Dallas Independent School District (Dallas ISD) received federal funds for training and recruiting through Title II, Part A as authorized under the No Child Left Behind Act, Public Law 107-110. The two-fold purpose of Title II, Part A is to increase student achievement through improved teacher and principal quality and to hold local educational agencies and schools accountable for student academic improvement.

Program Description
Dallas ISD used grant funds to assist in the areas of certified teacher recruitment, Instructional Support Services (ISS), expansion of the Compass alternative certification program, early childhood education training, and other professional development (PD) programs that were campus-specific or content-based. Recruitment activities included certified teacher and Compass recruitment efforts, whereas staff training was the focus of the remaining grant activities. Full-scale program evaluations of two additional Title II components (Reasoning Mind and the Leadership Development Fellows Academy) were conducted separately.

Methodology
The workscopes for Title II, Part A were reviewed to note the amount of funding allotted for each area, program plans for implementation, and goals. In addition, formal and informal interviews were held with program managers to find out details related to 2014-15 implementation and to collect program documentation. Follow-up information was collected via phone and email.

Amounts of Funding
The district received $7,093,113 in Title II, Part A funds. The largest amount was budgeted for the Certified Teacher Recruitment Program ($1,820,634) and almost one million was budgeted for the Principal Fellows Academy ($956,243) and the Compass Alternative Certification Program ($927,572). Other large amounts included ISS ($586,087), Reasoning Mind PD ($525,000), Advanced Academic Teacher Training ($437,000), and Early Childhood Quality Classroom Initiative ($407,410). The remaining allocations were for specialized campus training and academic content training and ranged from $17,872 to $250,000.

Program Activities and Implementation

Certified Teacher Recruitment Program
Human Capital Management (HCM) staff members were responsible for recruiting and screening highly qualified teachers to meet state and No Child Left Behind (NCLB) legislative requirements. Recruitment activities included attending recruitment events, advertising, conducting information sessions, screening applicants, processing H-1B visa applications, and monitoring and documenting recruitment activities. During the 2014-15 grant year, there were 111 recruitment events. A majority (N=80; 72%) were in Texas. HCM staff hired 1,719 elementary school teachers, 744 middle school teachers, and 712 high school teachers. HCM staff processed 100 new H1-B teacher visas and 214 extensions.

Instructional Support Services Program
ISS staff utilized Title II funds to provide supplemental PD and resources, including training on the Response to Intervention (RtI) framework and Exceed. ISS staff conducted 48 RtI and Exceed training sessions and, in April 2015, piloted Schoolnet as the new documentation database in five schools. ISS staff coordinated 24 Region 10 STAAR 3-8 and STAAR EOC Academy training sessions to provide the latest information on STAAR and improve student success.

Compass Alternative Certification Program
Grant funds were used to reform and expand the Compass program, formally known as the Alternative Certification Program, by supplementing recruitment, training, and retention activities. Reform included reducing the number of manager positions, restructuring the curriculum, and focusing more heavily on intern support. In 2014-15, 413 interns participated in the Compass program, and the largest certification area was bilingual with 164 interns. Interns were placed in 169 different campuses. Of the 416 interns that completed the program in 2013-14, 358 continued to teach in the district during the 2014-15 school year.

Early Childhood Quality Classroom Initiative
Early Childhood and Community Partnerships (ECCP) staff monitored classroom progress using the Physical Observation Checklist. In September 2014, 56 percent of prekindergarten (Pre-K) classrooms met at least half of the checklist standards and in January 2015 it
increased to 94 percent, meeting the 80 percent goal. One purpose of the initiative was to increase the percentage of students developmentally on track for kindergarten by 10 percent based on screening results. This goal was not met when comparing *Istation’s Indicators of Progress (ISIP)* scores of prekindergarten students for the 2013-14 and 2014-15 school years.

**Executive Ed Program for Teams**

The Executive Ed Program for Teams, directed by Teaching Trust, offered PD for leadership teams to improve the climate of the campus and impact student achievement. After one campus team left the program early, nine campuses, consisting of 55 team members, participated in the program. Participating campuses included five elementary schools, one middle school, and three high schools. A high percentage of respondents agreed or strongly agreed that the program was high quality (95%), that the training and assignments contributed to their school’s success (86%), and that feedback from Teaching Trust had high leverage (89%).

**Distance Learning**

Educational Technology staff provided training and technical support for core content specialists in the development of online training courses for the Distance Learning program. They also helped instructional staff create and monitor virtual professional learning communities (vPLCs). Educational Technology staff conducted blended learning PD sessions to facilitate Dallas ISD’s blended learning initiative. During the 2014-15 school year, Information Technology (IT) requested that Imagine 2020 (I2020) schools replace Chromebooks with Dell laptops. Although the laptops were not distributed until spring 2015, a PD specialist conducted 15 blended learning sessions in I2020 schools in November 2014.

**Advanced Academic Teacher Training**

Through the Advanced Academic Teacher Training Program, *Advanced Placement* and pre-AP teachers attended training sessions provided by the National Math and Science Initiative (NMSI). Program staff also sent 122 teachers to a Laying the Foundations (LTF) summer institute and 47 teachers to an *Advanced Placement* Summer Institute (APSI); both summer institutes were conducted by NMSI.

**Content-Based Professional Development**

The World Languages Department staff used Title II funds to hire a PD specialist, who conducted 21 PD sessions for teachers, instructional coaches, and academic facilitators. World Languages staff also sent 25 teachers to Region 10’s annual Foreign Languages Summit on February 14th, 2015.

The Science, Technology, Engineering, and Mathematics (STEM) Department staff used Title II funds to provide science and mathematics pedagogy and content training to educators. STEM staff provided online training by creating and delivering seven mathematics D-Tubes,^1^ two mathematics vPLCs, four science D-Tubes, and 12 science vPLCs. STEM staff also conducted 97 science and 161 mathematics PD sessions.

Social Studies Department staff provided PD to improve social studies instruction quality and student achievement. Social studies staff conducted 16 face-to-face training sessions and provided online PD through six D-Tubes and five vPLCs.

Fine Arts Department staff provided PD to instructional staff to improve the quality of fine arts instruction and to align the curriculum to the new Texas Essential Knowledge and Skills (TEKS). Program staff conducted 197 PD sessions between June 2014 and May 2015.

**International Baccalaureate Professional Development**

Eight campuses used grant funds to meet International Baccalaureate (IB) training requirements. Wilson, Long, and Stone maintained their IB authorized status, whereas Lee, Lipscomb, Preston Hollow, Franklin, and Hillcrest were in different stages of applying and preparing for IB authorization. Specifically, Franklin, Lee, and Hillcrest were in the IB consideration phase while Lipscomb was in the process of requesting candidacy. Preston Hollow entered the IB candidate phase. Each campus sent between five and 60 staff members to training.

**Campus-Based Professional Development**

Four campuses, including Barack Obama Leadership Academy, Irma Rangel Young Women’s Leadership School, Mata Montessori, and Dealey Montessori, used Title II funds to provide supplemental training to meet the unique instructional needs of their campuses. Barack Obama used Title II funds to send staff to workshops, host guest speakers, and purchase books for a summer book study. Irma Rangel sent staff members to 12 conferences and training sessions and hosted guest speakers for on-campus training. Mata Montessori sent eight teachers to Montessori training, and Dealey Montessori sent four teachers to training.

**Recommendations**

A majority of Title II funds were spent on professional development. Although attendance information was collected, in some cases, feedback was not gathered to

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^1^ D-Tubes are short videos created by content specialists for teachers
determine the quality and usefulness of the training. Programs that include training and utilize Title II funds should include an end-of-course survey to gather feedback from participants. The survey data would be useful for future planning and quality control.

Although some programs collected PD feedback, it was often on paper documents or only included open-ended responses. It is recommended that program managers use online surveys to improve data collection methods. Also, they should include items that provide quantitative data so that data can be compared across years.

IT staff requested that I2020 schools use Dell laptops instead of Chromebooks during the 2014-15 school year. However, the laptops were not provided until mid-spring of 2015, which hindered Educational Technology staff from providing useful and applicable PD for teachers. It is recommended that devices be ordered and delivered in a timely manner so that the Educational Technology staff can provide PD that can be immediately utilized.

References


The full 2014-15 Title II report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at 972-925-6457.