

THURSDAY, FEBRUARY 25, 2021



COVID-19 SUPPORTS AND UPDATES

Michael Hinojosa, Ed.D., Superintendent of Schools

COVID-19 SUPPORTS

- Dashboard
- Monitoring
- BinaxNOW Rapid Testing
- Partnerships to Provide Vaccines
- Vaccine Registration Events

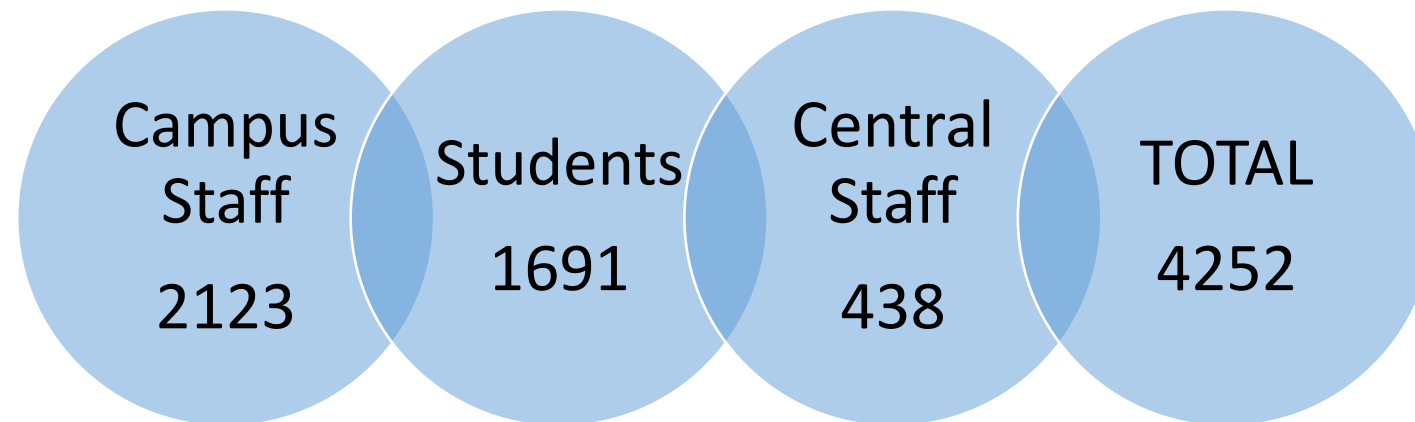


COVID-19 REPORTING DASHBOARD

Purpose: To provide transparency around the number of positive cases at each location throughout the District

Dashboard went live September 28, 2020, with the return of students districtwide for in-person instruction.

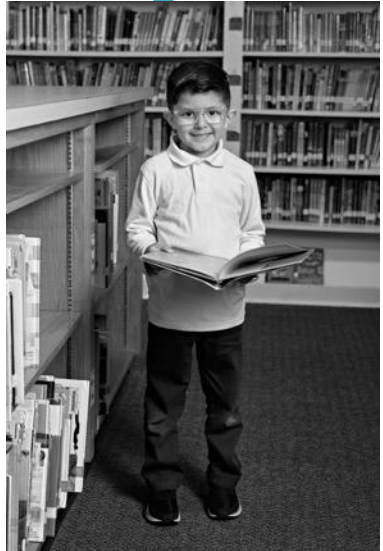
As of February 24, 2021, the following positive cases have been captured:



MONITORING

- Campus administrators and central staff personnel have work diligently to manage the CDC recommended safety protocols listed below to reduce the number of quarantines and school closures:
 - Universal and correct wearing of masks
 - Physical distancing
 - Handwashing and respiratory etiquette
 - Cleaning and maintaining healthy facilities, including ventilation improvements
 - Contact tracing in combination with isolation and quarantine, in collaboration with the Dallas County Health Department
- Due to the measures listed above, the district has only implemented two closures for 3 to 6 days in length.
- Decisions to close are based on consultation with Senior Staff, after consideration of the following:
 - Unable to determine close contacts
 - Multiple linked cases
 - 25% or more of the teaching staff are affected by positive cases and / or quarantined staff with substitute coverage not available
 - Dallas County guidance

BINAXNOW RAPID TESTING



In a move to add an extra level of protection from COVID-19 for students and staff during the pandemic, Dallas ISD joined a rapid testing antigen pilot program offered to districts by Governor Greg Abbott with TEA and the Texas Division of Emergency Management.

- Phase 1: Began with high school athletic programs
 - Athletic trainers and nurses were trained and began testing students and coaches on a voluntary basis
- Phase 2: Remaining campus nurses began training to become test administrators
 - May test staff and students on a voluntary basis
- Phase 3: District opened a central testing facility after Winter Break
 - Site is open Monday – Friday from 7:30 a.m. - 11:30 a.m.
 - Staff register online prior to arriving at the site

PARTNERSHIP WITH PARKLAND HOSPITAL FOR VACCINES

- Parkland Hospital committed to start with 3,500 vaccines dedicated to Dallas ISD employees that met the criteria for Tier 1a followed by Tier 1b.
- Over Winter Break, Parkland began vaccinating Dallas ISD nurses.
- After returning in January, they continued with nurses.
- Toward mid-January, they began vaccinating those that qualify for Tier 1b.

District is currently looking for additional partners to get all staff vaccinated as soon as that is allowable.

VACCINE REGISTRATION ASSISTANCE

- Identification of sites to host registration events
- Flyers to families and communities detailing how to register online, by phone, or locate an in-person site to receive assistance with registration
- Call-out message to parents to explain how to register for the vaccine

Registration Sites Hosted

South Oak Cliff High School
OW Holmes Middle School
Skyline High School
Conrad High School

Upcoming Sites

Samuell High School
TW Browne Middle School
WT White High School
Molina High School
Rusk Middle School
Hillcrest High School



Q & A

THANK YOU

Questions?

January 14, 2021

A group of approximately 12 students and two adults are posed in a school cafeteria. The students, of various ethnicities and ages, are dressed in school uniforms. Some are standing in the back, while others are sitting on orange chairs or on round wooden tables in the foreground. The background shows typical school cafeteria elements like shelves, posters, and a trash can.

Mitigating Learning Loss Extended School Year Models

COMPREHENSIVE STRATEGY TO MITIGATE LEARNING LOSS & RESPOND TO THE PANDEMIC

Dallas ISD is taking a comprehensive approach to respond to the pandemic and mitigate learning loss.



Pandemic Support

Making strategic adjustments in key areas to give teachers more time back for planning and instruction in 2020-2021.



Extended School Year

Creating more TIME to LEARN for acceleration, remediation, and interdisciplinary learning and enrichment to close equity gaps.



Reimagined Summer

Redesigning summer learning experiences to create more impact and opportunity for students.



High-Quality Instruction

Ensuring that content, curriculum, instruction and intervention is high-quality across the district and responds to the unique circumstances created by the pandemic.



Resources & Support

Providing targeted additional resources and support to campuses and students (e.g., tutoring, engagement, mentoring, mental health).

DALLAS ISD IS PROPOSING TWO YEARS OF SCHOOL CALENDARS, INCLUDING INTERSESSION & SCHOOL DAY REDESIGN MODELS FOR TARGETED CAMPUSES

AUGUST '21						
S	M	T	W	Th	F	S
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MAY '22						
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BASE CALENDAR



- Updated version of the district's typical annual calendar
- Applies to the majority of schools and any schools pursuing expanded Summer Learning
- No additional investment required

AUGUST '21						
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JUNE '22						
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INTERSESSION



- New start and end date for all students and teachers
- 5 Intercession weeks throughout the year for a targeted set of K-12 students
- Acceleration, enrichment and differentiation for students in smaller class sizes; additional planning days for teachers
- Up to \$90M investment over two years, serving up to a third of highest need students

AUGUST '21						
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SCHOOL DAY REDESIGN



- New start and end date for all students and teachers
- 23 additional days for all students and teachers at participating campuses
- Additional time for core content exploration and enrichment for students; increased time to plan and prepare for teachers
- Up to \$10M investment over two years, serving all students at a limited number of elementary and middle school campuses



0. Root Cause Analysis:

Ground proposals in qualitative and quantitative understanding of existing racial inequities and explicit exploration of root causes

HOW WE DESIGN FOR EQUITY



1. Stakeholder Engagement:

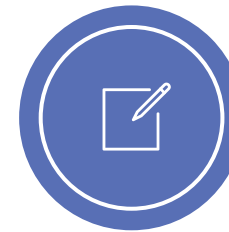
Engaging stakeholders, particularly historically marginalized communities, early and throughout implementation.



2. Visioning:

Documenting the intended outcomes of the project through the lens of those most impacted and with the greatest need.

HOW WE MEET INTENDED OUTCOMES



3. Communications:

Continuing to partner with students, families, and Communities of Color to advance racial equity and deepen relationships



4. Progress Monitoring:

Creating strategies for regular progress monitoring with data disaggregated by key student groups.

LEARNING LOSS IN DALLAS ISD

SY2019-20

% of tested students* from this fall who were on grade level in Math last year

Black = 36%

English Learners (EL) = 48%

Non-Black, Non-EL = 65%

COVID SLIDE

% of tested students¹ this fall that lost learning in Math

50%
Math

SY2020-21

% of tested students* from this fall who are on grade level in Math this year

Black = 28% (-8 ppt)

English Learners (EL) = 35% (-13 ppt)

Non-Black, Non-EL = 57% (-8 ppt)

Research shows that providing more time through an extended school year can have positive effects for students and teachers & HB3 offers half-day funding for extended time for Elementary Students²

¹Populations tested at different rates: 43% of Black students, 62% of EL, 58% of non-Black, non-EL students; tests used were 2019-20 MOY MAP and 2020-21 BOY MAP; only included students currently in grades 4-10 who had test data from both years.

²Dallas ISD is only pursuing HB3 funding for School Day Redesign schools given the fiscal trade-offs required to meet HB3 requirements for intersession in the current configuration.



STAKEHOLDER ENGAGEMENT: STRATEGY

- STUDENTS** ▶▶▶ **30** Focus Group Participants
- COMMUNITY** ▶▶▶ **150** Focus Group Participants
6,289 Surveys
- TEACHERS** ▶▶▶ **90** Focus Group Participants
4,196 Surveys
- STAFF** ▶▶▶ **27** Focus Group Participants
632 Surveys
- PRINCIPALS** ▶▶▶ **66** Focus Group Participants
142 Surveys



Sample Deep Dive: Teacher Engagement

FOCUS GROUPS

Teacher Race	% of Focus Group Participants	% of All Dallas ISD Teachers
Black or African American	31%	34%
Hispanic or Latino	33%	31%
White	26%	29%
American Indian, Alaska Native, or 2 or More Races	3%	3%
Asian	2%	3%
Unknown	5%	N/A

SURVEYS

Overall Teacher Response Rate: 42%

NW 45%	NE 43%	SW 38%	SE 41%
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STAKEHOLDER ENGAGEMENT: INSIGHTS



STUDENTS



We want a more **hands on experience** that will not only help us learn, but help us grow who we are as people.



We should **avoid** extra days being used for **busy work**.



COMMUNITY



Students are overwhelmed right now. They need more time focused on their **social emotional well-being and enriching experiences**. Give them less homework, they need time to be kids.



If this does happen, we need to make sure that our students and teachers still have a **real break in the summer...** July should be sacred.



TEACHERS



I think that having **more time to collaborate** on lessons with our peers would increase learning and the quality of the lessons we are able to provide.



Teachers need to be a **part of the planning process** in order for this to work. Not just in focus groups but actually sitting down and helping to design what this will look like.



STAFF



If we add days to the calendar, we need to offer **engaging, different activities for students**, not focus just on testing.



Changing days has a **logistical impact** but we are committed to supporting students. We just need enough **time to plan and prepare**.



PRINCIPALS



Have we **talked to other districts** that are doing this? What about **learning from what we've already done**?



I need to know **what my parents & teachers want** before I can definitively say which model I would choose.

KEY DESIGN
COMPONENTS

SCALE, SCOPE &
YEAR-ONE PILOT
SITES

PROCESS &
IMPLEMENTATION
STRATEGY



VISION: INTERSESSION

AUGUST '21						
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DESIGN

Calendar will add 5 weeks throughout the year targeted to 50% of students with one day per week dedicated to teacher planning

More frequent and flexible opportunities for **remediation, acceleration, and interdisciplinary learning and enrichment** to meet students' unique needs and interests

Targeted time and attention, with avg. class sizes of 12

Dedicated **days for Intersession teachers to plan and adjust instruction**

Opportunities for teachers to learn from and alongside their peers, including **targeted coaching and support for novice teachers**

Breaks throughout the year for students and staff not participating in the intersession weeks to rest and re-set before resuming core instruction

IMPLEMENTATION

We will invest up to \$90M over 2 years to implement this model¹ within geographic feeder patterns prioritized by need and interest, serving up to a third of students prioritized by need

Campuses within geographic feeders will **adopt the same calendar to create consistency for families** with students at multiple schools

A subset of campuses will serve as "hub sites," hosting participating students and staff from across the feeder during Intersession weeks

Because all schools within a feeder must adopt a new calendar, we have **deprioritized feeder patterns with staff and community disinterest**

¹ By maintaining a base calendar of 175 days, this model does not qualify for reimbursement from TEA.



VISION: SCHOOL DAY REDESIGN

AUGUST '21						
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DESIGN

Schools will reimagine *every day*, redesigning the daily schedule¹ to provide all students and teachers...

More time to explore **core content**, with opportunities to differentiate instruction to best meet each student’s individual needs

More time for **enrichment**, including exploring co-curricular topics or projects driven by student and teacher interest, as well as opportunities for brain breaks and social-emotional learning

Additional time for teachers **to grow their craft and plan instruction**, including dedicated planning days as well as additional time built in throughout the week

IMPLEMENTATION

We will invest up to \$10M over 2 years to pilot this model² at a limited number of campuses, identified using campus-level interest and need

Because all students and teachers attend the extra days, we have deprioritized campuses that did not have **sufficient staff and community interest**

The initial pilot will **focus primarily on elementary campuses** to leverage reimbursement from TEA

¹ This model does not change the start/end time of typical days. However, schools adopting this model have the option to incorporate weekly/biweekly early release throughout the year. ² This model includes an estimated \$1.8M reimbursement from TEA.



COMMUNICATIONS: CONTINUED PLANNING & ENGAGEMENT

Design Teams

- **Design Teams** comprised of Principals, Assistant Principals, Teachers, Other Staff, and Students will support **campus-level planning and design** throughout the Spring
- We will invest up to **\$1M** in Spring 2021 to provide **staff stipends for design work**
- **Curriculum writing stipends** will be provided to teachers to support **development and adaptation of curriculum**

Site Selection

- Continued engagement at remaining campuses and feeders to **fill critical gaps in input** and collect additional feedback from staff and families to **inform final decision**
- **Final list of selected sites** shared at the **February 11 Board Briefing**
- **Forums will be held at selected campuses** to answer questions and provide more detail

Implementation & Outreach

- An **Implementation Team** led by representatives from various district office departments will meet throughout the Spring to tackle the **operational and logistical implications** of each model
- The [Time to Learn website](#) will provide up-to-date information and updates on planning
- Staff, students, and families will receive **at least monthly updates on planning**, increasing in frequency later in the Spring and Summer



PROGRESS MONITORING: MEASURING SUCCESS & INFORMING FUTURE SCOPE

INPUTS

If we do the following...

February - June 2021

- Secure additional **resources for students and staff** (e.g., smaller group sizes, additional pay, additional planning time, etc.)
- Create opportunities for intentional, **collaborative design**
- Pursue consistent, intentional **marketing & outreach**
- Provide frequent, transparent **communication**
- Develop processes for teachers of record and intersession teachers to **share information**

OUTPUTS

..and create these experiences...

July 2021 - June 2022

- Number of **students attending** by race/ethnicity, income, and EL status
- Number of **teachers participating**, by experience and effectiveness
- Degree of **student and teacher satisfaction** with additional time
- Teachers use **student data** to plan and deliver individualized instruction

OUTCOMES

...we expect to see these results.

June - September 2022

- Growth in students' **MAP scores**
- Increase in students' **social emotional competencies** measured through survey
- Decrease in **discipline** referrals
- Improvement in **instructional practice**
- Increase in teacher **retention**

Example
Targets
**Supporting All
Students**

Change in
students' MAP
scores, compared
to a similar
sample

**Advancing
Equity**

Average student
MAP score by
students' race,
income, and EL
status

WHAT YOUR VOTE MEANS

WE ARE ASKING YOU TO APPROVE TWO NEW, EXTENDED YEAR CALENDAR MODELS THAT WILL SUPPORT OUR DISTRICT'S WORK TO MITIGATE LEARNING LOSS. SPECIFICALLY, YOU WILL VOTE TO:



Consider the proposed **base calendar** for the 21-22 and 22-23 school years, which will be the calendar for any schools that do not implement an extended school year.

This includes any summer programming that the district provides.



Consider the proposed **intersession calendar** for the 21-22 and 22-23 school years at an estimated cost of up to \$90M over two years.

This gives Dallas ISD the opportunity to add five intersession weeks of targeted student enrichment & acceleration for up to a third of the district's highest need students.



Consider the proposed **School Day Redesign calendars** for the 21-22 and 22-23 school years at an estimated cost of up to \$10M over two years.

This gives Dallas ISD the opportunity to add 23 days to the year, providing a limited number of schools increased time for teacher planning and student exploration and enrichment.

YOUR VOTE DOES NOT:



Consider a specific set of schools and feeders to adopt an extended school year. Pending approval of the calendars, we will announce participating schools and feeders in February.



THANK YOU

Questions?

APPENDIX TABLE OF CONTENTS

A.	Summary of Key Research Supporting an Extended Year
B.	Estimated Investment Overview & Key Assumptions
C.	Background on House Bill 3
D.	Summary of Other Texas School Districts Exploring an Extended Year through HB3
E.	Dallas ISD Learning Loss in ELA
F.	Stakeholder Engagement - Detailed Summary
G.	Prioritized Campuses & Feeders for Year 1 Implementation
H.	Progress Monitoring Detail: Inputs, Outputs, & Outcomes

APPENDIX A: RESEARCH BASE



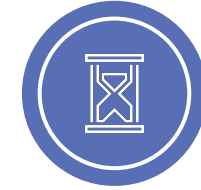
Changing school calendars to reduce consecutive time off in the Summer has positive effects for students and teachers

- Rearranging the calendar with shorter grading periods and more breaks throughout the year can help increase student engagement
- It reduces the time teachers need to spend recalling or re-teaching prior year content at the start of the year
- There is some evidence of reduced student and teacher burnout and improved student and teacher attendance
- [Source](#)



Creating more instructional time by adding time to the day or year has positive effects on student learning

- While research on the causal impact of time is mixed, many of the highest-performing systems across the country tend to have extended school days and/or years. Some research has found that schools that increase their instructional time by at least 25% see increases in student learning ([source](#)) and that among a list of policies, extended learning was one of the strongest predictors of student outcomes ([source](#)).



Most importantly, creating more instructional time through an extended year creates opportunities for critical strategies that have been proven to benefit student learning - such as...

- Intersessions or Acceleration/Vacation Academies ([source 1](#), [source 2](#))
- Teacher Professional Learning & Collaborative Planning Time ([source 1](#), [source 2](#))
- Tutoring or Small Group Instruction ([source](#))



APPENDIX B: COMPONENTS OF TIME TO LEARN BUDGET

PERSONNEL COSTS

Stipends offered at **daily rates to school-based staff working additional days beyond contract, including:**

- Teachers
- Assistant Principal
- Instructional Coaches
- Counselor
- Librarian
- Clerical / Administrative Staff
- TAs/Paraprofessionals
- Cafeteria Workers
- Custodial / Maintenance Staff*
- Security
- Social Workers
- Nurses

+

NON-PERSONNEL COSTS

- Transportation
- Utilities
- Facilities & Maintenance
- Materials & Supplies

ONE-TIME COSTS





- Design Teams
- Curriculum Teams

EXPECTED REIMBURSEMENT

- TEA Reimbursement - Half-Day Per-Pupil Funding (applicable to PK-5 students in School-Day Redesign only)
- TEA Mileage Reimbursement

We will have the opportunity to partially repurpose some existing funds to help fund the additional cost of intersession or school day redesign calendars. Other funding likely to come from the fund balance.

APPENDIX B: KEY BUDGETARY ASSUMPTIONS

	 HOW MANY DAYS?	 HOW MANY STUDENTS? ¹	 HOW MANY TEACHERS?	 HOW MANY SCHOOLS?
INTERSESSION	+ 5 intersession weeks (+23 days total)	50% of Students in Participating Schools	Avg. 12 students per classroom Teachers teach 3 of 4 periods	Up to a third of students ²
SCHOOL DAY REDESIGN	+23 days	All Students in Participating Schools	All Teachers in Participating Schools	A limited number of campuses ²

¹ Both models assume 66% of targeted students attend on extra days

² Final number of feeder patterns and campuses for Intersession and School Day Redesign to be determined, but will not exceed 12 and 10, respectively

APPENDIX C: BACKGROUND ON HOUSE BILL 3

House Bill 3 offers additional funding for districts who add learning time for elementary students

KEY FEATURES OF HB3

- ✓ **Elementary Only**, any grades PK-5
- ✓ **Half-day funding**, though districts can offer full-day programming
- ✓ **Up to 30 days beyond 180**, waiver days do not count, plus 2 weather days (potential 212-day calendar)
- ✓ **More learning & enrichment time**, for some or all students, depending on option
- ✓ **More planning time** for teachers

THREE CALENDAR MODELS

Summer Learning

Targets certain students for enrichment & intervention

Intercession

School year lengthens, targets certain students for enrichment & intervention during intersessions

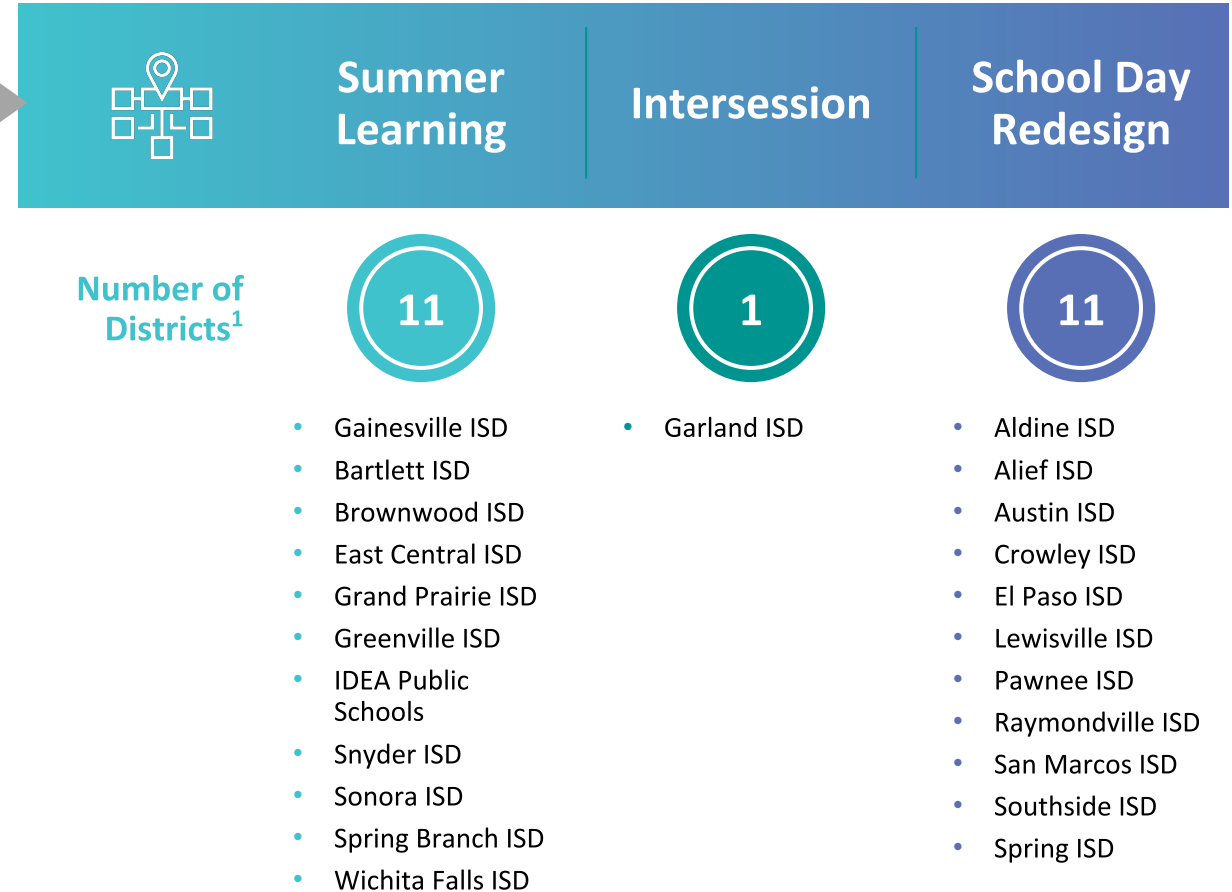
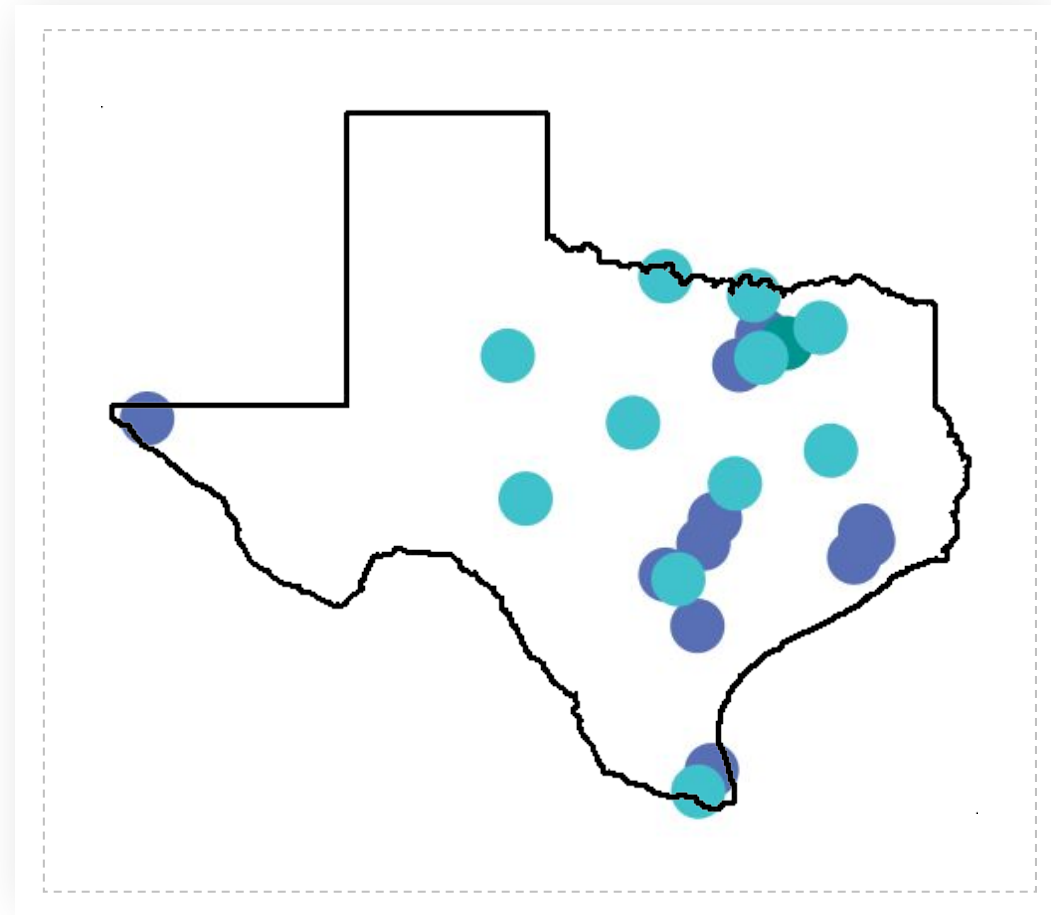
School Day Redesign

Longer school year for all students, adjusted school day, more planning and intervention time

Amount of change

1. Funding is only provided for the half-day, even if a district provides a full day of services on the additional days
2. Must meet annual minutes requirements plus the 180-day base requirement
3. Though these features are tied to HB3 funding, Dallas ISD has considered a broader scope of features in its design

APPENDIX D: OTHER DISTRICTS PURSUING EXTENDED YEAR THROUGH HB3



1. Preliminary list as of September 2020.

APPENDIX E:

DALLAS ISD LEARNING LOSS IN Reading

SY2019-20

% of tested students* from this fall who were on grade level in Reading last year

Black = 35%

English Learners (EL) = 45%

Non-Black, Non-EL = 61%

COVID SLIDE

% of tested students¹ this fall that lost learning in ELA

30%
Reading

SY2020-21

% of tested students* from this fall who are on grade level in Reading this year

Black = 41% (+6 ppt)

English Learners (EL) = 44% (-1 ppt)

Non-Black, Non-EL = 66% (+5 ppt)

¹Populations tested at different rates: 45% of Black students, 65% of EL, 61% of non-Black, non-EL students; tests used were 2019-20 MOY MAP and 2020-21 BOY MAP; only included students currently in grades 4-10 who had test data from both years.

APPENDIX F: PRINCIPAL ENGAGEMENT

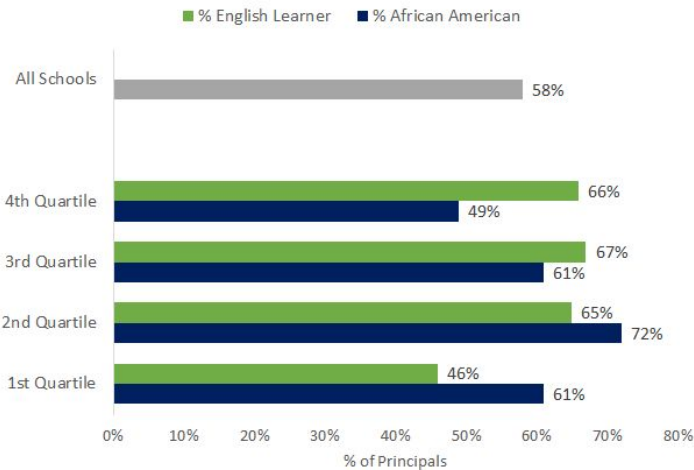
66 | Principal Focus Group Participants

Count of Principals Participating in Focus Groups, by
School Type

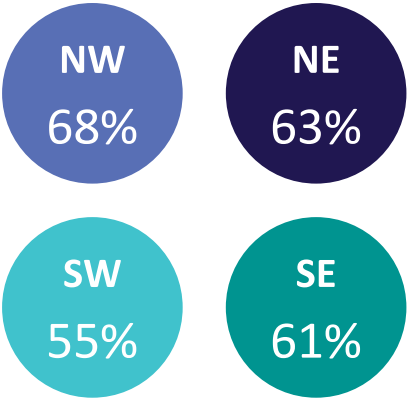
School Type	Number of Principals ¹
Neighborhood	22
High Priority Campus	27
OTI	8
Magnet	9
Other (Disc, Early Childhood, SpEd)	-

142 | Principal Survey Responses² (62% of all Principals)

Percent of Principals Who Responded by African
American & English Learner Students Quartile³



Percent of Principals in each
Quadrant who Responded



1. Focus Groups also included Executive Directors, who are not included in the count of participants by school type. 2. Data as of 1/7; AP responses were also collected and used to inform the selection & design processes. 3. The 4th quartile of schools contains the 25% of schools in the district with the highest concentration of students who are either African American or English Language Learners.

APPENDIX F: TEACHER ENGAGEMENT

90

Teacher Focus
Group Participants¹

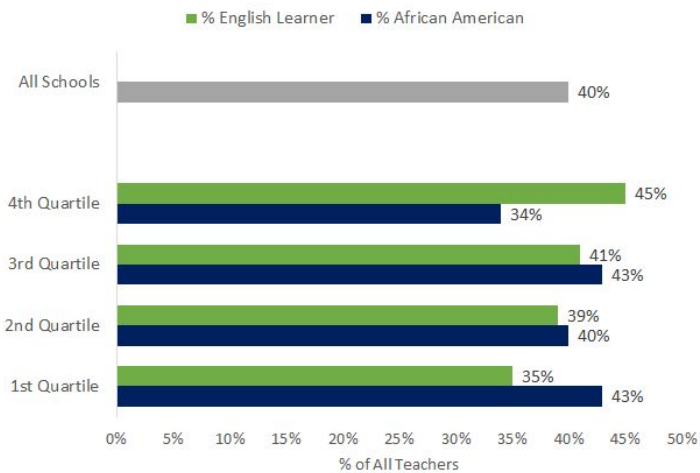
Percent of Focus Group Teachers by Race
Compared to District Representation

Teacher Race	% of Focus Group Participants	% of All Dallas ISD Teachers
Hispanic or Latino	33%	31%
Black or African American	31%	34%
White	26%	29%
American Indian, Alaska Native, or 2 or More Races	3%	3%
Asian	2%	3%
Unknown	5%	N/A

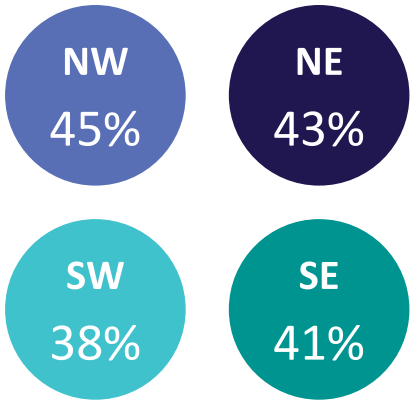
4,196

Teacher Survey Responses²
(42% of all teachers)

Percent of Teachers Who Responded by African American & English Learner Students Quartiles³



Percent of Teachers in each
Quadrant who Responded



1. Focus group invitations were sent to 143 teachers 2. Data as of 1/7 3. The 4th quartile of schools contains the 25% of schools in the district with the highest proportion of students who are either African American or English Language Learners.

APPENDIX F: COMMUNITY ENGAGEMENT

150

Community Focus
Groups and Forum
Participants

- Community Forums Hosted by Dallas ISD Trustees
- Focus Groups¹ comprised of:
 - Trustee Nominated Parents
 - Executive Director Nominated Parents
 - PTO/PTA Representatives
- Focus Group with Special Education Parent Advisory Council (SEPAC)

In addition, meetings were held with Community Partners & Organizations

6,289

Parent
Survey Responses²

Percent of Parent Responses,
by Self-Reported Race of Respondent

Race of Respondent	% of Responses	% of Dallas ISD students
Hispanic or Latino	48%	71%
Black or African American	14%	21%
White	27%	5%
American Indian, Native Hawaiian, or 2 or More Races	4%	2%
Asian	2%	1%
Prefer Not to Say	5%	N/A

Percent of Parent Responses,
by School Type

School Type	% of Survey Responses	% of Dallas ISD Students
Neighborhood	50%	44%
High Priority Campus	18%	38%
OTI	14%	9%
Magnet	18%	8%
Other (Disc, Early Childhood, SpEd)	< 1%	1%

1. Focus Groups held in English & Spanish 2. Data as of 1/7.

APPENDIX F: ENGAGEMENT BY TRUSTEE DISTRICT

62%

Principal Survey
Responses

Trustee District	% of Principals in Trustee District Who Responded
1	78%
2	60%
3	57%
4	71%
5	52%
6	64%
7	68%
8	65%
9	53%

42%

Teacher Survey
Responses

Trustee District	% of Teachers in Trustee District Who Responded
1	53%
2	52%
3	43%
4	44%
5	30%
6	37%
7	43%
8	36%
9	39%

APPENDIX G:

PRIORITY FEEDER PATTERNS FOR INTERSESSION

Priority Feeders

There was **support** for the intersession calendar from principals and teachers in interested feeders. Further staff and community engagement will inform final selection of intersession feeder patterns in February.

Geographic Feeder Pattern
Carter
Conrad
Jefferson
Kimball
Lincoln
Madison
Pinkston
Roosevelt
South Oak Cliff
Spruce
Wilmer-Hutchins

Waitlisted Feeders

There is enough support here to be considered, but the feeder is not as high of a priority. The feeder is waitlisted, pending confirmation from higher priority feeder patterns.

Geographic Feeder Pattern
Adamson
Bryan Adams
North Dallas
Seagoville
Skyline
Sunset
Transformation & Innovation

Disinterested Feeders

Principals and teachers expressed **disinterest** in pursuing an intersession calendar during SY21-22. **These feeder patterns will not have a calendar change.**

Geographic Feeder Pattern
<i>Hillcrest</i>
<i>Magnet</i>
<i>Molina</i>
<i>Samuell</i>
<i>Woodrow Wilson</i>
<i>W. T. White</i>

Notes: 1. Average challenge score across all schools in the geographical feeder pattern. 2. Priority feeders identified through a combination of: challenge score, opportunity to maximize impact, budget constraints, and opportunities to minimize family disruption 3. Individual schools within deprioritized feeder patterns may still pursue a school day redesign calendar if there is interest. 4. ACE will participate with its geographical feeder pattern. 5. Single Gender schools will follow their OTI and Magnet feeder designation. 6. Alternative and disciplinary sites TBD. 7. Final count of participating feeders TBD.

APPENDIX G: PRIORITY CAMPUSES FOR SCHOOL DAY REDESIGN

Priority Campuses

There was **support** for the school day redesign calendar from principals and teachers at these campuses. Further staff and community engagement will inform final selection of campuses in February.

Campus
John Q. Adams Elementary School
Paul L Dunbar Learning Center
Tom C. Gooch Elementary School
H.I. Holland Elementary School
Maple Lawn Elementary School
Lee A. McShan Jr. Elementary School
Edna Rowe Elementary School
Thomas J. Rusk Middle School
Boude Storey Middle School
Daniel Webster Elementary School

All other campuses lacked sufficient principal or staff interest to pursue a School Day Redesign calendar. Any campus not selected for School Day Redesign who expressed interest in Intersession may still experience calendar changes through adoption of the Intersession calendar by their geographic feeder. See previous slide for more information.

Notes: 1. Priority campuses identified through expressed interest; final list to be determined based on additional staff and community engagement. 2. School day redesign schools within Intersession feeders will not participate in Intersession programming 3. Interested ACE schools will able to adopt a School Day Redesign calendar.

APPENDIX H: INPUTS | IF WE INVEST IN THE FOLLOWING...

Additional Resources for Students & Teachers

- **5-6 additional days of teacher planning**, as well as additional time integrated within the school day
- **Average class sizes of 12** during Intersession weeks
- **20% increase in per-pupil funding for materials, supplies, and other resources** at participating campuses
- **Additional compensation for staff** working additional days, at or above their daily rate
- **1 or more days of dedicated professional learning** to support and prepare participating staff

Opportunities for Intentional, Collaborative Design

- **Assembled design teams** comprised of principals, assistant principals, teachers, other staff, and students, to support campus-level planning and design throughout the Spring
- **Additional stipends** for teachers to support curriculum development

Consistent, Customized Marketing & Outreach

- **Information sessions for interested families** at participating campuses
- **Information sessions for interested teachers and staff** at participating campuses
- **Invitations to a targeted subset of students** for participation during intersession weeks
- **Opt-in opportunities** for other interested students

Frequent, Transparent Communication

- **At least monthly updates to staff** on planning efforts and roll-out (March through June)
- **Updates to parents and families** on planning efforts and roll-out (ranging from monthly to weekly approaching start of school year)
- **Dedicated website** with latest updates and materials
- **Translations** available for all communication materials

APPENDIX H: OUTPUTS | ...AND CREATE THESE EXPERIENCES...

FOR SCHOOL DAY REDESIGN

Student attendance rate, by race/ethnicity, income, and EL status

Teacher attendance rate, by experience and TEI level

Student, teacher & parent satisfaction with revised school day, measured through climate or perception survey

Teachers use student data to plan and deliver individualized instruction

FOR INTERSESSION

Number of students attending Intersession or Summer Learning weeks, by race/ethnicity, income, and EL status

Percent of invited students attending Intersession or Summer Learning weeks, by race/ethnicity, income, and EL status

Number of teachers opting in to participating in Intersession or Summer Learning weeks, by experience and TEI level

Student, teacher & parent satisfaction with Intersession or Summer Learning weeks, measured through survey administered after each week

Teachers have easy access to and use student data to plan and deliver individualized instruction

...WE EXPECT TO SEE STUDENT & TEACHER OUTCOMES IMPROVE OVER TIME.