

2021-22

Evaluation of Dallas ISD ESSER Activities

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



2021-22

Evaluation of Dallas ISD ESSER Activities

Approved Report of the Department of Evaluation and Assessment

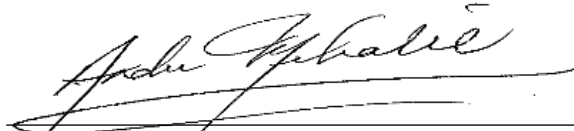
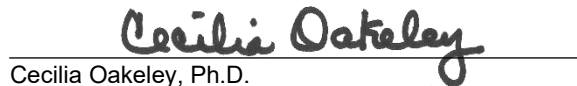
EA22-643-2
December 2022

Editors:

Larry W. Featherston, Ph.D.

C. Elizabeth Watson, M.P.A.

Federico Ferrero, Ph.D.


Anduamlak Meharie, Ph.D.
Executive Director, Program Evaluation
Cecilia Oakeley, Ph.D.
Deputy Chief, Evaluation and Assessment

© 2022 Dallas Independent School District (Dallas ISD)

Mail a written request for permission to use or reproduce any part of this document to:
Dallas ISD Department of Evaluation and Assessment
H. B. Bell School Support Service Center; 2909 N. Buckner Blvd, Box 10; Dallas, TX 75228.

This report and executive summary are available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

TABLE OF CONTENTS

Background	5
ESSER BUDGET SUMMARY	7
LEARNING RECOVERY & ACCELERATION	8
001 – Extended School Year	9
003/004 - Scaling High Quality Tutoring/High Quality Tutoring Services	13
008 – HB3 Reading Academies (K-3).....	15
009/027 - High School & Middle School Dyslexia/504 Interventionist Expansion	18
015 - Secondary ESL Support Expansion	19
022 - SPED Compensatory Services.....	20
023 - SPED Backlog Clean-up	21
028 - Middle School ARD Support.....	21
EQUITABLE ACCESS TO LEARNING & ENRICHMENT	21
018 - Expanding Dual Language for Non-English Learners	22
025 - Transforming SPED Classrooms & Pathways	23
074 - Family Academic Activities	23
HEALTHY STUDENTS, SCHOOLS, COMMUNITY	24
026 - SPED Behavioral Health Team	25
031 - SEL & Mental Health Expansion & Support	25
049 - Mental Health Vital Signs Screener.....	26
050 - Reset Centers.....	26
056 - Expand Home2Home Parent Engagement	29
057 - Trust Based Relational Intervention (TBRI) Training & Supports.....	30
058 - Youth and Family Service Center for Southern Sector (2nd location)	30
BACKBONE INFRASTRUCTURE	31
REFERENCES.....	32
APPENDICES	34

LIST OF TABLES

Table 1: Types and Intended Use of ESSER Funding	6
Table 2: 2021-22 Learning Recovery & Acceleration ESSER Activities	9
Table 3: 2021-22 Equitable Access to Learning & Enrichment ESSER Activities	22
Table 4: 2021-22 Healthy Students Schools Community ESSER Activities	24
Table 5: Performance Goals by 2025 & 2021-22 Targets for Home2Home Visits Expansion Activity ..	30
Table 6: 2021-22 Backbone Infrastructure ESSER Activities	31

LIST OF FIGURES

Figure 1: Dallas ISD ESSER Allocation	7
Figure 2: Dallas ISD ESSER Allocation by Strategy and Activity	8

LIST OF APPENDICES

A	2021-22 Dallas ISD Budget and Expenditures by ESSER Activity	35
B	2021-22 Dallas ISD ESSER Activity Summaries, Implementation Years, and Goals	37
C	2021-22 Dallas ISD Calendars	52
D	2021-22 Dallas ISD Intersession Campus Listing	56
E	2021-22 HB4545 Tutoring Provided by Grade and Ethnicity	57

ACRONYMS AND ABBREVIATIONS

ABA	Applied Behavioral Health
ARD	Admission, Review, and Dismissal
BCBA	Board-Certified Behavior Analyst Team
BOY	Beginning of Year
CIC	Campus Instructional Coaches
CTE	Career and Technology Education
DAEP	Disciplinary Alternative Education Program
DL	Dual Language
EB	Emergent Bilingual
ELA	English Language Arts
ELAR	English Language Arts and Reading
<i>EOC</i>	<i>End of Course</i>
EOY	End of Year
ESL	English as a Second Language
ESSER	Elementary and Secondary School Emergency Relief Fund
FIE	Full and Individual Initial Evaluation Report
FLAI	Fundamental Literacy Ability Index
IEP	Individualized Education Program
ILC	Instructional Lead Coaches
ISD	Independent School District
ISS	In-school Suspension
LEA	Local Education Agency
LEP	Limited English Proficient
<i>MAP</i>	<i>Measures of Academic Progress</i>
MCMC	Multiple Careers Magnet Center
MHS	Mental Health Services
MOY	Middle of Year
<i>NAEP</i>	<i>National Assessment of Educational Progress</i>
PD	Professional Development
SDMS	Student Data Management System
SDR	School Day Redesign
SEAS	Office of Student Engagement and Support
SEL	Social Emotional Learning
SPED	Special Education
SSK	Sound Symbol Knowledge
<i>STAAR</i>	<i>State of Texas Assessments of Academic Readiness</i>
TBRI	Trust Based Relational Intervention
T-CALL	Teaching and Coaching for Accelerated Language Learning
TEA	Texas Education Agency
TWDL	Two-way Dual Language
<i>TX-KEA</i>	<i>Texas Kindergarten Entry Assessment</i>
<i>WIST</i>	<i>Word Identification and Spelling Test</i>
YFC	Youth and Family Center

2021-22

Evaluation of Dallas ISD ESSER Activities

DEPARTMENT OF EVALUATION AND ASSESSMENT

Background

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas Independent School District (ISD) transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. On March 27, 2020, the United States Congress established the Elementary and Secondary School Emergency Relief Fund (ESSER) Fund, setting aside approximately \$13.2 billion in emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation.¹

In May 2020, to help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity", which provided 23,000 hotspots to families by October 2020. In August 2020, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks of instruction. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities.

In December 2020, the U.S. Congress provided an additional \$54.3 billion for the Elementary and Secondary School Emergency Relief (ESSER II) Fund followed by \$122 billion for the ARP Elementary and Secondary School Emergency Relief (ESSER III) Fund in March 2021. Approximately \$12.4 billion in total ESSER funding was provided to the Texas Education Agency (TEA) to distribute to local education agencies (LEAs) across the state. In the spring of 2021, the TEA launched an online application for school districts to apply for ESSER I, II, and III funds.

The funds were meant to address the negative impacts of COVID-19 that began in 2020, such as learning losses and mental health issues among school-aged children (Engzell et al., 2021; Goldberg, 2021; Khan and Ahmed, 2021; Panda et al., 2021). For example, Dallas ISD students lost more than four years of gains in third-grade reading in 2020, and the number of students who did not pass the State of Texas Assessments of Academic Readiness (STAAR) for mathematics increased by approximately 50 percent in

¹ States received ESSER Fund awards in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2019. Additional information about ESSER funds can be found on the U.S. Department of Education website - <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

2020. In addition, from 2019 to 2020, the district graduation rate decreased from 85 percent to 83 percent, and the dropout rate increased from 10 percent to 11 percent.

ESSER funds were distributed in three rounds of funding, and each round is defined by a primary goal. Table 1 provides an overview of how the different ESSER funds were to be used.

Table 1: Types and Intended Use of ESSER Funding

Funding Type	Description
ESSER I	Intended to provide districts with emergency relief funds to address the impact COVID-19 has had on safety and barriers to providing educational services.
ESSER II	Intended to help school districts safely reopen schools, and with a focus on acceleration rather than remediation. Funds may be used for a wide variety of purposes.
ESSER III	Intended to reopen schools and accelerate learning and mitigate learning loss, allows LEAs broad discretion in determining those needs and encourages building long-term systems of support to modernize and sustain improvements.

Source: United States Department of Education Office of Elementary and Secondary Education website

To determine how ESSER funds would be utilized from 2020-2021 to 2024-2025, the Dallas ISD conducted extensive outreach to stakeholders through public town halls and parent surveys. Initial results indicated that parents and community members identified the following priorities for the district: increased compensation, increased support for social and emotional learning, tutoring and one-on-one support for students, improving technology and instructional resources, and smaller class sizes. Thus, to achieve the Dallas ISD's 2025 student outcome goals, the district focused on three critical areas that included five actionable programs, and each program was implemented through a series of activities.

The three critical areas are the following:

- Learning Recovery & Acceleration," which used a comprehensive approach to mitigate the impact of the pandemic on student learning losses, such as extended school year, tutoring, summer learning and accelerated learning. In 2021-22, Dallas ISD used ESSER funds to support two actionable programs in this area: (a) Healthy Schools and (b) Mental Health Services. The activities that received the most funding in this area were "Staffing Needs Due to COVID", "High-Quality Tutoring Services", and "Extended School Year.
- Equitable Access to Learning and Enrichment," which focused on ensuring every student can fully engage in learning while also having access to enrichment opportunities through investments in technology infrastructure. In 2021-22, Dallas ISD used ESSER funds to support two actionable programs in this area: (a) Operation Connectivity and (b) Student Engagement & Interest Development. In this case, the activities that received more allocations were "Cell Tower Pilot" and "Device Expansion.
- Healthy Students, Healthy Schools, Healthy Community," which focused on physical, mental, and emotional health. This includes improvements in physical plant infrastructure to direct mental health clinical services for students. In 2021-22, Dallas ISD used ESSER funds to support one actionable program in this area: Mitigating Learning Loss. The main example of activity included in this area in terms of funds allocation is "Improved Air Quality.

In 2021-2022, the largest amount of ESSER funds was allocated for Learning Recovery and Acceleration (52%) followed by Equitable Access to Learning and Enrichment (33.8%) and Healthy Students, Healthy Schools, Healthy Community (14.2%). By the end of July 2022, a total of 72 activities were implemented to support these three critical areas in the district.

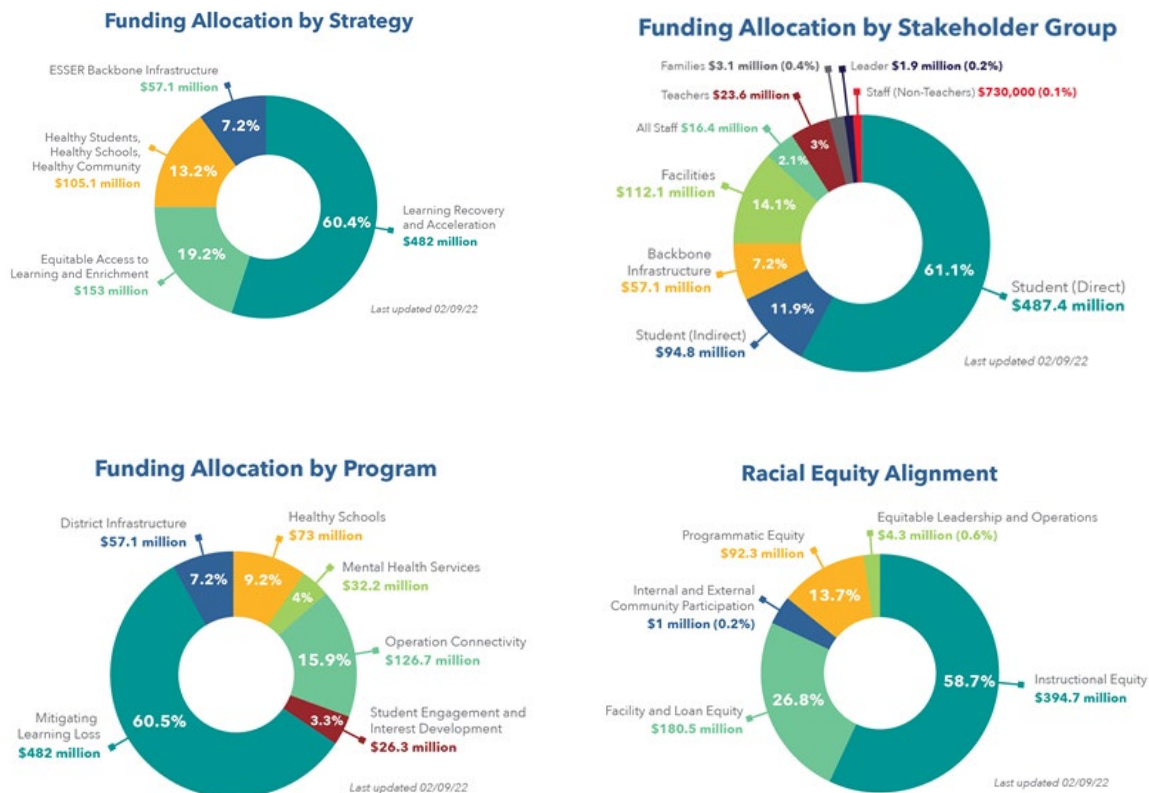
In addition, after proposals were approved and implementation began, mid-year and end of year reviews of all activities were completed to evaluate progress towards program goals. Additional stakeholder feedback was collected as well to determine potential areas for improvement.

The purpose of this report is to summarize ESSER budget and spending and to provide an overview of the activities planned and implemented in 2021-22. A summary of goals for each activity are provided, along with results of program evaluations where available.

ESSER BUDGET SUMMARY

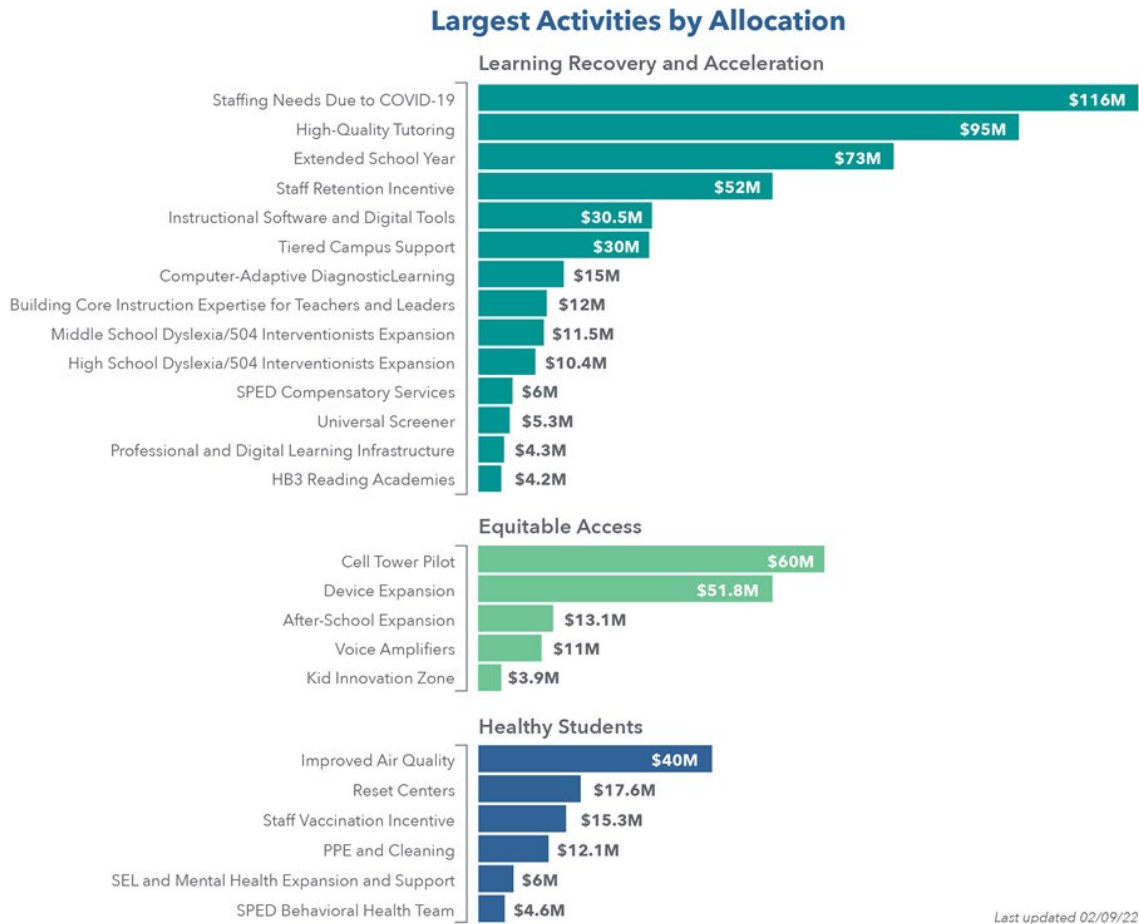
In 2021-22, the Dallas ISD received \$61,983,103 for ESSER I and is expected to receive \$241,732,386 for ESSER II and \$543,071,990 for ESSER III. Figures 1 and 2 provide an overview of Dallas ISD ESSER fund allocations. A full summary of Dallas ISD Budget and Expenditures by ESSER Activity is found in Appendix A.

Figure 1: Dallas ISD ESSER Allocation



Source: <https://www.dallasisd.org/esser>

Figure 2: Dallas ISD ESSER Allocation by Strategy and Activity



Source: <https://www.dallasisd.org/esser>

LEARNING RECOVERY & ACCELERATION

The "Learning Recovery & Acceleration" strategy is a comprehensive approach to overcoming the impact of the pandemic on student learning and development to ensure every student is on a path to excellence. The strategy spans all Mitigating Learning Loss initiatives, including extended year, tutoring, summer learning, and accelerated learning. Each activity's goals were evaluated to determine if goals were met. *Of the 24 Learning Recovery and Acceleration activities, 15 activities (62.5%) met one or more of their evaluated activity goals.² Eight activities did not meet any activity goals.* The most common reasons why activity goals were not met included delayed implementation of activities due to inability to find and hire qualified staff, lack of participation by targeted audiences, and delays with vendors and procurement processes. Table 2 provides a summary of performance outcomes for each ESSER activity under this strategy. A more detailed summary of all ESSER activities and activity goals can be found in Appendix B.

² Activities may have activity goals that were not evaluated due to lagged data or are goals related to future school years.

Table 2: 2021-22 Learning Recovery & Acceleration ESSER Activities

Activity Number & Name	Goals				
	1	2	3	4	5
001-Extended School Year*	Met	NE	NE	DNM	-
003-Scaling High Quality Tutoring**	DNM	NE	NE	-	-
004-High Quality Tutoring Services**	DNM	NE	NE	-	-
005-Staffing Needs Due to COVID	Met	-	-	-	-
006-Chronic Absenteeism Reduction	DNM	Met	-	-	-
007-Universal Screener	DNM	DNM	NE	Met	-
008-HB3 Reading Academies (K-3)*	DNM	DNM	Met	-	-
009-High School Dyslexia/504 Interventionists Expansion*	DNM	Met	Met	-	-
010-SPED Online Assessment	Met	-	-	-	-
011-Speech Pathologist Expansion	Met	DNM	-	-	-
014-Advanced Placement and Honors Teacher Development	DNM	-	-	-	-
015-Secondary ESL Support Expansion	DNM	-	-	-	-
021-Professional & Digital Learning Infrastructure	Met	Met	Met	Met	Met
022-SPED Compensatory Services*	DNM	DNM	-	-	-
023-SPED Backlog Clean-up*	Met	DNM	-	-	-
024-Visible Learning Schools	Met	-	-	-	-
027-Middle School Dyslexia/504 Interventionists Expansion*	DNM	Met	Met	-	-
028-Middle School ARD Support*	DNM	-	-	-	-
032-Digital Learning Mentoring & Support	DNM	Met	-	-	-
033-Instructional Software & Digital Tools	Met	Met	-	-	-
052-Campus Leadership Development - 2021-22 ongoing monthly	Met	-	-	-	-
080-Evening Academy Support	NE	-	-	-	-
102-Substitute Coverage	DNM	-	-	-	-
107-Tiered Campus Support	DNM	-	-	-	-

Source: Dallas ISD ESSER EOY 2021-22 Evaluation Survey results file dated 11/07/22.

Note: * Activity was evaluated by Evaluation & Assessment Department and additional details are provided in the report.

** Activity was evaluated by Hanover and additional details are provided in the report. DNM = Did not meet goal. NE = Not evaluated in 2021-22. - = No additional goals.

The section below provides a brief summary of ESSER activities under the Learning Recovery and Acceleration strategy which were evaluated by the Evaluation Department of Dallas ISD³.

001 – Extended School Year

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the Dallas ISD Board of Trustees adopted three calendars (traditional⁴, Intersession, and School Day Redesign⁵ (SDR)) for the 2021-22 and 2022-23 school years as well as implementation of other supports.⁶ The Intersession and School Day Redesign programs were extended year calendar programs designed to help students receive extra support through increased learning time programs that target student academic and nonacademic outcomes. In 2021-22, the majority of Dallas ISD campuses implemented the traditional school calendar, while five campuses implemented the SDR calendar, and forty-one campuses that had support from families,

³ Two activities, Scaling High Quality Tutoring and High Quality Tutoring Services, were evaluated in collaboration with Hanover Research.

⁴ Base calendar campuses began school on August 16 and ended on May 27.

⁵ For additional details regarding the School Day Redesign calendar, see Watson (2022). www.dallasisd.org/Page/888.

⁶ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

teachers, and campus staff implemented the Intersession calendar. Dallas ISD budgeted \$24,350,000 of ESSER grant funds to implement the Extended School Year programs (Intersession and School Day Redesign) in 2021-22. The Intersession calendar, two SDR calendars, and district base calendar can be found in Appendix C. A listing of Intersession campuses can be found in Appendix D.

Intersession

Schools utilizing the Intersession calendar kept the daily start and end times the same, in alignment with the base calendar, but began the school year on August 9th, and ended the school year on June 23rd, adding five non-compulsory Intersession weeks to the school year. During Intersession weeks, up to half of students at participating campuses were invited to attend Tuesday through Friday for targeted enrichment and remediation. Students were invited to participate in the Intersession weeks if they met certain academic and non-academic criteria. Students that were not invited to the Intersession week had the option to attend enrichment activities at their campus or have a week break. Similarly, teachers were given the opportunity to work during the Intersession week for additional pay or have a week break. The program vision was that during the Intersession weeks, students would have opportunities for more personalized attention in smaller groups, while teachers would benefit from additional planning time at the start of every Intersession week (Mondays) to plan differentiated experiences.

The following key findings were found by Watson (2022):

- Students indicated that extra time with friends and more help from their teachers as the most enjoyable aspects of the program. A significant majority of students (88%) reported that coming to Intersession “helped [them] feel more prepared for schoolwork.”
- A significant majority (83%) of students reported that Intersession week had been fun for them.
- The majority of teachers reported that they noticed positive academic and social emotional changes in their students who participated in Intersession weeks throughout the year. Additionally, over 80 percent of teachers indicated that the program had been beneficial to the students who attended.
- All staff reported that the best part of Intersession week was the relaxed environment with less pressure and no testing.
- Most parents (80%) felt that the new calendar created a positive educational opportunity for their student. Additionally, the majority of parents reported that they had noticed positive academic and social emotional changes in their students since attending Intersession.
- When asked to offer suggested changes to the program, the most common theme given was improving communication from the school, both in better communicating which students were expected to attend, and in conveying what activities were planned for the program.
- Overall, the majority of teachers reported indicated that participation in the program had a positive impact on their instructional practices.
- Students who attended all dosages of Intersession were more likely to demonstrate higher levels of growth, while students who attended low or moderate doses of Intersession were more likely to

meet or exceed projected growth on the NWEA *Measures of Academic Progress (MAP)* Reading – Spanish than comparison students.

- Students who attended moderate or high dosages of Intersession were both more likely to demonstrate higher levels of growth and more likely to meet or exceed projected growth on the *MAP* Mathematics assessments than comparison students.
- Students who attended Intersession campuses were both more likely to demonstrate higher performance on all *MAP* assessments and to meet or exceed projected growth on the *MAP* assessments than students who attended comparison campuses.
- Students who attended Intersession weeks in the low dosage group were more likely to achieve Approaches+ on the *STAAR* than comparison students.
- Students who attended Intersession campuses were more likely to achieve Approaches+ on *STAAR* Mathematics than students who attended comparison campuses.

School Day Redesign

Five campuses committed to implement the SDR calendar program for the 2021-22 and 2022-23 school years (Maple Lawn Elementary, H.I. Holland Elementary School at Lisbon, Edna Rowe Elementary School, Thomas J. Rusk Middle School and Boude Storey Middle School). Schools utilizing the SDR calendar maintained the school day start and end times, in alignment with the base calendar, but began the school year on August 2, 2021, and ended the school year on June 23, 2022. In total, the extended calendar added 23 additional instructional days to the school year for SDR campuses.

The SDR calendar included two approved variations from which campuses could choose. Dallas ISD Redesign Calendar 1 included the 23 additional school days interspersed through the year. This calendar also included six full day teacher workdays, typically Fridays, which were student holidays. All SDR elementary schools (Maple Lawn, Rowe, and Holland) selected Calendar 1. Dallas ISD Redesign Calendar 2 featured designated “Redesign Days” on Wednesdays, which occurred about twice a month. Redesign Days were early release days for students, with teacher planning or professional development scheduled for the second half of the day. Both middle schools, Rusk and Boude Storey, opted for Calendar 2.

In general, SDR campus activities did not differ from base calendar campuses because they implemented the same instructional curriculum. In May 2022, SDR campuses completed the normal instructional curricula, as base calendar campuses concluded their school year. As a result, SDR campuses utilized four weeks of content from the Dallas ISD-developed Intersession curriculum during the month of June. To address the unique needs of students in their schools, program management empowered campuses to customize the ways they used their added time. For example, during their additional Redesign Days, middle school teachers focused on addressing learning deficits, and students used project-based learning to receive hands-on experience with real-world scenarios. In addition, middle schools created enrichment clubs that students could choose from to spend their half-days. Options included chess club, culinary arts club, gardening, and others. The clubs were sponsored by individual teachers, who created

lesson plans for the supplemental programming. In addition, each club worked together to complete service-learning projects that would benefit the campus and surrounding community.

Professional development content presented during Redesign Days were selected by campus principals and covered a range of topics, including interpreting student data and improving social emotional learning (SEL) competencies. Redesign Day planning activities consisted of teachers coming together to discuss students' performance over the preceding two-week period, allowing teachers to identify students in the greatest need of accelerated instruction more quickly than in a typical grading period.

The following key findings were found by Watson (2002b):

- Principals expressed that the biggest challenge to implementing the program was keeping up campus “*morale*” and “*motivation*” throughout the extended year.
- Principals felt the program offered great benefits to students with fewer educational resources at home and/or less adult supervision outside of school.
- Principals were aware of teachers feeling “*burned out*” by the extended year and made extra efforts to support teachers’ mental health.
- Many students (44%) felt the program made them more prepared for their schoolwork. Half of surveyed students reported that the program helped them build stronger relationships with adults in their school.
- Approximately half of students (53%) reported that they “enjoyed” the redesign days or that they were “very fun.” However, they indicated that a shortened summer vacation was what they did not like about the new calendar.
- Over the course of the year, most SDR teachers reported that they had opportunities for small group instruction and were able to employ SEL practices to address student needs.
- Teachers described their experience with the new calendar as “*exhausting*,” and roughly three-fourths of teachers reported that the program had increased their work-related stress levels.
- After the fall semester, 28 percent of teachers felt that the program was beneficial to students. However, after the full year of implementation, 41 percent of teachers stated that the program had benefited students “some” or “greatly.”
- Overall, the majority of teachers who indicated that participation in the program had an impact on their instructional practices reported that the impact had been a positive one, especially with regard to teachers’ planning and instructional presentation skills.
- The majority of parents (62%) felt that the program was a positive educational opportunity for their student, and 59 percent of parents had noticed positive social emotional changes in their students this year. Further, 41 percent of responding families expressed that the program had reduced their school-related stress level “somewhat” or “significantly.”
- Students who attended SDR campuses were more likely to demonstrate higher performance on the *MAP* Reading – English and Mathematics assessments than students who attended comparison campuses.

- Students who attended SDR campuses were more likely to meet or exceed projected growth on the *MAP* Reading – English and Mathematics assessments than students who attended comparison campuses.
- Students who attended SDR campuses were more likely to achieve Approaches+ on the *STAAR* Reading and Mathematics than students who attended comparison campuses.
- In 2022, all five SDR campuses earned state accountability ratings of B, while 2 out of 5 comparison campuses earned state accountability ratings of B.

003/004 - Scaling High Quality Tutoring/High Quality Tutoring Services

In 2021, the 87th Texas Legislature passed House Bill 4545 (TEC § 28.0211) which requires LEAs to provide 30 hours of subject specific accelerated instruction to all students who fail a state assessment. To mitigate learning loss due to the COVID pandemic, Dallas ISD identified that approximately 53,000 students required accelerated learning as mandated under HB 4545. To provide tutoring services to students from grade 3 to grade 12, ESSER funds were made available to implement two specific activities. Activity 003-Scaling High Quality Tutoring is intended to provide the staffing infrastructure needed to support the scaling of high-dosage and high-quality tutoring. Activity 004-High Quality Tutoring Services had the objective of scaling the delivery of tutoring services over the next three years, which came partly through contracted vendors, higher education partnerships, and direct district-run services. Dallas ISD budgeted \$44,100,000 of ESSER grant funds to implement the program in 2021-22. The overall goal of these efforts was to achieve the following three performance objectives:

1. *Facilitate access to high-quality tutoring services to all 53,000 eligible students who did not meet/did not take STAAR/STAAR End of Course (EOC) assessment standards within the 2021-2022 school year, in compliance with HB 4545.*
2. *Achieve an average of 80 percent attendance and 80 percent course completion rate across subject areas for students enrolled in tutoring.*
3. *50 percent of HB 4545 students receiving tutoring will exceed their MAP growth projection.*

During the 2021-22 school year, students eligible for tutoring services totaled 33,247 and were predominantly male (55%), economically disadvantaged (91%), Emergent Bilinguals (55%), and with Special Education (SPED) status (18%). Additionally, they were mostly Hispanic (72%) followed by African American (24%), White (2%), and other ethnicities (2%).

Overall, the District partially met the first performance objective with 88 schools completing at least 10 percent of their hours and 24 schools completing at least 50 percent of their hours, short of the goal of 100 percent of the hours for all 53,000 students. Further, 61 schools did not log any hours for HB 4545 during 2021-22 period. *The second and third performance objectives were not evaluated in 2021-22.* Due to vendor contract delays, English Language Arts (ELA) and math tutoring were implemented midway through the school year 2021-22, which could account for lower participation rates among students. Of the 21,061 eligible students, only 33.3 percent ($N = 5,226$) received math tutoring services, with students receiving an average of 12 hours of tutoring. Similarly, of the 26,194 students eligible for reading tutoring,

24.3 percent ($N = 6,370$) received an average of 11 hours of tutoring. See Appendix E for detailed summaries of tutoring provided by grade and ethnicity. The following key findings were found by Hanover Research (2022):

- 7.1 percent of all students in Grade 4 to Grade 12 participate in ELA tutoring and 6.0 percent participate in math tutoring. An additional 20.9 percent and 16.6 percent, respectively, are eligible for tutoring but do not participate. Few or no students in Grade 3 and earlier participated in either ELA or math tutoring and were thus excluded from the analysis.
- Black students, White students, students with a disability, students who are economically disadvantaged, students who are not in the gifted program, Limited English Proficient (LEP) students, SPED students, students with a Section 504 plan, and male students had higher eligibility and participation rates compared to their peers for both subjects. For example, about 47.0 percent of SPED students are eligible for ELA tutoring and 12.1 percent participate compared to 25.5 percent and 6.5 percent of non-SPED students.
- Tutoring participation varies considerably by school. There are multiple schools in the district with no tutoring participation despite having eligible students. Notably, 71.2 percent of students at Thornton ES are eligible for ELA tutoring, while 60.0 percent are eligible for Math tutoring. However, no Thornton students participated in tutoring in either subject.
- Students in Grade 7 and Grade 8 have the highest rate of eligibility (36.6% and 40.7% for ELA, 33.4% and 36.3% for math), and students in Grade 4 and Grade 5 have the highest rate of participation (13.9% and 17.3% for ELA, 15.7% and 14.9% for math).
- Notable differences in proficiency rates for *STAAR EOC*, *MAP* and *STAAR* outcomes between students with different group sizes. For all math assessments, Hanover finds that students with a medium group size (4-9 students) and TIA students have the highest proficiency rates. For *STAAR EOC* English I, students with small group size (1-3 students) have the highest proficiency rates and for *STAAR EOC* English II, TIA students have the highest proficiency rates. For *MAP* Reading and *STAAR* Reading, students with a large group size (10+ students) have the highest proficiency rates.
- Students with 11 to 20 tutoring sessions have the highest proficiency rates for all assessments except for *STAAR* Math and meeting projected growth for *MAP* Reading. For these two outcomes, students with 21-40 sessions have the highest proficiency rates. For example, for *STAAR EOC* English I, 33.3 percent of students with 11-20 tutoring sessions are proficient compared to 20.2 percent and 11.1 percent of students with 1-10 sessions and 21-40 sessions, respectively. There is little difference in average course grades for students with varying number of sessions.
- All assessments except for *STAAR* Reading, proficiency rates for tutoring Participants fall between rates for students who were eligible but did not participate and students who were not eligible. For all assessments except for *STAAR EOC* Algebra I and meeting projected *MAP* growth, proficiency rates for all eligible students, regardless of participation, are considerably lower than rates for students who were not eligible for tutoring.

- Average proficiency rates for *MAP* and *STAAR* assessments increased for tutoring participants from the 2020-21 (2021) school year to the 2022 school year but were still lower than proficiency rates for students who were not eligible for tutoring. Changes in proficiency rates for non-participants varied by assessment.
- For *STAAR* Math and *STAAR* Reading, proficiency rates for all eligible students, regardless of participation, increased by at least 33.7 percentage points, indicating that there are other factors contributing to growth in addition to tutoring.
- The percentage of participants meeting projected growth for *MAP* Math increased by 3.5 percentage points while the percent of students who were not eligible decreased by 19.6 percentage points.

008 – HB3 Reading Academies (K-3)

Texas Legislature House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, requires all Texas Kindergarten (K) through grade-three teachers and principals to attend Texas Reading Academies. The district budgeted \$1,500,000 in ESSER funds toward this activity. The goal of the Texas Reading Academies is to “increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement.” (TEA, n.d.). The Texas Commission on Public School Finance final report (2018) noted that student outcome shortfalls were evident in early childhood education. For instance, only 58 percent of kindergarteners were deemed kindergarten ready, while only four in ten students met the *STAAR* reading standard in third grade. Moreover, the 2017 National Assessment of Educational Progress (NAEP) report ranked Texas fourth grader 46th in reading proficiency, a decline of five spots since their 2015 ranking. The Texas Commission on Public School Finance final report (2018) further noted that “the most effective and financially efficient way to close educational attainment gaps [...] is through focusing investment on improving student outcomes in early childhood education, before the gaps compound over subsequent years.” (p. 19) However, the Texas Director of Texas Reading Academies noted during a 2022 webinar that “many educators are not prepared to provide evidence-based reading instructions [...] based on specific needs.” (TEA, 2022).

To address these issues, Texas Reading Academies were implemented to provide school districts with the flexibility to meet local needs and priorities, such as the selection of study model (comprehensive in-person vs blended), choice of Authorized Provider, and implementation level (local vs direct service). In 2021-22, participants enrolled in one of three pathways⁷ based on their learning needs: 1) ELAR pathway for general and special education teachers, 2) Biliteracy pathway for bilingual general and special education teachers, and 3) Administrator pathway for campus and district administrators. The Administrative pathway can be completed in 42 hours, and the ELAR and Biliteracy pathways can be completed in 60 hours. Overall, nearly 90,000 learners (i.e., teachers and administrators) have participated (as of March 9, 2022) in the Texas Reading Academies with 27,102 having completed the program (TEA, 2022).

⁷ A fourth, Dual pathway exists that combines both ELAR and Biliteracy teachers.

In 2020-21, the Dallas ISD was approved to serve as an authorized provider for Texas Reading Academies professional development (PD). Ninety-three percent of the Early Learning specialists who applied to become a cohort leader for 2020-21 passed the screener, which was higher than the statewide average of 41 percent. However, the Dallas ISD was required to reapply to be an authorized provider in January 2022. To meet the updated requirements of authorized providers for Texas Reading Academies, new cohort leaders attended a three-day training during May and June 2021 and completed the screener. Department staff reported that all (100%) specialists passed the test to become cohort leaders. Returning cohort leaders from the 2020-21 school year, also complete a 2-day recertification training.

Implementation during Year 1 in the Dallas ISD began with teachers and administrators at 56 high-priority elementary campuses; Year 2 targeted 46 elementary campuses and any teachers new to Year 1 campuses, and Year 3 will target 48 elementary campuses and any teachers new to Year 1 and Year 2 campuses. While HB 3 only required teachers and principals to attend Texas Reading Academies, the Dallas ISD also trained all assistant principals, Campus Instructional Coaches (CICs), and Instructional Lead Coaches (ILCs) on campuses in each cohort.

Based on job requirements, participants completed one of three learning pathways. General and SPED teachers completed the English Language Arts pathway, bilingual general education and bilingual SPED teachers completed the Biliteracy pathway, and campus administrators completed the Administrator pathway. Each pathway consisted of 12 PD modules.⁸ The module content for each pathway was the same except for additional content embedded in the Biliteracy pathway modules, such as the importance of multilingualism; cross-linguistic connections; and social, cultural, and linguistic practices.

Texas Reading Academy cohort leaders worked to implement two different PD models (comprehensive and blended). Comprehensive coaches could lead up to 60 participants by (a) coordinating the pre-work necessary for each PD session, (b) facilitating PD sessions in person, (c) establishing a literacy community, (d) conducting individualized observations and coaching sessions, and (e) providing feedback for participant artifacts. Due to the COVID-19 pandemic, the comprehensive model was implemented primarily in a virtual asynchronous format from fall 2020 until the beginning of spring 2022. Implementation returned to a face-to-face format in March 2022.⁹ All kindergarten through grade-three teachers, SPED teachers, and reading or all-content CICs received PD, coaching, and feedback from comprehensive coaches.

Blended facilitators could coordinate online learning for up to three groups of participants with up to 100 participants per group. While many of the responsibilities were similar to those of comprehensive

⁸ Modules included: Introduction to the Texas Reading Academies; The Science of Teaching Reading; Establishing a Literacy Community; Using Data to Support Instruction and Tiered Levels of Support; Oral Language and Vocabulary; Phonological Awareness; Pre-Reading Skills; Decoding, Encoding, and Word Study; Reading Fluency; Reading Comprehension; Written Composition; and Pulling It All Together.

⁹ While the comprehensive PD model was implemented primarily in a virtual asynchronous format in 2021-22, comprehensive coaches were able to complete in-person observations and coaching throughout the school year to assess implementation of Texas Reading Academy content in classrooms.

coaches, blended facilitators worked within the Learning Management System¹⁰ to support participants through moderating online discussions and establishing a virtual literacy community. Principals, assistant principals, ILCs, and CICs who covered non reading or all-content (e.g., mathematics, mathematics and science) subjects, participated in the blended model and completed the Texas Reading Academies PD and other requirements online. Librarians; all Talented and Gifted teachers; all teachers new to a magnet, single-gender, or transformation campuses; and Teaching and Learning personnel also participated in the blended model.

The following key findings were found by Lorenz, Zhang, and Tyree (2022):

- Overall, teachers' perception of the Texas Reading Academies program was positive. Ratings increased from BOY (78% positive or greater) to EOY (85% or greater) across all five program-perception items.
- Eighty-nine percent of administrators agreed that they were capable of supporting HB 3 changes, 95 percent valued the Reading Academy changes, and all respondents agreed that the changes would help students gain higher levels of reading achievement.
- In the post-PD surveys, 85 percent of session participants reported that the session content was relevant to their work and 90 percent of them stated they would incorporate elements of the session in their work.
- In general, the proportions of grade K students scoring *On Track* on *TX-KEA* Blending were similar for students at Texas Reading Academies Campuses Cohorts One (62%) and Two (61%) and at non-implementing campuses (61%).
- For Kindergarten, the rate of students scoring at or above the 50th percentile on the EOY *MAP* Reading were higher for students at Texas Reading Academies Cohorts One (38%) and Two (41%) campuses than non-implementing campuses (37%). For grade one, a slightly higher proportion of students in Cohort One (36%) and non-implementing campuses (36%) scored at or above the 50th percentile than Cohort Two campuses (35%). For grade two, the rate of students in Cohort One (41%) and Cohort Two (40%) was slightly higher than non-implementing campuses (39%).
- Across the three *STAAR* standards, a higher proportion of Texas Reading Academies Cohort One students met each standard (Approaches+: 69%, Meets+: 42%, Master: 25%) than non-implementing (68%, 41%, 24%, respectively) or Cohort Two students (64%, 38%, 23%, respectively).
- Overall, for Cohort One, the one-year change (2020-21 to 2021-22) in the percentage of students scoring at or above the 50th percentile on *MAP* decreased (grade-K: 11% points, grade-one: 5% points, grade-two: 4% points), while the percentage of students scoring at *STAAR* standards increased (Approaches+: 10% points, Meets+: 10% points, Masters: 7% points).

¹⁰ More information about the Learning Management System can be found at <https://tea.texas.gov/about-tea/news-and-multimedia/news-releases/news-2020/tea-will-offer-free-learning-management-system-to-texas-schools-for-two-years-to-help-bolster-remote-and-classroom-instruction>.

009/027 - High School & Middle School Dyslexia/504 Interventionist

Expansion

To support learning recovery and address decreases in overall reading achievement scores, Dallas ISD budgeted approximately \$33.8 million over five years aimed at improving and expanding dyslexia services in middle and high schools (Mastrogiovanni, 2022). These additional funds are designated to 1) hiring additional highly trained dyslexia personnel to assist assigned campuses in implementing and maintaining a quality dyslexia program which meets federal and state laws and mandates regarding dyslexia student identification, placement, and instruction, and 2) expand dyslexia services to include small group dyslexia instruction with a trained dyslexia interventionist for 180 minutes a week per student as well as provide direct, intensive, and systematic instruction to meet student academic needs and improve student achievement. The overall goal of these efforts is to achieve three performance objectives related to student achievement, dyslexia training program, and campus and community engagement. The following are the district's performance objectives for these activities:

1. *Increase the Dyslexia Services department Word Identification and Spelling Test (WIST) student scores which measures the standard scores for the Fundamental Literacy Ability Index (FLAI) and the Sound Symbol Knowledge (SSK). The two goals are that, by end-of-year (EOY) 2020-21, average standard scores for FLAI and SSK will increase from 72 to 75.6, and from 75 to 78.75, respectively*
2. *Out of the 62 2021-2022 dyslexia interventionists assigned to middle school and high school campuses; 62 (100%) will complete the Wilson Dyslexia Practitioner certification, and 38 of the 62 (61%) will complete the Wilson Dyslexia Therapist certification by 2025.*
3. *Dyslexia interventionists will conduct informational parent meetings per campus, twice a year and as needed for dyslexia awareness month in October.*

Overall, the Dyslexia Services department met its average SSK standard score EOY 2021-22 ESSER performance objective ($M = 85.8$). However, the department did not meet its average FLAI standard score EOY 2021-22 ESSER performance objective ($M = 75.5$). Additionally, the 2nd and 3rd performance objectives were also met. See below for detailed information.

Dyslexia Services Training Program

One of the objectives of the Dyslexia Services department was to utilize ESSER funding to provide additional training to middle and high school dyslexia interventionists and the department set the following two performance objectives; 1) all 62 dyslexia interventionists assigned to middle school and high school campuses in 2021-22 will complete the *Wilson Dyslexia Practitioner* certification and 2) 38 of the 62 (61.3%) will complete the *Wilson Dyslexia Therapist* certification by 2025 (Mastrogiovanni, 2022).¹¹ To complete these certifications, dyslexia interventionists were required to complete a minimum of three *Wilson*

¹¹ In 2021-22, 62 dyslexia interventionists were assigned to middle school and high school campuses.

observations per year.¹² The Dyslexia Services department provided completed certification data on 07/26/2022.

Of the 62 ESSER-funded dyslexia interventionists, 47 (75.8%) completed Practitioner Level certifications and three (4.8%) completed Therapist Level certifications by 2021-22 EOY.¹³ *Results indicated that the Dyslexia Services department exceeded their 2021-22 EOY Dyslexia Training Program performance objective.*

Campus and Community Engagement

Another objective of the Dyslexia Services department was to utilize ESSER funding for Dyslexia interventionists to conduct informational campus and community (parent) meetings per campus, twice a year and as needed for dyslexia awareness month in October (Mastrogiovanni, 2022).¹⁴ PD opportunities were offered to campus staff members twice a year and covered the following topics: 1) Definition of Dyslexia, 2) Characteristics of Dyslexia, 3) Referrals, 4) Accommodations, 5) Programming, 6) Resources, and 7) The Importance of the Foundations of Literacy. The Dyslexia Services department reported that PD sessions were well attended, with 5,546 campus staff attending the fall professional development and 4,995 attending the spring professional development.

In 2021-22, two parent informational meetings were conducted by department staff, one during fall and one during spring at all campuses. Parent information sessions covered similar topics covered by campus staff PD sessions. The Dyslexia Services department reported that 269 parents attended the fall session, and 575 parents attended in the spring. *Overall, results indicate that the department met the campus and community engagement performance objective in 2021-22.*

PD trainings were also provided to Dyslexia Services central staff members throughout the 2021-22 school year. Program staff were generally required to attend these sessions and sessions included the following topics: 1) Current Dyslexia Programs, 2) EdPlan and Data Documentation trainings, 3) Department Overview, Policies, and Procedures, 4) Section 504 and Child Find, 5) Assessment Trainings: WRMT III/TWS-5/GORT 5/WIST trainings, and 6) ESSER Activity Trainings.

015 - Secondary ESL Support Expansion

The Dallas ISD Dual Language/English as a Second Language (DL/ESL) Department mission is to increase student achievement by effectively addressing the academic, linguistic, and social needs of Emergent Bilinguals (EBs)¹⁵ through programs that embrace student diversity (Voss & Kim, 2022). The department oversees DL and ESL programs, sheltered instruction, services for immigrant students, tutoring,

¹² 5 *Wilson* observations are required to complete Level 1 practicum (Practitioner Level), 3 observations are required for Group Mastery Practicum, and 2 observations are required for Upper Steps Mastery Practicum. All three practicums must be completed to earn Therapist Level Certification. Therapist level certification takes 3 years of practicum hours and observations through *Wilson* to complete. Additionally, *Wilson* Intro Training is required before dyslexia interventionists can begin their practicums. Each interventionist must complete a 3-day introductory course followed by a 1-day start up course.

¹³ For the middle school and high school dyslexia interventionist expansion ESSER activities, the 2021-22 EOY performance objective target was 30 practitioner level certifications completed, 0 therapist level certifications completed.

¹⁴ Campus and community engagement data provided by dyslexia Services department on 07/13/22.

¹⁵ To align with state terminology changes made in the 2021-22 school year, Emergent Bilinguals has replaced the term English learners (ELs).

and summer programs, and oversees the Language Proficiency Assessment Committee (LPAC), which is responsible for the identification, reclassification, and monitoring of EBs. Finally, the department collaborates with the Special Education Department to provide services for EBs who require special education services (EBSPED). For evaluation of the program serving EBSPED students, see Voss (2022). Dallas ISD budgeted \$117,600 of ESSER grant funds to implement the program in 2021-22.

The DL/ESL Department set two teacher-related ESSER goals: 1) *980 grade six to 12 content teachers will have passed their ESL supplemental exam and received their ESL certification, and 2) 490 teachers will have attended at least one ESL certification prep course.* In 2021-22, 24 grade six to 12 content teachers requested reimbursement from the DL/ESL Department for passing their ESL supplemental exam and received their ESL certification; however, *because a total list of teachers certified during the 2021-22 school year was not yet available, the DL/ESL Department's ESSER goal of 980 teachers passing their ESL supplemental exam and received their ESL certification could not be evaluated. Additionally, 186 teachers attended at least one ESL certification prep course, which did not meet the DL/ESL Department's ESSER goal of 490 teachers.*

022 - SPED Compensatory Services

SPED Compensatory Services aimed to 'compensate' students with disabilities services to make up for services not provided by the LEA (Sands, 2022). These compensatory services are provided when failure to implement the student's IEP denies the student's right to a free appropriate public education under the Individuals with Disabilities Education Act. Dallas ISD budgeted \$3,000,000 of ESSER grant funds to implement the program in 2021-22. The following are the district's performance objectives for this activity:

1. *The Dallas ISD Deaf Education program will provide sign language interpreters to 100% of students who are deaf or hard of hearing, and use sign language, in their content classes, electives and activities as stated in their IEP by 2022-2023 school year, as evidence by student schedules, interpreter sign in sheets and campus master schedules.*
2. *Complete 100% of compensatory speech therapy services owed to students as defined by the ARD committee by the end of the students' annual IEP.*

In 2021-22, the SPED department's SPED Compensatory Services ESSER activity implementation was delayed due to late job postings and a lack of qualified job candidates. The longer than expected hiring process delayed the training and onboarding process of new language interpreters. *As such, the Dallas ISD Deaf Education program did not meet the goal of providing sign language interpreters to 100% of students who are deaf or hard of hearing, and use sign language, in their content classes, electives and activities as stated in their IEP by 2022-2023 school year, as evidence by student schedules, interpreter sign in sheets and campus master schedules. Additionally, the SPED department did not meet the goal of completing 100% of compensatory speech therapy services owed to students as defined by the ARD committee by the end of the students' annual IEP.*

023 - SPED Backlog Clean-up

Dallas ISD had a backlog of referrals for SPED services from the 2017-2021 school years due to the COVID-19 pandemic (Sands, 2022). This activity aimed to end that backlog of referrals to meet mandates under IDEA that all students who have a pending referral and parental consent must be evaluated to determine if they meet SPED qualifications. Dallas ISD did not budget ESSER grant funds to implement the program in 2021-22. The following are the district's performance objectives for this activity:

1. *Complete 100% of all backlogged referral cases from 2017-2019 by September 15, 2021.*
2. *Complete 100% of all current 2021-2022 school year referrals with finalized Full and Individual Initial Evaluation Report (FIE) by August 1, 2022.*

In 2021-22, the SPED department met the goal of completing 100% of all backlogged referral cases from 2017-2019 by September 15, 2021. Additionally, the SPED department made significant progress toward but did not meet the goal of completing 100% of all current 2021-2022 school year referrals with a finalized FIE by August 1, 2022.

028 - Middle School ARD Support

The SPED department aimed to provide intentional support systems for ten middle school campuses that have more than 100 students receiving SPED services with mild to severe needs (Sands, 2022). This support system would specialize in conducting ARD committee meetings, tracking, maintaining records, supporting teachers with communicating with previous schools, and creation of IEP goals. Dallas ISD budgeted \$849,150 of ESSER grant funds to implement the program in 2021-22. *The district's performance objectives for this activity includes 100% of ARD meetings will be completed on or before the due dates as evidence by Student Data Management System (SDMS) reports. The SPED department made significant progress (missed 1.9% of ARD timelines) but ultimately did not meet the goal of having 100% of ARD meetings completed on or before the due dates as evidence by SDMS reports.*

EQUITABLE ACCESS TO LEARNING & ENRICHMENT

The "Equitable Access to Learning & Enrichment" strategy focuses on ensuring every student has what they need to fully engage in learning while also having access to enrichment opportunities. Spanning investments in technology infrastructure to expanded options for students to explore and find their passions, Dallas ISD will ensure equity in experience for students. Each activity's goals were evaluated to determine if the goal was met or not met. *Of the 15 Equitable Access to Learning and Enrichment activities, eight activities (53.3%) met one or more of their evaluated activity goals.¹⁶ Three activities did not meet any activity goals and four activities had goals that were not evaluated.* The most common reasons why activity goals were not met included delayed implementation of activities due to inability to find and hire qualified staff, delays with vendors and procurement processes, and delays in technology reception and distribution due to nationwide shortages. Table 3 provides a summary of performance outcomes for each ESSER

¹⁶ Activities may have activity goals that were not evaluated due to lagged data or are goals related to future school years.

activity under this strategy. A descriptive summary of all ESSER activities and activity goals can be found in Appendix B.

Table 3: 2021-22 Equitable Access to Learning & Enrichment ESSER Activities

Activity Number & Name	Goals				
	1	2	3	4	5
002-After-School Expansion	DNM	Met	NE	NE	DNM
017-AVID Excel Expansion	Met	NE	-	-	-
018-Expanding Dual Language for Non-English Learners	DNM	NE	Met	-	-
020-Digital Learning Displays	DNM	DNM	Met	-	-
025-Transforming SPED Classrooms & Pathways*	DNM	-	-	-	-
035-Cell Tower Pilot	DNM	DNM	-	-	-
036-Device Expansion	DNM	Met	-	-	-
037-Hot Spot Distribution^a	Met	DNM	DNM	-	-
041-School Links	Met	Met	Met	-	-
042-P-TECH/ECHS Program Specialist	DNM	DNM	Met	DNM	-
074-Family Academic Activities*	DNM	NE	-	-	-
077-The Concilio - PASE	NE	NE	-	-	-
078-Enrichment Program – Big Thought	NE	-	-	-	-
079-Communities In Schools – Service Model	NE	NE	-	-	-
208-Virtual School Support	NE	NE	NE	-	-

Source: Dallas ISD ESSER EOY 2021-22 Evaluation Survey results file dated 11/07/22.

Note: ^a Activity was only implemented in 2020-21 school year. * Activity was evaluated by Evaluation & Assessment Department and additional details are provided in the report. ** Activity was evaluated by Hanover and additional details are provided in the report. Activities in **bold** are associated with Operation Connectivity. DNM = Did not meet goal. NE = Not evaluated in 2021-22. - = No additional goals.

The section below provides a brief summary of ESSER activities under the Equitable Access to Learning and Enrichment strategy which were evaluated by the Evaluation Department of Dallas ISD.

018 - Expanding Dual Language for Non-English Learners

In 2021-22, the DL/ESL Department implemented new or updated summer enrichment programs. Four summer programs served EBs in the Dallas ISD in summer 2021, including 1) Science Discovery Camp, 2) the Newcomer Language Enrichment Summer Camp, 3) Teaching and Coaching for Accelerated Language Learning (T-CALL), and 4) the Refugee Summer Enrichment Program (Voss & Kim, 2022). All programs were managed and funded through the DL/ESL program. Dallas ISD budgeted \$185,000 of ESSER grant funds to implement the program in 2021-22. To find out more about summer enrichment programs for EBs, evaluators conducted interviews with program leadership, who provided attendance records.¹⁷ The DL/ESL Department set a goal to see a 10 percentage-point increase in the number of students that participated in summer programs from 2020 to 2021.¹⁸ The DL/ESL Department also set an ESSER goal that 80 percent of invited opt-in students whose parents were helped by a parent coordinator would attend after school, Saturday, or summer programs. The DL/ESL Department also set two other ESSER goals related to parent engagement: 1) *80 percent of parents helped by a parent coordinator attended all offered TWDL Parent Sessions*, and 2) *80 percent of parents who were helped by a parent*

¹⁷ Data were provided by DL/ESL staff members on 12/01/21, 12/03/21, and 12/06/21.

¹⁸ The DL/ESL goal only includes summer programs that occurred during both years.

coordinator and were surveyed agreed or strongly agreed that they received adequate supports for their children in Two-way Dual Language (TWDL).

Overall, the DL/ESL Department did not meet their goal of a 10 percentage-point increase in the number of students that participated in summer programs¹⁹ from 2020²⁰ (535 students) to 2021 (429 students; 20% decrease). Due to the DL/ESL Department not being able to hire a parent coordinator, the ESSER goals of 1) 80 percent of invited opt-in students whose parents were helped by a parent coordinator would attend after school, Saturday, or summer programs could not be evaluated, 2) 80 percent of parents helped by a parent coordinator attended all offered TWDL Parent Sessions, and 3) 80 percent of parents who were helped by a parent coordinator and were surveyed agreed or strongly agreed that they received adequate supports for their children in TWDL could not be evaluated.

025 - Transforming SPED Classrooms & Pathways

The district aimed to address inequalities in specialized classrooms by upgrading technology and evidence-based resources, upgrade Assistive Technology to improve access and address inequalities for students with disabilities, and provide live-stream instruction for emotional/behavioral/homebound disabled students needing specialized instructional settings (Sands, 2022). Further, through the Career and Technology Education (CTE) department, there will be improved programming opportunities for students attending the Special Education 18+ Transition Program. Dallas ISD budgeted \$750,000 of ESSER grant funds to implement the program in 2021-22. The following are the district's performance objectives for this ESSER activity:

1. *By the end of the 2021-2022 school year, high school Functional Living Skills Classes will implement revised program standards to increase student achievement on STAAR Alternate 2 (STAAR-Alt 2) reading and math and improve independent living skills.*
2. *The special services department along with the CTE department will review current programing, determine additional program needs, and develop implementation plan for new programming for Multiple Careers Magnet Center (MCMC) by the end of the 21-22 school year.*

In 2021-22, the Transforming SPED Classrooms and Pathways ESSER activity implementation was delayed due to late purchasing of a new curriculum, late submission of procurement requisitions, and a lack of progress toward purchasing additional materials and classroom technologies. *Therefore, high school Functional Living Skills Classes did not meet the goal of implementing a revised program that aims to increase student achievement on STAAR-Alt 2 reading and math and improve student's independent living skills.*

074 - Family Academic Activities

In 2021-22, the Family and Community Engagement Office supported Academic Partnering to support parents to help their children learn at home (Garcia-Rincon, 2022). Academic Partnering was

¹⁹ The DL/ESL goal of maintaining the number of students that participated in summer programs from 2020 to 2021 only includes summer programs that occurred during both years (T-CALL, Newcomer Program, and Refugee Program).

²⁰ 2020 Summer program data can be found in Voss & Kim (2021).

designed to support in-person and virtual training sessions focused on learning activities and strategies for parents to implement at home with an emphasis on reading and mathematics. Sessions were provided to parents with students in grades prekindergarten - 12 and targeted African American and Emergent Bilingual students from High Priority Campuses. Dallas ISD budgeted \$152,000 of ESSER grant funds to implement the program in 2021-22. EOY data were not available to report for 2021-22. The program started late and was not fully implemented because ESSER funds were received late in the school year, lack of resources (i.e., materials), and technology issues.

HEALTHY STUDENTS, SCHOOLS, COMMUNITY

The "Healthy Students, Healthy Schools, Healthy Community" strategy focuses on physical, mental, and emotional health. Spanning improvements in physical plant infrastructure to direct mental health clinical services for students, Dallas ISD will balance full district efforts with targeted supports for students. Each activity's goals were evaluated to determine if the goal was met or not met. *Of the 15 Healthy Students, Schools, and Community activities, nine activities (60%) met one or more of their evaluated activity goals.²¹ Five activities did not meet any activity goals.* The most common reasons why activity goals were not met included delayed implementation of activities due to inability to find and hire qualified staff, delays with vendors and procurement processes, and delays in material reception due to nationwide shortages. Table 4 provides a summary of performance outcomes for each ESSER activity under this strategy. A descriptive summary of all ESSER activities and activity goals can be found in Appendix B.

Table 4: 2021-22 Healthy Students Schools Community ESSER Activities

Activity Number & Name	Goals			
	1	2	3	4
026-SPED Behavioral Health Team*	DNM	DNM	-	-
031-SEL & Mental Health Expansion & Support*	DNM	DNM	Met	Met
039-Personal Protective Equipment & Cleaning	Met	Met	-	-
049-Mental Health Vital Signs Screener*	DNM	DNM	-	-
050-Reset Centers*	DNM	Met	Met	-
056-Expand Home2Home Parent Engagement*	DNM	DNM	DNM	DNM
057-Trust Based Relational Intervention (TBRI) Training & Supports*	NE	NE	-	-
058-Youth and Family Service Center for Southern Sector (2 nd location)*	Met	DNM	-	-
059-SPOT Vision Screener	Met	Met	-	-
060-OAE Screening Test (Hearing)	DNM	DNM	-	-
083-Curriculum: Collaborative & Proactive Solutions	DNM	DNM	DNM	DNM
101-Staff Vaccination Incentives	Met	Met	-	-
103-Student COVID Incentives	Met	-	-	-
106-Nurse Assistants	DNM	Met	-	-
108-Virtual Academy Staff Support	Met	DNM	-	-

Source: Dallas ISD ESSER EOY 2021-22 Evaluation Survey results file dated 11/07/22.

Note: * Activity was evaluated by Evaluation & Assessment Department and additional details are provided in the report.

DNM = Did not meet goal. NE = Not evaluated in 2021-22. - = No additional goals.

²¹ Activities may have activity goals that were not evaluated due to lagged data or are goals related to future school years.

The section below provides a brief summary of ESSER activities under the Healthy Students, Healthy Schools, Healthy Community strategy which were evaluated by the Evaluation Department of Dallas ISD.

026 - SPED Behavioral Health Team

This activity aims to improve districtwide supports for students with special needs and challenging behaviors through the implementation of a Board-Certified Behavior Analyst Team (BCBA). This team will provide intensive Applied Behavioral Analysis (ABA) when responding to and/or treating the function of intensive behavioral challenges that interfere with student progress. Dallas ISD budgeted \$1,524,000 of ESSER grant funds to implement the program in 2021-22. The following are the district's performance objectives for this activity:

1. *Conduct an annual needs assessment for all campuses on behavioral supports for students receiving SPED services.*
2. *BCBAs will train 100% of Special Educators on the development of effective positive behavior plans by May 2023.*

In 2021-22, the SPED departments SPED Behavioral Health Team ESSER activity implementation was delayed due to delays in posting job openings, difficulty finding qualified candidates, and a late onboarding process for Behavioral Health Team staff. *As a result, performance objective goals were not met.*

031 - SEL & Mental Health Expansion & Support

The goal of the Dallas ISD Social and Emotional Learning (SEL) initiative is to provide campus staff members with SEL training and implementation support at all grade levels. In the Dallas ISD, SEL is defined as a mixture of practices, including SEL and additional strategies from other behavior management methods including Restorative Practices and Positive Behavioral Interventions and Supports. Dallas ISD budgeted \$2,000,000 of ESSER grant funds to implement the program in 2021-22. In 2021-22, the SEL Department continued partnering with the PSELI at selected campuses. Additionally, the level of SEL support provided to campuses became prioritized by their local accountability ratings (Accomplished, Breakthrough, Competing, Developing, and Focus). All campuses received support, but Competing, Developing, and Focus campuses were prioritized. The following are the district's performance objectives for this activity:

1. *Campuses with students who engage in student leadership development opportunities will participate in, on average, two student-led initiatives.*
2. *The SEL department will maintain a 90 percent satisfaction rate with department led- training sessions (based on post-training surveys) during the 2021-22 school year.*
3. *The SEL department will have 40 high implementation and 50 medium implementation campuses by May 2022.*

In 2021-22, the SEL department received \$1,600,000 in ESSER funding and an additional \$50,000 to support the Student Leadership Summits.²² The SEL department met two of three ESSER activity goals including 1) *campuses with students who engaged in student leadership development opportunities participated in, on average, two student-led initiatives*, and 2) *maintain a 90 percent satisfaction rate with department led- training sessions (based on post-training surveys) during the 2021-22 school year*.

Four student leadership summits were held in 2021-22. Similar to the 2021 summit, the 2021-22 summits were structured around student identity, student voice, and the campus community. This structure was used to discuss how to practice SEL in service of equity. Student survey results from the 2021-22 summits ($N = 139$) indicated that 93 percent connected with their peers at the summits; 94 percent met the objectives of the session, and 94 percent learned how to contribute to positive change at their school.²³ On average, these students engaged in two activities at their campuses.²⁴ The SEL department did not meet the *ESSER activity goal of having 40 high implementation campuses and 50 medium implementation campuses by May 2022*. By May 2022, the SEL department reported that there were 26 high implementation campuses and 99 medium implementation campuses.

049 - Mental Health Vital Signs Screener

In 2021-22, the Mental Health Services department received approval to purchase and implement the Vital Sign 6 depression screener app. Dallas ISD did not budget ESSER grant funds to implement the program in 2021-22. Implementation of the app would occur in three phases to include Phase 1 – implementing the depression screener app through the 13 Youth and Family Center (YFC) clinics; Phase 2 – implementing the depression screener app at 40 campuses within the district; and Phase 3 – implementing the depression screener app districtwide through the work of the School-Based Clinicians. The MHS department met both 2021-22 activity goals of 1) *by January 2022, launch Vital Sign 6 depression screener within the MHS department*, and 2) *by June 2022, increase number of students served by at least 3% (360 students) due to the implementation of the depression screener as evidenced by comparison of 2020-21 and 2021-22 Evaluation and Assessment data*. In 2021-22, the percentage of students served by YFCs increased by 14 percent compared to 2020-21.

050 - Reset Centers

Dallas ISD began implementing the Reset Center Program at 52 comprehensive middle schools and high schools during the 2021-22 school year. Supported with the ESSER Fund, the Reset Centers were overseen by the Office of Student Engagement and Support (SEAS). Through social-emotional learning activities and restorative practices tailored to student needs, Reset Center coordinators helped resolve issues for which a student may have previously received a discretionary in--school or out--of---school suspension while keeping students at school, engaged in academic instruction, and provided

²² An additional \$25,000 in NOVO Foundation grant funds was used to support the Student Leadership Summits, and those funds were managed by the Language and Literacy, and Social Studies Departments.

²³ Data provided by SEL central staff members on 06/27/22. Responses were included as positive if the participant rated the question a three or four on the four-point rating scale.

²⁴ Information obtained from SEL department staff members, 06/23/22.

other services as needed.²⁵ As the school year progressed, managers with SEAS conducted walkthroughs of Reset Centers and provided coordinators with training that was most beneficial to students at their campuses.

Dallas ISD eliminated out-of-school suspensions for prekindergarten through grade two students in 2017. In 2021-22, the district eliminated in-school and out-of-school suspensions for secondary students.²⁶ Previously, when students received a Level I or Level II violation of the Student Code of Conduct²⁷, they received the punitive consequence of days in a room working in silence without engagement (in-school suspension; ISS) or being away from campus (out-of-school suspension). As an alternative to suspensions, the district created Reset Centers at all comprehensive secondary schools. The goal of the Reset Centers was to maintain instructional practices in academic lessons for the student in addition to providing help with self-awareness, de-escalation techniques, and referrals to Mental Health Services (MHS) to address the root cause of the problem behavior. The SEAS Director described the centers as “in-school- suspension reimaged.”

All centers were supported by SEAS. The Director of SEAS was hired in June 2021 and the SEAS was restructured to include four managers. Each manager worked with 10-18 secondary Reset Center campuses but were also responsible for working with elementary schools within their networks. Managers spent approximately 75 percent of their time at campuses. During the second semester, managers targeted training for staff members based on campus needs.

Reset Center Training

Campus administrative team members received overview and implementation training for the Reset Center Program prior to the 2021-22 school year. Campus Behavior Coordinators, the administrative team members responsible for enforcing the campus classroom rules and the district student code of conduct, received more in-depth training.

To oversee the Reset Centers and guide future training during the 2021-22 school year, each SEAS manager conducted up to four walkthroughs per week across their network using a rubric. Rubric results informed the focus of professional development (PD) sessions provided to Reset Center coordinators by SEAS and through Region 10.

The SEAS Department also used methods beyond walkthroughs to guide training. During the first semester, SEAS managers met weekly to discuss trends in Reset Center referrals, recidivism, and MHS referrals. Campuses were placed in one of three tiers, with tier three campuses receiving the most targeted and intensive training. In addition, Reset Center coordinators were expected to train staff members at their campuses utilizing content they received from PD sessions provided by SEAS and Region 10.

During the second semester, SEAS managers pivoted from tiering campuses based on data analyses to tiering campuses based on program implementation and campus administrative buy-in.

²⁵ The Dallas ISD Student Code of Conduct can be found at <https://www.dallasisd.org/Page/128>.

²⁶ More serious violations of the Student Code of Conduct could still result in a student being assigned to the Disciplinary Alternative Education Program (DAEP).

²⁷ Level I offenses included violations of classroom rules. Level II offenses included violations that seriously disrupted the educational process.

Managers met directly with campus administrators and focused on understanding obstacles impeding program implementation and improving the understanding and buy-in of the program.

Reset Center Structure

In 2021-22, all 52 comprehensive secondary campuses established Reset Centers managed by Reset Center coordinators in designated rooms to facilitate continuous educational services for students while providing personalized approaches to behavior management. The rooms could accommodate 20 to 25 students and included flexible seating, stationary bicycles, space for restorative circles, and space for an MHS clinician.

Students could receive a Reset Center referral for one to three days with a maximum of 30 cumulative days for the entire school year. After 30 days were exhausted, the campus administrators were required to develop additional action plans including placement in the Disciplinary Alternative Education Program (DAEP). Some campuses used the Reset Centers as a place to remove students for one class period. While these visits were not recorded as official referrals to the Reset Centers that counted toward the 30-day maximum, they were recorded as positive intervention support referrals. In these cases, coordinators worked with both the student and teacher to devise strategies to help successfully assimilate the student back into the regular classroom. In all cases, after a student referral period ended and the student returned to class, coordinators followed up with students and classroom teachers at least twice to determine if further support was needed.

The Dallas Independent School District (ISD) began implementing the Reset Center Program at 52 comprehensive middle schools and high schools during the 2021-22 school year. Supported with \$4,703,954 of ESSER grant funds and supplemented with \$120,379 of general operating funds, the program provided a Reset Center Coordinator and dedicated room at each campus. Reset Centers provided a space for coordinators to address issues for which a student may have previously received an in-school or out-of-school suspension. The program kept students at school and engaged in academic instruction while addressing student social-emotional deficits and offering restorative practices tailored to student needs.

The following key findings were found by Mickelson (2022):

- African American students disproportionately received Reset Center referrals compared to students of other racial backgrounds. Of the students who received a Reset Center referral during the 2021-22 school year, 44 percent were African American. For other students at the same campuses, 20 percent were African American.
- The number of in-school suspensions, out-of-school suspensions, and Reset Center referrals decreased since the 2018-19 school year. During the 2018-19 school year, Reset Center campuses reported 12,350 in-school or out-of-school suspensions. Instead of suspensions, campuses administered 3,556 Reset Center referrals during the 2021-22 school year.
- The numbers of removals to the DAEP at Reset Center campuses increased by 24 percent from 2018-19. The number of removals was 30 percent higher than during the 2019-20 school year.

- For the 2018-19 and 2021-22 school years, recidivism rates decreased for African American (25% to 12%) and Hispanic students (18% to 9%). For students that received at least one Reset Center referral, 18 percent of African American students and 13 percent of Hispanic students committed the same offense a second time.
- Some Reset Center coordinators reported that their rooms were not large enough to accommodate the number of students referred or the types of activities required, especially if students needed to be separated.
- Coordinators reported being most successful when they had opportunities to work directly with teachers and were able to provide strategies, interventions, and other support.
- Coordinators were wary of, and took steps to avoid, Reset Centers becoming a crutch for students. The purpose of the Reset Centers was to keep students in classrooms, and coordinators developed strict rules to avoid assisting students too often and for no legitimate reason.
- Program implementation suffered due to poor perception of the program by campus administrators and teachers. SEAS Managers and Reset Center Coordinators explained that administrators and teachers were wary of the Reset Center methods and lack of consequences such as detentions and suspensions for disciplinary infractions.
- Campus administrations found success focusing on classroom support and interventions for teachers and developing alternative consequences such as before or afterschool community service.
- Coordinators suggested that aides could help Reset Centers in several ways, especially at large high schools: retrieving students recently referred to the Reset Center while allowing coordinators to focus on students already in the center, shifting students between activities, and allowing coordinators to focus on students that need immediate attention.
- Coordinators were frustrated when students could benefit from specific service referrals, but challenges prevent the services from being provided in a timely manner or at all. Some students were referred to MHS, but without parental consent the students did not receive services. Coordinators also expressed frustration with the long time it took to determine if students qualified for SPED services.

056 - Expand Home2Home Parent Engagement

In 2021-22, the Family and Community Engagement Office received \$100,000 in ESSER funds to expand the Home2Home Parent Engagement program (Garcia-Rincon, 2022). Dallas ISD budgeted \$1,524,000 of ESSER grant funds to implement the program in 2021-22. The department set four goals related to this ESSER activity, *1) 8,000 families will participate in the Home2Home Visits by May 2025, 2) 960 teachers will conduct at least 10 visits by May 2025, 3) 40 secondary schools will participate in the Home2Home Visit Program by 2025, and 4) each network (6) will have at least 25 teachers participating in the program each year.* Home2Home visits were opened to all campuses districtwide in 2021-22; however,

it targeted families from secondary campuses with an emphasis on High Priority Campuses. *A total of 90 teachers from 32 elementary campuses conducted 810 home visits and seven teachers from five secondary campuses conducted 75 home visits.*

Overall, the department made some progress towards the ESSER activity goals. Data in Table 5 shows very low participation in 2021-22 for all target performance goals. *A total of 75 families from secondary campuses participated in Home2Home visits in 2021-22.* Recruitment was a challenge despite numerous efforts to promote the activity, using flyers, the Weekly Administrator's Information Packet, visiting schools, and talking to executive directors and principals.

Table 5: Performance Goals by 2025 & 2021-22 Targets for Home2Home Visits Expansion Activity

Goals	N
8,000 families will participate in Home2Home visits by May 2025.	-
• Target: 3,000 by May 31, 2022	75
960 teachers will conduct at least 10 visits by May 2025.	-
• Target: 192 by May 31, 2022	4
40 secondary campuses will participate in Home2Home Visit Program by 2025.	-
• Target: 13 by May 31, 2022	5
Each network (6)* will have at least 25 teachers participating in the program each year.	-
• Targets: Central - 25 by May 2022	1
Northeast - 25 by May 2022	1
Northwest - 25 by May 2022	3
Southeast - 25 by May 2022	2

Source: FCEO staff members, 06/06/22.

Note: "-" = not applicable. * = Data for Southwest and Office of Transformation and Innovation/Magnet/Accelerating Campus Excellence networks were not available.

057 - Trust Based Relational Intervention (TBRI) Training & Supports

SEAS provided a list of Reset Center coordinators and other staff members hired during the 2021-22 school year on January 4, 2022. Dallas ISD budgeted \$575,000 of ESSER grant funds to implement the program in 2021-22. Hiring data were used to examine the ESSER performance objective that *100 percent of Reset Center coordinators will be hired by September 1, 2021. An additional ESSER goal was that all coordinators complete virtual PD in Trust-Based Relational Intervention (TBRI) through Mental Health Services (MHS) by January 31, 2022 to increase their knowledge about the impact of trauma and gain tools to provide effective support to students.* A Mental Health Services (MHS) staff member reported that *the training was not acquired for the 2021-22 school year.*

SEAS hired 52 Reset Center Coordinators before September 1, 2021, meeting the ESSER goal. However, three coordinators resigned prior to the second semester. *Because the district did not procure TBRI training, no coordinators completed the training during the school year.* This did not meet the ESSER goal that 100 percent of Reset Center Coordinators participate by January 31, 2022 (Mickelson, 2022).

058 - Youth and Family Service Center for Southern Sector (2nd location)

In 2021-22, the MHS department received approval to begin the construction planning process for building a YFC in the southern sector of Dallas ISD. The construction planning process included review of

available data (i.e. CPAL, referrals, waiting lists) with the MHS team, meeting with the Construction Services department to identify three potential sites, developing a site observation tool, conducting site visits of proposed locations, meeting with stakeholders including potential health care partners to discuss next steps, identifying strengths and limitations of each site (i.e. budget, access barriers, etc.), analyzing comprehensive data to finalize site location, meeting with contractors to discuss next steps and project timeline, determining the necessary permits and architectural plans, and comparing the scope of the project to available funding. Dallas ISD budgeted \$1,000,000 of ESSER grant funds to implement the program in 2021-22. *The MHS department met both 2021-22 activity goals; 1) by November of 2021, solidify location of new YFC for southern sector, and 2) by March of 2022, finalize construction plans for new YFC.*

BACKBONE INFRASTRUCTURE

In addition to the three main strategies, the district utilized ESSER funding to provide oversight and support to ESSER activities including using ESSER funds to 1) meet TEA mandates to cover the entire hold harmless benefit out of ESSER II grant monies, 2) offset additional administrative expenditures needed to manage and process ESSER programs and expenditures, 3) create medium-term FTEs in HCM to increase recruiting efforts for not only campus-based positions but also the central staff positions being added to support ESSER implementation, 4) provide the necessary staff capacity to conduct the program evaluations and support the continuous improvement cycles needed to maximize impact with ESSER investments, 5) provide support for administration and compliance monitoring of activities and expenditures for the life of the grant, and 6) hire additional Procurement Department staff necessary for ESSER procurement services. Each activity's goals were evaluated to determine if the goal was met. *Of the three Backbone Infrastructure activities with evaluated goals (HCM Infrastructure Support, ESSER Administration Support, and Procurement ESSER Staffing), two activity (66.7%) met one or more of their evaluated activity goals.*²⁸ The most common reason why activity goals were not met included delayed implementation of activities due to inability to find and hire qualified staff. Table 6 provides a summary of performance outcomes for each ESSER activity under this strategy. A descriptive summary of all ESSER activities and activity goals can be found in Appendix B.

Table 6: 2021-22 Backbone Infrastructure ESSER Activities

Activity Number & Name	Objectives/Goals			
	1	2	3	4
061-Hold Harmless for 2020-21 Enrollment ^a	N/A	N/A	N/A	N/A
062-Indirect Cost	N/A	N/A	N/A	N/A
064-HCM Infrastructure Support	DNM	DNM	-	-
065-Activity Evaluation Support	Met	Met	-	-
066-ESSER Administration Support	N/A	N/A	-	-
109-Procurement ESSER Staffing	DNM	Met	-	-

Source: Dallas ISD ESSER EOY 2021-22 Evaluation Survey results file dated 11/07/22.

Note: ^a Activity was only implemented in 2020-21 school year. DNM = Did not meet goal. PM = Partially met goal. N/A = Not Applicable. - = No additional goals.

²⁸ Activities may have activity goals that were not evaluated due to lagged data or are goals related to future school years.

REFERENCES

- Carson, K. (2022). 2021-22 Evaluation of the Mental Health Services Program. Dallas, TX. Dallas Independent School District.
- Carson, K. (2022). 2021-22 Evaluation of the Social and Emotional Learning Initiative. Dallas, TX. Dallas Independent School District.
- Engzell, P., Frey, A., & Verhagen, M. D. (2021). Learning loss due to school closures during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences*, 118(17), 1-7.
- Garcia-Rincon, R. (2022). Evaluation of the Family and Community Engagement Program. Dallas, TX. Dallas Independent School District.
- Goldberg, S. B. (2021). Education in a pandemic: the disparate impacts of COVID-19 on America's students. *USA: Department of Education*.
- Hanover Research. (2002). High-Quality Tutoring Data Analysis. Arlington, VA. Hanover Research.
- Khan, M. J., & Ahmed, J. (2021). Child education in the time of pandemic: Learning loss and dropout. *Children and Youth Services Review*, 127, 1-10.
- Lorenz, A., Zhang, J. & Tyree, D. (2022). 2021-22 Evaluation of the Texas Reading Academies Program. Dallas, TX. Dallas Independent School District.
- Mastrogiovanni, M. (2022). 2021-22 Evaluation of the Dyslexia Services Department. Dallas, TX. Dallas Independent School District.
- Mickelson, N.R. (2022). 2021-22 Evaluation of Reset Centers. Dallas, TX. Dallas Independent School District.
- Panda, P. K., Gupta, J., Chowdhury, S. R., Kumar, R., Meena, A. K., Madaan, P., Sharawat, I. K., & Gulati, S. (2021). Psychological and behavioral impact of lockdown and quarantine measures for COVID-19 pandemic on children, adolescents and caregivers: a systematic review and meta-analysis. *Journal of tropical pediatrics*, 67(1), 1-13.
- Sands, K. (2022). 2021-22 Evaluation of Special Education. Dallas, TX. Dallas Independent School District.
- TEA. (n.d.). Texas Reading Academies content overview. Retrieved June 29, 2022, from https://tea.texas.gov/sites/default/files/tra_overviewparticipantdetails.pdf
- TEA. (2022, April). Texas Reading Academies year 3 update [Webinar]. Retrieved July 11, 2022, from https://www.youtube.com/watch?v=cUg_nt6RFQA
- Texas Commission on Public School Finance. (2018, December). Funding for impact: Equitable funding for students who need it the most.
- Voss, S. (2022). 2021-22 Evaluation of the Special Education for Emergent Bilinguals Program. Dallas, TX. Dallas Independent School District.
- Voss, S. & Kim, J.G. (2022). Evaluation of Dual Language and English as a Second Language Programs. Dallas, TX. Dallas Independent School District.

Watson, C.E. (2022). 2021-22 Evaluation of the Intersession Program. Dallas, TX. Dallas Independent School District.

Watson, C.E. (2022). 2021-22 Evaluation of the School Day Redesign Program. Dallas, TX. Dallas Independent School District.



APPENDICES

Appendix A

Appendix A: 2021-22 Dallas ISD Budget and Expenditures by ESSER Activity for Fiscal Year 2021-22

Activity Name	Current Budget	Encumbrance	Actual	Balance
001-Extended School Year	\$25,004,699.00	\$11,406.09	\$11,819,405.69	\$13,173,887.22
002-After School Expansion	\$3,300,000.00	\$3,415.23	\$1,644,261.71	\$1,652,323.06
003-Scaling High Quality Tutoring	\$600,000.00	\$0.00	\$491,852.78	\$108,147.22
004-High Quality Tutoring Services	\$43,500,000.00	\$28,062,041.12	\$7,936,522.34	\$7,501,436.54
005-Staffing Needs Due to COVID	\$35,323,850.00	\$0.00	\$35,323,850.00	\$0.00
006-Chronic Absenteeism Reduction	\$600,000.00	\$0.00	\$572,527.00	\$27,473.00
007-Universal Screener	\$1,610,000.00	\$0.00	\$1,600,382.50	\$9,617.50
008-HB3 Reading Academies (K-3)	\$1,500,000.00	\$0.00	\$1,742,594.53	(\$242,594.53)
009-High School Dyslexia/504 Interventionists Expansion	\$2,532,358.00	\$0.00	\$2,106,400.48	\$425,957.52
010-SPED Online Assessment	\$1,401,469.00	\$36,456.25	\$308,543.75	\$1,056,469.00
011-Speech Pathologist Expansion	\$875,000.00	\$452,862.50	\$422,137.50	\$0.00
014-Advanced Placement and Honors Teacher Development	\$315,000.00	\$0.00	\$84,149.00	\$230,851.00
015-Secondary ESL Support Expansion	\$117,600.00	\$0.00	\$2,852.88	\$114,747.12
017-AVID Excel Expansion	\$29,100.00	\$0.00	\$29,074.00	\$26.00
018-Expanding Dual Language for Non-English Learners	\$185,000.00	\$1,487.45	\$130,040.92	\$53,471.63
020-Digital Learning Displays	\$856,667.00	\$24,713.18	\$782,812.92	\$49,140.90
021-Professional & Digital Learning Infrastructure	\$785,000.00	\$0.00	\$322,893.35	\$462,106.65
022-SPED Compensatory Services	\$3,000,000.00	\$401,765.62	\$1,506,353.72	\$1,091,880.66
023-SPED Backlog Clean-up	\$0.00	\$0.00	\$0.00	\$0.00
024-Visible Learning Schools	\$200,000.00	\$3,000.00	\$107,866.56	\$89,133.44
025-Transforming SPED Classrooms & Pathways	\$750,000.00	\$0.00	\$197,000.00	\$553,000.00
026-SPED Behavioral Health Team	\$1,524,000.00	\$0.00	\$121,840.00	\$1,402,160.00
027-Middle School Dyslexia/504 Interventionists Expansion	\$4,239,242.00	\$0.00	\$2,752,327.55	\$1,486,914.45
028-Middle School ARD Support	\$849,150.00	\$0.00	\$507,153.87	\$341,996.13
031-SEL & Mental Health Expansion & Support	\$2,000,000.00	\$100,241.09	\$1,171,916.75	\$727,842.16
032-Digital Learning Mentoring & Support	\$60,000.00	\$0.00	\$5,481.75	\$54,518.25
033-Instructional Software & Digital Tools	\$6,788,811.00	\$259,200.00	\$2,331,535.16	\$4,198,075.84
035-Cell Tower Pilot	\$0.00	\$0.00	\$0.00	\$0.00
036-Device Expansion	\$0.00	\$0.00	\$0.00	\$0.00
039-Personal Protective Equipment & Cleaning	\$6,000,000.00	\$946,400.00	\$1,984,247.24	\$3,069,352.76

table continues

Appendix A (continued)

Activity Name	Current Budget	Encumbrance	Actual	Balance
041-School Links	\$350,000.00	\$0.00	(\$211,100.00)	\$561,100.00
042-P-TECH/ECHS Program Specialist	\$663,229.00	\$0.00	\$404,101.50	\$259,127.50
049-Mental Health Vital Signs Screener	\$0.00	\$0.00	\$0.00	\$0.00
050-Reset Centers	\$7,519,000.00	\$476,704.47	\$4,269,092.13	\$2,773,203.40
052-Campus Leadership Development - 2021-22 ongoing monthly	\$300,000.00	\$5,212.40	\$191,794.29	\$102,993.31
056-Expand Home2Home Parent Engagement	\$100,000.00	\$0.00	\$1,558.74	\$98,441.26
057-Trust Based Relational Intervention (TBRI) Training & Supports	\$575,000.00	\$0.00	\$0.00	\$575,000.00
058-Youth and Family Service Center for Southern Sector (2nd location)	\$1,000,000.00	\$0.00	\$0.00	\$1,000,000.00
059-SPOT Vision Screener	\$208,500.00	\$0.00	\$187,850.00	\$20,650.00
060-OAE Screening Test (Hearing)	\$364,980.00	\$0.00	\$77,527.80	\$287,452.20
061-Hold Harmless for 2020-21 Enrollment ^a	\$53,000,000.00	\$0.00	\$53,029,517.51	(\$29,517.51)
064-HCM Infrastructure Support	\$601,864.00	\$0.00	\$482,164.29	\$119,699.71
065-Activity Evaluation Support	\$311,511.00	\$25,750.00	\$81,514.84	\$204,246.16
066-ESSER Administration Support	\$631,887.00	\$0.00	\$118,729.59	\$513,157.41
074-Family Academic Activities	\$152,000.00	\$11,985.70	\$3,466.90	\$136,547.40
077-The Concilio - PASE	\$12,000.00	\$0.00	\$6,000.00	\$6,000.00
078-Enrichment Program –Art Boss	\$30,000.00	\$0.00	\$0.00	\$30,000.00
079-Communities In Schools – Service Model	\$0.00	\$0.00	\$0.00	\$0.00
080-Edgenuity - virtual tutors Test Readiness Courses (Evening Academy)	\$25,000.00	\$0.00	\$24,207.75	\$792.25
083-Curriculum: Collaborative & Proactive Solutions	\$1,120,000.00	\$0.00	\$0.00	\$1,120,000.00
101-Staff Vaccination Incentives	\$11,250,000.00	\$0.00	\$9,047,020.27	\$2,202,979.73
102-Classroom Coverage	\$250,000.00	\$132,595.20	\$688,258.77	(\$570,853.97)
103-Student COVID Incentives	\$2,700,000.00	\$128,433.74	\$756,693.90	\$1,814,872.36
106-Nurse Assistants	\$364,890.00	\$0.00	\$191,501.09	\$173,388.91
107-Tiered Campus Support	\$10,041,747.00	\$381,016.56	\$6,912,056.37	\$2,748,674.07
108-Virtual Academy Staff Support	\$269,893.00	\$0.00	\$134,163.03	\$135,729.97
109-Procurement ESSER Staffing	\$215,262.00	\$0.00	\$49,626.74	\$165,635.26
208-Virtual School Support	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$236,003,709.00	\$31,464,686.60	\$152,451,769.46	\$52,087,252.94

Source: Oracle general ledger 11/18/2022. Prepared by Special Revenue Funds Management.

Note: ^a Activity was only implemented in 2020-21 school year.

Appendix B

Appendix B, Table 1: Dallas ISD ESSER Activity Summaries and Implementation Years

#	Activity	Activity Description	Initiative Implementation Years			
			SY 20-21	SY 21-22	SY 22-23	SY 23-24
001	Extended School Year	Adds time for high-quality learning and support. Currently, 41 schools will implement an Intersession model, adding five weeks to the school year for targeted support. Five schools will implement the School Day Redesign model which adds 23 days to the school year for all students at the school.	N	Y	Y	Y
002	After-School Expansion	Reimagine the after-school program at elementary and middle school campuses to provide a consistent program M-F from 3-6. The redesigned program is a district developed program with emphasis on exposure to enrichment activities for students. Funding will support 61 High Priority Campuses to include stipends and supplemental pay, materials, curriculum writing, professional development and student incentives. Anticipates growth in 20 schools per year.	N	Y	Y	Y
003	Scaling High Quality Tutoring	Provides the staffing infrastructure needed to support the scaling of high-dosage, high-quality tutoring.	N	Y	Y	Y
004	High Quality Tutoring Services	Scales the delivery of tutoring services, which come partly through contracted vendors, higher education partnerships, and direct district-run services. Will reach as many Tier 2 and Tier 3 students as possible over the next three years.	N	Y	Y	Y
005	Staffing Needs due to COVID	Reduces class sizes to provide more individualized and small group support for students in order to accelerate learning.	N	Y	Y	Y
006	Chronic Absenteeism Reduction	Provides districtwide intervention to reduce chronic absenteeism in partnership with EveryDay Labs. Works to ensure students are attending class and therefore receiving the instruction and support needed to accelerate learning. Based off prior two-year pilot showing that intervention does reduce chronic absenteeism.	N	Y	Y	Y
007	Universal Screener	Provides a norm-referenced measure to identify student progress in reading, language, and math to determine areas for support with Stata and national exams such as STAAR, ACT, SAT, NAPE, etc.	Y	Y	Y	Y
008	HB3 Reading Academies (K-3)	Will help transform literacy practice in Dallas ISD so we achieve our goals of having at least 60% of 3rd graders reading on grade level by 2025 --Reading Academies will provide intensive, research-based professional development on the science of teaching reading (10-day academy) - --Fulfills HB3 legislative mandate; required for all K-3 teachers and every elementary principal (Dallas ISD will require additional staff participation as well for alignment and sustainability)	Y	Y	Y	N
009	High School Dyslexia/504 Interventionists Expansion	Currently High School campuses do not receive support from a trained Dyslexia Interventionist. The Secondary campus positions will allow identified dyslexic students to receive direct instruction from a trained Dyslexia Interventionist to meet the demands of student achievement. Dyslexia Interventionists will assist assigned campuses in the implementation and maintenance of a quality dyslexia program.	N	Y	Y	Y
010	SPED Online Assessment	Provide an online tool to expedite special education evaluation to meet timeline requirements. The online tool reduces the amount of time needed to score assessments with automated processes. Behavior rating scales can be emailed directly to parents and staff for easy integration of results, thus eliminating the need for paper copies and lost documentation	Y	Y	Y	Y

table continues

Appendix B, Table 1 (continued)

#	Activity	Activity Description	Initiative Implementation Years			
			SY 20-21	SY 21-22	SY 22-23	SY 23-24
011	Speech Pathologist Expansion	Expands contracted Teletherapy services in both English and Spanish that allows for a "live person" to provide therapy services via a digital environment directly to students. This allows for access to licensed therapists to provide high-quality services so that the nationwide shortage of Speech Pathologists has less impact on Dallas ISD students	Y	Y	Y	Y
014	Advanced Placement and Honors Teacher Development	Prepare students for post-secondary success by developing all AP and Honors teachers through the AP Summer Institute 1x every 3 years @ \$525 per teacher.	N	Y	Y	Y
015	Secondary ESL Support Expansion	Will help triple the number of ESL certified teachers: 31K English Learner students in grades 6-12 22% of 6-12 content teachers are currently ESL certified 980 teachers per year @ \$120 per teacher	N	Y	Y	Y
017	AVID Excel Expansion	Offer AVID Excel for the over 10,000 English Learners in 7th and 8th grade at 44 middle school campuses, proving this service to all middle schools.	N	Y	Y	Y
018	Expanding Dual Language for Non-English Learners	Currently Dual Language funding comes from Title III, which can only be used to serve EL students. As such, current supports for Opt-in students and families fall far short of their needs. This need will grow as we expand Dual Language programming to Black and Non-EL Hispanic students.	N	Y	Y	Y
020	Digital Learning Displays	Enhance the student experience in all classes and support achievement through the implementation of evidence-based practices. Interactive Displays: Purchase Promethean Boards for non-core content classrooms	N	Y	Y	Y
021	Professional & Digital Learning Infrastructure	Build a sustainable professional learning infrastructure with dedicated staff and contracted professional learning to support district-wide training for all staff. These additional supports will ensure that teacher and leader professional learning needs are addressed, particularly in response to digital learning, acceleration, intervention, and equity	N	Y	Y	Y
022	SPED Compensatory Services	Compensatory Services are future educational services that are provided to students with disabilities to make up for services that were not provided due to the Local Education Agency's (LEA) failure to implement all or part of the student's Individualized Education Program ("IEP"), when such a failure may have resulted in denying the provision of a Free Appropriate Public Education (FAPE) for the student, under the Individuals with Disabilities Education Act (IDEA). COVID-19 Response Services are future educational services that are provided to students with disabilities to make up for services not provided in the spring of the 2019-2020 school year due to instructional disruptions, school closure, and instructional delivery changes in response to the COVID-19 public health emergency that prevented implementation of all or a portion of the student's IEP.	N	Y	Y	N
023	SPED Backlog Clean-up	The Special Education department has a backlog of referrals from the 2017-2021 school year. To meet the mandates under IDEA, all students who have a pending referral and parental consent must be evaluated to determine if they meet special education qualifications.	Y	Y	N	N
024	Visible Learning School Pilot	Campuses will improve student-centered learning environments by implementing practices supported by John Hattie's Visible Learning research. These funds will provide an opportunity for a pilot of campuses to be designated as Visible Learning+ and this innovative programming will provide a pathway for school choice.	N	Y	N	N

table continues

Appendix B, Table 1 (continued)

#	Activity	Activity Description	Initiative Implementation Years			
			SY 20-21	SY 21-22	SY 22-23	SY 23-24
25	Transforming SPED Classrooms & Pathways	Will help provide equitable programming & services across the District. Redesign of classroom equipment and materials with upgraded modern & evidenced based resources. Re-imagining Assistive Technology to improve access and address inequities for students with disabilities. Redesign SPED Adult Transition Program (McMc) through collaboration with CTE for improved programming and increased opportunities. Live-Stream instruction for emotional/behavioral/homebound disabled students needing specialized instructional settings.	N	N	Y	Y
26	SPED Behavioral Health Team	Board Certified Behavior Analyst Team (BCBAs): 1 per Network with 1 Early Childhood + supervisor (8); Registered Behavior Technician Certification Program for SPED Teachers in specialized units & Central Staff. Initiate Behavior Coach Endorsement Program for SPED Teachers & Teacher Assistants across the District over a period of two years. Project funds include: Establishment of Training Team, Stipends, Contracted Services, Training Costs, Materials, Mileage, Substitute Pay	N	Y	Y	Y
27	Middle School Dyslexia/504 Interventionists Expansion	The middle school campus positions will allow identified dyslexic students to receive direct instruction from a trained Dyslexia Interventionist to meet the demands of student achievement. Dyslexia Interventionists will assist assigned campuses in the implementation and maintenance of a quality dyslexia program.	Y	Y	Y	Y
28	Middle School ARD Support	Provide an intentional support system for ten (10) Middle School campuses who have more than 100 Special Education Students with mild to severe needs. These facilitators would specialize in conducting ARD committee meetings, tracking and maintaining records, supporting teachers with communication with and previous schools, and creation of goals.	Y	Y	Y	Y
31	SEL & Mental Health Expansion & Support	Increase access to social and emotional learning training, resources, and mental health & behavioral clinical services.	N	Y	Y	Y
32	Digital Learning Mentoring & Support	Will help enhance the student experience in all classes and support achievement through the implementation of evidence based practices. Mentor Selection: Increase and improve teacher quality in the digital learning landscape through high-quality mentoring, coaching, and professional learning. Professional Library: Ensure staff have access to articles and books that explore current best practices to support the continued professional growth of staff	N	Y	Y	Y
33	Instructional Software & Digital Tools	Supports the purchase of instructional applications to ensure that students will be able to engage with rigorous, high-quality digital learning tools that support accelerated learning in reading and math in particular, along with other content areas.	Y	Y	Y	Y
35	Cell Tower Pilot	Build district owed cell towers to extend the existing Wi-Fi signal to homes within a two-mile radius of schools to ensure students and their families can access the internet.	Y	N	Y	N
36	Device Expansion	Deployment of technology devices throughout the District's campuses, administrative offices, and student households. Deployment services include, but are not limited to, logistics planning, shipping, receiving, device configuration, imaging and/or enrolling, asset tagging, etching, device assignment and reporting, device delivery and setup, and return shipping.	Y	N	N	Y
37	Hot Spot Distribution	Provide high speed internet access to ensure all Dallas ISD students can access online instructional content and the internet.	Y	N	N	N
39	Personal Protective Equipment & Cleaning	Provide PPE and clearing services to schools to ensure the safety of students and staff	Y	Y	N	N
41	School Links	The NSC alumni tracking will aid the district in matching students to leverage HB3 Outcomes funding. (previously funded by Counseling Services)	Y	Y	Y	Y
42	P-TECH/ECHS Program Specialist	Provide direct campus support along with progress monitoring and aiding 12th grade students enrolled in the program with the transition to college or a career	N	Y	Y	Y

table continues

Appendix B, Table 1 (continued)

#	Activity	Activity Description	Initiative Implementation Years			
			SY 20-21	SY 21-22	SY 22-23	SY 23-24
49	Mental Health Vital Signs Screener	Diagnostic tool to measure the health and well-being of students to screen for characteristics of depression and mental health needs	N	Y	Y	Y
50	Reset Centers	Reimagine in-school suspension to provide trained staff who focus on supporting students to learn coping skills and healthy behaviors in response to stress and fatigue. Reset the students behavior in a positive direction to decrease the amount of time lost for instruction.	N	Y	Y	Y
52	Campus Leadership Development - 2021-22 ongoing monthly	Monthly professional development on one of the five levers each month with follow-up "learning lab" for consultation and implementation support, with executive leadership skill support. Focused on Tier 3 first, then repeat for others voluntarily.	N	Y	Y	Y
56	Expand Home2Home Parent Engagement	Home visits are a key strategy to improving relationships and connection with families, which in turn, boost academic achievement. This will expand the home visit work within Dallas ISD.	N	Y	Y	Y
57	Trust Based Relational Intervention (TBRI) Training & Supports	Through building awareness of and skills in TBRI, Dallas ISD will be better able to meet the emotional, mental, and developmental needs of students. TBRI has a strong research base showing its effectiveness.	N	Y	Y	N
58	Youth and Family Service Center for Southern Sector (2nd location)	Adds a location for an additional youth and family center to increase services in the Southern Sector.	N	Y	Y	Y
59	SPOT Vision Screener	SPOT Vision Screener, allows staff to quickly screen for visual acuity and disorders on children of all ages, from early education through high school	N	Y	Y	Y
60	OAE Screening Test (Hearing)	Portable Ear Scan (OAE Screening Test) test used identify if a hearing loss is present and Tympani Handheld Tympanometry and AMBCO Audiometer	N	Y	Y	Y
61	Hold Harmless for 2020-21 Enrollment	Covers hold harmless for ADA in 2020-21	Y	N	N	N
62	Indirect Cost	Set-aside for allowed indirect cost (14%)	N	Y	Y	Y
64	HCM Infrastructure Support	Creates medium-term FTEs in HCM to increase recruiting efforts for not only campus based positions but also the central staff positions being added to support ESSER implementation. There is increased demand as a result of the surrounding districts adding central staff FTEs to support learning loss, vastly increasing the demand for such positions. Also teacher FTEs are being added in great numbers prompting additional teacher recruitment to hire not only the base number of teachers required, but also the additional teachers being added as a result of ESSER funds. Turnover is also increasing, thus amplifying the need for more recruitment and staffing support.	N	Y	Y	Y
65	Activity Evaluation Support	Provides the necessary staff capacity to conduct the program evaluations and support the continuous improvement cycles needed to maximize impact with ESSER investments.	N	Y	Y	Y
66	ESSER Administration Support	Provides support for administration and compliance monitoring of activities and expenditures for the life of the grant	N	Y	Y	Y
74	Family Academic Activities	Program offering for parents to partner with campuses. Sessions that focus on academic support for parents at home.	N	Y	Y	Y
77	The Concilio - PASE	Equity and opportunity for every family is critical. The focus is to inspire families to achieve big dreams. Parents Advocating for Student Excellence (PASE) program, educates and guides parents in the process of navigating the educational system. The knowledge acquired during the program will have lasting impacts on the children in a powerful way for the rest of their lives.	N	Y	Y	Y

table continues

Appendix B, Table 1 (continued)

#	Activity	Activity Description	Initiative Implementation Years			
			SY 20-21	SY 21-22	SY 22-23	SY 23-24
78	Enrichment Program – Big Thought	Empowering youth while closing the opportunity gap is the cornerstone of the work. The programs equip youth in marginalized communities to imagine and create their best lives and world. The Learning Pathways Project is a city-wide effort that aspires to help youth connect skills developed during out-of-school experiences to the pursuit of a high school degree, post-secondary attainment and ultimately a livable wage.	N	Y	Y	Y
79	Communities In Schools – Service Model	An evidence-based best practice of the community school model, with trained staff embedded at the Sites to provide regular intervention to the high-needs student population in the program and families. The focus is on the lack of basic needs and/or social emotional deficiencies that hinder the ability to perform in school.	N	Y	Y	Y
80	080-Evening Academy Support	Supplemental curriculum to address learning loss – tutorials that will be assigned to struggling students as supplemental assignments for English/LA, Math, Science, and Social Studies high school courses.	N	Y	Y	Y
83	Curriculum: Collaborative & Proactive Solutions	A supplemental program that is non-punitive, non-adversarial, trauma-informed model of care that is based on the premise that challenging behavior occurs when the expectations being placed on a student exceed the student's capacity to respond accordingly. Found to dramatically reduce discipline referrals, detentions, and suspensions in many schools. Technology for giving students practice at implementing problem solving skills.	N	Y	N	N
101	Staff Vaccination Incentives	Financial incentive (\$500 per staff member) to boost vaccination rates in Dallas ISD and provide a safer learning environment for students, staff, and parents. Staff will have to show proof of vaccination. Includes funds for new staff coming in subsequent school years. This will also cover the allowable print costs for advertising to all employee groups.	N	Y	Y	Y
102	Classroom Coverage	Provides contracted substitute coverage to enhance the existing substitute pool in the district. Will help ensure classrooms where a teacher/staff member is quarantined due to COVID has needed coverage. These instances have been hard to recruit substitutes into. Will ensure continued learning in a safe environment for students.	N	Y	Y	Y
103	Student COVID Incentives	Student Incentives for taking actions that help mitigate the spread of COVID	N	N	N	N
106	Nurse Assistants	The COVID-19 pandemic and school closures presented challenges to students as parents rely on the school as a source of physical, mental and emotional health services and supports. The additional nurse assistant positions will support academic success and wellness by providing direct health services and related supports to students under the guidance of the Health Services department and campus administration.	N	Y	Y	Y
107	Tiered Campus Support	As each campus implements a unique acceleration and intervention plan to mitigate unfinished learning, campus-specific initiatives may be strengthened with funding. Funding decisions will be aligned to the TNTP/SL 6 components: Vision for Mitigating Unfinished Learning, Teacher Selection, Collaboration, Use of High Quality Resources, Data Practice for Differentiation, Equitable Engagement, and Organizational Leadership	N	Y	Y	Y
108	Virtual Academy Staff Support	The request adds needed support and man power to provide effective instruction to those impacted by COVID-19 and have chosen the option of getting instruction through virtual academy.	N	Y	N	N
109	Procurement ESSER Staffing	Provides procurement support through additional backbone staff. Will enable other activities to move to implementation faster with quicker, more focused procurement support	N	Y	Y	Y
208	Virtual School Support	Curriculum purchase would provide opportunities for high quality virtual learning experiences for students in the standalone virtual school. Curriculum platforms would enhance the modified classroom environment while leveraging technology-based career and college ready platforms, virtual Texas TEKS-based course content, and interactive capabilities for virtual student engagement.	N	N	Y	Y

Source: Dallas ISD Implementation and Improvement Team Planning Materials

Appendix B, Table 2: Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence

#	Activity	Goals	Description
001	Extended School Year	Goal 1	Accelerate student learning as evidenced by extended year schools exceeding growth targets on MAP at a greater level compared to base calendar schools/students.
		Evidence Goal 1	For BOY to EOY MAP data, we saw a benefit that ranged from +2.2 ppt to +6.7ppt in growth at the top two quintiles of MAP growth (reading).
		Goal 2	Increase SEL with greater gains on the SEL survey compared to base calendar schools/students.
		Evidence Goal 2	Not evaluated in 2021-22.
		Goal 3	Increase teacher quality through additional professional learning and supports (may show up as a lagging indicator in TEI and/or through retention data).
		Evidence Goal 3	Not evaluated in 2021-22.
		Goal 4	Meet the needs of families (curricular, support, communication, etc.) through responsive services and ongoing feedback opportunities.
		Evidence Goal 4	Survey responses were generally favorable, but not for all families. Response rates were less than 100%.
002	After-School Expansion	Goal 1	Provide free, high-quality after-school programming to all students at selected (61) elementary & middle schools through the District, with a target student enrollment of 1800 during year 1.
		Evidence Goal 1	Programming occurred at 55 campuses, with over 3000 students.
		Goal 2	Provide a supervised safe-space for after-school participants that promotes socio-emotional development.
		Evidence Goal 2	No reported safety concerns, and none observed during observations. Successful implementation of SEL curriculum.
		Goal 3	Facilitate student recruitment & retention through after-school programming, retaining 80% of qualified students from year to year at campuses with afterschool programs.
		Evidence Goal 3	Not evaluated in 2021-22.
		Goal 4	Increase after-school participant attendance in school and afterschool by 50%, reported student engagement by 20% and enrollment in enrichment activities by 20%.
		Evidence Goal 4	Not evaluated in 2021-22.
003	Scaling High Quality Tutoring	Goal 5	50% of afterschool students meet or exceed their growth projection in reading on the MAP Assessment.
		Evidence Goal 5	At or above district average in Reading MAP scores.
		Goal 1	Facilitate access to high-quality tutoring services to 53,000 students who did not meet/did not take STAAR/EOC assessment standards within the 2021-2022 school year, in compliance with HB 4545.
		Evidence Goal 1	Access was provided to a number of schools - 88 schools completed at least 10% of their hours and 24 schools completed at least 50% of their hours. However, 61 schools did not log any hours for HB 4545.
		Goal 2	Achieve an average of 80% attendance and 80% course completion rate across subject areas for students enrolled in tutoring.
		Evidence Goal 2	Not evaluated in 2021-22.
		Goal 3	50% of HB 4545 students receiving tutoring will exceed their MAP growth projection.
		Evidence Goal 3	Not evaluated in 2021-22.
004	High Quality Tutoring Services	Goal 1	Facilitate access to high-quality tutoring services to 53,000 eligible students who did not meet/did not take STAAR/EOC assessment standards within the 2021-2022 school year, in compliance with HB 4545.
		Evidence Goal 1	Access was provided to a number of schools - 88 schools completed at least 10% of their hours and 24 schools completed at least 50% of their hours. However, 61 schools did not log any hours for HB 4545.
		Goal 2	Achieve an average of 80% attendance and 80% course completion rate across subject areas for students enrolled in tutoring.
		Evidence Goal 2	Not evaluated in 2021-22.
		Goal 3	50% of HB 4545 students receiving tutoring will exceed their MAP growth projection.
		Evidence Goal 3	Not evaluated in 2021-22.
		Goal 1	Approximately 450 teachers, monitors, TAs, counselors or hall monitors will be added to the campuses funded through ESSER that are above the 21-22 Board adopted Staffing Ratios by November 1, 2021 through spring budget and fall leveling.
		Evidence Goal 1	496 ESSER funded positions were allocated.

Appendix B, Table 2: Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence

#	Activity	Goals	Description
006	Chronic Absenteeism Reduction	Goal 1 Evidence Goal 1	Increase attendance rates in Dallas ISD compared to years past, with improvements across all student subgroups. Although some schools made improvements in their attendance rate, the district attendance rate ended at a 93.6%, below the EOY target of 97.1%.
		Goal 2 Evidence Goal 2	Reduce chronic absenteeism rates in Dallas ISD compared to years past, with improvements across all student subgroups. The EOY target for chronic absenteeism rate was 15%. The MOY actual rate was 15.4 and EOY was 14.5%, meeting the goal at both points in the year.
007	Universal Screener	Goal 1 Evidence Goal 1	Decrease the percentage of students falling in the low achievement and low growth quadrant from 42% to 32% in reading and 32% to 22% in math by Spring of 2022.
		Goal 2 Evidence Goal 2	Math- 26% (met) Reading- 28% (not met but lowered). The percentage of students in the low achievement and high growth will increase from 13% to 23% in reading and 20% to 30% in math by spring of 2022.
		Goal 3 Evidence Goal 3	Math- 16% (not met) Reading (12% not met) About 13K low achievement students without a growth score. 75% of all reading and math teachers will attend professional development around the universal screener as an instructional tool.
		Goal 4 Evidence Goal 4	Not evaluated in 2021-22. 80% of PD participants will rate their understanding of using the universal screener as "some" or "a lot" on the Spring Evaluation survey.
		Goal 1 Evidence Goal 1	This wasn't included on the spring evaluation survey this year, but 85% responded on our internal feedback surveys after PD. Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40.2% to 56.0% by June 2025.
		Goal 2 Evidence Goal 2	Actual for Dallas ISD (2022) was 40% at meets or above on 3rd grade STAAR. Student achievement for Kindergarten students scoring at or above grade level on the Blending portion of the TX-KEA reading assessment will increase from 56% to 69% by June 2025.
008	HB3 Reading Academies (K-3)	Goal 3 Evidence Goal 3	Actual for Dallas ISD (TX-KEA 2022 EOY) was 60%. 95% or more of teachers participating in the Reading Academies will successfully complete all course requirements each year.
		Goal 4 Evidence Goal 4	Actual Reading Academies completion for 2022 was 99.92%.
009	High School Dyslexia/504 Interventionists Expansion	Goal 1 Evidence Goal 1	Increase the Dyslexia Program Assessment (WIST) scores which measures the Standard Scores for the Fundamental Literacy Ability Index (FLAI) and the Sound Symbol Knowledge (SSK). By 2025, we will increase the 20-21 EOY average FLAI Standard score of 68 and the average SSK standard score of 70 by 5 percentage points per year.
		Goal 2 Evidence Goal 2	EOY FLAI WIST standard score results indicated all grade levels demonstrated increases in the percentage of students with dyslexia attaining the average or above standard score rating (range: +7.2% to +17.1%). EOY SSK WIST standard score results indicated all grade levels demonstrated increases in the percentage of students with dyslexia attaining the average or above standard score rating (range: +14.3% to +29.1%). The Dyslexia Services department met its EOY 2021-22 ESSER performance objective for the SSK standard score (M = 85.8) but not for the FLAI standard score (M = 75.5).
		Goal 3 Evidence Goal 3	Out of the 23 2021-2022 Dyslexia Interventionists assigned to High School; 23 will complete the Wilson Dyslexia Practitioner certification and 18 out of 23 will also complete the Wilson Dyslexia Therapist certification by 2025.
		Goal 4 Evidence Goal 4	The department exceeded their 2021-22 EOY Dyslexia Training Program performance objective. Of the 62 ESSER-funded dyslexia interventionists, 47 (75.8%) completed Practitioner Level certifications and three (4.8%) completed Therapist Level certifications by 2021-22 EOY.
		Goal 5 Evidence Goal 5	Dyslexia Interventionists will conduct Informational Parent Meetings per campus (minimum twice per year) and as needed for dyslexia awareness and community events across the district.
		Goal 6 Evidence Goal 6	In 2021-22, the Dyslexia Services department met their 2021-22 Campus and Community Engagement performance objectives, offering PD opportunities to campus staff and informational sessions to parents in the fall and in the spring. The department reported that 269 parents attended in the fall and 575 parents attended in the spring.
010	SPED Online Assessment	Goal 1 Evidence Goal 1	IE and speech therapist will use the online assessments 100% of the time for assessments that are offered on the platform. 100% of evaluators trained to utilize online platforms and 100% of evaluators utilizing online platforms.

Appendix B, Table 2: Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence

#	Activity	Goals	Description
011	Speech Pathologist Expansion	Goal 1	Students receiving speech therapy will have 100% services completed by 6/30/2021 as evidence by SHARS sessions notes and reports in Texas Association of School Boards (TASB) Site-based Medicaid Reimbursement & Tracking (SMART).
		Evidence Goal 1	By the end of the 21-22 school year, we were 100% staffed with SLPs and 100% of services were matched to IEP.
		Goal 2	100% Full and Individual Evaluations (FIEs) and Admission, Review, Dismissal (ARD) meetings will be completed on or before the due dates as evidence by Student Data Management System (SDMS) reports.
014	Advanced Placement and Honors Teacher Development	Evidence Goal 2	For the 21-22 school year, we had at least 50 evaluations and 75 ARDs that were late.
		Goal 1	Increase participation in summer training for Honors and AP teachers through AP Summer Institutes and Institutes for Teacher Excellence by 250 teachers each year.
		Evidence Goal 1	135 AP/Honors teachers attended the APSI. We have since then adjusted our professional learning offerings to also provide teachers with the opportunity to attend a modified year-long professional learning series. Following this model, over the course of three years, teachers could have attended 18 hours of training. This option will allow teachers to attend training in 90 minute blocks of time during PD days and/or after school. Our goal for AP and Honors teachers will be revised to reflect this modified professional development plan.
015	Secondary ESL Support Expansion	Goal 1	Increase teacher capacity to provide linguistic supports and sheltering strategies to English learners by increasing the number of teachers certified in ESL at the Secondary level (up to 980) by June 2022.
017	AVID Excel Expansion	Evidence Goal 1	8 Teacher applied for the ESL Re-imbusement.
		Goal 1	Increase the number of schools who participate in Excel training to 44 by 2025-2026 compared to 0 in 2020-2021.
		Evidence Goal 1	We have actually exceeded our first year goal by 7 campuses. Our goal was to increase by 10 schools each year. We increased from 6 campuses to 21 campuses this school year. By the end of the 5 years, we expect to offer AVID Excel at 44 campuses total.
018	Expanding Dual Language for Non-English Learners	Goal 2	Increase the percentage of AVID Excel students who enroll in advanced coursework from 0 to 90% by 2025 - 2026.
		Evidence Goal 2	Not evaluated in 2021-22.
		Goal 1	Meet the needs of families (second language acquisition, homework help, etc...) through responsive services and ongoing feedback opportunities.
		Evidence Goal 1	We did not provide the parent support program.
		Goal 2	Provide sufficient student and parent supports in order to double the number of African American students participating in 2-Way Dual Language.
020	Digital Learning Displays	Evidence Goal 2	Not evaluated in 2021-22.
		Goal 3	Opt-In Students participate in After School Spanish and Spanish Immersion Camp.
		Evidence Goal 3	We had an average of 65 Opt-In students participate in after school programming and 85 Opt-In students participate in Summer Spanish Immersion Camp.
		Goal 1	Non-core classrooms (VPA, GT, & JROTC) will obtain one digital interactive displays that will be used with a 90% efficacy by students.
		Evidence Goal 1	Contractual issues prevented this activity from being fully implemented in the 2021-2022 school year. The issues have been resolved.
		Goal 2	Non-core teachers whose classrooms receive the digital displays will attend 3 trainings throughout the year, 95% of participants will favorably respond that the training has helped them gained knowledge to implement in their classroom.
		Evidence Goal 2	Professional development for this activity has not taken place due to the late delivery date. The PD plan to support this activity will begin December 2022.
		Goal 3	Professional & Digital Learning will utilize resources to build department and campus professional learning libraries that include texts, videos, and asynchronous modules that support the implementation of the district's initiatives - disciplinary literacy and acceleration.
		Evidence Goal 3	There have been multiple modules on various topics that have been created by the Professional & Digital Learning team that have been accessed by teachers since September 2022.

Appendix B, Table 2: Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence

#	Activity	Goals	Description
021	Professional & Digital Learning Infrastructure	Goal 1	By the end of the school year 2021-2022 at least 50% of all grade level, core and non-core teachers in the district will participate in at least one professional learning opportunity designed, delivered, or procured by the Professional & Digital Learning team, utilizing the new infrastructure resources.
		Evidence Goal 1	Surveys showing attendance for Professional Learning showed that more than 50% of the district attended at least one of our professional learning sessions that we designed or coordinated
		Goal 2	During the 2021-2022 school year, the Professional & Digital Learning team will utilize Spot Observation data to develop targeted training for teachers each quarter.
		Evidence Goal 2	We were able to meet with HCM and gather the TEI data each quarter, to then use to pinpoint the target areas for professional learning.
		Goal 3	Design and coordinate a learning series to address literacy in the district, (Ex. Read-Aloud project and Culturally Relevant Instruction).
		Evidence Goal 3	The Read Aloud Project commenced November 4, 2021, December 9, 2021, March 9, 2022, and April 7, 2022 and disseminated over 600 books to help grade 3 - 8 teachers build their book knowledge of culturally relevant texts written by African American authors, and address Racial Equity with classroom libraries for Read Aloud books.
		Goal 4	Utilize resources to address Disciplinary Literacy and best practices as part of our district professional learning plan, including text and/or books, vendors, and pre-sourced modules.
		Evidence Goal 4	The PDL department purchased and disseminated 230 Disciplinary Literacy books among key decision makers in central staff, as well as developing specific professional learning and embedding important concepts in additional sessions related to the concepts taught in Disciplinary Literacy.
		Goal 5	The Professional & Digital Learning team will purchase technology, supplies, software and materials, set up work-stations, and train new Professional & Digital Learning personnel on new technologies to create videos, design documents, online learning, and websites to support the delivery of professional learning to the district.
022	SPED Compensatory Services	Goal 1	The Dallas ISD Deaf Education program will provide sign language interpreters to 100% of students who are deaf or hard of hearing, and use sign language, in their content classes, electives and activities as stated in their IEP by 2022-2023 school year, as evidence by student schedules, interpreter sign in sheets and campus master schedules.
		Evidence Goal 1	We did not secure contracts for deaf/hard of hearing interpreters until December 2021. Thus, we did not meet 100% of students served
		Goal 2	100% of compensatory speech therapy services and related services that are owed to students agreed upon by ARD committee due to vacancies or delays in initiating services will be made up by the end of the students' annual IEPs. Providing these services will allow the students to be involved in and progress in their educational settings.
023	SPED Backlog Clean-up	Evidence Goal 2	Contracts were not secured until January 2022 and due to staff turnover, compensatory minutes were not met at 100%.
		Goal 1	To obtain 100% of finalized consents for all backlogged referral cases from 2017-2019 by September 15, 2021.
		Evidence Goal 1	100% of backlogged cases in referral status were process through to consent by September 15, 2021.
		Goal 2	To complete 100% of all current 2021-2022 school year referrals with finalized FIE by August 1, 2022.
024	Visible Learning School Pilot	Evidence Goal 2	We have obtained consent for all referrals received prior to May 31, 2021, and have processed 16% of evaluations from the 21-22 school year still pending.
		Goal 1	Increase teacher instructional alignment through professional learning and campus supports as indicated by beginning-of-year and end-of-year data collection, the Mindframes Survey, and School Capability Assessment.
		Evidence Goal 1	Learning Goals moved from 1.52 to 2.74. Questioning Strategies moved from 1.5 to 2.58. Tasks and Activities to Elicit Evidence of Learning 1.86 to 3.11. Descriptive teacher feedback 1.41 2.65. Collaborative culture of learning moved from 2.69. School Capability assessments for each of the 3 campuses showed growth in teacher actions, even if minimally on some campuses.
025	Transforming SPED Classrooms & Pathways	Goal 1	By the end of the 2021-2022 school year, program standards for all specialized (ADL, FLS, & TC) classrooms will be revised to increase student achievement on STAAR-Alt2 reading and math and independent living skills.
		Evidence Goal 1	We went from 86% passing in 2020-2021 school year to 87% passing in 2021-2022 school year, increase of 1 point. We went from 89% passing in 2020-2021 school year to 92% passing in 2021-2022 school year, increase of 3 points.

Appendix B, Table 2: Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence

#	Activity	Goals	Description
026	SPED Behavioral Health Team	Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2	Conduct a needs assessment for all campuses on behavioral supports for students receiving special education services. We were unable to hire BCBAs for these positions, and thus, unable to complete the needs assessment. BCBAs will train 100% of Special Educators on the development of effective positive behavior plans by May 2023. We were unable to hire a BCBA to support this activity during the 21-22 school year.
027	Middle School Dyslexia/504 Interventionists Expansion	Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2 Goal 3 Evidence Goal 3	Increase the Dyslexia Program Assessment (WIST) scores which measures the Standard Scores for the Fundamental Literacy Ability Index (FLAI) and the Sound Symbol Knowledge (SSK). By 2025, we will increase the 21-22 BOY average FLAI Standard score of 69 and the average SSK standard score of 73 by 5 percentage points per year. EOY FLAI WIST standard score results indicated all grade levels demonstrated increases in the percentage of students with dyslexia attaining the average or above standard score rating (range: +5.7% to +18.5%). EOY SSK WIST standard score results indicated all grade levels demonstrated increases in the percentage of students with dyslexia attaining the average or above standard score rating (range: +18.1% to +33.3%). The Dyslexia Services department met its EOY 2021-22 ESSER performance objective for the SSK standard score (M = 85.8) but not for the FLAI standard score (M = 75.5). Out of the 40 2021-2022 Dyslexia Interventionists assigned to Middle School; 40 will complete the Wilson Dyslexia Practitioner certification by 2022, and 20 of the 40 will also complete the Wilson Dyslexia Therapist certification by 2025. The department exceeded their 2021-22 EOY Dyslexia Training Program performance objective. Of the 62 ESSER-funded dyslexia interventionists, 47 (75.8%) completed Practitioner Level certifications and three (4.8%) completed Therapist Level certifications by 2021-22 EOY. Dyslexia Interventionists will conduct Informational Parent Meetings per campus (minimum twice per year) and as needed for dyslexia awareness and community events across the district. In 2021-22, the Dyslexia Services department met their 2021-22 Campus and Community Engagement performance objectives, offering PD opportunities to campus staff and informational sessions to parents in the fall and in the spring. The department reported that 269 parents attended in the fall and 575 parents attended in the spring.
028	Middle School ARD Support	Goal 1 Evidence Goal 1	100% of Admission, Review, Dismissal (ARD) meetings will be completed on or before the due dates as evidence by Student Data Management System (SDMS) reports. 100% of ARD timelines will be met by campuses with ARD facilitators. Due to vacancies throughout the year and an increase in students qualifying for special education services, we did not meet 100% of ARDS completed ontime. The number of missed timelines went from 1 to 14.
031	SEL & Mental Health Expansion & Support	Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2 Goal 3 Evidence Goal 3 Goal 4 Evidence Goal 4	Increase SEL campus implementation to 40 high implementers and 50 medium implementers campuses, as measured by the August 2022 Evaluation and Accountability report. We ended the year with 26 High SEL Implementation campuses, leaving us 14 campuses short of that portion of our goal. However, we exceeded our goal of 50 medium implementation campuses by 73 campuses. We ended the year with 123 campuses that were Medium SEL implementation campuses. By June 2022, increase access to proactive student wellness resources and supports that address stress and trauma management across the District. We purchased Rhithm, a daily check-in application for all campuses, provided Mindfulness certification training to 250 District staff, purchased calming center supplies for C, D, & F elementary campuses, and provided professional learning opportunities on self-care. 80% of all secondary campuses will increase student engagement and leadership by June 2022. 65 of 80 secondary campuses participated in the Student Leadership Summit series, where students learned to conduct empathy interviews. They were tasked with interviewing their peers to determine practices needed at their campus to increase a sense of belonging. After collecting and analyzing peer responses, student leaders presented a proposal to their campus leadership team. Increase access to clinical services and frequency of services to meet the demand of Mental Health needs caused by the impact of COVID, by March 2022. 17% more students were served by clinicians in 21-22. (9,509 in 21-22 vs 8,076 in 20-21)

Appendix B, Table 2: Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence

#	Activity	Goals	Description
032	Digital Learning Mentoring & Support	Goal 1	At least 70% of new teachers with 0-2 CYS will participate in at least one professional learning session or event designed by our new teacher supports by the end of 2021-2022 school year, which will include professional learning sessions, resources, and supplies needed to participate in the training.
		Evidence Goal 1	65.9% of 0-2 CYS attended at least 1 PDL training specific for new teachers
		Goal 2	Professional & Digital Learning will provide at least three trainings targeting digital learning, in order to support virtual learning and other digital learning initiatives, some through contracted services, and purchase resources for support such as professional learning texts and/or supplies to support the training by the end of the 2021-2022 school year.
		Evidence Goal 2	Twenty-four sessions were provided on digital tools.
033	Instructional Software & Digital Tools	Goal 1	In collaboration with Instructional Technology, reach a goal of at least 75% of schools measurably interacting with at least one digital learning tool each month by the end of the school year 2021-2022, by purchasing content and/or grade-level specific applications to enhance technology engagement during classroom instruction with support and direction from the Assistant Superintendent of Technology.
		Evidence Goal 1	At least 79.15% of schools interacted with at least one digital learning tool each month by the end of the school year 2021-2022.
		Goal 2	In support of teachers utilizing these digital tools for instruction with students, reach a goal of at least 50% of teachers attending a session of professional learning that has utilized these funds to support professional learning design, vendors, texts, materials, events and spaces to reach this goal.
		Evidence Goal 2	All Dallas ISD teachers were required to attend two sessions at the beginning of the year regarding digital tools and student engagement with technology; Professional & Digital Learning has supported 24 additional sessions over four major learning events throughout the year regarding digital tools.
035	Cell Tower Pilot	Goal 1	By 9/1/2023 complete private LTE infrastructure development at 107 schools.
		Evidence Goal 1	Based on 10 live cell-towers, there are 8,000 households.
		Goal 2	By 9/1/2023 enroll 45,000 DISD Households (60,000 students on the network).
		Evidence Goal 2	Based on 10 live cell-towers: 800 households "subscribed".
036	Device Expansion	Goal 1	IT will ensure all students have a one-to-one device and will regularly update devices according to the LRTP replacement cycle (3 years for tablets, 4 years for laptops and Chromebooks).
		Evidence Goal 1	Devices purchased and distributed to campuses. High schools laptops received later, therefore still delivering after campus provides police report for lost laptops (Non-returned)
		Goal 2	IT will ensure all teachers have a one-to-one device and will regularly update devices according to the LRTP replacement cycle (3 years for tablets, 4 years for laptops and Chromebooks).
		Evidence Goal 2	All teachers have a device or the opportunity to receive a device.
037	Hot Spot Distribution	Goal 1	Assist in student learning by providing connectivity to assist in homework and virtual learning needs.
		Evidence Goal 1	Hotspots were distributed with devices to ensure connectivity for students.
		Goal 2	100% of students will be 1:1 by 12/01/2021 whether in person classrooms or virtual and need connection devices if without a fixed address.
		Evidence Goal 2	Hotspots were distributed to students identified without fixed address, however, some students did not utilize the connection device to fulfill learning needs.
039	Personal Protective Equipment & Cleaning	Goal 3	Maintain 90% or greater customer satisfaction for users contacting the technical support team regarding the private LTE network.
		Evidence Goal 3	Support existed for the Private LTE Network and not hotspot service.
		Goal 1	Increase student achievement by providing an environment conducive to learning through proper safety and sanitizing protocols that not only fight COVID 19 but other transmittable diseases such as the Flu. Average daily attendance will increase as daily COVID positivity rates decrease from the time of distribution.
		Evidence Goal 1	Districtwide Total Cases Fall 2021: Over 15k. Districtwide Total Cases To Date: 10,665. Dallas County Threat Level decreased from red to orange. SY 2021: 25% Face to Face; 72.1 Virtual. 1st Semester SY 2022: 93.5% Face to Face.
		Goal 2	Culture, climate, recruitment, and retention of both students and families will increase when properly sanitized and access to safety products, like masks, are provided in the learning environment.
		Evidence Goal 2	Dallas ISD currently had one of the highest teacher retention and lowest teacher turnover rate in the DFW area.

Appendix B, Table 2: Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence

#	Activity	Goals	Description
041	School Links	Goal 1	As identified by House Bill 5, 80% of 8th grade students will select an endorsement for high school aligned with students' career interest.
		Evidence Goal 1	Results of the Find Your Path career survey showed that 80% of 8th-grade students selected an endorsement for high school aligned with their career interest.
		Goal 2	During the 2021-2022 school year, establish a baseline for the percentage of 8th grade students indicating awareness of high school choices and pathways utilizing the CTE survey instrument.
		Evidence Goal 2	The CTE survey created awareness of choices and pathways offered in Dallas ISD.
042	P-TECH/ECHS Program Specialist	Goal 3	By April, 2022, 60% of K-5th grade students will be introduced and explore career clusters and career interests.
		Evidence Goal 3	60% of K-5th grade students explored career clusters and career interests. Jobs Just For Me: Career Interest Inventory.
		Goal 1	Maintain 10% of Dallas ISD Class of 2022 earning an Associates degree by August 31, 2022.
		Evidence Goal 1	Out of the 8,691 seniors enrolled in Dallas ISD, 828 students earned an Associate's Degree (9.5%) in 21-22.
		Goal 2	By the end of the 2022 academic year, increase the number of students graduating with TSI-A met criteria via assessment in both ELA and Mathematics by 5 percentage points.
		Evidence Goal 2	Graduating seniors have until October of their graduation year to meet TSI passing status, therefore, data regarding TSI met status is still pending. However, based on data currently collected, Dallas ISD seniors increased TSI Math scores from 28% in 20-21 to 33% in 21-22. However, Dallas ISD senior scores decreased in ELAR from 45% in 20-21 to 40% in 21-22.
		Goal 3	By the end of the 2022 academic year, develop a systematic method to electronically track student progress towards degree completion.
		Evidence Goal 3	A dual-credit progress monitoring platform has been created to assist with the tracking/monitoring of dual-credit coursework. On-track data reports have been created for campus administrators using dual-credit enrollment and grade information generated from PowerBi.
049	Mental Health Vital Signs Screener	Goal 4	By the end of the 2022 academic year, increase the percent of students successfully completing dual credit courses by 5 percentage points above the corresponding semester during the previous school year.
		Evidence Goal 4	Dual-credit success rates (A-C) increased from 65% in 20-21 to 72% in 21-22.
		Goal 1	By January of 2022, launch Vital Sign 6 depression screener within the Mental Health Services Department.
		Evidence Goal 1	The project was still in the development phase.
050	Reset Centers	Goal 2	By June of 2022, increase number of students served by at least 3% (360 students) due to the implementation of the depression screener, as evidenced by comparison of 20-21 and 21-22 Evaluation and Assessment data.
		Evidence Goal 2	The project was still in the development phase.
		Goal 1	50% of students that are referred to the Reset Center will receive support from Mental Health Service clinicians by July 2022.
		Evidence Goal 1	# of student referrals to Reset Center: There were 2,261 Reset Center placements. # of mental health referrals: There were 198 (9%) mental health referrals. # of mental health referral parental consents: Unable to capture this data metric.
		Goal 2	Reset Centers will maintain a 15% recidivism rate by July 2022.
		Evidence Goal 2	# of student referrals to Reset Center: There were 2,261 Reset Center placements. # of repeat student referrals to Reset Center: The recidivism rate was 13% (299).
052	Campus Leadership Development - 2021-22 ongoing monthly	Goal 3	100% of the Reset Center Coordinators will be hired by September 1, 2021.
		Evidence Goal 3	# Reset Coordinators vacancies by campus: All vacancies were filled by September 2021. As of June 15, 94% (49 out of 52) positions are filled for 2022 - 2023 school year.
		Goal 1	Campus leaders will strengthen key leadership levers through high quality monthly PD as measured by climate survey.
		Evidence Goal 1	Fall 2021 Climate Survey data for "Culture of Feedback and Support" reflects a 72% positive rating for statement "The instructional feedback I get helps me improve the quality of my instruction." The Dallas ISD Spring 2022 Climate Survey data for "Culture of Feedback and Support" reflects a 74.4% positive rating for statement "The instructional feedback I get helps me improve the quality of my instruction." One of the primary purposes of spot observations is to provide teachers with frequent feedback to support growth. As of June 2, 2022 Minimum Spot Observations completed is 84.3%, and Extended Observations completed in 99.4%.

Appendix B, Table 2: Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence

#	Activity	Goals	Description
056	Expand Home2Home Parent Engagement	Goal 1	8,000 families will participate in the Home2Home Visits by May 2025.
		Evidence Goal 1	75 families participated in the Home2Home Visit Program for the 2021-2022 school year.
		Goal 2	960 teachers will conduct at least 10 visits by May 2025.
		Evidence Goal 2	Target 240 / Only 7 teachers participated in the program during the 2021-2022 school year.
		Goal 3	40 secondary schools will participate in the Home2Home Visit Program by 2025.
		Evidence Goal 3	Target 10 / Only 5 schools participated in the program during the 2021-2022 school year.
		Goal 4	Each network (6) will have at least 25 teachers participating in the program each year.
057	Trust Based Relational Intervention (TBRI) Training & Supports	Evidence Goal 4	Target 150 / Only 7 teachers participated.
		Goal 1	By January 31 of 2023, 100% of Mental Health Services clinicians will participate in TBRI training to increase knowledge of the impact of trauma and gain tools for responding.
		Evidence Goal 1	Not evaluated in 2021-22.
058	Youth and Family Service Center for Southern Sector (2nd location)	Goal 2	By March 31 of 2023, 100% of Reset Center and SEL Coordinators will participate in virtual TBRI training to increase knowledge of the impact of trauma and gain tools for responding.
		Evidence Goal 2	Not evaluated in 2021-22.
		Goal 1	Solidify location of new Youth and Family Center for Southern Sector.
		Evidence Goal 1	The location was identified for this project. The Southern Sector YFC will be located at the TD Marshall building.
059	SPOT Vision Screener	Goal 2	By March of 2022, finalize construction plans for new Youth and Family Center.
		Evidence Goal 2	Although delayed, construction plans were finalized by the end of the 2021-22 school year.
		Goal 1	The SPOT vision screener will increase vision screening rates from 18.04% in 20-21 to 19.84% of total students enrolled by April 1, 2022, 21.82% increase by April 1, 2023, 24% by April 1, 2024, 26.5% by April 1, 2025 and 29% by April 1, 2026.
		Evidence Goal 1	Vision screening data reflected an increase in the percentage of students that received screening when compared to the prior year.
060	OAE Screening Test (Hearing)	Goal 2	The SPOT vision screener will aid nurses in completing the state requirement for mandated vision screenings prior to June 1 of each school year.
		Evidence Goal 2	Screening data reflected an increase in the percentage of students that received the service.
		Goal 1	The OAE device, Tympanometry, and audiometer will assist increase our hearing screening rates of students enrolled in state mandated grades from 17.58% in 20-21 to 19.33% April 1 2022, 21.26% April 1 2023, 23.38% April 1 2024, 25.7% April 1 2025 and 28.28% by April 1 2026.
		Evidence Goal 1	Not met due to unforeseen manufacturer delays in receiving the equipment.
064	HCM Infrastructure Support	Goal 2	The availability of the OAE device, Tympanometry, and audiometer equipment to the nurses and audiologist will ensure that hearing screenings are completed.
		Evidence Goal 2	Due to unforeseen manufacture delays in the equipment.
		Goal 1	Increase fill rates of positions by +3% from August 15, 2021 rates.
		Evidence Goal 1	The goal was achieved in April of 2022 (94%) but has fluctuated with turnover.
065	Activity Evaluation Support	Goal 2	Increase Applicant Pool.
		Evidence Goal 2	Increase of teacher applicants.
		Goal 1	100% of the selected activities will be evaluated by Program Evaluation staff by the due dates outlined in the evaluation plans, unless delayed for legitimate reasons, and will demonstrate high-quality organization, writing, formatting, and data visualization.
		Evidence Goal 1	Program Evaluation staff conducted high-quality and timely evaluations of the following ESSER activities: Extended School Year, High School Dyslexia/504 Interventionists Expansion, SPED Compensatory Services, SPED Backlog Clean-up, Transforming SPED Classrooms & Pathways, SPED Behavioral Health Team, Middle School Dyslexia/504 Interventionists Expansion, Middle School ARD Support, SEL & Mental Health Expansion & Support, Mental Health Vital Signs Screener, Reset Centers, and Youth and Family Service Center for Southern Sector (2nd location).
065	Activity Evaluation Support	Goal 2	100% of the selected activities will be evaluated by contracted staff by the due dates outlined in the evaluation plans, unless delayed for legitimate reasons, and will demonstrate high-quality organization, writing, formatting, and data visualization.
		Evidence Goal 2	Hanover conducted high-quality evaluations of the following ESSER activities: Scaling High-Quality Tutoring, High-Quality Tutoring Services, and After-School Expansion.

Appendix B, Table 2: Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence

#	Activity	Goals	Description
066	ESSER Administration Support	Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2	There will be 100% compliance to local, state and federal procurement procedures utilizing ESSER funds by September 2024. Not evaluated in 2021-22. There will be 100% compliance to local, state and federal grant policies and procedures by September 2024. Not evaluated in 2021-22.
074	Family Academic Activities	Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2	3500 families from identified High Priority Campuses will participate in academic webinars by May 2022. 7,070 People Reached, 487 People Engagements, 3,226 Views. 85% of parents rate the session as beneficial to supporting their children with learning at home. Not evaluated in 2021-22.
077	The Concilio - PASE	Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2	82% of parents will complete 75% of their work by the end of the program each year. Not evaluated in 2021-22. 85% of scholars whose parents participate in the program will have an average daily attendance rate of at least 94%. Not evaluated in 2021-22.
078	Enrichment Program – Big Thought	Goal 1 Evidence Goal 1	The percent of scholars participating in at least one extracurricular / co-curricular activity will increase from 50 percent to 80 percent by 2022. Not evaluated in 2021-22.
079	Communities In Schools – Service Model	Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2	90% of program participants will experience increased attendance. Not evaluated in 2021-22. 90% of program participants will complete course with a passing grade / earned credit. Not evaluated in 2021-22.
080	080-Evening Academy Support	Goal 1 Evidence Goal 1	An increase of 25% with on-track promotions by 2022. Not evaluated in 2021-22.
083	Curriculum: Collaborative & Proactive Solutions	Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2 Goal 3 Evidence Goal 3 Goal 4 Evidence Goal 4	Reduce the middle and high suicide risk to low (based on 2021-22 data). The Performance Objective 1 was not met. However, we anticipate it will be met by the end of the 2022-2023 school year. Decrease the number of class disruptions by 10% as compared to the 2021-2022 data. Implementation of the project was delayed due to the procurement processes that needed to be finalized. We anticipate this objective will be met in the 2022-23 school year. Launch Trauma and Grief Component Therapy (TGCT) as a therapeutic modality by August of 2022. The project has been delayed. However, we anticipate the Performance Objective will be met by the end of the 2022-23 school year. Implement Teacher Champion Program by August of 2022. Due to a delay in the procurement process, this objective was not met last year. However, we anticipate it will be met by the end of the 2022-23 school year.
101	Staff Vaccination Incentives	Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2	Identify how many staff are vaccinated in Dallas ISD and use the data to assist in the tracing process per CDC guidelines. 84% of the staff are vaccinated. 85% of eligible employees will receive their \$500 vaccine incentives. 100% of eligible employees received the vaccine incentive; internal audit.
102	Classroom Coverage	Goal 1 Evidence Goal 1	Increase the current substitute fill rate on all campuses from 69% to 79% by December of 2021 and to 85% by end of May 2022. Beginning of Year 1,905 (August 2021). End of Year 2,437 (May 2022). Increase of 532 additional substitutes. We were not able to get 2 of the three third-party vendors cleared until summertime so it impacted our objectives.
103	Student COVID Incentives	Goal 1 Evidence Goal 1	Identify how many students are vaccinated in Dallas ISD and use this data in the contact tracing process per CDC guidelines. The District data base that was created through the activity provided an additional source to determine student COVID vaccination. It also guided contact tracing (quarantine).
106	Nurse Assistants	Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2	Nurse assistants will be able to provide direct health services and related supports for all students at the campus that do not have a nurse assigned due to nursing shortage exacerbated by the COVID-19 pandemic. At the end of the 2021-22 SY we hired 7 of the 10 positions allocated. Nurse assistants will provide additional support services so students will be engaged to maximize use of additional instructional time. Data driven reports that reflect health services provided to students and fewer students that were sent home during the day.

Appendix B, Table 2: Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence

#	Activity	Goals	Description
107	Tiered Camus Support	Goal 1	80% of students projected to achieve at approaches, meets and masters in reading and math will meet or exceed their projection (MAP, last year 76%).
108	Virtual Academy Staff Support	Evidence Goal 1	STAAR 2022 Data. Approaches: 75%. Meets: 53%. Masters: 20%.
		Goal 1	Virtual Academy will have at least a 10% increase in students meeting or exceeding their individual academic projections on MAP assessments from BOY to MOY and MOY to EOY.
		Evidence Goal 1	Language Arts- 13% increase MOY to EOY in students meeting growth targets in grade levels K - 6. Math -MOY to EOY 1st grade: 33% increase in students meeting growth target. 2nd grade: 57% increase in students meeting growth target. 3rd grade: 38% increase in students meeting growth target. 6th grade: 45% increase in students meeting growth target.
		Goal 2	Students in Virtual Academy will perform at or above grade level.
109	Procurement ESSER Staffing	Evidence Goal 2	Math - 68% score 70 or higher. ELAR 63% scored 70 or higher. Science - 54% scored 70 or higher. *Conversion to STAAR scale is greater than 90% of students performing at grade level. Reading - 61% Approaches/Meets/Masters. Math - 43% Approaches/Meets/Masters.
		Goal 1	Procurement will be able to provide support to all student outcome goals with the additional staffing using ESSER funds to expedite processes upon awarding of funds to approved activities.
		Evidence Goal 1	1 senior buyer and 1 buyer were hired.
		Goal 2	Service delivery impacts will increase by having staff onboarded and trained within 3-6 months. Added staff will allow earlier availability by the issuance of bids by dedicating resources directly to ESSER needs.
208	Virtual School Support	Evidence Goal 2	Senior buyer and buyer have completed bids needed and provide support as vendor needs and RFP's to meet all federal needs.
		Goal 1	80% of students will meet the success criteria, as defined by SB15, by the end of 2022-2023.
		Evidence Goal 1	Not evaluated in 2021-22.
		Goal 2	83% or more of teachers will respond positively to climate survey indicator "I believe I work in an environment of support and respect." for Fall and Spring surveys in school year 2022-2023.
		Evidence Goal 2	Not evaluated in 2021-22.
		Goal 3	90% or more of students will meet their MOY and EOY MAP growth goal by the end of 2022-2023.
		Evidence Goal 3	Not evaluated in 2021-22.

Source: Dallas ISD 2021-22 ESSER EOY Survey data file dated 11/07/22.

Appendix C

Appendix C, Figure 1: 2021-22 Dallas ISD Base Calendar



Appendix C, Figure 2: 2021-22 Dallas ISD Intersession Calendar



Appendix C, Figure 3: 2021-22 Dallas ISD Calendars: School Day Redesign No.1



Appendix C, Figure 4: 2021-22 Dallas ISD Calendars: School Day Redesign No.2



Appendix D, Table 1: 2021-22 Dallas ISD Intersession Campuses

TEA Number	Name
42	William Hawley Atwell
45	E B Comstock
48	W H Gaston
76	Harold Wendell Lang Sr
79	Francisco Pancho Medrano
83	Sam Tasby
103	Gabe P Allen Charter School
105	Arcadia Park
114	John Neely Bryan ^A
115	Harrell Budd
118	W W Bushman
121	John W Carpenter
137	Julius Dorsey
141	Jill Stone at Vickery Meadow
142	J N Ervin ^A
145	Stephen C Foster
149	Hall Personalized Learning Academy
172	Jimmie Tyler Brashear
176	Jack Lowe Sr
185	William B Miller
188	Mount Auburn Steam Academy
189	Clara Oliver
191	Elisha M Pease ^A
192	John F Peeler
194	K B Polk
201	Charles Rice Learning Center
202	Oran M Roberts
205	Clinton P Russell
209	Ascher Silberstein
215	R L Thornton
218	George W Truett ^A
219	Adelle Turner
250	Whitney M Young Jr
263	J P Starks
264	Ronald E McNair
265	Eladio R Martinez Learning Center
277	Thomas Tolbert
283	Esperanza Medrano
284	Highland Meadows
289	Felix G Botello Personalized Learn
301	Wilmer-Hutchins ^A

Source: Evaluation and Assessment campus matching report dated 06/01/22.

Note: ^A Accelerating Campus Excellence (ACE) program campuses.

Appendix E

Appendix E, Table 1: 2021-22 HB 4545 Student Characteristics

	District Overall Grades 3-12 (N = 99,650)		HB 4545 Overall							
			All (N = 33,247)		Elementary* (N = 8,409)		Middle (N = 13,693)		High (N = 11,145)	
	n	%	n	%	n	%	n	%	n	%
Sex										
Female	48,979	49.2	14,970	45.0	4,022	47.8	6,206	45.3	4,742	42.5
Male	50,671	50.8	18,277	55.0	4,387	52.2	7,487	54.7	6,403	57.5
Race/Ethnicity										
African American	19,665	19.7	8,046	24.2	2,171	25.8	3,246	23.7	2,629	23.6
Hispanic	71,926	72.2	23,877	71.8	5,876	69.9	9,902	72.3	8,099	72.7
Other	3,046	3.1	675	2.0	165	2.0	279	2.0	231	2.1
White	5,013	5.0	649	2.0	197	2.3	266	1.9	186	1.7
Special Student Groups										
Economically Dis.	83,660	84.0	30,219	90.9	7,753	92.2	12,609	92.1	9,857	88.4
Emergent Bilinguals	47,946	48.1	18,166	54.6	4,300	51.1	7,466	54.5	6,400	57.4
Special Education	11,632	11.7	6,073	18.3	1,658	19.7	2,545	18.6	1,870	16.8

Source: District demographic file dated 06/23/22 and district tutoring files for reading and math dated 06/21/22.

Note: * = Elementary grades 3 to 5. Dis. = Disadvantaged.

Appendix E, Table 2: 2021-22 HB 4545 Overall Tutoring Hours - By Ethnicity

	Total Eligible	Did Not Receive Tutoring		Received Tutoring				
	N	n	%	n	%	Total Hours	Average Hours	Median Hours
Reading								
African Amer.	6,282	5,034	80.1	1,248	19.9	12,946	10	8
Hispanic	18,932	13,998	73.9	4,934	26.1	51,301	10	7
White	457	363	79.4	94	20.6	1,058	11	8
Other	523	429	82.0	94	18.0	1,300	14	9
Mathematics								
African Amer.	5,620	4,407	78.4	1,213	21.6	15,267	13	9
Hispanic	14,582	10,743	73.7	3,839	26.3	46,500	12	8
White	448	348	77.7	100	22.3	1,124	11	7
Other	411	337	82.0	74	18.0	1,152	16	9

Source: District demographic file dated 06/23/22 and district tutoring files for reading and math dated 06/21/22.

Note: Amer. = American.

Appendix E, Table 3: 2021-22 HB 4545 Reading Tutoring Hours - By Grade and Ethnicity

	Total Eligible	Did Not Receive Tutoring		Received Tutoring			Avg. Hours	Mdn. Hours
	N	n	%	n	%	Total Hours		
Grade 3								
African Amer.	23	17	73.9	6	26.1	68	11	8
Hispanic	38	29	76.3	9	23.7	235	26	30
White	-	-	-	-	-	-	-	-
Other	*	*	*	-	-	-	-	-
Grade 4								
African Amer.	769	370	48.1	399	51.9	4,797	12	9
Hispanic	1,765	754	42.7	1,011	57.3	14,194	14	11
White	61	33	54.1	28	45.9	331	12	8
Other	47	21	44.7	26	55.3	465	18	19
Grade 5								
African Amer.	814	443	54.4	371	45.6	4,250	11	9
Hispanic	2,493	1,273	51.1	1,220	48.9	17,631	14	11
White	68	40	58.8	28	41.2	449	16	15
Other	72	34	47.2	38	52.8	738	19	18
Grade 6								
African Amer.	678	593	87.5	85	12.5	522	6	4
Hispanic	1,458	1,094	75.0	364	25.0	3,349	9	6
White	38	32	84.2	6	15.8	40	7	6
Other	47	40	85.1	7	14.9	17	2	1
Grade 7								
African Amer.	891	763	85.6	128	14.4	835	7	3
Hispanic	2,991	2,247	75.1	744	24.9	5,517	7	6
White	73	62	84.9	11	15.1	127	12	8
Other	75	70	93.3	5	6.7	13	3	3
Grade 8								
African Amer.	943	794	84.2	149	15.8	1,052	7	3
Hispanic	3,307	2,385	72.1	922	27.9	6,513	7	4
White	77	62	80.5	15	19.5	77	5	4
Other	88	77	87.5	11	12.5	24	2	2
Grade 9								
African Amer.	870	825	94.8	45	5.2	434	10	6
Hispanic	2,865	2,592	90.5	273	9.5	1,216	4	3
White	72	69	95.8	3	4.2	7	2	3
Other	75	71	94.7	4	5.3	28	7	5
Grade 10								
African Amer.	646	625	96.7	21	3.3	413	20	21
Hispanic	1,928	1,685	87.4	243	12.6	1,248	5	3
White	34	32	94.1	2	5.9	19	9	9
Other	52	49	94.2	3	5.8	16	5	6
Grade 11								
African Amer.	409	377	92.2	32	7.8	460	14	14
Hispanic	1,402	1,300	92.7	102	7.3	979	10	8
White	23	23	100.0	-	-	-	-	-
Other	36	36	100.0	-	-	-	-	-
Grade 12								
African Amer.	239	227	95.0	12	5.0	115	10	8
Hispanic	685	639	93.3	46	6.7	420	9	8
White	11	10	90.9	1	9.1	8	8	8
Other	28	28	100.0	-	-	-	-	-

Source: District demographic file dated 06/23/22 and district tutoring files for reading and math dated 06/21/22.

Note: Amer. = American. Avg. = Average. Mdn = Median. * = fewer than five students included in this category. - = no data in this category.

Appendix E, Table 4: 2021-22 HB 4545 Mathematics Tutoring Hours - By Grade and Ethnicity

	Total Eligible	Did Not Receive Tutoring		Received Tutoring				
	N	n	%	n	%	Total Hours	Avg. Hours	Mdn. Hours
Grade 3								
African Amer.	23	18	78.3	5	21.7	59	12	9
Hispanic	40	28	70.0	12	30.0	138	11	9
White	*	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*	*
Grade 4								
African Amer.	861	401	46.6	460	53.4	6,386	14	10
Hispanic	2,007	885	44.1	1,122	55.9	16,838	15	13
White	77	38	49.4	39	50.6	423	11	7
Other	47	23	48.9	24	51.1	488	20	19
Grade 5								
African Amer.	720	364	50.6	356	49.4	4,979	14	10
Hispanic	1,755	816	46.5	939	53.5	13,006	14	11
White	74	45	60.8	29	39.2	466	16	14
Other	59	32	54.2	27	45.8	539	20	15
Grade 6								
African Amer.	765	693	90.6	72	9.4	763	11	10
Hispanic	1,716	1,342	78.2	374	21.8	3,720	10	9
White	45	37	82.2	8	17.8	68	8	10
Other	54	49	90.7	5	9.3	20	4	0
Grade 7								
African Amer.	914	799	87.4	115	12.6	938	8	4
Hispanic	2,463	2,001	81.2	462	18.8	3,595	8	7
White	64	56	87.5	8	12.5	43	5	3
Other	67	63	94.0	4	6.0	40	10	4
Grade 8								
African Amer.	904	776	85.8	128	14.2	1,224	10	4
Hispanic	2,836	2,119	74.7	717	25.3	8,128	11	6
White	79	67	84.8	12	15.2	85	7	1
Other	75	66	88.0	9	12.0	31	3	2
Grade 9								
African Amer.	921	865	93.9	56	6.1	688	12	6
Hispanic	2,725	2,536	93.1	189	6.9	925	5	4
White	78	75	96.2	3	3.8	15	5	4
Other	76	73	96.1	3	3.9	30	10	4
Grade 10								
African Amer.	394	379	96.2	15	3.8	215	14	10
Hispanic	848	826	97.4	22	2.6	112	5	4
White	21	21	100.0	-	-	-	-	-
Other	19	19	100.0	-	-	-	-	-
Grade 11								
African Amer.	43	39	90.7	4	9.3	12	3	3
Hispanic	80	79	98.8	1	1.3	9	9	9
White	*	*	*	-	-	-	-	-
Other	*	*	*	-	-	-	-	-
Grade 12								
African Amer.	75	73	97.3	2	2.7	2	1	1
Hispanic	112	111	99.1	1	0.9	30	30	30
White	6	6	100.0	-	-	-	-	-
Other	7	6	85.7	1	14.3	2	2	2

Source: District demographic file dated 06/23/22 and district tutoring files for reading and math dated 06/21/22.

Note: Amer. = American. Avg. = Average. Mdn = Median. * = fewer than five students included in this category. - = no data in this category.