

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 1).

- The departmental goal was to transition 90 percent of resident teachers into full-time teaching roles in high-needs campuses by August of 2022. HCM is on track to meet this goal and this data will be available in Fall 2022.

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



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

Note: ELAR=English Language Arts and Reading.

- 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

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>

percent ($n=41$) resident teachers in 2019-20 hired for the 2020-21 school year, and 89 percent ($n=24$) 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.

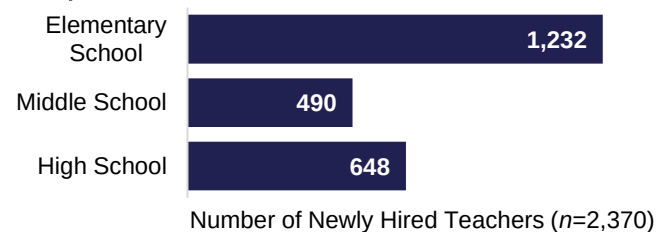
The hiring process consisted of two components. The first component was the application process, which took place prior to a principal recommendation. The second component of the hiring process was the hiring and onboarding occurring after principal recommendation. The HCM Campus Staffing Team managed 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 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 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 2), compared to 2,287 new hires for 2020-21, and 1,760 new hires for 2019-20.

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.

- 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 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

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.

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 1). 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 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 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. 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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