

**THE ROAD
TO BROAD**



THE ROAD TO BROAD

AND

THE DALLAS ACHIEVES COMMISSION

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Overview of The Road to Broad and the Dallas Achieves Commission Effort

The case for action

Sample diagnostic analysis performed by the project team

Dallas Achieves Commission Phase II commendations and recommendations

Implementation plan for Phase III

THE ROAD TO BROAD

In November 2005, Dallas ISD Superintendent Michael Hinojosa and the Board of Trustees set goal of becoming one of the best urban school districts in the country by 2010

- **Set aggressive performance targets in the areas of academic achievement, graduation rates and college readiness**
- **Compared Dallas performance to other major urban districts in Texas**
- **Set goal of winning the Broad Prize in Urban Education as an indicator of significant progress**

Created a comprehensive education plan

- **Build an integrated curriculum**
- **Establishing common understanding of the principles of learning**

Created the Dallas Achieves Commission to provide community support and expertise in the creation and implementation of a comprehensive transformation plan

THE BROAD PRIZE

The Broad Prize for Urban Education is an annual award created to honor urban school districts making the greatest overall improvement in student achievement while at the same time reducing achievement gaps across income and ethnic groups.

School districts that are awarded this prize do not receive it by focusing on lots of individual programs. They achieve it by addressing systemic change that leads to total transformation.

The specific data that is considered by the Broad Prize Review Board are as follows:

- **Mandated state tests in reading and math for elementary, middle and high schools**
- **Performance of a district compared with itself and compared with the performance for similar districts in the state (based on poverty levels)**
- **Achievement gaps between African-American and Hispanic students compared to White students and between low-income and non-low-income students**
- **Graduation rate - calculated graduation rate based on the Manhattan Institute methodology from district demographic data**
- **SAT and ACT scores and participation rate**
- **National Assessment of Educational Progress (NAEP) state average performance and improvement**
- **Adequate Yearly Progress (AYP) performance**
- **District performance on the Trial Urban District Assessment, where available**
- **Student demographic data (income, language, ethnicity)**

THE DALLAS ACHIEVES COMMISSION

The Commission

Three co-chairs

- **J. McDonald Williams, former Chairman Emeritus of Trammell Crow and founder and Chairman of the Foundation for Community Empowerment**
- **Pettis Norman, CEO of PNI Industries**
- **Arcilia Acosta, CEO of Carcon Industries & Construction**

Over 60 members representing a very diverse set of stakeholders, sectors, and interests

- **Business leaders**
- **Civic leaders**
- **Grass roots leaders**
- **Philanthropists**
- **Students**
- **Teachers**
- **Parents**
- **Faith communities**
- **City officials**
- **State representatives**

The Project Team

Highly qualified team of skilled consultants with full range of competencies needed to support transformation effort

- **Strategy consulting**
- **Public sector transformation**
- **Organization development and change management**
- **Early childhood education**
- **Training and coaching**
- **Grass roots mobilization**
- **External accountability**
- **Communications and campaign management**

Mix of firms used to make up project team

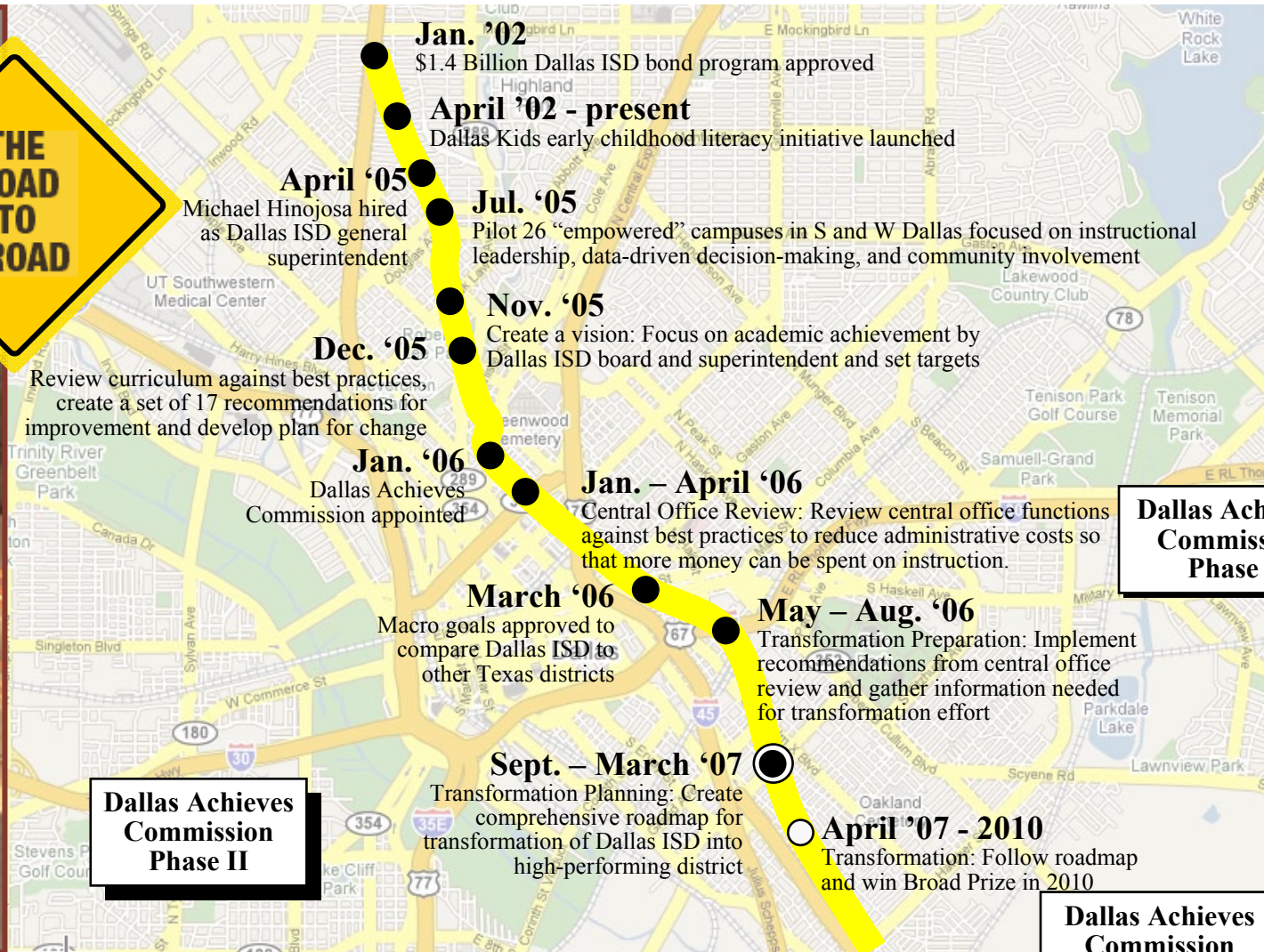
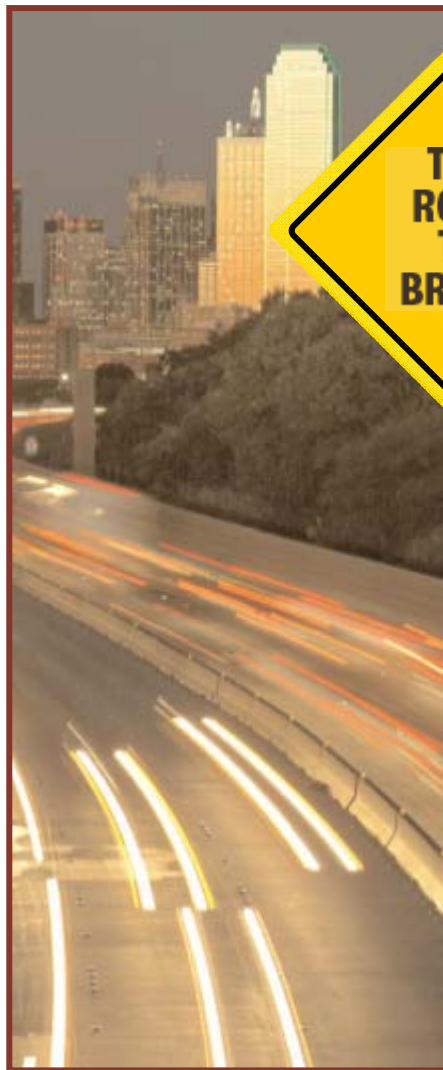
- **The Boston Consulting Group**
- **The RobinsonEdwards Group**
- **Public Strategies Group**
- **The Foundation for Community Empowerment**
- **Carol Reed Associates**
- **Other independent consultant/experts**

OVERALL ASPIRATION FOR THE DALLAS ACHIEVES TRANSFORMATION EFFORT IS FOCUSED ON THE STUDENTS

**Transform the Dallas Independent School District
so that every Dallas ISD student graduates from
high school college- and workforce-ready**

THE ROAD TO BROAD

Dallas Achieves Transformation Effort Builds On Recent Momentum



Jan. '02
\$1.4 Billion Dallas ISD bond program approved

April '02 - present
Dallas Kids early childhood literacy initiative launched

April '05
Michael Hinojosa hired as Dallas ISD general superintendent

Jul. '05
Pilot 26 “empowered” campuses in S and W Dallas focused on instructional leadership, data-driven decision-making, and community involvement

Nov. '05
Create a vision: Focus on academic achievement by Dallas ISD board and superintendent and set targets

Dec. '05
Review curriculum against best practices, create a set of 17 recommendations for improvement and develop plan for change

Jan. '06
Dallas Achieves Commission appointed

Jan. – April '06
Central Office Review: Review central office functions against best practices to reduce administrative costs so that more money can be spent on instruction.

Dallas Achieves Commission Phase I

March '06
Macro goals approved to compare Dallas ISD to other Texas districts

May – Aug. '06
Transformation Preparation: Implement recommendations from central office review and gather information needed for transformation effort

Dallas Achieves Commission Phase II

Sept. – March '07
Transformation Planning: Create comprehensive roadmap for transformation of Dallas ISD into high-performing district

April '07 - 2010
Transformation: Follow roadmap and win Broad Prize in 2010

Dallas Achieves Commission Phase III

DALLAS ACHIEVES COMMISSION WORK BEGAN WITH SIX WEEK PHASE I EFFORT

Multi-pronged approach to analyze current DISD processes and benchmark with best practices

Conducted over 50 interviews with DISD personnel at all levels within central administration

Held focus groups, with participation of ~20 principals

Benchmarking visits of high performing school districts – conducted over 20 interviews

- New York (3/01/06)
- Aldine (3/03/06)
- Garden Grove (3/10/06)
- Norfolk (3/29/06)

Interviewed external experts

- David Osbourne (Senior Partner, Public Strategies Group)
- Mike Strembitsky (former Superintendent, Edmonton Public Schools)
- Joseph Olchefske (Managing Director, School District Consulting Practice at American Institutes for Research; former Superintendent, Seattle Public Schools)
- William Ouchi (Professor in Corporate Renewal at The Anderson Graduate School of Management at UCLA; Author of *“Making Schools Work”*)

DALLAS ACHIEVES COMMISSION PHASE I RECOMMENDATIONS

Expected to Release ~ \$12-20M in Annual Savings

1. Create long-term roadmap for comprehensive school reform
2. Establish implementation team for Phase 1 and project team for additional phases of the reform effort
3. Implement partnership with City of Dallas for operations/ processes supporting classroom performance
4. Execute coordinated approach to facilities management that incorporates best practices
5. Implement best practices in custodial services mgmt
6. Implement a planned maintenance approach
7. Implement performance contracting to reach more efficient energy utilization
8. Implement best practices in buying and contracting services with the assistance of the business community
9. Streamline technology and use third-party management to better meet the needs of both campuses and administrative offices
10. Simplify legal process to be more in line with other Texas school districts
11. Evaluate and implement (where possible) alternatives to current hall monitoring
12. Implement more equitable funding model that supports needs of both high- and low-performing schools

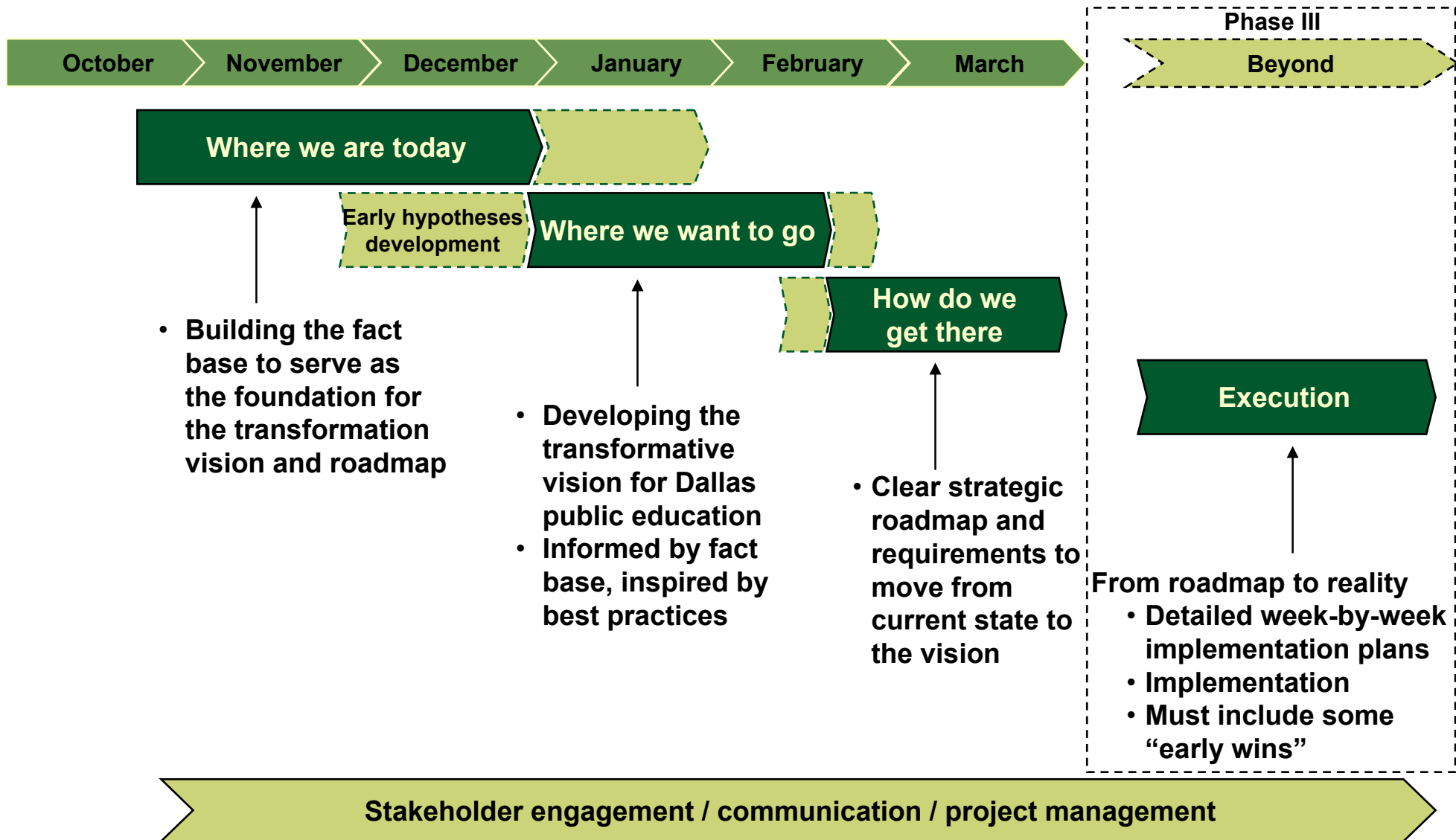
**Implementation
& Future Phases**

**Central Office
Changes**

**Funding
Allocation**

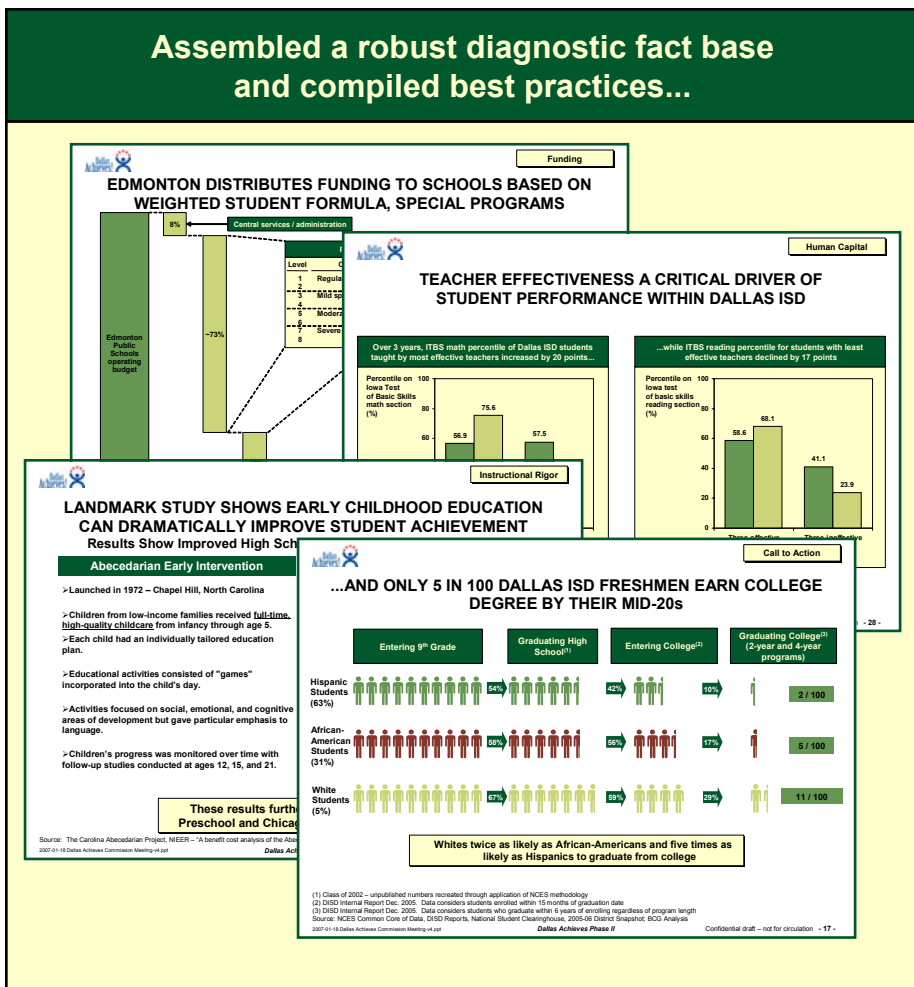
The Phase I recommendations were unanimously approved by the Dallas Achieves Commission, the Superintendent and the Board of Trustees

DALLAS ACHIEVES COMMISSION PHASE II: FIVE AND HALF MONTH EFFORT TO CREATE A TRANSFORMATION PLAN



PHASE II PROCESS INFORMED BY ROBUST FACT BASE AND KEY STAKEHOLDER INPUT, INSPIRED BY BEST PRACTICES

Assembled a robust diagnostic fact base and compiled best practices...



...and engaged with key stakeholders

Focus groups with ~100 teachers and ~70 principals from over 50 schools

Met with over 80 students (incl. Village Fair, Teen Board)

Conducted parent focus groups and attended several district sponsored parent academies

Interviewed 10 community service providers

Multiple meetings with key Central / Area staff including

- Superintendent
- Executive leadership team
- Cabinet
- Area Superintendents
- Many individual discussions across Curriculum and Instruction, School Support Services and Business Services

Site visits to Long Beach and Miami-Dade

Multiple full Commission and subcommittee meetings

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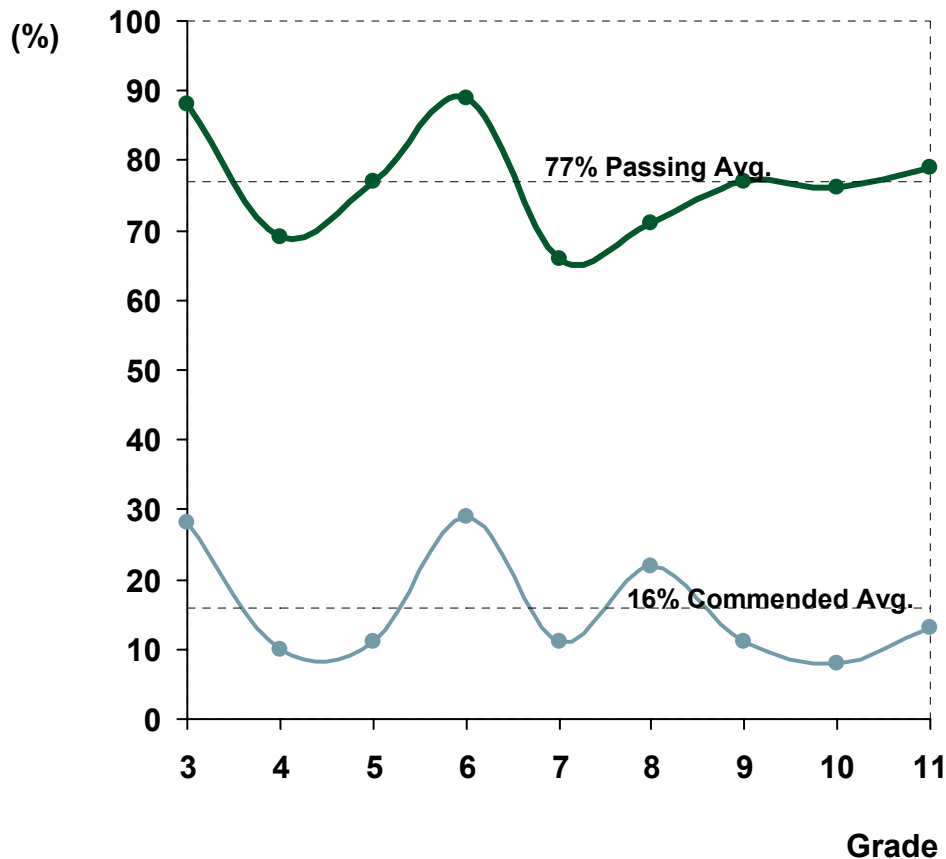
Dallas Achieves Commission Phase II commendations and recommendations

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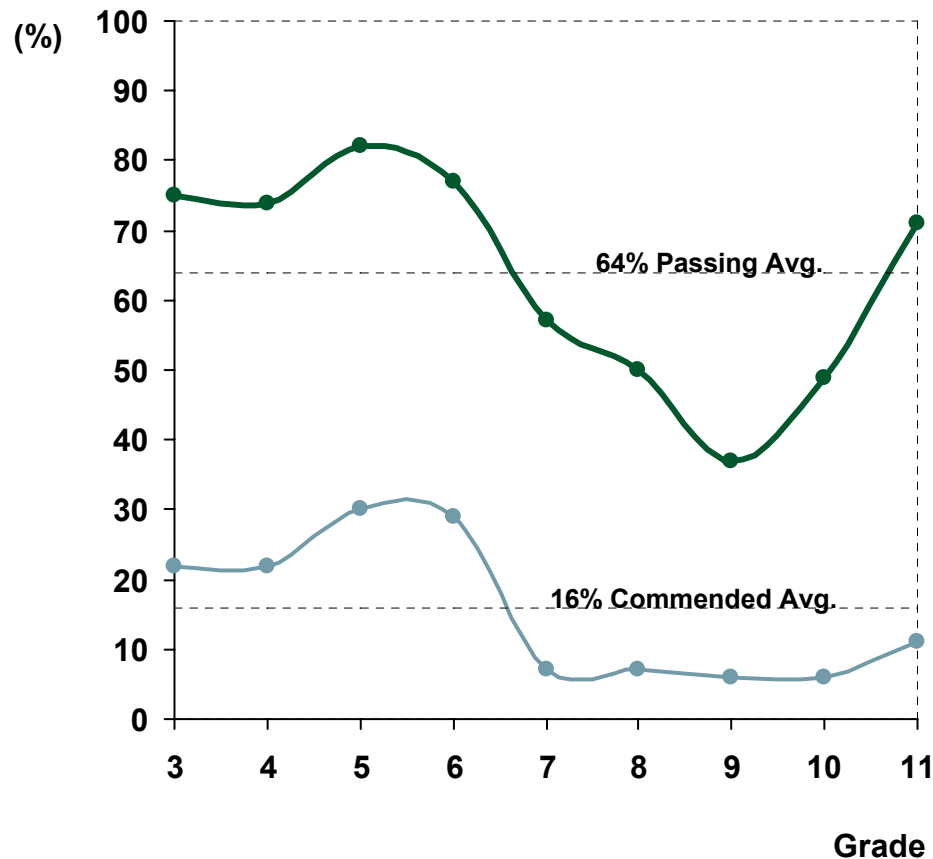
TOO FEW DALLAS ISD STUDENTS PASSING TAKS

Far Too Few Reaching Commended Levels

Student performance on TAKS Reading (2006)



Student performance on TAKS Math (2006)



LOW TAKS PASSING RIGOR COMPARED TO NATIONAL STANDARD

“Johnny Can’t Read ... In South Carolina. But If His Folks Move To Texas, He’ll Be Reading Up A Storm”

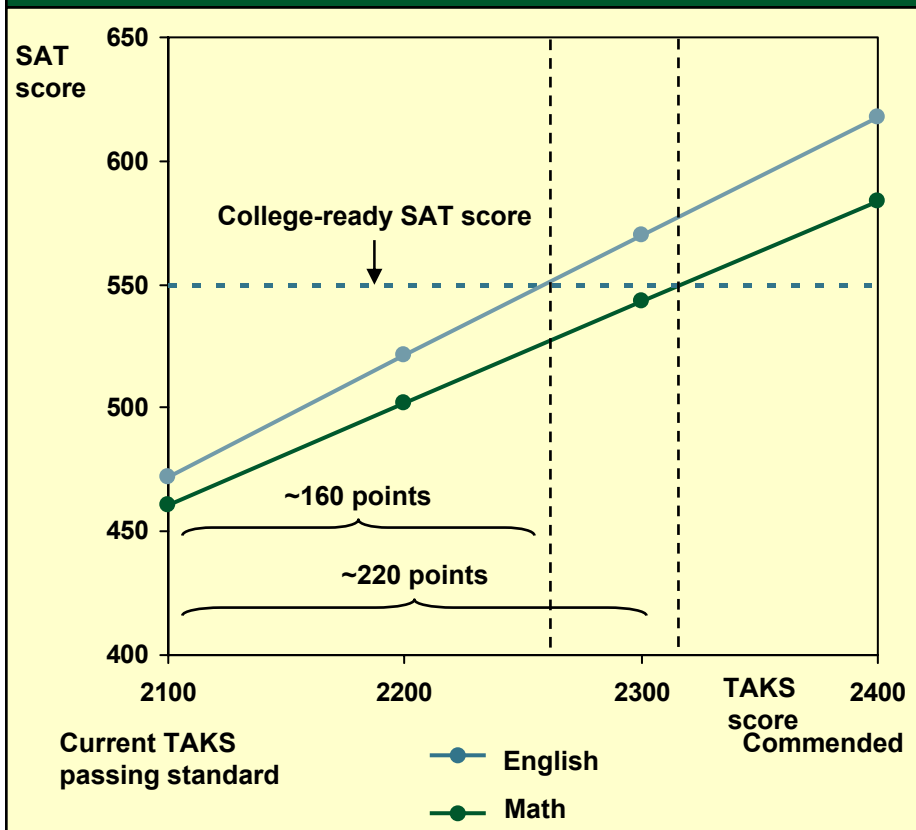
Ranking of states by difference between % proficient on state exam and % proficient on NAEP
(Grades fall in forced distribution: A – 10%, B – 20%, C – 40%, D – 20%, F – 10%)

State	4 th grade Math	4 th grade Reading	8 th grade Math	8 th grade Reading	Overall (2005)
1. Massachusetts	A	A	A	-	A
2. South Carolina	A	A	A	A	A
3. Maine	A	A	A	A	A
.....					
35. Utah	C-	C-	D	D	D+
36. Alaska	C-	D	C-	D-	D
37. Texas	D+	D+	C	F	D+
38. Virginia	-	-	D-	C-	D+
39. Idaho	D-	D	D+	D	D
.....					
46. North Carolina	D-	D	F	F	F
47. Oklahoma	F	F	F	F	F
48. Tennessee	F	F	F	F	F

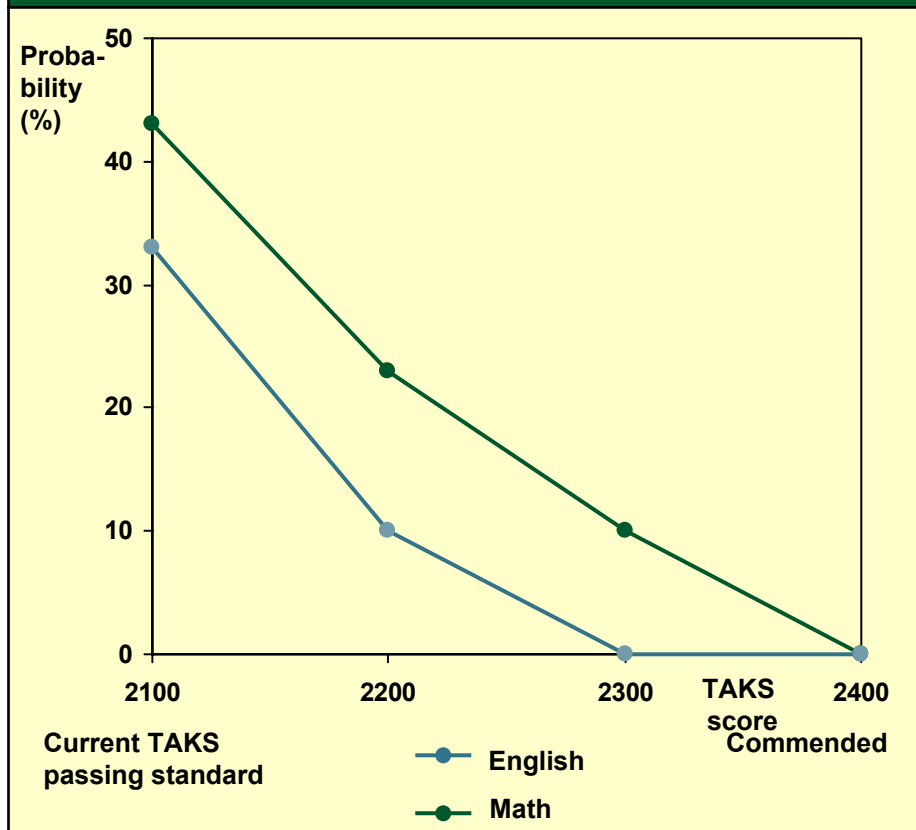
Note: Minnesota, New Hampshire, and Vermont did not test students in the 4th or the 8th grade in 2005. No grade means either state scores or NAEP results were unavailable.
Source: “Johnny Can Read...In Some States.” Paul Peterson and Frederick Hess, Education Next 2005

NCEA ANALYSIS INDICATES THAT CURRENT TAKS PASSING STANDARD NOT ALIGNED WITH COLLEGE READINESS

Predicted SAT score for 11th grade TAKS performance



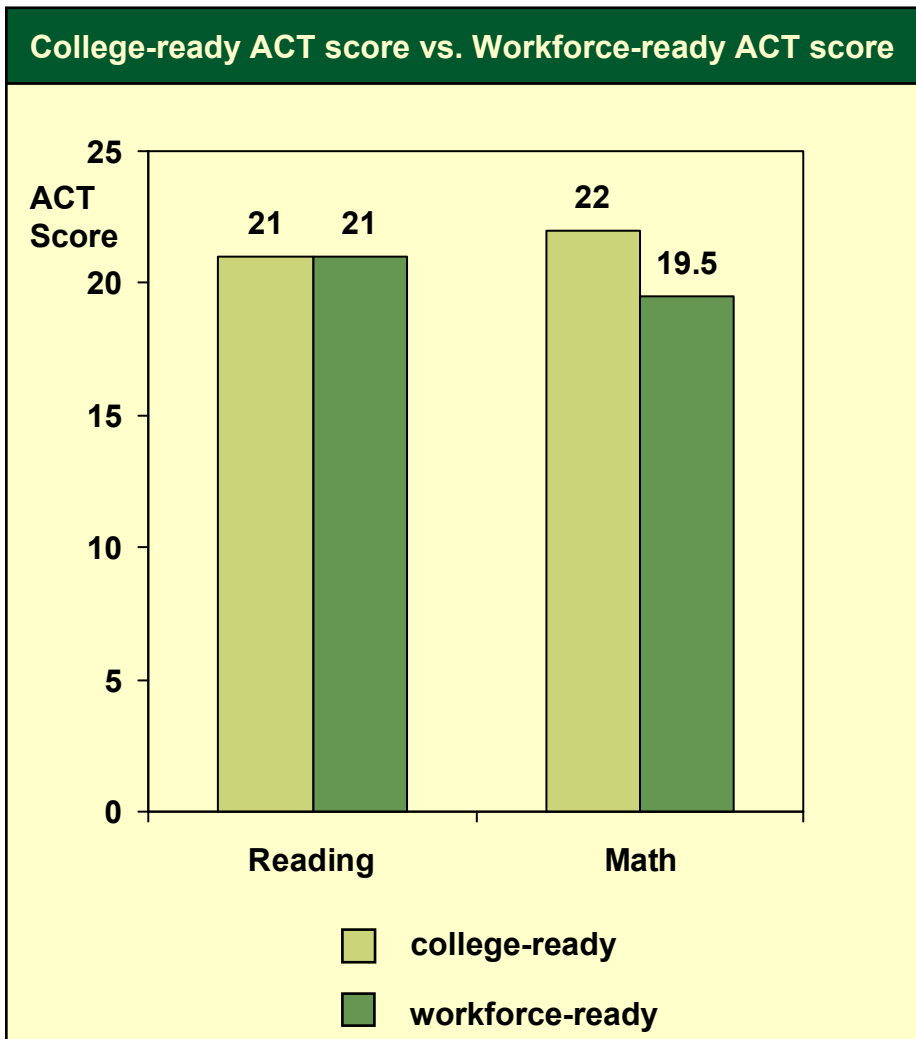
Probability a student will need college remediation based on 11th grade TAKS performance



Note: Data is from 2003

Source: National Center for Education Accountability, "Identifying Appropriate College-Readiness Standards for All Students" May 2006

DIFFERENCE BETWEEN “COLLEGE-READY” AND “WORKFORCE-READY” IS NEGLIGIBLE





(1) Workforce-ready ACT score based on comparison between math and reading skills required for particular job profiles and the corresponding ACT score for those skills.
 (2) Workforce-ready ACT score displayed is median of score range (19-23 Reading, 18-21 Math)
 Source: ACT, “Ready for College and Ready for Work: Same or Different?” (2006)

Workforce-ready

Having the skills to earn a wage that can support a family of four and provide potential for career advancement.

Most jobs profiled did not require a bachelor’s degree, but required some type of vocational and/or on-the-job training. This is therefore also a measure of workforce training readiness.

Examples include electricians, construction workers, upholsterers, plumbers.

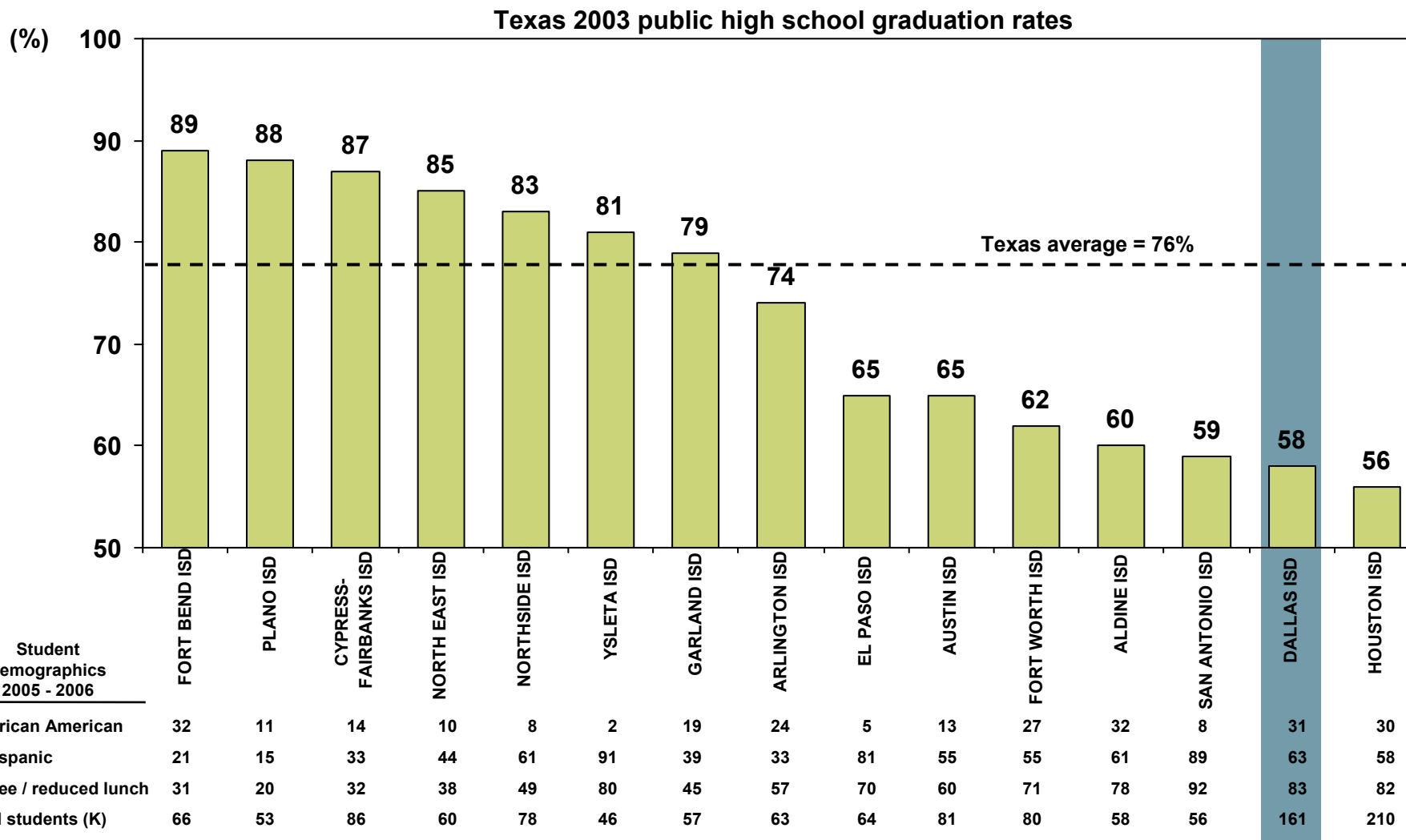
College-ready

Having the skills to have at least a 75% chance of earning a C grade or better in first-year college courses.



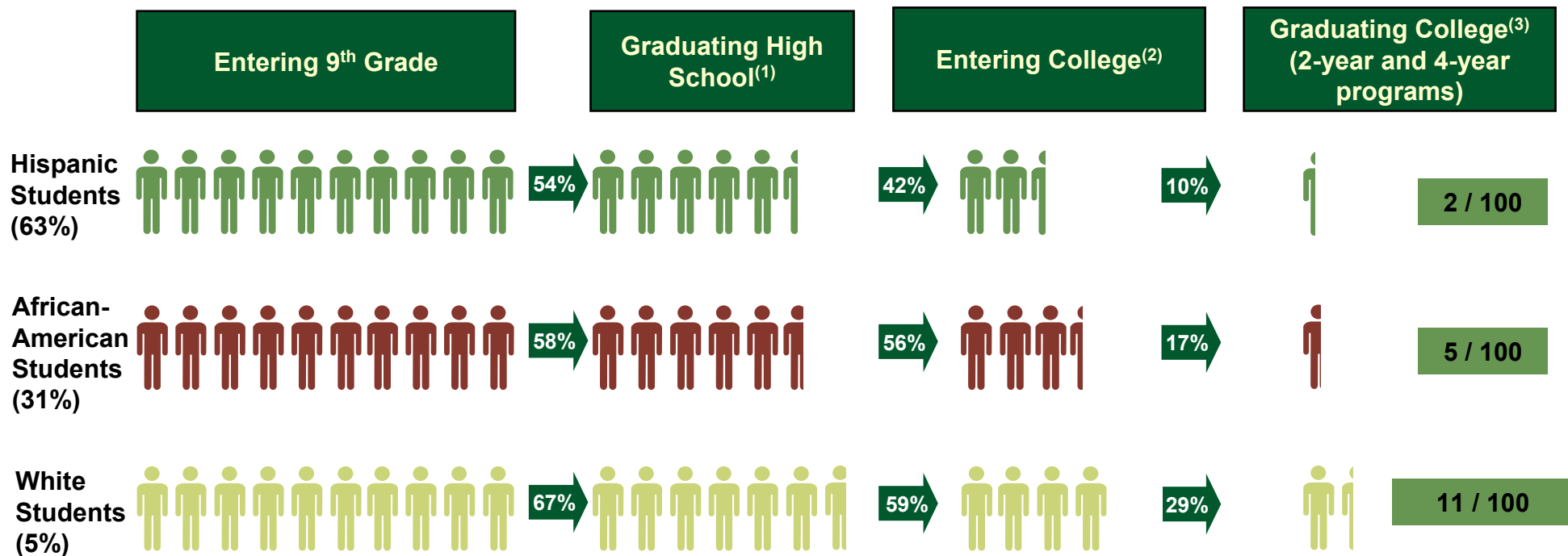

DALLAS HIGH SCHOOL GRADUATION RATE FAR TOO LOW...

In 2003, Ranked 14th Out Of 15 Largest TX Districts



Source: NCES Common Core of Data, "Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2003-04"
TEA Academic Excellence Indicator System (AEIS) District Reports 2005-06

ONLY ~5 IN 100 DALLAS ISD FRESHMEN EARN COLLEGE DEGREE BY THEIR MID-20s



Whites twice as likely as African-Americans and five times as likely as Hispanics to graduate from college

(1) Class of 2002 – unpublished numbers recreated through application of NCES methodology
 (2) DISD Internal Report Dec. 2005. Data considers students enrolled within 15 months of graduation date
 (3) DISD Internal Report Dec. 2005. Data considers students who graduate within 6 years of enrolling regardless of program length
 Source: NCES Common Core of Data, DISD Reports, National Student Clearinghouse, 2005-06 District Snapshot; BCG Analysis

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DISTRICT HAS UNDERTAKEN SEVERAL SIGNIFICANT EFFORTS FOCUSED ON IMPROVING STUDENT ACHIEVEMENT

The Superintendent and Board of Trustees agreed high academic achievement would be a top priority aspiration for the next five years

- **Adopted 18 performance targets to measure Dallas ISD's success**
- **Set goal of winning the Broad Prize in 2010**
- **Engaged NCEA in ongoing Dallas ISD audit and comparative analysis of Dallas ISD performance vs. other large Urban Texas districts**

Created an aligned curriculum for use throughout the District at each grade level

- **Supported by Curriculum Central IT platform**
- **Developed "refrigerator curriculum guides" to enable parents to understand what their children will be learning and how they can help**

Redeployed positions from Central Office to campuses to provide support to teachers and principals

Partnered with The Foundation for Community Empowerment, Texas Instrument and 7-Eleven Foundation to pilot robust principal capacity-building and support at 26 Dallas ISD campuses

Implementing NCEA recommendations a significant focus of Dallas ISD

26 CAMPUS PRINCIPAL CAPACITY-BUILDING PILOT HAS SOME PROMISING EARLY RESULTS

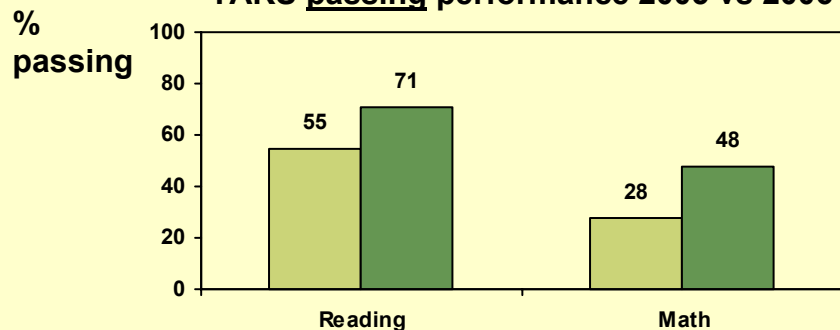
Sample Area 2 Success Stories

Improvement seen in traditionally low performers such as Madison High School...

Struggling school received new principal in 2005 who

- Regularly visits classrooms to observe teaching and learning
- Drives data analysis with all faculty
- Leverages planning periods to evaluate data, develop plans
- Frequently conducts 1-on-1 sessions with teachers (modeling, teaching, role play)

TAKS passing performance 2005 vs 2006



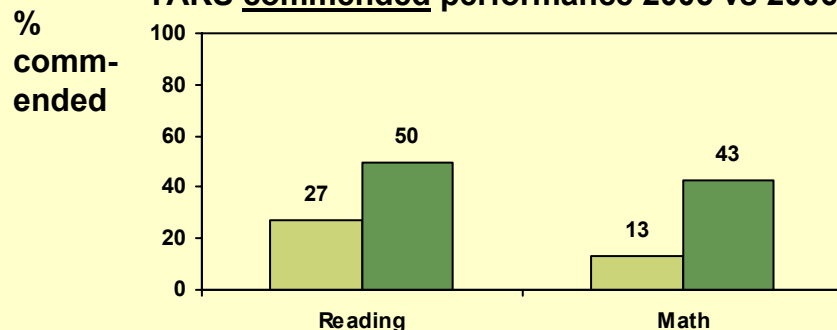
...And already high performers such as Frazier Elementary

Exemplary school five years in a row

Learned to use Just for the Kids data to improve student achievement

- Has created own reports for evaluating data - especially many reading assessments
- Assigns everyone in faculty to work individually with students to ensure all achieve

TAKS commended performance 2005 vs 2006



TAKS 2005

TAKS 2006

CAMPUS STAFF RECOGNIZE PROGRESS BUT ALSO HIGHLIGHT OPPORTUNITIES TO IMPROVE

Campus Administrator and Teacher Feedback from Focus Groups

Focus group feedback on opportunities for improvement⁽¹⁾

- Professional development activities aligned with developmental needs of teachers
- Increase level of on campus teacher development and classroom based modeling

- Allow flexibility and time for campuses to adapt and supplement the District- approved instructional practices to the developmental needs of their students

- Translate wealth of Dallas ISD data into user friendly tools for monitoring effectiveness of District-wide programs or instructional practices

- Provide required instructional resources in a timely fashion (e.g. prior to school year)
- Increase use of qualified former educators on campuses to model effective classroom-based practices and improve instruction

- Focus on creating a rigorous early childhood platform for getting and keeping students on track for college or workforce readiness

Sample quotes from campus administrators and teachers

- “Staff development is prescribed. No one has ever asked me- what is the specific staff development you need?”*
- “There’s nothing like on the job training. You can’t do to teachers what we tell our teachers not to do to our students – sit them in a classroom for 8 hours and lecture”*

- “You can’t put a timeframe on learning and not be flexible... Teachers should have the flexibility to teach as necessary”*
- “I’m closest to my kids. I need the curriculum as a framework, but I need the freedom to move my kids along”*

- “Drop Everything and Read is a good program that didn’t work because it wasn’t implemented well”*
- “Having the Reading First test data is good but we have no time to tutor because we spend all our time testing”*

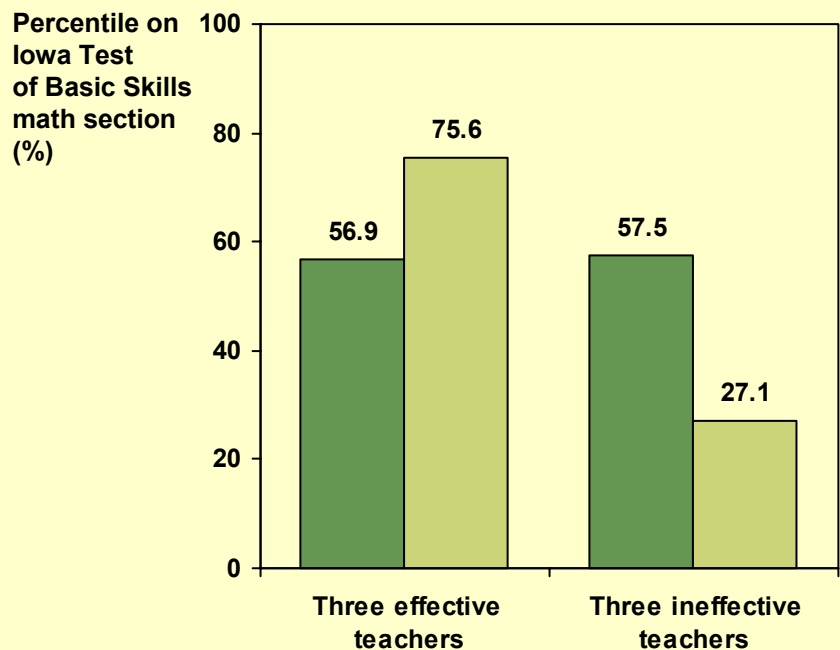
- “Everyone needs books to start school. They choose a provider and then don’t provide you with all the supplies and then we have to scramble to find them”*
- “A coach could be useful for providing periodic evaluation and feedback to teachers. Today we don’t have that type of capacity so it doesn’t happen”*

- “There needs to be a bridge between elementary education and early childhood education...when they go to Kindergarten, it is a totally different concept”*

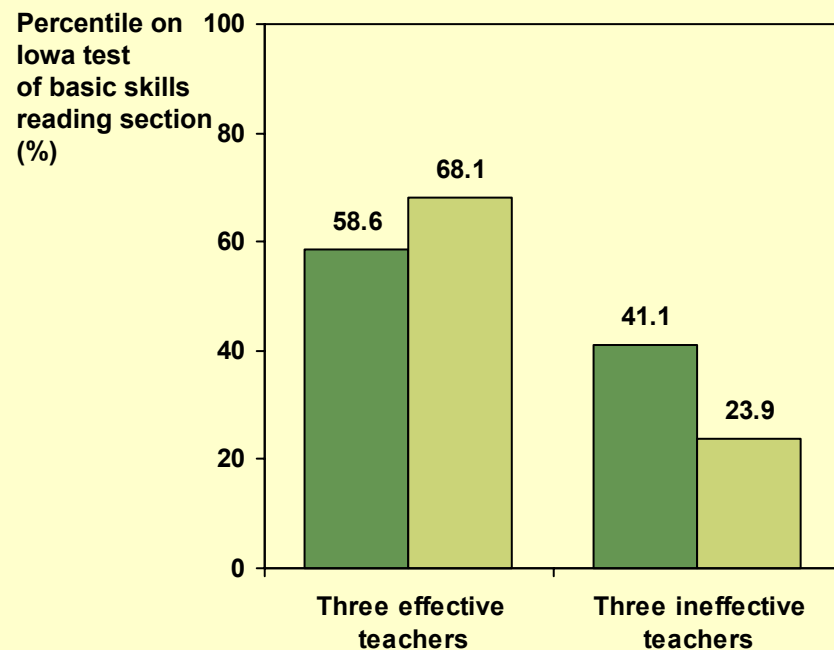
(1) ~70 administrators from ~40 schools and ~100 teachers from ~ 50 schools within Dallas ISD participated in focus group sessions.

TEACHER EFFECTIVENESS A CRITICAL DRIVER OF STUDENT PERFORMANCE WITHIN DALLAS ISD

Over 3 years, ITBS math percentile of Dallas ISD students taught by most effective teachers increased by 20 points...



...while ITBS reading percentile for students with least effective teachers declined by 17 points

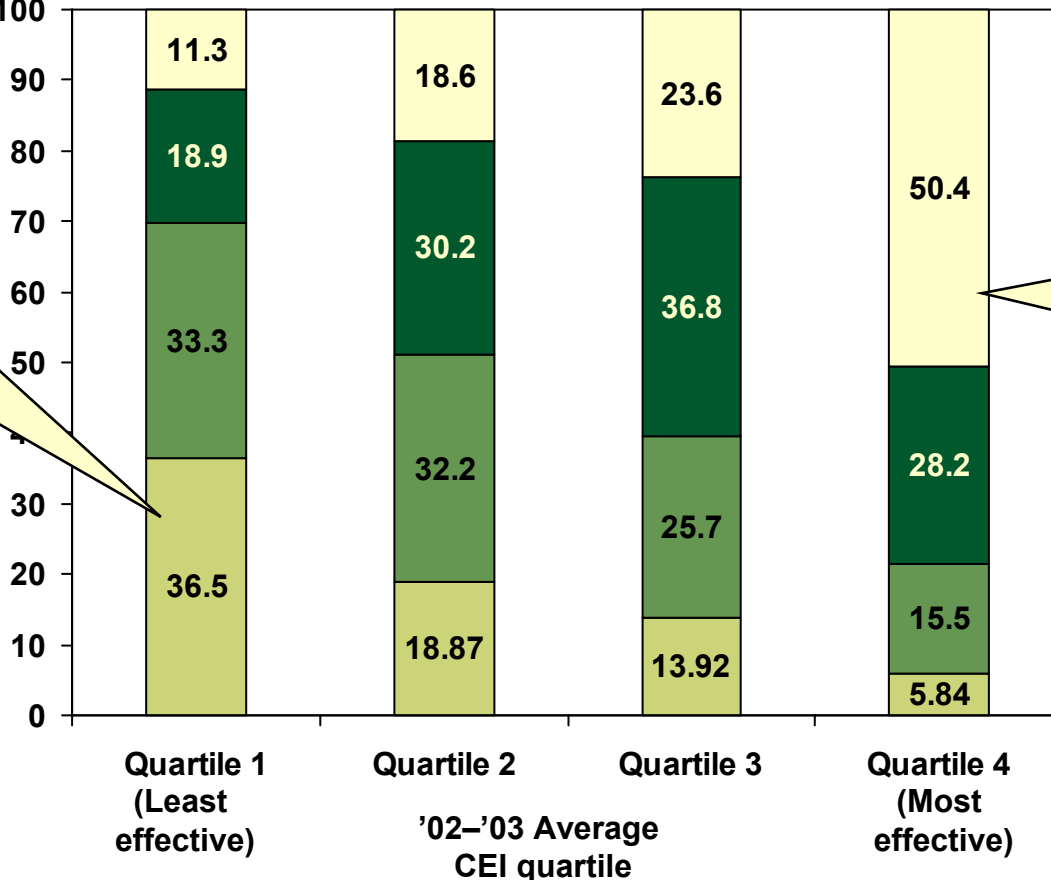


■ 3rd grade ■ 5th grade

INEFFECTIVE TEACHERS ARE LIKELY TO REMAIN INEFFECTIVE, EFFECTIVE TEACHERS ARE LIKELY TO REMAIN EFFECTIVE

'02-'03 CEI Quartile vs '05-'06 CEI Quartile

'05-'06 Average
CEI quartile



37% of teachers in the least effective quartile remained in the bottom quartile three years later

50% of teachers in the most effective quartile remained in top quartile three years later

- Quartile 4 (most effective)
- Quartile 3
- Quartile 2
- Quartile 1 (least effective)

Note: Includes all teachers that received at least one CEI for 2002–2003 and 2005–2006.
Source: 2002–2003 and 2005–2006 CEI data from Dallas ISD Evaluation and Accountability department

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COMMENDATIONS (I)

Stabilized and reorganized district leadership

The Board extended the superintendent's contract to ensure leadership stability and end the recent history of a "revolving door" to the superintendent's office

Restructured central administration leadership to establish a COO role and hired a NYSE-traded public company CEO and former member of a school board to fill the position

Created District Integrity Officer position to ensure district integrity, help meet district's financial accountability goal and regain the public's trust

Set high expectations for stakeholders throughout the District

Superintendent and Board made high academic achievement the top priority of the district

- Established performance targets that address progressing to college readiness; increasing completion/graduation rates; meeting state/federal achievement standards; closing achievement gaps
- Committed to measure performance/progress relative to other major urban Texas districts
- Set the goal of winning the Broad Prize in 2010

Revised principal evaluation and compensation system by adding student performance to the existing behavioral assessment components

Developed quantitative, value-added analysis systems (school effectiveness and classroom effectiveness indices) to evaluate teacher and principal effectiveness

COMMENDATIONS (II)

Focused on recruiting and developing effective campus staff

Put in place a Request for Principal (RFP) process that balances community input and executive decision-making

Redeployed positions from Central Office to campuses to provide support to teachers and principals

Established tiered professional development for teachers based upon levels of experience

Strengthened principals' ability to be effective instructional leaders through professional development programs such as Breakthrough Coach

Prioritized building instructional support

Designed and continue to implement a new, rigorous, vertically aligned curriculum

Brought in the National Center for Educational Accountability (NCEA) to conduct a best practice curriculum audit and received feedback from the NCEA that "Since receiving the recommendations in Dec. 2005, the Dallas ISD has undertaken an impressive number of ambitious and important action steps... By any account, the vigor with which central administration attacked NCEA recommendations is impressive."

- **Several commission recommendations build upon NCEA recommendations**

Rolled out "refrigerator curriculum guides" to enable parents to understand what their children will be learning and how they can help

Developed new methods to increase accountability and transparency

Instituted an Organizational Health Inventory (OHI) metric to measure the organizational health of campuses

Created the Dallas Education Foundation to support District initiatives and provide third party accountability

Created opportunities for principals to provide input and feedback directly to Superintendent and other Central Administration staff

COMMENDATIONS (III)

Created new partnerships with business and philanthropic community

Partnered with The Foundation for Community Empowerment, Texas Instruments and 7-Eleven Foundation to pilot robust principal capacity-building and support at 26 Dallas ISD campuses

Convened a diverse, representative commission of Dallas leaders (the Dallas Achieves Commission) to provide an objective, external perspective and make specific, actionable recommendations to the Superintendent and Board of Trustees

- **Unanimously approved the Commission's Phase I recommendations**
- **Supporting the development by the Dallas Achieves Commission of a Transformation plan for Dallas ISD (based on the Phase I recommendation)**

Strengthened existing Dallas community relationships

Collaborating with City staff leadership and City Council via regular discussions and open dialogue; investing in joint projects

Successfully executing the \$1.4 billion bond program from 2002 to create over 20 new schools and numerous improvements and additions

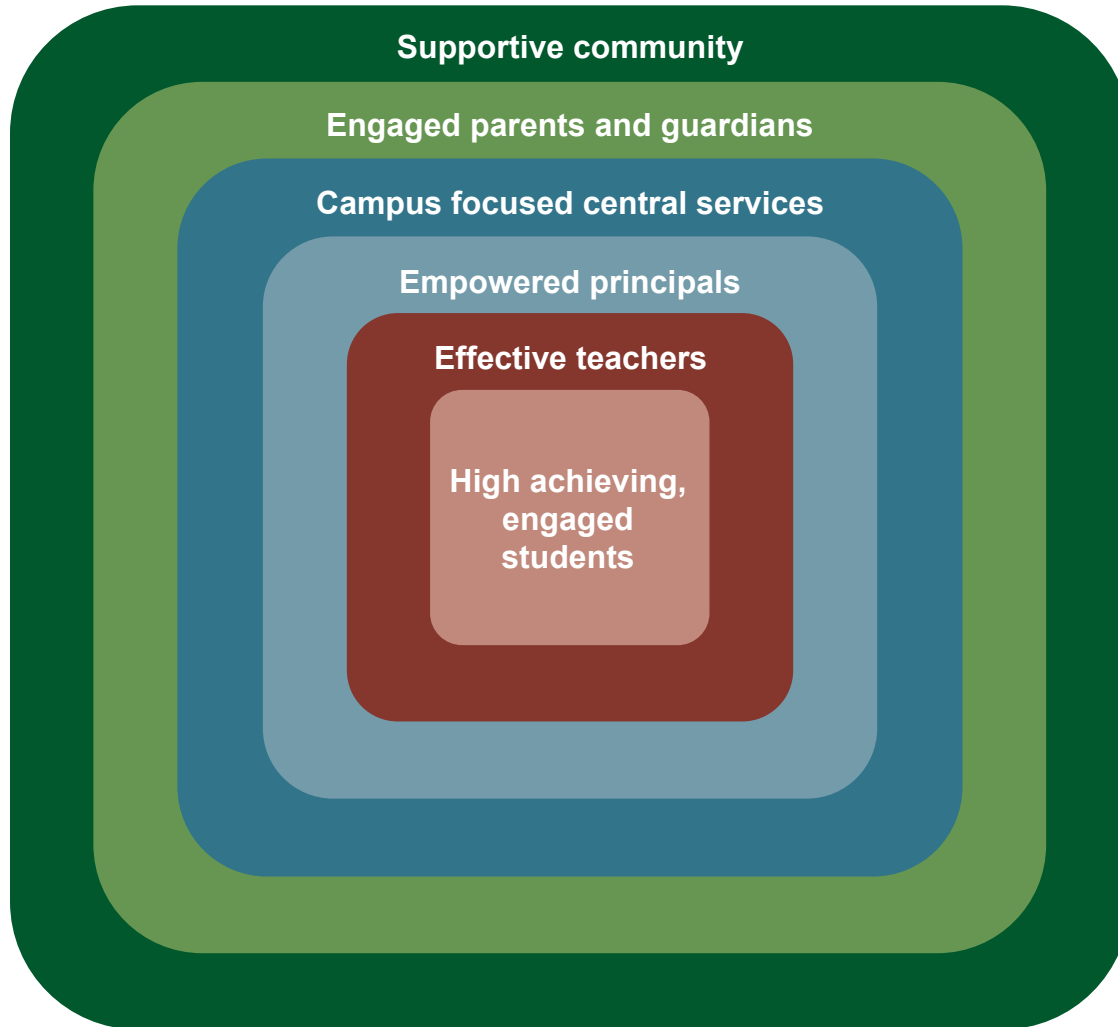
Established on-going collaboration with area government and non-profit service providers (Parkland and Dallas Area Interfaith) to meet broader social service needs of students and their families

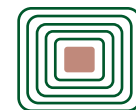
Received accolades from state and national organizations

Selected as a recipient of a \$22 million Teacher Incentive Fund grant from the U.S. Department of Education

Received statewide and national recognition for the quality of individual schools as evidenced by the recent inclusion of eleven Dallas ISD schools on the Texas Business and Education Coalition honor role

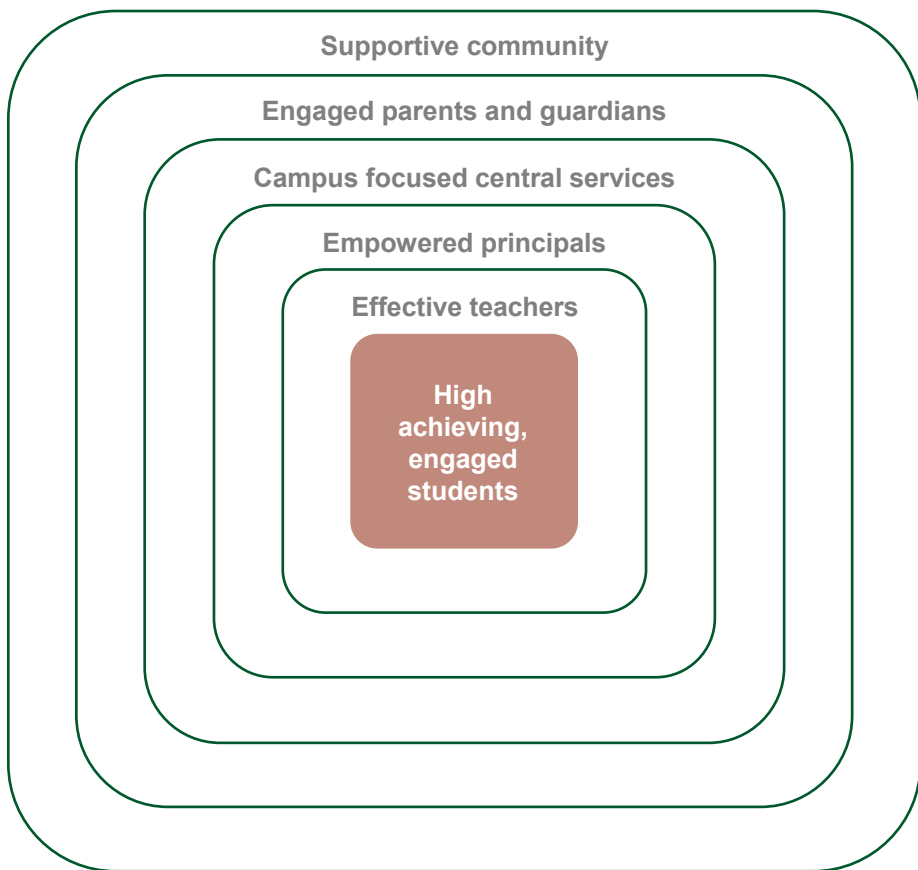
VISION FRAMEWORK FOR DALLAS ACHIEVES





HIGH ACHIEVING, ENGAGED STUDENTS

Dallas Achieves Commission Recommendations



A. Raise expectations for all students while ensuring adequate resources and support

- Graduate students college ready and workforce ready
- Establish growth metrics to ensure students learn at least a year's worth within a year's time
- Provide challenging academic environments
- Measure and report progress to community
- Embed high expectations at all levels of Dallas ISD

B. Target all students with a gap between current performance and college readiness and workforce readiness track

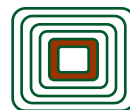
- Assess student needs and provide intervention plans for all students not on college readiness track, building on NCEA's recommendation for Tier 1 and 2 schools
- Provide an array of well supported options with significant focus on reading, writing and mathematics
- Check progress and analyze risks at school transition points
- Budget for extra time
- Identify, segment, and target dropouts

C. Increase student engagement

- Measure student engagement, motivation and parent confidence regularly
- Identify and attack risk areas
- Invest in proven systems and alternate school models for engagement
- Create individual learning plans for all students and engage students in setting and reaching goals

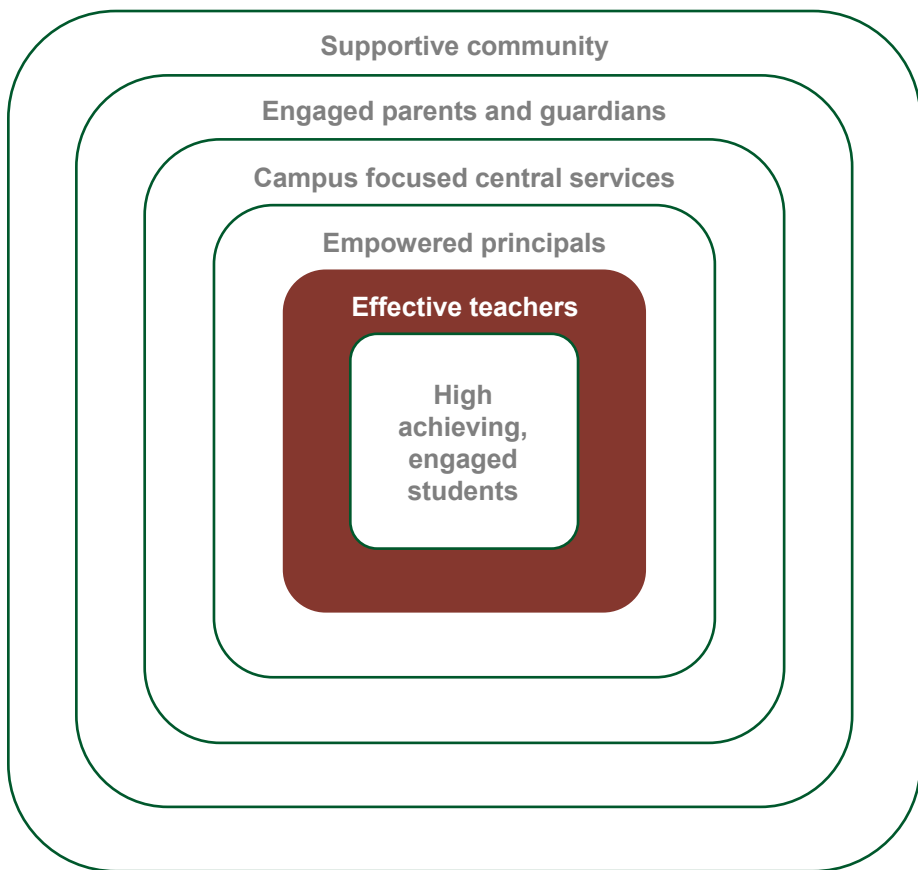
D. Ensure an early start for every child – prepare “future students” of Dallas ISD

- Raise awareness of benefits of early childhood education in providing strong foundation for academic success
- Improve quality and effectiveness of programs
- Improve access to programs



EFFECTIVE TEACHERS

Dallas Achieves Commission Recommendations

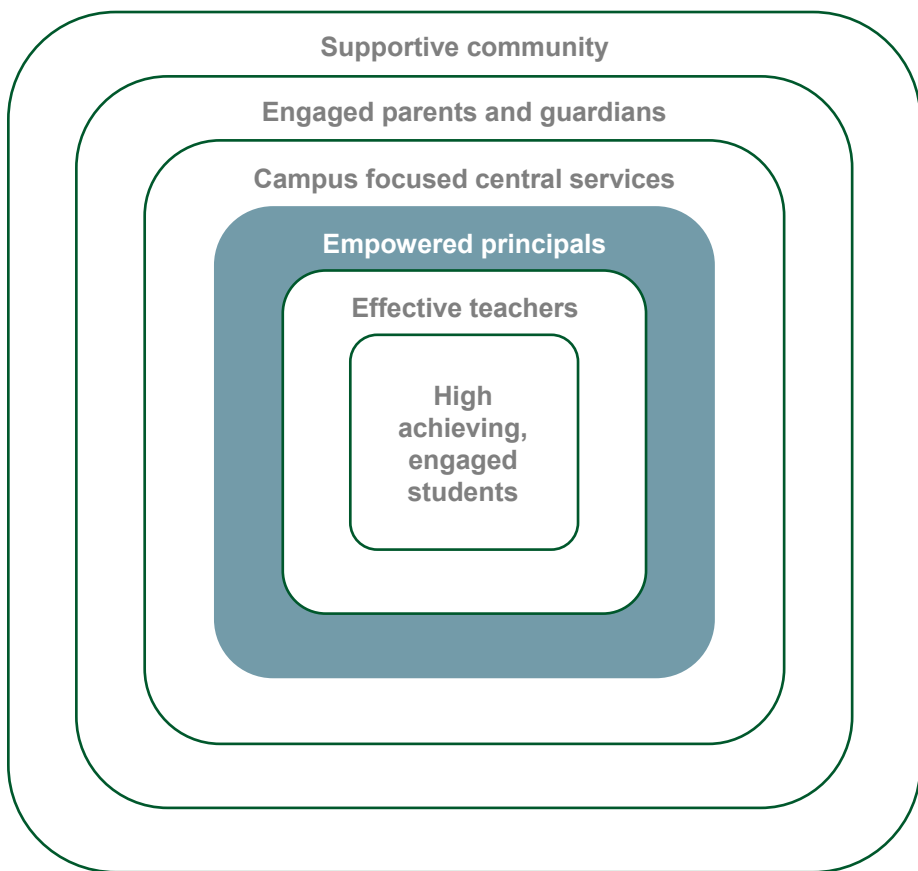


- A. Recruit, hire and retain highly effective teachers**
 - Identify and fill needs early
 - Build sizeable pool of high quality candidates
 - Support new and struggling teachers with full-time coaches, smaller class sizes and fewer non-teaching responsibilities
- B. Develop fair and honest teacher assessment and evaluation systems**
 - Measure critical behaviors
 - Measure student outcomes including growth
 - Provide actionable developmental feedback
 - Ensure coaches are not evaluating teachers
 - Link evaluations to career path and compensation
- C. Tailor professional development to individual teacher needs**
 - Provide targeted, individualized professional development, building upon the NCEA recommendation
 - Increase amount of on-the job, in-classroom observation, modeling/ demonstration and coaching
 - Offer individualized programs that develop areas of weakness and build upon strengths
 - Provide time for teachers to regularly collaborate
 - Support teachers in tailoring instruction to student needs
 - Support teachers in developing classroom management techniques to cope with students social/emotional issues
- D. Establish attractive teaching career path and incentives that motivate and retain effective teachers**
 - Base promotion on mastery of skills and demonstrated results, tie compensation increases to promotion along career path
 - Ensure competitive non-monetary benefits package
 - Migrate poor performers out of system
- E. Develop a system that recognizes and rewards results for all students**
 - Adequately recognize and reward teachers for delivering student results
 - Provide incentives for accepting hard to staff positions (subject and/or school specific)



EMPOWERED PRINCIPALS

Dallas Achieves Commission Recommendations

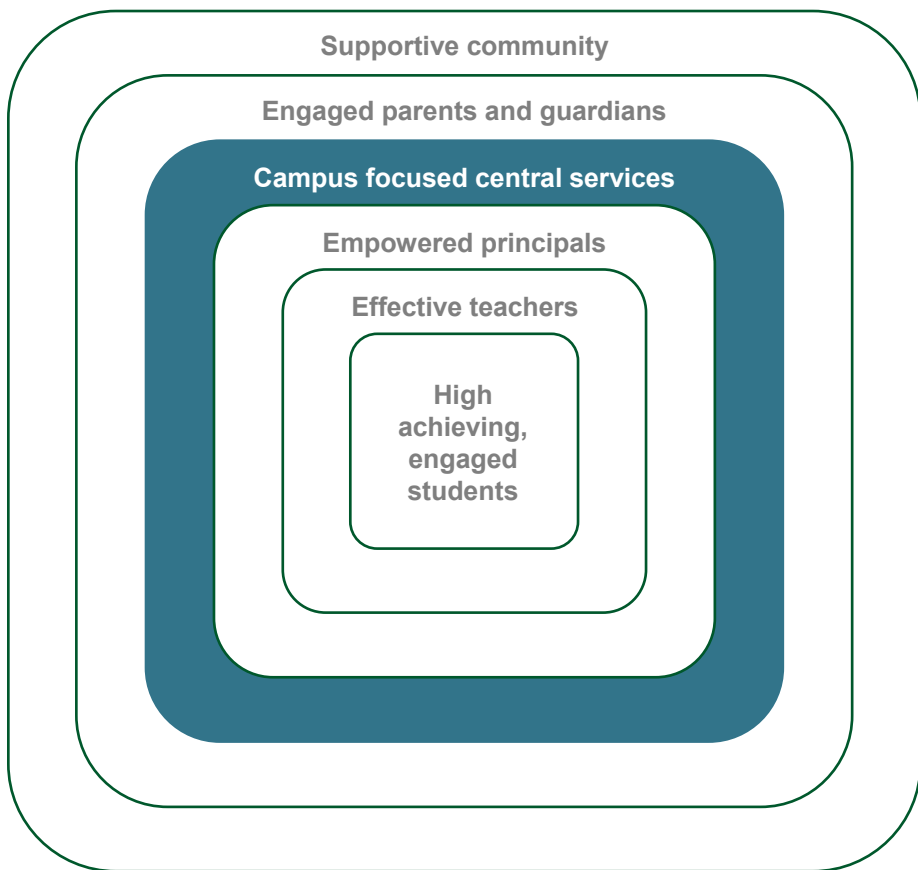


- A. Set expectations of principal leadership within Dallas ISD
 - Develop, implement and be accountable for multi-year, campus level, strategic plan
- B. Establish performance contracts to hold principals accountable for results
 - Leverage Campus Improvement Plans as initial contracts
- C. Strengthen pipeline to fill district's RFP ("request for principal") process
 - Build upon NCEA recommendation to build the internal pipeline by also seeking talent beyond district
 - Ensure competitive compensation package for assistant and associate principals
- D. Train and support principals to lead instruction and manage campuses
 - Equip with necessary skills and resources
 - Build pool of future campus leaders through early exposure to campus leadership opportunities
 - Commit to phased roll-out of campus leadership development pilot
- E. Increase decision making rights and accountability of principals
 - Establish levels of autonomy and accountability based upon demonstrated performance
 - Ensure hiring and evaluation authority for teachers and key campus-based staff (e.g., assistant and associate principals)
 - Ensure sufficient support for all principals
- F. Continue to align compensation/incentives with student results
 - Extend incentives to assistant and associate principals



CAMPUS FOCUSED CENTRAL SERVICES (I)

Dallas Achieves Commission Recommendations

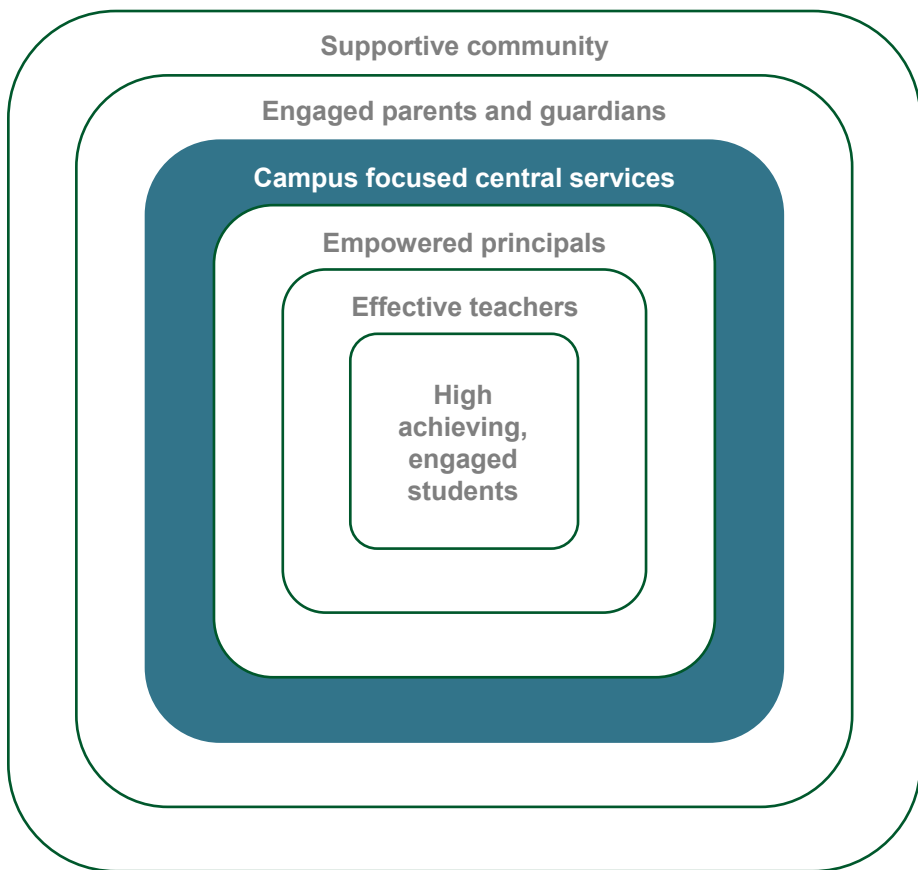


- A. **Develop a service driven culture in central administration**
 - Define and measure service levels based on customer input (i.e., campuses)
 - “Earn” campus business by delivering high value, desired services (or eventually lose the business)
- B. **Reduce management layers to improve efficiency and effectiveness**
- C. **Ensure the successful implementation of the Phase I Dallas Achieves Commission recommendations**
- D. **Institute a budget process that aligns funds with desired outcomes**
 - Give principals increased budget authority
 - Require budgets to be linked to agreed upon outcomes in performance management contracts
 - Increase budgetary flexibility where possible via district policy changes and state-level advocacy
- E. **Build upon newly implemented principal selection process by allowing proposals to increase level of school innovation**
 - Allow proposals for school leadership and design from broad set of internal and external potential leaders for new school openings, school reconstitutions (chronic underperformers), in-district charters and high school redesigns that support the district’s education plan
 - Expand bidding to all schools on rotating basis, as the model is proven effective



CAMPUS FOCUSED CENTRAL SERVICES (II)

Dallas Achieves Commission Recommendations

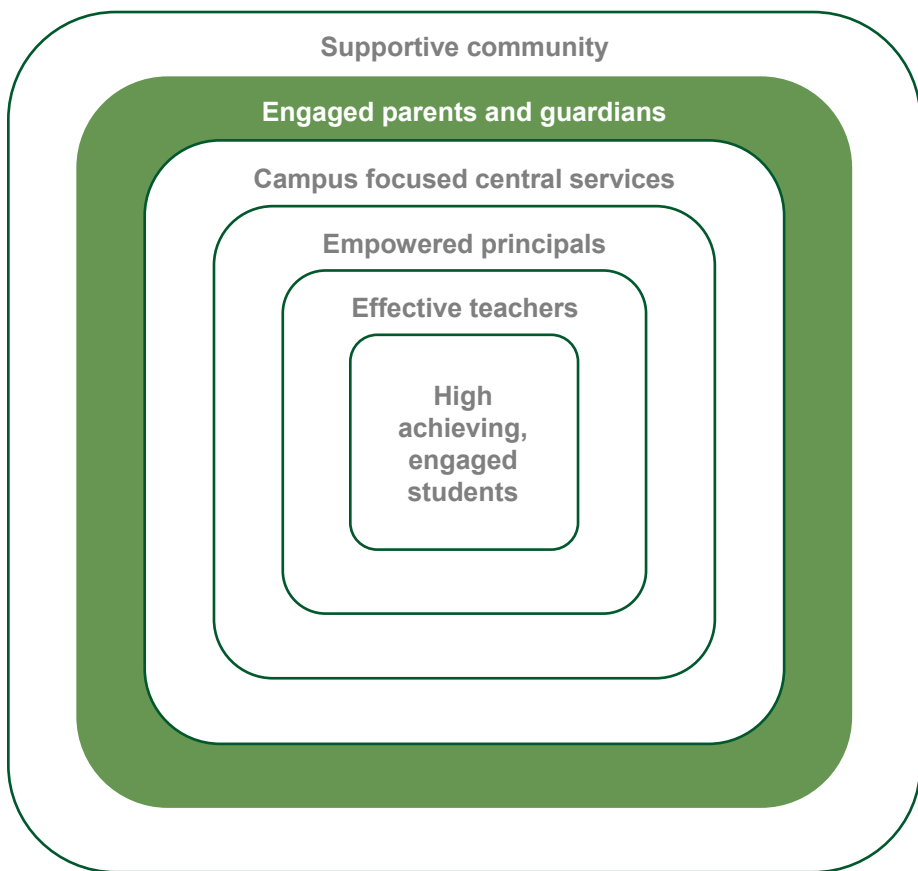


- F. Drive system-wide accountability via clear roles, responsibilities and aligned, cascading, understood goals**
- Establish district level goals as primary focal point
 - Implement system of differentiated support, oversight, autonomy and rewards and consequences
 - Establish transparency via report cards at all levels
 - Implement a system of third-party accountability during the implementation of new processes
 - Ensure accountability to parents and the community at a campus level
- G. Develop a fair and transparent student funding system**
- Allocate more funding to students with greatest need
 - Ensure adequate support of pockets of excellence within district
 - Build capability for dollars to follow students
 - Allocate dollars not positions to campuses
 - Charge campuses actual costs of salaries vs. average costs
- H. Provide clean, safe and healthy learning environments in high quality facilities**
- Provide a consistent environment that is conducive to healthful eating behaviors and regular physical activity
- I. Invest in creating technology infrastructure to support district goals**
- Improve access to data by teachers for instructional uses, building upon NCEA recommendation
 - Develop data warehouse to provide user-friendly access to critical data elements needed to support the recommendations in all areas of the transformation plan
 - Provide adequate training and support for all users (principals, teachers, students, parents)



ENGAGED PARENTS AND GUARDIANS

Dallas Achieves Commission Recommendations

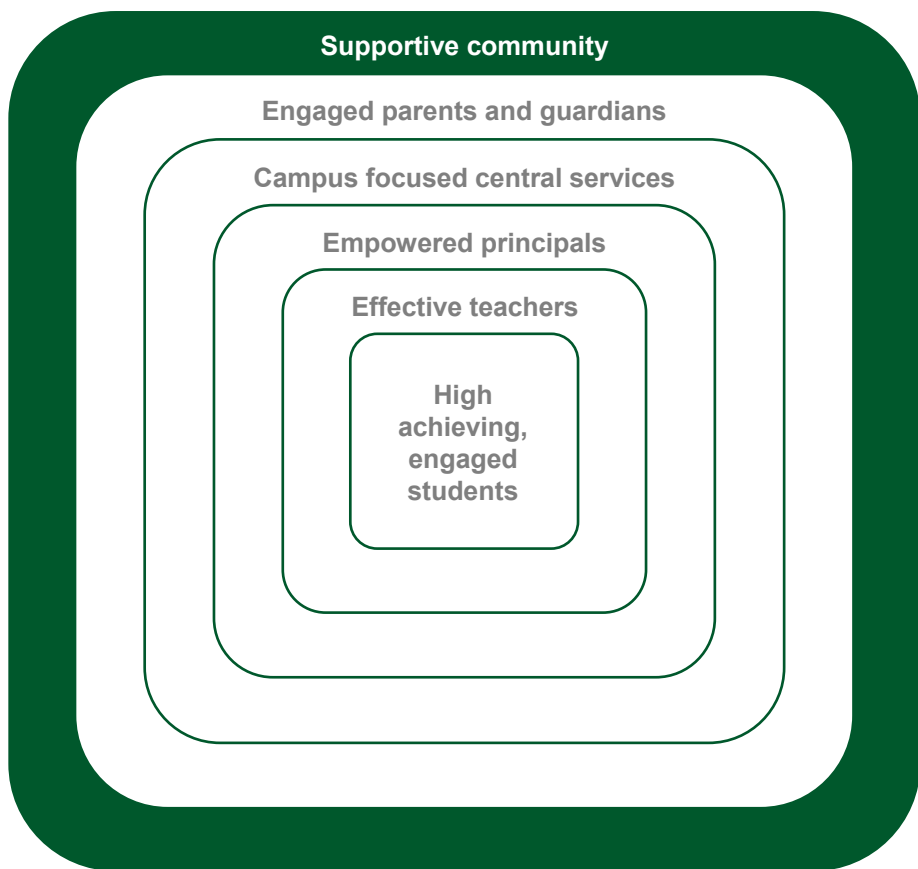


- A. Support parents as “First Teachers” and as the people with primary responsibility for the education of their children**
 - Invest in prenatal – K approaches to lead to learning readiness
 - Provide options and programs for parents to extend learning beyond the school day and school year
- B. Provide middle and high school parents and families with opportunity to choose their child’s school at critical transition points**
 - Create a simple, universal and transparent application process
 - Equip families with sufficient data to make informed decisions
 - Create a process that matches student needs and preferences with school capacity
 - Subsidize and/or provide adequate transportation based upon financial need of the family
- C. Create welcoming campus environments**
 - Allow for use of campus funds to support engagement activities
 - Actively monitor effectiveness of engagement efforts
 - Educate and support parents on the “what” and “how” of engaging in child’s education
- D. Designate and deliver district level support of parental engagement strategies and programs on campuses**
 - Allocate sufficient and flexible funding and resources
 - Establish a formal parental liaison on all campuses
 - Develop thoughtful and responsive policies and procedures
- E. Share data on student and school performance**
 - Make student data and performance outcomes immediately available to campuses, parents and students
 - Publicize feedback from parents and students
- F. Provide parent education on effective strategies to support student academic success and high school graduation**
 - Teach effective parenting techniques
 - Address delayed parenting and other pre-mature adult issues



SUPPORTIVE COMMUNITY

Dallas Achieves Commission Recommendations



- A. Ensure community is informed and engaged on critical education issues**
 - Participate in effort to hold the board and district accountable
 - Develop a proactive communications campaign to support the transformation effort and promote good things happening in the district
 - Promote an increased sense of community ownership of local schools and increase participation in site-based decision making teams
 - Actively participate in school board functions and elections

- B. Proactively collaborate with business and philanthropic community to provide support based on areas of technical knowledge**
 - Define workforce readiness requirements
 - Provide input on innovative classroom curriculum to prepare students for workforce
 - Provide summer jobs, internships, and other direct learning opportunities for students
 - Develop funding clearinghouse that matches campus/district needs with financial donors (leverage Dallas Education Foundation)

- C. Engage Higher Education community to partner with district and campuses**
 - Collaborate in setting curriculum content and standards of college readiness to ensure successful post-secondary transition
 - Partner to raise awareness of education as an attractive career path

- D. Partner with community-based and government organizations to provide on and off campus support for students and families**
 - Continue District, County and State collaboration to maximize use of public funds for student achievement
 - Ensure better alignment and effectiveness of campus based personnel by leveraging community services

- E. Develop transparent reporting system**
 - Make district and campus results immediately available to community
 - Offer quick, transparent and honest communication of impact of community/district partnerships and programs

CONTENT

Overview of The Road to Broad and the Dallas Achieves Commission Effort

The case for action

Sample diagnostic analysis performed by the project team

Dallas Achieves Commission Phase II commendations and recommendations

Implementation plan for Phase III

REQUIREMENTS FOR SUCCESS AS DALLAS ACHIEVES COMMISSION EFFORTS SHIFT FROM PLANNING TO DOING

District ownership, commitment, and champions

- **Board of Trustees**
- **Senior leadership (superintendent, ELT, cabinet)**
- **Broader set of leaders within the district including principals and teachers**

Rigorous project management with appropriate degree of transparency, oversight, and accountability to maintain pace and breadth of activity as well as ensure adherence to the transformation vision

- **Clearly defined workstreams with specific milestones and success metrics**
- **Tracking against milestones and targeted outcomes – clear accountability to senior leadership and the Dallas Achieves Commission**
- **Prioritizing and sequencing**
- **Identifying roadblocks**
- **Identifying resource requirements and adjusting resources**
- **Allowing for testing, further exploration and continuous learning and refinement as we go**
- **Targeting early wins along the way to build momentum**

Broader set of support resources providing necessary expertise, experience

- **Experience in large scale change process management and change management expertise**
- **Expert advice in navigating the political landscape, executing a public advocacy strategy, communicating with key internal and external stakeholders**
- **Additional analytics / data / exemplars to help inform plan specifics, support external communications**
- **Objective facilitation until key points of deliberation are brought to closure**
- **Emphasis on building the capacity of Dallas ISD personnel, processes, and practices**
- **Deep content expertise where appropriate**
- **Clarity of roles between support resources and district personnel**

PROPOSED STRUCTURE FOR MANAGING IMPLEMENTATION

Board of Trustees

- Ensures Dallas Achieves recommendations are consistent with board approved objectives of high academic achievement for all students
- Determines and implements as appropriate necessary policy changes to accomplish goals
- Supports and approves budget prioritization that aligns spending with academic achievement goals
- Holds superintendent accountable for progress against plan and for academic achievement

Dallas Education Foundation

- Raise funds for district and assume Commission's role in 2010

Dallas Achieves Commission

- Provides external support and accountability on progress, integrity of implementation
- Builds public awareness of / confidence in Dallas Achieves
- Provide continued project team support

Parents & Community

Other employees

Principals & Teachers

Students

- Provide feedback and input from key stakeholders on workstreams and entire effort

Superintendent

- Makes critical decisions
- Sets direction, ensures adherence to the transformation vision
- Allocates the resources – time, talent, dollars – to drive the change
- Maintains focus, urgency

Executive Leadership Team

- Provides critical guidance to Transformation management office
- Ensures alignment between Dallas Achieves, ongoing work
- Clears obstacles, resolves conflicts

Transformation Management Office

- Provides oversight / transparency to day-to-day / week-to-week progress
- Identifies potential conflicts and resolves / elevates as needed
- Proactively manages change effort, internal / external communications
- Serves as clearinghouse across Transformation workstreams

Teacher Leadership Committee

Principal Leadership Committee

Cabinet

- Provides strategic and implementation guidance to project management team and individual work teams

Dallas Achieves Transformation work teams

- Develop charters, detailed implementation plans, clear milestones and targets
- Drive execution / implementation, reports on progress relative to the detailed plans
- Gather sufficient input from all key stakeholders (students, teachers, principals, other employees, parents and community)
- Require designation of Dallas Achieves Transformation workstream team leads and supporting team members

Academic rigor	Student engagement	Campus staff capacity building	Early childhood education	Central services	Market dynamics	Parent engagement	Community engagement	Performance management/ accountability
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ONGOING STAKEHOLDER ENGAGEMENT CRITICAL TO SUCCESSFUL IMPLEMENTATION

Stakeholder group	Types/examples of engagement activities
Students	<ul style="list-style-type: none"> • Organized student groups (e.g. Teen Board) • Student summits and/or town halls • Informal/formal campus level student groups
Teachers	<ul style="list-style-type: none"> • Teacher Leadership Committee (district level) • Surveys, campus based focus groups, teacher town halls • Area and Campus based teacher leadership groups
Principals	<ul style="list-style-type: none"> • Principal Leadership Committee (district level) • Area Superintendent’s Principal/Campus leadership meetings • Surveys, focus groups, town halls
Parents	<ul style="list-style-type: none"> • Parent academies (district level) • Campus level parent activities (i.e. open houses) • PTA meetings • Surveys, focus groups, town halls
Community	<ul style="list-style-type: none"> • Dallas Achieves Commission meetings • Meetings with organized community groups • Community town halls and forums

Two-way engagement (report progress and receive input and feedback) is critical

SUMMARY OF CRITICAL NEXT STEPS

	Description
Superintendent approval (by April 1)	<ul style="list-style-type: none"> • Co-chairs to present Dallas Achieves transformation plan to Dr. Hinojosa for his endorsement • Project team to also seek endorsement of Executive Leadership Team
Dallas ISD Board approval (by April 26)	<ul style="list-style-type: none"> • Dr. Hinojosa and Commission to present transformation plan to Dallas ISD Board of Trustees (April 12th briefing) • Board of Trustees will vote entire slate of recommendations up or down (no cherry picking) at April 26th Board meeting
Budget approval (by June 1)	<ul style="list-style-type: none"> • Project team will work with the district to identify specific efforts that will require funding in the 2007-2008 school year and beyond; also expect to identify potential savings opportunities (including Phase I recommendations) • 2007-2008 funding request will be included in budgeting process as appropriate
Develop implementation assurance guidelines (by June 30)	<ul style="list-style-type: none"> • Establish an in-district Transformation Management Office to own and manage implementation of transformation plan <ul style="list-style-type: none"> - designate and empower existing or new district employee to head transformation office • Assign owners to implementation workstreams • Develop detailed implementation plans for all workstreams (including success factors and milestones) • Establish specific accountability guidelines to drive success of all workstreams
Establish some early wins (by Summer)	<ul style="list-style-type: none"> • Ensure Transformation Management Office, working in conjunction with individual Transformation workstreams, clearly identifies early wins and builds these into the detailed implementation plans

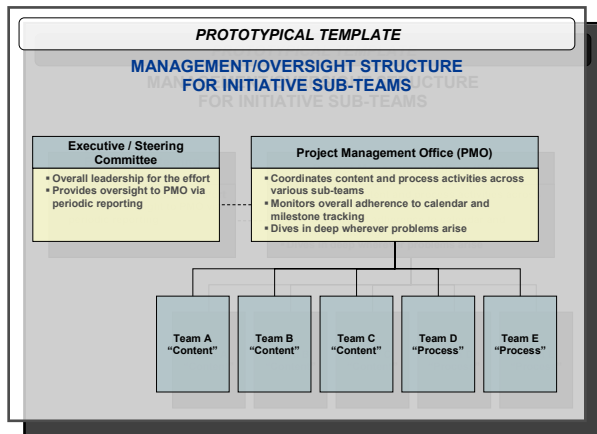
OBJECTIVES OF TRANSFORMATION MANAGEMENT OFFICE

- | | | |
|---|--|---|
| <p>1 Provide oversight of transformation process</p> <p>Define milestones, major meeting dates, timelines and deadlines for all key workstreams</p> <p>Define expectations for deliverables and activities</p> <p>Provide consistent, common tools and frameworks and share change management best practices</p> | <p>2 Create transparency on status of transformation effort</p> <p>Manage template distribution and completion</p> <p>Track and report, via scorecard, progress of key workstreams</p> <p>Minimize bureaucracy and inefficiency</p> <p>Establish agenda, facilitate weekly transformation meeting and overall meeting cadence</p> | <p>3 Act as a clearinghouse for all relevant efforts</p> <p>Track all overlapping efforts</p> <ul style="list-style-type: none"> • Transformation workstreams • Initiatives already underway <p>Review any new programs or initiatives for overlaps/conflicts</p> <p>Coordinate across workstreams and departments</p> |
| <p>4 Manage conflicting issues / dependencies</p> <p>Highlight, address, and resolve conflicts between workstreams</p> <ul style="list-style-type: none"> • Set priorities and precedents • Facilitate conflict resolution • Elevate where necessary <p>Monitor dependencies</p> <p>For issues that emerge without a clear owner</p> <ul style="list-style-type: none"> • Charter, recruit ad hoc teams • Perform ad hoc analysis | <p>5 Provide Senior Leadership visibility into transformation</p> <p>Maintain action items list with deadlines and readout dates</p> <p>Establish agenda, facilitate weekly transformation meeting</p> <p>Set agenda for Senior Leadership transformation meetings</p> <p>Maintain focus and sense of urgency</p> | <p>6 Communicate, build the team, proactively manage change</p> <p>Build the Transformation team</p> <p>Responsible for implementing the communications strategy</p> <p>Facilitate communications: website w/ calendar/documents</p> <p>Administer ongoing Ready Willing and Able survey and other measures of staff morale</p> <p>Conduct ongoing change management support</p> |

RIGOROUS PROJECT MANAGEMENT NEEDED TO MAINTAIN MOMENTUM

Prototypical Project Management Tools

Robust oversight structure...



...on a predictable cadence...

VISION 2015 PROTOTYPICAL TEMPLATE Delaware's Education System
CALENDAR OF MEETINGS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Executive / Steering Committee															
PMO review															
Subteam 1 check-in															
Subteam 2 check-in															
Subteam 3 check-in															
(Additional subteams)															
Public events															
Stakeholder events															

...with clear team charters...

VISION 2015 PROTOTYPICAL TEMPLATE Delaware's Education System
INITIATIVE SUB-TEAM CHARTER - TEMPLATE

Objectives

TBD

Key Deliverables / Tasks / Timeline

Tasks: TBD

Timeline

Duration of Team

• XX months

Key Decision Makers

• xxxx

Project team

- Team leaders: TBD
- Team members: TBD

Boundary conditions (in/out of scope, constraints)

In-scope: TBD
Out-of-scope: TBD
Constraints: TBD

...specific, agreed-upon milestones...

VISION 2015 PROTOTYPICAL TEMPLATE Delaware's Education System
MILESTONE PLANNING

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Team 1	Activity															
	Activity															
	Activity															
	Activity															
	Activity															
	Activity															
Team 2	Activity															
	Activity															
	Activity															
	Activity															
	Activity															
Team 3	Activity															
	Activity															
	Activity															
	Activity															
	Activity															
	Etc.															

...rigorous tracking...

VISION 2015 PROTOTYPICAL TEMPLATE Delaware's Education System
MILESTONE TRACKING

Major Activity	Status	Assessment / comments	Key action / next step	Due date	Who
Activity 1	Green	• xxx	• xxx	Wk 1	• xxx
Activity 2	Yellow	• xxx	• xxx	Wk 3	• xxx
Activity 3	Red	• xxx	• xxx	Wk 2	• xxx
Activity 4	Red	• xxx	• xxx	Wk 5	• xxx
Activity 5	Green	• xxx	• xxx	Wk 5	• xxx

...and clear transition to permanent entities

VISION 2015 PROTOTYPICAL TEMPLATE Delaware's Education System
NEXT STEPS WITH OWNERSHIP
"Sunsetting" Initiative Sub-teams
"Sunsetting" Initiative Sub-teams

Next steps	Who is now responsible	Timing
On-going activity 1	TBD	Month 1
On-going activity 2	TBD	Month 2
On-going activity 3	TBD	Month 3
Next implementation step 1	TBD	Month 4
Next implementation step 2	TBD	Month 5

DALLAS ACHIEVES PROJECT TEAM ROLE EVOLVES AS EFFORT SHIFTS TO IMPLEMENTATION

Transformation Management Office support in ensuring rigorous project management and proactive, thoughtful change management

- **Provide support in setting up and implementing best practices in project management**
- **Assist in developing and monitoring success of the internal communications plan**
- **Provide leadership in the development and execution of external communications plan**
- **Provide staff support for temporary workload due to change effort**
- **Provide training and coaching to build district capacity to manage and sustain effort over time**

Individual Transformation workstream support

- **Provide technical support to district workstream leadership**
- **Support team with technical support, research and analysis as needed**
- **Supplement staffing for temporary workload due to change effort**
- **Solicit and help coordinate broader community leadership on workstreams as appropriate (e.g. Early Childhood Education)**
- **Provide training and coaching to build district capacity to manage and sustain effort over time**

Support the Dallas Achieves Commission in the execution of their external accountability role

- **Ensure implementation in being done in accordance with the approved recommendation**
- **Provide external validation of the transformation progress and impact of the effort**

PROPOSED MAJOR ACTIVITIES OVER THE NEXT 6-9 MONTHS

April - June

July - December

A. Establishing the management structure

- Establish district transformation office with clear charter for managing the transformation
- Recruit/ appoint head on transformation office
- Assign implementation workstreams to district and non-district owners
- Establish dedicated teams for each implementation workstream
- Hold formal kickoff meeting for transformation team (TMO and workstream owners)
- Develop meeting cadence and reporting templates

B. Developing the detailed plan

- Identify major “modules” for each implementation workstream
- Revise/update cost estimates based on agreed upon “workstreams”
- Develop charters for all workstreams including deliverables and milestones, identify “early wins”
- Kickoff individual workstreams
- Develop consolidated monthly work plan across all workstreams

C. Running the campaign

- Develop and launch an internal communication campaign
- Develop and launch and external communication campaign
 - collaboratively prepare of public documents
- Establish and communicate internal and external accountability metrics/ milestones
- Develop formal internal and external mechanisms to report progress of transformation and solicit input/ feedback

D. Raising the funds

- Outline funding requirements in a manner that facilitates fundraising (i.e. by workstream)
- Develop and segment target list of funders
- Develop communication document specifically tailored to existing and potential funders
- Develop reporting templates to track progress of fundraising campaign
- Assess opportunity to fund various recommendations via reallocation of existing funds
- Continue execution of fundraising efforts until complete
- Provide consistent update to existing and potential funders on status of transformation effort and fundraising campaign

E. Starting early implementation

- Set the stage for early implementation
- Begin executing the detailed plans
- Ensure momentum builds by delivering the identified, targeted “early wins”
- Kickoff monthly TMO process to ensure transparency relative to milestones, raise and resolve obstacles, etc.

SUGGESTED FIRST YEAR DELIVERABLES FOR DALLAS ACHIEVES RECOMMENDATIONS (I)

Tangible Results To Ensure Successful Transformation Of Dallas ISD

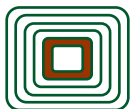
Recommendation

Suggested first year milestones and deliverables



*High achieving,
engaged students*

- Establish a set of core metrics for increased student achievement and growth targets. Communicate findings to all internal and external stakeholders
- Identify specific alternatives for extra instructional time for students, and identify pilot schools for 2nd semester SY 2007-08 or SY 2008-09
- Create a formal process to identify and segment dropout students and prioritize short term wins
- Develop parameters for individualized student learning plans and identify pilot schools for SY 2008-09
- Conduct quality audits for all Dallas ISD pre-K centers



Effective Teachers

- Streamline teacher hiring process to ensure ~98% of vacant positions can be filled by two weeks prior to start of school
- Convene a task force for a comprehensive revamp of teacher evaluation, career path, and compensation systems
- Define 2-year induction vision and roll-out plan for all beginner teachers that includes low-ratio coaching, smaller class sizes and in-classroom observation and modeling/demonstration; ready for roll-out in SY 2008-09 for 50% of school campuses with lowest SEIs
- Establish a set of criteria to designate schools exhibiting best practices in terms of performance (as measured by student progress) and practice (in terms of creating a culture of rich feedback, data-driven practice, continuous development, and collaboration) as "performance and development demonstration schools". Criteria would be developed in 2007-08 and designation process would roll out in 2008-09.
- Create opportunities for increased teacher collaboration (planning time)



Empowered Principals

- Define, document and communicate expectations of Dallas ISD principals (i.e. campus instructional leader, accountable for student achievement, responsible for developing and maintaining school culture)
- Revise campus improvement plans as performance contracts, identify select schools to pilot the revised contract
- Establish key decision making rights and accountability parameters for principals (ensure sufficient input from campus leadership in design)

SUGGESTED FIRST YEAR DELIVERABLES FOR DALLAS ACHIEVES RECOMMENDATIONS (II)

Tangible Results To Ensure Successful Transformation Of Dallas ISD

Recommendation

Suggested first year milestones and deliverables



*Campus focused
central services*

- Complete streamlining of central office departments and staff
- Clearly delineate the central office roles into service and governance functions
- Establish and publish clear service standards and performance metrics for all central service departments
- Convene a proposal review team to create an RFP process for school bidding. Identify schools (chronic underperformers or reconstituted) and launch selection process
- Develop requirements and complete software architecture for data warehouse system
- Undertake an initial pilot of a few marketplace services



*Engaged parents
and guardians*

- Refine and/or create materials to educate parents on their rights and responsibilities
- Develop formal mechanisms to solicit parent input (e.g. surveys, focus groups)
- Redeploy parent liaison resources to ensure coverage for Tier 1 campuses; for all campuses, start with a first year ratio of 1 liaison for 3 campuses to eventual goal of 1:1 ratio
- Create a process and algorithm for defining how parents will select their Dallas ISD school, evaluate transportation options and needs



Supportive community

- Collaborate with local businesses and higher education institutions to define and publish standards for college and workforce readiness
- Develop an engagement plan to identify specific opportunities for businesses, philanthropic, community based organizations and higher education institutions to partner with Dallas ISD

Overall change management process

- Define desired end culture for Dallas ISD and provide clear examples of behaviors that exhibit the underlying culture (and those that do not)
- Develop and launch an internal communication campaign to share fact base and create urgency for change
- Implement effective transformation management practices (create management structure, create transformation teams, define success metrics, track milestones, formalize reporting, etc.)
- Develop formal mechanism to update internal and external stakeholders on progress and provide forum to capture and address issues and concerns
- Design meaningful rewards, consequences, and incentives that will encourage accountability and drive success

For more information on Dallas Achieves or to make a contribution contact:

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