

2021-22

Evaluation of Selected Human Capital Management Title Workscopes

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



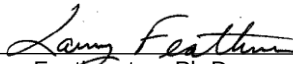
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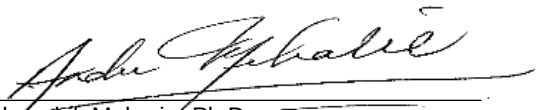
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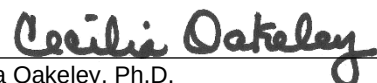
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ACRONYMS AND ABBREVIATIONS

EC	Early Childhood
ELAR	English Language Arts and Reading
ESL	English as a Second Language
HCM	Human Capital Management
ISD	Independent School District
TEI	Teacher Excellence Initiative

Evaluation of Selected Human Capital Management Title Workscopes

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The purpose of this report was to provide context and process evaluation information related to three federally funded Dallas Independent School District (Dallas ISD) Human Capital Management (HCM) programs: Teacher Residency Program, Teacher Recruitment and Retention, and Dallas ISD Alternative Certification program. The Teacher Residency program was funded through Title I, Part A at \$2,594,674, the same as in 2020-21¹. The amount of Title II, Part A funding for Teacher Recruitment and Retention in 2021-22 was \$2,122,147. This figure was unchanged from 2020-21. Alternative Certification was budgeted \$794,774 of Title II funding in 2021-22, the same as in 2020-21.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.²

The focus of the 2021-22 evaluation was to examine the level of implementation of grant-funded programs. Data for this report were obtained from interviews with program staff members assigned to each grant component, a review of internal documents, and review of survey data.

EVALUATION QUESTIONS/OUTCOMES

How was the Teacher Residency program implemented in 2021-22?

Context of the Program

The primary purpose of the Teacher Residency Program was to increase student achievement by improving teacher and student support at campuses with the highest need, specifically in the areas of elementary bilingual, secondary

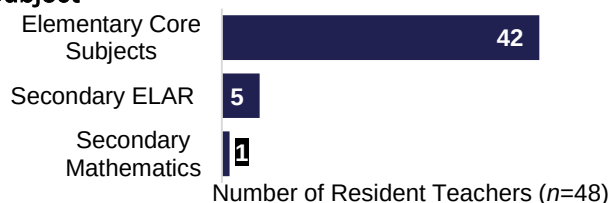
mathematics and science, and special education and English as a second language (ESL) at all levels.

- During the 2021-22 school year, the teacher residency program was implemented through Relay Graduate School of Education, an intensive teacher training program designed for working professionals with or without prior teaching experience. Resident Teachers were hired and served in co-teaching roles in classrooms on high-needs campuses until they graduate and become full-time teachers of record.
- The Teacher Residence program provided a variety of services to schools and students including co-teaching assistance, small group instruction, substitute teaching, help with formative assessments and diagnosis of student needs, along with support for classroom management.
- Resident teachers completed all training on one campus so that they could transition into a teacher role at the same campus where they were trained. The expectation is that this will help improve student outcomes because they are trained to meet the needs of their assigned campus.

2021-22 Resident Teachers

As of August 2021, HCM hired 48 resident teachers to teach elementary core subjects, secondary ELAR, and secondary mathematics (Figure E1).

Figure E1: 2021-22 Number of Resident Teachers by Subject



Source: HCM internal records dated 07/14/22.

Note: ELAR=English Language Arts and Reading.

- The departmental goal was to transition 90 percent of resident teachers into full-time teaching roles in high-

¹ Previous data for 2019-20 and 2020-21 were pulled from the 2019-20 (Watson, 2020) and 2020-21 evaluation reports (Watson, 2021).

² Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>

needs campuses by August of 2022. HCM is on track to meet this goal and this data will be available in Fall 2022.

- For the 2020-21 school year, HCM hired 66 resident teachers and 82 percent ($n=54$) were hired for the 2021-22 school year as full-time teachers, compared to 89 percent ($n=41$) resident teachers in 2019-20 hired for the 2020-21 school year, and 89 percent ($n=24$) of teachers hired for 2019-20.

Response to Impact of COVID-19

Throughout the academic year, resident teachers continued to support campuses' implementation of classroom teaching. Teacher training activities and meetings continued as in previous years, through in person and virtual platforms.

How was the Teacher Recruitment and Retention program implemented in 2021-22?

Context of the Program

HCM staff members were responsible for recruiting and screening highly qualified teachers to meet the state certification and federal legislative requirements. HCM's Campus Staffing Team routinely recorded resignations in Oracle, which notified HCM's Talent Acquisition Team³ of openings that needed to be filled. The Talent Acquisition Team was responsible for using the information to connect candidates with campus principals.

The hiring process consisted of two components. The first component was the application process, which took place prior to a principal recommendation. The second component of the hiring process was the hiring and onboarding occurring after principal recommendation. The HCM Campus Staffing Team managed the hiring process, ensuring that all candidates met district and state criteria.

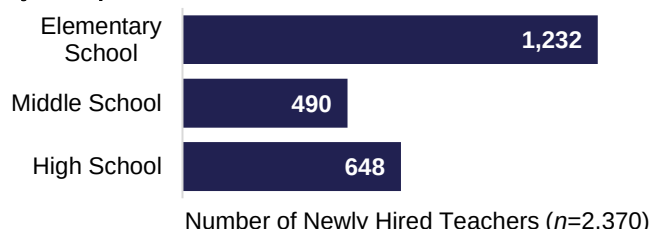
- HCM staff members attended 93 recruitment events between June 2021 and May 2022 compared to 90 in 2020-21 and 66 in 2019-20. Events included district-wide job fairs, university job fairs in Texas and other states, National Association for Bilingual Education (NABE) job fair, and international recruitment visits to Mexico. The department participated in 26 virtual events.
- The department continued an initiative expanding the use of early contracts to attract and retain the most qualified candidates. HCM had issued 600 early contracts to applicants for teaching positions in the

2022-23 school year, while there were 97 issued in 2020-21 and 147 issued in 2019-20.

2021-22 Teacher Recruitment and Retention

As of June 2022, HCM Staffing Team hired 2,370 new teachers⁴ (Figure E2), compared to 2,287 new hires for 2020-21, and 1,760 new hires for 2019-20.

Figure E2: 2021-22 Number of Newly Hired Teachers by Campus Level



Source: HCM internal data dated 07/14/22.

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

- To recruit and retain international talent for critical-needs areas in 2021-22, the district processed and maintained 320 H1-B visas, while 332 visas were processed and maintained in 2020-21 and 293 visas were processed and maintained in 2019-20. HCM offered a permanent residence process to help qualified teachers begin the permanent residence process and potentially provide sponsorship.⁵ HCM accepted 36 candidates to the permanent labor certification process (PERM) in 2021-22, joining 26 PERM candidates in 2020-21 and 31 candidates in 2019-20.

Response to Impact of COVID-19

The Teacher Recruitment and Retention team continued to increase the applicant pool and provide principals with highly effective teachers by attending and creating in person and virtual recruitment events, including holding job fairs in Texas and other states and supporting principals with applicant virtual interviews.

How was the Dallas ISD Alternative Certification program implemented in 2021-22?

Context of the Program

In 2021-22, Alternative Certification staff members used Title II funds to supplement the recruitment, screening, and training efforts of the program. Alternative Certification staff members first screened intern candidate applications for program eligibility. Once accepted into the application pool, candidates were granted a phone interview. Upon passing the phone interview, candidates were invited to an on-site

³ HCM's Talent Acquisition Team consisted of one student teacher coordinator, one data coordinator, seven recruitment coordinators, and the Talent Team Leader. Recruitment coordinators were primarily responsible for specific recruitment activities, such as marketing or special events.

⁴ The data were collected in June 2022. This number only includes teachers new to the district. That is, it does not include internal transfers,

in which a teacher moved from one campus to fill a vacancy at another campus.

⁵ To qualify, teachers must have a standard Texas teacher certification, at least two years of teaching experience in Dallas ISD, and be rated Proficient I or higher under the Teacher Excellence Initiative (TEI). Once selected, the district continued to pursue the teacher's permanent residence process if legal avenues were available.

interview, which included a group interview and a one-on-one interview with an Alternative Certification staff member. The final pool of 100 candidates attended a pre-service training program prior to program acceptance.

During the pre-service program, Alternative Certification staff members provided training on teaching techniques and best practices; interns received field experience in classrooms. After pre-service training, interns were assigned to a campus, a mentor, and a teacher effectiveness coordinator. Mentor teachers were required to observe and provide continual feedback. Teacher effectiveness coordinators observed interns at least three times during the year. During observations, coordinators provided support and immediate feedback to allow interns to monitor progress and adjust their teaching practices.

2021-22 Alternative Certification Interns

- A total of 107 interns enrolled in the Alternative Certification program between summer 2021 and spring 2022 (Table E1). This was less than the total number of interns enrolled in prior years, where 127 interns enrolled between summer 2020 and spring 2021 and 134 interns enrolled between summer 2019 and spring 2020.

Table E1: 2021-22 Number of Interns and Certification Area

Certification Area	Interns (n)
Core Subjects EC-6	23
Core Subjects EC-6 ESL	12
Social Studies 7-12	7
Bilingual	4
ELAR 7-12/ESL	4
Art EC-12	3
Science 7-12	2
Total	55

Source: Alternative Certification internal records retrieved 06/09/22.

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

- In spring 2022, Texas Education Agency (TEA) administered an online survey to interns to rate their satisfaction with the Alternative Certification program and the level of support they received during their time in the program. TEA provided aggregate results to districts. There was a 13 percent response rate to the survey with only seven interns responding to the survey, therefore, results should be viewed with caution. Most interns ($n=6$; 85.7%) indicated that they felt “well prepared” or “sufficiently prepared” for the classroom teaching.
- Of those who completed the Alternative Certification program in 2020-21, 88.2 percent ($n=45$) continued to teach in Dallas ISD during the 2021-22 school year. Longitudinal trend shows an increase in retention rates over the last three cohorts (81.3% in 2019-20 and 66.3% in 2018-19).

Response to Impact of COVID-19

The Dallas ISD Alternative Certification offered in-person and virtual test preparation platform and virtual pre-service training platform for interns. The Alternative Certification Program also offered Content Study Groups to teacher candidates to support them with content test and Pedagogy and Professional Responsibilities exam support. Experienced Dallas ISD teachers led the Content Study Groups.

RECOMMENDATION

Based on the key findings, the following recommendation is offered for stakeholders.

Evaluate the effectiveness of teachers hired through the alternative certification program.

2021-22

Evaluation of Selected Human Capital Management Title Workscopes

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

Dallas Independent School District (Dallas ISD) received federal funds for training and recruiting teachers for 2021-22 through Title I and Title II, Part A. The Title I, Part A of the Elementary and Secondary Education Act provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of students from low-income families to ensure that all students meet challenging state academic standards. The two-fold purpose of Title II, Part A funds includes: (1) increasing student academic achievement through strategies such as improving teaching and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools; and (2) holding local educational agencies and schools accountable for improvements in student academic achievement (U.S. Dept. of Education, 2021a and 2021b).

In 2021-22, Dallas ISD used grant funds to assist in the areas of teacher training and recruitment through three programs:

- Teacher Residency program;
- Teacher Recruitment and Retention program; and
- Alternative Certification program.

The primary purpose of the Teacher Residency program was to increase student achievement by improving teacher and student support at campuses with the highest need. The Teacher Residency program provided a range of services to schools and students including co-teaching assistance, small group instruction, substitute teaching, assisting with formative assessments and diagnosis of student needs, along with support for classroom management. The residency program enables the district to better acclimate the teacher resident into the learning and culture of the organization, and support district recruitment efforts including attracting a more diverse workforce (Dooley, 2022).

The Teacher Recruitment and Retention program allowed district staff members to recruit and screen highly qualified teachers for state certification and federal legislative requirements. The Dallas ISD Alternative Certification program aimed to prepare and certify new teachers who had not completed traditional teacher certification, and to provide support and training to new teacher interns. Research conducted by the National Center for Education Statistics (NCES) reported that during 2015-2016 school year, about 18 percent of public-school teachers had earned their teaching license through an alternative certification program (NCES,2022).

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities.

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 district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.⁶

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to provide context and process information related to key components of three federally funded Human Capital Management (HCM) programs. The 2021-22 evaluation examined the level of implementation of grant-funded programs. Data for this report was obtained from interviews with program staff members assigned to each grant component, a review of internal documents, and review of available survey data. This evaluation report also provided a summary of key findings and actionable recommendations based on reported data. The evaluation addressed the following questions:

1. What were the source and amount of funding for selected HCM title workscopes in 2021-22?
2. How was the Teacher Residency program implemented in 2021-22?
3. How was the Teacher Recruitment and Retention program implemented in 2021-22?
4. How was the Dallas ISD Alternative Certification program implemented in 2021-22?

EVALUATION QUESTIONS AND RESULTS

What were the source and amount of funding for selected HCM title workscopes in 2021-22?

Methodology

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

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

Results

Dallas ISD HCM used Titles I and II grant funds to assist with teacher training and recruitment through three programs in 2021-22. The Teacher Residency program was funded through Title I, Part A at \$2,594,674, an increase of \$1,500 from 2,593,174 in 2020-21 (Watson, 2021). The amount of Title II, Part A funding the Teacher Recruitment and Retention program in 2021-22 was \$2,122,147, the same as from 2020-21. Alternative Certification program was budgeted \$794,774 from Title II funding in 2021-22, the same as in 2020-21 (Watson, 2021).

How was the Teacher Residency program implemented in 2021-22?

Methodology

The evaluation of the Teacher Residency program included interviews with the HCM manager and a review of internal documents. The purpose of the interview was to gather information about program requirements and activities. Follow-up information was collected by email. Previous data for 2019-20 and 2020-21 were pulled from the 2019-20 (Watson, 2020) and 2020-21 (Watson, 2021) evaluation reports.

Results

Context of the Program

The primary purpose of the Teacher Residency program was to increase student achievement by improving teacher and student support at campuses with the highest need. Resident teachers provided a variety of services directly to campuses and teachers.

Resident teachers were assigned outside support and engaged in year-long professional learning. During the 2021-22 school year, the teacher residency program was implemented through Relay Graduate School of Education ⁷, an intensive teacher training program designed for working professionals with or without prior teaching experience. The program's curriculum was delivered in a hybrid format. Most assignments consisted of video submissions of teaching in action along with work samples (e.g., lesson plans). Degree candidates set academic and career growth goals for their students, tracked their progress, and analyzed student performance to inform and adapt instruction. This structure was designed to provide resident teachers with many opportunities for practice and individualized feedback from professors. Upon successful completion of the two-year program, graduates earned a Master of Arts degree, a Texas Teaching License, and a yearlong apprenticeship under the guidance of a mentor teacher in a partnering school district.

Throughout the school year, a persistent need exists for certified teachers in critical shortage areas, especially at high needs campuses. Specifically, vacancies were highest in the areas of elementary bilingual, secondary mathematics and science, special education, and English as a second language (ESL) at all levels. Resident teachers were hired by the district from Relay Graduate School of Education and served in co-teaching roles in classrooms on high-needs campuses until they graduate and become

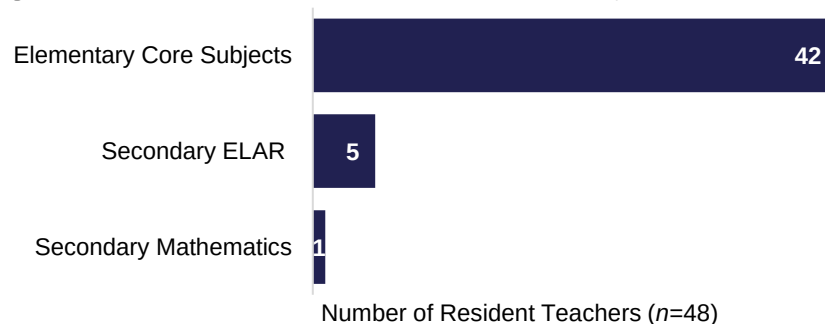
⁷ More information about Relay Graduate School of Education can be found at <https://www.relay.edu/>.

full-time teachers of record. The goal for the resident teacher was to complete all training on one campus so that they can transition into a teacher role at the same campus where they were trained, and this would help improve student outcomes since they were trained to meet the needs of their assigned campus.

2021-22 Resident Teachers

As of August 2021, HCM hired 48 resident teachers from Urban Teachers and Relay Relay Graduate School of Education to teach elementary core subjects (87.5%), secondary ELAR (10.4%), and secondary mathematics (2.1%) (Figure 1). The departmental goal was to transition 90 percent of these resident teachers into full-time teaching subjects in high-needs campuses by August of 2022. HCM is on track to meet this goal and these data will be available in Fall 2022. For the 2020-21 school year, HCM hired 66 resident teachers and 82 percent ($n=54$) were hired for the 2021-22 school year as full-time teachers of record in Dallas ISD. The 2021-22 hire rate was slightly less than the previous year, as 89 percent ($n=41$) of the 46 resident teachers in 2019-20 were hired in 2020-21 and 89 percent ($n=24$) of the 27 residence teachers hired in 2018-19.

Figure 1: 2021-22 Number of Resident Teachers by Subject



Source: HCM internal records retrieved 07/14/22.

Note: ELAR=English Language Arts and Reading.

Response to Impact of COVID-19

Throughout the academic year, resident teachers continued to support campuses' implementation of classroom teaching. Teacher training activities and meetings continued as in previous years, through in-person and virtual platforms.

How was the Teacher Recruitment and Retention program implemented in 2021-22?

Methodology

The evaluation of the Teacher Recruitment and Retention program included an interview with the HCM manager of Talent Acquisition and a review of internal documents. The purpose of the interview was to collect information about teacher recruitment and screening activities. The evaluator reviewed internal

documents including the 2021-22 recruitment calendar, H-1B application information,⁸ and descriptive information related to the Dallas ISD teacher recruitment model. Follow-up information was collected by email. Previous data for 2019-20 and 2020-21 were pulled from the 2019-20 (Watson, 2020) and 2020-21 (Watson, 2021) evaluation reports.

Results

Context of the Program

HCM staff members were responsible for recruiting and screening highly qualified teachers to meet state certification and federal legislative requirements. The HCM's Campus Staffing Team routinely recorded resignations in Oracle, which notified HCM's Talent Acquisition Team⁹ of openings that needed to be filled. The Talent Acquisition Team used the information to connect candidates with campus principals.

HCM staff members attended 93 recruitment events between June 2021 and May 2022 compared to 90 during the 2020-21 school year. Events included district-wide job fairs, university job fairs in Texas and other states, National Association for Bilingual Education (NABE) job fair, and international recruitment visits to Mexico. The department also participated in 26 virtual events. A full listing of events can be found in Appendix A.

As of June 22, 2022, HCM had issued 600 early contracts to applicants for teaching positions in the 2022-23 school year. This was a dramatic increase from the 97 issued in 2020-21 and 147 in 2019-20. The hiring process consisted of two components. The first component was the application process, which took place prior to a principal recommendation. The second component was the hiring and onboarding which occurred after principal recommendation. The HCM Campus Staffing Team managed the hiring process, ensuring that all candidates met district and state criteria.

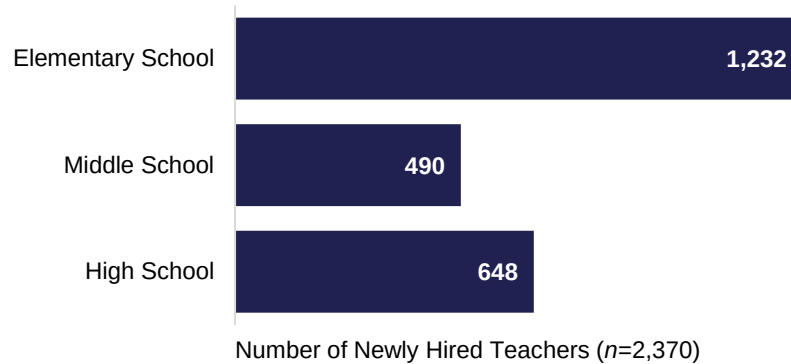
2021-22 Teacher Recruitment and Retention

As of June 2022, HCM Staffing Team hired 2,370 new teachers¹⁰ (Figure 2), compared to 2,287 new hires for 2020-21, and 1,760 new hires for 2019-20.

⁸ Per the U.S. Citizenship and Immigration Services website: "U.S. businesses use the H-1B visa program to employ foreign workers in specialty occupations that require theoretical or practical application of a body of highly specialized knowledge." <http://www.uscis.gov>

⁹ HCM's Talent Acquisition Team consisted of one student teacher coordinator, one data coordinator, seven recruitment coordinators, and the Talent Team Leader. Recruitment coordinators were primarily responsible for specific recruitment activities, such as marketing or special events.

¹⁰ The data were collected in June 2022. This number only includes teachers new to the district. That is, it does not include internal transfers, in which a teacher moved from one campus to fill a vacancy at another campus.

Figure 2: 2021-22 Number of Newly Hired Teachers by Campus Level

Source: HCM internal data dated 07/14/22.

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

The Dallas ISD H1-B visa program allows the district to use Title I funds to recruit and retain international talent for critical-needs areas and to process visas and extensions. During the 2021-22 school year, the district processed and maintained 320 H1-B visas for teachers in addition to extending existing visas, slightly less than the 332 visas processed and maintained in 2020-21. HCM offered a permanent residence process, through which the district helped qualified teachers begin the permanent residence process and potentially provide sponsorship. Qualified teachers must have a standard Texas teacher certification, at least two years of teaching experience in Dallas ISD, and be rated Proficient I or higher under the Teacher Excellence Initiative (TEI) system.¹¹ Once selected, the district continued to pursue the teacher's permanent residence process as long as legal avenues were available. HCM accepted 36 candidates to permanent labor certification (PERM) process in 2021-22, joining 26 PERM candidates in 2020-21 and 31 candidates in 2019-20.

Response to Impact of COVID-19

The Teacher Recruitment and Retention team continued to increase the applicant pool and provide principals with highly effective teachers by attending and creating in person and virtual recruitment events, including holding job fairs in Texas and other states and supporting principals with applicant virtual interviews.

How was the Dallas ISD Alternative Certification program implemented in 2021-22?

Methodology

The evaluation of the Dallas ISD Alternative Certification program included an interview with staff members and a review of internal documents. The purpose of the interview was to gather information about admission requirements, training curriculum, and the certification approval process. Internal documents included Alternative Certification reports for the 2021-22 interns and retention records. Additional

¹¹ More information about the Dallas ISD TEI system can be found at <https://tei.dallasisd.org/>.

information was collected by email. Previous data for 2019-20 and 2020-21 were pulled from the 2019-20 (Watson, 2020) and 2020-21 (Watson, 2021) evaluations.

Results

Context of the Program

In 2021-22, Alternative Certification staff members used Title II funds to supplement the recruitment, screening, and training efforts of the program. Alternative Certification staff members first screened intern candidate applications for program eligibility. Once accepted into the application pool, candidates were granted a phone interview. After the phone interview, candidates were invited to an on-site interview, which included a group interview and a one-on-one interview with an Alternative Certification staff member. The final pool of 100 candidates attended the pre-service training program prior to program acceptance.

During the pre-service program, Alternative Certification staff members provided training on teaching techniques and best practices; interns also received field experience in classrooms. A new program policy required interns to pass a content examination¹² in their desired certification area before teaching in the program.

After the pre-service training program, interns were assigned to a campus, a mentor, and a teacher effectiveness coordinator. Mentor teachers¹³ were required to observe the intern and provide continual feedback. Teacher effectiveness coordinators observed interns on their campuses at least three times a year and provided support and immediate feedback to allow interns to monitor their progress and adjust their teaching practices. The interns participated in the pre-service training sessions Monday through Thursday in summer 2021 and fall 2021, covering content-specific instruction and teaching strategies, and each session lasted for six weeks.

The Dallas ISD Alternative Certification Teacher Program played a key role in district initiatives, including the Adjunct Teacher Dallas Residency Program. This program was designed to recruit African American and Latino male teachers to serve in high-priority campuses. The Dallas ISD Alternative Certification Teacher Program responsibilities included: providing test preparation support, offering intensive pre-service training, and serving as field experience supervisors once the adjunct teachers began their internship.

2021-22 Alternative Certification Interns

A total of 107 interns were enrolled in the Alternative Certification program between summer 2021 and spring 2022. This was less than the total number of interns enrolled in prior years, where 127 interns

¹² The content examinations were known as *Texas Examinations of Educator Standards (TExES)* and are “criterion-referenced examinations designed to measure a candidate’s knowledge in relation to an established criterion rather than to the performance of other candidates.” <http://cms.texas-ets.org/texas>.

¹³ Qualified mentors had at least three years of teaching experience, including one year in Dallas ISD, and were rated as “proficient” or “exceeds expectations” for the previous three years on a rubric. They had a valid Texas teaching certificate, a full-time teaching assignment, and the principal’s recommendation, attended face-to-face or online new teacher mentor training and received a stipend for attending.

were enrolled between summer 2020 and spring 2021, and 134 interns enrolled between summer 2019 and spring 2020. Table 1 shows number of interns and their certification areas in 2021-22.

Table 1: 2021-22 Number of Interns and Certification Area

Certification Area	Interns (n)
Core Subjects EC-6	23
Core Subjects EC-6 ESL	12
Social Studies 7-12	7
Bilingual	4
ELAR 7-12/ESL	4
Art EC-12	3
Science 7-12	2
Total	55

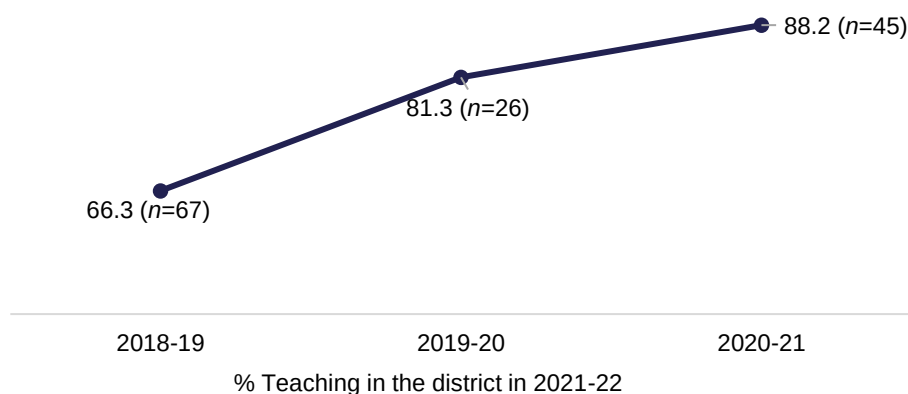
Source: Alternative Certification internal data dated 06/09/22.

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

In spring 2022, Texas Education Agency (TEA) administered an online survey to interns to rate their satisfaction with the Alternative Certification program and the level of support they received during their time in the program. TEA provided aggregate results to districts. There was a 13 percent response rate to the survey with only seven interns responding to the survey, therefore, results should be viewed with caution. Most interns ($n=6$; 85.7%) indicated that after their experience in the program, they felt “well prepared” or “sufficiently prepared” for classroom teaching.

Of those who completed the Alternative Certification program in 2020-21, 88.2 percent ($n=45$) continued to teach in Dallas ISD during the 2021-22 school year. Longitudinal trend shows an increase of percentage of retention of teachers who completed the Alternative Certification program, compared to 2019-20 (81.3%; $n=26$) and 2018-19 (66.3%; $n=67$) (Figure 3).

Figure 3: -21 2021-22 Retention Rates of Alternative Certification Interns



Source: Alternative Certification internal data dated 06/09/22.

Response to Impact of COVID-19

The Dallas ISD Alternative Certification offered in-person and virtual test preparation platform and virtual pre-service training platform for interns. Through these virtual platforms, the Alternative Certification Program also offered Content Study Groups to teacher candidates to support them with content test and Pedagogy and Professional Responsibilities exam support. Experienced Dallas ISD teachers led the Content Study Groups.

According to 2019 Texas Academic Code §228.35 (b)(1), interns require a minimum of 30 clock-hours of field-based experience. Up to 15 clock-hours of this field-based experience may be provided by use of electronic transmission or other video or technology-based method. The Alternative Certification Program transitioned to a virtual video-based observation platform to better support candidates in meeting this requirement. Like last year, the Dallas ISD Alternative Certification Program candidates completed over 150 hours of pre-service training via a virtual platform. These evening sessions were held over a six-week period and included a variety of skills and topics including classroom management, time management, and differentiating instruction, to prepare the candidates for their classroom experience.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

This evaluation was to provide the context and examine the level of implementation of the three federally funded Dallas ISD HCM worksopes: Teacher Residency Program, Teacher Recruitment and Retention, and Dallas ISD Alternative Certification program. The Teacher Residency program was funded through Title I, Part A at \$2,594,674, a slight increase from 2020-21. The amount of Title II, Part A funding for Teacher Recruitment and Retention program in 2021-22 was \$2,122,147, the same as in 2020-21. Alternative Certification was budgeted \$794,774 of Title II funding in 2021-22, the same as in 2020-21.

- The departmental goal was to transition 90 percent of resident teachers into full-time teaching subjects in high-needs campuses. Of the 66 resident teachers hired by June 2020-21, 82 percent ($n=54$) were hired for the 2021-22 school, compared to 89 percent ($n=41$) of the 46 residence teachers for 2019-20, and 89 percent ($n=24$) of the 27 residence teachers hired in 2018-19.
- As of August 2021, HCM hired 48 resident teachers to teach elementary core subjects, secondary ELAR, and secondary mathematics. In 2020, HCM hired 66 resident teachers to teach ESL, ELAR, and mathematics. In 2019-20, 46 teachers were hired for bilingual, math, science, SPED, and/or ESL.
- As of June 2022, HCM Staffing Team hired 2,370 new teachers in 2021-22, compared to 2,287 new hires for 2020-21, and 1,760 new hires for 2019-20.
- In 2021-22, Dallas ISD processed and maintained 320 H1-B visas for teachers and accepted 36 candidates to the PERM process, compared to 332 visas processed and maintained and 26

candidates accepted in 2020-21, and 293 visas processed and maintained and 31 candidates accepted in 2019-20.

- Longitudinal data shows an increase of retention of teachers who completed the Alternative Certification program in 2020-21, with 88.2 percent ($n=45$) continued to teach in Dallas ISD in 2021-22 school year, compared to 2019-20 (81.3%; $n=26$) and 2018-19 (66.3%; $n=67$).

Recommendation

Evaluate the effectiveness of teachers hired through the alternative certification program. One of the primary goals of hiring teachers through the alternative certification programs is to increase student achievement by improving teacher and student support at campuses with the highest need. After suspending calculations of teacher effectiveness as measured by TEI ratings, Dallas ISD will resume calculating teacher effectiveness in the fall 2022. The Program Evaluation department should utilize teacher TEI ratings to assess the effectiveness of teachers hired through the alternative certification program and determine if the alternative certification program is achieving their goal of improving student achievement.

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The word "APPENDIX" is displayed in a large, bold, dark blue font. To the left of the text is a solid dark blue vertical rectangle. Below the text and the vertical rectangle is a solid teal horizontal rectangle that spans the width of the page.

APPENDIX

Appendix A

2021-22 HCM Teacher Recruitment Events

Date	Recruitment Event	Location
6/29/2021	Large Scale District - Wide Job Fair	Conrad High School
7/22/2021	Large Scale District - Wide Job Fair	Skyline High School
8/5/2021	Large Scale District - Wide Job Fair	Skyline High School
8/25/2021	Virtual Large Scale District - Wide Job Fair	Brazen*
9/16/2021	Texas Teachers	Virtual
9/14-16/2021	Prairie View A&M University	Virtual
9/22/2021	University of Texas at Arlington	Virtual
9/23/2021	Texas Southern University	Houston, TX
9/29/2021	Huston-Tillotson University	Virtual
10/7/2021	University of Mary Hardin-Baylor	Belton, TX
10/12/2021	Large Scale District - Wide Job Fair	Skyline High School
10/15/2021	University of Southern Mississippi	Hattiesburg, MS
10/15/2021	Stephen F. Austin State University	Nacogdoches, TX
10/17-24/2021	Stephen F. Austin State University	Mexico City, Mexico
10/17-24/2021	Monterrey, Mexico (18-19)	Monterrey, Mexico
10/22/2021	UT Dallas Job Panel	Richardson, TX
10/23/2021	West Dallas Multipurpose Center - City of Dallas	Dallas, TX
10/25-26/2021	TABE-Texas Association for Bilingual Education	El Paso, TX
10/26/2021	Rio Grande Valley BESO Presentation	Virtual
10/28/2021	Education Week Online	Virtual
11/1/2021	Paul Quinn College	Dallas, TX
11/3/2021	University of Texas - San Antonio	Virtual
11/3/2021	The University of Texas at Austin	Virtual
11/3/2021	Georgia Southern University	Virtual
11/5/2021	Texas Woman's University & University of North Texas	Virtual
11/5/2021	Texas A&M University-San Antonio	Virtual
11/5/2021	UNT Dallas	Virtual
11/9/2021	Lamar University	Beaumont, TX
11/10/2021	Texas A&M University - College Station	College Station, TX
11/10/2021	The College Football Playoff Foundation and Grow Your Own	Virtual
11/10/2021	Texas State University	San Marcos, TX
11/10-13/2021	La Cosecha Conference	Albuquerque, NM
11/10-13/2021	New Mexico Regional Event	Albuquerque, NM
11/10-14/2021	NABSE (National Alliance of Black School Educators) California	Los Angeles, CA
11/10-14/2021	California Regional Event	Los Angeles, CA
11/11-14/2021	Puerto Rico	San Juan, PR
11/18/2021	Large Scale District - Wide Job Fair	Conrad High School
11/19/2021	The University of Texas at El Paso	El Paso, TX
12/1-3/2021	Oklahoma Regional Event	Oklahoma City, OK
12/1-3/2021	Louisiana Regional Event	Baton Rouge, LA
12/8-10/2021	Florida Regional Event	Miami, FL
2/4/2022	The University of Texas at El Paso	Virtual
2/7-10/2022	NABE (National Association for Bilingual Educators) (In-Person)	New York City, NY
2/10/2022	Veteran's Job Fair	Dallas, TX
2/9-13/2022	TABSE TX Alliance of Black School Educators	Dallas, TX
2/9/2022	UTSA All Majors Virtual Career Expo	Virtual
2/15/2022	UMHB All Majors Virtual Job Fair	Virtual
2/16/2022	Prairie View A&M University	Virtual
2/17/2022	UT Tyler All Majors Career Fair	Virtual
2/18/2022	Georgetown University/New York Area Career Education Job Fair	Virtual
2/23/2022	UT Arlington Spring 2022 All Majors Job & Internship Fair	Arlington, TX
2/24/2022	Texas A&M University - Corpus Christi	Virtual
2/26-3/1/2022	Atlanta Georgia Regional Event	Atlanta, GA

table continues

Appendix (continued)

Date	Recruitment Event	Location
2/26-3/1/2022	Clark Atlanta University	Atlanta, GA
2/26-3/1/2022	Morehouse College	Atlanta, GA
2/26-3/1/2022	Spelman College	Atlanta, GA
3/1/2022	ACE Specialized Event Districtwide Job Fair	Dade Middle School
3/2/2022	Infor Talent Training for HPC/AC Principals (DISD Led Event)	Dallas, TX
3/4-5/2022	Black Excellence	Dallas, TX – AA Center
3/4/2022	UT Dallas Job Hunt Panel	Richardson, TX
3/8/2022	In-Person ACE/HPC Specialized Event	Conrad High School
3/9/2022	Texas-Spain International Teacher Program	Austin, TX
3/11/2022	University of Southern Mississippi	Hattiesburg, MS
3/21-22/2022	Texas Tech Teacher Job Fair	Lubbock, TX
3/23/2022	Texas A&M Commerce Teacher Career Fair	Commerce, TX
3/24/2022	In-Person Large Scale Districtwide Job Fair	Conrad High School
3/24/2022	Baylor University	Waco, TX
3/24/2022	University of Mary Hardin Baylor Spring 2022 Education Job Fair	Belton, TX
3/28/2022	UT Arlington Education Career Fair	Arlington, TX
3/29/2022	Texas A&M University-Kingsville	Kingsville, TX
3/29-30/2022	The University of Oklahoma	Norman, OK
3/30-4/1/2022	Southeastern Oklahoma State University	Durant, OK
3/31/2022	Jackson State University	Jackson, MS
3/30/2022	Texas A&M University - Corpus Christi	Corpus Christi, TX
3/31/2022	University of Texas - Rio Grande Valley - Brownsville	Brownsville, TX
4/1/2022	University of Texas - Rio Grande Valley - Edinburg	Edinburg, TX
4/1/2022	UNT Dallas	Dallas, TX
4/1/2022	Wiley College	Marshall, TX
4/4/2022	Texas A&M Education Career Fair	Bryan, TX
4/6/2022	Texas State Job Fair	San Marcos, TX
4/2/2022	TFA Virtual Job Fair	Virtual
4/7/2022	Dallas Baptist University - Educator Interview Day	Dallas, TX
4/7/2022	Virtual Content Focused Districtwide Job Fair	Brazen
4/7/2022	Teach North Texas Job Fair	Virtual
4/8/2022	UTD - Spring 2022 Just In Time Career Fair	Richardson, TX
4/12/2022	Texas Woman's University & University of North Texas (199)	Dallas, TX
4/14/2022	Howard University Education Career Fair	Washington, DC
4/20/2022	Sam Houston State University	Huntsville, TX
4/21/2022	Educate Me Foundation HBCU Virtual Job Fair-HBCU Teachers Fair	Virtual
4/24/2022	AVANCE (Event proposed by ED Heffernan)	Dallas, TX
4/22/2022	UTEP Spring 2022 Teacher Job Fair	El Paso, TX
4/23/2022	In-Person Large Scale Districtwide Job Fair	Conrad High School
5/12/2022	In-Person ACE/HPC Specialized Event	Brazen
6/2/2022	DGP (Dallas Greek Picnic) Career Fair	Dallas, TX
6/2-5/2022	Puerto Rico Regional Event	San Juan, PR
6/2-5/2022	Oklahoma Regional Event	Oklahoma City, OK
6/14/2022	In-Person Large Scale Districtwide Job Fair	Conrad High School
6/14/2022	Gulf Coast Teacher Job Fair In-Person	Houston, TX
6/23-26/2022	Arizona Regional Event	Phoenix, AZ
6/23/2022	Teaching Opportunities for HBCU Graduates - DISD Information	Dallas, TX
6/23/2022	Teaching Opportunities for TSU College Graduates – Dallas ISD Information Session	Dallas, TX
7/21/2022	In-Person Large Scale Districtwide Job Fair	Conrad High School
8/4/2022	In-Person Large Scale Districtwide Job Fair	Conrad High School

Source: HCM records dated 05/16/22.

Note: Brazen is an online recruitment platform.