

2017-18 Evaluation of the Leadership Development Program

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EA18-146-4

At-a-Glance

The Leadership Development (LD) Program provided professional development for campus administrators and executive directors (EDs). Training included understanding and implementing the leadership skills outlined in the Dallas ISD school leadership excellence initiatives with a prioritization on leadership development, decision-making, coaching and feedback, leading to higher student achievement. The professional development opportunities included: Principal Professional Development, Executive Director Professional Development, Principal Supervisor Support, Assistant Principal Leadership Development, Assistant Principal Professional Development, Future Campus Leaders, and Virtual Leadership Development.

The Leadership Development program received \$1,414,657 in Title I funding that was used for personnel and the purchase of supplies and materials. The program experienced a reduction in staff by two members in the 2017-18 school year.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine the extent to which the Leadership Development program was implemented with fidelity during the 2017-18 school year. The evaluation included summarizations of program attendance data, and the perceptions and experiences of participants in the program. Leadership Development program staff collected and provided the data to the evaluator. Three end-of-year surveys were administered by the evaluator.

Leadership Development Programs

Principal Professional Development

Principal Professional Development provided monthly training sessions to principals, designed to meet student achievement goals. Principals received direct support from the Teaching and Learning department and from presenters with research-based practices that supported the district initiatives.

Principals attended mandatory professional development sessions during the 2017-18 school year as presented in Figure 1. The training session scheduled on July 17, 2017 was for new principals (N=14) and on January 24, 2018 for secondary school-level principals (N=57) and explains why the attendance numbers were lower than the other sessions.

Figure 1: Number of Principal Professional Development Participants, by Session Date, 2017-18



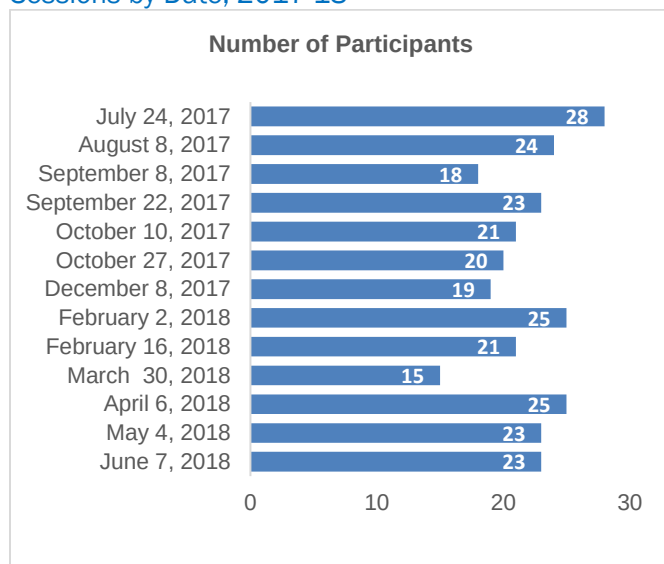
Source: The data were provided by Leadership Development staff.

Note: July 17, 2017 training was for new principals only and January 24, 2018 for secondary school level principals only.

Executive Director Professional Development

Executive directors participated in a six-week cycle of professional development meetings related to instructional and operational support. The training aligned all instructional professional development with the district initiatives and tailored operational support to meet the campus needs for ensuring a safe environment for students, staff, and stakeholders. An operation component was used to train on effective systems that support the whole child, while increasing student achievement. A total of 285 participants attended the professional development sessions between July 24, 2017 and June 7, 2018 (Figure 2).

Figure 2: Number of Participants Who Attended Executive Director Professional Development Sessions by Date, 2017-18



Source: The data were provided by Leadership Development staff.

Principal Supervisor Support

The Principal Supervisor Support program trained EDs to be effective mentors to principals by providing them with research and literature based on the national principal supervisor support standards. No data were available for this program for the 2017-18 school year according to Leadership Development staff.

Assistant Principal Leadership Development

The Assistant Principal Leadership Development program consisted of three levels of professional training and support that included: Next Steps, Sharpening the Saw and Emerging Leaders.

Next Steps

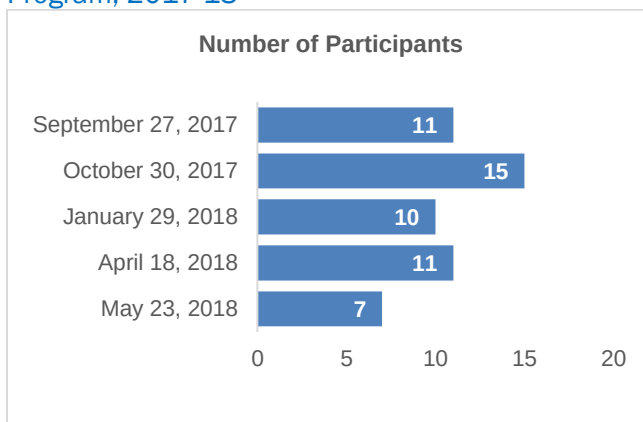
The Next Steps program was a year-long program for a cohort of assistant principals that focused on strengthening key leadership competencies that are qualities of successful principals.

The selection process for the cohort group for the 2017-18 school year started with each Executive Director (N=18) identifying and nominating two assistant principals for their potential and skills to participate in the program. Each session was limited to 40 participants. However, data provided by Leadership Development staff indicated that a total of 17 assistant principals participated in the program during the 2017-18 school year, rather than the 36 as intended.

Figure 3 shows the number of assistant principals who attended professional development sessions during the 2017-18 school year. Two sessions were cancelled due

to ACP testing (December 18, 2017) and a campus professional development day (February 19, 2018).

Figure 3: Number of Participants Who Attended Professional Development by Date: Next Steps Program, 2017-18



Source: The data were provided by Leadership Development staff.

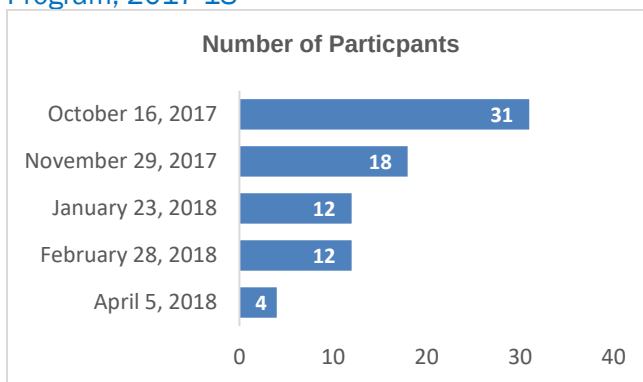
Note: December 18, 2017 and February 19, 2018 training sessions were cancelled.

Sharpening the Saw

Enrollment in the program was open to any 2017-18 assistant principal that signed up through the Cornerstone training website. The program was limited to 40 participants per session. Participants were also allowed to participate in the Next Steps or Emerging Leaders programs.

A total of five professional development sessions were provided for the 2017-18 school year (Figure 4). The data showed decreases in attendance from October 16, 2017 through April 5, 2018.

Figure 4: Number of Participants Who Attended Professional Development: Sharpening the Saw Program, 2017-18



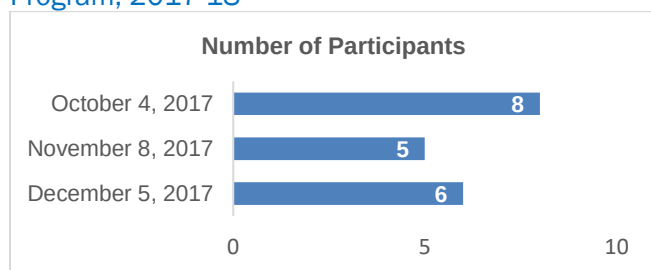
Source: The data were provided by Leadership Development staff.

Emerging Leaders

The Emerging Leaders program focused on providing support, coaching, and comradery for new and struggling assistant principals. Enrollment in the program was open to any 2017-18 assistant principal that signed up through the Cornerstone training website. The program was limited to 40 participants per session.

The data in Figure 5 indicated poor attendance for the three professional development sessions offered during the first semester of the 2017-18 school year. The three sessions planned during the second semester were merged with the two Sharpening the Saw sessions (February 28, 2018 and April 5, 2018) because of previous low attendance. Even with the merge, attendance for the two sessions was very low (N=12 and N=4) [refer to Figure 4].

Figure 5: Number of Participants Who Attended Professional Development: Emerging Leaders Program, 2017-18



Source: The data were provided by Leadership Development staff.

Note: Three spring training sessions were merged with the last two Sharpening the Saw sessions (February 28, 2018 and April 5, 2018) due to low attendance. See Figure 4.

Future Campus Leaders

The Future Campus Leaders program consisted of campus faculty with the potential of becoming school administrators. The Leadership Development department selected the cohort through an application process. Participants received targeted, timely, and personalized professional learning experiences focused on the skills needed for a successful campus administrator in the Dallas ISD. No data were available for this program for the 2017-18 school year according to Leadership Development staff.

Virtual Leadership Development

The Virtual Leadership Development training sessions provided a variety of virtual online media sources to Dallas ISD teachers, principals and central staff. No data were available for this program for the 2017-18 school year according to Leadership Development staff.

Leadership Development Surveys

In collaboration with the program manager, two online surveys, using SurveyMonkey, were developed for the Assistant Principal Leadership Development-Next Steps Cohort, and the Future Campus Leaders program participants. The purpose of the surveys was to collect feedback regarding the overall leadership development experience from program participants. The surveys were administered from April 20, 2018 through May 4, 2018. Frequencies were used to report the data.

An issue occurred concerning the accuracy of the list of participants of the Future Campus Leaders program. The surveys were administered to 57 program participants according to the list provided. Of these, 16 responded, 12 sent email messages to the evaluator stating that they were not in the program, not familiar with the program, were not aware that they were a participant of the program, and/or participated in the program the previous year. The remaining survey recipients did not open the survey.

Survey Results

Twelve survey recipients responded to the Assistant Principal Leadership Development-Next Steps Cohort survey and 16 responded to the Future Campus Leaders survey. Survey items were similar on the two surveys.

Respondents were instructed to indicate their level of agreement (Strongly Disagree, Disagree, Neither Disagree/Agree, Agree, or Strongly Agree) with statements regarding the training received during the 2017-18 school year (Figure 6). The data presented are for combined "Agree" and "Strongly Agree" responses. In general, the data indicated that the responses provided by both groups indicated high levels of agreement and were similar in most instances.

Participants for both programs gave similar responses in rating the quality of the training provided during the 2017-18 school year as "Very Good"/"Excellent" (66.7% Next Steps Cohort and 68.7% Future Campus Leaders) [Figure 7].

Most respondents for each program stated that they recommended the Learning Development experience to their colleagues (Figure 8).

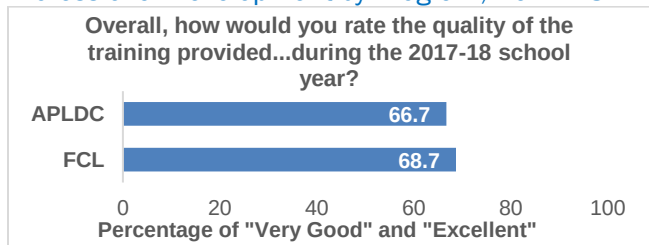
Figure 6: Level of Agreement Regarding All Training Provided by the Next Steps Cohort and Future Campus Leaders Programs, 2017-18.



Source: Data were collected from the 2017-18 Leadership Development-Next Steps Cohort and Future Campus Leaders surveys.

Note: APLDC= Assistant Principal Leadership Development Cohort (N=12) and FCL = Future Campus Leaders (N=16).

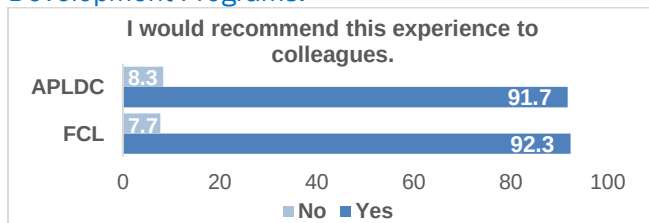
Figure 7: Perceptions Regarding the Quality of Professional Development by Program, 2017-18.



Source: Data were collected from the 2017-18 Leadership Development-Next Steps Cohort, and Future Campus Leaders surveys.

Note: APLDC= Assistant Principal Leadership Development Cohort (N=12) and FCL = Future Campus Leaders (N=16).

Figure 8: Perceptions Regarding the Learning Development Programs.



Source: Data were collected from the 2017-18 Leadership Development survey.

Note: APLDC= Assistant Principal Leadership Development Cohort (N=12) and FCL = Future Campus Leaders (N=16).

Summary

In 2017-18, the Leadership Development Department received \$1,414,657 in Title I funding used for personnel and the purchase of supplies and materials. The leadership develop programs supported current and future campus administrators and executive directors in developing leadership skills.

The Leadership Development program has not provided adequate accountability of program implementation necessary to conduct an adequate program evaluation and to justify expenditure of Title I funds. First, data were not provided for some programs. Secondly, the participant selection process for the Next Steps program was not adhered to and a low number of assistant principals were selected to participate. Thirdly, the data showed low attendance for various training programs, resulting in the cancellation of some sessions. Fourth, survey discrepancies showed that some survey recipients were not participants of the Future Campus Leaders program.

Recommendations

- **Reassess training needs for each program.** The data showed low attendance levels and training session cancellations.
- **Ensure that data is collected for all programs for proper documentation of all training provided in the 2018-19 school year.** No data were available for the Principal Supervisor Support, Future Campus Leaders and Virtual Leadership Development programs for the 2017-18 school year. Some survey recipients were not participants of the Future Campus Leaders program.
- **Adhere to the selection process for program participants.** Each executive director (N=18) was to identify and nominate two assistant principals for their potential and skills to participate in the Next Steps program. A total of 17 assistant principals were selected to participate in the program during the 2017-18 school year.

An electronic version of this report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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