



# Achieving Improved Student Outcomes

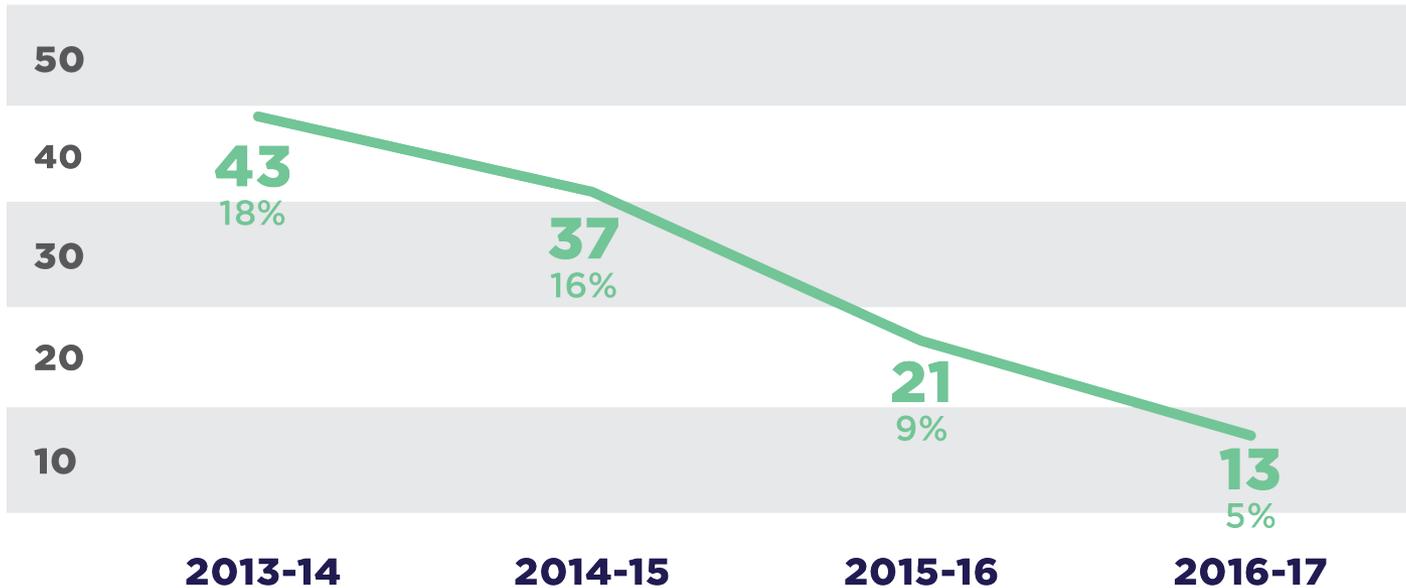
FEBRUARY 22, 2018 | Texas Commission on Public School Finance



<b>Demographics</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Total Students</b>	<b>159,487</b>	<b>160,148</b>	<b>158,495</b>	<b>157,787</b>	<b>155,760</b>
African American	23%	23%	23%	23%	22%
Hispanic	70%	70%	70%	70%	70%
White	5%	5%	5%	5%	5%
Economically Disadvantaged *	89%	86%	88%	88%	86%
English Learners	40%	42%	43%	44%	44% *

# Quick Look at Dallas ISD )

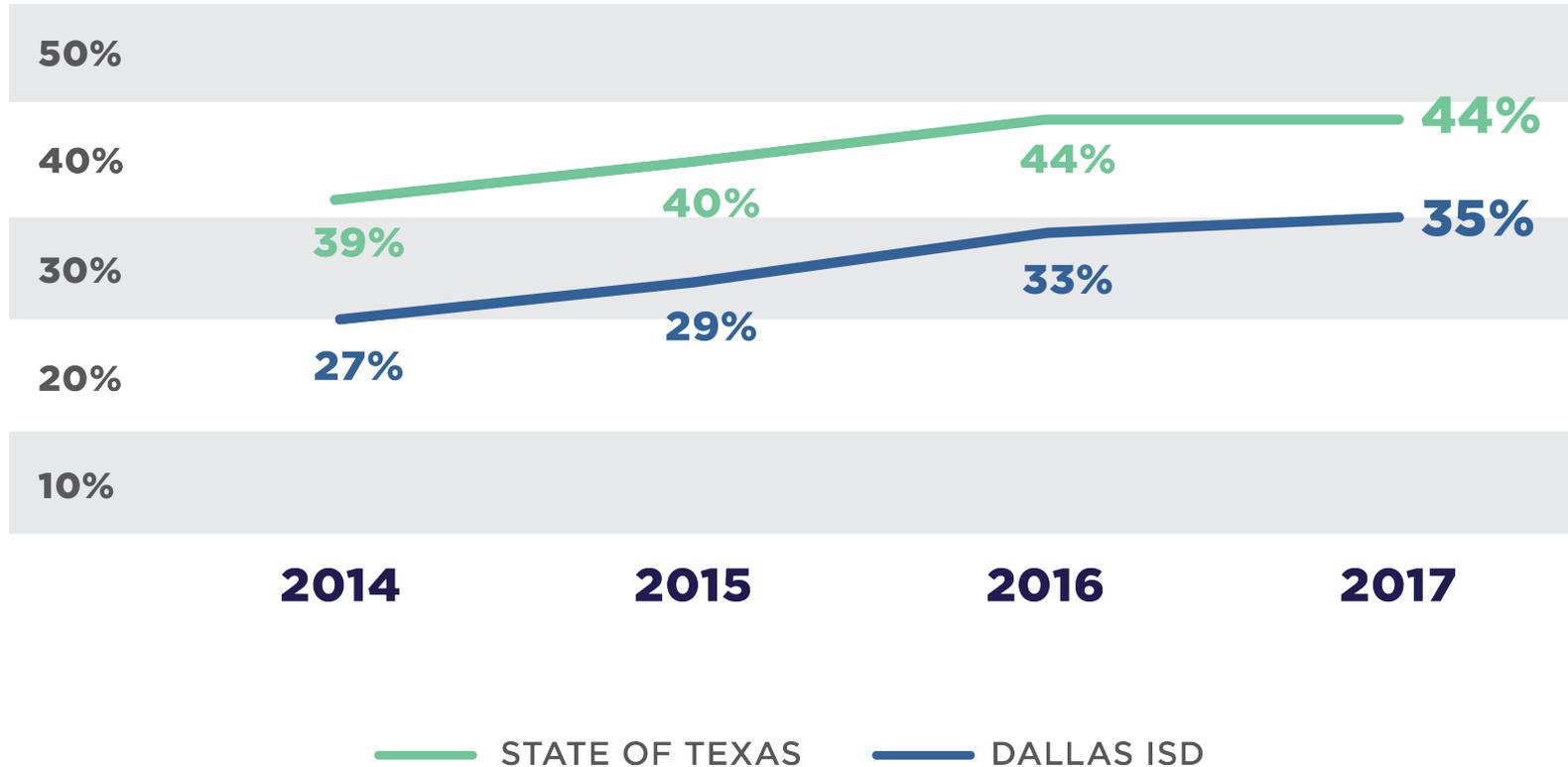
## NUMBER OF IMPROVEMENT REQUIRED (IR) SCHOOLS



# Quick Look at Dallas ISD )

## BENCHMARKING ACHIEVEMENT GROWTH

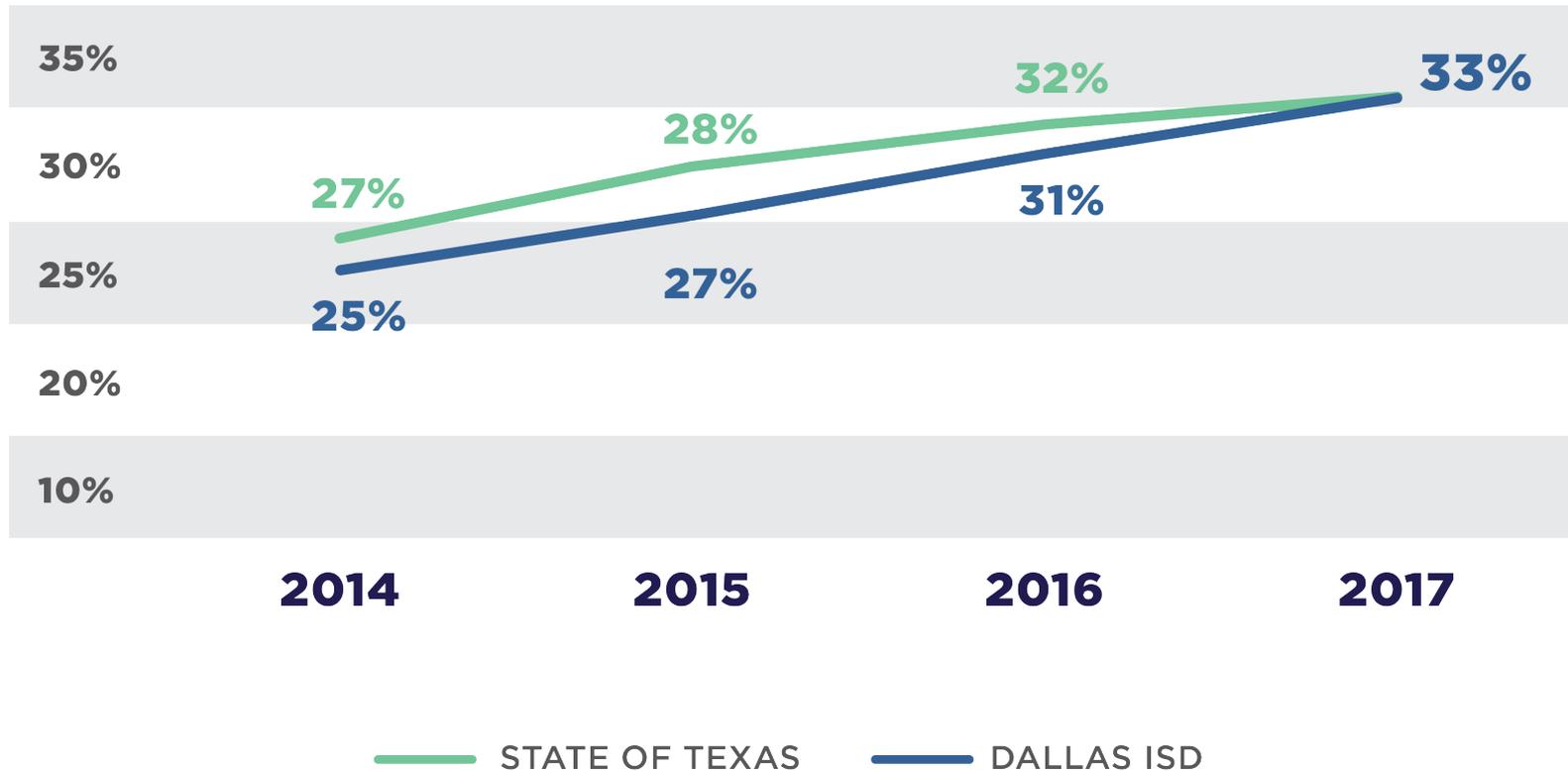
*Achievement Proficiency Across All Grades and Subjects  
at "Meets" Standard on STAAR - All Students*



# Quick Look at Dallas ISD )

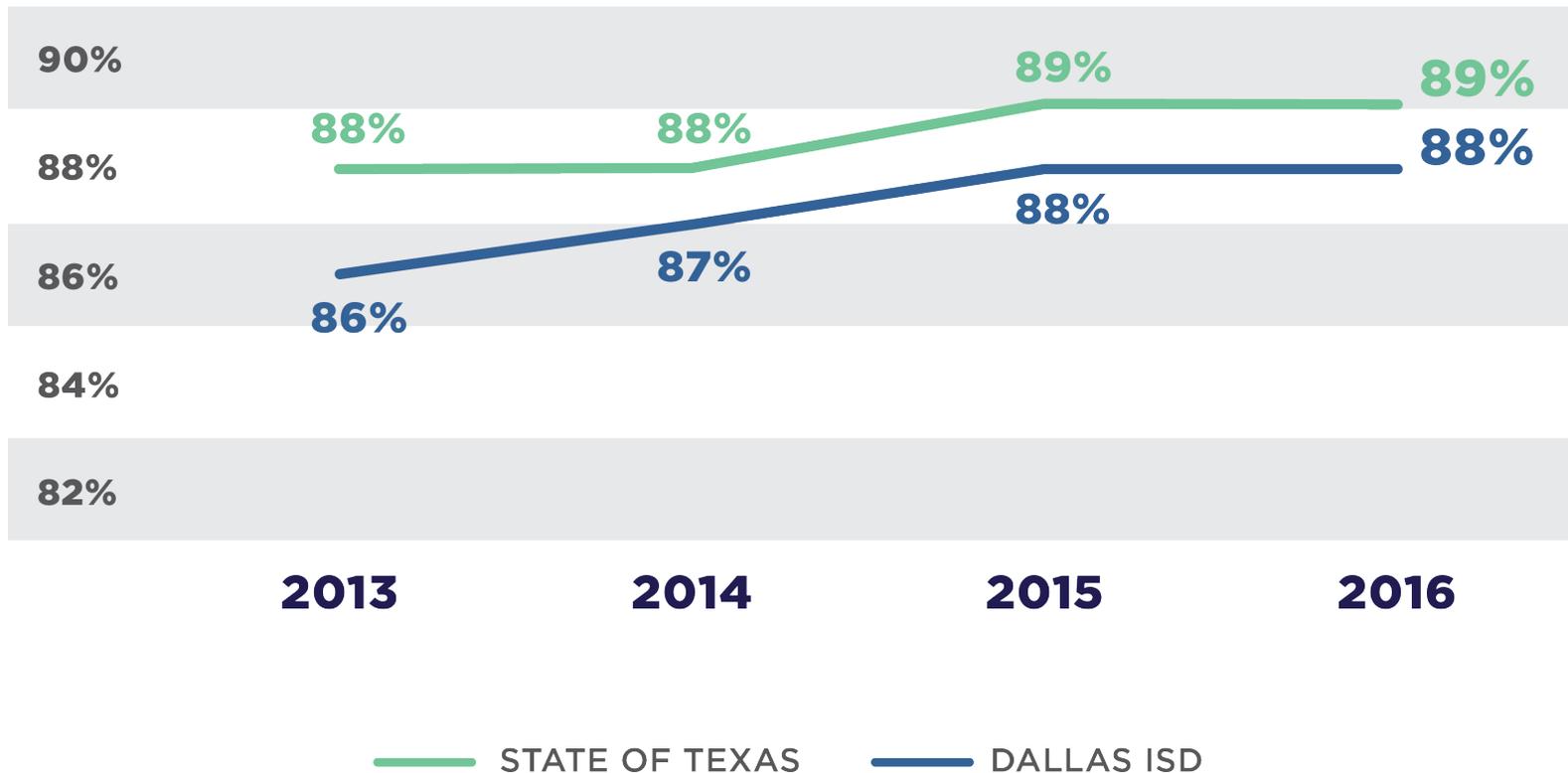
## ALL SUBJECTS, ECONOMICALLY DISADVANTAGED STUDENTS ONLY (88% OF DISD)

*Eliminated Gap with State at "Meets" Standard for Disadvantaged Students*



# Quick Look at Dallas ISD )

## DALLAS ISD HIGH SCHOOL GRADUATION RATES DISTRICT HAS ALMOST ELIMINATED GAP WITH STATE





## Focus

- \* Theory of Action
- \* School Performance Framework (SPF)
- \* Dual Language
- \* STEM Initiatives



## Student Outcome Goals

Four goals focused on student achievement and participation in extracurricular and co-curricular activities



## Strategic Initiatives

- Strategic Compensation
- Early Learning
- \* Collegiate Academies
- \* Public School Choice

## Collegiate Academies



Twenty-three (23) comprehensive high schools are partnered with a community college and industry partners.

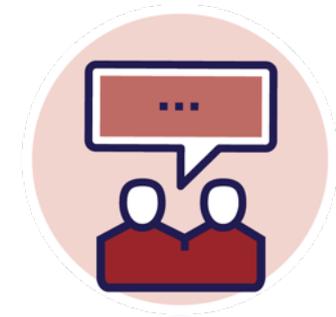
## Dual Language



One of the largest one-way and two-way dual language programs in the U.S. with over 68,500 students.

In addition, 4 middle schools and 3 high schools provide secondary dual language programs.

## Strategic Compensation



TEI is in its fourth year of implementation and in all classrooms in the district.



On days when ice cream sales are high, the number of crimes committed will also tend to be high, but this doesn't mean that ice cream sales cause crime.

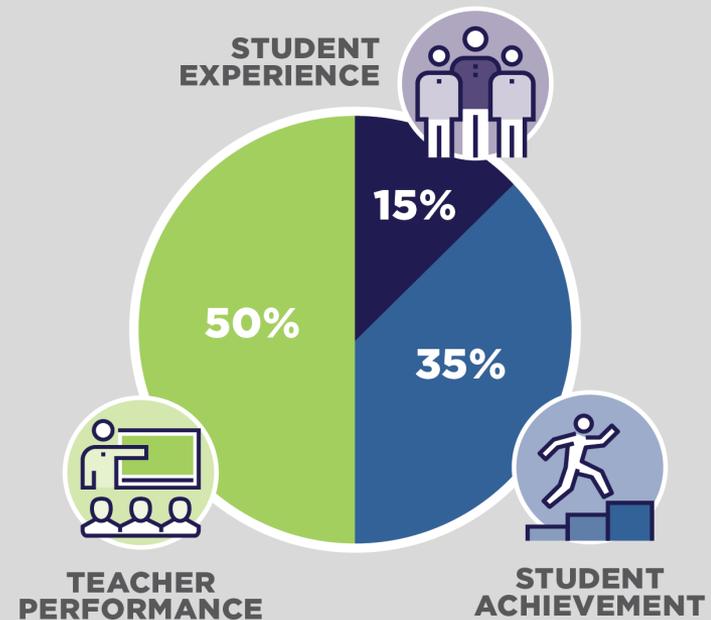
Rather, ice cream sales and crime are related because each is the result of the outdoor temperature.

TEI defines and evaluates teacher excellence through three lenses: performance, student achievement and student experience surveys that encourage and reward excellence in the classroom and beyond. \*

*TEI is both an Evaluation System and a Compensation System*

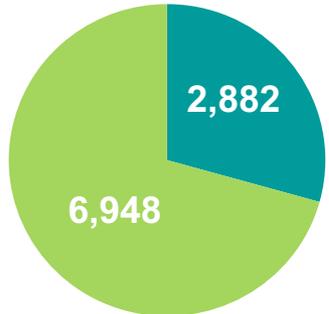


*Components of a teacher's Annual Evaluation*

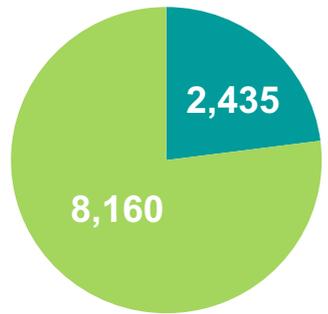




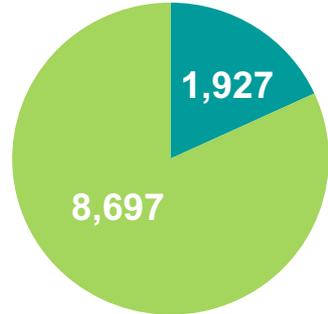
2013-14      2014-15      2015-16      2016-17      2017-18



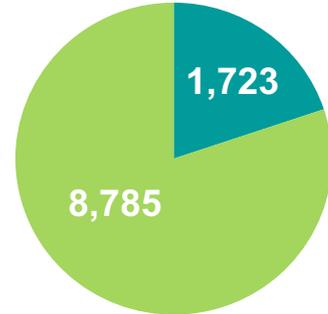
**9,830 total**



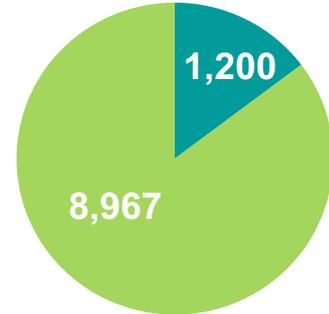
**10,595 total**



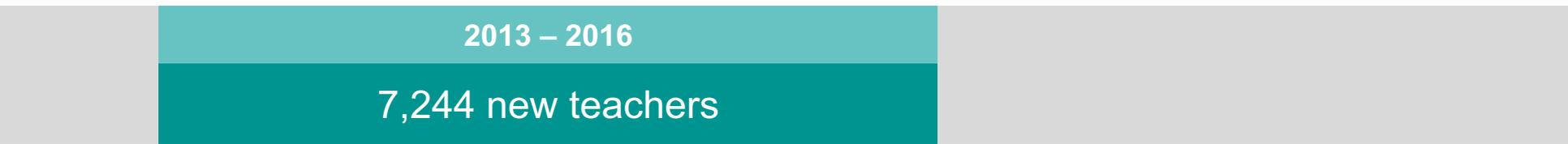
**10,624 total**



**10,508 total**

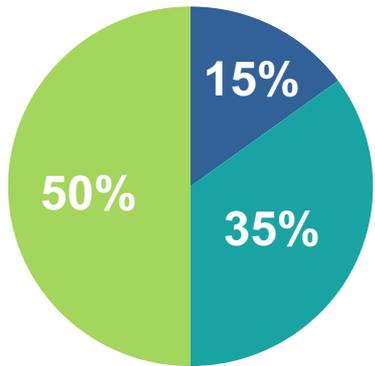


**10,167 total )**

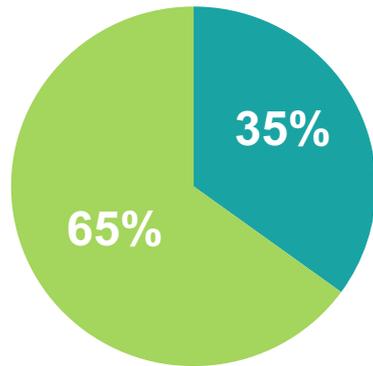


Teachers can fall into one of the following categories based on available measures:

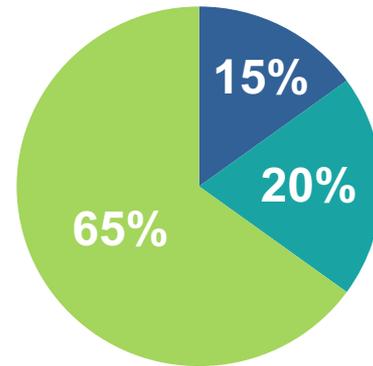
Category A



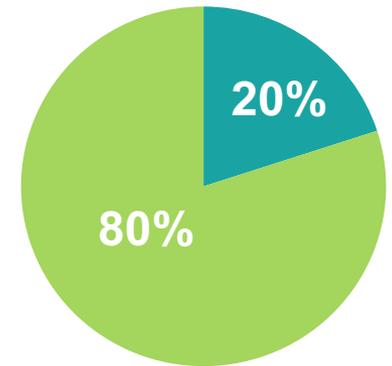
Category B



Category C



Category D



EXAMPLE:

*Algebra 1, Grade 5  
English Language Arts*

*Grade 1, Kindergarten*

*Career Technical Education  
(CTE), Elementary PE*

*Gifted and Talented,  
Pre-Kindergarten,  
SpEd Inclusion*

Teacher Performance

Student Experience

Student Achievement



	Unsat	Progressing		Proficient			Exemplary		Master
		I	II	I	II	III	I	II	
Number of Teachers	88	1,540	2,369	4,099	1,113	556	102	74	
	\$47K	\$51K	\$53K	\$56K	\$60K	\$65K	\$74K	\$82K	\$90K
Performance Retention Increase			\$500	\$750	\$1,000	\$1,000	\$1,250	\$1,250	
				Proficiency Max <b>\$70K</b>			Exemplary Max <b>\$80K</b>		

## GREATER EARNING POTENTIAL

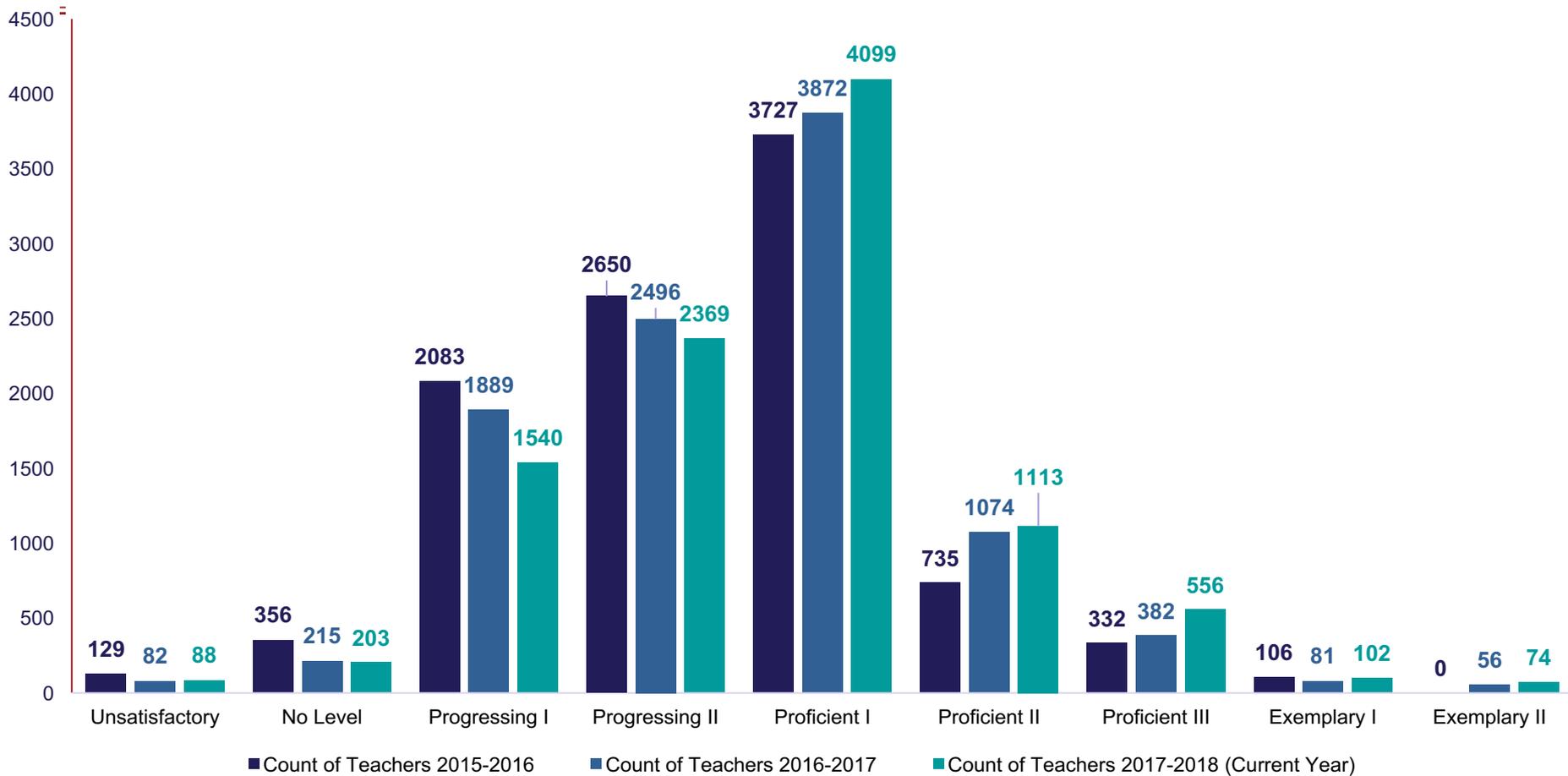
EARN \$60,000 PER YEAR SOONER.

Through TEI, obtainable in about  
**5 YEARS**

Traditional ladder could take  
**20+ YEARS**

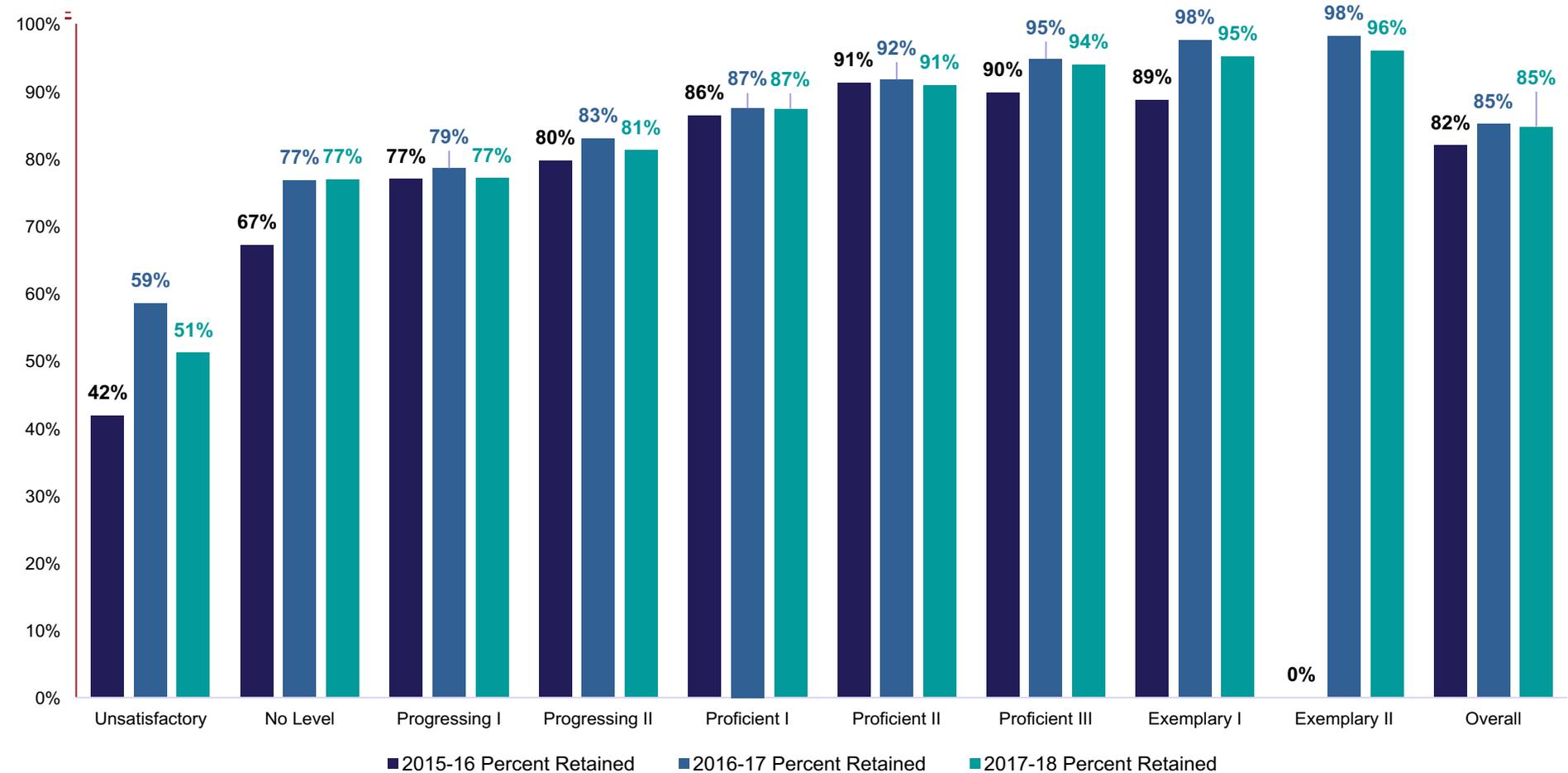
To receive a Proficient II effectiveness level or above, teachers must go through the **Distinguished Teacher Review**, which includes a review of their quality of instruction, leadership, lifelong learning, and contributions to the profession.





*Note that this includes teachers who have since left teaching positions and/or Dallas ISD; based on data available in September of each year*

## Teachers Retained in a Teaching Position by School Year and Effectiveness Level



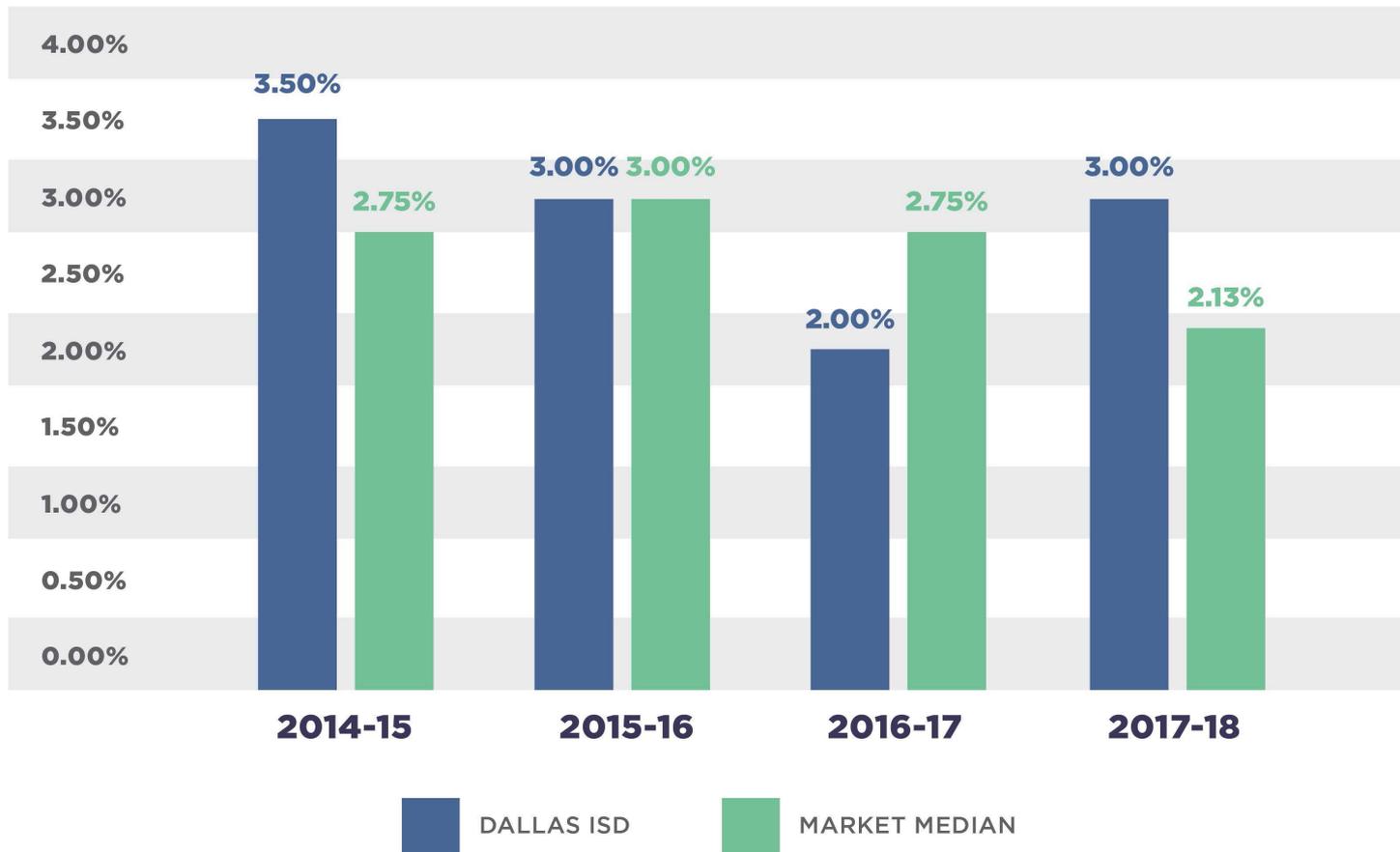
All numbers are preliminary and may change as additional information becomes available.

	Still Teaching in District			Left District		
	2015-16 )	2016-17 )	2017-18 )	2015-16 )	2016-17 )	2017-18 )
Unsatisfactory )	54 ) 42%	48 ) 59%	45 ) 51%	74 ) 57%	33 ) 40%	43 ) 49%
No Level )	239 ) 67%	165 ) 77%	156 ) 77%	111 ) 31%	49 ) 23%	47 ) 23%
Progressing I )	1603 ) 77%	1484 ) 79%	1187 ) 77%	474 ) 23%	398 ) 21%	351 ) 23%
Progressing II )	2113 ) 80%	2071 ) 83%	1924 ) 81%	513 ) 19%	413 ) 17%	432 ) 18%
Proficient I )	3219 ) 86%	3386 ) 87%	3583 ) 87%	439 ) 12%	433 ) 12%	468 ) 11%
Proficient II )	671 ) 91%	985 ) 92%	2022 ) 91%	35 ) 5%	69 ) 6%	80 ) 7%
Proficient III )	298 ) 90%	362 ) 95%	522 ) 94%	17 ) 5%	12 ) 3%	22 ) 4%
Exemplary I )	94 ) 89%	79 ) 98%	97 ) 95%	8 ) 8%	1 ) 1%	5 ) 5%
Exemplary II )	NA	55 ) 98%	71 ) 96%	NA	0 ) 0%	1 ) 1%

Overall	8291 ) 82%	8635 ) 85%	8596 ) 85%	1668 ) 16%	1408 ) 4%	1449 ) 14%
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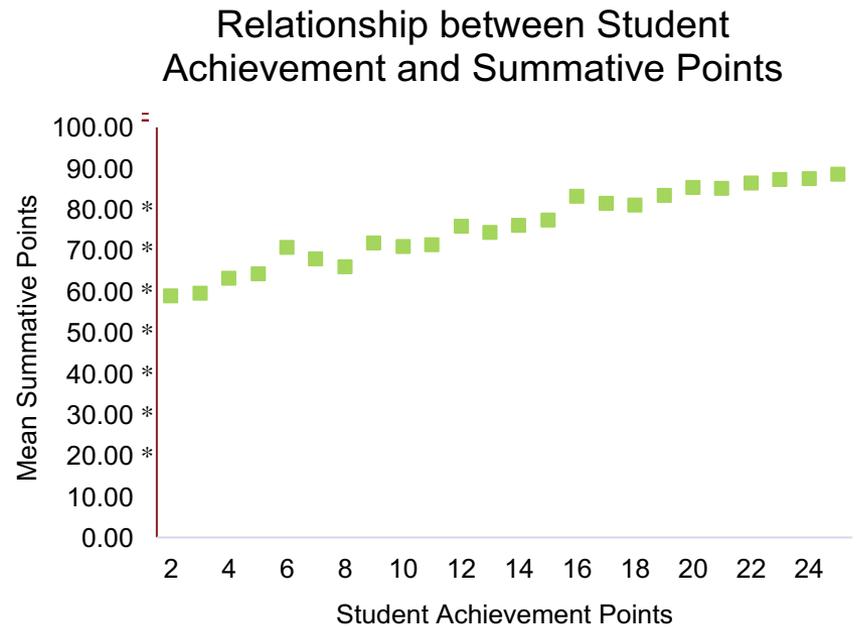
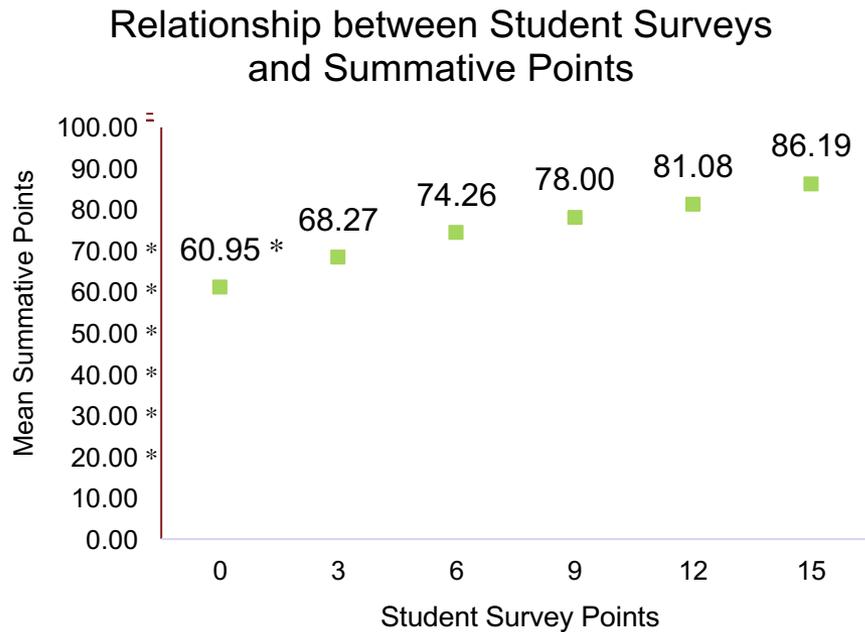
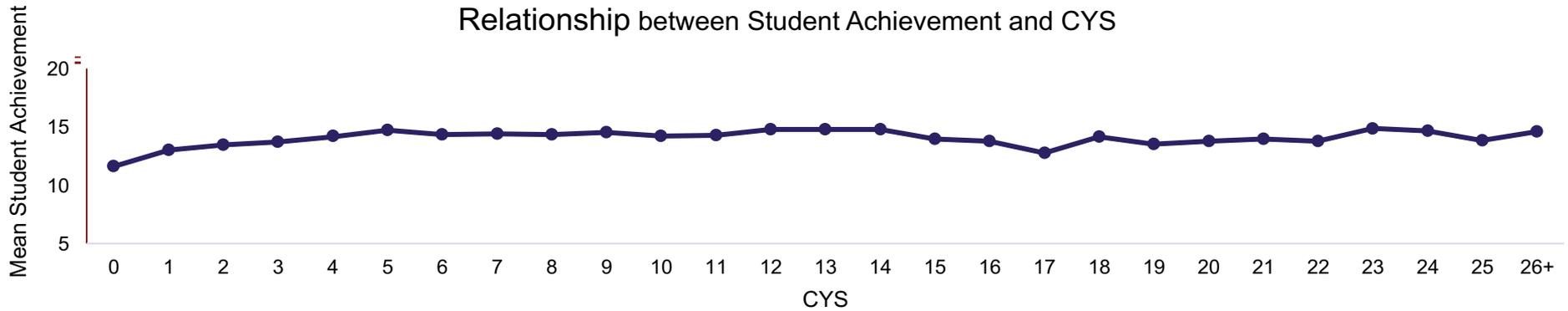
# Market Trends – Average Spending on Teacher Pay Raises

**MARKET AVERAGE = 2.7%**  
**DALLAS ISD = 2.9%**



# Market Trends – Dallas ISD Pay Compared to Market Pay 2017-18 )







				DISTRICT					
	Avg. Salary in Dallas ISD	Avg. Salary in Area ISDs	Difference	A	B	C	D	E	F
5	\$57,375	\$54,193	\$3,182 *	\$52,500	\$54,980	\$53,814	\$53,652	\$56,850	\$53,360
10	\$58,443	\$55,788	\$2,655 *	\$53,900	\$56,052	\$55,399	\$55,746	\$58,400	\$55,230
15	\$58,976	\$57,422	\$1,555 *	\$55,275	\$58,118	\$56,593	\$58,044	\$59,400	\$57,100
20	\$59,550	\$59,145	\$405 *	\$56,650	\$59,420	\$58,772	\$60,019	\$61,041	\$58,970
<b>Average</b>	<b>\$56,487</b>	<b>\$56,487</b>	<b>\$1,397</b>						

**2016-2017 State Average Teacher Salary was \$53,245**

	2015-16	2016-17	2017-18
<b>Unsatisfactory</b>	129	82	88
<b>No Level</b>	356	215	203 *
<b>Progressing I</b>	2083	1889	1540
<b>Progressing II</b>	2650	2496	2369
<b>Proficient I</b>	3727	3872	4099
<b>Proficient II</b>	735	1074	1113
<b>Proficient III</b>	332	382	556
<b>Exemplary I</b>	106	81	102
<b>Exemplary II</b>	0	56	74
<b>Overall</b>	10,118	10,157	10,144 *

# Average Salary Increase by Effectiveness Level )

Effectiveness Level	Average Salary Increase		
	2015-16	2016-17	2017-18* )
Unsatisfactory	\$0	\$0	\$0
Progressing I	\$2,627	\$718	\$621
Progressing II	\$2,732	\$1,088	\$1,117
Proficient I	\$2,484	\$1,383	\$1,224
Proficient II	\$3,703	\$3,120	\$2,160
Proficient III	\$4,439	\$4,242	\$4,367
Exemplary I	\$4,792	\$4,739	\$11,993
Exemplary II	\$1,993	\$5,000	\$17,555
<b>Overall Average</b>	<b>\$2,739</b>	<b>\$1,553</b>	<b>\$1,652</b>

\*Performance Retention Increase for Progressing II and above (see slide 13)

# Distribution of Salary Increases )

Salary Increase Amount	2015-16	2016-17	2017-18
	# (%) of Active Teachers with an Effectiveness Level		
No increase	2,381 (29%)	3,721 (43%)	818 (10%)
\$305 - \$1,000	394 (5%)	1,544 (18%)	5,209 (61%)
\$1,001 - \$2,000	392 (5%)	1,157 (13%)	852 (10%) *
\$2,001 - \$3,000	620 (7%)	519 (6%)	807 (9%)
\$3,001 - \$4,000	1,359 (16%)	833 (10%)	324 (4%) *
\$4,001 - \$5,000	3,135 (38%)*	827 (10%)	156 (2%)
\$5,001 or more	0 (0%)	0 (0%)	395 (5%)
<b>Total</b>	8,281 (100%)	8,601 (100%)	8,561 (100%)

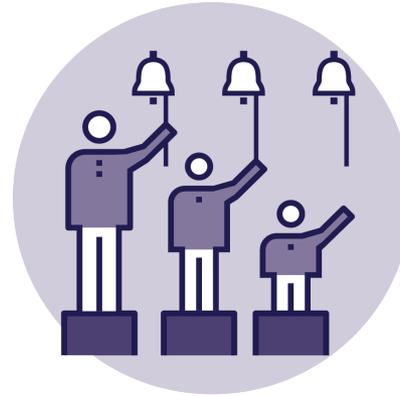
\*2015-2016 salary included an adjustment to market value.

ACE is a strategic staffing initiative designed to accelerate the transformation of our most struggling schools.

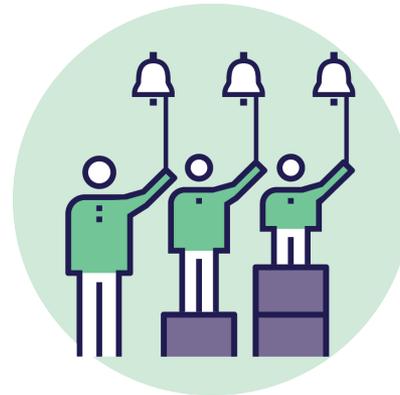
ACE represents our district's commitment for all students to become career and college ready.

### **Accelerating Excellence**

- ✓ Strong Leadership
- ✓ Effective Teaching
- ✓ High Expectations



**EQUALITY**



**EQUITY**



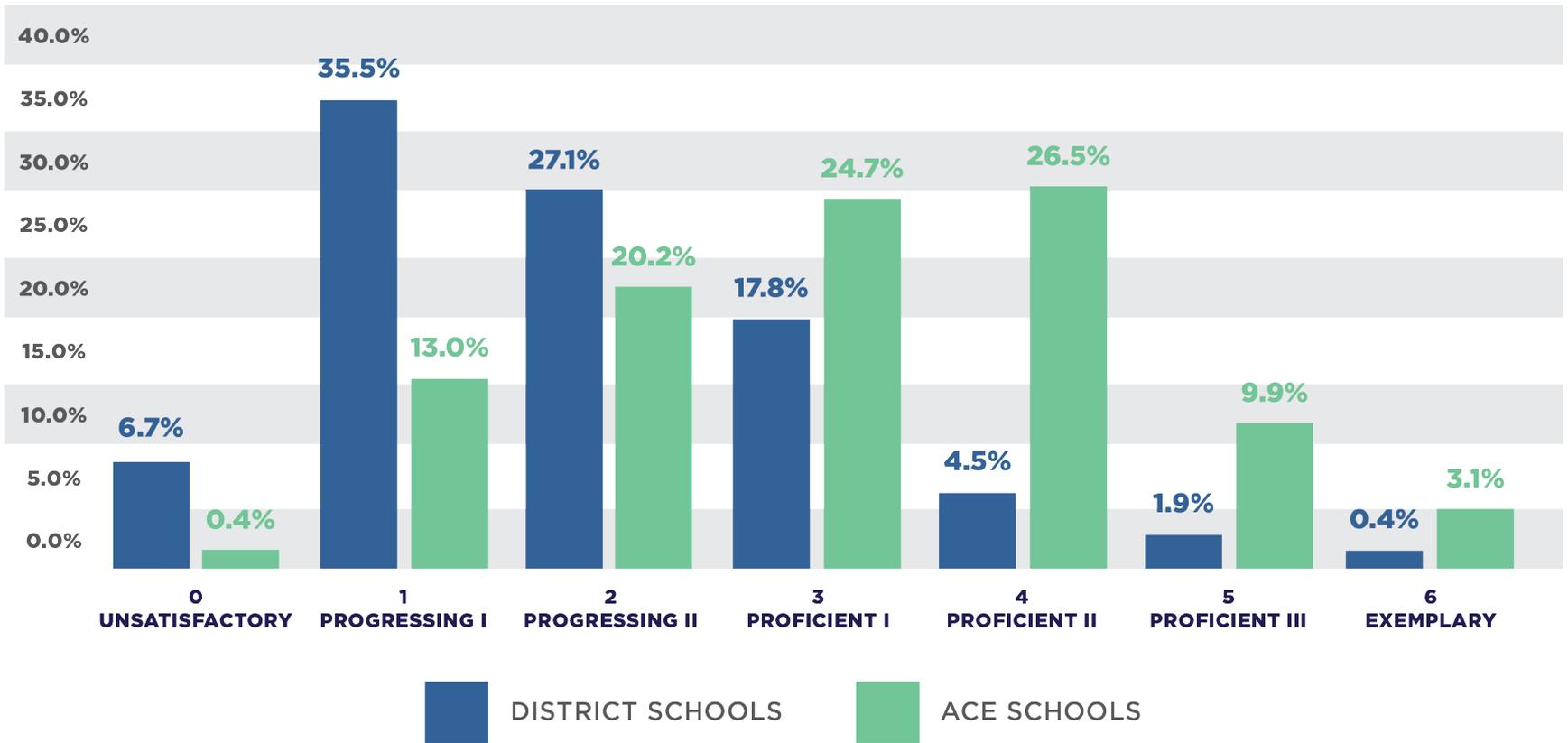
Ethnicity	
African American	55%
Hispanic	43%
Low SES	93% (range of 88%-99%)
English Learners	32% (range of 3%-63%)*
<b>Total Enrollment</b>	<b>3,948</b>
3 middle schools	IR3
4 elementary schools	2 IR5, 1 IR3 and 1 IR2



## ACE 1.0

<b>Campus Selection</b>	Assistant Superintendents nominated most struggling schools to provide program implementation across district.
<b>Staffing</b>	Full reconstitution (85%+) Start with Leadership Focus on TEI score cards
<b>Recruitment</b>	Recruit DTR across district, goal >50%
<b>Additional Personnel</b>	Additional Assistant Principal, Counselor and Campus Instructional Coach for every 300 students Class size maintained at 22 or below for elementary
<b>Professional Development</b>	Specialized professional development focused on data, tied to the coaching cycle, supported by district partnerships
<b>Extended Day with transportation provided</b>	One hour added to master schedule with intervention/enrichment until 6 p.m. five nights a week
<b>Classroom Upgrades</b>	Projector and document camera for each classroom
<b>Campus Facility Upgrade</b>	Landscaping, painting, other upgrades (shades, dry erase boards for each room, etc.)
<b>Uniform</b>	\$30 per student

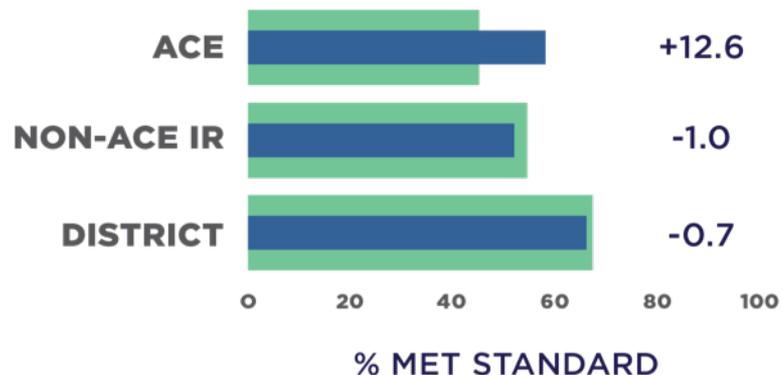
# 24% TO 64%



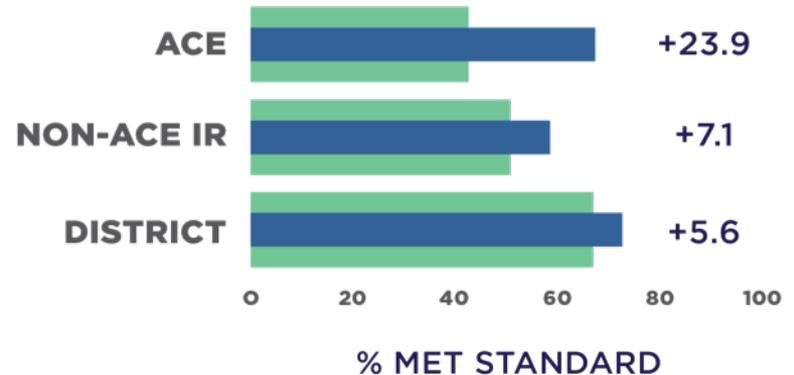
Role	ACE Stipend
	<b>(Total )</b>
Principal	\$15,000
Assistant Principal	\$13,500
Counselor	\$10,000
Campus Instructional Coach	\$8,000
Media Teacher	\$8,000
Distinguished Teacher	\$12,000
Proficient Teacher	\$10,000
Progressing Teacher	\$8,000

## STAAR 2015 to 2016 Growth in Percent Met Standard (Year-Specific Standard)

### READING, GRADES 3, 4 & 5



### MATHEMATICS, GRADES 3, 4 & 5



Although many IR schools showed growth throughout the district, \*  
ACE had significant success with elementary schools. \*

STAAR	2014-15		2015-16		2016-17	
	Approaches	Meets	Approaches	Meets	Approaches	Meets
3 <sup>rd</sup> gr. Reading	51.7%	25.4%	65.9%	40.2%	74.4%	40.0%
4 <sup>th</sup> gr. Writing	45.8%	11.0%	62.5%	36.5%	68.8%	45.8%
3 <sup>rd</sup> Math	59.0%	19.5%	82.7%	51.9%	85.6%	64.4%
Science	34.4%	5.7%	71.8%	30.8%	85.3%	54.6%
Attendance Rate	95.9		96.2		96.7	
Discipline Referrals	N=48		N=16		N=1	
Parent Survey	87% Positive		91.1% Positive		88.7% Positive	

STAAR	2014-15		2015-16		2016-17	
	Approaches	Meets	Approaches	Meets	Approaches	Meets
7 <sup>th</sup> gr. Reading	32.5%	7.7%	47.8%	18.1%	41.0%	12.6%
7 <sup>th</sup> gr. Writing	25.4%	5.5%	43.3%	17.4%	42.4%	15.6%
8 <sup>th</sup> gr. Math	36.4%	4.9%	51.9%	13.1%	65.6%	22.0%
8 <sup>th</sup> gr. Science	24.2%	8.4%	61.9%	16.7%	53.7%	13.7%
Attendance Rate	93.0		96.0		96.3	
Discipline Referrals	N=1,139		N=167		N=198	
Parent Survey	67.0% Positive		79.5% Positive		78.4% Positive	

## 2015-2016 YEAR 2

- Student Learning Objective Goal Setting process shortened
- Number of Spot observations differentiated based on teacher performance
- Removal of several student survey questions
- Treatment of English Language Learners in Student Achievement Data

## 2016-2017 YEAR 3

- Reduction in Assessment of Course Performance exams
- Removal of Distinguished Teacher Review observations
- Reduction in Number of Spot Observations
- Professional Learning differentiated based on teacher performance

## 2017-2018 YEAR 4

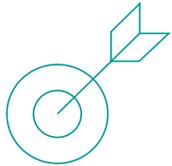
- Performance Retention Increase
- Distinguished Teacher Review (DTR)
  - Expanded eligibility to apply for DTR
  - Simplify the DTR application \*
  - Reduce the frequency of the DTR application process from every two years to every three years
- Reduce Number of Required Spot Observations
- Revise selection model for TEI Campus Experts



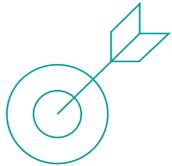
- \* Drives teacher growth through ongoing feedback
- \* Differential retention of highly effective teachers has increased
- \* Drives teacher leadership
- \* ACE initiative
- \* Rewards excellent teachers that go above and beyond in and out of classroom (impact and reach)
- \* Multiple measures (teacher performance, student experience, student achievement) provide more accuracy
- \* *“Always changing”*



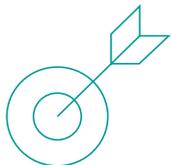
- \* Difficult to onboard veteran teachers/new hire schedule
- \* Lack of consistency in evaluations across teachers
- \* Inequity between higher and lower performing campus
- \* Target distribution
- \* Lack of transparency on compensation
- \* DTR criteria and scoring are inconsistent and lack clarity
- \* DTR is unattainable
- \* Too many rules; difficult to understand
- \* *“Always changing”*



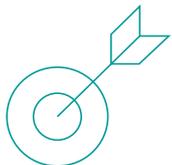
Re-examine TEI strategic compensation through a lens of equity and sustainability



Continue ongoing review of appraisal tool components to ensure transparency and equity



Expand calibration efforts to ensure inter-rater reliability and remove subjectivity in evaluations \*



Re-examine the distinguished teacher review process

## TEI Division within HCM

Need for dedicated FTEs within Human Capital Management to manage TEI

On-going training and calibration for inter-rater reliability

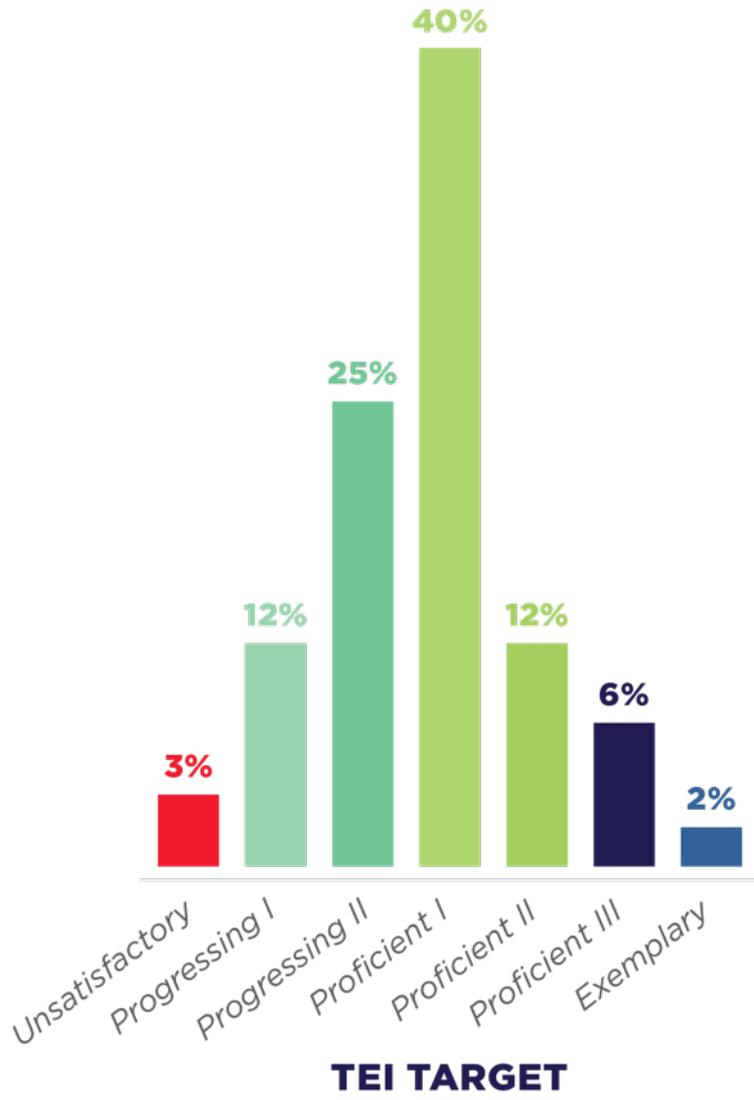
## Evaluation & Assessment

Need for additional FTEs within an Evaluation and Assessment department to support the implementation of the evaluation process

Existing value-added model provided structure for creating TEI processes quicker



	2015-2016	2016-2017	2017-2018
Teacher Salary Cost	565,492,532	\$566,634,632	\$571,591,514 (Estimated)
Teacher Benefit Cost	24,226,049	\$27,452,021	\$48,125,004 (Estimated)
TEI Expert Stipend Cost	225,000	\$227,000	\$224,500 (Estimated)
Administrative and Operational Costs	Funded through Educator Excellence Innovation Program (EEIP) Grant \$1,000,000 annually		



**Target distribution** is the district's goal for the allocation of effectiveness levels \*

The distribution is used to determine points within each of the following components:

- Student Achievement
- Student Experience Surveys
- Overall Evaluation Rating



**Thank you! )**