

## Public School Choice Categorization Framework

### Introduction:

The *Public School Choice (PSC) Categorization Framework* is a holistic approach **to identify existing Choice offerings that predate the PSC competitive application process in Dallas ISD**. It is essential that pre-existing Choice options meet the same expectations as those selected through the current competitive proposal process so that all Dallas ISD stakeholders can feel assured that the district has vetted for the highest quality.

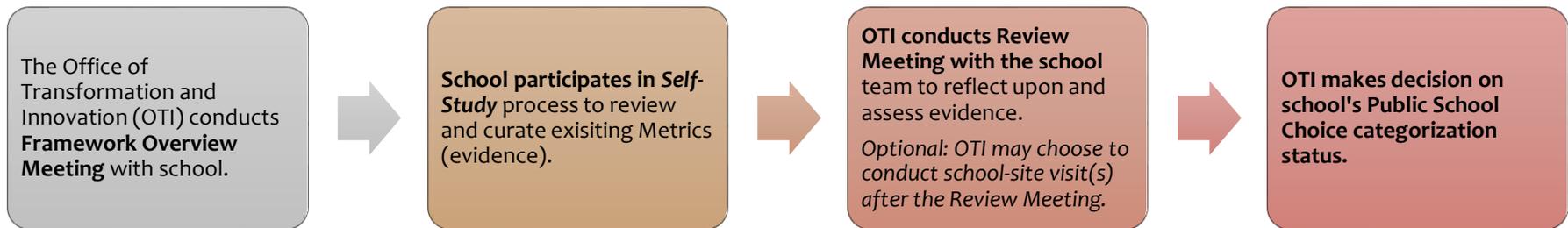
Specifically, the *Categorization Framework* process will be used to formally identify, assess, and ultimately categorize existing *Choice Schools* and in-school *Choice Programs* as part of the district's PSC initiative. Beyond formally categorizing existing choice offerings in Dallas ISD, the framework will be utilized to:

- **Inform school choice** by giving families more information about schools and helping to determine the school choices available to students
- **To ensure transparency around Choice School quality** in order to promote greater public accountability
- **To educate stakeholders** about the many aspects of Public School Choice

Moving forward, all Public School Choice offerings in Dallas ISD will be formally placed under the following categories:

- **Magnet Schools:** This is a fixed list. The schools will stay the same as well as the academic entry requirements. The success of the district's Magnet offerings is a key driver in the district's commitment to expand a "best-fit" school for every child in Dallas ISD without academic entry requirements.
- **Transformation Schools:** These are start-up campuses that design and implement a new school-wide Choice model. They do not have academic or parental entry requirements. They also showcase districtwide open enrollment procedures (with a priority window for students residing within the vicinity).
- **Innovation Schools:** These are current neighborhood schools that re-purpose the existing campus into a school-wide Choice model. They do not have academic or parental entry requirements. They stay in their existing facilities and primarily enroll students from their traditional attendance zones.
- **In-school Choice Programs:** These are small scale choice programs that exist within a school. They are not school-wide models and not every student in the school participates. They may or may not have entry requirements.

Overview of the Process:



The Office of Transformation and Innovation (OTI) has identified **15 Indicators and the Metrics (evidence) that define them in five overarching Domains that provide a comprehensive and holistic picture of a Choice School or Program.** It is important to note that the *15 Indicators* within this framework directly correlate with the key aspects and standards that guide the formal PSC competitive process that future proposals for Choice Schools are required to adhere to.

Overall, pre-existing Choice Schools and Programs will need to go through a **three-part process** in which the OTI and the school will conduct a thorough review of the current *Metrics* (evidence) at the school to determine whether or not the school's model or program reflects the framework's *15 Indicators* to formally make it a part of the district's PSC initiative:

(1) Framework Overview Meeting

OTI conducts an **initial meeting with the school-site leadership team to go over the PSC categorization process.** More importantly, this time will allow schools the opportunity to familiarize themselves with the framework and its components as well as ask questions about the entire process before going through it.

(2) School Self-Study

The second part of the process requires the school to **undergo a Self-Study process** in order to curate existing *Metrics* that reflect the *15 Indicators* that makeup the *Public School Choice Categorization Framework*:

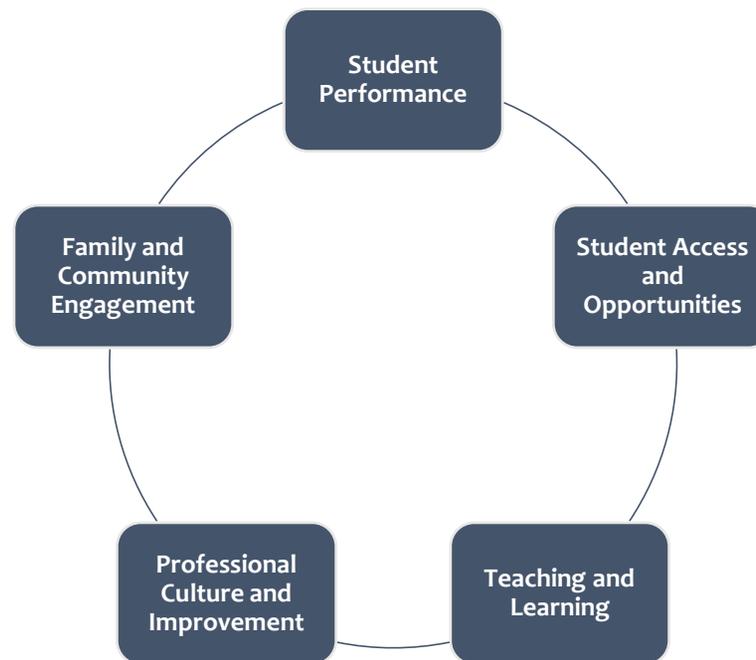
- **Timeline:** Schools will have a one-month window to undergo a *Self-Study* to identify and provide the OTI with the "Required" and/or "Recommended Evidence" for the *15 Indicators* that makeup the five framework *Domains*

- **Metrics (Evidence) Collection:** Schools will be expected to use each *Domain Overview* page (pp. 5-9) to organize the Metrics and to curate them either in a hardcopy folder or digitally (e.g. merged files as attachments) to present to the OTI

The *Self-Study* process and the resulting evidence is an essential aspect of the categorization process because it allows the district to capture and assess the unique features and steps a school has implemented to ensure that it is operating under a Choice model. Furthermore, this process enables a school to reflect and assess in what way it is— or is not— meeting the key tenets that define the district’s PSC initiative.

**Note on the one-month Self-Study period timeline and available support:** Although we do not expect schools to need an entire month in order to curate evidence from their existing work for the framework, we have allocated a month to ensure an adequate amount of time to provide support if needed and to allow campuses more than enough time to reflect upon their work to date. The OTI will be available throughout the process, especially during the *Self-Study* period, to provide support to school-site teams. Schools can regularly connect with Mohammed Choudhury, Director of New School Designs and Implementation, in the Office of Transformation and Innovation at [mchoudhury@dallasisd.org](mailto:mchoudhury@dallasisd.org).

Public School Choice Categorization Framework Domains



### (3) Evidence Review Meeting

After a school has completed the *Self Study* period and sent over the “Required” and/or “Recommended” evidence, **the OTI will conduct a Review Meeting with the school’s leadership team to reflect upon and evaluate the Metrics provided.** This meeting will allow the OTI to receive meaningful context from the school’s leadership team regarding its Choice model or program that the *PSC Categorization Framework* was not able to fully capture, but is important to consider before making a final determination whether the pre-existing school model or program qualifies to be part of the district’s PSC initiative at this time.

**NOTE:** In addition to reviewing the collected evidence during this meeting, the OTI team along with district experts may opt to conduct a school-site visit(s) as a result of the discussion. This may or may not include scheduling:

- Discussion with a school-site focus group
- Meetings with students, parents, and community members
- Observations of classrooms, meetings, and/or school functions
- Attend a school’s weekly professional development session
- Shadowing a student for a class period and/or entire day with time allotted for conversation with students and to look at student work samples

#### *Decision:*

Once the three-stages of the PSC categorization process is complete, the OTI will conduct a final review of school’s model or program based on the evidence provided. **The OTI will notify the school’s leadership team within one week from when the school has completed the process on the final decision** made regarding the school’s status through an in-person meeting. Written feedback will also be provided to support the decision.

**Domain Overview: Student Performance**

This domain focuses on how much students learn from year to year. The *Student Performance* domain is a meaningful measure because it applies equally to students at all academic levels, regardless of whether a student starts the year advanced, at grade level or below grade level. This domain tells stakeholders how students at their child’s school are growing each year as compared to students at other campuses within the district and beyond who start the year at a similar level.

Indicators	Self-Study of Metrics (Evidence)	List of Metrics
<input type="checkbox"/> Proven track record of student achievement	<p><b>NOTE:</b> If applicable (given the history of the school’s pathway towards anchoring teaching and learning under a Choice model), then an analysis of at least three years of achievement data should be provided in addition to providing <u>at least three forms of evidence</u> to reflect a meaningful pattern of student achievement.</p> <p><b>Required Evidence:</b> Texas Academic Performance Reports (TAPR)</p> <p><b>Recommended Evidence:</b> May also include national- and/or locally designed assessments that reflect student performance across a wide variety of subjects and competencies (e.g. school report card, ACP results, college- and career-readiness assessments, etc.).</p>	<p>List the types of evidence provided for this <i>Domain</i>.</p>
<input type="checkbox"/> Evidence of student achievement for at-risk students ( <i>Economically Disadvantaged, English Learners, minority students, etc.</i> )		
<input type="checkbox"/> Evidence of setting meaningful annual targets for student performance	<p><b>Required Evidence:</b> <i>School Action Plan and/or document(s)</i> reflecting a thoughtful blueprint that at least:</p> <ul style="list-style-type: none"> <li>• Identifies specific, rigorous standards for learning</li> <li>• Sets student performance goals based on an analysis of baseline data</li> <li>• <b>Ties annual targets to Choice model-specific strategies that seek to accelerate student learning</b></li> </ul>	
<p><i>In addition to providing relevant attachments, school-site leadership teams are encouraged to utilize this space to provide additional information regarding this domain as it relates to their campus.</i></p>		

**Domain Overview: Student Access and Opportunities**

This domain seeks to capture how effectively a school engages and creates a connection with its students. Attendance rates, results from student-satisfaction surveys, and availability of intervention, enrichment, and special education offerings are some factors that are used to assess a choice school’s ability to establish inclusive learning environments and opportunities for all students.

Indicators	Self-Study of Metrics (Evidence)	List of Metrics
<input type="checkbox"/> All students on the campus or in the program have equal access to the resources and experiences that encompass the core components of the Choice model.	<p><b>NOTE:</b> Campuses are expected to provide <u>at least three forms of evidence</u> to exhibit practices that reflect the key indicators that makeup the <i>Student Access and Opportunities</i> Domain.</p> <p><b>Recommended Evidence:</b> Description of course offerings/catalog; climate survey results; participation rates within enrichment activities; overview of typical classroom environment; examples of accommodations, documentation of differentiated instruction and inclusion pedagogy; overview of <i>during school</i> intervention/enrichment structures; etc.</p>	<p>List the types of evidence provided for this <i>Domain</i>.</p>
<input type="checkbox"/> Opportunities and supports are in place for academic help and interest-based learning during and beyond the school day.		
<input type="checkbox"/> <i>Develops student agency:</i> School establishes learning environments that provide multiple opportunities to develop learning mindsets and strategies that enable students to actively participate, work through problems, think critically, and approach learning with energy and enthusiasm.		
<p><i>In addition to providing relevant attachments, school-site leadership teams are encouraged to utilize this space to provide additional information regarding this domain as it relates to their campus.</i></p>		

**Domain Overview: Teaching and Learning**

This domain focuses on how the school provides effective instruction that aligns with nationally validated best practices that define its Choice model to promote high quality student learning, understanding, and skill development in all classrooms and across all subjects.

Indicators	Self-Study of Metrics (Evidence)	Metrics List
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Utilizes best-in-class Choice model aligned pedagogical approaches</b> and builds structures and schedules to develop and support academic rigor.</li> </ul>	<p><b>NOTE:</b> Campuses are expected to provide <u>at least three forms of evidence</u> to exhibit practices that reflect the key indicators that makeup the <i>Teaching and Learning</i> Domain.</p> <p><b>Recommended Evidence:</b> School-level documents such as guides for curriculum, instruction, and assessment; sample unit/lesson; curriculum maps; sample student schedule/experience; student work samples; examples of data studies that demonstrate how the school uses data to regularly develop its Choice model; etc.</p>	<p>List the types of evidence provided for this Domain.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops and implements rigorous plans to address inequitable patterns of achievement through its Choice model and reviews the results of such plans to maintain attention to and further address inequities of opportunity and achievement gaps.</li> </ul>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of an assessment system that gathers multiple kinds of evidence of data and uses that data to inform teaching and learning anchored by the school’s Choice model.</li> </ul>		
<p><i>In addition to providing relevant attachments, school-site leadership teams are encouraged to utilize this space to provide additional information regarding this domain as it relates to their campus.</i></p>		

**Domain Overview: Professional Culture and Improvement**

This domain focuses on how Choice Schools structure professional development to help teachers expand and refine their practices over time. More precisely, how do schools that anchor teaching and learning under a Choice model design professional development opportunities in which the professional competence of the whole faculty is constantly improving thereby reinforcing a culture of continuous improvement.

Indicators	Self-Study of Metrics (Evidence)	Metrics List
<input type="checkbox"/> <b>Ongoing structures for professional learning that specifically seek to develop and reinforce school wide pedagogical practices that define the Choice model.</b>	<p><b>NOTE:</b> Campuses are expected to provide <u>at least three forms of evidence</u> to exhibit practices that reflect the key indicators that makeup the <i>Professional Culture and Improvement</i> Domain.</p> <p><b>Recommended Evidence:</b> Professional Development plan; documents from professional development work (e.g. agendas, reflections, etc.); documentation of practices to support new and experienced teachers (e.g. mentoring, peer observations, study groups); etc.</p>	<p>List the types of evidence provided for this Domain.</p>
<input type="checkbox"/> <i>Job-embedded professional development:</i> School-site structures that differentiate and tailor professional learning opportunities for staff.		
<input type="checkbox"/> A professional culture driven by continuous improvement of the Choice model via structures that distribute leadership across stakeholders.		
<p><i>In addition to providing relevant attachments, school-site leadership teams are encouraged to utilize this space to provide additional information regarding this domain as it relates to their campus.</i></p>		

**Domain Overview: Family and Community Engagement**

This domain focuses on how schools ensure that current and prospective students, families, and community stakeholders play varied roles in the life of the school. Specifically, examining how Choice models are meeting engagement challenges to involve all families in many different ways that will improve the school climate, ensure equity, and support student achievement.

Indicators	Self-Study of Metrics (Evidence)	Metrics List
<input type="checkbox"/> The school prioritizes leveraging a holistic set of partnerships to ensure development of the Choice model.	<p><b>NOTE:</b> Campuses are expected to provide <u>at least three forms of evidence</u> to exhibit practices that reflect the key indicators that makeup the <i>Family and Community Engagement</i> Domain.</p>	<p>List the types of evidence provided for this Domain.</p>
<input type="checkbox"/> Multiple structures exist before, during, and/or after school hours that provide family and community members with opportunities for collaboration, dialogue about the Choice model, to receive information about student achievement, school initiatives, and express community interests and concerns.	<p><b>Recommended Evidence:</b> Informational documents created by the school for its community (e.g. newsletters, flyers, etc.) including documents in student’s home languages; documentation of leveraging strategic partnerships to impact student achievement; documentation of opportunities for families to play varied roles in the life of the school; student work describing community interactions, etc.</p>	
<input type="checkbox"/> <i>Family and student recruitment: School implements equitable engagement practices</i> that align with the key principles that guide the district’s Public School Choice initiative to recruit prospective families and students.	<p><b>NOTE:</b> Campuses are expected to provide <u>at least three forms of evidence</u> to exhibit practices that reflect the key indicators that makeup the <i>Family and Community Engagement</i> Domain.</p> <p><b>Recommended Evidence:</b> Documentation of multiple strategies to engage and recruit families and students of all backgrounds who are zoned to the school, including, but not limited to printed and translated materials, open admission guidelines and timelines that do not create barriers to enrollment, orientation events, etc.</p>	
<p><i>In addition to providing relevant attachments, school-site leadership teams are encouraged to utilize this space to provide additional information regarding this domain as it relates to their campus.</i></p>		