



Four hiring initiatives: bilingual hiring incentives, Black and Latino residency teacher program, critical shortage area hiring incentives, and high priority campus (HPC) hiring incentives, were funded through Title II, Part A in Dallas Independent School District and implemented by the Human Capital Management department. The purpose of the four programs include: (a) increasing student academic achievement and the number of highly qualified teachers and (b) holding local educational agencies and schools accountable for student achievement improvement.

Key Findings

Implementation

- The HCM staffing team focused on hiring new highly qualified teachers to fill high-needs positions including bilingual, critical shortage area, high priority campus (HPC), and international J1 teachers and H1B teachers to teach in the district.
- The recruitment team held various district-wide job fairs, attending university job fairs in Texas and other states and conferences. Additionally, the team made international recruitment visits to Colombia, Mexico, and Philippines.
- There was a total of 48 resident teachers on record in 2024-25 and a majority of them were Hispanic and African Americans.
- HCM hired 162 bilingual, 561 critical shortage area, and 337 high priority campus (HPC) teachers in 2024-25. A majority of bilingual teachers was Hispanic, followed by White and African American. Among critical shortage area teachers, most of them were Hispanic, followed by African American and White. Most of HPC teachers were African Americans.
- A majority of the bilingual, critical shortage area, and HPC teachers were females. Most of teachers were from elementary schools and hold a bachelor's or a master's degree.

Stakeholder Feedback

Teacher Feedback Surveys

- Resident teachers mostly appreciated mentor teachers' support, hands-on teaching experience, the practical value and beneficial classroom teaching.
- Resident teachers also identified areas for improvement including: more support for teachers being certified, more support from teacher and staff, higher pay, more information about assessment of course performance (ACP).
- Newly hired teachers had positive responses about pre-event logistics, program elements, new teacher academy, session venue, and parking.
- Newly hired teachers indicated that the communication was easy, clear, and effective, and it provided helpful information.
- Newly hired teachers rated the orientation day as: "well-organized, welcoming, informative, productive, and helpful".
- Teachers also indicated they needed more "team support, curriculum information, mentoring support, professional training, and technology support" in classroom teaching.

Recommendations

• Increase Resident Teacher Survey Response Rate

In 2024-25, there were 48 resident teachers of record in the district. However, there were 13 resident teachers that completed the fall 2024 survey, with a response rate of 27.1%. Program staff should determine possible reasons why the response rate was low and encourage all resident teachers to participate and complete the survey.

• Evaluate the Effectiveness of Teachers Hired through the Alternative Certification Program

As the district of innovation (DOI) policy was implemented in Dallas ISD in 2022-23 and more Dallas ISD teachers are being hired through alternative certification (AC) programs, it is important to ascertain that the programs are producing high-quality teachers by tracking teachers' effectiveness through TEI or other measures. Program staff should utilize TEI ratings to assess the effectiveness of teachers hired through the AC program and determine if the AC program is achieving its goal.