

2023-24

Evaluation of Selected Human Capital Management Title Workscopes

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



2023-24

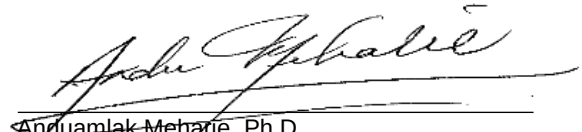
Evaluation of Selected Human Capital Management Title Workscopes

Approved Report of the Department of Evaluation and Assessment

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2023-24

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KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine (a) program implementation and (b) stakeholders' perceptions.

Key Findings

Dallas Independent School District (Dallas ISD) received federal funds for recruiting and training teachers for 2023-24 through Title II, Part A. The primary purpose of Title II, Part A funds was to increase student academic achievement by increasing the number of highly qualified teachers in classrooms. In 2023-24, the three funded programs selected for this evaluation include: (a) Teacher Residency program; (b) Teacher Recruitment and Retention program; and (c) Alternative Certification program.



For the 2022-23 school year, HCM hired 44 resident teachers for the 2023-24 school year. Due to a hiring freeze, this was fewer than in previous years (page 8).



2023-24 resident teachers mostly stated that they appreciated the hands-on experience, followed by mentor support, professional development opportunities, and communication. Resident teachers also indicated that the program could be improved by more effective communication, more teacher and staff support, and personalized trainings (page 8).



HCM recruitment held a variety of district-wide job fairs, attending university job fairs in Texas and other states including virtual events, and the team made international recruitment visits to Colombia, Mexico, Panama, and Philippines (page 10).



Newly hired teachers who attended the New Teacher Academy stated that the sessions were well-organized and they gained essential knowledge and skills. Teachers were satisfied with the speech from the keynote speaker, welcome speech from superintendent, on-site check-in/registration, and communication from teacher support team (page 12).



A larger percentage of teachers who completed the AC program continued to teach in Dallas ISD in 2022-23, compared to 2021-22 and 2020-21 school years (page 15).



AC interns survey results indicated that the program provided interns various means of communication, opportunities to reflect on their classroom teaching, helped them solve problems, provided them feedback about classroom teaching, offered specific strategies and face-to-face and ongoing support (page 17).

Recommendations

Based on the key findings, the following recommendations are offered to stakeholders:

Continue efforts to increase the number of candidates to fill teacher vacancies at all campuses. In 2023-24, the teacher recruitment and retention program hired 1,966 teachers which was close to the program goal of hiring at least 2,000 teacher candidates. Program staff should determine possible reasons why the number was lower and target steps to ensure the district's teacher vacancies are filled for future school years.

Evaluate the effectiveness of teachers hired through the alternative certification program. As more Dallas ISD teachers are being hired through alternative certification programs, it is important to ascertain that the programs are producing high-quality teachers by tracking teachers' effectiveness through TEI or other measures. Program staff should utilize teacher TEI ratings to assess the effectiveness of teachers hired through the alternative certification program and determine if the alternative certification program is achieving their goal of improving student achievement.

2023-24

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PROGRAM BACKGROUND

Dallas Independent School District (Dallas ISD) received federal funds for training and recruiting teachers for 2023-24 through Title II, Part A. The purpose of Title II, Part A funds includes: (a) increasing student academic achievement through strategies such as improving teaching and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools; and (b) holding local educational agencies and schools accountable for improvements in student academic achievement (U.S. Dept. of Education, 2021).

In 2023-24, Dallas ISD used grant funds to assist in the areas of teacher training and recruitment through three programs:

- Teacher Residency program;
- Teacher Recruitment and Retention program; and
- Alternative Certification program.

The purpose of the *Teacher Residency program* was to increase student achievement by improving teacher and student support at campuses with the highest need. The Teacher Residency program provided a range of services to schools and students including co-teaching assistance, small group instruction, substitute teaching, assisting with formative assessments and diagnosis of student needs, along with support for classroom management. The residency program enables the district to better acclimate the teacher resident into the learning and culture of the organization, and support district recruitment efforts including attracting a more diverse workforce (Dooley, 2022).

Teacher Recruitment and Retention program seeks motivated teachers who are committed to furthering student achievement. The program allowed district staff members to recruit and screen highly qualified teachers for state certification and federal legislative requirements. The Dallas ISD recruitment team focused on increasing the number of candidates in high need areas such as: bilingual, mathematics, and science.

The Dallas ISD Alternative Certification program (AC) aimed to prepare and certify new teachers who had not completed traditional teacher certification, and to provide support and training to new teacher interns. Research conducted by the National Center for Education Statistics (NCES) reported that during 2015-2016 school year, about 18 percent of public-school teachers had earned their teaching license through an alternative certification program (NCES, 2022).

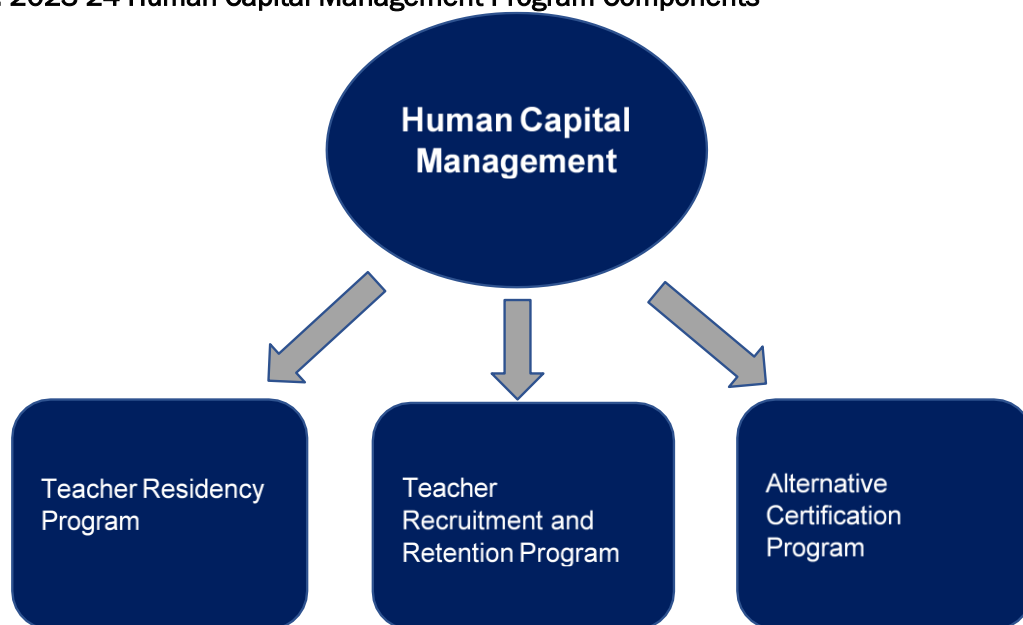
PROGRAM DESCRIPTION

The sections below include information on the components, staff, budget, and goals of the Teacher Residency, Teacher Recruitment and Retention, and Alternative Certification programs. For all methodology, see Appendix B.

Program Components

The three programs evaluated in this report all aimed to increase student achievement by addressing training and recruitment of teachers, though each has a slightly different purpose and approach. The purpose of the Teacher Residency program was to provide an opportunity to resident teachers (undergraduate or graduate teacher candidates) for co-teaching, small group instruction, and classroom management before becoming fulltime teachers of record, while the teacher recruitment and retention program aims to hire motivated, already certified teachers who are committed to classroom teaching and improving student achievement. The Alternative Certification program prepares and certifies teachers new to the field who had not completed traditional teacher certification. Figure 1 displays the three funded programs for this evaluation.

Figure 1: 2023-24 Human Capital Management Program Components



In the *Teacher Residency program*, a teacher candidate is paired with an experienced, highly effective mentor teacher for a full-year of training or co-teaching in a Dallas ISD classroom. During the 2023-24 school year, the teacher residency program was implemented through Relay Graduate School of Education (GSE) and Urban Teachers. Both are intensive teacher training programs designed for working professionals with or without prior teaching experience. Upon successful completion of the two-year program, graduates earned a Master of Arts degree, a Texas Teaching License, and a yearlong apprenticeship under the guidance of a mentor teacher in a partnering school district. Most assignments consisted of video submissions of teaching in action along with work samples (e.g., lesson plans). Degree

candidates set academic and career growth goals for their students, tracked their progress, and analyzed student performance to inform and adapt instruction. This structure was designed to provide resident teachers with many opportunities for practice and individualized feedback from professors. Throughout the school year, a persistent need exists for certified teachers in critical shortage areas, especially at high needs campuses. Specifically, vacancies are highest in the areas of elementary bilingual, secondary mathematics and science, and special education and English as a second language (ESL) at all levels (Watson, 2021). The goal was to complete all training on one campus so that they can transition into a teacher role at the same campus where they were trained. The expectation is that this will help improve student outcomes because they are trained to meet the needs of their assigned campus. According to TEA (2023), the teacher residency program has been developed into an effective teacher preparation pathway for prospective candidates. The program has grown in Texas during the last several years, and the state has had 37 programs as of fall 2023. Moving into 2024-25, Dallas ISD Teacher Residency program aimed to increase the presence of Latino and black male teachers to allow Hispanic and African American students access to effective and diverse teachers who match their ethnic backgrounds, creating an equitable education system across our classrooms.

The *Dallas ISD Recruitment and Retention program* is committed to provide high-quality human capital through talent management strategies, and the program focuses on (a) engaging in recruitment and effective communications with external partners, (b) carrying out an effective implementation of the Dallas ISD teacher selection model to retain highest-quality teachers, and (c) increasing the number of candidates in high need areas: bilingual, math, and science (Dallas ISD website, 2024). HCM's campus staffing team routinely recorded resignations in Oracle, which notified HCM's Talent Acquisition Team of openings that needed to be filled. The Talent Acquisition Team was responsible for using the information to connect candidates with campus principals. The hiring process consisted of two components. The first component was the application process, which took place prior to a principal recommendation. The second component was the hiring and onboarding which occurred after principal recommendation (Watson, 2021). The HCM campus staffing team managed the hiring process, ensuring that all candidates met district and state policies.

Dallas ISD Alternative Certification program provides substantial support to candidates that are passionate about classroom teaching and the success of students. The AC program trains and certifies new teachers who had not completed traditional teacher certification. Alternative Certification staff members first screened intern candidate applications for program eligibility. If accepted into the application pool, candidates were granted a phone interview. Upon passing the phone interview, candidates were invited to an on-site interview, which included a group interview and a one-on-one interview with an Alternative Certification staff member. The final pool of candidates attended a seven-week pre-service training program prior to program acceptance. During the pre-service program, Alternative Certification staff members provided training on teaching techniques and best practices; interns also received field experience in

classrooms. Interns were required to pass a content examination in their desired certification area before teaching in the program (Watson, 2021).

After the pre-service training program, interns were assigned to a campus, a mentor, and a teacher effectiveness coordinator. Mentor teachers were required to observe the intern and provide continual feedback. Teacher effectiveness coordinators observed interns on their campuses at least three times during the year. During these observations, coordinators provided support and immediate feedback to allow interns to monitor their progress and adjust their teaching practices. In addition to teaching, Alternative Certification interns attended training on weeknights twice a month; training topics included content-specific instruction and teaching strategies (Watson, 2021).

Interns were fully certified as teachers after passing the Assessment of Classroom Effectiveness (ACE) and committee approval. In 2023-24, the AC program sought degreed candidates interested in teaching at the following areas:

- core subjects EC–6/English as a second language (ESL) with science of teaching reading
- bilingual (EC–6)
- special education (EC–12)
- mathematics (7–12)
- science (7–12)
- English language arts (7–12)/ESL (Dallas ISD, 2024)

Program Staff

Teacher Residency, Teacher Recruitment and Retention, and Alternative Certification programs were operated under Human Capital Management Department of Dallas ISD. In 2023-24, the director of Teacher Residency, Teacher Recruitment and Retention worked with a manager to oversee the teacher selection process. The Alternative Certification program consisted of two teams: operation team and teacher quality team. The operation team was responsible for posting and processing applications, evaluating transcripts, and recruiting interns, while the teacher quality team conducted formal observations of interns, supported principals with assigning mentors, developed test preparation sessions, and provided test approval to the test prep candidates and interns in 2023-24.

Budget

All three programs were funded through Title II. Teacher Residency program received \$2,594,674 through Title II funds in 2023-24 and in 2021-22¹. Teacher Recruitment and Retention received \$2,122,147 in 2023-24, same as 2021-22. The AC program was funded \$794,774 in 2023-24, same as 2021-22. In 2022-23, AC program was funded with a total of \$6,876,719 (Table 1). It is worth noting that the AC program received additional funding from the ESSER grant during 2022-23.

¹ Neither Teacher Residency nor Teacher Recruitment and Retention programs were evaluated in 2022-23.

Table 1: 2021-22 through 2023-24 Teacher Residency, Teacher Recruitment, and Alternative Certification Programs Funding

School Year	Program	Amount \$	Source
2021-22	Teacher Residency	2,594,674	Title I
	Teacher Recruitment	2,122,147	Title II
	Alternative Certification	794,774	Title II
2022-23	Teacher Residency	2,594,674	Title I
	Teacher Recruitment	2,122,147	Title II
	Alternative Certification	797,774	Title II
	Alternative Certification	5,238,945	ESSER
	Alternative Certification	840,000	General Funds
2023-24	Teacher Residency	2,594,674	Title II
	Teacher Recruitment	2,122,147	Title II
	Alternative Certification	794,774	Title II

Source: Title I, Title II, General Funds, and ESSER workscope and information from Special Revenue Funds Management on February 2022 (2021-22), February 2023 (2022-23) and February 2024 (2023-24).

Note: ESSER= Elementary and Secondary School Emergency Relief.

Program Goals

2023-24 program goals for Teacher Residency, Teacher Recruitment and Retention, and Alternative Certification are listed below:

- Hire at least 2,000 candidates to fill teacher vacancies at all campuses; (*Goal not met; see page 10*).
- Hire 100 highly qualified international teachers to meet district needs for critical shortage areas (*Goal met; see page 12*).
- Sponsor 70 international teachers for permanent residency (*Goal met; see page 11*).
- Recruit 100 bilingual-eligible candidates, 100 SPED candidates, and 75 high needs candidates in math, science, and career and technical education (*Goals met; see page 11*).
- Increase passing rate from 69 percent to 75 percent for science 7-12 candidates (*Goal not met; see page 16*).
- Increase passing rate from 68 percent to 75 percent for special education EC-12 candidates (*Goal met; see page 16*).
- Raise test passing rate for adjunct teachers by five percent (*Goal met; see page 16*).

EVALUATION QUESTIONS AND RESULTS

EQ1: How was the Teacher Residency program implemented in 2023-24?

This section summarizes the characteristics of resident teachers in 2023-24.

Key findings from this section:

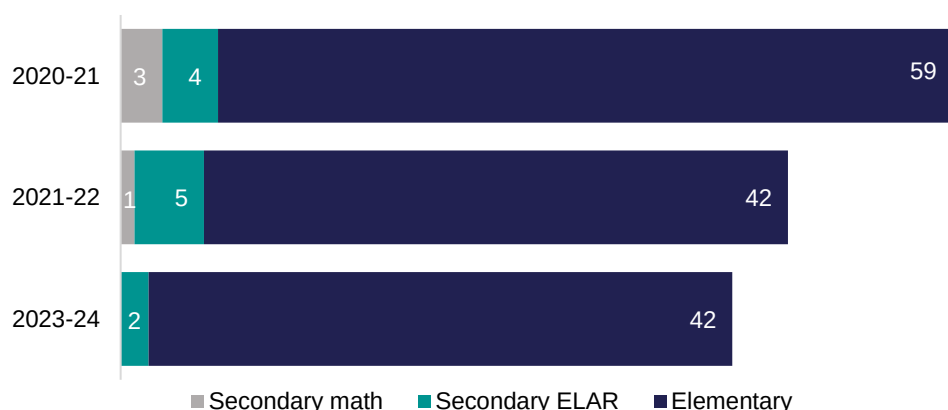


The number of resident teachers decreased in 2023-24. As of August 2023, HCM hired 44 resident teachers to teach elementary core subjects ($n=42$), and secondary English Language and Arts and Reading ($n=2$).

2023-24 Resident Teachers

As of August 2023, HCM hired 44 resident teachers to teach elementary core subjects and secondary ELAR for 2023-24 school year (Figure 2). Seven of the 49 resident teachers (14%) during the 2022-23 school year were hired as full-time teachers of record in 2023-24. The 2023-24 hire rate was lower than the previous years due to general education hiring freeze, compared with 41 of the 46 resident teachers (89%) in 2019-20 were hired in 2020-21 and 24 of the 27 resident teachers (89%) hired in 2018-19.

Figure 2: 2020-21 to 2023-24 Number of Resident Teachers by Subject



Source: HCM internal records retrieved 07/11/24.

Note: ELAR=English Language Arts and Reading.

EQ2: What were resident teachers' perceptions of the Teacher Residency program?

This section provides perceptual data from the Teacher Residency program in 2023-24.

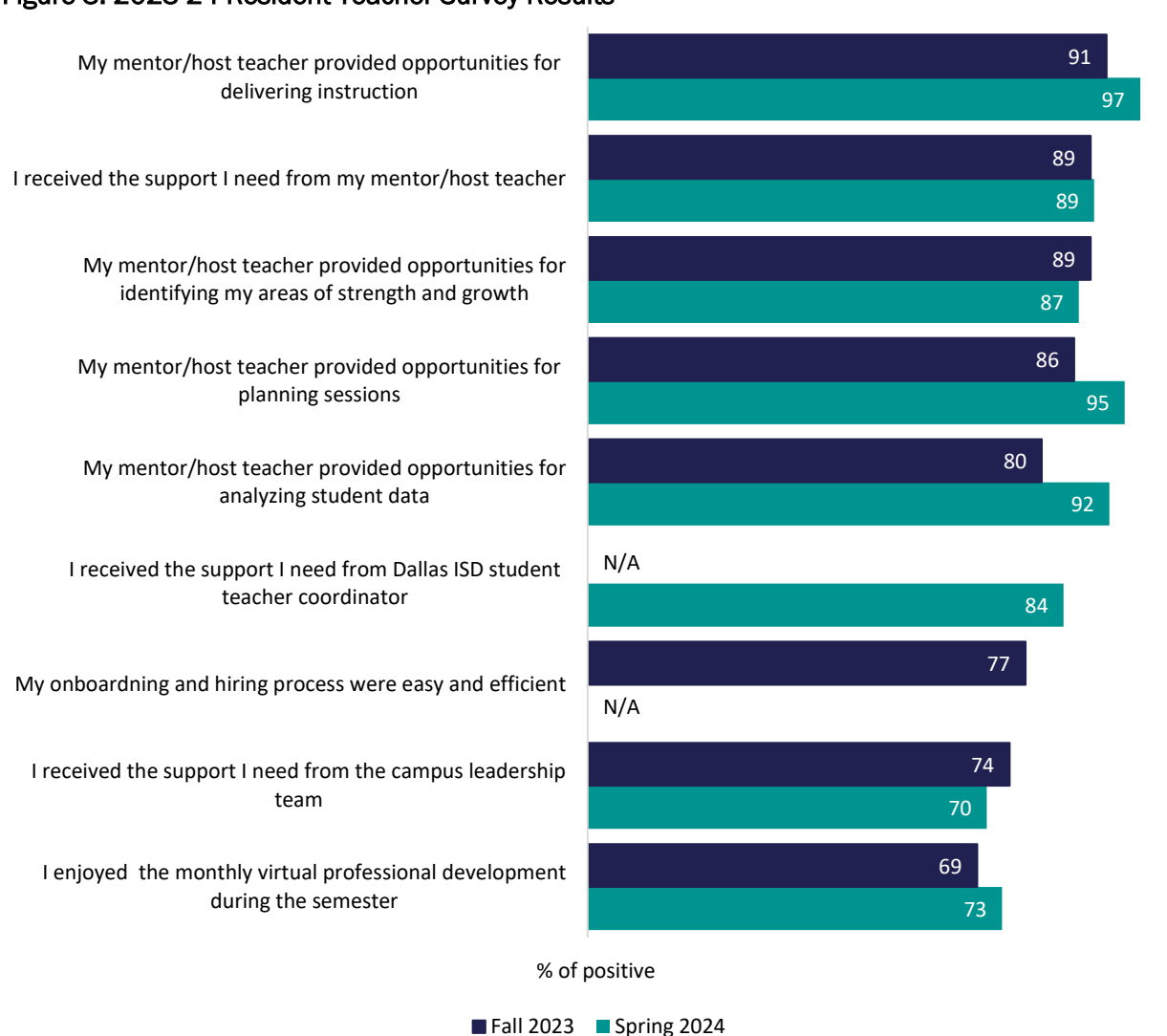
Key findings from this section:



Most resident teachers stated that they appreciated the hands-on experience, followed by mentor support, professional development opportunity, and communication. Resident teachers also indicated that the program could be improved by providing more effective communication, more teacher and staff support, increasing salary, and personalized training.

The resident teacher survey was developed by HCM to solicit resident teachers' feedback about their experience with the teacher residency program. The survey included eight closed-ended questions and three open-ended questions and was administered fall 2023 and spring 2024.

Of the 40 resident teachers who were invited to complete the surveys, 35 (88%) completed the 2023 fall survey and 37 (93%) completed the spring 2024 survey. Teachers indicated that mentor teachers provided opportunities for delivering instruction (91% in fall and 97% in spring). Respondents also stated that they received support from their mentor teacher (89% each). Fewer teachers (69% and 73%, respectively) indicated that they enjoyed the monthly virtual professional development during the semester (Figure 3).

Figure 3: 2023-24 Resident Teacher Survey Results

Source: Resident Teacher Survey datafile dated 04/22/24.

Note: N/A= Question not included. Fall 2023 and spring 2024 survey included eight questions each.

The first open-ended question² asked resident teachers to list one to three strengths of Dallas ISD residency program. Resident teachers stated that the hands-on experience ($n=23$), mentor support ($n=15$), professional development opportunities ($n=10$), and communication ($n=9$) were the program's strengths.

The second open-ended question asked resident teachers to identify areas of improvement for the residency program. Resident teachers identified the following areas for improvement including: communication ($n=17$), more pay ($n=8$), teacher and staff support ($n=8$), personal training ($n=7$), and school or grade choice ($n=2$). The third open-ended question asked resident teachers if they had additional comments about the program. Resident teachers stated they appreciated the hands-on experience ($n=5$), professional development opportunities ($n=3$), and district support ($n=2$).

² The evaluator received 60 substantive responses to the first open-ended question, 58 to the second open-ended question, and 10 to the third for analysis.

EQ3: How was the Teacher Recruitment and Retention program implemented?

This section summarizes the process of teacher recruitment and retention in 2023-24.

Key findings from this section:



As of June 22, 2023, HCM had issued 347 early contracts to applicants for teaching positions in the 2023-24 school year. HCM staff members attended 60 university job fairs in Texas and other states and seven district-wide job fairs, including three virtual events and four international recruitment visits.

HCM staff members were responsible for recruiting and screening highly qualified teachers to meet state certification and federal legislative requirements. HCM's campus staffing team routinely recorded resignations in Oracle, which notified HCM's Talent Acquisition Team³ of openings that needed to be filled. The Talent Acquisition Team used the information to connect candidates with campus principals.

HCM staff members attended 67 recruitment events between September 2023 and July 2024, compared to 50 in 2022-23 and 93 in 2021-22. Events included district-wide job fairs, university job fairs in Texas and other states, and international recruitment visits to Colombia, Mexico, Panama, and Philippines. The department also participated in three virtual events. A full listing of events can be found in Appendix C.

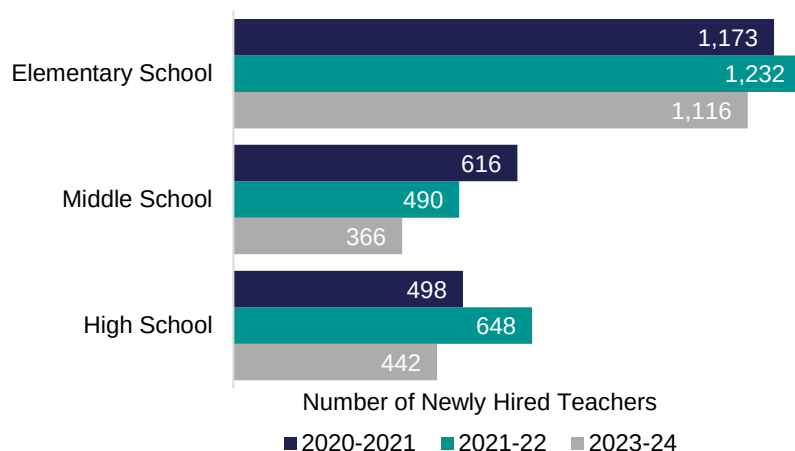
As of June 22, 2023, HCM had issued 347 early contracts to applicants for teaching positions in the 2023-24 school year. The hiring process consisted of two components: the application processing prior to a principal recommendation and the hiring and onboarding processing following principal recommendation. The HCM Campus Staffing Team managed the hiring process, ensuring that all candidates met district and state criteria.

2023-24 Teacher Recruitment and Retention

As of June 2024, HCM Staffing Team hired 1,966 new teachers⁴ (Figure 4), compared to 2,370 new hires in 2021-22 and 2,287 new hires for 2020-21. In addition, HCM hired 42 "centralized" teachers including special education and dyslexia teachers who may teach at multiple campuses in the district.

³ HCM's Talent Acquisition Team consisted of one student teacher coordinator, one data coordinator, seven recruitment coordinators, and the Talent Team Leader. Recruitment coordinators were primarily responsible for specific recruitment activities, such as marketing or special events.

⁴ The data were collected in July 2024. This number only includes teachers new to the district. That is, it does not include internal transfers, in which a teacher moved from one campus to fill a vacancy at another campus.

Figure 4: 2020-21 to 2023-24 Number of Newly Hired Teachers by School Level

Source: HCM internal data dated 07/11/24.

Note: In 2023-24, 42 additional teachers were assigned as centralized, serving multiple campuses. This table only includes teachers who were new to the district. Teacher recruitment and retention program was not evaluated in 2022-23.

The total number of teachers hired for the 2023-24 school year included 244 bilingual teachers, 242 special education teachers, 130 mathematics teachers, 100 science teachers, and 33 career and technical education (CTE) teachers.

The Dallas ISD H1-B visa program allows the district to use Title II funds to recruit and retain international talent for critical-needs areas and to process visas and extensions. During the 2023-24 school year, the district processed and maintained 619 H1-B visas for teachers, compared to 554 in 2022-23 and 320 in 2021-22. HCM offered a permanent residence process, through which the district helped qualified teachers begin the permanent residence process and potentially provide sponsorship. Qualified teachers must have a standard Texas teacher certification, at least two years of teaching experience in Dallas ISD, and be rated Proficient I or higher under the Teacher Excellence Initiative (TEI) system.⁵ Once selected, the district continued to pursue the teacher's permanent residence process as long as legal avenues were available. HCM accepted 37 candidates to the permanent labor certification (PERM) process in 2023-24.

The J1 teacher visitor program is a cultural exchange program created by the Department of State to foster peace and diplomacy across nations. Exchange teachers gain professional educational experience by teaching in the U.S. as part of a cross-cultural exchange, and they provide a unique perspective to American students and schools (Dallas ISD, 2024). The Dallas ISD used Title II funds to recruit and retain J1 visas teachers as international talent for critical-needs areas. During the 2023-24 school year, the district hired 140 J1 teachers to teach in the district. When J1 teachers complete their teaching in the United States, they are required to return to their home country to work for two years. However, the district provided supports to those teachers applying for "waiver" service in order to extend their time in the United States.

⁵ More information about the Dallas ISD TEI system can be found at <https://tei.dallasisd.org/>.

EQ4: What were new teachers' perceptions of the recruitment and onboarding process?

This section summarizes the newly hired teachers' perceptions of their recruitment and onboarding experience in 2023-24.

Key findings from this section:

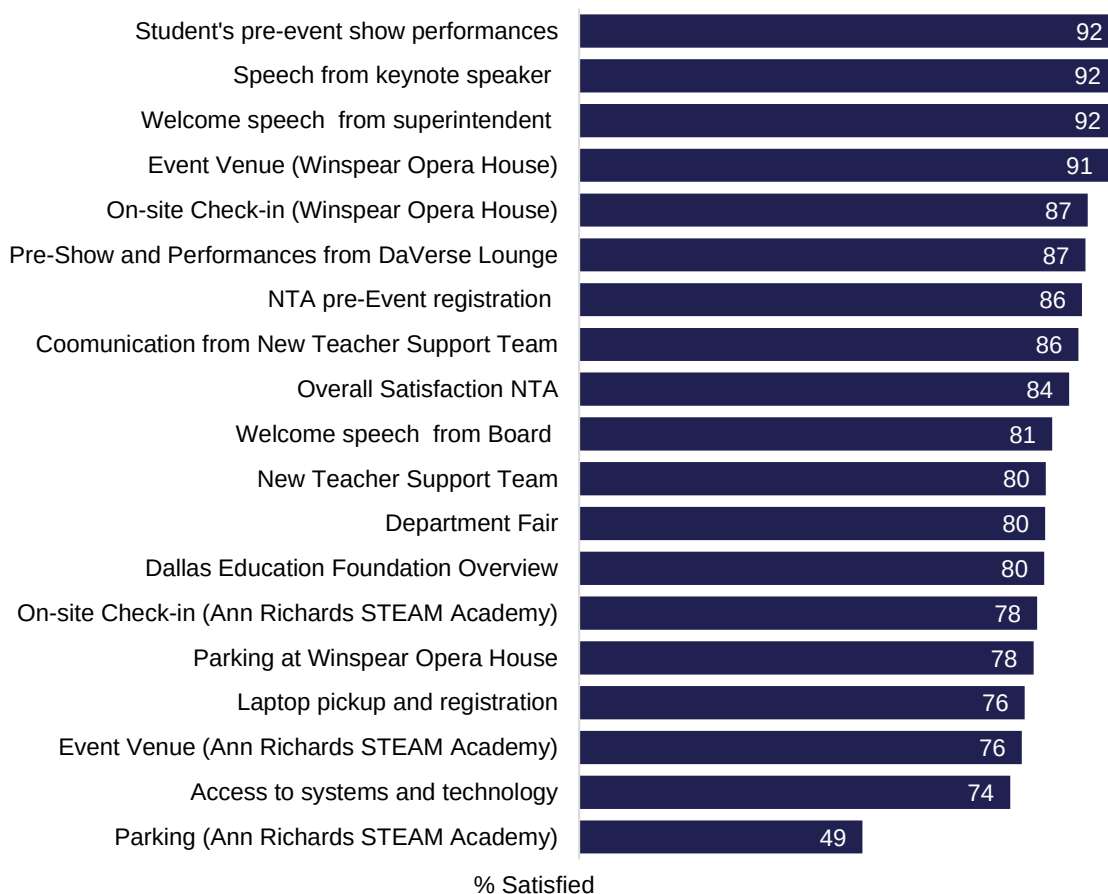


Newly hired teachers who attended the new teacher academy (NTA) were “extremely satisfied” or “satisfied” with student's pre-event performances, the speech from the keynote speaker, and the welcome speech from the superintendent. Teachers were also satisfied with on-site check-in, and pre-event show performances. Teachers' overall responses about the (NTA) were positive. Teachers stated that the sessions were well organized and they gained essential knowledge and skills.

In order to solicit newly hired teachers' feedback about their perceptions of the Teacher Recruitment and Retention program, a survey was developed by HCM which included 19 closed-ended questions and eight open-ended questions and administered in August 2023⁶. Out of 1,264 newly hired teachers who were invited to complete the survey, 708 (56%) completed the online survey.

Respondents who attended the NTA were “extremely satisfied” or “satisfied” with student's pre-event show performances, the speech from the keynote speaker, and welcome speech from superintendent (92% each) and event venue at Winspear Opera House (91%). Respondents were also satisfied with on-site check-in, pre-show and performances from DaVerse Lounge (87% each). However, only 49 percent respondents were satisfied with parking at Ann Richards STEAM Academy (Figure 5).

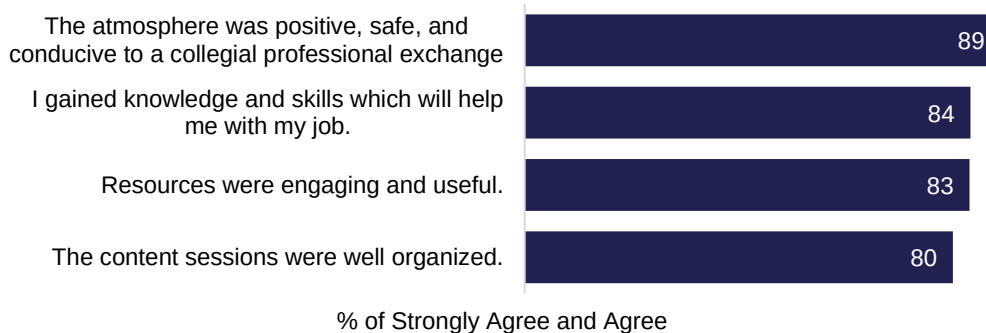
⁶ The survey included a five-point Likert-type scale ranging from “Extremely Satisfied” to “Extremely Dissatisfied”, “Extremely Helpful” to “Extremely Unhelpful”, “Completely prepared” to “Not At All Prepared”, “Strongly Agree” to “Strongly Disagree”, and a four-point Likert-type scale ranging from “Very Helpful” to “Not Helpful”. This report included five-point Likert-type scale ranging from “Extremely Satisfied” to “Extremely Dissatisfied”, and “Strongly Agree” to “Strongly Disagree” items for analysis.

Figure 5: 2023-24 Newly Hired Teacher Survey Results (Overall)

Source: newly hired teacher survey data dated 04/22/24.

Note: NTA=New Teacher Academy. STEAM=Science, Technology, Engineer, Arts, and Mathematics.

Teachers' overall responses about the NTA were positive. Teachers stated that they gained essential knowledge and skills and the sessions were well organized (Figure 6).

Figure 6: 2023-24 Newly Hired Teacher Survey Results (NTA)

Source: newly hired teacher survey data dated 04/22/24.

The first open-ended question asked teachers what information was missing in the pre-event communication between HCM support team and the teachers. The most common missing information reported were regarding laptop registration/pickup ($n=27$), class and training information ($n=10$), parking ($n=8$), communication ($n=7$), and kickoff location ($n=6$).

The second open-ended question asked teachers to provide feedback about campus orientation day. Teachers generally provided positive responses, describing the orientation as being “great” ($n=20$), “well-organized and informative” ($n=9$), “helpful” ($n=7$), “wonderful” ($n=6$), and beneficial ($n=6$). Some teachers also indicated that more time was needed for classroom setup ($n=3$).

The third open-ended question asked teachers to provide feedback on curriculum day with the Dallas ISD Academic Services Department. Teachers stated that they needed more time for hands-on teaching experience ($n=24$), training and planning ($n=19$), and differentiated training ($n=5$). Some teachers had difficulties finding parking spaces ($n=11$) and accessing curriculum and data ($n=7$).

The fourth open-ended question asked teachers to provide feedback on keynote speaker Dr. Stephen Peter’s speech. Teachers generally responded positively, stating that the keynote speaker’s speech was “great” ($n=17$), “amazing” ($n=16$), “excellent” ($n=15$), and “inspiring” ($n=12$).

Teachers were also asked to provide feedback on districtwide kickoff day. Teachers described the kickoff day being “great” ($n=23$), “awesome” or “fun” ($n=20$), “*I love it*” ($n=7$), and “wonderful” or “informative” ($n=7$). Teachers also mentioned that inadequate parking was an issue ($n=5$). When teachers were asked what specific information was of greatest value to them, teachers mentioned curriculum ($n=25$), followed by “information” ($n=21$), and training ($n=9$).

When asked what support they needed to implement what they learned, teachers’ responses included: school support and assistance ($n=46$), followed “admin” or “staff” support ($n=14$), more information, time, or hands-on experience ($n=13$), practice ($n=5$), mentorship ($n=5$), “follow up” ($n=5$), technology support ($n=5$), and demonstration of lessons ($n=4$).

The last open-ended question asked teachers if they had any additional comments on the new teacher academy (NTA). Teachers’ responses again were generally positive; they described the NTA event as “great” or “helpful” ($n=14$), “well-organized”, “effective”, or “enjoyable” ($n=13$), and “informative”, “engaging” or “empowering” ($n=10$). Some teachers indicated that they needed more curriculum instruction ($n=8$), followed by more information about technology, more time at school, and more differentiated workshops ($n=6$).

EQ5: How was the Dallas ISD Alternative Certification program implemented in 2023-24?

This section summarizes the implementation process of Dallas ISD Alternative Certification program in 2023-24.

Key findings from this section:

A total of 464 interns were enrolled in the Alternative Certification program between summer 2023 and spring 2024. The percentage of teachers who completed the AC program and continued to teach in Dallas ISD the following year has fluctuated over time, but 2022-23 saw the highest percentage to date.

In 2023-24, Alternative Certification staff members used Title II funds to supplement the recruitment, screening, and training efforts of the program. The selection process for program candidates included three stages: (a) screening the applications for program eligibility; (b) inviting eligible intern candidates to participate in an online interview process; and (c) selecting the intern candidates. After applicants were accepted into the AC program, candidates attended an orientation and completed the following three phases of the program.

Phase I: Content Test Preparation

Candidates participated in content test preparation and received guidance for the TExES2 content test. Candidates were required to complete 30 hours of field-based and video-based observations as well as attend content study group sessions. Each content area provided knowledge and pedagogy to improve performance on the TExES⁷ tests. Finally, candidates were required to pass the applicable TExES content test corresponding with their designated certification pathway before proceeding to Phase II.

Phase II: Pre-Service Training

Candidates trained with a rigorous, research based pre-service curriculum while being closely monitored through performance benchmarks to determine classroom readiness.

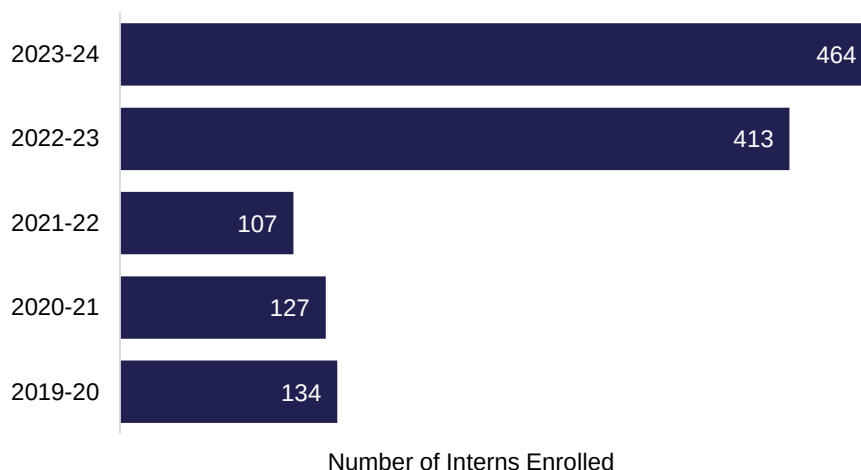
Phase III: Internship

In 2023-24, a second annual job fair was held in November 2023, specifically for AC candidates. Applications for teacher positions were submitted to the campus of the candidate's choice and interviews were conducted with the campus principal. Once hired, interns lead a classroom at the campus, as full-time teachers of record for one year, with full compensation and benefits. Interns were required to complete 300 hours of coursework and were assigned a field-facilitator (i.e., teacher effectiveness coordinator) and a campus-based mentor (teacher) to provide coaching and feedback. Teacher effectiveness coordinators observed interns at least three times during the internship. During observations, teacher effectiveness coordinators provided support and immediate feedback to allow interns to monitor progress and adjust their teaching practices.

2023-24 Alternative Certification Interns

Intern enrollment from 2019-20 through 2023-24 has fluctuated from year to year, but a total of 464 interns enrolled into AC program between summer 2023 and spring 2024, representing the largest cohort over the time period (Figure 7).

⁷ TExES refers to Texas Examinations for Educator Standards. These exams ensure that new teachers have the content knowledge and skills necessary for entry-level teachers in Texas public schools.

Figure 7: 2019-20 to 2023-24 Enrollment in AC program

Source: Alternative Certification internal data dated 07/10/2024.

A total of 170 interns were certified in various areas such as bilingual and English Language Arts and Reading during 2023-24 school year (Table 2).

Table 2: 2023-24 Number of Interns and Certification Area

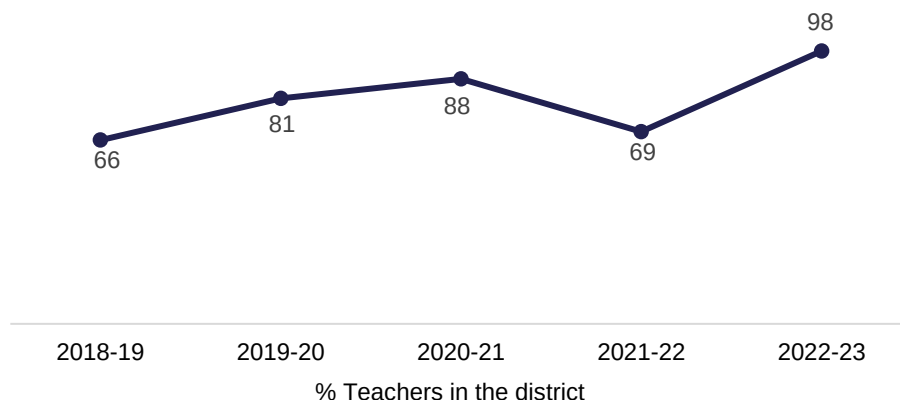
Certification Area	Interns (n)
Bilingual/ESL	52
Core subjects	34
Special education	34
Science	17
English Language Arts and Reading	15
Mathematics	9
Social Studies	6
LOTE: Spanish 7-12	3
Total	170

Source: Alternative Certification internal data dated 07/10/24.

Note: LOTE=Language Other Than English. ESL=English as a Second Language.

Of those who completed the Alternative Certification program in 2022-23, 98 percent ($n=166$) continued to teach in Dallas ISD during the 2023-24 school year. The longitudinal trend shows an increase in the retention of teachers who completed the Alternative Certification program compared to 2021-22 (69%; $n=52$), 2020-21 (88%; $n=45$), 2019-20 (81%; $n=26$), and 2018-19 (66%; $n=67$) (Figure 8).

Figure 8: 2018-19 to 2022-23 Retention Rates of Alternative Certification Interns



Source: Alternative Certification internal data dated 07/10/24.

In addition, the AC program recruited highly needed interns including for science and special education. In 2023-24, the passing rates for science 7-12 candidates reached 69.2 percent, 91.2 percent for special education EC-12 candidates, and 52 percent for adjunct teachers, respectively.

EQ6: What were the interns' perceptions of the AC program?

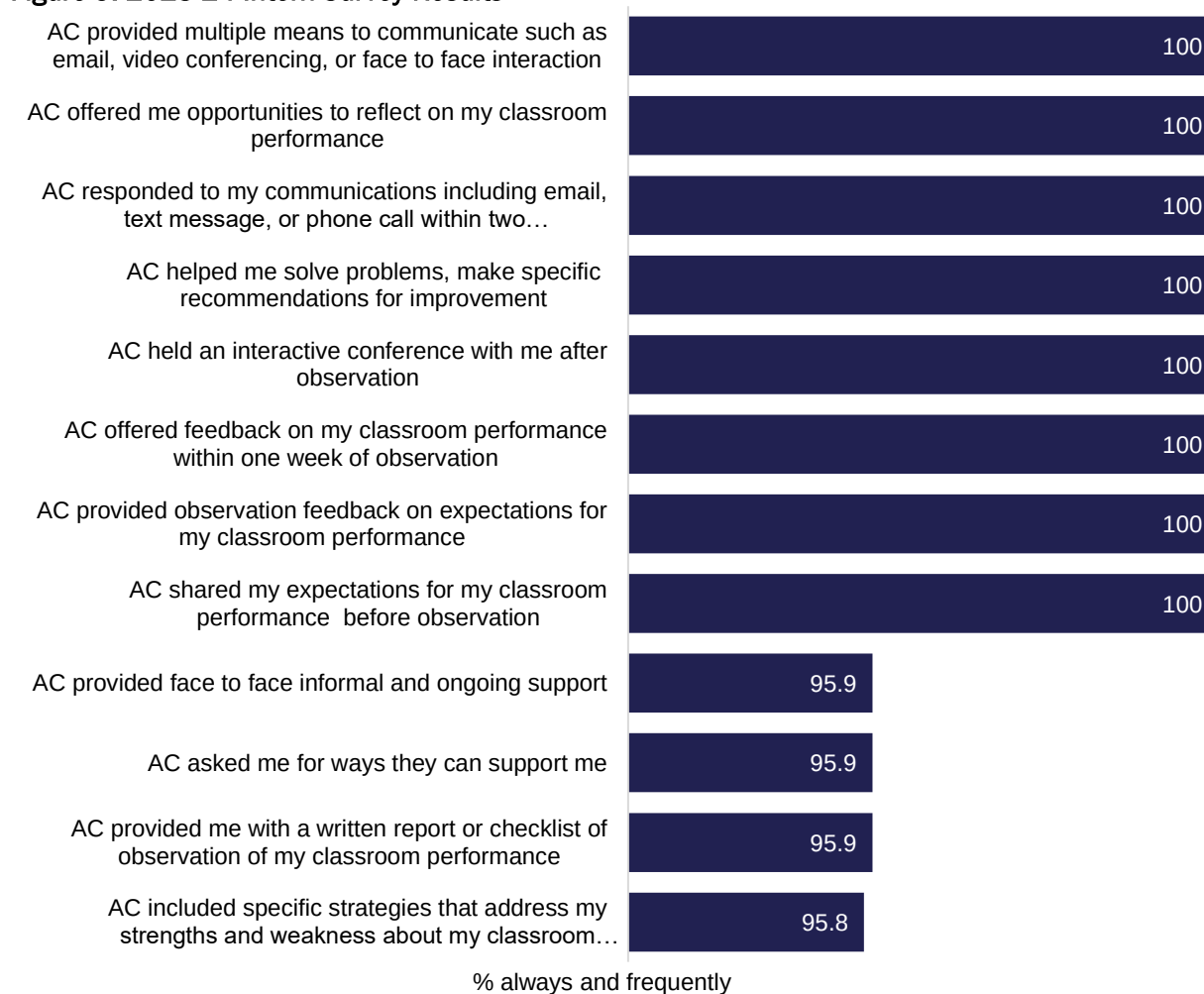
This section summarizes the interns' perception of the Dallas ISD Alternative Certification program in 2023-24.

Key findings from this section:



AC interns' responses about the program were positive. Most interns felt that they received feedback and support from the AC program about their classroom teaching in a timely manner, and that the AC program provided them face-to-face and ongoing support and specific strategies.

In spring 2024, Dallas ISD AC program administered an online internship survey to the 60 interns who were currently in Phase II about their field experience and the level of support they received. The survey included a four-point Likert-type scale ranging from "Rarely", "Occasionally", to "Frequently" and "Always/Almost Always". There was a 40 percent response rate to the survey. All interns (100%) indicated that the AC program provided means of communication, opportunities to reflect on their classroom teaching, helped them solve problems, and provided them feedback about their classroom teaching. Most interns (96%) stated that the AC program provided face to face and ongoing support and offered specific strategies (Figure 9).

Figure 9: 2023-24 Intern Survey Results

Source: Alternative Certification internal data dated 07/16/24.

Note: N=24.

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APPENDICES

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Appendix A

Appendix A: Acronyms and Abbreviations

EC	Early Childhood
ELAR	English Language Arts and Reading
ESL	English as a Second Language
HCM	Human Capital Management
ISD	Independent School District
NTA	New Teacher Academy
TEI	Teacher Excellence Initiative

Appendix B

Appendix B: 2023-24 Data Sources

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
Prog. Desc.	Program Components	HCM managers, website	None	None	None
-	Budget	Budget Services Department, Special Revenues Department	Fall 2023	None	Department
1	Resident teacher demographics	HCM teacher residency manager	May 2024	Resident teacher categories: number of residency teachers and degrees	Program, district
	Resident teachers by grade level and subject	HCM teacher residency manager	May 2024	Teacher categories: grade level and subjects	Program, district
2	Resident Teacher satisfaction survey	E&A Qualtrics Survey	March 2024	Rate of positive responses for survey items (quantitative items); content analysis and grouping comments into general themes (qualitative items)	Program
3	Implementation of Teacher Recruitment activities	HCM recruitment manager	May 2024	Date of recruitment Location of recruitment Rate of H1B visa teachers by grade level and subject	Program, district
	Implementation of Teacher Recruitment activities	HCM recruitment manager	May 2024	Rate of J1 visa teachers by grade level and subject	Program, district
	Teacher recruitment (newly hired teacher) outcomes	HCM recruitment manager	May 2024	Rate of newly hired teachers by grade level and subject	Program, district
4	New Teacher experience survey	E&A Qualtrics Survey	March 2024	Rate of positive responses for survey items (quantitative items); content analysis and grouping comments into general themes (qualitative items)	Program
5	Alternative Certification teacher demographics	AC manager	June 2024	Rate of interns and certification area	Program, district
	Alternative Certification teacher retention	AC manager	June 2024	Retention rates 2018-19 through 2022-23	Program, district
6	Alternative Certification intern satisfaction survey	AC manager	June 2024	Rate of positive responses for survey items (quantitative items); content analysis and grouping comments into general themes (qualitative items)	Program

Note: EQ=evaluation question.

Appendix C

Appendix C: 2023-24 HCM Teacher Recruitment Events

Date	Recruitment Event	Location
9/20/2023	UTA - Fall 2023 All Majors Job & Internship Fair	Arlington, TX
9/21/2023	Texas University Job Fair	El Paso, TX
9/27/2023	Huston-Tillotson University Job Fair	Austin, TX
9/27/2023	Southeastern Oklahoma State University Job Fair	Durant, OK
9/28/2023	Jackson State University - Fall 2023 Career Expo	Jackson, MS
10/4/2023	Texas Southern University Career Fair	Houston, TX
10/4/2023	Texas Tech - Fall 2023 Hire Red Raiders Job Fair	Lubbock, TX
10/18/2023	Sam Houston State University Job Fair	Huntsville, TX
10/18-21/2023	Texas Association for Bilingual Education	McAllen, TX
10/18-23/2023	Colombia Recruitment Bogota (International)	Bogota, Colombia
10/19/2023	University of Mary Hardin Job Fair	Belton, TX
10/25/2023	University of Texas in Austin -Teacher Career Fair	Austin, TX
11/3/2023	Stephen F. Austin--Teacher Career Fair Fall 2023	Nacogdoches, TX
11/6/2023	University of Texas Job Fair	Tyler, TX
11/6/2023	Texas A&M University Job Fair	Bryan, TX
11/7/2023	Lamar University - Fall 2023 Educators Career Fair	Beaumont, TX
11/7/2023	TWU/UNT Education Fair	Denton, TX
11/7/2023	Texas A&M- Kingsville--Fall 2023 Javelina Education Expo	Kingsville, TX
11/8/2023	Texas State University - Fall 2023 Teacher Job Fair	San Marcos, TX
11/8/2023	Texas A&M Corpus Christi - Education Career Fair	Corpus Christi, TX
11/13/2023	Texas A&M University Job Fair	Commerce, TX
11/16-18/2023	Black Men Educators Conference	Philadelphia, PA
11/9-12/2023	Mexico Recruitment (International)	Mexico City, Mexico
11/12-15/2023	HBCU Career Marketplace/ Morgan State University Regional Event	Baltimore, MD
11/29-12/4/2023	National Alliance of Black School Educators Conference	New Orleans, LA
1/9-15 /2024	Philippines Recruitment (International)	Manila, Philippines
1/25-29/2024	Panama International (International)	Panama City, Panama
2/1/2024	University of Texas in El Paso- Spring Career Fair 2024	El Paso, TX
2/6/2024	TCU Career Fair	Fort Worth, TX
2/15/2024	University of Texas at Dallas (UTD) Job Fair	Richardson, TX
2/20-21/2024	Prairie View Career Fair	Prairie View, TX
2/20/2024	Arizona State University Job Fair	Phoenix, AZ
2/21/2024	Tarleton State University -Spring 2024 Education Job Fair	Stephenville, TX
2/21-22/24	Southern University and A&M University Job Fair	Baton Rouge, LA
2/26/2024	Langston University Career Fair	Langston, OK
2/28/2024	Huston Tillotson University Career Fair	Austin, TX
3/4/2024	Big Country Teacher Fair	Abilene, TX
3/5/2024	University of Texas at Austin Job Fair	Austin, TX

table continues

Appendix C (continued)

Date	Recruitment Event	Location
3/5/2024	University of Arkansas at Pine Bluff Career Fair	Pine Bluff, AR
3/6/2024	UTA - Spring 2024 All Majors Job & Internship Fair	Arlington, TX
3/6/2024	Spain-VIT Meeting	Austin, TX
3/7/2024	District-wide recruitment (Dade MS)	Dallas, TX
3/13/2024	University of Oklahoma Job Fair	Norman, OK
3/18/2024	Texas Tech - Spring 2024 Hire Red Raiders Job Fair	Lubbock, TX
3/20/2024	Texas A&M University Job Fair	Commerce, TX
3/21/2024	Baylor University Job Fair	Waco, TX
3/21/2024	District-wide Job Fair (Thomas Jefferson HS)	Dallas, TX
3/22/2024	Midwestern State University Job Fair	Wichita Falls, TX
3/28/2024	Jackson State University - Education Job Fair	Jackson, MS
4/2/2024	Texas A&M- Kingsville Spring 2024 University Job Fair	Kingsville, TX
4/3/2024	Texas A&M Corpus Christi - Education Career Fair	Corpus Christi, TX
4/3/2024	Texas State University - Spring 2024 Teacher Job Fair	San Marcos, TX
4/4/2024	University of Texas at Brownsville (UTB) Job Fair	Brownsville, TX
4/5/2024	Dallas Baptist University- DBU Educator's Interview Day	Dallas, TX
4/5/2024	University of Texas Rio Grande Valley (UTRGV) Job Fair	Edinburg, TX
4/9/2024	TWU/UNT Education Fair	Denton, TX
4/9/2024	Howard University Job Fair	Washington, DC
4/10/2024	University of Texas Job Fair	Tyler, TX
4/12/2024	Stephen F. Austin--Teacher Career Fair	Nacogdoches, TX
4/20/2024	District-wide Job Fair (Skyline HS)	Dallas, TX
5/10/2024	National Teachers of Color Job Fair	Virtual
5/18/2024	District-wide Job Fair (Conrad HS)	Dallas, TX
5/30/2024	National Bilingual & SPED Teacher Job Fair	Virtual
5/31/2024	Texas Bilingual & SPED Teacher Job Fair	Virtual
6/13/2024	District-wide Job Fair (Carter HS)	Dallas, TX
6/25/2024	District-wide Job Fair (South Oak Cliff HS)	Dallas, TX
7/23/2024	District-wide Job Fair (Conrad HS)	Dallas, TX

Source: HCM data dated 07/15/2024.

Note: A&M=agricultural and mechanical. HBCU=Historically Black Colleges and Universities. HS=high school. MS=middle school. SPED=special education. TCU=Texas Christian University. TWU=Texas Woman's University. UNT=University of North Texas. UTA=University of Texas at Arlington. VIT=visiting international teacher.