



Students from Dr. L.G. Pinkston Sr. High School

Student Outcome Goal GPMs 1.1-1.3, 4.1-4.3 and Constraint CPM 2.1

February 8, 2024

EXECUTIVE SUMMARY

Student Outcome Goal 1: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

GPM 1.1: MAP Middle of Year reading and math outcomes using D1

PROGRESSING

GPM 1.2: AA MAP Middle of Year reading and math outcomes using D1

PROGRESSING

GPM 1.3: MAP Middle of Year reading and math outcomes at Meets+

PROGRESSING

Summary: For Goal 1, all GPMs exceeded the prior year values by 2 or more percentage points but were short on meeting the 2023-24 targets. Most student groups increased.

Student Outcome Goal 4: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025.

GPM 4.1: Grades 6-8 MAP Middle of Year reading and math outcomes using D1

PROGRESSING

GPM 4.2: AA Grades 6-8 MAP Middle of Year reading and math outcomes using D1

PROGRESSING

GPM 4.3: Grades 6-8 MAP Middle of Year reading and math outcomes at Meets+

PROGRESSING

Summary: For Goal 4, all GPMs exceeded the prior year values by 3 or more percentage points but were short on meeting the 2023-24 targets. Most student groups increased.

EXECUTIVE SUMMARY

Constraint 2: Ensure a high level of campus staff satisfaction.

CPM 2.1: Positive agreement responses on Fall Climate Survey

OFF TRACK

Summary: The percent of positive culture and environment survey items by campus staff was 71.9%, a decrease of 1.1 percentage points from the prior year.

Student Outcome Goal 1

Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.



Progressing

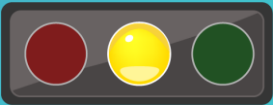
Student Outcome Goal	Goal for 2024-25	2019-20 (COVID)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Target	2023-24 Actual	2024-25 Target
GPM 1.1	Student achievement on TEKS aligned assessments in reading and math using the projected Domain 1 calculation will increase from 35 to 52 by middle-of-year 2024-25 (MOY MAP; district assessment in non-MAP tested courses)	39	35	34	34	45	37	52

Dallas ISD Projected Domain I				
Student Group*	MOY 2023		MOY 2024	
	N Tested	Pseudo D1	N Tested	Pseudo D1
Economically Disadvantaged	114,295	31	116,257	33
Emergent Bilingual	70,569	32	70,954	33
Special Education	15,257	14	16,532	16
Hispanic	97,735	35	97,015	36
African American	25,633	27	24,558	30
White	7,129	64	7,145	66



Student Outcome Goal 1

Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.



Progressing

Student Outcome Goal	Goal for 2024-25	2019-20 (COVID)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2022-23 Target	2023-24 Actual	2024-25 Target
GPM 1.2	African American student achievement on TEKS aligned assessments in reading and math using the projected Domain 1 calculation will increase from 26 to 50 by middle-of- year 2024-25 (MOY MAP; district assessment in non-MAP tested courses)	30	26	26	27	40	30	50

Dallas ISD Projected Domain 1				
Student Group*	MOY 2023		MOY 2024	
	N Tested	Pseudo D1	N Tested	Pseudo D1
African American	25,633	27	24,558	30

Student Outcome Goal 1

Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.



Progressing

Student Outcome Goal	Goal for 2024-25	2019-20 (COVID)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Target	2023-24 Actual	2024-25 Target
GPM 1.3	Student achievement on TEKS aligned assessments in reading and math at the projected Meets performance level or above will increase from 29.3% to 46% by middle of-year 2024-25 (MOY MAP; district assessment in non-MAP tested courses)	36.7	29.3	30.8	31.6	39	34.1	46

Dallas ISD Projected Meets +				
Student Group*	MOY 2023		MOY 2024	
	N Tested	Proj Meets+	N Tested	Proj Meets+
Economically Disadvantaged	31,377	27.5	35,422	30.5
Emergent Bilingual	19,703	27.9	21,308	30.0
Special Education	1,479	9.7	1,842	11.1
Hispanic	30,000	30.7	32,228	33.2
African American	5,724	22.3	6,194	25.2
White	4,835	67.8	5,002	70.0

Goal 1- GPMs 1.1-1.3

Accelerating growth and closing achievement gaps in 2023-2024



SY 22-23 Inputs



Outputs to Date



Strategic Adjustment for 23-24

GPM 1.1 | All Students | Domain 1

- Piloted reading and math curricula across 98 campuses
- Expanded Interventionist support and centralized staff push-in support to campuses and students in most need.

GPM 1.1 | All Students | Domain 1

- Beginning-of-Year to Middle-of-Year 2024 student performance showed fewer declines than 2023.

GPM 1.1 | All Students | Domain 1

- Consistent district-wide focus on high fidelity implementation of Tier 1 curriculum with Quarter 3 adjustments based on new MOY data
- Adjusted approach to instruction from interventionist based on skills identified from MAP to close gaps.

GPM 1.2 | AA Students | Domain 1

- Provided additional supports for high priority campuses (HPCs).

GPM 1.2 | AA Students | Domain 1

- African American MOY student performance increased 4 points in math and 4 points in reading.

GPM 1.2 | AA Students | Domain 1

- Provided additional support for students using interventionists and instructional specialists.

GPM 1.3 | All Students | Projected Meets

- Embedded adaptive technology for Tier II and III students reading below grade level.

GPM 1.3 | All Students | Projected Meets

- Middle-of-Year 2023 to Middle-of-Year 2024 student performance showed a 3 point increase for all students in math and reading.

GPM 1.3 | All Students | Projected Meets

- Implementing a uniform Tier 2 instructional plan that aligns across grade levels to support prescriptive instruction to increase the number of students performing on grade level.

Student Outcome Goal 4

Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025.



Progressing

Student Outcome Goal	Goal for 2024-25	2019-20 (COVID)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Target	2023-24 Actual	2024-25 Target
GPM 4.1	Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will increase from 36 to 46 by middle-of- year 2024-25 (MOY MAP)	36	36	32	33	39	36	46

Dallas ISD Projected Domain I Grades 6-8				
Student Group*	MOY 2023		MOY 2024	
	N Tested	Pseudo D1	N Tested	Pseudo D1
Economically Disadvantaged	44,066	30	45,195	33
Emergent Bilingual	27,242	30	27,757	32
Special Education	6,027	11	6,608	14
Hispanic	37,777	32	37,757	35
African American	9,596	26	9,607	29
White	2,525	65	2,637	69

Student Outcome Goal 4

Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025.



Progressing

Student Outcome Goal	Goal for 2024-25	2019-20 (COVID)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2022-23 Target	2023-24 Actual	2024-25 Target
GPM 4.2	African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will increase from 28 to 44 by middle-of-year 2024-25 (MOY MAP)	27	28	24	26	36	29	44

Dallas ISD Projected Domain I Grades 6-8				
Student Group*	MOY 2023		MOY 2024	
	N Tested	Pseudo D1	N Tested	Pseudo D1
African American	9,596	26	9,607	29

Student Outcome Goal 4

Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025.



Progressing

Student Outcome Goal	Goal for 2024-25	2019-20 (COVID)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Target	2023-24 Actual	2024-25 Target
GPM 4.3	Student achievement on TEKS aligned assessments in reading and math (grades 6-8) at the projected Meets performance level or above will increase from 30.7% to 39% by middle-of-year 2024-25 (MOY MAP)	30.9	30.7	27.0	28.0	34	31.2	39

Dallas ISD Projected Meets+ Grades 6-8				
Student Group*	MOY 2023		MOY 2024	
	N Tested	Proj Meets+	N Tested	Proj Meets+
Economically Disadvantaged	10,488	23.8	12,343	27.3
Emergent Bilingual	6,455	23.7	7,295	26.3
Special Education	427	7.1	623	9.4
Hispanic	10,153	26.9	11,294	29.9
African American	1,850	19.3	2,150	22.4
White	1,674	66.3	1,904	72.2

Goal 4- GPMs 4.1-4.3

Accelerating growth and closing achievement gaps in 2023-2024

SY 22-23 Inputs

GPM 4.1 | 6-8 Grades | Domain 1

- Piloted math curriculum in middle school campuses

Outputs to Date

GPM 4.1 | 6-8 Grades | Domain 1

- MOY 2023 to MOY 2024 middle school student performance showed a 3 point increase in reading and a 2 point increase in math.

Strategic Adjustment for 23-24

GPM 4.1 | 6-8 Grades | Domain 1

- Provided access to Tier I math supports for teachers to engage students at deeper levels and develop students' conceptual understanding.

GPMs 4.2 | AA 6-8 Grade Students | Domain 1

- Assigned Instructional Lead Teachers across Tier II, III middle schools campuses

GPMs 4.2 | AA 6-8 Grade Students | Domain 1

- MOY 2023 to MOY 2024 African American student performance increased
 - 6th Grade: 2 pts in Reading; 3 pts in Math
 - 7th Grade: 4 pts in Reading; 4 pts in Math
 - 8th Grade: 4 pts in Reading; 6 pts in Math

GPMs 4.2 | AA 6-8 Grade Students | Domain 1

- Provide additional support on using MAP for student skill development.
- Assigned curriculum coaches to directly support PLCs and co-teaching for targeted schools.

GPMs 4.3 | AA 6-8 Grade Students | Projected Meets

- Provided prescriptive PD to 6th grade teachers in middle school.
- Expanded participation in math honors classes by encouraging student participation for all students at meets in middle school campuses.

GPMs 4.3 | AA 6-8 Grade Students | Projected Meets

- MOY 2023 to MOY 2024 student performance increased across middle school grades.
 - 6th Grade: 4 pts in Reading; 2 pts in Math
 - 7th Grade: 3 pts in Reading; 2 pts in Math
 - 8th Grade: 3 pts in Reading; 9 pts in Math

GPMs 4.3 | AA 6-8 Grade Students | Projected Meets

- Provided instructional delivery and pacing support to 7th grade Math teachers through flashback lessons, co-teaching, and differentiated PD opportunities.

Constraint 2: Ensure a high level of campus staff satisfaction.

CPM 2.1: The percent of positive agreement responses on the fall climate survey will increase from 70 percent in fall of 2017 to 74 percent by 2025.



Off Track




Constraint	Goal for 2024-25	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
CPM 2.1	The percent of positive agreement responses on the fall climate survey will increase from 70 percent in fall of 2017 to 74 percent by 2025.	70.4	80.5	69.5	n/a	67.4	73.0	71.9	74

Positive Culture and Environment	Fall 2017 (%)	Fall 2018 (%)	Fall 2019 (%)	Fall 2021 (%)	Fall 2022 (%)	Fall 2023 (%)	
I would recommend this school to others to work here.	72.5	72.4	70.9	68.1	73.6	72.9	↓
I usually look forward to working each day at this school.	77.5	76.9	76.0	73.0	78.2	76.1	↓
I believe I work in an environment of support and respect.	75.5	75.4	73.7	73.2	77.9	76.8	↓
Discipline is enforced consistently and effectively at my campus.	66.7	66.5	64.6	60.0	66.2	67.4	↑
Unruly students are not permitted to disrupt the learning environment.	65.6	65.7	63.8	61.9	68.8	67.7	↓
The campus I work in is clean, safe and free of physical hazards.	81.6	79.6	81.6	79.7	82.3	81.8	↓
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	62.9	64.4	65.0	62.4	68.1	65.2	↓
I am satisfied with the recognition I receive for doing a good job.	67.6	69.3	67.9	68.3	72.2	70.2	↓
Morale at my school is strong.*	63.2	62.7	61.7	58.8	68.5	67.9	↓
I would recommend this school to parents seeking a place for their child.	71.2	71.0	69.6	68.9	74.3	73.4	↓

*Item read "Morale at my school has improved this year." prior to 2023.
Yellow down arrows identify a decrease of <1 ppt.

Constraint 2 (CPM 2.1)

Ensure a high level of campus staff satisfaction.

 SY 22-23 Inputs	 Outputs to Date	 Strategic Adjustment for 23-24
<ul style="list-style-type: none">Hosted teacher and principal focus groups around curriculum implementation supports	<ul style="list-style-type: none">93% of teachers positively responded that they have gained knowledge and skills they can implement	<ul style="list-style-type: none">Tiered training for new teachers, and Progressing teachers, focus on PLCs developing tiered professional development for principals
<ul style="list-style-type: none">Implemented District-wide curriculum changesPrincipal process to analyzed data with staff at January professional development to receive feedback/input on how to improve positive responses.	<ul style="list-style-type: none">91% overall positive satisfaction rate on RLA curriculum, 88% overall positive satisfaction rate on math curriculum implementation training during the January district-wide principals' meeting	<ul style="list-style-type: none">Provided Managing Transitions training to 238 campus leaders and administrative teams.Principal and teacher spotlights on curriculum implementationCoaching principals to develop strategies for improving climate and culture on campus- Climate and Culture Action Plans
<ul style="list-style-type: none">Implemented Core4 Professional Development for MS and HS Office Managers	<ul style="list-style-type: none">82% of the secondary office managers felt that the training was beneficial for their job duties.	<ul style="list-style-type: none">Expand Core4 professional development to additional elementary Office Managers

THANK YOU

Questions?



Students from Dr. L.G. Pinkston Sr. High School