

2022-23

Evaluation of the Intercession Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



2022-23

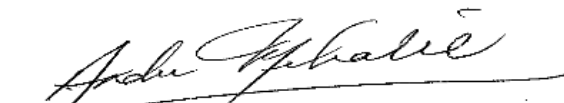
Evaluation of the Intersession Program

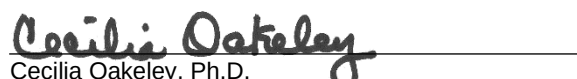
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This report and executive summary are available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2022-23

Evaluation of the Intercession Program

KEY FINDINGS AND RECOMMENDATIONS

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

Key Findings

For a second year, 40 schools that had support from families, teachers, and campus staff adopted the Intercession calendar. The Intercession calendar included five Intercession weeks throughout the year for a targeted group of students and extended the school year from the beginning of August to the end of June for all students, teachers, and staff. This calendar intended to provide more time for teachers to prepare, as well as more time for enrichment and acceleration for students. Dallas Independent School District (ISD) budgeted \$24,332,375 of ESSER grant funds to implement the Extended School Year programs (Intercession and School Day Redesign) in 2022-23. Key findings include the following:



The program faced the challenge of meeting attendance targets, with fewer Intercession campuses achieving or surpassing the district's overall attendance rate of 93 percent compared to comparison campuses. Additionally, the program faced the challenge of maintaining attendance levels during the Intercession weeks themselves (page 11).



The majority of students believed that the program made them more prepared for their schoolwork and found it fun (page 13).



Most campus staff and leaders found Intercessions beneficial to students and recognized challenges in ensuring attendance for students in need while preventing teacher burnout (page 17).



The majority of staff reported that the best part of Intercession week was the relaxed environment with less pressure and no testing (page 14).



While most teachers acknowledged the program has been beneficial to students who attended, they observed a decline in Intercession's advantages compared to the first year of implementation (page 14).



Despite a lower level of support compared to 2021-22, most parents saw the extended calendar as a positive educational opportunity for their students and found their students enjoyed Intercessions (page 18).



Teachers highlighted how program participation positively impacted their instructional methods, particularly with regard to embedding interventions into teaching and SEL practices. However,

they noted a smaller positive impact on their instructional practices compared to the previous year of implementation (page 20).



A slightly larger proportion of students who participated in the Intersession weeks demonstrated higher levels of growth on the *Measures of Academic Progress (MAP)* Reading – Spanish and Mathematics assessments than comparison students. No differences in the *MAP* Reading – English were observed at the student comparison level (page 21).



Unlike 2021-22, students who attended intersession campuses were nearly as likely to meet or exceed projected growth on the *MAP* assessments as students who attended comparison campuses (page 21).



Similar to 2021-22, students who attended Intersession weeks in the low dosage group were more likely to achieve Approaches+ on the *State of Texas Assessments of Academic Readiness (STAAR)* (page 29).



Rates of students at the Approaches+, Meets+, and Masters performance standards were slightly lower for Intersession campuses than comparison campuses in Reading and Mathematics (page 31).



The number of Intersession campuses surpassing the district's annual SEL growth was lower than that of the comparison campuses across all areas (self-efficacy, self-management, social awareness, and supportive relationships) (page 34).

Recommendations

Based on these best practices and key findings, the following recommendations are offered for stakeholders.

Celebrate the gains of year one. The program was designed to mitigate learning loss after extended school closures due to the COVID-19 pandemic. The initial year of implementation demonstrated success in mitigating the learning loss of students at campuses identified as in the greatest need. The Intersession program showed measurable success at bringing students back to pre-pandemic baseline achievement faster than base calendar peers (Watson, 2022). In year two, it did not succeed in pushing the same campuses ahead of base calendar campuses. The district's decision to revert to the base calendar for all campuses is supported by this finding. However, the program does seem to have achieved what it set out to do, which was to reverse the effects of the pandemic learning loss at the campuses that implemented it.

Learn from the lessons of two years of extended year to improve future rollouts. While the district has discontinued the Intersession calendar at this time, the wisdom gained in Dallas can help support other local education agencies who may plan for extended year calendars in the future. Best practices include rolling out the calendar districtwide if possible, to reduce strain on families with children at multiple campuses and maintain expectations for teachers across the district, reducing transfer based on calendar. A rollout that includes complete feeder patterns is another solution that may help mitigate multi-child family

stress. Additionally, since a change to state assessment dates is rarely possible, the use of additional instructional time should be concentrated at the beginning of the calendar or over a smaller number of scattered weeks in order to see the maximum effect on student achievement and the lowest psychological impact on teacher and student burnout. This would also ensure fewer interruptions to the learning process for those who are not required to attend intersessions while also minimizing the need for *ad hoc* childcare scheduling adjustments for parents or guardians. Finally, explore ways to work with families to maintain attendance over the course of a weeklong Intersession.

Target future programming intentionally. Given that in both years of implementation, students who attended six or fewer days of the Intersession weeks were more likely to demonstrate assessment performance gains, a small intervention might be enough to achieve growth for those students who are “on the bubble,” or close to achieving the STAAR Approaches performance standard. Based on these findings, additional programming for students who are close to meeting standards should focus on lower dosages, perhaps one- to two-week extension programs. Based on two years of findings, higher dosages which would necessitate significantly longer programs may be needed to move students with more significant learning deficits.

2022-23

Evaluation of the Intersession Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

To help mitigate learning loss and further support students, the Dallas Independent School District (ISD)¹ Board of Trustees adopted three calendars (traditional, School Day Redesign,² and Intersession) for the 2021-22 and 2022-23 school years as well as implementation of other supports.³ The Intersession and School Day Redesign (SDR) programs were extended year calendar programs designed to help students receive extra support through increased learning time programs that target student academic and nonacademic outcomes. The Intersession program intended to provide more time for teachers to prepare, as well as more time for enrichment and acceleration for students. Schools utilizing the Intersession calendar began the school year on August 8th and ended the school year on June 23rd⁴ while adding five non-compulsory Intersession weeks to the school year.

In 2014, Kidron and Lindsay conducted a meta-analysis of extended learning literature and found increased learning time programs had a positive effect on student academic and nonacademic outcomes. Kidron and Lindsay noted that the impact of these programs depended on the settings, implementation features, and types of students targeted. The authors found that increased learning time programs had the largest positive effect⁵ on struggling students. Across grades K–12, increased learning time programs had a small but statistically significant positive effect⁶ on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn) compared with similar students who did not participate in the programs. Additionally, the authors reported that increased learning time programs also had a small positive effect on students' literacy and math achievement as long as certified teachers delivered the increased learning time academic instruction, and program facilitators used traditional instruction (e.g., using organized and focused lessons, clear articulation of learning objectives, and a sequenced demonstration of skills). Kidron and Lindsay also found that increased learning time programs that incorporated experiential education yielded a positive effect on students' social-emotional skill development, including self-esteem, prosocial behavior, and self-regulation (Kidron & Lindsay, 2014).

In 2022-23, the majority of Dallas ISD campuses implemented the traditional school calendar, while five campuses implemented the SDR calendar, and forty campuses that had support from families,

¹ For a list of all acronyms and abbreviates used in this evaluation, see Appendix A.

² For additional details regarding the School Day Redesign calendar, see Watson (2022) at www.dallasisd.org/Page/888.

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

⁴ Base calendar campuses began school on August 15 and ended on May 26.

⁵ Hedges' $g = 0.56$, average weighted effect size across three studies on academic achievement in students performing below grade-level standards.

⁶ Hedges' $g = 0.04$, ($p = .04$), average weighted effect size across 10 studies on academic motivation in increased learning time programs.

teachers, and campus staff implemented the Intersession calendar. A listing of Intersession campuses can be found in Appendix C.

Program management designed a school selection process for extended year learning based on both stakeholder interest and student need. In fall 2020, the program managers surveyed teachers and families to gauge campus and community interest in the adoption of new calendars to mitigate learning loss, particularly as a result of the COVID-19 pandemic.⁷

In order to allow the program time to reach full implementation as well as to allow families adequate notice, the calendar change was implemented as a two-year commitment. Therefore, all campuses opting in implemented the Intersession calendar for the 2021-22 and 2022-23 school years.

In fall 2022, program management administered a follow up survey of teachers and campus administrators, aimed at gauging interest in their continuing the Intersession program for an additional two years: 2023-24 and 2024-25. Enthusiasm for continuing the program was generally low, with the number of campuses reporting both high principal and teacher support comprising fewer than a third of the participating schools. The result was brought before the Dallas ISD Board of Trustees in February 2023, and after discussion among the trustees and district leadership, the program was discontinued districtwide upon the conclusion of the 2022-23 school year.

PROGRAM DESCRIPTION

The sections below include the Intersession Program components, people, budget, and program goals. For all methodology, see Appendix B.

Program Components

A total of 40 campuses committed to implement the Intersession calendar for the 2022-23 school year. Schools utilizing the Intersession calendar kept the daily start and end times the same, in alignment with the base calendar, but began the school year on August 8th, and ended the school year on June 23rd. The Intersession calendar added five non-compulsory Intersession weeks to the school year. During Intersession weeks, up to half of students at participating campuses were invited to attend Tuesday through Friday for targeted enrichment and remediation. Students were invited to participate in the Intersession weeks if they met certain academic and non-academic criteria (see page 7 of this report). Students that were not invited to the Intersession week had the option to attend enrichment activities at their campus or have a week break. Similarly, teachers were given the opportunity to work during the Intersession week for additional pay or have a week break. The program vision was that during the Intersession weeks, students would have opportunities for more personalized attention in smaller groups, while teachers would benefit from additional planning time at the start of every Intersession week (Mondays) to plan differentiated experiences. The Intersession calendar and district base calendar can be found in Appendix D.

⁷ Further details regarding the calendar selection process, along with survey items, can be found in the 2021-22 Intersession report. See Watson (2022). www.dallasisd.org/Page/888.

Program Staff

In order to implement the calendar change, each campus formed a core design team. Core design teams consisted of the principal, assistant principal, instructional coach, and three teachers. These teams were in charge of organizing and adjusting the implementation of the new calendar according to the needs of each campus. Teachers who agreed to work during Intersessions received specific training related to each week's curriculum components, made adjustments to the plans, and taught classes Tuesday through Friday.

In 2022-23, there were 1,380 teachers on Intersession campuses and 1,453 teachers on comparison campuses (Table 1). The majority of Intersession campus teachers and comparison campus teachers were African American (43% and 41%, respectively) or Hispanic (37% and 41%, respectively). Approximately three-fourths of Intersession and comparison campus teachers were female (75% and 74%, respectively).

Table 1: 2022-23 Intersession and Comparison Campus Teacher Characteristics

Characteristic	Intersession (N = 1,380)		Comparison (N = 1,453)		District (N = 9,765)	
	n	%	n	%	n	%
Race/Ethnicity						
African American	594	43.0	601	41.4	3,557	36.4
Hispanic	509	36.9	591	40.7	3,436	35.2
White	237	17.2	231	15.9	2,369	24.3
Asian	32	2.3	18	1.2	334	3.4
Other	8	0.6	12	0.8	69	0.7
Sex						
Female	1,041	75.4	1,074	73.9	6,720	68.8
Male	339	24.6	379	26.1	3,045	31.2
Specializations						
Graduate Degree Attainment*	299	21.6	295	20.3	2,077	21.3

Source: District personnel file dated 01/05/23.

Note: *Staff educational attainment is based on highest reported degree at the time of hire.

Budget

The total budget for the 2022-23 Extended School Year programs (School Day Redesign and Intersession programs) was \$24,332,375. This budget was funded through the Elementary and Secondary School Emergency Relief (ESSER) grant.⁸ The budget included \$21,923,594 for staff and payroll costs and \$1,457,814 for supplies and materials, with the remaining \$950,967 going toward contracted services and travel.

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

Program Goals

The Intersession Program aimed to reach four primary goals for 2022-23, as outlined in their ESSER planning documents:

1. **Student Achievement:** Accelerate student learning as evidenced by extended year schools exceeding growth targets on *MAP* at a greater level compared to base calendar schools/students. *(No, goal was not met; see page 21 for more detail)*
2. **Social and Emotional Learning:** Increase SEL with greater gains on the SEL survey compared to base calendar schools/students. *(No, goal was not met; see page 34 for more detail)*
3. **Teacher Effectiveness:** Increase teacher quality through additional professional learning and supports. *(Goal partially met; see page 20 for more detail)*
4. **Family Engagement:** Meet the needs of families (curricular, support, communication, etc.) through responsive services and ongoing feedback opportunities. *(Yes, goal was met; see page 18 for more detail)*

EVALUATION QUESTIONS AND RESULTS⁹

EQ1: How was the Intersession calendar implemented in 2022-23?

Using guidance from the district, core design teams created plans for teacher recruitment, drafted the campus's discretionary budget, and selected campus-specific criteria for student selection. In addition, design teams oversaw the drafting of Intersession curriculum by campus teachers, reviewing and approving final proposals. Campuses could use or adapt the exemplary curriculum modules created by the Teaching and Learning department or could create their own Intersession curriculum using district guidelines.¹⁰ Finally, the design team developed professional development objectives and plans, created their daily Intersession schedules, and planned for progress monitoring on the campus level. All decisions were required to include input from campus stakeholders, including teachers and parents.

Student Invitation Criteria

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

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

- Students scoring "Did Not Meet Grade Level" on 2022 *State of Texas Assessments of Academic Readiness (STAAR)* assessment,

⁹ For all methodology, see Appendix B.

¹⁰ For the exemplary curriculum, see <https://sites.google.com/dallasisd.org/mitigatinglearninglosscurricul/intersession?authuser=0>

- Students in the bottom quintile (20%) on *Measures of Academic Progress (MAP)* achievement or *MAP* growth, *Texas Kindergarten Entry Assessment (TX-KEA)*, *CIRCLE*,¹¹ or running records on most recent assessment data available,
- Students identified as first and second year Emergent Bilingual/English Learners,
- All students with Individualized Educational Programs (IEPs) or 504 plans, or
- All siblings of students who are identified by the criteria above, even if they themselves are not identified by the criteria.

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

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

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

Intersession Curriculum

Content presented during Intersession weeks covered all core content areas but had a primary focus on a lead content area based on each week's theme (Table 2). While each campus designed its own daily schedule based on individual needs and preferences, campuses followed the following guidelines:

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

¹¹ CIRCLE is a standardized, criterion-referenced measure by the Children's Learning Institute used to assess pre-kindergarten students in various skill areas including vocabulary, mathematics, social studies, science, early reading, speech production and sentence skills, and social emotional development.

Table 2: 2022-23 Intersession Themes and Content Areas

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

Source: Intersession Program Curriculum Google Drive, accessed 04/27/23.

Enrichment components and electives covered a variety of extracurricular activities included in the Visual and Performing Arts module. This curriculum contains for each Intersession theme a specific content design aimed at three different levels (Early Learning, Grades 3-5, and Grades 6-8). Activities were devoted to band, choir, orchestra, elementary music, visual art, dance, drill team, and theater. The Visual and Performing Arts Department utilized personnel that collaborated with administrators and teachers to provide students with quality experiences in the visual and performing arts.

Additionally, Social Emotional Learning Intersession Activities were organized into a curriculum targeting the same age groups based on the different Intersession themes as well. This material was intended to develop the skills, knowledge, and attitudes that students and adults use to be successful in school, work, and life. Each of the SEL lessons included (a) Community Meeting Discussion Prompt, (b) Explicit Skills Lesson, and (c) Mindfulness / Movement Activity. Topics of reflection focused on knowing and managing emotions, understanding and collaborating with others, making positive choices, demonstrating resilience, and cultivating belonging.

Teacher Trainings

Teachers attended five virtual trainings, one for each Intersession theme or module. These one-hour sessions were organized according to content area (Reading, Mathematics, Science, and Social Studies) and leveled for elementary or middle school grades. There were also Early Learning (PreK 4) and Early Learning (K-2) training options for each of the Intersession weeks.

At each of these meetings, teachers explored curricular materials and discussed teaching strategies. Content specialists presented detailed lesson plans for the specific intersession week (from day 1 through day 4). The structure of each lesson plan included: (a) an initial SEL activity; (b) List of Materials and Resources needed; (c) Essential Questions & Success Criteria in which the lesson objectives were stated; (d) Skill Builders section comprising the main instructional piece along with three work stations to exercise the content initially delivered by the teacher; (e) Activity/Project Time section with an enrichment game-based learning activity; (f) Demonstration of Learning section with two to four questions aimed at assessing student progress after the lesson; and finally (g) Guideposts, Guidelines, and Guardrails with other teachers' notes specifically related to that lesson. Teachers were invited to discuss these proposals as well as to adopt them or make adjustments according to their instructional needs. The trainings also

included checkpoint activities to explore the curriculum materials and feedback surveys were administered to attendees.

Student Characteristics

In 2022-23, there were a total of 19,545 students at Intersession program campuses, and 20,523 at comparison campuses (Table 3). The majority of Intersession campus students were Hispanic (66%) or African American (29%) and nearly all students were identified as economically disadvantaged (94%). Half of all Intersession campus students were identified as EB (52%), and 13 percent of Intersession campus students received Special Education services. Comparison campus student demographics were similar across all categories (within five percentage points or fewer). Table 4 provides descriptive statistics for all matching criterion variables used to construct student level matches. The Intersession student group and matched comparison students had identical demographics, with a group size of 8,797 each.

Table 3: 2022-23 Intersession and Comparison Campus Student Characteristics

Characteristic	Intersession (N = 19,545)		Comparison (N = 20,523)		District (N = 139,349)	
	n	%	n	%	n	%
Race/Ethnicity						
Hispanic	12,951	66.3	14,596	71.1	99,232	71.2
African American	5,622	28.8	5,110	24.9	27,874	20.0
Two or More Races	329	1.7	255	1.2	2,477	1.8
White	298	1.5	426	2.1	7,604	5.5
Asian	281	1.4	56	0.3	1,709	1.2
Other	64	0.3	80	0.4	453	0.3
Sex						
Male	10,257	52.5	10,495	51.1	70,960	50.9
Female	9,288	47.5	10,028	48.9	68,389	49.1
Special Student Groups						
Emergent Bilingual/English Learner	10,229	52.3	10,685	52.1	69,133	49.6
Special Education	2,543	13.0	2,888	14.1	16,803	12.1
Economically Disadvantaged	18,296	93.6	19,045	92.8	117,433	84.3

Source: District PEIMS demographic file dated 05/12/23.

Table 4: 2022-23 Intersession and Comparison Student Matching Criterion Characteristics

Characteristic	N = 17,594	
	n	%
Race/Ethnicity		
Hispanic	12,134	69.0
African American	4,912	27.9
Two or More Races	222	1.3
Asian	162	0.9
White	156	0.9
Other	8	0.0
Sex		
Male	9,204	52.3
Female	8,390	47.7
Grade		
1	2,114	12.0
2	2,344	13.3
3	2,510	14.3
4	2,594	14.7
5	2,524	14.3
6	1,754	10.0
7	1,898	10.8
8	1,856	10.5
Special Student Groups		
Emergent Bilingual/English Learner	9,706	55.2
Special Education	2,680	15.2
Section 504	998	5.7
Gifted and Talented	2,272	12.9
Economically Disadvantaged	17,594	100.0
At Risk	13,014	74.0
2022 Beginning of Year MAP Achievement		
Average or Above, Reading	5,512	31.3
Average or Above, Mathematics	4,904	27.9

Source: Intersession and Comparison Students data file dated 07/19/23.

Student Attendance Rate

Key finding from this section:

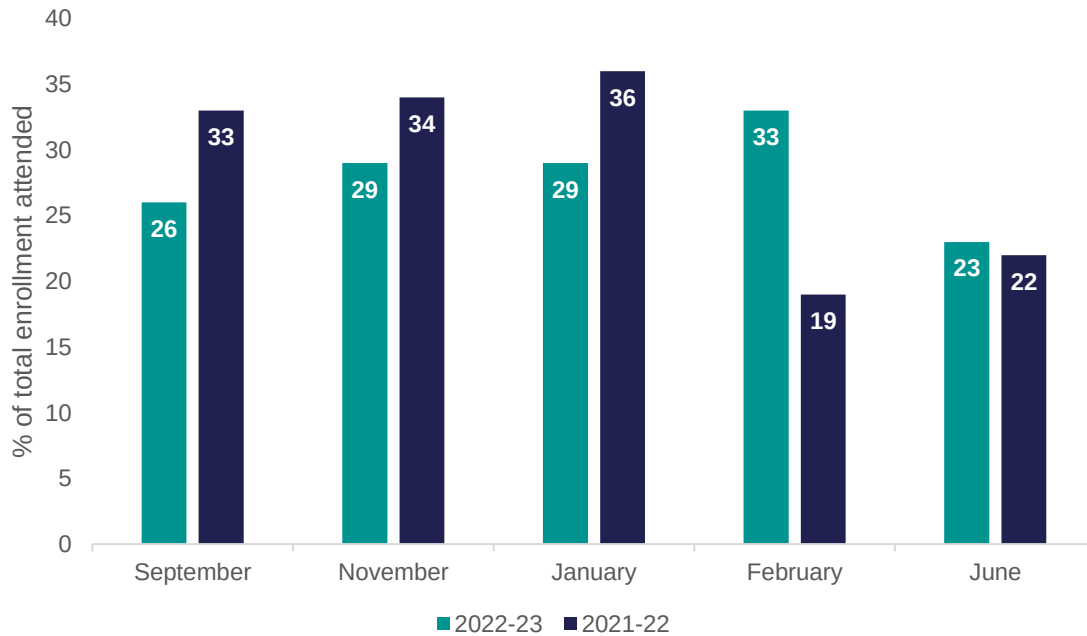


In 2021-22, the attendance rate met or exceeded the target in four out of five Intersession weeks.

In 2022-23, the attendance rate reached the target in only two out of five Intersession weeks.

Maintaining attendance levels throughout the Intersession weeks themselves also remained a challenge

The program participation target for Intersession was set at 33 percent of the total enrollment for the September, November, January, and February sessions. Unlike 2021-22 when the Intersession attendance rate met or exceeded the target from September through January, this year reached the target only in February. (Figure 1). Program management adjusted the June participation target to 20 percent based on feedback from leaders, staff, and students given the absence of STAAR re-administrations. As in 2021-22, the June 2023 Intersession exceeded this goal with a 23 percent average attendance based on total enrollment per campus.

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

Source: District Intersession attendance reports dated 06/08/22 and 06/27/23.

Note: The average Intersession attendance rate is equal to the number of students who attended intersession divided by the total enrollment at the campus.

Similar to the prior year, the program faced a challenge in sustaining attendance levels over the course of Intersession weeks. Districtwide attendance dropped by 14 to 20 percent on Fridays when compared to the first day of each Intersession week (Table 5).

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

Intersession Week	Day of Week				% Change from First Day to Last Day
	Tuesday	Wednesday	Thursday	Friday	
September	7,594	7,450	7,264	6,542	-14
November	7,503	7,703	7,432	6,255	-17
January	*	8,443	8,063	6,902	-18
February	*	8,231	8,074	6,779	-18
June	5,720	5,607	5,399	4,555	-20

Source: District Intersession attendance report dated 06/27/23.

Note: * Intersession teacher planning day due to Monday district holidays.

School Attendance Rate

Key findings from this section:



Students attending the Intersession program had an average attendance rate of 93.5 percent, which exceeded the district average. However, comparison students had a slightly higher average attendance rate (94.4%).



Campus-level comparisons revealed that 38 percent of Intersession campuses and 78 percent of comparison campuses met or exceeded the overall district attendance rate (92.9%).

Student Level Comparison

In 2022-23, students attending the Intersession program had an average attendance rate of 93.5 percent, which exceeded the district average attendance rate of 92.9 percent. Comparison students had a slightly higher average attendance rate (94.4 percent) than Intersession program students. The fall semester mean attendance rate for students who attended Intersession was 93.7 percent, while for comparison students, the mean was 94.2 percent. In the spring, this figure was 93.4 percent for Intersession students and 94.6 percent for comparison students. While mean attendance rate decreased very slightly for Intersession students from the fall semester to spring (-0.3%), comparison students showed a comparable-sized increase of 0.4 percentage points.

Campus Level Comparison

In 2022-23, Intersession campuses had an average attendance rate of 92.9 percent and comparison campuses had an average attendance rate of 93.9 percent. Unlike the previous implementation year, which saw the continued impact of COVID-19 on absences, 2022-23 attendance rates showed an overall increase, returning to typical pre-pandemic levels. However, 15 out of 40 (38%, 78% in 2021-22) Intersession campuses and 31 out of 40 (78%, 88% in 2021-22) of comparison campuses met or exceeded the overall district attendance rate (92.9%, 90.1% in 2021-22). Lower attendance rates for Intersession campuses compared to comparison campuses could be attributed to reasons related to calendar fatigue explained in the following section. Student attendance rates by campus are available in Appendix E.

EQ2: What were student, teacher, principal, and parent perceptions of the Intersession calendar?

Student Surveys

Key findings from this section:



Students ranked “extra time with friends” (57%) and “more help from teachers” (54%) as the most enjoyable aspects of the program. A significant majority of students (81%) reported that coming to Intersession helped them feel more prepared for schoolwork.



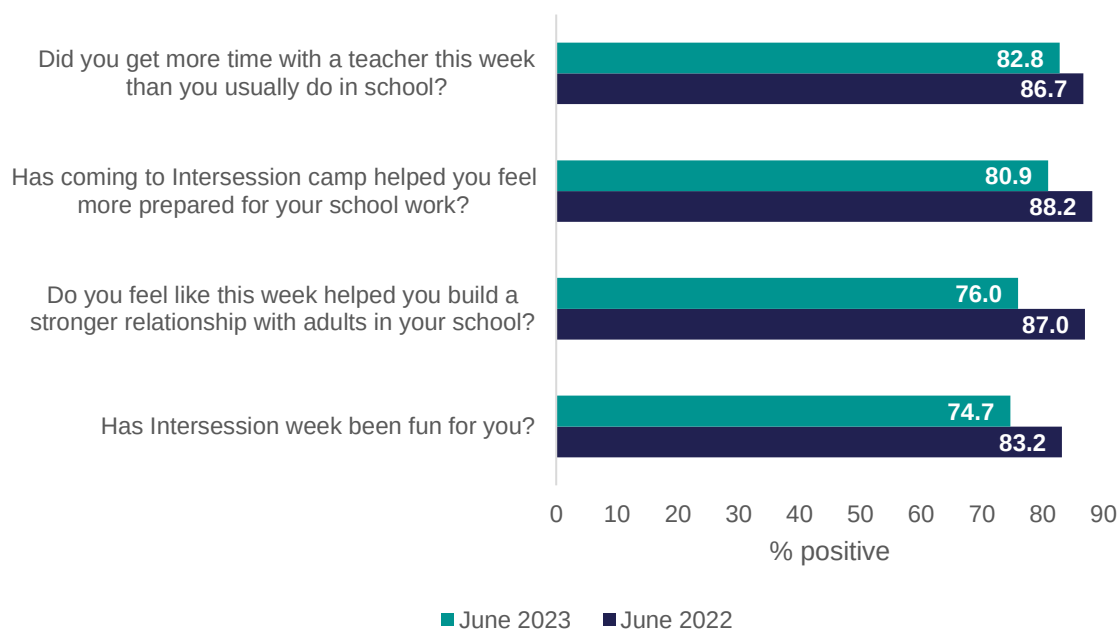
Seventy five percent of students found Intersession weeks fun and 76 percent reported improved relationships with adults in their schools, which was a decrease of nine and 11 percentage points from 2022, respectively.

Overall, 1,143 respondents completed the anonymous student perception survey. While all grade levels were represented in the sample, students from roughly half of the campuses ($n = 20$) participated in the survey. Therefore, results should be interpreted with caution. When asked to describe their experience at Intersession camp using a single word, the words that were mentioned the most were related to fun ($n = 376$) and “good” ($n = 94$). Furthermore, surveyed students ranked¹² “extra time with friends” (57%, $n = 642$) and “more help from teachers” (54%, $n = 611$) as the most enjoyable aspects of the program.

¹² Question rating response was 1 “least favorite” to 5 “most favorite.”

When compared to students' responses obtained in 2022, a decrease in positive responses of at least four percentage points was observed across all items (Figure 2). The largest percentage decreases were related to the opportunities to build relationships with adults (-11%) as well as having fun at Intersession camp (-9%). Students who attended Intersession weeks reported that they got more time with a teacher than they usually did (83%; 87% in 2022) and that coming to Intersession “helped a lot” or “has helped some” in feeling more prepared for schoolwork (81%; 88% in 2022). Fewer students felt that Intersession weeks helped them build a stronger relationship with adults in their schools (76%; 87% in 2022) or that Intersession weeks were fun for them (75%, 83% in 2022). Results of all survey items, along with a complete distribution of responses are presented in Appendix F.

Figure 2: 2022-23 Intersession Student Survey Responses



Source: Intersession student survey results files dated 06/03/22 and 06/26/23.

Note: The June 2022 administration had 2,262 responses and the June 2023 administration had 1,143 respondents.

Teacher Surveys

Key findings from this section:



The majority of teachers (71%) indicated that the program has been beneficial to students who attended. Nevertheless, they also noted that Intersession's benefits to students have diminished compared to the first year of administration.

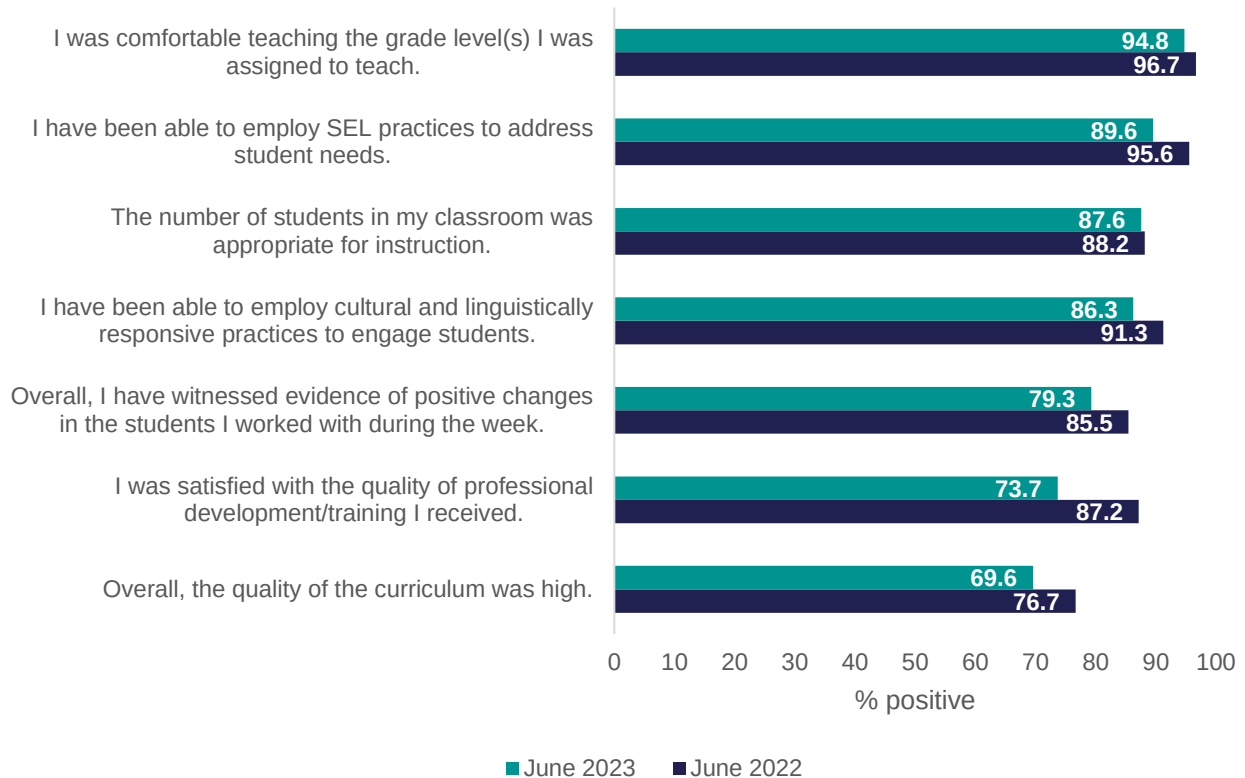


Forty-four percent of staff reported that the best part of Intersession week was the relaxed environment with less pressure and no testing.

The teacher perception survey was administered to teachers that worked Intersession weeks to collect anonymous feedback related to their individual experiences working in the Intersession program and assess the perceived impact of the program on their instructional practices. In June 2023, 573 respondents from all Intersession weeks completed the teacher perception survey.¹³ When asked for their top reason for choosing to work during the Intersession, teachers indicated that it was due to the extra compensation (44%, $n = 221$). Teachers also reported that the best part of Intersession week was the relaxed environment with less pressure and no testing (44%, $n = 219$).

When compared to teacher responses obtained in 2022, a decrease in positive responses was observed across all items (Figure 3). The largest percentage decreases were related to satisfaction with the quality of professional development received (14 percentage points) and the quality of the curriculum (seven percentage points). Intersession teachers reported that they were comfortable teaching the grade levels they were assigned to teach (95%; 97% in 2022) and that they were able to employ SEL practices to address student needs (90%; 96% in 2022). A total of 423 teachers (87.6%) indicated that the number of students in their classroom was adequate for instruction (88.2% in 2022), while 86 percent of teachers stated that they were able to employ cultural and linguistically responsive practices to engage students (91% in 2022). Fewer teachers felt that they were satisfied with the training they received (74%; 87% in 2022) or with the quality of the curriculum (70%; 77% in 2022).

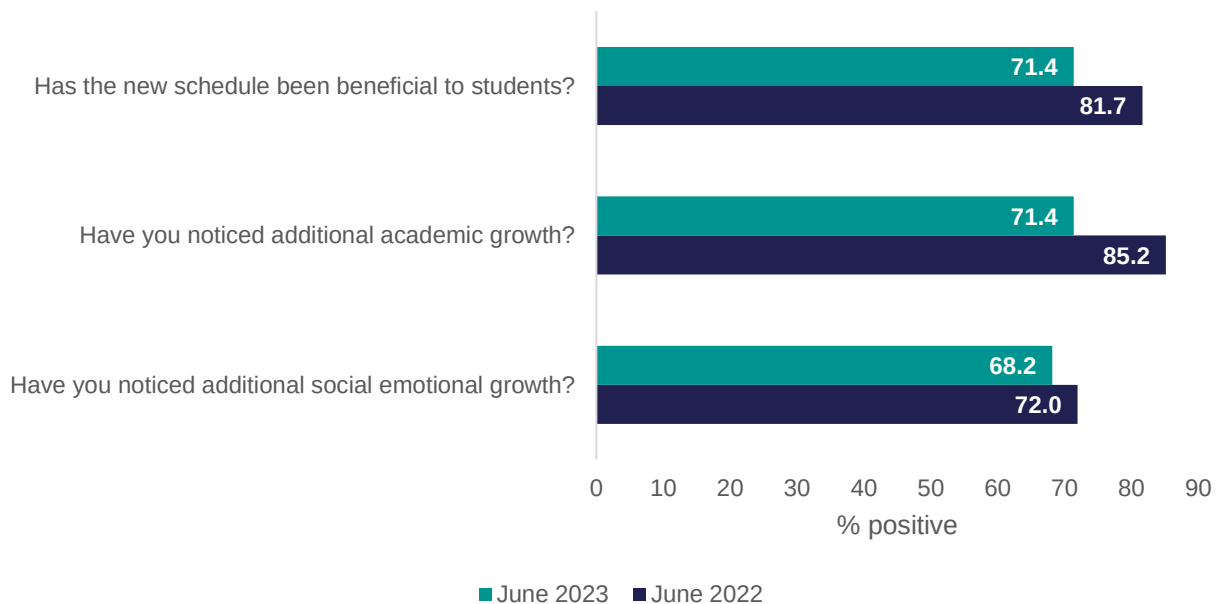
¹³ Teacher perception survey response rate was 41 percent.

Figure 3: 2022-23 Intersession Teacher Survey Responses

Source: Intersession Teacher survey results file dated 06/22/22 and 06/26/23.

Note: The June 2022 administration had 247 respondents and the June 2023 administration had 573 respondents.

Seventy one percent of teachers ($n = 353$) felt that Intersession had benefited students “greatly” or “some”, a decrease of 10 percentage points from 2022 (Figure 4). When asked whether they had noticed additional academic growth in students due to the extended calendar, 71 percent ($n = 332$) of respondents reported “yes”, which was a decrease of 14 percentage points from 2022. Furthermore, 68 percent ($n = 317$) of respondents in 2023 reported they had noticed additional social emotional growth in students attending Intersession, which was a four percentage points decrease from 2022. It is therefore not surprising that when teachers were asked if they were supportive of the change to go back to the base calendar, most of them stated that they agreed with the decision (70%, $n = 335$).

Figure 4: 2022-23 Additional Intersession Teacher Survey Responses

Source: Intersession Teacher survey results files dated 06/22/22 and 06/26/23.

Note: The June 2022 administration had 225 respondents and the June 2023 administration had 495 respondents.

Staff and Leadership Surveys

Key finding from this section:



Most campus staff and leaders (59%) found Intersessions beneficial to students. They also recognized challenges in ensuring attendance for students in need while preventing teacher burnout.

Overall, 231 respondents¹⁴ from all Intersession campuses completed the staff and leadership perception survey.¹⁵ When asked to choose the best part of Intersession program, the respondents' top selected statements were the "relaxed environment with students and colleagues (i.e., less pressure, no testing, no evaluation)" (49%, $n = 103$), and the "opportunities to build relationships with students" (16%, $n = 33$). Fifty nine percent of surveyed participants ($n = 123$) felt that the new schedule had benefited students "greatly" or "some." An additional 24 percent ($n = 50$) expressed that the extended calendar had "not benefited students" while 18 percent reported that "they [had not] noticed any changes" ($n = 37$).

When asked to describe their extended calendar experience using a single word, the most frequently mentioned words were related to the length of the calendar ($n = 25$) and exhaustion ($n = 20$). A total of 47 percent of respondents considered that the Intersession weeks affected job satisfaction ($n = 92$),

¹⁴ Included a total of 47 Principals or Assistant Principals, and 184 other staff (Instructional Coaches, Counselors, Clerks, and others).

¹⁵ Staff and leadership perception survey response rate was 55 percent.

while 35 percent reported that they did not know ($n = 70$), followed by an additional 18 percent of surveyed who felt that the Intersession weeks did not affect job satisfaction ($n = 36$).

Campus leaders and staff were also asked about the biggest challenge in implementing the extended calendar during 2022-23. Over half of respondents ($n = 52$) indicated that student attendance was particularly challenging. One campus leader stated: *“The biggest challenge in implementing the intersession calendar was getting the students who need the additional assistance to come during intersession week.”* Ensuring teacher and student motivation while preventing burnout during June emerged as another significant hurdle, as reported by 36 participants. In addition, some respondents reported that the lack of alignment of calendars created confusion and logistical problems among families with children attending different schedules ($n = 22$). Other challenges that were identified included soliciting parent involvement ($n = 19$), the district’s lack of curriculum and assessment calendar adjustments for Intersession campuses ($n = 15$), staffing issues ($n = 12$), and disruptions to the learning process caused by the intermittent schedule ($n = 4$).

Parent Surveys

Key findings from this section:



Overall parent/guardian satisfaction with the Intersession program was 74 percent.



Most parents saw the extended calendar as a positive educational opportunity for their students (66%) and found their students enjoyed Intersession (63%). However, compared to 2022, these aspects showed a decline of at least 13 percentage points in positive responses.



Additional parents’ comments highlighted challenges related to interruptions in students’ learning, difficulties in arranging childcare, and logistical issues arising from multiple school calendars within a single household.

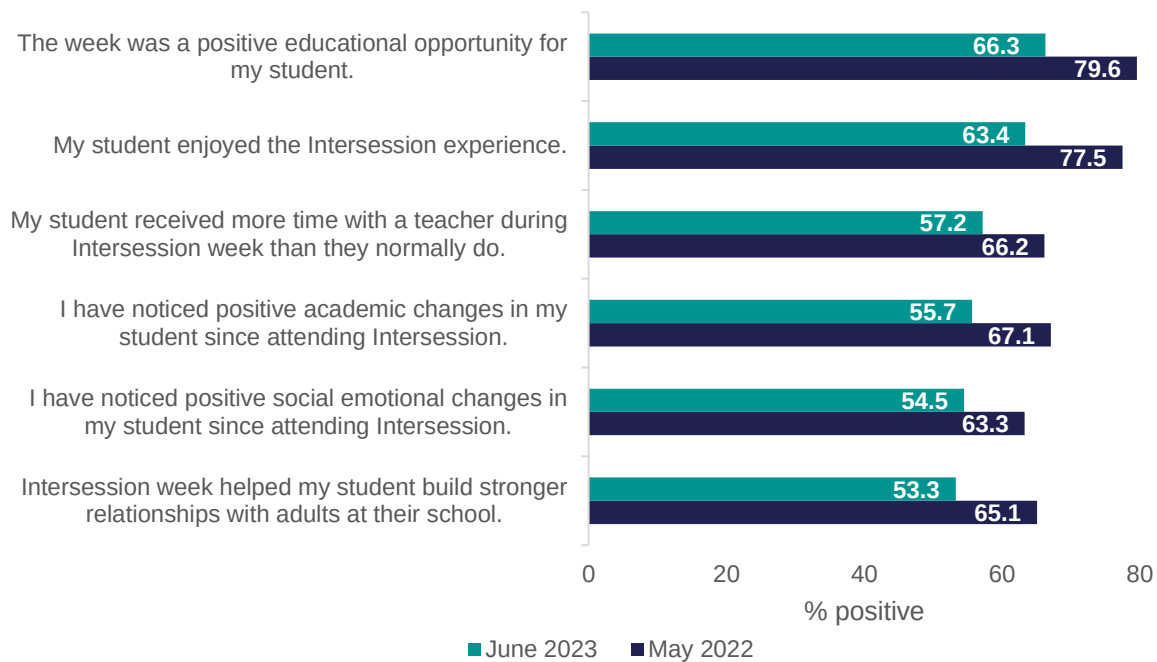
Overall, 1,116 respondents completed the parent perception survey.¹⁶ All campuses and grade levels were represented in the sample. When asked to rate their overall satisfaction with the new calendar, almost three-fourths of parents (74%, $n = 802$) reported an average or above overall level of satisfaction. Likewise, 74 percent ($n = 809$) reported that they were satisfied or very satisfied with the communication from the school leading up to the Intersession weeks.

At least three-fifths of parents or guardians (66%) considered that the Intersession weeks were a beneficial educational opportunity for their students and 63 percent of them reported that their students enjoyed the Intersession experience. These figures were a decrease of 13 and 14 percentage points from the previous year, respectively (Figure 5). Furthermore, parents and guardians reported that their students spent more time with teachers due to Intersessions (57%, 66% in 2022, a decrease of nine percentage points). They also noticed positive academic changes (56%, 67% in 2022, a decrease of 11 percentage

¹⁶ Parent perception survey response rate was 11 percent.

points) and social emotional changes (55%, 63% in 2022, a decrease of eight percentage points) in their children as a result of attending Intersessions. Lastly, parents or guardians felt that Intersessions helped their students to build stronger relationships with adults (53%, 65% in 2022, a decrease of 12 percentage points).

Figure 5: 2022-23 Intersession Parent Survey Responses



Source: Intersession Parent Survey results file dated 05/13/2022 and 06/21/23.

Note: The May 2022 administration had 1,520 respondents and the June 2023 administration had 1,116 respondents.

Similar to responses from school leaders and staff, parents' additional comments highlighted challenges related to increased family stress: (a) having numerous days out of school interrupted the learning process and required *ad hoc* daycare schedules (26 substantive comments); (b) challenges in organizing family vacations or custody arrangements during the summer (24 comments); (c) facing logistical hurdles when dealing with multiple school calendars within a household (19 comments); and (d) communication issues with the campuses (16 comments).

EQ3: What impact did participation in the Intersession calendar have on instructional practices?

Key findings from this section:



Most teachers reported that participation in the program had a positive impact on their instructional practices, especially with regard to embedding interventions into teaching (69%) and SEL practices (68%).

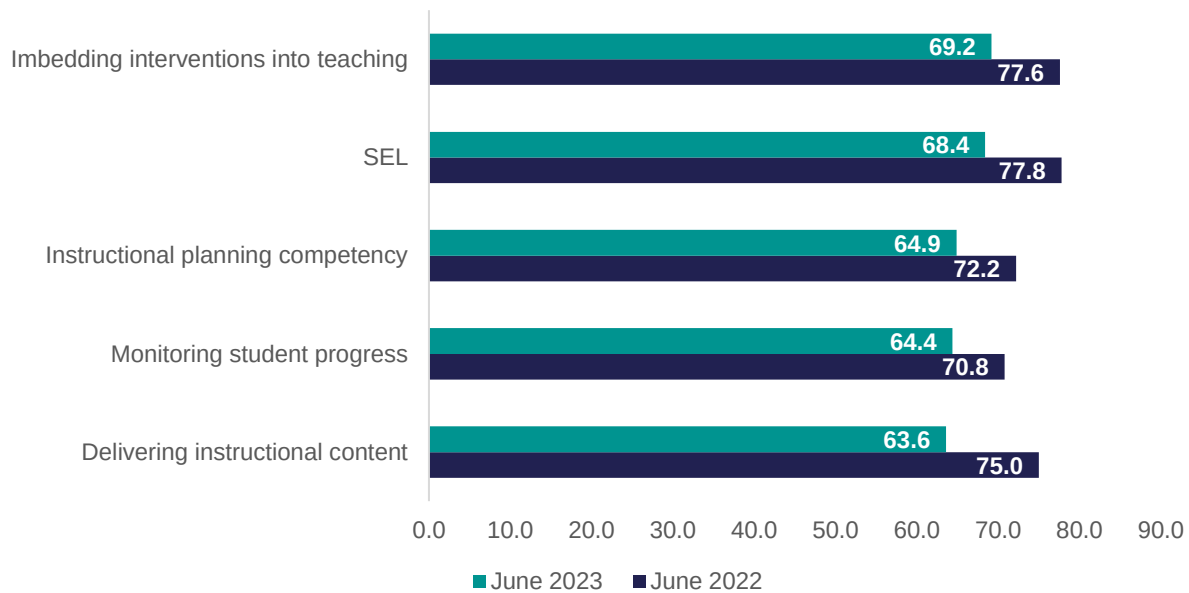


Overall, teachers noted a lesser positive impact on their instructional practices compared to the previous year of implementation.

Teachers were asked to assess the impact that participation in the program had on five facets of their instructional practice: (a) instructional planning competency; (b) the way they presented instructional content; (c) the way they monitored student progress; (d) their ability to imbed interventions into their teaching; and (e) their ability to include Social Emotional Learning (SEL) practices.

Overall, at least 64 percent of teachers indicated that participation in the program had a positive impact on their instructional practices (Figure 6). More than three fifths of responding teachers (69%, $n = 331$) reported that the program had somewhat or significantly improved their ability to imbed interventions into teaching, while 68 percent ($n = 327$) felt that their ability to include SEL practices had improved. A total of 115 teachers (24%) reported that the way they embedded interventions into teaching had not changed, while 120 teachers (25%) indicated that their ability to incorporate SEL practices had not changed as a result of the program. As for instructional planning competency, 310 teachers (65%) reported that participating in the program had somewhat or significantly improved their practice. Another 134 teachers (28%) reported that the instructional planning competency had not changed as a result of the program. Regarding monitoring student progress, 64 percent of teachers ($n = 308$) reported that this facet had improved while 141 of them (30%) felt that it had not changed as a result of the program. Lastly, 64 percent of surveyed teachers ($n = 304$) indicated that the program had somewhat or significantly improved the way they presented instructional content, whereas 31 percent ($n = 146$) reported no observed changes as a result of the program. Overall, when compared to responses from 2022, there was a decrease in the range of six to 11 percentage points across all five instructional facets.

Figure 6: 2022-23 Intersession Teacher Survey Responses to “After teaching within the Intersession calendar, how do you feel the following facets of your teaching practice compare to previous years?”



Source: Intersession Teacher survey results file dated 06/22/22 and 06/26/23.

Note: The June 2022 administration had 247 respondents and the June 2023 administration had 573 respondents.

EQ4: What impact did participation in the Intersession calendar have on student outcomes?

NWEA Measures of Academic Progress (MAP) Growth Assessments¹⁷

Student Level Comparison

Key findings from this section:



A slightly larger proportion of students who participated in the Intersession weeks demonstrated high average or high levels of growth on the *MAP* Reading – Spanish (34%) and Mathematics (39%) assessments than comparison students (31% and 38%, respectively).



A slightly greater percentage of students who attended low dosage of Intersession demonstrated high levels of growth on the *MAP* Reading – English (31%) and Reading – Spanish (34%)

¹⁷ *MAP* is a computer adaptive assessment that provides continual monitoring of progress in reading and mathematics skills. The *MAP* assessment utilizes student scores to calculate student growth from each assessment administration and set student growth projections for future assessments. Conditional Growth Percentiles (CGP) are the student's percentile rank for growth which is calculated based on the student's growth compared to their growth projection. CGP performance scores are then assigned to quintiles as well as are assigned a value of met or did not meet projected growth. This evaluation examined CGP quintiles and met projected growth indicators based on beginning-of-year (BOY) to end-of-year (EOY) student growth performance in reading and mathematics. District *MAP* data files for 2022-23 were pulled for assessment windows at the beginning (08/29/22 to 09/09/22), middle (12/12/22 to 12/21/22), and end of each academic year (06/12/23 to 06/23/23), as applicable. English and Spanish versions of the *MAP* Reading were pulled separately to examine overall student performance. If a student took the assessment more than once in a period, the latest score was used.

assessments. Conversely, a slightly greater percentage of students who attended high dosage of Intersession showed high levels of growth on the *MAP* Mathematics assessment (41%).



A slightly larger proportion of students who participated in the Intersession weeks met or exceeded projected growth on the *MAP* Reading – Spanish assessment (45%) than students who attended comparison campuses (42%). *MAP* Reading – English and Mathematics assessments reported almost no difference in this regard.

In 2022-23, EOY Reading – English results showed that 30 percent of Intersession students and comparison students demonstrated high average or high EOY growth (Appendix G, Table 1). Students in the low dosage group had the highest rates of high average or high EOY growth (31%; Figure 7). EOY Reading – Spanish results showed that 34 percent of Intersession students demonstrated high average or high EOY growth compared to 31 percent of comparison students. Students in the low dosage group had the highest high average or high EOY growth (34%; Figure 8). EOY Mathematics results showed that 39 percent of Intersession students demonstrated high average or high EOY growth, as compared to 38 percent of comparison students. Students in the high dosage group had the highest high average or high EOY growth (41%; Figure 9). Analysis of mean RIT¹⁸ scores found no measurable difference between BOY to EOY scores for Intersession and comparison students. Additional figures and scores for Intersession and comparison students are available in Appendix G.

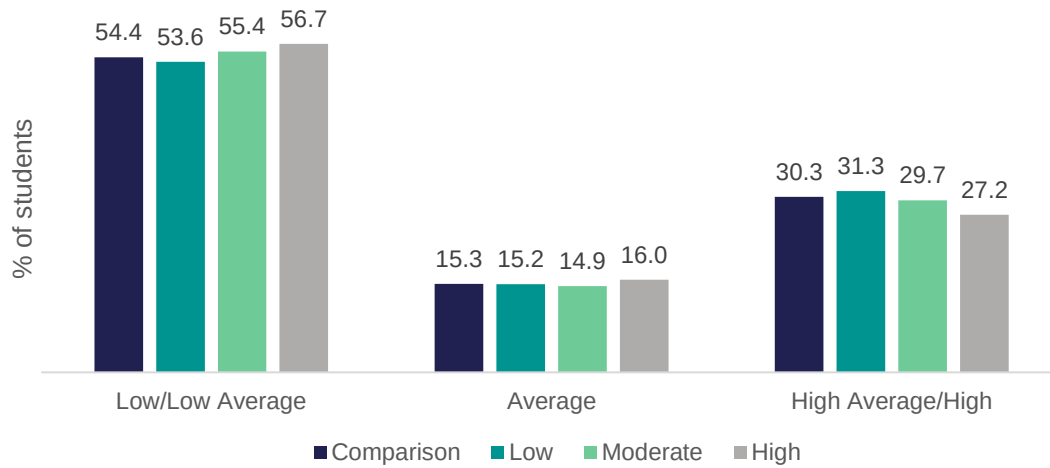
A Pearson chi-square test of independence was performed to examine the relationship between program dosage and *MAP* growth performance at the average, high average, or high CGP quintile. The relationship between these variables was statistically significant for *MAP* Reading - Spanish ($X^2 = 11.115$, $p = .004$; Cramer's $V = .069$) and for *MAP* Mathematics ($X^2 = 10.505$, $p = .005$; Cramer's $V = .037$). Students who attended low dosage of Intersession were more likely to demonstrate average or higher levels of growth on the *MAP* Reading – Spanish.¹⁹ Students who attended low or moderate dosages of Intersession were more likely to demonstrate higher levels of growth on the *MAP* Mathematics assessments.²⁰ These findings differ from results obtained in 2021-22 when: (a) students who attended all dosages of Intersession were more likely to demonstrate higher levels of growth on the *MAP* Reading – Spanish; and (b) students who attended moderate or high dosages of Intersession were more likely to demonstrate higher levels of growth on the *MAP* Mathematics assessments (Watson, 2022). No statistically significant relationship was found for *MAP* Reading – English ($X^2 = 3.363$, $p = .186$).

¹⁸ *MAP* Growth uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch Unit and is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, ranging from 100–350. RIT scores make it possible to follow a student's educational growth from year to year.

¹⁹ This result should be interpreted with caution. Although the difference is statistically significant the effect size given by Cramer's V is near zero, therefore no practical significance can be verified.

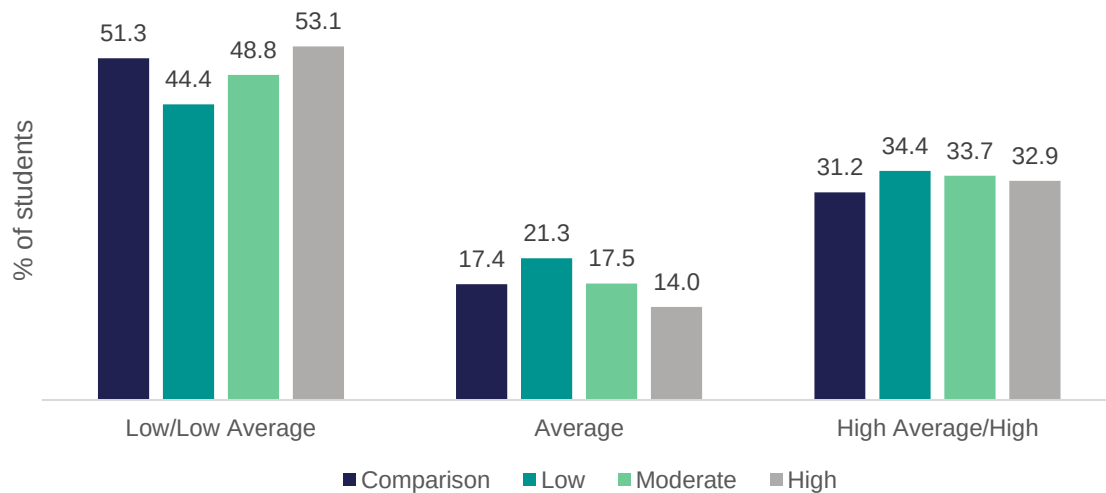
²⁰ This result should be also interpreted with caution due to the small effect size given by Cramer's V .

Figure 7: 2022-23 Intersession and Comparison Student MAP End-of-Year Growth Quintile Rates by Dosage - Reading (English)



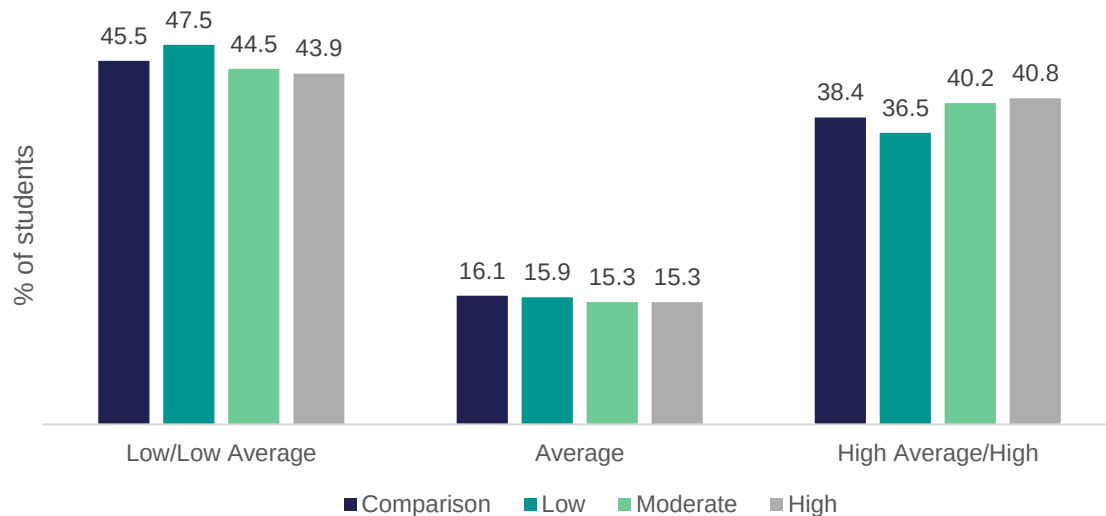
Source: District EOY MAP data file dated 06/25/23.

Figure 8: 2022-23 Intersession and Comparison Student MAP End-of-Year Growth Quintile Rates by Dosage - Reading (Spanish)



Source: District EOY MAP data file dated 06/25/23.

Figure 9: 2022-23 Intersession and Comparison Student MAP End-of-Year Growth Quintile Rates by Dosage – Mathematics



Source: District EOY MAP data file dated 06/25/23.

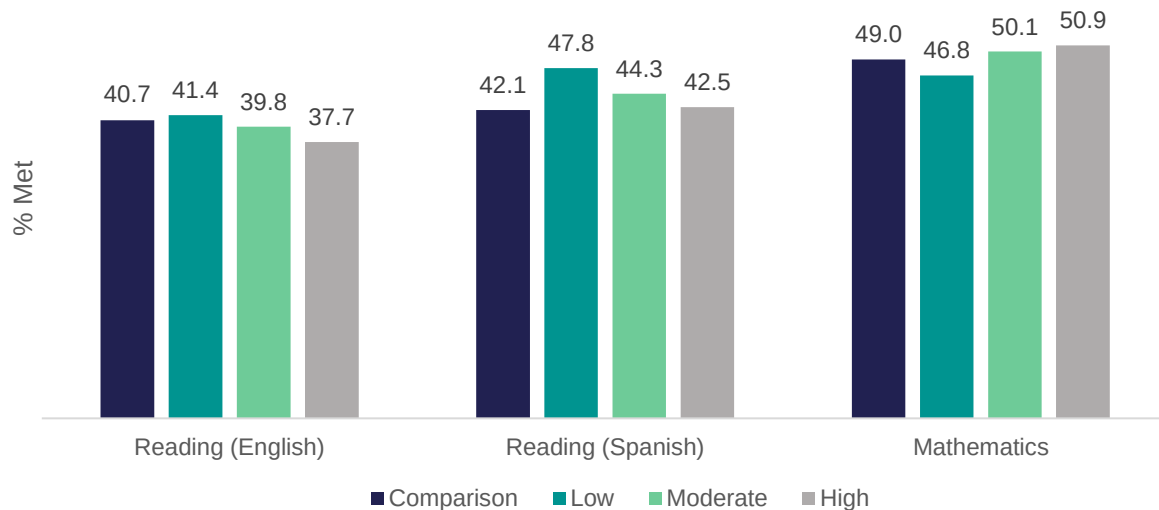
In 2022-23, EOY Reading – English results showed that 40.3 percent of Intersession students met or exceeded growth, which was 0.4 percentage point lower than comparison students (40.7%, Appendix G, Table 2). Students in the low dosage group met projected growth at the same rate as comparison students (41% each; Figure 10) while moderate and high dosage students did not (40% and 38%, respectively). EOY Reading – Spanish results showed that 45 percent of Intersession students met or exceeded growth compared to 42 percent of comparison students, which was three percentage points higher than comparison students. Students in low, moderate, and high dosage groups met projected growth at a higher level than comparison students (48%, 44, and 43%, respectively; Figure 10). EOY Mathematics results showed that 48.7 percent of Intersession students met or exceeded growth, which was less than one percentage point lower than comparison students (49%). In this case, students in the moderate and high dosage groups met projected growth at a higher level than comparison students (50% and 51%, respectively; Figure 10) while low dosage students did not (47%).

A Pearson chi-square test of independence was performed to examine the relationship between program dosage and MAP projected growth performance. The relationship between these variables was statistically significant for MAP Mathematics ($X^2 = 11.011$, $p = .004$; Cramer's $V = .038$). Students who attended low or moderate dosages of Intersession were more likely to meet or exceed projected growth on the MAP Mathematics assessments than students who attended high dosage of Intersession.²¹ No statistically significant relationship was found for MAP Reading – English ($X^2 = 3.927$, $p = .140$) and MAP Reading - Spanish ($X^2 = 4.856$, $p = .088$). These findings also contrast with the results observed in 2021-22 when: (a) students who attended low or moderate dosages of Intersession were more likely to meet or exceed projected growth on the MAP Reading – Spanish; and (b) students who attended moderate or high

²¹ This result should be also interpreted with caution due to the small effect size given by Cramer's V .

dosages of Intersession were more likely to meet or exceed projected growth on the *MAP* Mathematics assessments (Watson, 2022).

Figure 10: 2022-23 Intersession and Comparison Student *MAP* BOY to EOY Met Projected Growth Rates by Dosage - Reading (English), Reading (Spanish), Mathematics



Source: District EOY *MAP* data file dated 06/25/23.

Campus Level Comparison

Key finding from this section:



Unlike 2021-22, students who attended intersession campuses were nearly as likely to meet or exceed projected growth on the *MAP* assessments as students who attended comparison campuses.

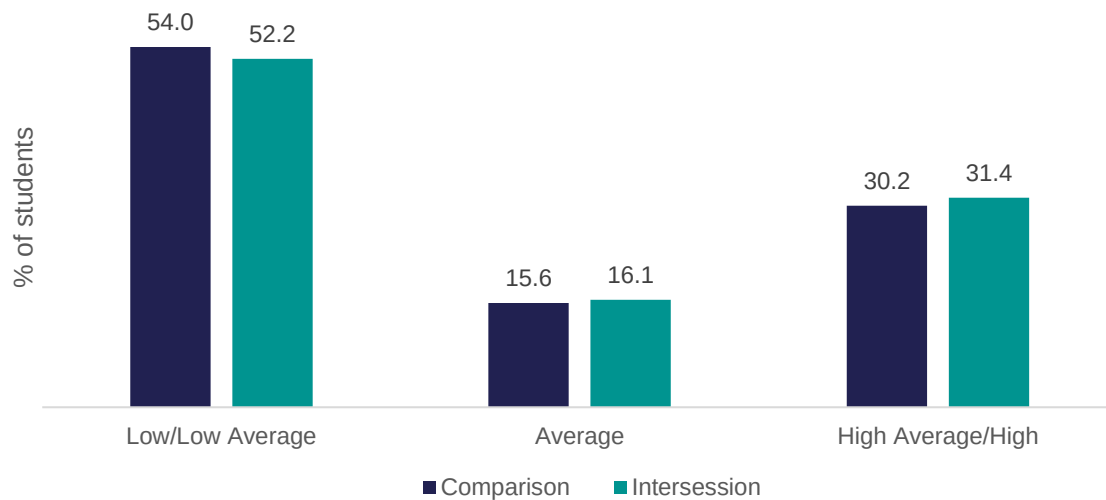
In 2022-23, EOY Reading – English results showed that 31 percent of Intersession students demonstrated high average or high EOY growth, which was one percentage point higher than comparison campus students (30%; Figure 11). EOY Reading – Spanish results showed that 39 percent of Intersession students demonstrated high average or high EOY growth compared to 35 percent of comparison campus students (Figure 12). EOY Mathematics results showed that 40 percent of Intersession and comparison students demonstrated high average or high EOY growth (Figure 13). Analysis of mean RIT²² scores found no measurable difference between BOY to EOY scores for Intersession and comparison campuses. Additional figures and mean RIT scores by grade level for Intersession and comparison campuses are available in Appendix G.

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

²² *MAP* Growth uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT and is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, ranging from 100–350. RIT scores make it possible to follow a student's educational growth from year to year.

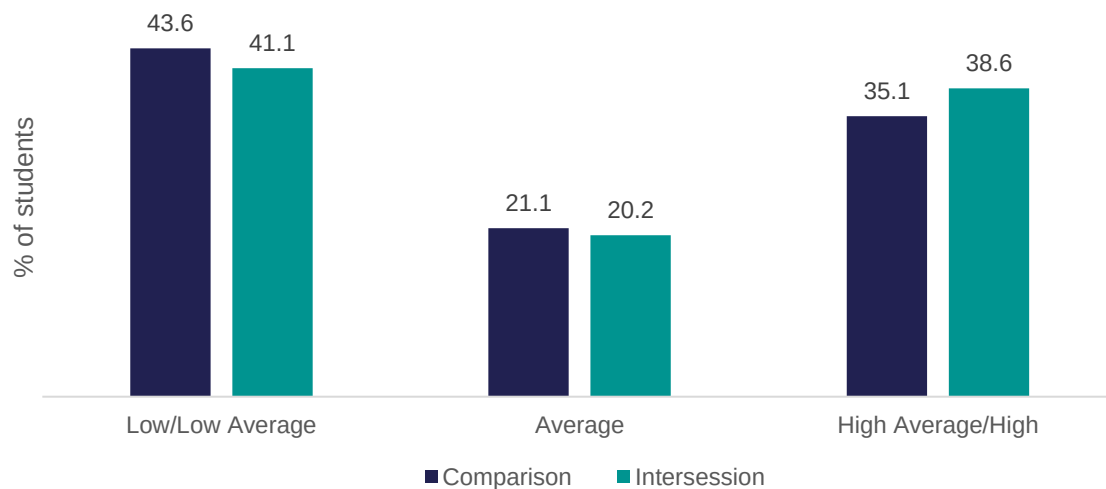
relationship between these variables was statistically significant for *MAP* Reading – Spanish, ($X^2 = 8.984$, $p = .003$; Cramer's $V = .035$). Students who attended Intersession campuses were nearly as likely to demonstrate higher performance on the *MAP* Reading – Spanish assessment than students who attended comparison campuses. The relationship between these variables was not statistically significant for *MAP* Reading – English ($X^2 = 2.225$, $p = .136$) and *MAP* Mathematics ($X^2 = 0.001$, $p = .973$). These findings differ from the results observed in 2021-22 when students who attended Intersession campuses were more likely to demonstrate higher performance on all the *MAP* assessments than students who attended comparison campuses (Watson, 2022).

Figure 11: 2022-23 Intersession and Comparison Campus *MAP* End-of-Year Growth Quintile Rates - Reading (English)



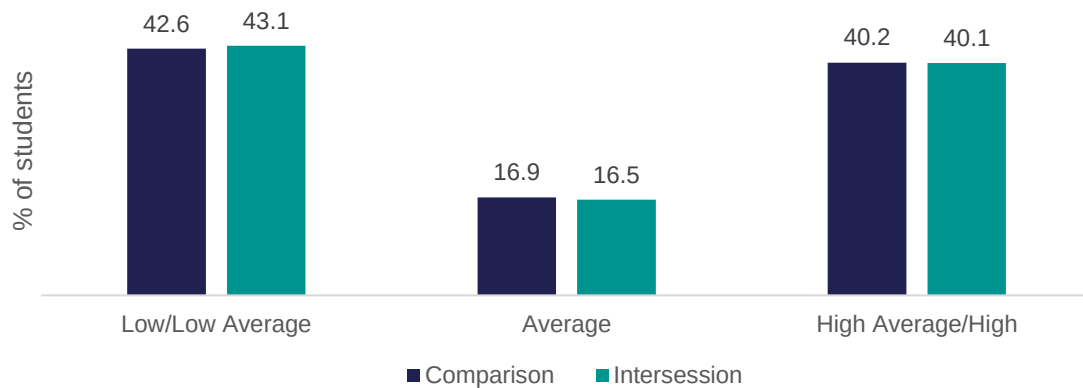
Source: District EOY *MAP* data file dated 06/25/23.

Figure 12: 2022-23 Intersession and Comparison Campus *MAP* End-of-Year Growth Quintile Rates - Reading (Spanish)



Source: District EOY *MAP* data file dated 06/25/23.

Figure 13: 2022-23 Intersession and Comparison Campus MAP End-of-Year Growth Quintile Rates – Mathematics

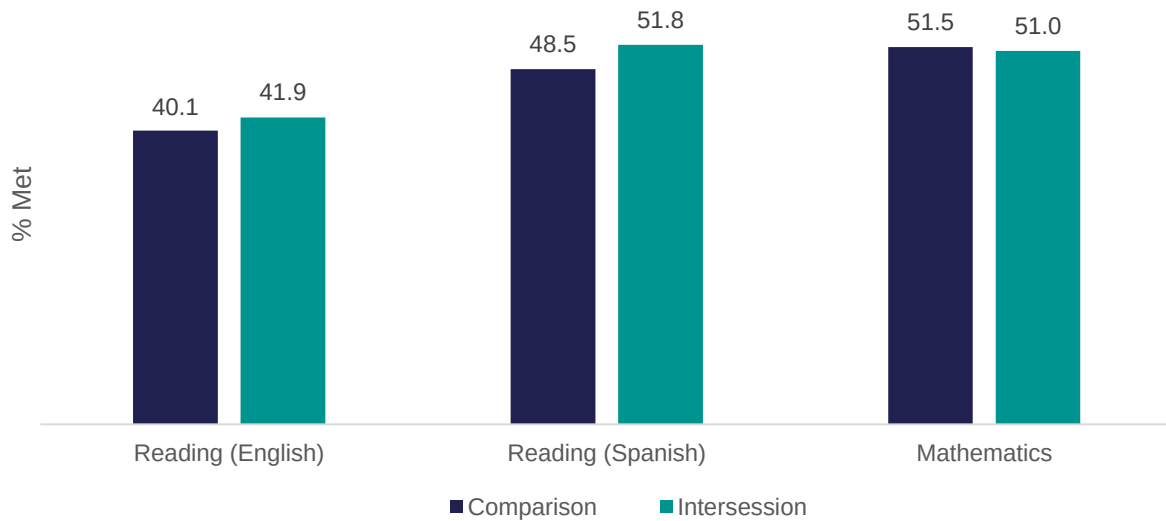


Source: District EOY MAP data file dated 06/25/23.

In 2022-23, EOY Reading – English results showed that 42 percent of Intersession students met or exceeded growth, which was nearly two percentage points higher than comparison campus students (40%; Figure 14). EOY Reading – Spanish results showed that 52 percent of Intersession students met or exceeded growth compared to 49 percent of comparison campus students. EOY Mathematics results showed that 51 percent of Intersession students met or exceeded growth, which was less than one percentage point lower than comparison campus students (51.5%).

A Pearson chi-square test of independence was performed to examine the relationship between program participation and MAP projected growth performance. The relationship between these variables was statistically significant for MAP Reading – English ($X^2 = 4.777$, $p = .029$; Cramer's $V = .018$), MAP Reading – Spanish, ($X^2 = 7.756$, $p = .005$; Cramer's $V = .032$). Students who attended Intersession campuses were nearly as likely to meet or exceed projected growth on the MAP Reading – English and Reading – Spanish assessments than students who attended comparison campuses. No statistically significant relationship was found for MAP Mathematics, ($X^2 = .507$, $p = .476$). These findings also contrast with the results observed in 2021-22 when students who attended Intersession campuses were more likely to meet or exceed projected growth on the MAP assessments than students who attended comparison campuses (Watson, 2022).

Figure 14: 2022-23 Intersession and Comparison Campus MAP BOY to EOY Met Projected Growth Rates - Reading (English), Reading (Spanish), Mathematics



Source: District EOY MAP data file dated 06/25/23.

State of Texas Assessments of Academic Readiness (STAAR)²³

Student Level Comparison

Key finding from this section:



Similar to 2021-22, students who attended Intersession weeks in the low dosage group were more likely to achieve Approaches+ on the STAAR.

In 2022-23, Intersession student performance on STAAR 3-8 was mixed for both reading and mathematics (Table 6). Overall, rates of reaching the Approaches+²⁴ performance standards were lower for Intersession students (55% overall) compared to comparison students (58% overall) in Reading (Figure 15 shows the breakdown by attendance dosage). However, grade-level comparisons showed that Intersession students overall had higher rates of students reaching the Approaches+ performance standard at the low dosage than comparison students in all grades, except for grade eight. In grades three, four, five, six, and seven, as well as overall, the low dosage group of Intersession students had the highest rates of reaching Approaches+.

Overall, rates of students at the Approaches+ performance standards were higher for Intersession students (62% overall) compared to comparison students (60% overall) in Mathematics (Figure 16 shows

²³ STAAR exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the elementary and secondary grades. Students were tested in grades three to eight in mathematics and reading. Students also were tested in science in grades five and eight, and social studies in grade eight. STAAR assessment scores were categorized into four levels to describe student performance: (a) Does Not Meet Grade Level (Does Not Meet), (b) Approaches Grade Level or Above (Approaches+), (c) Meets Grade Level or Above (Meets+), and (d) Masters Grade Level (Masters). Cut scores divided student scores into these four categories.

²⁴ Data for the Meets+ and Masters performance standards are available in Appendix G.

the breakdown by attendance dosage). Grade-level comparisons showed that Intersession campuses had higher rates of students reaching the Approaches+ performance standard at all grades with the exception of grade six than comparison campuses. Again, the low dosage group of Intersession students had the highest rates, except for grades seven and eight.

A Pearson chi-square test of independence was performed to examine the relationship between program dosage and *STAAR* 3-8 performance at the Approaches+ performance standard. The relationship between these variables was statistically significant for *STAAR* 3-8 Reading ($X^2 = 277.999$, $p < .001$; Cramer's $V = .208$) and *STAAR* 3-8 Mathematics ($X^2 = 53.059$, $p < .001$; Cramer's $V = .093$). Students who attended Intersession weeks in the low dosage group were more likely to achieve Approaches+ on the *STAAR* than students who attended in the moderate or high dosages groups (especially in the case of Reading where the effect size given by Cramer's V tended to be moderate). These findings coincide with the results obtained during the first year of program's implementation (Watson, 2022).

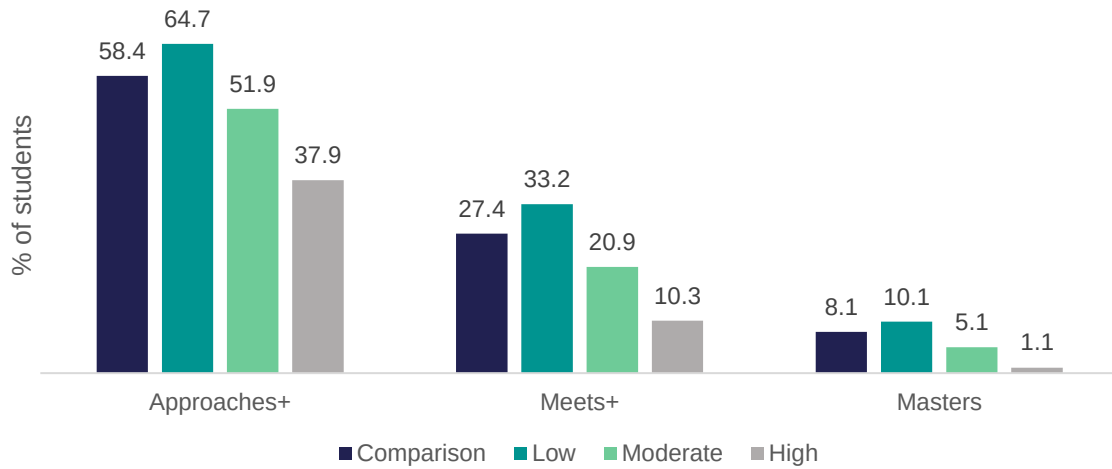
Table 6: 2022-23 Dallas ISD STAAR Reading and Mathematics Approaches Grade Level or Above by Grade by Intersession Students versus Comparison

Grade	Dosage	N	Reading		Mathematics	
			n	%	n	%
Intersession Students						
3	Low	579	347	59.9	373	64.4
	Moderate	406	201	49.5	234	57.6
	High	235	66	28.1	99	42.1
	Overall	1,220	614	50.3	706	57.9
4	Low	568	379	66.7	380	66.9
	Moderate	402	191	47.5	220	54.7
	High	297	109	36.7	158	53.2
	Overall	1,267	679	53.6	758	59.8
5	Low	561	412	73.4	424	75.6
	Moderate	407	262	64.4	295	72.5
	High	262	131	50.0	192	73.3
	Overall	1,230	805	65.4	911	74.1
6	Low	335	235	70.1	236	70.4
	Moderate	364	182	50.0	203	55.8
	High	156	50	32.1	66	42.3
	Overall	855	467	54.6	505	59.1
7	Low	474	283	59.7	280	59.1
	Moderate	307	152	49.5	166	54.1
	High	148	56	37.8	91	61.5
	Overall	929	491	52.9	537	57.8
8	Low	336	190	56.5	218	64.9
	Moderate	181	85	47.0	117	64.6
	High	72	31	43.1	47	65.3
	Overall	589	306	52.0	382	64.9
Overall	Low	2,853	1,846	64.7*	1,911	67.0*
	Moderate	2,067	1,073	51.9	1,235	59.7
	High	1,170	443	37.9	653	55.8
	Overall	6,090	3,362	55.2	3,799	62.4
Comparison Students						
3		1,223	643	52.6	638	52.2
4		1,281	735	57.4	753	58.8
5		1,234	812	65.8	891	72.2
6		855	481	56.3	519	60.7
7		919	538	58.5	507	55.2
8		625	372	59.5	371	59.4
Overall		6,137	3,581	58.4	3,679	59.9

Source: District STAAR files dated 08/14/23 (grades three to eight) for students enrolled on the PEIMS snapshot date of 10/17/22.

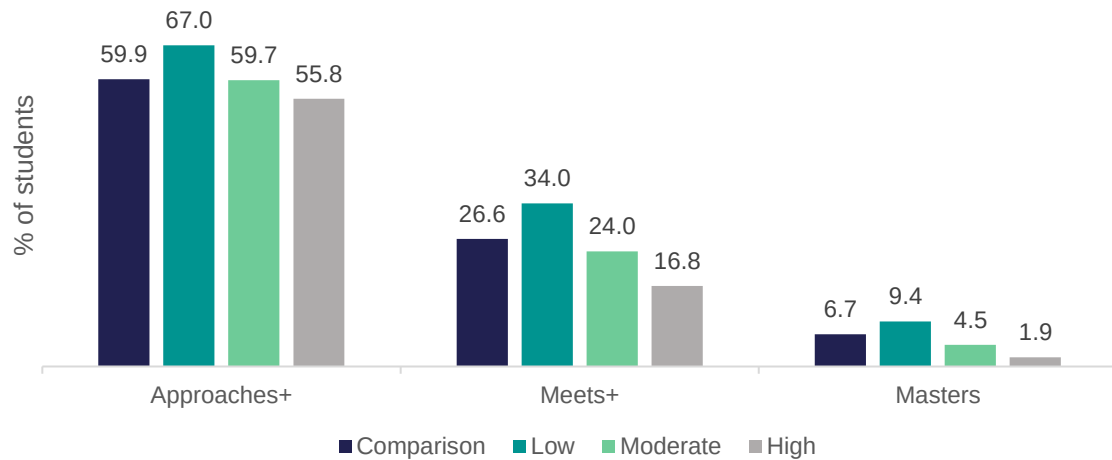
Note: * Statistically significant. Intersession dosage groups scoring higher than the comparison students are in **bold**.

Figure 15: 2022-23 Intercession and Comparison Student STAAR Performance Standard Rates – Reading



Source: District STAAR files dated 08/14/23 (grades three to eight) for students enrolled on the PEIMS snapshot date of 10/17/22.
Note: STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard.

Figure 16: 2022-23 Intercession and Comparison Student STAAR Performance Standard Rates – Mathematics



Source: District STAAR files dated 08/14/23 (grades three to eight) for students enrolled on the PEIMS snapshot date of 10/17/22.
Note: STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard.

Campus Level Comparison

Key finding from this section:



Rates of students at the Approaches+, Meets+, and Masters performance standards were slightly lower for Intercession campuses than comparison campuses in Reading and Mathematics.

In 2022-23, Intercession campus performance on STAAR 3-8 was mixed for both reading and mathematics (Table 7). Overall, rates of students at the Approaches+, Meets+, and Masters performance standards were slightly lower in Intercession campuses compared to comparison campuses in Reading

(Figure 17). However, grade-level comparisons showed that Intersession campuses had higher rates of students at the Approaches+ performance standard in grade five, at the Meets+ performance standard in grades seven and eight, and at the Masters performance standard in grades six and seven than comparison campuses.

Overall, rates of students at the Approaches+, Meets+, and Masters performance standards were also slightly lower in Intersession campuses compared to comparison campuses in Mathematics (Figure 18). Nevertheless, grade-level comparisons showed that Intersession campuses had higher rates of students at the Approaches+ performance standard in grades five and eight than comparison campuses. Intersession campuses also had higher rates of students at the Meets+ performance standard in grades three, five, and eight than comparison campuses and higher rates of students at the Masters performance standard in grades three and five than comparison campuses.

A Pearson chi-square test of independence was performed to examine the relationship between program participation and STAAR 3-8 performance at the Approaches+ and Meets+ performance standards. The relationship between these variables was statistically significant at the Approaches+ performance standard for STAAR 3-8 Reading ($X^2 = 4.603$, $p = .032$; Cramer's $V = .015$), but not for STAAR 3-8 Mathematics ($X^2 = 0.366$, $p = .545$). Students who attended Intersession campuses were less likely to achieve Approaches+ on STAAR Reading than students who attended comparison campuses.²⁵ These findings differ from the ones observed in 2021-22 when students who attended Intersession campuses were more likely to achieve Approaches+ on STAAR Mathematics than students who attended comparison campuses (Watson 2022). No statistically significant relationship was found for STAAR 3-8 performance at the Meets+ performance standard in Reading ($X^2 = 1.870$, $p = .171$) or Mathematics ($X^2 = 1.702$, $p = .192$).

Table 7: 2022-23 Dallas ISD STAAR Reading and Mathematics Performance Standard by Grade by Intersession versus Comparison Campuses

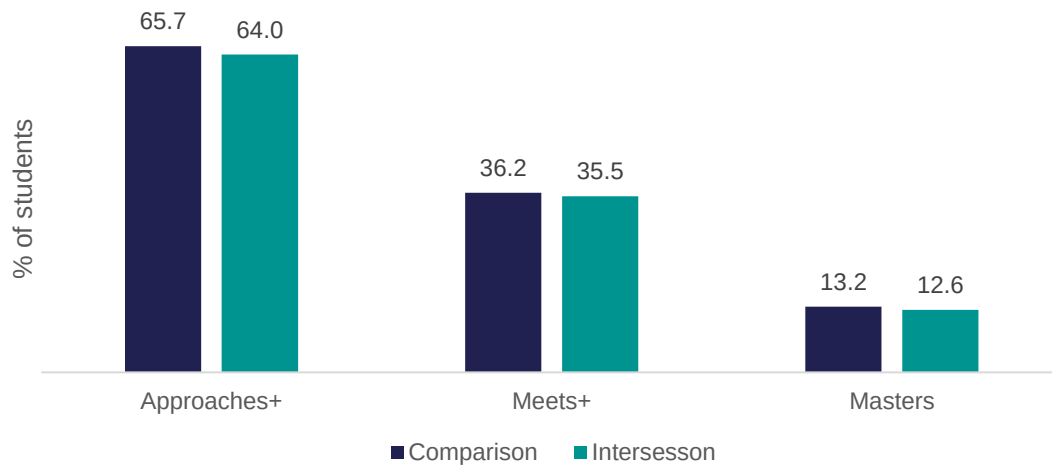
Intersession Versus Comparison Comparisons													
Grade	N	Reading						Mathematics					
		Approaches+		Meets+		Masters		Approaches+		Meets+		Masters	
		n	%	n	%	n	%	N	%	n	%	n	%
Intersession													
3	1,905	1,166	61.2	658	34.5	242	12.7	1,267	66.5	707	37.1	232	12.2
4	1,923	1,226	63.8	661	34.4	248	12.9	1,289	67.0	772	40.1	272	14.1
5	1,930	1,415	73.3	853	44.2	347	18.0	1,526	79.1	941	48.8	311	16.1
6	1,203	739	61.4	417	34.7	125	10.4	792	65.8	299	24.9	81	6.7
7	1,385	853	61.6	476	34.4	152	11.0	911	65.8	456	32.9	100	7.2
8	801	456	56.9	179	22.3	34	4.2	535	66.8	206	25.7	20	2.5
Overall	9,147	5,855	64.0*	3,244	35.5	1,148	12.6	6,320	69.1	3,381	37.0	1,016	11.1
Comparison													
3	1,968	1,279	65.0	720	36.6	286	14.5	1,311	66.6	717	36.4	235	11.9
4	1,945	1,268	65.2	692	35.6	269	13.8	1,325	68.1	855	44.0	313	16.1
5	2,068	1,480	71.6	921	44.5	391	18.9	1,634	79.0	941	45.5	280	13.5
6	1,358	855	63.0	484	35.6	128	9.4	928	68.3	390	28.7	91	6.7
7	1,473	961	65.2	488	33.1	160	10.9	976	66.3	529	35.9	145	9.8
8	798	471	59.0	174	21.8	34	4.3	496	62.2	200	25.1	40	5.0
Overall	9,610	6,314	65.7	3,479	36.2	1,268	13.2	6,670	69.4	3,632	37.8	1,104	11.5

Source: District STAAR files dated 08/14/23 (grades three to eight) for students enrolled on the PEIMS snapshot date of 10/17/22.

Note: * Statistically significant. Intersession campuses scoring higher than the comparison campuses are in **bold**. STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard.

²⁵ This result should be interpreted with caution. Although the difference is statistically significant the effect size given by Cramer's V is almost null, therefore no practical significance can be verified.

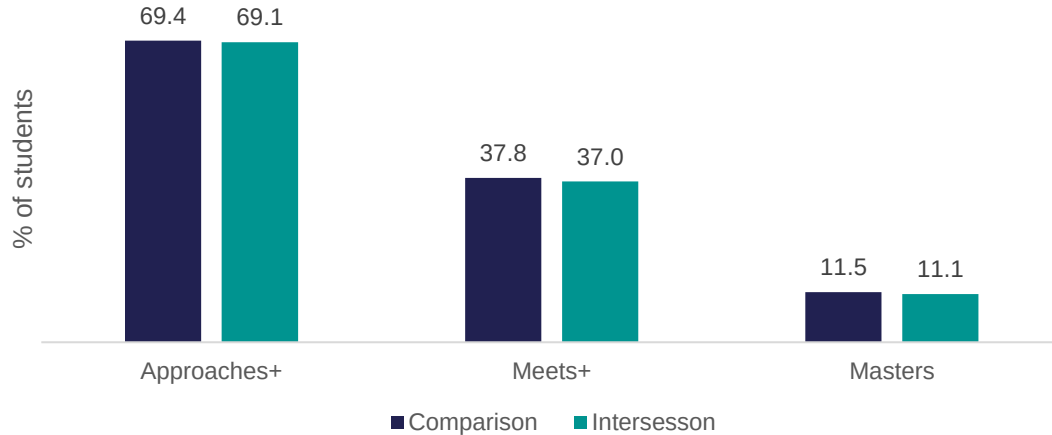
Figure 17: 2022-23 Intersession and Comparison Campus STAAR Performance Standard Rates – Reading



Source: District STAAR files dated 08/14/23 (grades three to eight) for students enrolled on the PEIMS snapshot date of 10/17/22.

Note: STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard.

Figure 18: 2022-23 Intersession and Comparison Campus STAAR Performance Standard Rates – Mathematics



Source: District STAAR files dated 08/14/23 (grades three to eight) for students enrolled on the PEIMS snapshot date of 10/17/22.

Note: STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard.

Social Emotional Learning

Key findings from this section:



The number of Intersession campuses surpassing the district's annual SEL growth was lower than comparison campuses across all areas (self-efficacy, self-management, social awareness, and supportive relationships).

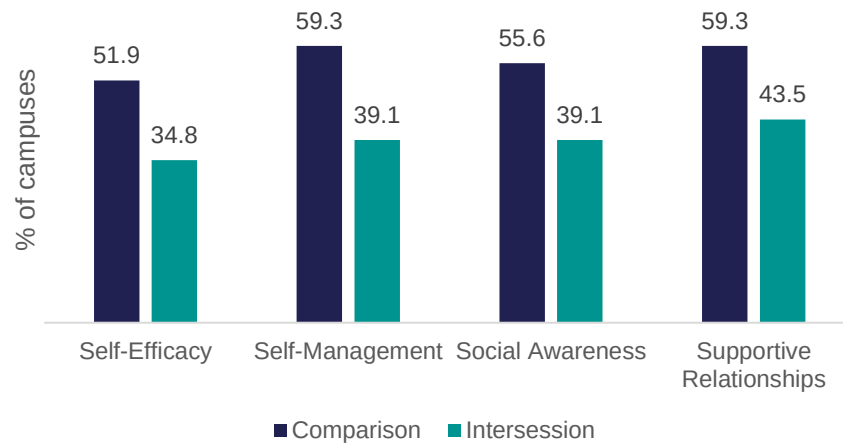


Campus-level comparisons showed mixed results, and no conclusions can be drawn regarding the program's impact on SEL due to the lack of comprehensive data.

As part of the district's Social and Emotional Learning Initiative, Dallas ISD campuses received SEL implementation support, including ongoing SEL professional development opportunities, ongoing parent/caregiver-focused SEL training and resource sharing, SEL monthly newsletters with SEL resources, general updates, and professional development announcements. Additionally, an SEL Coordinator was assigned to respond to general questions and resource requests (Carson, 2022). Beyond these supports, campuses had the option of electing to receive additional support at varying implementation levels: intensive, moderate, or consultation only.²⁶ While this year the district only provided intensive support to a smaller set of campuses based on need and direct support from SEL department was not provided otherwise, some schools still reported the extent to which they implemented SEL tasks/behaviors at their campuses. In 2022-23, 35 percent of Intersession campuses ($n = 14$) and 50 percent of comparison campuses ($n = 20$) reported a high level of SEL implementation, while 10 percent of Intersession campuses ($n = 4$) and 15 percent of comparison campuses ($n = 6$) notified a medium level of SEL implementation.

²⁶ At the intensive support level, campuses received biweekly campus support visits or virtual meetings, campus-wide coaching on SEL implementation and measuring success, structured observation and feedback collection on SEL strategies and progress, including collaborative observations with administration, SEL champion, central staff, monitoring and reflection on SEL progress through an SEL Implementation Tool, up to three hours of professional development per semester (based on campus-based SEL goals, needs, and relevant data), and supportive cross-department coordination with district partners such as MTSS, Counseling, Racial Equity, Mental Health Services, and others as needed. At the moderate support level, campuses receive consultations with the school leader and designated SEL Champion to determine SEL goals for the campus, coaching around SEL Steering Committee establishment and best practices for facilitation, and up to two hours of SEL professional development per semester, along with SEL resource sharing, observation and feedback as requested by the campus. Campuses electing to receive consultation only SEL support receive a trainer-of-trainers model of professional development, invitations to attend district-wide professional development, and SEL resource sharing as requested. Please refer to the Evaluation of the Social Emotional Learning Initiative (Carson, 2022; Carson & Hinkley, 2021) for more detail.

Figure 19: 2022-23 Intersession and Comparison campuses that exceed the district's EOY-BOY difference at Dallas ISD Social Emotional Learning Student Survey - Elementary Schools



Source: Dallas ISD Student Social Emotional Learning Surveys files dated 06/20/2023.

In 2022-23, the number of elementary (Figure 19) and middle school Intersession campuses that exceeded the district difference between EOY and BOY administrations of the SEL survey was lower than comparison campuses across all topics. Detailed responses by campuses to the Dallas ISD Social Emotional Learning Student Survey can be found in Appendix H.

When examining paired campuses, results were mixed. Since not all campuses provided responses to the BOY and EOY SEL surveys during the 2022-23 school year, these results should be interpreted with caution when trying to differentiate SEL trends between Intersession and comparison schools.

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APPENDICES

List of Appendices

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Appendix A

Appendix A: Acronym and Abbreviation List

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

Appendix B

Appendix B, Table 1: 2022-23 Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
-	Budget	Budget Services Department, Special Revenues Department	06/30/23	None.	Department.
-	Teacher Demographics	Dallas ISD HCM Department	01/05/23	Ethnicity, gender, highest earned degree.	Group (Intersession and comparison), district.
1	Program documents/website, interviews	Program staff	04/27/23	Content analysis.	Program
1	Student Demographics	Student Information System	05/12/23	Ethnicity, gender, EB, SPED, ED.	Group (Intersession and comparison), district.
1	Student Attendance	Student Information System	06/28/23 (District) 06/27/23 (Intersession) 06/08/22 (Intersession 2021-22)	Days enrolled, days attended.	Group (Intersession and comparison) in both levels (campus and subject), term, month, day of the week, district.
2	Student, Teacher, Staff & Leadership, and Parent Experience Survey	Dallas ISD OIR Department	06/26/23 & 06/03/22 (Students) 06/26/23 & 06/22/22 (Teachers) 06/26/23 (Staff & Lead.) 06/21/23 & 05/13/22 (Parents)	Sub-scales or overall. Content analysis and grouping comments into general themes.	Percent positive by sub-scale or composite.
3	Teacher Experience Survey	Dallas ISD OIR Department	06/26/23	Sub-scale or overall Content analysis and grouping comments into general themes.	Percent positive by sub-scale or composite.
4	MAP Reading & Mathematics	NWEA	09/27/22 02/08/23 06/25/23	BOY, MOY, and EOY growth, RIT, Met Projected Growth Rates.	Groups (Intersession and comparison) in both levels (campus and subject), grade, attendance dosage, district.
4	STAAR Reading & Mathematics	TEA	08/14/23 (STAAR 3-8)	Performance standard (Approaches+, Meets+, Masters).	Groups in both levels (campus and subject), grade, attendance dosage, district.

table continues

Appendix B, Table 1: continued

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
4	Social Emotional Learning	Dallas ISD	06/20/23 (Fall 2022 survey) 06/20/23 (Spring 2023 survey)	Self-efficacy, self-management, social awareness, and supportive relationships.	Group (Intersession and comparison), district.

Note: HCM – Human Capital Management. NWEA – Northwest Evaluation Association. MAP - Measures of Academic Progress. STAAR - State of Texas Assessments of Academic Readiness. TEA – Texas Education Agency

Additional Methodology Notes

Selection of Comparison Groups

Campus Comparison Group

To improve the validity of the evaluation and control for confounding influences on outcomes and participation in the Intersession program, the evaluator constructed a campus comparison group. The campus comparison group included base calendar campuses individually matched to Intersession campuses based on campus size, the percentage of economically disadvantaged students, the percentage of Emergent Bilingual/English Learners (EB) students, the percentage of African American students, the percentage of students who receive special education services, and the campus's 2022 state accountability *State of Texas Assessment of Academic Readiness (STAAR)* component raw scores. Campuses selected for inclusion in the comparison group are listed in Appendix C.

Student Comparison Group

To improve the validity of the evaluation and decrease error, students attending Intersession campuses that were invited to and attended an Intersession week were matched according to multiple criterion variables. This procedure produced a list of students from base calendar campuses who most closely resemble students attending Intersession weeks. Matching variables included nine demographic characteristics such as gender, ethnicity, grade level, EB status, special education status, Section 504 status, talented-and-gifted status, economically disadvantaged status, at-risk status, as well as beginning-of-year academic achievement level as measured by the *NWEA Measures of Academic Progress (MAP) Growth* assessment including test language, reading achievement quintile, and mathematics achievement quintile.

Matching Results

Prior to employing the matching procedure, students who had missing data, or students attending an Intersession campus who were not invited to attend an Intersession week but attended for enrichment purposes, or attended a School Day Redesign calendar campus, or transferred, or withdrew from the district, or were Early Learning students, or did not have BOY MAP data were excluded from the analysis. There were 6,904

students who were excluded from the analysis leaving a sample size of 9,122. The data were then separated by students attending Intersession campuses that were invited to and attended an Intersession week ($N = 9,122$) and students attending base calendar campuses ($N = 56,704$). After the matching procedure, 325 students found no matches.

Regarding the comparison groups at the student level, the matched sample for this evaluation consisted of 8,797 students attending Intersession campuses that were invited to and attended an Intersession week and 8,797 students attending base calendar campuses. With regard to ethnicity of the matched sample for this evaluation, 69.0 percent ($n = 12,134$) were Hispanic, 27.9 percent ($n = 4,912$) were African American, and 0.9 percent ($n = 162$) were Asian. The matched sample had slightly more males (52.3%, $n = 9,204$) than females (47.7%, $n = 8,390$) as well as slightly more than half the students identified as EB (55.2%, $n = 9,706$). All students in the matched sample were identified as being economically disadvantaged and 74.0 percent ($n = 13,014$) were identified as being at-risk of dropping out. When examining beginning-of-year *MAP* achievement scores of the matched sample, 31.3 percent ($n = 5,512$) scored at the average or above achievement quintile in reading while 27.9 percent ($n = 4,904$) scored at the average or above achievement quintile in mathematics. Table 4 on page 11 of this report provides descriptive statistics for all matching criterion variables.

Dosage

Students were invited to participate in each Intersession week separately based on selection criteria (see page 7 of this report for detailed description of selection criteria). Therefore, students could have been invited to attend up to five separate Intersession weeks depending on the student's academic and non-academic performance throughout the school year. While this evaluation does not take into consideration which week(s) an invited student attended, the evaluator grouped students by total days attended in order to examine the relationship between academic and non-academic outcomes and student's level (dosage) of participation across all invited Intersession weeks. Students were assigned into "low," "moderate," or "high" dosage groups for analysis based on their total number of annual Intersession days attended. The low dosage group consisted of students attending six or fewer days. The moderate group attended seven to 12 days, and the high dosage group attended 13 to 18²⁷ of the available Intersession days in 2022-23.

Limitations

The district implemented multiple ESSER-funded programs aimed at improving academic achievement in 2022-23. The effects of these concurrent districtwide initiatives were not controlled for in this evaluation.

²⁷ A total of 18 Intersession days were planned during the 2022-23 school year.

During 2022-23 school year new curricula were implemented in the district (“Amplify” for Reading and “Eureka” for Mathematics), which were adopted with varying degrees of fidelity across different campuses. Following Table 2 in this Appendix, 70 percent of Intersession campuses adopted Amplify ($n = 28$), while 40 percent of comparison campuses did the same ($n = 16$) with varying levels of fidelity. Likewise, 40 percent of Intersession campuses implemented Eureka ($n = 16$) while 28 percent of comparison campuses adopted it ($n = 11$) in all cases with different levels of fidelity. Given this divergent implementation of the new high-quality curricula between the Intersession and the comparison campuses, this evaluation did not include controls for potential effects of curriculum disparities.

Appendix B, Table 2: 2022-23 Amplify and Eureka Curricula Adoption by Campus

Intersession Campuses					Comparison Campuses				
Campus	Amplify	Amplify Implem. Fidelity	Eureka	Eureka Implem. Fidelity	Campus	Amplify	Amplify Implem. Fidelity	Eureka	Eureka Implem. Fidelity
Bedford	Yes	High	No	N/A	Dade	Yes	High	No	N/A
Comstock	Yes	Opted Out	No	N/A	Richards	Yes	Opted Out	No	N/A
Gaston	Yes	Not High	No	N/A	YMLA at Florence	Yes	High	No	N/A
Lang	Yes	Not High	No	N/A	Browne	Yes	No Data	No	N/A
F. Medrano	Yes	High	No	N/A	Marsh	Yes	Not High	No	N/A
Tasby	Yes	Opted Out	No	N/A	YWSA at Balch Springs	Yes	Not High	No	N/A
G. P. Allen	No	N/A	No	N/A	Hogg	No	N/A	No	N/A
Arcadia Park	No	N/A	No	N/A	L. W. Kahn	No	N/A	No	N/A
J. N. Bryan	No	N/A	No	N/A	Webster	Yes	Not High	Yes	High
Budd	Yes	High	No	N/A	Bayles	No	N/A	No	N/A
Carpenter	Yes	High	Yes	High	U. Lee	Yes	Not High	Yes	High
Dorsey	No	N/A	No	N/A	Bowie	No	N/A	No	N/A
Stone	Yes	No Data	Yes	No Data	San Jacinto	No	N/A	No	N/A
Ervin	Yes	No Data	No	N/A	Cesar Chavez	No	N/A	No	N/A
Foster	No	N/A	No	N/A	Burnet	Yes	High	Yes	High
Hall	Yes	High	Yes	High	Anderson	No	N/A	No	N/A
Brashear	Yes	High	Yes	High	Preston Hollow	No	N/A	No	N/A
Lowe	Yes	No Data	Yes	No Data	A. Blanton	No	N/A	No	N/A
Miller	Yes	High	Yes	Opted Out	Terry	Yes	Not High	Yes	No Data
Mount Auburn	Yes	Not High	No	N/A	Seagoville	No	N/A	No	N/A
Oliver	Yes	Not High	Yes	Not High	Tatum	Yes	High	Yes	Not High
Pease	No	N/A	No	N/A	Dunbar	Yes	Not High	Yes	High
Peeler	No	N/A	Yes	High	Moreno	Yes	No Data	Yes	No Data
Polk	Yes	Not High	No	N/A	Walnut Hill	Yes	Not High	Yes	Not High
Rice	Yes	Not High	Yes	No Data	Cedar Crest	No	N/A	No	N/A
Roberts	Yes	Not High	Yes	High	Adams	No	N/A	Yes	No Data
Russell	Yes	Not High	No	N/A	Kiest	No	N/A	No	N/A
Silberstein	Yes	High	No	N/A	Cowart	No	N/A	Yes	High
Fridia	Yes	Not High	Yes	No Data	Marsalis	Yes	High	Yes	High
Truett	No	N/A	No	N/A	Burleson	No	N/A	No	N/A
Turner	Yes	No Data	Yes	No Data	Alexander	Yes	No Data	Yes	High
Young	Yes	High	No	N/A	Runyon	No	N/A	No	N/A
Starks	Yes	Not High	Yes	Not High	MLK	No	N/A	No	N/A
McNair	Yes	High	Yes	No Data	Douglass	No	N/A	No	N/A
Martinez	No	N/A	Yes	High	Titche	No	N/A	No	N/A
Tolbert	Yes	High	Yes	High	Cochran	No	N/A	No	N/A

table continues

Appendix B, Table 2: continued

Intersession Campuses					Comparison Campuses				
Campus	Amplify	Amplify Implem. Fidelity	Eureka	Eureka Implem. Fidelity	Campus	Amplify	Amplify Implem. Fidelity	Eureka	Eureka Implem. Fidelity
E. Medrano	No	N/A	No	N/A	Lagow	No	N/A	No	N/A
Highland Meadows	Yes	Not High	No	N/A	Seagoville North	No	N/A	No	N/A
Botello	No	N/A	No	N/A	Casa View	No	N/A	No	N/A
Wilmer- Hutchins	No	N/A	No	N/A	E. B. Johnson	No	N/A	No	N/A

Source: 2022-23 list of Amplify and Eureka schools dated 8/24/2023.

Note: Implem. = implementation. N/A = no applicable.

Appendix C

Appendix C, Table 1: 2022-23 Dallas ISD Intersession and Comparison Campuses

Intersession Campuses		Comparison Campuses	
TEA Number	Name	TEA Number	Name
42	Judge Louis A Bedford Jr. Law Academy*	62	Billy Earl Dade ^A
45	E B Comstock	353	Ann Richards Steam Academy
48	W H Gaston	46	Young Men's Leadership Academy at Fred F Florence
76	Harold Wendell Lang Sr	43	T W Browne
79	Francisco Pancho Medrano	54	Thomas C Marsh
83	Sam Tasby	352	Young Women's Steam Academy at Balch Springs
103	Gabe P Allen Charter School	157	Hogg New Tech Center
105	Arcadia Park	275	Louise Wolff Kahn
114	John Neely Bryan ^A	225	Daniel Webster
115	Harrell Budd	108	Bayles
121	John W Carpenter	175	Umphrey Lee ^A
137	Julius Dorsey	112	James Bowie
141	Jill Stone at Vickery Meadow	207	San Jacinto
142	J N Ervin ^A	281	Cesar Chavez Learning Center ^A
145	Stephen C Foster	116	David G Burnet
149	Hall Personalized Learning Academy	104	William M Anderson
172	Jimmie Tyler Brashear	195	Preston Hollow
176	Jack Lowe Sr	110	Annie Webb Blanton ^A
185	William B Miller	213	T G Terry
188	Mount Auburn Steam Academy	208	Seagoville
189	Clara Oliver	155	C A Tatum Jr
191	Elisha M Pease ^A	139	Paul L Dunbar Learning Center ^A
192	John F Peeler	272	Maria Moreno Steam Academy
194	K B Polk	224	Walnut Hill
201	Charles Rice Learning Center	163	Cedar Crest ^A
202	Oran M Roberts	101	John Q Adams
205	Clinton P Russell	166	Edwin J Kiest
209	Ascher Silberstein	130	Leila P Cowart
215	Otto M. Fridia Elementary School**	183	Thomas L Marsalis Steam Academy
218	George W Truett ^A	117	Rufus C Burleson ^A
219	Adelle Turner	235	Birdie Alexander
250	Whitney M Young Jr.	237	John W Runyon
263	J P Starks	128	Martin Luther King Jr Arts Academy ^A
264	Ronald E McNair	266	Frederick Douglass ^A
265	Eladio R Martinez Learning Center	216	Edward Titcher ^A
277	Thomas Tolbert	236	Nancy J Cochran ^A
283	Esperanza Medrano	170	Richard Lagow
284	Highland Meadows	244	Seagoville North
289	Felix G Botello Personalized Learn	125	Casa View
301	Wilmer-Hutchins ^A	312	Eddie Bernice Johnson

Source: Evaluation and Assessment campus matching report dated 02/01/23.

Note: ^A Accelerating Campus Excellence (ACE) program campuses. *Formerly Atwell. **Formerly Thornton.

Appendix D

Appendix D, Figure 1: 2022-23 Dallas ISD Intersession Calendar



Appendix D, Figure 2: 2022-23 Dallas ISD Base Calendar



Appendix E

Appendix E, Table 1: 2022-23 Intersession, Comparison, and District Average Attendance Rates, by Semester

Campus	Fall 2022 %	Spring 2023 %	Overall %
Intersession			
Allen	92.4	93.3	92.9
Arcadia Park	93.5	93.6	93.5
Botello	94.0	95.0	94.5
Brashear	93.9	93.9	93.9
Bryan	92.0	91.8	91.9
Budd	90.6	91.9	91.3
Carpenter	90.3	88.9	89.5
Comstock	94.2	94.2	94.2
Dorsey	93.1	93.9	93.5
E. Medrano	92.2	92.6	92.4
Ervin	90.3	89.0	89.6
F. Medrano	92.9	92.5	92.7
Foster	94.5	94.2	94.3
Fridia*	93.4	92.3	92.8
Gaston	94.2	94.2	94.2
Hall	93.2	94.5	93.9
Highland Meadows	92.8	92.8	92.8
J. Stone	93.3	94.1	93.7
Judge Louis A Bedford Jr. Law Academy**	92.8	91.2	91.9
Lang	93.5	91.2	92.2
Lowe	95.0	96.2	95.7
Martinez	93.2	92.5	92.8
McNair	92.9	91.4	92.0
Miller	92.7	92.9	92.8
Mount Auburn	91.3	91.4	91.4
Oliver	92.1	91.5	91.8
Pease	91.7	90.5	91.0
Peeler	92.0	93.4	92.8
Polk	92.9	94.8	93.9
Rice	93.5	91.6	92.5
Roberts	92.7	93.0	92.9
Russell	93.1	93.1	93.1
Silberstein	94.7	95.4	95.1
Starks	91.8	92.6	92.2
Tasby	94.0	92.6	93.2
Tolbert	92.9	92.5	92.7
Truett	92.9	92.6	92.7
Turner	93.5	92.9	93.1
Wilmer-Hutchins	92.5	92.5	92.5
Young	93.0	91.2	92.0
Intersession Overall	93.0	92.8	92.9
Comparison			
Adams	93.6	94.8	94.2
Alexander	92.4	92.5	92.4
Anderson	93.3	94.8	94.1
Bayles	94.0	94.9	94.4
Blanton	93.7	95.4	94.6
Bowie	92.1	93.7	92.9
Browne	92.3	94.1	93.3
Burleson	92.6	93.7	93.2
Burnet	94.3	95.6	95.0
Casa View	93.9	95.0	94.5

table continues

Appendix E, Table 1: continued

Campus	Fall 2022 %	Spring 2023 %	Overall %
Cedar Crest	92.7	92.6	92.6
Chavez	92.3	92.4	92.4
Cochran	92.5	93.3	92.9
Cowart	92.9	94.6	93.8
Dade	93.9	91.5	92.6
Douglass	89.6	91.2	90.4
Dunbar	91.7	93.1	92.4
Hogg	93.5	94.5	94.1
Johnson	94.1	94.3	94.2
Kahn	95.9	96.2	96.0
Kiest	93.1	95.4	94.3
King	94.5	95.1	94.8
Lagow	93.4	94.9	94.2
Lee	93.7	93.7	93.7
Marsalis	95.2	95.3	95.3
Marsh	95.3	95.0	95.1
Moreno	92.5	94.2	93.4
Preston Hollow	92.8	94.7	93.8
Richards	94.3	94.9	94.6
Runyon	93.1	94.2	93.7
San Jacinto	92.8	94.6	93.7
Seagoville ES	92.1	93.9	93.1
Seagoville North	92.6	94.8	93.7
Tatum	93.7	93.6	93.6
Terry	93.8	95.6	94.7
Titche	95.2	95.9	95.6
Walnut Hill	94.9	96.3	95.7
Webster	92.3	93.1	92.8
YMLA at Florence	92.8	92.5	92.7
YMSA at Balch Springs	94.0	94.4	94.2
Comparison Overall	93.5	94.3	93.9
District	93.1	92.7	92.9

Source: District End-of-Year Attendance data file dated 06/28/23. *Formerly Thornton. **Formerly Atwell.

Appendix F

Appendix F, Table 1: Intersession Student Perception Survey

Survey Items	Response Choice
Which school do you go to?	List of schools
What grade are you in?	List of grades
Please answer a few questions about going to Intersession camp this week.	
Has coming to Intersession camp helped you feel more prepared for your school work?	It helped a lot! It has helped some. It didn't make any difference. It did not help much. It did not help at all! I'm not sure.
Has Intersession week been fun for you?	It was very fun! I enjoyed it. It was okay. It was not that fun. I really did not like it! I can't decide.
Please tell us how much you enjoyed these parts of Intersession camp. Rate each one from 1 (least favorite) to 5 (most favorite).	More learning activities than usual. Extra time with my friends. More sports or games to play. Brain breaks. More help from my teachers.
Did you get more time with a teacher this week than you normally do in school?	Yes No
Do you feel like this week helped you build a stronger relationship with adults in your school?	It helped a lot! It has helped some. It didn't make any difference. It did not help much. It did not help at all! I'm not sure.
What is ONE word that describes your experience at Intersession camp?	Open-response

Appendix F, Table 2: Intersession Teacher Perception Survey

Survey Items	Response Choice
At which school do you work?	List of schools
What was your TOP reason for choosing to work during Intersession weeks?	Our students needed the extra support. The extra compensation. My campus hyped it up and I was excited. I heard from my colleagues that worked earlier sessions that it was a great experience. I was asked to participate to support my campus. Other.
What is ONE word that describes your Intersession experience?	Open-response
Rank order the following from the BEST part of Intersession week to least.	The relaxed environment with students and colleagues (i.e., less pressure, no testing, no evaluation). The planning time (i.e., Monday and daily planning periods). The learning experience I created with my students. The curriculum. The class sizes. The opportunities to build relationships with students. Other.
Do you feel that the program has been beneficial for students who have attended?	Yes, it has greatly benefited students. It has benefited students some. No, it has not benefited students. I haven't noticed any changes.
Please rate your agreement with the following statements: The purpose/intention of Intersession was clearly communicated to parents. I was satisfied with the quality of professional development/training I received. The training I received adequately prepared me to teach the Intersession curriculum. The training I received adequately prepared me to address the unique needs of Intersession students. I had adequate resources to implement all aspects of the curriculum.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
Please rate your agreement with the following statements: Questions I had about teaching the curriculum were answered satisfactorily by district staff. Books and other reading materials selected for the program were engaging for my students. The difficulty level of the curriculum was grade-level appropriate. Overall, the quality of the curriculum was high.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
Please rate your agreement with the following statements: I was able to employ cultural and linguistically responsive practices to engage students. I was able to employ SEL practices to address student needs. The number of students in my classroom was appropriate for instruction. I was comfortable teaching the grade level(s) I was assigned to teach. Overall, I witnessed evidence of positive changes in the students I worked with during the week.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
Did any students in your courses participate in earlier Intersession weeks this school year?	Yes (Skip to next two questions) No
Have you noticed any academic changes in these students?	Yes No
Have you noticed any social emotional changes in these students?	Yes No
Are you personally supportive of the change back to the base calendar?	Yes No I do not have an opinion one way or the other

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

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

Appendix F, Table 4: Intersession Parent Perception Survey

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

Appendix F, Table 5: Intersession Student Perception Survey Results

Survey Items	Response Choice	<i>n</i>	%
Has coming to Intersession camp helped you feel more prepared for your school work? (<i>N</i> = 1,135)	It helped a lot!	578	50.9
	It has helped some.	341	30.0
	It didn't make any difference.	107	9.4
	It did not help much.	27	2.4
	It did not help at all!	26	2.3
	I'm not sure.	56	4.9
Have the Intersession weeks been fun for you? (<i>N</i> = 1,131)	It was very fun!	555	49.1
	I enjoyed it.	289	25.6
	It was okay.	180	15.9
	It was not that fun.	49	4.3
	I really did not like it!	36	3.2
	I can't decide.	22	2.0
Did you get more time with a teacher this week than you normally do? (<i>N</i> = 1,125)	Yes	931	82.8
	No	194	17.2
Do you feel like this week helped you build a stronger relationship with adults in your school? (<i>N</i> = 1,124)	It helped a lot!	532	47.3
	It has helped some.	322	28.7
	It didn't make any difference.	163	14.5
	It did not help much.	32	2.9
	It did not help at all!	38	3.4
	I'm not sure.	37	3.3

Source: Intersession student survey results file dated 06/26/23.

Appendix F, Table 6: Intersession Teacher Survey Responses to “What was your TOP reason for choosing to work the Intersession?” (*N* = 508)

Item	<i>n</i>	%
Our students needed the extra support	200	39.4
The extra compensation	221	43.5
My campus hyped it up and I was excited	10	2.0
I heard from my colleagues that worked earlier weeks that it was a great experience	16	3.2
I was asked to participate to support my campus	39	7.7
Other	22	4.3

Source: Intersession Teacher survey results file dated 06/26/23.

Appendix F, Table 7: Intersession Teacher Survey Responses to “Rank order the following from the BEST part of Intersession to least.” (N = 496)

Item	1		2		3		4		5		6		7	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
The relaxed environment	219	44.2	115	23.2	72	14.5	37	7.5	28	5.6	24	4.8	1	0.2
The planning time	105	21.2	96	19.4	81	16.4	81	16.4	98	19.8	31	6.3	3	0.6
The learning experience I created with my students	62	12.5	73	14.7	107	21.6	129	26.1	106	21.4	17	3.4	1	0.2
The curriculum	5	1.0	18	3.7	19	3.9	48	9.8	78	16.0	315	64.4	6	1.2
The class sizes	64	12.9	90	18.2	95	19.2	75	15.2	98	19.8	71	14.3	2	0.4
The opportunities to build relationships with students	30	6.0	103	20.8	120	24.2	126	25.4	86	17.3	31	6.3	0	0.0
Other	11	55.0	1	5.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Source: Intersession Teacher survey results file dated 06/26/23.

Appendix F, Table 8: Intersession Teacher Perception Survey Results (N = 495)

Survey Items	Response Choice	n	%
Do you feel that Intersession has been beneficial to the students who have attended?	Yes, it has greatly benefited students	174	35.2
	It has benefited students some	179	36.2
	I haven't noticed any changes.	102	20.6
	No, it has not benefited students	40	8.1

Source: Intersession Teacher survey results file dated 06/26/23.

Appendix F, Table 9: Intersession Teacher Survey Responses to “Please rate your agreement with the following statements.” (N = 491)

Survey Item	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
	n	%	n	%	n	%	n	%	n	%
The purpose/intention of Intersession was clearly communicated to parents.	190	38.7	183	37.3	50	10.2	43	8.8	25	5.1
I was satisfied with the quality of professional development/training I received.	176	35.8	186	37.9	41	8.4	29	5.9	59	12.0
The training I received adequately prepared me to teach the Intersession curriculum.	180	36.7	174	35.4	45	9.2	35	7.1	57	11.6
The training I received adequately prepared me to address the unique needs of Intersession students	172	35.0	166	33.8	57	11.6	35	7.1	61	12.4
I had adequate resources to implement all aspects of the curriculum	196	39.9	196	39.9	35	7.1	31	6.3	33	6.7

Source: Intersession Teacher survey results file dated 06/26/23.

Appendix F, Table 10: Intersession Teacher Survey Responses to “Please rate your agreement with the following statements.” (N = 486)

Survey Item	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
	n	%	n	%	n	%	N	%	n	%
Questions I had about teaching the curriculum were answered satisfactorily by district staff.	157	32.3	198	40.7	25	5.1	25	5.1	81	16.7
Books and other reading materials selected for the program were engaging for my students.	139	28.6	190	39.1	66	13.6	29	6.0	62	12.8
The difficulty level of the curriculum was grade-level appropriate.	141	29.0	226	46.5	43	8.8	31	6.4	45	9.3
Overall, the quality of the curriculum was high.	137	28.2	201	41.4	52	10.7	35	7.2	61	12.6

Source: Intersession Teacher survey results file dated 06/26/23.

Appendix F, Table 11: Intersession Teacher Survey Responses to “Please rate your agreement with the following statements.” (N = 483)

Survey Item	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
	n	%	n	%	n	%	n	%	n	%
I was able to employ cultural and linguistically responsive practices to engage students.	169	35.0	248	51.3	15	3.1	21	4.3	30	6.2
I was able to employ SEL practices to address student needs	203	42.0	230	47.6	14	2.9	15	3.1	21	4.3
The number of students in my classroom was appropriate for instruction.	214	44.3	209	43.3	21	4.3	27	5.6	12	2.5
I was comfortable teaching the grade level(s) I was assigned to teach.	262	54.2	196	40.6	3	0.6	11	2.3	11	2.3
Overall, I witnessed evidence of positive changes in the students I worked with during the week.	178	36.9	205	42.4	42	8.7	21	4.3	37	7.7

Source: Intersession Teacher survey results file dated 06/26/23.

Appendix F, Table 12: Intersession Teacher Perception Survey Results

Survey Items	Response Choice	n	%
Did any students in your courses participate in earlier Intersession weeks this school year? (N = 478)	Yes	465	97.3
	No	6	1.3
	I don't know	7	1.5
Have you noticed any academic changes in these students? (N = 465)	Yes	332	71.4
	No	133	28.6
Have you noticed any social emotional changes in these students? (N = 465)	Yes	317	68.2
	No	148	31.8
Are you personally supportive of the change back to the base calendar? (N = 478)	Yes	335	70.1
	No	68	14.2
	Not sure	75	15.7

Source: Intersession Teacher survey results file dated 06/26/23.

Appendix F, Table 13: Intersession Teacher Survey Responses to “After teaching within the Intersession calendar, how do you feel the following facets of your teaching practice compare to previous years?” (N = 478)

Facet of Instructional Practice	Significantly improved		Somewhat improved		It has not changed		Somewhat worsened		Significantly worsened		Not applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
SEL	185	38.7	142	29.7	120	25.1	3	0.6	2	0.4	26	5.4
Imbedding interventions into teaching	176	36.8	155	32.4	115	24.1	4	0.8	2	0.4	26	5.4
Delivering instructional content	174	36.4	130	27.2	146	30.5	2	0.4	2	0.4	24	5.0
Instructional planning competency	171	35.8	139	29.1	134	28.0	3	0.6	5	1.0	26	5.4
Monitoring student progress	176	36.8	132	27.6	141	29.5	2	0.4	2	0.4	25	5.2

Source: Intersession Teacher survey results file dated 06/26/23.

Appendix F, Table 14: Intersession Staff and Leadership Survey Responses to “Rank order the following from the BEST part of Intersession week to least.” (N = 210)

Item	1		2		3		4		5		6		7	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
The relaxed environment	103	49.0	43	20.5	22	10.5	14	6.7	12	5.7	14	6.7	2	1.0
The planning time	27	12.9	57	27.1	44	21.0	31	14.8	31	14.8	17	8.1	3	1.4
The learning experience we created with our students	12	5.7	27	12.9	70	33.3	48	22.9	31	14.8	18	8.6	4	1.9
The curriculum	2	1.0	6	2.9	17	8.1	42	20.0	38	18.1	87	41.4	18	8.6
The opportunities to build relationships with students	33	15.7	34	16.2	27	12.9	31	14.8	35	16.7	48	22.9	2	1.0
The opportunities for small group instruction	18	8.6	40	19.0	28	13.3	42	20.0	60	28.6	19	9.0	3	1.4
Other	15	7.1	3	1.4	2	1.0	2	1.0	3	1.4	7	3.3	178	84.8

Source: Intersession Teacher survey results file dated 06/26/23.

Appendix F, Table 15: Intersession Staff and Leadership Survey Responses to “Please rate your agreement with the following statements.” (N = 207)

Survey Item	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
	n	%	n	%	n	%	n	%	n	%
The purpose/intention of my school's extended schedule was clearly communicated to staff.	89	43.0	87	42.0	11	5.3	14	6.8	6	2.9
The purpose/intention of my school's extended schedule was clearly communicated to families.	69	33.3	89	43.0	27	13.0	16	7.7	6	2.9
The preparation and communication from the district was clear and helpful.	54	26.1	99	47.8	22	10.6	17	8.2	15	7.2
I had adequate resources to implement all aspects of our extended schedule.	67	32.4	102	49.3	17	8.2	8	3.9	13	6.3

Source: Intersession Teacher survey results file dated 06/26/23.

Appendix F, Table 16: Intersession Staff and Leadership Survey Responses

Item		<i>n</i>	%
Do you feel that the extended calendar has been beneficial for students? (<i>N</i> = 210)	Yes, it has greatly benefited students	28	13.3
	It has benefited students some	95	45.2
	I haven't noticed any changes.	37	17.6
	No, it has not benefited students	50	23.8
Do You feel that the new calendar has had an impact on the job satisfaction at your campus? (<i>N</i> = 198)	Yes	92	46.5
	No	36	18.2
	I do not know	70	35.4

Source: Intersession Staff and Leadership Survey data file dated 06/26/23.

Appendix F, Table 17: Intersession Parent Perception Survey Results

Survey Items	Response Choice	<i>n</i>	%
How satisfied were you with the communication from the school leading up to the Intersession week? (<i>N</i> = 1,100)	Very satisfied	329	29.9
	Satisfied	480	43.6
	Unsatisfied	141	12.8
	Very unsatisfied	75	6.8
	No opinion/Not sure	75	6.8
As a parent, please rate your overall satisfaction with the Intersession week(s) (<i>N</i> = 1,090)	Excellent	345	31.7
	Above average	124	11.4
	Average	333	30.6
	Below average	123	11.3
	Poor	165	15.1

Source: Intersession Parent Survey data file dated 06/21/23.

Appendix F, Table 18: Intersession Parent Survey Responses to “Please rate your agreement with the following statements.” (*N* = 1,016)

Survey Item	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My student enjoyed the Intersession experience.	286	28.1	359	35.3	162	15.9	122	12.0	87	8.6
The week was a positive educational opportunity for my student.	300	29.5	374	36.8	142	14.0	94	9.3	106	10.4
My student received more time with a teacher during Intersession week than they normally do.	238	23.4	343	33.8	169	16.6	97	9.5	169	16.6
Intersession helped my student build stronger relationships with adults at their school.	236	23.2	306	30.1	186	18.3	102	10.0	186	18.3
I have noticed positive academic changes in my student since attending Intersession.	247	24.3	319	31.4	199	19.6	107	10.5	144	14.2
I have noticed positive social emotional changes in my student since attending Intersession.	230	22.6	324	31.9	175	17.2	108	10.6	179	17.6

Source: Intersession Parent Survey data file dated 06/21/23.

Appendix G

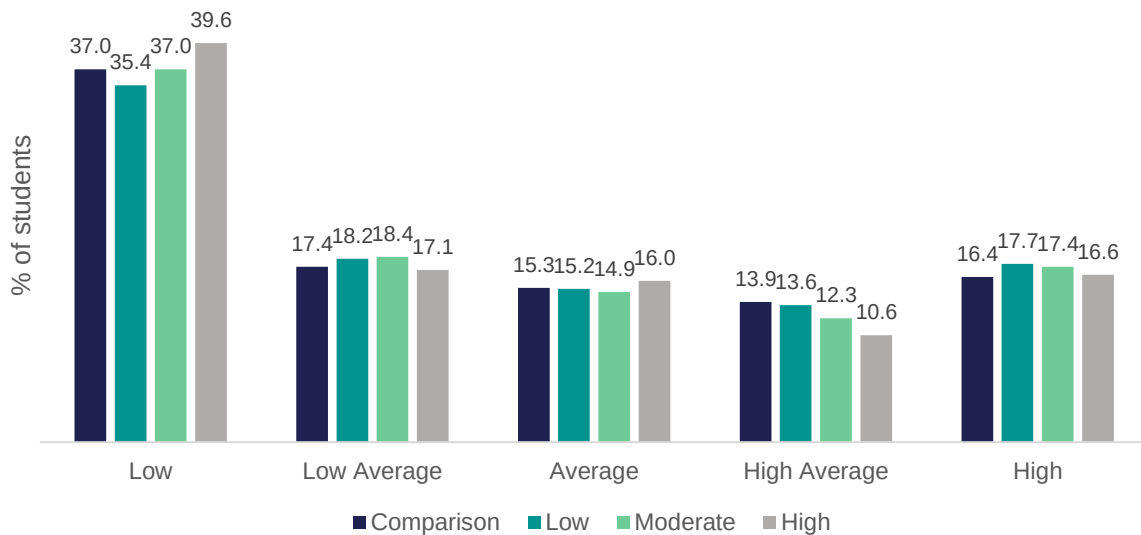
Appendix G, Table 1: 2022-23 Intersession and Comparison Student MAP End-of-Year Growth Quintile Rates - Reading (English), Reading (Spanish), Mathematics

Group	Dosage	Low		Low Average		Average		High Average		High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading (English)											
Intersession	Low	893	35.4	450	18.2	382	15.2	339	13.6	435	17.7
	Moderate	621	37.0	304	18.4	248	14.9	207	12.3	289	17.4
	High	314	39.6	133	17.1	123	16.0	82	10.6	128	16.6
	Overall	1,828	36.6	887	18.1	753	15.2	628	12.7	852	17.4
Comparison		1,980	37.0	913	17.4	802	15.3	729	13.9	861	16.4
Reading (Spanish)											
Intersession	Low	240	24.5	193	19.9	207	21.3	170	17.1	169	17.3
	Moderate	253	30.2	153	18.6	146	17.5	135	16.2	144	17.5
	High	184	33.2	109	19.9	78	14.0	82	14.7	101	18.2
	Overall	677	28.5	455	19.5	431	18.3	387	16.2	414	17.6
Comparison		685	30.6	460	20.7	391	17.4	364	16.1	346	15.1
Mathematics											
Intersession	Low	1,083	29.1	684	18.5	581	15.9	537	14.7	785	21.8
	Moderate	736	27.7	444	16.8	406	15.3	392	14.9	657	25.3
	High	414	28.5	222	15.4	224	15.3	226	15.5	359	25.3
	Overall	2,233	28.5	1,350	17.3	1,211	15.6	1,155	14.9	1,801	23.7
Comparison		2,351	28.2	1,423	17.3	1,329	16.1	1,317	16.0	1,821	22.4

Source: District EOY MAP data file dated 06/25/23.

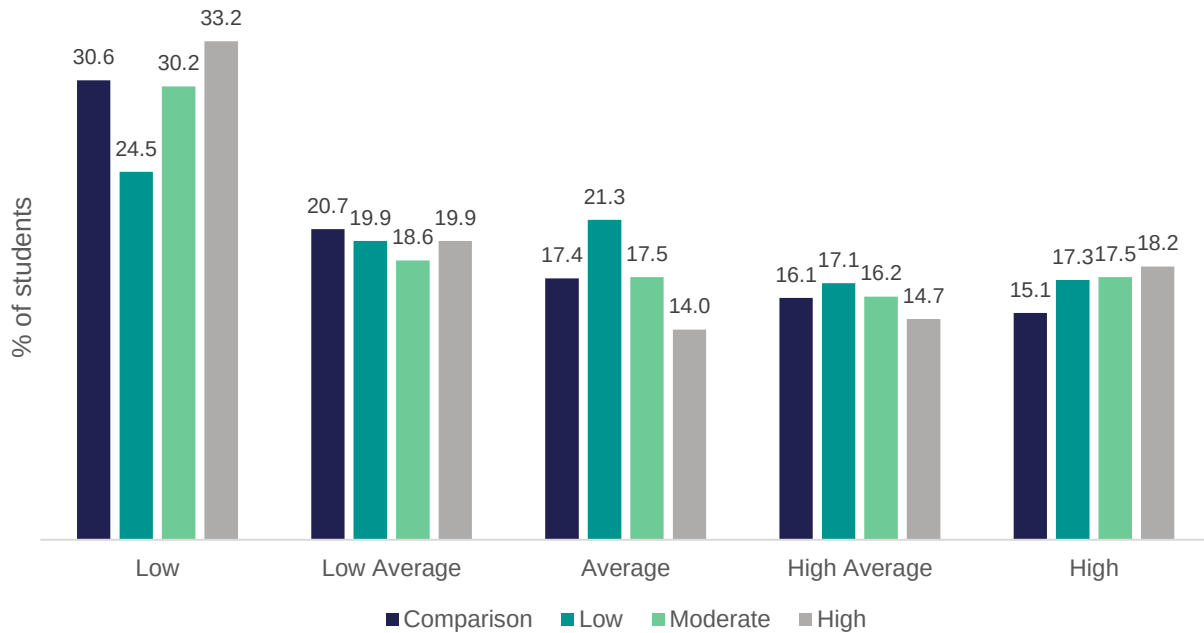
Note: Includes data for students who had valid MAP scores for all three administrations in the same language. Percentages may not sum to 100 percent because of rounding.

Appendix G, Figure 1: 2022-23 Intersession and Comparison Student MAP End-of-Year Growth Quintile Rates by Dosage - Reading (English)



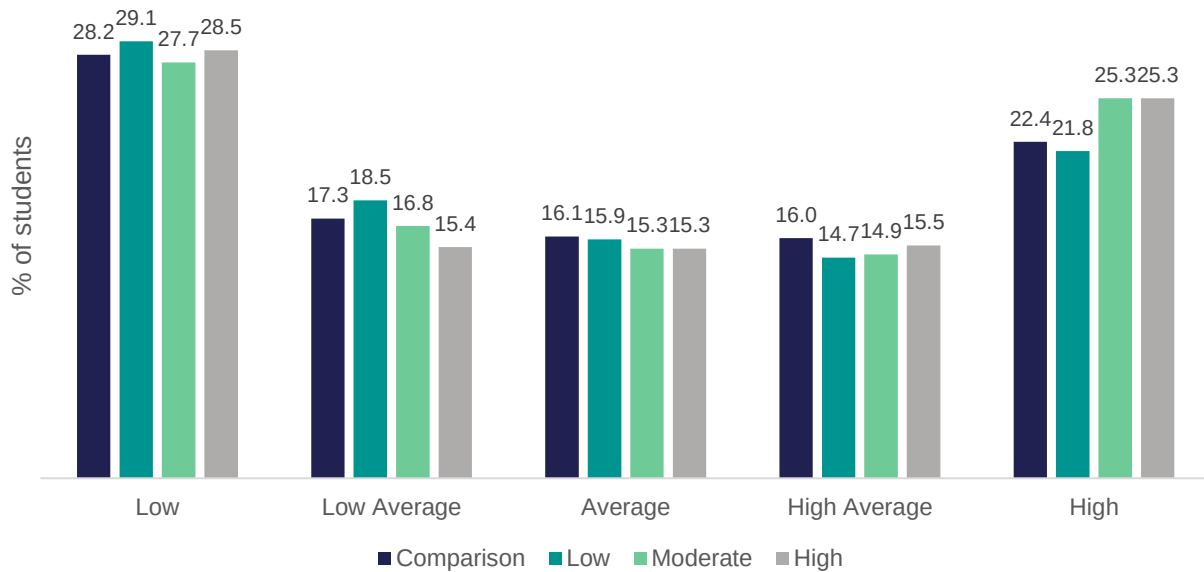
Source: District EOY MAP data file dated 06/25/23.

Appendix G, Figure 2: 2022-23 Intersession and Comparison Student MAP End-of-Year Growth Quintile Rates by Dosage - Reading (Spanish)



Source: District EOY MAP data file dated 06/25/23.

Appendix G, Figure 3: 2022-23 Intersession and Comparison Student MAP End-of-Year Growth Quintile Rates by Dosage - Mathematics



Source: District EOY MAP data file dated 06/25/23.

Appendix G, Table 2: 2022-23 Intersession and Comparison Student MAP BOY to EOY Met Projected Growth

		Met Projected Growth		Did Not Meet Projected Growth	
Group	Dosage	<i>n</i>	%	<i>n</i>	%
Reading (English)					
Intersession	Low	1,030	41.4	1,469	58.6
	Moderate	663	39.8	1,006	60.2
	High	291	37.7	489	62.3
	Overall	1,984	40.3	2,964	59.7
Comparison		2,138	40.7	3,147	59.3
Reading (Spanish)					
Intersession	Low	470	47.8	509	52.2
	Moderate	368	44.3	463	55.7
	High	236	42.5	318	57.5
	Overall	1,074	45.3	1,290	54.7
Comparison		955	42.1	1,291	57.9
Mathematics					
Intersession	Low	1,700	46.8*	1,970	53.2
	Moderate	1,311	50.1*	1,324	49.9
	High	731	50.9*	714	49.1
	Overall	3,742	48.7	4,008	51.3
Comparison		4,011	49.0	4,230	51.0

Source: District BOY and EOY MAP data files dated 09/27/22, and 06/25/23, respectively.

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

Appendix G, Table 3: 2022-23 MAP English Reading Assessment Mean RIT Scores by Grade and Campus Group

Grade	<i>n</i>	BOY Mean RIT	MOY Mean RIT	EOY Mean RIT	EOY-BOY Δ
Intersession					
1	850	150	157	163	13
2	876	164	172	179	15
3	839	178	186	190	12
4	811	189	194	197	8
5	795	198	202	205	7
6	921	199	199	200	1
7	1,024	201	201	202	1
8	973	203	204	204	1
Overall	7,089	186	190	193	7
Comparison					
1	951	151	158	164	13
2	960	165	173	179	14
3	830	180	187	190	10
4	800	191	196	198	7
5	893	198	201	203	5
6	1,060	200	202	203	3
7	1,009	203	202	202	-1
8	1,104	206	205	206	0
Overall	7,607	187	191	193	6

Source: District BOY, MOY, and EOY MAP data files dated 09/27/22, 02/08/23, and 06/25/23, respectively.

Note: Includes data for students with valid RIT scores for the English reading assessment at all three administrations. EOY-BOY Δ : change in the mean RIT scores from the beginning of the year to the end of the year.

Appendix G, Table 4: 2022-23 MAP Spanish Reading Assessment Mean RIT Scores by Grade and Campus Group

Grade	<i>n</i>	BOY Mean RIT	MOY Mean RIT	EOY Mean RIT	EOY-BOY Δ
Intersession					
1	890	151	159	167	16
2	762	170	177	183	13
3	668	183	189	193	10
4	621	192	197	200	8
5	640	199	202	205	6
Overall	3,581	177	183	188	11
Comparison					
1	988	151	160	167	16
2	880	170	177	182	12
3	735	182	190	192	10
4	704	193	197	200	7
5	704	198	201	204	6
6	*	208	204	201	-7
7	*	201	203	196	-5
Overall	4,017	176	183	187	11

Source: District BOY, MOY, and EOY MAP data files dated 09/27/22, 02/08/23, and 06/25/23, respectively.

Note: Includes data for students with valid RIT scores for the Spanish reading assessment at all three administrations. * Groups smaller than 5 are masked for privacy. EOY-BOY Δ : change in the mean RIT scores from the beginning of the year to the end of the year.

Appendix G, Table 5: 2022-23 MAP Mathematics Assessment Mean RIT Scores by Grade and Campus Group

Grade	<i>n</i>	BOY Mean RIT	MOY Mean RIT	EOY Mean RIT	EOY-BOY Δ
Intersession					
1	1,800	154	163	172	18
2	1,712	167	176	183	16
3	1,684	182	190	197	15
4	1,652	196	201	207	11
5	1,629	203	207	213	10
6	1,014	206	209	212	6
7	999	211	213	214	3
8	1,072	213	216	217	4
Overall	11,562	188	194	199	11
Comparison					
1	2,029	155	165	173	18
2	1,967	168	176	183	15
3	1,777	182	191	198	16
4	1,764	195	201	207	12
5	1,911	203	208	211	8
6	1,166	208	211	215	7
7	1,196	213	215	217	4
8	1,246	216	216	219	3
Overall	13,056	189	195	200	11

Source: District BOY, MOY, and EOY MAP data files dated 09/27/22, 02/08/23, and 06/25/23, respectively.

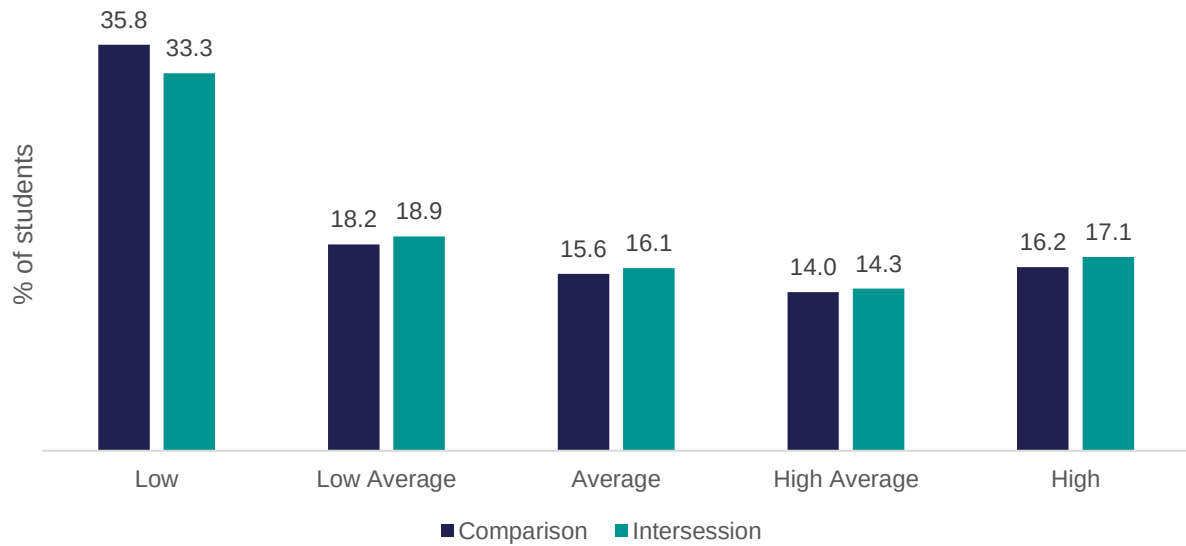
Note: Includes data for students with valid RIT scores for the Mathematics assessment at all three administrations. EOY-BOY Δ : change in the mean RIT scores from the beginning of the year to the end of the year.

Appendix G, Table 6: 2022-23 Intersession and Comparison Campus MAP End-of-Year Growth Quintile Rates - Reading (English), Reading (Spanish), Mathematics

Group	Low		Low Average		Average		High Average		High	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading (English)										
Intersession	2,360	33.3	1,340	18.9	1,142	16.1	1,014	14.3	1,209	17.1
Comparison	2,720	35.8	1,384	18.2	1,186	15.6	1,066	14.0	1,235	16.2
Reading (Spanish)										
Intersession	783	21.9	689	19.2	725	20.2	680	19.0	701	19.6
Comparison	904	22.5	846	21.1	846	21.1	704	17.5	709	17.6
Mathematics										
Intersession	2,944	25.5	2,032	17.6	1,913	16.5	1,900	16.4	2,743	23.7
Comparison	3,318	25.4	2,251	17.2	2,211	16.9	2,243	17.2	3,007	23.0

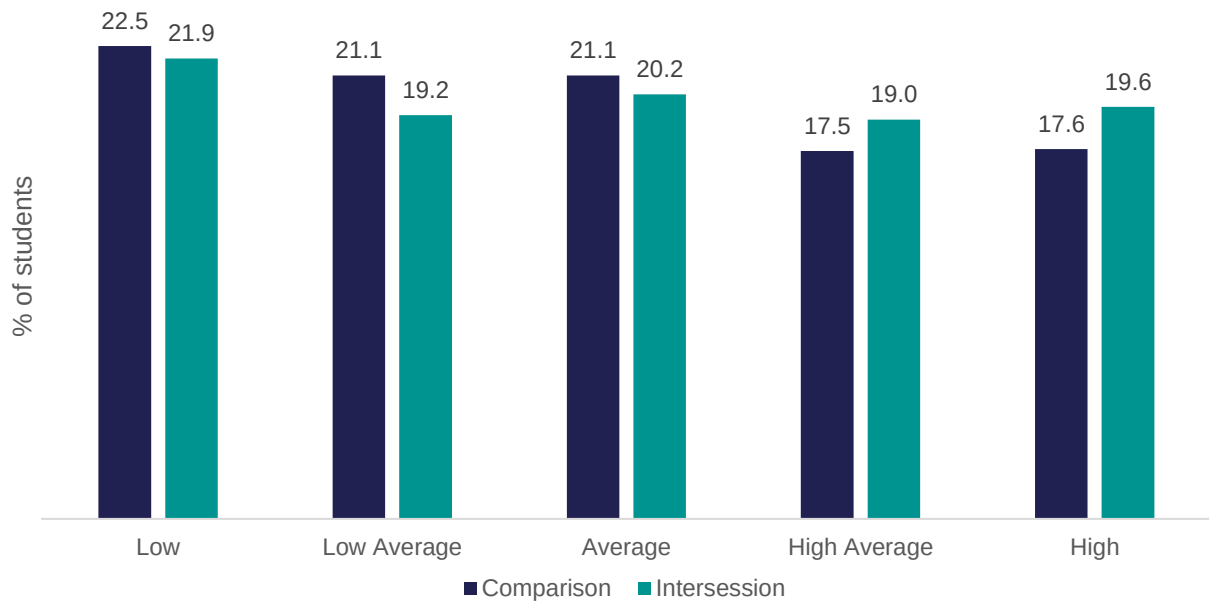
Source: District EOY MAP data file dated 06/25/23.

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

Appendix G, Figure 4: 2022-23 Intersession and Comparison Campus MAP End-of-Year Growth Quintile Rates - Reading (English)

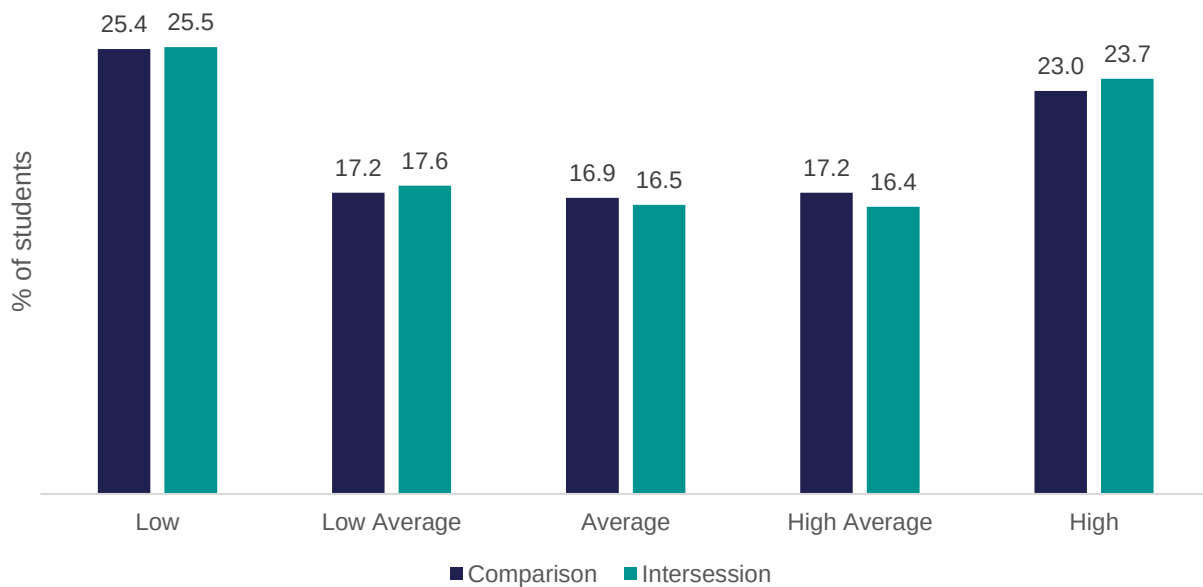
Source: District EOY MAP data file dated 06/25/23.

Appendix G, Figure 5: 2022-23 Intersession and Comparison Campus MAP End-of-Year Growth Quintile Rates - Reading (Spanish)



Source: District EOY MAP data file dated 06/25/23.

Appendix G, Figure 6: 2022-23 Intersession and Comparison Campus MAP End-of-Year Growth Quintile Rates – Mathematics



Source: District EOY MAP data file dated 06/25/23.

Appendix G, Table 7: 2022-23 Intersession and Comparison Campus MAP BOY to EOY Met Projected Growth Rates - Reading (English), Reading (Spanish), Mathematics

Group	Met Projected Growth		Did Not Meet Projected Growth	
	<i>n</i>	%	<i>n</i>	%
Reading (English)				
Intersession	2,968	41.9*	4,097	57.8
Comparison	3,053	40.1	4,538	59.7
Reading (Spanish)				
Intersession	1,855	51.8*	1,723	48.1
Comparison	1,949	48.5	2,060	51.3
Mathematics				
Intersession	5,894	51.0	5,638	48.8
Comparison	6,720	51.5	6,310	48.3

Source: District EOY MAP data file dated 06/25/23.

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

Appendix G, Table 8: 2022-23 Dallas ISD STAAR Reading and Mathematics Performance Standard by Grade by Intersession Students versus Student Comparison Group (Comp.)

Grade	Dosage	N	Reading						Mathematics					
			Approaches+		Meets+		Masters		Approaches+		Meets+		Masters	
			n	%	n	%	n	%	n	%	n	%	n	%
Intersession Students														
3	Low	579	347	59.9	178	30.7	49	8.5	373	64.4	195	33.7	47	8.1
	Moderate	406	201	49.5	73	18.0	17	4.2	234	57.6	100	24.6	26	6.4
	High	235	66	28.1	15	6.4	3	1.3	99	42.1	18	7.7	0	0.0
	Overall	1,220	614	50.3	266	21.8	69	5.7	706	57.9	313	25.7	73	6.0
4	Low	568	379	66.7	202	35.6	69	12.1	380	66.9	220	38.7	78	13.7
	Moderate	402	191	47.5	71	17.7	21	5.2	220	54.7	104	25.9	28	7.0
	High	297	109	36.7	32	10.8	5	1.7	158	53.2	57	19.2	4	1.3
	Overall	1,267	679	53.6	305	24.1	95	7.5	758	59.8	381	30.1	110	8.7
5	Low	561	412	73.4	230	41.0	92	16.4	424	75.6	251	44.7	87	15.5
	Moderate	407	262	64.4	131	32.2	35	8.6	295	72.5	151	37.1	28	6.9
	High	262	131	50.0	37	14.1	3	1.1	192	73.3	73	27.9	11	4.2
	Overall	1,230	805	65.4	398	32.4	130	10.6	911	74.1	475	38.6	126	10.2
6	Low	335	235	70.1	122	36.4	23	6.9	236	70.4	92	27.5	24	7.2
	Moderate	364	182	50.0	72	19.8	20	5.5	203	55.8	42	11.5	6	1.6
	High	156	50	32.1	11	7.1	1	0.6	66	42.3	3	1.9	1	0.6
	Overall	855	467	54.6	205	24.0	44	5.1	505	59.1	137	16.0	31	3.6
7	Low	474	283	59.7	148	31.2	44	9.3	280	59.1	134	28.3	25	5.3
	Moderate	307	152	49.5	56	18.2	10	3.3	166	54.1	59	19.2	3	1.0
	High	148	56	37.8	18	12.2	1	0.7	91	61.5	29	19.6	4	2.7
	Overall	929	491	52.9	222	23.9	55	5.9	537	57.8	222	23.9	32	3.4
8	Low	336	190	56.5	66	19.6	11	3.3	218	64.9	77	22.9	6	1.8
	Moderate	181	85	47.0	30	16.6	2	1.1	117	64.6	41	22.7	3	1.7
	High	72	31	43.1	8	11.1	0	0.0	47	65.3	17	23.6	2	2.8
	Overall	589	306	52.0	104	17.7	13	2.2	382	64.9	135	22.9	11	1.9
Overall	Low	2,853	1,846	64.7*	946	33.2*	288	10.1*	1,911	67.0*	969	34.0*	267	9.4*
	Moderate	2,067	1,073	51.9	433	20.9	105	5.1	1,235	59.7	497	24.0	94	4.5
	High	1,170	443	37.9	121	10.3	13	1.1	653	55.8	197	16.8	22	1.9
	Overall	6,090	3,362	55.2	1,500	24.6	406	6.7	3,799	62.4	1,663	27.3	383	6.3
Comparison Students														
3		1,223	643	52.6	309	25.3	98	8.0	638	52.2	300	24.5	77	6.3
4		1,281	735	57.4	326	25.4	99	7.7	753	58.8	400	31.2	118	9.2
5		1,234	812	65.8	431	34.9	149	12.1	891	72.2	431	34.9	115	9.3
6		855	481	56.3	240	28.1	70	8.2	519	60.7	175	20.5	36	4.2
7		919	538	58.5	251	27.3	67	7.3	507	55.2	200	21.8	46	5.0
8		625	372	59.5	122	19.5	17	2.7	371	59.4	129	20.6	19	3.0
Overall		6,137	3,581	58.4	1,679	27.4	500	8.1	3,679	59.9	1,635	26.6	411	6.7

Source: District STAAR files dated 08/14/23 (grades three to eight) for students enrolled on the PEIMS snapshot date of 10/17/22.

Note: * Statistically significant. STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard.

Appendix H

Appendix I, Table 1: 2022-23 Dallas ISD Social Emotional Learning Student Survey Results by Topic, Campus, and Term

Campus	Fall 2022								Spring 2023							
	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships		Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
	<i>n</i>	% fav.	<i>n</i>	% fav.	<i>n</i>	% fav.	<i>n</i>	% fav.	<i>n</i>	% fav.	<i>n</i>	% fav.	<i>n</i>	% fav.	<i>n</i>	% fav.
Elementary Schools Intersession																
Allen	753	56.3	1,513	59.8	1,207	56.2	562	82.6	821	52.9	1,636	60.8	1,302	54.2	605	80.5
Arcadia Park	918	55.9	1,838	70.3	1,468	64.4	688	87.0	1,216	72.0	2,433	78.1	1,944	70.1	896	91.2
Botello	888	80.8	1,771	82.5	1,410	82.7	532	90.8	894	85.3	1,789	87.6	1,429	89.2	535	95.3
Brashear	-	-	-	-	-	-	-	-	1,216	70.2	2,416	74.5	1,933	75.9	724	88.3
Bryan	533	62.0	1,064	67.8	848	68.9	324	87.8	-	-	-	-	-	-	-	-
Budd	694	60.7	1,364	64.2	1,093	62.3	414	85.3	767	66.8	1,523	69.9	1,210	68.7	454	86.3
Carpenter	272	66.3	539	67.0	433	69.1	162	88.8	-	-	-	-	-	-	-	-
Dorsey	683	57.7	1,363	71.0	1,092	68.6	407	89.3	588	72.3	1,172	79.4	940	77.7	352	91.3
E. Martinez	1,112	67.5	2,218	74.8	1,772	74.3	834	90.9	1,374	69.0	2,738	71.4	2,192	69.9	998	83.5
E. Medrano	478	56.7	956	65.1	768	67.0	289	83.0	590	64.0	1,169	69.0	940	68.7	354	87.8
Ervin	829	58.7	1,628	61.2	1,307	61.9	495	85.8	770	69.2	1,517	65.0	1,217	65.0	462	87.8
Fridia	293	67.3	589	74.0	474	75.8	178	88.0	289	80.0	576	74.6	464	75.2	173	94.3
Foster	1,383	54.3	2,764	64.3	2,209	60.8	1,038	84.3	-	-	-	-	-	-	-	-
Hall	836	55.8	1,659	60.0	1,327	64.2	503	89.3	872	72.0	1,727	75.3	1,383	74.3	523	88.8
Highland																
Meadows	1,259	61.7	2,482	65.2	1,982	67.2	744	89.0	1,162	71.7	2,301	70.7	1,841	70.6	694	90.0
Lowe	981	60.3	1,974	65.0	1,574	65.0	593	85.8	1,016	83.2	2,023	81.4	1,613	79.3	600	89.3
McNair	538	62.3	1,073	67.1	867	72.7	319	88.3	-	-	-	-	-	-	-	-
Miller	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mount Auburn	562	67.8	1,121	71.7	898	70.3	338	91.3	-	-	-	-	-	-	-	-
Oliver	315	63.0	628	70.7	502	72.6	187	92.3	360	63.7	719	71.7	574	70.1	216	92.3
Pease	1,250	63.0	2,491	66.7	1,986	71.1	751	90.0	1,316	73.0	2,636	67.1	2,109	70.6	791	90.8
Peeler	565	58.3	1,129	62.0	898	69.7	340	92.0	-	-	-	-	-	-	-	-
Polk	989	51.9	1,984	69.3	1,588	62.4	905	83.5	1,119	53.9	2,235	67.1	1,789	62.0	970	83.7
Rice	-	-	-	-	-	-	-	-	585	80.7	1,164	77.9	935	79.9	351	94.8
Roberts	748	48.3	1,486	56.2	1,182	57.0	450	84.3	834	59.3	1,643	62.3	1,321	60.2	499	88.3
Russell	1,135	57.3	2,279	62.9	1,815	66.0	681	86.8	1,155	68.0	2,294	70.8	1,836	70.3	691	90.3
Silberstein	1,024	80.8	2,037	80.9	1,628	82.3	611	91.3	1,125	91.2	2,253	90.5	1,799	91.1	675	97.3
Starks	596	59.0	1,196	74.4	953	66.6	471	85.5	588	62.2	1,174	70.1	932	66.6	463	87.1
Stone	-	-	-	-	-	-	-	-	635	80.7	1,265	78.4	1,009	78.8	381	91.0
Tolbert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Truett	1,306	66.8	2,620	66.7	2,089	69.6	790	88.0	1,543	82.3	3,087	80.1	2,464	82.9	925	95.0
Turner	552	58.0	1,104	58.6	880	58.2	336	83.8	572	73.0	1,143	68.3	911	70.8	344	88.3
Wilmer-Hutchins	950	70.3	1,886	73.4	1,514	75.8	566	91.8	-	-	-	-	-	-	-	-

table continues

Appendix I, Table 1: continued

Campus	Fall 2022								Spring 2023							
	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships		Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
	n	% fav.	n	% fav.	n	% fav.	n	% fav.	n	% fav.	n	% fav.	n	% fav.	+n	% fav.
Young	530	81.8	1,063	77.0	848	77.8	320	96.0	577	74.0	1,155	74.2	926	71.9	344	90.3
Comparison																
A. Webb																
Blanton	1,226	64.2	2,438	66.4	1,945	68.1	734	85.0	1,302	84.2	2,592	85.6	2,074	85.6	782	92.8
Bayles	735	60.3	1,469	64.0	1,184	67.2	449	87.0	784	67.8	1,563	68.2	1,236	67.7	461	87.8
Birdie																
Alexander	351	66.3	710	69.1	563	70.7	214	89.0	299	69.8	599	67.4	478	75.6	180	96.3
C. Tatum Jr	620	73.2	1,234	70.3	988	71.3	372	89.3	620	76.0	1,244	75.6	994	77.0	374	92.8
Casa View	1,230	70.7	2,460	72.3	1,957	74.0	741	90.0	1,268	79.3	2,529	79.7	2,019	81.8	759	90.3
Cedar Crest	534	56.3	1,059	57.8	851	60.1	321	83.8	562	71.0	1,118	67.7	898	74.3	336	88.3
Cesar Chavez	1,039	54.2	2,086	61.7	1,670	63.3	633	86.0	1,066	71.0	2,115	66.6	1,685	67.9	633	88.3
D. Webster	648	54.3	1,294	58.7	1,036	61.3	388	85.8	643	74.3	1,279	68.3	1,024	71.3	387	88.8
D. G. Burnet	1,401	60.8	2,811	69.4	2,246	71.3	1,088	88.5	-	-	-	-	-	-	-	-
E. B. Johnson	741	71.7	1,465	73.2	1,170	75.7	443	90.3	761	90.7	1,518	89.1	1,215	89.9	459	94.3
Edward Titcher	1,143	59.3	2,273	69.0	1,822	66.8	683	83.8	749	79.0	1,499	81.6	1,194	81.2	452	92.0
Edwin J. Kiest	842	55.3	1,681	61.6	1,338	60.8	507	82.0	821	70.3	1,632	67.2	1,310	71.1	490	87.0
F. Douglass	739	55.3	1,474	59.6	1,185	60.6	445	84.3	-	-	-	-	-	-	-	-
Hogg	585	56.3	1,170	62.9	934	66.3	352	85.8	558	78.3	1,108	77.5	884	76.2	333	91.3
James Bowie	513	65.3	1,025	67.7	819	68.2	309	87.8	477	90.2	944	90.8	755	91.2	282	94.0
J. Q. Adams	878	63.8	1,746	66.9	1,400	69.3	524	81.3	798	71.8	1,588	75.4	1,270	74.3	480	89.8
John W																
Runyon	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
L. P. Cowart	978	55.7	1,948	63.5	1,564	64.3	588	85.8	1,013	63.0	2,016	71.6	1,608	73.2	602	89.0
Louise Wolff																
Kahn	1,152	56.2	2,287	68.5	1,832	67.1	836	84.3	-	-	-	-	-	-	-	-
M. Moreno	796	65.3	1,586	75.1	1,276	76.3	480	91.3	792	77.0	1,575	77.6	1,265	76.8	477	92.0
M. L. King Jr.	-	-	-	-	-	-	-	-	853	76.6	1,697	77.3	1,353	76.2	670	90.2
N. J. Cochran	741	60.8	1,475	64.0	1,182	69.0	442	88.0	688	83.3	1,371	77.5	1,100	80.3	416	86.8
P. L. Dunbar	945	66.7	1,895	63.2	1,509	67.9	570	89.3	-	-	-	-	-	-	-	-
Preston																
Hollow	673	69.2	1,341	72.6	1,075	77.6	404	91.3	751	79.0	1,487	76.7	1,193	76.7	450	92.3
R. Lagow	833	58.7	1,653	66.6	1,326	67.6	497	87.0	810	65.8	1,620	68.4	1,281	68.8	483	86.8
R. Burleson	982	71.2	1,968	72.6	1,571	74.9	597	91.3	799	85.0	1,583	85.7	1,273	84.7	482	93.0
San Jacinto	728	58.2	1,455	59.3	1,171	65.8	436	87.8	749	68.0	1,501	67.1	1,192	67.3	447	85.3
Seagoville	1,263	58.8	2,517	67.1	2,012	68.2	759	89.8	1,172	69.3	2,331	68.9	1,875	71.2	702	90.0
Seagoville																
North	1,362	50.8	2,725	61.4	2,190	62.1	827	88.0	-	-	-	-	-	-	-	-
T. G. Terry	458	66.8	915	46.9	728	65.9	279	82.0	303	71.3	599	69.8	479	70.8	178	85.0
T. L. Marsalis	927	63.7	1,833	66.8	1,460	69.2	556	89.8	885	70.8	1,774	68.7	1,419	70.3	535	91.8
Umphey Lee	852	74.3	1,706	77.3	1,371	79.6	512	91.8	632	85.2	1,263	83.5	1,013	85.6	381	96.0
Walnut Hill	1,009	62.0	2,009	73.5	1,610	70.8	837	86.0	885	60.6	1,751	72.8	1,405	69.3	707	81.1
W. Anderson	931	58.3	1,845	64.0	1,476	66.0	558	88.8	819	76.2	1,630	76.3	1,303	75.1	489	91.8
District	22,489	60.4	22,439	68.4	22,429	68.1	22,303	86.7	17,087	71.2	17,021	74.3	17,002	73.6	16,821	88.7

table continues

Appendix I, Table 1: continued

Campus	Fall 2022								Spring 2023							
	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships		Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
	<i>n</i>	% fav.	<i>n</i>	% fav.	<i>n</i>	% fav.	<i>n</i>	% fav.	<i>n</i>	% fav.	<i>n</i>	% fav.	<i>n</i>	% fav.	<i>n</i>	% fav.
Middle Schools Intersession																
Bedford	2,062	51.7	4,117	65.5	3,299	55.1	2,483	82.7	-	-	-	-	-	-	-	-
Comstock	2,543	46.8	5,073	62.3	4,065	54.1	3,051	81.3	2,027	53.7	4,048	64.8	3,237	56.1	2,428	81.0
F. Medrano	1,597	45.7	3,217	61.7	2,572	50.0	1,929	79.6	2,114	48.8	4,222	65.0	3,371	55.0	2,531	83.1
Gaston	2,091	46.2	4,151	62.9	3,325	54.8	2,493	80.7	2,704	59.7	5,406	69.5	4,319	64.0	3,220	80.7
Lang	3,092	49.0	6,171	64.2	4,935	56.9	3,695	80.9	3,687	58.8	7,346	69.0	5,885	60.2	4,410	80.9
Tasby	2,686	53.8	5,360	66.3	4,289	57.8	3,217	80.1	2,756	50.7	5,521	63.6	4,406	55.7	3,317	82.3
Comparison																
Ann Richards	3,792	49.2	7,545	66.8	6,041	58.8	4,543	82.3	3,440	52.8	6,872	67.3	5,502	58.6	4,121	82.9
Billy Earl																
Dade	2,209	57.3	4,414	67.0	3,533	58.6	2,636	85.6	411	73.8	833	76.0	667	69.0	500	87.9
T. C. Marsh	3,054	42.7	6,096	61.2	4,890	52.1	3,649	80.6	1,949	53.3	3,908	66.8	3,113	60.2	2,340	83.1
Young Men's Leadership Academy	1,498	45.8	2,993	67.0	2,393	57.1	1,790	82.3	857	60.7	1,709	71.5	1,373	62.9	1,031	85.3
T. W. Browne	1,869	50.3	3,725	64.0	2,985	57.3	2,247	83.0	1,064	58.8	2,128	69.2	1,705	61.2	1,276	84.7
Young Women's Steam Academy	3,325	45.0	6,644	68.0	5,315	57.9	3,995	81.7	2,212	54.2	4,418	70.2	3,522	63.6	2,646	85.3
District	17,708	53.7	17,681	70.5	17,690	63.0	17,755	82.9	12,828	61.1	12,820	72.0	12,816	65.9	12,803	85.1

Source: Dallas ISD Student Social Emotional Learning Survey files dated 06/20/2023.

Note: % fav.: percent favorable. - : Response was not provided by the campus.

Appendix I, Table 2: 2022-23 Dallas ISD Social Emotional Learning Student Survey Results (EOY) by Topic and Campus

Campus	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
	EOY % fav.	EOY-BOY % Δ	EOY % fav.	EOY-BOY % Δ	EOY % fav.	EOY-BOY % Δ	EOY % fav.	EOY-BOY % Δ
Elementary Schools								
Intersession								
Allen	52.9	-3.4	60.8	1.0	54.2	-2.0	80.5	-2.1
Arcadia Park	72.0	16.1	78.1	7.8	70.1	5.7	91.2	4.2
Botello	85.3	4.5	87.6	5.1	89.2	6.5	95.3	4.5
Brashear	70.2	-	74.5	-	75.9	-	88.3	-
Bryan	-	-	-	-	-	-	-	-
Budd	66.8	6.1	69.9	5.7	68.7	6.4	86.3	1.0
Carpenter	-	-	-	-	-	-	-	-
Dorsey	72.3	14.6	79.4	8.4	77.7	9.1	91.3	2.0
E. Martinez	69.0	1.5	71.4	-3.4	69.9	-4.4	83.5	-7.4
E. Medrano	64.0	7.3	69.0	3.9	68.7	1.7	87.8	4.8
Ervin	69.2	10.5	65.0	3.8	65.0	3.1	87.8	2.0
Fridia	80.0	12.7	74.6	0.6	75.2	-0.6	94.3	6.3
Foster	-	-	-	-	-	-	-	-
Hall	72.0	16.2	75.3	15.3	74.3	10.1	88.8	-0.5
Highland Meadows	71.7	10.0	70.7	5.5	70.6	3.4	90.0	1.0
Lowe	83.2	22.9	81.4	16.4	79.3	14.3	89.3	3.5
McNair	-	-	-	-	-	-	-	-
Miller	-	-	-	-	-	-	-	-
Mount Auburn	-	-	-	-	-	-	-	-
Oliver	63.7	0.7	71.7	1.0	70.1	-2.5	92.3	0.0
Pease	73.0	10.0	67.1	0.4	70.6	-0.5	90.8	0.8
Peeler	-	-	-	-	-	-	-	-
Polk	53.9	2.0	67.1	-2.2	62.0	-0.4	83.7	0.2
Rice	80.7	-	77.9	-	79.9	-	94.8	-
Roberts	59.3	11.0	62.3	6.1	60.2	3.2	88.3	4.0
Russell	68.0	10.7	70.8	7.9	70.3	4.3	90.3	3.5
Silberstein	91.2	10.4	90.5	9.6	91.1	8.8	97.3	6.0
Starks	62.2	3.2	70.1	-4.3	66.6	0.0	87.1	1.6
Stone	80.7	-	78.4	-	78.8	-	91.0	-
Tolbert	-	-	-	-	-	-	-	-
Truett	82.3	15.5	80.1	13.4	82.9	13.3	95.0	7.0
Turner	73.0	15.0	68.3	9.7	70.8	12.6	88.3	4.5
Wilmer-Hutchins	-	-	-	-	-	-	-	-
Young	74.0	-7.8	74.2	-2.8	71.9	-5.9	90.3	-5.7
Comparison								
A. Webb Blanton	84.2	20.0	85.6	19.2	85.6	17.5	92.8	7.8
Bayles	67.8	7.5	68.2	4.2	67.7	0.5	87.8	0.8
Birdie Alexander	69.8	3.5	67.4	-1.7	75.6	4.9	96.3	7.3
C. Tatum Jr	76.0	2.8	75.6	5.3	77.0	5.7	92.8	3.5
Casa View	79.3	8.6	79.7	7.4	81.8	7.8	90.3	0.3
Cedar Crest	71.0	14.7	67.7	9.9	74.3	14.2	88.3	4.5
Cesar Chavez	71.0	16.8	66.6	4.9	67.9	4.6	88.3	2.3
D. Webster	74.3	20.0	68.3	9.6	71.3	10.0	88.8	3.0
D. G. Burnet	-	-	-	-	-	-	-	-
E. B. Johnson	90.7	19.0	89.1	15.9	89.9	14.2	94.3	4.0
Edward Titcher	79.0	19.7	81.6	12.6	81.2	14.4	92.0	8.2
Edwin J. Kiest	70.3	15.0	67.2	5.6	71.1	10.3	87.0	5.0
F. Douglass	-	-	-	-	-	-	-	-
Hogg	78.3	22.0	77.5	14.6	76.2	9.9	91.3	5.5
James Bowie	90.2	24.9	90.8	23.1	91.2	23.0	94.0	6.2
J. Q. Adams	71.8	8.0	75.4	8.5	74.3	5.0	89.8	8.5
John W Runyon	-	-	-	-	-	-	-	-
L. P. Cowart	63.0	7.3	71.6	8.1	73.2	8.9	89.0	3.2
Louise Wolff Kahn	-	-	-	-	-	-	-	-
M. Moreno	77.0	11.7	77.6	2.5	76.8	0.5	92.0	0.7
M. L. King Jr.	76.6	-	77.3	-	76.2	-	90.2	-
N. J. Cochran	83.3	22.5	77.5	13.5	80.3	11.3	86.8	-1.2
P. L. Dunbar	-	-	-	-	-	-	-	-
Preston Hollow	79.0	9.8	76.7	4.1	76.7	-0.9	92.3	1.0

table continues

Appendix I, Table 2: continued

Campus	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
	EOY % fav.	EOY-BOY % Δ	EOY % fav.	EOY-BOY % Δ	EOY % fav.	EOY-BOY % Δ	EOY % fav.	EOY-BOY % Δ
R. Lagow	65.8	7.1	68.4	1.8	68.8	1.2	86.8	-0.2
R. Burleson	85.0	13.8	85.7	13.1	84.7	9.8	93.0	1.7
San Jacinto	68.0	9.8	67.1	7.8	67.3	1.5	85.3	-2.5
Seagoville	69.3	10.5	68.9	1.8	71.2	3.0	90.0	0.2
Seagoville North	-	-	-	-	-	-	-	-
T. G. Terry	71.3	4.5	69.8	22.9	70.8	4.9	85.0	3.0
T. L. Marsalis	70.8	7.1	68.7	1.9	70.3	1.1	91.8	2.0
Umpfrey Lee	85.2	10.9	83.5	6.2	85.6	6.0	96.0	4.2
Walnut Hill	60.6	-1.4	72.8	-0.7	69.3	-1.5	81.1	-4.9
W. Anderson	76.2	17.9	76.3	12.3	75.1	9.1	91.8	3.0
District	71.2	10.8	74.3	5.9	73.6	5.5	88.7	2.0
Middle Schools Intersession								
Bedford	-	-	-	-	-	-	-	-
Comstock	53.7	6.9	64.8	2.5	56.1	2.0	81.0	-0.3
F. Medrano	48.8	3.1	65.0	3.3	55.0	5.0	83.1	3.5
Gaston	59.7	13.5	69.5	6.6	64.0	9.2	80.7	0.0
Lang	58.8	9.8	69.0	4.8	60.2	3.3	80.9	0.0
Tasby	50.7	-3.1	63.6	-2.7	55.7	-2.1	82.3	2.2
Comparison								
Ann Richards	52.8	3.6	67.3	0.5	58.6	-0.2	82.9	0.6
Billy Earl Dade	73.8	16.5	76.0	9.0	69.0	10.4	87.9	2.3
T. C. Marsh	53.3	10.6	66.8	5.6	60.2	8.1	83.1	2.5
Young Men's Leadership Academy	60.7	14.9	71.5	4.5	62.9	5.8	85.3	3.0
T. W. Browne	58.8	8.5	69.2	5.2	61.2	3.9	84.7	1.7
Young Women's Steam Academy	54.2	9.2	70.2	2.2	63.6	5.7	85.3	3.6
District	61.1	7.4	72.0	1.5	65.9	2.9	85.1	2.2

Source: Dallas ISD Student Social Emotional Learning Survey files dated 06/20/2023.

Note: EOY % fav.: end of the year favorable percentage. EOY-BOY % Δ: favorable percentage difference from the end of the year to the beginning of the year. - : Response was not provided by the campus.