

2020-21

Evaluation of the Differentiated Instructional and Technology Support Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



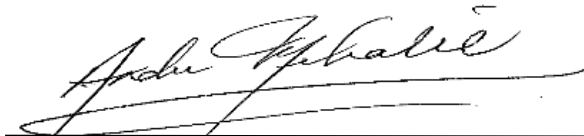
2020-21

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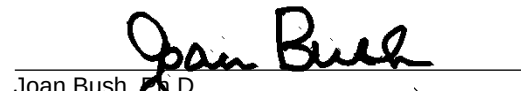
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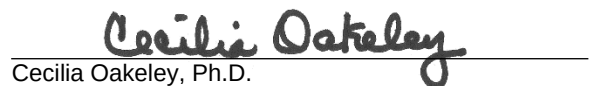
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This report and executive summary are available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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ACRONYMS AND ABBREVIATIONS

AP	Assistant Principal
CIC	Campus Instructional Coach
ED	Executive Director
HPC	High Priority Campus
ILC	Instructional Lead Coach
ISD	Independent School District
PD	Professional Development
PLCs	Professional Learning Communities
SL	School Leadership
NCs	School Leadership Network Coordinators
T&L	Teaching and Learning

Evaluation of the Differentiated Instructional and Technology Support Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The 2020-21 Differentiated Instructional and Technology Support program in the Dallas Independent School District (ISD) is the result of a recent merge of the Differentiated Instructional Support for the District Needs program and the Coaching for Technology Integration program. The goal is to provide instructional support to Dallas ISD campuses. To accomplish this goal, Network Coordinators (NCs) and instructional lead coaches (ILCs) served as the bridge between School Leadership (SL) and campuses – with NCs and ILCs providing instructional support to Dallas ISD teachers, campus instructional coaches (CICs), principals, and assistant principals (APs). NCs provide leadership training to campus staff while ILCs report to feeder pattern executive directors (EDs) and work with content and instructional experts from Teaching and Learning (T&L) to provide training for curriculum development in four content areas: reading, mathematics, social studies, and science. With the support of ILCs, each campus developed a structured plan for campus staff to design lessons that increase the use of technology within content instruction. The budget for the 2020-21 Differentiated Instructional and Technology Support program was \$8,741,431 from Title I funds, an increase of \$750,605 from the previous year.

A total of 68 ILCs provided instructional support to campuses. Example supports include: 1) assisting with the implementation of district curricula, 2) developing action plans, 3) providing feedback for reaction plans, 4) on-site coaching of teachers, 5) designing and providing on-site support activities to increase efficiencies in the use of the changing technology tools and resources, and 6) providing technology support to all the content ILCs.

Nine NCs provided leadership training to campus staff and each NC supported their three Executive Directors from their assigned network (e.g., Central, Southeast, and Northeast). NCs provided support to Dallas ISD campuses. Example supports include: 1) designing, coordinating, and delivering professional development on various topics; 2) coordinating principal and AP meetings with EDs and ILCs within their network; 3) locating, analyzing, and presenting various types and levels of data; 4) coordinating with other departments for network and campus-level trainings.

EVALUATION QUESTIONS/OUTCOMES

What were the characteristics of ILCs and NCs in 2020-21?

During the 2020-21 school year, of the 68 ILCs worked in the Dallas ISD, the majority were female (84%) and more than half (60%) were African American. Most ILCs (70%) held a master's degree. In addition, 100 percent of ILCs remained in their role for the entire 2020-21 school year. In addition, of the nine NCs who worked in the district, the majority were female (71%) and 43 percent were each White or African American. Most NCs (57%) held a bachelor's degree. In addition, 86 percent of NCs were retained as district NCs for the 2020-21 school year.

What was the distribution of ED and ILC campus visits by network during the 2020-21 school year?

During the 2020-21 school year, 1,597 ED/SL visits and 4,059 ILC visits were conducted on Dallas ISD campuses (Table E1). The largest percentage of visits occurred in the Central (ED/SL: 42.9%; ILC: 34.0%) and Northwest (ED/SL: 20.7%; ILC: 14.3%) networks, and the smallest percentage occurred in the Magnet (ED/SL: 3.9%; ILC: 3.4%) and Transformation (ED/SL: 0.6%; ILC: 4.8%) networks. ED spot observations were not reported in 2020-21 because of incomplete data.

Table E1: 2020-21 ED/SL and ILC Visits by Network

Network	ED/SL Visits		ILC Visits	
	N	%	N	%
ACE	130	8.1	184	4.5
Central	685	42.9	1,382	34.0
Magnet	63	3.9	139	3.4
Northeast	317	19.8	441	10.9
Northwest	331	20.7	580	14.3
Southeast	29	1.8	550	13.6
Southwest	32	2.0	589	14.5
Transformation	10	0.6	194	4.8
District	1,597	100.0	4,059	100.0

Source: Campus Coaching Tracker data files.

Note: Some percentages do not sum to 100 due to rounding.

What professional development opportunities were offered and completed by ILCs in 2020-21?

Three ILC Summit Sessions were held. Attendees included 73 ILCs on January 11, 2021, 64 on February 8, 2021; and 58 on April 19, 2021.

What were the perceptions of EDs, ILCs, NCs, CICs, and APs regarding the implementation of the Differentiated Instructional and Technology Support program in 2020-21?

Similar to 2019-20, survey responses regarding the Differentiated Instructional and Technology Support program were generally positive.

Executive Director Survey

Of the 21 EDs invited, 11 (52%) completed at least part of the survey. The most common service that EDs assigned to their reading and mathematics ILCs included guiding, planning, and modeling support for PLCs (91%). The most common service that EDs assigned to their Science ILCs included developing instructional practices (46%).

When describing two strengths of the 2020-21 ILC model (11 responses), EDs most frequently mentioned the content knowledge of the ILCs ($n = 5$, 46%), coaching support ($n = 3$; 27%), and the data/need informed ILC assignment ($n = 2$; 18%). Regarding the supports that would be beneficial for the ILC model for the 2021-22 school year (11 responses), EDs most often mentioned technology support (ILCs; $n = 3$; 27%) and adding more ILCs in certain content areas (e.g., Social Studies and Science; $n = 2$; 18%).

Instructional Lead Coach Survey

Fifty-one (75%) of the 68 invited ILCs completed at least part of the survey. Per ILCs, the three most common services frequently or very frequently requested by EDs included reviewing and interpreting campus data (96%); guiding, planning, and modeling support for PLCs (94%); and developing instructional practices (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: 92%; APs: 86%) and training campus administrators on instructional practices (CICs: 86%; APs: 82%) were two services that ILCs frequently or very frequently provided to both CICs and APs.

- While 84 percent of ILCs reported frequently or very frequently leading PD sessions for CICs, a smaller percentage (67%) frequently or very frequently led PD sessions for APs. In contrast, 75 percent of ILCs reported they frequently or very frequently helped implement curriculum for APs, compared to 96 percent of ILCs for CICs.

ILC respondents highly rated the helpfulness of the services that they received from program. Sixty-five percent of ILCs rated the PD collaboration with the T&L department as moderately or extremely helpful. Eighty-two percent agreed the collaboration between T&L and ILCs provided content resources that effectively provided instructional support to campuses. In addition, most ILC survey respondents agreed or strongly agreed that 1) APs (96%), CICs (100%), and principals (98%) were receptive to the service(s) that they provided, and 2) the ILC model was effective at providing instructional support to campuses (94%).

Network Coordinator Survey

Of the 9 NCs invited to complete the survey, 7 (78%) completed at least part of the survey. NCs reported that the three most common services frequently or very frequently requested by ILCs reviewing campus data (86%); leading PD sessions (57%); and develop action plans (50%).

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

- Reviewing campus data (CICs: 71%; APs: 86%), guiding, planning and modeling PLCs (CICs: 43%; APs: 57%) and developing instructional practices (APs: 72%) were three services that NCs frequently or very frequently provided to CICs and APs.
- NCs reported frequently or very frequently developing instructional practices for APs (72%) and led PD sessions for APs (57%). Similarly, 14 percent of NCs reported that they frequently or very frequently provided technology/blended learning support for CICs, compared to 29 percent of NCs for CICs.

All NCs reported that the weekly NC meetings were either moderately helpful (29%) or extremely helpful (71%). NC respondents also reported that they experienced some improvement or a lot of improvement in the following skills: autonomy (14%), collaboration (57%), flexibility (29%), and PD (57%). NC respondents also reported that they need more support in the following areas: developing knowledge and competency (57%), collaboration (29%), and coaching skills (14%). All NC survey respondents agreed to strongly

agreed that the ILC model was effective at providing instructional support to campuses and almost all NCs agreed to strongly agreed that Principals (100%), APs (100%) and CICs (86%) were receptive to the services they provided.

Campus Instructional Coach Survey

Of the 347 CICs invited to complete the survey, 119 (34%) completed at least part of the survey. During 2020-21, 92 percent of CIC respondents reported that an ILC had provided services to them or their campuses, and 59 percent reported that their ILCs provided support often.

The most frequent service that ILCs provided CICs was to help implement district curriculum (42%). In addition, most CICs expressed favorable views about their experiences with the Differentiated Instructional and Technology Support program. Regarding the quality of services provided by ILCs, the majority of CICs (67%) rated the technology support they received from ILCs as either helpful or very helpful. Additionally, Most CICs agreed or strongly agreed that ILCs provided services met the needs of their campuses (83%) and responded to their campus needs in a timely manner (83%). Finally, the majority of CICs (79%) agreed or strongly agreed that the ILC structure was effective.

- Eighty-one percent of CICs reported they improved in knowledge from this year's ILC support.
- Seventy-nine percent of CICs improved in providing feedback as a result of the ILC support they received this year.
- Seventy-seven percent of CICs reported that they improved in data and coaching skills as a result of this year's ILC support.

CICs considered the most successful support (119 responses) to be PD sessions that ILCs provided ($n = 44$; 37%), followed by frequent and timely communication with ILCs ($n = 22$; 19%) and curriculum and lesson support that the ILCs provided ($n = 20$; 17%). In addition, CICs reported that the two most important ways that ILCs can continue to support CICs (119 responses) included continuing to provide PD session for their growth ($n = 64$; 54%) and more frequent and timely communication between ILCs and CICs ($n = 28$; 24%).

Assistant Principal Survey

Of the 467 APs invited to complete the survey, 170 (36%) completed at least part of the survey. Eighty-eight percent reported that their ILCs provided services to their campuses, with the three most common services provided to APs being: help to implement curriculum (47%), developing instructional practices (44%), and providing feedback on action plans (40%).

The majority of APs (71%) agreed or strongly agreed that ILC structure was effective at providing instructional support to their campuses. When describing the skills that improved from the ILC model, AP respondents reported that they experienced at least some to a lot of data in their knowledge (63%), feedback (58%), coaching (57%), and skills data (56%).

When APs described the two most important ways that ILCs can continue to support APs (170 responses), APs most frequently mentioned that ILCs can continue to develop and lead PD sessions ($n = 45$; 27%), followed by coaching teachers and CICs ($n = 42$; 25%), and review and interpret campus data ($n = 26$; 15%). In addition, regarding the two most successful supports APs received from ILCs, APs most frequently mentioned providing PD session ($n = 43$; 25%), followed by data support ($n = 36$; 21%), and lesson planning and instructional support ($n = 30$; 18%).

What percentage of campuses have created a structured campus technology plan for staff during the 2020-21 school year?

In 2020-21, the Differentiated Instructional and Technology Support program supported the development of a structured campus technology plan for Dallas ISD campus staff and program staff members provided end-of-year data to the program evaluator. A frequency analysis was conducted and showed that a total of 230 (100%) Dallas ISD campuses created a structured campus technology plan for campus staff.

RECOMMENDATIONS

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

Improve the tracking of ED spot observation data.

Continue using ILCs in their current roles.

Further support ILCs by continuing to build their knowledge and skills.

2020-21

Evaluation of the Differentiated Instructional and Technology Support Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

The 2020-21 Differentiated Instructional and Technology Support program in the Dallas Independent School District (Dallas ISD) is the result of a recent merge of the Differentiated Instructional Support for the District Needs program and the Coaching for Technology Integration program. The goal of the Differentiated Instructional and Technology Support program is to provide instructional support to Dallas ISD campuses. In order to accomplish this goal, Network Coordinators (NCs) and Instructional Lead Coaches (ILCs) served as the bridge between the School Leadership (SL) department and Dallas ISD campuses – with NCs and ILCs providing instructional support to Dallas ISD teachers, campus instructional coaches (CICs), principals, and assistant principals (APs). Specifically, NCs provide leadership training to campus staff while ILCs report to executive directors (EDs) of Dallas ISD feeder patterns and work with content and instructional experts from the Teaching and Learning (T&L) department to provide training for curriculum development in four content areas: reading, mathematics, social studies, and science. Additionally, with the support of ILCs, each campus in Dallas ISD developed a structured plan for campus staff to effectively design lessons that increase the use of technology within content instruction. The SL department guided the work of ILCs and NCs to maintain accountability for the implementation of Dallas ISD priorities in content areas and the development of a district-wide, blended learning environment.

Program Implementation¹

The Differentiated Instructional and Technology Support program was housed under the School Leadership department and provided instructional support to Dallas ISD campuses using the ILC model. The ILC model assigns ILCs and NCs to provide instructional support in four content areas (reading, mathematics, social studies, and science) and leadership training to campus staff and administration. The subsections below provide descriptions of supports provided by ILCs and NCs, the at-home learning support developed for summer 2020, and the roles and responsibilities of CICs, EDs, and APs.

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the

¹ Portions of this report were adapted from Barton (2020) and Garcia-Rincón (2020).

Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols.

At-Home Learning 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. Observations were used to determine how content was being shared with students and to provide feedback to teachers. In addition, ILCs worked with the T&L department to create new at-home lesson plans for the summer which could be used for in-person or virtual instruction. ILCs also provided support to teachers experiencing technology issues, while also continuing to attend virtual meetings with teachers and parents, as needed. In 2020-21, ILCs continued to conduct campus visits in person and virtually, while also working with the T&L department on curriculum development.

Instructional Lead Coaches

A total of 68 ILCs provided support to Dallas ISD campuses by assisting with the implementation of district curricula, developing action plans, providing feedback for reaction plans, providing on-site coaching of teachers, guiding Professional Learning Communities (PLCs), organizing professional development, reviewing and interpreting campus data, working with campus administration on instructional practices, and developing structured campus technology plans for Dallas ISD campus staff. ILCs provided additional support to Dallas ISD campuses by:

- designing and providing on-site support activities to increase efficiencies in the use of the changing technology tools and resources,
- developing and delivering training to campus administrators and instructional staff,
- providing support to CICs to reinforce blended learning pedagogy through new routines and procedures to better integrate technology within content instruction,
- providing differentiated support and PD for campus administrative teams to improve campus data-driven decision making and support school instructional design, and
- providing technology support to all the content ILCs.

Starting in January 2021, ILCs received training on Mondays of each week and ILC Summit Sessions once per month. During trainings, the T&L department and other experts in the field² (e.g., racial equity speakers) would train ILCs on best practices in order to increase depth of knowledge and to develop PDs for EDs, teachers, CICs, and APs. In addition, ILCs had the opportunity to collaborate with other ILCs (e.g., content sessions with the T&L department).

School Leadership Coordinators

A total of seven NCs provided leadership training to campus staff and each NC provided support to the three Executive Directors from their assigned network (e.g., Central, Southeast, and Northeast) in Dallas ISD. NCs provided support to Dallas ISD campuses by 1) designing, coordinating, and delivering professional development on various topics including: best data practices, instructional models, state and local accountability updates, cultural intelligence (CQ) training in partnership with the Racial Equity Office and the T&L department); 2) coordinating principal and AP meetings with EDs and ILCs within their network; 3) locating, analyzing, and presenting various types and levels of data (e.g., instructional, discipline offenses, and spot observations) for EDs; 4) coordinating with other departments (e.g., the T&L department or Multi-tiered Systems of Support) for network and campus-level trainings; 5) conducting campus visits with EDs to observe content instruction, campus culture, and power meetings; 6) providing coaching to campus leaders based on ED direction or campus request; 7) co-developing or vetting campus-designed professional development sessions; and 8) coordinating six weeks-at-a-glance curriculum preview sessions for network campuses. NCs met each Monday to align district-wide SL department initiatives³, engage in problems of practice⁴, and share projects. Additionally, NCs received trainings, including Region 10 offerings on accountability or Targeted Intervention Plans related to supports NCs provide to campuses.

Executive Directors

ILCs were assigned to one of 21 EDs, of which three EDs reported to one NC. While two ILCs (i.e., a reading and mathematics ILC) were assigned to each ED in previous years, the SL department modified how ILCs were assigned for the 2020-21 school year. The number of ILCs assigned to each ED in 2020-21 was determined by the High Priority Campus (HPC) selection process⁵. The HPC selection process allowed the program to allocate personnel more equitably based on the needs of campuses within their networks and the number of HPCs they support.

²After the 2019-20 school year, ILCs stopped receiving coaching training from the outside vendor (Ed Elements) to build coaching capacity.

³NCs used the meeting time to ensure clarity of message and priorities communicated across networks within Dallas ISD. Additionally, NCs from all networks within Dallas ISD worked together to develop products (e.g., PD modules, data tools, campus leader coaching tools), so that each network within Dallas ISD is designing and implementing the same product.

⁴Example problems of practice: 1) How do we support campuses in providing students with high-quality, in-the-moment feedback in a time of social distancing when half the class is engaged remotely? 2) How do we help campuses improve their systems for monitoring student attendance, engagement of remote learners, and students' progress toward promotion/graduation during a pandemic?

⁵HPCs are identified by state accountability rating, Intensity of Poverty Index (IPI) rating, and status as an ACE, Choice, or Magnet campus. More information about the HPC selection process can be found at: https://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/441/2020_HPC_Selection_Process.pdf

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 (a reading and mathematics CIC). CICs reported to principals and used various methods to improve teaching, including coaching, monitoring data, focused dialogue, collaborative planning, action plan implementation, and PD. In 2019-20, CICs attended three CIC conferences in order to improve content knowledge depth but CICs did not attend CIC conferences in the 2020-21 school year. In 2020-21, CICs attended PD sessions facilitated by ILCs, based on the needs of their campus.

Assistant Principals

Beginning in 2020-21, 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 visits 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.⁶ 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 Differentiated Instructional and Technology Support program, including funding, program staff member characteristics, professional development opportunities provided, and the perceptions of participants in the program. This evaluation will address the following questions:

1. What was the source and amount of funding for the Differentiated Instructional and Technology Support program in 2020-21?
2. What were the characteristics of ILCs and NCs in 2020-21?
3. What was the distribution of campus visits by network during the 2020-21 school year?
4. What PD opportunities were offered and completed by ILCs in 2020-21?
5. What were the perceptions of EDs, ILCs, NCs, CICs, and APs regarding the implementation of the Differentiated Instructional and Technology Support program in 2020-21?
6. What percentage of campuses created a structured campus technology plan for staff during the 2020-21 school year?

⁶ Administrative team meetings generally consisted of principals, APs, and counselors. The content leadership team meetings included ILCs, APs, and teacher leaders.

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the Differentiated Instructional and Technology Support program in 2020-21?

Methodology

Program budget information was provided by Special Revenue Funds Management as of February 28, 2021.

Results

The total budget for the 2020-21 Differentiated Instructional and Technology Support program was \$8,741,431 from Title I funds, which was an increase of \$750,605 from the previous year. In 2019-20, the Differentiated Instructional Support for District Needs program received \$6,891,216 in Title I funding and the Coaching for Technology Integration program received \$1,099,610 in Title IV funding.

What were the characteristics of ILCs and NCs in 2020-21?

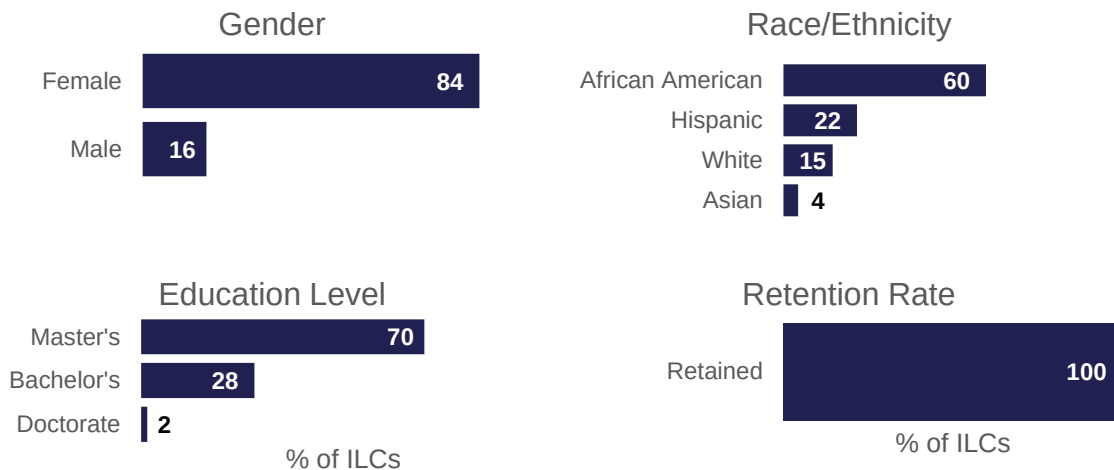
Methodology

To determine the characteristics of ILCs in 2020-21, the evaluator used a list of ILCs and NCs provided by the Differentiated Instructional and Technology Support program staff members and merged it with the district personnel file dated April 29, 2021. Frequency analyses were conducted to summarize ILC and NC characteristics by race/ethnicity, gender, and education level. Additionally, retention rates for ILCs and NCs were calculated using personnel files from April 7, 2020 and April 29, 2021.

Results

During the 2020-21 school year, 68 ILCs worked in the Dallas ISD. As indicated by Figure 1, the majority of 2020-21 ILCs were female (84%) and/or African American (60%). Most ILCs (70%) held a master's degree. In addition, 100 percent of ILCs were retained as district ILCs for the entire 2020-21 school year.

Figure 1: 2020-21 ILC Characteristics

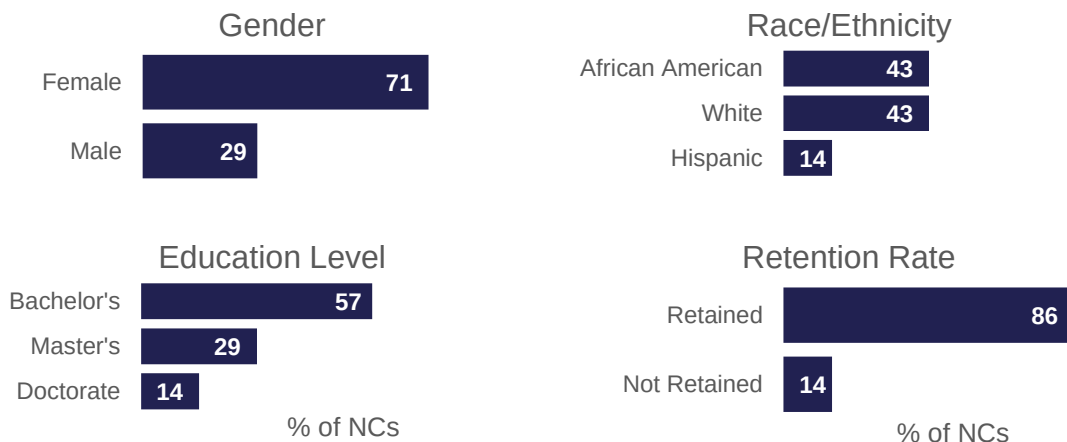


Source: District personnel files dated 04/07/20 and 04/29/21 for retention rates. District personnel file dated 04/29/21 for demographics.

Note: N = 68 ILCs in 2020-21. Some percentages may not sum to 100 percent because of rounding. Retention rate included the percentage of ILCs who remained in their positions in the district for 2020-21.

During the 2020-21 school year, nine NCs worked in the Dallas ISD; seven completed the survey. As indicated by Figure 2, the majority of 2020-21 NC respondents were female (71%), held the same district role in 2019-20, and earned a bachelor's degree (57%) When reviewed by race/ethnicity, most respondents were African American (43%) or white (43%); 14 percent were Hispanic.

Figure 2: 2020-21 NC Characteristics



Source: District personnel files dated 04/07/20 and 04/29/21 for retention rates. District personnel file dated 04/29/21 for demographics.

Note: N = 7 NC respondents in 2020-21. Retention rate included the percentage of 2020-21 NCs who remained in their positions within Dallas ISD since 2019-20.

What was the distribution of campus visits by network during the 2020-21 school year?

Methodology

The evaluator reviewed the 2020-21 Campus Coaching Tracker file for 230 Dallas ISD campuses. A frequency analysis was conducted to calculate the number and percentage of ED/SL visits⁷ and ILC visits,⁸ and ED spot observations⁹ by network across all campuses.¹⁰ Most campus visits were virtual and the opportunity for face-to-face campus visits depended on the Dallas ISD campus and ED.

Results

During the 2020-21 school year, 1,597 ED/SL visits and 4,059 ILC visits were conducted on Dallas ISD campuses (Table 1). Overall, the largest percentage of visits occurred in the Central (ED/SL: 42.9%; ILC: 34.0%) and Northwest (ED/SL: 20.7%; ILC: 14.3%) networks, and the smallest percentage occurred in the Magnet (ED/SL: 3.9%; ILC: 3.4%) and Transformation (ED/SL: 0.6%; ILC: 4.8%) networks. ED Spot Observations were not consistently reported across all Dallas ISD campuses; therefore, they were not included in this report.

Table 1: 2020-21 ED/SL and ILC Visits by Network

Network	ED/SL Visits		ILC Visits	
	N	%	N	%
ACE	130	8.1	184	4.5
Central	685	42.9	1382	34.0
Magnet	63	3.9	139	3.4
Northeast	317	19.8	441	10.9
Northwest	331	20.7	580	14.3
Southeast	29	1.8	550	13.6
Southwest	32	2.0	589	14.5
Transformation	10	0.6	194	4.8
District	1,597	99.8	4,059	100.0

Source: Campus Coaching Tracker data files.

Note: Some percentages do not sum to 100 due to rounding.

What PD opportunities were offered and completed by ILCs in 2020-21?

Methodology

An important focus of the Differentiated Instructional and Technology Support program was to provide ILCs with PD opportunities (i.e., ILC Summit Sessions). ILCs used Summit sessions to increase their depth of knowledge and to create PD for teachers, CICs, principals, and assistant principals. SL provided attendance data for ILC Summit Sessions from January 11, 2021 to April 19, 2021.¹¹ After each

⁷ 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.

⁸ ILC visits allowed ILCs to support campus staff members based on the needs of each campus.

⁹ ED spot observations generally included an evaluative component to identify areas on each campus that needed additional support.

¹⁰ A campus visit by an ED or ILC could include one or more of these types of visits.

¹¹ These dates include the ILC Summit sessions offered during the 2020-21 school year and allowed for the timely publication of the data in the current evaluation report.

ILC Summit Session, ILCs were prompted to complete the ILC Summit Feedback Survey asking them to identify: 1) the three takeaways from the session, 2) the two next steps the ILC and their instructional teams will take after the session, 3) the one recommendation each ILC has for the next ILC Summit Session, and 4) to list any new PD they may need to prepare for their work¹². A frequency analysis was conducted to calculate the number of ILC attendees at each session and the average number of ILC attendees per session.

Results

Attendance data for ILC PD showed that a total of 73 ILCs attended the ILC Summit Session on January 11, 2021; 64 ILCs attended the ILC Summit Session on February 8, 2021; and 58 ILCs attended the ILC Summit Session on April 19, 2021. An average of 65 ILCs attended each ILC Summit Session.

What were the perceptions of EDs, ILCs, NCs, CICs, and APs regarding the implementation of the Differentiated Instructional and Technology Support program in 2020-21?

To collect feedback regarding experiences with the Differentiated Instructional and Technology Support program, the evaluator administered online surveys to all 2020-21 EDs, ILCs, NCs, 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 campuses, program staff, and district leadership about support services provided by ILCs and to outline PD that was completed during the 2020-21 school year. Similar to 2019-20, survey responses regarding the Differentiated Instructional and Technology Support program were generally positive.

Methodology

After incorporating feedback from Differentiated Instructional and Technology Support program leadership, the evaluator invited EDs ($N = 21$), ILCs ($N = 68$), NCs ($N = 9$), CICs ($N = 239$), and APs ($N = 467$) to complete an online survey. A list of EDs, ILCs, and NCs was provided by SL, and a list of CICs and APs was identified using the district personnel file dated January 21, 2021. The ED (15-item), NC (18-item), ILC (18-item), CIC (16-item), and AP (15-item) surveys were administered from April 13, 2021 to April 27, 2021. Periodic reminders were sent to those who had not yet responded. Survey questions addressed supports provided by ILCs and NCs and the helpfulness of the PD and weekly trainings, including: 1) what supports were successfully provided and 2) the most important ways to improve the ILC model for next year. The evaluator used descriptive statistics to calculate the percentage of survey respondents selecting each response option¹³ and content analyzed open-ended question responses, grouping feedback into general themes.

¹² A content analysis was not conducted on the open-ended questions included in the ILC Summit Session Feedback survey.

¹³ 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

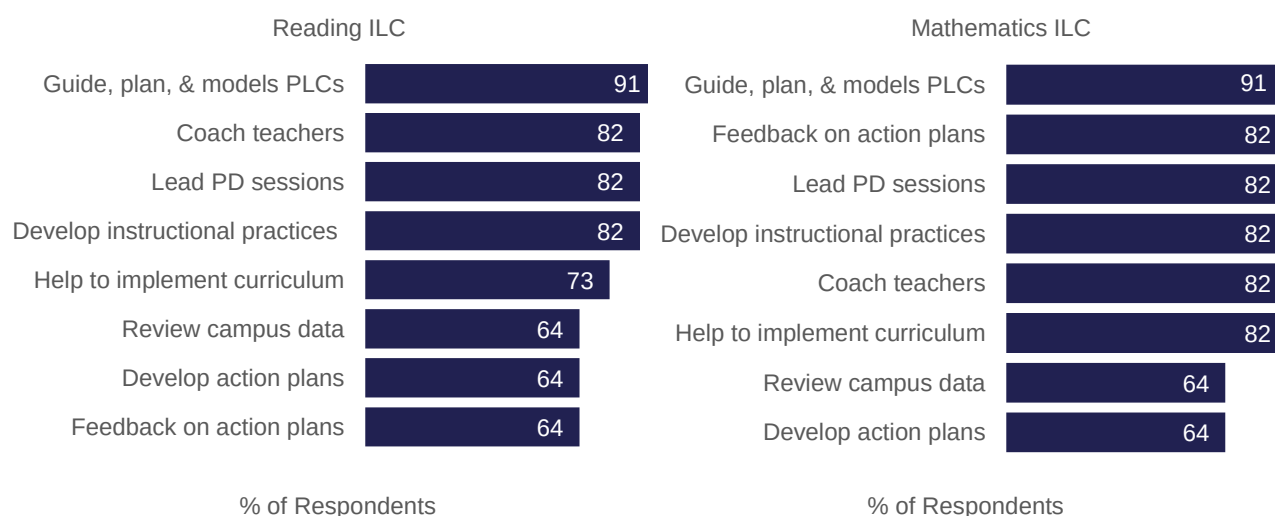
Survey results presented in this section reflect major findings for the ED, NC, ILC, CIC, and AP surveys. Response rates for all survey items are provided in Appendix A (ED survey), Appendix B (ILC survey), Appendix C (NC survey), Appendix D (CIC survey), and Appendix E (AP survey).¹⁴

Executive Director Survey

Of the 21 EDs invited to complete the survey, 11 (52%) completed at least part of the survey. The EDs reported that they assigned their reading and mathematics ILCs numerous support services during the 2020-21 school year. As indicated by Figure 3, the most common service that EDs assigned to their reading and mathematics ILCs included guiding, planning, and modeling support for PLCs (91%), followed by leading PD sessions (82%), coaching teachers (82%), developing instructional practices (82%), and helping implement curriculum (only mathematics ILCs, 82%) and feedback on action plans (only mathematics ILCs, 82%).

Figure 3: 2020-21 ED Survey – Assigned ILC Services

Campus support services assigned to ILCs during the 2020-21 school year? (Select all that apply)



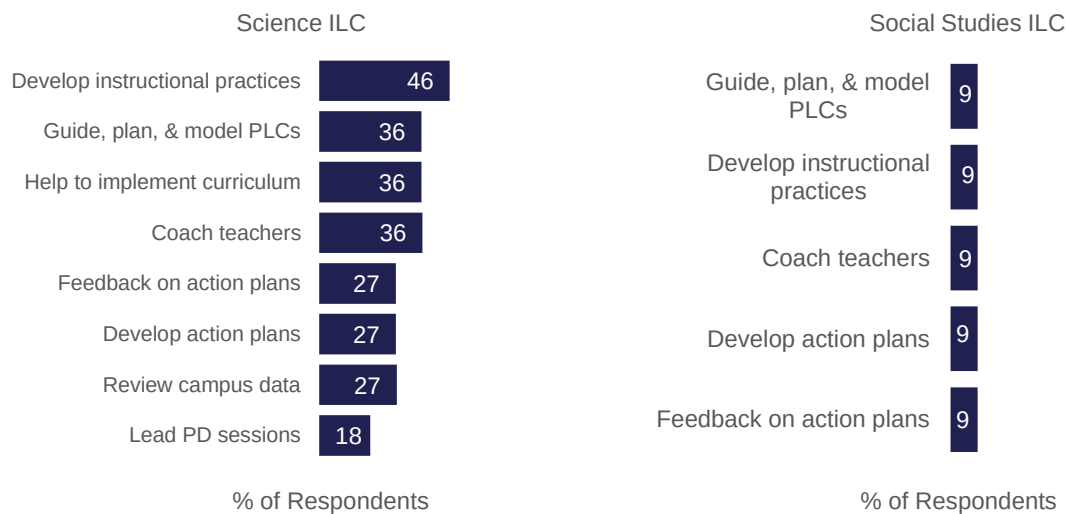
Source: 2020-21 Differentiated Instructional and Technology Support - ED Survey.
Note: For Ns and detailed survey response rates by question, see Appendix A.

EDs also assigned their science and social studies ILCs numerous support services during the 2020-21 school year. As indicated by Figure 4, the most common service that EDs assigned to their Science ILCs was developing instructional practices (46%); followed by guiding, planning, and modeling PLCs; coaching teachers; and helping to implement curriculum (each at 36%).

¹⁴ The number and percentage of ILC, NC, CIC, and AP respondents by network and cluster can be found in Appendix F and Appendix G.

Figure 4: 2020-21 ED Survey – Assigned ILC Services

Campus support services assigned to ILCs during the 2020-21 school year? (Select all that apply)



Source: 2020-21 Differentiated Instructional and Technology Support - ED Survey.

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

All EDs either agreed or strongly agreed that the ILC structure was effective at providing instructional support to campuses. Specifically, all EDs agreed or strongly agreed that the ILC structure strengthened the skills of the administrative teams, including CICs. In addition, all EDs agreed or strongly agreed that the CICs in their network contributed to the improvement of teacher performance. Regarding the helpfulness of the ILC model, all EDs endorsed that the support and content that the ILC model provided to leadership teams was at least somewhat helpful. Regarding the technology support provided by ILCs, the majority of EDs agreed or strongly agreed that student (82%), teacher (82%) and CIC (82%) technology use was adequately supported. Most ED respondents indicated their mathematics and reading ILCs almost always met their needs. Over half reported not having an ILC for science or social studies.

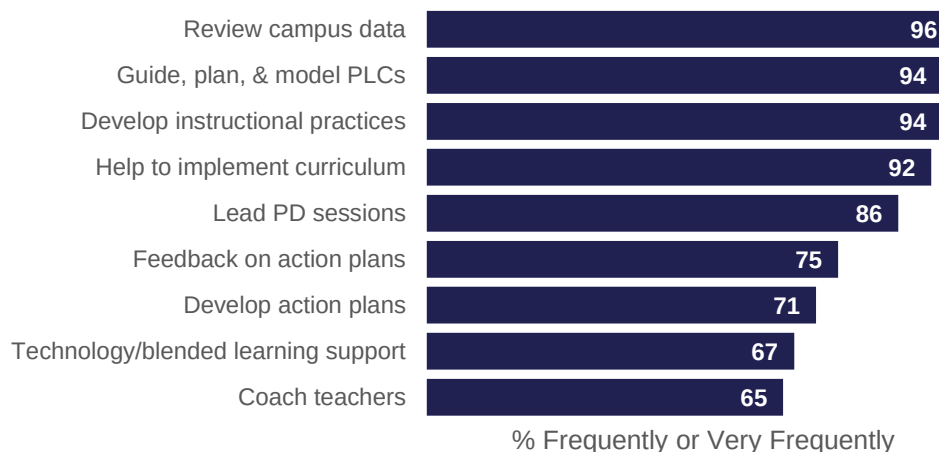
When listing the two strengths of the ILC structure for the 2020-21 school year (11 responses), EDs most often mentioned content knowledge of ILCs ($n = 5$, 46%), followed by coaching support ($n = 3$, 27%), data/need informed ILC assignment ($n = 2$, 18%), support with lesson planning and delivery ($n = 2$, 18%), support with PLCs ($n = 2$, 18%), and support with curriculum development ($n = 2$, 18%). When listing one to two new supports that EDs have identified that would be beneficial for the ILC structure during the next school year, EDs most often reported support technology ($n = 3$, 27%) and adding more ILCs in certain content areas (e.g., social studies and science; $n = 2$, 18%). When describing the two most important ways that NCs can continue to support the role of EDs next 2021-22 school year (11 responses), EDs most often reported that they want NCs to provide data support ($n = 10$, 91%). EDs also described their two most successful supports in 2020-21 (11 responses). Sixty-four percent of EDs ($n = 7$) reported that their most successful support was coaching, followed by data support ($n = 3$, 27%) and PD ($n = 3$, 27%).

Instructional Lead Coach Survey

Of the 68 ILCs invited to complete the survey, 51 (75%) completed at least part of the survey. The majority ($n = 30$, 59%) of respondents served at the elementary school level, and 43 percent ($n = 22$) specialized in either English/Language Arts or Mathematics. During 2020-21, ILCs completed numerous services for campus support based on requests from their EDs. As indicated by Figure 5, ILCs reported that the three most common services frequently or very frequently requested by EDs included reviewing and interpreting campus data (96%); guiding, planning, and modeling support for PLCs (94%); and developing instructional practices (94%).

Figure 5: 2020-21 ILC Survey – Services Requested by EDs

How frequently were the following services requested by your network ED for campus support?

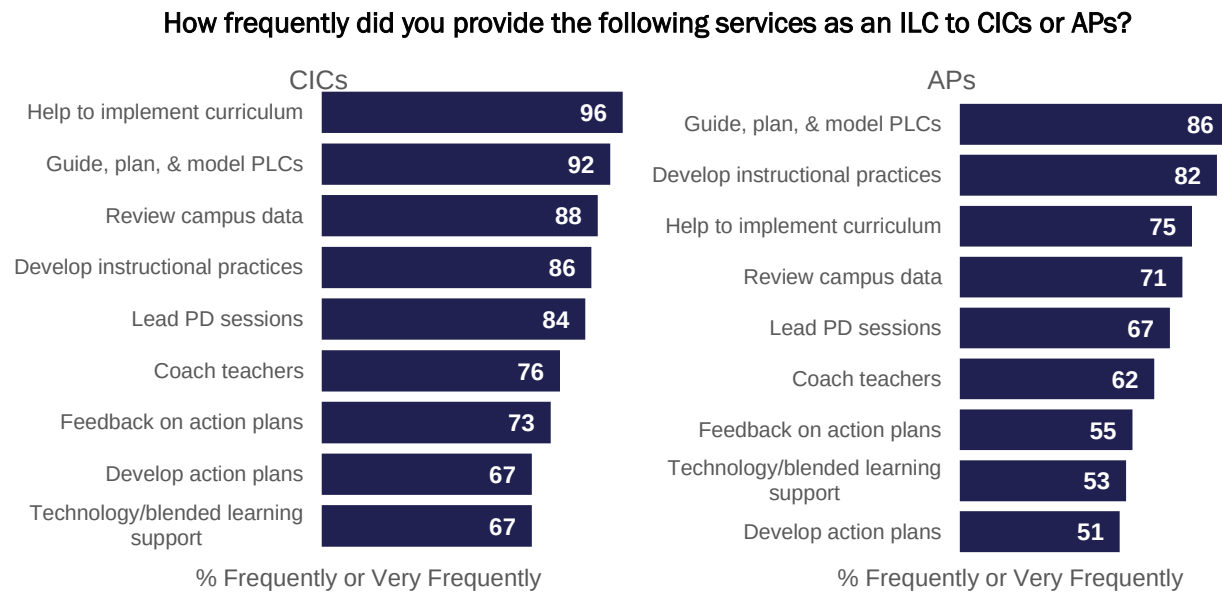


Source: 2020-21 Differentiated Instructional and Technology Support -ILC Survey.

Note: For *N*s and detailed survey response rates by question, see Appendix B.

In addition, the frequency with which ILCs reported providing services to CICs and APs somewhat varied depending on the recipient of the support (Figure 6). In all cases, the percentages were higher for CICs than APs. Of the top four most frequent services, three were provided for both CICs and APs: help to implement curriculum (CIC: 96%; AP 75%); guide, plan, and model PLCs (CIC: 92%; AP: 86%); and review campus data (CIC: 88%; AP: 71%)..;

Figure 6: 2020-21 ILC Survey – Services Provided to CICs and APs



Source: 2020-21 Differentiated Instructional and Technology Support -ILC Survey.

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

The majority of ILCs (98%) reported that they have provided virtual support to Dallas ISD campuses during the 2020-21 school year – with 69 percent of ILCs providing 50 percent or more but not all of their supports virtually. ILCs who completed the survey highly rated the helpfulness of services they received from the Differentiated Instructional and Technology Support program. Sixty-five percent of ILCs rated the PD collaboration with the T&L department as moderately helpful or extremely helpful, and 82 percent of ILCs agreed or strongly agreed that the collaboration with the T&L department provided content resources that were effective at providing instructional support to campuses. A total of 84 percent of ILCs rated the ILC Summit Sessions as moderately helpful or extremely helpful. Almost all ILC survey respondents agreed or strongly agreed that APs (96%), CICs (100%), and principals (98%) were receptive to services that they provided. Finally, the majority of ILCs (94%) agreed or strongly agreed that the ILC model was effective.

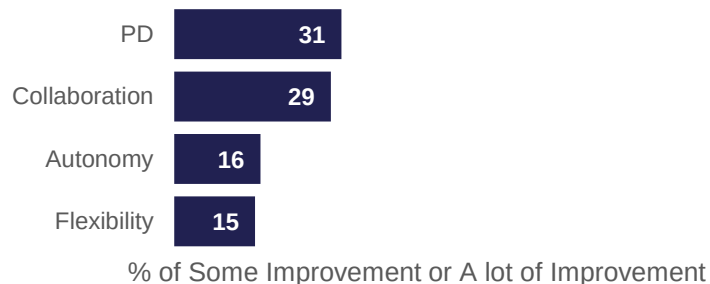
Two areas that ILCs most frequently reported needing improvement were collaborating with other ILCs, EDs, CICs, and stakeholders (29%) and PD (e.g., targeted PD; 31%; Figure 7). In addition, a majority of ILCs (72%) reported that developing knowledge and competency (e.g., using technology, recent trends, and research/content training) was an area in which they need additional support as an ILC.

When responding to an open-ended question regarding the two most important ways EDs can continue to support ILCs for the 2021-22 school year (51 responses), ILCs most frequently mentioned that EDs provide PD ($n = 17$; 33%) and work collaboratively with ILCs ($n = 17$; 33%), followed by providing a clear vision with steps to attain the vision at the district, cluster, and campus level ($n = 12$; 24%) and improving ED communication with ILCs ($n = 11$; 22%). When responding to an open-ended question regarding the two most important ways NCs can continue to support ILCs for the 2021-22 school year (51 responses), ILCs most frequently mentioned NCs should provide data support ($n = 29$; 57%), followed by

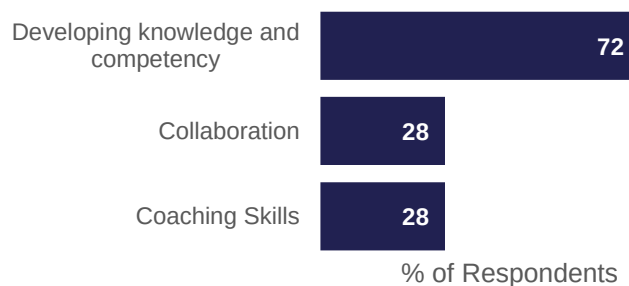
working more collaboratively with ILCs ($n = 13$; 26%), timely and frequent communication ($n = 8$; 16%) and providing up-to-date PD ($n = 8$; 16%). When responding to an open-ended question regarding the two most important successful supports ILCs provided this 2020-21 school year (51 responses), ILCs most frequently mentioned developing and leading PD sessions ($n = 33$; 65%), followed by coaching teachers and CICs ($n = 20$; 39%); guide, plan, and model PLCs ($n = 16$; 31%); and help to implement curriculum ($n = 15$; 29%).

Figure 7: 2020-21 ILC Survey – Areas for Improvement and Additional Support

To what degree do you need to improve in the following areas as an ILC?



In which of the following areas do you need more support as an ILC?



Source: 2020-21 Differentiated Instructional and Technology Support -ILC Survey.

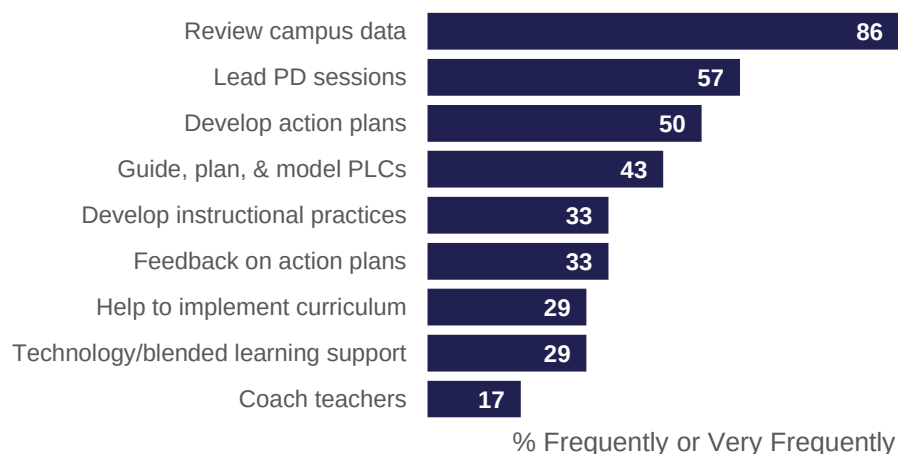
Note: For Ns and detailed survey response rates by question, see Appendix B.

Network Coordinator Survey

Of the 9 NCs invited to complete the survey, 7 (78%) completed at least part of the survey. The majority (86%) of respondents served at the elementary school level. During 2020-21, NCs provided numerous services for campus support based on requests from their ILCs. As indicated by Figure 12, NCs reported that the three most common services frequently or very frequently requested by ILCs included reviewing and interpreting campus data (86%); leading PD sessions (57%); and develop action plans (50%). All NCs provided virtual support – with the majority (86%) providing 50% or more of supports virtually but not all. All NCs agreed or strongly agreed principals and APs have been receptive to the services that they provided their campuses. Additionally, NCs agreed or strongly agreed that the majority of CICs (86%) were receptive to the services they provided and the efforts of CICs in their network have contributed to the improvement of teacher performance (86%).

Figure 8: 2020-21 NC Survey – Services Requested by ILCs

How frequently were the following services requested by your network ILC for campus support?

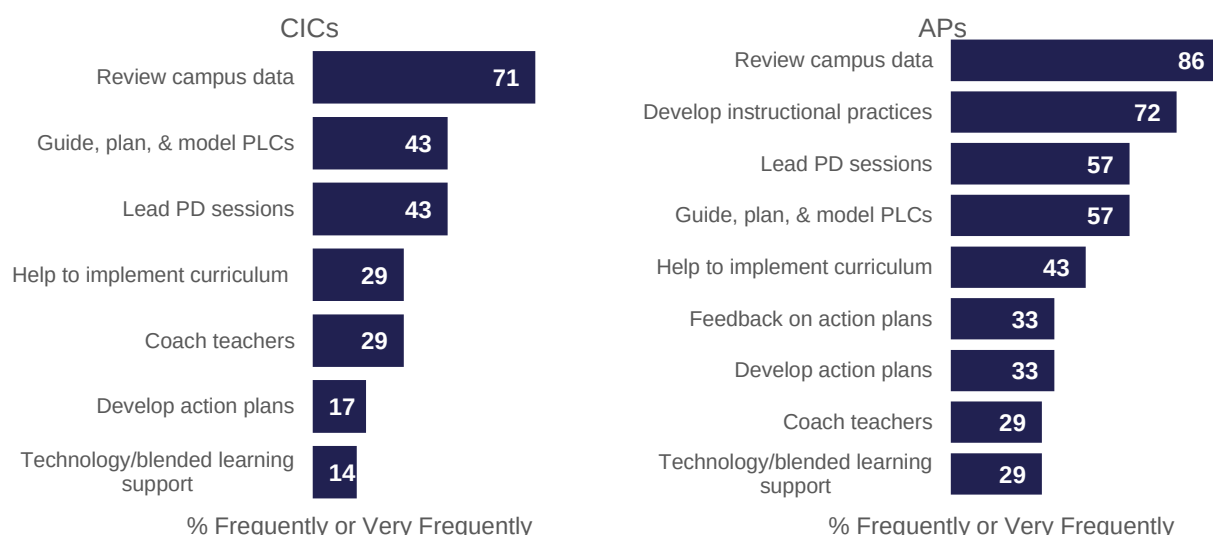


Source: 2020-21 Differentiated Instructional and Technology Support -NC Survey.

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

Figure 9: 2020-21 NC Survey – Services Provided to CICs and APs

How frequently did you provide the following services as a NC to CICs or APs?



Source: 2020-21 Differentiated Instructional and Technology Support -NC Survey.

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

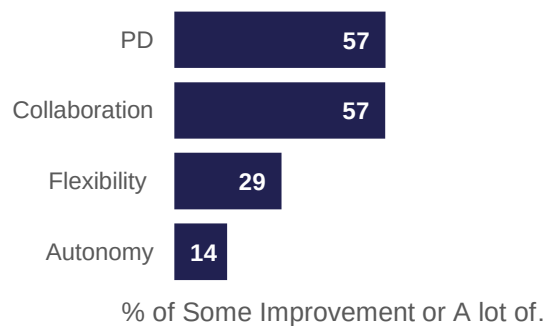
In addition, the frequency with which NCs reported providing services to CICs and APs was generally high, but somewhat varied depending on the recipient of the support (Figure 13). Reviewing campus data (CICs: 71%; APs: 86%), guiding, planning, and modeling PLCs (CICs: 43%; APs: 57%) and developing instructional practices (APs: 72%) were the top services that NCs frequently or very frequently provided to CICs and APs. However, NCs provided different services to CICs and APs. While 72 percent of NCs reported frequently or very frequently developing instructional practices for APs, 57 percent of NCs

led PD sessions for APs. Similarly, 14 percent of NCs reported that they frequently or very frequently provided technology/blended learning support for CICs, compared to 29 percent of NCs for APs.

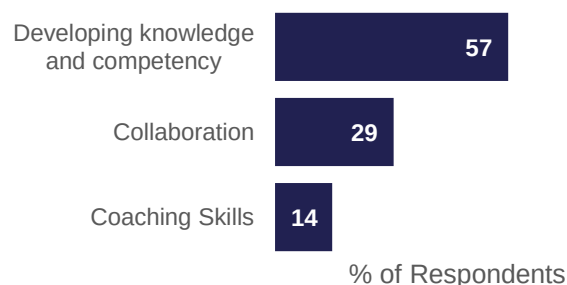
All NCs reported that the weekly NC meetings were either moderately helpful (29%) or extremely helpful (71%). NC respondents also reported that they experienced some improvement or a lot of improvement in the following skills (figure 14): autonomy (14%; e.g., trusted to make own priorities), collaboration (57%; e.g., working collaboratively with other ILCs, EDs, CICs, and other stakeholders), flexibility (29%; e.g., providing support based on campus needs), and PD (57%; e.g., target PD). NC respondents also reported that they need more support in the following areas: developing knowledge and competency (e.g., using technology, recent trends; 57%), collaboration (e.g., within campuses, between campuses, and in content areas; 29%), and coaching skills (e.g., listening, observing, modeling and coaching cycles; 14%).

Figure 10: 2020-21 NC Survey – Feedback

To what degree do you need to improve in the following areas as a NC?



In which of the following areas do you need more support as an NC?



Source: 2020-21 Differentiated Instructional and Technology Support - NC Survey.

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

When describing the two most important ways that Deputy Chiefs can continue to support the role of NCs (7 responses), NCs reported that they want Deputy Chiefs to continue to coordinate NC meetings ($n = 3$, 43%), offer PD for growth ($n = 3$, 43%), communicate with NCs ($n = 3$, 43%), and work with EDs ($n = 2$, 29%). NCs also described their two most successful supports this 2020-21 school year (7 responses). All ($n = 7$, 100%) NCs reported that their most successful support was data support, followed by developing

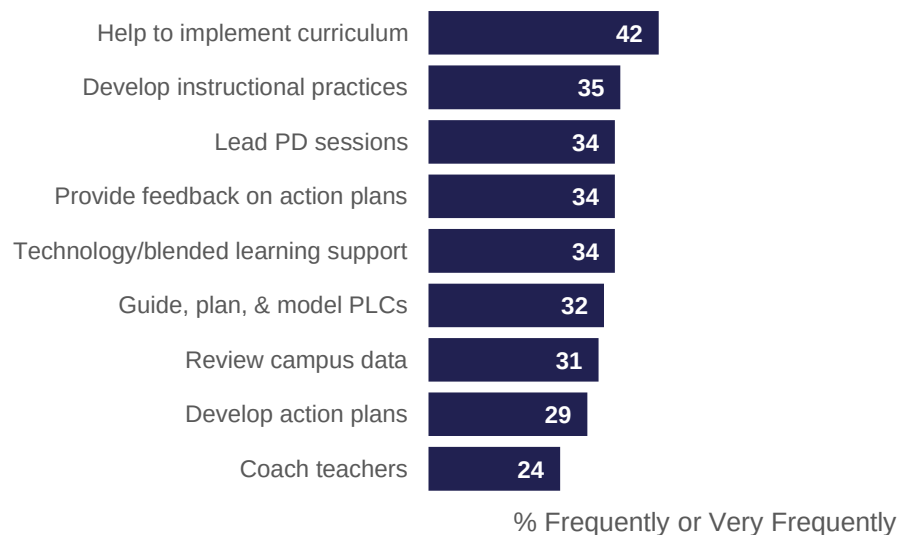
and leading PD session ($n = 2$, 29%), and coaching ILCs, campus staff and campus administration ($n = 2$, 29%).

Campus Instructional Coach Survey

Of the 347 CICs invited to complete the survey, 119 (34%) completed at least part of the survey. The majority of respondents served at the elementary school level (69%) and had five or more (35%) creditable years of service as a CIC. During 2020-21, most CICs (92%) reported that they received support from ILCs this school year and more than half (59%) of CICs indicated that they received support often. A majority of CICs (91%) reported that they received virtual support from ILCs – with the majority (52%) receiving 50 percent or more of supports virtually but not all. Regarding the quality of services provided by ILCs, the majority of CICs (67%) rated the technology support they received from ILCs as either helpful or very helpful. Additionally, most CICs agreed or strongly agreed that ILCs provided services that met the needs of their campuses (83%) and responded to their campus needs in a timely manner (83%). Finally, the majority of CICs (79%) agreed or strongly agreed that the ILC structure was effective.

Figure 11: 2020-21 CIC Survey – Services Provided by ILC

How frequently did your ILC provide the following services to you as a CIC in 2020-21?



Source: 2020-21 Differentiated Instructional and Technology Support -CIC Survey.

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

CICs reported most frequently receiving ILC support to implement the curriculum (42%; figure 8), followed by leading PD sessions (34%), developing instructional practices (35%), providing feedback on action plans (34%), and receiving technology/blended learning support (34%). CIC respondents also reported that they experienced some improvement or a lot of improvement in the following skills as a result of ILC support: knowledge (e.g., strategies, content, and district goals; 81%), feedback (e.g., learning how

to provide useful feedback; 79%), data (e.g., analyzing data for decision making; 77%), and coaching skills (e.g., strategies, content, and district goals; 77%; Figure 9).

Figure 12: 2020-21 CIC Survey – Feedback on ILC Support

To what degree did you improve in the following areas as a CIC from ILC support?



Source: 2020-21 Differentiated Instructional and Technology Support - CIC Survey.

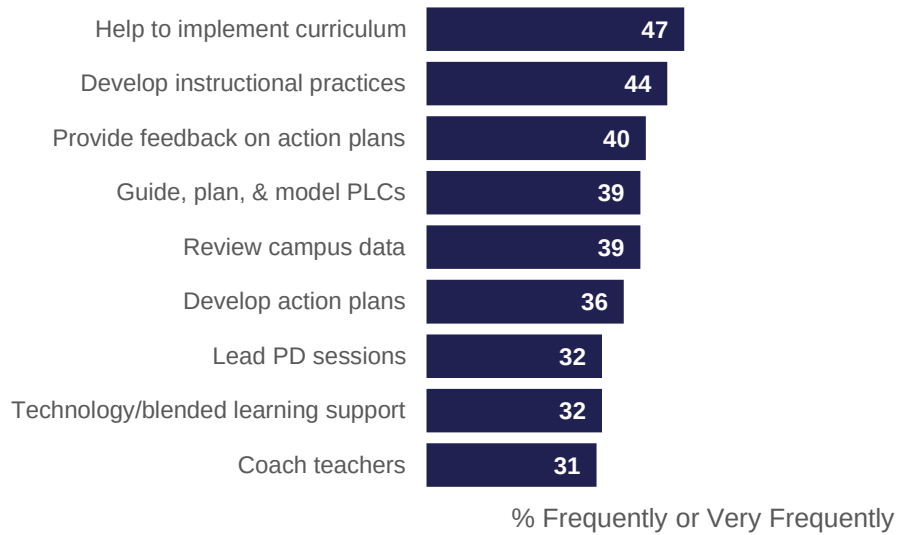
When CICs described the two most important ways that ILCs can continue to support CICs (119 responses), CICs most frequently mentioned that ILCs can continue to provide PD sessions for their growth ($n = 64$; 54%), followed by more frequent and timely communication between ILCs and CICs ($n = 28$; 24%), support with coaching teachers ($n = 25$; 21%), and help to implement curriculum ($n = 16$; 13%). In addition, regarding the two most successful supports CICs received from ILCs (119 responses), CICs most frequently mentioned PD sessions ($n = 44$; 37%), followed by frequent and timely communication between ILCs and CICs ($n = 22$; 19%), curriculum and lesson planning support ($n = 20$; 17%), providing resources ($n = 18$; 15%), reviewing and interpreting data ($n = 17$; 14%), and coaching teachers ($n = 15$; 13%).

Assistant Principal Survey

Of the 467 APs invited to complete the survey, 170 (36%) completed at least part of the survey. Most respondents served at the elementary school level (48%) and had five or more creditable years of service as an AP (39%). A high percentage of APs (88%) reported that they received support from ILCs in 2020-21; 58 percent reported that their ILCs often (as regularly scheduled) provided services to their campuses in 2020-21; and eight percent reported that an ILC had never provided services at their campuses. Most APs (78%) reported that they received virtual services from ILCs – with the majority (41%) reporting that they received less than 50% of supports virtually. In addition, as shown in Figure 10, the three most common services that ILCs provided to APs included helping to implement district curriculum (47%), developing instructional practices (44%), and providing feedback on action plans (40%).

Figure 13: 2020-21 AP Survey – Services Provided by ILC

How frequently did your ILC provide the following services to you as an AP?



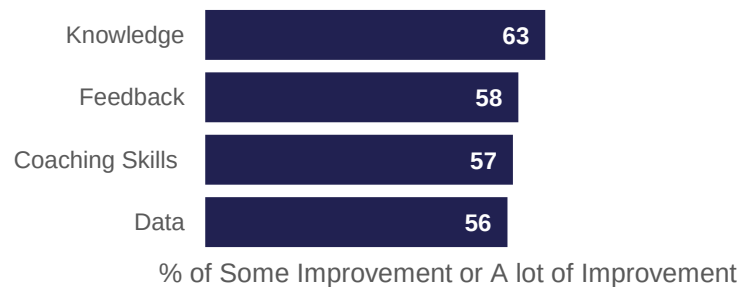
Source: 2020-21 Differentiated Instructional and Technology Support - AP Survey.

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

AP respondents also reported that they experienced some improvement or a lot of improvement in the following skills due to ILC support: knowledge (e.g., strategies, content, and district goals; 63%), feedback (e.g., learning how to provide useful feedback; 58%), coaching skills (e.g., strategies, content, and district goals; 57%) and data (e.g., analyzing data for decision making; 56%; figure 11). Finally, most APs (71%) agreed or strongly agreed that ILC structure was effective at providing instructional support to their campuses.

Figure 14: 2020-21 AP Survey – Feedback on ILC Support

To what degree did you improve in the following areas as an AP?



Source: 2020-21 Differentiated Instructional and Technology Support - AP Survey.

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

When asked to describe the two most important ways that ILCs can continue to support APs (170 responses), APs most frequently mentioned that ILCs should continue to develop and lead PD sessions ($n = 45$; 27%), followed by coaching teachers and CICs ($n = 42$; 25%), reviewing and interpreting campus data ($n = 26$; 15%), developing instructional support ($n = 24$; 14%), providing support as needed ($n = 19$;

11%), and helping to plan and implement curriculum ($n = 15$; 9%). In addition, regarding the two most successful supports APs received from ILCs (170 responses), APs most frequently mentioned providing PD session ($n = 43$; 25%); followed by data support ($n = 36$; 21%); lesson planning and instructional support ($n = 30$; 18%); guide, plan and model PLCs ($n = 29$; 17%); coaching teachers and CICs ($n = 26$; 15%); campus visits and feedback to teachers ($n = 20$; 12%); and providing targeted support ($n = 20$; 12%).

What percentage of campuses have created a structured campus technology plan for staff during the 2020-21 school year?

Methodology

In 2020-21, the Differentiated Instructional and Technology Support program supported the development of a structured campus technology plan for Dallas ISD campus staff. The SL department provided end-of-year data on structured campus technology plans created for campus staff. A frequency analysis was conducted to calculate the total number and percentage of Dallas ISD campuses that created a structured campus technology plan for campus staff.

Results

A total of 230 (100%) Dallas ISD campuses created a structured campus technology plan for campus staff during the 2020-21 school year.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

Supported by \$8,741,431 of Title I funding (increase from \$6,891,216 in Title 1 funds and \$1,099,610 in Title IV funds from 2019-20), the Differentiated Instructional and Technology Support program aimed to provide instructional support to Dallas ISD campuses. In order to accomplish this goal, NCs and ILCs served as the bridge between the SL department and Dallas ISD campuses – with NCs and ILCs providing instructional support to Dallas ISD teachers, CICs, principals, and APs. Key findings for 2020-21 include the following:

- In 2020-21, 1,597 ED/SL visits and 4,059 ILC visits were conducted on Dallas ISD campuses. The largest percentage of campus visits occurred in Central (ED/SL: 42.9%; ILC: 34.0%) and Northwest (ED/SL: 20.7%; ILC: 14.3%) networks, and the smallest percentage occurred in the Magnet (ED/SL: 3.9%; ILC: 3.4%) and Transformation (ED/SL: 0.6%; ILC: 4.8%) networks.
- All ED survey respondents agreed or strongly agreed that the ILC model was effective at providing instructional support to campuses, the ILC model strengthened the skills of the administrative teams (e.g., CICs), and CICs contributed to the improvement of teacher performance.
- Most ILCs (94%) reported that the ILC model was effective at providing instructional support to campuses. All ILC survey respondents found the ILC summit sessions helpful – with 49 percent of ILCs reporting that the ILC Summit Sessions were extremely helpful. The majority of ILCs agreed or strongly agreed that CICs (100%), principals (98%), and APs (96%) were receptive to the

services they provided. Additionally, the majority of ILCs (72%) reported that developing knowledge and competency (e.g., using technology, recent trends, and research/content training) was an area in which they need additional support as an ILC. When asked how NCs can continue to support ILCs for the 2021-22 school year (51 responses), ILCs most frequently mentioned NCs should continue to provide data support ($n = 29$; 57%).

- All NC survey respondents agreed or strongly agreed that the ILC model was effective at providing instructional support to campuses and that the weekly Network Coordinators were moderately helpful or extremely helpful. Almost all NCs agreed or strongly agreed that principals (100%), APs (100%), and CICs (86%) were receptive to the services they provided.
- Most CIC respondents (79%) agreed or strongly agreed that the ILC model was effective. Most CICs (83%) agreed or strongly agreed that ILCs responded to their campus need in a timely manner and the majority of CICs (83%) agreed or strongly agreed that ILCs provided services that met the needs of their campuses.
- Most AP respondents agreed or strongly agreed that the ILC model was effective at providing instructional support to campuses (71%), ILCs provided services that met the needs of campuses (71%), and ILCs responded to their campus needs in a timely manner (76%).

Recommendations

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

Improve the tracking of ED spot observation data. Missing or incomplete data prevented the ED spot observations from being used in the 2020-21 evaluation of the program. Differentiated Instructional and Technology Support program staff members should determine how the Campus Coaching Tracker file can be used more effectively to track ED spot observations 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 2020-21, most EDs, ILCs, NCs, CICs, and APs had positive views of the ILC model and reported that the ILC model was effective at providing instructional support to campuses. Thus, ILCs should continue to focus on providing direct campus instructional support that empowers and builds capacity within CICs and APs.

Further support ILCs by continuing to build their knowledge and skills. In 2020-21, most ILCs reported that the ILC Summit Sessions were helpful but also reported that they needed additional support to further develop their knowledge and competency (e.g., using technology). Differentiated Instructional and Technology Support program staff members should determine how to fine tune PD sessions and provide more resources for ILCs, as needed.

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- Barton, M. (2020). 2019-20 Evaluation of the Differentiated Instructional Support for District Needs Program. Dallas, TX. Dallas Independent School District.
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APPENDICES

Appendix A

Appendix A, Table 1: 2020-21 ED Survey – ILC Assignment per Each Content Area

	ILC Assignment per Each Content Area								
	N	Reading ILC		Mathematics ILC		Social Studies ILC		Science ILC	
		n	%	n	%	n	%	n	%
Which of the following support services did you assign your ILC to provide your campuses during the 2020-21 school year? (Select all that apply)									
I did not have an ILC in this area	11	1	9.1	1	9.1	9	81.8	5	45.5
Assistance with Implementation of District Curriculum	11	8	72.7	9	81.8	0	0.0	4	36.4
Development of Action Plans	11	7	63.6	7	63.6	1	9.1	3	27.3
Feedback on Action Plans	11	7	63.6	9	81.8	1	9.1	3	27.3
On-Site Coaching of Teachers	11	9	81.8	9	81.8	1	9.1	4	36.4
PD Sessions	11	9	81.8	9	81.8	0	0.0	2	18.2
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	11	10	90.9	10	90.9	1	9.1	4	36.4
Review and Interpretation of Campus Data	11	7	63.6	7	63.6	0	0.0	3	27.3
Working with campus administration on instructional practices	11	9	81.8	9	81.8	1	9.1	5	45.5
Other	11	2	18.2	2	18.2	2	18.2	2	18.2

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix A, Table 2: 2020-21 ED Survey – Rate of Campuses Served by ILC

	N	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	%
How many campuses in your cluster did your ILC serve in the 2020-21 school year?									
Reading ILC	11	1	9.1	1	9.1	8	72.7	1	9.1
Mathematics ILC	11	1	9.1	1	9.1	8	72.7	1	9.1
Social Studies ILC	11	0	0.0	0	0.0	1	9.1	10	90.9
Science ILC	11	2	18.2	1	9.1	2	18.2	6	54.5

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix A, Table 3: 2020-21 ED Survey – Quality of the ILC Services by Content Area

Appendix 7: Table of 2020-22 22 Survey: Quality of the ILC Services by Content Area											
	N	Very Poor		Below Average		Above Average		Excellent		Did not have ILC in this content area	
		n	%	n	%	n	%	n	%	n	%
Please rate the quality of the services provided by the ILCs in the following content areas.											
Reading ILC	11	0	0.0	1	9.1	3	27.3	6	54.4	1	9.1
Mathematics ILC	11	0	0.0	1	9.1	0	0.0	9	81.8	1	9.1
Social Studies ILC	11	0	0.0	0	0.0	0	0.0	1	9.1	10	90.9
Science ILC	11	0	0.0	3	27.3	0	0.0	2	18.2	6	54.5

Source: 2020-21 Differentiated Instructional and Technology Support program survey

Note: Some percentages may not sum to 100 due to rounding.

Appendix A, Table 4: 2020-21 ED Survey – Needs Met by ILC per Content Area

Appendix A, Table 1: 2020-21 ED Survey: Needs Met by ILC per Content Area														
	N	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		
		n	%	n	%	n	%	n	%	n	%	n	%	
Please rate how well the ILCs in the following content areas met the needs of the campuses they were assigned.														
Reading ILC	11	0	0.0	0	0.0	1	9.1	2	18.2	7	63.6	1	9.1	
Mathematics ILC	11	0	0.0	0	0.0	0	0.0	2	18.2	8	72.7	1	9.1	
Social Studies ILC	11	0	0.0	0	0.0	0	0.0	0	0.0	1	9.1	10	90.9	
Science ILC	11	0	0.0	0	0.0	3	27.3	2	18.2	0	0.0	6	54.5	

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix A, Table 5: 2020-21 ED Survey – PD and Training

Appendix 1, Table 6: 2020-21 ED Survey: PD and Training													
	N	Not at all helpful		Slightly helpful		Somewhat helpful		Moderately helpful		Extremely helpful		Don't know or not applicable	
		n	%	n	%	n	%	n	%	n	%	n	%
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).	11	0	0.0	0	0.0	1	9.1	1	9.1	9	81.8	0	0.0
The content that the Instructional Lead Coaches model provided to content leadership teams (e.g., assistant principals and lead teachers).	11	0	0.0	0	0.0	1	9.1	1	9.1	9	81.8	0	0.0

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix A, Table 6: 2020-21 ED Survey – Perceptions of ILC Model

Appendix 1: Results of 2020-21 Survey of Perceptions of the Model											
	N	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't know or not applicable	
		n	%	n	%	n	%	n	%	n	%
Please indicate your level of agreement with the following statements.											
During the 2020-21 school year, the efforts of the Campus Instructional Coaches in my cluster contributed to the improvement of teachers' performance.	11	0	0.0	0	0.0	5	45.5	6	54.5	0	0.0
During the 2020-21 school year, the Instructional Lead Coach structure strengthened the skills of the administrative teams, including Campus Instructional Coaches.	11	0	0.0	0	0.0	1	9.1	10	90.9	0	0.0
The Instructional Lead Coach structure was effective.	11	0	0.0	0	0.0	2	18.2	9	81.8	0	0.0

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix A, Table 7: 2020-21 ED Survey – Perceptions of Technology Support

	N	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't know or not applicable	
		n	%	n	%	n	%	n	%	n	%
		Please indicate your level of agreement with the following statements.									
Student technology was adequately supported.	11	0	0.0	1	9.1	3	27.3	6	54.5	1	9.1
Teacher technology use was adequately supported.	11	0	0.0	2	18.2	4	36.4	5	45.5	0	0.0
Campus Instructional Coach technology use was adequately supported.	11	0	0.0	2	18.2	3	27.3	6	54.5	0	0.0

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Note: Some percentages may not add to 100 due to rounding.

Appendix B

Appendix B, Table 1: 2020-21 ILC Survey – Campus Level

Appendix B, Table 1: 2020-21 ILC Survey – Campus Level			
		ILC	
	<i>N</i>	<i>n</i>	%
Which campus level do you serve? (Check all that apply)			
Elementary	51	30	58.8
Elementary/Middle - grades PK-8	51	8	15.7
Middle	51	8	15.7
Middle/High - grades 6-12 or 7-12	51	16	31.4
High	51	8	15.7

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix B, Table 2: 2020-21 ILC Survey – Content Area

		ILC	
	<i>N</i>	<i>n</i>	%
In which content area do you specialize?			
E/LA	51	22	43.1
Mathematics	51	22	43.1
Science	51	5	9.8
Social Studies	51	2	3.9

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix B, Table 3: 2020-21 ILC Survey – ILC Virtual Services

		ILC	
	<i>N</i>	<i>n</i>	%
Did you provide services to any Dallas ISD campus virtually during the 2020-21 academic year?			
Yes	51	50	98.0
No	51	1	2.0
How frequently did you provide services to Dallas ISD campuses virtually during the 2020-21 academic year?			
0% of supports	51	0	0.0
Less than 50% of supports	51	8	15.7
50% or more of supports but not all	51	35	68.6
100% supports	51	8	15.7

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix B, Table 4: 2020-21 ILC Survey – Services Requested by ED

		Never		Rarely		Occasionally		Frequently		Very Frequently	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How frequently were the following services requested by your network ED for campus support?											
Assistance with Implementation of District Curriculum	51	1	2.0	0	0.0	3	5.9	16	31.4	31	60.8
Development of Action Plans	51	1	2.0	1	2.0	13	25.5	20	39.2	16	31.4
Feedback on Action Plans	51	1	2.0	1	2.0	11	21.6	21	41.2	17	33.3
On-Site Coaching of Teachers	50	1	2.0	2	4.0	14	28.0	16	32.0	17	34.0
PD Sessions	51	1	2.0	0	0.0	6	11.8	21	41.2	23	45.1
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	51	1	2.0	1	2.0	1	2.0	12	23.5	36	70.6
Review and Interpretation of Campus Data	51	1	2.0	0	0.0	1	2.0	15	29.4	34	66.7
Working with campus administration on instructional practices	51	1	2.0	2	3.9	0	0.0	15	29.4	33	64.7
Technology/blended learning support	51	1	2.0	2	3.9	14	27.5	18	35.3	16	31.4

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix B, Table 5: 2020-21 ILC Survey – Services Provided to CICs and APs

	<i>N</i>	Never		Rarely		Occasionally		Frequently		Very Frequently	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How frequently did you provide the following services as an ILC to your CIC in 2020-21?											
Assistance with Implementation of District Curriculum	51	0	0.0	1	2.0	1	2.0	21	41.2	28	54.9
Development of Action Plans	51	1	2.0	2	3.9	14	27.5	17	33.3	17	33.3
Feedback on Action Plans	51	1	2.0	2	3.9	11	21.6	18	35.3	19	37.3
On-Site Coaching of Teachers	50	0	0.0	3	6.0	9	18.0	16	32.0	22	44.0
PD Sessions	51	0	0.0	0	0.0	8	15.7	23	45.1	20	39.2
Professional Learning Community (PLC)											
Guidance, Planning, and Modeling (e.g., Power Meeting Support)	51	0	0.0	1	2.0	3	5.9	16	31.4	31	60.8
Review and Interpretation of Campus Data	51	0	0.0	2	3.9	4	7.8	19	37.3	26	51.0
Working with campus administration on instructional practices	51	1	2.0	1	2.0	5	9.8	15	29.4	29	56.9
Technology/blended learning support	51	1	2.0	2	3.9	14	27.5	17	33.3	17	33.3
How frequently did you provide the following services as an ILC to your AP in 2020-21?											
Assistance with Implementation of District Curriculum	51	1	2.0	2	3.9	10	19.6	17	33.3	21	41.2
Development of Action Plans	51	2	3.9	5	9.8	18	35.3	12	23.5	14	27.5
Feedback on Action Plans	51	1	2.0	6	11.8	16	31.4	14	27.5	14	27.5
On-Site Coaching of Teachers	50	1	2.0	7	14.0	11	22.0	15	30.0	16	32.0
PD Sessions	51	0	0.0	3	5.9	14	27.5	17	33.3	17	33.3
Professional Learning Community (PLC)											
Guidance, Planning, and Modeling (e.g., Power Meeting Support)	51	1	2.0	1	2.0	5	9.8	19	37.3	25	49.0
Review and Interpretation of Campus Data	51	1	2.0	3	5.9	11	21.6	14	27.5	22	43.1
Working with campus administration on instructional practices	49	1	2.0	2	4.1	6	12.2	15	30.6	25	51.0
Technology/blended learning support	51	2	3.9	4	7.8	18	35.3	14	27.5	13	25.5

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix B, Table 6: 2020-21 ILC Survey – PD and Training

Appendix B, Table B.1: 2020-21 ILC Survey – PD and Training													
		Not at all helpful		Slightly helpful		Somewhat helpful		Moderately helpful		Extremely helpful		Not Applicable	
N		n	%	n	%	n	%	n	%	n	%	n	%
How would you rate the helpfulness of...													
PD collaboration with the Teaching and Learning Department	51	0	0.0	9	17.6	8	15.7	11	21.6	22	43.1	1	2.0
How would you rate the helpfulness of the ILC Summit Sessions?	51	0	0.0	2	3.9	6	11.8	18	35.3	25	49.0	0	0.0

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix B, Table 7: 2020-21 ILC Survey - Perceptions of ILC Model

	N	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't know or not applicable	
		n	%	n	%	n	%	n	%	n	%
		During the 2020-21 school year...									
Campus Instructional Coaches have been receptive to the services that I have provided to them.	51	0	0.0	0	0.0	9	17.6	42	82.4	0	0.0
Principals have been receptive to the services that I have provided to their campuses.	51	0	0.0	0	0.0	11	21.6	39	76.5	1	2.0
Assistant principals have been receptive to the services that I have provided to their campuses.	51	0	0.0	0	0.0	10	19.6	39	76.5	2	3.9
The efforts of the Campus Instructional Coaches in my network have contributed to the improvement of teacher performance.	51	1	2.0	0	0.0	17	33.3	32	62.7	1	2.0
The collaboration between Teaching and Learning and Instructional Lead Coaches has provided content resources that effectively helped campuses.	51	0	0.0	6	11.8	22	43.1	20	39.2	3	5.9
The Instructional Lead Coach structure was effective.	51	1	2.0	0	0.0	7	13.7	41	80.4	2	3.9

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix B, Table 8: 2020-21 ILC Survey – Feedback on Support

	N	ILCs	
		n	%
In which of the following areas do you need more support as an Instructional Lead Coach? (Select all that apply)			
Coaching Skills (e.g., listening, observing, modeling, and coaching cycles).	50	14	28.0
Collaboration (e.g., within campuses, between campuses, and in content areas).	50	14	28.0
Developing knowledge and competency (e.g., using technology, recent trends, and research/content training).	50	36	72.0
Other	50	7	14.7

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix B, Table 9: 2020-21 ILC Survey – Improvement Areas

	N	No Improvement		Very Little Improvement		Some Improvement		A Lot of Improvement	
		n	%	n	%	n	%	n	%
		Please indicate to what degree you need to improve in the following areas as an Instructional Lead Coach.							
Autonomy (e.g., trusted to make own priorities)	51	17	33.3	26	51.0	7	13.7	1	2.0
Collaboration (e.g., working collaboratively with other ILCs, EDs, CICs, and other stakeholders).	51	9	17.6	27	52.9	13	25.5	2	3.9
Flexibility (e.g., providing support based on campus needs)	51	20	39.2	23	45.1	7	13.7	1	2.0
Professional Development (e.g., targeted PD)	51	11	21.6	24	47.1	14	27.5	2	3.9

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Note: Some percentages may not add to 100 due to rounding.

Appendix B, Table 10: 2020-21 ILC Survey – ILC Summit Sessions

Appendix 2: Table 20: 2016-2017 Survey - ILC Summit Sessions													
	N	Not at all helpful		Slightly helpful		Somewhat helpful		Moderately helpful		Extremely helpful		Not Applicable	
		n	%	n	%	n	%	n	%	n	%	n	%
How would you rate the helpfulness of...													
How would you rate the helpfulness of the ILC Summit Sessions?	51	0	0.0	2	3.9	6	11.8	18	35.3	25	49.0	0	0.0

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix C

Appendix C, Table 1: 2020-21 NC Survey – Campus Level

Appendix C, Table 2: 2019-22 NC Survey - Campus Level			
	N	NC	
		n	%
Which campus level do you serve? (Check all that apply)			
Elementary	7	6	85.7
Elementary/Middle - grades PK-8	7	3	42.9
Middle	7	5	71.4
Middle/High - grades 6-12 or 7-12	7	4	57.1
High	7	5	71.4

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix C, Table 2: 2020-21 NC Survey – Services Requested by ED

	N	Never		Rarely		Occasionally		Frequently		Very Frequently	
		n	%	n	%	n	%	n	%	n	%
How frequently were the following services requested by your network ED for campus support?											
Assistance with Implementation of District Curriculum	7	0	0.0	0	0.0	4	57.1	1	14.3	2	28.6
Development of Action Plans	6	0	0.0	0	0.0	0	0.0	6	100.0	0	0.0
Feedback on Action Plans	7	0	0.0	0	0.0	1	14.3	5	71.4	1	14.3
On-Site Coaching of Teachers	6	0	0.0	2	33.3	1	16.7	3	50.0	0	0.0
PD Sessions	7	0	0.0	0	0.0	1	14.3	3	42.9	3	42.9
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	7	0	0.0	0	0.0	4	57.1	2	28.6	1	14.3
Review and Interpretation of Campus Data	7	0	0.0	0	0.0	0	0.0	2	28.6	5	71.4
Working with campus administration on instructional practices	7	0	0.0	0	0.0	1	14.3	2	28.6	4	57.1
Technology/blended learning support	7	0	0.0	1	14.3	3	42.9	3	42.9	0	0.0

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix C, Table 3: 2020-21 NC Survey – Services Requested by ILC

		Never		Rarely		Occasionally		Frequently		Very Frequently	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How frequently were the following services requested by your network ILC for campus support?											
Assistance with Implementation of District Curriculum	7	1	14.3	1	14.3	3	42.9	0	0.0	2	28.6
Development of Action Plans	6	1	16.7	1	16.7	1	16.7	3	50.0	0	0.0
Feedback on Action Plans	6	0	0.0	2	33.3	2	33.3	2	33.3	0	0.0
On-Site Coaching of Teachers	6	1	16.7	2	33.3	2	33.3	0	0.0	1	16.7
PD Sessions	7	1	14.3	0	0.0	2	28.6	2	28.6	2	28.6
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	7	1	14.3	1	14.3	2	28.6	1	14.3	2	28.6
Review and Interpretation of Campus Data	7	1	14.3	0	0.0	0	0.0	1	14.3	5	71.4
Working with campus administration on instructional practices	6	1	16.7	1	16.7	2	33.3	2	33.3	0	0.0
Technology/blended learning support	7	1	14.3	2	28.6	2	28.6	1	14.3	1	14.3

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix C, Table 4: 2020-21 NC Survey – Services Provided to CICs and Aps

	N	Never		Rarely		Occasionally		Frequently		Very Frequently	
		n	%	n	%	n	%	n	%	n	%
How frequently did you provide the following services as an NC to your CIC in 2020-21?											
Assistance with Implementation of District Curriculum	7	1	14.3	1	14.3	3	42.9	0	0.0	2	28.6
Development of Action Plans	6	1	16.7	1	16.7	3	50.0	0	0.0	1	16.7
Feedback on Action Plans	6	1	16.7	1	16.7	4	66.7	0	0.0	0	0.0
On-Site Coaching of Teachers	7	0	0.0	2	28.6	3	42.9	1	14.3	1	14.3
PD Sessions	7	1	14.3	0	0.0	3	42.9	1	14.3	2	28.6
Professional Learning Community (PLC)											
Guidance, Planning, and Modeling (e.g., Power Meeting Support)	7	1	14.3	1	14.3	2	28.6	1	14.3	2	28.6
Review and Interpretation of Campus Data	7	0	0.0	1	14.3	1	14.3	0	0.0	5	71.4
Working with campus administration on instructional practices	6	0	0.0	0	0.0	6	100.00	0	0.0	0	0.0
Technology/blended learning support	7	2	28.6	1	14.3	3	42.9	0	0.0	1	14.3
How frequently did you provide the following services as an NC to your AP in 2020-21?											
Assistance with Implementation of District Curriculum	7	0	0.0	2	28.6	2	28.6	1	14.3	2	28.6
Development of Action Plans	6	0	0.0	0	0.0	4	66.7	2	33.3	0	0.0
Feedback on Action Plans	6	0	0.0	0	0.0	4	66.7	2	33.3	0	0.0
On-Site Coaching of Teachers	7	0	0.0	2	28.6	3	42.9	1	14.3	1	14.3
PD Sessions	7	0	0.0	0	0.0	3	42.9	2	28.6	2	28.6
Professional Learning Community (PLC)											
Guidance, Planning, and Modeling (e.g., Power Meeting Support)	7	0	0.0	2	28.6	1	14.3	2	28.6	2	28.6
Review and Interpretation of Campus Data	7	0	0.0	0	0.0	1	14.3	1	14.3	5	71.4
Working with campus administration on instructional practices	7	0	0.0	0	0.0	2	28.6	3	42.9	2	28.6
Technology/blended learning support	7	0	0.0	2	28.6	3	42.9	1	14.3	1	14.3

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix C, Table 5: 2020-21 NC Survey – Services Provided to ILCs

		Never		Rarely		Occasionally		Frequently		Very Frequently	
	N	n	%	n	%	n	%	n	%	n	%
How frequently did you provide the following services as an NC to your ILC?											
Assistance with Implementation of District Curriculum	7	0	0.0	0	0.0	4	57.1	0	0.0	3	42.9
Development of Action Plans	6	0	0.0	1	16.7	1	16.7	4	66.7	0	0.0
Feedback on Action Plans	7	0	0.0	1	14.3	2	28.6	2	28.6	2	28.6
On-Site Coaching of Teachers	6	0	0.0	2	33.3	3	50.0	0	0.0	1	16.7
PD Sessions	7	0	0.0	0	0.0	2	28.6	3	42.9	2	28.6
Professional Learning Community (PLC)	7	0	0.0	1	14.3	3	42.9	1	14.3	2	28.6
Guidance, Planning, and Modeling (e.g., Power Meeting Support)	7	0	0.0	0	0.0	1	14.3	0	0.0	6	85.7
Review and Interpretation of Campus Data	6	0	0.0	0	0.0	2	33.3	2	33.3	2	33.3
Working with campus administration on instructional practices	7	1	14.3	1	14.3	3	42.9	1	14.3	1	14.3
Technology/blended learning support	7	1	14.3	1	14.3	3	42.9	1	14.3	1	14.3

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix C, Table 6: 2020-21 NC Survey – PD and Training

		Not at all helpful		Slightly helpful		Somewhat helpful		Moderately helpful		Extremely helpful		Not Applicable	
	N	n	%	n	%	n	%	n	%	n	%	n	%
How would you rate the helpfulness of...													
PD collaboration with the Teaching and Learning Department	7	0	0.0	1	14.3	0	0.0	4	57.1	1	14.3	1	14.3
Weekly NC Meetings	7	0	0.0	0	0.0	0	0.0	2	28.6	5	71.4	0	0.0

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix C, Table 7: 2020-21 NC Survey – Perceptions of ILC Model

Appendix C, Table 1: 2020-21 Pre-Survey Perceptions of LEO Model											
	N	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't know or not applicable	
		n	%	n	%	n	%	n	%	n	%
During the 2020-21 school year...											
Campus Instructional Coaches have been receptive to the services that I have provided to them.	7	0	0.0	0	0.0	2	28.6	4	57.1	1	14.3
Principals have been receptive to the services that I have provided to their campuses.	7	0	0.0	0	0.0	1	14.3	6	85.7	0	0.0
Assistant principals have been receptive to the services that I have provided to their campuses.	7	0	0.0	0	0.0	2	28.6	5	71.4	0	0.0
The efforts of the Campus Instructional Coaches in my network have contributed to the improvement of teacher performance.	7	0	0.0	0	0.0	3	42.9	3	42.9	1	14.3
The collaboration between Teaching and Learning and Instructional Lead Coaches has provided content resources that effectively helped campuses.	7	1	14.3	1	14.3	4	57.1	1	14.3	0	0.0
The Instructional Lead Coach structure was effective.	7	0	0.0	0	0.0	2	28.6	5	71.4	0	0.0

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix C Table 8: 2020-21 NC Survey – NC Support Needs

	<i>N</i>	ILCs	
		<i>n</i>	%
In which of the following areas do you need more support as a NC? (Select all that apply)			
Coaching Skills (e.g., listening, observing, modeling, and coaching cycles).	7	1	14.3
Collaboration (e.g., within campuses, between campuses, and in content areas).	7	2	28.6
Developing knowledge and competency (e.g., using technology, recent trends, and research/content training).	7	4	57.1

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix D

Appendix D, Table 1: 2020-21 CIC Survey – Campus Level and Content Area

		CICs	
	<i>N</i>	<i>n</i>	%
Which campus level do you serve? (Check all that apply)			
Elementary	119	82	68.9
Elementary/Middle - grades PK-8	119	4	3.4
Middle	119	18	15.1
Middle/High - grades 6-12 or 7-12	119	4	3.4
High	119	12	10.1
How many creditable years of service do you have?			
0 (this is my first year)	114	17	14.3
1-2 years	114	27	22.7
3-4 years	114	33	27.7
5 or more years	114	42	35.3

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix D, Table 2: 2020-21 CIC Survey – ILC Services

Appendix D: Table 2: 2020-21 CIC Survey – ILC Services			
		CICs	
	<i>N</i>	<i>n</i>	%
Did an Instructional Lead Coach provide services to you and your campus during the 2020-21 academic			
Yes	119	110	92.4
No	119	9	7.6
How frequently did an Instructional Lead Coach provide services to your campus in 2020-21?			
Often (regularly scheduled)	119	70	58.8
Sometimes (as needed but not regularly scheduled; more than once or twice per	119	33	27.7
Seldom (as needed but not regularly scheduled; only once or twice annually)	119	10	8.4
Never	119	4	3.4
Don't know or not sure	119	2	1.7

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix D, Table 3: 2020-21 CIC Survey – Services Requested from ILCs

	N	Never		Rarely		Occasionally		Frequently		Very Frequently	
		n	%	n	%	n	%	n	%	n	%
How frequently did you request the following services from your ILC in 2020-21?											
Assistance with Implementation of District Curriculum	119	18	15.1	29	24.4	53	44.5	18	15.1	1	0.8
Development of Action Plans	119	27	22.7	33	27.7	37	31.1	21	17.6	1	0.8
Feedback on Action Plans	118	29	24.6	27	22.9	38	32.3	22	18.6	2	1.7
On-Site Coaching of Teachers	118	31	26.3	33	28.0	35	29.7	15	12.7	4	3.4
PD Sessions	119	23	19.3	30	25.2	49	41.2	16	13.4	1	0.8
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	117	22	18.8	36	30.8	33	28.2	18	15.4	8	6.8
Review and Interpretation of Campus Data	119	35	29.4	35	29.4	26	21.8	19	16.0	4	3.4
Working with campus administration on instructional practices	119	29	24.4	30	25.2	37	31.1	20	16.8	2	3.5
Technology/blended learning support	118	29	24.6	27	22.9	44	37.3	15	12.7	3	2.5

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix D, Table 4: 2020-21 CIC Survey – Services Provided by ILCs

	N	Never		Rarely		Occasionally		Frequently		Very Frequently	
		n	%	n	%	n	%	n	%	n	%
How frequently did your ILC provide the following services to you as a CIC in 2020-21?											
Assistance with Implementation of District Curriculum	117	15	12.8	18	15.4	35	29.9	37	31.6	12	10.3
Development of Action Plans	116	17	14.7	28	24.1	37	31.9	26	22.4	8	6.9
Feedback on Action Plans	116	19	16.4	19	16.4	39	33.6	28	24.1	11	9.5
On-Site Coaching of Teachers	117	28	23.9	18	15.4	43	36.8	22	18.8	6	5.1
PD Sessions	117	16	13.7	18	15.4	43	36.8	27	23.1	13	11.1
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	117	15	12.8	26	22.2	39	33.3	24	20.5	13	11.1
Review and Interpretation of Campus Data	117	22	18.8	18	15.4	41	35.0	26	22.2	10	8.5
Working with campus administration on instructional practices	116	21	18.1	18	15.5	37	31.9	29	25.0	11	9.5
Technology/blended learning support	116	17	14.7	21	18.1	39	33.6	32	27.6	7	6.0

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix D, Table 5: 2020-21 CIC Survey – Perceptions of ILC model

	N	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't know or not applicable	
		n	%	n	%	n	%	n	%	n	%
The Instructional Lead Coach(es) provided services that met the needs of our campus.	118	7	5.9	5	4.2	45	38.1	53	44.9	8	6.8
The Instructional Lead Coach(es) responded to our campus needs in a timely manner.	118	5	4.2	7	5.9	31	26.3	67	56.8	8	6.8
The Instructional Lead Coach structure was effective.	118	6	5.1	9	7.6	34	28.8	59	50.0	10	8.5

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix D, Table 6: 2020-21 CIC Survey – Feedback on ILC support

Appendix D, Table C: 2020-21 OLS Survey: Feedback on ILC Support										
		No Improvement		Very little improvement		Some improvement		A lot of improvement		
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
In which of the following ways did your skills improve from Instructional Lead Coach support during the 2020-21 school year?										
Coaching (e.g., implementation of improved coaching practices)	116	12	10.3	15	12.9	52	43.7	37	31.9	
Data (e.g., planning, analyzing, and implementing data for decision making)	115	15	13.0	12	10.4	54	47.0	34	29.6	
Feedback (e.g., learning how to provide useful feedback and receiving/incorporating useful feedback)	115	11	9.6	13	11.3	49	42.6	42	36.5	
Knowledge (e.g., strategies, content, and district goals)	114	13	11.4	9	7.9	50	43.9	42	36.8	

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix D, Table 7: 2020-21 CIC Survey – Technology Support

Appendix 2, Table 1: How helpful were the survey technology supports?													
		Not at all helpful		Slightly helpful		Somewhat helpful		Moderately helpful		Extremely helpful		Not Applicable	
	N	n	%	n	%	n	%	n	%	n	%	n	%
How would you rate the helpfulness of...													
How helpful were the technology supports that you received from your ILC this year?	119	3	2.5	9	7.6	8	6.7	39	32.8	41	34.5	19	16.0

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix E

Appendix E, Table 1: 2020-21 AP Survey – Campus Level and Content Area

	N	AP	
		n	%
Which campus level do you serve? (Check all that apply)			
Elementary	170	82	48.2
Elementary/Middle- grades PK-8	170	12	6.5
Middle	170	37	21.8
Middle/High- grades 6-12 or 7-12	170	9	5.3
High	170	38	22.4
How many creditable years of service do you have as an AP?			
0 (this is my first year)	170	31	18.2
1-2 years	170	28	16.5
3-4 years	170	45	26.5
5 or more years	170	66	38.8

Source: 2020-21 Differentiated Instructional and Technology Support program survey

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

Appendix E, Table 2: 2020-21 AP Survey – ILC Services

	N	AP	
		n	%
Did an ILC provide services to you and your campus during the 2020-21 academic year?			
Yes	170	149	87.6
No	170	21	12.4
How frequently did an ILC provided services to your campus in 2020-21?			
Often (regularly scheduled)	170	98	57.6
Sometimes (as needed but not regularly scheduled; more than once or twice per semester)	170	37	21.8
Seldom (as needed but not regularly scheduled; only once or twice annually)	170	17	10.0
Never	170	14	8.2
Don't know or not sure	170	4	2.4

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix E, Table 3: 2020-21 AP Survey – ILC Virtual Services

	N	AP	
		n	%
Did an ILC provide services to you and your campus virtually during the 2020-21 academic year?			
Yes	170	133	78.2
No	170	37	21.8
How frequently did an ILC provided services to your campus virtually during the 2020-21 academic year?			
0% of supports	170	27	15.9
Less than 50% of supports	170	69	40.6
50% or more of supports but not all	170	38	22.4
100% supports	170	36	21.2

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix E, Table 4: 2020-21 AP Survey – Services Provided by ILC

		Never		Rarely		Occasionally		Frequently		Very Frequently	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How frequently did your Instructional Lead Coach provide the following services to you as an Assistant Principal?											
Assistance with Implementation of District Curriculum	170	34	20.0	23	13.5	33	19.4	40	23.5	40	23.5
Development of Action Plans	168	46	27.4	22	13.1	39	23.2	32	19.0	29	17.3
Feedback on Action Plans	168	44	26.2	27	16.1	30	17.9	37	22.0	30	17.9
On-Site Coaching of Teachers	169	58	34.3	24	14.2	35	20.7	29	17.2	23	13.6
PD Sessions	167	38	22.8	32	19.2	43	25.7	29	17.4	25	15.0
Professional Learning Community (PLC) Guidance, Planning, and Modeling (e.g., Power Meeting Support)	170	41	24.1	26	15.3	36	21.2	31	18.2	36	21.2
Review and Interpretation of Campus Data	169	42	24.9	27	16.0	34	20.1	31	18.3	35	20.7
Working with campus administration on instructional practices	170	35	20.6	24	14.1	37	21.8	35	20.6	39	22.9
Technology/Blended Learning Support	170	43	25.3	27	15.9	45	26.5	35	20.6	20	11.8

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

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

Appendix E, Table 5: 2020-21 AP Survey – Perceptions of ILCs

Appendix 2: Table of 2020-21 Fall Survey - Perceptions of LEC											
		Strongly Disagree		Disagree		Agree		Strongly Agree		Not Applicable	
	<i>N</i>	<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.	170	15	8.8	15	8.8	59	34.7	61	35.9	20	11.8
The Instructional Lead Coach(es) responded to our campus needs in a timely manner.	170	13	7.6	11	6.5	57	33.5	72	42.4	17	10.0
The Instructional Lead Coach structure was effective at providing instructional support to our campuses.	170	16	9.4	16	9.4	52	30.6	68	40.0	18	10.6
The Instructional Lead Coach(es) provided technology support that met the needs of our students.	170	20	11.8	30	17.6	49	28.8	37	21.8	34	20.0
The Instructional Lead Coach(es) provided technology support that met the needs of our teachers.	170	20	11.8	24	14.1	57	33.5	38	22.4	31	18.2
The Instructional Lead Coach(es) provided technology support that met the needs of our Campus Instructional Coaches (CICs).	170	18	10.6	18	10.6	51	30.0	39	22.9	44	25.9

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix E, Table 6: 2020-21 AP Survey – Feedback on ILCs

Appendix E, Table 1: 2020-21 ILC Survey Feedback on ILCs									
	<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>	%
In which of the following ways did your skills improve from ILC support during the 2020-21 school year?									
Coaching Skills (e.g., implementation of improved coaching practices)	165	47	28.5	24	14.5	58	35.2	36	21.8
Data (e.g., planning, analyzing, and implementing data for decision making)	164	47	28.7	25	15.2	56	34.1	36	22.0
Feedback (e.g., learning how to provide useful feedback and receiving/incorporating useful feedback)	164	45	27.4	24	14.6	53	32.3	42	25.6
Knowledge (e.g., strategies, content, and district goals)	166	39	23.5	23	13.9	60	36.1	44	26.5

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Note: Percentages may not add to 100 due to rounding.

Appendix F

Appendix F, Table 1: 2020-21 Survey Respondents by Network

	Appendix 1, Table 2: 2020-21 Survey Responses by Network									
	N	ILCs (N= 52)		NCs (N=7)		APs (N=170)		CICs (N=119)		
		n	%	n	%	n	%	n	%	
In which network did you work in during the 2020-21 school year? (Select all that apply, if applicable)										
Carter/Kimball/Lincoln/Madison Secondary Cluster; Roosevelt, SOC, WH Secondary cluster; Kimball ESS Cluster; Carter, Lincoln, Madison, Roosevelt ESS Cluster; SOC ESS Cluster	82	18	34.6	2	28.6	32	18.8	30	25.2	
Adamson/Pinkston/ Molina/Sunset Secondary Cluster; Adamson/Pinkston ESS Cluster; Molina/Sunset ESS Cluster	53	5	9.6	1	14.3	26	15.3	21	17.6	
Transformation & Innovation Schools Cluster	19	3	5.8	1	14.3	11	6.5	4	3.4	
Magnet Schools Cluster	13	4	7.7	0	0.0	8	4.7	1	0.8	
Single Gender Schools Cluster	10	4	7.7	0	0.0	4	2.4	2	1.6	
Conrad/Jefferson/Hill crest/White Secondary Cluster; Hillcrest/White ESS Cluster; Conrad/Jefferson ESS Cluster	51	6	11.5	1	14.3	29	17.1	15	12.6	
Adams/N Dallas/Skyline/Wilson Secondary Cluster; Adams/N Dallas ESS Cluster; Skyline/Wilson ESS Cluster	45	7	13.5	1	14.3	37	21.8	0	0.0	
Samuel/Spruce/Seagoville Secondary Cluster; Samuell/Seagoville ESS Cluster; Spruce/Wilmer Hutchins ESS Cluster	55	9	17.3	1	14.3	26	15.3	19	16.0	
Districtwide	4	2	3.8	0	0.0	0	0.0	2	1.6	

Source: 2020-21 Differentiated Instructional and Technology Support program survey.

Appendix G

Appendix G, Table 1: 2020-21 Survey Respondents by Cluster

	N	ILCs (N= 52)		NCs (N=7)		APs (N=170)		CICs (N=119)	
		n	%	n	%	n	%	n	%
In which cluster did you work in during the 2020-21 school year? (Select all that apply, if applicable)									
Lincoln, Madison, SOC Secondary Cluster	17	6	11.5	2	28.6	6	3.5	3	2.5
Carter, Kimball, Roosevelt, WH Secondary Cluster	31	7	13.5	2	28.6	10	5.9	12	10.1
Kimball ESs Cluster	14	2	3.8	1	14.3	5	2.9	6	5.0
Carter, Lincoln, Madison, Roosevelt ESs Cluster	21	5	9.6	1	14.3	9	5.3	6	5.0
SOC ESs Cluster	11	3	5.8	1	14.3	4	2.4	3	2.5
Adamson, Pinkston, Molina, Sunset Secondary Cluster	31	2	3.8	1	14.3	16	9.4	12	10.1
Adamson, Pinkston ESs Cluster	11	2	3.8	1	14.3	4	2.4	4	3.4
Molina, Sunset ESs Cluster	15	1	1.9	1	14.3	7	4.1	6	5.0
Transformation & Innovation Schools Cluster	20	4	7.7	1	14.3	12	7.1	3	2.5
Magnet Schools Cluster	12	4	7.7	0	0.0	8	4.7	0	0.0
Single Gender Schools Cluster	8	3	5.8	0	0.0	3	1.8	2	1.7
Conrad, Jefferson, Hillcrest, White Secondary Cluster	25	4	7.7	1	14.3	16	9.4	4	3.4
Hillcrest, White ESs Cluster	25	2	3.8	1	14.3	8	4.7	14	11.8
Conrad, Jefferson ESs Cluster	15	0	0.0	1	14.3	5	2.9	9	7.6
Adams, N Dallas, Skyline, Wilson Secondary Cluster	22	2	3.8	1	14.3	15	8.8	4	3.4
Adams, N Dallas ESs Cluster	19	2	3.8	1	14.3	10	5.9	6	5.0
Skyline, Wilson ESs Cluster	21	3	5.8	1	14.3	12	7.1	5	4.2
Samuell, Spruce, Seagoville Secondary Cluster	15	4	7.7	1	14.3	6	3.5	4	3.4
Samuell, Seagoville ESs Cluster	25	4	7.7	1	14.3	11	6.5	9	7.6
Spruce, Wilmer Hutchins ESs Cluster	19	3	5.8	1	14.3	9	5.3	6	5.0
Districtwide	7	3	5.8	0	0.0	2	1.2	1	0.8

Source: 2020-21 Differentiated Instructional and Technology Support program survey.