

DISTRICT CASE STUDY • 2025-2026

Duncanville Independent School District

Implementing HQIM to Accelerate Student Outcomes



Districtwide Implementation of HQIM

DISTRICT CONTEXT

Duncanville ISD adopted and implemented the Bluebonnet K-5 Reading and K-5 Math curriculums during the 2024-2025 school year with the goal of accelerating learning outcomes for all students. SustainED Leaders partnered with the district to support HQIM implementation by engaging in district-level strategic planning, coaching and supporting school leaders and teachers, and designing and implementing customized curricular resources.

SUSTAINED LEADERS PARTNERSHIP

SustainED Leaders provided deep, tailored support at the district, school, and classroom levels to strengthen the implementation of Bluebonnet Learning. Delivering high-touch support at multiple levels resulted in greater instructional alignment, coherence, and clarity across the district while promoting stronger, more consistent execution of instructional systems that led to increased support of teachers and leaders.

2025-2026 RESULTS

78%

of campuses increased their
TEA accountability score

+15

average gain in campus TEA
accountability score

100%

of F-rated campuses improved by at least
one letter grade

STRATEGIC IMPLEMENTATION OF HQIM



District-Level Strategic Planning

The partnership began with collaborative district-level strategic planning with senior leaders and multiple district teams to define a vision for instructional excellence and design instructional systems that would provide enhanced support to leaders and teachers. The work centered on strengthening lesson internalization, observation and feedback, data analysis, and academic interventions.



Supporting Campus Leaders

SustainED Leaders worked side-by-side with school leaders to implement key instructional systems related to teacher coaching, lesson internalization, and data analysis. Leaders strengthened their ability to lead instructional rounds, facilitate lesson internalization PLCs and data analysis meetings, and support teachers to implement research-based reteach lessons and interventions.



Coaching Classroom Teachers

SustainED Leaders provided personalized support to teachers to build their capacity in facilitating student-centered lessons. Personalized support included real-time coaching, modeling of lessons, side-by-side internalization and analysis of data, and planning of interventions. In supporting teachers beyond Tier 1 instruction, our team created and shared customized intervention resources that helped accelerate learning for every child.

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We knew that HQIM would be one of the keys to building better opportunities for children. I get excited when I hear our principals talk about their relationship with SustainED, and how they have helped with instructional implementation - it is a true partnership, and they exceeded my expectations. I'm very happy with the choice we made to work with them as our third-party support.

- DR. T. LAMAR GOREE

Superintendent
Duncanville ISD

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Partnership that Drives Impact

DUNCANVILLE CAMPUS	F	D	C	B	A	TEA SCORE GROWTH
Daniel ES	F → B					+26
Brandenburg ES*	F → C					+19
Bilhartz ES	F → C					+17
Fairmeadows ES		D → B				+14
Hardin ES	F → C					+14
Hastings ES		D → C				+6
Merrifield ES	F → D					+7
Acton ES		D				-1
Hyman ES		D ← C				-6

Source: Texas Education Agency accountability data, 2025-2026 (www.txschools.gov)
*Note: Alexandar Elementary and Merrifield Elementary merged to form Brandenburg Elementary (Accountability reflects Alexandar ES)

STRATEGIC PLANNING + IN-FIELD SUPPORT

“Our district and campuses are so appreciative of SustainED’s deep strategic planning and boots-on-the-ground approach with principals, coaches, and teachers - it has been phenomenal.”

- Dr. Samuel Nix

Chief Academic Officer,
Duncanville ISD



LEADING INSTRUCTIONAL IMPROVEMENT

Deep strategic planning at the district level and high-touch side-by-side support at the school and classroom level enabled schools to strengthen support of teachers so that they were better able to internalize and deliver lessons that accelerated all students’ learning.

STRENGTHENING INSTRUCTIONAL SYSTEMS

Module & Lesson Internalization



Leaders coached and developed teachers to more effectively internalize modules and lessons by: defining exemplar internalization expectations, facilitating high-impact PLC meetings, and providing ongoing lesson feedback and support.

Data Analysis & Interventions



By engaging in regular data analysis meetings, leaders and teachers identified key learning gaps and planned research-based reteach and intervention lessons that increased all students’ mastery.

Observation & Feedback



Through consistent daily and weekly observations and coaching feedback, leaders built the capacity of all teachers to maximize students’ cognitive engagement in daily lessons which resulted in higher mastery of content and skills.



Accelerating Students' Learning (Cohort Growth)

3RD TO 4TH GRADE: DISTRICT COHORT GROWTH

The data below shows the growth in performance on STAAR exams from students' 3rd grade performance in 2023-2024 to 4th grade performance in 2024-2025. Students in every performance band grew in both Math and RLA.

Math • Grade 3 to Grade 4

Approaches

GROWTH



RLA • Grade 3 to Grade 4

Approaches

GROWTH



4TH TO 5TH GRADE: DISTRICT COHORT GROWTH

The data below shows the growth in performance on STAAR exams from students' 4th grade performance in 2023-2024 to 5th grade performance in 2024-2025. Students in every performance band grew in both Math and RLA.

Math • Grade 4 to Grade 5

Approaches

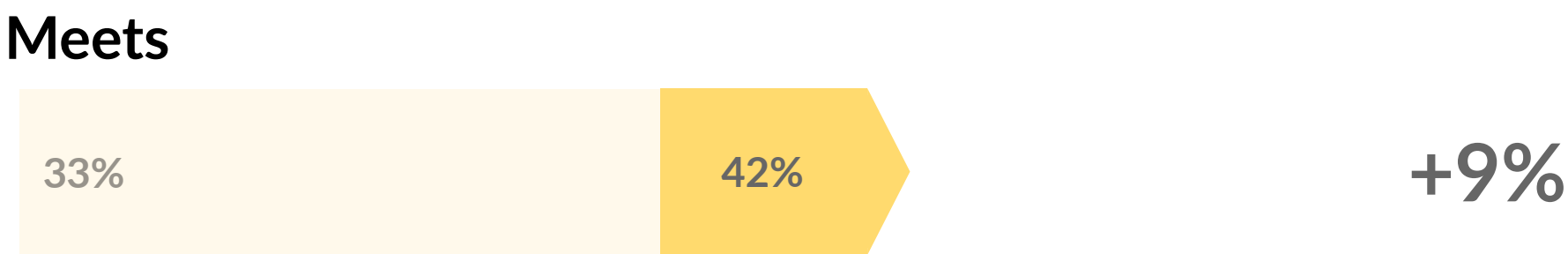
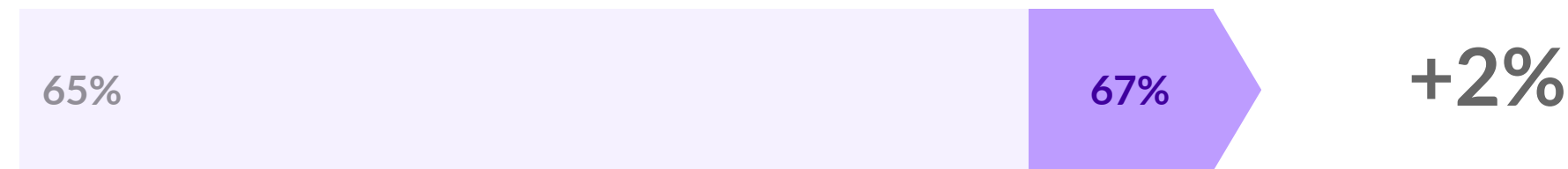
GROWTH



RLA • Grade 4 to Grade 5

Approaches

GROWTH



Immediate Impact, Sustainable Progress

 SustainED Leaders



HEAR FROM DISTRICT
LEADERS

