

2019-20

Evaluation of the Differentiated Instructional Support for District Needs Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

*Michael Hinojosa, Ed. D.
Superintendent of Schools*



2019-20

Evaluation of the Differentiated Instructional Support for District Needs Program

Approved Report of the Department of Evaluation and Assessment

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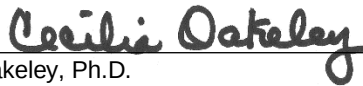
Mitch Barton, Ph.D., Evaluation Analyst II



Dianne Palladino, Ph.D.
Manager, Program Evaluation



Joan Bush, Ph.D.
Executive Director, Program Evaluation



Cecilia Oakeley, Ph.D.
Assistant Superintendent, Evaluation and Assessment

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ACRONYMS AND ABBREVIATIONS

ACE	Accelerating Campus Excellence
AP	Assistant Principal
CIC	Campus Instructional Coach
COVID-19	Coronavirus Disease of 2019
DISD Needs	Differentiated Instructional Support for District Needs
ED	Executive Director
ILC	Instructional Lead Coach
ISD	Independent School District
PD	Professional Development
PLCs	Professional Learning Communities
SL	School Leadership
SPF	School Performance Framework

Evaluation of the Differentiated Instructional Support for District Needs Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Differentiated Instructional Support for District (DISD) Needs program in the Dallas Independent School District (ISD), previously known as the Instructional Lead Coaches Structure, was created in 2018-19 to improve the collaboration between Instructional Lead Coaches (ILCs), Teaching and Learning, and School Leadership (SL). The goal of the ILCs was to empower and build capacity within campus instructional coaches (CICs) and assistant principals (APs). To accomplish this goal, ILCs served as the bridge for SL to provide direct campus instructional support. Each ILC reported to an Executive Director (ED) and worked closely with content and instructional experts from the Teaching and Learning department to increase depth of knowledge and to create professional development (PD) for teachers, CICs, principals, and APs. ILCs ensured curriculum implementation fidelity by attending professional sessions and by coaching instructional practices that support and enhance student achievement. They also learned key coaching competencies that promote innovative change and improvement at district campuses.

In 2019-20, SL guided the work of ILCs to maintain strong accountability for implementing district priorities and to improve the blended learning instructional model. The services that ILCs provided campus staff members included 1) assisting with the implementation of district curricula, 2) developing action plans, 3) providing feedback for action plans, 4) on-site coaching of teachers, 5) organizing PD sessions; 6) guiding Professional Learning Communities (PLCs), 7) reviewing and interpreting campus data, and 8) working with campus administration on instructional practices. ILCs also received training most Fridays (ILC Fridays).¹

In response to the COVID-19 pandemic districtwide transition to at-home learning, the DISD Needs program staff members directed ILCs to provide several new supports.² During at-home learning, ILCs transitioned to providing all PLCs to teachers virtually. They also created lesson plans and monitored teachers in virtual classrooms. These observations were used to determine how content was being shared with students and to provide feedback to

teachers. In addition, ILCs started working with Teaching and Learning to create new at-home lessons for the upcoming 2020-21 school year that could be used in-person or virtually. These lesson plans were designed to provide flexibility if at-home learning was used again in 2020-21. Lastly, ILCs provided support for teachers experiencing technology issues, and ILCs continued to attend virtual meetings with teachers and parents, as needed.

The purpose of this evaluation was to provide an overview of the implementation of the DISD Needs program, including funding, program staff member characteristics, PD opportunities, and the perceptions of participants in the program. The total budget for the 2019-20 DISD Needs program was \$6,891,216 from Title I funds, which was an increase from \$5,875,399 in 2018-19.

EVALUATION QUESTIONS/OUTCOMES

What were the characteristics of ILCs in 2019-20?

During the 2019-20 school year, 68 ILCs worked in the Dallas ISD, which was an increase from 62 ILCs in 2018-19.³ The majority of 2019-20 ILCs were female (87%) and/or African American (59%). Most ILCs (75%) held a master's degree or doctorate. In addition, 77 percent of ILCs were retained as district ILCs from 2018-19 to 2019-20.

What was the distribution of ED and ILC campus visits by network during the 2019-20 school year?

During the 2019-20 school year, 3,142 ED/SL visits and 2,069 ILC visits were conducted on Dallas ISD campuses (Table E1). The largest percentage of visits occurred in the Southeast (ED/SL: 29.1%; ILC: 29.8%) and Southwest (ED/SL: 15.9%; ILC: 19.8%) networks, and the smallest percentage occurred in the Magnet (ED/SL: 0.6%; ILC: 0.8%) and Transformation (ED/SL: 1.8%; ILC: 1.0%) networks. ED spot observations were not reported in 2019-20 because of incomplete available data.⁴

¹ One Friday per month was spent with Teaching and Learning to increase depth of knowledge and to develop PD that ILCs used to train EDs, teachers, CICs, and APs. One Friday per month included coaching training from an outside vendor (Ed Elements) to build ILC coaching capacity. One or two Fridays per month were spent with SL to present ideas, address needs, and collaborate (i.e., sessions on reading, sound research-based practices, etc.).

² The last day of 2019-20 in-class instruction in the Dallas ISD was March 13, 2020. At-home learning began on March 23, 2020 after spring break.

³ The 10 ILCs that served Accelerating Campus Excellence (ACE) campuses or the Office of Racial Equity in 2019-20 were not included in this evaluation because they had different job responsibilities and were not required to attend the same meetings as other ILCs.

⁴ After reviewing the Campus Coaching Tracker file, the evaluator and SL staff members determined that the spot observation data were likely

Table E1: 2019-20 ED/SL and ILC Visits by Network

	ED/SL Visits		ILC Visits	
	N	%	N	%
ACE	362	11.5	22	1.1
Central	372	11.8	263	12.7
Magnet	19	0.6	16	0.8
Northeast	417	13.3	396	19.1
Northwest	499	15.9	327	15.8
Southeast	915	29.1	616	29.8
Southwest	501	15.9	409	19.8
Transformation	57	1.8	20	1.0
District	3,142	100.0	2,069	100.0

Source: Campus Coaching Tracker data files from SL dated 06/11/20.

Note: Percentages may not sum to 100 because of rounding.

What professional development opportunities were offered and completed by ILCs in 2019-20?

After reviewing the attendance data for ILC PD, the evaluator identified that attendance data for 15 PD sessions prior to March 13, 2020 were not available for analysis. The evaluator and SL program leadership determined that these data likely were missing for a variety of reasons, such as the COVID-19-related transition to at-home learning, inconsistent use of sign-in sheets at PD sessions, addition of PD sessions to the original calendar, and inconsistent use of sign-in sheets because of changes in times and dates of the sessions. Therefore, these results were not possible to include in this report.

What were the perceptions of EDs, ILCs, CICs, and APs regarding the implementation of the DISD Needs program in 2019-20?

Survey results presented in this section reflect major findings for the ED, ILC, CIC, and AP surveys. This section includes results related to experiences prior to and during COVID-19-related district at-home learning. Similar to 2018-19, survey responses regarding the DISD Needs program were generally positive.

Executive Director Survey

Of the 20 EDs invited to complete the survey, eight (40%) completed at least part of the survey. The three most common services that EDs assigned to their reading and mathematics ILCs included guiding, planning, and modeling support for PLCs (100%); leading PD sessions (100%); and reviewing and interpreting campus data (100%).

Prior to at-home learning, EDs highly rated the ILC model. All EDs reported that the reading and mathematics ILCs:

- provided above average or excellent services,
- frequently or almost always met the needs of their campuses prior to at-home learning, and

incomplete because some EDs used a different system for recording spot observations. EDs also may have calibrated with campus leaders during campus visits without submitting an ED spot observation.

- provided extremely helpful support and content to leadership teams.

In addition, 100 percent of EDs who responded to the survey agreed or strongly agreed that:

- the efforts of CICs in their networks contributed to the improvement of teacher performance,
- the ILC model strengthened the skills of administrative teams and CICs, and
- the ILC model was effective during the 2019-20 school year.

When describing two strengths of the 2019-20 ILC model (16 responses), EDs most frequently mentioned the content knowledge of the ILCs ($n = 5$; 31%), planning with ILCs ($n = 4$; 25%), and having the autonomy to meet the needs of their campuses ($n = 3$; 19%). Regarding the supports that would be beneficial for the ILC model for the 2020-21 school year (11 responses), EDs most often mentioned having additional resources (e.g., extra planning time and more ILCs; $n = 4$; 36%) and maintaining consistency with the ILC model ($n = 3$; 27%).

Once the district transitioned to at-home learning, 100 percent of EDs reported that:

- the quality of services provided by the reading and mathematics ILCs was above average or excellent,
- the support and content from the ILC model was moderately or extremely helpful to content leadership teams, and
- the ILC model was effective during at-home learning.

Regarding how the needs of their ILCs changed during at-home learning (6 responses), most respondents reported that the ILCs helped campuses transition to virtual content learning ($n = 4$; 67%) by providing professional development, resources and tools, technology lessons, and feedback on best instructional practices. When asked how the ILC model could be improved in possible future at-home learning situations (6 responses), EDs most often reported that ILCs should continue in their current roles ($n = 2$; 33%).

Instructional Lead Coach Survey

Of the 68 ILCs invited to complete the survey, 66 (97%) completed at least part of the survey. ILCs reported that the three most common services frequently or very frequently requested by EDs included guiding, planning, and modeling support for PLCs (95%); reviewing and interpreting campus data (95%); and helping to implement curriculum (94%).

The frequency with which ILCs reported providing services to CICs and APs was generally high, but somewhat varied depending on the support recipient.

- Guiding, planning, and modeling support for PLCs (CICs: 97%; APs: 88%) and working with campus administrators on instructional practices (CICs: 91%; APs: 77%) were two services that ILCs frequently (frequently or very frequently) provided to both CICs and APs.
- While 92% of ILCs reported frequently leading PD sessions for CICs, a smaller percentage of ILCs (63%) frequently led PD sessions for APs. In contrast, 85 percent of ILCs reported that they frequently reviewed and interpreted campus data for APs, compared to 49 percent of ILCs for CICs.

ILCs who completed the survey highly rated the helpfulness of the services that they received from the DISD Needs program. Seventy-seven percent of ILCs rated the PD collaboration with the Teaching and Learning department as helpful (moderately or extremely helpful), and 72 percent rated the Coaching Academies from Ed Elements as helpful. Eighty-six percent of respondents agreed that the collaboration between Teaching and Learning and ILCs provided content resources that effectively helped campuses. In addition, all ILC survey respondents agreed that

- APs, CICs, and principals were receptive to the service(s) that they provided,
- the ILC model was effective, and
- the efforts of CICs contributed to the improvement of teacher performance during the 2019-20 school year.

Prior to at-home learning, the two areas that ILCs most frequently reported as working well were collaborating with other ILCs, EDs, CICs, and stakeholders (92%) and having the flexibility to provide support based on campus needs (89%). In addition, 64 percent of ILCs reported that developing knowledge and competency was an opportunity for growth as an ILC. When responding to an open-ended question regarding the most important ways that EDs could continue to support the role of ILCs (130 responses), ILCs most frequently referenced working collaboratively with EDs as a team ($n = 27$; 21%), followed by receiving feedback and coaching for growth ($n = 24$; 18%) and having autonomy and flexibility to support their campuses ($n = 14$; 11%).

Once the district transitioned to at-home learning, ILCs continued to report that working with campus administrators on instructional practices (CICs: 88%; APs: 72%) and guiding, planning, and modeling support for PLCs (CICs: 84%; APs: 78%) were the most common services

provided to CICs and APs. Most ILCs (91%) also reported the ILC model was effective during at-home learning.

When ILCs described how their needs changed during at-home learning (58 responses), about half of respondents referred to the transition to a virtual environment for at-home learning and how they needed additional trainings to provide virtual campus support for technology and instruction

($n = 31$; 53%). The supports that ILCs most often cited as most successful during at-home learning (61 responses) were related to a combination of online support (e.g., technology training, PLC meetings, and professional development; $n = 36$; 59%) and developing at-home lesson plans ($n = 9$; 15%). When ILCs described the challenges that they faced during at-home learning that required additional support (30 responses), the most frequent responses were related to technology issues and learning new online platforms ($n = 7$; 23%).

Campus Instructional Coach Survey

Of the 349 CICs invited to complete the survey, 224 (64%) completed at least part of the survey. During 2019-20, 95 percent of CIC respondents reported that an ILC had provided services to them or their campuses, and 88 percent reported that their ILCs at least sometimes provided services to their campuses.

The most frequent service that ILCs provided CICs was the implementation of district curricula (69%). In addition, over half of CICs reported that ILCs:

- provided guiding, planning, and modeling support for PLCs (59%);
- led PD sessions (56%);
- reviewed/interpreted campus data (55%);
- developed instructional practices (54%);
- provided feedback on action plans (54%); and
- helped develop action plans (52%).

Regarding the CIC conferences,⁵ CICs generally expressed favorable views about the sessions they attended. High rates of participants highly rated the helpfulness (helpful or very helpful) of the choice sessions (81%), content sessions (79%), and network sessions (73%) at the CIC conferences. When describing how the CIC conferences could be improved (214 responses), the CICs most frequently mentioned that they wanted more options for choosing CIC Conference classes ($n = 12$; 6%), and to provide input on the session topics before the conferences ($n = 12$; 6%).

In addition, most CICs expressed favorable views about their experiences with the DISD Needs program.

⁵ At the CIC conferences, ILCs shared best practices from the Teaching and Learning department to help CICs improve content knowledge depth.

- Ninety percent of CICs agreed that the ILC model was effective in 2019-20.
- Eighty percent were satisfied with the quality of feedback and support from their ILCs.
- Most CIC participants agreed that ILCs responded in a timely manner (93%) and met the needs of their campuses (91%).
- Seventy-five percent of CICs who completed the survey also reported that they were satisfied (very or completely satisfied) with the quality of PD prior to at-home learning and with their collaboration with school administrators.
- CIC respondents also reported that they experienced at least some improvement in their coaching (84%), data (80%), feedback (84%), and knowledge (87%) skills.

The pattern of rates at which CICs received the three most common services from ILCs during at-home learning remained similar to rates before the transition, including implementation of district curriculum (59%); guiding, planning, and modeling support for PLCs (57%); and leading PD sessions (47%).

When CICs described how their needs changed during at-home learning (161 responses), they most frequently reported that they needed more assistance providing technology support for teachers ($n = 58$; 36%), and 12 percent responded that their needs did not change. In addition, CICs considered the most successful support received during at-home learning (166 responses) to be the feedback that ILCs provided ($n = 33$; 20%), followed by weekly meetings with ILCs ($n = 30$; 18%) and the technology support ILCs provided ($n = 15$; 9%). CICs also described some challenges during at-home learning that required additional support from ILCs (136 responses). While they most often explicitly reported that they did not require additional support ($n = 44$; 32%), 13 percent ($n = 18$) reported that they faced challenges regarding technology, needing online resources for at-home learning, or coaching teachers during at-home learning.

Assistant Principal Survey

Of the 115 APs invited to complete the survey, 51 (44%) completed at least part of the survey. Seventy-nine percent reported that their ILCs at least sometimes provided services to their campuses, whereas six percent reported that an ILC had never provided services on their campuses. Prior to at-home learning, the three most common services that ILCs provided to APs included:

- helping to implement district curricula (51%);
- working with campus administrators to develop instructional practices (49%); and
- reviewing and interpreting campus data (49%).

Regarding the quality of services provided by ILCs, a high percentage of AP respondents agreed that ILCs responded in a timely manner (84%) and provided services that met the needs of their campuses (80%) during 2019-20. When describing the skills that improved from the ILC model, AP respondents reported that they experienced at least some improvement on their coaching (66%), data (60%), feedback (66%) and knowledge (66%) skills.

While a smaller percentage of APs reported that they frequently received services from ILCs after the district transition to at-home learning (between 22% and 37%) compared to before the transition (between 45% and 51%), the most common services that ILCs provided APs during at-home learning included:

- helping to implement district curriculum (37%);
- guiding, planning, and modeling PLCs (35%);
- working with campus administrators to develop instructional practices (33%);
- leading PD sessions (33%); and
- providing feedback on action plans (33%).

When describing the supports from the ILCs that were most successful during at-home learning (32 responses), APs most often explicitly reported that they did not receive support from an ILC during at-home learning ($n = 12$; 38%), followed by receiving instructional support ($n = 6$; 19%) and PLC support ($n = 5$; 16%). APs also described the challenges that they faced during at-home learning that required additional support from their ILC (24 responses). Forty-six percent ($n = 11$) of APs explicitly reported that they did not require additional support, followed by 17 percent ($n = 4$) who reported that they faced challenges regarding online engagement strategies and instructional practices.

RECOMMENDATIONS

Improve tracking of ED spot observations and PD attendance data.

Continue using ILCs in their current roles.

Provide additional support for at-home learning.

2019-20

Evaluation of the Differentiated Instructional Support for District Needs Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

This section provides a brief summary of the Differentiated Instructional Support for District Needs (DISD Needs) program in the Dallas Independent School District (ISD).

Background Information

The DISD Needs program, previously known as the Instructional Lead Coaches Structure, was created in 2018-19 to improve the collaboration between Instructional Lead Coaches (ILCs), the Teaching and Learning department, and School Leadership (SL). The goal of the ILCs was to empower and build capacity within campus instructional coaches (CICs) and assistant principals (APs). To accomplish this goal, ILCs served as the bridge for SL to provide direct campus instructional support. Each ILC reported to an Executive Director (ED) and worked closely with content and instructional experts from the Teaching and Learning department to increase depth of knowledge and to create professional development (PD) for teachers, CICs, principals, and APs. ILCs ensured curriculum implementation fidelity by attending professional sessions and by coaching instructional practices that support and enhance student achievement. They also learned key coaching competencies that promote innovative change and improvement at district campuses.

Program Implementation

Instructional Lead Coaches

In 2019-20, SL guided the work of ILCs to maintain strong accountability for implementing district priorities and to improve the blended learning instructional model. The services that ILCs provided campus staff members included 1) assisting with the implementation of district curricula, 2) developing action plans, 3) providing feedback for action plans, 4) on-site coaching of teachers, 5) organizing PD sessions, 6) guiding Professional Learning Communities (PLCs), 7) reviewing and interpreting campus data, and 8) working with campus administration on instructional practices. ILCs also received training most Fridays (ILC Fridays) that included the following:

- one Friday per month with Teaching and Learning to increase depth of knowledge and to develop PD that ILCs used to train EDs, teachers, CICs, and APs;
- one Friday per month of coaching training from an outside vendor (Ed Elements) to build ILC coaching capacity; and

- one or two Fridays per month with SL to present ideas, address needs, and collaborate (i.e., sessions on reading, sound research-based practices, etc.).

At-Home Learning Supports

The last day of 2019-20 in-class instruction in the Dallas ISD was March 13, 2020. In response to the COVID-19 pandemic, the district transitioned to at-home learning after spring break beginning on March 23, 2020. In response, the DISD Needs program staff members directed ILCs to provide several new supports. During at-home learning, ILCs transitioned to providing all PLCs to teachers virtually. They also created lesson plans and monitored teachers in virtual classrooms. These observations were used to determine how content was being shared with students and to provide feedback to teachers. In addition, ILCs started working with Teaching and Learning to create new at-home lessons for the upcoming 2020-21 school year that could be used in-person or virtually. These lessons plans were designed to provide flexibility if at-home learning was used again in 2020-21. Lastly, ILCs provided support for teachers experiencing technology issues, and ILCs continued to attend virtual meetings with teachers and parents, as needed.

Executive Directors

In 2019-20, ILCs were assigned to one of 20 EDs. While two ILCs were assigned to each ED in previous years (i.e., a reading and mathematics ILC), SL modified how ILCs were assigned to EDs for the 2019-20 school year. Using the district School Local Accountability System (LAS),⁶ the number of ILCs assigned to each ED depended on LAS rating, school design, and district initiatives. These criteria allowed each ED to receive more than two ILCs based on the needs of campuses within their networks.⁷ In addition, EDs met weekly for planning meetings with their ILC teams to discuss campus needs and met monthly with EDs in their networks (i.e., one high school and two elementary EDs) to prepare for principal meetings.

Campus Instructional Coaches

CICs supported teachers to help strengthen content knowledge and delivery of instruction to improve student academic achievement. While all campuses employed at least one CIC, most campuses were assigned two CICs (i.e., a reading and mathematics CIC). CICs reported to principals and used various methods to improve teaching, such as coaching, monitoring data, focused dialogue, collaborative planning, action plan implementation, and PD. The CICs also attended three CIC conferences in 2019-20.

⁶ Dallas ISD's Local Accountability System is an extension of the previously developed School Performance Framework system used in the 2016-2017 and 2017-2018 school years. Dallas ISD's LAS rating system is based on a whole-child approach and rates schools in one of five categories (Accomplished, Breakthrough, Competing, Developing, or Focus). More information about LAS can be found at <https://www.dallasisd.org/Page/45918>

⁷ In 2019-20, the number of ILCs per ED ranged from two to eight. Some campuses received new ILCs for social studies or science depending on the needs of each campus.

At these CIC conferences, ILCs shared best practices from the Teaching and Learning department to help CICs improve content knowledge depth.⁸

Assistant Principals

Beginning in 2019-20, APs also received support from the ILCs. Similar to CICs, ILCs provided APs with training on how to implement SL initiatives. The two primary responsibilities of the ILCs were to conduct campus walkthroughs with APs and to support them at PLC power meetings. The four types of power meetings included administrative team meetings, content leadership meetings, look-forward PLCs, and look-back PLCs.⁹ While ILCs could attend all power meetings, they primarily supported APs during content leadership meetings.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to provide an overview of the implementation of the DISD Needs program, including funding, program staff member characteristics, PD opportunities, and the perceptions of participants in the program. Because of the COVID-19-related transition to at-home learning in spring 2020, district operations and support functions were modified accordingly, and most state and district assessments were cancelled for the year. For topics included in this evaluation report that were affected by the transition to at-home learning, resulting changes to operations, supports, and outcomes will be outlined and summarized within each section of the report, as appropriate. This evaluation will address the following questions:

1. What was the source and amount of funding for the DISD Needs program in 2019-20?
2. What were the characteristics of ILCs in 2019-20?
3. What was the distribution of campus visits by network during the 2019-20 school year?
4. What PD opportunities were offered and completed by ILCs in 2019-20?
5. What were the perceptions of EDs, ILCs, CICs, and APs regarding the implementation of the DISD Needs program in 2019-20?
6. What are actionable recommendations for program improvement?

⁸ At the beginning of each conference, CICs attended a content session based on their network and subject area. Following the content session, CICs could choose two optional sessions. These optional sessions covered a variety of topics (e.g., biliteracy, early learning, blended lessons, writing, and instructional strategies and habits.). At the end of each conference, CICs attended a network session with their ILCs that discussed the needs of their campuses and district initiatives.

⁹ Administrative team meetings generally consisted of principals, APs, and counselors, and the goal of these meetings was to plan campus visits. The content leadership team meetings included ILCs, APs, and teacher leaders, and the goal of these meetings was to discuss the upcoming content that would be taught in the classroom. The look-forward PLCs allowed teachers to discuss and practice upcoming lessons, and the look-backward PLCs allowed teachers to review data and evaluate the effectiveness of previous lessons.

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the DISD Needs program in 2019-20?

Methodology

The DISD Needs program staff members provided budget and funding source information for the DISD Needs program.

Results

The total budget for the 2019-20 DISD Needs program was \$6,891,216 from Title I funds, which was an increase from \$5,875,399 in 2018-19. The funds supported personnel, contracted services, supplies and materials, and employee travel expenses.

What were the characteristics of ILCs in 2019-20?

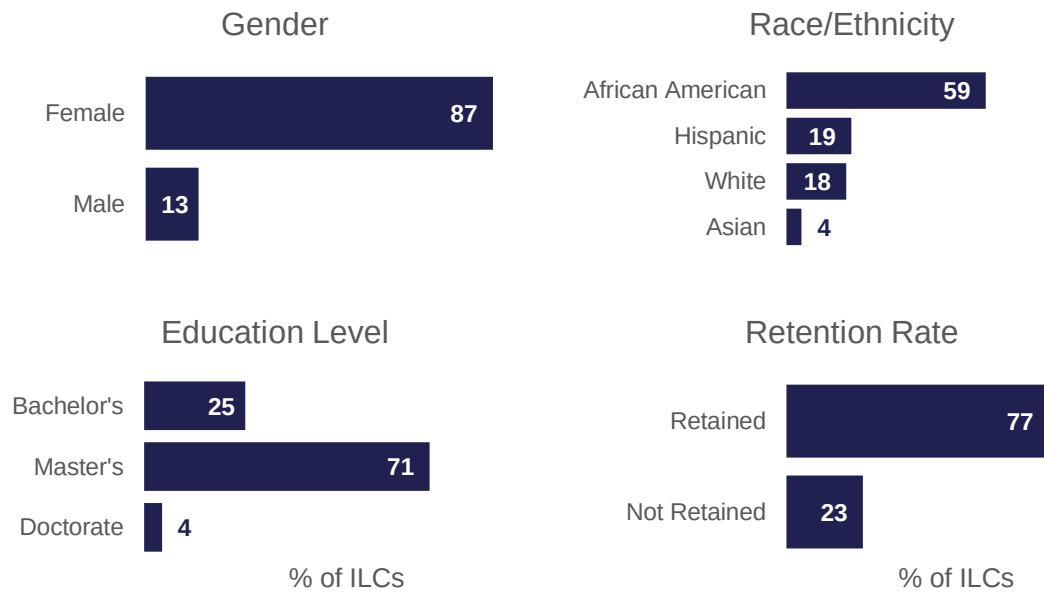
Methodology

To determine the characteristics of ILCs in 2019-20, the evaluator used a list of ILCs from the DISD Needs program staff members and the district personnel file dated January 7, 2020. Frequency analyses were conducted to summarize ILC characteristics by race/ethnicity, gender, and education level. The retention rate for ILCs from 2018-19 to 2019-20 also was calculated.

Results

During the 2019-20 school year, 68 ILCs worked in the Dallas ISD, which was an increase from 62 ILCs in 2018-19.¹⁰ As indicated by Figure 1, the majority of 2019-20 ILCs were female (87%) and/or African American (59%). Most ILCs (75%) held a master's degree or doctorate. In addition, 77 percent of ILCs were retained as district ILCs from 2018-19 to 2019-20.

¹⁰ The 10 ILCs that served Accelerating Campus Excellence (ACE) campuses or the Office of Racial Equity in 2019-20 were not included in this evaluation because they had different job responsibilities and were not required to attend the same meetings as other ILCs.

Figure 1: 2019-20 ILC Characteristics

Source: District personnel files dated 01/07/20 and 04/11/19.

Note: $N = 68$ ILCs in 2019-20. Some percentages may not sum to 100 percent because of rounding. Retention rate included the percentage of 2018-19 ILCs ($N = 62$) who remained in their positions in the district for 2019-20.

What was the distribution of campus visits by network during the 2019-20 school year?

Methodology

The evaluator reviewed the 2019-20 Campus Coaching Tracker file for 220 Dallas ISD campuses. A frequency analysis was conducted to calculate the number and percentage of ED/SL visits¹¹ and ILC visits,¹² and ED spot observations¹³ by network across all campuses.¹⁴ As a result of the spring 2020 transition to at-home learning, no campus visits occurred after March 13, 2020.

Results

During the 2019-20 school year, 3,142 ED/SL visits and 2,069 ILC visits were conducted on Dallas ISD campuses (Table 1). The largest percentage of visits occurred in the Southeast (ED/SL: 29.1%; ILC: 29.8%) and Southwest (ED/SL: 15.9%; ILC: 19.8%) networks, and the smallest percentage occurred in the Magnet (ED/SL: 0.6%; ILC: 0.8%) and Transformation (ED/SL: 1.8%; ILC: 1.0%) networks. ED spot observations were not reported in 2019-20 because of incomplete available data.¹⁵

Table 1: 2019-20 ED/SL and ILC Visits by Network

	ED/SL Visits		ILC Visits	
	N	%	N	%
ACE	362	11.5	22	1.1
Central	372	11.8	263	12.7
Magnet	19	0.6	16	0.8
Northeast	417	13.3	396	19.1
Northwest	499	15.9	327	15.8
Southeast	915	29.1	616	29.8
Southwest	501	15.9	409	19.8
Transformation	57	1.8	20	1.0
District	3,142	100.0	2,069	100.0

Source: Campus Coaching Tracker data files from SL dated 06/11/20.

Note: Percentages may not sum to 100 because of rounding.

What PD opportunities were offered and completed by ILCs in 2019-20?

Methodology

An important focus of the DISD Needs program was to provide ILCs with PD opportunities. ILCs used these sessions to increase their depth of knowledge and to create PD for teachers, CICs, principals, and assistant principals. SL provided attendance data for ILC PD in the Dallas ISD from July 1, 2019 to July 1, 2020.¹⁶ A frequency analysis was planned to calculate the total number of sessions offered, the total

¹¹ ED/SL visits included an ED and a representative from SL (e.g., Chief, Deputy Chief, ILCs, and coordinators). The purpose of these visits was to review best practices on the campus and to determine how to distribute campus resources.

¹² ILC visits allowed ILCs to support campus staff members based on the needs of each campus.

¹³ ED spot observations generally included an evaluative component to identify areas on each campus that needed additional support.

¹⁴ A campus visit by an ED or ILC could have included one or more of these types of visits.

¹⁵ After reviewing the Campus Coaching Tracker file, the evaluator and SL staff members determined that the spot observation data were likely incomplete because some EDs used a different system for recording spot observations. EDs also may have calibrated with campus leaders during campus visits without submitting an ED spot observation.

¹⁶ These dates included most of the PD sessions offered during the 2019-20 school year and allowed for the timely publication of the data in the current evaluation report. This window of time also corresponds with the Dallas ISD fiscal year.

number of ILC attendees, and the average number of ILC attendees per session by session type. As a result of the spring 2020 transition to at-home learning, no in-person PD occurred after March 13, 2020.¹⁷

Results

After reviewing the attendance data for ILC PD, the evaluator identified that attendance data for 15 PD sessions prior to March 13, 2020 were not available for analysis. The evaluator and SL program leadership determined that these data likely were missing for a variety of reasons, such as the COVID-19-related transition to at-home learning, inconsistent use of sign-in sheets at PD sessions, addition of PD sessions to the original calendar, and inconsistent use of sign-in sheets because of changes in times and dates of the sessions. Therefore, these results were not possible to include in this report.

What were the perceptions of EDs, ILCs, CICs, and APs regarding the implementation of the DISD Needs program in 2019-20?

To collect feedback regarding experiences with the DISD Needs program, the evaluator administered online surveys to all 2019-20 EDs, ILCs, CICs, and APs in the district. Survey topics included 1) services provided by ILCs, 2) helpfulness of the ILC model, and 3) skill improvement from ILC support. The intent of the surveys was to improve future program implementation by informing campus, program, and district leadership about the support services provided by ILCs and to outline PD that was completed during the 2019-20 school year. Similar to 2018-19, survey responses regarding the DISD Needs program were generally positive.

Methodology

After incorporating feedback from DISD Needs program leadership, the evaluator invited EDs ($N = 20$), ILCs ($N = 65$), CICs ($N = 245$), and APs ($N = 115$) to complete an online survey. A list of EDs, ILCs, and CICs was provided by SL, and a list of APs was identified using the district personnel file dated January 7, 2020. The ED (12-item), ILC (13-item), CIC (15-item), and AP (10-item) surveys were administered from May 4, 2020 to May 15, 2020. Periodic reminders were sent to those who had not yet responded. Because of the COVID-19-related district change to at-home learning, each survey was divided into two sections. The first section included questions about experiences prior to the 2019-20 transition to at-home learning, and the second section included questions about experiences for the remainder of the year during at-home learning, including 1) how their needs changed, 2) what supports were successfully provided, and 3) what challenges they faced. The evaluator used descriptive statistics to calculate the percentage of survey respondents selecting each response option¹⁸ and content analyzed open-ended question responses, grouping feedback into general themes.

¹⁷ After March 13, 2020, Ed Elements provided virtual PD that supported blended learning and worked with teachers and CICs. These PD sessions were recorded as webinars and shared with the ILCs.

¹⁸ Percentages do not include respondents who indicated that a question was not applicable or that they did not know or were not sure how to answer a question.

Results

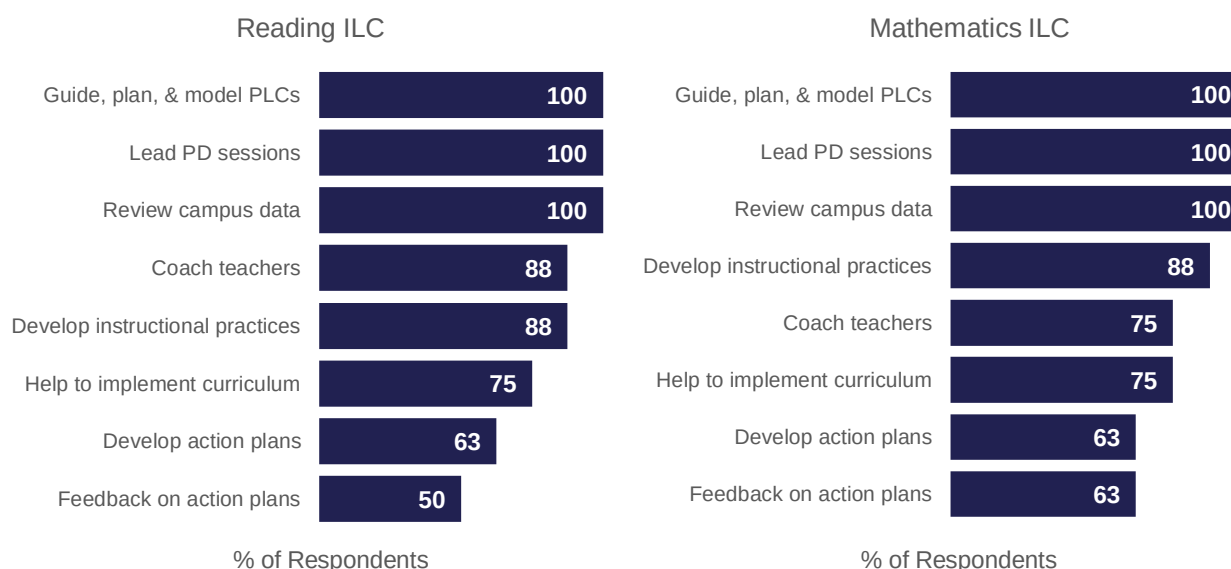
Survey results presented in this section reflect major findings for the ED, ILC, CIC, and AP surveys. Response rates for all survey items are provided in Appendix A (ED survey), Appendix B (ILC survey), Appendix C (CIC survey) and Appendix D (AP survey).¹⁹ This section includes results related to experiences prior to and after the COVID-19-related district change to at-home learning.

Executive Director Survey

Of the 20 EDs invited to complete the survey, eight (40%) completed at least part of the survey. The EDs reported that they assigned their reading and mathematics ILCs numerous support services prior to at-home learning during the 2019-20 school year.²⁰ As indicated by Figure 2, the three most common services that EDs assigned to their reading and mathematics ILCs included guiding, planning, and modeling support for PLCs (100%); leading PD sessions (100%); and reviewing and interpreting campus data (100%).

Figure 2: 2019-20 DISD Needs ED Survey – Assigned ILC Services (N = 8)

Prior to at-home learning, which of the following support services did you assign your ILC to provide your campuses during the 2019-20 school year? (Select all that apply)



Source: 2019-20 DISD Needs ED Survey.

Note: For Ns and detailed survey response rates by question, see Appendix A.

Prior to the transition to at-home learning, a high percentage of EDs reported that ILCs served their campuses and highly rated the ILC model. For example, 75 percent of EDs who completed the survey reported that their reading and mathematics ILCs served all campuses in their clusters. All EDs reported that the reading and mathematics ILCs provided above average or excellent services and frequently or

¹⁹ The number and percentage of ILC, CIC, and AP respondents by network and cluster can be found in Appendix E and Appendix F.

²⁰ None of the EDs who responded to the survey reported having a social studies ILC. Because only one ED reported having a science ILC, those responses are included in Appendix A.

almost always met the needs of their campuses prior to at-home learning. They also all reported that the support and content from the ILC model was extremely helpful to content leadership teams (e.g., assistant principals and lead teachers). Regarding the ILC model prior to at-home learning, 100 percent of EDs who responded to the survey agreed or strongly agreed that the efforts of CICs in their networks contributed to the improvement of teacher performance, that the ILC model strengthened the skills of administrative teams and CICs, and that the ILC model was effective during the 2019-20 school year.

When describing two strengths of the 2019-20 ILC model (16 responses), EDs most frequently mentioned the content knowledge of the ILCs ($n = 5$, 31%), planning with ILCs ($n = 4$; 25%), and having the autonomy to meet the needs of their campuses ($n = 3$; 19%). Regarding the supports that would be beneficial for the ILC model for the 2020-21 school year (11 responses), EDs most often mentioned having additional resources (e.g., extra planning time and more ILCs; $n = 4$; 36%) and maintaining consistency with the ILC model ($n = 3$; 27%).

Once the district transitioned to at-home learning, 100 percent of EDs reported that the quality of services provided by the reading and mathematics ILCs was above average or excellent and that the support and content from the ILC model was moderately or extremely helpful to content leadership teams. All of the EDs also agreed or strongly agreed that the ILC model was effective during at-home learning. Regarding how the needs of their ILCs changed during at-home learning (6 responses), most respondents reported that the ILCs helped campuses transition to virtual content learning ($n = 4$; 67%) by providing professional development, resources and tools, technology lessons, and feedback on best instructional practices. When asked how the ILC model could be improved in possible future at-home learning situations (6 responses), EDs most often reported that ILCs should continue in their current roles ($n = 2$; 33%).

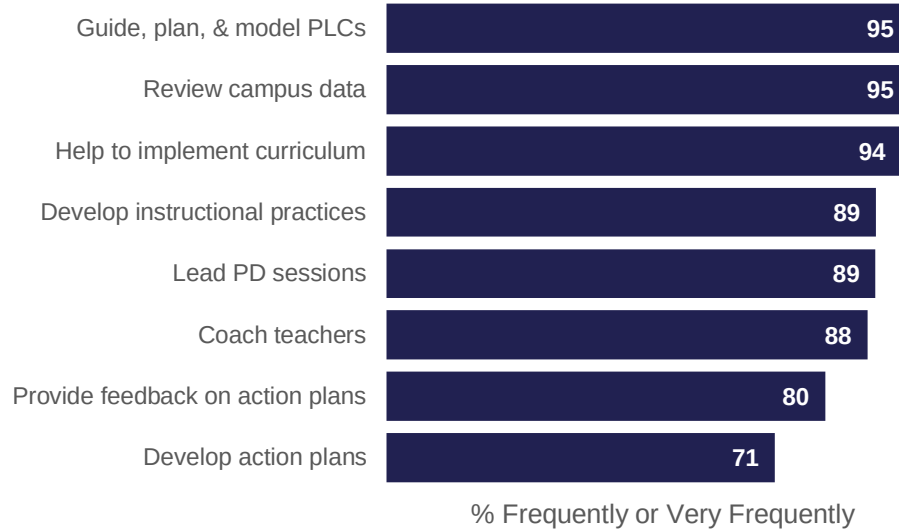
Instructional Lead Coach Survey

Of the 68 ILCs invited to complete the survey, 66 (97%) completed at least part of the survey. The majority (53%) of respondents served at the elementary school level, and 88 percent specialized in either English/Language Arts or Mathematics.

During 2019-20, ILCs completed numerous services for campus support based on requests from their EDs. As indicated by Figure 3, ILCs reported that the three most common services frequently or very frequently requested by EDs included guiding, planning, and modeling support for PLCs (95%); reviewing and interpreting campus data (95%); and helping to implement curriculum (94%).

Figure 3: 2019-20 DISD Needs ILC Survey – Services Requested by EDs (N = 65)

Prior to at-home learning, how frequently were the following services requested by your network ED for campus support?



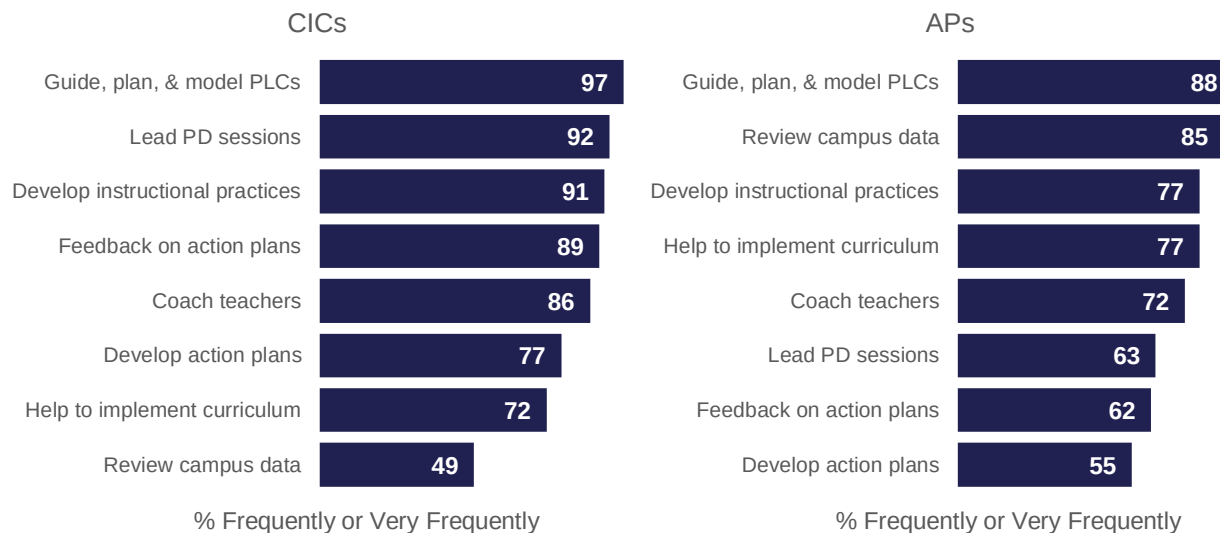
Source: 2019-20 DISD Needs ILC Survey.

Note: For Ns and detailed survey response rates by question, see Appendix B.

In addition, the frequency with which ILCs reported providing services to CICs and APs was generally high, but somewhat varied depending on the support recipient (Figure 4). Guiding, planning, and modeling support for PLCs (CICs: 97%; APs: 88%) and working with campus administration on instructional practices (CICs: 91%; APs: 77%) were two services that ILCs frequently (frequently or very frequently) provided to both CICs and APs. However, ILCs did report providing different services to CICs and APs. While 92 percent of ILCs reported frequently leading PD sessions for CICs, a smaller percentage of ILCs (63%) frequently led PD sessions for APs. In contrast, 85 percent of ILCs reported that they frequently reviewed and interpreted campus data for APs, compared to 49 percent of ILCs for CICs.

Figure 4: 2019-20 DISD Needs ILC Survey – Services Provided to CICs and APs (N = 65)

Prior to at-home learning, how frequently did you provide the following services as an ILC to CICs or APs?



Source: 2019-20 DISD Needs ILC Survey.

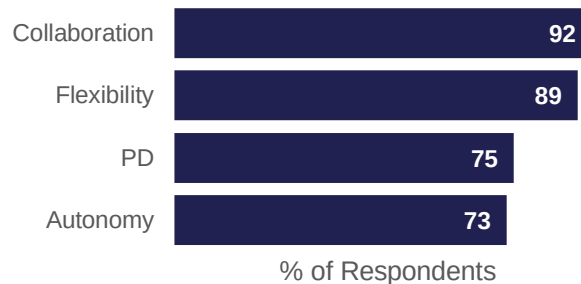
Note: For Ns and detailed survey response rates by question, see Appendix B.

ILCs who completed the survey highly rated the helpfulness of the services that they received from the DISD Needs program. Seventy-seven percent of ILCs rated the PD collaboration with the Teaching and Learning Department as helpful (moderately or extremely helpful), and 72 percent rated the Coaching Academies from Ed Elements as helpful. In addition, 100 percent of ILC survey respondents agreed that APs, CICs, and principals were receptive to the services that they provided, that the ILC model was effective, and that the efforts of CICs contributed to the improvement of teacher performance during the 2019-20 school year. Eighty-six percent of respondents agreed that the collaboration between Teaching and Learning and ILCs provided content resources that effectively helped campuses.

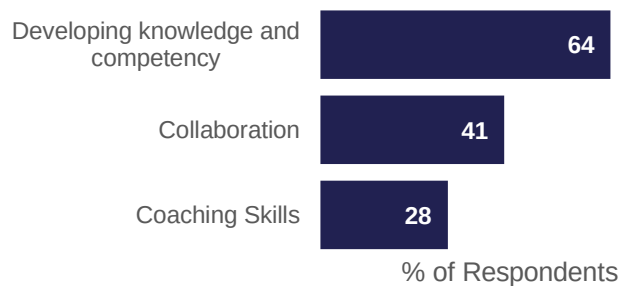
Prior to at-home learning, the two areas that ILCs most frequently reported as working well were collaborating with other ILCs, EDs, CICs, and stakeholders (92%) and having the flexibility to provide support based on campus needs (89%; Figure 5). In addition, a majority of ILCs (64%) reported that developing knowledge and competency (e.g., using technology, recent trends, and research/content training) was an opportunity for growth as an ILC. When responding to an open-ended question regarding the most important ways that EDs could continue to support the role of ILCs (130 responses), ILCs most frequently referenced working collaboratively with EDs as a team ($n = 27$; 21%), followed by receiving feedback and coaching for growth ($n = 24$; 18%), and having autonomy and flexibility to support their campuses ($n = 14$; 11%).

Figure 5: 2019-20 DISD Needs ILC Survey – Feedback (N = 64)

Prior to at-home learning, which of the following worked well for you this year as an ILC?



Which of the following are opportunities for growth for you as an ILC?



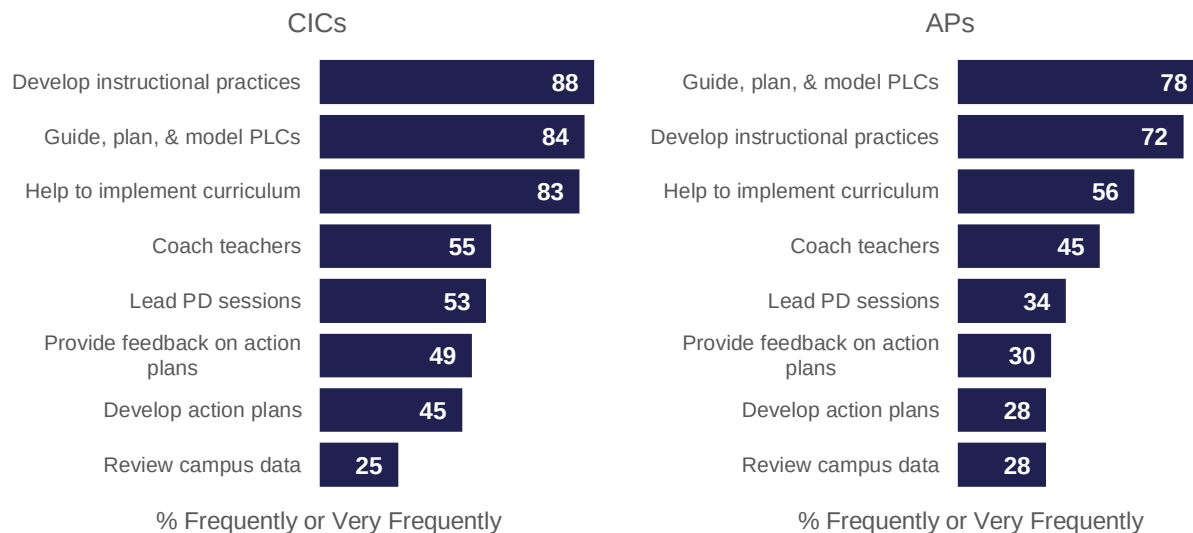
Source: 2019-20 DISD Needs ILC Survey.

Note: For Ns and detailed survey response rates by question, see Appendix B.

Once the district transitioned to at-home learning, ILCs continued to report that working with campus administration on instructional practices (CICs: 88%; APs: 72%) and guiding, planning, and modeling support for PLCs (CICs: 84%; APs: 78%) were the most common services that they provided to CICs and APs (Figure 6). The third most common service that ILCs provided was helping with the implementation of district curricula (CICs: 83%; AP 56%). In addition, 91 percent of ILCs reported that the ILC model was effective during at-home learning.

Figure 6: 2019-20 DISD Needs ILC Survey – Services Provided to CICs and APs (N = 64)

During at-home learning, how frequently did you provide the following services as an ILC to CICs or APs?



Source: 2019-20 DISD Needs ILC Survey.

Note: For Ns and detailed survey response rates by question, see Appendix B.

When ILCs described how their needs changed during at-home learning (58 responses), about half of respondents referred to the transition to a virtual environment for at-home learning and how they needed additional trainings to provide virtual campus support for technology and instruction ($n = 31$; 53%). The supports that ILCs most often cited as most successful during at-home learning (61 responses) were related to a combination of online support (e.g., technology training, PLC meetings, and professional development; $n = 36$; 59%) and developing at-home lesson plans ($n = 9$; 15%). When ILCs described the challenges that they faced during at-home learning that required additional support (30 responses), the most frequent responses were related to technology issues and learning new online platforms ($n = 7$; 23%).

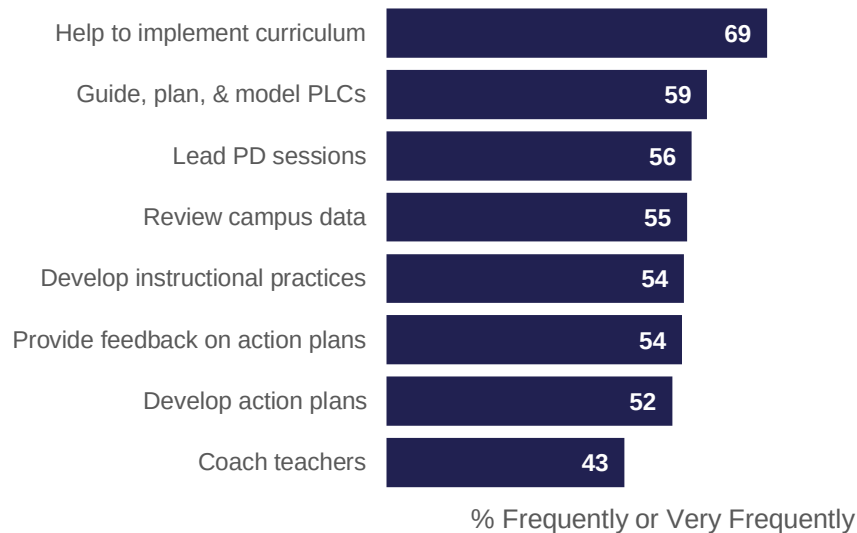
Campus Instructional Coach Survey

Of the 349 CICs invited to complete the survey, 224 (64%) completed at least part of the survey. The majority of respondents served at the elementary school level (61%) and had either zero (29%) or five or more (30%) creditable years of service as a CIC. During 2019-20, most CICs reported that they received frequent support from ILCs. For example, 95 percent of CIC respondents reported that an ILC had provided services to them or their campuses, and 88 percent reported that their ILC at least sometimes provided services to their campuses in 2019-20.

As indicated by Figure 7, the most frequent service that ILCs provided CICs was the implementation of district curriculum (69%). In addition, over half of CICs reported that ILCs provided guiding, planning, and modeling support for PLCs (59%); led PD sessions (56%); reviewed and interpreted campus data (55%); developed instructional practices (54%); provided feedback on action plans (54%); and helped to develop action plans (52%).

Figure 7: 2019-20 DISD Needs CIC Survey – Services Provided by ILC (N = 219)

Prior to at-home learning, how frequently did your ILC provide the following services to you as a CIC in 2019-20?



Source: 2019-20 DISD Needs CIC Survey.

Note: For Ns and detailed survey response rates by question, see Appendix C.

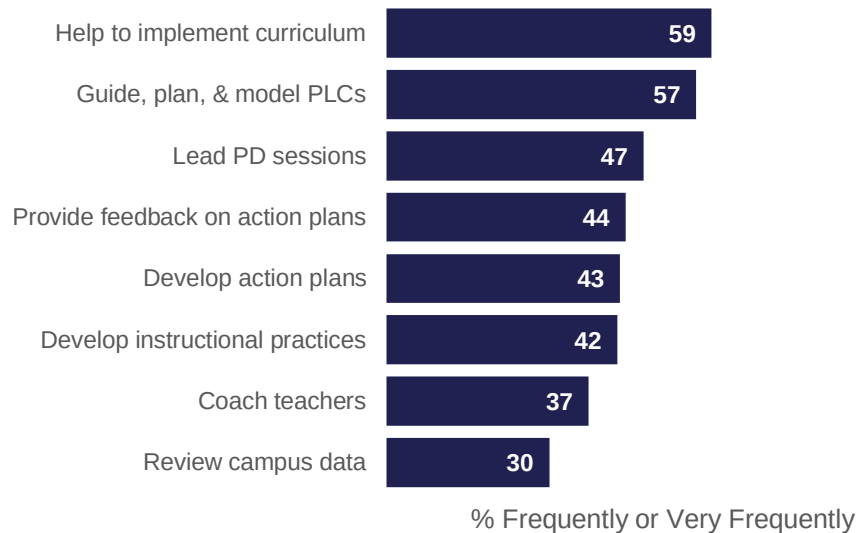
Regarding the CIC conferences, CICs generally expressed favorable views about the sessions they attended. High rates of participants highly rated the helpfulness (helpful or very helpful) of the choice sessions (81%), content sessions (79%), and network sessions (73%) at the CIC conferences. When describing how the CIC conferences could be improved (214 responses), the CICs most frequently mentioned that they wanted more options for choosing CIC Conference classes ($n = 12$; 6%), and to provide input on the session topics before the conferences ($n = 12$; 6%).

In addition, most CICs expressed favorable views about their experiences with the DISD Needs program. For example, 90 percent of CICs agreed that the ILC model was effective in 2019-20, and 80 percent were satisfied with the quality of feedback and support from their ILCs. Regarding the quality of services provided by ILCs, most CIC participants agreed that ILCs responded in a timely manner (93%) and met the needs of their campuses (91%). In addition, a high rate of CICs who completed the survey also reported that they were satisfied (very or completely satisfied) with the quality of PD prior to at-home learning and with their collaboration with school administrators (75%). CIC respondents also reported that they experienced at least some improvement in the following skills: coaching (e.g., implementing improved practices; 84%), data (e.g., analyzing data for decision making; 80%), feedback (e.g., learning how to provide useful feedback; 84%), and knowledge (e.g., strategies, content, and district goals; 87%).

The pattern of rates at which CICs received the three most common services from ILCs during at-home learning remained similar to rates before the transition, including implementation of district curriculum (59%); guiding, planning, and modeling support for PLCs (57%); and lead PD sessions (47%; Figure 8).

Figure 8: 2019-20 DISD Needs CIC Survey – Services Provided by ILC (N = 209)

During at-home learning, how frequently did your ILC provide the following services to you as a CIC?



Source: 2019-20 DISD Needs CIC Survey.

Note: For Ns and detailed survey response rates by question, see Appendix C.

When CICs described how their needs changed during at-home learning (161 responses), they most frequently reported that they needed more assistance providing technology support for teachers (e.g., becoming more familiar with online tools or helping teachers with the transition to distance learning; $n = 58$; 36%), and 12 percent responded that their needs did not change. In addition, when asked which supports from ILCs were most successful during at-home learning (166 responses), CICs most frequently mentioned the feedback provided during PLCs ($n = 33$; 20%), the weekly meetings between the CICs and ILCs ($n = 30$; 18%) and the technology support that ILCs provided to CICs ($n = 15$; 9%). CICs also described some challenges that they faced during at-home learning that required additional support from their ILCs (136 responses). While they most often explicitly reported that they did not require additional support ($n = 44$; 32%), 13 percent ($n = 18$) reported that they faced challenges regarding technology, needing online resources for at-home learning, or coaching teachers during at-home learning.

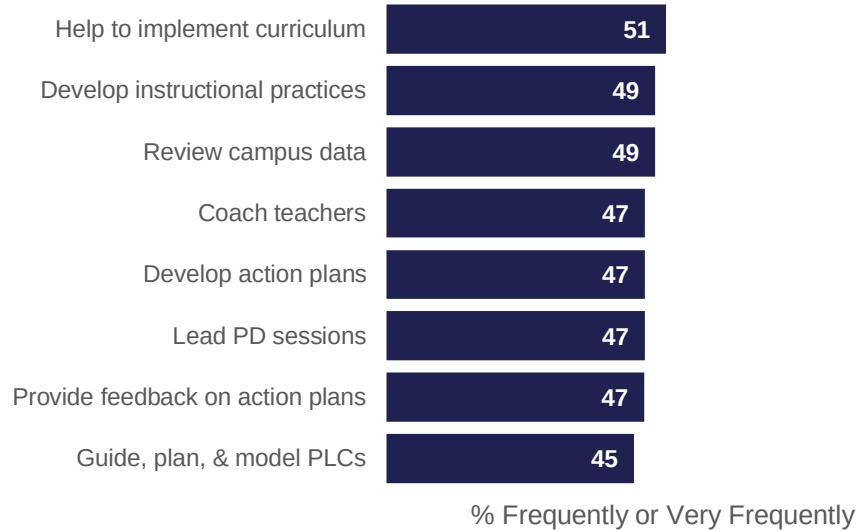
Assistant Principal Survey

Of the 115 APs invited to complete the survey, 51 (44%) completed at least part of the survey. Most respondents served at the high school level (84%) and had five or more creditable years of service as an AP (57%).

A high percentage of APs reported that they received support from ILCs in 2019-20. Prior to at-home learning, 79 percent reported that their ILCs at least sometimes provided services to their campuses in 2019-20; six percent reported that an ILC had never provided services at their campuses. In addition, as shown in Figure 9, the three most common services that ILCs provided to APs included helping to implement district curriculum (51%); working with campus administrators to develop instructional practices (49%); and reviewing and interpreting campus data (49%).

Figure 9: 2019-20 DISD Needs AP Survey – Services Provided by ILC (N = 51)

Prior to at-home learning, how frequently did your ILC provide the following services to you as an AP?



Source: 2019-20 AP Survey.

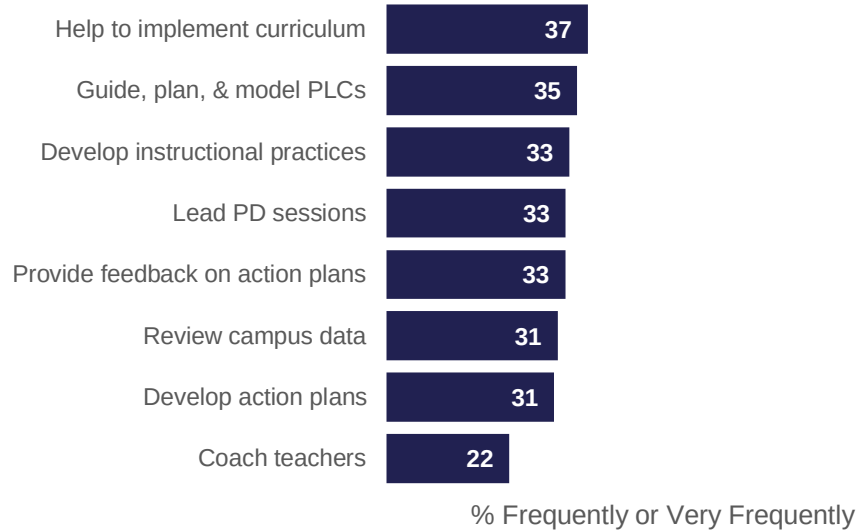
Note: For Ns and detailed survey response rates by question, see Appendix D.

Regarding the quality of services provided by ILCs, a high percentage of AP respondents agreed that ILCs responded in a timely manner (84%) and provided services that met the needs of their campuses (80%) during 2019-20. In addition, as a result of the ILC model, AP respondents reported that they experienced at least some improvement on their coaching (e.g., implementing improved practices; 66%), data (e.g., analyzing data for decision making; 60%), feedback (e.g., learning how to provide useful feedback; 66%) and knowledge (e.g., strategies, content, and district goals; 66%) skills.

While a smaller percentage of APs reported that they frequently received services from ILCs after the district transition to at-home learning (between 22% and 37%; Figure 10) compared to before the transition (between 45% and 51%), the most common services that ILCs provided APs during at-home learning included helping to implement district curriculum (37%); guiding, planning, and modeling PLCs (35%); working with campus administrators to develop instructional practices (33%); leading PD sessions (33%); and providing feedback on action plans (33%).

Figure 10: 2019-20 DISD Needs AP Survey – Services Provided by ILC (N = 49)

During at-home learning, how frequently did your ILC provide the following services to you as an AP?



Source: 2019-20 AP Survey.

Note: For Ns and detailed survey response rates by question, see Appendix D. The survey items for reviewing campus data and developing instructional practices included 48 responses.

When describing the supports from the ILCs that were most successful during at-home learning (32 responses), APs most often explicitly reported that they did not receive support from an ILC during at-home learning ($n = 12$; 38%), followed by receiving instructional support ($n = 6$; 19%) and PLC support ($n = 5$; 16%). APs also described the challenges that they faced during at-home learning that required additional support from their ILC (24 responses). Forty-six percent ($n = 11$) of APs explicitly reported that they did not require additional support, followed by 17 percent ($n = 4$) who reported that they faced challenges regarding online engagement strategies and instructional practices.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

Supported by \$6,891,216 of Title I funding (increase from \$5,875,399 in 2018-19), the DISD Needs program aimed to improve the collaboration between ILCs, the Teaching and Learning department, and SL. To accomplish this goal, ILCs served as the bridge for SL to provide direct campus instructional support by empowering and building capacity within CICs and APs. Support provided by the program did not stop after the COVID-19-related transition to at-home learning; findings related to at-home learning were addressed in this report, as applicable. Key findings for 2019-20 included the following:

- In 2019-20, 3,142 ED/SL visits and 2,069 ILC visits were conducted on Dallas ISD campuses. The largest percentage of campus visits occurred in the Southeast (ED/SL: 29.1%; ILC: 29.8%) and Southwest (ED/SL: 15.9%; ILC: 19.8%) networks, and the smallest percentage occurred in the Magnet (ED/SL: 0.6%; ILC: 0.8%) and Transformation (ED/SL: 1.8%; ILC: 1.0%) networks.
- All ED survey respondents reported that the ILC model was extremely helpful to content leadership teams, the CICs contributed to the improvement of teacher performance, the ILC model strengthened the skills of administrative teams, and the ILC model was effective.
- During at-home learning, all ED survey respondents reported that ILCs provided above average or excellent services, the ILC model was extremely helpful, and the ILC model was effective.
- ILC survey respondents highly rated the helpfulness of the DISD Needs program. They agreed that APs, CICs, and principals were receptive to the services they provided; the efforts of CICs contributed to the improvement of teacher performance; and the ILC model was effective.
- While 91 percent of ILC survey respondents reported that the ILC model was effective during at-home learning, 53 percent felt they needed additional trainings to provide virtual campus support for technology and instruction.
- Most CIC respondents (90%) agreed that the ILC model was effective, and 80 percent were satisfied with the quality of feedback and support from ILCs.
- During at-home learning, CICs most frequently reported needing more assistance providing technology support for teachers (36%), and 12 percent reported their needs did not change.
- Most AP respondents reported that ILCs provided services that met the needs of their campuses (80%). APs also indicated they experienced at least some improvement on their coaching (66%), data (60%), feedback (66%) and knowledge (66%) skills.

Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

Improve tracking of ED spot observations and PD attendance data. Missing or incomplete data prevented the ED spot observations and PD attendance data from being evaluated in 2019-20. DISD Needs program staff members should determine how the Campus Coaching Tracker file and PD sign-in sheets

can be used more effectively to track ED spot observations and PD attendance during the school year. These data could be invaluable for monitoring the impact of these supports over time.

Continue using ILCs in their current roles. In 2019-20, most EDs, ILCs, CICs, and APs had favorable views of the ILC model and reported that the ILC model was effective before and after the transition to at-home learning. Thus, ILCs should continue to focus on providing direct campus instructional support that empowers and builds capacity within CICs and APs.

Provide additional support for at-home learning. During at-home learning, both ILCs and CICs reported that they needed additional trainings to provide virtual technology support for campuses and teachers. Because of the uncertainty regarding the effect of COVID-19 on the upcoming 2020-21 school year, DISD Needs program leadership should evaluate the needs of EDs, ILCs, CICs, and APs to determine the additional resources and supports they need to effectively lead and coach in both face-to-face and online settings.

APPENDICES

Appendix A

Appendix A, Table 1: 2019-20 ED Survey – ILC Assignment per Each Content Area Prior to At-Home Learning

		Reading ILC		Mathematics ILC		Social Studies ILC		Science ILC	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, which of the following support services did you assign your ILC to provide your campuses during the 2019-20 school year? (Select all that apply)									
I did not have an ILC in this area	8	0	0.0	1	12.5	8	100.0	7	87.5
Assistance with Implementation of District Curriculum	8	6	75.0	6	75.0	0	0.0	1	12.5
Development of Action Plans	8	5	62.5	5	62.5	0	0.0	0	0.0
Feedback on Action Plans	8	4	50.0	5	62.5	0	0.0	0	0.0
On-Site Coaching of Teachers	8	7	87.5	6	75.0	0	0.0	1	12.5
PD Sessions	8	8	100.0	8	100.0	0	0.0	1	12.5
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	8	8	100.0	8	100.0	0	0.0	1	12.5
Review and Interpretation of Campus Data	8	8	100.0	8	100.0	0	0.0	1	12.5
Working with campus administration on instructional practices	8	7	87.5	7	87.5	0	0.0	1	12.5
Other	8	2	25.0	2	25.0	0	0.0	0	0.0

Source: 2019-20 DISD Needs ED Survey.

Appendix A, Table 2: 2019-20 ED Survey – Rate of Campuses Served by ILC Prior to At-Home Learning

	Less than 50% of campuses		50% or more of campuses but not all		All campuses		Did not have ILC in this content area		
	N	n	%	N	%	n	%	n	%
	Prior to at-home learning, how many campuses in your cluster did your ILC serve in the 2019-20 school year?								
Reading ILC	8	1	12.5	1	12.5	6	75.0	0	0.0
Mathematics ILC	8	1	12.5	1	12.5	6	75.0	0	0.0
Social Studies ILC	8	0	0.0	0	0.0	0	0.0	8	100.0
Science ILC	8	0	0.0	0	0.0	1	12.5	7	87.5

Source: 2019-20 DISD Needs ED Survey.

Appendix A, Table 3: 2019-20 ED Survey – Quality of the ILC Services by Content Area Prior to At-Home Learning

	N	Very Poor		Below Average		Above Average		Excellent		Did not have ILC in this content area	
		n	%	n	%	n	%	n	%	n	%
Prior to at-home learning, please rate the quality of the services provided by the ILCs in the following content areas.											
Reading ILC	8	0	0.0	0	0.0	3	37.5	5	62.5	0	0.0
Mathematics ILC	8	0	0.0	0	0.0	2	25.0	6	75.0	0	0.0
Social Studies ILC	8	0	0.0	0	0.0	0	0.0	0	0.0	8	100.0
Science ILC	8	0	0.0	0	0.0	1	12.5	0	0.0	7	87.5

Source: 2019-20 DISD Needs ED Survey.

Appendix A, Table 4: 2019-20 ED Survey – Needs Met by ILC per Content Area Prior to At-Home Learning

		Did not meet the needs		Rarely met the needs		Occasionally met the needs		Frequently met the needs		Almost always met the needs		Did not have ILC in this content area	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, please rate how well the ILCs in the following content areas met the needs of the campuses they were assigned.													
Reading ILC	8	0	0.0	0	0.0	0	0.0	1	12.5	7	87.5	0	0.0
Mathematics ILC	8	0	0.0	0	0.0	0	0.0	0	0.0	8	100.0	0	0.0
Social Studies ILC	8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8	100.0
Science ILC	8	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	7	87.5

Source: 2019-20 DISD Needs ED Survey.

Appendix A, Table 5: 2019-20 ED Survey – PD and Training Prior to At-Home Learning

		Not at all helpful		Slightly helpful		Somewhat helpful		Moderately helpful		Extremely helpful		Don't know or not applicable	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, please rate the helpfulness of the following.													
The support that the Instructional Lead Coaches model provided to content leadership teams (e.g., assistant principals and lead teachers).	8	0	0.0	0	0.0	0	0.0	0	0.0	8	100.0	0	0.0
The content that the Instructional Lead Coaches model provided to content leadership teams (e.g., assistant principals and lead teachers).	8	0	0.0	0	0.0	0	0.0	0	0.0	8	100.0	0	0.0

Source: 2019-20 DISD Needs ED Survey.

Appendix A, Table 6: 2019-20 ED Survey – Perceptions Prior to At-Home Learning

Appendix A, Table 1: 2019-20 22 Survey - Perceptions Prior to At-Home Learning											
	N	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't know or not applicable	
		n	%	N	%	N	%	n	%	n	%
Prior to at-home learning, please indicate your level of agreement with the following statements.											
During the 2019-20 school year, the efforts of the Campus Instructional Coaches in my cluster contributed to the improvement of teachers' performance.	8	0	0.0	0	0.0	3	37.5	5	62.5	0	0.0
During the 2019-20 school year, the Instructional Lead Coach structure strengthened the skills of the administrative teams, including Campus Instructional Coaches.	8	0	0.0	0	0.0	2	25.0	6	75.0	0	0.0
The Instructional Lead Coach structure was effective.	8	0	0.0	0	0.0	2	25.0	6	75.0	0	0.0

Source: 2019-20 DISD Needs ED Survey.

Appendix A, Table 7: 2019-20 ED Survey – Quality of the ILC Services by Content Area During At-Home Learning

At-Home Learning											
	N	Very Poor		Below Average		Above Average		Excellent		Did not have ILC in this content area	
		n	%	n	%	n	%	n	%	n	%
During at-home learning, please rate the quality of the services provided by the ILCs in the following content areas.											
Reading ILC	8	0	0.0	0	0.0	4	50.0	4	50.0	0	0.0
Mathematics ILC	8	0	0.0	0	0.0	3	37.5	5	62.5	0	0.0
Social Studies ILC	8	0	0.0	0	0.0	0	0.0	0	0.0	8	100.0
Science ILC	8	0	0.0	0	0.0	1	12.5	0	0.0	7	87.5

Source: 2019-20 DISD Needs ED Survey.

Appendix A, Table 8: 2019-20 ED Survey – Helpfulness of Support and Content from ILC Model During At-Home Learning

		Not at all helpful		Slightly helpful		Somewhat helpful		Moderately helpful		Extremely helpful		Don't know or not applicable	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
During at-home learning, please rate the helpfulness of the following.													
The support that the Instructional Lead Coaches model provided to content leadership teams (e.g., assistant principals and lead teachers).	8	0	0	0.0	0	0.0	0	2	25.0	6	75.0	0	0.0
The content that the Instructional Lead Coaches model provided to content leadership teams (e.g., assistant principals and lead teachers).	8	0	0.0	0	0.0	0	0.0	2	25.0	6	75.0	0	0.0

Source: 2019-20 DISD Needs ED Survey.

Appendix A, Table 9: 2019-20 ED Survey – Perceptions During At-Home Learning

	N	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't know or not applicable	
		n	%	N	%	n	%	n	%	n	%
During at-home learning, please indicate your level of agreement with the following statements.											
The Instructional Lead Coach structure was effective.	8	0	0.0	0	0.0	6	75.0	2	25.0	0	0.0

Source: 2019-20 DISD Needs ED Survey.

Appendix B

Appendix B, Table 1: 2019-20 ILC Survey – Campus Level and Content Area

	<i>N</i>	ILC	
		<i>n</i>	%
Which campus level do you serve? (Check all that apply)			
Elementary	66	35	53.0
Elementary/Middle - grades PK-8	66	11	16.7
Middle	66	14	21.2
Middle/High - grades 6-12 or 7-12	66	19	28.8
High	66	11	16.7
In which content area do you specialize?			
E/LA	66	29	43.9
Mathematics	66	29	43.9
Science	66	5	7.6
Social Studies	66	3	4.6

Source: 2019-20 DISD Needs ILC Survey.

Appendix B, Table 2: 2019-20 ILC Survey – Services Requested by ED Prior to At-Home Learning

	<i>N</i>	Never		Rarely		Occasionally		Frequently		Very Frequently	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning in 2019-20, how frequently were the following services requested by your network ED for campus support?											
Assistance with Implementation of District Curriculum	65	1	1.5	1	1.5	2	3.1	26	40.0	35	53.9
Development of Action Plans	65	0	0.0	4	6.2	15	23.1	23	35.4	23	35.4
Feedback on Action Plans	65	1	1.5	3	4.6	9	13.9	28	43.1	24	36.9
On-Site Coaching of Teachers	65	0	0.0	1	1.5	7	10.8	14	21.5	43	66.2
PD Sessions	65	0	0.0	0	0.0	7	10.8	32	49.2	26	40.0
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	65	1	1.5	0	0.0	2	3.1	9	13.9	53	81.5
Review and Interpretation of Campus Data	65	0	0.0	0	0.0	3	4.6	14	21.5	48	73.9
Working with campus administration on instructional practices	65	0	0.0	0	0.0	7	10.8	15	23.1	43	66.2
Other	65	1	1.5	1	1.5	2	3.1	26	40.0	35	53.9

Source: 2019-20 DISD Needs ILC Survey.

Note: Percentages may not sum to 100 because of rounding.

Appendix B, Table 3: 2019-20 ILC Survey – Services Prior to At-Home Learning

	<i>N</i>	Never		Rarely		Occasionally		Frequently		Very Frequently	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, how frequently did you provide the following services as an ILC to your CIC in 2019-20?											
Assistance with Implementation of District Curriculum	65	1	1.5	4	6.2	13	20.0	21	32.3	26	40.0
Development of Action Plans	65	1	1.5	3	4.6	11	16.9	25	38.5	25	38.5
Feedback on Action Plans	65	0	0.0	0	0.0	7	10.8	19	29.2	39	60.0
On-Site Coaching of Teachers	65	0	0.0	0	0.0	9	13.9	25	38.5	31	47.7
PD Sessions	65	1	1.5	1	1.5	3	4.6	9	13.9	51	78.5
Professional Learning Community (PLC)	65	0	0.0	0	0.0	2	3.1	18	27.7	45	69.2
Guidance, Planning, and Modeling (e.g., Power Meeting Support)	65	0	0.0	0	0.0	2	3.1	18	27.7	45	69.2
Review and Interpretation of Campus Data	65	2	3.1	9	13.9	22	33.9	14	21.5	18	27.7
Working with campus administration on instructional practices	65	1	1.5	1	1.5	4	6.2	16	24.6	43	66.2
Prior to at-home learning, how frequently did you provide the following services as an ILC to your AP in 2019-20?											
Assistance with Implementation of District Curriculum	65	1	1.5	2	3.1	12	18.5	20	30.8	30	46.2
Development of Action Plans	65	3	4.6	7	10.8	19	29.2	21	32.3	15	23.1
Feedback on Action Plans	65	3	4.6	7	10.8	15	23.1	23	35.4	17	26.2
On-Site Coaching of Teachers	65	0	0.0	2	3.1	16	24.6	18	27.7	29	44.6
PD Sessions	65	0	0.0	5	7.7	19	29.2	25	38.5	16	24.6
Professional Learning Community (PLC)	65	2	3.1	0	0.0	6	9.2	17	26.2	40	61.5
Guidance, Planning, and Modeling (e.g., Power Meeting Support)	65	2	3.1	0	0.0	6	9.2	17	26.2	40	61.5
Review and Interpretation of Campus Data	65	0	0.0	1	1.5	9	13.9	20	30.8	35	53.9
Working with campus administration on instructional practices	65	1	1.5	2	3.1	12	18.5	20	30.8	30	46.2

Source: 2019-20 DISD Needs ILC Survey.

Note: Percentages may not sum to 100 because of rounding.

Appendix B, Table 4: 2019-20 ILC Survey – PD and Training Prior to At-Home Learning

Appendix B, Table B.1 2019-2020 Survey: PD and Training Prior to At-Home Learning													
	N	Not at all helpful		Slightly helpful		Somewhat helpful		Moderately helpful		Extremely helpful		Not Applicable	
		n	%	n	%	n	%	n	%	n	%	n	%
Prior to at-home learning, how would you rate the helpfulness of...													
PD collaboration with the Teaching and Learning Department Coaching Academies from Ed Elements	65	2	3.1	7	10.8	6	9.2	28	43.1	21	32.3	1	1.5
	65	1	1.5	7	10.8	10	15.4	26	40.0	21	32.3	0	0.0

Source: 2019-20 DISD Needs ILC Survey.

Appendix B, Table 5: 2019-20 ILC Survey - Perceptions Prior to At-Home Learning

Appendix B, Table B. 2019-20 ILE Survey - Perceptions Prior to At-Home Learning											
	N	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't know or not applicable	
		n	%	n	%	n	%	n	%	n	%
Prior to at-home learning during the 2019-20 school year...											
Campus Instructional Coaches have been receptive to the services that I have provided to them.	65	0	0.0	0	0.0	8	12.3	57	87.7	0	0.0
Principals have been receptive to the services that I have provided to their campuses.	65	0	0.0	0	0.0	15	23.1	50	76.9	0	0.0
Assistant principals have been receptive to the services that I have provided to their campuses.	65	0	0.0	0	0.0	12	18.5	53	81.5	0	0.0
The efforts of the Campus Instructional Coaches in my network have contributed to the improvement of teacher performance.	65	0	0.0	0	0.0	15	23.1	49	75.4	1	1.5
The collaboration between Teaching and Learning and Instructional Lead Coaches has provided content resources that effectively helped campuses.	65	1	1.5	8	12.3	32	49.2	24	36.9	0	0.0
The Instructional Lead Coach structure was effective.	65	0	0.0	0	0.0	16	24.6	49	75.4	0	0.0

Source: 2019-20 DISD Needs ILC Survey.

Note: Percentages may not sum to 100 because of rounding.

Appendix B, Table 6: 2019-20 ILC Survey – Feedback Prior to At-Home Learning

	<i>N</i>	ILCs	
		<i>n</i>	%
Prior to at-home learning, which of the following worked well for you this year as an ILC? (Select all that apply)			
Autonomy (e.g., trusted to make own priorities)	64	47	73.4
Collaboration (e.g., working collaboratively with other ILCs, EDs, CICs, and other stakeholders)	64	59	92.2
Flexibility (e.g., providing support based on campus needs)	64	57	89.1
PD (e.g., Coaching Academies, targeted PD, and CIC conferences).	64	48	75.0
Other	64	7	10.9
Which of the following are opportunities for growth for you as an ILC? (Select all that apply.)			
Coaching Skills (e.g., listening, observing, modeling, and coaching cycles).	64	18	28.1
Collaboration (e.g., within campuses, between campuses, and in content areas).	64	26	40.6
Developing knowledge and competency (e.g., using technology, recent trends, and research/content training).	64	41	64.1
Other	64	13	20.3

Source: 2019-20 DISD Needs ILC Survey.

Appendix B, Table 7: 2019-20 ILC Survey – Services During At-Home Learning

	<i>N</i>	Never		Rarely		Occasionally		Frequently		Very Frequently	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
During at-home learning, how frequently did you provide the following services as an ILC to your CIC?											
Assistance with Implementation of District Curriculum	64	1	1.6	2	3.1	8	12.5	19	29.7	34	53.1
Development of Action Plans	64	6	9.4	11	17.2	18	28.1	17	26.6	12	18.8
Feedback on Action Plans	64	7	10.9	11	17.2	15	23.4	19	29.7	12	18.8
On-Site Coaching of Teachers	64	2	3.1	6	9.4	21	32.8	16	25.0	19	29.7
PD Sessions	64	2	3.1	7	10.9	21	32.8	21	32.8	13	20.3
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	64	2	3.1	4	6.3	4	6.3	17	26.6	37	57.8
Review and Interpretation of Campus Data	64	5	7.8	16	25.0	27	42.2	9	14.1	7	10.9
Working with campus administration on instructional practices	64	1	1.6	0	0.0	7	10.9	32	50.0	24	37.5
During at-home learning, how frequently did you provide the following services as an ILC to your AP?											
Assistance with Implementation of District Curriculum	64	2	3.1	8	12.5	18	28.1	17	26.6	19	29.7
Development of Action Plans	64	7	10.9	13	20.3	26	40.6	10	15.6	8	12.5
Feedback on Action Plans	64	6	9.4	14	21.9	25	39.1	11	17.2	8	12.5
On-Site Coaching of Teachers	64	6	9.4	8	12.5	21	32.8	14	21.9	15	23.4
PD Sessions	64	3	4.7	10	15.6	29	45.3	13	20.3	9	14.1
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	64	2	3.1	5	7.8	7	10.9	19	29.7	31	48.4
Review and Interpretation of Campus Data	64	5	7.8	22	34.4	19	29.7	10	15.6	8	12.5
Working with campus administration on instructional practices	64	1	1.6	5	7.8	12	18.8	21	32.8	25	39.1

Source: 2019-20 DISD Needs ILC Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix B, Table 8: 2019-20 ILC Survey – Perceptions During At-Home Learning

		Strongly Disagree		Disagree		Agree		Strongly Agree		Don't know or not applicable	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
During at-home learning, please indicate your level of agreement with the following statements.											
The Instructional Lead Coach structure was effective.	64	5	7.8	1	1.6	26	40.6	32	50.0	0	0.0

Source: 2019-20 DISD Needs ILC Survey.

Appendix C

Appendix C, Table 1: 2019-20 CIC Survey – Campus Level and Content Area

	<i>N</i>	CIC	
		<i>n</i>	%
Which campus level do you serve? (Check all that apply)			
Elementary	224	137	61.2
Elementary/Middle - grades PK-8	224	9	4.0
Middle	224	39	17.4
Middle/High - grades 6-12 or 7-12	224	8	3.6
High	224	35	15.6
How many creditable years of service do you have?			
0 (this is my first year)	224	65	29.0
1-2 years	224	43	19.2
3-4 years	224	49	21.9
5 or more years	224	67	29.9

Source: 2019-20 DISD Needs CIC Survey.

Appendix C, Table 2: 2019-20 CIC Survey – ILC Services Prior to At-Home Learning

	<i>N</i>	CICs	
		<i>n</i>	%
Prior to at-home learning, did an Instructional Lead Coach provide services to you and your campus during the 2019-20 academic year?			
Yes	219	209	95.4
No	219	10	4.6
Prior to at-home learning, how frequently did an Instructional Lead Coach provide services to your campus in 2019-20?			
Often (regularly scheduled)	219	129	58.9
Sometimes (as needed but not regularly scheduled; more than once or twice per semester)	219	64	29.2
Seldom (as needed but not regularly scheduled; only once or twice annually)	219	21	9.6
Never	219	4	1.8
Don't know or not sure	219	1	0.5

Source: 2019-20 DISD Needs CIC Survey.

Appendix C, Table 3: 2019-20 CIC Survey – Services Provided by ILC Prior to At-Home Learning

Appendix C, Table C: 2019-20 CIC Survey – Services Provided by ILC Prior to At-Home Learning											
		Never		Rarely		Occasionally		Frequently		Very Frequently	
	N	n	%	N	%	n	%	n	%	n	%
Prior to at-home learning, how frequently did your ILC provide the following services to you as a CIC in 2019-20?											
Assistance with Implementation of District Curriculum	219	10	4.6	17	7.8	40	18.3	90	41.1	62	28.3
Development of Action Plans	219	24	11.0	24	11.0	57	26.0	61	27.9	53	24.2
Feedback on Action Plans	219	25	11.4	22	10.1	54	24.7	67	30.6	51	23.3
On-Site Coaching of Teachers	219	28	12.8	27	12.3	69	31.5	51	23.3	44	20.1
PD Sessions	219	22	10.1	24	11.0	51	23.3	66	30.1	56	25.6
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	219	15	6.9	31	14.2	45	20.6	67	30.6	61	27.9
Review and Interpretation of Campus Data	219	21	9.6	25	11.4	53	24.2	69	31.5	51	23.3
Working with campus administration on instructional practices	219	14	6.4	22	10.1	64	29.2	66	30.1	53	24.2

Source: 2019-20 DISD Needs CIC Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 4: 2019-20 CIC Survey – Helpfulness of CIC Conferences Prior to At-Home Learning

	N	Not Helpful		Slightly Helpful		Moderately Helpful		Helpful		Very Helpful		Not Applicable	
		n	%	n	%	n	%	n	%	n	%	n	%
		Prior to at-home learning, how helpful were the following sessions that you attended at the CIC conferences during the 2019-20 school year?											
Content sessions	218	4	1.8	4	1.8	24	11.0	36	16.5	82	37.6	68	31.2
Network sessions	218	5	2.3	8	3.7	28	12.8	41	18.8	69	31.7	67	30.7
Choice sessions	218	4	1.8	4	1.8	19	8.7	46	21.1	71	32.6	74	33.9

Source: 2019-20 DISD Needs CIC Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 5: 2019-20 CIC Survey – Level of Satisfaction Prior to At-Home Learning

Appendix C, Table C. 2019-2020 Survey: Level of Satisfaction Prior to At-Home Learning													
		Not at all Satisfied		Slightly Satisfied		Moderately Satisfied		Very Satisfied		Completely Satisfied		Not Applicable	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, please indicate your level of satisfaction with the following aspects of the implementation of the Instructional Lead Coach structure.													
Quality of the PD	218	6	2.8	14	6.4	34	15.6	76	34.9	82	37.6	6	2.8
Collaboration with your school administrators	218	10	4.6	13	6.0	28	12.8	63	28.9	90	41.3	14	6.4
Quality of feedback and support from the Instructional Lead Coach	218	7	3.2	14	6.4	21	9.6	68	31.2	103	47.3	5	2.3

Source: 2019-20 DISD Needs CIC Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 6: 2019-20 CIC Survey – Perceptions Prior to At-Home Learning

Appendix C, Table C.1 2019-20 Pre-Survey: Perceptions Prior to At-Home Learning											
	<i>N</i>	Strongly Disagree		Disagree		Agree		Strongly Agree		Not Applicable	
		<i>N</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning during the 2019-20 school year...											
The Instructional Lead Coach(es) provided services that met the needs of our campus.	218	4	1.8	14	6.4	67	30.7	124	56.9	9	4.1
The Instructional Lead Coach(es) responded to our campus needs in a timely manner.	218	2	0.9	13	6.0	61	28.0	133	61.0	9	4.1
The Instructional Lead Coach structure was effective.	218	5	2.3	15	6.9	66	30.3	121	55.5	11	5.1

Source: 2019-20 DISD Needs CIC Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 7: 2019-20 CIC Survey – Feedback Prior to At-Home Learning

	<i>N</i>	No Improvement		Very little improvement		Some improvement		A lot of improvement	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, in which of the following ways did your skills improve from Instructional Lead Coach support during the 2019-20 school year?									
Coaching (e.g., implementation of improved coaching practices)	213	16	7.5	18	8.5	101	47.4	78	36.6
Data (e.g., planning, analyzing, and implementing data for decision making)	213	21	9.9	21	9.9	98	46.0	73	34.3
Feedback (e.g., learning how to provide useful feedback and receiving/incorporating useful feedback)	213	16	7.5	19	8.9	80	37.6	98	46.0
Knowledge (e.g., strategies, content, and district goals)	213	13	6.1	15	7.0	83	39.0	102	47.9

Source: 2019-20 DISD Needs CIC Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 8: 2019-20 CIC Survey – Services During At-Home Learning

	<i>N</i>	Never		Rarely		Occasionally		Frequently		Very Frequently	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
		During at-home learning, how frequently did your ILC provide the following services to you as a CIC?									
Assistance with Implementation of District Curriculum	209	19	9.1	23	11.0	43	20.6	82	39.2	42	20.1
Development of Action Plans	209	44	21.1	23	11.0	53	25.4	57	27.3	32	15.3
Feedback on Action Plans	209	49	23.4	20	9.6	49	23.4	57	27.3	34	16.3
On-Site Coaching of Teachers	209	51	24.4	30	14.4	51	24.4	53	25.4	24	11.5
PD Sessions	209	42	20.1	26	12.4	43	20.6	60	28.7	38	18.2
Professional Learning Community (PLC)	209	27	12.9	22	10.5	42	20.1	65	31.1	53	25.4
Guidance, Planning, and Modeling (e.g., Power Meeting Support)	209	27	12.9	22	10.5	42	20.1	65	31.1	53	25.4
Review and Interpretation of Campus Data	209	63	30.1	33	15.8	51	24.4	38	18.2	24	11.5
Working with campus administration on instructional practices	209	39	18.7	29	13.9	53	25.4	56	26.8	32	15.3

Source: 2019-20 DISD Needs ILC Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D

Appendix D, Table 1: 2019-20 AP Survey – Campus Level and Content Area

	<i>N</i>	AP	
		<i>n</i>	%
Which campus level do you serve? (Check all that apply)			
Elementary	51	0	0.0
Elementary/Middle- grades PK-8	51	0	0.0
Middle	51	0	0.0
Middle/High- grades 6-12 or 7-12	51	8	15.7
High	51	43	84.3
How many creditable years of service do you have as an AP?			
0 (this is my first year)	51	6	11.8
1-2 years	51	9	17.7
3-4 years	51	7	13.7
5 or more years	51	29	56.9

Source: 2019-20 DISD Needs AP Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D, Table 2: 2019-20 AP Survey – ILC Services Prior to At-Home Learning

	<i>N</i>	AP	
		<i>n</i>	%
Prior to at-home learning, did an ILC provide services to you and your campus during the 2019-20 academic year?			
Yes	51	47	92.2
No	51	4	7.8
Prior to at-home learning, how frequently did an ILC provided services to your campus in 2019-20?			
Often (regularly scheduled)	51	25	49.0
Sometimes (as needed but not regularly scheduled; more than once or twice per semester)	51	12	23.5
Seldom (as needed but not regularly scheduled; only once or twice annually)	51	7	13.7
Never	51	3	5.9
Don't know or not sure	51	4	7.8

Source: 2019-20 DISD Needs AP Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D, Table 3: 2019-20 AP Survey – Services Provided by ILC Prior to At-Home Learning

Appendix D, Table D.1: 2019-2020 Survey: Services Provided by ILC Prior to At-Home Learning											
		Never		Rarely		Occasionally		Frequently		Very Frequently	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, how frequently did your Instructional Lead Coach provide the following services to you as an Assistant Principal?											
Assistance with Implementation of District Curriculum	51	9	17.7	6	11.8	10	19.6	12	23.5	14	27.5
Development of Action Plans	51	12	23.5	6	11.8	9	17.7	13	25.5	11	21.6
Feedback on Action Plans	51	13	25.5	5	9.8	9	17.7	12	23.5	12	23.5
On-Site Coaching of Teachers	51	11	21.6	7	13.7	9	17.7	11	21.6	13	25.5
PD Sessions	51	7	13.7	5	9.8	15	29.4	14	27.5	10	19.6
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	51	11	21.6	6	11.8	11	21.6	11	21.6	12	23.5
Review and Interpretation of Campus Data	51	12	23.5	4	7.8	10	19.6	10	19.6	15	29.4
Working with campus administration on instructional practices	51	7	13.7	7	13.7	12	23.5	12	23.5	13	25.5

Source: 2019-20 DISD Needs AP Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D, Table 4: 2019-20 AP Survey – Perceptions Prior to At-Home Learning

Appendix D, Table 11 2019-2020 AL Survey Perceptions Prior to At Home Learning											
	<i>N</i>	Strongly Disagree		Disagree		Agree		Strongly Agree		Not Applicable	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please indicate your level of agreement with the following statements.											
The Instructional Lead Coach(es) provided services that met the needs of our campus.	51	4	7.8	5	9.8	16	31.4	19	37.3	7	13.7
The Instructional Lead Coach(es) responded to our campus needs in a timely manner.	51	3	5.9	4	7.8	16	31.4	21	41.2	7	13.7

Source: 2019-20 DISD Needs AP Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D, Table 5: 2019-20 AP Survey – Feedback Prior to At-Home Learning

Appendix B, Table 6: 2019-2020 Survey: Feedback Prior to At-Home Learning									
	<i>N</i>	No Improvement		Very little improvement		Some improvement		A lot of improvement	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, in which of the following ways did your skills improve from ILC support during the 2019-20 school year?									
Coaching (e.g., implementation of improved coaching practices)	50	10	20.0	7	14.0	19	38.0	14	28.0
Data (e.g., planning, analyzing, and implementing data for decision making)	50	11	22.0	9	18.0	19	38.0	11	22.0
Feedback (e.g., learning how to provide useful feedback and receiving/incorporating useful feedback)	50	10	20.0	7	14.0	22	44.0	11	22.0
Knowledge (e.g., strategies, content, and district goals)	50	11	22.0	6	12.0	21	42.0	12	24.0

Source: 2019-20 DISD Needs AP Survey.

Appendix D, Table 6: 2019-20 AP Survey – Services Provided by ILC During At-Home Learning

Appendix B, Table 1: 2019-20 AP Survey: Services Provided by ILC During At-Home Learning											
	<i>N</i>	Never		Rarely		Occasionally		Frequently		Very Frequently	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
During at-home learning, how frequently did your ILC provide the following services to you as an AP?											
Assistance with Implementation of District Curriculum	49	20	40.8	6	12.2	5	10.2	10	20.4	8	16.3
Development of Action Plans	49	21	42.9	5	10.2	8	16.3	8	16.3	7	14.3
Feedback on Action Plans	49	21	42.9	6	12.2	6	12.2	10	20.4	6	12.2
On-Site Coaching of Teachers	49	20	40.8	11	22.5	7	14.3	6	12.2	5	10.2
PD Sessions	49	21	42.9	9	18.4	3	6.1	11	22.5	5	10.2
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	49	17	34.7	8	16.3	7	14.3	9	18.4	8	16.3
Review and Interpretation of Campus Data	48	21	43.8	8	16.7	4	8.3	11	22.9	4	8.3
Working with campus administration on instructional practices	48	20	41.7	6	12.5	6	12.5	10	20.8	6	12.5

Source: 2019-20 DISD Needs AP Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix E

Appendix E: 2019-20 DISD Needs Survey Respondents by Network

	APs (N = 51)		CICs (N = 224)		ILCs (N = 66)	
	n	%	n	%	n	%
In which network did you work in 2019-20? (Select all that may apply, if applicable)						
Seagoville, Spruce, Samuell, and Wilmer-Hutchins Secondary Cluster; Samuell and Seagoville Elementary Cluster; Wilmer-Hutchins, and Spruce Elementary Cluster	4	7.8	50	22.3	15	22.7
Wilson, Skyline, North Dallas, and Bryan Adams Secondary Cluster; Skyline and Wilson Elementary Cluster; Bryan Adams and North Dallas Elementary Cluster	9	17.7	42	18.8	8	12.1
Jefferson, Conrad, Hillcrest, and White Secondary Cluster; Jefferson and Conrad Elementary Cluster; Hillcrest and White Elementary Cluster	8	15.7	31	13.8	8	12.1
Carter, Kimball, Lincoln, Madison, Roosevelt, and SOC High Schools; Carter, Kimball, Lincoln, Madison, Roosevelt, and SOC Middle Schools; Kimball Elementary Cluster; SOC Elementary Cluster; Lincoln, Madison and Roosevelt Elementary Cluster; Carter Elementary Cluster	11	21.6	53	23.7	20	30.3
Adamson, Pinkston, Sunset, and Molina Secondary Cluster; Pinkston and Adamson Elementary Cluster; Sunset and Molina Elementary Cluster	10	19.6	36	16.1	8	12.1
Magnet Schools Cluster	7	13.7	7	3.1	3	4.6
OTI Cluster	3	5.9	6	2.7	3	4.6

Source: 2019-20 AP, CIC, and ILC Surveys.

Appendix F

Appendix F: 2019-20 DISD Needs Survey Respondents by Cluster

	APs (N = 51)		CICs (N = 224)		ILCs (N = 66)	
	n	%	n	%	n	%
In which cluster did you work in 2019-20? (Select all that may apply.)						
Seagoville, Spruce, Samuell, and Wilmer-Hutchins Secondary Cluster	4	7.8	25	11.2	9	13.6
Samuell and Seagoville Elementary Cluster	0	0.0	18	8.0	3	4.6
Wilmer-Hutchins and Spruce Elementary Cluster	0	0.0	8	3.6	4	6.1
Wilson, Skyline, North Dallas, and Bryan Adams Secondary Cluster	7	13.7	17	7.6	4	6.1
Skyline and Wilson Elementary Cluster	1	2.0	12	5.4	1	1.5
Bryan Adams and North Dallas Elementary Cluster	1	2.0	13	5.8	3	4.6
Jefferson, Conrad, Hillcrest, and White Secondary Cluster	6	11.8	10	4.5	4	6.1
Jefferson and Conrad Elementary Cluster	0	0.0	6	2.7	2	3.0
Hillcrest and White Elementary Cluster	2	3.9	15	6.7	2	3.0
Carter, Kimball, Lincoln, Madison, Roosevelt, and SOC High Schools	9	17.7	13	5.8	5	7.6
Carter, Kimball, Lincoln, Madison, Roosevelt, and SOC Middle Schools	1	2.0	12	5.4	6	9.1
Kimball Elementary Cluster	0	0.0	9	4.0	2	3.0
SOC Elementary Cluster	0	0.0	8	3.6	2	3.0
Lincoln, Madison and Roosevelt Elementary Cluster	0	0.0	5	2.2	3	4.6
Carter Elementary Cluster	0	0.0	5	2.2	2	3.0
Adamson, Pinkston, Sunset, and Molina Secondary Cluster	7	13.7	9	4.0	4	6.1
Pinkston and Adamson Elementary Cluster	2	3.9	11	4.9	3	4.6
Sunset and Molina Elementary Cluster	1	2.0	16	7.1	2	3.0
Magnet Schools Cluster	7	13.7	7	3.1	3	4.6
OTI Cluster	3	5.9	6	2.7	3	4.6

Source: 2019-20 AP, CIC, and ILC Surveys.