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## DISD Board Briefing

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Agency: Dallas Independent School District

Date: Sept. 12, 2024

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Meeting video: [Sep 12, 2024 Board Briefing - Dallas ISD, TX \(swagit.com\)](#)

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## Attendance

### **Present:**

Dist. 1 Lance Currie

Dist. 2 Sarah Weinberg

Dist. 7 Ben Mackey

Dist 6. Joyce Foreman

Dist. 9 Ed Turner

Board President Joe Carreon

Dist. 5 Maxie Johnson, 2nd Vice President

### **Absent:**

## Notes

**Start time: 11:32 a.m.**

[00:03:00] There are no speakers present

[00:03:48] DISD Board enters closed sessions at **11:37 a.m.**

***Open session returns at 12:28 p.m.***

## **Student Outcome Goals**

**Student outcome goal 1:** Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

**Student outcome goal 2:** Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40.2% to 56.0% by June 2025.

**Student outcome Goal 3:** Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

**Student outcome Goal 4:** Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

[00:05:24] Review begins of the [goals](#) via a presentation by Chief Academic Officer Angie Gaylord & Chief of School Leadership Tiffany Huitt-Powell.

[00:06:34] Powell said there has been a decrease in Student Outcome Goal 1 from 44% to 43%.

[00:07:07] Powell said there was also a decline across the board in STAAR 2.0 exam results.

[00:08:50] Student outcome goal 3 was not met. Student performance declined by 7%.

[00:09:48] Powell said over a third of students in the 3rd grade did not benefit from early childhood education.

[00:10:07] “We can also see that there are more significant declines in mathematics, and that is on trend across the state of Texas.”

[00:12:22] Gaylord said the 2023 to 2024 strategic adjustments included the implementation of high-quality instructional materials, providing teachers with additional classroom time, and reducing the number of testing days throughout the year.

[00:13:28] Gaylord said the academic office is leaning toward training teachers and principals around customizing their environment. Essentially, customizing their education plan.

[00:18:00] Carreon asked how Dallas compares to the state and other districts.

[00:18:23] Powell said in terms of the state as a whole, they experienced across-the-board decreases as well.

[00:18:31] “That slide deck that we brought in August that really showed where we stood out the most is how our economically disadvantaged students did... so when everyone else in the state had gone down, our economically disadvantaged students had not.”- Powell

[00:19:52] Trustee Foreman asked what is being done to improve the testing scores for emerging bilingual students.

“From the curriculum side, it's highlighting building the language-rich classroom and that strategies specifically for emerging bilingual kids, but for all students making sure their sentence stems, making sure there's total participation strategies, making sure that we're advancing not just reading and writing, but speaking and listening and translating that into differentiated professional development for our teachers. and then with the delivery side, monitoring that along the way.” -Gaylord

[00:21:23] Carreron asked what the gap closure for African American students can be attributed to.

[00:21:45] Gaylord said there was heavy investment in intervention and early learning specialists, focusing on tier two students.

[00:34:01] Trustee Foreman DISD needs to ensure each area of Dallas is having its needs sufficiently met.

“What's needed in North Dallas might not be needed in West Dallas might not be needed in South Dallas.”- Trustee Foreman

[00:42:52] Trustee Weinberg asked what strategic adjustments can be made for science and social studies.

[00:43:13] Gaylord said there has been a new adoption in science for 2024-2025 that is training-focused. It involves putting children in engaging labs.

[00:49:54] Trustee Kerry asked why there has been a decline in math and if that change is attributable to a switch in STAAR to more written responses for math.

[00:50:08] Powell explained that due to students having issues with the manipulative elements of math (i.e. material that requires you to drag and drop to answer, draw graphs, fill in grips, etc).

“So we know that collectively, that group of students in particular had huge disadvantages, and our approach did not meet their needs. We thought, if we accelerated instruction, meaning: we teach it, we provide some mini lessons and move on, that they would get it, and it's too sequential for us to miss the gaps that they have.”- Powell [00:51:41]

[01:00:34] Trustee Foreman asked what they (Gaylord and Powell) are doing to ensure parents are able to understand the new computer systems that students are using for standardized testing, which Foreman describes as premature.

[01:01:24] Gaylord said they use computer training at home for parents, along with a [media](#) specialist at each DISD campus.

## **Superintendent's Report**

[01:27:50] Gaylord began with a summer learning recap video, going over the recent introduction of [flex day](#) programs, along with the introduction of Campus Instructional Leadership Team (CILT) training.

[01:31:12] Gaylord went over the summer learning feedback from teachers.

\*90% of teachers say they have gained knowledge and skills that they can implement in their jobs

\*92% of teachers stated that the sessions they attended offered sufficient time for practice

\*93% stated the presenter was knowledgeable

\*94% stated they were in an atmosphere that felt safe, positive and conducive to a professional collegial experience.

[01:31:56] Gaylord discussed the next steps for the Flex Day Initiative. These next steps include principals receiving notification of flex day status for each teacher, as well as training preparation. Campus leaders will receive training resources to offer training to campus staff on October 14 and February 17.

## **Training Timeline**

CILT Training

- September 18, 2024
- November 13, 2024

#### New Teacher Academy

- September 19, 2024

#### Districtwide Professional Learning

- October 14, 2024

[01:33:48] For writing [scaffolds](#), DISD plans to make them more accessible. Gaylord said scaffolds tend to make it easier to organize their thoughts, helping them address each part of the reading rubric for the STAAR exam.

#### **Statutory Items**

- [02:41:50] Carreon said agenda item 10 is unique, focusing on approving resolutions to appoint board members (or a board member) to be on the board of directors for the Dallas Central Appraisal District [DCAD].
- [02:42:59] “In the past, when we wanted to appoint a member of our (Dallas ISD board of trustees) board to the DCAD, we simply voted on a resolution and we appointed that person to the DCAD board. It was simple enough, and we were guaranteed a spot on the DCAD board. Whoever we nominated and appointed would have that seat on the Dallas Central Appraisal District board. That has changed. Now it is done on a point system.”- Carreon.
- [02:43:50] Carreon stated it will require 1,000 points to be guaranteed a seat on the board.

#### **Policy Updates**

[02:56:45] Trustee Foreman questioned 11 D, an amendment to student records where the district will keep elementary and middle school grades and test data.

Foreman asked how parents are going to be notified that they can deny the release of their information.

[02:57:01] Powell said during the enrollment process, it will be clearly stated so parents are aware.

#### **Construction Services Division**

[03:11:50] Trustee Foreman expressed confusion over the continued use of a particular

job site ([Gordian](#)). Trustee Weinberg explained that this is a necessity via higher-ups due to issues where certain contracts were meant to go through RFP (Request for Proposal), so Gordian was used instead.

[03:13:01] Trustee Foreman suggested spreading out work via job order contractors in the future.

**End time: 3:46 p.m.**

## Summary

- There was a discussion of the lowered scores for students and how the pandemic has had lingering effects across the board for students.
- Trustee Foreman seems to have a particular concern about the switch to primarily going digital in testing and how that may impact students.
- They discussed help being put in place to make sure parents are able to understand the technology their children are dealing with via media specialists and training.

## Follow-Up Questions & Observations

- What sort of time frame would it look like to change the job order contract services over, particularly considering DISD's previous issues that led to them enforcing the use of Gordian?
- There seemed to be a focus on the finer point of language to ensure parents are aware and up to date by Foreman, a good takeaway but a takeaway nonetheless.
- Unfortunately, I feel the switch to a more computer focused system may not be particularly helpful for improving student education in DISD. There are concerns overall about the use of tech in [education](#) (more so a reliance), plus DISD has already faced some criticism for the use of AI, specifically related to [testing](#).

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