

Dallas
Independent
School
District



DALLAS ACHIEVES COMMISSION:

Final Meeting

Thursday, September 17, 2009





Agenda

9:00 am – 12:00 pm

Agenda Review

M. Page

State of the District

M. Hinojosa

Progress on the Transformation Plan

A. Viramontes

2020 Dallas

M. Hinojosa

Dallas Achieves Transition to the Dallas Education Foundation

D. Williams

Closing Remarks

A. Acosta / P. Norman



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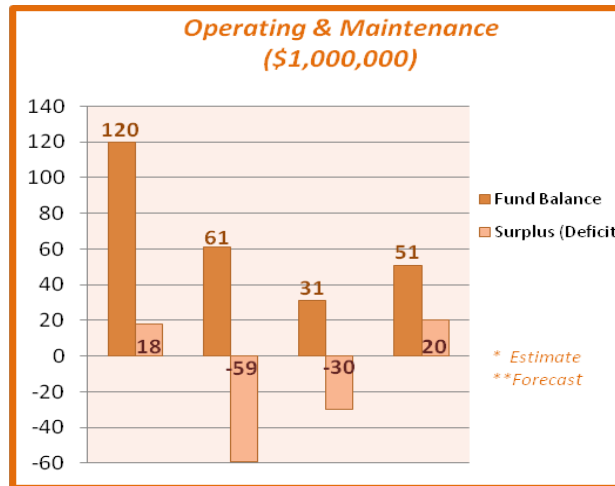
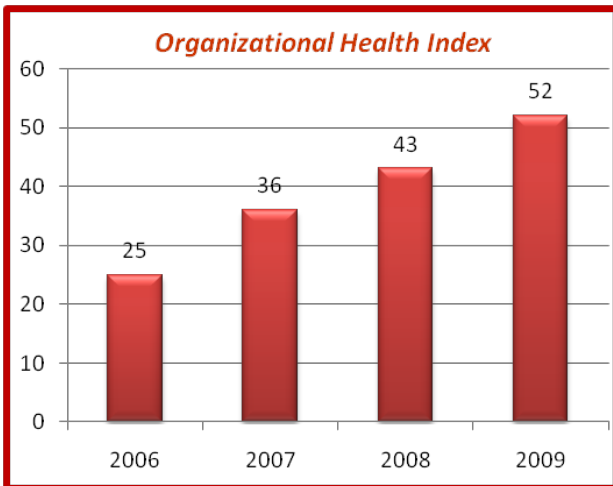
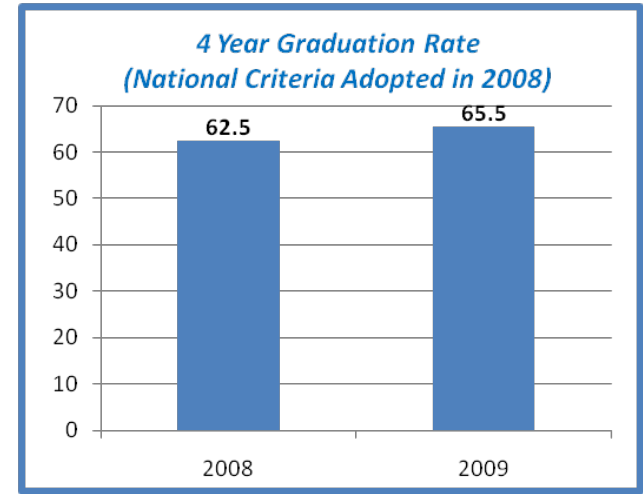
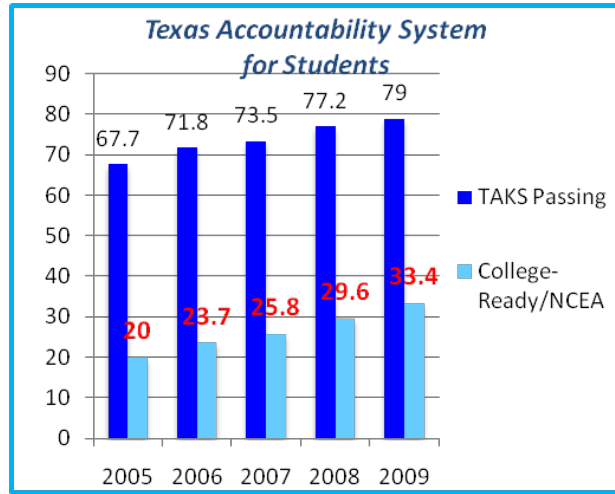
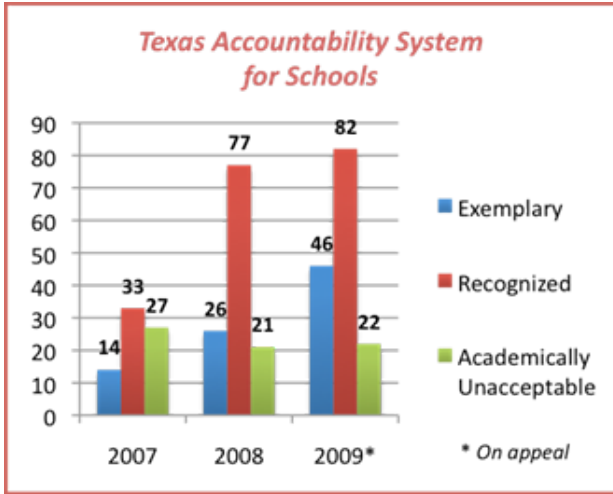
Dallas Achieves Transition to the Dallas Education Foundation

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Results



Completed:
2002 \$1.37B Bond Program on time,
under budget, no lawsuits

Passed:
2008 \$1.35B Bond Program

What Others Are Saying

“Dallas ISD has improved more than any other urban district in Texas and more than all but one urban district in the country in narrowing the achievement gap.”

**Brown Center on Education Policy
Brookings Institution
February 2009**

“The Dallas Independent School District and the students it serves have made substantial strides over the last several years. Its academic gains have been some of the most impressive in the country, and the district is now viewed as one of the nation’s fastest improving urban school systems.”

**Council of Great City Schools
June 2009**

“Dallas ISD students are showing improvement on college readiness indicators... and (the district) has shown improvement on Broad Prize indicators. Among the comparison Texas urban districts, only Houston ISD slightly outperforms Dallas ISD.”

**National Center for Educational Achievement
December 2008**

“Dallas ISD is pioneering a college readiness warning system and we are proud to lend our support to it,” in announcing a \$3.77 million grant.

**Bill & Melinda Gates Foundation
January 2009**

“Top two public high schools in the country—School for the Talented and Gifted and School for Science and Engineering. Finding great schools is hard; finding our list’s two top schools close together in the same building is beyond belief.”

**Newsweek Magazine
June 2009**

“Dallas ISD principals and their teachers are no longer focusing on teaching to the test but rather creating academically challenging assignments that will better prepare students for college and the world of work. Dallas ISD has become an exemplar for urban schools as an effort based district that focuses on high achievement for all students.”

**Institute for Learning
June 2009**



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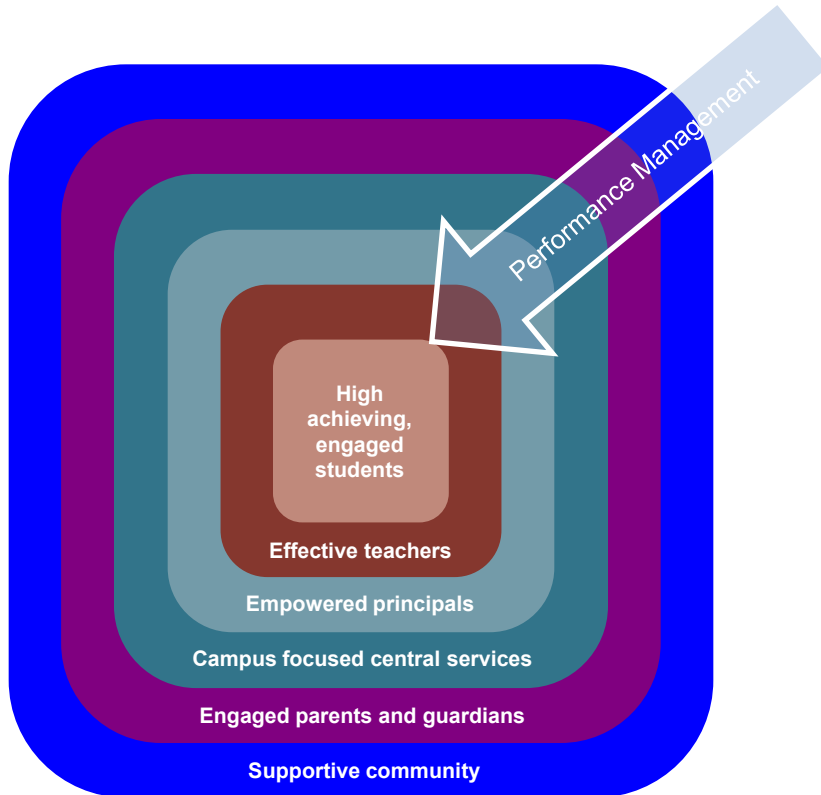
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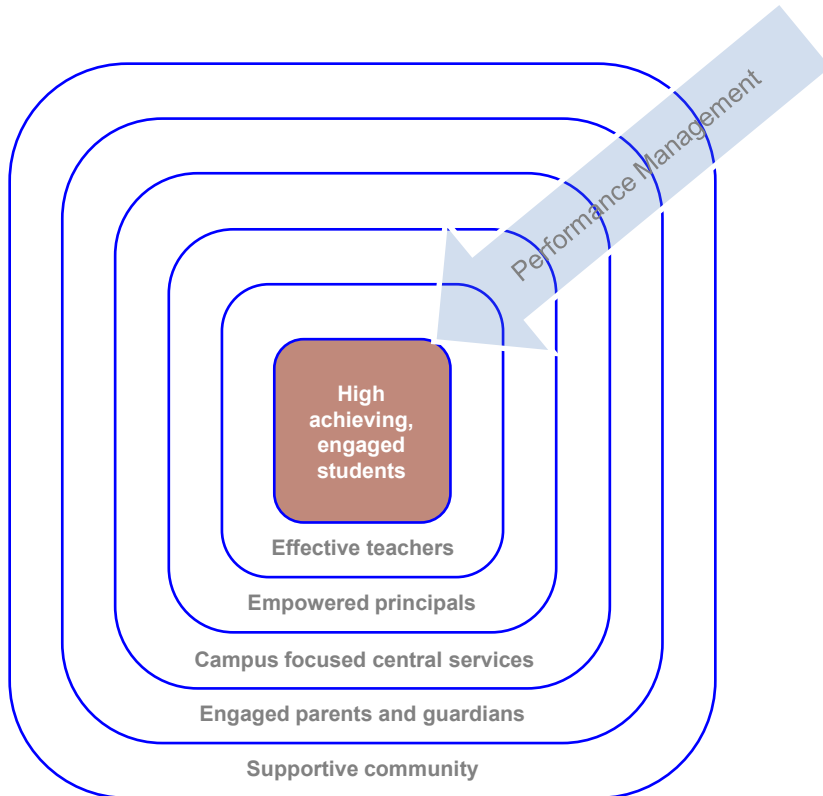
A. Acosta / P. Norman

Summary of Recommendations from the Dallas Achieves Commission



- 100 - Total Recommendations
- 8 of 100 - Not Actionable
- 92 of 100 - Actionable
- Status of **92** Actionable Recommendations:
 - 10 Recommendations 0 – 25% Complete
 - 31 Recommendations: 26 - 50% Complete
 - 5 Recommendations: 51 - 75% Complete
 - 46 Recommendations: 76 - 100% Complete

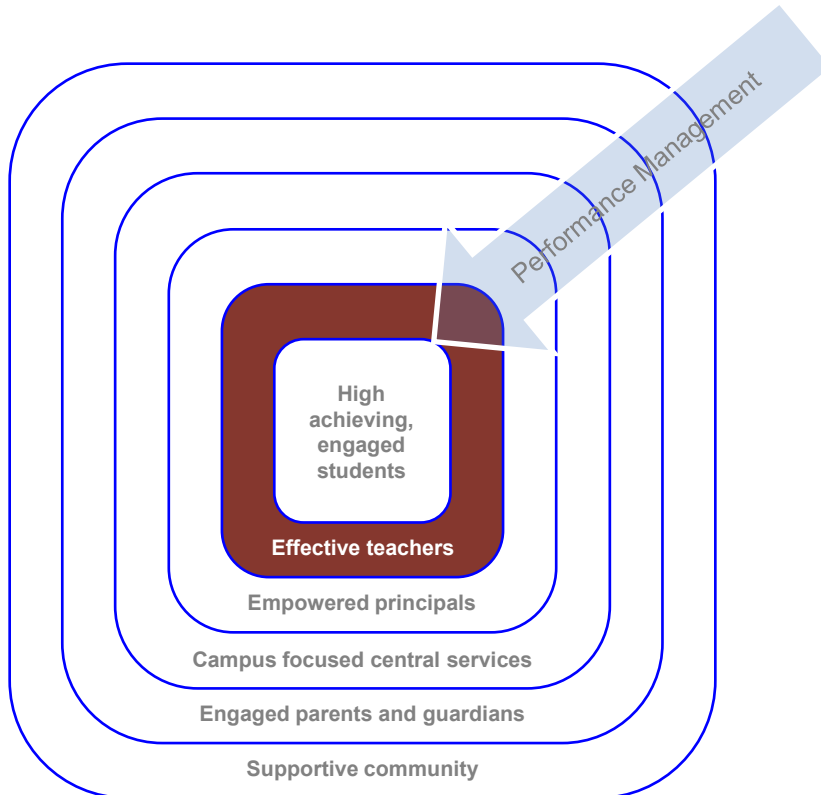
High Achieving, Engaged Students



Status of Selected Recommendations

- Graduate students college ready and workforce ready
 - 40% Complete
 - “High schools continue to design pathway programs and individual student graduation plans which focus on transition to post-secondary and the workforce”
- Assess student needs and provide intervention plans for all students not on college readiness track, building on NCEA's recommendation for Tier 1 and 2 schools
 - 100% Complete
 - “Utilized Curriculum Central and MyData Portal to identify the standards that need to be mastered by the student and actual lessons to reteach the objective”
- Provide an array of well supported options with significant focus on reading, writing and mathematics
 - 100% Complete
 - “Partnered with the Institute for Learning (Learning Walks, TTLP) to help teachers in closing the gaps”
- Identify, segment, and target dropouts
 - 85% Complete
 - “Use of CCSR Assessment Data, CCSR Tracking, Identification of Potential Dropout Cohort List, Monitoring of Dropout Identification Numbers”

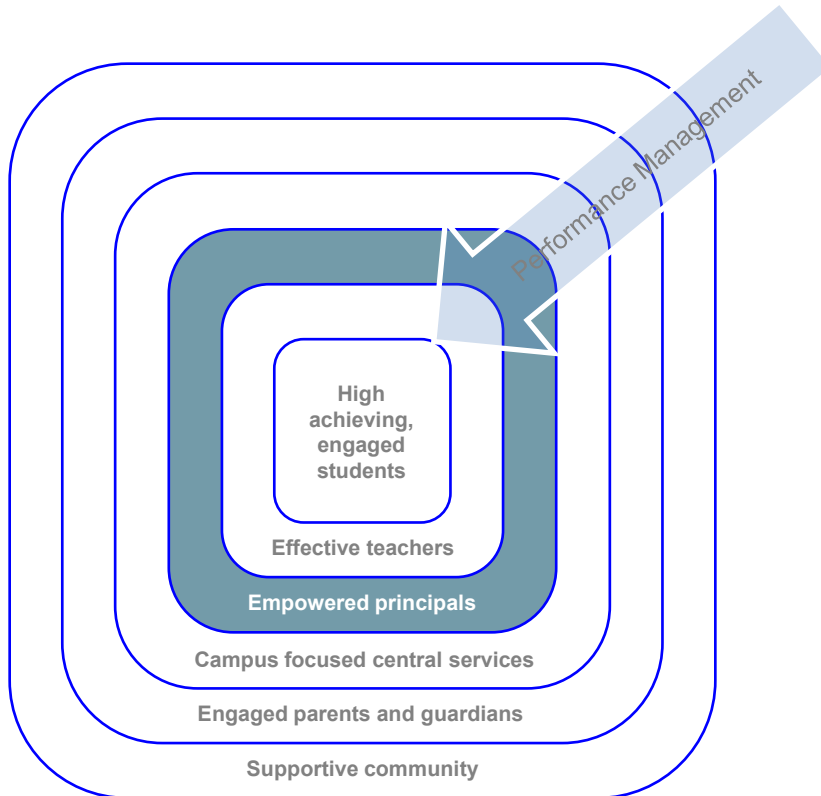
Effective Teachers



Status of Selected Recommendations

- Build sizeable pool of high quality candidates
 - 100% Complete
 - “Utilize the DISD HR Alternative Certification Program to target critical high needs subject areas: bilingual, math, science, special education, and Spanish, as well as targeting successful recruitment sites from previous years”
- Support new and struggling teachers with full-time coaches, smaller class sizes and fewer non-teaching responsibilities
 - 100% Complete
 - “Instructional coaches assigned to targeted campuses to assist struggling teachers. HR will implement yearly ‘Class Size Reduction’ program to impact targeted elementary campuses.”
- Offer individualized programs that develop areas of weakness and build upon strengths
 - 50% Complete
 - “HR offers teachers the ‘LIFT’ Program, Leadership Initiative for Teachers”
- Provide time for teachers to regularly collaborate
 - 100% Complete
 - “HR assists principals to collaboratively plan and implement ongoing, effective staff development programs. HR will assist principals facilitate collaborative meetings with teachers to resolve employee issues.”
- Provide incentives for accepting hard to staff positions (subject and/or school specific)
 - 100% Complete
 - “Performance Pay Program is utilized to compensate highly qualified teachers in core subject areas at targeted impact schools. The hard to staff positions and schools continue receiving stipends (math, science, special education, bilingual, ESL, Spanish, targeted impact) to attract teachers and principals.”

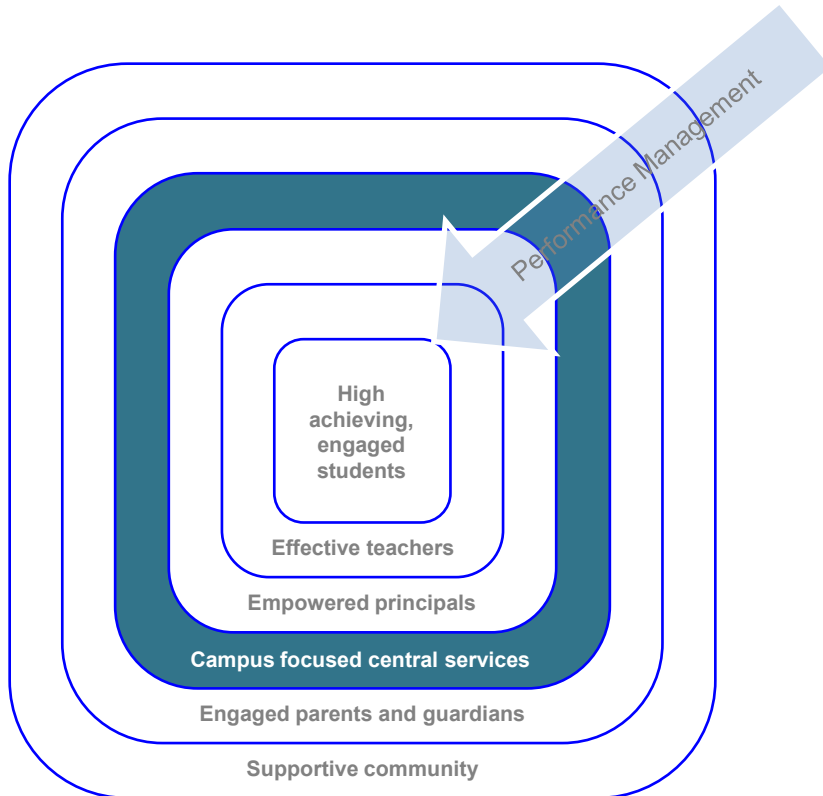
Empowered Principals



Status of Selected Recommendations

- Build upon NCEA recommendation to build the internal pipeline by also seeking talent beyond district
 - 75% Complete
 - “Have utilized the Request for Principal Process. Human Resources has launched searches locally and nationally.”
- Equip with necessary skills and resources
 - 100% Complete
 - “Provide documentation training to all principals through Learning Communities (Dallas Achieves Institutes - Principles of Learning, Learning Walks, Instructional Leadership; Principal Coaching)”
- Build pool of future campus leaders through early exposure to campus leadership opportunities
 - 90% Complete
 - “Develop program for aspiring leaders-Project Lift. Goal met: 18 individuals in Cohort 1. First year of partnership with UT-Austin designed to train cadre of secondary principals.”
- Establish levels of autonomy and accountability based upon demonstrated performance
 - 100% Complete
 - “Principal evaluation and incentive plan approved and implemented since June 2006. It is currently in the works to be revised. Annual identification of ‘master principals’ who have met district designated performance criteria. Master principals have autonomy over certain components of teaching, learning and operations.”
- Extend incentives to assistant and associate principals
 - 0% Complete
 - “2009-10 budgetary constraints have prevented extending incentives”

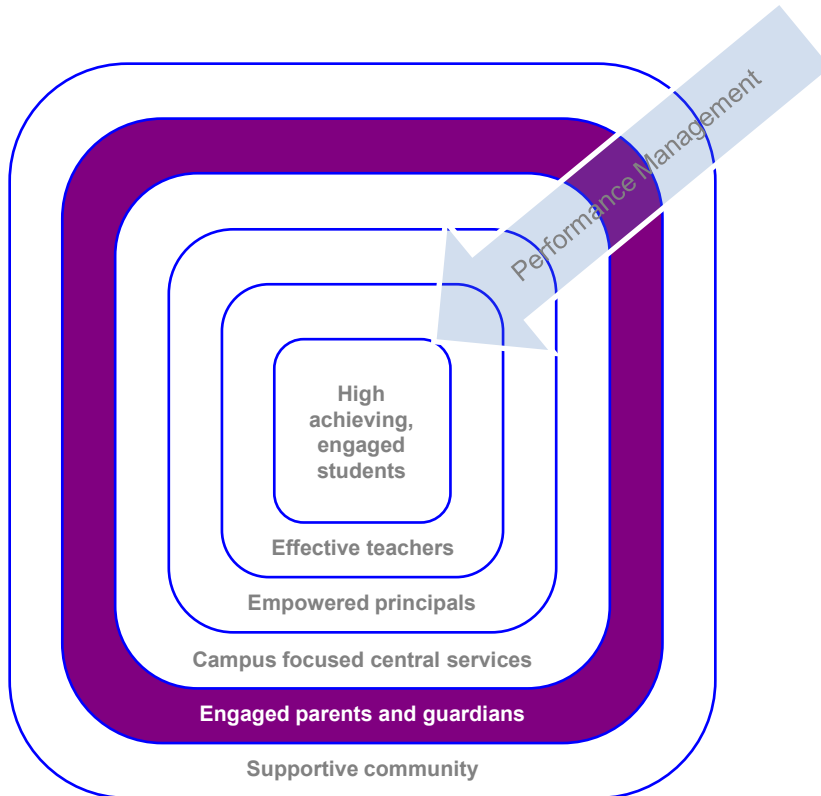
Campus Focused Central Services



Status of Selected Recommendations

- Implement system of differentiated support, oversight, autonomy and rewards and consequences
 - 100% Complete
 - “Performance Pay system successfully piloted within PM&A and then transferred to HR department for districtwide implementation”
- Give principals increased budget authority
 - 50% Complete
 - “Principals have been given maximum authority, within local policies, to spend their campus allocated non-staffing budgets”
- Allocate more funding to students with greatest need
 - 100% Complete
 - “For 2009-10 the District has allocated \$54,000,000 directly to campuses out of the Title 1 application. Campuses are encouraged to allocate 80% of these funds for personnel and the remainder for any allowable Title 1 expense.”
- Develop data warehouse to provide user-friendly access to critical data elements needed to support the recommendations in all areas of the transformation plan
 - 75% Complete
 - “Data warehouse was developed and is continually being updated with new data elements that support scorecards and dashboards”
- Provide adequate training and support for all users (principals, teachers, students, parents)
 - 50% Complete
 - “Dashboard training and support already implemented for principals, and contact has initiated with teachers and parents”

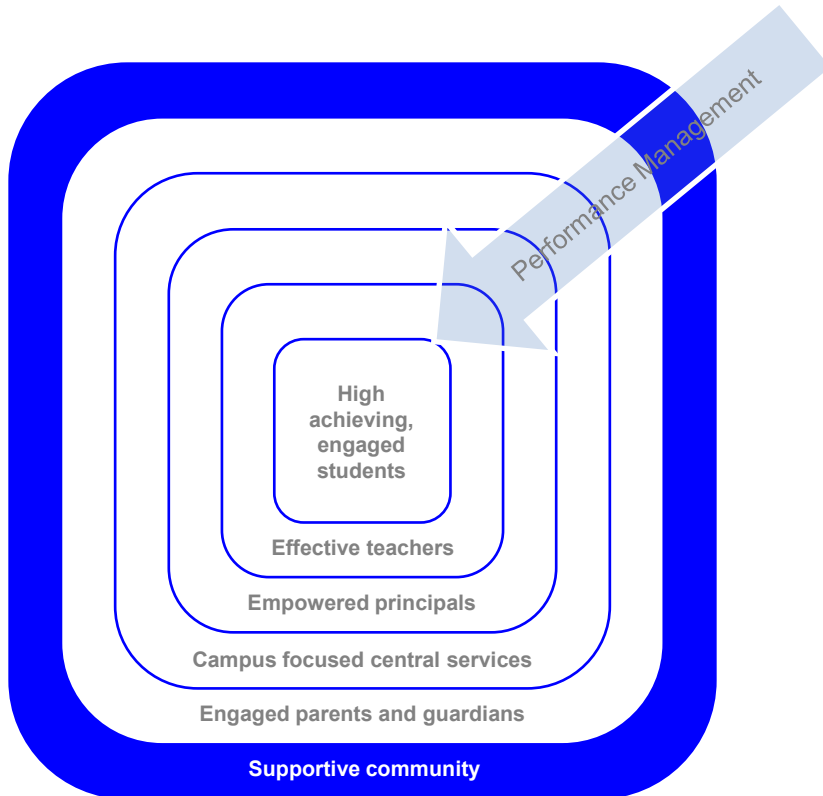
Engaged Parents and Guardians



Status of Selected Recommendations

- Establish a formal parental liaison on all campuses
 - 75% Complete
 - “Establish a Community Liaison Taskforce. Standardize job description. Review job description, salary level, and benefits. Develop and analyze staff development survey. Conduct regularly scheduled liaison meetings.”
- Actively monitor effectiveness of engagement efforts
 - 80% Complete
 - “Develop baselines (Parent Academies/Universities, Drug Forums, SBDM Training, PIQE and Leadership Development, Practical Parent Education Training). Analyze results to revise frameworks. Continue to monitor and analyze.”
- Create a simple, universal and transparent application process
 - 90% Complete
 - “Develop the information guide and application in English and Spanish. Develop the lottery system for assigning applicants. Develop the communication plan for disseminating both the application and the assignments to parents.”
- Subsidize and/or provide adequate transportation based upon financial need of the family
 - 0% Complete
 - “A Transportation Budget Projection was developed and submitted to the ELT for the 2009-10 school year. It was decided that budgeting for transportation would not be possible with the current budget.”
- Address delayed parenting and other pre-mature adult issues
 - 80% Complete
 - “Utilize research-based training from Practical Parent Education (PPE). Develop training modules based upon principal and school requests. Assist schools in providing parenting education classes.”

Supportive Community

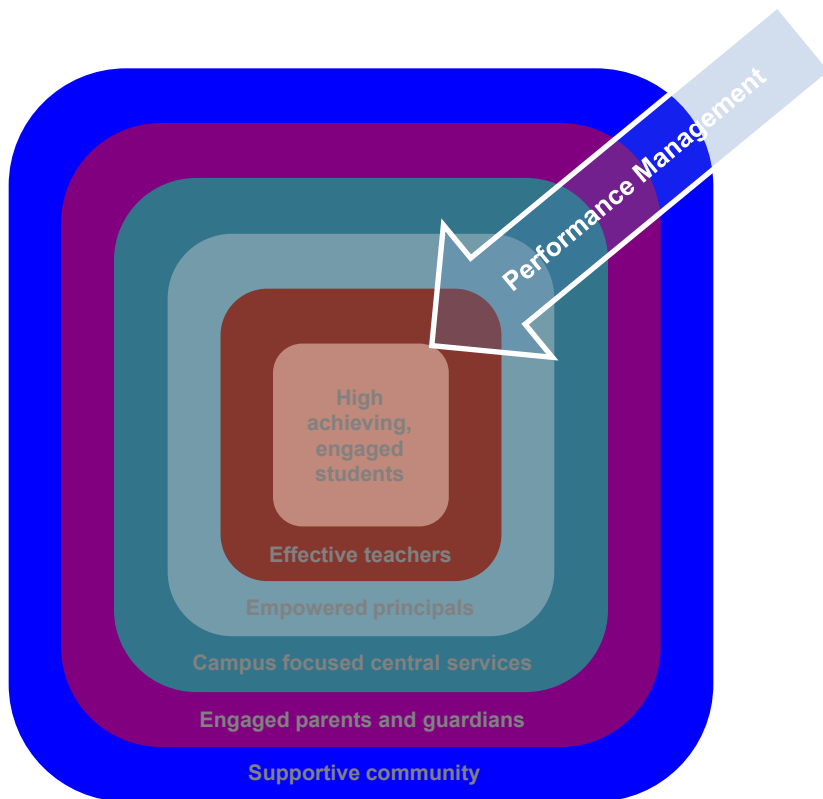


Status of Selected Recommendations

- Define workforce readiness requirements
 - 100% Complete
 - “Worked with a team of local business professionals and staff to get a consensus on the true definition”
- Provide summer jobs, internships, and other direct learning opportunities for students
 - 100% Complete
 - “Communicated with 1,500 local, state, social/civic/professional organizations and businesses concerning summer employment, and hosted first job fair for high school students”
- Promote an increased sense of community ownership of local schools and increase participation in site-based decision making teams
 - 100% Complete
 - “Worked with volunteers, local churches, and faith groups to become engaged with schools within their communities. We have over 23,000 volunteers working within our schools to help students achieve academic success.”
- Make district and campus results immediately available to community
 - 100% Complete
 - “In September 2008, initiated electronic sharing of district news to community contacts”
- Offer quick, transparent and honest communication of impact of community/district partnerships and programs
 - 100% Complete
 - “The superintendent held a number of community meetings across the district to communicate to the public and receive feedback”

Performance Management and Accountability

❖ Workstream began in February 2008 with four key objectives



Four Key Objectives for PM & A:

1. Establish shared definition of success
2. Establish transparent communications to aid data-driven decision-making
3. Build user-friendly system to track progress and manage performance
4. Develop performance-based management systems for teachers, principals, and central staff

Transparency in Communications



- ❖ Launched a scorecard to the Dallas community in January 2009 with information on each school's performance based on the district's definition of success and its key performance indicators

SUNSET HIGH SCHOOL

SCORECARD 2008-2009



2120 W. Jefferson Blvd | Dallas, TX 75208 | (972) 502-1500 | Fax (972) 502-1501 | <http://www.dallasisd.org/scorecards>



Board of Trustees
Jerome Garza, District 7

2008-2009 Principal
Anthony Tovar

Learning Community
West Secondary

Grade Levels
9-12

Accountability Rating
Recognized

Scorecard Overview

Sunset High School is a comprehensive high school that serves approximately 2,300 students in grades nine through 12. At Sunset High School, our mission is to enhance the learning climate by providing quality education for students. Qualified and quality teachers challenge students academically and serve their diverse needs. We continually improve the performance scores of students as measured by the state and the district. In addition, we continue to increase parental and community involvement in our school.

Sunset High School prides itself on having the highest growth rate in student learning among comprehensive high schools in the district, according to the School Effective Indices Report for 2007-2008. This past school year, we set our goals even higher and, again, Sunset High School saw gains on TAKS tests for Reading/English language arts, math, and science, including an increase in the commended rate for all tests. The school's graduation rate has increased steadily for the past four years.

Our school believes that collaboration with teachers, parents, and the community is essential to our students' success. Therefore, we will continue to seek ways in bringing all stakeholders together in an effort to move forward.

Feeder schools

Elementary Schools
Lida Hooe, Anson Jones, Louise Wolff Kahn, George Peabody, Rosemont, Winnetka

Middle Schools
W.E. Greiner Exploratory Arts Academy, Raúl Quintanilla Sr.

High Schools
N/A

Student, School and Faculty awards

More than \$7 million in scholarship offered to students; TAME Regents scholarships, The University of Texas Systems, RAE, recognized by The College Board for having the most students passing AP Spanish exams in the nation

After-school / Before-school programs

Tutoring, athletics, Kick-Off Mentoring Program, drill team, band (jazz), Reconnect, folklorico, twirling, flags, key club, FCA, youth Bible study, Future Teachers, LULAC, Co-op, academic care camps by subject

External partnerships

Communities in Schools, tutoring resources, Executive Assistants Program, LULAC, Mountain View College, community liaison, South Texas Dental, State Representative Jose Alonzo

Extracurricular activities

Athletics, band, choir, theater, drama, ROTC, Bisonette drill team, cheerleading, mock trial, dance, University Interscholastic League academic competitions, AcDec, and debate team

Student Enrollment / Demographics

Enrollment	2,299
Limited English Proficient students	26%
Students eligible for free/reduced lunch	75%
Special education students	8%
Hispanic	96%
African American	2%
White	2%
Other	1%

SUNSET HIGH SCHOOL

SCORECARD 2008-2009



	ACTUAL	3-YEAR TREND oldest → newest	2010 GOAL	HS RANK	ACTUAL	3-YEAR TREND oldest → newest	2010 GOAL	HS RANK
STUDENT ACHIEVEMENT								
TAKS	Mathematics	66%	47% 57% 66%	90%	20%	9% 14% 20%	60%	★★★☆☆
	Reading / ELA	87%	77% 82% 87%	90%	22%	16% 22% 22%	60%	★★★☆☆
	Science	68%	52% 62% 68%	90%	17%	6% 9% 17%	60%	★★★☆☆
	Social Studies	91%	89% 91% 91%	90%	49%	34% 40% 49%	60%	★★★☆☆
Meets Minimum Standard								
Meets College-Ready Standard								
Students who took an Advanced Placement (AP) test**								
27%								
Test takers scoring 3, 4, or 5 on at least one AP test**								
18%								
Average Score**								
SAT = 867								
ACT = 17								
Graduates who have taken either SAT or ACT**								
47%								
Examinees with college-ready SAT/ACT score**								
6%								
Graduates enrolled in post-secondary education*								
27%								
Students completing at least one TEA advanced or dual enrollment course**								
13%								
Percent of district's advanced curriculum offered								
53%								
ON TRACK / GRADUATION								
Students who graduate in four years*								
63%								
Students present at least 90% of the time								
73%								
Freshmen on track for graduation								
78%								
STUDENT GROWTH								
Students who made expected gains on TAKS math								
64%								
Students who made expected gains on TAKS reading								
74%								
School Effectiveness Index (SEI - average score is 50)								
51								
TEACHERS								
Average teacher attendance rate								
93%								
Teachers retained from previous year								
82%								
LEARNING ENVIRONMENT								
PARENTS	Parents who completed survey = 469 out of 2299 → 20%				Agree Not Sure Disagree			
	Parents satisfied with the quality of education				85.0% 12.4% 2.6%			
	Parents who believe the school has a welcoming environment				76.4% 18.6% 4.9%			
	Parents satisfied with school facilities and cleanliness				56.0% 33.6% 10.3%			
	School informs parents about their child's grades and learning progress throughout the year				83.7% 10.8% 5.6%			
STUDENTS	The school responds to concerns in a timely manner				63.0% 25.6% 11.4%			
	Students who completed survey = 471 out of 2299 → 20%				Often Sometimes Never			
	Students feel safe when on campus				64.9% 31.5% 3.6%			
	Students given homework from their teachers				37.4% 55.1% 7.4%			
	Students feel challenged with coursework				35.9% 59.0% 5.1%			
	Students believe course are relevant to their future				64.6% 31.1% 4.3%			
	Students are encouraged to use what they learn in everyday life				54.5% 41.1% 4.5%			
	Students who participate in sports or athletics				32.9% 28.8% 38.2%			
	Students who participate in arts, music, clubs, or student council				32.5% 31.5% 36.0%			

Note: All data is based on the 08-09 school year except where indicated below.
* Most recent data is from 07-08 school year | ** Most recent data is from 06-07 school year
n/a - Data not available for that school year | n/r - Not reported on TEA Accountability report

★★★☆☆ Bottom 25% of Dallas ISD High Schools
★★★★★ Top 25% of Dallas ISD High Schools

User-Friendly System to Track Progress

❖ Currently building a dashboard for each group of stakeholders

Principal's Dashboard - 022-WILSON HS

Today is 9/9/2008 10:37:22 AM

Daily View | Campus View | Resources

Alerts

- Past due Work Orders: 9
- Offenses: 0
- Exp. Certifications: 1
- Past due TAC Tickets: 0
- Unfilled Absences: 0

Operations

Work Orders

Days	0-5	6-15	15+
Requested	0	0	9
Approved	0	0	5
Assigned	0	0	236

TAC Tickets

Days	0-3	3-5	5+
Assigned	9	0	4
Waiting User	0	1	2
Closed	0	0	2,391

Discipline Referrals

Offense Type: Mandatory/Expellable: 4

All Offenses: 1

Student Absences

5/5/2008 to 5/29/2008

Present: 1,277 | Unchanged: 0

Budget

Fund: 199	Budget	\$7,350,579
Fund: 211	Actual	\$600,429
Fund: 224	Encumbrances	\$6,407
Fund: 240	Remaining Balance	\$6,735,743.00

Percent Spent: 30%

Teachers Absent

Total Absences: 17

Subs Required: 14

- Filled Jobs: 14

- Unfilled Jobs: No data

Absent Teachers:

- B. MOORE ENGLAREADING
- C. WALLACE CAREER PREP
- D. SMITH SOCIAL STUDIES
- F. EDWARDS-FEI SCIENCE
- H. HUNT PHYS ED
- J. LYONS ENGLAREADING
- K. BLACH ENGLAREADING
- K. SEALE PHYS ED
- N. TURPIN HEALTH
- M. GINDRATT PHYS ED
- P. FLORES LOCAL CREDIT
- P. HOGG BUSINESS EDUC
- P. MCGHEE ENGLAREADING
- R. EDUCATIONAL BUSINESS EDUC

Dashboard:
 tool to provide up-to-date information on the key performance indicators needed to proactively track the effectiveness and efficiency of campus or district activities

Dallas Independent School District

Year Graduated: % Enrolled in College | HS Grad Rate | College Grad Rate | Current School Year: % On Track | % College Ready

School District Map

Org	School	06-07	05-06	04-05	03-04	02-03	01-02	00-01
024	NORTH DALLAS HIGH SCHOOL	30.1%	37.3%	14.5%	15.1%	10.1%	11.4%	10.7%
025	SKYLINE HIGH SCHOOL	41.0%	35.5%	31.5%	27.0%	23.0%	17.5%	10.2%
026	SCHOOL OF SCIENCE/ENGINEERING	73.4%	62.9%	73.5%	52.3%	26.3%	30.7%	25.0%
020	EMMETT CONRAD HIGH SCHOOL							
032	JAMES MADISON HIGH SCHOOL	23.5%	13.5%	12.6%	9.6%	6.9%	7.4%	7.9%
023	BUSINESS MAGNET	62.7%	65.5%	51.6%	41.1%	25.2%	17.4%	15.4%
024	CREATIVE ARTS MAGNET	70.3%	63.5%	65.6%	40.4%	29.4%	19.9%	22.7%
025	RANGEL ALL-GIRLS HIGH SCHOOL							
036	TOWNVIEW-HEALTH PROFESSIONS MAG	74.8%	69.5%	60.2%	48.5%	45.9%	30.6%	33.0%
027	EDUCATION/SOCIAL SERVICES MAGNET	74.5%	57.9%	54.7%	39.2%	33.3%	17.0%	20.0%

Current School Year

% On Track: 38.7%

% College Ready: 23.1%

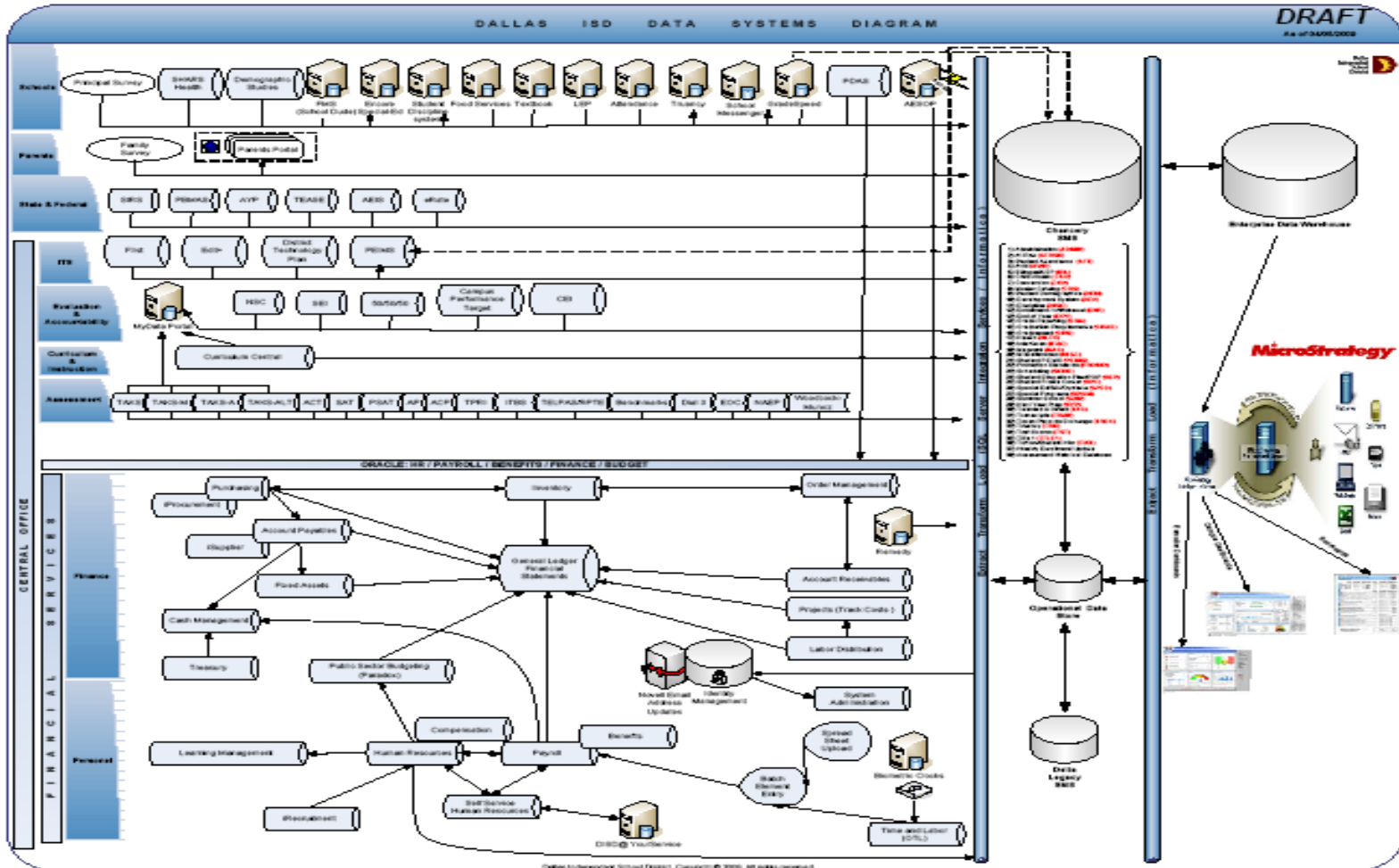
Year Graduated

Legend: % Enrolled in College, HS Grad Rate, College Grad Rate

Click for Report Description | Click for Detail Analysis

Districtwide Data Warehouse

❖ Identifying data sources, owners, and refresh rates for each data element that serves as the foundation for the performance-based management system





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