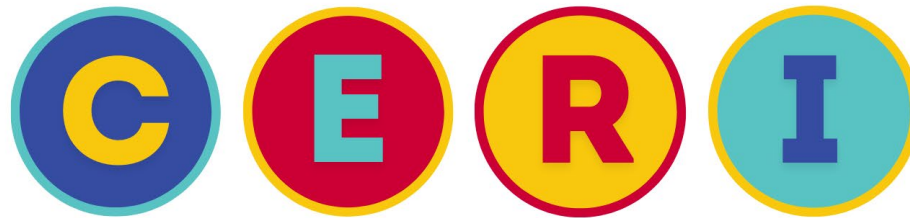
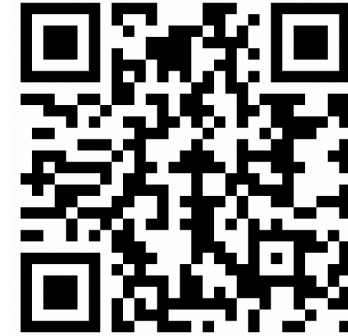


**CONSORTIUM ON EDUCATIONAL
RESEARCH & IMPROVEMENT**

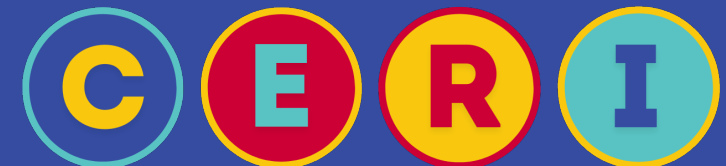


As you are coming in....

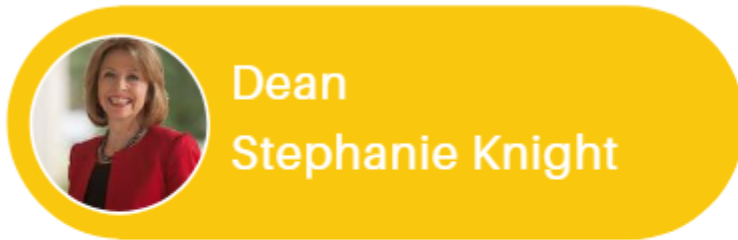
- Use the QR code or tiny url to access padlet.com
- We will use this for an activity during this session



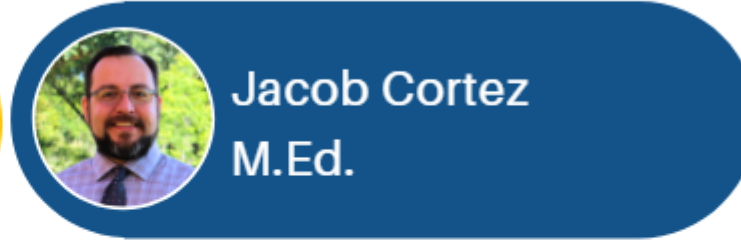
<https://tinyurl.com/ceripadlet>



Welcome



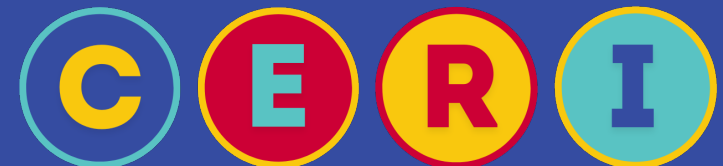
Leon Simmons Endowed Dean
of the Annette Caldwell
Simmons School of Education
and Human Development



Evaluation & Assessment
Executive Director, Assessment

What is CERI?

- A formal collaboration
- *...working together to identify and support mutually beneficial research, evaluation and improvement projects*
- Memorandum of Understanding (MOU)
- Data Sharing Agreement (DSA)
- CERI Committee



Why?

- make research endeavors between our institutions more efficient and ultimately more impactful
- promote the sharing of new knowledge to educational leaders
- to help support the next generation of SMU research by faculty and graduate students



Principles

Mutuality

CERI is an intentionally highly collaborative research-practice collaboration developed to benefit both SMU and Dallas ISD.

Collaboration

SMU faculty, staff and graduate students and Dallas ISD leaders are encouraged to pursue studies collaboratively. Practice-based questions may emerge from Dallas ISD leaders that SMU faculty can help investigate and/or theory-based questions may emerge from SMU that Dallas ISD leaders can help explore.

Contribution

Findings and learnings from all CERI supported projects are expected to be shared for learning and improvement opportunities across our institutions and with our broader fields.



Who?



Dr. Larry Featherston
Ph.D.

CERI Committee co-chair,
Evaluation & Assessment
Chair, Research Review Board



Jacob Cortez
M.Ed.

Evaluation & Assessment
Executive Director, Assessment



Dr. Andu Mehari
Ph.D.

Evaluation & Assessment Executive
Director, Program Evaluation



Rotating

Flexible attendance based on the
content area of the project(s) being
discussed



Dr. Annie Wright
Ph.D.

CERI Committee co-chair,
Director, Center on Research and Evaluation



Dr. Corey Brady
Ph.D.

Associate Professor,
Associate Dean for Research and
Outreach ad interim



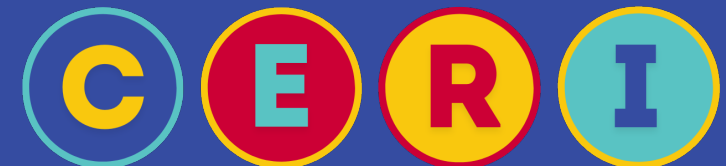
Mary Travis

Director, Research Integrity
and Compliance
Office of Research and Innovation



Anthony Petrosino
Ph.D.

Professor, Department of Teaching
and Learning

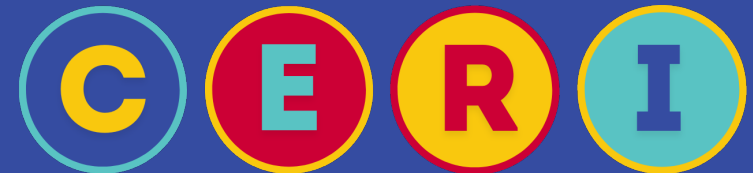


How?



Community Partners,
Third Party Providers

DallasISD Evaluation &
Assessment (E&A)
or
SMU CORE



How?



Community Partners,
Third Party Providers

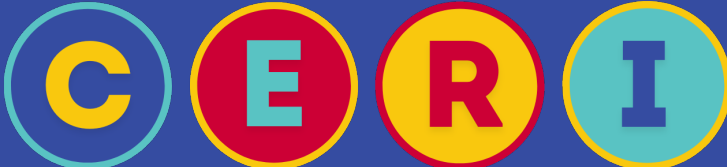
DallasISD Evaluation & Assessment (E&A)
or
SMU CORE

Quarterly CERI
committee
meetings

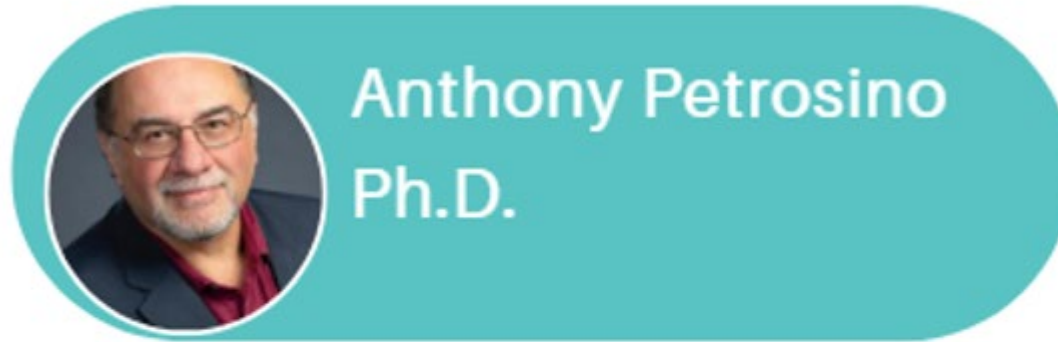
Monthly E&A +
CORE meetings

Ad hoc, as needed

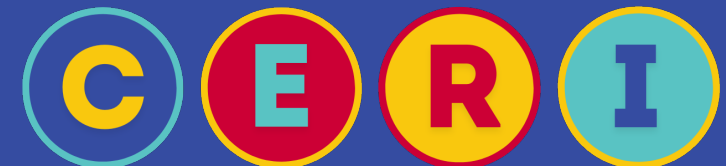
Initiate
project



Research Practice Partnerships



Professor, Department of Teaching
and Learning



Current Landscape in DallasISD + Research Connections



Dr. Larry Featherston
Ph.D.

CERI Committee co-chair,
Evaluation & Assessment
Chair, Research Review Board



Magdalena Pando
Ph.D.

Associate Professor
Simmons Department of
Teaching and Learning



DALLAS ISD





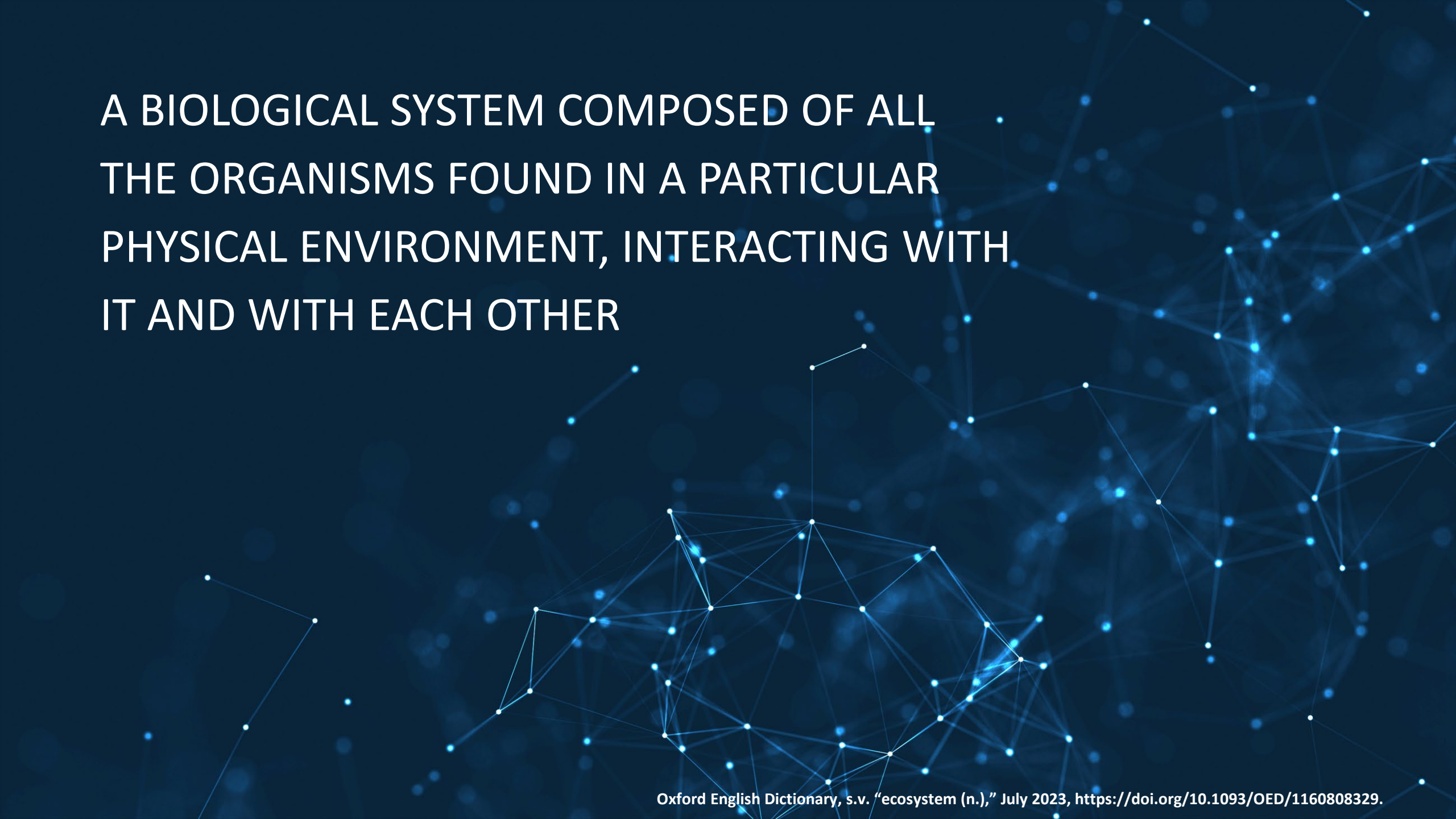
Larry Featherston, Ph.D.

Manager, Program Evaluation
Chair, Research Review Board



DALLAS ECOSYSTEM

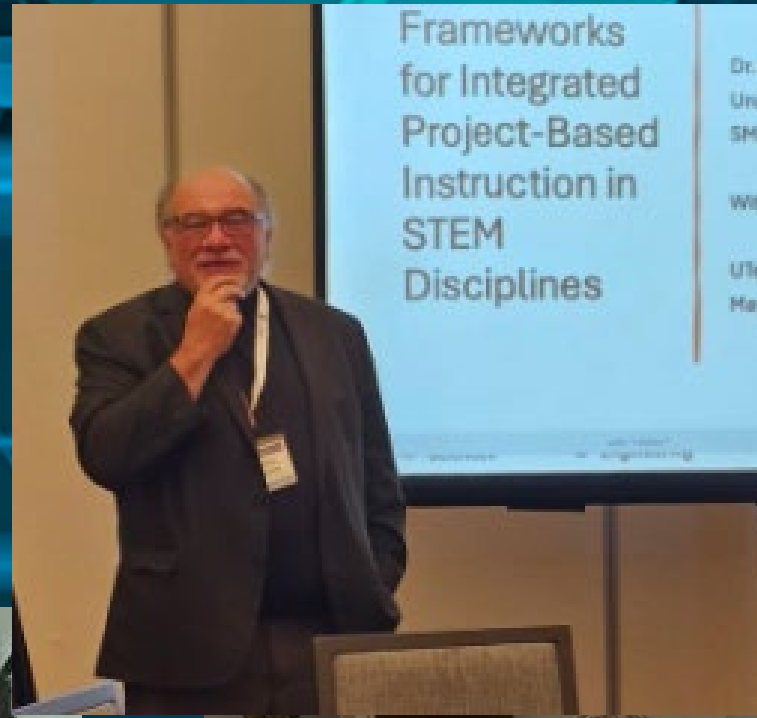


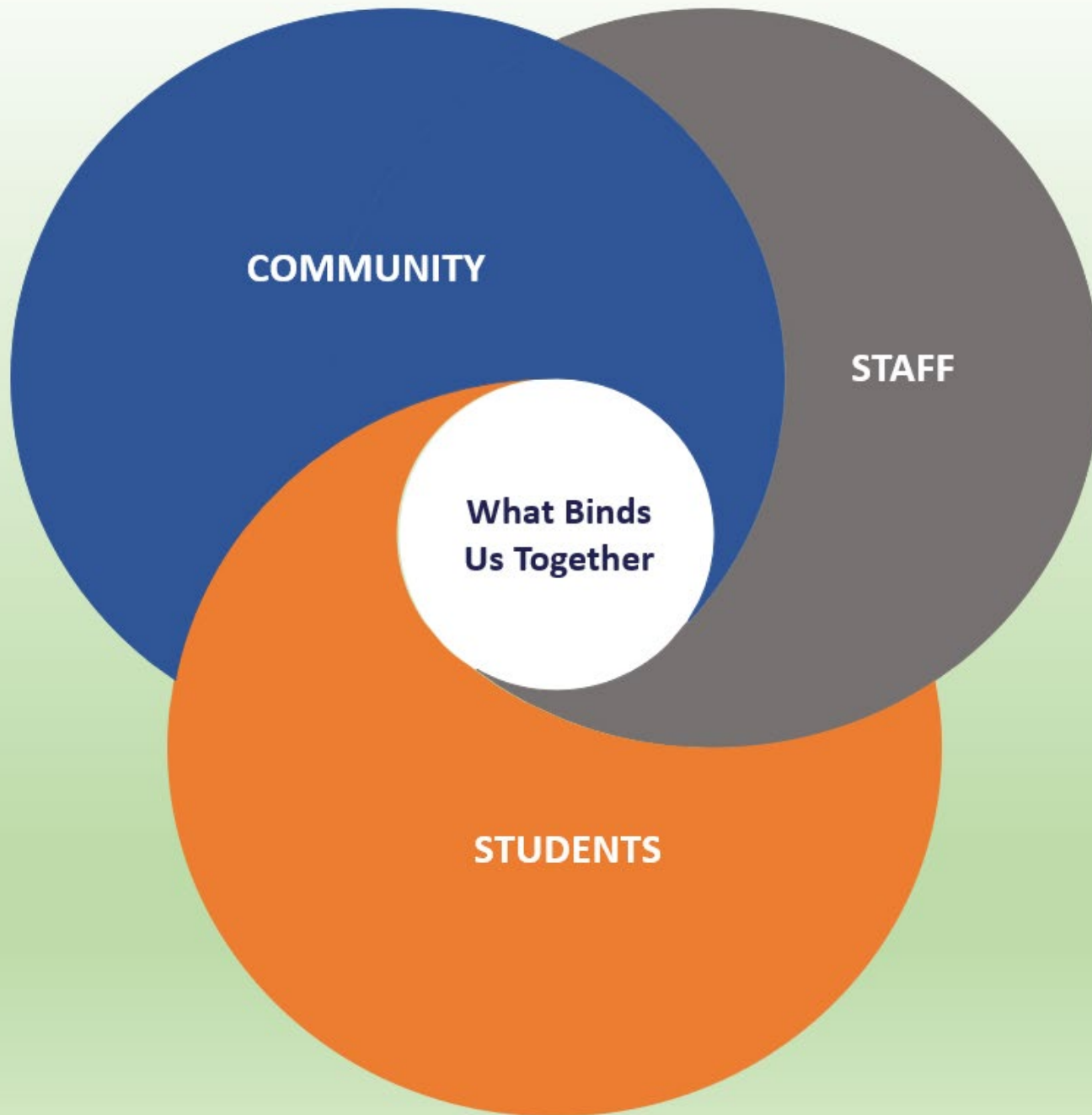


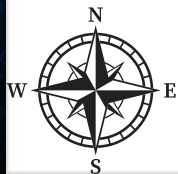
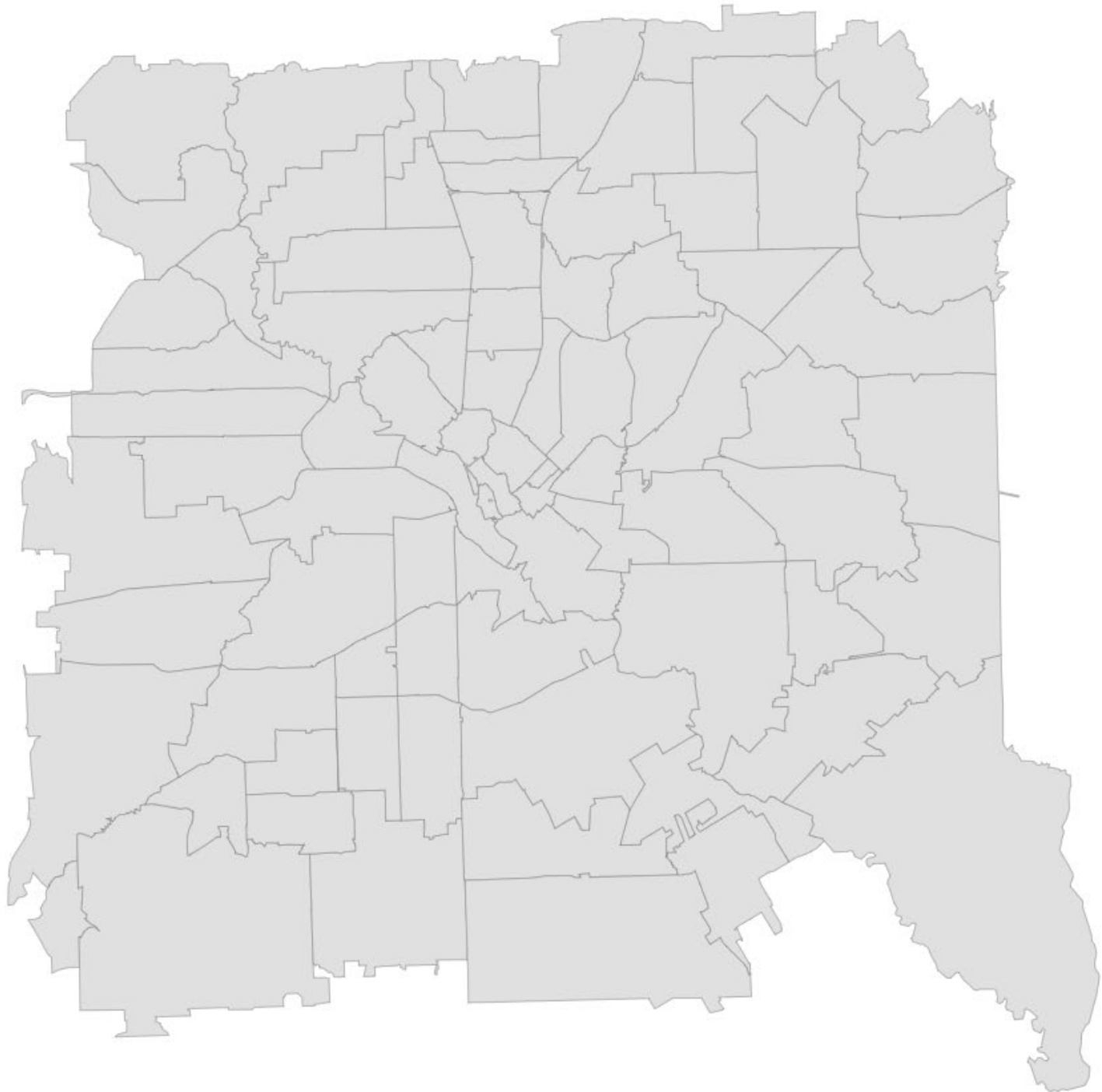
A BIOLOGICAL SYSTEM COMPOSED OF ALL
THE ORGANISMS FOUND IN A PARTICULAR
PHYSICAL ENVIRONMENT, INTERACTING WITH
IT AND WITH EACH OTHER

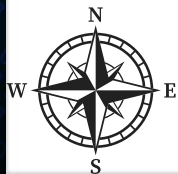
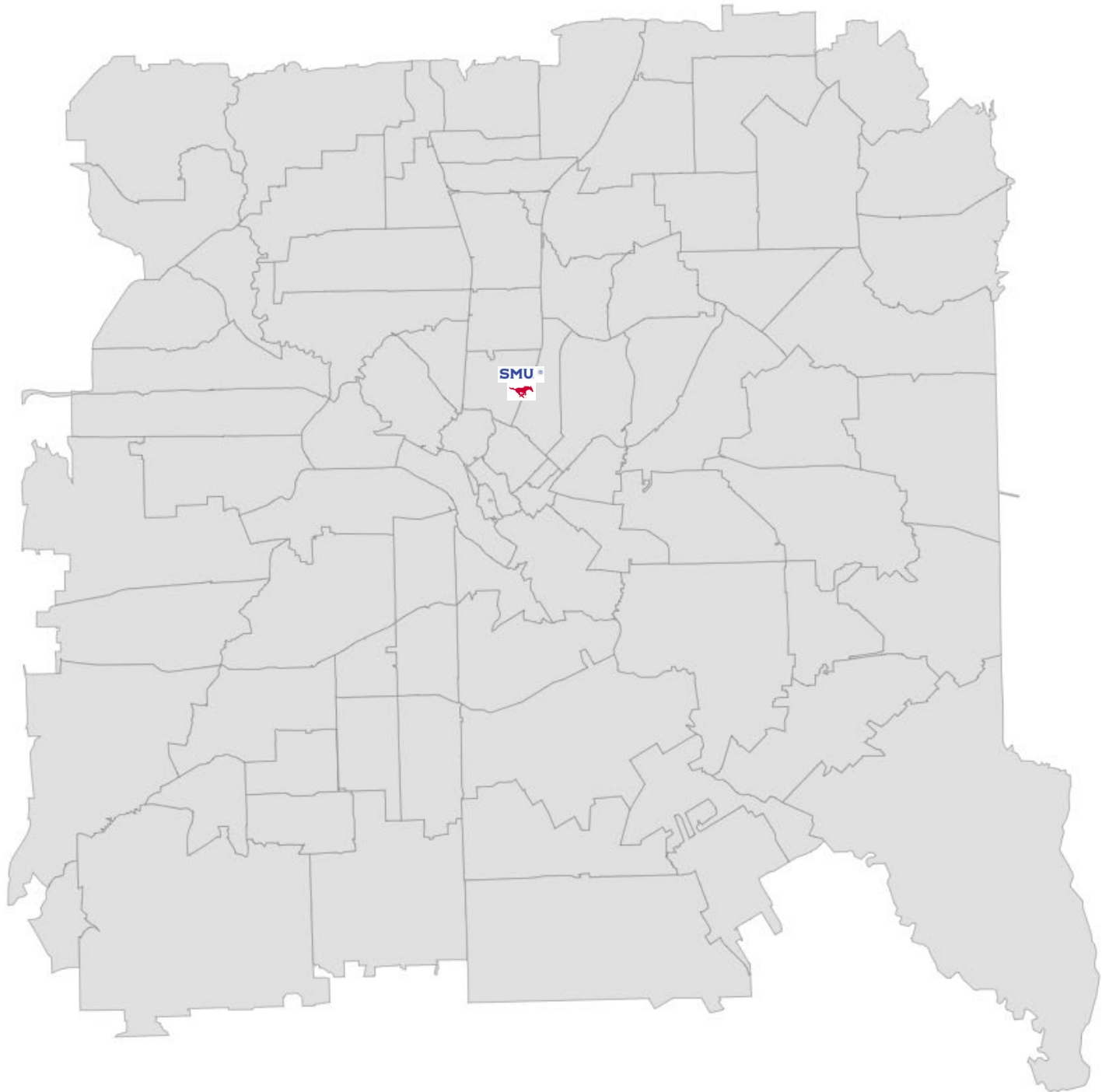


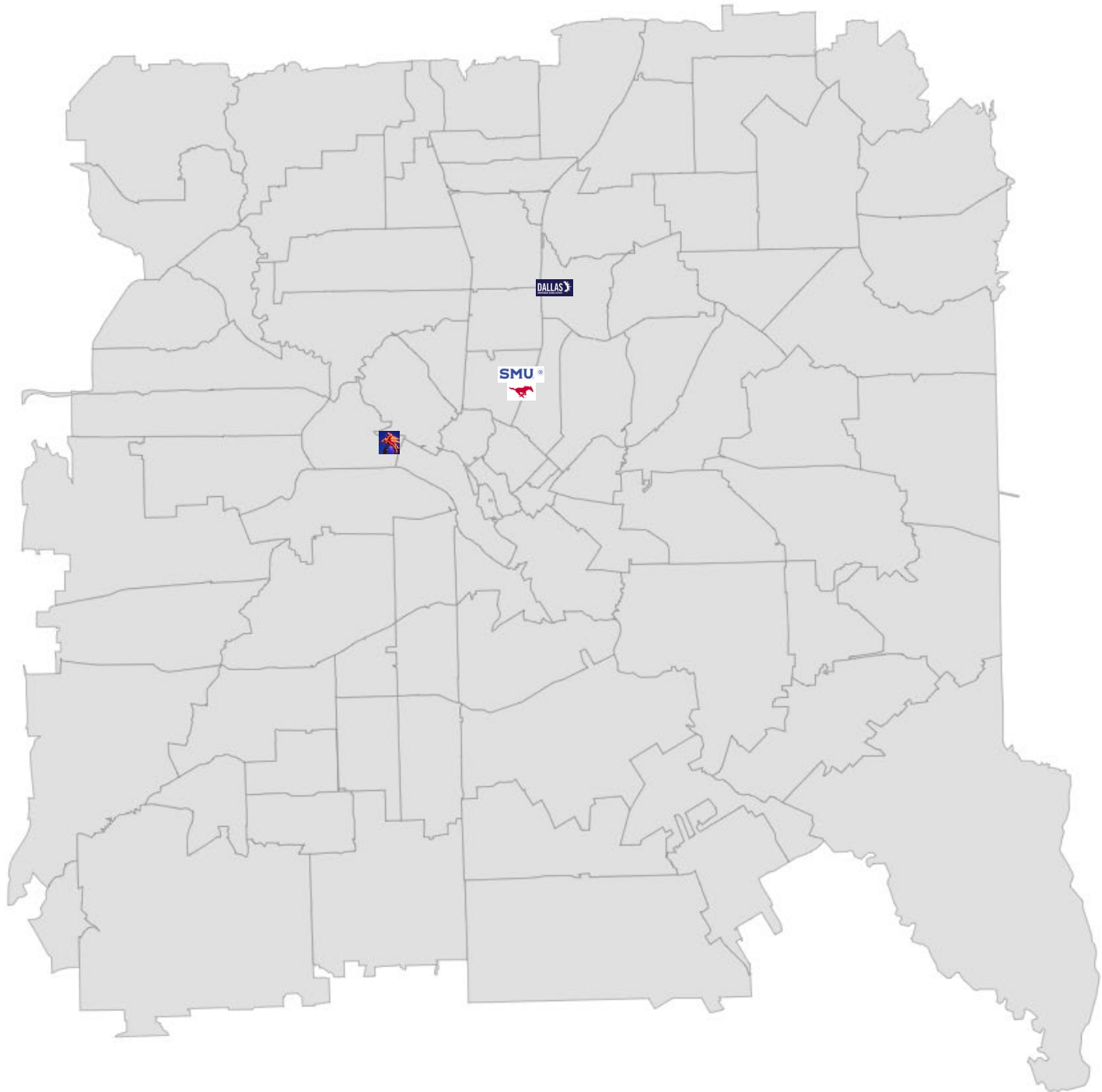


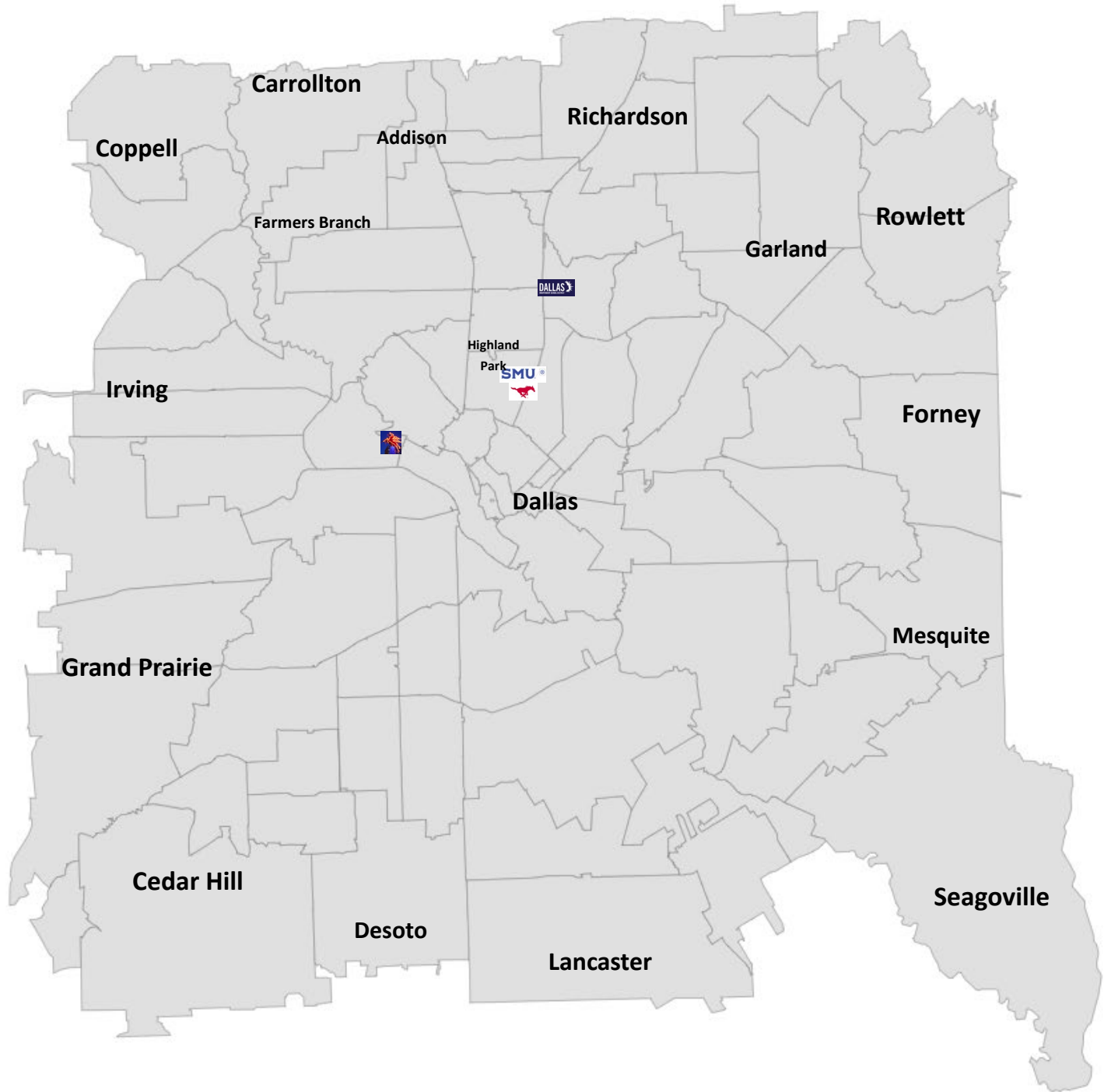






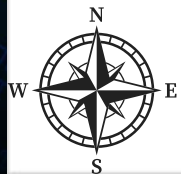
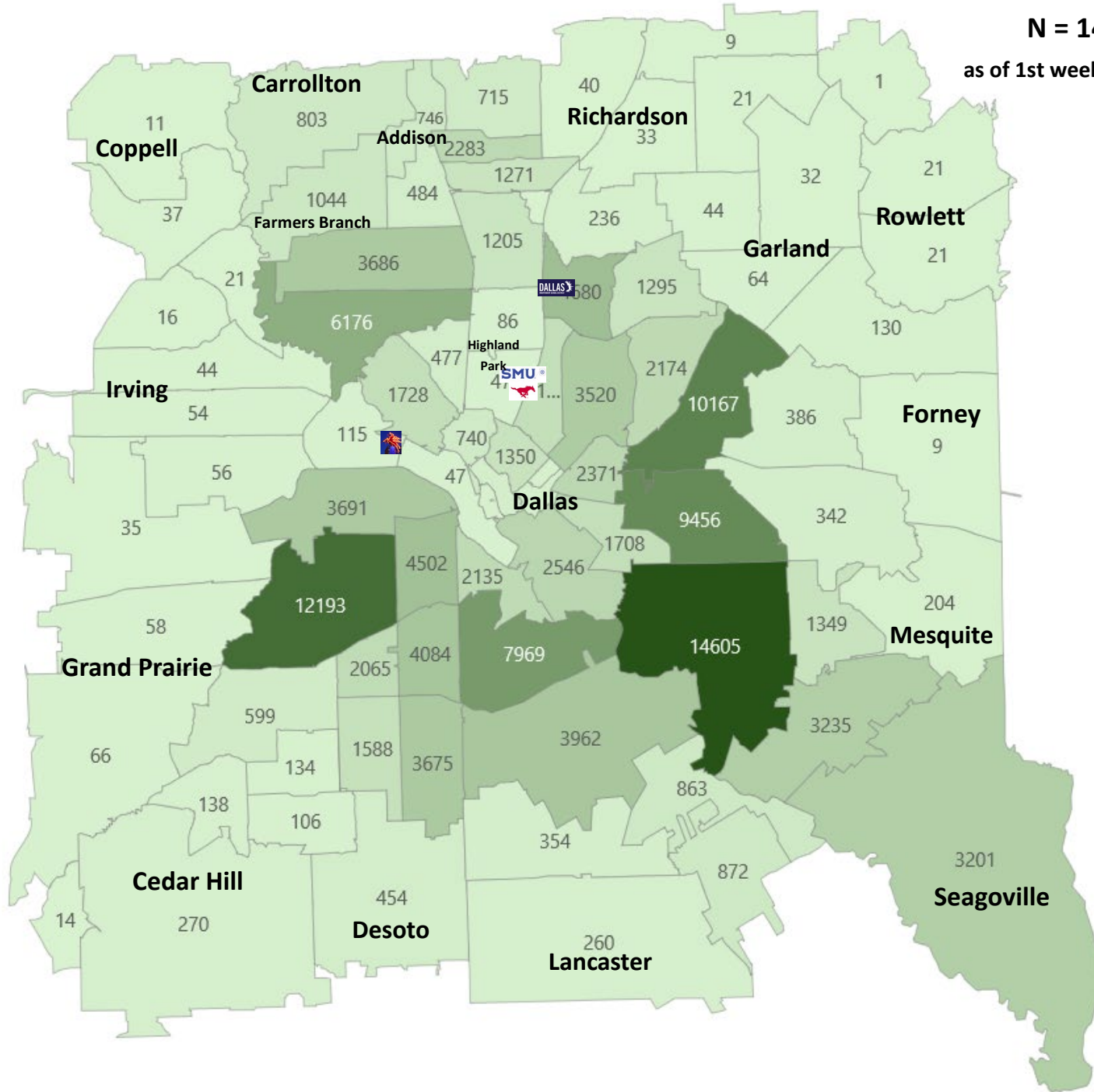




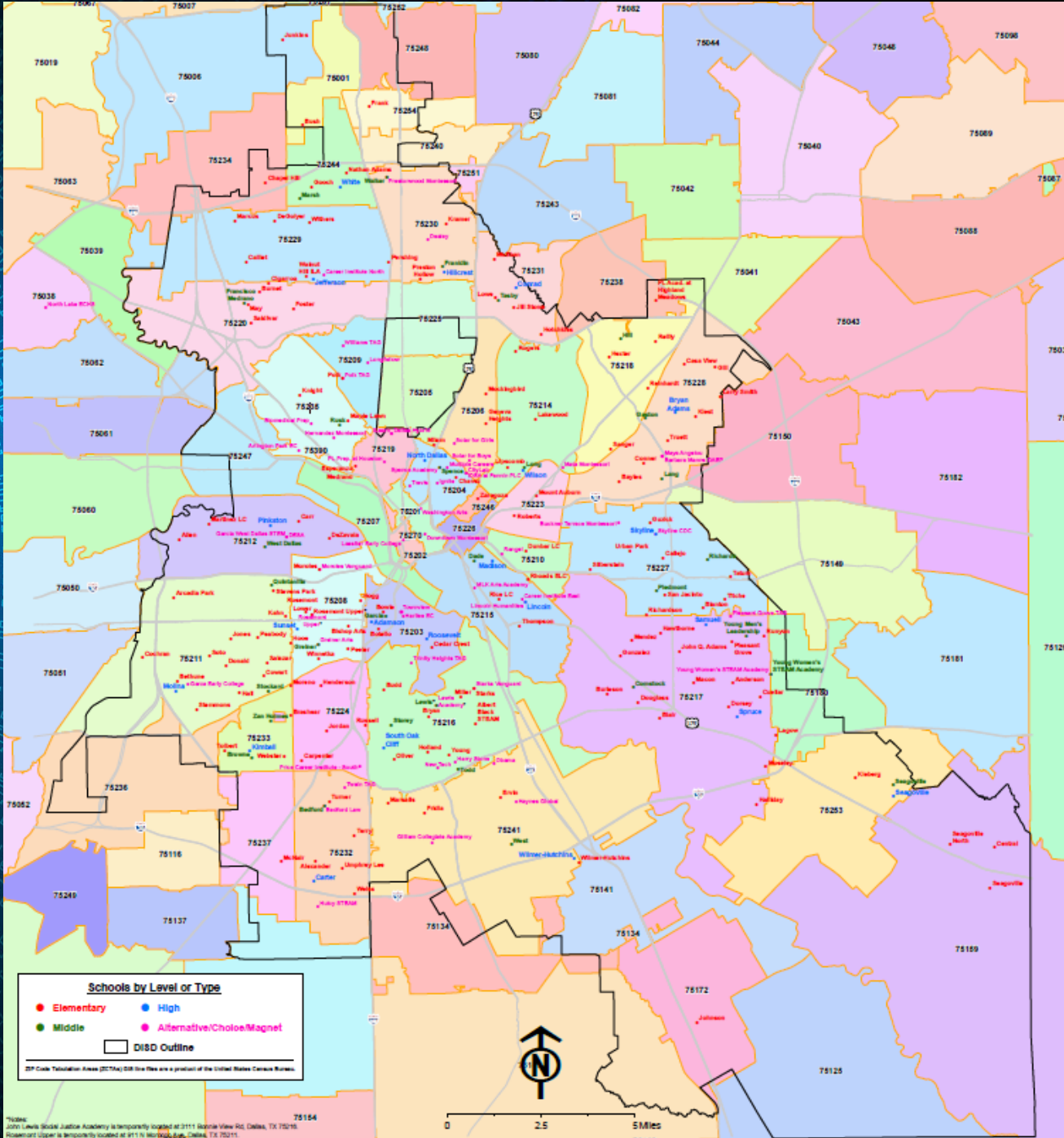
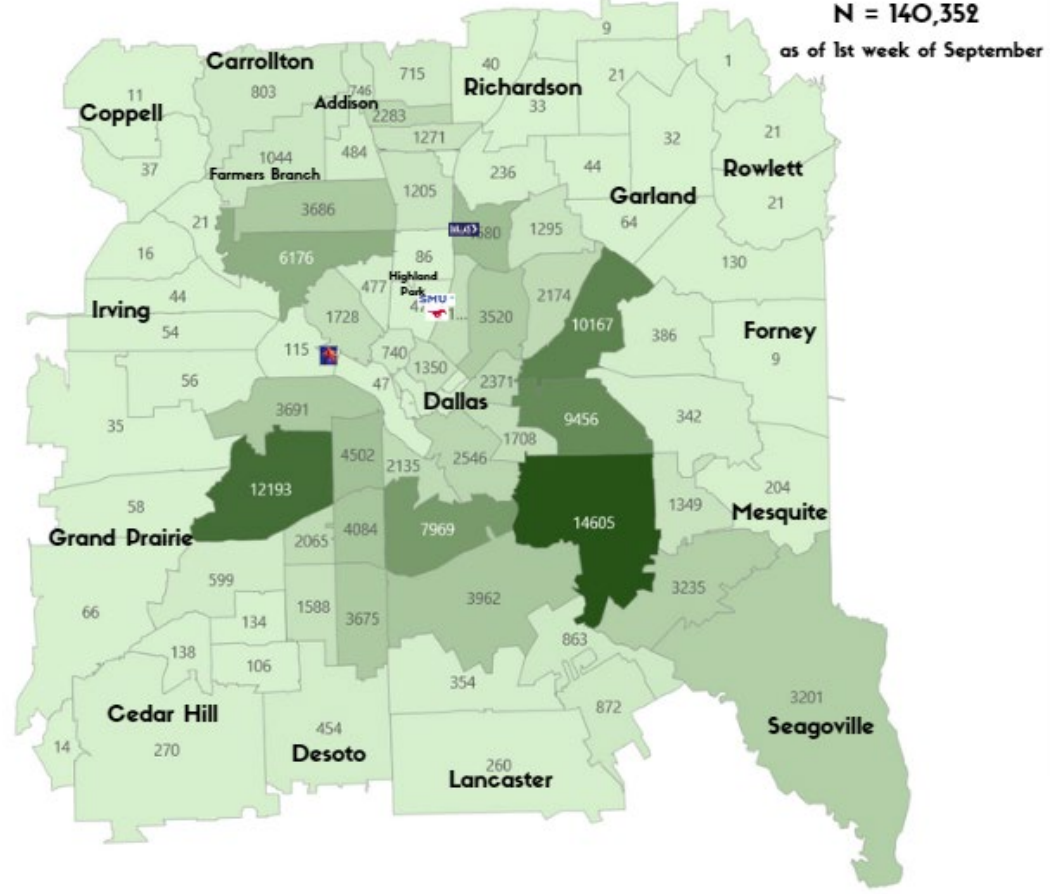


N = 140,352

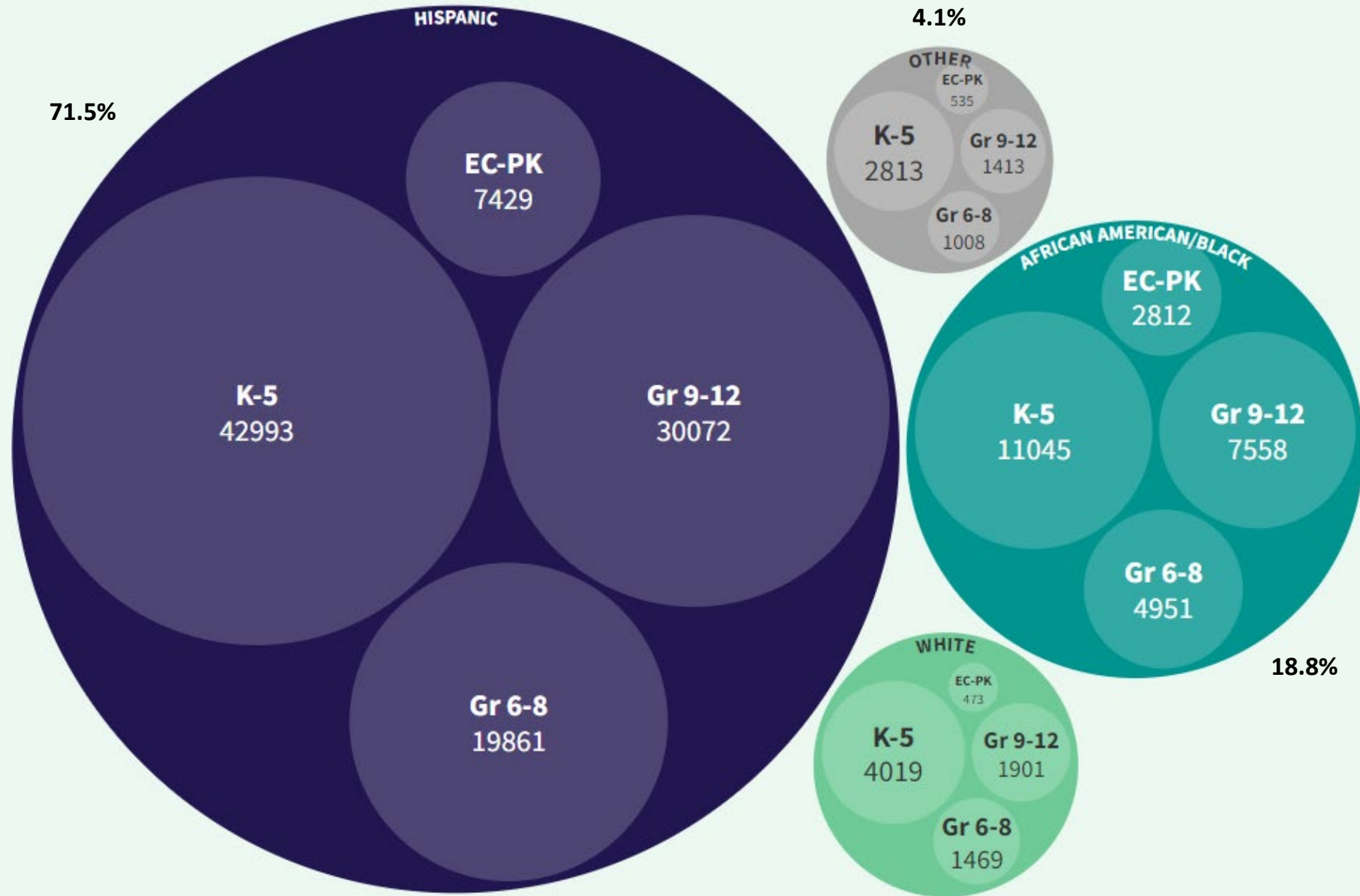
as of 1st week of September



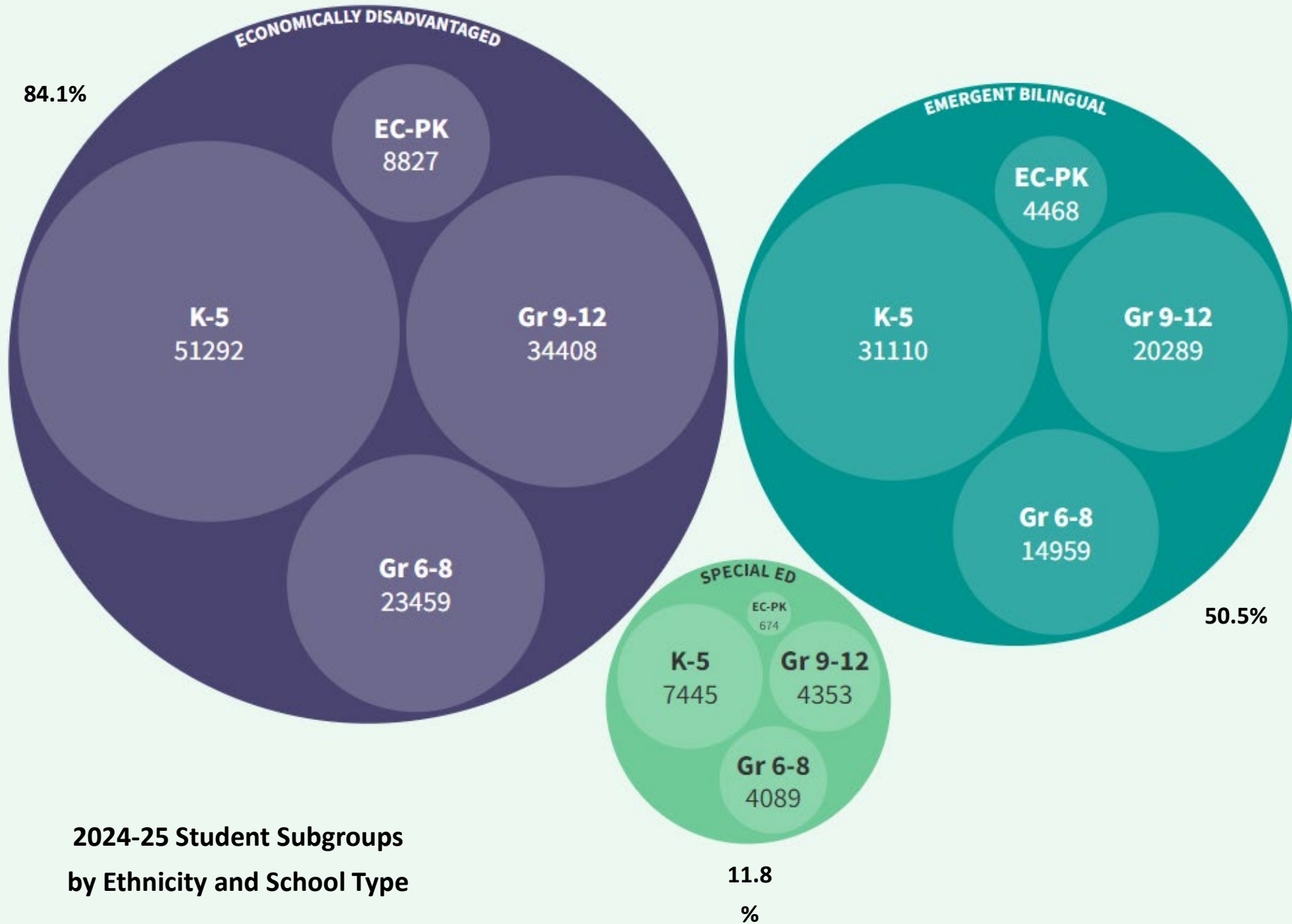
N = 140,352
as of 1st week of September



*Note: 2001 Lewis School Justice Academy is temporarily located at 3111 Bonnie View Rd, Dallas, TX 75216. Rosewood Magnet is temporarily located at 911 N. MacArthur Blvd, Dallas, TX 75211.



**2024-25 Student Population
by Ethnicity and School Type**



**2024-25 Student Subgroups
by Ethnicity and School Type**

11.8
%



How are students interacting with
their ecosystem?

Smart Phones and National Student Achievement Data



Selected Research

Beland, Louis-Philippe, and Richard Murphy. "Ill Communication: Technology, Distraction & Student Performance." *Labour Economics*, vol. 41, no. 1, Aug. 2016, pp. 61–76, doi.org/10.1016/j.labeco.2016.04.004.

Beneito, Pilar, and Óscar Vicente-Chirivella. "Banning Mobile Phones in Schools: Evidence from Regional-Level Policies in Spain." *Applied Economic Analysis*, 25 Jan. 2022, doi.org/10.1108/aea-05-2021-0112.

Felisoni, Daniel Darghan, and Alexandra Strommer Godoi. "Cell Phone Usage and Academic Performance: An Experiment." *Computers & Education*, vol. 117, no. 117, Feb. 2018, pp. 175–187, doi.org/10.1016/j.compedu.2017.10.006.

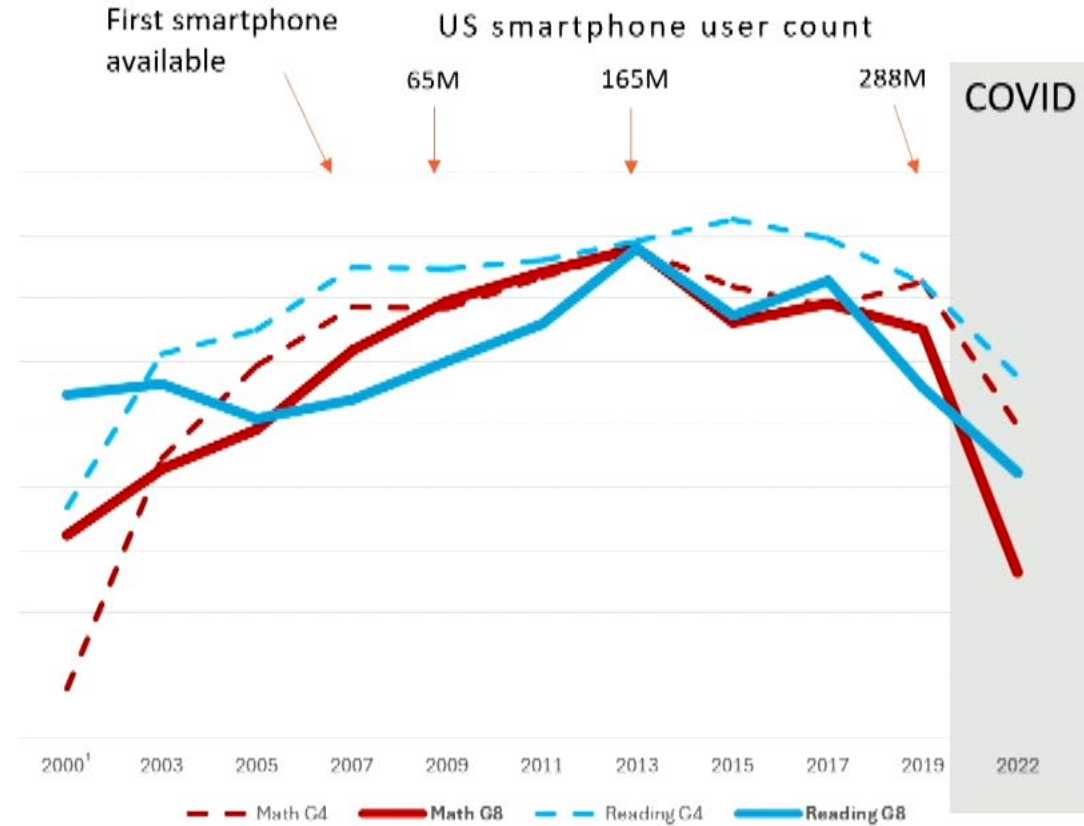
Kates, Aaron W., et al. "The Effects of Mobile Phone Use on Academic Performance: A Meta-Analysis." *Computers & Education*, vol. 127, no. 1, Dec. 2018, pp. 107–112, doi.org/10.1016/j.compedu.2018.08.012.

Kuznekoff, Jeffrey H., and Scott Titsworth. "The Impact of Mobile Phone Usage on Student Learning." *Communication Education*, vol. 62, no. 3, July 2013, pp. 233–252, doi.org/10.1080/03634523.2013.767917.

Sana, Faria, et al. "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers." *Computers & Education*, vol. 62, no. 0360-1315, Mar. 2013, pp. 24–31, doi.org/10.1016/j.compedu.2012.10.003.

Twenge, Jean M., et al. "Decreases in Psychological Well-Being among American Adolescents after 2012 and Links to Screen Time during the Rise of Smartphone Technology." *Emotion*, vol. 18, no. 6, Sept. 2018, pp. 765–780, doi.org/10.1037/cmo0000403.

Nationwide NAEP Performance

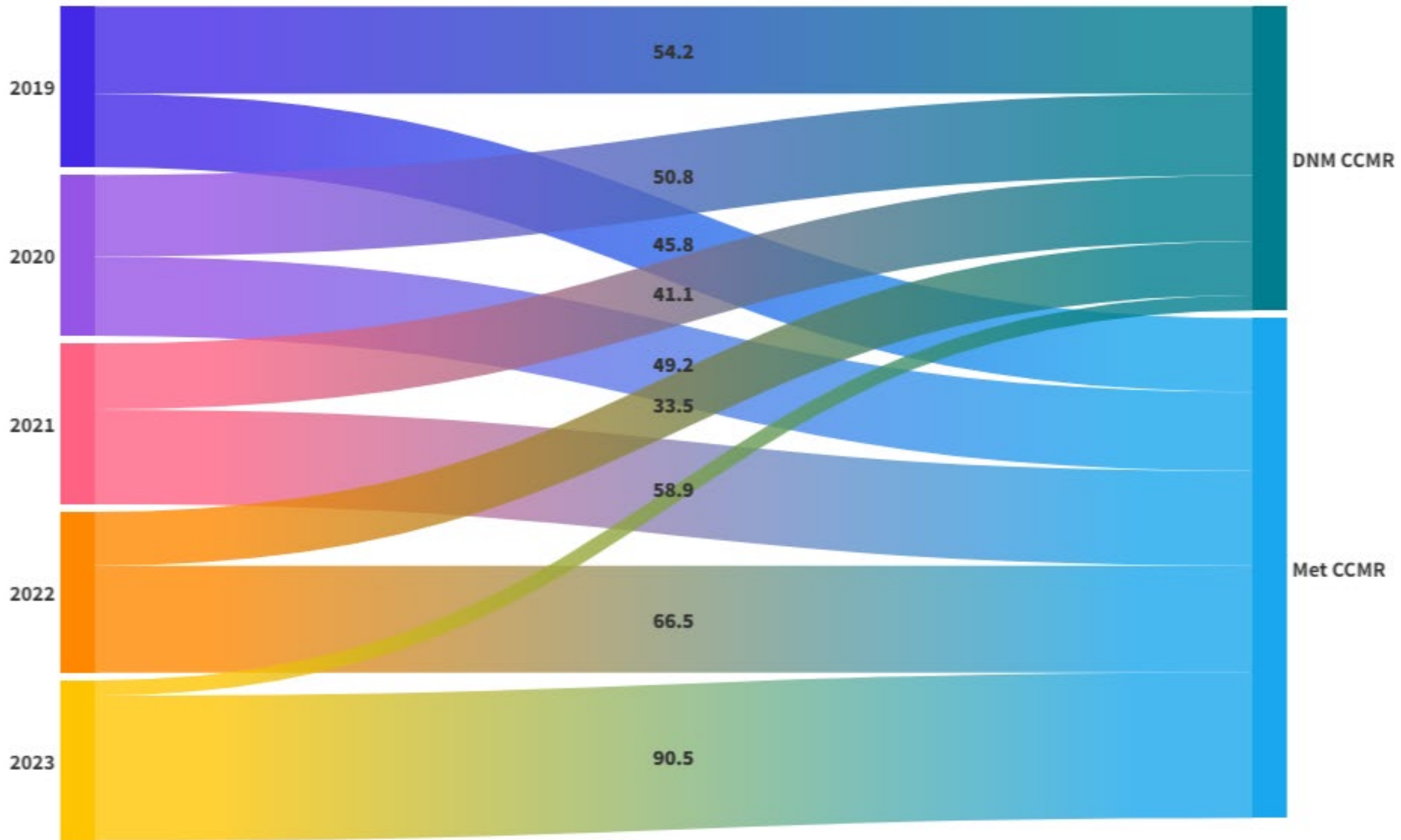


US grade 8 proficiency peaked in 2013 and has declined since, even before COVID

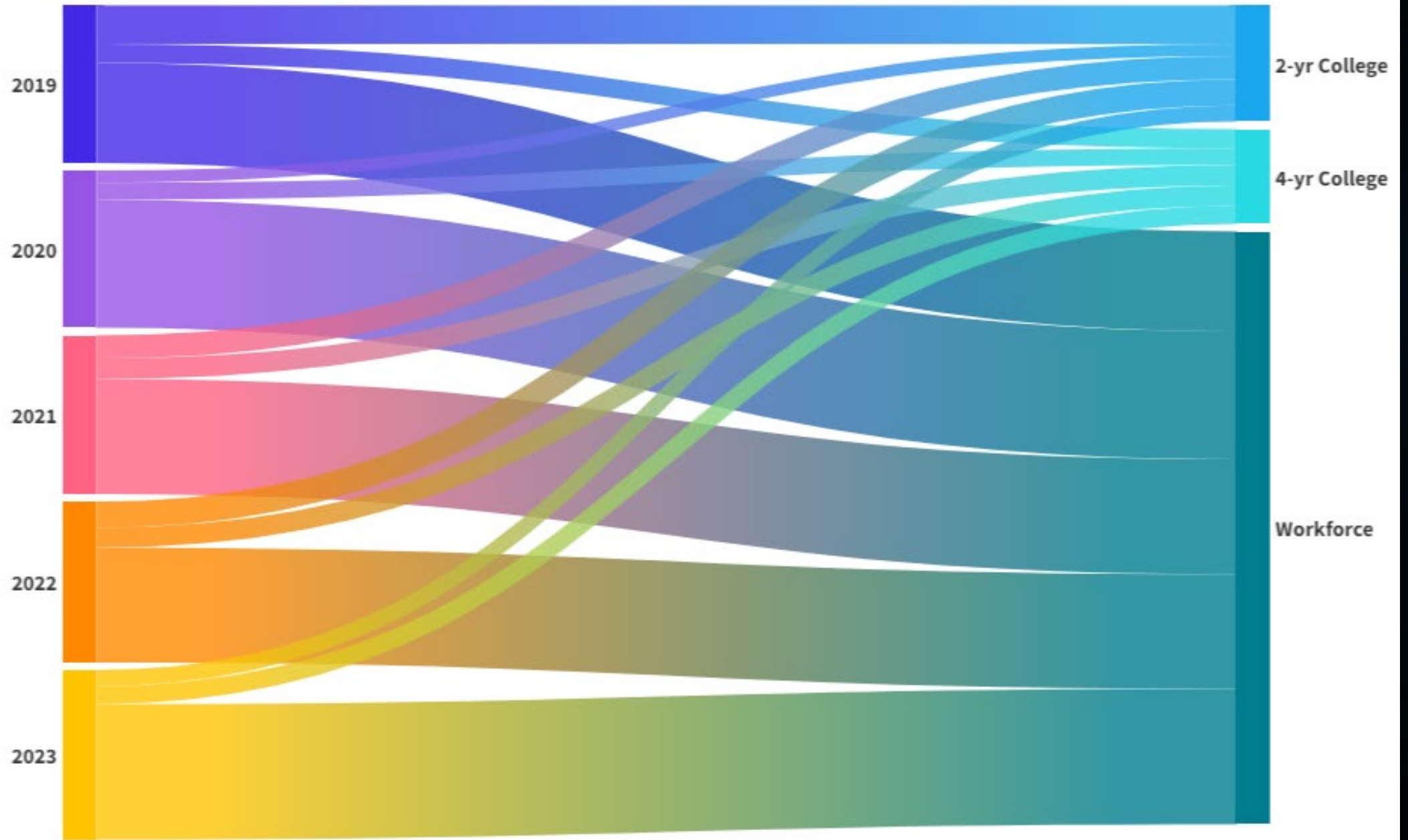
Smartphone user data from <https://www.statista.com/statistics/201182/forecast-of-smartphone-users-in-the-us/>

Nationwide NAEP data are scale scores, adjusting G8 Math and G4 to show overlapping trend data with a baseline of G8 Reading scale scores in 2013.

Percent Students Met/Did Not Meet CCMR

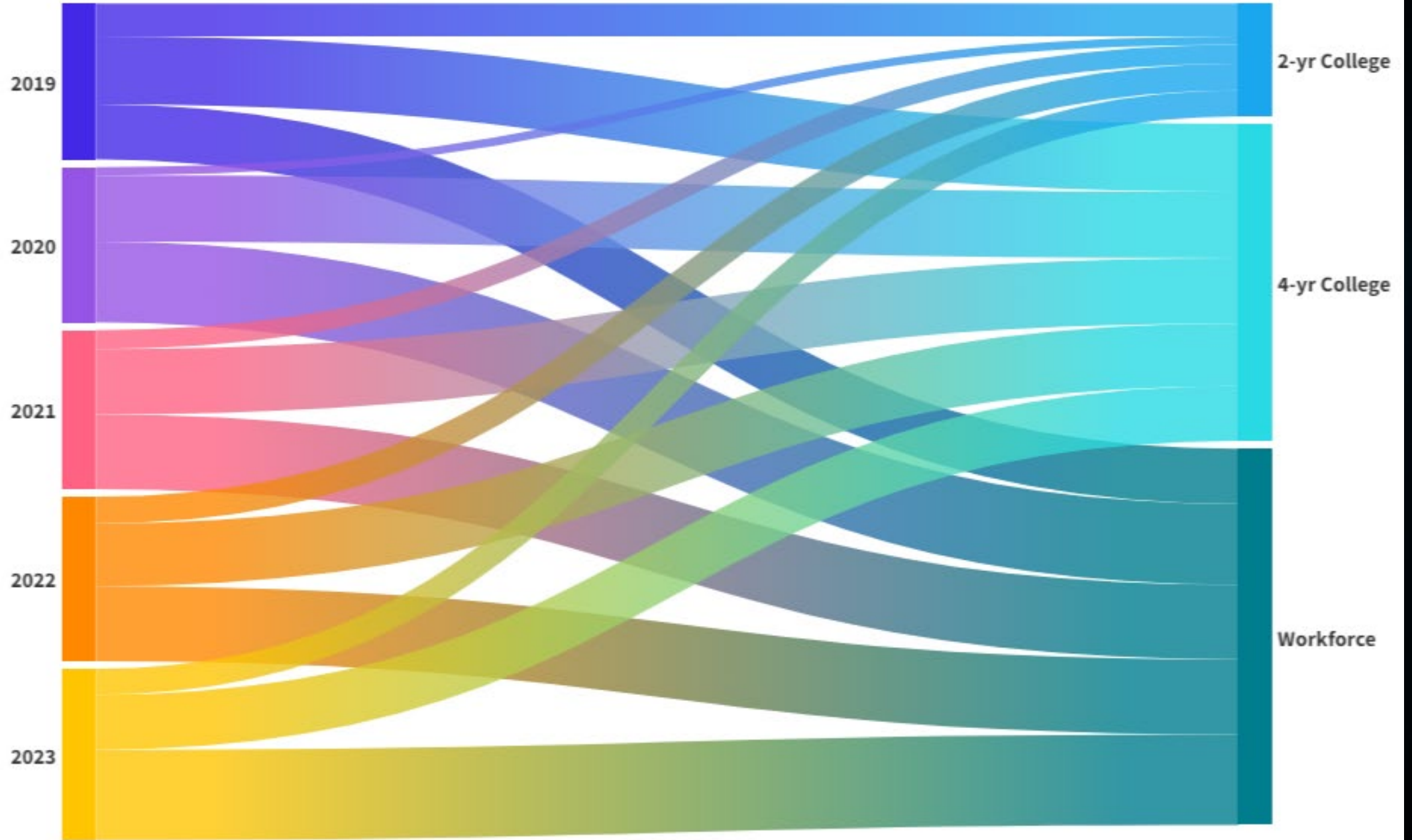


Did Not Met CCMR



Fall Semester
Following HS Graduation

Met CCMR



Fall Semester
Following HS Graduation



Earned Associate Degree

Earned Dual Credit

Earned IBC

Met AP/IB

Met TSI

2-yr College

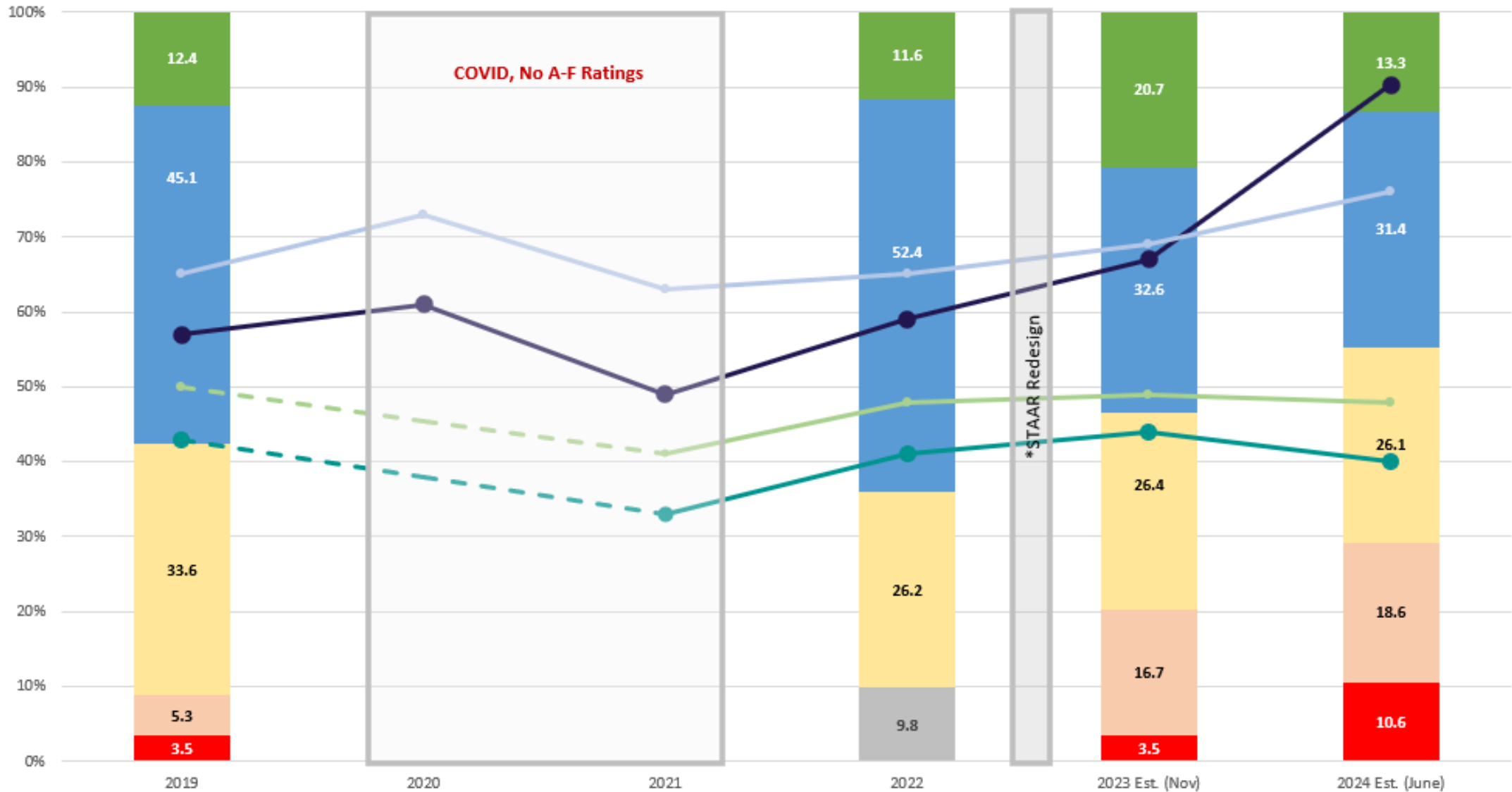
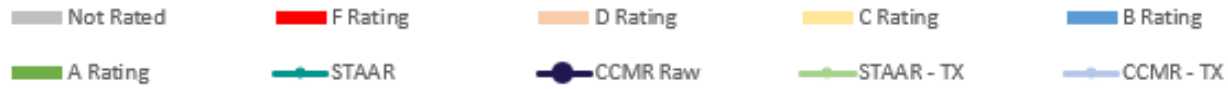
4-yr College

Workforce

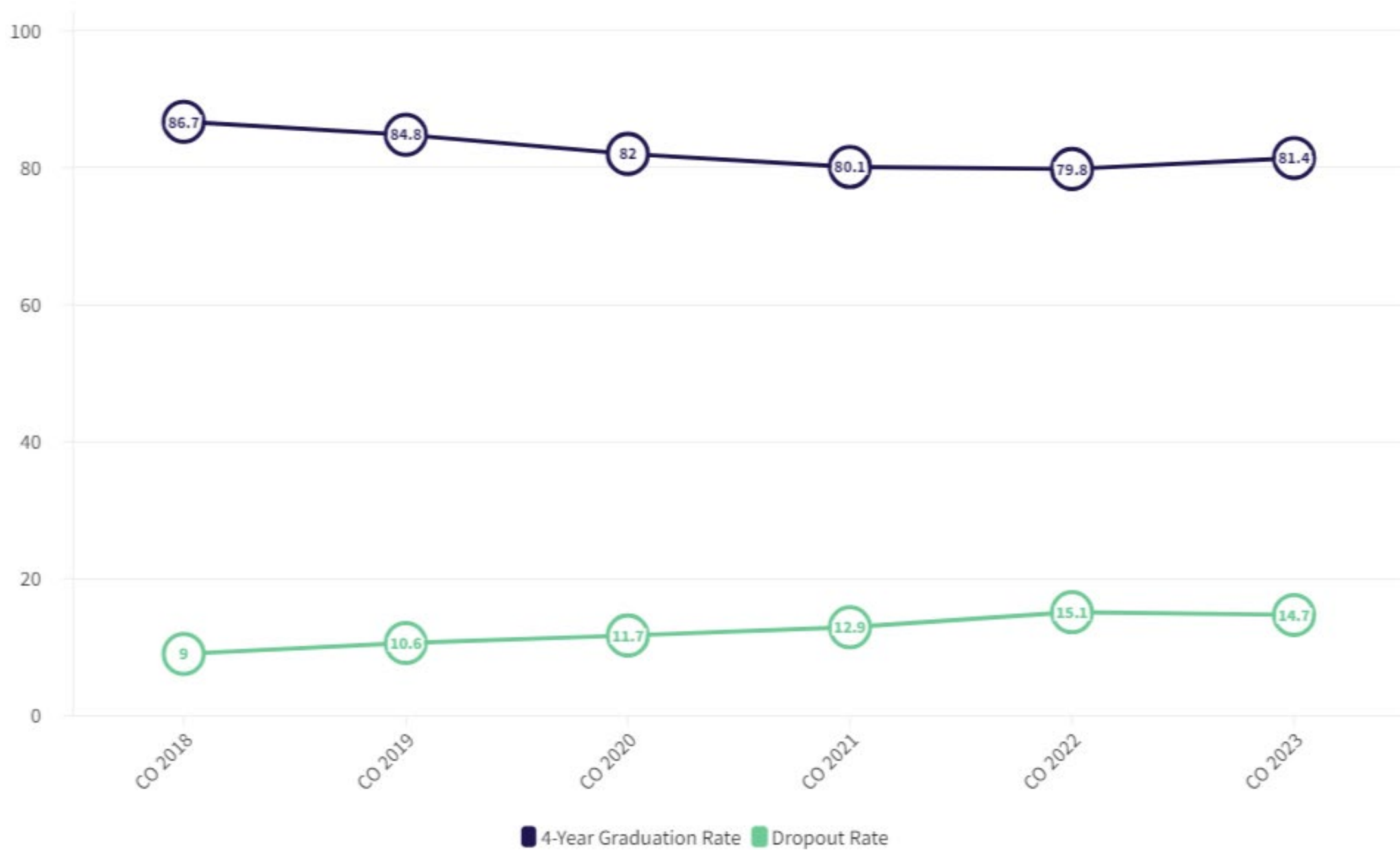


**Fall Semester
Following HS Graduation**

Dallas ISD Accountability Rating Distribution, STAAR/EOC Meets Performance (All Grades, All Subjects) and CCMR



4-Year Graduation & Dropout Rates





**Chronic Absenteeism Continues to Hold Us
Back**

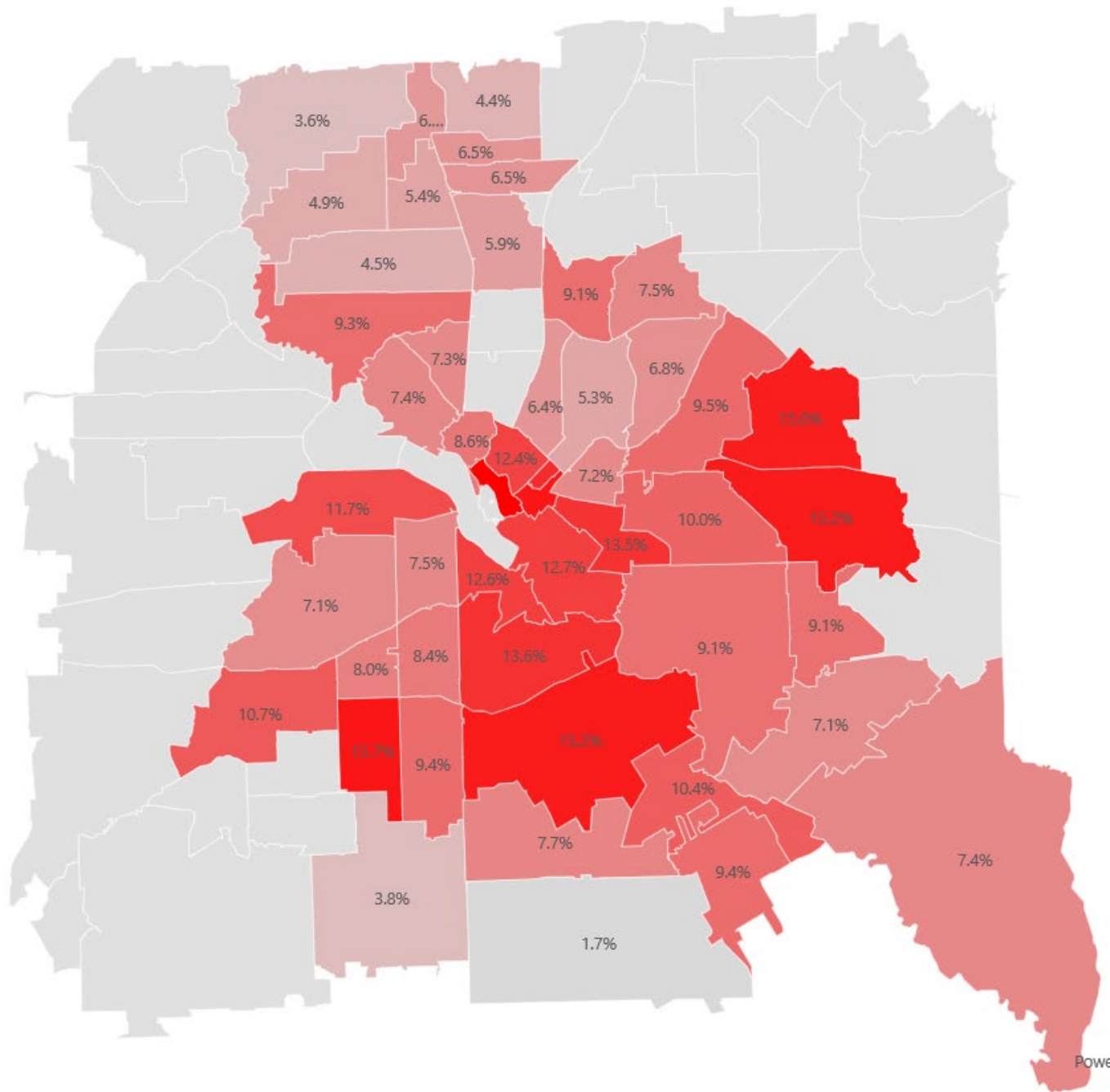
Chronic Absenteeism

Student is absent 10% or more
of the total days enrolled

*Typical school year is about 173 days. A chronically absent student has missed 17 or more days of school.

2014-15

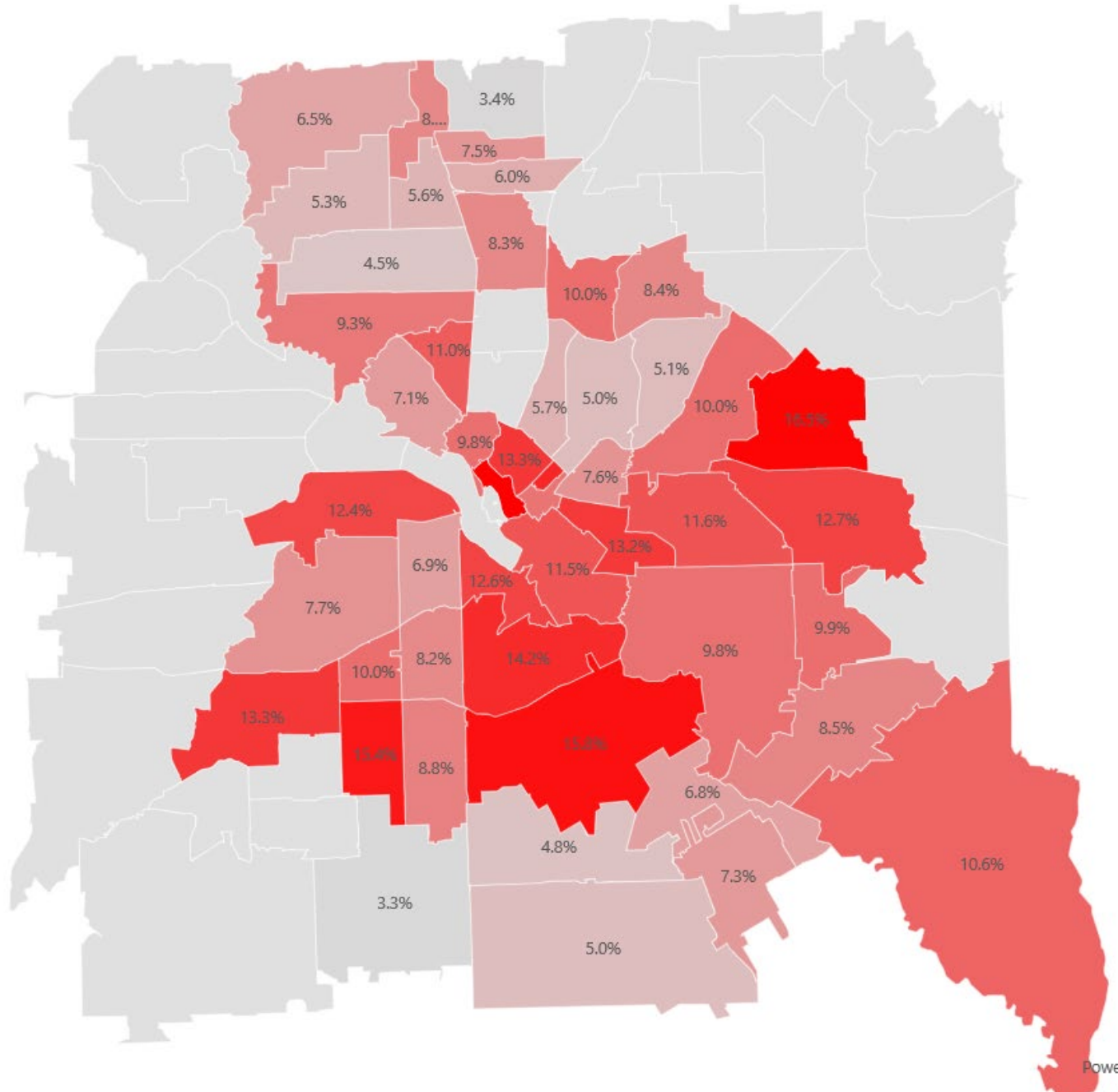
Chr Abs



Power

2015-16

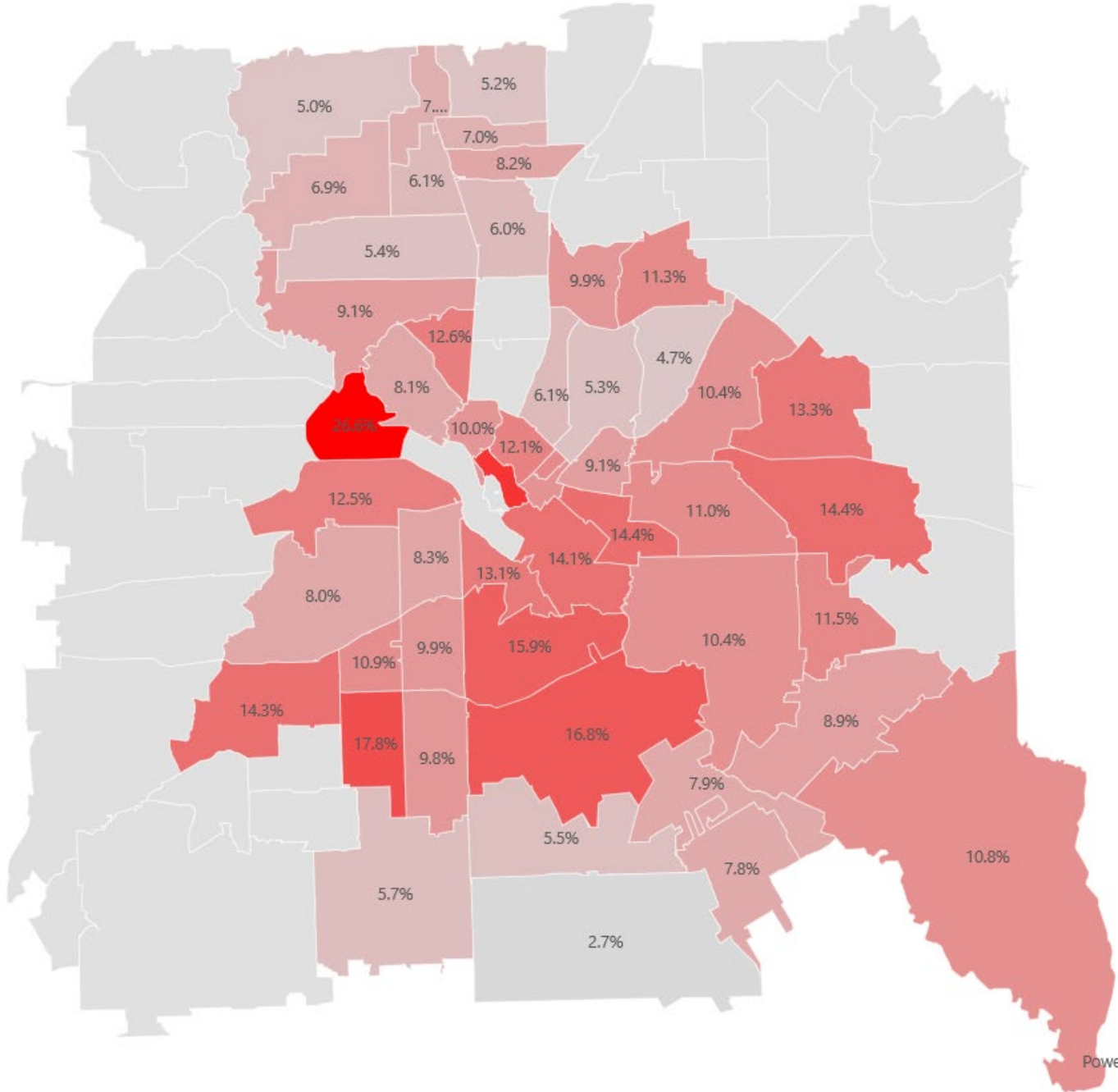
Chr Abs



Power

2016-17

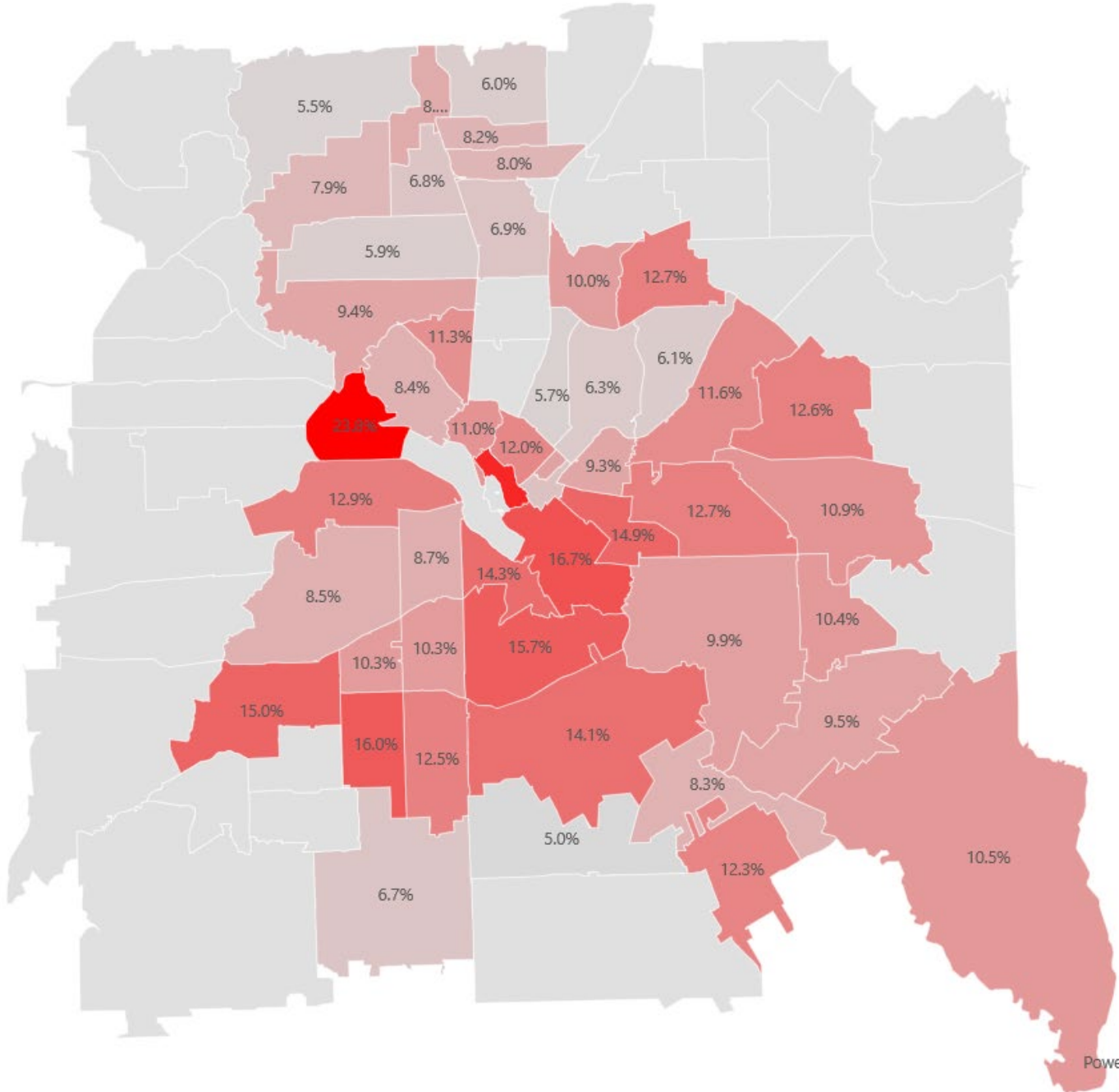
Chr Abs



Power

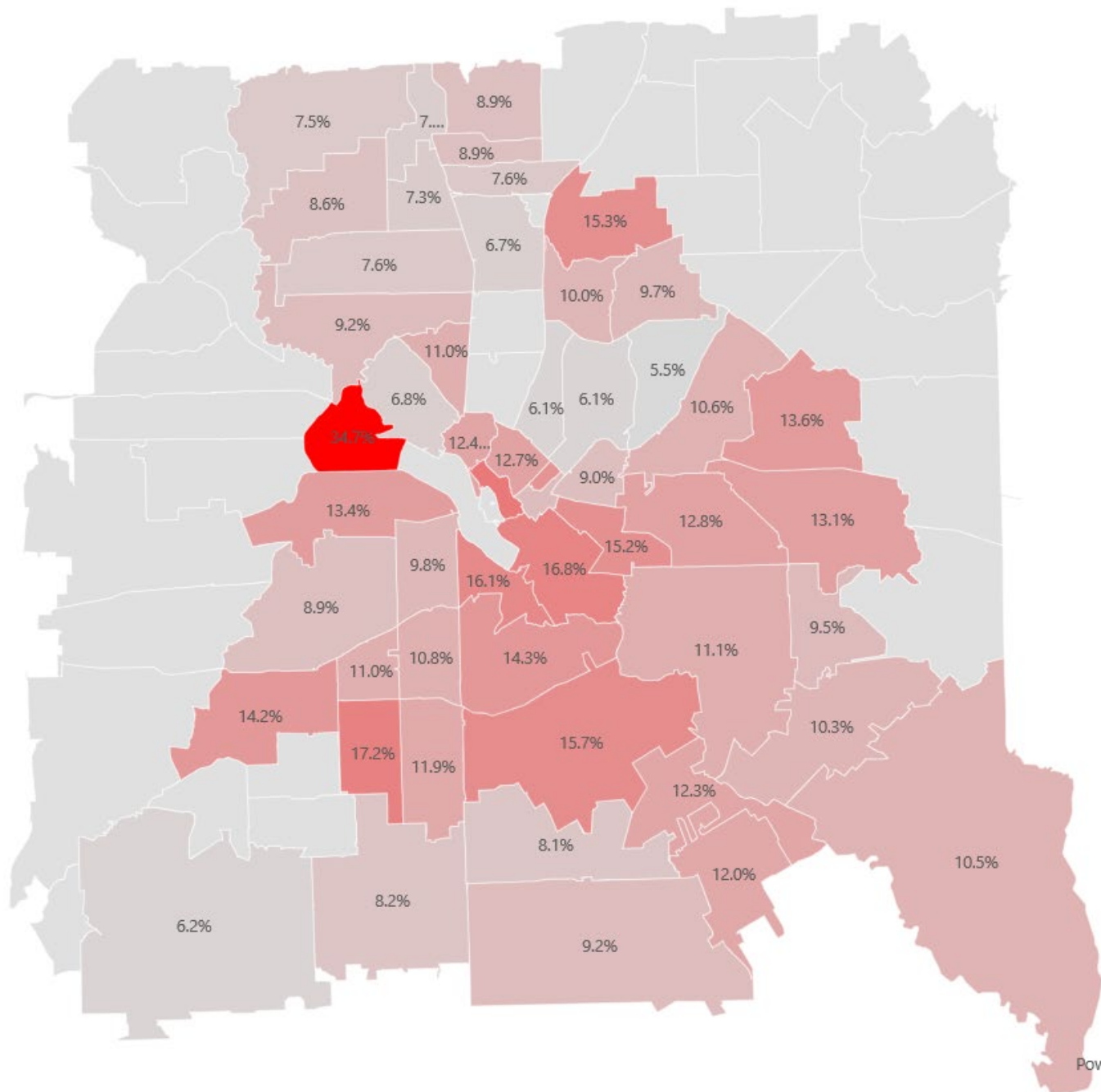
2017-18

Chr Abs



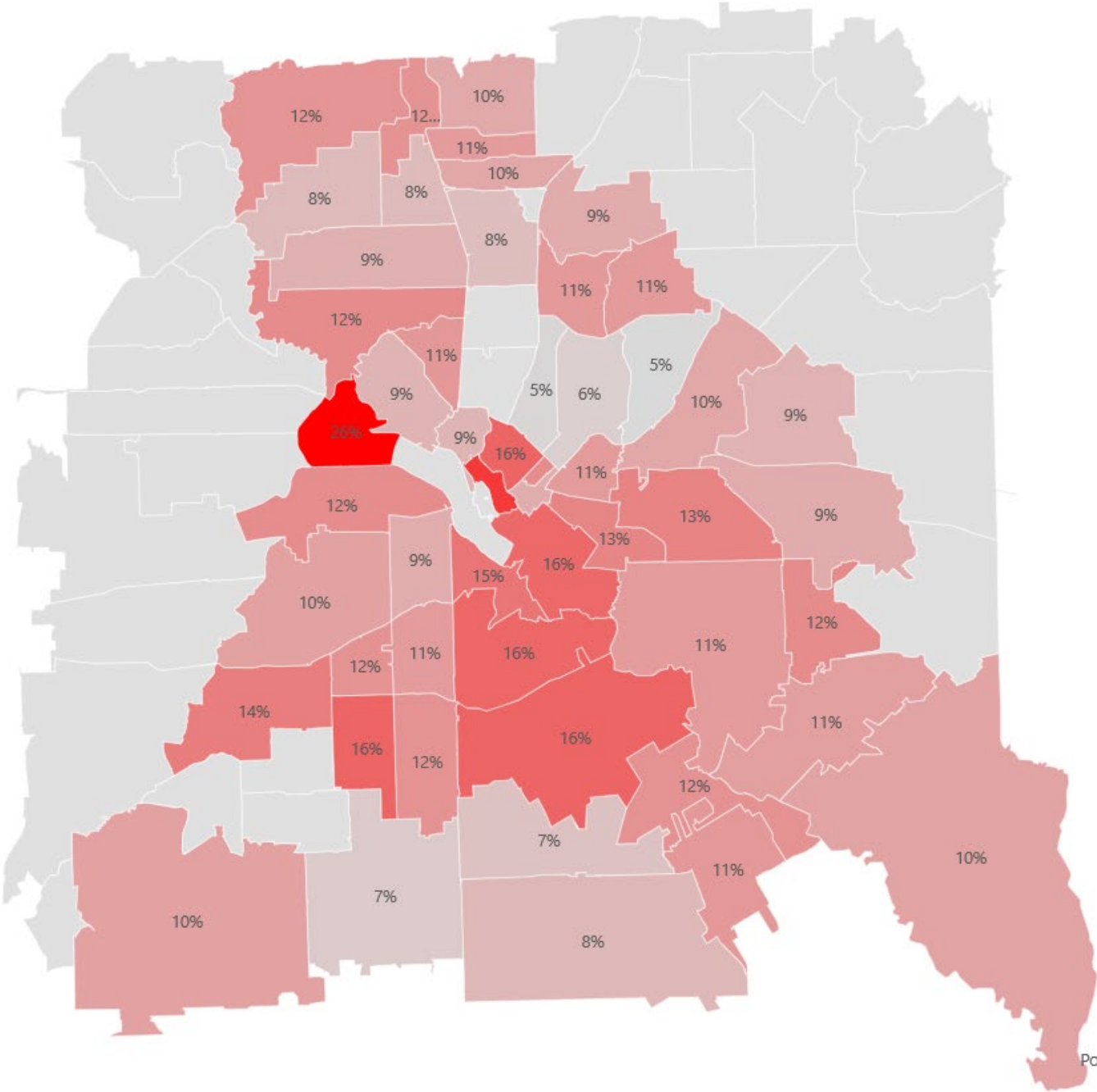
2018-19

Chr Abs



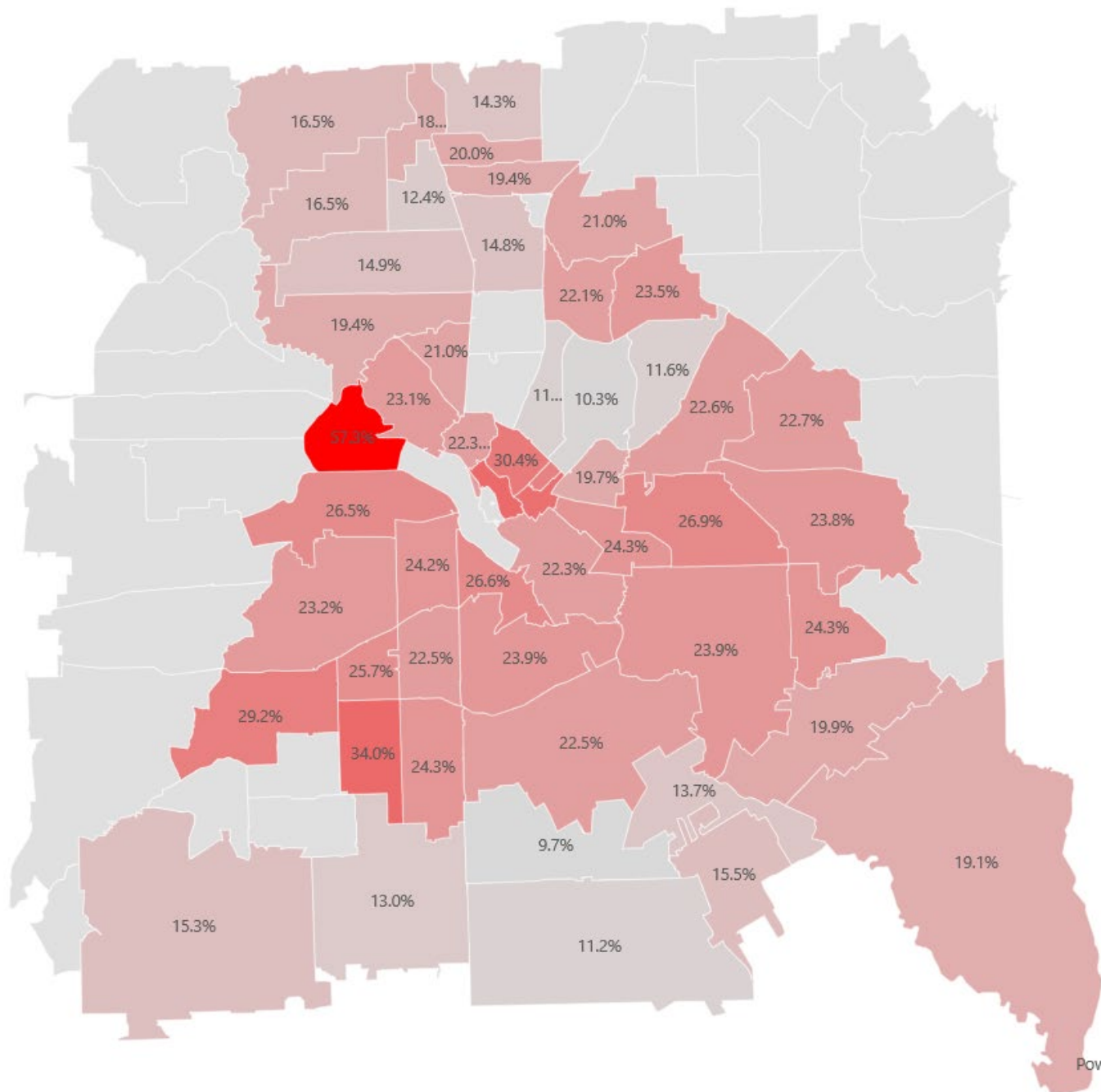
Power

2019-20



2020-21

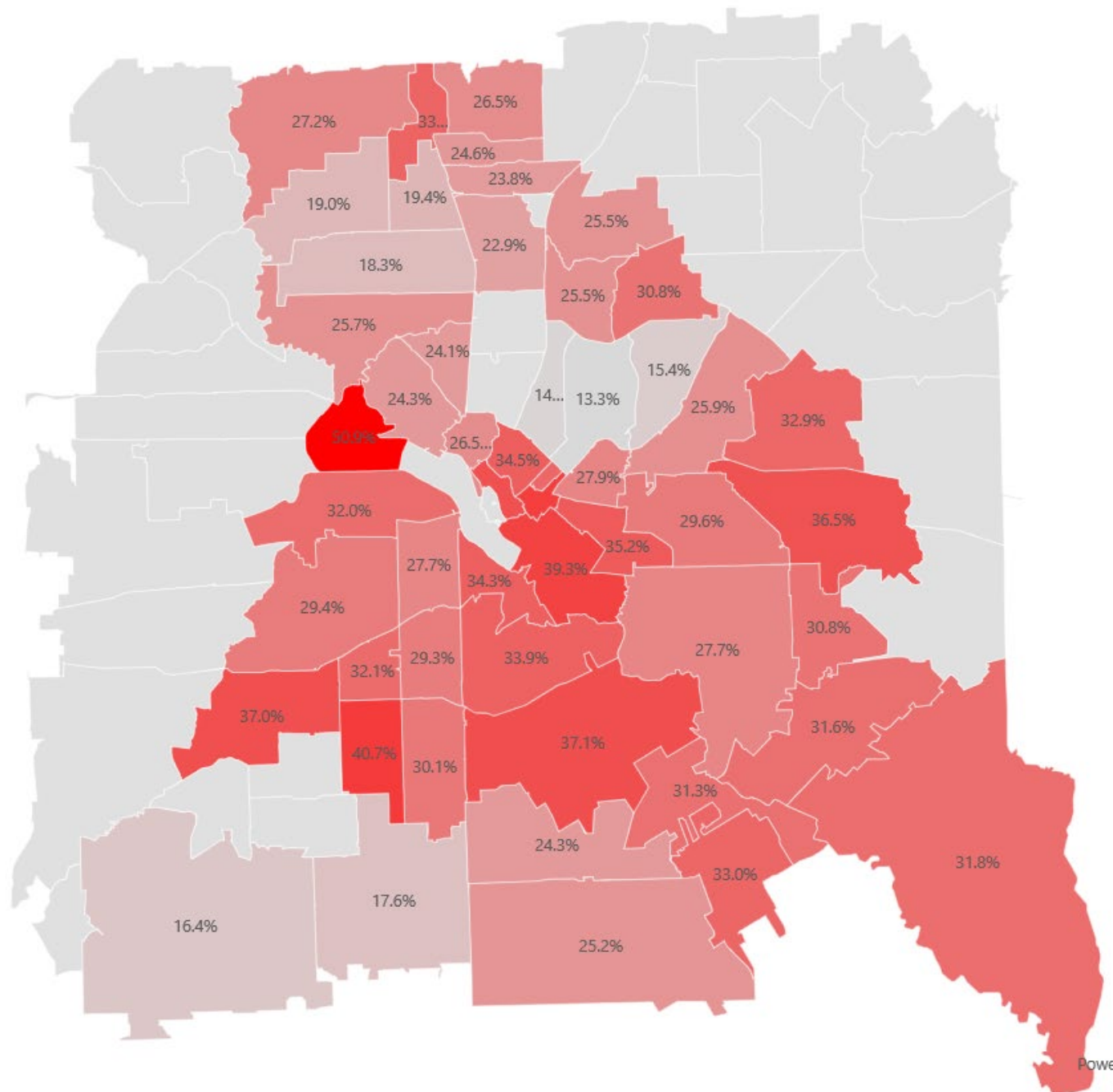
Chr Abs



Power

2021-22

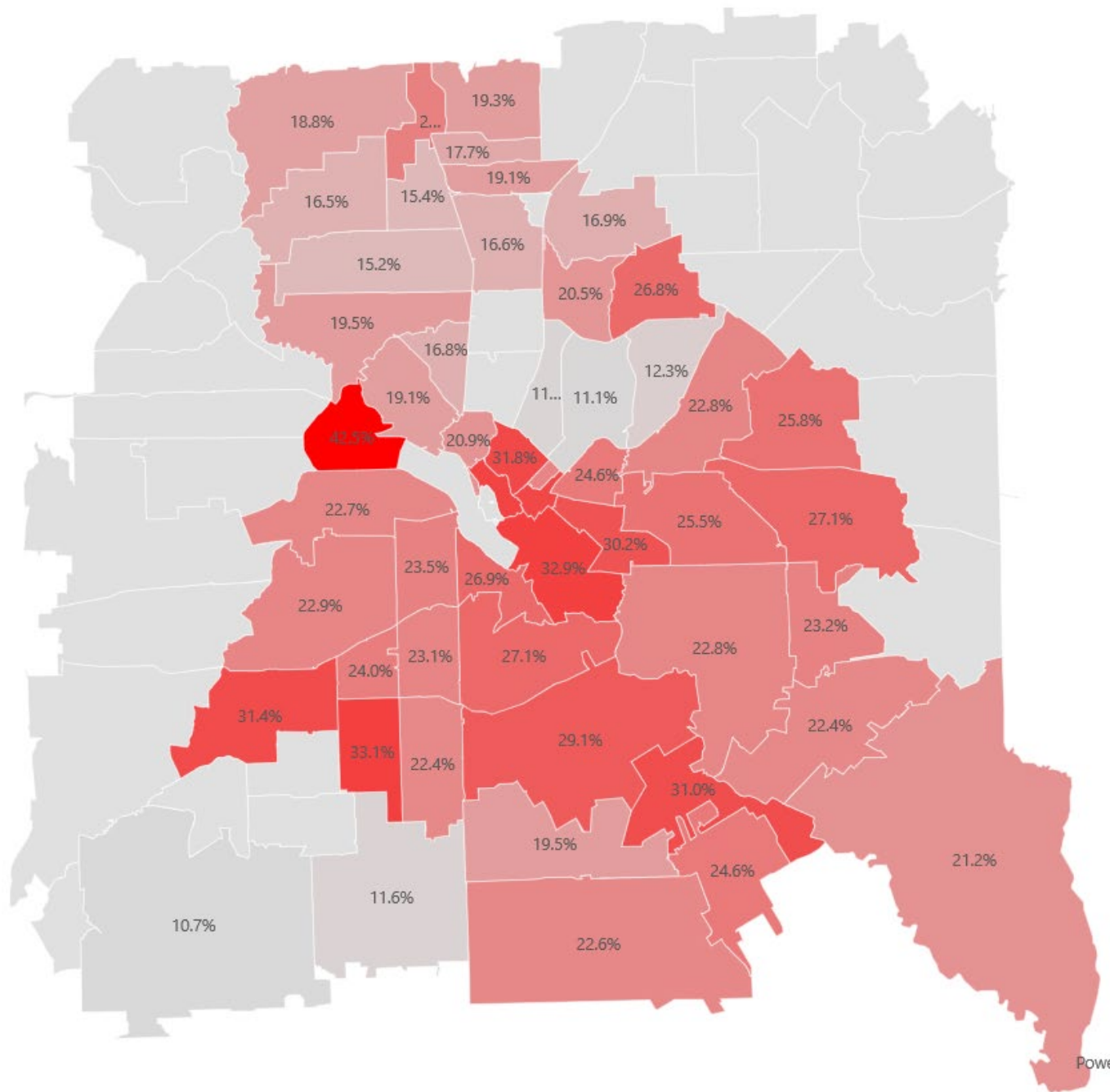
Chr Abs



Power

2022-23

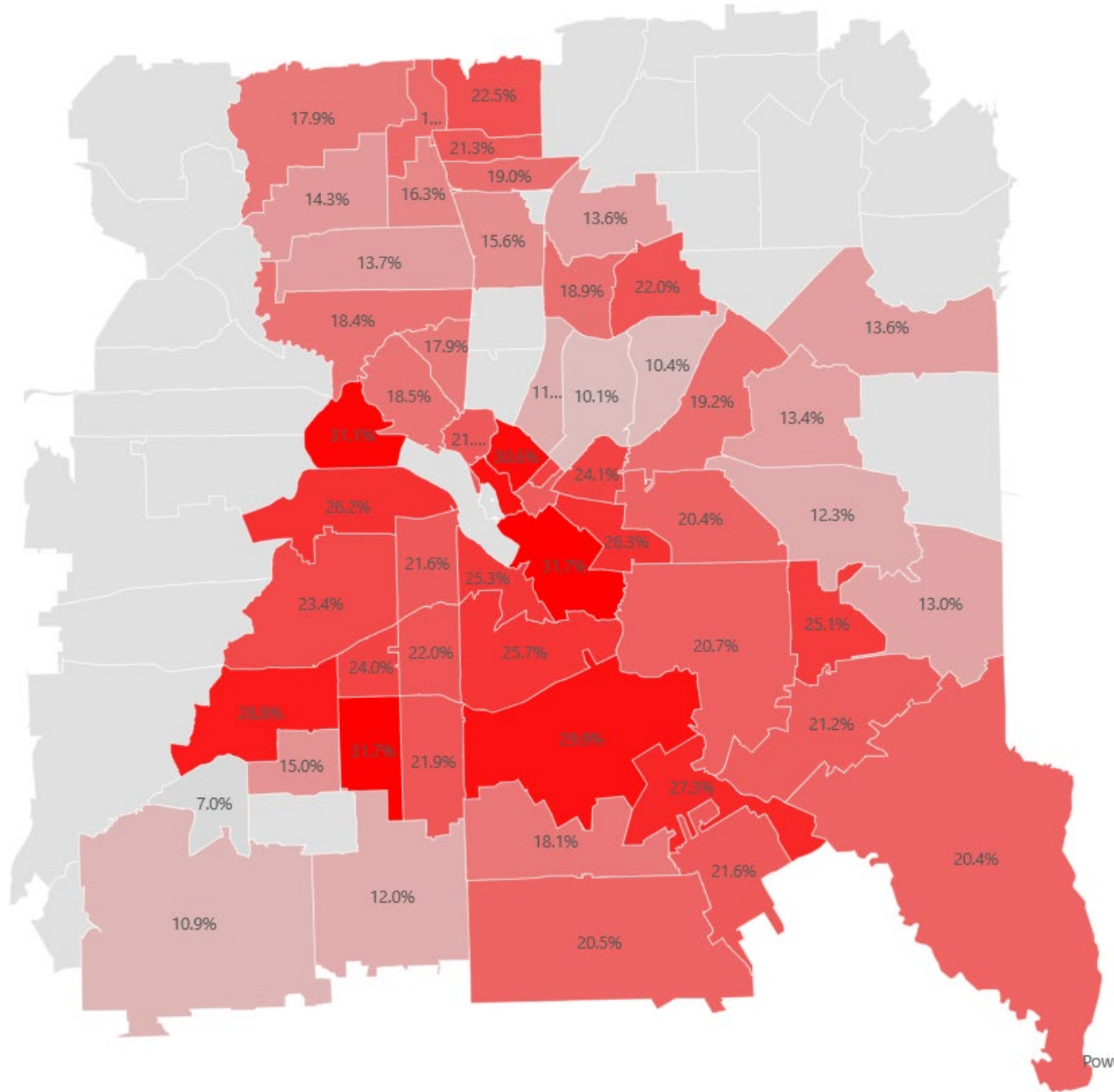
Chr Abs



Power

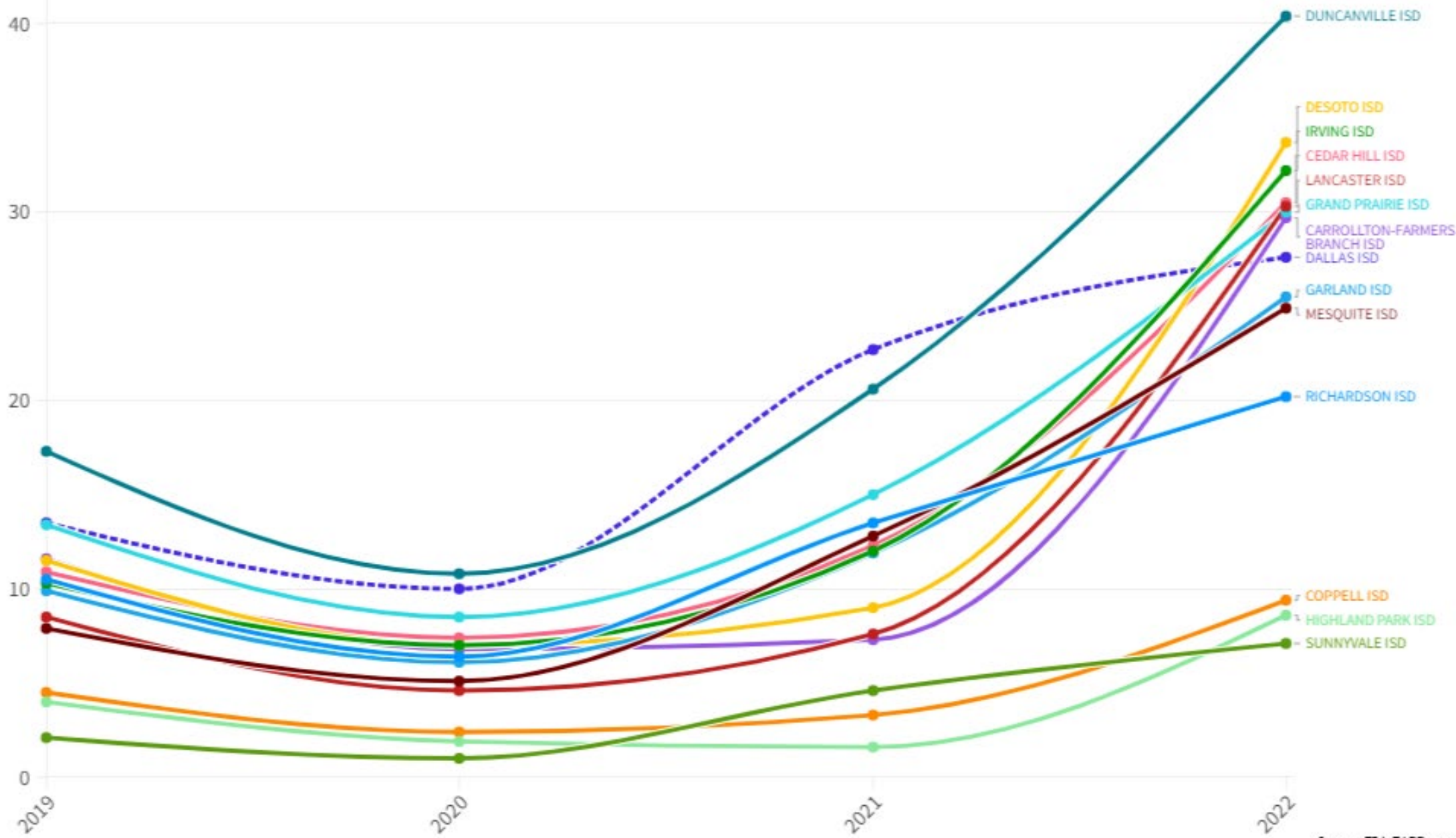
2023-24

Chr Abs



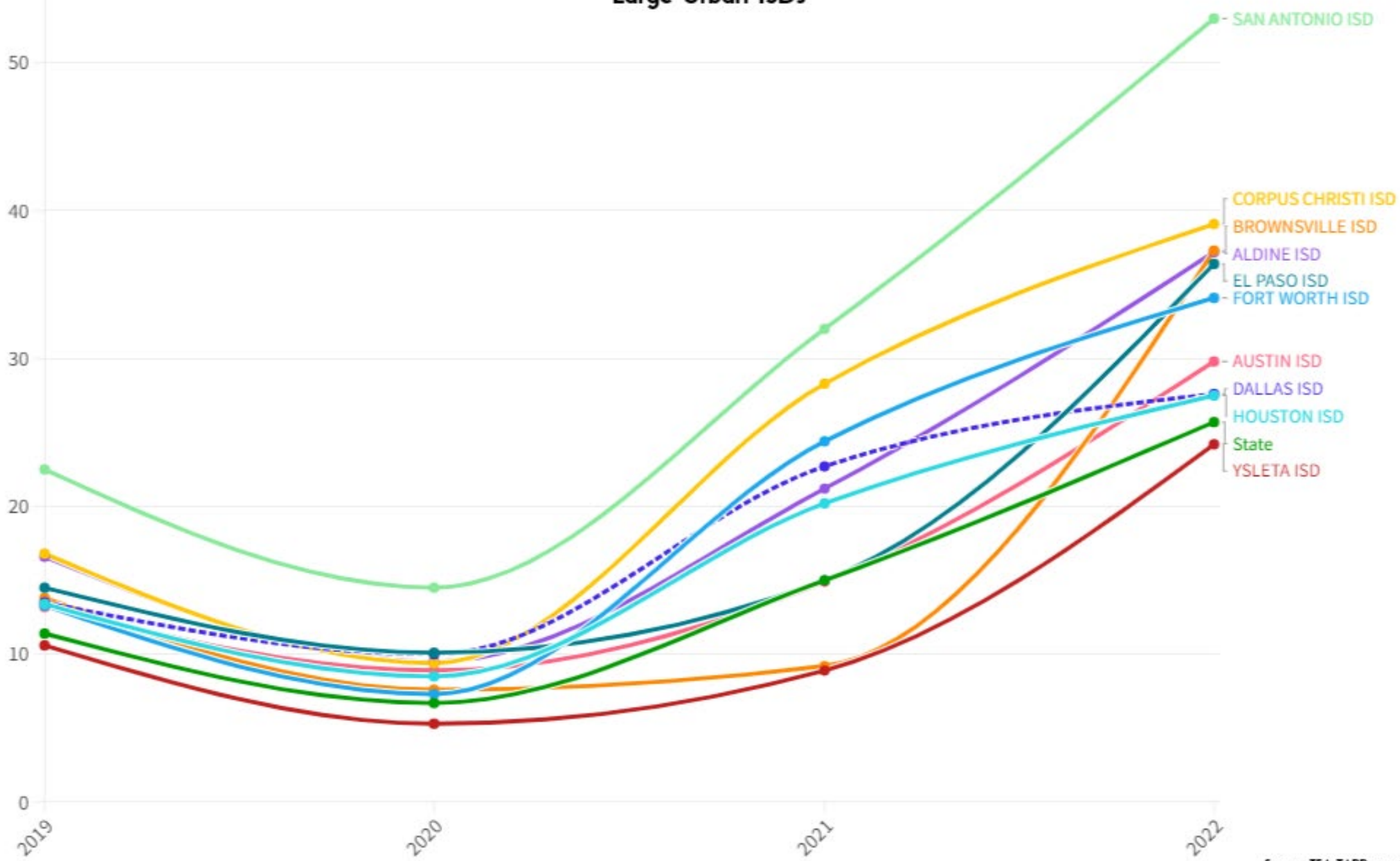
Powe

Dallas County ISDs



Source: TEA TADR reports

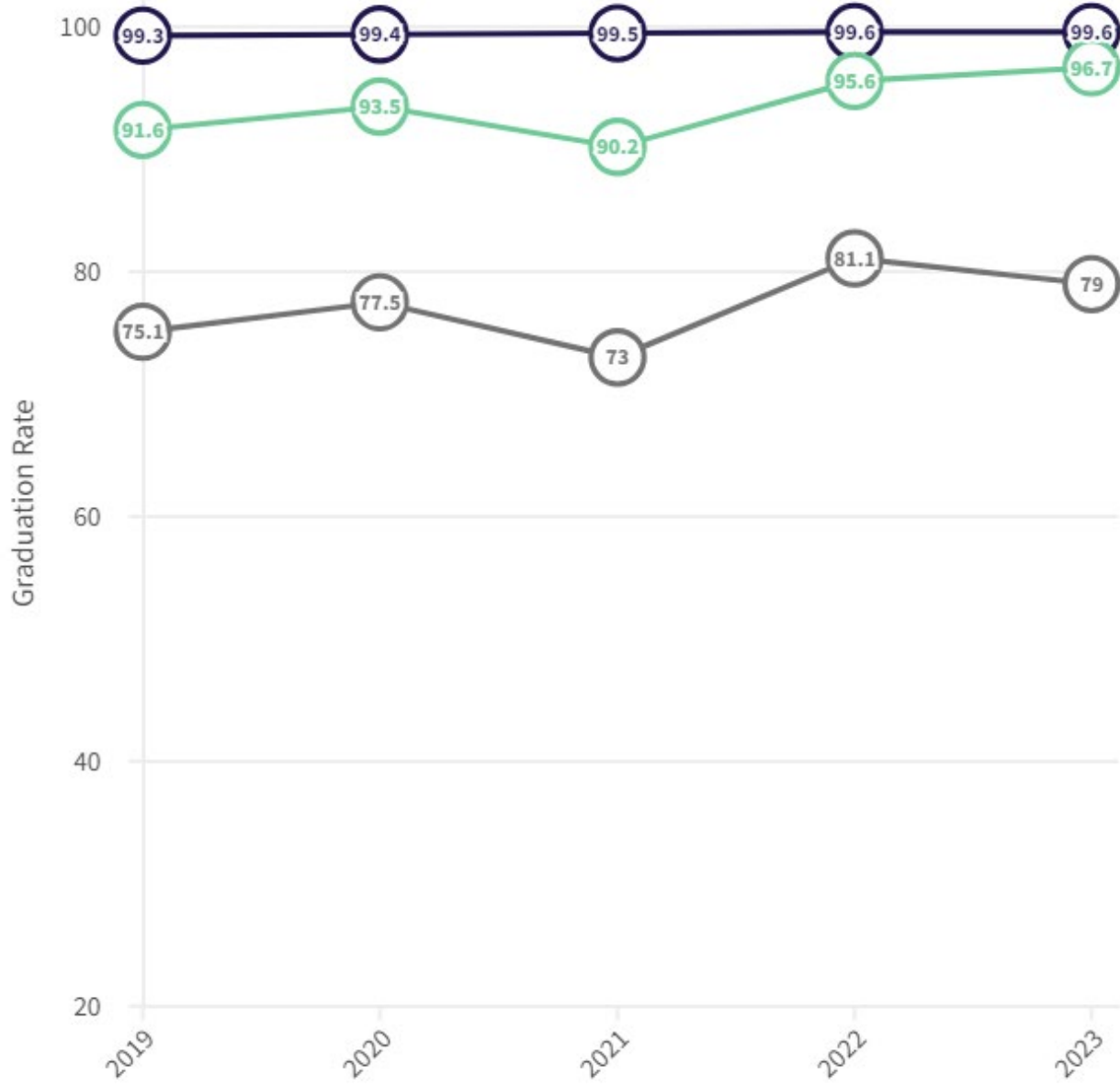
Large Urban ISDs



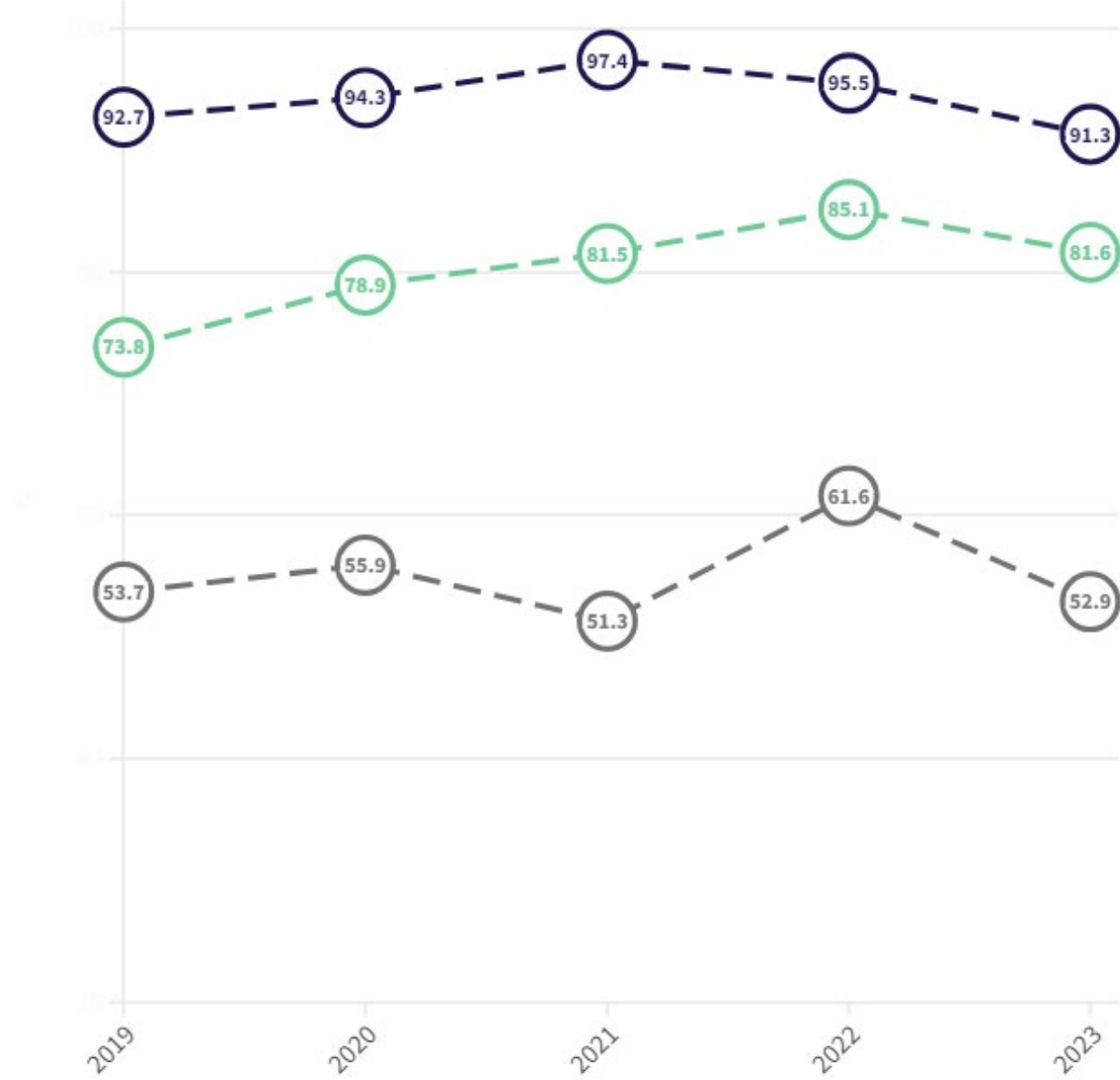
Source: TEA TADR reports

Students Enrolled All 4-years in Dallas ISD
HS

On-Track after 9th Grade



Not On-Track after 9th Grade

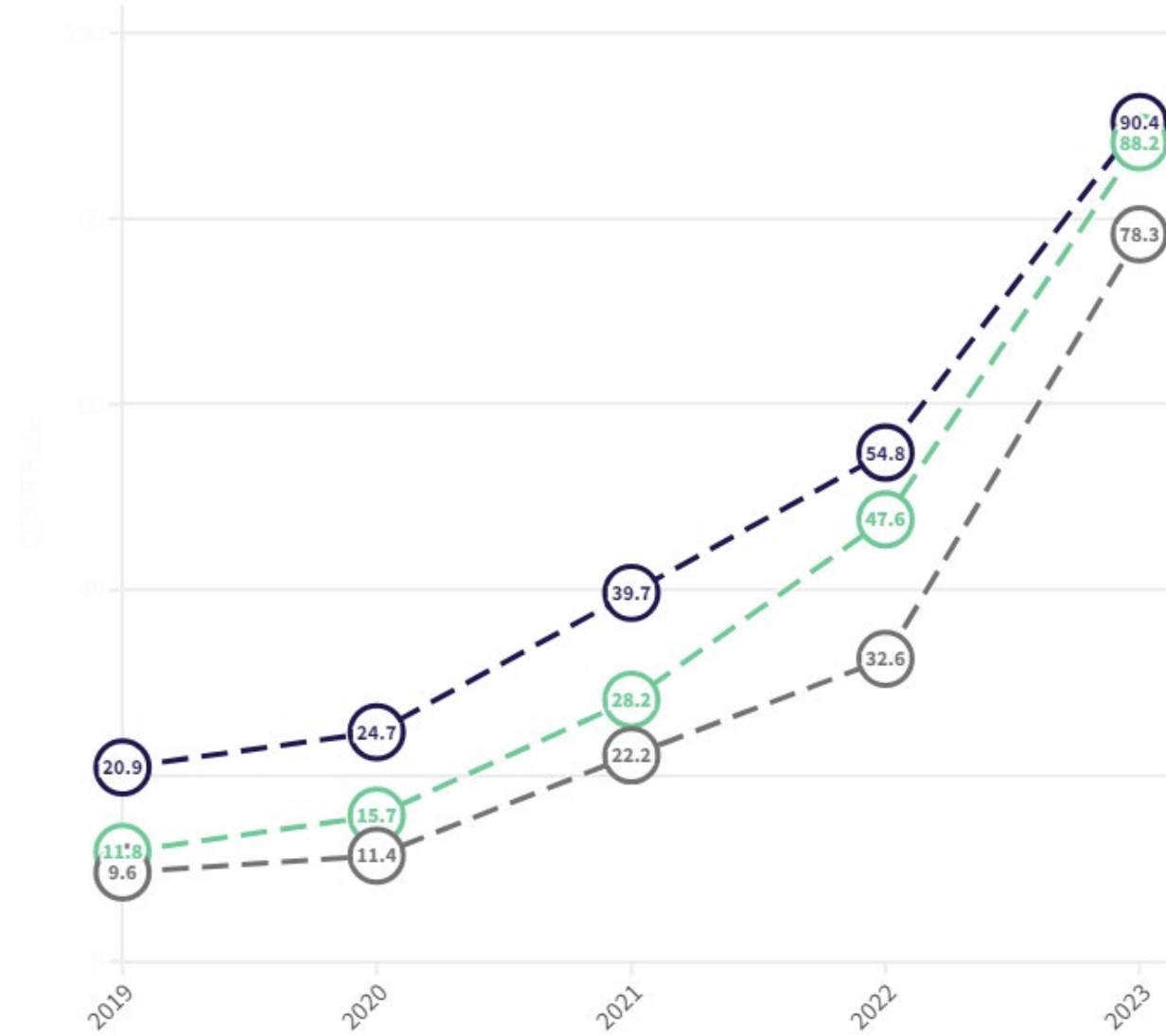
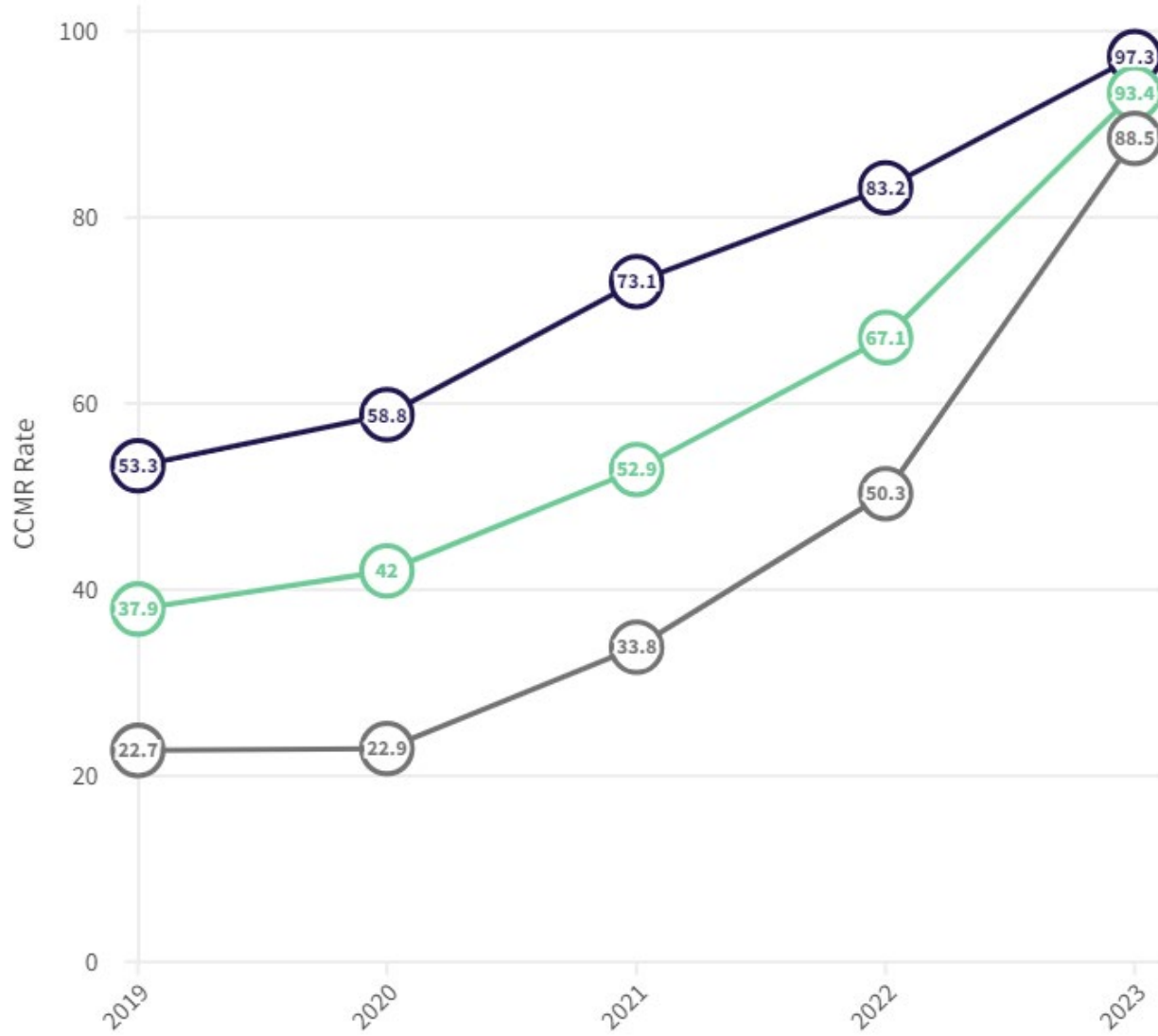


Not Chronically Absent Chronically Absent 1 Year Chronically Absent 2+ Years

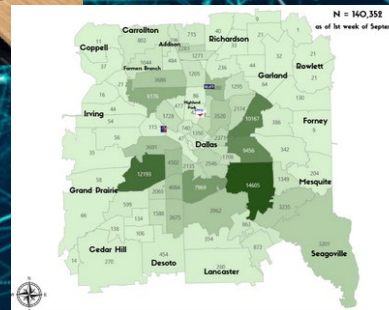
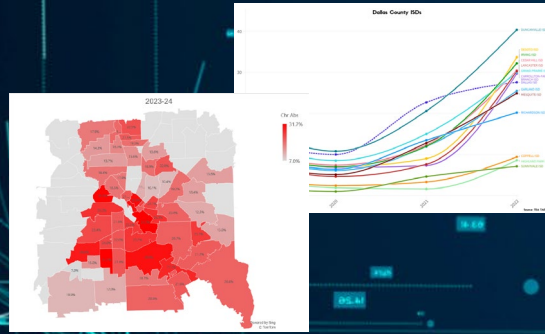
Students Enrolled All 4-years in Dallas ISD
HS

On-Track after 9th Grade

Not On-Track after 9th Grade



Not Chronically Absent Chronically Absent 1 Year Chronically Absent 2+ Years



How do we observe and measure the impact of the student's ecosystem on their learning?

What partnerships do we need to establish?



THANK YOU



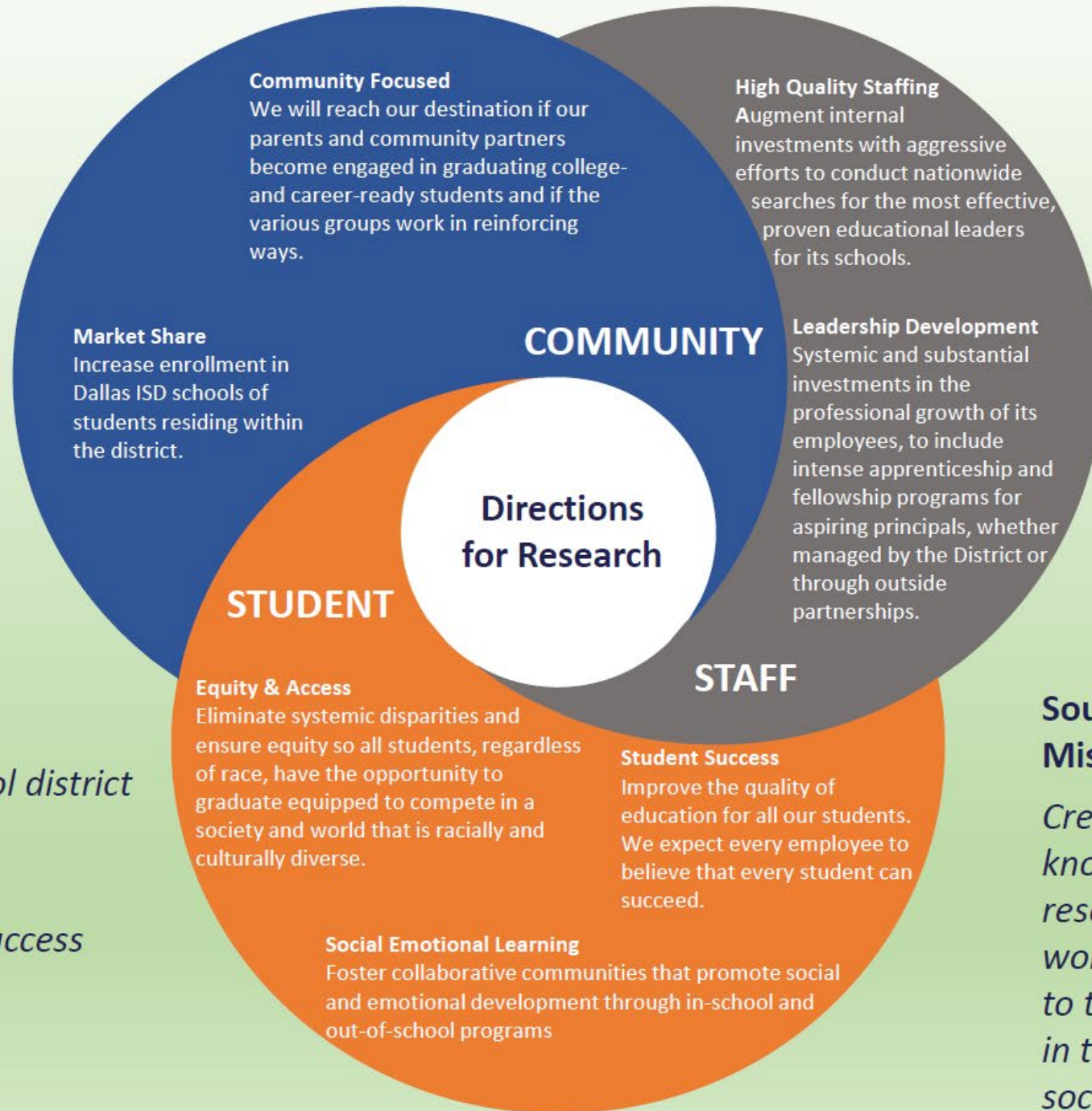


Dallas ISD Vision

To be a premier urban school district

Dallas ISD Mission

Educating all students for success



SMU

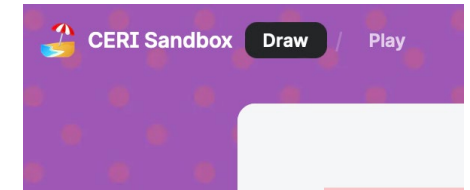
Southern Methodist University Mission

Create, expand, and impart knowledge through teaching, research, and service, shaping world changers who contribute to their communities and excel in their professions in a global society.

CERI Sandbox

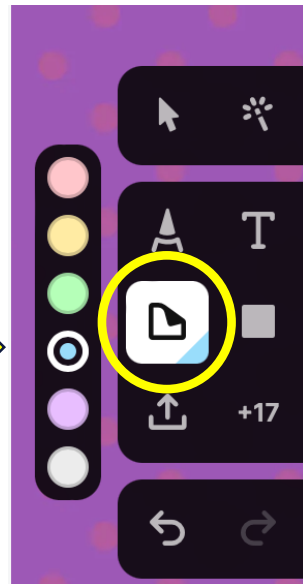
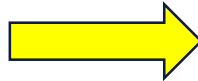


<https://tinyurl.com/ceripadlet>



TO POST:

1. Select Post-it Note & Color per Color key below



2. Click on available whiteboard space to post your note

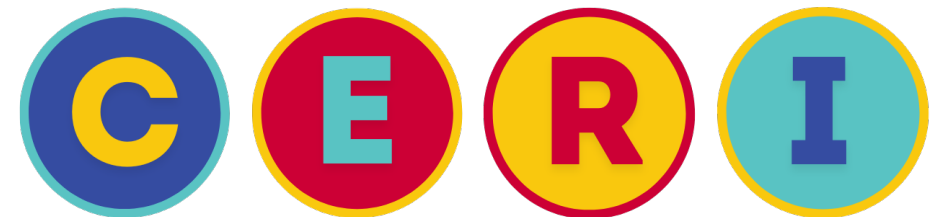
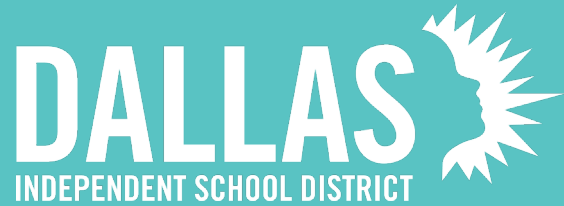
3. Type your message on the note

DISD

SMU

Community Partner

Logistics for Today



Link to CERI page



Link to questions





8:30-9:30am	N Lobby	Check-in
	104.AB	Breakfast
9:30-10:30am	104.AB	Opening Session
		Welcome
		What is CER I
		Why RPPS
		Current Landscape in Dallas ISD: Student, Staff, Community
		Research Connections
		Structure of the Day Housekeeping
10:30-10:40am		Break
10:40-11:30am		Concurrent Sessions #1
	104.A	1A. Leveraging Partnership for Quality Improvement in Early Learning
	104.B	1B. Research and Evaluation at the West Dallas STEM School (WDSS)
11:30-12:00pm	104.A	Get Lunch and Transition
12:00-1:00pm		Concurrent Lunch Activities
	104.B	L1. Research Review Board (RRB) & Institutional Review Board (IRB)
	104.C	L2. Virtual Reality (VR) Math and Literacy Demonstration
	Compound Hallway	L3. Poster Presentations
1:00-1:50pm		Concurrent Sessions #2
	104.A	2A. Claims, Evidence, and Reasoning in Middle School Science: A Mixed-Methods Study
	104.B	2B. Enhancing Special Education Services with Real-Time Data Insights
1:50-2:00pm		Break
2:00-2:50pm		Concurrent Sessions #3
	104.A	3A. Mitigating Summer Learning Loss: An Evaluation of the Dallas ISD Summer Cool Program
	104.B	3B.1. Dual Language/English as a Second Language at the Dallas Independent School District
		3B.2. High-Quality Tutoring in Dallas ISD: 2021-2024 Three-Year Review
	104.C	3C. Advanced Placement Participation in Minority White Schools
3:00-3:40pm	104.BC	Research-Practice Networking Activity
		Closing Remarks
3:40-4:30pm	104.ABC	Happy Hour Reception and Continue Networking



CER I page



Submit questions

10:40 Concurrent Sessions #1

11:30 Get lunch + transition

12:00 Lunch Activities

1:00 Concurrent Sessions #2

2:00 Concurrent Session #3

3:00 Networking activity and closing remarks

3:40 Reception