

EA18-601-2

2017-18 Evaluation of Accelerating Campus Excellence (ACE)

Department of Evaluation and Assessment

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Superintendent of Schools*



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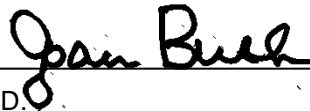
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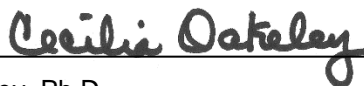
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Table of Contents

ABSTRACT	1
PROGRAM DESCRIPTION	2
People	2
Learning	2
Expectations	3
Priorities	3
PURPOSE AND SCOPE OF THE EVALUATION	3
MAJOR EVALUATION QUESTIONS AND RESULTS	4
What was the source and amount of funding for the ACE program?.....	4
Methodology	4
Results	4
How were ACE staff members selected and compensated?	4
Methodology	4
Results	4
What were the characteristics of ACE campuses?	5
Methodology	5
Results	5
What were teacher and campus leadership perceptions of ACE?.....	7
Methodology	7
Results	7
What were the outcomes related to the people component of ACE?	12
Methodology	12
Results	13
What were the outcomes related to the learning component of ACE?	18
Methodology	18
Results	22
What were the outcomes related to the expectations component of ACE?	40
Methodology	40

Results 41

What were the 2018 ACE state accountability ratings? 47

SUMMARY AND RECOMMENDATIONS..... 47

 Summary 47

 Recommendations..... 53

REFERENCES..... 55

APPENDICES 56

List of Tables

Table	Page
1	2017-18 ACE Stipends and Payout Schedule 4
2	2017-18 ACE Student Demographics 5
3	2017-18 ACE Teacher Demographics 6
4	2017-18 Teacher Survey Response Rates 10
5	2017-18 ACE Teacher Retention Rates 14
6	2014-15 to 2017-18 ACE Campus Climate Survey Quintile Scores (Culture of Feedback and Support) 18
7	2018 ACE <i>ACP</i> Exam Passing Rate Comparisons to Previous Year and District by Subject..... 33
8	2018 ACE <i>STAAR</i> Approaches+ and Meets+ Attainment Rate Comparisons to Previous Year and District by Subject 39
9	2015 to 2018 ACE Level I, II, and III Disciplinary Offenses 42
10	2016-17 and 2017-18 ACE Attendance Rates by Campus 44
11	2018 ACE Student Experience Survey Percent Favorable Ratings by Category 45
12	2015 to 2018 ACE Student Experience Survey Overall Favorable Ratings 46

List of Figures

Figure	Page
1	2017-18 ACE Campus Administrator Survey, Implementation Effectiveness 8
2	2017-18 Summary of ACE Parent Engagement Activities 9
3	2017-18 Summary of ACE Community Partnerships 9
4	2017-18 ACE Teacher Survey, Implementation Effectiveness 11
5	2017-18 ACE TEI Teacher Effectiveness Levels by Campus, ACE Overall, ISN, and District.... 15
6	2017-18 ACE Proficient Average Teacher Spot Observation Scores (Sections 2.3 and 2.4) 17
7	2017-18 ACE 1.0 Six-Week Tier 1 Percentages on <i>ISIP</i> (Combined English and Spanish) 23
8	2017-18 ACE 1.0 Six-Week Tier 1 Percentages on <i>ISIP</i> (English)..... 24
9:	2017-18 ACE 1.0 Six-Week Tier 1 Percentages on <i>ISIP</i> (Spanish) 25
10	2017-18 ACE 2.0 Six-Week Tier 1 Percentages on <i>ISIP</i> (Combined English and Spanish) 26
11	2017-18 ACE 2.0 Six-Week Tier 1 Percentages on <i>ISIP</i> (English)..... 27
12	2017-18 ACE 2.0 Six-Week Tier 1 Percentages on <i>ISIP</i> (Spanish) 28
13	2016-17 to 2017-18 One-Year Trends of <i>ISIP</i> Percentage at Tier 1 for ACE 1.0/2.0, ISN, and District 30
14	2015-16 to 2017-18 Two-Year Trends of <i>ISIP</i> Percentage at Tier 1 for ACE 1.0 and District 31
15	2014-15 to 2017-18 Three-Year Trends of <i>ISIP</i> Percentage at Tier 1 for ACE 1.0 and District.. 32
16	2018 Percentage of Students Attaining <i>STAAR</i> Approaches+ or Meets+ Performance Standards by Subject for ACE, ISN, and District Overall 35
17	2018 Percentage of Students Attaining <i>STAAR</i> Masters Performance Standard by Subject for ACE, ISN, and District Overall 36
18	2017 to 2018 One-Year ACE <i>STAAR</i> Trends by Subject 37
19	2016 to 2018 Two-Year and 2015 to 2018 Three-Year ACE 1.0 <i>STAAR</i> Trends by Subject 38
20	2014-15 to 2017-18 ACE 1.0 Change in Level I, II, and III Disciplinary Referrals 43
21	2016-17 to 2017-18 ACE 2.0 Change in Level I, II, and III Disciplinary Referrals 43
22	2018 ACE Campus Parent/Guardian Survey Overall Positive Response Rates 47

List of Appendices

Appendix	Page
A 2017-18 Intensive Support Network (ISN) Campuses.....	57
B 2017-18 ACE Student Demographics.....	58
C 2017-18 ACE Teacher Demographics	61
D 2017-18 ACE Principal/Assistant Principal Survey Details.....	65
E 2017-18 ACE Teacher Survey Details	69
F Fall 2017 ACE Teachers at Each TEI Effectiveness Level.....	74
G 2017-18 ACE Spot Observation Summary	75
H 2014-15 to 2017-18 <i>Istation Indicators of Progress (ISIP)</i> Assessment Periods	77
I 2017-18 ACE <i>Istation Indicators of Progress (ISIP)</i> Six-Week Tier 1 Rates.....	78
J 2014-15 to 2017-18 ACE <i>Istation Indicators of Progress (ISIP)</i> Four-Year Tier 1 Rates.....	81
K 2016-17 to 2017-18 Core Subjects <i>Assessment of Course Performance (ACP)</i> Passing Rates	90
L 2015 to 2018 ACE Four-Year <i>STAAR</i> Details.....	100
M 2017 to 2018 ACE <i>STAAR</i> Approaches+ Rates by Student Group.....	120
N 2016 to 2018 ACE <i>STAAR</i> Approaches+ Rates by Student Group.....	133
O 2015 to 2018 ACE <i>STAAR</i> Approaches+ Rates by Student Group.....	140
P 2018 ACE Student Experience Survey Detailed Results by Campus.....	147
Q 2015 to 2018 Parent/Guardian Survey Positive Response Rates	160

2017-18 Evaluation of Accelerating Campus Excellence (ACE)

Project Evaluators: Dianne K. Palladino Ph.D. and Mitch Barton, Ph.D.

ABSTRACT

The Accelerating Campus Excellence (ACE) initiative formed in 2015-16 on the principle that transforming schools requires strong leadership and effective teachers enveloped in an environment of high expectations. Supported by \$9,885,862 in general operating funds, the 2017-18 ACE program added a second cohort of six campuses (ACE 2.0) to the original seven-campus cohort (ACE 1.0). The ACE program aimed to improve student achievement by accelerating growth in three areas: people, learning, and expectations. This evaluation reports 2017-18 progress toward outcomes related to these areas. Highlights of findings include:

People. Three ACE 1.0 campuses exceeded the district teacher retention rate (73%). Nine ACE campuses and ACE overall employed a minimum of 60 percent of teachers with at least a Proficient I Teacher Excellence Initiative effectiveness level. The rate of teachers with proficient average spot observation ratings varied by campus. Five ACE campuses earned fourth or fifth quintile (most positive) scores on the Culture of Feedback and Support section of the Climate Survey.

Learning. Overall rates of kindergarten to grade two ACE students reading on grade level trended upward in 2017-18 as assessed by *Istation Indicators of Progress*, and ACE students reading on grade level either closed the gap with district rates or exceeded the district by year end. ACE students overall achieved *Assessment of Course Performance (ACP)* passing rates within 10 percentage points of district rates on 38 (78%) of 49 ACPs in the fall and on three (38%) of eight spring exams. ACE students overall achieved scores at all *State of Texas Assessments of Academic Readiness* performance standards at rates at least within 10 percentage points of the district in all subjects, and exceeded district one-, two-, and three-year growth rates in most subjects.

Expectations. ACE 1.0 campuses reduced disciplinary referrals by 3,391 (87%) over three years, and ACE 2.0 campuses reduced referrals by 1,218 (77%) in 2017-18. Overall ACE attendance rates were comparable to district rates (95%). ACE student and parent perceptions were generally positive.

Overall. Twelve of the 13 ACE campuses earned a Met Standard state accountability rating in 2017-18.

Primary recommendations were offered regarding: 1) monitoring of transitioning campuses, 2) support and development of campus leaders and teachers, 3) heightened literacy focus, 4) emphasis on behavioral management and parent involvement, and 5) plans for long-term outcome evaluation.

PROGRAM DESCRIPTION

The Accelerating Campus Excellence (ACE) initiative was formed in the Dallas Independent School District (Dallas ISD) on the principle that transforming schools requires strong leadership and effective teachers enveloped in an environment of high expectations for students and staff members. Starting in 2015-16, ACE offered competitive stipends to incentivize top teachers and principals to relocate to some of the district's most challenged campuses. The first group of campuses (ACE 1.0) continued for year three of the program in 2017-18 and includes four elementary schools (Annie Web Blanton, Umphrey Lee, Roger Q. Mills, and Elisha M. Pease) and three middle schools (Billy Earl Dade, Thomas A. Edison, and Sarah Zumwalt). Six of the seven ACE 1.0 campuses were removed from Texas Improvement Required status after the first year of the program and continued to meet standards after year two. A new cohort of ACE campuses (ACE 2.0) participated for their first year in the program in 2017-18 and included five elementary schools (C.F. Carr, J.N. Ervin, Onesimo Hernandez, L.W. Ray, and Edward Titcher) and one middle school (Thomas J. Rusk).

The ACE program aimed to improve student achievement by striving to accelerate growth in three general areas: people, learning, and expectations.

People

To accelerate factors related to people, ACE campuses were staffed with strong principals and effective teachers. Staff members also embraced three core values: 1) growth mindset, 2) high expectations, and 3) inspiring relationships. The following objectives measured progress in this area:

- Recruit, retain, and develop strong teachers as measured by:
 - Annual teacher retention rates at or above district retention rates
 - A minimum of 60% of teachers at ACE campuses with Proficient I or above TEI effectiveness levels
 - High percentage (fall: 60%; spring: 75%) of proficient teachers as measured by average TEI spot observation scores on standards 2.3 (clear instruction) and 2.4 (instructional rigor)
 - Fourth or fifth quintile scores on the Culture of Feedback and Support section of the district Climate Survey

Learning

To accelerate factors related to learning, ACE staff members participated in supplemental professional development opportunities and committed to excellence in both academic and social-emotional learning. Staff members also focused on consistent use of data-driven instruction. Finally, the school day was extended one hour on ACE campuses, and extended after school opportunities were offered until 6 p.m. two to three days per week.¹ The following objectives measured progress in this area:

¹ For ACE 1.0 middle school campuses and all ACE 2.0 campuses, after school opportunities were offered three days per week. For ACE 1.0 elementary school campuses, after school opportunities were offered two days per week.

- Improve rates of kindergarten to grade two students reading on grade level as measured by *Istation Indicators of Progress (ISIP)*; i.e., rates of Tier 1 students at or above district rates)
- Close achievement gap in assessment scores (i.e., *Assessment of Course Performance* passing rates and *State of Texas Assessments of Academic Readiness* performance standard attainment rates within ten percentage points or exceeding the district)

Expectations

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

- Increase positive student expectations and culture as measured by:
 - Disciplinary offenses at or below district rates
 - Attendance rates at or above 96%
 - Student Experience Survey positive response rates at or above district averages
 - Parent/Guardian Survey positive response rates at or above district averages

Priorities

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.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to provide data for campus, program, and district leadership to evaluate progress toward year three objectives established by ACE leadership, and to provide analysis of some additional applicable outcomes. When possible, data were provided on the campus level, for ACE 1.0, ACE 2.0, and ACE overall, and for comparison groups, including Intensive Support Network (ISN; See Appendix A) campuses and the district. Unless otherwise specified, outcomes were analyzed using data for students who were enrolled on the PEIMS reporting date for the specified year. Information was grouped into several main categories, including:

- ACE program funding information
- ACE staff member selection and compensation
- Characteristics of ACE students, teachers, and principals
- Perceptions of ACE teachers and administrators
- Outcomes related to the people, learning, and expectations components of ACE
- 2018 ACE campus accountability results
- Actionable program recommendations

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the ACE program?

Methodology

ACE program leadership provided budget and funding source information.

Results

The total budget for the 2017-18 ACE program was \$9,885,862. This budget was supported by general operating funds from the Dallas ISD. The budget included \$8,551,886 for additional personnel and teacher stipends, \$384,578 for transportation costs, \$217,230 for uniforms, and \$732,168 for professional development and extra duty pay.

How were ACE staff members selected and compensated?

Methodology

Information about the 2017-18 ACE program originated from interviews with ACE program leadership and from inspection of program documentation.

Results

The cornerstone of the ACE program was recruiting highly effective teachers and leadership teams to work at ACE campuses. At least 85 percent of staff members at new ACE campuses were replaced prior to year one of implementation. This reconstitution started with the selection of strong, proven leadership, followed by recruitment of proven highly effective teachers and support staff from throughout the district. Individuals selected to work in these roles on ACE campuses were awarded stipends at milestones throughout the year. Stipend amounts depended upon position, and, in the case of teachers, on TEI effectiveness ratings. Table 1 shows stipends and distribution times by role.

Table 1: 2017-18 ACE Stipends and Payout Schedule

Role	ACE Stipend (Total)	Payout #1 Signing Bonus (September)	Payout #2 (December)	Payout #3 (May)
Principal	\$15,000	\$2,000	\$6,500	\$6,500
Assistant Principal	\$13,500	\$2,000	\$5,750	\$5,750
Counselor	\$10,000	\$2,000	\$4,000	\$4,000
Instructional Coach	\$8,000	\$2,000	\$3,000	\$3,000
Media Specialist	\$8,000	\$2,000	\$3,000	\$3,000
Teacher (Distinguished)	\$12,000	\$2,000	\$5,000	\$5,000
Teacher (Proficient)	\$10,000	\$2,000	\$4,000	\$4,000
Teacher (Progressing)	\$8,000	\$2,000	\$3,000	\$3,000

Source: ACE program office.

For every 300 students, ACE campuses received an additional assistant principal, counselor, and campus instructional coach. Class size was maintained at 22 students or fewer at elementary schools.

What were the characteristics of ACE campuses?

This section reports the demographic characteristics of ACE students, teachers, and principals.

Methodology

To determine ACE student characteristics, the evaluator used demographic data from district files for students enrolled on the PEIMS reporting date of October 27, 2017. The evaluator conducted frequency and crosstab analyses to summarize student demographic information by campus, for ACE 1.0, ACE 2.0, ACE overall, and by sex, ethnicity, and special student group.

For ACE teacher and principal characteristics, the evaluator used the district personnel file dated December 13, 2017 to summarize demographics for active teachers by sex, ethnicity, highest earned degree, and years in the district. The evaluator conducted frequency and crosstab analyses to summarize demographic information by campus, ACE 1.0, ACE 2.0, and ACE overall.

Results

Students

Table 2 summarizes student characteristics for ACE 1.0, ACE 2.0, and for ACE overall with regard to sex, ethnicity, and special student groups. Student demographic information by campus and by grade level are provided in Appendix B. Over half of ACE students were male (51%) and/or African American (54%), and most were economically disadvantaged (86%). Almost a third were English language learners (ELLs; 32%), and 10 percent were enrolled in special education (SPED). Student characteristics were comparable for ACE 1.0 and ACE 2.0 campuses.

Table 2: 2017-18 ACE Student Demographics

	ACE 1.0 (N = 3,918)		ACE 2.0 (N = 3,048)		All ACE (N = 6,966)	
	n	%	n	%	n	%
Sex						
Male	2,022	51.6	1,547	50.8	3,569	51.2
Female	1,896	48.4	1,501	49.2	3,397	48.8
Ethnicity						
Af Amer	2,115	54.0	1,642	53.9	3,757	53.9
Hispanic	1,712	43.7	1,306	42.8	3,018	43.3
White	34	0.9	52	1.7	86	1.2
Other	57	1.5	48	1.6	105	1.5
Special Student Groups						
Eco Dis	3,237	82.6	2,722	89.3	5,959	85.5
ELL	1,248	31.9	1,005	33.0	2,253	32.3
SPED	380	9.7	293	9.6	673	9.7

Source: District demographic data from October 27, 2017 (PEIMS snapshot date).

Note: Af Amer = African American. Eco Dis = economically disadvantaged. ELL = English language learner. SPED = special education.

Teachers

Table 3 summarizes teacher characteristics for ACE 1.0, ACE 2.0, and for ACE overall with regard to sex, ethnicity, highest degree earned, and years in district. Teacher characteristics by campus are provided in Appendix C. The 462 teachers on ACE campuses were 76 percent female, 58 percent African American, 23 percent Hispanic, and 16 percent white. Almost a third (29%) of ACE teachers held at least a master’s degree. ACE teachers had been employed in the Dallas ISD for an average of 7.5 years, with 46 percent teaching in the Dallas ISD for six or more years. Rates of male, Hispanic, and White teachers were higher at ACE 2.0 campuses than at ACE 1.0 campuses, and rates of African American teachers were lower at ACE 2.0 campuses than at ACE 1.0 campuses. Degrees earned and district tenure were similar, on average, for ACE 1.0 and ACE 2.0 campuses.

Table 3: 2017-18 ACE Teacher Demographics

	ACE 1.0 (N = 255)		ACE 2.0 (N = 207)		All ACE (N = 462)	
	n	%	n	%	n	%
Sex						
Male	71	27.8	40	19.3	111	24.0
Female	184	72.2	167	80.7	351	76.0
Ethnicity						
Af Amer	170	66.7	100	48.3	270	58.4
Hispanic	48	18.8	56	27.1	104	22.5
White	30	11.8	43	20.8	73	15.8
Other	7	2.7	8	3.9	15	3.2
Highest Degree Earned						
Associate’s	0	0.0	0	0.0	0	0.0
Bachelor’s	165	64.7	131	63.3	296	64.1
Master’s	70	27.5	63	30.4	133	28.8
Doctorate	1	0.4	1	0.5	2	0.4
Other/Missing	19	7.5	12	5.8	31	6.7
Years in District						
<1	25	9.8	18	8.7	43	9.3
1 to 5	111	43.5	97	46.9	208	45.0
6 to 10	44	17.3	30	14.5	74	16.0
11 to 15	34	13.3	30	14.5	64	13.9
16 to 20	26	10.2	20	9.7	46	10.0
21+	15	5.9	12	5.8	27	5.8
Average Years	7.6		7.5		7.5	

Source: District personnel file dated December 13, 2017.

Note: Af Amer = African American. Percentages may not sum to 100 because of rounding.

Principals

The 13 ACE principals² were 54 percent female, 69 percent African American, and 23 percent Hispanic. Most principals held at least a master’s degree (85%). ACE principals had been employed in the

² Pease operated without an assigned principal until mid-spring 2018. Pease principal demographics are included for completeness.

Dallas ISD for an average of 11.8 years, with 46 percent employed by the district for 15 or more years and 77 percent employed by the district for at least five years. Assigned principals on ACE campuses remained consistent throughout the academic year.

What were teacher and campus leadership perceptions of ACE?

The evaluator collected and summarized feedback from ACE teachers and campus administrators regarding several topics: 1) successes and challenges, 2) parent and community partnerships, and 3) compensation and future directions.

Methodology

Incorporating input from ACE program leadership, the evaluator administered an online survey to ACE teachers ($N = 456$)³ and another survey to ACE campus administrators (principals and assistant principals; $N = 41$) to collect perceptions of the ACE program. Potential participants of both surveys received email invitations to complete the survey on March 5, 2018, and the survey remained open until March 30, 2018, with periodic reminders sent to those who were yet to respond. The evaluator conducted frequency analyses on responses to survey items answered on a ratings scale⁴ and content analyzed open-ended question responses, grouping feedback into general themes.

Results

Campus Leadership

Detailed principal and assistant principal survey responses are included in Appendix D. Highlights are included in this section for brevity. Overall, of the 41 campus administrators who received survey invitations, 32 (78%) at least partially completed the survey.⁵ Because of the small number of principals and assistant principals per campus, survey responses were reviewed in aggregate rather than grouped by campus or role to support respondent confidentiality.

Participant characteristics. Respondents were 38 percent principals and 63 percent assistant principals. Half of respondents continued employment at the same ACE campus as the previous year, and most (88%) worked as a principal or assistant principal in the previous year.⁶ Half of principal respondents had at least four years of campus leadership experience, and most (91%) had served at least one year as a teacher in the past.

Successes and Challenges. As shown in Figure 1, at least half of administrator respondents felt that five key factors were implemented extremely or very effectively on their campuses. They most highly

³ Of the 462 invitations sent to teachers, one email address bounced and five teachers previously opted out of district surveys. The remaining 456 teachers received invitations to the survey.

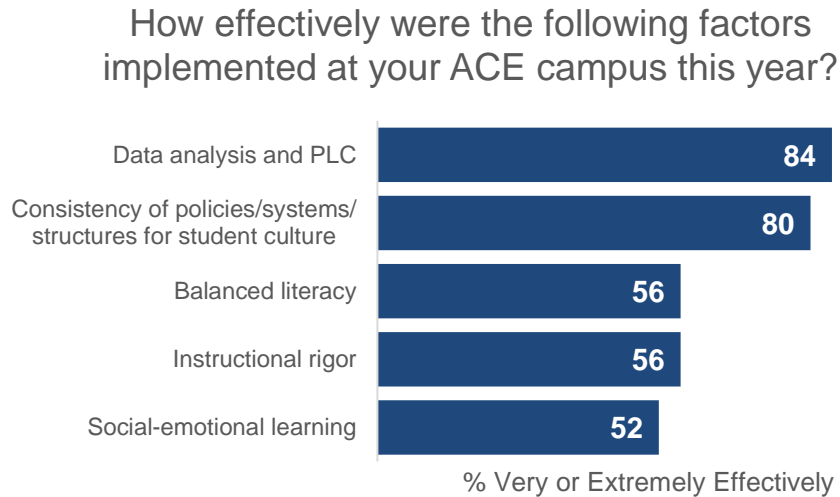
⁴ Percentages do not include respondents who indicated that a question was not applicable or that they did not know or were not sure how to answer a question.

⁵ A total of 24 (58.5%) administrator respondents fully completed the survey, and eight (19.5%) partially completed the survey. Tables in Appendix D include the number of respondents by question.

⁶ All but one of the respondents who reported working in campus leadership in the previous year were employed as a principal or assistant principal in the Dallas ISD in the previous year.

rated the effectiveness of data analysis and PLC (84%), and consistency of policies/systems/structures for student culture (80%).

Figure 1: 2017-18 ACE Campus Administrator Survey, Implementation Effectiveness



Source: 2017-18 ACE Campus Administrator Survey.

Note: Campus administrators include principals and assistant principals. Percentages do not include respondents who indicated that a question was not applicable or they did not know or were not sure how to answer a question. See Appendix D for detailed response frequencies for all survey questions.

Campus administrators generally were positive with respect to support from the ACE core team; most respondents (88%) indicated that support from the ACE core team was excellent or very good. When asked which of the three ACE core focus areas (i.e., school culture, balanced literacy, effective data analysis and PLC) needed more development at campuses, administrators were most likely to indicate balanced literacy (47%). Few administrators (9%) felt that none of the core areas needed enhancement. In open-ended responses, campus administrators considered execution of the core factors at the top of both their most important successes and challenges. When asked to list what they considered to be the greatest successes this school year, administrators most frequently mentioned factors related to campus culture (54%), data analysis (49%), and balanced literacy (17%). When asked to list the greatest challenges they faced, administrators were most likely to mention factors related to balanced literacy (39%), campus culture (37%), and data analysis (10%). When asked to select the most important potential change that could improve future success for ACE teachers, administrators most frequently indicated improved behavioral management support (20%) and more parent involvement (20%). More planning time was the highest rated second most important potential change (20%).

Parent and Community Partnerships. Sixty percent of administrators agreed that parents of students at their campuses were engaged with their children's progress, despite the fact that 76 percent indicated that more opportunities for parent engagement were offered on their campuses in 2017-18 than

at non-ACE campuses. Principals mentioned several efforts to encourage parent involvement that were implemented on their campuses, as shown in Figure 2.

Figure 2. 2017-18 Summary of ACE Parent Engagement Activities

- Parent University (parents work toward GED)
 - Tea/coffee/muffins/doughnuts with Teachers/Principals
 - Academic nights (mathematics, literacy, etc.)
 - Home visits and meetings in community venues
 - Provision of parent transportation to meetings at campuses
 - College nights
 - Festivals/carnivals
 - Career days
 - Parent/child dances
 - Regular student performances
 - Principal meetings
 - Grade-level meetings
 - Community town hall meetings
 - Parent-teacher organizations
 - STAAR information assemblies
-

Campus leadership also encouraged partnerships with community organizations. These entities provided a wide variety of provisions and support to campuses. Figure 3 shows a summary of the types of organizations that partnered with ACE campuses and examples of the provisions and support provided by the organizations in 2017-18.

Figure 3. 2017-18 Summary of ACE Community Partnerships

Types of Organizations:

- Churches and religious organizations
- Businesses, credit unions, and law firms
- Local colleges and universities
- Libraries
- Police departments
- Large and small non-profit organizations
- Individuals

Types of Provisions/Support:

- Donations (e.g., money, clothing/uniforms, academic resources)
 - Volunteer support (e.g., tutoring, mentoring, book buddies)
 - Teacher appreciation incentives and events
 - Facilities (e.g., instructional gardens, space for dances)
 - Student events (e.g., carnivals, bullying/character lessons)
 - Student recognition
 - Community liaison
-

Program future. When asked what tools, services, or resources they would like to be more readily available in the future, campus administrators most frequently desired more training and networking opportunities (17%). In addition, most campus administrators agreed they would be extremely or very likely to recommend that a colleague accept a principal or assistant principal position (92%) or a teaching position (100%) at an ACE campus.

Teachers

Detailed teacher survey responses are provided in Appendix E. Highlights are included in this section for brevity.⁷

Response rates and participant characteristics. Overall, of the 457 teachers who received survey invitations, 317 (69%) at least partially completed the survey.⁸ As shown in Table 4, campus response rates ranged from 46 percent (Dade) to 82 percent (Ray, Rusk). Ray teachers comprised the lowest percentage of total respondents (4%), and Rusk teachers were most strongly represented (12%). The rate of teacher respondents from each grade level ranged from six percent (prekindergarten) to 13 percent (grades two and three). Mathematics and reading/language arts teachers were most strongly represented (21% each). In the previous year, 45 percent of teacher respondents taught at their current or another ACE campus, and 85 percent taught at a campus in the Dallas ISD. Although a small proportion of respondents were first-year teachers (5%), over half of respondents reported 10 or more years of teaching experience.

Table 4. 2017-18 Teacher Survey Response Rates

	Total Sent	Completed ^a Survey		Total Responses
	N	n	%	%
Blanton	38	30	78.9	9.5
U. Lee	39	30	76.9	9.5
Mills	23	16	69.6	5.0
Pease	27	21	77.8	6.6
Dade	63	29	46.0	9.1
Edison	33	21	63.6	6.6
Zumwalt	27	15	55.6	4.7
ACE 1.0	250	162	64.8	*51.1
Carr	36	26	72.2	8.2
Ervin	39	31	79.5	9.8
Hernandez	23	16	69.6	5.0
Ray	17	14	82.4	4.4
Titche	47	31	66.0	9.8
Rusk	45	37	82.2	11.7
ACE 2.0	207	155	74.9	48.9
Total	457	317	69.4	*100.0

Note: ^aIncludes respondents who at least partially completed the survey. *Total of campus-level results does not sum to overall percent because of rounding.

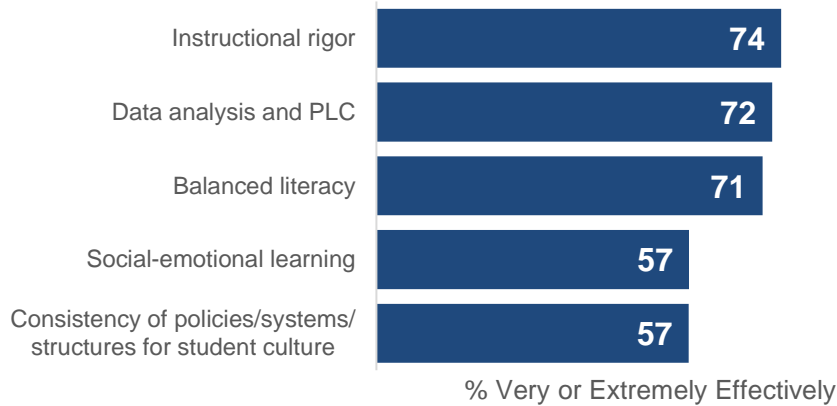
Successes and Challenges. As shown in Figure 4, over half of teacher respondents who had enough information to provide ratings felt that each of the five key factors were implemented very or extremely effectively on their campuses, and they most highly rated the effectiveness of instructional rigor (74%), data analysis and PLC (72%), and balanced literacy (71%).

⁷ Frequency rates shown do not include respondents who indicated that a question was not applicable or that they did not know or were not sure how to answer a question.

⁸ A total of 261 (82%) teacher respondents fully completed the survey, and 56 (18%) partially completed the survey. Tables in Appendix E include the number of responses by question.

Figure 4: 2017-18 ACE Teacher Survey, Implementation Effectiveness

How effectively were the following factors implemented at your ACE campus this year?



Source: 2017-18 ACE Teacher Survey.

Note: Percentages do not include respondents who indicated that a question was not applicable or that they did not know or were not sure how to answer a question. See Appendix E for detailed response frequencies for all survey questions.

When asked which of the three ACE core focus areas (i.e., school culture, balanced literacy, effective data analysis and PLC) needed more development at campuses, teachers were most likely to indicate school culture (44%), while almost a quarter of teachers (24%) felt that none of the core areas needed enhancement. Additionally, in open-ended responses, teachers most frequently mentioned factors related to data analysis as their greatest accomplishments (15%), and factors related to school culture among their greatest challenges (12%). Supporting these results, when asked to select the most important potential change that could improve future success for ACE teachers, teachers most frequently indicated improved behavioral management support as both their first (32%) and second (20%) most important potential change. More planning time was the second most highly rated first (14%) and second (17%) choice as an important change to the program that would enhance future teacher success.

Parent and Community Partnerships. Teachers were divided on the issue of parent engagement. Almost half (48%) of teacher respondents agreed or strongly agreed that parents of their students were engaged with the progress of their children in 2017-18. This finding was despite the majority of teachers (67%) agreeing that campus leadership offered additional opportunities for parent engagement on ACE campuses than would be typically available at non-ACE campuses.

Compensation and Future. ACE teachers generally were satisfied with their compensation. Over half of teachers (67%) strongly agreed or agreed that the stipend they received for serving as an ACE teacher was fair considering the extra effort required. To quantify the extent of the additional workload, the highest percentage of ACE teachers who had worked at non-ACE campuses in the past (48%) indicated that they worked about 11 to 20 extra hours per week than they had typically worked in the past at non-ACE campuses.

When asked what tools, services, or resources they would like to be more readily available in the future, teachers most frequently desired more professional development (11%) and more available general resources (10%). Forty percent of teacher respondents were extremely or very likely to recommend that a colleague teach at an ACE campus.

What were the outcomes related to the people component of ACE?

Program leadership designated four outcome objectives for evaluation of the people component of ACE, including 1) annual retention rates, 2) rates of teachers with at least a Proficient I TEI effectiveness level, 3) fall and spring percentages of proficient teachers as measured by average TEI spot observation scores on standard 2.3 (clear instruction) and 2.4 (instructional rigor), and 4) positive quintile⁹ scores on the Culture of Feedback and Support section of the semi-annual district Climate Survey.

Methodology

Teacher Retention

The ACE objective was to attain campus teacher retention rates at or above district rates. Because 2017-18 was the first year after reconstitution for ACE 2.0 campuses, resulting in almost complete teacher turnover, this objective was evaluated only for ACE 1.0 campuses. The Dallas ISD Data Analytics and Control department¹⁰ provided data indicating the number of teachers on ACE campuses on October 28, 2016 who remained on that campus (stayers), moved to another ACE or non-ACE campus in the district (movers), or resigned from a teaching role in the district (leavers)¹¹ by one year later on October 27, 2017. The evaluator used frequency analyses to calculate rates for each of these scenarios by ACE campus and overall for ACE 1.0 campuses, ACE 2.0 campuses, all ACE campuses, Intensive Support Network (ISN; see Appendix A) campuses, and the district.

Proficient or Higher TEI Effectiveness Levels

The ACE objective was to attain a minimum of 60 percent of teachers at campuses with at least a Proficient I TEI effectiveness level. The Dallas ISD Data Analytics and Control department provided campus-level data indicating the rates of teachers by campus at each TEI effectiveness level in 2017-18.¹² The evaluator grouped ratings into three categories: 1) Exemplary I and II; 2) Proficient I, II, or III; and 3) Below Proficient, No Level, or not applicable (N/A) and used frequency analyses to calculate the rates of teachers in each group by ACE campus, ACE 1.0/ACE 2.0 overall, ACE overall, ISN campuses overall, and the district.

⁹ A quintile is any of five equal groups into which a population can be divided according to the distribution of values of a particular variable.

¹⁰ Data Analytics and Control is a department in Human Capital Management.

¹¹ Leavers included those who left the district and those who moved to non-instructional roles in the district.

¹² TEI ratings for the 2016-17 academic year are in effect for the 2017-18 academic year.

Spot Observations

The ACE objective was to attain high percentages (fall: 60%; spring: 75%) of proficient teachers as measured by average TEI spot observation scores on standard 2.3 (clear instruction) and 2.4 (instructional rigor). The Dallas ISD Data Analytics and Control department provided 2017-18 spot observation scores by teacher for TEI sections 2.3 (*Are all students able to understand the content in a clear and cohesive manner?*; clear instruction) and 2.4 (*Are all students engaged in appropriately challenging/demanding content?*; instructional rigor). Average spot observation scores were aggregated by teacher,¹³ and further aggregated by campus and for the ACE program overall to obtain the mean number of spot observations, and mean, minimum, maximum, and median spot observation scores. From these analyses, the evaluator used frequency analyses to determine the number and percentage of teachers with average spot observation scores at or above the proficient threshold score of 2.0.

Climate Survey

The ACE objective was to attain fourth or fifth quintile scores on the Culture of Feedback and Support section on the semi-annual district Climate Survey. The evaluator obtained Climate Survey¹⁴ data for each campus from district files dated January 22, 2018 (fall 2017) and June 4, 2018 (spring 2018) and extracted the district quintile scores on the Culture of Feedback and Support section for each ACE campus. For comparison purposes, the evaluator extracted the quintiles reported for the fall and spring semesters of 2014-15, 2015-16, and 2016-17 from Climate Survey reports from previous years.

Results

Teacher Retention

As shown in the “stayers” column of Table 5, ACE 1.0 campus teacher retention rates ranged from 44 percent (Pease) to 83 percent (Blanton, Zumwalt), with an overall ACE 1.0 teacher retention rate of 70 percent. Although overall the ACE 1.0 campuses did not meet or exceed the district teacher retention rate of 73 percent, three campuses (Blanton, U. Lee, Zumwalt) retained teachers at a rate exceeding the district, and an additional two campuses (Mills, Dade) attained over 70 percent teacher retention rates. The 12 percent ($n = 32$) of ACE 1.0 teachers who moved to another campus between fall 2016 and fall 2017 included three percent ($n = 8$) who moved to campuses within the ACE program [1% ($n = 3$) to ACE 1.0 and 2% ($n = 5$) to ACE 2.0] and nine percent ($n = 24$) who transferred to other campuses that were not part of the ACE program.

¹³ Spot observations with a “completed” status were included in calculations; average spot observation scores of 2.0 or higher were considered “proficient.”

¹⁴ For more information on the Climate Survey, see Weir, 2018.

Table 5: 2017-18 ACE Teacher Retention Rates

	Total 2016-17 N	Leavers %	Movers %	Stayers %
ACE 1.0				
Blanton	42	11.9	4.8	83.3
U. Lee	41	12.2	12.2	75.6
Mills	28	17.9	10.7	71.4
Pease	32	34.4	21.9	43.8
Dade	59	20.3	8.5	71.2
Edison	39	23.1	17.9	59.0
Zumwalt	30	6.7	10.0	83.3
ACE 2.0				
Carr/Carver	54	33.3	63.0	3.7
Ervin	42	21.4	73.8	4.8
Hernandez	26	26.9	65.4	7.7
Ray	18	44.4	44.4	11.1
Titche	50	38.0	54.0	8.0
Rusk	41	34.1	56.1	9.8
Summary				
ACE 1.0	271	18.1	11.8	70.1
ACE 2.0	231	32.5	60.6	6.9
ACE	502	24.7	34.3	41.0
ISN	677	22.7	9.5	67.8
District	10,529	18.5	8.8	72.7

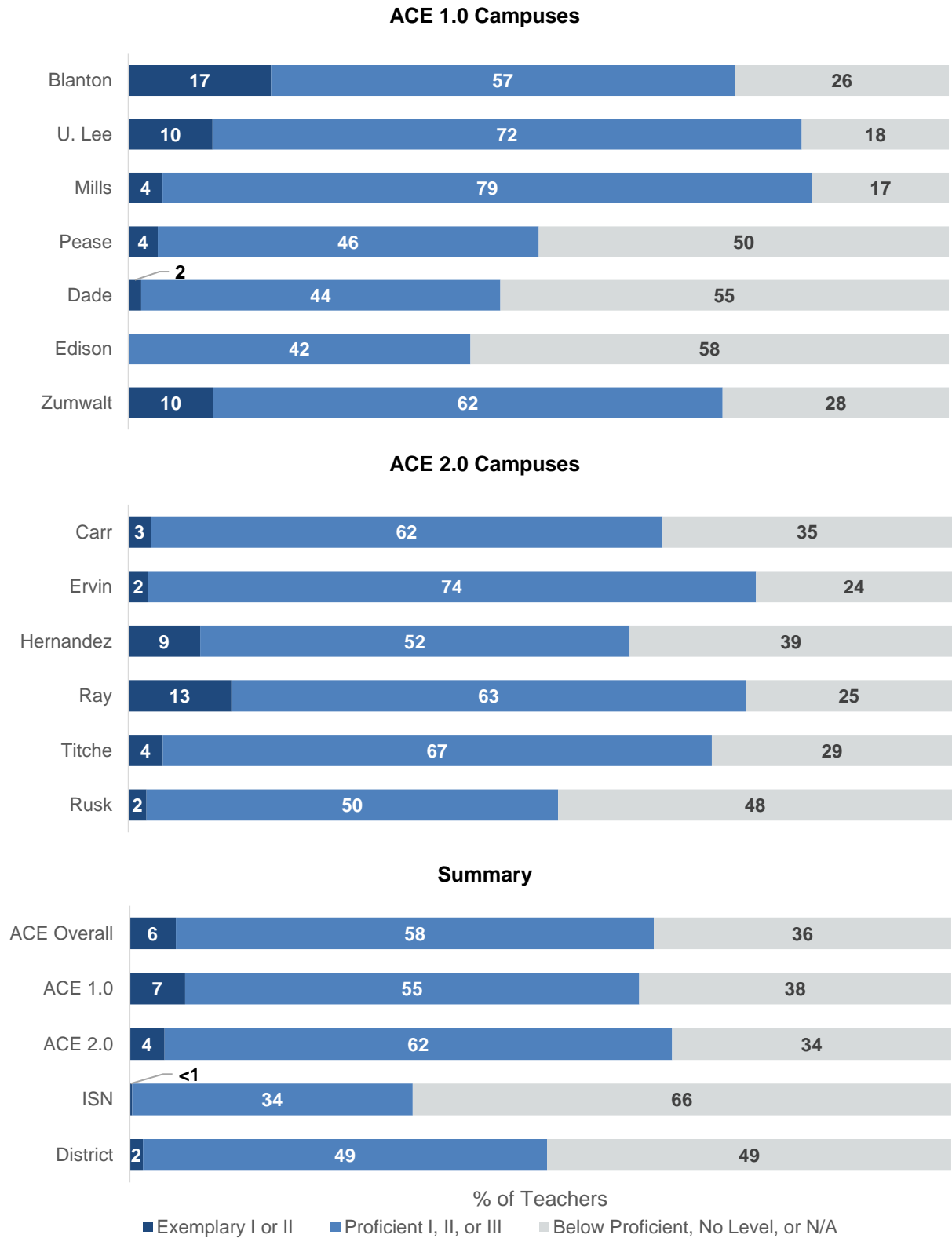
Source: Dallas ISD Data Analytics and Control dated February 2, 2018.

Note: Status in the last week of October, 2017 was determined for teachers on campus as of the last week of October, 2016. Leavers = teachers no longer holding an instructional role in the district. Movers = teachers moved to another campus within Dallas ISD. Stayers = teachers retained on same campus. 2017-18 was the first year for the second ACE cohort (ACE 2.0); retention rates for ACE 2.0 campuses expectedly will be lower than for the original (ACE 1.0) cohort campuses. Percentages may not sum to 100 percent because of rounding.

Proficient or Higher TEI Effectiveness Levels

As illustrated in Figure 5, four of the seven ACE 1.0 campuses (Blanton, U. Lee, Mills, Zumwalt), five of the six ACE 2.0 campuses (Carr, Ervin, Hernandez, Ray, Titche), and ACE 1.0, ACE 2.0, and ACE overall attained this objective. This objective appeared to be more difficult to obtain at the middle school level, with one of the four ACE middle schools (Zumwalt) attaining this objective. Percentages of teachers with each TEI effectiveness level by campus for 2017-18 are provided in Appendix F.

Figure 5: 2017-18 ACE TEI Teacher Effectiveness Levels by Campus, ACE Overall, ISN, and District



Source: Dallas ISD Data Analytics and Control dated February 8, 2018.

Note: ISN = Intensive Support Network. Percentages may not sum to 100 because of rounding.

Spot Observations

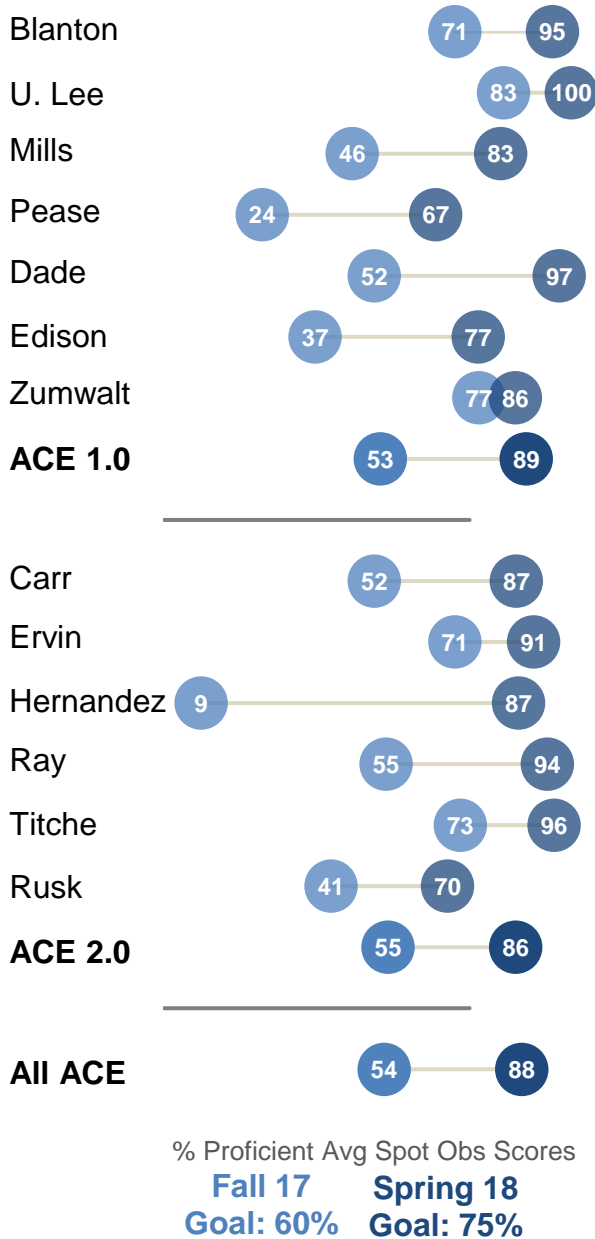
Detailed metrics for 2017-18 spot observation scores for sections 2.3 (clear instruction) and 2.4 (instructional rigor) for all ACE campuses and for ACE overall are included in Appendix G. Figure 6 shows rates of proficient average spot observation scores by campus.

In general, ACE teachers earned higher ratings for clear instruction than for instructional rigor both in the fall and in the spring. In fall 2017, four elementary school campuses (Blanton, U. Lee, Ervin, Titche) and one middle school campus (Zumwalt) met or exceeded the 60 percent fall threshold for clear instruction, and two elementary school campuses (U. Lee, Ervin) and one middle school campus (Zumwalt) met or exceeded this threshold for instructional rigor. ACE 1.0, ACE 2.0, and ACE overall did not meet the fall 2017 objective for proficient spot observations for clear instruction or instructional rigor.

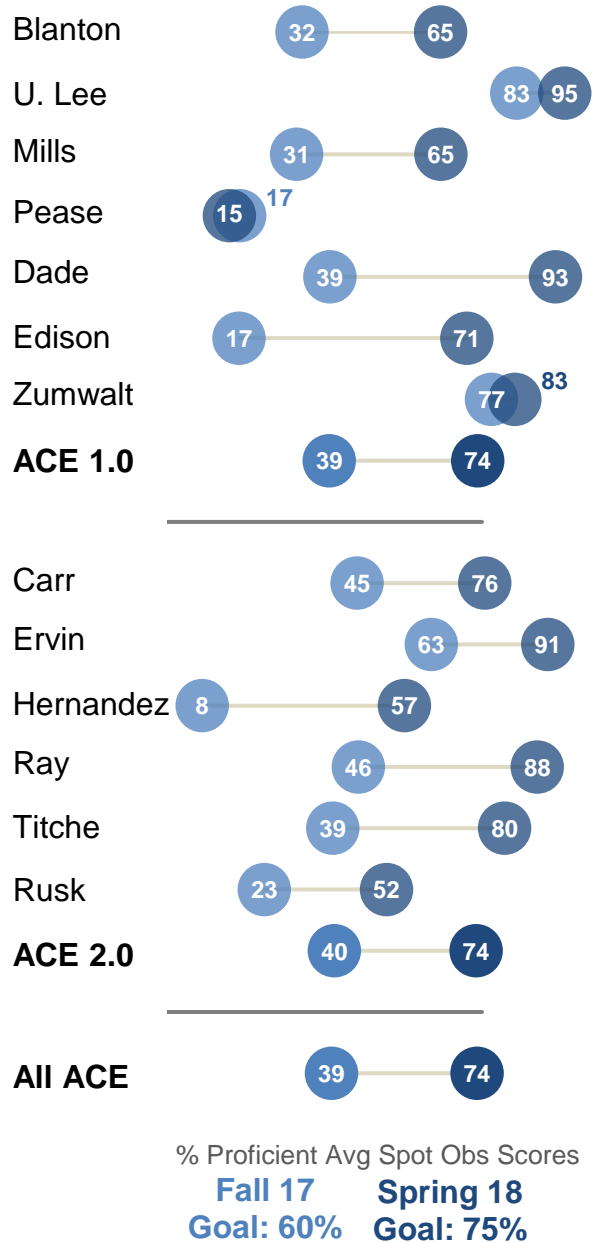
In spring 2018, eight ACE elementary school campuses (Blanton, U. Lee, Mills, Carr, Ervin, Hernandez, Ray, Titche) and three ACE middle school campuses (Dade, Edison, Zumwalt) met or exceeded the 75 percent spring threshold for clear instruction. Five elementary school campuses (U. Lee, Carr, Ervin, Ray, Titche) and two middle school campuses (Dade, Zumwalt) met or exceeded this threshold for instructional rigor. ACE 1.0, ACE 2.0, and ACE overall met the spring 2018 objective for clear instruction, but the ACE 1.0, ACE 2.0, and ACE campuses overall slightly missed the 75 percent objective for instructional rigor.

Figure 6: 2017-18 ACE Proficient Average Teacher Spot Observation Scores (Sections 2.3 and 2.4)

2.3 Are all students able to understand the content in a clear and cohesive manner? (Clear Instruction)



2.4 Are all students engaged in appropriately challenging/demanding content? (Instructional Rigor)



Source: Data Analytics and Control files dated February 14, 2017 (fall) and June 7, 2018 (spring).

Note: Average spot observation scores of 2.0 or higher were considered "proficient." Spot observations with a "complete" status were included in calculations.

Climate Survey

Table 6 shows the quintile score for each ACE campus on the Culture of Feedback and Support section of the 2017-18 fall and spring Climate Surveys, as well as quintile scores for the fall and spring semesters of the previous three academic years, as appropriate. In fall 2017, one ACE 1.0 campus (U. Lee) and four ACE 2.0 campuses (Carr, Hernandez, Ray, Titche) achieved scores in the fourth or fifth quintiles (most positive) on this section of the climate survey. Except for Hernandez, these same campuses also achieved the fourth or fifth quintile in spring 2018.

Table 6: 2014-15 to 2017-18 ACE Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

Campus	2014-15		2015-16		2016-17		2017-18	
	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18
Blanton	4	1	3	4	4	4	3	3
U. Lee	2	1	4	4	5	5	5	5
Mills	4	5	1	1	1	1	1	1
Pease	1	1	4	2	1	1	1	3
Dade	1	1	5	5	5	4	2	3
Edison	1	1	1	1	1	1	1	1
Zumwalt	2	4	4	4	3	3	2	1
Carr(Carver) ^a					3(2)	3(2)	5	4
Ervin					1	2	1	2
Hernandez					2	3	4	3
Ray					3	1	4	5
Titche					1	1	4	5
Rusk					1	3	1	1

Source: District Climate Survey files dated January 7, 2016 (fall 2015), June 2, 2016 (spring 2016), January 6, 2017 (fall 2016), June 5, 2017 (spring 2017), January 22, 2018 (fall 2017), and June 4, 2018 (spring 2018).

Note: ^aBecause Carr and Carver merged in 2017-18, 2016-17 scores for Carr include both Carr and Carver; 2017-18 scores are for Carr only. Scores in the fourth or fifth quintile are highlighted in **blue bold**.

What were the outcomes related to the learning component of ACE?

ACE program leadership designated *Istation Indicators of Progress (ISIP)* Tier 1 rates (each six-week period and end of year), *Assessment of Course Performance (ACP)* passing rates (fall and spring), and *State of Texas Assessments of Academic Readiness (STAAR)* performance standard attainment rates (spring) as metrics to evaluate the 2017-18 learning component of ACE.

Methodology

Istation Indicators of Progress (ISIP)

The first outcome used to evaluate the learning component of ACE was rates of Tier 1 attainment on *ISIP*. The ACE objective was to attain rates of students reading at Tier 1 at or above district rates. The evaluator and program leadership planned further longitudinal comparisons to provide additional insight into ACE *ISIP* achievement. *ISIP* is a computer-adaptive assessment that provides continual monitoring of progress in reading skills. *ISIP* scores are assigned to tiers based on student score percentiles. An assignment of Tier 1 indicates the student score fell into the 40th percentile or above and is considered at or above grade level.

District *ISIP* data files for 2016-17 and 2017-18 were pulled at the end of each six-week period. Files for 2014-15, 2015-16, 2016-17, and 2017-18 also were pulled for assessment windows at the beginning, middle, and end of each academic year.¹⁵ English and Spanish administrations were pulled separately, and also were combined into one file to allow for examination of overall student performance.¹⁶ If a student completed an assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.¹⁷ If a student took the test more than once in a period, the latest score was used. The evaluator merged these district files¹⁸ with the PEIMS demographic files for each respective year.¹⁹

The evaluator used frequency and crosstab analyses to determine the percentage of kindergarten to grade two students performing at Tier 1 (grade level) by ACE campus and overall for ACE 1.0/2.0 campuses, ACE overall, ISN campuses, and the district. These analyses were conducted for 1) each six-week period in 2016-17 and 2017-18 and 2) for the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY) for 2014-15, 2015-16, 2016-17, and 2017-18. The evaluator then calculated one-, two-, and three-year (BOY, MOY, EOY) differences in rates of students reading on grade level.

Assessment of Course Performance (ACP)

The second outcome used to evaluate the learning component of ACE was *ACP* scores. The ACE objective was to achieve *ACP* passing rates for each exam within 10 percentage points or exceeding district rates for fall 2017 and spring 2018. The evaluator and program leadership planned additional comparisons to provide deeper insight into ACE *ACP* achievement. *ACP* exams are standardized final semester exams developed by the Local Assessment Department in conjunction with the Department of Teaching and Learning; they are aligned with Texas Essential Knowledge and Skills.^{20,21} Scores for *ACP* tests administered on ACE campuses were obtained from district files dated February 2, 2017 (fall 2016), June 27, 2017 (spring 2017), February 9, 2018/February 23, 2018/March 6, 2018 (fall 2017), and June 20, 2018 (spring 2018) and merged with PEIMS demographic data for the associated academic year. Scores of 70

¹⁵ *ISIP* testing period windows for 2014-15 to 2017-18 are provided in Appendix H.

¹⁶ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above the 40th percentile (which indicates performing at grade level) was used.

¹⁷ Staff members from Evaluation and Assessment, Early Childhood and Community Partnerships, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose was to ensure consistent *ISIP* reporting across departments and over time.

¹⁸ 2014-15 files (updated) were dated June 17, 2016. Note: 2014-15 *ISIP* data were not pulled in six-week increments. 2015-16 files were dated June 21, 2016 (SW3 to SW6, MOY, and EOY), January 31, 2017 (BOY), and February 6, 2017 (SW1 and SW2). 2016-17 files were dated October 5, 2016 (SW1), November 8, 2016 (SW2), January 10, 2017 (SW3), February 28, 2017 (SW4), April 17, 2017 (SW5), May 30, 2017 (SW6), October 18, 2016 (BOY), February 16, 2017 (MOY), and May 30, 2017 (EOY). 2017-18 files were dated October 10, 2017 (SW1), November 8, 2017 (SW2), January 9, 2018 (SW3), March 1, 2018 (SW4), April 16, 2018 (SW5), June 3, 2018 (SW6), November 1, 2018 (BOY), February 5, 2018 (MOY), and June 3, 2018 (EOY).

¹⁹ PEIMS dates: October 31, 2014 (2014-15), October 30, 2015 (2015-16), October 28, 2016 (2016-17), or October 27, 2017 (2017-18)

²⁰ For more information on *ACP* exams, see Williams-Palmer (2018).

²¹ Prior to 2016-17, *ACP* exams were administered in most subjects in kindergarten to grade 12, but the number of *ACPs* decreased in recent years. Since 2016-17, fall elementary school *ACP* exams included only reading and mathematics in kindergarten through grade five, plus grade four language arts and grade five science exams. The district eliminated all spring 2017 and spring 2018 elementary school exams. Secondary school spring 2017 and spring 2018 *ACPs* were eliminated if corresponding *STAAR* exams existed. For middle school students (the highest grade level applicable to ACE) this reduction resulted in *ACPs* limited to science (except for grade eight) and social studies.

or higher were considered passing, and the percentages of students passing were aggregated for fall and spring of each year by test, test language, campus, grade level (elementary, middle), ACE 1.0, ACE 2.0, ACE overall, ISN overall, and for the district. For comparison purposes,²² the evaluator calculated percentage point differences in passing rates from the previous year and from district passing rates.

The evaluator further examined ACE ACP achievement for fall 2017 and spring 2018 by summarizing the number and percentage of exams with overall passing rates exceeding the previous year and within 10 percentage points or exceeding the district. These results were calculated by subject area, by grade level (elementary or middle), and for ACE 1.0, ACE 2.0, and for ACE overall.

State of Texas Assessments of Academic Readiness (STAAR)

The third outcome used to evaluate the learning component of ACE was attainment of performance standards on spring 2018 STAAR subtests. The ACE objective was to achieve STAAR performance standard attainment rates within ten percentage points or exceeding the district. The evaluator and program leadership planned additional comparisons to provide deeper insight into ACE STAAR achievement.

STAAR exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the primary and secondary grades. ACE students were tested in grades three to eight in mathematics and reading. Students also were tested in writing in grades four and seven, science in grades five and eight, and social studies in grade eight. Students at the high school level took STAAR *End-of-Course (EOC)* assessments in various subjects. Because the highest grade in which ACE students were enrolled was grade eight, only the outcomes for grade eight students taking the Algebra I EOC were included in this evaluation.

Academic performance standards represent the degree to which students have mastered required content as measured by test scores.²³ STAAR assessment scores are categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches Grade Level or Above (Approaches+), 3) Meets Grade Level or Above (Meets+), and 4) Masters Grade Level (Masters).²⁴ Cut scores divide student scores into these four categories.

Changes in STAAR standards for 2016²⁵ had several consequences for interpreting changes in STAAR results from year to year. Because 2016 was the first year since STAAR inception that the state

²² Because ACP exams are scaled each year based upon the current year's results, readers should exercise caution when comparing year-to-year results. One-year passing rate comparisons are provided for informational purposes only.

²³ More information on STAAR performance standards: <http://tea.texas.gov/student.assessment/staar/performance-standards/>

²⁴ Although cutoff points did not change, naming conventions for performance standards changed in 2017. Naming conventions for years prior to 2017 are as follows: Did Not Meet Grade Level (formerly Level I: Unsatisfactory Academic Performance); Approaches Grade Level (formerly Level II: Satisfactory Academic Performance); Meets Grade Level (formerly Final Level II); and Masters Grade Level (formerly Level III: Advanced Academic Performance). For simplicity, in this document each cutoff point will be referenced using the most recent naming standard.

²⁵ To provide context for past STAAR changes and to understand their implications for interpretation of some results (particularly for three-year ACE 1.0 trends) in this evaluation report, it is important to review a brief history. Originally implemented in the first year of STAAR (spring 2012), the Texas Education Agency (TEA) established a plan for four years of performance standard stability, followed by a phase-in to the final recommended standard. This phased plan incorporated large jumps to more rigorous performance standards every few years. In the 2015-16 academic year, the TEA revised this plan to an approach of smaller, predictable increases every year until reaching the final recommended standard in 2021-22. The first planned small increase occurred in 2016, but in 2017 the TEA abandoned the phase-in approach altogether, opting for a single increase to the Meets Grade Level or Above (formally called Final Recommended) standard in 2021-22. The standards for 2017 did not change from 2016, except in nomenclature.

raised the passing standards on the *STAAR*, students generally were required to correctly answer a few more questions in 2016 than they were in 2015 to reach *STAAR* performance standards for the same subject. Further complicating the matter, several exam structure and format changes were implemented in 2017.²⁶ Therefore, comparing 2015 performance standard attainment rates to those for future years is not straightforward. In essence, the higher standard starting in 2016 means that one-, two-, and three-year *STAAR* performance standard attainment rate improvements from 2015 may appear smaller than they would have been if calculating current rates using the 2015 standard cutoffs. However, using the standard cutoffs specific to each year is closest to reality because current year standards were used for annual accountability ratings, regardless of the outlined changes. In addition, because 2014-15 was the year before inception of the ACE 1.0 program, and therefore serves as a baseline year, comparing current performance standard attainment rates to 2014-15 rates was the best way to measure *STAAR* progress attributed to the ACE program for the ACE 1.0 campuses. In sum, *STAAR* comparisons to 2015 performance standard attainment provided in this report should be interpreted with caution because they were based on data from differing annual circumstances.

The evaluator merged first and second administration district *STAAR* data files for 2015, 2016, 2017, and 2018²⁷ with the PEIMS demographic files for each respective year.²⁸ The evaluator then ran crosstab and frequency analyses to calculate performance standard attainment rates on all versions of *STAAR* and the *Algebra I EOC*. The evaluator analyzed *STAAR* data in several ways for this evaluation. First, the evaluator calculated rates of students at the Approaches+, Meets+ and Masters performance standards for 2018 and for the previous one (ACE 1.0/2.0, ISN, district), two (ACE 1.0, district), and three (ACE 1.0, district) years. Rates of students attaining each of the performance standards were calculated for the current and previous years by ACE campus, and for ACE 1.0, ACE 2.0, ACE overall, ISN, and the district overall. One-, two- and three-year trends in performance standard attainment rates were calculated, as appropriate.

Rates of students attaining the Approaches+ *STAAR* performance standard also were summarized for 2015, 2016, 2017, and 2018 by student groups including sex, ethnicity, English language learner (ELL) status, economically disadvantaged status (EcoDis), and special education status (SPED) for ACE 1.0, ACE 2.0, ACE overall, ISN, and for the district. The evaluator then calculated one-, two- and three-year trends in Approaches+ attainment for ACE 1.0 and for the district. The evaluator also calculated one-year trends for ACE 2.0, and ISN.

The evaluator further examined ACE *STAAR* achievement for 2018 by summarizing the number and percentage of exams with overall Approaches+ and Meets+ attainment rates exceeding the previous

²⁶ For example, in 2017 *STAAR* writing exams (grades four and seven) shortened from a two-day to a one-day assessment, and exams for grades three to eight were shortened from previous years.

²⁷ 2015 files were dated September 1, 2015 (grades three to eight) and August 11, 2015 (*Algebra I EOC*). 2016 files were dated July 11, 2016 (grades three to eight) and July 12, 2016 (*Algebra I EOC*). 2017 files were dated June 15, 2017 (grades three to eight) and June 22, 2017 (*Algebra I EOC*). 2017-18 files were dated June 20, 2018 (*STAAR* and *Algebra I EOC*).

²⁸ PEIMS snapshot dates: October 31, 2014 (2014-15); October 30, 2015 (2015-16); October 28, 2016 (2016-17), October 27, 2017 (2017-18).

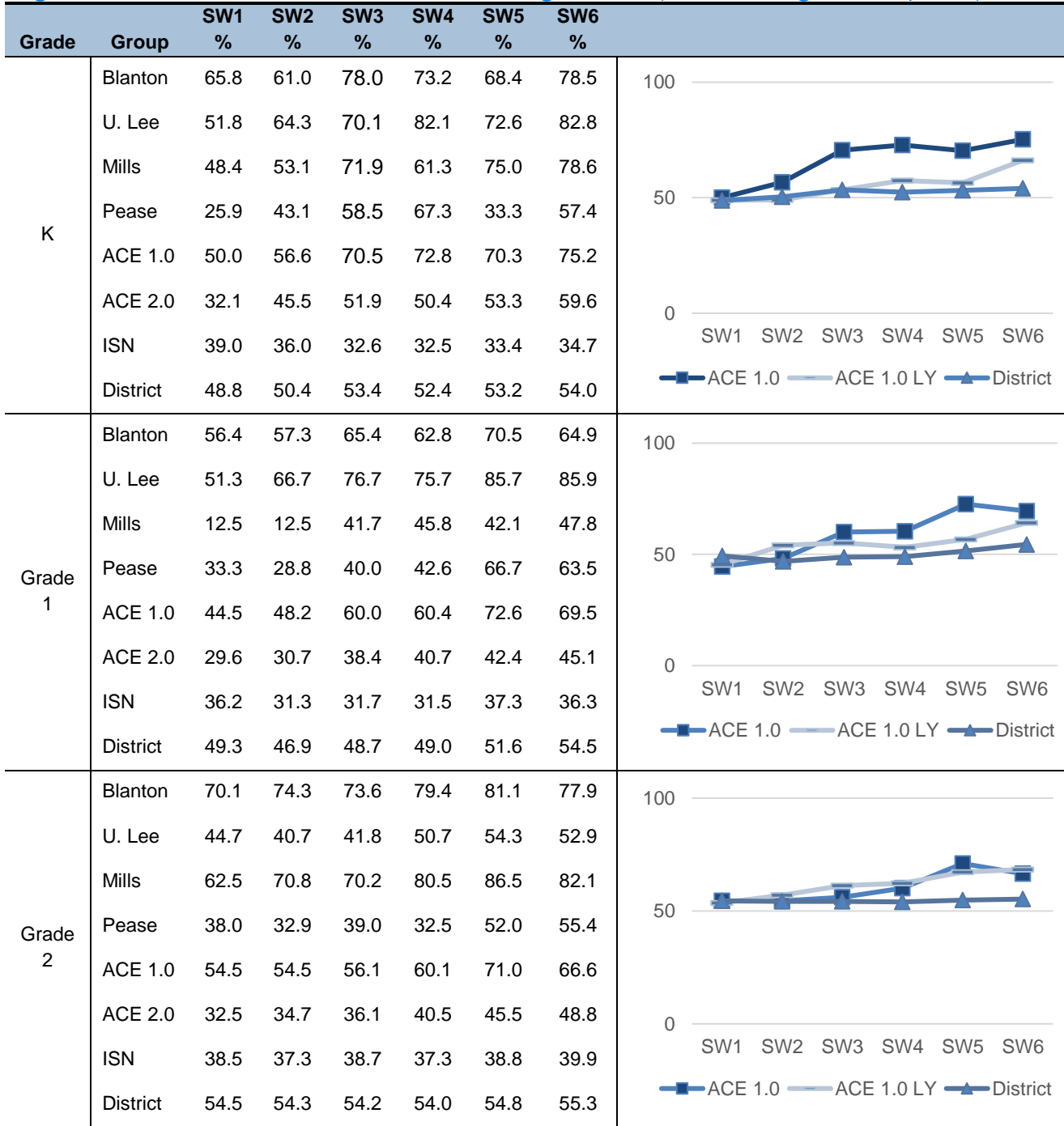
year and within 10 percentage points or exceeding the district. These results were calculated by subject area, by grade level (elementary or middle), and for ACE 1.0, ACE 2.0, and ACE overall.

Results

Station Indicators of Progress (SIP)

Generally, overall rates of ACE students reading on grade level trended upward most six-week periods from the start to the end of the year for all grade levels. Figures 7 to 9 (ACE 1.0) and 10 to 12 (ACE 2.0) illustrate trends in the percentage of Tier 1 *SIP* scores for each six-week period by campus and overall for ACE and the district. Six-week Tier 1 details for 2017-18 are provided in Appendix I. In most cases, ACE 1.0 campuses increased the extent to which rates of students reading on grade level exceeded the district. ACE 2.0 rates of Tier 1 students did not consistently exceed the district, especially in English, but when they fell short of district rates they clearly narrowed shortfalls by the end of the year.

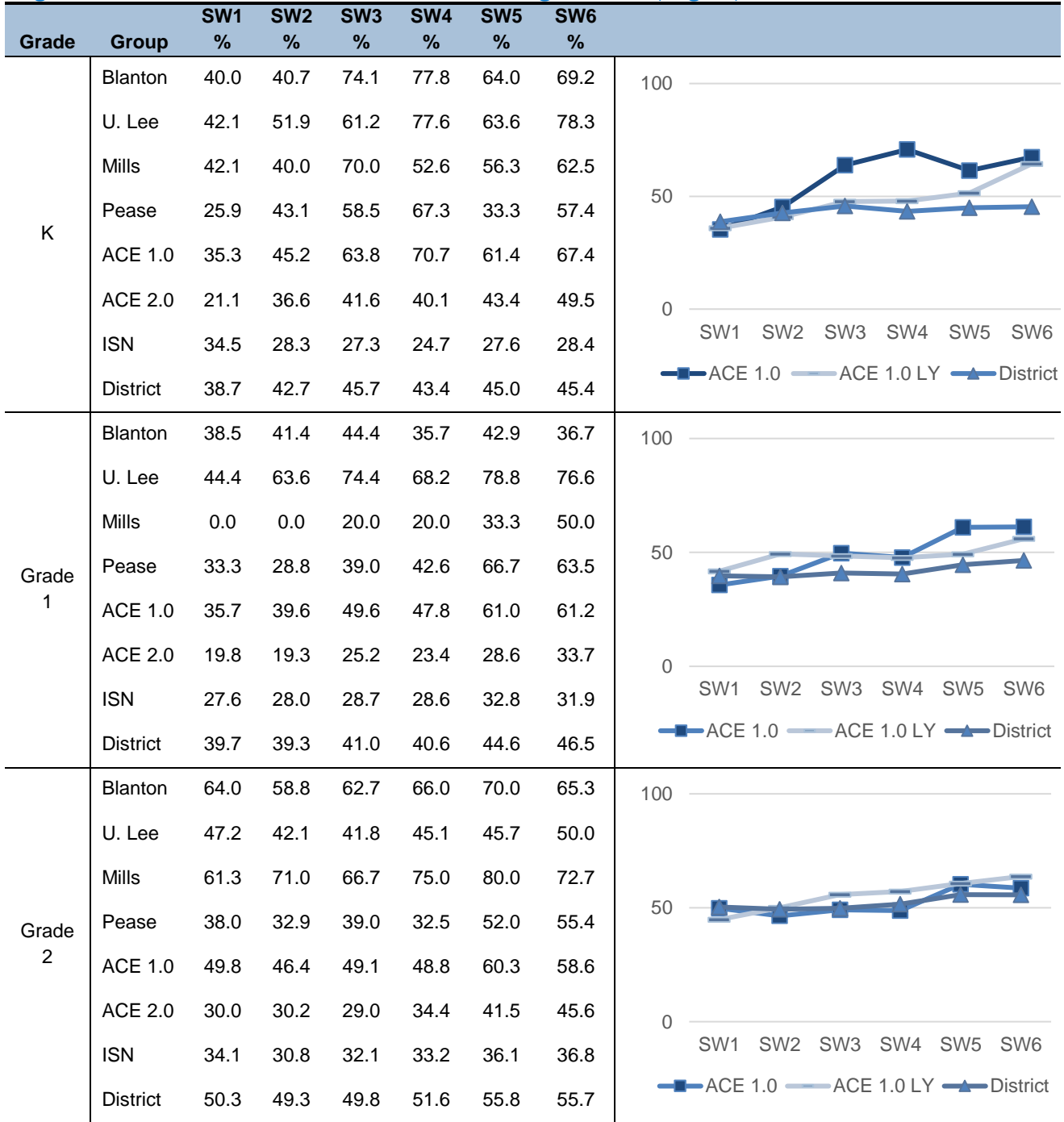
Figure 7: 2017-18 ACE 1.0 Six-Week Tier 1 Percentages on ISIP (Combined English and Spanish)



Source: District ISIP files dated June 20, 2016 (2015-16), October 5, 2016 (2016-17, SW1), November 8, 2016 (2016-17, SW2), January 10, 2017 (2016-17, SW3), February 28, 2017 (2016-17, SW4), April 17, 2017 (2016-17, SW5), May 30, 2017 (2016-17, SW6), October 10, 2017 (2017-18, SW1), November 8, 2017 (2017-18, SW2), January 9, 2018 (2017-18, SW3), March 1, 2018 (2017-18, SW4), April 19, 2018 (2017-18, SW5), and June 3, 2018 (2017-18, SW6) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 27, 2017 (2017-18).

Note: SW# = six-week period #. ISN = Intensive Support Network campuses (see Appendix A). LY = Last year. Latest score was used if assessment taken more than one time in assessment period. Sample sizes for each data point are provided in Appendix I.

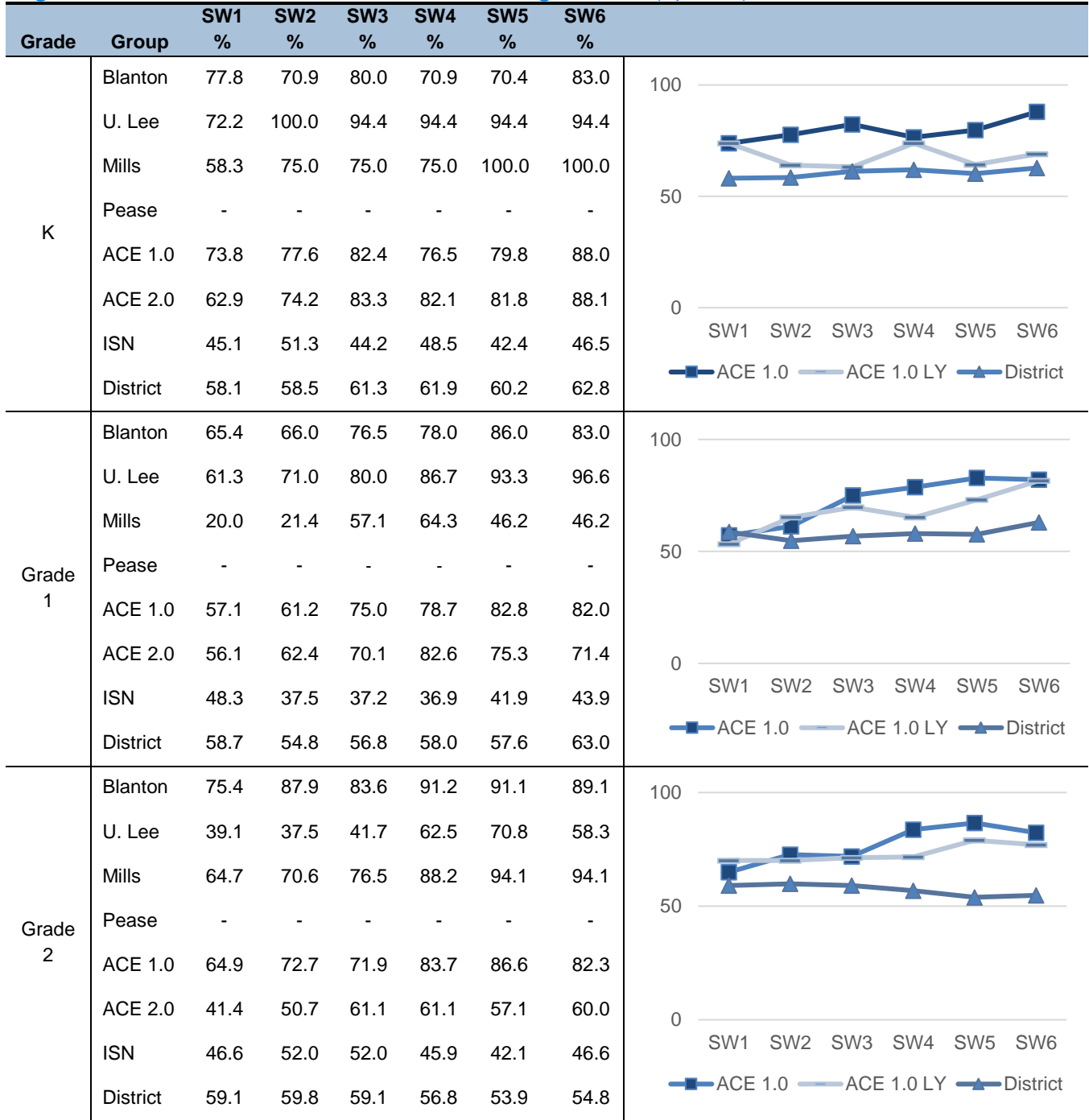
Figure 8: 2017-18 ACE 1.0 Six-Week Tier 1 Percentages on ISIP (English)



Source: District ISIP files dated June 20, 2016 (2015-16), October 5, 2016 (2016-17, SW1), November 8, 2016 (2016-17, SW2), January 10, 2017 (2016-17, SW3), February 28, 2017 (2016-17, SW4), April 17, 2017 (2016-17, SW5), May 30, 2017 (2016-17, SW6), October 10, 2017 (2017-18, SW1), November 8, 2017 (2017-18, SW2), January 9, 2018 (2017-18, SW3), March 1, 2018 (2017-18, SW4), April 16, 2018 (2017-18, SW5), and June 3, 2018 (2017-18, SW6) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 27, 2017 (2017-18).

Note: SW# = six-week period #. ISN = Intensive Support Network campuses (see Appendix A). LY = Last year. Latest score was used if assessment taken more than one time in assessment period. Sample sizes for each data point are provided in Appendix I.

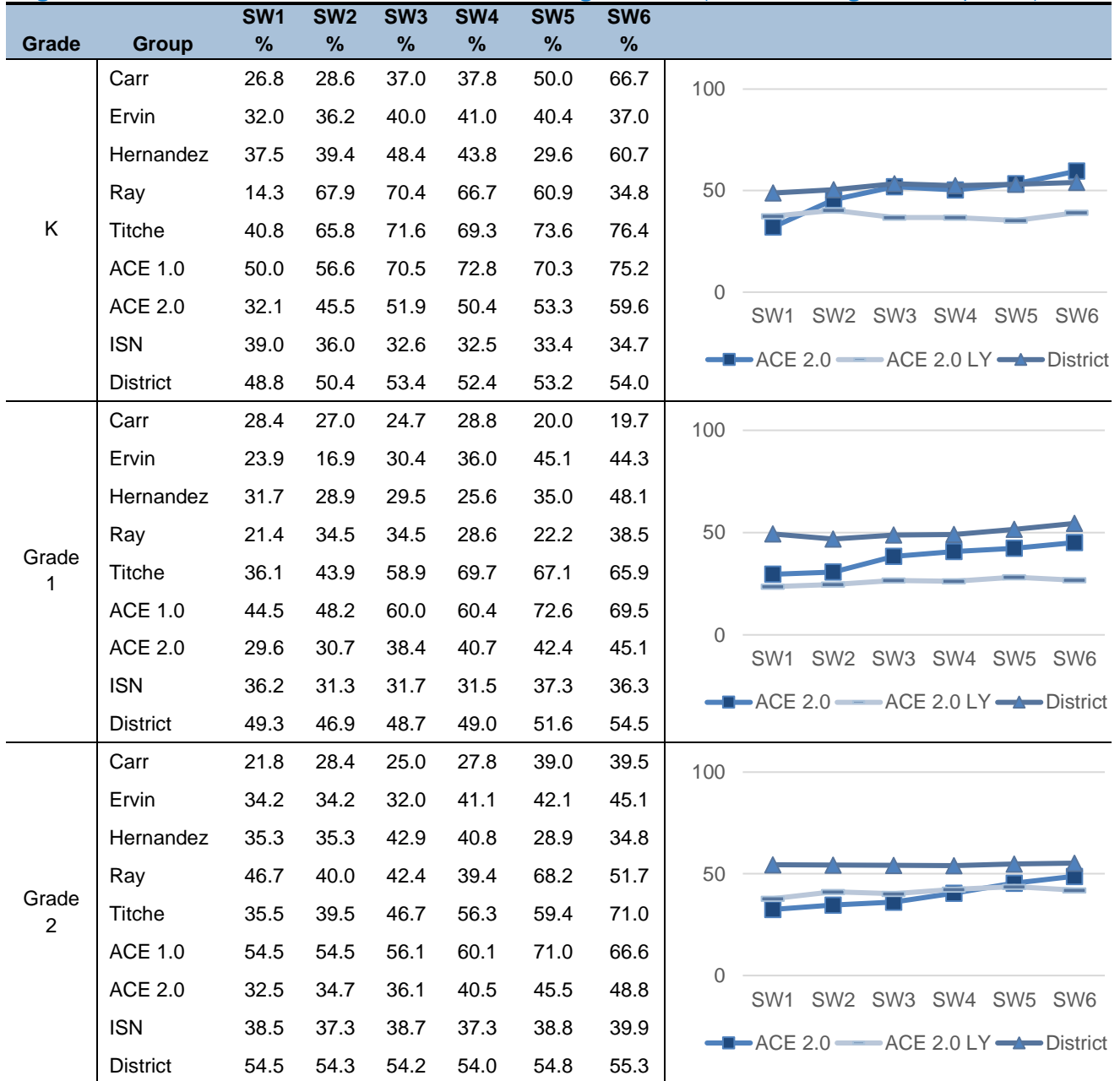
Figure 9: 2017-18 ACE 1.0 Six-Week Tier 1 Percentages on ISIP (Spanish)



Source: District ISIP files dated June 20, 2016 (2015-16), October 5, 2016 (2016-17, SW1), November 8, 2016 (2016-17, SW2), January 10, 2017 (2016-17, SW3), February 28, 2017 (2016-17, SW4), April 17, 2017 (2016-17, SW5), May 30, 2017 (2016-17, SW6), October 10, 2017 (2017-18, SW1), November 8, 2017 (2017-18, SW2), January 9, 2018 (2017-18, SW3), March 1, 2018 (2017-18, SW4), April 16, 2018 (2017-18, SW5), and June 3, 2018 (2017-18, SW6) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 27, 2017 (2017-18).

Note: SW# = six-week period #. ISN = Intensive Support Network campuses (see Appendix A). LY = Last year. Latest score was used if assessment taken more than one time in assessment period. Sample sizes for each data point are provided in Appendix I.

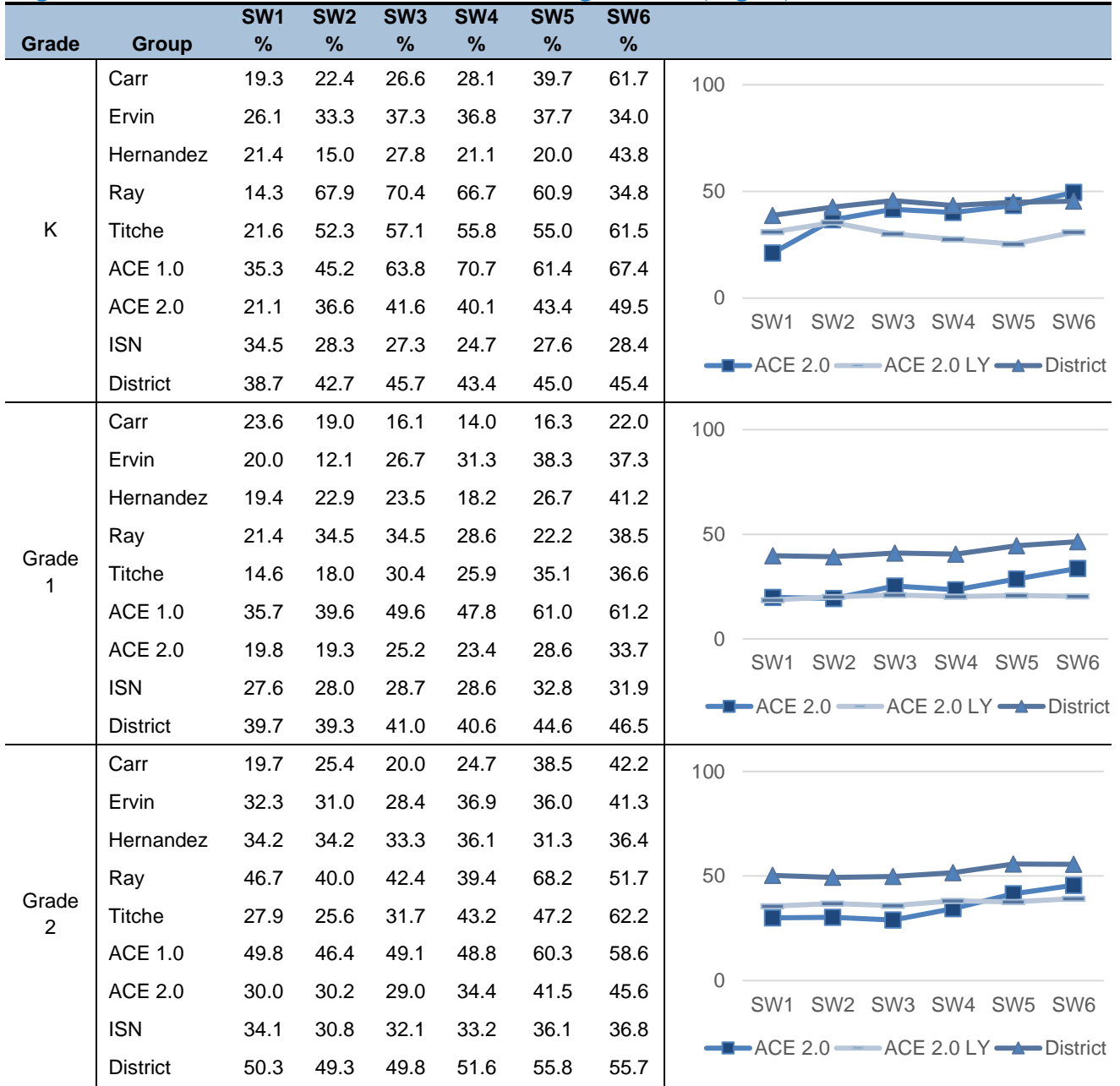
Figure 10: 2017-18 ACE 2.0 Six-Week Tier 1 Percentages on ISIP (Combined English and Spanish)



Source: District ISIP files dated June 20, 2016 (2015-16), October 5, 2016 (2016-17, SW1), November 8, 2016 (2016-17, SW2), January 10, 2017 (2016-17, SW3), February 28, 2017 (2016-17, SW4), April 17, 2017 (2016-17, SW5), May 30, 2017 (2016-17, SW6), October 10, 2017 (2017-18, SW1), November 8, 2017 (2017-18, SW2), January 9, 2018 (2017-18, SW3), March 1, 2018 (2017-18, SW4), April 16, 2018 (2017-18, SW5), and June 3, 2018 (2017-18, SW6) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 27, 2017 (2017-18).

Note: SW# = six-week period #. ISN = Intensive Support Network campuses (see Appendix A). LY = Last year. Latest score was used if assessment taken more than one time in assessment period. Sample sizes for each data point are provided in Appendix I.

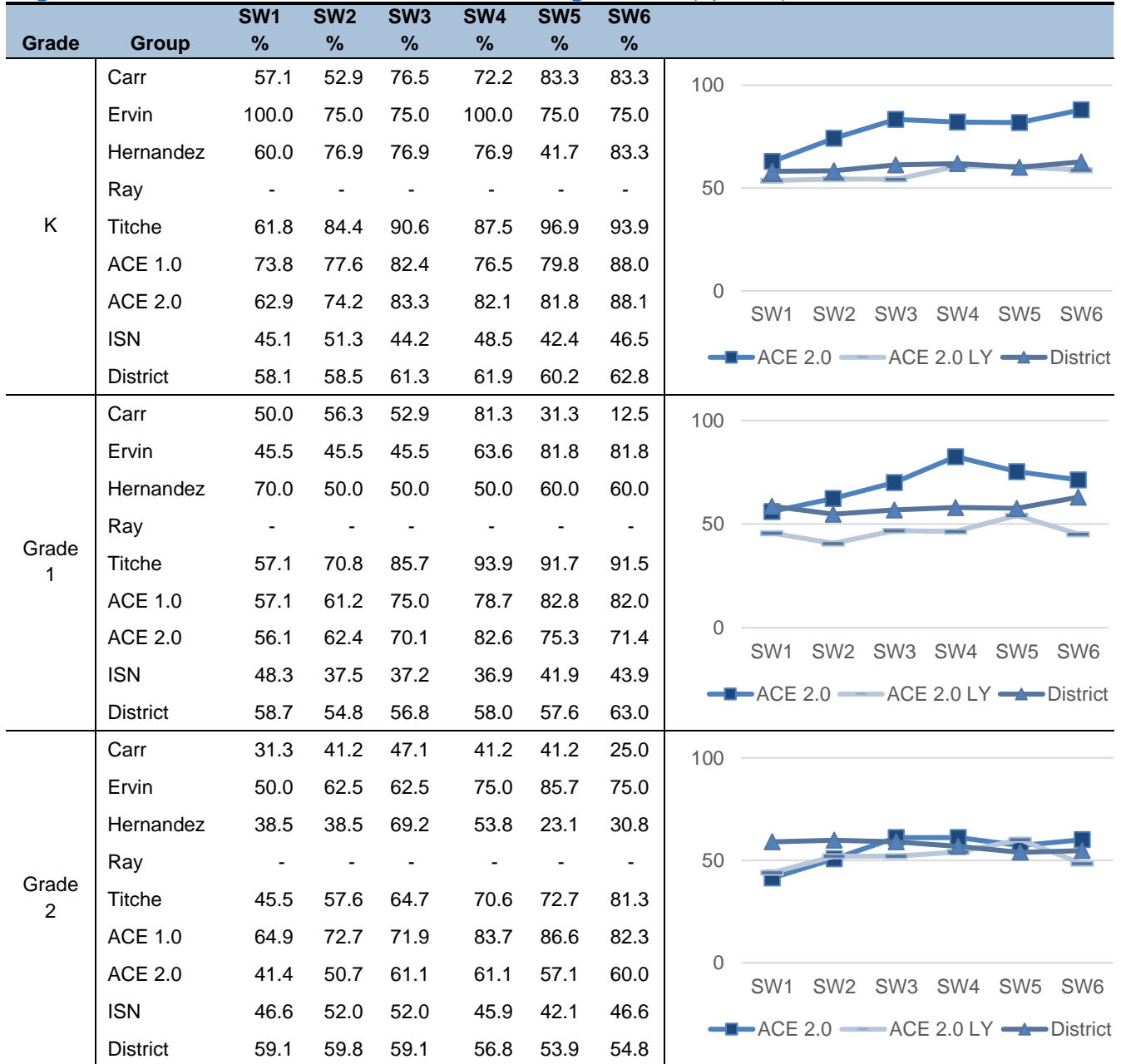
Figure 11: 2017-18 ACE 2.0 Six-Week Tier 1 Percentages on ISIP (English)



Source: District ISIP files dated June 20, 2016 (2015-16), October 5, 2016 (2016-17, SW1), November 8, 2016 (2016-17, SW2), January 10, 2017 (2016-17, SW3), February 28, 2017 (2016-17, SW4), April 17, 2017 (2016-17, SW5), May 30, 2017 (2016-17, SW6), October 10, 2017 (2017-18, SW1), November 8, 2017 (2017-18, SW2), January 9, 2018 (2017-18, SW3), March 1, 2018 (2017-18, SW4), April 16, 2018 (2017-18, SW5), and June 3, 2018 (2017-18, SW6) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 27, 2017 (2017-18).

Note: SW# = six-week period #. ISN = Intensive Support Network campuses (see Appendix A). LY = Last year. Latest score was used if assessment taken more than one time in assessment period. Sample sizes for each data point are provided in Appendix I.

Figure 12: 2017-18 ACE 2.0 Six-Week Tier 1 Percentages on ISIP (Spanish)



Source: District ISIP files dated June 20, 2016 (2015-16), October 5, 2016 (2016-17, SW1), November 8, 2016 (2016-17, SW2), January 10, 2017 (2016-17, SW3), February 28, 2017 (2016-17, SW4), April 17, 2017 (2016-17, SW5), May 30, 2017 (2016-17, SW6), October 10, 2017 (2017-18, SW1), November 8, 2017 (2017-18, SW2), January 9, 2018 (2017-18, SW3), March 1, 2018 (2017-18, SW4), April 16, 2018 (2017-18, SW5), and June 3, 2018 (2017-18, SW6) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 27, 2017 (2017-18).

Note: SW# = six-week period #. ISN = Intensive Support Network campuses (see Appendix A). LY = Last year. Latest score was used if assessment taken more than one time in assessment period. Sample sizes for each data point are provided in Appendix I.

ISIP Tier 1 rates for the current year and previous three years are provided in Appendix J. At EOY, ACE campuses overall met the objective of meeting or exceeding district rates of students reading at grade level (Tier 1) for kindergarten to grade two in Spanish and in combined English and Spanish. For English alone, ACE campuses overall met this criteria in kindergarten, but not for grade one or grade two. ACE 1.0 campuses met or exceeded the district in all versions in all grades, but ACE 2.0 campuses fell short of this goal for grade one and grade two, primarily because of performance on the English version of the assessment.

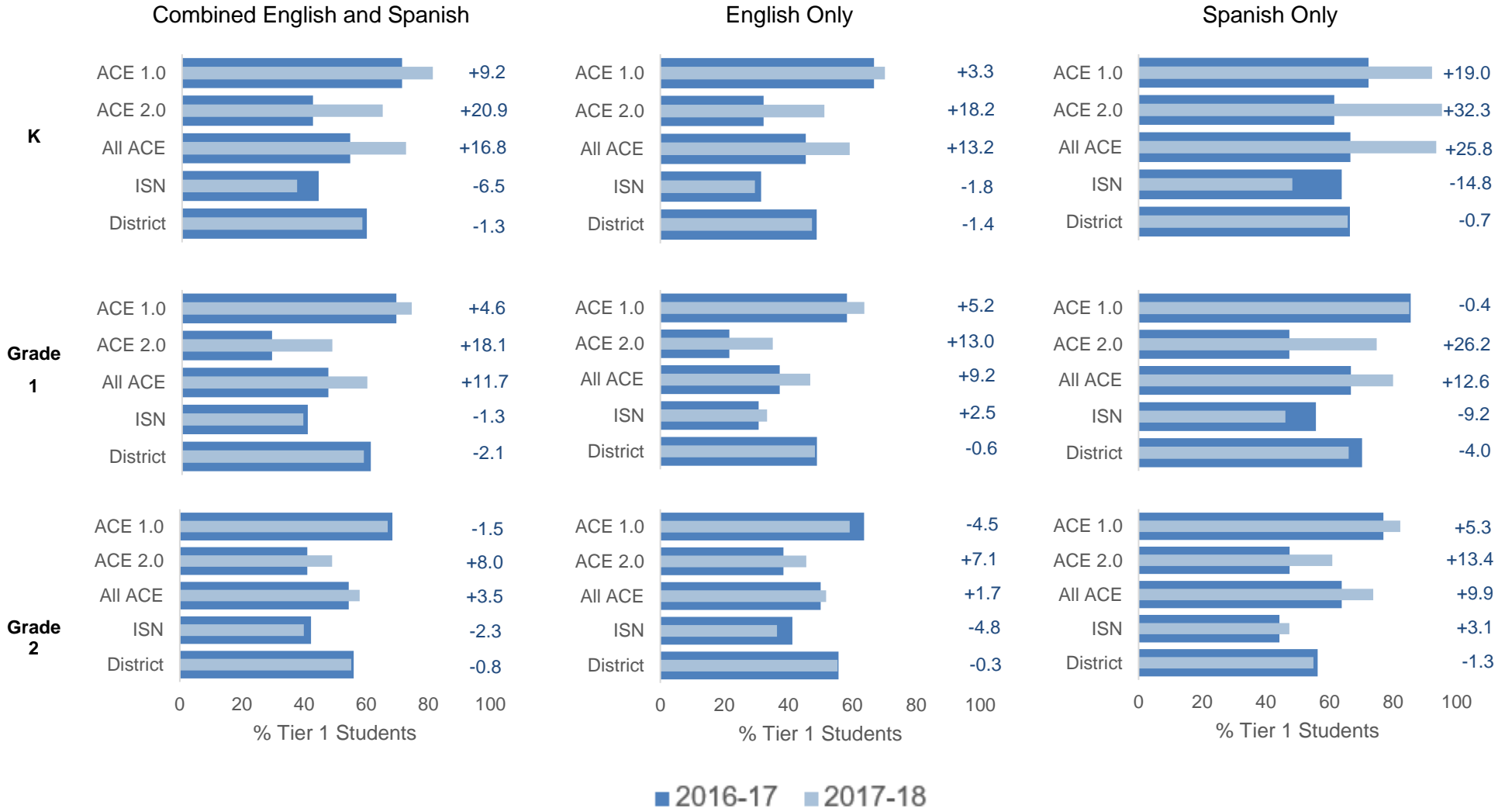
Figure 13 shows one-year trends in Tier 1 attainment for ACE 1.0, ACE 2.0, ACE overall, ISN, and the district. Figures 14 and 15 show two- and three-year trends in Tier 1 attainment for ACE 1.0 and the district. Appendix J also includes one-, two-, and three-year changes in Tier 1 attainment rates for ACE campuses, ACE 1.0, ACE 2.0, ACE overall, ISN, and the district, as applicable.

For 2017-18, one-year changes in overall ACE Tier 1 attainment rates on all versions of *ISIP* were stronger than for the district. As expected, this pattern was particularly true for ACE 2.0 campuses in their first year of ACE implementation.

For the ACE 1.0 cohort, longitudinal results reflect sustained accelerated achievement in reading on grade level for kindergarten to grade two overall, despite smaller year-over-year gains in years two and three of the ACE program. The ACE 1.0 growth in 2017-18 adds to the extensive growth in Tier 1 attainment over the previous two years of the program. As shown in Figure 14, ACE 1.0 two-year trends also exceeded district growth across the board. The strongest evidence of literacy growth for ACE students is illustrated in Figure 15. Not only did the three-year growth in Tier 1 attainment for ACE 1.0 students in all grades far exceed the district in English, Spanish, and combined English and Spanish, but this three-year growth ranged from +32.0 percentage points (kindergarten Spanish) to +45.1 percentage points (grade two English).

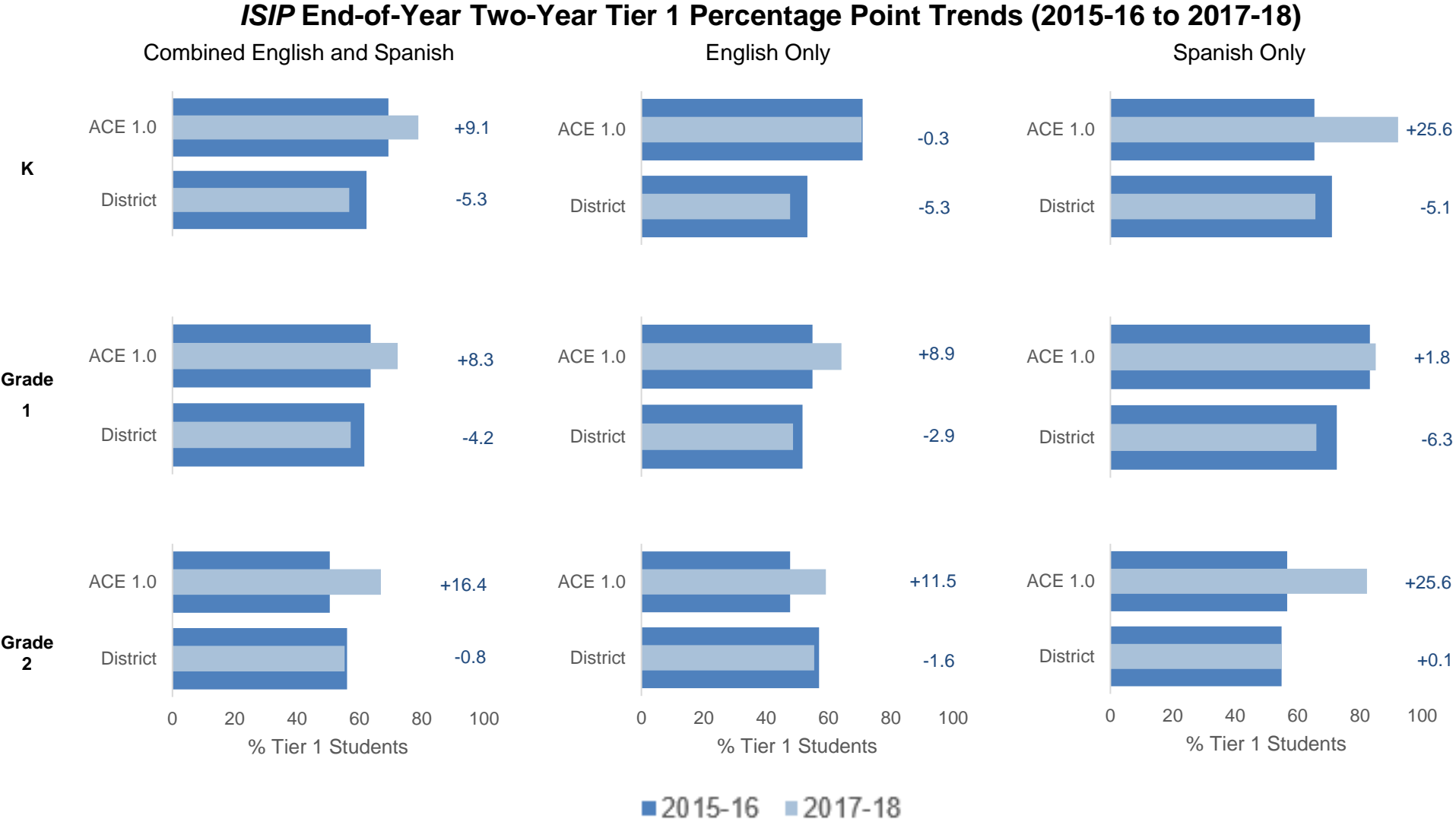
Figure 13: 2016-17 to 2017-18 One-Year Trends of *ISIP* Percentage at Tier 1 for ACE 1.0/2.0, ISN, and District

***ISIP* End-of-Year One-Year Tier 1 Percentage Point Trends (2016-17 to 2017-18)**



Source: District *ISIP* files dated June 1, 2017 (2016-17) and June 3, 2018 (2017-18) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 27, 2017 (2017-18).
 Note: Change expressed in **percentage points**. Sample sizes and Tier 1 rates by category/year are provided in Appendix J; ISN = Intensive Support Network campuses (see Appendix A).

Figure 14: 2015-16 to 2017-18 Two-Year Trends of *ISIP* Percentage at Tier 1 for ACE 1.0 and District

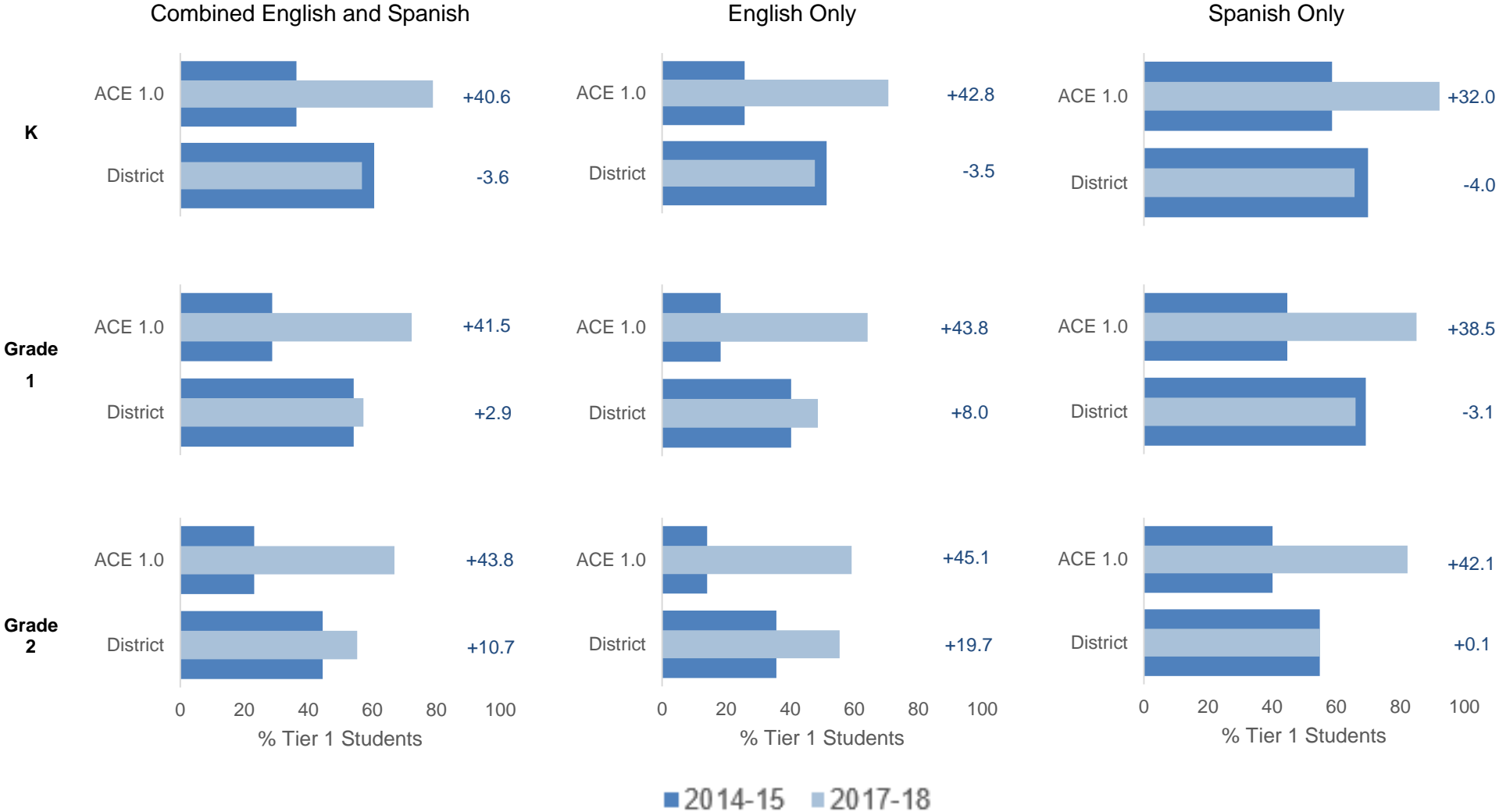


Source: District *ISIP* files dated October 30, 2016 (2015-16) and June 3, 2018 (2017-18) for students enrolled on the PEIMS snapshot dates of October 30, 2015 (2015-16) and October 27, 2017 (2017-18).

Note: Change expressed in **percentage points**. Sample sizes and Tier 1 rates by category/year are provided in Appendix J; ISN = Intensive Support Network campuses (see Appendix A).

Figure 15: 2014-15 to 2017-18 Three-Year Trends of *ISIP* Percentage at Tier 1 for ACE 1.0 and District

***ISIP* End-of-Year Three-Year Tier 1 Percentage Point Trends (2014-15 to 2017-18)**



Source: District *ISIP* files dated June 17, 2016 (2014-15) and June 3, 2018 (2017-18) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 27, 2017 (2017-18).
 Note: Change expressed in **percentage points**. Sample sizes and Tier 1 rates by category/year are provided in Appendix J; ISN = Intensive Support Network campuses (see Appendix A).

Assessment of Course Performance (ACP)

ACP fall and spring exam passing rates by campus, ACE 1.0/2.0, ACE overall, ISN, and district are provided in Appendix K. In summary, as shown in Table 7, 2018 ACP passing rates for ACE overall exceeded the previous year on 39 (80%) of the 49 exams administered on the campuses in the fall, and on six (75%) of the eight exams administered in the spring. As expected, these rates were particularly strong for ACE 2.0 campuses after their first year in the program.

In addition, ACE students overall met the objective of passing rates within 10 percentage points or exceeding district rates on 38 (78%) of 49 ACPs in the fall and on three (38%) of the eight spring ACPs. This success rate was virtually the same for ACE 1.0 and ACE 2.0 in the fall, but was particularly strong for ACE 2.0 campuses compared to ACE 1.0 campuses in the spring.

Table 7: 2018 ACE ACP Exam Passing Rate Comparisons to Previous Year and District by Subject

	Fall 2017					Spring 2018				
	Tests N	Exams Exceed Previous Year		Exams Within 10 Percentage Points or Exceeding District		Tests N	Exams Exceed Previous Year		Exams Within 10 Percentage Points or Exceeding District	
		n	%	n	%		n	%	n	%
ACE 1.0										
All Tests	46	29	63.0	35	76.1	8	4	50.0	1	12.5
All Mathematics Tests	12	10	83.3	11	91.7	0	N/A	N/A	N/A	N/A
All Reading/LA Tests	20	14	70.0	17	85.0	0	N/A	N/A	N/A	N/A
All Science Tests	8	3	37.5	5	62.5	4	2	50.0	1	25.0
All Social Studies Tests	6	2	33.3	2	33.3	4	2	50.0	0	0.0
All Elementary Tests	22	15	68.2	22	100.0	0	N/A	N/A	N/A	N/A
All Middle Tests	24	14	58.3	13	54.2	8	4	50.0	1	12.5
ACE 2.0										
All Tests	47	39	83.0	36	76.6	7	7	100.0	6	85.7
All Mathematics Tests	14	11	78.6	12	85.7	0	N/A	N/A	N/A	N/A
All Reading/LA Tests	20	17	85.0	15	75.0	0	N/A	N/A	N/A	N/A
All Science Tests	7	5	71.4	4	57.1	3	3	100.0	3	100.0
All Social Studies Tests	6	6	100.0	5	83.3	4	4	100.0	3	75.0
All Elementary Tests	24	19	79.2	18	75.0	0	N/A	N/A	N/A	N/A
All Middle Tests	23	20	87.0	18	78.3	8	7	87.5	6	75.0
All ACE										
All Tests	49	39	79.6	38	77.6	8	6	75.0	3	37.5
All Mathematics Tests	15	11	73.3	14	93.3	0	N/A	N/A	N/A	N/A
All Reading/LA Tests	20	18	90.0	16	80.0	0	N/A	N/A	N/A	N/A
All Science Tests	8	6	75.0	5	62.5	4	3	75.0	2	50.0
All Social Studies Tests	6	4	66.7	3	50.0	4	3	75.0	1	25.0
All Elementary Tests	25	20	80.0	23	92.0	0	N/A	N/A	N/A	N/A
All Middle Tests	24	19	79.2	15	62.5	8	6	75.0	3	37.5

Source: District ACP files dated February 2, 2016 (fall 2016), June 27, 2017 (spring 2017), January 31, 2017 (fall 2017), and June 20, 2018 (spring 2018) for students enrolled on the PEIMS snapshot date for the given year.

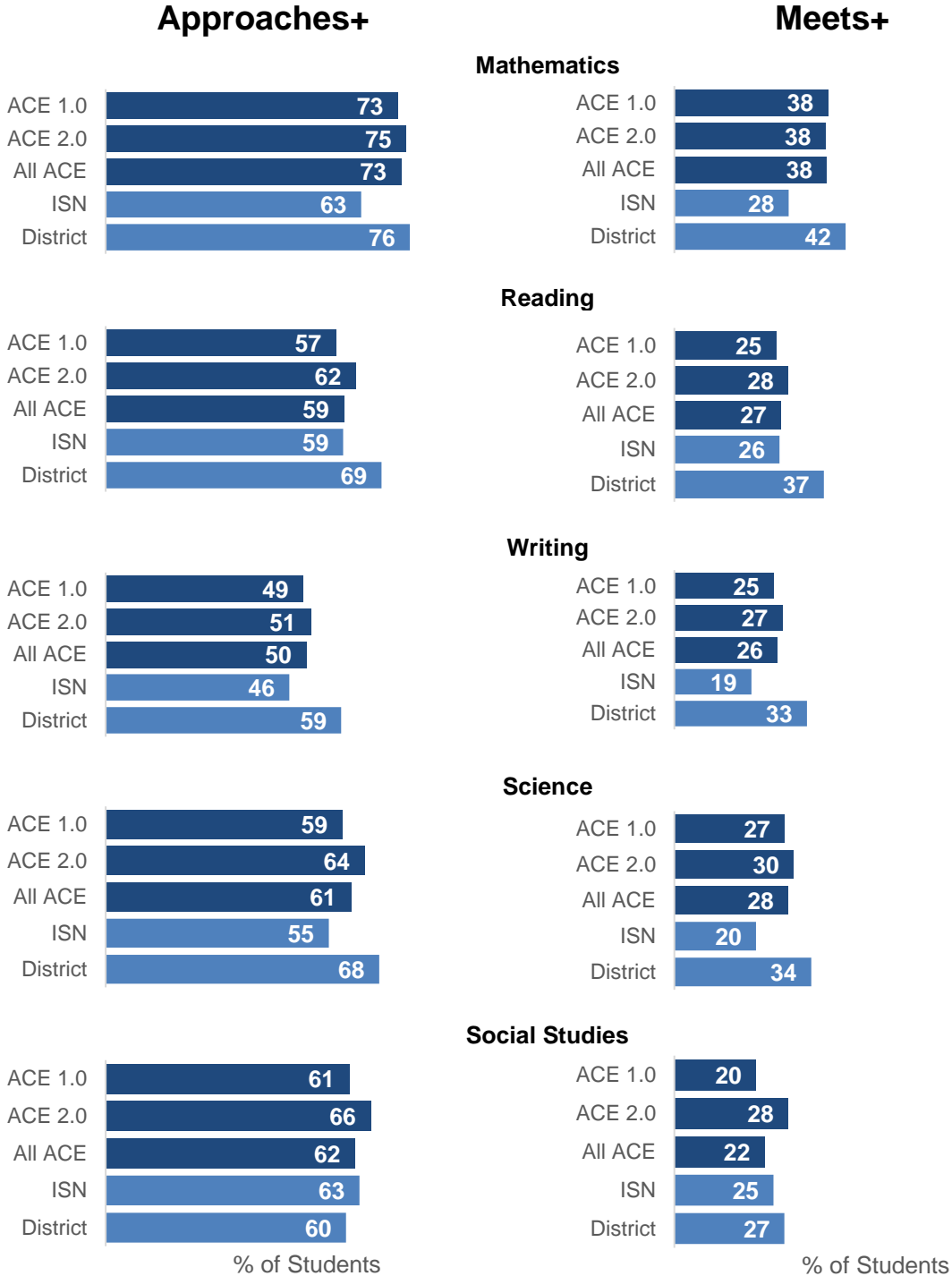
Note: Exam passing rates are shown in Appendix K. Exams are included in the total count if five or more students were assessed. If tests were not taken in the previous year, they were included in the total test count but not in the total of exams that exceeded last year, allowing for 2017-18 passing rate comparisons to district rates, regardless of whether the tests were administered last year. N/A = not applicable. LA = language arts.

State of Texas Assessments of Academic Readiness (STAAR)

The 2017-18 ACE objective for *STAAR* was to achieve passing rates at least within 10 percentage points of district rates. Detailed *STAAR* 2015 to 2018 passing rates at all performance standards by campus and for ACE 1.0/2.0, ACE overall, ISN, and the district are provided in Appendix L. One-, two-, and three-year changes in *STAAR* Approaches+ attainment for student groups by campus and for ACE 1.0/2.0, ACE overall, ISN, and the district, as appropriate, are provided in Appendix M, Appendix N, and Appendix O, respectively.

As illustrated in Figures 16 and 17, ACE students overall achieved passing rates at least within 10 percentage points of the district for all subjects at the Approaches+, Meets+, and Masters performance standards. This finding was true for ACE 1.0 and 2.0, except for ACE 1.0 reading, which came a few points short of meeting this objective. Notably, ACE 2.0 social studies slightly exceeded district passing rates for social studies at all three performance standards.

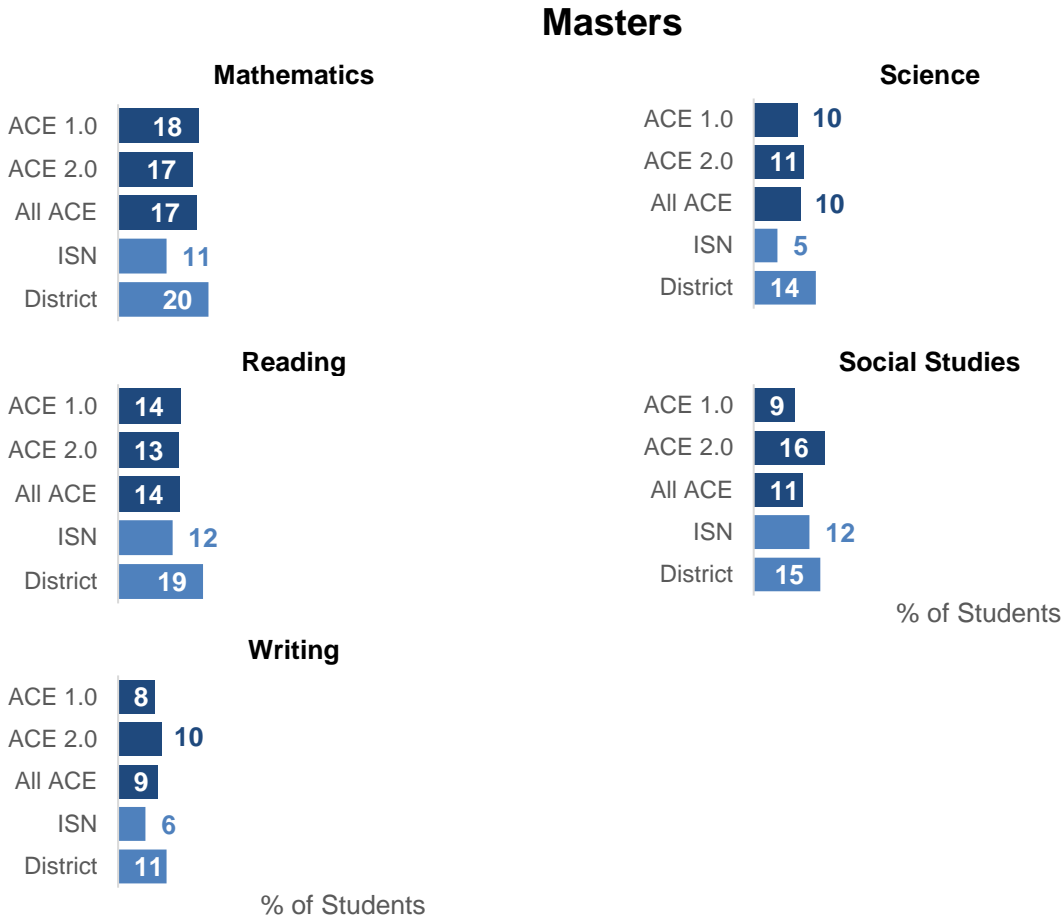
Figure 16: 2018 Percentage of Students Attaining STAAR Approaches+ or Meets+ Performance Standards by Subject for ACE, ISN, and District Overall



Source: District STAAR files dated June 20, 2018 (grades three to eight), and June 20, 2018 (Algebra I EOC) for students enrolled on the PEIMS snapshot date of October 27, 2017.

Note: Approaches+ = achieved the Approaches Grade Level or Above performance standard. Meets+ = achieved the Meets Grade Level or Above performance standard. Rates reflect the first and second administrations of all versions of STAAR and grade eight Algebra I EOC. Scores from STAAR Alternate-2 were not evaluated against the Meets+ performance standard for any exam; these students were excluded when calculating Meets+ rates. Although all scores are included, some test scores may have been adversely affected by online testing issues. ISN = Intensive Support Network campuses (see Appendix A). Sample sizes are provided in Appendix L.

Figure 17: 2018 Percentage of Students Attaining STAAR Masters Performance Standard by Subject for ACE, ISN, and District Overall

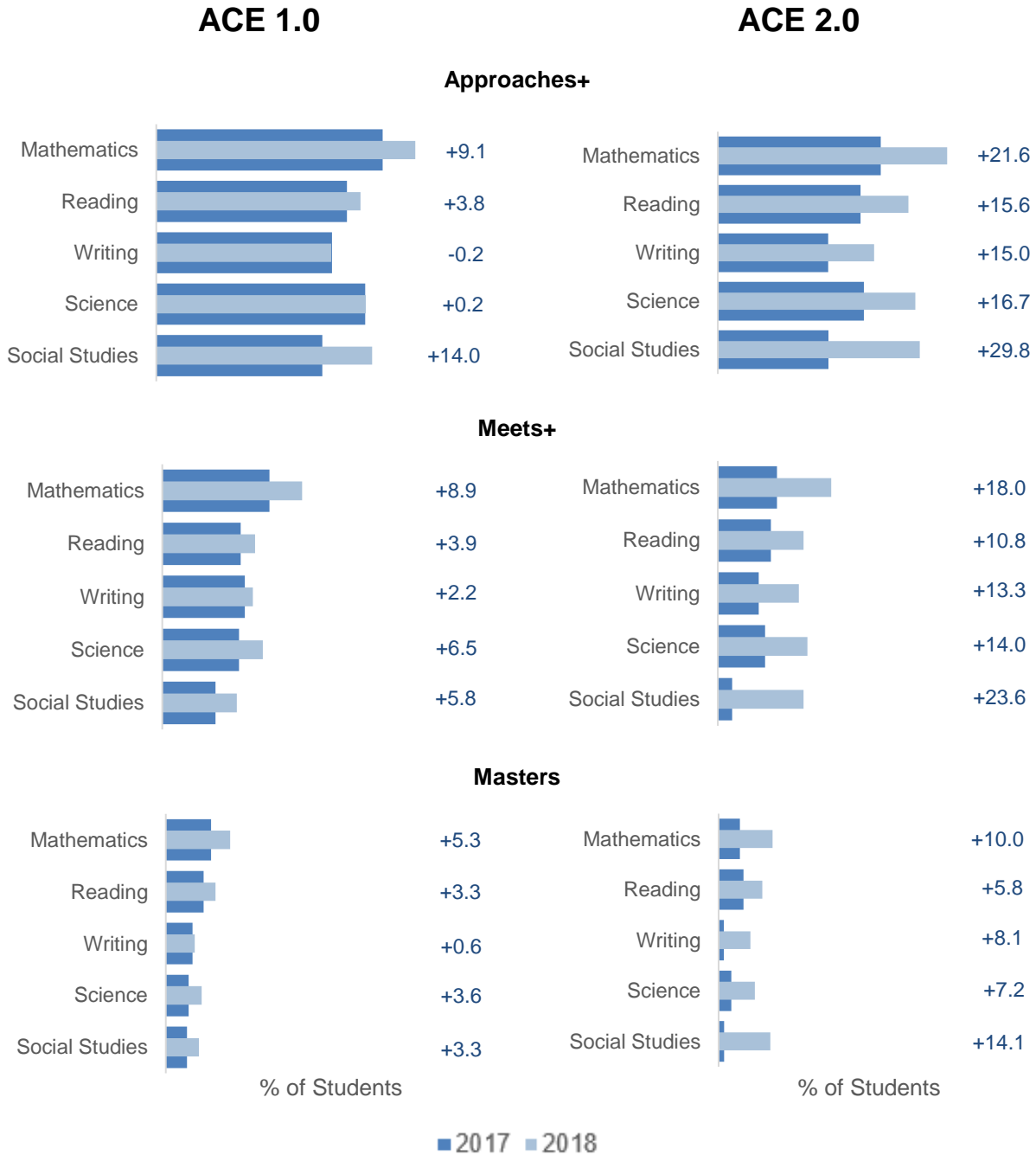


Source: District STAAR files dated June 20, 2018 (grades three to eight), and June 20, 2018 (Algebra I EOC) for students enrolled on the PEIMS snapshot date of October 27, 2017.

Note: Masters = achieved the Masters Grade Level or Above performance standard. Rates reflect the first and second administrations of all versions of STAAR and grade eight Algebra I EOC. Although all scores are included, some test scores may have been adversely affected by online testing issues. ISN = Intensive Support Network campuses (see Appendix A). Sample sizes are provided in Appendix L

With few exceptions, ACE STAAR passing rates increased over time across the board in all subjects for all performance standards. As shown in Figure 18, generally, this one-year growth was strongest for mathematics and social studies, especially for ACE 2.0, an expected outcome in the first year of the program for these campuses. Two- and three-year changes in STAAR passing rates for ACE 1.0 campuses also were mostly positive (see Figure 19). The strongest overall three-year percentage point gains for ACE 1.0 campuses emerged in mathematics (+34) and social studies (+28) at the Approaches+ level, in mathematics (+30), writing (+19), and science (+19) at the Meets+ level, and mathematics (+15) at the Masters level. These three-year results are a testament to the ongoing impact of ACE implementation on these campuses.

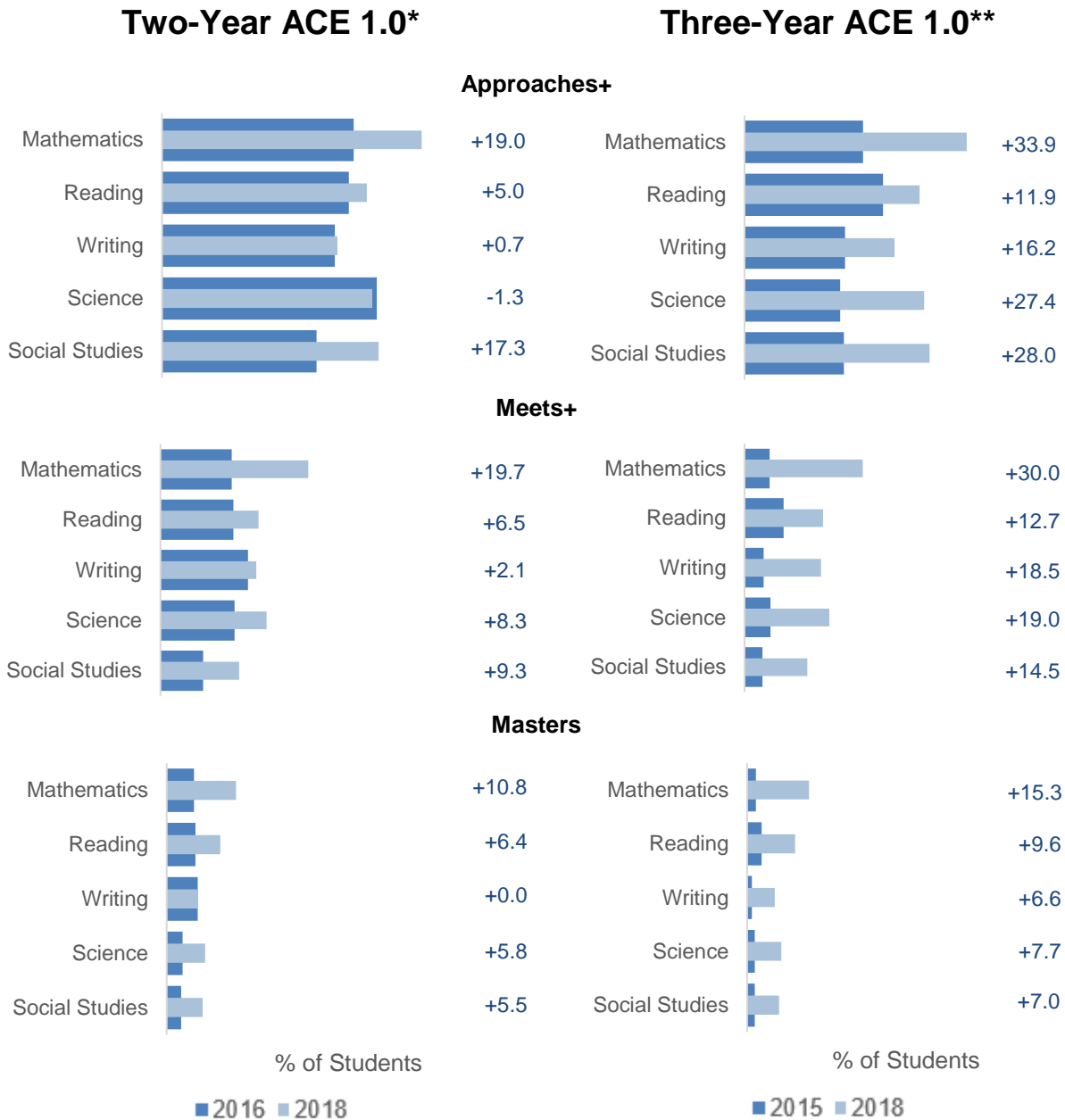
Figure 18: 2017 to 2018 One-Year ACE STAAR Trends by Subject



Source: District STAAR files dated June 20, 2018 (grades three to eight), and June 20, 2018 (Algebra I EOC) for students enrolled on the PEIMS snapshot date of October 27, 2017.

Note: Approaches+ = achieved the Approaches Grade Level or Above performance standard. Meets+ = achieved the Meets Grade Level or Above performance standard. Masters = achieved the Masters Grade Level performance standard. Rates reflect the first and second administrations of all versions of STAAR and grade eight Algebra I EOC. Scores from STAAR Alternate-2 were not evaluated against the Meets+ performance standard for any exam; these students were excluded when calculating Meets+ rates. Although all scores are included, some test scores may have been adversely affected by online testing issues. Sample sizes are provided in Appendix L.

Figure 19: 2016 to 2018 Two-Year and 2015 to 2018 Three-Year ACE 1.0 STAAR Trends by Subject



Source: District STAAR files dated June 20, 2018 (grades three to eight), and June 20, 2018 (Algebra I EOC) for students enrolled on the PEIMS snapshot date of October 27, 2017.

Note: Approaches+ = achieved the Approaches Grade Level or Above performance standard. Meets+ = achieved the Meets Grade Level or Above performance standard. Masters = achieved the Masters Grade Level performance standard. Rates reflect the first and second administrations of all versions of STAAR and grade eight Algebra I EOC. Scores from STAAR Alternate-2 were not evaluated against the Meets+ performance standard for any exam; these students were excluded when calculating Meets+ rates. Although all scores are included, some test scores may have been adversely affected by online testing issues. * = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance, Meets+ was called Final Level II, and Masters was called Level III: Advanced Academic Performance. ** = Cut scores increased slightly in 2016; therefore, comparisons to 2015 STAAR results should be reviewed with caution. Sample sizes are provided in Appendix L.

In sum, as shown in Table 8, in 2017-18 STAAR passing rates exceeded 2016-17 on all STAAR subjects administered on ACE campuses at both the Approaches+ and Meets+ performance standards. Considered separately, both ACE cohorts performed exceptionally well with ACE 1.0 campuses exceeding

last year on 83 percent of exams at the Approaches+ standard and 78 percent of exams at the Meets+ level, and ACE 2.0 campuses exceeding last year on 94 percent of exams at the Approaches+ level and 100 percent of exams at the Meets+ level.

As shown in Table 8, ACE students overall met the 2017-18 objective of STAAR performance standard attainment rates within at least 10 percentage points of or exceeding district rates on 15 (83%) of 18 STAAR at the Approaches+ performance standard and on 12 (67%) of the 18 STAAR subtests at the Meets+ level. This success rate was slightly higher for ACE 2.0 (83%) than for ACE 1.0 (61%), as expected, but both cohorts achieved the STAAR objective for 2017-18 on a majority of the tests administered.

Table 8: 2018 ACE STAAR Approaches+ and Meets+ Attainment Rate Comparisons to Previous Year and District by Subject

Tests	Approaches+					Meets+			
	N	Exceed Previous Year		Within 10 Percentage Points or Exceeding District		Exceed Previous Year		Within 10 Percentage Points or Exceeding District	
		n	%	n	%	n	%	n	%
ACE 1.0									
All Tests	18	15	83.3	13	72.2	14	77.8	11	61.1
All Mathematics Tests	7	7	100.0	7	100.0	5	71.4	5	71.4
All Reading Tests	6	5	83.3	3	50.0	5	83.3	3	50.0
All Writing Tests	2	1	50.0	1	50.0	2	100.0	1	50.0
All Science Tests	2	1	50.0	1	50.0	1	50.0	1	50.0
All Social Studies Tests	1	1	100.0	1	100.0	1	100.0	1	100.0
All Elementary Tests	8	7	87.5	8	100.0	5	62.5	8	100.0
All Middle Tests	10	8	80.0	5	50.0	9	90.0	3	30.0
ACE 2.0									
All Tests	18	17	94.4	15	83.3	18	100.0	15	83.3
All Mathematics Tests	7	6	85.7	7	100.0	7	100.0	6	85.7
All Reading Tests	6	6	100.0	4	66.7	6	100.0	4	66.7
All Writing Tests	2	2	100.0	1	50.0	2	100.0	2	100.0
All Science Tests	2	2	100.0	2	100.0	2	100.0	2	100.0
All Social Studies Tests	1	1	100.0	1	100.0	1	100.0	1	100.0
All Elementary Tests	8	8	100.0	5	62.5	8	100.0	5	62.5
All Middle Tests	10	9	90.0	10	100.0	10	100.0	10	100.0
All ACE									
All Tests	18	18	100.0	15	83.3	18	100.0	12	66.7
All Mathematics Tests	7	7	100.0	7	100.0	7	100.0	6	85.7
All Reading Tests	6	6	100.0	4	66.7	6	100.0	2	33.3
All Writing Tests	2	2	100.0	1	50.0	2	100.0	2	100.0
All Science Tests	2	2	100.0	2	100.0	2	100.0	1	50.0
All Social Studies Tests	1	1	100.0	1	100.0	1	100.0	1	100.0
All Elementary Tests	8	8	100.0	7	87.5	8	100.0	7	87.5
All Middle Tests	10	10	100.0	8	80.0	10	100.0	5	50.0

Source: District STAAR files dated June 15, 2017 (2017 grades three to eight), and June 22, 2017 (2017 Algebra I EOC), June 20, 2018 (STAAR and Algebra I EOC).

Note: Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. All rates include scores for first and second administrations of all versions of STAAR and grade eight Algebra I EOC, as applicable. Scores from STAAR *Alternate-2* were not evaluated against the Meets+ performance standard for any exam; these students were excluded when calculating Meets+ rates. Although all scores are included, some test scores may have been adversely affected by online testing issues. Scores included for students enrolled as of the PEIMS snapshot dates for each year. STAAR outcome details are provided in Appendix L.

What were the outcomes related to the expectations component of ACE?

ACE program leadership designated disciplinary offenses, attendance rates, Student Experience Survey results, and Parent/Guardian survey results as metrics to evaluate the 2017-18 expectations component of ACE.

Methodology

Disciplinary Offenses

The first outcome used to evaluate the expectations component of ACE was disciplinary offenses. The ACE objective was to achieve 2017-18 disciplinary offense rates at or below the district average. The evaluator obtained disciplinary data from district data files dated July 19, 2018 and aggregated level I, II, and III disciplinary offenses by campus, by ACE overall, and for the district elementary and middle schools. The evaluator pulled ACE 1.0 numbers from the 2015-16 and 2016-17 evaluations (Palladino, 2016; 2017) for 2014-15 and 2015-16 to calculate one-, two-, and three-year changes in total referrals. To calculate the number of referrals at ACE 2.0 campuses in 2016-17 (pre-ACE), the evaluator used district discipline files dated July 10, 2017 and aggregated total disciplinary offenses by campus and for ACE 2.0 overall.

Attendance Rates

The second outcome used to evaluate the expectations component of ACE was attendance rates. The ACE objective was to achieve 2017-18 attendance rates at or above 96 percent. The evaluator joined district attendance files for 2017-18 dated June 11, 2018 with demographic files from October 27, 2017 (PEIMS snapshot date). Attendance rates were calculated by aggregating days in attendance and days enrolled for each group (campus, ACE 1.0, ACE 2.0, ACE overall, ISN, districtwide) and then dividing aggregated days in attendance by aggregated days enrolled.

Student Experience Survey

The third outcome used to evaluate the expectations component of ACE was results of the district Student Experience Survey.²⁹ The ACE objective was to achieve 2017-18 positive response rates at or above the district average. Student perceptions also were reviewed by comparing ACE campus rates of overall favorable responses on the survey for the current year to favorable rates from the one (ACE 1.0 and ACE 2.0), two (ACE 1.0), and three (ACE 1.0) previous years and to 2017-18 district favorable rates. The Student Experience Survey was administered districtwide as a component of the TEI to 1) understand the needs and perceptions of students and 2) evaluate and improve teacher effectiveness. Rates of favorable responses from the Student Experience Survey for ACE campuses and the district were extracted from campus-level reports and data files dated June 5, 2018.³⁰ The evaluator extracted ACE 1.0 favorable rates from the previous three years by campus, ACE overall, and the district overall from the 2016-17 ACE

²⁹ For more information on the Student Experience Survey, see (Singapuri, 2018). In 2014-15, the Student Experience Survey was called the Student Perception Survey.

³⁰ Aggregated results were reported separately for elementary and secondary school levels.

evaluation report (Palladino, 2017). The evaluator extracted ACE 2.0 Student Experience Survey positive response rates for 2016-17 from district files dated May 24, 2017.

Parent/Guardian Survey

The fourth outcome used to evaluate the expectations component of ACE was results of the Parent/Guardian survey. The ACE objective was to achieve 2017-18 positive response rates at or above the district average. Parent perceptions were evaluated by comparing rates of favorable responses to one (ACE 1.0 and ACE 2.0), two (ACE 1.0), and three (ACE 1.0) previous years on the annual districtwide Parent/Guardian Survey. The Parent/Guardian Survey, conducted as part of the Principal Excellence Initiative (PEI),³¹ was designed to measure parent and guardian engagement with and support for the direction of their children's campuses. Rates of favorable responses from the Parent/Guardian Survey were extracted from district data files dated July 18, 2018. Six of the 13 ACE campus sample sizes were below established requirements, and results for these campuses (Mills, Pease, Edison, Hernandez, Ray, Rusk) should be considered with caution and are provided for information only. To examine trends, the evaluator also extracted favorable rates by campus and for the district overall for 2014-15 and 2015-16 from the district data file dated June 4, 2016, and for 2016-17 from district data files dated June 6, 2017.

Results

Disciplinary Offenses

For the 2017-18 academic year, three ACE elementary schools (Blanton, Mills, Ray) and three middle schools (Dade, Zumwalt, Rusk) met the ACE objective of reporting level I, II, and III disciplinary referrals at a rate at or below district average rates (see Table 9). ACE 1.0 elementary school and middle school campuses overall and the ACE 2.0 middle school campus also met this objective.

³¹ For more information about the Principal Excellence Initiative (PEI), see <https://www.dallasisd.org/Page/41972>.

Table 9: 2015 to 2018 ACE Level I, II, and III Disciplinary Offenses

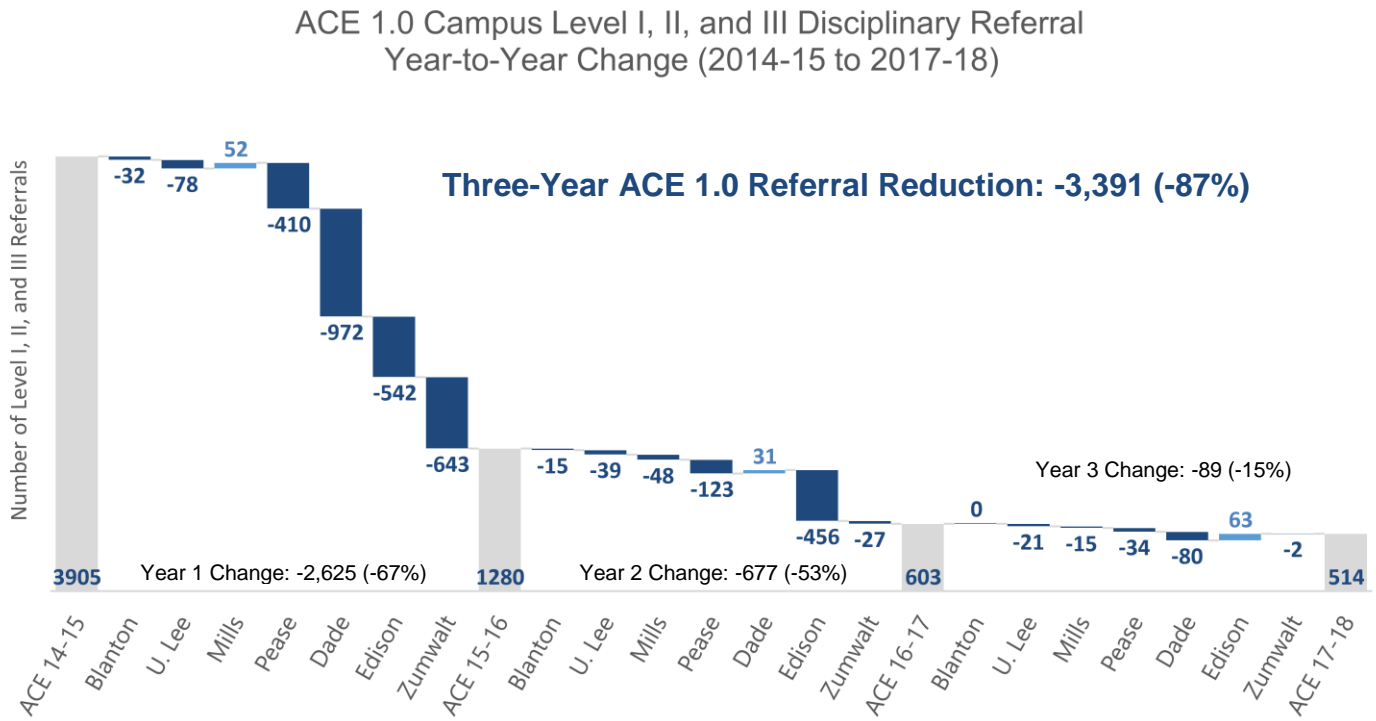
	2014-15	2015-16	2016-17	2017-18	1 Yr Δ	2 Yr Δ	3 Yr Δ
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
ACE 1.0							
Blanton	48	16	1	1	0	-15	-47
U. Lee	162	84	45	24	-21	-60	-138
Mills	32	84	36	21	-15	-63	-11
Pease	591	181	58	24	-34	-157	-567
ACE 1.0 ES Avg	208	91	35	18	-17	-73	-190
Dade	1,139	167	198	118	-80	-49	-1021
Edison	1,237	695	239	302	63	-393	-935
Zumwalt	696	53	26	24	-2	-29	-672
ACE 1.0 MS Avg	1,024	305	154	148	-6	-157	-876
ACE 1.0 Total	3,905	1,280	603	514	-89	-766	-3391
ACE 2.0							
Carr ^a			157	87	-70		
Ervin			327	56	-271		
Hernandez			41	68	27		
Ray			51	14	-37		
Titche			243	28	-215		
ACE 2.0 ES Avg			164	51	-113		
Rusk			762	110	-652		
ACE 2.0 Total			1,581	363	-1218		
Summary							
All ACE Total	3,905	1,280	2,184	877	-1,307	-766	-3391
All ACE ES Avg	208	91	107	36	-71	-73	-190
All ACE MS Avg	1,024	305	306	139	-167	-157	-876
District ES Avg	45	44	46	22	-24	-22	-23
District MS Avg	545	404	337	253	-84	-151	-292

Source: District student discipline files dated August 5, 2015 (2014-15), July 13, 2016 (2015-16), July 10, 2017 (2016-17), and July 19, 2018 (2017-18).

Note: ES = elementary school. MS = middle school. Avg = average. Yr = year. Δ = change. ^a = Because Carr and Carver merged in 2017-18, 2016-17 numbers for Carr include both Carr and Carver; 2017-18 numbers are for Carr only. b = 2014-15 and 2015-16 ACE totals, averages, and 2- and 3-year changes are shown for ACE 1.0 only. Averages shown are rounded to the nearest whole number. Referral rates at or below district average rates are in **blue bold**.

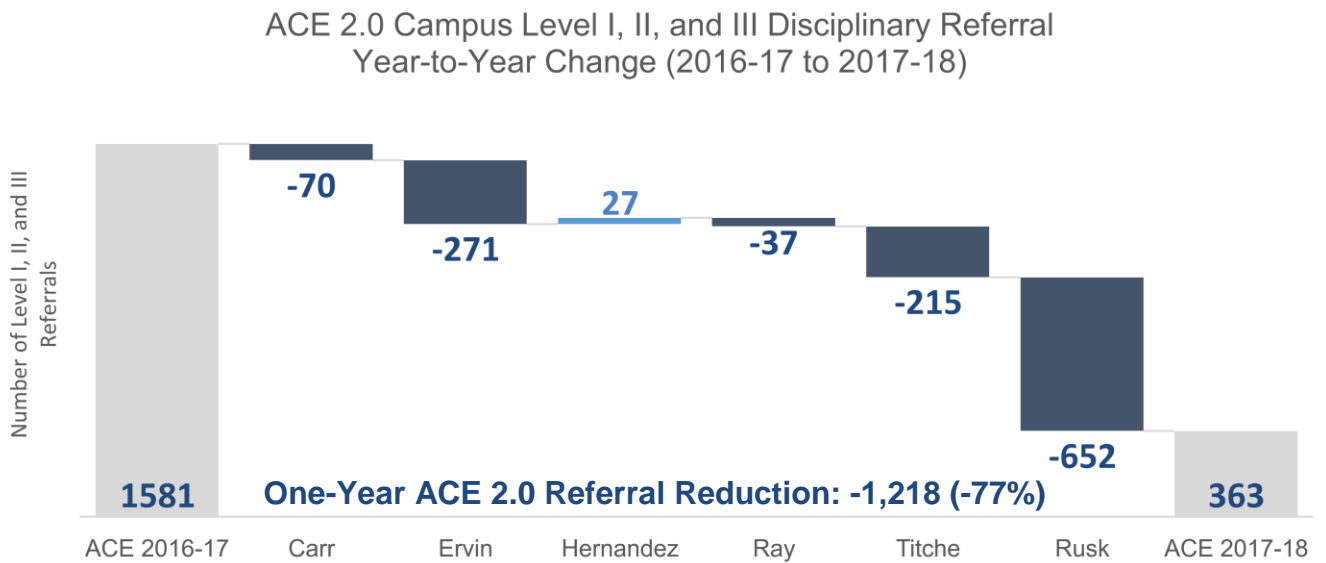
In addition, compared to 2016-17, eight elementary school campuses (Blanton, U. Lee, Mills, Pease, Carr, Ervin, Ray, Titche) and three middle school campuses (Dade, Zumwalt, Rusk) reported the same or reduced total disciplinary offenses in 2017-18 (see Table 9). Overall, ACE 1.0 campuses reduced total offenses by 89 (15%) from 2016-17. As illustrated in Figure 20, 2017-18 referral reductions contributed to a successful 3,391 (87%) reduction in ACE 1.0 disciplinary referrals over three years of program participation. As shown in Figure 21, ACE 2.0 campuses overall mirrored the overall success of the first ACE cohort by reducing total offenses by 1,218 (77%) in the first year in the program.

Figure 20: 2014-15 to 2017-18 ACE 1.0 Change in Level I, II, and III Disciplinary Referrals



Source: District discipline files dated August 5, 2015 (2014-15), July 13, 2016 (2015-16), July 10, 2017 (2016-17), and July 19, 2018 (2017-18).

Figure 21: 2016-17 to 2017-18 ACE 2.0 Change in Level I, II, and III Disciplinary Referrals



Source: District discipline files dated August 5, 2015 (2014-15), July 13, 2016 (2015-16), July 10, 2017 (2016-17), and July 19, 2018 (2017-18).
 Note: Because Carr and Carver merged in 2017-18, 2016-17 numbers for Carr include both Carr and Carver; 2017-18 numbers are for Carr only.

Attendance Rates

Table 10 shows 2016-17 and 2017-18 end-of-year attendance rates for ACE campuses, and for ACE 1.0, ACE 2.0, ACE overall, ISN, and the district. Four elementary schools (Blanton, U. Lee, Ervin, Titcher) attained attendance rates of at least 96 percent for the 2017-18 academic year, thus meeting the ACE objective for attendance. One middle school campus (Rusk) met this ACE attendance objective. Overall, ACE attendance rates for the current year were slightly higher than for ISN campuses, and were comparable to district rates. On the cohort level, although ACE 1.0 overall attendance did not meet the 2017-18 objective, ACE 2.0 finished the year meeting the 96 percent attendance objective.

Table 10: 2016-17 and 2017-18 ACE Attendance Rates by Campus

Campus	2016-17 %	2017-18 %	1 Yr Δ %pts
Blanton	96.7	96.0	-0.7
U. Lee	96.7	95.9	-0.8
Mills	95.1	94.4	-0.7
Pease	93.5	94.0	0.5
Dade	95.9	94.5	-1.4
Edison	93.7	93.3	-0.4
Zumwalt	90.9	92.0	1.1
ACE 1.0	94.8	94.5	-0.3
Carr*	95.6	95.0	-0.6
Ervin	95.2	95.9	0.7
Hernandez	95.0	94.9	-0.1
Ray	94.9	95.2	0.3
Titcher	95.7	96.3	0.6
Rusk	95.2	95.8	0.6
ACE 2.0	95.4	95.6	0.2
All ACE	95.1	95.0	-0.1
ISN	94.2	94.3	0.1
District	95.6	95.4	-0.2

Source: District attendance files dated June 20, 2017 (2016-17) and June 11, 2018 (2017-18) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 27, 2017 (2017-18).

Note: Attendance rates meeting or exceeding goal of 96 percent (rounded) are in **blue bold**. ISN = Intensive Support Network. * = Because Carr and Carver merged in 2017-18, 2016-17 scores for Carr include both Carr and Carver; 2017-18 scores are for Carr only. Δ = change. %pts = percentage points.

Student Experience Survey

ACE students generally responded favorably on the districtwide student survey. Overall percentages of favorable ratings for each section and overall on the 2017-18 Student Experience Survey are shown in Table 11. In 2017-18, five ACE elementary schools (Blanton: 95%, U. Lee: 90%, Carr: 85%, Hernandez: 86%; Titcher: 91%) and ACE elementary schools overall (87%) exceeded the district favorable rate of 84 percent for elementary schools. Three ACE middle schools (Dade: 74%; Zumwalt, 81%; Rusk: 75%) and ACE middle schools overall (74%) exceeded the favorable rate for district secondary schools (71%). Favorable response rates by question by campus for all 2017-18 Student Experience Survey

questions are provided in Appendix P, including changes in favorable response rates for each question from 2016-17.

Table 11: 2018 ACE Student Experience Survey Percent Favorable Ratings by Category

	Classroom Environment %	Expectations and Rigor %	Pedagogical Effectiveness %	Student Engagement %	Supportive Relationships %	Overall %
ACE 1.0						
Blanton	92	97	98	96	91	95
U. Lee	82	95	95	91	86	90
Mills	76	83	89	79	68	79
Pease	65	85	85	77	66	76
Dade	76	80	80	64	72	74
Edison	71	75	74	55	66	68
Zumwalt	83	87	85	72	80	81
ACE 2.0						
Carr	77	90	90	86	80	85
Ervin	73	87	90	85	74	82
Hernandez	83	91	91	83	81	86
Ray	73	91	92	88	71	83
Titche	87	96	95	92	87	91
Rusk	79	83	80	60	72	75
Summary						
ACE Elem	80	92	93	88	81	87
ACE Sec	77	81	79	62	72	74
Dist Elem	81	89	91	85	76	84
Distr Sec	80	77	75	57	67	71

Source: Data provided by the Office of Institutional Research dated June 5, 2018.

Note: Favorable percentages that met or exceeded the district for grade level are in **blue bold**. ACE Elem = ACE elementary schools. Dist Elem = District elementary schools. ACE Sec = ACE secondary schools. Dist Sec = District secondary schools. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12.

Changes in student perceptions over time also were generally positive. One-, two-, and three-year changes in overall positive student ratings are shown in Table 12. Overall, 2017-18 ACE elementary school and middle school campuses remained within one point of favorable response rates from the previous year. For ACE 1.0, three elementary school campuses (Blanton, U. Lee, Pease) and all middle school campuses exceeded, met, or came within one percentage point of favorable response rates from the previous year. All ACE 2.0 campuses exceeded favorable rates from the previous year (range: +3 to +13 percentage points). Since program inception, all but one ACE 1.0 elementary school campus (Mills), all ACE 1.0 middle school campuses, and ACE elementary school and middle school campuses overall maintained three-year improvements in overall favorable student responses. These results are an indicator of the continued improvement of campus culture over time on most ACE campuses.

Table 12: 2015 to 2018 ACE Student Experience Survey Overall Favorable Ratings

	2015	2016	2017	2018	1 Yr Δ	2 Yr Δ	3 Yr Δ
	%	%	%	%	% Pts	% Pts	% Pts
ACE 1.0							
Blanton	78	89	96	95	-1	6	17
U. Lee	74	88	86	90	4	2	16
Mills	83	90	89	79	-10	-11	-4
Pease	74	78	76	76	0	-2	2
Dade	62	72	73	74	1	2	12
Edison	66	68	68	68	0	0	2
Zumwalt	69	77	82	81	-1	4	12
ACE 2.0							
Carr ^a			82	85	3		
Ervin			72	82	10		
Hernandez			81	86	5		
Ray			74	83	9		
Titche			79	91	12		
Rusk			62	75	13		
Summary							
ACE Elementary	77	86	88	87	-1	1	10
ACE Secondary	66	72	74	74	0	2	8
District Elementary	79	83	84	84	0	1	5
District Secondary	65	69	70	71	1	2	6

Source: Campus-level Student Experience Survey reports from program office on May 27, 2016 (2015 and 2016) and June 13, 2017 (2017) and district data dated June 7, 2016 (2015 and 2016), May 24, 2017 (2017) and June 5, 2018 (2018).

Note: Favorable percentages that met or exceeded the district for grade level (elementary or secondary) are in **blue bold**. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12. ^a2016-17 (pre-ACE) favorable rate for Carr is comprised of the simple average of favorable rates for both Carr and Carver because campuses were combined in 2017-18. 1 Yr Δ = difference from 2017 to 2018. 2 Yr Δ = difference from 2016 to 2018. 3 Yr Δ = difference from 2015 to 2018.

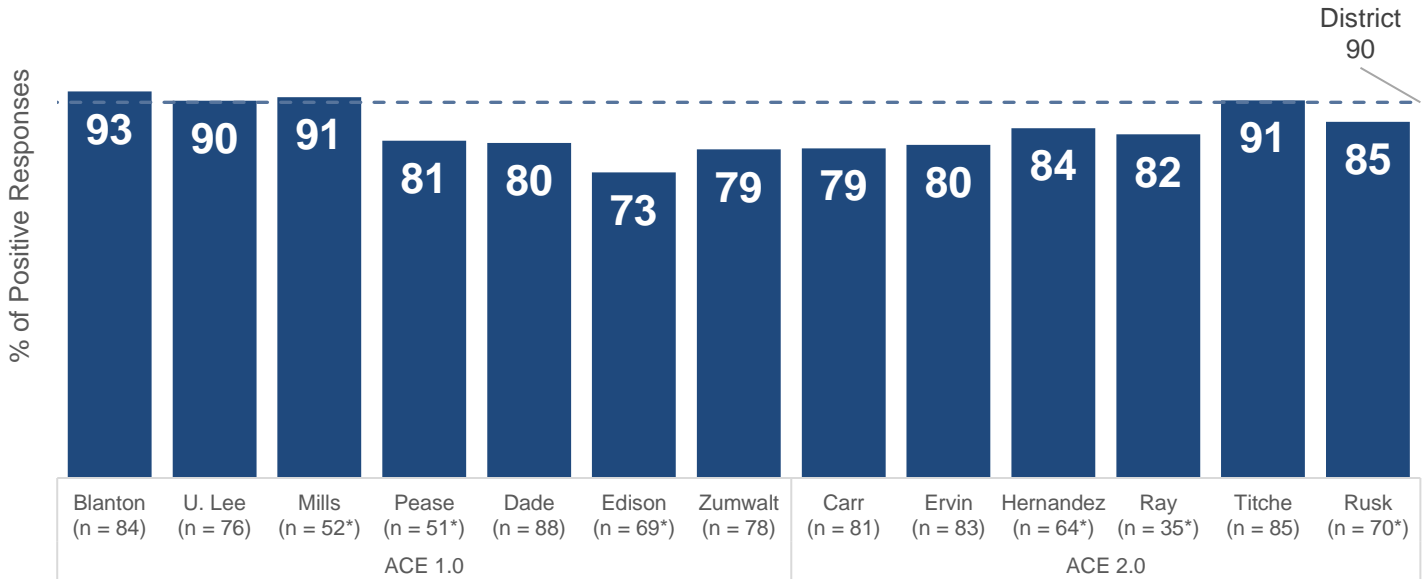
Parent Perception Survey

Parent perceptions of ACE campuses were generally positive. As shown in Figure 22, average overall positive parent response rates on ACE campuses ranged from 73 percent (Edison) to 93 percent (Blanton). Four ACE campuses met the 2017-18 ACE objective by exceeding the district positive response rate of 90 percent (Blanton, U. Lee, Mills, Titche).

Overall, ACE campuses showed growth in parent perceptions over time. Appendix Q includes one-, two-, and three-year average positive response rate trends on the Parent/Guardian Survey, as applicable. Positive response rates trended upward for all but one campus (Carr) from the previous year.³² All ACE 1.0 campuses maintained growth in parent perceptions over the three years of the program. Notably, U. Lee (+15 percentage points), Dade (+15 percentage points), and Zumwalt (+22 percentage points) experienced the strongest gains in positive parent/guardian perceptions since 2015.

³² Reduced favorable response rates at Carr should be reviewed with extreme caution because 2017 baseline rates were combined with Carver because of the merge of Carr and Carver into one campus in 2018. Comparisons are shown for informational purposes only.

Figure 22: 2018 ACE Campus Parent/Guardian Survey Overall Positive Response Rates



Source: District PEI Parent Survey files dated July 18, 2018.

Note: * = response rates denote sample sizes that were below validity requirements; results for these campuses should be reviewed with caution.

What were the 2018 ACE state accountability ratings?

The ultimate goal of the ACE program was to improve or maintain the Met Standard status of all ACE campuses. Details regarding the establishment and calculation of TEA accountability targets and indices are complex and beyond the scope of this document.³³ In the previous two years, six of the seven ACE 1.0 campuses achieved a Met Standard rating following program participation. In 2018, six of seven ACE 1.0 campuses earned a Met Standard rating, with the one formerly Improvement Required campus earning a Met Standard rating (Edison), and one formerly Met Standard campus falling to Improvement Required (Pease). Following one year of ACE participation, all ACE 2.0 campuses improved their ratings from Improvement Required to Met Standard. These findings are the strongest indicator of sustained academic improvement resulting from the ACE program.

SUMMARY AND RECOMMENDATIONS

Summary

Established in 2015-16, ACE offered competitive stipends to incentivize top teachers and principals to relocate to some of the district's most challenged campuses. The first group of campuses (ACE 1.0) continued for year three of the program in 2017-18 and includes four elementary schools (Annie Web

³³ For more information about TEA accountability ratings, see <http://tea.texas.gov/2018accountabilitymanual.aspx>

Blanton, Umphrey Lee, Roger Q. Mills, and Elisha M. Pease) and three middle schools (Billy Earl Dade, Thomas A. Edison, and Sarah Zumwalt). A new cohort of ACE campuses (ACE 2.0) completed their first year in the program in 2017-18 and included five elementary schools (C.F. Carr, J.N. Ervin, Onesimo Hernandez, L.W. Ray, and Edward Titcher) and one middle school (Thomas J. Rusk). The ACE program aimed to improve student achievement by striving to accelerate growth in three general areas: people, learning, and expectations. This evaluation covered progress toward outcomes related to these components in 2017-18, the third year of the program.

ACE Implementation

The ACE program was supported by \$9,885,862 of the Dallas ISD general operating funds. Most of the budget was allocated to annual stipends for teachers and campus leadership ranging from \$8,000 to \$15,000, depending on role, and, in the case of the teachers, TEI effectiveness rating.

Although the ACE program was primarily about placing the most effective leaders and teachers at campuses, several additional elements were common for all, such as common assessment and tracking tools, supplemental professional development, facilities upgrades, uniform provision, and regular team walks and coaching sessions with program leadership. An extra hour was embedded into the master schedule at all ACE campuses, and campuses remained open two to three days a week for extra student help and extracurricular activities. For every 300 students, all ACE campuses received an additional assistant principal, counselor, and campus instructional coach. Class size was also capped at 22 students. Generally, ACE program implementation remained consistent over the first three years.

ACE Student, Teacher, and Principal Characteristics

About half of the 6,966 ACE students were male (51%) and/or African American (54%), and most were economically disadvantaged (86%). Almost a third were English language learners (ELLs; 32%) and 10% were enrolled in special education. Student characteristics were comparable for both ACE cohorts.

The 462 ACE teachers were 76 percent female, 58 percent African American, 23 percent Hispanic, and 16 percent white. Almost a third (29%) of ACE teachers held at least a master's degree, and ACE teachers taught in the Dallas ISD for an average of 7.5 years, with 46 percent teaching in the Dallas ISD for six or more years. The two cohorts were composed slightly differently with respect to ethnicity, but were comparable with respect to degrees earned and district tenure.

The 13 ACE principals were 54 percent female, 69 percent African American, and 23 percent Hispanic. Most principals held at least a master's degree (85%). ACE principals worked for the Dallas ISD for an average of 11.8 years, with 46 percent employed by the district for at least 15 years. Assigned ACE principals remained consistent throughout the academic year.

ACE Teacher and Campus Leadership Perceptions

The evaluator administered online surveys to collect feedback from ACE campus administrators (principals and assistant principals; 78% response rate) and teachers (69% response rate), summarizing quantitative data responses using frequency analyses and open-ended data using content analysis.

Campus Leadership

Campus administrators generally expressed satisfaction with respect to year three of the ACE program and most rated support from the ACE core program team as excellent or very good (88%). Of five core ACE elements implemented on their campuses, administrators most highly rated the effectiveness of data analysis and PLC (84%) and consistency of policies/systems/structures (80%), and were most likely to indicate that balanced literacy efforts (47%) required further development. These findings were corroborated by open-ended responses, such that more respondents considered campus culture, data analysis, and balanced literacy to be both among their greatest successes (54%, 49%, 17%, respectively) and greatest challenges (37%, 10%, 39%, respectively) in 2017-18. Administrators most frequently indicated improved behavioral management support (20%) and more parent involvement (20%) were the most important potential changes that could improve future ACE success. Campus administrators also offered several parent and community partnership opportunities on their campuses in efforts to bolster engagement.

Teachers

ACE teacher perceptions were generally positive. Of five core ACE elements implemented on their campuses, teachers most highly rated the effectiveness of instructional rigor (74%), data analysis and PLC (72%), and balanced literacy (71%), and were most likely to indicate that school culture (44%) required further development. Teachers were less likely than administrators to reach consensus with responses to open-ended questions, such that the highest (though relatively low) rate of teachers mentioned factors related to data analysis among their greatest accomplishments (15%) and factors related to school culture among their greatest challenges (12%). In support of opinions expressed with respect to school culture, teachers most frequently indicated improved behavioral management support (32%) as the most important potential change that could improve future ACE success. Despite teachers generally agreeing that campus leadership offered additional opportunities for parent involvement than on non-ACE campuses (67%), less than half of teachers (48%) agreed that parents were engaged in the progress of their students in 2017-18. Most teachers (67%) were satisfied that the stipend compensated them for the extra effort required of an ACE teacher.

People Component Outcomes

To examine outcomes related to the people component of ACE, the evaluator examined teacher retention, TEI effectiveness levels, average spot observation scores, and district Climate Survey results.

Teacher Retention

ACE 1.0 campus teacher retention rates ranged from 44 percent (Pease) to 83 percent (Blanton, Zumwalt) with an overall ACE 1.0 teacher retention rate of 70 percent. Although overall the ACE 1.0 campuses did not meet the objective of meeting or exceeding the districtwide retention rate (73%), three campuses (Blanton, U. Lee, Zumwalt) exceeded the district retention rate, and an additional two campuses (Mills, Dade) retained over 70 percent of teachers from the previous year.

Proficient or Higher TEI Effectiveness Levels

Four of the seven ACE 1.0 (Blanton, U. Lee, Mills, Zumwalt) and five of the six ACE 2.0 (Carr, Ervin, Hernandez, Ray, Titché) campuses, and ACE 1.0, ACE 2.0, and ACE overall met the 2017-18 objective of attaining a minimum of 60 percent of teachers at campuses with at least a Proficient I TEI effectiveness level. Generally, this objective appeared more difficult to attain at the middle school level than at the elementary school level.

Spot Observations

The ACE objective was to attain high percentages (fall: 60%; spring: 75%) of proficient teachers as measured by average TEI spot observation scores on standards 2.3 (clear instruction) and 2.4 (instructional rigor). In general, ACE teachers earned higher ratings for clear instruction than for instructional rigor both in the fall and in the spring.

In fall 2017, four elementary school campuses (Blanton, U. Lee, Ervin, Titché) and one middle school campus (Zumwalt) met or exceeded the 60 percent fall threshold for clear instruction, and two elementary school campuses (U. Lee, Ervin) and one middle school campus (Zumwalt) met or exceeded this threshold for instructional rigor. ACE 1.0, ACE 2.0, and ACE overall did not meet the fall 2017 objective for proficient spot observations for clear instruction or instructional rigor.

In spring 2018, eight ACE elementary school campuses (Blanton, U. Lee, Mills, Carr, Ervin, Hernandez, Ray, Titché) and three ACE middle school campuses (Dade, Edison, Zumwalt) met or exceeded the 75 percent spring threshold for clear instruction. Five elementary school campuses (U. Lee, Carr, Ervin, Ray, Titché) and two middle school campuses (Dade, Zumwalt) met or exceeded this threshold for instructional rigor. ACE 1.0, ACE 2.0, and ACE overall met the spring 2018 objective for clear instruction, but the ACE 1.0, ACE 2.0, and ACE campuses overall missed the 75 percent objective for instructional rigor.

Climate Survey

In fall 2017, one ACE 1.0 campus (U. Lee) and four ACE 2.0 campuses (Carr, Hernandez, Ray, Titché) met the 2017-18 objective of attaining scores in the fourth or fifth quintiles (most positive) on the Culture of Feedback and Support section of the district Climate Survey. Except for Hernandez, these same campuses also achieved the fourth or fifth quintile scores in spring 2018.

Learning Component Outcomes

To examine outcomes related to the learning component of ACE, the evaluator examined *Isation Indicators of Progress (ISIP)* Tier 1 (grade level reading) rates (each six-week period and end of year), *Assessment of Course Performance (ACP)* passing rates (fall and spring), and *State of Texas Assessments of Academic Readiness (STAAR)* performance standard attainment rates (spring).

ISIP

ACE overall rates of students reading on grade level trended upward most six-week periods from the start (BOY) to the end of the year (EOY) for all grade levels. In most cases, ACE 1.0 campuses increased the extent to which rates of students reading on grade level (Tier 1) exceeded the district. ACE

2.0 rates of Tier 1 students did not consistently exceed the district, especially in English, but those that fell short of district rates clearly narrowed the gaps with district rates by the end of the year.

At the end of the year (EOY), ACE campuses overall met the objective of meeting or exceeding district rates of students reading at grade level for kindergarten to grade two in Spanish and in combined English and Spanish. For English alone, ACE campuses overall met this objective in kindergarten, but not for grade one or grade two. ACE 1.0 campuses met or exceeded the district in all versions in all grades, but ACE 2.0 campuses fell short of this goal for grade one and grade two, primarily because of performance on the English version of the assessment.

For 2017-18, one-year changes in ACE Tier 1 attainment rates on all versions of *ISIP* were stronger than for ISN and for the district. As expected, this pattern was particularly true for ACE 2.0 campuses in their first year of ACE implementation. For the ACE 1.0 cohort, longitudinal results reflect sustained accelerated achievement in reading on grade level for kindergarten to grade two overall, despite smaller year-over-year gains in years two and three of the ACE program. ACE 1.0 growth in 2017-18 adds to the extensive growth in Tier 1 attainment over the first two years of the program. ACE 1.0 two-year trends also exceeded district growth across the board. As the strongest evidence of literacy growth for ACE students, not only did three-year growth in Tier 1 attainment for ACE 1.0 students in all grades far exceed the district in English, Spanish, and combined English and Spanish, but this three-year growth ranged from +32.0 percentage points (kindergarten Spanish) to +45.1 percentage points (grade two English).

ACP

ACP passing rates for ACE overall exceeded the previous year on 39 (80%) of the 49 exams administered on ACE campuses in the fall, and on six (75%) of the eight exams administered in the spring. As expected, these rates were particularly strong for ACE 2.0 campuses after their first year of the program. In addition, ACE students overall met the objective of *ACP* passing rates at least within 10 percentage points of district rates on 38 (78%) of 49 *ACPs* in the fall and on three (38%) of the eight spring exams. This success rate was virtually the same for ACE 1.0 and ACE 2.0 in the fall, but was particularly strong for ACE 2.0 campuses compared to ACE 1.0 campuses in the spring.

STAAR

ACE students overall met the 2017-18 ACE objective of achieving *STAAR* performance standard attainment rates at least within 10 percentage points of the district for all subjects at the Approaches+, Meets+, and Masters level. This finding was true for ACE 1.0 and 2.0, except for ACE 1.0 reading, which came a few points short of meeting this objective. Notably, ACE 2.0 social studies slightly exceeded district passing rates for all three performance standards.

With few exceptions, ACE *STAAR* passing rates increased over one year across the board in all subjects for all performance standards. Generally, this one-year growth was strongest for mathematics and social studies, especially for ACE 2.0, an expected outcome in the first year of the program. Two- and three- year changes in *STAAR* performance standard attainment for ACE 1.0 campuses were mostly positive. The strongest overall three-year percentage point gains for ACE 1.0 campuses emerged in

mathematics (+34) and social studies (+28) at the Approaches+ level, in mathematics (+30), writing (+19), and science (+19) at the Meets+ level, and mathematics (+15) at the Masters level. These three-year results are a testament to the ongoing impact of ACE implementation on these original ACE campuses.

On the exam level, in 2017-18 *STAAR* passing rates exceeded 2016-17 on all *STAAR* subtests (100%) administered on ACE campuses at both the Approaches+ and Meets+ performance standards. Considered separately, both ACE cohorts performed exceptionally well, with ACE 1.0 campuses exceeding last year on 83 percent of exams at the Approaches+ level and 78 percent of exams at the Meets+ level, and ACE 2.0 campuses exceeding last year on 94 percent of exams at the Approaches+ level and 100 percent of exams at the Meets+ level. ACE students overall met the objective of performance standard attainment within 10 percentage points of district rates on 15 (83%) of 18 *STAAR* exams at the Approaches+ performance standard and on 12 (67%) of the 18 *STAAR* exams at the Meets+ level. This success rate was slightly higher for ACE 2.0 than for ACE 1.0, as expected, but both cohorts achieved the *STAAR* objective for 2017-18 on a majority of the tests administered (range: 61% to 83%).

Expectations Component Outcomes

To examine outcomes related to the expectations component of ACE, the evaluator examined disciplinary offenses, attendance rates, Student Experience Survey results, and Parent/Guardian Survey results.

Disciplinary Offenses

ACE campuses generally demonstrated tremendous progress in disciplinary referral reduction. For 2017-18, six of 13 campuses met the ACE objective of reporting level I, II, and III disciplinary referrals at or below district rates. ACE 1.0 elementary school and middle school campuses overall and the ACE 2.0 middle school also met this objective. Overall, ACE 1.0 reduced total offenses by 89 (15%) in one year, contributing to a three-year reduction of 3,391 (87%) referrals. ACE 2.0 campuses mirrored ACE 1.0 success by reducing total offenses by 1,218 (77%) in the first year of the program.

Attendance Rates

Four ACE elementary school campuses (Blanton, U. Lee, Ervin, Titcher) and one middle school campus (Rusk) met the 2017-18 ACE objective of attendance rates of at least 96 percent for 2017-18. Overall, ACE attendance rates (95%) for the current year were comparable to district rates (95%). On the cohort level, although ACE 1.0 overall attendance did not meet the 2017-18 attendance objective, ACE 2.0 finished the year meeting the 96 percent attendance objective.

Student Experience Survey

ACE students generally responded favorably on the districtwide student survey. Five ACE elementary school campuses (Blanton: 95%; U. Lee: 90%; Carr: 85%; Hernandez: 86%; Titcher: 91%) and ACE elementary schools overall (87%) met the 2017-18 objective and exceeded the district elementary school favorable rate of 84 percent. Three ACE middle school campuses (Dade: 74%; Zumwalt: 81%; Rusk: 75%) and ACE middle schools overall (74%) also exceeded the favorable rate for district secondary schools (71%).

Changes in student perceptions over time also were generally positive. Overall, 2017-18 ACE elementary school and middle school campuses remained within one point of favorable response rates from the previous year. For ACE 1.0, three elementary school campuses (Blanton, U. Lee, Pease) and all middle school campuses exceeded, met, or came within one percentage point of favorable response rates from the previous year. All ACE 2.0 campuses exceeded favorable rates from the previous year (range: +3 to + 13 percentage points). Since program inception, all but one ACE 1.0 elementary school campus (Mills), all ACE 1.0 middle schools, and ACE elementary schools and middle schools overall maintained three-year improvements in overall favorable student response. These results are an indicator of the continued improvement of campus culture over time on most ACE campuses.

Parent/Guardian Survey

Parent perceptions of ACE campuses, as measured by the PEI Parent/Guardian Survey, were generally positive. Average overall positive parent response rates on ACE campuses ranged from 73 percent (Edison) to 93 percent (Blanton). Four ACE campuses met the 2017-18 ACE objective by exceeding the district positive response rate of 90 percent (Blanton, U. Lee, Mills, Titcher).

Overall

The ultimate test of program success designed to boost achievement for Improvement Required campuses is earning a Met Standard rating as the result of implementation. All ACE campuses earned a Met Standard rating in 2017-18.

Recommendations

In 2018-19, six of seven ACE 1.0 campuses will transition from the program with some campus support, the remaining ACE 2.0 campuses will continue in the second year of the program, and one ACE 1.0 campus will join a third cohort (ACE 3.0) participating in a modified program that will focus more heavily on development of campus leadership and teacher development. The following recommendations are offered in the context of these program changes.

- **Carefully monitor transitioning campuses.** As most ACE 1.0 campuses transition out of the ACE program and campuses join the new ACE 3.0 hybrid program, monitoring ongoing progress on these campuses will be important for evaluating maintenance of gains on former campuses and ensuring success of new campuses in the first year of the revised hybrid program. Information collected from such monitoring will be invaluable for shaping future elements of programs that target school improvement.
- **Continue professional development to support campus leaders and teachers.** Effective administrators and teachers were the cornerstone of ACE successes. Therefore, they should continue to have the resources and professional development opportunities they need to lead and teach effectively. The one ACE campus that missed earning a Met Standard accountability rating this year (Pease) did not have an official principal for much of the year and was the elementary school campus with the lowest rate of proficient teachers, as measured by TEI effectiveness levels. Expanding the pool

of available effective campus leaders and teachers and retaining those who are already highly effective will be critical as the program transitions to the next phase.

- **Heighten focus on literacy.** Although not unique to ACE students, achievement and growth in reading and writing were generally weaker than for other subjects, especially mathematics. ACE campuses should continue to focus on improving literacy at all grade levels to reduce this discrepancy.
- **Continue to maintain and expand training and support for behavioral management in the classroom.** Although there was both quantitative (decreased discipline referrals) and anecdotal (stakeholder perceptions) evidence that behavioral management improved on ACE campuses since program inception, teachers indicated that some improvement remained necessary. In addition, favorable response rates on the Student Experience Survey improved and were stronger than the district for most ACE campuses, indicating improved student perceptions of the academic environment. The extent to which positive improvements in behavioral management translated to academic achievement should be considered in future program decisions regarding campus systems and structures.
- **Continue efforts to strengthen parent involvement.** Despite extensive evidence of expanded encouragement of parent involvement, barely half of teachers and sixty percent of campus leaders agreed that ACE parents were engaged with student progress in 2017-18. Attendance rate challenges on some campuses also support the notion that engaging parents may remain a challenge at ACE campuses. Stronger partnership with parents of ACE students will assist with improving and maintaining gains in important outcomes, such as discipline enforcement, attendance rates, and dedication to learning. Leadership should continue its strong efforts to increase interest, pride, and involvement from parents of ACE campuses.
- **Prepare to evaluate long-term outcomes.** It will be important to evaluate long-term success as students move from ACE elementary school and middle school campuses into higher grades at other campuses. Dosage of years enrolled on ACE campuses and comparisons to similar students who were not enrolled on ACE campuses should be examined for long-term achievement outcomes like assessments, graduation rates, college and career readiness, college enrollment, and other factors to determine the lasting benefit of ACE participation. Planning how long-term outcomes will be studied early in the program will increase the likelihood that the appropriate data and circumstances are in place for future evaluation.

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APPENDICES

Appendix A

2017-18 Intensive Support Network (ISN) Campuses

The following campuses were ISN campuses in 2017-18 and were used as a comparison group for several analyses in this evaluation.

Lincoln High School and Communications/Humanities Magnet

South Oak Cliff High School

James Madison High School

T. W. Browne Middle School

Oliver W. Holmes Middle School

Boude Storey Middle School

John Neely Bryan Elementary School

Rufus C. Burleson Elementary School

Martin Luther King, Jr. Elementary School

Paul L. Dunbar Elementary School

Joseph J. Rhoads Elementary School

Charles Rice Elementary School

Oran M. Roberts Elementary School

George W. Truett Elementary School

Daniel Webster Elementary School

Note: As appropriate, subsets of these campuses were used for comparison purposes. For example, ISN comparison groups were restricted to the elementary school or middle school campuses on this list when results are grouped by grade level.

Appendix B

Appendix B Table 1: 2017-18 ACE Student Demographics – Sex, Ethnicity, and Special Student Groups

	N	Sex				Ethnicity								Special Student Groups					
		Male		Female		Af Amer		Hispanic		White		Other		Eco Dis		ELL		SPED	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Blanton	669	340	50.8	329	49.2	84	12.6	569	85.1	8	1.2	8	1.1	532	79.5	420	62.8	53	7.9
U. Lee	584	302	51.7	282	48.3	379	64.9	189	32.4	9	1.5	7	1.2	526	90.1	166	28.4	37	6.3
Mills	322	161	50.0	161	50.0	113	35.1	205	63.7	2	0.6	2	0.6	312	96.9	148	46.0	19	5.9
Pease	482	238	49.4	244	50.6	432	89.6	35	7.3	4	0.8	11	2.3	441	91.5	21	4.4	33	6.8
Dade	894	473	52.9	421	47.1	580	64.9	299	33.4	7	0.8	8	0.9	629	70.4	234	26.2	127	14.2
Edison	555	291	52.4	264	47.6	226	40.7	316	56.9	1	0.2	12	2.2	430	77.5	186	33.5	70	12.6
Zumwalt	412	217	52.7	195	47.3	301	73.1	99	24.0	3	0.7	9	2.2	367	89.1	73	17.7	41	10.0
ACE 1.0	3,918	2,022	51.6	1,896	48.4	2,115	54.0	1,712	43.7	34	0.9	57	1.5	3,237	82.6	1,248	31.9	380	9.7
Carr	558	285	51.1	273	48.9	393	70.4	152	27.2	4	0.7	9	1.6	455	81.5	130	23.3	51	9.1
Ervin	604	291	48.2	313	51.8	475	78.6	116	19.2	8	1.3	5	0.8	588	97.4	74	12.3	52	8.6
Hernandez	322	152	47.2	170	52.8	163	50.6	134	41.6	17	5.3	8	2.5	307	95.3	98	30.4	30	9.3
Ray	227	121	53.3	106	46.7	201	88.5	20	8.8	4	1.8	2	0.9	203	89.4	7	3.1	30	13.2
Titche	690	368	53.3	322	46.7	285	41.3	385	55.8	13	1.9	7	1.0	579	83.9	310	44.9	44	6.4
Rusk	647	330	51.0	317	49.0	125	19.3	499	77.1	6	0.9	17	2.6	590	91.2	386	59.7	86	13.3
ACE 2.0	3,048	1,547	50.8	1,501	49.2	1,642	53.9	1,306	42.8	52	1.7	48	1.6	2,722	89.3	1,005	33.0	293	9.6
All ACE	6,966	3,569	51.2	3,397	48.8	3,757	53.9	3,018	43.3	86	1.2	105	1.5	5,959	85.5	2,253	32.3	673	9.7

Source: District demographic files dated October 31, 2017 for PEIMS snapshot date of October 27, 2017.

Note: Eco Dis = economically disadvantaged. ELL = English language learner. SPED = special education. Percentages may not sum to 100 because of rounding.

Appendix B Table 2: 2017-18 ACE Student Demographics – Elementary School Grade Level

	N	Grade Level															
		EC		PK		K		1		2		3		4		5	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Blanton	669	6	0.9	71	10.6	85	12.7	84	12.6	110	16.4	108	16.1	90	13.5	115	17.2
U. Lee	584	7	1.2	53	9.1	73	12.5	78	13.4	84	14.4	89	15.2	99	17.0	101	17.3
Mills	322	0	0.0	61	18.9	32	9.9	25	7.8	50	15.5	52	16.1	52	16.1	50	15.5
Pease	482	0	0.0	61	12.7	60	12.4	69	14.3	85	17.6	71	14.7	64	13.3	72	14.9
Dade	894	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Edison	555	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Zumwalt	412	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ACE 1.0	3,918	13	0.3	246	6.3	250	6.4	256	6.5	329	8.4	320	8.2	305	7.8	338	8.6
Carr	558	0	0.0	32	5.7	88	15.8	78	14.0	94	16.8	93	16.7	89	15.9	84	15.1
Ervin	604	3	0.5	95	15.7	67	11.1	80	13.2	80	13.2	83	13.7	95	15.7	101	16.7
Hernandez	322	0	0.0	22	6.8	33	10.2	46	14.3	53	16.5	49	15.2	59	18.3	60	18.6
Ray	227	0	0.0	19	8.4	31	13.7	30	13.2	37	16.3	35	15.4	42	18.5	33	14.5
Titche	690	0	0.0	94	13.6	82	11.9	102	14.8	84	12.2	116	16.8	117	17.0	95	13.8
Rusk	647	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ACE 2.0	3,048	3	0.1	262	8.6	301	9.9	336	11.0	348	11.4	376	12.3	402	13.2	373	12.2
All ACE	6,966	16	0.2	508	7.3	551	7.9	592	8.5	677	9.7	696	10.0	707	10.1	711	10.2

Source: District demographic files dated October 31, 2017 for PEIMS snapshot date of October 27, 2017.

Note: EC = early childhood. PK = prekindergarten. K = kindergarten. - = no students enrolled at this grade level. Percentages may not sum to 100 because of rounding.

Appendix B Table 3: 2017-18 ACE Student Demographics
 – Middle School Grade Level

	N	Grade Level					
		6		7		8	
		n	%	n	%	n	%
Blanton	669	-	-	-	-	-	-
U. Lee	584	-	-	-	-	-	-
Mills	322	-	-	-	-	-	-
Pease	482	-	-	-	-	-	-
Dade	894	309	34.6	302	33.8	283	31.7
Edison	555	206	37.1	180	32.4	169	30.5
Zumwalt	412	146	35.4	139	33.7	127	30.8
ACE 1.0	3,918	661	16.9	621	15.8	579	14.8
Carr	558	-	-	-	-	-	-
Ervin	604	-	-	-	-	-	-
Hernandez	322	-	-	-	-	-	-
Ray	227	-	-	-	-	-	-
Titche	690	-	-	-	-	-	-
Rusk	647	225	34.8	235	36.3	187	28.9
ACE 2.0	3,048	225	7.4	235	7.7	187	6.1
All ACE	6,966	886	12.7	856	12.3	766	11.0

Source: District demographic files dated October 31, 2017 for PEIMS snapshot date of October 27, 2017.

Note: EC = early childhood. PK = prekindergarten. K = kindergarten.
 - = no students enrolled at this grade level. Percentages may not sum to 100 because of rounding.

Appendix C

Appendix C Table 1: 2017-18 ACE Teacher Demographics – District Overall and ACE Overall

	District Overall						ACE Overall					
	All (N = 9,963)		Elementary (N = 5,252)		Middle (N = 2,067)		All (N = 462)		Elementary (N = 292)		Middle (N = 170)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Male	7,013	70.4	4,210	80.2	1,336	64.6	351	76.0	233	79.8	118	69.4
Female	2,950	29.6	1,042	19.8	731	35.4	111	24.0	59	20.2	52	30.6
Ethnicity												
Af Amer	3,548	35.6	1,445	27.5	1,041	50.4	270	58.4	149	51.0	121	71.2
Hispanic	3,009	30.2	2,280	43.4	302	14.6	104	22.5	89	30.5	15	8.8
White	3,001	30.1	1,362	25.9	637	30.8	73	15.8	46	15.8	27	15.9
Other	405	4.1	165	3.1	87	4.2	15	3.2	8	2.7	7	4.1
Highest Degree Earned												
Associate's	48	0.5	24	0.5	6	0.3	0	0.0	0	0.0	0	0.0
Bachelor's	6,717	67.4	3,652	69.5	1,425	68.9	296	64.1	183	62.7	113	66.5
Master's	2,360	23.7	1,153	22.0	476	23.0	133	28.8	85	29.1	48	28.2
Doctorate	105	1.1	38	0.7	11	0.5	2	0.4	1	0.3	1	0.6
Other/Missing Data	733	7.4	385	7.3	149	7.2	31	6.7	23	7.9	8	4.7
Years in District												
<1	1,230	12.3	486	9.3	360	17.4	43	9.3	19	6.5	24	14.1
1 to 5	4,624	46.4	2,468	47.0	992	48.0	208	45.0	126	43.2	82	48.2
6 to 10	1,335	13.4	737	14.0	251	12.1	74	16.0	49	16.8	25	14.7
11 to 15	1,255	12.6	724	13.8	221	10.7	64	13.9	47	16.1	17	10.0
16 to 20	788	7.9	439	8.4	130	6.3	46	10.0	33	11.3	13	7.6
21+	731	7.3	398	7.6	113	5.5	27	5.8	18	6.2	9	5.3
Average Years		-	7.6	-	6.1	-	7.5		8.2	-	6.4	

Source: District personnel file dated December 10, 2017.

Note: Af Amer = African American. Percentages may not sum to 100 because of rounding.

Appendix C Table 2: 2017-18 ACE Teacher Demographics – ACE 1.0 and ACE 2.0

	ACE 1.0						ACE 2.0					
	All (N = 255)		Elementary (N = 130)		Middle (N = 125)		All (N = 207)		Elementary (N = 162)		Middle (N = 45)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Male	184	72.2	98	75.4	86	68.8	167	80.7	135	83.3	32	71.1
Female	71	27.8	32	24.6	39	31.2	40	19.3	27	16.7	13	28.9
Ethnicity												
Af Amer	170	66.7	68	52.3	102	81.6	100	48.3	81	50.0	19	42.2
Hispanic	48	18.8	44	33.8	4	3.2	56	27.1	45	27.8	11	24.4
White	30	11.8	4	3.1	16	12.8	43	20.8	4	2.5	4	8.9
Other	7	2.7	14	10.8	3	2.4	8	3.9	32	19.8	11	24.4
Highest Degree Earned												
Associate's	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Bachelor's	165	64.7	79	60.8	86	68.8	131	63.3	104	64.2	27	60.0
Master's	70	27.5	38	29.2	32	25.6	63	30.4	47	29.0	16	35.6
Doctorate	1	0.4	0	0.0	1	0.8	1	0.5	1	0.6	0	0.0
Other/Missing Data	19	7.5	13	10.0	6	4.8	12	5.8	10	6.2	2	4.4
Years in District												
<1	25	9.8	10	7.7	15	12.0	18	8.7	9	5.5	9	20
1 to 5	111	43.5	46	35.4	65	52.0	97	46.9	80	49.4	17	37.8
6 to 10	44	17.3	27	20.8	17	13.5	30	14.5	22	13.6	8	17.8
11 to 15	34	13.3	23	17.7	11	8.8	30	14.5	24	14.9	6	13.3
16 to 20	26	10.2	16	12.3	10	8.0	20	9.7	17	10.5	3	6.7
21+	15	5.9	8	6.2	7	5.6	12	5.8	10	6.2	2	4.4
Average Years	7.6		8.7		6.4		7.5		7.8		6.2	

Source: District personnel file dated December 10, 2017.

Note: ACE 1.0 campuses included Blanton, Mills, U. Lee, Pease, Dade, Edison, and Zumwalt. ACE 2.0 campuses included Carr, Ervin, Hernandez, Ray, Titcher, and Rusk. Af Amer = African American. Percentages may not sum to 100 because of rounding.

Appendix C Table 3: 2017-18 ACE Teacher Demographics – ACE 1.0 Campuses

	ES								MS					
	Blanton (N = 40)		U. Lee (N = 39)		Mills (N = 24)		Pease (N = 27)		Dade (N = 63)		Edison (N = 34)		Zumwalt (N = 28)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex														
Male	30	75.0	31	79.5	13	54.2	24	88.9	42	66.7	21	61.8	23	82.1
Female	10	25.0	8	20.5	11	45.8	3	11.1	21	33.3	13	38.2	5	17.9
Ethnicity														
Af Amer	8	20.0	27	69.2	10	41.7	23	85.2	55	87.3	20	58.8	27	96.4
Hispanic	22	55.0	8	20.5	10	41.7	4	14.8	2	3.2	2	5.9	0	0.0
White	8	20.0	3	7.7	3	12.5	0	0.0	6	9.5	9	26.5	1	3.6
Other	2	5.0	1	2.6	1	4.2	0	0.0	0	0.0	3	8.8	0	0.0
Highest Degree Earned														
Associate's	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Bachelor's	28	70.0	24	61.5	12	50.0	15	55.5	48	76.2	22	64.7	16	57.1
Master's	7	17.5	10	25.6	12	50.0	9	33.3	11	17.5	10	29.4	11	39.3
Doctorate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.9	0	0.0
Other/Missing Data	5	12.5	5	12.8	0	0.0	3	11.1	4	6.3	1	2.9	1	3.6
Years in District														
<1	0	0.0	2	5.1	1	4.2	7	25.9	6	9.5	8	23.5	1	3.6
1 to 5	22	55.0	10	25.6	8	33.3	6	22.2	36	57.1	17	50.0	12	42.9
6 to 10	12	30.0	8	20.5	3	12.5	4	14.8	8	12.7	4	11.8	5	17.9
11 to 15	4	10.0	7	17.9	6	25.0	6	22.2	6	9.5	2	5.9	3	10.7
16 to 20	2	5.0	8	20.5	4	16.7	2	7.4	5	7.9	2	5.9	3	10.7
21+	0	0.0	4	10.3	2	8.3	2	7.4	2	3.2	1	2.9	4	14.3
Average Years	6.4		10.5		10.4		8.1		5.9		4.9		9.3	

Source: District personnel file dated December 10, 2017.

Note: ES = Elementary school. MS = Middle school. Af Amer = African American. Percentages may not sum to 100 because of rounding.

Appendix C Table 4: 2017-18 ACE Teacher Demographics – ACE 2.0 Campuses

	ES										MS	
	Carr (N = 36)		Ervin (N = 39)		Hernandez (N = 23)		Ray (N = 16)		Titche (N = 48)		Rusk (N = 45)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Male	32	88.9	32	82.1	20	87.0	12	75.0	39	81.3	32	71.1
Female	4	11.1	7	17.9	3	13.0	4	25.0	9	18.8	13	28.9
Ethnicity												
Af Amer	15	41.7	26	66.7	2	8.7	14	87.5	24	50.0	19	42.2
Hispanic	9	25.0	6	15.4	13	56.5	0	0.0	17	35.4	11	24.4
White	9	25.0	7	17.9	7	30.4	2	12.5	7	14.6	11	24.4
Other	3	8.3	0	0.0	1	4.3	0	0.0	0	0.0	4	8.9
Highest Degree Earned												
Associate's	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Bachelor's	29	80.6	21	54.0	16	69.6	10	62.5	28	58.3	27	60
Master's	6	16.7	13	33.0	5	21.7	6	37.5	17	35.4	16	35.6
Doctorate	0	0.0	1	3.0	0	0.0	0	0.0	0	0.0	0	0.0
Other/Missing Data	1	2.8	4	10.0	2	8.7	0	0.0	3	6.3	2	4.4
Years in District												
<1	3	8.3	1	2.6	1	4.3	0	0.0	4	8.3	9	20.0
1 to 5	26	72.2	16	41.0	12	52.2	6	37.5	20	41.7	17	37.8
6 to 10	2	5.6	6	15.4	4	17.4	3	18.8	7	14.6	8	17.8
11 to 15	2	5.6	9	23.1	2	8.7	1	6.3	10	20.8	6	13.3
16 to 20	2	5.6	3	7.7	3	13.0	4	25.0	5	10.4	3	6.7
21+	1	2.8	4	10.3	1	4.3	2	12.5	2	4.2	2	4.4
Average Years	4.9		9.7		7.2		10.8		7.9		6.2	

Source: District personnel file dated December 10, 2017.

Note: ES = Elementary school. MS = Middle school. Af Amer = African American. Percentages may not sum to 100 because of rounding.

Appendix D

Appendix D Table 1: ACE Principal/Assistant Principal Survey - Demographics

	n	%
What is your primary role at your campus?		
Principal	12	37.5
Assistant Principal	20	62.5
Other	0	0.0
Which of the following statements best describes your employment situation last year?		
I was the principal/assistant principal at my current ACE campus last year.	16	50.0
I was the principal/assistant principal at a different ACE campus last year.	0	0.0
I was the principal/assistant principal at a non-ACE campus last year.	11	34.4
I was a principal/assistant principal outside of Dallas ISD last year.	1	3.1
I was in a role other than principal/assistant principal at an ACE campus last year.	0	0.0
I was in a role other than principal/assistant principal at a non-ACE campus last year.	3	9.4
I was in a role other than principal/assistant principal outside of Dallas ISD last year.	1	3.1
How many years have you been a principal/assistant principal?		
This is my first year as a principal.	5	15.6
1 to 3 years	11	34.4
4 to 6 years	8	25.0
7 to 9 years	4	12.5
10 years or more	4	12.5
How many years have you been a principal/assistant principal in the Dallas ISD?		
This is my first year as a principal in Dallas ISD.	5	15.6
1 to 3 years	12	37.5
4 to 6 years	7	21.9
7 to 9 years	4	12.5
10 or more years	4	12.5
How many years were you a teacher?		
I was never a teacher.	3	9.4
1 to 3 years	13	40.6
4 to 6 years	6	18.8
7 to 9 years	10	31.3
10 or more years	0	0.0
How many years were you in a leadership role in education before becoming a principal/assistant principal?		
I was never in a leadership role in education before becoming a principal/assistant principal.	4	12.5
1 to 3 years	14	43.8
4 to 6 years	8	25.0
7 to 9 years	3	9.4
10 or more years	3	9.4

Source: 2017-18 ACE Principal/Assistant Principal Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D Table 2: ACE Principal/Assistant Principal Survey – Successes and Challenges

	n	%
How would you rate support from the ACE core team this year, including professional development, coaching, and tools provided on the ACE website?		
Excellent	10	40.0
Very good	12	48.0
Good	3	12.0
Fair	0	0.0
Poor	0	0.0
Which (if any) of the three ACE core focus areas do you feel need more development at your campus?*		
School culture	10	31.3
Balanced literacy	15	46.9
Effective data analysis and PLC	7	21.9
None of these core areas need more development.	3	9.4

Source: 2017-18 ACE Principal/Assistant Principal Survey.

Note: Percentages may not sum to 100 percent because of rounding. * = Participants could choose more than one answer.

Appendix D Table 3: ACE Principal/Assistant Principal Survey– Successes and Challenges

	N	Extremely effectively		Very effectively		Moderately effectively		Not very effectively		Not at all effectively		Do not have enough information to determine	
		n	%	n	%	n	%	n	%	n	%	n	%
How effectively were the following factors implemented at your ACE campus this year?													
Consistency of policies/systems/ structures for student culture	25	5	20.0	15	60.0	4	16.0	1	4.0	0	0.0	0	0.0
Social-emotional learning	25	4	16.0	9	36.0	12	48.0	0	0.0	0	0.0	0	0.0
Instructional rigor	25	8	32.0	6	24.0	11	44.0	0	0.0	0	0.0	0	0.0
Balanced literacy	25	3	12.0	11	44.0	11	44.0	0	0.0	0	0.0	0	0.0
Effective data analysis and PLC	25	12	48.0	9	36.0	4	16.0	0	0.0	0	0.0	0	0.0

Source: 2017-18 ACE Principal/Assistant Principal Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D Table 4: ACE Principal/Assistant Principal Survey – Successes and Challenges

	n	%
If you had to choose <u>only one</u>, which of the following would you consider the MOST IMPORTANT potential change that could enhance future success in the classroom for ACE teachers? (You will have an opportunity to pick your second choice in the next question.)		
More parent involvement	5	20.0
Less testing	0	0.0
Stronger leadership	2	8.0
Improved behavioral management support	5	20.0
More available instructional technology	2	8.0
More available classroom and lab supplies/literacy resources	0	0.0
More coaching/mentoring	4	16.0
More paid tutoring	0	0.0
More planning time	4	16.0
More professional development	3	12.0

Source: 2017-18 ACE Principal/Assistant Principal Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D Table 5: ACE Principal/Assistant Principal Survey – Successes and Challenges

	n	%
Which one of the following factors would you consider the SECOND MOST IMPORTANT potential change that could enhance future success in the classroom for ACE teachers? (Please do not select the same item you selected in the previous question.)		
More parent involvement	2	8.0
Less testing	1	4.0
Stronger leadership	1	4.0
Improved behavioral management support	4	16.0
More available instructional technology	2	8.0
More available classroom and lab supplies/literacy resources	2	8.0
More coaching/mentoring	4	16.0
More paid tutoring	0	0.0
More planning time	5	20.0
More professional development	4	16.0

Source: 2017-18 ACE Principal/Assistant Principal Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D Table 6: ACE Principal/Assistant Principal Survey – Parent and Community Partnerships

	N	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable/ Do not know		
		n	%	n	%	n	%	n	%	n	%	
Please rate your agreement with the following statements:												
In general, parents of students on my campus were engaged with their children’s progress this year.	25	1	4.0	14	56.0	6	24.0	4	16.0	0	0.0	
My ACE campus offered additional/more opportunities for parent engagement than would be available at a non-ACE campus.	25	6	24.0	13	52.0	6	24.0	0	0.0	0	0.0	

Source: 2017-18 ACE Principal/Assistant Principal Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D Table 7: ACE Principal/Assistant Principal Survey – Program Future

	n	%
How likely would you be to recommend that a colleague accept a principal/assistant principal position at an ACE campus?		
Extremely likely	11	44.0
Very likely	12	48.0
Moderately likely	2	8.0
A little likely	0	0.0
Not at all likely	0	0.0
How likely would you be to recommend that a colleague accept a teaching position at an ACE campus?		
Extremely likely	14	56.0
Very likely	11	44.0
Moderately likely	0	0.0
A little likely	0	0.0
Not at all likely	0	0.0

Source: 2017-18 ACE Principal/Assistant Principal Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix E

Appendix E Table 1: ACE Teacher Survey - Demographics

	n	%
At which ACE campus do you teach?*		
Blanton	30	9.5
U. Lee	30	9.5
Mills	16	5.0
Pease	21	6.6
Dade	29	9.1
Edison	21	6.6
Zumwalt	15	4.7
Carr	26	8.2
Ervin	31	9.8
Hernandez	16	5.0
Ray	14	4.4
Titche	31	9.8
Rusk	37	11.7
What grade(s) do you teach?*		
Pre-Kindergarten	32	6.2
Kindergarten	54	10.4
Grade One	60	11.5
Grade Two	65	12.5
Grade Three	69	13.3
Grade Four	63	12.1
Grade Five	64	12.3
Grade Six	54	10.4
Grade Seven	59	11.3
Grade Eight	63	12.1
What subject(s) do you teach?*		
Mathematics (including Algebra)	137	21.1
Science	117	18.0
Reading/Language Arts/Writing	136	21.0
Social Studies	104	16.0
Physical Education	17	2.6
Art/Music/Band/Theater	25	3.9
Technology Applications	6	0.9
Special Education	30	4.6
Career and Technical Education	3	0.5
ROTC	1	0.2
ESL/Bilingual	42	6.5
Health	8	1.2
Other	23	3.5

Source: 2017-18 ACE Teacher Survey.

Note: Percentages may not sum to 100 percent because of rounding. * = Teachers could select more than one response option.

Appendix E Table 2: ACE Teacher Survey - Demographics

	n	%
Which of the following statements best describes your employment situation last year?		
I was teaching at my current ACE campus last year.	131	41.3
I was teaching at a different ACE campus last year.	10	3.2
I was teaching in the Dallas ISD, but at a non-ACE campus.	128	40.4
I was teaching outside of the Dallas ISD.	22	6.9
I was in a non-instructional position in the Dallas ISD.	11	3.5
I was not working in the Dallas ISD and was not teaching.	15	4.7
How many total years have you been teaching?		
This is my first year teaching	15	4.7
1 to 3 years	31	9.8
4 to 6 years	59	18.6
7 to 9 years	40	12.6
10 years or more	172	54.3
How many years have you been teaching in the Dallas ISD?		
This is my first year teaching in Dallas ISD	31	9.8
1 to 3 years	57	18
4 to 6 years	75	23.7
7 to 9 years	31	9.8
10 years or more	123	38.8

Source: 2017-18 ACE Teacher Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix E Table 3: ACE Teacher Survey- Successes and Challenges

	N	Extremely effectively		Very effectively		Moderately effectively		Not very effectively		Not at all effectively		Do not have enough information to determine	
		n	%	n	%	n	%	n	%	n	%	n	%
How effectively were the following factors implemented at your ACE campus this year?													
Consistency of policies/systems/structures for student culture	266	66	24.8	84	31.6	66	24.8	31	11.7	16	6.0	3	1.1
Social-emotional learning	266	54	20.3	94	35.3	67	25.2	34	12.8	10	3.8	7	2.6
Instructional rigor	266	89	33.5	104	39.1	56	21.1	9	3.4	3	1.1	5	1.9
Balanced literacy	266	72	27.1	98	36.8	54	20.3	10	3.8	7	2.6	25	9.4
Effective data analysis and PLC	266	91	34.2	97	36.5	43	16.2	18	6.8	11	4.1	6	2.3

Source: 2017-18 ACE Teacher Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix E Table 4: ACE Teacher Survey – Successes and Challenges

	n	%
Which (if any) of the three ACE core focus areas do you feel need more development at your campus?*		
School culture	143	44.1
Balanced literacy	69	21.3
Effective data analysis and PLC	39	12.0
None of these core areas need more development.	76	23.5

Source: 2017-18 ACE Teacher Survey.

Note: Percentages may not sum to 100 percent because of rounding. *Participants could choose more than one answer.

Appendix E Table 5: ACE Teacher Survey– Successes and Challenges

	n	%
If you had to choose <u>only one</u>, which of the following would you consider the MOST IMPORTANT potential change that could enhance future success in the classroom for ACE teachers? (You will have an opportunity to pick your second choice in the next question.)		
More parent involvement	35	13.2
Less testing	19	7.1
Stronger leadership	20	7.5
Improved behavioral management support	84	31.6
More available instructional technology	21	7.9
More available classroom and lab supplies/literacy resources	32	12.0
More coaching/mentoring	9	3.4
More paid tutoring	3	1.1
More planning time	38	14.3
More professional development	5	1.9

Source: 2017-18 ACE Teacher Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix E Table 6: ACE Teacher Survey – Successes and Challenges

	n	%
Which one of the following factors would you consider the SECOND MOST IMPORTANT potential change that could enhance future success in the classroom for ACE teachers? (Please do not select the same item you selected in the previous question.)		
More parent involvement	37	13.9
Less testing	30	11.3
Stronger leadership	12	4.5
Improved behavioral management support	54	20.3
More available instructional technology	25	9.4
More available classroom and lab supplies/literacy resources	30	11.3
More coaching/mentoring	12	4.5
More paid tutoring	16	6.0
More planning time	46	17.3
More professional development	4	1.5

Source: 2017-18 ACE Teacher Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix E Table 7: ACE Teacher Survey – Parent and Community Partnerships

	N	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable/ Do not know	
		n	%	n	%	n	%	n	%	n	%
		Please rate your agreement with the following statements:									
In general, parents of students at my campus were engaged with their children’s progress this year.	263	20	7.6	103	39.2	75	28.5	59	22.4	6	2.3
My ACE campus offered additional/more opportunities for parent engagement than would be available at a non-ACE campus.	263	46	17.5	118	44.9	60	22.8	19	7.2	20	7.6

Source: 2017-18 ACE Teacher Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix E Table 8: ACE Teacher Survey – Compensation and Future

	N	Strongly agree		Agree		Disagree		Strongly disagree		I am not sure.	
		n	%	n	%	n	%	n	%	n	%
		Please rate your agreement with the following statements:									
The stipend I receive for being a teacher at an ACE campus is fair, considering the extra effort required of me.	263	46	17.5	118	44.9	60	22.8	19	7.2	20	7.6

Source: 2017-18 ACE Teacher Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix E Table 9: ACE Teacher Survey – Teacher Compensation

	n	%
On average, how many extra hours do you estimate you worked per week at your ACE campus ABOVE AND BEYOND what YOU typically worked in the past at a non-ACE campus? If this is your first year teaching, or if you have never taught at a non-ACE campus, please select ‘not applicable.’		
Not applicable. I have never taught at a non-ACE campus in the past.	21	8.0
I worked about the same number of hours at this ACE campus as I typically worked at a non-ACE campus.	8	3.0
I worked about 1 to 10 extra hours per week than I typically worked at a non-ACE campus.	68	25.9
I worked about 11 to 20 extra hours per week than I typically worked at a non-ACE campus.	116	44.1
I worked about 21 to 30 extra hours per week than I typically worked at a non-ACE campus.	35	13.3
I worked about 31 to 40 extra hours per week than I typically worked at a non-ACE campus.	9	3.4
I worked more than 40 extra hours per week than I typically worked at a non-ACE campus.	6	2.3

Source: 2017-18 ACE Teacher Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix E Table 10: ACE Teacher Survey
- Program Future

	n	%
Do you plan to return to your ACE campus next year?		
Yes	130	49.4
No	61	23.2
Unsure	72	27.4
Do you plan to transfer to another ACE 1.0 campus next year?		
Yes	28	10.6
No	173	65.8
Unsure	62	23.6
Do you plan to return to Dallas ISD next year?		
Yes	214	81.4
No	14	5.3
Unsure	35	13.3
How likely would you be to recommend that a colleague accept a teaching position at an ACE campus?		
Extremely likely	34	12.9
Very likely	71	27.0
Somewhat likely	88	33.5
Not very likely	40	15.2
Not at all likely	30	11.4

Source: 2017-18 ACE Teacher Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix F

Appendix F: Fall 2017 Percentage of Teachers at Each TEI Effectiveness Level – ACE, ISN, and District

	Teachers N	N/A %	No Level %	Unsat %	Prog I %	Prog II %	Prof I %	Prof II %	Prof III %	Exem I %	Exem II %
Blanton	46	15	0	0	9	2	26	11	20	9	9
U. Lee	39	8	3	0	3	5	31	31	10	8	3
Mills	24	8	0	0	8	0	42	21	17	4	0
Pease	28	36	0	0	7	7	32	11	4	4	0
Dade	64	20	2	0	13	20	36	6	2	2	0
Edison	36	25	0	0	14	19	33	8	0	0	0
Zumwalt	29	3	0	0	3	21	41	7	14	7	3
ACE 1.0	266	17	1	0	9	12	34	13	9	5	2
Carr	37	8	5	0	8	14	46	14	3	3	0
Ervin	42	17	0	0	0	7	36	31	7	2	0
Hernandez	23	17	0	0	4	17	9	22	22	9	0
Ray	16	13	0	0	6	6	38	19	6	6	6
Titche	48	13	0	0	4	13	25	29	13	4	0
Rusk	46	39	0	0	7	2	28	15	7	2	0
ACE 2.0	212	19	1	0	5	9	31	22	9	4	0
ACE	478	18	1	0	7	11	32	17	9	4	1
ISN	656	21	2	0	15	27	30	4	1	0	0
District	10,355	18	1	0	11	19	34	10	5	1	1

Source: Aggregated figures obtained from Dallas ISD Data Analytics and Control as of February 8, 2018.

Note: ISN = Intensive Support Network campuses (see Appendix A). Exem = Exemplary. Prof = Proficient. Prog = Progressing. Unsat = Unsatisfactory. N/A = not applicable. Total number of teachers per campus and for ACE overall may differ slightly from what is reported in the teacher demographic section of this document because the files were created on different days. TEI ratings reflect those earned in the 2016-17 academic year. Percentages may not sum to 100 percent because of rounding.

Appendix G

Appendix G Table 1: 2017-18 ACE Spot Observations Section 2.3

School	Mean Number Spots	Mean Average Score	Min Spot Score	Max Spot Score	Median Spot Score	Number of Teachers w/Spots	Percent Proficient on Average	Number Proficient on Average
2.3: Are all students able to understand the content in a clear and cohesive manner? (Clear Instruction)								
Fall 2017								
Blanton	1.6	2.0	1.5	3.0	2.0	28	71.4	20
U. Lee	1.9	2.1	1.8	3.0	2.0	18	83.3	15
Mills	1.4	1.8	1.0	2.5	1.8	14	46.2	6
Pease	1.9	1.5	0.5	2.5	1.5	29	24.1	7
Dade	2.7	1.9	0.8	3.0	2.0	63	51.6	32
Edison	3.7	1.7	1.1	2.2	1.7	35	37.1	13
Zumwalt	1.8	2.2	1.5	3.0	2.0	25	77.3	17
ACE 1.0	2.4	1.9	0.5	3.0	2.0	212	53.1	110
Carr	2.7	2.0	1.3	3.0	2.0	32	51.6	16
Ervin	2.0	2.0	1.5	2.5	2.0	39	71.4	25
Hernandez	2.7	1.5	0.7	2.0	1.5	15	9.1	1
Ray	2.5	1.9	1.0	2.5	2.0	11	54.5	6
Titche	1.4	2.1	1.0	3.0	2.0	35	72.7	24
Rusk	1.6	1.6	0.5	2.5	1.5	39	41.0	16
ACE 2.0	2.0	1.9	0.5	3.0	2.0	171	55.0	88
All ACE	2.2	1.9	0.5	3.0	2.0	383	54.0	198
Spring 2018								
Blanton	3.4	2.5	1.8	3.0	2.5	43	95.3	41
U. Lee	3.3	2.5	2.0	3.0	2.5	38	100.0	38
Mills	3.9	2.3	1.6	3.0	2.3	23	82.6	19
Pease	4.1	2.0	1.0	3.0	2.0	27	66.7	18
Dade	3.2	2.5	1.8	3.0	2.5	67	97.0	65
Edison	3.4	2.3	1.0	2.9	2.3	35	77.1	27
Zumwalt	3.7	2.3	1.8	3.0	2.2	29	86.2	25
ACE 1.0	3.5	2.4	1.0	3.0	2.3	262	88.9	233
Carr	3.1	2.4	1.8	3.0	2.5	37	86.5	32
Ervin	3.6	2.3	1.7	3.0	2.3	43	90.7	39
Hernandez	3.3	2.4	1.6	3.0	2.3	23	87.0	20
Ray	2.8	2.7	1.0	3.0	2.9	17	94.1	16
Titche	2.8	2.5	1.8	3.0	2.6	46	95.7	44
Rusk	3.8	2.1	1.1	3.0	2.1	46	69.6	32
ACE 2.0	3.3	2.4	1.0	3.0	2.3	212	86.3	183
All ACE	3.4	2.4	1.0	3.0	2.3	474	87.8	416

Source: Dallas ISD Data Analytics and Control file dated February 14, 2018 (fall) and June 7, 2018 (spring).

Note: Average spot observation scores of 2.0 or higher were considered "proficient."

Appendix G Table 2: 2017-18 ACE Spot Observations Section 2.4

School	Mean Number Spots	Mean Average Score	Min Spot Score	Max Spot Score	Median Spot Score	Number of Teachers w/Spots	Percent Proficient on Average	Number Proficient on Average
2.4 Are all students engaged in appropriately challenging/demanding content? (Instructional Rigor)								
Fall 2017								
Blanton	1.6	1.7	1.0	3.0	1.5	28	32.1	9
U. Lee	1.9	2.1	1.5	2.5	2.0	18	83.3	15
Mills	1.4	1.7	1.0	2.5	1.5	14	30.8	4
Pease	1.9	1.2	0.0	2.5	1.3	29	17.2	5
Dade	2.7	1.8	0.7	3.0	1.8	63	38.7	24
Edison	3.7	1.6	1.0	2.2	1.5	35	17.1	6
Zumwalt	1.8	2.1	1.0	3.0	2.0	25	77.3	17
ACE 1.0	2.4	1.7	0.0	3.0	1.7	212	38.6	80
Carr	2.7	1.9	1.0	3.0	1.8	32	45.2	14
Ervin	2.0	1.9	1.5	2.5	2.0	39	62.9	22
Hernandez	2.7	1.0	0.2	2.0	1.0	15	8.3	1
Ray	2.5	1.8	0.8	2.3	1.8	11	45.5	5
Titche	1.4	1.7	1.0	3.0	1.5	35	39.4	13
Rusk	1.6	1.4	0.5	2.5	1.5	39	23.1	9
ACE 2.0	2.0	1.7	0.2	3.0	1.5	171	39.8	64
All ACE	2.2	1.7	0.0	3.0	1.7	383	39.1	144
Spring 2018								
Blanton	3.4	2.1	0.9	3.0	2.0	43	65.1	28
U. Lee	3.3	2.5	1.8	3.0	2.4	38	94.7	36
Mills	3.9	2.1	1.6	2.5	2.0	23	65.2	15
Pease	4.1	1.6	0.9	2.2	1.7	27	14.8	4
Dade	3.2	2.4	1.7	3.0	2.5	67	92.5	62
Edison	3.4	2.1	0.8	2.9	2.2	35	71.4	25
Zumwalt	3.7	2.3	1.6	3.0	2.3	29	82.8	24
ACE 1.0	3.5	2.2	0.8	3.0	2.2	262	74.0	194
Carr	3.1	2.1	1.0	3.0	2.0	37	75.7	28
Ervin	3.6	2.3	1.7	3.0	2.2	43	90.7	39
Hernandez	3.3	2.0	1.0	3.0	2.0	23	56.5	13
Ray	2.8	2.4	0.8	3.0	2.5	17	88.2	15
Titche	2.8	2.2	1.5	3.0	2.1	46	80.4	37
Rusk	3.8	1.8	0.7	2.8	2.0	46	52.2	24
ACE 2.0	3.3	2.1	0.7	3.0	2.0	212	73.6	156
All ACE	3.4	2.2	0.7	3.0	2.1	474	73.8	350

Source: Dallas ISD Data Analytics and Control file dated February 14, 2018 (fall) and June 7, 2018 (spring).

Note: Average spot observation scores of 2.0 or higher were considered "proficient."

Appendix H

Appendix H: 2014-15 to 2017-18 IStation Indicators of Progress (ISIP) Assessment Periods

	Begin Date	End Date	Begin Date	End Date
	2014-15*		2016-17	
SW1			August 24, 2016	September 30, 2016
SW2			October 3, 2016	November 4, 2016
SW3			November 7, 2016	December 22, 2016
SW4			January 10, 2017	February 24, 2017
SW5			February 27, 2017	April 13, 2017
SW6			April 18, 2017	June 1, 2017
BOY	September 1, 2014	September 30, 2014	September 19, 2016	October 14, 2016
MOY	January 1, 2014	January 31, 2014	January 17, 2017	February 10, 2017
EOY	May 1, 2015	May 31, 2015	May 1, 2017	May 26, 2017
	2015-16		2017-18	
SW1	August 24, 2015	October 2, 2015	August 28, 2017	September 29, 2017
SW2	October 5, 2015	November 5, 2015	October 2, 2017	November 13, 2017
SW3	November 10, 2015	December 18, 2015	November 6, 2017	December 21, 2017
SW4	January 6, 2016	February 19, 2016	January 9, 2018	February 23, 2018
SW5	February 22, 2016	April 15, 2016	February 26, 2018	April 13, 2018
SW6	April 18, 2016	June 2, 2016	April 16, 2018	June 1, 2018
BOY	September 1, 2015	September 30, 2015	October 1, 2017	October 31, 2017
MOY	January 1, 2016	January 31, 2016	January 9, 2018	January 31, 2018
EOY	May 1, 2016	May 31, 2016	May 1, 2018	May 31, 2018

Note: SW# = six-week period. BOY = beginning of year. MOY = middle of year. EOY = end of year. * = ISIP results were not reported in six-week periods in 2014-15.

Appendix I

Appendix I Table 1: 2017-18 ACE ISIP Tier 1 Attainment by Six-Week Period – Combined English and Spanish

	SW1		SW2		SW3		SW4		SW5		SW6	
	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %
Kindergarten												
Blanton	79	65.8	82	61.0	82	78.0	82	73.2	79	68.4	79	78.5
U. Lee	56	51.8	70	64.3	67	70.1	67	82.1	62	72.6	64	82.8
Mills	31	48.4	32	53.1	32	71.9	31	61.3	28	75.0	28	78.6
Pease	54	25.9	58	43.1	53	58.5	52	67.3	3	33.3	47	57.4
ACE 1.0	220	50.0	242	56.6	234	70.5	232	72.8	172	70.3	218	75.2
Carr	71	26.8	84	28.6	81	37.0	82	37.8	76	50.0	78	66.7
Ervin	50	32.0	58	36.2	55	40.0	61	41.0	57	40.4	54	37.0
Hernandez	24	37.5	33	39.4	31	48.4	32	43.8	27	29.6	28	60.7
Ray	21	14.3	28	67.9	27	70.4	24	66.7	23	60.9	23	34.8
Titche	71	40.8	76	65.8	74	71.6	75	69.3	72	73.6	72	76.4
ACE 2.0	237	32.1	279	45.5	268	51.9	274	50.4	255	53.3	255	59.6
ACE	457	40.7	521	50.7	502	60.6	506	60.7	427	60.2	473	66.8
ISN	410	39.0	709	36.0	691	32.6	710	32.5	577	33.4	666	34.7
District	7,819	48.8	10,155	50.4	9,869	53.4	10,342	52.4	9,216	53.2	10,159	54.0
Grade One												
Blanton	78	56.4	82	57.3	78	65.4	78	62.8	78	70.5	77	64.9
U. Lee	76	51.3	75	66.7	73	76.7	74	75.7	63	85.7	71	85.9
Mills	24	12.5	24	12.5	24	41.7	24	45.8	19	42.1	23	47.8
Pease	60	33.3	66	28.8	60	40.0	54	42.6	15	66.7	52	63.5
ACE 1.0	238	44.5	247	48.2	235	60.0	230	60.4	175	72.6	223	69.5
Carr	67	28.4	74	27.0	73	24.7	73	28.8	65	20.0	66	19.7
Ervin	71	23.9	77	16.9	56	30.4	75	36.0	71	45.1	70	44.3
Hernandez	41	31.7	45	28.9	44	29.5	43	25.6	40	35.0	27	48.1
Ray	28	21.4	29	34.5	29	34.5	28	28.6	27	22.2	26	38.5
Titche	97	36.1	98	43.9	95	58.9	76	69.7	85	67.1	88	65.9
ACE 2.0	304	29.6	323	30.7	297	38.4	295	40.7	288	42.4	277	45.1
ACE	542	36.2	570	38.2	532	47.9	525	49.3	463	53.8	500	56.0
ISN	552	36.2	744	31.3	713	31.7	717	31.5	509	37.3	695	36.3
District	9,043	49.3	10,926	46.9	10,739	48.7	11,010	49.0	9,774	51.6	10,981	54.5
Grade Two												
Blanton	107	70.1	109	74.3	106	73.6	107	79.4	106	81.1	104	77.9
U. Lee	76	44.7	81	40.7	79	41.8	75	50.7	70	54.3	70	52.9
Mills	48	62.5	48	70.8	47	70.2	41	80.5	37	86.5	39	82.1
Pease	79	38.0	85	32.9	82	39.0	80	32.5	25	52.0	74	55.4
ACE 1.0	310	54.5	323	54.5	314	56.1	303	60.1	238	71.0	287	66.6
Carr	87	21.8	88	28.4	92	25.0	90	27.8	82	39.0	76	39.5
Ervin	73	34.2	79	34.2	75	32.0	73	41.1	57	42.1	71	45.1
Hernandez	51	35.3	51	35.3	49	42.9	49	40.8	45	28.9	46	34.8
Ray	30	46.7	35	40.0	33	42.4	33	39.4	22	68.2	29	51.7
Titche	76	35.5	76	39.5	75	46.7	71	56.3	69	59.4	69	71.0
ACE 2.0	317	32.5	329	34.7	324	36.1	316	40.5	275	45.5	291	48.8
ACE	627	43.4	652	44.5	638	45.9	619	50.1	513	57.3	578	57.6
ISN	639	38.5	824	37.3	744	38.7	750	37.3	547	38.8	737	39.9
District	9,294	54.5	11,158	54.3	10,562	54.2	11,140	54.0	9,706	54.8	11,062	55.3

Source: District ISIP files October 10, 2017 (SW1), November 8, 2017 (SW2), January 9, 2018 (SW3), March 1, 2018 (SW4), April 19, 2018 (SW5), and June 3, 2018 (SW6) for students enrolled on the PEIMS snapshot date of October 27, 2017.

Note: SW# = six-week period #. ISN = Intensive Support Network campuses (see Appendix A). Latest score was used if assessment taken more than one time in assessment period. Testing windows are provided in Appendix H.

Appendix I Table 2: 2017-18 ACE ISIP Tier 1 Attainment by Six-Week Period - English

	SW1		SW2		SW3		SW4		SW5		SW6	
	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %
Kindergarten												
Blanton	25	40.0	27	40.7	27	74.1	27	77.8	25	64.0	26	69.2
U. Lee	38	42.1	52	51.9	49	61.2	49	77.6	44	63.6	46	78.3
Mills	19	42.1	20	40.0	20	70.0	19	52.6	16	56.3	16	62.5
Pease	54	25.9	58	43.1	53	58.5	52	67.3	3	33.3	47	57.4
ACE 1.0	136	35.3	157	45.2	149	63.8	147	70.7	88	61.4	135	67.4
Carr	57	19.3	67	22.4	64	26.6	64	28.1	58	39.7	60	61.7
Ervin	46	26.1	54	33.3	51	37.3	57	36.8	53	37.7	50	34.0
Hernandez	14	21.4	20	15.0	18	27.8	19	21.1	15	20.0	16	43.8
Ray	21	14.3	28	67.9	27	70.4	24	66.7	23	60.9	23	34.8
Titche	37	21.6	44	52.3	42	57.1	43	55.8	40	55.0	39	61.5
ACE 2.0	175	21.1	213	36.6	202	41.6	207	40.1	189	43.4	188	49.5
ACE	311	27.3	370	40.3	351	51.0	354	52.8	277	49.1	323	57.0
ISN	235	34.5	473	28.3	476	27.3	477	24.7	348	27.6	436	28.4
District	3,763	38.7	5,185	42.7	5,016	45.7	5,278	43.4	4,242	45.0	5,101	45.4
Grade One												
Blanton	26	38.5	29	41.4	27	44.4	28	35.7	28	42.9	30	36.7
U. Lee	45	44.4	44	63.6	43	74.4	44	68.2	33	78.8	42	78.6
Mills	9	0.0	10	0.0	10	20.0	10	20.0	6	33.3	10	50.0
Pease	60	33.3	66	28.8	59	39.0	54	42.6	15	66.7	52	63.5
ACE 1.0	140	35.7	149	39.6	139	49.6	136	47.8	82	61.0	134	61.2
Carr	55	23.6	58	19.0	56	16.1	57	14.0	49	16.3	50	22.0
Ervin	60	20.0	66	12.1	45	26.7	64	31.3	60	38.3	59	37.3
Hernandez	31	19.4	35	22.9	34	23.5	33	18.2	30	26.7	17	41.2
Ray	28	21.4	29	34.5	29	34.5	28	28.6	27	22.2	26	38.5
Titche	48	14.6	50	18.0	46	30.4	27	25.9	37	35.1	41	36.6
ACE 2.0	222	19.8	238	19.3	210	25.2	209	23.4	203	28.6	193	33.7
ACE	362	26.0	387	27.1	349	35.0	345	33.0	285	37.9	327	45.0
ISN	322	27.6	483	28.0	463	28.7	462	28.6	256	32.8	442	31.9
District	4,488	39.7	5,590	39.3	5,488	41.0	5,658	40.6	4,533	44.6	5,642	46.5
Grade Two												
Blanton	50	64.0	51	58.8	51	62.7	50	66.0	50	70.0	49	65.3
U. Lee	53	47.2	57	42.1	55	41.8	51	45.1	46	45.7	46	50.0
Mills	31	61.3	31	71.0	30	66.7	24	75.0	20	80.0	22	72.7
Pease	79	38.0	85	32.9	82	39.0	80	32.5	25	52.0	74	55.4
ACE 1.0	213	49.8	224	46.4	218	49.1	205	48.8	141	60.3	191	58.6
Carr	71	19.7	71	25.4	75	20.0	73	24.7	65	38.5	64	42.2
Ervin	65	32.3	71	31.0	67	28.4	65	36.9	50	36.0	63	41.3
Hernandez	38	34.2	38	34.2	36	33.3	36	36.1	32	31.3	33	36.4
Ray	30	46.7	35	40.0	33	42.4	33	39.4	22	68.2	29	51.7
Titche	43	27.9	43	25.6	41	31.7	37	43.2	36	47.2	37	62.2
ACE 2.0	247	30.0	258	30.2	252	29.0	244	34.4	205	41.5	226	45.6
ACE	460	39.1	482	37.8	470	38.3	449	41.0	346	49.1	417	51.6
ISN	416	34.1	574	30.8	496	32.1	506	33.2	305	36.1	503	36.8
District	4,866	50.3	5,920	49.3	5,549	49.8	5,963	51.6	4,782	55.8	5,903	55.7

Source: District ISIP files October 10, 2017 (SW1), November 8, 2017 (SW2), January 9, 2018 (SW3), March 1, 2018 (SW4), April 19, 2018 (SW5), and June 3, 2018 (SW6) for students enrolled on the PEIMS snapshot date of October 27, 2017.

Note: SW# = six-week period #. ISN = Intensive Support Network campuses (see Appendix A). Latest score was used if assessment taken more than one time in assessment period. Testing windows are provided in Appendix H.

Appendix I Table 3: 2017-18 ACE IS/P Tier 1 Attainment by Six-Week Period –Spanish

	SW1		SW2		SW3		SW4		SW5		SW6	
	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %
Kindergarten												
Blanton	54	77.8	55	70.9	55	80.0	55	70.9	54	70.4	53	83.0
U. Lee	18	72.2	18	100.0	18	94.4	18	94.4	18	94.4	18	94.4
Mills	12	58.3	12	75.0	12	75.0	12	75.0	12	100.0	12	100.0
Pease	-	-	-	-	-	-	-	-	-	-	-	-
ACE 1.0	84	73.8	85	77.6	85	82.4	85	76.5	84	79.8	83	88.0
Carr	14	57.1	17	52.9	17	76.5	18	72.2	18	83.3	18	83.3
Ervin	4	100.0	4	75.0	4	75.0	4	100.0	4	75.0	4	75.0
Hernandez	10	60.0	13	76.9	13	76.9	13	76.9	12	41.7	12	83.3
Ray	-	-	-	-	-	-	-	-	-	-	-	-
Titche	34	61.8	32	84.4	32	90.6	32	87.5	32	96.9	33	93.9
ACE 2.0	62	62.9	66	74.2	66	83.3	67	82.1	66	81.8	67	88.1
ACE	146	69.2	151	76.2	151	82.8	152	78.9	150	80.7	150	88.0
ISN	175	45.1	236	51.3	215	44.2	233	48.5	229	42.4	230	46.5
District	4,056	58.1	4,970	58.5	4,853	61.3	5,064	61.9	4,974	60.2	5,058	62.8
Grade One												
Blanton	52	65.4	53	66.0	51	76.5	50	78.0	50	86.0	47	83.0
U. Lee	31	61.3	31	71.0	30	80.0	30	86.7	30	93.3	29	96.6
Mills	15	20.0	14	21.4	14	57.1	14	64.3	13	46.2	13	46.2
Pease	-	-	-	-	1	100.0	-	-	-	-	-	-
ACE 1.0	98	57.1	98	61.2	96	75.0	94	78.7	93	82.8	89	82.0
Carr	12	50.0	16	56.3	17	52.9	16	81.3	16	31.3	16	12.5
Ervin	11	45.5	11	45.5	11	45.5	11	63.6	11	81.8	11	81.8
Hernandez	10	70.0	10	50.0	10	50.0	10	50.0	10	60.0	10	60.0
Ray	-	-	-	-	-	-	-	-	-	-	-	-
Titche	49	57.1	48	70.8	49	85.7	49	93.9	48	91.7	47	91.5
ACE 2.0	82	56.1	85	62.4	87	70.1	86	82.6	85	75.3	84	71.4
ACE	180	56.7	183	61.7	183	72.7	180	80.6	178	79.2	173	76.9
ISN	230	48.3	261	37.5	250	37.2	255	36.9	253	41.9	253	43.9
District	4,555	58.7	5,336	54.8	5,251	56.8	5,352	58.0	5,241	57.6	5,339	63.0
Grade Two												
Blanton	57	75.4	58	87.9	55	83.6	57	91.2	56	91.1	55	89.1
U. Lee	23	39.1	24	37.5	24	41.7	24	62.5	24	70.8	24	58.3
Mills	17	64.7	17	70.6	17	76.5	17	88.2	17	94.1	17	94.1
Pease	-	-	-	-	-	-	-	-	-	-	-	-
ACE 1.0	97	64.9	99	72.7	96	71.9	98	83.7	97	86.6	96	82.3
Carr	16	31.3	17	41.2	17	47.1	17	41.2	17	41.2	12	25.0
Ervin	8	50.0	8	62.5	8	62.5	8	75.0	7	85.7	8	75.0
Hernandez	13	38.5	13	38.5	13	69.2	13	53.8	13	23.1	13	30.8
Ray	-	-	-	-	-	-	-	-	-	-	-	-
Titche	33	45.5	33	57.6	34	64.7	34	70.6	33	72.7	32	81.3
ACE 2.0	70	41.4	71	50.7	72	61.1	72	61.1	70	57.1	65	60.0
ACE	167	55.1	170	63.5	168	67.3	170	74.1	167	74.3	161	73.3
ISN	223	46.6	250	52.0	248	52.0	244	45.9	242	42.1	234	46.6
District	4,428	59.1	5,238	59.8	5,013	59.1	5,177	56.8	4,924	53.9	5,159	54.8

Source: District IS/P files October 10, 2017 (SW1), November 8, 2017 (SW2), January 9, 2018 (SW3), March 1, 2018 (SW4), April 19, 2018 (SW5), and June 3, 2018 (SW6) for students enrolled on the PEIMS snapshot date of October 27, 2017.

Note: SW# = six-week period #. ISN = Intensive Support Network campuses (see Appendix A). - = zero students were assessed. Spanish version was not administered at Pease and Ray. Latest score was used if assessment taken more than one time in assessment period. Testing windows are provided in Appendix H.

Appendix J

Appendix J Table 1: 2014-15 and 2015-16 ACE Tier 1 *ISIP* Rates by Campus - Combined English and Spanish

Campus	2014-15						2015-16					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten												
Blanton	82	68.3	96	53.1	96	42.7	84	47.6	86	69.8	87	77.0
U.Lee	73	38.4	74	32.4	62	27.4	66	48.5	67	44.8	66	45.5
Mills	69	58.0	75	46.7	72	37.5	51	58.8	51	62.7	49	73.5
Pease	80	16.3	78	24.4	56	25.0	77	29.9	71	43.7	69	66.7
ACE 1.0	304	45.1	323	39.9	286	34.6	278	45.0	275	55.6	271	66.1
Carr												
Ervin												
Hernandez												
Ray												
Titche												
ACE 2.0												
All ACE	304	45.1	323	39.9	286	34.6	278	45.0	275	55.6	271	66.1
ISN District	11,492	51.1	11,699	53.7	10,824	57.7	10,549	52.3	10,846	56.8	10,278	59.4
Grade One												
Blanton	80	45.0	79	40.5	78	37.2	91	67.0	92	72.8	89	82.0
U.Lee	83	28.9	92	26.1	32	21.9	94	47.9	92	52.2	94	55.3
Mills	56	41.1	55	40.0	37	27.0	64	43.8	60	46.7	56	55.4
Pease	82	9.8	78	7.7	43	14.0	82	30.5	83	44.6	76	46.1
ACE 1.0	301	30.2	304	27.6	190	27.4	331	48.0	327	55.0	315	60.6
Carr												
Ervin												
Hernandez												
Ray												
Titche												
ACE 2.0												
All ACE	301	30.2	304	27.6	190	27.4	331	48.0	327	55.0	315	60.6
ISN District	12,796	45.9	12,691	47.9	11,744	51.6	12,137	53.4	12,382	55.2	11,702	58.7
Grade Two												
Blanton	51	27.5	89	27.0	86	24.4	77	59.7	74	62.2	73	61.6
U.Lee	97	18.6	101	25.7	44	20.5	89	38.2	89	44.9	81	46.9
Mills	74	28.4	69	21.7	53	30.2	54	50.0	51	45.1	51	47.1
Pease	78	16.7	73	13.7	55	16.4	86	19.8	83	32.5	84	46.4
ACE 1.0	300	22.0	332	22.6	238	23.1	306	40.5	297	45.8	289	50.5
Carr												
Ervin												
Hernandez												
Ray												
Titche												
ACE 2.0												
All ACE	300	22.0	332	22.6	238	23.1	306	40.5	297	45.8	289	50.5
ISN District	12,465	42.9	12,393	44.1	11,554	44.5	11,986	58.2	12,295	56.5	11,600	56.0

Source: District *ISIP* files dated October 18, 2016 (2014-15 BOY), June 17, 2016 (2014-15 MOY and EOY), January 31, 2017 (2015-16 BOY Recalibrated), and June 17, 2016 (2015-16 MOY and EOY) for students enrolled on the PEIMS snapshot date for the respective year.

Note: BOY = beginning of year. MOY = middle of year. EOY = end of year. ISN = Intensive Support Network campuses (see Appendix A. ACE 2.0 campuses were not part of the program prior to 2017-18. Testing windows are provided in Appendix H.

Appendix J Table 2: 2016-17 and 2017-18 ACE Tier 1 *ISIP* Rates by Campus - Combined English and Spanish

Campus	2016-17						2017-18					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten												
Blanton	76	67.1	73	75.3	74	83.8	82	64.6	82	70.7	79	78.5
U.Lee	70	45.7	66	53.0	64	57.8	70	61.4	66	77.3	64	82.8
Mills	24	45.8	25	60.0	23	56.5	32	56.3	31	58.1	28	78.6
Pease	63	44.4	58	39.7	54	55.6	57	45.6	52	73.1	47	57.4
ACE 1.0	233	52.4	222	57.7	215	66.0	241	58.1	231	71.4	218	75.2
Carr*	76	42.1	73	39.7	71	35.2	84	33.3	82	39.0	78	66.7
Ervin	73	35.6	64	34.4	61	29.5	57	28.1	61	34.4	54	37.0
Hernandez	22	22.7	49	24.5	46	28.3	33	42.4	32	50.0	28	60.7
Ray	28	50.0	31	48.4	29	79.3	28	42.9	24	70.8	23	34.8
Titche	110	45.5	100	43.0	98	41.8	75	56.0	74	73.0	71	78.9
ACE 2.0	309	41.1	317	38.2	305	39.3	277	40.4	273	51.3	254	60.2
All ACE	542	45.9	539	46.2	520	50.4	518	48.6	504	60.5	472	67.2
ISN	735	44.1	678	39.2	585	41.0	711	35.7	714	33.3	666	34.5
District	10,180	54.8	9,935	54.4	10,055	55.4	10,108	50.5	10,212	52.4	10,124	54.1
Grade One												
Blanton	99	65.7	98	70.4	97	75.3	82	58.5	78	64.1	73	63.0
U.Lee	66	50.0	59	45.8	64	62.5	76	68.4	74	78.4	71	85.9
Mills	49	42.9	46	58.7	44	70.5	24	8.3	24	54.2	23	47.8
Pease	67	37.3	69	36.2	64	45.3	66	28.8	55	45.5	52	63.5
ACE 1.0	281	51.2	272	54.4	269	64.3	248	48.8	231	63.2	219	68.9
Carr*	99	23.2	101	25.7	73	28.8	74	29.7	72	20.8	66	19.7
Ervin	94	27.7	89	21.3	89	25.8	77	13.0	75	29.3	70	44.3
Hernandez	54	24.1	45	24.4	41	14.6	45	31.1	43	27.9	27	48.1
Ray	31	19.4	4	0.0	31	25.8	28	28.6	28	39.3	26	38.5
Titche	100	30.0	90	28.9	92	32.6	98	38.8	90	61.1	88	65.9
ACE 2.0	378	25.9	329	24.9	326	27.0	322	28.6	308	37.3	277	45.1
All ACE	659	36.7	601	38.3	595	43.9	570	37.4	539	48.4	496	55.6
ISN	704	30.8	660	32.3	640	37.7	750	32.3	713	31.1	693	36.4
District	11,049	51.5	10,934	53.1	11,174	56.6	10,914	47.0	10,911	49.3	10,936	54.5
Grade Two												
Blanton	91	70.3	97	71.1	88	75.0	110	70.9	105	77.1	104	78.8
U.Lee	91	49.5	89	69.7	86	74.4	79	39.2	78	55.1	70	52.9
Mills	49	49.0	51	56.9	51	62.7	48	64.6	44	70.5	39	82.1
Pease	49	40.8	61	41.0	57	54.4	81	30.9	80	32.5	74	55.4
ACE 1.0	280	54.6	298	62.1	282	68.4	318	51.9	307	59.0	287	66.9
Carr*	60	35.0	97	41.2	65	36.9	86	23.3	89	25.8	75	40.0
Ervin	63	39.7	66	42.4	71	28.2	79	32.9	72	36.1	71	45.1
Hernandez	17	35.3	33	24.2	9	22.2	51	35.3	48	43.8	46	34.8
Ray	36	36.1	35	37.1	34	50.0	35	34.3	34	38.2	29	51.7
Titche	124	42.7	111	52.3	114	50.0	78	35.9	70	55.7	69	71.0
ACE 2.0	300	39.3	342	43.0	293	41.0	329	31.6	313	39.0	290	49.0
All ACE	580	46.7	640	51.9	575	54.4	647	41.5	620	48.9	577	57.9
ISN	782	38.5	784	40.4	791	42.2	829	37.5	740	41.4	732	39.9
District	11,256	55.7	11,457	55.0	11,616	56.0	11,147	54.2	10,955	54.9	10,911	55.2

Source: District *ISIP* files dated October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), and June 3, 2018 (2017-18 EOY) for students enrolled on the PEIMS snapshot date for the respective year.

Note: BOY = beginning of year. MOY = middle of year. EOY = end of year. Dates for windows are provided in Appendix H. ISN = Intensive Support Network campuses (see Appendix A). * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only.

Appendix J Table 3: One- Two- and Three- Year ACE Tier 1 ISIP Trends by Campus - Combined English and Spanish

Campus	1 Yr Tier 1 Δ (2016-17 to 2017-18)			2 Yr Tier 1 Δ (2015-16 to 2017-18)			3 Yr Tier 1 Δ (2014-15 to 2017-18)		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten									
Blanton	-2.5	-4.6	-5.3	17.0	0.9	1.5	-3.7	17.6	35.8
U.Lee	15.7	24.3	25.0	12.9	32.5	37.3	23.0	44.9	55.4
Mills	10.5	-1.9	22.1	-2.5	-4.6	5.1	-1.7	11.4	41.1
Pease	1.2	33.4	1.8	15.7	29.4	-9.3	29.3	48.7	32.4
ACE 1.0	5.7	13.7	9.2	13.1	15.8	9.1	13.0	31.5	40.6
Carr*	-8.8	-0.7	31.5						
Ervin	-7.5	0.0	7.5						
Hernandez	19.7	25.5	32.4						
Ray	-7.1	22.4	-44.5						
Titche	10.5	30.0	37.1						
ACE 2.0	-0.7	13.1	20.9						
All ACE**	2.7	14.3	16.8	13.1	15.8	9.1	13.0	31.5	40.6
ISN	-8.4	-5.9	-6.5						
District	-4.3	-2.0	-1.3	-1.8	-4.4	-5.3	-0.6	-1.3	-3.6
Grade One									
Blanton	-7.2	-6.3	-12.3	-8.5	-8.7	-19.0	13.5	23.6	25.8
U.Lee	18.4	32.6	23.4	20.5	26.2	30.6	39.5	52.3	64.0
Mills	-34.6	-4.5	-22.7	-35.5	7.5	-7.6	-32.8	14.2	20.8
Pease	-8.5	9.3	18.2	-1.7	0.9	17.4	19.0	37.8	49.5
ACE 1.0	-2.4	8.8	4.6	0.8	8.2	8.3	18.6	35.6	41.5
Carr*	6.5	-4.9	-9.1						
Ervin	-14.7	8.0	18.5						
Hernandez	7.0	3.5	33.5						
Ray	9.2	39.3	12.7						
Titche	8.8	32.2	33.3						
ACE 2.0	2.7	12.4	18.1						
All ACE**	0.7	10.1	11.7	0.8	8.2	8.3	18.6	35.6	41.5
ISN	1.5	-1.2	-1.3						
District	-4.5	-3.8	-2.1	-6.4	-5.9	-4.2	1.1	1.4	2.9
Grade Two									
Blanton	0.6	6.0	3.8	11.2	14.9	17.2	43.4	50.1	54.4
U.Lee	-10.3	-14.6	-21.5	1.0	10.2	6.0	20.6	29.4	32.4
Mills	15.6	13.6	19.4	14.6	25.4	35.0	36.2	48.8	51.9
Pease	-9.9	-8.5	1.0	11.1	0.0	9.0	14.2	18.8	39.0
ACE 1.0	-2.7	-3.1	-1.5	11.4	13.2	16.4	29.9	36.4	43.8
Carr*	-11.7	-15.4	3.1						
Ervin	-6.8	-6.3	16.9						
Hernandez	0.0	19.6	12.6						
Ray	-1.8	1.1	1.7						
Titche	-6.8	3.4	21.0						
ACE 2.0	-7.7	-4.0	8.0						
All ACE**	-5.2	-3.0	3.5	11.4	13.2	16.4	29.9	36.4	43.8
IR	-1.0	1.0	-2.3						
District	-1.5	-0.1	-0.8	-4.0	-1.6	-0.8	11.3	10.8	10.7

Source: District ISIP files dated October 18, 2016 (2014-15 BOY), June 17, 2016 (2014-15 MOY and EOY), January 31, 2017 (2015-16 BOY Recalibrated), June 17, 2016 (2015-16 MOY and EOY), October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 1, 2017 (2017-19 BOY), February 5, 2019 (2017-18 MOY), and June 3, 2018 (2017-18 EOY) for students enrolled on the PEIMS snapshot date for the respective year.

Note: BOY = beginning of year. MOY = middle of year. EOY = end of year. Dates for windows are provided in Appendix H. ISN = Intensive Support Network campuses (see Appendix A). Yr = year. Δ = change. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ** = All ACE includes only ACE 1.0 for two- and three-year changes.

Appendix J Table 4: 2014-15 and 2015-16 ACE Tier 1 ISIP Rates by Campus - English

Campus	2014-15						2015-16					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten												
Blanton	32	65.6	48	35.4	48	18.8	44	36.4	46	60.9	47	83.0
U.Lee	55	25.5	49	26.5	49	22.4	41	43.9	41	36.6	38	44.7
Mills	39	48.7	43	37.2	42	33.3	33	54.5	33	51.5	32	75.0
Pease	80	16.3	77	24.7	56	25.0	77	29.9	71	43.7	69	66.7
ACE 1.0	206	32.5	217	30.0	195	24.6	195	38.5	191	47.6	186	67.7
Carr*												
Ervin												
Hernandez												
Ray												
Titche												
ACE 2.0												
All ACE	206	32.5	217	30.0	195	24.6	195	38.5	191	47.6	186	67.7
ISN												
District	5,945	39.6	6,107	43.7	5,516	49.0	5,453	44.0	5,523	47.9	5,102	50.8
Grade One												
Blanton	36	25.0	37	10.8	36	16.7	46	50.0	47	63.8	44	68.2
U.Lee	64	18.8	66	15.2	12	16.7	67	37.3	65	47.7	67	55.2
Mills	29	34.5	28	17.9	24	25.0	37	37.8	34	38.2	31	38.7
Pease	82	9.8	78	7.7	43	14.0	82	30.5	83	44.6	76	46.1
ACE 1.0	211	18.5	209	12.0	115	17.4	232	37.5	229	48.5	218	52.3
Carr*												
Ervin												
Hernandez												
Ray												
Titche												
ACE 2.0												
All ACE	211	18.5	209	12.0	115	17.4	232	37.5	229	48.5	218	52.3
ISN												
District	6,919	34.9	6,782	34.0	6,160	38.4	6,579	44.1	6,623	47.0	6,204	49.3
Grade Two												
Blanton	36	8.3	40	2.5	41	7.3	34	41.2	32	46.9	31	48.4
U.Lee	72	11.1	65	16.9	22	9.1	65	32.3	65	41.5	58	43.1
Mills	45	8.9	40	10.0	39	20.5	28	50.0	25	56.0	26	61.5
Pease	78	16.7	73	13.7	54	16.7	86	19.8	83	32.5	84	46.4
ACE 1.0	231	12.1	218	11.9	156	14.1	213	31.0	205	40.5	199	47.7
Carr*												
Ervin												
Hernandez												
Ray												
Titche												
ACE 2.0												
All ACE	231	12.1	218	11.9	156	14.1	213	31.0	205	40.5	199	47.7
ISN												
District	6,885	30.0	6,717	33.1	6,280	35.7	6,710	54.8	6,754	55.1	6,180	57.0

Source: District ISIP files dated October 18, 2016 (2014-15 BOY), June 17, 2016 (2014-15 MOY and EOY), January 31, 2017 (2015-16 BOY Recalibrated), and June 17, 2016 (2015-16 MOY and EOY) for students enrolled on the PEIMS snapshot date for the respective year.

Note: BOY = beginning of year. MOY = middle of year. EOY = end of year. Dates for windows are provided in Appendix H. ISN = Intensive Support Network campuses (see Appendix A). ACE 2.0 campuses were not part of the program prior to 2017-18.

Appendix J Table 5: 2016-17 and 2017-18 ACE Tier 1 *ISIP* Rates by Campus - English

Campus	2016-17						2017-18					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten												
Blanton	28	57.1	27	63.0	28	89.3	27	48.1	27	74.1	26	69.2
U.Lee	45	31.1	40	47.5	38	55.3	52	50.0	48	68.8	46	78.3
Mills	12	41.7	13	53.8	11	72.7	20	55.0	19	47.4	16	62.5
Pease	63	44.4	58	39.7	54	55.6	57	45.6	52	73.1	47	57.4
ACE 1.0	148	42.6	138	47.8	131	64.1	156	48.7	146	68.5	135	67.4
Carr*	66	40.9	63	41.3	59	33.9	66	22.0	64	28.1	60	61.7
Ervin	64	31.3	54	22.2	52	19.2	53	22.7	57	31.5	50	34.0
Hernandez	16	6.3	35	11.4	32	15.6	20	20.0	19	31.6	16	43.8
Ray	28	50.0	31	48.4	29	79.3	28	42.9	24	70.8	23	34.8
Titche	57	24.6	41	19.5	41	19.5	43	41.9	42	57.1	38	60.5
ACE 2.0	231	32.9	224	29.0	213	31.0	210	29.5	206	40.3	187	49.2
All ACE	379	36.7	362	36.2	344	43.6	366	37.7	352	52.0	322	56.8
ISN	500	36.0	448	31.9	378	30.2	476	28.8	482	27.2	436	28.4
District	5,285	47.8	5,002	45.9	4,910	46.9	5,148	43.2	5,148	43.5	5,051	45.5
Grade One												
Blanton	48	60.4	47	59.6	47	61.7	29	44.8	28	42.9	30	36.7
U.Lee	47	48.9	41	51.2	45	55.6	45	66.7	44	77.3	42	78.6
Mills	31	38.7	28	57.1	26	73.1	10	0.0	10	30.0	10	50.0
Pease	67	37.3	69	36.2	64	45.3	66	28.8	55	45.5	52	63.5
ACE 1.0	193	46.1	185	48.6	182	56.0	150	41.3	137	54.0	134	61.2
Carr*	87	20.7	83	19.3	54	16.7	58	20.7	56	14.3	50	22.0
Ervin	85	25.9	79	17.7	78	23.1	66	9.1	64	25.0	59	37.3
Hernandez	40	15.0	31	19.4	28	17.9	35	22.9	33	21.2	17	41.2
Ray	31	19.4	4	0.0	31	25.8	28	28.6	28	39.3	26	38.5
Titche	59	16.9	51	15.7	51	19.6	50	16.0	41	26.8	41	36.6
ACE 2.0	302	20.5	248	17.7	242	20.7	237	17.7	222	23.9	193	33.7
All ACE	495	30.5	433	30.9	424	35.8	387	26.9	359	35.4	327	45.0
ISN	487	24.0	478	27.0	420	29.5	486	29.0	456	28.9	441	32.0
District	5,823	43.9	5,696	44.2	5,795	47.0	5,583	38.3	5,598	42.2	5,610	46.4
Grade Two												
Blanton	42	64.3	43	65.1	41	73.2	52	57.7	50	68.0	49	67.3
U.Lee	65	47.7	63	66.7	60	65.0	55	40.0	54	53.7	46	50.0
Mills	23	47.8	24	58.3	24	66.7	31	64.5	27	66.7	22	72.7
Pease	49	40.8	61	41.0	57	54.4	81	30.9	80	32.5	74	55.4
ACE 1.0	179	49.7	191	57.1	182	63.7	219	44.3	211	50.7	191	59.2
Carr*	43	34.9	76	39.5	53	35.8	70	24.3	72	25.0	64	42.2
Ervin	56	33.9	58	39.7	63	23.8	71	32.4	64	31.3	63	41.3
Hernandez	2	100.0	23	30.4	4	50.0	38	39.5	36	38.9	33	36.4
Ray	36	36.1	35	37.1	34	50.0	35	34.3	34	38.2	29	51.7
Titche	72	30.6	60	40.0	59	49.2	45	24.4	36	47.2	37	62.2
ACE 2.0	209	34.0	252	38.5	213	38.5	259	30.1	242	33.9	226	45.6
All ACE	388	41.2	443	46.5	395	50.1	478	36.6	453	41.7	417	51.8
ISN	557	36.1	558	38.0	545	41.3	577	32.2	498	37.3	502	36.5
District	6,133	51.2	6,358	53.3	6,377	55.7	5,913	49.1	5,845	52.7	5,778	55.4

Source: District *ISIP* files dated October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), and June 3, 2018 (2017-18 EOY) for students enrolled on the PEIMS snapshot date for the respective year.

Note: BOY = beginning of year. MOY = middle of year. EOY = end of year. Dates for windows are provided in Appendix H. ISN = Intensive Support Network campuses (see Appendix A). * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only.

Appendix J Table 6: One- Two- and Three- Year ACE Tier 1 ISIP Trends by Campus - English

Campus	1 Yr Tier 1 Δ (2016-17 to 2017-18)			2 Yr Tier 1 Δ (2015-16 to 2017-18)			3 Yr Tier 1 Δ (2014-15 to 2017-18)		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten									
Blanton	-9.0	11.1	-20.1	11.7	13.2	-13.8	-17.5	38.7	50.4
U.Lee	18.9	21.3	23.0	6.1	32.2	33.6	24.5	42.3	55.9
Mills	13.3	-6.4	-10.2	0.5	-4.1	-12.5	6.3	10.2	29.2
Pease	1.2	33.4	1.8	15.7	29.4	-9.3	29.3	48.4	32.4
ACE 1.0	6.1	20.7	3.3	10.2	20.9	-0.3	16.2	38.5	42.8
Carr*	-18.9	-13.2	27.8						
Ervin	-8.6	9.3	14.8						
Hernandez	13.7	20.2	28.2						
Ray	-7.1	22.4	-44.5						
Titche	17.3	37.6	41.0						
ACE 2.0	-3.4	11.3	18.2						
All ACE**	1.0	15.8	13.2	10.2	20.9	-0.3	16.2	38.5	42.8
ISN	-7.2	-4.7	-1.8						
District	-4.6	-2.4	-1.4	-0.8	-4.4	-5.3	3.6	-0.2	-3.5
Grade One									
Blanton	-15.6	-16.7	-25.0	-5.2	-20.9	-31.5	19.8	32.1	20.0
U.Lee	17.8	26.1	23.0	29.4	29.6	23.4	47.9	62.1	61.9
Mills	-38.7	-27.1	-23.1	-37.8	-8.2	11.3	-34.5	12.1	25.0
Pease	-8.5	9.3	18.2	-1.7	0.9	17.4	19.0	37.8	49.5
ACE 1.0	-4.8	5.4	5.2	3.8	5.5	8.9	22.8	42.0	43.8
Carr*	0.0	-5.0	5.3						
Ervin	-16.8	7.3	14.2						
Hernandez	7.9	1.8	23.3						
Ray	9.2	39.3	12.7						
Titche	-0.9	11.1	17.0						
ACE 2.0	-2.8	6.2	13.0						
All ACE**	-3.6	4.5	9.2	3.8	5.5	8.9	22.8	42.0	43.8
ISN	5.0	1.9	2.5						
District	-5.6	-2.0	-0.6	-5.8	-4.8	-2.9	3.4	8.2	8.0
Grade Two									
Blanton	-6.6	2.9	-5.9	16.5	21.1	18.9	49.4	65.5	60.0
U.Lee	-7.7	-13.0	-15.0	7.7	12.2	6.9	28.9	36.8	40.9
Mills	16.7	8.4	6.0	14.5	10.7	11.2	55.6	56.7	52.2
Pease	-9.9	-8.5	1.0	11.1	0.0	9.0	14.2	18.8	38.7
ACE 1.0	-5.4	-6.4	-4.5	13.3	10.2	11.5	32.2	38.8	45.1
Carr*	-10.6	-14.5	6.4						
Ervin	-1.5	-8.4	17.5						
Hernandez	-60.5	8.5	-13.6						
Ray	-1.8	1.1	1.7						
Titche	-6.2	7.2	13.0						
ACE 2.0	-3.9	-4.6	7.1						
All ACE**	-4.6	-4.8	1.7	13.3	10.2	11.5	32.2	38.8	45.1
IR	-3.9	-0.7	-4.8						
District	-2.1	-0.6	-0.3	-5.7	-2.4	-1.6	19.1	19.6	19.7

Source: District ISIP files dated October 18, 2016 (2014-15 BOY), June 17, 2016 (2014-15 MOY and EOY), January 31, 2017 (2015-16 BOY Recalibrated), June 17, 2016 (2015-16 MOY and EOY), October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 1, 2017 (2017-19 BOY), February 5, 2019 (2017-18 MOY), and June 3, 2018 (2017-18 EOY) for students enrolled on the PEIMS snapshot date for the respective year.

Note: BOY = beginning of year. MOY = middle of year. EOY = end of year. Dates for windows are provided in Appendix H. ISN = Intensive Support Network campuses (see Appendix A). Yr = year. Δ = change. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ** = All ACE includes only ACE 1.0 for two- and three-year changes.

Appendix J Table 7: 2014-15 and 2015-16 ACE Tier 1 *ISIP* Rates by Campus - Spanish

Campus	2014-15						2015-16					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten												
Blanton	50	70.0	48	70.8	48	66.7	40	60.0	40	80.0	40	70.0
U.Lee	18	77.8	25	44.0	13	46.2	25	56.0	26	57.7	28	46.4
Mills	30	70.0	32	59.4	30	43.3	18	66.7	18	83.3	17	70.6
Pease	-	-	-	-	-	-	-	-	-	-	-	-
ACE 1.0	98	71.4	106	60.4	91	56.0	83	60.2	84	73.8	85	62.4
Carr												
Ervin												
Hernandez												
Ray												
Titche												
ACE 2.0												
All ACE	98	71.4	106	60.4	91	56.0	83	60.2	84	73.8	85	62.4
ISN												
District	5,547	63.4	5,592	64.7	5,308	66.7	5,096	61.1	5,323	66.0	5,176	67.8
Grade One												
Blanton	44	61.4	42	66.7	42	54.8	45	84.4	45	82.2	45	95.6
U.Lee	19	63.2	26	53.8	20	25.0	27	74.1	27	63.0	27	55.6
Mills	27	48.1	27	63.0	13	30.8	27	51.9	26	57.7	25	76.0
Pease	-	-	-	-	-	-	-	-	-	-	-	-
ACE 1.0	90	57.8	95	62.1	75	42.7	99	72.7	98	70.4	97	79.4
Carr												
Ervin												
Hernandez												
Ray												
Titche												
ACE 2.0												
All ACE	90	57.8	95	62.1	75	42.7	99	72.7	98	70.4	97	79.4
ISN												
District	5,877	58.9	5,909	63.8	5,584	66.1	5,558	64.3	5,759	64.7	5,498	69.3
Grade Two												
Blanton	15	73.3	49	46.9	45	40.0	43	74.4	42	73.8	42	71.4
U.Lee	25	40.0	36	41.7	22	31.8	24	54.2	24	54.2	23	56.5
Mills	29	58.6	29	37.9	14	57.1	26	50.0	26	34.6	25	32.0
Pease	-	-	-	-	-	-	-	-	-	-	-	-
ACE 1.0	69	55.1	114	43.0	82	40.2	93	62.4	92	57.6	90	56.7
Carr												
Ervin												
Hernandez												
Ray												
Titche												
ACE 2.0												
All ACE	69	55.1	114	43.0	82	40.2	93	62.4	92	57.6	90	56.7
ISN												
District	5,580	58.8	5,676	57.0	5,274	54.9	5,276	62.6	3,221	58.1	5,420	54.9

Source: District *ISIP* files dated October 18, 2016 (2014-15 BOY), June 17, 2016 (2014-15 MOY and EOY), January 31, 2017 (2015-16 BOY Recalibrated), and June 17, 2016 (2015-16 MOY and EOY) for students enrolled on the PEIMS snapshot date for the respective year.

Note: BOY = beginning of year. MOY = middle of year. EOY = end of year. - = zero students were assessed. Dates for windows are provided in Appendix H. ISN = Intensive Support Network campuses (see Appendix A). ACE 2.0 campuses were not part of the program prior to 2017-18. Spanish version was not administered at Pease and Ray.

Appendix J Table 8: 2016-17 and 2017-18 ACE Tier 1 *ISIP* Rates by Campus - Spanish

Campus	2016-17						2017-18					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten												
Blanton	48	72.9	46	82.6	46	80.4	55	72.7	55	69.1	53	83.0
U.Lee	25	72.0	26	61.5	26	61.5	18	94.4	18	100.0	18	94.4
Mills	12	50.0	12	66.7	12	41.7	12	58.3	12	75.0	12	100.0
Pease	-	-	-	-	-	-	-	-	-	-	-	-
ACE 1.0	85	69.4	84	73.8	84	69.0	85	75.3	85	76.5	83	88.0
Carr*	10	50.0	10	30.0	12	41.7	18	72.2	18	77.8	18	83.3
Ervin	9	66.7	10	100.0	9	88.9	4	75.0	4	75.0	4	75.0
Hernandez	6	66.7	14	57.1	14	57.1	13	76.9	13	76.9	12	83.3
Ray	-	-	-	-	-	-	-	-	-	-	-	-
Titche	53	67.9	59	59.3	57	57.9	32	75.0	32	93.8	33	100.0
ACE 2.0	78	65.4	93	60.2	92	58.7	67	74.6	67	85.1	67	91.0
All ACE	163	67.5	177	66.7	176	63.5	152	75.0	152	80.3	150	89.3
ISN	235	61.3	230	53.5	207	60.9	235	49.8	232	46.1	230	46.1
District	4,895	62.5	4,933	63.1	5,145	63.4	4,960	58.1	5,064	61.6	5,073	62.7
Grade One												
Blanton	51	70.6	51	80.4	50	88.0	53	66.0	50	76.0	43	81.4
U.Lee	19	52.6	18	33.3	19	78.9	31	71.0	30	80.0	29	96.6
Mills	18	50.0	18	61.1	18	66.7	14	14.3	14	71.4	13	46.2
Pease	-	-	-	-	-	-	-	-	-	-	-	-
ACE 1.0	88	62.5	87	66.7	87	81.6	98	60.2	94	76.6	85	81.2
Carr*	12	41.7	18	55.6	19	63.2	16	62.5	16	43.8	16	12.5
Ervin	9	44.4	10	50.0	11	45.5	11	36.4	11	54.5	11	81.8
Hernandez	15	50.0	14	35.7	13	7.7	10	60.0	10	50.0	10	60.0
Ray	-	-	-	-	-	-	-	-	-	-	-	-
Titche	52	48.8	39	46.2	41	48.8	48	62.5	49	89.8	47	91.5
ACE 2.0	76	47.4	81	46.9	84	45.2	85	58.8	86	72.1	84	71.4
All ACE	164	55.5	168	57.1	171	63.7	183	59.6	180	74.4	169	76.3
ISN	217	46.1	182	46.2	220	53.2	264	38.3	257	35.0	252	44.0
District	5,226	59.9	5,238	62.8	5,379	67.0	5,331	56.1	5,313	56.8	5,326	63.0
Grade Two												
Blanton	49	75.5	54	75.9	47	76.6	58	82.8	55	85.5	55	89.1
U.Lee	26	53.8	26	76.9	26	96.2	24	37.5	24	58.3	24	58.3
Mills	26	50.0	27	55.6	27	59.3	17	64.7	17	76.5	17	94.1
Pease	-	-	-	-	-	-	-	-	-	-	-	-
ACE 1.0	101	63.4	107	71.0	100	77.0	99	68.7	96	77.1	96	82.3
Carr*	17	35.3	21	47.6	12	41.7	16	18.8	17	29.4	11	27.3
Ervin	7	85.7	8	62.5	8	62.5	8	37.5	8	75.0	8	75.0
Hernandez	15	26.7	10	10.0	5	0.0	13	23.1	12	58.3	13	30.8
Ray	-	-	-	-	-	-	-	-	-	-	-	-
Titche	52	59.6	51	66.7	55	50.9	33	51.5	34	64.7	32	81.3
ACE 2.0	91	51.6	90	55.6	80	47.5	70	37.1	71	56.3	64	60.9
All ACE	192	57.8	197	64.0	180	63.9	169	55.6	167	68.3	160	73.8
ISN	225	44.4	226	46.5	246	44.3	252	49.6	242	49.6	230	47.4
District	5,123	61.0	5,099	57.3	5,239	56.3	5,234	60.0	5,110	57.4	5,133	55.0

Source: District *ISIP* files dated October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), and June 3, 2018 (2017-18 EOY) for students enrolled on the PEIMS snapshot date for the respective year.

Note: BOY = beginning of year. MOY = middle of year. EOY = end of year. - = zero students were assessed. Dates for windows are provided in Appendix H. ISN = Intensive Support Network campuses (see Appendix A). * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. Spanish version was not administered at Pease and Ray.

Appendix J Table 9: One- Two- and Three- Year ACE Tier 1 ISIP Trends by Campus - Spanish

Campus	1 Yr Tier 1 Δ (2016-17 to 2017-18)			2 Yr Tier 1 Δ (2015-16 to 2017-18)			3 Yr Tier 1 Δ (2014-15 to 2017-18)		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten									
Blanton	-0.2	-13.5	2.6	12.7	-10.9	13.0	2.7	-1.7	16.3
U.Lee	22.4	38.5	32.9	38.4	42.3	48.0	16.6	56.0	48.2
Mills	8.3	8.3	58.3	-8.4	-8.3	29.4	-11.7	15.6	56.7
Pease	-	-	-	-	-	-	-	-	-
ACE 1.0	5.9	2.7	19.0	15.1	2.7	25.6	3.9	16.1	32.0
Carr*	22.2	47.8	41.6						
Ervin	8.3	-25.0	-13.9						
Hernandez	10.2	19.8	26.2						
Ray	-	-	-						
Titche	7.1	34.5	42.1						
ACE 2.0	9.2	24.9	32.3						
All ACE**	7.5	13.6	25.8	15.1	2.7	25.6	3.9	16.1	32.0
ISN	-11.5	-7.4	-14.8						
District	-4.4	-1.5	-0.7	-3.0	-4.4	-5.1	-5.3	-3.1	-4.0
Grade One									
Blanton	-4.6	-4.4	-6.6	-18.4	-6.2	-14.2	4.6	9.3	26.6
U.Lee	18.4	46.7	17.7	-3.1	17.0	41.0	7.8	26.2	71.6
Mills	-35.7	10.3	-20.5	-37.6	13.7	-29.8	-33.8	8.4	15.4
Pease	-	-	-	-	-	-	-	-	-
ACE 1.0	-2.3	9.9	-0.4	-12.5	6.2	1.8	2.4	14.5	38.5
Carr*	20.8	-11.8	-50.7						
Ervin	-8.0	4.5	36.3						
Hernandez	10.0	14.3	52.3						
Ray	-	-	-						
Titche	13.7	43.6	42.7						
ACE 2.0	11.4	25.2	26.2						
All ACE**	4.1	17.3	12.6	-12.5	6.2	1.8	2.4	14.5	38.5
ISN	-7.8	-11.2	-9.2						
District	-3.8	-6.0	-4.0	-8.2	-7.9	-6.3	-2.8	-7.0	-3.1
Grade Two									
Blanton	7.3	9.6	12.5	8.4	11.7	17.7	9.5	38.6	49.1
U.Lee	-16.3	-18.6	-37.9	-16.7	4.1	1.8	-2.5	16.6	26.5
Mills	14.7	20.9	34.8	14.7	41.9	62.1	6.1	38.6	37.0
Pease	-	-	-	-	-	-	-	-	-
ACE 1.0	5.3	6.1	5.3	6.3	19.5	25.6	13.6	34.1	42.1
Carr*	-16.5	-18.2	-14.4						
Ervin	-48.2	12.5	12.5						
Hernandez	-3.6	48.3	30.8						
Ray	-	-	-						
Titche	-8.1	-2.0	30.4						
ACE 2.0	-14.5	0.7	13.4						
All ACE**	-2.2	4.3	9.9	6.3	19.5	25.6	13.6	34.1	42.1
IR	5.2	3.1	3.1						
District	-1.0	0.1	-1.3	-2.6	-0.7	0.1	1.2	0.4	0.1

Source: District ISIP files dated October 18, 2016 (2014-15 BOY), June 17, 2016 (2014-15 MOY and EOY), January 31, 2017 (2015-16 BOY Recalibrated), June 17, 2016 (2015-16 MOY and EOY), October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 1, 2017 (2017-19 BOY), February 5, 2019 (2017-18 MOY), and June 3, 2018 (2017-18 EOY) for students enrolled on the PEIMS snapshot date for the respective year.

Note: BOY = beginning of year. MOY = middle of year. EOY = end of year. Dates for windows are provided in Appendix H. ISN = Intensive Support Network campuses (see Appendix A). Yr = year. Δ = change. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ** = All ACE includes only ACE 1.0 for two- and three-year changes. Spanish version was not administered at Pease and Ray.

Appendix K

Appendix K Table 1: Fall 2016 and Fall 2017 ACE Core Subjects ACP Passing Rates – Elementary Schools – Blanton, U. Lee, Mills

Test	Blanton						U. Lee						Mills					
	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts
K Mathematics	79	97.5	79	96.2	-1.3	9.4	69	78.3	67	91.0	12.7	4.2	26	73.1	32	75.0	1.9	-11.8
K Mathematics SP	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Grade 1 Mathematics	98	89.8	81	85.2	-4.6	5.6	73	69.9	73	90.4	20.5	10.8	48	72.9	23	39.1	-33.8	-40.5
Grade 1 Mathematics SP	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Grade 2 Mathematics	97	87.6	104	96.2	8.6	14.7	90	73.3	78	71.8	-1.5	-9.7	54	79.6	47	80.9	1.3	-0.6
Grade 2 Mathematics SP	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Grade 3 Mathematics	86	74.4	101	80.2	5.8	12.6	81	59.3	76	80.3	21.0	12.7	54	50.0	49	65.3	15.3	-2.3
Grade 3 Mathematics SP	*	*	-	-	N/A	N/A	-	-	*	*	N/A	*	-	-	-	-	N/A	N/A
Grade 4 Mathematics	97	84.5	84	89.3	4.8	24.7	89	74.2	88	60.2	-14.0	-4.4	59	54.2	47	53.2	-1.0	-11.4
Grade 4 Mathematics SP	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Grade 5 Mathematics	98	88.8	109	87.2	-1.6	13.7	74	59.5	91	76.9	17.4	3.4	53	54.7	48	75.0	20.3	1.5
Grade 5 Mathematics SP	-	-	*	*	N/A	*	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Kindergarten Reading	29	96.6	27	100.0	3.4	7.3	43	93.0	49	100.0	7.0	7.3	13	92.3	19	73.7	-18.6	-19.0
Kindergarten Reading SP	50	98.0	53	98.1	0.1	4.6	25	100.0	18	100.0	0.0	6.5	13	84.5	12	91.7	7.2	-1.8
Grade 1 Reading	46	93.5	29	89.7	-3.8	2.2	54	85.2	44	95.5	10.3	8.0	30	96.7	9	66.7	-30.0	-20.8
Grade 1 Reading SP	51	98.0	51	92.2	-5.8	1.8	19	89.5	29	100.0	10.5	9.6	18	83.3	14	78.6	-4.7	-11.8
Grade 2 Reading	40	82.5	47	87.2	4.7	11.8	64	76.6	55	60.0	-16.6	-15.4	27	88.9	30	80.0	-8.9	4.6
Grade 2 Reading SP	57	89.5	54	94.4	4.9	18.1	26	88.5	23	60.9	-27.6	-15.4	27	63.0	17	82.4	19.4	6.1
Grade 3 Reading	35	42.9	54	50.0	7.1	-3.8	56	42.9	55	54.5	11.6	0.7	32	46.9	25	60.0	13.1	6.2
Grade 3 Reading SP	52	88.5	48	93.8	5.3	35.0	23	82.6	22	86.4	3.8	27.6	22	59.1	24	50.0	-9.1	-8.8
Grade 4 Language Arts	35	51.4	32	62.5	11.1	3.4	63	55.6	63	57.1	1.5	-2.0	31	45.2	29	51.7	6.5	-7.4
Grade 4 Language Arts SP	62	87.1	52	88.5	1.4	21.7	25	92.0	25	64.0	-28.0	-2.8	28	60.7	18	55.6	-5.1	-11.2
Grade 4 Reading	35	45.7	33	81.8	36.1	15.1	64	71.9	63	81.0	9.1	14.3	31	41.9	30	50.0	8.1	-16.7
Grade 4 Reading SP	62	85.5	51	94.1	8.6	17.9	25	100.0	25	88.0	-12.0	11.8	28	67.9	18	72.2	4.3	-4.0
Grade 5 Reading	50	58.0	47	66.0	8.0	-10.6	57	63.2	62	72.6	9.4	-4.0	30	60.0	24	83.3	23.3	6.7
Grade 5 Reading SP	48	83.3	66	77.3	-6.0	6.2	17	64.7	27	92.6	27.9	21.5	23	78.3	24	79.2	0.9	8.1
Grade 5 Science	50	90.0	47	74.5	-15.5	7.0	57	71.9	88	75.0	3.1	7.5	53	66.0	48	68.8	2.8	1.3
Grade 5 Science SP	48	97.9	64	90.6	-7.3	21.3	17	76.5	*	*	*	*	-	-	-	-	N/A	N/A

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the PEIMS snapshot day for the respective year.

Note: All differences shown in percentage points. F16 = fall 2016. F17 = fall 2017. %pts = percentage points. * = fewer than five students took test. - = zero students took test. K = Kindergarten. N/A = not applicable. Δ = difference. Dist = district. ISN = Intensive Support Network (see Appendix A). SP = Spanish Language (English unless designation is shown).

Appendix K Table 2: Fall 2016 and Fall 2017 ACE Core Subjects ACP Passing Rates – Elementary Schools – Pease, Carr, Ervin

Test	Pease						Carr ^a						Ervin					
	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts
K Mathematics	66	78.8	48	85.4	6.6	-1.4	81	75.3	82	76.8	1.5	-10.0	70	78.6	58	79.3	0.7	-7.5
K Mathematics SP	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Grade 1 Mathematics	70	68.6	61	68.9	0.3	-10.7	109	59.6	69	66.7	7.1	-12.9	96	55.2	70	57.1	1.9	-22.5
Grade 1 Mathematics SP	-	-	-	-	N/A	N/A	6	100.0	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Grade 2 Mathematics	63	74.6	74	67.6	-7.0	-13.9	98	67.3	80	76.3	9.0	-5.2	71	56.3	74	66.2	9.9	-15.3
Grade 2 Mathematics SP	-	-	-	-	N/A	N/A	*	*	5	80.0	5.0	21.7	-	-	-	-	N/A	N/A
Grade 3 Mathematics	72	41.7	63	46.0	4.3	-21.6	104	39.4	81	63.0	23.6	-4.6	95	36.8	70	41.4	4.6	-26.2
Grade 3 Mathematics SP	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Grade 4 Mathematics	63	44.4	60	26.7	-17.7	-37.9	87	34.5	77	59.7	25.2	-4.9	109	48.6	91	39.6	-9.0	-25.0
Grade 4 Mathematics SP	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Grade 5 Mathematics	65	47.7	68	47.1	-0.6	-26.4	85	44.7	78	55.1	10.4	-18.4	97	37.1	93	47.3	10.2	-26.2
Grade 5 Mathematics SP	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Kindergarten Reading	66	89.4	51	96.1	6.7	3.4	69	97.1	67	88.1	-9.0	-4.6	60	91.7	53	92.5	0.8	-0.2
Kindergarten Reading SP	-	-	-	-	N/A	N/A	13	84.6	15	100.0	15.4	6.5	10	90.0	5	100.0	10.0	6.5
Grade 1 Reading	69	85.5	54	87.0	1.5	-0.5	94	67.0	53	77.4	10.4	-10.1	84	78.6	61	77.0	-1.6	-10.5
Grade 1 Reading SP	-	-	-	-	N/A	N/A	21	95.2	17	94.1	-1.1	3.7	12	75.0	11	72.7	-2.3	-17.7
Grade 2 Reading	63	74.6	76	56.6	-18.0	-18.8	78	62.8	69	50.7	-12.1	-24.7	62	64.5	62	43.5	-21.0	-31.9
Grade 2 Reading SP	-	-	-	-	N/A	N/A	23	56.5	16	56.3	-0.2	-20.0	8	75.0	8	62.5	-12.5	-13.8
Grade 3 Reading	70	51.4	62	25.8	-25.6	-28.0	81	25.9	63	30.2	4.3	-23.6	85	34.1	62	41.9	7.8	-11.9
Grade 3 Reading SP	-	-	-	-	N/A	N/A	23	52.2	17	41.2	-11.0	-17.6	10	40.0	7	71.4	31.4	12.6
Grade 4 Language Arts	62	45.2	60	43.3	-1.9	-15.8	76	32.9	60	38.3	5.4	-20.8	95	47.4	82	56.1	8.7	-3.0
Grade 4 Language Arts SP	-	-	-	-	N/A	N/A	11	54.5	17	58.8	4.3	-8.0	12	58.3	9	33.3	-25.0	-33.5
Grade 4 Reading	63	55.6	60	60.0	4.4	-6.7	76	44.7	60	46.7	2.0	-20.0	96	45.8	82	63.4	17.6	-3.3
Grade 4 Reading SP	-	-	-	-	N/A	N/A	10	60.0	17	64.7	4.7	-11.5	12	75.0	9	55.6	-19.4	-20.6
Grade 5 Reading	65	53.8	70	65.7	11.9	-10.9	85	43.5	67	61.2	17.7	-15.4	86	51.2	82	59.8	8.6	-16.8
Grade 5 Reading SP	-	-	-	-	N/A	N/A	-	-	11	81.8	N/A	10.7	11	54.5	11	72.7	18.2	1.6
Grade 5 Science	65	63.1	70	45.7	-17.4	-21.8	85	57.6	64	51.6	-6.0	-15.9	97	67.0	81	76.5	9.5	9.0
Grade 5 Science SP	-	-	-	-	N/A	N/A	-	-	13	84.6	N/A	15.3	-	-	11	72.7	N/A	3.4

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the PEIMS snapshot day for the respective year.

Note: All differences shown in percentage points. F16 = fall 2016. F17 = fall 2017. %pts = percentage points. * = fewer than five students took test. - = zero students took test. K = Kindergarten. N/A = not applicable. Δ = difference. Dist = district. ISN = Intensive Support Network (see Appendix A). SP = Spanish Language (English unless designation is shown). ^a = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only.

Appendix K Table 3: Fall 2016 and Fall 2017 ACE Core Subjects ACP Passing Rates – Elementary Schools – Hernandez, Ray, Titche

Test	Hernandez						Ray						Titche					
	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts
K Mathematics	56	71.4	30	83.3	11.9	-3.5	31	96.8	29	93.1	-3.7	6.3	105	75.2	75	85.3	10.1	-1.5
K Mathematics SP	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Grade 1 Mathematics	52	69.2	44	70.5	1.3	-9.1	33	57.6	30	83.3	25.7	3.7	95	64.2	93	87.1	22.9	7.5
Grade 1 Mathematics SP	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Grade 2 Mathematics	41	65.9	48	75.0	9.1	-6.5	33	66.7	30	83.3	16.6	1.8	116	82.8	74	74.3	-8.5	-7.2
Grade 2 Mathematics SP	-	-	*	*	N/A	41.7	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Grade 3 Mathematics	48	52.1	45	51.1	-1.0	-16.5	38	44.7	26	84.6	39.9	17.0	105	41.0	108	73.1	32.1	5.5
Grade 3 Mathematics SP	-	-	*	*	N/A	*	-	-	-	-	N/A	N/A	-	-	*	*	N/A	*
Grade 4 Mathematics	53	50.9	55	47.3	-3.6	-17.3	41	36.6	30	46.7	10.1	-17.9	110	33.6	111	71.2	37.6	6.6
Grade 4 Mathematics SP	*	*	*	*	*	*	-	-	-	-	N/A	N/A	*	*	*	*	*	*
Grade 5 Mathematics	49	59.2	53	43.4	-15.8	-30.1	28	21.4	29	79.3	57.9	5.8	112	36.6	88	67.0	30.4	-6.5
Grade 5 Mathematics SP	-	-	*	*	N/A	*	-	-	-	-	N/A	N/A	-	-	*	*	N/A	*
Kindergarten Reading	41	80.5	18	100.0	19.5	7.3	31	96.8	27	100.0	3.2	7.3	43	95.3	41	82.9	-12.4	-9.8
Kindergarten Reading SP	13	100.0	13	84.6	-15.4	-8.9	-	-	-	-	N/A	N/A	61	90.2	34	100.0	9.8	6.5
Grade 1 Reading	37	83.8	35	62.9	-20.9	-24.6	33	66.7	30	96.7	30.0	9.2	52	80.8	45	88.9	8.1	1.4
Grade 1 Reading SP	15	93.3	10	90.0	-3.3	-0.4	-	-	-	-	N/A	N/A	42	88.1	49	98.0	9.9	7.6
Grade 2 Reading	27	66.7	36	61.1	-5.6	-14.3	32	78.1	30	70.0	-8.1	-5.4	59	67.8	40	80.0	12.2	4.6
Grade 2 Reading SP	14	64.3	13	100.0	35.7	23.7	-	-	-	-	N/A	N/A	57	87.7	34	85.3	-2.4	9.0
Grade 3 Reading	32	40.6	34	44.1	3.5	-9.7	38	31.6	26	57.7	26.1	3.9	61	36.1	56	46.4	10.3	-7.4
Grade 3 Reading SP	16	75.0	14	85.7	10.7	26.9	-	-	-	-	N/A	N/A	44	50.0	52	76.9	26.9	18.1
Grade 4 Language Arts	35	34.3	37	37.8	3.5	-21.3	41	46.3	30	50.0	3.7	-9.1	59	15.3	68	51.5	36.2	-7.6
Grade 4 Language Arts SP	20	50.0	19	63.2	13.2	-3.6	-	-	-	-	N/A	N/A	53	47.2	42	88.1	40.9	21.3
Grade 4 Reading	35	37.1	37	48.6	11.5	-18.1	41	56.1	29	69.0	12.9	2.3	69	31.9	75	65.3	33.4	-1.4
Grade 4 Reading SP	20	40.0	18	66.7	26.7	-9.5	-	-	-	-	N/A	N/A	39	53.8	37	78.4	24.6	2.2
Grade 5 Reading	38	57.9	39	59.0	1.1	-17.6	28	64.3	29	79.3	15.0	2.7	78	48.7	48	58.3	9.6	-18.3
Grade 5 Reading SP	11	72.7	17	41.2	-31.5	-29.9	-	-	-	-	N/A	N/A	34	85.3	42	66.7	-18.6	-4.4
Grade 5 Science	38	34.2	52	48.1	13.9	-19.4	28	32.1	29	62.1	30.0	-5.4	78	33.3	89	79.8	46.5	12.3
Grade 5 Science SP	11	72.7	*	*	*	*	-	-	-	-	N/A	N/A	34	35.3	*	*	*	*

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the PEIMS snapshot day for the respective year.

Note: All differences shown in percentage points. F16 = fall 2016. F17 = fall 2017. %pts = percentage points. * = fewer than five students took test. - = zero students took test. K = Kindergarten. N/A = not applicable. Δ = difference. Dist = district. ISN = Intensive Support Network (see Appendix A). SP = Spanish Language (English unless designation is shown).

Appendix K Table 4: Fall 2016 and Fall 2017 ACE Core Subjects ACP Passing Rates – Elementary Schools - ACE Overall

Test	ACE 1.0						ACE 2.0						ACE Overall					
	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts
K Mathematics	240	84.2	226	89.4	5.2	2.6	343	77.3	274	82.1	4.8	-4.7	583	80.1	500	85.4	5.3	-1.4
K Mathematics SP	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A	-	-	-	-	N/A	N/A
Grade 1 Mathematics	289	76.8	238	78.2	1.4	-1.4	385	60.8	306	72.9	12.1	-6.7	674	67.7	544	75.2	7.5	-4.4
Grade 1 Mathematics SP	-	-	-	-	N/A	N/A	6	100.0	-	-	N/A	N/A	6	100.0	-	-	N/A	N/A
Grade 2 Mathematics	304	79.3	303	80.5	1.2	-1.0	359	69.9	306	73.9	4.0	-7.6	663	74.2	609	77.2	3.0	-4.3
Grade 2 Mathematics SP	-	-	-	-	N/A	N/A	*	*	6	83.3	*	25.0	*	*	6	83.3	*	25.0
Grade 3 Mathematics	293	57.7	289	70.2	12.5	2.6	390	41.3	330	61.8	20.5	-5.8	683	48.3	619	65.8	17.5	-1.8
Grade 3 Mathematics SP	*	*	*	*	*	*	-	-	*	*	N/A	*	*	*	5	60.0	*	6.0
Grade 4 Mathematics	308	67.5	279	60.6	-6.9	-4.0	400	40.5	364	55.2	14.7	-9.4	708	52.3	643	57.5	5.2	-7.1
Grade 4 Mathematics SP	-	-	-	-	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5 Mathematics	290	65.9	316	73.7	7.8	0.2	371	40.4	341	56.3	15.9	-17.2	661	51.6	657	64.7	13.1	-8.8
Grade 5 Mathematics SP	-	-	*	*	N/A	*	-	-	5	40.0	N/A	-11.2	-	-	8	62.5	N/A	11.3
Kindergarten Reading	151	92.1	146	95.2	3.1	2.5	244	92.6	206	90.8	-1.8	-1.9	395	92.4	352	92.6	0.2	-0.1
Kindergarten Reading SP	88	96.6	83	97.6	1.0	4.1	97	90.7	67	97.0	6.3	3.5	185	93.5	150	97.3	3.8	3.8
Grade 1 Reading	199	88.9	136	89.0	0.1	1.5	300	74.7	224	79.9	5.2	-7.6	499	80.4	360	83.3	2.9	-4.2
Grade 1 Reading SP	88	93.2	94	92.6	-0.6	2.2	90	88.9	87	93.1	4.2	2.7	178	91.0	181	92.8	1.8	2.4
Grade 2 Reading	194	78.9	208	67.8	-11.1	-7.6	258	66.7	237	57.8	-8.9	-17.6	452	71.9	445	62.5	-9.4	-12.9
Grade 2 Reading SP	110	82.7	94	84.0	1.3	7.7	102	76.5	71	78.9	2.4	2.6	212	79.7	165	81.8	2.1	5.5
Grade 3 Reading	193	46.6	196	44.9	-1.7	-8.9	297	32.7	241	41.9	9.2	-11.9	490	38.2	437	43.2	11.7	-3.9
Grade 3 Reading SP	97	80.4	94	80.9	0.5	22.1	93	53.8	90	71.1	17.3	12.3	190	67.4	184	76.1	6.2	14.8
Grade 4 Language Arts	191	49.7	184	52.7	3.0	-6.4	306	35.9	277	48.0	12.1	-11.1	497	41.2	461	49.9	21.9	4.9
Grade 4 Language Arts SP	115	81.7	95	75.8	-5.9	9.0	96	50.0	87	71.3	21.3	4.5	211	67.3	182	73.6	12.7	13.2
Grade 4 Reading	193	57.0	186	69.4	12.4	2.7	317	42.9	283	59.0	16.1	-7.7	510	48.2	469	63.1	14.9	-3.6
Grade 4 Reading SP	115	84.3	94	88.3	4.0	12.1	81	54.3	81	70.4	16.1	-5.8	196	71.9	175	80.0	8.1	3.8
Grade 5 Reading	202	58.4	203	70.0	11.6	-6.6	315	50.5	265	61.9	11.4	-14.7	517	53.6	468	65.4	11.8	-11.2
Grade 5 Reading SP	88	78.4	117	81.2	2.8	10.1	56	76.8	81	64.2	-12.6	-6.9	144	77.8	198	74.2	-3.6	3.1
Grade 5 Science	225	72.0	253	65.6	-6.4	-1.9	326	49.7	315	66.3	16.6	-1.2	551	58.8	568	66.0	7.2	-1.5
Grade 5 Science SP	65	92.3	66	89.4	-2.9	20.1	45	44.4	27	70.4	26.0	1.1	110	72.7	93	83.9	11.2	14.6

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the PEIMS snapshot day for the respective year.

Note: All differences shown in percentage points. F16 = fall 2016. F17 = fall 2017. %pts = percentage points. * = fewer than five students took test. - = zero students took test. K = Kindergarten. N/A = not applicable. Δ = difference. Dist = district. ISN = Intensive Support Network (see Appendix A). SP = Spanish Language (English unless designation is shown).

Appendix K Table 5: Fall 2016 and Fall 2017 ACE Core Subjects ACP Passing Rates – Elementary Schools – ISN and District (Comparison Groups)

	ISN						District				
	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts
K Mathematics	765	81.6	736	82.6	1.0	-4.2	10,918	85.8	10,515	86.8	1.0
K Mathematics SP	-	-	-	-	N/A	N/A	22	81.8	19	78.9	-2.9
Grade 1 Mathematics	799	76.0	727	68.0	-8.0	-11.6	11,733	83.0	10,925	79.6	-3.4
Grade 1 Mathematics SP	*	*	-	-	N/A	N/A	34	91.2	14	71.4	-19.8
Grade 2 Mathematics	872	73.3	800	71.5	-1.8	-10.0	12,228	81.1	11,157	81.5	0.4
Grade 2 Mathematics SP	-	-	-	-	N/A	N/A	31	64.5	24	58.3	-6.2
Grade 3 Mathematics	902	48.8	833	54.4	5.6	-13.2	12,487	61.2	11,697	67.6	6.4
Grade 3 Mathematics SP	*	*	*	*	*	*	82	47.6	87	54.0	6.4
Grade 4 Mathematics	849	47.5	817	48.3	0.8	-16.3	12,111	65.2	11,878	64.6	-0.6
Grade 4 Mathematics SP	*	*	*	*	*	*	86	53.5	93	54.8	1.3
Grade 5 Mathematics	786	50.5	805	56.0	5.5	-17.5	11,463	63.9	11,671	73.5	9.6
Grade 5 Mathematics SP	*	*	*	*	*	*	95	53.7	121	51.2	-2.5
Kindergarten Reading	498	90.6	503	89.1	-1.5	-3.6	5,568	93.0	5,437	92.7	-0.3
Kindergarten Reading SP	261	90.8	233	91.8	1.0	-1.7	5,335	94.6	5,094	93.5	-1.1
Grade 1 Reading	535	86.2	457	85.3	-0.9	-2.2	6,101	90.5	5,588	87.5	-3.0
Grade 1 Reading SP	256	87.9	256	87.9	0.0	-2.5	5,625	91.6	5,338	90.4	-1.2
Grade 2 Reading	604	66.9	543	66.9	0.0	-8.5	6,536	77.3	5,915	75.4	-1.9
Grade 2 Reading SP	256	79.3	254	67.3	-12.0	-9.0	5,680	80.2	5,248	76.3	-3.9
Grade 3 Reading	637	40.8	585	42.6	1.8	-11.2	6,915	56.8	6,612	53.8	-3.0
Grade 3 Reading SP	260	52.7	251	45.4	-7.3	-13.4	5,602	60.2	5,173	58.8	-1.4
Grade 4 Language Arts	573	47.6	570	49.6	2.0	-9.5	7,061	58.8	7,056	59.1	0.3
Grade 4 Language Arts SP	275	53.1	251	54.6	1.5	-12.2	5,112	68.1	4,918	66.8	-1.3
Grade 4 Reading	572	55.4	577	52.0	-3.4	-14.7	7,112	68.6	7,088	66.7	-1.9
Grade 4 Reading SP	273	60.8	245	69.4	8.6	-6.8	5,050	74.9	4,887	76.2	1.3
Grade 5 Reading	580	60.7	540	65.4	4.7	-11.2	7,436	71.1	7,743	76.6	5.5
Grade 5 Reading SP	204	70.6	265	57.7	-12.9	-13.4	4,099	75.8	4,045	71.1	-4.7
Grade 5 Science	655	57.3	668	50.4	-6.9	-17.1	9,337	68.3	9,871	67.5	-0.8
Grade 5 Science SP	130	42.3	139	54.0	11.7	-15.3	2,193	70.2	1,918	69.3	-0.9

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the PEIMS snapshot day for the respective year.

Note: All differences shown in percentage points. F16 = fall 2016. F17 = fall 2017. %pts = percentage points. * = fewer than five students took test. - = zero students took test. K = Kindergarten. N/A = not applicable. Δ = difference. Dist = district. ISN = Intensive Support Network (see Appendix A). SP = Spanish Language (English unless designation is shown).

Appendix K Table 6: Fall 2016 and Fall 2017 ACE Core Subjects ACP Passing Rates – Middle School – Dade, Edison, and Zumwalt

Test	Dade						Edison						Zumwalt					
	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts
Mathematics 6	203	49.3	183	67.8	18.5	5.0	131	52.7	153	66.0	13.3	3.2	123	43.9	112	50.0	6.1	-12.8
Mathematics 6 Pre-AP	60	48.3	47	48.9	0.6	-26.6	20	35.0	29	62.1	27.1	-13.4	13	53.8	11	72.7	18.9	-2.8
Mathematics 7	166	44.0	174	46.6	2.6	-7.0	130	51.5	117	45.3	-6.2	-8.3	113	65.5	107	47.7	-17.8	-5.9
Mathematics 7 Pre-AP	68	22.1	52	84.6	62.5	8.8	15	66.7	31	77.4	10.7	1.6	17	52.9	13	84.6	31.7	8.8
Mathematics 8	162	37.0	180	70.0	33.0	5.9	115	53.0	111	60.4	7.4	-3.7	92	66.3	101	76.2	9.9	12.1
Algebra I Pre-AP	64	32.8	53	67.9	35.1	-2.0	24	79.2	33	75.8	-3.4	5.9	22	68.2	19	94.7	26.5	24.8
Read/Lang Arts 6	192	51.0	182	72.0	21.0	11.2	124	56.5	149	40.3	-16.2	-20.5	112	43.8	115	54.8	11.0	-6.0
Read/Lang Arts 6 Pre-AP	59	59.3	47	51.1	-8.2	-30.2	20	50.0	26	73.1	23.1	-8.2	20	70.0	9	77.8	7.8	-3.5
Read/Lang Arts 7	158	57.6	170	56.5	-1.1	-12.0	115	57.4	107	59.8	2.4	-8.7	117	62.4	106	71.7	9.3	3.2
Read/Lang Arts 7 Pre-AP	67	61.2	53	64.2	3.0	-24.6	20	70.0	28	71.4	1.4	-17.4	15	66.7	12	75.0	8.3	-13.8
Read/Lang Arts 8	151	57.6	158	62.7	5.1	0.0	108	62.0	104	54.8	-7.2	-7.9	89	64.0	96	57.3	-6.7	-5.4
Read/Lang Arts 8 Pre-AP	69	71.0	58	65.5	-5.5	-13.9	30	60.0	37	64.9	4.9	-14.5	24	79.2	17	82.4	3.2	3.0
Science 6	200	64.0	211	49.3	-14.7	-5.2	139	42.4	166	52.4	10.0	-2.1	118	52.5	110	46.4	-6.1	-8.1
Science 6 Pre-AP	58	72.4	33	33.3	-39.1	-42.9	15	80.0	21	66.7	-13.3	-9.5	17	52.9	12	66.7	13.8	-9.5
Science 7	169	29.6	167	50.9	21.3	-4.0	126	40.5	140	35.0	-5.5	-19.9	119	35.3	108	60.2	24.9	5.3
Science 7 Pre-AP	69	42.0	63	58.7	16.7	-24.6	17	76.5	12	91.7	15.2	8.4	12	41.7	9	77.8	36.1	-5.5
Science 8	165	72.7	187	71.7	-1.0	11.7	117	44.4	132	57.4	13.0	-2.6	95	71.6	114	64.9	-6.7	4.9
Astronomy 8	59	61.0	55	10.9	-50.1	-50.4	24	45.8	14	92.9	47.1	31.6	18	66.7	-	-	N/A	N/A
Social Studies 6	201	34.3	206	38.3	4.0	-10.3	141	34.8	169	21.9	-12.9	-26.7	121	39.7	102	20.6	-19.1	-28.0
Social Studies 6 Pre-AP	60	53.3	39	61.5	8.2	-20.5	12	66.7	24	41.7	-25.0	-40.3	-	-	11	9.1	N/A	-72.9
Texas Studies 7	170	48.8	173	45.1	-3.7	-7.0	110	30.0	137	29.2	-0.8	-22.9	114	28.9	106	34.0	5.1	-18.1
Texas Studies 7 Pre-AP	52	63.5	51	39.2	-24.3	-39.2	34	64.7	19	78.9	14.2	0.5	15	40.0	11	36.4	-3.6	-42.0
US Studies 8	154	57.1	174	75.9	18.8	24.0	122	41.0	112	62.5	21.5	10.6	87	50.6	113	54.0	3.4	2.1
US Studies 8 Pre-AP	68	72.1	60	85.0	12.9	10.3	18	50.0	34	55.9	5.9	-18.8	26	73.1	*	*	*	*

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the PEIMS snapshot day for the respective year.

Note: All differences shown in percentage points. F16 = fall 2016. F17 = fall 2017. %pts = percentage points. * = fewer than five students took test. - = zero students took test. K = Kindergarten. N/A = not applicable. Δ = difference. Dist = district. ISN = Intensive Support Network (see Appendix A). SP = Spanish Language (English unless designation is shown)..

Appendix K Table 7: Fall 2016 and Fall 2017 ACE Core Subjects ACP Passing Rates – Middle School – Rusk, ACE 1.0, ACE 2.0

Test	Rusk						ACE 1.0						ACE 2.0					
	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts
Mathematics 6	174	47.7	143	72.7	25.0	9.9	457	48.8	448	62.7	13.9	-0.1	174	47.7	143	72.7	25.0	9.9
Mathematics 6 Pre-AP	39	51.3	40	85.0	33.7	9.5	93	46.2	87	56.3	10.1	-19.2	39	51.3	40	85.0	33.7	9.5
Mathematics 7	144	52.1	170	51.2	-0.9	-2.4	409	52.3	398	46.5	-5.8	-7.1	144	52.1	170	51.2	-0.9	-2.4
Mathematics 7 Pre-AP	18	55.6	28	75.0	19.4	-0.8	100	34.0	96	82.3	48.3	6.5	18	55.6	28	75.0	19.4	-0.8
Mathematics 8	125	50.4	137	64.2	13.8	0.1	369	49.3	392	68.9	19.6	4.8	125	50.4	137	64.2	13.8	0.1
Algebra I Pre-AP	43	32.6	19	84.2	51.6	14.3	110	50.0	105	75.2	25.2	5.3	43	32.6	19	84.2	51.6	14.3
Read/Lang Arts 6	172	52.3	174	67.8	15.5	7.0	428	50.7	446	57.0	6.3	-3.8	172	52.3	174	67.8	15.5	7.0
Read/Lang Arts 6 Pre-AP	39	53.8	11	72.7	18.9	-8.6	99	59.6	82	61.0	1.4	-20.3	39	53.8	11	72.7	18.9	-8.6
Read/Lang Arts 7	127	60.6	153	70.6	10.0	2.1	390	59.0	383	61.6	2.6	-6.9	127	60.6	153	70.6	10.0	2.1
Read/Lang Arts 7 Pre-AP	33	51.5	37	70.3	18.8	-18.5	102	63.7	93	67.7	4.0	-21.1	33	51.5	37	70.3	18.8	-18.5
Read/Lang Arts 8	122	52.5	125	73.6	21.1	10.9	348	60.6	358	58.9	-1.7	-3.8	122	52.5	125	73.6	21.1	10.9
Read/Lang Arts 8 Pre-AP	42	47.6	21	90.5	42.9	11.1	123	69.9	112	67.9	-2.0	-11.5	42	47.6	21	90.5	42.9	11.1
Science 6	188	37.2	175	60.6	23.4	6.1	457	54.5	487	49.7	-4.8	-4.8	188	37.2	175	60.6	23.4	6.1
Science 6 Pre-AP	26	46.2	10	50.0	3.8	-26.2	90	70.0	66	50.0	-20.0	-26.2	26	46.2	10	50.0	3.8	-26.2
Science 7	150	40.7	173	48.6	7.9	-6.3	414	34.5	415	48.0	13.5	-6.9	150	40.7	173	48.6	7.9	-6.3
Science 7 Pre-AP	13	69.2	22	59.1	-10.1	-24.2	98	48.0	84	65.5	17.5	-17.8	13	69.2	22	59.1	-10.1	-24.2
Science 8	151	49.7	144	45.1	-4.6	-14.9	377	63.7	433	68.6	4.9	8.6	151	49.7	144	45.1	-4.6	-14.9
Astronomy 8	-	-	-	-	N/A	N/A	101	58.4	69	27.5	-30.9	-33.8	-	-	-	-	N/A	N/A
Social Studies 6	196	31.6	156	57.1	25.5	8.5	463	35.9	477	28.7	-7.2	-19.9	196	31.6	156	57.1	25.5	8.5
Social Studies 6 Pre-AP	18	33.3	27	37.0	3.7	-45.0	72	55.6	74	47.3	-8.3	-34.7	18	33.3	27	37.0	3.7	-45.0
Texas Studies 7	137	49.6	176	75.6	26.0	23.5	394	37.8	416	37.0	-0.8	-15.1	137	49.6	176	75.6	26.0	23.5
Texas Studies 7 Pre-AP	26	46.2	18	77.8	31.6	-0.6	101	60.4	81	48.1	-12.3	-30.3	26	46.2	18	77.8	31.6	-0.6
US Studies 8	127	38.6	130	63.8	25.2	11.9	363	50.1	399	65.9	15.8	14.0	127	38.6	130	63.8	25.2	11.9
US Studies 8 Pre-AP	40	32.5	24	66.7	34.2	-8.0	112	68.8	95	74.7	5.9	0.0	40	32.5	24	66.7	34.2	-8.0

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the PEIMS snapshot day for the respective year.

Note: All differences shown in percentage points. F16 = fall 2016. F17 = fall 2017. %pts = percentage points. * = fewer than five students took test. - = zero students took test. K = Kindergarten. N/A = not applicable. Δ = difference. Dist = district. ISN = Intensive Support Network (see Appendix A). SP = Spanish Language (English unless designation is shown).

Appendix K Table 8: Fall 2016 and Fall 2017 ACE Core Subjects ACP Passing Rates – Middle School – ACE Overall, ISN, District

Test	ACE Overall						ISN						District				
	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts	Δ Dist F17 %pts	F16 Test N	F16 Pass %	F17 Test N	F17 Pass %	Δ F16 %pts
Mathematics 6	631	48.5	591	65.1	16.6	2.3	491	55.4	463	50.1	-5.3	-12.7	7,622	59.4	7,137	62.8	3.4
Mathematics 6 Pre-AP	132	47.7	127	65.4	17.7	-10.1	46	30.4	95	49.5	19.1	-26.0	2,294	74.1	2,672	75.5	1.4
Mathematics 7	553	52.3	568	47.9	-4.4	-5.7	460	49.6	505	45.0	-4.6	-8.6	6,852	55.5	7,249	53.6	-1.9
Mathematics 7 Pre-AP	118	37.3	124	80.6	43.3	4.8	79	68.4	52	65.4	-3.0	-10.4	2,537	73.8	2,422	75.8	2.0
Mathematics 8	494	49.6	529	67.7	18.1	3.6	504	57.7	483	69.4	11.7	5.3	6,956	56.7	6,940	64.1	7.4
Algebra I Pre-AP	153	45.1	124	76.6	31.5	6.7	111	36.0	290	58.3	22.3	-11.6	2,735	67.3	3,436	69.9	2.6
Read/Lang Arts 6	600	51.2	620	60.0	8.8	-0.8	484	60.1	453	52.1	-8.0	-8.7	7,453	62.4	7,061	60.8	-1.6
Read/Lang Arts 6 Pre-AP	138	58.0	93	62.4	4.4	-18.9	42	57.1	66	68.2	11.1	-13.1	2,256	81.5	2,507	81.3	-0.2
Read/Lang Arts 7	517	59.4	536	64.2	4.8	-4.3	454	60.4	480	60.2	-0.2	-8.3	6,497	65.8	6,910	68.5	2.7
Read/Lang Arts 7 Pre-AP	135	60.7	130	68.5	7.8	-20.3	79	81.0	57	73.7	-7.3	-15.1	2,643	85.9	2,533	88.8	2.9
Read/Lang Arts 8	470	58.5	483	62.7	4.2	0.0	473	62.2	463	58.7	-3.5	-4.0	6,466	66.6	6,480	62.7	-3.9
Read/Lang Arts 8 Pre-AP	165	64.2	133	71.4	7.2	-8.0	71	62.0	30	83.8	21.8	4.4	2,031	80.1	1,701	79.4	-0.7
Science 6	645	49.5	662	52.6	3.1	-1.9	481	53.8	484	40.7	-13.1	-13.8	7,735	58.6	7,152	54.5	-4.1
Science 6 Pre-AP	116	64.7	76	50.0	-14.7	-26.2	58	55.2	72	52.8	-2.4	-23.4	2,205	82.0	2,648	76.2	-5.8
Science 7	564	36.2	588	48.1	11.9	-6.8	458	35.8	472	43.4	7.6	-11.5	6,968	49.0	7,158	54.9	5.9
Science 7 Pre-AP	111	50.5	106	64.2	13.7	-19.1	82	78.0	81	61.7	-16.3	-21.6	2,419	80.8	2,390	83.3	2.5
Science 8	528	59.7	577	62.7	3.0	2.7	508	70.7	485	61.2	-9.5	1.2	7,188	63.1	7,064	60.0	-3.1
Astronomy 8	101	58.4	69	27.5	-30.9	-33.8	-	-	14	35.7	N/A	-25.6	1,200	56.0	1,306	61.3	5.3
Social Studies 6	659	34.6	633	35.7	1.1	-12.9	493	39.4	500	32.6	-6.8	-16.0	8,150	51.7	7,823	48.6	-3.1
Social Studies 6 Pre-AP	90	51.1	101	44.6	-6.5	-37.4	43	44.2	62	56.5	12.3	-25.5	1,767	80.8	1,942	82.0	1.2
Texas Studies 7	531	40.9	592	48.5	7.6	-3.6	440	35.2	457	54.3	19.1	2.2	7,031	47.1	7,218	52.1	5.0
Texas Studies 7 Pre-AP	127	57.5	99	53.5	-4.0	-24.9	104	56.7	101	45.5	-11.2	-32.9	2,370	76.3	2,344	78.4	2.1
US Studies 8	490	47.1	529	65.4	18.3	13.5	448	53.8	438	45.2	-8.6	-6.7	6,568	51.2	6,605	51.9	0.7
US Studies 8 Pre-AP	152	59.2	119	73.1	13.9	-1.6	99	62.6	112	57.1	-5.5	-17.6	2,659	70.3	2,587	74.7	4.4

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the PEIMS snapshot day for the respective year.

Note: All differences shown in percentage points. F16 = fall 2016. F17 = fall 2017. %pts = percentage points. * = fewer than five students took test. - = zero students took test. K = Kindergarten. N/A = not applicable. Δ = difference. Dist = district. ISN = Intensive Support Network (see Appendix A). SP = Spanish Language (English unless designation is shown).

Appendix K Table 9: Spring 2017 and Spring 2018 ACE Core Subjects ACP Passing Rates – Middle School – Dade, Edison, and Zumwalt

Test	Dade						Edison						Zumwalt					
	S17 Test N	S17 Pass %	S18 Test N	S18 Pass %	Δ S17 %pts	Δ Dist S18 %pts	S17 Test N	S17 Pass %	S18 Test N	S18 Pass %	Δ S17 %pts	Δ Dist S18 %pts	S17 Test N	S17 Pass %	S18 Test N	S18 Pass %	Δ S17 %pts	Δ Dist S18 %pts
Science 6	205	57.1	177	36.7	-20.4	-18.5	127	38.6	145	46.9	8.3	-8.3	97	63.9	98	51.0	-12.9	-4.2
Science 6 Pre-AP	61	73.8	32	21.9	-51.9	-63.6	13	84.6	20	85.0	0.4	-0.5	15	80.0	11	90.9	10.9	5.4
Science 7	177	59.3	136	72.1	12.8	-4.1	121	56.2	127	64.6	8.4	-11.6	99	51.5	111	74.8	23.3	-1.4
Astronomy 8	55	3.6	43	16.3	12.7	-54.7	24	33.3	14	42.9	9.6	-28.1	16	18.8	-	-	N/A	N/A
Social Studies 6	217	49.6	170	39.4	-10.2	-16.5	129	39.5	141	36.9	-2.6	-19.0	92	45.7	96	19.8	-25.9	-36.1
Social Studies 6 Pre-AP	61	62.3	32	59.4	-2.9	-21.3	11	72.7	23	26.1	-46.6	-54.6	14	64.3	14	14.3	-50.0	-66.4
Texas Studies 7	176	52.8	144	52.1	-0.7	-10.3	104	23.1	126	38.1	15.0	-24.3	99	55.6	109	58.7	3.1	-3.7
Texas Studies 7 Pre-AP	55	52.7	42	50.0	-2.7	-31.2	32	46.9	20	70.0	23.1	-11.2	13	92.3	11	63.6	-28.7	-17.6

Source: District ACP files dated June 27, 2017 (spring 2017) and June 20, 2018 (spring 2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: All differences shown in percentage points. S17 = spring 2017. S18 = spring 2018. %pts = percentage points. * = fewer than five students took test. - = zero students took test. N/A = not applicable. Δ = difference. Dist = district. ISN = Intensive Support Network (see Appendix A).

Appendix K Table 10: Spring 2017 and Spring 2018 ACE Core Subjects ACP Passing Rates – Middle School – Rusk, ACE 1.0, ACE 2.0

Test	Rusk						ACE 1.0						ACE 2.0					
	S17 Test N	S17 Pass %	S18 Test N	S18 Pass %	Δ S17 %pts	Δ Dist S18 %pts	S17 Test N	S17 Pass %	S18 Test N	S18 Pass %	Δ S17 %pts	Δ Dist S18 %pts	S17 Test N	S17 Pass %	S18 Test N	S18 Pass %	Δ S17 %pts	Δ Dist S18 %pts
Science 6	173	38.2	168	73.2	35.0	18.0	429	53.1	420	43.6	-9.5	-11.6	173	38.2	168	73.2	35.0	18.0
Science 6 Pre-AP	28	60.7	9	88.9	28.2	3.4	89	76.4	63	54.0	-22.4	-31.5	28	60.7	9	88.9	28.2	3.4
Science 7	145	70.3	166	87.3	17.0	11.1	397	56.4	374	70.3	13.9	-5.9	145	70.3	166	87.3	17.0	11.1
Astronomy 8	-	-	-	-	N/A	N/A	95	13.7	57	22.8	9.1	-48.2	-	-	-	-	N/A	N/A
Social Studies 6	183	25.7	150	60.7	35.0	4.8	438	45.9	407	33.9	-12.0	-22.0	183	25.7	150	60.7	35.0	4.8
Social Studies 6 Pre-AP	19	10.5	27	48.1	37.6	-32.6	86	64.0	69	39.1	-24.9	-41.6	19	10.5	27	48.1	37.6	-32.6
Texas Studies 7	130	56.2	174	83.9	27.7	21.5	379	45.4	379	49.3	3.9	-13.1	130	56.2	174	83.9	27.7	21.5
Texas Studies 7 Pre-AP	24	54.2	12	100.0	45.8	100.0	100	56.0	73	57.5	1.5	-23.7	24	54.2	12	100.0	45.8	18.8

Source: District ACP files dated June 27, 2017 (spring 2017) and June 20, 2018 (spring 2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: All differences shown in percentage points. S17 = spring 2017. S18 = spring 2018. %pts = percentage points. * = fewer than five students took test. - = zero students took test. N/A = not applicable. Δ = difference. Dist = district. ISN = Intensive Support Network (see Appendix A).

Appendix K Table 11: Spring 2017 and Spring 2018 ACE Core Subjects ACP Passing Rates – Middle School – ACE Overall, ISN, and District

Test	ACE Overall						ISN						District				
	S17 Test N	S17 Pass %	S18 Test N	S18 Pass %	Δ S17 %pts	Δ Dist S18 %pts	S17 Test N	S17 Pass %	S18 Test N	S18 Pass %	Δ S17 %pts	Δ Dist S18 %pts	S17 Test N	S17 Pass %	S18 Test N	S18 Pass %	Δ S17 %pts
Science 6	602	48.8	588	52.0	3.2	-3.2	439	45.8	437	33.4	-12.4	-21.8	7,382	54.9	6,763	55.2	0.3
Science 6 Pre-AP	117	72.6	72	58.3	-14.3	-27.2	59	55.9	72	66.7	10.8	-18.8	2,153	87.6	2,622	85.5	-2.1
Science 7	542	60.1	540	75.6	15.5	-0.6	432	65.7	433	65.8	0.1	-10.4	6,653	74.0	6,894	76.2	2.2
Astronomy 8	95	13.7	57	22.8	9.1	-48.2	-	-	14	64.3	N/A	-6.7	1,179	50.4	1,281	71.0	20.6
Social Studies 6	621	39.9	557	41.1	1.2	-14.8	456	33.8	449	40.3	6.5	-15.6	7,818	56.4	7,438	55.9	-0.5
Social Studies 6 Pre-AP	105	54.3	96	41.7	-12.6	-39.0	34	35.3	58	34.5	-0.8	-46.2	1,743	82.4	1,938	80.7	-1.7
Texas Studies 7	509	48.1	553	60.2	12.1	-2.2	417	63.1	418	62.7	-0.4	0.3	6,677	61.2	6,965	62.4	1.2
Texas Studies 7 Pre-AP	124	55.6	85	63.5	7.9	-17.7	101	65.3	95	56.8	-8.5	-24.4	2,322	81.5	2,291	81.2	-0.3

Source: District ACP files dated June 27, 2017 (spring 2017) and June 20, 2018 (spring 2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: All differences shown in percentage points. S17 = spring 2017. S18 = spring 2018. %pts = percentage points. * = fewer than five students took test. - = zero students took test. N/A = not applicable. Δ = difference. Dist = district. ISN = Intensive Support Network (see Appendix A).

Appendix L

Appendix L Table 1: 2015 to 2018 ACE STAAR Rates at Approaches Grade Level or Above Standard by Grade Level and Campus – Mathematics

Campus	Approaches Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Δ %pts	Δ %pts	Δ %pts
Grade Three											
Blanton	117	59.0	81	82.7	90	85.6	105	84.8	-0.8	2.1	25.8
U. Lee	87	42.5	90	72.2	83	67.5	80	81.3	13.8	9.1	38.8
Mills	56	50.0	62	45.2	49	59.2	50	78.0	18.8	32.8	28.0
Pease	79	36.7	85	63.5	66	59.1	61	59.0	-0.1	-4.5	22.3
ACE 1.0	339	48.1	318	67.3	288	69.8	296	77.4	7.6	10.1	29.3
Carr*					106	44.3	88	72.7	28.4		
Ervin					89	51.7	74	63.5	11.8		
Hernandez					46	63.0	45	64.4	1.4		
Ray					41	48.8	32	75.0	26.2		
Titche					104	51.0	104	85.6	34.6		
ACE 2.0					386	50.5	343	73.8	23.3		
All ACE	339	48.1	318	67.3	674	58.8	639	75.4	16.6	8.1	27.3
ISN					887	56.7	831	59.3	2.6		
District	12,627	64.9	12,709	66.4	12,570	71.0	12,481	74.6	3.6	8.2	9.7
Grade Four											
Blanton	82	47.6	108	81.5	95	83.2	87	89.7	6.5	8.2	42.1
U. Lee	78	17.9	81	55.6	94	67.0	92	71.7	4.7	16.1	53.8
Mills	57	64.9	65	47.7	61	70.5	48	81.3	10.8	33.6	16.4
Pease	68	17.6	84	36.9	61	60.7	55	60.0	-0.7	23.1	42.4
ACE 1.0	285	35.8	338	57.7	311	71.4	282	76.6	5.2	18.9	40.8
Carr*					88	51.1	84	63.1	12.0		
Ervin					106	41.5	93	64.5	23.0		
Hernandez					52	44.2	51	68.6	24.4		
Ray					40	25.0	36	69.4	44.4		
Titche					116	42.2	110	79.1	36.9		
ACE 2.0					402	42.5	374	69.5	27.0		
All ACE	285	35.8	338	57.7	713	55.1	656	72.6	17.5	14.9	36.8
ISN					876	51.3	813	64.3	13.0		
District	12,163	61.2	12,059	64.8	12,370	69.3	12,599	75.1	5.8	10.3	13.9
Grade Five											
Blanton	89	36.0	82	90.2	103	93.2	110	96.4	3.2	6.2	60.4
U. Lee	92	39.1	79	62.0	86	70.9	94	85.1	14.2	23.1	46.0
Mills	64	43.8	46	84.8	48	70.8	48	91.7	20.9	6.9	47.9
Pease	70	34.3	91	54.9	64	70.3	66	78.8	8.5	23.9	44.5
ACE 1.0	315	38.1	298	71.1	301	78.4	318	88.7	10.3	17.6	50.6
Carr*					85	63.5	82	87.8	24.3		
Ervin					100	53.0	95	72.6	19.6		
Hernandez					45	73.3	56	80.4	7.1		
Ray					32	46.9	34	91.2	44.3		
Titche					111	59.5	94	88.3	28.8		
ACE 2.0					373	59.2	361	83.1	23.9		
All ACE	315	38.1	298	71.1	674	67.8	679	85.7	17.9	14.6	47.6
ISN					809	69.1	817	73.1	4.0		
District	11,607	67.2	11,695	80.3	11,828	81.4	12,531	86.7	5.3	6.4	19.5
Grade Six											
Dade	289	45.0	249	41.0	302	51.7	266	67.7	16.0	26.7	22.7
Edison	161	33.5	157	33.8	160	59.4	187	64.7	5.3	30.9	31.2
Zumwalt	145	31.0	144	36.8	137	46.7	126	50.8	4.1	14.0	19.8
ACE 1.0	595	38.5	550	37.8	599	52.6	579	62.9	10.3	25.1	24.4
Rusk					219	54.3	206	67.5	13.2		
ACE 2.0					219	54.3	206	67.5	13.2		
All ACE	595	38.5	550	37.8	818	53.1	785	64.1	11.0	26.3	25.6
ISN					567	54.0	608	48.7	-5.3		
District	10,309	60.6	10,005	59.5	10,292	65.6	10,632	67.4	1.8	7.9	6.8

table continues

Table (continued)

Campus	Approaches Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Δ %pts	Δ %pts	Δ %pts
Grade Seven											
Dade	246	26.8	190	33.2	197	34.0	209	54.1	20.1	20.9	27.3
Edison	146	19.2	121	32.2	139	41.0	144	50.0	9.0	17.8	30.8
Zumwalt	112	20.5	119	37.8	121	45.5	112	40.2	-5.3	2.4	19.7
ACE 1.0	504	23.2	430	34.2	457	39.2	465	49.5	10.3	15.3	26.3
Rusk					151	41.7	186	64.0	22.3		
ACE 2.0					151	41.7	186	64.0	22.3		
All ACE	504	23.2	430	34.2	608	39.8	651	53.6	13.8	19.4	30.4
ISN					494	39.5	536	48.5	9.0		
District	7,641	43.9	7,439	44.5	7,256	47.3	8,093	54.6	7.3	10.1	10.7
Grade Eight											
Dade	269	40.5	246	55.7	267	68.2	283	81.6	13.4	25.9	41.1
Edison	163	51.5	166	49.4	150	74.7	153	83.0	8.3	33.6	31.5
Zumwalt	119	44.5	99	68.7	126	78.6	126	84.9	6.3	16.2	40.4
ACE 1.0	551	44.6	511	56.2	543	72.4	562	82.7	10.3	26.5	38.1
Rusk					160	68.1	201	85.6	17.5		
ACE 2.0					160	68.1	201	85.6	17.5		
All ACE	551	44.6	511	56.2	703	71.4	763	83.5	12.1	27.3	38.9
ISN					624	83.5	573	80.1	-3.4		
District	10,429	63.9	9,977	71.9	9,975	80.6	10,296	82.9	2.3	11.0	19.0
Grade Eight Algebra I											
Dade	18	94.4	68	97.1	63	96.8	55	100.0	3.2	2.9	5.6
Edison	21	81.0	17	100.0	25	100.0	34	100.0	0.0	0.0	19.0
Zumwalt	15	86.7	15	100.0	22	100.0	17	100.0	0.0	0.0	13.3
ACE 1.0	54	87.0	100	98.0	110	98.2	106	100.0	1.8	2.0	13.0
Rusk					41	100.0	20	95.0	-5.0		
ACE 2.0					41	100.0	20	95.0	-5.0		
All ACE	54	87.0	100	98.0	151	98.7	126	99.2	0.5	1.2	12.2
ISN					36	100.0	65	100.0	0.0		
District	2,337	97.6	2,416	97.0	2,240	99.3	2,361	99.8	0.5	2.8	2.2
All Mathematics											
Blanton	288	48.6	271	84.5	288	87.5	302	90.4	2.9	5.9	41.8
U. Lee	257	33.9	250	63.6	263	68.4	266	79.0	10.6	15.4	45.1
Mills	177	52.5	173	56.6	158	67.1	146	83.6	16.5	27.0	31.1
Pease	217	30.0	260	51.9	191	63.4	182	66.5	3.1	14.6	36.5
Dade	822	39.1	753	48.9	829	56.2	813	71.2	15.0	22.3	32.1
Edison	491	37.3	461	41.4	474	61.0	518	68.3	7.4	26.9	31.1
Zumwalt	391	34.3	377	48.1	406	59.1	381	61.1	2.0	13.1	26.8
ACE 1.0	2,643	38.7	2,545	53.5	2,609	63.4	2,608	72.6	9.1	19.0	33.9
Carr*					279	52.3	254	74.4	22.1		
Ervin					295	48.5	262	67.2	18.7		
Hernandez					143	59.4	152	71.7	12.3		
Ray					113	39.8	102	78.4	38.6		
Titche					331	50.8	308	84.1	33.3		
Rusk					571	58.1	613	73.2	15.1		
ACE 2.0					1,732	53.0	1,691	74.6	21.6		
All ACE	2,643	38.7	2,545	53.5	4,341	59.3	4,299	73.4	14.1	19.9	34.7
ISN					4,293	59.8	4,243	63.5	3.6		
District	67,113	62.6	66,300	67.0	66,531	71.5	68,993	75.6	4.1	8.5	13.0

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra EOC), July 11, 2016 (2016 grades three to eight), July 12, 2016 (2016 Algebra I EOC), June 15, 2017 (2017 grades three to eight), June 22, 2017 (2017 Algebra I EOC), and June 20, 2018 (2018 STAAR and Algebra I EOC) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 2: 2015 to 2018 ACE STAAR Rates at Meets Grade Level or Above Standard by Grade Level and Campus - Mathematics

Campus	Meets Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Three											
Blanton	113	19.5	81	51.9	90	64.4	103	51.5	-12.9	-0.4	32.0
U. Lee	86	8.1	90	41.1	83	43.4	80	47.5	4.1	6.4	39.4
Mills	56	25.0	62	14.5	48	29.2	49	38.8	9.6	24.3	13.8
Pease	79	6.3	84	38.1	65	23.1	61	24.6	1.5	-13.5	18.3
ACE 1.0	334	14.4	317	37.9	286	43.0	293	42.7	-0.3	4.8	28.3
Carr*					106	18.9	87	43.7	24.8		
Ervin					88	23.9	70	27.1	3.2		
Hernandez					46	28.3	45	24.4	-3.9		
Ray					41	24.4	32	43.8	19.4		
Titche					102	25.5	101	51.5	26.0		
ACE 2.0					383	23.5	335	40.0	16.5		
All ACE	334	14.4	317	37.9	669	31.8	628	41.2	9.4	3.3	26.8
ISN					874	28.8	819	24.8	-4.0		
District	12,425	28.8	12,488	33.2	12,369	40.5	12,220	41.5	1.0	8.3	12.7
Grade Four											
Blanton	81	12.3	103	54.4	95	65.3	87	73.6	8.3	19.2	61.3
U. Lee	78	2.6	81	17.3	94	46.8	91	41.8	-5.0	24.5	39.2
Mills	57	28.1	65	23.1	60	46.7	45	37.8	-8.9	14.7	9.7
Pease	68	4.4	84	9.5	61	34.4	55	18.2	-16.2	8.7	13.8
ACE 1.0	284	10.9	333	27.9	310	50.0	278	46.4	-3.6	18.5	35.5
Carr*					88	27.3	84	35.7	8.4		
Ervin					103	17.5	91	25.3	7.8		
Hernandez					52	17.3	51	41.2	23.9		
Ray					40	10.0	33	42.4	32.4		
Titche					113	19.5	108	45.4	25.9		
ACE 2.0					396	19.4	367	37.3	17.9		
All ACE	284	10.9	333	27.9	706	32.9	645	41.2	8.3	13.3	30.3
ISN					861	22.2	799	32.2	10.0		
District	12,010	22.7	11,829	29.4	12,140	40.0	12,357	43.8	3.8	14.4	21.1
Grade Five											
Blanton	87	14.9	79	48.1	98	77.6	110	80.9	3.3	32.8	66.0
U. Lee	92	9.8	79	12.7	86	26.7	94	58.5	31.8	45.8	48.7
Mills	64	10.9	46	43.5	48	50.0	46	54.3	4.3	10.8	43.4
Pease	70	4.3	91	11.0	63	20.6	66	25.8	5.2	14.8	21.5
ACE 1.0	313	10.2	295	26.4	295	46.1	316	58.9	12.8	32.5	48.7
Carr*					85	20.0	82	36.6	16.6		
Ervin					98	13.3	90	28.9	15.6		
Hernandez					45	31.1	56	41.1	10.0		
Ray					32	9.4	33	51.5	42.1		
Titche					110	15.5	90	44.4	28.9		
ACE 2.0					370	17.3	351	38.7	21.4		
All ACE	313	10.2	295	26.4	665	30.1	667	48.3	18.2	21.9	38.1
ISN					788	27.2	799	35.0	7.8		
District	11,445	30.9	11,518	35.8	11,582	43.0	12,271	53.3	10.3	17.5	22.4
Grade Six											
Dade	268	7.1	239	14.6	290	12.4	246	22.8	10.4	8.2	15.7
Edison	157	8.3	154	9.7	155	18.1	183	27.9	9.8	18.2	19.6
Zumwalt	145	6.2	143	7.7	135	13.3	126	19.8	6.5	12.1	13.6
ACE 1.0	570	7.2	536	11.4	580	14.1	555	23.7	9.6	12.3	16.5
Rusk					217	19.8	199	31.2	11.4		
ACE 2.0					217	19.8	199	31.2	11.4		
All ACE	570	7.2	536	11.4	797	15.7	754	25.7	10.0	14.3	18.5
ISN					546	13.2	584	15.2	2.0		
District	10,135	23.1	9,834	27.7	10,099	29.7	10,400	33.0	3.3	5.3	9.9

table continues

Table (continued)

Campus	Meets Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Seven											
Dade	237	1.3	172	4.7	189	9.0	197	16.2	7.2	11.5	14.9
Edison	143	0.7	117	3.4	137	12.4	139	12.9	0.5	9.5	12.2
Zumwalt	112	3.6	119	5.9	121	9.1	112	9.8	0.7	3.9	6.2
ACE 1.0	492	1.6	408	4.7	447	10.1	448	13.6	3.5	8.9	12.0
Rusk					150	12.0	183	20.8	8.8		
ACE 2.0					150	12.0	183	20.8	8.8		
All ACE	492	1.6	408	4.7	597	10.6	631	15.7	5.1	11.0	14.1
ISN					481	10.6	505	15.0	4.4		
District	7,517	8.8	7,265	12.0	7,099	14.3	7,896	17.4	3.1	5.4	8.6
Grade Eight											
Dade	260	6.5	238	13.4	249	23.7	272	41.5	17.8	28.1	35.0
Edison	159	9.4	163	9.8	146	19.2	151	49.7	30.5	39.9	40.3
Zumwalt	119	10.1	99	20.2	126	34.1	126	51.6	17.5	31.4	41.5
ACE 1.0	538	8.2	500	13.6	521	25.0	549	46.1	21.1	32.5	37.9
Rusk					159	14.5	198	47.5	33.0		
ACE 2.0					159	14.5	198	47.5	33.0		
All ACE	538	8.2	500	13.6	680	22.5	747	46.5	24.0	32.9	38.3
ISN					612	32.7	554	39.2	6.5		
District	10,305	24.5	9,830	29.1	9,796	35.9	10,137	46.6	10.7	17.5	22.1
Grade Eight Algebra I											
Dade					63	58.7	55	70.9	12.2		
Edison					25	84.0	34	88.2	4.2		
Zumwalt					22	72.7	17	94.1	21.4		
ACE 1.0					110	67.3	106	80.2	12.9		
Rusk					41	48.8	20	95.0	46.2		
ACE 2.0					41	48.8	20	95.0	46.2		
All ACE					151	62.3	126	82.5	20.2		
ISN					36	75.0	65	78.5	3.5		
District					2,240	86.7	2,361	92.2	5.5		
All Mathematics											
Blanton	281	16.0	263	51.7	283	69.3	300	68.7	-0.6	17	52.7
U. Lee	256	7.0	250	24.4	263	39.2	265	49.2	10.0	24.8	42.2
Mills	177	20.9	173	25.4	156	42.3	140	43.6	1.3	18.2	22.7
Pease	217	5.1	259	19.3	189	25.9	182	23.1	-2.8	3.8	18.0
Dade	765	5.1	649	11.6	791	18.8	770	31.2	12.3	19.6	26.1
Edison	459	6.3	434	8.1	463	20.3	507	34.3	13.9	26.2	28.0
Zumwalt	376	6.6	361	10.5	404	21.7	381	30.7	8.9	20.2	24.1
ACE 1.0	2531	8.1	2389	18.4	2,549	29.2	2,545	38.1	8.9	19.7	30.0
Carr*					279	21.9	253	38.7	16.8		
Ervin					289	18.0	251	27.1	9.1		
Hernandez					143	25.2	152	36.2	11.0		
Ray					113	15.0	98	45.9	30.9		
Titche					325	20.0	299	47.2	27.2		
Rusk					567	18.4	600	48.1	29.7		
ACE 2.0					1,716	19.5	1,653	37.5	18.0		
All ACE	2531	8.1	2389	18.4	4,265	25.4	4,198	37.9	12.5	19.5	29.8
ISN					4,198	23.9	4,125	28.4	4.5		
District	63,837	24.1	62,764	29	65,325	37.3	67,642	42.5	5.2	13.5	18.4

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra EOC), July 11, 2016 (2016 grades three to eight), July 12, 2016 (2016 Algebra I EOC), June 15, 2017 (2017 grades three to eight), June 22, 2017 (2017 Algebra I EOC), and June 20, 2018 (2018 STAAR and Algebra I EOC) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Meets+ = attained Meets Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions for all tests. *Alternate-2* test takers are not evaluated on the Meets+ standard. Although all scores are included, some test scores may have been adversely affected by online testing issues. * = Prior to 2017, Meets+ was called Final Level II. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 3: 2015 to 2018 ACE STAAR Rates of Students at Masters Grade Level Standard by Grade Level and Campus – Mathematics

Campus	Masters Grade Level										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Three											
Blanton	117	5.1	81	27.2	90	35.6	105	28.6	-7.0	1.4	23.5
U. Lee	87	1.1	90	14.4	83	26.5	80	22.5	-4.0	8.1	21.4
Mills	56	10.7	62	3.2	49	14.3	50	14.0	-0.3	10.8	3.3
Pease	79	1.3	85	15.3	66	7.6	61	8.2	0.6	-7.1	6.9
ACE 1.0	339	4.1	318	15.7	288	22.9	296	20.3	-2.6	4.6	16.2
Carr*					106	5.7	88	15.9	10.2		
Ervin					89	12.4	74	14.9	2.5		
Hernandez					46	13.0	45	4.4	-8.6		
Ray					41	9.8	32	21.9	12.1		
Titche					104	13.5	104	29.8	16.3		
ACE 2.0					386	10.6	343	19.0	8.4		
All ACE	339	4.1	318	15.7	674	15.9	639	19.6	3.7	3.9	15.5
ISN					887	13.5	831	9.3	-4.2		
District	12,627	9.5	12,709	13.2	12,570	20.5	12,481	19.8	-0.7	6.6	10.3
Grade Four											
Blanton	82	7.3	108	33.3	95	48.4	87	54.0	5.6	20.7	46.7
U. Lee	78	1.3	81	6.2	94	34.0	92	23.9	-10.1	17.7	22.6
Mills	57	7.0	65	10.8	61	26.2	48	22.9	-3.3	12.1	15.9
Pease	68	0.0	84	1.2	61	19.7	55	5.5	-14.2	4.3	5.5
ACE 1.0	285	3.9	338	14.5	311	34.1	282	29.4	-4.7	14.9	25.5
Carr*					88	11.4	84	14.3	2.9		
Ervin					106	7.5	93	11.8	4.3		
Hernandez					52	9.6	51	23.5	13.9		
Ray					40	2.5	36	19.4	16.9		
Titche					116	9.5	110	29.1	19.6		
ACE 2.0					402	8.7	374	19.8	11.1		
All ACE	285	3.9	338	14.5	713	19.8	656	23.9	4.1	9.4	20.0
ISN					876	11.1	813	16.0	4.9		
District	12,163	10.3	12,059	15.1	12,370	22.7	12,599	23.9	1.2	8.8	13.6
Grade Five											
Blanton	89	3.4	82	22	103	49.5	110	60.9	11.4	38.9	57.5
U. Lee	92	1.1	79	5.1	86	2.3	94	36.2	33.9	31.1	35.1
Mills	64	1.6	46	19.6	48	29.2	48	33.3	4.1	13.7	31.7
Pease	70	1.4	91	2.2	64	1.6	66	4.5	2.9	2.3	3.1
ACE 1.0	315	1.9	298	11.1	301	22.6	318	37.7	15.1	26.6	35.8
Carr*					85	5.9	82	23.2	17.3		
Ervin					100	4.0	96	14.7	10.7		
Hernandez					45	6.7	56	16.1	9.4		
Ray					32	0.0	34	26.5	26.5		
Titche					111	2.7	94	25.5	22.8		
ACE 2.0					373	4.0	361	20.8	16.8		
All ACE	315	1.9	298	11.1	674	12.3	679	28.7	16.4	17.6	26.8
ISN					809	12.6	817	13.6	1.0		
District	11,607	12.1	11,695	14.2	11,828	19.9	12,531	27.7	7.8	13.5	15.6
Grade Six											
Dade	289	4.5	249	2.0	302	4.0	266	9.8	5.8	7.8	5.3
Edison	161	1.9	157	0.0	160	5.0	187	12.3	7.3	12.3	10.4
Zumwalt	145	1.4	144	2.1	137	2.2	126	3.2	1.0	1.1	1.8
ACE 1.0	595	3.0	550	1.5	599	3.8	579	9.1	5.3	7.6	6.1
Rusk					219	5.0	206	8.3	3.3		
ACE 2.0					219	5.0	206	8.3	3.3		
All ACE	595	3.0	550	1.5	818	4.2	785	8.9	4.7	7.4	5.9
ISN					567	4.1	608	5.6	1.5		
District	10,309	6.4	10,005	8.8	10,292	11.5	10,632	12.4	0.9	3.6	6.0

table continues

Table (continued)

Campus	Masters Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Seven											
Dade	246	2.0	190	4.7	197	3.0	209	7.7	4.7	3.0	5.7
Edison	146	0.0	121	0.8	139	3.6	144	2.8	-0.8	2.0	2.8
Zumwalt	112	0.0	119	2.5	121	0.8	112	0.9	0.1	-1.6	0.9
ACE 1.0	504	1.0	430	3.0	457	2.6	465	4.5	1.9	1.5	3.5
Rusk					151	2.0	186	4.8	2.8		
ACE 2.0					151	2.0	186	4.8	2.8		
All ACE	504	1.0	430	3.0	608	2.5	651	4.6	2.1	1.6	3.6
ISN					494	2.6	536	4.5	1.9		
District	7,641	1.1	7,439	2.8	7,256	3.5	8,093	5.0	1.5	2.2	3.9
Grade Eight											
Dade	269	1.1	246	2.0	267	4.1	283	14.1	10.0	12.1	13.0
Edison	163	1.2	166	0.6	150	2.7	153	9.8	7.1	9.2	8.6
Zumwalt	119	1.7	99	3.0	126	4.0	126	15.1	11.1	12.1	13.4
ACE 1.0	551	1.3	511	1.8	543	3.7	562	13.2	9.5	11.4	11.9
Rusk					160	2.5	201	12.9	10.4		
ACE 2.0					160	2.5	201	12.9	10.4		
All ACE	551	1.3	511	1.8	703	3.4	763	13.1	9.7	11.3	11.8
ISN					624	4.2	573	7.9	3.7		
District	10,429	3.8	9,977	5.4	9,975	8.9	10,296	14.6	5.7	9.2	10.8
Grade Eight Algebra I											
Dade	18	11.1	68	10.3	63	25.4	55	40.0	14.6	29.7	28.9
Edison	21	4.8	17	11.8	25	32.0	34	58.8	26.8	47.0	54.0
Zumwalt	15	6.7	15	53.3	22	36.4	17	76.5	40.1	23.2	69.8
ACE 1.0	54	7.4	100	17.0	110	29.1	106	51.9	22.8	34.9	44.5
Rusk					41	12.2	20	70.0	57.8		
ACE 2.0					41	12.2	20	70.0	57.8		
All ACE	54	7.4	100	17.0	151	24.5	126	54.8	30.3	37.8	47.4
ISN					36	38.9	65	53.8	14.9		
District	2,337	43.3	2,416	49.5	2,240	57.0	2,361	70.9	13.9	21.4	27.6
All Mathematics											
Blanton	288	5.2	271	28.0	288	44.8	302	47.7	2.9	19.7	42.5
U. Lee	257	1.2	250	8.8	263	21.3	266	27.7	6.4	18.9	26.5
Mills	177	6.2	173	10.4	158	23.4	146	23.3	-0.1	12.9	17.1
Pease	217	0.9	260	6.2	191	9.4	182	6.0	-3.4	-0.2	5.1
Dade	822	2.8	753	3.5	829	5.4	813	12.8	7.3	9.3	10.0
Edison	491	1.3	461	0.9	474	5.3	518	12.0	6.7	11.1	10.7
Zumwalt	391	1.3	377	4.5	406	4.1	381	9.7	5.6	5.2	8.4
ACE 1.0	2,643	2.5	2,545	7.0	2,609	12.5	2,608	17.8	5.3	10.8	15.3
Carr*					279	7.5	254	17.7	10.2		
Ervin					295	7.8	262	13.7	5.9		
Hernandez					143	9.8	152	15.1	5.3		
Ray					113	4.4	102	22.5	18.1		
Titche					331	8.5	308	28.2	19.7		
Rusk					571	4.0	613	10.8	6.8		
ACE 2.0					1,732	6.5	1,691	16.5	10.0		
All ACE	2,643	2.5	2,545	7.0	4,341	10.1	4,299	17.3	7.2	10.3	14.8
ISN					4,293	9.2	4,243	10.8	1.6		
District	67,113	8.9	66,300	12.0	66,531	17.1	68,993	20.1	3.0	8.1	11.2

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra EOC), July 11, 2016 (2016 grades three to eight), July 12, 2016 (2016 Algebra I EOC), June 15, 2017 (2017 grades three to eight), June 22, 2017 (2017 Algebra I EOC), and June 20, 2018 (2018 STAAR and Algebra I EOC) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Masters = attained Masters Grade Level performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ^a = Prior to 2017, Masters was called Level III: Advanced Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 4: 2015 to 2018 ACE STAAR Rates at Approaches Grade Level or Above Standard by Grade Level and Campus – Reading

Campus	Approaches Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Δ %pts	Δ %pts	Δ %pts
Grade Three											
Blanton	118	51.7	82	65.9	90	74.4	105	74.3	-0.1	8.4	22.6
U. Lee	88	43.2	90	65.6	83	55.4	80	82.5	27.1	16.9	39.3
Mills	56	44.6	62	45.2	49	55.1	50	72.0	16.9	26.8	27.4
Pease	80	31.3	84	57.1	66	59.1	61	47.5	-11.6	-9.6	16.2
ACE 1.0	342	43.6	318	59.4	288	62.2	296	70.6	8.4	11.2	27.0
Carr*					106	39.6	89	56.2	16.6		
Ervin					90	42.2	74	55.4	13.2		
Hernandez					46	45.7	45	64.4	18.7		
Ray					41	39.0	32	65.6	26.6		
Titche					104	45.2	104	76.9	31.7		
ACE 2.0					387	42.4	344	64.2	21.8		
All ACE	342	43.6	318	59.4	675	50.8	640	67.2	16.4	7.8	23.6
ISN					887	48.1	831	59.0	10.9		
District	12,623	63.0	12,710	62.5	12,569	63.4	12,491	71.7	8.3	9.2	8.7
Grade Four											
Blanton	82	40.2	107	64.5	95	68.4	86	74.4	6.0	9.9	34.2
U. Lee	78	24.4	81	56.8	95	58.9	92	64.1	5.2	7.3	39.7
Mills	57	47.4	65	58.5	61	52.5	48	66.7	14.2	8.2	19.3
Pease	66	30.3	84	47.6	61	45.9	55	43.6	-2.3	-4.0	13.3
ACE 1.0	283	35.0	337	57.3	312	58.0	281	63.0	5.0	5.7	28.0
Carr*					88	47.7	84	63.7	16.0		
Ervin					106	40.9	93	50.5	9.6		
Hernandez					51	27.5	51	54.8	27.3		
Ray					40	37.5	36	55.6	18.1		
Titche					116	31.9	110	60.9	29.0		
ACE 2.0					401	37.7	374	51.6	13.9		
All ACE	283	35.0	337	57.3	713	46.6	655	56.8	10.2	-0.5	21.8
ISN					875	43.0	812	53.4	10.4		
District	12,149	60.3	12,064	63.1	12,363	60.9	12,597	65.0	4.1	1.9	4.7
Grade Five											
Blanton	90	52.2	82	65.9	103	85.4	110	80.9	-4.5	15.0	28.7
U. Lee	92	58.7	79	51.9	86	64.0	94	74.5	10.5	22.6	15.8
Mills	64	59.4	46	78.3	50	74.0	48	81.3	7.3	3.0	21.9
Pease	70	54.3	91	45.1	64	48.4	65	56.9	8.5	11.8	2.6
ACE 1.0	316	56.0	298	57.7	303	69.6	317	74.1	4.5	16.4	18.1
Carr*					85	52.9	82	63.4	10.5		
Ervin					100	56.0	95	62.1	6.1		
Hernandez					45	64.4	56	58.9	-5.5		
Ray					32	43.8	34	70.6	26.8		
Titche					111	64.9	94	74.5	9.6		
ACE 2.0					373	57.9	361	65.9	8.0		
All ACE	316	56.0	298	57.7	676	63.2	678	69.8	6.6	12.1	13.8
ISN					808	64.9	817	68.7	3.8		
District	11,649	78.2	11,698	74.6	11,831	78.0	12,527	80.4	2.4	5.8	2.2
Grade Six											
Dade	283	46.3	249	40.2	301	34.9	267	42.3	7.4	2.1	-4.0
Edison	161	35.4	157	32.5	163	43.6	188	43.6	0.0	11.1	8.2
Zumwalt	142	42.3	143	43.4	135	40.0	125	37.6	-2.4	-5.8	-4.7
ACE 1.0	586	42.3	549	38.8	599	38.4	581	41.7	3.3	2.9	-0.6
Rusk					219	37.4	206	54.4	17.0		
ACE 2.0					219	37.4	206	54.4	17.0		
All ACE	586	42.3	549	38.8	818	38.1	787	45.0	6.9	6.2	2.7
ISN					567	41.3	607	42.3	1.0		
District	10,294	58.1	10,014	52.8	10,321	53.7	10,645	55.4	1.7	2.6	-2.7

table continues

2017-18 Evaluation of Accelerating Campus Excellence (ACE)

Table (continued)

Campus	Approaches Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Δ %pts	Δ %pts	Δ %pts
Grade Seven											
Dade	269	36.1	258	52.3	258	41.5	263	47.1	5.6	-5.2	11.0
Edison	169	34.3	144	30.6	154	43.5	169	45.6	2.1	15.0	11.3
Zumwalt	130	31.5	132	45.5	136	41.2	123	55.3	14.1	9.8	23.8
ACE 1.0	568	34.5	534	44.8	548	42.0	555	48.5	6.5	3.7	14.0
Rusk					173	46.8	213	65.7	18.9		
ACE 2.0					173	46.8	213	65.7	18.9		
All ACE	568	34.5	534	44.8	721	43.1	768	53.3	10.2	8.5	18.8
ISN					573	54.8	581	54.7	-0.1		
District	10,080	56.4	9,850	56.6	9,729	59.9	10,503	62.8	2.9	6.2	6.4
Grade Eight											
Dade	268	61.2	254	64.6	275	64.0	282	59.6	-4.4	-5.0	-1.6
Edison	166	58.4	166	58.4	160	59.4	164	66.5	7.1	8.1	8.1
Zumwalt	122	57.4	100	66.0	126	72.2	125	61.6	-10.6	-4.4	4.2
ACE 1.0	556	59.5	520	62.9	561	64.5	571	62.0	-2.5	-0.9	2.5
Rusk					179	62.6	194	75.3	12.7		
ACE 2.0					179	62.6	194	75.3	12.7		
All ACE	556	59.5	520	62.9	740	64.1	765	65.4	1.3	2.5	5.9
ISN					582	74.7	591	74.5	-0.2		
District	10,414	75.8	10,006	77.4	9,367	75.9	10,145	73.8	-2.1	-3.6	-2.0
All Reading											
Blanton	290	48.6	271	65.3	288	76.4	301	76.7	0.3	11.4	28.1
U. Lee	258	43.0	250	58.4	264	59.5	266	73.0	13.5	14.6	30.0
Mills	177	50.8	173	59.0	160	60.0	146	73.3	13.3	14.3	22.5
Pease	216	38.4	259	49.8	191	51.3	181	49.7	-1.6	-0.1	11.3
Dade	820	47.8	761	52.4	834	46.5	812	49.9	3.4	-2.5	2.1
Edison	496	42.7	467	41.1	477	48.8	521	51.4	2.6	10.3	8.7
Zumwalt	394	43.4	375	50.1	397	50.6	373	51.5	0.9	1.4	8.1
ACE 1.0	2,651	45.3	2,556	52.2	2,611	53.4	2,601	57.2	3.8	5.0	11.9
Carr*					279	46.2	255	52.2	6.0		
Ervin					296	46.3	262	56.1	9.8		
Hernandez					142	45.1	152	59.2	14.1		
Ray					113	39.8	102	63.7	23.9		
Titche					331	47.1	308	70.5	23.4		
Rusk					571	48.2	613	64.9	16.7		
ACE 2.0					1,732	46.5	1,692	62.1	15.6		
All ACE	2,651	45.3	2,556	52.2	4,343	50.6	4,293	59.1	8.5	6.9	13.8
ISN					4,292	53.8	4,239	59.0	5.2		
District	67,209	65.4	66,342	64.6	66,180	65.3	68,908	68.5	3.2	3.9	3.1

Source: STAAR files dated September 1, 2015 (2015), July 11, 2016 (2016), June 15, 2017 (2017), and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 5: 2015 to 2018 ACE STAAR Rates at Meets Grade Level or Above Standard by Grade Level and Campus – Reading

Campus	Meets Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Three											
Blanton	114	25.4	82	40.2	90	40.0	103	49.5	9.5	9.3	24.1
U. Lee	87	11.5	90	28.9	83	31.3	80	38.8	7.5	9.9	27.3
Mills	56	16.1	62	17.7	48	20.8	49	36.7	15.9	19.0	20.6
Pease	80	7.5	83	31.3	65	30.8	61	19.7	-11.1	-11.6	12.2
ACE 1.0	337	16.0	317	30.3	286	32.2	293	38.2	6.0	7.9	22.2
Carr*					106	17.9	88	26.1	8.2		
Ervin					89	18.0	70	21.4	3.4		
Hernandez					46	17.4	45	20.0	2.6		
Ray					41	12.2	32	25.0	12.8		
Titche					102	19.6	101	45.5	25.9		
ACE 2.0					384	17.7	336	30.1	12.4		
All ACE	337	16.0	318	30.3	670	23.9	629	33.9	10.0	3.6	17.9
ISN					874	23.7	819	23.9	0.2		
District	12,420	28.5	12,489	33.1	12,368	36.3	12,230	38.5	2.2	5.4	10.0
Grade Four											
Blanton	81	13.6	102	31.4	95	40.0	86	51.2	11.2	19.8	37.6
U. Lee	78	3.8	81	27.2	95	32.6	91	38.5	5.9	11.3	34.7
Mills	57	15.8	65	23.1	60	30.0	45	24.4	-5.6	1.3	8.6
Pease	66	4.5	84	6.0	61	27.9	55	14.5	-13.4	8.5	10.0
ACE 1.0	282	9.2	332	22.3	311	33.4	277	35.4	2.0	13.1	26.2
Carr*					88	12.5	84	15.5	3.0		
Ervin					103	18.4	91	19.8	1.4		
Hernandez					51	11.8	51	25.5	13.7		
Ray					40	27.5	33	27.3	-0.2		
Titche					113	14.2	108	32.4	18.2		
ACE 2.0					395	15.9	367	24.0	8.1		
All ACE	282	9.2	332	22.3	706	23.7	644	28.9	5.2	6.6	19.7
ISN					860	21.9	798	27.6	5.7		
District	11,995	28.8	11,833	32.1	12,133	34.4	12,354	36.1	1.7	4.0	7.3
Grade Five											
Blanton	88	20.5	79	40.5	98	49.0	110	56.4	7.4	15.9	35.9
U. Lee	92	19.6	79	13.9	86	29.1	94	41.5	12.4	27.6	21.9
Mills	64	20.3	46	39.1	50	42.0	46	56.5	14.5	17.4	36.2
Pease	70	10.0	91	12.1	63	19.0	65	23.1	4.1	11.0	13.1
ACE 1.0	314	17.8	295	24.4	297	35.7	315	45.1	9.4	20.7	27.3
Carr*					85	17.6	82	39.0	21.4		
Ervin					98	16.3	90	25.6	9.3		
Hernandez					45	33.3	56	26.8	-6.5		
Ray					32	28.1	33	30.3	2.2		
Titche					110	33.6	90	40.0	6.4		
ACE 2.0					370	24.9	351	33.0	8.1		
All ACE	314	17.8	295	24.4	667	29.7	666	38.7	9.0	14.3	20.9
ISN					788	30.8	799	35.4	4.6		
District	11,486	33.3	11,521	39.5	11,586	42.6	12,267	50.3	7.7	10.8	17.0
Grade Six											
Dade	262	12.2	239	12.1	289	6.9	247	11.3	4.4	-0.8	-0.9
Edison	157	12.7	154	8.4	157	12.1	184	15.8	3.7	7.4	3.1
Zumwalt	142	10.6	142	13.4	133	8.3	125	9.6	1.3	-3.8	-1.0
ACE 1.0	561	11.9	535	11.4	579	8.5	557	12.4	3.9	1.0	0.5
Rusk					217	9.2	199	22.1	12.9		
ACE 2.0					217	9.2	199	22.1	12.9		
All ACE	561	11.9	535	11.4	796	8.8	755	14.9	6.1	3.5	3.0
ISN					546	12.5	583	16.3	3.8		
District	10,119	24.1	9,844	24.0	10,126	23.3	10,416	26.7	3.4	2.7	2.6

table continues

Table (continued)

Campus	Meets Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Seven											
Dade	260	8.5	240	17.5	250	11.2	251	18.3	7.1	0.8	9.8
Edison	166	7.2	140	10.7	152	15.1	164	23.2	8.1	12.5	16
Zumwalt	130	8.5	132	19.7	136	15.4	123	18.7	3.3	-1	10.2
ACE 1.0	556	8.1	512	16.2	538	13.4	538	19.9	6.5	3.7	11.8
Rusk					172	12.8	210	30.0	17.2		
ACE 2.0					172	12.8	210	30.0	17.2		
All ACE	556	8.1	512	16.2	710	13.2	748	22.7	9.5	6.5	14.6
ISN					560	19.1	550	20.0	0.9		
District	9,954	21.9	9,676	27.4	9,571	28.2	10,306	34.3	6.1	6.9	12.4
Grade Eight											
Dade	259	14.3	246	19.5	257	24.5	271	19.6	-4.9	0.1	5.3
Edison	162	11.7	163	14.1	156	17.3	162	21.6	4.3	7.5	9.9
Zumwalt	122	18	100	13	126	25.4	125	21.6	-3.8	8.6	3.6
ACE 1.0	543	14.4	509	16.5	539	22.6	558	20.6	-2.0	4.1	6.2
Rusk					178	19.7	191	29.3	9.6		
ACE 2.0					178	19.7	191	29.3	9.6		
All ACE	543	14.4	509	16.5	717	21.9	749	22.8	0.9	6.3	8.4
ISN					570	26.3	572	30.1	3.8		
District	10,289	29.3	9,859	31.3	9,188	32.9	9,986	34.2	1.3	2.9	4.9
All Reading											
Blanton	283	20.5	263	36.9	283	43.1	299	52.5	9.4	15.6	32.0
U. Lee	257	12.1	250	23.6	264	31.1	265	39.5	8.4	15.9	27.4
Mills	177	17.5	173	25.4	158	31.0	140	39.3	8.3	13.9	21.8
Pease	216	7.4	258	16.3	189	25.9	181	19.3	-6.6	3.0	11.9
Dade	781	11.7	725	16.4	796	13.9	769	16.5	2.6	0.1	4.8
Edison	485	10.5	457	11.2	465	14.8	510	20.0	5.2	8.8	9.5
Zumwalt	394	12.2	374	15.5	395	16.2	373	16.6	0.4	1.1	4.4
ACE 1.0	2,593	12.6	2,500	18.8	2,550	21.4	2,538	25.3	3.9	6.5	12.7
Carr*					279	16.1	254	26.8	10.7		
Ervin					290	17.6	251	22.3	4.7		
Hernandez					142	20.4	152	24.3	3.9		
Ray					113	22.1	98	27.6	5.5		
Titche					325	22.5	299	39.1	16.6		
Rusk					567	13.6	600	27.2	13.6		
ACE 2.0					1,716	17.5	1,654	28.3	10.8		
All ACE	2,593	12.6	2,500	18.8	4,266	19.8	4,191	26.5	6.7	7.7	13.9
ISN					4,198	22.9	4,121	26.1	3.2		
District	66,263	27.8	65,222	31.6	64,972	33.4	67,559	37.1	3.7	5.5	9.3

Source: STAAR files dated September 1, 2015 (2015), July 11, 2016 (2016), June 15, 2017 (2017), and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Meets+ = attained Meets Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Alternate-2 test takers are not evaluated on the Meets+ standard. Although all scores are included, some test scores may have been adversely affected by online testing issues. ^a = Prior to 2017, Meets+ was called Final Level II. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 6: 2015 to 2018 ACE STAAR Rates at Masters Grade Level Standard by Grade Level and Campus – Reading

Campus	Masters Grade Level										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Three											
Blanton	118	11.9	82	24.4	90	22.2	105	28.6	6.4	4.2	16.7
U. Lee	88	3.4	90	14.4	83	25.3	80	23.8	-1.5	9.4	20.4
Mills	56	10.7	62	8.1	49	10.2	50	30.0	19.8	21.9	19.3
Pease	80	2.5	84	13.1	66	12.1	61	13.1	1.0	0.0	10.6
ACE 1.0	342	7.3	318	15.4	288	18.8	296	24.3	5.5	8.9	17.0
Carr*					106	9.4	89	18.0	8.6		
Ervin					90	11.1	74	8.1	-3.0		
Hernandez					46	8.7	45	8.9	0.2		
Ray					41	12.2	32	15.6	3.4		
Titche					104	12.5	104	24.0	11.5		
ACE 2.0					387	10.9	344	16.3	5.4		
All ACE	342	7.3	318	15.4	675	14.2	640	20.0	5.8	4.6	12.7
ISN					887	14.1	831	12.6	-1.5		
District	12,623	14.7	12,710	18.4	12,569	22.8	12,491	21.2	-1.6	2.8	6.5
Grade Four											
Blanton	82	8.5	107	16.8	95	25.3	86	23.3	-2.0	6.5	14.8
U. Lee	78	2.6	81	12.3	95	13.7	92	16.3	2.6	4.0	13.7
Mills	57	3.5	65	10.8	61	16.4	48	10.4	-6.0	-0.4	6.9
Pease	66	1.5	84	2.4	61	9.8	55	5.5	-4.3	3.1	4.0
ACE 1.0	283	4.2	337	11.0	312	17.0	281	15.3	-1.7	4.3	11.1
Carr*					88	5.7	84	6.0	0.3		
Ervin					106	9.4	93	12.9	3.5		
Hernandez					51	3.9	51	11.8	7.9		
Ray					40	15.0	36	13.9	-1.1		
Titche					116	8.6	110	18.2	9.6		
ACE 2.0					401	8.2	374	12.8	4.6		
All ACE	283	4.2	337	11.0	713	12.1	655	13.9	1.8	2.9	9.7
ISN					875	9.4	812	13.8	4.4		
District	12,149	12.2	12,064	15.1	12,363	17.4	12,597	18.1	0.7	3.0	5.9
Grade Five											
Blanton	90	2.2	82	15.9	103	25.2	110	35.5	10.3	19.6	33.3
U. Lee	92	3.3	79	7.6	86	10.5	94	25.5	15.0	17.9	22.2
Mills	64	7.8	46	19.8	50	28.0	48	35.4	7.4	15.6	27.6
Pease	70	4.3	91	4.4	64	7.8	65	13.8	6.0	9.4	9.5
ACE 1.0	316	4.1	298	10.7	303	17.8	317	28.1	10.3	17.4	24.0
Carr*					85	5.9	82	15.9	10.0		
Ervin					100	4.0	95	13.7	9.7		
Hernandez					45	6.7	56	12.5	5.8		
Ray					32	18.8	34	17.6	-1.2		
Titche					111	15.3	94	22.3	7.0		
ACE 2.0					373	9.4	361	16.6	7.2		
All ACE	316	4.1	298	10.7	676	13.2	678	22.0	8.8	11.3	17.9
ISN					808	15.0	817	15.5	0.5		
District	11,649	14.3	11,698	15.8	11,831	21.1	12,527	23.8	2.7	8.0	9.5
Grade Six											
Dade	283	5.3	249	4.0	301	5.3	267	7.9	2.6	3.9	2.6
Edison	161	1.9	157	3.8	163	7.4	188	8.0	0.6	4.2	6.1
Zumwalt	142	2.1	143	4.9	135	3.7	125	3.2	-0.5	-1.7	1.1
ACE 1.0	586	3.6	549	4.2	599	5.5	581	6.9	1.4	2.7	3.3
Rusk					219	3.7	206	8.7	5.0		
ACE 2.0					219	3.7	206	8.7	5.0		
All ACE	586	3.6	549	4.2	818	5.0	786	7.4	2.4	3.2	3.8
ISN					567	4.2	607	7.1	2.9		
District	10,294	9.7	10,014	10.8	10,321	10.1	10,645	11.8	1.7	1.0	2.1

table continues

Table (continued)

Campus	Masters Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Seven											
Dade	269	3.0	258	8.5	258	5.4	263	9.5	4.1	1.0	6.5
Edison	169	1.8	144	1.4	154	5.8	169	13.0	7.2	11.6	11.2
Zumwalt	130	0.0	132	6.1	136	5.9	123	5.7	-0.2	-0.4	5.7
ACE 1.0	568	1.9	534	6.0	548	5.7	555	9.7	4.0	3.7	7.8
Rusk					173	6.4	213	8.5	2.1		
ACE 2.0					173	6.4	213	8.5	2.1		
All ACE	568	1.9	534	6.0	721	5.8	768	9.4	3.6	3.4	7.5
ISN					573	8.0	581	7.6	-0.4		
District	10,080	9.0	9,850	12.1	9,729	14.5	10,503	19.3	4.8	7.2	10.3
Grade Eight											
Dade	268	5.6	254	2.8	275	11.3	282	9.9	-1.4	7.1	4.3
Edison	166	3.6	166	3.6	160	5.0	164	11.6	6.6	8.0	8.0
Zumwalt	122	6.6	100	2.0	126	8.7	125	10.4	1.7	8.4	3.8
ACE 1.0	556	5.2	520	2.9	561	8.9	571	10.5	1.6	7.6	5.3
Rusk					179	1.7	194	13.4	11.7		
ACE 2.0					179	1.7	194	13.4	11.7		
All ACE	556	5.2	520	2.9	740	7.2	765	11.2	4.0	8.3	6.0
ISN					582	8.6	591	13.7	5.1		
District	10,414	13.6	10,006	10.8	9,367	12.3	10,145	17.7	5.4	6.9	4.1
All Reading											
Blanton	290	7.9	271	18.8	288	24.3	301	29.6	5.3	10.8	21.7
U. Lee	258	3.1	250	11.6	264	16.3	266	21.7	5.4	10.1	18.6
Mills	177	7.3	173	12.1	160	18.1	146	25.3	7.2	13.2	18.0
Pease	216	2.8	259	6.6	191	9.9	181	11.0	1.1	4.4	8.2
Dade	820	4.6	761	5.1	834	7.3	812	9.1	1.8	4.0	4.5
Edison	496	2.4	467	3	477	6.1	521	10.7	4.6	7.7	8.3
Zumwalt	394	2.8	375	4.5	397	6.0	373	6.4	0.4	1.9	3.6
ACE 1.0	2,651	4.2	2,556	7.4	2,611	10.5	2,601	13.8	3.3	6.4	9.6
Carr*					279	7.2	255	13.3	6.1		
Ervin					296	8.1	262	11.8	3.7		
Hernandez					142	6.3	152	11.2	4.9		
Ray					113	15.0	102	15.7	0.7		
Titche					331	12.1	308	21.4	9.3		
Rusk					571	3.9	613	10.1	6.2		
ACE 2.0					1,732	7.6	1,692	13.4	5.8		
All ACE	2,651	4.2	2,556	7.4	4,343	9.4	4,292	13.6	4.2	6.2	9.4
ISN					4,292	10.4	4,239	12.1	1.7		
District	67,209	12.4	66,342	14.1	66,180	16.8	68,908	18.9	2.1	4.8	6.5

Source: STAAR files dated September 1, 2015 (2015), July 11, 2016 (2016), June 15, 2017 (2017), and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Masters = attained Masters Grade Level performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ^a = Prior to 2017, Masters was called Level III: Advanced Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 7: 2015 to 2018 ACE STAAR Rates at Approaches Grade Level or Above Standard by Grade Level and Campus – Writing

Campus	Approaches Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Δ %pts	Δ %pts	Δ %pts
Grade Four											
Blanton	83	45.8	109	62.4	96	68.8	87	71.3	2.5	8.9	25.5
U. Lee	77	27.3	82	61.0	95	55.8	92	63.0	7.2	2.0	35.7
Mills	57	17.5	64	51.6	61	50.8	48	60.4	9.6	8.8	42.9
Pease	67	37.3	85	45.9	62	46.8	56	30.4	-16.4	-15.5	-6.9
ACE 1.0	284	40.5	340	55.9	314	57.0	283	58.7	1.7	2.8	18.2
Carr*					89	30.3	83	33.7	3.4		
Ervin					106	35.8	93	47.3	11.5		
Hernandez					50	26.0	52	44.2	18.2		
Ray					41	48.8	36	52.8	4.0		
Titche					117	29.9	108	60.2	30.3		
ACE 2.0					403	33.0	372	48.1	15.1		
All ACE	284	40.5	340	55.9	717	44.3	655	52.7	8.4	-3.2	12.2
ISN					878	47.8	810	46.5	-1.3		
District	12,160	63.1	12,072	64.5	12,389	62.3	12,557	59.7	-2.6	-4.8	-3.4
Grade Seven											
Dade	272	28.7	254	48.8	257	44.0	264	41.7	-2.3	-7.1	13.0
Edison	171	27.5	142	33.1	154	39.6	168	39.9	0.3	6.8	12.4
Zumwalt	130	31.5	137	44.5	138	52.2	127	55.1	2.9	10.6	23.6
ACE 1.0	573	29.0	533	43.5	549	44.8	559	44.2	-0.6	0.7	15.2
Rusk					174	42.5	213	55.9	13.4		
ACE 2.0					174	42.5	213	55.9	13.4		
All ACE	573	29.0	533	43.5	723	43.9	772	47.4	3.5	3.9	18.4
ISN					578	45.0	590	44.4	-0.6		
District	10,088	55.7	9,895	52.9	9,780	55.6	10,529	57.0	1.4	4.1	1.3
All Writing											
ACE 1.0	857	32.8	873	48.3	863	49.2	842	49.0	-0.2	0.7	16.2
ACE 2.0					577	35.9	585	50.9	15.0		
All ACE	857	32.8	873	48.3	1,440	43.9	1,427	49.8	5.9	1.5	17.0
ISN					1,456	46.7	1,400	45.6	-1.1		
District	22,248	59.7	21,967	59.3	22,169	59.3	23,086	58.5	-0.8	-0.8	-1.2

Source: STAAR files dated September 1, 2015 (2015), July 11, 2016 (2016), June 15, 2017 (2017), and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 8: 2015 to 2018 ACE STAAR Rates at Meets Grade Level or Above Standard by Grade Level and Campus – Writing

Campus	Meets Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Four											
Blanton	82	11.0	104	36.5	96	45.8	87	57.5	11.7	21.0	46.5
U. Lee	77	2.6	82	40.2	95	33.7	91	37.4	3.7	-2.8	34.8
Mills	57	17.5	64	18.8	60	30.0	45	28.9	-1.1	10.1	11.4
Pease	67	6.0	85	21.2	62	17.7	56	8.9	-8.8	-12.3	2.9
ACE 1.0	283	8.8	335	30.1	313	33.5	279	36.6	3.1	6.5	27.8
Carr*					89	10.1	83	15.7	5.6		
Ervin					104	9.6	91	23.1	13.5		
Hernandez					50	12.0	52	25.0	13.0		
Ray					41	19.5	33	27.3	7.8		
Titche					114	14.9	106	41.5	26.6		
ACE 2.0					398	12.6	365	27.4	14.8		
All ACE	283	8.8	335	30.1	711	21.8	644	31.4	9.6	1.3	22.6
ISN					863	22.0	796	22.7	0.7		
District	12,006	26.3	11,844	37.8	12,162	34.2	12,318	35.4	1.2	-2.4	9.1
Grade Seven											
Dade	263	6.1	236	18.5	249	15.7	252	15.9	0.2	-2.6	9.8
Edison	168	3.0	138	10.9	152	8.6	163	19.0	10.4	8.1	16.0
Zumwalt	130	4.6	137	22.6	138	25.4	127	23.6	-1.8	1.0	19.0
ACE 1.0	561	4.8	511	17.6	539	16.1	542	18.6	2.5	1.0	13.8
Rusk					173	15.6	210	25.7	10.1		
ACE 2.0					173	15.6	210	25.7	10.1		
All ACE	561	4.8	511	17.6	712	16.0	752	20.6	4.6	3.0	15.8
ISN					565	15.2	559	14.0	-1.2		
District	9,962	21.7	9,721	26.2	9,622	25.5	10,333	30.0	4.5	3.8	8.3
All Writing											
ACE 1.0	844	6.2	846	22.6	852	22.5	821	24.7	2.2	2.1	18.5
ACE 2.0					571	13.5	575	26.8	13.3		
All ACE	844	6.2	846	22.6	1,423	18.9	1,396	25.6	6.7	3.0	19.4
ISN					1,428	19.3	1,355	19.1	-0.2		
District	21,968	24.2	21,565	32.6	21,784	30.4	22,651	32.9	2.5	0.3	8.7

Source: STAAR files dated September 1, 2015 (2015), July 11, 2016 (2016), June 15, 2017 (2017), and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Meets+ = attained Meets Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Alternate-2 test takers are not evaluated on the Meets+ standard. Although all scores are included, some test scores may have been adversely affected by online testing issues. ^a = Prior to 2017, Meets+ was called Final Level II. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 9: 2015 to 2018 ACE STAAR Rates at Masters Grade Level Standard by Grade Level and Campus – Writing

Campus	Masters Grade Level										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Four											
Blanton	83	2.4	109	11.9	96	24.0	87	28.7	4.7	16.8	26.3
U. Lee	77	0.0	82	20.7	95	9.5	92	7.5	-2.0	-13.2	7.5
Mills	57	5.3	64	7.8	61	3.3	48	10.4	7.1	2.6	5.1
Pease	67	1.5	85	4.7	62	4.8	56	3.6	-1.2	-1.1	2.1
ACE 1.0	284	2.1	340	11.5	314	11.8	283	13.8	2.0	2.3	11.7
Carr*					89	0.0	83	2.4	2.4		
Ervin					106	2.8	93	7.5	4.7		
Hernandez					50	0.0	52	11.5	11.5		
Ray					41	0.0	36	8.3	8.3		
Titche					117	3.4	108	25.0	21.6		
ACE 2.0					403	1.7	372	12.1	10.4		
All ACE	284	2.1	340	11.5	717	6.1	655	12.8	6.7	1.3	10.7
ISN					878	5.1	810	8.6	3.5		
District	12,160	5.6	12,072	16.0	12,389	11.0	12,557	12.3	1.3	-3.7	6.7
Grade Seven											
Dade	272	1.8	254	7.9	257	3.9	264	5.3	1.4	-2.6	3.5
Edison	171	0.6	142	1.4	154	1.3	168	6.5	5.2	5.1	5.9
Zumwalt	130	0.0	137	8.6	138	10.9	127	2.4	-8.5	-6.2	2.4
ACE 1.0	573	1.0	533	5.8	549	4.9	559	5.0	0.1	-0.8	4.0
Rusk					174	1.1	213	5.6	4.5		
ACE 2.0					174	1.1	213	5.6	4.5		
All ACE	573	1.0	533	5.8	723	4.0	772	5.2	1.2	-0.6	4.2
ISN					578	4.0	590	2.5	-1.5		
District	10,088	4.9	9,895	6.5	9,780	7.6	10,529	9.1	1.5	2.6	4.2
All Writing											
ACE 1.0	857	1.4	873	8.0	863	7.4	842	8.0	0.6	0.0	6.6
ACE 2.0					577	1.6	585	9.7	8.1		
All ACE	857	1.4	873	8.0	1,440	5.1	1,427	8.7	3.6	0.7	7.3
ISN					1,456	4.7	1,400	6.1	1.4		
District	22,248	5.3	21,967	11.7	22,169	9.5	23,086	10.8	1.3	-0.9	5.5

Source: STAAR files dated September 1, 2015 (2015), July 11, 2016 (2016), June 15, 2017 (2017), and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Masters = attained Masters Grade Level performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ^a = Prior to 2017, Masters was called Level III: Advanced Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 10: 2015 to 2018 ACE STAAR Rates at Approaches Grade Level or Above Standard by Grade Level and Campus – Science

Campus	Approaches Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Δ %pts	Δ %pts	Δ %pts
Grade Five											
Blanton	90	34.4	81	71.6	102	85.3	109	78.9	-6.4	7.3	44.5
U. Lee	92	34.8	78	53.8	86	52.3	93	63.4	11.1	9.6	28.6
Mills	64	35.9	45	77.8	49	69.4	48	68.8	-0.6	-9.0	32.9
Pease	70	28.6	91	47.3	63	63.5	63	39.7	-23.8	-7.6	11.1
ACE 1.0	316	33.5	295	60.3	300	68.7	313	64.9	-3.8	4.6	31.4
Carr*					85	49.4	82	56.1	6.7		
Ervin					99	67.7	93	59.1	-8.6		
Hernandez					44	40.9	56	60.7	19.8		
Ray					32	34.4	34	76.5	42.1		
Titche					109	41.3	93	74.2	32.9		
ACE 2.0					369	49.6	358	64.2	14.6		
All ACE	316	33.5	295	60.3	669	58.1	671	64.5	6.4	4.2	31.0
ISN					794	49.7	808	48.8	-0.9		
District	11,611	56.8	11,617	66.6	11,721	66.2	12,458	69.3	3.1	2.7	12.5
Grade Eight											
Dade	304	28.0	281	65.5	265	58.1	275	54.2	-3.9	-11.3	26.2
Edison	179	29.6	176	51.1	150	40.7	158	55.1	14.4	4.0	25.5
Zumwalt	129	35.7	105	59.0	112	56.3	123	57.7	1.4	-1.3	22.0
ACE 1.0	612	30.1	562	59.8	527	52.8	556	55.2	2.4	-4.6	25.1
Rusk					167	43.1	202	64.4	21.3		
ACE 2.0					167	43.1	202	64.4	21.3		
All ACE	612	30.1	562	59.8	694	50.4	758	57.7	7.3	-2.1	27.6
ISN					609	69.1	583	64.5	-4.6		
District	12,387	62.0	10,161	64.4	9,867	67.0	10,336	66.3	-0.7	1.9	4.3
All Science											
ACE 1.0	928	31.3	857	60.0	827	58.5	869	58.7	0.2	-1.3	27.4
ACE 2.0					536	47.6	560	64.3	16.7		
All ACE	928	31.3	857	60.0	1,363	54.2	1,429	60.9	6.7	0.9	29.6
ISN					1,403	58.2	1,391	55.4	-2.8		
District	23,998	59.5	21,778	65.6	21,588	66.6	22,794	67.9	1.3	2.3	8.4

Source: STAAR files dated September 1, 2015 (2015), July 11, 2016 (2016), June 15, 2017 (2017), and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 11: 2015 to 2018 ACE STAAR Rates at Meets Grade Level or Above Standard by Grade Level and Campus – Science

Campus	Meets Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Five											
Blanton	88	5.7	78	30.8	97	54.6	109	45.0	-9.6	14.2	39.3
U. Lee	92	6.5	78	19.2	86	14.0	93	30.1	16.1	10.9	23.6
Mills	64	4.7	45	35.6	49	40.8	46	23.9	-16.9	-11.7	19.2
Pease	70	5.7	91	11.0	62	16.1	63	12.7	-3.4	1.7	7.0
ACE 1.0	314	5.7	292	22.3	294	32.3	311	30.9	-1.4	8.6	25.2
Carr*					85	20.0	82	22.0	2.0		
Ervin					97	22.7	88	20.5	-2.2		
Hernandez					44	13.6	56	19.6	6.0		
Ray					32	12.5	33	39.4	26.9		
Titche					108	13.0	89	46.1	33.1		
ACE 2.0					366	17.2	348	29.0	11.8		
All ACE	314	5.7	292	22.3	660	23.9	659	29.9	6.0	7.6	24.2
ISN					774	20.0	790	16.3	-3.7		
District	11,448	20.9	11,440	26.4	11,475	32.1	12,198	31.5	-0.6	5.1	10.6
Grade Eight											
Dade	295	8.8	273	16.8	247	13.4	264	20.8	7.4	4.0	12.0
Edison	175	8.0	173	15.6	146	13.0	156	29.5	16.5	13.9	21.5
Zumwalt	129	14.7	105	21.9	112	17.9	123	30.1	12.2	8.2	15.4
ACE 1.0	599	9.8	551	17.4	505	14.3	543	25.4	11.1	8.0	15.6
Rusk					166	12.0	199	30.7	18.7		
ACE 2.0					166	12.0	199	30.7	18.7		
All ACE	599	9.8	551	17.4	671	13.7	742	26.8	13.1	9.4	17.0
ISN					597	25.1	564	25.9	0.8		
District	12,262	28.7	10,014	28.5	9,687	32.1	10,178	37.0	4.9	8.5	8.3
All Science											
ACE 1.0	913	8.4	843	19.1	799	20.9	854	27.4	6.5	8.3	19.0
ACE 2.0					532	15.6	547	29.6	14.0		
All ACE	913	8.4	843	19.1	1,331	18.8	1,401	28.3	9.5	9.2	19.9
ISN					1,371	22.2	1,354	20.3	-1.9		
District	23,710	24.9	21,454	27.4	21,162	32.1	22,376	34.0	1.9	6.6	9.1

Source: STAAR files dated September 1, 2015 (2015), July 11, 2016 (2016), June 15, 2017 (2017), and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Meets+ = attained Meets Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Alternate-2 test takers are not evaluated on the Meets+ standard. ^a = Prior to 2017, Meets+ was called Final Level II. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 12: 2015 to 2018 ACE STAAR Rates at Masters Grade Level Standard by Grade Level and Campus – Science

Campus	Masters Grade Level										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Five											
Blanton	90	1.1	81	6.2	102	26.5	109	19.3	-7.2	13.1	18.2
U. Lee	92	0.0	78	7.7	86	3.5	93	11.8	8.3	4.1	11.8
Mills	64	0.0	45	6.7	49	22.4	48	16.7	-5.7	10.0	16.7
Pease	70	0.0	91	3.3	63	4.8	63	4.8	0.0	1.5	4.8
ACE 1.0	316	0.3	295	5.8	300	14.7	313	13.7	-1.0	7.9	13.4
Carr*					85	4.7	82	6.1	1.4		
Ervin					99	9.1	93	9.7	0.6		
Hernandez					44	4.5	56	8.9	4.4		
Ray					32	0.0	34	5.9	5.9		
Titche					109	3.7	93	18.3	14.6		
ACE 2.0					369	5.1	358	10.6	5.5		
All ACE	316	0.3	295	5.8	669	9.4	671	12.1	2.7	6.3	11.8
ISN					794	6.8	808	4.7	-2.1		
District	11,611	6.0	11,617	6.6	11,721	12.5	12,458	11.9	-0.6	5.3	5.9
Grade Eight											
Dade	304	3.6	281	4.6	265	0.8	275	6.5	5.7	1.9	2.9
Edison	179	1.1	176	1.7	150	2.0	158	8.9	6.9	7.2	7.8
Zumwalt	129	4.7	105	1.9	112	2.7	123	8.9	6.2	7.0	4.2
ACE 1.0	612	3.1	562	3.2	527	1.5	556	7.7	6.2	4.5	4.6
Rusk					167	1.2	202	11.9	10.7		
ACE 2.0					167	1.2	202	11.9	10.7		
All ACE	612	3.1	562	3.2	694	1.4	758	8.8	7.4	5.6	5.7
ISN					609	5.6	583	6.2	0.6		
District	12,387	11.2	10,161	8.5	9,867	8.7	10,336	16.0	7.3	7.5	4.8
All Science											
ACE 1.0	928	2.2	857	4.1	827	6.3	869	9.9	3.6	5.8	7.7
ACE 2.0					536	3.9	560	11.1	7.2		
All ACE	928	2.2	857	4.1	1,363	5.4	1,429	10.4	5.0	6.3	8.2
ISN					1,403	6.3	1,391	5.3	-1.0		
District	23,998	8.7	21,778	7.5	21,588	10.8	22,794	13.8	3.0	6.3	5.1

Source: STAAR files dated September 1, 2015 (2015), July 11, 2016 (2016), June 15, 2017 (2017), and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Masters = attained Masters Grade Level performance standard. Rates include scores for the first and second administrations of all versions of STAAR. ^a = Prior to 2017, Masters was called Level III: Advanced Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 13: 2015 to 2018 ACE STAAR Rates at Approaches Grade Level or Above Standard by Grade Level and Campus – Social Studies

Campus	Approaches Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Δ %pts	Δ %pts	Δ %pts
Grade Eight											
Dade	266	38.0	249	46.6	261	53.6	275	66.9	13.3	20.3	28.9
Edison	163	33.7	164	31.1	156	33.3	160	58.8	25.5	27.7	25.1
Zumwalt	118	18.6	96	55.2	121	47.9	120	48.3	0.4	-6.9	29.7
ACE 1.0	547	32.5	509	43.2	538	46.5	555	60.5	14.0	17.3	28.0
Rusk					172	36.0	190	65.8	29.8		
ACE 2.0					172	36.0	190	65.8	29.8		
All ACE	547	32.5	509	43.2	710	43.9	745	61.9	18.0	18.7	29.4
ISN					570	58.8	571	63.0	4.2		
District	10,353	51.4	9,805	53.9	9,576	55.2	10,071	59.7	4.5	5.8	8.3

Source: STAAR files dated September 1, 2015 (2015), July 11, 2016 (2016), June 15, 2017 (2017), and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 14: 2015 to 2018 ACE STAAR Rates at Meets Grade Level or Above Standard by Grade Level and Campus – Social Studies

Campus	Meets Grade Level or Above										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Eight											
Dade	257	5.4	241	12.4	243	17.3	264	19.3	2.0	6.9	13.9
Edison	159	7.5	161	6.8	152	9.9	158	24.7	14.8	17.9	17.2
Zumwalt	118	4.2	96	14.6	121	14.9	120	16.7	1.8	2.1	12.5
ACE 1.0	534	5.8	498	11.0	516	14.5	542	20.3	5.8	9.3	14.5
Rusk					171	4.7	187	28.3	23.6		
ACE 2.0					171	4.7	187	28.3	23.6		
All ACE	534	5.8	498	11.0	687	12.1	729	22.4	10.3	11.4	16.6
ISN					558	21.3	552	24.6	3.3		
District	10,228	15.5	9,658	20.9	9,396	22.2	9,913	27.3	5.1	6.4	11.8

Source: STAAR files dated September 1, 2015 (2015), July 11, 2016 (2016), June 15, 2017 (2017), and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Meets+ = attained Meets Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. *Alternate-2* test takers are not evaluated on the Meets+ standard. ^a = Prior to 2017, Meets+ was called Final Level II. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix L Table 15: 2015 to 2018 ACE STAAR Rates at Masters Grade Level Standard by Grade Level and Campus – Social Studies

Campus	Masters Grade Level										
	2015 ^a		2016 ^{a,b}		2017		2018		1 Yr	2 Yr	3 Yr
	Tested N	Masters %	Tested N	MAsters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Eight											
Dade	266	2.6	249	6.0	261	8.8	275	8.4	-0.4	2.4	5.8
Edison	163	3.1	164	1.2	156	1.9	160	13.8	11.9	12.6	10.7
Zumwalt	118	0.0	96	2.1	121	5.0	120	5.0	0.0	2.9	5.0
ACE 1.0	547	2.2	509	3.7	538	5.9	555	9.2	3.3	5.5	7.0
Rusk					172	1.7	190	15.8	14.1		
ACE 2.0					172	1.7	190	15.8	14.1		
All ACE	547	2.2	509	3.7	710	4.9	745	10.9	6.0	7.2	8.7
ISN					570	10.5	571	12.4	1.9		
District	10,353	5.8	9,805	9.4	9,576	10.8	10,071	14.8	4.0	5.4	9.0

Source: STAAR files dated September 1, 2015 (2015), July 11, 2016 (2016), June 15, 2017 (2017), and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Masters = attained Masters Grade Level performance standard. Rates include scores for the first and second administrations of all versions of STAAR. ^a = Prior to 2017, Masters was called Level III: Advanced Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. * = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ACE 2.0 campuses were not part of the program prior to 2017-18; only one year of comparison is valid. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable.

Appendix M

Appendix M Table 1: 2017 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Mathematics

	ACE Overall					ISN					District				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Three															
All	674	58.8	639	75.4	16.6	887	56.7	831	59.3	2.6	12,570	71.0	12,481	74.6	3.6
Hispanic	282	70.9	285	85.6	14.7	390	62.6	379	67.0	4.4	8,949	74.0	8,598	78.4	4.4
Af Amer	377	49.6	337	66.5	16.9	474	52.1	433	53.1	1.0	2,717	57.5	2,553	62.7	5.2
White	7	57.1	8	75.0	17.9	10	60.0	10	40.0	-20.0	616	85.9	593	85.7	-0.2
ELL	211	71.1	199	87.9	16.8	283	59.0	290	66.9	7.9	6,337	72.5	6,030	77.6	5.1
Eco Dis	612	59.0	572	75.3	16.3	842	57.0	799	58.7	1.7	11,334	70.2	10,367	74.5	4.3
Spec Ed	59	33.9	65	55.4	21.5	55	29.1	67	37.3	8.2	889	48.8	1,044	53.6	4.8
Grade Four															
All	713	55.1	656	72.6	17.5	876	51.3	813	64.3	13.0	12,370	69.3	12,599	75.1	5.8
Hispanic	288	70.1	271	84.1	14.0	415	55.9	356	71.1	15.2	8,896	72.8	8,723	78.6	5.8
Af Amer	403	44.4	371	64.4	20.0	445	46.3	434	59.0	12.7	2,647	53.9	2,636	63.6	9.7
White	15	33.3	6	83.3	50.0	9	66.7	13	53.8	-12.9	576	81.3	593	87.2	5.9
ELL	231	71.4	195	85.1	13.7	305	53.8	265	67.9	14.1	6,251	72.5	6,124	77.5	5.0
Eco Dis	652	57.2	613	71.9	14.7	840	51.2	795	64.0	12.8	11,231	68.7	10,942	75.1	6.4
Spec Ed	58	17.2	73	46.6	29.4	65	27.7	63	39.7	12.0	973	43.5	1,084	51.3	7.8
Grade Five															
All	674	67.8	679	85.7	17.9	809	69.1	817	73.1	4.0	11,828	81.4	12,531	86.7	5.3
Hispanic	261	80.8	287	94.4	13.6	367	77.9	390	80.0	2.1	8,407	84.5	8,759	90.0	5.5
Af Amer	404	59.2	380	79.2	20.0	422	62.1	408	66.2	4.1	2,651	69.9	2,586	77.1	7.2
White	6	83.3	8	75.0	-8.3	11	81.8	9	77.8	-4.0	527	90.7	556	94.6	3.9
ELL	200	81.5	229	95.6	14.1	274	77.4	288	77.4	0.0	6,101	84.2	6,121	89.4	5.2
Eco Dis	609	68.3	645	85.4	17.1	769	69.6	799	73.2	3.6	10,740	81.1	10,957	87.2	6.1
Spec Ed	68	45.6	68	73.5	27.9	76	56.6	74	55.4	-1.2	1,045	58.9	1,148	68.5	9.6
Grade Six															
All	818	53.1	786	64.1	11.0	567	54.0	608	48.7	-5.3	10,292	65.6	10,632	67.4	1.8
Hispanic	418	55.7	377	71.1	15.4	260	59.2	287	53.3	-5.9	7,467	67.1	7,392	70.7	3.6
Af Amer	392	49.2	394	56.6	7.4	299	48.8	309	43.7	-5.1	2,160	55.6	2,240	55.7	0.1
White	*	*	5	100.0	*	*	*	6	66.7	*	453	84.5	447	83.7	-0.8
ELL	302	53.6	270	70.7	17.1	203	58.1	225	55.1	-3.0	5,282	63.8	5,172	67.9	4.1
Eco Dis	785	52.9	657	64.7	11.8	539	54.0	565	48.8	-5.2	9,177	64.7	8,787	67.7	3.0
Spec Ed	100	37.0	112	51.8	14.8	57	59.6	93	47.3	-12.3	872	46.2	1,003	46.5	0.3

table continues

Table (continued)

	ACE Overall					ISN					District				
	2017		2018		1 Yr	2017		2018		1 Yr	2017		2018		1 Yr
	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts
Grade Seven															
All	608	39.8	651	53.6	13.8	494	39.5	536	48.5	9.0	7,256	47.3	8,093	54.6	7.3
Hispanic	302	45.0	330	62.1	17.1	235	40.4	238	56.3	15.9	5,338	50.4	5,659	58.5	8.1
Af Amer	284	33.8	307	44.6	10.8	250	38.4	290	42.8	4.4	1,658	37.3	1,785	45.6	8.3
White	*	*	*	*	*	6	33.3	*	*	*	134	48.5	172	58.1	9.6
ELL	235	43.8	245	60.8	17.0	178	40.4	184	57.6	17.2	3,918	47.6	4,090	55.3	7.7
Eco Dis	570	40.0	535	54.8	14.8	460	39.8	492	50.0	10.2	6,513	47.3	6,630	56.1	8.8
Spec Ed	88	15.9	89	43.8	27.9	57	35.1	70	58.6	23.5	861	32.8	836	45.0	12.2
Grade Eight															
All	703	71.4	763	83.5	12.1	624	83.5	573	80.1	-3.4	9,975	80.6	10,296	82.9	2.3
Hispanic	330	72.1	374	88.5	16.4	282	83.7	269	79.9	-3.8	7,268	82.0	7,263	85.2	3.2
Af Amer	359	69.9	370	78.4	8.5	331	83.1	293	80.5	-2.6	2,043	74.2	2,102	77.1	2.9
White	5	100.0	*	*	*	8	100.0	8	62.5	-37.5	451	86.0	402	92.3	6.3
ELL	238	68.9	279	87.8	18.9	193	82.4	207	79.2	-3.2	4,810	78.9	4,853	82.6	3.7
Eco Dis	665	71.4	590	84.9	13.5	582	83.3	512	80.7	-2.6	8,725	80.7	8,286	84.1	3.4
Spec Ed	105	44.8	98	43.9	-0.9	61	63.9	64	48.4	-15.5	867	49.9	914	53.9	4.0
Grade Eight Algebra I															
All	151	98.7	126	99.2	0.5	36	100.0	65	100.0	0.0	2,240	99.3	2,361	99.8	0.5
Hispanic	66	100.0	65	98.5	-1.5	18	100.0	30	100.0	0.0	1,591	99.4	1,679	99.9	1.6
Af Amer	78	97.4	52	100.0	2.6	18	100.0	33	100.0	0.0	356	98.3	311	99.7	-0.3
White	*	*	*	*	*	-	-	*	*	N/A	211	100.0	256	99.6	-0.4
ELL	34	100.0	40	97.5	-2.5	9	100.0	15	100.0	0.0	666	99.7	694	99.7	0.0
Eco Dis	145	98.6	113	99.1	0.5	33	100.0	63	100.0	0.0	1,841	99.3	1,864	99.8	0.5
Spec Ed	*	*	-	-	N/A	-	-	*	*	N/A	19	100.0	16	100.0	0.0
All Mathematics															
All	4,341	59.3	4,300	73.4	14.1	4,293	59.8	4,243	63.5	3.6	66,531	71.5	68,993	75.6	4.1
Hispanic	1,947	66.1	1,989	81.0	14.9	1,967	64.3	1,949	69.3	5.0	47,916	74.0	48,073	78.9	4.9
Af Amer	2,297	53.2	2,211	66.3	13.2	2,239	55.9	2,200	58.3	2.5	14,232	59.9	14,213	65.2	5.3
White	40	62.5	35	82.8	20.4	48	70.8	51	58.8	-12.0	2,968	85.0	3,019	87.8	2.8
ELL	1,451	64.8	1,457	81.3	16.4	1,445	62.3	1,474	68.2	5.9	33,365	71.9	33,084	76.7	4.8
Eco Dis	4,038	59.7	3,725	73.9	14.1	4,065	59.9	4,025	63.6	3.7	59,561	71.0	57,833	76.1	5.1
Spec Ed	479	33.4	505	51.5	18.1	371	45.8	433	48.2	2.4	5,526	47.2	6,045	53.8	6.6

Source: STAAR files dated June 15, 2017 (2017 grades three to eight), June 22, 2017 (2017 Algebra I EOC), June 20, 2018 (2018 STAAR and Algebra I EOC) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test. - = zero students took test.

Appendix M Table 2: 2017 to 2018 ACE 1.0 and ACE 2.0 STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Mathematics

	ACE 1.0					ACE 2.0				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Three										
All	288	69.8	296	77.4	7.6	386	50.5	343	73.8	23.3
Hispanic	152	80.3	158	84.8	4.5	130	60.0	127	86.6	26.6
Af Amer	131	57.3	130	67.7	10.4	246	45.5	207	65.7	20.2
White	*	*	*	*	*	*	*	6	66.7	*
ELL	118	83.1	109	87.2	4.1	93	55.9	90	88.9	33.0
Eco Dis	273	70.0	261	76.6	6.6	339	50.1	311	74.3	24.2
Spec Ed	25	40.0	26	38.5	-1.5	34	29.4	39	66.7	37.3
Grade Four										
All	311	71.4	282	76.6	5.2	402	42.5	374	69.5	27.0
Hispanic	156	84.0	150	86.0	2.0	132	53.8	121	81.8	28.0
Af Amer	148	58.8	131	66.4	7.6	255	36.1	240	63.3	27.2
White	5	40.0	-	-	N/A	10	30.0	6	83.3	53.3
ELL	126	82.5	109	89.0	6.5	105	58.1	86	80.2	22.1
Eco Dis	296	72.6	261	76.6	4.0	356	44.4	352	68.5	24.1
Spec Ed	21	23.8	28	42.9	19.1	37	13.5	45	48.9	35.4
Grade Five										
All	301	78.4	318	88.7	10.3	373	59.2	361	83.1	23.9
Hispanic	143	89.5	169	95.3	5.8	118	70.3	118	93.2	22.9
Af Amer	154	68.2	149	81.2	13.0	250	53.6	231	77.9	24.3
White	*	*	-	-	N/A	*	*	8	75.0	*
ELL	116	85.3	131	95.4	10.1	84	76.2	98	95.9	19.7
Eco Dis	282	78.0	300	89.0	11.0	327	59.9	345	82.3	22.4
Spec Ed	29	65.5	30	76.7	11.2	39	30.8	38	71.1	40.3
Grade Six										
All	599	52.6	580	62.9	10.3	219	54.3	206	67.5	13.2
Hispanic	232	56.9	221	70.6	13.7	186	54.3	156	71.8	17.5
Af Amer	362	49.2	351	57.5	8.3	30	50.0	43	48.8	-1.2
White	*	*	*	*	*	*	*	*	*	*
ELL	162	53.7	149	69.8	16.1	140	53.6	121	71.9	18.3
Eco Dis	578	52.4	463	63.3	10.9	207	54.1	194	68.0	13.9
Spec Ed	76	40.8	81	51.9	11.1	24	25.0	31	51.6	26.6
Grade Seven										
All	457	39.2	465	49.5	10.3	151	41.7	186	64.0	22.3
Hispanic	186	47.8	177	61.6	13.8	116	40.5	153	62.7	22.2
Af Amer	257	32.3	277	42.2	9.9	27	48.1	30	66.7	18.6
White	*	*	*	*	*	-	-	-	-	N/A
ELL	135	46.7	125	60.8	14.1	100	40.0	120	60.8	20.8
Eco Dis	435	39.1	360	49.7	10.6	135	43.0	175	65.1	22.1
Spec Ed	63	14.3	66	47.0	32.7	25	20.0	23	34.8	14.8

table continues

Table (continued)

	ACE 1.0					ACE 2.0				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Eight										
All	543	72.4	562	82.7	10.3	160	68.1	201	85.6	17.5
Hispanic	202	74.3	225	88.4	14.1	128	68.8	149	88.6	19.8
Af Amer	331	70.7	327	78.9	8.2	28	60.7	43	74.4	13.7
White	*	*	*	*	*	*	*	*	*	*
ELL	148	68.9	159	86.2	17.3	90	68.9	120	90.0	21.1
Eco Dis	522	72.0	416	83.7	11.7	143	69.2	174	87.9	18.7
Spec Ed	87	49.4	72	40.3	-9.1	18	22.2	26	53.8	31.6
Grade Eight Algebra I										
All	110	98.2	106	100.0	1.8	41	100.0	20	95.0	-5.0
Hispanic	34	100.0	49	100.0	0.0	32	100.0	16	93.8	-6.2
Af Amer	75	97.3	49	100.0	2.7	*	*	*	*	*
White	-	-	*	*	N/A	*	*	-	-	N/A
ELL	15	100.0	32	100.0	0.0	19	100.0	8	87.5	-12.5
Eco Dis	107	98.1	94	100.0	1.9	38	100.0	19	94.7	-5.3
Spec Ed	-	-	-	-	N/A	*	*	-	-	N/A
All Mathematics										
All	2,609	63.4	2,609	72.6	9.1	1,732	53.0	1,691	74.6	21.6
Hispanic	1,105	71.1	1,149	81.5	10.4	842	59.4	840	80.3	20.9
Af Amer	1,458	57.3	1,414	65.2	8.0	839	46.0	797	68.2	22.2
White	20	70.0	10	90.0	20.0	20	54.9	25	80.0	25.1
ELL	820	69.3	814	81.8	12.6	631	59.1	643	80.6	21.5
Eco Dis	2,493	63.4	2,155	73.3	10.0	1,545	53.8	1,570	74.7	21.0
Spec Ed	301	38.9	303	48.5	9.6	178	24.1	202	65.9	41.8

Source: STAAR files dated June 15, 2017 (2017 grades three to eight), June 22, 2017 (2017 Algebra I EOC), June 20, 2018 (2018 STAAR and Algebra I EOC) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test. - = zero students took test.

Appendix M Table 3: 2017 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Reading

	ACE Overall					ISN					District				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Three															
All	675	50.8	640	67.2	16.4	887	48.1	831	59.0	10.9	12,569	63.4	12,491	71.7	8.3
Hispanic	282	61.7	286	77.3	15.6	390	55.6	379	64.9	9.3	8,948	66.1	8,605	74.9	8.8
Af Amer	378	42.9	337	57.6	14.7	474	42.0	433	53.8	11.8	2,716	49.3	2,556	60.1	10.8
White	7	28.6	8	75.0	46.4	10	40.0	10	50.0	10.0	617	83.1	592	85.3	2.2
ELL	211	63.0	200	80.5	17.5	283	53.7	290	67.9	14.2	6,336	64.2	6,032	74.6	10.4
Eco Dis	613	51.4	573	66.5	15.1	842	47.9	799	58.6	10.7	11,334	62.0	10,377	70.9	8.9
Spec Ed	59	23.7	65	49.2	25.5	55	30.9	67	43.3	12.4	888	42.6	1,045	50.7	8.1
Grade Four															
All	713	46.6	655	56.8	10.2	875	43.0	812	53.4	10.4	12,363	60.9	12,597	65.0	4.1
Hispanic	288	55.9	270	70.0	14.1	414	49.3	355	61.7	12.4	8,894	63.7	8,720	68.1	4.4
Af Amer	403	39.5	371	46.6	7.1	445	36.9	434	47.2	10.3	2,643	46.1	2,636	52.1	6.0
White	15	40.0	6	100.0	60.0	9	44.4	13	38.5	-5.9	575	81.9	593	85.0	3.1
ELL	231	56.7	194	71.1	14.4	305	48.2	264	58.3	10.1	6,252	62.6	6,122	66.2	3.6
Eco Dis	652	47.4	612	56.2	8.8	839	43.0	794	53.5	10.5	11,224	59.5	10,938	64.1	4.6
Spec Ed	59	13.6	73	34.2	20.6	65	26.2	62	30.6	4.4	974	39.0	1,083	43.2	4.2
Grade Five															
All	676	63.2	678	69.8	6.6	808	64.9	817	68.7	3.8	11,831	78.0	12,527	80.4	2.4
Hispanic	263	80.2	287	81.5	1.3	367	72.8	390	79.2	6.4	8,409	81.7	8,759	83.9	2.2
Af Amer	404	52.2	379	60.4	8.2	422	58.3	408	58.3	0.0	2,653	64.0	2,584	67.5	3.5
White	6	83.3	8	75.0	-8.3	10	70.0	9	55.6	-14.4	526	89.5	555	93.5	4.0
ELL	201	82.6	229	86.5	3.9	274	75.9	288	81.3	5.4	6,102	82.6	6,121	84.6	2.0
Eco Dis	611	64.6	644	69.4	4.8	768	65.2	799	68.8	3.6	10,743	77.4	10,955	80.1	2.7
Spec Ed	68	32.4	68	36.8	4.4	76	40.8	74	50.0	9.2	1,046	48.9	1,148	53.6	4.7
Grade Six															
All	818	38.1	787	45.0	6.9	567	41.3	607	42.3	1.0	10,321	53.7	10,645	55.4	1.7
Hispanic	419	42.5	378	50.5	8.0	260	38.8	285	46.7	7.9	7,497	53.3	7,399	57.5	4.2
Af Amer	391	33.0	394	38.3	5.3	299	43.5	310	38.1	-5.4	2,160	48.5	2,246	46.3	-2.2
White	*	*	5	100.0	*	*	*	6	66.7	*	453	81.2	447	81.9	0.7
ELL	302	36.1	273	46.5	10.4	203	36.9	225	46.2	9.3	5,296	46.5	5,182	51.6	5.1
Eco Dis	784	38.3	656	45.4	7.1	539	41.4	564	41.7	0.3	9,200	52.1	8,799	54.7	2.6
Spec Ed	101	25.7	113	38.1	12.4	57	47.4	92	29.3	-18.1	876	32.6	1,003	31.9	-0.7
Grade Seven															
All	721	43.1	768	53.3	10.2	573	54.8	581	54.7	-0.1	9,729	59.9	10,503	62.8	2.9
Hispanic	351	47.6	397	61.0	13.4	272	51.5	252	56.7	5.2	7,095	60.4	7,363	64.4	4.0
Af Amer	345	38.6	357	44.0	5.4	291	57.7	319	53.6	-4.1	2,000	52.6	2,125	55.7	3.1
White	*	*	*	*	*	7	42.9	5	60.0	17.1	414	84.1	426	84.3	0.2
ELL	264	43.2	283	59.0	15.8	201	46.3	194	54.1	7.8	4,905	53.8	4,948	57.7	3.9
Eco Dis	678	43.4	639	54.1	10.7	537	54.6	531	54.6	0.0	8,536	58.8	8,508	63.1	4.3
Spec Ed	88	15.9	90	38.9	23.0	59	37.3	68	55.9	18.6	877	28.3	855	38.5	10.2

table continues

Table (continued)

	ACE Overall					ISN					District				
	2017		2018		1 Yr	2017		2018		1 Yr	2017		2018		1 Yr
	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts
Grade Eight															
All	740	64.1	765	65.4	1.3	582	74.7	591	74.5	-0.2	9,367	75.9	10,145	73.8	-2.1
Hispanic	349	61.6	373	70.5	8.9	265	71.7	285	69.8	-1.9	6,885	76.7	7,206	75.0	-1.7
Af Amer	372	65.9	367	59.1	-6.8	307	77.2	295	79.3	2.1	2,004	72.0	2,057	69.4	-2.6
White	6	66.7	5	100.0	33.3	7	100.0	8	50.0	-50.0	288	83.3	349	88.5	5.2
ELL	246	51.6	279	67.0	15.4	180	68.3	212	65.1	-3.2	4,460	69.5	4,673	67.7	-1.8
Eco Dis	701	64.3	596	68.8	4.5	540	75.0	535	74.6	-0.4	8,308	75.8	8,229	74.5	-1.3
Spec Ed	107	35.5	98	39.8	4.3	59	39.0	66	50.0	11.0	874	38.4	902	39.7	1.3
All Reading															
All	4,343	50.6	4,293	59.1	8.5	4,292	53.8	4,239	59.0	5.2	66,180	65.3	68,908	68.5	3.2
Hispanic	1,952	56.7	1,991	67.3	10.6	1,968	56.9	1,946	64.2	7.3	47,728	67.1	48,052	71.0	3.9
Af Amer	2,293	45.3	2,205	50.8	5.5	2,238	51.1	2,199	54.5	3.4	14,176	55.0	14,204	58.5	3.5
White	41	53.7	34	85.3	31.6	47	55.3	51	51.0	-4.3	2,873	83.9	2,962	86.5	2.6
ELL	1,455	53.6	1,458	67.1	13.5	1,446	55.2	1,473	63.3	8.1	33,351	63.6	33,078	67.8	4.2
Eco Dis	4,039	51.1	3,720	59.8	8.7	4,065	53.8	4,022	58.9	5.1	59,345	64.2	57,806	68.3	4.1
Spec Ed	482	25.3	507	39.3	14.0	371	36.9	429	42.7	5.8	5,535	38.5	6,036	43.4	4.9

Source: STAAR files dated June 15, 2017 (2017) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test. - = zero students took test.

Appendix M Table 4: 2017 to 2018 ACE 1.0 and ACE 2.0 STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Reading

	ACE 1.0					ACE 2.0				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Three										
All	288	62.2	296	70.6	8.4	387	42.4	344	64.2	21.8
Hispanic	152	67.8	158	77.2	9.4	130	54.6	128	77.3	22.7
Af Amer	131	57.3	130	60.8	3.5	247	35.2	207	55.6	20.4
White	*	*	*	*	*	*	*	6	66.7	*
ELL	118	73.7	109	80.7	7.0	93	49.5	91	80.2	30.7
Eco Dis	273	62.3	261	69.7	7.4	340	42.6	312	63.8	21.2
Spec Ed	25	28.0	26	42.3	14.3	34	20.5	39	53.8	33.3
Grade Four										
All	312	58.0	281	63.7	5.7	401	37.7	374	51.6	13.9
Hispanic	156	67.3	149	75.2	7.9	132	42.4	121	63.6	21.2
Af Amer	149	48.3	131	51.1	2.8	254	34.3	240	44.2	9.9
White	5	40.0	-	-	N/A	10	40.0	6	100.0	60.0
ELL	126	66.7	108	80.6	13.9	105	44.8	86	59.3	14.5
Eco Dis	297	58.6	260	63.8	5.2	355	38.0	352	50.6	12.6
Spec Ed	22	13.6	28	32.1	18.5	37	13.5	45	35.6	22.1
Grade Five										
All	303	69.6	317	74.1	4.5	373	57.9	361	65.9	8.0
Hispanic	145	84.8	169	83.4	-1.4	118	74.6	118	78.8	4.2
Af Amer	154	55.8	148	63.5	7.7	250	50.0	231	58.4	8.4
White	*	*	-	-	N/A	*	*	8	75.0	*
ELL	117	83.8	131	87.0	3.2	84	81.0	98	85.7	4.7
Eco Dis	284	70.1	299	73.6	3.5	327	59.9	345	65.8	5.9
Spec Ed	29	58.6	30	40.0	-18.6	39	12.8	38	34.2	21.4
Grade Six										
All	599	38.4	581	41.7	3.3	219	37.4	206	54.4	17.0
Hispanic	233	46.4	222	47.3	0.9	186	37.6	156	55.1	17.5
Af Amer	361	33.2	351	37.3	4.1	30	30.0	43	46.5	16.5
White	*	*	*	*	*	*	*	*	*	*
ELL	162	38.9	152	42.1	3.2	140	32.9	121	52.1	19.2
Eco Dis	577	38.1	462	41.1	3.0	207	38.6	194	55.7	17.1
Spec Ed	77	28.6	82	40.2	11.6	24	16.7	31	32.3	15.6
Grade Seven										
All	548	42.0	555	48.5	6.5	173	46.8	213	65.7	18.9
Hispanic	218	46.8	222	57.7	10.9	133	48.9	175	65.1	16.2
Af Amer	313	37.7	323	41.8	4.1	32	46.9	34	64.7	17.8
White	*	*	*	*	*	-	-	-	-	N/A
ELL	155	41.3	148	54.7	13.4	109	45.9	135	63.7	17.8
Eco Dis	524	41.8	438	48.6	6.8	154	48.7	201	66.2	17.5
Spec Ed	63	15.9	67	37.3	21.4	25	16.0	23	43.5	27.5

table continues

Table (continued)

	ACE 1.0					ACE 2.0				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Three										
All	561	64.5	571	62.0	-2.5	179	62.6	194	75.3	12.7
Hispanic	206	60.7	230	67.8	7.1	143	62.9	143	74.8	11.9
Af Amer	346	67.3	325	57.2	-10.1	26	46.2	42	73.8	27.6
White	*	*	*	*	*	*	*	*	*	*
ELL	146	47.9	166	62.7	14.8	100	57.0	113	73.5	16.5
Eco Dis	539	64.2	429	65.5	1.3	162	64.8	167	77.2	12.4
Spec Ed	88	42.0	72	34.7	-7.3	19	5.3	26	53.8	48.5
All Reading										
All	2,611	53.4	2,601	57.2	3.8	1,732	46.5	1,692	62.1	15.6
Hispanic	1,110	60.0	1,150	66.4	6.4	842	52.3	841	68.5	16.2
Af Amer	1,454	48.4	1,408	49.1	0.7	839	39.9	797	53.8	13.9
White	21	47.6	9	88.9	41.3	20	60.0	25	84.0	24.0
ELL	824	56.6	814	66.1	9.5	631	49.8	644	68.3	18.5
Eco Dis	2,494	53.2	2,149	58.3	5.1	1,545	47.6	1,571	62.0	14.4
Spec Ed	304	31.6	305	37.7	6.1	178	14.6	202	41.6	27.0

Source: STAAR files dated June 15, 2017 (2017) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test. - = zero students took test.

Appendix M Table 5: 2017 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Writing

	ACE Overall					ISN					District				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Four															
All	717	43.5	655	52.7	9.2	878	47.8	810	46.5	-1.3	12,389	62.3	12,557	59.7	-2.6
Hispanic	290	54.8	271	69.7	14.9	416	52.4	356	57.9	5.5	8,901	65.6	8,705	64.4	-1.2
Af Amer	405	36.3	370	40.3	4.0	446	43.5	432	37.7	-5.8	2,655	47.9	2,636	42.3	-5.6
White	16	25.0	6	66.7	41.7	9	44.4	12	25.0	-19.4	580	76.7	593	76.6	-0.1
ELL	235	55.7	195	73.8	18.1	306	52.3	264	56.8	4.5	6,263	66.6	6,103	66.6	0.0
Eco Dis	656	44.8	613	51.5	6.7	842	47.4	792	47.0	-0.4	11,245	61.4	10,920	59.0	-2.4
Spec Ed	59	20.3	71	26.8	6.5	64	25.0	64	26.6	1.6	973	35.4	1,081	32.7	-2.7
Grade Seven															
All	723	44.3	772	47.4	3.1	578	45.0	590	44.4	-0.6	9,780	55.6	10,529	57.0	1.4
Hispanic	351	43.0	396	49.2	6.2	275	41.1	257	46.7	5.6	7,137	55.6	7,390	57.6	2.0
Af Amer	347	45.2	362	44.8	-0.4	293	48.5	322	42.9	-5.6	2,010	49.7	2,135	52.9	3.2
White	*	*	*	*	*	7	28.6	6	50.0	21.4	414	81.9	428	81.3	-0.6
ELL	263	40.7	285	43.5	2.8	202	35.1	197	44.2	9.1	4,929	48.4	4,970	48.4	0.0
Eco Dis	681	44.2	639	48.4	4.2	542	45.2	539	44.2	-1.0	8,585	54.3	8,539	57.0	2.7
Spec Ed	87	13.8	89	28.1	14.3	61	26.2	70	42.9	16.7	886	23.6	865	32.5	8.9
All Writing															
All	1,440	43.9	1,427	49.8	5.9	1,456	46.7	1,400	45.6	-1.1	22,169	59.3	23,086	58.5	-0.8
Hispanic	641	48.4	667	57.6	9.2	691	47.9	613	53.2	5.3	16,038	61.1	16,095	61.3	0.2
Af Amer	752	40.4	732	42.5	2.1	739	45.5	754	39.9	-5.6	4,665	48.7	4,771	47.1	-1.6
White	20	35.0	8	62.5	27.5	16	37.5	18	33.3	-4.2	994	78.9	1,021	78.6	-0.3
ELL	498	47.8	480	55.8	8.0	508	45.5	461	51.4	5.9	11,192	58.6	11,073	58.4	-0.2
Eco Dis	1,337	44.5	1,252	49.9	5.4	1,384	46.5	1,331	45.8	-0.7	19,830	58.3	19,459	58.1	-0.2
Spec Ed	146	16.4	160	27.5	11.1	125	25.6	134	35.1	9.5	1,859	29.7	1,946	32.6	2.9

Source: STAAR files dated June 15, 2017 (2017) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test.

Appendix M Table 6: 2017 to 2018 ACE 1.0 and ACE 2.0 STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Writing

	ACE 1.0					ACE 2.0				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Four										
All	314	57.0	283	58.7	1.7	403	33.0	372	48.1	15.1
Hispanic	157	68.8	150	70.0	1.2	133	38.3	121	69.4	31.1
Af Amer	150	45.3	132	46.2	0.9	255	31.0	238	37.0	6.0
White	5	40.0	-	-	N/A	11	18.2	6	66.7	48.5
ELL	127	70.1	109	79.8	9.7	108	38.9	86	66.3	27.4
Eco Dis	299	57.9	262	58.4	0.5	357	33.9	351	46.4	12.5
Spec Ed	22	22.7	28	17.9	-4.8	37	18.9	43	32.6	13.7
Grade Seven										
All	549	44.8	559	44.2	-0.6	174	42.5	213	55.9	13.4
Hispanic	218	45.0	221	46.2	1.2	133	39.8	175	53.1	13.3
Af Amer	314	44.3	328	42.7	-1.6	33	54.5	34	64.7	10.2
White	*	*	*	*	*	-	-	-	-	N/A
ELL	155	41.9	150	40.0	-1.9	108	38.9	135	47.4	8.5
Eco Dis	526	44.7	438	45.0	0.3	155	42.6	201	55.7	13.1
Spec Ed	62	12.9	65	32.3	19.4	25	16.0	24	16.7	0.7
All Writing										
All	863	49.2	842	49.0	-0.2	577	35.9	585	50.9	15.0
Hispanic	375	54.9	371	55.8	0.9	266	39.1	296	59.8	20.7
Af Amer	464	44.6	460	43.7	-0.9	288	33.7	272	40.4	6.7
White	9	55.6	*	*	N/A	11	18.2	6	66.7	48.5
ELL	282	54.6	259	56.8	2.2	216	38.9	221	54.8	15.9
Eco Dis	825	49.5	700	50.0	0.5	512	36.5	552	49.8	13.3
Spec Ed	84	15.5	93	28.0	12.5	62	17.7	67	26.9	9.2

Source: STAAR files dated June 15, 2017 (2017) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test. - = zero students took test.

Appendix M Table 7: 2017 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Science

	ACE Overall					ISN					District				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Five															
All	669	58.1	671	64.5	6.4	794	49.7	808	48.8	-0.9	11,721	66.2	12,458	69.3	3.1
Hispanic	261	66.7	285	77.9	11.2	8,358	12.1	387	51.4	39.3	8,358	67.5	8,724	72.0	4.5
Af Amer	400	52.5	374	54.3	1.8	412	46.1	402	45.0	-1.1	2,606	57.6	2,560	57.5	-0.1
White	5	60.0	8	62.5	2.5	10	70.0	9	66.7	-3.3	517	87.6	549	88.7	1.1
ELL	200	66.0	229	78.6	12.6	272	52.6	287	46.3	-6.3	6,065	65.2	6,101	70.3	5.1
Eco Dis	605	58.7	637	64.5	5.8	754	50.5	791	48.7	-1.8	10,645	65.2	10,897	68.7	3.5
Spec Ed	68	29.4	66	42.4	13.0	75	29.3	73	46.6	17.3	1,036	46.2	1,137	51.5	5.3
Grade Eight															
All	694	50.4	758	57.7	7.3	609	69.1	583	64.5	-4.6	9,867	67.0	10,336	66.3	-0.7
Hispanic	338	51.2	379	62.0	10.8	7,237	8.1	275	65.5	57.4	7,237	67.5	7,306	68.4	0.9
Af Amer	341	48.7	355	51.5	2.8	329	66.9	298	64.4	-2.5	1,980	60.4	2,066	56.9	-3.5
White	5	100.0	*	*	*	5	60.0	8	37.5	-22.5	437	87.0	416	86.1	-0.9
ELL	247	45.3	280	61.1	15.8	185	69.7	213	62.4	-7.3	4,740	60.5	4,869	62.6	2.1
Eco Dis	658	51.1	586	60.2	9.1	565	69.2	522	64.4	-4.8	8,645	66.2	8,282	66.5	0.3
Spec Ed	102	31.4	93	34.4	3.0	58	39.7	62	43.5	3.8	852	37.7	884	37.9	0.2
All Science															
All	1,363	54.2	1,429	60.9	6.7	1,403	58.2	1,391	55.4	-2.8	21,588	66.6	22,794	67.9	1.3
Hispanic	599	57.9	664	68.8	10.9	15,595	10.2	662	57.3	47.1	15,595	67.5	16,030	70.3	2.8
Af Amer	741	50.7	729	52.9	2.2	741	55.3	700	53.3	-2.0	4,586	58.8	4,626	57.2	-1.6
White	10	80.0	12	75.0	-5.0	15	66.7	17	52.9	-13.8	954	87.3	965	87.6	0.3
ELL	447	54.6	509	69.0	14.4	457	59.5	500	53.2	-6.3	10,805	63.1	10,970	66.9	3.8
Eco Dis	1,263	54.7	1,223	62.5	7.8	1,319	58.5	1,313	54.9	-3.6	19,290	65.7	19,179	67.8	2.1
Spec Ed	170	30.6	159	37.7	7.1	133	33.8	135	45.2	11.4	1,888	42.4	2,021	45.6	3.2

Source: STAAR files dated June 15, 2017 (2017) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test.

Appendix M Table 8: 2017 to 2018 ACE 1.0 and ACE 2.0 STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Science

	ACE 1.0					ACE 2.0				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Five										
All	300	68.7	313	64.9	-3.8	369	49.6	358	64.2	14.6
Hispanic	143	80.4	168	79.2	-1.2	118	50.0	117	76.1	26.1
Af Amer	153	58.2	145	48.3	-9.9	247	49.0	229	58.1	9.1
White	*	*	-	-	N/A	*	*	8	62.5	*
ELL	116	75.9	131	80.2	4.3	84	52.4	98	76.5	24.1
Eco Dis	282	69.1	295	65.4	-3.7	323	49.5	342	63.7	14.2
Spec Ed	29	51.7	30	36.7	-15.0	39	12.8	36	47.2	34.4
Grade Eight										
All	527	52.8	556	55.2	2.4	167	43.1	202	64.4	21.3
Hispanic	203	56.7	228	62.3	5.6	135	43.0	151	61.6	18.6
Af Amer	316	50.0	313	49.2	-0.8	25	32.0	42	69.0	37.0
White	*	*	*	*	*	*	*	*	*	*
ELL	149	49.0	162	63.0	14.0	98	39.8	118	58.5	18.7
Eco Dis	507	52.9	411	57.7	4.8	151	45.0	175	66.3	21.3
Spec Ed	86	36.0	67	29.9	-6.1	16	6.3	26	46.2	39.9
All Science										
All	827	58.5	869	58.7	0.2	536	47.6	560	64.3	16.7
Hispanic	346	66.5	396	69.4	2.9	253	46.2	268	67.9	21.7
Af Amer	469	52.7	458	48.9	-3.8	272	47.4	271	59.8	12.4
White	6	66.7	*	*	*	*	*	10	70.0	*
ELL	265	60.8	293	70.6	9.8	182	45.6	216	66.7	21.1
Eco Dis	789	58.7	706	60.9	2.2	474	48.1	517	64.6	16.5
Spec Ed	115	40.0	97	32.0	-8.0	55	10.9	62	46.8	35.9

Source: STAAR files dated June 15, 2017 (2017) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test. - = zero students took test.

Appendix M Table 9: 2017 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Social Studies

	ACE Overall					ISN					District				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Eight															
All	710	43.9	745	61.9	18.0	570	58.8	571	63.0	4.2	9,576	55.2	10,071	59.7	4.5
Hispanic	342	39.2	366	63.9	24.7	258	64.0	275	61.8	-2.2	7,000	54.7	7,138	60.1	5.4
Af Amer	351	47.6	354	58.8	11.2	304	54.3	287	64.8	10.5	1,992	50.9	2,000	56.2	5.3
White	5	80.0	5	100.0	20.0	6	83.3	7	42.9	-40.4	377	81.2	400	80.8	-0.4
ELL	238	30.3	274	62.0	31.7	176	59.7	203	58.6	-1.1	4,433	44.8	4,616	51.8	7.0
Eco Dis	671	44.0	579	63.9	19.9	530	58.9	515	63.7	4.8	8,394	54.3	8,124	59.8	5.5
Spec Ed	103	29.1	94	34.0	4.9	57	42.1	64	50.0	7.9	853	32.1	871	35.2	3.1

Source: STAAR files dated June 15, 2017 (2017) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. ISN = Intensive Support Network (see Appendix A). Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education.

Appendix M Table 10: 2017 to 2018 ACE 1.0 and ACE 2.0 STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Social Studies

	ACE 1.0					ACE 2.0				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Eight										
All	538	46.5	555	60.5	14.0	172	36.0	190	65.8	29.8
Hispanic	202	43.1	224	64.7	21.6	140	33.6	142	62.7	29.1
Af Amer	328	48.8	315	57.1	8.3	23	30.4	39	71.8	41.4
White	*	*	*	*	*	*	*	*	*	*
ELL	141	31.9	161	63.4	31.5	97	27.8	113	60.2	32.4
Eco Dis	516	46.1	416	62.7	16.6	155	36.8	163	66.9	30.1
Spec Ed	86	33.7	68	30.9	-2.8	17	5.9	26	42.3	36.4

Source: STAAR files dated June 15, 2017 (2017) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test.

Appendix N

Appendix N Table 1: 2016 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Mathematics

	ACE 1.0					District				
	2016 ^a		2018		2 Yr	2016 ^a		2018		2 Yr
	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts
Grade Three										
All	318	67.3	639	75.4	8.1	12,709	66.4	12,481	74.6	8.2
Hispanic	153	75.8	285	85.6	9.8	9,102	69.7	8,598	78.4	8.7
Af Amer	159	58.5	337	66.5	8.0	2,773	51.6	2,553	62.7	11.1
White	*	*	8	75.0	*	599	81.8	593	85.7	3.9
ELL	123	74.8	199	87.9	13.1	6,386	69.0	6,030	77.6	8.6
Eco Dis	299	67.6	572	75.3	7.7	11,613	65.4	10,367	74.5	9.1
Spec Ed	15	26.7	65	55.4	28.7	835	45.6	1,044	53.6	8.0
Grade Four										
All	338	57.7	656	72.6	14.9	12,059	64.8	12,599	75.1	10.3
Hispanic	156	76.3	271	84.1	7.8	8,527	68.4	8,723	78.6	10.2
Af Amer	177	40.1	371	64.4	24.3	2,744	49.5	2,636	63.6	14.1
White	*	*	6	83.3	*	557	82.0	593	87.2	5.2
ELL	118	78.0	195	85.1	7.1	6,135	68.4	6,124	77.5	8.5
Eco Dis	311	57.2	613	71.9	14.7	11,040	64.0	10,942	75.1	11.1
Spec Ed	26	23.1	73	46.6	23.5	952	42.9	1,084	51.3	8.4
Grade Five										
All	298	71.1	679	85.7	14.6	11,695	80.3	12,531	86.7	6.4
Hispanic	122	91.0	287	94.4	3.4	8,370	83.0	8,759	90.0	7.0
Af Amer	173	57.2	380	79.2	22.0	2,579	68.9	2,586	77.1	8.2
White	*	*	8	75.0	*	531	91.9	556	94.6	2.7
ELL	89	93.3	229	95.6	2.3	6,076	82.0	6,121	89.4	7.4
Eco Dis	268	73.1	645	85.4	12.3	10,709	79.9	10,957	87.2	7.3
Spec Ed	21	23.8	68	73.5	49.7	927	52.3	1,148	68.5	16.2
Grade Six										
All	550	37.8	786	64.1	26.3	10,005	59.5	10,632	67.4	7.9
Hispanic	205	44.4	377	71.1	26.7	7,280	62.3	7,392	70.7	8.4
Af Amer	333	33.3	394	56.6	23.3	2,087	43.9	2,240	55.7	11.8
White	*	*	5	100.0	*	433	82.2	447	83.7	1.5
ELL	144	45.1	270	70.7	25.6	5,225	60.1	5,172	67.9	-14.1
Eco Dis	512	38.7	657	64.7	26.0	9,023	58.5	8,787	67.7	9.2
Spec Ed	67	23.9	112	51.8	27.9	926	32.7	1,003	46.5	13.8

table continues

Table (continued)

	ACE 1.0					District				
	2016 ^a		2018		2 Yr	2016 ^a		2018		2 Yr
	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts
Grade Seven										
All	430	34.2	651	53.6	19.4	7,439	44.5	8,093	54.6	10.1
Hispanic	165	41.8	330	62.1	20.3	5,448	47.0	5,659	58.5	11.5
Af Amer	259	29.3	307	44.6	15.3	1,718	35.4	1,785	45.6	10.2
White	*	*	*	*	*	152	59.9	172	58.1	-1.8
ELL	122	32.0	245	60.8	28.8	3,834	42.8	4,090	55.3	-4.8
Eco Dis	401	33.7	535	54.8	21.1	6,785	44.6	6,630	56.1	11.5
Spec Ed	72	37.5	89	43.8	6.3	863	30.9	836	45.0	14.1
Grade Eight										
All	511	56.2	763	83.5	27.3	9,977	71.9	10,296	82.9	11.0
Hispanic	195	58.5	374	88.5	30.0	7,207	73.9	7,263	85.2	11.3
Af Amer	312	55.4	370	78.4	23.0	2,190	61.9	2,102	77.1	15.2
White	*	*	*	*	*	390	87.4	402	92.3	4.9
ELL	126	55.6	279	87.8	32.2	4,367	68.9	4,853	82.6	39.8
Eco Dis	464	57.3	590	84.9	27.6	8,786	71.5	8,286	84.1	12.6
Spec Ed	76	21.1	98	43.9	22.8	948	36.6	914	53.9	17.3
Grade Eight Algebra I										
All	100	98.0	126	99.2	1.2	2,416	97.0	2,361	99.8	2.8
Hispanic	39	97.4	65	98.5	1.1	1,665	97.6	1,679	99.9	2.3
Af Amer	60	98.3	52	100.0	1.7	410	93.2	311	99.7	6.5
White	-	-	*	*	N/A	231	99.6	256	99.6	0.0
ELL	19	94.7	40	97.5	2.8	568	95.8	694	99.7	3.9
Eco Dis	97	97.9	113	99.1	1.2	1,978	96.6	1,864	99.8	3.2
Spec Ed	*	*	-	-	N/A	19	100.0	16	100.0	0.0
All Mathematics										
All	2,545	53.5	4,300	73.4	19.9	66,300	67.0	68,993	75.6	8.5
Hispanic	1,035	63.5	1,989	81.0	18.8	47,599	69.7	48,073	78.9	9.2
Af Amer	1,473	46.3	2,211	66.3	22.2	14,501	53.9	14,213	65.2	11.2
White	14	57.1	35	82.8	25.7	2,893	84.8	3,019	87.8	3.0
ELL	741	62.0	1,457	81.3	19.3	32,591	67.3	33,084	76.7	9.4
Eco Dis	2,352	54.0	3,725	73.9	19.9	59,934	66.2	57,833	76.1	9.9
Spec Ed	279	27.2	505	51.5	24.3	5,470	40.4	6,045	53.8	13.4

Source: STAAR files dated July 11, 2016 (2016 grades three to eight), July 12, 2016 (2016 Algebra I EOC), June 20, 2018 (2018 STAAR and Algebra I EOC) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues.

^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test. - = zero students took test.

Appendix N Table 2: 2016 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Reading

	ACE 1.0					District				
	2016 ^a		2018		2 Yr Δ %pts	2016 ^a		2018		2 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Three										
All	318	59.4	640	67.2	7.8	12,710	62.5	12,491	71.7	9.2
Hispanic	153	66.7	286	77.3	10.6	9,105	64.9	8,605	74.9	10.0
Af Amer	159	52.2	337	57.6	5.4	2,770	49.7	2,556	60.1	10.4
White	*	*	8	75.0	*	601	82.4	592	85.3	2.9
ELL	123	68.3	200	80.5	12.2	6,386	64.0	6,032	74.6	10.6
Eco Dis	300	60.0	573	66.5	6.5	11,617	61.1	10,377	70.9	9.8
Spec Ed	15	26.7	65	49.2	22.5	837	41.6	1,045	50.7	9.1
Grade Four										
All	337	57.3	655	56.8	-0.5	12,064	63.1	12,597	65.0	1.9
Hispanic	155	65.8	270	70.0	4.2	8,532	64.3	8,720	68.1	3.8
Af Amer	177	49.7	371	46.6	-3.1	2,744	54.3	2,636	52.1	-2.2
White	*	*	6	100.0	*	557	84.7	593	85.0	0.3
ELL	117	65.8	194	71.1	5.3	6,138	61.5	6,122	66.2	4.7
Eco Dis	310	57.1	612	56.2	-0.9	11,045	61.8	10,938	64.1	2.3
Spec Ed	26	23.1	73	34.2	11.1	953	38.6	1,083	43.2	4.6
Grade Five										
All	298	57.7	678	69.8	12.1	11,698	74.6	12,527	80.4	5.8
Hispanic	122	77.9	287	81.5	3.6	8,372	77.6	8,759	83.9	6.3
Af Amer	173	43.4	379	60.4	17.0	2,579	61.8	2,584	67.5	5.7
White	*	*	8	75.0	*	532	90.4	555	93.5	3.1
ELL	89	82.0	229	86.5	4.5	6,078	76.5	6,121	84.6	8.1
Eco Dis	268	59.0	644	69.4	10.4	10,712	74.0	10,955	80.1	6.1
Spec Ed	21	14.3	68	36.8	22.5	927	44.0	1,148	53.6	9.6
Grade Six										
All	549	38.8	787	45.0	6.2	10,014	52.8	10,645	55.4	2.6
Hispanic	205	42.0	378	50.5	8.5	7,287	53.0	7,399	57.5	4.5
Af Amer	332	36.7	394	38.3	1.6	2,090	44.8	2,246	46.3	1.5
White	*	*	5	100.0	*	432	81.9	447	81.9	0.0
ELL	144	36.1	273	46.5	10.4	5,223	47.9	5,182	51.6	3.7
Eco Dis	512	38.9	656	45.4	6.5	9,036	51.1	8,799	54.7	3.6
Spec Ed	67	20.9	113	38.1	17.2	930	25.1	1,003	31.9	6.8
Grade Seven										
All	534	44.8	768	53.3	8.5	9,850	56.6	10,503	62.8	6.2
Hispanic	199	47.2	397	61.0	13.8	7,189	56.5	7,363	64.4	7.9
Af Amer	328	43.0	357	44.0	1.0	2,081	51.1	2,125	55.7	4.6
White	*	*	*	*	*	373	81.0	426	84.3	3.3
ELL	143	42.0	283	59.0	17.0	4,669	47.2	4,948	57.7	10.5
Eco Dis	505	45.0	639	54.1	9.1	8,804	55.1	8,508	63.1	8.0
Spec Ed	71	33.8	90	38.9	5.1	886	27.7	855	38.5	10.8

table continues

Table (continued)

	ACE 1.0					District				
	2016 ^a		2018		2 Yr	2016 ^a		2018		2 Yr
	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts
Grade Eight										
All	520	62.9	765	65.4	2.5	10,006	77.4	10,145	73.8	-3.6
Hispanic	206	63.1	373	70.5	7.4	7,180	79.2	7,206	75.0	-4.2
Af Amer	310	62.6	367	59.1	-3.5	2,227	69.1	2,057	69.4	0.3
White	*	*	5	100.0	*	407	91.9	349	88.5	-3.4
ELL	126	57.1	279	67.0	9.9	4,113	70.4	4,673	67.7	-2.7
Eco Dis	471	62.8	596	68.8	6.0	8,785	77.0	8,229	74.5	-2.5
Spec Ed	79	20.3	98	39.8	19.5	944	35.6	902	39.7	4.1
All Reading										
All	2,556	52.2	4,293	59.1	6.9	66,342	64.6	68,908	68.5	3.9
Hispanic	1,040	58.6	1,991	67.3	8.7	47,665	66.1	48,052	71.0	4.9
Af Amer	1,479	47.5	2,205	50.8	3.3	14,491	55.2	14,204	58.5	3.3
White	14	71.4	34	85.3	13.9	2,902	85.4	2,962	86.5	1.1
ELL	742	56.3	1,458	67.1	10.8	32,607	61.7	33,078	67.8	6.1
Eco Dis	2,366	52.3	3,720	59.8	7.5	59,999	63.5	57,806	68.3	4.8
Spec Ed	279	24.0	507	39.3	15.3	5,477	35.4	6,036	43.4	8.0

Source: STAAR files dated July 11, 2016 (2016) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test.

Appendix N Table 3: 2016 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Writing

	ACE 1.0					District				
	2016 ^a		2018		2 Yr Δ %pts	2016 ^a		2018		2 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Four										
All	340	55.9	655	52.7	-3.2	12,072	64.5	12,557	59.7	-4.8
Hispanic	157	65.0	271	69.7	4.7	8,536	66.9	8,705	64.4	-2.5
Af Amer	177	47.5	370	40.3	-7.2	2,741	53.5	2,636	42.3	-11.2
White	*	*	6	66.7	*	561	80.2	593	76.6	-3.6
ELL	118	66.1	195	73.8	7.7	6,148	68.2	6,103	66.6	-1.6
Eco Dis	312	55.4	613	51.5	-3.9	11,050	63.5	10,920	59.0	-4.5
Spec Ed	26	11.5	71	26.8	15.3	946	34.1	1,081	32.7	-1.4
Grade Seven										
All	533	43.5	772	47.4	3.9	9,895	52.9	10,529	57.0	4.1
Hispanic	198	40.4	396	49.2	8.8	7,220	52.3	7,390	57.6	5.3
Af Amer	328	45.4	362	44.8	-0.6	2,089	49.2	2,135	52.9	3.7
White	*	*	*	*	*	373	80.4	428	81.3	0.9
ELL	144	31.9	285	43.5	11.6	4,695	41.4	4,970	48.4	7.0
Eco Dis	505	43.8	639	48.4	4.6	8,843	51.4	8,539	57.0	5.6
Spec Ed	71	35.2	89	28.1	-7.1	898	24.4	865	32.5	8.1
All Writing										
All	873	48.3	1,427	49.8	1.5	21,967	59.3	23,086	58.5	-0.8
Hispanic	355	51.3	667	57.6	6.3	15,756	60.2	16,095	61.3	1.1
Af Amer	505	46.1	732	42.5	-3.6	4,830	51.7	4,771	47.1	-4.6
White	5	80.0	8	62.5	-17.5	934	80.3	1,021	78.6	-1.7
ELL	262	47.3	480	55.8	8.5	10,843	56.6	11,073	58.4	1.8
Eco Dis	817	48.2	1,252	49.9	1.7	19,893	58.1	19,459	58.1	0.0
Spec Ed	97	28.9	160	27.5	-1.4	1,844	29.4	1,946	32.6	3.2

Source: STAAR files dated July 11, 2016 (2016) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test.

Appendix N Table 4: 2016 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Science

	ACE 1.0					District				
	2016 ^a		2018		2 Yr	2016 ^a		2018		2 Yr
	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts
Grade Five										
All	295	60.3	671	64.5	4.2	11,617	66.6	12,458	69.3	2.7
Hispanic	121	77.7	285	77.9	0.2	8,341	68.5	8,724	72.0	3.5
Af Amer	171	48.0	374	54.3	6.3	2,537	55.6	2,560	57.5	1.9
White	*	*	8	62.5	*	525	88.4	549	88.7	0.3
ELL	88	78.4	229	78.6	0.2	6,062	65.4	6,101	70.3	4.9
Eco Dis	266	61.7	637	64.5	2.8	10,647	65.5	10,897	68.7	3.2
Spec Ed	21	14.3	66	42.4	28.1	917	44.8	1,137	51.5	6.7
Grade Eight										
All	562	59.8	758	57.7	-2.1	10,161	64.4	10,336	66.3	1.9
Hispanic	217	62.7	379	62.0	-0.7	7,271	66.0	7,306	68.4	2.4
Af Amer	341	58.1	355	51.5	-6.6	2,280	55.2	2,066	56.9	1.7
White	-	-	*	*	N/A	402	84.3	416	86.1	1.8
ELL	138	61.6	280	61.1	-0.5	4,375	57.8	4,869	62.6	4.8
Eco Dis	512	60.0	586	60.2	0.2	8,955	63.8	8,282	66.5	2.7
Spec Ed	78	25.6	93	34.4	8.8	933	31.8	884	37.9	6.1
All Science										
All	857	60.0	1,429	60.9	0.9	21,778	65.6	22,794	67.9	2.3
Hispanic	338	68.0	664	68.8	0.8	15,612	67.3	16,030	70.3	3.0
Af Amer	512	54.7	729	52.9	-1.8	4,817	55.4	4,626	57.2	1.8
White	*	*	12	75.0	*	927	86.6	965	87.6	1.0
ELL	226	68.1	509	69.0	0.9	10,437	62.2	10,970	66.9	4.7
Eco Dis	778	60.5	1,223	62.5	2.0	19,602	64.8	19,179	67.8	3.0
Spec Ed	99	23.2	159	37.7	14.5	1,850	38.3	2,021	45.6	7.3

Source: STAAR files dated July 11, 2016 (2016) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. * = fewer than five students took test. - = zero students took test.

Appendix N Table 5: 2016 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Social Studies

	ACE 1.0					District				
	2016 ^a		2018		2 Yr Δ %pts	2016 ^a		2018		2 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Eight										
All	509	43.2	745	61.9	18.7	9,805	53.9	10,071	59.7	5.8
Hispanic	201	42.8	366	63.9	21.1	7,049	54.5	7,138	60.1	5.6
Af Amer	305	43.6	354	58.8	15.2	2,167	46.1	2,000	56.2	10.1
White	-	-	5	100.0	N/A	397	81.1	400	80.8	-0.3
ELL	124	37.9	274	62.0	24.1	4,031	42.3	4,616	51.8	9.5
Eco Dis	461	44.5	579	63.9	19.4	8,609	52.7	8,124	59.8	7.1
Spec Ed	78	19.2	94	34.0	14.8	922	26.1	871	35.2	9.1

Source: STAAR files dated July 11, 2016 (2016) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. Af Amer = African American. ELL = English language learner. Eco Dis = economically disadvantaged. Spec Ed = special education. - = zero students took test.

Appendix O

Appendix O Table 1: 2015 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Mathematics

	ACE 1.0					District				
	2015 ^{a, b}		2018		3 Yr	2015 ^{a, b}		2018		3 Yr
	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts
Grade Three										
All	339	48.1	639	75.4	27.3	12,627	64.9	12,481	74.6	9.7
Hispanic	156	50.3	285	85.6	35.3	8,911	68.5	8,598	78.4	9.9
Af Amer	177	36.7	337	66.5	29.8	2,872	49.3	2,553	62.7	13.4
White	*	*	8	75.0	*	604	83.8	593	85.7	1.9
ELL	120	61.7	199	87.9	26.2	6,397	67.8	6,030	77.6	9.8
Eco Dis	319	47.6	572	75.3	27.7	11,402	64.0	10,367	74.5	10.5
Spec Ed	16	37.5	65	55.4	17.9	870	46.8	1,044	53.6	6.8
Grade Four										
All	285	35.8	656	72.6	36.8	12,163	61.2	12,599	75.1	13.9
Hispanic	120	58.3	271	84.1	25.8	8,676	65.4	8,723	78.6	13.2
Af Amer	161	19.3	371	64.4	45.1	2,686	42.8	2,636	63.6	20.8
White	*	*	6	83.3	*	571	83.0	593	87.2	4.2
ELL	93	63.4	195	85.1	21.7	6,320	64.0	6,124	77.5	13.5
Eco Dis	269	36.1	613	71.9	35.8	10,940	60.4	10,942	75.1	14.7
Spec Ed	15	13.3	73	46.6	33.3	858	36.7	1,084	51.3	14.6
Grade Five										
All	315	38.1	679	85.7	47.6	11,607	67.2	12,531	86.7	19.5
Hispanic	147	44.2	287	94.4	50.2	8,370	71.0	8,759	90.0	19.0
Af Amer	164	32.3	380	79.2	46.9	2,529	49.9	2,586	77.1	27.2
White	*	*	8	75.0	*	492	87.4	556	94.6	7.2
ELL	108	42.6	229	95.6	53.0	6,080	70.0	6,121	89.4	19.4
Eco Dis	299	38.1	645	85.4	47.3	10,451	66.6	10,957	87.2	20.6
Spec Ed	25	8.0	68	73.5	65.5	1,026	36.5	1,148	68.5	32.0
Grade Six										
All	595	38.5	786	64.1	25.6	10,309	60.6	10,632	67.4	6.8
Hispanic	209	43.1	377	71.1	28.0	7,473	63.4	7,392	70.7	7.3
Af Amer	376	35.6	394	56.6	21.0	2,247	47.2	2,240	55.7	8.5
White	*	*	5	100.0	*	368	81.5	447	83.7	2.2
ELL	142	37.3	270	70.7	33.4	5,332	60.5	5,172	67.9	7.4
Eco Dis	546	37.9	657	64.7	26.8	9,209	59.8	8,787	67.7	7.9
Spec Ed	80	36.3	112	51.8	15.5	955	34.7	1,003	46.5	11.8

table continues

Table (continued)

	ACE 1.0					District				
	2015 ^{a,b}		2018		3 Yr Δ %pts	2015 ^{a,b}		2018		3 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Seven										
All	504	23.2	651	53.6	30.4	7,641	43.9	8,093	54.6	10.7
Hispanic	173	27.2	330	62.1	34.9	5,480	47.1	5,659	58.5	11.4
Af Amer	327	20.8	307	44.6	23.8	1,870	32.2	1,785	45.6	13.4
White	*	*	*	*	*	164	62.2	172	58.1	-4.1
ELL	111	21.6	245	60.8	39.2	3,777	41.5	4,090	55.3	13.8
Eco Dis	448	23.2	535	54.8	31.6	6,811	43.6	6,630	56.1	12.5
Spec Ed	90	18.9	89	43.8	24.9	920	22.9	836	45.0	22.1
Grade Eight										
All	551	44.6	763	83.5	38.9	10,429	63.9	10,296	82.9	19.0
Hispanic	221	49.3	374	88.5	39.2	7,529	65.9	7,263	85.2	19.3
Af Amer	327	41.0	370	78.4	37.4	2,300	52.0	2,102	77.1	25.1
White	*	*	*	*	*	421	85.0	402	92.3	7.3
ELL	136	42.6	279	87.8	45.2	4,244	56.8	4,853	82.6	25.8
Eco Dis	508	45.5	590	84.9	39.4	9,142	62.9	8,286	84.1	21.2
Spec Ed	94	22.3	98	43.9	21.6	907	25.2	914	53.9	28.7
Grade Eight Algebra I										
All	54	87.0	126	99.2	12.2	2,337	97.6	2,361	99.8	2.2
Hispanic	28	89.3	65	98.5	9.2	1,689	97.7	1,679	99.9	2.2
Af Amer	226	84.6	52	100.0	15.4	357	95.5	311	99.7	4.2
White	-	-	*	*	N/A	218	99.1	256	99.6	0.5
ELL	8	75.0	40	97.5	22.5	367	94.0	694	99.7	5.7
Eco Dis	51	86.3	113	99.1	12.8	1,925	97.3	1,864	99.8	2.5
Spec Ed	*	*	-	-	N/A	12	91.7	16	100.0	8.3
All Mathematics										
All	2,643	38.7	4,300	73.4	34.7	67,113	62.6	68,993	75.6	13.0
Hispanic	1,054	47.4	1,989	81.0	33.5	48,128	65.8	48,073	78.9	13.1
Af Amer	1,758	38.5	2,211	66.3	27.8	14,861	47.3	14,213	65.2	17.9
White	18	66.7	35	82.8	16.1	2,838	84.1	3,019	87.8	3.7
ELL	718	44.5	1,457	81.3	36.7	32,517	62.1	33,084	76.7	14.6
Eco Dis	2,440	38.9	3,725	73.9	35.0	59,880	61.8	57,833	76.1	14.3
Spec Ed	321	24.3	505	51.5	27.2	5,548	33.8	6,045	53.8	20.0

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra EOC), June 20, 2018 (2018 STAAR and Algebra I EOC) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. * = fewer than five students took test. - = zero students took test.

Appendix O Table 2: 2015 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Reading

	ACE 1.0					District				
	2015 ^{a,b}		2018		3 Yr Δ %pts	2015 ^{a,b}		2018		3 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Three										
All	342	43.6	640	67.2	23.6	12,623	63.0	12,491	71.7	8.7
Hispanic	158	55.7	286	77.3	21.6	8,908	65.5	8,605	74.9	9.4
Af Amer	178	32.0	337	57.6	25.6	2,874	51.1	2,556	60.1	9.0
White	*	*	8	75.0	*	602	84.4	592	85.3	0.9
ELL	121	52.9	200	80.5	27.6	6,396	64.1	6,032	74.6	10.5
Eco Dis	322	43.2	573	66.5	23.3	11,397	62.0	10,377	70.9	8.9
Spec Ed	17	29.4	65	49.2	19.8	871	40.0	1,045	50.7	10.7
Grade Four										
All	283	35.0	655	56.8	21.8	12,149	60.3	12,597	65.0	4.7
Hispanic	120	49.2	270	70.0	20.8	8,674	63.2	8,720	68.1	4.9
Af Amer	159	24.5	371	46.6	22.1	2,675	45.9	2,636	52.1	6.2
White	*	*	6	100.0	*	571	83.0	593	85.0	2.0
ELL	93	48.4	194	71.1	22.7	6,314	61.9	6,122	66.2	4.3
Eco Dis	268	35.4	612	56.2	20.8	10,926	59.1	10,938	64.1	5.0
Spec Ed	15	13.3	73	34.2	20.9	859	34.3	1,083	43.2	8.9
Grade Five										
All	316	56.0	678	69.8	13.8	11,649	78.2	12,527	80.4	2.2
Hispanic	148	62.8	287	81.5	18.7	8,398	80.4	8,759	83.9	3.5
Af Amer	164	49.4	379	60.4	11.0	2,540	68.3	2,584	67.5	-0.8
White	*	*	8	75.0	*	497	91.8	555	93.5	1.7
ELL	108	62.0	229	86.5	24.5	6,088	80.1	6,121	84.6	4.5
Eco Dis	299	55.2	644	69.4	14.2	10,489	77.5	10,955	80.1	2.6
Spec Ed	25	20.0	68	36.8	16.8	1,033	41.7	1,148	53.6	11.9
Grade Six										
All	586	42.3	787	45.0	2.7	10,294	58.1	10,645	55.4	-2.7
Hispanic	208	42.3	378	50.5	8.2	7,470	58.6	7,399	57.5	-1.1
Af Amer	367	42.8	394	38.3	-4.5	2,237	52.1	2,246	46.3	-5.8
White	5	20.0	5	100.0	80.0	366	80.9	447	81.9	1.0
ELL	141	32.6	273	46.5	13.9	5,327	53.1	5,182	51.6	-1.5
Eco Dis	539	41.4	656	45.4	4.0	9,195	56.7	8,799	54.7	-2.0
Spec Ed	79	35.4	113	38.1	2.7	950	26.1	1,003	31.9	5.8
Grade Seven										
All	568	34.5	768	53.3	18.8	10,080	56.4	10,503	62.8	6.4
Hispanic	202	36.6	397	61.0	24.4	7,256	56.7	7,363	64.4	7.7
Af Amer	362	33.1	357	44.0	10.9	2,219	50.3	2,125	55.7	5.4
White	*	*	*	*	*	403	82.4	426	84.3	1.9
ELL	127	26.8	283	59.0	32.2	4,602	46.1	4,948	57.7	11.6
Eco Dis	510	33.9	639	54.1	20.2	8,788	55.0	8,508	63.1	8.1
Spec Ed	92	15.2	90	38.9	23.7	943	19.9	855	38.5	18.6

table continues

Table (continued)

	ACE 1.0					District				
	2015 ^{a,b}		2018		3 Yr Δ %pts	2015 ^{a,b}		2018		3 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Eight										
All	556	59.5	765	65.4	5.9	10,414	75.8	10,145	73.8	-2.0
Hispanic	226	61.5	373	70.5	9.0	7,506	77.1	7,206	75.0	-2.1
Af Amer	327	57.8	367	59.1	1.3	2,327	68.3	2,057	69.4	1.1
White	*	*	5	100.0	*	403	92.1	349	88.5	-3.6
ELL	132	49.2	279	67.0	17.8	3,818	63.1	4,673	67.7	4.6
Eco Dis	511	59.9	596	68.8	8.9	9,163	75.2	8,229	74.5	-0.7
Spec Ed	97	33.0	98	39.8	6.8	909	33.4	902	39.7	6.3
All Reading										
All	2,651	45.3	4,293	59.1	13.8	67,209	65.4	68,908	68.5	3.1
Hispanic	1,062	50.9	1,991	67.3	16.4	48,212	67.1	48,052	71.0	3.9
Af Amer	1,557	41.3	2,205	50.8	9.5	14,872	55.8	14,204	58.5	2.7
White	19	52.6	34	85.3	32.7	2,842	85.7	2,962	86.5	0.8
ELL	722	44.5	1,458	67.1	22.6	32,545	62.2	33,078	67.8	5.6
Eco Dis	2,449	45.0	3,720	59.8	14.8	59,958	64.4	57,806	68.3	3.9
Spec Ed	325	26.5	507	39.3	12.8	5,565	32.6	6,036	43.4	10.8

Source: STAAR files dated September 1, 2015 (2015) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. * = fewer than five students took test.

Appendix O Table 3: 2015 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Writing

	ACE 1.0					District				
	2015 ^{a,b}		2018		3 Yr	2015 ^{a,b}		2018		3 Yr
	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts	Tested n	Appr+ %	Tested n	Appr+ %	Δ %pts
Grade Four										
All	284	40.5	655	52.7	12.2	12,160	63.1	12,557	59.7	-3.4
Hispanic	120	53.3	271	69.7	16.4	8,680	65.7	8,705	64.4	-1.3
Af Amer	160	31.3	370	40.3	9.0	2,683	50.7	2,636	42.3	-8.4
White	*	*	6	66.7	*	570	80.0	593	76.6	-3.4
ELL	93	54.8	195	73.8	19.0	6,317	65.6	6,103	66.6	1.0
Eco Dis	267	40.8	613	51.5	10.7	10,932	62.2	10,920	59.0	-3.2
Spec Ed	16	18.8	71	26.8	8.0	856	30.7	1,081	32.7	2.0
Grade Seven										
All	573	29.0	772	47.4	18.4	10,088	55.7	10,529	57.0	1.3
Hispanic	204	29.4	396	49.2	19.8	7,257	56.5	7,390	57.6	1.1
Af Amer	365	28.5	362	44.8	16.3	2,224	47.5	2,135	52.9	5.4
White	*	*	*	*	*	405	80.5	428	81.3	0.8
ELL	128	18.8	285	43.5	24.7	4,603	45.6	4,970	48.4	2.8
Eco Dis	515	28.2	639	48.4	20.2	8,795	54.1	8,539	57.0	2.9
Spec Ed	92	13.0	89	28.1	15.1	943	19.6	865	32.5	12.9
All Writing										
All	857	32.8	1,427	49.8	17.0	22,248	59.7	23,086	58.5	-1.2
Hispanic	324	38.3	667	57.6	19.3	15,937	61.5	16,095	61.3	-0.2
Af Amer	525	29.3	732	42.5	13.2	4,907	49.3	4,771	47.1	-2.2
White	*	*	8	62.5	*	975	80.2	1,021	78.6	-1.6
ELL	221	33.9	480	55.8	21.9	10,920	57.2	11,073	58.4	1.2
Eco Dis	782	32.5	1,252	49.9	17.4	19,727	58.6	19,459	58.1	-0.5
Spec Ed	108	13.9	160	27.5	13.6	1,799	24.9	1,946	32.6	7.7

Source: STAAR files dated September 1, 2015 (2015) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR for grades three to eight and exclude STAAR Alternate-2 for Algebra I EOC. Although all scores are included, some test scores may have been adversely affected by online testing issues.

^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. * = fewer than five students took test.

Appendix O Table 4: 2015 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Science

	ACE 1.0					District				
	2015 ^{a,b}		2018		3 Yr Δ %pts	2015 ^{a,b}		2018		3 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Four										
All	316	33.5	671	64.5	31.0	11,611	56.8	12,458	69.3	12.5
Hispanic	148	38.5	285	77.9	39.4	8,375	58.1	8,724	72.0	13.9
Af Amer	164	28.0	374	54.3	26.3	2,526	46.0	2,560	57.5	11.5
White	*	*	8	62.5	*	495	85.7	549	88.7	3.0
ELL	108	35.2	229	78.6	43.4	6,082	54.3	6,101	70.3	16.0
Eco Dis	299	33.1	637	64.5	31.4	10,456	55.4	10,897	68.7	13.3
Spec Ed	25	4.0	66	42.4	38.4	1,027	31.6	1,137	51.5	19.9
Grade Seven										
All	612	30.1	758	57.7	27.6	12,387	62.0	10,336	66.3	4.3
Hispanic	245	32.7	379	62.0	29.3	8,848	63.0	7,306	68.4	5.4
Af Amer	364	28.3	355	51.5	23.2	2,651	50.1	2,066	56.9	6.8
White	*	*	*	*	*	646	89.8	416	86.1	-3.7
ELL	141	22.7	280	61.1	38.4	4,332	45.9	4,869	62.6	16.7
Eco Dis	566	31.1	586	60.2	29.1	10,692	60.3	8,282	66.5	6.2
Spec Ed	94	21.3	93	34.4	13.1	910	24.3	884	37.9	13.6
All Science										
All	928	31.3	1,429	60.9	29.6	23,998	59.5	22,794	67.9	8.4
Hispanic	393	34.9	664	68.8	33.9	17,223	60.6	16,030	70.3	9.7
Af Amer	528	28.2	729	52.9	24.7	5,177	48.1	4,626	57.2	9.1
White	6	50.0	12	75.0	25.0	1,141	88.0	965	87.6	-0.4
ELL	249	28.1	509	69.0	40.9	10,414	50.8	10,970	66.9	16.1
Eco Dis	865	31.8	1,223	62.5	30.7	21,148	57.9	19,179	67.8	9.9
Spec Ed	119	17.6	159	37.7	20.1	1,937	28.2	2,021	45.6	-12.3

Source: STAAR files dated September 1, 2015 (2015) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR for grades three to eight and exclude STAAR *Alternate-2* for Algebra I EOC. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. Δ = difference. Yr = year. %pts = percentage points. N/A = not applicable. * = fewer than five students took test.

Appendix O Table 5: 2015 to 2018 ACE STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Social Studies

	ACE 1.0					District				
	2015 ^{a,b}		2018		3 Yr Δ %pts	2015 ^{a,b}		2018		3 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %	
Grade Four										
All	547	32.5	745	61.9	29.4	10,353	51.4	10,071	59.7	8.3
Hispanic	223	36.8	366	63.9	27.1	7,469	52.0	7,138	60.1	8.1
Af Amer	321	29.6	354	58.8	29.2	2,310	42.3	2,000	56.2	13.9
White	*	*	5	100.0	*	399	84.0	400	80.8	-3.2
ELL	131	26.0	274	62.0	36.0	3,798	33.3	4,616	51.8	18.5
Eco Dis	502	33.1	579	63.9	30.8	9,116	49.9	8,124	59.8	9.9
Spec Ed	96	22.9	94	34.0	11.1	901	22.2	871	35.2	13.0

Source: STAAR files dated September 1, 2015 (2015) and June 20, 2018 (2018) for students enrolled on the PEIMS snapshot day for the respective year.

Note: Appr+ = attained Approaches Grade Level or Higher performance standard. Rates include scores for the first and second administrations of all versions of STAAR for grades three to eight and exclude STAAR Alternate-2 for Algebra I EOC. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Cut scores increased slightly in 2016; comparisons to 2015 STAAR results should be reviewed with caution. Δ = difference.

Yr = year. %pts = percentage points. N/A = not applicable. * = fewer than five students took test.

Appendix P

Appendix P Table 1: 2018 Student Experience Survey Detailed Results – Blanton (n = 558)

Section	Question	2018 %	Δ 2017 (LY) % Pts	Δ 2018 Dist % Pts
Blanton				
Overall		95	-1	20
Classroom Environment	Overall	92	-2	11
	On most days, how pleasant is your teacher's mood?	96	-2	
	How fair or unfair are the rules in this class?	98	0	
	How often do students behave well in this class?	81	-5	
Expectations and Rigor	Overall	97	-1	8
	How much does this teacher encourage you to do your best?	97	-1	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	97	-1	
	Overall, how high are this teacher's expectations of you?	97	-2	
	How often does this teacher take time to make sure you understand material?	97	0	
Pedagogical Effectiveness	Overall	98	0	7
	How much have you learned from this teacher?	99	1	
	When you need extra help, how good is this teacher at giving you that help?	97	-1	
	How good is this teacher at teaching in the way that you learn best?	97	-1	
	How clearly does this teacher present the information that you need to learn?	97	-1	
	How interesting does this teacher make what you are learning in class?	98	2	
	How good is this teacher at helping you learn?	98	0	
Student Engagement	Overall	96	1	11
	How much do you participate in class?	96	4	
	How focused are you on the activities in class?	97	1	
	How excited are you about going to this class?	94	-2	
	How interested are you in this class?	95	0	
Supportive Relationships	Overall	91	-3	15
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	92	-3	
	How much does this teacher want to learn about what you do when you are not in school?	88	-5	
	How interested is this teacher in what you want to be when you grow up?	90	-2	
	If you had something on your mind, how carefully would this teacher listen to you?	95	-1	

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: Percentage of favorable responses are shown for 2018; Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17); Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix P Table 2: 2018 Student Experience Survey Detailed Results – U. Lee (n = 492)

Section	Question	2018 %	Δ 2017 (LY) % Pts	Δ 2018 Dist % Pts
U. Lee				
Overall		90	4	15
Classroom Environment	Overall	82	4	1
	On most days, how pleasant is your teacher's mood?	90	0	
	How fair or unfair are the rules in this class?	93	1	
	How often do students behave well in this class?	62	11	
Expectations and Rigor	Overall	95	4	6
	How much does this teacher encourage you to do your best?	95	3	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	93	3	
	Overall, how high are this teacher's expectations of you?	95	3	
	How often does this teacher take time to make sure you understand material?	95	5	
Pedagogical Effectiveness	Overall	95	3	4
	How much have you learned from this teacher?	97	2	
	When you need extra help, how good is this teacher at giving you that help?	93	4	
	How good is this teacher at teaching in the way that you learn best?	95	3	
	How clearly does this teacher present the information that you need to learn?	96	3	
	How interesting does this teacher make what you are learning in class?	91	4	
	How good is this teacher at helping you learn?	96	2	
Student Engagement	Overall	91	3	6
	How much do you participate in class?	93	1	
	How focused are you on the activities in class?	95	4	
	How excited are you about going to this class?	87	5	
	How interested are you in this class?	88	3	
Supportive Relationships	Overall	86	6	10
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	88	7	
	How much does this teacher want to learn about what you do when you are not in school?	79	5	
	How interested is this teacher in what you want to be when you grow up?	86	6	
	If you had something on your mind, how carefully would this teacher listen to you?	90	5	

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: Percentage of favorable responses are shown for 2018; Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17); Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix P Table 3: 2018 Student Experience Survey Detailed Results – Mills (n = 248)

Section	Question	2018 %	Δ 2017 (LY) % Pts	Δ 2018 Dist % Pts
Mills				
Overall		79	-10	4
Classroom Environment	Overall	76	-6	-5
	On most days, how pleasant is your teacher's mood?	84	-4	
	How fair or unfair are the rules in this class?	90	-4	
Expectations and Rigor	How often do students behave well in this class?	55	-10	
	Overall	83	-11	-6
	How much does this teacher encourage you to do your best?	84	-13	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	81	-11	
	Overall, how high are this teacher's expectations of you?	84	-10	
Pedagogical Effectiveness	How often does this teacher take time to make sure you understand material?	82	-12	
	Overall	89	-6	-2
	How much have you learned from this teacher?	94	-2	
	When you need extra help, how good is this teacher at giving you that help?	85	-7	
	How good is this teacher at teaching in the way that you learn best?	88	-7	
	How clearly does this teacher present the information that you need to learn?	91	-5	
	How interesting does this teacher make what you are learning in class?	88	-5	
Student Engagement	How good is this teacher at helping you learn?	90	-7	
	Overall	79	-11	-6
	How much do you participate in class?	77	-11	
	How focused are you on the activities in class?	85	-9	
	How excited are you about going to this class?	76	-12	
Supportive Relationships	How interested are you in this class?	79	-11	
	Overall	68	-18	-8
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	73	-11	
	How much does this teacher want to learn about what you do when you are not in school?	55	-26	
	How interested is this teacher in what you want to be when you grow up?	66	-19	
	If you had something on your mind, how carefully would this teacher listen to you?	76	-16	

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: Percentage of favorable responses are shown for 2018; Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17); Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix P Table 4: 2018 Student Experience Survey Detailed Results – Pease (n = 217)

Section	Question	2018 %	Δ 2017 (LY) % Pts	Δ 2018 Dist % Pts
Pease				
Overall		76	0	1
Classroom Environment	Overall	65	-2	-16
	On most days, how pleasant is your teacher's mood?	81	-2	
	How fair or unfair are the rules in this class?	82	3	
	How often do students behave well in this class?	31	-8	
Expectations and Rigor	Overall	85	2	-4
	How much does this teacher encourage you to do your best?	88	1	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	82	0	
	Overall, how high are this teacher's expectations of you?	87	5	
	How often does this teacher take time to make sure you understand material?	83	4	
Pedagogical Effectiveness	Overall	85	2	-6
	How much have you learned from this teacher?	89	1	
	When you need extra help, how good is this teacher at giving you that help?	81	1	
	How good is this teacher at teaching in the way that you learn best?	86	2	
	How clearly does this teacher present the information that you need to learn?	86	4	
	How interesting does this teacher make what you are learning in class?	83	2	
	How good is this teacher at helping you learn?	86	2	
Student Engagement	Overall	77	-5	-8
	How much do you participate in class?	82	-4	
	How focused are you on the activities in class?	83	-5	
	How excited are you about going to this class?	68	-7	
	How interested are you in this class?	74	-5	
Supportive Relationships	Overall	66	-1	-10
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	65	-7	
	How much does this teacher want to learn about what you do when you are not in school?	58	2	
	How interested is this teacher in what you want to be when you grow up?	68	6	
	If you had something on your mind, how carefully would this teacher listen to you?	72	-5	

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: Percentage of favorable responses are shown for 2018; Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17); Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix P Table 5: 2018 Student Experience Survey Detailed Results – Carr (n = 409)

Section	Question	2018 %	Δ 2017 (LY) % Pts	Δ 2018 Dist % Pts
Carr				
Overall		85	8	10
Classroom Environment	Overall	77	5	-4
	On most days, how pleasant is your teacher's mood?	88	-1	
	How fair or unfair are the rules in this class?	87	7	
Expectations and Rigor	How often do students behave well in this class?	55	9	
	Overall	90	8	1
	How much does this teacher encourage you to do your best?	90	5	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	90	9	
	Overall, how high are this teacher's expectations of you?	92	11	
Pedagogical Effectiveness	How often does this teacher take time to make sure you understand material?	89	8	
	Overall	90	6	-1
	How much have you learned from this teacher?	92	5	
	When you need extra help, how good is this teacher at giving you that help?	87	5	
	How good is this teacher at teaching in the way that you learn best?	91	8	
	How clearly does this teacher present the information that you need to learn?	92	7	
	How interesting does this teacher make what you are learning in class?	88	7	
Student Engagement	How good is this teacher at helping you learn?	92	7	
	Overall	86	7	1
	How much do you participate in class?	88	6	
	How focused are you on the activities in class?	91	6	
	How excited are you about going to this class?	82	6	
Supportive Relationships	How interested are you in this class?	83	9	
	Overall	80	10	4
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	84	12	
	How much does this teacher want to learn about what you do when you are not in school?	70	10	
	How interested is this teacher in what you want to be when you grow up?	82	12	
	If you had something on your mind, how carefully would this teacher listen to you?	85	9	

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: 2017 Favorable rates include Carr data only and not combined with Carver data. Percentage of favorable responses are shown for 2018; Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17); Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix P Table 6: 2018 Student Experience Survey Detailed Results – Ervin (n = 423)

Section	Question	2018 %	Δ 2017 (LY) % Pts	Δ 2018 Dist % Pts
Ervin				
Overall		82	10	7
Classroom Environment	Overall	73	8	-8
	On most days, how pleasant is your teacher's mood?	85	10	
	How fair or unfair are the rules in this class?	87	7	
Expectations and Rigor	How often do students behave well in this class?	46	6	
	Overall	87	11	-2
	How much does this teacher encourage you to do your best?	88	11	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	84	11	
	Overall, how high are this teacher's expectations of you?	88	10	
Pedagogical Effectiveness	How often does this teacher take time to make sure you understand material?	86	11	
	Overall	90	11	-1
	How much have you learned from this teacher?	93	9	
	When you need extra help, how good is this teacher at giving you that help?	86	10	
	How good is this teacher at teaching in the way that you learn best?	88	9	
	How clearly does this teacher present the information that you need to learn?	87	7	
Student Engagement	How interesting does this teacher make what you are learning in class?	92	16	
	How good is this teacher at helping you learn?	91	11	
	Overall	85	9	0
	How much do you participate in class?	90	10	
	How focused are you on the activities in class?	88	7	
Supportive Relationships	How excited are you about going to this class?	79	11	
	How interested are you in this class?	83	9	
	Overall	74	11	-2
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	78	17	
	How much does this teacher want to learn about what you do when you are not in school?	66	11	
Supportive Relationships	How interested is this teacher in what you want to be when you grow up?	71	7	
	If you had something on your mind, how carefully would this teacher listen to you?	80	10	

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: Percentage of favorable responses are shown for 2018; Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17); Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix P Table 7: 2018 Student Experience Survey Detailed Results – Hernandez (n = 243)

Section	Question	2018 %	Δ	Δ
			2017 (LY) % Pts	2018 Dist % Pts
Hernandez				
Overall		86	5	11
Classroom Environment	Overall	83	9	2
	On most days, how pleasant is your teacher's mood?	94	11	
	How fair or unfair are the rules in this class?	90	0	
	How often do students behave well in this class?	66	16	
Expectations and Rigor	Overall	91	4	2
	How much does this teacher encourage you to do your best?	93	5	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	88	3	
	Overall, how high are this teacher's expectations of you?	92	6	
	How often does this teacher take time to make sure you understand material?	89	-1	
Pedagogical Effectiveness	Overall	91	3	0
	How much have you learned from this teacher?	94	-1	
	When you need extra help, how good is this teacher at giving you that help?	89	9	
	How good is this teacher at teaching in the way that you learn best?	92	3	
	How clearly does this teacher present the information that you need to learn?	92	6	
	How interesting does this teacher make what you are learning in class?	90	4	
	How good is this teacher at helping you learn?	91	1	
Student Engagement	Overall	83	-1	-2
	How much do you participate in class?	81	-3	
	How focused are you on the activities in class?	84	-3	
	How excited are you about going to this class?	81	1	
	How interested are you in this class?	85	1	
Supportive Relationships	Overall	81	7	5
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	83	8	
	How much does this teacher want to learn about what you do when you are not in school?	73	5	
	How interested is this teacher in what you want to be when you grow up?	83	13	
	If you had something on your mind, how carefully would this teacher listen to you?	86	4	

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: Percentage of favorable responses are shown for 2018; Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17); Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix P Table 8: 2018 Student Experience Survey Detailed Results – Ray (n = 170)

Section	Question	2018 %	Δ 2017 (LY) % Pts	Δ 2018 Dist % Pts
Ray				
Overall		83	9	8
Classroom Environment	Overall	73	6	-8
	On most days, how pleasant is your teacher's mood?	85	11	
	How fair or unfair are the rules in this class?	88	6	
Expectations and Rigor	How often do students behave well in this class?	45	1	
	Overall	91	7	2
	How much does this teacher encourage you to do your best?	95	11	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	88	3	
	Overall, how high are this teacher's expectations of you?	94	9	
Pedagogical Effectiveness	How often does this teacher take time to make sure you understand material?	85	4	
	Overall	92	15	1
	How much have you learned from this teacher?	95	16	
	When you need extra help, how good is this teacher at giving you that help?	88	10	
	How good is this teacher at teaching in the way that you learn best?	90	17	
	How clearly does this teacher present the information that you need to learn?	92	15	
	How interesting does this teacher make what you are learning in class?	94	18	
Student Engagement	How good is this teacher at helping you learn?	93	12	
	Overall	88	11	3
	How much do you participate in class?	91	2	
	How focused are you on the activities in class?	93	13	
	How excited are you about going to this class?	81	14	
Supportive Relationships	How interested are you in this class?	87	14	
	Overall	71	5	-5
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	77	6	
	How much does this teacher want to learn about what you do when you are not in school?	61	7	
	How interested is this teacher in what you want to be when you grow up?	66	-1	
	If you had something on your mind, how carefully would this teacher listen to you?	79	8	

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: Percentage of favorable responses are shown for 2018; Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17); Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix P Table 9: 2018 Student Experience Survey Detailed Results – Titcher (n = 555)

Section	Question	2018 %	Δ 2017 (LY) % Pts	Δ 2018 Dist % Pts
Titcher				
Overall		91	79	16
Classroom Environment	Overall	87	12	6
	On most days, how pleasant is your teacher's mood?	95	9	
	How fair or unfair are the rules in this class?	96	11	
	How often do students behave well in this class?	70	16	
Expectations and Rigor	Overall	96	13	7
	How much does this teacher encourage you to do your best?	96	9	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	95	12	
	Overall, how high are this teacher's expectations of you?	97	17	
	How often does this teacher take time to make sure you understand material?	95	14	
Pedagogical Effectiveness	Overall	95	11	4
	How much have you learned from this teacher?	97	9	
	When you need extra help, how good is this teacher at giving you that help?	93	14	
	How good is this teacher at teaching in the way that you learn best?	95	10	
	How clearly does this teacher present the information that you need to learn?	95	12	
	How interesting does this teacher make what you are learning in class?	93	12	
	How good is this teacher at helping you learn?	96	10	
Student Engagement	Overall	92	12	7
	How much do you participate in class?	91	17	
	How focused are you on the activities in class?	96	12	
	How excited are you about going to this class?	89	10	
	How interested are you in this class?	90	9	
Supportive Relationships	Overall	87	16	11
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	90	18	
	How much does this teacher want to learn about what you do when you are not in school?	83	19	
	How interested is this teacher in what you want to be when you grow up?	86	18	
	If you had something on your mind, how carefully would this teacher listen to you?	90	10	

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: Percentage of favorable responses are shown for 2018; Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17); Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix P Table 10: 2018 Student Experience Survey Detailed Results – Dade (n = 1,193)

Section	Question	2018 %	Δ 2017 (LY) % Pts	Δ 2018 Dist % Pts
Dade				
Overall		74	1	-1
Classroom Environment	Overall	76	-1	-4
	On most days, how pleasant or unpleasant is the physical space in this classroom?	82	0	
	How fair or unfair are the rules for the students in this class?	81	-3	
	On most days, how pleasant or unpleasant is your teacher's mood?	81	-3	
	How often do students behave well in this class?	61	2	
Expectations and Rigor	Overall	80	1	3
	How much does this teacher encourage you to do your best?	82	2	
	When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	77	-1	
	Overall, how high are this teacher's expectations of you?	81	1	
	How often does this teacher take time to make sure you understand the material?	80	2	
Pedagogical Effectiveness	Overall	80	4	5
	How much have you learned from this teacher about this subject?	87	3	
	During class, how motivating are the activities that this teacher has you do?	74	3	
	For this class, how clearly does this teacher present the information that you need to learn?	82	0	
	How interesting does this teacher make what you are learning in class?	72	1	
	How often does this teacher give you feedback that helps you learn?	77	2	
	When you need extra help, how good is this teacher at giving you that help?	88	9	
	How comfortable are you asking this teacher questions about what you are learning in his or her class?	76	3	
How often has this teacher taught you things that you didn't know before taking this class?	81	5		
Student Engagement	Overall	64	2	3
	In this class, how much do you participate?	75	1	
	When you are not in class, how often do you talk about ideas from class?	48	4	
	How often do you get so focused on class activities that you lose track of time?	64	4	
	How excited are you about going to this class?	64	1	
	Overall, how interested are you in this class?	71	1	
Supportive Relationships	Overall	72	1	5
	When your teacher asks, "how are you?," how often do you feel that your teacher is really interested in your answer?	74	2	
	How interested is this teacher in your career after you finish school?	69	1	
	If you walked into class upset, how concerned would your teacher be?	71	1	
	If you came back to visit class three years from now, how excited would this teacher be to see you?	73	2	
If you had something on your mind, how carefully would this teacher listen to you?	75	2		

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: Percentage of favorable responses are shown for 2018. Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17). Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix P Table 11: 2018 Student Experience Survey Detailed Results – Edison (n = 870)

Section	Question	2018 %	Δ 2017 (LY) % Pts	Δ 2018 Dist % Pts
Edison				
Overall		68	0	-7
Classroom Environment	Overall	71	-1	-9
	On most days, how pleasant or unpleasant is the physical space in this classroom?	77	2	
	How fair or unfair are the rules for the students in this class?	80	-1	
	On most days, how pleasant or unpleasant is your teacher's mood?	76	-4	
	How often do students behave well in this class?	52	2	
Expectations and Rigor	Overall	75	-1	-2
	How much does this teacher encourage you to do your best?	76	-2	
	When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	82	-1	
	Overall, how high are this teacher's expectations of you?	76	-1	
	How often does this teacher take time to make sure you understand the material?	76	1	
Pedagogical Effectiveness	Overall	74	2	-1
	How much have you learned from this teacher about this subject?	83	4	
	During class, how motivating are the activities that this teacher has you do?	62	-3	
	For this class, how clearly does this teacher present the information that you need to learn?	80	3	
	How interesting does this teacher make what you are learning in class?	65	-1	
	How often does this teacher give you feedback that helps you learn?	72	1	
	When you need extra help, how good is this teacher at giving you that help?	84	9	
	How comfortable are you asking this teacher questions about what you are learning in his or her class?	72	5	
Student Engagement	Overall	55	1	-2
	In this class, how much do you participate?	71	3	
	When you are not in class, how often do you talk about ideas from class?	36	2	
	How often do you get so focused on class activities that you lose track of time?	55	3	
	How excited are you about going to this class?	53	0	
	Overall, how interested are you in this class?	59	-3	
Supportive Relationships	Overall	66	1	-1
	When your teacher asks, "how are you?," how often do you feel that your teacher is really interested in your answer?	66	0	
	How interested is this teacher in your career after you finish school?	64	1	
	If you walked into class upset, how concerned would your teacher be?	61	0	
	If you came back to visit class three years from now, how excited would this teacher be to see you?	66	-3	
	If you had something on your mind, how carefully would this teacher listen to you?	71	3	

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: Percentage of favorable responses are shown for 2018. Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17). Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix P Table 12: 2018 Student Experience Survey Detailed Results – Zumwalt (n = 609)

Section	Question	2018 %	Δ 2017 (LY) % Pts	Δ 2018 Dist % Pts
Zumwalt				
Overall		81	-1	6
Classroom Environment	Overall	83	0	3
	On most days, how pleasant or unpleasant is the physical space in this classroom?	89	0	
	How fair or unfair are the rules for the students in this class?	91	3	
	On most days, how pleasant or unpleasant is your teacher's mood?	88	2	
	How often do students behave well in this class?	64	-6	
Expectations and Rigor	Overall	87	1	10
	How much does this teacher encourage you to do your best?	87	1	
	When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	85	1	
	Overall, how high are this teacher's expectations of you?	88	1	
	How often does this teacher take time to make sure you understand the material?	87	1	
Pedagogical Effectiveness	Overall	85	0	10
	How much have you learned from this teacher about this subject?	83	2	
	During class, how motivating are the activities that this teacher has you do?	82	0	
	For this class, how clearly does this teacher present the information that you need to learn?	90	1	
	How interesting does this teacher make what you are learning in class?	81	-1	
	How often does this teacher give you feedback that helps you learn?	83	-1	
	When you need extra help, how good is this teacher at giving you that help?	87	2	
	How comfortable are you asking this teacher questions about what you are learning in his or her class?	80	-2	
How often has this teacher taught you things that you didn't know before taking this class?	83	-4		
Student Engagement	Overall	72	-4	15
	In this class, how much do you participate?	82	-2	
	When you are not in class, how often do you talk about ideas from class?	55	-11	
	How often do you get so focused on class activities that you lose track of time?	68	-5	
	How excited are you about going to this class?	74	-2	
	Overall, how interested are you in this class?	80	-2	
Supportive Relationships	Overall	80	-1	13
	When your teacher asks, "how are you?," how often do you feel that your teacher is really interested in your answer?	79	-2	
	How interested is this teacher in your career after you finish school?	79	-3	
	If you walked into class upset, how concerned would your teacher be?	78	0	
	If you came back to visit class three years from now, how excited would this teacher be to see you?	81	-1	
	If you had something on your mind, how carefully would this teacher listen to you?	84	3	

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: Percentage of favorable responses are shown for 2018. Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17). Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix P Table 13: 2018 Student Experience Survey Detailed Results – Rusk (n = 1,112)

Section	Question	2018 %	Δ 2017 (LY) % Pts	Δ 2018 Dist % Pts
Rusk				
Overall		75	13	0
Classroom Environment	Overall	79	9	-1
	On most days, how pleasant or unpleasant is the physical space in this classroom?	84	9	
	How fair or unfair are the rules for the students in this class?	88	9	
	On most days, how pleasant or unpleasant is your teacher's mood?	83	11	
	How often do students behave well in this class?	60	7	
Expectations and Rigor	Overall	83	15	6
	How much does this teacher encourage you to do your best?	84	15	
	When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	79	15	
	Overall, how high are this teacher's expectations of you?	84	14	
	How often does this teacher take time to make sure you understand the material?	83	15	
Pedagogical Effectiveness	Overall	80	14	5
	How much have you learned from this teacher about this subject?	91	18	
	During class, how motivating are the activities that this teacher has you do?	74	13	
	For this class, how clearly does this teacher present the information that you need to learn?	87	15	
	How interesting does this teacher make what you are learning in class?	73	14	
	How often does this teacher give you feedback that helps you learn?	80	17	
	When you need extra help, how good is this teacher at giving you that help?	83	14	
	How comfortable are you asking this teacher questions about what you are learning in his or her class?	71	10	
How often has this teacher taught you things that you didn't know before taking this class?	83	16		
Student Engagement	Overall	60	12	3
	In this class, how much do you participate?	65	12	
	When you are not in class, how often do you talk about ideas from class?	39	9	
	How often do you get so focused on class activities that you lose track of time?	62	11	
	How excited are you about going to this class?	61	12	
	Overall, how interested are you in this class?	71	14	
Supportive Relationships	Overall	72	15	5
	When your teacher asks, "how are you?," how often do you feel that your teacher is really interested in your answer?	71	17	
	How interested is this teacher in your career after you finish school?	68	13	
	If you walked into class upset, how concerned would your teacher be?	70	15	
	If you came back to visit class three years from now, how excited would this teacher be to see you?	74	18	
If you had something on your mind, how carefully would this teacher listen to you?	76	12		

Source: Campus-level Student Experience Survey reports pulled on June 5, 2018.

Note: Percentage of favorable responses are shown for 2018. Δ 2017 (LY) % Pts = Change in percentage points from previous year (2016-17). Δ 2018 District % Pts = Percentage point difference from 2018 district favorable response rate.

Appendix Q

Appendix Q: 2015 to 2018 ACE Campus Positive Response Rate and Growth on Parent/Guardian Survey

	2015		2016		2017		2018		1 Yr Δ	2 Yr Δ	3 Yr Δ
	n	%	n	%	n	%	n	%	%pts	%pts	%pts
ACE 1.0											
Blanton	84	87.1	44	91.1	85	88.7	84	92.6	3.9	1.5	5.5
U. Lee	84	75.4	45	84.4	83	89.6	76	90.4	0.8	6.0	15.0
Mills	79	88.6	25	81.6	75	89.5	52	91.2	1.7	9.6	2.6
Pease	82	72.0	72	76.8	58	79.8	51	80.8	1.0	4.0	8.8
Dade	87	65.4	80	78.6	89	77.3	88	80.3	3.0	1.7	14.9
Edison	81	70.1	58	63.1	81	66.4	69	73.2	6.8	10.1	3.1
Zumwalt	79	57.2	44	71.1	79	66.5	78	78.7	12.2	7.6	21.5
ACE 2.0											
Carr ^a					106	84.7	81	79.0	-5.7		
Ervin					84	68.7	83	79.8	11.1		
Hernandez					62	78.4	64	83.8	5.4		
Ray					45	76.2	35	82.3	6.1		
Titche					86	79.8	85	90.5	10.7		
Rusk					83	75.8	70	85.3	9.5		
District											
District	18,419	88.2	12,912	84.7	18,441	88.0	17,185	90.0	2.0	5.3	1.8

Source: District PEI Parent/Guardian Survey data files dated July 16, 2018.

Note: Yr = year. Δ = Change. %pts = percentage points. ^a = Carr and Carver merged in 2017-18, 2017 numbers include the sum of respondents for Carr and Carver and the simple average of positive response rates for both schools. Italicized 2018 response rates denote sample sizes that were below validity requirements; results for these campuses should be reviewed with caution. To allow comparison across years, calculations shown are for the 10 questions included each year since 2015.

Parent/Guardian Survey Questions (10 Items)

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