

EXECUTIVE SUMMARY

The goal of the Differentiated Instructional and Technology Support (DITS) program is to provide instructional support to Dallas Independent School District (ISD) campuses using the Instructional Lead Coach (ILC) model. The ILC model is based on the instructional coaching learning theory, which is a form of professional development (PD) that provides specific strategies to meet the needs of individual teachers. The model generally includes an ILC who works with a teacher or team of teachers to improve student achievement by (a) modeling instructional strategies, (b) conducting observations, and (c) providing feedback (Hawk, 2020; Kraft et al., 2018). In Dallas ISD, ILCs and Network Coordinators (NCs) served as the bridge between the School Leadership (SL) Department and Dallas ISD campuses to achieve the DITS program goal of providing instructional support to campuses. The total budget for the 2021-22 DITS program was \$8,741,431 from Title I funds. This amount was the same as 2020-21 (Landrau, 2021).

The purpose of this evaluation was to 1) provide an overview of the context, implementation and outcomes of the program¹ and 2) examine progress towards relevant Title I workscope goals. More detailed methodology is available in the full report (Kim, 2022).

EVALUATION QUESTIONS/OUTCOMES

How was the DITS program implemented in 2021-22?

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning for the first four weeks.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 and other supports.² Because

of these variations in instructional time, and support activities, results should be reviewed with caution.³

Since 2020-21, the number of ILCs assigned to each Executive Director (ED) was determined by the High Priority Campus (HPC) selection process.⁴ In 2021-22, a total of 66 ILCs provided support to Dallas ISD campuses.

- Of those, 63 (95%) were ILCs in the four main content areas (i.e., reading, mathematics, social studies, and science), and three were technology/ blended learning (BL)/ Dallas Assessment Navigator (DAN) ILCs⁵ who served campuses districtwide. Between two to six ILCs were assigned to each of the 21 EDs.
- ILCs supported campuses through coaching, instructional support/curriculum development, data analysis/monitoring, PD, and communication.
- In 2021-22, ILCs hosted three virtual campus instructional coach (CIC) Summits.⁶
- Beginning in 2020-21 and continuing in 2021-22, assistant principals (APs) received support from ILCs. ILCs provided training to APs on how to implement SL initiatives. ILCs conducted campus visits with APs and supported APs at PLC power meetings.

In 2021-22, seven NCs provided leadership training to campus staff members, and each NC provided support to three EDs.

To improve student academic achievement, CICs supported teachers by focusing on strengthening content knowledge and the delivery of instruction.

- While all campuses were assigned at least one CIC, most campuses were assigned two CICs (i.e., reading CIC and mathematics CIC).
- CICs reported to principals and used various methods to improve teaching, including coaching, monitoring

¹ Portions of this report were adapted from Barton (2020) and Landrau (2021).

² Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

³ More detailed information about program changes due to COVID-19 is available in the full report (Kim, 2022).

⁴ HPCs were identified by state accountability rating, Intensity of Poverty Index (IPI) rating, and campus status [Accelerating Campus Excellence (ACE), Choice, or Magnet]. The HPC selection process allowed the program to allocate personnel more equitably.

⁵ DAN is a cloud-based platform and was used to administer and score district assessments online.

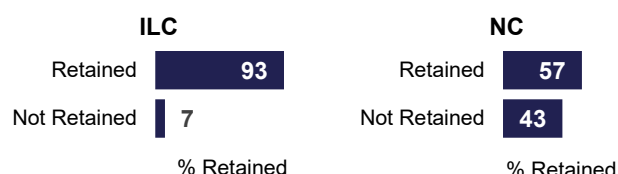
⁶ All CICs and any other members of the campus instructional team were invited to attend and CICs attended based on the needs of their campus and network/cluster Professional Learning Communities (PLCs).

data, focused dialogue, collaborative planning, action plan implementation, and PD.

What were the characteristics of ILCs and NCs in 2021-22?

In 2021-22, 66 ILCs worked in the district. The median number of years in the district was 15 years. Most ILCs held master's or doctoral degrees (71%). Of the 67 2020-21 ILCs, 93 percent were retained as district ILCs for the 2021-22 school year (Figure 1). Seven NCs worked in the district during the 2021-22 school year and the median number of years in the district was six years. Most NCs held master's or doctoral degrees (71%). Four out of seven 2020-21 NCs (57%) held the same district role in 2021-22 (Figure 1).

Figure 1: 2020-21 ILC/NC Retention Status in 2021-22



Source: District personnel files, 01/05/21 and 01/05/22. ILC list from program management, 01/05/22 for 2020-21 and 2021-22.

Note: $N = 67$ for 2020-21 ILCs and 7 for 2020-21 NCs. Due to the updated list and use of different data sources, data provided in the 2020-21 evaluation report (Landrau, 2021) may slightly differ from the data presented in this figure.

What was the distribution of campus visits by network during the 2021-22 school year?

In 2021-22, 3,605 ED/SL visits and 1,060 ILC visits were conducted on Dallas ISD campuses (Table 1). Overall, the largest percentage of visits occurred in the Central (ED/SL: 23%; ILC: 31%) and Southeast (ED/SL: 26%; ILC: 23%) networks, and the smallest percentage occurred in the Southwest (ED/SL: 10%; ILC: 6%) and Magnet/OTI/Single Gender (ED/SL: 12%; ILC: 8%) networks.

Table 1: 2021-22 ED/SL and ILC Visits by Network

Network	ED/SL Visits		ILC Visits	
	<i>n</i>	%	<i>n</i>	%
Central	818	22.7	332	31.3
Magnet/OTI/SG	428	11.9	85	8.0
Northeast	637	17.7	185	17.5
Northwest	402	11.2	152	14.3
Southeast	945	26.2	240	22.6
Southwest	375	10.4	66	6.2
District	3,605	100.0	1,060	100.0

Source: Campus Coaching Tracker file: 06/14/22.

Note: SG = single gender. District total did not include visits for ACE campuses. Some percentages do not sum to 100 due to rounding.

What PD opportunities were offered to and completed by ILCs in 2021-22?

In 2021-22, there were eight ILC Summits and between 46 and 66 ILCs attended each ILC Summit. On average, 56 ILCs attended an ILC Summit.

What were the perceptions of participants who attended the PD sessions led by NCs?

Perception data regarding the PD sessions led by NCs were not collected in a uniform manner; thus, the evaluator was unable to examine the workscope goal of a five percentage-point increase from 2020-21 to 2021-22 in positive responses on PD satisfaction surveys.

What were the perceptions of ILCs, NCs, EDs, CICs, and APs regarding the implementation of the DITS program in 2021-22?

Instructional Lead Coach Survey

For ILCs who completed at least part of the survey ($N = 65$; 95% response rate):

- The three most frequently or very frequently requested common services by EDs included reviewing and interpretation of campus data; development of instructional practices; and PLC guidance, planning, and modeling.
- Overall, ILC services were provided more frequently for CICs than APs. The most frequent ILC services were development of instructional practices for CICs and reviewing and interpretation of campus data for APs.
- Of the top three most frequent services, two were provided for both CICs and APs: (a) assistance with implementation of district curriculum and (b) PLC guidance, planning, and modeling.

Most ILCs rated the helpfulness of services they received from the DITS program, the ILC Summit Sessions, and the PD collaboration with the Teaching and Learning (T&L) Department as moderately or extremely helpful.

The vast majority of ILCs agreed or strongly agreed that (a) CICs, principals, and APs were receptive to services they provided, (b) efforts of CICs in their network contributed to the improvement of teacher performance, (c) collaboration with the T&L Department provided content resources that were effective at providing instructional support to campuses, and (d) the ILC structure was effective at providing instructional support to campuses.

Areas that ILCs most frequently reported needing improvement were targeted PD (36%) and collaboration (26%). In addition, 29 percent of ILCs reported that collaboration was an area in which they need more support.

Network Coordinator Survey

For NCs who completed at least part of the survey (N = 7; 86% response rate):⁷

- The four most frequently requested services by their network ED included (a) reviewing and interpretation of campus data, (b) leading PD sessions, (c) feedback on action plans, and (d) PLC guidance, planning, and modeling.
- The three most frequently requested services by their network ILC included (a) reviewing and interpretation of campus data, (b) technology/BL support, and (c) feedback on action plans.
- The two most frequently provided services to ILCs and APs were reviewing and interpretation of campus data and feedback on action plans.

All NCs rated weekly NC meetings and collaboration with other NCs, EDs, and the Leader Excellence, Advancement and Development (LEAD) Department as moderately or extremely helpful.

All or almost all NCs agreed that (a) EDs, principals, and APs were receptive to services they provided, (b) collaboration between NCs, EDs, and the LEAD Department provided resources that were effective at providing instructional support to campuses, and (c) the NC structure was effective at providing support to campuses.

The two areas NCs most frequently reported needing improvement were collaborating with other NCs, ILCs, EDs, and other stakeholders (50%) and targeted PD (33%). They reported needing more support in developing knowledge and competency (67%; e.g., using technology, recent trends, and research/content training) and coaching skills (33%).

Executive Director Survey

For EDs who completed at least part of the survey (N = 21; 76% response rate):⁷

- All or almost all EDs indicated that they had a reading ILC and/or a mathematics ILC, whereas a smaller percentage of EDs had a science or social studies ILC (31% and 19%, respectively).⁸
- For reading and mathematics, the most common services that EDs assigned to their ILCs included (a) assistance with implementation of district curriculum, (b) development of instructional practices, and (c) PLC guidance, planning, and modeling.
- Most or almost all EDs rated the (a) reading and mathematics ILCs' services and (b) NC services on

data analysis and monitoring, logistics and operations, and PD as above average or excellent.

Almost all EDs reported that (a) reading and mathematics ILCs frequently or almost always met the needs of their campuses and (b) NCs frequently or almost always met the needs of their networks in data analysis and monitoring, logistics and operations, and PD.

All or almost all EDs agreed or strongly agreed that (a) the CICs in their clusters contributed to the improvement of teacher performance, (b) the ILC structure and the NC structure strengthened the skills of the administrative teams, (c) the ILC structure and the NC structure were effective at providing instructional support to campuses, (d) efforts of NCs contributed to the improvement of data analysis and monitoring, and (e) student, teacher, and CIC technology use was adequately supported.

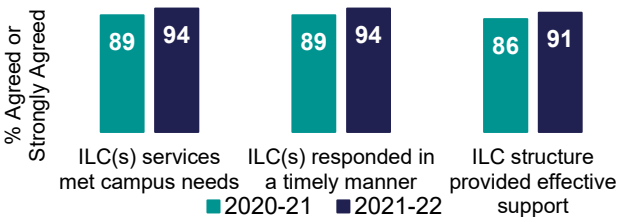
All EDs indicated that the support and content ILCs provided to content leadership teams was at least somewhat helpful.

Campus Instructional Coach Survey

For CICs who completed at least part of the survey (N = 213; 69% response rate):

- The three most frequently requested and provided ILC services were development of instructional practices, feedback on action plans, and reviewing and interpretation of campus data.
- Almost all CICs agreed or strongly agreed that ILCs provided services that met the needs of their campuses and responded in a timely manner, and the ILC structure was effective at providing instructional support to campuses (Figure 2).

Figure 2: Percentage of CICs who Agreed or Strongly Agreed with Effectiveness of Campus Support Services



Source: Survey sources can be found in the full report (Kim, 2022).

Most CICs also reported that they experienced some or a lot of improvement in the following skills as a result of ILC support; knowledge (e.g., strategies, content, and district goals), coaching skills, feedback, and data (e.g., planning, analyzing, and implementing data for decision making). Finally, most CICs rated technology supports provided by ILCs as either moderately or extremely helpful.

⁷ Because of the small sample size, the results for the survey should be reviewed with caution.

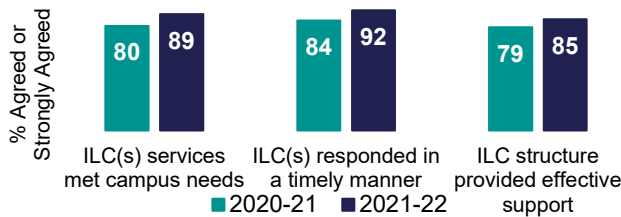
⁸ Appendix C of the full report (Kim, 2022) includes detailed results for each content area.

Assistant Principal Survey

For APs who completed at least part of the survey (N = 209; 46% response rate):⁹

- The three most frequently or very frequently provided ILC services for APs included assistance with implement of district curriculum, development of instructional practices, and reviewing and interpretation of campus data.
- Most APs agreed or strongly agreed that ILCs provided services that met the needs of their campuses and responded in a timely manner, and that the ILC structure was effective at providing instructional support to their campus (Figure 3).

Figure 3: Percentage of APs who Agreed or Strongly Agreed with Effectiveness of Campus Support Services



Source: Survey sources can be found in the full report (Kim, 2022).

Most APs (a) agreed that technology support provided by ILCs met the needs of their students, teachers, and CICs, and (b) also reported that they experienced some or a lot of improvement in their knowledge (e.g., strategies, content, and district goals), feedback, data (planning, analyzing, and implementing data for decision making), and coaching skills as a result of ILC support.

Workscope Goals

The department set two workscope goals related to surveys. The goal of a five percentage-point increase from 2020-21 to 2021-22 in positive responses on CIC and AP surveys about effectiveness of campus support services was met on all three items for CICs, APs, and CICs and APs combined. The goal of a five percentage-point increase in positive responses on CIC and AP surveys about the impact of ILC support on skill development was met on three of four items for CICs and all four items for APs. For CICs and APs combined, the goal was met on all four items.

RECOMMENDATIONS

Create a single, centralized satisfaction survey for PD sessions led/facilitated by NCs. In 2021-22, NCs used different survey forms and questions during PD sessions. Working with the Evaluation and Assessment Department to create a single PD survey that includes the same questions would help DITS program staff members collect feedback and monitor progress towards workscope goals in 2022-23.

Continue implementing the ILC model. In 2021-22, most ILCs, EDs, 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 instructional support that empowers and builds capacity within CICs and campus administration.

Continue supporting ILCs with high quality PD and additional collaboration opportunities. In 2021-22, most ILCs rated ILC Summits as moderately or extremely helpful (90%) and PD collaboration with the T&L Department as moderately or extremely helpful (74%). Nevertheless, between 23 and 36 percent of ILC survey respondents indicated that (a) targeted PD and collaboration were areas for improvement and (b) collaboration and developing knowledge and competency (e.g., using technology) were areas for more support. Thus, DITS program staff members should continue providing high quality PD at the ILC summits and identify additional collaboration opportunities for ILCs, as needed.

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