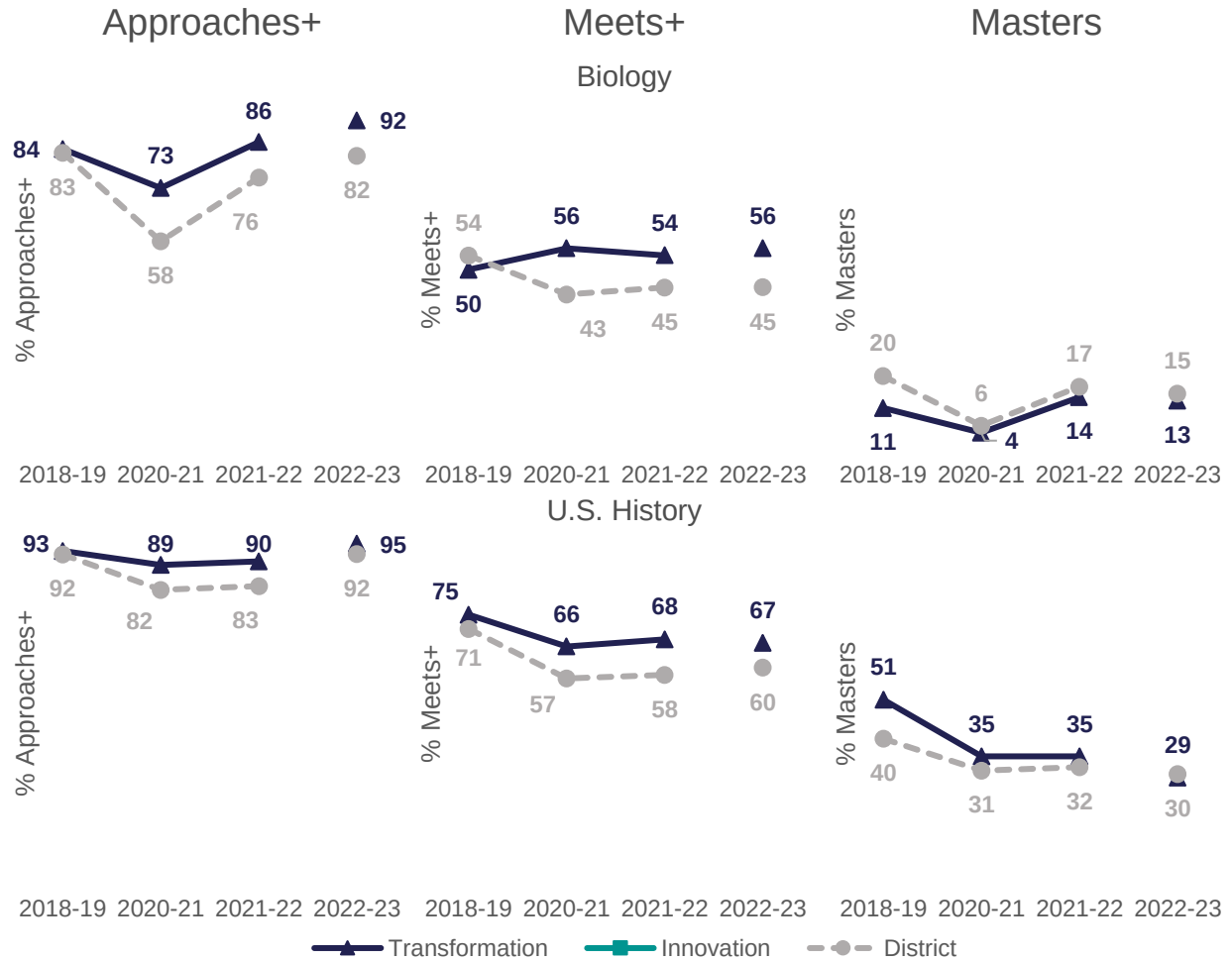
Figure 20: 2018-19 to 2022-23 STAAR Trends for Mathematics, Reading and Writing for Transformation Schools and the District.



Source: District STAAR EOC file dated 08/12/23 (Algebra I, Biology, English I, English II, and U.S. History EOC) for students enrolled on the PEIMS snapshot date of 10/31/22 (2022-23). Data from 2018-19, 2020-21, and 2021-22 were retrieved from Barton (2022), Barton (2021) and Sanguras (2019).

Note: Rates reflect all versions of STAAR EOCs. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. Because of changes to the STAAR 3-8 and STAAR EOC tests in 2023, comparisons to previous years should be made with caution.

Figure 21: 2018-19 to 2021-22 STAAR Trends for Science and Social Studies for Transformation Schools, Innovation Schools, and the District.



Source: District STAAR EOC file dated 08/12/23 (Algebra I, Biology, English I, English II, and U.S. History EOC) for students enrolled on the PEIMS snapshot date of 10/31/22 (2022-23). Data from 2018-19, 2020-21, and 2021-22 were retrieved from Barton (2022), Barton (2021) and Sanguras (2019).

Note: Rates reflect all versions of STAAR EOCs. Campus-level data are available on the OTI Qualtrics dashboard and access can be requested by contacting davilaalejo@dallasisd.org. No STAAR scores were available for 2019-20 because of the COVID-19 pandemic. Because of changes to the STAAR 3-8 and STAAR EOC tests in 2023, comparisons to previous years should be made with caution.

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

Key Findings from this section:



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



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



The college enrollment rates for 2022 and 2021 graduates at Transformation high schools were lower than the district rates.

One-Year High School Graduation Rate (Class of 2023)

Two-hundred and seventeen Grade 12 students were enrolled in Transformation high schools at the end of 2022-23. Of those, 98 percent graduated by August 2023, which was higher than the district rate (92%; Table 9). The rates for CityLab (97%), IDEA (96%), and New Tech (100%) were also higher than the district.

Table 9: 2022-23 Rate of Grade 12 Students at Transformation High Schools Who Graduated by August 2023

Campus	Grade 12 Students in 2022-23	
	N	% Graduated
CityLab	58	96.6
IDEA	51	96.1
New Tech	108	100.0
Transformation	217	98.2
District	8,792	92.2

Source: End-of-year demographic file dated 06/05/23 and graduation file dated 07/17/23.

Note: **Bold teal numbers** indicate percentages that are at or above the district rate.

Four-Year High School Graduation Rate (Class of 2022)

The four-year longitudinal graduation rate for the class of 2022 at Transformation high schools was 96 percent, which was higher than the district rate (81%; Table 10). The four-year graduation rate for IDEA (97%) and New Tech (95%) was also higher than the district rate.⁴⁶

⁴⁶ The four-year graduation rate for CityLab was not available because an additional year was needed before the calculation is completed. Four-year rates are calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and fifth years of the cohort or (b) served Grade 12 in the first and fifth years of the cohort. More information can be found at: <https://tea.texas.gov/sites/default/files/dropcomp-2021-22.pdf>.

Table 10: 2022-23 Four-Year Longitudinal High School Graduation Rates for Transformation Schools (Class of 2022)

Campus	Class of 2022		
	Class N	Graduated	
		n	Rate (%)
IDEA	60	58	96.7
New Tech	59	56	94.9
Transformation	119	114	95.8
District	9,512	7,714	81.1

Source: Graduation rates for the class of 2022 accessed on 10/04/23 at tea.texas.gov.

Note: The four-year graduation rate for CityLab was not available because an additional year was needed before the calculation is completed. **Bold teal numbers** indicate percentages that are at or above the district rate.

College Enrollment

2022 Graduates

According to the National Student Clearinghouse (NSC), the college enrollment rate ⁴⁷ for 2022 graduates at Transformation high schools⁴⁸ was 44 percent ($N = 147$) in 2022 (Figure 22), which was lower than the district rate for 2022 graduates (47%).

In addition, a higher percentage of 2022 graduates at Transformation high schools enrolled in a four-year college (25%) than a two-year college (18%), and they were more likely to enroll in a public (41%) or in-Texas (42%) college.

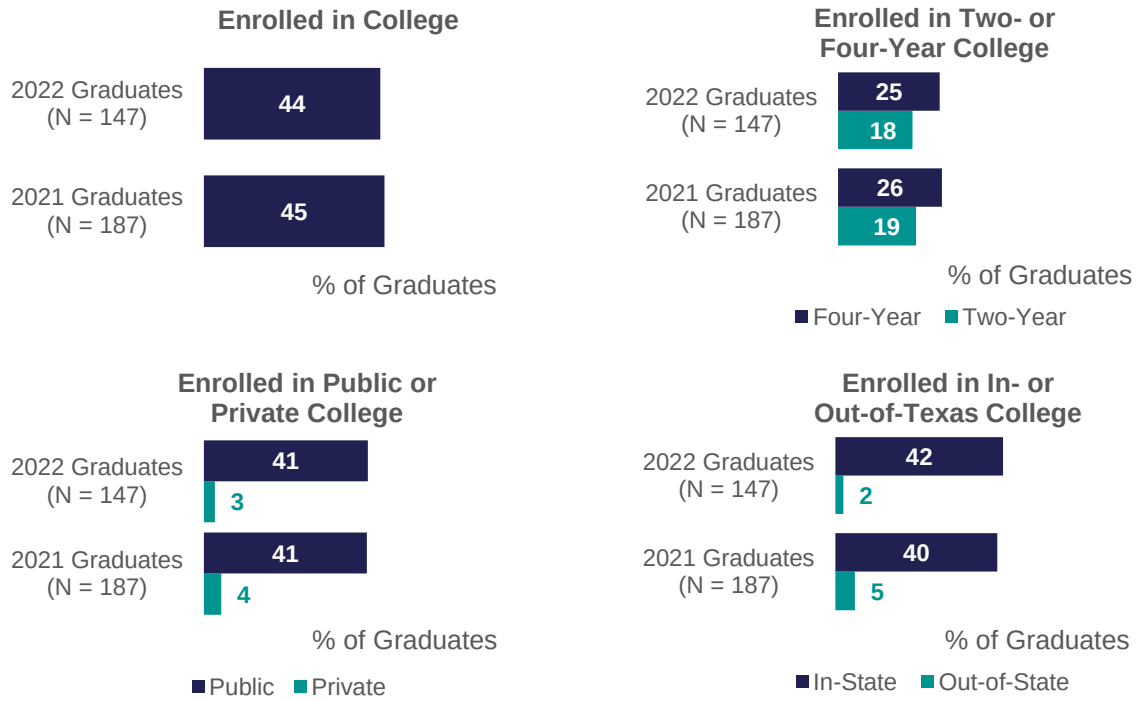
2021 Graduates

NSC also updated the college enrollment rate for 2021 graduates from 40 percent in 2021 to 45 percent in 2022, which was slightly lower than the district rate for 2021 graduates (47%).

⁴⁷ College enrollment rate was defined as enrollment within two years of high school graduation.

⁴⁸ In 2021, NSC included college enrollment data for IDEA and New Tech HS only.

Figure 22: 2022 National Student Clearinghouse Enrollment Statistics for 2021 and 2022 Graduates at Transformation High Schools



Source: District National Student Clearinghouse (NSC) data file dated 08/02/23.

Note: N = total number of graduates. In 2022, NSC included college enrollment data for IDEA, New Tech HS, and CityLab. Percentages represent students who graduated from Transformation high schools and enrolled in college any time during the first two years following high school graduation. Because college enrollment data in the NSC file is updated over time, these percentages may change each year.

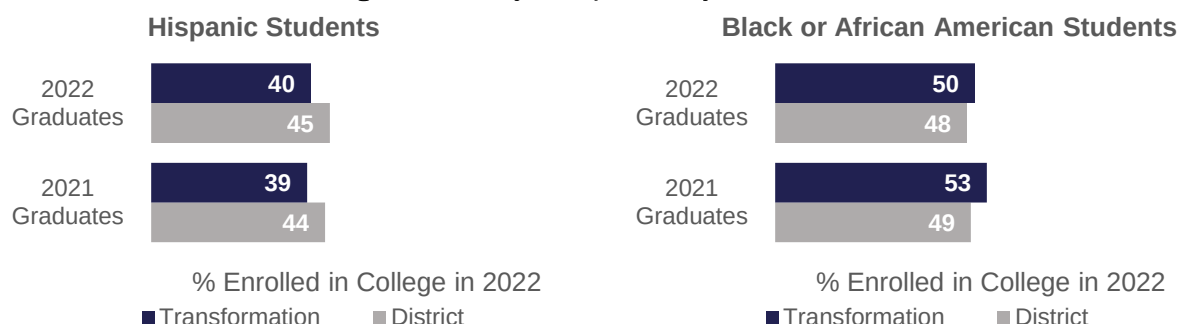
Hispanic Students

According to NSC, the 2022 college enrollment rate for Hispanic students who graduated from a Transformation high school in 2022 was 40 percent, which was lower than Hispanic graduates in the district (45%) and about the same as 2021 graduates (39%) Figure 23.

Black or African American Students

The 2022 college enrollment rate for Black or African American students who graduated from a Transformation high school in 2022 was 50 percent, which was slightly higher than Black or African American graduates in the district (48%) but slightly lower than 2021 graduates (53%).

Figure 23: 2022 National Student Clearinghouse Enrollment Statistics for 2021 and 2022 Graduates at Transformation High Schools by Race/Ethnicity



Source: Dallas ISD National Student Clearinghouse (NSC) data files dated 08/09/22 and 08/02/23.

Note: *N* = 93 Hispanic students at Transformation High schools (2022 graduates). *N* = 6,047 Hispanic Dallas ISD students (2022 graduates). *N* = 119 Hispanic students at Transformation High schools (2021 graduates). *N* = 5,678 Hispanic Dallas ISD students (2021 graduates). *N* = 40 Black or African American students at Transformation High schools (2022 graduates). *N* = 1,589 Black or African American Dallas ISD students (2022 graduates). *N* = 47 Black or African American students at Transformation High schools (2021 graduates). *N* = 1,660 Black or African American Dallas ISD students (2021 graduates). Not all racial groups are displayed. In 2022, NSC included college enrollment data for IDEA, New Tech HS, and CityLab. Includes students enrolled with two years of high school graduation into two- or four-year degree programs.

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

Key Findings from this section:

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

In 2022-23, ESSER funding was used to purchase curriculum that would provide opportunities for high quality virtual learning at the iLearn Virtual Academy (*N* = 112 students). Three performance objectives were used to evaluate implementation of the new curriculum as it relates to student success, school climate, and MAP Growth. The performance objectives were defined as follows:

- 80 percent of students will meet the student success criteria, as defined by Senate Bill 15,⁴⁹ by the end of 2022-23.
- At least 83 percent of teachers will respond positively to the following item from the district Climate Survey in 2022-23 (fall and spring): “I believe I work in an environment of support and respect.”
- At least 90 percent of students will meet their *MOY* and *EOY MAP* growth goal in 2022-23.

⁴⁹ More information regarding Senate Bill 15 can be found at: <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/senate-bill-15-overview>.

Student Success

To measure the student success performance objective, three metrics were used: (a) 80 percent of students will receive an end-of-year grade of C or higher for core courses (i.e., reading/language arts, math, science, and social studies); (b) 80 percent of students will achieve satisfactory achievement or higher on each *STAAR 3-8* and *EOC* assessment⁵⁰ (i.e., Approaches+), and (c) students will have less than 10 percent unexcused absences.

- Metric 1 was partially met; the rate of students with an end-of-year grade of C or higher for core courses was 83 percent in grade 4, 88 percent in grade 5, and 80 percent for all elementary grades combined (grades 3-5), which met the goal (Table 11). The remaining grades did not meet the goal.
- Metric 2 was partially met. For iLearn students who completed the *STAAR 3-8* assessment in 2022-23, 69 percent achieved the Approaches+ performance standard for reading, 41 percent achieved Approaches+ for math, 49 percent achieved Approaches+ for science, 46 percent achieved Approaches+ for social studies, and 100 percent achieved Approaches+ for Algebra I.
- Metric 3 was not met. While the attendance rate for iLearn was 91 percent in 2022-23, which was slightly below the district rate (93%), 95 percent of all absences ($N = 1,519$) were unexcused, which did not meet the ESSER workscope goal.

Table 11: 2022-23 Rate of iLearn Students with an End-of-Year Grade of C or Higher Grades in Core Courses.

Grade	N of Core Courses	% Passing
3	59	70.2
4	63	82.9
5	56	87.5
6	55	42.0
7	29	54.7
8	21	25.9
Elementary (Grades 3-5)	178	79.5
Secondary (Grades 6-8)	105	39.6
iLearn overall	283	57.9

Source: 2022-23 Elementary and Secondary Course Grades file dated 08/11/23.

Note: **Blue bold** indicates a percent that met the ESSER workscope goal. Core courses included reading/language arts, math, science, and social studies. A passing grade was a letter grade of C or higher.

School Climate

To measure the school climate performance objective, two metrics were used: on the Climate survey item “I believe I work in an environment of support and respect” (a) 83% of staff will respond positively in Fall 2022 and (b) 83% of staff will respond positively in Spring 2023.

Metric 1 was met; 100 percent of staff responded positively to Fall Climate Survey indicator in 2022-23.

- Metric 2 was not met; 50 percent of staff responded positively to Spring Climate Survey indicator in 2022-23.

⁵⁰ The ESSER workscope included a goal for *STAAR EOC* only, but iLearn only included students in grades 3-8 in 2022-23.

MAP Growth

To measure the *MAP* Growth performance objective, the following metric was used: 90 percent of students will meet *MOY* and *EOY MAP* Growth goals.

- Metric 1 was not met. In 2022-23, 36 percent of students met *MOY* MAP growth goals, and 32 percent of students met *EOY* MAP growth goals.

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APPENDICES



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Appendix A: ACRONYMS AND ABBREVIATIONS

AC	Alternative Certification
Approaches+	Approaches Grade Level or Above
BP	Beliefs and Priorities
BOY	Beginning of Year
CGC	College-Going Culture
CFS	Culture of Feedback and Support
CS	Charter School
DT	Design Thinking
Does Not Meet	Does Not Meet Grade Level
EB	Emergent Bilingual
EL	Expeditionary Learning
EOY	End of Year
EQ	Evaluation Question
ES	Elementary School
HS	High School
IB	International Baccalaureate
ISD	Independent School District
K	Kindergarten
LC	Learning Center
MAP	<i>Measures of Academic Progress</i>
Masters	Masters Grade Level
Meets+	Meets Grade Level or Above
MOY	Middle of Year
MS	Middle School
OTI	Office of Transformation and Innovation
PBL	Project Based Learning
PCE	Positive Culture and Environment
PEIMS	Public Education Information Management System
PK	Prekindergarten
PL	Personalized Learning
PSC	Public School Choice
SL	Service Learning
SPED	Special Education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
T & I	Transformation and Innovation
TPT	Teacher-Principal Trust
TTT	Teacher-Teacher Trust
TBPL	Technology and Project-based Learning
TEI	Teacher Excellence Initiative
Visual Arts	Visual and Performing Arts

Appendix B: 2022-23 Methodology for Evaluation Questions

Table 1: 2022-23 Data Sources

EQ	Data Component	Source	Data Files	Key Metric	Aggregation
-	Program Components	OTI Department and Website	None	None	None
-	Budget	Budget Services Department, Special Revenues Department	None	None	Department
1	Program documents/website, interviews	Deputy Chief and OTI program staff	None	Content Analysis	Program
1	Student Enrollment	Student Information System	PEIMS	Frequency of students enrolled	Campus, program
1	Student Demographics	Student Information System	PEIMS	Rate of students enrolled in the following categories: Grade, sex, ethnicity, SES, EB, SPED	Campus, program, district
1	Campus Staff Demographics	Dallas ISD HCM Department	Personnel file	Rate of teachers in the following categories: School level, gender, ethnicity, years of experience, highest degree earned, distinguished teacher review (DTR), and alternative certification status.	Campus, program, district
1	Campus Staff Retention	Dallas ISD HCM Department	Personnel file	Rate of staff members in each of the following categories: Stayers, leavers, movers.	Campus, program, district
1	Student Retention	Student Information System	PEIMS	Rate of students in each of the following categories: Stayers, leavers, movers.	Campus, program, district
2	Socioeconomic and Racial Diversity	Student Information System	PEIMS	Rate of students in each of the following categories: SES and race.	Campus, program, district
3	Student Recapture Information	OTI staff members and OTI data files	Application seats	Rate of applicants to seats available at entry grade levels.	Campus, program
4	Campus Climate Survey	Dallas ISD OIR Department and Hanover	Climate Survey	Rate of positive response by sub-scale and overall.	Campus, program, district
4	Student Experience Survey	Dallas ISD OIR Department	Student Experience	Rate of positive responses by sub-scale and overall.	Campus, program, district
4	Parent/Guardian Survey	Dallas ISD HCM Department	Parent Survey	Rate of positive responses.	Campus, program, district

table continues

Table 1: 2022-23 Data Sources (continued)

EQ	Data Component	Source	Data Files	Key Metric	Aggregation
5	MAP Reading & Mathematics	NWEA	Reading BOY, Math BOY, Reading EOY, Math EOY	(a) Rate of students who Met Projected Growth from BOY to EOY and (b) Growth Quintile Rates from BOY to EOY.	Campus, program, district
5	STAAR Reading, Mathematics, Science and Social Studies	TEA	STAAR 3-8, STAAR EOC	Rate of students attaining performance standards (Approaches+, Meets+, and Masters).	Subject, grade, campus, program, district
6	Graduation Rates	Student Information System	Graduation Rate	Rate of Transformation high school seniors who graduated in 2023. Rate of high school seniors who graduated from 2019-2023.	Campus, program, district
6	College Enrollment	NSC data files	StudentTracker Demographics Report	Rate of 2022 and 2023 Transformation graduates who enrolled in college; a two- or four-year college; a public or private college; and enrolled in an in-Texas or out-of-Texas university.	Campus, program, district

Note: DTR = Distinguished Teacher Review. EB = Emergent Bilingual. HCM = Human Capital Management. MAP = Measures of Academic Progress. NWEA = Northwest Evaluation Association. NSC = National Student Clearinghouse. OIR = Office of Institutional Research. OTI = Office of Transformation & Innovation. SES = Socioeconomic Status. SPED = Special Education. STAAR = State of Texas Assessments of Academic Readiness. TEA = Teacher Education Agency.

Appendix C

Appendix C, Table 1: 2022-23 Progress Toward Goals

Socioeconomic and Racial Goals

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

Goal 1 was met for all Transformation schools combined and at ten of the 15 (67%) Transformation schools included in the socioeconomic diversity goal.

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

Goal 2 was met for all Transformation schools combined and 15 of the 18 (83%) Transformation schools included in the racial diversity goal.

Student Application and Recapture Goals

Goal 3: The number of students applying to a Transformation school in spring 2020 will exceed the number of seats available overall and for each Transformation campus.

Goal 3 was met for all Transformation schools combined and for all 19 Transformation schools that were open during the 2023-24 school year.

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

Goal 4 was met for all Transformation schools combined (35%).

School Climate, Student Experience, and Parent/Guardian Survey Goals

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

Goal 5 was met for all six climate survey subscales at six of the 15 (40%) Transformation schools that were included.

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

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

Goal 6 was met for all five student experience survey subscales at 36 percent of the 14 Transformation schools for grades 6 to 12.

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

Goal 7 was met at four of the 18 (22%) Transformation schools.

Appendix C, Table 1 (continued)

Student Assessment Goals

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

Met Projected Growth Percentages: Gains from BOY to EOY will be at or above the district average.

- For English reading, the goal was met at 11 of the 18 (61%) Transformation schools.
- For Spanish reading, the goal was not met at the seven Transformation schools.
- For mathematics, the goal was met at five of the 18 (28%) Transformation schools.

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

- For English reading, the goal was met at 50 percent of the 18 Transformation schools.
- For mathematics, the goal was met at four of the 18 (22%) Transformation schools.

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

- For mathematics, the goal was met at eight of the 14 (57%) Transformation schools.
- For reading, the goal was met at seven of the 14 (50%) Transformation schools.
- For science, the goal was met at four of the 12 (33%) Transformation schools.
- For social studies, the goal was met at four of the eight (50%) Transformation schools.

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

- For Algebra I, the goal was met at eight of the 14 (57%) Transformation schools.
 - For English I, the goal was met at three of the five (60%) Transformation schools.
 - For English II, the goal was met at one of the three (33%) Transformation schools.
 - For Biology, the goal was met at one of the three (33%) Transformation schools.
 - For U.S. History, the goal was met at two of the three (67%) Transformation schools.
-

Appendix D

Appendix D, Table 1: 2021-22 Dallas ISD PSC 1.0 Transformation Schools Enrollment

Campus	School Level	Grades Served	Anchor Model	2015-16 <i>N</i>	2016-17 <i>N</i>	2017-18 <i>N</i>	2018-19 <i>N</i>	2019-20 <i>N</i>	2020-21 <i>N</i>	2021-22 <i>N</i>	2022-23 <i>N</i>
Mata ¹	ES/MS	PK-7	Montessori	405	497	542	613	645	679	725	720
Hulcy ²	MS	6-8	STEAM	185	376	532	533	519	529	465	423
IDEA ³	HS	9-12	PL	111	214	263	316	286	255	219	201
Total PSC 1.0 Transformation				701	1,087	1,337	1,462	1,450	1,463	1,509	1,344

Source: PEIMS demographic files dated 10/30/15, 10/31/16, 10/30/17, 10/26/18, 10/28/19, 10/30/20, and 11/01/21.

Note: PSC 1.0 began in the 2015-16 school year. ¹Mata served students under the Montessori model in grades PK to three in 2015-16; additional grades were added each year. ²Hulcy STEAM served students in grade six in 2015-16; additional grades were added each year. ³IDEA served students in grade nine in 2015-16; additional grades were added each year. ⁴Chapel Hill Preparatory was formerly Cabell ES. ⁵Geneva Heights was formerly Lee ES. Information from previous years was obtained from the 2018-19 and 2019-20 PSC evaluation reports (Sanguras, 2019; Bush & Kim, 2020).

Appendix D, Table 2: 2021-22 Dallas ISD PSC 2.0 Transformation Schools Enrollment

Campus	School Level	Grades Served	Anchor Model	2016-17 <i>N</i>	2017-18 <i>N</i>	2018-19 <i>N</i>	2019-20 <i>N</i>	2020-21 <i>N</i>	2021-22 <i>N</i>	2022-23 <i>N</i>
Solar Girls ¹	ES	PK-5	STEAM	194	294	460	561	616	672	744

Source: PEIMS demographic files dated 10/31/16, 10/30/17, 10/26/18, 10/28/19, 10/30/20, and 11/01/21.

Note: PSC 2.0 began in the 2016-17 school year. ¹Solar Girls served students in grades K to three in 2016-17; additional grades were added each year. Information from previous years was obtained from the 2018-2019 and 2019-20 PSC evaluation reports (Sanguras, 2019; Bush & Kim, 2020).

Appendix D, Table 3: 2021-22 Dallas ISD PSC 3.0 Transformation Schools Enrollment

Campus	School Level	Grades Served	Anchor Model	2017-18 <i>N</i>	2018-19 <i>N</i>	2019-20 <i>N</i>	2020-21 <i>N</i>	2021-22 <i>N</i>	2022-23 <i>N</i>
CityLab ¹	HS	9-12	Urban Planning	81	147	203	271	252	221

Source: PEIMS demographic files dated 10/30/17, 10/26/18, 10/28/19, 10/30/20, and 11/01/21.

Note: PSC 3.0 began in the 2017-18 school year. ¹CityLab served students in grade nine in 2017-18; additional grades were added each year from the 2018-2019 and 2019-20 PSC evaluation reports (Sanguras, 2019; Bush & Kim, 2020).

Appendix D, Table 4: 2021-22 Dallas ISD PSC 4.0 Transformation Schools Enrollment

Campus	School Level	Grades Served	Anchor Model	2018-19 <i>N</i>	2019-20 <i>N</i>	2020-21 <i>N</i>	2021-22 <i>N</i>	2022-23 <i>N</i>
Hernandez Montessori ¹	ES	PK-3	Montessori	176	230	284	333	353
Houston PL Prep	ES	PK-5	PL	203	233	259	274	284
Solar Boys ²	ES	PK-3	STEAM	220	305	342	397	427
Ignite ³	MS	6-7	PL	189	358	515	482	393
Total PSC 4.0 Transformation				788	1,126	1,400	1,486	1,457

Source: PEIMS demographic files dated 10/26/18, 10/28/19, 10/30/20, and 11/01/21.

Note: PSC 4.0 began in the 2018-19 school year. ¹Hernandez Montessori Academy served students in grades PK to 2 in 2018-19; grade 3 was added in 2019-20. ²Solar Boys served students in grades PK to 2 in 2018-19; grade 3 was added in 2019-20. ³Ignite served students in grade six in 2018-19; grade seven was added in 2019-20. Information for 2019-20 was obtained from the 2019-20 PSC evaluation report (Bush & Kim, 2020). Douglass ES, which was a PSC 4.0 school, lost its choice status in 2020-21 because it received an *F* Accountability Rating in 2019.

Appendix D, Table 5: 2021-22 Dallas ISD PSC 5.0 Transformation Schools Enrollment

Campus	School Level	Grades Served	Anchor Model	2019-20 <i>N</i>	2020-21 <i>N</i>	2021-22 <i>N</i>	2022-23 <i>N</i>
New Tech	HS	9-12	TPBL	269	322	368	442

Source: PEIMS demographic files dated 10/28/19, 10/30/20, and 11/01/21.

Note: PSC 5.0 began in the 2019-20 school year. ¹Innovation pilot schools in 2019-20. Information for 2019-20 was obtained from the 2019-20 PSC evaluation report (Bush & Kim, 2020).

Appendix D, Table 6: 2021-22 Dallas ISD PSC 6.0 Transformation Schools Enrollment

Campus	School Level	Grades Served	Anchor Model	2020-21 <i>N</i>	2021-22 <i>N</i>	2022-23 <i>N</i>
Downtown Montessori	ES	PK-2	Montessori	218	270	308
MLK Arts	ES	PK-5	Arts	380	428	457
Total PSC 6.0 Transformation				598	698	765

Source: PEIMS demographic file dated 10/28/19, 10/30/20, and 11/01/21.

Note: PSC 6.0 began in the 2020-21 school year. ¹Innovation pilot schools in 2020-21.

Appendix D, Table 7: 2021-22 Dallas ISD PSC 7.0 Transformation Schools Enrollment

Campus	School Level	Grades Served	Anchor Model	2021-22 N	2022-23 N
Hybrid Prep	ES	4-6	BL/Hybrid	67	129
Prestonwood	ES	PK-2	Montessori	194	293
Haynes Global Prep	MS	6-7	IB	87	174
Total PSC 7.0 Transformation				348	596

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

Note: PSC 7.0 began in the 2021-22 school year.

Appendix D, Table 8: 2022-23 Dallas ISD PSC 8.0 Transformation Schools Enrollment

Campus	School Level	Grades Served	Anchor Model	2022-23 N
Transformation Schools				
Biomedical Prep	ES	PK-1	Biomedical STEM	126
West Dallas STEM	ES/MS	PK-1, 7-8	STEM	373
iLearn Virtual Academy	ES/MS	3-8	Virtual	112
Total PSC 8.0 Transformation				611

Source: PEIMS demographic file dated 10/31/22.

Note: PSC 8.0 began in the 2022-23 school year.

Appendix E

Appendix E, Table 1: 2015-23 T & I School Launch Dates

Year	Campus		
Prior to T & I	Mata Montessori		
2015	Adams	Hulcy STEAM	Marsh
	Chapel Hill	IDEA	Preston Hollow
	Franklin	Kramer	Rogers
	Geneva Heights	Lipscomb	
2016	Solar Prep for Girls	Weiss	
2017	Botello	City Lab	De Zavala (P)
2018	De Zavala	Ignite	Reagan
	Donald	Montessori Academy	Richardson (P)
	Douglass (P)	PL Prep	Solar Prep for Boys
	Alexander (P)	Kleberg (P)	Salazar
2019	Cowart	Lowe	Zaragoza
	Gonzalez	McNair	
	Bowie (P)	Ireland	Peeler
2020	Downtown Montessori	Marsalis	Quintanilla
	Hall	MLK Exploratory Arts	Richardson
	Hill (P)	Moreno	
	Hogg	North Dallas (P)	
2021	Alexander (P)	Global Preparatory Academy	Prestonwood Montessori
	Bowie (P)	Highland Meadows	Roosevelt (H)
	Bryan	Hill	Solar Girls Replication*
	Dallas Hybrid Preparatory	Johnson	Spence
	Dorsey	Kennedy-Curry	Walnut Hill International
	Dunbar (P)	Marcus	
	Garcia	North Dallas	
2022	Allen	Boude Storey	Reinhardt
	Arcadia Park	Dunbar	Rowe
	Bayles	Guzick	Rusk
	Biomedical Preparatory (UTSW)	iLearn Virtual Academy	Urban Park
2023	W.H. Adamson	Knight	
	Arcadia Park (P)	Rusk	
	Birdie Alexander	Sanger Prep	
	Callejo	Seagoville North	
	Holland	Winnetka	
	Kleberg		

Source: Barton (2022) and OTI program staff members in June 2023.

Note: P = Innovation pilot schools.