

2017-18 Evaluation of Title II Programs

Department of Evaluation and Assessment

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Superintendent of Schools*



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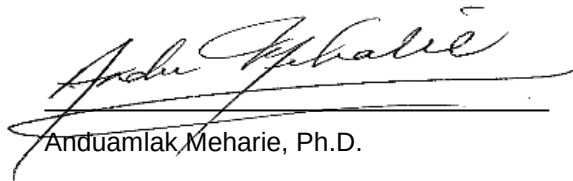
2017-18 Evaluation of Title II Programs

Approved Report of the Department of Evaluation and Assessment

EA18-142-2

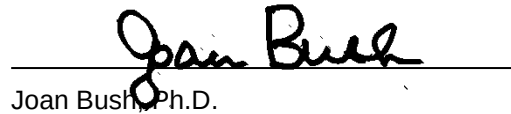
June 2018

C. Elizabeth Watson, M.P.A.



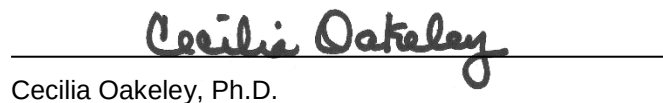
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2017-18 Evaluation of Title II Programs

Project Evaluator: C. Elizabeth Watson, M.P.A

ABSTRACT

Dallas Independent School District received federal funds for training and recruiting teachers and principals for the 2017-18 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, alternative certification training, instructional support services, advanced academic teacher training, content-based professional development (PD), and campus-specific training.

Human Capital Management employees focused on building relationships and rapport through improved recruitment methods, and announced a permanent residency path for international teachers. Throughout the year, HCM staff members hired 1,213 teachers and processed 53 new H1-B visas.¹

Alternative Certification employees used Title II funds to recruit, train, and certify new teachers that had not completed traditional teacher certification. Between summer 2017 and spring 2018, 156 interns enrolled in the program.

Instructional Support Services staff members used Title II funds to provide supplemental PD and resources, including training on the Response to Intervention (RtI) framework. As of March 2018, ISS staff members conducted 94 PD sessions, including three virtual offerings.

Through the Advanced Academic Teacher Training Program, 89 Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) teachers attended training sessions provided by the National Math and Science Initiative (NMSI). A total of 162 AP teachers attended the AP Summer Institutes hosted by local universities.

Title II funds supported content-specific professional development to educators in science, technology, engineering, and math (STEM), computer science and robotics, social studies, world languages, and reading/language arts. 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 Campus Instructional Coaches at three public school choice campuses that operated under nontraditional instructional models. The training provided by these positions supported building teacher capacity.

Use of Title II funds for PD of staff members in the Early Learning Department was evaluated separately.²

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>.

PROGRAM DESCRIPTION

Dallas Independent School District (Dallas ISD) received federal funds for training and recruiting teachers for 2017-18 through Title II, Part A. According to the U.S. Department of Education website,³ 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 certified teacher training, alternative certification training, instructional support services, advanced academic teacher training, specialized content-area training, and campus-based 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 2017-18 evaluation was to determine the level of implementation of the grant-funded programs and to examine participant perceptions of the programs, as applicable. Data for this report were obtained from interviews with the program staff members assigned to each grant component, a review 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 amount of funding allotted for each area of the program was obtained from the worksopes for Title II, Part A. Additional information was collected from grant services and individual program managers.

Results

The district received \$9,064,554 in Title II, Part A funds. As seen in Table 1, the largest amount was budgeted for the Teacher Recruitment Program (\$1,693,990) followed by Early Learning PD (\$1,543,805), Positive Climate and Culture (\$1,280,070), STEM PD & PD Instructional Coaches (\$842,000), Alternative Certification Program (\$794,774), and Teaching & Learning PD (\$619,884).

³ <http://www2.ed.gov/policy/elsec/leg/esea02/pg20.html>

Table 1: 2017-18 Title II, Part A Budgeted Amounts by Workslope

Program	Budgeted Amount (\$)
Teacher Recruitment and Retention	1,693,990
STEM PD & PD Instructional Coaches	842,000
Alternative Certification Teacher Academy	794,774
Teaching & Learning PD	619,884
Instructional Support Services	547,485
International Baccalaureate and Montessori PD	389,000
Advanced Academic Services	270,000
Computer Science PD	179,587
Social Studies Training Program	100,200
World Languages PD	98,307
Improved Arts-Based PD	79,869
Public School Choice PD	170,318
Reading/Language Arts PD	245,265
Early Learning PD	1,543,805
Positive Climate and Culture for Academic Success	1,280,070
Classroom Design	210,000

Source: 2017-18 Title II workslopes, dates of submission vary

Note: Evaluations of the Early Learning Program and Positive Climate and Culture appear in separate reports. Classroom Design was not evaluated this 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 2017-18 recruitment calendar, program-administered surveys, H-1B application information,⁴ 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 Team⁵ of openings that needed to be filled. The Talent Acquisition Team was responsible for using the information to connect candidates with campus principals.

⁴ 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>

⁵ 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.

Screening and hiring activities were performed on an ongoing basis. Recruiting activities included attending recruitment events, advertising, and conducting information sessions. HCM employees focused their university recruitment efforts on a subset of universities to increase rapport. Staff members used recruitment data from previous years to designate 10 universities in the state of Texas as “focus universities,” a list which is a bit shorter than in past years. These universities best represented Dallas ISD’s target market. HCM recruiters visited the campuses multiple times per semester to build rapport and cultivate a presence. Recruiters still visited other universities, but made multiple in-person visits throughout the year to the focus universities.

HCM staff members also recruited experienced teachers by hosting regional recruitment events in locations close to their target experienced teacher market. During the 2017-18 year, most regional events were held in Louisiana, Oklahoma, and Texas. Recruiters typically spent a few days at the event, conducting interviews and information sessions.

At participating Dallas ISD campuses, special events were hosted for visiting teacher candidates, such as teacher panels and student performances. HCM employees hosted the university students for a district bus tour, which took them to various campuses. This experience allowed them to observe the culture and atmosphere of a variety of campuses in Dallas ISD while familiarizing themselves with the city of Dallas.

HCM staff members conducted 49 recruitment events and visits between October 2017 and May 2018. HCM recruiters monitored and documented the outcomes of recruitment activities to guide future recruitment efforts.

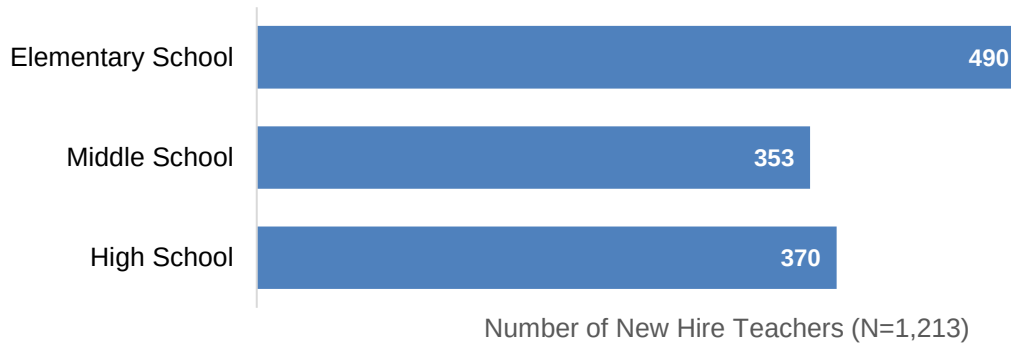
Screening and Hiring

The hiring process consisted of two components. The first component was the application process, which took place prior to a principal recommendation. HCM assessments within the application system helped 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 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. The Campus Staffing Team managed the hiring process, ensuring that all candidates met district and state policies. As of March 2018, HCM employees hired 1,213 new teachers (see Figure 1).⁶

⁶ The data were collected in March 2018. 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 1: 2017-18 Number of New Hire Teachers by Campus Level



Source: Data were extracted from HCM's internal records in March 2018.

Note: Figure only includes teachers who were new to the district.

HCM staff members relied on Title II funds to process visas and extensions. The Dallas ISD H1-B visa program allows the District to recruit and retain international talent for critical-needs areas. During the 2017-18 school year, the district processed 53 new H1-B visas for teachers in addition to extending existing visas. Beginning this year, HCM introduced a permanent residence process, known as "PERM," through which the District can help teachers qualify to begin the permanent residence process and potentially provide sponsorship. In order to qualify for the initial phase, teachers must have at least two years of teaching experience in Dallas ISD, must have a standard Texas teacher certification, and must be a Proficient I teacher or higher under the Teacher Excellence Initiative (TEI) Score Card. Once selected, the District will continue to pursue the teacher's permanent residence process as long as legal avenues are available.

For a fourth year, HCM continued to partner with the TechTeach Program,⁷ a Texas Tech University initiative that requires students to student-teach a full year, rather than a semester, before they graduate. TechTeach participants typically student-teach four days a week, then come together at a central facility in Dallas to take classes together as a cohort for the remaining day each week. Many courses are online, supplementing the in-person classes led by Texas Tech faculty, 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.

How was the Dallas ISD Alternative Certification program implemented?

Methodology

Evaluation of the Dallas ISD Alternative Certification program included an interview with staff members and a review of internal documents. The purpose of the interview was to gather information about

⁷ 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>

admission requirements, training curriculum, and the certification approval process. Internal documents included Alternative Certification (AC) database reports for the 2017-18 interns, retention records, and a calendar of recruitment activities. Additional information was collected by email.

Results

Context of the Program

The purpose of the Alternative Certification program was to prepare and certify new teachers who had not completed traditional teacher certification.⁸ The program provided support and training to new teacher interns. Facilitated by a seed grant, Alternative Certification employees continued a consultancy partnership to provide support with training and curriculum development with The New Teacher Project (TNTP) for a third and final year in 2017-18.

Alternative Certification staff members used Title II funds to supplement the recruitment, screening, and training efforts of the program. Alternative Certification focused recruitment efforts on the cultivation of relationships. Recruitment partnerships, including those with City Year, Texas Workforce Solutions, and Teach DFW, along with a new emphasis on quality and clarity in advertising helped address this area of need. The focus for the year was on hosting informational sessions for interested candidates and advertising on social media and career websites to stand out from the crowd in a saturated marketplace. As shown in Table 2, Alternative Certification staff members attended 14 local hiring events and job fairs and hosted seven informational sessions.

⁸ The Alternative Certification 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: 2017-18 Alternative Certification Recruitment Activities

Date	Event	Location
September 27, 2017	UT Tyler All Majors Job Fair	University of Texas (UT) at Tyler
November 3, 2018	City Year Information Session	One Main Place, Dallas
November 9, 2018	TX WFS Red White & You Job Fair	Gilley's Dallas
November 10, 2018	City Year Information Session	One Main Place, Dallas
November 29, 2018	Dallas ISD AC Information Session	Dallas ISD Administration Office
December 13, 2018	Dallas ISD AC Information Session	Conrad High School
January 13, 2018	Teach DFW Future Teacher Summit	Founders Hall, Dallas
January 26, 2018	City Year Resume Work Shop	One Main Place, Dallas
January 27, 2018	Dallas Public Library Job Fair	Dallas West Branch Library
February 1, 2018	Dallas ISD AC Information Session	Adamson High School
February 8, 2018	Job Fair	Prairie View A&M University
February 13-15, 2018	Initial Contact Visits	DFW Area Universities
February 21, 2018	Job Fair	Grambling University
March 1, 2018	UT Dallas All Majors Job Fair	University of Texas at Dallas
March 20, 2018	Texas College All Majors Job Fair	Texas College
March 28, 2018	Dallas ISD AC Information Session	Conrad High School
April 11, 2018	TWU All Majors Job Fair	Texas Women's University (TWU)
April 12, 2018	UNT Denton All Majors Job Fair	University of North Texas (UNT)
April 19, 2018	Metroplex Area Consortium DFW Career Fair	Grapevine Convention Center, Grapevine, TX
April 30, 2018	North Central TX Association of School Personnel Job Fair	Arlington Convention Center, Arlington, TX
May 2, 2018	Dallas ISD AC Information Session	Adamson High School

Source: Data were extracted from Alternative Certification (AC) internal records.

Note: WFS = Workforce Solutions, ISD = Independent School District, DFW = Dallas/Fort Worth.

Alternative Certification staff members first screened intern candidate applications for program eligibility.⁹ 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. 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. A new program policy required interns to pass a content examination¹⁰ 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 teacher effectiveness coordinator. Mentor teachers¹¹ were required to observe the intern and provide documentation and continual feedback. Teacher effectiveness coordinators observed interns on their

⁹ Program requirements can be found at <http://www.dallasisd.org/Page/34051>.

¹⁰ 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>

¹¹ 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.

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, Alternative Certification interns attended training on weeknights twice a month; training topics included content-specific instruction and teaching strategies.

Interns were fully certified as teachers based on passing the *Assessment of Classroom Effectiveness (ACE)*¹² and committee approval. The committee reviewed principal and mentor teacher 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.

2017-18 Alternative Certification Interns

Three intern cohorts participated in the Alternative Certification program during the 2017-18 school year with the summer serving as a primary entry point. As shown in Table 3, 156 interns enrolled in the Alternative Certification program between summer 2017 and spring 2018. Almost two-thirds of the interns (70%) were enrolled in bilingual (n=90) or special education (n=19) certification areas.

Table 3: 2017-18 Enrolled Interns by Certification Area

Certification Area	Interns (N)
Core Subjects EC-6/Bilingual Supplemental	50
Core Subjects EC-6/ESL Supplemental	39
Special Education EC-12	19
Science 7-12	25
ELAR 7-12	10
Math 7-12	12
Core Subjects 4-8/ESL Supplemental	1
Total	156

Source: Data were extracted from Alternative Certification internal records.

Note: EC = Early Childhood. ESL = English as a Second Language. ELAR = English Language Arts/Reading.

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 Alternative Certification program and the level of support they received. A total of 39 interns responded to the mid-year survey. Most respondents “agreed” or “strongly agreed” (n=29; 74%) that their Alternative Certification teacher effectiveness coordinator had helped them improve their teaching practice.

Of those who completed the Alternative Certification program in 2016-17, 84.3% (n=113) continued to teach in Dallas ISD during the 2017-18 school year.

¹² ACE was a multiple-measures evaluation system designed specifically for new teachers.

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.

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.¹³ 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)*.¹⁴ 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, including Psychological and Social Services, Special Education, and Counseling Services, to deliver training and serve students. ISS employees conducted 94 PD sessions between June 2017 and February 2018 (see Table 4). In addition, 85 employees attended three different virtual PD sessions at their convenience during the year.

Table 4: 2017-18 Instructional Support Services PD Session Attendance

Date	Sessions (N)	Participants (N)
June 2017	26	318
July 2017	7	127
August 2017	3	222
September 2017	25	609
October 2017	19	451
November 2017	7	24
January 2018	2	25
February 2018	5	269

Source: Data were extracted in March 2018 from the Instructional Support Services Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year. PD = Professional Development.

¹³ Response to Intervention is a tiered framework for teachers and instructional staff designed to assist struggling students.

¹⁴ According to the Texas Education Agency's website, MSTAR/ESTAR "results can help teachers identify students who need 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

During the 2017-18 school year, ISS department staff members used Google Forms to administer PD feedback surveys. On the survey, respondents rated the overall session quality on a scale from one (“Poor”) to four (“Excellent”) and were asked to rate their level of satisfaction with the session’s presenter, topic relevancy, and session organization. Participants who chose to respond to the survey generally responded positively toward the PD. Out of the 323 respondents, almost all rated their session as either “Excellent” (n=266; 82.4%) or “Good” (n=54; 16.7%). Additionally, almost all agreed or strongly agreed that the presenter demonstrated knowledge of the topic (n=316; 97.8%), and that the session was organized (n=314; 97.2%) and deepened their understanding of the topic (n=312; 96.6%).

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 training session descriptions, and attendance documents. Follow-up information was collected by email.

Results

Title II funds were used to increase the number of highly qualified advanced academics teachers and provide deepened content knowledge to teachers. Advanced Academic Services staff members partnered with outside organizations, including the National Math and Science Initiative (NMSI)¹⁵.

In the summer of 2017, Advanced Academic Services staff members sent 89 English, math, and science Pre-Advanced Placement (Pre-AP) teachers to a four-day NMSI Laying the Foundations (LTF) training.¹⁶ The LTF training was tiered, and teachers were encouraged to attend the training every summer for three years.

Advanced Placement (AP) teachers also attended the AP Summer Institutes to improve their effectiveness. AP Summer Institutes provided teachers with at least 30 hours of pedagogical and content-based training designed to strengthen how they teach AP courses. Local universities (Texas Christian University, University of Texas at Arlington, and University of Texas at Dallas) conducted training for a total of 162 teachers in 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.

¹⁵ Per the website, NMSI staff provided “collaborative, hands-on training” to “boost student achievement in rigorous coursework.” <https://www.nmsi.org/Our-Approach.aspx>

¹⁶ 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.nmsi.org/Our-Approach/Laying-the-Foundation.aspx>

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.

Results

STEM PD coordinators 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 coordinators designed science and mathematics virtual Professional Learning Communities (vPLCs) that emphasized demonstrations of learning and specific learning objectives. The vPLC modules provided 90 to 120 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.¹⁷

STEM staff members awarded certificates upon completion of each vPLC. As shown in Table 5, 252 mathematics certificates and 432 science certificates were awarded during the school year.

Table 5: 2017-18 Number of Mathematics and Science vPLC Certificates Granted

vPLC Session Topic	Certificates Granted (N)
Mathematics	
Rate of Change	24
Mathematics and the English Language Learner	78
Inclusion in the Mathematics Classroom	85
Basic Fraction Sense	43
Mathematical Process Standards – Elementary	17
Mathematical Process Standards – Middle School	5
Science	
Science and the English Language Learner	63
Elementary School Lab Safety	98
Middle School Lab Safety	62
Secondary School Lab Safety	56
Inclusion in the Science Classroom	72
Inquiry in the Science Classroom	84

Source: Data were extracted from the Science, Technology, Engineering, and Math (STEM) Department's internal records in March 2018.

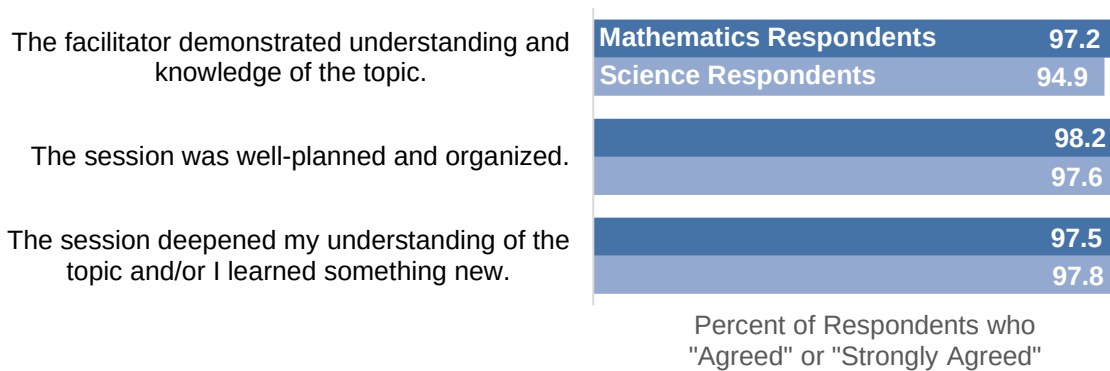
Note: Teachers were allowed to participate in multiple virtual Professional learning Communities (vPLCs).

¹⁷ Designated cPLC leaders included the principal, instructional coach, or teacher leader.

STEM coordinators designed and conducted face-to-face PD throughout the school year. Teachers selected and trained by STEM staff members conducted most of the PD sessions, although STEM district coordinators filled in gaps as needed. Outside providers were also supported by Title II funds, including Houghton Mifflin Harcourt, the Charles Dana Center at The University of Texas at Austin, the Dallas Arboretum, the Dallas Zoo, and Southern Methodist University.

After completing a training, participants received an optional survey via email to provide feedback. On the survey, respondents rated the overall session quality on a scale from one ("Poor") to four ("Excellent") and were asked to rate their level of satisfaction with the session's presenter, topic relevancy, and session organization. Participants who chose to respond to the survey generally responded positively toward the PD. Out of the 286 mathematics PD respondents, almost all rated their session as either "Excellent" (n=240; 83.9%) or "Good" (n=40; 14%). A similar trend was present with the 331 science PD respondents. Almost all science PD respondents rated their session as either "Excellent" (n=260; 78.5%) or "Good" (n=66; 19.9%). Figure 2 shows additional survey responses.

Figure 2: 2017-18 STEM PD Survey Responses



Source: Data were extracted from the Science, Technology, Engineering, and Math (STEM) Department's internal records in March 2018.

Note: PD = Professional Development.

How was the Computer Science professional development program implemented?

Methodology

Evaluation of the Computer Science PD program consisted of an interview and a review of internal documents. The evaluator interviewed the Computer Science Department director to find out how the program was implemented and the department's new initiatives. Internal documents included the 2017-18 PD calendar, PD materials, and attendance documents.

Results

The Computer Science Department staff members used Title II funds to provide training to technology teachers, extracurricular coaches, and campus administrators. The PD coordinators provided a majority of the PD and developed curriculum and instructional resources for educators.

Computer Science and Technology Department employees coordinated PD for the district's robotics and computer science teachers and coaches. Title II funds supported two PD coordinator positions. The Computer Science and Technology PD coordinators designed and conducted computer science and robotics PD throughout the school year and organized training from outside providers.¹⁸ Training topics included Elementary Computer Science, Middle School Robotics and Programming, Competitive Robotics, After School Coding Clubs, and Integrating Computational Thinking into Core Content. PD coordinators also provided training for staff members participating in the new elementary computer science program, first piloted at one school in 2016-17 and expanded to include 32 schools in 2017-18.

The coordinators also provided specialized training to teachers that signed up to be coaches for student robotics competitions. The Computer Science and Technology Department allowed students in grades K-12 to participate in a variety of computer science and robotics competitions throughout the school year, including FIRST Robotics, BEST Robotics, VEX Robotics¹⁹, and SeaPerch.²⁰ PD coordinators also assisted with planning and running the competitions.

All face-to-face PD was hosted at the H.B. Bell Building or at individual campuses or events. As shown in Table 6, PD specialists conducted 63 PD sessions between June 2017 and March 2018.

Table 6: 2017-18 Computer Science PD Session Attendance

Date	Sessions (N)	Participants (N)
June 2017	15	389
July 2017	5	149
August 2017	13	301
September 2017	6	320
October 2017	8	102
November 2017	4	192
December 2017	2	40
January 2018	5	73
February 2018	5	146

Source: Data were extracted in March 2018 from the Computer Science Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year. PD = Professional Development.

¹⁸ Outside providers included Code.org, University of Texas in Dallas, Texas Tech, and the University of Texas at Austin.

¹⁹ 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

²⁰ 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>

After completing a training, participants received an optional survey via email to provide feedback. On the survey, respondents rated the overall session quality on a scale from one (“Poor”) to four (“Excellent”). Out of the 262 PD participants who responded to the survey, almost all rated their training session as either “Excellent” (n=211; 80.5%) or “Good” (n=49; 19%).

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 PD specialist to find out how the program was implemented. The internal documents included 2017-18 survey data and training session attendance. Follow-up information was collected by email.

Results

The Social Studies PD program provided training to social studies teachers, instructional coaches, and academic facilitators to improve instruction quality and student achievement. 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 summer trainings in 2017 and 19 face-to-face training sessions between September 2017 and February 2018 (see Table 7). Sessions were held at the H.B. Bell Building and at individual campuses upon request of campus staff. PD specialists conducted a majority of the training, but also hired outside providers, including Houghton Mifflin Harcourt, and Pearson. Social Studies staff members also partnered with historical venues, including the Bush Museum, Holocaust Museum, African American Museum, and the Heritage Museum to provide PD to social studies educators outside of Dallas ISD.

Table 7: 2017-18 Social Studies PD Attendance

Date	Sessions (N)	Participants (N)
Summer 2017 (June and July)	15	644
September 2017	6	104
October 2017	3	21
November 2017	4	22
December 2017	2	29
February 2018	4	124

Source: Data were extracted in March 2018 from the Social Studies Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year. PD = Professional Development.

Participants were asked to take an optional survey via email after the PD sessions to gather feedback. Respondents rated the overall session quality on a scale from one (“Poor”) to four (“Excellent”) and were asked to rate their level of satisfaction with the session’s presenter, topic relevancy, and session

organization. Out of the 19 PD participants who responded to the survey, all rated their training session as either “Excellent” (n=12; 63%) or “Good” (n=7; 37%). All respondents agreed or strongly agreed that the presenter demonstrated knowledge of the topic (n=19; 100%) and that the session deepened their understanding of the topic (n=19; 100%). Additionally, all respondents agreed or strongly agreed that the session was organized (n=19; 100%).

In addition to weekly PD sessions, staff members hosted a conference called Advocating Civic Literacy, on September 23, 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.²¹ As shown in Table 8, Social Studies employees granted 192 certificates to educators throughout the year.

Table 8: 2017-18 Number of Social Studies vPLC Certificates Granted

vPLC Session	Certificates Granted (N)
2 nd Six Weeks	7
3 rd Six Weeks	1
4 th Six Weeks	10
5 th Six Weeks (As of March 1, 2018)	0
Inclusion in a Social Studies Classroom	118
Social Studies and the English Language Learner	56

Source: Data were extracted from the Social Studies Department’s internal records in March 2018.

Note: Teachers could participate in multiple virtual Professional Learning Communities (vPLCs) and, therefore, could earn multiple certificates.

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 to find out how the program was implemented. Internal documents included the 2017-18 PD calendar, PD materials, raw survey data, 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 position became vacant only one month into the grant year. A new PD specialist was hired, but was unable to fill the position until May 2018 due to the length of the H1B visa sponsorship process. Because of the vacancy, the World Languages Department Instructional Specialist provided a majority of the PD, and developed lesson plans and instructional resources for educators until the PD specialist arrived. Training was held at the H.B. Bell building and at

²¹ Reference the STEM PD section on page 11 for more information about vPLCs.

individual campuses upon request. The World Languages staff members tried to meet the needs and requests of teachers by providing training during teachers' Professional Learning Communities (PLCs). Select World Languages teachers received training through Avant Assessment's ADVANCE, where teachers deepened their understanding of language proficiency standards and enhanced their skill in rating student responses. The department also broadened an initiative created in 2016-17 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 July 2017 and March 2018, World Languages staff members and outside providers conducted a total of 89 face-to-face training sessions (see Table 9). Additionally, 95 teachers earned vPLC certificates through online PD.

Table 9: 2017-18 World Languages PD Session Attendance

Date	Sessions (N)	Participants (N)
July 2017	11	97
August 2017	10	180
September 2017	10	60
October 2017	15	108
November 2017	3	16
December 2017	5	31
January 2018	10	61
February 2018	15	85
March 2018	10	54

Source: Data were extracted in March 2018 from the World Languages Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year. PD = Professional Development.

World Languages staff members administered an optional survey to PD participants after each session to gather feedback. On the survey, respondents rated the overall session quality on a scale from one ("Poor") to four ("Excellent") and were asked to rate their level of satisfaction with the session's presenter, topic relevancy, and session organization. Out of the 163 PD participants who took the survey, almost all rated the training session as either "Excellent" (n=131; 80.4%) or "Good" (n=29; 17.8%). Almost all respondents agreed or strongly agreed that the presenter demonstrated knowledge of the topic (n=159; 97.5%), and that the session was organized (n=159; 97.5%) and deepened their understanding of the topic (n=157; 96.3%). Almost all respondents (n=159; 97.5%) 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 educators who presented. The summit brought educators and consultants together to share best practices and innovative strategies.

How was the Improved Arts-Based professional development program implemented?

Methodology

Evaluation of the Improved Arts-Based PD program consisted of an interview and a review of internal documents. The evaluator interviewed the Visual and Performing Arts Department director to find out how the program was implemented. Internal documents included the 2017-18 PD calendar, PD materials, and attendance documents.

Results

The Visual and Performing Arts Department completed a 2017-18 Title II proposal, requesting funds to hire a PD coordinator to provide support and training to visual and performing arts teachers, instructional coaches, and academic facilitators. However, due to the timing of the resignation of the department's former coordinator and a lack of qualified candidates to begin the year, the position has remained vacant. The department plans to fill the position during the summer of 2018, and have a coordinator in place to fully implement programming for 2018-19.

Despite the PD coordinator vacancy, the department offered 106 non-Title II funded arts-based PD sessions for visual and performing arts teachers between July 2017 and April 2018. As shown in Table 10, 837 staff members participated in these sessions.

Table 10: 2017-18 Improved Arts-Based PD Session Attendance

Date	Sessions (N)	Participants (N)
July 2017	28	169
August 2017	2	7
September 2017	9	101
October 2017	18	186
November 2017	3	4
December 2017	4	53
January 2018	10	47
February 2018	23	250
March 2018	6	16
April 2018	3	4

Source: Data were extracted in April 2018 from the Visual and Performing Arts Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year. PD = Professional Development.

Visual and Performing Arts staff members administered an optional survey to PD participants via email to gather feedback. On the survey, respondents rated the overall session quality on a scale from one ("Poor") to four ("Excellent") and were asked to rate their level of satisfaction with the session's presenter, topic relevancy, and session organization. Out of the 6 PD participants who responded to the survey, over half rated their training session as either "Excellent" (n=1; 17%%) or "Good" (n=3; 50%%). Almost all respondents agreed or strongly agreed that the presenter demonstrated knowledge of the topic (n=5; 83.3%) and that the session deepened their understanding of the topic (n=5; 83.3%). Additionally, all respondents agreed or strongly agreed that the session was organized (n=6; 100%).

How was the Reading Language Arts professional development program implemented?

Methodology

Evaluation of the Reading Language Arts PD program consisted of an interview and a review of internal documents. The evaluator interviewed the Reading Language Arts Department director and PD specialist to find out how the program was implemented. Internal documents included the 2017-18 PD calendar, PD materials, and survey data.

Results

The Reading Language Arts 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 school-based and district-wide PD, conducted classroom walk-throughs to support implementation of content learned in the PD, and facilitated PLCs to build teacher capacity at the school and feeder pattern level. Between August 2017 and March 2018, Reading Language Arts staff members conducted a total of 30 training sessions, serving 645 total participants (see Table 11).

Table 11: 2017-18 Reading Language Arts PD Session Attendance

Date	Sessions (N)	Participants (N)
August 2017	5	156
September 2017	6	136
October 2017	5	72
November 2017	2	23
December 2017	5	113
January 2018	2	34
February 2018	3	85
March 2018	2	26

Source: Data were extracted in March 2018 from the Reading Language Arts Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year. PD = Professional Development.

Reading Language Arts staff members administered an optional survey to PD participants via email to gather feedback. On the survey, respondents rated the overall session quality on a scale from one ("Poor") to four ("Excellent") and were asked to rate their level of satisfaction with the session's presenter, topic relevancy, and session organization. Out of the 102 PD participants who responded to the survey, almost all rated their training session as either "Excellent" (n=84; 82%) or "Good" (n=16; 15.7%). Almost all respondents agreed or strongly agreed that the presenter demonstrated knowledge of the topic (n=100; 98%) and that the session deepened their understanding of the topic (n=95; 93%). Additionally, almost all respondents agreed or strongly agreed that the session was organized (n=100; 98%).

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 Director of Programming and Choice School Implementation to find out how PD was implemented. Additional information was collected from Title II-funded campus instructional coaches. Internal documents included PD programming documents and attendance records.

Results

The 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. Though the Public School Choice department provided support and training to teachers at all transformation and innovation schools, Title II funds were requested solely to support instructional coach positions at three of the new and growing campuses to support program implementation and school start-up initiatives related to building teacher capacity. These campuses included the Solar Preparatory School for Girls at James B. Bonham Elementary School, Innovation, Design, Entrepreneurship Academy (IDEA) High School at James W. Fannin Elementary School, and City Lab High School.

Between August 2017 and April 2018, these campus instructional coaches facilitated a total of 113 training sessions (47 at Solar, 60 at IDEA, and six at City Lab) serving all teachers on the campuses. Topics included project based learning, curriculum writing, action plans, and guidance on the use of assessment data to drive instruction.

SUMMARY

Dallas ISD received federal funds for training and recruiting for the 2017-18 school year through the Title II, Part A grant. The district used grant funds to assist in the areas of certified teacher recruitment, Alternative Certification 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 49 recruitment events and visits between October 2017 and May 2018. A total of 490 elementary school teachers, 353 middle school teachers, and 370 high school teachers were hired as of March 2018. HCM staff members processed 53 new H1-B teacher visas and extended existing visas.

The Alternative Certification program used grant funds to supplement recruitment and training activities to certify new teachers who had not completed traditional teacher certification. Between summer 2017 and spring 2018, 156 interns enrolled in the program. Of those who completed the program in 2016-17, 113 (84.3%) continued to teach in Dallas ISD during the 2017-18 school year.

ISS staff members used Title II funds to provide supplemental PD and resources, including training on the RtI framework. As of March 2018, ISS staff members conducted 94 PD sessions, including three virtual offerings.

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 89 teachers attended these sessions, while an additional 162 AP teachers attending the AP Summer Institutes hosted by local universities.

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 252 mathematics and 432 science vPLC certificates throughout the year.

Computer Science and Robotics staff members coordinated 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 63 PD sessions between June 2017 and March 2018.

Social Studies staff members used Title II funds to provide PD to improve social studies instructional quality and student achievement. A total of 15 summer trainings were organized in 2017 and 19 face-to-face training sessions were organized between September 2017 and February 2018. Staff members also hosted a conference called Advocating Civic Literacy that was open to all social studies educators. Social Studies employees provided online PD through six vPLCs, granting 192 certificates to educators throughout the year.

World Languages staff members used Title II funds to create and conduct 89 face-to-face training sessions, and one online vPLC course. World Languages employees also sent educators to the annual Region 10 Foreign Languages Summit and provided support to educators who presented.

The Visual and Performing Arts Department completed a 2017-18 Title II proposal, requesting funds to hire a PD coordinator to provide support and training to visual and performing arts teachers, instructional coaches, and academic facilitators, but was unable to fill the position. Despite the PD coordinator vacancy, the department offered 106 non-Title II funded arts-based PD sessions for visual and performing arts teachers throughout the year.

Reading Language Arts staff members used Title II funds to create and conduct 30 training sessions, serving 645 total participants.

Title II funds supported campus instructional coach positions at Solar Preparatory School for Girls at James B. Bonham Elementary School, Innovation, Design, Entrepreneurship Academy (IDEA) High

School at James W. Fannin Elementary School, and City Lab High School. Between August 2017 and April 2018, these campus instructional coaches facilitated a total of 113 training sessions (47 at Solar, 60 at IDEA, and six at City Lab) serving all teachers on the campuses.

Use of Title II funds for PD for staff members in the Early Learning Department was evaluated separately.²²

RECOMMENDATION

Improve the collection of participant feedback. Programs that hire outside vendors and experts to provide training should strive to 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. In others, the feedback was not collected from a large enough sample to draw meaningful conclusions. The data would be useful for future planning and quality control.

²² All reports are available at <http://www.dallasisd.org/Page/42559>.