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Evaluation of the School Day Redesign Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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DALLAS INDEPENDENT SCHOOL DISTRICT

2022-23

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Approved Report of the Department of Evaluation and Assessment

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2022-23

Evaluation of School Day Redesign 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, five schools – Maple Lawn Elementary, H.I. Holland Elementary School at Lisbon, Edna Rowe Elementary School, Thomas J. Rusk Middle School, and Boude Storey Middle School – adopted a "School Day Redesign" calendar which extended the school year to start at the beginning of August and end in late June for all students, teachers, and staff. By adopting this calendar, schools included 23 additional days for teachers to collaborate and prepare, as well as more time for enrichment and acceleration for students. Dallas ISD[1] budgeted $24,332,375 of ESSER grant funds to implement the Extended School Year programs (Intersession and School Day Redesign) programs in 2022-23. Key findings include the following:

- As during the first year of implementation, principals identified maintaining campus "*morale*" and "*motivation*" throughout the extended year as a key implementation challenge (page 8).
- Principals noted the program's significant benefits for students with limited home resources and supervision (page 8).
- Many students believed that the program not only made them more prepared for their schoolwork but also helped them build stronger relationships with adults. However, they disliked the shortened summer break aspect of the extended calendar (page 10).
- Like in 2021-22, the majority of teachers described their experience with the extended calendar as exhausting or "*long*," causing increased work-related stress (page 11).
- A greater number of teachers considered that, in the second year of implementation, the SDR program was more beneficial for students and with a stronger positive impact on their own teaching practices (pages 11 and 17).
- Most parents observed positive academic gains in their student and found the program to be an enjoyable experience for them (page 16).
- Students who attended SDR campuses showed slightly lower achievement on *MAP* and *STAAR* assessments than students who attended comparison campuses (pages 18 and 21).

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

Recommendations

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

Continue building on the successes of redesign aspects of the calendar. Based on principal feedback, specific innovations within the SDR model could be retained and embedded into the base calendar, adding value even without extra instructional days, particularly those associated with flexible scheduling for teacher planning and collaboration periods. Half or even full redesign days should be considered for addition to base calendar campus expectations, without reducing student instructional time, using the split department model described in this report.

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 SDR 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 SDR 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. The 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 will 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 focused on the beginning of the calendar rather than at the end, in order to see the maximum effect on student achievement and the lowest psychological impact on teacher and student burnout.

2022-23

Evaluation of School Day Redesign Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

To help mitigate learning loss and further support students, the Dallas ISD Board of Trustees adopted three calendars (traditional, Intersession[2], and School Day Redesign) for the 2021-22 and 2022-23 school years as well as implementation of other supports.[3] The Intersession and School Day Redesign programs were extended year calendar programs designed to help students receive extra support through increased learning time that targeted student academic and nonacademic outcomes. The School Day Redesign (SDR) program added 23 additional instructional days to the traditional calendar and included an earlier start to the school year as well as a later end to the school year.

In 2014, Kidron and Lindsay conducted a meta-analysis of extended learning literature and found increased learning time programs had a positive effect on student academic and nonacademic outcomes. Kidron and Lindsay noted that the impact of these programs depended on the settings, implementation features, and types of students targeted. The authors found that increased learning time programs had the largest positive effect[4] on struggling students. Across grades K–12, increased learning time programs had a small but statistically significant positive effect[5] 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 forty campuses implemented the Intersession calendar, and five campuses implemented the SDR calendar (Maple Lawn, H.I. Holland at Lisbon, and Edna Rowe Elementary Schools, and Thomas J. Rusk and Boude Storey Middle Schools). The goal in implementing the School Day Redesign calendar was to provide more

[2] For additional details regarding the Intersession calendar, see Watson (2022). www.dallasisd.org/Page/888.
[3] Additional information can be found at https://www.dallasisd.org/timetolearn.
[4] Hedges' g = 0.56, average weighted effect size across three studies on academic achievement in students performing below grade-level standards.
[5] Hedges' g = 0.04, (p = .04), average weighted effect size across 10 studies on academic motivation in increased learning time programs.

time for teachers to collaborate and prepare, as well as more time for enrichment and acceleration for students.

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.[6]

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 implemented 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 low, with no campuses reporting both high principal and teacher support. 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 School Day Redesign Program components, people, budget, and program goals. For all methodology, see Appendix B.

Program Components

Schools utilizing the SDR calendar maintained the school day start and end times, in alignment with the base calendar[7], but began the school year on August 1, 2022, and ended the school year on June 22, 2023. In total, the extended calendar added 23 additional instructional days to the school year for all students attending SDR campuses.

The SDR calendar included two approved variations from which campuses could choose. Dallas ISD Redesign Calendar 1 incorporated the additional school days interspersed through the year. This calendar also included six full day teacher workdays, typically Fridays, which were student holidays. Dallas ISD Redesign Calendar 2 featured designated “Redesign Days” on Wednesdays, about twice a month. Redesign Days were planned to be early release days for students, with teacher planning or professional development scheduled for the second half of the day. The two SDR calendars, along with the district base calendar, can be found in Appendix C.

Unlike Intersession calendar, SDR campuses did not form core design teams, but teachers did receive training and support on the Redesign Days planning. Campuses could also use or adapt the

[6] Further details regarding the calendar selection process, along with survey items, can be found in the 2021-22 School Day Redesign report. See Watson (2022). www.dallasisd.org/Page/888.
[7] Base calendar campuses began school on August 15 and ended on May 26.

Intersession exemplary curriculum modules created by the Teaching and Learning department or could create their own curriculum using district guidelines[8].

Program Staff

In 2022-23, there were 158 teachers on SDR campuses and 194 teachers on comparison campuses (Table 1). The majority of SDR campus teachers and comparison campus teachers were African American (54% and 51%, respectively) or Hispanic (33% and 27%, respectively). Over two-thirds of SDR and comparison campus teachers were female (71% and 68%, respectively).

Table 1: 2022-23 School Day Redesign and Comparison Teacher Characteristics

	School Day Redesign (*N* = 158)		Comparison (*N* = 194)		District (*N* = 9,765)	
Characteristic	***n***	**%**	***n***	**%**	***n***	**%**
Race/Ethnicity						
African American	85	53.8	98	50.5	3,557	36.4
Hispanic	52	32.9	53	27.3	3,436	35.2
White	17	10.8	38	19.6	2,369	24.3
Asian	2	1.3	5	2.6	334	3.4
Other	2	1.3	0	0.0	69	0.7
Sex						
Female	112	70.9	131	67.5	6,720	68.8
Male	46	29.1	63	32.5	3,045	31.2
Specializations						
Graduate Degree Attainment*	40	25.3	49	25.2	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[9]. 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.

Program Goals

The School Redesign 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 not met; see page 18 for more detail*)

[8] For the Intersession exemplary curriculum, see https://sites.google.com/dallasisd.org/mitigatinglearninglosscurricul/intersession?authuser=0
[9] The ESSER grant program is authorized in Title VIII, Division B, of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which was signed into federal law in March 2020.

2. **Social and Emotional Learning:** Increase SEL with greater gains on the SEL survey compared to base calendar schools/students. (*No, goal not met; see page 23 for more detail*)
3. **Teacher Effectiveness:** Increase teacher quality through additional professional learning and supports. (*Yes, goal met; see page 17 for more detail*)
4. **Family Engagement:** Meet the needs of families (curricular, support, communication, etc.) through responsive services and ongoing feedback opportunities. (*Yes, goal met; see page 16 for more detail*)

EVALUATION QUESTIONS AND RESULTS[10]

EQ1: How was the SDR program implemented?

Five campuses committed to implement the SDR calendar program for the 2021-22 and 2022-23 school years (Maple Lawn Elementary, H.I. Holland Elementary School at Lisbon, Edna Rowe Elementary School, Thomas J. Rusk Middle School and Boude Storey Middle School). All SDR elementary schools selected Calendar 1 while both middle schools opted for Calendar 2.

In general, SDR campus activities did not differ from base calendar campuses because they implemented the same instructional curriculum. In May 2023, SDR campuses completed the normal instructional curricula, as base calendar campuses concluded their school year. As a result, SDR campuses utilized four weeks of content from the Dallas ISD-developed Intersession curriculum during the month of June. To address the unique needs of students in their schools, program management empowered campuses to customize the ways they used their added time. For example, during their additional Redesign Days, middle school teachers focused on addressing learning deficits, and students used project-based learning to receive hands-on experience with real-world scenarios. In addition, middle schools created enrichment clubs that students could choose from to spend their half-days. Options included chess club, culinary arts club, gardening, and others. The clubs were sponsored by individual teachers, who created lesson plans for the supplemental programming. In addition, each club worked together to complete service-learning projects that would benefit the campus and surrounding community.

During the second half of the Redesign Days, teachers engaged in professional development or planning, which alternated each week. Content presented during professional development weeks were selected by campus principals and covered a range of topics, including interpreting student data and improving social emotional learning (SEL) competencies. Planning weeks consisted of teachers coming together to discuss students' performance over the preceding two-week period, allowing teachers to identify students in the greatest need of accelerated instruction more quickly than in a typical grading period. Elementary campuses conducted professional development and planning activities during the calendar's teacher workdays.

[10] For all methodology, see Appendix B.

Student Characteristics

In 2022-23, there were a total of 2,168 students at SDR program campuses and 2,786 at comparison campuses (Table 2). The majority of SDR students were Hispanic (63%) or African American (33%) and nearly all students were identified as economically disadvantaged (93%). SDR campuses had a slightly higher proportion of males (54%) than females (46%). A large proportion of SDR students were identified as EB (48%), and 16% of SDR students received Special Education services. Comparison campus student demographics were similar across all categories (within four percentage points or fewer).

Table 2: 2022-23 School Day Redesign and Comparison Student Characteristics

	School Day Redesign (*N* = 2,168)		Comparison (*N* = 2,786)		District (*N* = 139,349)	
Characteristic	***n***	**%**	***n***	**%**	***n***	**%**
Race/Ethnicity						
Hispanic	1,354	62.5	1,747	62.7	99,232	71.2
African American	708	32.7	891	32.0	27,874	20.0
Two or More Races	44	2.0	55	2.0	2,477	1.8
White	42	1.9	69	2.5	7,604	5.5
Asian	10	0.5	16	0.6	1,709	1.2
Other	10	0.5	8	0.3	453	0.3
Sex						
Male	1,167	53.8	1,396	50.1	70,960	50.9
Female	1,001	46.2	1,390	49.9	68,389	49.1
Special Student Groups						
Emergent Bilingual/English Learner	1,031	47.6	1,327	47.6	69,133	49.6
Special Education	343	15.8	389	14.0	16,803	12.1
Economically Disadvantaged	2,009	92.7	2,554	91.7	117,433	84.3

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

Student Attendance Rate

In 2022-23, SDR campuses had an average attendance rate of 93 percent and comparison campuses had an average attendance rate of 94 percent (Table 3). Overall, three of the five (60%) SDR campuses and four out of five (80%) comparison campuses exceeded the overall district attendance rate (93%). Unlike last year, which saw the continued impact of COVID-19 on absences, this year's attendance rates have shown an overall increase, returning to typical pre-pandemic levels.

Table 3: 2022-23 SDR, Comparison, and District Average Attendance Rates by Semester

Campus	Fall 2022 %	Spring 2023 %	Overall %
School Day Redesign			
Maple Lawn	92.9	92.4	92.6
Holland	91.8	91.4	91.6
Rowe	93.8	94.8	94.4
Rusk	94.1	93.6	93.8
Boude Storey	93.9	94.7	94.3
SDR Overall	**93.4**	**93.4**	**93.4**
Comparison			
Lee	93.7	93.7	93.7
Guzick	92.1	93.2	92.7
Johnson	94.1	94.3	94.2
Walker	95.8	95.3	95.6
Browne	92.3	94.1	93.3
Comparison Overall	**93.8**	**94.2**	**94.0**
District	**93.1**	**92.7**	**92.9**

Source: District attendance data file dated 06/28/23.

EQ2: What were principal perceptions of the SDR implementation?

Key findings from this section:

- As during the first year of implementation, principals expressed that the biggest challenge to implementing the program was keeping up campus "*morale*" and "*motivation*" throughout the extended year.
- Principals felt the program offered great benefits to students with fewer educational resources at home and/or less adult supervision outside of school.
- Principals recognized that teachers were experiencing "*burnout"* and took additional measures to provide support for their emotional well-being.
- Principals expressed a desire to retain the program's flexibility in scheduling, planning, and collaboration time for teachers.
- Principals reported that future implementations of the program design would benefit from shifts to assessment calendars as well as using the extra days at the beginning of the school year rather than at the end.

Overall, all SDR principals reported in the interviews[11] that at the end of two years of extended calendars, they felt "*tired*", both mentally and physically. As during the first year of implementation, they expressed that a sense of "*collective fatigue*" affected the entire community as they approached the last month of the school year. One principal especially emphasized that after two years with the extended

[11] The evaluator conducted half-hour interviews with three SDR campus principals (two Middle School principals and one Elementary School principal) via Teams in June 2023. The average interview length was 32 minutes. Interview responses were analyzed for common themes and patterns. Appropriate quotations that captured the essence of significant themes were flagged for inclusion in this report. Direct quotes from principals are italicized in the text. Follow-up information was collected by phone and email. The complete interview protocol is presented in Appendix D.

calendar, "*it takes a toll on you*". When asked what the biggest challenge had been to the implementation of the extended calendar, keeping up "*morale*" and "*motivation*" not only with students but also with staff was a common theme. In this regard, one principal stated: "*the hardest part was persuading every single one to stay*." Principals indicated that implementing the program was a challenge for everyone with the final month being the biggest hurdle, especially for the students who noticed that everyone else was on vacation. "*The hardest part was the last month*," one shared, noting that engagement and attendance both dropped after the base calendar ended. When asked how they felt about their campuses returning to the base calendar, all principals interviewed agreed with the district's decision.

When asked to discuss what they felt were the program's benefits, principals believed that:

- Many students benefited academically from longer exposure to intentional activities as well as targeted interventions depending on their learning styles and prior knowledge. Principals conveyed the opinion that students who have fewer educational resources at home and/or less adult supervision due to work schedules or other factors benefited the most.
- Students' participation in extracurricular activities such as elective clubs or social events provided them with an opportunity to enhance their social and emotional skills as well as experience new ways of relating to teachers and peers.
- The program benefited teachers via added compensation, additional professional development, and expanded time for lesson planning and collaboration with colleagues.

However, they were deeply aware of teachers feeling "*overwhelmed*" and "*frustrated*" by the extended year. Principals expressed that they made an extra effort to incorporate special recognition and meals for teacher appreciation but wished that they were able to make changes to testing windows to further reduce teacher stress. The interruption to instruction due to the intermittent half days meant that, according to one principal, "*our kids technically didn't have as much instructional time as everyone else*" at the times assessments were given. While students did receive additional instructional time towards the end of the school year, much of it occurred after the conclusion of assessments.

When asked what lessons SDR taught them as campus leaders, they mentioned flexibility in scheduling. One principal, for example, rescheduled half days when they coincided with a testing week. Additionally, this principal developed a rotation system in which two departments at a time (English/Language Arts and Social Studies, for example) served as student club sponsors for the whole redesign day, while teachers from two other departments (Math and Science, in this example) used that time for planning. According to this principal, by implementing this system, all teachers had the opportunity to plan on a regular basis, which benefitted both new and veteran teachers to become familiar with the district's new curriculum. Flexibility in managing schedules was a key aspect of SDR that principals identified as a practice they want to continue after returning to the base calendar.

When asked what advice they would give to a district leader who was in the planning phase of an extended year program, principals suggested the following: (a) provide students with incentives and rewards to ensure attendance; (b) adjust the assessment calendar considering the specificities of the extended calendar program; (c) implement a single district-wide calendar to prevent people from leaving

certain calendars and opting for others; (d) establish EOY testing at the very end of the calendar to ensure the comprehensive collection of achievement data spanning the entire school year, while also upholding the motivation and morale of both students and staff; (e) sustain ongoing communication between the district and campuses through regular meetings and messages; and (f) monitor the progress and outcomes of the program (i.e., data collected from all the stakeholders, analysis of assessment results). Finally, regarding the SDR model's time extension, principals suggested shortening the final month (or condensing it to a two-week period) and commencing the school year earlier in August when students and staff are more enthusiastic and energized.

EQ3: What were student, teacher, staff, and parent perceptions of the SDR?

Student Surveys

Key findings from this section:

- Over a third of student respondents felt the program made them more prepared for their school-work. Half of surveyed students reported that the program helped them build stronger relationships with adults in their school.
- Approximately half of students reported that they "enjoyed" the redesign days or that they were "very fun." However, they indicated that they did not like the shortened summer break with the extended calendar.

Overall, 478 respondents completed the student perception survey[12]. Almost three-fourths of respondents attended Rusk (72%, *n* = 345) and approximately one-fourth attended Boude Storey (28%, *n* = 133). All grade levels were represented proportionally (31% grade 6, 38% grade 7, and 31% grade 8). When asked *"*How do you feel about your school's extended calendar?*"*, 21 percent (*n* = 98) of the students indicated that they "like it" while 56 percent of students (*n* = 267) responded that they "don't like it." Twenty-three percent (*n* = 110) either were "not sure" how they felt about the new school calendar or "didn't notice the change." When students were asked if the extended calendar helped them feel more prepared for their schoolwork, 39 percent (*n* = 185) of respondents reported that the program "has helped some" or "helped a lot" while 31 percent (*n* = 145) indicated that "it didn't make any difference." Furthermore, half of the students (50%, *n* = 234) reported that they enjoyed Redesign Days or that they were very fun. When asked to rate how much they enjoyed different aspects of the extended calendar, students ranked[13] "extra time with my friends" and the "fun activities" as the most enjoyable aspects of the program (average rating of 4.0 and 3.6, respectively). Additionally, almost half of students felt that the new calendar helped them somewhat or a lot in building stronger relationships with adults in their schools (47%, *n* = 219). Lastly, when students were asked to describe their extended calendar experience in a single word, the words that were mentioned

[12] Due to difficulty in administering surveys to younger students along with the unique feature of Redesign Days at middle schools, the student perception survey was only administered to middle school students.
[13] Question rating response was 1 "least favorite" to 5 "most favorite."

the most were "*fun*" (*n* = 81 mentions) and "*good*" (*n* = 36) (Figure 1). Results of all survey items, along with a complete distribution of responses are presented in Appendix E.

Figure 1: 2022-23 School Day Redesign Student Survey Response Word Cloud – "What is ONE word that describes your experience at school this year?"



Source: SDR student survey results file dated 06/23/23.

When students were asked what they liked about the new calendar, "extra time to be with friends" (*n* = 135) and "half day's activities with its early release" (*n* = 98) were the most given responses. One student stated, *"I could meet more people and spend time with them, I had extra practice for school work, even though the second year was very tiring, it was still fun."* On the other hand, "having a shortened summer vacation" (*n* = 219) was the most frequently mentioned aspect of the program that students did not like. One student remarked, "*it's not fair for us to stay longer and just get one month of vacation*".

Teacher Surveys

Key findings from this section:

- Over the course of the year, at least 72 percent of SDR teachers reported that they had opportunities for small group instruction and were able to employ SEL practices to address student needs.
- Teachers described their experience with the new calendar as exhausting or "*long,*" and roughly three-fourths of teachers reported that the program had increased their work-related stress levels.
- After the full year of implementation, 53 percent of teachers stated that the program had benefited students "some" or "greatly" up from 41 percent at the end of the 2021-22 school year.

The teacher perception survey was anonymous and administered at SDR campuses in late spring 2023 to collect feedback related to teachers' individual experiences working in the SDR program and assess the perceived impact of the program on teachers' instructional practices. In June 2023, 79 respondents from all SDR campuses completed the teacher perception survey.[14] When teachers were

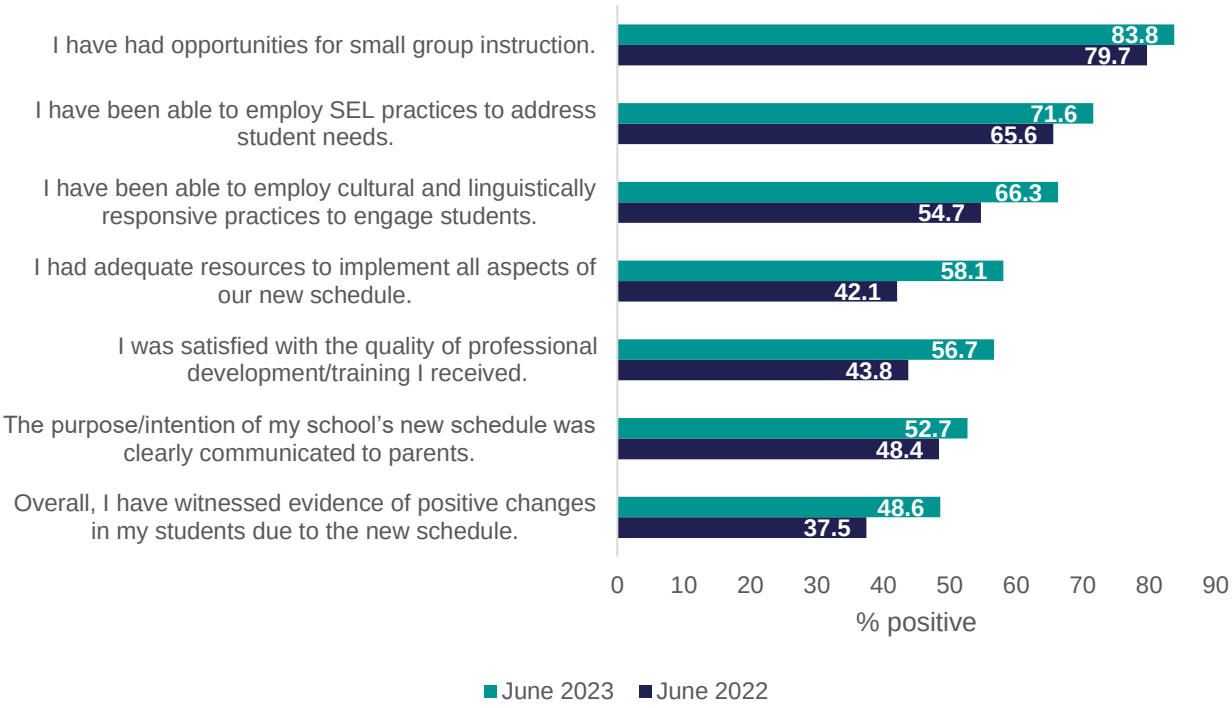
[14] Teacher perception survey response rate was 51 percent.

asked to rank the best part of the school's extended calendar, having "the opportunities to build relationships with students" was the most frequent top response (36%, *n* = 27) followed by having "additional planning time" (23%, *n* = 17).

When asked to describe their extended calendar experience using a single word, the most commonly mentioned words were related to exhaustion (*n* = 26) and "*long*" (*n* = 11). Seventy one percent (*n* = 52) of teachers indicated that the program had increased their stress level "somewhat" or "significantly." 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 (85%, *n* = 62).

When compared to teacher responses obtained in 2022, an increase in positive responses of at least four percentage points was observed across all items (Figure 2). The largest percentage increases were related to having adequate resources to implement the program (16 percentage points) and satisfaction with the quality of professional development received (13 percentage points). SDR teachers reported that they had opportunities for small group instruction (84%; 80% in 2022) and were able to employ SEL practices to address student needs (72%; 66% in 2022). A total of 43 teachers (58%) indicated that they had adequate resources to implement all aspects of the new schedule (42% in 2022), while 57 percent of teachers stated that they were satisfied with the quality of professional development/training they received (44% in 2022). Fewer teachers felt that the purpose/intention of their school's extended calendar was clearly communicated to parents (53%; 48% in 2022) or that they had witnessed evidence of positive changes in their students due to the extended calendar (49%; 38% in 2022), though these impressions were still more positive than at the end of 2022.

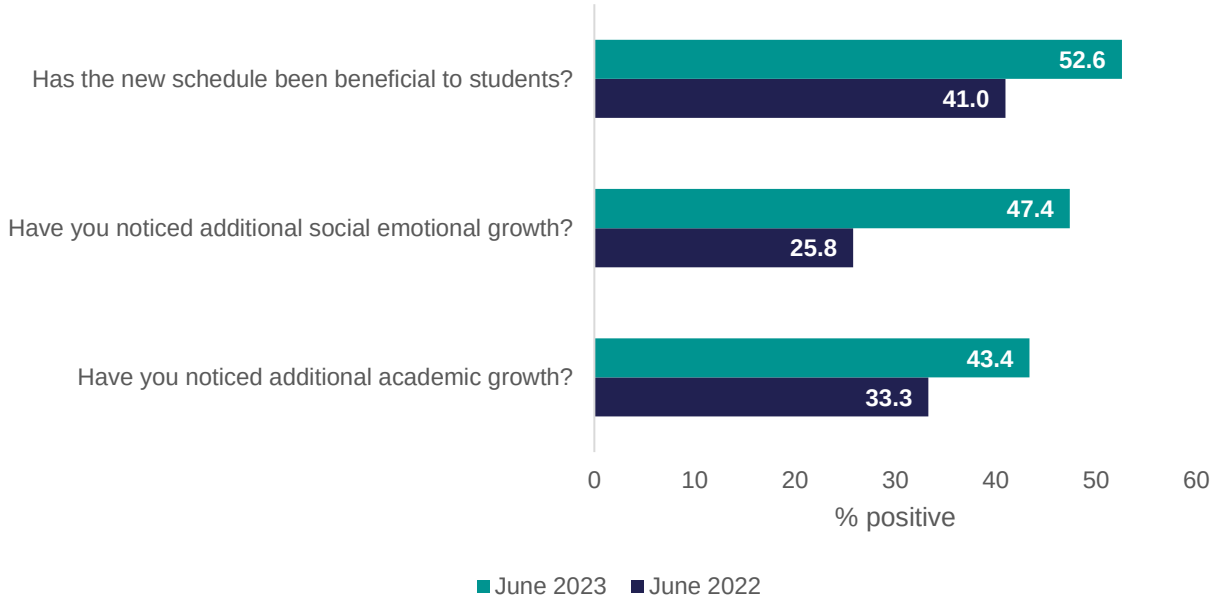
Figure 2: 2022-23 School Day Redesign Teacher Survey Responses



Source: SDR Teacher survey results files dated 06/22/22 and 06/23/23.
Note: The June 2022 administration had 77 respondents and the June 2023 administration had 74 respondents.

Fifty three percent of teachers (*n* = 40) felt that the extended calendar had benefited students "greatly" or "some", an increase of 12 percentage points from 2022 (Figure 3). When asked whether they had noticed additional academic growth in students due to the extended calendar, 43 percent (*n* = 33) of respondents reported "yes", which was an increase of 10 percentage points from 2022 (33%, *n* = 26). Furthermore, 47 percent (*n* = 36) of respondents in 2023 reported they had noticed additional social emotional growth in students, which was a 21 percentage point increase from 2022 (26%, *n* = 20; Figure 3).

Figure 3: 2022-23 Additional School Day Redesign Teacher Survey Responses



Source: SDR Teacher survey results files dated 06/22/22 and 06/23/23.
Note: The June 2022 administration had 77 respondents and the June 2023 administration had 76 respondents.

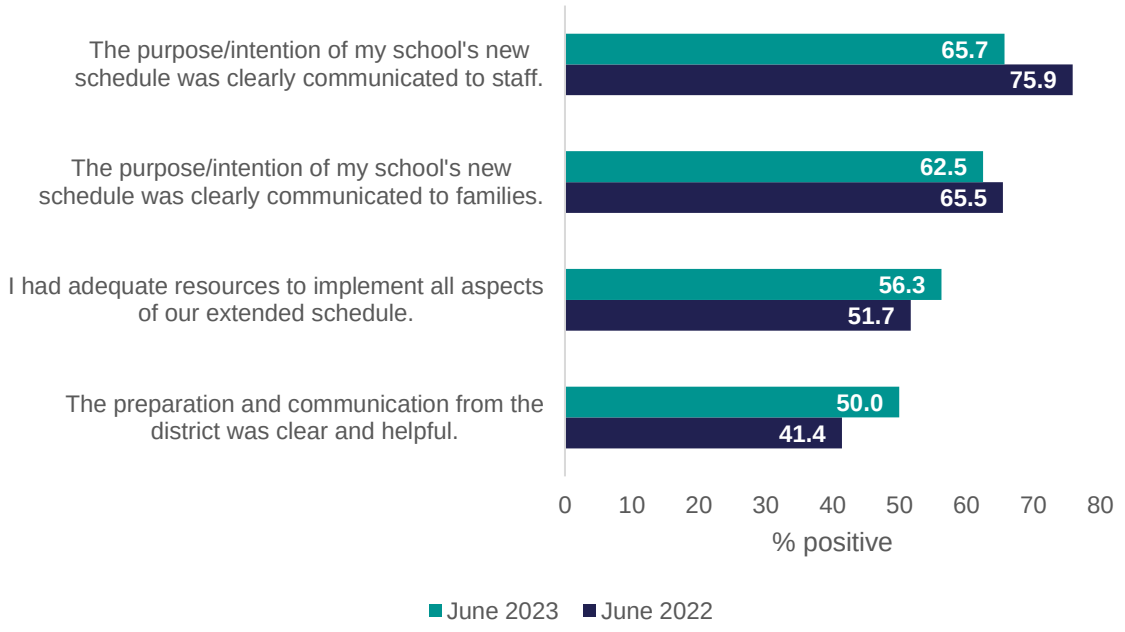
Staff and Leadership Surveys

Overall, 34 respondents[15] from all SDR campuses completed the staff and leadership perception survey.[16] While all campuses were represented, small sample sizes such as these should be interpreted with caution. When asked to choose the best part of their school's extended calendar, the respondents' top selected statements were the "additional time spent with students" (34%, n = 11 of 32), and the "additional planning time for teachers" (28%, n = 9 of 32). Sixty three percent of surveyed participants (*n* = 20) felt that the new schedule had benefited students "greatly" or "some." An additional 28 percent (*n* = 9) expressed that the extended calendar had "not benefited students", while 9 percent reported that they [had not] noticed any changes" (*n* = 3).

Most surveyed staff members felt that the purpose/intention of their school's new schedule was clearly communicated to staff (66%) and to families (63%), a decrease of 10 and three percentage points from 2022, respectively (Figure 4). Furthermore, at least half of the respondents in 2023 felt that they had adequate resources to implement all aspects of their new schedule (56%) and that the preparation and communication from the district was clear and helpful (50%), which was an increase of four and nine percentage points from 2022, respectively.

[15] Included a total of six Assistant Principals, and 28 other staff (Instructional Coaches, Counselors, Clerks, and others).
[16] Staff and leadership perception survey response rate was 63 percent.

Figure 4: 2022-23 School Day Redesign Staff and Leadership Survey Responses



Source: SDR Staff and Leadership survey results files dated 05/13/22 and 06/23/23.
Note: The June 2022 administration had 29 respondents and the June 2023 administration had 32 respondents.

When asked to describe their extended calendar experience using a single word, the most commonly mentioned words were related to exhaustion (*n* = 20). Staff members expressed that the biggest challenge to implementing the program was sustaining "*motivation*" and avoiding "*burnout*." One campus leader stated: "*Teacher/employee burnout [happens] quicker than [on] other campuses. No extended breaks, no half days, has shown to be more tiring and draining than other calendars*". Another staff member said, "*I noticed students were mentally and physically tired by June. Especially since they just finished up STAAR and MAP testing in May."*

Other comments were related to logistic and operational aspects of implementation. One staff member expressed: "[… the *half days left our students without adequate adult supervision when the parent/guardian works and school is not in session. We lost many families because of this, and it was also not aligned with our elementary times of release*."

Parent Surveys

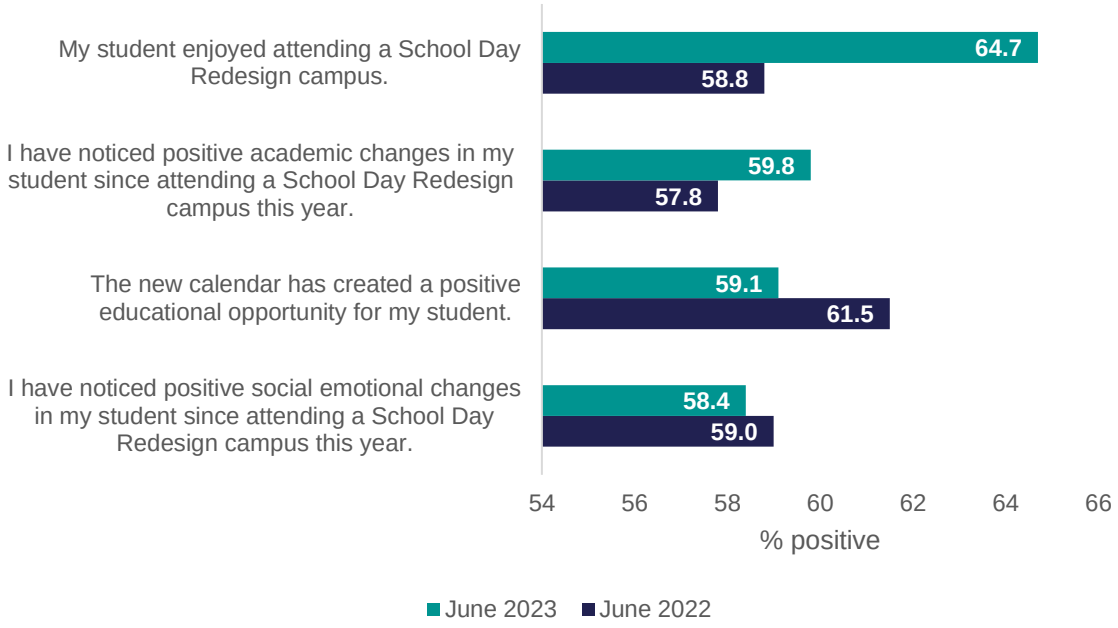
Key finding from this section:

Three-fifths of parents felt that the program provided an enjoyable experience for their student, and 60 percent of parents observed positive academic improvements in their students this year. Further, 39 percent of responding families expressed that the program had reduced their school-related stress level "somewhat" or "significantly".

Overall, 155 parents from all SDR campuses completed the parent perception survey.[17] When asked to rate their overall satisfaction with the new calendar, 70 percent (*n* = 103) of parents reported an average or above overall level of satisfaction. Additionally, 74 percent (*n* = 111) stated that they were satisfied or very satisfied with the communication from the school leading up to the change to the School Day Redesign calendar.

Furthermore, three-fifths of parents or guardians (65%) considered that their students enjoyed attending a School Day Redesign and 60 percent of them had noticed positive academic changes in their students since attending a School Day Redesign campus this year. These figures were an increase of six and two percentage points from the previous year, respectively (Figure 5).

Figure 5: 2022-23 School Day Redesign Parent Survey Responses



Source: SDR Parent Survey results files dated 05/13/22 and 06/21/23.
Note: The June 2022 administration had 272 respondents and the June 2023 administration had 142 respondents.

In contrast to responses from SDR teachers, 39 percent (*n* = 54) of responding families reported that the program "somewhat reduced" or "significantly reduced" the impact on the amount of stress their

[17] Parent perception survey response rate was 10 percent.

family felt about school. An additional 27 percent reported that the program had no effect on their family's school-related stress. However, parents mentioned issues related to increased family stress in an open-ended survey item, including: (a) difficulties faced by working parents or guardians in picking up and caring for children on school half-days; (b) challenges in planning family vacations or custody arrangements during the summer; and (c) logistical problems experienced by parents with multiple children attending different calendars.

EQ4: What impact did participation in the SDR calendar have on instructional practices?

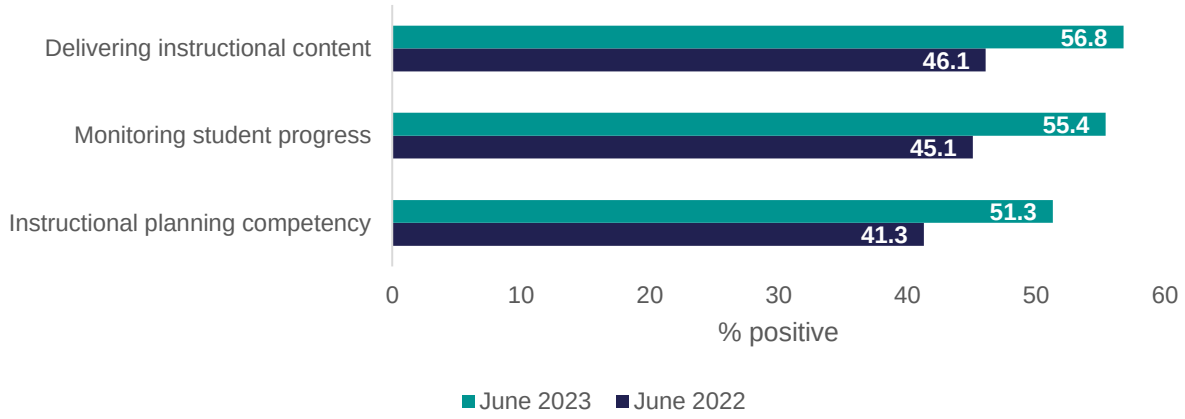
Key findings from this section:

- Overall, at least 50 percent of teachers indicated that participation in the program had a positive impact on their instructional practices, especially with regard to teachers' instructional presentation skills and their ways of monitoring student progress.
- Teachers indicated that their participation in the program had a greater positive impact on their instructional practices than during the previous year of implementation.

When asked whether the increase in planning time that came with the new calendar had led to an increase in the quality of their teaching practice, about two-fifths of teachers (42%) "strongly agreed" or "agreed" that it had (an additional 16% were undecided at the time). Similarly, approximately two-fifths of surveyed teachers (43%) also "strongly agreed" or "agreed" that the increased collaboration among teachers had led to an increase in the quality of lessons (15% stated that they were undecided). Interestingly, 23 percent of teachers did not feel that they got more planning time and 20 percent of them felt that they did not have more opportunities to collaborate with their peers than in previous years.

Teachers were also asked to assess the impact that participation in the program had on three facets of their instructional practice: (a) instructional planning competency; (b) the way they presented instructional content; and (c) the way they monitored student progress. Overall, at least fifty percent of teachers indicated that participation in the program had a positive impact on their instructional practices (Figure 6). Slightly more than a half of responding teachers (57%, n = 42) reported that the program had somewhat or significantly improved the way they presented instructional content, while 55 percent (n = 41) felt that monitoring student progress had improved. A total of 20 teachers (27%) reported that their way they presented instructional content had not changed, while 24 teachers (32%) indicated that the way of monitoring student progress had not changed as a result of the program. As for instructional planning competency, 38 teachers (51%) reported that participating in the program had somewhat or significantly improved their practice. Another 19 teachers (26%) reported that the instructional planning competency had not changed as a result of the program. When compared to responses from 2022, there was an increase of at least 10 percentage points in all three instructional facets (Figure 6).

Figure 6: 2022-23 School Day Redesign Teacher Survey Responses to "This year, how do you feel the following facets of your teaching practice compare to previous years?"



Source: SDR Teacher survey results files dated 06/22/22 and 06/23/23.
Note: The June 2022 administration had 77 respondents and the June 2023 administration had 74 respondents.

EQ5: What impact did participation in the SDR calendar have on student outcomes?

NWEA Measures of Academic Progress (*MAP*) Growth Assessments[18]

Key findings from this section:

- Unlike 2021-22, students who attended SDR campuses were less likely than students who attended comparison campuses to demonstrate high or high average growth on *MAP* assessments.
- Unlike 2021-22, a lower proportion of students attending SDR campuses met or exceeded *MAP* projected growth compared to students attending comparison campuses.

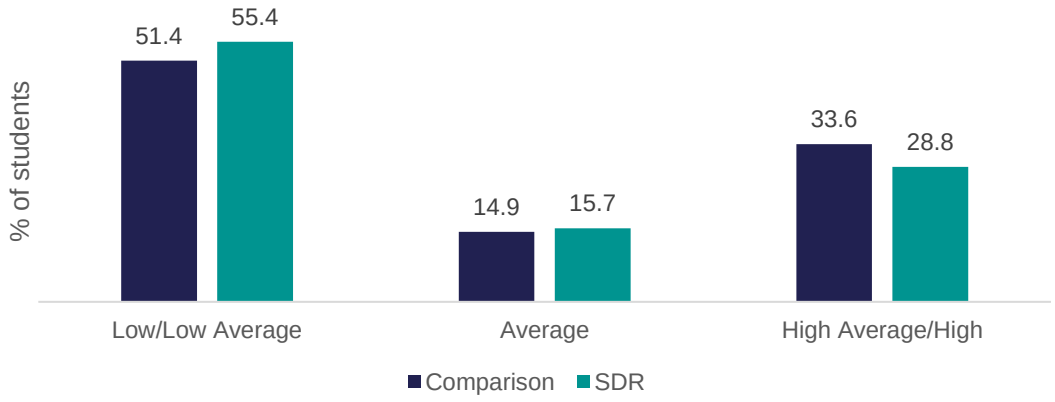
In 2022-23, EOY Reading – English results showed that 29 percent of SDR students demonstrated high average or high EOY growth, which was five percentage points lower than comparison campus students (34%; Figure 7). EOY Reading – Spanish results showed that 32 percent of SDR students demonstrated high average or high EOY growth compared to 38 percent of comparison campus students (Figure 8). EOY Mathematics results showed that 35 percent of SDR students demonstrated high average or high EOY growth, which was six percentage points lower than comparison campus students (41%; Figure

[18] *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 and a value of 'met' or 'did not meet' projected growth. This evaluation examined CGP quintiles and meet 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 (08/22/22 to 09/02/22), middle (12/12/22 to 12/21/22), and end of each academic year (06/05/23 to 06/23/23), as applicable. English and Spanish versions of the *MAP* Reading were pulled separately to examine overall student performance because the two versions are normed differently. If a student took the assessment more than once in a period, the latest score was used. Additional information about CGPs can be found on the NWEA website https://connection.nwea.org/s/article/Understanding-CGI-and-CGP?language=en_US

9). Analysis of mean RIT[19] scores found no measurable difference between BOY to EOY scores for SDR and comparison campuses. Additional figures and mean RIT scores by grade level for SDR and comparison campuses are available in Appendix F.

A Pearson chi-square test of independence was performed to examine the relationship between program participation and *MAP* growth performance at the average or above CGP quintile. The relationship between these variables was statistically significant for *MAP* Mathematics (X^2 = 4.935, p = .026; Cramer's V = .04) Students who attended SDR campuses were less likely to demonstrate higher performance on the *MAP* Mathematics assessments than students who attended comparison campuses.[20] No statistically significant relationship was found for *MAP* Reading – English, (X^2 = 3.243, p = .072) and *MAP* Reading - Spanish, (X^2 = 0.267, p = .606). These findings differ from the results obtained in 2021-22 when students who attended SDR campuses were more likely to demonstrate higher performance on the *MAP* Reading – English and Mathematics assessments than students who attended comparison campuses (Watson, 2022).

Figure 7: 2022-23 School Day Redesign and Comparison Campus *MAP* EOY Growth Quintile Rates - Reading (English)

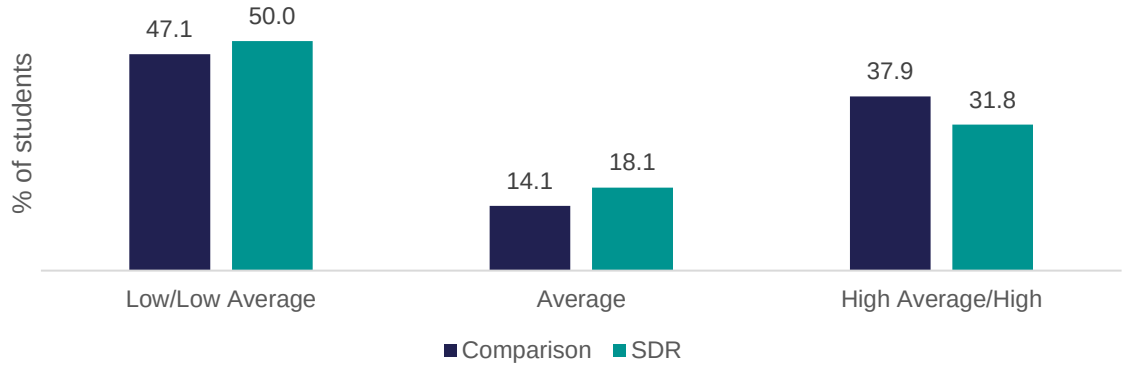


Source: District EOY *MAP* data file dated 06/25/23.

[19] *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.

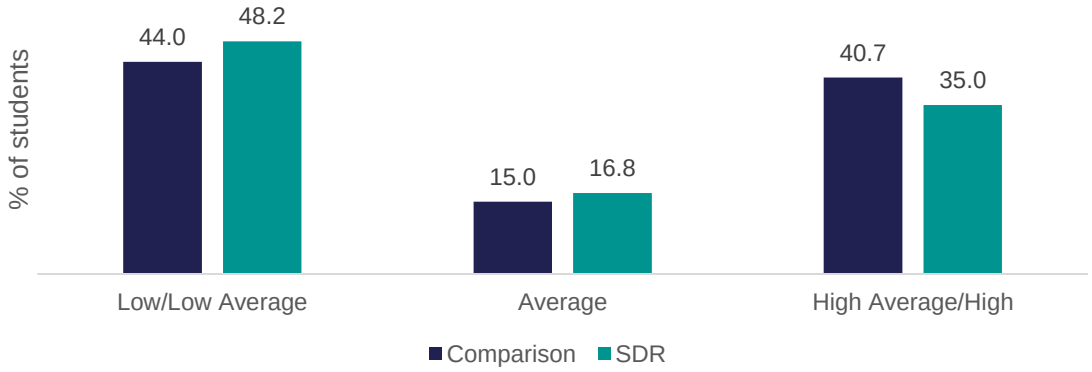
[20] This result should be interpreted with caution. Although the difference is statistically significant, the effect size given by Cramer's V is almost null, therefore no practical significance can be verified. Additionally, this and all results from both the 2022-23 *MAP* and *STAAR* assessments were examined against the 2021-22 comparison campus group. Those robustness analyses confirmed the consistency of all observed trends.

Figure 8: 2022-23 School Day Redesign and Comparison Campus *MAP* EOY Growth Quintile Rates - Reading (Spanish)



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

Figure 9: 2022-23 School Day Redesign and Comparison Campus *MAP* EOY Growth Quintile Rates – Mathematics



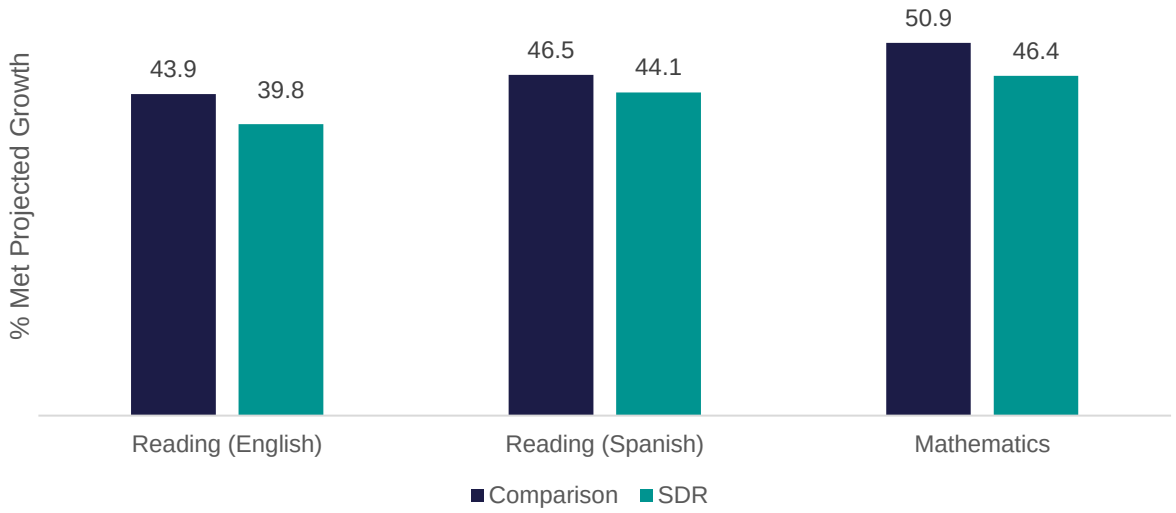
Source: District EOY *MAP* data file dated 06/25/23.

In 2022-23, EOY Reading – English results showed that 40 percent of SDR students met or exceeded growth, which was four percentage points lower than comparison campus students (44%; Figure 10). EOY Reading – Spanish results showed that 44 percent of SDR students met or exceeded growth compared to 47 percent of comparison campus students. EOY Mathematics results showed that 46 percent of SDR students met or exceeded growth, which was five percentage points lower than comparison campus students (51%).

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* Mathematics (X^2 = 6.268, p = 012; Cramer's V = .045). Students who attended SDR campuses were less likely to meet or exceed projected growth on the *MAP* Mathematics

assessments than students who attended comparison campuses.[21] No statistically significant relationship was found for *MAP* Reading - English, (X^2 = 3.636, p = .057) and *MAP* Reading - Spanish, (X^2 = 0.276, *p* = .599). These findings also contrast with the results observed in 2021-22 when students who attended SDR campuses were more likely to meet or exceed projected growth on the *MAP* Reading – English and Mathematics assessments than students who attended comparison campuses (Watson, 2022).

Figure 10: 2022-23 School Day Redesign 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)[22]

Key finding from this section:

A smaller percentage of students who were enrolled in SDR campuses attained Approaches+, Meets+, and Masters levels on the *STAAR* Reading and Mathematics assessments compared to students attending comparison campuses.

In 2022-23, SDR campuses' performance on *STAAR 3-8* was mixed for both reading and mathematics (Table 4). Overall, rates of students at the Approaches+, Meets+, and Masters performance standards were lower in SDR campuses compared to comparison campuses in Reading (Figure 11). However, grade-level comparisons showed that SDR campuses had higher rates of students at the

[21] This result should be interpreted with caution. Although the difference is statistically significant, the effect size given by Cramer's V is close to zero, so no practical significance can be verified.

[22] *STAAR* exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the elementary and secondary grades. Students were tested in grades three to eight in mathematics and reading. Students also were tested in science in grades five and eight, and social studies in grade eight. *STAAR* assessment scores were categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches Grade Level or Above (Approaches+), 3) Meets Grade Level or Above (Meets+), and 4) Masters Grade Level (Masters). Cut scores divided student scores into these four categories.

Approaches+ performance standard in Grade 5, at the Meets+ performance standard in Grades 4 and 5, and at the Masters performance standard in Grades 4 and 5 than comparison campuses.

Overall, rates of students at the Approaches+, Meets+, and Masters performance standards were lower in SDR campuses compared to comparison campuses in Mathematics (Figure 12). Grade-level comparisons showed that SDR campuses had higher rates of students at the Approaches+ performance standard in Grades 4, 5, and 7 than comparison campuses. SDR campuses also had higher rates of students at the Meets+ performance standard in Grades 4 and 5 than comparison campuses and higher rates of students at the Masters performance standard in Grades 4 and 5 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 for *STAAR 3-8* Reading at Meets+ performance level ($X^2 = 7.471$, $p = .006$; Cramer's V = .05). Students who attended SDR campuses were less likely to achieve Meets+ on the *STAAR* Reading than students who attended comparison campuses.[23] This finding differs from the result obtained in 2021-22 when no statistically significant relationship was found for *STAAR* 3-8 performance at the Meets+ performance standard in Reading (Watson, 2022). Additionally, in 2022-23, no statistically significant relationship was found for *STAAR 3-8* performance at the Approaches+ performance standard in Reading ($X^2 = 0.952$, $p = .329$) or Mathematics ($X^2 = 0.231$, $p = .631$), nor at the Meets+ performance standard in Mathematics ($X^2 = 0.050$, $p = .822$).

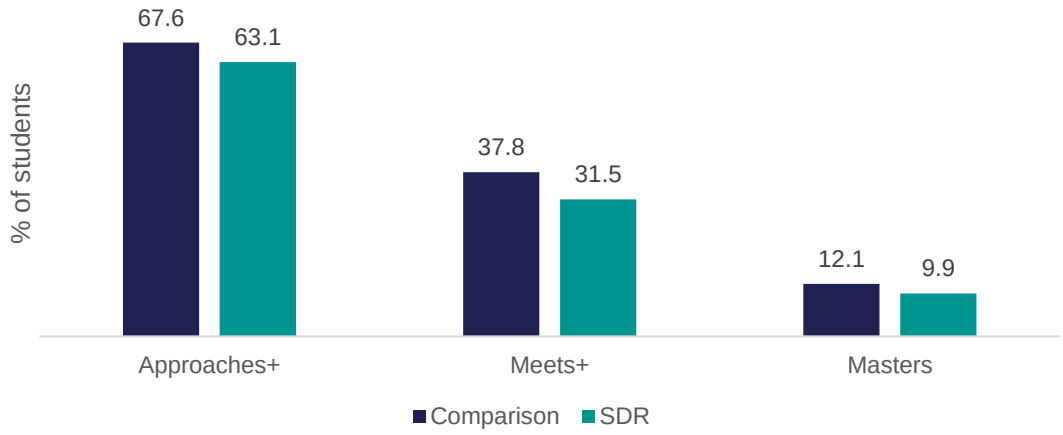
Table 4: 2022-23 Percentage of Students Attaining *STAAR* Approaches+, Meets+, or Masters Performance Standard by Subject, by Grade for School Day Redesign and Comparison Campuses

		Reading						Mathematics					
		Approaches+		Meets+		Masters		Approaches+		Meets+		Masters	
Grade	***N***	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
School Day Redesign													
3	162	99	61.1	49	30.2	12	7.4	90	55.6	33	20.4	8	4.9
4	160	105	65.6	53	33.1	15	9.4	118	73.8	78	48.8	29	18.1
5	157	118	75.2	77	49.0	42	26.8	127	80.9	87	55.4	28	17.8
6	211	130	61.6	60	28.4	14	6.6	129	61.1	48	22.7	3	1.4
7	239	140	58.6	72	30.1	23	9.6	167	69.9	76	31.8	21	8.8
8	207	125	60.4	47	22.7	7	3.4	134	64.7	56	27.1	6	2.9
Overall	**1,136**	**717**	**63.1**	**358**	**31.5***	**113**	**9.9**	**765**	**67.3**	**378**	**33.3**	**95**	**8.4**
Comparison													
3	205	126	61.5	67	32.7	20	9.8	140	68.3	63	30.7	22	10.7
4	180	120	66.7	55	30.6	15	8.3	118	65.6	68	37.8	27	15.0
5	202	140	69.3	90	44.6	41	20.3	133	65.8	66	32.7	21	10.4
6	344	225	65.4	134	39.0	41	11.9	256	74.4	105	30.5	30	8.7
7	397	276	69.5	159	40.1	52	13.1	260	65.5	147	37.0	48	12.1
8	133	100	75.2	47	35.3	8	6.0	89	66.9	44	33.1	7	5.3
Overall	**1,461**	**987**	**67.6**	**552**	**37.8**	**177**	**12.1**	**996**	**68.2**	**493**	**33.7**	**155**	**10.6**

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.

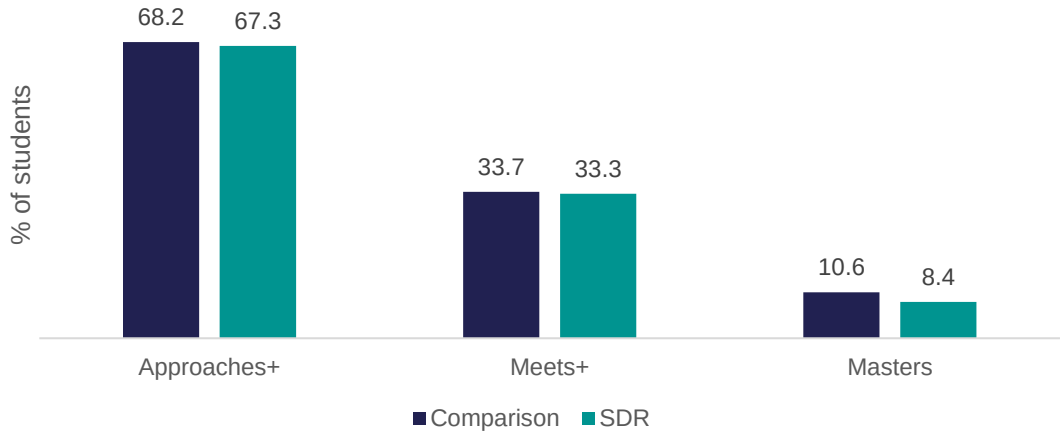
[23] This result should be interpreted with caution. Although the difference is statistically significant the effect size given by Cramer's V is almost null, therefore no practical significance can be verified.

Figure 11: 2022-23 Percentage of Students Attaining *STAAR* Approaches+, Meets+, or Masters Performance Standard for School Day Redesign and Comparison Campuses – 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 12: 2022-23 Percentage of Students Attaining *STAAR* Approaches+, Meets+, or Masters Performance Standard for School Day Redesign and Comparison Campuses – 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:

- SDR elementary schools reported more improvement in SEL dimensions than SDR middle schools when comparing BOY results with EOY results.
- Campus-level comparisons showed mixed results, and no conclusions can be drawn regarding the program's impact on SEL.

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, updates, and professional development announcements, an SEL Coordinator assigned to respond to general questions and resource requests (Carson, 2022). Beyond this basic support, districts had the option of electing to receive additional support at varying implementation levels: intensive, moderate, or consultation only.[24] 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. During the 2022-23 school year, Edna Rowe Elementary reported a medium SEL implementation level while comparison campuses such as Browne, Walker, Lee, and Johnson reported a high SEL implementation level.

Table 5: 2022-23 SEL Student Survey Favorable Response Rates by Competency and Campus Type for School Day Redesign and Comparison Campuses

	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
Campus	**EOY % fav.**	**EOY-BOY % Δ**	**EOY % fav.**	**EOY-BOY % Δ**	**EOY % fav.**	**EOY-BOY % Δ**	**EOY % fav.**	**EOY-BOY % Δ**
			Elementary Schools					
			School Day Redesign					
Holland	70.7	**11.0**	68.0	4.4	70.7	4.5	**89.0**	**2.2**
Maple Lawn	**77.8**	**16.5**	**76.5**	**10.7**	**76.8**	**7.5**	**91.8**	**3.5**
Rowe	63.8	-2.9	69.6	-0.5	69.2	-3.7	88.0	-2.0
			Comparison					
Guzick	-	-	-	-	-	-	-	-
Lee	**85.2**	**10.9**	**83.5**	**6.2**	**85.6**	**6.0**	**96.0**	**4.2**
Johnson	**90.7**	**19.0**	**89.1**	**15.9**	**89.9**	**14.2**	**94.3**	**4.0**
District	71.2	10.8	74.3	5.9	73.6	5.5	88.7	2.0
			Middle Schools					
			School Day Redesign					
Boude Storey	49.8	4.8	60.5	-1.1	51.1	-2.8	81.7	1.4
Rusk	50.7	2.5	65.2	-1.2	57.7	0.5	83.3	-1.8
			Comparison					
Browne	58.8	**8.5**	69.2	**5.2**	61.2	**3.9**	84.7	1.7
Walker	-	-	-	-	-	-	-	-
District	61.1	7.4	72.0	1.5	65.9	2.9	85.1	2.2

Source: District SEL Student Surveys data files dated 06/20/23.
Notes: 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. Campuses scoring higher than the district are in **bold**.

In 2022-23, for both SDR and comparison campuses, two of the three elementary schools showed an improvement in student perceptions of self-efficacy, self-management, social awareness, and supportive

[24] 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.

relationships between Fall 2022 and Spring 2023 results (Table 5). SDR and comparison elementary schools also outperformed the district improvement in self-efficacy and supportive relationships. For middle schools, Boude Storey recorded growth in self-efficacy (4.8%) and supportive relationships (1.4%), while Rusk showed growth in self-efficacy (2.5%) and social awareness (0.5%). Browne comparison campus demonstrated growth across all topics, surpassing district averages except for supportive relationships.

When examining paired campuses, results were mixed. Since not all campuses provided responses to 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 SDR and comparison schools.

Overall, conclusive generalizations at the program level cannot be made due to the lack of comprehensive SEL data. Preliminarily, elementary schools appeared to perform better than middle schools, where there were still opportunities for improvement in the dimensions of self-management, social awareness, and supportive relationships. Detailed responses by campuses to the Dallas ISD Social Emotional Learning Student Surveys can be found in Appendix G.

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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
EOY	End-of-year
ISD	Independent School District
MAP	*Measures of Academic Progress*
Meets+	Meets grade level or above performance standard
MOY	Middle-of-year
PEIMS	Public Education Information Management System
SDR	School Day Redesign
SEL	Social Emotional Learning
STAAR	*State of Texas Assessments of Academic Readiness*.
TEA	Texas Education Agency

Appendix B

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

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
-	Budget	Special Revenue Funds Management Department	06/30/23	None.	Department.
-	Teacher Demographics	Dallas ISD HCM Department	01/05/23	Ethnicity, gender, highest earned degree.	Group (SDR and comparison), district.
1	Program documents/website, interviews	Program staff	04/27/23	None.	Program.
1	Student Demographics	Student Information System	05/12/23	Ethnicity, gender, EB, SPED, ED.	Group (SDR and comparison), district.
1	Student Attendance	Student Information System	06/28/23	Days enrolled; days attended.	Group (SDR and comparison), campus, term, district.
2	Principal Experience	Dallas ISD OIR Department	06/29/23	Content analysis and grouping comments into general themes.	Program.
3	Student, Teacher, Staff & Leadership, and Parent Experience Survey	Dallas ISD OIR Department	06/23/23 (Students) 06/23/23 (Teachers) 06/23/23 (Staff & Lead.) 06/21/23 (Parents)	Sub-scales or overall. Content analysis and grouping comments into general themes.	Percent positive by sub-scale or composite.
4	Teacher Experience Survey	Dallas ISD OIR Department	06/23/23 (Teachers)	Sub-scale or overall. Content analysis and grouping comments into general themes.	Percent positive by sub-scale or composite.
5	*MAP* Reading & Mathematics	NWEA	09/27/22 (BOY) 02/08/23 (MOY) 06/25/23 (EOY)	BOY, MOY, and EOY growth, RIT, Met Projected Growth Rates.	Group (SDR and comparison), grade, district.
5	*STAAR* Reading & Mathematics	TEA	08/14/23 (*STAAR 3-8)* 10/17/22 (PEIMS)	Performance standard (Approaches+, Meets+, Masters).	Group (SDR and comparison), grade, district.
5	Social Emotional Learning	Dallas ISD	06/20/23 (Fall 2022) 06/20/23 (Spring 2023)	Self-efficacy, self-management, social awareness, and supportive relationships.	Group (SDR and comparison), school level, 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 Campuses

To improve the validity of the evaluation and control for confounding influences on outcomes, the evaluator selected comparison campuses that most resembled campuses participating in the SDR program. The campus comparison group included base calendar campuses individually matched to SDR campuses based on campus size, the percentages of students attending the campus who are economically disadvantaged, Emergent Bilingual/English Learners (EB), African American, and received special education services, as well as the campus's 2022-2023 state accountability *State of Texas Assessment of Academic Readiness (STAAR)* component raw scores. Campuses selected for inclusion in the comparison group were Guzick, Johnson, and Lee Elementary Schools, and Browne and Walker Middle Schools.

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.

During 2022-23 school year new curricula were implemented in parts of the district ("Amplify" for Reading and "Eureka" for Mathematics), which were adopted with varying degrees of fidelity across different campuses. Given the divergent implementation of these high-quality curricula between the SDR campuses and the comparison campuses (Appendix B, Table 2), 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

SDR Campuses					Comparison Campuses				
Campus	**Amplify**	**Amplify Implem. Fidelity**	**Eureka**	**Eureka Implem. Fidelity**	**Campus**	**Amplify**	**Amplify Implem. Fidelity**	**Eureka**	**Eureka Implem. Fidelity**
Rusk	Yes	Not High	No	N/A	Walker	Yes	High	No	N/A
Boude Storey	Yes	High	No	N/A	Browne	Yes	No Data	No	N/A
Holland	Yes	High	No	N/A	Guzick	Yes	High	No	N/A
Maple Lawn	No	N/A	No	N/A	U. Lee	Yes	Not High	Yes	High
Rowe	No	N/A	No	N/A	E. Johnson	No	No	No	No

Source: 2022-23 list of Amplify and Eureka schools dated 8/24/2023.
Note: Implem. = implementation. N/A = no applicable.

Appendix C

Appendix C, Figure 1: 2022-23 Dallas ISD Calendars: School Day Redesign No.1



Appendix C, Figure 2: 2022-23 Dallas ISD Calendars: School Day Redesign No.2



Appendix C, Figure 3: 2022-23 Dallas ISD Calendars: Base Calendar



Appendix D

Appendix D, School Day Redesign Principal Interview Protocol

Interview Questions

1. How are you feeling here at the end of two extended years?
2. What has been the biggest challenge to implementing the new calendar?
3. What lessons did School Day Redesign teach you as a campus leader?
4. Many principals last year told us that School Day Redesign campuses “felt like an afterthought.” Did that ever get better?
5. In the first year of implementation, teacher stress and burnout was a major theme. How did year two look in this regard? What changed, if anything?
6. What do you think was gained from doing School Day Redesign for two years?
7. Do you feel the decision to revert back to the base calendar was the right one? Why?
8. What advice would you give to a principal about to implement an extended year?
9. What advice would you give to a district leader who was in the planning phase of an extended year program?
10. The “Redesign aspects of the program, outside of the extra month of school days, were an unique feature. Can you tell us more about what you liked or didn’t like about them?
11. Follow up: Would you recommend keeping any of the redesign aspects after the ending of the extended year calendars? Why?

Appendix E

Appendix E, Table 1: School Day Redesign Student Perception Survey – Middle School Only

Survey Items	Response Choice
Which school do you go to?	
What grade are you in?	
Please answer a few questions about your school's new calendar.	
How do you feel about your school's extended calendar?	I like it. I didn't notice the change. I don't like it. Not sure.
Has your new calendar 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.
Have the additional Redesign Days 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 your extended calendar. Rate each one from 1 (least favorite) to 5 (most favorite).	More learning activities than usual More help from my teachers Extra time with my friends Fun activities Other
Do you feel like this new calendar 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 school this year?	Open-response
Tell us about what you liked about the extended calendar.	Open-response
Tell us about what you did not like about the extended calendar.	Open-response

Appendix E, Table 2: School Day Redesign Teacher Perception Survey

Survey Items	Response Choice
At which school do you work?	[List of schools]
What is ONE word that describes your experience with your school's extended calendar?	Open-response
Rank order the following from the BEST part of your school's new schedule to least.	The planning time Additional time with my colleagues/PLC time The learning experience I created with my students The opportunities for SEL instruction The opportunities for small group instruction The opportunities to build relationships with students Other
Do you feel that the extended calentdar has been beneficial for students?	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 my school's new schedule was clearly communicated to parents. I was satisfied with the quality of professional development/training I received. I had adequate resources to implement all aspects of our new schedule. I have been able to employ cultural and linguistically responsive practices to engage students. I have been able to employ SEL practices to address student needs. I have had opportunities for small group instruction. Overall, I have witnessed evidence of positive changes in my students due to the new schedule.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
Do you feel that the increase in planning time has led to an increase in the quality of your teaching practice?	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion I didn't feel that I got more planning time than in previous years.
Do you that the increased collaboration has led to an increase in the quality of lessons?	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion I didn't feel that I got more opportunities to collaborate with my peers than in previous years.
Do you feel that the new calendar has allowed you more time: To explore core content in your classes. To differentiate/individualize instruction to meet your students' needs For the exploration of co-curricular topics driven by student interest. For small group instruction. For SEL instruction.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
This year, how do the following facets of your teaching practice compare to previous years? Your instructional planning competency. The way you deliver instructional content. The way you monitor student progress.	Significantly improved Somewhat improved Has not changed Somewhat worsened Significantly worsened Not applicable
Have you noticed additional academic growth in your students due to the new schedule?	Yes No I haven't noticed any
Have you noticed additional social emotional growth in your students due to the new schedule?	Yes No I haven't noticed any
Do you feel that the new calendar has had an impact on the amount of stress you feel about your job?	It has significantly reduced my stress level It has reduced my stress level somewhat It has not changed my stress level It has increased my stress level somewhat It has significantly increased my stress level

table continues

Appendix E, Table 2: continued

Survey Items	Response Choice
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
Do you have any additional comments you would like to share regarding the School Day Redesign calendar?	Open-response

Appendix E, Table 3: School Day Redesign Staff/Leadership Perception Survey

Survey Items	Response Choice
At which school do you work?	[List of schools]
What is your job title?	
Rank order the following from the BEST part of your school's extended calendar to least.	The additional planning time for teachers The additional time with our students The learning experiences we are creating for our students The opportunities for SEL instruction The opportunities for small group instruction The opportunities to build relationships with students Other
Do you feel that the program has been beneficial for students?	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 my school's new schedule was clearly communicated to staff. The purpose/intention of my school's new schedule was clearly communicated to families. I had adequate resources to implement all aspects of our new schedule. The preparation and communication from the district was clear and helpful.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
What has been the biggest challenge to implementing the extended calendar during 2022-2023?	Open-response
Do you feel that the new calendar has had an effect on job satisfaction at your campus?	Yes No I do not know
What is ONE word that describes your experience with your school's extended calendar?	Open-response
Do you have any additional comments you would like to share regarding the School Day Redesign Calendar?	Open-response

Appendix E, Table 4: School Day Redesign Parent Perception Survey

Survey Items	Response Choice
Which school does your student attend?	[List of schools]
What grade is your student in?	
How satisfied were you with the communication from the school during this year of implementation of the School Day Redesign calendar?	Very satisfied Satisfied Unsatisfied Very unsatisfied No opinion/Not sure
As a parent or guardian, please rate your overall satisfaction with the School Day Redesign calendar.	Excellent Above average Average Below average Poor
Please indicate your level of agreement with the following statements: My student enjoys attending a School Day Redesign campus. The new calendar has created a positive educational opportunity for my student. I have noticed positive academic changes in my student since attending a School Day Redesign campus this year. I have noticed positive social emotional changes in my student since attending a School Day Redesign campus this year.	Strongly agree Agree Disagree Strongly disagree Undecided/No opinion
Do you feel that the new calendar has had an impact on the amount of stress your family feels about school?	It has significantly reduced our stress level It has reduced our stress level somewhat It has not changed our stress level It has increased our stress level somewhat It has significantly increased our stress level
Do you have any additional comments you would like to share regarding the School Day Redesign calendar?	Open-response

Appendix E, Table 5: School Day Redesign Student Perception Survey Results

Survey Items	Response Choice	*n*	%
How do you feel about your school extended calendar? (*N* = 475)	I like it.	98	20.6
	I didn't notice the change.	38	8.0
	I don't like it.	267	56.2
	Not sure.	72	15.2
Has your new calendar helped you feel more prepared for your school work? (*N* = 472)	It helped a lot!	48	10.2
	It has helped some.	137	29.0
	It didn't make any difference.	145	30.7
	It did not help much.	51	10.8
	It did not help at all!	62	13.1
	I'm not sure.	29	6.1
Have the additional Redesign Days been fun for you? (*N* = 470)	It was very fun!	102	21.7
	I enjoyed it.	132	28.1
	It was okay.	160	34.0
	It was not that fun.	37	7.9
	I really did not like it!	36	7.7
	I can't decide.	3	0.6
Do you feel like this new calendar helped you build a stronger relationship with adults in your school? (*N* = 467)	It helped a lot!	68	14.6
	It has helped some.	151	32.3
	It didn't make any difference.	135	28.9
	It did not help much.	41	8.8
	It did not help at all!	41	8.8
	I'm not sure.	31	6.6

Source: School Day Redesign Student Survey data file dated 06/23/23.

Appendix E, Table 6: School Day Redesign Teacher Survey Responses to "Rank order the following from the BEST part of your school's new schedule to least." (*N* = 76)

	1		2		3		4		5		6		7	
Item	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
The planning time	17	22.7	9	12.0	3	4.0	11	14.7	17	22.7	18	24.0	0	0.0
Additional time with my colleagues/PLC time	4	5.3	8	10.7	8	10.7	10	13.3	21	28.0	23	30.7	1	1.3
The learning experience I created with my students	11	14.7	19	25.3	18	24.0	9	12.0	11	14.7	7	9.3	0	0.0
The opportunities for SEL instruction	5	6.8	8	10.8	12	16.2	17	23.0	12	16.2	20	27.0	0	0.0
The opportunities for small group instruction	8	10.7	15	20.0	15	20.0	20	26.7	11	14.7	6	8.0	0	0.0
The opportunities to build relationships with students	27	35.5	16	21.1	19	25.0	8	10.5	4	5.3	2	2.6	0	0.0
Other	4	50.0	1	12.5	1	12.5	1	12.5	0	0.0	0	0.0	1	12.5

Source: School Day Redesign Teacher Survey data file dated 06/23/23.

Appendix E, Table 7: School Day Redesign Teacher Survey Responses to "Please rate your agreement with the following statements."

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
Survey Item	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
The purpose/intention of my school's extended calendar was clearly communicated to parents. (*N* = 74)	11	14.9	28	37.8	15	20.3	9	12.2	11	14.9
I was satisfied with the quality of professional development/training I received. (*N* = 74)	12	16.2	30	40.5	12	16.2	17	23.0	3	4.1
I had adequate resources to implement all aspects of our new schedule. (*N* = 74)	14	18.9	29	39.2	10	13.5	17	23.0	4	5.4
I have been able to employ cultural and linguistically responsive practices to engage students. (*N* = 74)	11	14.9	38	51.4	9	12.2	7	9.5	9	12.2
I have been able to employ SEL practices to address student needs. (*N* = 74)	19	25.7	34	45.9	8	10.8	8	10.8	5	6.8
I have had opportunities for small group instruction. (*N* = 74)	19	25.7	43	58.1	6	8.1	4	5.4	2	2.7
Overall, I have witnessed evidence of positive changes in my students due to the extended calendar. (*N* = 74)	12	16.2	24	32.4	14	18.9	17	23.0	7	9.5
Do you feel that the increase in planning time has led to an increase in the quality of your teaching practice? (*N* = 57)	13	22.8	18	31.6	8	14.0	6	10.5	12	21.1
Do you feel that the increased collaboration has led to an increase in the quality of lessons? (*N* = 59)	9	15.3	23	39.0	11	18.6	5	8.5	11	18.6

Source: School Day Redesign Teacher Survey data file dated 06/23/23.

Appendix E, Table 8: School Day Redesign Staff and Leadership Survey Responses to "Rank order the following from the BEST part of your school's new schedule to least." (N = 32)

	1		2		3		4		5		6		7	
Item	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
The additional planning time for teachers	9	28.1	9	28.1	4	12.5	6	18.8	1	3.1	3	9.4	0	0.0
The additional time with students	11	34.4	7	21.9	5	15.6	2	6.3	3	9.4	4	12.5	0	0.0
The learning experiences we are creating for our students	2	6.3	3	9.4	12	37.5	4	12.5	6	18.8	5	15.6	0	0.0
The opportunities for SEL instruction	0	0.0	1	3.1	3	9.4	11	34.4	8	25.0	8	25.0	1	3.1
The opportunities for small group instruction	2	6.3	6	18.8	3	9.4	6	18.8	10	31.3	4	12.5	1	3.1
The opportunities to build relationships with students	5	15.6	6	18.8	5	15.6	3	9.4	4	12.5	7	21.9	2	6.3
Other	3	9.4	0	0.0	0	0.0	0	0.0	0	0.0	1	3.1	28	87.5

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

Appendix E, Table 9: School Day Redesign Staff and Leadership Survey Responses to "Please rate your agreement with the following statements." (*N* = 32)

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
Survey Item	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
The purpose/intention of my school's new schedule was clearly communicated to staff.	10	31.3	11	34.4	4	12.5	3	9.4	4	12.5
The purpose/intention of my school's new schedule was clearly communicated to families.	8	25.0	12	37.5	4	12.5	3	9.4	5	15.6
I had adequate resources to implement all aspects of our extended schedule.	6	18.8	12	37.5	6	18.8	3	9.4	5	15.6
The preparation and communication from the district was clear and helpful.	3	9.4	13	40.6	5	15.6	6	18.8	5	15.6

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

Appendix E, Table 10: School Day Redesign Parent Survey Responses to "Please rate your agreement with the following statements." (*N* = 142)

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
Survey Item	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
My student enjoys attending a School Day Redesign campus.	35	24.6	57	40.1	20	14.1	19	13.4	11	7.7
The new calendar has created a positive educational opportunity for my student.	34	23.9	50	35.2	26	18.3	14	9.9	18	12.7
I have noticed positive academic changes in my student since attending a School Day Redesign campus this year.	35	24.6	50	35.2	23	16.2	13	9.2	21	14.8
I have noticed positive social emotional changes in my student since attending a School Day Redesign campus this year.	31	21.8	52	36.6	23	16.2	16	11.3	20	14.1

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

Appendix E, Table 11: School Day Redesign Parent Survey Responses to "Do you feel that the new calendar has had an impact on the amount of stress your family feels about school? (*N* = 140)

Item	***n***	**%**
It has significantly reduced our stress level	26	18.6
It has reduced our stress level somewhat	28	20.0
It has not changed our stress level	38	27.1
It has increased our stress level somewhat	23	16.4
It has significantly increased our stress level	25	17.9

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

Appendix F

Appendix F, Table 1: 2022-23 *MAP* English Reading Assessment Mean RIT Scores by Grade and Campus Group

Grade	*n*	BOY Mean RIT	MOY Mean RIT	EOY Mean RIT	BOY-EOY Δ
			School Day Redesign		
1	71	152	160	165	13
2	61	164	175	181	17
3	76	174	184	188	14
4	76	190	194	198	8
5	59	194	199	202	8
6	171	200	202	203	3
7	189	204	203	204	0
8	200	206	203	204	-2
Overall	**903**	**192**	**195**	**197**	**5**
			Comparison		
1	91	153	160	166	13
2	94	163	171	179	17
3	98	179	187	190	11
4	84	189	197	199	10
5	93	199	202	206	7
6	263	202	203	205	3
7	302	201	201	202	0
8	288	208	209	210	2
Overall	**1,313**	**194**	**197**	**199**	**5**

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.
Note: BOY-EOY Δ: change in the mean RIT scores from the beginning of the year to the end of the year.

Appendix F, Table 2: 2022-23 *MAP* Spanish Reading Assessment Mean RIT Scores by Grade and Campus Group

Grade	*n*	BOY Mean RIT	MOY Mean RIT	EOY Mean RIT	BOY-EOY Δ
			School Day Redesign		
1	50	151	161	168	17
2	53	170	174	179	9
3	26	176	187	190	14
4	39	194	198	197	3
5	32	204	209	208	4
Overall	**200**	**179**	**186**	**188**	**9**
			Comparison		
1	97	148	162	170	22
2	88	170	177	180	10
3	39	181	189	189	7
4	61	193	200	202	9
5	70	200	203	204	4
Overall	**355**	**178**	**186**	**189**	**10**

Source: District BOY, MOY, and EOY *MAP* data files dated 09/27/22, 02/08/23, and 06/25/23, respectively.
Notes: Includes data for students with valid RIT scores for the English reading assessment at all three administrations. BOY-EOY Δ: change in the mean RIT scores from the beginning of the year to the end of the year.

Appendix F, Table 3: 2022-23 *MAP* Mathematics Assessment Mean RIT Scores by Grade and Campus Group

Grade	*n*	BOY Mean RIT	MOY Mean RIT	EOY Mean RIT	BOY-EOY Δ
School Day Redesign					
1	130	156	166	173	17
2	134	167	176	183	16
3	148	178	187	195	17
4	142	197	203	209	12
5	142	203	208	213	9
6	171	207	209	212	5
7	199	211	211	213	1
8	247	214	216	217	3
Overall	**1,313**	**195**	**200**	**204**	**9**
Comparison					
1	184	154	167	175	21
2	190	168	177	183	15
3	176	182	192	197	16
4	160	195	202	207	13
5	177	202	206	210	7
6	283	209	213	217	7
7	352	211	211	215	4
8	324	214	216	219	5
Overall	**1,846**	**196**	**201**	**206**	**10**

Source: District BOY, MOY, and EOY *MAP* data files dated 09/27/22, 02/08/23, and 06/25/23, respectively.
Notes: Includes data for students with valid RIT scores for the English reading assessment at all three administrations. BOY-EOY Δ: change in the mean RIT scores from the beginning of the year to the end of the year.

Appendix F, Table 4: 2022-23 School Day Redesign and Comparison Campus *MAP* BOY to MOY Growth Quintile Rates - Reading (English), Reading (Spanish), and Mathematics

	Low		Low Average		Average		High Average		High	
Group	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Reading (English)										
SDR	372	41.2	144	15.9	98	10.9	113	12.5	175	19.4
Comp.	493	37.5	212	16.1	184	14.0	155	11.8	266	20.3
Reading (Spanish)										
SDR	52	25.5	37	18.1	31	15.2	41	20.1	43	21.1
Comp.	77	21.3	57	15.8	49	13.6	65	18.0	111	30.7
Mathematics										
SDR	420	32.0	235	17.9	218	16.6	190	14.5	249	19.0
Comp.	604	32.7	311	16.8	276	15.0	245	13.3	405	21.9

Source: District MOY *MAP* data file dated 02/08/23.
Note: Comp. = Comparison. 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 F, Table 5: 2022-23 School Day Redesign and Comparison Campus *MAP* MOY to EOY Growth Quintile Rates - Reading (English), Reading (Spanish), and Mathematics

	Low		Low Average		Average		High Average		High	
Group	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
					Reading (English)					
SDR	267	29.6	139	15.4	114	12.6	135	15.0	248	27.5
Comp.	388	29.6	191	14.5	181	13.8	176	13.4	376	28.6
					Reading (Spanish)					
SDR	58	28.4	49	24.0	34	16.7	35	17.2	26	12.7
Comp.	89	24.7	98	27.1	75	20.8	49	13.6	50	13.9
					Mathematics					
SDR	339	25.8	192	14.6	190	14.5	218	16.6	372	28.3
Comp.	454	24.6	283	15.3	262	14.2	289	15.7	557	30.2

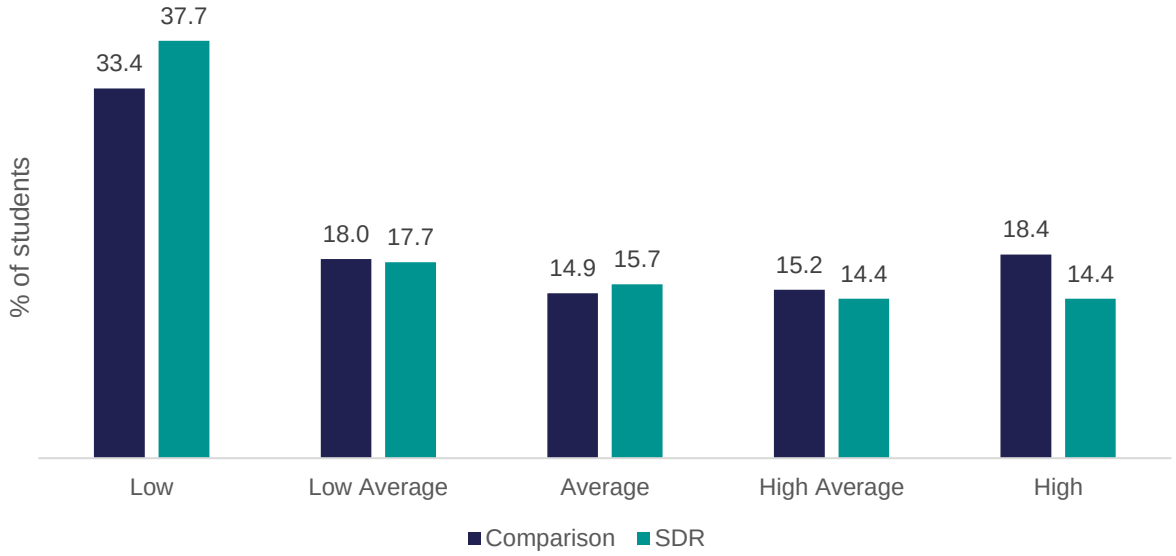
Source: District EOY *MAP* data file dated 06/25/23.
Note: Comp. = Comparison. Includes data for students who had valid *MAP* scores in the same language for all three assessment administrations. Percentages may not sum to 100 percent because of rounding.

Appendix F, Table 6: 2022-23 School Day Redesign and Comparison Campus *MAP* BOY to EOY Growth Quintile Rates - Reading (English), Reading (Spanish), and Mathematics

	Low		Low Average		Average		High Average		High	
Group	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
					Reading (English)					
SDR	340	37.7	160	17.7	142	15.7	130	14.4	130	14.4
Comp.	438	33.4	236	18.0	195	14.9	200	15.2	241	18.4
					Reading (Spanish)					
SDR	66	32.4	36	17.6	37	18.1	36	17.6	29	14.2
Comp.	102	28.3	68	18.8	52	14.4	56	15.5	81	22.4
					Mathematics					
SDR	379	28.9	253	19.3	220	16.8	184	14.0	276	21.0
Comp.	502	27.2	310	16.8	277	15.0	311	16.8	441	23.9

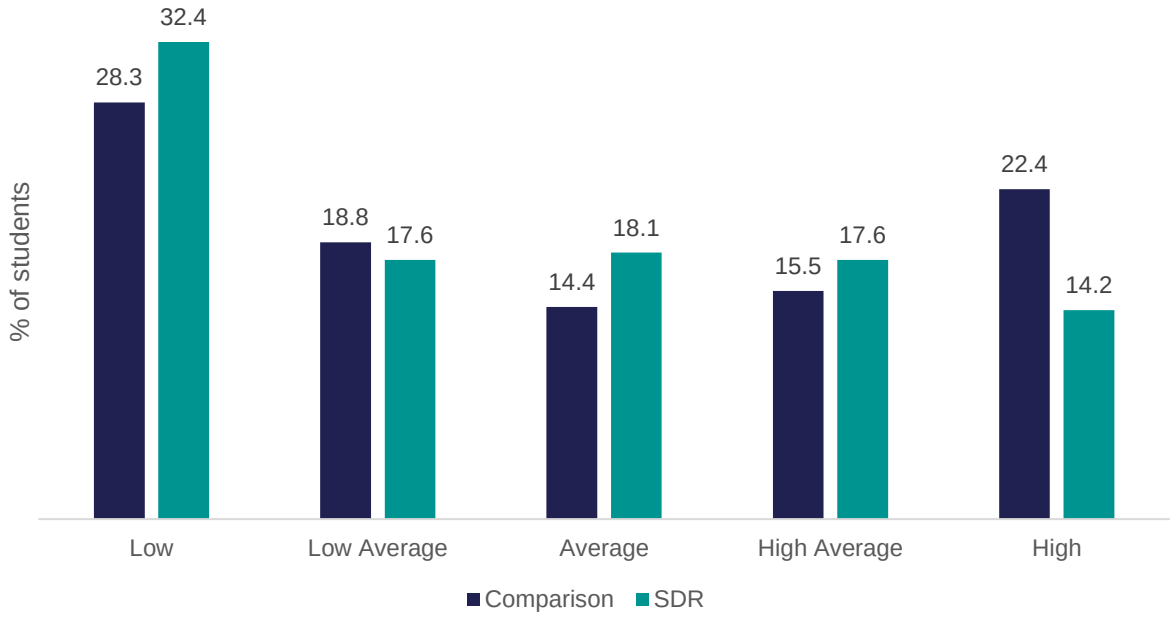
Source: District EOY *MAP* data file dated 06/25/23.
Note: Comp. = Comparison. Includes data for students who had valid *MAP* scores in the same language for all three assessment administrations. Percentages may not sum to 100 percent because of rounding.

Appendix F, Figure 1: 2022-23 School Day Redesign and Comparison Campus MAP End-of-Year Growth Quintile Rates - Reading (English)



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

Appendix F, Figure 2: 2022-23 School Day Redesign and Comparison Campus *MAP* End-of-Year Growth Quintile Rates - Reading (Spanish)



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

Appendix F, Figure 3: 2022-23 School Day Redesign and Comparison Campus *MAP* End-of-Year Growth Quintile Rates – Mathematics



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

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

	Did Not Meet Projected Growth		Met Projected Growth	
Group	***n***	**%**	***n***	**%**
		Reading (English)		
SDR	543	60.1	359	39.8
Comparison	734	55.9	576	43.9
		Reading (Spanish)		
SDR	114	55.9	90	44.1
Comparison	191	52.9	168	46.5
		Mathematics		
SDR	703	53.5	609	46.4*
Comparison	902	48.9	939	50.9

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

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

	Fall 2022								Spring 2023							
	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships		Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
Campus	***n***	**% fav.**	***n***	**% fav.**	***n***	**% fav.**	***n***	**% fav.**	***n***	**% fav.**	***n***	**% fav.**	***n***	**% fav.**	***n***	**% fav.**
Elementary Schools School Day Redesign																
Holland	648	59.7	1,311	63.6	1,043	66.2	390	86.8	663	70.7	1,315	68.0	1,046	70.7	397	89.0
Maple Lawn	985	61.3	1,957	65.8	1,561	69.3	588	88.3	1,014	77.8	2,023	76.5	1,614	76.8	609	91.8
Rowe	680	66.7	1,356	70.1	1,088	72.9	411	90.0	701	63.8	1,393	69.6	1,114	69.2	419	88.0
Comparison																
Guzick	1,192	58.2	2,371	63.5	1,893	63.9	717	86.3	-	-	-	-	-	-	-	-
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
Johnson	714	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
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**
Middle Schools School Day Redesign																
Boude Storey	1,733	45.0	3,483	61.6	2,794	53.9	2,086	80.3	1,670	49.8	3,333	60.5	2,675	51.1	2,003	81.7
Rusk	1,274	48.2	2,536	66.4	2,041	57.2	1,530	85.1	1,933	50.7	3,875	65.2	3,098	57.7	2,316	83.3
Comparison																
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
Walker	-	-	-	-	-	-	-	-	175	65.8	350	80.9	279	70.9	209	85.6
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 Surveys files dated 06/20/2023.
Notes: % fav.: percent favorable. -: Response was not provided by the campus.