



Dallas Independent School District

FINAL REPORT OF TITLE V INNOVATIVE PROGRAMS

SCHOOL YEAR 2005-2006

EA06-170 -2

**DEPARTMENT OF
EVALUATION AND ACCOUNTABILITY**

Michael Hinojosa, Ed.D.
General Superintendent

Dallas Independent School District

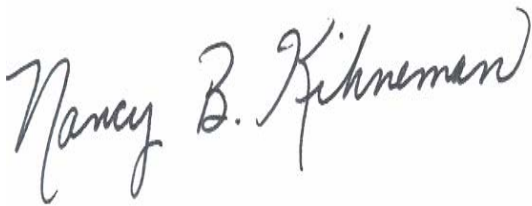
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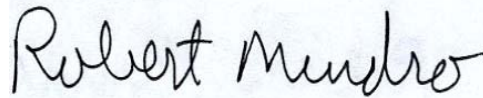
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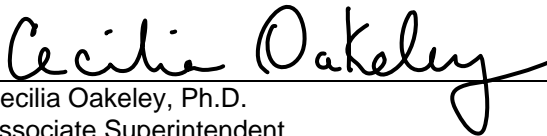
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Dallas, Texas
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FINAL REPORT

TITLE V INNOVATIVE PROGRAMS: 2005-2006

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Abstract

Title V, Part A Innovative Programs of the *No Child Left Behind Act (NCLB)* provide support for local education reform efforts and promising school improvement programs. The grant provides funds for the development and implementation of innovative programs designed to improve student, teacher, and school performance. Funds may also be used for professional development activities. This evaluation reports on the 2005-2006 activities and the goals accomplished for the six program components implemented in Dallas Independent School District (DISD). It also reports participation by Dallas-area private/non-profit and charter schools for 2005-2006.

A total of 470 campus administrators and facilitators received the Early Childhood Program training this year.

The No Child Left Behind or Unchallenged (or Talented and Gifted) Program specialists provided six program related training sessions each to Area 4 and 6 teachers. A total of 171 (duplicate count) teachers from Area 4 and 106 teachers from Area 6 received the training.

The One (1) Lead Training Coaches Program (or Multi-Language Education Program) specialist made a total of 153 (duplicate count) visits to 61 English as a Second Language/English Language Institute teachers. Overall, the specialist was satisfied with the progress made in the classes visited.

The Parent and Family Literacy (PFL) Program served 210 families in 2005-2006. Parents earned contact hours of parenting skills and Adult Basic Education instruction. The instruction was in English. Overall, more families participated in the program this year than last year. The program made two additional sites available to participants this year.

Region 10 Block Grant Program funds provided training to 2,445 district teachers and administrators, and 595 private/non-profit and charter school teachers and administrators (both totals represent duplicate counts).

A total of 1,322 students; 139 sponsors; and 108 schools took part in the Teachers for Tomorrow: Texas Association of Future Educators (TAFE) Organizations Program. The students were from 58 of the 108 schools, while the sponsors were from all 108 schools. Of the 108 schools, 55 were elementary schools, 25 were middle schools, and 28 were high schools.

Program Description

The Title V Innovative Programs provide funds to support local education reform efforts and meet the special educational needs of students at risk of failing or dropping out of school. During the 2005-2006 school year, Title V funds provided services for teachers, students, and parents through six program components: Early Childhood Training Program, No Child Left Behind or Unchallenged (or TAG) Program, One (1) Lead Training Coaches, Parent and Family Literacy, Region 10 Block Grant, and Teachers for Tomorrow: Texas Association of Future Educators (TAFE) Organizations. This section describes the six program components and their corresponding objectives.

- The *Early Childhood Training Program* provides professional development for campus facilitators and administrators to improve school, student, and teacher performance in grades PK-3. The training is part of the district's commitment to maintain a strong Early Childhood education program at each campus that serves PK-3 students. The program is based on a best practices model that includes, but is not limited to, designating a program facilitator for grades PK-3, training campus staff, increasing parent involvement and training, and emphasizing essential skills mastery by the third grade. The Early Childhood Department managed the program. For more information on the Early Childhood Education Program, refer to EA06-164-2 (Mount, 2006).
- The *No Child Left Behind or Unchallenged (or Talented and Gifted) Program* provides support services and staff development for teachers of Talented and Gifted (TAG) program students. The TAG program also provides consultations and technical support for program teachers. The Advanced Academic Services Department managed the program.
- The *One (1) Lead Training Coaches Program* provides support services and training for English as a Second Language/English Language Institute (ESL/ELI) teachers needing additional assistance with instructional delivery. The objective of the training and strategies provided is to improve student achievement in core subject areas. The Multi-Language Enrichment Department managed the program.

- The *Parent and Family Literacy (PFL) Program* provides families with instruction in English, parenting skills, opportunities to acquire literacy skills, pre-school instruction for children, and weekly parent and child interactions in which parents learn how to become more involved in their children's education. The Early Childhood Education Department managed the program.
- The *Region 10 Block Grant* provides funds for the Region 10 Education Service Center (ESC) to train district teachers and administrators, and private/non-profit and charter school educators. Training services are provided to meet the district's identified needs/requests. The Grants Acquisition and Management Department managed the program.
- The *Teachers for Tomorrow: Texas Association of Future Educators (TAFE) Organizations Program* is designed to encourage students to learn about careers in education and to assist them in exploring the teaching profession while promoting character, service, and leadership skills for becoming effective educators. The New Teacher Support and Development Department managed the program.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose and scope of this report is to provide context, process, and outcome information for program managers to assist them in assessing their programs' success in improving the quality of education for students. The objective of the evaluation is to describe the goal(s) of each program component and to provide data on the accomplished goals. The evaluation is limited to activities funded with program monies. It includes district, Region 10 ESC, and private/non-profit and charter schools' teacher and administrator participation in the program. A copy of this evaluation will be sent to the Texas Education Agency (TEA) for review.

MAJOR EVALUATION QUESTION AND RESULTS

- 2.1 *What were the goals and objectives of the various program components of the Title V Innovative Programs grant and to what extent were these goals met or accomplished?*

Methodology

The methods used to gather information included meetings and telephone conversations with the program managers and specialists of the various program components. The evaluators also collected data from sign-in sheets completed by teachers, administrators, and parents who received training through the various program components. Whenever possible, the evaluators observed workshops provided for program participants.

Results

2005-2006 Program Budget. Table 1 displays the Title V budget by program component. The overall Title V Innovative Programs budget for the 2005-2006 school year was \$550,473. This amount exceeded last year's budget by \$58,586.

Table 1

2005-2006 Title V Innovative Programs Budget by Component

Program Component	Budget
Region 10 Block Grant and Private/non-profit and Charter Schools	\$186,633
No Child Left Behind or Unchallenged (or TAG) Program	159,400
One (1) Lead Training Coaches Program	66,000
Teachers for Tomorrow: Texas Association of Future Educators (TAFE) Organizations	53,008
Program Evaluation	40,000
Early Childhood Training	22,765
Parent and Family Literacy	22,667
Total	\$550,473

Early Childhood Training Program

Program goals. Goals included providing three professional development sessions for campus facilitators and administrators each year. The sessions would focus on best practices in early childhood education to improve school, student, and teacher performance in grades PK-3. The campus facilitators would attend the training sessions and then deliver follow-up training to their campuses' PK-3 teachers. The campus facilitators also would assist principals in providing two training sessions to parents of PK-3 students. The Early Childhood Education Department managed the program.

Accomplished goals. Table 2 presents the number of Early Childhood program campus facilitators by area for 2005-2006. Representatives from 12 campuses who implemented their own curricula due to their unique campus designation, such as magnet and alternative schools, also attended the training to become familiar with any Early Childhood Education (ECE) requirements relevant to their campuses. Those 12 campuses were Burleson, James, Maynard Jackson, Oliver, Patton, Russell, and Mata, which serve grades 4-6; Dealey and Stone (K-8 Montessori campuses); Travis (Talented and Gifted); and two Alternative Education Program (AEP) schools: AEP South and Seagoville Alternative Center.

Table 2

Early Childhood Program Campus
Facilitators by Area, 2005-2006

Area	N
1	24
2	34
3	25
4	28
5	16
6	27
Alternative Schools	<u>2</u>
Total	156

Table 3 displays the 2005-2006 training topics presented to campus administrators and facilitators during Early Childhood program training. Overall, 470 campus facilitators and administrators (duplicate count) attended the three training sessions, which took place on Sept. 15, 2005; Nov. 10, 2005; and Jan. 19, 2006. At the campuses' requests, the Early Childhood Education Department completed the 2005-2006 training for facilitators and principals much earlier in the school year than in past years to give the campuses sufficient time to complete the training. Campuses reported delivering training to teachers and parents.

Table 3

2005-2006 Early Childhood Program Training Received
By Campus Facilitators and Administrators

Workshop Topic	Date	Presenter(s)	Attendance (N)
Covenants and Commitments (Training 1)	9/15/05	Exec. Director, Early Childhood (EC)	161
Fine Arts Information The Blueprint for Developing Successful Learners		Exec. Director, Fine Arts Principal, Parent Mount Auburn Elementary Teacher/PK Mentor, Billy Earl Dade Learning Center Librarian, Louise Kahn Elementary School 14 district teachers and administrators	
Covenants and Commitments (Training 2)	11/10/05	Exec. Director, EC	155
Mathematics in the Early Grades Accelerated Math Instruction (AMI) Overview		Exec. Director, Math Dept	
AMI Online		Exec. Director, Math Dept	
Demonstration/Profiling student performance		Math Instructional Specialist	
Building the Foundation for Math Understanding		EC Specialist	
Covenants and Commitments (Training 3)	1/19/06	Exec. Director, EC	154
Spring 2006 Parent Training		Director, Parent and Family Involvement and Training Program	
Dial-3 Data		Evaluation and Accountability	
Science in the Early Grades		Exec Director, Science Dept.	
Social Studies Information		Specialist, Social Studies Dept.	
Accelerated Reading Instruction (ARI)Upgrade		Exec. Director, Reading/Lang. Arts Dept	
Total			470

Table 4 displays the 2005-2006 Early Childhood Training Program participants by area. Eight facilitators from schools (in areas 1, 2, 3, and 5) with no PK-3 students also took part in the training. The Early Childhood program serves only PK-3 students. Therefore, facilitators from schools that did not serve PK-3 schools were not required to attend the training.

Table 4

2005-2006 Early Childhood Training Program Participants by Area

Area	Principal	Assistant Principal	Campus Facilitator	Other	Total (N)
1	51	9	6	6	72
2	75	1	6	18	100
3	55	1	14	5	75
4	39	18	24	9	90
5	22	5	17	4	48
6	50	7	17	5	79
Alt. Schools	<u>1</u>	<u>0</u>	<u>1</u>	<u>4</u>	<u>6</u>
Total	293	41	85	51	470

Note: Other means the participant did not identify himself or herself on the sign-in sheet as a program principal/facilitator or was from a non-program school.

No Child Left Behind or Unchallenged Program

Program goals. The No Child Left Behind or Unchallenged (or Talented and Gifted) program funded two specialists designated to serve Areas 4 and 6. The program's purpose was to provide staff development for teachers of Talented and Gifted (TAG) students in areas 4 and 6. The program planned for two specialists to conduct six monthly training sessions for teachers in the two designated areas. The program also would provide other services, such as consultations and technical support for program teachers. The Advanced Academic Services Department managed the program.

Accomplished goals. The monthly training sessions for teachers of TAG students outlined current program trends and research, and trained them in program requirements and implementation, and best practices. By an unduplicated count, 35 Area 4 and 26 Area 6 elementary and middle school teachers attended the training. Twenty of the 26 teachers were

employed full-time, while 6 were employed part-time. Topics addressed during the trainings included the following:

- Compliance: State goals, program description, assessment and selection, professional development, documentation, curriculum, program design options, TAG classroom components, and parent/community involvement and training
- Required actions/timelines: Scheduling, furloughs/probation, setting the campus target score, meeting procedures, progress reports, compliance checklist, TAG program testing calendar
- Assessment: *Screening Assessment for Gifted Elementary and Middle School Students-2 (SAGES-2)*, *Draw SAtewide ARts Talent (START)*, Benchmark Assessment, Kindergarten student screening
- Projects: Independent study, research project
- Strategies: Differentiation activities, Frank Williams' strategies, learning focus group

The One (1) Lead Training Coaches Program

Program goals. The One (1) Lead Training Coaches Program set providing staff training and student support services as its primary goal. The district's Multi-Language Education Program (M-LEP) Department managed the program.

Accomplished goals. Table 5 presents the number of teachers visited and classroom visitations made by the M-LEP lead teacher by school and area. The lead teacher provided instructional interventions, such as differentiation of instruction, and strategies to English as a Second Language/English Language Institute (ESL/ELI) teachers as needed or requested.

Table 5

Number of Teachers and Classroom Visitations Made by M-LEP
Specialist by School and Area

School	Area	Teachers (N)	Visitations (N)
Comstock Middle School	1	1	1
Florence Middle School	1	1	1
Hill Middle School	1	1	1
Hood Middle School	1	2	2
Samuell High School	1	7	31
Seagoville High School	1	1	1
Spruce High School	1	1	2
Storey Middle School.	2	1	2
Storey Middle School*	2	-	1
S. Oak Cliff High School	2	1	2
Cary Middle School	3	2	4
Long Middle School	3	7	26
Jefferson High School	3	4	17
North Dallas High School	3	3	9
Wilson High School	3	1	4
Franklin Middle School	4	4	11
Gaston Middle School	4	2	2
Marsh Middle School	4	3	5
Hillcrest High School	4	3	5
Hillcrest High School*	4	-	1
Kimball High School	5	1	1
Skyline High School	5	2	2
Edison Middle School	6	3	1
Molina High School	6	1	3
Pinkston High School	6	3	3
Sunset High School	6	5	7
Quintanilla Middle School*	6	-	6
Intake Center**		<u>1</u>	<u>2</u>
Total***		61	153

Note:* Specialist met with school's teachers and administrators.

** Specialist met with center administrator.

***The total number of teachers (61) or classrooms visited is not equal to the number of visitations (153) because the specialist visited some teachers more than one time to provide additional assistance needed.

A review of the data collected from the program's assistance form for classroom visits revealed that the program specialist provided technical, curricular, and training assistance to the teachers. She taught classes to demonstrate appropriate strategies. The specialist met with teachers and provided them with curricular and instructional materials (e.g., materials for ESL/ELI

instruction, mathematics dictionaries, and semester review materials). She also provided suggestions for classroom management and recommended appropriate strategies (e.g., grouping students to increase active engagement during class/lessons) as needed or requested. Thirty teachers attended a mathematics strategies workshop presented by the specialist. Overall, the specialist was satisfied with the teachers' work. Teachers made the following remarks to the specialist about the program: A summary of comments/concerns made by the teachers about the program to the specialist is provided below.

- No math teachers in some classes
- Placement of students in intermediate classes different than teacher's assessment or recommendation
- Too many students in one teacher's class
- Sheltered classes double designated (ESL and mainstream with more than one teacher teaching)
- Some students' English proficiency level too low for assigned class
- Teacher displeased about sharing the same classroom with another teacher

Parent and Family Literacy Program

Program goals. The program sought to provide families with English language instruction, parenting skills training, opportunities to acquire literacy skills, preschool instruction for children, and weekly parent and child interactions in which parents learn how to become more involved in their children's education. Two-hour classes were held Mondays through Thursdays. Childcare was provided at each site.

Accomplished goals. Table 6 presents the number of Parent and Family Literacy (PFL) Program staff and families by site. A total of 210 families at 6 sites received program services. Parents also received contact hours of instruction in Adult Basic Education (ABE) and parenting skills. Program management did not provide the number of contact hours. Parents' performance on both the *Test for Adult Basic Education (TABE)* and the *Basic Education Skills Test (BEST)* are not reported here because program management stated that the data were not available as of the writing of this report.

The program defined a family as one or two parents and at least one child. The largest number (53) of families was at St. Paul's Episcopal Church, followed by 46 families at Trinity Presbyterian Church. Four (29%) of the program's 14 staff members or child care providers served at St. Paul's Episcopal Church, and 2 each served at the other 5 sites: Trinity Presbyterian Church, Christ Episcopal Church, Eban Village Learning Center, Lipscomb Elementary, and Mount Auburn Elementary. St. Paul's Episcopal Church had the most staff members or child care providers because of the high number of children at the site. As in past years, the children's ages ranged from eight months to five years. It is important to note that the program had six sites in 2005-2006, an increase of two over last year. Also, there were more families in the program this year (210) than last year (96).

Table 6

PFL Program Staff and Families by Site, 2005-2006

Site	Families	Staff
Trinity Presbyterian Church	46	2
Lipscomb Elementary	38	2
Mount Auburn Elementary	16	2
Eban Village Learning Center	12	2
Christ Episcopal Church	45	2
St Paul's Episcopal Church	<u>53</u>	<u>4</u>
Total	210	14

Region 10 Block Grant Program

Program goals. The program's primary goal was to provide funds for the Region 10 Education Service Center to train district teachers and administrators, and educators from private/non-profit and charter schools.

Accomplished goals. A review of the data provided by program management revealed that a total of 2,445 DISD teachers and administrators (duplicate count) from 164 schools attended the sessions provided between July 5, 2005, and March 28, 2006, as shown in Table 7. The table shows the number of DISD teachers and administrators who received Region 10 program training by topic. In 2004-2005, 1,495 DISD teachers and administrators received training through the same block grant program. Region 10 provided a total of 88 training sessions this year, compared to 99 sessions offered last year. A total of 520 participants attended the sessions on the *Texas Assessment of Knowledge and Skills (TAKS)*, while 341 participants attended the sessions on differentiation of instruction. In addition, 199 participated in the sessions on classroom management, and 344 participants attended one Campus Instructional Leadership Team (CILT) session. Ten program consultations were held with DISD administration to identify district training needs/topics to be provided. The training sessions were categorized into nine major content areas. These areas and the corresponding numbers (in parentheses) of teachers and administrators who took part in the training are listed below.

- Instructional Support (1,235)
- English Language Arts (883)
- Mathematics (154)
- Science (80)
- Social studies (53)
- Mock Trials, Parents' Math/Science Orientation, and Technology (30)
- Administration (10)

Table 7

DISD Teachers/Administrators Who Received Region 10 Training by Topic

Training Topics	Number of Participants
English/Language Arts	
ABC's of Reading Aloud	1
Award Winning Mini-Lessons	65
Award Winning Mini-Lessons: Strategies for <i>TAKS</i> and Traits for Grades 3-8	13
Award Winning Writing Mini-Lessons: Strategies for <i>TAKS</i> and Traits for Grades 3-8 (2)	13
Beyond 1's and 2's	128
Beyond 1's and 2's: Improving <i>TAKS</i> Writing Scores for Grades 3 -12	10
But I'm a Reading Teacher	29
Charter Schools Cluster: Beyond 1's and 2's: Improving <i>TAKS</i> Writing Scores (3-12)	1
Comprehension Strategies for At-Risk Students (2)	105
Comprehension Strategies for At-Risk Students (Secondary)	11
Filling Your <i>TAKS</i> Toolbox	97
Filling Your Toolbox: Tools for Constructing Elementary <i>TAKS</i> Reading Strategies for 3-6	2
Filling Your Toolbox: Tools for Constructing <i>TAKS</i> Reading Strategies for 3-8	1
Interactive Vocabulary Strategies	11
Literature Circles and Learning Centers	18
Not your Momma's 5 Paragraph Essay	4
Prove Your Case: Critical Thinking Strategies Using Text Evidence - Grades 4-8	2
Reading Strategies	17
Seven Keys to Comprehension (K-5th grades) with Susan Zimmermann, Co-Author of <i>Mosaic of Thought</i>	22
SIP Beyond 1's and 2's	10
Strategies for Improving Vocabulary & Fluency Instruction	26
Strategies for Reading Fluency	14
Successful Approaches for <i>TAKS</i> Writing	40
Successful Approaches for <i>TAKS</i> Writing – Back by Popular Demand (All Grades)	16
Successful Approaches for <i>TAKS</i> Writing – Back by Popular Demand (All Grades)	16
<i>TAKS</i> and <i>SAT</i> Writing: Killing Two Birds with One Stone	2
<i>TAKS</i> Holistic Scoring Part 2: A look at the Latest Released Papers for 4th Grade - All New!	4
<i>TAKS</i> Holistic Scoring Part 2: A look at the Latest Released Papers For 7th Grade - All New!	1
<i>TAKS</i> Holistic Scoring Part 2: A look at the Latest Released Papers for 10th and 11th Grade - All New!	1
<i>TAKS</i> Holistic Scoring Part 2: A look at the Latest Released Papers for Reading Open-ended Questions - All New!	2
<i>TAKS</i> Reading & Writing Review	19
<i>TAKS</i> Reading Toolbox	14
<i>TAKS</i> Review: Open-Ended Questions & Composition	8

(table continues)

(Table 7 continued)

Training Topics	Number of Participants
TAKS Toolbox Part 1	34
Thinking and Reading: The Perfect Twosome	15
Vocabulary Strategies for Grades K-5	64
Write Traits Overview	14
Write Traits for Grades 2-12	21
Write Traits Overview Day 1	12
Total	883

Instructional Support

Building an Effective Team	88
Building Family, School and Community Partnerships in Diverse School Communities	11
CILT Training – Area 2	344
Classroom Management	116
Classroom Management Strategies for K-6 Educators	7
Effective Classroom Management	27
Classroom Management and Discipline for 7-12 Educators	2
Differentiated Instruction	84
Introduction to Differentiated Instruction	199
Differentiated Instruction Day 2	57
Differentiated Instruction Follow-up	15
Differentiated Instruction in the Elementary Classroom	5
Differentiated Instruction in the Elementary School	65
Family Literacy Activities for Parents and Children	1
I've Given a Test, Now What?	31
Lesson Design	32
Parent Communication	21
Professional Learning Communities Part One and Part Two	5
Questioning Quandaries	51
Team Building	21
TEKS & TAKS Tips	6
The First Days of School	1
Turning Activities into Powerful Lessons	45
Writing a Home-School Compact	1
Total	1,235

Mathematics

Algebraic Thinking	8
Building Measurement Concepts	47
Concepts of Measurement	16
Data Collection Devices	14
Developing Good Questions in Math	7
Measurement in Math	29
Teaching Word Problems	30
5 th /6 th Grade Mathematics Teacher Academy	3
Total	154

(table continues)

(Table 7 continued)

Training Topics	Number of Participants
Science	
Adventures in Nature	6
Benchmark Data Analysis	3
Earth Science TAKS Update	24
Reading to Learn in Science	20
Science Is...	4
TAKS Review with Earth Science	<u>23</u>
Total	80
Social Studies	
Connecting Learning in Social Studies Grades 4-6	8
Raising & Addressing TAKS Issues in Social Studies	12
Reading & Writing in Secondary Social Studies	4
Social Studies TAKS Communicators Day 2	4
Social Studies TAKS Communicators Day 3: Creating Social Studies Assessments Using WebCCAT (Web Comprehensive Curriculum Assessment Tool)	3
TAKS Strategies for Success	<u>22</u>
Total	53
Mock Trial, Technology, and Mathematics/Science Orientation for Parents	
	30
Administration/Consultations	
Workshop Needs	1
Curriculum Update	1
Staff Development Needs for Exemplary Campuses	1
District Needs Consultation	1
Science Observation/Consultation	5
Staff Development Offerings	<u>1</u>
Total	10
Total	2,445

Note: The numbers in parentheses are the times the sessions were presented.

A duplicate count of 595 teachers and administrators from 50 private/non-profit and charter schools participated in the Region 10 Program during the 2005-2006 school year. The participating schools are listed below.

- | | |
|--|--|
| 1. A.W. Brown-Fellowship Charter School | 26. Pegasus Charter School |
| 2. A.W. Brown-Fellowship Charter School – North Campus | 27. Prince of Peace Catholic School |
| 3. Academy of Dallas | 28. Prince of Peace Community School |
| 4. All Saints Catholic School | 29. Santa Clara of Assisi Catholic Academy |
| 5. American Heritage Academy | 30. St. Augustine Catholic School |
| 6. Bishop Dunne Catholic High School | 31. St. Bernard of Clairvaux School |
| 7. Bishop Lynch High School | 32. St. Cecilia Catholic School |
| 8. Christ The King Elementary School | 33. St. Elizabeth of Hungary Catholic School |
| 9. Dallas Can! Academy | 34. St. John Catholic School |
| 10. Dallas County Juvenile Justice Charter School | 35. St. Joseph Catholic School |
| 11. Faith Family Academy of Oak Cliff | 36. St. Luke School |
| 12. Focus Learning Academy | 37. St. Mark Catholic School |
| 13. Golden Rule Charter School | 38. St. Mary of Carmel School |
| 14. Good Shepherd Catholic School | 39. St. Monica Catholic School |
| 15. Holy Family of Nazareth School | 40. St. Patrick School |
| 16. Holy Trinity School | 41. St. Paul The Apostle School |
| 17. Immaculate Conception Catholic School | 42. St. Philip The Apostle Catholic School |
| 18. Inspired Vision Academy | 43. St. Pius X Catholic School |
| 19. Inspired Vision Academy # 2 | 44. St. Rita Catholic School |
| 20. Jesuit College Preparatory School | 45. St. Thomas Aquinas School |
| 21. Life Charter School | 46. Texans Can! at Carrollton-Farmers Branch |
| 22. Life School Red Oak | 47. The Highlands School |
| 23. Mary Immaculate School | 48. The North Hills School |
| 24. Nova Charter School | 49. Universal Academy |
| 25. Our Lady of Perpetual Help School | 50. Ursuline Academy of Dallas |

Training sessions occurred between July 5, 2005, and March 28, 2006. Table 8 displays the number of participants by training session topic. A total of 125 participants attended the workshop session on assessment strategies; 126 participants attended workshop sessions in preparation for the Mock Trial Competition; and 59 participants attended sessions dealing with TAKS.

Table 8

Private/Non-Profit and Charter School Educators Who Received
Region 10 Training by Topic, 2005-2006

Training Topics	Number of Participants
Award Winning Mini-Lessons: Strategies for TAKS and Traits for Grades 3-9	3
Balanced Literacy	28
Beyond 1's & 2's	31
Beyond 1's and 2's: Improving TAKS Writing Scores for Grades 3 -12	15
Building Blocks of Literacy K-6	3
Charter Schools Cluster: Beyond 1's and 2's: Improving TAKS Writing Scores (3-12)	10
Filling Your Toolbox: Tools for Constructing TAKS Reading Strategies for 3-9	17
Language Arts Cadre	4
Not Your Momma's Five Paragraph Essay: Structures for Organizing Writing for Grades 3-12	4
Prove Your Case: Critical Thinking Strategies Using Text Evidence 4-9	2
Seven Keys to Comprehension (K-5th grades) with Susan Zimmermann, Co-Author of <i>Mosaic of Thought</i>	6
Strategies for Increasing Comprehension for At-Risk Students K-7	10
Successful Approaches for TAKS Writing - Back by Popular Demand (All Grades)	3
TAKS Holistic Scoring Part 2: A Look at the Latest Released Papers for Reading Open-ended Questions - All New!	10
Text Evidence and Open-ended Questioning - Part II Back by Popular Demand	1
Write Traits for Grades 2-12	33
Assessment Strategies	125
Best Practices in Literacy	22
Building Family, School and Community Partnerships in Diverse School Communities	6
Classroom Management	37
Communicating with Culturally Diverse Families Part I	4
Cooperative Learning, Inquiry Teaching, and Concept Attainment	1
Differentiated Instruction in the Elementary Classroom	6
Family Literacy Activities for Parents and Children	2
Family Literacy Overview	1
I've Given A Test...Now What?	1
Latino Family Literacy Project	3
Parent Involvement Cadre Meeting	2
Parent Involvement Cadre Session II Fall Winter Cycle	1
Planning Rigorous and Relevant Instruction	19
School Climate: FISH	28

(table continues)

(Table 8 continued)

Training Topics	Number of Participants
Texas Math Diagnostic System (TMDS)	1
Writing a Home School Compact	1
Create a Family Math Night	1
Problem Solving Strategies for Depth and Complexity	1
Mock Trial Clinic	22
Mock Trial Competition	64
Mock Trial Final Rounds	40
Math/Science Orientation	2
Fourth Grade Teacher Reading Academy (4TRA)	3
Alternative Energy Resources for Secondary Science	2
Reading & Writing in Secondary Social Studies	1
Social Studies TAKS Communicators Day 2	1
Thinking Critically About Social Studies-Secondary	1
Classroom Management and Discipline for Secondary Teachers	2
Classroom Management, Organization and Discipline for Elementary Teachers	2
Fathering for Life Awareness Seminar	8
Mathematics and English Language Learners (Grades K-6)	1
Technology Specialist Institute (TSI) Yr. 1 - Group 5	4
Total	595

Teachers for Tomorrow: Texas Association of Future Educators (TAFE) Organizations

Program goals. The Teachers for Tomorrow: TAFE Organizations Program was designed to encourage students to learn about careers in education and to assist them to explore the teaching profession while promoting character, service, and leadership skills for becoming effective educators. The program's main goal was to establish an in-district system for developing future district educators. The New Teacher Support and Development Department managed the program.

Accomplished goals. Table 9 gives the number of students and sponsors who participated in the TAFE Program in 2005-2006 by school and area. A total of 1,322 students, 139 sponsors, and 108 schools took part in the program. The students were from 58 of the 108 schools, while the sponsors were from all 108 schools. A sponsor is a teacher selected at each school by the principal to work with or encourage students to participate in the program. Of the 108 schools, there were 28 high schools, 25 middle schools, and 55 elementary schools. It is

important to note that some of these schools were schools within schools (e.g., Townview had multiple schools within the school that participated in the program.)

The program manager and specialist informed the evaluators that between 2002 and 2005, a total of 2,190 students (duplicate count) had taken part in the program. Four hundred of the 2,190 students participated in the program in 2002-03; 790 in 2003-04; and 1,000 in 2004-05.

Table 9
Students and Sponsors by School and Area Who Participated in the
Teachers for Tomorrow: TAFE Organizations Program,
2005-2006

School	Area	No. of Students	No. of Sponsors
High Schools			
Adams, B.	4	15	2
Adamson	6	45	2
Angelou Health Special	5	0	1
Carter	5	3	1
Ewell/Townview Business/Management	5	18	2
Ewell/Townview Education/Social Services	5	0	1
Ewell/Townview Government/Law	5	20	1
Ewell/Townview Health Professions	5	0	1
Ewell/Townview Talented and Gifted	5	28	1
Fridia	5	16	1
Lincoln	2	0	1
Jefferson	4	0	1
Madison	2	0	1
Manns	Alt.	0	1
Middle College	5	0	1
Roosevelt	2	16	1
Kimball	5	24	1
Molina	6	22	1
North Dallas	3	11	1
Pinkston	6	20	1
Samuell	1	17	1
Seagoville	1	12	1
Skyline	5	12	1
Smith	2	19	1
Sunset	6	23	1
Washington	5	13	1
White	4	40	1
Wilson	3	8	1
Total High School		382	31

(table continues)

(Table 9 continued)

School	Area	No. of Students	No. of Sponsors
Middle Schools			
Anderson, P. C.	2	0	1
Atwell	5	13	1
Browne	5	15	2
Comstock	1	15	2
Dallas Environmental Science Academy	5	0	1
Edison	6	17	1
Florence	1	0	1
Franklin	4	0	1
Gaston	4	0	1
Greiner	6	14	1
Hill*	4	--	1
Holmes	2	0	1
Hood	1	10	1
Hulcy	5	0	1
Long	3	45	1
Longfellow	5	0	1
Marsh	4	0	1
Quintanilla	6	0	1
Rangel	5	0	1
Rusk	3	15	1
Seagoville	1	20	1
Spence	3	0	2
Stockard	6	14	1
Storey	2	0	1
Zumwalt	2	0	1
Total Middle School		178	28
Elementary Schools			
Adams, J. Q.	1	27	1
Adams, N.	4	40	2
Blair	1	22	1
Blanton	1	0	2
Budd	2	0	2
Burleson	1	22	2
Burnet	4	3	1
Casa View	4	21	2
Central	1	0	2
Chavez	3	28	1
Cochran	6	0	1
Cuellar	1	0	3
Dade	2	0	1
Dorsey	1	38	1
Gill	4	0	2
Harlee	2	12	1
Hawthorne	1	15	2
Hernandez	3	0	1
Highland Meadows	4	35	2
Hogg	6	62	1
Hooe	6	30	1

(table continues)

(Table 9 continued)

School	Area	No. of Students	No. of Sponsors
Ireland	1	0	2
Jackson	3	0	2
James	2	53	2
Stone, J.	4	0	1
Jones	4	0	1
Jordan	5	83	1
Kahn	6	13	1
Kiest	4	0	1
Kleberg	1	0	2
Kramer	4	0	3
Lagow	1	10	1
Lanier	6	0	1
Macon	1	25	2
Maple Lawn	3	0	1
Marcus	4	0	1
McNair	5	0	1
Miller	2	0	1
Moseley*	1	-	1
Oliver	2	0	1
Peeler	6	15	3
Pleasant Grove	1	15	1
Polk	4	77	1
Reagan	6	0	2
Runyon	1	19	2
San Jacinto	1	0	1
Sanger	4	18	2
Stemmons	6	0	2
Titche	1	30	1
Truett	4	23	1
Urban Park	1	26	1
Weiss	5	0	1
Withers	4	0	1
Young	2	0	2
Zaragoza	3	0	1
Total Elementary School		762	80
Total All Schools		1,322	139

Note: * Student sponsorship at Moseley Elementary School and Hill Middle School is pending.

SUMMARY

The Title V Innovative Programs provided funds to support local education reform efforts and meet the special educational needs of students at risk of failing or dropping out of school. During the 2005-2006 school year, Title V funds provided services for teachers, students, and parents through six program components: Early Childhood Training Program, No Child Left Behind or Unchallenged (or Talented and Gifted) Program, One (1) Lead Training Coaches, Parent and Family Literacy, Region 10 Block Grant, and Teachers for Tomorrow: Texas Association of Future Educators (TAFE) Organizations.

An examination of the evaluation findings by program component revealed that the total attendance for the three training sessions provided by the Early Childhood Training Program was 470 (duplicate count). The principals indicated the campus provided the required number of PK-3 teacher and parent training sessions. The No Child Left Behind or Unchallenged (or TAG) Program specialists provided 6 training sessions each to Area 4 and Area 6 TAG program teachers. Overall, 171 Area 4 teachers, and 106 Area 6 teachers (duplicate count) attended the 6 training sessions. The One (1) Lead Training Coaches Program M-LEP specialist made a total of 153 visits to 61 ESL/ELI teachers.

A total of 210 families participated in the Parent and Family Literacy Program this year. They earned contact hours of parenting skills and Adult Basic Education instruction. Staff provided two additional sites in response to last year's parents' concerns expressed about the limited number of sites.

The Region 10 Block Grant Program provided training for a duplicate count of 2,445 district and 595 private/non-profit and charter school personnel from 164 DISD schools and 50 private/non-profit and charter schools. A total of 1,322 students; 139 sponsors; and 108 schools took part in the Teachers for Tomorrow: TAFE Organizations Program. The students were from 58 of the 108 schools while the sponsors were from all 108 schools. The 108 schools included 55 elementary, 25 middle, and 28 high schools.

RECOMMENDATIONS

Parent and Family Literacy

- The increases in the number of program families and sites this year over last year are commendable. Parent and Family Literacy Program staff should continue to encourage more families to participate in the program (See page 12 of this report).

Teachers for Tomorrow

- The Teachers for Tomorrow: TAFE Organizations Program management should consider concentrated assistance for 2006-2007 to those schools with identified sponsors that did not have students participate in the program this year. (See page 19 of this report.)

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