



*Dallas Independent School District*

**Report of the General Superintendent on the Declaration of  
Commitments and Covenants AE (LOCAL) and  
Academic Programs  
2004-05**

**REIS05-164-2**

**DIVISION OF EVALUATION  
AND ACCOUNTABILITY**

Michael Hinojosa, Ed. D. *General Superintendent*



Dallas Independent School District

Michael Hinojosa, Ed. D.  
General Superintendent

Report of the General Superintendent on the  
Declarations of Commitment and  
Covenants AE (LOCAL) and  
Academic Programs

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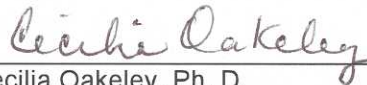
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September 2005



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**Part I: Report of the General Superintendent on  
the Declaration of Commitments  
and Covenants AE (LOCAL)  
2003-2005**

INTRODUCTION

In November 2002, the Dallas Independent School District Board of Trustees adopted the policy Declaration of Commitments and Covenants prior to Release From Court Supervision AE (LOCAL). The policy stated that, at the point at which the district was released from the *Tasby v. Moses* desegregation order and supervision of the United States District Court the policy would go into effect. The Declaration of Commitments and Covenants Upon Release From Court Supervision enumerates thirteen commitments which state the desires of the district to maintain certain programs and policies formerly mandated by the desegregation order. On June 23, 2003, the school district was released from the desegregation order, the policy went into effect immediately, and it is subject to review to determine its further application three years from the date of the district's release from Court supervision.

Commitment number eleven of the policy states, "The General Superintendent shall be required to report to the Board of Trustees annually on these commitments and covenants." This report is submitted to satisfy the requirement of an annual report." Consequently, the report contained herein satisfies the requirement that the general superintendent apprise the Board of Trustees on the commitments and covenants. The report is organized in two parts. Part I summarizes the status of commitments 1, 2, 4, 8, 10, 11, 12, and 13 while Part II gives the status of commitments number 3, 5, 6, 7, and 9.

**MISSION STATEMENT**

The district's mission is to prepare all students to graduate with the knowledge and skills to become productive and responsible citizens.

**DECLARATION OF  
COMMITMENTS AND  
COVENANTS - UPON  
RELEASE FROM COURT  
SUPERVISION**

Whereas, it is the mission of the Dallas Independent School District to prepare all students to graduate with the knowledge and skills to become productive and responsible citizens;

Whereas, the Dallas Independent School District Board of Trustees establishes the goal of becoming the finest urban school district in the United States by the end of this decade;

Whereas, it is ultimately the responsibility of the Board of Trustees working with the General Superintendent to assure that this mission is achieved;

Whereas, since 1970 the Dallas Independent School District (the "District") has been a defendant in the litigation now styled *Tasby, et al. v. Moses*, pending in the United States District Court for the Northern District of Texas, Dallas Division ("the Court");

Whereas, in 1994 the United States District Court held that the district had achieved unitary status and granted a three-year period to remedy certain deficiencies before being released from the jurisdiction of the Court; and

Whereas, the district desires to state its intention to maintain certain programs and policies should it be released from the jurisdiction of the United States district Court;

The Board of Trustees of the district adopts the following Declaration of Commitments and Covenants.

1. The district shall continue to operate a unitary school system and shall promote the availability of equal educational opportunities to all its students regardless of race, national origin, ethnicity, gender, or religion. The district recognizes the particular importance of programs designed to accelerate achievement for students who have not achieved grade level status.
2. The district is committed to principles of diversity at all levels of employment and shall recruit and assign quality teachers and administrators without regard to race, national origin, ethnicity, gender, or religion. The district affirms its commitment to recruit and assign a staff representative of all racial and ethnic groups in the area served by the district.
3. The district shall maintain a strong Early Childhood Program at each campus that includes PK-3 students. This program shall be based on current educational best practices, including but not limited to a diagnostic and prescriptive approach, a program facilitator at each campus that includes PK-3 students, emphasis on small group and individualized instruction, a comprehensive program that includes curriculum guides and supporting materials, appropriate staffing, increased parent involvement

and training, and a strong emphasis on mastery of essential skills by the end of the third grade level.

4. The district shall continue to fund Dallas Community College District tuition credits and free music lessons and instruments for students who as of the date the district is released from supervision of the Court are enrolled in the Majority-to-Minority Transfer program.
5. The district shall maintain a program of magnet schools, including Montessori schools. The program shall offer unique educational opportunities through specialty curricula that cannot be found within the neighborhood schools. The program shall include the vanguards, academies, and high schools designated as magnet schools or Montessori schools at the date the district is released from supervision of the Court. The district shall maintain the Yvonne A. Ewell Townview Center as a center for high school magnet programs. The district shall be diligent in its efforts to identify all eligible or qualified students, and to encourage parents and students to participate in the programs. It shall be the policy of the district that properly identified students shall be served without regard to race, ethnicity, national origin, gender, or religion. The district shall carefully monitor the selection process so that no student or ethnic group is unfairly excluded.

The district shall no less frequently than every three years evaluate all magnet and Montessori programs to determine appropriateness of the program, potential need for additional programs, and the degree to which the programs are ethnically diverse. Nothing herein shall limit the ability of the Board of Trustees to add additional programs or to modify or eliminate existing programs in accordance with the recommendations of the district's evaluation. Criteria for determining whether programs should be added, modified, or eliminated shall be included in the initial Special External Magnet Evaluation. The district shall maintain an advisory committee for each high school magnet school that will include specialists in the particular focus of the individual magnet school.

6. The district shall maintain programs for talented and gifted students in all elementary, middle, and high schools in accordance with the requirements of State law. The district shall be diligent in its efforts to identify all eligible or qualified students, and to encourage parents and students to participate in the programs. It shall be the policy of the district that properly identified students shall be served without regard to race, ethnicity, national origin, gender, or religion. The district affirms the importance of encouraging and including ethnic minority students in high academic programs and courses. The district shall carefully monitor the selection process so that no student or ethnic group is unfairly excluded.
7. The district shall maintain the South Dallas, West Dallas, and East Dallas Learning Centers. The district shall provide a Learning Center Management Plan to address administrative, staffing, evaluation, instructional, and other issues important to the mission of these centers to support and further the achievement of the students. The district recognizes that these Learning Centers may develop exemplary practices that may be utilized in other district schools whose students are similar to those enrolled in the Learning Centers. The district may make revisions to the Learning Center Management Plan to focus funding, personnel, and programs on the specific needs of the students enrolled at a particular campus. These Centers shall continue to develop educational programs and practices to promote the long-term eradication of the under-education of this identified population.
8. The district shall provide supplemental funding for students in at-risk

situations, including those enrolled at campuses identified as low performing according to State or federal law.

9. The district shall maintain Bilingual and English as a second language programs in PK-grade 12 in a comprehensive effort to meet the affective, linguistic, and academic needs of LEP students. In elementary schools, the program shall focus on teaching English and subject matter through developmental bilingual classrooms, shared teaching, ESL self-contained classes, and send-in ESL teachers. In secondary schools, the ESL program shall provide LEP students with sequential instruction in ESL, sheltered English, and other sheltered content courses in mathematics, science, and social studies. The programs shall be based upon current best practices and shall be designed to help LEP students acquire English proficiency and facilitate their integration into the mainstream curriculum to ensure equal educational opportunity. The district shall encourage teachers to seek ESL certification and will provide professional development opportunities for the same.
10. The district shall maintain a program of facility construction, addition, renovation, repair, and maintenance that focuses on the priorities of health, safety, and avoidance of overcrowding. This program shall be administered without regard to the race, ethnicity, national origin, gender, or religion of the students enrolled at a particular facility and without regard to the geographic location of the facility within the district. Attendance zones and feeder patterns shall recognize the importance of diverse student populations where feasible. District operating and bond funds shall be budgeted and expended using the following priorities; (a) facilities that are safe and secure and compliant with the requirements of the ADA shall be the top priority; (b) regular maintenance and repair of the district's facilities in order to preserve these assets; and (c) the program of maintenance, repair, renovation, and construction shall be maintained in accordance with these priorities. The General Superintendent shall present an annual facilities plan for the coming calendar year.
11. The General Superintendent shall be required to report to the Board of Trustees annually on these commitments and covenants. The goal of these commitments shall be to increase student achievement throughout the district for all students in the district.
12. These commitments and covenants shall be subject to and conditioned upon the normal authority of the Board of Trustees and the General Superintendent with regard to matters of personnel assignment and funding priorities. These commitments and covenants shall further be subject to the constitution and laws of the United States and the State of Texas.
13. This Declaration of Commitments and Covenants shall be the official policy of the district. This policy shall take effect immediately upon the release of the district from supervision of the Court by a final court order. This policy shall be subject to Board of Trustees review to determine its further application three years from the date the district is released from the supervision of the Court. While this policy is in effect, a vote of seven of the then-sitting members of the Board of Trustees shall be required to modify, alter, amend, repeal, or vacate this policy.

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AE(LOCAL)-X



## **Status of Commitments 1, 2, 4, 8, 10, 11, 12, 13**

### **Commitment 1**

The district shall continue to operate a unitary school system and shall promote the availability of equal educational opportunities to all its students regardless of race, national origin, ethnicity, gender, or religion. The district recognizes the particular importance of programs designed to accelerate achievement for students who have not achieved grade level status.

#### **Status**

The district is meeting this commitment through a series of policies governing the availability of equal educational opportunities to all its students regardless of race, national origin, ethnicity, gender, or religion. These policies are enumerated in Appendix A. In addition, the district has full-time staff to oversee and respond to EEOC, OCR, and 504 related issues. Finally, the district has in place through the Administrative Services Division and Instructional Services Division an array of programs designed to accelerate achievement for students who have not achieved grade level status including, but not limited to, Extended Day/Extended Year programs and the Student Success Initiative.

### **Commitment 2**

The district is committed to principles of diversity at all levels of employment and shall recruit and assign quality teachers and administrators without regard to race, national origin, ethnicity, gender, or religion. The district affirms its commitment to recruit and assign a staff representative of all racial and ethnic groups in the area served by the district.

#### **Status**

The district is meeting this commitment through a series of policies governing the recruitment and assignment of teachers and administrators without regard to race, national origin, ethnicity, gender, or religion. These policies are enumerated in Appendix A. In addition, the Human Resource Services Department has a comprehensive recruitment and staffing plan from which data and related activities are presented in semi-annual reports to the Board of Trustees to reflect the accomplishments of the plan. Quarterly Human Resources Reports will include the status of recruitment activities.

### **Commitment 4**

The district shall continue to fund Dallas County Community College District tuition credits and free music lessons and instruments for students who as of the date the district is released from supervision of the Court are enrolled in the Majority-to-Minority transfer program.

#### **Status**

The district is meeting this commitment. In 2004-2005, the district allocated \$36,820 for the Dallas County Community College District tuition credits. Nineteen students who participated in Majority-to-Minority Transfers currently are being served through the tuition credit portion of this program; however, no students have elected to take the lessons or instruments provided for under this program.

### **Commitment 8**

The district shall provide supplemental funding for students in at-risk situations, including those enrolled at campuses identified as low performing according to State or federal law.

## **Status**

The district is meeting this commitment by providing \$10.4 million in supplemental funding for students in at-risk situations. All campuses, with the exception of six that do not meet the criteria (Hillcrest, Lincoln, Madison, Seagoville H.S., Seagoville Middle, and Skyline), receive portions of this funding based on formulas outlined in Appendix B.

## **Commitment 10**

The district shall maintain a program of facility construction, addition, renovation, repair, and maintenance that focuses on the priorities of health, safety, and avoidance of overcrowding. This program shall be administered without regard to the race, ethnicity, national origin, gender, or religion of the students enrolled at a particular facility and without regard to the geographic location of the facility within the district. Attendance zones and feeder patterns shall recognize the importance of diverse student populations where feasible. District operating and bond funds shall be budgeted and expended using the following priorities; (a) facilities that are safe and secure and compliant with the requirements of the ADA shall be the top priority; (b) regular maintenance and repair of the district's facilities in order to preserve these assets; and (c) the program of maintenance, repair, renovation, and construction shall be maintained in accordance with these priorities. The General Superintendent shall present an annual facilities plan for the coming calendar year.

## **Status**

The district is meeting this commitment in that it has a fully operational Bond Office that oversees the implementation of the \$1.3 billion bond package that was passed in January 2001. In addition, the Business Services Division has a comprehensive bond program implementation plan as part of its annual facilities plan, and staff presents monthly reports to the Board of Trustees on the progress on this plan. Along with the bond program expenditures, the district expends non-bond funds on repair and maintenance of facilities. Finally each board trustee has appointed representatives to an Attendance Zone Committee that meets regularly to give advice on redrawing attendance zones to accommodate bond construction and overcrowding issues. The attendance zones do recognize diversity of the student population.

## **Commitment 11**

The General Superintendent shall be required to report to the Board of Trustees annually on these commitments and covenants. The goal of these commitments shall be to increase student achievement throughout the district for all students in the district.

## **Status**

In fulfillment of this commitment, the General Superintendent will submit the report entitled *Report of the General Superintendent On the Declaration of Commitments and Covenants AE (LOCAL)* to the Board of Trustees at a Committee of the Whole meeting.

## **Commitment 12**

These commitments and covenants shall be subject to and conditioned upon the normal authority of the Board of Trustees and the General Superintendent with regard to matters of personnel assignment and funding priorities. These commitments and covenants shall further be subject to the constitution and laws of the United States and the State of Texas.

## **Status**

This commitment has been met. Although this section of the policy is permissive in that it allows the Board of Trustees and the General Superintendent to exercise their normal authority relative to

matters of personnel assignment and funding priorities, neither the Board of Trustees nor the General Superintendent has made substantive changes in programs covered by the Commitments and Covenants in either of these areas. Budget documents show that funding levels and personnel levels for fiscal year 2004-2005 for programs under the Commitments and Covenants remain almost identical to the 2002-2003 fiscal year.

### **Commitment 13**

This Declaration of Commitments and Covenants shall be the official policy of the district. This policy shall take effect immediately upon the release of the district from supervision of the Court by a final court order. This policy shall be subject to Board of Trustees review to determine its further application three years from the date the district is released from the supervision of the Court. While this policy is in effect, a vote of seven of the then-sitting members of the Board of Trustees shall be required to modify, alter, amend, repeal, or vacate this policy.

### **Status**

This commitment has been met. The policy Declaration of Commitments and Covenants AE (LOCAL) took effect immediately upon the release of the district from supervision of the Court by a final court order on June 23, 2003. The policy was submitted to the Texas Association of School Boards for inclusion in the district's policy on line and it appears in district written policy as well as on its website. Because it has not been three years from the date the district was released from the supervision of the Court, the policy has not been subject to Board of Trustees review to determine its further application. In addition, the Board of Trustees has not voted to modify, alter, amend, repeal, or vacate this policy.



**Part II: Report of the General Superintendent on  
the Declaration of Commitments  
and Covenants Related to  
Academic Programs**

**2004-2005**

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INTRODUCTION

Prior to release from Court supervision, the Dallas Independent School District adopted a Declaration of Commitments and Covenants that enumerates thirteen commitments that state the district's desires to maintain certain programs and policies formerly mandated by the Court's desegregation order. Commitment number 11 states, "The General Superintendent shall be required to report to the Board of Trustees annually on these commitments and covenants." Consequently, Part II summarizes the academic programs related to these commitments and the extent to which they are being met. These programs include Early Childhood Education, Magnet Schools, Talented and Gifted, Learning Centers, and Bilingual/ESL.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the evaluation is to determine the degree to which the district has adhered to the commitments and covenants for a period of three years after being released from the Court Order.

MAJOR EVALUATION QUESTIONS AND RESULTS

This section addresses the research questions and methods used to determine the status of Commitments 3 (Early Childhood Education), 5 (Magnet Schools) 6 (Talented and Gifted), 7 (Learning Centers), and 9 (Bilingual/ESL).



## **Early Childhood Education**

### **Program Description**

The Early Childhood Education (ECE) Program is a PK-3 state-of-the-art research-based program that is built on current research methodologies, and best practices. It provides the foundation for a continuum of learning from Pre-Kindergarten to Grade 12. The ECE Department has an ongoing collaboration with the Reading and Multilanguage Enrichment Departments to ensure that all students read on grade level or higher by the end of the third grade as required by the *No Child Left Behind Act*.

### **Commitment 3**

The Dallas Independent School District shall maintain a strong Early Childhood Program at each campus that includes PK-3 students. This program shall be based on current educational best practices, including but not limited to a diagnostic and prescriptive approach, a program facilitator at each campus which includes PK-3 students, emphasis on small group and individualized instruction, a comprehensive program that includes curriculum guides and supporting materials, appropriate staffing, increased parent involvement and training and a strong emphasis on mastery of essential skills by the end of the third grade level.

### **Research Questions/Methodology/Results and Status**

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**Document the existence of an Early Childhood program at all schools that include PK-3 students.**

---

#### Methodology

School level data (all PK-3 campuses) were extracted from the district/Evaluation and Accountability website, as well as documentation from the Early Childhood Department.

#### Results

- Early Childhood Education services were provided to all PK-3 students at 143 DISD campuses.
- 80 schools had full day programs, 59 schools had half-day programs and 4 schools had no Pre-K program.

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**Identify student demographics and staffing ratios at Grades PK-3 in all schools with Early Childhood programs.**

---

#### Methodology

Student demographic characteristics were extracted from the district's student database.

#### Results

- A total of 59,635 PK-3 students were provided Early Childhood Education services.
- Of the total, 69% was Hispanic, 26% Black and approximately 5% White, Asian and Native American combined.
- Approximately 83% of the students served were disadvantaged (receiving free/reduced lunch).

- Almost half (49%) were limited English proficient (LEP).
- The mean class size ranged from 19-21 students. Classroom teachers utilized teacher assistants, parents, and community volunteers.

---

**Identify all schools with and without program facilitators**

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Methodology

Sign-in sheets from campus facilitator training were used to identify schools with and without campus facilitators.

Results

- 143 campuses provided Early Childhood Education services at Grades K-3 and all had a campus facilitator.

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**What programs and or best practices were used to deliver program services?**

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Methodology

A survey of principals and campus facilitators was used to identify best practices used to deliver program services. Additional information was obtained from interviews with program staff.

Results

- Program strength was supported by the distribution of a Model for Success best practices guide to all PK-3 schools by the Early Childhood Education Department.
- The model emphasizes the uses of the following best practices; balanced whole group and small group instruction for various instructional content, and diverse learning and discovery centers for interactive and self-directed learning.

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**What activities did the Early Childhood Education Department and the individual campuses do to increase parental involvement and training?**

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Methodology

A survey of principals and campus facilitators was used to identify activities at the campus level that were used to increase parental involvement. Information about additional activities supported by the Early Childhood Department was obtained from interviews with and documentation from program staff.

Results

- At the campus level, parental involvement activities included parent conferences, PTA meetings, Open House, parent-training sessions, volunteer opportunities, and phone calls as needed.
- The Early Childhood Department provided information and training materials for the parent-training sessions. All materials were provided in English and Spanish.



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**Document the existence of written curricula along with supporting curriculum guides and materials at each campus.**

---

Methodology

A survey of principals and campus facilitators was used to identify campuses with written curricula and supporting documents. Additional information was obtained from interviews with program staff.

Results

- Survey results indicated that principals and teachers had sufficient curriculum guides and expanded instructional materials for all subjects.

---

**Did students acquire mastery of essential skills on the *Texas Assessment of Knowledge and Skills (TAKS)* and what measures were used to identify student needs?**

---

Methodology

Passing rates for Grade 3 students passing the TAKS English and Spanish versions on the *TAKS* were extracted from the district's student database. A survey of campus facilitators was used to obtain information about the most commonly used diagnostic and prescriptive assessment measures.

Results

Diagnostic and Prescriptive Measures

- The most commonly used diagnostic and prescriptive measures used to identify student needs included the Dial 3 (Pre K), *TPRI/Tejas Lee* (K-2), benchmarks and teacher-made tests, and teacher observations.

*Texas Assessment of Knowledge and Skills (TAKS)*

- A total of 11,404 (84%) Grade 3 students passed the English version of the *TAKS* Reading test and 11,417 (71%) passed the *TAKS* Math test. Reading results include the February and April administrations of the test. These data do not include Montessori or alternative schools.
- Across all ethnicities, 84% passed reading, and 71% passed mathematics, with White students having the highest passing rates in both reading and mathematics (92% and 89%, respectively). See Figure 1.
- Seventy-nine percent (79%) of limited English speaking students passed the reading and 66% passed the mathematics tests (Figure 2).
- A total of 5,215 (79%) Grade 3 LEP students passed the Spanish version of the Reading *TAKS* and 5,207 (66%) passed the Math *TAKS*.

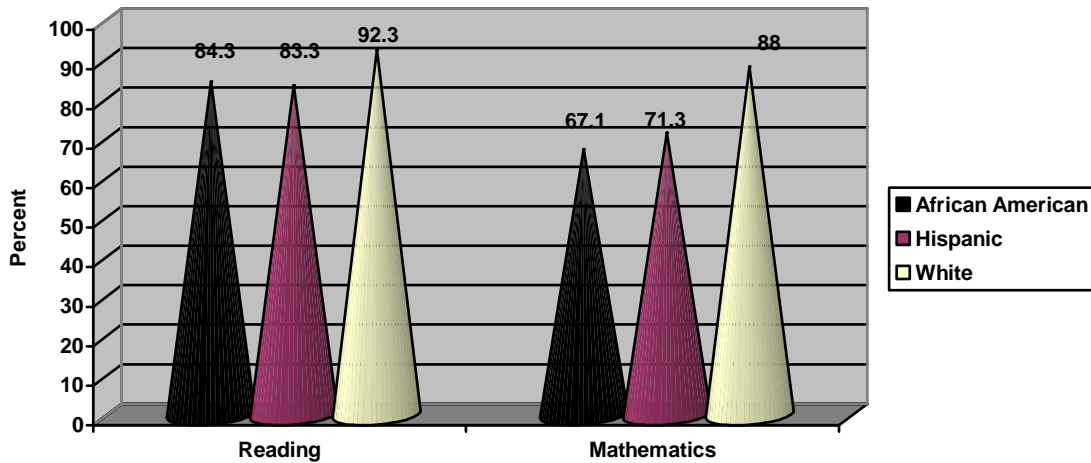


Figure 1. Grade 3 passing rates on the *TAKS* Reading and Mathematics tests by ethnicity.

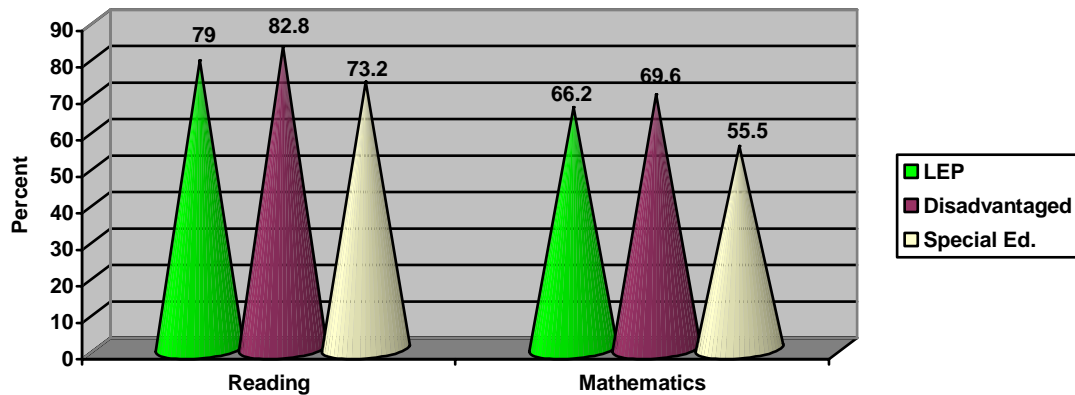


Figure 2. Grade 3 passing rates on the *TAKS* Reading and Mathematics tests by LEP, Disadvantaged and Special Education student groups.

*ITBS*

- In reading, students in Grades K-1 had mean Normal Curve Equivalent Scores (NCEs) above the national standard (50) while students in Grades 2-3 scored slightly below (Figure 3).
- In mathematics, students at all grade levels (K-3) had mean NCEs above the national standard (50).
- All grade levels had negative NCE gain scores for *ITBS* reading and mathematics (Table 1). Even though Grade 1 students scored above the national standard in *ITBS* reading and mathematics, they had the largest negative NCE gain scores (-18.5 and -18.1, respectively). See Table 1.
- Results for the Kindergarten test showed performance at an extremely high level that is inconsistent with all other testing information about these students and inconsistent with the performance at Grades 1-9.

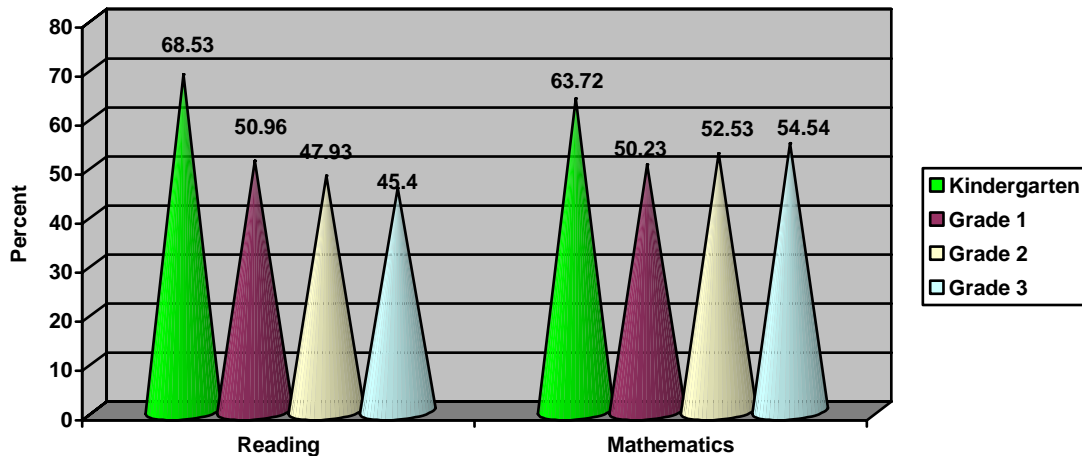


Figure 3. K-3 Mean Normal Curve Equivalent Scores on the *ITBS* Reading Comprehension and Mathematics Total subtests.

Table 1

*ITBS* Reading Comprehension and Mathematics Total Normal Curve Equivalent Gain Scores by Grade, 2004-05

Reading Comprehension				
Grade	Number	Spring 2004	Spring 2005	Mean
1	6,460	71.06*	52.54	-18.5
2	7,047	56.39	50.30	-6.1
3	7,986	52.36	47.52	-4.8
Mathematics Total				
1	6,606	69.72*	51.65	-18.1
2	7,106	55.86	54.08	-1.8
3	7,992	56.94	56.40	-.5

Note. Students at Grade K used Level 6 Form of the *ITBS* and showed an extremely high level of performance that was inconsistent with other testing information about these students and therefore, was excluded from the table.

Logramos

- Students in all grade levels (K-3) had mean NCEs above the national standard (50) in reading and mathematics as presented in Figure 4.
- Grades 1 (-8.2) and 3 (-10.1) had significant negative *Logramos* NCE gain scores in mathematics (Table 2).

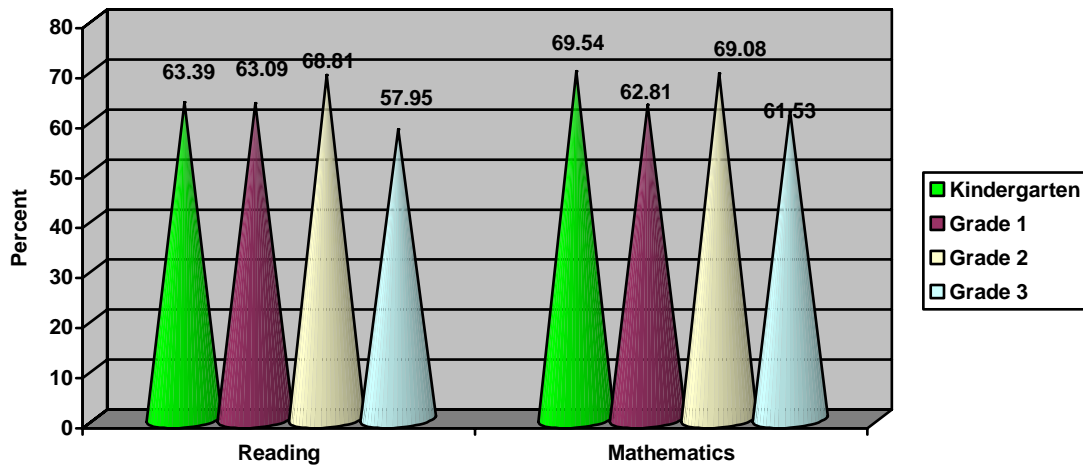


Figure 4. K-3 Mean Normal Curve Equivalent Scores on the *Logramos* Reading Comprehension and Mathematics Total subtests.

Table 2

*Logramos* Reading and Mathematics Normal Curve Equivalent Gain Scores by Grade, 2004-05

Reading Comprehension				
Grade	Number	Spring 2004	Spring 2005	Mean
1	2,271	63.43	64.96	1.5
2	1,163	63.10	69.68	6.6
3	311	67.25	57.34	-9.9
Mathematics Total				
1	2,409	71.87	68.44	-8.2
2	1,179	64.93	75.27	5.1
3	325	71.93	66.40	-10.1

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**Status**

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The district is meeting its commitments and covenants to the Early Childhood Education Program by maintaining a strong program at all campuses that include PK-3 students. Program strength was supported by the distribution of a Model for Success best practices guide by the Early Childhood Education Department. The model emphasizes balanced whole group and small group instruction, and diverse learning and discovery centers for interactive and self-directed learning. All campuses had program facilitators, curriculum guides and supporting materials, appropriate staffing, increased parent involvement activities and a strong emphasis on the mastery of essential skills. The most commonly used diagnostic and prescriptive measures included the Dial 3, *TPRI/Tejas Lee*, benchmarks and teacher-made tests, and teacher observations. More than 80% of Grade 3 students passed the English version of the *TAKS* Reading test and more than 70% passed the *TAKS* Math test. Similar results were observed for LEP students where 79% passed the Spanish version of the *TAKS* Reading test and 66% passed the Spanish version of the *TAKS* math test.

## **Magnet Schools**

### **Program Description**

In April 1976, the United States District Court for the Northern District of Texas issued a desegregation court order to the Dallas Independent School District, resulting in the establishment of the magnet schools program. Consistent with that Order, the overall goal of the magnet schools program was to further the aim of voluntary desegregation by offering a unique curricular program designed to attract students from all ethnicities across the district.

### **Commitment 5**

The Dallas Independent School District shall maintain a program of magnet schools, including Montessori schools. The program shall offer unique educational opportunities through specialty curricula which cannot be found within the neighborhood schools. The program shall include the vanguards, academies, and high schools designated as magnet schools or Montessori schools at the date the district is released from supervision of the Court. The district shall maintain the Yvonne A. Ewell Townview Center as a center for high school magnet programs. The district shall be diligent in its efforts to identify all eligible or qualified students, and to encourage parents and students to participate in the programs. It shall be the policy of the district that properly identified students shall be served without regard to race, ethnicity, national origin, gender or religion. The district shall carefully monitor the selection process so that no student or ethnic group is unfairly excluded. The district shall no less frequently than every three years evaluate all magnet and Montessori programs to determine appropriateness of the program, potential need for additional programs, and the degree to which the programs are ethnically diverse. Nothing herein shall limit the ability of the Board of Trustees to add additional programs or to modify or eliminate existing programs in accordance with the recommendations of the district's evaluation. Criteria for determining whether programs should be added, modified or eliminated shall be included in the initial Special External Magnet Evaluation. The district shall maintain an advisory committee for each high school magnet school that will include specialists in the particular focus of the individual magnet school.

### **Research Questions/Methodology/Results and Status**

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#### **Document the existence of a magnet program including Montessori schools?**

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##### Methodology

The district's student database was utilized to extract demographic and enrollment data on all magnet students. Out-of-district student data were collected from a review of applications obtained from the Area 5 Office.

##### Results

- The Dallas Independent School District operated 9 magnet high, 10 academy middle, and 7 elementary vanguard programs in 22 school sites. Included in the magnet schools program are two Montessori elementary vanguards and two middle academies.
- A total of 8,615 students were served in the program. Of these, approximately 37% were African American, 50% Hispanic, 12% White, 2% Asian and 1% Native American.
- White students comprised 6% of the district's enrollment and 12% of the magnet's enrollment while Asians made up 1% of the district's enrollment and 2% of the magnet's enrollment.

- LEP students made up 31% of the district's enrollment at Grades PK-12, 33% of the district's enrollment at Grades 4-12 (those eligible for the magnet program) and less than 1% of the magnet enrollment.
- Exited LEP students made up about 24% of the vanguards, 37% of the academies and about 37% of the magnet high schools' enrollment.
- A total of 110 new out-of-district students were served in the program.
- A total of 446 district students were on a waiting list for admission.

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**Identify unique educational opportunities offered through specialty curricula that cannot be found in neighborhood schools (refer to date release from Court order).**

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Methodology

Specialty curricula data were collected from the Area 5 office and school principals. Additional data were extracted from previous magnet evaluation reports and field notes.

Results

- The magnet program offers specialty curricula in Fine Arts, Humanities, Business, Health Services, Law, Science and Engineering, Environmental Sciences, Education and Social Services, Talented and Gifted and career development at Skyline CDC.
- The program operated two Montessori schools, each having both academy and vanguard schools.
- New for the 2004-05 school year, the program operated an all girls' school (Irma Rangel Young Women's Leadership School).

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**What procedure(s) was used to carefully monitor the selection process so that no student or ethnic group was unfairly excluded?**

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Methodology

Information outlining the monitoring process was collected from the Area 5 Superintendent's office.

Results

- The monitoring process included the following:
  - Applications were made available in both English and Spanish.
  - More than one Area 5 staff reviewed each application.
  - To determine if the admission's criteria were met, all applications were reviewed to verify norm referenced percentile scores in reading and mathematics, grade point averages, and other assessment measures.
  - A committee assessed admission criteria scores of all applicants and then rank-ordered the applicants so that 30% of all seats could be awarded districtwide. The other 70% of seats were awarded based on merit within each attendance zone or area.

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**What efforts were used to identify all eligible students and to encourage parents and students to participate in the program without regard to race, ethnicity, national origin, gender or religion?**

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Methodology

Documents identifying the selection process were collected from the Area 5 Superintendent's office. Parent involvement and recruitment information were obtained from school principals, and the Department of Curriculum and Instruction.

Results

- The Dallas Independent School District's Board of Trustees initiated a newly developed selection procedure based on merit. The process included the following:
  - Applicants were required to meet criteria that take into consideration the student's norm-referenced test percentiles for reading and mathematics, grade point average and an assessment keyed to the student's particular school of interest (e.g., an interview, essay or audition).
  - 30% of the seats were awarded districtwide by rank-ordering applicants based on an overall score.
  - 70% of the seats were awarded within area adjusted proportionally for the student population.
- Parents and students were encouraged to participate in the magnet program through a variety of recruitment events coordinated by the Area 5 office and program schools. These efforts included:
  - A Magnet Fair held on January 8, 2005 at the Yvonne A. Ewell Townview Center. Posters and flyers in English and Spanish were distributed to all schools advertising the fair.
  - Area 5 office produced magnet spots that aired on the district's cable television network and aired public service announcements that aired on local English and Spanish television and radio stations.

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**How often has the district evaluated all magnet and Montessori programs to determine appropriateness of the program, potential need for additional programs, and the degree to which the programs are ethnically diverse?**

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Methodology

A review of previous evaluation documents, information from the Area 5 office, and interviews with staff from the Department of Curriculum and Instruction were used in the data collection process. Data were also extracted from field notes and action plans written by the Department of Curriculum and Instruction.

Results

- An evaluation of the magnet schools program to determine program effectiveness and ethnic diversity was completed by the Department of Program Evaluation and is completed each school year.

- An initial effort was made to conduct a comprehensive assessment of the program in 1996-97, but it was never completed. In 2002-03, the Department of Program Evaluation initiated and completed a comprehensive assessment of the magnet administrative structure and curriculum. The evaluation identified schools with and without curricula, courses that should be added, deleted or modified and new strands that should be added to the program.
- Additionally, based on evaluation results, the Department of Curriculum and Instruction established a regular cycle to review the magnet curricula to assure the curricula reflect new and appropriate developments in the specialty areas. Core course reviews were established to ensure that the magnet specialties were applicable to industry/economy. Planning time was also made available for vertical teams.
- In 2003-04, the Department of Curriculum and Instruction hired an outside consultant to duplicate the study conducted by the Department of Program Evaluation the previous year (2002-03). The consultant was also to assist administrators with curricula writing and revisions.
- An action plan was developed and implemented in 2003-04 for the revision/modification of the magnet curricula. The action plan was built around a three-year phase in process.
- In 2003-04, the action plan was implemented by the Department of Curriculum and Instruction and curricula were written and aligned to the *TEKS/SEs* for the Irma Rangel Young Women's Leadership School, Oliver Wendell Holmes Classical Academy Middle School, William H. Atwell Fundamental Academy Middle School, and Mark Twain Fundamental Vanguard Elementary.
- In 2004-05, interviews with Curriculum and Instruction staff indicated that they had no knowledge as to who was responsible for implementing the action plan nor did they have any knowledge of the extensive curriculum needs assessment study conducted by the Department of Program Evaluation in 2002-03. As stated by one of the Curriculum and Instruction staff "we are responsible for what they tell us to do." There was confusion around who had the responsibility of implementing the action plan.
- In 2004-05, the outside consultant assessed and helped write curricula for the following schools: Booker T. Washington High School for the Performing and Visual Arts, W.E. Greiner Exploratory Arts Academy, Sidney Lanier Expressive Arts Vanguard, Lincoln Humanities and Communications Magnet, and Law Magnet.

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**Document the existence of an advisory committee at each magnet high school that includes specialists in the particular focus of the individual magnet school.**

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#### Methodology

Advisory committee and specialist data were collected using a self-report survey. Additional data were collected from the Area 5 office and school principals.

#### Results

- Each of the 10 magnet high schools had active functioning advisory committees that included specialists in the particular focus of the individual school.
- Skyline CDC had the largest number of specialty clusters reporting 22 as well as the largest number of advisory committee members with an average of about 11 members per cluster. Twenty-nine clusters are indicated in the Skyline CDC catalog.
- The Science and TAG Magnets had the smallest number of clusters (each having 1 cluster) with ESSM having the smallest number of advisory committee members (5).



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**What was the program funding level during the 2002-03, 2003-04 and 2004-05 school years?**

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Methodology

Funding data were collected from the district's budget office. Data were also extracted from past evaluation reports.

Results

- The total magnet program funding increased from \$34,069,136 in 2002-03 to \$38,354,663 in 2003-04 to \$40,375,273 in 2004-05.
- The magnet high school funding increased from \$19,228,682 in 2002-03 to \$23,134,994 in 2003-04 to \$23,867,404 in 2004-05.
- Academies and vanguards funding increased from \$14,840,454 to \$15,219,669 to \$16,507,869, respectively, for the same time period.

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**Identify the achievement levels of students enrolled in the magnet program.**

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Methodology

Student outcome data were extracted from the district's student database.

Results

Texas Assessment of Knowledge and Skills (TAKS)

- Magnet high schools posted higher passing rates than the other district's high schools in reading and mathematics. **Note.** The writing test is part of the ELA at Grades 9-11.
- Academy students scored significantly above district averages at all schools in reading, mathematics and writing.
- All vanguards posted passing rates well above the district's average across all grade levels in reading, mathematics and writing.
- Figures 5, 6 and 7 present a comparison of magnet students with district students at the same level on the on the TAKS Reading, Writing and Mathematics tests.

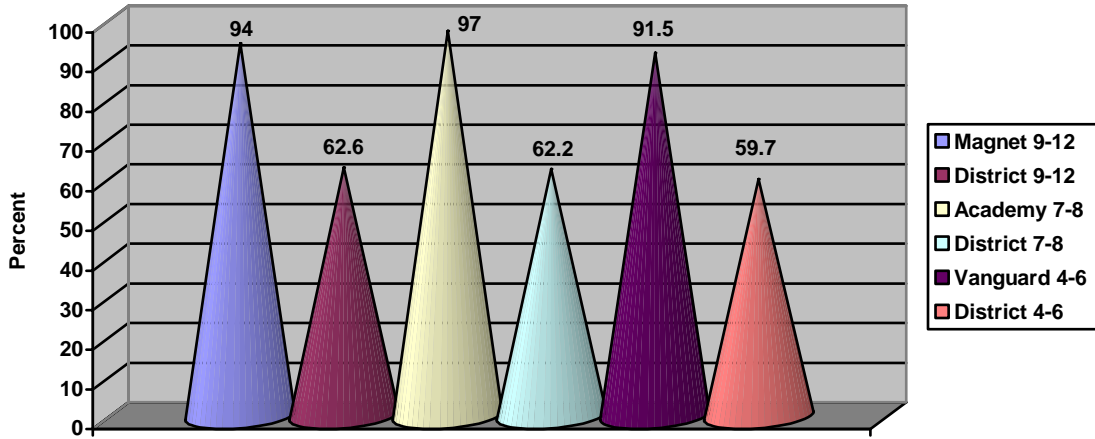


Figure 5. A comparison of passing rates on the *TAKS* Reading test for district and magnet students.

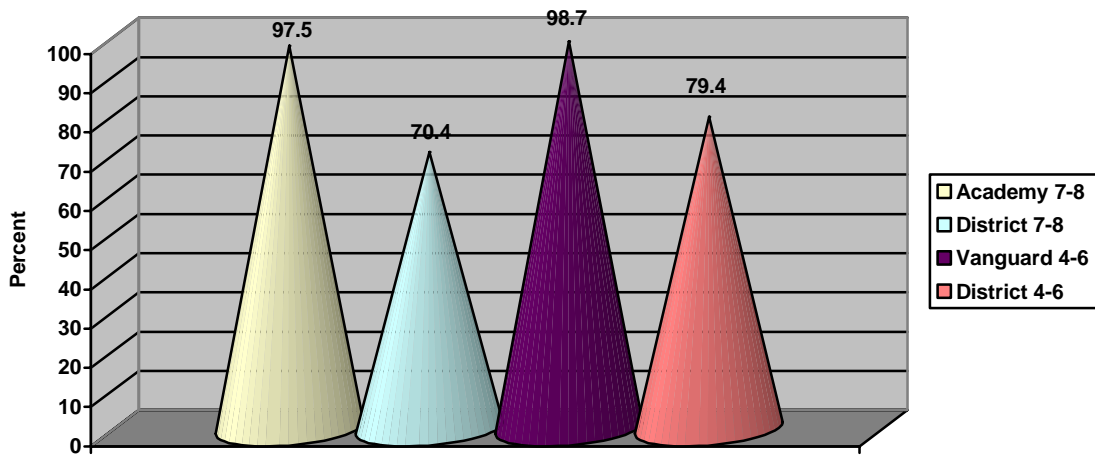


Figure 6. A comparison of passing rates on the *TAKS* Writing test for district and magnet students.

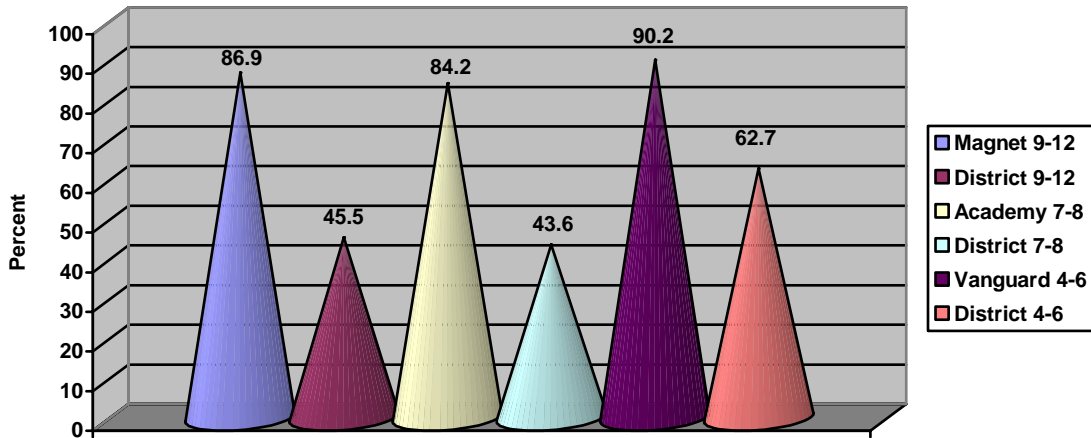


Figure 7. A comparison of passing rates on the *TAKS* Mathematics test for district and magnet students.

AEIS Ratings

- For the 2004-05 school year (Table 3), there were 4 Exemplary, 9 Recognized and 14 Academically Acceptable schools compared to 5 Exemplary, 14 Recognized and 6 Academically Acceptable schools in 2003-04.

Table 3

AEIS Rating for Magnet Schools, 2004-05

Exemplary	Recognized	Acceptable
Talented and Gifted Science and Engineering Travis Vanguard	Business and Management Center Booker. T. Washington Government and Law Travis Academy Dallas Environmental Science Academy Health Magnet Dealey Montessori Academy Dealey Montessori Vanguard	*Lincoln Magnet *Skyline CDC *Atwell Academy *Greiner Academy *Lanier Vanguard *Polk Vanguard *Holmes Academy Longfellow Academy *Spence Academy Stone Montessori Academy Stone Montessori Vanguard Twain Vanguard Education and Social Services *M. Jackson Vanguard

Note. \* indicates a magnet school within a school and the rating is for the whole school.

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## Status

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The district is meeting its commitments and covenants to the Magnet Schools Program by maintaining a comprehensive program in 9 magnet high schools (six at the Yvonne Ewell Townview Center), 10 academy middle, 7 vanguard elementary, 2 Montessori schools, each having academy and vanguard programs and career development at Skyline CDC. The program also saw the opening of a new all girls' school (Irma Rangel Young Women's Leadership School) for the 2004-05 school year. All schools offered unique specialty curricula not offered in neighborhood schools and had an advisory committee comprised of professionals in the specialty areas. Magnet students continue to score higher than district students on the *TAKS* and *ITBS*. However, two schools went from exemplary to recognized and eight schools went from recognized to academically acceptable.

An assertive effort was undertaken by the Area 5 Office to encourage greater parental participation and to recruit a more diverse student population. Another strong indicator of support for the magnet schools program is funding. The district's overwhelming commitment to maintaining the magnet program is reflected in the gradual increase in funding across the last three years.

Historically, a high percentage of White and Asian students have been the top performers (testing and essays) in the district. Given this fact, if they applied for admission to the program, they would most likely fall into the top 30% or 70% of those admitted to the program. This would automatically make both ethnic groups overly represented in the program given the enrollment demographics of the district. Presently, White students comprise 6% of the district's enrollment and 12% of the magnet's enrollment while Asians make up 1% of the district's enrollment and 2% of the magnet's enrollment. In terms of district enrollment, LEP students make up 31% of the district's enrollment at Grades PK-3, 33% of the district's enrollment at Grades 4-12 (those eligible for the magnet program) and less than 1% of the magnet enrollment. When enrollment characteristics were investigated by exited LEP status, exited LEP students made up 24% of the vanguards', 37% of the academies' and 37% of the magnet high schools' enrollment. Indications are that the selection process favored White, Asian and exited LEP students (students that exited the bilingual/ESL program in the early grades). Therefore, when the selection process is implemented in its present form, LEP and other students (students with learning disabilities and groups that score below the 40<sup>th</sup> percentile) may be excluded from the program.

In 2004-05, interviews with curriculum and instruction staff and the outside consultant indicated that Curriculum and Instruction had no knowledge as to who was or is responsible for implementing the magnet schools action plan developed in 2002-03 as a result of an extensive curriculum needs assessment conducted by the Department of Program Evaluation nor did they have any knowledge of that evaluation. While evidence was presented indicating that curricula were being written, there was no clear indication as to what plan was being followed. As stated by one curriculum and instruction staff person, "we are only responsible for what they tell us to do." There was a lack of knowledge about the action plan and no specific substitute.

According to Board approved guidelines, the admission of out-of-district students is permitted. The enrollment of 110 *new* out-of-district students while 446 district students were left on a waiting list excluded about 25% of DISD students from the program. The selection process should be reviewed to determine if a limit is needed.

## **Talented and Gifted (Advanced Academic Services)**

### **Program Description**

In November 1996, *The Texas State Plan for the Education of Gifted/Talented Students* was adopted by the State Board of Education to create a model for designing quality program services that meet the needs of advanced and gifted learners. In the Dallas Independent School District, these program services consist of two components which serve academically talented students: (1) the Talented and Gifted Program (TAG), Grades K-8, and Advanced Academic Courses (Grades 7-12). The K-6 TAG component serves identified gifted students who are nominated, screened, and selected by an Admission, Review and Exit (ARE) committee for an interdisciplinary pull-out program that meets for a minimum of 90-120 minutes each week. In Grades 7-8, the TAG Interdisciplinary Seminar is typically offered to identified students as an elective course. Secondary students may take Advanced Placement coursework by enrolling in Pre-Advanced Placement (Pre-AP) courses at the middle school or high school level or Advanced Placement (AP) courses at the high school level. In addition, four magnet schools (Polk Vanguard, Spence Academy, Travis Vanguard and Academy, and the TAG Magnet High School) serve identified gifted students from across the district.

### **Commitment 6**

The Dallas Independent School District shall maintain programs for talented and gifted students in all elementary, middle, and high schools in accordance with the requirements of State law. The district shall be diligent in its efforts to identify all eligible or qualified students, and to encourage parents and students to participate in the programs. It shall be the policy of the district that properly identified students shall be served without regard to race, ethnicity, national origin, gender or religion. The district affirms the importance of encouraging and including ethnic minority students in high academic programs and courses. The district shall carefully monitor the selection process so that no student or ethnic group is unfairly excluded.

### **Research Questions/Methodology/Results and Status**

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**Describe the context of the Talented and Gifted (TAG) program in accordance with program guidelines.**

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#### Methodology

Demographic and enrollment characteristics of program students were taken from the DISD student database as of May 30, 2005. These data included all students enrolled in either the elementary TAG program or in middle school TAG Interdisciplinary Seminar courses.

#### Results

- The TAG program consists of two program components that serve academically talented students: the Talented and Gifted Program (TAG), Grades K-8, and Advanced Academic Courses, Grades 7-12.
- The components are operated in accordance with the Texas Education Code, Chapter 29, Subchapter D, Programs for Gifted and Talented Students and the *Texas State Plan for the Education of Gifted and Talented Students*.
- TEA guidelines state that an “exemplary” program is one in which “the population of the gifted/talented program reflects the population of the district or has for two of the past three years.” The DISD TAG program meets TEA standards for “exemplary” performance according to this criterion.
- A total of 13,651 students was served in the elementary TAG program, Grades K-6. Of these, 59.7% were Hispanic, 28.6% African American, 9.2% White, 2.3% Asian, and

0.3% Native American. District enrollment in Grades K-6 was 65.6% Hispanic, 27.8% African American, 5.3% White, 1.0% Asian, and 0.2% Native American.

- A total of 1,669 students was enrolled in middle school (grades 7-8) TAG Interdisciplinary Seminars. Of these, 59.2% were Hispanic, 31.2% African American, 6.7% White, 2.6% Asian, and 0.4% Native American. District enrollment in Grades 7-8 was 59.4% Hispanic, 33.6% African American, 5.7% White, 1.0% Asian, and 0.3% Native American.
- In Grades K-3, the English proficiency composition of the TAG population was 34.1% LEP, 6.3% exited LEP, and 59.7% non-LEP, compared to 47.5% LEP, 2.6% exited LEP, and 49.9% non-LEP for the district as a whole. In Grades 4-6, the TAG percentages were 4.0% LEP, 43.0% exited LEP, and 53.0% non-LEP, compared to district percentages of 20.7% LEP, 31.2% exited LEP, and 48.0% non-LEP.
- In Grades 7-8, the English proficiency composition of students enrolled in TAG Interdisciplinary Seminars was 2.9% LEP, 47.9% exited LEP, and 49.2% non-LEP. District enrollment at Grades 7-8 was 17.5% LEP, 32.1% exited LEP, and 50.5% non-LEP.
- Analyses indicate that identified TAG students exit the LEP program earlier and at a higher rate than non-TAG students, beginning in the early elementary grades. By middle school, the percentage of current and former LEP students served in the TAG program (50.8%) is marginally greater than their percentage in the district population (49.6%).

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**Describe the level of compliance of district schools with state and local program criteria for identification and placement of students in the TAG program, and identify measures used to monitor the identification and placement process.**

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#### Methodology

Information concerning the compliance of the district TAG program with criteria set forth in *The Texas State Plan for the Education of Gifted/Talented Students* was obtained from local program guidelines, informal interviews with Advanced Academic Services personnel, and district databases.

#### Results

- This commitment is being met at the district level through compliance of the Advanced Academic Services department with state and district guidelines regarding student assessment.
- Students may be nominated for admission in two ways. (1) Nomination by test occurs automatically when a student scores above the 80<sup>th</sup> percentile on the Math Total or Reading Total subtest of a norm-referenced test, e.g., *Iowa Tests of Basic Skills (ITBS)* or *Logramos*, or scores a 4 or 5 on the *Woodcock-Munoz Language Survey (WMLS)*. (2) Students may also be nominated by recommendation by a teacher, parent, administrator, peer, or community member or by student self-recommendation.
- Multiple data, qualitative and quantitative, are required for student screening by the Texas State Plan for the Education of Gifted and Talented Students (1996). Criteria used in the DISD TAG program include (a) standardized test data (*ITBS*, *Logramos*, or *WMLS*), (b) *Renzulli-Hartman Behavioral Rating Scale*, assessing learning, motivation, creativity and leadership characteristics; (c) *Group Inventory for Finding Talent (GIFT)* in Grades K-6 and *Group Inventory for Finding Interests (GIFFI)* in Grades 7-12, measuring characteristics of multiple interests, independence, and imagination; (d) *Naglieri Nonverbal Assessment (NNAT)*, a logic sequencing test using figures and symbols; (e) Anecdotal Nomination/Information Form, completed by teacher, parent or student; (f)

student products or portfolios indicating a high level of academic performance; and/or (g) course grades or prerequisite courses.

- Selection, or placement in the program, is made by an ARE Committee of at least three local school educators who have received Gifted and Talented (G/T) training. Parent permission is required for both testing and program participation.
- Assessment is ongoing throughout the school year. The majority of testing takes place during two periods: (a) August-October for new students or new nominees at the school; and (b) December-March 1 for Kindergarten students. By state law, students must begin G/T services no later than March 2.
- Students may be exited from the TAG program for only three reasons: (a) lack of acceptable student performance in the program, (b) student request, or (c) parent request. The decision to remove a student from the program can only be made after a parent/student/teacher conference and a determination by the ARE Committee that removal is in the student's best interest.
- All district elementary schools are required to provide a minimum of 90 minutes a week of G/T instruction to students in the TAG program. Usually, identified students in Grades K-6 attend TAG classes for academic enrichment.
- Identified students in Grades 7-8 may enroll in an Interdisciplinary Seminar, taught by a TAG teacher, as an elective for local credit only. They may also enroll in Pre-Advanced Placement courses, discussed in a later section of this report.
- A new district TAG handbook outlining new identification and assessment procedures will be released, and training provided for teachers and administrators, during the 2005-2006 school year.
- The district is meeting this commitment. Data indicate that all ethnic groups are fairly represented through the selection process and that no group is unfairly excluded from the TAG program. Enrollment in advanced courses is available to all interested students. No selection process is used for admission to advanced courses and no minimum test score or recommendation is required. Enrollment of greater numbers of students from all ethnic groups is a program goal, and larger percentage enrollments of all ethnic groups are encouraged. The current school year is the second year in which all district high schools have participated in one of the district's incentive programs for AP students.

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### **What actions has the program undertaken to encourage parental participation?**

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#### Methodology

Information concerning the compliance of the district TAG program with criteria set forth in *The Texas State Plan for the Education of Gifted/Talented Students* was obtained from local program guidelines, Advanced Academic Services personnel, and district databases.

#### Results

- This commitment is being met at the district level through compliance of the Advanced Academic Services department with state and district guidelines regarding student assessment and family and community involvement. Board policy states "The district shall ensure that information about the district's gifted and talented program is available to all parents and community members and that they have an opportunity to develop an understanding of and support for the program."
- The *Texas State Plan for the Education of Gifted/Talented Students* contains criteria developed by the Texas Education Agency for determining the status of a G/T program as Acceptable, Recognized, or Exemplary. A prior survey indicated that more than 90%

of schools met criteria necessary for Acceptable status, more than 60% met criteria necessary for Recognized status, and just under 30% met criteria necessary for Exemplary status.

- Criteria necessary for Acceptable status included (a) informing parents about K-12 learning opportunities for gifted students, and (b) providing written information to parents on student identification for the TAG program.
- Criteria necessary for Recognized status included (a) informing families of student placement in the TAG program and providing opportunities to schedule conferences to discuss assessment data; (b) providing written information or holding a meeting to request parent nominations of students to the TAG program, (c) holding an on-campus orientation for parents of TAG students; (d) sharing products of TAG students, such as displays of student work or performances, with parents and the community.
- Criteria necessary for Exemplary status included (a) holding an awareness session to give families an overview of the assessment procedures for and services provided by the TAG program, (b) both providing written information and holding a meeting requesting parent nominations of students to the TAG program during the current year, (c) using community volunteers to work specifically with gifted students, and (d) providing orientation for volunteers working with gifted students.
- In 2004-2005, all of the above criteria were included as part of TAG teacher and administrator training provided by the Advanced Academic Services department. All elementary campuses were expected and encouraged to provide at least one TAG training session for parents and one session for the community during the 2004-2005 school year.
- Information about the TAG program, including the definition of Talented and Gifted, selection criteria, and TAG curriculum, is available to parents and community on the Advanced Academic Services website. The website also provides parent TAG nomination forms and permission forms for assessment and provision of services in both English and Spanish. Co-curricular and extracurricular activities for TAG and other interested students, such as Academic Decathlon, Destination ImagiNation, Future Problem Solving, and mentorship programs, are also listed on the website. Additionally, in 2005-2006, information about the TAG program will also be disseminated through advertising in local newspapers.

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**Identify the achievement levels of students enrolled in the TAG (Advanced Academic Services) program.**

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Methodology

Student outcome data were extracted from the district's student database.

Results

Texas Assessment of Knowledge and Skills (TAKS)

- On the TAKS Mathematics test, the passing rates of TAG students ranged from 81.0% at Grade 9 to 96.1% at Grade 3 (Figure 8).
- The passing rates of other district students on the TAKS Mathematics test ranged from 26.7% at Grade 9 to 66.3% at Grade 3.
- The passing rates of TAG students on the TAKS Mathematics exceeded those of other district students at all grade levels.



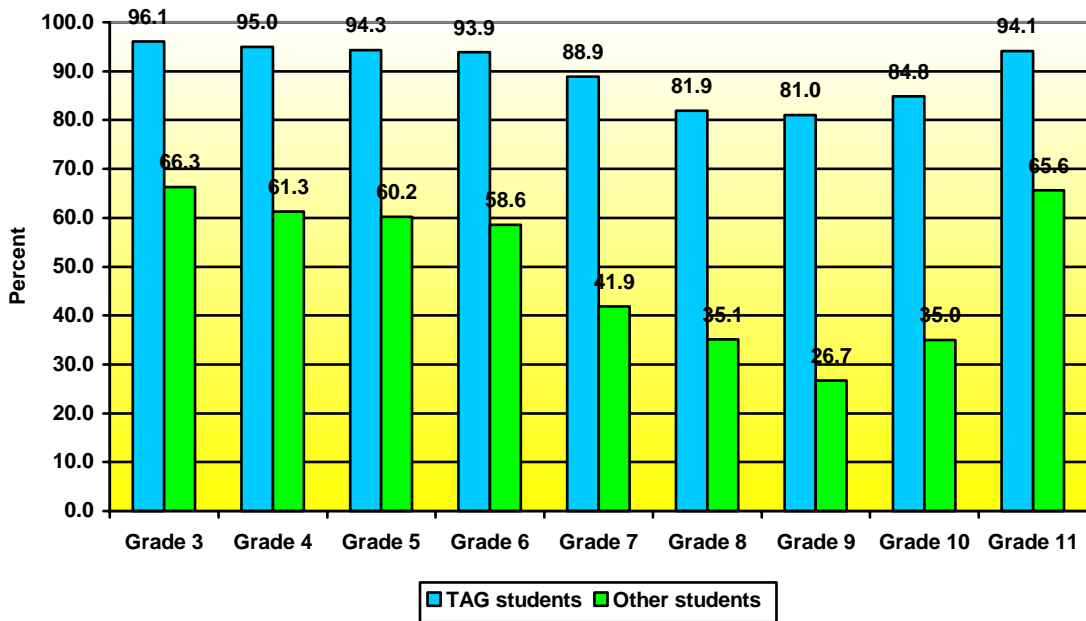


Figure 8. Percent of TAG and other district students who met the passing standard on the first administration of the spring 2005 English version of the *TAKS* Mathematics test.

- Commended Performance rates of TAG students on the *TAKS* Mathematics test ranged from 17.5% at Grade 10 to 55.2% at Grade 6 (Figure 9).
- The Commended Performance rates of other district students on the *TAKS* Mathematics test ranged from 1.8% at Grades 7 and 9 to 13.6% at Grade 6.
- On the *TAKS* Mathematics test, Commended Performance rates of TAG students exceeded those of other district students at all grade levels.

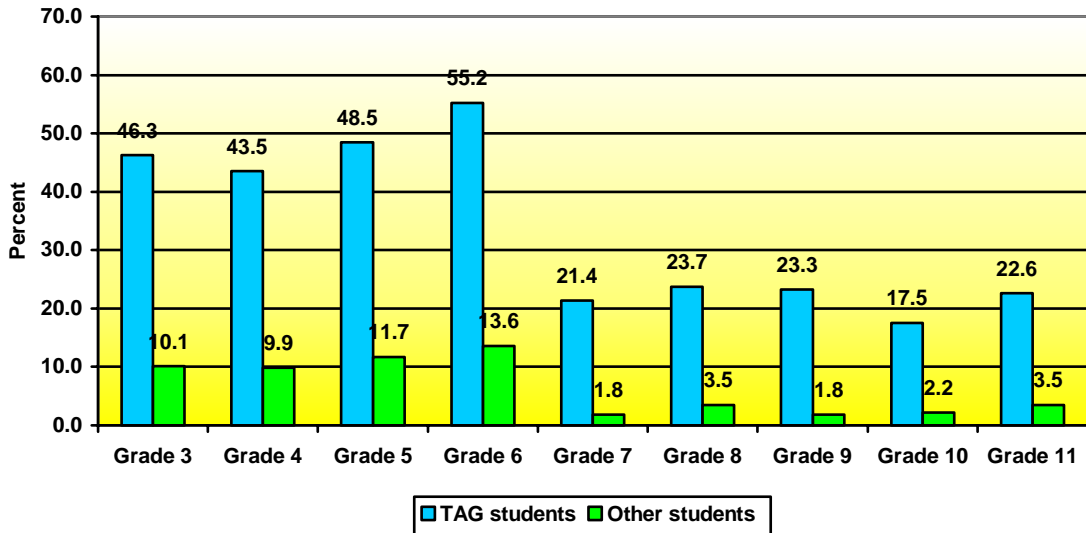


Figure 9. Percent of TAG and other district students who achieved Commended Performance on the first administration of the spring 2005 English Version of the *TAKS* Mathematics test.

- On the TAKS Reading test, the passing rates of TAG students ranged from 86.6% at Grade 10 to 97.3% at Grade 11 (Figure 10).
- The passing rates of other district students on the *TAKS* Reading test ranged from 45.4% at Grade 5 to 79.9% at Grade 11.

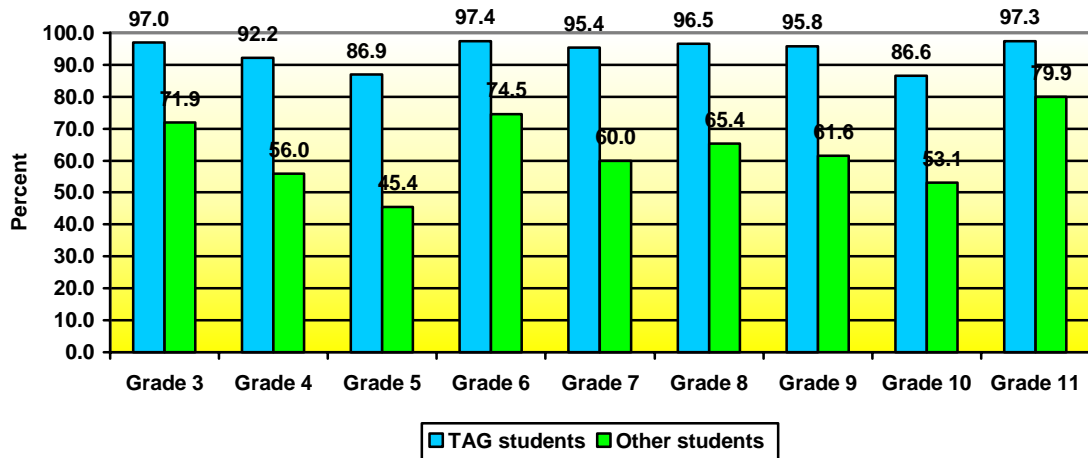


Figure 10. Percent of TAG and other district students who met the passing standard on the first administration of the 2005 English version of the *TAKS Reading* test.

- Commended Performance rates of TAG students on the TAKS Reading test ranged from 9.0% at Grade 10 to 60.0% at Grade 6 (Figure 11).
- The Commended Performance rates of other district students on the TAKS Reading test ranged from 1.4% at Grade 10 to 18.5% at Grade 6.
- Commended Performance rates of TAG students on the *TAKS Reading* test were 32.7% at Grade 4 and 45.1% at Grade 7, compared to 8.1% at Grade 4 and 8.2% at Grade 7 for other district students.

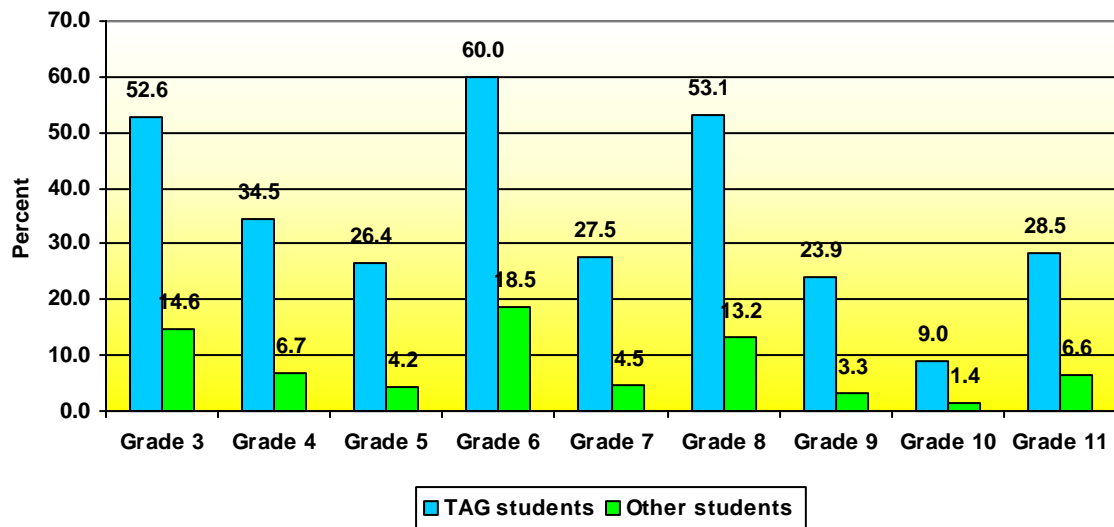


Figure 11. Percent of TAG and other district students who achieved Commended Performance on the first administration of the spring 2005 English version of the *TAKS Reading* test.

- TAG students' passing rates on the *TAKS Writing* were 98.0% at Grade 4 and 97.4% at Grade 7 (Figure 12).
- District students passing rates on the *TAKS Writing* test were 79.8% at Grade 4 and 68.5% at Grade 7.

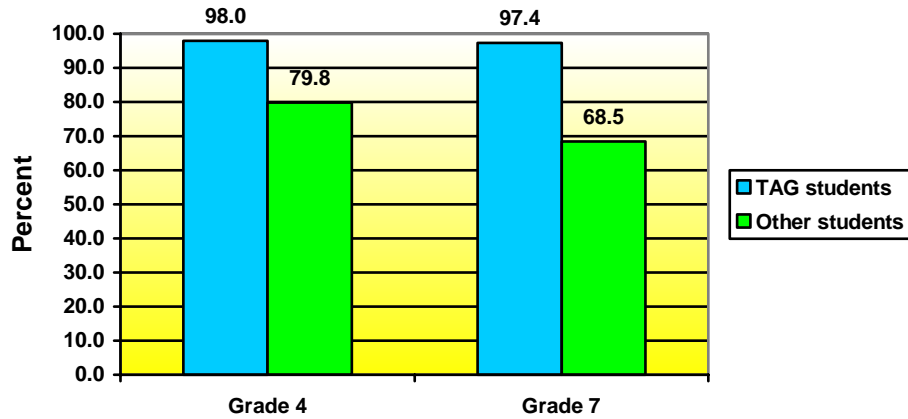


Figure 12. Percent of TAG and other district students who met the passing standard on the spring 2005 English *TAKS Writing* test.

- At Grade 4, 32.7% of TAG students achieved Commended Performance on the *TAKS Writing* test compared to 8.1% of other district students (Figure 13).
- At Grade 7, 45.1% of TAG students achieved Commended Performance on the *TAKS Writing* test compared to 8.2% of other district students.

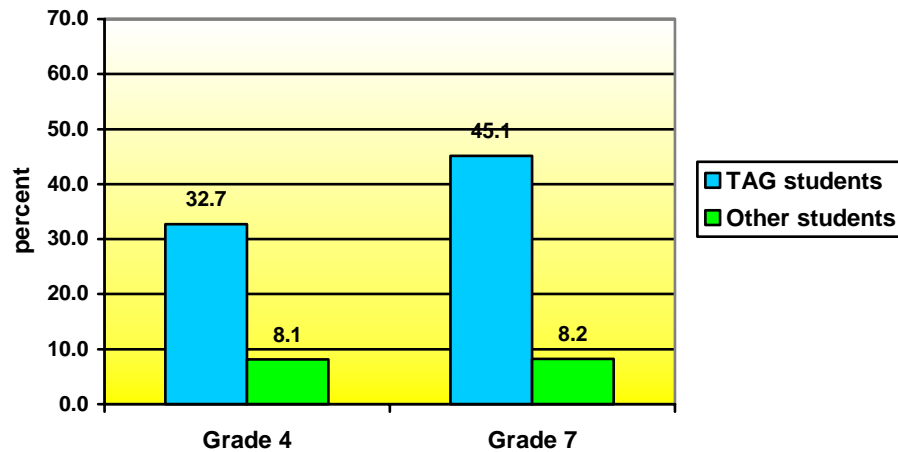


Figure 13. Percent of TAG and other district students who achieved Commended Performance on the spring 2005 English *TAKS Writing* test.

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### **Status**

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The district is meeting its commitments and covenants to the Talented and Gifted program. The program is being maintained in all elementary, middle, and high schools in accordance with the requirements of State law. Assertive efforts have been made to identify all eligible or qualified students, and to encourage parent and student participation. Indications are that identified TAG students exit the LEP program earlier and at a higher rate than non-TAG students, beginning in the early elementary grades. By middle school, the percentage of current and former LEP students served in the TAG program (50.8%) is marginally greater than their percentage in the district population (49.6%). Student enrollment in the TAG program is reflective of the ethnic composition of the district as a whole, and enrollment in advanced academic courses is available to all interested students. Ethnic minority students are encouraged to participate in the TAG program and are encouraged to participate in Pre-AP and AP courses through incentive programs at all district high schools. Ongoing efforts to monitor and improve the selection process are designed to ensure that no student or ethnic group is unfairly excluded. The passing and commended performance rates of TAG students exceeded those of other district students at all grade levels.

## Learning Centers

### Program Description

The Learning Centers were originally court-ordered efforts to provide quality educational programs in neighborhood schools for disadvantaged children in order to narrow the achievement difference between majority and minority students. The Centers were established in the 1980s as an alternative to busing students from South and West Dallas to schools in other parts of the district. The concept of the Learning Center is based upon the philosophy that a history of educational deprivation under conditions of poverty can be overcome. Sixteen schools have been established as Learning Centers since 1984-85, including 14 intermediate (Grades 4-6) and two middle (Grades 7-8) Learning Centers.

The Centers offer a unique combination of programs and staffing, including a reduced pupil-teacher ratio, an extended school day, a mathematics improvement plan, parent involvement programs, additional administrative and support staff, and more selective employment criteria for teachers.

### Commitment 7

The Dallas Independent School District shall maintain the South Dallas, West Dallas, and East Dallas Learning Centers. The district shall provide a Learning Center Management Plan to address administrative, staffing, evaluation, instruction and other issues important to the mission of these centers to support and further the achievement of the students. The district recognizes that these Learning Centers may develop exemplary practices that may be utilized in other district schools whose students are similar to those enrolled in the Learning Centers. The district may make revisions to the Learning Center Management Plan to focus funding, personnel, and programs on the specific needs of the students enrolled at a particular campus. These Centers shall continue to develop educational programs and practices to promote the long-term eradication of the under-education of this identified population.

### Research Questions/Methodology/Results and Status

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#### **Document the existence of East, South and West Dallas Learning Centers.**

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##### Methodology

The Learning Centers Operations Manual, budget information from the district's budget office, interviews with program staff and student enrollment characteristics from the district's student database were used to document the existence of East, West, and South Dallas Learning Centers.

##### Results

- The district maintains 16 Learning Centers [14 intermediate (Grades 4-6) and 2 middle (Grades 7-8)] with an enrollment of 4,501 students compared to 4,783 students for 2003-04. Of the total enrollment, 56% (2,519) were African American, 42% (1,876) Hispanic, and less than 3% (106) Other (White, Asian, and Native American).
- Eight Learning Centers are in South Dallas: Pearl C. Anderson Middle School, and Billy E. Dade (formerly John Henry Brown), Paul L. Dunbar, Daniel "Chappie" James, Martin Luther King, Jr. (formerly Colonial), Joseph J. Rhoads, Charles Rice, and H. S. Thompson elementary schools.

- Five Learning Centers are located in West Dallas: Thomas A. Edison Middle School and George Washington Carver, Amelia Earhart, Eladio Martinez, and Sequoyah elementary schools.
- Three Learning Centers are located in East Dallas: Cesar Chavez, J. F. Kennedy and J. W. Ray.

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**Document the existence of a Learning Center Management Plan.**

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Methodology

The Learning Centers Operations Manual, monthly reports and principal interviews were used to collect information on center activities, staffing and initiatives. Organizational, instructional and staff selection information were obtained from monthly Management Council meetings, Management Plans, and the Learning Center Operations Manual. Additional information was obtained through interviews with area superintendents, Learning Center principals and deans.

Results

- The Learning Center Operations Management Plan (Manual), the Learning Center Implementation Plan, and the Management Council continued to be the primary guidelines for the implementation of the Learning Centers.
- The Management Council is the governing body for the Learning Centers. It comprises all Learning Center principals, Area superintendents, Learning Center specialists, and a fine arts specialist. The Council met monthly to make decisions, solve problems, share information, and build consensus.
- The Learning Center Operations Management Plan summarizes the actions, with timelines, that principals must follow. It also includes all required forms. The operations manual is a complement to the Learning Centers Implementation Plan, not a substitute. It is updated annually.
- To ensure principals were complying with operating specifications, the Learning Center Principal's Compliance Checklist was submitted to the Area office each month. The compliance checklist required principals to respond to 14 components of the Learning Center program. These 14 components Included organizational management, instructional organization, instruction, staffing allocations, selection of staff, incentive pay, guidance services, student activities, instructional resources, staff development, community involvement, facility maintenance, transportation and an evaluation plan.

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**Did the Management Plan address administrative, staffing, evaluation, instruction and other issues important to the mission of the Learning Centers and further the achievement of Learning Center Students?**

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Methodology

Organizational, instructional and staff selection information were obtained from monthly Management Council meetings, Management Plans, and the Learning Center Operations Manual. Additional information was obtained from the Learning Center Principal's Compliance Checklist.

Results

- The Learning Center Operations Manual presents guidelines and timelines that all principals must follow. The manual summarizes and outlines an action plan to deal with

organizational management, instruction, staff selection and allocations of incentive pay, guidance services, student activities, instructional resources, staff development, community involvement, facility maintenance, transportation and evaluation.

- The Learning Center Principal's Compliance Checklist is a complement to the operations manual. It is a quick reference that principals use to identify what actions in relation to the operations manual they undertook for the month. All principals are required to submit a copy of the checklist to the area office each month.

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**What exemplary programs and practices developed and implemented in the Learning Centers to promote the long-term eradication of the under-education of Learning Center students that may be utilized in other district schools whose student population is similar to that of the Learning Centers?**

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Methodology

Principals and area superintendents were interviewed to identify campus-based and area related exemplary programs and practices that were developed and implemented at the Learning Centers.

Results

- The DISD Learning Centers exemplified many of the best practices in education today. These practices included strong management techniques, reduced pupil-teacher ratios, additional staff development, selective staffing practices, extended school days, increased pay for teachers, extensive before-and after-school programs, and incentive pay options.

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**Identify Learning Centers funding levels for the 2002-03, 2003-04 and 2004-05 school years.**

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Methodology

Budget allocation data were obtained from the district's Office of Financial Operations. These data are based on enrollment projections. Prior years data were obtained from previous Learning Center evaluation reports and correspondence with the Areas 2 and 3 Superintendents.

Results

- The total allocations equaled approximately \$19.3 million for 2002-03, \$20.2 million for 2003-04, and \$20.3 million for 2004-05 with an average cost per student of about \$3,875 in 2002-03, \$4,216 in 2003-04 and \$4,500 in 2004-05 (Table 4).
- The total expenditures equaled approximately \$17.5 million for 2002-03, \$18.2 million for 2003-04, and \$18.4 million for 2004-05 with an average cost per student at about \$3,505 in 2002-03, \$3,799 in 2003-04 and \$4,080 in 2004-05.
- For the 2004-05 school year, the average cost per student based on allocations ranged from a high of \$11,648 at Dade to a low of \$2,624 at Kennedy. Similar results were observed when the average cost per student was based on expenditures (\$9,932 at Dade, \$2,628 at Chavez and \$2,762 at Kennedy).
- The same trend in funding and expenditures was observed across the last three years (2002-03 to 2004-05).

Table 4

## Learning Center Allocations (Direct &amp; Indirect), Expenditures, and Average Cost Per Pupil by Year, 2002-03 – 2004-05

School	2004-05				2003-04				2002-03			
	Allocations	Per Pupil	Expenditures	Per Pupil	Allocations	Per Pupil	Expenditures	Per Pupil	Allocations	Per Pupil	Expenditures	Per Pupil
Anderson	2,684,620	3,890	2,037,478	2,919	2,698,334	3,411	2,147,819	2,715	2,550,601	3,062	2,447,092	2,937
Edison	2,624,789	3,889	2,148,407	3,211	2,538,353	4,010	2,223,773	3,513	2,396,689	3,835	2,236,449	3,578
Carver	986,815	6,990	955,124	6,045	974,948	6,249	951,741	6,100	946,926	6,442	901,419	6,132
Chavez	1,181,878	3,303	920,129	2,628	1,172,637	3,389	1,137,658	3,288	1,136,441	3,323	1,117,660	3,268
Dade	896,444	11,648	824,361	9,932	836,088	10,583	778,782	9,858	807,120	9,277	724,946	8,332
Dunbar	998,874	6,774	839,329	6,171	972,389	6,273	814,974	5,257	942,766	5,387	888,328	5,076
Earhart	873,110	7,174	939,615	7,516	911,359	6,956	946,989	7,228	966,846	6,714	876,995	6,090
James	1,059,267	5,068	1,036,378	4,959	1,101,978	3,813	1,024,488	3,544	1,062,156	3,088	1,042,645	3,030
Kennedy	1,338,180	2,624	1,392,274	2,762	1,324,783	2,374	1,417,602	2,540	1,281,103	2,276	1,249,609	2,219
King	934,206	8,231	1,010,852	9,190	967,348	8,956	910,895	8,434	886,722	8,365	841,229	7,936
Martinez	1,208,052	3,922	1,142,378	3,709	1,146,721	3,433	921,357	2,758	1,111,914	3,038	786,290	2,148
Ray	916,540	5,588	960,023	5,853	920,369	5,350	863,195	5,018	930,939	6,465	822,961	5,715
Rhoads	1,124,592	4,922	1,010,118	4,765	1,113,943	4,760	974,090	4,162	1,021,761	4,154	818,882	3,328
Rice	1,025,936	4,192	905,681	3,443	1,110,942	4,069	760,075	2,784	1,026,436	3,539	654,711	2,257
Sequoyah	1,187,102	4,695	1,116,810	4,362	1,122,372	4,081	1,127,014	4,098	985,855	3,496	1,029,429	3,650
Thompson	<u>1,231,480</u>	4,841	<u>1,127,234</u>	4,403	<u>1,252,599</u>	5,030	<u>1,174,868</u>	4,718	<u>1,262,214</u>	4,338	<u>1,038,586</u>	3,569
Total	20,252,885	4,500	18,366,191	4,080	20,165,162	4,216	18,175,320	3,799	19,316,489	3,875	17,477,231	3,505



**Identify the achievement levels of students enrolled in the Learning Centers program.**

Methodology

Student outcome data were extracted from the district's student database.

Results

Texas Assessment of Knowledge and Skills (TAKS)

- Across Grades 4-6, Learning Center students outperformed district students on the Reading, Mathematics, Writing, and Science TAKS tests (Figures 14-15 and Table 5).
- Learning Centers performed best on the Mathematics test, with passing rates above the district's average at 13 of 14 Learning Centers.

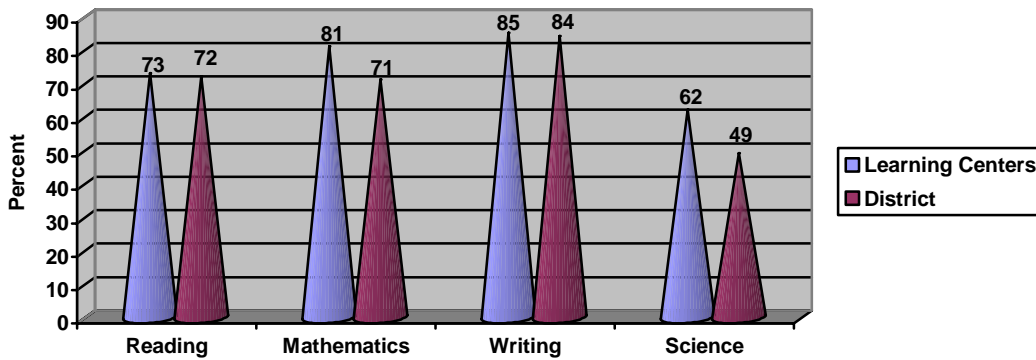


Figure 14. A comparison of passing rates for 4-6 Learning Centers and 4-6 district students (4-6 district students did not include 4-6 Learning Center Students).

- Across Grades 4-6, Area 2 Learning Center students passing rates exceeded district-passing rates in reading, mathematics, writing and science.
- Across Grades 4-6, Area 3 Learning Centers outperformed district students in mathematics and science.
- Combined passing rates for Areas 2 and 3 exceeded the district's passing rates in reading, mathematics, writing, and science.

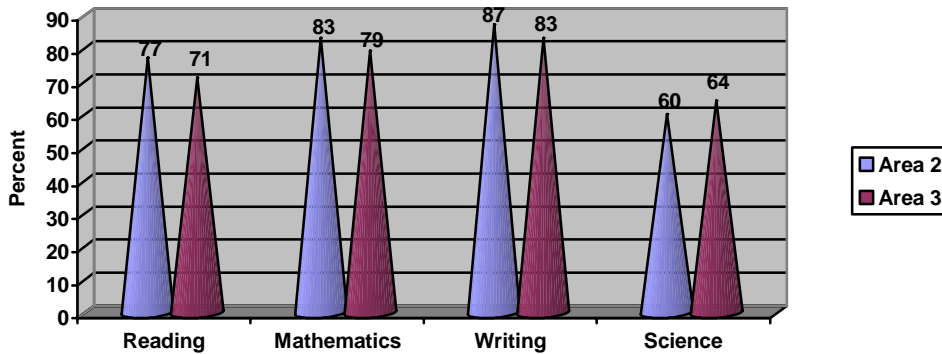


Figure 15. A comparison of Learning Center passing rates by Area on the TAKS Reading, Mathematics, Writing and Science tests.

Table 5

Percent of Learning Center and District Students Who Met Standard on the TAKS Tests Across Grades 4-6

Campus	Met Standard			
	Reading	Mathematics	Writing	Science
Grades 4-6 Area 2				
Dade	<b>97</b>	<b>97</b>	80	<b>86</b>
Dunbar	<b>78</b>	<b>83</b>	<b>88</b>	43
James	<b>85</b>	<b>89</b>	<b>98</b>	<b>86</b>
King	<b>85</b>	<b>82</b>	81	<b>87</b>
Rhoads	71	<b>82</b>	<b>92</b>	47
Rice	<b>76</b>	<b>86</b>	<b>91</b>	<b>69</b>
Thompson	61	<b>73</b>	73	24
Area 2 Totals	<b>77</b>	<b>83</b>	<b>87</b>	<b>60</b>
Grades 4-6 Area 3				
Carver	62	<b>73</b>	81	<b>91</b>
Chavez	<b>74</b>	<b>85</b>	82	<b>63</b>
Earhart	59	<b>88</b>	74	<b>76</b>
Kennedy	66	<b>80</b>	<b>89</b>	<b>53</b>
Martinez	<b>76</b>	70	80	<b>66</b>
Ray	<b>77</b>	<b>73</b>	81	<b>64</b>
Sequoyah	<b>81</b>	<b>78</b>	83	<b>60</b>
Area 3 Totals	71	<b>79</b>	83	<b>64</b>
Center Totals	<b>73</b>	<b>81</b>	<b>85</b>	<b>62</b>
District Totals	72	71	84	49

Note. Data were obtained from the OIR Website on 06/01/2005. District students used in the comparisons did not include Learning Center students. **Blue** indicates passing rate at or above the district's average..

- Across Grades 7 and 8, Learning Centers passing rates were at district levels in mathematics and writing but below district levels in reading and social studies (Figure 16).

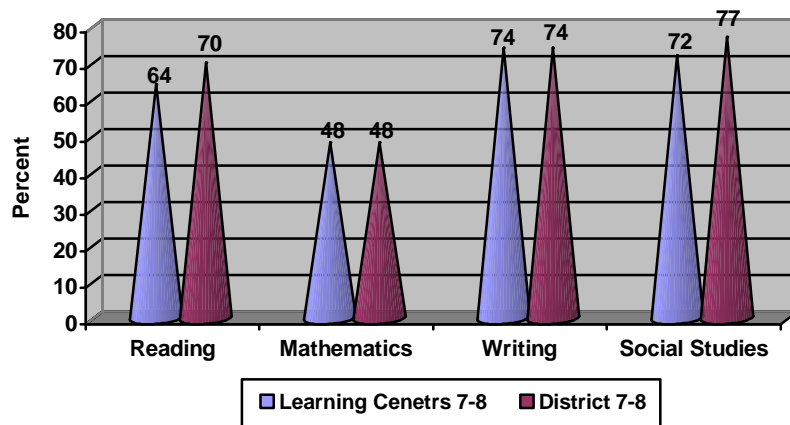


Figure 16. A comparison of Learning Centers and district passing rates on the TAKS Reading, Mathematics, Writing and Social Studies Subtests.

AEIS Ratings

- For the 2004-05 school year (Table 6), there were no Exemplary, 5 Recognized 10 Academically Acceptable and 1 Unacceptable Center compared to 2 Exemplary, 7 Recognized and 7 Academically Acceptable Centers in 2003-04.

Table 6

AEIS Rating for Learning Centers, 2004-05

Recognized	Acceptable	Unacceptable
Carver	Anderson, (Pearl C.)	Thompson
Dade	Edison	
Rice	Kennedy	
King	Martinez	
James	Ray	
	Thompson	
	Dunbar	
	Earhart	
	Sequoyah	
	Chavez	
	Rhoads	

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**Status**

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The district is meeting its commitments and covenants to the Learning Centers by maintaining the East, West, and South Dallas Centers. An additional indicator for the district's commitment for maintaining the Learning Centers is the gradual increase in the funding level across the last three years to meet the needs of a drastically changing diverse student population. To maintain focus, the Learning Centers' Management Plan and associated documents have undergone continual revisions and updates to attend to administrative, staffing, evaluation, instruction and other issues important to the mission of the Learning Centers. The Centers continue to employ exemplary programs and practices to promote the long-term eradication of the under-education of a majority minority population. Across Grades 4-6, Learning Center students outperformed district students on the reading, mathematics, writing and science TAKS tests. At Grades 7 and 8, the passing rates were at district levels in mathematics and writing but below district levels in reading and social studies.



## **Elementary and Secondary Bilingual Education and ESL Programs**

### **Program Description**

According to the Texas Education Code (Chapter 29, Subchapter B) a school district must provide an opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language. A district with an enrollment of 20 or more limited English proficient (LEP) students in any language classification at the same grade level is required to offer a Bilingual Education program. Where bilingual teachers are not available, the district can request a waiver and place students in an ESL program.

Grades PK-6 Bilingual Education (BE), English as a Second Language (ESL), and Newcomer Education programs address the cognitive, linguistic, and affective needs of LEP students. The overall program goal is that 90% of all LEP students will attain English proficiency in three years. At the elementary level, the transitional BE program focuses on the development of a child's native language as an essential factor to develop proficiency in the target language (English). Grades PK-3 BE students learn skills in English and Spanish to increase their target language proficiency while expanding content knowledge in Spanish. In the ESL program, speakers of languages other than Spanish receive English-only instruction using ESL instructional methodologies to promote acquisition of the target language. In Grades 4-6, students are placed in the ESL program as they move into mainstream instruction. Students follow the district's curriculum through sheltered English instruction until they exit the ESL program.

Starting in 2001-02, the Newcomer Education program served Grades 3-6 immigrant students that were new to the country. This multi-age program is designed so that students in their first year in the country (newcomers) receive sheltered instruction promoting English language development (with native language support if available). In their second year, newcomers are placed in the ESL program unless the Language Proficiency Assessment Committee (LPAC) determines that the students could benefit from a second year in the program.

The ESL program at the secondary level provides LEP students with sequential instruction in ESL, sheltered English, and other sheltered content courses in mathematics, science, and social studies. An English Language Institute (ELI) program started in 2001-02 to serve beginning level LEP students. The goals are to help LEP students acquire English proficiency and facilitate their integration into the mainstream curriculum, thus ensuring equal educational opportunity.

### **Commitment 9**

The district shall maintain bilingual and English as a Second Language programs in Grades PK-12 in a comprehensive effort to meet the affective, linguistic, and academic needs of LEP students. In elementary schools, the program shall focus on teaching English and subject matter through developmental bilingual classrooms, shared teaching, ESL self-contained classes, and send-in ESL teachers. In secondary schools, the ESL program shall provide LEP students with sequential instruction in ESL, sheltered English, and other sheltered content courses in mathematics, science, and social studies. The programs shall be based upon current best practices and shall be designed to help LEP students acquire English proficiency and facilitate their integration into the mainstream curriculum to ensure equal educational opportunity. The district shall encourage teachers to seek ESL certification and will provide professional development opportunities for the same.

## **Research Questions/Methodology/Results and Status**

### **Did the district maintain bilingual and English as a Second Language programs in Grades PK-12 to meet the affective, linguistic and academic needs of LEP students?**

#### Methodology

A review of the M-LEP Handbook, BE/ESL course offerings and interviews with the program manager and staff were used to document the existence of a BE/ESL program in Grades PK-12.

#### Results

- Following Federal, State, and local policies and mandates concerning the education of LEP students, the DISD Multi-Language Enrichment Program (M-LEP) provided various bilingual education and English as a Second Language (BE/ESL) programs in Grades PK-12 to meet the affective, linguistic and academic needs of LEP students.
- BE, ESL and Newcomer programs were implemented at the elementary school level. The English-Spanish component of the bilingual program was extended from Grades PK-2 to Grade 3 on designated campuses. In 2005-06, the bilingual program will include Grade 4 on designated campuses.
- The Newcomer program for recent immigrant students served 412 students (compared to 253 in 2003-04) at the elementary level. The ESL program served 17,497 students (compared to 22,119 in 2003-04) at the elementary level. The Bilingual program served 18,081 LEP students (compared to 14,938 last year) at the elementary level.
- At the secondary level, the ESL program had no major design changes for the 2004-05 school year.
- A total of 4,526 secondary LEP students were enrolled in ESL courses (compared to 5,321 last year).
- 4,691 secondary LEP students were enrolled in sheltered subject content courses (compared to 4,601 last year).
- English Language Institute (ELI), a one-year intensive English acquisition course for newcomer LEP students, was offered in 18 middle and 15 high schools.
- A West Dallas Reconnection Center was established on the site of the old Language Academy for recent older immigrant students ages 17-20.

### **At the elementary level, to what extent did the program focus on teaching English and subject matter through developmental bilingual classrooms?**

#### Methodology

A review of the M-LEP Handbook and information from the program manager, teachers and staff were used to identify teaching models used in the BE/ESL program at the elementary and secondary levels.

#### Results

- Multiple instructional models were implemented in BE or ESL classes at the elementary level. These included self-contained BE or ESL classrooms in Grades PK-3 and departmentalized classrooms commonly used in Grades 4-6. More flexible models such as shared teaching (team teaching) and multi-age classrooms were also used. An

English-Spanish two-way immersion program was implemented at Walnut Hill Elementary School with 60 students.

- Shared teaching (team teaching) classrooms, often implemented in departmentalized ESL classes or self-contained BE classes, had at least three different approaches: (1) teaming BE and ESL teachers (in campuses where LEP students were the majority of the population and there was a lack of BE teachers); (2) teaming BE and ESL teachers with different focuses such as math and reading; and (3) teaming ESL and general education teachers in campuses where LEP students were minority.
- Multi-age classrooms were most commonly found in Newcomer programs for new immigrant students enrolled in Grades 4 through 6.
- In order to reach the English language progress and attainment standards established in Federal and State mandates, LEP students enrolled in BE, ESL, and Newcomer programs were required to make yearly progress through four levels of English proficiency: Beginning (B), Intermediate (I), Advanced (A), and Advanced High (AH).
- Within one academic year, LEP students were expected to advanced one year of English proficiency and demonstrate attainment as assessed by the Texas English Language Proficiency System (*TELPAS*).
- To meet the linguistic needs of LEP students and increase their English proficiency level, BE program teachers used the gradual release model of instruction, in which the amount of Spanish and English instructional time and the use of curriculum products were commensurate with the students' levels of proficiency in Spanish and English and level of academic achievement, as determined by ongoing diagnostic assessment and progress monitoring.

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**At the secondary levels, describe the sequence of ESL and sheltered courses along with the best practices used to help LEP students acquire English proficiency and facilitate their integration into the mainstream curriculum.**

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#### Methodology

Course offerings at all Grades 7-12 schools that provide ELI, ESL and sheltered courses in English, mathematics, science and social studies for LEP students were used to identify the sequence of ELI, ESL and sheltered courses used to help LEP students acquire English proficiency and facilitate their integration into the mainstream curriculum. Additional information was obtained from reviews of documents obtained from the M-LEP department and interviews with M-LEP staff.

#### Results

- A secondary ESL program course sequence was developed by the M-LEP department in 2001-02 and continued to be in effect for 2004-05. The course sequence delineates the five levels of ESL/sheltered content instruction (English, math, science and social studies) that corresponds to the grade level of LEP students. It ensures that all LEP students have equal access to a quality education and join the general (mainstream) program within an optimum time frame.
- All new immigrant students scoring at the Beginning level on the oral English proficiency test (*WMLS*) were enrolled in the English Language Institute (ELI) at secondary schools to begin their English acquisition sequence. During the one-year period, students, regardless of grade level, went through intensive English acquisition training (courses on academic skills and core subject content).

- The second and third year of the English acquisition sequence consisted of Intermediate or Advanced level ESL courses, along with sheltered subject content courses at appropriate grade levels. These courses were prepared for ELI students in their second or third year of schooling in the US and for continuing LEP students (US- or foreign-born) enrolled with appropriate English proficiency levels. A maximum of two of the four English credits required for high school graduation may be acquired through ESL courses for immigrant students.
- LEP students who completed the Intermediate and Advanced levels of the ESL program but had yet to meet the exit criteria (and thus be mainstreamed) were placed in Transitional (fourth year) or Post-transitional (fifth year) levels of the ESL program. Programs at these two levels were comprised of sheltered English (I-IV), ESL Reading, and other general education core subject courses (math, science and social studies). LEP students at these levels usually attended courses along with non-LEP students.
- Strategies used in ESL and sheltered content courses included differentiated instruction, cooperative grouping, and adapted reciprocal teaching.

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**At the elementary and secondary levels, what instructional models (best practices) were used to help LEP students acquire English proficiency and facilitate their integration into the mainstream curriculum?**

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Methodology

A review of the M-LEP Handbook and information from the program manager, teachers and staff were used to identify instructional models used to deliver program services at all schools with BE, ESL and Newcomer Education programs.

Results

- At the elementary level, multiple instructional models were implemented in BE/ESL program. These models included self-contained BE or ESL classrooms in Grades PK-3 and departmentalized classrooms commonly used in Grades 4-6. More flexible models such as shared teaching (team teaching) and multi-age classrooms were also used. At Walnut Hill Elementary, an English-Spanish two-way immersion program was implemented.
- At the secondary level, the ESL model is used to deliver program services. A secondary ESL program course sequence was developed by the M-LEP department in 2001-02 and continued to be in effect for 2004-05. The course sequence delineates five levels of ESL/sheltered content instruction (English, math, science and social studies) that corresponds to the grade level of LEP students. It ensures that all LEP students have equal access to a quality education and join the general (mainstream) program within an optimum time frame.
- As a component of the ESL program, all new immigrant students scoring at the Beginning level on the oral English proficiency test (*WMLS*) was placed in the English Language Institute (ELI) to begin their English acquisition sequence.

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**Identify incentives used to encourage teachers to seek ESL certification and professional development opportunities for the same.**

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Methodology

A review of the M-LEP Handbook and information from program staff were used to identify incentives used to encourage teachers to seek ESL certification and professional development.



## Results

- To attract and retain qualified BE teachers and professional support staff and to encourage uncertified BE teachers to seek certification, the DISD provided an ESL stipend of \$500 per year for ESL teachers and a \$3,000 per year bilingual stipend for eligible BE teachers and bilingual professional support staff (e.g., social workers, counselors, therapists and licensed specialists in school psychology).
- All BE and ESL certified teachers in self-contained, shared teaching, or departmentalized instructional models were required to attend 7 hours of mandated Language and Literacy training offered by the M-LEP department in addition to 14 hours of content training required by the district in their respective subject areas.
- The M-LEP department also held in-depth meetings/training seminars for campus Language Proficiency Assessment Committee (LPAC) chairs and Campus Instructional Leadership Team (CILT) BE/ESL members three times through the year: in the summer, the beginning of the year, and the end of the year. While the training for LPAC chairs usually focused on federal and State compliance policies and new developments regarding LPAC procedures, the CILT sessions were intended to disseminate policies and new information. Trained CILT members were responsible for sharing the information with teachers assigned to their campus.
- In 2003-04 the M-LEP department began a mandated district-wide 7-hour training for PK-12 BE/ESL teachers on sheltered instruction for all non-BE/ESL teachers and support staff (including counselors, community liaisons, librarians, and school nurses). The training, referred to as Sheltered Instruction Observation Protocol (SIOP), is to be completed in four years.

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**What was the program funding level during the 2002-03, 2003-04 and 2004-05 school years?**

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## Methodology

BE/ESL budget information was collected from the district's budget office.

## Results

- Program expenditures for 2002-03 totaled \$5,643,702 and \$7,779,837 for 2003-04. The budgeted amount for 2004-05 totaled \$6,426,580.
- The M-LEP department received funds from three sources: the district, State, and federal government. At the district level, M-LEP funds included general operation and desegregation (S5) funds. At the State level, a compensatory education BE/ESL fund is generated for campus BE assistants, ESL teachers and materials. The formula for the State's BE/ESL fund calculation was \$33 for each LEP student served in a BE program and \$16.50 per LEP student served in an ESL program. An additional \$10 per LEP student in BE program was generated for technology. The M-LEP program also received entitlement grants from Title I and Title III programs for specific purposes. A breakout of funding is presented in Table 7.

Table 7

M-LEP Department Expenditures and Budget for the 2002-03, 2003-04 and 2004-05

Source	Expenditures 2002-03	Expenditures 2003-04	Budget 2004-05
DISD General Operation	\$842,840	\$893,321	\$1,073,413
DISD Desegregation Fund	180,520	228,745	230,189
Title III - LEP Students	3,720,205	5,198,195	4,625,604
Title III - Immigrant Intake Center	561,456	1,006,171	90,254
Title I - Part C - Migrant	338,681	453,405	407,120
Total	\$5,643,702	\$7,779,837	\$6,426,580

Source: M-LEP Department, March 2005.

**Identify the achievement levels of students enrolled in the Bilingual/ESL program.**

Methodology

Student outcome data were extracted from the district's student database.

Results

Woodcock Muñoz Language Survey (WMLS)

- Overall, in Grades 2-12, 9% LEP students scored at WMLS levels 4 and 5, 38% at WMLS 3, 33% at WMLS 2 and 21% at WMLS 1. Figure 17 presents the percent of LEP scoring at and above (combined) WMLS Level 3. Students in Grades K-1 were not tested.
- The majority of students in Grades 2-3 (over 50%) achieved WMLS 3 after one year in the program. The highest percentage of students scoring at WMLS 3 in Grades 2-3 was served between 5 and 6 years (64.8%). Similar results were observed for Grades 4-6.
- The majority of students in Grades 7-8 and 9-12 scored up to WMLS 2 (51.7% and 49%, respectively) regardless of the number of years served.
- Data showed that most students in the Newcomer program in Grades 3-6 scored at WMLS Level 1 and in some cases at level 2 after their first year of schooling in the US.

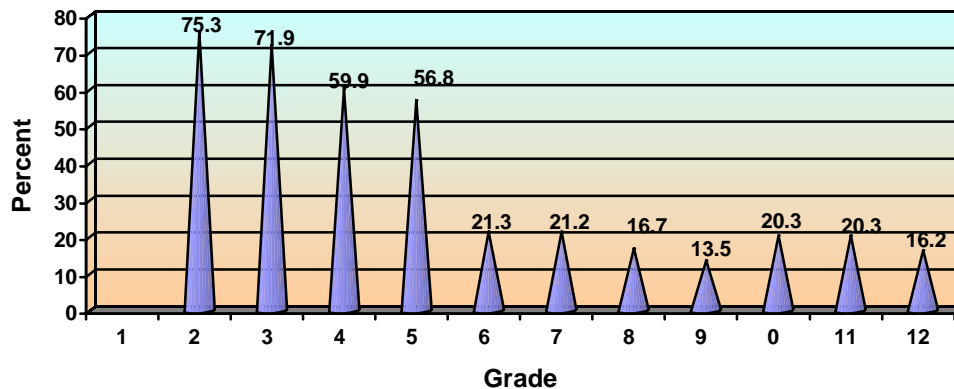


Figure 17. Percent of LEP Student Scoring at WMLS 3 and above by grade, spring 2005.

Texas English Language Proficiency Assessment System (TELPAS)

NCLB (AMAO 1) required LEP students to make at least one proficiency level of progress in English each year based on the *TELPAS* composite rating. The target set in spring 2005 was that 40% of current LEP students in Grade 3-12 would progress by at least one proficiency level. Students at Grades K-2 did not have two years of data as required by NCLB to show progress from one proficiency level to the next and was therefore excluded from the analysis.

- Overall, students in Grades 3-12 met the criterion. However, students in Grades 9 and 12 failed to meet the criterion (Figure 18).
- Students in Grades 3, 5, and 8 had the highest annual growth rates as 70%, 63%, and 58%, respectively, progressed at least one proficiency level on the *TELPAS* composite rating.

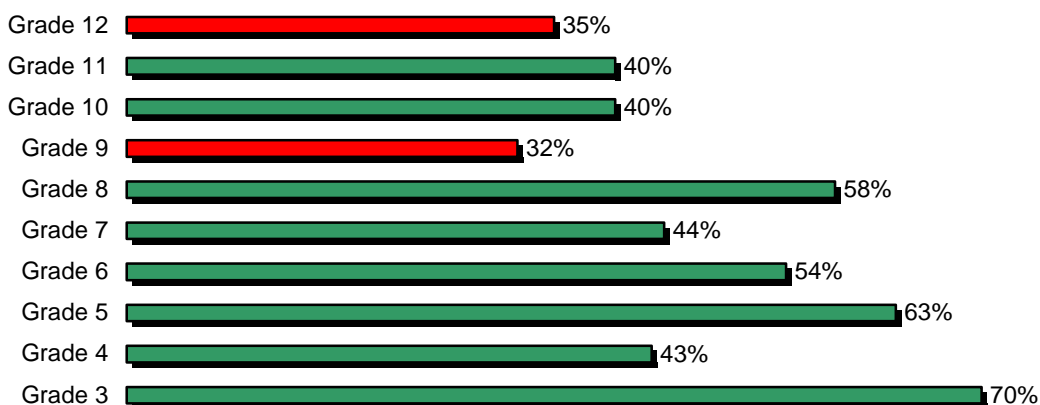


Figure 18. Percent of Grades 3-12 LEP students making at least one level of yearly progress on the *TELPAS* composite rating (spring 2004 to spring 2005) on AMAO 1 target (grades that failed to meet the target are in RED).

NCLB (AMAO 2) required LEP students to attain a *TELPAS* composite rating of Advanced High in English proficiency. The targets set in spring 2005 were that 1.5% of LEP students in Grades K-2 will reach Advanced High and 25% of LEP students in Grades 3-12 will reach Advanced High.

- LEP students at Grades K-2 met the criterion as 2.4%, 6.3% and 8.5%, respectively, achieved Advanced High on the *TELPAS* (Figure 19).
- As a group, grades 3-12 met the criterion (25% scored at Advanced High). However, when the data were reviewed by grade, Grades 4, 7, 9, and 10 failed to meet the criterion (Figure 20).



Figure 19. Percent of Grades K-2 LEP students reaching Advanced High level on *TELPAS* composite rating, spring 2005.

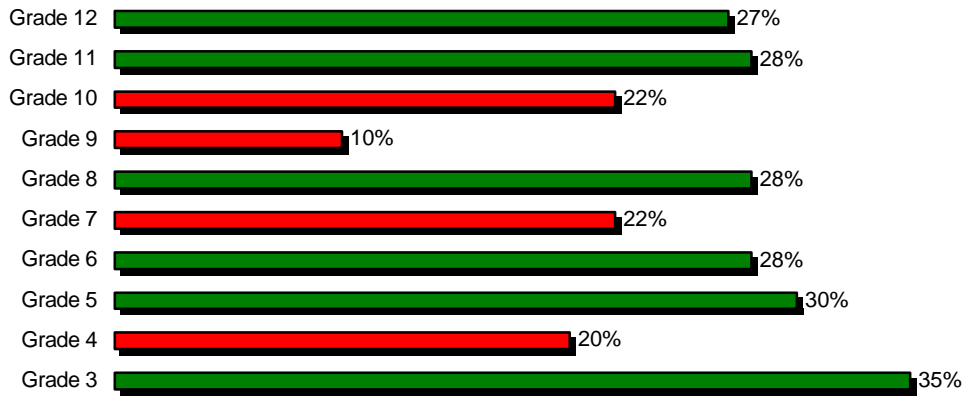


Figure 20. Percent of Grades 3-12 LEP students who did and did not reach Advanced High on the *TELPAS* composite rating by grade, spring 2005. Grades that failed to reach the criterion are in **RED**.

English Version of The Texas Assessment of Knowledge and Skills (TAKS)

- Exited LEP students outperformed current LEP and non-LEP (monolingual) students on all *TAKS* subjects across all grades.
- The passing rate for exited LEP students in Grade 3 was 98% in *TAKS* Reading and 92% in *TAKS* Math compared to non-LEP students' 88% in Reading and 74% in Math, and current LEP students' 80% in Reading and 67% in Math (Figures 21, 22 & 23).
- Overall, Grade 3 students, regardless of LEP status, had the highest passing rates (80%, 98%, and 88%, for LEP, exited LEP, and non-LEP students, respectively) on the *TAKS* Reading test.
- As qualified LEP students transferred to the mainstream program, the performance level of current LEP students (LEP students who have not met the exit criteria) was inevitably affected.

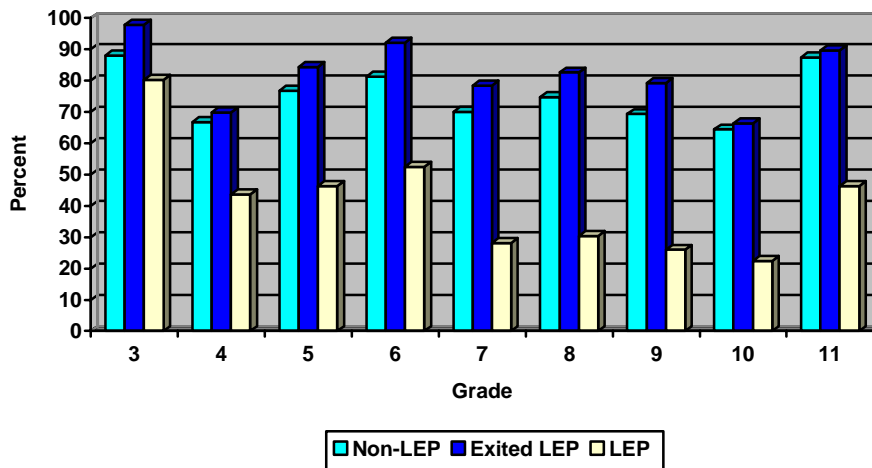


Figure 21. Percent of Non-LEP, Exited LEP & LEP Students in Grades 3-11 passing the *TAKS* Reading subtest.

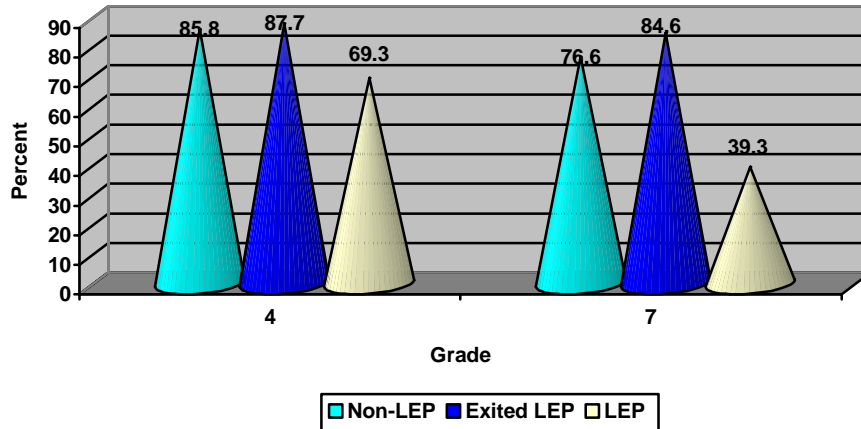


Figure 22. Percent of Non-LEP, Exited LEP & LEP Students in Grades 4 and 7 passing the TAKS Writing subtest. The writing subtest was administered only at Grades 4 and 7.

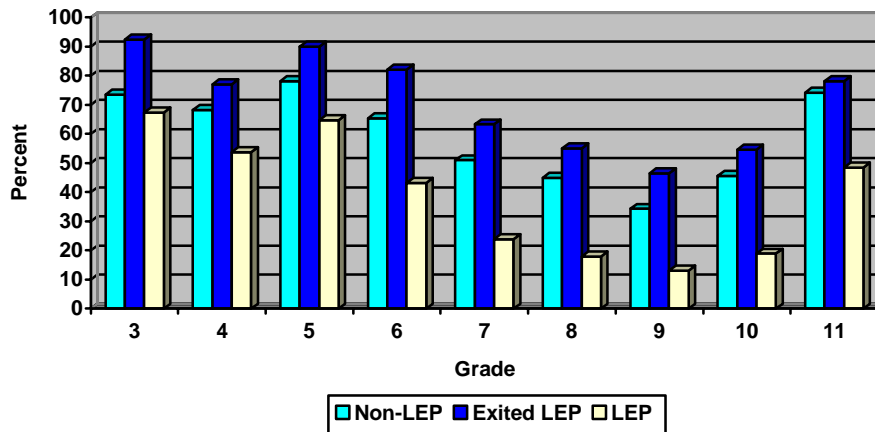


Figure 23. Percent of Non-LEP, Exited LEP & LEP Students in Grades 3-11 passing the TAKS Mathematics subtest.

**Note:** The decline in TAKS passing rating was not only observed with LEP students but other student groups. More difficult passing standards on spring 2005 TAKS was noted by the TEA as one contributing factor (August 2, Dallas Morning News). Also, the notably low passing rates on TAKS Math among secondary LEP students were presumably related to the new TEA requirement to include the results of *Linguistically Accommodated Testing (LAT)*. These were recent LEP students who were qualified for LEP exemption on TAKS Reading.

#### Spanish TAKS

- BE students at Grades 3 were required to take the reading and mathematics sections of the Spanish TAKS. A small percentage of students at Grades 4-5 were tested on the reading, mathematics, and writing sections of the test but it was not required by the BE program.
- Overall, 58% passed the reading test, and 55% passed the math test (Figure 24).

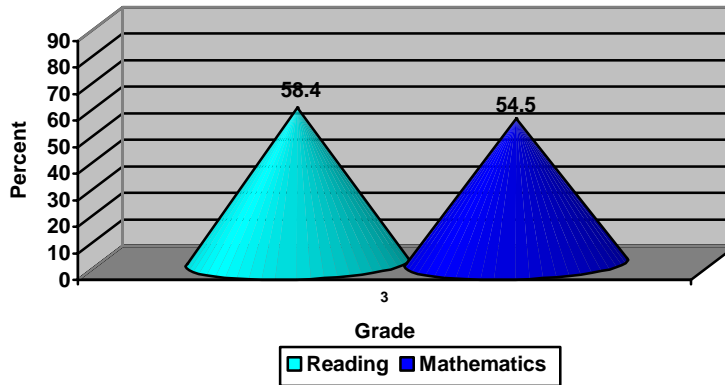


Figure 24. Percent of Grades 3 BE students passing the Spanish version of the TAKS Reading, Mathematics and writing subtests.

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**Status**

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The district is meeting its commitment and covenant to the bilingual and English as a Second Language programs. Following Federal, State, and local policies and mandates for the education of LEP students, the DISD Multi-Language Enrichment Program (M-LEP) provided various bilingual education and English as a Second Language (BE/ESL) programs in Grades PK-12 to meet the affective, linguistic and academic needs of LEP students. These programs included BE, ESL and Newcomer programs at the elementary level and ESL and ELI programs at the secondary level. In 2005-06, the bilingual program will be expanded to include Grade 4 on designated campuses.

Multiple instructional models or best practices were implemented in BE or ESL classes at the elementary level. These included self-contained BE or ESL classrooms in Grades PK-3 and departmentalized classrooms commonly used in Grades 4-6. More flexible models such as shared teaching (team teaching) and multi-age classrooms were also used. An English-Spanish two-way immersion program was implemented at Walnut Hill Elementary School with 60 students. At the secondary level, an ESL program course sequence was developed by the M-LEP department in 2001-02 and continued to be in effect for 2004-05. The course sequence delineates the five levels of ESL/sheltered content instruction (English, math, science and social studies) that corresponds to the grade level of LEP students. It ensures that all LEP students have equal access to a quality education and join the general (mainstream) program within an optimum time frame.

To attract and retain qualified BE teachers and professional support staff and to encourage uncertified BE teachers to seek certification, the DISD provided an ESL stipend of \$500 per year for ESL teachers and a \$3,000 per year bilingual stipend for eligible BE teachers and bilingual professional support staff (e.g., social workers, counselors, therapists and licensed specialists in school psychology). All BE and ESL certified teachers in self-contained, shared teaching, or departmentalized instructional models were required to attend 7 hours of mandated Language and Literacy training offered by the M-LEP department in addition to 14 hours of content training required by the district in their respective subject areas.

Overall, 9% LEP students in Grades 2-12 scored at *WMLS* levels 4 and 5, 38% scored at *WMLS* 3, 33% scored at *WMLS* 2 and 21% scored at *WMLS* 1. As a group, LEP students in Grades 3-12 met NCLB (AMAO 1) and (AMAO 2) requirements in English proficiency based on *TELPAS* composite ratings. Exited LEP students continue to outperform other student groups on all *TAKS* subtests across all grades. Spanish *TAKS* results indicated that 58% of BE students in Grade 3 passed the reading test, and 55% passed the math test.

## **Appendix A**

*Dallas Independent School District Nondiscrimination Policies*

## I. MISSION OF DISTRICT AND BOARD

### **AE (Local): Educational Philosophy/Mission Statement**

The Board of Trustees of the district adopts the following Declaration of Commitments and Covenants.

1. The district shall continue to operate a unitary school system and shall promote the availability of equal educational opportunities to all its students regardless of race, national origin, ethnicity, gender, or religion. The district recognizes the particular importance of programs designed to accelerate achievement for students who have not achieved grade level status.
2. The district is committed to principles of diversity at all levels of employment and shall recruit and assign quality teachers and administrators without regard to race, national origin, ethnicity, gender, or religion. The district affirms its commitment to recruit and assign a staff representative of all racial and ethnic groups in the area served by the district.

### **BBF (Local): Board Member: Ethics**

I will be continuously guided by what is best for all students of the district regardless of race, color, religion, age, gender, national origin, marital status, sexual orientation, disability, veteran status, or any category protected by federal, state, or local law.

### **BBD (Xhibit): Board Members: Training and Orientation**

Standards on Duties of a Board Member: Make decisions in terms of the educational welfare of all children in the district, regardless of ability, race, creed, sex or social standing.

## **II. EMPLOYMENT**

### **A. SUPERINTENDENT**

#### **BA (Local): Board Legal Status**

With respect to interactions with parents or students or those applying to be students, the Superintendent shall not cause or allow conditions, procedures, or decisions that are inequitable, unsafe, undignified, or unnecessarily intrusive

Further, without limiting the scope of the foregoing by this enumeration, the Superintendent shall not:  
...7. Fail to respect diversity in the district as stated in the district's nondiscrimination clause.

#### **BCJF (Local): Superintendent: Nonrenewal**

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of rights guaranteed by the Constitution, or based unlawfully on race, color, religion, gender, national origin, sexual orientation, disability, or age.

### **B. EQUAL OPPORTUNITY**

#### **DAA (Legal): Employment Objectives: Equal Employment Opportunity**

The district shall not fail or refuse to hire or discharge any individual, or otherwise discriminate against any individual with respect to compensation, terms, conditions or privileges of employment because of the individual's race, color, religion, sex or national origin.



Sexual harassment is a form of sex discrimination.

As an exception to the policy stated above, the Board may employ an individual on the basis of the individual's religion, sex, national origin, or age in those certain instances where religion, sex, national origin, or age is a bona fide occupational qualification reasonably necessary to the normal operation of the district. *42 U.S.C. 2000e-2(e)*.

The district shall not discriminate against a qualified individual with a disability because of the individual's disability in regard to job application procedures; hiring, advancement, or discharge; employee compensation; job training; and other terms, conditions, and privileges of employment. Discrimination includes not making reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability, unless the district can demonstrate that the accommodation would impose an undue hardship on the operation of the district. *42 U.S.C. 12112(a)(b); 29 CFR Part 1630; 34 CFR 104.11; Labor Code 21.051*.

**DAA (Local): Employment Objectives: Equal Employment Opportunity**

The district does not discriminate on the basis of sex in the educational programs or activities, which it operates, and is required by Title IX not to discriminate in such a manner. The district policy not to discriminate on the basis of sex in educational programs and activities extends to employment in and admission to such programs and activities.

**DC (Local): Employment Practices (NOTE: This policy is currently under revision since the language contained in the policy is no longer appropriate as a result of the district's release from the desegregation court order)**

The Board shall assign to the Human Resources Services Department the responsibility to oversee, manage, and monitor a personnel recruitment program. The district shall produce demonstrable results toward the recruitment, retention, and certification of qualified and competent Black and Hispanic teachers and administrators. The district shall continue to move toward a minority complement of 40 percent Black and 40 percent Hispanic teaching staff and 40 percent Black and 40 percent Hispanic professional staff and otherwise comply with any binding court orders. To achieve this goal the district shall maintain an aggressive recruitment program. In addition to recruitment, specialized staff development shall be provided to prepare and equip teachers and administrators to respond to the unique needs of the district's student population.

The district is committed to:

1. Equal employment opportunities for all persons.
2. Prohibiting discrimination based on race, creed, color, national origin, sex, or disability.
3. Promoting full realization of equal employment opportunity by continuing affirmative action efforts in every department, program, division, and school building in the district.

The major goals of the affirmative action program are to:

1. Balance the staff's ethnic group and male/female representation by employing, assigning, promoting, and retaining minority employees so that every level of operation in the district will have an ethnic configuration, both male and female, that reflects the multiracial characteristics and gender ratios of the city of Dallas.
2. Provide management development training and skill-building programs to ensure that minorities, women, and persons with disabilities are prepared for positions of new and increased responsibility.

3. Foster a climate at every level of the district in which men and women of all races, creeds, experience levels, ages, and physical capabilities appreciate and accept each other.
4. Develop a process for reporting progress toward achievement of the goals and objectives of the affirmative action program and use this data to improve the program.

**DCD (Local): Employment Practices: At-Will Employment**

**DF (Local): Termination of a Contract**

**DFBB (Local): Term Contracts: Nonrenewal**

The recommendation and decision to terminate (or not renew a contract) employment under this policy shall not be based on an employee's exercise of constitutional rights or based unlawfully on an employee's race, color, religion, sex, national origin, or disability.

**CRE (Legal): Insurance and Annuities Management: Workers' Compensation**

The district that terminates an employee for violating a reasonable absence-control policy cannot be liable for prohibited discrimination as long as the rule is uniformly enforced.

**C. EMPLOYEE PROHIBITED FROM DISCRIMINATION**

**DX (Xhibit): Employee Standards of Conduct**

Standard 2.5: The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

**DHC (Xhibit): Employees Standards of Conduct: Sexual Harassment/Sexual Abuse**

Title VII is a federal law that prohibits discrimination on the basis of race, color, religion, sex, or national origin. The Texas Labor Code, Section 21.051, makes it an unlawful employment practice for an employer to discriminate on the basis of race, color, disability, religion, sex, age, or national origin.

**DCD (Local): Employment Practices: At-Will Employment**

Offenses for which an employee may be recommended for immediate termination include the following: . . .30. Failure to report suspected racial, ethnic, religious, disability, gender, or other discrimination by a student, employee, or other.

**DGBA (Legal): Personnel-Management Relations: Employee Complaints/Grievances**

Employees may present complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 or alleging sex discrimination in employment practices. *34 CFR 104.7, 106.8(b)*.

**DH (Local): Employees Standard of Conduct**

Employees shall not engage in conduct constituting racial, ethnic, religious, gender, or sexual orientation harassment of another employee, a student, any person who seeks the campus community in any capacity or who interfaces with the district (such as citizens, parents, vendors).

**DHB (Local): Employee Standards of Conduct: Harassment**

Employees shall not engage in harassment motivated by race, color, religion, national origin, disability, or age and directed toward students or district employees. A substantiated charge of harassment against a student or employee shall result in disciplinary action.

### **III. FACILITIES**

#### **A. NONDISCRIMINATION ON OR REGARDING SCHOOL PREMISES**

##### **CH (Local): Purchasing and Acquisition**

In accordance with law, the district shall not discriminate against individuals, companies, or awarding of bids with respect to race, color, religion, sex or national origin.

A vendor may be denied the opportunity to receive bids or quotations for the following reasons: . . .8. Discrimination against an employee or applicant in regard to race, religion, color, sex, or national origin.

##### **CDB (Legal): Other Revenues: Sale, Lease, or Exchange of School-Owned Property**

The district shall notify the Commissioner of Education whenever it intends to sell, lease, or otherwise convey any interest in real property. The district shall include in the instrument of conveyance the required restrictive covenants prohibiting racial discrimination.

##### **GKA (Local): Community Relations: Conduct on School Premises**

Racial, ethnic, religious, gender, or sexual orientation harassment includes but is not limited to oral, written, psychological, physical (both climate and contact), and other demonstrative actions with regard to race, creed, ethnic origin, religious preference, gender, or sexual orientation that is harassing and/or abusive.

#### **B. FREE SPEECH**

##### **GKD (Regulation): Community Relations: Use of School Facilities for Nonschool Purpose**

The district subscribes to the theory of the community school in that the school is a center for educational service to help people of all ages, races, religions, and socio-economic circumstances prepare themselves to meet their basic wants and needs and to live happy, useful lives.

##### **GKD (Legal): Community Relations: Nonschool Use of School Facilities**

##### **GKDA (Legal): Nonschool Use of School Facilities: Distribution of Nonschool Literature**

The district is not required to allow persons to engage in every type of speech when the district establishes a limited public forum; the district may be justified in reserving its forum for certain groups or for the discussion of certain topics. The district shall not discriminate against speech on the basis of viewpoint, and any restriction must be reasonable in light of the purpose served by the forum.

##### **BED (Legal): Board Meetings: Public Participation**

The Board may limit the number of persons it will hear on a particular subject and the frequency with which they may appear, so long as the regulation does not abridge constitutionally guaranteed rights of freedom of speech and to petition, nor unfairly discriminate among views seeking expression.

##### **FNAB (Legal): Student Expression: Use of School Facilities for Nonschool Purposes**

If a district secondary school receives federal financial assistance and has a limited open forum, as defined below, it shall not deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meeting.

## **IV. STUDENTS**

### **A. DISCRIMINATION AGAINST STUDENTS**

#### **FB (Legal): Equal Educational Opportunities**

No officer or employee of the district shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin. *42 U.S.C. 2000d; Civil Practice and Remedies Code 106.001*

The Board shall adopt and publish procedures providing for prompt and equitable resolution of student complaints alleging discrimination on the basis of sex in violation of Title IX. *20 U.S.C. 1681-1686; 34 CFR 106.8.*

Sexual harassment of students is discrimination on the basis of sex under Title IX.

No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any district service, program, or activity. Nor shall the district exclude or otherwise deny equal services, programs, or activities to a student because of the known disability of an individual with whom the student is known to have a relationship. *42 U.S.C. 12132; 29 U.S.C. 794; 28 U.S.C. 35.130(g); 34 CFR 104.4(a).*

The district shall designate at least one employee to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations. The Board shall adopt and publish procedures providing for prompt and equitable resolution of student complaints alleging discrimination on the basis of disability in violation of Section 504. *34 CFR 104.7.*

#### **FB (Local): Equal Educational Opportunities**

The purpose of the procedure in FB (Local) is to secure at the first possible level prompt and equitable resolution of a student complaint alleging sex discrimination, other than sexual harassment, in violation of Title IX of the Education Amendments of 1972.

#### **GA (Legal): Access to Programs, Services, and Activities**

No person shall, on the grounds of race, color, or national origin, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any district program or activity. *42 U.S.C. 2000d.*

No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the district, or be subjected to discrimination by the district. Nor shall the district exclude or otherwise deny equal services, programs, or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. *42 U.S.C. 12132; 28 CFR 35.130(g).*

The district shall make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the district can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity. *28 CFR 35.130(b)(7).*

The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the Americans with Disabilities Act (ADA)

and its applicability to the services, programs, or activities of the district. The information shall be made available in such manner as the Board and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA. *28 CFR 35.106.*

**FDAA (Legal): Interdistrict Transfers: Public Education Grants**

A district may accept or reject an application for a student using a public education grant, provided that it does not discriminate on the basis of the student's race, ethnicity, academic achievement, athletic abilities, language proficiency, sex, or socioeconomic status.

**FDA (Local): Admissions and Attendance: Interdistrict Transfers**

The Board delegates to the Superintendent the authority to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, or national origin.

**FDB (Regulation): Admissions and Attendance/Intradistrict Transfers**

For Minority Students: Minority students attending a school that is predominantly one race (more than 75 percent minority) may transfer to a school that is less than 60 percent minority as long as the receiving school has not reached its capacity.

For Anglo Students: Anglo students attending a school that exceeds 50 percent Anglo may transfer to any school where the Anglo percentage is 25 percent or less as long as the receiving school has not reached its capacity.

**EHBH (Legal): Special Programs: Other Special Populations**

The district shall not discriminate on the basis of race, culture, or sex when selecting and administering procedures and materials for assessment and placement of students who are deaf or hard of hearing.

**EHBA (Legal): Special Programs: Special Education Students**

No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any district service, program, or activity. *42 U.S.C. 12132; 29 U.S.C. 794; 34 CFR 104.4(a).*

**EL (Legal): Charter Campus or Program**

Each charter granted must: . . .4. Prohibit discrimination in admission on the basis of national origin, ethnicity, race, religion, or disability.

**EL (Local): Charter Campus or Program**

In addition to state requirements, each charter application must describe the educational program to be offered, which shall contain the following: . . .3. Public relations and communications planning that include but are not limited to: staff communications, key information regarding student discipline, absences, grading, due process relating to religion/sex/race/ or sexual orientation issues.

**FO (Local): Student Discipline**

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities, including interscholastic athletics and marching band, may develop and enforce standards of behavior that are higher than the district-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. . . No provision of an extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, or ethnicity.

**FM (Legal): Student Activities**

An extracurricular activity sponsored or sanctioned by the district, including an athletic event or an athletic team practice, shall not take place at an athletic club located in the United States that denies any person full and equal enjoyment of equipment or facilities provided by the athletic club because of the person's race, color, religion, creed, national origin, or sex. "Athletic club" means an entity that provides sports or exercise equipment or facilities to its customers or members or to the guests of its customers or members. *Education Code 33.082.*

**FNCJ (Legal): Student Conduct: Sexual Harassment/Sexual Abuse**

The district shall not directly discriminate on the basis of sex when addressing peer sexual harassment.

**FNCJ (Xhibit): Student Conduct: Sexual Harassment/Sexual Abuse**

Sexual harassment or abuse of students by district employees may constitute discrimination on the basis of sex and is prohibited by Title IX (the federal law prohibiting gender-based discrimination by schools that receive federal funds).

**FNE (Legal): Student Rights and Responsibilities: Pregnant Students**

The district shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery there from, unless the student requests voluntarily to participate in a separate portion of the district's program or activity.

**FDC (Legal): Admissions: Homeless Students**

The district shall not segregate homeless children. The district shall provide a homeless child with services that are comparable to services offered to other students in the school in which the child is enrolled, including:

1. Transportation services;
2. Educational services for which the child meets the eligibility criteria;
3. Programs in vocational and technical education;
4. Programs for gifted and talented students; and
5. School nutrition programs.

**B. DISCRIMINATION BY STUDENTS**

**FNCL (Local): Student Conduct: Harassment**

Students shall not engage in harassment motivated by race, color, religion, national origin, or disability and directed toward another student. A substantiated charge of harassment against a student shall result in disciplinary action. [See FO series and the Student Code of Conduct]

**Appendix B**

Supplemental Instructional Services Funds

## Supplemental Instructional Services Funds

**K9 Funds Formula** – Campuses that have kindergarten, fifth and sixth grade students and an ethnic minority population of 75% or greater receive \$50 per minority student.

*Example: Elementary School A has 550 students of which 500 or 91% are ethnic minority. There are 234 ethnic minorities in Grades K, 5, and 6, so Elementary School A is allocated \$11,700 (234 x \$50).*

**M3 Funds Formula** – Campuses that have seventh and eighth grade students and an ethnic minority population of 75% or greater receive \$50 per ethnic minority student.

*Example: Middle School B has 900 students of which 890 or 99% are ethnic minority. All 890 of the ethnic minorities at Middle School B are in Grades 7 and 8, so Middle School B is allocated \$44,500 (890 x \$50).*

**M8 Majority -to- Minority and Magnet Incentive Formula** – Campuses that lose more than 100 students via M-to-M or Magnet Transfers receive \$25,000 per 100 students that transfer.

*Example: High School C loses 32 M-to-M, 226 Magnet and 318 Skyline CDC transfers for a total of 576 transfers. High School C receives an allocation of \$137,500 (\$25,000 for each block of 100 students in addition to an increment of \$12,500 for 76 students).*

**J9 Funds Formula** – Campuses are allocated funds for each student in Grades 1-4 that is below the 40<sup>th</sup> percentile in reading.

*Example: Elementary School D has 50 students that are below the 40<sup>th</sup> percentile in reading. Elementary School D receives an allocation of \$13,650 (50 x \$273).*

**S5 Limited English Proficient (LEP) Formula** – There is a central allocation for the total number of LEP students in grades 4-6. These funds are allocated to campuses by the Multilanguage Department, and they are used primarily to fund additional teacher positions on those campuses with a large percentage of LEP students.

*Example: Districtwide projection for the number of LEP students in Grades 4-6 is 9,812. The allocation for S5 funding is \$2,678,676 (9,812 x \$273).*

**Note: Total allocation for Supplemental Instructional Services Funds is \$10,385,950. Items 4 and 5 are determined after the funding of Items 1, 2, and 3. The remaining portion of the total allocation is divided by the projected number of LEP students in grades 4-6 and the number of students in grades 1-4 that are below the 40<sup>th</sup> percentile in reading.**