

Teaching Trust

2015-16 End-of-Year Report

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EA16-607-4

At-a-Glance

The Dallas Independent School District (Dallas ISD) partnered with Teaching Trust, a non-profit organization that delivers programs focused on preparing educators who can transform schools by developing the values and skills necessary to transformational and lasting school and district change. In 2015-16, Teaching Trust provided three programs that strategically reinforced each other to build the professional capacity critical to transform urban schools. These programs supported principal leaders, school leadership teams and teacher leaders. They included the: Aspiring Ed Leaders Program (ALP); Executive Ed Program for Teams (Teams); and Ed Fellows Program (Ed Fellows).

The Dallas ISD allocated \$493,750 in funds to Teaching Trust to provide the Executive Ed for Teams (\$375,000) and Ed Fellows (\$118,750) programs for the 2015-16 school year. This district did not allocate funds for the Aspiring Ed Leaders program.

Aspiring Ed Leaders: The Aspiring Ed Leaders Program, a rigorous competency and experiential-based program was launched in 2011. The five-year program is offered in partnership with Southern Methodist University's Annette Caldwell Simmons School of Education and Human Development. Participants receive classroom instruction using case studies, teamwork, and campus-based instructional projects and consequently earn a principal certificate at the end of the first year of the program. During the second year Aspiring Ed Leaders serve in a leadership role in a high-need urban school. On-going professional development, evaluation, and support is provided to the Aspiring Ed Leaders in years three through five, as they transition into leadership roles at their schools and apply the practices and ideas they learn throughout the course of the program.

Executive Ed for Teams: The Executive Ed Program for Teams is a one-year school leadership program focused on developing strong campus leadership teams. The year-long program includes six full-day summer intensive sessions focused on team effectiveness, culture and instruction; six monthly (full-day) sessions, each used to deliver program content and give teams time to plan and collaborate how they will implement on their campuses; coaching visits at least once per month that focus on team effectiveness, data practices, culture, and instruction; and monthly

and culminating assignments due prior to each monthly session.

Ed Fellows: The Ed Fellows Program is a one-year leadership development program for teacher-leaders offered in collaboration with Teach for America-Dallas-Fort Worth. Fellows participate in 60 hours of practice-based workshops through a one-week summer intensive and ten monthly sessions throughout the school year. The program prepares participants for roles including instructional coaches, department chairs, team leaders, master teachers, deans and assistant principals.

Evaluation Methods

The purpose of the evaluation was to describe the content and implementation of the Aspiring Ed Leaders program across five cohorts (2011-12 through 2015-16); the Teams program across three cohorts (2013-14 through 2015-16); and the Ed Fellows program for the 2015-16 school year. Participants from the three programs were employed at the end of the 2015-16 school year at a total of 71 campuses at all school levels. Participants from each program were represented on most of these campuses.

The evaluator conducted interviews and focus groups with ALP, Teams, and Ed Fellows participants (n=27) at eight Dallas ISD campuses (3 elementary, 3 middle, and 2 high schools). The evaluator collected program documentation and middle- and end-of-year survey data from Teaching Trust staff. The evaluator linked a list of Teaching Trust participants with a district personnel data file for July 10, 2016 to analyze demographic information, to determine campus placements for each participant, and to analyze student attendance, discipline, 2015-16 fall and spring Climate Survey (ALP and Teams participants), and 2015-16 Student Experience survey (Ed Fellows participants) data for each campus. The evaluator included an analysis of student attendance, discipline, and campus Climate Survey data because these are outcomes where one would expect to see change resulting from training addressing campus climate, culture and leadership (i.e., ALP or Teams). District personnel files are snapshots of employment for a particular date; thus, the evaluator could not determine length of employment at a particular campus and no statistical tests were run to compare Teaching Trust participants to non-

Teaching Trust participants. Campus data used throughout the remainder of this report is meant to be used as baseline data and in no way reflects the effectiveness of Teaching Trust training. The evaluator was only able to determine where Teaching Trust participants were employed as of July 10, 2016 and did not have information about how long participants were at each campus or whether they were at a campus for a full school year. Any results presented in this report cannot be attributed to Teaching Trust, but can be used as introductory information about campus performance.

Aspiring Ed Leaders Program

Table 1 shows demographic information for ALP participants by cohort and overall. During the 2015-16 school year, ALP participants were employed at 39 Dallas ISD campuses at all school levels.

Table 1: ALP Participant Demographics

	Cohort I 2011-12 (n=9)	Cohort II 2012-13 (n=7)	Cohort III 2013-14 (n=7)	Cohort IV 2014-15 (n=22)	Cohort V 2015-16 (n=14)	Total (n=59)
Race/Ethnicity						
Black or African American	11.1%	14.3%	14.3%	22.7%	35.7%	22.0%
Hispanic or Latino	66.7%	42.9%	14.3%	31.8%	21.4%	33.9%
White	22.2%	42.9%	71.4%	36.4%	42.9%	40.7%
Asian	0.0%	0.0%	0.0%	9.1%	0.0%	3.4%
American Indian/Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Gender						
Female	66.7%	28.6%	71.4%	77.3%	50.0%	62.7%
Male	33.3%	71.4%	28.6%	22.7%	50.0%	37.3%
Highest Degree Attained						
Bachelors	44.4%	42.9%	71.4%	81.8%	92.8%	72.9%
Masters	55.6%	57.1%	14.3%	18.1%	7.1%	25.4%
Doctoral	0.0%	0.0%	14.3%	0.0%	0.0%	1.7%
Current Position with Dallas ISD (as of 7/10/16)						
Principal	44.4%	42.9%	0.0%	4.5%	0.0%	13.6%
Assistant Principal	55.6%	42.9%	71.4%	40.9%	7.1%	39.0%
Campus-Based Instructional Coach	0.0%	0.0%	0.0%	50.0%	57.1%	32.2%
Teacher	0.0%	14.3%	0.0%	4.5%	28.6%	10.2%
Other	0.0%	0.0%	28.6%	0.0%	7.1%	5.1%
Years of Experience						
State Experience (Average Years)	11.7	5.3	6.6	7.6	6.0	7.4
Local Experience (Average Years)	10.3	3.6	6.6	7.0	4.4	6.4

Note: "Other" includes academic facilitator, coordinator and manager. Cohorts I-IV received a master's degree from SMU through the ALP program. Percentages may not add to 100 percent due to rounding.

Results from campus-based focus groups and interviews with ALP participants indicated that the Teaching Trust training provided ALP participants with the foundational skills that gave them guidance in knowing what to do, when to do it, and in what order; clarified procedures and processes; influenced them in how to build trust and relationships with staff; and taught them the practice of using continuous feedback with teachers. Without the Teaching Trust training, ALP participants stated that they would more than likely follow the model given by the campus administrators or work in isolation.

Student attendance percentages for the 2015-16 school year at elementary, middle, and high school campuses with ALP participants were comparable to the overall district average (96%, 96%, and 94%, respectively).

The percentage of students with at least one discipline referral ranged from zero percent to 10 percent at the elementary level, eight percent to 47 percent at the middle school level, and nine percent to 21 percent at the high school level. The district average was 4 percent, 20 percent, and 12 percent, respectively.

An analysis of Climate Survey data for campuses with an ALP participant in a principal position indicated that the percentage of positive responses for most campuses with ALP participants at the elementary school level were at or above the district level across all survey categories and in most cases, higher than middle and high school campuses (Tables 2).

Table 2: Climate Survey Percentage of Positive Responses, Campuses with ALP Participant as Principal

ALP: Campus Placement as of 7/10/2016	N	Beliefs and Priorities	Culture of Feedback and Support	Positive Culture and Environment	College-Going Culture
Cigarroa ES	3	93.9%	88.9%	82.4%	85.5%
Conner ES	2	68.5%	53.9%	55.1%	78.6%
Foster ES	3	93.4%	86.8%	85.0%	95.4%
Frank ES	1	80.4%	68.1%	76.0%	87.7%
Gooch ES	1	94.0%	80.7%	88.5%	95.0%
Cary MS	2	76.4%	63.4%	60.5%	62.5%
Marsh MS	1	72.7%	52.7%	49.5%	59.0%
District		78.0%	68.2%	65.9%	81.5%

Note: Percentages are for total campus responses. Green indicates at or above the district average.

Executive Ed for Teams Program

Table 3 shows demographic information for Teams participants by cohort and overall. Teams program participants were employed at 45 Dallas ISD campuses at all school levels.

Table 3: Teams Participant Demographics

	Cohort I 2013-14 (n=43)	Cohort II 2014-15 (n=46)	Cohort III 2015-16 (n=82)	Total (n=171)
Race/Ethnicity				
Black or African American	29.3%	54.8%	29.9%	36.3%
Hispanic or Latino	46.3%	19.0%	35.1%	33.8%
White	24.4%	26.2%	31.2%	28.1%
Asian	0.0%	0.0%	2.6%	1.3%
American Indian/Alaska Native	0.0%	0.0%	1.3%	0.6%
Gender				
Female	82.9%	64.3%	74.0%	73.8%
Male	17.1%	35.7%	26.0%	26.3%
Highest Degree Attained				
Bachelors	34.1%	43.9%	50.7%	44.4%
Masters	61.0%	53.6%	49.3%	53.6%
Doctoral	4.9%	2.4%	0.0%	2.0%
Current Position with Dallas ISD (as of 7/10/16)				
Principal	22.0%	14.3%	15.6%	16.9%
Assistant Principal	29.3%	23.8%	19.5%	23.1%
Campus-Based Instructional Coach	12.2%	28.6%	23.4%	21.9%
Teacher	19.5%	26.2%	35.1%	28.7%
Other	17.1%	7.2%	6.5%	9.5%
Years of Experience				
State Experience (Average Years)	14.6	11.5	11.8	12.5
Local Experience (Average Years)	13.0	9.6	9.8	10.6

Note: "Other" includes academic facilitator, coordinator and manager. Percentages may not add to 100 percent due to rounding.

Results from campus-based focus groups and interviews with Teams participants indicated that the Teaching Trust training helped Teams participants to ensure that they were strategic and deliberate with their action steps; build capacity within their campus; refine some of their practices; become effective planners; build trust and relationships with teachers; and have a better understanding of how the campus worked as a whole for the betterment of the students. Overall, Teams participants conveyed that they were very satisfied with the training they received and would like continued support once completing the program. In addition, participants expressed that although the program was rigorous and not for everyone, they highly recommended it for all campuses, especially campuses that were low-performing.

Student attendance percentages for the 2015-16 school year at elementary, middle, and high school campuses with Teams participants were comparable to the overall district average (96%, 96%, and 94%, respectively). The percentage of students with at least one discipline referral ranged from zero percent to 12 percent at the elementary level, eight percent to 35 percent at the middle school level, and six percent to 21 percent at the high school level. The district average was 4 percent, 20 percent, and 12 percent, respectively.

An analysis of Climate Survey data for campuses with a principal who participated in Teams indicated that the percentage of positive responses for most campuses with Teams participants at the elementary school level were at or above the district level across all survey categories and in most cases, higher than middle and high school campuses. The percentage of positive responses for most middle and high school campuses were below the district average for all categories (Tables 4-6).

Table 4: Climate Survey Percentage of Positive Responses, Teams ES Campuses

Teams: ES Campus Placement as of 7/10/2016	N	Beliefs and Priorities	Culture of Feedback and Support	Positive Culture and Environment	College-Going Culture
JQ Adams ES	2	78.0%	56.2%	59.2%	90.1%
Bayles ES	6	68.3%	64.0%	50.0%	76.3%
Blanton ES	4	85.6%	74.2%	68.9%	94.0%
Burnet ES	7	88.9%	81.3%	81.2%	91.5%
Casa View ES	8	81.6%	69.3%	63.0%	84.8%
Cigarroa ES	4	93.9%	88.9%	82.4%	85.5%
Conner ES	5	68.5%	53.9%	55.1%	78.6%
Degoyler ES	4	68.8%	43.2%	58.3%	74.1%
Frank ES	7	80.4%	68.1%	76.0%	87.7%
Hall ES	4	87.0%	79.6%	76.3%	86.4%
Preston Hollow ES	4	92.0%	73.7%	81.7%	91.4%
Richardson ES	5	82.3%	64.3%	70.3%	91.9%
Roberts ES	3	54.5%	49.2%	39.7%	76.4%
Rogers ES	5	94.3%	80.3%	86.6%	99.6%
San Jacinto ES	5	67.8%	50.2%	53.7%	81.4%
Silberstein ES	2	83.8%	72.8%	73.7%	86.7%
Truett ES	2	85.3%	79.2%	70.5%	78.8%
Urban Park ES	3	82.2%	69.0%	73.3%	88.0%
Webster ES	3	70.8%	64.8%	44.3%	78.2%
Winnetka ES	3	87.2%	80.8%	75.0%	96.6%
District		78.0%	68.2%	65.9%	81.5%

Note: Green indicates at or above the district average.

Table 5: Climate Survey Percentage of Positive Responses, Teams MS Campuses

Teams: MS Campus Placement as of 7/10/2016	N	Beliefs and Priorities	Culture of Feedback and Support	Positive Culture and Environment	College-Going Culture
Balch Springs MS	6	70.7%	56.3%	55.5%	60.9%
Browne MS	5	80.2%	83.3%	59.2%	79.7%
Hill MS	5	73.9%	61.6%	55.9%	72.8%
Richards MS	6	78.7%	59.5%	58.6%	72.8%
District		78.0%	68.2%	65.9%	81.5%

Note: Green indicates at or above the district average.

Table 6: Climate Survey Percentage of Positive Responses, Teams HS Campuses

Teams: HS Campus Placement as of 7/10/2016	N	Beliefs and Priorities	Culture of Feedback and Support	Positive Culture and Environment	College-Going Culture
Adams HS	5	63.7%	68.4%	51.1%	66.7%
Roosevelt HS	4	68.3%	62.9%	54.3%	65.4%
Sunset HS	3	59.2%	46.9%	43.1%	65.1%
Wilson HS	2	67.7%	58.2%	60.4%	75.0%
District		78.0%	68.2%	65.9%	81.5%

Note: Green indicates at or above the district average.

Ed Fellows Program

Table 7 shows demographic information for Ed Fellows participants for the 2015-16 school year. Fellows were placed among 29 campuses at all school levels.

Table 7: Ed Fellows Participant Demographics

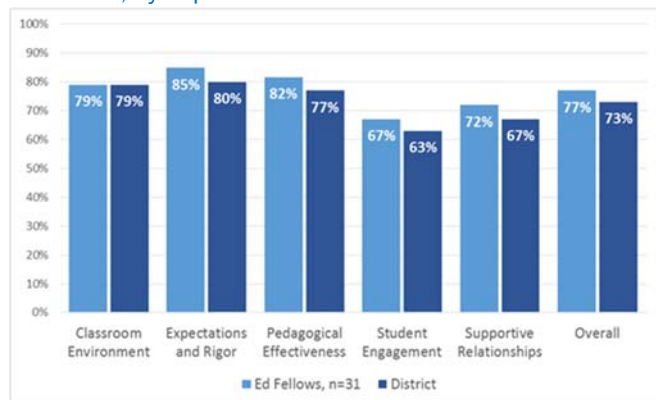
	Cohort I 2015-6 (n=51)
<i>Race/Ethnicity</i>	
Black or African American	27.5%
Hispanic or Latino	29.4%
White	43.1%
Asian	0.0%
American Indian/Alaska Native	0.0%
<i>Gender</i>	
Female	82.4%
Male	17.6%
<i>Highest Degree Attained</i>	
Bachelors	64.6%
Masters	35.4%
Doctoral	0.0%
<i>Current Position with Dallas ISD (as of 7/10/16)</i>	
Principal	0.0%
Assistant Principal	5.9%
Campus-Based Instructional Coach	9.8%
Teacher	78.4%
Other	6.0%
<i>Years of Experience</i>	
State Experience (Average Years)	5.3
Local Experience (Average Years)	4.3

Results from campus-based focus groups and interviews with Ed Fellow participants indicated that the Teaching Trust training strengthened the Ed Fellows' vision for the way they saw teaching; helped them in building trust; gave them confidence in approaching administrators and colleagues; and gave them the confidence and ability to advocate for what was needed. Ed Fellows reported that without the Teaching Trust training, they would have continued through the process of only addressing their classrooms and not contributed to the full campus culture. Overall, Ed Fellows indicated they were very satisfied with the training they received and would like continued support

after completing the program. They also expressed that they would highly recommend the program to their colleagues.

Of the 51 Ed Fellows teachers working in the district during the time of this evaluation, 31 participated in the Student Experience Survey process. Figure 1 shows the percentage of favorable responses by survey topic and overall for the 31 Ed Fellows teachers and the district. These data should be interpreted with caution as they do not represent the full 2015-16 Ed Fellows population.

Figure 1: 2015-16 Student Experience Survey: Percent Favorable, by Topic and Overall



Retention

Teaching Trust participants stayed with the district at fairly high rates. Overall, 86 percent of ALP participants across four cohorts, 78 percent of Teams participants across three cohorts, and 80 percent of Ed Fellows from one cohort were still with the district as of July 10, 2016 (Table 8).

Table 8: Teaching Trust Participant Retention in the District

	Participants		
	Total	Retained as of	
	Participants	7/10/2016	Retention %
<i>Aspiring Leaders Program</i>			
ALP 2011-12	11	9	82%
ALP 2012-13	10	7	70%
ALP 2013-14	10	7	70%
ALP 2014-15	23	22	96%
ALP 2015-16	15	14	93%
ALP Total	69	59	86%
<i>Execute Ed for Teams Program</i>			
Teams 2013-14	55	41	75%
Teams 2014-15	54	42	78%
Teams 2015-16	95	77	81%
Teams Total	204	160	78%
<i>Ed Fellows Program</i>			
Ed Fellows 2015-16	64	51	80%

There were 20 Dallas ISD Teaching Trust program participants who participated in both the Aspiring Leaders program and the Executive Ed for Teams program. These participants were not necessarily concurrently enrolled in both programs. Additionally,

there were seven program participants who participated in both the Executive Ed for Teams program and the Ed Fellows program.

Middle-of-Year and End-of-Year Surveys

Teaching Trust administered a middle-of-year (MOY) and an end-of-year (EOY) survey to program participants to collect feedback regarding their overall experience in the programs. In general, survey outcomes showed that participants had positive perceptions of their experiences in the programs and most would recommend the program to other colleagues (Figures 2 and 3, Table 9).

Figure 2: ALP Participant Experience during Residency

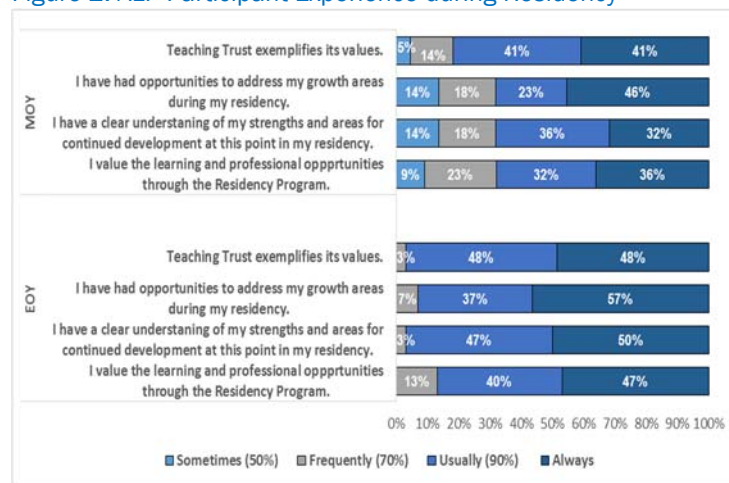
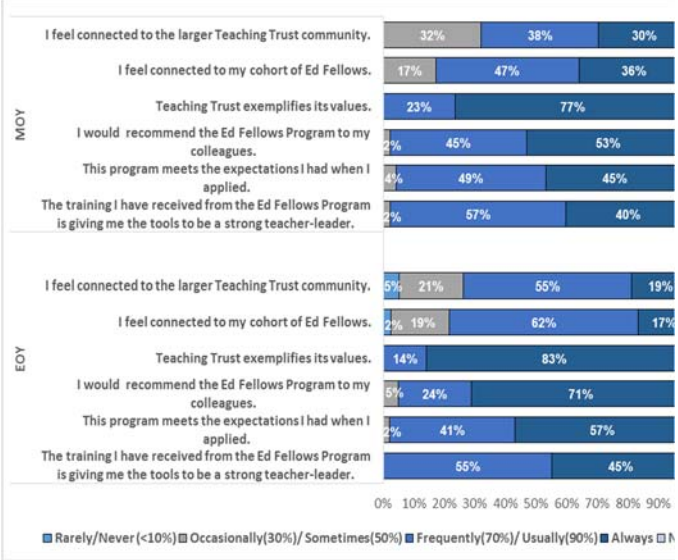


Table 9: Teams Participant Experiences during Program

	Strongly Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Strongly Agree
Overall, the Executive Ed Leadership Program has been high quality.							
MOY	0%	0%	0%	0%	6%	25%	69%
EOY	3%	1%	0%	1%	5%	15%	74%
Difference	3%	1%	0%	1%	-1%	-10%	5%
The quality of coaching from our Leadership Development Director significantly contributes to my school's success.							
MOY	0%	0%	0%	4%	5%	29%	62%
EOY	0%	3%	4%	0%	4%	21%	68%
Difference	0%	3%	4%	-4%	-1%	-8%	6%
The content that my team receives in monthly sessions significantly contributes to my school's success.							
MOY	0%	0%	1%	1%	11%	31%	54%
EOY	1%	0%	0%	4%	5%	35%	55%
Difference	1%	0%	-1%	3%	-6%	4%	1%
*The feedback my team receives from Teaching Trust is high leverage.							
MOY	0%	1%	3%	1%	6%	36%	51%
EOY	0%	3%	0%	1%	6%	31%	59%
Difference	0%	2%	-3%	0%	0%	-5%	8%
Teaching Trust exemplifies its values.							
MOY	0%	1%	0%	0%	3%	22%	74%
EOY	0%	1%	0%	1%	1%	15%	81%
Difference	0%	0%	0%	1%	-2%	-7%	7%
I would recommend Teaching Trust program to a colleague.							
MOY	0%	0%	3%	1%	2%	26%	68%
EOY	3%	1%	0%	0%	0%	27%	69%
Difference	3%	1%	-3%	-1%	-2%	1%	1%
My leadership development in the Executive Ed program significantly impacted my school's success.							
MOY	0%	0%	1%	2%	13%	40%	44%
EOY	0%	1%	1%	1%	5%	32%	59%
Difference	0%	1%	0%	-1%	-6%	-8%	15%

Note: Percentages may not total 100 due to rounding. * The text for the EOY survey changed to read as follows: "Overall, the feedback my team received from Teaching Trust has been high leverage."

Figure 3: Ed Fellows Participants Experience during Program



Recommendations

Recommendations resulting from the 2015-16 Teaching Trust evaluation included Teaching Trust staff continuing to support Teaching Trust participants once they have completed the program and increasing emphasis during training on areas that affect campus climate. In addition, it is recommended that in future evaluations, more detailed information about personnel work history be collected either from Human Capital Management or other sources in order to further analyze participant versus non-participant outcomes.

For more information, please contact Program Evaluation at 972-925-6457.