

2016-17 Evaluation of Title II Programs

Department of Evaluation and Assessment

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2016-17 Evaluation of Title II Programs

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2016-17 Evaluation of Title II Programs

Project Evaluator: Sarina Rapini, M.P.A

ABSTRACT

Dallas Independent School District (Dallas ISD) received federal funds for training and recruiting teachers and principals for the 2016-17 school year through Title II, Part A. These funds were used to improve teacher and principal quality to increase student achievement. This report focuses on grant funding for certified teacher recruitment, instructional support services, alternative certification training, advanced academic teacher training, campus-specific training, and content-based professional development (PD).

- Human Capital Management (HCM) employees increased the rigor of the in-house screening system and piloted new recruitment methods. Throughout the year, HCM staff members hired 1,925 teachers and processed 63 new H1-B visas.¹
- Compass Alternative Certification employees used Title II funds to recruit, train, and certify new teachers that had not completed traditional teacher certification. Out of the 221 enrolled interns, 123 (56%) successfully completed the Compass program.
- Instructional Support Services (ISS) staff members used Title II funds to provide supplemental PD and resources, including training on the Response to Intervention (RtI) framework. As of March 2017, ISS staff members conducted 34 PD sessions.
- Through the Advanced Academic Teacher Training Program, Advanced Placement (AP) teachers attended training sessions provided by the National Math and Science Initiative (NMSI). A total of 131 teachers attended the fall sessions, and 62 teachers attended the spring sessions.
- Title II funds supported content-specific professional development for educators in science, technology, engineering, and math (STEM); computer science and robotics; social studies; and world languages. Content department PD specialists created and conducted in-house online and face-to-face training and hired outside vendors to provide PD.
- Title II funding provided specialized PD at 11 International Baccalaureate (IB) schools and Montessori schools that operated under nontraditional instructional models. This training was essential for keeping International Baccalaureate Organization (IBO) and Montessori authorization.

Use of Title II funds for PD of staff members in the Early Learning Department was evaluated separately.² Two additional programs were to receive Title II funds but were unable to or did not utilize the funds were not evaluated.³

¹ H-1B visas were used to employ foreign workers in specialty occupations. See the HCM section for more detail.

² All reports are available at <http://www.dallasisd.org/Page/42559>.

³ The Reading Language Arts and Improved Arts-Based PD programs were to receive Title II funds to fill PD specialist positions but did not fill the positions during the 2016-17 school year.

PROGRAM DESCRIPTION

Dallas Independent School District (Dallas ISD) received federal funds for training and recruiting for 2016-17 through Title II, Part A. According to the U.S. Department of Education website,⁴ the two-fold purpose of Title II, Part A funds is to:

1. increase student academic achievement through strategies such as improving teaching and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
2. hold local educational agencies and schools accountable for improvements in student academic achievement.

Dallas ISD used grant funds to assist in the areas of instructional support services, distance learning, advanced academic teacher training, certified teacher recruitment, alternative certification training, specialized campus-based training, and content-area training. Funds were also used for recruitment, which included certified teacher recruitment and alternative certification intern recruitment efforts.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report is to provide context and process evaluation information related to key components of the grant. The focus of the 2016-17 evaluation was to determine the level of implementation of the grant-funded programs and to find out participant perceptions of the programs, as applicable. This included interviews with the program staff members assigned to each grant component, reviews of internal documents, and analyses of survey data, when available.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the amount of funding for programs within Title II?

Methodology

The worksopes for Title II, Part A were reviewed to note the amount of funding allotted for each area. Follow-up information was collected from grant services and individual program managers.

Results

The district received \$5,304,844 in Title II, Part A funds. As shown in Table 1, the largest amount was budgeted for the Certified Teacher Recruitment Program (\$1,639,990) followed by Compass Alternative Certification Program (\$794,774). Over half a million dollars was budgeted for ISS (\$547,485) and Public School Choice PD (\$529,907). Content-based PD programs ranged from \$79,869 (Improved Arts-Based PD) to \$372,112 (STEM Instructional PD).

⁴ <http://www2.ed.gov/policy/elsec/leg/esea02/pg20.html>

Table 1: 2016-17 Title II, Part A Budgeted Amounts by Workscope

Program	Budgeted Amount (\$)
Teacher Recruitment and Retention	1,639,990
Compass Alternative Certification Program	794,774
Instructional Support Services (ISS)	547,485
Public School Choice PD	529,907
Early Childhood Quality Classroom Initiative	443,805
STEM Instructional PD	372,112
Advanced Academic Teacher Training	270,000
Reading Language Arts PD	245,645
Distance Learning Program	182,750
Social Studies Instructional PD	100,200
World Languages PD	98,307
Improved Arts-Based PD	79,869

Source: 2016-17 Title II worksopes

Note: The Reading Language Arts and Improved Arts-Based PD programs were to receive Title II funds to fill PD specialist positions but did not fill the positions during the 2016-17 school year. STEM = Science, Technology, Engineering, and Math. PD = Professional Development.

How was the Teacher Recruitment and Retention program implemented?

Methodology

Evaluation of the Teacher Recruitment and Retention program included an interview with the Human Capital Management (HCM) Manager of Talent Acquisition and a review of internal documents. The purpose of the interview was to gather information about teacher recruitment and screening activities. The evaluator reviewed internal documents including the 2016-17 recruitment calendar, surveys, H-1B application information,⁵ and descriptive information related to the Dallas ISD teacher recruitment model. Follow-up information was collected by email.

Results

Recruitment

HCM staff members were responsible for recruiting and screening highly qualified teachers to meet the state certification and federal legislative requirements. HCM's Campus Staffing Team routinely recorded resignations in Oracle, which notified HCM's Talent Acquisition Team⁶ of openings that needed to be filled. The Talent Acquisition Team was responsible for using the information to connect candidates with campus principals.

Screening and hiring activities were performed on an ongoing basis. Recruiting activities included attending recruitment events, advertising, and conducting information sessions. HCM staff members made extensive changes to their university recruitment efforts. Previously, staff members attempted to attend as

⁵ Per the U.S. Citizenship and Immigration Services government website: "U.S. businesses use the H-1B visa program to employ foreign workers in specialty occupations that require theoretical or practical application of a body of highly specialized knowledge." <http://www.uscis.gov>

⁶ HCM's Talent 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.

many university-based job fairs as possible. During the 2016-17 year, HCM employees focused their efforts on a smaller subset of universities to increase rapport. Staff members used recruitment data from previous years to designate 13 universities as “focus universities.” These universities best represented Dallas ISD’s target market. HCM recruiters visited the campuses multiple times per semester to build rapport and presence.

HCM staff members also changed the methodology of recruiting experienced teachers. Staff members began hosting regional events in locations close to their target experienced teacher market. During the 2016-17 school year, a majority of regional events were held in Louisiana, Puerto Rico, Oklahoma, and south Texas. Recruiters typically spent a few days at the event, conducting interviews and information sessions.

In 2015-16, HCM leadership piloted a new program that allowed teacher candidates to take a bus tour of the district (Rapini, 2016).⁷ At participating Dallas ISD campuses, special events were hosted for visiting teacher candidates, such as teacher panels and student performances. A modified version of this program continued during the 2016-17 year. Texas A&M University assisted with the planning process by recruiting a group of graduating seniors and sending them to Dallas. HCM employees hosted the students for one week and took them to various campuses. This experience allowed them to observe classes in Dallas ISD and familiarize themselves with the city of Dallas. HCM reported that the feedback was positive but that it was too soon to know whether the students would choose to work for Dallas ISD upon graduation. HCM leadership hoped to expand this program to other universities.

HCM staff members conducted 56 recruitment events and visits between October 2016 and April 2017 and scheduled an additional seven events between May 2017 and July 2017. HCM recruiters monitored and documented the outcomes of recruitment activities to guide future recruitment efforts.

Screening and Hiring

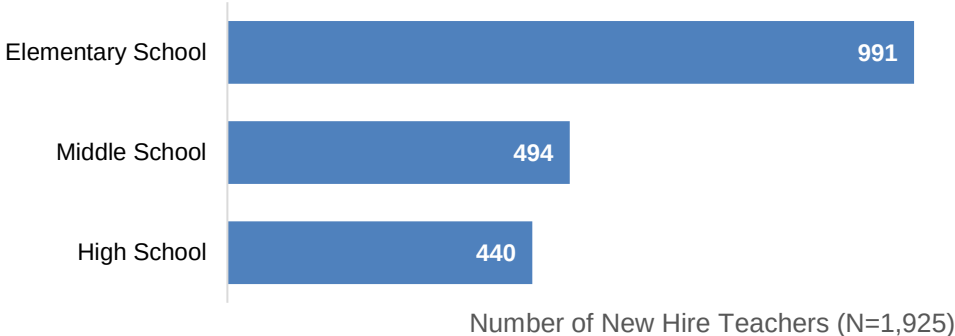
The hiring process consisted of two components. The first component was the application process, which took place prior to a principal recommendation. HCM staff members changed the application process slightly in 2016-17. Previously, the process of screening candidates was decentralized to principals. Candidates submitted an online application to HCM, but the primary purpose was a basic check of the candidate’s eligibility. Candidates also completed an assessment, but the assessment only served to provide information about candidates and not to screen them out of the process. During the 2016-17 year, HCM staff members assumed a more active role in screening candidates. They added more assessments to determine whether a candidate had worked in a diverse, urban environment or with at-risk students. Based on the assessments, candidates were separated into four tiers. The top tier included candidates with applicable experience in an urban environment, a strong demonstrated ability to raise student achievement, and certification to teach in the state of Texas. The bottom tier included candidates with no or limited experience in an urban environment, no demonstrated ability to raise student achievement, and no

⁷ This was created in response to multiple requests to see a Dallas ISD classroom.

certification to teach in Texas. Principals could select candidates from any tier, but the tiers helped them find the best candidates as quickly as possible.

The second component of the hiring process was the hiring and onboarding occurring after principal recommendation. This component did not change during the 2016-17 school year. The Campus Staffing Team managed the hiring process, ensuring that all candidates met district and state policies. As of March 2017, HCM employees hired 1,925 new teachers (see Figure 1).⁸

Figure 1: 2016-17 Number of New Hire Teachers by Campus Category



Source: Data were extracted from HCM's internal records in March 2017.

Note: Only includes teachers who were new to the district.

HCM staff members relied on Title II funds to process visas and extensions. During the 2016-17 school year, the district processed 63 new H1-B visas for teachers in critical-needs areas in addition to extending existing visas.

For a third year, HCM continued to partner with the TechTeach Program,⁹ a recent Texas Tech University initiative that requires students to student-teach a full year, rather than a semester, before they graduate. In 2014, TechTeach began offering a distance-delivery version for students in Dallas, Fort Worth, and San Antonio. The new branch of TechTeach uses a "2+1 process," requiring students to have two years of undergraduate work and one year (54 hours) of TechTeach's program.¹⁰ TechTeach courses are online, allowing students to simultaneously complete courses and student-teach throughout the year. Dallas ISD's partnership with TechTeach enabled TechTeach participants in the Dallas Fort Worth (DFW) area to student-teach in Dallas ISD. Many of the TechTeach participants were bilingual candidates, creating a beneficial pipeline for one of Dallas ISD's greatest recruitment needs. Title II funds provided a TechTeach site coordinator position to facilitate the partnership (Rapini 2015). During the 2016-17 year, the program was expanded into additional campuses within the district, such as Dallas ISD's Personalized Learning campuses.

⁸ The data were collected in March 2017. 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.

⁹ More information about the TechTeach Program can be found in this Texas Tech article:

<http://today.ttu.edu/2013/10/innovative-techteach-program-aims-to-better-prepare-teaching-candidates>

¹⁰ The original branch of TechTeach uses a "2+2 process," requiring students to have two years of undergraduate work and two years in the TechTeach program.

How was the Compass Alternative Certification program implemented?

Methodology

Evaluation of the Compass Alternative Certification (Compass) program included an interview with Compass staff members and a review of internal documents. The purpose of the interview was to gather information about admission requirements, the training curriculum, and the certification approval process. Internal documents included Compass database reports for the 2016-17 interns, retention records, and a calendar of recruitment activities. Follow-up information was gathered via phone and email communication.

Results

Context of the Compass Program

The purpose of the Compass program was to prepare and certify new teachers who had not completed traditional teacher certification.¹¹ The program provided support and training to new teacher interns. During the 2014-15 school year, the Compass program was restructured to reduce the number of managerial level positions and focus on improving teacher effectiveness and training (Rapini, 2015). New admission requirements, including raising the grade-point average (GPA) requirement and adjusting the interview screening component, were phased in and completely implemented by the 2015-16 school year (Rapini, 2016).

Facilitated by a seed grant, Compass employees continued a partnership with The New Teacher Project (TNTP) for a second year in 2016-17. Previously, in 2015-16, TNTP assisted with a wide variety of activities, including recruitment, enrollment, curriculum development, and data collection (Rapini, 2016). In 2016-17, TNTP's role in operations was reduced, and TNTP solely assisted with training and curriculum development.

Compass staff members used Title II funds to supplement the recruitment, screening, and training efforts of the program. Since 2015-16, Compass employees reduced recruitment efforts at job fairs and hiring events, because they were less effective than other activities. Instead, efforts focused on hosting informational sessions for interested candidates and advertising on social media and career websites. As shown in Table 2, Compass staff members attended five local hiring events and job fairs and hosted seven informational sessions.

¹¹ The Compass program was designed to match the requirements laid out in Texas Administrative Code (TAC) Title 19, Part 7, Chapter 277, Rule §227.5. It was also based on the State Board for Educator Certification (SBEC) educator standards, addressed relevant Texas Essential Knowledge and Skills (TEKS), and was specific to each certification area. Training hours were required in areas such as child development, motivation, learning theories, curriculum development, reading instruction, ethics, and classroom management.

Table 2: 2016-17 Compass Recruitment Activities

Date	Event	Location
September 9, 2016	Graduate/Professional School Fair	University of North Texas
November 5, 2016	Dallas ISD Exclusive Hiring Event	Workforce Solutions at Malcom X
November 16, 2016	Veterans and Spouses Job Fair	Adamson High School
December 7, 2016	Compass Information Session	Ana G. Mendez University
January 20, 2017	Texas is Hiring	North Park Mall
January 30, 2017	Compass Information Session	Marsh Middle School
January 31, 2017	Compass Information Session	Medrano Middle School
February 2, 2017	Compass Information Session	Conrad High School
February 7, 2017	Compass Information Session	Workforce Solutions at Alpha
February 21, 2017	Compass Information Session	Human Capital Management Offices
February 22, 2017	All Majors Job Fair	University of Texas at Arlington
March 7, 2017	Compass Information Session	Human Capital Management Offices

Source: Data were extracted from Compass internal records.

Compass staff members first screened intern candidate applications for program eligibility.¹² 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 an one-on-one interview. The final pool of candidates attended a seven-week pre-service training program prior to program acceptance.

During the pre-service program, Compass staff members provided training on teaching techniques and best practices; interns also received field experience in classrooms. A new program policy required interns to pass a content examination¹³ in their desired certification area before teaching in the program.

After the pre-service training program, interns were assigned to a campus, a mentor, and a coordinator. Mentor teachers¹⁴ were required to observe the intern and provide documentation and continual feedback. Coordinators, who were each assigned about 20 interns, observed interns on their campuses at least three times. During these observations, coordinators provided support and immediate feedback to allow interns to monitor their progress and adjust their performance. In addition to teaching, Compass interns attended training on weeknights twice a month; training topics included content-specific instruction and teaching strategies.

In the summer, interns were given their own classrooms in the Summer Achievers Academy (SAA) program and were overseen by a mentor teacher. Interns taught in the mornings and then attended Compass training in the afternoons.

Interns were fully certified as teachers based on passing the *Assessment of Classroom Effectiveness (ACE)*¹⁵ and committee approval. The committee reviewed principal and mentor teacher

¹² Program requirements can be found at <http://www.dallasisd.org/Page/34051>.

¹³ The content examinations were known as Texas Examinations of Educator Standards (TExES) and are “criterion-referenced examinations designed to measure a candidate’s knowledge in relation to an established criterion rather than to the performance of other candidates.” <http://cms.texas-ets.org/texas>

¹⁴ Qualified mentors had at least three years of teaching experience, including one year in Dallas ISD, and were rated as “proficient” or “exceeds expectations” for the previous three years on a rubric. They had a valid Texas teaching certificate, a full-time teaching assignment, and the principal’s recommendation. Mentors were required to be easily accessible to mentees and willing to let the mentee observe their teaching. Mentors attended face-to-face or online new teacher mentor training and received a stipend for attending.

¹⁵ ACE was a multiple-measures evaluation system designed specifically for new teachers.

recommendations and decided whether an intern should become certified, stay in the program for one more year, or be denied certification. Occasionally, the committee overrode a principal's recommendation to deny certification, especially if the principal did not provide adequate documentation. In those cases, the committee usually required the intern to participate in the program another year at another campus.

2016-17 Compass Interns

Two intern cohorts participated in the Compass program during the 2016-17 school year with the summer serving as a primary entry point. Next year, Compass staff members plan to admit one cohort per year to better serve interns due to their limited staff size. As shown in Table 3, 221 interns enrolled in the Compass program, exceeding the Compass goal of 200 interns. Almost half of the interns (48%) were enrolled in bilingual (n=64) or special education (n=43) certification areas. Out of the 221 enrolled interns, 123 (56%) successfully completed the Compass program. Most of the 98 interns who left the program departed because they did not pass the content exam (n=61).¹⁶

Table 3: 2016-17 Enrolled Compass Interns by Certification Area

Certification Area	Interns (N)
Bilingual EC-6	64
Special Education EC-12	43
Core Subjects EC-6	24
Mathematics 7-12	18
Science 4-8	18
Mathematics 4-8	17
English Language Arts 4-8	12
Science 7-12	11
Generalist EC-6/ESL	4
Life Science 7-12	4
Languages Other Than English: Spanish	3
Mathematics/Science 4-8	3
Total	221

Source: Data were extracted from Compass internal records.

Note: EC = Early Childhood. ESL = English as a Second Language.

Interns were asked to take a mid-year and end-of-year survey during their program. The survey asked respondents to rate their satisfaction with the Compass program and the level of support they received. A total of 56 interns responded to the mid-year survey. A majority of respondents were “likely” or “very likely” (n=42; 75%) to recommend the Compass program to others. A majority of respondents also felt that the program was more than they expected or what they expected for the cost (n=43; 77%).

Of those who completed the Compass program in 2015-16, 139 continued to teach in Dallas ISD during the 2016-17 school year.

¹⁶ The remaining 37 interns left for personal reasons (n=34) or did not pass the final performance review (n=3).

How was the Instructional Support Services program implemented?

Methodology

Evaluation of the Instructional Support Services (ISS) program included an interview with the program manager and a review of internal documents. The purpose of the interview was to find out about the program's activities and to discuss available data. Internal documents included training session descriptions, survey data, and attendance sheets. Follow-up information was collected by email and phone communication.

Results

ISS staff members used Title II funds to provide supplemental professional development and resources for teachers, principals, and other instructional staff. These supplemental training and resources were created to help teachers pinpoint student needs to improve student achievement. Professional development included training on intervention strategies and the Response to Intervention (RtI) framework.¹⁷ The goal of RtI training was to ensure that all student instructional needs were met and that appropriate interventions were implemented. A secondary purpose was to reduce the number of Student Support Team (SST) and special education referrals.

ISS staff members conducted most trainings at the H. B. Bell building, but also visited campuses upon request. Tutorial videos were available online. Specific training topics included RtI and SST implementation, *Elementary Students in Texas: Algebra Ready (ESTAR)*, and *Middle School Students in Texas: Algebra Ready (MSTAR)*.¹⁸ ISS employees also provided training on how to use Schoolnet, a documentation database with the ability to track student progress and create interventions. ISS staff members collaborated with a variety of departments to deliver training; these included Psychological and Social Services, Special Education, and Counseling Services. ISS employees conducted 34 PD sessions between August 2016 and March 2017 (see Table 4).

¹⁷ Response to Intervention is a tiered framework for teachers and instructional staff designed to assist struggling students.

¹⁸ According to the Texas Education Agency's website, MSTAR/ESTAR "results can help teachers identify students who are in need of additional instructional support in their development of knowledge and skills that relate directly to algebra readiness." http://www.txar.org/assessment/estar_mstar_screener.html

Table 4: 2016-17 Instructional Support Services PD Attendance

Date	Topic of Training	Participants (N)
August 12, 2016	Positive Behavior Interventions and Strategies	22
August 17, 2016	ESTAR/MSTAR Administration and Intervention	14
September 6, 2016	Rtl and ESTAR/MSTAR Administration	30
September 7, 2016	SST Implementation	2
September 7, 2016	ESTAR/MSTAR Administration	21
September 8, 2016	Rtl and Interventions (Math & Reading)	40
September 15, 2016	Rtl Overview and Interventions (Math and Reading)	20
September 15, 2016	MSTAR Administration and Interventions	8
September 16, 2016	Campus Administrator Training Overview	6
September 19, 2016	SST Implementation and Schoolnet Database	2
September 20, 2016	MSTAR Data Review, Diagnostics and Interventions	9
September 21, 2016	Campus Administrator Updates	18
September 21, 2016	Campus Administrator Updates	18
September 26, 2016	Counselor's Role with SST	7
September 26, 2016	Completing Tasks in Schoolnet	30
September 26, 2016	MSTAR Data Review, Diagnostics and Interventions	28
October 5, 2016	Counselor's Role with SST	25
October 6, 2016	Counselor's Role with SST (morning)	17
October 6, 2016	Counselor's Role with SST (afternoon)	15
October 11, 2016	ESTAR/MSTAR Data Review and Rtl Intervention	12
October 17, 2016	SST Implementation	10
October 17, 2016	Data Review and Interventions for Rtl (Math & Reading)	34
October 19, 2016	Special Education Concerns and Rtl Process	1
October 24, 2016	Data Analysis	1
October 25, 2016	SST Implementation	4
October 27, 2016	SST Implementation	2
October 28, 2016	SST Implementation	4
November 1, 2016	K-2 Data Analysis for Small Group Intervention	25
November 7, 2016	Rtl Resources - Math, Reading Inventory & Achieve	4
November 10, 2016	ESTAR/MSTAR Diagnostic Data and Math Interventions	20
November 28, 2016	Intervention Delivery, Progress Monitoring Documentation	30
January 9, 2017	Schoolnet Interventions Module for Teachers	11
January 9, 2017	Rtl/SST Discussion	6
March 1, 2017	Campus Administrator Training	20

Source: Data were extracted from the ISS Department in March 2017

Note: Participants may have attended multiple sessions. Several sessions were one-on-one at individual campuses. ESTAR = *Elementary Students in Texas: Algebra Ready*. MSTAR = *Middle School Students in Texas: Algebra Ready*. Rtl = Response to Intervention. SST = Student Support Team.

During the 2016-17 school year, all Teaching and Learning Department staff members, including the ISS department, used Google Forms to administer PD feedback surveys. Out of 99 respondents to the ISS PD survey, almost all agreed or strongly agreed that the presenter demonstrated knowledge of the topic (n=98; 99%) and that the session was organized (n=97; 98%) and deepened their understanding of the topic (n=98; 99%).

How was the Advanced Academic Teacher Training program implemented?

Methodology

Evaluation for the Advanced Academic Teacher Training program consisted of an interview and a review of internal documents. The evaluator interviewed the program manager to find out how the program was implemented. Internal documents included survey data, training session descriptions, and attendance documents. Follow-up information was gathered via email communication.

Results

Title II funds were used to increase the number of highly qualified advanced academics teachers and to provide deepened content knowledge to teachers. Advanced Academic Services staff members partnered with outside organizations, including the National Math and Science Initiative (NMSI)¹⁹ and local colleges.²⁰

In the summer of 2016, Advanced Academic Services staff members sent 122 English, math, and science Pre-Advanced Placement (Pre-AP) teachers to a four-day NMSI Laying the Foundations (LTF) training.²¹ The LTF training was tiered, and teachers were encouraged to attend the training every summer for three years.

Advanced Placement (AP) teachers attended PD offered by NMSI to improve their effectiveness. NMSI trainers conducted one day of training each semester for each of the following AP subjects: AP English Language, AP English Literature, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Environmental Science, and AP Physics. Teachers were encouraged to attend both sessions, but several attended one session. A total of 131 teachers attended the fall sessions on November 14, 2016, and 62 teachers attended the spring sessions on March 4, 2017.

How was the STEM professional development program implemented?

Methodology

Evaluation of the Science, Technology, Engineering, and Math (STEM) PD program consisted of an interview and a review of internal documents. The evaluator interviewed the Science and Math Department directors to find out how the program was implemented. The internal documents included training session attendance and PD session descriptions.

¹⁹ Per the website, NMSI staff provided “collaborative, hands-on training” to “boost student achievement in rigorous coursework.” <https://www.nms.org/Our-Approach.aspx>

²⁰ College PD training was scheduled for the 2017 summer, but at the time of this document’s publication, organization was not finalized.

²¹ Per the website, “NMSI’s Laying the Foundation equips educators with the content knowledge and instructional know-how they need to set high classroom expectations and shift students to advanced levels of thinking and learning as early as grade 3, all the way through high school.” <https://www.nms.org/Our-Approach/Laying-the-Foundation.aspx>

Results

STEM PD specialists created, revised, and delivered PD throughout the school year. The purpose of the PD was to provide science and mathematics pedagogy and content training to teachers, instructional coaches, and academic facilitators.

STEM specialists designed science and mathematics virtual Professional Learning Communities (vPLCs) that emphasized demonstrations of learning and specific learning objectives. The vPLC modules provided 30 to 45 minutes of content and pedagogical instruction and a final assessment. The modules included opportunities for participant engagement via questions or discussion forums. After earning a passing assessment score on the vPLC, participants were given a certificate of completion. Participants then received a follow-up assignment related to the content, often completed in the classroom. The modules were meant to be paired with an hour-long face-to-face campus professional learning community (cPLC) session, where the follow-up assignments were to be discussed with a designated cPLC leader.²²

STEM staff members awarded certificates upon completion of each vPLC. As shown in Table 5, 970 mathematics certificates and 844 science certificates were awarded during the school year.

Table 5: 2016-17 Number of Mathematics and Science vPLC Certificates Granted

vPLC Session Topic	Certificates Granted (N)
Mathematics	
Rate of Change	62
Mathematics and the English Language Learner	271
Inclusion in the Mathematics Classroom	262
Basic Fraction Sense	177
Mathematical Process Standards – Elementary	152
Mathematical Process Standards – Middle School	46
Science	
Science and the English Language Learner	137
Elementary School Lab Safety	164
Middle School Lab Safety	98
Secondary School Lab Safety	109
Inclusion in the Science Classroom	169
Inquiry in the Science Classroom	167

Source: Data were extracted from the STEM Department's internal records in March 2017.

Note: Teachers were allowed to participate in multiple virtual Professional learning Communities (vPLCs).

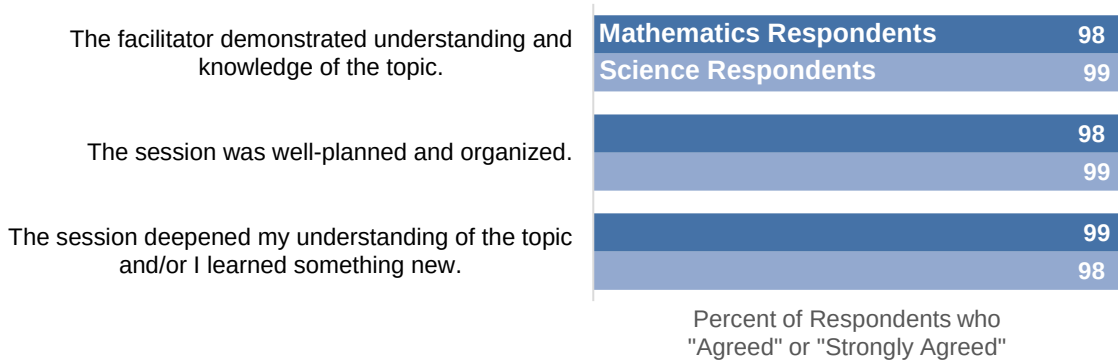
STEM specialists designed and conducted face-to-face PD throughout the school year. Teachers selected and trained by STEM staff members conducted a majority of the PD sessions, although STEM district specialists filled in gaps as needed. Outside providers were also supported by Title II funds, including Houghton Mifflin Harcourt, Lakeshore, UT Austin, UT Dana Center, and the Dallas Arboretum.

After completing a training, participants received an optional survey via email to provide feedback. On the survey, respondents were asked to rate the overall session quality on a scale from one ("Poor") to four ("Excellent"). Also, they were asked to rate their level of satisfaction with the session's presenter, topic

²² Designated cPLC leaders included the principal, instructional coach, or teacher leader.

relevancy, and session organization. Participants who chose to respond to the survey generally responded positively toward the PD. Out of the 176 mathematics PD respondents, almost all rated their session as either “Excellent” (n=136; 77%) or “Good” (n=36; 20%). A similar trend was present with the 120 science PD respondents. Almost all science PD respondents rated their session as either “Excellent” (n=89; 74%) or “Good” (n=28; 23%). Figure 2 shows additional survey responses.

Figure 2: 2016-17 STEM PD Survey Responses



Source: Data were extracted from the STEM Department's internal records in March 2017.

Note: There were 176 mathematics PD respondents and 120 science PD respondents.

How was the Distance Learning program implemented?

Methodology

Evaluation for the Distance Learning program consisted of an interview with program staff members and a review of internal documents. The purpose of the interview was to gather information about how the program was implemented and the department's new initiatives. Internal documents included PD attendance and survey results. Additional information was collected by phone and email.

Results

Computer Science and Technology Department employees coordinated the Distance Learning program, which consisted of PD for the district's robotics and computer science teachers. Title II funds supported two PD specialist positions. The Computer Science and Technology PD specialists designed and conducted computer science and robotics PD throughout the school year and also organized training from outside providers.²³ Training topics included Google Apps for Education (GAPE), Google Classroom, programming, differentiated instruction using technology, student engagement using technology, blended learning, and middle school technology applications curriculum. PD specialists also provided training for staff members participating in the first elementary computer science pilot program. Program expansion was expected in the 2017-18 school year.

The specialists also provided specialized training to teachers that signed up to be coaches for student robotics competitions. A partnership between the Computer Science and Technology Department

²³ Outside providers included Code.org, University of Texas in Dallas, and the Robotics Academy.

and the Student Activities Department allowed students to participate in a variety of computer science and robotics competitions throughout the school year, including VEX IQ²⁴ and SeaPerch.²⁵ PD specialists also assisted with planning and running the competitions.

All face-to-face PD was hosted at the H.B. Bell Building or, upon request of campus staff, at individual campuses. As shown in Table 6, PD specialists conducted 56 PD sessions between June 2016 and March 2017.

Table 6: 2016-17 Robotics and Computer Science PD Attendance

Month	Sessions (N)	Participants (N)
June 2016	16	339
July 2016	20	245
August 2016	9	268
September 2016	4	112
October 2016	1	10
November 2016	1	5
December 2016	2	58
February 2017	1	15
March 2017	2	53

Source: Data were extracted from the Computer Science and Robotics Department's internal documents in April 2017.

Note: No PD sessions were held in January.

How was the Social Studies professional development program implemented?

Methodology

Evaluation of the Social Studies PD program consisted of an interview and a review of internal documents. The evaluator interviewed the program manager to find out how the program was implemented. The internal documents included 2016-17 survey data and training session attendance. Follow-up information was gathered through email communication.

Results

The Social Studies PD program provided training to social studies teachers, instructional coaches, and academic facilitators to improve instruction quality and student achievement. Title II funds were used to fund an instructional specialist position to create, revise, and deliver both face-to-face and online PD throughout the school year.

Social Studies PD specialists organized 15 six-week summer trainings in 2016 and 23 face-to-face training sessions between September 2016 and March 2017 (see Table 7). PD specialists also assisted with a summer school orientation in June 2016. Sessions were held at the H.B. Bell Building and also at

²⁴ According to the website, VEX IQ "is a snap-together robotics system designed to offer young students a rich and exciting introduction to the areas of Science, Technology, Engineering and Math (STEM)." Robotics scrimmages were open to elementary and middle school students. www.vexrobotics.com/vexiq/why-vexiq

²⁵ According to Dallas ISD's Curriculum Central, "The SeaPerch Program provides students with the opportunity to learn about robotics, engineering, science, and mathematics (STEM) while building an underwater ROV as part of a science and engineering technology curriculum." <https://sites.google.com/a/dallasisd.org/disd-robotics-clubs/home/seaperch---underwater-robots>

individual campuses upon request of campus staff. PD specialists conducted a majority of the training but also hired outside providers, including Region 10, Houghton Mifflin Harcourt, and Pearson. Social Studies staff members also partnered with historical venues, including the Bush Museum, Holocaust Museum, African American Museum, Old Red, and the Heritage Museum to provide PD to social studies educators outside of Dallas ISD.

Table 7: 2016-17 Social Studies PD Attendance

Date	Topic	Participants (N)
June 20-July 28, 2016	Defining Academic Rigor Grades 3, 4, 7	147
June 20-July 28, 2016	Defining Academic Rigor Grades 5, 8, 11	115
June 20-July 28, 2016	Defining Academic Rigor Grades 6, 9, 10	192
June 20-July 28, 2016	Defining Academic Rigor Grade 12	52
June 20-July 28, 2016	Cultural Emotional Intelligence	63
June 20-July 28, 2016	Expanding Best Practices for Dual Language	26
June 20-July 28, 2016	Expanding Best Practices	147
June 20-July 28, 2016	Language Acquisition Best Practices for Grades 6-12	45
June 20-July 28, 2016	Social Studies EdCamp	160
June 20-July 28, 2016	World Affairs Council: Global Classroom	40
June 20-July 28, 2016	Multi-Disciplinary Approach to Children of Willesden Lane	79
June 20-July 28, 2016	City is Our Classroom: Old Red Museum	58
June 20-July 28, 2016	City is Our Classroom: Hall of State	27
June 20-July 28, 2016	City is Our Classroom: George Bush Library	58
June 20-July 28, 2016	City is Our Classroom: Sixth Floor Museum	80
September 1, 2016	Everyone Has a Story	14
September 13, 2016	2 nd Six Weeks	5
September 13, 2016	Raza Rising: Chicanos in North Texas	11
September 13, 2016	National History	9
September 13, 2016	Model UN 2017	4
September 20, 2016	Social Studies: Student Government Affairs Program	20
September 27, 2016	Creating a Classroom Culture for Academic Success	15
October 4, 2016	Enhancing Questioning with Document-Based Questions	16
October 5, 2016	Pearson Training	16
October 13, 2016	National History: Contest Bound	4
October 27, 2016	Model UN 2017	7
November 1, 2016	Native American Heritage Month	15
November 1, 2016	3 rd Six Weeks	16
November 5, 2016	Intensive Support Network-Elementary	9
November 9, 2016	Everyone Has a Story	12
January 9, 2017	Classroom Engagement	21
January 12, 2017	National History: Contest Bound	5
January 18, 2017	Ongoing Training for New Teachers	5
January 31, 2017	5 th Six Weeks	2
February 8, 2017	Ongoing Training for New Teachers	2
February 11, 2017	Social Studies Matters Conference	106
February 17, 2017	The Story of the New Orleans 9 th Ward	10
March 8, 2017	Spring Voter Registration	28

Source: Data were extracted in April 2017 from the Social Studies Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year. UN= United Nations.

Participants were sent an optional survey via email after the PD sessions to gather feedback. Respondents were asked to rate the overall session quality on a scale from one (“Poor”) to four (“Excellent”). Also, respondents were asked to rate their level of satisfaction with the session’s presenter, topic relevancy, and session organization. Out of the 120 PD participants who responded to the survey, almost all rated their training session as either “Excellent” (n=89; 74%) or “Good” (n=28; 23%). Almost all respondents agreed or strongly agreed that the presenter demonstrated knowledge of the topic (n=119; 99%) and that the session deepened their understanding of the topic (n=119; 99%). Additionally, all respondents agreed or strongly agreed that the session was organized (n=120; 100%).

In addition to weekly PD sessions, staff members hosted a conference called Social Studies Matters on February 11, 2017 at Hector Garcia Middle School. The conference was open to all social studies teachers and provided interactive social studies PD.

Online social studies PD consisted of vPLCs.²⁶ As shown in Table 8, Social Studies employees granted 373 certificates to educators throughout the year through the four available vPLCs.

Table 8: 2016-17 Number of Social Studies vPLC Certificates Granted

vPLC Session	Certificates Granted (N)
From TEKS to Unit Plans	7
I've Graded the Assessment, Now What	119
The Critical Role of MRS in Purposeful Aligned Instruction	133
Differentiation of the 4-Core to Reach the Rigor in the TEKS	114

Source: Data were extracted from the Reading Language Arts Department's internal records in April 2017.

Note: Teachers were allowed to participate in multiple virtual Professional Learning Communities (vPLCs) and therefore could earn multiple certificates. TEKS = Texas Essential Knowledge and Skills. MRS = Multiple Response Strategies.

How was the World Languages professional development program implemented?

Methodology

Evaluation of the World Languages PD program consisted of an interview and a review of internal documents. The evaluator interviewed the World Languages Department director and PD specialist to find out how the program was implemented. Internal documents included the 2016-17 PD calendar, PD materials, and attendance documents.

Results

The World Languages Department staff members used Title II funds to provide training to teachers, instructional coaches, and academic facilitators. The PD specialist provided a majority of the PD and also developed lesson plans and instructional resources for educators. Training was held at the H.B. Bell building and at individual campuses upon campus request. The World Languages staff members tried to meet the needs and requests of teachers by providing training during teachers' Professional Learning

²⁶ Reference the STEM PD section on page 12 for more information about vPLCs.

Communities (PLCs) instead of after school. They also started an initiative to develop high-performing world languages teachers into a leadership team that could provide additional PD.

World Languages staff members partnered with outside organizations and experts, such as the American Council on the Teaching of Foreign Languages (ACTFL) and Region 10, to provide additional PD. Between June 2016 and March 2017, World Languages staff members and outside providers conducted a total of 107 face-to-face training sessions (see Table 9).

Table 9: 2016-17 World Languages PD Session Attendance

Date	Sessions (N)	Participants (N)
June 2016	7	124
July 2016	5	91
August 2016	6	148
September 2016	15	90
October 2016	16	153
November 2016	18	137
December 2016	2	7
January 2017	10	47
February 2017	16	73
March 2017	12	58

Source: Data were extracted in April 2017 from the World Languages Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year. Four trainings occurred over two or three days.

World Languages staff members administered an optional survey to PD participants via email to gather feedback. On the survey, respondents were asked to rate the overall session quality on a scale from one ("Poor") to four ("Excellent"). Also, respondents were asked to rate their level of satisfaction with the session's presenter, topic relevancy, and session organization. Out of the 79 PD participants who took the survey, all rated the training session as either "Excellent" (n=71; 90%) or "Good" (n=8; 10%). Almost all respondents agreed or strongly agreed that the presenter demonstrated knowledge of the topic (n=75; 95%) and that the session was organized (n=77; 97%) and deepened their understanding of the topic (n=77; 97%). All respondents agreed they would recommend the session to others.

World Languages staff members sent educators to the annual Region 10 Foreign Languages Summit and provided support to the four educators who presented. The summit brought educators and consultants together to share best practices and innovative strategies.

How was the Public School Choice professional development program implemented?

Methodology

Evaluation of Public School Choice PD program consisted of an interview and a review of internal documents. The evaluator interviewed the International Baccalaureate (IB) PD coordinator in the Advanced Academics Department to find out how PD was implemented. Internal documents included IB authorization status documents and attendance spreadsheets.

Results

The original purpose of the Public School Choice PD workscope was to provide PD to teachers at schools participating in the district's Public School Choice initiative. However, the workscope was modified to only fund PD for IB and Montessori schools. Several of these schools were not part of the Public School Choice initiative. Title II funding was provided for 11 IB schools²⁷ and Montessori schools.²⁸

Professional development is a key component of maintaining IB and Montessori authorization. Teachers were sent to certified IB and Montessori training (see Tables 10 and 11). The nine IB schools were in various stages of preparation and authorization, which likely impacted the number of staff members attending training.

Table 10: 2016-17 International Baccalaureate PD Attendance and Authorization Status

School	Participants (N)	Authorization Status
Primary Years Program (PYP)		
Lee Elementary School	13	Candidacy (Awaiting Authorization Summer 2017)
Lipscomb Elementary School	9	Candidacy (Awaiting Authorization Fall 2017)
Preston Hollow Elementary School	11	Candidacy (Awaiting Authorization 2018)
Kramer Elementary School	10	Candidacy (Awaiting Authorization Summer 2017)
Middle Years Program (MYP)		
Harry Stone Montessori*	1	Authorized
Franklin Middle School	17	Candidacy (Awaiting Authorization Fall 2017)
J.L. Long Middle School	11	Authorized
IB Diploma Program (DP)		
Hillcrest High School	9	Candidacy (Awaiting Authorization 2018)
Wilson High School	9	Authorized

Note: Some staff members attended more than one training session during the grant year. Data were extracted in April 2017. *Harry Stone is both an IB and Montessori School and, therefore, also on Table 11.

Table 11: 2016-17 Montessori PD Attendance

School	Participants (N)
Dealey Montessori	2
Harry Stone Montessori*	7
Mata Montessori	12

Note: Some staff members attended more than one training session during the grant year. Data were extracted in April 2017; additional training may have occurred in May and June 2017. *Harry Stone is both an IB and Montessori School and, therefore, also on Table 10.

²⁷ IB is an international education program founded in 1968 and headquartered in Geneva, Switzerland. The purpose of IB is to help students develop "the intellectual, personal, emotional and social skills to live, learn, and work in a rapidly globalizing world." The IBO oversees IB schools in countries that reach over one million students between the ages of 3 and 19 years old. Three age-level programs, which include the Primary Years Program (PYP), Middle Years Program (MYP), and International Baccalaureate Diploma (IBD) Program, are offered. <http://www.ibo.org/>

²⁸ According to the American Montessori Society, "the Montessori Method of education, developed by Dr. Maria Montessori, is a child-centered educational approach based on scientific observations of children from birth to adulthood. It is a view of the child as one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment." <http://amshq.org>

SUMMARY

Dallas ISD received federal funds for training and recruiting for the 2016-17 school year through the Title II, Part A grant. The district used grant funds to assist in the areas of certified teacher recruitment, Compass intern recruitment and training, content-area PD, and specialized campus-based staff training.

HCM staff members were responsible for recruiting and screening highly qualified teachers to meet state and federal requirements. Recruitment activities included attending recruitment events, advertising, conducting information sessions, screening applicants, processing H-1B visa applications, and monitoring and documenting recruitment activities. HCM employees conducted 56 recruitment events and visits between October 2016 and April 2017 and scheduled an additional seven events between May 2017 and July 2017. A total of 991 elementary school teachers, 494 middle school teachers, and 440 high school teachers were hired in 2016-17. HCM staff members processed 63 new H1-B teacher visas and extended existing visas.

The Compass Alternative Certification program continued to be restructured during the 2016-17 school year. Grant funds supplemented recruitment and training activities to certify new teachers who had not completed traditional teacher certification. Out of the 221 enrolled 2016-17 interns, 123 (56%) successfully completed the Compass program. Of those who completed the Compass program in 2015-16, 139 continued to teach in Dallas ISD during the 2016-17 school year.

ISS staff members used Title II funds to provide supplemental PD and resources, including training on the RtI framework, SST, intervention strategies, and Schoolnet. As of March 2017, ISS employees conducted 34 PD sessions.

Advanced Academic Services staff members used Title II funds to increase the number of highly qualified advanced academics teachers by sending AP and Pre-AP teachers to PD provided by NMSI. A total of 131 teachers attended the fall sessions on November 14, 2016 and 62 teachers attended the spring sessions on March 4, 2017.

STEM Department staff members provided online and face-to-face science and mathematics pedagogy and content training to educators. In addition to face-to-face professional development, STEM staff members created vPLCs to provide online PD. Teachers earned 970 mathematics and 844 science vPLC certificates throughout the year.

Computer Science and Robotics staff members coordinated the Distance Learning program, including PD for Dallas ISD's robotics and computer science teachers. Staff members also provided specialized training to teachers that acted as coaches for student robotics competitions. PD specialists conducted 56 PD sessions between June 2016 and March 2017.

Social Studies staff members used Title II funds to provide PD to improve social studies instructional quality and student achievement. A total of 15 six-week summer trainings were organized in 2016 and 23 face-to-face training sessions were organized between August 2016 and March 2017. Staff members also hosted a conference called Social Studies Matters that was open to all social studies

educators. Social Studies employees provided online PD through four vPLCs, granting 373 certificates to educators throughout the year.

World Languages staff members used Title II funds to create and conduct 107 face-to-face training sessions. World Languages employees also sent educators to the annual Region 10 Foreign Languages Summit and provided support to the four educators who presented.

Title II funding was used to provide specialized PD at 11 campuses with unique models of instruction. These campuses consisted of International Baccalaureate (IB) schools, which were in various stages of IBO authorization, and Montessori schools.

Use of Title II funds for PD of staff members in the Early Learning Department were evaluated separately.²⁹

RECOMMENDATION

Ensure that outside vendors and experts gather feedback from participants about the quality of the PD. A large portion of Title II funds was spent on PD provided by vendors or outside experts. Although attendance information was collected for these PD sessions, in some cases feedback was not gathered to determine the quality and usefulness of the training. The data would be useful for future planning and quality control.

REFERENCES

- Rapini, S. (2015). Dallas ISD Evaluation Report: Title II, Part A – Teacher and Principal Training and Recruiting – 2014-15. Dallas, TX: Dallas Independent School District.
- Rapini, S. (2016). Dallas ISD Evaluation Report: Title II, Part A – Teacher and Principal Training and Recruiting – 2015-16. Dallas, TX: Dallas Independent School District.

²⁹ All reports are available at <http://www.dallasisd.org/Page/42559>.