

COLLEGE AND CAREER READINESS

CAMPUS

School of Business and
Management
Exemplary 2007-08

DISTRICT

Dallas ISD

*U.S. Blue Ribbon School
2007-08*

PROGRAM SUMMARY

The **goal** of Dallas ISD's (DISD) School of Business and Management's program is to improve student performance and prepare all students for success in college and the workplace.

Key strategies include a campuswide focus on using data to guide instruction and campus improvement goals, supplemental and integrated business and core content-area instructional support, and the development of long-term (six- to eight-year) instructional plans for students.

Outcomes include increases in the percentage of students passing TAKS in all subject areas as well as increases in the percentage of students performing at the Commended level.

EFFECTIVENESS

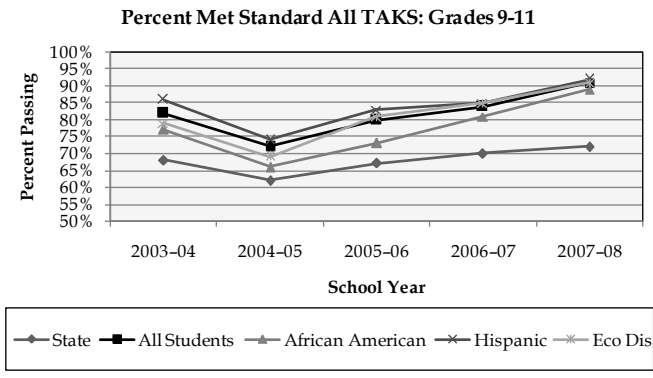
Over the last five years, performance on TAKS in all core content areas has improved for all student groups. In 2003-04, the percentage of all students passing TAKS was 82%, compared to the state average* for all students of 68%. The percentage of African American students passing TAKS was 77%, the percentage of Hispanic students passing was 86%, and the percentage of economically disadvantaged students passing was 79%. In 2007-08, the percentage of all students passing TAKS was 91%, compared to the state average* of 72%. The percentage of African American students passing was 89%, the percentage of Hispanic students passing was 92%, and the percentage of economically disadvantaged students passing was 91%.

Over the same time period, the percentage of students performing at the Commended level on TAKS also increased for all student groups and in all core content areas. For example, in reading/English language arts (ELA), the percentage of students performing at the Commended level was 8% in 2003-04, compared to the state average* of 20%. In 2007-08, 37% of all students performed at the Commended level in reading/ELA, compared to the state average* of 34%. Similarly, in mathematics, Commended-level performance for all students was 12% in 2003-04, compared to the state average* of 17%, and 31% in 2007-08, compared to the state average* of 28%.

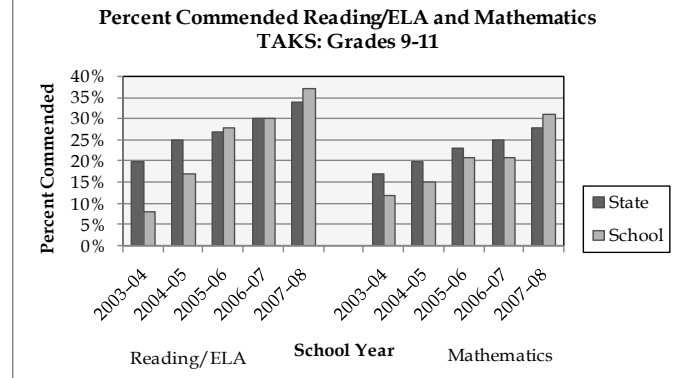
* State averages are weighted averages based on the grade level(s) of the practice.

Please take one minute to answer the feedback survey (six questions).

[Best Practices Feedback Survey](#)



Source: AEIS; TAKS Statewide Performance Results - 2003-2008
 Note: Data for White, Native American, Asian Pacific Islander, and LEP students were not reported in AEIS consistently across the time period analyzed due to small numbers.



Source: AEIS; TAKS Statewide Performance Results - 2003-2008

CONTEXT/IMPLEMENTATION

Demographics (2007-08)

Grade Levels Served	9-12		Campus Enrollment	538	
Ethnic Distribution			Economically Disadvantaged	337	62.6%
African American	185	34.4%	At-Risk	118	21.9%
Hispanic	330	61.3%	Mobility (2006-07)	11	2.1%
White	11	2.0%			
Asian/Pacific Islander	10	1.9%			

Source: AEIS

Background

- The School of Business and Management is a DISD magnet school. Admission is based on a range of criteria including GPA of 75 or better, performance in the 40th percentile on norm-referenced tests (Iowa Tests of Basic Skills and Stanford 9) in reading and mathematics, and submission of a business-related composition. Staff reported that students represent a cross-section of the Dallas County student population and come to the school with widely varying academic backgrounds.

- The campus operates on an eight-period, alternating-day block schedule. Six of the eight periods are dedicated to instruction in the core content areas and foreign languages, fine arts, and physical education. For the other two periods, students take foundational and introductory business courses in Grades 9–10 with specialized career-related coursework in Grades 11–12 through the campus' business, marketing, or technology education academies.
- A Campus Instructional Leadership Team (CILT) includes a counselor and four business, marketing, or technology teachers who meet as a team 6-8 times per year, primarily before school. The team is charged with analyzing and sharing campus student achievement data and developing strategies for improving instruction accordingly. The team participates in district-provided training for CILTs based on the Principles of Learning developed by the Institute for Learning at the University of Pittsburgh (for details, see <http://www.instituteforlearning.org/>). The team is responsible for redelivery of the training to campus staff. Training topics have included: Academic Rigor in a Thinking Curriculum, Accountable Talk, Clear Expectations, Self-Management of Learning, Learning as Apprenticeship, Socializing Intelligence, Organizing for Effort, Fair and Credible Evaluations, and Recognition of Accomplishment.
- Initial steps to address achievement gaps and prepare all students for success in college and careers began in 2001, with systematic campus efforts to integrate additional instructional support strategies occurring over the last five years.

Procedures

- Every summer, prior to the start of the school year, the campus principal and the CILT conducted an analysis of the previous year's TAKS data to assess strengths and weaknesses in teaching and learning and to identify strategies for improvement. This information was developed into a comprehensive plan of action and incorporated into the campus improvement plan (CIP). Ongoing data analysis during the year using benchmark assessments and college pre-tests, such as PSAT, was also used to inform instructional planning and delivery.
- Individual student performance data were regularly shared with students with emphasis on encouraging and recognizing student achievements during individual student/counselor sessions. Campuswide achievement data and goals were also shared with students through student assemblies and principal addresses. In addition, performance data and goals were shared with parents during PTA meetings, parent/community workshops, and parent conferences.

- The campus offered pre-AP, AP, and Gifted and Talented (G/T) programs as well as dual enrollment courses both at the high school and at local community colleges. To prepare students with varying academic backgrounds for success in these rigorous programs, the campus developed a set of supplemental and integrated instructional supports in the core content areas.
 - Teachers of business courses integrated and reinforced core content area academic skills through use of a software program called the Incredible Tutor (for details, see <http://www.mysatori.com/IncredibleTutor.php>) in reading, mathematics, and science. Throughout the school year, all teachers of business courses regularly designated 15–30 minutes of class time for use of the tutorial software by students in Grades 9–11 and students in Grade 12 who had not passed TAKS. Teachers in core content areas also used the program to reinforce instruction as necessary.
 - Tutoring for individual students was available from core academic teachers after school and on select Saturdays.
 - An elective class was also designed for students requiring additional support in mathematics or science. This class was taught by business teachers using Incredible Tutor and a curricular program called TRACK (TAKS Readiness and Core Knowledge), a free online college readiness program offered through the UT TeleCampus (for details, see <http://www.track.uttelecampus.org/index.aspx>). TRACK provided content review activities that included step-by-step strategies for approaching problems and diagnostic testing.
 - A study skills program was integrated into the curriculum in all business classes as were mini-instructional units from Junior Achievement, a workforce readiness organization that provides classroom resources around business-related topics.
- In ninth grade, students were asked to identify a career path and develop a six- to eight-year graduation plan, making course selections through the college years. Counselors supported the development of these plans through classroom guidance, individual counseling, and parent/community information sessions. Counselors monitored student progress on plans annually through review of report cards and performance data and worked with students to complete a yearly update to the plan during each spring semester.
- To support postsecondary educational goals, the campus also provided college awareness programs and seminars throughout the year for students and parents on college research, application and admissions procedures, and financial aid. Additionally, in Grade 12, business teachers designated 15-30 minutes of class time each week for student use of self-paced, Web-based test-taking preparation and vocabulary building Web sites, such as Free Rice (<http://www.freerice.com/>), Number2 (<http://www.number2.com/>), and Princeton Review (<http://www.princetonreview.com/college/sat-psat-test-preparation.aspx>).

Lessons Learned

- The campus initially tried hiring outside consultants to provide core subject-area tutoring for struggling students, but this approach was unsustainable due to budgetary constraints.
- Transportation remained a challenge for afterschool and Saturday tutoring because students lived across an expansive area within the metroplex.

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