

2018-19 Evaluation of Title II Programs

Department of Evaluation and Assessment

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Superintendent of Schools*



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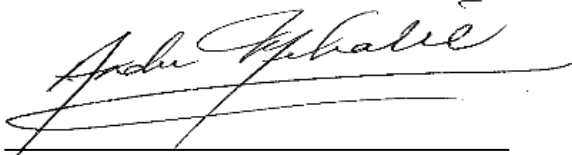
2018-19 Evaluation of Title II Programs

Approved Report of the Department of Evaluation and Assessment

EA19-142-2

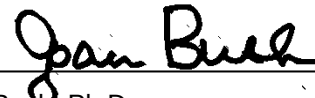
June 2019

C. Elizabeth Watson, M.P.A.



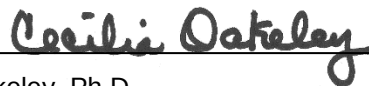
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2018-19 Evaluation of Title II Programs

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ABSTRACT

Dallas Independent School District received federal funds for training and recruiting teachers and principals for the 2018-19 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 programs for recruitment of certified teachers and alternative certification interns, and specialized teacher professional development (PD) for advanced academics, dual credit, content-based, and campus-specific programs.¹

- In 2018-19, Human Capital Management hired 1,936 teachers, up from 1,213 in 2017-18, and processed 23 new H1-B visas, down from 53 in 2017-18.
- Alternative Certification enrolled 100 interns between summer 2018 and spring 2019, down from 156 in 2017-18. Of those who completed the program in 2017-18, 92 (67%) continued to teach in Dallas ISD in 2018-19. On the intern feedback survey, most interns (n=71; 87.7%) provided positive feedback about the support they received from their field supervisor.
- Professional and Digital Learning held a total of 53 sessions, serving 565 teachers.
- Through the Advanced Academic Teacher Training Program, 245 Advanced Placement (AP) and Pre-AP teachers attended the AP Summer Institutes at local universities, up from 162 in 2017-18.
- The Dual Credit Teacher Credentialing and OnRamps programs used recruited and trained 30 teachers to teach courses to district high school students that conferred both high school and college credit.
- Science, technology, engineering, and math (STEM) teachers earned 602 mathematics and 414 science vPLC² certificates in 2018-19 (252 mathematics and 432 science in 2017-18.) Computer Science conducted 61 PD sessions in 2018-19, similar to their 63 sessions in 2017-18. Social Studies offered 22 training sessions in 2018-19, up from 19 in 2017-18. World Languages offered 57 training sessions in 2017-18, down from 89 in 2017-18. Visual and Performing Arts offered 162 training sessions in 2018-19, serving 4,069 attendees. Reading Language Arts conducted 68 training sessions, serving 2,372 total participants, up from 2017-18's 30 sessions, with a total attendance of 645. Attendee PD satisfaction feedback via survey was positive across all content areas.
- Title II funds were used to provide Campus Instructional Coaches to eight public school choice campuses that operated under nontraditional instructional models to support building teacher capacity.
- The International Baccalaureate (IB) and Montessori teacher training program provided specialized PD to teachers at 13 schools participating in IB and Montessori programming.

¹ Three other Title II-funded programs, Student Engagement and Counseling program, Instructional Support Services program, and Early Learning Department PD program were evaluated separately. All reports are available at <http://www.dallasisd.org/Page/42559>.

² The virtual Professional Learning Communities (vPLC) modules provided 90 to 120 minutes of content and pedagogical instruction. The modules included opportunities for participant engagement.

PROGRAM DESCRIPTION

Dallas Independent School District (Dallas ISD) received federal funds for training and recruiting teachers in 2018-19 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 training of certified teaching, alternative certification, instructional support services, advanced academic teaching, specialized content-areas, and specialized campus-based teaching. Funds also were used to recruit certified teachers and alternative certification interns.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the 2018-19 evaluation report is to provide context and process information related to key components of the grant. The focus of the evaluation was to determine the level of implementation of 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 available survey data.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the amount of funding for Title II programs?

Methodology

The amount of funding allotted for each area of the program was obtained from workscopes for Title II, Part A. Additional information was collected from grant services and individual program managers.

Results

The amount of Title II, Part A funding the district received in 2017-18 was \$9,064,554 (Watson, 2018). In 2018-19, the district received \$8,599,721 in Title II, Part A funds, a decrease of \$464,833. The largest amounts were budgeted for Teacher Recruitment and Retention (\$1,693,990) and Early Learning Professional Development (\$1,543,805) (Table 1).

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

Table 1: 2018-19 Title II, Part A Budgeted Amounts by Workscope

Program	Budgeted Amount (\$)
Teacher Recruitment & Retention	1,693,990
Early Learning Professional Development	1,543,805
Student Engagement and Counseling Services	1,000,000
STEM Professional Development	924,793
Alternative Certification	794,774
Public School Choice Schools Professional Development	494,631
Instructional Support Services	472,163
IB and Montessori Professional Development	371,503
Professional Development for High Needs Campuses	260,360
Advanced Academic Services	250,000
Reading Language Arts Professional Development	242,621
Computer Science & Tech Professional Development	179,587
Social Studies Professional Development	100,200
World Languages Professional Development	93,307
Improved Arts Professional Development	84,770
Professional and Digital Learning	74,000
Dual Credit Teacher Credentialing	19,217
Total	8,599,721

Source: 2018-19 Title II worksopes, and updated information from Special Revenue Funds Management in April 2019.

Note: Early Learning Professional Development, Student Engagement and Counseling Services, and Instructional Support Services appear in separate reports. STEM = Science, Technology, Engineering, and Mathematics. IB = International Baccalaureate. 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 2018-19 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.

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.

The Talent Acquisition Team was responsible for using the information to connect candidates with campus principals.

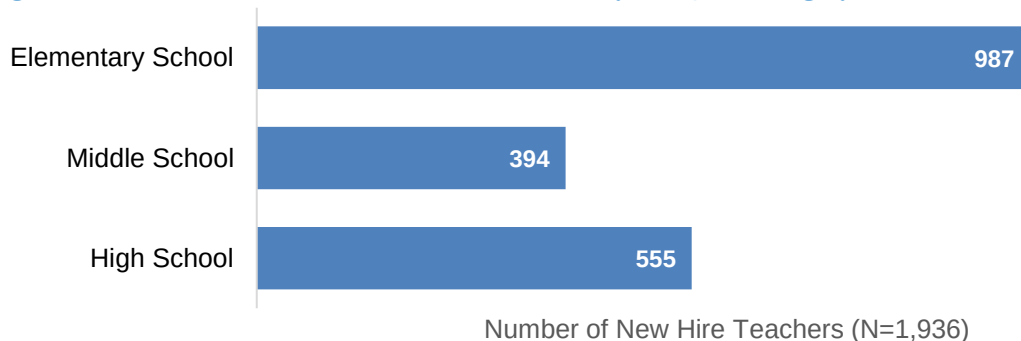
HCM staff members attended 69 recruitment events and university visits between September 2018 and May 2019 (up from 49 during the 2017-18 year) (Watson, 2018), including student teacher events, teacher job fairs, the Texas Association for Bilingual Educators (TABE) Conference, Teach for America Conference and Opportunity Fair, School Leaders of Color (SLOC) Conference, National Association for Bilingual Education (NABE) Conference, and national recruitment visits to universities in New Mexico, Louisiana, Florida, Oklahoma, and Puerto Rico. HCM staff also attended international recruitment events in Monterrey, Mexico from February 28 through March 3, 2019, and Mexico City, Mexico from May 22 through May 26, 2019.

The department expanded the use of early contracts to attract and retain the most qualified candidates. As of May 1, 2019, HCM had issued 125 early contracts (hiring teachers for the 2019-20 school year before the 2018-19 school year ended) to applicants for teaching positions in the 2019-20 school year.

Screening and Hiring

The hiring process began with the application process. Before HCM began working with candidates, principals had the opportunity to view applicants and contact them for interviews, ultimately recommending the candidates they were interested in hiring. The final component of the hiring process was the HCM onboarding that occurred after principal recommendation. The Campus Staffing Team managed the hiring process, ensuring that all candidates met district and state requirements. As of May 2019, HCM employees hired 1,936 new teachers (see Figure 1).⁶ The total number of new 2017-18 hires as of March 2018 was 1,213: 490 elementary, 353 middle, and 370 high school teachers (Watson, 2018).

Figure 1: 2018-19 Number of New Hire Teachers by Campus Category



Source: Data were extracted from HCM's internal records in May 2019.

Note: 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 2018-19 school year, the district processed 23 new H1-B visas for teachers in addition to extending existing visas (down from 53 new H1-B visas during the 2017-18 school year) (Watson, 2018). HCM offered a

⁶ The data were collected in May 2019. 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.

permanent residence process, known as “PERM,” through which the District helps teachers qualify to begin the permanent residence process and potentially provide sponsorship. In order to qualify, 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 fifth year, Dallas ISD 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. The 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 admission requirements, training curriculum, and the certification approval process. Internal documents included Alternative Certification (AC) database reports for the 2018-19 interns, retention records, and a calendar of recruitment activities. Additional information was collected by email.

Results

Context of the Program

The purpose of the Dallas ISD 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.

Alternative Certification staff members used Title II funds to supplement the recruitment, screening, and training efforts of the program. If accepted into the application pool after a screening process, candidates were granted a phone interview. Upon passing the phone interview, candidates were invited to

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>

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.

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 examination⁹ 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 teachers¹⁰ were required to observe the intern and provide documentation and continual feedback. Teacher effectiveness coordinators 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, 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)* 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 a different campus.

2018-19 Alternative Certification Interns

A total of 100 interns enrolled in the Alternative Certification program between summer 2018 and spring 2019 (see Table 2). For comparison, 156 interns enrolled in the Alternative Certification program between summer 2017 and spring 2018 (Watson, 2018). Of those who completed the Alternative Certification program in 2017-18, 67% (n=92) continued to teach in Dallas ISD during the 2018-19 school year.

⁹ 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>

¹⁰ 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.

Table 2: 2018-19 Enrolled Interns by Certification Area

Certification Area	Interns (N)
Bilingual Elementary (Early Childhood – grade 6)	22
Science (grades 7 through 12)	16
Elementary ESL (Early Childhood – grade 6)	14
Math (grades 7 through 12)	11
English Language Arts and Reading (grades 7 through 12) and ESL	10
Core Subjects (Early Childhood – grade 6)	8
Core Subjects (Early Childhood – grade 6) and Special Education	6
Core Subjects (grades 4-8) and ESL	5
Core Subjects (grades 4-8)	3
English Language Arts and Reading (grades 7-12)	3
Core Subjects (grades 4-8) and Special Education	1
Special Education (Early Childhood - grade 12)	1
Total	100

Source: Data were extracted from Alternative Certification internal records in April 2019.

Note: ESL = English as a Second Language

Interns were asked to take a survey to rate their satisfaction with the Alternative Certification program and the level of support they received during their time in the program. A total of 81 interns responded to the survey. Most interns ($n=71$; 87.7%) indicated that their field supervisor helped them solve problems, made specific recommendations for improvement, or acted as their advocate.

How was the Instructional Effectiveness – Professional and Digital Learning program implemented?

Methodology

Evaluation of the Instructional Effectiveness – Professional and Digital Learning 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

Professional and Digital Learning staff designed training materials, troubleshooting tools, and how-to websites addressing important systems in the district. They also responded to teacher and principal inquiries about professional learning, provided face to face professional development, designed online courses for teachers, provided support to multiple departments about online course creation, and supported the district technology initiative.

Similar to programming in 2017-18, staff members used Title II funds to provide supplemental professional development and resources to teachers, principals, and other instructional staff members. These supplemental training sessions and resources were created to help teachers identify student needs to improve student achievement. In 2017-19, 94 sessions were held, but this count included trainings on the Response to Intervention (RtI) framework, which is no longer part of this department's purview (Watson,

2018) Professional development included training sessions on a variety of online learning resources, software, and hardware usage. In 2018-19, a total of 53 sessions were held totaling 565 attendee visits (Table 3).

Table 3: 2018-19 Instructional Support Services Professional Development Attendance

Date	Sessions (N)	Participants (N)
September 2018	4	32
October 2018	12	134
November 2018	8	99
December 2018	4	31
January 2019	11	157
February 2019	12	102
March 2019	2	10
Total	53	565

Source: Data were extracted in March 2019 from Professional and Digital Learning Department's internal documents.

Note: Participants may have attended multiple sessions throughout the school year.

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 deepen content knowledge of teachers. Advanced Academic Services staff members partnered with local universities to provide high quality professional development.

Advanced Placement (AP) teachers attended AP Summer Institutes to improve their effectiveness. For the first time, Pre-AP middle school and high school teachers were also included in the training. 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 245 teachers in the following subjects: Pre-AP English, AP English Language, AP English Literature, Pre-AP Math, AP Calculus AB, AP Calculus BC, AP Statistics, Pre-AP Science, AP Biology, AP Chemistry, AP Environmental Science, AP Physics, Pre-AP Social Studies, Pre-AP Geography, Pre-AP World History, AP US History, AP Human Geography, and AP Psychology (Table 4). In 2017-18, 162 teachers attended similar trainings (Watson, 2018).

Table 4: 2018 Summer Advanced Placement (AP) Institute Teacher Registrations

Subject	Teachers Trained
AP English	33
Pre AP English (Middle School and/or High School)	34
AP Mathematics	20
Pre AP Mathematics (Middle School and/or High School)	41
AP Science	45
Pre AP Science (Middle School and/or High School)	18
AP Social Studies	48
Pre AP Social Studies (Middle School and/or High School)	6
Total	245

Source: Data were extracted from the Advanced Academic Services Department's internal records in February 2019.

How was the Dual Credit Teacher Credentialing program implemented?

Methodology

Evaluation for the Dual Credit 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

The Dual Credit Teacher Credentialing program, a new program in 2018-19, aimed to support the District's Collegiate Academy Initiative, as well as support the expansion of dual credit opportunities for all students. Title II funds were used to recruit and retain dual credentialed teachers to teach courses to district high school students that confer both high school and college credit in partnership with the Dallas County Community College District (DCCCD). The program provided an opportunity and paid tuition for teachers who hold a master's degree to earn dual credit credentialing in core courses after completing the required coursework at a partner institute, Texas A&M University Commerce.

The program's initial cohort consisted of 15 teachers who began their coursework in the spring semester of 2019. They are expected to complete two classes each semester, attending in spring, summer, and fall. This first group will be fully dual credentialed at the conclusion of the fall 2019 semester, and eligible for placement instructing a dual credit course during the 2020-21 school year.

Recruitment for the second cohort of teachers began in April 2019, with marketing efforts and an interest meeting hosted by district staff and DCCCD representatives. A total of 46 teachers registered to attend, indicating their interest in entering the program beginning in the fall of 2019.

How was the OnRamps program implemented?

Methodology

Evaluation for the OnRamps 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

The OnRamps program was a new program in 2018-19 and used Title II funds to support teachers to receive the required professional development to teach multiple courses in core content areas of mathematics, science, English, and social studies. Teachers were trained at the University of Texas at Austin, beginning with the program on the university's campus and including yearlong professional development and support at their home campuses for an annual fee of \$1,250 per teacher. The program sought to provide at-risk students at seven campuses the opportunity to take college credit courses with teachers with which they were already familiar at their high school.

A total of fifteen teachers participated in the program during the 2018-19 school year, teaching courses in Computer Science at Carter, Madison, and Sunset High Schools; English III (Rhetoric) at Spruce and Thomas Jefferson High Schools; Precalculus at Conrad and Sunset High Schools; Statistics at Madison and Samuell High Schools; the Physics of Mechanics, Heat, and Sound at Conrad, Samuell, and Sunset High Schools; and United States History at Thomas Jefferson and Sunset High Schools. In sum, a total of 380 students enrolled in these courses. The fee per course was \$149 (\$99 for students eligible for free or reduced lunch). Students also earned college level credit upon successful completion.

OnRamps staff members administered optional surveys to student and teacher participants to gather feedback about the program. A total of 41 students and 13 teachers responded to some portion of the surveys, though not all items were required or completed on all surveys. Respondents were asked to rate their level of satisfaction with the coursework, instructor, and accessibility of curriculum materials, along with their overall experience as compared to previous Advanced Placement (AP) or Dual Credit courses. Of 28 students who reported previous experience with AP and/or Dual Credit coursework, 60.7 percent ($n=17$) called OnRamps "above average" or "far above average" as an overall college level course experience. A majority of students (85.4%, $n=35$) indicated an interest in enrolling in another OnRamps course next school year. Similarly, 77 percent of teachers ($n=10$) stated that the OnRamps program exceeded their expectations; nine of these 10 indicated that they had served as an AP or Dual Credit teacher prior to participating in OnRamps. All surveyed teachers expressed interest in teaching an OnRamps course again next school year.

When asked about challenges to teaching OnRamps courses, 81.8 percent of teachers ($n=9$) cited a lack of access to technology as hindering student success. Similarly, 90 percent ($n=9$) stated that the most pressing need was technology support from central office.

How was the STEM professional development program implemented?

Methodology

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

Results

STEM PD specialists created, delivered, and continuously revised and improved 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. 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. Modules were meant to be paired with an hour-long face-to-face campus Professional Learning Community (cPLC) session, where follow-up assignments were to be discussed with a designated cPLC leader.¹¹

STEM staff members awarded certificates upon completion of each vPLC. As shown in Table 5, 602 mathematics certificates and 414 science certificates were awarded during the school year. In 2017-18, 252 mathematics certificates and 432 science certificates were awarded (Watson, 2018).

Table 5: 2018-19 Number of Mathematics and Science vPLC Certificates Granted

vPLC Session Topic	Certificates Granted (N)
Mathematics	
Rate of Change	12
Mathematics and the English Language Learner	200
Inclusion in the Mathematics Classroom	186
Basic Fraction Sense - Elementary	172
Mathematical Process Standards – Elementary	25
Mathematical Process Standards – Middle School	7
Science	
Elementary School Lab Safety	254
Middle School Lab Safety	50
Secondary School Lab Safety	110

Source: Data were extracted from the STEM Department's internal records in March 2019.

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

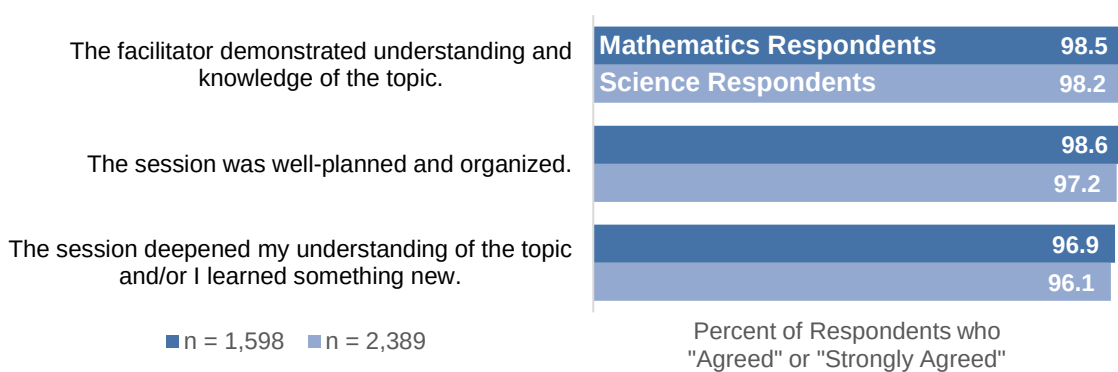
STEM specialists designed and conducted face-to-face PD throughout the school year. Teachers selected and trained by STEM staff members conducted most of the PD sessions, along with STEM district

¹¹ Designated cPLC leaders included the principal, instructional coach, or teacher leader.

specialists. In total, the department offered 206 Science sessions (132 summer, 43 fall, and 31 spring), with a total attendance of 2,600.¹² Mathematics offered 142 total sessions (83 summer, 29 fall, and 30 spring), with a total attendance of 3,068.

After completing a training, participants received an optional survey via email to provide feedback. On the survey, respondents were asked to rate their level of satisfaction with the session's presenter, topic relevancy, and session organization on a scale from one ("Strongly Disagree") to five ("Strongly Agree"). There were 1,598 mathematics PD respondents and 2,389 science PD respondents. Responses were overwhelmingly positive, with 95 percent or more stating satisfaction with all aspects of the training. Responses to selected items appear in Figure 2.

Figure 2: 2018-19 STEM Professional Development Survey Responses



Source: Data were extracted from the STEM Department's internal records in April 2019.

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 learn about the department's new initiatives. Internal documents included the 2018-19 PD calendar, PD materials, survey data, and attendance documents.

Results

Computer Science Department staff members used Title II funds to provide training to teachers, instructional coaches, and academic facilitators. PD coordinators conducted the majority of PD sessions, and also developed lesson plans and instructional resources for educators.

Computer Science and Technology Department employees coordinated PD sessions 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 61 computer science and robotics PD sessions throughout the school year (Table 6). Last year, PD specialists conducted 63 PD sessions between June 2017 and March 2018 (Watson, 2018).

¹² Individual STEM teachers participated in multiple sessions throughout the year.

Table 6: 2018-19 Computer Science Professional Development Session Attendance

Date	Sessions (N)	Participants (N)
June 2018	32	541
July 2018	11	239
August 2018	2	57
September 2018	2	132
October 2018	12	86
March 2019	2	24
Total	61	1,079

Source: Data were extracted in March 2019 from the Computer Science Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year.

The Elementary Computer Science program, first piloted at one school in 2016-17 and expanded to include 32 schools in 2017-18, was further expanded to include an additional 50 schools in 2018-19, with a goal of eventually including all elementary schools in the district. Participating campuses included a minimum of one hour of computer science or coding instruction a week into the existing curriculum. Research shows that increased exposure to computer science and coding lessons was significantly associated with higher scores on assessments in English Language Arts, Mathematics, and Science for elementary students under the condition where the teachers also reported high levels of confidence in teaching computer science (Century, et al., 2019).

The evaluator administered an online survey to Elementary Computer Science teachers to gather feedback about implementation and their perceptions of the program. Of 46 teachers who responded, 31 (67.4%) indicated that they implemented computer science or coding instruction once a week or more, with three teachers reporting adding it to their teaching practices multiple times a day. Over half (52.2%, $n=24$) of teachers surveyed reported that they were “very” or “extremely” comfortable teaching computer science. An additional 30.4 percent ($n=14$) labeled themselves as “somewhat confident.” A vast majority of teachers (91.3%, $n=42$) felt that teaching computer science to elementary students was “very” or “extremely” important, and their perceptions of student enthusiasm for the subject matched. The most commonly given descriptor of teacher perceptions of students’ enthusiasm for computer science was “love.” In fact, it was the most used word in response to the open-ended question (23.9%, $n=11$). Almost all teachers reported that they believed teaching computer science helped students with their learning in other content areas (95.7%, $n=44$). This belief echoes the current research above, which shows creativity and critical thinking skills cultivated in computer science may benefit students in every subject.

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 Social Studies PD specialist to find out how the program was implemented. Internal documents included 2018-19 survey data and training session attendance documents. 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. Title II funds were used to fund an instructional specialist position to create, deliver, and continuously improve both face-to-face and online PD throughout the school year.

Social Studies PD specialists organized 22 face-to-face training sessions between January 2019 and April 2019 (Table 7). Last year, the department offered 19 sessions between September 2017 and February 2018 (Watson, 2018). Sessions were held at the H.B. Bell Building and at individual campuses upon request by campus staff. PD specialists conducted most 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: 2018-19 Social Studies Professional Development Session Attendance

Date	Sessions (N)	Participants (N)
January 2019	3	43
February 2019	7	105
March 2019	9	153
April 2019	3	12
Total	22	313

Source: Data were extracted in April 2019 from the Social Studies Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year.

Participants were asked to take an optional survey via email after PD sessions to gather their feedback. Respondents rated their level of satisfaction with the session on a scale from one ("Strongly Disagree") to five ("Strongly Agree"). Of the 29 participants who responded, 100 percent stated that they "agreed" or "strongly agreed" that the PD session had added value to their instructional practices.

In addition to PD sessions, Language, Literacy, and Social Studies staff members hosted a conference called "Read For Me," on March 23, 2019 at W. H. Adamson High School. The conference included breakfast and lunch along with free books and giveaways. It was open to all social studies teachers and provided interactive PD opportunity.

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 2018-19 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 conducted PD sessions and developed lesson plans and instructional resources for educators. World Languages staff members and outside providers conducted a total of 57 face-to-face training sessions as of April 2019 (Table 8). For comparison, in the previous school year between July 2017 and March 2018, World Languages staff members and outside providers conducted a total of 89 face-to-face training sessions (Watson, 2018).

Table 8: 2018-19 World Languages Professional Development Session Attendance

Date	Sessions (N)	Participants (N)
June 2018	18	331
July 2018	9	104
August 2018	4	128
September 2018	3	65
October 2018	5	83
November 2018	6	387
December 2018	2	7
January 2019	2	16
February 2019	3	16
March 2019	3	12
April 2019	2	0
Total	57	1,149

Source: Data were extracted in May 2019 from the World Languages Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year.

World Languages 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 134 PD participants who responded to the survey, most rated the training session as either "Excellent" ($n=103$; 76.9%) or "Good" ($n=20$; 14.9%). Most respondents agreed or strongly agreed that the presenter demonstrated knowledge of the topic ($n=131$; 97.8%), and that the session was organized ($n=128$; 95.5%) and deepened their understanding of the topic ($n=130$; 97.0%). The majority of respondents ($n=125$; 93.3%) agreed they would recommend the session to others.

In addition to PD sessions, World Languages hosted its first Asian Festival, in partnership with Language, Literacy, and Social Studies' "Read For Me" conference, on March 23, 2019 at W. H. Adamson High School. The event allowed students and parents to share and promote Korean, Japanese, and Chinese cultures and languages. Approximately 1,100 participants attended.

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 2018-19 PD calendar, PD materials, survey data, and attendance documents.

Results

The Visual and Performing Arts Department staff members used Title II funds to provide training to teachers, instructional coaches, and academic facilitators. The Visual and Performing Arts PD specialist organized 162 training sessions between June 2018 and April 2019, with a total attendance of 4,069,¹³ as shown in Table 9. Sessions were conducted by the PD specialist, Visual and Performing Arts division directors and staff, and by professional artists through partnerships with the district. For dance, the district partnered with the Texas International Theatrical Arts Society (TITAS) Masterclasses series to offer teacher training with professional artists in national dance companies such as Pilobolus and Diavolo. Sessions were offered on Saturdays at Booker T. Washington High School. A series of teacher theatre workshops were offered through the Dallas Theatre Center's Project Discovery, covering five different productions throughout the school year. The visual arts division partnered with the University of North Texas Onstead Institute to provide professional development to elementary and secondary teachers on printmaking, ceramics, project-based learning, social justice, and visual journaling.

Table 9: 2018-19 Improved Arts-Based Professional Development Session Attendance

Date	Sessions (N)	Participants (N)
June 2018	21	417
July 2018	26	678
August 2018	10	531
September 2018	6	145
October 2018	36	879
November 2018	5	127
December 2018	2	27
January 2019	25	502
February 2019	20	413
March 2019	8	333
April 2019	3	17
Total	162	4,069

Source: Data were extracted in April 2019 from the Visual and Performing Arts Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year.

Visual and Performing Arts staff members administered an optional survey to PD participants via email to gather their feedback about the training they received. On the survey, respondents were asked to rate their level of satisfaction with the session's utility, topic relevancy, and session site and organization on a scale from one ("Strongly Disagree") to five ("Strongly Agree"). Of the 250 collected responses, 80.4 percent ($n=201$) of teachers "agreed" or "strongly agreed" that the session's presenter kept them engaged during the session. A total of 193 of the teachers (77.2%) "agreed" or "strongly agreed" that they learned new things that they could implement in their classrooms from the sessions.

In addition, the PD specialist provided one-on-one support to new teachers, through the New Teacher Support program. The specialist conducted classroom observations and met with each new teacher at least once during the fall semester. Additional fall meetings, follow up observations, and one-on-one coaching was provided, as needed or requested, in order to provide support during their first year of teaching visual and performing arts.

¹³ Individual teachers were able to participate in multiple sessions throughout the year.

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 2018-19 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 the 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 June 2018 and April 2019, Reading Language Arts staff members conducted a total of 68 training sessions, with a total attendance of 2,372 (see Table 10). Last year, staff members conducted a total of 30 training sessions, with a total attendance of 645 between August 2017 and March 2018 (Watson, 2018).

Table 10: 2018-19 Reading Language Arts Professional Development Session Attendance

Date	Sessions (N)	Participants (N)
July 2018	1	3
August 2018	7	163
September 2018	7	302
October 2018	22	465
November 2018	12	339
December 2018	11	310
January 2019	4	739
February 2019	2	24
March 2019	2	27
Total	68	2,372

Source: Data were extracted in April 2019 from the Reading Language Arts Department's internal documents.

Note: Some participants attended multiple sessions throughout the school year.

Reading Language Arts staff members administered an optional survey to PD participants via email to gather feedback about the training they received. On the survey, respondents rated the overall session quality and utility. Of 1,662 attendees who responded to the item, 95.8% ($n=1,592$) stated that they would recommend the session to others. Of the 1,724 attendees who responded to the item, 93% ($n=1,603$) said that they were "likely" or "very likely" to implement the content from that professional development session in their classroom or campus.

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 was to provide training 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 seven of the newest 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, Solar Preparatory School for Boys, IGNITE Middle School, Sudie L. Williams Talented and Gifted Academy, the School for the Talented and Gifted in Pleasant Grove, City Lab High School, and Personalized Learning Preparatory at Sam Houston.

Between August 2018 and April 2019, these campus instructional coaches facilitated professional development on topics such as project-based learning, Google drive, design thinking, adaptive and technical challenges, school logistics, and professional learning community (PLC) plans, serving all teachers on the campuses. Coaches served as PLC members in all subject areas, provided lesson planning support, guidance on teaching strategies, data collection and analysis, and model teaching. Additionally, the instructional coaches provided one-on-one classroom management support, including classroom organization and technology integration. After Public School Choice schools become more well established, these positions will not be funded in future years (IDEA Middle School received this program in 2017-18, for example) as the foundational skills instilled become ingrained in the campus culture.

How were the International Baccalaureate (IB) and Montessori professional development programs implemented?

Methodology

Evaluation of the IB and Montessori Choice PD program consisted of a review of internal documents. Internal documents included IB and Montessori program design and training documents, and financial records.

Results

The purpose of the IB and Montessori PD workscope was to request funding to support PD for teachers at schools participating in IB and Montessori programming. Title II funding was provided for nine IB schools¹⁴ and four Montessori schools,¹⁵ as shown in Table 11.

Table 11: 2018-19 International Baccalaureate (IB) and Montessori Professional Development Funding

School	Amount (\$)
Eduardo Mata Montessori	54,000
Mount Auburn STEAM Academy*	40,327
J. L. Long Middle School IB	40,000
Hillcrest High School IB	37,500
Preston Hollow Elementary IB	27,000
Woodrow Wilson High School IB	26,000
Benjamin Franklin Middle School IB	25,620
Arthur Kramer Elementary IB	25,500
William Lipscomb Elementary IB	25,000
Harry Stone IB and Montessori	24,556
George B. Dealey Montessori	24,000
Geneva Heights Elementary IB	22,000
Total	371,503

Note: STEAM = Science, Technology, Engineering, Arts, and Mathematics.

*Mount Auburn STEAM Academy is both an IB and Montessori campus.

Professional development was a key component of maintaining IB and Montessori authorization. Due to the specialized nature of the programs, very specific professional development was needed for campus teachers and staff. The PD was designed to enhance teacher skills and impart deep understanding of program implementation, so that students benefited from the rigor and relevance of each program. Teachers were sent to certified IB training in association with Texas IB Schools (TIBS), in Austin from July 15-21, 2018. TIBS also hosted fall and spring IB weekend seminars in October and February. Montessori teachers hold credentials issued by the American Montessori Society (AMS) or the National Center for Montessori Education (NCME). Montessori teachers must complete 50 hours of continued professional development every five years to maintain their credentials. Campuses were free to select appropriate Montessori training resources for teachers, from Montessori Institute of North Texas, Dallas Montessori Teacher Education Programs, and others.

¹⁴ 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/>

¹⁵ 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 AND RECOMMENDATIONS

SUMMARY

Dallas ISD received federal funds for educator recruiting and training in the 2018-19 school year through the Title II, Part A grant. The amount of Title II, Part A funding the district received in 2017-18 was \$9,064,554 (Watson, 2018). In 2018-19, the district received \$8,599,721 in Title II, Part A funds, a decrease of \$464,833. 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. In total, two new teacher training programs were added to 11 existing Title II-funded programs. The largest amounts were budgeted for Teacher Recruitment and Retention (\$1,693,990) and Early Learning Professional Development (\$1,543,805).

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 staff members attended 69 recruitment events and university visits between September 2018 and May 2019 (up from 49 during the 2017-18 year; Watson, 2018). A total of 987 elementary school teachers, 394 middle school teachers, and 555 high school teachers were hired as of May 2019. The total number of new 2017-18 hires as of March 2018 was 1,213: 490 elementary, 353 middle, and 370 high school teachers (Watson, 2018). HCM staff members processed 23 new H1-B teacher visas (down from 53 new H1-B visas during the 2017-18 school year; Watson, 2018) 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 2018 and spring 2019, 100 interns enrolled in the program, down from 156 interns between summer 2017 and spring 2018 (Watson, 2018). Of those who completed the program in 2017-18, 92 (67%) continued to teach in Dallas ISD during the 2018-19 school year. Most interns ($n=71$; 87.7%) indicated that their Alternative Certification field supervisor helped them solve problems, made specific recommendations for improvement, or acted as their advocate.

Instructional Effectiveness – Professional and Digital Learning staff members used Title II funds to provide supplemental PD to instructional staff members. A total of 53 sessions were held, totaling 565 attendee visits.

Through the Advanced Academic Teacher Training Program, Advanced Placement (AP) and Pre-AP teachers attended the AP Summer Institutes to improve their effectiveness. Local universities conducted training for a total of 245 teachers. In 2017-18, 162 teachers attended similar trainings (Watson, 2018).

The Dual Credit Teacher Credentialing program was a new program in 2018-19 which aimed to support the District's Collegiate Academy Initiative, as well as support the expansion of dual credit opportunities for all students. Title II funds were used to recruit and retain teachers certified to teach courses

to district high school students that conferred both high school and college credit in partnership with the Dallas County Community College District. The program's initial cohort consisted of 15 teachers who began their coursework in the spring semester of 2019. A total of 46 teachers registered to program attend interest meetings, indicating their interest in entering the program's second cohort in the fall of 2019.

The OnRamps program was a new program in 2018-19 which used Title II funds to support teachers in receiving the required professional development to teach college credit courses to high school students in core content areas of mathematics, science, English, and social studies. A total of fifteen teachers were trained at the University of Texas at Austin, beginning with a program on the university's campus and including yearlong professional development and support. Some 380 students enrolled in courses taught by OnRamps teachers. When surveyed, a majority of students (85.4%, $n=35$) indicated an interest in enrolling in another OnRamps course next school year. All surveyed teachers ($n=13$) expressed interest in teaching an OnRamps course again next school year. When asked about challenges to teaching OnRamps courses, 81.8 percent of teachers ($n=9$) cited a lack of access to technology as hindering student success. Similarly, 90 percent ($n=9$) stated that the most pressing need was technology support from central office, illustrating a need for focus on improvements to technology delivery in the future.

STEM Department staff members provided online and face-to-face science and mathematics pedagogy and content training to educators. Additionally, STEM staff members created vPLCs to provide online PD. Teachers earned 602 mathematics and 414 science vPLC certificates throughout the year, as compared to 252 mathematics certificates and 432 science certificates in 2017-18 (Watson, 2018). STEM professional development survey responses were overwhelmingly positive, with 95 percent or more stating their satisfaction with all aspects of the training.

Computer Science and Technology Department employees coordinated PD for the district's robotics and computer science teachers and coaches. The Computer Science and Technology PD coordinators designed and conducted 61 computer science and robotics PD sessions throughout the school year (similar to the 63 sessions conducted between June 2017 and March 2018; Watson, 2018). The Elementary Computer Science program, first piloted at one school in 2016-17 and expanded to include 32 schools in 2017-18, was further expanded to include an additional 50 schools in 2018-19. In a survey of Elementary Computer Science teachers, a vast majority (91.3%, $n=42$) felt that teaching computer science to elementary students was "very" or "extremely" important, and almost all teachers reported that they believed teaching computer science helped students with their learning in other content areas (95.7%, $n=44$).

Social Studies staff members used Title II funds to provide PD to improve social studies instructional quality and student achievement. Social Studies PD specialists organized 22 face-to-face training sessions between September 2018 and April 2019, up from 19 sessions between September 2017 and February 2018 (Watson, 2018). On the Social Studies professional development feedback survey, 100 percent of respondents stated that they "agreed" or "strongly agreed" that the PD session had added value to their instructional practices. Language, Literacy, and Social Studies staff members hosted a conference called "Read For Me," on March 23, 2019 at W. H. Adamson High School. The conference included

breakfast and lunch along with free books and giveaways. It was open to all social studies teachers and provided interactive social studies PD.

World Languages staff members used Title II funds to create and conduct PD. The department's PD coordinator, along with outside providers, offered 57 face-to-face training sessions (between July 2017 and March 2018, World Languages offered 89 face-to-face training sessions; Watson, 2018). The majority of World Languages professional development survey respondents ($n=125$; 93.3%) stated that they would recommend the session to others. In addition to PD sessions, World Languages hosted its first Asian Festival, in partnership with Language, Literacy, and Social Studies' "Read For Me" conference, on March 23, 2019 at W. H. Adamson High School. The event allowed approximately 1,100 students, parents, and community members to share and promote Korean, Japanese, and Chinese cultures and languages.

The Visual and Performing Arts Department staff members used Title II funds to provide training to teachers, instructional coaches, and academic facilitators. The Visual and Performing Arts PD specialist organized 162 training sessions between June 2018 and April 2019, serving 4,069 teachers. In 2017-18, the department was unable to hire a specialist. A total of 193 of the teachers who responded to the feedback survey (77.2%) "agreed" or "strongly agreed" that they learned new things that they could implement in their classrooms from the sessions. Sessions were conducted by the PD specialist, Visual and Performing Arts division directors and staff, and by professional artists through partnerships with the district. The PD specialist also provided one-on-one support to new teachers, through the New Teacher Support program.

Reading Language Arts staff members used Title II funds to create and conduct 68 training sessions, serving 2,372 total participants. This is a significant increase over last year, when staff members conducted a total of 30 training sessions, with a total attendance of 645 between August 2017 and March 2018 (Watson, 2018). Responses to the Reading Language Arts professional development feedback survey were very positive, with 93% ($n=1,603$) of respondents stating that they were "likely" or "very likely" to implement the content from that professional development session in their classroom or campus.

Title II funds supported campus instructional coach positions at Solar Preparatory School for Girls at James B. Bonham Elementary School, Solar Preparatory School for Boys, IGNITE Middle School, Sudie L. Williams Talented and Gifted Academy, the School for the Talented and Gifted in Pleasant Grove, City Lab High School, and Personalized Learning Preparatory at Sam Houston. Between August 2018 and April 2019, these campus instructional coaches facilitated professional development on topics such as project-based learning, Google drive, design thinking, adaptive and technical challenges, school logistics, and professional learning community (PLC) plans, serving all teachers on the campuses.

The International Baccalaureate (IB) and Montessori teacher training program provided specialized PD to teachers at Eduardo Mata Montessori, Mount Auburn Science, Technology, Engineering, Arts, and Mathematics (STEAM) Academy, J. L. Long Middle School, Hillcrest High School, Preston Hollow Elementary School, Woodrow Wilson High School, Benjamin Franklin Middle School, Arthur Kramer Elementary School, William Lipscomb Elementary School, Harry Stone Montessori, George B. Dealey Montessori, and Geneva Heights Elementary School, designed to enhance teacher skills and impart deep understanding of program implementation, so that students benefited from the rigor and relevance of each program.

Three other Title II-funded programs, Student Engagement and Counseling program, Instructional Support Services program, and Early Learning Department Professional Development program were evaluated separately.

RECOMMENDATIONS

Improve the collection of vendor-led PD 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.

Seek feedback about programmatic challenges directly from participants. While departments do collect program participant feedback, the current methods limit the usefulness of the data. Most teachers are satisfied with PD sessions provided, but feedback survey designs do not allow for a robust measure of the challenges or needed improvements to programs. Most surveys ask about satisfaction on a Likert scale, but if a participant indicates that they are “unsatisfied” or “very unsatisfied” with an aspect of a program, program management and evaluators almost always do not know why. An open-ended survey item for “additional feedback” is skipped by most respondents. In cases where the item is completed, the sample size is too small for rigorous analysis. Adding feedback on the challenges of implementation or weaknesses of training sessions through closed-ended items, even through the selection of broad categories of issues, can help narrow the focus of research into needed improvements. This was accomplished well by the OnRamps program this year, by asking program participants to select issues by category (i.e. technology, parental support, etc.) that may be hindering program success.

Improve data collection on vPLC participation. Each individual department has the flexibility to manage its own online PD courses using a free open source course management software system called Moodle. Face-to-face PD attendance is currently tracked in a different learning management software system accessible by web called Cornerstone, which is where teachers’ required annual PD hours are managed. Departments must manually transfer registration and attendance and completion data from Moodle into Cornerstone in order to track vPLC session credits. At this time, the process is not completed by each department with the same fidelity, and in some cases is not completed at all. Expanded virtual learning offerings may likely be the future of PD, as also seen with student learning. Data collection processes should be comprehensive and uniform to best measure impact.

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