

2022-23

# Evaluation of Dallas ISD ESSER Activities

DEPARTMENT OF EVALUATION AND ASSESSMENT

*Stephanie Elizalde, Ed. D.*  
*Superintendent of Schools*



2022-23

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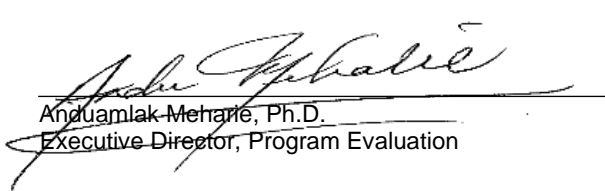
## Approved Report of the Department of Evaluation and Assessment

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2022-23

# 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)<sup>1</sup> 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 on elementary and secondary schools across the Nation.<sup>2</sup>

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

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<sup>1</sup> For a list of all acronyms and abbreviations used in this report, see Appendix A.

<sup>2</sup> 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**

<b>Funding Type</b>	<b>Description</b>
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 2022-23, Dallas ISD used ESSER funds to support one actionable program in this area: Accelerating Learning. The activities that received the most funding in this area were “High Quality Tutoring Services”, “Staff Retention Incentive”, “Staffing Needs Due to COVID”, 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 2022-23, 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 “Campus Network Modernization<sup>3</sup>”, “Device Expansion”, and “College and Career Advising Program.”
- **“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 2022-23, Dallas ISD used ESSER funds to support two

<sup>3</sup> Activity previously titled “Cell Tower Pilot” during the 2021-22 school year.

actionable programs in this area: (a) Mental Health Services and (b) Healthy Schools. The main examples of activity included in this area in terms of funds allocation were “Reset Centers” and “SEL & Mental Health Expansion and Support.”

In 2022-2023, the largest amount of ESSER funds was allocated for Learning Recovery and Acceleration (73%, 52% in 2021-22) followed by Equitable Access to Learning and Enrichment (21%, 34% in 2021-22) and Healthy Students, Healthy Schools, Healthy Community (5%, 14% in 2021-22). As of mid-September 2023, a total of 73 activities were implemented to support these three critical areas in the district.

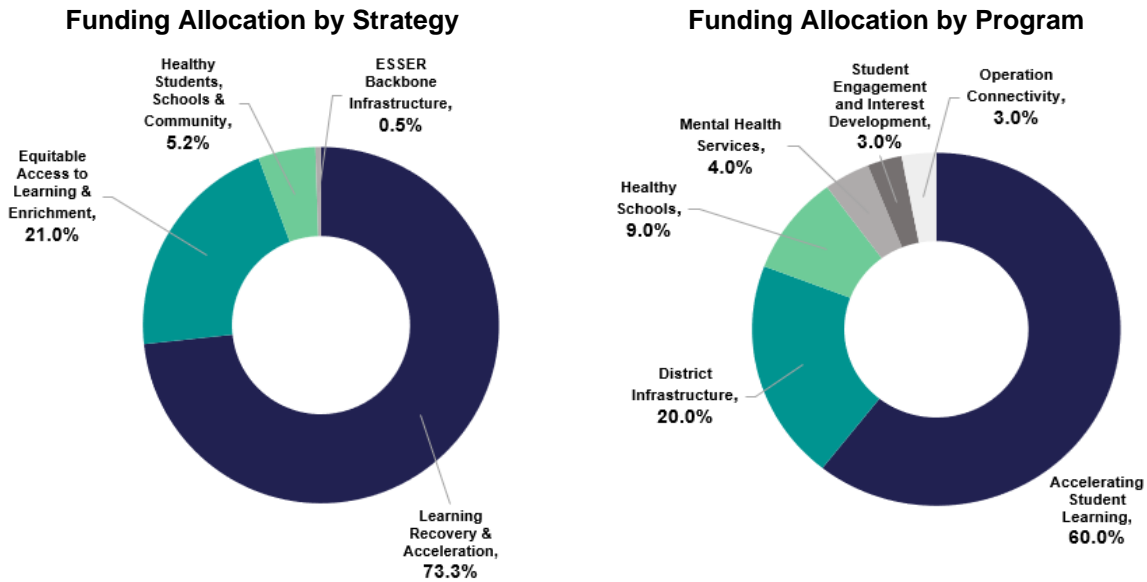
In addition, after proposals were approved and implementation began, mid-year and end of year reviews of all activities were completed to evaluate progress towards program goals. Additional stakeholder feedback was collected as well to determine potential areas for improvement.

The purpose of this report is to summarize ESSER budget and spending and to provide an overview of the activities planned and implemented in 2022-23. A summary of goals for each activity are provided, along with results of program evaluations where available.

### ESSER BUDGET SUMMARY

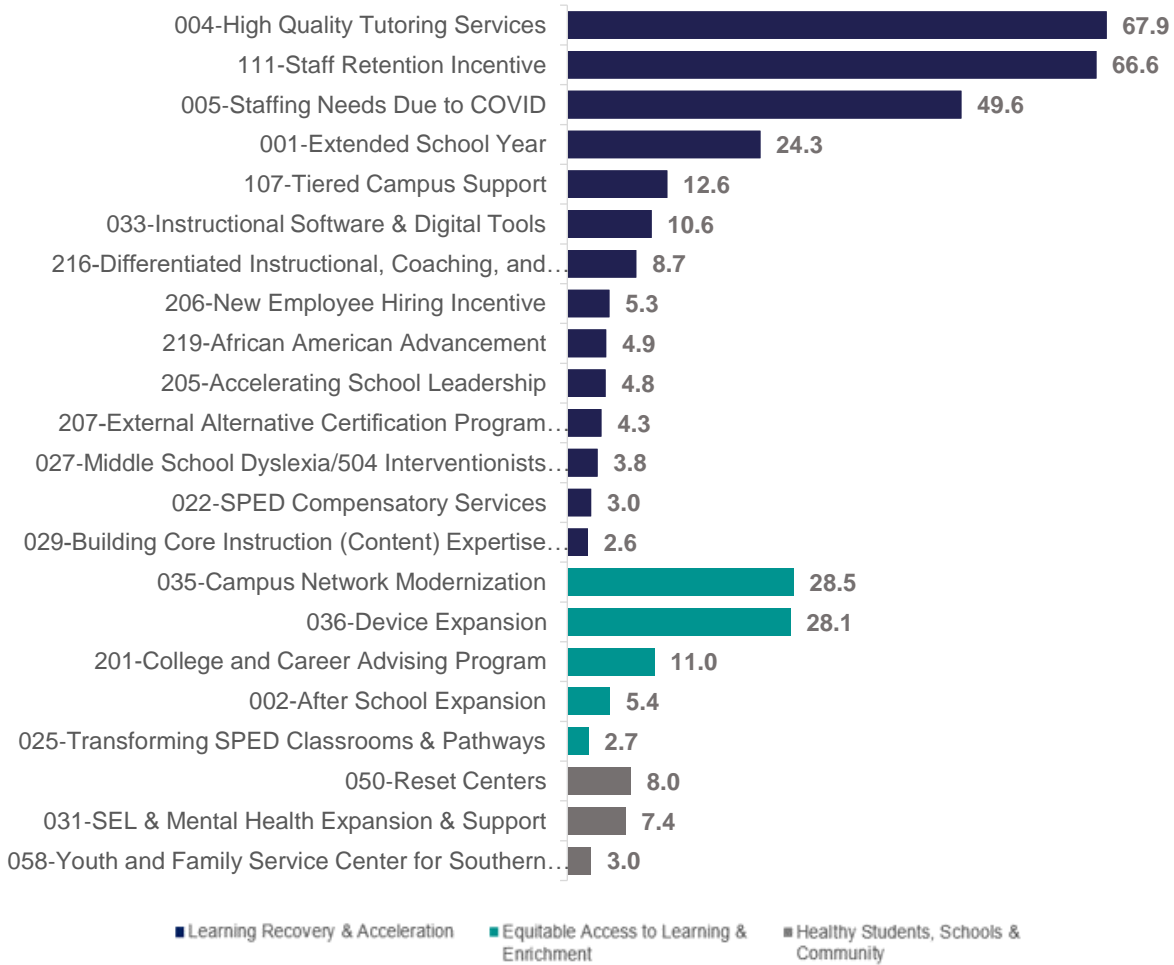
The Dallas ISD was awarded \$61,900,000 for ESSER I, \$241,700,000 for ESSER II, and \$542,900,000 for ESSER III. Figures 1 and 2 provide an overview of Dallas ISD ESSER fund allocations. A full summary of Dallas ISD Budget and Expenditures by ESSER Activity is found in Appendix B.

Figure 1: Dallas ISD 2022-23 ESSER Allocation Ratio by Strategy and Program



Source: Special Revenue Funds Management.  
 Notes: Funding Allocation by Strategy data is as of 12/7/2023. Funding Allocation by Program data is as of 9/18/2023.

**Figure 2: Dallas ISD 2022-23 ESSER Allocation by Strategy and Activity in Millions of Dollars**



Source: Oracle general ledger 12/7/2023. Prepared by Special Revenue Funds Management.

## 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 34 Learning Recovery and Acceleration activities, 21 activities (62%, 63% in 2021-22) met one or more of their evaluated activity goals.<sup>4</sup> Eleven activities did not meet any activity goals. The most common reasons why activity goals were not met included student attendance inconsistency, voluntary stakeholders’ participation, hiring problems and staff shortages, employee turnover and the need to train newly hired staff, timely data availability and lack of data, nationwide shortages of providers, problems with

<sup>4</sup> Activities may have activity goals that were not evaluated due to some goals are related to future school years.

third-party vendors, and lack of consistency in curriculum use. When Activity Owners were asked if they planned to continue with their activities after ESSER ends, 62 percent ( $n = 21$ ) answered affirmatively, 26 percent ( $n = 9$ ) said 'no', and 12 percent ( $n = 4$ ) stated that they were not sure. Table 2 provides a summary of performance outcomes for each ESSER activity under this strategy. A more detailed summary of all ESSER activities and goals, as well as continuation plans after ESSER, can be found in Appendix C (Table 2 and Table 3, respectively).

**Table 2: 2022-23 Learning Recovery & Acceleration ESSER Activities**

Activity Number & Name	Goals							
	1	2	3	4	5	6	7	8
001-Extended School Year*	DNM	DNM	Met	Met	-	-	-	-
003-Scaling High Quality Tutoring**	DNM	DNM	DNM	-	-	-	-	-
004-High Quality Tutoring Services**	DNM	DNM	DNM	-	-	-	-	-
005-Staffing Needs Due to COVID	Met	Met	Met	-	-	-	-	-
006-Chronic Absenteeism Reduction	DNM	DNM	-	-	-	-	-	-
007-Universal Screener	DNM	DNM	DNM	-	-	-	-	-
008-HB3 Reading Academies (K-3)*	Met	Met	Met	-	-	-	-	-
010-SPED Online Assessment	DNM	-	-	-	-	-	-	-
011-Speech Pathologist Expansion	DNM	DNM	-	-	-	-	-	-
014-Advanced Placement and Honors Teacher Development	Met	-	-	-	-	-	-	-
021-Professional & Digital Learning Infrastructure	Met	Met	Met	Met	Met	-	-	-
022-SPED Compensatory Services*	Met	DNM	-	-	-	-	-	-
023-SPED Backlog Clean-up*	Met	DNM	-	-	-	-	-	-
024-Visible Learning Schools	NE	-	-	-	-	-	-	-
027-Middle School Dyslexia/504 Interventionists Expansion*	DNM	DNM	Met	NE	Met	-	-	-
028-Middle School ARD Support*	DNM	-	-	-	-	-	-	-
029-Building Core Instruction (Content Expertise for Teachers and Leaders (Content Academies)*)	Met	Met	Met	-	-	-	-	-
032-Digital Learning Mentoring & Support	Met	Met	Met	-	-	-	-	-
033-Instructional Software & Digital Tools	Met	Met	-	-	-	-	-	-
052-Campus Leadership Development	DNM	-	-	-	-	-	-	-
080-Evening Academy Support	Met	-	-	-	-	-	-	-
102-Substitute Coverage	DNM	DNM	DNM	-	-	-	-	-
107-Tiered Campus Support	DNM	-	-	-	-	-	-	-
111-Staff Retention Incentive	Met	Met	-	-	-	-	-	-
112-Dallas AC Teacher Pipeline*	Met	-	-	-	-	-	-	-
205-Accelerating School Leadership	Met	Met	-	-	-	-	-	-
206-New Employee Hiring Incentive	Met	Met	Met	-	-	-	-	-
207-External Alternative Certification Program Reimbursement Program	Met	-	-	-	-	-	-	-
210-Assessment for Learning	NE	NE	NE	-	-	-	-	-
211-AIM Instructional Coaching**	DNM	DNM	-	-	-	-	-	-
213-PTECH Summer Hubs*	Met	Met	-	-	-	-	-	-
216-Differentiated Instructional, Coaching and Project Management Support	DNM	NE	Met	-	-	-	-	-
218-Language, Literacy, and Social Studies Professional Development	Met	DNM	NE	-	-	-	-	-
219-African American Advancement	DNM	Met	NE	DNM	NE	Met	DNM	NE

Source: Dallas ISD ESSER EOY 2022-23 Evaluation Survey results file dated 11/30/23.

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 2022-23. - = 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 ISD.<sup>5</sup>

<sup>5</sup> Two activities, Scaling High Quality Tutoring and High Quality Tutoring Services, were evaluated by Hanover Research.

## 001 - Extended School Year

To help mitigate learning loss and further support students, the Dallas ISD Board of Trustees adopted three calendars (traditional, School Day Redesign, and Intersession) for the 2021-22 and 2022-23 school years as well as implementation of other supports.<sup>6</sup> The Intersession and School Day Redesign (SDR) 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 2022-23, the majority of Dallas ISD campuses implemented the traditional school calendar, while five campuses implemented the SDR calendar, and 40 campuses that had support from families, teachers, and campus staff implemented the Intersession calendar. Dallas ISD budgeted \$24,332,375 of ESSER grant funds to implement the Extended School Year programs (Intersession and School Day Redesign) in 2022-23. A listing of Intersession campuses as well as the Intersession calendar, two SDR calendars, and the base calendar 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 8<sup>th</sup>, and ended the school year on June 23<sup>rd</sup>, 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 who 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 Ferrero (2023)<sup>a</sup>:



The program faced the challenge of meeting attendance targets, with fewer Intersession campuses achieving or surpassing the district's overall attendance rate of 93 percent compared to comparison campuses. Additionally, the program faced the challenge of maintaining attendance levels during the Intersession weeks themselves.



The majority of students believed that the program made them more prepared for their schoolwork and found it 'fun'.



Most campus staff and leaders found Intersessions beneficial to students and recognized challenges in ensuring attendance for students in need while preventing teacher burnout.

<sup>6</sup> Additional information can be found at [www.dallasisd.org/timetolearn](http://www.dallasisd.org/timetolearn).



The majority of staff reported that the best part of Intersession week was the relaxed environment with less pressure and no testing.



While most teachers acknowledged the program has been beneficial to students who attended, they observed a decline in Intersession's advantages compared to the first year of implementation.



Despite a lower level of support compared to 2021-22, most parents saw the extended calendar as a positive educational opportunity for their students and found their students enjoyed Intersessions.



Teachers highlighted how program participation positively impacted their instructional methods, particularly with regard to embedding interventions into teaching and SEL practices. However, they noted a smaller positive impact on their instructional practices compared to the previous year of implementation.



A slightly larger proportion of students who participated in the Intersession weeks demonstrated higher levels of growth on the *Measures of Academic Progress (MAP) Reading – Spanish and Mathematics* assessments than comparison students. No differences in the *MAP Reading – English* were observed at the student comparison level.



Unlike 2021-22, students who attended intersession campuses were nearly as likely to meet or exceed projected growth on the *MAP* assessments as students who attended comparison campuses.



Similar to 2021-22, students who attended Intersession weeks in the low dosage group were more likely to achieve Approaches+ on the *STAAR*.



Rates of students at the Approaches+, Meets+, and Masters performance standards were slightly lower for Intersession campuses than comparison campuses in Reading and Mathematics.



The number of Intersession campuses surpassing the district's annual SEL growth was lower than that of the comparison campuses across all areas (self-efficacy, self-management, social awareness, and supportive relationships).

### ***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 1, 2022, and ended the school year on June 22, 2023. 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 incorporated the 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, about twice a month. Redesign Days were planned to be 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 May 2023, 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 contents 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 Ferrero (2023)<sup>b</sup>:

-  As during the first year of implementation, principals identified maintaining campus “*morale*” and “*motivation*” throughout the extended year as a key implementation challenge.
-  Principals noted the program's significant benefits for students with limited home resources and supervision.
-  Many students believed that the program not only made them more prepared for their schoolwork but also helped them build stronger relationships with adults. However, they disliked the shortened summer break aspect of the extended calendar.
-  Like in 2021-22, the majority of teachers described their experience with the extended calendar as exhausting or “*long*,” causing increased work-related stress.



A greater number of teachers considered that, in the second year of implementation, the SDR program was more beneficial for students and with a stronger positive impact on their own teaching practices.



Most parents observed positive academic gains in their student and found the program to be an enjoyable experience for them.



Students who attended SDR campuses showed slightly lower achievement on *MAP* and *STAAR* assessments than students who attended comparison campuses.






### 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 three to grade 12, ESSER funds were made available to implement two specific activities. Activity 003-Scaling High-Quality Tutoring was 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 \$68,609,130 of ESSER grant funds to implement both activities in 2022-23. The overall goal of these efforts was to achieve the following three performance objectives:

1. Facilitate access to high-quality tutoring services to 35,690 eligible students who did not meet/did not take *STAAR/EOC* assessment standards within the 2022-2023 school year, in compliance with HB 4545.
2. At least 80 percent of students who are required to receive supplemental instruction by HB 4545 will complete their required 30 tutoring hours.
3. Fifty percent of HB 4545 students receiving tutoring will exceed their *MAP* growth projection.

Overall, the district partially met the first performance objective since 62 percent of all hours required by HB 4545 were completed in the 2022-23 school year. Fifty-two campuses (23%) completed all HB 4545 hours and 164 campuses (71%) completed at least 75 percent of their HB 4545 hours. This represents considerable progress compared to the 2021-22 school year when 88 schools completed at least 10 percent of their hours and only 24 schools completed at least 50 percent of their hours. The second performance objective was also partially met as tutoring hours were completed in 41.4 percent required subject areas (14,666 out of 35,453). The third performance objective was partially met as 35 percent of students who attended at least one tutoring session exceeded their *MAP* growth projection. The main reasons for not fully meeting these activity goals were associated with some campuses encountering implementation challenges in retaining students for after-school tutoring, especially at the high school level. Furthermore, the majority of campuses were served by third-party tutoring vendors, and some of these

vendors were not as successful in completing all the required tutoring hours on campuses. See Appendix E for detailed summaries of tutoring provided by grade and ethnicity. In addition, the following key findings were found by Hanover Research (2023):

-  ELA tutoring participation increased from seven percent of students (grades four to 12) in 2022 to 19 percent in 2023. Similarly, math tutoring participation increased from six percent to 16 percent. An additional three to 21 percent of students were eligible for tutoring each year but did not participate.
-  Overall, tutoring participants had a slightly higher rate of proficiency on end-of-year assessments when compared to eligible non-participants. This finding holds for both 2022 and 2023 and across grade levels.
-  There were notable differences in proficiency rates for EOC, *MAP*, and *STAAR* outcomes between students with different tutoring group sizes. For all math assessments, students with a TIA teacher (TIA students) followed by students with a medium group size (four to nine students) had higher proficiency rates compared to those students tutored in other group sizes. For all ELA/Reading assessments, TIA students followed by students with a small group size (one to three students) had higher proficiency rates relative to other group sizes.
-  For students in Grades eight to 12 that took EOC assessments, Hanover observed increased EOC proficiency rates associated with students that had 40 or more tutoring sessions. For *MAP* proficiency, *STAAR* proficiency, and course final grades, little to no association was observed between number of tutoring sessions and average performance.
-  Comparing 2023 math assessment performance relative to the year prior, tutoring participants improved their average rate of performance on all three available math outcomes. A similar trend was observed in 2023 *STAAR* reading performance, while the year-to-year difference in *MAP* reading outcomes was not clear. Eligible non-participants also tended to improve year-to-year proficiency rates. Furthermore, average proficiency rates for *MAP* and *STAAR* (both subjects) decreased slightly in 2023 for non-eligible students, relative to that group's 2022 performance.

## 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 through grade-three teachers and principals to attend Texas Reading Academies (Zhang, 2023)<sup>b</sup>. In 2022-23, the district budgeted \$2,623,359 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 46<sup>th</sup> 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 2022-23, participants enrolled in one of three pathways<sup>7</sup> based on their job requirements and learning needs: (a) ELAR pathway for general and special education teachers, (b) Biliteracy pathway for bilingual general and special education teachers, and (c) Administrator pathway for campus and district administrators.

A total of three cohort teachers participated in Texas Reading Academies program from 2020-21 through 2022-23. Cohort One included 56 elementary schools in 2020-21, Cohort Two covered 46 elementary schools in 2021-22, and Cohort Three included 52 elementary schools in 2022-23.

The ELAR and Biliteracy pathways were completed in 60 hours and the administrative pathway were completed in 42 hours. Each pathway consisted of 12 Professional Development (PD) modules.<sup>8</sup> 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. Blended learning facilitators led up to 100 teachers and administrators per group through online self-paced models.

The comprehensive model included live and in-person sessions with a minimum of four coaching touchpoints by the cohort leader, and it was provided to 60 teachers and administrators per cohort. In total, 776 learners completed the course under the comprehensive model. The blended model included online self-paced modules following a pacing guide with the support of a blended learning facilitator for up to 100 teachers and administrators per cohort. In 2022-23, 686 learners completed the course under the blended

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<sup>7</sup> A fourth, Dual pathway exists that combines both ELAR and Biliteracy teachers.

<sup>8</sup> 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.

model. While many of the responsibilities were similar to those of comprehensive coaches, blended facilitators worked within the Learning Management System<sup>9</sup> to support participants through moderating online discussions and establishing a virtual literacy community. Principals, assistant principals, instructional lead coaches (ILCs), and campus instructional coaches (CICs) who covered non-reading or all-content (e.g., mathematics, combined mathematics and science) subjects, participated in the blended model and completed the Texas Reading Academies PD and other requirements online. Librarians, all Gifted and Talented (G/T) teachers, teachers new to magnet, single-gender, or transformation campuses, and Teaching and Learning personnel also participated in the blended model. In 2022-23, the comprehensive model covered Cohort Three teachers including K-3 teachers, special education teachers, and reading campus instructional coaches (CIC), while the blended model focused on trainings on administrators, librarians, G/T teachers, and new Cohort Two and Three teachers.

The following key findings were found by Zhang (2023)<sup>b</sup>:



Overall, teachers' perception of the Texas Reading Academies program was positive. Ratings increased from the beginning to the end of the year across all five program-perception items.

Overall, most administrators agreed that they were capable of supporting Texas House Bill 3 changes, valued the Texas Reading Academies changes, and believed that the changes would help students gain higher levels of reading achievement. Most participants reported that professional development session content was relevant to their work and they would incorporate session elements in their work.



The ESSER-related goal that at least 63 percent of students would score at or above grade level (*On Track*) on *Texas Kindergarten Entry Assessment (TX-KEA)* Blending was met. There was a slightly higher proportion of kindergarten students in Cohort One, Cohort Two, and district overall scoring *On Track* on *TX-KEA* Blending than Cohort Three campuses.



The program goals that 32 percent of grade one and 35 percent of grade two students scoring at or above the 50<sup>th</sup> percentile on *MAP* were met. There was a higher proportion of grade one students in Cohort Three scoring at or above the 50<sup>th</sup> percentile than Cohorts One and Two campuses. There was a higher percentage of grade two students scoring at or above the 50<sup>th</sup> percentile in Cohorts One and Three than Cohort Two campuses.



Overall, there was a higher proportion of Texas Reading Academies Cohort Three students that met the *STAAR* standard of Approaches+ than Cohort One, Cohort Two, and district overall. Students in Cohort One, Cohort Two, Cohort Three, and the district overall met the standard of Meets Grade Level or Above (Meets+).



<sup>9</sup> 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>.

## 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, 2023). 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 2022-23. The following were the district’s performance objectives for this activity:

1. The Dallas ISD Deaf Education program will provide sign language interpreters to 100 percent 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. One hundred percent 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.

In 2022-23, the Dallas ISD Deaf Education program met the goal of providing sign language interpreters to the totality of students who are deaf or hard of hearing and use sign language in their content classes, electives, and activities as evidence by student schedules, interpreter sign-in sheets, and campus master schedules. Service tracking forms indicated that all service and compensatory minutes were met with additional contracted staff. Additionally, the SPED department did not meet the goal of completing one hundred percent of compensatory speech therapy services owed to students as defined by the ARD committee by the end of the students' annual IEP. The reasons for this result were associated with the national staffing shortage and the substantial number of compensatory services owed that relate to years of service.

## 023 - SPED Backlog Clean-up

Dallas ISD had a backlog of referrals for SPED services from 2017-2021 due to the COVID-19 pandemic (Sands, 2023). 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 budgeted \$1,250,000 of ESSER grant funds to implement the program in 2022-23. The following were the district’s performance objectives for this activity:

1. To obtain one hundred percent of finalized consents for all backlogged referral cases from 2017-2019 by September 15, 2021.
2. To complete one hundred percent of all current 2021-2022 school year referrals with finalized Full and Individual Initial Evaluation Report (FIE) by August 1, 2022.

The SPED department met the goal of completing the totality 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 one hundred percent of all current 2021-2022 school year referrals

with a finalized FIE by August 1, 2022. Reasons for these mixed results were related to the influx of referrals, staffing shortages, and the lack of clear procedures in the MTSS process.

## 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, 2023). These additional funds are designated for (a) 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 (b) expanding 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. In 2022-23, Dallas ISD budgeted \$3,823,573 of ESSER grant funds to implement these activities. The goal of these efforts was to achieve three performance objectives related to student achievement, dyslexia training program, and campus and community engagement:

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, by 2022-23 EOY, the 2021-22 targets for FLAI and SSK standard scores will increase from 75.6 to 79.3, and from 78.75 to 82.7, respectively.
2. Out of the 33 dyslexia interventionists assigned to middle school and high school campuses; 33 (100%) will complete the Wilson Dyslexia Practitioner certification, and 12 of the 33 (36.4%) will complete the Wilson Dyslexia Therapist certification by 2024-2025.
3. Dyslexia interventionists will conduct campus professional development and informational parent meetings per campus, twice a year and as needed for dyslexia awareness month in October by 2022-23 EOY.

Overall, the Dyslexia Services department met its average SSK standard score EOY 2022-23 ESSER performance objective (M = 88.1). However, the department did not meet its average FLAI standard score EOY 2022-23 ESSER performance objective (M = 76.3). Additionally, the second performance objective was partially met, and the third performance objective was achieved. See below for detailed information.

### *Dyslexia Services Training Program*

The department utilized ESSER-funding to provide additional trainings to middle and high school dyslexia interventionists (Mastrogiovanni, 2023). Of the 33 ESSER-funded dyslexia interventionists, 27 (81.8%) completed Practitioner Level certifications and three (9.1%) completed Therapist<sup>10</sup> Level

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<sup>10</sup> Five Wilson observations are required to complete Level One practicum (Practitioner Level), three observations are required for Group Mastery Practicum, and two observations are required for Upper Steps Mastery Practicum. All three practicums must be completed to earn Therapist Level Certification. Therapist level certification takes three years of practicum hours and observations through Wilson to complete.

certifications by 2022-23 EOY. Results indicated that the Dyslexia Services department is on track to meet their ESSER training program target by 2024-25.

### ***Campus and Community Engagement***

The department also utilized ESSER-funding to conduct informational campus and community meetings per campus, twice a year and as needed for dyslexia awareness month in October (Mastrogiovanni, 2023). In 2022-23, two parent informational meetings were conducted by department staff, one during fall and one during spring at all campuses. These meetings were intended to keep parents/guardians involved with the department, provide them with the most up-to-date dyslexia research and information, as well as de-stigmatize dyslexia. The fall parent informational sessions covered the following topics: (a) definition of dyslexia, (b) the referral process, (c) department programming, (d) progress reports, (e) accommodations, and (f) resources for parents. The spring informational sessions covered: (a) the relationship between reading and the brain, (b) the role emotions play in reading, and (c) the importance of engaging in strong brain activities. The department reported that 287 parents attended the fall session, and 368 parents attended the spring session.

In 2022-23, two trainings were offered to campus-based staff members, one during fall and one during spring at all campuses. Trainings were intended to help raise awareness of the key signs and characteristics of dyslexia in students. The goal of trainings was for campus staff to better determine if a student may need additional supports or a referral for services. The fall PD training covered the following topics: (a) definition of dyslexia, (b) the referral process, (c) department programming and teaching methods (MTA), (d) instructional tools, (e) accommodations and modifications, and (f) resources for staff. The fall training also had campus staff engage in various simulations to understand what it feels like to have dyslexia. The spring PD provided information on (a) the relationship between reading/literacy and the brain, (b) the role emotions play in reading, and (c) the importance of engaging in strong brain activities. The spring PD also had participating staff engage in simulations to further demonstrate how the brain is involved in reading and literacy. The department reported that 3,325 staff attended the fall PD, and 4,551 staff attended the spring PD. Overall, results indicated that the department met their 2022-23 EOY performance objective. Results from the spring PD feedback survey indicated 89 percent to 96 percent reported positive perceptions of the spring campus PD. Attendees were asked what suggestions they had to improve the professional development. The most frequently articulated theme was for the department to include additional instructional tools staff can utilize in their classroom and to incorporate more hands-on opportunities/activities throughout the training.

### **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, 2023). 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 \$1,792,421 of ESSER grant funds to implement this activity in 2022-23. The district's

performance objectives for this activity included 100 percent 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 but ultimately did not meet the goal of having the totality of ARD meetings completed on or before the due dates as evidence by SDMS reports. In the schools in which an ARD facilitator was hired, timelines were met. However, in schools in which a vacancy was held, times lines were missed.




## 029 - Building Core Instruction (Content) Expertise for Teachers and Leaders (Content Academies)











Due to learning loss as a result of the pandemic, the district utilized High-Quality Instructional Materials (HQIM) to accelerate learning. These materials, Amplify for ELAR/SLAR and Eureka for Math, have been provided by TEA for use across over 100 campuses throughout the district. This activity was created to support the use of these materials by providing additional coaching, training, and resources, with the aim of building capacity to ensure the sustainability of the products. Dallas ISD budgeted \$2,630,259 of ESSER grant funds to implement the program in 2022-23. The following were the district's performance objectives for this activity:

1. Improved student performance compared to schools who are not using the programs.
2. Increased integrity of usage of the programs as measured by coaching walks.
3. Professional learning to build the capacity of campus teachers and support the implementation of shared instructional goals for student achievement. Teachers will engage in Quarter 4 IPCs, Countdown to *STAAR* resources, and explore various intervention strategies.

In 2022-23 all performance objectives were achieved. Schools that implemented High Quality Instructional Materials with fidelity performed slightly better than schools that did not. Further, over 300 classrooms were visited and nearly all schools were implementing Eureka and Amplify. Coaching walks were conducted to support campus leaders. The team also provided Quarterly Content Training Sessions to K-12 Teachers (Math, Reading, Science, Social Studies) that were well attended by teachers.

The following key findings were found by Kim (2023):

-  Overall, feedback received from professional development participants was very positive. At least 92 percent of survey respondents rated PD sessions positively on each survey item, potentially serving as indirect evidence that the program made progress towards achieving its goal of building the capacity of campus teachers and supporting implementation.
-  TNTP reimagine teaching (TNTP), in partnership with campus/district leadership, conducted 433 classroom learning walkthroughs in fall 2022 and 204 in spring 2023.
-  The program goal of increasing the integrity of program usage during the 2022-23 school year was partially achieved. For example, nearly all Amplify/Eureka classrooms that were observed used the Amplify/Eureka curriculum, except for Amplify ELAR Texas in spring 2023.

-  Amplify/Eureka Staff Survey responses were mixed or mostly positive. Notably, principal/assistant principal ratings tended to be more positive compared to teachers' ratings.
-  Most respondents also reported that Amplify/Eureka was implemented effectively at their campus.
-  Less than half of principals/APs reported that PD (a) helped teachers improve their instructional strategies and (b) was at least moderately helpful, compared to slightly more than half of teachers. PD for Eureka tended to be rated slightly more positive than Amplify.
-  For both Amplify and Eureka, the most frequently mentioned challenges identified by teachers and principals/APs were (a) rollout related issues, (b) curriculum related challenges, (c) time constraints and workload, (d) alignment with standards and assessments, and (e) training and support.
-  To address challenges they faced, teachers and principals/APs most commonly proposed the following suggestions: (a) making curriculum modifications and adaptations, (b) providing comprehensive training and support, (c) improving alignment with standards and assessments, and (d) improving rollout process.
-  In 2022-23, Amplify K to 5 and Eureka campuses showed slightly higher percentages of students meeting BOY to EOY *MAP* projected growth compared to campuses that did not implement HQIM.
-  Amplify K to 5 campuses with high fidelity (HF) showed a slightly higher percentage of students meeting BOY to EOY *MAP* projected growth compared to those with Not-HF.
-  Compared to 2021-22, the rate of students meeting BOY to EOY *MAP* projected growth in 2022-23 across subjects and curricula generally trended upward, with the exception of reading for grades six to eight. Overall, these *MAP* results indicated that the program goal was partially met.
-  In 2022-23, a lower percentage of students at all Amplify and Eureka campuses achieved Approaches+, Meets+, and Masters on the *STAAR* 3-8 reading and mathematics compared to (a) campuses that did not implement HQIM or (b) the district.
-  However, a slightly higher percentage of students at Amplify K to five campuses with HF achieved Approaches+, Meets+, and Masters compared to Not-HF campuses. Overall, these *STAAR* 3-8 results indicated that the program goal was partially met.

## 112 - Dallas AC Teacher Pipeline

Dallas AC Teacher Pipeline was created to combat the teacher shortage resulting from the COVID pandemic faced by Dallas ISD and the nation as a whole. This ESSER activity supplemented the AC program costs of approximately 40-50 Bilingual, 20-30 Mathematics, 20-30 Science and 20-30 Special Education teachers and teachers in other areas of high need (e.g., 10-15 secondary ELAR teachers), along with test preparation and supports (Garcia-Rincon, 2023<sup>a</sup>). This gave the district a huge competitive advantage over all regional districts. The Dallas ISD budgeted \$912,445 of ESSER grant funds to

implement the activity in 2022-23. The AC program staff members set a goal to hire 160 critical shortage area certified teachers for the 2022-23 school year. This goal was met since the program was able to fill 200+ teaching positions with the support of ESSER funds including increased marketing and advertising. The removal of program fees also led to a doubled applicant pool.

## 213 - PTECH Summer Hubs

Dallas ISD P-TECHs are innovative high schools that partnered with Dallas College to allow students to attend college, earn a high school diploma, and up to 60 college credit hours at no cost to students or their families (Lorenz, 2023). College credits earned through these dual credit programs can be applied toward high school and college graduation and can be transferred to other colleges or universities. Additional dual credit opportunities for P-TECH/ECHS students are available during the summer through the dual credit summer Hub program. During 2022-23 this hub program provided an intervention opportunity for students to accelerate or remediate so they can remain on track to graduate with an associate. Dallas ISD budgeted \$500,000 of ESSER grant funds to implement the program in 2022-23. The following were the district's performance objectives for this activity:

1. By August 2023, the number of students successfully completing dual credit courses through Summer HUB will increase by two percentage points from Summer HUB 2022.
2. By the end of Summer 2023, the percentage of on-track rising seniors (according to credit hours earned) will increase by two percentage points.

In 2022-23 both performance goals were met. Success rates increased from 79 percent in Summer 2022 to 84 percent in Summer 2023. In May 2023, 993 rising seniors were on track based on credit hours earned. In August 2023, 1,119 rising seniors were considered on track based on credit hours earned. Therefore, 126 rising seniors gained "on-track" status (12.7%) as a result of coursework taken during Summer HUB.

## 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. Of the 19 Equitable Access to Learning and Enrichment activities, 15 activities (79%, 53% in 2021-22) met one or more of their evaluated activity goals.<sup>11</sup> Three activities did not meet any activity goals and no activities had goals that were not evaluated. The most common reasons why activity goals were not met included teacher availability and difficulty of recruitment, student attendance inconsistency, lack of data to measure performance objectives, timely data availability, reclassification of student status, and delay in project implementation. When Activity Owners were asked if they planned to continue with

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<sup>11</sup> Activities may have activity goals that were not evaluated due to some goals are related to future school years.

their activities after ESSER ends, 68 percent ( $n = 13$ ) answered affirmatively. Table 3 provides a summary of performance outcomes for each ESSER activity under this strategy. A descriptive summary of all ESSER activities and goals, as well as continuation plans after ESSER, can be found in Appendix C (Table 2 and Table 3, respectively).

**Table 3: 2022-23 Equitable Access to Learning & Enrichment ESSER Activities**

Activity Number & Name	Goals				
	1	2	3	4	5
002-After-School Expansion**	Met	Met	NE	NE	DNM
017-AVID Excel Expansion	DNM	NE	-	-	-
018-Expanding Dual Language for Non-English Learners*	DNM	DNM	DNM	-	-
<b>020-Digital Learning Displays</b>	Met	DNM	DNM	-	-
025-Transforming SPED Classrooms & Pathways*	Met	-	-	-	-
<b>035-Campus Network Modernization</b>	DNM	DNM	DNM	DNM	-
036-Device Expansion	Met	Met	-	-	-
041-School Links*	Met	Met	Met	-	-
042-P-TECH/ECHS Program Specialist*	Met	Met	Met	Met	-
043- College Enrollment Support	NE	Met	NE	-	-
074-Family Academic Activities*	Met	Met	-	-	-
077-The Concilio - PASE	Met	DNM	-	-	-
078-Enrichment Program & Learning Experiences	Met	Met	-	-	-
079-Communities In Schools – Service Model	Met	Met	-	-	-
201-College and Career Advising Program (CAP)*	Met	Met	DNM	DNM	-
203-College and Career Middle School Readiness Curriculum*	Met	Met	Met	-	-
<b>208-Virtual School Support*</b>	DNM	DNM	DNM	-	-
212-Teacher Residency Expansion	Met	-	-	-	-
217-Summer Learning*	Met	Met	Met	DNM	-

Source: Dallas ISD ESSER EOY 2022-23 Evaluation Survey results file dated 11/30/23.

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. Activities in **bold** are associated with Operation Connectivity. DNM = Did not meet goal. NE = Not evaluated in 2022-23. - = 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

Since Dual Language funding comes from Title III and can only be used to serve EB students, this ESSER activity was created to support opt-in students and families that fell far short of their needs, particularly African American and non-EBs Hispanic students. Dallas ISD budgeted \$485,000 of ESSER grant funds to implement this activity in 2022-23. The following were the district's performance objectives for this activity:

1. EB and opt-in students consistently engage in activities focused on developing the four language domains in L2.
2. Opt-in students participate in After School Spanish and Science Discovery Camps.
3. Increase the number of African American Students participating in two-way Dual Language.

In 2022-23 the DL/ESL Department did not meet any of the ESSER performance objectives. While academic achievement for EBs and opt-in students in Dual Language continued to improve, TELPAS progress measure decreased from SY21-22 to SY22-23. Some of this decrease in TELPAS progress

measures may be attributed to the migration to the online platform for TELPAS writing in grades two through 12. As for the second performance objective, Spanish Immersion Camp exceeded the target of 50 students with 64 students attending but After School Spanish club did not meet the target of 60 students, with 54 students attending. Regarding the third ESSER goal, only five additional African American students were enrolled at new two-way campuses. Roll out of a two-way Dual Language campus was delayed by one year. For more details and a thorough evaluation of this ESSER activity refer to Voss (2023)<sup>a</sup>.

## 025 - Transforming SPED Classrooms & Pathways

The district aims to address inequalities in specialized classrooms by upgrading technology and evidence-based resources, upgrading Assistive Technology to improve access and address inequalities for students with disabilities, and providing live-stream instruction for students needing specialized instructional settings (Sands, 2023). Further, through the Career and Technology Education (CTE) department, there were improved programming opportunities for students attending the Special Education 18+ Transition Program. Dallas ISD budgeted \$2,750,000 of ESSER grant funds to implement the program in 2022-23. The District set the goal of reviewing program standards for all specialized (ADL, FLS, & TC) classrooms to increase student achievement on *STAAR-Alt2* reading and math and independent living skills.

In 2022-23, the Transforming SPED Classrooms and Pathways ESSER activity was implemented by purchasing a new curriculum and training all SPED teachers and teacher assistants on the new curriculum. Therefore, the SPED department met 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.

## 041 - School Links

SchoolLinks was the only college and career platform Dallas ISD Counseling Services utilized in 2022-23. The platform facilitated four year and six-to-eight-year plans and provided awareness and exposure to various opportunities, including career interests, survey inventories, college exploration, college application, and access to transcripts. The College and Career Advising Program used SchoolLinks to document all support and services provided to students and parents, including flyers, sign-in sheets, and/or agendas, as well as to track monthly services and events (Zhang, 2023)<sup>a</sup>. Dallas ISD budgeted \$350,000 of ESSER grant funds to implement this program in 2022-23. The following were the district's performance objectives for this activity:

1. As identified by House Bill 5, 80 percent of 8th grade students will select an endorsement for high school aligned with students' career interest.
2. During the 2022-2023 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.
3. By April 2023, 60 percent of K-5th grade students will be introduced and explore career clusters and career interests.

In 2022-23 all the ESSER performance objectives were met: (a) 95 percent of 8th grade students selected an endorsement for high school aligned with students' career interest in SchoolLinks; (b) 80 percent of students indicated awareness of high school choices and pathways using the CTE survey instrument; and (c) 80 percent of students in grades K-5 were introduced to and explored career clusters and interests.

## 042 - P-TECH/ECHS Program Specialist

The P-TECH/ECHS Program Specialist was created to provide direct campus support, monitor progress, and assist 12th-grade students with the transition to college or a career. Specialists were to work directly with ECHS students grades nine through 12 to increase student achievement while also supporting school administration. Program leadership reported that in 2022-23 specialists primarily focused on grade 12 students (Lorenz, 2023). Dallas ISD budgeted \$665,640 of ESSER grant funds to implement the program in 2022-23. The following were the district's performance objectives for this activity:

1. Ten percent of Dallas ISD's graduating class will earn an Associates degree and/or 60+ credit hours by August 31st of the corresponding year.
2. By the end of the 2022-2023 academic year, there will be an increase in the number of P-TECH/ECHS juniors and seniors with TSI met criteria via assessments in both ELAR and Mathematics by five to 10 percentage points above the 2020-2021 baseline data.
3. By the end of the academic year, develop a systematic method to electronically track student progress towards degree completion and implement effectively across P-TECH/ECHS programs by 2023.
4. By the end of the academic year, increase the percent of students successfully completing dual credit courses by five percentage points above the corresponding semester during the previous school year.

In the 2022-23 school year, all four performance objectives were successfully met. Concerning the first goal, 11 percent of Dallas ISD Seniors (951 out of 8,588) graduated with an associate degree and/or 60+ college credit hours. The second goal was largely met, with all tested subjects meeting the outlined TSI goals: TSI Math increased from 19 percent in 2020-2021 to 34 percent in 2022-2023, TSI Reading increased from 14 percent in 2020-2021 to 30 percent in 2022-2023, and TSI Writing increased from 12 percent in 2020-2021 to 28 percent in 2022-2023. As for the third goal, a progress monitoring platform was implemented and utilized by all 25 P-TECH/ECHS programs. Lastly, P-TECH/ECHS Success Rates increased from 73 percent in August 2022 to 78 percent in August 2023. The P-TECH/ECHS Program Specialists has proven to be instrumental in the continued progress of the program. Associate Degree and student success rates in dual-credit courses have both increased since their onboarding in Spring 2022.

## 74 - Family Academic Activities

In 2022-23, the Family and Community Engagement Office supported Academic Partnering to support parents to help their children learn at home (Garcia-Rincon, 2023<sup>b</sup>). Academic Partnering was 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 through 12 and targeted African American and Emergent Bilingual students from High Priority Campuses. Dallas ISD budgeted \$152,500 of ESSER grant funds to implement the program in 2022-23.

The original program goal was for 2,000 families identified from High Priority Campuses to participate in academic webinars by May 2023. Eleven webinars were posted on Facebook during the 2022-23 school year that focused on PK-12 reading and math skills. The webinars were offered in English and Spanish. While program staff members were not able to track webinar participants by campus on Facebook, the webinars were viewed 6,426 times in 2022-23. In total, 91 academic videos for family home support, 585 academic activities, and 10 academic family presentations for campus staff were available. The second goal was to have 85 percent of parents rate the session as beneficial for supporting their children with learning at home. This performance objective was also achieved since 89 percent of parents rated the sessions as beneficial.

## **201- College and Career Advising Program (CCAP)**

The College and Career Access Program was created in 2010 by Dallas ISD to increase student college applications, scholarship applications, participation in college entrance exams, and parental involvement in the college admissions and financial aid processes (Zhang, 2023)<sup>a</sup>. The purpose of the program is to help establish, maintain, support, and sustain a college and career going culture at each high school campus by effectively advising students in collaboration with district personnel and parents. In 2022-23, the CCAP program provided targeted supports and services to students in grades nine through 12 at 38 high schools to increase post-secondary planning, college application, college and career exploration, financial aid application, Dallas County Promise Pledge completion, and post-secondary enrollment. The program received \$11,000,000 through ESSER funds in 2022-23, a dramatic increase (349%) from \$2,448,000 in 2021-22 and \$2,350,000 in 2020-21. The following were the district's performance objectives for this activity:

1. Ninety nine percent to 100 percent of graduating seniors will complete a financial aid application (FAFSA/TASFA/Opt-Out) by June 5th, 2023.
2. By the end of 2022-2023, TSI met status will increase by five percentage points.
3. By the end of the 2022-2023 school year, 95 percent of graduating seniors will complete a college application.
4. By the end of the 2022-2023 school year, 95 percent of graduating seniors will complete the Promise pledge form.

In 2022-23 performance objectives one and two were met. One hundred percent of May graduates completed either one of the financial aid metrics (FAFSA, TASFA, or opted out), and the TSI met status increased by 17 percentage points (from BOY 17 percent to EOY 34 percent). Performance objective three was not met in 2022-23 since 92.4 percent of students completed a college application. Although by MOY the goal was on track, 700+ seniors were reclassified before the end of the year causing the 95 percent to

drop to 92 percent. Finally, objective performance four was not met. While 95 percent of students on the Dallas County Promise roster completed the pledge promise, the overall completion rate among the entire senior population was 92 percent.

The following key findings were found by Zhang (2023)<sup>a</sup>:



The number of students served by CCAP vendors increased dramatically from 2020-21 to 2022-23. ASP mostly supported students with completing four-year college applications and Dallas County Promise Pledges, while EIF most often provided assistance with four-year and two-year college applications in 2022-23.



Overall, the program goal of 60 percent of freshmen completing pre-four-year plans or 25-hours of utilizing community services was not met.



For sophomores, the program goals for college exploration, career exploration, or 25-hours of utilizing community services were also not met.



Overall, juniors' program goals of 25-hours of utilizing community services or career assessments were not met in 2022-23.



Overall, 2022-23 seniors did not meet either the program goal of 100 percent of seniors completing at least one college application or 100 percent of seniors completing the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA). The program goal of 100 percent of seniors completing the Dallas County Promise Pledge was also not met.



Overall, there was an increase in enrollment into four-year colleges for CCAP participants and non-CCAP students in 2021-22, compared with 2020-21 and 2019-20.

### 203- College and Career Middle School Readiness Curriculum

College and Career Middle School Readiness Curriculum was created to strengthen: (a) student awareness around CCMR options/pathways in general; (b) student awareness around high school options/pathways in the District; (c) critical thinking around decision making for the future; and (d) the creation of an informed high school plan with endorsement selection (Lorenz, in press). Dallas ISD budgeted \$600,000 of ESSER grant funds to implement the program in 2022-23. The following were the district's performance objectives for this activity:

1. Dallas ISD will pilot finalized curriculum at eight campuses in the district during Spring 2022.
2. Dallas ISD will provide professional development for all 7th grade College and Career Readiness (CCR) teachers by August 2022.
3. All Dallas ISD middle school campuses will implement the new CCR MS curriculum during the 2022-2023 school year.

In 2022-23 the three performance objectives were met as (a) all eight campuses underwent the pilot, (b) all campuses received virtual or in-person training, and (c) all campuses were supported with the College and Career Pathway Curriculum.

## 208-Virtual School Support

Virtual School Support was created to provide opportunities for high quality virtual learning experiences for students in the standalone virtual school through curriculum purchases. 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. Dallas ISD budgeted \$1,000,000 of ESSER grant funds to implement the program in 2022-23. The following were the district's performance objectives for this activity:

1. Eighty percent of students will meet the success criteria, as defined by SB15, by the end of 2022-2023.
2. Eighty-three percent 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 the school year 2022-2023.
3. Ninety percent or more of students will meet their MOY and EOY *MAP* growth goal by the end of 2022-2023.

In 2022-23 none of the three ESSER performance objectives were fully met. The first ESSER performance objective related to student success was only partially met. Grade four, grade five, and all elementary grades combined (grades 3-5) met the workscope goal for course grades. However, most of the workscope goals for *STAAR* and unexcused absences were not met. As for the second ESSER performance objective, teachers responded positively to the survey indicator on the Fall Climate Survey, but only half responded positively on the Spring Climate Survey. The third ESSER performance objective related to *MAP* Growth was not met: less than half of iLearn students met MOY and EOY *MAP* Growth goals (Avila, 2023).

## 217-Summer Learning

The Extended Learning Opportunities (ELO) Department hosted kindergarten through grade eight summer camps during the summer of 2023. Dallas ISD provided a comprehensive set of offerings to students, with a goal of allowing them time to connect with their peers, engage in rigorous tasks, accelerate learning, and improve their social and emotional wellbeing. Overall, Summer 2023 programming options for students emphasized Acceleration, Enrichment, College and Career Preparation, and Legislative Mandates (Ferrero, 2023)<sup>c</sup>. Dallas ISD budgeted \$2,000,000 of ESSER grant funds to implement the program in 2022-23. The following were the district's performance objectives for this activity:

1. Make high-quality, free Summer programming available to all students at selected (56) elementary and middle schools through the district, with student enrollment proportional to student demographics. The goal is for 10,000 students to participate in Summer programming.
2. Provide a supervised safe-space Summer participants that promotes socio-emotional development. The goal is for programming to run at 56 host sites.

3. Increase the number of students who qualify for graduation by recovering course credit through one of the various Credit Recovery Programs. At least 250 students will earn credit toward graduation through Summer Credit Recovery programs.
4. Provide students across all grade levels the opportunity to satisfy HB4545 Tutoring requirements through various Summer programs/initiatives. Ten percent of the district-wide required HB 4545 hours will be satisfied during Summer programming.

In 2022-23 performance objectives one, two, and three were met. Over 25,000 students participated in the various Summer programs, camps, and activities hosted at more than 60 elementary and middle school campuses. Additionally, over 1,000 students received credit through the High School Credit Boost program. As for performance objective four, eight percent of tutoring hours required by HB Tutoring were completed, which did not meet the goal of 10 percent.

The following key findings were found by Ferrero (2023)<sup>c</sup> when evaluating “Summer Cool”, a major acceleration component of the program:



A significant majority of students reported that Summer Cool helped them understand their schoolwork better and that they found it fun. When asked about their favorite part of the day, most students chose Mathematics, followed by Enrichment activities, and Reading.



Teachers felt that enrichment activities, the curriculum and provided lesson plans, and the students themselves were the best part of the program. Most of them were satisfied with the training provided and willing to teach summer classes again. They believed participating students were more prepared to start the next grade in the fall.



A significant majority of parents reported that they were satisfied with the program overall, and that they noticed positive social-emotional changes and academic improvements in their students since attending Summer Cool.



While non-economically disadvantaged students demonstrated better academic performance overall, small learning losses were recorded only in Mathematics regardless of students' socioeconomic status and their participation in Summer Cool.



In *MAP* Reading (English) and Mathematics, Summer Cool students surpassed their BOY projected growth at higher rates compared to their matched peers, with students who attended higher number of days showing the most gain.



Overall, there was a consistent upward trend in students' positive self-perception responses across all SEL domains (task-performance, open-mindedness, collaboration, and emotional regulation) throughout the program, although there was still room for improvement in the “engaging with others” domain.



Eight percent of tutoring hours required by HB 4545 were completed during Summer Cool, below the 10 percent target goal.

## 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. Of the 12 Healthy Students, Schools, and Community activities, seven activities (58%, 60% in 2022-22) met one or more of their evaluated activity goals.<sup>12</sup> Two activities did not meet any activity goals (five in 2021-22). The most common reasons why activity goals were not met included delayed implementation of activities due to inability to find and hire qualified staff, manufacturing delays, optionality of the activities, difficulties in implementing software applications, and delays in receiving material and equipment. When Activity Owners were asked if they planned to continue with their activities after ESSER ends, 75 percent ( $n = 9$ ) answered affirmatively. Table 4 provides a summary of performance outcomes for each ESSER activity under this strategy. A descriptive summary of all ESSER activities and goals, as well as continuation plans after ESSER, can be found in Appendix C (Table 2 and Table 3, respectively).

**Table 4: 2022-23 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*	Met	Met	NE	DNM
049-Mental Health Greenlight Balance Screener*	NE	NE	-	-
050-Reset Centers*	Met	Met	DNM	DNM
056-Expand Home2Home Parent Engagement*	NE	NE	NE	NE
057-Trust Based Relational Intervention (TBRI) Training & Supports*	Met	Met	-	-
058-Youth and Family Service Center for Southern Sector (2 <sup>nd</sup> location)*	Met	Met	DNM	-
059-SPOT Vision Screener	Met	Met	-	-
060-OAE Screening Test (Hearing)	DNM	DNM	-	-
101-Staff Vaccination Incentives	NE	NE	-	-
103-Student COVID Incentives	Met	-	-	-
106-Nurse Assistants	DNM	Met	-	-

Source: Dallas ISD ESSER EOY 2022-23 Evaluation Survey results file dated 11/30/23.

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 2022-23. - = No additional goals.

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.

<sup>12</sup> Activities may have activity goals that were not evaluated due to some goals related to future school years.

## 026 - SPED Behavioral Health Team

This activity was created 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 provided intensive Applied Behavioral Analysis (ABA) when responding to and/or treating the function of intensive behavioral challenges that interfere with student progress (Sands, 2023). Dallas ISD budgeted \$799,976 of ESSER grant funds to implement the program in 2022-23. The following were 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. BCBA's will train 100 percent of Special Educators on the development of effective positive behavior plans by May 2023.

In 2022-23, the SPED Behavioral Health Team ESSER activity implementation was delayed due to difficulty finding qualified candidates. 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 (Carson, 2023<sup>b</sup>). 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 \$7,451,289 of ESSER grant funds to implement the program in 2022-23. In 2022-23, the SEL Department continued partnering with the PSELI at selected campuses. Additionally, the level of SEL support provided to campuses changed compared to previous years. In 2021-22, the level of SEL support campuses received was determined by their local accountability ratings (Accomplished, Breakthrough, Competing, Developing, and Focus). However, in 2022-23 support was only provided to campuses deemed in need based on a variety of criteria. The following were the district's performance objectives for this activity:

1. Seventy five percent of SEL Intensive support campuses will have at least 80 percent of teachers implementing weekly explicit skills lessons by June 2023.
2. By June 2023, streamline student wellness supports to improve the student experience as measured by an increase in favorable responses to Belonging and Climate on the Student Environment survey by two percentage points.
3. 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.
4. Provide multiple student leadership professional development opportunities to scale student informed systems and practices.

The SEL department met the first and the second ESSER activity goals. As for performance objective one, 98 percent of the 40 intensive support campuses who completed the MOY implementation

survey responded favorably and had an average score of at least six out of a possible eight on the Explicit Skills scale of the survey. Regarding the performance objective two, favorable response rates for belonging increased to 79 percent in elementary schools in 2022-23 (74% in 2021-22), and up to 50 percent in secondary schools (44% in 2021-22). Additionally, climate favorable response rates increased to 78 percent in elementary schools in 2022-23 (74% in 2021-22) and up to 58 percent in secondary schools (56% in 2021-22). Performance objective three was not evaluated during the 2022-23 school year and, although progress was made, performance objective four was not fully met. However, according to teachers' perspectives, the training sessions provided some valuable opportunities to enhance student voice and leadership at the campus level.

## 049 - Mental Health Greenlight Balance Screener

In 2021-22, the Mental Health Services department received approval to purchase and implement the "Vital Sign 6" depression screener app. In 2022-23, the MHS department worked with Greenlight Balance Screener to develop an app to administer the Depression screener considering the following district's performance objectives:

1. By January 2024, launch the mental health screener in the Mental Health Services department.
2. By June 2024, the MHS department will pilot the administration of the mental health screener at three campuses (one elementary, one middle, and one high school).

The MHS department did not evaluate these goals in 2022-23. However, the team made progress with the activity and reported difficulties in deploying the app without the necessary safeguards to address students in crisis who showed high risk for suicidality outside of school hours. Configuration and lack of 24-hour support made it difficult to administer the app with fidelity and safeguards in place to support students.

## 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 other services as needed.<sup>13</sup> 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.<sup>14</sup> Previously, when students received a Level I or Level II violation of the Student Code of

<sup>13</sup> The Dallas ISD Student Code of Conduct can be found at <https://www.dallasisd.org/Page/128>.

<sup>14</sup> More serious violations of the Student Code of Conduct could still result in a student being assigned to the Disciplinary Alternative Education Program (DAEP).

Conduct<sup>15</sup>, 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 reimagined.”

In 2022-23, the Executive Director and a group of managers managed the 52 Reset Centers at comprehensive middle and high school campuses (Mickelson and Barton, 2023). Each manager worked with 10-18 secondary Reset Center campuses and was also responsible for working with other elementary and secondary schools within their networks. Managers met with each coordinator monthly with formal observations conducted four times per year. In addition to in-person observations, managers monitored trends in disciplinary infractions across campuses, provided direct and useful feedback to coordinators, facilitated coordinator professional learning communities, and were always available for consultation. As of July 2023, the total expenditures for the 2022-23 Reset Centers program were \$8,042,674.

### ***Reset Center Structure***

In 2022-23, all 52 comprehensive secondary campuses established Reset Centers managed by Reset Center Coordinators (RCCs) 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, campus administrators were required to develop additional action plans, such as 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.

### ***Reset Center Training***

Campus administrative team members received overview and implementation training for the Reset Center Program prior to the 2022-23 school year. Campus Behavior Coordinators, the administrative team

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<sup>15</sup> Level I offenses included violations of classroom rules. Level II offenses included violations that seriously disrupted the educational process.

members responsible for enforcing the campus classroom rules and the district student code of conduct, received more in-depth training.

In 2022-23, each RCC received an average of 6.1 hours of professional development through Region 10 Educational Service Center. The number of attendees per session ranged from 46 to 55. In addition, 41 RCCs (79%) earned the Behavioral Endorsement Certification in 2022-23, which did not meet the goal of 100 percent.<sup>16</sup>

To oversee the Reset Centers and guide future training during the 2022-23 school year, each SEAS manager conducted walkthroughs across their network using a rubric. Schools were tiered<sup>17</sup> based on several indicators<sup>18</sup> in the rubric related to Reset Center effectiveness, which allowed SEAS managers to customize support for Reset Center campuses during each nine-week quarter.<sup>19</sup> At the end of the 2022-23 school year, 53 percent of Reset Center campuses were rated as Tier 1, which met the goal of 35 percent by July 2023.<sup>20</sup>

Mickelson and Barton (2023) found the following key findings:

-  In 2022-23, 41 RCCs (79%) achieved the Behavioral Endorsement Certification, which did not meet the goal of 100 percent.
-  At the end of the 2022-23 school year, 53 percent of Reset Center campuses were rated as Tier 1, which met the goal of 35 percent.
-  Compared to 2021-22, most RCCs in the 2022-23 focus group reported that campus administrators (a) supported them better and (b) had a better understanding about the purpose of reset centers.
-  RCCs who participated in the focus group appreciated opportunities to collaborate with other RCCs at professional development (PD) sessions. RCCs also indicated that campus staff would benefit from receiving the same training they received.
-  Some RCCs who participated in the focus group reported that changes in how data were tracked in 2022-23 created inconsistencies, and all RCCs felt that data tracking was a work in progress.
-  Regarding program efficacy, RCCs had positive ratings about the impact of Reset Centers in 2022-23. In Fall 2022, at least half of principals who completed the survey had positive ratings, and assistant principals had lower or mixed ratings.<sup>21</sup>

<sup>16</sup> In 2022-23, 52 RCCs were employed by the district; however, some RCCs did not remain in the district for the entire school year.











<sup>17</sup> Reset Centers were tiered during each nine-week quarter as being either Tier I (strong implementation), Tier II (moderate implementation), or Tier III (low implementation).

<sup>18</sup> The rubric indicators are organized into three main goal areas for Reset Center effectiveness: (a) provide effective and early whole child interventions and supports for struggling students, (b) improve academic outcomes by decreasing missed instructional time, and (c) campus culture is positive and supportive.

<sup>19</sup> The process of tiering schools included the following four steps: (a) conduct an observation and rate Reset Center implementation using rubric during each nine-week quarter; (b) calculate average of all rubric ratings to calculate provisional tier, (c) review additional data to determine final tier, and (d) approve tier placement at the end of each nine-week quarter.

<sup>20</sup> One of the 52 campuses with a reset center (i.e., Madison High School) did not have a tier rating at the end of 2023-24.

<sup>21</sup> Spring 2023 results for campus administrators should be viewed with caution because fewer respondents completed the survey than Fall 2022.

-  Regarding staff member efficacy, RCCs generally had positive perceptions in 2022-23. In Fall 2022, principals who completed the survey had positive or mixed perceptions, and assistant principals generally had positive perceptions.<sup>22</sup>
-  The total number of Reset Center referrals and Positive Intervention Support Referrals (PISR) for middle school students and high school students in 2022-23 was slightly higher than 2021-22.
-  The recidivism rate for all middle school students and high school students in the Dallas ISD continued a downward trend from 2018-19 to 2022-23.
-  The numbers of removals to the DAEP for middle school students and high school students at Reset Center campuses trended upward from 2021-22 to 2022-23.
-  The proportion of African American students at middle schools and high schools who committed disciplinary offenses decreased from 2018-19 to 2022-23, which corresponded with an increase for Hispanic students.
-  The rate of positive responses on the classroom climate subscale of the Student Experience survey at campuses with a Reset Center trended downward from 78 percent in Spring 2021 to 73 percent in Spring 2023.
-  Overall, exit surveys indicated that students generally felt positively about their experiences at the Reset Center.
-  Students generally attributed positive descriptors (e.g., supported, helped) and neutral or positive emotions (e.g., calm, fine) regarding their first and subsequent Reset Center visits.
-  From 2018-19 to 2022-23, middle school and high school students with a disciplinary referral had lower attendance rates than other students at the same campuses and the district overall.
-  Reset Center students had lower Grade Nine On-Track rates and lower graduation rates than other students at the same campuses and the district overall.

## 056 - Expand Home2Home Parent Engagement

In 2022-23, the Family and Community Engagement Office received \$152,500 in ESSER funds to support the family academic activities and \$62,672 to support expansion of the Home2Home visits (Garcia-Rincon, 2023<sup>b</sup>). The department set four goals related to this ESSER activity:

1. Three hundred families will receive a Home2Home Visit by May 2025.
2. At least 80 secondary teachers will complete at least one visit by May 2025.
3. Forty secondary schools will participate in the Home2Home Visit Program by 2025.
4. Each region one-five will have at least 10 teachers participating in the program by May 2025.

<sup>22</sup> Spring 2023 results for campus administrators should be viewed with caution because fewer respondents completed the survey than Fall 2022.

While Home2Home visits continued for all campuses in 2022-23, FCE program staff members focused on families from secondary campuses with an emphasis on HPC (Garcia-Rincon, 2023<sup>b</sup>). Overall, the department made some progress toward the objectives of the ESSER activity, although none of them were expected to be fully met by the end of 2022-23. Data in Table 5 shows the participation in 2021-22 and 2022-23 for all performance goals. In 2022-23, 113 secondary families received a visit. The Home2Home Visits Program is an optional opportunity that the Office of Family & Community Engagement provides to secondary teachers. Every secondary campus district-wide is eligible to participate in the program, but it is at each campus' discretion if they would like to receive the training for their teachers to participate. Regarding performance objective two, in 2022-23 a total of two secondary teachers completed at least 10 visits, well below the target. As for performance objective three, in 2022-23, 22 secondary campuses participated in the Home2Home Visit program compared to only six campuses in 2021-22. Finally, regarding performance objective four, FCO data showed that this goal was not met in 2022-23.

**Table 5: Performance Goals by 2025 & Results for Home2Home Visits Expansion Activity**

<b>Goals</b>	<b>N</b>
300 families will receive a Home2Home visit by May 2025.	
• 2021-22	94
• 2022-23	113
At least 80 secondary teachers will complete at least 1 visit by May 2025.	
• 2021-22	3
• 2022-23	2
40 secondary campuses will participate in Home2Home Visit Program by 2025.	
• 2021-22	6
• 2022-23	22
Each region 1-5 will have at least 10 teachers participating in the program by May 2025.	
• 2021-22	6
• 2022-23	26

Source: FCEO staff members, 11/10/23.

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 2022-23 school year. Dallas ISD budgeted \$230,000 of ESSER grant funds to implement this activity in 2022-23. Hiring data were used to examine the ESSER performance objective that campus staff from four pilot schools (Hillcrest, Pinkston, Wilmer-Hutchins, Comstock) will be trained on Trust-based Relational Intervention (TBRI) strategies to address the impact of trauma on student functioning and achievement by June 2023. An additional ESSER goal was that 90 percent of Mental Health Services staff will participate in in-person TBRI training by January 2023 to increase knowledge of the impact of trauma and gain tools for responding.

A total of 26 Dallas ISD team members from each of the four pilot schools (Hillcrest, Pinkston, Wilmer-Hutchins HS, and Comstock) received TBRI practitioner training in June 2023, meeting the first ESSER goal. Additionally, 150 Mental Health Services clinicians received TBRI training in January 2023, achieving the second ESSER goal.

## 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 a 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.

In 2022-23, construction continued on the new T.D. Marshall YFC located at Clara Oliver elementary school. Construction was completed in summer 2023 and as of August 30, 2023, the facility was scheduled to open on September 26, 2023 (Carson, 2023<sup>a</sup>). Dallas ISD budgeted \$3,000,000 of ESSER grant funds to implement this activity in 2022-23.

In 2022-23, the MHS department met the first and the second activity goals; (a) By June 2023, a new Youth and Family Center will be established for the Southern Sector, and (b) By March of 2022, finalize construction plans for new Youth and Family Center. However, activity goal number three was not met: (c) By May 2024, the new Youth and Family Center will be equipped with the materials and supplies needed for the provision of psychotherapeutic services. In 2022-23, completion of the facility renovations was priority. Space was made available to house supplies and materials needed to make the clinic functional, and a percentage of materials and supplies were ordered.

## 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 (a) meet TEA mandates to cover the entire hold harmless benefit out of ESSER II grant monies, (b) offset additional administrative expenditures needed to manage and process ESSER programs and expenditures, (c) 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, (d) provide the necessary staff capacity to conduct the program evaluations and support the continuous improvement cycles needed to maximize impact with ESSER investments, (e) provide support for administration and compliance monitoring of activities and expenditures for the life of the grant, and (f) hire additional Procurement Department staff necessary for ESSER procurement services. Each activity's goals were evaluated to determine if the goal was met. All four Backbone Infrastructure activities with evaluated goals (100%) achieved all of their performance objectives while in 2021-22, 67 percent of activities met one or more of their evaluated goals. HCM Infrastructure Support was the only activity that planned to continue after EESER ends. Table 6 provides a summary of performance outcomes for each ESSER activity under this strategy. A descriptive summary of

all ESSER activities and goals, as well as continuation plans after ESSER, can be found in Appendix C (Table 2 and Table 3, respectively).

**Table 6: 2022-23 Backbone Infrastructure ESSER Activities**

Activity Number & Name	Objectives/Goals			
	1	2	3	4
062-Indirect Cost	N/A	N/A	N/A	N/A
064-HCM Infrastructure Support	Met	Met	-	-
065-Activity Evaluation Support	Met	Met	-	-
066-ESSER Administration Support	Met	Met	-	-
109-Procurement ESSER Staffing	Met	-	-	-

Source: Dallas ISD ESSER EOY 2022-23 Evaluation Survey results file dated 11/30/23.

Note: DNM = Did not meet goal. PM = Partially met goal. N/A = Not Applicable. - = No additional goals.

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# APPENDICES

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## Appendix A

### 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
EOC	<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
MAP	<i>Measures of Academic Progress</i>
MCMC	Multiple Careers Magnet Center
MHS	Mental Health Services
MOY	Middle of Year
NAEP	<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
STAAR	<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
TX-KEA	<i>Texas Kindergarten Entry Assessment</i>
WIST	<i>Word Identification and Spelling Test</i>
YFC	Youth and Family Center

## Appendix B

**Appendix B, Table 1: 2022-23 Dallas ISD Budget and Expenditures by ESSER Activity for Fiscal Year 2022-23**

Activity Name	Current Budget (\$)	Encumbrance (\$)	Actual (\$)	Balance (\$)
001-Extended School Year	24,332,375.00	216,402.79	13,894,159.41	10,221,812.80
002-After School Expansion	5,409,650.00	49,300.00	3,613,925.77	1,746,424.23
003-Scaling High Quality Tutoring	611,730.00	0.00	594,011.92	17,718.08
004-High Quality Tutoring Services	67,997,400.00	21,359,344.35	19,791,325.75	26,846,729.90
005-Staffing Needs Due to COVID	49,663,023.00	0.00	41,511,086.32	8,151,936.68
006-Chronic Absenteeism Reduction	600,000.00	0.00	0.00	600,000.00
007-Universal Screener	1,610,000.00	0.00	132,900.00	1,477,100.00
008-HB3 Reading Academies (K-3)	2,623,359.00	0.00	2,204,235.46	419,123.54
010-SPED Online Assessment	350,000.00	418.80	331,545.36	18,035.84
011-Speech Pathologist Expansion	1,375,000.00	268,623.20	998,972.80	107,404.00
014-Advanced Placement and Honors Teacher Development	335,575.00	0.00	226,732.85	108,842.15
017-AVID Excel Expansion	158,360.00	0.00	138,075.00	20,285.00
018-Expanding Dual Language for Non-English Learners	485,000.00	0.00	454,212.15	30,787.85
020-Digital Learning Displays	451,789.00	7,704.50	437,555.94	6,528.56
021-Professional & Digital Learning Infrastructure	785,000.00	0.00	626,429.34	158,570.66
022-SPED Compensatory Services	3,000,000.00	399,593.14	1,623,201.55	977,205.31
023-SPED Backlog Clean-up	1,250,000.00	469,542.99	462,970.59	317,486.42
024-Visible Learning Schools	0.00	0.00	2,893.70	-2,893.70
025-Transforming SPED Classrooms & Pathways	2,750,000.00	227,593.00	2,493,764.92	28,642.08
026-SPED Behavioral Health Team	799,976.00	0.00	18,197.74	781,778.26
027-Middle School Dyslexia/504 Interventionists Expansion	3,823,573.00	125.42	3,255,504.80	567,942.78
028-Middle School ARD Support	1,792,421.00	0.00	745,132.51	1,047,288.49
029-Building Core Instruction (Content) Expertise for Teachers and Leaders	2,630,259.00	236,960.00	1,886,226.43	507,072.57
031-SEL & Mental Health Expansion & Support	7,451,289.00	69,058.01	5,528,054.26	1,854,176.73
032-Digital Learning Mentoring & Support	60,000.00	0.00	26,602.95	33,397.05
033-Instructional Software & Digital Tools	10,639,140.00	-599,929.95	3,400,355.26	7,838,714.69
035-Campus Network Modernization	28,500,000.00	0.00	110,450.80	28,389,549.20
036-Device Expansion	28,179,010.00	4,013,774.10	20,846,656.46	3,318,579.44

table continues

Appendix B, Table 1 (continued)

Activity Name	Current Budget (\$)	Encumbrance (\$)	Actual (\$)	Balance (\$)
041-School Links	350,000.00	0.00	112,500.00	237,500.00
042-P-TECH/ECHS Program Specialist	665,640.00	0.00	634,630.98	31,009.02
043-College Enrollment Support	91,315.00	0.00	67,436.06	23,878.94
049-Mental Health Greenlight Balance Screener	200,000.00	27,750.00	100,000.00	72,250.00
050-Reset Centers	8,042,674.00	188,545.91	5,791,113.63	2,063,014.46
052-Campus Leadership Development	342,490.00	4,021.08	218,239.08	120,229.84
056-Expand Home2Home Parent Engagement	62,672.00	0.00	5,163.72	57,508.28
057-Trust Based Relational Intervention (TBRI) Training & Supports	230,000.00	202,194.00	0.00	27,806.00
058-Youth and Family Service Center for Southern Sector (2nd location)	3,000,000.00	142,274.15	2,759,379.97	98,345.88
059-SPOT Vision Screener	208,500.00	0.00	200,030.77	8,469.23
060-OAE Screening Test (Hearing)	20,025.00	0.00	0.00	20,025.00
064-HCM Infrastructure Support	858,640.00	7.00	843,967.96	14,665.04
065-Activity Evaluation Support	311,511.00	38,625.00	146,571.90	126,314.10
066-ESSER Administration Support	548,473.00	12,420.00	166,292.64	369,760.36
074-Family Academic Activities	152,500.00	2,746.45	94,171.79	55,581.76
077-The Concilio - PASE	12,000.00	0.00	12,000.00	0.00
078-Enrichment Program & Learning Experiences	30,000.00	0.00	29,925.00	75.00
079-Communities In Schools – Service Model	58,000.00	0.00	55,000.00	3,000.00
101-Staff Vaccination Incentives	25,000.00	0.00	10,217.98	14,782.02
102-Classroom Coverage	1,568,780.00	29,928.42	1,725,632.48	-186,780.90
103-Student COVID Incentives	128,434.00	0.00	128,433.70	0.30
106-Nurse Assistants	407,035.00	0.00	318,339.29	88,695.71
107-Tiered Campus Support	12,648,554.00	198,172.05	9,675,270.88	2,775,111.07
109-Procurement ESSER Staffing	218,535.00	0.00	105,461.31	113,073.69
111-Staff Retention Incentive	66,638,000.00	0.00	51,285,477.26	15,352,522.74
112-Dallas AC Teacher Pipeline	912,445.00	0.00	872,620.65	39,824.35
201-College and Career Advising Program	11,000,000.00	0.00	10,598,290.00	401,710.00
203-College and Career Middle School Readiness Curriculum	600,000.00	0.00	200,000.00	400,000.00
205-Accelerating School Leadership	4,800,000.00	850.00	476,574.88	4,322,575.12
206-New Employee Hiring Incentive	5,398,225.00	0.00	4,231,743.98	1,166,481.02
207-External Alternative Certification Program Reimbursement	4,344,500.00	0.00	796,613.54	3,547,886.46
208-Virtual School Support	1,000,000.00	0.00	259,351.32	740,648.68
210-Assessment for Learning	904,749.00	200.74	372,731.66	531,816.60

table continues

**Appendix B, Table 1 (continued)**

<b>Activity Name</b>	<b>Current Budget (\$)</b>	<b>Encumbrance (\$)</b>	<b>Actual (\$)</b>	<b>Balance (\$)</b>
211-AIM Instructional Coaching	1,908,006.00	0.00	1,900,506.00	7,500.00
212-Teacher Residency Expansion	535,579.00	0.00	250,771.19	284,807.81
213-PTECH Summer Hubs	500,000.00	0.00	234,520.60	265,479.40
216-Differentiated Instructional, Coaching, and Project Management Support	8,741,431.00	0.00	8,280,145.79	461,285.21
217-Summer Learning	2,000,000.00	324,355.00	913,744.90	761,900.10
218-Language, Literacy, and Social Studies Professional Development	922,951.00	153.91	651,875.39	270,921.70
219-African American Advancement	4,993,575.00	98,900.00	3,792,305.59	1,102,369.41
<b>Total</b>	<b>393,044,168.00</b>	<b>27,989,654.06</b>	<b>233,672,231.93</b>	<b>131,382,282.01</b>

Source: Oracle general ledger 12/7/2023. Prepared by Special Revenue Funds Management.

## Appendix C

**Appendix C, 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	N
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 State 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 C, 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	N	N
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	Y	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	Y	N

table continues

Appendix C, 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	Y	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
29	Building Core Instruction (Content) Expertise for Teachers and Leaders (Content Academies)	With the Learning Loss during the pandemic, we have identified opportunities for Learning Acceleration for students through the use of High Quality Instructional Materials. These materials, Amplify for ELAR/SLAR and Eureka for Math, have been provided by TEA for use across over 100 campuses throughout the district. This activity is specifically to support the use of these materials through additional coaching, training, and resources to ensure that we are building capacity to support sustainability of the products.	N	N	Y	N
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	Campus Network Modernization**	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	Y	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

table continues

Appendix C, Table 1 (continued)

#	Activity	Activity Description	Initiative Implementation Years			
			SY 20-21	SY 21-22	SY 22-23	SY 23-24
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
43	College Enrollment Support	District data indicates a need to provide direct and targeted support to help ensure that all students, including, but not limited to LatinX and African American students, scoring at the 80% or above on SAT are identified and provided direct support with applying and enrolling in selective colleges/universities. Additionally, the coordinator will work to assist with increasing the overall number of National Merit Qualifiers, and collaborate with high schools and college partners to facilitate enrollment processes to ensure equitable access to dual credit coursework.	N	N	Y	Y
49	Mental Health Greenlight Balance 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	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

table continues

Appendix C, Table 1 (continued)

#	Activity	Activity Description	Initiative Implementation Years			
			SY 20-21	SY 21-22	SY 22-23	SY 23-24
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
78	Enrichment Program & Learning Experiences	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	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	Y	Y	Y
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

table continues

Appendix C, Table 1 (continued)

#	Activity	Activity Description	Initiative Implementation Years			
			SY 20-21	SY 21-22	SY 22-23	SY 23-24
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
111	Staff Retention Incentive	As Dallas ISD continues to recover from the challenges of the pandemic, the safety, well being and retention of the district's highly qualified staff is a priority to ensure students have access to the best teachers and the best learning environment to succeed. A retention incentive for all staff for the 2022-2023 will help retain and recruit high quality staff while minimizing disruptions to the learning acceleration process.	N	N	Y	Y
112	Dallas AC Teacher Pipeline	This program will financially supplement the Alt Cert costs of approximately 40-50 Bil, 20-30 Math, 20-30 Science and 20-30 Special Education or other areas of high need such as secondary ELAR (10-15), etc. along with test preparations and supports. This will give the District a huge competitive advantage over all regional districts. This is to combat the teacher shortage in these areas that is a result of COVID that is faced by Dallas ISD, North Texas, Texas and the nation as a whole. The actual finalized numbers will be determined by district need as well as candidate strengths at the time of selection. The cost is approximately \$5500-\$6000 per person depending on the content area and number of tests required for certification. It will be funding by reallocating funds from ESSER activity #101 at a rate of \$750,000 per year. This will not require new budget at this time.	N	N	Y	Y
201	College and Career Advising Program	The purpose of the program is to help establish, maintain, support, and sustain a college and career going culture at each high school campus by effectively advising students in collaboration with district personnel and parents. The organization will be required to provide targeted support for all students in 9th through 12th grade to increase post-secondary planning, match and fit, selection, financial aid, and post-secondary enrollment. The advisors will be required to assist students to and through the post-secondary transition process.	N	N	Y	Y
203	College and Career Middle School Readiness Curriculum	The purpose of this course is: (a) Student Awareness around CCMR options/pathways in general; (b) Student Awareness around High School options/pathways in the District; (c) Critical thinking around decision making for the future; and (d) Create an informed High School Plan w/ Endorsement Selection.	N	N	Y	Y
205	Accelerating School Leadership	The creation of a primary center that assists schools in planning and organizing projects with vetted-school vendors that embark on an aggressive school improvement initiative within the campus/district. In addition, the center assists in coordinating, executing, and making payments for school services with the vetted partner/s. A centralized approach that assists the campuses in reducing the time afforded to coordinating school services and increasing time devoted to school and student achievement.	N	N	Y	Y
206	New Employee Hiring Incentive	Through this approach, the District will seek to attract and offer incentives to nearly 2200 hired teachers and 75 Nurses. By implementing this strategy, the District will be able to secure additional talent amidst competition with other neighboring school district.	N	N	Y	Y

table continues

Appendix C, Table 1 (continued)

#	Activity	Activity Description	Initiative Implementation Years			
			SY 20-21	SY 21-22	SY 22-23	SY 23-24
207	External Alternative Certification Program Reimbursement	Through this approach, the District will seek to attract and offer the reimbursement incentive to nearly 500 hired teachers. By implementing this strategy, the District will be able to secure additional talent amidst competition with other neighboring school districts.	N	N	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	Y	Y	Y
210	Assessment for Learning	Formative Assessment practices (also known as Assessment for Learning) is the process used by teachers and students to notice recognize and respond to student learning during learning. Through this work of teacher clarity through the duration of the classroom, formative assessment increases equitable outcomes and learner agency in the classroom and has been slated as the lowest cost, most effective intervention to improve student learning (Black & Wiliam, 1998).	N	N	Y	Y
211	AIM Instructional Coaching	In the e2L coaching model, teachers and ILTs are coached on specific best practices and progress is monitored based on badges earned at levels 1 through 4 of the e2L Best Practices Rubric for Dallas ISD. In terms of progress monitoring, badges earned are clearly measurable leading indicators for the ultimate outcome of student achievement.	N	N	Y	Y
212	Teacher Residency Expansion	The Black and Latino Male Teacher Residency program provides an additional pipeline needed during the national shortage of teachers to hire. This expansion would provide funding for all adjunct teacher salary adjustments to match 2022-23 proposed novice teacher salary and add 5 additional teacher residents to fill vacancies.	N	N	Y	N
213	PTECH Summer Hubs	Dallas ISD P-TECHs are innovative high schools that partner with Dallas College to allow students to attend college, earn a high school diploma, and up to 60 college credit hours at no cost to students or their families. College credits earned through these dual credit programs can be applied toward high school and college graduation and can be transferred to other colleges or universities. Additional dual credit opportunities for P-TECH/ECHS students are available during the summer through the dual credit summer Hub program. This hub program provides an intervention opportunity for students to accelerate or remediate so they can remain on track to graduate with an associate.	N	N	Y	Y
216	Differentiated Instructional, Coaching, and Project Management Support	Instructional Lead Coaches (ILCs) serve schools to best address schools' instructional needs based on SPF rating, school design, and district initiatives. ILCs work to improve teacher instruction by providing support to campus instructional teams and directly with teachers on quality coaching for improvement, modeling best instructional practices, data analysis and relevant and timely professional development. Coordinators manage communications and operations and facilitate professional development on leadership through the distributive leadership model for collections of schools. Additionally, they provide data collection, aggregation and monitoring for networks of campuses.	N	N	Y	Y
217	Summer Learning	Summer Academic Intervention Programs and Summer Enrichment Opportunities to impact both the academic and opportunity gap.	N	N	Y	Y
218	Language, Literacy, and Social Studies Professional Development	Students matriculate through school missing skills needed to perform on grade level and to adopt proficiency standards. Professional learning will provide teachers with the pedagogical best practices to accelerate learning, mitigating the learning gaps exacerbated by Covid 19 in the areas of Reading Language Arts, LOTE, and Social Studies.	N	N	Y	Y

table continues

Appendix C, Table 1 (continued)

#	Activity	Activity Description	Initiative Implementation Years			
			SY 20-21	SY 21-22	SY 22-23	SY 23-24
219	African American Advancement	The AAA Initiative will decrease the AA achievement gap for 16 identified elementary and 9 high school campuses with an AA student population of 50% or more. Additionally, each campus that serves AA students will create a plan (to be included in their Campus Improvement Plan (CIP) that will address AA students' academic needs.	N	N	Y	Y

Source: Dallas ISD Implementation and Improvement Team Planning Materials.

Notes: \* Activity 009 High School Dyslexia/504 Interventionists Expansion was merged with 027-Middle School Dyslexia/504 Interventionists Expansion. \*\* Activity 035 Campus Network Modernization previously called Cell Tower Pilot. \*\*\* Activity 049 Mental Health Greenlight Balance Screener previously called Mental Health Vital Signs Screener.

**Appendix C, Table 2: 2022-23 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 <i>MAP</i> at a greater level compared to base calendar schools/students.		
		Evidence Goal 1	Students who attended School Day Redesign campuses showed slightly lower achievement on <i>MAP</i> and <i>STAAR</i> assessments than students who attended comparison campuses. Unlike 2021-22, students who attended Intersession campuses were nearly as likely to meet or exceed projected growth on the <i>MAP</i> assessments as students who attended comparison campuses.		
		Goal 2	Increase SEL with greater gains on the SEL survey compared to base calendar schools/students.		
		Evidence Goal 2	In the case of School Day Redesign calendar, campus-level comparisons showed mixed results, and no conclusions can be drawn regarding the program's impact on SEL. In the case of Intersession calendar, the number of Intersession campuses surpassing the district's annual SEL growth was lower than that of the comparison campuses across all areas (self-efficacy, self-management, social awareness, and supportive relationships)		
		Goal 3	Increase teacher quality through additional professional learning and supports.		
		Evidence Goal 3	Overall, at least 50 percent of School Day Redesign teachers indicated that participation in the program had a positive impact on their instructional practices, especially with regard to teachers' instructional presentation skills and their ways of monitoring student progress. Teachers indicated that their participation in the program had a greater positive impact on their instructional practices than during the previous year of implementation. In the case of Intersession calendar, teachers highlighted how program participation positively impacted their instructional methods, particularly with regard to embedding interventions into teaching and SEL practices. However, they noted a smaller positive impact on their instructional practices compared to the previous year of implementation		
		Goal 4	Meet the needs of families (curricular, support, communication, etc.) through responsive services and ongoing feedback opportunities.		
		Evidence Goal 4	Three-fifths of School Day Redesign parents felt that the program provided an enjoyable experience for their student, and 60 percent of parents observed positive academic improvements in their students this year. Further, 39 percent of responding families expressed that the program had reduced their school-related stress level "somewhat" or "significantly". As for Intersession calendar, despite a lower level of support compared to 2021-22, most parents saw the extended calendar as a positive educational opportunity for their students and found their students enjoyed Intersessions		
		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	There were 66 participating campuses and over 5,000 students in the district-run afterschool program.
Goal 2	Provide a supervised safe-space for after-school participants that promotes socio- emotional development.				
Evidence Goal 2	All participating campuses implemented district required safety measures and SEL Curriculum as observed during evaluations.				
Goal 3	Facilitate student recruitment & retention through after-school programming, retaining 80% of qualified students from year to year at campuses with afterschool programs.				
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%.				
Goal 5	50% of afterschool students meet or exceed their growth projection in reading on the <i>MAP</i> Assessment.				
003	Scaling High Quality Tutoring	Evidence Goal 5	48% of students participating in the afterschool program met or exceeded growth projection as measured by the <i>MAP</i> Assessment.		
		Goal 1	Facilitate access to high-quality tutoring services to 35,690 eligible students who did not meet/did not take <i>STAAR/EOC</i> assessment standards within the 2022-2023 school year, in compliance with HB 4545.		
		Evidence Goal 1	62% of all hours required by HB 4545 were completed in the 22-23 SY. 52 campuses (23%) completed all HB 4545 hours and 164 campuses (71%) completed at least 75% of their HB 4545 hours. Some campuses ran into implementation challenges with having students stay after school for tutoring. This was particularly a challenge at the high school level. Most campuses were served by a third-party tutoring vendor. Some of these vendors were not as successful in completing all required tutoring hours on campuses.		
		Goal 2	At least 80% of students who are required to receive supplemental instruction by HB 4545 will complete their required 30 tutoring hours.		
		Evidence Goal 2	Tutoring hours were completed in 41.4% required subject areas (14,666 out of 35,453). Some campuses ran into implementation challenges with having students stay after school for tutoring. This was particularly a challenge at the high school level. Most campuses were served by a third-party tutoring vendor. Some of these vendors were not as successful in completing all required tutoring hours on campuses.		
Goal 3	50% of HB 4545 students receiving tutoring will exceed their <i>MAP</i> growth projection.				

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
004	High Quality Tutoring Services	Evidence Goal 3	35% of students who attended at least one tutoring session exceeded their MAP growth projection. Some campuses ran into implementation challenges with having students stay after school for tutoring. This was particularly a challenge at the high school level. Most campuses were served by a third-party tutoring vendor. Some of these vendors were not as successful in completing all required tutoring hours on campuses.
		Goal 1	Facilitate access to high-quality tutoring services to 35,690 eligible students who did not meet/did not take STAAR/EOC assessment standards within the 2022-2023 school year, in compliance with HB 4545.
		Evidence Goal 1	62% of all hours required by HB 4545 were completed in the 22-23 SY. 52 campuses (23%) completed all HB 4545 hours and 164 campuses (71%) completed at least 75% of their HB 4545 hours. Some campuses ran into implementation challenges with having students stay after school for tutoring. This was particularly a challenge at the high school level. Most campuses were served by a third-party tutoring vendor. Some of these vendors were not as successful in completing all required tutoring hours on campuses.
		Goal 2	At least 80% of students who are required to receive supplemental instruction by HB 4545 will complete their required 30 tutoring hours.
		Evidence Goal 2	Tutoring hours were completed in 41.4% required subject areas (14,666 out of 35,453). Some campuses ran into implementation challenges with having students stay after school for tutoring. This was particularly a challenge at the high school level. Most campuses were served by a third-party tutoring vendor. Some of these vendors were not as successful in completing all required tutoring hours on campuses.
005	Staffing Needs due to COVID	Goal 3	50% of HB 4545 students receiving tutoring will exceed their MAP growth projection.
		Evidence Goal 3	35% of students who attended at least one tutoring session exceeded their MAP growth projection. Some campuses ran into implementation challenges with having students stay after school for tutoring. This was particularly a challenge at the high school level. Most campuses were served by a third-party tutoring vendor. Some of these vendors were not as successful in completing all required tutoring hours on campuses.
		Goal 1	At Fall Leveling 21/22: 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	FTEs were allocated to campuses for additional SEL support and behavioral mitigation, de-escalation, and support as needed. Priority given to HPC campuses.
		Goal 2	At Spring Budget for 22/23 approximately 601 teachers, monitors, TAs, counselors or hall monitors will be added to the campuses funded through ESSER that are above the 22-23 Board adopted Staffing Ratios by November 1, 2022 through spring budget and fall leveling.
006	Chronic Absenteeism Reduction	Evidence Goal 2	FTEs were allocated to campuses for additional SEL support and behavioral mitigation, de-escalation, and support as needed. Priority given to HPC campuses.
		Goal 3	At Fall Leveling for 22/23 approximately 564 teachers, monitors, TAs, counselors or hall monitors will be added to the campuses funded through ESSER that are above the 22-23 Board adopted Staffing Ratios by November 1, 2022 through spring budget and fall leveling.
		Evidence Goal 3	FTEs were allocated to campuses for additional SEL support and behavioral mitigation, de-escalation, and support as needed. Priority given to HPC campuses.
		Goal 1	Increase attendance rates in Dallas ISD compared to years past, with improvements across all student subgroups.
		Evidence Goal 1	The EOY goal was 96% and the actual attendance rate was 94%, shy 2 ppts. Trends in student attendance show to hold steady from fall to early spring. Data shows that absences tend to increase in the late spring months in the PK-K and 9-10 grade cohorts.
007	Universal Screener	Goal 2	Reduce chronic absenteeism rates in Dallas ISD compared to years past, with improvements across all student subgroups.
		Evidence Goal 2	MOY Goal = 21% or less Chronic Absenteeism. EOY Goal = 15% or less Chronic Absenteeism. 64% of students identified as at risk of being chronically absent improved their attendance rate after being enrolled in the intervention. 17% of students shifted from being chronically absent to non chronically absent. The goal was 3ppts shy of being met.
		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.
		Evidence Goal 1	We are making progress toward this goal for reading. We are not making adequate progress toward the math portion of this goal.
		Goal 2	75% of all reading and math teachers will attend professional development around the universal screener as an instructional tool. 80% of participants will rate their understanding of using the universal screener as "some" or "a lot" on the Spring Evaluation survey.
		Evidence Goal 2	We were at 75%.
		Goal 3	The screener will support creating reasonable stretch goals for students to close achievement gaps. The percentage of students in the low achievement and high will increase from 13% to 23% in reading and from 20% to 30% in math by Spring of 2022.

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
008	HB3 Reading Academies (K-3)	Evidence Goal 3	The PO is based on reading and math performance. The reading PO is on track but math is not.
		Goal 1	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.
		Evidence Goal 1	For Grades 1 and 2, the metric for EOY was 50%ile on track on the "Blending" subtest on the TX-KEA assessment. The EOY goals for cohorts 1, 2, and 3 were 64%, 62%, and 63% respectively. Actual EOY numbers are 65%, 66%, and 65%. For Grade 3, the metric for EOY was % at Meet+ on the STAAR assessment. The EOY goal for all 3 cohorts was 41%. The actual EOY number is 41%. [The metrics used to measure the performance objective were updated for the 2022-23 school year and onwards. Please see the metrics tab (3A) on the formal ESSER documentation ( <a href="http://tiny.cc/3efevz">http://tiny.cc/3efevz</a> ) for more details.]
		Goal 2	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.
010	SPED Online Assessment	Evidence Goal 2	For Kindergarten, the metric for EOY was % on track on the "Blending" subtest on the TX-KEA assessment. The EOY goals for cohorts 1, 2, and 3 were 64%, 62%, and 63% respectively. Actual EOY numbers are 65%, 66%, and 65%. [The metrics used to measure the performance objective were updated for the 2022-23 school year and onwards. Please see the metrics tab (3A) on the formal ESSER documentation ( <a href="http://tiny.cc/3efevz">http://tiny.cc/3efevz</a> ) for more details.]
		Goal 3	95% or more of teachers participating in the Reading Academies will successfully complete all course requirements each year.
		Evidence Goal 3	The EOY goal was 95% and the EOY actual was 99.8%.
011	Speech Pathologist Expansion	Goal 1	IE and speech therapist will use the online assessments 100% of the time for assessments that are offered on the platform.
		Evidence Goal 1	Based on the usage report, 70% of evaluation personnel are using the online platform. Reasons for not meeting the goal are related to: resistance to move from paper to digital platform, employee turnover and the need to train newly hired staff, not all tests are available on the platform.
011	Speech Pathologist Expansion	Goal 2	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	Service providers are entering compensatory minutes into the SHARS platform. Due to nationwide shortage, there aren't enough service providers to meet the demands of current therapy needs for students per their IEPs.
		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	TEA documentation submitted for state performance indicator 11 was 95% and for indicator 12 was 100%. Reasons for not meeting the goal are related to: evaluation personnel shortages, evaluation staff did not schedule the evaluation and/or ARD meeting in a timely manner.
		Goal 1	Increase participation in in summer training for Honors and AP teachers through AP Summer Institute, Institutes for Learning at local universities or other comparable summer trainings by 200 teachers each year.
017	AVID Excel Expansion	Evidence Goal 1	A total of 200 teachers (175 AP and 25 Honors) attended 2023 Summer Institute training.
		Goal 1	Increase the number of schools that offer the AVID EXCEL class to 25 by 2025-2026 compared to 0 in 2020-2021.
018	Expanding Dual Language for Non-English Learners	Evidence Goal 1	Currently, we have added AVID EXCEL programs to 19 campuses. Teacher availability is one key driver. Campuses have to identify and allocate a current teacher to instruct the class(es). Additionally, this program targets language acquisition for emerging bilingual students. These teachers can be difficult to recruit.
		Goal 2	Increase the percent of AVID Excel students who feel academically prepared for entering a college preparatory course of study in high school from 0% to 90%.
		Goal 1	EB and Opt-In students consistently engage in activities focused on developing the four language domains in L2.
018	Expanding Dual Language for Non-English Learners	Evidence Goal 1	While academic achievement for EBs and Opt-In students in Dual Language continued to improve, TELPAS progress measure decreased from SY21-22 to SY22-23. Some of this decrease in TELPAS progress measure may have been due in part to the migration to the online platform for TELPAS writing in grades two through 12.
		Goal 2	Opt-In Students participate in After School Spanish and Science Discovery Camps.
		Evidence Goal 2	Spanish Immersion Camp exceeded our target of 50 students with 64 students attending. After school Spanish club did not meet our target of 60 students, with only 54 students attending. Just shy of meeting the 60 students' participation target.

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
020	Digital Learning Displays	Goal 3	Increase the number of African American Students participating in two-way Dual Language.
		Evidence Goal 3	We only enrolled 5 additional African American students at new two-way campuses. Roll out of a two-way Dual Language campus was delayed by one year.
		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	There were 289 requests for additional promethean boards. All requests were met.
		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	Three asynchronous trainings were offered during the school year. There was not 100% participation in the trainings and a survey instrument was not implemented. The survey instrument was not included as part of the training.
021	Professional & Digital Learning Infrastructure	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	AES coordinated with Teaching and Learning to ensure that there were professional learning libraries. However, data on each individual campus was not ascertained. There is no data to confirm the status of professional learning libraries on each campus that received a promethean board.
		Goal 1	By the end of each school year 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	Data can be found here: <a href="https://drive.google.com/drive/folders/18bYROPs4QG-VV07YGqQbhYChqQ4OCCzE?usp=drive_link">https://drive.google.com/drive/folders/18bYROPs4QG-VV07YGqQbhYChqQ4OCCzE?usp=drive_link</a>
		Goal 2	During each school year, the Professional & Digital Learning team will utilize Spot Observation data to develop targeted training for teachers each quarter.
		Evidence Goal 2	The sessions offered can be found in this spreadsheet: <a href="https://docs.google.com/spreadsheets/d/1YrM49JBnWq9ben_dAXkIZhFUFt51UtJsWoikJLLH1XQ/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1YrM49JBnWq9ben_dAXkIZhFUFt51UtJsWoikJLLH1XQ/edit?usp=sharing</a>
022	SPED Compensatory Services	Goal 3	Design and coordinate training, materials, and events to address Literacy in the district, including the Read-Aloud project, targeting teachers with African-American students, and providing instructional strategies to implement as well as resources to utilize for the project, such as selected texts to use in the classroom, and inviting education professionals to model these instructional strategies in real time during professional learning sessions.
		Evidence Goal 3	Data can be found here: <a href="https://docs.google.com/spreadsheets/d/1YrM49JBnWq9ben_dAXkIZhFUFt51UtJsWoikJLLH1XQ/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1YrM49JBnWq9ben_dAXkIZhFUFt51UtJsWoikJLLH1XQ/edit?usp=sharing</a> Information can be accessed here: <a href="https://sites.google.com/dallasisd.org/dallas-isd-read-aloud-project/home?utm_source=google&amp;utm_medium=flyer">https://sites.google.com/dallasisd.org/dallas-isd-read-aloud-project/home?utm_source=google&amp;utm_medium=flyer</a>
		Goal 4	Utilize resources to address Disciplinary Literacy, Acceleration, and Racial Equity with best practices as part of our district professional learning plan, including text and/or books, vendors, and pre-sourced modules.
		Evidence Goal 4	Data can be found here: <a href="https://docs.google.com/spreadsheets/d/1YrM49JBnWq9ben_dAXkIZhFUFt51UtJsWoikJLLH1XQ/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1YrM49JBnWq9ben_dAXkIZhFUFt51UtJsWoikJLLH1XQ/edit?usp=sharing</a>
		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, deliver online learning, and develop websites to support the delivery of professional learning to the district.
		Evidence Goal 5	Data not applicable.
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	Service tracking forms indicate that all service and compensatory minutes are being met with additional contracted staff.
		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.
		Evidence Goal 2	Due to nationwide shortage, it is a struggle to meet the service minutes required for student IEPs. Enormous number of compensatory services owed that relate to years of services.

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
023	SPED Backlog Clean-up	Goal 1 Evidence Goal 1	To obtain 100% of finalized consents for all backlogged referral cases from 2017-2019 by September 15, 2021. Data extracted from the Special Education tracking platform indicates that all referrals submitted from the 2017-2019 SY were completed but late. This objective was met Spring 2022.
		Goal 2 Evidence Goal 2	To complete 100% of all current 2021-2022 school year referrals with finalized FIE by August 1, 2022. The data on complete evaluations and ARD meetings are captured in the SPED tracking platform. This data is monitored by evaluation leadership and executive leadership in weekly meetings. Reasons for mixed results are related to influx of referrals, staffing shortages, and lack of clear procedures in the MTSS process.
024	Visible Learning School Pilot	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.
025	Transforming SPED Classrooms & Pathways	Goal 1	By the end of the 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	The program standards have been approved and are being utilized in training for staff. Link to Program Standards: <a href="https://docs.google.com/document/d/1Y_P2KlWLnXLGmDJRgtFiLI7WEXsepzedzL4SSQx2Ns/edit?usp=sharing">https://docs.google.com/document/d/1Y_P2KlWLnXLGmDJRgtFiLI7WEXsepzedzL4SSQx2Ns/edit?usp=sharing</a>
026	SPED Behavioral Health Team	Goal 1 Evidence Goal 1	Conduct a needs assessment for all campuses on behavioral supports for students receiving special education services. There is not any data for this objective. No licensed professionals available.
		Goal 2 Evidence Goal 2	BCBAs will train 100% of Special Educators on the development of effective positive behavior plans by May 2023. No data is available for this objective. No licensed professionals available to hire.
027	Middle School Dyslexia/504 Interventionists Expansion	Goal 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, by 2022-23 end-of-year (EOY), the 2021-22 targets for FLAI and SSK standard scores will increase from 75.6 to 79.3, and from 78.75 to 82.7, respectively. FLAI Standard Score 76.3. SSK Standard Score 88.1. Monitoring students' program progression at EOY.
		Evidence Goal 1 Goal 2	Out of the 33 dyslexia interventionists assigned to middle school and high school campuses; 33 (100%) will complete the Wilson Dyslexia Practitioner certification, and 12 of the 33 (36.4%) will complete the Wilson Dyslexia Therapist certification by 2024-2025.
		Evidence Goal 2	27 completed the practitioner certification. 3 completed the therapist certification. Each DI completed 3 observations per year. Completion of 4 training sessions per DI. We are still working towards our 2025 goal of 5 therapist certifications, only 3 have completed at this time.
		Goal 3	Dyslexia interventionists will conduct campus professional development (PD) and informational parent meetings per campus, twice a year and as needed for dyslexia awareness month in October by 2022-23 EOY.
		Evidence Goal 3	Completion of Spring Parent Meeting and documentation uploaded in Department Drive. Campus staff who attended the spring PD expressed positive views regarding the training provided by the Dyslexia Service department.
028	Middle School ARD Support	Goal 4	Students receiving dyslexia services from a contracted service provider will have 100% services completed by the end of the year as evidenced by student attendance logs.
		Goal 5	100% of Dyslexia evaluations will be completed on or before the due dates as evidenced by the student data management system and/or department reports.
		Evidence Goal 5	100% of dyslexia evaluations were complete for the 22-23 SY.
029	Building Core Instruction (Content) Expertise for Teachers and Leaders (Content Academies)	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. In the school in which an ARD facilitator was hired, timelines were met. In school in which a vacancy was held, times lines were missed.
		Goal 2 Evidence Goal 2 Goal 3	Improved student performance compared to schools who are not using the programs. The program evaluation report showed that schools who implemented HQIM content with fidelity performed slightly better than schools who did not. Increased integrity of usage of the programs as measured by coaching walks. Visited over 300 classrooms and nearly all schools implementing Eureka and Amplify. Supported leaders with coaching walks. Professional learning to build the capacity of campus teachers and support the implementation of shared instructional goals for student achievement. Teachers will engage in Quarter 4 IPCs, Countdown to STAAR resources, and explore various intervention strategies.

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
031	SEL & Mental Health Expansion & Support	Evidence Goal 3	Provided Quarterly Content Training Sessions to K-12 Teachers (Math, Reading, Science, Social Studies) that were well attended by teachers.
		Goal 1	75% of SEL Intensive support campuses will have at least 80% of teachers implementing weekly explicit skills lessons by June 2023.
		Evidence Goal 1	EOY SEL implementation survey results: this goal was met, as 98% of the 40 intensive support campuses who completed the MOY implementation survey responded favorably (had an average score of at least 6 out of a possible 8) on the Explicit Skills scale of the survey.
		Goal 2	By June 2023, streamline student wellness supports to improve the student experience as measured by an increase in favorable responses to Belonging and Climate on the Student Environment survey by 2 percentage points.
		Evidence Goal 2	This goal was also met, as Belonging favorable response rates increased to 79% in elementary schools in 2022-23 (74% in 2021-22), and up to 50% in secondary schools (44% in 2021-22). Climate favorable response rates increased to 78% in elementary schools in 2022-23 (74% in 2021-22) and up to 58% in secondary schools (56% in 2021-22).
		Goal 3	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.
		Goal 4 Evidence Goal 4	Provide multiple student leadership professional development opportunities to scale student informed systems and practices. Was partially met. From teachers' perspective, the training sessions provided some valuable opportunities to enhance student voice and leadership at the campus level. PD session evaluations did not capture individual data regarding student leadership.
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, technology, resources, and supplies needed to participate in the training.
		Evidence Goal 1	Data can be found here: <a href="https://docs.google.com/spreadsheets/d/1rGv2GzxFQIsh2UD_8Nq0uAMbUo28mrJASntiliCJbo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1rGv2GzxFQIsh2UD_8Nq0uAMbUo28mrJASntiliCJbo/edit?usp=sharing</a>
		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. Training will continue in the 2022-2023 school year.
		Evidence Goal 2	Data can be found here: <a href="https://docs.google.com/spreadsheets/d/1rGv2GzxFQIsh2UD_8Nq0uAMbUo28mrJASntiliCJbo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1rGv2GzxFQIsh2UD_8Nq0uAMbUo28mrJASntiliCJbo/edit?usp=sharing</a>
		Goal 3	Professional & Digital Learning will re-structure the Mentoring program to train mentors above and beyond state guidelines, to provide additional supports, and additional opportunities for Mentors to attend professional learning.
		Evidence Goal 3	Data can be found here: <a href="https://docs.google.com/spreadsheets/d/1rGv2GzxFQIsh2UD_8Nq0uAMbUo28mrJASntiliCJbo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1rGv2GzxFQIsh2UD_8Nq0uAMbUo28mrJASntiliCJbo/edit?usp=sharing</a>
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. This will also include purchasing software or license needs for tools designed to measure district wide usage of the technology, for data and reporting.
		Evidence Goal 1	Student usage data on classroom applications can be accessed through the IT Dashboard. Please contact Marlon Harrison.
		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	Session information can be found here: <a href="https://docs.google.com/spreadsheets/d/1YrM49JBnWq9ben_dAXkIzhFUFt51UtJsWoikJLLH1XQ/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1YrM49JBnWq9ben_dAXkIzhFUFt51UtJsWoikJLLH1XQ/edit?usp=sharing</a>
035	Campus Network Modernization	Goal 1	By 9/1/2023 complete private LTE infrastructure development at 107 schools.
		Evidence Goal 1	It was determined LTE expansion was not in the best interest of the district. Project was cancelled.
		Goal 2	By 9/1/2023 enroll 45,000 DISD Households (60,000 students on the network).
		Evidence Goal 2	It was determined LTE expansion was not in the best interest of the district. Project was cancelled.
		Goal 3	Maintain network performance above 25 Mbps download and 5 Mbps upload for 90% or more of the users.

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
036	Device Expansion	Evidence Goal 3	It was determined LTE expansion was not in the best interest of the district. Project was cancelled.
		Goal 4	Maintain 90% or greater customer satisfaction for users contacting the technical support team regarding the private LTE network.
		Evidence Goal 4	It was determined LTE expansion was not in the best interest of the district. Project was cancelled.
		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).
041	School Links	Evidence Goal 1	All campuses were provided their student enrollment, plus an additional 10% between August – September.
		Goal 2	IT 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 have been provided to new teachers and entering new teachers eligible staff. Replacements have been provided for a refresh. Teachers/Campus staff have been equipped with 1 Windows or Macbook. All PK-2 teachers have 1 device and 1 iPad.
		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.
042	P-TECH/ECHS Program Specialist	Evidence Goal 1	95% of endorsement completion in SchoolLinks.
		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	Please see link below which shows data to support student completion of survey regarding CTE awareness at 80%. <a href="https://docs.google.com/spreadsheets/d/1wsHGYWPW_yxOIsU8nOJUJa3pWE6-RU4_CM2bdS5J9yk/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1wsHGYWPW_yxOIsU8nOJUJa3pWE6-RU4_CM2bdS5J9yk/edit?usp=sharing</a>
		Goal 3	By April, 2023, 60% of K-5th grade students will be introduced and explore career clusters and career interests.
043	College Enrollment Support	Evidence Goal 3	Please find link to data highlighting K-5 awareness and exposure of careers and survey completion of 80%. <a href="https://docs.google.com/spreadsheets/d/1mvpvZ20kIhI0ke1AJeRhgPHiGhgaqMGVeL9xvSeLjhw/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1mvpvZ20kIhI0ke1AJeRhgPHiGhgaqMGVeL9xvSeLjhw/edit?usp=sharing</a>
		Goal 1	10% of Dallas ISD's graduating class will earn an Associates degree and/or 60+ credit hours by August 31st of the corresponding year.
		Evidence Goal 1	11% of Dallas ISD Seniors (951/8,789) graduated with an associate degree and/or 60+ college credit hours.
		Goal 2	By the end of the 2022-2023 academic year, there will be an increase in the number of P-TECH/ECHS juniors and seniors with TSI met criteria via assessments in both ELAR and Mathematics by 5-10 percentage points above the 2020-2021 baseline data.
049	Mental Health Greenlight Balance Screener	Evidence Goal 2	All tested subjects met the outlined TSI goals: -TSI Math increased from 670/3481 (19.2%) in 2020-2021 to 1,114/3248 (34%) in 2022-2023. -TSI Reading increased from 488/3481 (14.01%) in 2020-2021 to 983/3,248 (30%) in 2022-2023. -TSI Writing increased from 411/3481 (11.81%) in 2020-2021 to 920/3,248 (28%) in 2022-2023.
		Goal 3	By the end of the academic year, develop a systematic method to electronically track student progress towards degree completion and implement effectively across P-TECH/ECHS programs by 2023.
		Evidence Goal 3	Progress monitoring platform was implemented in 2022-2023 and utilized by all 25 P-TECH/ECHS programs: <a href="https://sites.google.com/dallasisd.org/progressmonitoring/home">https://sites.google.com/dallasisd.org/progressmonitoring/home</a>
		Goal 4	By the end of the 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.

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
050	Reset Centers	Goal 2	By June 2024, the MHS department will pilot the administration of the mental health screener at 3 campuses (1ES, 1MS, 1HS).
		Evidence Goal 2	Configuration and lack of 24-hour support made it difficult to administer the app with fidelity and safeguards in place to support students. The lack of our ability to respond to students in crisis made it difficult to administer the app with fidelity.
		Goal 1	The 52 Reset centers will maintain a 12% recidivism rate by July 2023.
		Evidence Goal 1	The recidivism rate for all middle school students and high school students in the Dallas ISD continued a downward trend from 2018-19 to 2022-23. In 2022-23, 12 percent of middle students with a disciplinary referral committed recidivism and 6 percent of high school students with a disciplinary referral committed recidivism.
		Goal 2	Thirty-five percent of the reset center coordinators will be Tier I coordinators as evaluated by the reset center observation rubric by July 2023.
		Evidence Goal 2	At the end of the 2022-23 school year, 53 percent of Reset Center campuses were rated as Tier I, which met the goal of 35 percent.
		Goal 3	One hundred percent of the reset center coordinators will receive the Behavior Endorsement Certification by July 2023.
		Evidence Goal 3	41 RCCs (79 percent) earned the Behavioral Endorsement Certification in 2022-23.
052	Campus Leadership Development	Goal 4	Each stakeholder group's response on the E&A survey will favorably increase by 10 percentage points by July 2023.
		Evidence Goal 4	For evidence, see the final report on page 13: <a href="https://www.dallasisd.org/cms/lib/TX01001475/Centricity/domain/98/evaluation/22-23/acadpe/EA23-642-2%20FULL%20Reset%20Centers.pdf">https://www.dallasisd.org/cms/lib/TX01001475/Centricity/domain/98/evaluation/22-23/acadpe/EA23-642-2%20FULL%20Reset%20Centers.pdf</a>
		Goal 1	Campus leaders will strengthen key leadership levers through high quality monthly PD, leadership conferences, and summer PD as measured by climate survey results.
		Evidence Goal 1	Pending final 2022–23 State assessment student achievement results.
056	Expand Home2Home Parent Engagement	Goal 1	300 families will receive a Home2Home Visit by May 2025.
		Evidence Goal 1	2021-2022 Only 94 secondary families received a visit. 2022-2023 Only 113 secondary families received a visit. The Home2Home Visits Program is an optional opportunity that the Office of Family & Community Engagement provides to secondary teachers. Every secondary campus district-wide is eligible to participate in the program, but it is at each campus' discretion if they would like to receive the training for their teachers to participate.
		Goal 2	At least 80 secondary teachers will complete at least 1 visit by May 2025.
		Evidence Goal 2	2021-2022 A total of 3 secondary teachers completed at least 10 visits. 2022-2023 A total of 2 secondary teachers completed at least 10 visits. The Home2Home Visits Program is an optional opportunity for secondary teachers. They are not required or mandated to complete a minimum of 10 visits, this is just a recommended amount.
		Goal 3	40 secondary schools will participate in the Home2Home Visit Program by 2025.
		Evidence Goal 3	2021-2022 6 secondary campuses participated in the Home2Home Visits Program. 2022-2023 22 secondary campuses participated in the Home2Home Visits Program. The program is optional for campuses.
		Goal 4	Each region 1-5 will have at least 10 teachers participating in the program by May 2025.
		Evidence Goal 4	2021-2022 A total of 6 secondary teachers participated in the program. 2022-2023 A total of 26 secondary teachers participated in the program. The program is optional for teachers.
057	Trust Based Relational Intervention (TBRI) Training & Supports	Goal 1	By June 2023, campus staff from 4 pilot schools (Hillcrest, Pinkston, Wilmer-Hutchins, Comstock) will be trained on Trust-based Relational Intervention (TBRI) strategies to address the impact of trauma on student functioning and achievement.
		Evidence Goal 1	A total of 26 Dallas ISD team members from each of the 4 pilot schools (Hillcrest, Pinkston, Wilmer-Hutchins HS, and Comstock) received TBRI practitioner training in June 2023. We now have 26 TBRI practitioners trained to deliver TBRI trauma training across the district!
		Goal 2	By January of 2023, 90% of Mental Health Services staff will participate in in-person TBRI training to increase knowledge of the impact of trauma and gain tools for responding.
		Evidence Goal 2	150 Mental Health Services clinicians received TBRI training in January 2023.
058	Youth and Family Service Center for Southern Sector (2nd location)	Goal 1	By June 2023, a new Youth and Family Center will be established for the Southern Sector.
		Evidence Goal 1	The Youth & Family Center is now in operation in the Southern Sector.
		Goal 2	By March of 2022, finalize construction plans for new Youth and Family Center.

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
		Evidence Goal 2 Goal 3	Plans for the Youth and Family Center were finalized by March 2022. By May 2024, the new Youth and Family Center will be equipped with the materials and supplies needed for the provision of psychotherapeutic services.
		Evidence Goal 3	% of materials and supplies were ordered in the 2022-2023 school year. Completion of the facility renovations was priority in the 2022-23 school year. Upon completion of the renovations, space was available to house supplies and materials needed to make the clinic functional.
059	SPOT Vision Screener	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	Equipment was purchased with awarded funds, training was conducted and equipment was distributed. This led to an increase of vision screening to pre-pandemic levels.
		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	Granted funds allowed for the distribution of equipment at 37 schools.
060	OAE Screening Test (Hearing)	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	Unable to procure equipment to meet performance objective 1. Electronic chip shortages led to manufacture delays. Activity ended.
		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	Unable to procure equipment to distribute to campus nurses. Unforeseen chip shortages led to inability to procure equipment.
064	HCM Infrastructure Support	Goal 1	Increase fill rates of positions.
		Evidence Goal 1	The ESSER funds allowed us to source, vet, market and advertise for multiple positions including teachers, nurses, speech pathologists, and resident teachers. The advertising helped us have a higher count of applications than past years and lower percentage of teacher vacancies districtwide.
		Goal 2	Increase Applicant Pool.
		Evidence Goal 2	The ESSER funds allowed us to source, vet, market and advertise for multiple positions including teachers, nurses, speech pathologists, and resident teachers. The advertising helped us have a higher count of applications than past years and lower percentage of teacher vacancies districtwide.
065	Activity Evaluation Support	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 (25): Extended School Year (Interession Calendar and School Day Redesign Calendar), HB3 Reading Academies (K-3), Expanding Dual Language for Non-English Learners, SPED Compensatory Services, Transforming SPED Classrooms & Pathways, SPED Behavioral Health Team, Middle School Dyslexia/504 Interventionists Expansion, Middle School ARD Support, Building Core Instruction (Content) Expertise for Teachers and Leaders (Content Academies), SEL & Mental Health Expansion & Support, School Links, P-TECH/ECHS Program Specialist, Mental Health Greenlight Balance Screener, Reset Centers, Expand Home2Home Parent Engagement, Trust Based Relational Intervention (TBRI) Training & Supports, Youth and Family Service Center for Southern Sector (2nd location), Family Academic Activities, Dallas AC Teacher Pipeline, Mental Health Services, College and Career Advising Program (CAP), College and Career Middle School Readiness Curriculum, Virtual School Support, PTECH Summer Hubs, and Summer Learning.
		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 and timely evaluations of the following ESSER activities (4): After-School Expansion, Scaling High Quality Tutoring, High Quality Tutoring Services, and AIM Instructional Coaching.
066	ESSER Administration Support	Goal 1	There will be 100% compliance to local, state, and federal requirements specifically allowability utilizing ESSER funds by September 2024.
		Evidence Goal 1	2022-23 internal and external audits noted no findings.
		Goal 2	There will be 100% compliance to local, state and federal grant policies and procedures by September 2024.

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
074	Family Academic Activities	Evidence Goal 2 Goal 1 Evidence Goal 1	2022-23 internal and external audits noted no findings. 2000 families from identified High Priority Campuses will participate in academic webinars by May 2023. Total academic videos for family at home support - 91 Total academic activities - 585 Total academic family presentations for campus staff - 10
077	The Concilio - PASE	Goal 2 Evidence Goal 2 Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2	85% of parents rate the session as beneficial to supporting their children with learning at home. 89% of parents rated the sessions as beneficial. 82% of parents will complete 75% of their work by the end of the program each year. 100% of the parents who participated completed assignments and graduated from the program. 85% of scholars whose parents participate in the program will have an average daily attendance rate of at least 80%. Average daily attendance rate for program participants was about 85%. However, a few of the program participants were inconsistent with attendance.
078	Enrichment Program – Big Thought	Goal 1 Evidence Goal 1 Goal 2	The percent of scholars participating in at least one extracurricular / co-curricular activity will increase from 50 percent to 80 percent by 2022. 90% of program participants participated with extra-curricular activities. A positive school experience strengthens relationship at school and increases student engagement; promotes better attendance, reduces disciplinary infractions and promotes healthy social emotional interactions.
079	Communities In Schools – Service Model	Evidence Goal 2 Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2	Schools that participated with extra-curricular / co-curricular experiences reduced behavior referrals and increased achievement. 90% of program participants will experience increased attendance. At least 90% of program participants increased their attendance. 70% of program participants will complete courses with a grade of at least 75% and earn a minimum of 1 HS credit. 71% of program participants met and/or exceeded Performance Objective 2.
080	080-Evening Academy Support	Goal 1 Evidence Goal 1	90% of program participants will satisfy promotion requirements. At least 90% of program participants were promoted to next grade.
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. COVID vaccine incentives were terminated 8/1/2022. 85% of eligible employees will receive their \$500 vaccine incentives. As of 8/1/2022, 84% of eligible employees received the incentive.
102	Classroom Coverage	Goal 1 Evidence Goal 1 Goal 2 Evidence Goal 2 Goal 3 Evidence Goal 3	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. 23 HPC Campuses had classroom support through third party sub services. Advertising for the classroom coverage (subs) through billboards increased the applicant pool by 10%. Employees were compensated for the following four stipends: Long Term Class Coverage, Multi Grade Level Stipends, 25 or More Students, Over Ratio SPED. The original fill rate stated was not met but we made significant progress towards the goal. Increase the current substitute fill rate on all campuses from 69% to 74% by December of 2022 and to 79% by end of May 2023. (22/23 SY) The original fill rate stated was not met but significant progress was made towards the goal. Increase the current substitute fill rate on all campuses from 74% to 78% by December of 2023 and to 80% by end of May 2023. 23 HPC Campuses had classroom support through third party sub services. Advertising for the classroom coverage (subs) through billboards increased the applicant pool by 10%. Employees were compensated for the following four stipends: Long Term Class Coverage, Multi Grade Level Stipends, 25 or More Students, Over Ratio SPED. The original fill rate stated was not met but significant progress was made towards the goal.
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. More than 12,900 student vaccination records were updated to upon verification of COVID vaccine submission. This assisted with contact tracing and unnecessary quarantine of vaccinated students.
106	Nurse Assistants	Goal 1	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.

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
		Evidence Goal 1	HCM Staffing reports, student electronic health record data. We were not able to fill 100% of the nurse assistant allocations (7 of 10 filled during 22-23).
		Goal 2	Nurse assistants will provide additional support services so students will be engaged to maximize use of additional instructional time.
		Evidence Goal 2	Standards of Service Survey of the principals and assistant principals 55.6% strongly agreed and 44.4% agreed to performance objective 2.
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%).
		Evidence Goal 1	Pending the final STAAR/EOC from the state. Student Achievement: 80%of students projected to achieve at Approaches, Meets and Masters in reading and math will meet or exceed their projection. Pending final state assessment results.
109	Procurement ESSER Staffing	Goal 1	Students will have access to learning loss mitigation resources, health and safety resources, improved air quality systems and other areas impacted by COVID in a more efficient and timely manner. Procurement will be able to provide support to all student outcome goals with the additional staffing by using ESSER funds to expedite processes upon awarding of funds to approved activities. 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. The current available staff may not be able to adequately dedicate immediate time and resources. Currently staffing has existing workloads that need to addressed and may cause delays related to ESSER activity needs.
		Evidence Goal 1	Three Buyers were hired that facilitated bids, contracts, and Purchase Orders related to ESSER funded purchases. It allowed the District to purchase the goods and services needed to support teaching students with Federally compliant bids.
111	Staff Retention Incentive	Goal 1	At least 85% percent of current teachers will have signed contracts to return for the 2022-2023 school year by June 30, 2022.
		Evidence Goal 1	Actual percentage 93.36%.
		Goal 2	At least 85% of central staff in transportation, food services and maintenance and facilities will be retained for the 2022-2023 school year by September 30, 2022.
		Evidence Goal 2	Actual percentage 99%.
112	Dallas AC Teacher Pipeline	Goal 1	Dallas AC will hire up to 160 critical shortage area cert teachers for the 22-23 school year under this program no later than January 10, 2023.
		Evidence Goal 1	The Dallas AC Program was able to fill 200+ teaching positions within the last year with the support of ESSER funds including increased marketing and advertising. The elimination of program fees doubled our applicant pool. To support the district goal of being 100% staffed to support student achievement goals, the continuation of the current structure of Dallas AC is critical in filling vacancies across the district.
201	College and Career Advising Program (CAP)	Goal 1	99% to 100% of graduating seniors will complete a financial aid application (FAFSA/TASFA/Opt-Out) by June 5th, 2023.
		Evidence Goal 1	100% percent of (May) graduates completed either one of the following financial aid metrics: FAFSA, TASFA, or opted out.
		Goal 2	By the end of 2022-2023, TSI met status will increase by 5 percentage points.
		Evidence Goal 2	BOY: Seniors were 17% met for TSI at end of year TSI success jumped to 34%.
		Goal 3	By the end of the 2022-2023 school year, 95% of graduating seniors will complete a college application.
		Evidence Goal 3	As a district we landed at 92.4% of students completing a college application. We were on track to meet goal as of MOY however 700+ seniors were reclassified before the end of the year causing our 95% to drop to 92%.
		Goal 4	By the end of the 2022-2023 school year, 95% of graduating seniors will complete the Promise pledge form.
		Evidence Goal 4	95% of students who were on Dallas County Promise roster completed the Pledge Promise. 95% of students who were on Dallas County Promise roster completed the Pledge Promise. So in our total senior population is was 92%, however early grads, FLS/ADL SPED, and reclassified students were either excluded from final counts or if reclassified after February were not given the chance as deadline was 2/1/2023. So 95% was met using the roster given to DCP.
203	College and Career Middle School Readiness Curriculum	Goal 1	Dallas ISD will pilot finalized curriculum at 8 campuses in the district during Spring 2022.
		Evidence Goal 1	All 8 campuses went through the pilot.
		Goal 2	Dallas ISD will provide professional development for all 7th grade College and Career Readiness (CCR) teachers by August 2022.
		Evidence Goal 2	All campuses were offered virtual or in-person training.
		Goal 3	All Dallas ISD middle school campuses will implement the new CCR MS curriculum during the 2022-2023 school year.
		Evidence Goal 3	All campuses were supported with the College and Career Pathway Curriculum.

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
205	Accelerating School Leadership	Goal 1	A minimum of 30 schools will receive trainings from a vetted vendor during the grant cycle ending in 2024.
		Evidence Goal 1	Comprehensive Support and Improvement schools were trained by Region 10. Other schools received training from a vetted vendor.
206	New Employee Hiring Incentive	Goal 2	Social and Emotional Learning increases SEL with 10% greater gains on the SEL survey.
		Evidence Goal 2	Data can be found here: <a href="https://thehub.dallasisd.org/2021/03/12/student-survey-results-show-districts-sel-focus-is-paying-off/">https://thehub.dallasisd.org/2021/03/12/student-survey-results-show-districts-sel-focus-is-paying-off/</a>
		Goal 1	The teachers applicant pool will increase 500 additional teacher applicants during the summer hiring season.
		Evidence Goal 1	With these funds the District was able to attract and offer the hiring incentive to nearly 4,028 hired teachers and 40 nurses and 15 LSSPs. This allowed the district to secure additional talent amidst competition with other neighboring school districts.
		Goal 2	The teachers from Texas Teachers of Tomorrow will receive additional professional development support to maintain a higher retention rate.
207	External Alternative Certification Program Reimbursement	Evidence Goal 2	With these funds the District was able to attract and offer the hiring incentive to nearly 4,028 hired teachers and 40 nurses and 15 LSSPs. This allowed the district to secure additional talent amidst competition with other neighboring school districts.
		Goal 3	The nurse applicant pool will increase by 5%.
		Evidence Goal 3	With these funds the District was able to attract and offer the hiring incentive to nearly 4,028 hired teachers and 40 nurses and 15 LSSPs. This allowed the district to secure additional talent amidst competition with other neighboring school districts.
207	External Alternative Certification Program Reimbursement	Goal 1	The teachers applicant pool will increase 400 additional teacher applicants for the year.
208	Virtual School Support	Evidence Goal 1	With these funds the District was able to attract and offer the reimbursement incentive to nearly 291 hired teachers. This allowed the district to secure additional talent amidst competition with other neighboring school districts.
		Goal 1	80% of students will meet the success criteria, as defined by SB15, by the end of 2022-2023.
		Goal 2	Students did not meet the success criteria as 80% of them did not achieve passing standard on STAAR.
		Evidence 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.
210	Assessment for Learning	Goal 2	Less than 83% of the teachers responded positively to this portion of the climate and culture survey. Only 40% of the teachers responded positively.
		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	Less than 50% of the students met their MAP Growth target.
211	AIM Instructional Coaching	Goal 1	Increase teacher instructional alignment through professional learning and campus supports as indicated by beginning-, and end-of-year data.
		Evidence Goal 1	Strength of implementable takeaways through professional learning experiences as rated by campus personnel.
		Goal 2	All content curriculum has embedded formative assessment practices.
212	Teacher Residency Expansion	Goal 1	Increase teacher instructional performance through personalized e2L coaching as indicated by TEI and e2L best practices badges earned by beginning, middle, and end-of year data.
		Evidence Goal 1	The objective was supporting 6th grade reading teachers (voluntary) and office staff. Reasons for not meeting the goal are related to voluntary participation.
213	PTECH Summer Hubs	Goal 2	Increase in student achieving their growth goals through personalized e2L coaching of teachers as indicated by beginning, middle and end-of-year assessment data.
		Evidence Goal 2	Based on the information provided by eL2, it was self-paced, so some individuals achieved more than others. Self-pacing modules.
		Goal 1	Increase Adjunct Teacher Residency from 40 to 45 Adjunct Teachers for upcoming school year.
213	PTECH Summer Hubs	Evidence Goal 1	ESSER funds allowed for \$2,000 salary increase for all participants in the program.
		Goal 2	ESSER funds provided 5 additional adjunct slots to increase our numbers from 40-45 adjunct per year.
		Evidence Goal 2	By August 2023, the number of students successfully completing dual credit courses through Summer HUB will increase by 2 percentage points from Summer HUB 2022.
213	PTECH Summer Hubs	Goal 1	Success rates increased from 79% (2,275/2,865) in Summer 2022 to 84% (2,194/2,615) in Summer 2023.
		Evidence Goal 1	By the end of Summer 2023, the percentage of on-track rising seniors (according to credit hours earned) will increase by 2 percentage points.
213	PTECH Summer Hubs	Goal 2	In May 2023, there were 993 rising seniors who were considered on track based on credit hours earned. In August 2023, 1,119 rising seniors were considered on track based on credit hours earned. 126 rising seniors gained "on-track" status (12.69%) as a result of coursework taken during Summer HUB.
		Evidence Goal 2	

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
216	Differentiated Instructional, Coaching, and Project Management Support	Goal 1	The number of students scoring at Meets grade level or above will increase by 5% and the number of students scoring at Masters grade level will increase by 3% as compared to 2021 data.
		Evidence Goal 1	According to the Superintendent Report at the September 2023 board meeting, data presented showed students in grades 3-8 Reading grew 8% in the Meets performance level from 2021 to 2023. And students in grades 3-8 Math, grew 6% in the Meets performance level from 2021 to 2023. Growth in the Masters performance level didn't grow as much. Students had a larger gap of recovery to gain on-level proficiencies after covid. Less reliable (not high quality) curriculum was being utilized.
		Goal 2 Goal 3	Reduce number of Developing, Focus (or Not Rated) campuses by 85%, as evidenced by TEA Accountability ratings. Increase teacher quality through coaching, professional development and supports (may show up as lagging indicator in TEI and/or through retention data).
		Evidence Goal 3	According to data received from the TEI dept, the number of teachers in each subsequent effectiveness level increased from 2021-22 to 2022-23 starting at Proficient I. There were increases from the previous level to the adjacent level. From 2021 to 2023, the number of teachers at: Progressing II decreased 66, while Proficient I increased 133. Progressing II decreased 45, while Progressing III increased 41 and Exemplary increased 96.
217	Summer Learning	Goal 1	Make high-quality, free Summer programming available to all students at selected (56) elementary & middle schools through the District, with student enrollment proportional to student demographics. The goal is for 10,000 students to participate in Summer programming.
		Evidence Goal 1	Over 25,000 students participated in the various Summer programs, camps, and activities districtwide.
		Goal 2	Provide a supervised safe-space Summer participants that promotes socio- emotional development. The goal is for programming to run at 56 host sites.
		Evidence Goal 2 Goal 3	Well over 60 Elementary/Middle school campuses hosted Summer programming districtwide. Increase the number of students who qualify for graduation by recovering course credit through one of the various Credit Recovery Programs. At least 250 students will earn credit toward graduation through Summer Credit Recovery programs.
		Evidence Goal 3 Goal 4	Over 1,000 students received credit through the High School Credit Boost program. Provide students across all grade levels the opportunity to satisfy HB4545 Tutoring requirements through various Summer programs/initiatives. 10% of the district-wide required HB4545 hours will be satisfied during Summer programming.
218	Language, Literacy, and Social Studies Professional Development	Goal 1	By the end of each school year, each content (Reading Language Arts, LOTE, and Social Studies) will provide 4-6 virtual or in-person professional development opportunities to 100% of these content teachers focused on improving instructional practices to accelerate learning.
		Evidence Goal 1	PD Success. LLSS delivered over 230 PD Sessions to 2500+ participants. The average responses for common PD sessions were 95% positive for (LLSS): Reading Language Arts, Social Studies, and World Languages.
		Goal 2	By the end of each school year, 75% of Language, Literacy, and Social Studies curriculum support walkthrough observations conducted in 2022-2023 school year will indicate alignment to TEKS through curriculum pacing, use of recommended curricular resources, and use of recommended texts.
		Evidence Goal 2	Surveys that were completed showed that teachers were using recommended materials, however, at different rates of consistency. There was more work to do with consistency of teachers using the recommended curriculum.
		Goal 3	By the end of SY 2026, LL&SS staff (Reading Language Arts, LOTE, and Social Studies) will have implemented the acceleration plan to return student achievement to pre-Covid levels as measured by ACP, and STAAR results.
219	African American Advancement	Goal 1	By the end of June 2023, 70% of 2nd grade students served by interventionists will meet or exceed in sentence fluency performance on MAP Reading Fluency (foundational skills diagnostic).
		Evidence Goal 1	Sixty-nine percent of second-grade students who received instruction from a reading interventionist achieved their expected level of sentence fluency performance. Reasons for not meeting the goal are related to student attendance to school and to the sessions.
		Goal 2	By the end of the 2023 school year, 50% of students served by interventionists' growth will increase from the 25th to the 50th percentile on MAP Growth reading.
		Evidence Goal 2	Of the 205 AA second graders, 121 met their 50th percentile goal; a 60% increase.

table continues

**Appendix C, Table 2: 2022-23 Dallas ISD ESSER Activity Performance Objectives and Pieces of Evidence**

#	Activity	Goals	Description
		Goal 3	By the end of June 2023, students on the advocates caseload will maintain an overall average of 70 in all classes.
		Goal 4	By the end of June 2023, advocates will conduct 3 home visits for each student on their caseload.
		Evidence Goal 4	Some advocates made at least one visit, not three. Advocates did not confirm visits with parents due to various reasons (i.e. incorrect phone numbers, no phone number, etc.)
		Goal 5	By the end of June 2023, the number of discipline referrals for caseload students will decrease by 50% from the 2021-2022 school year.
		Goal 6	By the end of 2022-2023, the percentage of seniors (at the targeted campuses) who are TSI met will increase 5% from baseline snapshot Fall 2022.
		Evidence Goal 6	The TSI Met status at the targeted campuses increased from the beginning of the year (6%) to 12% after the last TSI Senior test administration in April, including reclassified seniors.
		Goal 7	By the end of June 2023, at least 80% of the participating PreK parents will respond positively to a survey about understanding how to help their child at home with increasing literacy.
		Evidence Goal 7	100 percent of the surveyed parents responded favorably. However, the attendance was low. Low attendance was due to the meetings being virtual and in large group settings.
		Goal 8	By the end of June 2023, Students receiving instruction in Reading from AAA teachers will achieve 5% academic growth in MAP Reading Fluency.

Source: Dallas ISD 2022-23 ESSER EOY Survey data file dated 11/30/23.

Note: Goals with no pieces of evidence are goals that were not evaluated during the 2022-23 school year.

**Appendix C, Table 3: 2022-23 Dallas ISD ESSER Survey Responses to “Do you plan to continue with the activity after ESSER ends?”**

<b>Activity Name</b>	<b>Response</b>
001-Extended School Year	N
002-After School Expansion	Y
003-Scaling High Quality Tutoring	Y
004-High Quality Tutoring Services	Y
005-Staffing Needs Due to COVID	N
006-Chronic Absenteeism Reduction	Y
007-Universal Screener	Y
008-HB3 Reading Academies (K-3)	Y
010-SPED Online Assessment	Y
011-Speech Pathologist Expansion	Y
014-Advanced Placement and Honors Teacher Development	Y
017-AVID Excel Expansion	Y
018-Expanding Dual Language for Non-English Learners	Y
020-Digital Learning Displays	N
021-Professional & Digital Learning Infrastructure	Y
022-SPED Compensatory Services	Y
023-SPED Backlog Clean-up	Y
024-Visible Learning Schools	N
025-Transforming SPED Classrooms & Pathways	Y
026-SPED Behavioral Health Team	Y
027-Middle School Dyslexia/504 Interventionists Expansion	Y
028-Middle School ARD Support	NS
029-Building Core Instruction (Content) Expertise for Teachers and Leaders	Y
031-SEL & Mental Health Expansion & Support	Y
032-Digital Learning Mentoring & Support	N
033-Instructional Software & Digital Tools	Y
035-Campus Network Modernization	N
036-Device Expansion	Y
041-School Links	Y
042-P-TECH/ECHS Program Specialist	Y
043-College Enrollment Support	N
049-Mental Health Greenlight Balance Screener	Y
050-Reset Centers	Y
052-Campus Leadership Development	NS
056-Expand Home2Home Parent Engagement	Y
057-Trust Based Relational Intervention (TBRI) Training & Supports	Y
058-Youth and Family Service Center for Southern Sector (2nd location)	Y
059-SPOT Vision Screener	Y
060-OAE Screening Test (Hearing)	N
064-HCM Infrastructure Support	Y
065-Activity Evaluation Support	N
066-ESSER Administration Support	N
074-Family Academic Activities	Y
077-The Concilio - PASE	N
078-Enrichment Program & Learning Experiences	N
079-Communities In Schools – Service Model	N
080-Evening Academy Support	N

table continues

**Appendix C, Table 3 (continued)**

<b>Activity Name</b>	<b>Response</b>
101-Staff Vaccination Incentives	N
102-Classroom Coverage	NS
103-Student COVID Incentives	N
106-Nurse Assistants	Y
107-Tiered Campus Support	N
109-Procurement ESSER Staffing	N
111-Staff Retention Incentive	N
112-Dallas AC Teacher Pipeline	Y
201-College and Career Advising Program (CAP)	Y
203-College and Career Middle School Readiness Curriculum	Y
205-Accelerating School Leadership	Y
206-New Employee Hiring Incentive	Y
207-External Alternative Certification Program Reimbursement	Y
208-Virtual School Support	Y
210-Assessment for Learning	N
211-AIM Instructional Coaching	N
212-Teacher Residency Expansion	Y
213-PTECH Summer Hubs	Y
216-Differentiated Instructional, Coaching, and Project Management Support	Y
217-Summer Learning	Y
218-Language, Literacy, and Social Studies Professional Development	Y
219-African American Advancement	NS

Source: Dallas ISD 2022-23 ESSER EOY Survey data file dated 11/30/23.

Note: Y = Yes. N = No. NS = Not Sure.

# Appendix D

Appendix D, Figure 1: 2022-23 Dallas ISD Base Calendar



Appendix D, Figure 2: 2022-23 Dallas ISD Intersession Calendar



Appendix D, Figure 3: 2022-23 Dallas ISD Calendars: School Day Redesign No.1



Appendix D, Figure 4: 2022-23 Dallas ISD Calendars: School Day Redesign No.2



**Appendix D, Table 1: 2022-23 Dallas ISD Intersession Campuses**

<b>TEA Number</b>	<b>Name</b>
42	Judge Louis A Bedford Jr. Law Academy*
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 <sup>A</sup>
115	Harrell Budd
121	John W Carpenter
137	Julius Dorsey
141	Jill Stone at Vickery Meadow
142	J N Ervin <sup>A</sup>
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 <sup>A</sup>
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	Otto M. Fridia Elementary School**
218	George W Truett <sup>A</sup>
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 <sup>A</sup>

Source: Evaluation and Assessment campus matching report dated 02/01/23.

Note: <sup>A</sup> Accelerating Campus Excellence (ACE) program campuses.

## Appendix E

**Appendix E, Table 1: 2022-23 HB 4545 Overall Tutoring Hours - By Ethnicity**

	Total Eligible	Did Not Receive Tutoring		Received Tutoring		Total Hours	Average Hours
	<i>N</i>	<i>n</i>	%	<i>n</i>	%		
<b>Reading</b>							
African Amer.	2,246	350	15.6	1,896	84.4	47,927	25.3
Hispanic	7,590	969	12.8	6,621	87.2	182,813	27.6
White	162	36	22.2	126	77.8	3,503	27.8
Other	185	23	12.4	162	87.6	4,440	27.4
<b>Mathematics</b>							
African Amer.	2,298	404	17.6	1,894	82.4	48,975	25.9
Hispanic	6,793	922	13.6	5,871	86.4	160,893	27.4
White	195	41	21.0	154	79.0	3,930	25.5
Other	208	29	13.9	179	86.1	5,067	28.3

Source: District tutoring file for reading and mathematics dated 12/4/23.

Note: Amer. = American. In order to calculate eligibility, the following students were excluded from analysis: (a) students with TIA designated teacher who met the accelerated instruction requirements of HB 4545, (b) SPED students who took STAAR Alt-2 and did not require tutoring, and (c) students who passed an EOC administration in June or December.

**Appendix E, Table 2: 2022-23 HB 4545 Reading Tutoring Hours - By Grade and Ethnicity**

	Total Eligible	Did Not Receive Tutoring		Received Tutoring		Total Hours	Avg. Hours
	N	n	%	n	%		
<b>Grade 3</b>							
African Amer.	*	*	50.0	*	50.0	6	6.0
Hispanic	*	*	25.0	*	75.0	59	19.8
White	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Grade 4</b>							
African Amer.	42	20	47.6	22	52.4	412	18.7
Hispanic	67	9	13.4	58	86.6	1,522	26.2
White	*	*	33.3	*	66.7	38	18.9
Other	*	*	33.3	*	66.7	66	33.0
<b>Grade 5</b>							
African Amer.	378	24	6.3	354	93.7	8,431	23.8
Hispanic	1,084	30	2.8	1,054	97.2	28,540	27.1
White	31	*	9.7	28	90.3	790	28.2
Other	41	*	0.0	41	100.0	1,116	27.2
<b>Grade 6</b>							
African Amer.	315	33	10.5	282	89.5	6,471	22.9
Hispanic	1,072	43	4.0	1,029	96.0	28,300	27.5
White	19	*	21.1	15	78.9	400	26.7
Other	21	*	9.5	19	90.5	499	26.3
<b>Grade 7</b>							
African Amer.	292	45	15.4	247	84.6	6,394	25.9
Hispanic	1,088	163	15.0	925	85.0	26,632	28.8
White	28	10	35.7	18	64.3	403	22.4
Other	21	*	9.5	19	90.5	616	32.4
<b>Grade 8</b>							
African Amer.	525	63	12.0	462	88.0	12,567	27.2
Hispanic	1,909	232	12.2	1,677	87.8	46,441	27.7
White	33	5	15.2	28	84.8	783	28.0
Other	34	*	5.9	32	94.1	869	27.2
<b>Grade 9</b>							
African Amer.	470	92	19.6	378	80.4	9,809	25.9
Hispanic	1,558	202	13.0	1,356	87.0	36,472	26.9
White	31	7	22.6	24	77.4	779	32.5
Other	47	10	21.3	37	78.7	1,005	27.2
<b>Grade 10</b>							
African Amer.	222	72	32.4	150	67.6	3,837	25.6
Hispanic	807	288	35.7	519	64.3	14,847	28.6
White	17	6	35.3	11	64.7	309	28.1
Other	18	6	33.3	12	66.7	268	22.4
<b>Grade 11</b>							
African Amer.	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Grade 12</b>							
African Amer.	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-

Source: District tutoring file for reading and mathematics dated 12/4/23.

Note: Amer. = American. Avg. = Average. \* = fewer than five students included in this category. - = no data in this category. In order to calculate eligibility, the following students were excluded from analysis: (a) students with TIA designated teacher who met the accelerated instruction requirements of HB 4545, (b) SPED students who took STAAR Alt-2 and did not require tutoring, and (c) students who passed an EOC administration in June or December.

**Appendix E, Table 3: 2022-23 HB 4545 Mathematics Tutoring Hours - By Grade and Ethnicity**

	Total Eligible	Did Not Receive Tutoring		Received Tutoring		Total Hours	Avg. Hours
	N	n	%	n	%		
<b>Grade 3</b>							
African Amer.	*	*	100.0	*	0.0	0	0.0
Hispanic	6	*	66.7	*	33.3	63	31.5
White	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Grade 4</b>							
African Amer.	35	14	40.0	21	60.0	439	20.9
Hispanic	56	14	25.0	42	75.0	1,094	26.0
White	*	*	0.0	*	100.0	79	19.7
Other	*	*	0.0	*	100.0	61	30.7
<b>Grade 5</b>							
African Amer.	361	39	10.8	322	89.2	9,068	28.2
Hispanic	960	45	4.7	915	95.3	25,544	27.9
White	38	*	5.3	36	94.7	1,037	28.8
Other	45	*	2.2	44	97.8	1,333	30.3
<b>Grade 6</b>							
African Amer.	378	55	14.6	323	85.4	8,490	26.3
Hispanic	972	57	5.9	915	94.1	25,379	27.7
White	31	*	6.5	29	93.5	777	26.8
Other	31	*	12.9	27	87.1	778	28.8
<b>Grade 7</b>							
African Amer.	321	59	18.4	262	81.6	6,593	25.2
Hispanic	962	169	17.6	793	82.4	21,738	27.4
White	29	12	41.4	17	58.6	350	20.6
Other	25	*	8.0	23	92.0	626	27.2
<b>Grade 8</b>							
African Amer.	499	81	16.2	418	83.8	11,505	27.5
Hispanic	1,417	195	13.8	1,222	86.2	33,645	27.5
White	32	5	15.6	27	84.4	692	25.6
Other	38	7	18.4	31	81.6	909	29.3
<b>Grade 9</b>							
African Amer.	463	101	21.8	362	78.2	8,999	24.9
Hispanic	1,758	291	16.6	1,467	83.4	40,267	27.4
White	45	17	37.8	28	62.2	685	24.5
Other	48	9	18.8	39	81.3	975	20.5
<b>Grade 10</b>							
African Amer.	240	54	22.5	186	77.5	3,881	20.9
Hispanic	659	147	22.3	512	77.7	13,121	25.6
White	16	*	18.8	13	81.3	311	23.9
Other	19	6	31.6	13	68.4	385	29.6
<b>Grade 11</b>							
African Amer.	-	-	-	-	-	-	-
Hispanic	*	*	0.0	*	100.0	16	8.2
White	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Grade 12</b>							
African Amer.	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-

Source: District tutoring file for reading and mathematics dated 12/4/23.

Note: Amer. = American. Avg. = Average. \* = fewer than five students included in this category. - = no data in this category. In order to calculate eligibility, the following students were excluded from analysis: (a) students with TIA designated teacher who met the accelerated instruction requirements of HB 4545, (b) SPED students who took STAAR Alt-2 and did not require tutoring, and (c) students who passed an EOC administration in June or December.