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 and quality, Instructional Support Services (ISS), expansion of the Compass alternative certification program, 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 three additional Title II components (Reasoning Mind, the Principal Fellows Academy, and the Early Childhood Quality Classroom Initiative) 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 2015-16 implementation and to collect program documentation. Follow-up information was collected via phone and email.

Amounts of Funding
The district received $7,923,739 in Title II, Part A funds. The largest amount was budgeted for the Certified Teacher Recruitment Program ($1,801,062) and almost one million was budgeted for the Compass Alternative Certification Program ($955,910) and Principal Fellows Academy ($902,245). Other large amounts included ISS ($575,202), Reasoning Mind PD ($525,000), Advanced Academic Teacher Training ($436,000), and Early Childhood Quality Classroom Initiative ($400,029). The remaining allocations were for specialized campus training and academic content training and ranged from $24,985 to $374,998.

1 The data were collected in March 2016. This number includes Compass alternative certification interns but does not include internal transfers, in which a teacher moved from one campus to fill a vacancy at another campus. Teachers were hired to fill both 2015-16 vacancies and new 2016-17 openings.
**Distance Learning**

Through the Distance Learning program, Educational Technology staff provided technical support to instructional staff in the creation of virtual Professional Learning Communities (vPLCs). Educational Technology staff also facilitated the district’s new robotics and computer science initiative by assisting with district competitions and providing 17 training sessions to educators. Educational Technology staff continued to provide blended learning PD and conducted six sessions through the school year.

**Advanced Academic Teacher Training**

Advanced Academic Services staff sent AP and Pre-AP teachers to PD provided by the National Math and Science Initiative (NMSI) and the Dallas Institute of Humanities and Culture. A total of 47 teachers attended the Dallas Institute workshops throughout the school year. Also, 49 teachers attended the fall NMSI sessions and 84 teachers attended the spring NMSI sessions. Funds will also be used to send teachers to summer 2016 Laying the Foundation (LTF) training.

**Content-Based Professional Development**

World Languages Department staff used Title II funds to conduct and facilitate 70 PD sessions for teachers, instructional coaches, and academic facilitators. World Languages staff also sent 25 teachers to the annual Region 10 Foreign Languages Summit and, in conjunction with the Bilingual Department, organized a districtwide Language Acquisition Symposium.

Science, Technology, Engineering, and Mathematics (STEM) Department staff used Title II funds to provide science and mathematics pedagogy and content training to educators. In addition to face-to-face professional development, STEM staff provided online training by creating D-Tubes and vPLCs. STEM staff granted 217 mathematics and 161 science vPLC certificates to educators.

Social Studies Department staff used Title II funds to provide PD for social studies educators to improve instruction quality and student achievement. Social Studies staff conducted 43 face-to-face training sessions and provided online PD through D-Tubes and vPLCs. A total of 224 vPLC certificates were granted throughout the school year.

Reading Language Arts (RLA) staff provided educators with PD to improve RLA instruction quality and student achievement. RLA staff conducted 39 face-to-face training sessions and also created D-Tubes and vPLCs to provide online PD.

The Improved Arts-Based program provided PD to educators for the improvement of art instruction. Program staff conducted 123 PD sessions between June 2015 and March 2016. Program staff also continued to facilitate two visual performing arts competitions, including UIL and the Texas Visual Arts Scholastic Event; participation increased from the 2014-15 to 2015-16 school year.

**Campus-Based Professional Development**

Title II funding provided the specialized PD required at 15 campuses with nontraditional instructional models. This included nine International Baccalaureate (IB) schools, three Montessori schools, two single-gender schools, and one STEAM program school. The nine IB schools were in various stages of authorization; three were fully authorized and six were awaiting an authorization visit.

A majority of Title II program managers administered a survey to gather feedback from PD participants. Survey designs varied across the programs, but respondents were generally positive about the training. Detailed survey responses can be found in the full report.

**Recommendation**

A large portion of Title II funds was spent on PD provided by vendors or outside experts. Although attendance information was collected for all PD sessions, in some cases feedback was not gathered to determine the quality and usefulness of the training. Programs that hire outside vendors and experts to provide training should strive to gather feedback from participants about the quality of the PD. The data would be useful for future planning and quality control.

It would be beneficial to compile the nine individual campus IB workscopes into one combined IB workscope for uniformity. In 2015-16, each school received a different Title II funding amount, regardless of authorization status. Per interviews, new IB coordinators often end up securing fewer funds for their schools than other IB schools because they are unfamiliar with the Title II process.

**References**


The full 2015-16 Title II report can be found at [www.dallasisd.org/Page/888](http://www.dallasisd.org/Page/888). For more information, please contact Program Evaluation at 972-925-6457.