

2016-17 Evaluation of Title II Programs

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At-a-Glance

Dallas Independent School District (Dallas ISD) received federal funds for training and recruiting through Title II, Part A. The two-fold purpose of Title II, Part A is to increase student achievement through improved teacher and principal quality and to hold local educational agencies and schools accountable for student academic improvement.

Program Description

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.

Methodology

The worksopes for Title II were reviewed to note the amount of funding allotted for each area, program plans for implementation, and goals. In addition, formal and informal interviews were held with program managers to find out details related to 2016-17 implementation and to collect program documentation. Follow-up information was collected via phone and email.

Funding

The district received \$5,304,844¹ in Title II, Part A funds. 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).

Program Activities and Implementation

Certified Teacher Recruitment Program

Human Capital Management (HCM) staff members were responsible for recruiting and screening highly qualified teachers to meet state and federal legislative 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 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. Throughout the year, HCM employees hired 1,925 teachers and processed 63 new H-1-B visas.

Compass Alternative Certification Program

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

Instructional Support Services 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, Student Support Teams (SST), intervention strategies, and Schoolnet. As of March 2017, ISS staff members conducted 34 PD sessions.

Advanced Academic Teacher Training

Advanced Academic Services staff members used Title II funds to increase the number of highly qualified advanced academics teachers by sending Advanced Placement (AP) and Pre-AP teachers to National Math and Science Initiative (NMSI) training. A total of 131 AP teachers attended the fall sessions on November 14, 2016, and 62 teachers attended the spring sessions on March 4, 2017. In the summer of 2016, Advanced Academic Services staff members sent 122 pre-AP teachers to a four-day NMSI Laying the Foundations training.

Content-Based Professional Development

Title II funds supported content-specific professional development to educators in science, technology, engineering, and math (STEM); computer science and robotics; social studies; and world languages.

STEM staff members provided online and face-to-face science and mathematics pedagogy and content training to educators. In addition to face-to-face

¹ Two programs were budgeted to receive funding, but the funds were not utilized during the budget year.

professional development, STEM employees created virtual Professional Learning Communities (vPLCs)² 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 who 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 staff members 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.

Campus-Based Professional Development

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 the schools' International Baccalaureate Organization (IBO) and Montessori authorization.

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.

The full 2016-17 Title II report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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² The vPLC modules provided 30 to 45 minutes of content and pedagogical instruction. The modules included opportunities for participant engagement.