

Achieving Excellence & Equity through Resource Use

ERS Summary Report for Dallas ISD



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Throughout the report, look for these icons to find:



Dallas ISD
Bright Spots



Additional
Resources

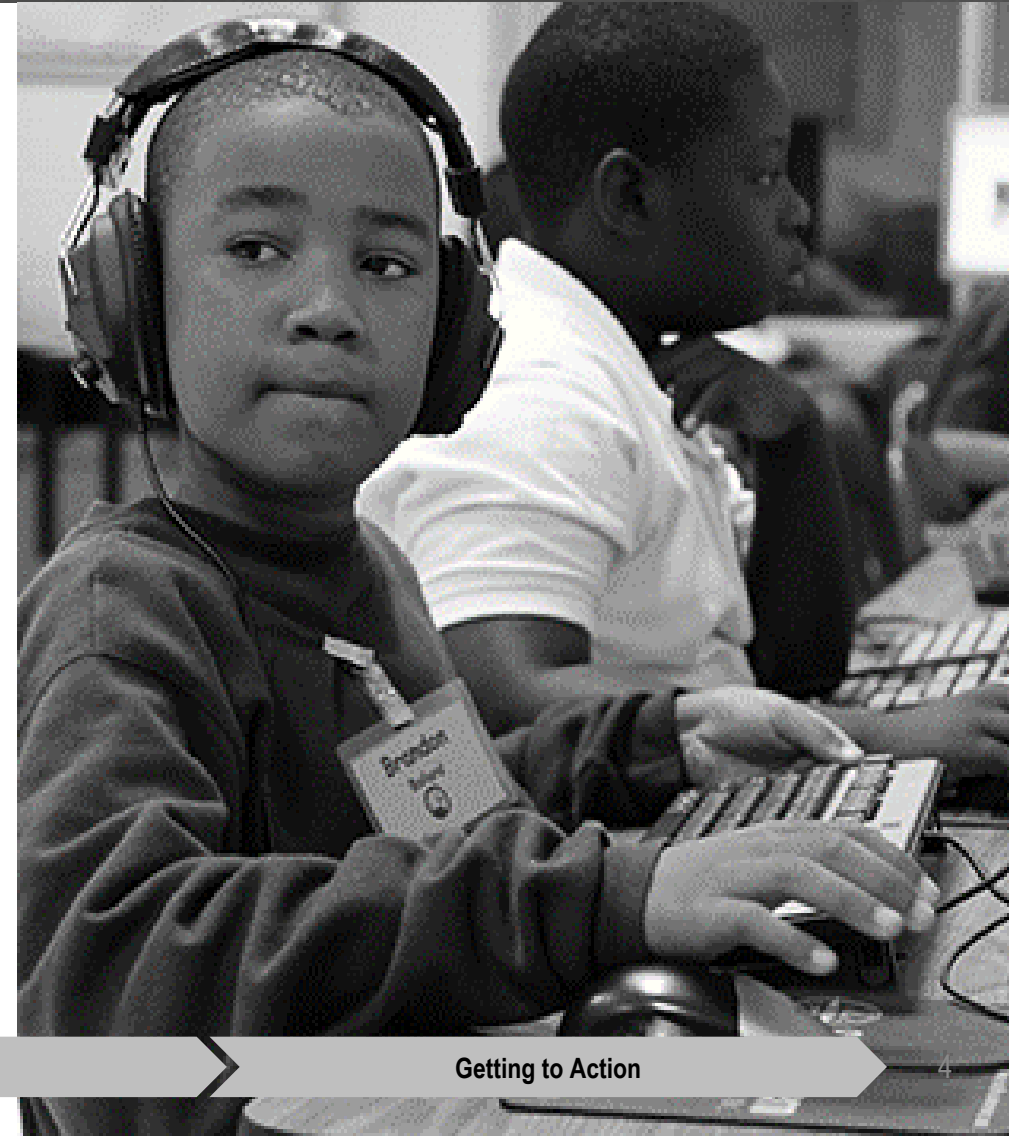


Links to
other places
in the report

Introduction:
Context

The Vision

Every child in every community has the right to a high-quality education and a fair shot at success.



The Challenge

Historically, our nation's school systems have not addressed the unique needs of all of our students.

In particular, students from low-income backgrounds; students of color; English learners; students with disabilities; and students experiencing homelessness, foster care, or in the juvenile justice system, continue to face barriers to success.

Additionally, across our country people of color – **particularly African American, Latino, and Native Americans** – have faced a history of racism and discriminatory legal economic and social policies. The accumulated weight of these policies and practices compound across generations and continue to affect communities today.

As a result students of color are more likely to be represented in higher need categories and must balance academic demands with the burden of navigating ongoing racism and institutional bias. For these reasons, students of color may need **different levels and combinations of support in school.**

Source: [The Education Combination](#)

Dallas ISD is Leading the Way in Addressing Racial Equity

In 2017, the Dallas ISD Board recognized this history of systemic and institutional racism in our country and in Dallas ISD and made a unanimous commitment to responding via the [Racial Equity Resolution and Policy](#).

The District acknowledges the history of institutional racism that systematically and systemically prohibited the educational and societal advancement of students.

The District recognizes its history in participating in societal ills that have perpetuated racial inequity and discrimination.

The District shall create an environment that understands providing **additional and differentiated resources** to support the success of all students shall be fundamentally necessary to achieve racial and educational equity.

The District shall establish **the Racial Equity Office (REO)**.

The REO shall function to create opportunities to eliminate inequitable practices within the District... that negatively impact achievement for all student groups, with **emphasis on African American and English language learners**.

Source: [Dallas ISD Board Racial, Socio-Economic, and Educational Equity Policy](#), July 2018.

Education Resource Equity

By examining the allocation and use of resources in this study, Dallas ISD is creating a shared fact-base around the current state of education resource equity to identify and prioritize the critical work required to address inequities in education today.



Education resource equity is when schools, systems, and communities work together to mobilize the right combination of resources that create high-quality learning experiences for all students.

It is what we need to make sure that school unlocks every child's power to live a life of their choosing — and that race and family income no longer predict a student's life trajectory.



Introduction:
Process

Resource Equity Working Group

To support and inform the work of the REO and other central office departments, Dallas ISD convened a **Resource Equity Working Group** that included district practitioners and community advocates, supported by two national non-profits.

- ▶ **Angie Gaylord** Deputy Chief, Office of Transformation & Innovation, Dallas ISD
- ▶ **Byron Sanders** President & CEO, Big Thought
- ▶ **Cecilia Oakeley** Assistant Superintendent, Evaluation & Assessment, Dallas ISD
- ▶ **Derek Little** Assistant Superintendent, Early Learning, Dallas ISD
- ▶ **Drexell Owusu** Senior Vice President, Education & Workforce, Dallas Regional Chamber
- ▶ **Elizabeth Casas** Assistant Superintendent, Special Populations, Dallas ISD
- ▶ **Jerry Hawkins** Executive Director, Dallas Truth, Racial Healing, & Transformation
- ▶ **Joann Jackson** Director, Counseling Services
- ▶ **John Vega** Deputy Chief, Human Capital Management, Dallas ISD
- ▶ **Leslie Williams** Deputy Chief of Equity, Dallas ISD
- ▶ **Liliana Valadez** Executive Director, Office of Family & Community Engagement, Dallas ISD
- ▶ **Liz Cedillo-Pereira** Chief of Equity & Inclusion, City of Dallas
- ▶ **Marian Willard** Principal, James Madison High School, Dallas ISD
- ▶ **Marlon Shears** Deputy Chief Technology Officer, Dallas ISD
- ▶ **Pamela Lear** Chief of Staff, Dallas ISD
- ▶ **Renato de los Santos** Director, LULAC National Educational Service Centers
- ▶ **Richard Straggas** Executive Director, Finance, Dallas ISD
- ▶ **Shannon Trejo** Deputy Chief, Teaching & Learning, Dallas ISD
- ▶ **Sharon Quinn** Deputy Chief, School Leadership, Dallas ISD
- ▶ **Sherry Christian** Deputy Chief, Operations Services, Dallas ISD
- ▶ **Susan Hoff** Chief Strategy & Impact Officer, United Way
- ▶ **Suzy Smith** Director, Performance Management & Excellence Initiatives, Dallas ISD
- ▶ **Yolanda Knight** Principal, W.W. Bushman Elementary School



National Partners



Education Resource Strategies is a national nonprofit that partners with district, school, and state leaders to transform how they use resources (people, time, and money) so that every school prepares every child for tomorrow — no matter their race or income. Since 2004, ERS has worked with more than 40 school systems and states to improve resource equity for students by analyzing data, exploring trade-offs, planning strategically, building consensus, and monitoring progress.

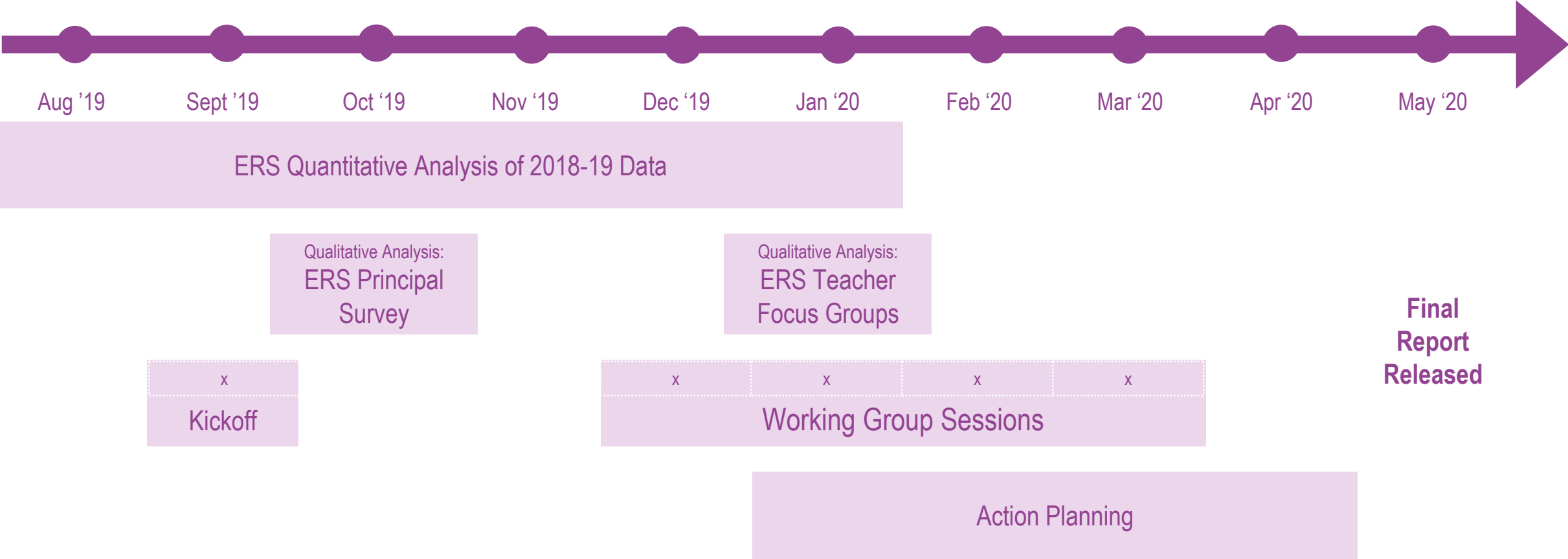


The Education Trust

The Education Trust is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income backgrounds. Through research and advocacy, EdTrust supports efforts that expand excellence and equity in education from preschool through college; increase college access and completion, particularly for historically underserved students; engage diverse communities dedicated to education equity; and increase political and public will to act on equity issues.

Our Timeline

To dig into the state of resource equity in Dallas ISD, the Working Group took on the following work.



Working Group Sessions

Working Group sessions focused on understanding across and within school decisions that create, perpetuate, or mitigate inequities in students' experiences in the context of broader district, state, national and historical trends.

Historical Context

Inequities inherited through decades of policy and practice across all levels

District Conditions

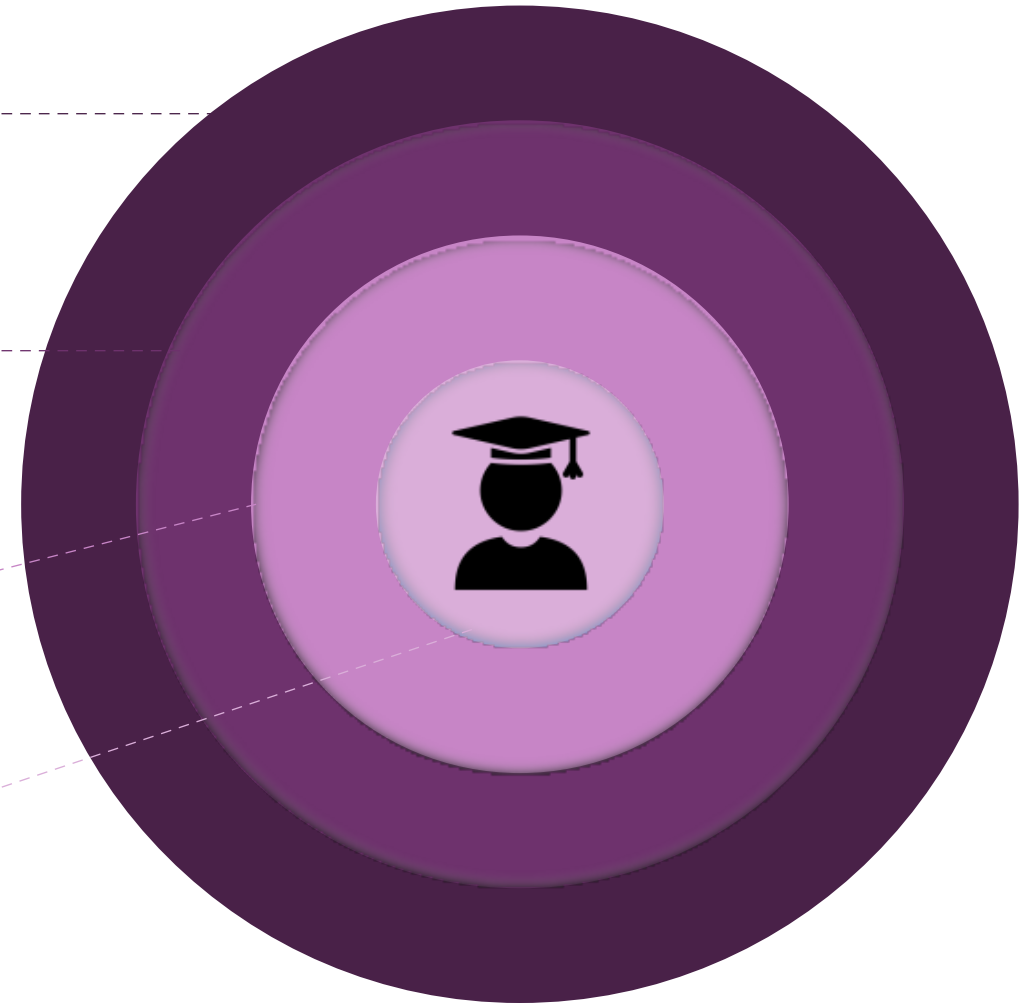
Inequities students experience by nature of the school district they attend, influenced by national and state educational policy

Across School Conditions

Inequities students experience by nature of the school that they attend, influenced by district-level actions

Within School Conditions

Inequities students experience by nature of the classes in which they're enrolled, influenced by school leader and district-level actions



About This Study

This study focused on a 2018-19 snapshot of how resources, systems, and structures currently play out for students in Dallas ISD.

This study did *not*...

- ▶ **Apply a historical approach to quantitative data analysis or conduct a historical review of policy.** This study relied on information provided by working group members about relevant historical context on present-day equity challenges. It is critical for decision makers to understand relevant historical context to build urgency for change and ensure that today's solutions build on lessons from the past and address the root causes of inequities.
- ▶ **Review school and workplace culture and behavior as they relate to equity.** Work around culture and behavior is a critical foundation for racial equity work and a core component of the REO's ongoing responsibilities.
- ▶ **Directly incorporate student or family voice.** This study prioritized quantitative analysis as an important first step to provide a common fact base, however, ongoing stakeholder engagement is an essential next step and will provide valuable opportunities to focus on making meaning from the findings and further defining next steps.

Dimensions of Equitable Student Experiences

The Education Resource Equity Framework includes 10 dimensions that are a foundation for unlocking better, more equitable school experiences for children in your community.

The Education Resource Equity Framework

This report focuses on *components of six* of the ten dimensions of education resource equity. The questions we sought to answer in each of the five dimensions were chosen based on where the most robust data was available and where Dallas ISD needed the most support in analyzing the current state of equity and exploring the root causes of challenges.



Source: [The Education Combination](#)

Looking Ahead

The **Racial Equity Office** will have responsibility for advancing this work consistent with its charter

Dallas ISD's Racial Equity Pillars



Academic
Achievement, Equity &
Cultural Competence



Programmatic Equity



Leadership &
Operations



Facility & Location
Impact



Instructional Equity



Internal & External
Community Partnerships



Workplace &
Workforce Culture

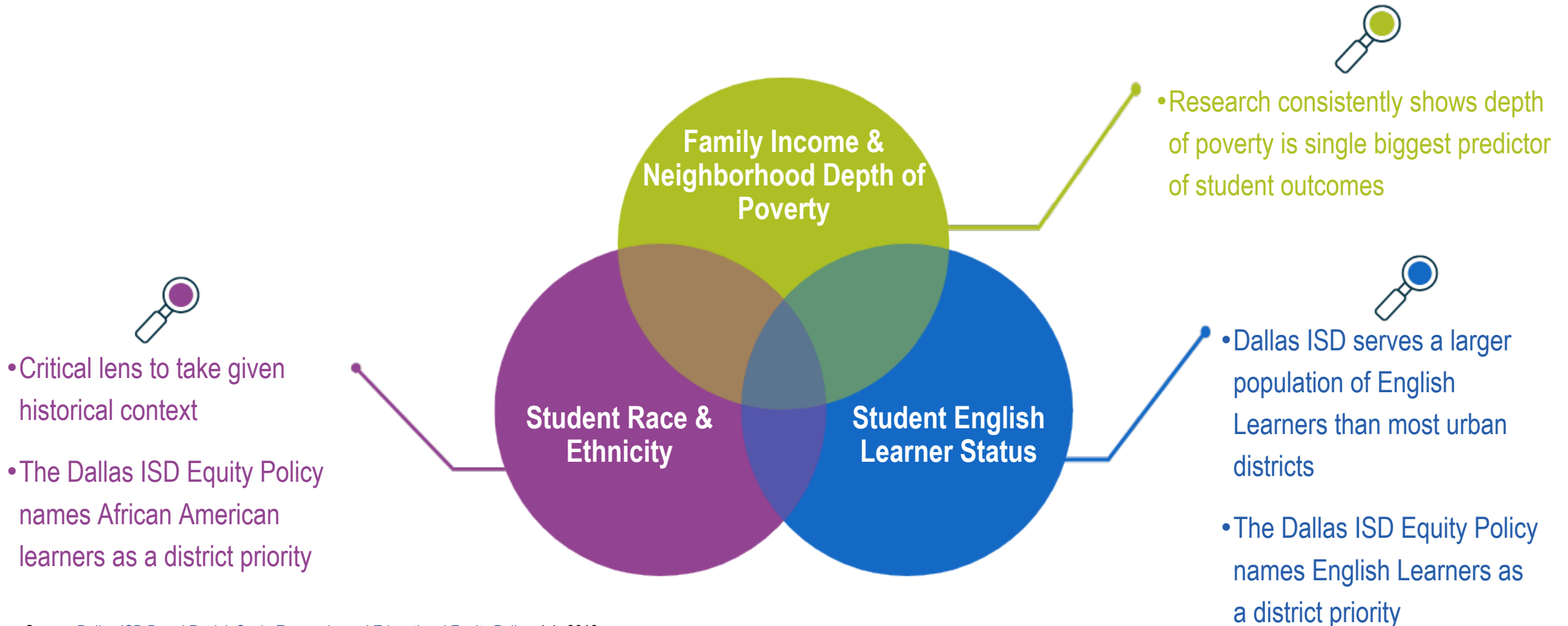
Ongoing Responsibilities of the REO

- 1. Continuing to measure & monitor progress**
- 2. Engaging stakeholders as appropriate**
- 3. Initiating exploration of new strategies to address inequity**

Findings:
Approach

Equity Lenses

This study identified three lenses through which to look at student experiences in Dallas ISD.



Source: [Dallas ISD Board Racial, Socio-Economic, and Educational Equity Policy](#), July 2018.

Equity Groups Approach

We used 'Equity Groups' to organize diagnostic results.

A consistent grouping of students **allowed** us to:

- ▶ Measure the cumulative effect of resource allocation across all dimensions of the student experience covered in this study for priority groups

In defining student groups we wanted to **solve for**:

- ▶ Confidentiality – groups with large enough n-sizes protects confidentiality, (e.g. when looking at a single grade level, some groupings had very low representation)
- ▶ Consistency of experience – groups experiencing consistent trends highlights systematic issues
- ▶ Simplicity – fewer data points creates more readable static visualizations

However, defining consistent groups using these criteria resulted in the following **tradeoffs***:

- ▶ Not disaggregating all potential combinations of race, language and poverty
- ▶ Not analyzing the student experience based on identities outside of race, language and poverty (for example, student disability status, homelessness, immigration status, or foster care or juvenile justice system involvement, among other factors)
- ▶ We recognize that this approach leaves questions unanswered about student identities that undoubtedly play a role in their experiences. Moving forward, ERS encourages the REO and Evaluation and Assessment Departments to disseminate additional disaggregation of student groupings as questions arise.

Equity Groups Definition

The intersection of poverty, English Learner status, race and ethnicity defined the following six Student ‘Equity Groups’ through which we examined the current state of resource equity in Dallas ISD.

Poverty	Ethnicity & Race	EL Status	Equity Group Name	% of District
Economically Disadvantaged (ED)	Hispanic, Any Race	Current English Learner	ED Hispanic EL	42%
Economically Disadvantaged (ED)	Not Hispanic, African American	Current, Former, or Non-EL	ED African American	20%
Economically Disadvantaged (ED)	Hispanic, Any Race	Not English Learner	ED Hispanic Non-EL	20%
Not Economically Disadvantaged (Non-ED)	Any Race & Ethnicity	Current, Former, or Non-EL	Non-ED	8%
Economically Disadvantaged (ED)	Hispanic, Any Race	Former English Learner	ED Hispanic Former EL	6%
Economically Disadvantaged (ED)	Not Hispanic, Not African American	Current, Former, or Non-EL	ED Other	4%

Equity Groups were named based on how Dallas ISD stores data on poverty, race & ethnicity to align with state reporting.

Source: Dallas ISD Student Demographics Data 2018-19; Dallas ISD Elementary and Secondary Course Schedule Data 2018-19. See appendix for more detail on these groups.

Historical Context

The Working Group articulated some of the historical factors that continue to impact students, particularly students who are African American or English Learners, in Dallas ISD.

REFLECTION QUESTIONS FOR WORKING GROUP

RESPONSES FROM WORKING GROUP

What intentional decisions that impact existing inequalities are most important to consider?

Historical city, state and federal decisions that reinforce segregation, such as school zones, redlining, and housing investments

Historical district decisions about resource allocation, such as the inequitable distribution of highest performing teachers, lack of access to Special Education services, and inequitable access to facilities

Historical city, state and federal decisions that perpetuate poverty, such as access to housing, employment, food, healthcare, and transportation

Historical school policies & practices, such as discipline and placement into advanced coursework

What do you think are the most significant consequences of segregation affecting students today?

Community distrust

Lower academic expectations and achievement gaps

Fewer school choice options

Limited diversity in schools

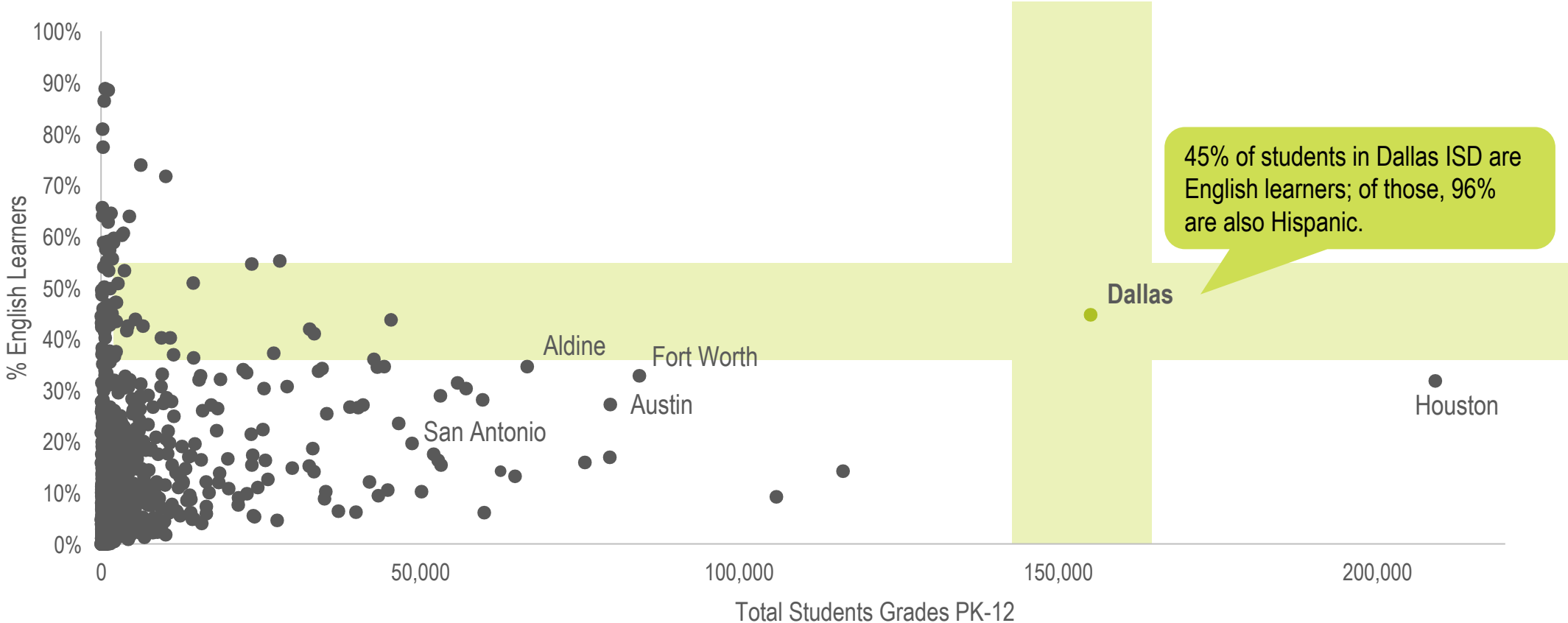
Limited access to critical resources, such as strong teachers, rigorous curriculum, strong school leaders, etc.

Source: December 2019 Survey of Equity Working Group

English Learner Context

Dallas ISD has more English Learners than any other large urban district in Texas.

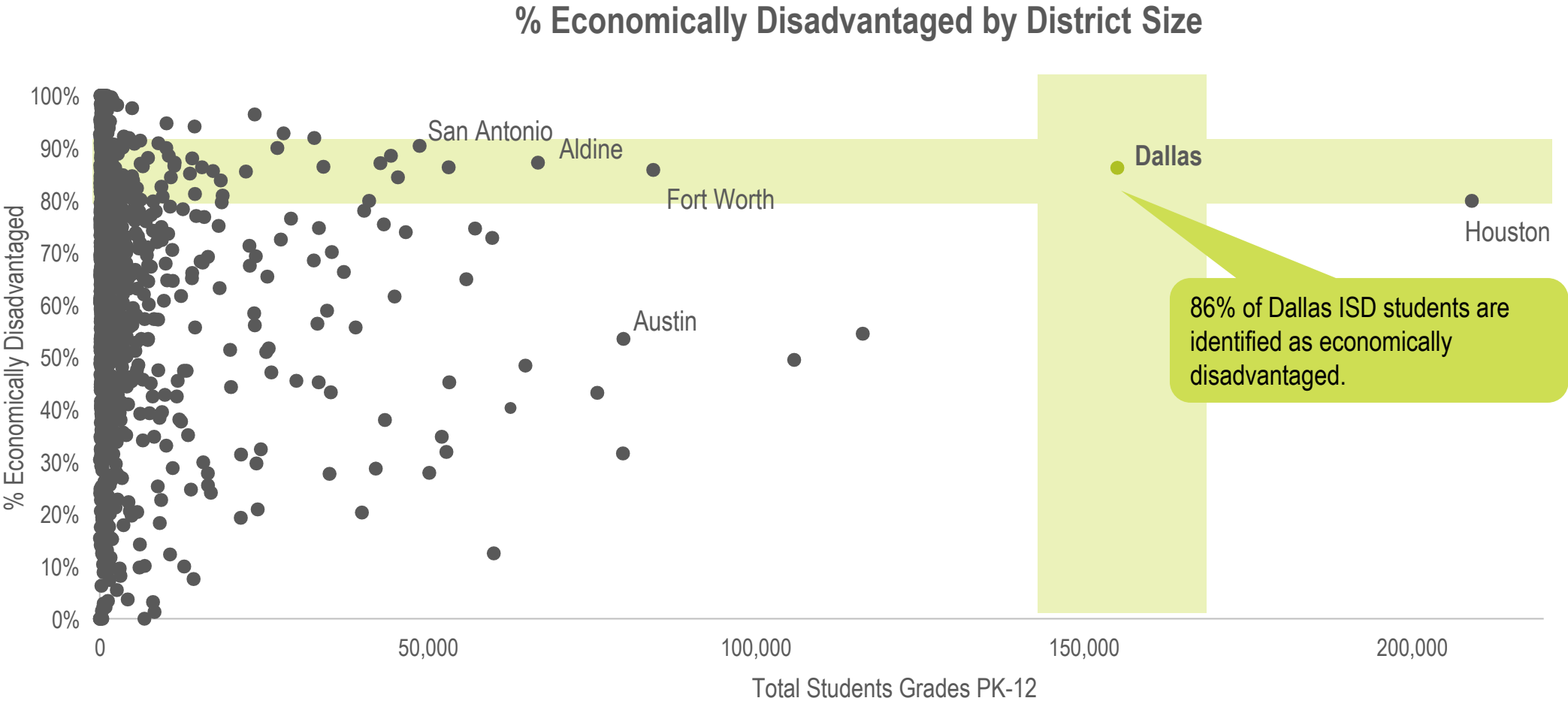
% English Learners by District Size



Limited English Proficiency is TEA's term for English learners in either bilingual or ESL programming. It is largely used interchangeably with English Learner.
Source: Texas Education Agency, Texas Academic Performance Report, 2018-19

Economically Disadvantaged Context

Dallas ISD is unique within the state of Texas in terms of size and concentration of poverty.

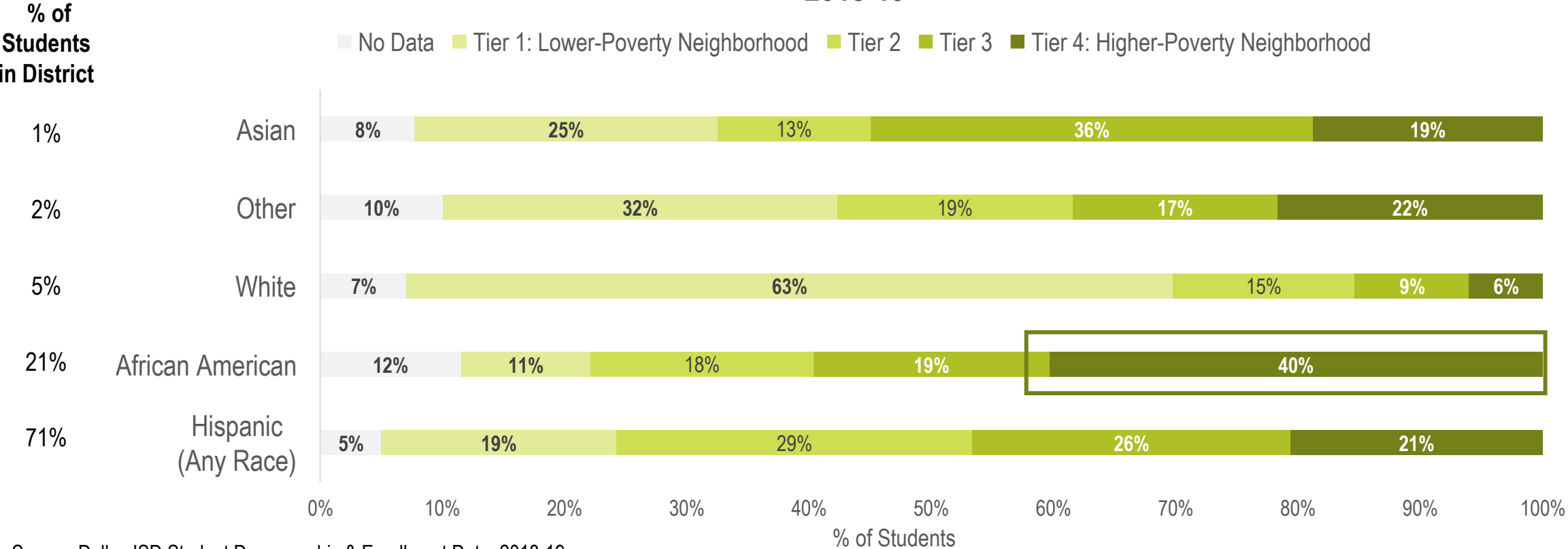


Note: "Economically Disadvantaged" is a Texas-specific designation that includes students who receive free or reduced-price lunch in addition to other indicators of family need collected by districts and/or the state education agency. Source: Texas Education Agency, Texas Academic Performance Report, 2018-19

Depth of Poverty Context

Within Dallas ISD, African American students are most acutely impacted by neighborhood poverty and extreme poverty.

Intensity of Poverty Index (IPI) by Race & Ethnicity
2018-19



Source: Dallas ISD Student Demographic & Enrollment Data, 2018-19



Dallas ISD Bright Spots and Early Progress

Dallas ISD's commitment to equity has resulted in overall performance growth for African American and English Learner students that is above state trends. There is further to go, however, to get to equitable and excellent student outcomes within the district.

Bright Spots: Equity Initiatives

DUAL LANGUAGE PROGRAM

Largest bilingual program in the nation, offered in **150** ELEMENTARY SCHOOLS

EARLY LEARNING

PreK Partnerships & Scholarships

ACE

Strategic Staffing

Instructional Excellence

Social Emotional Supports

Extended Learning

Supportive Partnerships

PUBLIC SCHOOL CHOICE

Innovation & Transformation

27 EARLY COLLEGE

HIGH SCHOOLS
P-tech and collegiate academies

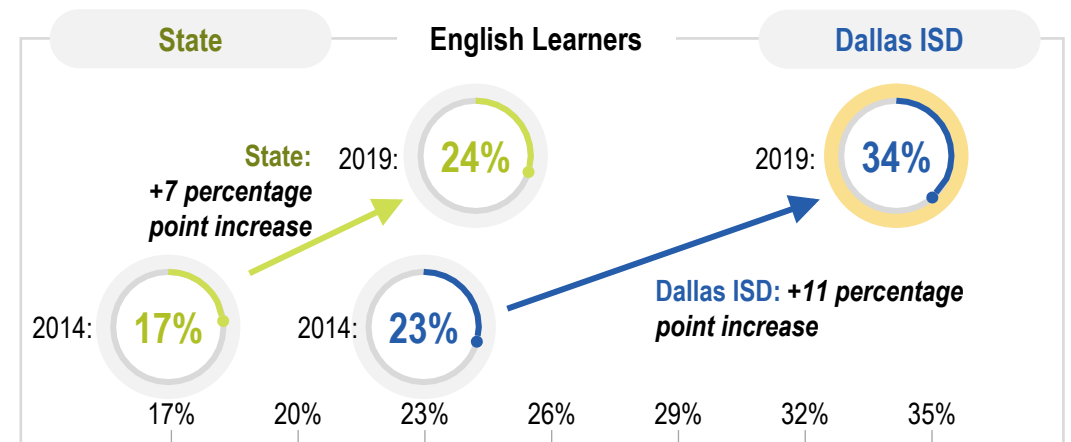
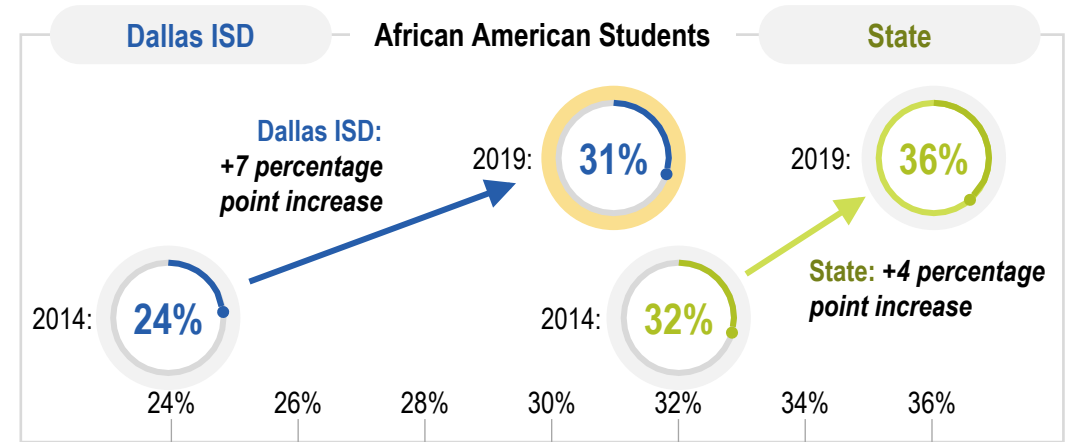
TEI

DEFINING EXCELLENCE

SUPPORTING EXCELLENCE

REWARDING EXCELLENCE

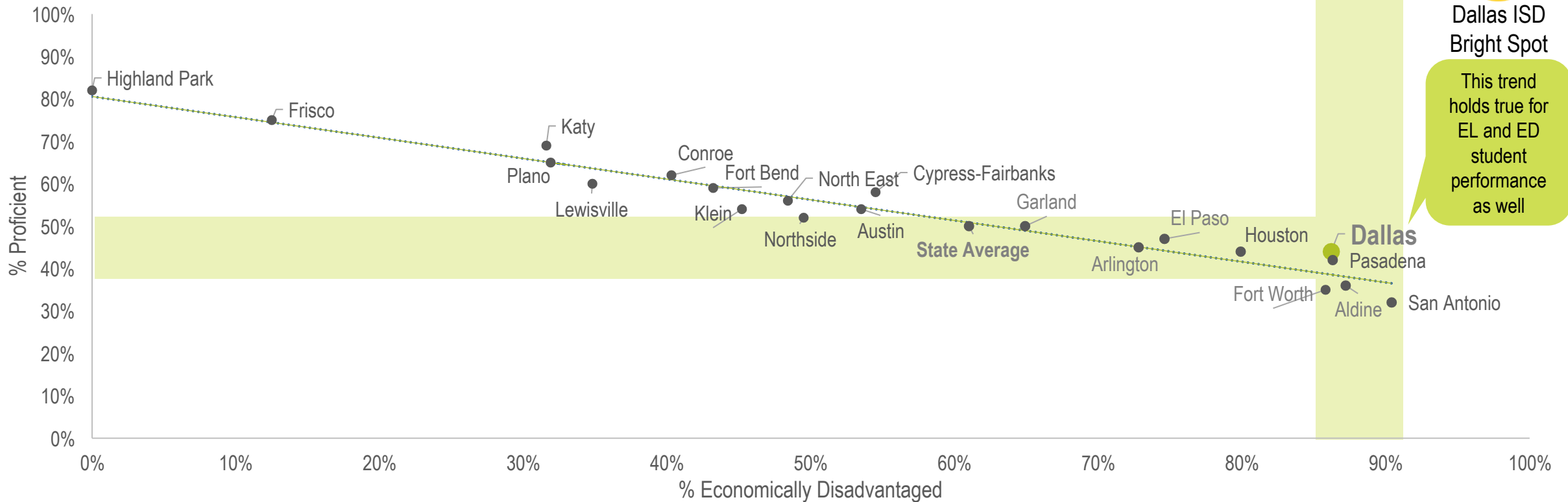
Early Progress: Dallas Outpacing State Growth in STAAR Reading



Dallas ISD Performance

Despite the high level of student need, Dallas ISD's performance in 2018 was above state trends and many peer districts. There is further to go, however, to ensure equity with the rest of the state.

**% of Students Proficient – All Subjects & Grades
2018-19**



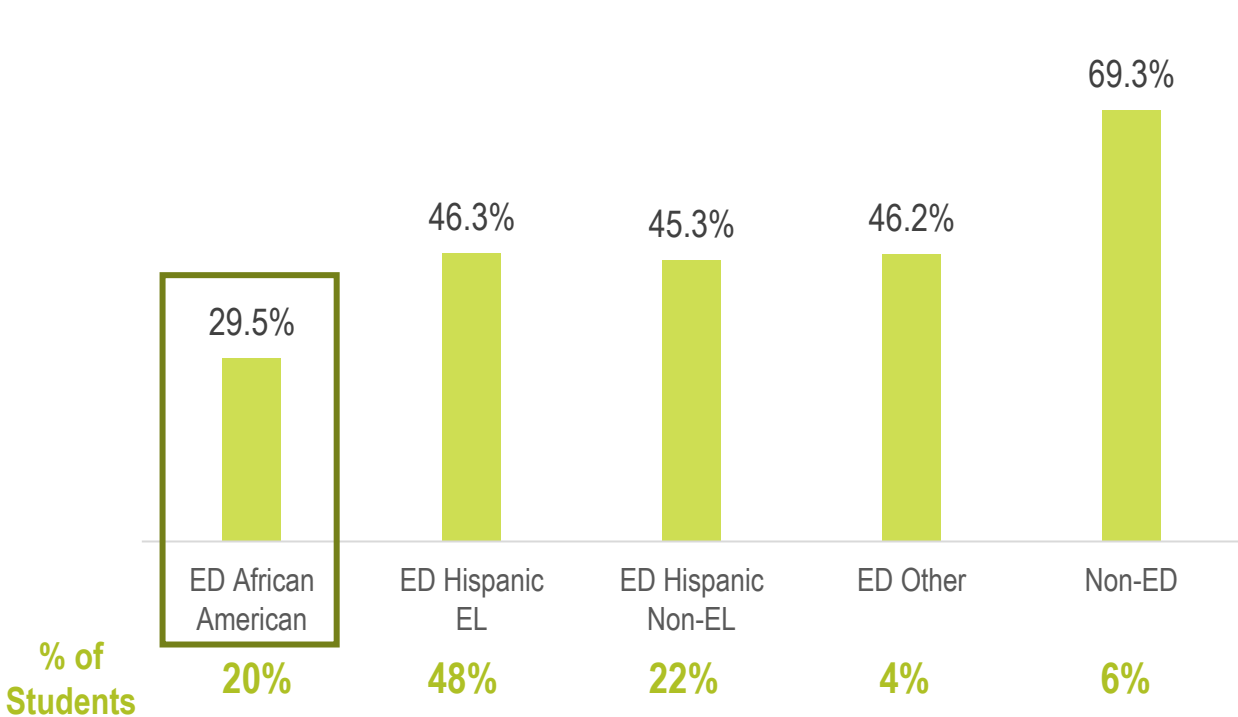
*Proficient is defined as Meets or Masters on STAAR Assessments

Source: In addition to Dallas ISD and State Average, selected the 20 largest districts from Texas Education Agency, Texas Academic Performance Report, 2018-19

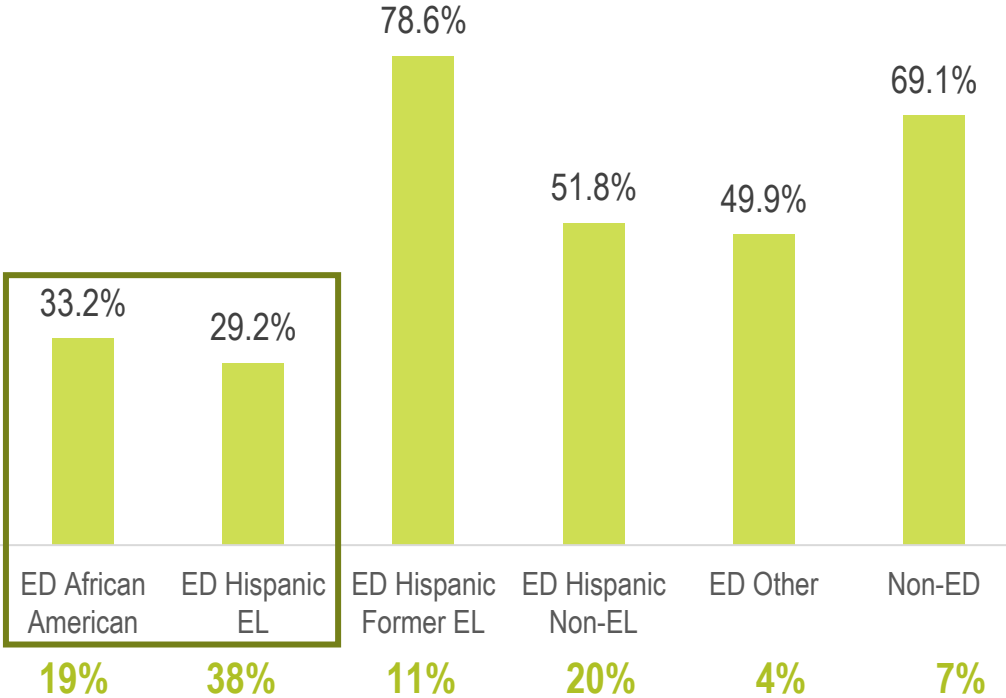
Performance by Equity Group

Students in the ED African American Equity Group and secondary students in the ED Hispanic EL Equity Group have the greatest unmet learning needs.

ELA Proficiency by Equity Group Elementary, Grades 3-5















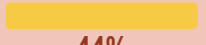



















ELA Proficiency by Equity Group Secondary, Grades 6-10




Source: Dallas ISD 2018-19 Student-Level Performance Data. Proficient is defined as percent of students Meeting or Mastering on STAAR ELA


Amount and Combination of Resources → Student Experiences → Outcomes


The amount and combination of resources students have access to is a key lever to improving outcomes for all students. These findings provide a snapshot of the differences in student experience across resource equity metrics for student groups in Dallas ISD.

Sample Equity Groups:	 Diverse and Inclusive Schools and Classrooms		 Teaching Quality		 Empowering, Rigorous Content	 Time & Attention	 School Funding	Student Performance	
	Sample Dallas ISD Findings:	% of Classmates in One's Own Equity Group	% of Classmates Proficient in 9 th Grade ELA	Elementary Teachers rated Proficient I+	Secondary Teachers rated Proficient I+	% of Proficient Students in 6 th Grade* Pre-AP ELA	# of Students in Core Classes	% of 6-12 th Grade Students with Unmet Learning Needs* who Have Additional Time for Math	Average site-based school funding
 n = 28,696 (20%) Students who are Economically Disadvantaged and African American	 52%	 29%	 1 of 2	 1 of 2	 44% n = 546	 20	 44% n = 2,211	 \$6,414	32% ELA 34% Math
 n = 61,877 (42%) Students who are Economically Disadvantaged, Hispanic and English Learners	 70%	 27%	 2 of 3	 1 of 2	 40% n = 2,480	 21	 54% n = 3,602	 \$6,000	37% ELA 47% Math
 n = 11,553 (8%) Students who are any race, but not Economically Disadvantaged**	 34%	 61%	 3 of 4	 3 of 4	 80% n = 396	 20	 50% n = 154	 \$5,952	69% ELA 68% Math

Key

 Designated student groups get **more** access to research-backed best-practices

 All students receive **similar levels** OR designated student groups get average level of a given resource

 Designated student groups get **less access** to research-backed best-practices

*Unmet Learning Needs defined as students who scored in the “Does Not Meet” category on STAAR Math exams from prior year

**This group is 38% Hispanic, 32% White, 16% African American, and 16% Multi-racial, Asian, American Indian, Alaskan Native, Native Hawaiian, Pacific Islander, or do not have racial data.

Source: Dallas ISD 2018-2019 Data – data represents the full district-wide picture except where indicated otherwise; [The Education Combination](#)

Key Concept: Higher-Need Schools

Resources must be differentiated in favor of 'higher-need' schools to ensure equity for all students.

Students with higher needs and students of color are often less likely than their peers to have access to the high-quality learning experiences that research tells us are necessary to prepare them for college and career. Schools that serve a larger population of these students, 'higher-need' schools, should receive substantially more resources and support.

Higher-need schools should be defined by criteria that are:

- **Relevant**: tied to student needs that require additional resources to address
- **Measurable**: objective and quantifiable
- **Independent**: not under the school's control to ensure stable resources even after improvement
- **Significant**: present in at least 3-5% of the student population, but not all students
- **Diversified**: varied across schools



Dallas ISD
Bright Spot

Dallas ISD has designated **75 High Priority Campuses** (including ACE, FARE, and AIM campuses) for the 2020-2021 school year based on a combination of **Intensity of Poverty data and school performance**.

Teachers at these campuses will be eligible to earn **additional points on the TEI Scorecard** and will be eligible to earn additional stipends.



Moving forward, it is important to ensure **stability of resources** for higher-need schools that improve performance but still have significant underlying and ongoing student needs.

Source: Dallas ISD High Priority Campus (HPC) Selection Process and 2020-2021 Campus HPC Roster.

Key Concept: Excellence and Equity

Our findings and actions must be about both foundations for excellence and equity of access.

Typical Practice

Equity Without Excellence

Equity AND Excellence

Student Performance



Gaps in student performance exist.



Student performance gaps are closed by raising the bar for some and lowering it for others.



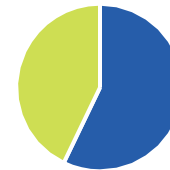
We close gaps AND raise the bar for all.

How do we move to equity AND excellence?

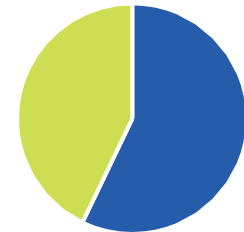
Resource Allocation and Use



Resources are distributed equally.



Resources stay the same but get redistributed based on need.



We use resources more effectively to expand the pie for all students AND give more to those that need it.

Key Concept: Connections Across Dimensions

Dimensions can be in tension with one another. Prioritizing one dimension may require a tradeoff within another dimension.

For example:

Increasing students' time in math (**Instructional Time & Attention**) may mean there is less time available for courses such as music and visual arts (**Empowering, Rigorous Content**).



Dimensions interact. Tackling one dimension in isolation may risk missing important connections across dimensions.

For example:

If school systems focus on providing high-quality specialized courses to students, they may choose to invest in curriculum and materials (**Empowering, Rigorous Content**) and professional learning for teachers (**Teaching Quality & Diversity**) — but these investments may not result in the desired outcomes if students do not feel safe and supported in class (**Positive, Inviting School Climate**).



For these reasons, it is important to look at students' experiences *across* dimensions to inform actions steps.


Note: Equity Indicators




Throughout this report— including each Executive Summary slide— you will see 3 colors used to indicate the extent to which each finding in Dallas ISD meets ERS benchmarks for [“Excellence and Equity”](#)

In Dallas ISD, all students have access to research-backed **best-practices** OR higher-need schools / students get **more**

In Dallas ISD, all students receive **similar levels** of a given resource

In Dallas ISD, all students have **less access** to the resource than research-backed best-practice OR higher-need schools / students get **less**

For Example 

#1 Staff Diversity	 Dallas ISD has a racially and ethnically diverse staff, including school leaders, teachers, and other school-based staff.	 Relative to the size of the student population, Hispanic students are less likely to have a teacher who matches their ethnic identity in the secondary grades.
	 Almost all White, Hispanic and African-American Elementary students are enrolled in schools with at least one teacher who matches their race/ethnicity	

Findings:

Diverse & Inclusive Schools & Classrooms

Diverse & Inclusive Schools & Classrooms in Dallas ISD



THE VISION

Each student is enrolled in classes that are racially/ethnically and socioeconomically diverse, so all students can reach high standards and thrive.

Key Concept	Why it Matters	What to Look For	How This Analysis Measured it
<p>#1</p> <h3>Staff Diversity</h3>	<p>Students of color benefit in their academic and social-emotional development from having a teacher or principal of the same race or ethnicity.</p> <p>Source: The Education Combination, p.13 & p.16</p>	<p>Foundations for Excellence: Our district's recruitment and retention policies and practices support staff of color and linguistically diverse staff to come here and stay here.</p> <p>Equitable Access: The teacher, leader and staff workforce reflects students' racial and linguistic diversity, including in schools that serve diverse student populations.</p>	<ul style="list-style-type: none"> • Composition of staff and students by race and ethnicity • Student-teacher course assignments
<p>#2</p> <h3>Student Diversity</h3>	<p>Socioeconomically and racially diverse schools can benefit students academically, social-emotionally, and civically.</p> <p>Source: The Education Combination, p.39</p>	<p>Foundations for Excellence: Our district is composed of a racially, ethnically, and socioeconomically diverse student population.</p> <p>Equitable Access: Students in our district are enrolled in schools and attend classes that include a diverse mix of racial/ethnic and socioeconomic backgrounds.</p>	<p>Composition of schools and classrooms by:</p> <ul style="list-style-type: none"> • Equity Group (Race/Ethnicity, ED Status, EL Status) • Proficiency



Learn more about [Diverse Classrooms & Schools](#) — including a vision, relevant research, and examples of nationwide challenges — in [The Education Combination](#)

Diverse & Inclusive Schools & Classrooms



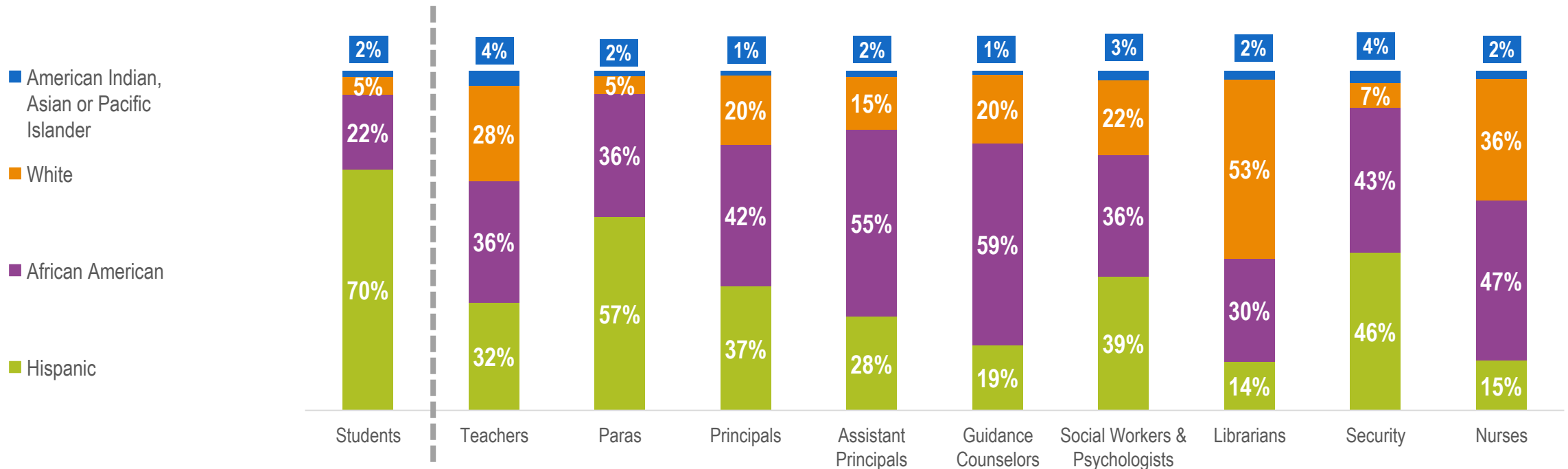
Colors indicate the extent to which each finding meets ERS benchmarks for “Excellence and Equity.” For more information, see [slide 27](#).

	Elementary	Secondary
#1 Staff Diversity	Dallas ISD has a racially and ethnically diverse staff, including school leaders, teachers, and other school-based staff.	
	Almost all White, Hispanic and African-American Elementary students are enrolled in schools with at least one teacher who matches their race/ethnicity	Relative to the size of the student population, Hispanic students are less likely to have a teacher who matches their ethnic identity in the secondary grades.
#2 Student Diversity	Students are in schools and classrooms with over-representation of peers in the same Equity Group compared to the district’s overall demographics – this is primarily due to enrollment in neighborhood schools impacted by patterns of residential segregation.	In Middle and High School, most students enroll in schools and classrooms where they have more peers from other Equity Groups compared to their experience in Elementary school.
		Secondary students are in classrooms with an over-representation of peers at their performance level: Proficient students have mostly proficient classmates, below proficient students have mostly below proficient classmates. This is due to assignment to application-based schools across the district and to assignment to advanced core courses within their schools.

Staff Diversity

Dallas ISD has invested in a diverse staff, providing students with access to teachers, leaders, and other adults who match their racial or ethnic identity.

Percent of Students & Staff by Race/Ethnicity*
All Grades, PreK-12



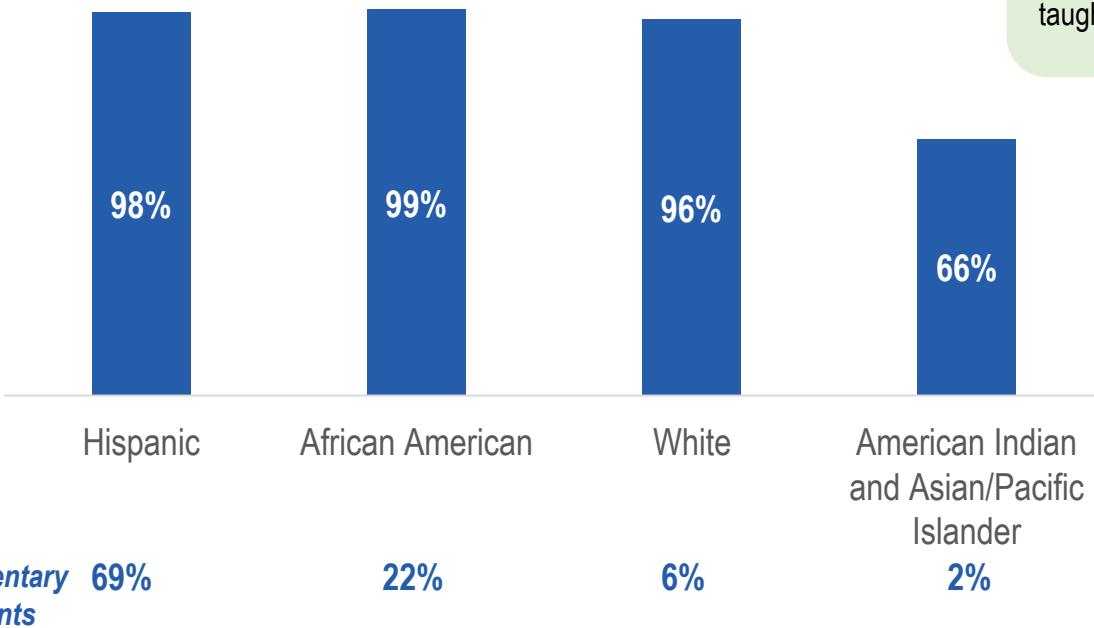
*Notes: Graph is ordered vertically by largest to smallest by percent of the total student population and horizontally by largest to smallest number of staff. This analysis focuses on school-based positions. Because staff race/ethnicity data did not include a value for Multiracial staff, Multiracial students are excluded from this analysis.

Source: Dallas ISD 2018-19 Student Demographics Data; Dallas ISD 2018-19 Employee Data

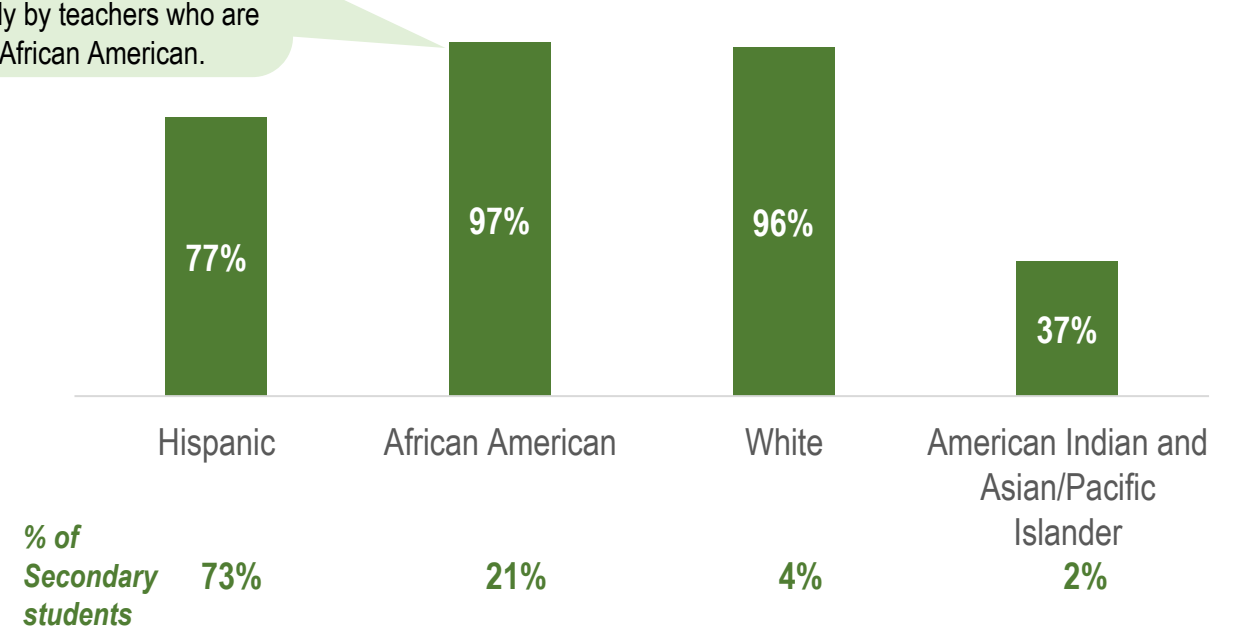
Access to Teachers by Race and Ethnicity

While most students have access to adults that match their racial or ethnic identity, Hispanic students in secondary schools (73% of the population) are less likely than African American and White students to have this opportunity.

Percent of Students that Attend a School with At Least One Teacher Who Matches their Race/Ethnicity
Grades PK-5



Percent of Students Enrolled in a Course with At Least One Teacher Who Matches Their Race/Ethnicity
Grades 6-12

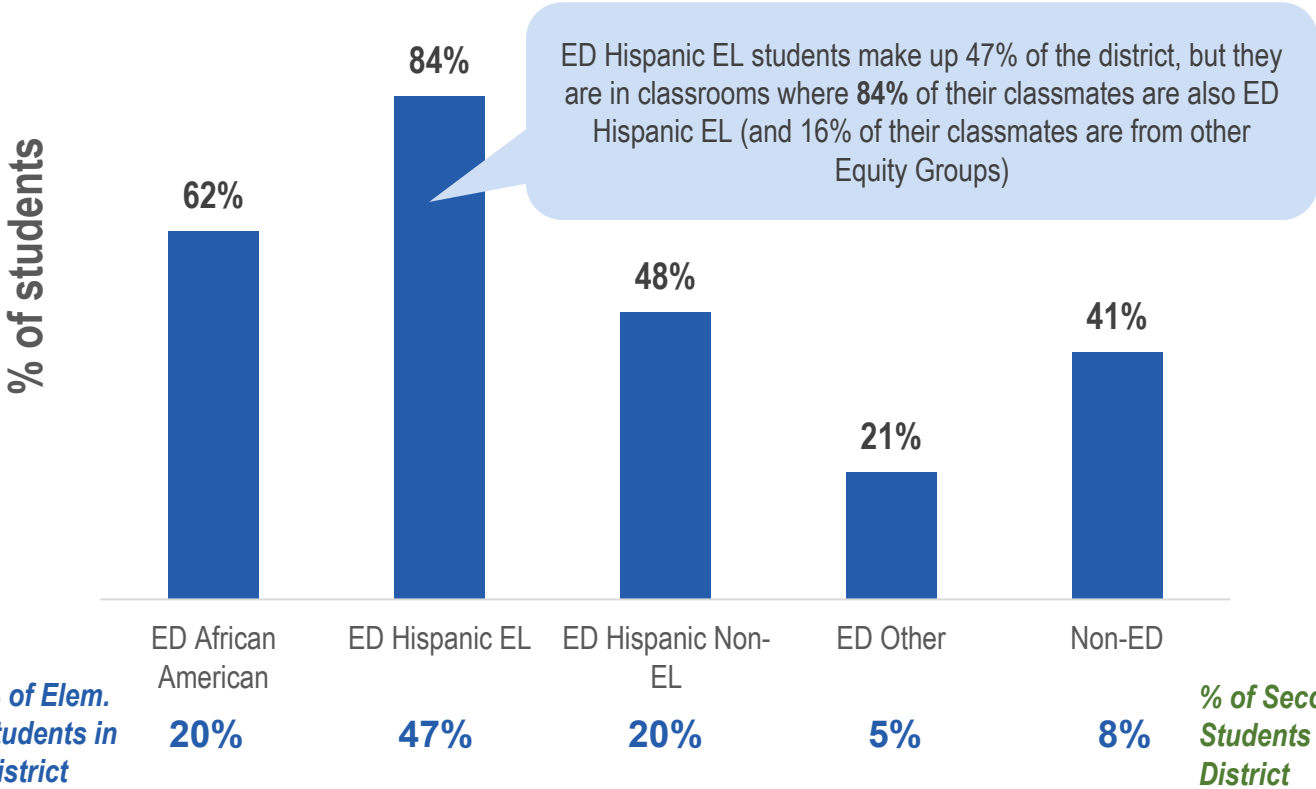


Notes: For Elementary school students, we measured the school's population of teachers to reflect a student's potential likelihood to have that teacher over the course of their Elementary school career. In secondary, we measured students' direct teacher assignment to reflect a student's experience in the given school year. The American Indian and Asian/Pacific Islander bar is a weighted average of each student group's percentage given the size of each student population. Multiracial students are excluded from this analysis because staff race/ethnicity data did not include a value for Multiracial staff. Source: Dallas ISD 2018-19 Student Demographic Data; Dallas ISD 2018-19 Employee Data

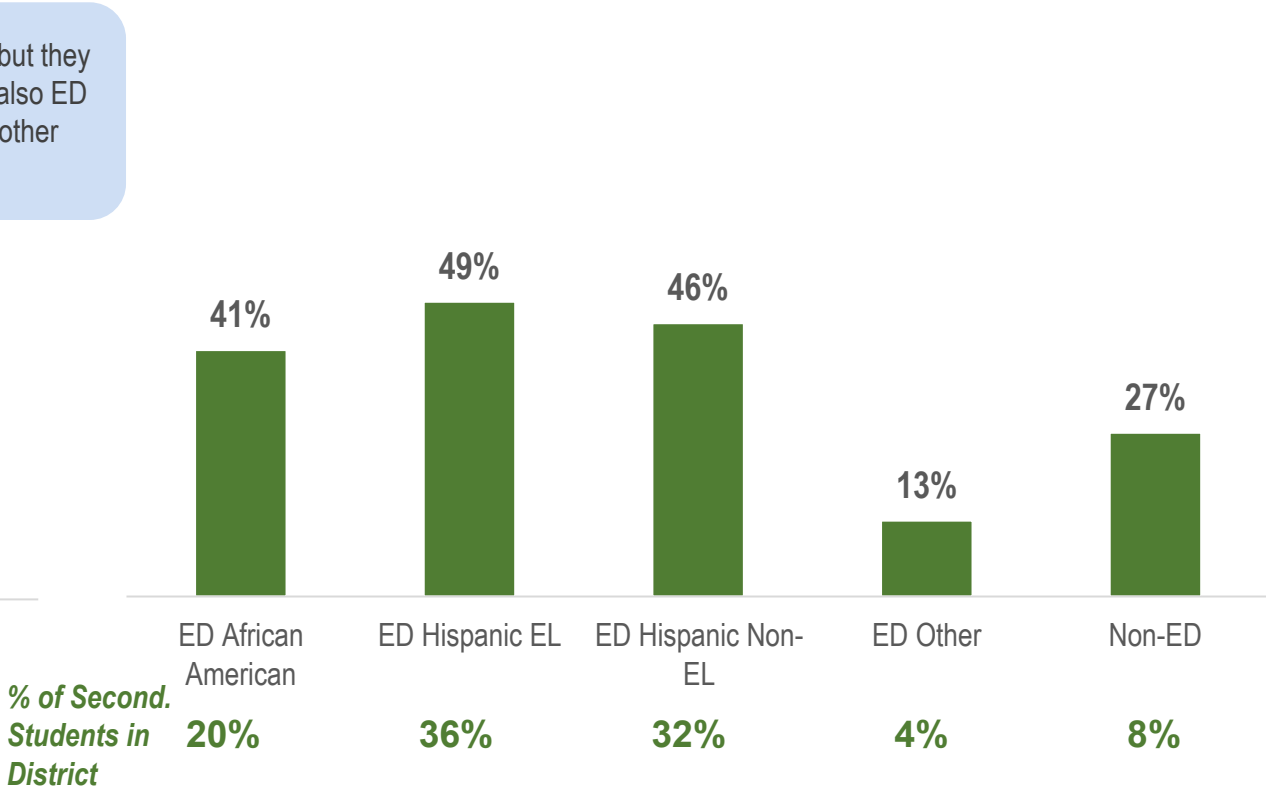
Equity Group Representation in Classrooms

Elementary school students are in classrooms with a disproportionate number of classmates from their own Equity Group, given the overall district demographics. This is also true in secondary schools, but to a lesser extent.

Percent of **Elementary** Students' Classmates in Same Equity Group (Grades PK-5)



Percent of **Secondary** Students' Classmates in Same Equity Group (Grades 6-12)

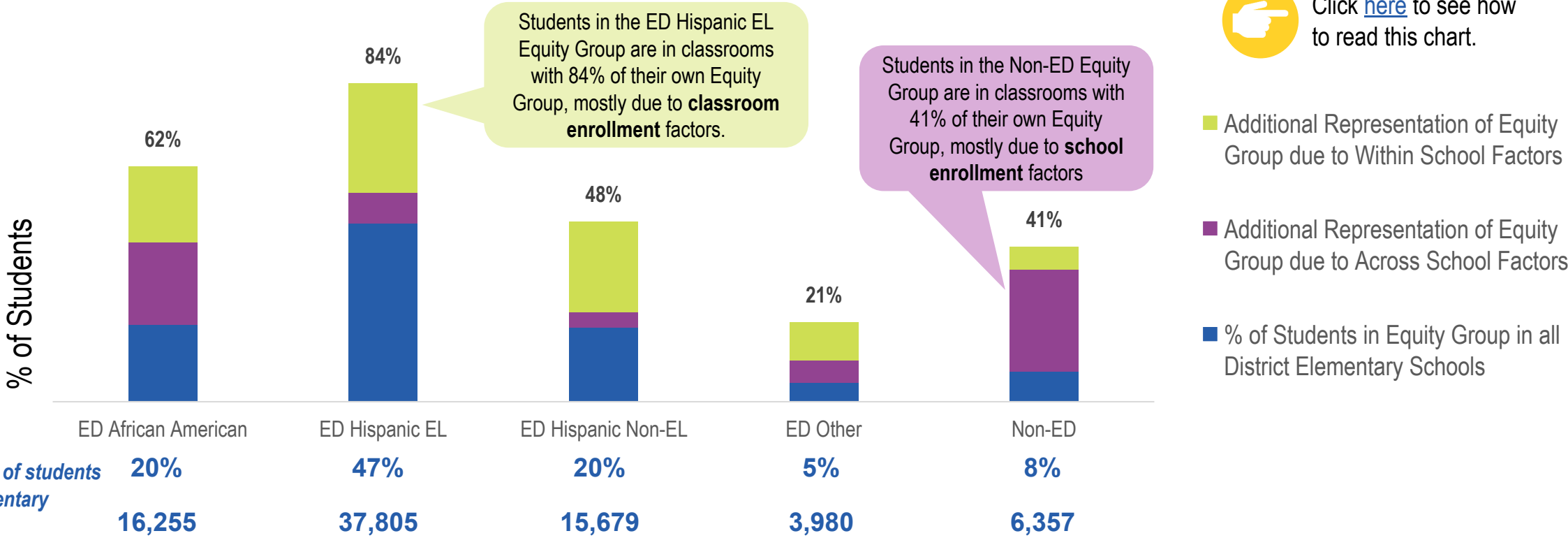


Source: Dallas ISD Student Demographics & Course Schedule Data, 2018-19.

Elementary Drivers of Classroom Representation

In Elementary school, both school and classroom factors play a significant role in the over-representation of Equity Groups in classrooms.

Percent of **Elementary** Students' Classmates in Same Equity Group (Grades PK-5)
All Schools



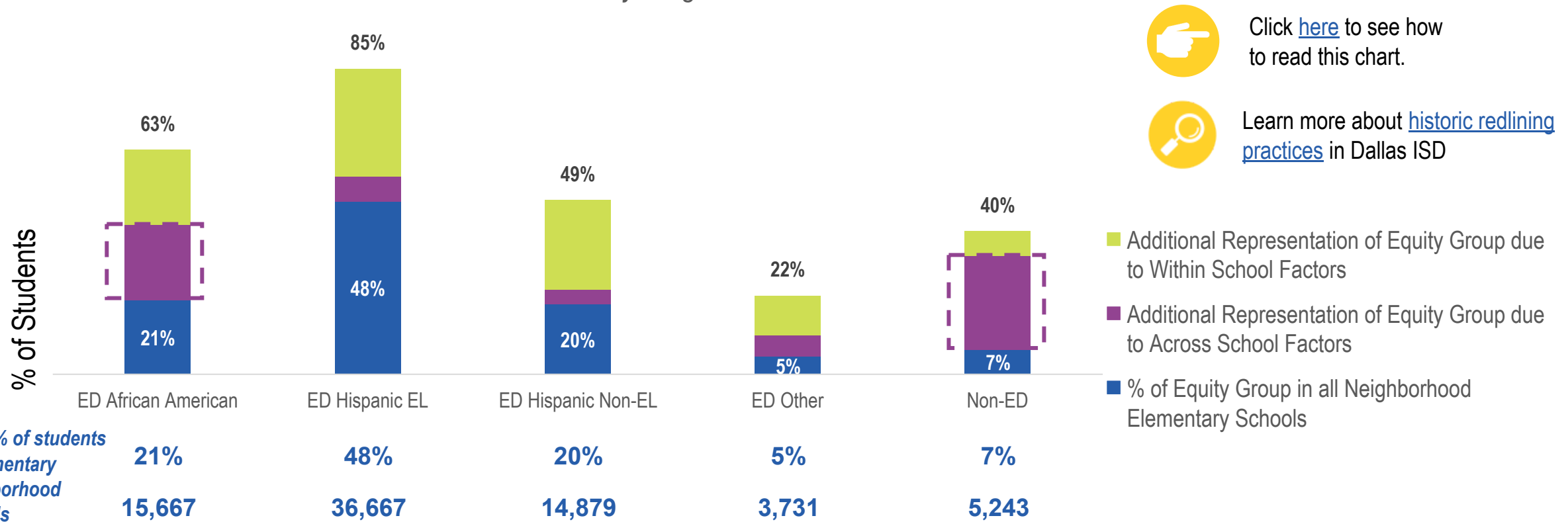
Click [here](#) to see how to read this chart.

Note: Neighborhood schools include Innovation schools and schools with magnet programs within them.
Source: Dallas ISD Student Demographics Data 2018-19; Dallas ISD Elementary School Course Schedule Data 2018-19

Neighborhood Elementary Schools

Across School Factor: Within neighborhood Elementary schools, students in the ED African American and Non-ED Equity Groups attend schools that have a higher representation of their own Equity Group than exists in the district overall.

Percent of **Elementary** Students' Classmates in Same Equity Group (Grades PK-5)
Only Neighborhood Schools



Click [here](#) to see how to read this chart.



Learn more about [historic redlining practices](#) in Dallas ISD

- Additional Representation of Equity Group due to Within School Factors
- Additional Representation of Equity Group due to Across School Factors
- % of Equity Group in all Neighborhood Elementary Schools

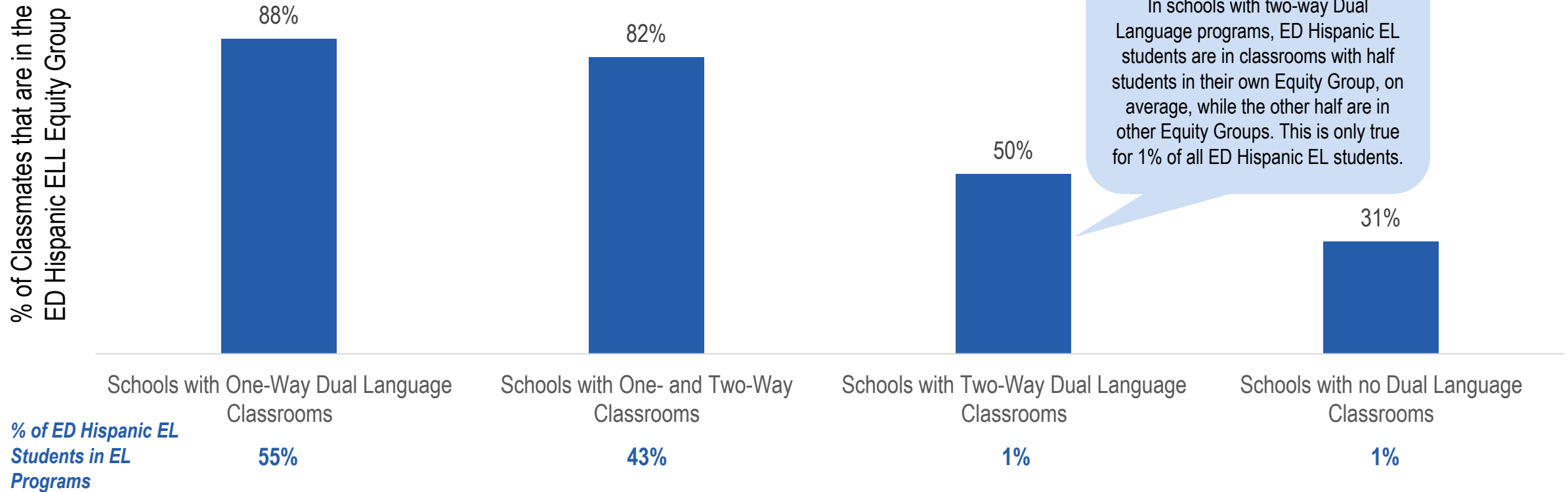
Neighborhood schools include Innovation schools and schools with magnet programs within them.

Source: Dallas ISD Student Demographics Data 2018-19; Robert K. Nelson, LaDale Winling, Richard Marciano, Nathan Connolly, et al., "Mapping Inequality," American Panorama, ed..

Dual Language Program

Within School Factor: Most Elementary students in the ED Hispanic EL Equity Group are enrolled in schools with One-Way Dual Language classrooms. Thus, most their classmates are also in the ED Hispanic EL Equity Group.

Percent of **Elementary** ED Hispanic EL Students' Classmates in Same Equity Group
By EL Program Type



Notes: Schools with No Program only offer ESL pullout services; Schools with One-Way offer dual language program with only EL students; Schools with Two-Way offer dual language program with ELL and English speakers; Schools with One- and Two-Way programs offer both. Source: Dallas ISD 2018-29 Elementary and Secondary Course Schedule data; Dallas ISD 2018-19 School Traits data, ERS analysis.

Secondary Drivers of Classroom Representation

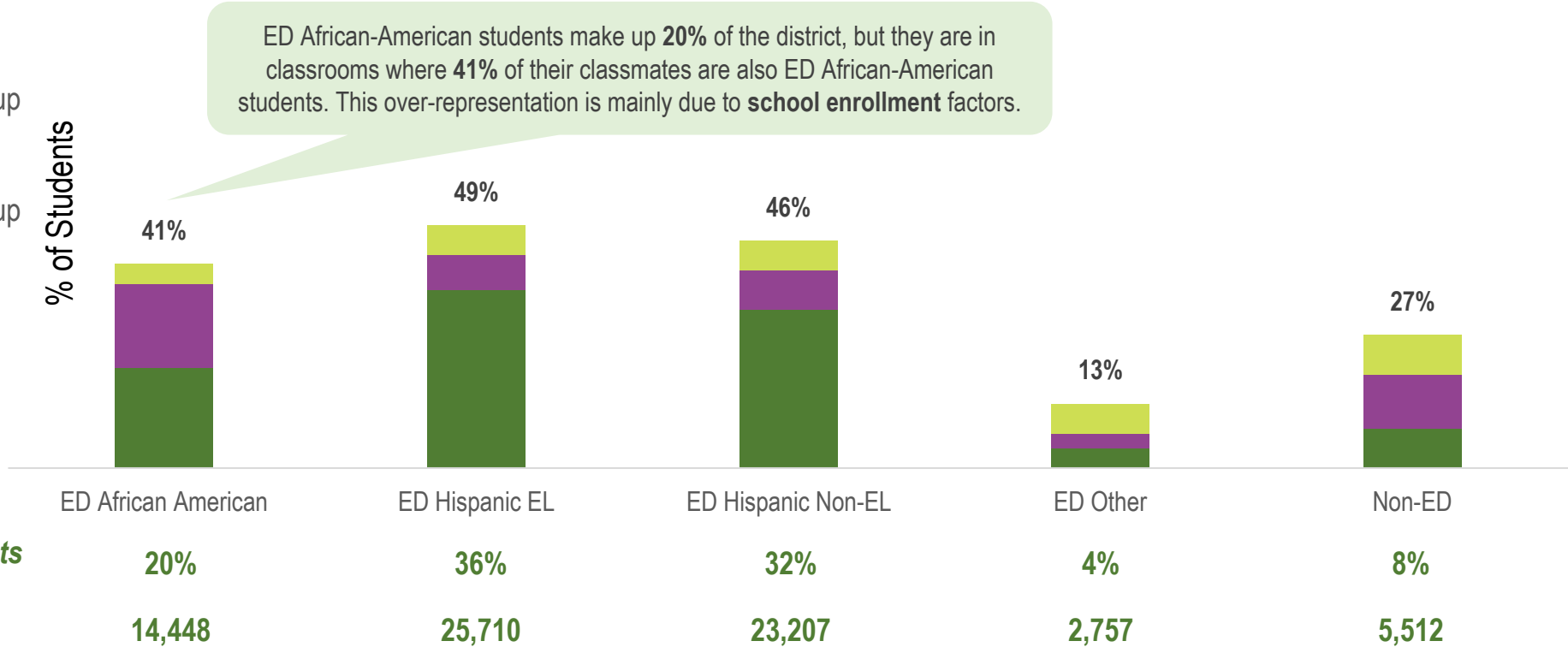
While Dallas ISD secondary schools act as a force for integration by making classrooms more representative of the district overall, both across and within school drivers of over-representation across Equity Groups persist.



Click [here](#) to see how to read this chart.

- Additional Representation of Equity Group due to Within School Factors
- Additional Representation of Equity Group due to Across School Factors
- % of Equity Group in all District Secondary Schools

Percent of **Secondary** Students' Classmates in Same Equity Group (Grades 6-12)
All Schools

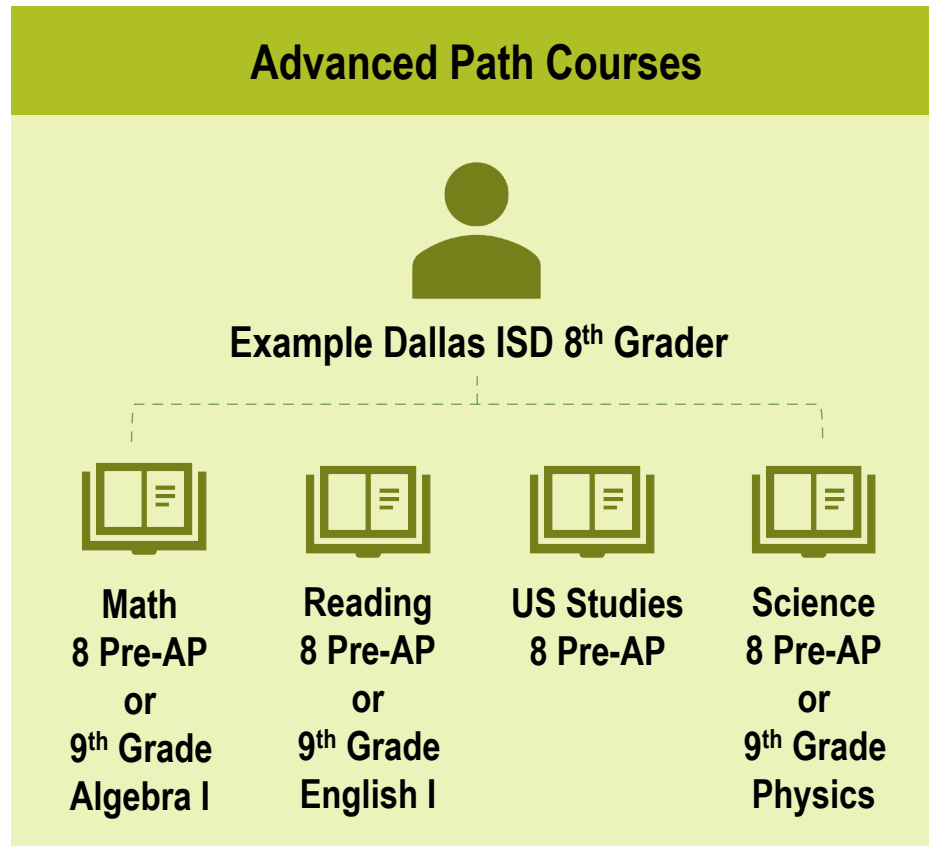


Source: Dallas ISD Student Demographics Data 2018-19; Dallas ISD Secondary School Course Schedule Data 2018-19

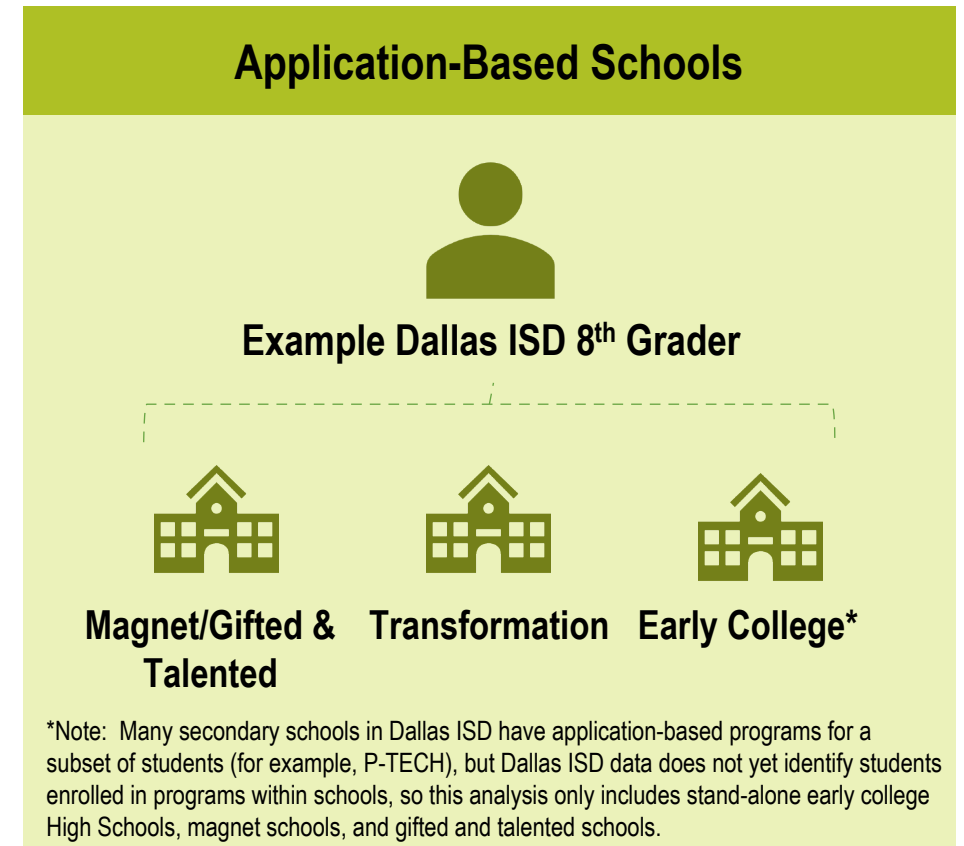
Advanced Course Pathways and Application Programs

In 6th through 12th grade, students have additional course and school enrollment options.

Eligible students can enroll in the “Pre-AP” track of a grade-level course or in an above-grade-level course:



Students can apply to standalone secondary schools that have a range of admissions criteria



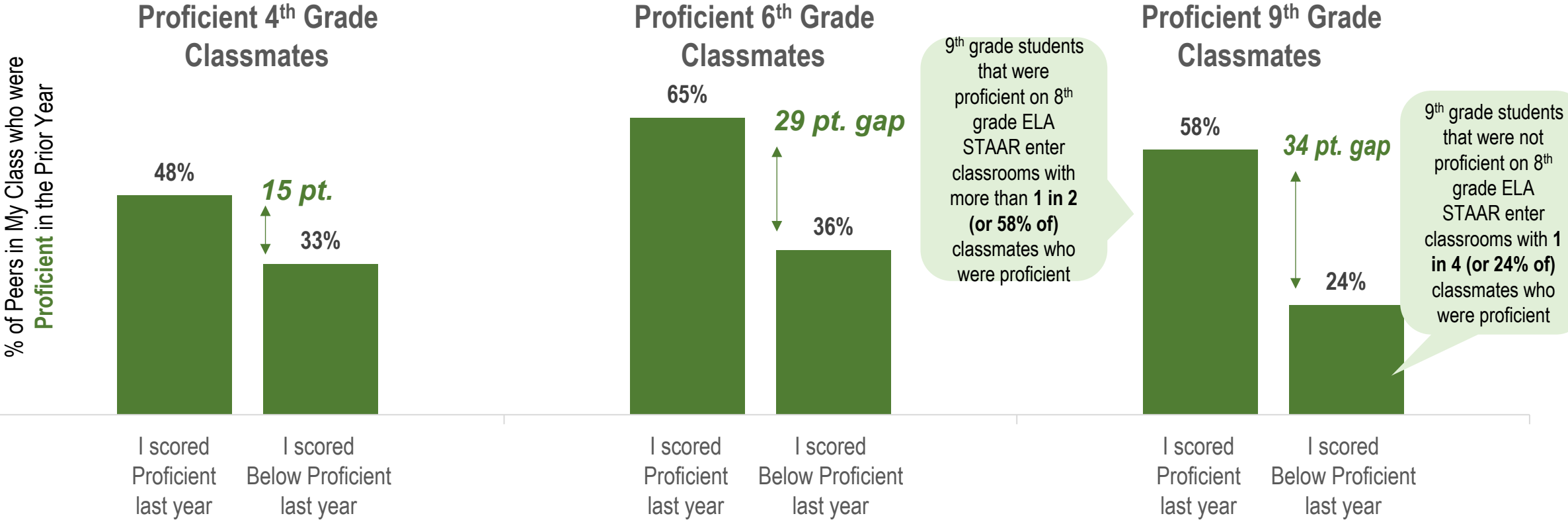
Classroom Representation by Student Proficiency

In the transition to Middle and High School, below-proficient students are increasingly enrolled in classrooms with an over-representation of other below-proficient students.



Actions associated with this finding include: [5.3](#), [5.4](#), [6.1](#), [6.2](#)

Percent of **Secondary** Students' Classmates who are Proficient in ELA All Schools



Notes: Excludes 6th graders with no departmentalized data. Excludes students in self-contained classes. Proficiency is a score of Masters or Meets on STAAR ELA in the prior year

Source: Dallas ISD 2018-29 Secondary Course Schedule data, ERS analysis.

Drivers of Representation by Student Proficiency

In Middle School, over-representation of students by proficiency occurs due to class enrollment factors; in High School, it is more due to the schools that students attend.



Actions associated with this finding include: [5.3](#), [5.4](#), [6.1](#), [6.2](#)



Click [here](#) to see how to read this chart.

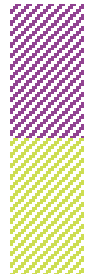
Percent of **Secondary** Students' Classmates who are Proficient in ELA

All Schools

Proficient 6th Grade Classmates

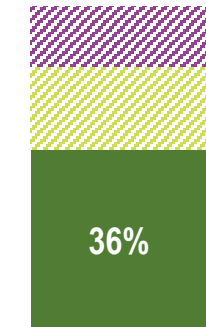
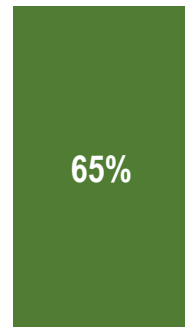
Proficient 9th Grade Classmates

% of Classmates who were Proficient in the Prior Year



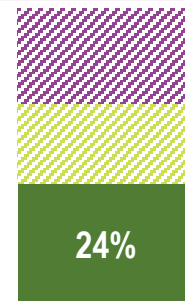
Gap in Representation of Proficient Students due to Across School Factors

Gap in Representation of Proficient Students due to Within School Factors



Middle School student experiences are mostly driven by **course enrollment**: by taking an above or below standard version of a course, students become grouped by proficiency

High School student experiences are mostly driven by **school enrollment**: Magnet, Gifted & Talented, Transformation and Early College High Schools all have some admissions criteria as part of their application process



Notes: "Proficient" includes STAAR "Meets" and "Masters" categories; "Below Proficient" includes "Approaches" and "Does Not Meet." Students with no prior year proficiency data excluded from this analysis. Excludes 6th graders with no departmentalized data. Source: 2018-19 Student Enrollment Data; 2018-19 Course Schedule Data. Does not include schools excluded from Student Experience Metrics – see Appendix for full list.

Findings:

Teaching Quality

Teaching Quality in Dallas ISD



THE VISION

Each student — including students with higher needs and students of color — has access to strong teaching, which includes having strong, well-supported teachers, who are able to meet their students' distinct needs and provide engaging, culturally relevant, and standards-aligned instruction, so all students can reach high standards and thrive.

Key Concept	Why it Matters	What to Look For	How This Analysis Measured it
<p>#1</p> <h3>Strong Teachers</h3>	<p>Teaching quality can impact student learning more than any other in-school factor.</p> <p>Source: The Education Combination, p.12</p>	<p>Foundations for Excellence: Our district has a large supply of strong teachers.</p> <p>Equitable Access: Across our district, the strongest teachers get to students who have higher needs within individual schools <i>and</i> to schools with greater proportions of students with higher needs. Students of color are at least as likely to be taught by strong teachers as their peers with similar needs.</p>	
<p>#2</p> <h3>Teaching Practices</h3> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Engaging <input checked="" type="checkbox"/> Culturally Relevant <input checked="" type="checkbox"/> Standards-Aligned 	<p>Students learn more when teachers hold high expectations and deliver strong instruction. Culturally relevant teaching can lead to improved engagement and outcomes.</p> <p>Source: The Education Combination, p.13</p>	<p>Foundations for Excellence: The majority of students across our district are held to high academic expectations and experience instruction that is engaging, culturally relevant, and standards-aligned.</p> <p>Equitable Access: Students with higher needs and students of color are at least as likely as their peers to be held to high academic expectations and to experience instruction that is engaging, culturally relevant, and standards-aligned.</p>	<ul style="list-style-type: none"> • TEI Evaluation Ratings that include components on effective teaching practices • Student-teacher course assignments

Learn more about [Teaching Quality & Diversity](#) — including a vision, relevant research, and examples of nationwide challenges — in [The Education Combination](#)

Executive Summary: Teaching Quality



Colors indicate the extent to which each finding meets ERS benchmarks for “Excellence and Equity.” For more information, see [slide 27](#).

	Elementary	Secondary
<p>#1 & #2</p> <p>Access to Strong Teaching & Teaching Practices</p>	<p>■ There are more Proficient I+ Bilingual teachers than other job types, which increases access for students in the ED Hispanic EL Equity Group within schools.</p> <p>■ Students in the ED African American Equity Group have the least access to Proficient I+ Teaching, due to attending schools with fewer Proficient I+ teachers.</p>	<p>■ Compared to all other Equity Groups, students in the ED African American and ED EL Hispanic Equity Groups have the least access to Proficient I+ Teaching.</p> <p>■ Students in Below Standard courses have less access to Proficient I+ Teaching than students in Above Standard courses.</p>

Bright Spot: Teacher Excellence Initiative

Dallas ISD's Teacher Excellence Initiative evaluation system identifies top and bottom performers and measures effective teaching practices such that we can measure equity of access to strong teaching using this data.

Teacher Excellence Initiative: Evaluation Ratings

2018-2019

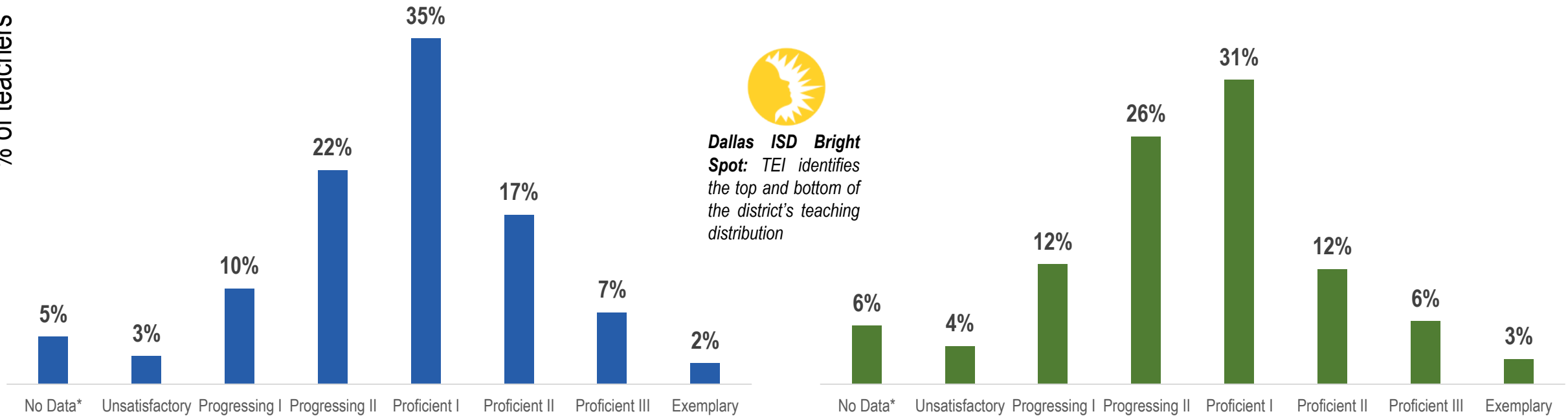
Elementary School



Learn more about Dallas ISD's [Teacher Excellence Initiative](#)

Middle & High School (Secondary)

% of teachers



Dallas ISD Bright Spot: TEI identifies the top and bottom of the district's teaching distribution

Note: Teachers without data refer to teachers who were not rated in the 2018-19 school year, which includes teachers who left the district before or were on approved leave during the 2018-19 evaluation cycle, substitute teachers, and teachers who are not evaluated using the TEI rubric. See appendix for full breakout of teachers with no data.

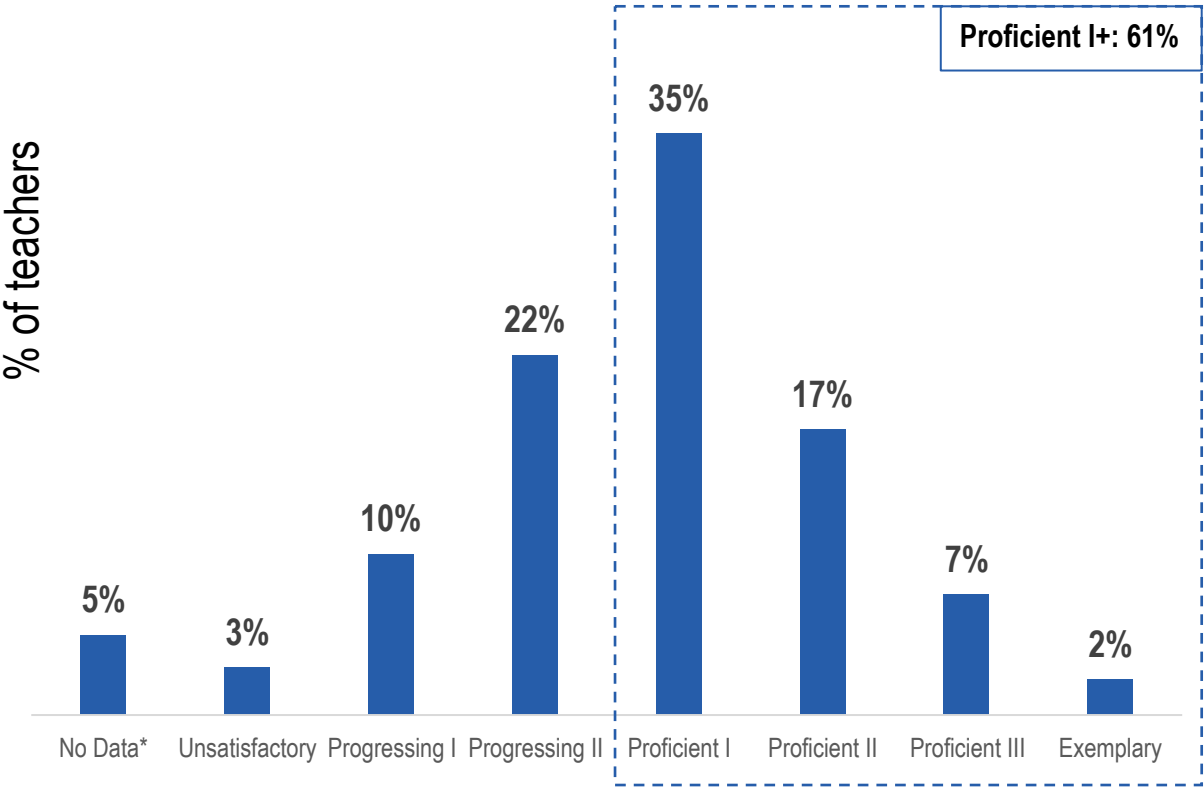
Source: 2018-19 TEI Evaluation Ratings; 2018-19 Dallas ISD HR Data; 2018-19 Elementary and Secondary Course Schedule Data

Proficient I+ Definition

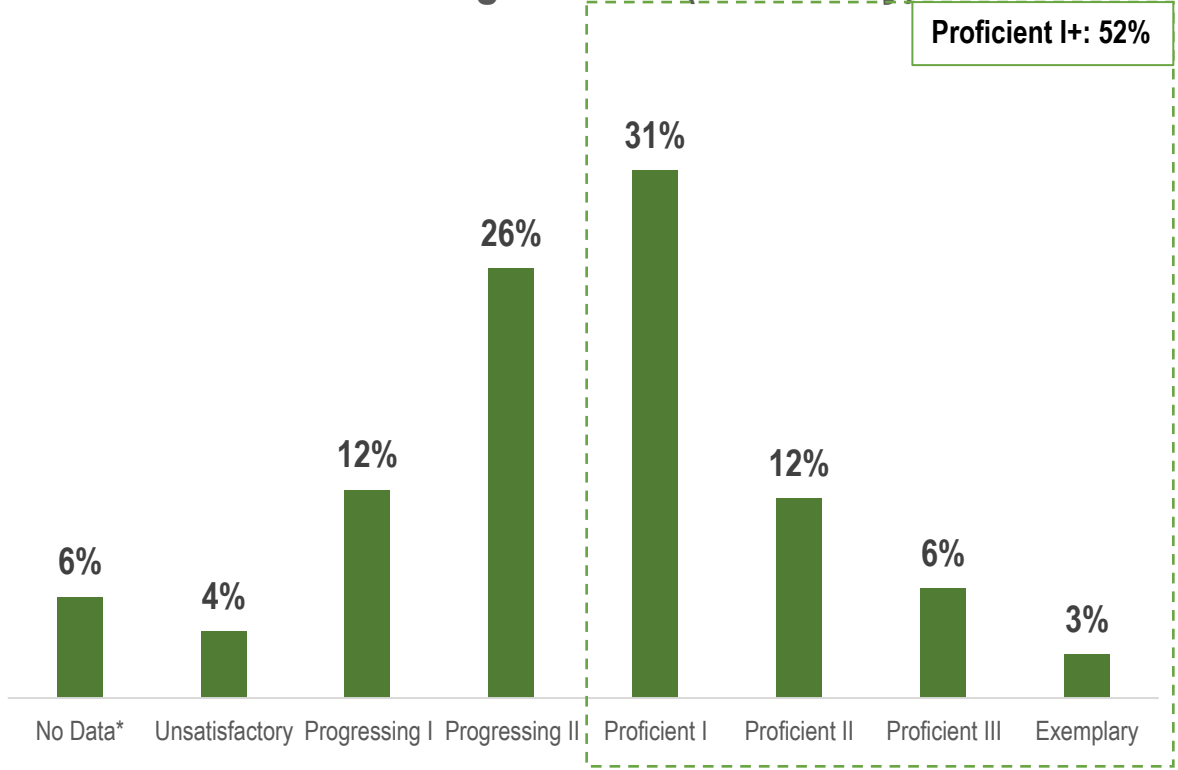
In this study, we are using the top four categories (about 50 to 60% of teachers) to measure access to Proficient I or above (Proficient I+) teaching in SY18-19.

TEI 2018-2019 Evaluation Ratings

Elementary School



Middle & High School (Secondary)



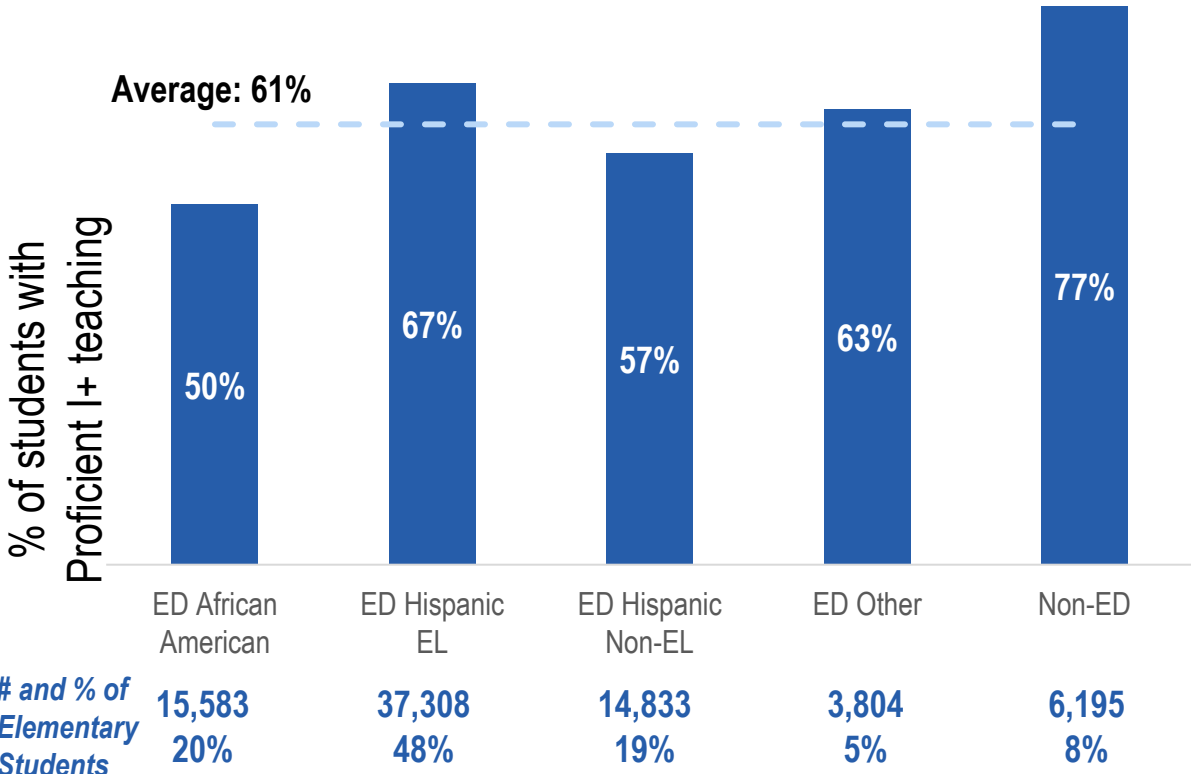
Note: Teachers without data refer to teachers who were not rated in the 2018-19 school year, which includes teachers who left the district before or were on approved leave during the 2018-19 evaluation cycle, substitute teachers, and teachers who are not evaluated using the TEI rubric. See appendix for full breakout of teachers with no data.

Source: 2018-19 TEI Evaluation Ratings; 2018-19 Dallas ISD HR Data; 2018-19 Elementary and Secondary Course Schedule Data

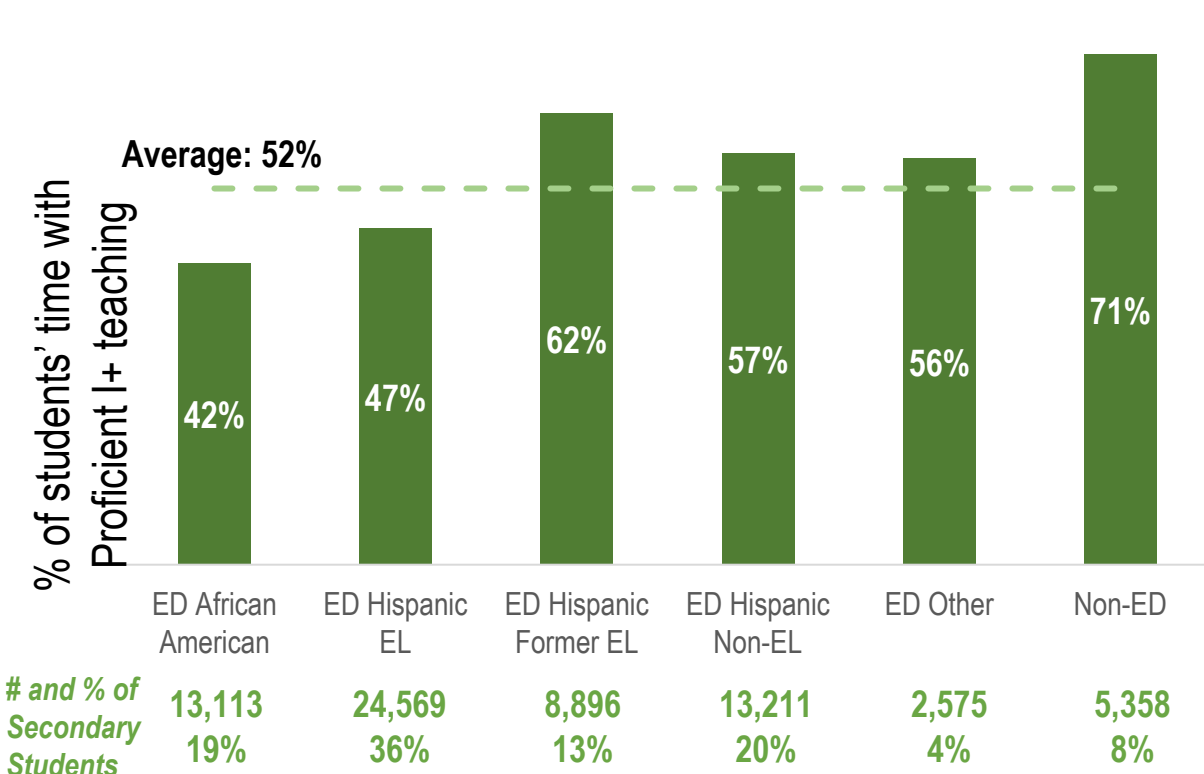
Proficient I+ Teaching by Equity Group

At both Elementary and Secondary, students in the ED African American Equity Group have the least access to Proficient I+ teaching.

Elementary School Access to Proficient I+ Teaching



Secondary School Access to Proficient I+ Teaching



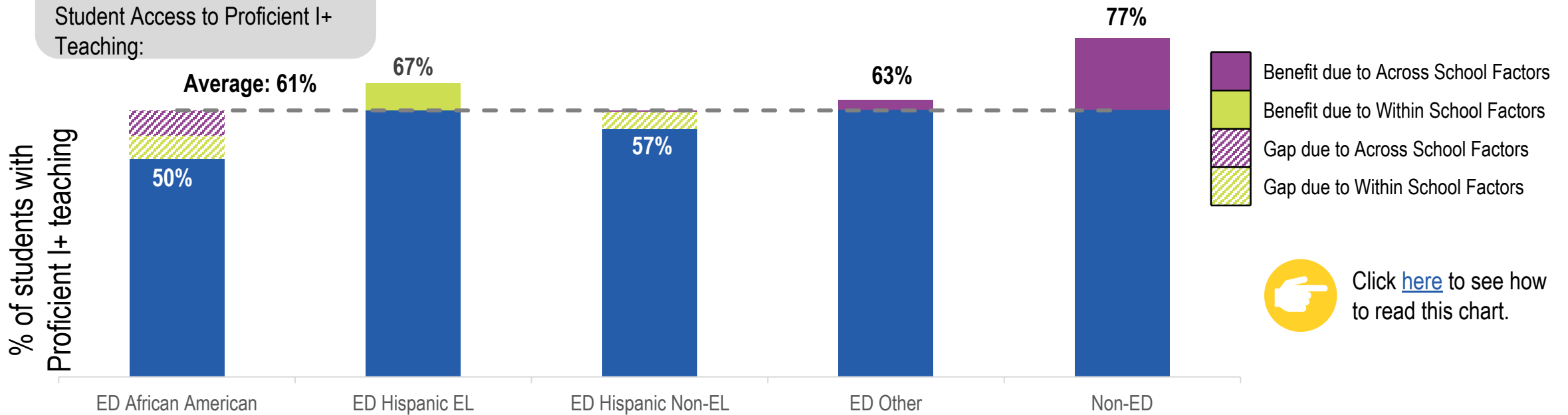
Note: excludes Special Education self-contained classrooms – see appendix for more detail
 Source: 2018-19 TEI Evaluation Ratings; 2018-19 Dallas ISD HR Data; 2018-19 Elementary and Secondary Course Schedule Data


Drivers: Elementary Proficient I+ Teaching

In Elementary School, students in the ED African American Equity Group have the least access to Proficient I+ Teaching driven by both Across School and Within School factors.

This chart looks at the across and within school drivers of difference in Elementary Student Access to Proficient I+ Teaching:

Elementary School Access to Proficient I+ Teaching



 Click [here](#) to see how to read this chart.

# and % of Elementary Students	ED African American	ED Hispanic EL	ED Hispanic Non-EL	ED Other	Non-ED
	15,583	37,308	14,833	3,804	6,195
	20%	48%	19%	5%	8%

Note: excludes Special Education self-contained classrooms – see appendix for more detail
 Source: 2018-19 TEI Evaluation Ratings; 2018-19 Dallas ISD HR Data; 2018-19 Elementary Course Schedule Data

Proficient I+ Teaching by Job Title

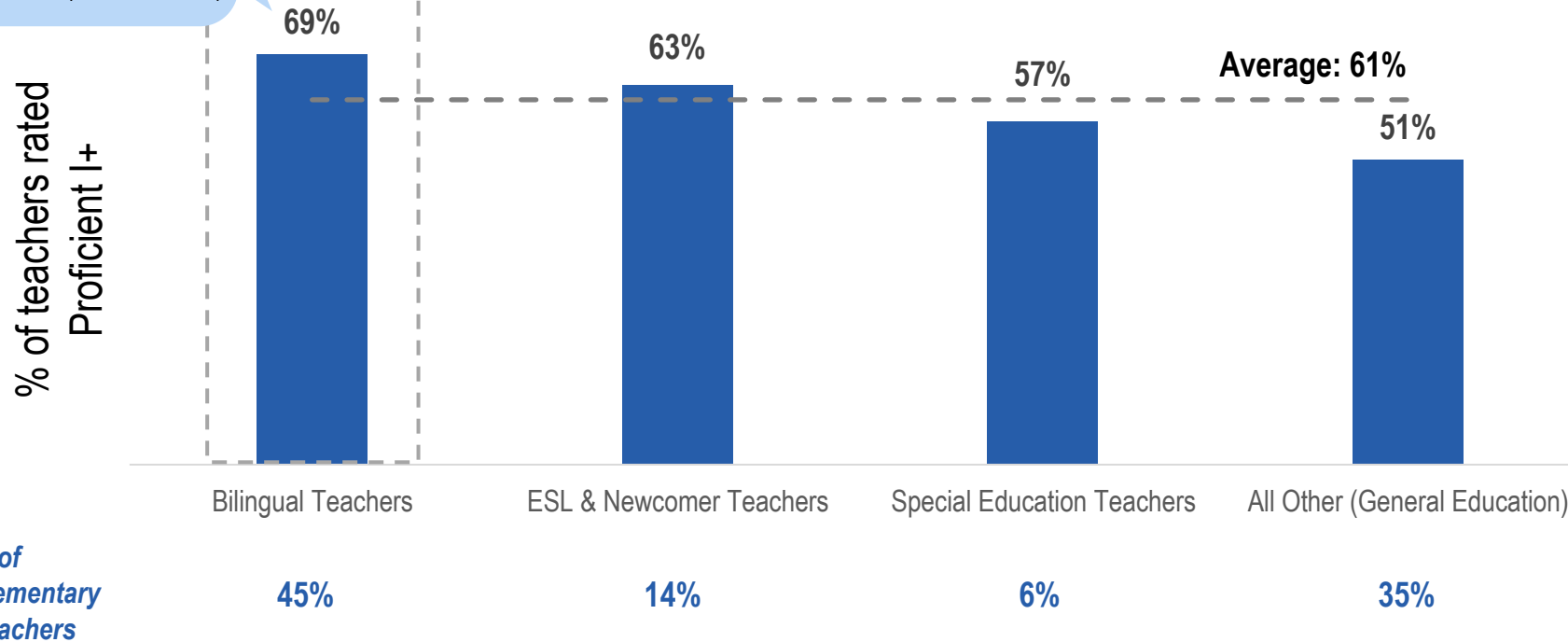
Within School Factor: Bilingual teachers have the highest rates of Proficient I+ teaching in Elementary Schools.

There are **33% more Proficient I+** Bilingual teachers than All Other (General Education) teachers (69% vs. 51%)

Proficient I+ Teaching in Elementary Schools by Job Title



Click [here](#) to see the composition of dual-language classrooms.



Dallas ISD Bright Spot: In Elementary, Dallas ISD's English Learners out-perform the state's English Learner population.

Dallas ISD has focused on **strategic hiring incentives** for Bilingual teachers: Elementary school bilingual teachers can earn a one-time stipend of \$4,000 upon signing with the district.

Additionally, Dallas ISD prioritizes **early hiring** for Bilingual teachers, posting positions and interviewing candidates in the Spring instead of the end of the school.

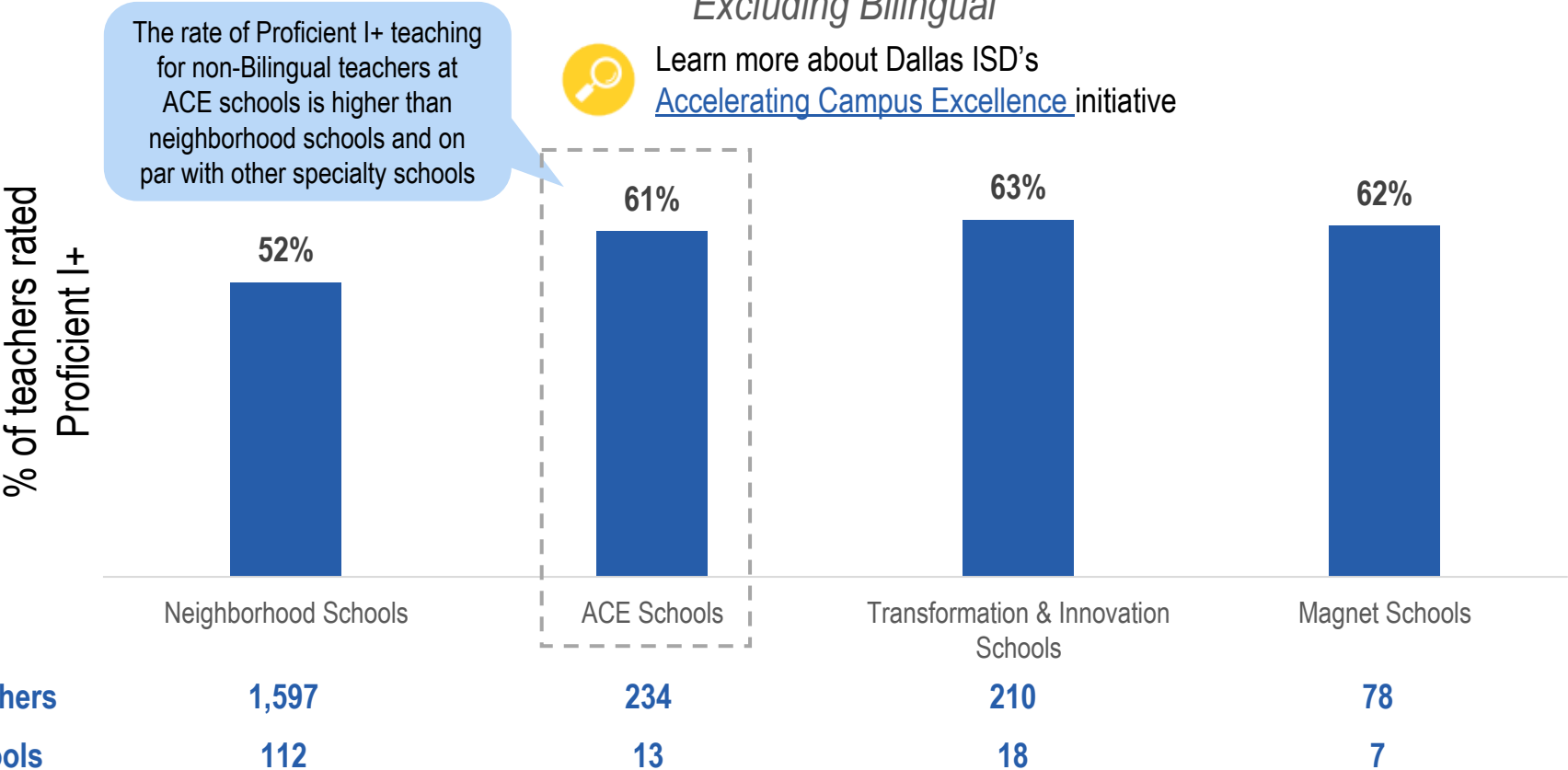
Note: Teachers are coded by 2018-19 job name; see appendix for list of included job codes for all types. Stipend information reflects the Bilingual Critical Shortage incentive. Bilingual teachers are also eligible for an additional annual multilanguage stipend. Source: 2018-19 TEI Evaluation Ratings; 2018-19 Dallas ISD HR Data; Dallas ISD 2018-19 Compensation Handbook

Proficient I+ Teaching by School Type

Across School factor: Accelerating Campus Excellence (ACE) schools have higher rates of Proficient I+ teaching than other neighborhood schools and similar levels to other school types

Proficient I+ Teaching in Elementary Schools by School Type

Excluding Bilingual



Dallas ISD's **Accelerating Campus Excellence (ACE)** initiative aims to improve academic performance of students at the district's most struggling schools.


The district has an incentive plan to attract highly effective teachers to teach at ACE campuses. Teachers receive a **one-time \$2,000 signing incentive**, as well as additional **supplemental earnings based on TEI ratings ranging from \$6,000 to \$10,000 annually.**


Note: ACE schools include current and former ACE cohorts – see appendix for more detail. See appendix of rates of effective teaching at ACE schools including Bilingual teachers. Source: 2018-19 TEI Evaluation Ratings; 2018-19 Dallas ISD HR Data; 2018-19 Elementary Course Schedule Data; Dallas ISD 2018-19 Compensation Handbook

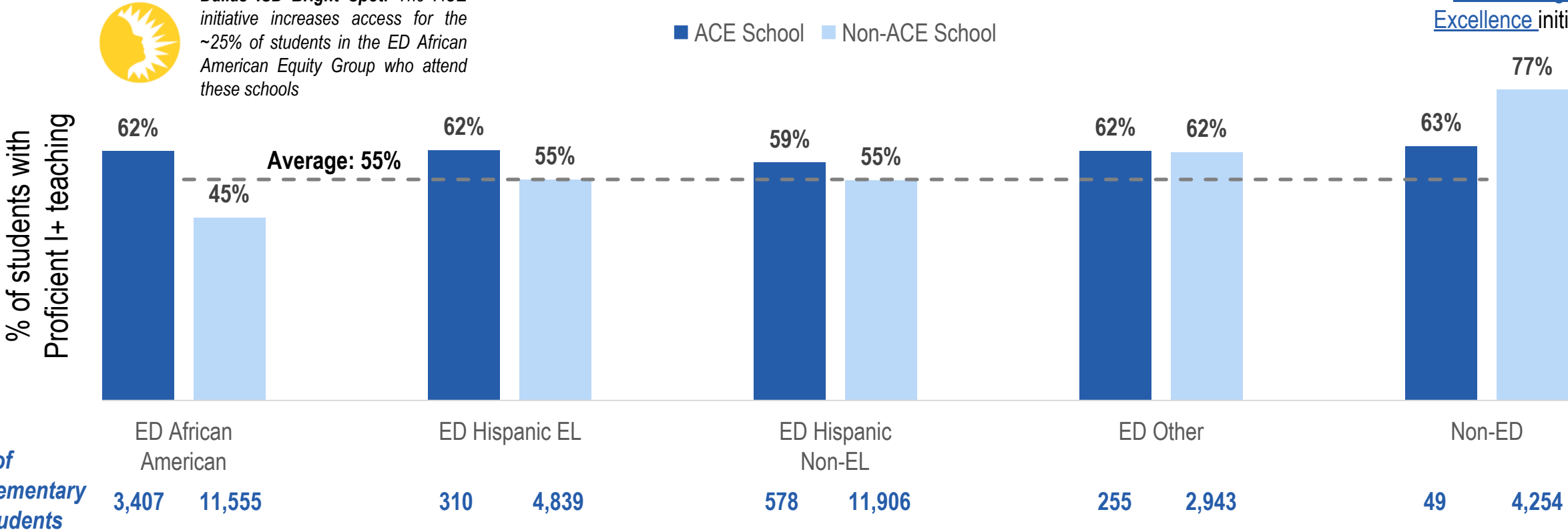
Impact of ACE on Access to Proficient I+ Teaching

Attending an ACE school has the largest impact on access to Proficient I+ teaching for the ED African American Equity Group, excluding Bilingual classrooms, but only 1 in 4 students in this Equity Group attends an ACE school.

Access to Proficient I+ Teaching at ACE vs Non-ACE Elementary Schools Excluding Bilingual Teachers

 Learn more about Dallas ISD's [Accelerating Campus Excellence](#) initiative

 **Dallas ISD Bright Spot:** The ACE initiative increases access for the ~25% of students in the ED African American Equity Group who attend these schools



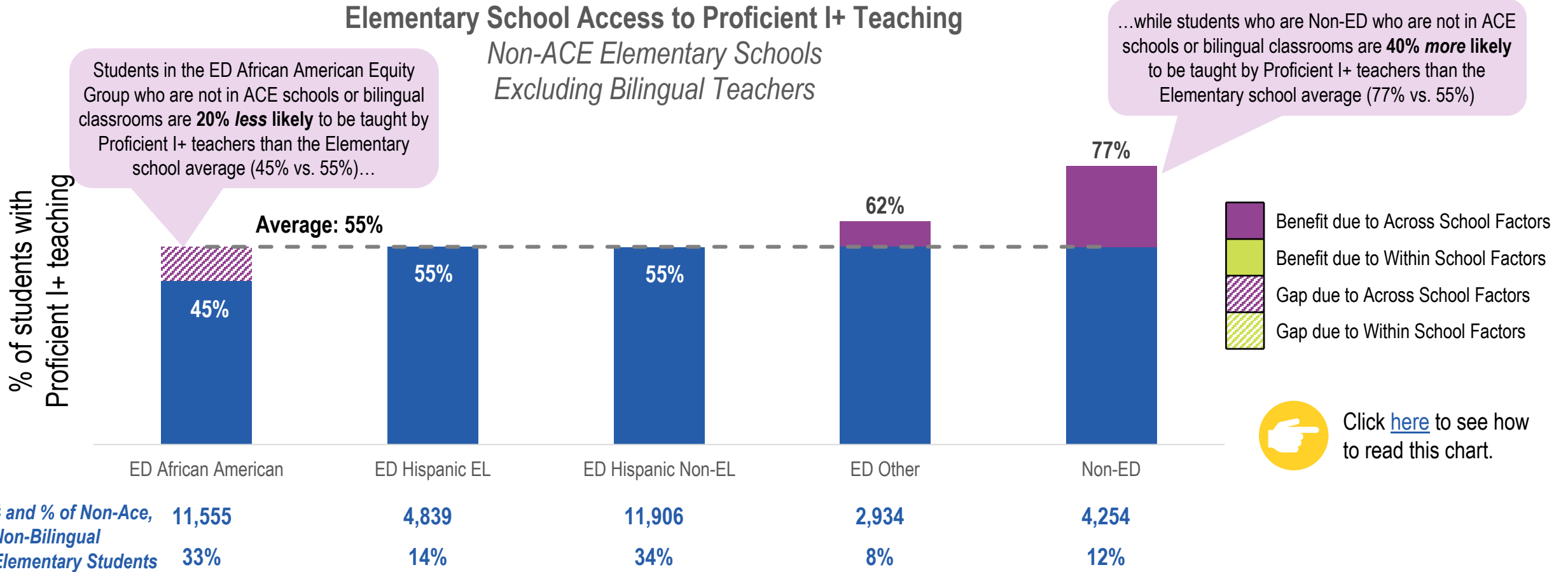
See Appendix for list of schools by school type. Note: this excludes Bilingual teachers.
Source: 2018-19 TEI Evaluation Ratings; 2018-19 Dallas ISD HR Data; 2018-19 Elementary Course Schedule Data

Elementary Proficient I+ Teaching (excluding ACE and Bilingual)

Students in the ED African American Equity Group not attending ACE schools see even greater gaps in access to Proficient I+ teaching due exclusively to the schools they attend.

Elementary School Access to Proficient I+ Teaching

*Non-ACE Elementary Schools
Excluding Bilingual Teachers*







Source: 2018-19 TEI Evaluation Ratings; 2018-19 Dallas ISD HR Data; 2018-19 Elementary Course Schedule Data

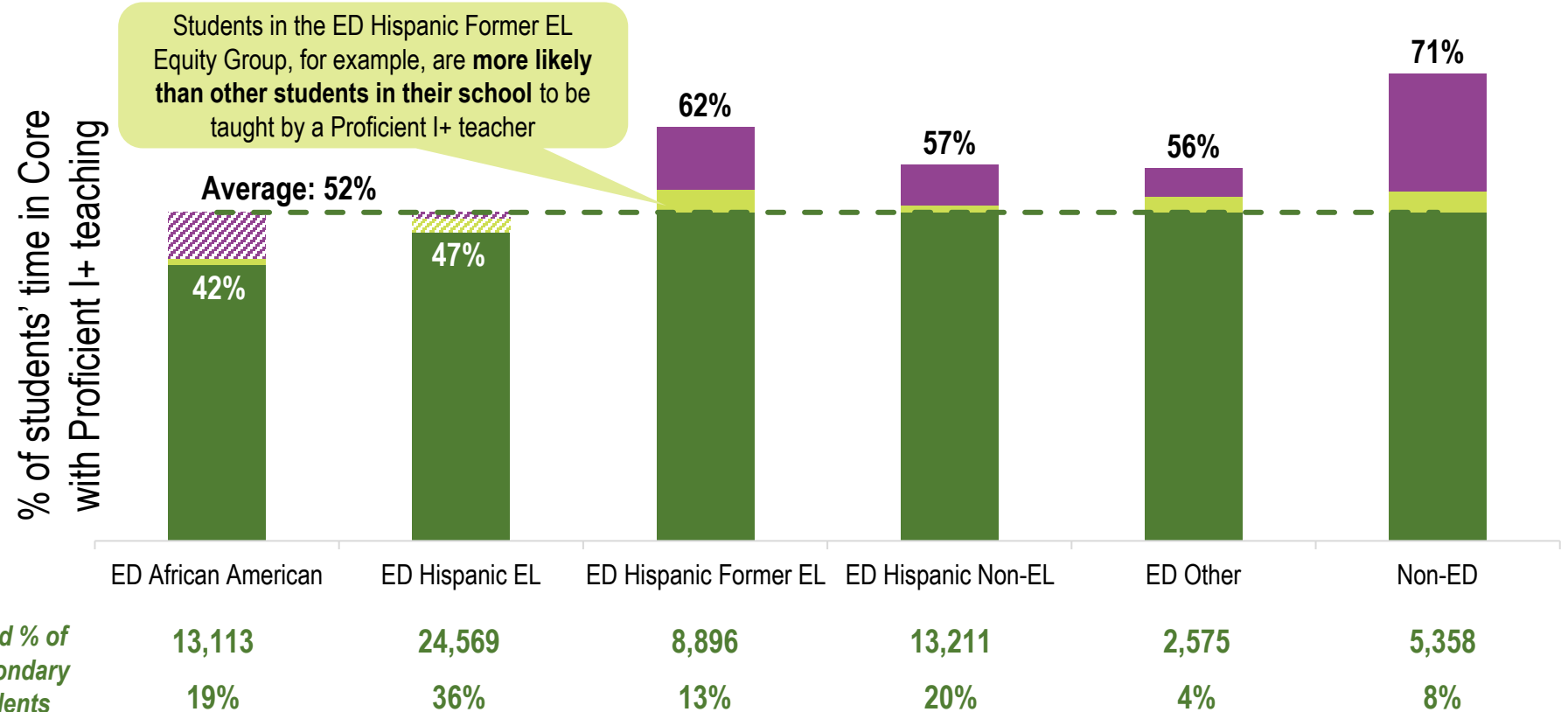
Drivers: Secondary Proficient I+ Teaching

In Secondary School, students in the ED African American and ED Hispanic EL Equity Groups have the least access to Proficient I+ Teaching.

This chart looks at the across and within school drivers of difference in Secondary Student Access to Proficient I+ Teaching:

Benefit due to Across School Factors	
Benefit due to Within School Factors	
Gap due to Across School Factors	
Gap due to Within School Factors	

Secondary School Access to Proficient I+ Teaching



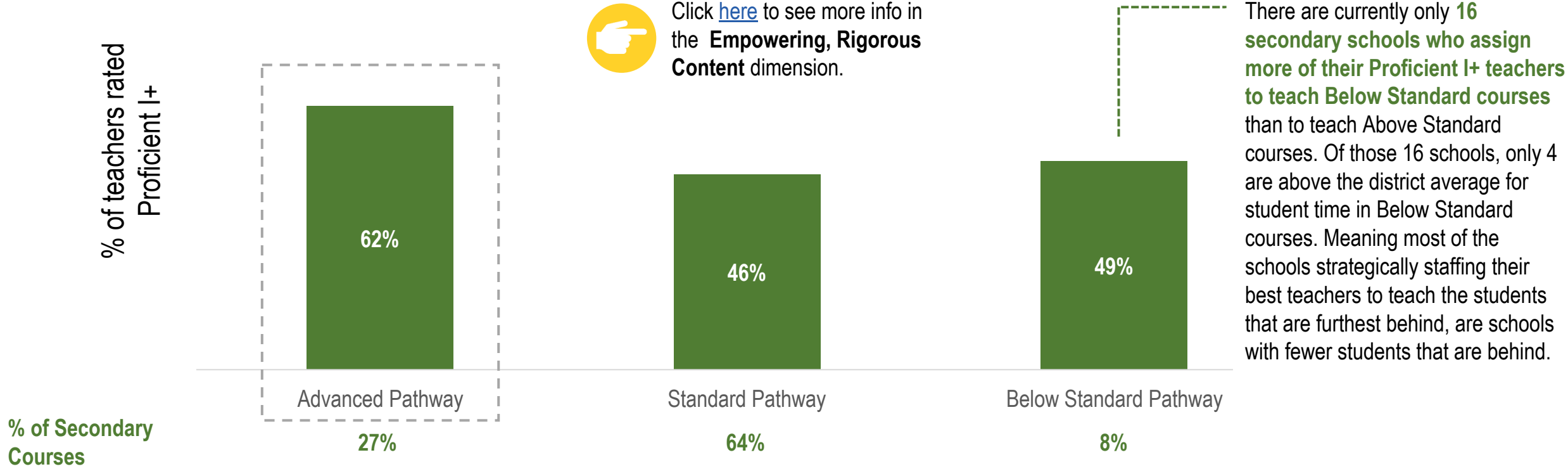
Click [here](#) to see how to read this chart.

Note: Average student-experienced time in Core classes (Math, ELA, Science, and Social Studies) taught by a teacher rated Proficient I or higher in 2018-19. Excludes Special Education self-contained classrooms
 Source: 2018-19 TEI Evaluation Ratings; 2018-19 Dallas ISD HR Data; 2018-19 Secondary Course Schedule Data

Course Pathways Proficient I+ Teaching

In core subjects, Advanced courses have the highest rates of Proficient I+ teachers.

Proficient I+ Teaching in Secondary Schools by Course Pathway
All Secondary Schools



Source: 2018-19 TEI Evaluation Ratings; 2018-19 Dallas ISD HR Data; 2018-19 Secondary Course Schedule Data

Findings:

Empowering, Rigorous Content

Empowering, Rigorous Content in Dallas ISD



THE VISION

Each student — including students with higher needs and students of color — has access to high-quality and culturally relevant curriculum, instruction, materials, coursework, and class offerings to meet their needs, so all students can reach high standards and thrive.

Key Concept	Why it Matters	What to Look For	How This Analysis Measured it
<p>#1</p> <h3>High-Quality Curriculum & Instruction</h3>	<p>When aligned with engaging instruction, curriculum and materials that are comprehensive and aligned to high standards can improve learning, especially for students with less-effective teachers.</p> <p>Source: The Education Combination, p.19</p>	<p>Foundations for Excellence: Schools across our district have access to high-quality curricula, instructional strategies and materials that are aligned with grade-level, subject-specific content standards and reflect students’ racial and cultural backgrounds.</p> <p>Equitable Access: Students with higher needs and students of color are at least as likely as their peers to have access to curriculum, materials and instructional strategies that are high-quality, standards-aligned, and culturally relevant — including differentiated materials and instruction designed to meet students’ distinct needs.</p>	<ul style="list-style-type: none"> • TEI Evaluation Ratings for Domain 2 on Effective & Rigorous Instruction
<p>#2</p> <h3>Advanced Coursework</h3>	<p>Students who enter the workforce immediately after High School need high-quality coursework to prepare them for careers. Advanced courses can improve higher education readiness and success.</p> <p>Source: The Education Combination, p.19</p>	<p>Foundations for Excellence: Our district’s course pathways are aligned with rigorous graduation requirements. The majority of students are enrolled in and complete college- and career-aligned course sequences. Our district offers multiple advanced courses across grades and subjects, and a significant portion of students are enrolled.</p> <p>Equitable Access: Students with higher needs and students of color are at least as likely as their peers to be enrolled in and successfully complete courses that set them up for success in college and a meaningful career, including advanced courses.</p>	<ul style="list-style-type: none"> • Student-teacher course assignments








Learn more about **Empowering, Rigorous Content** — including a vision, relevant research, and examples of nationwide challenges — in [The Education Combination](#)

Empowering, Rigorous Content



Colors indicate the extent to which each finding meets ERS benchmarks for “Excellence and Equity.” For more information, see [slide 27](#).

	Elementary	Secondary
<p>#1</p> <p>Access to High-Quality Curriculum and Instruction</p>	<p> Curriculum and instructional materials are provided for all core subjects in grades K-5.</p> <p><i>Note:</i> This study did not analyze curriculum quality or implementation.</p> <p> Teaching practices around cognitively demanding instruction have the greatest opportunity for improvement.</p>	<p> Curriculum and instructional materials are provided for all core subjects in standard pathways in grades 6-12. There is a need for compacted curriculum and materials in grades 6-12 science, ELA, and social studies to strengthen the rigor of advanced course offerings.</p> <p><i>Note:</i> This study did not analyze curriculum quality or implementation.</p>
<p>#2</p> <p>Access to Advanced Coursework</p>	<p>Not a focus of this study.</p>	<p> Students in the ED African American and ED Hispanic EL Equity Groups are least likely to enroll in at least one advanced course in Middle or High School, even when looking only at proficient students.</p> <p> Differences in individual schools’ course offerings explain most of the variation in access to advanced courses: Schools with the same number of proficient students who might be eligible for an advanced course appear to have different criteria for assigning students to courses and offer different number of sections. Application schools enroll more students in advanced courses, but enrollment in application schools varies across Equity Groups.</p>

Foundations for Excellence: Curriculum

Starting in 2018, Dallas ISD schools began implementing a district-developed standards-aligned curriculum in all core subjects.

Dallas ISD definition of curriculum

Framework provides more clear approach to instruction, anchored in gradual release

Dallas ISD had to establish a common definition for curriculum. The framework integrates into the structure of the curriculum and instructional practices used.

The Dallas ISD curriculum sets intentional expectations for an equitable teaching and authentic learning process that:

- are standards- and skill-based;
- support and scaffold for all students; and
- are measurable by multiple pathways.

Specifically, the curriculum is a framework that includes:

- A scope & sequence
- Engaging strategies
- Exemplars & models
- Interventions & extensions
- Resources

Note: the district has built out compacted curriculum in Math that allows advanced students to study topics beyond grade-level standards – but comparable pathways do not yet exist in other core subjects.

Source: ELT Curriculum Update, August 27, 2018. Shared with ERS by Dr. Ivonne Durant.

Foundations for Excellence: Rigorous Instruction

Through the “Effective and Rigorous Instruction” domain of TEI, Dallas ISD is measuring all components of effective and rigorous curriculum implementation from standards alignment of instruction and materials to aspects of lesson delivery.

Domain 1
Our Teachers... are designing clear, targeted, appropriately rigorous lessons for diverse learners

- 1.1 Content Expertise
- 1.2 Learner Focused
- 1.3 Assessment Design
- 1.4 Data Usage
- 1.5 Lesson Structure

Domain 2
Our Teachers ...are developing and executing highly effective, rigorous instruction

- 2.1 Alignment
- 2.2 Mastery
- 2.3 Delivery
- 2.4 Cognitive Demand

Domain 4
Our Teachers...are consummate professionals pursuing rigorous, continual improvement

- 4.1 Attendance
- 4.2 Compliance
- 4.3 Professional Development
- 4.4 Professional Partnerships
- 4.5 Communication

Domain 3
Our Teachers... are building supportive, rigorous learning environments

- 3.1 Procedures and Systems
- 3.2 Behavioral Expectations
- 3.3 Climate and Culture

Domain 2 Detail: Effective and Rigorous Instruction	
Component	Definition
Alignment	Structures well-organized, objective-driven lessons and content appropriate to standards for subject, grade and level
Mastery	Ensures student mastery of learning objective appropriate to standards for subject and grade
Delivery	Facilitates clear, cohesive and purposeful learning experiences
Cognitive Demand	Engages students in rigorous content that elicits a productive struggle

Source: Teacher Performance Rubric from the 2018-19 Dallas ISD TEI Guidebook.

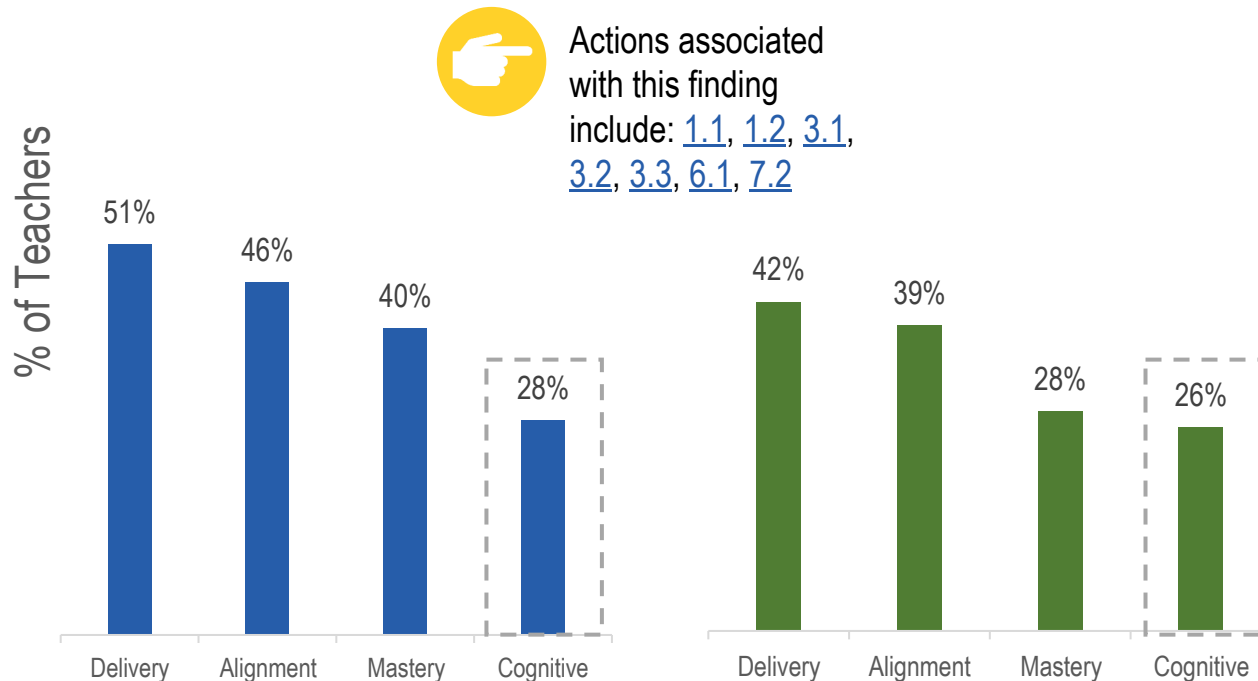
Foundation for Excellence: Rigorous Instruction

Though 40-50% of teachers are effectively delivering the curriculum and aligning instruction to curriculum standards, only 1 in 4 teachers receive a 3 or “Exemplary” score on the Cognitive Demand section of the rubric

Percent of Teachers scoring Exemplary on “Effective and Rigorous Instruction” Components

Elementary School

Secondary School



Criteria from Exemplary Cognitive Demand Rubric:

Consistently, effectively, and equitably:

- Adapts content and process of instruction so that **most** students are able to access content at a **high level of rigor**
- Pushes students **well beyond** initial thinking, and consistently provides multiple opportunities to extend responses and learning

Purposefully and effectively uses **multiple** response and instructional strategies that:

- Engage **all or nearly all** students and linked to objective
- Promotes student mastery
- Are appropriate to **all or nearly all** student populations

All or nearly all students are utilizing authentic dialogue, discussion, and are asking themselves and other students appropriate higher order thinking questions that explain, analyze, classify, compare, evaluate, represent, **synthesize the content, and evaluate diverse perspectives**

Source: 2018-19 TEI Observation Component Data for core subject or homeroom teachers of record in student course schedule data. 1% of teachers who received an overall TEI rating in 2018-19 are missing individual component data and excluded from this analysis.

Equity of Access: Advanced Course Pathways

Starting in 6th grade, students begin to enroll in advanced core courses: we will use ELA as an example of how students are currently accessing these advanced core courses.

Example: ELA Course Pathways

REMINDER: Compacted Curriculum for these courses has not yet been developed

Grade	6 th	7 th	8 th	9 th	10 th	11 th	12 th	
ERS-Defined Course Pathways	Below Standard Pathway	<ul style="list-style-type: none"> Reading Mastery 	<ul style="list-style-type: none"> Reading Mastery Reading 6 	<ul style="list-style-type: none"> Reading Mastery Reading 6/7 	<ul style="list-style-type: none"> RLA 8 All Reading Support Courses 	<ul style="list-style-type: none"> English I All Reading Support Courses 	<ul style="list-style-type: none"> English I & II All Reading Support Courses 	<ul style="list-style-type: none"> English I, II & III All Reading Support Courses
	Standard Pathway	<ul style="list-style-type: none"> Reading Language Arts 6 Reading 6 ESL 	<ul style="list-style-type: none"> Reading Language Arts 7 Reading 7 ESL 	<ul style="list-style-type: none"> Reading Language Arts 8 Reading 8 ESL 	<ul style="list-style-type: none"> English I ELA Applications & Study Skills 	<ul style="list-style-type: none"> English II ELA Applications & Study Skills 	<ul style="list-style-type: none"> English III ELA Applications & Study Skills 	<ul style="list-style-type: none"> English IV
	Advanced Pathway	<ul style="list-style-type: none"> RLA 6 Pre-AP RLA 7 & 8 	<ul style="list-style-type: none"> RLA 7 Pre-AP RLA 7 & 8 	<ul style="list-style-type: none"> RLA 7 & 8 Pre-AP English I for 8th graders 	<ul style="list-style-type: none"> English II, III, IV All Pre-AP, AP & IB Courses 	<ul style="list-style-type: none"> English III & IV All Pre-AP, AP & IB Courses 	<ul style="list-style-type: none"> English IV All Pre-AP, AP & IB Courses 	<ul style="list-style-type: none"> All AP & IB Courses
	% of Students in Advanced	27%	27%	24%	46%	54%	38%	25%

Notes: Advanced course enrollment trends are similar across core subjects.

Source: 2017-18 Course Catalog and Interviews with Dallas ISD staff. .

MS Advanced ELA Access by Equity Group

Students in the ED African American Equity Group have the least access to Advanced ELA with most of the variation in enrollment rates driven by across school differences in advanced course offerings.

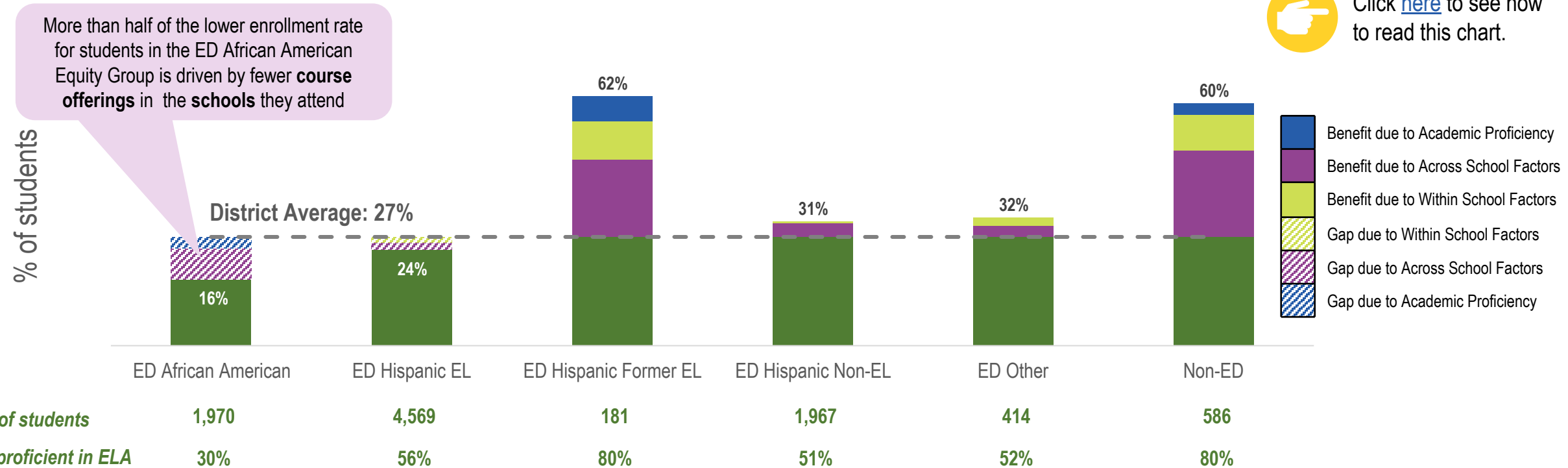


Actions associated with this finding include: [5.1](#), [5.2](#), [6.1](#), [6.2](#)

Percent of 6th Graders Enrolled in Advanced ELA



Click [here](#) to see how to read this chart.



Note: Students enrolled in multiple ELA courses are included here if at least one of their courses is Advanced. See appendix for other grade levels. Excludes students in self-contained Special Education classrooms. Excludes students in 6th grade who do not have departmentalized data.

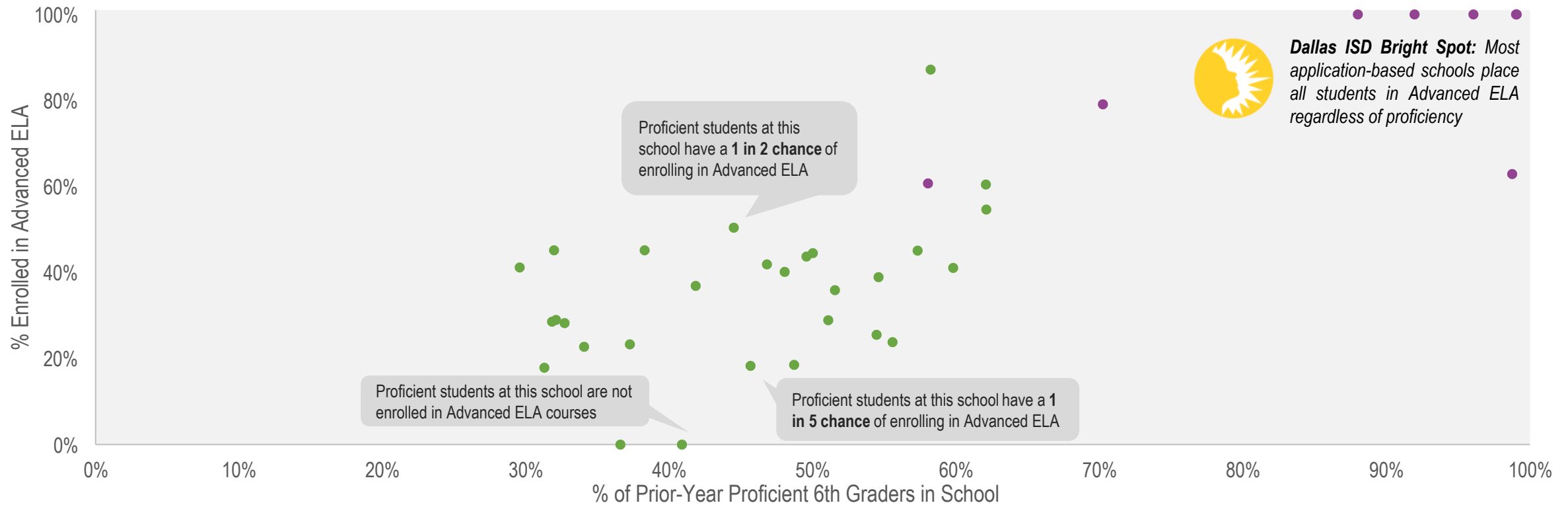
Source: Dallas ISD Student Demographics & Course Schedule Data, 2018-19. Excludes schools not included in our Student Experience metrics – see Appendix for details.

School Driver: MS Advanced ELA Course Offerings

Middle Schools are enrolling *proficient* students in Advanced ELA at different rates, ranging from 0 to 100%.

Percent of Prior-Year Proficient 6th Graders Enrolled in Advanced ELA

● Application & Lottery ● Neighborhood



Dallas ISD Bright Spot: Most application-based schools place all students in Advanced ELA regardless of proficiency

Proficient students at this school have a 1 in 2 chance of enrolling in Advanced ELA

Proficient students at this school are not enrolled in Advanced ELA courses

Proficient students at this school have a 1 in 5 chance of enrolling in Advanced ELA

Note: Students enrolled in more than one ELA course are included here if at least one of their courses is Advanced.

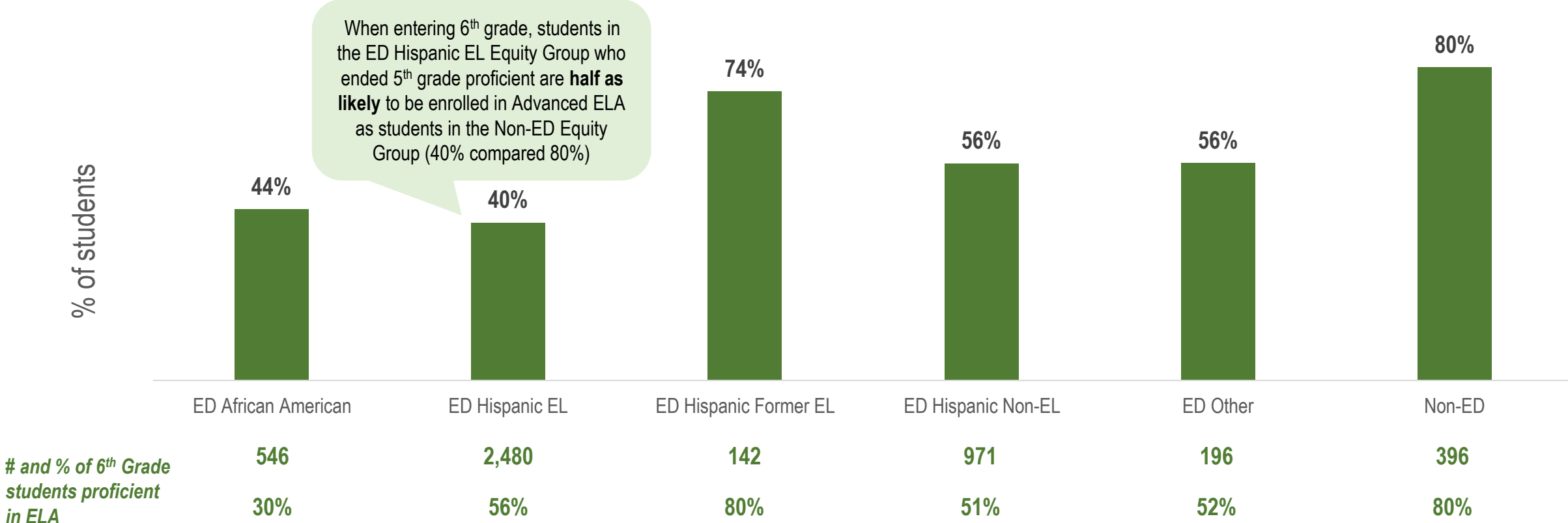
Excludes students in self-contained Special Education classrooms. Excludes 6th graders with no departmentalized data. Proficient if “Meets” or “Masters” on 5th grade ELA STAAR.

Source: Dallas ISD Student Demographics & Course Schedule Data, 2018-19. Excludes Ignite MS and other schools not included in our Student Experience metrics – see Appendix for details.

Proficient Student Placement Rates

Even when looking at just proficient students, ED African American and ED EL Hispanic Equity Groups are least likely to be enrolled in Advanced Courses

Percent of Prior-Year Proficient 6th Graders Enrolled in Advanced ELA



Note: Students enrolled in more than one ELA course are included here if at least one of their courses is Advanced. Excludes students in self-contained Special Education classrooms. Excludes 6th graders with no departmentalized data. Proficient if “Meets” or “Masters” on 5th grade ELA STAAR. Source: Dallas ISD Student Demographics & Course Schedule Data, 2018-19. Excludes schools not included in our Student Experience metrics – see Appendix for details.

HS Advanced ELA Access by Equity Group

Students in the ED Hispanic EL Equity Group have lowest enrollment in Advanced ELA due to a range of school and classroom factors

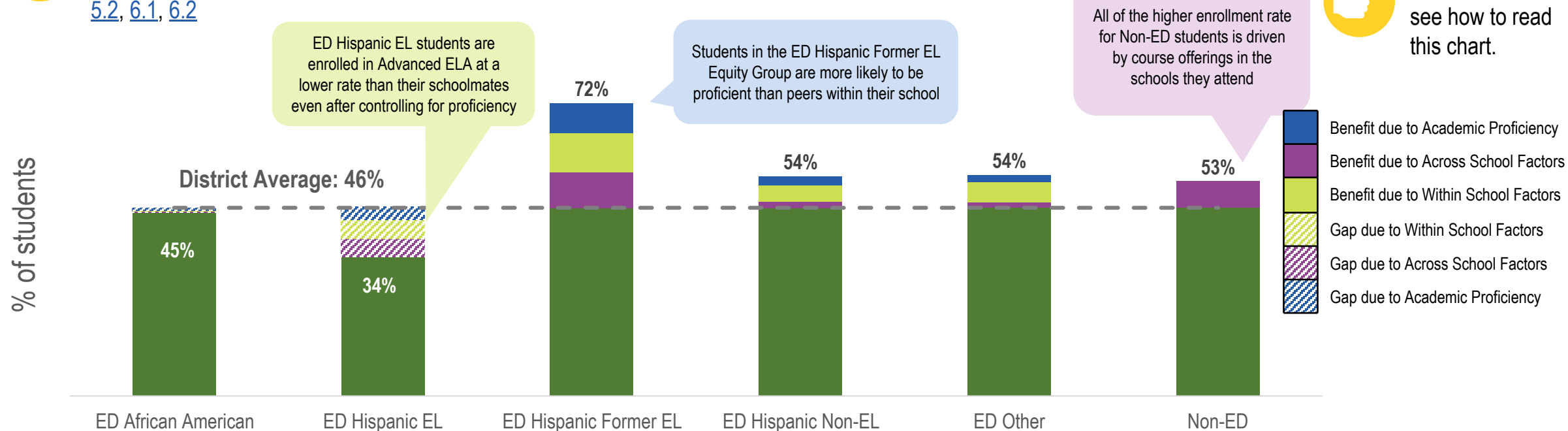


Actions associated with this finding include: [5.1](#), [5.2](#), [6.1](#), [6.2](#)

Percent of 9th Graders Enrolled in Advanced ELA



Click [here](#) to see how to read this chart.



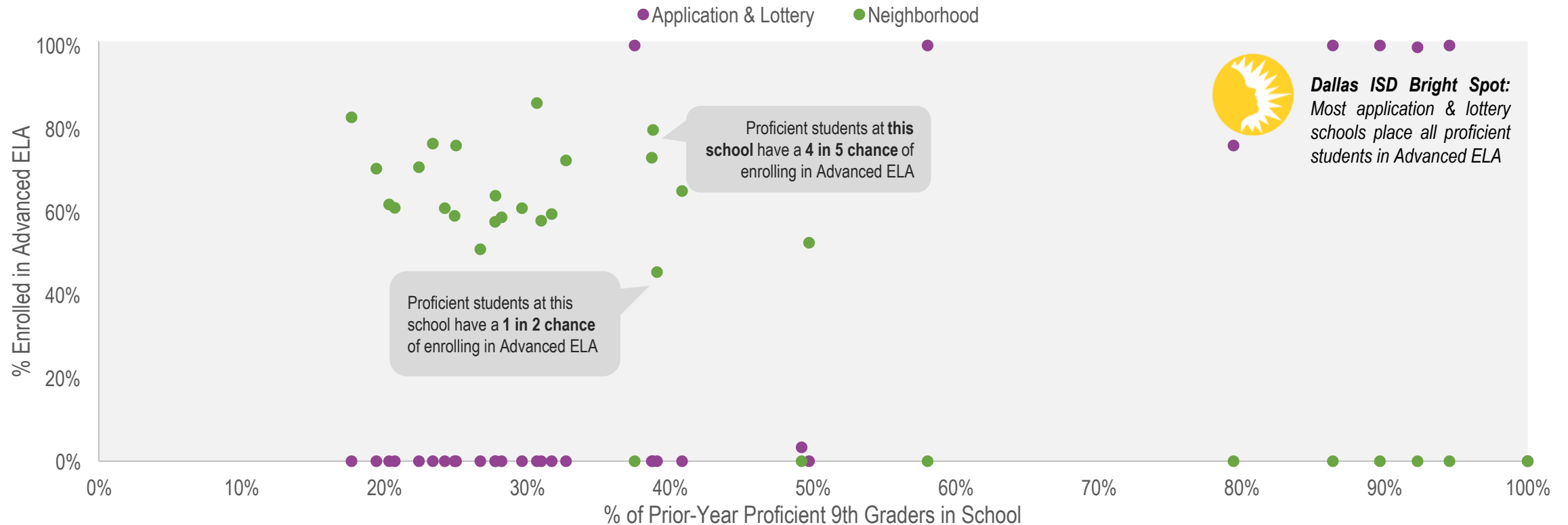
# of students	2,088	4,336	1,073	2,222	405	1,152
% proficient in ELA	27%	20%	68%	45%	51%	66%

Note: Students enrolled in multiple core courses are included here if at least one of their courses is Advanced. See appendix for other grade levels. Excludes students in self-contained Special Education classrooms.
 Source: Dallas ISD Student Demographics & Course Schedule Data, 2018-19. Excludes schools not included in our Student Experience metrics – see Appendix for details.

School Driver: HS Advanced ELA Course Offerings

As in Middle School, different course offerings and placement practices across schools influence proficient students' likelihood of enrolling in Advanced 9th grade ELA

Percent of Prior-Year Proficient 9th Graders Enrolled in Advanced ELA



Note: Students enrolled in more than one ELA course are included here if at least one of their courses is Advanced.

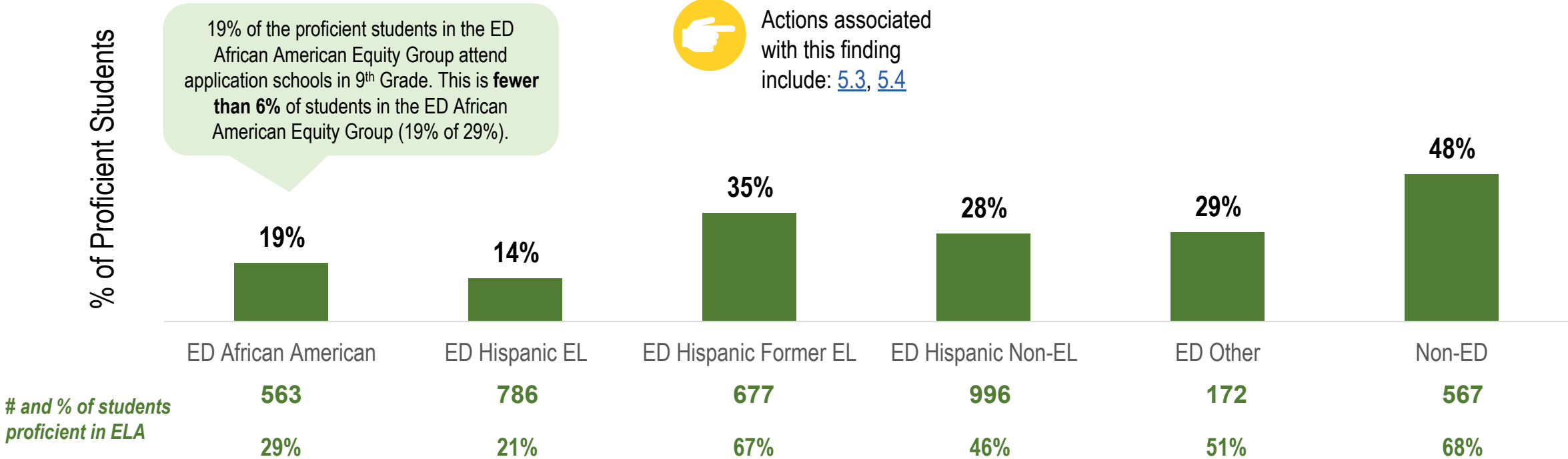
Excludes students in self-contained Special Education classrooms Proficient if “Meets” or “Masters” on 8th grade ELA STAAR. Many secondary schools in Dallas ISD have application-based programs for a subset of students (for example, P-TECH), but Dallas ISD data does not yet identify students enrolled in programs within schools, so Application & Lottery schools only include stand-alone early college High Schools, Transformation schools, magnet schools, and gifted and talented schools.

Source: Dallas ISD Student Demographics & Course Schedule Data, 2018-19. Excludes schools not included in our Student Experience metrics – see Appendix for details.

School Driver: Application Schools

While most application High Schools enroll 100% of proficient students in Advanced ELA , proficient students in different Equity Groups do not attend these schools at equal rates

Percent of Proficient 9th Graders Who Enter Application High Schools



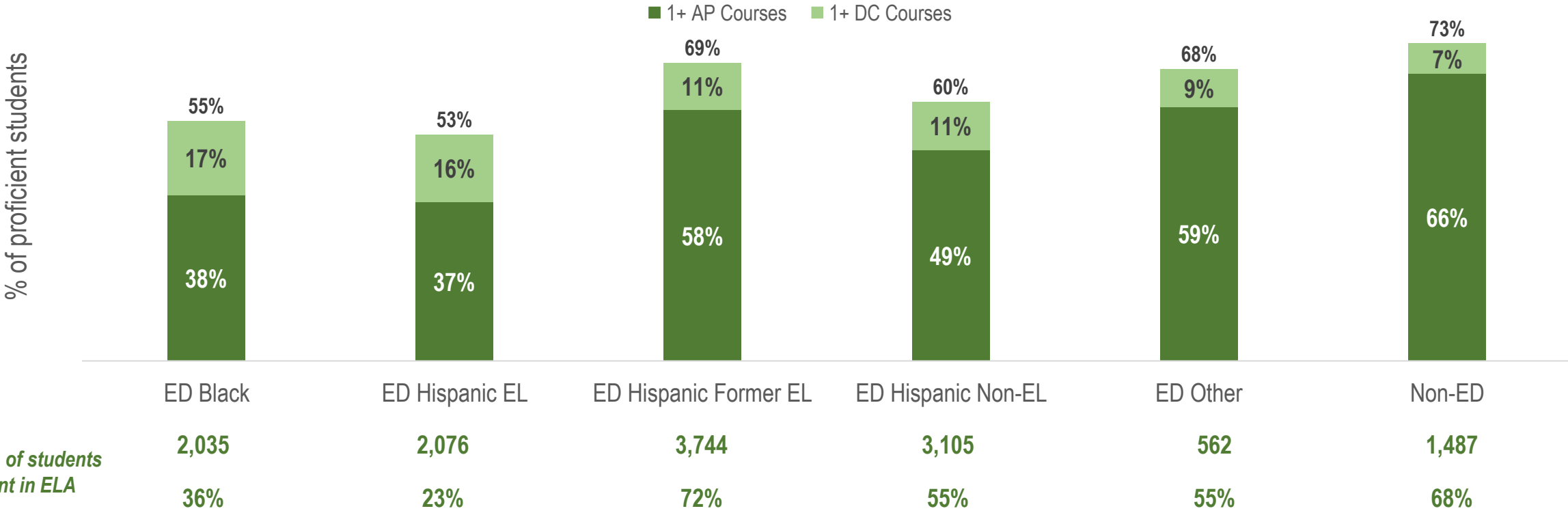
Notes: “Proficient” includes STAAR “Meets” and “Masters” in 8th grade ELA categories; “Below Proficient” includes “Approaches” and “Does Not Meet” in ELA. Excludes students with no prior year proficiency data. Excludes students already enrolled in an Application-Based schools in 8th grade. Many secondary schools in Dallas ISD have application-based programs for a subset of students, but Dallas ISD data does not yet identify students enrolled in programs within schools, so this analysis only includes stand-alone early college High Schools, magnet schools, and gifted and talented schools.

Source: 2018-19 Student Enrollment Data.

Classroom Driver: AP and Dual Credit Courses

Equity Groups that have the least access to Advanced Pathways, and thus AP courses, are more likely to enroll in Dual Credit (DC) courses, increasing overall access to college and career preparation courses

Percent of Prior-Year Proficient Students Enrolled in 1+ AP or DC Courses
9th-11th Graders



Note: 12th grade courses excluded from this analysis because most students do not have prior year proficiency data. Students taking both AP and DC courses are counted in the AP group. Excludes students in self-contained Special Education classrooms. Proficient if “Meets” or “Masters” on prior year ELA STAAR.
Source: Dallas ISD Student Demographics & Course Schedule Data, 2018-19. Excludes schools not included in our Student Experience metrics – see Appendix for details.

Findings:

Instructional Time & Attention

Instructional Time & Attention in Dallas ISD



THE VISION

Each student — including students with higher needs and students of color — gets the combination of high-quality instructional time and teacher attention they need through evidence-based approaches, so all students can reach high standards and thrive.

Key Concept	Why it Matters	What to Look For	How This Analysis Measured it
<p>#1</p> <h3>Instructional Time</h3>	<p>Adding hours to the school day or year, “double blocking” the amount of time spent in a subject, and summer programs can improve student achievement.</p> <p>Source: The Education Combination, p.22</p>	<p>Foundations for Excellence: All students have sufficient instructional time each day, and schools are able to vary time to provide additional instruction that meets students’ needs.</p> <p>Equitable Access: Compared to proficient students, lower-performing students receive additional instructional time in subjects they are behind in. (e.g. <i>Double-blocking students, providing an Intervention/Enrichment block, etc.</i>)</p>	<ul style="list-style-type: none"> • School bell times and master schedules • Student-teacher course assignments • Principal survey results
<p>#2</p> <h3>Instructional Attention</h3>	<p>Targeted instructional attention through significantly reduced group size can boost student learning, especially for students from low-income backgrounds and students of color.</p> <p>Source: The Education Combination, p.22</p>	<p>Foundations for Excellence: All students receive sufficient instructional attention. Schools are able to vary attention to meet students’ needs by providing instruction in smaller group settings.</p> <p>Equitable Access: Compared to proficient students, lower-performing students receive additional high-quality instructional attention in the subjects they are behind in.</p>	



Learn more about **Instructional Time & Attention** — including a vision, relevant research, and examples of nationwide challenges — in [The Education Combination](#)

Instructional Time & Attention



Colors indicate the extent to which each finding meets ERS benchmarks for “Excellence and Equity.” For more information, see [slide 27](#).

	Elementary	Secondary
<p>#1 Access to more instructional time for those who need it</p>	<p>■ Dallas ISD students in both Elementary and secondary spend less total time in school relative to ERS’ Benchmark for Excellence (1280 hours)</p>	
	<p>Not a focus of this study.</p>	<p>■ Most below-proficient students in Middle school tend to receive additional time in subjects they are behind in — particularly in ELA. However this practice is less common in math and in High School overall.</p>
<p>#2 Access to more instructional attention for those who need it.</p>	<p>■ Dallas ISD has invested in increased attention for students by staffing all schools with teachers beyond TEA requirements.</p>	
	<p>■ In Elementary school, all Equity Groups and grade levels experience class sizes between 19-20 students on average.</p>	<p>■ Although class sizes in Below Standard High School courses are consistently smaller than other others, these make up less than 20 percent of classes. Overall, all Equity Groups and grade levels experience class sizes between 20-21 students on average.</p>

Foundation for Excellence: Instructional Time

Dallas ISD students receive fewer instructional hours than ERS benchmark for excellence.

	Hours per Day	Days per Year	Annual Hours
Dallas ISD	7.25	173	1254

ERS Excellence Benchmark: >1280 hours

Over the course of their K-12 career, the difference of ~30 hours per year, becomes ~50 fewer days of instruction, or **about a third of a year of school less** than the benchmark for excellence would suggest



Actions associated with this finding include: [6.1](#), [7.2](#)

Considerations for Extending Time:

- **Time must be used effectively.** Having more time with an ineffective math teacher or non-rigorous course content, for example, is unlikely to produce gains in math.
- Additional time might be necessary to enable **strategic school design**: finding common planning time and adjusting schedules can be easier with longer school days.
- Options for extended learning include **longer school days, weeks, or out-of-school time (e.g. summer, afterschool)** sessions to support students' needs. Districts must consider the optimal approach: if students are at the point of diminishing returns at the end of the day, adding extended time to the end of the year may be better.
- **Differentiate according to need**, though it is important to be cautious about providing groups of students with extra time, as that will segregate them for that time period.

Note: Total annual student hours may differ slightly from days per year and hours per day listed due to rounding.

Source: Benchmark from [Strategic Designs](#): Lessons from Leading Edge Small Urban High Schools; NCTQ Teacher Contract Database.

Instructional Time by Proficiency

Students with the greatest unmet learning needs are most likely to receive additional time within the school day, most consistently in Middle school ELA.

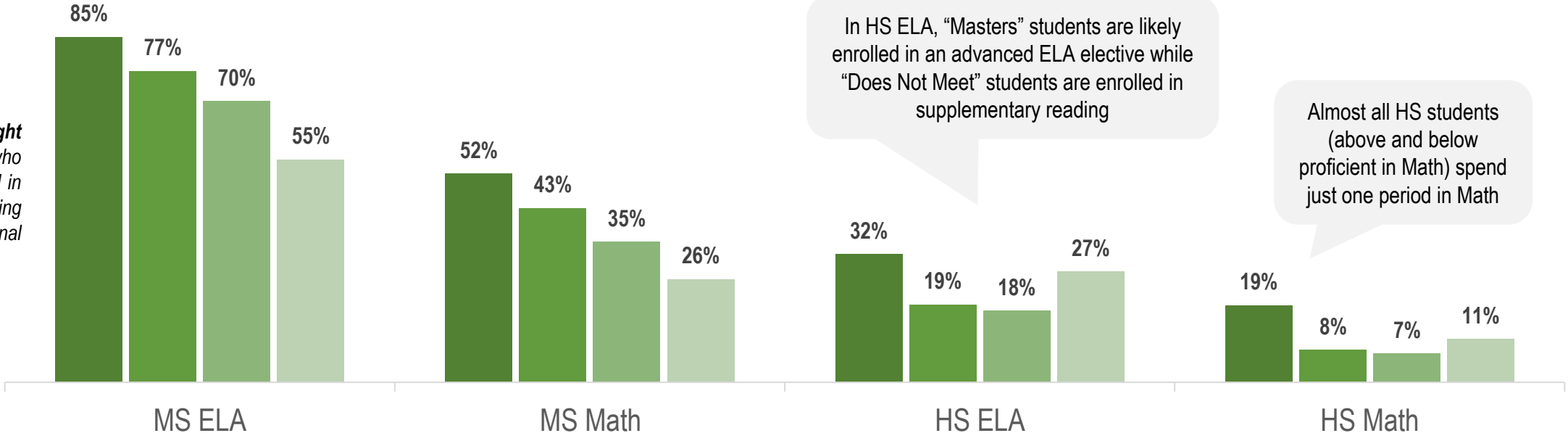
Almost all MS students that are below proficient in ELA are spending two or more periods in ELA

Percent of Students with Additional Time in Math or ELA
By Prior-Year Proficiency

■ Does Not Meet ■ Approaches ■ Meets ■ Masters



Dallas ISD Bright Spot: Students who are furthest behind in ELA are receiving additional instructional time to catch-up



In HS ELA, "Masters" students are likely enrolled in an advanced ELA elective while "Does Not Meet" students are enrolled in supplementary reading

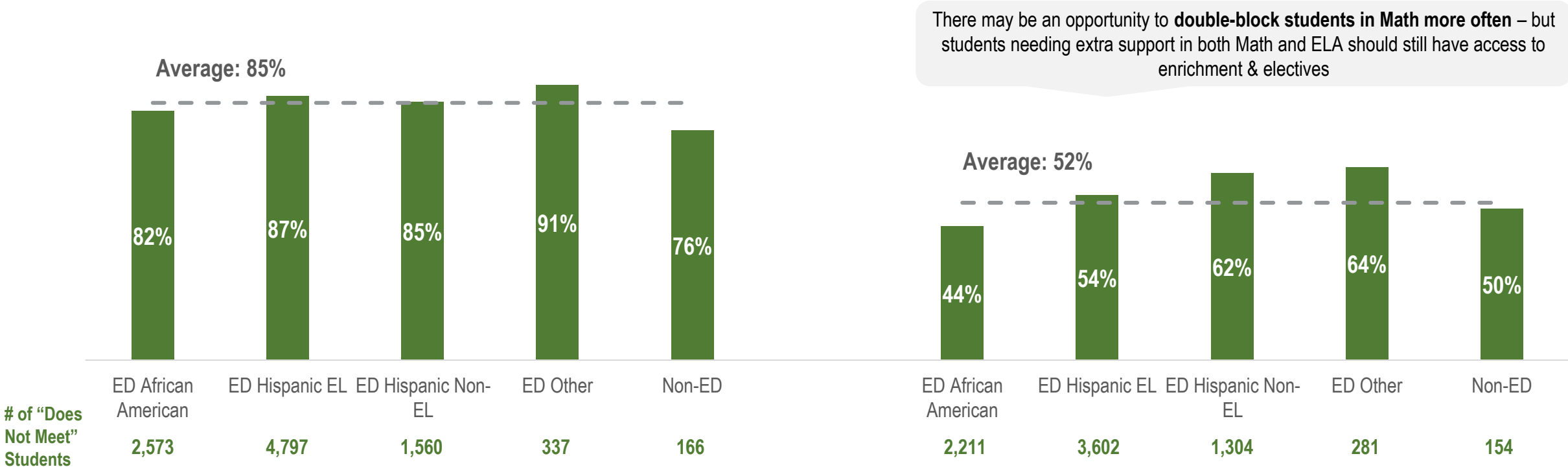
Almost all HS students (above and below proficient in Math) spend just one period in Math

Notes: Excludes 6th graders with no departmentalized data. Excludes students served in self-contained special education classrooms. Proficiency refers to students' prior year proficiency on STAAR and EOC assessments in each subject. Excludes students with no prior year proficiency data.
Source: Dallas ISD 2018-19 Secondary Course Schedule data, ERS analysis.

Instructional Time by Equity Group

Across all Equity Groups, students who are furthest behind grade level experience similar access to additional time in Math and ELA.

Percent of “Does Not Meet” Students Receiving Additional Time in ELA or Math
By Equity Group, Middle School



Notes: Data represents students’ prior-year STAAR Math or ELA test data. Students are defined as being double-blocked if they spend >18% of their time in the subject.
Source: Dallas ISD 2018-19 Secondary Course Schedule data, ERS analysis.

Instructional Time & Proficient I+ Teaching

Below-proficient students, however, have lower access to Proficient 1+ teachers than their proficient peers, even when factoring in the extended time in ELA

Proficient I+ Teaching in Middle School ELA by Student Proficiency

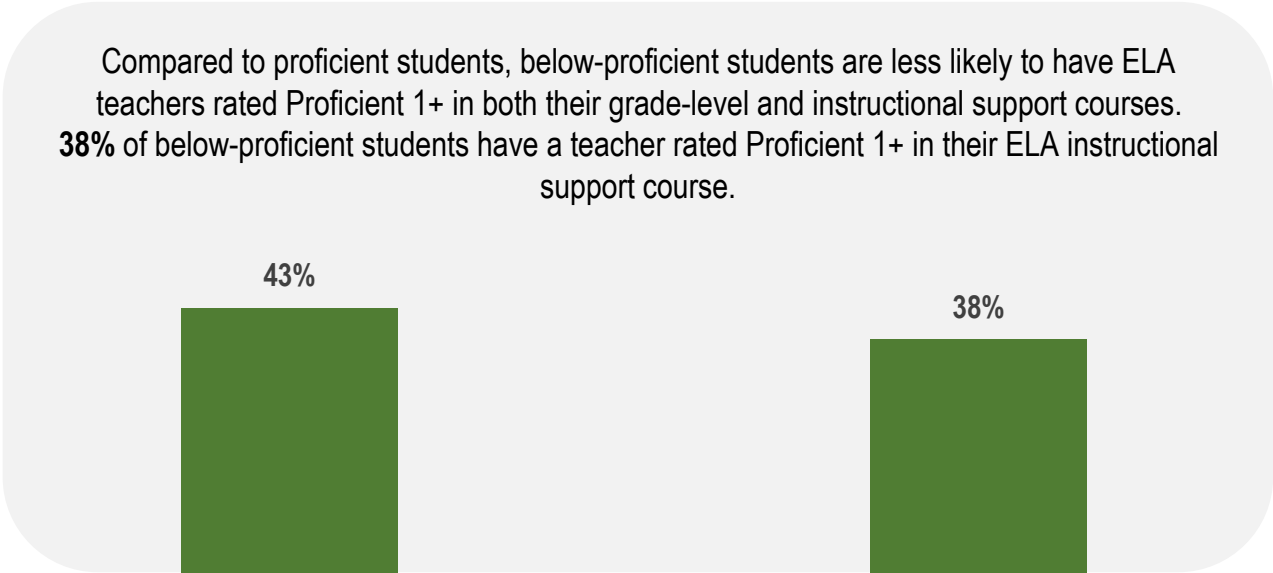
Middle School

66% of proficient students have a teacher rated Proficient 1+ in at least one of their ELA courses

% of Middle School students with a Proficient I+ ELA Teacher



Proficient Students: All ELA Courses



Below Proficient Students: Grade-Level ELA Courses

Below Proficient Students: ELA Instructional Support Courses

Notes: Students are considered “Below Proficient” if they score “Does Not Meet” or “Approaches” on STAAR ELA. Panel on right only includes students who are double-blocked in ELA. Students are defined as receiving additional time if they spend >18% of their time in the subject. Additional courses include Reading Support courses, ELA Application and Study Skills, and select ELA Electives. Source: Dallas ISD 2018-19 Secondary Course Schedule data, Dallas ISD 2018-19 TEI Evaluation Ratings; ERS Analysis

Instructional Attention: Student-Teacher Ratios

Dallas is investing in additional teachers beyond state mandated staffing ratios.

Student Teacher Ratios:

The student teacher ratio is the # of students divided by the # of teachers. While different than class size (which is how many students are assigned to each teacher's classrooms), student teacher ratios indicate the district's overall investment in the *number* of teachers in the district.

TEA maximum: 20

Dallas ISD: 17

This **student-teacher ratio** of 17 translates into an average **general education class size** of 20 students for Dallas ISD.

Overall Investment:

Teacher compensation tends to comprise about 40-50% of a district's overall budget and is composed itself by the number of teacher and their average compensation.

The difference between Dallas ISD's ratio and TEA's maximum represents an \$82M investment in additional teachers beyond state mandates.

Implications:

Given that Dallas ISD could choose to meet TEA standards and invest the \$82M in other ways, we want to look at class sizes across the district to understand how Dallas ISD has chosen to direct this investment.

The following analysis shows that, besides below proficient students in High Schools, this investment is spread similarly across Equity Groups, grades, and course pathways.

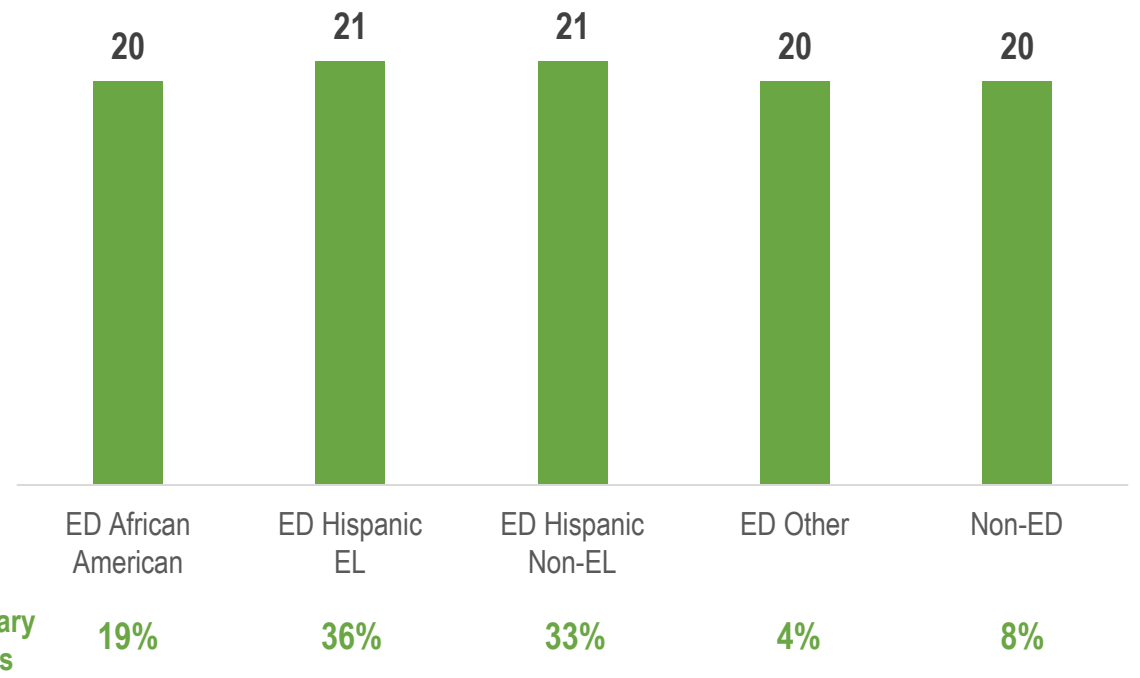
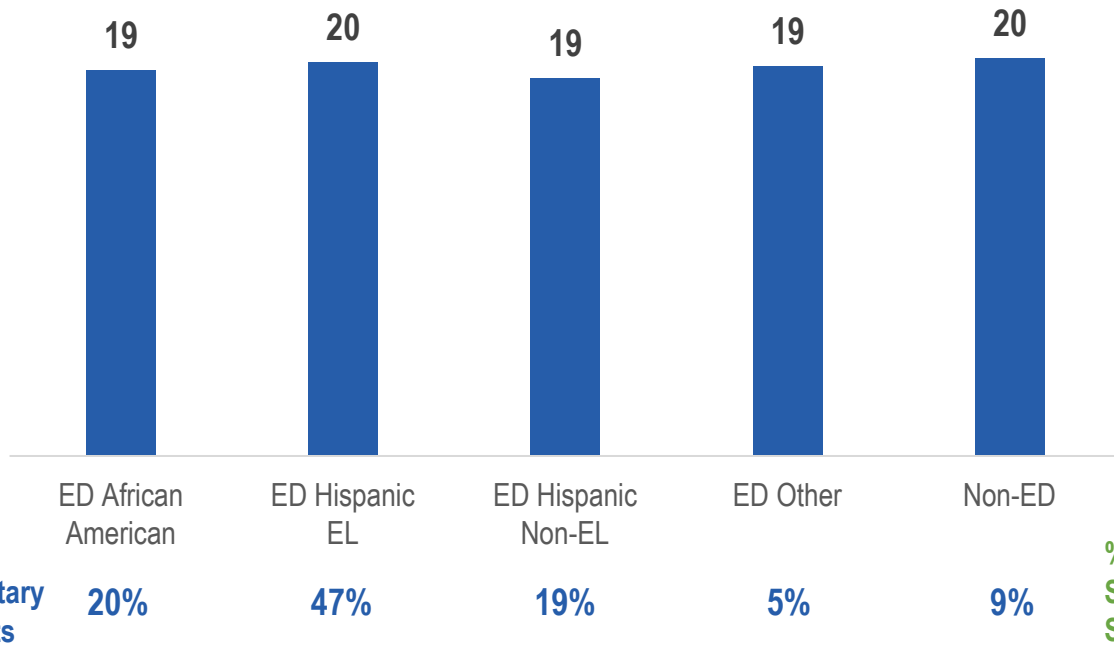
Note: Excludes Special Education teachers. Student-to-teacher ratios represent the total number of teachers in the district compared to the total number of students in the district and are smaller than average class sizes due to less than 100% teacher utilization and additional non-classroom teachers.
Source: TEA District Profiles, 2018; Texas Education Code §25.112

Instructional Attention by Equity Groups

Because Dallas ISD uses standard teacher staffing ratios across all schools, class sizes are similar across Equity Groups.

Average Elementary School Class Size by Equity Group
Grades PreK through 5th Grade

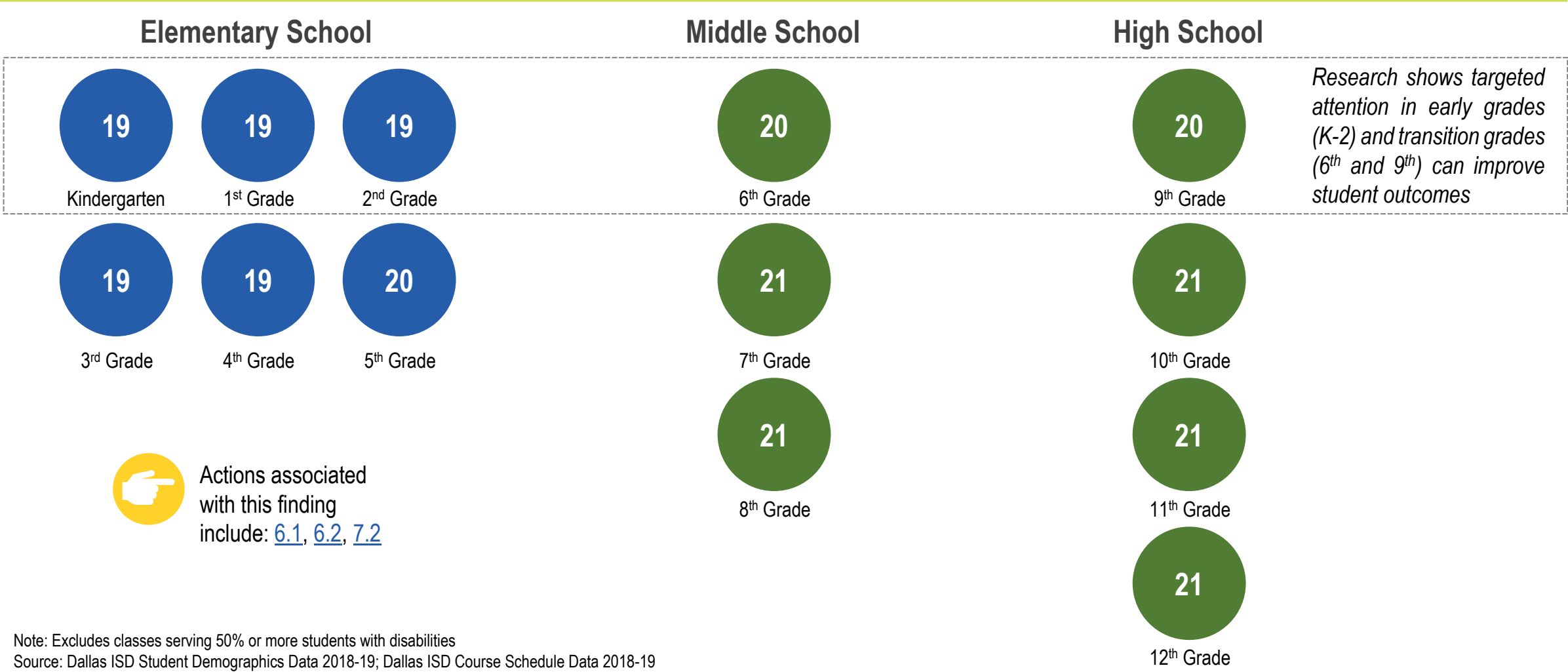
Average Secondary School Core Class Size by Equity Group
Grades 6th through 12th Grade



Source: Dallas ISD 2018-19 Elementary & Secondary Course Schedule Data; Dallas ISD 2018-19 Student Demographic Data

Instructional Attention by Grade

Students experience similar class sizes throughout their K-12 career, though research has shown that reductions in early and transition grades can have an impact on student learning.

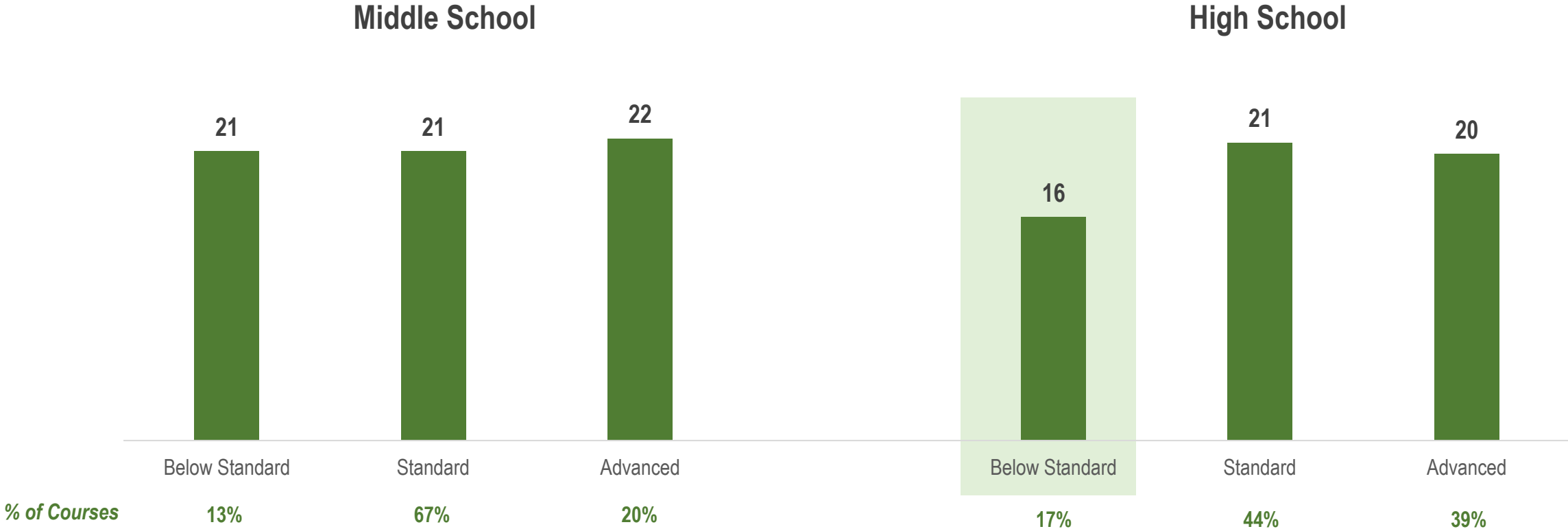


Note: Excludes classes serving 50% or more students with disabilities
 Source: Dallas ISD Student Demographics Data 2018-19; Dallas ISD Course Schedule Data 2018-19

Instructional Attention by Course Pathway

Students in below-standard High School classes are benefiting from smaller class sizes—but Middle school class sizes are similar across course pathways

Average Class Size by Course Pathway
All Students, Core Classes



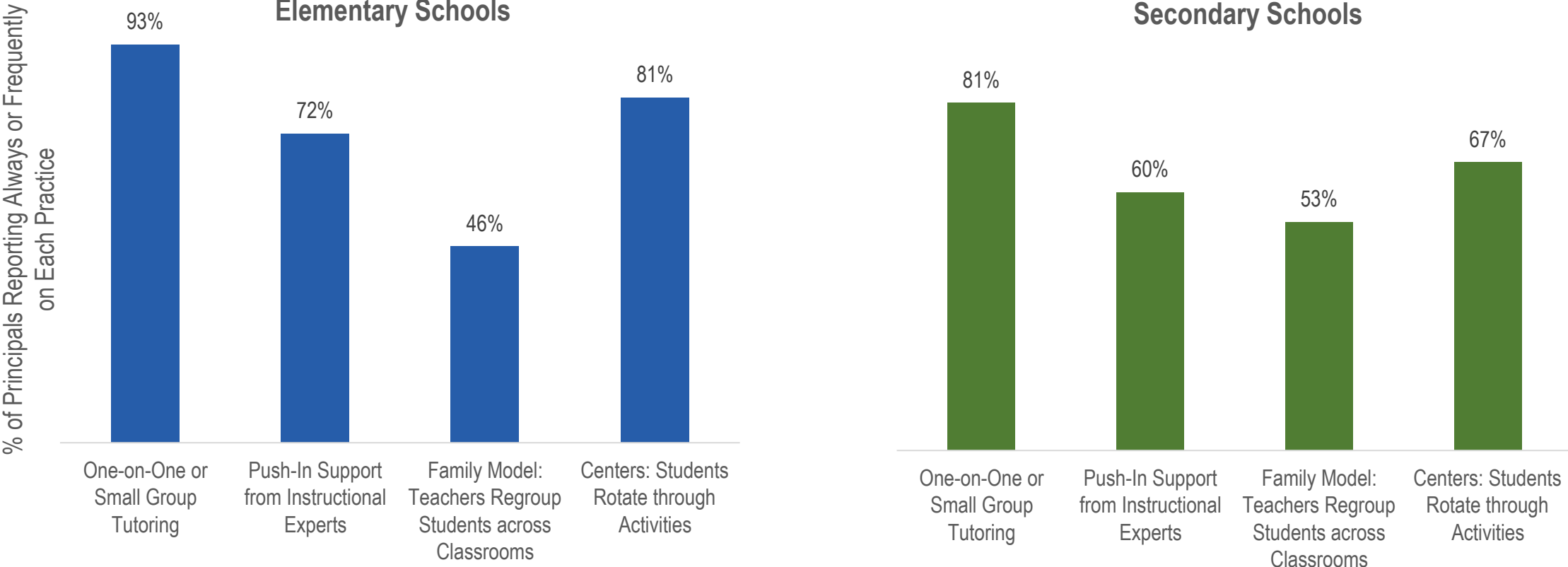
Note: Excludes classes serving 50% or more students with disabilities
Source: Dallas ISD Student Demographics Data 2018-19; Dallas ISD Course Schedule Data 2018-19

Principal Survey: Flexible Strategies for Small Group Instruction

High-level class size data masks a range of more flexible strategies that principals report using to provide small group instruction for struggling students.

“How consistently are the following practices used to provide additional attention to struggling students?”

Dallas ISD Principal Survey Responses: % of Principals that answered Always or Frequently



Source: Fall 2019 survey of Dallas ISD principals who were in same schools in 2018-19 and 2019-20

Findings:

School Funding

School Funding in Dallas ISD



THE VISION

Each student — including students with higher needs and students of color — attends school in a district that distributes funding based on the needs of its students, by way of flexible and transparent funding systems, so all students can reach high standards and thrive.

Key Concept	Why it Matters	What to Look For	How This Analysis Measured it
<p>#1</p> <p>Funding Distributed Based on Student Needs</p>	<p>Increased funding can improve academic performance, increase the level of education students complete, and reduce poverty in adulthood — especially for students from low-income backgrounds.</p> <p>Source: The Education Combination, p.9</p>	<p>Foundations for Excellence: Our district's overall funding level is adequate. Our funding formula clearly shows how much each school receives and our schools have the flexibility to use available funding resources to meet students' needs.</p> <p>Equitable Access: Schools that have greater proportions of students with higher needs receive substantially more funding than lower-need schools. Schools with greater proportions of students of color receive at least as much funding as schools that have similar levels of student need.</p>	<ul style="list-style-type: none"> Expenditures of all operating funds in the 2018-19 school year on per-pupil basis for each school



Learn more about **School Funding** — including a vision, relevant research, and examples of nationwide challenges — in [The Education Combination](#)

Executive Summary: School Funding



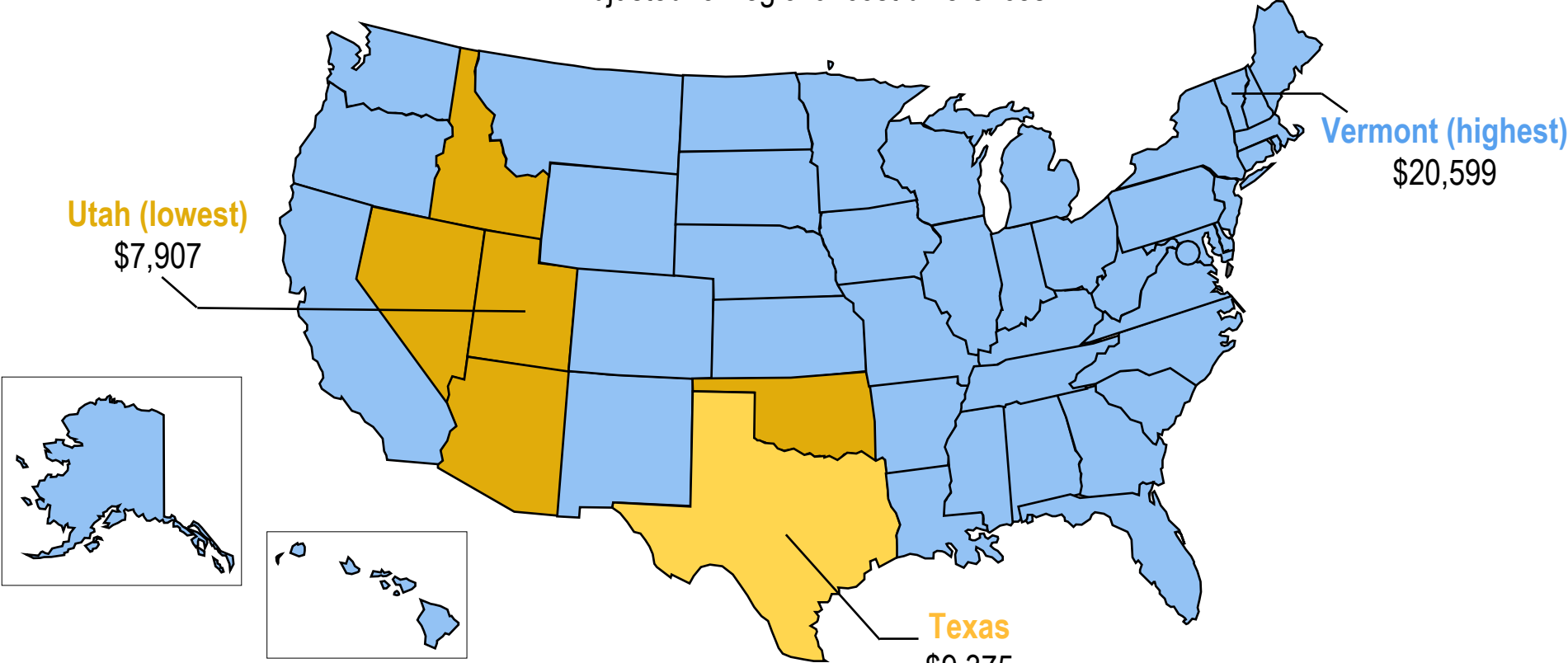
Colors indicate the extent to which each finding meets ERS benchmarks for “Excellence and Equity.” For more information, see [slide 27](#).

	Elementary	Secondary
#1 Funding Distributed Based on Student Needs	<p>■ Texas is the 6th lowest funded state in the country.</p> <p>■ In Dallas ISD, all Equity Groups experience schools that have similar levels of funding per pupil and similar types of expenses.</p>	

Foundations for Excellence: Texas Per Pupil Spending

In 2017, Texas spent less per pupil than all but **five other states** in the country — although HB3 seeks to change that

Fiscal Year 2017: Per Pupil Amount for Public Education Spending by State
Adjusted for regional cost differences*



Source: 2017 Public Elementary-Secondary Education Finance Data, from [census.gov](https://www.census.gov)
*Adjusted using the National Center for Education Statistics Comparable Wage Index, from nces.ed.gov

Dallas ISD Funding System

Given that Dallas ISD is one of the highest need districts in a low-funded state, its limited resources must be efficiently and effectively distributed; while there is a strong foundation of transparency and flexibility, there is more to do to ensure funds are equitably distributed across the system.

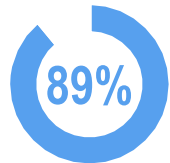
Elements of a healthy school funding system:



Transparency

Budgeting rules for where, how, and why dollars flow are clear and easily understood

I understand how positions and dollars are allocated to my school.



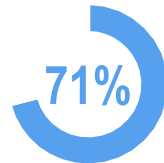
Agree or strongly agree



Flexibility

Schools have the flexibility to use resources to address need and strategy.

I have flexibility over how I spend my budget...



Agree or strongly agree



Equity

Funding is allocated equitably across schools adjusting for student and school needs

Positions and dollars are allocated fairly based on my school's needs.



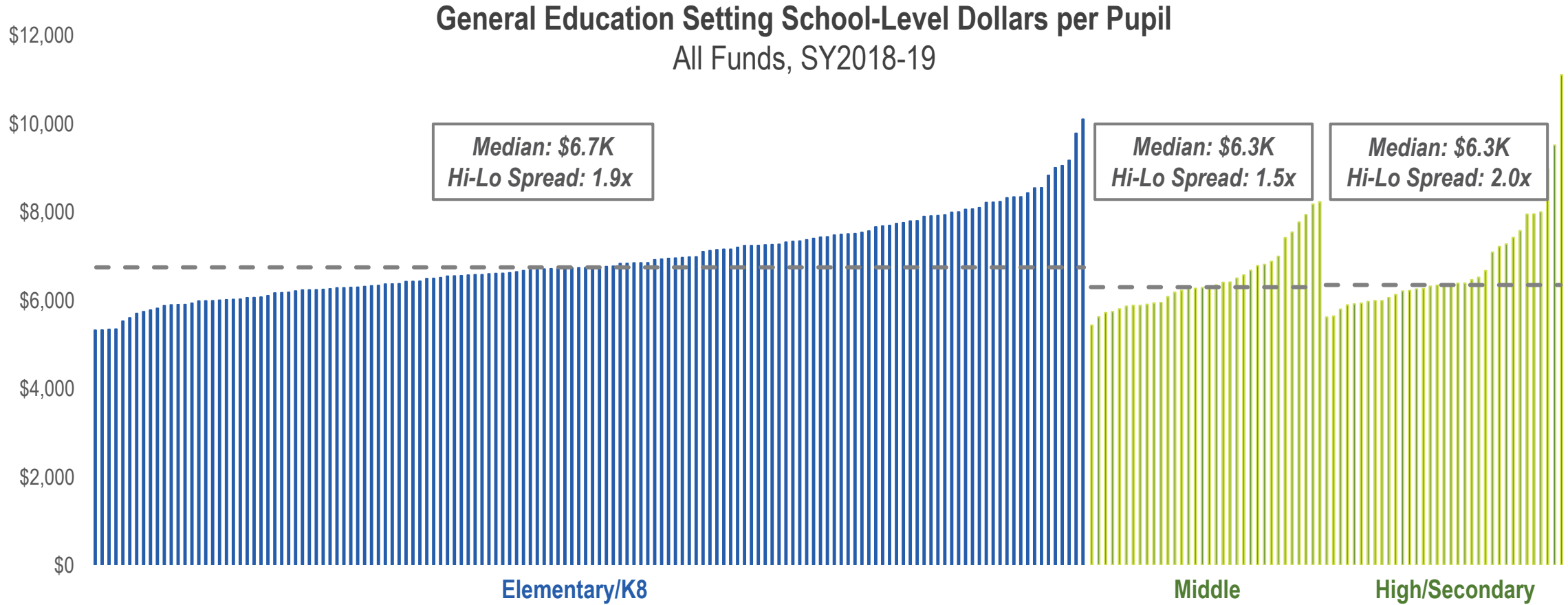
Agree or strongly agree

Dallas ISD Principal Perceptions:

Source: Principal Survey administered in Fall 2019 for principals who remained in the same schools in 2018-19 and 2019-20

Per Pupil Spending By School

Across Dallas ISD, school spending varies with some schools spending almost two times more per student than other schools.



Note: Excludes schools in startup phase whose current year funding does not represent intended funding in the future. See appendix for list of schools that have been excluded from financial analysis; excludes funds that do not hit Dallas ISD expenditures such as PTA funding.

Source: Dallas ISD SY18-19 Expenditures all funds merged with SY18-19 Payroll

Common Drivers of Variation

Variation in spending isn't 'good' or 'bad' on its own; instead, we seek to understand the ways in which spending matches Dallas ISD priorities.

To understand what is driving this variation, we looked at:

How are common drivers of variation playing out in Dallas ISD?

- Funding for Student Need
- School Type (ACE)
- Incoming student proficiency
- School Size
- Class Size
- Average Teacher Compensation

Common drivers of variation in funding that were not a focus of this study

- Special Education
- Building utilization
- Enrollment projections
- Ad hoc exceptions to funding rules
- School openings/closures

As we look at what is driving funding variation, we want to know for each driver, is this:

deliberate and by design?

aligned with the district's strategic goals?

giving students the resources they need to succeed?

Source: Dallas ISD SY18-19 Expenditures all funds merged with SY18-19 Payroll, Dallas ISD Student Demographics & Schools Database, 2018-19

Per Pupil Spending by Equity Group

Equity Groups attend schools with similar funding levels, with students in the ED African American Equity Group attending schools that spend about 6% more on average than other Equity Groups.

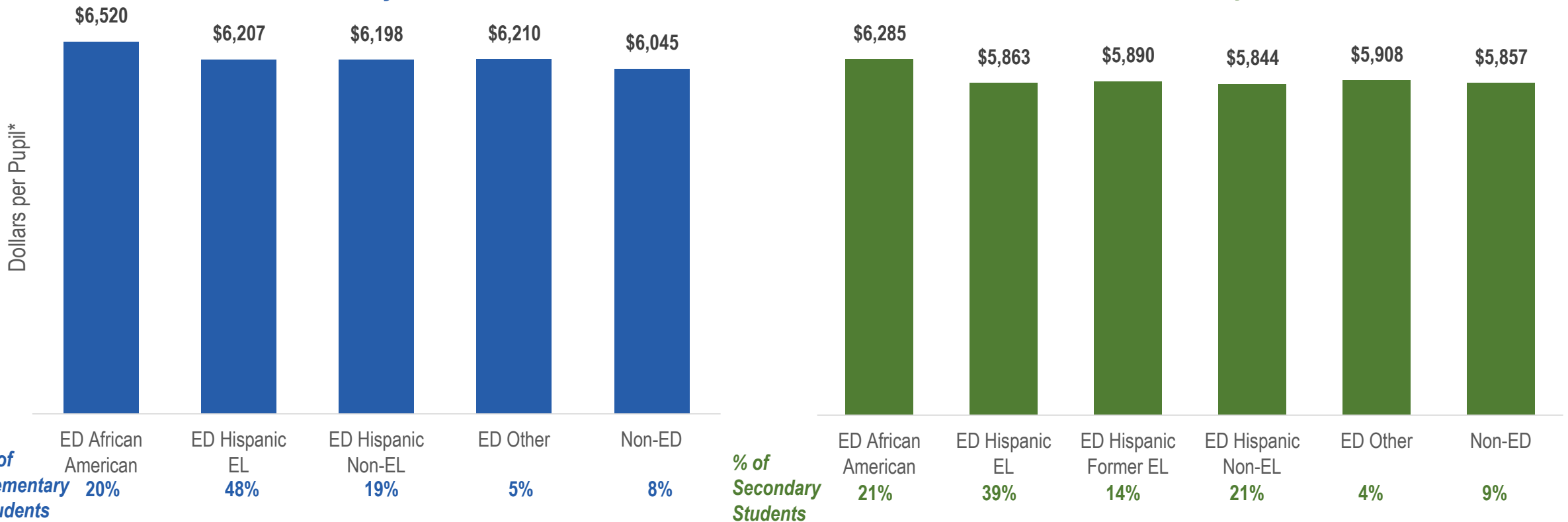
General Education Setting School-Level Dollars per Pupil

Weighted by Enrollment in each Equity Group

All Funds, SY2018-19

Elementary Schools

Secondary Schools



*Dollars exclude all special education funding, and enrollment excludes self-contained students to identify the general education setting dollars per pupil; Excludes schools in startup phase whose current year funding does not represent intended funding in the future. See appendix for schools not included in financial analyses. Source: Dallas ISD SY18-19 Expenditures all funds merged with SY18-19 Payroll, Dallas ISD Student Demographics & Schools Database, 2018-19

Impact on Equity Groups

The following drivers of variation in funding impact Equity Groups differently in Dallas ISD.

Driver of Variation in Dallas ISD	Impact on School Funding Experienced by Equity Groups*				
	ED African American	ED Hispanic EL	ED Hispanic Non-EL	ED Other	Non-ED
ACE	↑	-	-	-	-
Incoming Student Proficiency	-	-	-	-	-
School Size	↑	-	-	-	-
Class Sizes	-	↓	-	-	↓
Average Teacher Compensation	-	↑	-	-	↑
Federal Title I Funding*	↑	↑	↑	↑	-
Federal Title III Funding**	-	↑	-	-	-

How to read this table (first two rows used as examples): Arrows represent where the funding for a given equity group deviates from the overall district average.

ACE – additional funding provided to ACE schools increases the average school funding experienced by students in the ED African American Equity Group above what other Equity Groups experience

Incoming Student Proficiency – incoming student proficiency at a school does not impact the funding level experienced by any Equity Group

*Title I Funding is for students in poverty. **Title III Funding is for English Learner students.

Source: Dallas ISD SY18-19 Expenditures all funds merged with SY18-19 Payroll, Dallas ISD Student Demographics & Schools Database, 2018-19

Federal Funds by Equity Group

Given the high level of student needs in Dallas ISD, supplemental federal funding distributed to schools impacts most Equity Groups similarly.

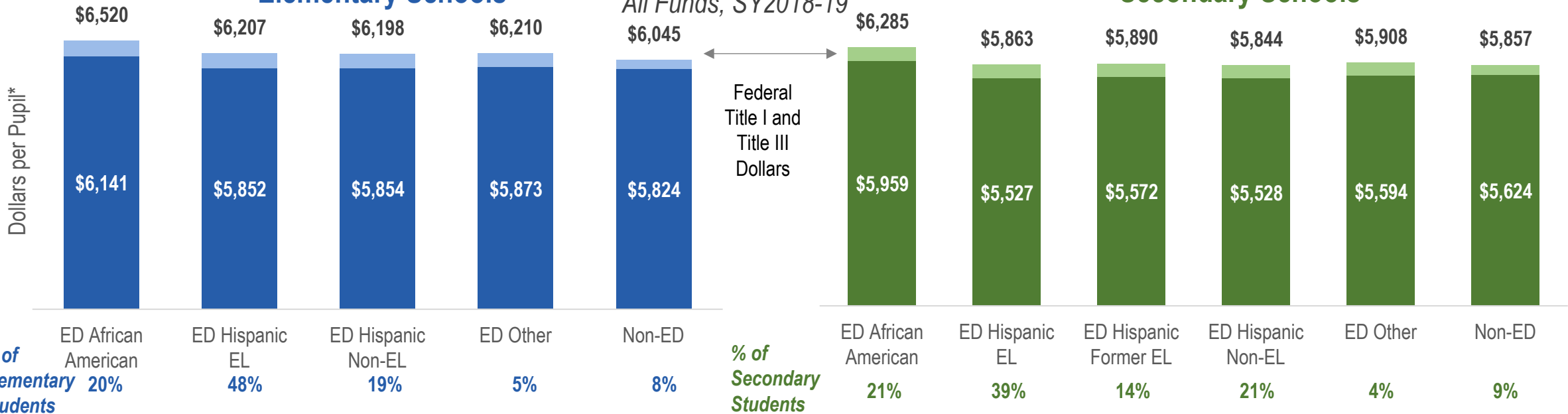
General Education Setting School-Level Dollars per Pupil

Weighted by Enrollment in each Equity Group

All Funds, SY2018-19

Elementary Schools

Secondary Schools



Most districts ERS has studied invest additional state and local funds beyond federal funds in ED and EL students, resulting in a 10% total supplement, on average, for those student types; Dallas ISD's total investment is lower (3% for EL and 6% for ED).

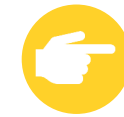
*Dollars exclude all special education funding, and enrollment excludes self-contained students to identify the general education setting dollars per pupil; Excludes schools in startup phase whose current year funding does not represent intended funding in the future. See appendix for schools not included in financial analyses. Source: Dallas ISD SY18-19 Expenditures all funds merged with SY18-19 Payroll, Dallas ISD Student Demographics & Schools Database, 2018-19

Spending at ACE Schools

ACE schools receive additional resources to support turnaround efforts focused on supporting their programming and attracting top talent.

General Education Setting School-Level Dollars per Pupil

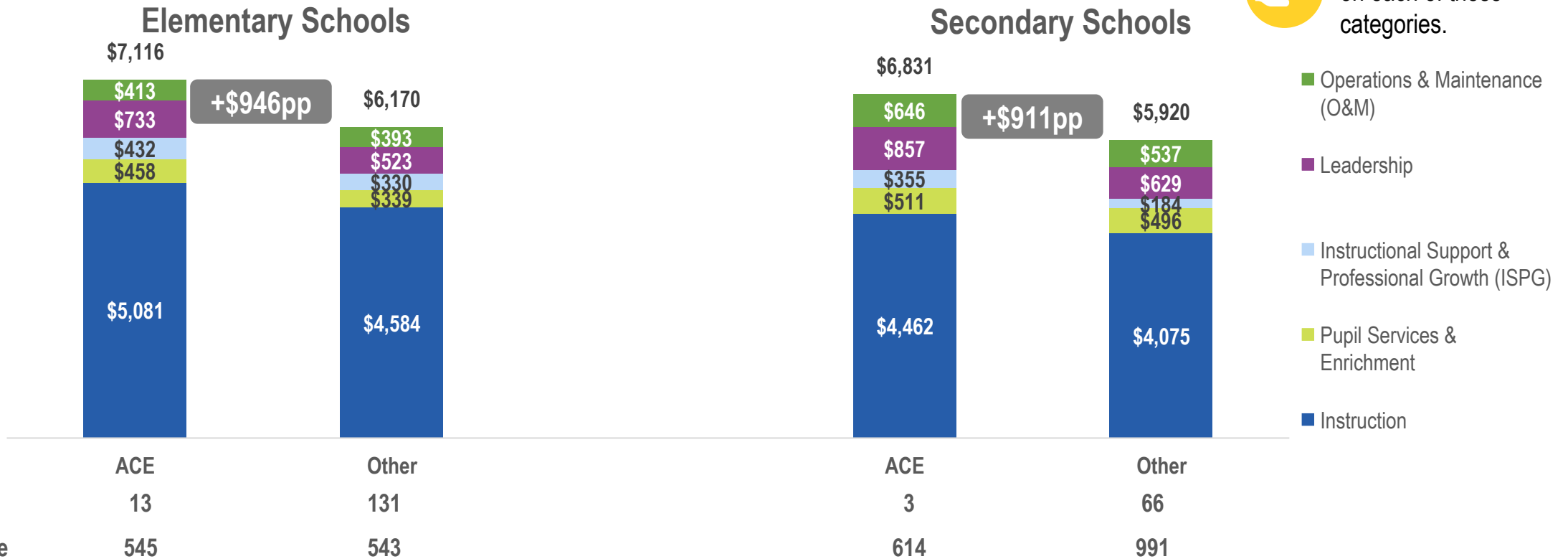
All Funds, SY2018-19



Click [here](#) for details on each of these categories.



Learn more about Dallas ISD's [Accelerating Campus Excellence](#) initiative



Note: Dollars exclude all special education funding, and enrollment excludes self-contained students to identify the general education setting dollars per pupil. Excludes schools in startup phase whose current year funding does not represent intended funding in the future. See appendix for schools that are excluded from financial analysis. Source: Dallas ISD SY18-19 Expenditures all funds merged with SY18-19 Payroll

Secondary Per Pupil Spending by Incoming Proficiency

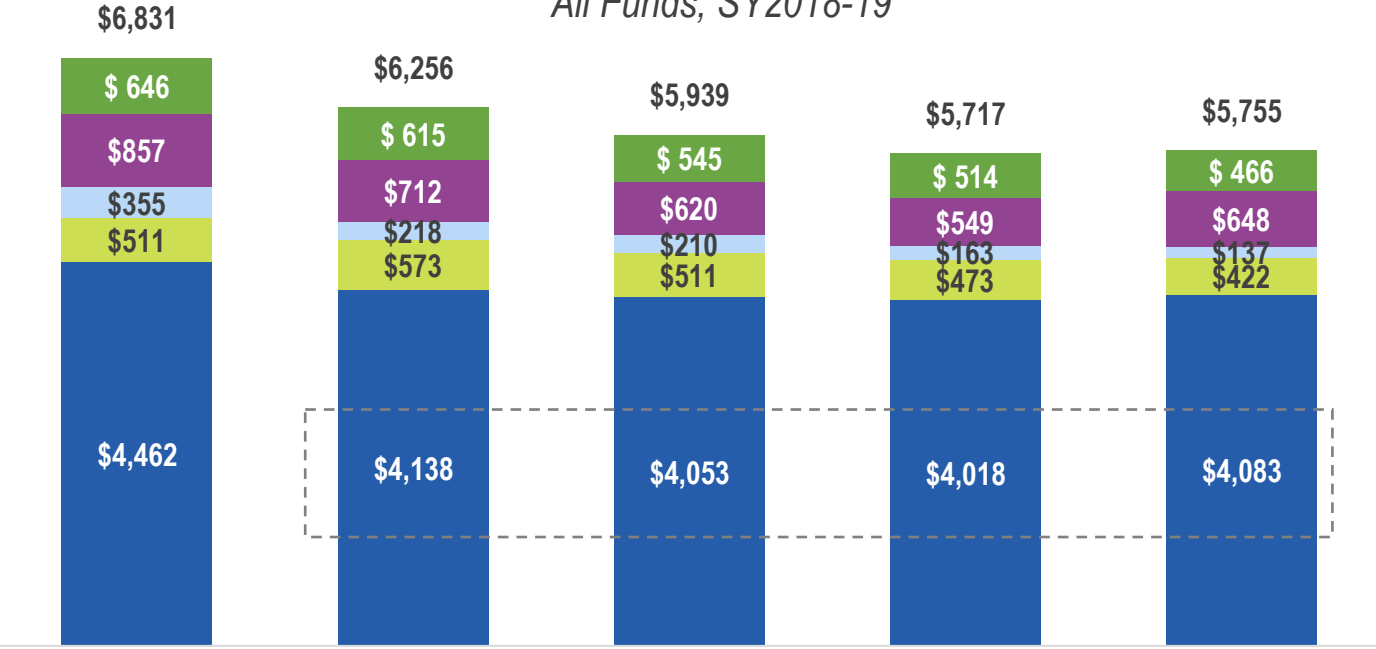
Secondary schools with the lowest levels of incoming proficiency, that are not ACE schools, receive ~\$55pp more in instructional dollars than schools with highest level of incoming proficiency.

General Education Setting School-Level Dollars per Pupil

Weighted by Enrollment in each Proficiency Quartile
All Funds, SY2018-19



Click [here](#) for details on each of these categories.



- Operations & Maintenance (O&M)
- Leadership
- Instructional Support & Professional Growth (ISP)
- Pupil Services & Enrichment
- Instruction

	ACE	Q1	Q2	Q3	Q4	
Lowest incoming proficiency						Highest incoming proficiency
Avg. School Size	614	956	1,142	1,391	873	

*Dollars exclude all special education funding, and enrollment excludes self-contained students to identify the general education setting dollars per pupil; Excludes schools in startup phase whose current year funding does not represent intended funding in the future. See appendix for schools not included in financial analyses. Source: Dallas ISD SY18-19 Expenditures all funds merged with SY18-19 Payroll, Dallas ISD 18-19 Student Performance

Core Funding System

For most schools and positions, Dallas ISD uses staffing ratios to provide resources to schools.

Sample Positions	High-Level Staffing Ratios*
Teachers	ES: 1:22 students (teaching 7/8 periods) MS: 1:23 students (teaching 6/8 sections) HS: 1:25 students (teaching 6/8 sections)
Principals	1 per school
Assistant Principals	~1:450 students*
Counselors	~1:450 students*
Campus Instructional Coaches	~1:10 to 11 schools**
Nurses	1 per school
Clerks	~1:500 students**

*Staffing ratios in SY18-19 for general education include a weight of 1.5 for Special Education students as well.

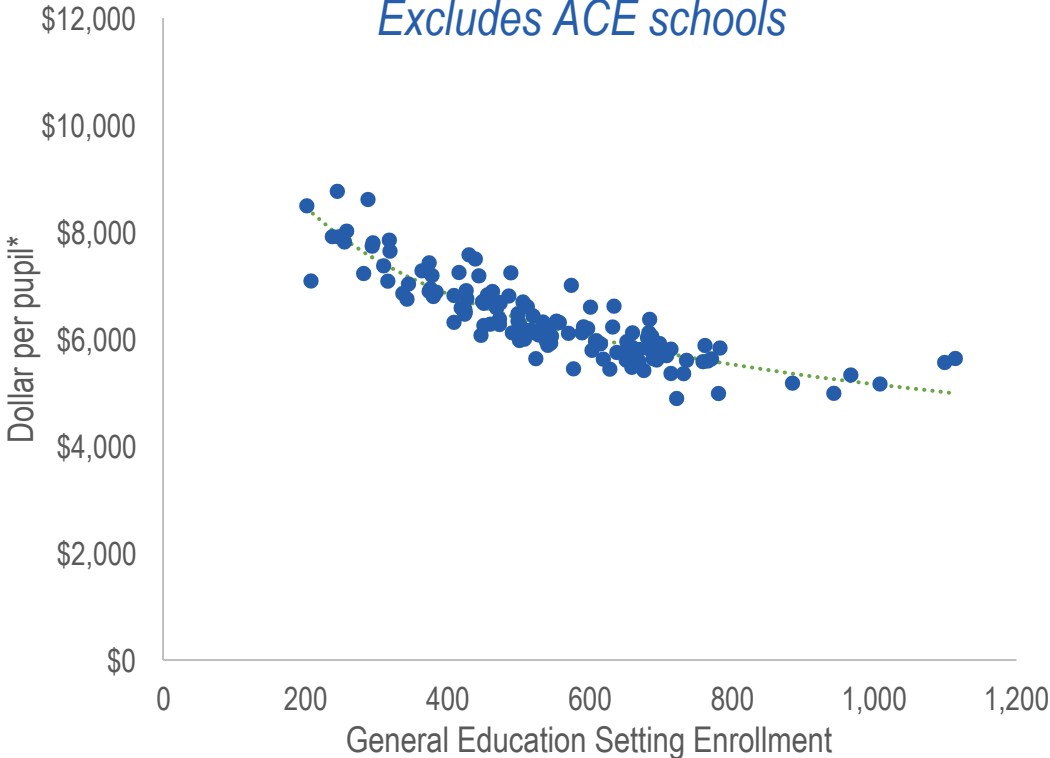
**These are high level representations of a more nuanced formula that can be found in the source document.

Source: [https://go.boarddocs.com/tx/disd/Board.nsf/files/AT4QRQ6A3CCB/\\$file/Proposed%202018-2019%20Campus%20Staffing%20Formulas_%20Change%20Mgmt%20Document%20Landscape%20V2.pdf](https://go.boarddocs.com/tx/disd/Board.nsf/files/AT4QRQ6A3CCB/$file/Proposed%202018-2019%20Campus%20Staffing%20Formulas_%20Change%20Mgmt%20Document%20Landscape%20V2.pdf)

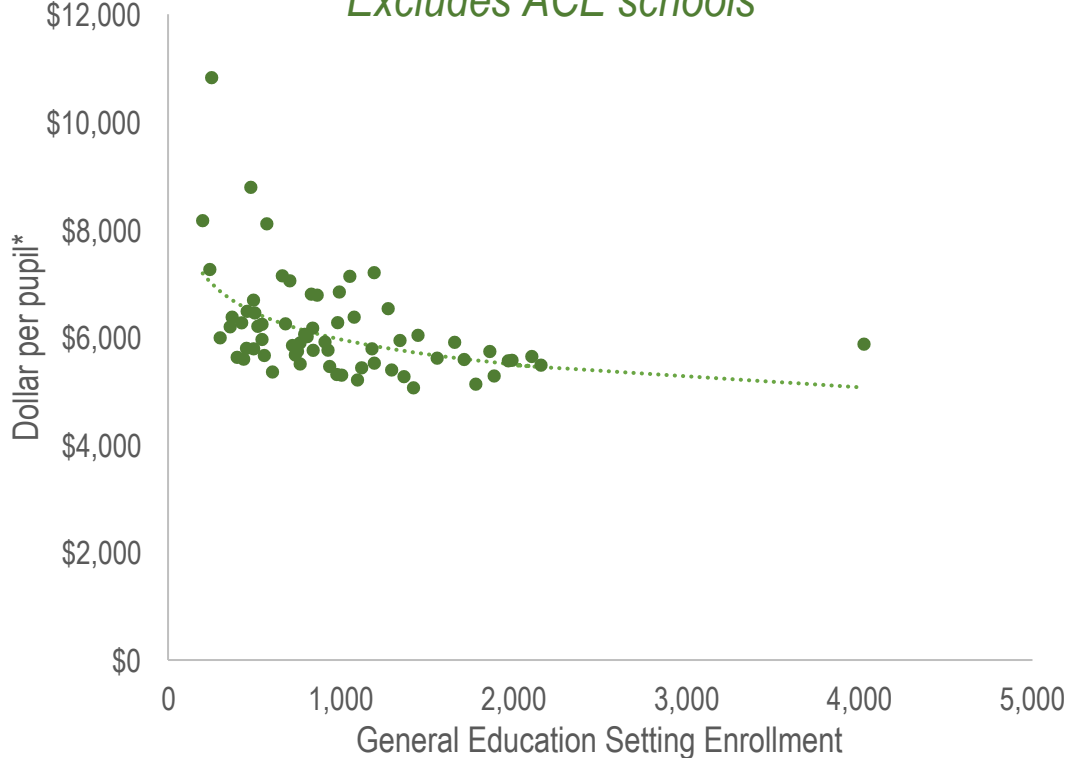
Per Pupil Spending by School Size

Therefore, a big driver of variation in funding is school size as fixed costs are distributed across fewer students.

Elementary School Dollar per Pupil vs. Enrollment
Excludes ACE schools



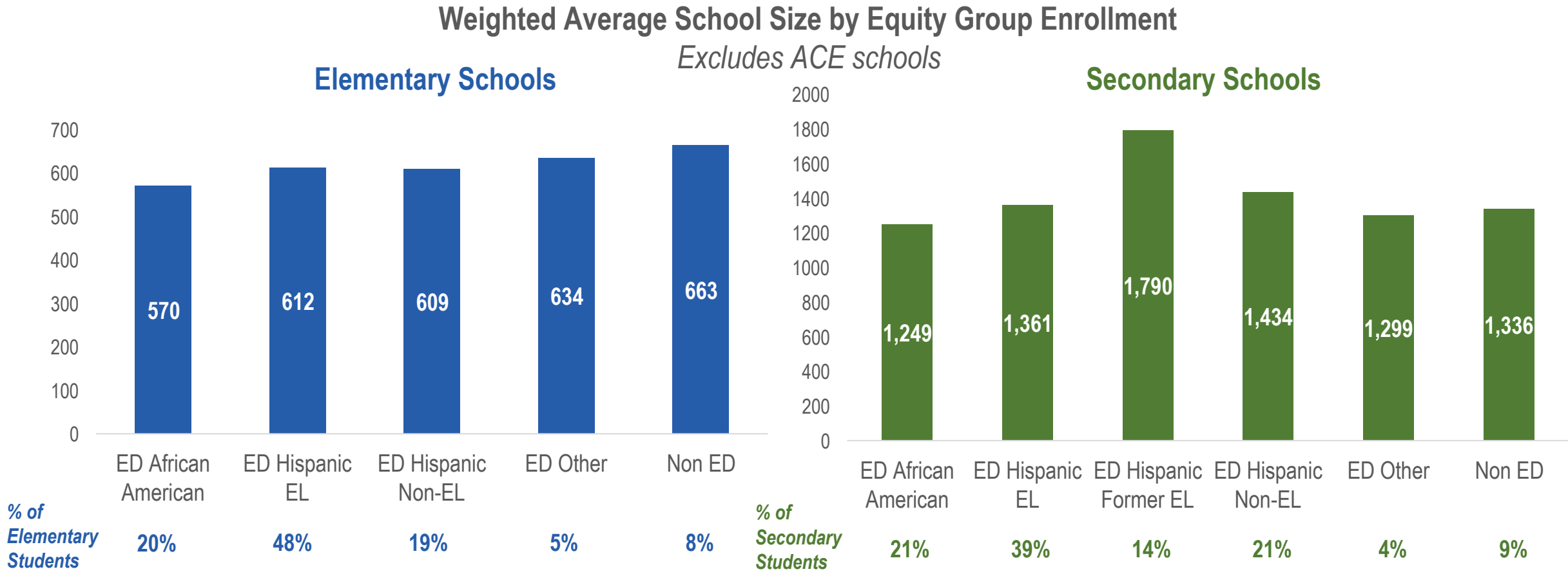
Secondary School Dollar per Pupil vs. Enrollment
Excludes ACE schools



*Dollars exclude all special education funding, and enrollment excludes self-contained students to identify the general education setting dollars per pupil. Excludes schools in startup phase whose current year funding does not represent intended funding in the future. See appendix for details. Source: Dallas ISD SY18-19 Expenditures all funds merged with SY18-19 Payroll

School Size by Equity Group

Looking across equity groups, students in the ED African American Equity Group are in slightly smaller schools on average in both ES and SS.



Note: Excludes schools in startup phase whose current year funding does not represent intended funding in the future. See appendix for list of schools that are excluded from financial analyses.
Source: Dallas ISD Student Demographics & Schools Database, 2018-19.

Funding at Non-ACE Schools by Equity Group

This means that while students in the ED African American Equity Group, not in ACE schools, attend schools with higher \$pp, it is driven in part by higher fixed costs (principal, administration, etc.).

General Education Setting School-Level Dollars per Pupil

Weighted by Enrollment in each Equity Group

Excludes ACE Schools

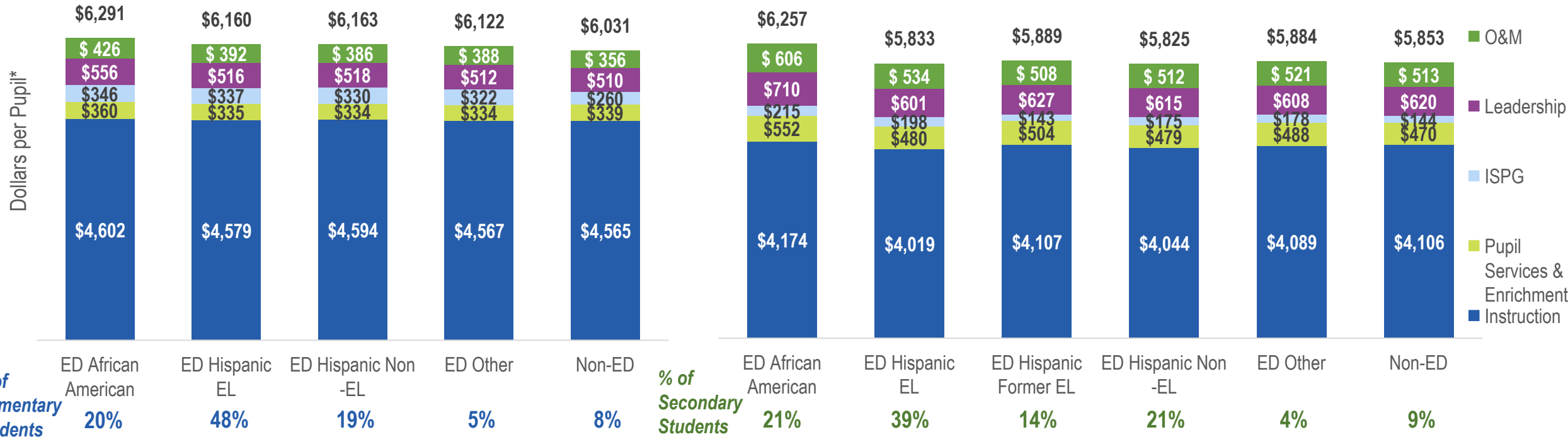
All Funds, SY2018-19



Click [here](#) for details on each of these categories.

Elementary Schools

Secondary Schools



*Dollars exclude all special education funding, and enrollment excludes self-contained students to identify the general education setting dollars per pupil; Excludes schools in startup phase whose current year funding does not represent intended funding in the future. See appendix for schools not included in financial analyses. Source: Dallas ISD SY18-19 Expenditures all funds merged with SY18-19 Payroll, Dallas ISD Student Demographics & Schools Database, 2018-19

Teacher Compensation & Class Size

While students experience similar overall school instructional spending levels, the drivers of that spend within schools play out differently across Equity Groups.

While Bilingual teacher stipends increase their average compensation, their classes (primarily composed of students in the ED Hispanic EL Equity Group) are not currently costing any more than other classes. Having one more student in their classes on average offsets the higher per teacher cost.

Elementary	Average Teacher Compensation	/	Average Class Size	=	Average Cost of Class*
ED African American	\$63,600		19		\$3,350
ED Hispanic EL	\$65,900		20		\$3,295
ED Hispanic Non-EL	\$62,900		19		\$3,310
ED Other	\$63,600		19		\$3,350
Non-ED	\$65,500		20		\$3,275

With average class sizes of about 20, and average teacher compensation of about \$60,000, the per-student cost of each teacher is about \$3,000. Therefore, differences in compensation for teachers of \$3,000 can be offset by 1 student per class.

*Average cost of class is the main driver of instructional spend, but does not include the cost of paraprofessionals, instructional materials and supplies, contracts, and other stipends for instructional purposes that are included in overall instruction spending on other slides. Compensation includes health & life insurance, FICA, Wkrs and Unemp Comp, but excludes pension.

Source: Dallas ISD SY18-19 Expenditures all funds merged with SY18-19 Payroll, Dallas ISD Student Demographics & Schools Database, 2018-19

Funding Impact on ED African American Equity Group

Students in the ED African American Equity Group are in schools that are funded 6% higher, due to ACE turnaround funding, higher fixed costs, and class sizes of one fewer student taught by lower compensated teachers.

General Education Setting School-Level Dollars per Pupil

Weighted by Enrollment in each Equity Group

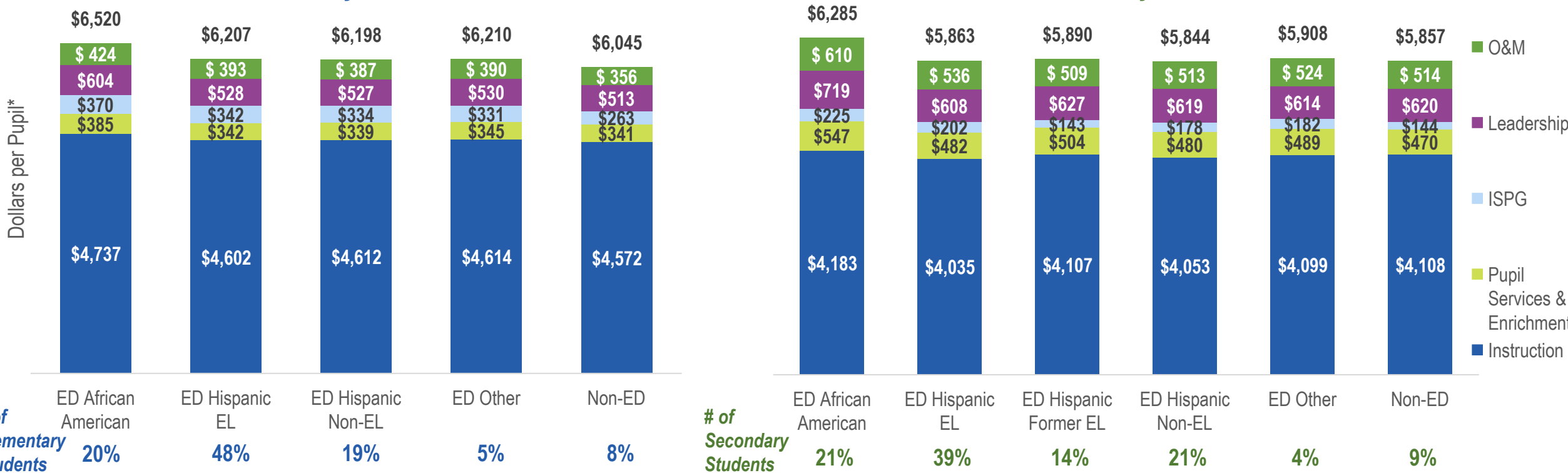
All Funds, SY2018-19



Click [here](#) for details on each of these categories.

Elementary Schools

Secondary Schools



*Dollars exclude all special education funding, and enrollment excludes self-contained students to identify the general education setting dollars per pupil; Excludes schools in startup phase whose current year funding does not represent intended funding in the future. See appendix for schools not included in financial analyses. Source: Dallas ISD SY18-19 Expenditures all funds merged with SY18-19 Payroll, Dallas ISD Student Demographics & Schools Database, 2018-19

Getting to Action:
Framing

Action Criteria

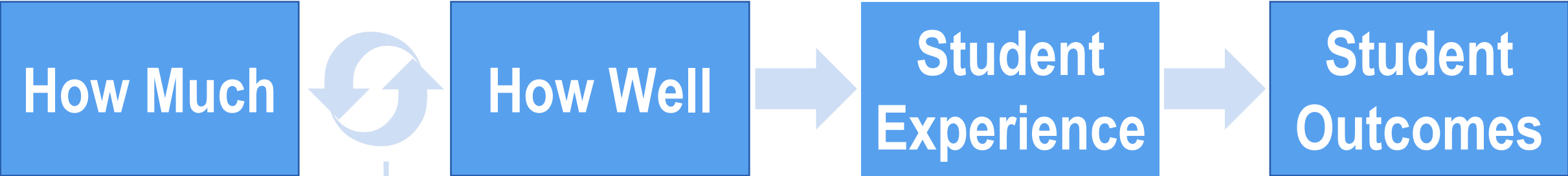
This work is only successful if it leads to actions that are bold, good, and doable.

BOLD	<ul style="list-style-type: none">• Transformative• About excellence for all students <i>and</i> differentiated to ensure equity
GOOD	<ul style="list-style-type: none">• Grounded in research, national examples of success, and Dallas ISD context• Changing how schools are designed <i>and</i> how the district supports them
DOABLE	<ul style="list-style-type: none">• Financially sustainable• Implementable

How Much & How Well

Research and experience show that resources drive student experience, which drives student outcomes.

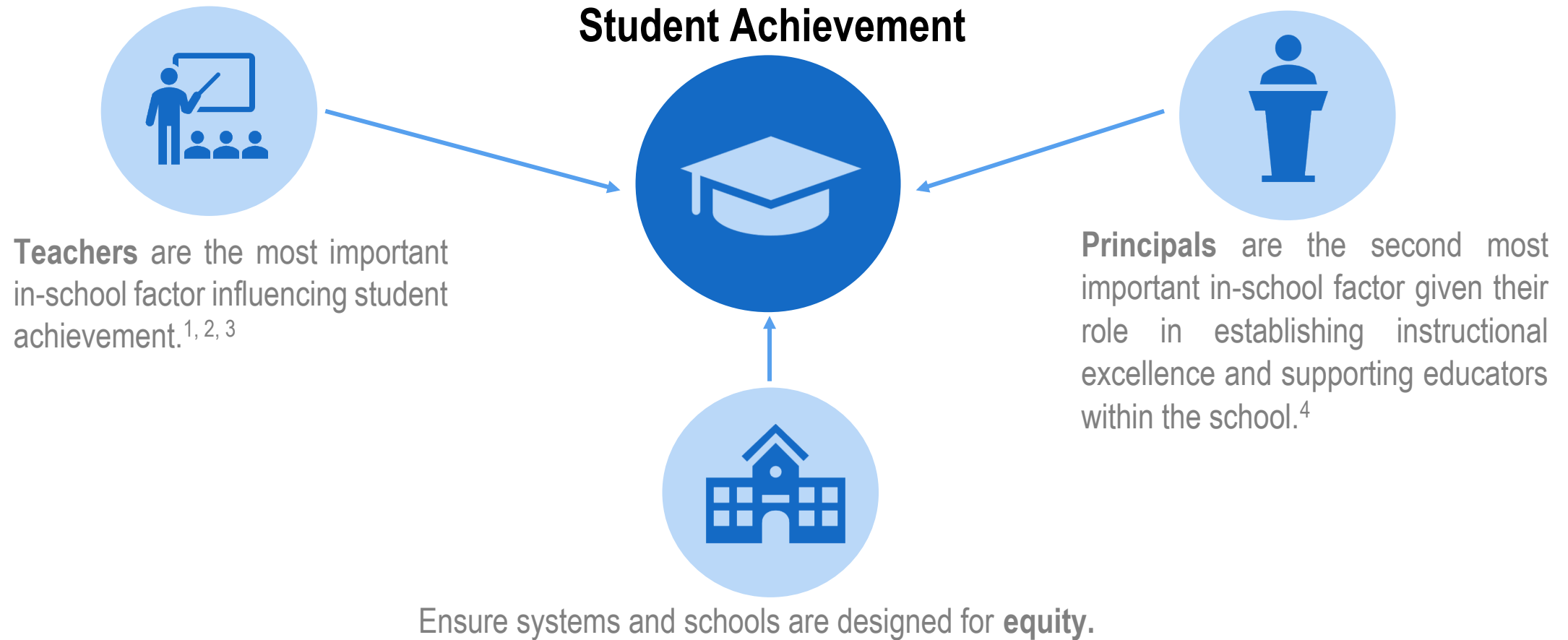
**Inequities persist, even when funding increases.
How well those funds are used is critical to equitably improving student outcomes.**



Therefore you will see our funding actions are tied to other actions through an iterative process that looks first at what schools need, then what resource constraints exist, and finds the solution that best meets student needs within the given fiscal constraints.

Key People & Focus

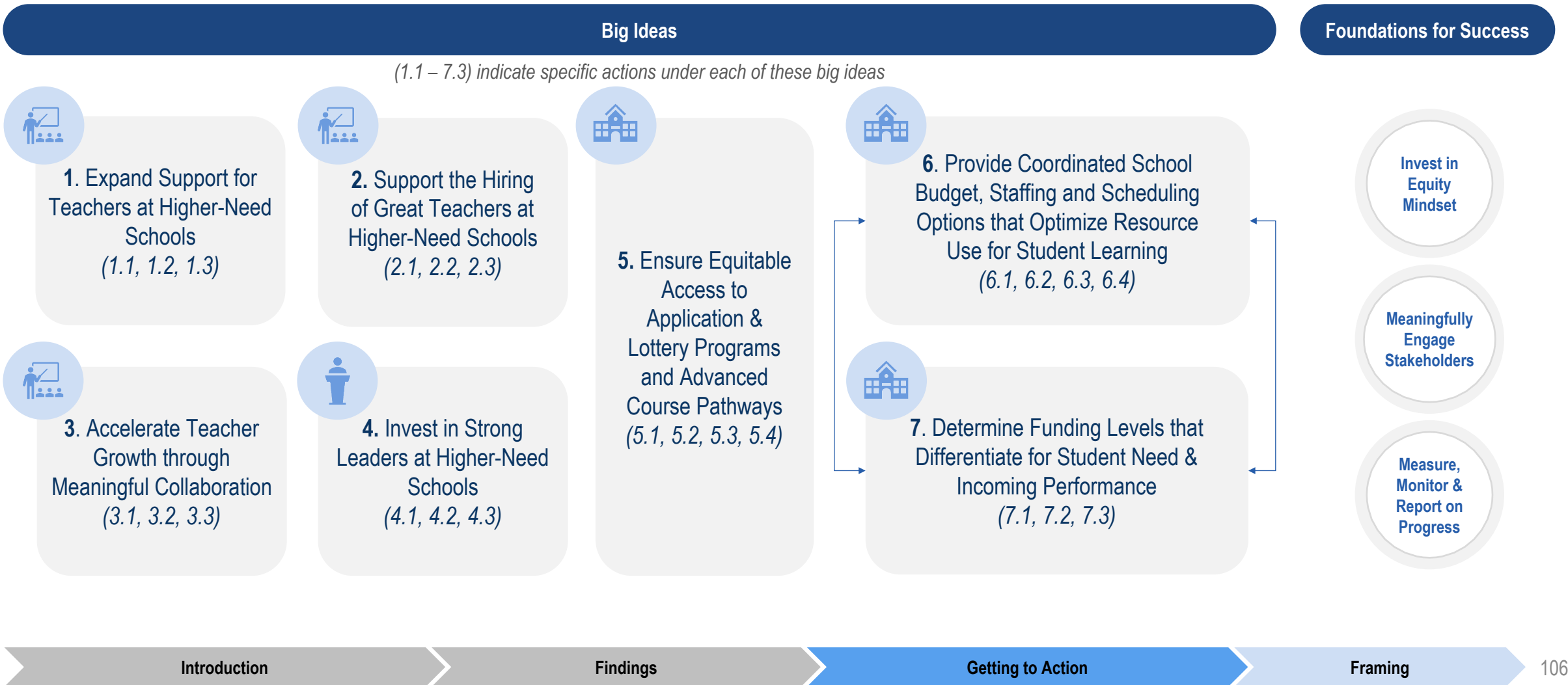
We must ensure that we have the right people in the right places and that we focus on equity in everything we do.



1. Daniel Aaronson, Lisa Barrow, and William Sander. Teachers and Student Achievement in the Chicago Public High Schools. Federal Reserve Bank of Chicago, 2003. 2. Jonah E. Rockoff. The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data. American Economic Review, 2004. 3. Thomas J. Kane and Douglas O. Staiger. Estimating Teacher Impacts on Student Achievement: An Experimental Evaluation. National Bureau of Economic Research, 2008. 4. Leithwood, K., et al. (2004). How Leadership Influences Student Learning.

Big Ideas

ERS and the Working Group identified the following ways Dallas ISD must continue to improve excellence and equity for all students.



Foundations for Success

There are three investments that are central to the success of all other priorities. The **Racial Equity Office** will have responsibility for advancing this work consistent with its charter.



Invest in Equity Mindsets

Continue to dedicate district resources to critical work around mindset and anti-racism work, including addressing implicit and explicit bias.



Meaningfully Engage Stakeholders



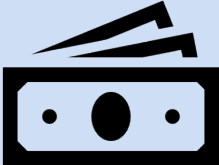


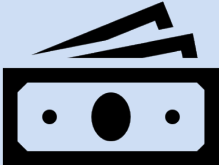

Engage advocates, educators, business and community leaders, civil rights groups, families, and students in these findings and proposed actions to solicit input and feedback. Target outreach to historically underserved families and communities and remove as many barriers to participation as possible.



Measure, Monitor & Report on Progress

As part of the REO's cycles of continuous improvement, report progress regularly to the board and public and adjust course as needed to ensure the work is always focused on the highest-impact activities.

For each Big Idea, this report lays out:

Rationale	Specific Actions	Estimated Incremental Resources Required*	Prerequisites
			
			

***Legend for Resources Required:**
 '-' reprioritization of existing time
 '\$' incremental staff time OR non-personnel costs
 '\$\$' under \$2M
 '\$\$\$' over \$2M



To see where Dallas ISD is in implementing the ideas represented in this report along the following three categories, see the Board Summary document from the June Board Briefing which shows a categorization of Dallas ISD's work according to these three buckets:

Strong practices in place that need to be sustained with resources

Expand existing practices through additional investments of people, time or money

Strategies that Dallas ISD could explore to further address systemic inequities

Big Idea:

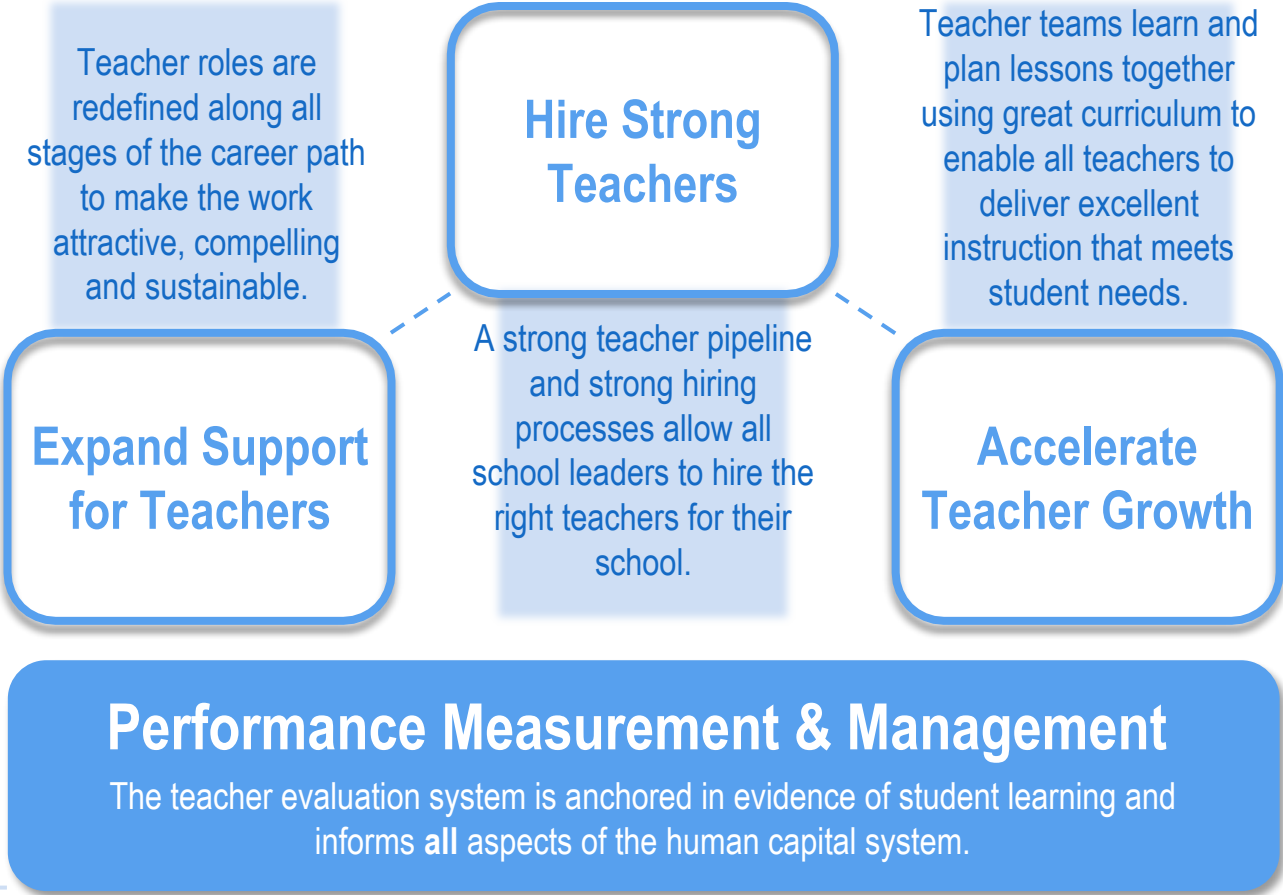
Teaching Quality

Improving Teaching Quality

Dallas ISD can continue to build on the strengths of the Teacher Excellence Initiative to pull on the other three levers of a strong human capital strategy

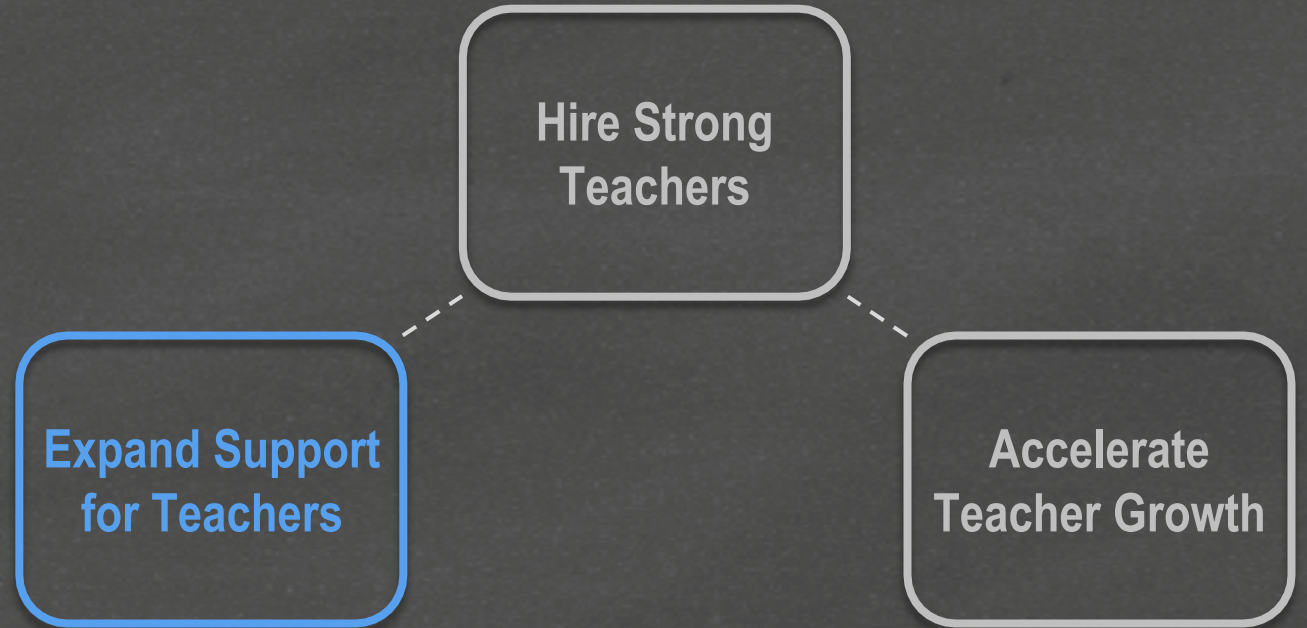


Bright Spot: Dallas' Teacher Excellence Initiative (TEI) is designed to define, support and reward excellence and serves as a strong foundation to build out all other aspects of their human capital strategy.




Big Idea:


Expand Support for Teachers at Higher-Need Schools



Big Idea #1: Teaching

Expand Support for Teachers at Higher-Need Schools.


 While there is a range of teacher experience, effectiveness and school need in Dallas ISD...

 ...teaching responsibilities are **similar** for most teachers — regardless of experience, effectiveness, or school need.

Similar # of **students to teach** and grade

Similar # of **lesson plans to prepare**

While teaching the same # of **periods**

 As we saw in Teaching Quality, students in the **ED African American Equity Group** and **secondary students in the ED Hispanic EL Equity Groups** are the least likely to experience strong instruction.

Specific Actions:

1.1

Build out a full suite of rigorous curricular materials that are easy to use for teachers.

1.2

Shelter and develop teachers in higher-need schools and at different levels of effectiveness.

1.3

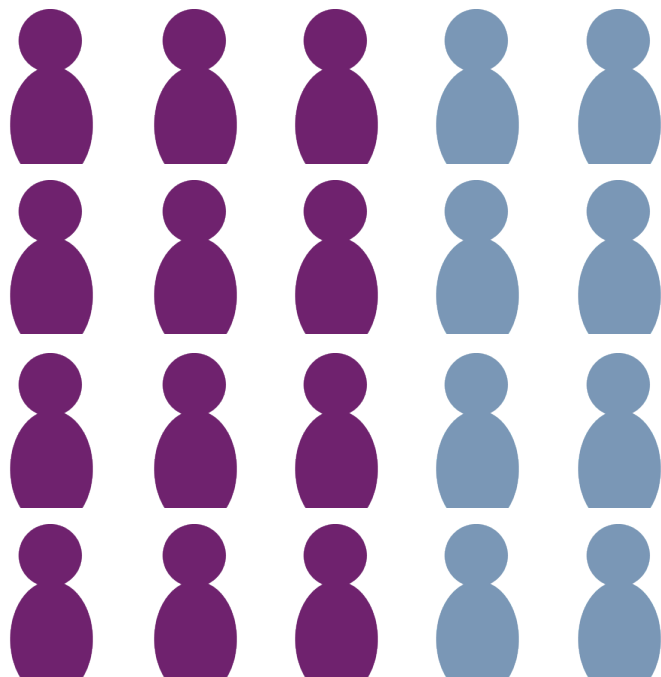
Continue to engage teachers, principals, and community partners in reflecting on the strengths and challenges of teachers' jobs.

School-wide Teaching Quality

Across schools in Dallas ISD, there is a wide range in the prevalence of strong teaching that we know disproportionately affects students in the ED African American Equity Group in both Elementary and Secondary.

Schools with the Fewest Proficient I+ Teachers

On average, in the 109 schools with the **fewest teachers rated Proficient I+**, ~40% of teachers are rated Proficient I+



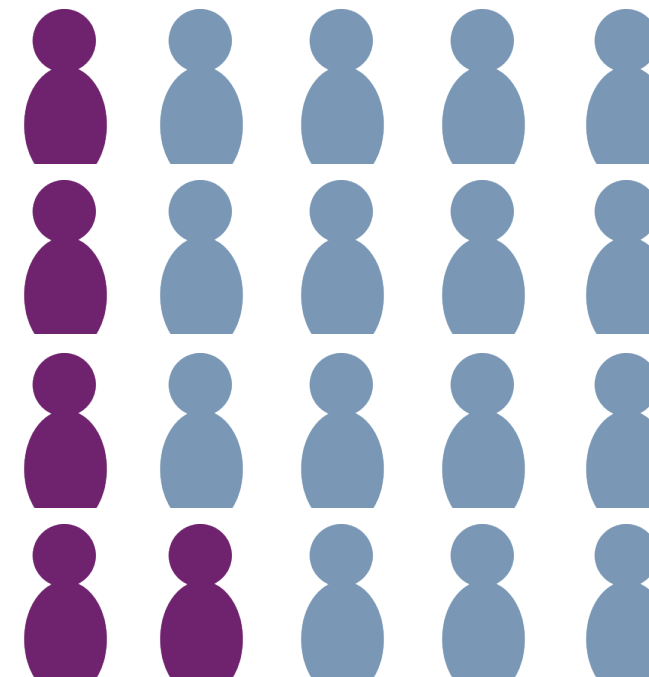
Teachers rated Progressing II or below



Teachers rated Proficient I or above

Schools with the Most Proficient I+ Teachers

On average, in the 110 schools with the **most teachers rated Proficient I+**, ~75% of teachers are rated Proficient I+



Note: excludes Special Education self-contained classrooms – see appendix for more detail. Exact data points are 38% and 76% for lowest and highest % of schools respectively. Source: 2018-19 TEI Evaluation Ratings; 2018-19 Dallas ISD HR Data; 2018-19 Elementary Course Schedule Data

Individual Teacher Loads

Despite the wide range of school-contexts, experience, and effectiveness for teachers in Dallas ISD, an individual teacher's experience is largely unchanged from the past and undifferentiated from colleagues.

For example, the average Dallas ISD secondary school teacher:

Progressing II and Below teachers have a higher student load of 122, on average.

Sees **118** students throughout the school day and year

Prepares instruction for **two different courses**

Teaches students **75%** of each day

Elementary teachers have less time, one period instead of two, to prepare instruction

These are all levers that can be pulled to simplify the teaching job school-wide in higher-needs Elementary and Secondary schools and for individual teachers throughout their career

*A course is defined as different content areas or different rigor levels of the same subject. So a teacher that teaches Geometry, Algebra I and Pre-AP Algebra I has three preps.

Source: 2018-19 Student Course Schedule Data. Excludes part-time teachers and Special Education and ESL course teachers, as their course-load is more likely to vary from the typical teacher in each school.

Dimensions of the Teaching Job

What makes the teaching job appealing is highly dependent on where a teacher is in their career and what school they teach at.



What We Heard

Feedback from Dallas ISD teachers, principals, and working group members suggests support for teacher working conditions could be an opportunity for improvement.

““

The students that we serve in the district need the best we can give them. Normally that is left up to the campus to provide.

However, strategic partnerships and support of struggling campus could better support equity among all campuses. [We could] partner to be labs for practitioners in teaching to provide additional support in classes, internships for psych students, nurses, social workers or anyone entering a profession that serves the people. Who better to help prepare those future professionals than the students of DISD? - Dallas ISD Principal

””

““

If administrators don't realize teachers need additional time or resources and are playing other roles, you'll have burnout.

- Dallas ISD Teacher

””

““

[I need] more opportunities to grow.

- Dallas ISD Teacher

””

““

I wish there was more informal time observing each other.

- Dallas ISD Teacher

””

““

If I was a new teacher, I wouldn't want to worry about lesson planning. I would want to rely on lesson plans of experienced teachers and focus on building relationships [with students]. - Dallas ISD Working Group Member

””

““

Students with emotional / behavior issues are not getting the support they need. It is too much for teachers to handle.

- Dallas ISD Principal

””

““

I want time and opportunities within the day to mentor and lead.

- Dallas ISD Teacher

””

Source: Teacher focus groups in January 2020; Working Group sessions in Fall & Winter 2019-20, Principal Survey administered in Fall 2019 for principals who remained in the same schools in 2018-19 and 2019-20

Shelter and Develop

Sheltering and developing teachers who are either novice or progressing or teaching at your highest-need schools can accelerate learning for the highest-need students.



Shelter

Simplifying the job

Teachers are more likely to stay in the job if their workload is more manageable, giving them more time and space to improve their craft

- Teachers teach a reduced load, giving them fewer students and more planning periods to reflect and prepare
- Teachers have reduced independent lesson planning responsibilities



Develop




Training and learning

Teachers will become more effective, faster with coaching and support from experienced, highly effective teachers

- Teachers are observed by instructional experts weekly, followed by 1:1 feedback and coaching
- Teachers have protected time weekly to observe a mentor teacher modeling excellent teaching practice

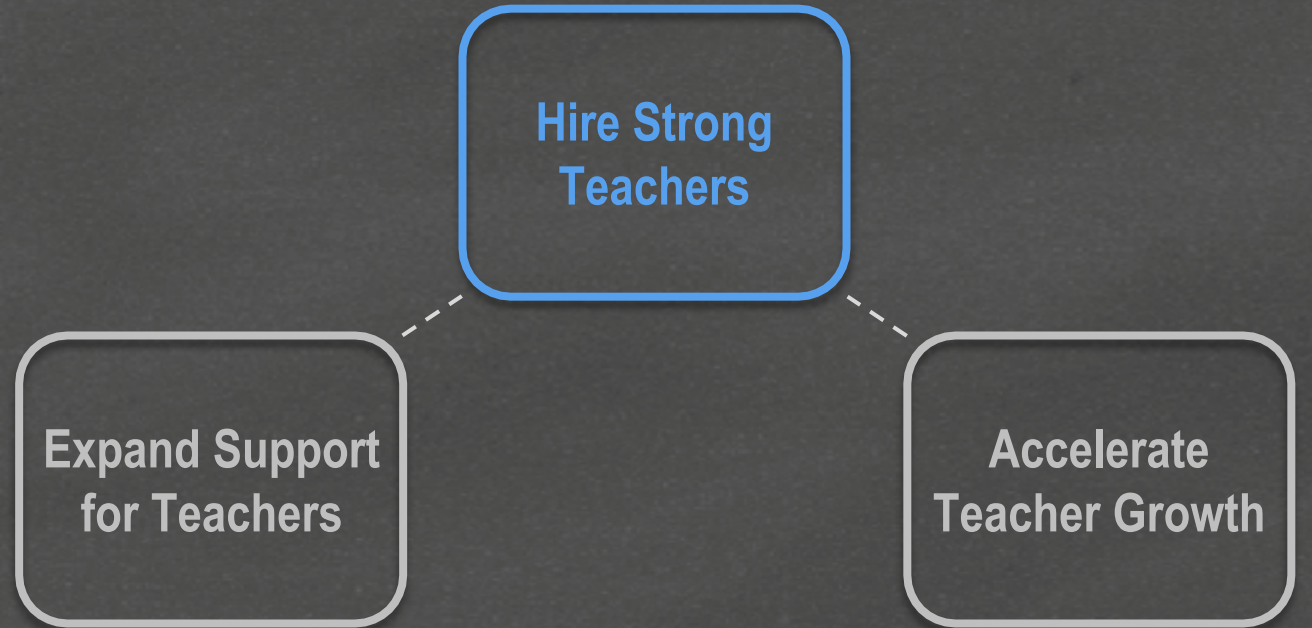
Specific Actions

Expand Support for Teachers at Higher-Need Schools.

Actions	Incremental Resources	Prerequisites	Sustain Expand Explore
<p>1.1 Build out a full-suite of curricular materials that are TEKS-aligned, sufficiently complex and on grade level, with instructional tasks that are high-quality, and easy to use for teachers.</p>	\$		
<p>1.2 Shelter and develop teachers in higher-need schools and at different levels of effectiveness by providing greater release time, reduced numbers of courses to prepare for, or paired teaching and scheduling models that reduce the overall student load (i.e. multi-classroom models or double blocking). This can also provide distinguished teachers with leadership roles and opportunities to mentor and coach other teachers.</p>	\$\$	Create schedule/staffing models to illustrate how schools can differentiate support for teachers within current resource constraints (6.1)	
<p>1.3 Continue to engage teachers, principals and community partners in reflections on the strengths and challenges of teachers' jobs either through centralized focus groups or through a synthesis of school-based debrief conversations in order to identify innovative ways to improve the teaching job.</p>	-		


Big Idea:


Support Hiring Great Teachers at Higher-Need Schools



Big Idea #2: Teaching

Support the hiring of strong teachers at higher-need schools.

 As we saw in Teaching Quality, schools do not have equitable access to Proficient I+ teachers, **disproportionately impacting** students in the **ED African American** Equity Group and **secondary school students in the ED Hispanic EL** Equity Group.

 In addition, as we saw in Diverse & Inclusive Schools and Classrooms, fewer Hispanic students have access to teachers that share their same race/ethnicity.



Principals of **lower-need schools** are more likely to report satisfaction with the hiring process' ability to attract strong teachers to their school.

Specific Actions:

2.1

Increase support to higher-needs schools to update their full suite of recruiting resources and anticipate vacancies as early as possible.

2.2

Ensure higher-need schools get first access to a pre-vetted pool of teachers to fill their vacancies.

2.3

Continue to invest in existing pipelines that develop highly qualified and diverse candidates for the teaching role.

What We Heard

Feedback from Resource Equity Working Group members suggests support for teacher hiring at higher-need schools could be an opportunity for improvement.



“There are disparities in teacher candidates' knowledge of and preference for specific schools—this is due to the differences in visibility of specific school programs, difference in recruiting capacity of different school leaders, and bias from candidates towards school locations or student populations.” – Resource Equity Working Group Member



“Schools with greater populations of low-income African American students struggle to recruit high-quality candidates via traditional structures like districtwide job fairs.” – Resource Equity Working Group Member



“Schools need a stratified approach to hiring that gives high need schools priority in recruiting and hiring process.” – Resource Equity Working Group Member



Source: Teacher focus groups in January 2020; Working Group sessions in Fall & Winter 2019-20, Principal Survey administered in Fall 2019 for principals who remained in the same schools in 2018-19 and 2019-20

Research shows that early hiring timelines can improve teacher quality and diversity

Shifting hiring timelines earlier increases schools' ability to attract the best candidates and increase the diversity of the applicant pool

In 2016, Boston Public Schools reported that a teacher hired before June was nearly twice as likely to receive “exemplary” ratings as those hired in later months ¹

Highline Public Schools shifted their hiring timelines earlier to increase the diversity of its pipeline, and increased the number of teachers of color by nearly 19% over four years²

1. BMRB Special Report: BPS Human Capital Initiative, March 3, 2016, <http://www.bmr.org/wp-content/uploads/2014/01/SR16-1HCI.pdf>

2. Districts at Work: Highline Public Schools, <https://www.erstrategies.org/cms/files/4224-districts-at-work-highline-case-study.pdf>

Hiring Timeline

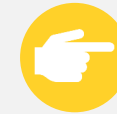
While more than 2/3rds of Dallas ISD principals are satisfied with current hiring timelines, differentiating timelines remains an important lever to serve higher-needs schools equitably

Example Dallas ISD Hiring Practices:

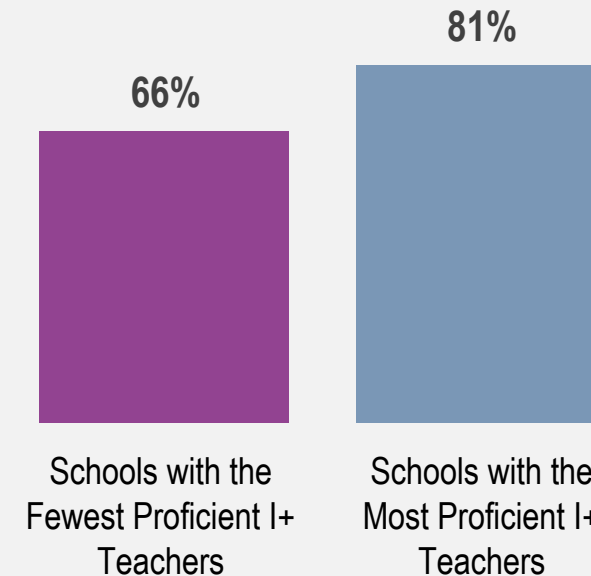
- All school leaders receive support from Dallas ISD recruiters and talent specialists.
- Support is tiered based on campus need (usually by number of vacancies).
- School leaders in higher-need schools receive more frequent vacancy monitoring and early access to the teacher candidate pipeline.

As reported by Dallas ISD school leaders:

Percent of school leaders who agree or strongly agree that “the district’s hiring timeline allows me to attract strong teachers to my school”






Click [here](#) to see how these groups were defined.



Source: Principal Survey administered in Fall 2019 for principals who remained in the same schools in 2018-19 and 2019-20. N-sizes for this question were 90 in ES and 39 in SS.

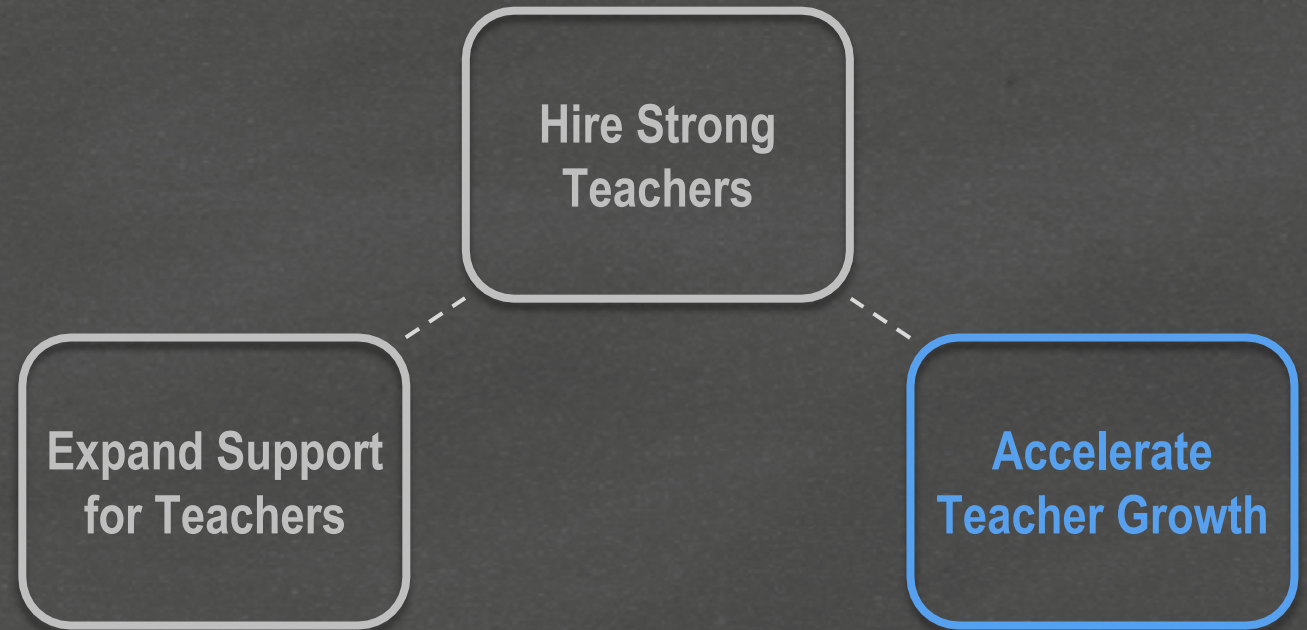
Specific Actions

Support hiring strong teachers at higher-need schools

Actions	Incremental Resources	Prerequisites	Sustain Expand Explore
<p>2.1 Increase support for higher-needs schools to identify vacancies for the next year as early as possible and update their full suite of recruiting resources to provide a consistent level of information to candidates across schools. This should be connected to critical work on mindset and addressing implicit and explicit bias.</p>	\$	Expanded support for teachers at higher-need schools (1.2)	
<p>2.2 Expand opportunities to begin hiring as early as possible and then ensure higher-needs schools get first access to a pre-vetted pool of teachers.</p>	\$	Updated recruiting resources for higher-need schools (2.1)	
<p>2.3 Invest to further build-out existing pipelines for students and paraprofessionals to become certified teachers so that more Hispanic students can benefit from teachers of their same ethnicity.</p>	\$		

Big Idea:

Accelerate Teacher Growth through Meaningful Collaboration




Big Idea #3: Teaching


Accelerate teacher growth through meaningful collaboration.



More than 1 in 3 Dallas ISD teachers are new to teaching or still learning how to deliver effective instruction

As we saw in Teaching Quality, this **disproportionately impacts** students in the ED African American and ED Hispanic EL Equity Groups.

 Dallas ISD, like many leading-edge districts, is shifting away from traditional professional development towards job-embedded structures.

 For these investments have their intended impact, however, Elementary schools and higher-need secondary schools need additional protected time and support to implement professional learning priorities.

Specific Actions:

3.1

Create additional time (ideally 90 continuous minutes per week) for teachers to collaborate during the school day.

3.2

Assign instructional experts with demonstrated excellence in the relevant content to coach teams.

3.3

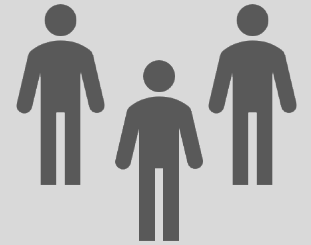
Expand promising collaborative planning tools and support for both virtual and in-person instruction to focus meaningful collaboration time on design and delivery of instruction.

Connected Professional Learning

Supporting teachers to become highly effective practitioners requires significant resource shifts that only a few systems have started to master

From Traditional Professional Development

- Disconnected learning events – one-off workshops, university classes, conferences, online learning modules
- Knowledge delivered to individual teachers who then try to extract and apply relevant information in their own classrooms



To Connected Professional Learning

- System provides **rigorous and comprehensive curricula, assessments**, and other instructional resources aligned to College-and-Career-Ready Standards
- **Content-focused, expert-led collaboration** by teacher teams prepare lessons, analyze data, and adjust instruction, for at least 90 minutes each week
- Teachers are observed at least bi-weekly and receive frequent **growth-oriented feedback** from content experts



Connected Professional Learning Elements in Dallas ISD

Dallas ISD’s strategic approach to professional learning must now move beyond providing rigorous curriculum to deepen focus on implementation.

Elements of Connected Professional Learning		Current Dallas ISD Efforts	Potential Gaps
Rigorous, comprehensive, curricula and assessments	<ul style="list-style-type: none"> • Curricula vetted for rigor by experts and adapted by teachers • Linked to sample lesson plans and assessments 	Core subject curriculum & instructional materials are now available for all schools	Consistency of use and adoption with fidelity
Content-focused, expert-led collaboration	<ul style="list-style-type: none"> • 90 minutes/week • Expert-led • Teachers who teach the same content • Focused on lesson planning & student data 	<p>Elementary schools average 45min of individual planning time</p> <p>Most MS and HS have 2 45min periods of in-school release time</p>	<p>Increasing time for collaboration during the day in Elementary school</p> <p>Ensuring time blocks in MS and HS are contiguous to create longer blocks of time for collaboration</p>
Frequent, growth-oriented feedback	<ul style="list-style-type: none"> • Weekly observations • Followed by feedback • Provided by school-based instructional content expert (<i>ERS strategic benchmark: <12:1 for coach:teacher</i>) 	<p>At an aggregate level across the entire district there is a teacher to coach ratio of 22:1. This includes:</p> <ul style="list-style-type: none"> • PreK coaches at 15:1 • Early learning specialists (in 2/3rds of campuses) • K-2 at 20:1 (only at early learning campuses) • Campus instructional coaches (0 to 3 /campus) • Dual language specialists allocated according to need 	Lowering the overall ratio so all schools, especially higher-needs schools, have enough instructional expertise

Source: *Igniting the Learning Engine*, Education Resource Strategies, 2017; Dallas ISD interviews.

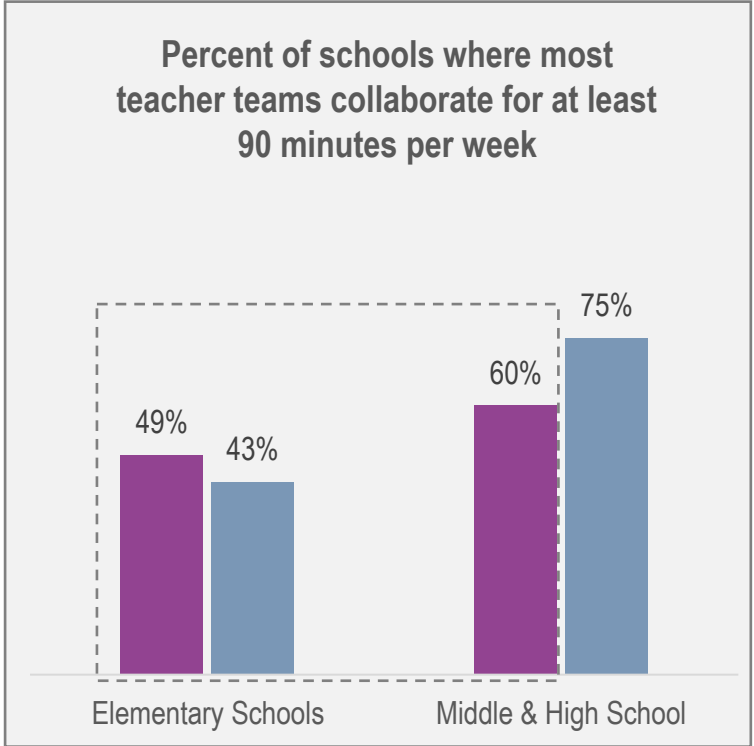
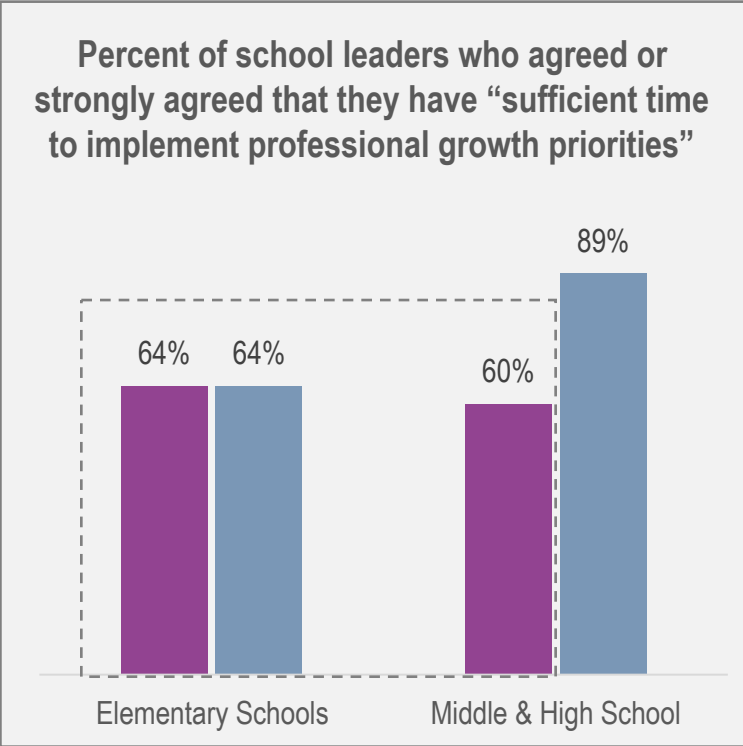
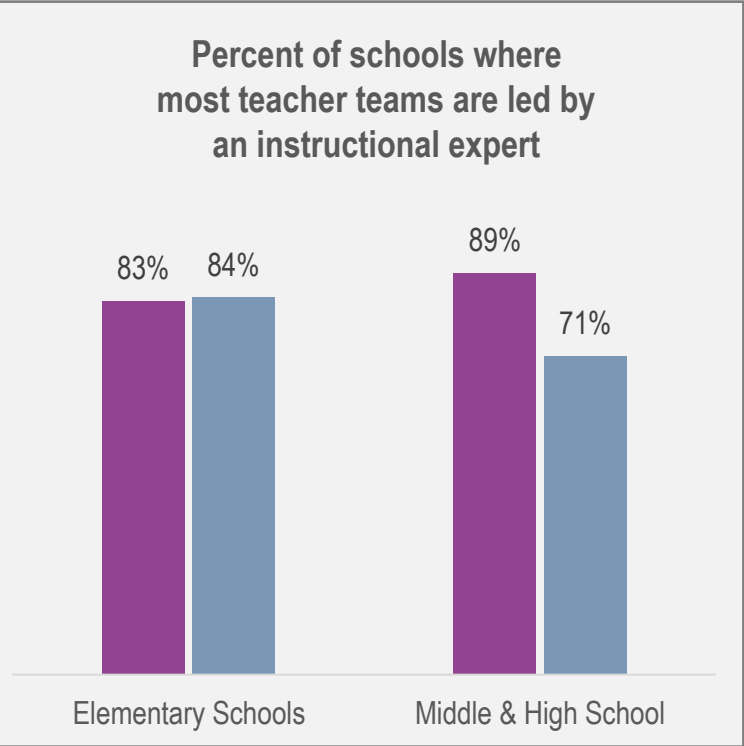
Connected Professional Learning Elements in Dallas ISD

While instructional expertise is strong in most schools, Elementary schools and higher-need secondary schools are less likely to report having sufficient time for strong professional learning practices.

As reported by Dallas ISD school leaders:

Schools with the Fewest Proficient I+ Teachers

Schools with the Most Proficient I+ Teachers



Bright spot: Dallas ISD has invested in instructional expertise, especially in their highest-need schools and most principals report successful implementation of this investment

Click [here](#) to see how these groups were defined.

Source: Principal Survey administered in Fall 2019 for principals who remained in the same schools in 2018-19 and 2019-20. N-sizes for these questions were 92 in ES and 40 in SS.

What We Heard

Feedback from Dallas ISD principals, teachers and working group members suggests support for teacher professional learning could be an opportunity for improvement.

““

“If we want the teachers to meet regularly, we need the [district] policy to back campus leaders up.” – Dallas ISD Principal

””

““

“Teachers should have a planning period with same content teachers and a planning period... to address social emotional needs of shared students.”
– Dallas ISD Principal

””

““

“[I want] more trainings geared toward individual needs.” – Dallas ISD Teacher

””

““

“When we do come together, it should be [focused on] strategies and methods rather than individual student issues or case loads.” - Teacher

””

““

“Instructional coaches do have knowledge, but the time isn't there.” – Dallas ISD Teacher

””

““

“The district training for teachers is great around data. Opportunities for growth exist in deepening teachers' knowledge with content.” – Dallas ISD Principal

””

““

“Elementary has no built-in time for PLCs. This can make it challenging to implement the Looking Forward and Looking Backward PLCs that are most effective.” – Dallas ISD Principal

””

““

“[I need] more time to plan with other teachers.” – Dallas ISD Teacher

””

““

“[We are] in an urban district with a lot of novice teachers... Over time, you'll need more time for professional learning on content expertise.” – Resource Equity Working Group Member

””

Source: Teacher focus groups in January 2020; Working Group sessions in Fall & Winter 2019-20, Principal Survey administered in Fall 2019 for principals who remained in the same schools in 2018-19 and 2019-20

Bright Spot: Institute for Learning Schools

To ensure all pieces of successful teacher teaming are in place, schools must be deliberate about the scheduling and assignment of teachers and expert support.



Dallas ISD Bright Spot:

14 Dallas ISD secondary schools, with support from the Institute for Learning, have created **content-based** instructional teams **for lesson design** and to implement research-based improvement cycles (PDSA).

Student work samples are used in meetings to determine next steps for instruction.

An **expert coach** helps guide the discussion and conducts **observations and provides feedback**.

Early indicators of success include increased anecdotal positive feedback from students on interest and engagement in the learning and increased student outcomes on district STAAR-aligned assessments

Source: <https://ifl.pitt.edu/how-we-work/nsi/index.cshml>; Dallas ISD interviews.

Specific Actions

Accelerate Teacher Growth through Meaningful Collaboration

Actions	Incremental Resources	Prerequisites	Sustain Expand Explore
<p>3.1 In order to enable teaching teams in higher-needs schools to improve the quality of instruction together, explore strategies to increase available time for elementary teachers to collaborate during the school day and ensure secondary teachers are scheduled such that both planning periods are back-to-back.</p>	<p>\$\$</p>	<p>Create schedule/staffing models to illustrate how schools can create sufficient time for collaboration and make deliberate teaming decisions within current resource constraints (6.1)</p>	<p>EXPLORE</p>
<p>3.2 Assign instructional experts with demonstrated excellence in the relevant content to coach teams and ensure teachers receive frequent growth-oriented feedback from an instructional coach/expert to connect learning in collaboration time to instructional practice</p>	<p>-</p>	<p>Develop content expertise of individuals who support collaboration and coaching in schools</p>	<p>SUSTAIN</p>
<p>3.3 Expand promising collaborative planning tools and support for both virtual and in-person instruction to focus meaningful collaboration time on design and delivery of instruction, including lesson planning, reviewing progress and adjusting instruction and support.</p>	<p>\$</p>	<p>Create facilitation materials to guide collaboration and ensure it's focused on design and delivery of instruction</p>	<p>EXPAND</p>


Big Idea:


School Leadership Quality

Big Idea #4: School Leadership

Invest in strong leaders at higher-need schools.

Strong school leadership is a necessary catalyst for school improvement.

 Dallas ISD is continuing to develop their measure of strong leadership through PEI.

 While Dallas ISD is already providing high-quality and best practice levels of support to all principals, differentiated by school need...

...Dallas ISD's principal "net promoter score" suggests there is more support principals require as they do their incredibly complex jobs.

Specific Actions:

4.1

Expand access to data on the distribution of strong leaders across student groups.

4.2

Create explicit career paths for effective school leaders that provide an on-ramp to the job and incentivize them to stay in higher-needs schools for longer.

4.3

Continue to engage school leaders and community partners in reflections on the strengths and challenges of principals' jobs.

Research shows that strong, stable school leadership is a key driver of school success

- “...there are **virtually no documented instances of troubled schools being turned around without intervention by a powerful principal**. Many other factors may contribute to such turnarounds, but **leadership is the catalyst.**”¹
- **Highly effective principals raise the achievement of a typical student** in their schools by between two and seven months of learning in a single school year. Ineffective principals lower achievement by the same amount.²
- Targeted **training programs can help principals increase effectiveness** and boost student achievement.³
- Transitions in school leadership are associated with **declines in student achievement**.^{4,5}

1 Leithwood et. al. (2004). [How leadership Influences Student Learning](#). University of Minnesota and University of Toronto.

2 Hanushek, Eric. (2013) School Leaders Matter, Education Next

3 Roland G. Fryer J. (2017) [Management and Student Achievement: Evidence from a Randomized Field Experiment](#). Working Paper

4 Burkhauser et al. (2012). [First-Year Principals in Urban School Districts: How Actions and Working Conditions Relate to Outcomes](#). Technical Report. Rand Corporation.

5 Beteille, Kalogrides, & Loeb (2011). [Stepping Stones: Principal Career Paths and School Outcomes](#). Economics of Education.

Example School Leader Qualifications

The work of accelerating equitable outcomes demands that school leaders be both instructional and organizational leaders.

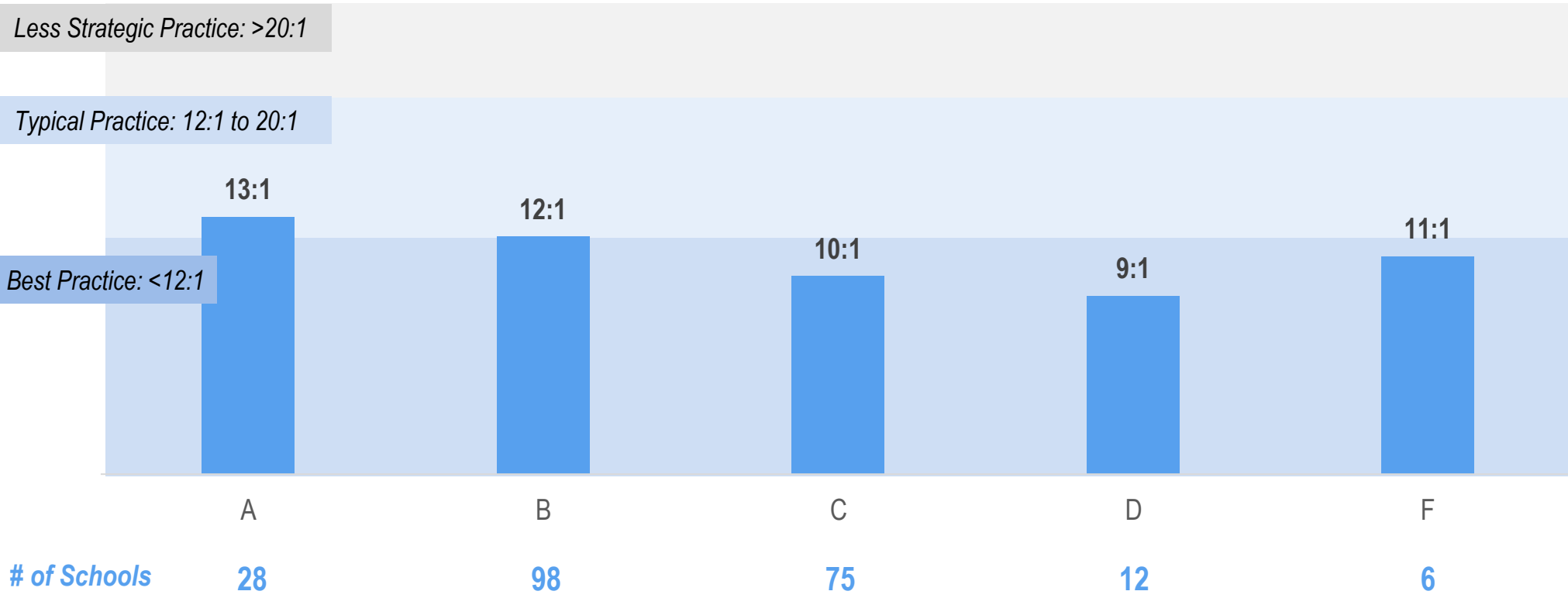
Example:

Mindsets or Attitudes	Knowledge Bases	Technical Skills
A central job of principal is to organize talent, time, technology and partnerships	Instructional best practice	Funding and budgeting basics
We can do anything but not everything	Effective strategies for supporting professional growth and managing talent	Schedule implementation
Create role flexibility (job titles don't dictate role)	Models for student teacher grouping for instruction and intervention	Data analysis
Seek continuous improvement (monitor progress, try new things, adjust course)	How to motivate, run and evaluate effective teams and set strong culture	Excel
Reach outwards (school staff do not need to provide all services)	Scheduling strategies	Other district planning, staffing and budgeting tools

School Leader Support

Dallas ISD provides significant support to all principals and targets more individualized attention for lower-performing schools.

Average School Experienced Span of Support Ratio, by 2018-19 TEA Letter Grade



86%

86% of Dallas ISD principals surveyed agreed that “central office provides me with the support and training I need to be effective”

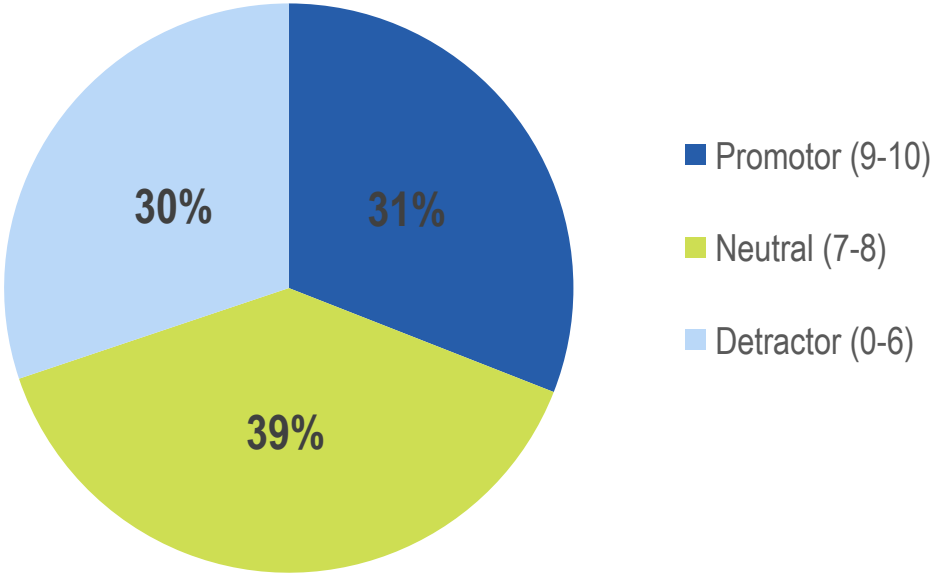
Districtwide supervisor ratio is on average 12:1. Dallas ISD differentiates ratios for ACE schools and other intensive support schools. This plays out such that schools with lower letter grades tend to receive more individualized support. Source: 2019-20 School Feeder Patterns Org Chart; 2018-19 TEA Letter Grade Ratings; 2019 ERS Principal Survey of Dallas ISD principals.

Principal Net Promoter Score

Dallas ISD can continue to explore further opportunities to increase overall principal satisfaction for about two-thirds of their principals.

As reported by Dallas ISD school leaders:

How likely are you to recommend working in the district to a friend or a colleague on a scale of 1 to 10?



Net Promoter Score is a useful measure of employee engagement and retention in the private sector and is linked to company performance.¹

In districts, retention of effective school leaders has been linked to increased student and teacher performance.²

¹ <http://www.netpromotersystem.com/about/employee-engagement.aspx> internal research at Bain & Company (shared by Marcia Blenko)
² Clark, Damon, Paco Martorell, and Jonah Rockoff. "School Principals and School Performance." *National Center for Analysis of Longitudinal Data in Education Research* Working Paper 38 (December 2009); Coelli, Michael, and David A. Green. "Leadership Effects: School Principals and Student Outcomes." *Economics of Education Review* 31, no. 1 (2012): 92-109; Dhuey, Elizabeth, and Justin Smith. "How Important Are School Principals in the Production of Student Achievement?" *Canadian Journal of Economics* 47, no. 2 (2014): 634-63; Béteille, Tara, Demetra Kalogrides, and Susanna Loeb. "Stepping Stones: Principal Career Paths and School Outcomes." *Social Science Research* 41, no. 4 (July 2012): 904-19.
Note: The "Net Promoter Score" is a measure that assesses a stakeholder group's overall perception and experience with an organization. The NPS is calculated by taking the percent of "promoters" (those who answered 9 or 10) and subtract the percent of "detractors" (those who responded 0 to 6). Source: Fall 2019 principal survey data for principals who were in same schools in 2018-19 and 2019-20

What We Heard

Feedback from Dallas ISD principals, teachers, and working group members suggests additional support for principals, especially focused on retention, could be an opportunity for improvement.

“

“There is little time to actually spend time as an instructional leader as paperwork and last-minute request make it difficult to do what’s really important, drive the instruction.” – Dallas ISD Principal

”

“

“The responsibility for training teachers falls on the Principals who are also at various levels of expertise in every area.” - Dallas ISD Principal

”

“

“There is a community perception that great teachers and principals are then promoted or pulled out to different schools, different jobs. [We] need to develop a pipeline so that you have great people to move into those positions.” – Resource Equity Working Group Member

”

“

“I was teaching at a school and the reason I left was because the administrators kept changing over. We need more continuity of programs and stability of leadership.” - Dallas ISD Teacher

”

“

“Expecting everyone to do the same thing does not take into consideration the different needs of our schools, especially in the South.” – Dallas ISD Principal

”

“




“From my Executive Director to the superintendent I receive unwavering support in growing my school community.” – Dallas ISD Principal

”

Source: Teacher focus groups in January 2020; Working Group sessions in Fall & Winter 2019-20, Principal Survey administered in Fall 2019 for principals who remained in the same schools in 2018-19 and 2019-20

Specific Actions

School Leadership Quality

Actions	Incremental Resources	Prerequisites	Sustain Expand Explore
<p>4.1 Measure and share an “equity of access to strong leaders” analysis using PEI data once there are enough years of data that the measurement stabilizes and is an accurate reflection of principal quality</p>	-		
<p>4.2 Create explicit career paths for effective school leaders that provide an on-ramp to the job and incentivize them to stay in higher-needs schools for longer increasing the stability of strong leadership in higher-needs schools</p>	-	<p>Create criteria to differentiate higher-needs schools from lower-needs schools (7.1) Provide additional or higher-quality support for higher-needs schools (1.2, 2.2, 6.3, 7.2)</p>	
<p>4.3 Continue to engage school leaders and community partners in reflections on the strengths and challenges of principals’ jobs either through centralized focus groups or through a synthesis of school-based debrief conversations in order to identify innovative and creative ways to improve out-of-the box dimensions of the principal value proposition</p>	\$		

Big Idea:


Equal Access


Big Idea #5: Equal Access

Ensure equal access to application & lottery programs and advanced course pathways.

Many districts, like Dallas ISD, invest in districtwide application and lottery programs and advanced course pathways to:

1. Enable students to have deeper educational experiences within areas of interest
2. Provide a continuum of challenging and engaging coursework that supports students' specific college and career goals

 When selective programs & courses are part of a district's strategy, **they must provide accelerated learning opportunities** and they must be equally **accessible to all eligible students**.

 Currently, as we saw in Empowering Rigorous Content, Equity Groups are not enrolling in application schools and advanced coursework at equal rates, even when controlling for proficiency.

Specific Actions:

5.1

Build out the full suite of advanced curricular materials.

5.2

Set standards for a minimum set of Pre-AP courses to be offered across all schools and support school leaders to identify gaps in teacher content expertise required to offer those courses.

5.3

Review, update and standardize program application and course enrollment processes using a lens of implicit bias prevention.

5.4

Deepen marketing and awareness efforts while continuing engagement/investigation to understand barriers to the application and lottery enrollment process for higher-needs students and families.

Improving Accessibility

Accessibility efforts should address the range of potential barriers to enrollment.

AWARENESS



- Are all students & families aware of all application and lottery programs and advanced course pathways?

AVAILABILITY



- Are application and lottery programs and advanced course pathways available across neighborhoods?
- Are alternatives or supports provided to students in neighborhoods with lower access (i.e. transfer options, transportation supports)?

ENROLLMENT



- Do students & families experience the enrollment process in a uniform way?
- Do specific student groups face additional barriers to the enrollment process (i.e. language barriers, implicit bias)?

COMPLETION



- Do students complete & succeed in programs & courses at equal rates?
- Do programs & courses have resources for students who fall behind or face additional learning barriers?

Where is DISD Now?

Application and lottery programs and advanced course pathways

Current Efforts

Potential Gaps

AWARENESS



- REO has identified neighborhoods where fewer students apply to application and lottery programs and focusing marketing & educational efforts there

AVAILABILITY



- Compacted curriculum is available in Math that allows students to study college-level Math by 12th grade
- Dallas ISD has expanded Early College HS programs to almost all High Schools
- Dallas ISD makes placement decisions for new lottery-based Transformation Schools based on equitable distribution across the city

- Compacted curriculum is not yet available in other core subjects, limiting the impact of those advanced pathways
- Schools vary in the number of advanced course sections they offer due to limited districtwide expectations, variation in teachers w/ necessary content expertise across schools, and other scheduling & resource constraints

ENROLLMENT



- Dallas ISD piloted an “opt out” approach to Pre-AP Math enrollment for students who met or exceeded STAAR standards – this increased 2019-20 Advanced Math enrollment across all student groups
- REO is piloting Parent Ambassadors to assist families with application processes

- The “opt out” approach is not yet in place in other core subjects, so course placement decisions are made using a range of factors that vary school to school: teacher, parent or guidance counselor recommendation, student interest, course grades, STAAR scores, etc.
- Most magnet programs have school-specific applications and enrollment requirements, making the process more complex to navigate and introducing more risk of bias



COMPLETION



- Schools focus intervention & student support resources on students who are furthest behind, which can limit access for struggling students in advanced courses

Specific Actions

Equal Access

Actions	Incremental Resources	Prerequisites	Sustain Expand Explore
<p>5.1 Build out the full suite of advanced curricular materials that are rigorous and culturally responsive including a compacted 6-12 curriculum in Social Studies, ELA and Science so that Pre-AP courses provide a meaningfully different and accelerated learning experience for students.</p>	\$		
<p>5.2 In order to expand access for all students to increased rigor, explore cost-effective strategies, including virtual offerings, to promote advanced, rigorous course offerings across all schools. Create guidelines for schools on the number of sections to offer of each advanced course in proportion to the number of students who are eligible based on prior year proficiency and support schools in exploring low-cost ways to offer those courses (6.1). Support school leaders to identify gaps in teacher content expertise that they need to fill via recruitment or PD to offer additional sections or subjects of advanced courses.</p>	\$	<p>Create compacted curriculum for Pre-AP courses to ensure that students in these courses have a meaningfully different experience (5.1)</p> <p>Consider how to increase the number of Pre-AP courses without increasing the number of small classes, which increases costs (6.1)</p> <p>Build a pipeline of strong teachers to teach advanced curricula so that students in these courses experience high quality teaching (2.2, 2.3)</p>	

Specific Actions

Equal Access

Actions	Incremental Resources	Potential Timelines & Prerequisites	Sustain Expand Explore
<p>5.3 Review, update and standardize all program application and course assignment processes using a lens of implicit bias prevention in order to continue to move towards selective admission courses and programs that are racially and socioeconomically representative of the district. Ensure standard districtwide processes are designed to mitigate bias in teacher and counselor recommendations and to address or account for disparities in family communication with teachers and counselors.</p>	\$	<p>Fully written compacted curricula (5.1) Analyze the impact of the “opt out” pilot in math and apply learnings to other core subjects (for subjects/courses that aren't tested, consider using related assessment to increase student participation in advanced coursework (e.g. use ELA results to increase participation in advanced social studies courses).</p>	EXPAND
<p>5.4 Deepen marketing and awareness efforts currently led by the Racial Equity Office and Office of Transformation and Innovation by testing and measuring impact of a wider range of recruitment messages or approaches that resonate with families in historically underserved neighborhoods while continuing to seek to understand barriers to the application and lottery enrollment process for higher-needs students and families (beyond awareness).</p>	\$		EXPAND




Big Idea:

Coordinated Budget, Staffing and Scheduling

Big Idea #6: Coordinated Budget, Staffing and Scheduling

Provide coordinated school budget, staffing and scheduling options that optimize resource use for student learning consistent with district parameters.

Ensuring schools are designed for equity puts a lot on the shoulders of school leaders:

-  Many of the actions we have named so far impact key school design elements, requiring principals to adjust scheduling, staffing and budgets and risk layering new design elements on top of existing priorities without integrating them into a coherent design
-  This burden can be exacerbated by a lack of coordination between central departments making it more difficult for school leaders to implement changes
-  Given that the principal job is already all-consuming, and that resources are increasingly constrained in the context of a weaker economy and declining enrollment, it is unreasonable to expect principals to reorganize their schools without significant support

Specific Actions:

6.1

Create coordinated school budget, staffing, and scheduling options for different school sizes & needs to show what's possible at schools with different levels of resources and flexibilities.

6.2

Expand upon existing structures that provide data to principals during the school planning process to include measures of equity.

6.3

Provide additional high-quality and coherent support for higher-needs schools.

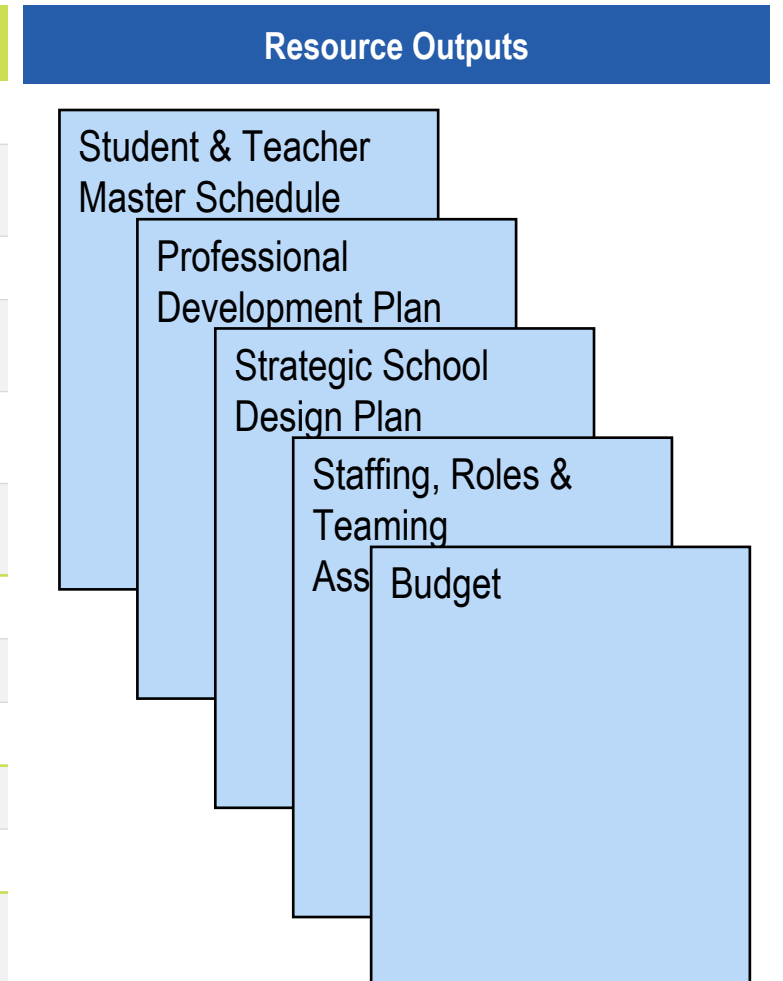
6.4

Explore opportunities to expand the school day and/or year in the highest-need schools where students and teachers need additional support.

Elements of a Strategic School Design

In addition to everything else, principals face a staggering number of decisions when it comes to designing their school's strategy to meet the needs of all students

Category	School Design Element	Example Decisions
Talent	Hiring Needs, Recruitment & Selection	Determine hiring needs, select candidates
	Job & Team Assignment	Determine grade and subject assignments, loads & preps, team combinations
	Evaluation	Determine individual ratings
	Career Path & Leadership Roles	Select teachers to leadership roles, determine if any teachers should be managed out
	Strategic Retention & Working Conditions	Determine opportunities to structure roles differently to develop or advance individuals
	Professional Development	Determine observation and coaching plans, especially for struggling teachers
Scheduling	Student Assignment	Determine student instructional time
	Courses	Determine courses to offer
	Student Support & Intervention	Determine how to provide differentiated supports
Budget	Partnerships	Determine partnerships to pursue
	Non-Personnel Spending	Determine need and available dollars
Principal	Principal Time	Determine their own professional development needs, engage community & families



Implications of Equity-Focused Actions

Many actions to improve equity impact key school design elements, requiring principals to adjust scheduling, staffing and budgets while avoiding layering new initiatives on top of existing ones.

Category	School Design Element	Example Decisions
Talent	Hiring Needs, Recruitment & Selection	Determine hiring needs, select candidates
	Job & Team Assignment	Determine grade and subject assignments, loads & preps, team combinations
	Evaluation	Determine individual ratings
	Career Path & Leadership Roles	Select teachers to leadership roles, determine if any teachers should be managed out
	Strategic Retention & Working Conditions	Determine opportunities to structure roles differently to develop or advance individuals
	Professional Development	Determine observation and coaching plans, especially for struggling teachers
Scheduling	Student Assignment	Determine student instructional time
	Courses	Determine courses to offer
	Student Support & Intervention	Determine how to provide differentiated supports
Budget	Partnerships	Determine partnerships to pursue
	Non-Personnel Spending	Determine need and available dollars
Principal	Principal Time	Determine their own professional development needs, engage community & families

Sample Implications of Findings & Actions

See Teaching Hiring: principals in higher-need schools need to invest more to get equal access to strong teacher candidates

See Teaching Growth: principals in higher-need schools need to find ways to create additional time for professional learning

See Equal Access: principals need to ensure equal access to rigorous content for students in the ED African American and ED Hispanic EL Equity Groups

See Instructional Time & Attention: principals in all schools need to facilitate individualized instruction for struggling students



Moving forward on these ideas could put an inordinate burden on principals to implement changes into coherent designs

What We Heard

Feedback from Dallas ISD principals suggests providing more coherent support to principals could be an opportunity for improvement.

““

“The campus [can be] caught in the Middle between departments not speaking and coordinating with each other.” – Dallas ISD Principal

””

““

“Because the school is where the intersection of departments take place, inter-department work and collaboration is left to be facilitated by the schools.” – Dallas ISD Principal

””

““

“We are told ‘All you have to do is [a given task],’ as if the task we have is easy, but most [people] telling us what to do would have a difficult time if they were in our seats under the circumstances that we are required to work in.” – Dallas ISD Principal

””

““

“We sometimes get passed from person to person and get varying answers to questions.” - Dallas ISD Principal

””

““

“Although we get good training and support, it often seems like the district’s major departments don’t talk to each other. They sometimes ask us to do things that are in contradiction.” – Dallas ISD Principal

””

““

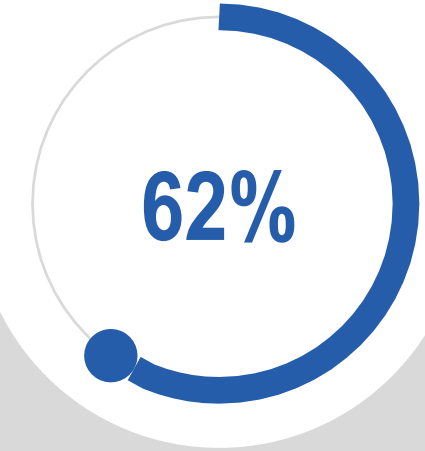
“Support to school leaders is fractured and disjointed.” - Dallas ISD Principal

””

““

“There are many departments that are consistently requesting the assistance of the principal. It appears they are not all aware that other departments besides theirs are needing things as well.” - Dallas ISD Principal

””



62% of Dallas ISD principals surveyed agreed (38% disagreed) that “central office departments coordinate effectively to provide integrated support to my school”

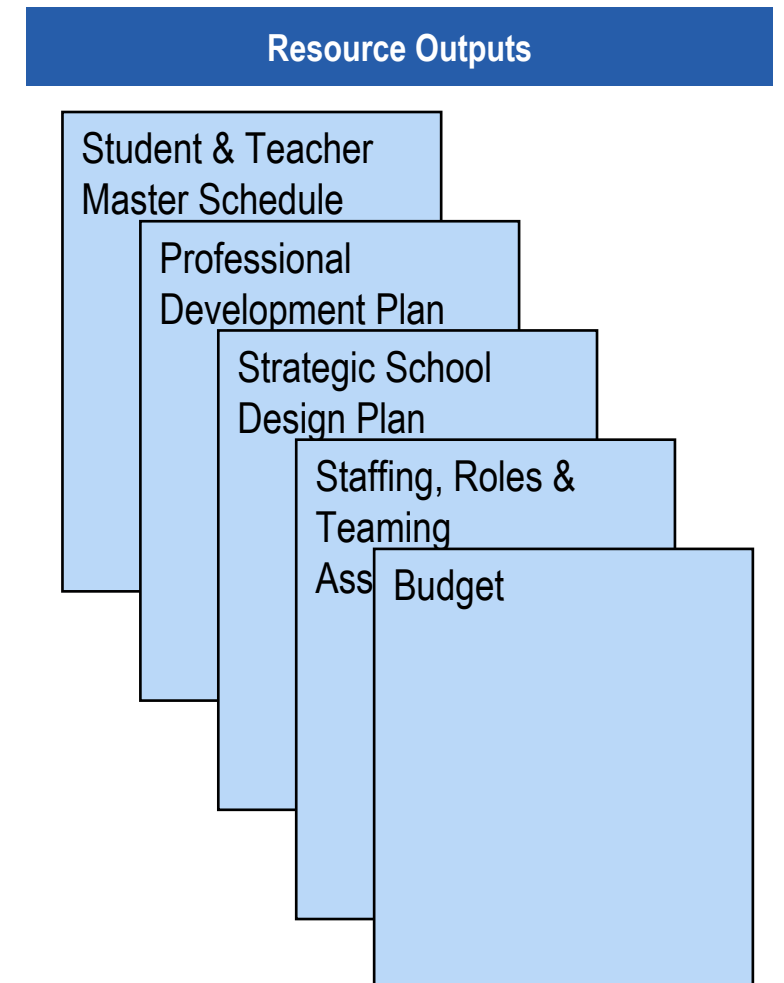
Source: Principal Survey administered in Fall 2019 for principals who remained in the same schools in 2018-19 and 2019-20

What can the district do?

ERS recommends designing coordinated budget, staffing, and scheduling options that illustrate how a vision for change can be operationalized through school-level resource use.

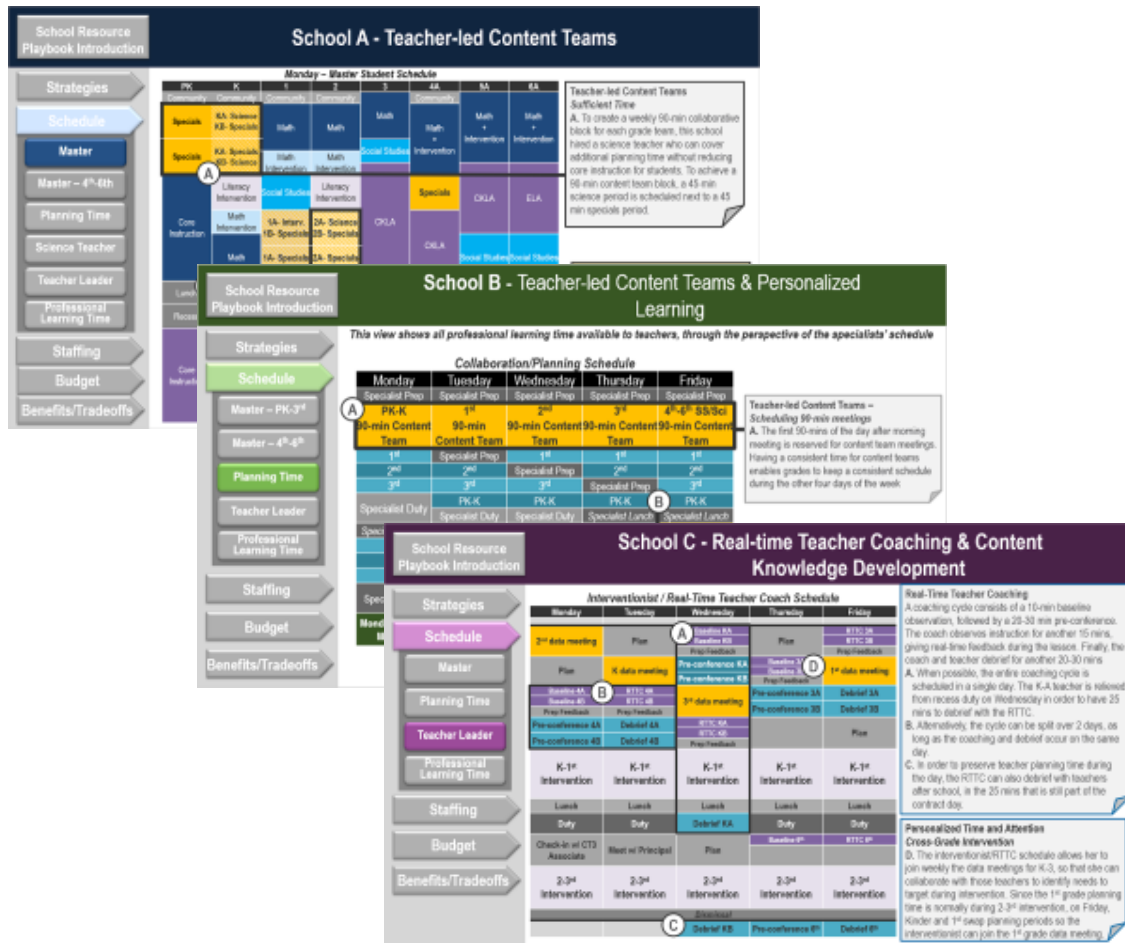
For various school contexts (size, level, and student needs, resource levels), the district can provide coordinated budget, staffing, and scheduling options that:

- **Illustrate specific resource shifts** that would enable schools to meet school specific and system level design priorities while maximizing resources to meet the needs of their students
- Articulate **benefits and trade-offs** of each approach
- Provide a **starting point** for principals to develop each of their resource outputs



System-wide Benefits

By developing coordinated budget, staffing, and scheduling options, Dallas ISD could continue to build out what school “should” look like and what that means for system-wide resource use.



The work to develop these options can:



- Help place individual departmental guidance in **the context of all** requirements for schools [Look into Dallas ISD’s current guidance for schools in their Theory of Action Playbook](#)
- Help school leaders, district teams, and community members **norm around what school “should” look like in the context of declining resources**, creating safe spaces for idea generation and disagreement that’s harder to do when schools are making decisions in real life.
- Highlight **system implications for resource use** that are built up from what schools needs to build successful designs

Designing for Equity

How does providing coordinated budget, staffing and scheduling options help school leaders design for equity?

- By providing **examples of how schools can create effective school designs** that strategically leverage their resources: people, time, and money.
- By **illustrating some possibilities** in a district's specific context and include concrete examples of how schools could reorganize their people, time and money to better support priorities and meet the needs of all students
- By **inspiring school-specific ideas/adaptations**

The options provided are intended to help principals find...

Ideas that push their thinking about what's possible within the district's context

Ways to combine several strategies to build on each other

Possible shifts in schedule, budget, and positions that show one way to accomplish a design

Principals will need to adapt what they see to make...

Ideas that are tailored to fit their school's size and culture

Other combinations of strategies that address their school's most important needs

Choices about schedule, staffing, and budget that are most effective in their school

Support for Schools

In addition to providing these coordinated budget, staffing and scheduling options, the district must take a coherent approach to school planning that spans across all central departments.

<i>FROM</i>	<i>TO</i>						
<p>School support organized around central departments and teams that work in silos</p>	<p>An approach that is:</p> <table border="1"> <tr> <td data-bbox="794 454 1200 768">Customized</td> <td data-bbox="1200 454 2479 768">Leverages individual school strengths and differentiates the type and level of support based on school need/context</td> </tr> <tr> <td data-bbox="794 768 1200 982">Integrated</td> <td data-bbox="1200 768 2479 982">Establishes one person for each school as the “conductor” of all supports who can create consistency and coordination through frequent collaboration with all departments</td> </tr> <tr> <td data-bbox="794 982 1200 1253">Comprehensive</td> <td data-bbox="1200 982 2479 1253">Supports a wide range of issues for specific schools - including strategic, operational, and reactive supports - rather than specific services for all schools</td> </tr> </table>	Customized	Leverages individual school strengths and differentiates the type and level of support based on school need/context	Integrated	Establishes one person for each school as the “conductor” of all supports who can create consistency and coordination through frequent collaboration with all departments	Comprehensive	Supports a wide range of issues for specific schools - including strategic, operational, and reactive supports - rather than specific services for all schools
Customized	Leverages individual school strengths and differentiates the type and level of support based on school need/context						
Integrated	Establishes one person for each school as the “conductor” of all supports who can create consistency and coordination through frequent collaboration with all departments						
Comprehensive	Supports a wide range of issues for specific schools - including strategic, operational, and reactive supports - rather than specific services for all schools						

Specific Actions

Coordinated Budget, Staffing, and Scheduling




Actions	Incremental Resources	Prerequisites	Sustain Expand Explore
<p>6.1 To help schools strategically organize people, time and money, and to ensure that additional resources are used to implement coherent and transformative strategies, create differentiated and coordinated budget, staffing, and scheduling options for different school sizes & needs to show what's possible at schools with different levels of resources and flexibilities. This work can provide examples for ways to:</p> <ul style="list-style-type: none"> • Provide time and support for teachers to work in teams and independently as they learn and adapt new curriculum, plan daily lessons and adjust instruction in response to students' learning needs (3.1) • Leverage distance, remote, or virtual learning resources to offer a greater breadth of courses or existing courses at lower cost (5.2) • Assign teachers to courses based on their strengths and ensure that below proficient students get access to highest quality instruction (see Teaching Quality) • Create opportunities for small-group instruction for students with the greatest learning needs, when they need it most such as in early and transitional grades (see Time & Attention) • Provide additional high-quality instructional time in core subjects for students with the most unfinished learning (see Time & Attention) • Expand models that are demonstrating effectiveness, such as the two-way bilingual program 	<p>\$\$</p> <p>AND</p> <p>cumulative of all other school-based investments</p>	<p>Engage school leaders to design templates to leverage best-in-class existing designs (4.3)</p>	<p>EXPLORE</p>



Given fiscal pressures associated with declining enrollment and increasingly restricted funds, it is unlikely that the core funding formula (7.2) will be able to support the school design options (6.1) that are initially envisioned. The process to align the funding model with the budget, staffing, and scheduling options will identify the trade-offs that make the most sense for Dallas ISD's context. Those trade-offs can then support the communication with stakeholders around the need for additional funding (7.3).

Specific Actions

Coordinated Budget, Staffing, and Scheduling

Actions	Incremental Resources	Prerequisites	Sustain Expand Explore
<p>6.2 Expand upon existing structures that provide data to principals during the school planning process to:</p> <ul style="list-style-type: none"> • Include metrics focused on equity and access to resources such as those included in the findings section of this report • Integrate all data sources into one easy to use dashboard that supports principals in getting to action and resource shifts based on their data 	\$		
<p>6.3 Provide additional or higher-quality support for higher-needs schools (e.g. improved service quality, lower span of control for supervisors of higher-need schools) throughout the school planning process to understand their data, determine school needs and priorities, and adapt their schedule/staffing plan to achieve shifts outlined in school templates (6.1, 6.2)</p>	\$	Understand the biggest pain points in the secondary school leader experience to determine the specific types of support that would be most beneficial (4.3)	
<p>6.4 Explore opportunities to expand the school day and/or year to provide additional time for core instruction, teacher collaboration, or enrichment especially in the highest-need schools where students and teachers need additional support.</p>	\$\$\$		

Big Idea:

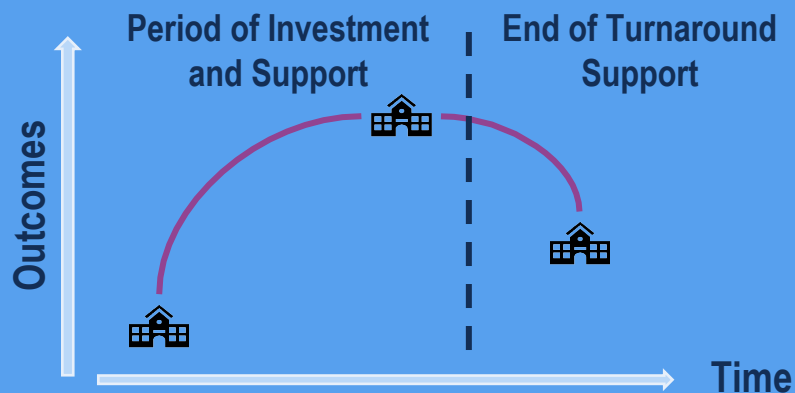
School Funding

Big Idea #7: School Funding

Determine funding levels that differentiate for student need & incoming performance.

As we saw in School Funding, higher-need students experience similar school funding levels, despite what we saw in Diverse & Inclusive Schools & Classrooms where higher-need students are over-represented in some schools.

- Historically the district has funded a sub-set of the highest-need schools via the ACE model.
- Without additional differentiated funding for more schools, this can create a cycle where the most vulnerable schools experience a loss of resources just as they start improving:



Specific Actions:

7.1

Define criteria to differentiate higher-need schools from lower-need schools based on independent measures of student need.

7.2

Create a core funding formula that provides differentiated resources to higher-need schools.

7.3

Continue to advocate at the state level for additional funding.

What We Heard

Feedback from Dallas ISD principals suggests greater differentiation in funding could be an opportunity for improvement.

“

“One solution does not work for all campuses.” – Dallas ISD Principal

”

“

“Some schools battle issues that others don’t, but the resources are disseminated based on [a] formula across the board.” – Dallas ISD Principal

”

“

“Oftentimes the district removes resources once a campus is placed on the right track or is moving in the right direction. However, it was those very resources that helped to put the campus on the right track. Does the campus need a different schedule? ...Does the campus need a full-time librarian, community liaison or other personnel to support equity between all the campuses? Equity does not exist, and this is evident in test scores, attendance, staffing, curriculum resources, facility maintenance, teacher retention, etc.” – Dallas ISD Principal

”

“

“Our high needs high poverty students need smaller class sizes and different considerations, but the district does a one-size-fits-all rule. We need to look at the schools’ individual needs.” – Dallas ISD Principal

”

“

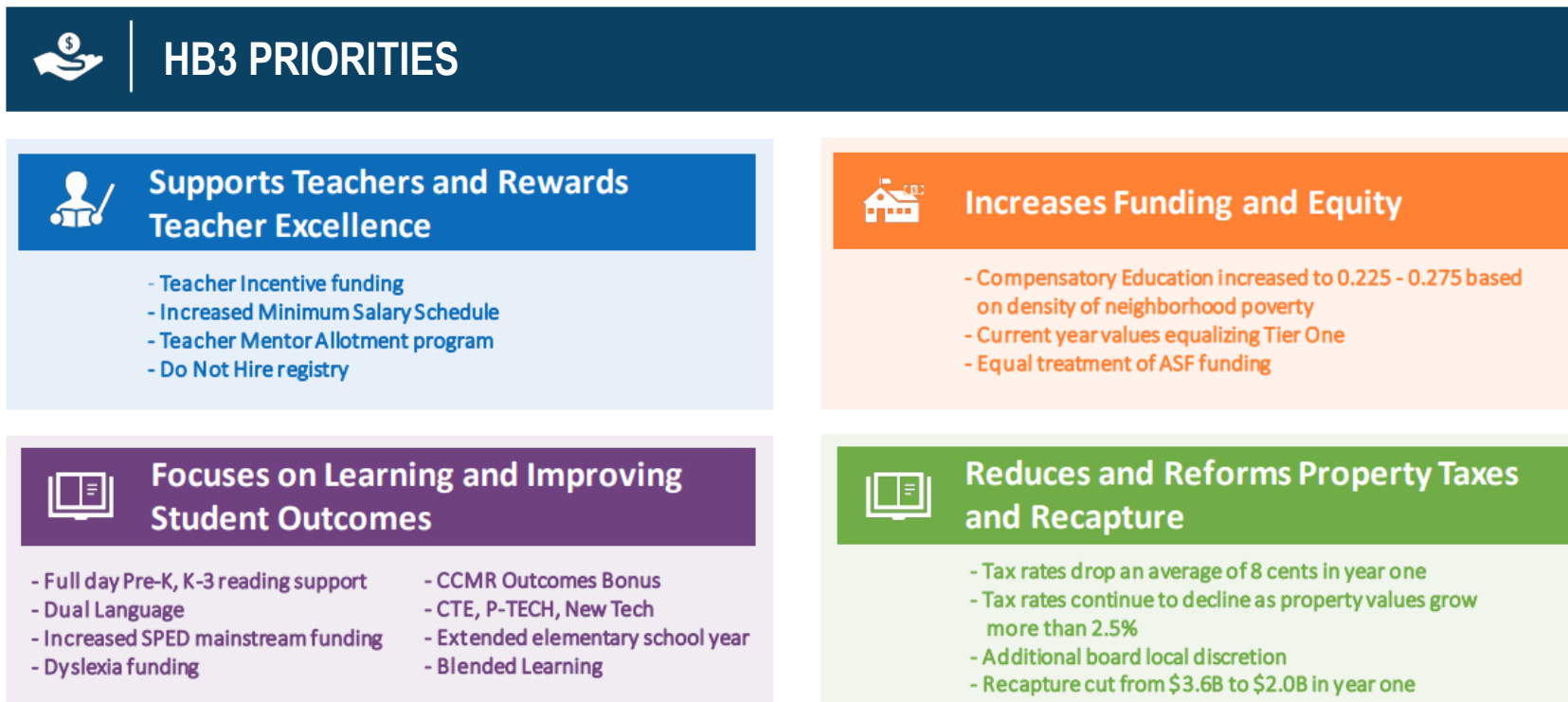
“The district has an issue with inequity. Schools should be staffed based on student needs...[current practice] does a disservice to the students and hard-working teachers and staff.” – Dallas ISD Principal

”

Source: Principal Survey administered in Fall 2019 for principals who remained in the same schools in 2018-19 and 2019-20

House Bill 3

HB3 intends to direct resources to support higher-need schools and students such as those in Dallas ISD.



As written, a fully funded HB3 translates to:

Increase of \$150M (\$1,200 per pupil) **in revenue**

Dallas' recapture could **decrease** by \$275M (\$2,200 per pupil) **in expenditures**

For a total of \$425M additional funds or a 52% increase based on state funding over the old law.

Source: <https://tea.texas.gov/sites/default/files/HB%203%20Master%20Deck%20Final.pdf>

School Funding Research

Some studies show that additional funding can improve student outcomes, especially for students in poverty.

- **Increased funding improves student achievement, especially when additional spending goes towards instructional resources¹**
- **According to a recent study, in some states it would cost **three times more per pupil** for student achievement in districts with higher poverty rates to meet student achievement in affluent districts.²**

Source:

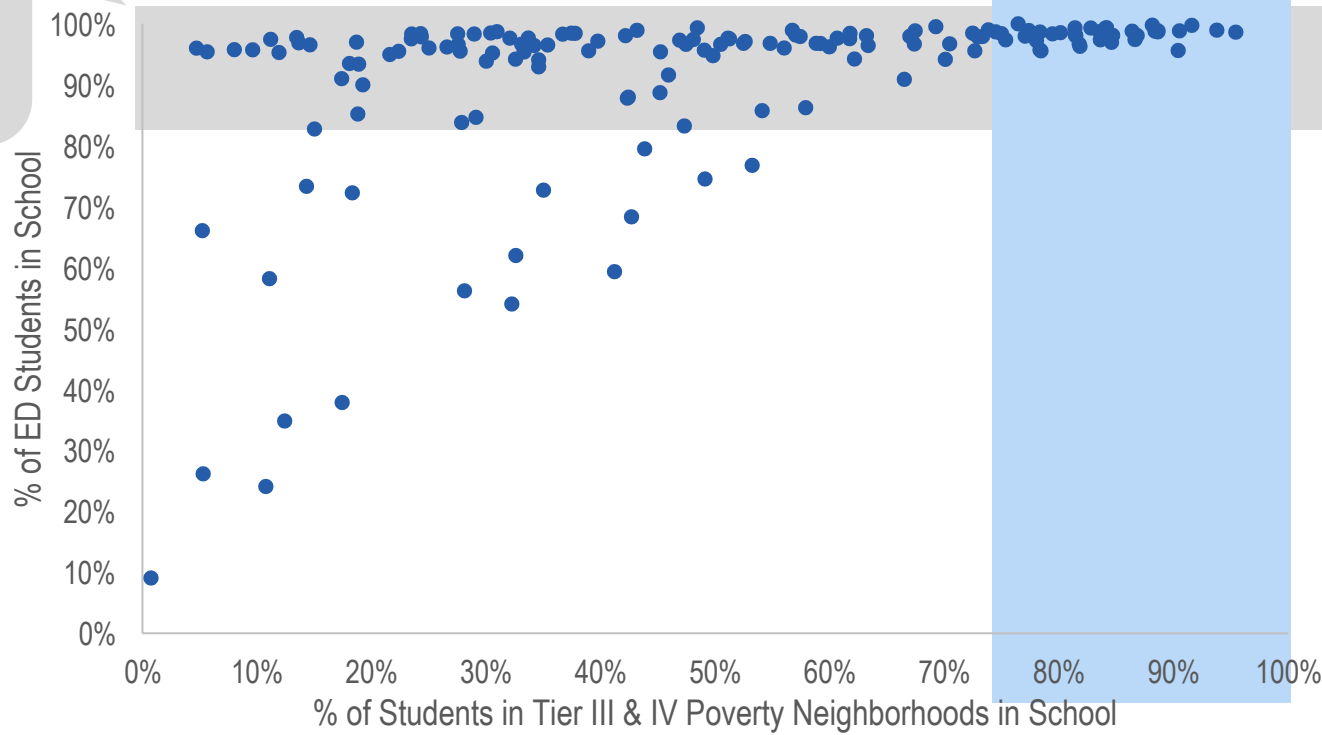
¹C. Kirabo Jackson. "Does School Spending Matter? The New Literature on an Old Question" (2018).

²Atzbi, M.; Baker, B.D.; Kim, R.; Srikanth, A.; Weber, M. The Real Shame of the Nation: The Causes and Consequences of Interstate Inequity in Public School Investments. Rutgers University and the Education Law Center. April 2018

Depth of Poverty

Given the overall high levels of student need in Dallas ISD, distributing funding based on need will require a nuanced measure.

Intensity of Poverty Index (IPI) vs. Percent Econ. Dis. Elementary Schools, 2018-19



Using %ED identifies 81% of schools as "higher-need"

Using more nuanced measure such as Tier 4 of the IPI can identify 25% of those that have the greatest need

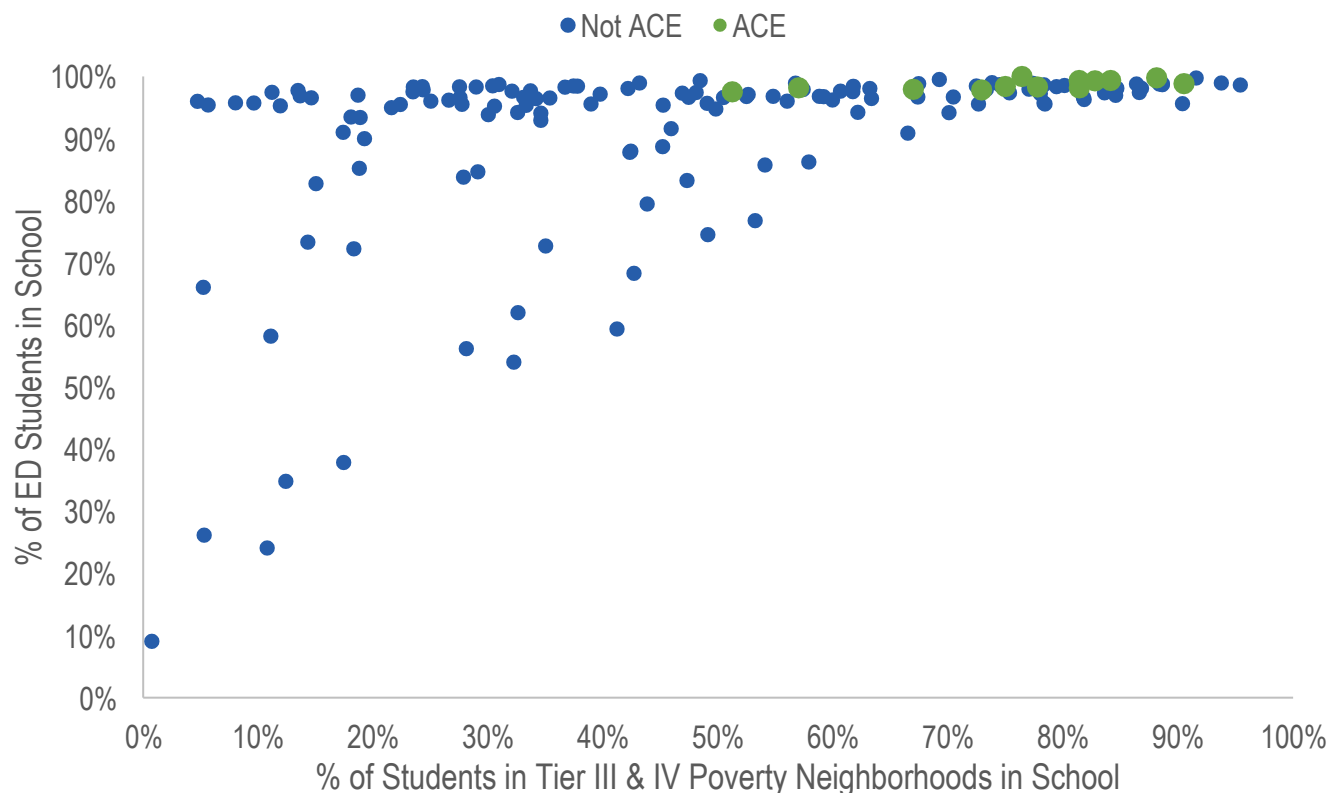
Dallas ISD uses “Intensity of Poverty Index (IPI)” tiers to assess the **depth of poverty** of students’ home neighborhoods. IPI data corresponds to the **neighborhood in which students live, *not* an individual student’s household income**. Therefore, it is possible for a student to be economically disadvantaged but live in a lower poverty tier neighborhood, or to live in a higher poverty tier neighborhood but not qualify as economically disadvantaged, for example.

Source: Dallas ISD Student Demographic Data, 2018-19. Elementary students includes grades PK-5. 6th grade students in Elementary programs are excluded (methodology details available upon request)

ACE Turnaround Funding

ACE turnaround funding is already providing additional funds to some of these highest-need schools and has seen success in raising accountability measures.

Intensity of Poverty Index (IPI) vs. Percent Econ. Dis.
Elementary Schools, 2018-19



ACE schools currently receive **3 years of additional funding** aimed to transform outcomes by assigning **strong leadership and effective teachers** to struggling campuses.

The ultimate goal of the ACE program was for all ACE campuses to earn or maintain a passing accountability rating letter grade. In 2018-19, all 11 of the ACE 2.0 and ACE Leadership 3.0 campuses achieved that goal.

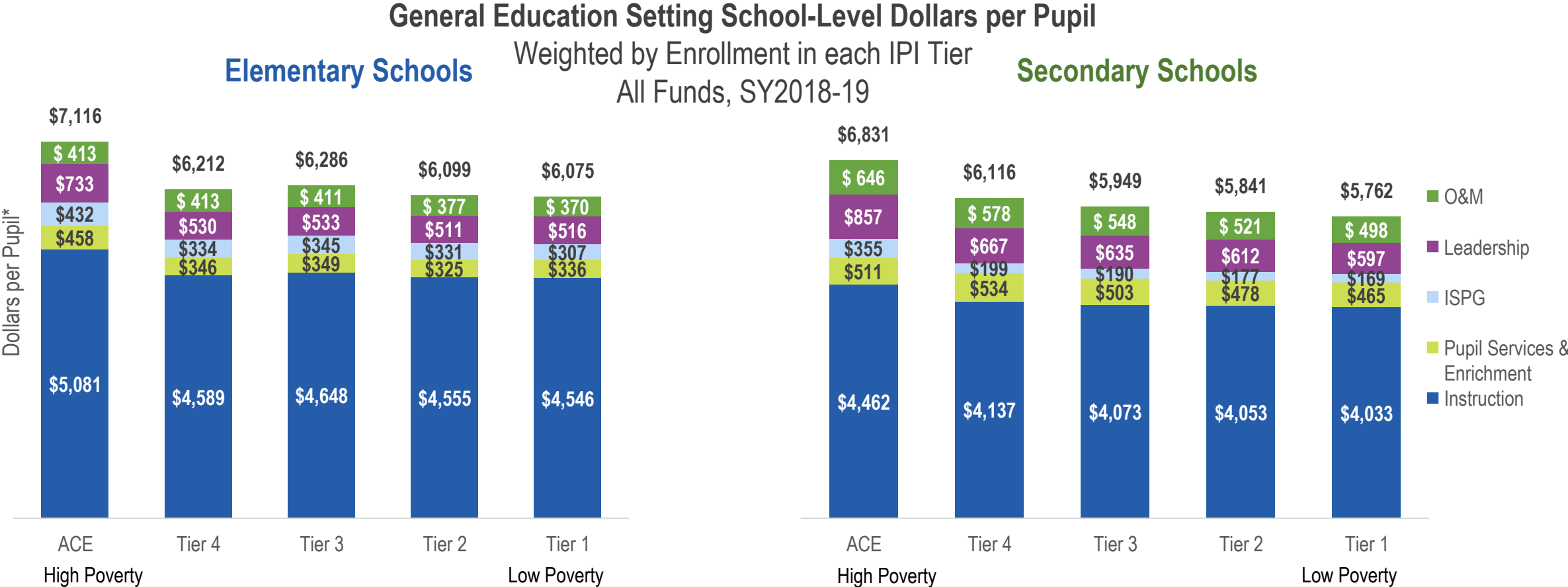


Learn more about the [evaluation of ACE schools](#)

Source: Dallas ISD Student Demographic Data, 2018-19. Elementary students includes grades PK-5. 6th grade students in Elementary programs are excluded (methodology details available in appendix)

Current Funding by Depth of Student Poverty

Currently, students living in the highest poverty neighborhoods, who are not in ACE schools, attend schools that receive \$700-\$900 per pupil less than ACE schools.

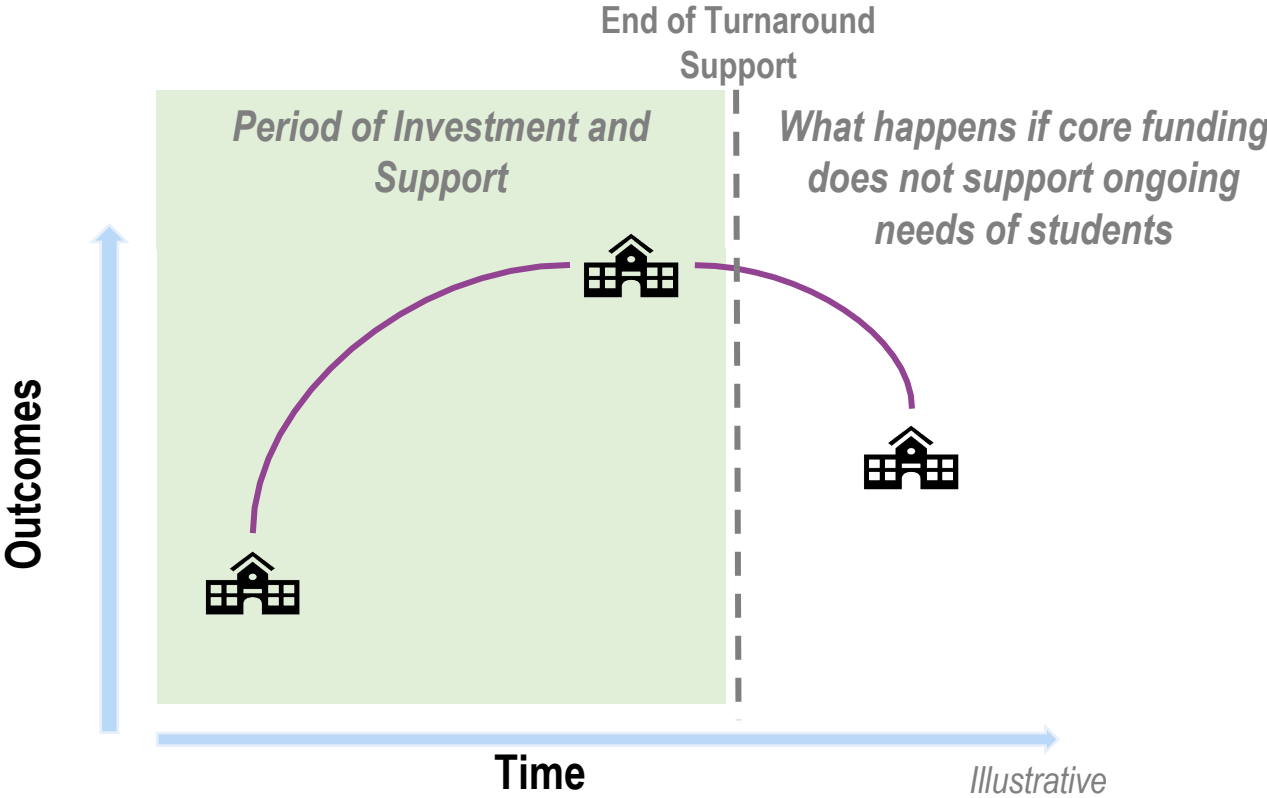


*Dollars exclude all special education funding, and enrollment excludes self-contained students to identify the general education setting dollars per pupil; Excludes schools in startup phase whose current year funding does not represent intended funding in the future. See appendix for schools not included in financial analyses. Source: Dallas ISD SY18-19 Expenditures all funds merged with SY18-19 Payroll, Dallas ISD Student Demographics & Schools Database, 2018-19.

School Turnaround Lifecycle




If the core funding model does not create stable and predictable resources for the highest-need students, schools that exit turnaround status may experience a decline in student outcomes.

Common Turnaround School Lifecycle



Specific Actions

School Funding

Actions	Incremental Resources	Prerequisites	Sustain Expand Explore
<p>7.1 Define criteria to differentiate higher-need schools from lower needs schools. Criteria should be based on student need, not school performance, to ensure stable and predictable funding for the highest-need students.</p>	\$		
<p>7.2 Create a core funding formula that provides differentiated resources to higher-need schools (1.1, 2.2, 3.1, 4.2, 7.1) and that enable budget, staffing and scheduling options (6.1) that meet the needs of students who are behind.</p>	cumulative of all other school-based investments	Create criteria to differentiate higher-needs schools from lower needs schools such that funding will be stable and predictable (7.1)	
<p>7.3 Continue to advocate at the state level for additional funding by describing specific unmet needs identified through aligning the funding formula (7.2) with school budget, staffing, and scheduling options (6.1).</p>	-		



Given fiscal pressures associated with declining enrollment and increasingly restricted funds, it is unlikely that the core funding formula (7.2) will be able to support the school design options (6.1) that are initially envisioned. The process to align the funding model with the budget, staffing, and scheduling options will identify the trade-offs that make the most sense for Dallas ISD's context. Those trade-offs can then support the communication with stakeholders around the need for additional funding (7.3).

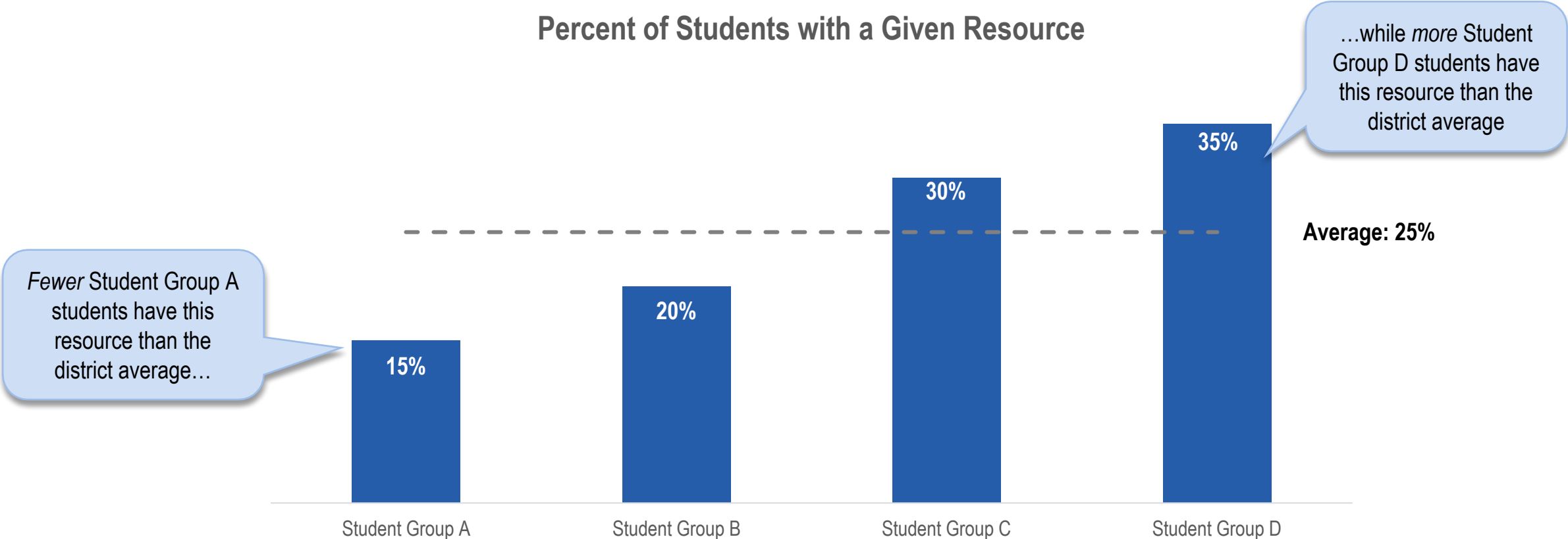
Thank you for leading this work

- ▶ **Angie Gaylord** Deputy Chief, Office of Transformation & Innovation, Dallas ISD
- ▶ **Byron Sanders** President & CEO, Big Thought
- ▶ **Cecilia Oakeley** Assistant Superintendent, Evaluation & Assessment, Dallas ISD
- ▶ **Derek Little** Assistant Superintendent, Early Learning, Dallas ISD
- ▶ **Drexell Owusu** Senior Vice President, Education & Workforce, Dallas Regional Chamber
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- ▶ **Joann Jackson** Director, Counseling Services
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- ▶ **Liliana Valadez** Executive Director, Office of Family & Community Engagement, Dallas ISD
- ▶ **Liz Cedillo-Pereira** Chief of Equity & Inclusion, City of Dallas
- ▶ **Marian Willard** Principal, James Madison High School, Dallas ISD
- ▶ **Marlon Shears** Deputy Chief Technology Officer, Dallas ISD
- ▶ **Pamela Lear** Chief of Staff, Dallas ISD
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- ▶ **Sharon Quinn** Deputy Chief, School Leadership, Dallas ISD
- ▶ **Sherry Christian** Deputy Chief, Operations Services, Dallas ISD
- ▶ **Susan Hoff** Chief Strategy & Impact Officer, United Way
- ▶ **Suzy Smith** Director, Performance Management & Excellence Initiatives, Dallas ISD
- ▶ **Yolanda Knight** Principal, W.W. Bushman Elementary School

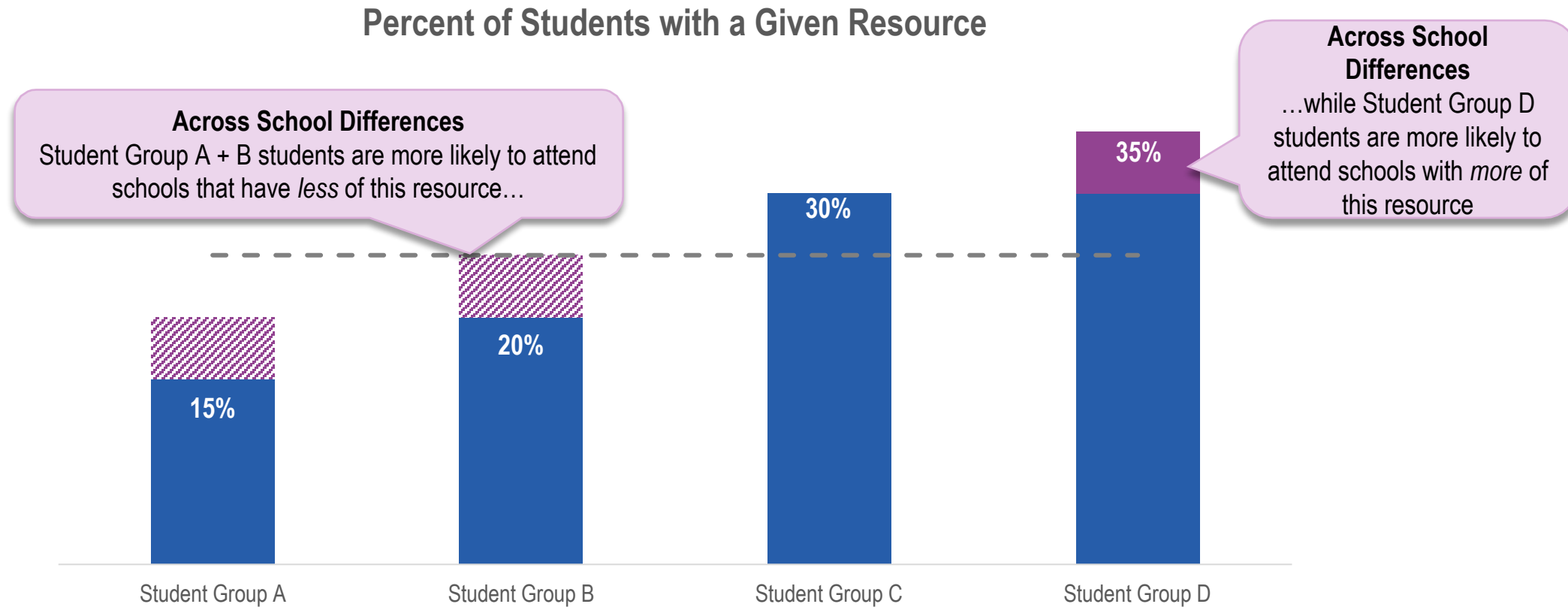


In our analysis, we will explore differences in student experiences

Percent of Students with a Given Resource

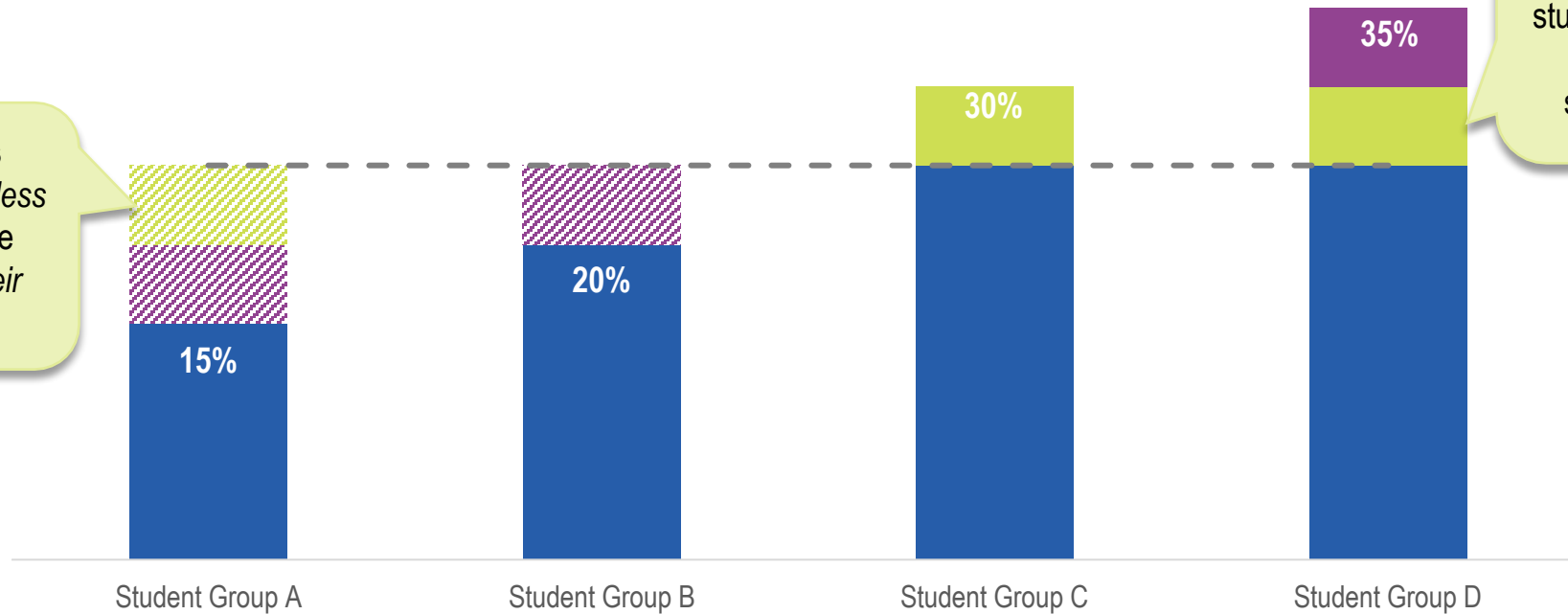


We will unpack the extent to which those differences are driven by the school students attend...



...and the classes they attend within those schools

Percent of Students with a Given Resource



Within School Differences
Student Group A students are *less likely* to be have this resource than other students *within their school...*

Within School Differences
...while Student Group D students are *more likely* to have this resource than other students *within their school*

Methodology: to ensure apples-to-apples comparisons, ERS codes using a consistent definition of “Uses” and “Functions”

Use →

Functions

- Instruction**
- Teacher Compensation
 - Aides Compensation
 - Substitute Compensation
 - Librarian & Media Specialist
 - Instructional Materials & Supplies
 - Other Non-Compensation
 - Other Compensation
 - Extended Time & Tutoring

- Leadership**
- Governance
 - School Supervision
 - School Administration
 - Research & Accountability
 - Communications
 - Student Assignment

- Instruction Support & Professional Growth (ISPG)**
- Professional Growth
 - Curriculum Development
 - Recruitment (of Instructional Staff)
 - Special Population Program Management & Support

- Pupil Services & Enrichment**
- Enrichment
 - Social Emotional
 - Physical Health Services & Therapies
 - Career Academic Counseling
 - Parent & Community Relations

- Operations & Maintenance (O&M)**
- Facilities & Maintenance
 - Security & Safety
 - Food Services
 - Student Transportation
 - Utilities

- Business Services**
- Human Resources
 - Finance, Budget, Purchasing, Distribution
 - Data Processing & Information Services
 - Facilities Planning
 - Development & Fundraising
 - Legal
 - Insurance