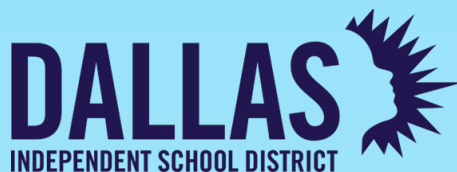


Department of Evaluation and Assessment

Executive Summary Reports 2022-2023

Updated January 2024

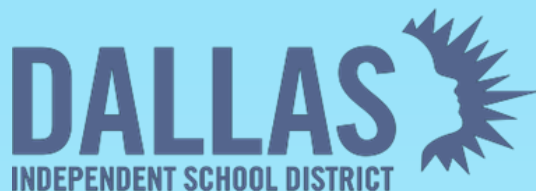


Department of Evaluation and Assessment

Executive Summary Reports 2022-2023

Cecilia Oakeley, Ph.D., Deputy Chief

Additional Executive Summary Report Information may be located at:
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Assessment



Students at the Career-Institute North - 2023

EXECUTIVE SUMMARY

For the 2022–23 school year, Assessment's Test Development, in conjunction with the Department of Teaching and Learning (T&L), developed the *Assessments of Course Performance (ACPs)* as standardized final semester tests in grades three through 12 for Mathematics, Reading Language Arts, Science, Social Studies, English as a Second Language (ESL), World Languages, Instructional Technology, Health, Physical Education and Visual & Performing Arts courses. Overall, 119 tests were developed and four were trans-adapted into Spanish. With six single-semester tests and four high school tests also used for middle school students, a total of 133 ACPs were administered the 2022–23 school year.

ACP Development

Prior to the test development phase, T&L provided outlines, called blueprints, detailing the Student Expectations (SEs) that required assessment items. In addition, T&L provided item blueprints, which directed item writers to measure a specific aspect of the SE to ensure item validity as well as to create a specific type of item. Technology-enhanced items were part of the ACPs for the 2022–23 school year.

The processes of item writing, editing, item analyses, and test approvals were managed through Test Development. Tests comprised approximately three-quarters of the well-performing items from the previous year and one-quarter new or revised items. Item writing during the summer generally focused on expanding and revising test item banks. All test blueprints and formula charts were published on MyData Portal and the Assessment website at the beginning of the school year. All tests were aligned to the Texas Essential Knowledge and Skills (TEKS) using T&L's curriculum guides developed by each content area. After administration began, alignment pages were published on the Assessment website, which showed the specific aspect of the SE that each item measured.

Example Item Sets for ACPs

Test Development developed a representative set of items for each ACP, called Example Items, for teachers and students to gain an understanding of the format and rigor of the ACPs. At the beginning of each semester, Example Items were available in Dallas Assessment Navigator (DAN) as tests. Teachers could activate the Example Item test for students and use these items, along with the test blueprint, as guides for preparing students for the ACP. They were intended to provide an understanding of some, not all, possible approaches to assessing the given SE. They also provided students with exposure to the technology-enhanced item types.

Valid and Reliable Tests

The development of valid and reliable assessments is crucial for the evaluation of student knowledge and mastery of instructional material. Therefore, it is essential that the data provided by tests be valid and reliable. Content validity was demonstrated by using item and test blueprints as well as alignment pages, which ensured each item was aligned with the curriculum. Cronbach's alpha, a coefficient used to provide a general indicator of internal consistency across items within a test, ranges from 0 to 1, with 0 indicating no test reliability. Coefficients approaching 1 indicate high test reliability. Of the 133 ACPs administered, reliability scores were generated for all tests. Ninety-five ACPs had a reliability score equal to or above .80. All but eight ACPs had a reliability of .70 or higher.

Curriculum Alignment

The ACPs were designed as measures of the taught curriculum. Although every SE in the curriculum was not measured, significant SEs were identified and included in the test design process. Teachers were surveyed and asked to indicate the extent to which the ACPs successfully matched what was taught in the course. The results are presented in Table 1. About 75% of the teachers reported courses and ACPs had a 75% to 100% match. Given that there were more SEs taught than can be appropriately measured on a 120-minute test, this level of matching was acceptable.

Table 1: ACPs Aligned with Taught Curriculum

Question	Response Category	Sem 1 (%)	Sem 2 (%)
To what extent does the ACP successfully assess (match) what is taught in this course?	About 100%	31.1	32.8
	About 75%	43.6	42.6
	About 50%	18.8	21.3
	About 25%	6.5	3.3

Scaled Scores

All 2022–23 ACPs used scaled scores to report student achievement. Tests aim to have at least 55% correct set to equal a scale score of 70 or passing. However, some tests have lower or higher passing percentages based on test difficulty. The 55% criterion was lowered on 76 of 90 first semester tests and raised on 10. For second semester, it was lowered on 34 of 43 tests and raised on seven. Maintaining the 55% standard would have led to unreasonably high or low passing rates.

Semester One Results

Table 2 reports semester one results for the 90 ACPs administered, including the mean ACP scale score, standard deviation, and the percentage of students passing the ACP. The mean scale score ranged from a low of 64.4 (Pre-Calculus) to a high of 80.4 (Grade 5 Spanish Language Arts), while the median scale score was 72.1. The percent of students passing the ACPs ranged from 33.1% (Pre-Calculus) to 80.4% (English Language Arts 7 Honors).

Table 2: Semester One ACP Results

ACP	Mean Scale Score	Scale Score SD	Percent Passing
Grade 3 Mathematics	73.7	13.6	60.9
Grade 3 Spanish Mathematics	65.0	13.0	38.1
Grade 4 Mathematics	76.5	14.5	67.3
Grade 4 Spanish Mathematics	67.1	13.7	39.9
Grade 5 Mathematics	79.4	15.0	74.0
Grade 5 Spanish Mathematics	71.7	15.3	55.0
Mathematics 6	73.9	8.7	66.0
Mathematics 6 Honors	73.4	10.9	62.3
Mathematics 7	69.5	8.6	46.9
Mathematics 7 Honors	76.8	12.8	67.5
Mathematics 8	70.2	11.9	49.3
Algebra I	69.0	14.4	48.1
Algebra I Honors	75.5	14.4	66.7
Geometry	71.0	9.2	49.6
Geometry Honors	73.1	12.5	58.2
Algebra II	69.1	11.6	47.1
Algebra II Honors	71.1	15.0	57.1
Pre-Calculus	64.4	12.3	33.1
Pre-Calculus Honors	66.7	15.2	43.8
Grade 3 Reading	67.8	13.0	42.5
Grade 3 Spanish Reading	73.2	12.6	58.2
Grade 4 Reading	71.1	11.6	54.4
Grade 4 Spanish Reading	72.1	12.2	56.7
Grade 5 Reading	75.7	11.0	70.8
Grade 5 Spanish Reading	80.4	12.8	78.0
English LA 6	69.4	7.6	47.5
English LA 6 Honors	74.8	9.2	71.4
English LA 7	72.1	11.0	57.3
English LA 7 Honors	77.7	10.9	80.4
English LA 8	72.8	10.1	61.2
English LA 8 Honors	76.6	10.5	78.0
English I	68.1	10.1	47.2
English I Honors	71.7	10.8	60.6
English II	69.3	9.7	50.6
English II Honors	72.4	11.1	64.4
English III	70.0	10.0	52.6

English IV	73.0	8.7	62.6
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Table continues

Table 2 con't

ACP	Mean Scale Score	Scale Score SD	Percent Passing
Grade 5 Science	77.1	14.5	72.5
Grade 5 Spanish Science	74.1	12.2	63.1
Science 6	69.9	7.2	48.1
Science 6 Honors	71.5	9.3	56.4
Science 7	70.9	11.9	51.6
Science 7 Honors	75.7	12.2	69.0
Science 8	71.7	10.3	56.4
Physics 8 Honors	72.8	10.5	57.9
Astronomy 8	72.2	10.6	60.0
Biology	72.6	9.1	58.3
Biology Honors	75.6	11.1	69.7
Chemistry	69.2	7.6	44.3
Chemistry Honors	73.1	12.6	61.1
Physics	70.5	7.4	51.2
Physics Honors	74.5	11.9	60.6
Environmental Systems	72.2	10.6	59.7
Astronomy	70.5	9.2	56.3
World Cultures 6	68.7	8.6	42.4
World Cultures 6 Honors	73.9	11.4	63.4
Texas Studies 7	68.7	8.9	40.5
Texas Studies 7 Honors	73.5	10.6	60.4
US Studies 8	70.8	9.3	48.0
US Studies 8 Honors	76.3	11.4	69.7
World Geography	70.1	9.5	46.6
World Geography Honors	72.7	12.4	62.9
World History	70.8	9.8	52.2
World History Honors	75.4	9.9	72.8
US History	70.7	11.3	53.6
Government	71.8	11.7	57.7
Economics	75.9	12.1	69.9
Reading LA 6 ESL YR 1	70.5	7.2	53.2
Reading LA 6 ESL YR 2	71.1	8.8	49.1
Reading LA 7 ESL YR 1	69.4	6.4	46.6
Reading LA 7 ESL YR 2	70.6	7.4	53.3
Reading LA 8 ESL YR 1	69.1	7.9	46.2
Reading LA 8 ESL YR 2	70.7	11.3	45.4
English I ESOL Beg	69.1	9.0	38.6
English I ESOL Inter	70.5	8.4	47.6
English II ESOL Inter	70.1	7.6	47.5
Technology Applications	71.5	11.8	55.7
MS Health Education 8	76.3	11.3	76.1
HS Health Education	75.5	11.4	74.0
PE 6	74.7	9.3	73.7
PE 7 & 8	76.4	9.2	77.4
MS Art I Studio	77.5	9.5	76.0
Studio Art I	73.9	9.6	68.7

Table continues

Table 2 con't

<i>ACP</i>	Mean Scale Score	Scale Score SD	Percent Passing
MS Varsity Band	71.8	10.9	51.8
HS Varsity Band	71.8	12.3	54.8
French I	73.1	10.0	65.2
French II	73.0	11.0	68.0
Spanish I	77.1	11.1	73.2
Spanish II	76.7	11.1	73.1
Spanish Heritage Spkr Fund	73.8	10.2	67.3

Semester Two Results

Table 3 reports semester two results for the 43 *ACPs* administered, including the mean *ACP* scale score, standard deviation, and the percentage of students passing the *ACP*. Fewer *ACPs* were administered in the second semester because many courses for grades three through 11 required students to take the state test. The mean scale score ranged from a low of 67.5 (Environmental Systems) to a high of 82.2 (Spanish II), while the median scale score was 74.0. The percent of students passing the *ACPs* ranged from 40.4% (World Cultures 6) to 83.9% (Spanish II).

Table 3: Semester Two *ACP* Results

<i>ACP</i>	Mean Scale Score	Scale Score SD	Percent Passing
Geometry	69.8	8.3	44.9
Geometry Honors	74.3	12.5	58.5
Algebra II	73.7	9.5	61.4
Algebra II Honors	77.5	11.7	72.4
Pre-Calculus	70.6	10.6	48.3
Pre-Calculus Honors	75.1	14.2	61.2
English III	72.0	9.7	57.8
English IV	73.6	11.2	61.8
Science 6	69.4	7.7	43.0
Science 6 Honors	78.2	10.4	76.7
Science 7	75.1	9.5	66.8
Physics 8 Honors	74.7	9.1	68.3
Astronomy 8	72.7	11.8	57.6
Chemistry	70.8	8.2	48.2
Chemistry Honors	73.8	12.3	61.8
Physics	71.6	7.1	58.9
Physics Honors	75.0	9.0	66.6
Environmental Systems	67.5	12.3	46.9
Astronomy	74.5	11.4	58.5

Table continues

Table 3 con't

<i>ACP</i>	Mean Scale Score	Scale Score SD	Percent Passing
World Cultures 6	68.8	7.3	40.4
World Cultures 6 Honors	76.5	10.7	71.1
Texas Studies 7	69.5	9.4	48.4
Texas Studies 7 Honors	74.6	10.4	65.2
World Geography	71.4	10.2	49.8
World Geography Honors	76.9	10.7	74.2
World History	69.7	10.0	48.5
World History Honors	73.9	11.3	66.7
Government	70.9	15.5	55.6
Economics	73.6	14.0	65.6
Technology Applications	75.1	11.7	66.9
MS Health Education 8	75.4	12.2	72.2
HS Health Education	75.4	12.0	73.5
PE 6	74.0	10.2	66.8
PE 7 & 8	76.2	10.0	75.6
MS Art I Studio	70.7	8.5	57.1
Studio Art I	74.1	9.5	63.2
MS Varsity Band	70.5	12.5	51.4
HS Varsity Band	75.6	10.5	68.0
French I	76.4	9.5	72.5
French II	74.7	8.0	72.4
Spanish I	80.4	11.4	79.7
Spanish II	82.2	10.9	83.9
Spanish Heritage Spkr Fund	73.8	8.0	68.4

Course Grades

Scale score results were used in the calculation of the final semester grade for grades three through twelve. For grades three through five, *ACP* scale score results accounted for 5% of the final semester grade. Middle school results accounted for 10% of the final semester grade, while high school *ACP* scale score results accounted for 15% of the final semester grade.

Summer School ACPs

Summer school classes were provided for all students who did not pass courses during the school year. High school students who were instructed in Mathematics, Reading Language Arts (English), Science, and Social Studies were required to take the respective *ACPs* for each course. High school students enrolled in up to two courses and were assessed with the respective *ACPs* for each course.

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

EXECUTIVE SUMMARY

Assessment coordinates the training, administration, campus support, distribution, and processing of all state-, national-, and district-mandated criterion- and norm-referenced testing in the Dallas ISD. These tests include *State of Texas Assessments of Academic Readiness (STAAR)*, *STAAR Spanish*, *STAAR Alternate 2*, *STAAR End-of-Course (EOC)*, *Texas English Language Proficiency Assessment System (TELPAS)*, *TELPAS Alternate*, *Measurement of Academic Progress (MAP)*, *Iowa Complete*, *LAS Links*, and *Assessment of Course Performance (ACP)*. In addition, Assessment supports magnet school testing, *National Assessment of Educational Progress (NAEP)*, *Texas Student Initiative Assessment 2 (TSIA2)*, and the administration of *Credit by Examination (CBE)* and *Credit by Examination for Acceleration (CEFA)*.

Assessment is also responsible for assisting with Test Security by training Campus Testing Coordinators (CTCs), monitoring test administrations, and reporting testing irregularities to the proper authorities (Texas Education Agency [TEA], Human Capital Management, and Professional Standards Office).

TESTING

State-Mandated Assessments

TEA requires assessment of students in grades 3-12 to determine academic skill levels and progress made during a given school year. In most cases, students in grades 3-8 must be tested with a STAAR assessment at their enrolled grade level as required in Texas Education Code (TEC) §39.023(a). Exceptions to this requirement may exist for students receiving instruction above grade level. Above grade level assessments are offered for middle school students enrolled in Science 7 Honors, Math 7 Honors, and grade 8 Algebra I. Students in grades 9-12 are to be administered the *STAAR EOC* as they are completing the corresponding courses. In the Fall 2021, schools were introduced to a new testing vendor, Cambium Assessment, Inc. (CAI). CAI was awarded a four-year contract to manage the registration, administration, scoring and reporting of state assessments.

The STAAR redesign is a result of House Bill (HB) 3906, enacted by the 86th Texas Legislature in 2019. The STAAR redesign included the following changes: the online administration of state assessments, new question types with capped multiple-choice questions, cross-curricular passages, and evidenced based writing.

House Bill 3906, 86th Texas Legislature, 2021, eliminated the automatic retention of students in grades 5 and 8 based on their reading or math *STAAR* test results. As a result of the legislative update, students in grades 5 and 8 only completed assessments during the May testing window and retesting in June was discontinued.

At grades 9-12, students have three scheduled opportunities to test (December, Spring, and June). Students are assessed in English I, English II, Algebra I, Biology, and U.S. History.

The *STAAR* online format includes features that cannot be replicated on paper and these features are beneficial for students that meet designated supports eligibility criteria. The *STAAR Alternate 2* is a question-based assessment administered individually to students and uses secure paper materials; student responses are entered online by the test administrator.

The Every Student Succeeds Act (ESSA) mandates an annual English-language proficiency assessment of English learners (ELs) in grades K-12 in four language domains {reading (online), writing (paper/online collections), speaking (online), and listening(online)}. TEA developed the *TELPAS* to assess ELs in these domains.

Dallas ISD schools experienced online testing success as we embarked on our third year of majority online testing. During the 2022-23 school year, the state continued a two-week testing window per content. Dallas strongly encouraged all schools to utilize week 1 as the primary testing week and week 2 for make-up testing. Spring *STAAR 3-8*, *STAAR EOC*, and *STAAR Alternate 2* Reading, Math, Social Studies and Science tests were administered in April and May, with only *EOC* retesting in June. *TELPAS* was also administered this Spring.

The following presents an overview of the number of state mandated tests administered in the Dallas ISD:

- A total of 80,412 *STAAR EOC* tests were administered in 2022-2023, with 14,071 administered December 2022, 61,097 administered Spring 2023, and 4,265 retests administered during June 2023. Approximately 99.9% of all *STAAR EOC* tests were completed online with only four tests being submitted using a paper document. A total of 979 *STAAR Alternate 2 EOCs* were administered online. Last school year, a total of 77,514 *STAAR EOC* tests were administered, with 13,203 administered December 2021, 57,953 administered Spring 2022, and 6,358 retests administered during June 2022. Approximately 99.8% of

all STAAR EOC tests were completed online. A total of 1,008 STAAR Alternate 2 EOCs were administered online.

- A total of 136,879 STAAR tests were administered in grades 3-8 Spring 2023. Submission counts included the following totals: 55,950 reading tests; 51,843 math tests; 9,495 grade 8 Social Studies tests, and 19,591 tests in Science for grades 5, 7 Honors and 8. A total of 3,306 STAAR Alternate 2 tests were administered to students in grades 3-8. Approximately 99.9% of all assessments were completed online with only 26 tests being submitted using a paper document. In Spring 2022, 142,133 STAAR tests were administered in grades 3-8. Submission counts included the following totals: 58,064 reading tests; 54,174 math tests; 9,781 grade 8 Social Studies tests, and 20,114 tests in Science for grades 5, 7 Honors and 8. A total of 3,268 STAAR Alternate 2 tests were administered to students in grades 3-8. Approximately 99.3% of all assessments were completed online.
- This year a total of 61,043 students received composite TELPAS ratings this school year. During the 2021-22 school year, a total of 55,988 students received composite ratings. A total of 807 TELPAS Alternate students were rated in Spring 2023, while the previous school year, the total was captured at 729 for TELPAS Alternate.

Measure of Academic Progress Testing

Measure of Academic Progress (MAP) assessments are computer adaptive norm-referenced achievement tests administered to the district's K-2 enrollment at the end of 2022-23. Schools administer assessment at the beginning, middle and end of the school year. Campuses are trained to utilize secure protocols during the middle and end of year administrations for Grade 1-2 and at the end of the year for the kindergarten administration. At the beginning of the year, there were 42,074 Grades 1-2 online tests administered: 20,096 completed math assessments in English, 12,415 students completed reading assessments in English, and 9,565 students completed reading assessments in Spanish. During the middle of year assessments, there were 41,687 Grades 1-2 online tests administered: 20,241 students completed math assessments in English, 12,012 students completed reading assessments in English, and 9,434 students completed reading assessments in Spanish. During the end of the year assessments, there were 60,176 Grades K-2 online tests administered: 29,314 students completed math assessments in English, 16,744 students completed reading assessments in English, and 14,118 students completed reading assessments in Spanish. During all testing windows, students who took reading in both English and Spanish are counted in both categories. During 2021-22, there were 59,479 Grades K-2 online tests administered: 29,768 completed math assessments in English, 16,051 students completed reading assessments in English, and 13,660 students completed reading assessments in Spanish. During Spring 2022, there were

58,389 Grades K-2 online tests administered: 29,249 students completed math assessments in English, 15,263 students completed reading assessments in English, and 13,877 students completed reading assessments in Spanish. During all testing window, students who took reading in both English and Spanish are counted in both categories.

LAS Links Assessments of Emergent Bilingual Students

School districts are required to identify emergent bilingual (EB) students in grades PreK-12 using a home language survey. Students identified as having a language other than English were assessed with *LAS Links*. Students in grades PreK-12 who were new to the district and spoke a language other than English were assessed with *LAS Links* and placed in an appropriate instructional program within four weeks of enrollment. *LAS Links* is for grades 1-12, while *preLAS* is for grades EC, PK3, PK4, and KN.

A total of 8,236 *LAS Links tests* were administered (5,671 English and 2,565 Spanish), while a total of 12,146 *preLAS Links tests* were administered (6,325 English and 5,821 Spanish) during the 2022-23 school year. During the previous school year, a total of 7,415 *LAS Links tests* were administered (5,310 English and 2,105 Spanish), while a total of 14,979 *preLAS Links tests* were administered (7,678 English and 7,301 Spanish).

Magnet School Application Process and Assessments

The Assessment Department administered the Iowa Complete online assessments to students who did not have norm- or criterion-referenced achievement test scores from the previous school year. Specifically, these services were provided to students who were applying for admission to the district's vanguards, academies, and magnet high schools who met the following criteria: (a) currently enrolled in private, parochial, or other schools (grades K-11), and (b) currently enrolled Dallas ISD students (grades 1-2 and 9-11). Out-of-district students were charged \$100, while in-district students tested free. A total of 150 students were tested for admission into the magnet program with *Iowa Complete*. During the previous school year, 175 students were tested for admission.

The *Naglieri Nonverbal Ability Test (NNAT)* is an instrument used by selected district vanguards, academies, and magnet high schools for additional screening of applicants. It is a nonverbal test of general ability commonly used to identify gifted children. During the 2022-23 school year, a total of 2,738 students were tested online. During the 2021-22 school year, a total of 420 students were tested online prior to the district's decision to minimize testing to limit the spread of COVID within schools.

The *Math Pre-Assessment* was developed by the Region IV Education Service Center. It is used, along with other assessments, to determine whether students fulfill the requirements needed for entry into five of the vanguards and academies. The Assessment department formatted the online assessments and scored the exams. A total of 1,085 students were tested compared to the previous year with 326 students tested.

Early Collegiate Academy and Comprehensive High School Grade 12 Texas Success Initiative Assessment 2 (TSIA2) Testing

Early Collegiate high schools continued to administer the TSIA2 assessments during this school year. TSIA2 assessments are computer-adaptive tests designed for high school students to evaluate college readiness and identify students who may require additional support. In total, 4,478 collegiate students completed 9,259 TSIA2 assessments, comprising 4,456 English Language Arts assessments, 2,574 essays, and 2,229 Algebra I assessments.

Among the students, 875 were identified as college-ready in Algebra I, while 616 received college-ready scores in either English I or English II.

In 2022-23, the district offered grade 8 students transitioning to grade 9 an opportunity to complete testing through the Summer Bridge program. The table below provides a breakdown of test completion by grade level:

Table 1: 2022-23 Early Collegiate TSIA2 Student Completion Count

	TSIA2 Student Completion Count	
	(N = 4,478)	
	N	%
Grade Level		
Grade 8	1,487	33.2
Grade 9	975	21.7
Grade 10	989	22.0
Grade 11	722	16.1
Grade 12	305	6.8

Source: Accuplacer College Board Data retrieved 08/24/23

In the previous year, 3,510 collegiate students completed a TSIA2 assessment, with 647 students were identified as college-ready in Algebra I, while 392 students received college-ready scores in either English I or English II.

A total of 12,619 Grade 12 students from comprehensive high schools completed a total of 32,002 TSIA2 assessments with 11,365 English Language Arts assessments administered, 5217 essays administered, and 15,420 Algebra I assessments administered. 1,641 students were identified as college-ready Algebra I credit, while 686 students received college-ready scores in either

Table 2: 2022-23 Comprehensive TSIA2 Student Completion Count

	TSIA2 Student Completion Count	
	(N = 12,619)	
	N	%
Grade Level		
Grade 9	1,019	8.0
Grade 10	3,335	26.4
Grade 11	2,463	19.5
Grade 12	5,802	45.9

Source: Accuplacer College Board Data retrieved 08/24/23

English I or English II. The following table includes a breakdown of test completion by grade level:

In the previous year, 5,180 Grade 12 students from comprehensive high schools completed a TSIA2 assessment in 2021-22, with 455 students were identified as college-ready in Algebra I, while 250 students received college-ready scores in either English I or English II.

Credit by Examination for Acceleration, Credit by Exam and Credit by Exam with Assessment Course Performance

Tests used for *Credit by Examination for Acceleration and Credit by Exam (CEFA/CBE)* were developed by Texas Tech University to assess mastery of the TEKS for students in grades 1-12 (EHDB LOCAL & EHDC LOCAL). CEFA is a means by which high-achieving elementary students may advance one grade level by passing all four tests in the core areas (language arts, mathematics, science, and social studies), while middle and high school students may be awarded course credit with or without prior instruction by taking the CBE. The Iowa Complete was used to determine acceleration for students in kindergarten. *Languages Other Than English (LOTE)* tests were transitioned into CBE testing for World Languages for high school students in collaboration with the World Languages Department. The *OPI (Oral Proficiency Interview)* is an evaluation of uncommon languages via telephone conversation with an evaluator; *AAPPL (ACTFL Assessment of Performance Toward Proficiency in Languages)* and *ALIRA (ACTFL Latin Interpretive Reading Assessment)* are online tests from *LTI (Language Testing International)*; *The STAMP (Standards-based Measurement of Proficiency)*, and *World Speak* are also online tests from AVANT. To give credit for homeschooled courses for students entering the district, the CBE with ACP is administered.

Students had to meet the following passing standards to accelerate or gain course credit:

- Kindergarten students had to score at or above the 70th percentile on the *Iowa Complete* Reading and Math core subject tests to advance to the next grade.
- Elementary school students had to achieve a mastery

score of 80 percent in all four core areas (language arts, mathematics, science, and social studies) to advance to the next grade.

- Middle and high school students had to achieve a mastery score of 80 percent in each subject area tested to receive course credit.
- Middle and high school students with prior instruction in the course taken had to achieve a mastery score of 70 percent in each subject area tested to receive course credit.
- LOTE tests grant credit based on student proficiency level to award up to two years credit for language.
- Students who enter the district in the second semester of Grade 9 or in either semester (first or second) of Grades 10-12 from a home study or non-accredited school must score 70 percent or higher on the District's Assessment of Course Performance (ACP) to validate the credits earned at the out-of-district school.

The following results were observed:

- Seventeen students were tested for acceleration at the kindergarten level with six scoring at or above the 70th percentile, while seven were tested last year with six scoring at or above the 70th percentile.
- At the elementary level, 32 students were tested for acceleration with eight students scoring 80% mastery in all core areas (reading, math, science, and social studies), while in 2021-22, 29 were tested with five students scoring 80% mastery in all core areas.
- At the middle and high school levels, 100 tests for course credit were administered with 75 students passing with 80% mastery; and 18 CBE tests with prior instruction were administered with 8 students passing with 70% mastery; During the 2021-22 school year, 23 tests for course credit were administered with 16 students passing with 80% mastery; and 48 tests with prior instruction were administered with 16 students passing with 70% mastery.
- The number of tests administered for the LOTE were: *STAMP* (236); *WorldSpeak* (0); *AAPPL* (1); *OPI* (27), and *ALIRA* (0). 97% of all students tested received at least a level 1A/1B credit and 87% of all students tested received a level 2A/2B credit. During the 2021-22 school year, the number of tests administered for the LOTE were: *STAMP* (271); *WorldSpeak* (one); *AAPPL* (6); *OPI* (39), and *ALIRA* (1). 98% of all students tested received at least a level 1A/1B credit and 92% of all students tested received a level 2A/2B credit.
- Forty-two CBE with *ACP* assessments were administered to students coming from homeschool. Twenty-eight assessments were passed, thus receiving credit for the courses, while fourteen students did not receive credit. In 2021-22, twenty-two CBE with *ACP* assessments were administered to students coming from homeschool. Seventeen assessments were passed, thus receiving credit for the courses, while five students did not receive

credit.

Campus Test Coordinator Trainings

The Assessment department provided 20 large group Zoom sessions to Campus Test Coordinators (CTCs). The Executive Director and Director of Assessment shared testing updates with Executive Directors and Campus Principals in Zoom meetings throughout the fall and spring semesters. During the previous school year, the department hosted 16 large group Zoom sessions.

Digital Learning

The Assessment Department posted 27 training videos and tutorials. The videos reinforced campus stakeholders with memory recall for local, state, national assessment platforms and district student information systems. Training materials were streamlined with uniform digital content across all assessments. During the 2021-22 school year, the department posted 34 training videos.

Role of Districtwide Testing Coordinators

Four Districtwide Testing Coordinators (DWTCs) were assigned various feeder patterns to train, assist, and support CTCs with testing activities in association with the district's testing calendar. The group also hosted 10 facilitated work sessions for test coordinators and 208 small groups/onsite campus visits. Other activities completed by the DWTCs included:

- assisting with training CTCs before each test administration on test procedures, test security, online testing setup, online test administration and completion, and quality control of paper and online test materials;
- providing functional planning expertise to campus and district personnel required to meet state testing timelines and district administered local testing timelines outlined on the district's testing calendar;
- providing approximately 200 hours of direct virtual support to campuses during local, state, and national testing windows;
- working collaboratively with various departments including, but not limited to, Special Services, Counseling Services, Advanced Academics, Dual Language/ESL, Multi-tiered Systems of Support (MTSS), Dyslexia and Section 504 and Information Technology (IT) to ensure coherence and alignment of local, state, and national assessments;
- assisting with summarizing testing activities and operations in interim reports, technical reports, and final reports;
- managing online databases (delivery tickets, CTC lists, out-of-school testing sites, online order forms, meetings),

score code corrections, uploading users to state online databases, fixing rejects from uploads of state precode files, working on the out-of-school testing database, working with computer analyst for list of data needed for uploads to state sites; and

- making recommendations for improvement of operations for each future school year.

End-of-Year Test Coordinator Support Survey

The Assessment department surveyed campus test coordinators at the conclusion of the 2022-23 school year with the goal of eliciting feedback that would allow the

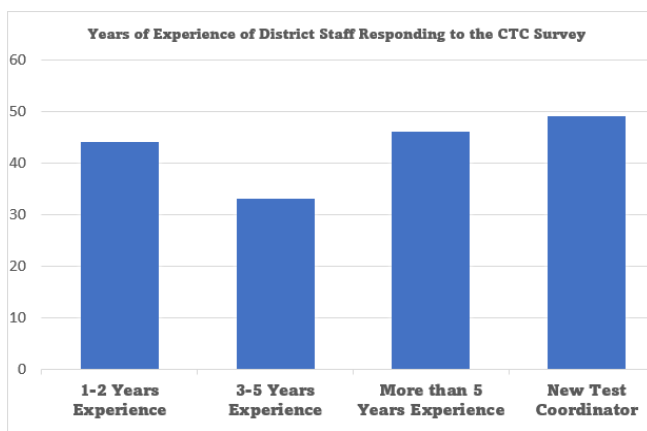
Table 3: 2022-23 Number and Percent of District Employees serving as Campus Testing Coordinators Responding to the CTC Survey

	Respondents Count (N = 172)	
	N	%
Serving as Campus Testing Coordinators		
Assistant Principal	79	46
Campus Testing Coordinator	32	19
Counselor	4	2
General Ed/Elective Teacher	16	9
Other	4	2
Instructional Coach	17	10
Librarian	10	6
Campus Coordinator	10	6

department to foster continuous improvement, enhance stakeholder satisfaction, and build a stronger assessment training and support program.

Seventy-five percent of all testing coordinators responded to the survey. Respondents were asked a diverse range of questions, which included providing information about their roles on campus and their total years of experience as testing coordinators.

Figure 1: Years of Experience of District Staff Responding to the CTC Survey



Respondents were also asked to rate the usefulness of resources and tools provided by the Assessment department.

Table 4: 2022-23 Number and Percent of Assessment Department-Provided Resources Rated as Extremely or Very Helpful

Resource	Respondents Count (N = 172)	
	N	%
Virtual support sessions during testing windows	160	93
Fall/spring block calendars for test coordinators	156	91
CTC Weekly Newsletter	155	90
Small groups hosted by DWTCs	151	88
Assessment department website resources	161	94

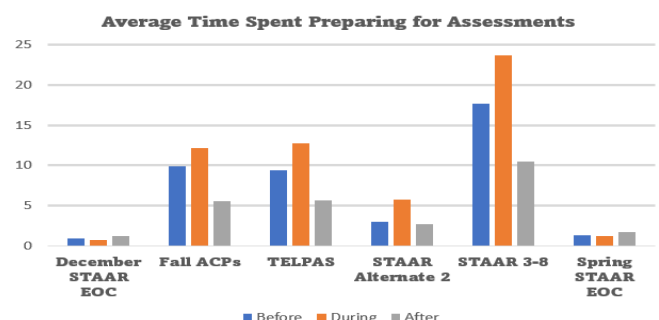
Additionally, test coordinators shared that they found step-by-step guides, campus training presentations, how-to videos and tutorials, and assessment-specific Google sites created by the DWTCs to be instrumental to the successful implementation of the assessment program on their campuses.

Test coordinators provided feedback and suggestions to improve the assessment platforms used throughout the year. These focused on several themes:

- Improving the systems by which Designated Supports are documented and tracked.
- Improving the reliability and performance of the Dallas Assessment Navigator (DAN).
- Improving the communication between multiple systems housing assessment-related student information.

Finally, the survey sought to determine the number of hours test coordinators spent working on assessment tasks outside of their designated job responsibilities. The majority of testing coordinators reported investing most of

Figure 2: Average Time Spent Preparing for Assessments



their time in preparing for TELPAS and spring STAAR assessments.

Testing Irregularities and Test Monitoring

Testing irregularities fell into two distinct categories, procedural and serious. For the 2022-23 school year, there was a total of 753 reported irregularities on the Testing Irregularity Security Violations (TISV) online form. 29% of the reported procedural violations occurred during a state assessment administration. There was one serious violation reported to the state. During 2021-22, a total of 1,037 testing irregularities were reported on the Testing Irregularity Security Violations (TISV) online form. 14% of the reported procedural violations occurred during a state assessment administration. There was also one serious submission reported to the state.

Stakeholders from various departments within the central staff play a vital role in monitoring testing procedures on the campuses. Throughout the 2022-2023 school year, a total of 192 central staff members were trained and assigned to campuses to assist with monitoring. Across the year, seven training sessions were conducted to ensure the readiness of test monitors. These monitors receive training for assisting in both fall and spring state administrations. Once trained, monitors select a campus to register with, where they ensure the adherence to proper testing and test security standards and procedures.

Three major components are observed during a test administration day, namely the maintenance of test material security before, during, and after testing. Monitors were trained to oversee two days within the state testing window at their registered campus.

Assessment of Course Performance

ACPs were administered online for both the fall and spring semester exams. Our Test Development team introduced technology-enhanced item types on the Dallas Assessment Navigator (DAN) platform, mirroring the item-types students see when taking a STAAR assessment. Due to the complexity of these new item types, students who required accommodations only available on paper completed teacher-made exams. During 2022-23, a total of 640, 684 tests were administered in Fall 2022 and 228,794 assessments were administered in Spring 2022. Quarterly ACP testing was also administered at early college high

schools. The core ACPs are scheduled after 9-week learning cycles to accommodate a blended high school and college curriculum. The Assessment Department provides the testing materials and scoring based on enrollment. The respective college campuses accommodate the college-level coursework and testing requirements. 867 exams were completed during Quarter 1, 489 exams were completed during Quarter 2, and 855 exams were completed during Quarter 3. Last school year, a total of 328,518 tests were administered in Fall 2021 and 115,484 assessments were administered in Spring 2022. Quarterly ACP testing was also administered at early college high schools. 1,023 exams were completed during Quarter 1 and 1,452 exams were completed during Quarter 3.

Service Center Shipping and Scanning

The Service Center acts as the main distribution hub for all district testing. As the district fully transition to online testing, limited materials are being sent to schools. During the 2022-23 school year, a total of 1,959 boxes and 714 envelopes were shipped to schools to support state testing. 665 boxes and 385 envelopes shipped to support ACPs and local NNAT3 gifted and talented testing. Last year, a total of 2,689 boxes and 846 envelopes were shipped to schools to support state testing. The type of materials shipped included: manuals, testing calendars, tests, and test results. 770 boxes and 36 envelopes were shipped to support ACPs and local NNAT3 gifted and talented testing.

RECOMMENDATIONS

Recommendation 1. All campuses should strive to maintain the same test coordinator for the entire year and succeeding years. This will ensure that the test coordinators have an increasing knowledge base of successful analytical techniques to determine student eligibility.

Recommendation 2. Campuses should provide multiple opportunities for students to practice online assessments prior to the testing window.

Recommendation 3. The Assessment department should continue to collaborate with various departments to improve the systems by which Designated Supports are documented and tracked.

EA22-230-4
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An electronic version of this report and full Assessment 2022-23 report can be found at www.dallasisd.org/Page/888.
For more information, please contact Assessment at assessment@dallasisd.org.

PROGRAM EVALUATION



A Student and Instructor at the Career-Institute North - 2023

EXECUTIVE SUMMARY

The Dallas Independent School District (Dallas ISD) supports high quality research and evaluation that addresses well-formed research and outcome questions of educational importance. At the same time, the district has moral and legal obligations that require oversight of research and evaluation activities that make use of district resources such as data, facilities, employee time, or access to students.

To conduct research or evaluations in the Dallas ISD, a proposal must be submitted and reviewed by the district's Research Review Board (RRB). The RRB is housed within the Department of Evaluation and Assessment and draws on the expertise of district researchers and program evaluators, as well as the professional knowledge of staff from the departments of Teaching and Learning, Student Services, School Leadership, and Legal Services, among others. The Office of Legal Services continues to assist with development of guidelines to ensure compliance with state and federal student privacy laws.

Proposals must demonstrate clear and direct educational value to the district, be minimally disruptive to the educational process, manifest a sound research methodology, and comply with current privacy laws. The potential direct benefit to Dallas ISD must outweigh demands on district resources, particularly staff and student time. Proposals submitted to evaluate district initiatives or partner services must also have a district sponsor.

Research Board Responsibilities

In addition to continuing to review the merit and methodology of submitted proposals, the RRB has taken on a larger role in protecting the privacy of students and staff and ensuring compliance with state and federal law, coordinating external research with internal research and evaluation, avoiding unnecessary or redundant data collection, and monitoring the progress of approved research projects. Current RRB responsibilities are carried out by a six-member team, comprised of six evaluation researchers (including the chair) who review proposals submitted to the district.

During the 2022-23 school year, board members continued to make several changes to refine the RRB online proposal process including transitioning the Research Application from the JotForm web platform to the Qualtrics web platform. In addition, board members continued to collaborate with the Office of Legal Services, Procurement Services department, Information Technology department, and Volunteer and Partnership Services department to review third-party Memorandums of Understanding and partnership agreements that request access to

student-level data. Furthermore, board members have cooperated with multiple internal Dallas ISD departments and external partners such as American Institutes for Research, Southern Methodist University (SMU), NWEA, the University of Pittsburgh, Charles River Media Group, CollegeSpring, Westat, and Teach for America.

Consortium for Educational Research and Improvement

On March 9, 2022, Dallas ISD and SMU established the *Consortium for Educational Research and Improvement* (CERI) advisory committee with the stated goal of supporting and facilitating mutually beneficial educational research, evaluation and improvement projects. CERI advisory committee members included:

Dallas ISD

- Cecilia Oakeley, Ph.D., Deputy Chief of Evaluation and Assessment
- Larry Featherston, Ph.D., Chair, Research Review Board & Manager, Program Evaluation
- Michele Broughton, Ed.D, Deputy Chief Academic Officer

SMU

- Tony Petrosino, Ph.D., Associate Dean for Research and Outreach
- Annie Wright, Ph.D., Executive Director, SMU CORE
- Suku Nair, Ph.D., Vice Provost for Research and Chief Innovation Officer

CERI is guided by the following principals:

- **Mutuality:** CERI is an intentionally highly collaborative research-practice collaboration developed to benefit both SMU and Dallas ISD.
- **Collaboration:** SMU faculty, staff and graduate students and Dallas ISD leaders are encouraged to pursue studies collaboratively. Additionally, practice-based questions may emerge from Dallas ISD leaders that SMU faculty can help investigate and/or theory-based questions may emerge from SMU that Dallas ISD leaders can help explore.
- **Contribution:** Findings and learnings from all CERI supported projects are expected to be shared for learning and improvement opportunities across SMU and Dallas ISD and within the broader content fields.

During the 2022-23 school year, the CERI advisory committee 1) held four quarterly meetings (two in-person, two virtual), 2) developed a CERI fact sheet, 3) reviewed

and provided support for six new research proposals, and 4) conducted a professional development training to SMU faculty on College, Career, and Military Readiness standards. Additionally, the CERI advisory board 1) applied for and received funding from the Addy Foundation to support collaborative projects, and 2) submitted and was accepted to co-present a poster presentation at the 2023 American Evaluation Association (AEA) conference.

Proposal Submission

Research applications and modification request materials must be submitted electronically. Research guidelines and application materials are available on the district's website at <http://www.dallasisd.org/Page/868>. Questions about the application process are submitted to research@dallasisd.org.

Researchers and evaluators must submit an application if 1) the research project involves collecting individual-level data from Dallas ISD students, staff, or parents (e.g., surveys, assessments, interviews, observations, focus groups), or 2) the project involves requesting an extract of individual-level data maintained by Dallas ISD on district databases, including student educational records or other district records.

Proposal Review

For studies taking place during the 2022-23 school year, between June 2022 and May 2023, 44 proposals and 19 modification requests were submitted (Table 1). During 2021-22, there were 49 proposals submitted.

Out of the 44 proposals submitted, the RRB approved 32 (73%) of proposed studies while rejecting seven proposals (16%). Researchers for the remaining five (11%) proposals withdrew their submission for various reasons. Out of the 32 approved proposals, seventeen (53%) were employee graduate research projects. All 19 modifications submitted were approved.

The most common reasons proposals were rejected included no clear and direct educational value to the district; poor research design or lack of sufficient information about the study, and/or lack of review and approval of program materials and content by Dallas ISD curricular departments.

Approved proposals can be grouped under three broad categories. The first category consists of district sponsored research projects which have the support of a department in the district because the department believes findings from these studies will inform the work of the department. The

second category includes external studies that are not sponsored by a district department and include major state and national research projects. The third category includes employee graduate research projects.

Table 1: 2022-23 Proposals and Modification Submissions

Status	N	%
Proposals		
Approved	32	72.7
Closed*	5	11.4
Rejected	7	15.9
Total		
Modifications		
Approved	19	100.0
Closed*	0	0.0
Total		

Source: Research Review Board database dated 07/12/2023.

Note: * = Proposals were withdrawn or closed due to various reasons.

Data Request

Research studies that require secondary data must have a completed Data Sharing Agreement (DSA). Researchers need to request a DSA template after the RRB has approved their research proposal. Schools or district staff cannot provide data to external researchers without prior approval from the RRB and Dallas ISD Legal department.

During 2022-23, eight new data sharing agreements were submitted by researchers with approved research studies. In addition, eight data sharing agreements were submitted for renewal by researchers with approved, ongoing research studies. Data fulfillment associated with all active data sharing agreements increased from 127 hours of staff time in 2021-22 to 133 hours of staff time in 2022-23.

RRB Expectations for 2023-24

The Dallas ISD RRB will continue to refine its processes and procedures during the 2022-23 school year. The RRB will also continue to work collaboratively with SMU to support the CERI advisory committee.

REFERENCES

Featherston, L. (2022). 2021-22 Dallas ISD Research Review Board. Dallas, TX. Dallas Independent School District.

EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) Dual Language/English as a Second Language (DL/ESL) Department mission is to increase student achievement by effectively addressing the academic, linguistic, and social needs of Emergent Bilinguals (EBs)¹.

The department oversees DL and ESL programs, sheltered instruction, services for immigrant students, tutoring, and summer programs, and oversees the Language Proficiency Assessment Committee (LPAC), which is responsible for the identification, reclassification, and monitoring of EBs.

Finally, the department collaborates with the Special Education Department to provide services for EBs who require special education services (EBSPED; see Voss, 2023 for full EBSPED evaluation). Funding in 2022-23 totaled \$43,083,242.

Program Components

The Dallas ISD offered a wide variety of programs and services for EBs. First, the district provided three DL programs: (a) One-Way DL [OWDL; prekindergarten (PK) to grade 5/6; 135 campuses]; (b) Two-Way DL (TWDL; PK to grade 5/6; 74 campuses); and (c) Secondary DL (SECDL; grades 6 to 12; 12 campuses). Second, elementary school EBs for whom Spanish was not the dominant language or who were Spanish speakers at campuses without a DL program participated in ESL. Third, secondary grade level students enrolled in US schools more than three years who had not yet been reclassified were enrolled in Reading/Language Arts (R/LA) sheltered classes. The DL/ESL Department also offered services for student populations with high proportions of EBs, such as immigrant students.

Program Staff

Title I ELA funds allowed the DL/ESL Department to employ (a) 20 instructional specialists to assist elementary, middle, and high schools, (b) seven coordinators to assist elementary, middle, and high schools, (c) one coordinator to assist refugee families and students, (d) three parent coordinators to assist with parent activities, and (e) two assistant parent coordinators to assist with parent activities.

EVALUATION QUESTIONS/OUTCOMES

EQ1: How was the DL/ESL Program implemented in 2022-23?

Teachers Served

In 2022-23, the district employed 2,488 DL or ESL teachers in elementary schools and 69 DL or ESL teachers in secondary schools. For both elementary and secondary teachers overall, the highest percentages of teachers were female, Hispanic, held bachelor's degrees, and/or had been with the district between one and five years.

The number of bilingual exceptions increased 51 percent since 2020-21 (2020-21: 67; 2022-23: 101), and the number of requested ESL waivers decreased 84 percent since 2020-21 (2020-21: 140; 2022-23: 22).²

Students Served

The district enrolled 68,751 EBs (49% of district) and 2,740 reclassified EBs in 2022-23 (see Table 1 for enrollment by DL/ESL program/classification).³ From 2021-22, EB enrollment increased by 383 students, and reclassified EB enrollment decreased by 1,393 students.

Table 1: 2022-23 District Enrollment by DL/ESL Program/Classification

Program/Classification	Students N	District %
District	140,850	100.0
All EB	68,751	48.8
All NonEB	72,093	51.2
Monitored	1,654	1.2
EB in OWDL	28,649	20.3
EB in TWDL	3,415	2.4
NonEB in TWDL	2,316	1.6
EB in SECDL	505	0.4
NonEB in SECDL	239	0.2
ESL	5,146	3.7
Sheltered	23,041	16.4
Immigrant	9,042	6.4
EBSPED	6,584	4.7
Parent Denials	3,724	2.6
Unservable	1,221	0.9

Source: District Public Education Information Management System (PEIMS) snapshot demographic data file dated 11/01/22.

Note: Students may be included in more than one category.

¹ To align with state terminology changes made in the 2021-22 school year, Emergent Bilinguals has replaced the term English learners (ELs).

² State law requires districts unable to provide the required number of bilingual or ESL certified teachers to implement the respective programs to request an exception to offer an alternative program (bilingual) or a waiver of the certification requirements for teachers (ESL).

³ The highest number of 2022-23 EBs were enrolled for at least the seventh year (n = 25,728).

Differences between EBs and NonEBs were mostly as expected, with differences mainly in characteristics that are often associated with EB status.

- This includes having higher rates of EBs than NonEBs classified as Hispanic, at risk, and economically disadvantaged, and with higher rates of EBs than NonEBs speaking Spanish at home.

To examine equity in TWDL and SECDL programs, evaluator explored whether the rates of African American and economically disadvantaged opt-in students in TWDL and SECDL programs were representative of the schools they resided in overall.

In 2022-23, 68 percent (African American) and 73 percent (economically disadvantaged) of TWDL and SECDL campuses had lower percentages of African American or economically disadvantaged opt-in students, respectively, than the campus overall.

Activities Implemented

The DL/ESL Department implemented six activities in 2022-23. Activities and key findings included:

- *Professional development (PD)*: 7,933 DL/ESL teachers and 28 DL/ESL administrators attended PD.
- *Summer enrichment programs*: the DL/ESL Department met their goal of 800 students participating in 2023 summer programs ($n = 1,091$).
- *Parent workshop engagement*: all surveyed parents indicated that attending workshops made them want to be more involved in their children's education (met the goal of 90%).
- *Resources*: the DL/ESL Department distributed resources such as books, parent guides, dictionaries, and manipulatives.
- *DL Cadre/ESL Leadership Cohort*: no teachers were added to the DL Cadre (40 total) or the ESL Leadership Cohort (8 total) in 2022-23.
- *Student Intake Center*: 98 percent of parents overall agreed that services they received through the Student Intake Center were excellent (met the goal of 95%).

EQ2: What were the perceptions of DL/ESL staff members?⁴

Key findings from the 2022-23 DL ($N = 84$; 61% response rate) and ESL ($N = 71$; 59% response rate) survey included:

- DL and ESL staff members who worked with an instructional specialist reported that they received beneficial supports (DL range: 87% to 98%; ESL range: 70% to 79%) and resources (DL range: 93% to 98%; ESL range: 67% to 90%).
- While the DL/ESL Department did not meet their three department goals for 2022-23, they were within one to four percentage points of each goal.

EQ3: What were the academic outcomes for EBs during 2022-23?

Texas English Language Proficiency Assessment System (TELPAS)

EBs. The percentage of EBs that regressed at least one *TELPAS* level in 2023 (19%) was five percentage-points higher than in 2022, which did not meet the DL/ESL Department goal to maintain the rate of EBs who regressed. In addition, the percentage of EBs that progressed at least one *TELPAS* level in 2023 (29%) was seven percentage-points lower than in 2022, which did not meet the DL/ESL Department goal of a three percentage-point increase.

- 2023 *TELPAS* composite rates for EBs at all grade levels tended to cluster in the intermediate (41% to 49%) level of English proficiency. Ten percent of EBs scored at the advanced high level, which was slightly lower than 2022 (11%, Voss & Kim, 2022).
 - One- and two-year trends⁵ varied and ranged from the largest decrease for grades six to eight over two years (advanced: -6 percentage points) to the largest increase in grades six to eight over two years (intermediate: +7 percentage points).
- For 2023 *TELPAS* level movement⁶, around half of EBs remained at the same composite proficiency level. For all grade levels overall, EBs progressed at higher rates (29%) than they regressed (19%)
 - For one- and two-year level movement trends⁷, progression rate changes ranged from an eight percentage-point decrease over one year (grades 9 to 12) to a one percentage-point decrease over two years (grades 1 to 5; see Table 2).

⁴ Response rates for all surveys can be found in the full report.

⁵ One-year trends reflect percentage-point change from 2021 to 2022. Two-year trends reflect percentage-point change from 2020 to 2022.

⁶ 2022 *TELPAS* level movement rates reflect movement from 2021 to 2022.

⁷ One-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2020 to 2021 (2021). Two-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2019 to 2020 (2020).

Table 2: 2023 TELPAS English Proficiency Progression Rate and One- and Two-Year Trends by Grade Level: All EBs

Program/ Classification	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Grades 1 to 5	34.7	-5.1	-0.9
Grades 6 to 8	23.8	-7.3	-2.2
Grades 9 to 12	24.1	-7.8	-5.0
All Grades	29.1	-7.4	-4.3

Source: TELPAS and PEIMS source files can be found in the full report (Voss, 2023).

Note: Ns are available in the full report. 2023 level movement data include students who earned a TELPAS proficiency rating in both 2022 and 2023. Progression = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage point change from 2022 to 2023. 2 Yr Δ %pts = percentage point change from 2021 to 2023.

Dallas ISD vs State and other large, urban Texas district EBs. Rates of Dallas ISD students performing at the higher English proficiency levels on the 2023 TELPAS were generally comparable to or lower than those of all regional comparison group rates, with a few exceptions.

Measures of Academic Progress Growth (MAP)

For 2023 MAP mathematics beginning-of-year (BOY) to end-of-year (EOY) growth quintiles:

- EBs on the English subtest tended to cluster in either the Low (21% to 34%) or High quintile (20% to 28%),
- EBs on the Spanish subtest tended to cluster in the High quintile (46% to 56%).
- From 2022 to 2023, one-year changes ranged from a 29 percent decrease (grade one, Spanish, Low quintile) to a 47 percent increase (grade nine, Spanish, High quintile).

For 2023 MAP reading BOY to EOY growth quintiles:

- EBs on the English subtest tended to cluster in the Low quintile at all grade levels (29% to 40%),
- EBs on the Spanish subtest tended to cluster in the Low quintile (21% to 58%).
- From 2022 to 2023, one-year changes ranged from a 14 percent decrease (grade one, English, Low quintile) to a 29 percent increase (grades six to eight, Spanish, Low quintile).

State of Texas Assessments of Academic Readiness (STAAR)/End-Of-Course (EOC)

EBs. Table 3 shows 2023 rates of EBs at each STAAR and EOC performance standard.⁸

- For mathematics, rates of all EBs at the Approaches+ standard ranged from 71 percent (Math 6-8) to 75 percent (Math 3-5), rates at the Meets+ standard ranged from 36 percent (Math 6-8) to 47 percent (Math 3-5), and rates at the Masters standard ranged from 10 percent (Math 6-8) to 18 percent (Math 3-5).
- For reading, rates of all EBs at the Approaches+ standard ranged from 52 percent (English I) to 69 percent (Reading 6-8), rates at the Meets+ standard ranged from 32 percent (English I and II) to 41 percent (Reading 3-5 and 6-8), and rates at the Masters standard ranged from two percent (English II) to 19 percent (Reading 3-5).

Table 3: 2023 STAAR and EOC EB Ratings by Subject, Performance Standard, and Grade Level Grouping

	Tested	Approaches+	Meets+	Masters
Grade Level	N	%	%	%
Mathematics				
Math 3-5	14,690	75.2	47.0	17.6
Math 6-8	11,575	70.8	36.4	10.2
Algebra 1	7,271	72.5	36.7	17.3
Reading				
Reading 3-5	14,690	67.2	41.0	19.1
Reading 6-8	13,777	69.1	41.4	15.7
English I	8,331	52.3	31.7	4.1
English II	7,202	55.9	32.1	1.9

Source: STAAR, EOC, and demographic source files can be found in the full report (Voss, 2023).

Note: Rates include scores for STAAR and the first and second administrations of EOCs for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations.

In 2023, EBs met one of three DL/ESL Department goals:

- 41 percent of EBs in grades three to five attained the Meets+ performance standard on STAAR reading in 2022-23 (Goal: 46%; 2021-22: 41%).
- 41 percent of EBs in grades six to eight attained the Meets+ performance standard on STAAR reading in 2022-23 (Goal: 27%; 2021-22: 38%).
- 36 percent of third grade EBs attained the Meets+ performance standard on STAAR reading in 2022-23 (Goal: 49%, 2021-22: 36%).

Monitored Students. 2023 STAAR and EOC rates of monitored students were as follows:

- Rates at Approaches+ ranged from 83 percent (Math 3-5) to 97 percent (Reading 6-8).
- Rates at Meets+ ranged from 60 percent (Algebra I) to 91 percent (Reading 6-8).

⁸ STAAR and EOC performance standards include Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters).

- Rates at Masters ranged from 11 percent (English II) to 73 percent (Reading 6-8).

Overall, monitored students consistently attained the Approaches+, Meets+, and Masters *STAAR* and *EOC* performance standards at considerably higher rates than EBs, regardless of the subject.

Dallas ISD vs State and other large, urban Texas district EBs. District performance level rates of EBs on *STAAR* and *EOCs* were generally comparable to or higher than state and other Texas large, urban district rates.

EQ4: How did EB and monitored student participation in magnet programs compare to NonEB peers?

Qualified EBs were offered acceptance into at least one magnet program at lower rates (50%) than monitored applicants (64%) and at higher rates than NonEBs (42%).

EBs participated in magnet programs at lower rates (17%) than monitored students (44%) and NonEBs (29%).

Higher numbers of EB and NonEB students applied for magnet programs in 2022-23 compared to 2021-22 (EBs: +407 students; NonEBs: +286 students). In 2022-23, both offer rates (range: -21% to -6%) and participation rates (range: -16% to -3%) were lower for all groups and overall when compared to 2021-22.

RECOMMENDATIONS

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

Continue to examine African American and economically disadvantaged opt-in student participation in TWDL programs. In 2022-23, over half of TWDL campuses had lower percentages of African American opt-in students (68% of TWDL campuses) and economically disadvantaged students (73% of TWDL campuses) than at the campus overall. Efforts should continue to educate more NonEB parents about the benefits of TWDL program participation to bring the participation percentages more in line with that of the campus overall.

Examine reasons for lower EB participation in magnet programs. While higher numbers of EB students applied for magnet programs in 2022-23 than 2021-22, the participation rate for EBs in magnet programs was lower than NonEBs and monitored students in 2022-23. Because EBs accounted for 47% of total qualified applicants in 2022-23, program leadership should examine reasons for these findings and develop a plan to appropriately bolster EB participation.

Continue efforts to increase EB rates at higher TELPAS proficiency levels. On the 2023 TELPAS composite, 10 percent of EBs scored at the advanced high English proficiency level, which was slightly lower than 2022 (11%; Voss, 2022). Additionally, with one exception, all grade levels saw decreases at the advanced and advanced high levels over one and two years on the *TELPAS* composite. EB rates for the speaking and writing domains at the advanced high level were significantly lower than the other domains. Targeted efforts to improve scores in those domains could lead to increases in the overall *TELPAS* composite ratings.

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EXECUTIVE SUMMARY

Program Description

Prior to the 2020-21 school year, Dallas Independent School District (ISD) provided mental health services to students through the Psychological and Social Services (PSS) department and the Youth and Family Centers (YFC) program. The PSS department offered comprehensive and multidisciplinary on-campus mental health services designed to improve a student's academic achievement and wellbeing through positive behavioral support, while the YFC program provided cost-effective, accessible, quality physical and mental health care services necessary to promote the physical and emotional wellbeing of children and their families.

In July 2020, Dallas ISD merged the PSS department and YFC program to create the Mental Health Services (MHS) Department. The MHS department mission is to support students' academic success through a variety of services focused on emotional, behavioral, and physical wellbeing and increase equity across the communities by providing school-based and clinic-based health services. The department directly integrates mental health services into the district's function, providing clinical mental health treatment to students and families. During 2022-23, the total MHS program budget was \$28,372,853¹, an increase from \$18,382,233 in 2021-22.

Program Staff

- A total of 188 administrators, clinicians, and support staff members operated out of campuses, 12 YFC service sites, and one central administration office in 2022-23.
- Overall, 78 percent ($n = 146$) of MHS staff were clinical positions such as clinicians, psychiatrists, and specialists. Staff member composition was similar to 2021-22.
- Of the 189 MHS staff members, 89 percent of the staff were female, 82 percent were African American or Hispanic (42% and 40%, respectively), and 85 percent held a graduate degree or higher at the time of hire.

Students Served

- In 2022-23, the MHS department provided services to 7.5% ($N = 10,571$) of students enrolled in Dallas ISD, with 2,310 students receiving services via YFCs and 8,261 receiving services at school (PSS). This is commensurate with 2021-22, wherein 10,577 students received MHS services (3,196 via YFCs and 7,381 at school).
- Of the 9,407 MHS students with available demographic data, the majority were Hispanic or African American (62% and 28%, respectively), were economically disadvantaged (86%) or identified as being At-Risk (61%).²
- Compared to the district overall, students who received MHS services were more likely to have also received Special Education (SPED) services (20% vs. 12%).

PURPOSE AND METHODOLOGY

The purpose of this evaluation was to provide program managers and other stakeholders information regarding the MHS department services across the district. The evaluation described the program's context, process, and outcomes for the 2022-23 school year as well as examined the Elementary and Secondary School Emergency Relief (ESSER) fund activity goals set by MHS staff members, when applicable.³

EVALUATION QUESTIONS/OUTCOMES

EQ1: How was the Mental Health Services program implemented in 2022-23?

- In 2022-23, the MHS department continued operation of 12 school-based YFC clinics.⁴ MHS staffing was increased as 40 new clinical positions were filled from ESSER funds, primarily on campuses.
- The 12 schools identified in 2020-21 as targeted campuses continued to receive more intensive support by having a mental health professional stationed on campus every day in 2022-23.⁵ The increase in staff members also allowed all comprehensive high school campuses to receive 1:1 support from a clinician.

¹ The total included funding from Title I, Part A (\$2,065,188), Medicaid revenue (\$1,834,224), RDA funds (\$5,547,105), district general operating funds (\$9,953,153), and Elementary and Secondary School Emergency Relief (ESSER) funds (\$8,973,183).

² Students are identified as being At-Risk of dropping out of school if the student meets any of the fifteen criteria defined by the Texas Education

Agency (TEA). At-Risk criteria can be found at <http://ritter.tea.state.tx.us/peims/standards/1314/e0919.html>

³ 2021-22 data is adapted from Carson (2022).

⁴ A list of the 12 YFC locations is available in Table 6 of the full report.

⁵ A list of these campuses is available in Table 7 of the full report.

- MHS also adopted a 3:2:1 model to reduce the number of schools each clinician is assigned to, such that a clinician is now only assigned to either three elementary schools, two middle schools, or one high school.
- MHS continued to provide professional development opportunities both within the department and district throughout the year, including sponsoring training for trauma and grief provided by the Meadows Mental Health Institute for 332 managers, clinicians, and school counselors.
- In partnership with Texas Christian University, MHS provided trust-based relational intervention training to 38 reset center coordinators and campus staff members in an effort to reduce recidivism for students referred to reset centers.

Frequency of Services Provided

In-School Services

- In 2022-23, a total of 38,285 services were provided to Dallas ISD students in schools (8,261 unique students and average 5 visits per student).

YFC Services

- In 2022-23, the YFCs provided services to 2,310 students which consisted of 24,909 total contacts made with students and their families. On average, there were eleven visits per client to YFCs. These are all decreases from 2021-22 where YFCs provided services to 3,196 students which consisted of 43,476 contacts and an average of 14 visits per client to YFCs.
- In 2022-23, Red Bird YFC had the highest number of unique visitors ($N = 264$) and Woodrow/Long YFC had the highest number of overall visits (including repeat visitors) with 3,170 total visits.
- North Dallas YFC had the fewest unique visitors ($N = 53$) in 2022-23 and received the lowest number of overall visits ($N = 644$).
- The average number of recorded visits per client at Woodrow/Long YFC was the highest among all MHS clinics at fifteen visits per client.
- Aside from a few exceptions, one-year trends show the number of unique visitors, total visits, and average visits decreasing across YFC sites.

Services Provided

- In 2022-23, the MHS program continued to offer a three-tiered intervention approach which included universal (and less intensive) interventions targeting the entire school or classroom (tier 1), selective interventions targeting subgroups of students who were at high risk for developing a mental health disorder (tier 2), and interventions targeting students already showing clinical symptoms (tier 3).

- The program provided services in three main areas: school-based services, school and clinic services, and clinic-based services.
- The 3:2:1 model MHS adopted in 2022-23 reduced the caseload for clinicians, provided additional clinician availability on campuses, and allowed the scope of services provided in schools to increase.
- Clinics in areas identified as underserved partnered with the Parkland hospital system to provide additional psychiatric services for students identified as low to moderate in equity.
- In addition, the alcohol and drug intervention program that was implemented in 2021-22 continued to provide support to students, parents, educators, and staff members in 2022-23 with resources on behavior related to alcohol and drug use and/or abuse on campus.

Types and Frequency of Services Provided

- The MHS program provided 25 distinct types of clinical services to Dallas ISD students and families in 2022-23 (21 types in 2021-22 and 19 types in 2020-21).
- In 2022-23, the most common types of clinical services were individual psychotherapy (including play-based), medication management, and psychotherapy sessions of 60 minutes with clients and/or family members.
- In 2022-23, the most common services provided in schools were indirect school services; individual counseling interventions; case management; academic, emotional, or behavioral interventions; counseling reports; and group counseling interventions.

EQ2: How did 2022-23 diagnoses categories differ from previous years?

- As seen in Table 1, the three most common primary mental health diagnoses made for Dallas ISD students visiting a YFC for clinical services in 2022-23 were Adjustment Disorder ($N = 7,387$, 34%), ADHD ($N = 6,931$, 32%), and Depressive Disorder ($N = 2,852$, 13%).
- This is comparable to 2021-22 and 2020-21, wherein the three most common primary diagnoses were also ADHD ($N = 10,841$, 25% and 10,434, 35%, respectively), Adjustment Disorder ($N = 14,175$, 33% and 9,042, 30%, respectively), and Depressive Disorder ($N = 5,169$, 12% and 5,856, 19%, respectively).

Table 1: 2022-23 Most Common (Top 10) Mental Health Diagnoses Among MHS Students

Primary Diagnoses	N	%
Adjustment Disorder	7,387	34.1
Attention-Deficit Hyperactivity Disorder	6,931	32.0
Depressive Disorder	2,852	13.1
Post-Traumatic Stress Disorder	593	2.7
Conduct Disorder	452	2.1
Generalized Anxiety Disorder	395	1.8
Autism Spectrum Disorder	278	1.3
Mood Disorder	206	1.2
Disruptive Mood Dysregulation Disorder	161	0.7
Bipolar Disorder	134	0.6

Source: MHS 2022-23 student data file, 08/17/23.

Note: Data included students and their visits from 08/01/22 through 06/30/23. N = 19,389.

- Both one-year trends (2021-22 to 2022-23) and two-year trends (2020-21 to 2022-23) show a general decrease in the number of diagnoses given for most primary diagnoses.
- In 2022-23, a higher percentage of males received a diagnosis of ADHD (72%), whereas a higher percentage of females received a diagnosis of Depressive Disorder (81%). This trend generally matches/differs from results from 2020-21 and 2021-22.
- Across ethnicities, a higher percentage of Hispanic students received all three diagnoses compared to African American and White/Caucasian students, which is consistent with results from 2020-21 and 2021-22.

EQ3: What were the perceptions of mental health clinicians in 2022-23?

- A total of nine clinicians volunteered to provide feedback regarding their typical experiences, program strengths, and areas that could be improved.
- The day-to-day experiences of school-based clinicians include conducting sessions with students in need directly on campuses, as well as communicating with families to ensure that any additional needed resources are provided.
- YFC clinicians conducted individual and family sessions and play therapy sessions for younger students as well as communicated with school counselors and school-based clinicians to ensure wrap around services were available to students.
- Program strengths according to clinicians included the ease with which resources from MHS are available to students and families, and how quickly students in need receive services in comparison to other districts.
- Areas of the program that could be improved according to clinicians included: the need for additional resources and staffing; high clinician turnover and burnout; and

improved communication regarding professional development and training opportunities.

EQ4: How did Climate Survey results of campuses with one-to-one Mental Health Services support differ from campuses without?

- Overall, Climate Survey favorable response rates provided mixed evidence of an advantage for campuses that received 1:1 support (Table 2).
- Campuses that received 1:1 support had higher favorable response rates on two out of six scales (Benefits and Priorities, Culture of Feedback and Support) compared to campuses that did not receive 1:1 support.
- These results differ from 2021-22 where campuses that received 1:1 support outperformed campuses that did not receive 1:1 support on four out of six scales.
- Additionally, campuses that received 1:1 support showed small increases in favorable response rates on two out of six scales (Culture of Feedback and Support, College-Going Culture) in 2022-23 compared to 2021-22.

Table 2: 2022-23 District Climate Survey Results by Scale

	Received 1:1 Support (Campus N=12)		Did not Receive 1:1 Support (Campus N=62)	
	N	Avg pos %	N	Avg pos %
Benefits and Priorities	769	70.7	3,484	69.7
Positive Culture and Environment	766	60.0	3,468	61.0
Culture of Feedback and Support	447	69.6	2,166	64.0
College-Going Culture	533	73.2	2,507	73.7
Teacher-Teacher Trust	443	72.5	2,152	73.5
Teacher-Principal Trust	445	63.9	2,154	63.6

Source: District Climate Survey data file, 06/26/23.

Note: Avg pos %=Average percent positive. Some Climate Survey data could not be appropriately classified; thus, they were excluded from analyses when applicable (Maya Angelou; DAEP for middle school; Multiple Careers).

EQ5: How did student outcomes differ between students who received Mental Health Services support versus those who did not?

- The average attendance rate for MHS students was 90.2 percent in 2022-23, which was lower than the average rate of 93.0 percent for non-MHS students.⁶

⁶ District attendance data file, 06/28/23. MHS student data file, 08/17/23. District demographic data file, 05/22/23.

- By comparison, in 2021-22 the average attendance rate for MHS students was 88.8 percent, which was lower than the average rate of 91.4 percent for non-MHS students.
- Among 51 reset center campuses, students who were referred to reset centers who also received MHS support were compared to students referred to reset centers who did not receive MHS support.⁷ Eighteen percent ($N = 449$) of students who were referred to reset centers also received MHS support.
- Overall, there was a three percent recidivism rate for students who received MHS support who were referred to reset centers, which was lower than the 22 percent recidivism rate of non-MHS students.

EQ6: What were the outcomes related to the ESSER funded Mental Health Services activities?

- In 2022-23, construction continued on the new T.D. Marshall YFC located at Clara Oliver elementary school. Construction was completed in summer 2023 and the facility opened on September 26, 2023.
- The MHS department had the goal of providing all clinical staff Trauma and Grief Informed Component Therapy (TGCT) training during the course of the year. Two-day training sessions were offered in November 2022 and May 2023. The ESSER goal was met, as all clinicians hired by May 2023 attended one of the two-day TGCT training sessions.
- The goal of having 90% of Mental Health Services clinicians participating in in-person Trust-Based Relational Intervention (TBRI) training by the end of January 2023 was met, as all MHS clinicians received one-day TBRI training.

RECOMMENDATIONS

Investigate ways to mitigate service implementation barriers. While the MHS department provided services to 10,571 Dallas ISD students, clinicians reported several service implementation concerns including the need for additional resources and staff at clinics, the need to reduce turnover and burnout among clinicians, and improved communication regarding professional development opportunities. Program managers should investigate how

these implementation concerns are impacting student service provision and clinician well-being. Findings could then be used to determine if there are strategies that can be implemented to mitigate any negative impact on service provision or clinician well-being.

As recommended in previous years, continue monitoring campus climate for 1:1 campuses in 2023-24. 1:1 campuses had higher favorable response rates on only two out of six scales on the Climate Survey compared to campuses that did not receive 1:1 support in 2022-23. These campuses also showed slight decreases on four scales compared to 2021-22. MHS staff members on these campuses should continue monitoring and addressing MHS-related campus needs for staff members in 2023-24 to reverse trends observed in 2022-23.

Continue supporting MHS students referred to reset centers to maintain low recidivism rate. In 2022-23, the recidivism rate for MHS students referred to reset centers was three percent, a large decrease from 50 percent in 2021-22. However, more MHS students overall were referred to reset centers in 2022-23 ($N = 449$) than in 2021-22 ($N = 242$). MHS staff members should continue providing support for students referred to reset centers and coordinating with reset center staff members to reduce the number of MHS students referred to reset centers in 2023-24 and ensure that the recidivism rate remains low.

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⁷ District reset center data file, 07/26/23. MHS student data file, 08/17/23. District demographic data file, 05/22/23.

EXECUTIVE SUMMARY

The Family and Community Engagement Office (FCEO) in the Dallas Independent School District (ISD) develops and implements programs and strategies to engage parents and the community in collaborative partnerships. In 2022-23, the Family Engagement program continued several activities, including Fam Jams, parent portal, and uniform assistance and the Whole School Model (WSM), which were supported by the Campus Support Team (CST) coaches and Program Support Team (PST) coordinators.¹

In 2022-23, the FCEO received \$1,186,425 in Title I funds to support the Family Engagement program,² which was the same as 2021-22. The FCEO also received \$152,500 in Elementary and Secondary School Emergency Relief (ESSER) funds to support the family academic activities and \$62,672 to support expansion of the Home2Home visits.³

PURPOSE AND METHODOLOGY

This evaluation summarizes context, process, and outcome data for the Family and Community Engagement program in 2022-23. The evaluator analyzed outcomes related to program goals outlined in the (a) 2022-23 Family Engagement Title I, Part A Project Workscope and (b) 2022-23 ESSER activity goals, which included Family Academic Activities (Academic Partnering) and Expand Home2Home Parent Engagement (Home2Home Visits).

EVALUATION QUESTIONS/OUTCOMES

How was the Family and Community Engagement program implemented in 2022-23?⁴

Campus Support Team

- In 2022-23, six CST coaches provided campus-level resources, presentations, and monthly professional development (PD) sessions⁵ to campus community liaisons, parent instructors, and other campus staff members called points of contact (POCs).

- CST coaches supported the WSM at the campus level and collaborated with external organizations to support family engagement activities.
- CSTs also supported the implementation of the FCE Essentials at district campuses ($N = 152$).⁶ For example, CSTs required POCs to submit documentation about how they created a welcoming culture and environment at their campus in 2022-23 based on five engagement essentials,⁷ which included 11 indicators (Table 1).
 - CSTs set a goal that “70 percent of campuses will upload all supporting documentation to Google Drive by the end of June 2023” showing that work was completed for each indicator.⁸ Seven indicators exceeded the goal of 70 percent, whereas Indicator 1.3 needed the most improvement (24%).

Table 1: 2022-23 Percentage of Completed Work for Each FCE Essentials Indicator

Indicator	%
1.1 Creating a respectful atmosphere for stakeholders	72
1.2 Having access to school administration and staff	81
1.3 Providing opportunities for engagement	24
2.1 Using multiple communication paths	94
2.2 Surveying families, students, and community members for continuous improvement	96
3.1 Using assessment results to increase student achievement	74
3.2 Helping families support learning at home and school	62
4.1 Helping families understand the rights and responsibilities	66
4.2 Ensuring that all stakeholders have a voice in decisions that affect children	49
4.3 Developing parent leadership	81
5.1 Partnering with community groups to strengthen families and support student success	91

Source: FCEO staff members, 07/21/23.

Note: Percentage represents the rate of campus that submitted documentation showing that work was completed for each indicator.

Bold represents an indicator that met the department goal of 70%.

¹ Virtual and face-to-face programming was provided in 2022-23 to increase participation and accessibility.

² The funding amount was provided by Special Revenue Funds Management on 06/21/23.

³ The Dallas ISD received federal stimulus money from ESSER funds to mitigate learning loss and to address other urgent issues caused by the COVID-19 pandemic. The funding amounts were pulled from ESSER Activity documentation on 07/17/23.

⁴ Several Family and Community Engagement activities provided in 2021-22 continued with some changes in 2022-23. More detailed descriptions are available in García-Rincón (2022).

⁵ PD topics included Mindset, Effective Communication, Team Building, Equitable Family Engagement, Circle of Trust, Networking, and Data Analysis.

⁶ The FCE Essentials is a guiding tool for schools. The document communicates district expectations and encourages best practices for campus family engagement efforts.

⁷ The five essentials included the following: (a) welcoming all stakeholders, (b) communicating effectively, (c) supporting the success of students, (d) sharing responsibility and decision-making, and (e) partnering with the community.

⁸ Campuses could be rated as “completed”, “started”, “not started”, or “no documentation” for each indicator.

- The FCEO set a goal that “80 percent of principals will rate the level of support provided by the CST coach as satisfactory on an end-of-year (EOY) survey.”
 - Ninety-eight percent of principals who responded to the survey ($N = 40$) agreed or strongly agreed that the support provided by the CST was satisfactory, which met the goal.
- The FCEO set two additional workscope goals based on an EOY satisfaction survey.
 - Survey results ($N = 101$) indicated that (a) 91 percent of POCs agreed or strongly agreed that the PDs provided by the CST coaches assisted them in their job and (b) 96 percent agreed or strongly agreed that the level of support they provided was satisfactory, both of which met the goal of 80%.

Cadre

- In 2022-23, six CST trainers and the PST coordinator planned to collaborate with campus community liaison leaders (Cadre), by network, to plan and implement parent education sessions using the Parents Step Ahead curriculum.
- However, because campus staff were not able to fully implement the program due to limited staff, the workscope goal that each Cadre member will provide at least one workshop series in their network could not be measured.

Program Support Team Coordinators

- In 2022-23, five PST coordinators continued to support Family Engagement programs.
 - Three coordinators planned and implemented a broad range of family engagement activities at the district and network levels.⁹
 - The fourth coordinator focused on supporting the six CST trainers with the coordination of the WSM components. In 2022-23, the coordinator also provided WSM teacher PD.
 - The fifth coordinator supported marketing efforts and the parent information podcasts. A total of three Spanish and three English podcasts were presented in 2022-23.¹⁰

- In 2022-23, PST coordinators met the goal that at least three schools in each network will have a visit by the F.R.O.G. bus¹¹ by June 2023, which served 313 parents.
- In 2022-23, 90 percent of 223 campuses in the Dallas ISD received SBDM training, which met the goal of 75 percent.
- In addition, 82 percent of campuses had a parent lead group (e.g., parent-teacher association or organization) by May 2023, which met the goal of 80 percent.
- For the third year, PST coordinators hosted the E3 Virtual Family Forum (August 2022), now called the FCE Virtual Family Forum.¹² The forum prepared parents for the upcoming school year and review expectations for students returning to school.
 - Parent survey data indicated that 148 parents attended the forum. Ninety-one percent of parents reported they were satisfied with the event, and 87 percent reported they would recommend the session to other Dallas ISD parents.¹³

Fam Jams

- Fam Jams provided families with free academic activities, immunizations, food and drinks, prizes, entertainment, and resource booths.¹⁴ Spanish interpreters were also provided at each event.
- In 2022-23, Fam Jams transitioned from virtual to in-person. Informative workshops were also no longer provided for parents. Instead, Fam Jams offered academic activities at three walk-up table stations.
- The FCEO set a workscope goal that “at least 300 parents will attend each network Fam Jam by April 2023.”
 - Fam Jam attendance data indicated the following number of parents registered and attended the sessions: 57 parents at Central; 222 parents at Northeast; 184 parents at Northwest; 153 parents at Southeast; and 122 parents at Southwest.¹⁵
 - While the Fam Jam attendance goal was not met, the data did not include parents who attended but did not register.

⁹ Activities included Parent and Teacher Association/Parent and Teacher Organization efforts, parent conferences, Site-Based Decision-Making (SBDM) training, and Fam Jams. The three coordinators also provided parent portal and uniform assistance and supported the Family Resources on the Go (F.R.O.G.) bus, and Academic Partnering (refer to ESSER section).

¹⁰ Podcast data provided by FCEO staff members on 05/16/23. The podcasts covered health topics. The number of hits for these podcasts ranged between 126 (*Los Barrios Unidos- Open Enrollment (English)*) and 409 (*Parkland-Mental Health Awareness (Spanish)*).

¹¹ The F.R.O.G bus is a drive-through outreach effort to bring a variety of district resources and services to the community.

¹² The forum schedule changed from three days (2.5 hours each day) in 2021-22, to one day (2.5-hour session) in 2022-23.

¹³ Data provided by FCEO staff members on 09/22/22.

¹⁴ Fam Jams were held by one campus in each network between September 2022 and April 2023.

¹⁵ Data provided on 05/16/23.

- Surveys were administered to parents at the end of each Fam Jam to collect feedback. A total of 327 parents completed the Fam Jam surveys in 2022-23.
 - Survey results indicated that (a) 96 percent of parents agreed or strongly agreed that they learned how to support learning at home and (b) 97 percent reported that the Fam Jam sessions were beneficial to support the academic success of my children, both of which met the goal of 80%.

Whole School Model

F.E.L.T.

For the WSM, CST trainers promoted the addition of a Family Engagement Leadership Team (F.E.L.T.) to lead family engagement efforts at each campus.¹⁶

- A total of 127 campuses used a F.E.L.T. in 2022-23, compared to 61 campuses in 2021-22.
- Each F.E.L.T. included the principal, one core teacher, one Special Education (SPED) or Specials teacher, one or two parents, and a community Professional Development. However, F.E.L.T. member feedback data were not collected in 2022-23 by the FCEO.

Summit E3

- The FCEO hosted Summit E3 in August 2022.¹⁷
 - A total of 141 community liaisons, parent instructors, counselors, and other POCs attended Summit E3.
 - Summit feedback survey data ($N = 64$) indicated that 98 percent were satisfied or very satisfied with the summit, and 97 percent rated the relevance and quality of the session as very good or excellent.
- Due to requests for more PD from the Summit E3 feedback survey, a Mid-Year Summit was added in February 2023. However, the summit was cancelled due to inclement weather and could not be re-scheduled because of scheduling issues.

Cohort Campuses¹⁸

- The district continued to implement the WSM at two cohort campuses in 2022-23, a decrease from three campuses in 2021-22. The two campuses included: Henry B. Gonzales Elementary School from 2019-20

(Cohort 1, Year 4) and Birdie Alexander Elementary School from 2020-21 (Cohort 2, Year 3).

- CST members helped campus staff members implement three of the four components of the WSM: (a) F.E.L.T., (b) Home2Home Visits, and (c) family listening interviews. The fourth component, PD, was the responsibility of two PST coordinators in 2022-23.

Professional Development Attendance

- In 2022-23, all WSM cohort teachers at Gonzales and Alexander Elementary were required to attend three PD sessions.¹⁹ Attendance data for PD sessions can be found in Table 2.

Table 2: 2022-23 Whole School Model Teacher Professional Development Attendance by Campus

Session	Gonzales ($N = 89$)	Alexander ($N = 85$)
Home2Home Visits ^a	30	19
Reframing FE Practices with Equity	29	-
Whole School Model Academic Partnering II	30	-
Building & Sustaining Trusting Relationships	-	17
	-	32

Source: FCEO staff members, 05/16/23.

Note: “-” = not applicable. ^a PD data were for core, SPED, Specials, and Electives teachers only. N = number of teachers.

Home2Home Visits

- In 2022-23, a total of 14 teachers²⁰ from Alexander and Gonzales elementary schools conducted a total of 153 virtual or in-person Home2Home visits, compared to 37 teachers and 240 visits in 2021-22 (Rincón, 2022).²¹

Family Listening Interviews

- Family listening interviews were not conducted during the 2023 spring semester because the Early Learning Department managed this activity in 2022-23.

How were ESSER-Funded Activities implemented in 2022-23?

Academic Partnering

- Academic Partnering supported in-person and virtual training sessions. The sessions focused on learning activities and strategies for parents to implement at home with an emphasis on reading and mathematics.

¹⁶ Each F.E.L.T. analyzed data from Home2Home Visits, FCE survey, Dallas ISD Survey & other feedback methods to develop a strategic plan for family engagement.

¹⁷ The summit provided PD sessions to community liaisons, parent instructors, counselors, and other POCs about a variety of topics, including family engagement strategies.

¹⁸ Cohort campuses for the WSM will be discontinued in 2023-24 so that activities related to the WSM can be available for all campuses.

¹⁹ Home2Home visits PD was for Core and SPED teachers only; however, Specials and Electives teachers were required to attend in 2022-23.

²⁰ In 2022-23, core, SPED or Specials teachers conducted 30-minute Home2Home visits.

²¹ Data provided by FCEO staff members, 03/21/23. In 2022-23 teachers were paid \$25 per hour for conducting Home2Home and family listening interviews, compared to \$20 per hour in 2021-22.

Sessions were provided to parents with students in grades prekindergarten - 12 and targeted African American and Emergent Bilingual students from high priority campuses (HPCs).

- The original program goal was for 2,000 families identified from High Priority Campuses to participate in academic webinars by May 2022.
 - Eleven webinars were posted on Facebook during the 2022-23 school year that focused on PK-12 reading and math skills. The webinars were offered in English and Spanish.
 - While program staff members were not able to track webinar participants by campus on Facebook, the webinars were viewed 6,426 times in 2022-23.
- FCEO staff members also administered parent feedback surveys ($N = 138$ responses) after in-person academic sessions at 20 campuses.
 - Ninety-two percent of parent respondents indicated that they were satisfied with the event, and 96 percent reported that they would recommend a similar session to another parent.
 - The ESSER goal was that 80 percent of parents will rate the in-person academic session as beneficial to supporting their children with learning at home; however, this goal could not be evaluated because the survey item was not included in the survey.

Home2Home Visit Expansion

- While Home2Home visits continued for all campuses in 2022-23, FCE program staff members focused on families from secondary campuses with an emphasis on HPC.
 - Home2Home visits for elementary campuses were not included in this evaluation because those visits were conducted by the Early Learning department.
- In 2022-23, 22 secondary campuses participated in the Home2Home Visit program, which met the program goal of 13 secondary campuses by May 2023. The other three program goals related to Home2Home Visit Expansion could not be evaluated because those goals included both elementary and secondary campuses.

- FCE program staff members also set a goal that each network will have at least 10 teachers participating in the program every year. However, this goal was not met in 2022-23 (Northeast: 5; Northwest: 3; Southeast: 4; Southwest: 5; Central: 6, and ACE/OTI/Magnet: 6).

RECOMMENDATIONS

Continue efforts to implement programs and strategies that engage parents and the community in collaborative partnerships. In 2022-23, many of the programs implemented by the FCEO and the support provided by FCE program staff members were highly rated by their stakeholders. For example, almost all principals and POCs were satisfied with the support from CST, and most parents reported that they were satisfied with the FCE Virtual Family Forum, Fam Jams, and academic partnering sessions.

Continue efforts to align program goals with data collection processes. While the FCEO met many program goals in 2022-23, some goals related to Cadre, F.E.L.T.s, academic partnering webinars and academic sessions, and Home2Home Visit Expansion could not be evaluated because (a) data were not available or (b) goals were not aligned with how data were collected. Improving the alignment among program goals, program activities, and data collection will allow FCE staff members to evaluate all program activities more effectively.

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Garcia-Rincón, R. (2022). 2021-22 Evaluation of the Parent and Family Engagement Program. Dallas, TX. Dallas Independent School District.

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EXECUTIVE SUMMARY

The Dallas Independent School District (Dallas ISD) developed its own On-Track indicator in 2007-08. Similar to the University of Chicago Consortium on School Research indicator (Allensworth & Easton, 2005), the Dallas ISD indicator comprises two factors. A student is considered to be On-Track at the end of ninth grade if she or he has 1) accumulated five full course credits and 2) no more than one semester F (that is, one-half of a full credit) in a core subject (English, mathematics, science, or social studies).

The purpose of this report was to present the annual and longitudinal ninth grade On-Track rates for the district and individual high school campuses.

On-Track rates of first-time ninth-grade students in 2022-23¹

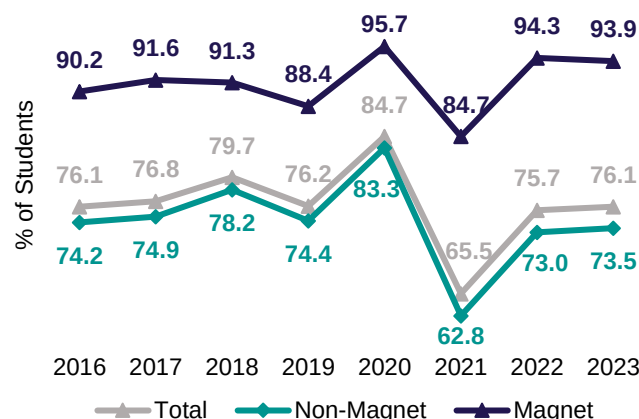
Methodology

Student characteristics were extracted from the district Student Information System (SIS) data files, and course performance data were extracted from the district course data files. Only non-special education ninth grade students enrolled in the same school for the duration of the fall semester were included.

Results

- Overall, the 2022-23 district end-of-year (EOY) On-Track rate (76.1%) was 0.4 percentage points higher than the EOY On-Track rate for 2021-22 (75.7%) and 10.6 percentage points higher than the EOY On-Track rate for 2020-21 (65.5%, Figure 1).
- The 2022-23 gap of 20.4 percentage points between EOY On-Track rates for magnet schools (93.9%) and non-magnet schools (73.5%) decreased slightly from the 2021-22 gap of 21.3 percentage points.

Figure 1: 2015-16 through 2022-23 On-Track End-of-Year Rates for First-Time Ninth Graders by School Type

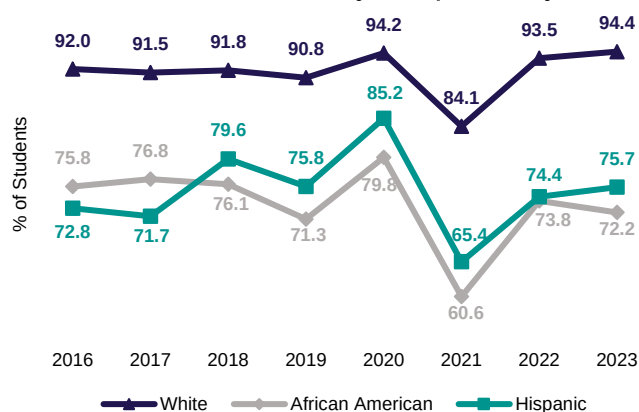


Source: District 9th Grade On-Track files dated 08/12/2016 (2015-16), 08/09/17 (2016-17), 08/08/18 (2017-18), 10/17/19 (2018-19), 08/18/20 (2019-20), 08/12/21 (2020-21), 07/01/22 (2021-22), and 06/27/23 (2022-23).

- In 2023, On-Track rates increased for Hispanic and White students (1.3 and 0.9 percentage points respectively, Figure 2), while rates for African American students decreased (1.6 percentage points).
- Rates for both African American and Hispanic students were nearly 20 percentage points lower than the rate for White students (94.4%).
- In six of the past eight years, the gap in On-Track rates between African American students and White students has tended to be slightly larger compared to the gap between Hispanic and White students.
- Compared to 2019 pre-pandemic On-Track rates, both African American and White students' rates increased (0.9 and 3.6 percentage points, respectively), while rates for Hispanic students decreased by 0.1 percentage points.

¹ Portions of this report are adapted from Featherston & Eells (2022).

Figure 2: 2015-16 through 2022-23 On-Track Rates of First-Time Ninth Graders by Race/Ethnicity



Source: District 9th Grade On-Track files dated 08/09/17 (2016-17), 08/08/18 (2017-18), 10/17/19 (2018-19), 08/18/20 (2019-20), 08/12/21 (2020-21), 07/01/22 (2021-22), and 06/27/23 (2022-23).

- In 2022-23, 12 out of 28 (42.9%) non-magnet high schools had EOY rates at or above 80 percent ($n = 12$, Table 1).
- Nine non-magnet high schools had EOY On-Track rates below 70 percent, with two of those schools falling below 60 percent.
- Nine out of ten (90%) magnet high schools had EOY rates at or exceeding 80 percent, with one magnet high school with a rate below 80 percent (Townview Education and Social Science Magnet).
- Overall, from 2020-21 to 2022-23, non-magnet high schools', magnet high schools', and the district's EOY On-Track rates increased markedly (10.7 percentage points, 9.2 percentage points, and 10.6 percentage points, respectively).
- From 2020-21 to 2022-23, 25 out of 28 (89.3%) non-magnet high schools had increases in EOY On-Track rates. Seagoville had the largest increase in EOY On-Track rates (33.8 percentage points), while Gilliam Collegiate Academy had the largest decrease in end-of-year On-Track rates (7.1 percentage points).
- From 2020-21 to 2022-23, nine out of ten (90.0%) magnet high schools had increases in EOY On-Track rates. New Tech had the largest increase rates (21.7 percentage points), while Obama had the only decrease in EOY rates (14.4 percentage points).

Table 1: 2020-21 to 2022-23 Ninth Grade End-of-Year On-Track Rates by School

	Percent On-Track			2-yr Δ
	2021	2022	2023	
Non-Magnet High Schools				
B. Adams	80.3	80.6	80.6	0.3
Adamson	66.8	79.8	87.5	20.7
Carter	50.9	73.6	66.5	15.6
CityLab	67.7	98.1	81.3	13.6
Conrad	63.5	74.7	71.2	7.7
Garza Early College	83.6	98.0	96.7	13.1
Gilliam Coll. Academy	75.0	84.6	67.9	-7.1
Hillcrest	61.6	80.5	74.5	12.9
IDEA	70.9	86.5	97.8	26.9
Jefferson	67.4	71.5	83.1	15.7
Kimball	46.9	66.8	65.1	18.2
Lassiter Early College	94.6	92.4	98.6	4.0
Lincoln	54.5	69.2	70.2	15.7
Madison	56.6	68.7	85.1	28.5
Molina	71.0	68.1	78.1	7.1
North Dallas	60.7	78.8	87.8	27.1
North Lake Early College	69.8	85.5	91.8	22.0
Pinkston	70.0	80.4	83.0	13.0
Roosevelt	46.0	92.3	48.5	2.5
Samuell	46.0	57.5	68.5	22.5
Seagoville	43.1	68.1	76.9	33.8
Skyline	61.7	64.6	61.8	0.1
South Oak Cliff	69.8	76.7	75.2	5.4
Spruce	34.5	56.9	51.9	17.4
Sunset	73.3	76.9	74.8	1.5
White	70.4	66.6	65.3	-5.1
Wilmer-Hutchins	70.3	72.0	66.2	-4.1
Wilson	66.7	82.2	82.1	15.4
Non-Magnet Total	62.8	73.0	73.5	10.7
Magnet High Schools				
Obama	94.4	77.5	80.0	-14.4
Rangel	92.4	98.7	100.0	7.6
New Tech	77.3	100.0	99.0	21.7
Townview Business	87.9	95.8	91.1	3.2
Townview ESSM	65.9	92.1	77.4	11.5
Townview Health	90.5	94.2	95.9	5.4
Townview Law	74.6	96.1	92.7	18.1
Townview SEM	86.6	95.6	91.8	5.2
Townview TAG	88.3	99.2	98.2	9.9
Washington Arts	84.1	91.9	95.1	11.0
Magnet Total	84.7	94.3	93.9	9.2
District Total	65.5	75.7	76.1	10.6

Source: District course files dated 07/21/21 (2020-21), 07/01/22 (2021-22), and 07/17/23 (2022-23) for students enrolled on the PEIMS snapshot dates of 10/30/20 (2020-21), 11/01/21 (2021-22), and 10/31/22 (2022-23).

Note: Coll = Collegiate. ESSM = Education and Social Science Magnet. SEM = Science and Engineering Magnet. TAG = Talented and Gifted. Schools with 2022-23 EOY On-Track rates below 70 percent are highlighted in gray. 2-yr Δ = Difference change in On-Track percentage from 2020-21 to 2022-23. All differences shown in percentage points.

Longitudinal trends (4-year graduation rates) of first-time ninth-grade students by On-Track status

Methodology

Student leaver records were extracted from the PEIMS district data files and merged with On-Track data files for 2015-16 through 2021-22. Four-year graduation rates were calculated for first-time ninth-grade cohort students identified as On-Track and Not On-Track, after excluding students who left the district.

Results

- Overall, the Class of 2022 had a smaller proportion of first-time ninth-grade students identified as On-Track compared to the previous ninth-grade classes (Table 2).
- For Classes of 2016 to 2022, first-time ninth-grade students identified as On-Track had higher 4-year graduation rates (81.9% - 89.9%) than first-time ninth-grade students identified as Not On-Track (36.3% - 57.0%).
- The Class of 2022 On-Track and Not On-Track students experienced an increase in 4-year graduation rates compared to the Class of 2021 (1.0 percentage points and 3.4 percentage points, respectively).

Table 2: Graduation Rates by On-Track Status: Class of 2016 through Class of 2022

Class of	Class Total		Graduated in 4-years	
	N	%	n	%
On-Track				
2016	6,165	79.4	5,359	86.9
2017	5,818	78.2	5,132	88.2
2018	6,217	79.0	5,503	88.5
2019	6,433	80.9	5,779	89.8
2020*	6,403	81.8	5,690	88.9
2021	6,896	80.9	5,651	81.9
2022	6,847	77.7	5,677	82.9
Not On-Track				
2016	1,595	20.6	859	53.9
2017	1,623	21.8	925	57.0
2018	1,655	21.0	928	56.1
2019	1,515	19.1	823	54.3
2020*	1,421	18.2	720	50.7
2021	1,626	19.1	590	36.3
2022	1,967	22.3	781	39.7

Source: District 9th Grade On-Track files dated 09/04/2013 (Class of 2016), 08/07/14 (Class of 2017), 09/01/15 (Class of 2018), 08/12/16 (Class of 2019), 08/09/17 (Class of 2020), 08/08/18 (Class of 2021), and 10/17/19 (Class of 2022). Student leaver files dated 07/17/23.

Note: * = Due to the COVID-19, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

RECOMMENDATIONS

As recommended in prior years, track and analyze student support services provided to first-time ninth grade students identified as Not On-Track. Longitudinal analyses of graduation rates over the last seven years indicate that only 36.3% to 57.0% of first-time ninth-grade students identified as Not On-Track will graduate high school in four years. Identification and tracking of student support services received by Not On-Track students could be examined to determine which support services are most efficacious.

As recommended in prior years, investigate which supplemental supports were provided at campuses with the highest increases in On-Track rates. All but three non-magnet high schools (Gilliam Collegiate Academy, White, and Wilmer-Hutchins) and one magnet high school (Obama) had increases in the percentage of On-Track students. District leaders should investigate which additional student services were provided at these schools to support a higher percentage of students staying On-Track districtwide.

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EXECUTIVE SUMMARY

Dallas Independent School District (Dallas ISD) received federal funds for high-quality summer programming for the summer of 2023 through the Elementary and Secondary Emergency Relief (ESSER) grant. The rationale behind these programs is to provide students with continued learning opportunities during the summer months, so they can maintain and even enhance their academic and social-emotional skills, rather than losing them.

Studies have found that the average student loses 17 to 34 percent of the prior year's learning gains during summer break, and a student who loses ground in one summer is more likely to lose ground in subsequent summers (Atteberry and McEachin, 2019). In addition to summer learning loss, well-known literature reviews and meta-analyses on the topic have found that: (a) declines are steeper for mathematics than for reading, (b) the extent of loss is larger at higher grade levels, (c) the test scores of low-income students tend to drop between the spring and the fall, while the scores of middle-class and wealthy students tend to stay the same or show some improvement, and (d) summer programs have positive effects on non-cognitive outcomes (Kuhfeld, 2029; Lynch, An, and Mancenido, 2023; Quinn and Polikoff, 2017).

Within the framework of these discussions, the Extended Learning Opportunities (ELO) Department hosted kindergarten through grade eight summer camps during the summer of 2023. Dallas ISD provided a comprehensive set of offerings to students, with a goal of allowing them time to connect with their peers, engage in rigorous tasks, accelerate learning, and improve their social and emotional wellbeing. For two months this summer, the District provided students the opportunity to participate in various summer learning offerings, advertised as "Summer Breeze." During the month of June, students attended a District-created summer learning program at designated campuses advertised as "Summer Cool." In July, District partners provided enrichment activities for students.

This evaluation focuses on the Summer Cool program only. All district students were eligible to attend, and invitation was not prioritized by or contingent upon academic need. All grades were recorded as "pass" or "fail". HB 4545 Tutoring also established new requirements for schools implementing accelerated instruction for students who did not pass state assessments. One requirement was that this additional instruction must occur during the 2022-23 school year or the 2023 summer session. As a result, many campuses elected to provide required tutoring hours to

students during their Summer Cool's Mathematics and Reading hours.

The purpose of the Summer Learning evaluation was to examine program implementation, stakeholder perceptions, and program outcomes. The total budget for the 2022-23 Summer Learning programs was \$2,000,000. This budget was funded through the Elementary and Secondary Emergency Relief (ESSER)¹ grant.

EVALUATION QUESTIONS AND RESULTS

How was the Summer Cool program implemented?

Program characteristics

In summer 2023, Dallas ISD provided a comprehensive set of offerings to students across the months of June and July. Summer Breeze was designed to meet the academic, physical, and emotional needs of district students and prepare them for future learning opportunities while inspiring enthusiasm for the upcoming school year. Overall, Summer 2023 programming options for students emphasized Acceleration, Enrichment, College and Career Preparation, and Legislative Mandates.

The Summer Cool program was a major acceleration component of Summer Breeze, aimed at elementary and middle school. The program was open to all district students in grades kindergarten through eight. The program intended to provide an opportunity for students to engage in activities that support academic growth and promote involvement in extracurricular activities and their social-emotional wellbeing.

Summer Cool was held in-person over four weeks, beginning on Monday June 5, and ending on Thursday June 29 (for a total of 15 days of instruction², with no camp programming held on Fridays). The program was full day.

- Transportation, breakfast, lunch, and participation materials were provided to students.
- The program was held at 50 district elementary and middle school sites.
- During each Summer Cool day, two hours each were devoted to Reading and Mathematics, with the remainder of the day allotted to other core content areas and enrichment.
- The curriculum presented during Summer Cool covered all core content areas and based activities on each week's theme.

¹ 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 The district was closed on Monday, June 19th in observance of Juneteenth.

Teachers

- In 2022-23, there were 558 Summer Cool teachers, across the 50 program sites.
- The majority of teachers were Hispanic (45%) or African American (44%).
- Seventy-four percent of Summer Cool teachers were female and 20 percent of them completed specializations degrees at the time of hire.

Students

- In 2022-23, there were a total of 8,485 students who attended at least one day of Summer Cool.
- The majority of students were Hispanic (74%) or African American (20%) and a large proportion of students were identified as economically disadvantaged (87%).
- Over half of Summer Cool students were identified as Emergent Bilinguals (56%), and 17 percent of students received Special Education services.
- Notably, EB students, Special Education students, and economically disadvantaged students were represented in Summer Cool at a higher rate than the district's population (seven percentage points higher, five percentage points, and four percentage points, respectively).
- Nearly half of students (47%, $n = 3,956$) attended more than 75 percent of program days, while 3 percent ($n = 225$) attended all 15 days.

What were student, teacher, and parent perceptions of the Summer Cool program?

Student Surveys

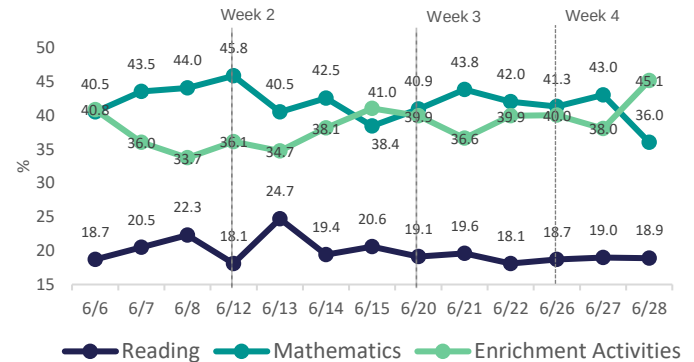
Overall, 1,655 respondents completed the Summer Cool final feedback survey.

- “Extra time to be with friends,” “more sports and games to play,” and “more help from [their] teachers” were the parts of the program they enjoyed the most (average rating of 4.3, 4.0, and 3.9 out of 5, respectively, out of a maximum of five).
- Eighty-five percent of students reported that Summer Cool “helped [them] a lot” or “helped [them] some” better understand their schoolwork.
- Eighty-two percent of students responded that Summer Cool helped them build stronger relationships with adults at their school.
- When students were asked to describe their experience at Summer Cool in a single word, the words that were mentioned the most were related to fun, “cool”, and “good.”
- Eighty-one percent of students reported that they enjoyed Summer Cool or that it was very fun.

Regarding the daily feedback survey for students, a total of 9,675 submissions were collected.

- When asked about their favorite part of the day, 42 percent of surveyed students preferred the Mathematics section, followed by Enrichment activities (39%), and the Reading section (20%) (Figure 1).

Figure 1: 2022-23 Summer Cool Students' Favorite Part of the Day over Time



Source: Summer Cool student survey results file dated 07/12/23.

Note: The survey had 9,675 submissions.

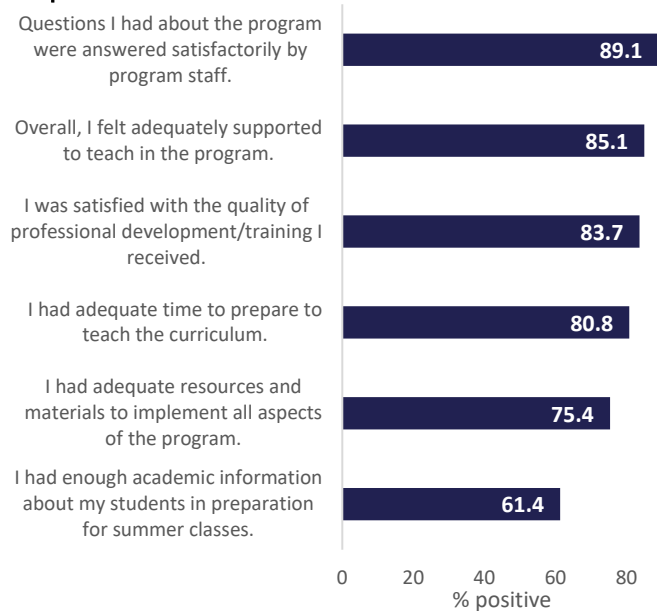
Teacher Survey

In June 2023, 395 respondents from all Summer Cool campuses completed the teacher perception survey.

- When describing their experience at Summer Cool using a single word, the most frequently mentioned words were “fun,” “great,” “long” and “enjoyable.”
- When asked to elaborate on the best parts of the program, the most frequently mentioned themes were the enrichment activities ($n = 72$), the curriculum and provided lesson plans ($n = 47$) as well as the summer school students themselves and the opportunity to get to know them better ($n = 43$).
- When asked to elaborate on what they felt needed to be improved for Summer School programs, many teachers felt no further program changes were necessary (21%), although they mentioned the need for more timely delivery of supplies (17%), a shorter day (11%), curriculum adjustments (10%), and students' access to technology during the camp (7%).
- Eighty-nine percent of surveyed staff members felt that questions they had about the program were answered satisfactorily by program staff and eighty-five percent reported that they were adequately supported to teach the program (Figure 2).
- Seventy-five percent of teachers indicated that they had adequate resources to implement all aspects of the program, echoing the sentiment shared in the open-ended responses.
- Eighty-seven percent of responding teachers felt they would be open to teaching Summer School again in the future.

- Ninety percent of teachers noticed positive academic and social-emotional changes in students to the same degree. Nearly four-fifths of teachers felt that students who attended the program were better prepared to begin the next grade level in the fall (79%).

Figure 2: 2022-23 Summer Cool Teacher Survey Responses



Source: Summer Cool Teacher survey results file dated 07/14/23.

Note: This survey question had 350 respondents.

Parent Survey

Overall, 827 parents from all Summer Cool campuses completed the parent perception survey.

- Eighty-seven percent of responding parents reported that their overall level of satisfaction with the program was average or better.
- Parents and guardians reported that they were satisfied or very satisfied with the participation materials provided to students (94%), the academic support offered to students (93%), the district-provided transportation (93%), the communication from the school leading up to Summer Cool (90%), and the breakfast and lunch served to students during the camp (86%).
- Ninety-six percent of parents ($n = 740$) indicated that the enrollment process was easy to understand and complete.
- Ninety-three percent of parents felt that the summer program created a positive educational opportunity for their students, and 62 percent felt that Summer Cool was academically challenging.
- Ninety-three percent of parents had noticed positive social emotional changes in their students since attending Summer Cool, while 74 percent had noticed academic changes in their students.

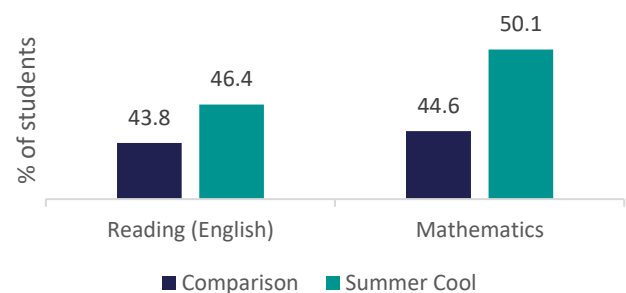
- When asked about their reasons for enrolling their students in Summer Cool, many parents (39%) indicated that their primary motivation was to provide academic support.
- Notably, a large majority (95%) of parents indicated that “Dallas ISD summer programs are a valuable resource for [their] family.”
- Parents and guardians recommended the following improvements: (a) enhancing pre-camp communication, (b) offering early registration, and (c) providing information on completed tutoring hours (HB 4545) to help them monitor their students' progress.

What impact did participation in the Summer Cool program have on student outcomes?

MAP Growth Assessments

- Based on 2022-23 EOY and 2023-24 BOY mean RIT scores, district students did not exhibit significant learning losses over summer break. Minor losses were recorded only in specific grades in Mathematics and there was not a substantial difference between Summer Cool students and comparison students.
- While non-economically disadvantaged students demonstrated better academic performance overall, small learning losses were recorded only in Mathematics regardless of students' socioeconomic status and their participation in Summer Cool.
- In MAP Reading (English), 46.4 percent of Summer Cool students met or exceeded BOY projected growth, nearly three percent higher than comparison students (43.8%) (Figure 3).
- In MAP Mathematics, 50.1 percent of Summer Cool students met or exceeded BOY projected growth which was five and a half percent higher than comparison students (44.6%) (Figure 3).

Figure 3: 2022-23 to 2023-24 Summer Cool and Comparison Students MAP Fall to Fall Met Projected Growth Rates - Reading (English) and Mathematics



Source: District BOY MAP data file dated 09/20/23.

- Students attending Summer Cool for 13 or more days had a 21 percent higher likelihood of meeting

or exceeding MAP projected Reading (English) growth in the upcoming fall.

- Students attending Summer Cool for 12 or more days had a 19 percent higher likelihood of meeting or exceeding MAP projected Mathematics growth in the fall.

Social Emotional Learning

Overall, 9,592 students' responses were collected using the OECD (2021) "Big Five Domains and Underlying Social and Emotional Skills" instrument.

- Overall, there was a consistent upward trend in students' positive self-perception responses across all SEL domains (task performance, emotional regulation, engaging with others, collaboration, and open-mindedness) throughout the program.
- Students generally felt more positively about their "task performance" (81%) and "open-mindedness" (80%), although they rated "engaging with others" the lowest (average of 74% positive responses) when assessing their social and emotional skills.
- "Engaging with others" domain showed the most significant self-perception improvement, increasing by 19 percentage points from its lowest to highest daily scores.
- The social-emotional aspect of the program exhibited notable enhancements at both the beginning and ending weeks.

HB 4545 Tutoring Legislative Mandates

While the goal was for 10 percent of the required HB 4545 hours districtwide to be completed during summer programming, eight percent of tutoring hours were completed during 2023 Summer Cool (Hanover, 2023).

RECOMMENDATIONS

Continue to incorporate academic and SEL content into summer programming. The literature supports that the most effective summer programs address social-emotional learning. Incorporating District-created curriculum that included both academic and SEL content capitalized on the valuable extended learning time that summer afforded. As a result, students who attended Summer Cool were more likely to meet or exceed projected growth in Mathematics and Reading (English) than their matched peers. Moreover, many parents reported positive social emotional changes in their students after attending Summer Cool, while students showed improved self-perception in all areas of social and emotional learning throughout the program. This shows

commitment to the stated intention of "meeting the needs of the whole child."

Explore solutions for timely delivery of materials and improve pre-camp communication with parents. While during Summer Cool 2023 there was a reduction in supply-related complaints compared to the previous year of implementation, some teachers still noted that materials arrived late on the first day or were not evenly distributed among sites (including technology access). Program managers should explore adjustments to ordering and/or delivery for future years with the goal of having materials in place before the first day of programming. Enhance pre-camp communication, including enrollment confirmation messages, early access to scheduling details, teacher information, pickup/drop-off plans, transportation routes, and concise overviews of students' activities and the curriculum employed. Providing an earlier registration option would enable parents to better prepare for the summer and potentially increase program enrollment.

Encourage consistent attendance. The findings of this report suggest that consistent attendance is a key factor in improving the chances of meeting or exceeding MAP projected growth in the upcoming fall. Results indicate that students attending Summer Cool for 12 or more days have a 19 percent higher probability of reaching or surpassing the expected growth in Mathematics and a 21 percent higher probability in Reading (English) if students attend for 13 or more days. Therefore, attendance of at least 80 percent of the summer program would be crucial to show effects on BOY upcoming academic performance.

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

EXECUTIVE SUMMARY

Title I, Part A of the Every Student Succeeds Act (ESSA) provides supplemental funding to local education agencies and schools with high numbers or high percentages of children from low-income families. The purpose of the Title I, Part A program is to improve educational quality and to help ensure that all students, particularly those students at risk of not meeting challenging state academic assessment standards, meet the state's student performance standards.

In 2022-23, all Dallas Independent School District (ISD) Title I schools had schoolwide programs except for one (Townview Talented and Gifted), which operated a targeted assistance program. In the district, all but six district schools ($N = 226$)¹ received supplemental Title I, Part A funding to support at-risk students.² In 2022-23, in addition to campus-based programs, there were 14 centrally administered Title I programs in the district.³

A total of \$70,239,310 was allocated to Title I, Part A for 2022-23 (a decrease of \$11,891,504 from 2021-22).

- Of the total funds, \$66,137,008 was distributed directly to schools, and \$4,102,302 was allocated to centrally administered projects that supported schools.
- The largest amount was budgeted for Resident Teachers (\$2,594,674), followed by Supporting Student Success - Mental Health (\$2,065,188).

In 2022-23, the district continued to offer three different school calendars and other supports,⁴ to help mitigate learning loss because of the COVID-19 pandemic and further support students. Because instructional conditions differed year to year due to the impact of COVID-19 (i.e., before COVID-19 in 2018-19 vs. after COVID-19 from 2019-20 to 2022-23), results for longitudinal trends should be reviewed with caution.

EVALUATION QUESTIONS/OUTCOMES

What were the characteristics of the Title I teacher and student populations?

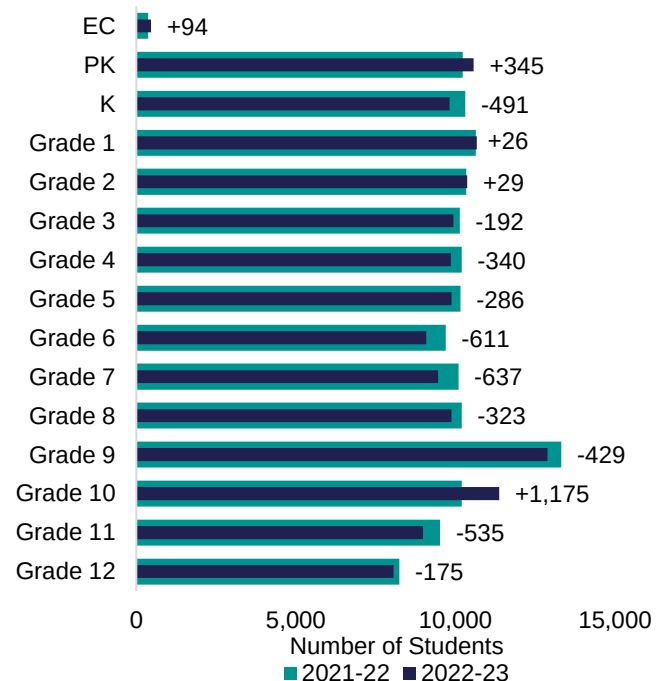
In 2022-23, there were 9,765 full-time teachers in the district.

- Sixty-nine percent were female, and 31 percent were male.
- Thirty-six percent were African American, 35 percent were Hispanic, and 24 percent were white.
- Fourteen percent of teachers were new to the district. Most teachers had bachelor's degrees (68%).

In 2022-23, the Dallas ISD served 141,315 students in early childhood (EC) to grade 12.

- 2022-23 enrollment decreased by 2,350 students from 2021-22.
- Grade 10 enrollment had the largest increase from 2021-22 to 2022-23 (+1,175), whereas grade seven enrollment had the largest decrease (-637), followed by grade six (-611; Figure 1).

Figure 1: 2021-22 to 2022-23 Student Enrollment Changes by Grade



Source: PEIMS demographic files: 11/01/21 and 10/31/22.

Note: PK = prekindergarten. K = kindergarten. $N = 143,665$ in 2021-22 and 141,315 in 2022-23.

¹ Source: Special Revenue Funds Management: 10/11/22 and Public Education Information Management System (PEIMS) file: 10/31/22.

² The six schools that were excluded from the Title I school list in 2022-23 had a total of 4,135 students (i.e., 3% of district enrollment; $N = 141,315$). Therefore, data in this report includes the total district population.

³ Number counts were based on information from Special Revenue Funds Management: 04/14/23.

⁴ Additional information can be found at <https://www.dallasisd.org/esser>.

Did students achieve at or above grade level on reading and mathematics, as measured by MAP?⁵

For grades K to nine combined in 2022-23 (Table 1):

- The percentage of students at or above grade level for mathematics trended upward [41% at beginning of year (BOY) to 45% at end of year (EOY)].
- Reading trended slightly downward (44% at BOY to 42% at EOY).

Table 1: 2022-23 MAP Results At or Above Grade Level

	BOY		MOY		EOY		BOY to EOY
	n	%	n	%	n	%	Δ %pts
Reading							
K	-	-	-	-	8,239	48.1	-
G 1-5	45,091	48.3	43,884	47.4	41,990	48.2	-0.1
G 6-8	25,814	39.0	25,369	33.4	23,389	32.5	-6.5
G 9	9,807	38.4	9,254	34.5	7,929	34.0	-4.4
G K-9	80,712	44.1	78,507	41.3	81,547	42.3	-1.8
Mathematics							
K	-	-	-	-	8,687	52.6	-
G 1-5	47,623	42.6	47,310	41.2	45,631	46.7	4.1
G 6-8	26,076	41.0	25,748	38.0	23,938	39.8	-1.2
G 9	9,858	35.7	9,516	34.8	7,700	38.0	2.3
G K-9	83,557	41.3	82,574	39.5	85,956	44.6	3.3

Source: Data files can be found in the full report (Kim, 2023).

Note: G = grade. - = Not Applicable. Δ %pts = change in percentage points. Additional note information can be found in the full report (Kim, 2023).

For the district's goal progress measures (GPMs), measured by 2022-23 EOY MAP:

- GPM 2.2 was met.** The percentage of second-grade African American students at or above grade level on MAP reading was 34.4 percent, which was higher than the 2022-23 target (30.0%).
- GPM 2.3 was met.** The percentage of first-grade African American students at or above grade level on MAP reading was 29.4 percent, which was higher than the 2022-23 target (27.0%).
- GPM 3.2 was met.** The percentage of second-grade African American students at or above grade level on MAP mathematics was 27.8 percent, which was higher than the 2022-23 target (25.0%).
- GPM 3.3 was met.** The percentage of first-grade African American students at or above grade level on MAP mathematics was 35.1 percent, which was higher than the 2022-23 target (29.0%).

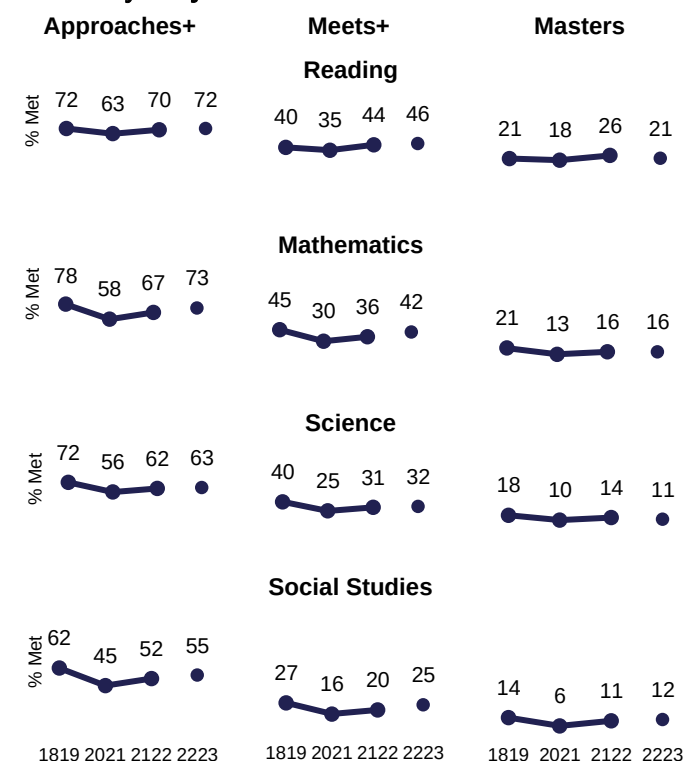
For most MAP comparisons:

- Both African American students (22% to 47%) and Hispanic students (29% to 55%) scored lower than white students (69% to 85%) in 2022-23.
- Special education (SPED) students (7% to 40%) scored the lowest among all student groups in 2022-23.
- For reading, the percentage of students at or above grade level in 2022-23 at BOY, MOY, and EOY was relatively consistent with 2021-22.
- However, there was a noticeable improvement in mathematics from 2021-22 to 2022-23 at BOY (+2 percentage points), MOY (+2 percentage points), and EOY (+5 percentage points).

How did students perform on the STAAR 3-8 subtests?⁶

In 2022-23, the overall percentage of students who met the performance standards on STAAR 3-8 subtests ranged from 55 percent (social studies) to 73 percent (mathematics) at Approaches+; from 25 percent (social studies) to 46 percent (reading) at Meets+; and from 11 percent (science) to 21 percent (reading) at Masters (Figure 2).⁷

Figure 2: 2018-19 to 2022-23 Overall STAAR 3-8 Results by Subject



Source: Data files can be found in the full report (Kim, 2023).

Note: % Met = percentage met standard. Additional note information can be found in the full report (Kim, 2023).

⁵ MAP = Measures of Academic Progress Growth.

⁶ STAAR = State of Texas Assessments of Academic Readiness.

⁷ Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. Masters = Masters Grade Level.

For the district's student outcome goals 2 and 3, measured by STAAR 3-8:

- **Student outcome goal 2 was met.** The percentage of third-grade students in reading at Meets+ was 41.7 percent, which was higher than the 2022-23 target (41.0%).
- **Student outcome goal 3 was not met.** The percentage of third-grade students in mathematics at Meets+ was 41.2 percent, which was lower than the 2022-23 target (42.0%).

For most STAAR 3-8 comparisons in 2022-23 regarding the rate of students achieving Approaches+, Meets+, or Masters:

- Both African American students (6% to 75%) and Hispanic students (6% to 83%) scored lower than white students (12% to 93%).
- The percentage of SPED students (5% to 64%) was the lowest among student groups except for mathematics and science at Masters.

When examining grade six students by campus type, in general:

- For both reading and mathematics in 2022-23, the percentage of grade six ES students who met the performance standards was similar or slightly higher than grade six MS students except for reading at Masters.⁸

When 2022-23 STAAR 3-8 results for Dallas ISD were compared with the state across subjects and grade levels:

- The percentage of Dallas ISD students who met the performance standards was lower than students at the state level for most (46 of 54) comparisons.⁹

How did students perform on the STAAR EOC subtests?¹⁰

In 2022-23, the overall percentage of students who met the performance standards on STAAR EOC subtests ranged from 60 percent (English I) to 92 percent (US History) at Approaches+; 38 percent (Algebra I) to 60 percent (US History) at Meets+; and six percent (English II) to 30 percent (US History) at Masters (Figure 3).

For most STAAR EOC comparisons regarding the rate of students achieving Approaches+, Meets+, or Masters:

- Both African American students (4% to 89%) and Hispanic students (5% to 92%) scored lower than white students (32% to 98%) in 2022-23.

- The percentage of SPED students (6% to 78%) was the lowest among all student groups in 2022-23.

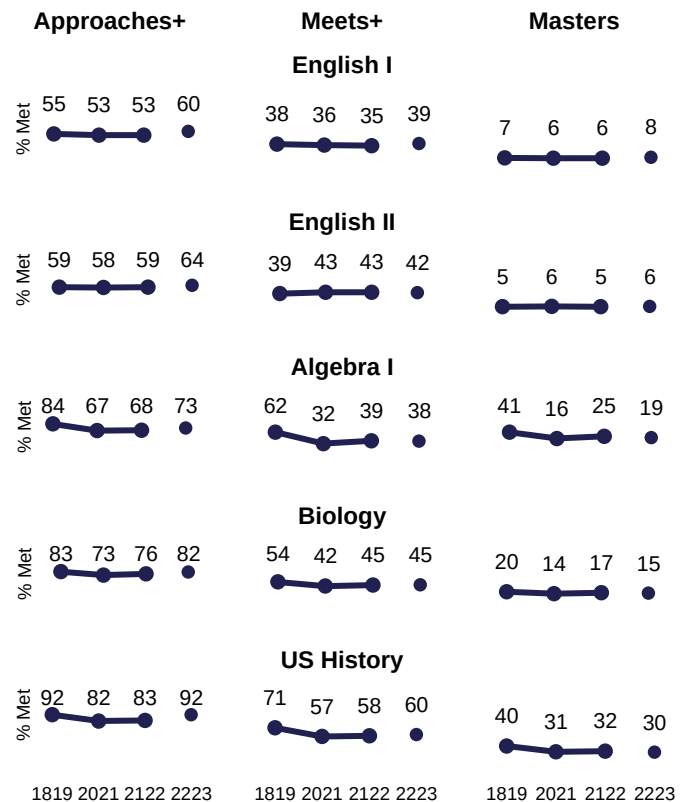
For the district's student outcome goals 1 and 4, measured by STAAR 3-8/EOC:

- **Student outcome goal 1 was not met.** The percentage of students at all performance standards on STAAR 3-8/EOC in all subjects in Domain 1 was 44 percent,¹¹ which was lower than the 2022-23 target (46.0%).
- **Student outcome goal 4 was met.** The percentage of middle-grade students (grades 6-8) at all performance standards on STAAR 3-8/EOC in all subjects in Domain 1 was 42 percent,¹¹ which was the same as the 2022-23 target (42.0%).

When 2022-23 STAAR EOC results for Dallas ISD were compared with the state across subjects:

- The percentage of Dallas ISD students who met the performance standards was lower than students at the state level for all 15 comparisons.¹²

Figure 3: 2018-19 to 2022-23 Overall STAAR EOC Results by Subject



Source: Data files can be found in the full report (Kim, 2023).
Note: US = United States. % Met = percentage met standard. Additional note information can be found in the full report (Kim, 2023).

⁸ ES = Elementary school. MS = Middle school.
⁹ There were 18 grade groups (grades 3-8 and overall for reading and mathematics, grades 5 and 8 and overall for science, and grade 8 for social studies) and three performance standards.

¹⁰ STAAR EOC = STAAR End of Course.
¹¹ Source: Evaluation and Assessment internal calculations, August 2023.
¹² There were five subjects and three performance standards.

What were the attendance and graduation rates of the Title I students?

- 2022-23 attendance rate results indicated that:
- The overall attendance rate for all students in EC to grade 12 combined was 92.0 percent, which was one percentage point higher than 2021-22 (90.8%).
 - Except for white students, attendance rates for high school students in grades nine to 11 did not meet or exceed the state's 90 percent standard for course credit or final grade, which was similar to 2021-22.
- 2021-22 graduation rate results for the class of 2022 indicated that:
- The four-year longitudinal graduation rate for the class of 2022 was 80 percent for all students combined, which was the same as the graduation rate of the class of 2021 (80%).

Additional Title I Reports

The Title I evaluation includes this report as well as separate reports for many of centrally administered Title I programs. These reports are available at <https://www.dallasisd.org/Page/62222>.

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The complete list of references can be found in the full report (Kim, 2023).

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EXECUTIVE SUMMARY

Early childhood (i.e., birth to approximately eight years old) is generally considered the most significant and influential time of life (Follari, 2015) and can provide a multitude of benefits, such as (a) developing foundational skills in language and literacy, (b) improving children's academic performance in reading and mathematics, and (c) closing achievement gaps based on ethnicity and socioeconomic status.¹

Program Components

Dallas ISD offers free, scholarship, and tuition-based PK programs to families residing within the Dallas ISD boundaries.² PK for SPED students is provided through the Dallas ISD Early Childhood (EC) program, which serves children with qualifying disabilities at no cost as early as age three.³

The Dallas ISD PK programming differs by a student's age and program site. Students who are three years old on or before September 1 may attend PK3 at one of many Dallas ISD elementary schools. Likewise, students who are four years old on or before September 1 may attend PK4 at one of many Dallas ISD elementary schools. Dallas ISD children may also enroll as PK3 or PK4 students at one of the district's PK Partnership (PKP) sites. Finally, Dallas ISD also offers PK3 and PK4 at several Choice Schools that are designed around an innovative model such as Montessori, Performing and Visual Arts, Personalized Learning, Single Gender, or STEM (Science, Technology, Engineering, and Math). Like PKP classrooms, Montessori classrooms are also mixed-age.

Program Staff

- In 2022-23, program staff included 2,196 EL teachers and 203 other EL staff (Instructional Specialists, Home Instructors, Specialists, and Coordinators).
- The majority of all EL staff in the district were female (86.9%; $n = 2,085$) and were Hispanic or African American (55.8%, $n = 1,339$ and 25.3%, $n = 608$, respectively). The average length of experience in the Dallas ISD among all EL staff was nine years.
- Seventy-four percent of 2021-22 EL teachers continued to teach EL in 2022-23. Sixty percent of 2020-21 and 52% of 2019-20 EL teachers also continued in EL in 2022-23.

Budget

The total 2022-23 budget for the Early Learning Department (which excludes campus level funding for EL teachers) was \$34,001,355, an increase from 2021-22 (\$30,892,950).^{4,5} The 2022-23 budget was funded through district general operating funds as well as Title I and Title II funds.

Program Goals

In 2022-23, the Dallas ISD EL Department continued its pursuit of two principal goals: 1) increase Kindergarten readiness (K-readiness) and 2) increase on-grade-level performance in reading and mathematics.

The following specific objectives relate to the K-readiness goal:

- Improve K- readiness year-over-year as measured by the *Texas Kindergarten Entry Assessment (TX-KEA)* Literacy Screener.
- Increase PK enrollment year-over-year.
- Maintain/improve quality of PK teaching as measured by the *Classroom Assessment Scoring System (CLASS)*.
- Continuous improvement in PK outcomes as measured by the *CIRCLE Progress Monitoring System (CIRCLE)*.

The following specific objectives relate to increasing on-grade-level performance in reading and mathematics:

- Increase the proportion of grade-two students performing at or above grade level in reading and mathematics, year-over-year, as measured by the end-of-year (EOY) Northwest Evaluation Association (NWEA) *Measures of Academic Progress - Growth (MAP Growth)*.
- Maintain/improve quality of K-2 teaching as measured by *CLASS*.
- Continuous improvement in K outcomes as measured by *TX-KEA* and *EOY MAP Growth*.
- Continuous improvement in grade-one (at beginning, middle, and end of year) and grade-two (at beginning and middle of year) outcomes as measured by *MAP Growth*.

¹ A full list of references can be found in the full report (Eells, 2023). Portions of this report have been adapted from Voss, Kim, & Tyree (2022).

² For more information about the Dallas ISD PK eligibility requirements, see <https://www.dallasisd.org/Page/74638>.

³ For information about EC enrollment, see <http://tea.texas.gov/index4.aspx?id=2147494988>.

⁴ The overall Dallas ISD EL investment includes an additional \$24,562,161 allocated at the campus level, which funds EL teacher positions.

⁵ The 2021-22 EL Executive Summary showed a higher total, that included Title III funding. This was an error, as EL did not receive Title III funds. The 2021-22 total shown here is the corrected amount.

EVALUATION QUESTIONS/OUTCOMES

How was the Early Learning program implemented in 2022-23?

Engagement with community partners

- The Dallas ISD EL department continued to engage with a network of partners (including Texas HIPPY Center at University of North Texas (UNT), AVANCE – North Texas, Concilio, Bachman Lake Together Family Center, and the Strong Start Dallas initiative) to provide continuums of care to students and families.^{6,7,8}

Recruitment and re-enrollment efforts

- The EL department continued to pursue various advertising modes/outlets as well as in-person events and touchpoints to spur recruitment and re-enrollment.

Expansion of PK3 and PK4

- In 2022-23, PK3 was available at 127 locations, four more than were available in 2021-22. Of these, 50 (39%) provided half-day PK and 77 (61%) provided full-day PK. Forty of these locations (31%) were PKP sites.
- All 127 PK3 locations also offered PK4, plus an additional 61 elementary campuses with only PK4, for a total of 188 PK4 locations, two more than were available in 2021-22.

Coaching and training to teachers

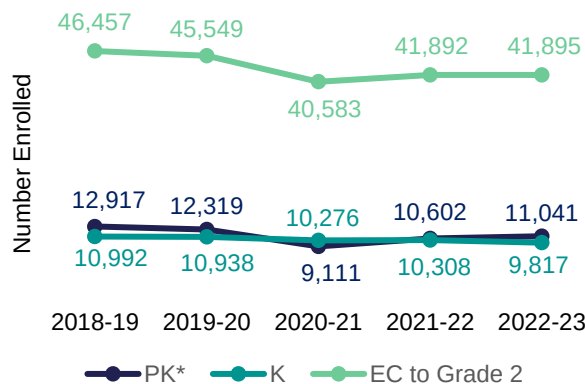
- EL department specialists continued efforts to improve teaching quality by providing coaching and PD to EL teachers. Support focused on high priority campuses and reading academy cohort three campuses.
- In addition to continuing to train teachers, EL specialists in 2022-23 were deployed to work more directly with students. Efforts focused on providing small group reading support to Tier II African-American students in grades one and two.
- The CLASS observation instrument continued to be used to measure the quality of teacher-student interactions and to target teacher coaching.⁹

Students Served

- In 2022-23, 41,895 students were enrolled in EC through grade-two. Most of the students were Hispanic (68%, $n = 28,391$) or African American (22%, $n = 9,219$).
- The majority of students were classified as economically disadvantaged (EcoDis; 87%, $n = 36,378$). Nearly half of the students were Emergent Bilingual (EB) students (48%, $n = 20,007$).

- The number of students served by Dallas ISD EC through grade-two programs remained stable from 2021-22 to 2022-23, after increasing from 2020-21 to 2021-22 (Figure 1).
- While K enrollment dropped in 2022-23 after maintaining a steady enrollment in the prior two years, PK enrollment has steadily increased since 2020-21.

Figure 1: 2018-19 to 2022-23 Dallas ISD Early Childhood to Grade 2 Enrollment Rates



Source: 2018-19 to 2020-21 (Tyree, 2021), 2021-22 (Voss, Kim & Tyree, 2022). PEIMS district data file dated 10/31/22 (2022-23).

Note: PK = Prekindergarten. * In Figure 1, PK totals include EC, PK3 and PK4, at both Dallas ISD campuses and PK partnership sites. K = Kindergarten. EC = Early Childhood (i.e., SPED PK).

Continuous Enrollment Rates

- The re-enrollment rate of PK students has remained consistent for the past three years, at about 80 percent.
- Sixty-seven percent of the 2019-20 K cohort remained continuously enrolled through their third-grade year, in 2022-23. This rate was slightly lower than that of the prior two K cohorts. The largest student loss (about 12%) for each of these three K cohorts occurred between K and grade-one.

What was the quality of Early Learning instruction?

- From spring 2022 to spring 2023, there were statistically significant increases in CLASS scores on each domain (emotional support, classroom organization, and instructional support) and overall.
- As in the past two years, compared to K-2 teachers, higher percentages of PK teachers met or exceeded the quality thresholds on each domain and overall. However, the percentage of K-2 teachers at or above quality thresholds (on each domain and overall) were the highest they have been across the past three school years. (See Figure 2.)
- In each of the last three years, the lowest percentage of teachers (both PK and K-2) met the quality threshold for instructional support (79% and 75%, respectively). Yet, the largest increases in the percentage of teachers

⁶ For more information about the HIPPY program, see the HIPPY evaluation report (Eells, 2023).

⁷ For more information about AVANCE, see <https://www.avance.org/>. For more information about Concilio, see <https://www.theconcilio.org/>.

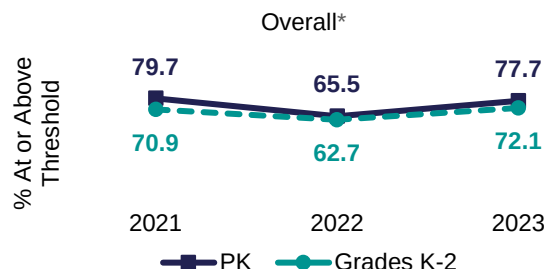
⁸ For more information about Bachman Lake Together Family Center, see <https://bachmanlaketogether.org/>.

⁹ For more information, see <http://teachstone.com/classroom-assessment-scoring-system/>.

meeting or surpassing the quality threshold, from 2022 to 2023, was seen on the instructional support domain.

- Over ninety percent of teachers (PK-2) met the threshold for emotional support and classroom organization, as in the past two years.

Figure 2: 2021 to 2023 Spring Percentages of Prekindergarten and Kindergarten through Grade-Two Teachers At or Above the Quality Threshold by CLASS



Source: Data files can be found in the full report (Eells, 2023).

Note: * = These percentages reflect the percentage of teachers that met all three domain thresholds.

What were the academic outcomes of Early Learning students?

CIRCLE (PK)

- The percentage of 2022-23 PK students considered on-track grew from beginning to end-of-year on phonological awareness (+29 percentage points, to 84%), rapid vocabulary (+23 percentage points, to 70%), and mathematics skills (+14 percentage points, to 71%).
- An equal or slightly greater proportion of students were On-Track at EOY in 2022-23 for phonological awareness and rapid vocabulary, compared to 2020-21 and 2021-22. However, an equal or slightly lower proportion were On-Track in mathematics, compared to 2020-21 and 2021-22.

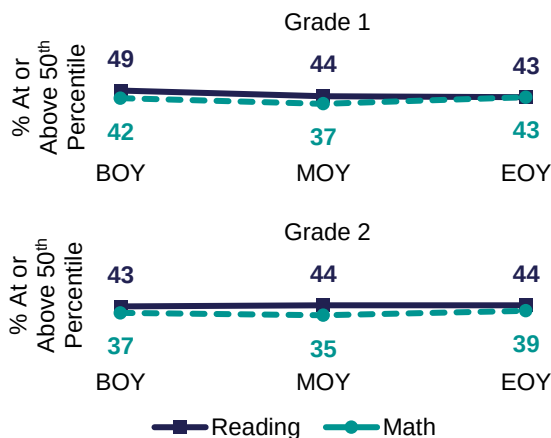
TX-KEA (K)

- The percentage of K-ready students, as measured with the TX-KEA Literacy Screener, increased from 2021-22 to 2022-23, overall (from 67 to 71%) and by student group and test version, with only one exception (white students who took the test in Spanish).
- Students who had attended Dallas ISD PK achieved higher rates of K-readiness (78%) compared to students who did not attend Dallas ISD PK (44%).
- Across all domains on the TX-KEA, the percentage of On-Track students increased from BOY to EOY. Compared to the past two years, a higher percentage of students at BOY, MOY, and EOY were On-Track in Spelling, Vocabulary, and Math, with few exceptions. Scores on Social Emotional Competence tended to be lower compared to the last two years.

MAP Growth (Grades One and Two)

- In 2022-23, there were slight increases from BOY to EOY in the percentage of grade-one and grade-two students achieving at or above the 50th percentile in Mathematics. For Reading, there was a slight increase from BOY to EOY for grade-two students. However, for grade-one students there was a decrease from BOY to EOY in the percentage of students achieving at or above the 50th percentile in Reading. (See Figure 3.)
- Compared to 2021-22, a higher percentage of grade-one and grade-two students achieved at or above the 50th percentile on MAP EOY Reading and Mathematics in 2022-23 (range of 4 to 7 percentage points).
- Compared to 2021-22, a higher percentage of grade-one and grade-two African American students achieved at or above the 50th percentile on MAP EOY Reading and Mathematics in 2022-23 (+6 and +9 percentage points, respectively).
- For 2022-23, the percentage of grade-one and grade-two African American students who performed at or above grade level (50th percentile) on EOY MAP Reading and Mathematics met interim student outcome goals.

Figure 3: 2022-23 Percentage of Grade-One and Grade-Two Students At or Above the 50th Percentile on MAP by Subject and Administration



Source: Data files can be found in the full report (Eells, 2023).

Note: To allow for examination of overall student performance of reading, the English and Spanish administrations were combined.

Did grade-three students meet STAAR reading and mathematics goals?

- Compared to 2021-22, a higher percentage of grade three students achieved the Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) performance standards on STAAR Reading in 2022-23. This trend was seen across all student groups, with the exception of EB students who remained stable at the Approaches+ performance standard.
- Across all student groups, a higher percentage of grade-three students performed at the Approaches+ and Meets+ performance standards on STAAR Mathematics in 2022-23, compared to 2021-22.

Did student academic performance differ by Dallas ISD PK participation?

- Across the past four years of K cohorts, a larger proportion of former Dallas ISD PK students are On-Track on EOY assessments (MAP and STAAR - Reading and Mathematics) in K through grade-two, compared to students who did not attend Dallas ISD PK. (See Table 1.)
- The perceived benefit of PK appears to be greater for Mathematics, for any given K cohort and grade.

Table 1: 2022-23 Percentage of Students At or Above the 50th Percentile, Approaches+, or Meets+ on Assessments by Cohort and PK Enrollment Status

Exam	Total N	DISD PK %	No DISD PK %
Kindergarten Data for 2022-23 K Cohort			
MAP Reading	7,132	46.9	38.9
MAP Math	7,442	52.5	38.3
Grade-One Data for 2021-22 K Cohort			
MAP Reading	6,891	44.3	35.2
MAP Math	6,978	44.4	34.6
Grade-Two Data for 2020-21 K Cohort			
MAP Reading	6,126	42.1	38.6
MAP Math	6,299	38.2	30.9
Grade-Three Data for 2019-20 K Cohort			
STAAR Reading Approaches+	6,180	67.3	64.7
STAAR Reading Meets+	6,046	38.7	36.5
STAAR Math Approaches+	6,181	71.3	65.8
STAAR Math Meets+	6,047	41.6	34.2

Source: Data files can be found in the full report (Eells, 2023).

Note: % = Percentage of students at or above the 50th percentile (MAP) and Approaches+ or Meets+ (STAAR). Additional note information can be found in the full report (Eells, 2023).

RECOMMENDATIONS

Investigate parents' re-enrollment intent. When examining Early Childhood through Grade Two enrollment trends, the highest rate of student attrition occurs with PK students, with 1 out of 5 students not re-enrolling in the district the next school year. This attrition rate is nearly double the attrition rate for K students, with approximately 12% of whom do not re-enroll. Program managers should consider surveying parents of PK4 students in the spring to gather enrollment intent data. Such data could be utilized by

program managers to target retention efforts from PK4 to K to decrease student attrition rates.

As recommended in previous years, continue to train teachers to provide more effective instructional support for students. Overall, the percentage of teachers meeting or surpassing the quality threshold for the instructional support domain increased from spring 2022 to spring 2023. However, compared to the emotional support and classroom organization domains, instructional support continues to lag by 14 to 23 percentage points across grade-levels. Thus, the department should continue efforts to improve these scores and provide additional resources regarding instructional support.

Consider revisiting and updating the strategic plan for EL. In 2014, in collaboration with the Boston Consulting Group, the district developed a strategic plan to increase K-readiness. The strategic plan included four key initiatives which still guide the growth of the PK programs and serve as the foundation of the EL department: increase access, increase demand, increase quality through training and specialists, and expand the continuum of care through community partners. Based on the Early Childhood through Grade Two growth and advances over the last decade, both in legislation and in the district, the Early Learning department should consider revisiting and updating its strategic plan to build on the district's accomplishments and guide the department into the future.

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

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

EXECUTIVE SUMMARY

Dallas Independent School District's (ISD) Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home visitation program for parents of two-to-four-year-olds that trains parents to be their child's first teacher. The program aims to increase parental involvement and thereby ensure school readiness. The HIPPY curriculum promotes cognitive, social-emotional, and motor skill development. Dallas ISD's HIPPY program has historically been one of the largest in Texas.¹

The purpose of the evaluation was to examine a) program implementation and b) program outcomes.²

Program Components

HIPPY Staff Members

In 2022-23, the Dallas ISD HIPPY program staff included one program director, nine coordinators, and 34 home instructors (including seven part-time). Coordinators trained and supervised the home instructors.

Budget

In 2022-23, Dallas ISD HIPPY had a total budget of \$2,404,612, including \$812,125 from the general operating funds, \$1,308,750 from Title I funds, and \$283,737 from external sources.³ This was an increase compared to 2019-20 (\$2,152,979), when this program was last evaluated. Specifically, the increase was in Title I funds.

EVALUATION QUESTIONS/OUTCOMES

How was the HIPPY program implemented in 2022-23?

- In 2022-23, per HIPPY regulations, full-time home instructors carried a maximum caseload of 25 children while part-time home instructors carried a maximum caseload of 15 children. As a result, the number of families that can be served by the program is constrained by the number of home instructors on staff.
- The Dallas ISD HIPPY program utilizes a train-the-trainer approach to program delivery. Weekly, coordinators utilized role play to train home instructors. In turn, instructors used the same method to teach parents, who were then expected to incorporate the behaviors into daily interactions with their child.

- Home instructors met with parents for approximately 45 to 60 minutes, once per week for 30 weeks.
- Families were provided weekly curriculum materials that included story books and five interactive activities. The activities were designed to take about 15 minutes each and focus on different developmental areas (Literacy/Language, Math, Science, Physical/Motor, and Social/Emotional).

What were the characteristics of families enrolled in the HIPPY program in 2022-23?

Families

- In 2022-23, the Dallas ISD HIPPY program enrolled 714 families and 784 children.⁴ Enrollment was highest (39%, $n = 306$) for the 3-year-old program, followed by the 4-year-old program (31%, $n = 239$) and 2-year-old program (30%, $n = 231$).⁵
- Children enrolled in the HIPPY program were overwhelmingly Hispanic (88%, $n = 686$). Similarly, the majority of families enrolled in the Spanish curriculum (74%, $n = 582$). Only eight percent ($n = 61$) of those enrolled were African American.
- Participants who completed 26 of 30 home visits were designated as completers. In 2022-23, 82% ($n = 646$) of the 784 children enrolled in HIPPY completed the program, a decrease compared to 2019-20 (86%; $n = 760$).⁶
- Ninety-four percent of those who completed the first two months of home visits went on to complete the program.
- Completion rates were highest (87%, $n = 209$) in the 4-year-old program, followed by the 3-year-old program (86%, $n = 262$) and the 2-year-old program (75%, $n = 174$). Completion rates varied by race/ethnicity: 84% ($n = 576$) for Hispanic children, 69% ($n = 42$) for African American children.
- Fifty percent ($n = 105$) of children who completed the 4-year-old HIPPY program were concurrently enrolled in Dallas ISD prekindergarten (PK) or Early Childhood (EC) classes. In addition, 15% ($n = 38$) of those in the 3-year-old program were also concurrently PK or EC students.

¹ As reported by the Dallas ISD HIPPY Director on 01/29/20.

² Portions of this evaluation were adapted from Rowles and Hinkley (2019).

³ General Operating and Title I amounts received from Budget Department 05/01/2023. External sources amount (United Way) received from HIPPY Director on 01/26/23.

⁴ HIPPY data files from Visit Tracker pulled 08/07/2023 – 08/09/2023; internal rosters received 08/08/2023.

⁵ The Dallas ISD HIPPY curriculum consists of three years of programming, for 2-year-olds, 3-year-olds, and 4-year-olds. Enrollment is according to the child's age on September 1st.

⁶ The decrease in completion rate may reflect differences in data keeping as well as ages served.

Re-enrollment

In 2022-23, forty-two percent ($n = 328$) of children enrolled in HIPPY were returning participants. Specifically, 45% ($n = 137$) of the 3-year-old program enrollees and 80% ($n = 191$) of the 4-year-old program enrollees were children returning to the program.

What were the outcomes of the 2022-23 HIPPY program?

Parental Involvement

- Parents with children in the 2-year-old, 3-year-old, and 4-year-old HIPPY programs completed pre- and posttest Parental Involvement Interviews.⁷ Among families who completed the HIPPY curriculum in 2022-23, the proportion of parents who reported reading to their child at least three times in a typical week increased 28 percentage points, to 85% at posttest.
- The percentage of parents reporting reading to their child at least 15 minutes per day on average increased 19 percentage points, to 69% at posttest. Those who reported “usually” talking to their child about the book when reading to their child increased by 23 percentage points, to 73% at posttest.
- The percentage of parents working on specific school related skills with their child at least three times per week also increased from pre- to posttest (Table 1).

Table 1: 2022-23 Parental Involvement at Pre-and Posttest for HIPPY Curriculum Completers

Skill	% Practicing With Their Child ≥ 3 Times per Week		
	Pre	Post	Percentage Point Increase
Doing Arts/Crafts	60	78	18
Counting	50	69	19
Numbers	59	79	20
Playing Games that Use Single Digit Numbers	20	42	22
Patterns	27	52	25
Grouping by Size/Color	33	58	25
Letters	41	68	27
Shapes	36	64	28

Source: Texas HIPPY Visit Tracker data files dated 08/07/2023.

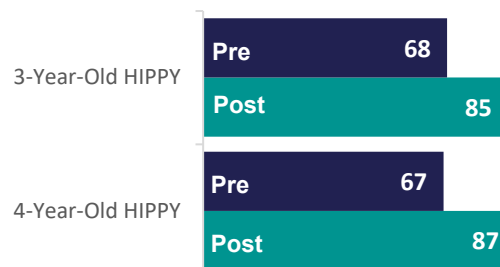
School Readiness

- Children in the 3- and 4-year-old HIPPY programs were administered a pre- and posttest measure of school readiness, using the *Bracken School Readiness Assessment (BSRA-3; Figure 1)*.⁸ Of children who completed the 3-year-old curriculum, 33% were very delayed or delayed at pretest, which decreased to 15% at posttest. Of children who completed the 4-year-old

curriculum, 32% were very delayed or delayed at pretest, which decreased to 13% at posttest.

- While most children who completed the 4-year-old program were returning participants, there was a notable difference at pretest between those who were new versus returning: 53% of new children were very delayed or delayed compared to 29% of returning children.
- Among children who completed the 3-year-old curriculum, the proportion scoring advanced or very advanced increased from 10% at pretest to 26% at posttest. Likewise, of those who completed the 4-year-old curriculum the percentage scoring advanced or very advanced increased from 10% at pretest to 30% at posttest.

Figure 1: 2022-23 BSRA-3 Percent Scoring Average or Above School Readiness at Pre- and Posttest for 3- and 4-Year-Old HIPPY Curriculum Completers



Source: Texas HIPPY Visit Tracker data files dated 08/09/2023.

Note: BSRA-3 = *Bracken School Readiness Assessment*. Percentages represent children scoring in Average, Advanced, or Very Advanced classifications. Average and above classifications indicate school readiness (Bracken, 2002). 3-year-old completers with pretest data $n = 247$, with posttest data $n = 240$. 4-year-old completers with pretest data $n = 205$, with posttest data $n = 197$.

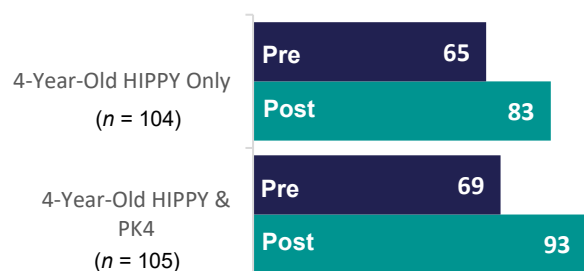
- While children who completed the HIPPY curriculum showed achievement in school readiness, the 50% who were concurrently enrolled in both the HIPPY 4-year-old program and Dallas ISD PK for 4-year-olds (PK4) demonstrated even greater gains (Figure 2).
- The proportion of children scoring very delayed or delayed among those who completed the 4-year-old HIPPY Program only (no PK)⁹ decreased from 35% at pretest to 18% at posttest. Among those who were concurrently enrolled in PK4, the percentage decreased from 30% to 7%.
- Similarly, the proportion of children scoring advanced or very advanced among those who completed the 4-year-old HIPPY Program only (no PK) increased from 9% at pretest to 20% at posttest. Among those who were concurrently enrolled in PK4, the percentage increased from 13% to 42%.

⁷ The Parental Involvement Interview (PII) was adapted from the National Research and Evaluation Center for HIPPY USA and is administered by Home Instructors at beginning-of-year (pre) and end-of-year (post). Curriculum completers who provided PII pretest data $n = 595$. Curriculum completers who provided PII posttest data $n = 617$.

⁸ Children with missing pre- or posttests, curriculum years, or who did not complete the program were excluded from analyses.

⁹ “No PK” refers to students who were not previously enrolled in Dallas ISD PK. However, participation in other PK programs is not known.

Figure 2: 2022-23 *BSRA-3* Percent Scoring Average or Above School Readiness at Pre- and Posttest for 4-Year-Old HIPPY Curriculum Completers with and without PK4



Source: Texas HIPPY Visit Tracker data files dated 08/09/2023; Student Information System demographic data file dated 01/30/2023.

Note: PK4 = Prekindergarten for 4-year-olds. *BSRA-3* = *Bracken School Readiness Assessment*. Percentages represent children scoring in Average, Advanced, or Very Advanced classifications. Average and above classifications indicate school readiness (Bracken, 2002).

What were the longer-term academic outcomes of HIPPY and non-HIPPY participants?

Kindergarten-Readiness

- Of the 7,998 kindergarten students in 2022-23, 147 (1.8%) were identified as having previously participated in the HIPPY program. The PK participation rate of these former HIPPY participants was 91% ($n = 134$), compared to 71% PK participation districtwide ($n = 5,669$).
- Of the 147 former HIPPY participants, 78% ($n = 114$) demonstrated kindergarten-readiness (K-readiness) as measured by the beginning-of-year (BOY) *Texas Kindergarten Early Assessment (TX-KEA)* Literacy Screener¹⁰ (Figure 3).
- Eighty-four percent of students ($n = 112$) who had participated in both HIPPY and PK were K-ready. This proportion was higher than that of all kindergarten students districtwide, as well as kindergarten students who had previously participated in Dallas ISD PK, and kindergarten students who had not participated in PK (71%, 79%, and 52%, respectively).
- To improve the validity of the evaluation and decrease error, former HIPPY participants were matched to students who had not participated in HIPPY.¹¹ While a slightly higher proportion (78% vs 74%) of former HIPPY participants demonstrated K-readiness compared to matched non-HIPPY students, the difference was not statistically significant.

Figure 3: 2022-23 Percentage of Kindergarten-Ready Students on BOY *TX-KEA* Literacy Screener for Former HIPPY Participants, Former Dallas ISD PK Students, and the District



Source: BOY *TX-KEA* data file dated 05/24/2023.

Note: PK = Prekindergarten. DISD = Dallas ISD. District $N = 7,998$; DISD PK $n = 5,669$; HIPPY $n = 147$; HIPPY & PK $n = 134$. Samples exclude students repeating Kindergarten and those whose grade was not listed as K in both KEA and demographic files.

Reading Growth

- In 2022-23, as measured by Northwest Evaluation Association (NWEA) *Measures of Academic Progress (MAP) Growth*, a higher percentage (56%) of kindergarten students who had previously participated in the HIPPY program achieved projected growth in reading at or above the 50th percentile by end-of-year (EOY), compared to all kindergarten students, former Dallas ISD PK students, and kindergarten students who had not attended PK (48%, 49%, and 47%, respectively; Figure 4).
- Comparisons of the HIPPY/non-HIPPY matched samples showed that while a greater percentage of former HIPPY participants demonstrated at or above average growth in reading (55% vs 47%), the difference was not statistically significant.

Figure 4: 2022-23 Percentage of Students At or Above the 50th Percentile on EOY *MAP Growth* Reading for Former HIPPY Participants, Former Dallas ISD PK Students, and the District



Source: EOY *MAP Growth* data file dated 06/25/2023.

Note: PK = Prekindergarten. DISD = Dallas ISD. District $N = 8,176$; DISD PK $n = 5,678$; HIPPY $n = 144$.

¹⁰ For the analysis, the English and Spanish administrations were combined into one file to allow for examination of overall student performance. The percentage of students *On Track* was used. The BOY *TX-KEA* data file was dated 05/24/2023.

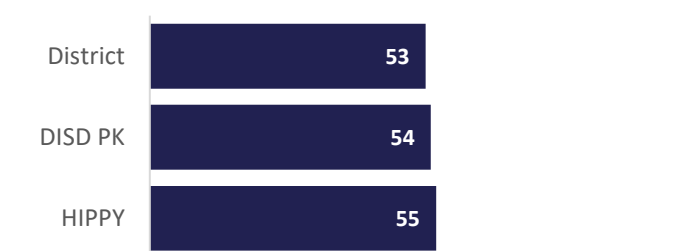
¹¹ Students were matched on nine demographic characteristics (gender; race/ethnicity; campus; special education status, emergent bilingual status, economically disadvantaged status, homeless status, at-risk status, and

PK participation status), resulting in a matched sample of 132 non-HIPPY students. Experimental and control groups were limited to students with scores on all three K assessments: BOY *TX-KEA* Literacy screener, EOY *MAP Growth* – Mathematics, and EOY *MAP Growth* – Reading.

Mathematics Growth

- On the EOY MAP Growth Mathematics, the proportion of prior HIPPY participants with growth at or above the 50th percentile (55%) was similar to the overall kindergarten cohort (53%) as well as those who had been PK students (54%; Figure 5). Among students who had not completed the Dallas ISD PK, 49% demonstrated growth at or above the 50th percentile.
- Comparisons of the HIPPY/non-HIPPY matched samples showed that while a greater percentage of former HIPPY participants demonstrated at or above average growth in mathematics (57% vs 51%), the difference was not statistically significant.

Figure 5 2022-23 Percentage of Students At or Above the 50th Percentile on EOY MAP Growth Mathematics for Former HIPPY Participants, Former Dallas ISD PK Students, and the District



Source: EOY MAP Growth data file dated 06/25/2023.
Note: PK = Prekindergarten. DISD = Dallas ISD. District N = 8,618; DISD PK n = 5,992; HIPPY n = 152.

RECOMMENDATIONS

Increase recruitment efforts targeting African American families. Communications with HIPPY department staff indicated that the department would like to increase overall participation of African American families in the HIPPY program. While African American students comprise 20% of the overall district, they make up only eight percent of HIPPY participants. Targeted recruitment efforts should include investigating potential obstacles or barriers that may be preventing African American families from taking advantage of the HIPPY program.

Drive engagement during the first eight weeks of curriculum. In 2022-23, 94% of participants who completed the first two months of HIPPY curriculum completed the entire HIPPY program for the year. However, only 82% of all enrolled participants completed their entire HIPPY year programming. HIPPY staff should focus engagement and retention efforts early in the program year to improve overall program completion rates.

Implement a centralized data management system. In 2022-23, the department indicated that the decentralized nature of their data management systems across multiple platforms made it difficult to accurately track HIPPY participation. It is recommended that the department utilize a centralized data management system that is connected to the district's student information system to track student participation and progress within the HIPPY program more accurately and efficiently.

As mentioned in previous evaluations, include HIPPY in the evaluation of other major Dallas ISD early childhood programs. Many children in the Dallas ISD attend more than one prekindergarten program. Thus, it has become more difficult to evaluate the efficacy of any one early childhood program exclusively, particularly for long term outcomes. Evaluation and program managers should consider program participation and dosage as a variable in future evaluations of early childhood education.

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EXECUTIVE SUMMARY

The Homeless Education Program (HEP) is designed to facilitate the enrollment, attendance, and academic success of homeless students in the Dallas Independent School District (ISD). Primary program services include (a) Drop-In Centers at 15 Dallas ISD high school campuses and two middle school campuses, (b) removing enrollment barriers for homeless students, and (c) working with the Dallas ISD Transportation Department to ensure homeless students have access to transportation to their schools of origin.¹

The HEP also provides homeless students with the following resources: backpacks, clothes, hygiene items, and school supplies; mentoring services; out-of-school programs; and post-secondary school preparation. Program staff members also work to reduce the stigma and stereotypes attached to homelessness.²

The HEP is federally funded through the McKinney-Vento Homeless Assistance Act, which is a U.S. federal law that provides funding and protections for homeless individuals. In 2022-23, the total budget was \$544,894 (\$363,000 from the McKinney-Vento Homeless Assistance Act and \$181,894 from Title I, Part A),³ an increase from \$537,435 during the 2021-22 school year.

PURPOSE OF THE EVALUATION

The purpose of this evaluation was to describe the context of the program and examine implementation of activities and outcomes of the HEP program in 2022-23.⁴

EVALUATION QUESTIONS/RESULTS⁵

How was the HEP implemented in 2022-23?

Methodology

Program Activities

Implementation data about HEP services was collected through interviews with program staff members and review of program documents and website. Program staff members provided lists of material and transportation requested, trainings conducted, and Cornerstone HEP trainings completed in 2022-23.

Campus Administrator Survey

To assess the extent to which campus staff members understood homeless student issues and ensure students are prepared to immediately enroll, the evaluator administered a campus administrator survey in May 2023.

The survey included items about the following: staff awareness and training; student identification and enrollment; homeless service delivery; and interagency knowledge and coordination. The evaluator used frequency and crosstabs analyses to calculate the percentage of survey respondents selecting each response option.

Results

Program Activities

The HEP Title I workscope goals and results are summarized in Table 1.

Table 1. 2022-23 HEP Title I Workscope Goals and Services Provided

Workscope Goal	Summary of Services Provided	Goal Met
Use the Roving Outreach Center to conduct intake interviews with 250 homeless students/families at three or more shelters and hotels ¹	The Roving Outreach Center completed 21 events and interviewed 365 students and families.	Yes
Train at least 500 district staff members on the educational rights of homeless students under the McKinney-Vento law. ¹	419 district staff members completed the HEP online training; 760 received in-person training.	Yes
Provide out-of-school activities for at least 400 homeless students. ²	411 homeless students attended out-of-school activities.	Yes

Source: ¹Data received from HEP on 06/28/23. ²Data received from HEP on 08/16/23.

Note: The Roving Outreach Center is a mobile information booth.

- In 2023-23, the HEP received 12 donations totaling \$196,815 from organizations⁶ and by sharing the HEP Amazon wish list on social media platforms at least once per month.

¹ The public school that the student attended when permanently housed or the school at which the student was last enrolled.

² Program staff members provide training sessions and videos to inform school personnel and the community on homeless student rights, issues facing homeless students, and HEP services.

³ As reported by Budget Services Department on 06/21/23.

⁴ Portions of this report were adapted from Mickelson (2021).

⁵ More detailed methodological considerations are also available in that report. Because of the transient nature of homeless students in the Dallas ISD, this evaluation reports data for homeless students who were enrolled at any time during the school year. Thus, homeless student and districtwide analyses were conducted using the end-of-year (EOY) district demographic files.

⁶ Examples include: Undies For Everyone (providing underwear to children in need) and Soles4Souls (providing shoes for children in need).

- The HEP worked with After8⁷ to operate the Fannie C. Harris Youth Center, a drop-in center supporting unaccompanied high school youth in Dallas.
- The HEP fulfilled 300 in-district transportation requests.⁸
 - The HEP also split transportation costs with other school districts to transport 37 students who either (a) lived within the Dallas ISD boundary and attended other school districts or (b) lived within other school district boundaries and attended the Dallas ISD.
- In partnership with Promise House⁹, the HEP provided Drop-In Centers¹⁰ at 15 Dallas ISD campuses (13 high schools and two middle schools).

Campus Administrator Survey

- Sixty-eight percent of administrators reported that their campus has a designated staff member to work with students experiencing homelessness. Thirteen percent reported that their campus did not have a designated staff member and over 18 percent did not know.
- Fifty-six percent of administrators reported that they did not receive any training about supporting homeless students.
- Twelve percent of respondents were at campuses without a staff member designated to work with students experiencing homelessness. Eighteen percent of respondents did not know.
- Forty-one percent of respondents felt that homelessness is a significant problem at their campus, and 23 percent of believed that students at their campus had experienced enrollment delays due to homelessness.
- While 51 percent of respondents reported that community-based organizations near their campus could support students experiencing homeless, only 27 percent felt that staff members at their campus had sufficient training to support these students.

What were the characteristics of HEP students in 2022-23?

Methodology

Descriptive analyses were conducted to summarize the characteristics of HEP students and district students overall using the 2022-23 end-of-year (EOY) demographic file dated 06/20/23.

⁷ After8 provides drop-in services, tutoring, and helps students move into transitional housing or reunify with their families. For more information, see <http://after8toeducate.com/>.

⁸ The HEP worked with Dallas ISD Student Transportation Services, Dallas Area Rapid Transit (DART), and the transportation services of nearby districts to ensure that all homeless students had consistent transportation to their school of origin.

⁹ For more information, see <https://promisehouse.org/>.

Results

In 2022-23, 4,354 homeless students were enrolled in the Dallas ISD, approximately three percent of the total district population. More homeless students were in grades Early Childhood (EC)-5 (62%) than other grade levels (Table 2).

Table 2: 2022-23 Homeless Student and District Student Enrollment by Grade Level

Grade Levels	Homeless Students (N = 4,354)		District Students (N = 139,014)	
	n	%	n	%
EC-5	2,710	62.2	71,461	51.4
6-8	723	16.6	28,266	20.3
9-12	921	21.2	39,287	28.3

Source: PEIMS demographic file dated 11/01/21 and EOY demographic file dated 06/20/23.

A larger percentage of homeless students were African American (47%) compared to the district (20%), and a smaller percentage were Hispanic (45%) than the district (71%). A smaller percentage were considered Emergent Bilingual (27%) than the district (52%). Other characteristics of homeless students were similar to the district overall.

What was the status of homeless students in 2022-23 compared to 2021-22?

Methodology

Frequency analyses were used to determine if 2021-22 homeless students¹¹ stayed within the Dallas ISD, left the district, or changed homeless status in 2022-23.

Results

- Of the Dallas ISD students who were homeless in 2021-22 (N = 3,904), 71 percent graduated or stayed in the Dallas ISD in 2022-23, and 29 percent were no longer enrolled in the district.
- Of the Dallas ISD students identified as homeless in 2022-23 (N = 4,354), 10 percent were previously flagged as homeless in 2021-22, and 90 percent were newly flagged as homeless.
 - Of the 3,932 students who were newly flagged as homeless in 2022-23, 41% were in the Dallas ISD in 2021-22, and 59% were newly enrolled.

What were the discipline referral, attendance, and promotion/graduation rates for homeless students in 2022-23 compared to previous years?

¹⁰ Drop-In Centers served as hubs for homeless students to access necessary materials, such as food, hygiene products, and school supplies. Leaders provided case management services, referred students to additional services (e.g., housing, medical, dental, and mental health services) as necessary, and organized presentations from outside agencies about numerous topics (e.g., college admissions, career options, etc.).

¹¹ Identified in the district demographic file dated 06/21/22.

Methodology¹²

Discipline Referral Rates

Descriptive analyses were conducted using EOY district demographic file with the corresponding discipline referral file to compare the rate of homeless students and district students overall who received a disciplinary referral in 2021-22 and 2022-23.

Attendance Rates

Descriptive analyses were conducted to compare semester attendance rates for homeless students and the district overall in 2020-21, 2021-22, and 2022-23. For each school year, the EOY district demographic file was merged with the EOY attendance file.

Promotion Rates

For promotion rates (i.e., the rate of students who stayed in the district), the evaluator merged each EOY district demographic file with the beginning-of-year (BOY) demographic file for the subsequent school year. Descriptive analyses were used to compare the 2020-21 and 2021-22 promotion rates by grade level for homeless students and the district overall.

Graduation Rates

For graduation rates, the evaluator merged each EOY district demographic file with the corresponding graduation file. Descriptive analyses were used to compare the 2020-21, 2021-22, and 2022-23 graduation rates for homeless students and the district overall.

Results

Attendance¹³

- The 2022-23 fall and spring semester attendance rates for homeless students were 90 percent and 89 percent, respectively, lower than the district overall (Table 3).

Table 3: 2020-21 through 2022-23 Homeless and District Overall Attendance

Year	Sem	Homeless		District	
		N	%	N	%
2020-21	Fall	4,289	88.3	145,056	91.2
	Spring	4,289	91.2	145,056	93.9
2021-22	Fall	3,257	87.6	150,664	91.8
	Spring	3,314	85.8	147,879	90.5
2022-23	Fall	2,517	89.5	134,378	93.0
	Spring	3,088	88.6	139,058	92.7

Source: District EOY demographic files dated 06/21/21 (2020-21), 06/21/22 (2021-22), and 05/22/23 (2022-23). District attendance files dated 08/20/21 (2020-21), 06/29/22 (2021-22), and 06/28/23 (2022-23).

Note: Sem = Semester. ¹Some students learned remotely during the 2020-21 school year due to COVID-19.

Discipline Referral Rates

- From 2021-22 to 2022-23, the discipline referral rates for homeless students trended slightly downward from four percent to three percent, which was the same as the district overall in 2022-23 (Table 4).

Table 4: 2021-22 and 2022-23 Homeless Student and District Overall Discipline Referral Rates

Year	Homeless Students		District Students	
	N	%	N	%
2021-22	3,904	3.8	166,832	2.6
2022-23	3,088	2.9	139,078	2.7

Source: EOY demographic files dated 05/31/22 (2021-22) and 05/22/23 (2022-23). District discipline files dated 07/21/21 (2020-21), 07/18/22 (2021-22), and 07/26/23 (2022-23).

Promotion Rates

Annual promotion rates for HEP students by grade level are presented in Table 5.

- From 2021-22 (EOY) to 2022-23 (BOY), the rate of homeless students who remained in the district ranged from 77 percent (grades 9-11) to 98 percent (grades EC-5), which was lower than the district (88% to 99%).
- These rates were similar to the previous year [2020-21 (EOY) to 2021-22 (BOY)], except for grades 9 to 11, which trended slightly upward for homeless students (72% to 77%) and the district (82% to 88%).

Table 5: 2020-21 and 2021-22 Homeless and District Overall Promotion Rates

Year	Sem	Homeless		District	
		N	%	N	%
2020-21 (EOY) to 2021-22 (BOY)	EC-5	1,541	90.7	63,640	95.4
	6-8	595	97.5	28,191	98.4
	9-11	519	72.4	28,058	82.3
2021-22 (EOY) to 2022-23 (BOY)	EC-5	1,149	90.3	55,519	93.9
	6-8	448	98.4	26,735	99.1
	9-11	519	76.5	30,585	88.1

Source: District EOY demographic files dated 06/21/21 (2020-21) and 06/21/22 (2021-22). District BOY demographic files dated 08/30/21 (2020-21) and 08/29/22 (2021-22).

Note: Sem = Semester. ¹Some students learned remotely during the 2020-21 school year due to COVID-19.

Graduation Rates

Graduation rates for HEP students by grade level are presented in Table 6.

- Of the 131 homeless seniors enrolled at the end of the 2022-23 school year, 92 percent graduated, which was the same as the district rate.
- Annual graduation rates for HEP students trended slightly upward over the past two years (87% in 2020-21, 89% in 2021-22).

¹² EOY district demographic files were used in this section because analyses included data for homeless students who were enrolled at any time during each school year.

¹³ Results should be viewed with caution because some students learned remotely due to the impact of COVID 19 during the 2020-21 school year.

Table 6: 2020-21 through 2022-23 Annual Grade 12 Homeless Student and District Overall Graduation Rates

Year	Homeless Students		District Students	
	N	%	N	%
2020-21	159	86.7	8,777	89.1
2021-22	130	89.2	8,691	91.8
2022-23	131	92.4	8,789	92.2

Source: EOY demographic files dated 06/21/21 (2020-21), 06/21/22 (2021-22), and 05/22/23 (2022-23). District graduation files dated 07/21/21 (2020-21), 07/18/22 (2021-22), and 07/17/23 (2022-23). Homeless students include only seniors enrolled at the end of the year.

What were the academic achievement outcomes for HEP students?

Methodology

The evaluator conducted frequency analyses to determine the percentage of students at the Approaches Grade Level or Above (Approaches+; Table 7) and Meets Grade Level or Above (Meets+; Table 8) standards on the *State of Texas Assessments of Academic Readiness (STAAR; grades 3-5 and 6-8)*, and *STAAR End of Course (EOC) exams*.

Results

- Across all tests and grade levels, HEP students met Approaches+ standards at lower rates than the district (Table 7). The largest differences were for grades 3-5 mathematics tests (18 percentage points).

Table 7: 2022-23 Rate of Homeless and District Students at Approaches+ on STAAR and STAAR EOC

	Homeless		District	
	Tested N	App+ %	Tested N	App+ %
STAAR (Grades 3-5)				
Reading	628	57.0	29,441	70.5
Mathematics	639	54.5	29,432	72.5
STAAR (Grades 6-8)				
Reading	488	62.9	27,577	72.5
Mathematics	456	54.6	23,434	70.3
STAAR EOC (Grades 9-12)				
Algebra I	282	58.5	14,249	75.0
Biology	229	78.2	12,629	84.6
English I	305	48.2	15,905	61.7
English II	212	50.5	14,209	65.2
U.S. History	138	89.9	9,913	92.7

Source: EOY demographic file dated 05/22/23. STAAR and STAAR EOC district data files dated 08/12/23.

Note: App+ = Approaches+. Data include all versions of STAAR and first and second administrations of all versions of STAAR EOCs.

- Across all tests and grade levels, HEP students met Meets+ standards at lower rates than the district (Table 8). The largest differences were for grades 3-5 mathematics tests (20 percentage points).

Table 8: 2022-23 Percentage of Homeless and District Students at Meets+ on STAAR and STAAR EOC

	Homeless		District	
	Tested N	Meets+ %	Tested N	Meets+ %
STAAR (Grades 3-5)				
Reading	611	28.0	28,737	43.9
Mathematics	611	25.2	28,728	44.8
STAAR (Grades 6-8)				
Reading	475	30.3	26,959	45.6
Mathematics	437	22.2	22,816	36.3
STAAR EOC (Grades 9-12)				
Algebra I	280	20.4	14,054	38.1
Biology	227	27.3	12,436	45.2
English I	303	26.4	15,714	40.0
English II	208	24.5	14,002	42.7
U.S. History	133	45.1	5,867	60.3

Source: District EOY demographic file dated 05/22/23. STAAR and STAAR EOC district data files dated 08/12/23.

Note: Data include all versions of STAAR and first and second administrations of all versions of STAAR EOCs.

RECOMMENDATIONS

Continue identifying and providing essential services to HEP students, parents, and campuses. The HEP aided in identification of homeless students by campus staff, facilitated transportation needs, and advocated for students as necessary. These services promoted student success by avoiding enrollment delays and other obstacles to consistent attendance. Additionally, the program provided essential hygiene items, clothing, and school supplies to ease the social stigma associated with homelessness.

Continue working with program partners that provide HEP students with quality tutoring at community and drop-in centers. Academic achievement for Dallas ISD homeless students was lower than the district. The HEP should continue working with program partners to track tutoring services and ensure that homeless students receive adequate and relevant tutoring.

EA23-191-4

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EXECUTIVE SUMMARY

The primary purpose of the Career and Technical Education (CTE) program is to prepare students for college and career success by providing them with the skills necessary to be competitive in a global economy. To meet this goal, the Dallas Independent School District (ISD) offers courses across 51 comprehensive CTE pathways to students in grades six through 12. Courses can be taken as one-off courses or in a program of study at participating middle and high schools. Students can also participate in CTE by taking courses through National Academy Foundation (NAF), Career Institutes (CI), or Technology Early College High Schools (P-TECH) programs. Through participation in CTE, students can earn diploma endorsements, industry certifications, educational certificates, and college credit hours. In addition, students can participate in paid internships. The CTE program is coordinated by the CTE Department under Strategic Initiatives. Program activities are partially funded through both state CTE funds and a grant established by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). In 2022-23, the total Dallas ISD CTE budget was \$40,091,067, which included \$3,185,484 for the Career Institutes.

PROGRAM COMPONENTS

- CTE course offerings are centered around three endorsements: Business and Industry; Public Service; and Science, Technology, Engineering and Mathematics (STEM). Within each of the endorsements, a student can select a career cluster, followed by a pathway.
- In 2020-21, Perkins V redefined pathways, resulting in the merging of several previously offered pathways. To better align with the new programs of study created by the Texas Education Agency (TEA), the number of pathways offered dropped from 271 in 2018-19 to 51 comprehensive pathways in 2020-21.
- Starting with the 2020-21 school year, CTE students were identified by TEA as either CTE Participants, CTE Explorer, CTE Concentrator, or CTE Completer based on CTE course enrollment.

NAF Academies

NAF academies provided students career-focused educational experiences within and outside the classroom. The NAF curricula incorporates industry standards and practices, literacy strategies, and STEM integration, while emphasizing project-based learning.

- In 2022-23, the Dallas ISD, in cooperation with NAF, operated 39 NAF academies at 17 high schools. All NAF academies have an open enrollment policy.
- NAF academies were designed to be small learning communities that operate based on a "school within a school" model within the existing high school systems.
- Academies are based around one of five high-growth career industries: Engineering; Finance; Health Sciences; Hospitality and Tourism; and Information Technologies.
- Students who successfully complete their academic courses, workplace projects, and internship can earn the NAFTrack Certification, indicating to post-secondary institutions and employers that the student is college- and career-ready. The NAFTrack Certified Hiring program is a commitment made by top American companies to consider these qualified students as eventual job applicants.

Career Institutes

Career Institutes provide high school students the opportunity to obtain relevant workforce readiness skills and post-secondary education in high-demand vocations to earn a living wage after graduating high school.

- Career Institutes function as a hub serving their surrounding high schools.
- By 2026-27, Dallas ISD plans to establish a total of four Career Institutes, one for each quadrant of the city (north, south, east, and west).
- CTE program documents indicated that "these state-of-the-art facilities will feature real-world learning spaces and industry standard equipment, providing students access to post-secondary education, training, and career pathways that may be inaccessible on their home campus".¹
- Pathways offered at the Career Institutes are tuition-free for all Dallas ISD students and have open enrollment. Students will take Career Institute pathway courses for half a day, twice a week at dedicated Career Institute campuses. Transportation of students from and to their home campus is free of charge.

P-TECH Early College High Schools

- In 2022-23, the Dallas ISD operated 25 ECHSs, including seven traditional ECHSs and 18 Pathways in Technology Early College High Schools (P-TECH).

¹ Career Institutes brochure Developing Leaders Building Futures and March 7, 2019 Dallas ISD Board Briefing on Career Institutes.

- Each P-TECH was paired with an institution of higher learning (IHE) and one or more industry partners.
- Students enrolled in a P-TECH can earn up to 60 tuition-free, dual-credit hours and graduate with an Associate Degree of Applied Science in one of 32 fields.
- Out of the 60 dual-credit hours, students can take up to 18 credit hours of CTE related coursework.
- P-TECH students also have an opportunity to earn industry-based certifications and educational certificates in their selected career pathways that are attractive to employers and gain valuable workplace skills through one of the industry partners.

CTE Implementation in Middle Schools

Fifty-four out of 56 middle schools² (93%) offered one or more CTE courses in 2022-23.

- Of the 31 CTE courses offered, 18 qualified for middle school credit, while 13 courses could be taken for high school credit.
- Three of the 31 courses utilized PLTW Gateway curricula. In 2022-23, updates were introduced to the College and Career Readiness class. The new curriculum was designed by Education Opens Doors with input from Dallas ISD leadership to better educate students about Dallas ISD program opportunities available to them
- Fifty-three middle schools (95%) offered the newly improved College and Career Readiness class.

Credentials

- **Certificates** are types of credentials that are predominately awarded by two-year institutions of higher learning for the satisfactory completion of a workforce education program.
- **Certifications** are types of credentials that are usually granted by an organization, such as a trade association, validating that an individual possesses certain skills. An occupation may have multiple certifications with different levels of expertise.
- Unlike certificates, certifications are often time-limited credentials and need to be renewed periodically. Since 2017-18, school districts are required to report student-level data to TEA about industry-based certifications that meet TEA accountability requirements. The 2021-22 list of approved industry-based certifications for the A-F Accountability System included 244 certifications within 14 primary career clusters.

EVALUATION QUESTIONS/OUTCOMES

EQ1: How did Dallas ISD graduates perform on CTE related 2022-23 CCRM accountability indicators?

- The percentage of Dallas ISD graduates who were College, Career or Military Ready in 2021-22 (2023 report) exceeded their pre-pandemic levels of 2018-19

(2020 report), showing a six percentage points increase (67% vs 61%).

- For the same timeframe, the percentage of graduates who earned dual credit hours in any subject increased by 14 percentage points (14% vs 28%).
- The percentage of graduates who completed Level I or Level II certificates increased by two percentage point from 2018-19 to 2021-22 (1% vs 4%).
- The percentage of graduates who earned an industry-based certification increased by 27 percentage points (2% vs 30%).
- The percentage of graduates who completed Individual Education Program and Workforce Readiness remained decreased from 2018-19 to 2021-22 (2% vs 1%).
- Compared to other similar large urban districts in Texas, Dallas ISD had relatively fewer graduates who were college, career, or military ready (67%) including Austin ISD (77%), El Paso ISD (78%), San Antonio ISD (81%), Houston ISD (69%). Only Fort Worth ISD had a lower percentage of graduates who were CCMR ready (63%).
- However, compared to similar districts, Dallas ISD had the highest percentage of all graduates who earned level I or level II certificates (3% vs ≤1%) and an associate degree (10% vs ≤5%).

EQ2: How were CTE programs implemented in 2022-23?

Enrollment Characteristics

- During the 2022-23 school year, 42,327 students participated in CTE, including 11,937 middle school students (28.2%) and 30,390 high school students (71.8%, Table 1), an overall increase of 2.3 percent ($n=948$) compared to 2021-22.

Table 1: 2021-22 CTE Enrollment by Grade

Grade	N	%
Middle School		
Grade 6	248	2.7
Grade 7	6,676	70.8
Grade 8	5,013	50.8
High School		
Grade 9	9,268	77.3
Grade 10	8,518	79.1
Grade 11	6,176	79.4
Grade 12	6,428	71.8
Overall		
Overall Middle School	11,937	42.1
Overall High School	30,390	77.0
Overall	42,327	62.4

Source: End-of-year demographic file, 05/12/23. CTE course file, 12/15/23. Dallas ISD course file, 08/31/23.

² Includes Elementary/Middle, Middle, and Middle/High level schools.

- In 2022-23, 45 percent of the 42,327 CTE students were CTE Participants ($n=18,962$), 25 percent were CTE Explorers ($n=10,424$), 23 percent were Concentrators ($n=9,798$), and seven percent were CTE Completers ($n=3,149$).
- Districtwide, CTE students took the highest percentage of courses within the Business Management & Administration cluster (31%), followed by the Science, Technology, Engineering & Mathematics cluster (19%), and Arts A V Technology Communications (14%).
- High school students were able to participate in traditional CTE course offerings and enroll in specialized CTE programs such as Career Institutes, NAF Academies, and ECHSS.
- Of the 30,390 high school students who enrolled in CTE courses in 2022-23, 14,870 students enrolled in one or more of these specialized high school CTE programs.
- Although 84 percent of the 14,870 students enrolled in only one of these programs, 16 percent enrolled in two or three programs.

Demographic Characteristics

- The characteristics of district CTE students were similar to middle and high school students not enrolled in the CTE program (within three percentage points difference).
- A smaller percentage of CTE students received special education services (9%) compared to non-CTE students (14%).
- A comparison of the specialized CTE high school programs found that more male students than female students enrolled in these programs, except for the P-TECH program, where female students were in the majority (55%).
- Among all high school CTE programs, Career Institutes had the highest percentage of at-risk students (80%), followed by NAF academies (76%), and the P-TECH Program (63%).
- CTE students enrolled in Career Institutes had the highest percentage of economically disadvantaged students (89%) and the highest percentage of English learners (57%), while having the lowest percentage of TAG-eligible students (11%). CTE students in the P-TECH program had the lowest percentage of special education students (4%).

EQ3: What were the stakeholders' perceptions of CTE?

CTE Program

The CTE department conducts an annual survey to collect programmatic feedback from teachers to assess program strengths and identify areas of improvement. Insights gained from the survey are meant to help with future program development and program evaluation.

- A total of 324 CTE teachers (67%) responded to the survey request. Among the key-findings were:

- Ninety-six percent of respondents agreed that the CTE program allows students to discover career opportunities they otherwise may not have considered.
- Ninety-eight percent of respondents agreed that the CTE program provides students with basic training to obtain a job,
- Seventy-seven percent of respondents agreed that the CTE program motivates students to complete high school who otherwise are at risk of dropping out.
- Overall, 96 percent of CTE teachers indicated that CTE learning activities were aligned with current practices in business, industry, and/or technology.

CTE Internship Programs

CTE staff worked with the E&A staff to design and collect feedback from student interns, employers, and direct supervisors regarding their internship experiences.

- Overall, 136 students (36%) responded to CTE student survey. Twenty-eight employers (56%) provided feedback on the internship program while 20 (40%) provided feedback on their interns.
- Overall, 99 percent of students were satisfied or very satisfied with the CTE internship program while 96 percent of respondents noted that their internship experience met their expectations.
- Eighty-eight percent of employers noted that they would participate again in the internship program.
- Ninety-three percent of students were satisfied with the Oppti platform.
- All employers were either satisfied or very satisfied with the internship selection process, the communication they received, and the internship fair
- Overall, 95 percent of responding supervisors agreed or strongly agreed that the intern met their expectations, and two respondents noted that they hired their intern following the internship.

EQ4: How did CTE students perform in 2022-23?

CTE Course Completion Rates

- In 2022-23, 42,327 CTE students enrolled in 73,410 CTE courses with an 89 percent passing rate (65,529 courses).
- Likewise, 6,612 Dallas ISD students participated in 16,046 CTE dual credit courses of which they passed 14,359 courses (90%).
- CTE Completers had the highest overall passing rate for all CTE courses (96%) and CTE dual credit course (94%) followed by CTE Concentrators (95% and 92%), and CTE Participants (88% and 91%). CTE Explorers had the lowest overall passing rate for all CTE courses (83%) and CTE dual credit courses (82%).

STAAR EOC

- Overall, 80 percent of CTE high school students ($N=30,390$) took one or more STAAR EOC exams in

2022-23. Most students met the Approaches+ benchmark for U.S. History (93%), followed by Biology (85%) and Algebra I (66%).

- The subject test with the highest participation count was English I ($n=12,288$), followed by English II ($n=11,160$).
- CTE Explorers participated in the greatest number of STAAR EOC exams, while CTE Completers met the Approaches+ benchmark most often (77%) across all subject tests, followed by CTE Participants (76%).

Credentials

- Overall, 8,764 Dallas ISD CTE students earned 13,094 credentials in 2022-23, including 12,626 industry-based certifications and 468 educational certificates. This is an increase of 3,261 credentials from 2021-22 (9,833 credentials).
- Certifications identified by TEA for the A to F accountability system accounted for 68 percent ($n=8,614$) of all industry certifications earned.
- Compared to 2021-22, the number of industry-based certifications increased by 3,231, while the number of educational certificates increased by 30.

Associate Degrees

- Overall, 783 CTE graduates earned an associate degree in 2022-23, an increase of eight percent over 2021-22 ($n=723$).
- Of these graduates, all were ECHS students, which included 503 PTECH students and 280 traditional ECHS students.
- Students who participated in a program of study (CTE Concentrators and CTE Completers) accounted for 460 associate degrees (59%).
- In 2022-23, more Associate of Science degrees were awarded to CTE students ($n=367$, 47%) than Associate of Arts ($n=223$, 29%), Associate of Applied Science ($n=153$, 20%), or Associates of Arts in Teaching ($n=40$, 5%) degrees.

College Enrollment

- According to the 2022-23 NSC data file, 48 percent of 2021-22 CTE graduates and 42 percent of non-CTE graduates enrolled in college within one year of graduation.

- A higher percentage of CTE students (18%) enrolled in a two-year college than non-CTE students (13%). Enrollment in a four-year university was similar for CTE and non-CTE students (30% vs 29%, respectively).

RECOMMENDATIONS

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

Continue to work with the IT Department to accurately track CTE participation. Although steps were taken to more accurately track specialized student groups in PowerSchool, review of enrollment data indicated that CTE students were not accurately identified as such. CTE program staff should continue to work with campus data controllers to accurately track program participation via PowerSchool or specialized software (e.g. Eduthings) to increase the accuracy of future data analyses.

Continue to support specialized CTE initiatives including Career Institutes and NAF Academies. Specialized CTE programs provide work-based learning experiences that may otherwise be inaccessible to a large portion of Dallas ISD students. While enrollment in the Career Institutes and NAF academies increased year-over-year (one percent and 13 percent, respectively), participation in these programs increases the likelihood that students can earn a living wage after graduating high school. Therefore, the CTE department should consider allocating additional resources to these areas of the program.

Continue to promote CTE students' completion of educational certificates and industry-based certifications. CTE students earned 13,094 credentials in 2022-23, including 468 educational certificates and 12,626 industry-based certifications. Sixty-eight percent ($n=8,614$) of all industry certifications earned were A-F certifications providing points towards TEA's A to F accountability system. Although the numbers of industry-based certifications and educational certificates earned are currently at the highest level in the accountability system, given the importance of credentials in finding employment, the CTE staff should continue to find ways to promote the participation and completion of industry-based certifications or educational certificates.

EA22-195-4

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EXECUTIVE SUMMARY

The purpose of this report is to comply with the TEC §29.081 evaluation requirement and examine the effectiveness of the State Compensatory Education (SCE) program in eliminating any disparity in 1) Performance on assessment instruments between students at risk of dropping out of school and all other district students, and 2) High school completion rates between students at risk of dropping out of school and all other district students.

State criteria for identifying At-Risk students are defined by Texas Education Code (TEC) §29.081. Students who meet any of the criteria are to be reported through the Public Education Information Management System (PEIMS) in the fall of each school year. Among the 14 criteria are Emergent Bilingual (EB) or students of limited English proficiency (LEP), students who failed a state assessment, or students who were retained. The district is required to submit the District Improvement Plan (DIP), two Campus Improvement Plans (CIP), and the local evaluation of state compensatory education strategies, activities and programs to the Texas Education Agency (TEA) annually.

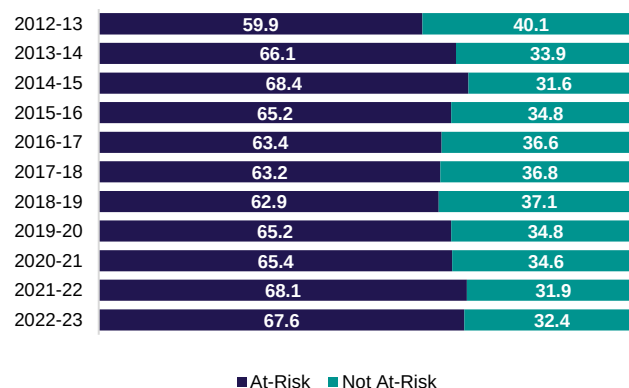
The scope of this report includes (a) describing the At-Risk student population within Dallas Independent School District (ISD) and trends in At-Risk student identification, (b) examining SCE funding, allocation, and expenditures, and (c) assessing the performance gap between At-Risk and Not-At-Risk students.

EVALUATION QUESTIONS/OUTCOMES

What were the demographic characteristics of 2022-23 Dallas ISD At-Risk students?

- In 2022-23, 67.6 percent ($n = 94,237$) of the district's Early Childhood (EC) – Grade 12 students ($N = 139,357$) were identified as At-Risk (Figure 1).
- The percentage of students identified as At-Risk is slightly lower than the previous school year (68.1%).
- The largest percentages of At-Risk students were in grades 4 through 12 (Table 1).
- Hispanic/Latino students and EB students were over-represented among the At-Risk student segment, compared to their proportions of the overall district student population.
- The most common At-Risk indicators for Dallas ISD students in 2021-22 were EB designation, *STAAR/EOC* failure, retained in one or more grades, two or more course failures.

Figure 1: 2012-13 through 2022-23 District Student Population by At-Risk Status



Source: TEA 2013 to 2023 TAPR reports. District At-Risk indicator data file, 6/20/23.

Table 1: 2022-23 Student Enrollment by Grade

Grade	District		At-Risk	
	N	n	%	
EC	651	220	33.8	
PK	10,254	4,782	46.6	
KN	9,867	4,847	49.1	
1	10,660	5,520	51.8	
2	10,341	5,444	52.6	
3	9,950	5,447	54.7	
4	9,902	7,046	71.2	
5	9,921	7,679	77.4	
6	9,070	7,283	80.3	
7	9,438	7,266	77.0	
8	9,875	7,606	77.0	
9	12,042	9,669	80.3	
10	10,810	8,643	80.0	
11	7,795	5,838	74.9	
12	8,781	6,947	79.1	
Total	139,357	94,237	67.6	

Source: District student data file, 5/12/23.

Note: Data from district student data file may differ from TAPR report data. EC = Early Childhood. PK = Prekindergarten. KN = Kindergarten.

What programs and services were funded by the SCE Program?

For SCE funds to be allocated to a campus, services provided to students must be described in the district and campus improvement plan. A district's SCE allotment may be used for costs such as program and student evaluation; instructional materials, equipment, and other supplies required for quality instruction; supplemental staff expenses; salaries for teachers of At-Risk students; and reduced class size and individualized instruction.

2021-22 SCE Funding

In 2021-22, the district received an SCE program allotment of \$196,882,552 from the state. The minimum direct cost requirement was 55 percent for the 2021-22 school year, or \$108,285,403.60. The district budgeted \$126,505,675 in direct costs to support programs/services for At-Risk students, and actual expenditures totaled \$102,200,075.70. The DIP and CIPs are the primary sources of record for expenditures attributed to the SCE program required by the state. The program and services must be described in the DIP if the program is implemented districtwide or in the CIP if implemented at the campus level.

District Improvement Plan

- The 2022-23 DIP was reviewed for SCE components. The district plan contained broad statements regarding goals, strategies, and activities targeting specific At-Risk criteria, while detailed plans were developed at the campus level.

Campus Improvement Plans

- A review of 30 CIPs showed that all schools conducted a needs assessment as required and set achievement targets aligned with campus needs assessments.
- The percentage of At-Risk students at sampled schools ranged from 12 to 87 percent.
- Strategies outlined to assist struggling students generally fell into one of six areas: parent-focused (e.g., increased parental involvement), teacher-focused (e.g., use of differentiated instruction), direct academic student support (e.g., before- and after-school tutoring), non-academic student support (e.g., extra- and co-curricular activities), campus-focused (e.g., partnerships with outside agencies), and use of data (e.g., daily checks for understanding with immediate feedback).

What were the academic performance outcomes, graduation rates, and dropout rates of At-Risk and Not-At-Risk students?

MAP

- In 2023, the percentage of At-Risk students scoring at the Average or Above Growth Quintile for end-of-year (EOY) Reading and Math on MAP varied by grade level and test language (Table 2).
- The percentage of At-Risk students achieving Average or Above Growth Quintile ranged from 31 to 49 percent for EOY Reading–English and 55 to 66 percent for EOY Reading–Spanish. In all grade levels, a smaller percentage of At-Risk students obtained the Average or Above Growth Quintile for Reading–English when compared with Not At-Risk students.
- In Mathematics, the percentage of At-Risk students who performed at the Average or Above Growth Quintile ranged from 25 to 69 percent. In Kindergarten through 5th grade, a larger proportion of At-Risk students,

compared to Not At-Risk students, achieved the Average or Above Growth Quintile, while in the remaining grades Not-At-Risk students had higher percentages at the Average or Above Quintile.

Table 2: 2022-23 MAP End-of-Year Average or Above Growth Quintile Rates and Performance Gaps

Grade	At-Risk %	Not-At-Risk %	Diff. %
Reading (English)			
K	49.4	56.3	-6.9
1	35.8	47.8	-12.0
2	40.2	52.7	-12.5
3	41.2	58.6	-17.4
4	33.8	77.9	-44.1
5	38.5	80.5	-42.0
6	34.8	72.7	-37.8
7	30.5	70.8	-40.3
8	30.8	71.7	-40.9
9	35.6	70.4	-34.8
Reading (Spanish)			
K	55.4	42.9	12.5
1	60.6	48.7	11.9
2	55.7	52.0	3.6
3	64.7	54.7	9.9
4	65.7	58.2	7.5
5	60.5	54.2	6.4
Mathematics			
K	51.7	48.6	3.0
1	46.6	34.2	12.4
2	46.7	26.3	20.4
3	68.8	36.9	31.9
4	64.9	54.8	10.1
5	58.1	40.7	17.4
6	32.7	43.1	-10.3
7	30.5	53.9	-23.4
8	25.2	53.6	-28.4
9	26.7	39.5	-12.8

Source: District EOY MAP data file, 6/25/23.
Note: Diff. = Difference between student groups.

STAAR

- In 2023, the percentage of At-Risk students at Approaches Grade Level or Above (Approaches+) on STAAR 3-8 and STAAR EOC varied by grade level and subject (Table 3).
- The percentage of At-Risk students at Approaches+ was lower than the corresponding percentage of Not-At-Risk students on all tests.
- The largest performance gaps between At-Risk and Not-At-Risk students were on English II EOC, Grade 8 Social Studies, followed by English I EOC.
- Compared to 2021-22, 2022-23 STAAR 3-8 and STAAR EOC performance data showed increases in the percentage of At-Risk students achieving the Approaches+ performance level on STAAR 3-8 Reading grades 3, 5, and 7, Mathematics grade 7, and Science grade 5.

Table 3: 2022-23 STAAR 3-8/STAAR EOC Approaches+ Rates and Performance Gaps

Subject	Grade	At-Risk %	Not-At-Risk %	Diff. %
Reading	3	62.8	72.6	-9.8
	4	61.2	88.0	-26.8
	5	71.2	89.9	-18.7
	6	65.5	86.7	-21.2
	7	65.4	88.4	-23.0
	8	73.2	90.3	-17.1
English I EOC		57.3	89.3	-32.0
English II EOC		59.8	94.9	-35.1
Mathematics	3	68.5	68.8	-0.4
	4	64.2	82.5	-18.3
	5	76.9	88.1	-11.2
	6	69.8	86.1	-16.4
	7	40.9	66.0	-25.0
	8	70.5	82.9	-12.4
Algebra I EOC		71.4	92.6	-21.1
Science	5	52.1	79.0	-26.9
	8	61.0	83.7	-22.6
Biology EOC		82.3	96.0	-13.7
Social Studies	8	46.1	79.7	-33.6
US History EOC		91.1	98.9	-7.7

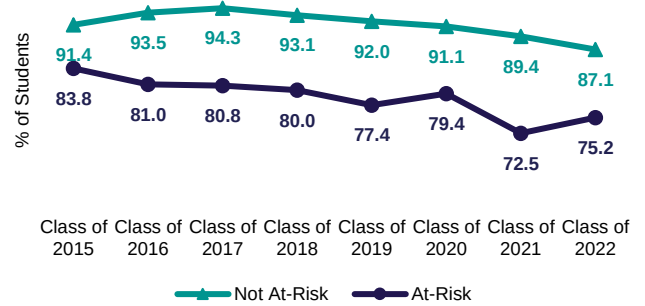
Source: District STAAR and STAAR EOC data files, 8/12/23.

Note: Diff.=Difference between student groups.

High School Graduation and Completion Rates

- Historically, the graduation rate of At-Risk students has been lower than that of Not-At-Risk students (Figure 2).
- The Class of 2022 had a slight increase in graduation rate from the previous year for At-Risk students (75.2%), while Not-At-Risk students had the lowest graduation rate in recent years (87.1%).
- The gap in graduation rates between At-Risk and Not-At-Risk students in the Class of 2022 was 11.9 percentage points, a reduction from the Class of 2021 (16.9 percentage points).
- Historically, the dropout rate has been higher for At-Risk students compared to Not-At-Risk students (Figure 3).
- In 2022, the dropout rate for At-Risk students increased to an eight-year high of 17.9 percent (up from 17.2 percent in 2021).
- Similarly, the dropout rate for Not-At-Risk students in 2022 increased to 10.6 percent (up from 7.7 percent in 2021).
- The size of the gap between dropout rates for At-Risk and Not-At-Risk students decreased in 2022 to 7.3 percentage points (down from 9.5 percentage point in 2021).

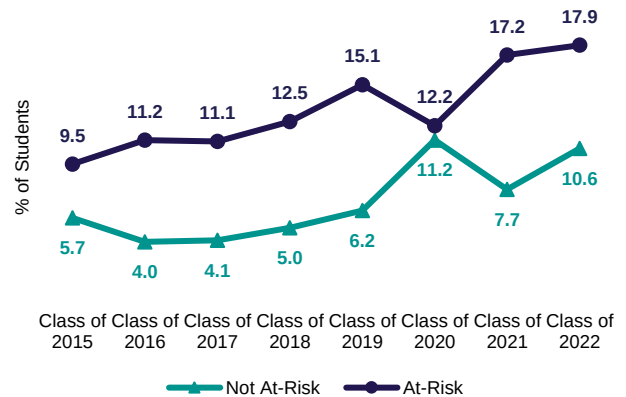
Figure 2: 2014-15 through 2021-22 Graduation Rates by Cohort and At-Risk Status



Source: TEA Completion, Graduation, and Dropout data.

Note: Due to the COVID-19 pandemic, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

Figure 3: 2014-15 through 2021-22 Dropout Rates by Cohort and At-Risk Status



Source: TEA Completion, Graduation, and Dropout data.

Note: Due to the COVID-19 pandemic, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

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EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) provides specialized services and accommodations to students with disabilities. Federal laws and State of Texas accountability systems provide a framework that helps shape and guide special education (SPED) programming within the district.

The purpose of this evaluation is to examine the SPED program in 2022-23, including a) funding, b) characteristics of the students served by the program, c) SPED program teacher characteristics, d) SPED staff and campus administrator satisfaction with support provided by the SPED department, and e) student academic performance and outcomes. This evaluation gives particular focus on examining indicators related to state and federal accountability systems.

Program Components

Special Education Campus Staff

In 2022-23, a total of 1,704 SPED teachers and SPED teaching assistants were employed in Dallas ISD (N = 904 and N = 800 respectively). Approximately three-quarters (74.1%) of SPED teachers and teaching assistants in the district were female. A smaller proportion of SPED teachers and teaching assistants were Hispanic (28.5%) compared to general education teachers (42.6%), while a larger proportion of SPED teachers and teaching assistants were African American (53.2%) compared to general education teachers (33.0%). The average length of teaching experience in the Dallas ISD for SPED teachers was 8.8 years, which was slightly higher than for general education teachers (7.9 years).

Budget

The total budget for the 2022-23 SPED program was \$135,895,241, which is a decrease from \$142,326,859 in 2021-22. The SPED department also received additional Elementary and Secondary School Emergency Relief (ESSER) funding which totaled \$9,592,397.

EVALUATION QUESTIONS/OUTCOMES

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

Student Characteristics

- In 2022-23, 16,803 students with disabilities (12.1% of district enrollment) received SPED services, compared to 15,762 in 2021-22 (Table 1).
- The number of students served by the SPED program has increased each year since 2014 (7.3% to 12.1% of district overall enrollment).

- A higher percentage of Black or African American students received SPED services (25.3%) relative to their representation in general education.
- Approximately two-thirds of students receiving SPED services were male (65.4%), while males and females were equally represented in the general education population.
- Emergent Bilingual (EB) students constituted 44.1 percent of students receiving SPED services.

Table 1: 2022-23 Dallas ISD SPED and General Education Enrollment by Student Group

	SPED (N=16,803)		General Education (N=122,555)	
	n	%	n	%
Sex				
Female	5,808	34.6	62,581	51.1
Male	10,995	65.4	59,965	48.9
Ethnicity				
Hispanic/Latino	11,243	66.9	87,990	71.8
Black or Afr Amer	4,255	25.3	23,626	19.3
White	846	5.0	6,758	5.5
Other	459	2.7	4,181	3.4
Student Groups				
Eco. Dis.	14,550	86.6	102,889	84.0
EB	7,412	44.1	61,700	50.3
Homeless	391	2.3	2,722	2.2

Source: District student demographic data file dated 5/12/23 (2022-23).

Note: Afr Amer=African American, Eco.Dis.=Economically Disadvantaged; EB=Emergent Bilingual.

- The most common primary disabilities of students receiving SPED services were specific learning disability (33.0%), autism (27.6%), other health impairment (11.5%), and speech impairments (12.1%).
- Among students with specific learning disabilities, 17 percent had speech impairment as a secondary disability. Among students with autism, 59 percent were also diagnosed with speech impairment as secondary disability.
- The largest percentage of students with disabilities receiving SPED services were placed into a mainstream educational setting (39.0%). Twenty-eight percent of students with disabilities received SPED services in Resource Rooms.

EQ2: What were the campus staff perceptions and experiences with the SPED department?

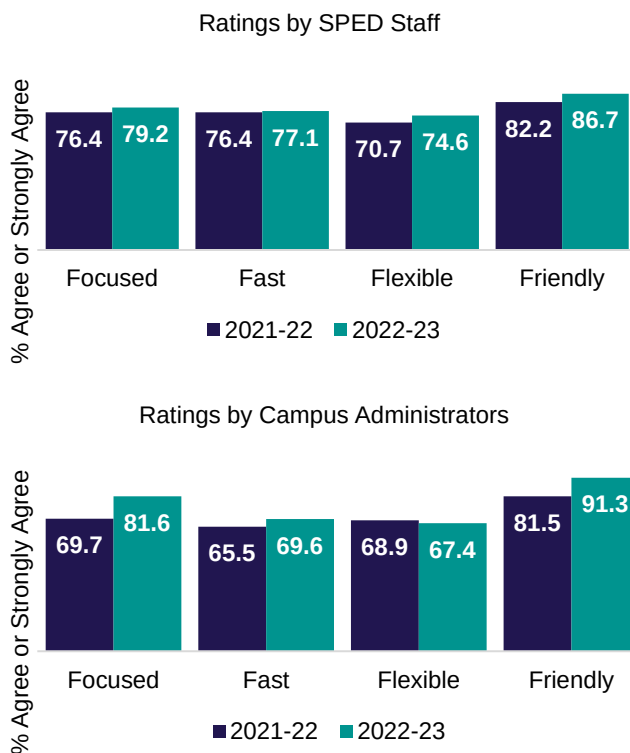
Perceptions About Student Support Teams

- Seventy-six percent of campus administrators and 55 percent of SPED staff agreed that campus SSTs met regularly to discuss student concerns.
- Seventy-five percent of campus administrators and 53 percent of SPED staff agreed that SSTs met regularly specifically to discuss, recommend, and review progress on appropriate interventions before referring students for an initial SPED evaluation.
- Survey findings indicated a low rate of SPED staff awareness of the presence and activities of campus SSTs.

SPED Core 4 Ratings

- Ratings of the SPED department on all Core 4 domains were generally positive (Figure 1), and overall satisfaction ratings show an increase from 2021-22 satisfaction ratings.

Figure 1: 2021-22 and 2022-23 SPED Customer Service Survey Ratings on Central Office SPED Department Core 4



Source: 2021-22 SPED Customer Service Surveys. 2022-23 SPED Customer Service Survey results file dated 8/15/23.

Note: SPED Staff $N = 208$ (2021-22), $N = 240$ (2022-23); Administrator $N = 119$ (2021-22), $N = 92$ (2022-23).

EQ3: How did the Special Education program perform on the 2021-22 RDA Report?

- Four SPED program areas were assigned a performance level (PL) of zero. Three SPED program areas received a PL of three or higher.
- The district did not outperform the state in any SPED program areas, and the district underperformed the state in four SPED program areas. Thirteen SPED

program areas were commensurate with state performance.

EQ4: What were the academic outcomes of special education students?

State of Texas Assessments of Academic Readiness

- Overall, students with disabilities receiving SPED services performance at the Approaches Grade Level or Above (Approaches+) exceeded 2021-22 rates for all STAAR 3-8/STAAR EOC assessments.
- The largest increase in performance for students with disabilities receiving SPED services was found on the STAAR EOC Biology and U.S. History assessments (20.2 and 24.6 percentage points, respectively) (Table 2).
- Students with disabilities receiving SPED services performance at the Satisfactory or Above were within one percentage point or exceeded 2021-22 rates on all STAAR Alt 2 with the exception of grade five STAAR Alt 2 Reading and Mathematics.
- The largest increase in performance for students with disabilities receiving SPED services was found on the STAAR Alt 2 English II assessment (9.2 percentage points).

Table 2. 2022-23 Dallas ISD SPED Students at Approaches Grade Level or Above on STAAR 3-8 and STAAR EOC

Grade Level	Tested N	App+ %
Reading		
Grade 3	1,208	37.9
Grade 4	1,249	34.2
Grade 5	1,317	38.5
Grade 6	1,103	35.0
Grade 7	1,021	34.0
Grade 8	966	42.5
Mathematics		
Grade 3	1,208	40.6
Grade 4	1,250	35.4
Grade 5	1,322	57.0
Grade 6	1,098	46.2
Grade 7	356	21.9
Grade 8	1,441	45.1
Science		
Grade 5	1,323	30.2
Grade 8	1,047	37.5
Social Studies		
Grade 8	968	24.2
EOC		
Algebra I	1,566	52.1
English I	1,769	29.7
English II	1,329	28.2
Biology	1,290	65.2
U.S. History	743	76.4

Source: District STAAR 3-8 data file dated 8/12/23 and STAAR EOC data file dated 8/12/23.

Note: App+ = Approaches Grade Level or Above.

- Students with disabilities receiving SPED services were within one percentage point or exceeded 2021-22 rates for all STAAR Alt 2 Reading exams and STAAR ALT 2 Algebra 1 at the Satisfactory+ performance standard, with the exception of grade 5 (Table 3).
- Students receiving SPED services were within one percentage point or exceeded 2021-22 rates at the Satisfactory+ performance standard for all STAAR Alt 2 Mathematics and Algebra I EOC, with the exception of grades four and five Mathematics.
- Students with disabilities receiving SPED services were within one percentage point or exceeded the 2021-22 rates at the Satisfactory+ performance standard for Grade 5 and 8 STAAR Alt 2 Science, while there was a decline in rates for STAAR Alt 2 Biology.
- Students exceeded the 2021-22 rates at the Satisfactory+ performance standard for grade eight STAAR Alt 2 Social Studies, however there was a decrease in rates of students at the Satisfactory+ performance standard for U.S. History EOC Alt 2.

Table 3. 2022-23 Dallas ISD SPED Students at Satisfactory or Above on the STAAR 3-8 Alt 2 and STAAR EOC Alt 2

Grade Level	Tested N	Satisfactory+ %
Reading		
Grade 3	234	86.3
Grade 4	234	89.7
Grade 5	238	85.7
Grade 6	219	90.9
Grade 7	197	92.9
Grade 8	202	95.5
Mathematics		
Grade 3	235	93.2
Grade 4	234	94.0
Grade 5	238	90.3
Grade 6	218	95.9
Grade 7	197	93.9
Grade 8	201	95.5
Science		
Grade 5	239	95.0
Grade 8	201	97.5
Social Studies		
Grade 8	200	95.5
EOC		
Algebra I	195	88.7
English I	191	90.1
English II	209	91.9
Biology	193	94.3
U.S. History	187	91.4

Source: District STAAR 3-8 data file dated 8/12/23. District STAAR EOC data file dated 8/12/23.

Note: Satisfactory+ = Satisfactory or Above.

Comparisons to Statewide Results

- Students receiving SPED services at the statewide level outperformed students receiving SPED services within Dallas ISD in all but six STAAR 3-8/STAAR EOC subjects and grade levels.
- Students receiving SPED services within Dallas ISD outperformed students receiving SPED services statewide in grades five and eight Mathematics, Algebra, English I, English II, and US History.

NWEA Measures of Academic Progress

- Students with disabilities receiving SPED services in grades one and two had higher rates of Average Conditional Growth Percentiles (CGPs) on the MAP Reading test than on the MAP Mathematics test.
- Students receiving SPED services in grades three, four, five, six, seven, eight, and nine had higher CGPs rates on the MAP Mathematics test than on the MAP Reading test.

EQ5: What were the attendance rates, graduation rates, and dropout rates of special education students?

- The overall attendance rate among students with disabilities (early childhood through grade 12) in 2022-23 was 92.2 (90.9% for 2021-22). General education students showed an overall attendance rate of 92.7 in 2022-23 (91.6% in 2021-22).
- For the Class of 2022, the SPED graduation rate was 70.0; the districtwide rate was 79.8.
- The 4-year longitudinal dropout rate for the Class of 2022 students with disabilities was 16.1 compared to districtwide rate of 15.1.
- The annual dropout rate for students receiving SPED services was 4.4 percent compared to the districtwide rate of 4.7 percent.

EQ6: What were the outcomes related to ESSER funded Special Education activities?

SPED Compensatory Services

- The Dallas ISD Deaf Education program did meet the goal of providing sign language interpreters to 100% of students who are deaf or hard of hearing, and use sign language, in their content classes, electives and activities.
- The SPED department did meet the goal of providing 100% of compensatory speech therapy services owed to students by the end of the students' IEPs.

SPED Backlog Clean-up

- The SPED department met the goal of completing 100% of all current 2021-2022 school year referrals with finalized FIE by August 1, 2022.

Transforming SPED Classrooms & Pathways

- The SPED department met the goal of implementing a revised Functional Living Skills Classes that aims to increase student achievement on STAAR Alt 2 reading and math and increase student's independent living skills.

SPED Behavioral Health Team

- In 2022-23, a needs assessment was conducted for all campuses to determine behavioral supports for students with disabilities.
- There was significant progress towards the goal of having BCBAs train 100 percent of Special Educators on the development of positive behavior plans.

Middle School ARD Support

- The SPED department made significant progress towards the goal of having 100% of ARD meetings completed on or before the due dates as evidence by SDMS reports.

RECOMMENDATIONS

As recommended in previous years, continue to communicate and stress to all campuses the importance of regular SST meetings for the identification of students needing services. Approximately 30 percent of SPED staff were not aware of an SST on their campuses or did not have enough information to rate their SST, suggesting possible under engagement of SPED staff members in SST campus activities (this rate decreased from 33% in 2021-22). Program managers and school leadership should increase communication and stress the crucial role that regular SST meetings play in the effective and efficient delivery of SPED services.

Monitor and investigate the impact of House Bill 3928 on implementation of Special Education services to students with disabilities. During the spring of 2023, the 88th Texas legislature passed House Bill (HB) 3928, in an effort to clarify instructional needs, evaluation and reporting for students with dyslexia as well as mandate additional requirements for multidisciplinary and admission, review, and dismissal (ARD) committees. It is currently not known how these increased responsibilities mandated by HB 3928 will impact special education service provision to students with disabilities. Monitoring staff well-being and caseloads will allow the SPED department to identify and respond to SPED service disruptions so that SPED service provision to students is not negatively impacted.

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EXECUTIVE SUMMARY

The College Access Program (CAP) was created in 2010 by Dallas Independent School District (ISD) to increase student college applications, scholarship applications, participation in college entrance exams, and parental involvement in the college admissions and financial aid processes. The program has been managed by a college access coordinator within the Dallas ISD Postsecondary Partnerships and Programs department. In 2022-23, the CAP program changed its name to College and Career Advising program (CCAP). The CCAP program served 38 high school campuses in the district in 2022-23. The two vendors selected for the 2022-23 school year were Academic Success Program (ASP) and Education is Freedom (EIF). The CCAP program provided supplemental assistance to students and parents. This assistance included: 1) completing pre-four-year plan; 2) completing 25-hours community service; 3) college and career exploration; 4) career assessment; 5) college applications; 6) completing financial aid applications; and 7) completing Dallas County Promise Pledges. The CCAP received \$11,000,000 through ESSER funds in 2022-23. This was a dramatic increase from 2,448,000 in 2021-22 and 2,350,000 in 2020-21, respectively. The purpose of this evaluation was to examine (a) program implementation and (b) program outcomes.

EVALUATION QUESTIONS/OUTCOMES

How was the College and Career Advising Program implemented in 2022-23?

The purpose of the CCAP program was to maintain and sustain a college- and career-going culture at high school. The CCAP provided targeted support to students grades nine through 12 with post-secondary planning, college application, financial aid, and post-secondary enrollment. Additionally, the advisors assisted students with post-secondary transition process.

Like previous years, leadership from each campus selected a CCAP vendor, and the vendor assigned CCAP advisors to each campus to provide supplemental assistance to students and parents. This assistance included help with:

- Pre four-year plans;
- 25-hours of utilizing community service;
- College exploration;
- Career exploration;
- Career assessment;

- College applications;
- Financial aid applications;
- Registering and preparing for SAT and *Texas State Initiative Assessment (TSIA)* tests; and
- Completing Dallas County Promise Pledges

During the 2022-23 school year, 23,851 students in grades nine to 12 utilized CCAP vendor services. The CCAP program focused on supporting high school students, and the majority of participants were enrolled in grade 12 (36.7%), followed by grade 10 (32.8%) and grade 11 (21.9%). Because of the program expansion in 2022-23, the number of CCAP program participants increased dramatically by 12,274 students from 2020-21 to 2022-23.

Table 1: CCAP and District High School Student Characteristics

Characteristics	CCAP Enrollment		District HS Enrollment	
	<i>n</i>	%	<i>N</i>	%
Grade				
Grade 9	2,051	8.6	12,042	30.5
Grade 10	7,803	32.8	10,810	27.4
Grade 11	5,223	21.9	7,795	19.8
Grade 12	8,774	36.7	8,781	22.3
Gender				
Male	11,746	49.2	19,905	50.5
Female	12,105	50.8	19,523	49.5
Ethnicity				
Asian	332	1.4	475	1.2
African American	4,617	19.4	7,560	19.1
Hispanic	17,327	72.6	28,848	73.2
White	1,156	4.8	1,852	4.7
Other	419	1.8	693	1.8
Student Groups				
Eco.Dis.	18,962	79.5	31,745	80.5
At Risk	15,024	60.0	26,411	67.0

Source: CCAP data were provided by staff member 07/10/23. District demographic data file dated 05/12/23.

Note: *N*=23,851 (CCAP students). Percentages may not add to 100 due to rounding. There were two students who were not identified at gender category.

The majority of CCAP students were Hispanic (73%) followed by African American (19%). There was a slightly higher percentage of CCAP female students than districtwide high school female students (51% vs. 50%) and a slightly lower percentage of CCAP at-risk students than districtwide high school students (60% vs. 67%). The percentage of economically disadvantaged CCAP students

was about the same as the district overall (80% vs. 81%, respectively; Table 1).

During the 2022-23 school year, the CCAP program served 61 percent of district high school students and 100 percent of seniors as a result of program's expansion.

What activities did the CCAP program implement to reach its annual goals?

Due to the program expansion, the total number of students served by CCAP vendors increased from 10,659 in 2020-21 to 11,577 in 2021-22 and increased dramatically 23,851 in 2022-23.

- During the 2022-23 school year, ASP mostly supported students with four-year college application (19%) and Dallas County Promise (15%), while EIF most often provided four-year (16%) and two-year college applications (15%).
- On average, students receiving CCAP services were served 3.7 times by CCAP vendors in 2022-23. The average number of times students were served by vendor ranged from one to 15. CCAP students received an average of 3.8 times in 2020-21 and 3.4 times in 2021-22.

To what extent did CCAP vendors meet 2022-23 program goals?

• Pre-Four-year Plan

Overall, the CCAP program did not meet the goal of 60 percent of freshmen completing pre-four-year plans. The overall completion rate was 37 percent in 2022-23. By campus, Garza had the highest percentage of freshmen completing a pre-four-year plan (96%), followed by Kimball (86%), Gilliam (77%), Lassiter (73%) and Townview: Pub Svc (66%).

• The 25-hours Utilizing Community Service

Overall, the program goals of 60 percent of freshman and sophomores, and 80 percent of juniors completing 25-hours of utilizing community services were not met. Garza had the highest completion percentages, at 100 percent across all three grades, and was the only campus to meet the goal.

• College Exploration

The program goal of 60 percent of sophomores completing college exploration was not met. Overall, 55 percent of 2022-23 sophomores completed college exploration. Ten of the 18 (56%) campuses served by EIF, and none of campuses served by ASP met this CCAP goal.

• Career Exploration

The program did not meet the goal of 60 percent of sophomores completing career exploration. Overall, 21 percent of 2022-23 sophomores completed career exploration. By campus, Garza had the highest percentage of sophomores completing career exploration (99%) in 2022-23, followed by Gilliam (95%), Wilmer-Hutchins (84%), and Lassiter (83%).

• Career Assessment

The program goal of 80 percent of 2022-23 juniors completing career assessment was not met. The overall completion rate was 26 percent in 2022-23. By campus, Garza and Kimball had the highest percentage of juniors completing career assessment (95% each), followed by Townview: Ed & Soc, and Townview Pub SVC (90% each).

• College Applications

The program goal that 100 percent of participants would submit a college application was not met. Overall, 91 percent of 2022-23 seniors completed at least one college application (94% in 2021-22 and 84% in 2020-21). Two of the 20 (10%) eligible campuses served by ASP, five of the 18 (28%) campuses served by EIF met this goal.

• Financial Aid Application

Overall, the program goal of 100 percent of 2022-23 seniors completing a FAFSA or TASFA was not met, though by one percentage point. The overall combined completion rate of FAFSA and TASFA increased to 99 percent in 2022-23 from 92 percent in 2021-22 and 67 percent in 2020-21. Sixteen high schools (80%) served by ASP and nine high schools (50%) served by EIF met the goal.

• Dallas County Promise Pledges

The CCAP goal that 100 percent of seniors would complete the Dallas County's Promise Pledge was not met. Overall, 93 percent of CCAP students completed the Dallas County Promise Pledge in 2022-23. Eleven (29%) participating campuses met the program goal.

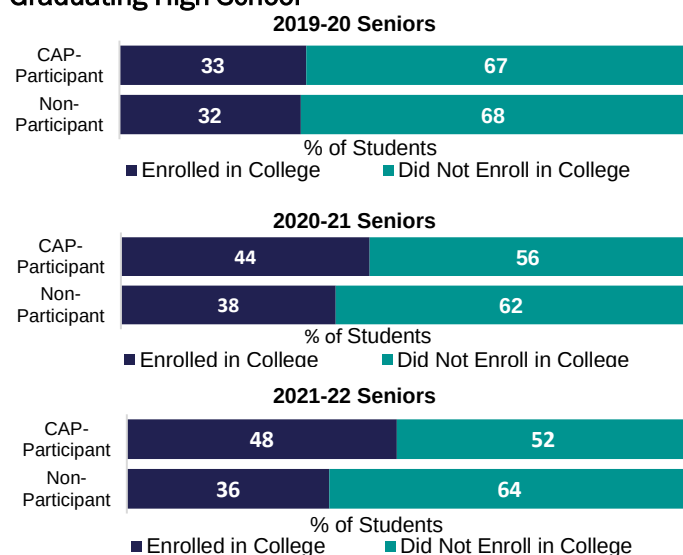
What was the relationship between CCAP participation and college enrollment for 2019-20, 2020-21, and 2021-22 seniors?

- After increasing from 2019-20 (33%) to 2020-21 (44%), college enrollment increased again to 48 percent for CCAP participants in 2021-22 (Figure 1).
- The 2021-22 seniors who participated in CCAP were as likely to enroll in four-year (17% vs. 26%) and two-year colleges (12% vs. 10%) as non-participants. The percentage of CCAP participants enrolled in four-year

colleges increased from 2019-20 (25%) to 2020-21 (28%) and decreased to 17 percent in 2021-22.

- In 2021-22, seniors who visited CCAP vendors 10 or more times were more likely to enroll in a four-year college than those who visited less frequently or non-CCAP participants (15% vs. 26%). There was a higher percentage of CCAP participants with one to nine visits enrolled in two-year colleges than non-CCAP participants (12% vs. 10%).

Figure 1: 2019-20 through 2021-22 Percentages of Students Enrolled in College within One Year of Graduating High School



Source: CCAP participation data file dated 07/11/22, district demographic data file dated 05/23/22, and National Student Clearinghouse data file dated 08/02/23. Prior year information was taken from Zhang (2021 & 2022).

Note: N=7,081 CCAP participants in 2019-20. N=960 non-participants in 2019-20. N=6,171 CCAP participants in 2020-21. N=1,632 non-participants in 2020-21. N=7,070 CCAP participants in 2021-22. N=1,327 non-participants in 2021-22.

RECOMMENDATIONS

Investigate barriers to implementation. In 2022-23, none of the program goals related to completion of pre-four-year-plan, 25-hours of utilizing community services, career

exploration, college exploration, career assessment, college application, financial aid, or Dallas County Promise Pledges were met. Program staff should work with CCAP vendors to understand potential roadblocks and difficulties in the program's design. If awareness is an issue, the program should work with vendors and campuses to make students aware of the resources available and encourage them to take advantage. If caseload or schedule constraints exist, the program should work with campuses and vendors to find ways to maximize efficiency to best serve students in a meaningful way.

Continue to identify ways to improve data efficiency. CCAP vendors recorded when a student visited a school counselor and coded the reason for the visit using specific categories. At the end of the year, some student service data was categorized improperly or in a nonstandard format. It is critical for CCAP staff members to train vendors on best practices in data reporting, to ensure the quality of data on student counseling visits, and to allow for robust evaluation of the program and its goals.

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EXECUTIVE SUMMARY

The Teacher Excellence Initiative (TEI) is a Dallas Independent School District (Dallas ISD) initiative started in 2014-15 that replaced the previous tenure-based compensation system with an integrated system that defines, supports, and rewards teacher excellence.

In 2022-23, TEI was funded by General Operating funds, which included an administrative budget of \$570,000; a teacher benefits budget of \$49,307,774; and a TEI Expert Stipend cost of \$350,000. The total budget for the Digital Learning Mentoring and Support ESSER activity in 2022-23 was \$60,000.

EVALUATION QUESTIONS (EQs)¹

EQ1: How was the TEI program implemented?

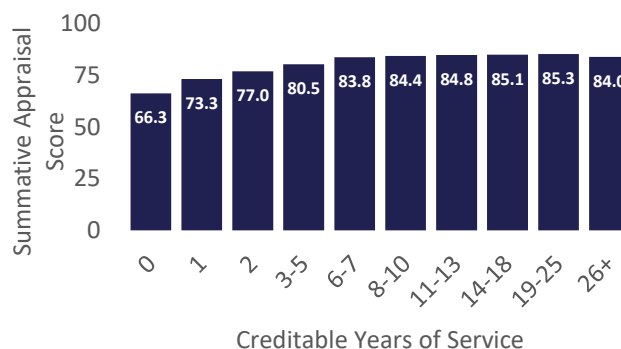
A total of 9,500 teachers received TEI Scorecards for the 2022-23 school year. Most teachers were either Hispanic or African American (72%) and female (69%). Twenty-one percent had earned at least a master's degree when they were hired. Teacher creditable years of service in the Dallas ISD ranged from zero (first-year teachers) to 56 years (mean = 10.4; median = 8.0).

EQ2: What were the results of the teacher performance component of defining excellence?

Summative Appraisal

- The mean summative appraisal score of 80.2 indicated that teachers were performing better on average than Proficient across the summative appraisal rubric.
- Average summative appraisal scores for first-year teachers (66.3) were significantly lower than teachers with more creditable years of service.
- Scores plateaued between six and seven creditable years of service (82.6).

2022-23 Average Summative Appraisal Scores by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated 10/05/23.

Note: $n = 8,749$ Dallas ISD teachers. Maximum possible summative appraisal score was 100.

EQ3: What were the results of the student experience component of defining excellence?

- Most student experience survey responses for elementary core (85%), elementary non-core (79%), middle school (69%), and high school (74%) teachers were positive.
- First-year teachers (73%) and teachers with at least 26 creditable years of service (73%) had the lowest percentage of positive responses on the student experience survey.
- The average percentage of positive responses trended slightly upward until two years of service and remained steady until between 19 and 25 years of service.

EQ4: What were the results of the Distinguished Teacher Review Process?

- In 2022-23, 2,652 teachers achieved DTR status, which was 28 percent of all district teachers.
- The percentage of DTR teachers was highest for teachers between 14 and 18 years of service (48%) and between 19 and 25 years of service (48%).
- The rate trended upward and peaked at between 14 and 25 years of service (48%) before trending downward at 26 years of service or more (42%).

¹ Trends from 2021-22 and 2022-23 for the TEI results can be found in the full report (Avila, 2022).

EQ5: What were the results of the rewarding excellence (compensation) system of TEI?

Evaluation Scores, Evaluation Ratings, and Effectiveness Levels

- While first-year teachers earned the lowest average evaluation score (62.4), the score gradually increased and remained consistent between six and seven creditable years of service (79.4).
- The largest percentage of teachers received an effectiveness level of Proficient I (34%).

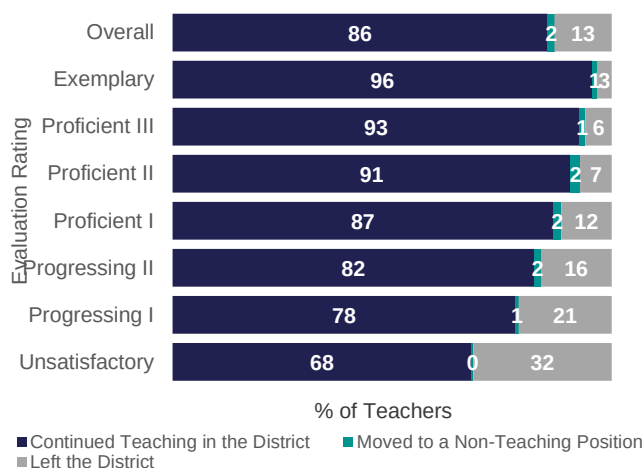
Salary Increases

- Only teachers who received an effectiveness level of Progressing I and above received a salary increase from 2022-23 to 2023-24.
- Teachers who received higher effectiveness levels in 2022-23 received higher salary increases for 2023-24 as compared to those with lower effectiveness levels.

EQ6: What were the retention rates for teachers?

- Overall, the rate of teachers who left the district remained steady from 2021-22 (14%) to 2022-23 (13%).
- In 2022-23, the rate of teachers who left the district generally decreased as effectiveness level increased, indicating that the district retained effective teachers at higher rates than less effective teachers

2022-23 Retention Rates by Evaluation Rating



Source: Scorecard data file from Human Capital Management dated 10/20/23.

Note: $n = 9,324$ teachers. $n = 273$ Exemplary. $n = 713$ Proficient III. $n = 1,483$ Proficient II. $n = 3,316$ Proficient I. $n = 2,174$ Progressing II. $n = 1,086$ Progressing I. $n = 279$ Unsatisfactory.

EQ7: What were the results of TEI by region?

- Teachers in Region V had the highest average scores for summative appraisal, total student achievement, base school STAAR, student experience points and also the highest percentage of DTR teachers, whereas Region IV had the lowest for all categories.

EQ8: What were the results of TEI by teacher groups?²

Teacher Retention

- Teachers who continued in the district and who moved to a non-teaching position generally had higher TEI scores than teachers who left the district.

Teacher Type

- First-year teachers, strategic pipeline teachers, and teachers with effectiveness levels below Proficient I had TEI scores below the district averages.

Specialty Campuses

- Teachers at choice and magnet campuses had higher TEI scores than the district for all categories.

Campus Characteristics

- Teachers at campuses with majority White students ($N = 165$) had higher TEI scores than teachers at campuses with majority Hispanic students ($N = 7,708$), teachers at campuses with majority African American students ($N = 1,018$), and the district across all categories.
- TEI scores of teachers at campuses with majority Hispanic students were nearly identical to district averages, and teachers at campuses with majority African American students scored within two points of the district average on their summative appraisal scores, student achievement scores, and student experience points.

School Level

- Teachers who taught at the elementary and high school level generally had TEI scores at or above the district average. Middle school teachers scored below the district average across all categories.

² In this section, TEI scores include mean summative appraisal score, mean total student achievement score, mean student experience score,

and mean percentage of teachers receiving an evaluation rating of Proficient I or higher.

EQ9: What were the teacher and administrator experiences with TEI?³

To collect feedback regarding experiences with TEI, online surveys were administered to Dallas ISD teachers and administrators who participated in the TEI evaluation system during the 2022-23 academic year. Of the teachers and administrators surveyed, 2,712 teachers (33%) and 330 administrators (53%) at least partially completed the survey.

TEI Knowledge, Overall Satisfaction, and Perception of Fairness

- Most teachers (75%) and almost all administrators (96%) reported at least intermediate TEI knowledge.
- A higher rate of administrators (90%) and teachers with higher effectiveness levels (53%) expressed high satisfaction (satisfied or very satisfied) with TEI than teachers at the lowest effectiveness levels (26%).
- A higher rate of administrators (81%) than teachers (39%) rated TEI as at least somewhat fair.
 - Additionally, teachers with effectiveness levels of Proficient II or higher (53%) perceived TEI as at least somewhat fair at a higher rate than other teachers (30% to 31%).
- Administrators (73%) and teachers (54%) most frequently reported that challenges facing lower performing schools compared to higher performing schools was the reason for perceived TEI unfairness.

Defining Excellence

Spot Observations, Extended Observations, and Summative Appraisals

- The rate of administrators who reported that they had conducted summative evaluations for staff members with whom they had worked for an insufficient amount of time remained consistent in 2022-23 compared to 2021-22 (23%).
 - The percentage of administrator respondents who at least sometimes felt pressure to inflate teacher observation scores trended slightly downward in 2022-23 (25%) compared to 2021-22 (26%).
- Administrators rated spot observations (96%), extended observations (98%), and summative appraisals (95%) as more helpful than teachers overall (spot: 68%; extended: 69%; summative: 69%), which was a similar pattern as teachers with higher effectiveness levels (75% to 77%).
- The rate of administrators (92%) and teachers with higher effectiveness levels (75%) who rated summative

appraisal feedback and spot observation feedback as aligned or very aligned exceeded the overall teacher rate (63%).

Student Experience Survey

- In 2022-23, higher rates of administrators (64%) than teachers (48%) rated Student Experience Survey feedback as helpful to teachers.

Supporting Excellence

- Less than half of teachers agreed that the 2022-23 district-sponsored (42%) and campus-sponsored (47%) professional development opportunities offered applicable strategies they were using in the classroom and were aligned with their professional development plans (42% to 45%).
- Teachers with higher effectiveness levels were more likely to agree that campus-level professional development was applicable (53%) aligned (51%), and helpful (65%) than other teachers (39% to 59%).
- A higher rate of administrators (52% to 97%) and Proficient II and higher teachers (49% to 74%) reported campus professional development was aligned with student achievement data, TEI spot observation data, and Student Experience Survey data than teachers at the lowest effectiveness levels (32% to 59%).
- Both administrators and teachers agreed that content-related instruction for special education was in the top three most needed topics of additional professional development.

Rewarding Excellence

- Administrators (66%) were more likely than teachers (40%) to agree or strongly agree that the district should differentiate teacher salary by effectiveness level.
- Administrators were more likely than teachers to agree that the TEI compensation system (a) supports the recruitment and retention of teachers, (b) differentiates salaries to reward teachers who perform well, (c) will positively affect the future of Dallas ISD teachers, and (d) will result in teachers making more money over time than the old system.

EQ10: What were the outcomes related to the ESSER funded Digital Learning Mentoring and Support activity?

- Forty-three percent of new teachers attended at least one Professional & Digital Learning (PDL) training, which did not meet the program goal of 50%.

³ Trends from 2021-22 and 2022-23 on the TEI teacher and administrator survey can be found in the full report (Avila, 2022).

- Across the eight PDL training sessions, 93% of attendees provided feedback, which met the goal of 90%.
- However, only 68% of participants responded favorably that they “gained knowledge and skills I can implement into my job”, which slightly under met the goal of 70 percent.

RECOMMENDATIONS

Continue successful efforts to retain highly effective teachers at higher rates than low performing teachers.

From 2018-19 to 2022-23, the rate of teachers who left the Dallas ISD remained relatively stable (13%). In addition, teachers at the highest effectiveness levels continued to stay in the district at higher rates than teachers at the lowest effectiveness levels in 2022-23, which was similar to previous years. Therefore, the district should continue their successful efforts to recognize highly effective teachers to encourage them to remain in the district.

Continue to focus on adapting professional development opportunities for teachers.

While both administrators and teachers agreed that classroom management and curriculum content training were among the top three most needed topics for professional development, the topics requested by teachers differed by effectiveness level. For example, teachers at the lowest effectiveness levels tended to choose sessions related to (a) classroom management, (b) effective lesson planning, and development, (c) social emotional learning, and (d) bias equity, and cultural understanding. Proficient II and higher teachers requested sessions related to technology digital integration and curriculum content training. Therefore,

continuing to provide differentiated PD by effectiveness level could meet the different professional development needs of teachers.

Continue efforts to expand professional development opportunities for teachers.

The overall rate of administrators and teachers who reported a need for additional professional development regarding the topics listed in the survey generally trended downward from 2017-18 to 2022-23. In addition, the perceived helpfulness of (a) campus professional development sessions and (b) district summer and fall PDL training sessions trended downward from 2017-18 to 2022-23. A continued focus on expanding the opportunities and topics for professional development could improve perceived need and helpfulness of future professional development.

Continue efforts to improve administrator and teacher perceptions of TEI compensation system.

In 2022-23, about half of administrators (44% to 52%) and less than a third of teachers (24% to 32%) responded favorably that the TEI compensation system (a) supports the recruitment of highly effective teachers (b) supports retention of highly effective teachers (c) differentiates salaries to reward teachers who perform well, (d) will positively affect teachers' futures with the Dallas ISD, (e) makes teachers feel better rewarded financially for what they do as teachers (teachers only), and (f) allows teachers to earn substantially more money over time compared to the old system. Additionally, from 2021-22 to 2022-23, favorable perceptions on these items have generally trended downward for both teachers and administrators. Improving administrator and teacher favorable perceptions on these items could improve overall teacher and administrator perceptions of TEI and bolster acceptance of the system.

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EXECUTIVE SUMMARY

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

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

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

PURPOSE AND SCOPE OF THE EVALUATION

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

T & I School Selection for PSC 9.0

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

EVALUATION QUESTIONS (EQs)

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

2022-23 T & I Campuses

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

Teacher Demographics

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

Principal/Assistant Principal (APs) Characteristics

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

Teacher Retention Rates

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

Student Characteristics

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

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

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

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

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

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

Student Retention

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Measures of Academic Progress (MAP) Growth

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

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

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

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

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

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

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

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

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

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

State of Texas Assessments of Academic Readiness (STAAR)

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

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

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

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

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

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

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

One-Year High School Graduation Rate

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

Four-Year High School Graduation Rate

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

College Enrollment

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

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

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

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

RECOMMENDATIONS

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

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

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

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

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

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

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

EA23-540-4

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

EXECUTIVE SUMMARY

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

In 2020-21, all ACE campuses were identified as part of the 80 High Priority Campuses (HPC). The district expanded the ACE program to 23 campuses including:

- ACE 1.0 - Anne Webb Blanton, Billy Earl Dade, Umphrey Lee, and Dr. Frederick Douglass Todd Sr.¹
- ACE 2.0 - C.F. Carr, J.N. Ervin, Thomas J. Rusk, and Edward Titche (Campuses participated in their sixth year of the program)
- ACE 3.0 - Cesar Chavez, Paul L. Dunbar, L.L. Hotchkiss, Maple Lawn, Martin Luther King, Jr., Elisha M. Pease, and H.S. Thompson (Campuses participated in their fifth year of the program)
- ACE 4.0; John Neely Bryan, Rufus C. Burleson, Cedar Crest, Nancy J. Cochran, Frederick Douglass, Eddie Bernice Johnson, George W. Truett, and Wilmer-Hutchins Elementary (W-H ES) (Campuses participated in their third year of the program)

During the 2021-22 and 2022-23 school years, the district offered three different school calendars (School-Day Redesign, Intersession, and Base/Traditional) and other supports² to help mitigate learning loss due to the COVID-19 pandemic. Five of the ACE campuses adopted the Intersession school calendar (Bryan, Ervin, Pease, Truett, and W-H ES) and two adopted the Redesign school calendar (Maple Lawn and Rusk). Because of these variations in instructional time and support activities, all results should be reviewed with caution.

Program Components

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

To accelerate factors related to *people*, ACE campuses were staffed with strong administrators and effective teachers.

To accelerate factors related to *learning*, ACE staff members participated in supplemental professional development opportunities and committed to excellence in both academic and social-emotional learning.

To accelerate factors related to *expectations*, ACE campuses emphasized relationships among campus community members.

Program Goals

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

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

- A minimum of 60 percent of teachers on ACE campuses with Proficient I or above Teacher Excellence Initiative (TEI) effectiveness ratings.
- Annual teacher retention rates at or above district retention rates.
- Fourth or fifth quintile scores on the Culture of Feedback and Support section of the district Climate Survey.

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

- Improve rates of kindergarten to grade eight students performing on grade level in reading and mathematics as measured by the Northwest Evaluation Association (NWEA) *Measures of Academic Progress* (MAP) (i.e., rates of students who met or exceeded their MAP beginning-of-year (BOY) to end-of-year (EOY) projected growth target rates at or above the district rate).
- Improve rates of grade three to grade eight students performing at the Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) in reading and mathematics as measured by the *State of Texas Assessments of Academic Readiness* (STAAR) and STAAR End-of-Course (EOC) (i.e., performance at or above the district and at or above the matched non-ACE student performance).³

¹ In 2022-23, Sarah Zumwalt Middle School was renamed to Dr. Frederick Douglass Todd, Sr. Middle School.

² Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

³ Due to the STAAR test redesign, TEA did not calculate student progress measures in 2023.

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

- Attendance rates at or above the district rate.
- Student experience survey positive response rates at or above district averages.
- Parent perception positive response rates at or above district averages.

Program Staff

Teachers

- There were 879 teachers on ACE campuses. A higher proportion of teachers on ACE campuses were female and African American compared to the district (Table 1).
- Over half of the teachers at ACE campuses (57.1%) had earned Proficient I or above TEI effectiveness ratings, which was lower than the program objective (60%).
- At the campuses level, ten of the 23 (43.5%) ACE campuses had at least 60 percent or more of teachers who had earned Proficient I or above TEI effectiveness ratings (Blanton, Lee, Titcher, King, Pease, Burleson, Cochran, Johnson, Truett, and W-H ES).
- A higher proportion of ACE 4.0 (63.8%) teachers earned Proficient I or above TEI effectiveness ratings than ACE 1.0 (55.3%), ACE 2.0 (58.3%), and ACE 3.0 (50.5%).

Table 1: 2022-23 ACE Teacher Characteristics

	ACE Overall (N = 879)	
	N	%
Sex		
Male	193	22.0
Female	686	78.0
Race/Ethnicity		
African American	481	54.7
Hispanic	277	31.5
White	104	11.8
Other/Missing	17	1.9
Highest Degree Earned*		
Associate's	6	0.7
Bachelor's	598	68.0
Master's	186	21.2
Doctoral	14	1.6
Other/Missing	75	8.5
TEI Effectiveness Level		
No Level or N/A	216	24.6
Below Proficient I	161	18.3
Proficient I, II, or III	424	48.2
Exemplary I or higher	78	8.9

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

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

Principals

There were 23 ACE principals who were predominately female (65.2 %) and African American (60.9%). Most

principals held at least a Master's degree (82.6%) at the time of hire. Assigned principals remained with their assigned ACE campus throughout the academic year.

Budget

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

EVALUATION QUESTIONS/OUTCOMES

How was the ACE program implemented?

- For the first half of the 2022-23 school year, the eight ACE 4.0 campuses were directly supervised by the ACE executive director. Through this supervision, these campuses typically received more intense and frequent interventions (i.e. site visits, observations, etc.) accompanied with higher expectations.
- In January 2023, all ACE 4.0 campuses returned to their respective vertical teams and the ACE program executive director no longer directly supervised implementation at these campuses. To ensure ACE program implementation remained consistent and accelerated for the remainder of the school year, the ACE program staff partnered with vertical team executive directors to calibrate expectations.
- The program strived to accelerate excellence through the implementation of five key levers: strategic staffing, instructional excellence, social-emotional support, extended learning, and supportive partnerships.

ACE Student Population

- In 2022-23, there were 12,047 students at ACE campuses compared to 11,839 in 2021-22 (Table 2).
- Compared to the district, a higher proportion of students at ACE campuses were identified as Economically Disadvantaged and African American.
- Conversely, there was a smaller proportion Hispanic students and Emergent Bilingual (EB) students at ACE campuses compared to the district.

Table 2: 2022-23 ACE Student Characteristics

	ACE Overall (N = 12,047)	
	N	%
Sex		
Male	6,199	51.5
Female	5,848	48.5
Race/Ethnicity		
African American	5,459	45.3
Hispanic	6,022	50.0
White	196	1.6
Other/Missing	370	3.1
Special Student Groups		
Econ. Dis.	11,681	97.0
Emergent Bilingual	4,807	39.9
Special Education	1,355	11.2

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

Note: Econ. Dis. = Economically disadvantaged.

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

Teacher Retention

- Twelve of the 23 (52.2%) ACE campuses met the program goal of having annual teacher retention rates at or above the district retention rate (64.2%).
- Two out of four (50.0%) ACE 1.0 campuses (Blanton and Lee) and one out of four (25.0%) ACE 2.0 campuses (Ervin) met the program goal.
- Three out of seven (42.9%) ACE 3.0 campuses (King, Dunbar, and Pease) and six out of eight (75.0%) ACE 4.0 campuses (Bryan, Burleson, Truett, Cochran, W-H ES, and Johnson) met the program goal.

District Campus Climate Survey

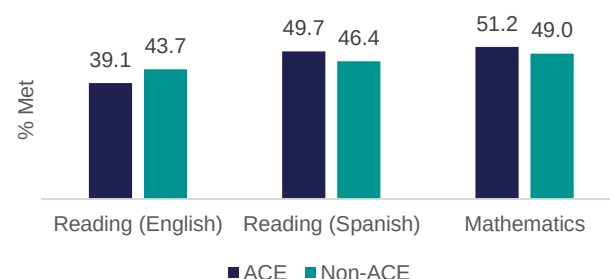
- Eight of the 23 ACE campuses (34.8%) had scores in the fourth or fifth quintile on the Culture of Feedback and Support section of the Fall 2022 district Climate Survey.
- Nine of the 23 ACE campuses (39.1%) had scores in the fourth or fifth quintile on the Culture of Feedback and Support section of the Spring 2023 district Climate Survey.

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

NWEA Measures of Academic Progress

- Compared to matched non-ACE students, students who attended ACE campuses were less likely to perform at the average or above growth quintiles on the MAP Reading (English) ($X^2 = 16.696$, $p < .001$; Cramer's $V = .043$), but were more likely to perform at the average or above growth quintile on the MAP Reading (Spanish) ($X^2 = 6.858$, $p = .009$; Cramer's $V = .040$) and MAP Mathematics ($X^2 = 7.001$, $p = .008$; Cramer's $V = .022$).
- Compared to matched non-ACE students, students who attended ACE campuses were more likely to meet or

exceed projected growth on the MAP Reading (Spanish) ($X^2 = 4.478$, $p = .034$; Cramer's $V = .033$) and MAP Mathematics ($X^2 = 7.178$, $p = .007$; Cramer's $V = .023$), but were less likely to meet or exceed projected growth on the MAP Reading (English) ($X^2 = 20.791$, $p < .001$; Cramer's $V = .047$) (Figure 1).

Figure 1: 2022-23 ACE and Matched Non-ACE MAP Projected Growth Rates

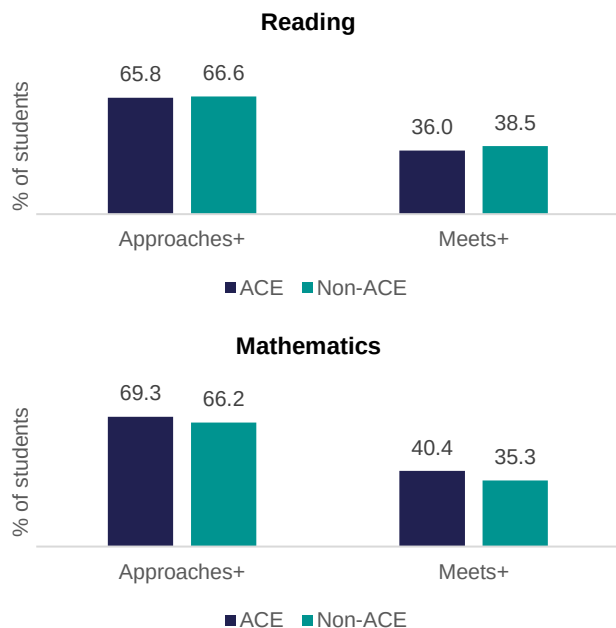
Source: Dallas ISD MAP files dated 06/25/23 (EOY). SIS demographic file dated 10/31/22.

- Seven of the 23 (30.4%) ACE campuses met the program goal of meeting or exceeding the district projected growth rate on the MAP Reading (English) test.
- Nine of the 20 (45.0%) ACE elementary campuses met the program goal of meeting or exceeding the district projected growth rates on the MAP Reading (Spanish) test.
- Fourteen of the 23 (60.9%) ACE campuses met the program goal of meeting or exceeding the district projected growth rates on the MAP Mathematics test.

State of Texas Assessments of Academic Readiness

- Compared to matched non-ACE students, students who attended ACE campuses were less likely to achieve the Meets+ performance standard ($X^2 = 6.572$, $p = .010$; Cramer's $V = .026$) on the reading STAAR test (Figure 2).
- Compared to matched non-ACE students, students who attended ACE campuses were more likely to achieve the Approaches+ ($X^2 = 10.644$, $p = .001$; Cramer's $V = .033$) and the Meets+ performance standard ($X^2 = 27.155$, $p < .001$; Cramer's $V = .053$) on the mathematics STAAR test (Figure 2).

Figure 2: 2022-23 ACE and Matched Non-ACE Student STAAR Approaches+ and Meets+ Performance Standard Rates



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

- Two of the 23 (8.7%) ACE campuses met the program goal of achieving Approaches+ and Meets+ performance standard rates at or above the district on the reading and mathematics STAAR tests.
- One of the four (25.0%) ACE 1.0 campuses (Blanton) and one of the four (25.0%) ACE 2.0 campuses (Carr) met the goal of achieving performance standard rates at or above the district on the reading and mathematics STAAR tests.

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

Attendance Rates

- Thirteen of the 23 (56.5%) ACE campuses met the program goal of having attendance rates at or above the district (92.0%).
- Attendance rates for the district and all but three of the 23 ACE campuses (Hotchkiss, King, and W-H ES) increased from 2021-22.

Student Experience Survey

- Fourteen of the 23 (60.9%) ACE campuses met the program goal of exceeding the overall favorable rate for the district (District Elementary = 83.0%, District Middle/High = 72.0%).

Parent/Guardian Survey

- Twenty-one of the 23 (91.3%) ACE campuses met the program goal of meeting or exceeding the district positive response rate (91.9%).
- All ACE 1.0 and ACE 3.0 campuses met the program goal of meeting or exceeding the district positive response rate.

What were the 2023 ACE state accountability ratings?

Due to the STAAR test redesign, state accountability results will not be available until November 2023. Therefore, the results are excluded from this report.

RECOMMENDATIONS

Monitor the impact of the new districtwide curricula on student outcomes.

Provide additional supports for schools that achieved less than 50 percent of all program objectives.

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EXECUTIVE SUMMARY

An Early College High School (ECHS) is a high school that blends high school and college level coursework to provide traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. The Dallas Independent School District (Dallas ISD) was among the first Texas school districts to establish an ECHS in 2006 and has grown to 25 ECHSs (Table 1). In 2022-23, ECHS campuses were supported by \$13,252,568 in Dallas ISD general operating funds. This was an increase of 2.7 percent compared to 2021-22 (\$12,904,762).

Table 1: 2022-23 Dallas ISD Early College High Schools

Early College High Schools	Dallas College Campus
Traditional Early College High Schools (ECHS)	
Garza ECHS	Mountain View Campus
Gilliam ECHS	Cedar Valley Campus
Lassiter ECHS	El Centro Campus
North Lake ECHS	North Lake Campus
Samuell ECHS	Eastfield Campus
Skyline CA	Cedar Valley Campus
Spruce ECHS	Eastfield Campus
Pathways in Technology Early College High Schools (P-TECH)	
Adams P-TECH	Eastfield Campus
Adamson P-TECH	El Centro Campus
Carter P-TECH	Cedar Valley Campus
Conrad H-TECH	Richland Campus
Hillcrest E-TECH	Richland Campus
Jefferson P-TECH	Brookhaven Campus
Kimball E-TECH	Mountain View Campus
Lincoln B-TECH	El Centro Campus
Madison P-TECH	El Centro Campus
Molina B-TECH	Mountain View Campus
North Dallas P-TECH	Brookhaven Campus
Pinkston H-TECH	El Centro Campus
Roosevelt H-TECH	El Centro Campus
Seagoville P-TECH	Eastfield Campus
South Oak Cliff P-TECH	Mountain View Campus
Sunset P-TECH	Mountain View Campus
White B-TECH	Brookhaven Campus
Wilmer-Hutchins E-TECH	North Lake Campus

Source: ECHS program documents and ECHS website accessed 06/02/23.

Note: B-TECH, E-TECH and H-TECH are P-TECH schools focusing on business, electronic technology and engineering, and health-sciences, respectively.

The 25 ECHSs include seven traditional ECHSs and 18 Pathways in Technology Early College High Schools (P-TECH). The ECHS program at the Dallas ISD is coordinated by the Early College Programs division within the Postsecondary Partnerships and Programs department.

The ECHS Department aimed to reach five primary goals for 2022-23:

1. Sixty percent of P-TECH/ECHS graduates will earn passing scores for Texas State Initiative (TSI) subtests (reading and math) or qualify for dual credit waivers/exemptions. (Goal met; see page 36 in the full report for more detail)
2. Sixty-one percent of P-TECH/ECHS graduates will earn an associate degree or 60 college credit hours. (Goal met; see page 47 in the full report for more detail)
3. Eighty-five percent of eligible students will earn a passing grade for Accelerated Geometry or Physics. (Goal met; see page 13 in the full report for more detail)
4. Ninety percent of the P-TECH/ECHS graduates will earn a CCMR point. (Goal met; see page 12 in the full report for more details)
5. Ninety percent of P-TECH/ECHS schools will have a TEA designation. (Goal met; see page eight in the full report for more detail)

EVALUATION QUESTIONS/OUTCOMES

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

Enrollment Characteristics of 2022 Summer Programs

- The **Summer Bridge program** is a one-week long program for incoming grade nine students to prepare them for higher education and to meet *TSIA* requirements. The program is not mandatory.
- Overall, 1,721 incoming ECHS students attended at least one day of the Summer Bridge Program between June 6 and June 10, 2022 (70% of all incoming grade nine ECHS students).
- **Summer Hub program** provided additional support to grade nine to 12 students who took dual credit courses at Dallas College during the Summer I (June 6 – July 8, 2022) and Summer II (July 11 – August 11, 2022) semesters. Program staff noted that this extra support was crucial in helping students complete their college courses.
- During the Summer I semester, 1,536 students enrolled in 2,118 courses. Of these, 1,324 students (86%) passed 1,746 courses (82%).
- During the Summer II semester, 598 students enrolled in 747 courses. Of these, 455 students (76%) passed 529 courses (71%).

- **Acceleration in Physics and Geometry Program** was held June 6 to June 27, 2022, and enabled ECHS students to complete two semesters of Physics or Geometry.
- Program staff reported that 827 of the 866 students (95%) who enrolled completed the program (Geometry, $n=536$; Physics, $n=291$). Of the students who completed the program 99.8 percent passed Geometry and 100 percent passed Physics.

Demographic and Enrollment Characteristics of Students

Demographic Characteristics

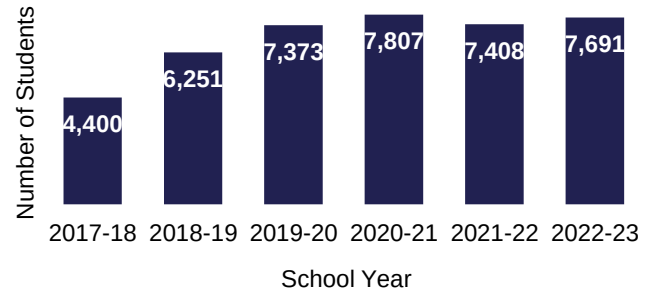
During the 2022-23 school year, a total of 7,691 students were enrolled in an ECHS.

- The ethnic composition of ECHS students was similar to Dallas ISD high school students.
- Compared to Dallas ISD high school students, ECHS students had a higher percentage of female students (50% vs 57%) There were fewer special education students at ECHSs (3%) than the district (10%).
- A lower percentage of ECHS students were at risk than all district students (62% vs 67%) and fewer received special education services (3% vs 10%).
- Demographic characteristics of traditional ECHS students were comparable to P-TECH students except in five aspects:
 - First, a higher percentage of Hispanic students enrolled in traditional ECHSs than P-TECHs (83% vs 76%).
 - Second, a higher percentage of African American students enrolled in P-TECHs than traditional ECHSs (20% vs 15%).
 - Third, a slightly higher percentage of White students enrolled in P-TECHs than traditional ECHSs (2% vs 1%).
 - Third, a higher percentage of traditional ECHS students were TAG eligible (34% vs 24%).
 - Fourth, a smaller percentage of traditional ECHS students were at-risk of dropping out of school (54% vs 64%).

Enrollment Characteristics

With the opening of additional ECHSs and higher enrollment numbers at existing schools, enrollment numbers have grown significantly over the past five years from 4,400 in 2017-18 to 7,691 students in 2022-23 (Figure 1).

Figure 1: 2016-17 to 2021-22 Student Enrollment in Early College High School Programs



Source: End-of-year demographic files dated 06/05/17 (2016-17), 06/04/18 (2017-18), 05/28/19 (2018-19), 05/29/20 (2019-20), 06/07/21 (2020-21), 06/06/22 (2021-22), 05/12/23 (2022-23), and ECHS identification file 10/12/23 (2022-23).

Note: Methodology for identifying ECHS students changed with the 2021-22 school year. Therefore, enrollment changes between years should be viewed with caution.

Thirty-two percent of students ($n=2,446$) were enrolled in grade nine, 27 percent in grade 10 ($n=2,099$), 22 percent in grade 11 ($n=1,683$), and 19 percent in grade 12 ($n=1,463$).

Attendance Rates

- The average attendance rate for district ECHS students was seven percentage points higher than non-ECHS students (94.5% versus 87.3%).
- Students enrolled in traditional ECHSs had an average attendance rate of 95.2 percent, while students at P-TECHs had an average attendance rate of 94.2 percent.

Student Retention Rates

Overall, retention rates were higher for ECHS students than comprehensive high school students enrolled in campuses offering the ECHS program.

- The two-year retention rate difference nine percentage points (85% versus 76%).
- The three-year retention rate difference was eight percentage points (67% versus 59%).
- The four-year retention rate difference was three percentage points (53% versus 50%).
- Traditional ECHS students had a higher retention rate than P-TECH students for all cohorts. The retention rate difference for the 2021-22 cohort was five percentage points, for the 2020-21 cohort 12 percentage points, and for the 2019-20 cohort 24 percentage points.

Graduation Rates

- The average four-year graduation rate for the 2019-20 ECHS cohort similar to that of Dallas ISD comprehensive high school (53% each).
- The graduation rate of traditional ECHS students was 23 percentage points higher than that of P-TECH students (70% versus 47%).
- Overall, the graduation rate for continuously enrolled students differed by seven percentage points between ECHS students (100%) and comprehensive high school students (93%).

EQ2: What were stakeholders' perceptions of the ECHS?

ECHS Program

- Fifty-eight percent of ECHS seniors responded to the ECHS Senior Exit Survey.
- Overall, 93 percent of seniors indicated that they were satisfied or very satisfied with the educational opportunities the Dallas ISD provided.
- Seniors indicated that their high schools prepared them well (i.e. good or excellent) across all life skill areas from critical thinking, communications, and teamwork to conflict resolution. However, seniors also indicated they wished for more job-related skill training.

P-TECH Internship Opportunities

- Twenty-six percent of P-TECH internship participants and 63 percent of employers provided feedback.
- Overall, all P-TECH interns indicated that they were satisfied or very satisfied with the Internship program and 94 percent of respondents agreed or strongly agreed that they were well prepared for the internship.
- All employers noted that they were either satisfied or very satisfied with the Dallas ISD internship program and would participate in the internship program again. Employers also agreed or strongly agreed that the P-TECH interns met their expectations (100%).

EQ3: How did ECHS students perform in 2022-23?

Post-Secondary Readiness Assessments

STAAR EOC

Overall, 5,954 out of the 7,691 ECHS high school students took one or more STAAR EOC exams in 2022-23 (77%).

- Most ECHS students met the Approaches+ benchmark for U.S. History (97%), followed by Biology (95%) and English II (87%).
- Similarly, the greatest number of students met the Meets+ benchmark in U.S. History (71%), followed by English II (69%) and Biology (65%).
- A higher percentage of traditional ECHS students met Approaches+ and Meets+ benchmarks across all subjects than P-TECH students.

SAT

Overall, 3,146 ECHS students enrolled in grade 11 (2020-21 cohort) and grade 12 (2019-20 cohort).

- Forty-five percent of grade 11 and 12 ECHS students met the TSI SAT benchmark on ERW (480).
- Seventeen percent met the TSI SAT benchmark on mathematics (530).
- Traditional ECHS students met TSI SAT benchmarks at a higher rate than P-TECH students (difference of 20

percentage points for mathematics to 25 percentage points for ERW).

- In comparison, 16 percent of non-ECHS students enrolled in comprehensive high schools offering ECHS program met the TSI benchmark for ERW, and five percent met the TSI benchmark for mathematics.

ACT

In 2022-23, Dallas ISD did not offer school day ACT testing which directly impacted the percentage of students who took the ACT, and the overall number of students who met TSI ACT benchmarks. Overall, of 1,463 ECHS students enrolled in grade 12 (2019-20 cohort), one percent met the TSI ACT benchmark on Mathematics and English.

TSIA

Meeting TSIA benchmarks, or qualifying for an exemption, indicates that students are ready for college-level course work in the areas of reading, writing, and mathematics.

- Of the 1,460 ECHS 2022-23 graduates, 79 percent met TSIA benchmarks or qualified for an exemption for ELAR, and 81 percent met TSIA benchmarks for mathematics
- Overall, ECHS graduates outperformed comprehensive high school graduates enrolled in campuses offering the ECHS program by 57 (ELAR) to 67 (mathematics) percentage points.

Dual Credit

- Of the 7,691 ECHS students enrolled in 2022-23, 90 percent took dual credit courses through Dallas College.
- A total of 6,564 ECHS students (94.5%) passed one or more courses for a total of 27,150 courses passed (89.8%).
- P-TECH students accounted for the majority of ECHS dual credit students (71%) and dual credit hours earned (66%).
- ECHS students who passed one or more dual credit courses completed on average 13.0 dual credit hours across all grade levels in 2022-23.
- Traditional ECHS students on average completed slightly more dual credit hours per person (14.5 hours) than P-TECH students (12.1 hours).
- Overall, 4,863 out of 7,691 ECHS students (63%) earned the expected number of dual credit hours¹.

Credentials

- Overall, 289 grade 12 ECHS students completed 449 **educational certificates** while enrolled at Dallas College.
- Students completed between one and four certificates with an average of 1.6 certificates per student.

¹ Although, meeting targeted dual credit hours for each grade level was not an ECHS goal for 2022-23, the percentage of students who met 2019-20

goals were tracked to provide comprehensive achievement data to program staff.

- P-TECH students accounted for 90 percent of ECHS students who completed a certificate and 89 percent of the 449 completed certificates.
- In addition, 749 ECHS students earned a total of 1,008 **industry-based certifications** in 2022-23, including 804 certifications listed in the A-F accountability system.
- Overall, 94 percent of students who earned industry-based certifications in 2022-23 were P-TECH students.

Associate Degrees/60 College Credit Hours

Of the 1,460 ECHS students who graduated in 2022-23, 951 students (65%) earned an associate degree or 60 dual credit hours

- Of the ECHS students who met the goal, 94 percent ($n=897$) earned an associate degree while six percent ($n=54$) earned 60 or more dual credit hours.
- Sixty-one percent ($n=580$) of students who met the goal were P-Tech students, while 39 percent ($n=371$) were traditional ECHS students.

College Enrollment

- According to the 2022-23 NSC data file, 60 percent of 2021-22 ECHS graduates and 44 percent of non-ECHS graduates enrolled in college within one year of graduation.
- More ECHS students (49%) enrolled in a four-year university than non-ECHS students (25%). Similarly, a significantly lower percentage of ECHS students (11%) enrolled in a two-year college or trade school than non-ECHS students (18%).

RECOMMENDATIONS

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

Continue to work with the IT Department on accurately tracking ECHS participation. Although steps were taken to more accurately track specialized student groups in PowerSchool, review of program provided enrollment data indicated that traditional ECHS and P-TECH students are not accurately identified in PowerSchool, thus impacting the evaluation. ECHS program staff should continue to work with campus data controllers to accurately track program participation via PowerSchool to increase the accuracy of future data analyses.

Continue to support ECHS campuses in monitoring dual-credit course completions. Overall, 63 percent of ECHS students met the targeted cumulative number of dual credit hours by the end of each grade level. While this is the second year of continued increase in the percentage of students meeting their targeted dual credit hours ECHS department staff and P-TECH/ECHS Program Specialist (ESSER funded) should continue to help campuses identify students early who may not meet the targeted dual credit hours by the end of the school year and provide necessary support.

Continue to promote ECHS students' completion of educational certificates or industry-based certifications. Completion of educational certificates ($n=449$) and industry-based certifications ($n=1,008$) increased for a second year. However, the number of students earning certificates are still below prior heights. Given that industry-based certifications can provide students with an advantage in finding employment, ECHS staff should, in cooperation with the Career and Technical Education Department, monitor student participation.

EA23-612-4

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EXECUTIVE SUMMARY

Program Description

The goal of the Dallas Independent School District (ISD) Social and Emotional Learning (SEL) initiative is to provide campus staff members with SEL training and implementation support at all grade levels. In the Dallas ISD, SEL is defined as a mixture of practices, including SEL and additional strategies from other behavior management methods including Restorative Practices and Positive Behavioral Interventions and Supports (PBIS). The district implemented the five SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), including their 2020-21 update to incorporate a greater focus on equity.¹ The budget for the SEL Department in 2022-23 was \$3,652,305², a decrease from \$4,112,273.50 in 2021-22 (Carson, 2022).

PURPOSE AND METHODS OF THE EVALUATION

The purpose of this evaluation report was to summarize the 2022-23 context, process, and outcomes of the SEL initiative. Context data include information about the services provided to campus staff members and students. Process data include data about the implementation of the initiative and PD satisfaction survey data. Outcome data include analyses of campus staff member (Climate Survey) data and student data (academic and Student Experience and SEL survey) by implementation level. Additionally, the evaluation examined Elementary and Secondary School Emergency Relief (ESSER) fund activity goals set by SEL staff members when applicable.³ This evaluation report also provides a summary of key findings and actionable recommendations based on reported data.

EVALUATION QUESTIONS/OUTCOMES

EQ1: How was the SEL initiative implemented in 2022-23?

SEL Partnership Campuses (SEL Partners)

- In 2022-23, SEL support for campuses included campus coaching and training on SEL implementation,

but weekly support was only provided to campuses in need that met certain criteria.

- This criterion included Climate Survey data, behavioral and referral data, the number of new teachers and administrators, and campus accountability rating.
- A total of 56 campuses were considered priority and received intensive weekly support for the majority of the 2022-23 school year.
- However, in March 2023 coordinators were asked to provide aid to campuses experiencing teacher and staff member shortages which decreased the amount of SEL coordinator support provided to campuses.

Systems for Effective Implementation

- The SEL Department continued to recommend to campuses the following systems and supports for effective implementation: campus steering committees, campus champions, district SEL coordinator support, designated times and methods for teaching SEL, and embedding SEL within instruction.
- Teachers continued to be trained on intentional integration of the SEL standards and skill-building into the academic curricula.
- Efforts to integrate SEL across central staff departments continued in 2022-23, including the SEL department providing support to various central staff departments on integrating pro-social SEL skills.

SEL Implementation Survey

- In August 2022, items in the SEL implementation survey were updated to more closely align with CASEL guidelines.
- Additionally, the survey was planned to be administered at the beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY).
- However, program management decided to cancel the spring EOY administration of the survey as it coincided with the EOY administration of the SEL Student Survey and coordinators were aiding campuses experiencing staff member shortages. Therefore, a campus's

¹ For a more detailed description of the context of the initiative from 2017-18 through 2021-22, see Weir (2018), Hinkley (2019), Hinkley (2020), Hinkley and Carson (2021), and Carson (2022) respectively.

² The total included \$630,555 from the Wallace Foundation and \$3,021,750 in ESSER funding.

³ See the full report for a description of the methodology used for each evaluation question.

implementation level was determined by results from the MOY survey.

ESSER Summary

- The SEL department had two ESSER activity goals in 2022-23.⁴
- 1) 75% of SEL Intensive support campuses will have at least 80% of teachers implementing weekly explicit skills lessons by June 2023, as evidenced by the EOY SEL implementation survey results.
 - This goal was met*, as 98% of the 40 intensive support campuses who completed the MOY implementation survey responded favorably (had an average score of at least 6 out of a possible 8) on the Explicit Skills scale of the survey.
- 2) By June 2023, streamline student and staff wellness supports to improve the student experience as measured by an increase in favorable responses to Belonging and Climate on the Student Environment survey by 2 percentage points in each topic, compared to Fall 2023.
 - This goal was also met*, as Belonging favorable response rates increased to 79% in elementary schools in 2022-23 (74% in 2021-22), and up to 50% in secondary schools (44% in 2021-22). Climate favorable response rates increased to 78% in elementary schools in 2022-23 (74% in 2021-22) and up to 58% in secondary schools (56% in 2021-22).

EQ2: What was the relationship between levels of implementation fidelity and SEL-related outcomes in 2022-23?

- A survey was developed by SEL central staff members to measure SEL implementation by campus. Overall, the mean score was 52.2 out of a possible 68 points (standard deviation = 7.4; range: 17 to 68). The rubric was found to be reliable (17 items; $\alpha = .97$).⁵
- Implementation tended to be higher at elementary and high schools compared to elementary/middle, middle, and middle/high schools.

EQ3: What were the perceptions of SEL PD participants in 2022-23?

- The SEL Department provided 20 types of PD sessions across four categories. Overall, nearly all attendees (at least 98% across categories and questions) rated the PD they received positively (a three or four on a four-point scale), which is higher than 2021-22 (at least 91% across categories and questions)

EQ4: How did 2022-23 campus-level Climate Survey data vary by SEL implementation Level?

- Campuses with high SEL implementation at the high school level consistently had higher favorable rates on the campus-level Climate Survey compared to campuses with medium SEL implementation. At the elementary and middle school levels, evidence for an advantage for campuses with higher SEL implementation was mixed across survey scales (Table 1).
- Some changes over time also showed increases in favorable response rates over one year for high implementation campuses at the middle and high school levels. Conversely, medium implementation campuses generally showed decreases over time.

Table 1: 2022-23 Campus-level Climate Survey Favorable Response Rates by SEL Implementation Level

Outcome	2022-23			1-Year Change		
	High	Med	Low	High	Med	Low
Elementary Schools						
Clim PCE (%)	79.2	73.4	N/A	-2.0	-1.3	-
Clim TTT (%)	86.4	87.7	N/A	-4.6	3.3	-
Clim TPT (%)	82.5	74.2	N/A	1.1	-5.7	-
Middle Schools						
Clim PCE (%)	74.9	52.3	82.2	12.0	-7.7	-
Clim TTT (%)	81.7	69.0	73.9	12.1	-4.8	-
Clim TPT (%)	79.4	55.3	90.7	11.5	-9.2	-
High Schools						
Clim PCE (%)	83.9	57.6	N/A	29.3	1.8	-
Clim TTT (%)	89.3	71.7	N/A	19.2	-1.9	-
Clim TPT (%)	91.1	62.1	N/A	33.4	3.0	-

Source: Climate Survey: 06/15/22 (spring 2022) and 07/12/23 (spring 2023).
Note: Med = medium. % = percentage points. Clim = climate survey. PCE = Positive Culture and Environment. TTT = Teacher-Teacher Trust. TPT = Teacher-Principal Trust. - = no prior measure was available for change calculations. N/A = There were no low implementation elementary or high schools that completed the survey in 2022-23.

EQ5: How did 2022-23 student outcome data vary by SEL implementation level?

- Results provided some evidence of an advantage for higher SEL implementation campuses on student non-assessment outcomes. Results from the 2022-23 SEL student survey and Student Experience Survey (Table 2) showed that:
- Favorable response rates on the SEL student competencies were higher for high SEL implementation campuses than for medium SEL implementation campuses on three of the four competencies in middle schools (self-efficacy, self-management, and social awareness) in both Fall 2022 and Spring 2023.

⁴ Information obtained from program management, 07/10/23.

⁵ Cronbach (1951); 0.70 is considered acceptable, 0.80 is considered good, and 0.90 or higher is considered excellent. Only campuses implementation data were included in analyses.

- High implementation high schools had higher favorable response rates than low implementation high schools on self-management and social awareness in Fall 2022 and Spring 2023.
- Across all campus levels, favorable response rates on the Student Experience Survey were higher for high implementation campuses compared to medium and low implementation campuses across scales and overall).

Table 2: 2022-23 SEL Student Survey and Student Experience Survey Favorable Response Rates by 2021-22 SEL Implementation Level

Outcome	Fall 2022			Spring 2023		
	High	Med	Low	High	Med	Low
Elementary Schools						
Self-eff (%)	63.7	59.8	67.3	72.0	72.1	78.1
Self-man (%)	70.7	66.1	71.1	75.2	73.4	78.9
Soc Aw (%)	72.7	67.1	71.9	75.5	73.5	79.9
Sup Rel (%)	88.6	87.4	88.6	90.4	89.8	92.2
Stu Exp (%)	-	-	-	83.5	80.4	N/A
Middle Schools						
Self-eff (%)	66.5	60.0	N/A	56.7	54.3	N/A
Self-man (%)	79.8	74.5	N/A	68.5	67.5	N/A
Soc Aw (%)	74.1	68.8	N/A	60.5	59.2	N/A
Sup Rel (%)	85.4	84.8	N/A	82.6	84.0	N/A
Stu Exp (%)	-	-	-	87.1	70.7	73.9
High Schools						
Self-eff (%)	47.9	49.2	47.7	59.8	60.9	51.0
Self-man (%)	75.1	72.1	71.6	77.3	77.4	73.0
Soc Aw (%)	63.2	60.8	58.5	67.3	69.3	62.3
Sup Rel (%)	80.6	81.5	80.8	85.5	85.1	84.4
Stu Exp (%)	-	-	-	81.7	72.6	N/A

Source: SEL Survey data: 06/20/23. Student Experience Survey data: 07/12/23 (2022-23).

Note: Med = medium. % = percentage points. Eff = efficacy. Man = management. Soc Aw = social awareness. Sup Rel = supportive relationships. Stu Exp = student experience. - = survey was not administered. N/A = There were no low implementation middle schools that completed the SEL Student Survey and no low implementation elementary or high schools that completed the Student Experience Survey in 2022-23.

- There was no evidence of a relationship between SEL implementation level and students' growth level on the Northwest Evaluation Association (NWEA) EOY *Measures of Academic Progress Growth (MAP)* Mathematics and Reading for grade one and two students.

On the 2023 *State of Texas Assessments of Academic Readiness (STAAR)* 3-8 and *End-of-Course (EOC)* assessments:

- Low implementation campuses had higher Approaches Grade Level or Above (Approaches+) rates and higher Meets Grade Level or Above (Meets+) rates than medium and high implementation campuses on Grades Three through Five Reading and Mathematics, Grades

Six through Eight Reading and Mathematics, and Algebra I.⁶

- High implementation campuses had higher Approaches+ rates and higher Meets+ rates than medium implementation campuses on Grades Six through Eight Reading and Mathematics, Algebra I, and English I and English II.
- With some exceptions, across implementation levels and assessments, students demonstrated one-year rate increases at both the Approaches+ and Meets+ standards.

RECOMMENDATIONS

Continue to increase participation in the SEL implementation survey. In 2022-23, campus staff members were allowed to complete the SEL implementation survey as opposed to just campus SEL coordinators as in previous years. Although this did increase participation in the survey, there were still issues with low participation in the Fall survey. The department should promote the survey to campus staff members to further encourage participation in order to better understand SEL implementation on campuses.

Identify and provide support to campuses nearing the criteria for being considered in need of more intensive SEL support. In 2022-23, SEL support was only provided to campuses deemed in need based on a variety of criteria. As the manner in which the SEL department provides support to campuses continues to pivot, it will be important for the department to monitor schools nearing the criteria for needing intensive SEL support and provide support as needed so they do not exceed the minimum criteria for being considered "in need".

Support campus staff members to improve students' self-efficacy. Students' self-efficacy in 2022-23 as measured by the SEL Student Survey were generally lower than the other competencies, especially at the middle (54% in the Fall for medium implementation campuses) and high school levels (48% in the Fall for low and high implementation campuses). The SEL department should aim to provide support for teachers and campus staff members to increase students' self-efficacy throughout the school year and to drive improvements between Fall and Spring survey results.

Maintain efforts to monitor campus climate for campus staff members. High schools with higher SEL implementation consistently had greater favorable response rates on the district Climate Survey in 2022-23, with similar but less consistent results emerging for elementary and middle schools. SEL department staff should continue monitoring the campus climate for staff members across all

⁶ Public Education Information Management System (PEIMS) demographic data files dated 11/01/21 (2021-22) and district demographic file 05/22/23 (2022-23). STAAR data files dated 06/27/22 (2021-22) and

08/12/23 (2022-23). STAAR EOC data files dated 06/27/22 (2021-22) and 08/12/23 (2022-23).

levels to maintain the emerging pattern of higher satisfaction levels for higher implementation campuses.

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EXECUTIVE SUMMARY

In 2017, the Dallas Independent School District (ISD) hired Collier Educational Consulting to conduct an audit of the district special education (SPED) program (Collier, 2017). A key finding of the audit was that Emergent Bilinguals (EBs)¹ who were dually-identified as receiving SPED services (EBSPED) required additional, targeted supports. The report further highlighted the need to improve student identification and service provision for EBSPED students.

Thus, the Dual Language/English as a Second Language (DL/ESL) Department began collaborating with the Reading/Language Arts, Social Studies, and SPED Departments at the end of the 2017-18 school year to provide services for district EBSPED students. The purpose of this collaboration was to (a) develop and support embedded EBSPED differentiation for all learners in the general education curriculum; (b) facilitate collaboration among campus-based educators, administrators, parents, and EBSPED specialists; (c) assist campuses in planning and implementing services for EBSPED students at all grade levels; and (d) create and conduct professional development (PD).

The purpose of this report was to provide data for campus, program, and district stakeholders to determine the effectiveness of the EBSPED program in meeting the needs of EBSPED students in the Dallas ISD.²

Program Description

The EBSPED program aimed to support and assist EBSPED students and their teachers.³ Because EB and SPED services are not mutually exclusive, improving student identification and providing services and targeted support to EBSPED students continued to be an important focus for the district in 2022-23. In 2022-23, EBSPED program staff members created and conducted PD opportunities for teachers, administrators, and other campus-based staff members throughout the district to help ensure the success of EBSPED students.

Additionally, 11 campuses⁴ were targeted for extra EBSPED support because they had either:

- high numbers of enrolled EBSPED students, or

- high achievement gaps in 2022 *State of Texas Assessments of Academic Readiness (STAAR)* outcomes for EBSPED students compared to students in general education or to students in special education who were not EBs (NonEB SPED).

Program Staff and Funding

To meet the linguistic and special education needs of EBSPED students at the 11 campuses, \$1,927,104 in Title I funds were used to support multi-departmental leadership and provide 18 Instructional Specialists⁵ at these campuses.⁶

EVALUATION QUESTIONS/OUTCOMES

EQ1: How was the EBSPED Program implemented in 2022-23?

Students Served

Of the 68,751 EBs and 15,167 SPED students in the Dallas ISD, 6,584 (10% of EBs; 43% of SPED) were dually-identified as EBSPED in 2022-23, accounting for five percent of all district students ($N = 140,850$).

The distribution of students in most grades was comparable across all EB and SPED classifications. The percentage of EBSPED students by grade level ranged from two percent to 11 percent. Overall, the number of EBSPED students increased over the last two years (+21 percentage points).⁷

Professional Development

A total of 326 teachers and two administrators attended one or more of the 15 EBSPED-related PD sessions in 2022-23.

While the number of PD session topics varied, districtwide sessions accounted for the most sessions ($n = 10$) followed by campus-based sessions ($n = 5$).

- Ninety-six percent of PD participants reported that the PD session met their needs, which met the DL/ESL Department's goal of at least 85 percent.

¹ To align with state terminology changes made in the 2020-21 school year, Emergent Bilinguals has replaced the term English learners (ELs).

² This executive summary was adapted from Voss (2022).

³ For the evaluation of programs for district EBs and SPED students, see Voss (2023) and Sands (2023), respectively.

⁴ For a complete list of EBSPED supported campuses, see Appendix A of the full report (Voss, 2023).

⁵ The 18 EBSPED Instructional Specialists assisted campuses to plan and implement services designed to meet the needs of EBSPED students at all grade levels.

⁶ In addition to the 18 EBSPED Instructional Specialists funded through Title I, four EBSPED Instructional Specialists were funded through Title III.

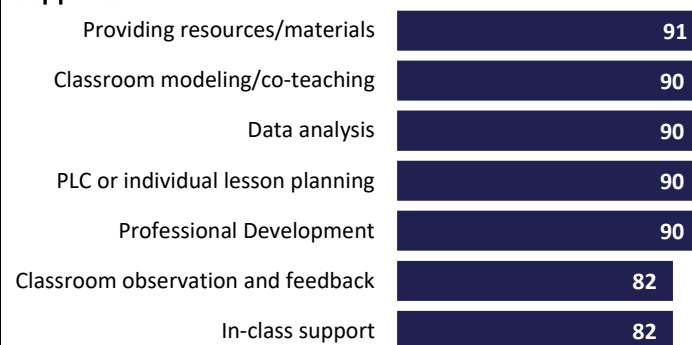
⁷ Additional student characteristics information can be found in the full report (Voss, 2023).

EQ2: What were stakeholder perceptions regarding EBSPEd services and training in 2022-23?

Key findings from the 2022-23 EBSPEd survey ($N = 25$; 60% response rate) include:

- Most staff members who worked with an EBSPEd instructional specialist in 2022-23 reported that they participated in PD that addressed the needs of EBSPEd students (73%).
- Most respondents indicated that the differentiated DL or ESL curriculum was very or extremely effective at meeting the needs of EBSPEd students (64%), which almost met the DL/ESL's goal of 65 percent.
- Respondents reported that the Language Proficiency Assessment Committee (LPAC) and Admission, Review, and Dismissal (ARD) committees:
 - collaborated frequently or very frequently (67%),
 - were a high or very high priority on their campuses (64%),
 - were at least moderately effective at collaborating (55%), and
 - were at least moderately important for student success (50%).
- The highest rate of respondents (47%) reported working with an EBSPEd specialist more than 10 times.
- Respondents most frequently reported that EBSPEd specialists provided PLC/individual lesson planning, resources/materials and in-class support (all 91%).
- All respondents rated one-on-one professional development, campus-wide professional development, and PLCs as very or extremely helpful.
- Most respondents reported that supplies and resources for classroom implementation (93%) and online resources (e.g., Ellevation, Rosetta Stone, Duolingo, Imagine Learning; 83%) were very or extremely helpful.
- Most respondents rated the supports they received from an EBSPEd specialist as very or extremely helpful (range: 82% to 91%; Figure 1).

Figure 1: 2022-23 EBSPEd Survey - Helpfulness of Supports



% Very or Extremely Helpful

Source: 2022-23 EBSPEd Survey, administered spring 2023.

Note: Full note information can be found in the full report (Voss, 2023). PLC = Professional Learning Community.

- Eighty-eight percent of respondents rated the aggregated helpfulness of all supports as very or extremely helpful, which met the goal of 77 percent.

EQ3: What were the assessment outcomes for EBSPEd students in 2022-23?

Texas English Language Proficiency Assessment System (TELPAS)

EBSPEd students. 2023 EBSPEd students overall did not meet the DL/ESL Department goal to see a three percentage-point increase in the rate of EBSPEd students who stayed the same or progressed on their *TELPAS* composite from 2022 to 2023 (rates decreased by 4%).

- 2023 *TELPAS* composite ratings for EBSPEd students at all grade levels tended to cluster in the intermediate level of English proficiency.
 - One- and two-year trends for *TELPAS* composite ratings varied. The largest decrease was in grades K to five over two years at the intermediate level (-8 percentage points), and the largest increase was in grades K to five over two years at the beginning level (+10 percentage points).
- For 2023 *TELPAS* level movement⁸, 59 to 65 percent of EBSPEd students remained at the same proficiency level. Additionally, EBSPEd students in grades one to five progressed at higher rates (1 to 5: 25%; 6 to 8: 15%; 9 to 12: 14%) and regressed at lower rates (1 to 5: 15%; 6 to 8: 20%; 9 to 12: 21%) than those in the higher grades.

⁸ 2023 *TELPAS* level movement rates reflect movement from 2022 to 2023.

- One- and two-year trends for TELPAS level movement⁹ varied. Progression rate changes ranged from a 10 percentage-point decrease (two years; grades 9 to 12) to a three percentage-point increase (two years; grades 6 to 8).

Dallas ISD EBSPEd students vs State and other large, urban Texas districts. In 2023, the rate of EBSPEd students in the Dallas ISD who achieved the higher English proficiency levels (Advanced or Advanced High) on TELPAS were (a) lower than the state and all regional comparison group rates for grades three to 12 and (b) were mixed for grades K to two.

TELPAS-Alternate (TELPAS-Alt)

EBSPEd students. Overall, 776 EBSPEd students took the TELPAS-Alt in 2023.

- Twenty percent of students earned the highest proficiency rating (basic fluency) on the 2023 TELPAS-Alt districtwide, a decrease of four percentage-points over one year and three percentage-points over two years.
- 2023 TELPAS-Alt proficiency rating movement¹⁰ patterns were different across the elementary, middle, and high school levels.
 - Forty-two percent of students overall progressed to a higher proficiency level and about a third remained at the same proficiency level. One- and two-year trends were mixed.

Dallas ISD EBSPEd students vs State and other large, urban Texas districts. In 2023, the rate of EBSPEd students in the Dallas ISD who achieved the higher English proficiency levels (Developing Independence or Basic Fluency) on TELPAS-Alt were (a) comparable to or higher than the state and most regional comparison group rates for grades three to 12 and (b) were mixed for grade two.

Measures of Academic Progress Growth (MAP)

For 2023 MAP mathematics beginning-of-year (BOY) to end-of-year (EOY) growth quintiles:

- EBSPEd students on the English version tended to cluster in the Low quintile at all grade levels (32% to 42%).
- EBSPEd students on the Spanish version tended to cluster in the High quintile (39%).

- From 2022 to 2023, one-year changes ranged from a 23 percent decrease (grades two to five, Spanish, Low quintile) to a 10 percent increase (grade 9, English, High quintile).

For 2023 MAP reading BOY to EOY growth quintiles:

- EBSPEd students on the English and Spanish versions tended to cluster in the Low quintile at all grade levels (English: 36% to 50%; Spanish: 43%).
- From 2022 to 2023, one-year changes ranged from a 24 percent decrease (grade one, English, Low quintile) to an eight percent increase (grade one and grade 9, English, High quintile).

STAAR/End-Of-Course (EOCs)¹¹

- For mathematics, 2023 rates of all EBSPEd students at the Approaches+ standard ranged from 44 percent (Math 6-8) to 52 percent (Algebra I), rates at the Meets+ standard ranged from 13 percent (Math 6-8) to 19 percent (Math 3-5), and rates at the Masters standard ranged from two percent (Math 6-8) to four percent (Math 3-5 and Algebra I).
- For reading, 2023 rates of all EBSPEd students at the Approaches+ standard ranged from 27 percent (English I and English II) to 32 percent (Reading 6-8), rates at the Meets+ standard ranged from eight percent (English I) to 10 percent (Reading 3-5 and English II), and rates at the Masters standard ranged from three percent (Reading 3-5) to zero percent (English I and English II).

Table 1: 2023 STAAR and EOC EBSPEd Ratings by Subject, Performance Standard, and Grade Level Grouping

	Tested	Approaches+	Meets+	Masters
Grade Level	N	%	%	%
Mathematics				
Math 3-5	1,627	46.3	18.5	4.2
Math 6-8	1,275	43.5	13.4	2.4
Algebra 1	637	51.6	15.7	3.9
Reading				
Reading 3-5	1,625	29.3	9.5	2.6
Reading 6-8	1,371	32.2	9.1	1.4
English I	785	26.5	8.2	0.3
English II	573	26.5	9.8	0.2

Source: STAAR, EOC, and demographic source files can be found in the full report (Voss, 2023).

Note: Rates include scores for STAAR and the first and second administrations of EOCs for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations.

⁹ One-year trends reflect level movement change from 2022 to 2023 (2023) as compared to level movement change from 2021 to 2022 (2022). Two-year trends reflect level movement change from 2022 to 2023 (2023) as compared to level movement change from 2020 to 2021 (2021).

¹⁰ 2023 TELPAS level movement rates reflect movement from 2022 to 2023.

¹¹ STAAR and EOC performance standards include Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters)

Dallas ISD EBSPEd students vs State and other large, urban Texas districts. District performance level rates of EBSPEd students on STAAR and EOCs were generally comparable or higher when compared to the state and most other Texas large, urban district rates.

STAAR Alternate 2 (Alt 2)

In 2023, 10 to 29 percent of students who took STAAR subtests and eight to 10 percent of students who took EOCs were administered the Alt 2 version.

Rates of students at the Approaches+ performance standard on the Alt 2 version ranged from 88 to 89 percent. When compared to the standard version, rates on the Alt 2 version were considerably higher on all tests. For example, across all grade levels, Alt 2 rates were higher by an average of 54 percentage points for mathematics, 61 percentage points for reading, and 56 percentage points for EOCs. Grade 5 STAAR mathematics (30 percentage-point difference) and Algebra I (40 percentage-point difference) had the smallest difference in rates, whereas grade 7 STAAR mathematics (72 percentage-point difference) had the largest difference.

Dallas ISD EBSPEd students vs State and other large, urban Texas districts. In 2023, the rate of EBSPEd students in the Dallas ISD who achieved the highest STAAR/EOC Alt 2 performance standard (Accomplished) were (a) higher than the state and all regional comparison group rates for STAAR Alt 2 and (b) were mixed for EOC Alt 2.

RECOMMENDATIONS

Continue using EBSPEd specialists in their current roles. In 2022-23, most survey respondents expressed positive views regarding the support and resources that they received from EBSPEd specialists. For example, 88 percent of respondents rated the helpfulness of all supports provided by the EBSPEd specialist as very or extremely helpful, which exceeded the DL/ESL department goal of 77 percent. Additionally, all respondents rated one-on-one PD, campus-wide PD, and PLCs received from EBSPEd specialists as helpful. Thus, EBSPEd specialists should continue to provide teachers with effective supports.

Continue efforts to improve the percentage of EBSPEd students earning the highest English proficiency ratings. 2023 EBSPEd students overall did not meet the DL/ESL Department goal to see a three percentage-point increase in the percentage of EBSPEd students who stayed the same or progressed on TELPAS composite from 2022 to 2023 (rates decreased by 4 percentage points). Additionally, district rates of EBSPEd students performing at the higher English proficiency levels on the TELPAS were comparable to or lower than the state and all other large urban Texas districts for grades three to 12. DL/ESL program staff members should continue their efforts to improve the rates of students progressing at least one level a year to narrow the gap with statewide results at the highest English proficiency levels.

Bolster efforts to improve assessment ratings of EBSPEd students. EBSPEd students generally clustered in the Low quintile for 2023 MAP BOY to EOY growth quintiles. When compared to the state and other large urban Texas districts, Dallas ISD EBSPEd rate comparisons on TELPAS for grades K to two and grades three to 12, TELPAS-Alt for grade two, and EOC Alt 2 were either mixed or lower than the state or other regional comparison groups. Thus, DL/ESL program staff members should examine their current efforts to improve the assessment ratings of EBSPEd students to identify areas for improvement and better support EBSPEd students.

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EXECUTIVE SUMMARY

The Dallas ISD Alternative Certification program (ISD AC) aims to prepare and certify new teachers who had not completed traditional teacher certification and to provide support and training to new teacher interns. Program applicants are screened for eligibility then go through a selection process. The final pool of candidates participates in content preparation (Phase I), pre-service training (Phase II) and an internship (Phase III).

In 2022-23, the Dallas ISD AC program received \$840,000 from the general operating budget and \$797,774 in Title II, Part A funds to supplement the recruitment, selection, training, and retention efforts.¹ The AC program also received \$894,445 in Elementary and Secondary School Emergency Relief (ESSER) funds to support the Dallas AC Teacher Pipeline and \$4,344,500 to support the External Alternative Certification Program Reimbursement Incentive.

PURPOSE AND METHODOLOGY

The purpose of this evaluation was to summarize context and process information through interviews with AC program staff members and analyze data for the 2022-23 AC interns (e.g., attendance, retention, and teacher survey data). Additionally, the evaluator analyzed program goals outlined in the (a) 2022-23 Dallas ISD Alternative Certification Program Title II, Part A Project Worksopce and (b) 2022-23 ESSER activity goals.

EVALUATION QUESTIONS/OUTCOMES

How was the Alternative Certification program implemented in 2022-23?

In 2022-23, the selection process for program candidates included three stages: (a) screening the applications for program eligibility; (b) inviting eligible intern candidates to participate in an online virtual interview process (HireVue); and (c) selecting the intern candidates.

The AC program was implemented by phase, cohort group, and timeline cycle (Table 1).

Table 1: 2022-23 Alternative Certification Program by Cohort, Phase, and Timeline Cycle

Cohort	Phase	Cycle
57	I	March 10, 2022 - May 31, 2022
	II	June 6, 2022 - July 14, 2022
	III	August 15, 2022 - June 23, 2023
58	I	August 18, 2022 - October 28, 2022
	II	November 7, 2022 - December 8, 2022
	III	January 2023 - January 2024
59	I	February 22, 2023 - May 26, 2023
	II	June 5, 2023 - July 10, 2023
	III	July/August 2023 - May/June 2024

Source: Dallas ISD Alternative Certification Webpage 12/05/22.

After applicants were accepted into the AC program, candidates attended an orientation and completed the following three phases of the program:

Phase I: Content Test Preparation

- Candidates participated in content test preparation, and guidance for the TExES² content test. Candidates were required to complete 30 hours of field-based and video-based observations.
- Candidates were required to attend content study group sessions. Each content area provided knowledge and pedagogy to improve performance on the TExES tests.
- Candidates were required to pass the applicable TExES content test corresponding with their designated certification pathway before proceeding to Phase II.

Phase II: Pre-Service Training

- Candidates engaged in a rigorous, research based pre-service training curriculum. Candidates were closely monitored through performance benchmarks to determine classroom readiness.

Phase III: Internship

- In 2022-23, candidates were not assigned a campus for their internship as in 2021-22. Instead, a job fair was held in November 2022, specifically for AC candidates. Applications for teacher positions were submitted to the campus of the candidate's choice and interviews were conducted with the campus principle.

¹ The funding amount was provided by Special Revenue Funds Management on 06/21/23.

² TExES refers to Texas Examinations for Educator Standards. These exams ensure that new teachers have the content knowledge and skills necessary for entry-level teachers in Texas public schools.

- Interns lead a classroom at the campus where hired, as full-time teachers of record for one year, with full compensation and benefits.
- Interns were required to complete 300 hours of coursework.
- Interns were assigned a field-facilitator (i.e., teacher effectiveness coordinator) and a campus-based mentor (teacher) to provide coaching and feedback. Teacher effectiveness coordinators observed interns at least three times during the internship.
- During observations, teacher effectiveness coordinators provided support and immediate feedback to allow interns to monitor progress and adjust their teaching practices.

AC Program Outcomes³

- A total of 1,346 applications were received in 2022-23, and 413 candidates (30.7%) enrolled in the program in 2022-23 (i.e., entered Phase I).
- A total of 150 interns were hired between summer 2022 and spring 2023 (i.e., entered Phase III; Cohort 57 and 58). This was an increase from the number of interns who were hired in 2021-22 ($n = 90$).
- A total of 116 interns completed the AC program between summer 2022 and spring 2023 (i.e., Cohort 56 and 57). This was an increase from the number of interns who completed the AC program in 2021-22 ($n = 52$).

Because certification tests are taken at the end of Phase I, the most recent data for the 2022-23 reporting year included participants in Phase 58 and 59, who completed certification tests between September 1, 2021, and August 31, 2022 (Table 2).

Table 2: Number of Certifications during the 2022-23 Reporting Year for the ASEP.

Certification Area	Interns (n)
Core Subjects EC-6	111
Social Studies 7-12	11
Science 7-12	16
Total	138

Source: Alternative Certification internal records provided 07/25/23.

Note: EC=Early Childhood. ESL=English as a Second Language. ELAR=English Language Arts and Reading. Certification tests were completed between September 1, 2021 and August 31, 2022.

AC Program Goals

Goals 1-3: From the 2021-22 to 2022-23 reporting years for the Accountability System for Educator Preparation (ASEP), there will be a 20 percent increase in the number of candidates passing the (a) Core Subjects EC-6 TExES exam on the first attempt; (b) Science 7-12 TExES exam on the first attempt; and (c) Social Studies 7-12 TExES exam on the first attempt.^{4,5}

From the 2021-22 to 2022-23 reporting years for ASEP:

- The number of interns who passed the Core Subjects EC-6 TExES exam on the first attempt increased from 49 to 73, which met the goal of a 20 percent increase. However, the rate of interns who passed on the first attempt decreased from 56 percent ($N = 87$) to 44 percent ($N = 165$).
- The number of interns who passed the Science EC-6 TExES exam on the first attempt increased from eight to 15, which met the goal of a 20 percent increase. In addition, the rate of interns who passed on the first attempt increased from 44 percent ($N = 18$) to 54 percent ($N = 28$).
- The number of interns who passed the Social Studies EC-6 TExES exam on the first attempt increased from seven to nine, which met the goal of a 20 percent increase. In addition, the rate of interns who passed on the first attempt increased from 37 percent ($N = 19$) to 64 percent ($N = 14$).

Goal 4: Through a research-based screening, selection process, and strategic recruitment,⁶ the Dallas ISD AC program will identify a diverse group of 200 interns to transition into the classroom for the 2022-23 academic year.

- In 2022-23, 150 interns were hired between summer 2022 and spring 2023 (i.e., entered Phase III; Phase 57 and 58), which did not meet the goal.

Teacher Retention

- The retention rate for interns who had completed the AC program in 2021-22 ($N = 52$)⁷ and continued to teach in the Dallas ISD at the end of the 2022-23 school year was 69 percent.
- The 2021-22 retention rate for teachers who completed the AC program trended downward compared to previous years [i.e., 2018-19 (66%, $n = 67$); 2019-20 (81%, $n = 26$), and 2020-21 (88%, $n = 45$; Figure 5)].

³ Data were reported for Phase 56-59 in 2022-23 and provided by AC program staff members on 07/19/2023.

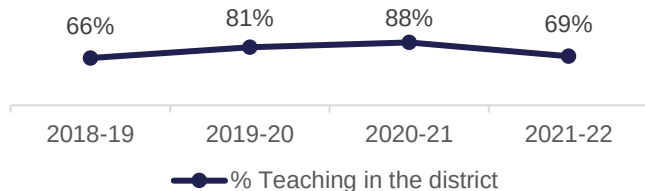
⁴ Data provided by AC program staff members on 07/19/2023.

⁵ AC program staff members helped AC candidates prepare for their exam and pass on the first attempt by providing content test preparation materials (E Publishing materials and Certify Teacher) for each content area.

⁶ Recruitment strategies included information sessions, job fairs, flyers, billboards, paid advertisements, social media postings, alternative certification website, etc.

⁷ This included interns from Phase 52, 53, 54, and 55.

Figure 5: 2018-19 through 2021-22 Retention Rates of Alternative Certification Interns



Source: Data from AC program staff received on 07/19/23 and district personnel file dated internal records retrieved 06/26/23.

Note: Previous data pulled from 2021-22 evaluation report (Zhang, 2022).

What was the perception of teachers who had completed the AC program in 2022-23?

Methodology

A teacher satisfaction survey was sent to 60 teachers in April 2023 who participated in the AC program during the 2022-23 school year. The purpose of the survey was to collect feedback about the training they received. A total of 34 teachers (57% response rate) responded to the survey.

The survey items asked teachers about their preparedness to: (a) plan instruction (i.e., lesson design); (b) implement instruction in the classroom, (c) establish a positive classroom environment, and (d) meet their professional responsibilities. Teachers also responded to two open-ended questions about challenges they faced in the program and their suggestions for improving the program in the future.

Results

- Survey data indicated that 82 percent of teachers felt the training received from the AC program had prepared them for classroom teaching.
- Eighty-eight percent of teachers were satisfied or very satisfied with the support provided by the campus mentor, and 97 percent of teachers were satisfied with the support provided by their field facilitator.

Regarding lesson design, most respondents agreed that they felt prepared after completing the AC program to:

- Ask questions that promote higher-order thinking skills (94%); measure student progress (91%); and create lessons aligned with state content standards (85%).

Regarding instruction in the classroom, most respondents agreed that they felt prepared after completing the AC program to:

- Encourage students to use various types of thinking (88%) and meet the diverse learning needs of all students through differential instruction (88%).
- Use content-specific pedagogy to deliver lessons aligned with state standards (85%); communicate effectively with the parents of my students (82%); and

show how learning objectives are related to other content areas (82%).

Regarding classroom environment, most respondents agreed that they felt prepared after completing the AC program to:

- Create an accessible learning environment for students (91%); create efficient procedures and routines for students in my classroom (85%); and set clear behavior standards for students in my classroom (85%).

Regarding professional responsibilities, most respondents agreed that they:

- Follow the Code of Ethics and Standard Practices for Texas Educators (97%); follow the Dallas ISD's professional standards (94%); set professional goals using feedback (88%).

Challenges

Teachers were asked about the biggest challenges they encountered during their participation in the AC program ($N = 25$). The most common theme regarding challenges was related to training content (48%; $n = 12$).

- Some respondents felt that some training content from Phase I and Phase II of the AC program were not relevant to the internship during Phase III.
- In addition, they reported that class scenarios presented during the training did not always reflect what teachers faced in the classroom. They also felt they needed more training about differentiation and more instruction on content to prepare for certification tests.

The second most common theme regarding challenges was related to time management (40%, $n = 11$).

- Some respondents reported that they struggled with balancing their personal responsibilities with work, the training program, and meetings.

Suggestions

Teachers were also asked about their suggestions to improve the AC program in the future ($N = 24$). The most frequent theme was related to training resources they received in the AC program (63%; $n = 15$).

- Respondents suggested (a) replacing the Certify Teacher program because it was not helpful as they hoped, (b) using more real-life classroom scenarios and role play, (c) including classroom resources, (d) using more hands-on teaching strategies, and (e) including more engaging sessions and workshop/course on essay writing.

The second most common theme regarding suggestions was related to the support they received in the AC program (25%, $n = 6$).

- Respondents encouraged program staff to (a) provide additional support for participants who are experiencing extenuating circumstances, (b) provide training for how to support Emergent Bilingual students, and (c) have more facilitators who can provide social emotional support for new teachers.

What were the context and outcomes of the ESSER-Funded activities in 2021-22?

The Dallas AC Teacher Pipeline

- The Dallas AC Teacher Pipeline supplemented the AC program costs of approximately 40-50 Bilingual, 20-30 Mathematics, 20-30 Science and 20-30 Special Education teachers and teachers in other areas of high need (e.g., 10-15 secondary ELAR teachers), along with test preparation and supports.
- The AC program staff members set a goal that they would hire 160 interns (i.e., 80 from Phase 57 and 80 from Phase 58) during the 2022-23 school year.
 - In 2022-23, 81 interns were hired in Phase 57 and 69 interns were hired in Phase 58, which partially met the goal.
- The AC program staff members also set a goal that the overall pass rate of all certification tests will increase by 10 percent for all phases that start in 2022-23. However, because the 2022-23 reporting year for ASEP only includes certification tests that were completed in 2021-22, this goal could not be measured yet.

The External Alternative Certification Program Reimbursement Incentive

- The External Alternative Certification Program Reimbursement Incentive provided up to \$4,000 for all new teachers onboarded before November 1, 2022, to encourage candidates to join the Dallas ISD.

- The AC program staff members set a goal that the teachers applicant pool will increase 400 additional teacher applicants for the year.
 - In 2022-23, 1,346 applications were received for the AC program, compared to 443 in 2021-22, which met the goal.

RECOMMENDATIONS

Continue efforts to increase the number of participants in the AC program. In 2022-23, the AC program received 1,346 applicants and 116 interns completed the program, which were both greater than 2021-22. Most teachers who participated in the program had positive responses about the training they received. This indicates that the AC program made progress towards recruiting and preparing new teachers who had not completed traditional teacher certification.

Continue efforts to increase both the number and rate of interns passing their certification test on the first attempt. In 2022-23, the AC program met all three goals of increasing the number of interns passing the TExES exam on the first attempt. As the number of participants in the AC program increases, it is important that the program continues to provide quality support so that the number and rate of interns passing on the first attempt trends upward over time.

Ensure that participants in the AC program receive sufficient support to be successful as district teachers. Respondents on the AC teacher survey indicated that AC program staff members should strengthen the connection among all three phases in the program, such as providing more training on what they to expect in the classroom, additional preparation for certification tests, and providing more emotional support for new teachers.

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EXECUTIVE SUMMARY

In the Dallas Independent School District (ISD), the Multi-Tiered Systems of Support (MTSS) framework is used to identify students who are struggling in the areas of academics,¹ language,² and/or engagement.³ Support for these students is provided in a tiered manner depending on the needs of each student.

- Tier 1 support is the foundation for all other supports and optimizes the likelihood that all students will achieve success in school.
- If students require additional support beyond Tier 1, they receive Tier 2 services, which include selected interventions and specialized instruction based on universal screening.⁴
- Students who respond favorably to Tier 2 services are returned to Tier 1. Students who do not respond favorably receive Tier 3 services (i.e., more intensive, frequent, and individualized interventions).
- Students who continue to struggle in Tier 3 are referred by the campus Student Support Team (SST) for specialized services outside MTSS.

Beginning in 2019-20, the Dallas ISD began using the *Measures of Academic Progress Growth (MAP)* reading and mathematics assessments as universal screeners to measure academic achievement and growth over time. Beginning in 2020-21, these nationally normed, standardized computer adaptive⁵ achievement tests were administered at the beginning-, middle-, and end-of-year (BOY, MOY, and EOY, respectively) to students in grades one to nine.⁶ The MAP assessments are used by MTSS to strengthen Tier 1 instruction and were partial determinants of which tier of support each student receives.⁷ Specific interventions provided to each student are aligned with individual MAP data. Progress monitoring is also used to inform SST decisions about whether to provide more or less intensive tier interventions.

The purpose of this evaluation is to examine the nature of the MTSS framework in 2022-23, including implementation, professional development (PD) sessions, perceptions of campus-based staff members, characteristics of students served by the program, and student assessment outcomes in relation to MTSS implementation. The evaluation also examines relevant Title II workscope goals.⁸

The 2022-23 budget for the MTSS program totaled \$577,626 in Title II funding, the same amount as in 2021-22 (Kim, 2022).

EVALUATION QUESTIONS/OUTCOMES

How was MTSS implemented in 2022-23?

During the 2022-23 school year, the administration of the Dallas ISD MTSS framework was supported by one program director, two coordinators, and one data analyst.⁹ Under the leadership of the program director, the coordinators and data analyst supported campus staff members through year-round virtual and in-person PD activities, management of PowerSchool MTSS Intervention Module, development of intervention resources, and providing guidance and resources.

The MTSS department also worked with Racial Equity Office to serve students with reading difficulties using 32 reading interventionists.¹⁰

The MTSS program staff members and four lead reading interventionists were invited to complete a survey that included open-ended questions regarding their perceptions of the implementation of MTSS in 2022-23.

- The respondents described the MTSS department as highly collaborative, always seeking to enhance capacity around MTSS and its essential components while remaining flexible and adaptable to meet the district's needs.

¹ Academics include issues related to reading and mathematics.

² Language includes issues related to listening, speaking, reading, and writing across all content areas.

³ Engagement includes issues related to academic disengagement, aggression, attendance, bullying, disruption to the classroom environment, and personally destructive behavior.

⁴ Universal screening is the process of assessing all students to identify those who exhibit lower than expected academic outcomes.

⁵ The difficulty of each question is determined by how students perform on previous questions. Answering correctly leads to more difficult questions, whereas answering incorrectly leads to easier questions.

⁶ In 2019-20 MAP was not given at EOY because of the COVID-19 pandemic. MAP was not administered to grade one students until 2020-21.

⁷ Other factors used to determine tier placement include existing assessments (i.e., Demonstrations of Learning, *State of Texas Assessments of Academic Readiness*, *Texas English Language Proficiency Assessment System*, Dallas ISD's *Assessments of Course Performance*, teacher created assignments, etc.) and teacher observations. Campus personnel, not central staff members, are responsible for tier assignment.

⁸ A detailed methodology is available in the full report (Kim, 2023).

⁹ A detailed description of the MTSS program staff members is available in the full report (Kim, 2023).

¹⁰ More details regarding the impact of MTSS reading interventions can be found in Kim (2023).

- Few challenges discussed by respondents were related to the user-friendliness of the PowerSchool platform and the need for additional support and accountability from school leadership. Suggestions to enhance student success included investing in a versatile platform, fostering a data-driven culture among teachers, and ensuring accountability at each campus.

Year-Round Virtual and In-Person PD Activities

Between July 19, 2022 and June 1, 2023, 2,661 Dallas ISD staff members attended one or more MTSS-related trainings.

The most frequently attended sessions were related to *MAP Growth* and *MAP Reading Fluency* and 467 participants completed at least one of the self-paced online sessions related to the MTSS framework or *MAP*.

What were Dallas ISD staff member perceptions regarding the procedures, training, and support from the MTSS Department in 2022-23?

From February 27 through March 24, 2023, the 2022-23 MTSS Feedback Survey (20 items) was sent out to 2,100 district staff members who had participated in at least one MTSS-related training during the 2022-23 school year. A total of 551 (26%) provided at least partial responses. In addition, the MTSS staff members sent out an anonymous survey link to potential respondents to increase the number of respondents, resulting in 33 individuals at least partially completing the survey ($N = 584$).

- Teachers accounted for 72 percent of respondents, and the highest percentage of respondents (56%) reported participating in one or two MTSS training sessions in 2022-23.
- In addition to MTSS training, respondents most often indicated that they learned more about the MTSS framework from the Dallas ISD MTSS website and speaking with colleagues who received MTSS training.

MTSS Knowledge

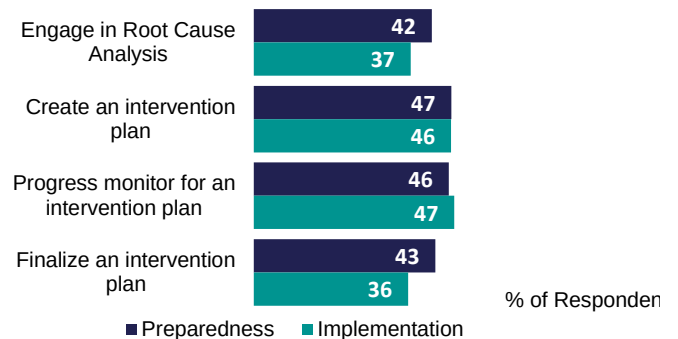
- More than half of respondents reported having a moderate or great amount of knowledge about the purpose of MTSS (56%) and using *MAP* as a universal screener (55%).
- However, less than half of respondents reported a moderate or great amount of knowledge of academic, engagement, and language interventions (43%).

Implementation of MTSS

- Sixty seven percent of training participants either agreed or strongly agreed that they are proficient with implementing the MTSS framework to support students who struggle academically, therefore, the workscope goal of 80 percent was not met.

- The highest percentage of respondents reported they used academic interventions often or very often (37%) followed by engagement (26%) and language (23%).
- While 42 to 47 percent of respondents reported that support from the MTSS department prepared them (well or very well) to implement various elements of MTSS, comparatively fewer respondents reported that they implemented these elements often or very often except for progress monitor for an intervention plan (Figure 1).

Figure 1: Preparedness to Implement and Frequency of Implementation of Four MTSS Framework Elements



Source: 2022-23 MTSS Feedback Survey.

Note: Preparedness responses include ratings of “Well” and “Very Well”. Implementation responses include ratings of “Often” and “Very Often”. Excludes responses indicating that the questions are not applicable. Excludes responses indicating that the questions are not applicable; therefore, *Ns* vary by survey item. *Ns* per survey item are provided in the full report (Kim, 2023).

Usefulness of MTSS Training

- Overall, feedback on the usefulness of MTSS-related training sessions were more positive for those who attended two or more sessions (67% to 68%) compared to those who attended only one session (36% to 43%).
- When asked what improvements could be made to support they received from the MTSS department ($N = 134$), the most common themes were the desire for (a) proper MTSS trainings, (b) the need for direct support, and (c) more ongoing and frequent trainings.

Perceptions about MTSS Implementation

- Forty five percent of respondents indicated that they thought MTSS was implemented moderately or very effectively on their campuses in 2022-23.
- Of the 134 participants who suggested ways to improve the implementation of MTSS on their campus, more than a third of these respondents indicated a need for more in-person trainings on their campus and support for teachers, administrators, and counselors on how to use the MTSS tool effectively and consistently.

Perceptions about the PowerSchool MTSS Intervention Module

- Less than half of survey respondents who reportedly used PowerSchool MTSS Intervention Module reported that they were moderately or very satisfied with (a) its user-friendliness (45%) and (b) the amount of time required to use the module efficiently (42%).
- When asked to describe how the PowerSchool module had been helpful ($N = 102$), the most common theme was that the module was a valuable resource for knowledge enhancement, structure, and support in meeting students' diverse needs (21%).
- Respondents were also asked to describe how the PowerSchool module can be improved ($N = 78$). The most frequently articulated theme was that they needed more comprehensive training along with clear instructions and ongoing support to enhance usability and effectiveness of the PowerSchool module (34%).

Which Dallas ISD students were served by the MTSS program in 2022-23?

Districtwide Use of MAP Assessments

- In 2022-23, between 62 percent (grade 9 at EOY) and 92 percent (grade 8 at BOY) of students were tested on the MAP assessment for reading.
- In 2022-23, between 60 percent (grade 9 at EOY) and 95 percent (grades 4 at BOY) of students were tested on the MAP assessment for mathematics.

Tier 2 and Tier 3 Interventions

The number of Tier 2 and Tier 3 academic intervention plans¹¹ by subject can be found in Table 1.

- In 2022-23, 19,064 Tier 2 intervention plans were created in the PowerSchool, and of these, 8,064 plans (42%) were at least partially implemented and monitored¹² for 5,722 students.
- In 2022-23, 2,325 Tier 3 intervention plans were created in PowerSchool, and 1,245 Tier 3 intervention plans (54%) were at least partially implemented and monitored for 1,049 students.
- From 2021-22 to 2022-23, the number of students assigned with Tier 2 or Tier 3 intervention plans increased.
- Consistent with 2021-22, a greater proportion of plans focused on reading than mathematics at both tiers.

Table 1: 2021-22 to 2022-23 Dallas ISD Tier 2 and Tier 3 Academic Intervention Plans by Subject

	Total	Reading		Mathematics	
Tier	<i>N</i>	<i>n</i>	%	<i>n</i>	%
2022-23					
Tier 2	7,481	4,769	63.7	2,712	36.3
Tier 3	1,049	901	93.0	68	7.0
2021-22					
Tier 2	4,142	2,996	62.1	1,826	37.9
Tier 3	683	694	94.7	39	5.3
2021-22 to 2022-23 Change					
Tier 2	3,339	1,773	1.6	886	-1.6
Tier 3	366	207	-1.7	29	1.7

Source: PowerSchool MTSS Intervention Module database, 08/16/23.
Note: Data represent the number of plans. Because students could have multiple plans, students could be represented in multiple cells.

Tier 2 included more Hispanic ($n = 4,026$) than African American ($n = 1,364$) and White ($n = 150$) students. Tier 3 included more African American students ($n = 736$) than any other racial groups.

Compared to districtwide demographics (71% Hispanic and 20% African American), proportionally fewer Hispanics students (70% Tier 2 and 26% Tier 3) and proportionally more African American students (24% Tier 2 and 70% Tier 3) received a tier plan overall.

Most students with an intervention plan only had one plan (Tier 2: 62%; Tier 3: 89%). Over the past two years, there has been a decline in the rate of students who had only one plan, whereas the rate of students who had multiple plans had increased for Tier 2 and Tier 3.

Finally, 32 percent of classroom teachers had progress monitored intervention plans in the MTSS Intervention Module. Thus, the workscope goal of 45 percent was not met.¹³

What was the relationship between MAP Growth assessment scores and MTSS implementation in 2022-23? ¹⁴

Because of smaller numbers of Tier 2 and Tier 3 students compared to Tier 1 students, results in this section should be viewed with caution.

RIT Scores

For English and mathematics, the mean RIT scores for Tier 2 and Tier 3 students were lower than Tier 1 students at each MAP administration window. However, Tier 2 and Tier 3 students experienced more gains from BOY to EOY.

¹¹ Tier was defined as the highest tier attained by a student during the entire year for a subject, regardless of how long or how many times the student remained at any one tier.
¹² An intervention plan was considered at least partially implemented and monitored if the student completed the assessment chosen by the teacher for the intervention at least once.

¹³ The total number of classroom teachers includes teachers with a valid employee identification number in the 2022-23 district course files.
¹⁴ Detailed methodology is available in the full report (Kim, 2023).

- Tier 1 students: +4 to +6 points for English reading and +8 to +10 points for mathematics from BOY to EOY.
- Tier 2 and Tier 3 students: +5 to +10 points for English reading and +8 to +11 points for mathematics from BOY to EOY.

For Spanish reading, the mean RIT scores for Tier 2 and Tier 3 students were generally higher than Tier 1 students at each MAP administration window. Tier 2 and Tier 3 students experienced either the same or lower gains than Tier 1 students except for students in the low achievement quintile.

- Tier 1 students: +6 to +15 points for Spanish reading from BOY to EOY.
- Tier 2 and Tier 3 students: +7 to +10 points for Spanish reading from BOY to EOY.

CGP Scores

Overall, students with the greatest needs (i.e., Tier 2 and Tier 3 students in lowest performing achievement quintiles) tended to benefit from the additional tiered support from the MTSS program.

- For English reading, Tier 2 and Tier 3 students in the low or low average achievement quintiles 'exceeded'¹⁵ MAP targets at a higher rate (48% and 35%, respectively) than Tier 1 students (33% and 31%, respectively) from BOY to EOY.
- For mathematics, Tier 2 and Tier 3 students in the low or low average achievement quintiles 'exceeded' MAP targets at a similar or slightly higher rate (44% and 46%, respectively) than Tier 1 students (40% and 41%, respectively) from BOY to EOY.

RIT Score Thresholds

The percentage of Tier 2 and Tier 3 students who met the threshold increased from 43 percent at BOY to 48 percent at EOY, whereas the percentage of Tier 1 students remained nearly unchanged from BOY to EOY. Over the past two years, the rate of students who met the threshold has increased across all assessment windows.

RECOMMENDATIONS

Continue to provide robust support to teachers in implementing Tier 2 and Tier 3 interventions. Despite increased creation of Tier 2 and Tier 3 plans in the PowerSchool Module, reported implementation and monitoring rates were still low. Feedback underscored the need for ongoing practical MTSS training with a user-friendly approach. Thus, MTSS program staff members should provide training with particular focus on implementation of Tier 2 and Tier 3 interventions and monitoring.

Continue monitoring MAP Growth progress among Tier 2 and Tier 3 students. Tier 2 and Tier 3 students in the lowest performing achievement quintiles showed comparable or even greater growth in English reading and mathematics from BOY to EOY compared to Tier 1 students in the same quintiles. Stakeholders should refine the assignment of Tier 2 and Tier 3 plans to ensure that an increasing number of students facing academic challenges receive the essential additional support and benefit from the interventions.

Enhance the frequency of comprehensive on-campus training. Providing regular training sessions addressing different aspects of MTSS will improve confidence and implementation. Additionally, stakeholders could benefit from more opportunities for hands-on experience with the MTSS platform, access to additional resources during training, and increased availability of on-site support from MTSS staff members. Offering comprehensive trainings that guide users through the PowerSchool module's functionalities will improve ease and understanding of MTSS implementation.

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The complete list of references can be found in the full report (Kim, 2023).

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¹⁵ "Exceeded" includes students who achieved high average or high growth on MAP Growth assessment.

EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) provides campus-based services across the district for students who have been identified with dyslexia.¹ The stated mission of the Dallas ISD Dyslexia Services department is “to assist students with dyslexia in the achievement of independent literacy skills by providing service and support to students, their parents, and school personnel through identification, instruction, and community awareness.”²

The purpose of the evaluation was to examine a) program implementation, b) stakeholder perceptions, and c) program outcomes.³

Program Components

Student Programming

The student programming offered by the department include the *Wilson Reading System*, the *Esperanza Spanish Language Program*, *Lexia PowerUp Literacy*, the Multisensory Teaching Approach/Alphabetic Phonics (MTA/AP), and *Wilson Foundations*. At the elementary school level, students participate in services for 45-minutes, four days a week, in groups of ten to 15 students. At the high school level, students participate in services for 180-minutes per week, in groups of ten to 15 students.

Dyslexia Services Staff Members

Dyslexia evaluators (*N* = 24) identify student needs and prescribe appropriate accommodations and services to students. Evaluators conduct both formal and informal evaluations for dyslexia identification as well as manage and compile all required records and documentation for the process. Evaluators also serve as a liaison between the campus Section 504 chairperson and the district Section 504 coordinator and supervisor providing dyslexia assessment data to these individuals. Additionally, evaluators often conduct campus visits to ensure students receive dyslexia services in accordance with state and local mandates.

Dyslexia interventionists are certified teachers with specialized training who work with identified students to provide supplemental multisensory instruction. Dyslexia interventionists continually assess the achievement levels of identified students and train campus teachers to provide effective curricular accommodations for those identified students, according to the guidelines established in the Individual Accommodations Plan (IAP) or Individual Education Plan (IEP). Additionally, dyslexia interventionists

work with and train classroom teachers in the MTA/AP program

In 2022-23, the dyslexia services department employed 192 lead (*N* = 49) and non-lead (*N* = 143) staff (Table 1). Most of the lead (89.8%) and non-lead (88.1%) staff were female. The largest proportion of lead staff were Hispanic (44.9%), and the largest proportion of non-lead staff were African American (42.7%).

Table 1: 2022-23 Characteristics of Dyslexia Services Department Staff Members

	Lead dyslexia interventionists and dyslexia evaluators (<i>N</i> = 49)	Non-lead dyslexia interventionists (<i>N</i> = 143)
Sex		
Female	89.8	88.1
Male	10.2	11.9
Race/Ethnicity		
African American	24.5	42.7
Hispanic	44.9	39.9
White	30.6	15.4
Other/Missing	0.0	2.1
Highest Degree Earned*		
Associate's	0.0	0.7
Bachelor's	51.0	55.2
Master's	40.8	39.2
Doctoral	0.0	0.7
Other/Missing	8.2	4.2
Number of Years in the District		
Less than 1	2.0	0.7
1-5	10.2	20.3
6-10	28.6	32.9
10+	59.2	46.2

Source: Dallas ISD Dyslexia Services staff roster provided 12/13/22. Dallas ISD Human Capital Management (HCM) personnel file dated 03/28/23.

Note: * Staff educational attainment is based on highest reported degree at the time of hire. Percentages may not add to 100.0 because of rounding.

Budget

The total 2022-23 budget for the Dyslexia Services department was \$18,346,430 which included \$11,574,830 from the district general operating funds and \$6,771,600 from Elementary and Secondary School Emergency Relief (ESSER) funding.

Program Goals

The district budgeted approximately \$33.8 million aimed at improving and expanding dyslexia services in middle and

¹ For information on dyslexia screening, evaluation, and identification, please refer to the TEA Dyslexia Handbook found at <https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

² <https://www.dallasisd.org/Page/74987>. Link retrieved 09/27/2021.

³ Portions of this report were replicated or adapted from Mastrogiovanni, 2022.

high schools. The overall goal of these efforts was to achieve three performance objectives related to student achievement, dyslexia training program, and campus and community engagement. The following are the district's performance objectives for these activities:

1. Increase the department *Word Identification and Spelling Test (WIST)* student scores which measures the standard scores for the Fundamental Literacy Ability Index (FLAI) and the Sound Symbol Knowledge (SSK). The two goals are, by 2022-23 end-of-year (EOY), the 2021-22 targets for FLAI and SSK standard scores will increase from 75.6 to 79.3, and from 78.75 to 82.7, respectively.
2. Out of the 33 dyslexia interventionists assigned to middle and high school campuses; 33 (100%) will complete the *Wilson* Dyslexia Practitioner certification, and 12 of the 33 (36.4%) will complete the *Wilson* Dyslexia Therapist certification by 2024-2025.
3. Dyslexia interventionists will conduct campus professional development (PD) and informational parent meetings per campus, twice a year and as needed for dyslexia awareness month in October by 2022-23 EOY.

EVALUATION QUESTIONS/OUTCOMES

How were Dyslexia Trainings and Services implemented?

As part of the department's overarching goal of early identification, the department implemented a variety of strategies to ensure future academic success for all students. These strategies included employing dyslexia interventionists and evaluators, providing students various programming services, and offering an assortment of trainings.

Program Context

- As a result of moving evaluations to a single pathway for identification under the Individuals with Disabilities Act (IDEA), the department saw a decrease in the number of evaluations coming through Section 504. In 2022-23, six evaluators worked with the Special Education (SPED) department to offer support with conducting full individual evaluations under the new single pathway.
- The department had 22 staff vacancies. To offer additional supports, seven dyslexia evaluators worked part-time in classrooms to off-set potential impacts of these vacancies.
- The department hosted a parent event in addition to the parent trainings offered at the campuses.
- The department honored staff accomplishments and achievements by hosting an end of year celebration.

Professional Development Trainings

- In 2022-23, the department central staff members were offered a variety of PD trainings.

- Trainings typically covered the following topics: 1) Student Programming, 2) Department Overviews, Policies, and Procedures, 3) Region 10 Dyslexia Academy Trainings, 4) Assessment and Data Tracking Trainings, and 5) TEA Dyslexia Trainings: Handbook, HB 1886, and Single Pathway for Evaluations.

Dyslexia Services Training Program

- The department is on track to meet their ESSER Training Program objective by 2024-25.
- Of the 33 ESSER-funded dyslexia interventionists, 27 (81.8%) completed Practitioner Level certifications and three (9.1%) completed Therapist Level certifications.

Campus and Community Engagement

- The department met their ESSER Campus and Community Engagement performance objective.
- The department reported 287 parents attended in the fall and 368 parents attended in the spring.
- The department reported 3,325 campus staff attended in the fall and 4,551 attended in the spring.
- Overall, 89 percent to 96 percent of staff who attended the spring campus PD indicated positive perceptions of the trainings.

Students Served

- In 2022-23, 8,058 (5.8%) students in the district were identified with dyslexia, compared to 7,703 in 2021-22 (Table 2).
- Students with dyslexia had a larger proportion of male students (56.8%) and SPED students (45.5%), and a smaller proportion of Emergent Bilingual (EB) students (45.6%) compared to the district.
- Out of the 8,058 students identified with dyslexia, 5,734 students participated in department programming. The highest percentage of students participated in the *Wilson Reading System* program (84.6%).

Table 2: 2022-23 Characteristics of Students with Dyslexia

	Students with Dyslexia (N = 8,058)	
	n	%
Sex		
Female	3,484	43.2
Male	4,574	56.8
Race/Ethnicity		
Hispanic/Latino	5,888	73.1
African American	1,475	18.3
White	515	6.4
Other/Missing	180	2.2
Special Student Groups		
Econ. Dis.	6,831	84.8
Emergent Bilingual	3,674	45.6
Special Education	3,664	45.5

Source: SIS demographic file dated 05/12/23.

Note: Econ. Dis. = Economically Disadvantaged. Percentages may not add to 100.0 because of rounding.

What were the non-lead dyslexia interventionists' perceptions of the Dyslexia Services department?

Of the 143 non-lead dyslexia interventionists invited to complete the Dyslexia Services Satisfaction survey, 79 (55.2%) completed the survey. Overall, 84.7 percent to 93.1 percent reported positive perceptions of the department.

Core 4 Responses

Overall, 83 percent of staff were satisfied with the quality of customer services provided by the department. 81 to 88 percent of staff indicated that the department was fast, flexible, friendly, and focused.

Barriers to Service Implementation

Staff indicated that large caseloads ($n = 16$; 34%) and cross-departmental disruptions ($n = 10$; 21%) were the primary barriers of implementation.

Supports Needed from Department

Staff indicated that they needed the department to provide additional support in the following areas: support facilitating cross-departmental collaboration ($n = 7$; 16%), offering additional trainings ($n = 5$; 11%), having time dedicated during the week to planning and preparation ($n = 3$; 7%).

Perceived Factors Impacting Student Success

Staff most often attributed positive factors impacting student success to the department's/supervisor's eagerness to help ($n = 13$; 28%), the value of the staff trainings ($n = 12$; 26%), and the access to materials ($n = 9$; 19%).

Staff most often attributed factors adversely impacting student success to large caseloads ($n = 11$; 26%) and number of books students are required to complete annually ($n = 8$; 19%).

What were the achievement outcomes for students with dyslexia?

Word Identification and Spelling Test

- EOY *WIST* results indicated all grade levels demonstrated increases in the percentage of students achieving the average or above FLAI and SSK standard score ratings (Table 3).
- Increases ranged from 7.7 percentage-points (grade 11) to 21.3 percentage-points (grade 3) on the FLAI ratings and ranged from 7.7 percentage-points (grade 11) to 31.9 percentage-points (grade 9) on the SSK ratings.

Table 3: 2022-23 Percentage of Students Attaining *WIST* Average or Above Standard Score Ratings by Grade Level

Grade Level	BOY %	EOY %	BOY to EOY % Point Δ
FLAI Standard Score			
2	2.6	19.4	16.8
3	7.3	28.6	21.3
4	15.4	35.7	20.3
5	25.0	39.6	14.6
6	11.7	25.0	13.3
7	13.2	25.8	12.6
8	11.2	21.7	10.5
9	17.1	33.6	16.5
10	26.2	39.5	13.3
11	15.4	23.1	7.7
SSK Standard Score			
2	0.5	14.7	14.2
3	6.6	27.7	21.1
4	11.0	31.8	20.8
5	21.4	47.7	26.3
6	16.4	47.5	31.1
7	33.0	51.6	18.6
8	28.8	52.2	23.4
9	24.8	56.7	31.9
10	45.2	62.8	17.6
11	23.1	30.8	7.7

Source: Dallas ISD Dyslexia Services *WIST* data files provided 01/17/23 (BOY) and 07/18/23 (EOY). SIS demographic file dated 05/12/23.

Note: Δ = Percentage points difference. Results include data for students with scores at least six months between BOY and EOY. In 2022-23, *WIST* test version data was not collected by the department.

- The department met their ESSER Student Achievement performance objective for the SSK standard score⁴ but did not meet their performance objective for the FLAI standard score.
- One out of six grade levels (grade 10) achieved the FLAI performance objective scoring equal to or greater than 79.3 and five grade levels (grades 6 through grade 10) achieved the SSK performance objective scoring equal to or greater than 82.7.

NWEA Measures of Academic Progress

- On the EOY Reading English *MAP* assessment, grades two, three, and nine demonstrated increases in the percentage of students at the Average Achievement Quintile or above from BOY to EOY (+1.6% to +8.5%) (Table 4).
- On the EOY Reading Spanish *MAP* assessment, grades three and four demonstrated increases in the percentage of students at the Average Achievement Quintile or above from BOY to EOY (+4.6% to +7.1%).
- The percentage of students with dyslexia performing at the Average Achievement Quintile or above on the EOY Reading English and Spanish assessments was lower than the district across all grade levels.

⁴ The 2022-23 *WIST* performance objective targets were students to achieve an average EOY FLAI standard score of 79.3 or greater and an average EOY SSK standard score of 82.7 or greater.

Table 4: 2022-23 BOY to EOY MAP Reading Average Achievement Quintile or Above Rates by Grade Level and Test Language

Grade Level	BOY		EOY		Diff. %
	N	%	N	%	
Reading (English)					
1	144	35.4	158	27.8	-7.6
2	382	20.4	401	28.9	8.5
3	546	26.6	560	31.1	4.5
4	588	32.1	594	30.3	-1.8
5	608	32.4	612	28.8	-3.6
6	852	22.7	853	17.8	-4.9
7	672	19.8	657	19.5	-0.3
8	567	19.6	520	16.7	-2.9
9	496	20.0	421	21.6	1.6
10	*	*	-	-	-
11	*	*	-	-	-
Reading (Spanish) ^a					
1	126	38.1	117	29.1	-9.0
2	252	29.8	246	28.9	-0.9
3	317	26.2	273	33.3	7.1
4	364	24.7	311	29.3	4.6
5	349	28.1	283	25.8	-2.3

Source: Dallas ISD MAP files dated 09/27/22 (BOY) and 06/25/23 (EOY). SIS demographic file dated 05/12/23.

Note: * = indicates fewer than 10 students available for analysis.

^a The MAP Reading (Spanish) assessment is administered to students in kindergarten through grade 5.

State of Texas Assessments of Academic Readiness

- On the STAAR and STAAR EOC reading tests, rates of students with dyslexia at the Approaches+ standard ranged from 41 percent (grade 4, Eng I EOC) to 59 percent (grade 8).
- Rates of students with dyslexia at the Meets+ standard ranged from 17 percent (grade 3) to 22 percent (grade 8).
- Rates of students with dyslexia at the Masters standard ranged from one percent (English II EOC) to six percent (grade 5).

- Overall, the percentage of students with dyslexia at the Approaches+, Meets+, and Masters standards was lower than the district percentage on all STAAR and STAAR EOC reading tests, resulting in a performance gap between the two groups.
- One-year trends indicated that the overall performance gap between the district and students with dyslexia widened from 2021-22 (3.8 percentage-points to 27.7 percentage-points) to 2022-23 (5.2 percentage-points to 31.5 percentage-points).

RECOMMENDATIONS

Monitor the impact of the new districtwide curricula on student outcomes.

Implement a centralized data management system.

Continue efforts to improve academic outcomes of students with dyslexia.

Monitor and investigate the impact of House Bill (HB) 3928 on implementation of services to students with dyslexia.

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EXECUTIVE SUMMARY

Texas Legislature House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, requires all Texas Kindergarten (K) through grade-three teachers and principals to attend Texas Reading Academies. The goal of the Texas Reading Academies is to “increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement.” (TEA, 2019). The Texas Commission on Public School Finance final report (2018) noted that student outcome shortfalls were evident in early childhood education. The report further noted that “the most effective and financially efficient way to close educational attainment gaps [...] is through focusing investment on improving student outcomes in early childhood education, before the gaps compound over subsequent years.” (p. 19). To address these issues, Texas Reading Academies were implemented to provide school districts with the flexibility to meet local needs and priorities, such as the selection of study model (comprehensive in-person vs blended), choice of Authorized Provider, and implementation level (local vs direct service).

Starting in 2020-21, the Dallas Independent School District (ISD) became an authorized provider of Texas Reading Academies through the Texas Education Agency (TEA), allowing the district to conduct training using Early Learning specialists as cohort leaders. All elementary campuses will participate in Texas Reading Academies over three-years (2020-2023). Texas Reading Academies plays a critical role in meeting the Dallas ISD Board Goal that 56 percent of students score at the Meets Grade Level or Above (Meets+) standard on grade-three *State of Texas Assessments of Academic Readiness (STAAR)* reading by 2025.

The total ESSER¹ budget for the 2022-23 Texas Reading Academies program was \$2,280,925, an increase of 10.2 percent from last year (\$2,068,977). The total budget included:

- \$1,700,000 for stipends, \$425,000 for personnel, and \$115,000 for training materials,
- \$40,925 for supplemental pay for cohort leaders, reading CICs, and cohort leaders training for March 2023.

EVALUATION QUESTIONS/OUTCOMES

How was Texas Reading Academies implemented in 2022-23?

In 2022-23, there were 52 elementary campuses that participated in Texas Reading Academies in Dallas ISD. The program targeted 56 high-priority elementary campuses at Year 1 in 2020-21, and 46 elementary campuses at Year 2 in 2021-22. In 2022-23, Cohort Three of the Texas Reading Academy program included 811 teachers in the English Language Arts pathway, 471 teachers in the Biliteracy pathway, and 194 administrators in the Administrator pathway. Texas Reading Academy Cohort Three included 811 teachers in the English Language Arts pathway, 471 teachers in the Biliteracy pathway, and 194 administrators in the Administrator pathway.²

- Most Texas Reading Academies teachers were female (86%) and had obtained a bachelor's degree (72%). About 51 percent of teachers were Hispanic and 24 percent were African American. The Cohort Three teachers had taught, on average, 9.5 years in the state of Texas. Administrators were predominantly female (74%) and less than one third were African American (31%). About 72 percent had obtained a master's degree or higher.
- Out of the 1,465 Cohort Three learners (i.e., teachers and administrators) participated in Texas Reading Academies in 2022-23, 99.8 percent of learners ($n=1,462$) completed the Texas Reading Academy program³.
- Texas Reading Academies implemented two different PD models in 2022-23: comprehensive and blended. Comprehensive models were live and in-person sessions with a minimum of four coaching touchpoints by the cohort leader, and it was provided to 60 teachers and administrators, while blended models were online self-paced models following a pacing guide with the support of a blended learning facilitator for up to 100 teachers and administrators.

¹ Elementary and Secondary School Emergency Relief Fund

² Participant list dated 01/11/23 and district personnel file dated 01/05/23. Three teachers were not included in analyses because characteristic data could not be matched.

³ Data were obtained from TXRA staff member 07/12/23. $n=1,465$ excluding 11 participants withdrawing from the program.

What were the perceptions of the Texas Reading Academies Participants?⁴

Teacher Survey

Nearly eighty percent of Cohort Three teachers ($n=233$) responded to the BOY survey. Overall, the percentage of positive responses (i.e., agreed to a moderate or great extent) either remained consistent or increased from BOY to EOY for Cohort Three teachers.

- The percentage of respondents who agreed that their administration strongly supported the HB 3 changes increased from BOY (82%) to EOY (86%). The overall rate increased from BOY (86%) to EOY (92%) when respondents were asked if they valued the changes by the HB 3 Reading Academies.
- There were positive responses when teachers were asked if they felt capable of making the kinds of changes needed for HB 3 Reading Academies, the overall rate increased from BOY (79%) to EOY (88%).
- The rate of positive responses gradually increased from BOY to EOY when respondents were asked if (a) the HB 3 changes helped their students reach higher levels of achievements (86% to 92%) and (b) teachers at their school strongly supported the HB 3 changes (76% to 87%).

While teacher perceptions regarding campus collaboration and coach increased from EOY to BOY.

- The rate of positive responses increased from BOY to EOY when respondents were asked if (a) weekly teacher meetings were a valuable opportunity to collaborate with colleagues (59% to 68%) and (b) there was a strong building level communication around teaching reading (55% to 68%).
- Teachers' rating that they had frequent opportunities to share ideas about how to teach reading better increased from BOY (58%) to EOY (69%).
- The rate of positive responses increased from BOY (59%) to EOY (61%) when teachers were asked whether the CIC provided effective assistance in teaching reading, and it increased from BOY (58%) to EOY (70%) when asked if the early learning instructional specialist provided effective assistance in reading.

At EOY survey, teachers were asked to identify the best parts of their Reading Academy experience. Of the 493 respondents who answered this question (68% of sample), they most often reported that that "everything of Reading Academies" (18%) was the best part of the program,

followed by "learning experience" (15%), "reading strategies" (13%), "collaboration with peers and teachers" (6%), "support in learning and teaching" (6%), "implementation of strategies and ideas" (5%), and "teaching and learning ideas" (4%). At EOY, teachers also responded that their experience could have been improved by "having fewer modules and assignments" (8%), "having more time to complete modules/being less time consuming" (6%), "having it on weekdays" (6%), and "making sessions shorter/less time consuming" (4%).

Administrator Survey

Of the 33 Cohort Three administrators who received a BOY survey invitation, 24 (73%) completed the survey and were included in the analyses. Additionally, 109 Cohort Three administrators received an EOY survey invitation and 100 (92%) completed at least part of the survey. Overall, the rate of positive responses (i.e., agree to a moderate or great extent) increased from BOY to EOY.

- The rate of positive responses increased from BOY to EOY when respondents were asked if (a) teachers at their schools strongly supported HB 3 changes (83% to 91%) and (b) HB 3 changes helped their student reach higher levels of achievement (88% to 93%).
- The percentage of administrators who reported that they valued the kind of changes called for by the HB3 Reading Academies increased from BOY (88%) to EOY (94%).
- The rate of administrators who agreed that they were capable of supporting the kinds of changes called for by the HB3 reading academies increased by one percentage point from BOY to EOY (79% to 88%).

Overall, administrators' responses to campus collaboration and coach effectiveness items were positive at both BOY and EOY.

- The rate of administrators who agreed that the instructional specialist provided effective assistance in teaching reading increased from BOY (71%) to EOY (80%).
- The rate of positive responses also increased from BOY (79%) to EOY (84%) when respondents were asked if there were frequent opportunities to share the ideas about better teaching.
- The rate of administrators who agreed that they had been able to integrate HB3 reading academies into their work increased from BOY (75%) to EOY (83%).
- However, the positive responses decreased from BOY to EOY when respondents were asked if (a) weekly

⁴ As HB 3 was used in the surveys in lieu of Texas Reading Academies, the survey results report HB 3 instead of Texas Reading Academies to accurately reflect the wording of the surveys.

teacher meetings were a valuable opportunity to collaborate with colleagues (92% to 86%) and (b) there was a strong building level communication around teaching reading (92% to 80%).

P.D. Survey

The PD survey was conducted in May 2023. Teachers and administrators rated the organization and quality of presentation after session participation.

- Most participants somewhat agreed or strongly agreed that the sessions were well organized and effectively presented (97.6%) and that the presenter or presenters effectively communicated the session content (98%).
- Most participants indicated that that the session content was relevant (94.6%) and they would incorporate elements of the session in their teaching (95%).

What were the student academic outcomes at Texas Reading Academies campuses?

Results should be viewed with caution because Texas Reading Academies Cohort One, Cohort Two and Cohort Three campuses were selected due to previous low performance and Cohort Three teachers may not have received all PD in time to implement it in the 2022-23 school year. Assessment results are presented in Table 1.

TX-KEA

The ESSER-related goal that at least 63 percent of students would score at or above grade level (*On Track*) on TX-KEA Blending was met.

Sixty-six percent of Cohort One, Cohort Two, and district overall scored *On Track* on TX-KEA Blending (66%, respectively), and 65 percent of K students at Cohort Three scored *On Track*.

- For Cohort One, the one-year change in the percentage of students scoring *On Track* on TX-KEA Blending increased by four percentage points from 62% in 2021-22 to 66% in 2022-23.

MAP

The program goals that 32 percent of grade one and 35 percent of grade two students scoring at or above the 50th percentile on MAP were met, respectively.

- For grade one, a slightly higher proportion of students in Cohort Three (43%) scored at or above the 50th percentile than Cohort One and Cohort Two ad district overall (42%, respectively).
- For grade two, the rates of students in Cohort One, Cohort Three and district overall (44%, respectively) were slightly higher than Cohort Two (43%).

- For Cohort One, the one-year change (2021-22 to 2022-23) in the percentage of students scoring at or above the 50th percentile on MAP increased by nine percentage points for K students (38% to 47%), increased by six percentage points for grade-one (36% to 42%), and increased by four percentage points for grade-two (40% to 44%).
- This trend was also evident in the overall district data from 2021-22 to 2022-23: Grade K (38% to 47%), Grade One (36% to 42%), and Grade Two (40% to 44%).

STAAR

The ESSER-related goal that at least 41 percent of grade three students would meet the standard of Meeting+ on the STAAR reading for cohort three was met. Overall, a higher proportion of Grade-Three Texas Reading Academies Cohort Three students met the standard (Approaches+: 68%), than Cohort One, Cohort Two, and district overall (67%, respectively).

- For Cohort One grade-three students, the one-year change in the percentage of students scoring at STAAR standards slightly decreased by 0.5 percentage points for Meets+ (41.5% to 41.0%).

Table 1: 2021-22 to 2022-23 Percentage of Students Performing At or Above Grade Level on Reading Assessments by Year, Cohort, Grade, and Assessment

Exam	2021-22			2022-23			
	RA1 %	RA2 %	DISD %	RA1 %	RA2 %	RA3 %	DISD %
Kindergarten							
TX-KEA	62	61	61	66	66	65	66
MAP	38	41	38	46	48	48	47
Grade One							
MAP	36	35	36	42	42	43	42
Grade Two							
MAP	41	40	40	44	43	44	44
Grade Three							
S-Appr+	69	64	67	67	67	68	67
S-Meet+	42	38	40	41	41	41	41
S-Mast	25	23	24	18	18	18	18

Source: Public Education Information Management System district database: 11/01/21 (2021-22) and 05/12/23 (2022-23). TX-KEA: 06/17/22 (2021-22) and 07/21/23 (2022-23). MAP: 06/22/22 (2021-22) and 06/25/23 (2022-23). STAAR: 06/26/22 (2021-22) and 08/12/23 (2022-23).
Note: % = Percentage of students at standard. DISD = Dallas ISD. Appr+ = Approaches+. Meet+ = Meets+. Mast = Masters. RA = Reading Academies. S = STAAR.

RECOMMENDATIONS

Continue monitoring the performance of students at Cohort One, Cohort Two, and Cohort Three Texas Reading Academies campuses. The academic achievement of students at Texas Reading Academies campuses (Cohort One, Cohort Two, and Cohort Three)

was similar to or slightly higher than students at district overall on *TX-KEA* Blending, *MAP* and *STAAR* reading. While the program ended at the conclusion of the 2022-23 school year, it is helpful to continue to keep track of student reading achievement progress in future years in order to monitor progress toward the district's goal that 56 percent of students attain the Meets Grade Level or Above (Meets+) performance standard on grade-three *STAAR* reading by 2025.

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Evaluation of the Multi-Tiered Systems of Support Reading Interventionists – Racial Equity Office Program

EXECUTIVE SUMMARY

Students who struggled with reading in early elementary may face challenges in late elementary as they are expected to read for longer periods, read more difficult words, and comprehend expository text (Donegan & Wanzek, 2021). However, previous research has found evidence that implementing targeted reading interventions in a small group setting is very effective for elementary students with low reading skills (Burns et al., 2020; Hall & Burns, 2018).

To provide additional assistance for students in the Dallas Independent School District (ISD) with low reading skills, the Racial Equity Office (REO) and Multi-Tiered Systems of Support (MTSS) Department recruited MTSS reading interventionists.

The goal of the MTSS Reading Interventionists – REO program was to support underperforming students in grades one to five by reducing learning gaps and improving students' reading skills starting from an early age. To accomplish this goal:

- The Dallas ISD MTSS Department supported a total of 34 interventionists in 2022-23.
- Students were identified as “in need” if they (a) consistently demonstrated reading skills below their grade level and (b) did not receive any other services outside of the classroom.

For the 2022-23 school year, the annual outcome goals were:¹

- 1) By the end of June 2023, 60 percent of students in grades three to five served by an MTSS interventionist will meet or exceed their growth projection for *Measures of Academic Progress (MAP) Growth Reading*.
- 2) By the end of June 2023, 70 percent of students in grade two served by interventionists will meet or exceed their expectation level in sentence fluency performance on *MAP Reading Fluency*.

In 2022-23, the MTSS Reading Interventionists – REO program was funded with \$1,539,020.68 in General

Operating funds and \$1,245,670.88 from the Elementary and Secondary School Emergency Relief (ESSER) grant.²

To help mitigate learning loss and further support students after the COVID-19 pandemic, the district continued to offer three different school calendars in 2022-23 and other supports.³ Because of these variations in instructional time and support activities, results should be viewed with caution.

PURPOSE AND METHODOLOGY

The purpose of this evaluation was to provide an overview of (a) the context and implementation of the program, (b) characteristics of students served, (c) student assessment outcomes, and (d) student, teacher, principal, and interventionist perceptions of the program. The evaluator also analyzed program goals set by REO and MTSS central staff members. The evaluator used program implementation data, interviews, student characteristics, assessment data, and surveys to evaluate the program.

EVALUATION QUESTIONS/OUTCOMES

How was the program implemented in 2022-23?

A total of 768 students⁴ across 19 elementary schools⁵ were served by reading interventionists. All selected schools were high-priority campuses⁶ with a relatively large population of African American students.⁷

On average, each interventionist served approximately 23 students per campus⁸ (range: 16 to 31). Table 1 presents the number of students served by each campus.

- Eighteen interventionists served students in grades three to five and 15 interventionists served students in grades one and two.
- Four interventionists served as lead interventionists and worked with the MTSS department to support other interventionists by traveling to multiple campuses.

¹ Goal 1 was funded by the REO and goal 2 was funded by ESSER.

² Funding data provided by Racial Equity Office on 07/17/23.

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

⁴ Students who were actively enrolled and had attendance data at the end of the school year are included in the analysis. The total number of students varied throughout the school year due to withdrawals and transfers. Data provided by MTSS department on 06/28/23.

⁵ Same campuses from 2021-22 were served; Bushman and Pease are combined in 2022-23.

⁶ The full list of high priority campuses can be found at <https://tei.dallasisd.org/download/9088/>.

⁷ On average, 64 percent of all students at the 19 campuses served by interventionists were African American and 32 percent were Hispanic.

⁸ Fourteen campuses had two interventionists; five campuses had one interventionist.

Table 1: 2022-23 List of Schools Served by MTSS Reading Interventionists

School Name	Students N	School Name	Students N
Alexander	51	Marsalis	21
Carpenter	18	McNair	48
Carr	38	Oliver	48
Cedar Crest	40	Pease	46
Douglass	54	Rice	29
Dunbar	50	Starks	16
Ervin	48	Thompson	52
Fridia	34	Turner	50
King	31	Young	56
Lee, U	38		

Source: MTSS department, 06/28/23. District demographic data file dated 05/12/23.

Note: N = 768.

- Each interventionist provided 45-minute interventions to a group of six students or fewer, four times a week, using diagnostic prescriptive reading intervention programs, such as the LLI kits and the Florida Center for Reading Research.
- Interventionists received regular training⁹ on research-based reading intervention materials as well as MTSS. They also provided MTSS support at their campuses.
- Principals at each campus supervised reading interventionists by conducting observations and evaluating interventions.

What were student, teacher, principal, and interventionist perceptions of the program?

Student Perceptions

Students who received interventions were invited to take a reading perception survey created by the MTSS department at the beginning of year (BOY) and end of the year (EOY). Survey questions asked students to rate how they feel when (a) they read to themselves, (b) they read to friends, and (c) others read to them, and to answer whether they believe reading skills will help them in other subjects.

A total of 205 students participated in the survey each at BOY and EOY. Overall, students' responses showed a more positive trend at the end of the year.

- Students' reported feelings of happiness or confidence while reading or when others read to them increased by 5 to 14 percentage points across questions from BOY to EOY.
- Reading skills were deemed beneficial in other subjects by 99 percent of students, reflecting a six-percentage point increase from BOY to EOY.

Teacher and Principal Perceptions¹⁰

Surveys were conducted to gather feedback from teachers whose students received interventions and principals who had reading interventionists at their school.

- Most teachers indicated that they observed moderate to significant improvements in students' engagement in reading (90%), students' motivation to read (92%), and students' reading behaviors (85%).
- All principals who responded to the survey indicated that the overall quality of interventions was either "good" or "excellent."

Interventionist Perceptions¹¹

A feedback survey was administered to reading interventionists asking for their feedback on various aspects of the reading intervention program.

- The majority of reading interventionists reported that they observed moderate to significant improvements in students' engagement (90%), motivation (87%), and reading behaviors (91%).
- While most respondents indicated that the program was moderately or highly effective (94%) and they were satisfied with support and resources received (87%), slightly fewer respondents reported that the overall organization and management of the program was either "good" or "excellent" (74%).
- Some challenges highlighted by the respondents included teacher resistance, lack of administrative support, lack of adequate workspace, and the need for clear expectations and training.

Which Dallas ISD students were served by the program in 2022-23?

Students were prioritized to receive reading interventionist support if they scored in the 25th percentile or lower on the MAP Growth assessment for reading at beginning-of-year (BOY) and if they were not receiving other special education services.

Most students identified for interventions were African American and economically disadvantaged (Table 2). The proportion of students classified as at-risk¹² generally increased as grade level increased.

⁹ Training topics include MAP, PowerSchool, and the Fountas & Pinnell Leveled Literacy Intervention (LLI).

¹⁰ Full survey results with response frequencies are available at https://dallasisd.az1.qualtrics.com/reporting-dashboard/#/dashboard/64c295d52609ec00095049d9?pagelD=Page_16da1f55-d2d7-43cf-ae66-e8ebec2a063e

¹¹ Full survey results with response frequencies are available at https://dallasisd.az1.qualtrics.com/reporting-dashboard/#/dashboard/64c295d52609ec00095049d9?pagelD=Page_16da1f55-d2d7-43cf-ae66-e8ebec2a063e

¹² At-risk students are identified as at risk of dropping out of school or failing the current grade based on various criteria.

Table 2: 2022-23 Characteristics of Students Served by MTSS Reading Interventionists

	Total		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
	n	%	%	%	%	%	%
Sex							
Female	391	50.9	51.6	47.2	56.1	50.0	53.2
Male	377	49.1	48.4	52.8	43.9	50.0	46.8
Race/Ethnicity							
Af Am	643	83.7	75.8	83.5	80.9	87.9	87.2
Hispanic	97	12.6	21.0	12.3	12.7	9.7	12.1
Other	28	3.6	3.2	4.2	6.4	2.4	0.7
Special Student Populations							
At Risk	297	38.7	9.7	12.3	19.7	80.6	88.7
Econ Dis	740	96.4	93.5	96.8	96.2	96.8	96.5

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

Note: Gr = Grade. Af Am = African American. Econ Dis = Economically Disadvantaged. Ns for grades = 62 (Gr 1), 284 (Gr 2), 157 (Gr 3), 124 (Gr 4), 141 (Gr 5).

What were student assessment outcomes in 2022-23?

2022-23 goals for the program were evaluated using data from the *MAP Growth* reading and *MAP Reading Fluency* reading assessments.

MAP Growth Reading

Rasch Unit (RIT) Score¹³

- The average RIT score of students who received reading interventions was lower (175 at BOY and 190 at EOY) than other students at their campus who did not receive reading interventions¹⁴ (189 at BOY and 197 at EOY) and all students in the district in grades three to five (192 at BOY and 200 at EOY).
- However, students who received reading intervention experienced a greater percentage increase (9% increase) from BOY to EOY than other students at their campus who did not receive the reading intervention (4% increase) or all students in the district in grades three to five (4% increase).

Projected Growth¹⁵

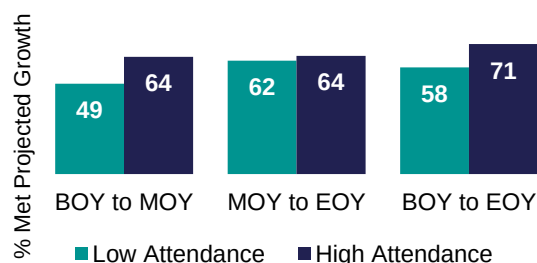
A student's projected growth is how much a student's score is expected to grow between two assessment administration windows based on his or her result on the first administration (e.g., BOY to MOY, MOY to EOY, BOY to EOY).

- Sixty four percent of students met projected growth at EOY, achieving the MTSS REO program's goal for 60

percent of intervention students to meet or exceed their *MAP Growth* reading targets.

- Overall, students with higher attendance rates met their projected growth target at a higher rate than students with lower attendance rates (Figure 1).

Figure 1: 2022-23 Percentage of Students Served by MTSS Reading Interventionists Who Met Projected Growth on MAP Growth Reading by Attendance



Source: District MAP data file dated 02/08/23 (MOY) and 06/25/23 (EOY).

Note: Ns for each assessment window = 380 (BOY to MOY), 381 (MOY to EOY), 371 (BOY to EOY). Rate of each attendance category: Low Attendance = 60% or below; High Attendance = 61% or above.

MAP Reading Fluency

Students in grades one and two took *MAP Reading Fluency* assessments at BOY, MOY, and EOY. Results were used by teachers and interventionists to gather interim performance indicators about foundational reading skills.

- Sixty nine percent of students in grade two who participated in reading intervention program achieved their expected level in sentence fluency performance. Therefore, the MTSS REO program did not meet its goal for 70 percent of grade two students to meet or exceed the expected level by a slight margin.
- There was a notable increase in the rate of students in grades one and two who met expectation at EOY (Figure 2).

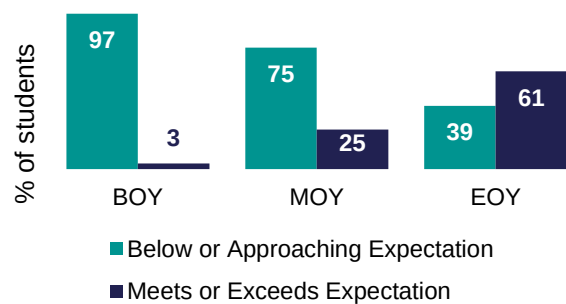
¹³ The RIT is a standardized, equal-interval score that represents the level at which a student is ready to learn at the time of assessment. It can be compared to other RIT scores regardless of student age or grade.

¹⁴ Includes all students in grades three to five on REO campuses who have not undergone reading interventions.

¹⁵ Each student's growth projection is based on the student's grade, starting RIT score, and the subject in which that student is tested. It

represents the median level of growth observed for similar students in the national norming sample.

Figure 2: 2022-23 Percentage of Students Served by MTSS Reading Interventionists Who Met or Exceeded Expectation on Reading Fluency



Source: District MAP Reading Fluency data files dated 10/10/22 (BOY), 02/10/23 (MOY), 06/25/23 (EOY).
Note: N = 319 (BOY); N = 333 (MOY); N = 328 (EOY).

Comparison with Other Students

MAP Growth reading and MAP Reading Fluency data for students served by reading interventionists were compared with respective data for students from comparable campuses at the same grade level who were not served by the interventionists.¹⁶

Comparison students were selected based on their MAP Growth reading scores (i.e., below 25th test percentile) for students in grades three to five and MAP Reading Fluency achievement level (i.e., below or approaching expectation) for students in grades one and two at BOY.

For both groups of students, the evaluator compared (a) the rate of students meeting projected growth on MAP Growth reading (grades 3 to 5) and (b) the rate of students meeting or exceeding in sentence fluency performance on MAP Reading Fluency (grades 1 and 2).

- From BOY to EOY, students in grades three to five who received reading interventions have met their projected growth on MAP Growth reading assessment at a higher rate (64%) than their comparison peers (49%).¹⁷
- At EOY, students in grades one and two who received reading interventions have met

expectation at a higher rate (61%) than their comparison peers (22%).¹⁸

RECOMMENDATIONS

Support collaboration between interventionists and campus staff members. Encourage collaboration between interventionists and teachers to foster a shared understanding and promote support for the program. Scheduling and space constraints will need to be regularly evaluated to ensure flexibility and accommodate interventionists’ needs. MTSS department and interventionists are encouraged to engage in proactive communication with school administrators, emphasizing the importance and positive impact of reading interventions, to promote school administrators’ active involvement and support.

Reinforce regular attendance for reading interventions. Students who received reading interventions on a more regular basis demonstrated better academic outcomes compared to their peers with less attendance. Identify students with irregular attendance patterns and provide targeted support to address barriers that may discourage their consistent participation. Assess the scheduling and timing of reading interventions to ensure they are adequate for optimal attendance. Make necessary adjustments to intervention schedule to accommodate student needs and enhance overall attendance rates.

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¹⁶ Same comparison campuses as last year were used (Kim, 2022). The comparison campus was matched to a reading intervention campus based on (a) the schools’ STAAR component raw score and (b) the following

student demographics: % Economically Disadvantaged, % Special Education, % Emergent Bilingual, and % African American.
¹⁷ Ns for students = 371 (reading intervention), 1,064 (comparison).
¹⁸ Ns for students = 328 (reading intervention), 775 (comparison).

EXECUTIVE SUMMARY

To help mitigate learning loss and further support students, the Dallas Independent School District (ISD) Board of Trustees adopted three school calendars (traditional, Intersession, and School Day Redesign¹) for the 2021-22 and 2022-23 school years. The Intersession and School Day Redesign (SDR) programs were extended year calendar programs designed to help students receive extra support through increased learning time that target student academic and nonacademic outcomes. 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. The goal in implementing the Intersession calendar was to provide more time for teachers to collaborate and prepare, as well as more time for enrichment and acceleration for students.

The purpose of this evaluation was to examine program implementation, stakeholder perceptions, and outcomes for the Intersession program so that program managers could assess the implementation of program components and operations, determine effectiveness, and plan future efforts. The total budget for the 2022-23 Extended School Year programs (Intersession and School Day Redesign programs) was \$24,332,375. This budget was funded through the Elementary and Secondary School Emergency Relief (ESSER) grant.²

To improve the validity of the evaluation and control for confounding influences on outcomes, the evaluator selected two comparison groups: campuses that most resembled campuses participating in the Intersession program, and students that most resembled students who attended Intersession programming.

EVALUATION QUESTIONS AND RESULTS

How was the Intersession program implemented?

Schools utilizing the Intersession calendar maintained the school day start and end times, in alignment with the base calendar, but began the school year on August 8, 2022, and ended the school year on June 23, 2023.³

- The extended calendar added five non-compulsory Intersession weeks to the school year.
- During Intersession weeks, up to half of students at participating campuses were invited to attend Tuesday

through Friday for targeted enrichment and remediation.

- Content presented during Intersession weeks covered all core content areas but had a primary focus on a lead content area based on each week's theme.

Students were invited to participate in the Intersession weeks if they met certain academic and non-academic criteria. During Intersession weeks, students had opportunities for more personalized attention in smaller groups, while teachers benefited from additional planning time on Monday of every Intersession week to plan differentiated experiences.

Teachers

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

Students

- In 2022-23, there were a total of 19,545 students at Intersession program campuses.
- The majority of Intersession students were Hispanic (66%) or African American (29%) and nearly all students were identified as economically disadvantaged (94%).
- A large proportion of Intersession students were identified as EB (53%), and 13% of Intersession students received Special Education services.
- Comparison campus student demographics were similar across all categories (within five percentage points or fewer).

Student Attendance Rate

- In 2022-23, students attending Intersession had an average attendance rate of 93.5 percent (93.0% in 2021-22) and comparison students had an average attendance rate of 94.4 percent (93.2% in 2021-22).
- Intersession campuses had an average attendance rate of 92.9 percent (91.5% in 2021-22) and comparison campuses had an average attendance rate of 93.9 percent (92.6% in 2021-22).

¹ For additional details regarding the School Day Redesign calendar, see Watson (2022). www.dallasisd.org/Page/888.

² 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.

³ Base calendar campuses began school on August 15 and ended on May 26.

What were student, teacher, staff, and parent perceptions of the Intersession program?

Student Surveys

Overall, 1,143 respondents completed the student perception survey.

- Eighty-one percent of students responded that the program “has helped some” or “helped a lot” with their schoolwork.
- Three-fourths of the students (75%) reported that they “enjoyed” Intersessions weeks or that “it was very fun!”
- “Extra time to be with friends,” and “more help from teachers” were what students liked most about the new calendar.

Teacher Surveys

In 2023, 573 respondents from all Intersession campuses completed the teacher perception survey.

- Forty-four teachers reported that their top reason for choosing to work during Intersession was because of the “extra compensation.”
- As the best part of Intersession weeks, teachers chose the “relaxed environment with less pressure and no testing” was what (44%).
- Seventy-one percent of teachers indicated that the extended calendar had benefited students “greatly” or “some”, a decrease of 10 percentage points from 2021-22.
- Seventy-one percent of surveyed teachers reported that they noticed academic changes in students who attended Intersessions, a decrease of 14 percentage points from 2022.
- Sixty-eight percent of respondents reported that they noticed social emotional changes in students who attended Intersessions, a four percentage points decrease from 2022.

Staff and Leadership Surveys

Overall, 231 respondents from all Intersession campuses completed the staff and leadership perception survey.

- Respondents indicated that the “relaxed environment with students and colleagues (i.e., less pressure, no testing, no evaluation),” (49%) and the “opportunities to build relationships with students” (16%) were the best part of their school extended calendar.
- The most commonly mentioned words provided by staff and campus leaders to describe their extended calendar experience were “long” and “good.”
- Staff and campus leaders mentioned “ensuring student attendance” and “participants’ motivation while preventing burnout” as the biggest challenges to implementing the new calendar.

Parent Surveys

Overall, 1,116 parents or guardians from all Intersession campuses completed the parent perception survey.

- When asked to rate their overall satisfaction with the new calendar, 74 percent of parents reported an average or above overall level of satisfaction.
- Sixty-six percent of parents felt that the program had created a positive educational opportunity for their students and 63 percent of parents felt that their students enjoyed the Intersession experience.
- Parents' additional comments highlighted challenges related to increased family stress: (a) having numerous days out of school interrupted the learning process and required *ad hoc* daycare schedules; (b) challenges in organizing family vacations or custody arrangements during the summer; (c) facing logistical hurdles when dealing with multiple school calendars within a household; and (d) communication issues with campuses.

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

- The majority of teachers who indicated that participation in the program had an impact on their instructional practices reported that the impact had been a positive one.
- The instructional facets that improved the most were the incorporation of interventions into teaching (69%) and SEL practices (68%).
- Sixty-five percent of teachers reported that the program had “somewhat” or “significantly improved” their instructional planning competency.

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

MAP Growth Assessments

- A slightly larger proportion of students who participated in the Intersession weeks demonstrated high levels of growth on the MAP Reading – Spanish and Mathematics assessments than comparison students. (Table 1).

Table 1: 2022-23 Intersession and Comparison Student MAP End-of-Year Growth Quintile Rates

Group	Dosage	High Average or High <i>n</i>	%
Reading (English)			
Intersession	Low	774	31.3
	Moderate	496	29.7
	High	210	27.2
	Overall	1,480	30.1
Comparison		1,590	30.3
Reading (Spanish)			
Intersession	Low	339	34.4
	Moderate	279	33.7
	High	183	32.9
	Overall	801	33.8
Comparison		710	31.2
Mathematics			
Intersession	Low	1,322	36.5
	Moderate	1,049	40.2
	High	585	40.8
	Overall	2,956	38.6
Comparison		3,138	38.4

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

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

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

Group	Dosage	Met Project Growth <i>n</i>	%
Reading (English)			
Intersession	Low	1,030	41.4
	Moderate	663	39.8
	High	291	37.7
	Overall	1,984	40.3
Comparison		2,138	40.7
Reading (Spanish)			
Intersession	Low	470	47.8
	Moderate	368	44.3
	High	236	42.5
	Overall	1,074	45.3
Comparison		955	42.1
Mathematics			
Intersession	Low	1,700	46.8*
	Moderate	1,311	50.1*
	High	731	50.9*
	Overall	3,742	48.7
Comparison		4,011	49.0

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

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

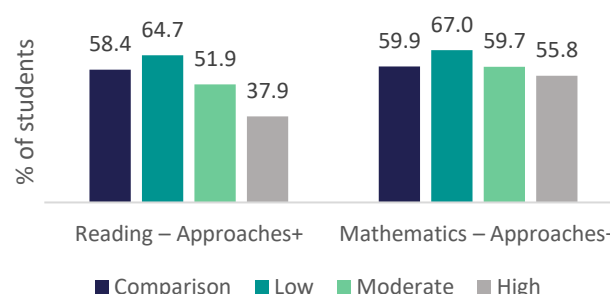
- A slightly larger proportion of students who participated in the Intersession weeks met or exceeded projected growth on the MAP Reading – Spanish assessment (45%) than students who attended comparison campuses (42%). MAP Reading – English and Mathematics assessments reported almost no difference in this regard (Table 2).

- Unlike 2021-22, when Intersession students showed an advantage over their matched peers, in 2022-23 students who attended intersession campuses were nearly as likely to meet or exceed projected growth on the MAP assessments than students who attended comparison campuses.

State of Texas Assessments of Academic Readiness (STAAR)

- Like 2021-22, students who attended Intersession weeks in the low dosage group were more likely to achieve Approaches+ on the STAAR (Figure 1).

Figure 1: 2022-23 Intersession and Comparison Student STAAR Performance Standard Rates



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

- Like 2021-22, a statistically significant relationship was found for STAAR 3-8 Reading and Mathematics, indicating that students who attended low dosages of Intersession were more likely to achieve the Approaches+ performance standard than students who attended in the moderate or high dosages.
- Rates of students at the Approaches+, Meets+, and Masters performance standards were slightly lower for Intersession campuses than comparison campuses in Reading and Mathematics.

Social Emotional Learning

- The number of Intersession campuses surpassing the district's annual SEL growth was lower than that of comparison campuses across all areas (self-efficacy, self-management, social awareness, and supportive relationships).
- Campus-level comparisons showed mixed results, and no conclusions can be drawn regarding the program's impact on SEL due to the lack of comprehensive data.

RECOMMENDATIONS

Celebrate the gains of year one. The program was designed to mitigate learning loss after extended school closures due to the COVID-19 pandemic. The initial year of implementation demonstrated success in mitigating the learning loss of students at campuses identified as in the greatest need. The Intersession program showed measurable success at bringing students back to pre-pandemic baseline achievement faster than base calendar

peers (Watson, 2022). In year two, it did not succeed in pushing the same campuses ahead of base calendar campuses. The district's decision to revert to the base calendar for all campuses is supported by this finding. However, the program does seem to have achieved what it set out to do, which was to reverse the effects of the pandemic learning loss at the campuses that implemented it.

Learn from the lessons of two years of extended year to improve future rollouts. While the district has discontinued the Intersession calendar at this time, the wisdom gained in Dallas can help support other local education agencies who may plan for extended year calendars in the future. 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 concentrated at the beginning of the calendar or over a smaller number of scattered weeks, in order to see

the maximum effect on student achievement and the lowest psychological impact on teacher and student burnout. This would also ensure fewer interruptions to the learning process for those who are not required to attend intersessions while also minimizing the need for *ad hoc* childcare scheduling adjustments for parents or guardians. Finally, explore ways to work with families to maintain attendance over the course of a weeklong Intersession.

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

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EXECUTIVE SUMMARY

To help mitigate learning loss and further support students, the Dallas Independent School District (ISD) Board of Trustees adopted three school calendars (traditional, Intersession, and School Day Redesign) for the 2021-22 and 2022-23 school years. The Intersession and School Day Redesign (SDR) programs were extended year calendar programs designed to help students receive extra support through increased learning time that target student academic and nonacademic outcomes. 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 time for teachers to collaborate and prepare, as well as more time for enrichment and acceleration for students.

The purpose of this evaluation was to examine program implementation, stakeholder perceptions, and outcomes for the SDR program so that program managers could assess the implementation of program components and operations, determine effectiveness, and plan future efforts. 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.¹

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. Campuses selected for inclusion in the comparison group were Guzick, Johnson, and Lee Elementary Schools, and Browne and Walker Middle Schools.

EVALUATION QUESTIONS AND RESULTS

How was the SDR program implemented?

Schools utilizing the SDR calendar maintained the school day start and end times, in alignment with the base calendar, but began the school year on August 1, 2022, and ended the school year on June 22, 2023.²

- The extended calendar added 23 additional instructional days to the school.

- Redesign Calendar 2³ featured designated “Redesign Days” on Wednesdays, which occurred about twice a month.
- Redesign Days were early release days for students, with teacher planning or professional development scheduled for the second half of the day.

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.

Teachers

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

Students

- In 2022-23, there were a total of 2,168 students at SDR program campuses.
- The majority of SDR students were Hispanic (63%) or African American (33%) and nearly all students were identified as economically disadvantaged (93%).
- 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).

Student Attendance Rate

- In 2022-23, SDR campuses had an average attendance rate of 93 percent (90% in 2021-22) and comparison campuses had an average attendance rate of 94 percent (92% in 2021-22).
- Three of the five (60%) SDR campuses and four out of five (80%) of comparison campuses exceeded the overall district attendance rate (93%). In 2021-22, two of the five (40%) SDR campuses and four out of five

¹ 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 Base calendar campuses began school on August 15 and ended on May 26.

³ Both middle schools selected this calendar.

(80%) of comparison campuses exceeded the overall district attendance rate (90%).

What were principal perceptions of the SDR implementation?

- Overall, all SDR principals reported that at the end of June, they felt “*tired*”, both mentally, and physically.
- 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 explained that 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.
- When asked what lessons SDR taught them as campus leaders they mentioned *flexibility* in scheduling.
- 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.

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

Student Surveys

Overall, 478 respondents completed the student perception survey.

- Twenty-one percent ($n = 98$) of the students indicated that they *liked* the extended calendar while 56 percent of students ($n = 267$) responded that they *did not like it*.
- Whether the new calendar helped them feel more prepared for their school work, 39 percent ($n = 185$) of students responded that the program “has helped some” or “helped a lot” while 31 percent ($n = 145$) reported that “it didn’t make any difference.”
- Half of the students (50%, $n = 234$) reported that they “enjoyed” the additional Redesign Days and that “it was very fun!”
- “Extra time to be with friends,” ($n = 135$) and “half day’s activities with its early release” ($n = 98$) were what students liked most about the new calendar.
- What they did not like about the new calendar was “having a shortened summer vacation” ($n = 219$). One student remarked, “*it’s not fair for us to stay longer and just get one month of vacation.*”

Teacher Surveys

In 2023, 79 respondents from all SDR campuses completed the teacher perception survey.

- The most commonly mentioned words provided by teachers to describe their extended calendar experience 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.”
- Fifty-three percent of teachers ($n = 40$) indicated that the extended calendar had benefited students “greatly” or “some”, an increase of 12 percentage points from 2022.
- Most teachers stated that they had more time for “small group” and “SEL instruction” (84 and 72%, respectively).

Staff and Leadership Surveys

Overall, 34 respondents from all SDR campuses completed the staff and leadership perception survey.

- Respondents indicated that the “additional time spent with students,” (34%) and the “additional planning time for teachers” (28%) were the best part of their school extended calendar.
- The most commonly mentioned word provided by respondents was related to exhaustion.
- Staff and campus leaders mentioned sustaining “*motivation*” and avoiding “*burnout*” as the biggest challenges to implementing the new calendar.

Parent Surveys

Overall, 155 parents from all SDR campuses completed the parent perception survey.

- 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.
- 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.
- In contrast to responses from SDR teachers, 39 percent ($n = 54$) of parents reported that the program “somewhat reduced” or “significantly reduced” the impact on the amount of stress their family felt about school.

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

- 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.

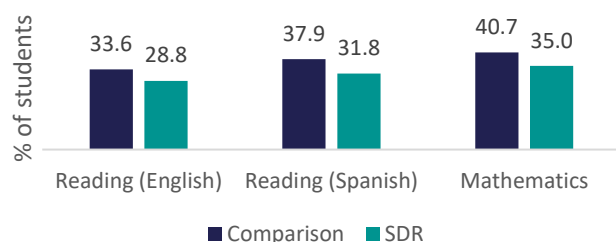
- When asked whether the increase in planning time that came with the extended calendar had led to an increase in the quality of their teaching practice, about two-fifths of teachers (42%) “strongly agreed” or “agreed” that it had.
- Approximately two-fifths of surveyed teachers (43%) also “strongly agreed” or “agreed” that the increased collaboration among teachers had led to an increase in the quality of lessons.

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

MAP Growth Assessments

- Overall, 2022-23 EOY MAP results showed that SDR students demonstrated lower rates of high average or high EOY growth in Reading – English (five percentage points), Reading – Spanish (six percentage points), and Mathematics (six percentage points) than comparison campus students (Figure 1).

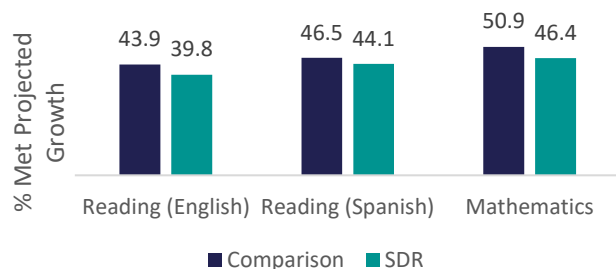
Figure 1: 2022-23 SDR and Comparison Campus MAP EOY Growth Quintiles Rates at High Average or High by Subject



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

- Similarly, 2022-23 EOY MAP results showed that SDR students demonstrated lower rates of met or exceeded growth in Reading – English (four percentage points), Reading – Spanish (two percentage points), and Mathematics (five percentage points) than comparison campus students (Figure 2).

Figure 2: 2022-23 SDR and Comparison Campus MAP BOY to EOY Met Projected Growth Rates by Subject

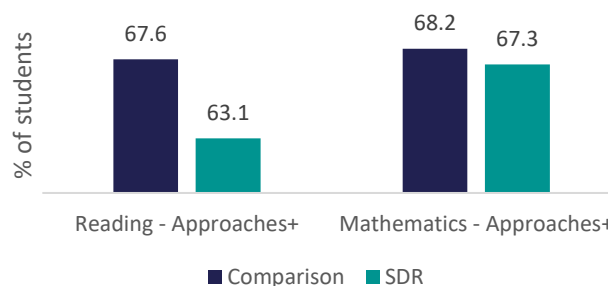


Source: District EOY MAP data file date of 06/25/23.

State of Texas Assessments of Academic Readiness (STAAR)

- Overall, rates of students at the Approaches+, Meets+, and Masters performance standards were lower in SDR campuses compared to comparison campuses in Reading and Mathematics (Figure 3 shows results for the Approaches+ level).

Figure 3: 2022-23 Percentage of Students Attaining STAAR Approaches+ Performance Standard for School Day Redesign and Comparison Campuses – Reading and 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.

Social Emotional Learning

- Survey results showed that SDR elementary schools had 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 due to the lack of comprehensive data.

RECOMMENDATIONS

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.

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EXECUTIVE SUMMARY

PROGRAM BACKGROUND

In 2021-22, the Dallas ISD created Reset Centers at 52 comprehensive middle schools and high schools as an alternative to suspensions. The goals of the Reset Centers are to (a) maintain instructional practices in academic lessons for the student, (b) provide help with self-awareness and offer de-escalation techniques, and (c) provide referrals to Mental Health Services (MHS) to address the root causes of problem behaviors.

PROGRAM DESCRIPTION

Program Components

If a student violates the Student Code of Conduct,¹ they can receive a Reset Center referral. Reset Center Coordinators (RCCs) can help resolve issues for which students may have previously received a suspension. By keeping the students at school, RCCs can engage in academic instruction and providing other services. When student returns to class, RCCs follow up with students and teachers to determine if further support is needed.

Program Staff

The Dallas ISD Reset Centers are overseen by the Office of Student Engagement and Support (SEAS), which includes an Executive director and a group of managers. RCCs managed 52 Reset Centers at comprehensive middle and high school campuses.

Budget

As of July 2023, the total expenditures for the 2022-23 Reset Centers program were \$8,042,674, which was funded through an Elementary and Secondary School Emergency Relief (ESSER) grant.

Program Goals

Reset Center Program staff members aimed to reach four primary goals for 2022-23:²

1. Reset Centers will attain a 12 percent recidivism rate during the 2022-23 school year (Goal met for middle school and high school students).

2. Thirty-five percent of the RCCs will achieve Tier I status as evaluated by the Reset Center Observation Rubric by July 2023 (Goal was met).
3. 100 percent of the RCCs will receive the Behavior Endorsement Certification by July 2023 (Goal was not met).
4. RCC, principal, and assistant principal perceptions about Reset Center impacts on (a) conflict resolution and social-emotional skills, (b) reducing referrals for fighting, and (c) classroom disruptions will increase by at least 10 percentage points from the middle-of-year to end-of-year surveys (Goal was not met).

EVALUATION QUESTIONS/OUTCOMES

How were Reset Centers Implemented in 2022-23?

Students Served

- At the middle school (MS) and high school (HS) level, the rate of African American students served by Reset Centers (MS: 35%; HS: 32%) was higher than the district overall (MS: 20%; HS: 19%).
- While the rate of Hispanic (MS: 59%; HS: 61%) and EB (MS: 39%; HS: 42%) students served by Reset Centers was lower than the district, the rate of other student groups (e.g., economically disadvantaged, special education, and homeless) were similar to the district.

Reset Coordinators (RCCs)

- On average, each RCC received 6.1 hours of professional development through Region 10 Educational Service Center in 2022-23.
- The number of attendees per session ranged from 46 to 55.
- In addition, 41 RCCs (79 percent) earned the Behavioral Endorsement Certification in 2022-23, which did not meet the goal of 100 percent.³

¹ The Dallas ISD Student Code of Conduct can be found at <https://www.dallasisd.org/Page/128>.

² These goals represent the 2022-23 ESSER performance objectives for Reset Centers.

³ In 2022-23, 52 RCCs were employed by the district; however, some RCCs did not remain in the district for the entire school year.

Reset Center Walkthroughs⁴

- At the end of the 2022-23 school year, 53 percent of Reset Center campuses were rated as Tier 1, which met the goal of 35 percent by July 2023.

What were the staff perceptions of the Reset Centers?⁵

Reset Center Coordinator Focus Groups⁶

- 2022-23, most RCCs in the focus group reported that campus administrators (a) supported them better and (b) had a better understanding about the purpose of reset centers than 2021-22.
- RCCs who participated in the focus group appreciated opportunities to collaborate with other RCCs at professional development (PD) sessions. RCCs also indicated that campus staff would benefit from receiving the same training they received (e.g., Region 10).
- Some RCCs who participated in the focus group reported that changes in how data were tracked in 2022-23 created inconsistencies, and all RCCs felt that data tracking was a work in progress.

Reset Center Coordinator and Campus Administrator Survey

Program Efficacy

RCCs

- Regarding program efficacy, most RCCs had positive ratings about the impact of Reset Centers in 2022-23.
- From Fall 2022 to Spring 2023, there was an increase in the rate of RCCs who reported that (a) Reset Centers successfully improved the social and emotional skills of students, (b) students received additional services in a timely manner, and (c) Reset Centers had enough space and supplies.
- Another positive change was the decrease in the rate of RCCs who reported that (a) students used the Reset Center to avoid regular classes and (b) some students should not remain on campus due to safety concerns.
- However, there was a decrease in the rate of RCCs who reported that Reset Centers successfully (a) improved how staff members resolved conflicts with students and

(b) reduced referrals, fighting, classroom disruptions, and racial inequalities in discipline referrals.

Principals

- Regarding program efficacy, at least half of principals who completed the survey had positive ratings about the impact of Reset Centers in Fall 2022.

Assistant Principals

- Regarding program efficacy, assistant principals who completed the survey had low or mixed ratings about the impact of Reset Centers in Fall 2022.
- For example, approximately half of respondents had positive ratings about the impact of Reset Centers on conflict resolution and social emotional skills, and only a quarter had positive ratings about Reset Centers reducing referrals, fighting, classroom disruptions, and racial inequalities in discipline referrals.

Staff Efficacy

RCCs

- Regarding staff member efficacy, RCCs generally had positive ratings about campus teachers, administrators, and themselves in 2022-23.
- For example, there was an increase in the rate of RCCs who reported that campus teachers agreed with the philosophy of the Reset Center from Fall 2022 to Spring 2023.
- Most RCCs agreed that SEAS provided adequate support to campus administrations. They also agreed that most campus administrators (a) provided adequate support to the Reset Centers and (b) agreed with the philosophy behind Reset Center.
- All RCC respondents agreed with the philosophy behind Reset Centers. Almost all RCCs also agreed that campus administrators provided adequate support to the Reset Centers and that SEAS provides adequate support to campus administrators.

Principals

- Regarding staff member efficacy, principals who completed the survey generally had positive or mixed ratings about campus teachers, RCCs, and themselves in Fall 2022.

⁴ In 2022-23, Reset Center walkthroughs were conducted using the Reset Coordinator Observation Rubric. Schools were tiered based on several indicators in the rubric related to Reset Center effectiveness, which allowed SEAS managers to customize support for Reset Center campuses during each nine-week quarter. More information can be found in the full report (Mickelson & Barton, 2023).

⁵ Spring 2023 survey results for campus administrators (principals and assistant principals) in the full report should be viewed with caution because fewer respondents completed the survey than Fall 2022.

⁶ The evaluator developed focus group protocols and conducted four focus groups – two for middle school RCCs ($N = 3$) and two for high school RCCs ($N = 12$) – to solicit feedback on Center activities, barriers to implementation, and successes during the school year. The focus groups were recorded and transcribed. The evaluator used an open coding process to identify prominent themes in the data, summarize, and supplement with direct quotations to illustrate examples as appropriate.

- For example, all principals who completed the survey reported that they and RCCs agreed with the philosophy behind Reset Centers, and most respondents said they and RCCs had adequate support to implement Reset Centers as intended.
- While more than half of respondents indicated that teachers agreed with the philosophy of the Reset Center in Fall 2022, almost all respondents felt that teachers needed more training, and more than half reported that teachers preferred to administer consequences (e.g., detentions and suspensions).

Assistant Principals

- Regarding staff member efficacy, assistant principals who completed the survey generally had positive ratings about campus teachers, RCCs, and themselves in Fall 2022.
- For example, most assistant principals who completed the survey reported that they and RCCs agreed with the philosophy behind Reset Centers, and they and RCCs had adequate support to implement the Reset Center. However, most respondents believed that teachers needed more training to be more effective.

What were the outcomes for students served by the Reset Centers?

Disciplinary Actions and Recidivism

Middle School

- The total number of Reset Center referrals and Positive Intervention Support Referrals (PISR) for middle school students in 2022-23 ($N = 2,510$) was slightly higher than 2021-22 ($N = 2,185$).
- The recidivism rate for all middle school students in the Dallas ISD continued a downward trend from 2018-19 (26%) to 2022-23 (12%).
- However, the number of removals to the DAEP for middle school students at Reset Center campuses increased by 28 percent from 2021-22 ($n = 1,071$) to 2022-23 ($n = 1,372$).
- The proportion of African American students at middle schools who committed disciplinary offenses trended downward by six percentage points from 2018-19 (40%) to 2022-23 (34%).

High School

- The total number of Reset Center referrals and Positive Intervention Support Referrals (PISR) for high school students in 2022-23 ($N = 1,545$) was slightly higher than 2021-22 ($N = 1,545$).

- The recidivism rate for all high school students in the Dallas ISD continued a downward trend from 2018-19 (15%) to 2022-23 (6%).
- However, the numbers of removals to the DAEP for high school students at Reset Center campuses increased by 38 percent from 2021-22 ($n = 1,346$) to 2022-23 ($n = 1,852$).
- The proportion of African American students who committed disciplinary offenses trended downward by 15 percentage points from 2018-19 (52%) to 2022-23 (37%), which corresponded with a 13-percentage point increase for Hispanic students.

Classroom Climate

- The rate of positive responses on the classroom climate subscale of the Student Experience survey at campuses with a Reset Center trended downward from 78 percent in Spring 2021 to 73 percent in Spring 2023.

Reset Center Exit Surveys

- Overall, students generally felt positively about their experiences at the Reset Center.
- For example, most students reported that they were supported by the RCC (84%), that they had a plan for how to successfully rejoin classes (79%), and that their time at the Reset Center positively affected their emotions (74%).
- After completing a one-to-three-day period in a Reset Center, students more often attributed positive descriptors (e.g., supported, helped) than negative descriptors (e.g., hurt, disrespected) to their first and subsequent visits to the Reset Center.

Attendance Rates

- In 2022-23, the attendance rate of middle school students with a disciplinary referral (91%) was lower than other students at the same campuses (94%) and the district overall (94%).
 - This pattern was relatively consistent with previously reported years (86% to 91%).
- In 2022-23, the attendance rate of high school students with a disciplinary referral (82%) was lower than other students at the same campuses (89%) and the district overall (90%).
 - This pattern was slightly lower than previously reported years (86% to 92%).

On-Track Rates

- For grade nine students, the rate of Reset Center students considered on-track (42%) was lower than other students at the same campuses (74%) and the district overall (76%).
- The rate of Reset Center students who were On-Track was also lower in 2022-23 (42%) than 2021-22 (48%).

Graduation Rates

- For grade 12 students, the graduation rate for Reset Center students (88%) was lower than other students at the same campuses (93%) and district students overall (94%).
- However, the graduation rate for Reset Center students trended slightly upward from 2021-22 (87%) to 2022-23 (88%).

RECOMMENDATIONS

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

Extend PD opportunities from SEAS and Region 10 to other campus staff members and differentiate PD opportunities for RCCs. In 2022-23, RCCs who participated in the focus groups reported that they appreciated the quality of PD sessions that they received. They felt that these sessions would be helpful for other campus staff members to better understand their work with students. In addition, RCCs reported that it would be helpful to differentiate PD sessions for new and returning coordinators so the trainings would be more relevant based on their level of experience. Reset Center program staff members should consider how the information from the PD sessions can be shared with other campus staff members and explore how the sessions can include information that is based on an RCC's level of experience.

Improve the documentation process for students who visit the Reset Center. All RCCs who participated in the focus group reported that data tracking was a work in progress because of recent changes in how data were tracked in 2022-23. They felt that the disciplinary referrals record did not always accurately reflect their work with each student. For example, when students checked themselves into a Reset Center (i.e., self-report), it was not always clear

how RCCs should track those visits with the most recent Reset documentation template. Therefore, Reset Center program staff should explore possible solutions for improving the documentation process.

Encourage more principals and assistant principals to complete the Reset Center survey in 2023-24. While most campus administrators who completed the survey in Fall 2022 had generally positive or mixed ratings for Reset Centers, low response rates in Spring 2023 limited the generalizability of the spring survey results to all administrators. For the third year of implementation in 2023-24, Reset Center program staff members should consider whether administering the survey only in Spring 2024 would encourage more campus administrators to complete the survey.

Continue providing PD for teachers and administrators that addresses the disproportionality of Reset Center referrals for African American students. From 2019-19 to 2022-23, the proportion of African American students who received a discipline referral trended downward for middle school (40% to 34%) and high school (52% to 37%) students. However, because African American students only account for 20 percent of the total district population, Reset Center program staff members should continue their efforts to address the disproportionate number of African American students who received a discipline referral in 2022-23.

Investigate the increase in disciplinary referrals that resulted in removal to DAEP or expulsion. While the recidivism rate for all middle school and high school students continued to trend downward from 2018-19, the number of Reset Center referrals and PISR referrals from 2021-22 to 2022-23 trended upward. In addition, the number of removals to the DAEP increased by 28 percent for middle school students and 38 percent for high school students from 2021-22 to 2022-23. Therefore, Reset Center program staff members should investigate why the number of serious consequences has become more frequent.

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