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**Describe leadership positions, responsibilities and/or personal experiences that have most prepared you to serve Dallas ISD students as a trustee.** My personal and professional experience has prepared me to be an ideal school board trustee. I know the district well, having been a student, parent and volunteer in DISD for 26 years. Leadership Dallas, various church and community board roles and my work for Dallas CASA, where I advocate for the educational needs of children, have been beneficial. Being a founder of a group that joined nine neighborhoods to reduce crime taught me to align interests to make a big impact in the community. Organizing a local school fair showed me that all parents want the best education for their child, but they define what is best based on the child's individual needs. The Women in Engineering Program gave me a view to issues in STEM education. Leading major improvements and turnarounds within corporations the size and scale of Dallas ISD gives me an understanding of how to hold such leaders accountable, while my Lean Six Sigma background gives me a unique perspective in solving district problems.

**Give three examples of local organizations you are affiliated with that have influenced your thinking regarding the needs of the district.** Leadership Dallas taught me not only about our city, but also about being a catalyst for positive change. The latter is perhaps my most important reason for running for this office.

I currently serve as an Advocate for Dallas CASA, a task which allows me to see firsthand the effect of abuse, neglect, and unstable family environments on a student's achievement.

As a DISD parent, I have always been a member of the PTA and have often served on the Board, helped to organize fundraisers, or interfaced with the school administration. In this work I have learned at a very direct level the enormous potential of our schools, as well as some of the solvable problems facing them.

**Provide insight into your understanding of the role and responsibility of an individual trustee as well as the Board of Trustees as a whole.** The responsibility of a school board trustee is to govern the school district, which is both a simple and a complex charge. Governance includes keen financial stewardship consistent with the needs and vision of the people of the district, communicating with the public, and hiring and evaluating a superintendent. It also involves setting policies that create a framework that aids the superintendent in implementing strategy, and this part of the job requires personal vision and commitment. Last, a school board trustee should know and faithfully represent the needs of all stakeholders, including students, parents, teachers, businesses, and the taxpayers of Dallas. The Board of Trustees as a whole must strive to develop a unified vision and consistent direction for the district.

**Explain school board governance and how it impacts student achievement.** School boards have five leadership responsibilities or practices that have a statistically significant correlation with student achievement: Vision, Goals, Policy, Budget, and Accountability. All five of these responsibilities are interrelated and keep the district focused on student achievement. A report by the Washington State School Directors Association finds that districts with higher levels of student achievement show clear alignment of board, superintendent and campus leadership in support of non-negotiable objectives. Thus school board actions are a key part of a "culture of improvement." School boards work through others by creating conditions that promote learning and student achievement.

**Analyzing information is a fundamental trustee responsibility. What resources will you rely on to have a full understanding of board issues; and what groups will you call on for perspective?** Currently, I attend

or watch board meetings and briefings, review staff reports, facilities reports and budgets, and read local publications and blogs. I also stay active in my child's school and PTSA.

If elected, I will increase my level of knowledge in several additional ways. First, I will review information provided by district personnel and ask for clarification where needed. I will avail myself of TASB continuing education. Second, I will stay in touch with stakeholders through school visits, PTA, SBDM, and community meetings, and visits with the Oak Cliff Chamber, Greater Dallas Regional Chamber and business leaders. Third, I will cultivate the wide range of experts such as the SMU and UT-Dallas Schools of Education, and trustees from other urban districts that have confronted similar challenges as Dallas.

**Describe your level of familiarity with Dallas ISD's revenue sources and budgetary needs. If you are not very familiar, how will you address that knowledge gap?** I have a working knowledge of Dallas ISD's revenue sources and budgetary needs. As a trustee, I will continue to learn through board briefings, workshops, and meetings. I also will make use of the finance resources at the TEA web site. Because of my education (I have an MBA), work experience (as corporate executive), and time as an involved parent, I am confident that I have the skills necessary to review and understand budget and other financial documents.

**Name three recent successes for Dallas ISD and three for your district.**

DISD

- 1) \$1.6 Billion bond passed by the voters
- 2) Children at Risk recognized DISD Food and Child Nutrition Service approach to child nutrition
- 3) Campus surveys reveal a sharp increase in confidence in the direction of the district

District 7

- 1) Trini Garza Early College High School named a National Blue Ribbon School
- 2) Hogg Elementary received a \$10,000 Grant from Code.org for upgrades in Technology
- 3) Bowie Bobcat Fitness Center opened with funds won by Bowie 4th and 5th graders on "Are you Smarter than a 5th grader?"

**What advice and direction would you give a parent considering enrolling their child in Dallas ISD?** As a parent, I recommend that prospective parents get to know their options.

Dallas ISD has an incredibly broad range of schools and programs, from neighborhood/comprehensive schools to magnet schools, Montessori, career and technology programs, deaf education, and the list goes on. Parents should learn what programs are available for their child's needs and then tour the schools they are interested in. Whatever school a student ends up in, my advice to parents after enrollment is the same: Stay involved. Know your child's teachers and schedule. Join PTA or PTSA and support your school.

**A majority of Dallas ISD trustees have supported expansion of the district's pre-K program with several votes over the last year. What is the role of policy in this expansion and do you support a budget priority for continued expansion?** I'm a believer in early childhood education. I started working with my own children at the age of 2, and enrolled them in preschool at the age of 3. Both had positive experiences that would be beneficial to any child in the district.

The board policy passed on January 28, 2016 fully institutionalizes the long-term continued execution of the administration's strategic plan for pre-K aged students. The budget must align and support this policy.

The approved plan for teacher evaluation, Teacher Excellence Initiative (TEI) is a three- pronged approach.

**\*Defining Excellence using teacher performance, student achievement, and student surveys.**

**\*Supporting Excellence through increased classroom observations and coaching.**

**\*Rewarding Excellence with a new model of aligning teacher compensation with student learning and growth. What is your level of understanding of this initiative?**

**Based on your familiarity, is the current plan moving the district closer to having a highly effective teacher in every classroom? Briefly explain whether you support the plan as a whole or describe parts of the plan that you would guide the administration to review.** Prior to TEI, 98% of Dallas ISD teachers were rated as having acceptable performance. Every trustee on the board has acknowledged that this could not possibly be an accurate picture of teacher performance. A new teacher evaluation method was required.

The TEI goals to define, support and reward excellence are worthy. The evaluation rubric developed for TEI has very specific requirements and some teachers have not fared well. Gone are the days where every teacher gets a passing grade.

Going forward, I would guide the administration to review several parts of the plan. First, review the evaluation rubric for compatibility with various types of teacher assignments, from core academic subjects to Special Ed to Montessori. Second, assess the experience and skill level of the instructional coaches assigned to the district's top teachers to insure they add value to those teachers. Third, evaluate and adjust incentive formulas so the district's most distinguished teachers are rewarded.

**The 2013 Parsons report determined that more than \$4 billion in improvements are needed for district facilities by 2020. The recent bond election was for \$1.6 billion. As trustee, how would you address the continuing facility needs of the district?** The most recent Parsons report was completed in 2013. While some repairs were made thanks to a surplus of 2008 bond funds, the Bridge Plan, Limited Maintenance Tax Qualified Construction Notes, and Deferred Maintenance spending, overall our infrastructure has continued to decline and the needs are probably even higher now than in 2013. As trustee, I would support and encourage the efficient use of 2015 bond funds to address the highest priority needs. If surplus funds are available, as in the 2008 Bond Program, identified remaining and new needs can be addressed based on priority. I also would encourage the superintendent to increase the effectiveness of the district's maintenance operations to address minor school repairs (a source of frustration to staff and parents) in a timely and cost-effective manner. In addition to minimizing deferred maintenance, proper campus maintenance is important to providing a safe and welcoming environment, a key element of strong school performance.

**Only 11% of DISD high school students are scoring college-ready (using state standards) on the ACT or SAT. How is this failure to graduate more of our student's college and/or career ready the responsibility of Dallas ISD and/or the Board of Trustees? Please explain.** It is the mission and responsibility of DISD to prepare all students for success in their chosen college or career.

While only 11% of students are rated college-ready by state standards, over 50% enroll in college (although only 20% of DISD students will graduate from college within 6 years according to data from the National Student Clearinghouse.) Students drop out of college for financial reasons and family obligations, which are outside board control, but many are discouraged by placement into remedial classes that increase the time and expense of getting a degree. Clearly, the board has work to do.

It is the Board of Trustees' responsibility to ensure adequate funding and resources, along with supportive policies so that the 50% of Dallas ISD students who want to go to college are prepared to immediately pursue their degrees. The

board also must work with the superintendent to put the right accountability metrics in place to monitor progress in this area.

**More than 85% of our students are "economically disadvantaged". Can Dallas ISD's challenges be solved with this level of poverty in the district?** Trini Garza Early College High School is a National Blue Ribbon School with off-the-chart student achievement - and an 85% economically disadvantaged student body. This is not just the result of a selective admissions process; the applicant pool is narrowed through a lottery system, the main desired applicant characteristic is simply a willingness to work hard, and a full 27% of students are limited English proficient. Strong, inclusive campus leadership, teachers who continuously strive to be the best, and a focus on student needs as top priority are key success factors. And, of course, parents who care. The challenge at schools with similar profiles is parental instability (e.g. drug abuse, homelessness, domestic violence, incarceration). For affected students, getting to school regularly may be a challenge, as is focusing on schoolwork and behaving appropriately. To solve this problem, Dallas ISD must partner with city, county and community groups to address the underlying issue.

**If elected, what will be your two primary goals during your term, and how will we know you are working towards these goals?**

My first goal is to keep the district focused on being one of the best urban school districts through policies and budget that support and empower the superintendent to put a strong principal in each school and a great teacher in every classroom, and to create a safe and welcoming learning environment in which parents and the community are engaged. I will work to insure the board keeps these foundational but important elements in mind as we create the collective vision for the district.

My second goal is to provide good stewardship of limited resources through evaluation and good decision on investment (operating and capital) in new and innovative programs oriented toward student success. In order to be a good steward, I will educate myself on the cost of innovation and the benefits to the children of the district, looking at results in other districts where these programs have been introduced and the success and utilization of pilot programs within Dallas ISD.

**If not elected, do you plan to serve in some capacity to benefit Dallas students and schools? If yes, how?** I will continue to be involved as a parent volunteer and also will continue my work as an Advocate for Dallas CASA.