Mitigating Learning Loss
Extended School Year Models

Board Briefing | January 14, 2021
Dallas ISD is taking a comprehensive approach to respond to the pandemic and mitigate learning loss.

**Pandemic Support**
- Making strategic adjustments in key areas to give teachers more time back for planning and instruction in 2020-2021.

**Extended School Year**
- Creating more TIME to LEARN for acceleration, remediation, and interdisciplinary learning and enrichment to close equity gaps.

**Reimagined Summer**
- Redesigning summer learning experiences to create more impact and opportunity for students.

**High-Quality Instruction**
- Ensuring that content, curriculum, instruction and intervention is high-quality across the district and responds to the unique circumstances created by the pandemic.

**Resources & Support**
- Providing targeted additional resources and support to campuses and students (e.g., tutoring, engagement, mentoring, mental health).
DALLAS ISD IS PROPOSING TWO YEARS OF SCHOOL CALENDARS, INCLUDING INTERSESSION & SCHOOL DAY REDESIGN MODELS FOR TARGETED CAMPUS

### BASE CALENDAR

<table>
<thead>
<tr>
<th>AUGUST '21</th>
<th>MAY '22</th>
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### INTERSESSION

<table>
<thead>
<tr>
<th>AUGUST '21</th>
<th>JUNE '22</th>
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<td>30</td>
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</tbody>
</table>

### SCHOOL DAY REDESIGN

- Updated version of the district’s typical annual calendar
- Applies to the majority of schools and any schools pursuing expanded Summer Learning
- No additional investment required

- New start and end date for all students and teachers
- 5 Intersession weeks throughout the year for a targeted set of K-12 students
- Acceleration, enrichment and differentiation for students in smaller class sizes; additional planning days for teachers
- Up to $90M investment over two years, serving up to a third of highest need students

- New start and end date for all students and teachers
- 23 additional days for all students and teachers at participating campuses
- Additional time for core content exploration and enrichment for students; increased time to plan and prepare for teachers
- Up to $10M investment over two years, serving all students at a limited number of elementary and middle school campuses
0. Root Cause Analysis:
Ground proposals in qualitative and quantitative understanding of existing racial inequities and explicit exploration of root causes

HOW WE DESIGN FOR EQUITY

1. Stakeholder Engagement:
Engaging stakeholders, particularly historically marginalized communities, early and throughout implementation.

2. Visioning:
Documenting the intended outcomes of the project through the lens of those most impacted and with the greatest need.

HOW WE MEET INTENDED OUTCOMES

3. Communications:
Continuing to partner with students, families, and Communities of Color to advance racial equity and deepen relationships

4. Progress Monitoring:
Creating strategies for regular progress monitoring with data disaggregated by key student groups.
LEARNING LOSS IN DALLAS ISD

SY2019-20
% of tested students* from this fall who were on grade level in Math last year

Black = 36%
English Learners (EL) = 48%
Non-Black, Non-EL = 65%

COVID SLIDE
% of tested students¹ this fall that lost learning in Math

50%
Math

SY2020-21
% of tested students* from this fall who are on grade level in Math this year

Black = 28% (-8 ppt)
English Learners (EL) = 35% (-13 ppt)
Non-Black, Non-EL = 57% (-8 ppt)

Research shows that providing more time through an extended school year can have positive effects for students and teachers & HB3 offers half-day funding for extended time for Elementary Students²

¹Populations tested at different rates: 43% of Black students, 62% of EL, 58% of non-Black, non-EL students; tests used were 2019-20 MOY MAP and 2020-21 BOY MAP; only included students currently in grades 4-10 who had test data from both years.
²Dallas ISD is only pursuing HB3 funding for School Day Redesign schools given the fiscal trade-offs required to meet HB3 requirements for intersession in the current configuration.
STAKEHOLDER ENGAGEMENT: STRATEGY

STUDENTS

30 Focus Group Participants

COMMUNITY

150 Focus Group Participants
6,289 Surveys

TEACHERS

90 Focus Group Participants
4,196 Surveys

STAFF

27 Focus Group Participants
632 Surveys

PRINCIPALS

66 Focus Group Participants
142 Surveys

MITIGATING LEARNING LOSS TASKFORCE

Sample Deep Dive: Teacher Engagement

<table>
<thead>
<tr>
<th>Teacher Race</th>
<th>% of Focus Group Participants</th>
<th>% of All Dallas ISD Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>31%</td>
<td>34%</td>
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<td>3%</td>
<td>3%</td>
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<tr>
<td>Asian</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

SURVEYS

Overall Teacher Response Rate: 42%

NW 45%  NE 43%  SW 38%  SE 41%

All survey response counts as of 1/7; See appendix for deep dives on principal, teacher, and community engagement
# Stakeholder Engagement: Insights

## Students
We want a more **hands on experience** that will not only help us learn, but help us grow who we are as people.

We should avoid extra days being used for **busy work**.

## Community
Students are overwhelmed right now. They need more time focused on their **social emotional well-being and enriching experiences**. Give them less homework, they need time to be kids.

If this does happen, we need to make sure that our students and teachers still have a **real break in the summer**... July should be sacred.

## Teachers
I think that having **more time to collaborate** on lessons with our peers would increase learning and the quality of the lessons we are able to provide.

Teachers need to be a **part of the planning process** in order for this to work. Not just in focus groups but actually sitting down and helping to design what this will look like.

## Staff
If we add days to the calendar, we need to offer **engaging, different activities for students**, not focus just on testing.

Changing days has a **logistical impact** but we are committed to supporting students. We just need enough time to **plan and prepare**.

## Principals
Have we **talked to other districts** that are doing this? What about learning from what we’ve already done?

I need to know **what my parents & teachers want** before I can definitively say which model I would choose.
VISION: INTERSESSION

DESIGN

Calendar will add 5 weeks throughout the year targeted to 50% of students with one day per week dedicated to teacher planning

More frequent and flexible opportunities for remediation, acceleration, and interdisciplinary learning and enrichment to meet students’ unique needs and interests

Targeted time and attention, with avg. class sizes of 12

Dedicated days for Intersession teachers to plan and adjust instruction

Opportunities for teachers to learn from and alongside their peers, including targeted coaching and support for novice teachers

Breaks throughout the year for students and staff not participating in the intersession weeks to rest and re-set before resuming core instruction

IMPLEMENTATION

We will invest up to $90M over 2 years to implement this model within geographic feeder patterns prioritized by need and interest, serving up to a third of students prioritized by need

Campuses within geographic feeders will adopt the same calendar to create consistency for families with students at multiple schools

A subset of campuses will serve as “hub sites,” hosting participating students and staff from across the feeder during Intersession weeks

Because all schools within a feeder must adopt a new calendar, we have deprioritized feeder patterns with staff and community disinterest

1 By maintaining a base calendar of 175 days, this model does not qualify for reimbursement from TEA.
VISION: SCHOOL DAY REDESIGN

DESIGN

Schools will reimagine every day, redesigning the daily schedule\(^1\) to provide all students and teachers...

- More time to explore core content, with opportunities to differentiate instruction to best meet each student’s individual needs
- More time for enrichment, including exploring co-curricular topics or projects driven by student and teacher interest, as well as opportunities for brain breaks and social-emotional learning
- Additional time for teachers to grow their craft and plan instruction, including dedicated planning days as well as additional time built in throughout the week

IMPLEMENTATION

- We will invest up to $10M over 2 years to pilot this model\(^2\) at a limited number of campuses, identified using campus-level interest and need
- Because all students and teachers attend the extra days, we have deprioritized campuses that did not have sufficient staff and community interest
- The initial pilot will focus primarily on elementary campuses to leverage reimbursement from TEA

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\(^1\) This model does not change the start/end time of typical days. However, schools adopting this model have the option to incorporate weekly/biweekly early release throughout the year.  
\(^2\) This model includes an estimated $1.8M reimbursement from TEA.
COMMUNICATIONS: CONTINUED PLANNING & ENGAGEMENT

**Design Teams**
- **Design Teams** comprised of Principals, Assistant Principals, Teachers, Other Staff, and Students will support *campus-level planning and design* throughout the Spring.
- **We will invest up to $1M** in Spring 2021 to provide **staff stipends for design work**.
- **Curriculum writing stipends** will be provided to teachers to support development and adaptation of curriculum.

**Site Selection**
- Continued engagement at remaining campuses and feeders to *fill critical gaps in input* and collect additional feedback from staff and families to *inform final decision*.
- **Final list of selected sites** shared at the February 11 Board Briefing.
- **Forums will be held at selected campuses** to answer questions and provide more detail.

**Implementation & Outreach**
- An **Implementation Team** led by representatives from various district office departments will meet throughout the Spring to tackle the *operational and logistical implications* of each model.
- The **Time to Learn website** will provide up-to-date information and updates on planning.
- Staff, students, and families will receive at least monthly updates on planning, increasing in frequency later in the Spring and Summer.
PROGRESS MONITORING:
MEASURING SUCCESS & INFORMING FUTURE SCOPE

INPUTS
If we do the following...

- Secure additional resources for students and staff (e.g., smaller group sizes, additional pay, additional planning time, etc.)
- Create opportunities for intentional, collaborative design
- Pursue consistent, intentional marketing & outreach
- Provide frequent, transparent communication
- Develop processes for teachers of record and intersession teachers to share information

OUTPUTS
...and create these experiences...

- Number of students attending by race/ethnicity, income, and EL status
- Number of teachers participating, by experience and effectiveness
- Degree of student and teacher satisfaction with additional time
- Teachers use student data to plan and deliver individualized instruction

OUTCOMES
...we expect to see these results.

- Growth in students’ MAP scores
- Increase in students’ social emotional competencies measured through survey
- Decrease in discipline referrals
- Improvement in instructional practice
- Increase in teacher retention

Example Targets
Supporting All Students
Change in students’ MAP scores, compared to a similar sample

Advancing Equity
Average student MAP score by students’ race, income, and EL status
WE ARE ASKING YOU TO APPROVE TWO NEW, EXTENDED YEAR CALENDAR MODELS THAT WILL SUPPORT OUR DISTRICT’S WORK TO MITIGATE LEARNING LOSS. SPECIFICALLY, YOU WILL VOTE TO:

Consider the proposed **base calendar** for the 21-22 and 22-23 school years, which will be the calendar for any schools that do not implement an extended school year.

This includes any summer programming that the district provides.

Consider the proposed **Intersession calendar** for the 21-22 and 22-23 school years at an estimated cost of up to $90M over two years.

This gives Dallas ISD the opportunity to add five intersession weeks of targeted student enrichment & acceleration for up to a third of the district’s highest need students.

Consider the proposed **School Day Redesign calendars** for the 21-22 and 22-23 school years at an estimated cost of up to $10M over two years.

This gives Dallas ISD the opportunity to add 23 days to the year, providing a limited number of schools increased time for teacher planning and student exploration and enrichment.

YOUR VOTE DOES NOT:

Consider a specific set of schools and feeders to adopt an extended school year. Pending approval of the calendars, we will announce participating schools and feeders in February.
THANK YOU

Questions?
<table>
<thead>
<tr>
<th>A.</th>
<th>Summary of Key Research Supporting an Extended Year</th>
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<tbody>
<tr>
<td>B.</td>
<td>Estimated Investment Overview &amp; Key Assumptions</td>
</tr>
<tr>
<td>C.</td>
<td>Background on House Bill 3</td>
</tr>
<tr>
<td>D.</td>
<td>Summary of Other Texas School Districts Exploring an Extended Year through HB3</td>
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<tr>
<td>E.</td>
<td>Dallas ISD Learning Loss in ELA</td>
</tr>
<tr>
<td>F.</td>
<td>Stakeholder Engagement - Detailed Summary</td>
</tr>
<tr>
<td>G.</td>
<td>Prioritized Campuses &amp; Feeders for Year 1 Implementation</td>
</tr>
<tr>
<td>H.</td>
<td>Progress Monitoring Detail: Inputs, Outputs, &amp; Outcomes</td>
</tr>
</tbody>
</table>
APPENDIX A: RESEARCH BASE

Changing school calendars to reduce consecutive time off in the Summer has positive effects for students and teachers

- Rearranging the calendar with shorter grading periods and more breaks throughout the year can help increase student engagement
- It reduces the time teachers need to spend recalling or re-teaching prior year content at the start of the year
- There is some evidence of reduced student and teacher burnout and improved student and teacher attendance
- Source

Creating more instructional time by adding time to the day or year has positive effects on student learning

- While research on the causal impact of time is mixed, many of the highest-performing systems across the country tend to have extended school days and/or years. Some research has found that schools that increase their instructional time by at least 25% see increases in student learning (source) and that among a list of policies, extended learning was one of the strongest predictors of student outcomes (source).

Most importantly, creating more instructional time through an extended year creates opportunities for critical strategies that have been proven to benefit student learning - such as…

- Intersessions or Acceleration/Vacation Academies (source 1, source 2)
- Teacher Professional Learning & Collaborative Planning Time (source 1, source 2)
- Tutoring or Small Group Instruction (source)
APPENDIX B: COMPONENTS OF TIME TO LEARN BUDGET

PERSONNEL COSTS

Stipends offered at daily rates to school-based staff working additional days beyond contract, including:

- Teachers
- Assistant Principal
- Instructional Coaches
- Counselor
- Librarian
- Clerical / Administrative Staff
- TAs/Paraprofessionals
- Cafeteria Workers
- Custodial / Maintenance Staff*
- Security
- Social Workers
- Nurses

NON-PERSONNEL COSTS

- Transportation
- Utilities
- Facilities & Maintenance
- Materials & Supplies

ONE-TIME COSTS

- Design Teams
- Curriculum Teams

EXPECTED REIMBURSEMENT

- TEA Reimbursement - Half-Day Per-Pupil Funding (applicable to PK-5 students in School-Day Redesign only)
- TEA Mileage Reimbursement

We will have the opportunity to partially repurpose some existing funds to help fund the additional cost of intersession or school day redesign calendars. Other funding likely to come from the fund balance.
## APPENDIX B: KEY BUDGETARY ASSUMPTIONS

<table>
<thead>
<tr>
<th></th>
<th>HOW MANY DAYS?</th>
<th>HOW MANY STUDENTS?</th>
<th>HOW MANY TEACHERS?</th>
<th>HOW MANY SCHOOLS?</th>
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</thead>
<tbody>
<tr>
<td><strong>INTERSESSION</strong></td>
<td>+ 5 intersession weeks (+23 days total)</td>
<td>50% of Students in Participating Schools</td>
<td>Avg. 12 students per classroom Teachers teach 3 of 4 periods</td>
<td>Up to a third of students²</td>
</tr>
<tr>
<td><strong>SCHOOL DAY REDESIGN</strong></td>
<td>+23 days</td>
<td>All Students in Participating Schools</td>
<td>All Teachers in Participating Schools</td>
<td>A limited number of campuses²</td>
</tr>
</tbody>
</table>

¹ Both models assume 66% of targeted students attend on extra days
² Final number of feeder patterns and campuses for Intersession and School Day Redesign to be determined, but will not exceed 12 and 10, respectively
APPENDIX C: BACKGROUND ON HOUSE BILL 3

House Bill 3 offers additional funding for districts who add learning time for elementary students

KEY FEATURES OF HB3

- Elementary Only, any grades PK-5
- Half-day funding, though districts can offer full-day programming
- Up to 30 days beyond 180, waiver days do not count, plus 2 weather days (potential 212-day calendar)
- More learning & enrichment time, for some or all students, depending on option
- More planning time for teachers

THREE CALENDAR MODELS

- Summer Learning
  Targets certain students for enrichment & intervention

- Intersession
  School year lengthens, targets certain students for enrichment & intervention during intersessions

- School Day Redesign
  Longer school year for all students, adjusted school day, more planning and intervention time

1. Funding is only provided for the half-day, even if a district provides a full day of services on the additional days
2. Must meet annual minutes requirements plus the 180-day base requirement
3. Though these features are tied to HB3 funding, Dallas ISD has considered a broader scope of features in its design
APPENDIX D: OTHER DISTRICTS PURSUING EXTENDED YEAR THROUGH HB3

1. Preliminary list as of September 2020.

- Gainesville ISD
- Bartlett ISD
- Brownwood ISD
- East Central ISD
- Grand Prairie ISD
- Greenville ISD
- IDEA Public Schools
- Snyder ISD
- Sonora ISD
- Spring Branch ISD
- Wichita Falls ISD

- Garland ISD

- Aldine ISD
- Alief ISD
- Austin ISD
- Crowley ISD
- El Paso ISD
- Lewisville ISD
- Pawnee ISD
- Raymondville ISD
- San Marcos ISD
- Southside ISD
- Spring ISD

\(^1\) Number of Districts
APPENDIX E:
DALLAS ISD LEARNING LOSS IN Reading

SY2019-20
% of tested students* from this fall who were on grade level in Reading last year

Black = 35%
English Learners (EL) = 45%
Non-Black, Non-EL = 61%

COVID SLIDE
% of tested students¹ this fall that lost learning in ELA

30%
Reading

SY2020-21
% of tested students* from this fall who are on grade level in Reading this year

Black = 41% (+6 ppt)
English Learners (EL) = 44% (-1 ppt)
Non-Black, Non-EL = 66% (+5 ppt)

¹Populations tested at different rates: 45% of Black students, 65% of EL, 61% of non-Black, non-EL students; tests used were 2019-20 MOY MAP and 2020-21 BOY MAP; only included students currently in grades 4-10 who had test data from both years.
APPENDIX F:
PRINCIPAL ENGAGEMENT

66 Principal Focus Group Participants

Count of Principals Participating in Focus Groups, by School Type

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Principals</th>
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<tbody>
<tr>
<td>Neighborhood</td>
<td>22</td>
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<tr>
<td>High Priority Campus</td>
<td>27</td>
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<tr>
<td>OTI</td>
<td>8</td>
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<tr>
<td>Magnet</td>
<td>9</td>
</tr>
<tr>
<td>Other (Disc, Early Childhood, SpEd)</td>
<td>-</td>
</tr>
</tbody>
</table>

142 Principal Survey Responses (62% of all Principals)

Percent of Principals Who Responded by African American & English Learner Students Quartile

Percent of Principals in each Quadrant who Responded

1. Focus Groups also included Executive Directors, who are not included in the count of participants by school type. 2. Data as of 1/7; AP responses were also collected and used to inform the selection & design processes. 3. The 4th quartile of schools contains the 25% of schools in the district with the highest concentration of students who are either African American or English Language Learners.
### Teacher Focus Group Participants

<table>
<thead>
<tr>
<th>Teacher Race</th>
<th>% of Focus Group Participants</th>
<th>% of All Dallas ISD Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>Black or African American</td>
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<td>34%</td>
</tr>
<tr>
<td>White</td>
<td>26%</td>
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<td>3%</td>
<td>3%</td>
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<tr>
<td>Asian</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5%</td>
<td>N/A</td>
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</table>

### Teacher Survey Responses

4,196 Teacher Survey Responses (42% of all teachers)

### Percent of Teachers Who Responded by African American & English Learner Students Quartiles

![Bar chart showing distribution of African American and English Learner students across quartiles.

### Percent of Teachers in each Quadrant who Responded

- **NW**: 45%
- **NE**: 43%
- **SW**: 38%
- **SE**: 41%

---

1. Focus group invitations were sent to 143 teachers. Data as of 1/7. 3. The 4th quartile of schools contains the 25% of schools in the district with the highest proportion of students who are either African American or English Language Learners.
## APPENDIX F: COMMUNITY ENGAGEMENT

### 150 Community Focus Groups and Forum Participants

- Community Forums Hosted by Dallas ISD Trustees
- Focus Groups¹ comprised of:
  - Trustee Nominated Parents
  - Executive Director Nominated Parents
  - PTO/PTA Representatives
- Focus Group with Special Education Parent Advisory Council (SEPAC)

In addition, meetings were held with Community Partners & Organizations

### 6,289 Parent Survey Responses²

#### Percent of Parent Responses, by Self-Reported Race of Respondent

<table>
<thead>
<tr>
<th>Race of Respondent</th>
<th>% of Responses</th>
<th>% of Dallas ISD students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>48%</td>
<td>71%</td>
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<tr>
<td>Black or African American</td>
<td>14%</td>
<td>21%</td>
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<tr>
<td>White</td>
<td>27%</td>
<td>5%</td>
</tr>
<tr>
<td>American Indian, Native Hawaiian, or 2 or More Races</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Prefer Not to Say</td>
<td>5%</td>
<td>N/A</td>
</tr>
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</table>

#### Percent of Parent Responses, by School Type

<table>
<thead>
<tr>
<th>School Type</th>
<th>% of Survey Responses</th>
<th>% of Dallas ISD Students</th>
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</thead>
<tbody>
<tr>
<td>Neighborhood</td>
<td>50%</td>
<td>44%</td>
</tr>
<tr>
<td>High Priority Campus</td>
<td>18%</td>
<td>38%</td>
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<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>Other (Disc, Early Childhood, SpEd)</td>
<td>&lt; 1%</td>
<td>1%</td>
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</tbody>
</table>

1. Focus Groups held in English & Spanish
2. Data as of 1/7.
# APPENDIX F: ENGAGEMENT BY TRUSTEE DISTRICT

## Principal Survey Responses

<table>
<thead>
<tr>
<th>Trustee District</th>
<th>% of Principals in Trustee District Who Responded</th>
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<tr>
<td>1</td>
<td>78%</td>
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<td>2</td>
<td>60%</td>
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<td>3</td>
<td>57%</td>
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<tr>
<td>7</td>
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## Teacher Survey Responses

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<td>30%</td>
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<td>6</td>
<td>37%</td>
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<td>7</td>
<td>43%</td>
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<tr>
<td>8</td>
<td>36%</td>
</tr>
<tr>
<td>9</td>
<td>39%</td>
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1. Data as of 1/7.
There was support for the intersession calendar from principals and teachers in interested feeders. Further staff and community engagement will inform final selection of intersession feeder patterns in February.

**Priority Feeders**

<table>
<thead>
<tr>
<th>Geographic Feeder Pattern</th>
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<tbody>
<tr>
<td>Carter</td>
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<tr>
<td>Conrad</td>
</tr>
<tr>
<td>Jefferson</td>
</tr>
<tr>
<td>Kimball</td>
</tr>
<tr>
<td>Lincoln</td>
</tr>
<tr>
<td>Madison</td>
</tr>
<tr>
<td>Pinkston</td>
</tr>
<tr>
<td>Roosevelt</td>
</tr>
<tr>
<td>South Oak Cliff</td>
</tr>
<tr>
<td>Spruce</td>
</tr>
<tr>
<td>Wilmer-Hutchins</td>
</tr>
</tbody>
</table>

There is enough support here to be considered, but the feeder is not as high of a priority. The feeder is waitlisted, pending confirmation from higher priority feeder patterns.

**Waitlisted Feeders**

<table>
<thead>
<tr>
<th>Geographic Feeder Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adamson</td>
</tr>
<tr>
<td>Bryan Adams</td>
</tr>
<tr>
<td>North Dallas</td>
</tr>
<tr>
<td>Seagoville</td>
</tr>
<tr>
<td>Skyline</td>
</tr>
<tr>
<td>Sunset</td>
</tr>
<tr>
<td>Transformation &amp; Innovation</td>
</tr>
</tbody>
</table>

**Disinterested Feeders**

Principals and teachers expressed disinterest in pursuing an intersession calendar during SY21-22. These feeder patterns will not have a calendar change.

<table>
<thead>
<tr>
<th>Geographic Feeder Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillcrest</td>
</tr>
<tr>
<td>Magnet</td>
</tr>
<tr>
<td>Molina</td>
</tr>
<tr>
<td>Samuell</td>
</tr>
<tr>
<td>Woodrow Wilson</td>
</tr>
<tr>
<td>W. T. White</td>
</tr>
</tbody>
</table>

Notes: 1. Average challenge score across all schools in the geographical feeder pattern. 2. Priority feeders identified through a combination of: challenge score, opportunity to maximize impact, budget constraints, and opportunities to minimize family disruption. 3. Individual schools within deprioritized feeder patterns may still pursue a school day redesign calendar if there is interest. 4. ACE will participate with its geographical feeder pattern. 5. Single Gender schools will follow their OTI and Magnet feeder designation. 6. Alternative and disciplinary sites TBD. 7. Final count of participating feeders TBD.
There was support for the school day redesign calendar from principals and teachers at these campuses. Further staff and community engagement will inform final selection of campuses in February.

### Priority Campuses

<table>
<thead>
<tr>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Q. Adams Elementary School</td>
</tr>
<tr>
<td>Paul L Dunbar Learning Center</td>
</tr>
<tr>
<td>Tom C. Gooch Elementary School</td>
</tr>
<tr>
<td>H.I. Holland Elementary School</td>
</tr>
<tr>
<td>Maple Lawn Elementary School</td>
</tr>
<tr>
<td>Lee A. McShan Jr. Elementary School</td>
</tr>
<tr>
<td>Edna Rowe Elementary School</td>
</tr>
<tr>
<td>Thomas J. Rusk Middle School</td>
</tr>
<tr>
<td>Boude Storey Middle School</td>
</tr>
<tr>
<td>Daniel Webster Elementary School</td>
</tr>
</tbody>
</table>

All other campuses lacked sufficient principal or staff interest to pursue a School Day Redesign calendar. Any campus not selected for School Day Redesign who expressed interest in Intersession may still experience calendar changes through adoption of the Intersession calendar by their geographic feeder. See previous slide for more information.

Notes: 1. Priority campuses identified through expressed interest; final list to be determined based on additional staff and community engagement. 2. School day redesign schools within Intersession feeders will not participate in Intersession programming. 3. Interested ACE schools will be able to adopt a School Day Redesign calendar.
APPENDIX H: INPUTS | IF WE INVEST IN THE FOLLOWING...

Additional Resources for Students & Teachers
- 5-6 additional days of teacher planning, as well as additional time integrated within the school day
- Average class sizes of 12 during Intersession weeks
- 20% increase in per-pupil funding for materials, supplies, and other resources at participating campuses
- Additional compensation for staff working additional days, at or above their daily rate
- 1 or more days of dedicated professional learning to support and prepare participating staff

Consistent, Customized Marketing & Outreach
- Information sessions for interested families at participating campuses
- Information sessions for interested teachers and staff at participating campuses
- Invitations to a targeted subset of students for participation during intersession weeks
- Opt-in opportunities for other interested students

Opportunities for Intentional, Collaborative Design
- Assembled design teams comprised of principals, assistant principals, teachers, other staff, and students, to support campus-level planning and design throughout the Spring
- Additional stipends for teachers to support curriculum development

Frequent, Transparent Communication
- At least monthly updates to staff on planning efforts and roll-out (March through June)
- Updates to parents and families on planning efforts and roll-out (ranging from monthly to weekly approaching start of school year)
- Dedicated website with latest updates and materials
- Translations available for all communication materials
**APPENDIX H:**
**OUTPUTS | ...AND CREATE THESE EXPERIENCES...**

### FOR SCHOOL DAY REDESIGN

- **Student attendance rate**, by race/ethnicity, income, and EL status
- **Teacher attendance rate**, by experience and TEI level
- **Student, teacher & parent satisfaction** with revised school day, measured through climate or perception survey

### FOR INTERSESSION

- **Number of students** attending Intersession or Summer Learning weeks, by race/ethnicity, income, and EL status
- **Percent of invited students attending** Intersession or Summer Learning weeks, by race/ethnicity, income, and EL status
- **Number of teachers opting in** to participating in Intersession or Summer Learning weeks, by experience and TEI level
- **Student, teacher & parent satisfaction** with Intersession or Summer Learning weeks, measured through survey administered after each week
- **Teachers have easy access to and use student data** to plan and deliver individualized instruction

...WE EXPECT TO SEE STUDENT & TEACHER OUTCOMES IMPROVE OVER TIME.