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
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.

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.

Source: Dallas ISD Board Racial, Socio-Economic, and Educational Equity Policy, July 2018.
Dallas ISD is Leading the Way in Addressing Racial Equity

In 2020, the Dallas ISD Board again made a commitment to the Black Students and Black Lives of Dallas ISD.

WHEREAS, current events have enhanced the need for communities and leaders to stand in solidarity against the murder of unarmed Black men and women by declaring unequivocally that the lives of Black students and Black people in our community matter.

WHEREAS, today our Black students represent 21% of the district but continue to experience inequity of access to learning and are disproportionately overrepresented in discipline statistics and special education programming while being underrepresented in rigorous classes including Advanced Placement, honors and gifted and talented programming.

To this end, Board members in collaboration with the community will identify high need issues and shall reconvene with the Superintendent in 30 days to begin to effectively address the issues by using the tools, systems, resources and talent that exist within our district and community and equitably investing resources for our students and their families to achieve marked and measurable improvements for Black students within Dallas ISD over the next year.

Source: Dallas ISD Board Racial, Socio-Economic, and Educational Equity Policy, July 2018.
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 Dallas ISD Findings:***

<table>
<thead>
<tr>
<th>Sample Equity Groups*:</th>
<th>Sample</th>
<th>% of Classmates in One’s Own Equity Group</th>
<th>% of Classmates Proficient in 9th Grade ELA</th>
<th>Elementary Teachers rated Proficient</th>
<th>Secondary Teachers rated Proficient</th>
<th>% of Proficient Students in 6th Grade Pre-AP ELA</th>
<th># of Students in Core Classes</th>
<th>% of 6-12th Grade Students with Unmet Learning Needs*** who Have Additional Time for Math</th>
<th>Average site-based school funding</th>
<th>% Proficient Grades 3-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are Economically Disadvantaged and African American</td>
<td>n = 28,696 (20%)</td>
<td>52%</td>
<td>29%</td>
<td>1 of 2</td>
<td>1 of 2</td>
<td>44% n = 546</td>
<td>20</td>
<td>44% n = 2,211</td>
<td>$6,414</td>
<td>32% ELA 34% Math</td>
</tr>
<tr>
<td>Students who are Economically Disadvantaged, Hispanic and English Learners</td>
<td>n = 61,877 (42%)</td>
<td>70%</td>
<td>27%</td>
<td>2 of 3</td>
<td>1 of 2</td>
<td>40% n = 2,480</td>
<td>21</td>
<td>54% n = 3,602</td>
<td>$6,000</td>
<td>37% ELA 47% Math</td>
</tr>
<tr>
<td>Students who are any race, but not Economically Disadvantaged**</td>
<td>n = 11,553 (8%)</td>
<td>34%</td>
<td>61%</td>
<td>3 of 4</td>
<td>3 of 4</td>
<td>80% n = 396</td>
<td>20</td>
<td>50% n = 154</td>
<td>$5,952</td>
<td>69% ELA 68% Math</td>
</tr>
</tbody>
</table>

---

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

*Not shown here but included in the full report are the following Equity Groups: ED Hispanic Non-EL (20%), ED Hispanic Former EL (6%), ED Other (4%).

**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.

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

Source: Dallas ISD 2018-2019 Data – data represents the full district-wide picture except where indicated otherwise; The Education Combination
Reminder: Ten Big Ideas

We believe this framework can serve as a response to the Resolution on Black Lives

Big Ideas

(1.1 – 7.3) indicate specific actions under each of these big ideas

1. Expand Support for Teachers at Higher-Need Schools (1.1, 1.2, 1.3)
2. Support the Hiring of Strong Teachers at Higher-Need Schools (2.1, 2.2, 2.3)
3. Accelerate Teacher Growth through Meaningful Collaboration (3.1, 3.2, 3.3)
4. Invest in Strong Leaders at Higher-Need Schools (4.1, 4.2, 4.3)
5. Ensure Equitable Access to Application & Lottery Programs and Advanced Course Pathways (5.1, 5.2, 5.3, 5.4)
6. Provide Coordinated School Budget, Staffing and Scheduling Options that Optimize Resource Use for Student Learning (6.1, 6.2, 6.3, 6.4)
7. Determine Funding Levels that Differentiate for Student Need & Incoming Performance (7.1, 7.2, 7.3)

Foundations for Success

Invest in Equity Mindset
Meaningfully Engage Stakeholders
Measure, Monitor & Report on Progress
Resolution & District Equity Strategy

*(refer to word document)*
Out of the full set of action items, we have prioritized action items aligned to the racial equity resolution.

**Foundations for Success:**
- Equity Mindset Work around:
  - Discipline and out-of-school suspensions
  - Special Education Identification
  - Culturally Responsive Professional Development and Ongoing Dialogues
- Engage Stakeholders
- Measuring, Monitoring, & Reporting on Progress

**Teachers:**
- Action 1.1 – Build out curricular materials
- Action 2.2 – Recruit Strong Teachers at Higher-Need Schools
- Action 3.3 – Expand strong collaborative planning practices

**Principals:**
- Big Idea #4 – Invest in Strong Leaders at Higher-Need Schools

**Equitable Access & Coherent Systems:**
- Big Idea #5 – Ensure Equitable Access to Application & Lottery Programs and Advanced Course Pathways
- NEW – Ensure access to technology
- Action 6.3 – Improve coordination and coherence of central services
Defining Priority Actions: Foundations

Each of the expand actions the Working Group identified must be tied to Dallas ISD owners, with a clear first steps and measures of success.

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<tbody>
<tr>
<td>Action: Foundations for Success 0.1 – Equity Mindset</td>
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**Discipline**
- Review last year’s process to reduce suspension rates to identify lessons learned
- Continue trainings and conversations on over-representation of African American students in out-of-school suspension settings
- Increase mental health support for targeted schools with high number of suspension rates

**Key Touchpoints / Deliverables**
- Results Driven Accountability State Plan (RDA)
  - 4 professional learning sessions targeting equity in discipline management to be completed by October including all staff at targeted campuses.
  - Establishment of Comprehensive Coordinated Early Intervening Services (CCEIS) to support targeted students in academics and proactive behavioral supports.
  - Increase staffing support for targeted campuses (Climate & Culture Facilitators).
  - Review and revise all policies, procedures and practices related to equitable applicable of proactive behavioral supports including the student code of conduct (Flexibility w/CSW in predominantly AA schools).
  - Effectively implement and progress monitor the Multi Tiered Systems of Support for students in need of academic or engagement interventions.
  - Campus Data Dashboard
  - Reporting on a six weeks cycle to monitor discipline related metrics, referrals, and suspensions by student group, teacher and campus.
  - Student surveys administered on a six weeks cycle to monitor “ghost suspensions”.

**Outcome Metrics**
- Eliminate disparate representation for each student group compared to overall representation in the student enrollment population by:
  - Reducing % of students experiencing exclusionary disciplinary action
    - **AA Target**: Over a 3-year period 20/21 to 22/23, reduce AA male exclusionary disciplinary actions by 10% points annually, reduce AA female exclusionary disciplinary actions by 6% points annually
    - **SY19-20 Benchmark**: 34% AA Male, 30% Hispanic Male, 3% White & Other Male, 19% AA Female, 13% Hispanic Female, 1% White & Other Female
  - Reducing # of days of core classroom instruction lost due to suspensions
    - **AA Target**: TBD based on SY19-20 Measure
    - **Benchmark**: SY19-20 Measure

*all data points will be disaggregated by race & EL status where applicable
# Defining Priority Actions: Foundations

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| REO   | Special Education/Section 504 | • Principal/Assistant Principal Training in summer 2020 with follow up sessions throughout SY20-21  
• Monthly reviews of the number and ethnicity of students with emotional disturbance identification  
• Campus Dashboard provided to all principals during the SY2020-2021 planning cycle with metrics on identification rates by disability for quick view  
• Results Driven Accountability State Plan (RDA)  
• Review and modify assessment & observation protocols and tools to reduce bias driven referrals and misdiagnosis  
• Partner with Parkland Hospital and Dallas ISD Mental Health services to ensure alignment with tools, training and evaluation processes  
• Provide culturally responsive training for the evaluation team to ensure no pre-existing biases influence outcomes  
• Required training for the campus Special Education administrator and Special Education chair to ensure ARD committees placement recommendations are for the Least Restrictive Environment that meets the needs for each individual student. | Beginning SY 20-21 reduce % of newly identified ED African American students due to biased referrals and misdiagnosis:  
• **AA Target:** By SY22/23, ensure AA emotional disturbance identification is reduced by 50%  
• **SY1920 Benchmark:** 7.2% AA identified with an emotional disturbance disability |

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Defining Priority Actions: Foundations

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| REO     | **Professional Development**                                                        | • Professional Development 5 year plan to train ALL 25,000 employees on core values for cultural intelligence, unconscious bias and local context  
• 100 in house certified trainers training 5,000 staff members per year  
• 3 part PD series to occur between August and February  
• Creation of Individual Teacher Action Plan for implementation and Reflection  
• Pre/Post Assessment on CQ Metrics  
• Local and national professional learning opportunities will be provided for a variety of staff members to increase internalization of culturally diverse teaching practices. | Prior to the close of the SY24-25, 95% of all staff will participate in Cultural Intelligence, Unconscious Bias and Cultural Intelligence within the Dallas context training.  
• Increase % of staff demonstrating growth on the CQ profile dimensions  
Target: TBD, Benchmark: SY20-21 Measure |

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# Defining Priority Actions: Foundations

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<td><strong>Action: Foundations for Success 0.2 – Engage Stakeholders</strong></td>
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| REO | TAAC | • Regular cadence of TAAC meetings over the course of the year | • Net promoter score from feedback surveys of TAAC members  
  • Target: TBD, Benchmark: SY1920 Measure |
| Internal Site Team | • Plan for TAAC 2.0 through scope of work for the upcoming school year | • Publicize agendas and meeting dates for Internal Site Team over the course of the year | • Meet on-time project completion for the workstream  
  • Target: TBD, Benchmark: TBD  
  • Membership believes the work of this group will lead to impact  
  • Target: TBD, Benchmark: TBD |
| Student & Parental Involvement | • Kick-off cross-functional team to run accountability process for racial equity work throughout the district  
  • Revamp REO standards of service in the Theory of Action Playbook  
  • Define REO roles within broader district context | • Calendar of other key stakeholder groups to engage throughout the year for both virtual and in-person community engagement events  
  • Let’s Talk Racial Equity forum set-up by school Opening; Establishment of Advanced Academics Parent Advisory Committee with diverse representation | • Satisfaction from feedback surveys of stakeholders attending virtual or in-person engagements or using the Let’s Talk forum  
  • Target: TBD, Benchmark: TBD |

| **Action: Foundations for Success 0.3 – Monitor Progress** | | | |
| REO, Chief of Staff | Board updates | • Quarterly updates that show demonstrated progress against a single roadmap for the work | • Satisfaction of board members that we are having one conversation on racial equity with a clear roadmap  
  • Target: TBD, Benchmark: TBD |
| Exec Leadership updates | • Using consistent roadmap to guide all discussions | • Monthly or every six-week updates that show demonstrated progress against roadmap and highlight barriers to progress | • Satisfaction of exec leadership that we are having one conversation on racial equity with a clear roadmap  
  • Target: TBD, Benchmark: TBD |

*all data points will be disaggregated by race & EL status where applicable*
Foundations For Success

- Where do you see gaps in the crosswalk we shared?
- What clarifying questions do you have?
Defining Priority Actions: Teaching

Each of the expand actions the Working Group identified must be tied to Dallas ISD owners, with a clear first steps and measures of success.

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<tr>
<td><strong>Action: 1.1 – Curricular Materials</strong></td>
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</table>
| Academics | • Continue to build out a full-suite of curricular materials, from scope and sequence all the way down to lesson plans  
• Trainings around best-practice adoption of the materials with a focus on HPC  
• Create and expand educational programs specifically dedicated to Pre-K through 3rd grade (emphasis on literacy & access)  
• Implement culturally responsive practices | • High quality materials selection aligned to state standards  
• PD to support the use of empathy interviews as a method to integrate student voice in classroom pedagogy options  
• Campus Leadership and Teacher PD to support management of high expectations for student participation and success with curriculum materials  
• Expand Pre-K partnerships and scholarship enrollment  
• Prioritize Early Learning coaching support to campuses with majority AA enrollment and specialized reading teachers | • TEI evaluations: Increase % of AA students with access to teachers scoring a 3 on rigorous curriculum  
• AA Target: TBD, Benchmark: SY1920 Measure  
• Meet student outcomes Goals 2 and 3 in literacy |

| **Action: 3.3 – Collaborative Planning** | | | |
| Academics | • Contract professional learning services to provide an expansion of opportunities to teachers (Institute for Learning, Culturally Responsive Teaching & Learning; Author’s Series) participate in learning progressions that result in classroom-based action plans (i.e. rigorous instruction, student work samples) | • Designated PD days that prioritize specific training for administrators, teachers and support staff to emphasize culturally relevant pedagogy | • TEI evaluations, Increase % of AA students with access to teachers scoring a 3 on cognitive demand  
• AA Target: TBD, Benchmark: SY1920 Measure |

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## Defining Priority Actions: Teaching

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<tr>
<td><strong>Action: 2.2 – Recruit Strong Teachers at Higher-Need Schools</strong></td>
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</table>
| REO, HCM | • Determine first-round job fair dates for HPC campuses in order to attract and retain top quality talent  
• Leverage HPC stipends along with additional support for schools in advance of job-fair to attract top talent (personalized marketing plan for campuses e.g. materials for job fair, website is up to date, brochures, support around recruiting and hard to fill areas)  
• Cultivate a diverse pipeline to support the district’s recruitment and hiring efforts around racial equity with special emphasis on African American males  
• Expand and build diverse inclusive teams through student teacher and teacher resident groups  
• Implement internal Dallas ISD Males Of Color (MOC) Teacher Residency Program at selected HPC campuses | • Date of HPC job fair (prior to district-wide job fair)  
• Personalized HPC email campaigns to promote openings in advance of job fair as well as open transfer windows  
• Utilization of Social Media Platforms for HPC job fair events  
• Resident recruitment and placement solely at HPC campuses  
• Ongoing measures to recruit Minority and Racial Ethnic Groups through:  
  • Urban Teachers Partnership - Minority Male Initiative  
  • TABSE - Texas Alliance of Black School Educators  
  • NABSE - National Alliance of Black School Educators  
  • BESO - Bilingual Education Student Organization  
  • Black Excellence Organization  
  • HBCU Recruitment  
  • Dallas ISD MOC Teacher Residency Model | • Increase % of students with a Proficient I or higher rated teacher on the TEI Effectiveness Ratings for SY20-21  
  • AA Target: TBD, Benchmark: SY1920 Measure  
  • Increase Diversity of teacher pipeline  
  • Target: TBD, Benchmark: SY1920 Measure  
  • Increase Principal satisfaction with marketing campaigns/advertising to attract diverse and qualified candidates  
  • Target: TBD, Benchmark: SY1920 Measure |

*all data points will be disaggregated by race & EL status where applicable*
Board Discussion

Teaching

- Where do you see gaps in the crosswalk we shared?
- What clarifying questions do you have?
**Defining Priority Actions: Leaders**

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<tr>
<td><strong>Action: 4.1 – PEI Data</strong></td>
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</table>
| E&A, HCM | • Review of PEI components to ensure alignment to district priorities  
• Analysis of 2019-20 PEI data  
• Adapt PEI system components as needed | • PD to support principal understanding of PEI measures/metrics  
• Adjusted PEI system after recognizing and changing key system improvements | • % of students with access to Proficient I+ principals by student group  
• AA Target: TBD, Benchmark: SY1920 Measure |
| **Action: 4.2 – Retain Principals in Higher-Need Schools** | | | |
| HCM, School Leadership | • Capture school leader input through focus groups on solutions to support retention around all dimensions of the job: compensation, role and responsibility, working conditions and recognition  
• Establish HPC stipends for principals to support school leader retention in HPC campuses  
• Maintain competitive PEI compensation rates relative to the market values | • Communication and engagement with HPC principals including principal working groups over the summer  
• Clear definition of dimensions of the job that will have the greatest impact on retention and a plan to improve those levers for principals in HPC | • Principal retention rates at HPC schools for 2020-21  
• Target: TBD, Benchmark: SY1920 Measure |
| **Action: 6.2 – Principal Data Dashboard** | | | |
| REO, IT, SL, HCM, E&A | • Determine all metrics needed per priorities  
• Determine source of data  
• Determine calculation of metrics | • Dashboards shared with school leaders  
• Workshops and trainings to support executive directors and school leaders in understanding the data dashboard and action planning | • % of principals accessing data dashboard  
• Target: TBD, Benchmark: TBD  
• # of school leader and executive director conversations around the data that lead to meaningful resource shifts for school designs  
• Target: TBD, Benchmark: TBD |

*all data points will be disaggregated by race & EL status where applicable*
Leaders

• Where do you see gaps in the crosswalk we shared?
• What clarifying questions do you have?
**Defining Priority Actions: Equitable Access**

Each of the *expand* actions the Working Group identified must be tied to Dallas ISD owners, with a clear first steps and measures of success.

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| **Action: 5.1 – Pre-AP Curricula** | Creation of specific Pre-Advanced Placement curriculum that differentiates for potentially compacted curriculum and/or strategies for ELA, Social Studies and Science modeled after the successes of the Math pathway  
• Ensuring that Pre-Advanced Placement curricula maintains an equity lens for relevant and rigorous content  
• Ensuring that Pre-Advanced Placement curricula has built in time and attention for intervention support to maintain rigorous instruction and minimize furloughs and removals | Completion of Pre-Advanced-Placement curricula for English Language Arts, Social Studies and Science  
• PD to support high quality implementation of the curriculum in the context of the Pre-Advanced Placement curriculum for all 4 core areas.  
• Support teachers who require obtaining certification to teach advanced coursework at the Middle School Level | Increase % of students demonstrating success with Advanced Placement coursework as demonstrated by course grades and Advanced Placement scores of 3,4,or 5.  
• AA Target: TBD, Benchmark: SY1920 Measure |

*all data points will be disaggregated by race & EL status where applicable*
Defining Priority Actions: Equitable Access

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| **Action: 5.3 – Equitable Access to Advanced Coursework**
REO, Teaching & Learning, Counseling & School Leadership | • Review of opt-out process for Pre-AP and Advanced Placement, IB or International Scholars with counselors to engage in results & brainstorm next steps  
• Expand Pre-AP middle school pathways to include opt-out process for all core areas  
• Expand training for all teachers to include interventions for supporting advanced students who struggle with coursework prior to furlough and/pr removal from programming. | • AP Boot Camps for Teachers and Students this summer  
• Key actions named from debrief with counselors to ensure equitable placement of students in Pre-AP courses by end of fall semester  
• Review and revise policy for opt out English Language Arts, Social Studies, Science to mirror current policy on Mathematics pathway for Pre-Advanced-Placement at the Middle School | • Increase % of students enrolled Pre-Advanced-Placement at the Middle School Level  
• AA Target: 100% of students who demonstrate proficiency in 5th grade will automatically enroll in 6th grade Pre-AP in ELA, Science and SS per policy  
• SY1920 Benchmark: 44% of proficient AA students were enrolled in a 6th grade Pre-AP ELA course  
• Increase % of students demonstrating success with Pre-Advanced-Placement and Advanced Placement coursework as demonstrated by course grades and Advanced Placement scores of 3,4,or 5.  
• AA Target: TBD, Benchmark: SY1920 Measure |
| **Action: 5.4 – Marketing & Awareness around Choice**
Transformation & Innovation with partnership from REO | Expand community engagement to address barriers to access Broaden REO recruitment and support for applicants from neighborhoods with low enrollment in schools of choice  
Utilize acceptance data from 2020-21 magnet and choice programs by feeder and ethnicity to determine the campus recruitment goals | • Parent recruiting workshops in Lincoln, Madison, Carter, Kimball, South Oak Cliff and Roosevelt feeders  
• Every week reporting during application months to meet campus recruiting goals | • Increase % of AA students in magnet and OTI schools to meet overall District demographics.  
• Increase % magnet and OTI applications by campus, feeder and ethnicity  
• AA Target: TBD, Benchmark: SY1920 Measure |

*all data points will be disaggregated by race & EL status where applicable*
## Defining Priority Actions: Coherent Systems

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<td><strong>Action: NEW – Access to Technology for All</strong></td>
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<tr>
<td>REO, IT</td>
<td>• Ensure all students have access to adequate technology for virtual learning</td>
<td>• Deploy 1:1 computing devices for students in grades PK-5&lt;br&gt;• Manage wireless hotspot and computing device assignments&lt;br&gt;• Monthly monitoring of student access to technology resources to identify students that are not connecting</td>
<td>• Decrease % of students without access to appropriate computing devices&lt;br&gt;    • AA Target: 0%&lt;br&gt;    • Benchmark: Pre-COVID Measure&lt;br&gt;• Decrease % of students without home Internet access&lt;br&gt;    • AA Target: 0%&lt;br&gt;    • Benchmark: Pre-COVID Measure</td>
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| **Action: 6.3 – Coordination & Coherence** |                                                                                      |                                                                                               |                                                                                 |
| Chief of Staff | • Continuously improve cross-departmental coherence and communication               | • Internal Site Team & Executive Leadership Updates<br>• Kick-off of coordinated school budget, staffing, scheduling options | • “service quality” scores from principal survey<br>    • Target: TBD, Benchmark: TBD |

*all data points will be disaggregated by race & EL status where applicable*
Equitable Access/Coherent Systems

• Where do you see gaps in the crosswalk we shared?
• What clarifying questions do you have?
Reference
ERS and the Working Group identified the following ways Dallas ISD must **sustain** or **expand** existing work or **explore** new work related to teachers and principals that could improve excellence and equity for all students.

### Expand Support for Teachers at Higher-Need Schools

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.
2. **In order to recruit, retain and grow novice and progressing teachers**, explore strategies such as increased planning time, paired teaching models, reduction of class loads and/or course assignments in secondary schools and expand successful coaching and modeling of effective practices.
3. **Continue to engage teachers, principals, and community partners to reflect on opportunities for continuous learning through focus groups, surveys, and communication tools (e.g. DFW Teacher Survey, TEI Perception Surveys and Focus Groups, Let’s Talk).**

### Support the Hiring of Strong Teachers at Higher-Need Schools

1. **Continue to identify opportunities to hire teachers as early as possible** (e.g. HCM’s early contracts and weekly vacancy reports).
2. **Ensure that lower-ratios of school supervision for higher-need schools** leads to dedicated support to create a tailored suite of recruiting materials (e.g. partnerships and online presence) and to ensure first-round access for those higher-need schools to a pre-vetted pool of teachers to fill vacancies.
3. **Continue to ensure highly qualified and diverse demographic representation within pipelines** for teacher to classroom placements (e.g. P-Tech Education Pathway, Clinical Teacher Program, Resident Teacher Program and partnerships with local community colleges to grow professionals).

### Accelerate Teacher Growth through Meaningful Collaboration

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.
2. **Continue to 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 (e.g. Instructional Lead Teachers, Campus Instructional Coaches and Early Learning Coaches).
3. **Expand promising collaborative planning tools and support** for both virtual and in-person instruction using research-based practices (e.g. Institute for Learning, Authors’ Series) to ensure expert-led teaching teams focus on supporting students in accessing grade-level content including how to provide just-in-time intervention, how to adjust instruction based on student work and data and how to engage students as active learners.

### Invest in Strong Leaders at Higher-Need Schools

1. **Share the distribution of strong leaders (measured by PEI data) across student groups** disaggregated by race, ethnicity, and socio-economic and English Learner status to understand inequities and address them where needed.
2. **Expand current practices to attract and retain high quality principals in higher need schools (e.g. LEAD, ACE, Master Principals) to include strategies to incentivize experienced and effective principals to stay in higher-need schools and increase stability of strong leadership** through increased growth opportunities, responsibilities and compensation.
3. **Continue to engage teachers, principals, and community partners to reflect on opportunities for continuous learning through focus groups, surveys, and communication tools (e.g. DFW Teacher Survey, PEI Perception Surveys and Focus Groups, Let’s Talk).**
System Enabling Conditions
ERS and the Working Group identified the following ways Dallas ISD must sustain or expand existing work or explore new work related to designing schools and systems to improve excellence and equity for all students.

Ensure Equitable Access to Application & Lottery Programs and Advanced Course Pathways

1. Develop and implement curriculum pathways for Pre-AP ELA, Science and Social Studies, similar to the Pre-AP Mathematics pathway, so that all Pre-AP offerings at middle and high school provide access to accelerated content and career/college readiness skills.

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.

3. Review all school-based program and course enrollment processes to identify opportunities to standardize and mitigate implicit bias, such as an expansion of the successful components of the opt-out process in 6th Grade Pre-AP Math.

4. Deepen marketing and awareness campaigns in historically underserved neighborhoods that focus on choice options (e.g. Transformation, Magnet & Early College).

Provide Coordinated School Budget, Staffing and Scheduling Options that Optimize Resource Use for Student Learning

1. In order to ensure coherence of implementation in schools, explore coordinated school budget, staffing, and scheduling options for different school sizes, needs, and instructional models (virtual and in-person) to show what's possible at schools with different levels of resources and flexibilities and expand bright spot models such as the dual-language program. (additional detail on next slide)

2. Expand upon existing structures that provide data to principals to include key metrics focused on equity and access to resources (e.g. teacher assignment to advanced coursework and student access to Proficient I+ teachers). Integrate all data sources into one easy-to-use dashboard that supports principals in getting to action and resource shifts based on data.

3. Look for opportunities to improve coherence and communication across central departments to support school leaders, especially in higher-needs schools, in focusing on delivering quality instruction.

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.

Determine Funding Levels that Differentiate for Student Need & Incoming Performance

1. Ensure stability of resources for higher-need schools (e.g. FARE, ACE) that demonstrate improved performance in order to support ongoing student needs.

2. Create a core funding formula that provides differentiated resources to higher-need schools (e.g. FARE) and enables budget, staffing and scheduling flexibilities to accelerate academic achievement for underperforming students.

3. Continue to advocate at the state level for additional funding (e.g. HB3).