

2021-22

Evaluation of the Differentiated Instructional and Technology Support Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



2021-22

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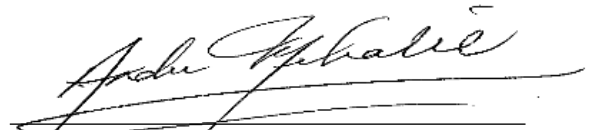
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ACRONYMS AND ABBREVIATIONS

ACE	Accelerating Campus Excellence
AF	Academic Facilitator
AP	Assistant Principal
BL	Blended Learning
CIC	Campus Instructional Coach
DAN	Dallas Assessment Navigator
DITS	Differentiated Instructional and Technology Support
ED	Executive Director
ELAR	English language arts and reading
HPC	High Priority Campus
ILC	Instructional Lead Coach
ISD	Independent School District
LEAD	Leader Excellence, Advancement and Development
NC	Network Coordinator
OTI	Office of Transformation and Innovation
PD	Professional Development
PLC	Professional Learning Community
SL	School Leadership
T&L	Teaching and Learning

Evaluation of the Differentiated Instructional and Technology Support Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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 worksite 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.

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.

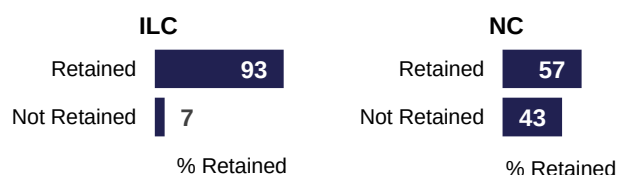
⁶ All CICs and any other members of the campus instructional team were invited to attend and CICs attended based on the needs of their campus and network/cluster Professional Learning Communities (PLCs).

- 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 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 E1). 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 E1).

Figure E1: 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 E1). 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 E1: 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):

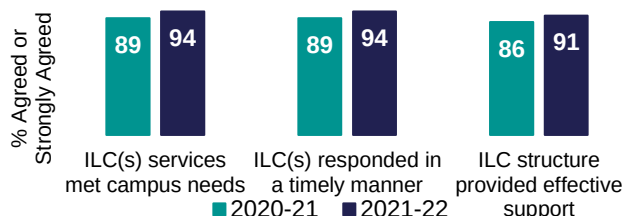
- The three most frequently requested and provided ILC services were development of instructional practices, feedback on action plans, and reviewing and interpretation of campus data.

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.

- 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 E2).

Figure E2: 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).

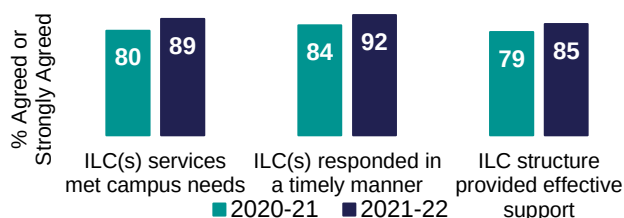
Most CICs also reported that they experienced some or a lot of improvement in the following skills as a result of ILC support; knowledge (e.g., strategies, content, and district goals), coaching skills, feedback, and data (e.g., planning, analyzing, and implementing data for decision making). Finally,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

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 E3).

Figure E3: 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.

Continue implementing the ILC model.

Continue supporting ILCs with high quality PD and additional collaboration opportunities.

2021-22

Evaluation of the Differentiated Instructional and Technology Support Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

The Differentiated Instructional and Technology Support (DITS) program in the Dallas Independent School District (ISD) is housed under the School Leadership (SL) Department.⁹ The goal of the DITS program is to provide instructional support to Dallas ISD campuses using the Instructional Lead Coach (ILC) model. The ILC model is based on the instructional coaching learning theory, which become increasingly popular in recent years (Hawk, 2020; Johnson, 2016). Instructional coaching is a form of professional development (PD) that provides specific strategies to meet the needs of individual teachers, rather than traditional forms of PD that provide generic messages (Johnson, 2016; Kraft et al., 2018). Although instructional coaching can vary according to the needs of the district, the school, or the individual teacher (Kraft et al., 2018), 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; Sweeney, 2013). This is supported by previous research that has found evidence of the positive impact of coaching on teacher instructional practices (Hammond & Moore, 2018; Hudson & Pletcher, 2020; Kraft et al., 2018; Wang, 2017) and student learning (Darling-Hammond et al., 2017; Kraft et al., 2018; Wang, 2017). Because of the effectiveness of instructional coaching, a growing number of schools are implementing instructional coaching to provide job-embedded, individualized forms of PD to teachers (Galey, 2016; Kraft et al., 2018; Sweeney, 2013).

In Dallas ISD, ILCs and network coordinators (NCs)¹⁰ served as the bridge between SL and Dallas ISD campuses to achieve the DITS program goal of providing instructional support to campuses. ILCs and NCs aimed to provide services to campuses to empower and build capacity within campus instructional coaches (CICs) and campus leadership. Specifically, ILCs (a) reported to Executive Directors (EDs) of Dallas ISD feeder patterns,¹¹ (b) worked collaboratively with content and instructional experts from the Teaching and Learning (T&L) Department to increase their depth of knowledge, and (c) developed PD for CICs and campus administration. ILCs also ensured curriculum implementation fidelity by attending PD

⁹ The SL Department focuses on implementing Dallas ISD priorities and improving the blended learning (BL) instructional model. BL is any formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace. More information about BL can be found at <https://www.dallasisd.org/Page/73816>.

¹⁰ Within the Dallas ISD, there are seven networks including Central, Magnet/Office of Transformation and Innovation (OTI)/Single Gender, Northeast, Northwest, Southeast, Southwest, and Accelerating Campus Excellence (ACE). There are several clusters of schools within each network.

¹¹ Feeder patterns designate the schools that students follow as they graduate from one level to the next. The goal is to keep students together as they feed from elementary school to middle school, and finally to high school. Middle school and high school zones are comprised of the elementary attendance zones that feed into them.

and coaching instructional practices that supported student learning, and they provided training for curriculum development in four content areas (i.e., reading, mathematics, social studies, and science).¹² Likewise, NCs provided leadership training to campus administrators and worked collaboratively with the Leader Excellence, Advancement and Development (LEAD) Department.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to provide an overview of the implementation and outcomes of the DITS program, including funding, implementation information, program staff member characteristics, campus visit information, PD opportunities provided, and the perceptions of participants in the program.¹³ Additionally, the report examined relevant Title I workscope goals.¹⁴ This evaluation report also provides a summary of key findings and actionable recommendations based on reported data. The evaluation addressed the following questions:

1. How was the DITS program funded in 2021-22?
2. How was the DITS program implemented in 2021-22?
3. What were the characteristics of ILCs and NCs in 2021-22?
4. What was the distribution of campus visits by network during the 2021-22 school year?
5. What PD opportunities were offered to and completed by ILCs in 2021-22?
6. What were the perceptions of participants who attended the PD sessions led by NCs?
7. What were the perceptions of ILCs, NCs, EDs, CICs, and APs regarding the implementation of the DITS program in 2021-22?¹⁵

EVALUATION QUESTIONS AND RESULTS

How was the DITS program funded in 2021-22?

Methodology

Budget information was provided by Special Revenue Funds Management on February 28, 2022.

Results

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).

How was the DITS program implemented in 2021-22?

Methodology

The evaluator interviewed the Director of ILCs and reviewed related documents from program management and websites.

¹² With the support of their ILCs, each campus in Dallas ISD developed a structured plan for campus staff members to effectively design lessons that increase the use of technology within content instruction.

¹³ Portions of this report were adapted from Barton (2020) and Landrau (2021).

¹⁴ ACE campuses were not part of the DITS program or the workscope. Thus, information provided in this report does not include information for ACE campuses.

¹⁵ APs = assistant principals.

Results

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. At this time, the DITS program staff members transitioned to providing all Professional Learning Communities (PLCs) to teachers virtually and created lesson plans and monitored teachers in virtual classrooms. In addition, ILCs worked with the T&L Department to create new at-home lesson plans for future use during the 2020-21 school year that could be used in-person or virtually to provide flexibility. Lastly, ILCs provided support for teachers experiencing technology issues, and ILCs continued to attend virtual meetings with teachers and parents, as needed. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule.¹⁶ During 2020-21, the program management ensured that PD focused on teaching in a virtual and face-to-face environment. ILCs continued to conduct campus visits in person and virtually, while also working with the T&L Department on curriculum development.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district also offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars (School-Day Redesign, Intersession, and Base/Traditional) and other supports.¹⁷ Because of these variations in instructional time, and support activities, all results should be reviewed with caution. In alignment with the district efforts, ILCs focused on mitigating learning loss by working with campus leaders to deeply understand the content standards and all related intervention and acceleration supports.

The subsections below provide the roles and responsibilities of ILCs, NCs, EDs, CICs, and APs in relation to the implementation of the DITS program.

Instructional Lead Coaches

SL guided the work of ILCs to maintain strong accountability for the implementation of the district priorities in the four main content areas (i.e., reading, mathematics, social studies, and science) and to increase the use of BL instructional models within content instruction. ILCs ensured fidelity to curriculum implementation through consistent PD and coaching of instructional practices that enhanced student achievement.

In 2021-22, a total of 66 ILCs provided support to Dallas ISD campuses.¹⁸ Of those, 63 (95%) were ILCs in the four main content areas (i.e., reading, mathematics, social studies, and science), and three were technology/BL/Dallas Assessment Navigator (DAN) ILCs¹⁹ who served campuses districtwide. ILCs in the four main content areas reported to an NC, whereas technology ILCs reported to the Director of ILCs.

¹⁶ To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities.

¹⁷ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

¹⁸ Number counts were based on information provided by program management on 01/05/22.

¹⁹ DAN is a cloud-based platform and was used to administer and score district assessments online. DAN could be integrated with most learning management systems as well as Google Classroom.

ILCs received training on various topics during ILC Summit Sessions. The T&L Department and other experts in the field (e.g., racial equity speakers) trained ILCs on best practices to increase depth of knowledge. ILCs also received training on developing PD 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). Table 1 provides major ILC roles and responsibilities.

Table 1: ILC Roles and Responsibilities

Coaching
• Develop/curate tools to support the coaching process. • Identify additional resources to support campus instructional team. • Implement and model observation-feedback loop for campus instructional team. • Serve as thought partner in implementing the coaching model. • Support campus instructional team in developing their 1-on-1 coaching effectiveness through both (1) development of coaching skills and use of tools (e.g., video) and (2) content strategies/resources. • Use quantitative and qualitative data to determine coaching cycles.
Instructional Support/Curriculum Development
• Co-create and support assessment development. • Co-create and support a viable and purposeful district curriculum. • Collaborate with campus instructional team to deepen content knowledge with staff. • Collaborate with colleagues to develop and support curriculum. • Participate in and co-facilitate PLCs and other content growth meetings. • Support campus instructional team in implementing, modeling, and monitoring pedagogical practices. • Utilize strategies to include but not limited to instructional models, resources, and coaching to deepen instructional practices that support curriculum.
Data Analysis/Monitoring
• Assist with ongoing monitoring and analysis of all relevant assessments. • Collaborate with and support campus instructional team with all aspects of the Data Driven Instruction process. • Monitor and analyze cluster data for trends. • Participate in and co-facilitate data meetings/PLCs. • Support the development of high-quality assessments, aligned curricula, and data analysis (through coaching, teacher teams, and PD). • Use data to develop coaching cycle and instructional support.
PD
• Assist campus instructional team in developing action plans to execute PD. • Guide the campus instructional team in identifying and developing PD sessions that are in alignment with campus needs. • Monitor and provide feedback to campus instructional team on the quality and alignment of PD. • Provide and model high-quality content specific and coaching PD. • Support campus instructional team with campus PD (co-planning).
Communication
• Attend to clocking in daily, attendance documentation, weekly ILC Updates emails and other emails. Respond in a timely manner. • Communicate campus visits and other relevant ILC work through Outlook calendar. • Communicate regularly with stakeholders (ED, campus instructional team, ILC Leadership) regarding key responsibilities and other relevant information. • Utilize a system (tracker, journal, digital notes, etc.) to capture campus visits and ILC related work.

Source: Program management document: 11/03/21.

Network Coordinators

In 2021-22, a total of seven NCs provided leadership training to campus staff members, and each NC provided support to three EDs from their assigned network in Dallas ISD. NCs provided support to Dallas ISD campuses by:

- 1) designing, coordinating, and delivering PD²⁰ within their network;
- 2) coordinating principal and AP meetings with EDs and ILCs within their network;
- 3) locating, analyzing, and presenting various data (e.g., instructional, discipline offenses, and spot observations) for EDs;
- 4) coordinating with other departments [e.g., the Leader Excellence, Advancement and Development (LEAD) 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;
- 7) co-developing or vetting campus-designed PD sessions; and
- 8) coordinating six weeks-at-a-glance curriculum preview sessions for network campuses.

NCs also met regularly to align districtwide SL Department initiatives,²¹ engage in problems of practice,²² and share projects. Additionally, NCs received training on providing support to campuses, such as Region 10's offerings on accountability and Targeted Intervention Plans.

Executive Directors

Since 2020-21, the number of ILCs assigned to each ED was determined by the High Priority Campus (HPC) selection process.²³ 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. In 2021-22, between two to six ILCs were assigned to each of the 21 EDs, and each NC supported three EDs.

Campus Instructional Coaches

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 data, focused

²⁰ Examples of PD topics included best data practices, instructional models, state and local accountability updates, and cultural intelligence training.

²¹ NCs 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 designed and implemented the same product.

²² Example problems of practice included 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? and 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?

²³ HPCs were identified by state accountability rating, Intensity of Poverty Index (IPI) rating, and campus status (ACE, Choice, or Magnet).

dialogue, collaborative planning, action plan implementation, and PD. In 2021-22, ILCs hosted three virtual CIC Summits. The fall CIC Summit was held on October 26, 2021; the spring CIC Summit was held on February 22, 2022; and the May CIC Summit was held on May 24, 2022. All CICs and any other members of the campus instructional team were invited to attend. CICs attended various summit sessions (i.e., instructional content sessions, coaching and general sessions, etc.) through Zoom based on the needs of their campus and network/cluster PLCs. The fall Summit offered various sessions for participants to select. All sessions aimed to support growth in (a) instructional coaching, (b) instructional content, and (c) general tools and strategies. The spring Summit offered two required sessions and one optional session. All spring sessions were geared toward (a) instructional tools and strategies relevant for spring curriculum and (b) preparation for testing. The May Summit focused on successfully preparing for the beginning of the 2022-23 school year. May session offerings included important sessions for effective instructional coaching; core content and power meetings (PLCs); and overviews of Schoology, Amplify, and Eureka.

Assistant Principals

Beginning in 2020-21 and continuing in 2021-22, APs received support from ILCs. Similar to CICs, ILCs provided training to APs on how to implement SL initiatives. ILCs conducted campus visits with APs and supported APs at PLC power meetings. The four types of power meetings included administrative team meetings, content leadership meetings, look forward PLCs, and look-back PLCs. While ILCs could attend all power meetings, they primarily supported APs during content leadership meetings.

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

Methodology

To determine the characteristics of ILCs and NCs in 2021-22, the evaluator used a list of ILCs and NCs provided by the DITS program staff members and merged it with the January 5, 2022, district personnel data file. Frequency and crosstabs analyses were used to summarize ILC and NC characteristics by gender, race/ethnicity, district experience, and highest degree obtained. The evaluator also calculated the median numbers of years in the district. Additionally, rates of ILCs and NCs who remained in the district in the same role from 2020-21 to 2021-22 were calculated using 2020-21 and 2021-22 January personnel data files.²⁴ ILCs and a NC who served ACE campuses were not included because ACE campuses were not part of the DITS program.

Results

In 2021-22, 66 ILCs worked in the district. The majority of 2021-22 ILCs were female (83%) and/or African American (62%; Table 2). The median number of years in the district was 15 years. Most ILCs held master's or doctoral degrees (71%). Of the 67 ILCs in 2020-21, 93 percent were retained as district ILCs for the 2021-22 school year (Figure 1).

²⁴ The evaluator received the updated list of ILCs and NCs for the 2020-21 school year on 01/05/22 and merged with the 01/05/21 district personnel data file. 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 report.

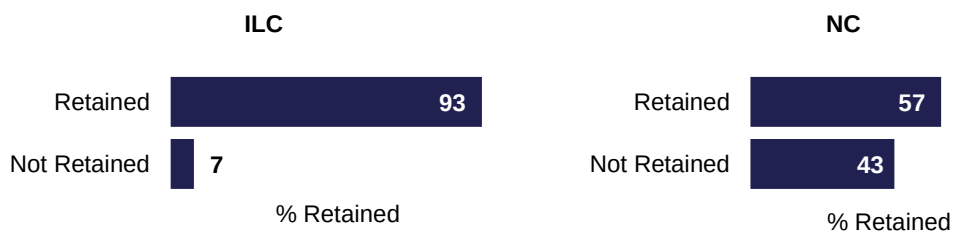
Of the seven NCs who worked in the district during the 2021-22 school year, the majority were female (86%) and/or white (71%; Table 2). The median number of years in the district was six years. Most NCs held master's or doctoral degrees (71%). Four out of seven 2020-21 NCs (57%) held the same district role in 2021-22 (Figure 1).

Table 2: 2020-21 and 2021-22 ILC/NC Characteristics

	2020-21				2021-22			
	ILC (N=67)		NC (N=7)		ILC (N=66)		NC (N=7)	
	n	%	n	%	n	%	n	%
Gender								
Female	56	83.6	5	71.4	55	83.3	6	85.7
Male	11	16.4	2	28.6	11	16.7	1	14.3
Ethnicity								
African American	38	56.7	2	28.6	41	62.1	2	28.6
Hispanic	15	22.4	1	14.3	13	19.7	0	0.0
White	11	16.4	4	57.1	9	13.6	5	71.4
Asian	3	4.5	0	0.0	3	4.5	0	0.0
Dallas ISD Experience								
Newly Hired	0	0.0	1	14.3	0	0.0	0	0.0
1-5 years	9	13.4	3	42.9	7	10.6	2	28.6
6-10 years	15	22.4	2	28.6	10	15.2	3	42.9
11-15 years	20	29.9	0	0.0	17	25.8	0	0.0
16-20 years	12	17.9	1	14.3	19	28.8	2	28.6
20+ years	11	16.4	0	0.0	13	19.7	0	0.0
Median years	14		5		15		6	
Highest Degree								
Bachelor's Degree	17	25.4	2	28.6	19	28.8	1	14.3
Master's Degree	47	70.1	4	57.1	44	66.7	4	57.1
Doctoral Degree	3	4.5	0	0.0	3	4.5	1	14.3
Not available	0	0.0	1	14.3	0	0.0	1	14.3

Source: District personnel files, 01/05/21 and 01/05/22. ILC lists from program management, 01/05/22 for 2020-21 and 2021-22.
Note: Some percentages may not sum to 100 percent because of rounding. ILCs included three technology ILCs in both years who served campuses districtwide and reported to the Director of ILCs. 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 report.

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. Retention rate included the percentage of ILCs or NCs who remained in their positions in the district from 2020-21 to 2021-22. ILCs included three technology ILCs in both years who served campuses districtwide and reported to the Director of ILCs. 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 report.

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

Methodology

The evaluator reviewed the 2021-22 Campus Coaching Tracker file for Dallas ISD campuses provided by program staff members. The file was downloaded on June 14, 2022. Frequency and crosstabs analyses were used to calculate the number and percentage of ED/SL visits²⁵ and ILC visits²⁶ between August 1, 2021 and May 31, 2022 by network across all campuses.²⁷ As mentioned previously, data for ACE campuses were excluded from analysis because they were not part of the DITS program.

Results

During the 2021-22 school year, 3,605 ED/SL visits and 1,060 ILC visits were conducted on Dallas ISD campuses (Table 3). 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 3: 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/Single Gender	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: Some percentages do not sum to 100 due to rounding. District total did not include visits for ACE campuses.

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

Methodology

An important focus of the DITS program was to provide ILCs with PD opportunities (i.e., ILC Summits). ILCs used Summit sessions to increase their depth of knowledge on four content areas (i.e., reading, mathematics, social studies, and science) and to create PD for teachers, CICS, principals, and APs. The SL Department provided the link to the ILC Summit sign-in form for the 2021-22 school year, and the evaluator downloaded attendance data for ILC Summits on June 14, 2022.²⁸ Frequency and

²⁵ 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.

²⁶ ILC visits allowed ILCs to support campus staff members based on the needs of each campus.

²⁷ ED Spot Observations were not included in this report because they were not consistently reported across all Dallas ISD campuses. Some EDs used a different system for recording spot observations, and some EDs might have calibrated with campus leaders during campus visits without submitting an ED spot observation.

²⁸ ILC Summits for the 2021-22 school year began June 21, 2021 and continued through May 31, 2022.

descriptive statistics were used to calculate the number of ILC attendees at each session and the average number of ILC attendees per session.

Results

During the 2021-22 school year, there were eight ILC Summits (Table 4) and between 46 and 66 ILCs attended each ILC Summit. On average, 56 ILCs attended an ILC Summit.

Table 4: 2021-22 ILC Summit Attendees by Content Area

ILC Summit Date	N	ELAR		Mathematics		Science		Social Studies		BL/DAN	
		n	%	n	%	n	%	n	%	n	%
06/21/2021	66	27	40.9	27	40.9	8	12.1	2	3.0	2	3.0
09/13/2021	61	25	41.0	27	44.3	5	8.2	2	3.3	2	3.3
10/18/2021	46	21	45.7	20	43.5	1	2.2	2	4.3	2	4.3
11/15/2021	53	25	47.2	22	41.5	4	7.5	2	3.8	0	0.0
01/31/2022	58	26	44.8	25	43.1	4	6.9	1	1.7	2	3.4
02/07/2022	50	23	46.0	20	40.0	4	8.0	1	2.0	2	4.0
03/28/2022	52	25	48.1	21	40.4	4	7.7	1	1.9	1	1.9
05/31/2022	59	26	44.1	23	39.0	5	8.5	2	3.4	3	5.1

Source: 2021-22 ILC Summit Sign-in Form, 06/14/22.

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

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

Methodology

NCs from the SL Department provided their individual PD satisfaction survey data to the evaluator. Participants completed the surveys after attending PD sessions led by NCs. The surveys were also used as sign-in sheets. The evaluator attempted to use these data to examine the Title I workscope goal of a five percentage-point increase from 2020-21 to 2021-22 in positive responses on PD satisfaction surveys.²⁹

Results

The workscope goal could not be measured because there was no uniform survey item that measured participants' satisfaction. Survey results from each NC indicated that NCs used different survey forms depending on the audiences and particular PD sessions.

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

Methodology

Five DITS surveys were developed and administered online from March 21, 2022, through April 8, 2022. The surveys solicited feedback from all ILCs, NCs, EDs, CICs, and APs in the district regarding their experiences with the DITS program. A list of ILCs, NCs, and EDs was provided by SL on January 5, 2022,

²⁹ Data were provided by NCs on 02/02/22 through 02/08/22.

and CICs and APs were identified using the district personnel file dated January 5, 2022. Periodic reminders were sent to those who had not yet responded. Survey items generally addressed characteristics of respondents, types and quality of services provided and received, and perceptions about the implementation and impact of the DITS program. Each survey also included several open-ended questions. The evaluator used frequency and crosstabs analyses for rating scale items and multiple response items and content analyzed open-ended question responses, grouping feedback into general themes. Details about survey items can be found in Appendices A-E.

In addition, if applicable, the evaluator assessed the extent to which survey results from 2020-21 to 2021-22 addressed the following Title I workscope goals: 1) five percentage-point increase in positive responses on CIC and AP surveys about effectiveness of campus support services, and 2) five percentage-point increase in positive responses on CIC and AP surveys about the impact of ILC support on skill development. Information for 2020-21 was obtained from the last year's evaluation report (Landrau, 2021).

Results

Survey results presented in the following sections reflect major findings for the ILC, NC, ED, CIC, and AP surveys. Percentages reported in the following sections do not include respondents who indicated that a question was 'not applicable' or they 'did not know'. Detailed survey results including the number of respondents and response rates for all survey items are provided in Appendix A (ILC survey), Appendix B (NC survey), Appendix C (ED survey), Appendix D (CIC survey), and Appendix E (AP survey).³⁰

Instructional Lead Coach Survey

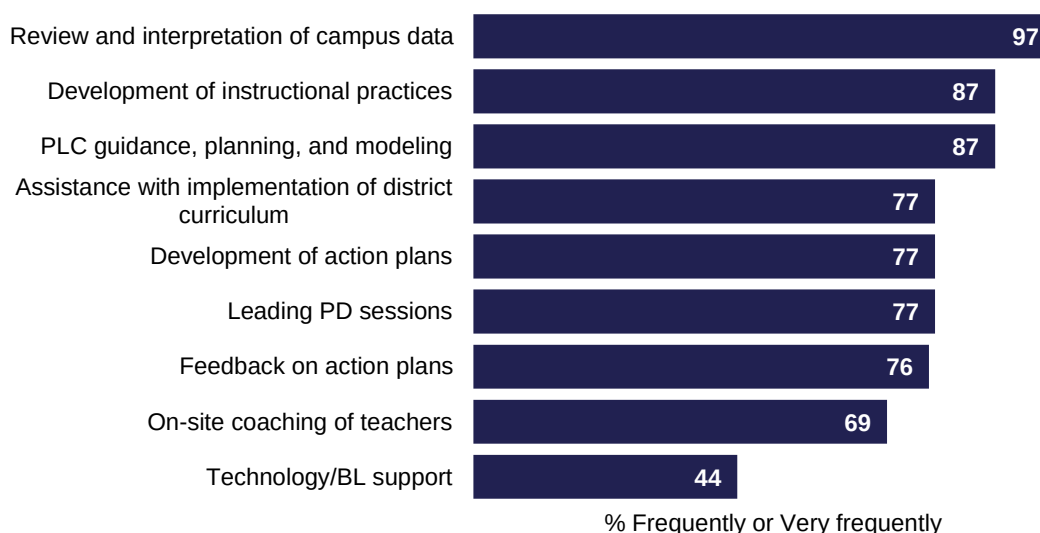
Of the 65 ILCs³¹ invited to complete the survey, 62 (95%) completed at least part of the survey. Most respondents served at the elementary school level (50%), specialized in English language arts and reading (ELAR; 45%) or mathematics (39%), and served as an ILC or Academic Facilitator (AF) for three to four years (47%) in the district. Most ILCs (89%) reported that they provided virtual support to Dallas ISD campuses during the 2021-22 school year – with 78 percent of ILCs providing "less than 50 percent of support" virtually. Less than five percent of ILCs indicated that they provided 100 percent of support virtually.

During 2021-22, ILCs supported campuses in numerous ways based on requests from their EDs. As indicated by Figure 2, ILCs reported that the three most frequently or very frequently requested common services by EDs included reviewing and interpretation of campus data (97%); development of instructional practices (87%); and PLC guidance, planning, and modeling (87%).

³⁰ The number and percentage of ILC, NC, ED, CIC, and AP respondents by network and cluster can be found in Appendix F and Appendix G. Appendix tables included respondents who indicated that a question was 'not applicable' or they 'did not know.' As a result, some percentages provided in this section may differ from the percentages presented in appendix tables.

³¹ Of the 66 ILCs who provided support to Dallas ISD campuses in 2021-22, one ILC left the district before the survey invitation emails were sent out.

Figure 2: 2021-22 ILC Survey – Frequently or Very Frequently Requested ILC Services by EDs

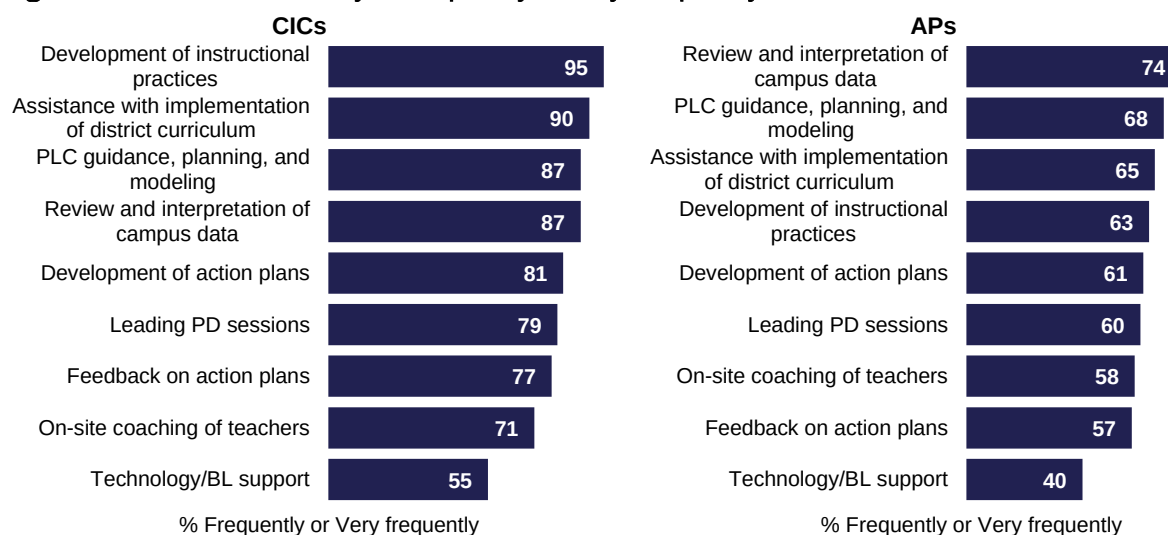


Source: 2021-22 DITS - ILC Survey.

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

The frequency of services ILCs provided to CICs and APs varied depending on the recipient of the support (Figure 3). In all cases, the percentage of services provided frequently or very frequently was higher for CICs than APs. The most frequent services provided by ILCs were development of instructional practices for CICs (95%) and reviewing and interpretation of campus data for APs (74%). Of the top three most frequently or very frequently provided services, two were provided for both CICs and APs: assistance with implementation of district curriculum (CICs: 90% and APs: 65%) and PLC guidance, planning, and modeling (CICs: 87% and APs: 68%).

Figure 3: 2021-22 ILC Survey – Frequently or Very Frequently Provided ILC Services to CICs and APs



Source: 2021-22 DITS - ILC Survey.

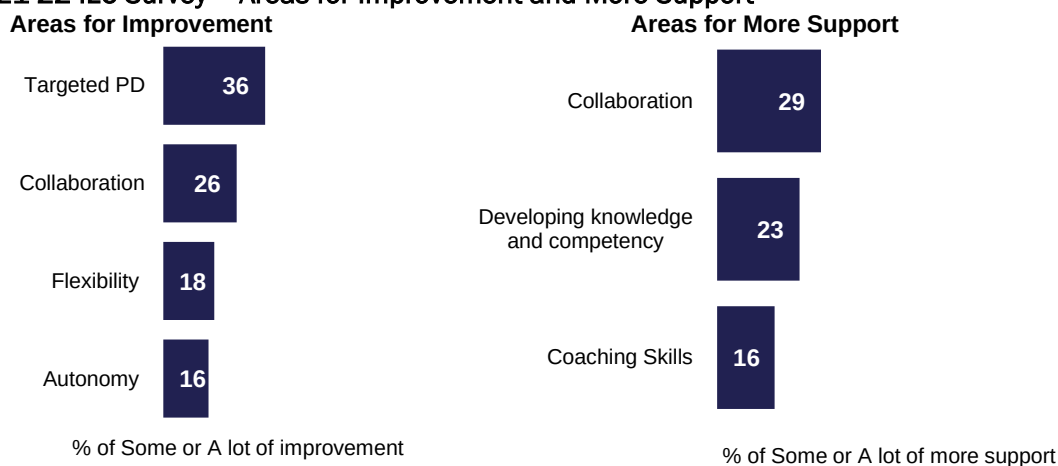
Note: For Ns and detailed survey response rates by question, see Appendix A.

ILCs who completed the survey highly rated the helpfulness of services they received from the DITS program. Ninety percent of ILCs rated the ILC Summit Sessions as moderately or extremely helpful. Seventy-four percent of ILCs rated the PD collaboration with the T&L Department as moderately or extremely helpful.

Most ILC survey respondents agreed or strongly agreed that CICs (98%), principals (100%), and APs (100%) were receptive to services that they provided. Ninety-five percent of ILCs agreed or strongly agreed that efforts of CICs in their network contributed to the improvement of teacher performance, and 84 percent of ILCs agreed or strongly agreed that collaboration with the T&L Department provided content resources that were effective at providing instructional support to campuses. Additionally, most ILCs (97%) agreed or strongly agreed that 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 (e.g., working collaboratively with other ILCs, EDs, CICs, and stakeholders; 26%; Figure 4). In addition, 29 percent of ILCs reported that collaboration (e.g., within campuses, between campuses, and in the four main content areas) was an area in which they need more support.

Figure 4: 2021-22 ILC Survey – Areas for Improvement and More Support



Source: 2021-22 DITS - ILC Survey.

Note: Regarding areas for improvement: collaboration included working collaboratively with other ILCs, EDs, CICs, and other stakeholders; flexibility included providing support based on campus needs; and autonomy included establishing trust to make own priorities. Regarding areas for more support: collaboration included working collaboratively within campuses, between campuses, and in the four main content areas; developing knowledge and competency included using technology, recent trends, and research/content training; and coaching skills included listening, observing, modeling, and coaching cycles. For Ns and detailed survey response rates by question, see Appendix A.

When responding to an open-ended question regarding the most successful supports they provided in 2021-22 ($N = 50$ respondents), ILCs most frequently mentioned PLCs, PD, and other meetings (54%), followed by feedback, observation, and coaching (48%) and curriculum and instructional support (36%). Regarding the most important ways EDs can continue to support ILCs for the 2022-23 school year ($N = 53$ respondents), ILCs indicated communicating and enforcing vision/expectations (38%), feedback, observation, and coaching (30%), and PLCs, PD, and other meetings (21%). As for the most important

ways NCs can continue to support ILCs for the 2022-23 school year ($N = 52$ respondents), ILCs identified data and analyses (67%), followed by PLCs, PD, and other meetings (35%) and communication and collaboration (15%). Additionally, ILCs most frequently mentioned collaboration (41%) and PLCs, PD, and other meetings (37%) as the most important ways ILC leadership can continue to support ILCs for the 2022-23 school year ($N = 54$ respondents).

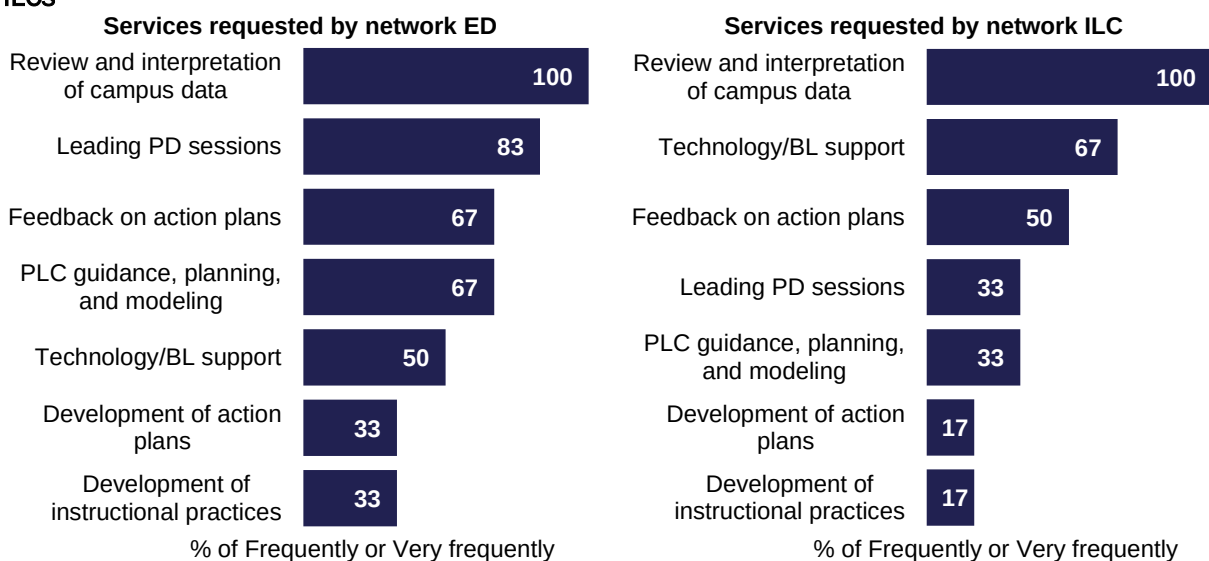
Network Coordinator Survey

Of the seven NCs invited to complete the survey, six (86%) completed the survey. Because of the small number of NCs ($N = 6$), results for the NC survey should be reviewed with caution.

Of the six NC respondents, 83 percent served as an NC for less than three years in the district. All NCs served across school levels and provided virtual support – with the majority (67%) of NCs providing “50 percent or more but not all” of their supports virtually.

During 2021-22, NCs supported campuses in numerous ways based on requests from their EDs and ILCs. As indicated by Figure 5, NCs reported that the four most frequently or very frequently requested common services by their network ED included (a) reviewing and interpretation of campus data (100%), (b) leading PD sessions (83%), (c) feedback on action plans (67%), and (d) PLC guidance, planning, and modeling (67%). The three most frequently or very frequently requested common services by their network ILC included (a) reviewing and interpretation of campus data (100%), (b) technology/BL support (67%), and (c) feedback on action plans (50%).

Figure 5: 2021-22 NC Survey – Frequently or Very Frequently Requested NC Services by EDs and ILCs

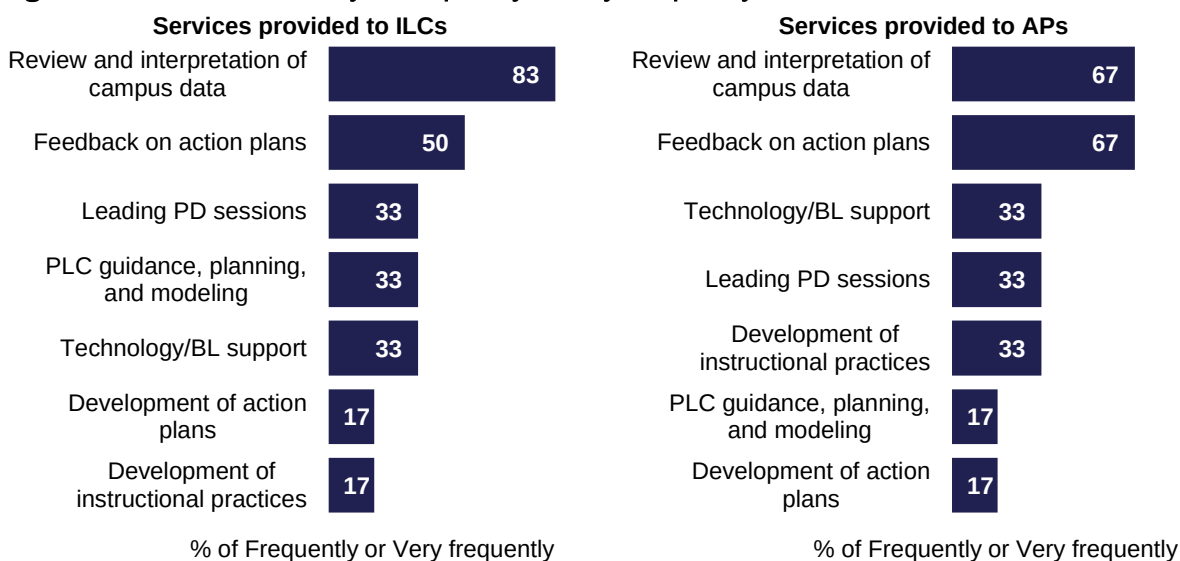


Source: 2021-22 DITS - NC Survey.

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

As shown in Figure 6, the two most frequently or very frequently provided NC services to ILCs and APs were reviewing and interpretation of campus data (ILCs: 83% and APs: 67%) and feedback on action plans (ILCs: 50% and APs: 67%).

Figure 6: 2021-22 NC Survey – Frequently or Very Frequently Provided NC Services to ILCs and APs



Source: 2021-22 DITS - NC Survey.

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

All NCs rated the helpfulness of collaboration with other NCs, EDs, and the LEAD Department as moderately or extremely helpful. Likewise, all NCs rated weekly NC meetings as moderately or extremely helpful.

Most NCs agreed or strongly agreed that EDs (100%), principals (83%), and APs (100%) were receptive to services that they provided. Eighty-three percent of NCs agreed or strongly agreed that collaboration between NCs, EDs, and the LEAD Department provided content resources that were effective at providing instructional support to campuses. In addition, most NCs (83%) agreed or strongly agreed that the NC structure was effective at providing support to campuses.

The two areas that NCs most frequently reported needing improvement were collaborating with other NCs, ILCs, EDs, and other stakeholders (50%) and targeted PD (33%; Figure 7). NCs also reported that they need more support in developing knowledge and competency (67%; e.g., using technology, recent trends, and research/content training) and coaching skills (33%; e.g., listening, observing, modeling and coaching cycles).

Figure 7: 2021-22 NC Survey – Areas for Improvement and More Support



Source: 2021-22 DITS - NC Survey.

Note: Regarding areas for improvement: collaboration included working collaboratively with other NCs, ILCs, EDs, and other stakeholders; autonomy included establishing trust to make own priorities; and flexibility included providing support based on campus needs. Regarding areas for more support: developing knowledge and competency included using technology, recent trends, and research/content training; coaching skills included listening, observing, modeling, and coaching cycles; and collaboration included working collaboratively within campuses, between campuses, and in content areas. For Ns and detailed survey response rates by question, see Appendix B.

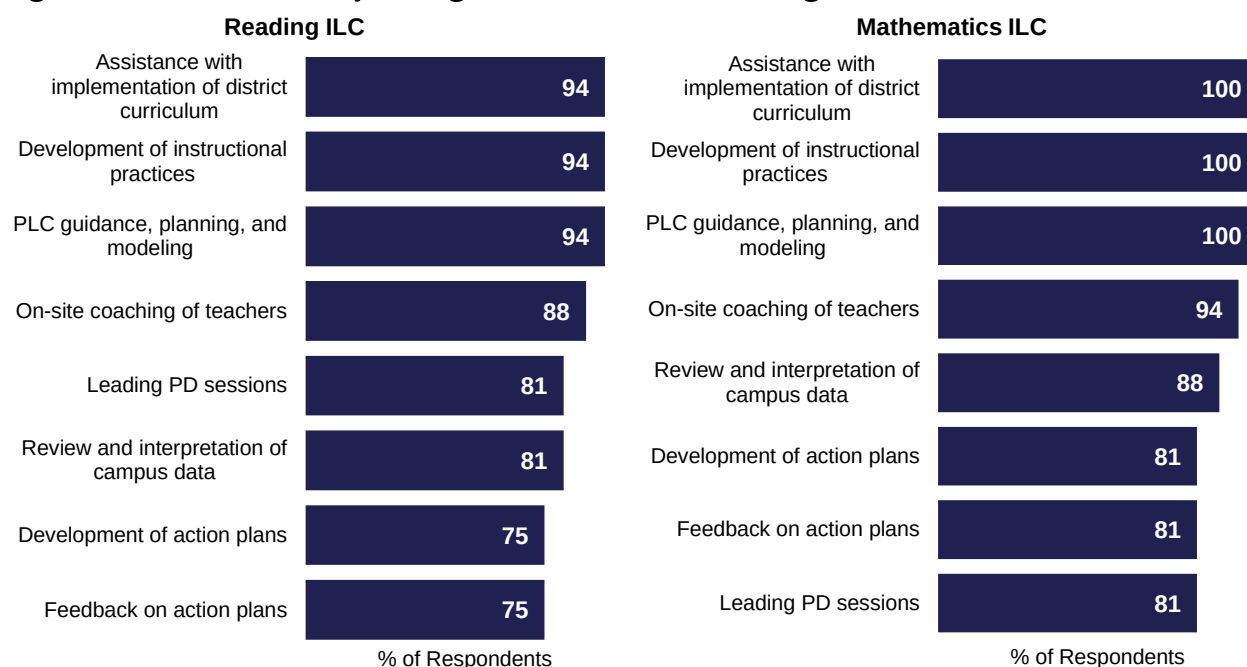
All NCs (N=6) responded to two open-ended questions included in the survey. All (100%) NCs reported providing data (e.g., accountability updates, campus data, and cluster data) and analyses as the most successful supports they provided in 2021-22. When describing the most important ways EDs can continue to support the role of NCs for the next school year, most NCs (83%) reported that they want EDs to continue to communicate and enforce vision/expectations to them.

Executive Director Survey

Of the 21 EDs invited to complete the survey, 16 (76%) completed at least part of the survey. The majority (63%) of respondents served as an ED for less than three years in the district. Because of the small number of EDs (N = 16), the results for the ED survey should be reviewed with caution. Most EDs indicated that they had a reading ILC (94%) and/or a mathematics ILC (100%). Of those, 87 percent of EDs indicated that reading ILCs served all campuses in their cluster, and 75 percent indicated that mathematics ILCs served all campuses in their cluster. Unlike for reading and mathematics, 31 percent of EDs indicated that they had a science ILC, and 19 percent indicated that they had a social studies ILC. Due to the small percentage of EDs who had a science or a social studies ILC, results for science and social studies content areas are not discussed in this section; instead, Appendix C includes detailed results for each content area.

Figure 8 shows support services that EDs assigned to their reading and mathematics ILCs during the 2021-22 school year. For both reading and mathematics, the most common services that EDs assigned to their ILCs included (a) assistance with implementation of district curriculum (reading: 94% and mathematics: 100%), (b) development of instructional practices (reading: 94% and mathematics: 100%), and (c) PLC guidance, planning, and modeling (reading: 94% and mathematics: 100%).

Figure 8: 2021-22 ED Survey – Assigned ILC Services for Reading and Mathematics



Source: 2021-22 DITS - ED Survey.

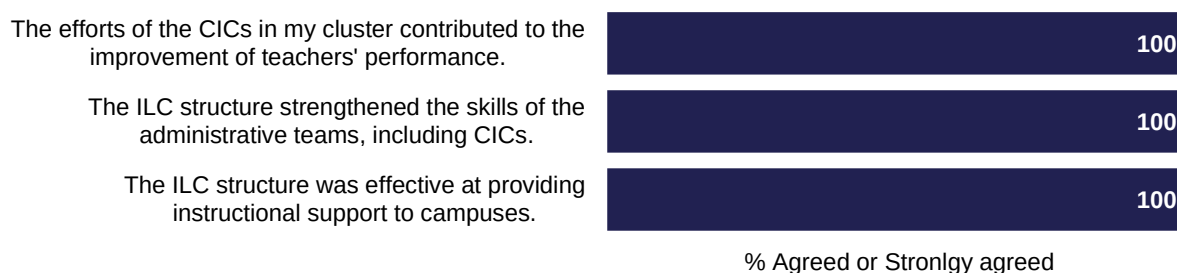
Note: For Ns and detailed survey response rates by question, see Appendix C.

Overall, most EDs rated the quality of services provided by ILCs as above average or excellent; reading ILCs' services (93%) and mathematics ILCs' services (100%). Similarly, most EDs rated the quality of NC services as above average or excellent; data analysis and monitoring (88%), logistics and operations (87%), and PD (80%).

Ninety-three percent of EDs reported that reading and mathematics ILCs frequently or almost always met the needs of their campuses. Most EDs reported that NCs frequently or almost always met the needs of their networks in data analysis and monitoring (87%), logistics and operations (80%), and PD (79%).

As shown in Figure 9, all EDs agreed or strongly agreed that (a) the CICs in their clusters contributed to the improvement of teacher performance, (b) the ILC structure strengthened the skills of the administrative teams, including CICs, and (c) the ILC structure was effective at providing instructional support to campuses.

Figure 9: Percentage of EDs who Agreed or Strongly Agreed with the Impact of the ILC Model



Source: 2021-22 DITS - ED Survey.

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

Regarding the impact of the NC supports, most EDs agreed or strongly agreed that efforts of NCs contributed to the improvement of data analysis and monitoring (87%) and the NC structure strengthened the skills of the administrative teams (87%). Eighty percent of EDs either agreed or strongly agreed that the NC structure was effective at providing support to campuses.

Regarding the helpfulness of the support and content, all EDs indicated that the support and content the ILC model provided to content leadership teams was at least somewhat helpful. Most EDs also agreed or strongly agreed that student (93%), teacher (100%) and CIC (100%) technology use was adequately supported.

EDs had the option to respond to several open-ended questions about the ILC and NC support they received. When listing the strengths of the ILC structure for the 2021-22 school year ($N = 15$ respondents), EDs most often mentioned curriculum and instructional support (47%), followed by PLCs, PD, and other meetings (33%) and data and analyses (20%). For the strengths of the NC structure ($N = 14$ respondents), EDs mentioned data and analyses (64%) and PLCs, PD, and other meetings (43%). When listing the most successful supports they provided to ILCs and NCs in 2021-22 ($N = 14$ respondents), EDs reported creating expectations and protocols (43%); PLCs, PD, and other meetings (36%); and fostering relationships and collaborations (29%).

When listing one to two new supports that EDs thought would be beneficial during the next school year, EDs most often reported additional or differently-assigned ILCs³² ($n = 8$ of 13 respondents; 62%) and more clearly defined roles/expectations for NCs ($n = 3$ of 12 respondents; 25%). When describing one or two of the most important ways that ILCs could continue to support EDs in 2022-23 ($N = 12$ respondents), EDs most often reported PLCs, PD, and other meetings (50%) and feedback, observation, and coaching (42%). When describing one or two of the most important ways that NCs could continue to support EDs in 2022-23 ($N = 10$ respondents), EDs most often reported data and analyses (80%) and PLCs, PD, and other meetings (40%).

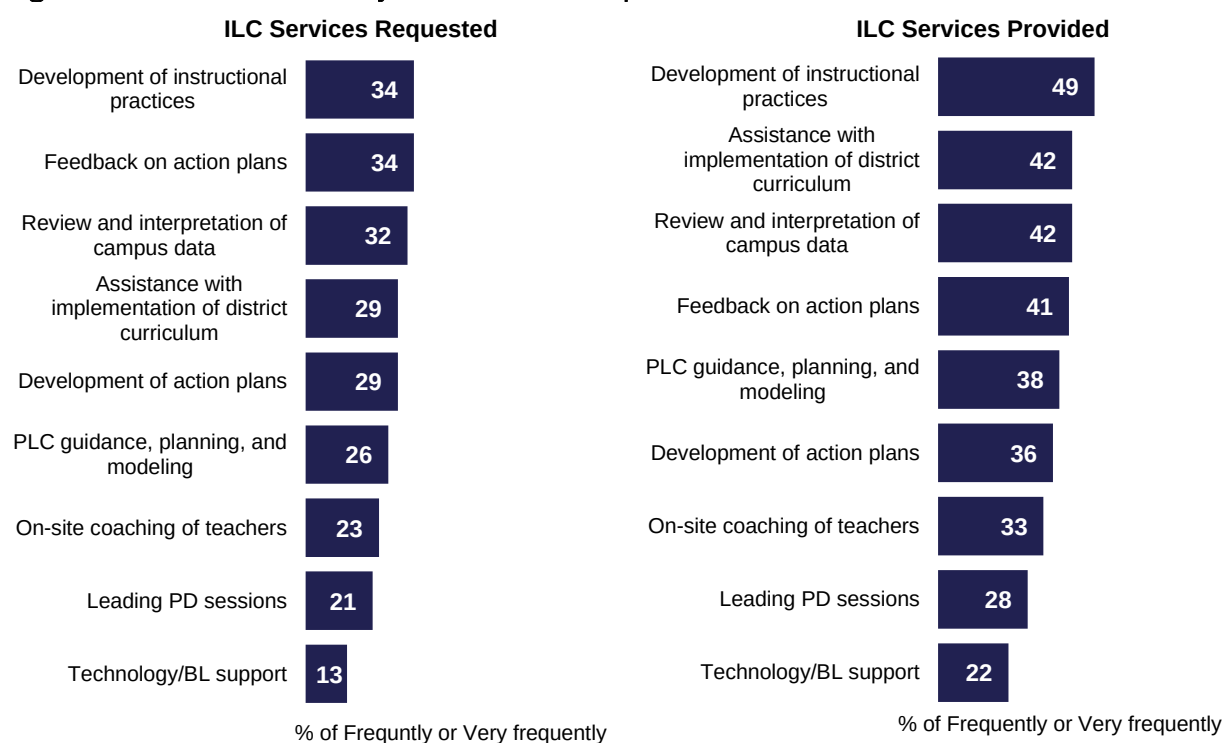
³² Examples included assigning ILCs based on campus needs, allocating one ILC in each core content area, and adding additional science/social studies ILCs.

Campus Instructional Coach Survey

Of the 213 CICs invited to complete the survey, 146 (69%) completed at least part of the survey. Most respondents were at the elementary school level (66%), served in ELAR (64%), and had three or more years of service as a CIC (68%). In 2021-22, most CICs (97%) reported that they received support from ILCs this school year and more than half (57%) of CICs indicated that they received support often. Most CICs (92%) reported that they received virtual support from ILCs - with the majority (68%) receiving less than 50 percent of supports virtually. Nine percent of CICs indicated that they received 100 percent of support virtually.

Figure 10 provides frequencies of ILC services requested by CICs and actual services provided by ILCs in 2021-22. Overall, ILC services for CICs were provided more often than they were requested. The three most frequently or very frequently requested and provided ILC services were development of instructional practices (34% and 49%, respectively), feedback on action plans (34% and 41%, respectively), and reviewing and interpretation of campus data (32% and 42%, respectively).

Figure 10: 2021-22 CIC Survey – ILC Services Requested and Provided



Source: 2021-22 DITS - CIC Survey.

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

Most CICs agreed or strongly agreed that ILCs provided services that met the needs of their campuses (94%) and responded to their campus needs in a timely manner (94%). In addition, most CICs (91%) agreed or strongly agreed that the ILC structure was effective at providing instructional support to campuses.

CIC respondents also reported that they experienced some or a lot of improvement in the following skills as a result of ILC support: knowledge (87%; e.g., strategies, content, and district goals), coaching skills (84%; e.g., implementation of improved coaching practices), feedback (84%; e.g., learning how to provide useful feedback and receiving/incorporating useful feedback), and data (81%; e.g., planning, analyzing, and implementing data for decision making). Finally, the majority of CICs (71%) rated technology supports provided by ILCs as either moderately or extremely helpful.

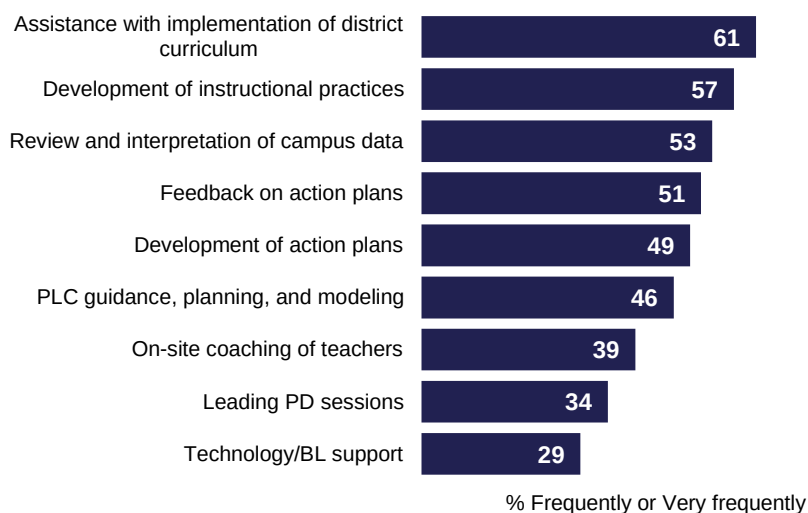
When CICs described the most successful supports they received from ILCs ($N = 103$ respondents), CICs most frequently mentioned resources and information (37%), followed by feedback, observation, and coaching (24%), and PLCs, PD, and other meetings (19%). In addition, when listing one or two of the most important ways that ILCs can continue to support CICs for the next school year ($N = 99$ respondents), CICs most frequently mentioned that ILCs should continue to provide feedback, observation, and coaching (29%), followed by PLCs, PD, and other meetings (21%) and curriculum and instructional support (18%).

Assistant Principal Survey

Of the 450 APs invited to complete the survey, 209 (46%) completed at least part of the survey. Most respondents served at the elementary school level (42%), served in the ELAR (54%) or mathematics (58%) content areas, and had three or more years of service as an AP in the district (55%).

A high percentage of APs (96%) reported that they received support from ILCs in 2021-22 and 54 percent reported that their ILCs often provided services to their campuses in 2021-22. Most APs (76%) reported that they received virtual services from ILCs – with the majority (62%) reporting that they received less than 50 percent of supports virtually. As shown in Figure 11, the three most frequently or very frequently provided ILC services for APs included assistance with implement of district curriculum (61%), development of instructional practices (57%), and reviewing and interpretation of campus data (53%).

Figure 11: 2021-22 AP Survey – Frequently or Very Frequently Provided Services by ILCs



Source: 2021-22 DITS - AP Survey.

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

Most APs agreed or strongly agreed that ILCs provided services that met the needs of their campuses (89%) and responded to their campus needs in a timely manner (92%). In addition, most APs (85%) agreed or strongly agreed that the ILC structure was effective at providing instructional support to their campus. Most APs agreed or strongly agreed that technology support provided by ILCs met the needs of their students (67%), teachers (69%), and CICs (73%).

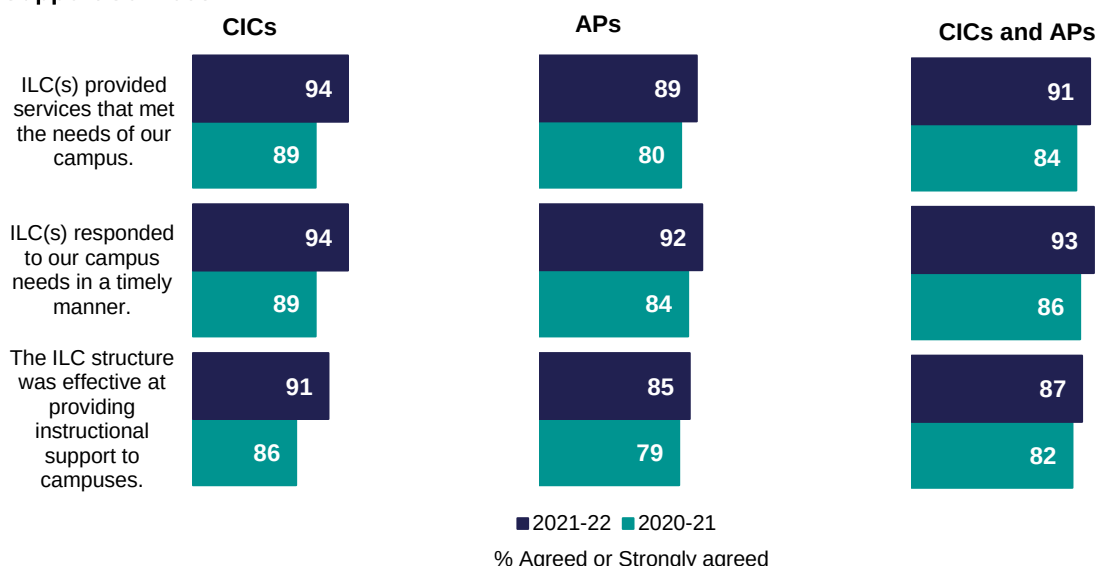
AP respondents also reported that they experienced some or a lot of improvement in the following skills as a result of ILC support; knowledge (77%; e.g., strategies, content, and district goals), feedback (74%; e.g., learning how to provide useful feedback and receiving/incorporating useful feedback), data (73%; e.g., planning, analyzing, and implementing data for decision making), and coaching skills (72%; e.g., implementation of improved coaching practices).

When asked to describe the most successful supports they received from ILCs this year ($N = 135$ respondents), APs most frequently mentioned feedback, observation, and coaching (28%), followed by PLCs, PD, and other meetings (26%) and data and analyses (23%). In addition, when asked to list one or two of the most important ways ILCs can continue to support APs ($N = 129$ respondents), APs most frequently mentioned feedback, observation, and coaching (32%), followed by curriculum and instructional support (26%) and PLCs, PD, and other meetings (24%).

Workscope Goals

The workscope 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 (Figure 12). Overall, the percentage of positive responses was higher for CICs than for APs in both years.

Figure 12: Percentage of CICs and APs who Agreed or Strongly Agreed with Effectiveness of Campus Support Services

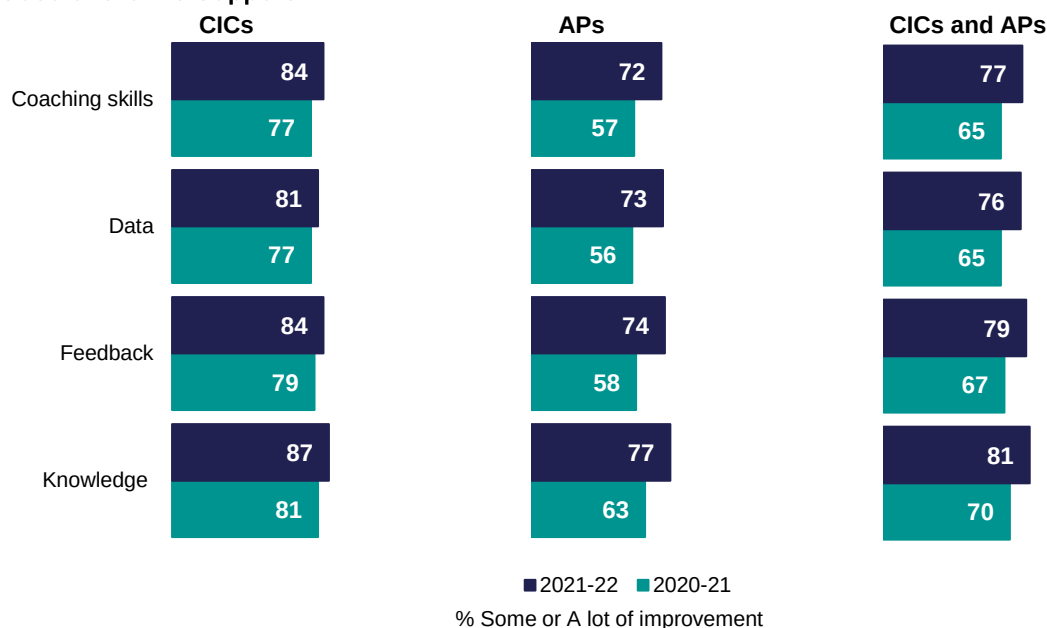


Source: 2020-21 DITS - CIC and AP surveys. 2021-22 DITS - CIC and AP surveys. Information for 2020-21 was obtained from Landrau (2021).

Note: For *Ns* and detailed survey response rates for each survey by question, see Appendices D (for CICs) and E (for APs). Respondents who marked 'don't know' or 'not applicable' were excluded.

The workscope 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 (Figure 13). Overall, the percentage of positive responses was higher for CICs than for APs in both years.

Figure 13: Percentage of CICs and APs who indicated Some or A lot of Improvement on Their Skills because of the ILC Support



Source: 2020-21 DITS - CIC and AP surveys. 2021-22 DITS - CIC and AP surveys. Information for 2020-21 was obtained from Landrau (2021).

Note: Coaching skills included implementation of improved coaching practices; data included planning, analyzing, and implementing data for decision making; feedback included learning how to provide useful feedback and receiving/incorporating useful feedback; knowledge included strategies, content, and district goals. For *N*s and detailed survey response rates for each survey by question, see Appendices D (for CICs) and E (for APs).

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

Supported by \$8,741,431 of Title I funding (same amount as in 2020-21), the DITS program aimed to provide instructional support to Dallas ISD campuses using the ILC model. NCs and ILCs served as the bridge between the SL Department and Dallas ISD campuses by providing instructional support to Dallas ISD teachers, CICs, principals, and APs. Key findings for 2021-22 include the following:

- In 2021-22, 3,605 ED/SL visits and 1,060 ILC visits were conducted on Dallas ISD campuses. The largest percentage of campus 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.
- In 2021-22, most ILCs (97%), EDs (100%), CICs (91%), and APs (85%) agreed or strongly agreed that the ILC structure was effective at providing instructional support to campuses. Similarly, most NCs (83%) agreed or strongly agreed that the NC structure was effective at providing support to campuses.
- Ninety percent of ILCs rated the ILC Summit Sessions as moderately or extremely helpful. Most ILCs agreed or strongly agreed that CICs (98%), principals (100%), and APs (100%) were receptive to services they provided. 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.
- All NCs rated the helpfulness of collaboration with other NCs, EDs, and the LEAD Department as moderately or extremely helpful. Likewise, all NCs rated weekly NC meetings as moderately or extremely helpful. Most NCs agreed or strongly agreed that EDs (100%), principals (83%), and APs (100%) were receptive to services that they provided.
- All EDs agreed or strongly agreed that the CICs in their clusters contributed to the improvement of teacher performance, and the ILC structure strengthened the skills of the administrative teams, including CICs. Most EDs agreed or strongly agreed that student (93%), teacher (100%) and CIC (100%) technology use was adequately supported.
- Most CICs and APs agreed or strongly agreed that ILCs provided services that met the needs of their campuses (94% and 89%, respectively) and responded to their campus needs in a timely manner (94% and 92%, respectively).
- The workscope 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 workscope 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

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

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, 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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APPENDICES

Appendix A

Appendix A, Table 1: 2021-22 ILC Survey – Campus Level

	<i>N</i>	ILC	
		<i>n</i>	%
Which campus level(s) do you serve? (Select all that apply.)			
Elementary	62	31	50.0
Elementary/Middle - grades PK-8	62	10	16.1
Middle	62	11	17.7
Middle/High - grades 6-12 or 7-12	62	26	41.9
High	62	11	17.7

Source: 2021-22 DITS - ILC Survey.

Appendix A, Table 2: 2021-22 ILC Survey – Content Area and Years of Service

	ILC	
	<i>n</i>	%
In which content area do you specialize? (N = 62)		
ELAR	28	45.2
Mathematics	24	38.7
Science	5	8.1
Social Studies	2	3.2
Technology (DAN/BL)	3	4.8
How many years have you served as an ILC/AF in Dallas ISD? (N = 62)		
0 (this is my first year)	7	11.3
1-2 years	7	11.3
3-4 years	29	46.8
5 or more years	19	30.6

Source: 2021-22 DITS - ILC Survey.

Appendix A, Table 3: 2021-22 ILC Survey – ILC Virtual Services

	ILC	
	<i>n</i>	%
During the 2021-22 school year, did you provide virtual support to any Dallas ISD campus? (N = 62)		
Yes	55	88.7
No	7	11.3
During the 2021-22 school year, what percentage of supports did you provide virtually to Dallas ISD campuses? (N = 55)		
Less than 50% of supports	43	78.2
50% or more of supports but not all	10	18.2
100% supports	2	3.6

Source: 2021-22 DITS - ILC Survey.

Appendix A, Table 4: 2021-22 ILC Survey – Services Requested by ED

	<i>N</i>	Never		Rarely		Occasionally		Frequently		Very frequently	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
In the 2021-22 school year, how frequently were the following services REQUESTED by your network ED for campus support?											
Assistance with implementation of district curriculum	62	0	0.0	5	8.1	9	14.5	18	29.0	30	48.4
Development of action plans	62	0	0.0	3	4.8	11	17.7	25	40.3	23	37.1
Development of instructional practices	62	2	3.2	2	3.2	4	6.5	20	32.3	34	54.8
Feedback on action plans	62	2	3.2	5	8.1	8	12.9	26	41.9	21	33.9
Leading PD sessions	62	0	0.0	0	0.0	14	22.6	26	41.9	22	35.5
On-site coaching of teachers	62	2	3.2	1	1.6	16	25.8	16	25.8	27	43.5
PLC guidance, planning, and modeling	62	1	1.6	4	6.5	3	4.8	17	27.4	37	59.7
Review and interpretation of campus data	62	0	0.0	0	0.0	2	3.2	20	32.3	40	64.5
Technology/BL support	62	3	4.8	12	19.4	20	32.3	17	27.4	10	16.1

Source: 2021-22 DITS - ILC Survey.

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

Appendix A, Table 5: 2021-22 ILC Survey – Services Provided to CICs and APs

	N	Never		Rarely		Occasionally		Frequently		Very frequently	
		n	%	n	%	n	%	n	%	n	%
In the 2021-22 school year, how frequently did you PROVIDE the following services as an ILC to your CICs?											
Assistance with implementation of district curriculum	62	0	0.0	1	1.6	5	8.1	21	33.9	35	56.5
Development of action plans	62	0	0.0	2	3.2	10	16.1	29	46.8	21	33.9
Development of instructional practices	62	0	0.0	1	1.6	2	3.2	21	33.9	38	61.3
Feedback on action plans	62	0	0.0	5	8.1	9	14.5	26	41.9	22	35.5
Leading PD sessions	62	1	1.6	2	3.2	10	16.1	25	40.3	24	38.7
On-site coaching of teachers	62	1	1.6	1	1.6	16	25.8	20	32.3	24	38.7
PLC guidance, planning, and modeling	62	1	1.6	2	3.2	5	8.1	23	37.1	31	50.0
Review and interpretation of campus data	62	0	0.0	0	0.0	8	12.9	22	35.5	32	51.6
Technology/BL support	62	2	3.2	10	16.1	16	25.8	23	37.1	11	17.7
In the 2021-22 school year, how frequently did you PROVIDE the following services as an ILC to your APs?											
Assistance with implementation of district curriculum	62	0	0.0	5	8.1	17	27.4	19	30.6	21	33.9
Development of action plans	62	0	0.0	7	11.3	17	27.4	22	35.5	16	25.8
Development of instructional practices	62	1	1.6	5	8.1	17	27.4	17	27.4	22	35.5
Feedback on action plans	62	1	1.6	7	11.3	19	30.6	21	33.9	14	22.6
Leading PD sessions	62	2	3.2	5	8.1	18	29.0	25	40.3	12	19.4
On-site coaching of teachers	62	2	3.2	4	6.5	20	32.3	16	25.8	20	32.3
PLC guidance, planning, and modeling	62	2	3.2	6	9.7	12	19.4	16	25.8	26	41.9
Review and interpretation of campus data	62	1	1.6	3	4.8	12	19.4	27	43.5	19	30.6
Technology/BL support	62	4	6.5	17	27.4	16	25.8	15	24.2	10	16.1

Source: 2021-22 DITS - ILC Survey.

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

Appendix A, Table 6: 2021-22 ILC Survey – Helpfulness of PD and ILC Summits

	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	%
How would you rate the helpfulness of the following?													
PD collaboration with the Teaching and Learning Department	62	1	1.6	9	14.5	5	8.1	17	27.4	26	41.9	4	6.5
ILC Summit Sessions	62	1	1.6	0	0.0	5	8.1	13	21.0	40	64.5	3	4.8

Source: 2021-22 DITS - ILC Survey.

Appendix A, Table 7: 2021-22 ILC Survey - Perceptions of ILC Model

	<i>N</i>	Strongly disagree		Disagree		Agree		Strongly agree		Don't know or not applicable	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
		Please indicate your level of agreement with the following statements. "During the 2021-22 school year, ..."									
CICs have been receptive to the service(s) that I have provided to them.	62	0	0.0	1	1.6	8	12.9	52	83.9	1	1.6
Principals have been receptive to the service(s) that I have provided to their campuses.	62	0	0.0	0	0.0	15	24.2	47	75.8	0	0.0
APs have been receptive to the service(s) that I have provided to their campuses.	62	0	0.0	0	0.0	14	22.6	48	77.4	0	0.0
The efforts of the CICs in my network have contributed to the improvement of teacher performance.	62	0	0.0	3	4.8	14	22.6	43	69.4	2	3.2
The collaboration between Teaching and Learning and ILCs has provided content resources that were effective at providing instructional support to campuses.	62	0	0.0	10	16.1	24	38.7	27	43.5	1	1.6
The ILC structure has been effective at providing instructional support to campuses.	62	0	0.0	2	3.2	8	12.9	51	82.3	1	1.6

Source: 2021-22 DITS - ILC Survey.

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

Appendix A, Table 8: 2021-22 ILC Survey –Areas for Improvement

Appendix A, Table A.2021-22 ILC Survey: Areas for Improvement									
		No improvement		Very little improvement		Some improvement		A lot of improvement	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please indicate to what degree you need to improve in the following areas as an ILC.									
Autonomy (e.g., trusted to make own priorities)	62	30	48.4	22	35.5	7	11.3	3	4.8
Collaboration (e.g., working collaboratively with other ILCs, EDs, CICs, and other stakeholders).	62	23	37.1	23	37.1	12	19.4	4	6.5
Flexibility (e.g., providing support based on campus needs)	62	25	40.3	26	41.9	8	12.9	3	4.8
Targeted PD	62	18	29.0	22	35.5	20	32.3	2	3.2

Source: 2021-22 DITS - ILC Survey.

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

Appendix A, Table 9: 2021-22 ILC Survey –Areas for More Support

Appendix A, Table 3. 2021-22 ILC Survey: Areas for More Support

		I don't need more support		A little more support		Some more support		A lot of more support	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please indicate to what degree you need more support in the following areas as an ILC.									
Coaching Skills (e.g., listening, observing, modeling, and coaching cycles).	62	23	37.1	29	46.8	10	16.1	0	0.0
Collaboration (e.g., within campuses, between campuses, and in the four main content areas).	62	21	33.9	23	37.1	17	27.4	1	1.6
Developing knowledge and competency (e.g., using technology, recent trends, and research/content training).	62	9	14.5	39	62.9	13	21.0	1	1.6

Source: 2021-22 DITS - ILC Survey.

Appendix A, Table 10: 2021-22 ILC Survey – Thematic Results of Open-Ended Survey Items

	Respondents	
	<i>n</i>	%
In this school year (2021-22), what supports did you provide that were most successful? (N = 50)		
PLCs, PD, and other meetings	27	54.0
Feedback, observation, and coaching	24	48.0
Curriculum and instructional support	18	36.0
Data and analyses	13	26.0
Planning support	12	24.0
Technology/online platform support	5	10.0
Resources and information	3	6.0
Small group instruction	3	6.0
For next school year (2022-23), list one or two most important ways that EDs can continue to support the role of ILCs. (N = 53)		
Communicating and enforcing vision/expectations	20	37.7
Feedback, observation, and coaching	16	30.2
PLCs, PD, and other meetings	11	20.8
Curriculum and instructional support	5	9.4
Planning support	4	7.5
Consistency and accountability	4	7.5
Data and analyses	3	5.7
For next school year (2022-23), list one or two most important ways that NCs can continue to support the role of ILCs. (N = 52)		
Data and analyses	35	67.3
PLCs, PD, and other meetings	18	34.6
Communication and collaboration	8	15.4
Feedback, observation, and coaching	3	5.8
For next school year (2022-23), list one or two most important ways that ILC leadership can continue to support the role of ILCs. (N = 54)		
Collaboration	22	40.7
PLCs, PD, and other meetings	20	37.0
Resources and information	8	14.8
Advocate for and inform others on ILCs	8	14.8
Feedback, observation, and coaching	6	11.1

Source: 2021-22 DITS - ILC Survey.

Note: Some respondents gave comments that fit into more than one category. 'Not applicable' or 'Other' comments were not reported.

Appendix B

Appendix B, Table 1: 2021-22 NC Survey – Campus Level

	<i>N</i>	NC	
		<i>n</i>	%
Which campus level(s) did you serve? (Select all that apply.)			
Elementary	6	5	83.3
Elementary/Middle – grades PK-8	6	4	66.7
Middle	6	5	83.3
Middle/High – grades 6-12 or 7-12	6	3	50.0
High	6	5	83.3

Source: 2021-22 DITS - NC Survey.

Appendix B, Table 2: 2021-22 NC Survey – Years of Service

	NC	
	<i>n</i>	%
How many years have you served as an NC in Dallas ISD? (N = 6)		
0 (this is my first year)	2	33.3
1-2 years	3	50.0
3-4 years	1	16.7
5 or more years	0	0.0

Source: 2021-22 DITS - NC Survey.

Appendix B, Table 3: 2021-22 NC Survey – NC Virtual Services

	NC	
	<i>n</i>	%
During the 2021-22 school year, did you provide virtual support to any Dallas ISD campus? (N = 6)		
Yes	6	100.0
No	0	0.0
During the 2021-22 school year, what percentage of supports did you provide virtually to Dallas ISD campuses? (N = 6)		
Less than 50% of supports	2	33.3
50% or more of supports but not all	4	66.7
100% supports	0	0.0

Source: 2021-22 DITS - NC Survey.

Appendix B, Table 4: 2021-22 NC Survey – Services Requested by EDs

		Never		Rarely		Occasionally		Frequently		Very frequently	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
In the 2021-22 school year, how frequently were the following services REQUESTED by your network EDs for campus support?											
Development of action plans	6	0	0.0	0	0.0	4	66.7	2	33.3	0	0.0
Development of instructional practices	6	0	0.0	1	16.7	3	50.0	1	16.7	1	16.7
Feedback on action plans	6	0	0.0	0	0.0	2	33.3	4	66.7	0	0.0
Leading PD sessions	6	0	0.0	1	16.7	0	0.0	3	50.0	2	33.3
PLC guidance, planning, and modeling	6	0	0.0	0	0.0	2	33.3	4	66.7	0	0.0
Review and interpretation of campus data	6	0	0.0	0	0.0	0	0.0	1	16.7	5	83.3
Technology/BL support	6	0	0.0	1	16.7	2	33.3	2	33.3	1	16.7

Source: 2021-22 DITS - NC Survey.

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

Appendix B, Table 5: 2021-22 NC Survey – Services Requested by ILCs

		Never		Rarely		Occasionally		Frequently		Very frequently	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
In the 2021-22 school year, how frequently were the following services REQUESTED by your network ILCs for campus support?											
Development of action plans	6	1	16.7	1	16.7	3	50.0	1	16.7	0	0.0
Development of instructional practices	6	1	16.7	1	16.7	3	50.0	1	16.7	0	0.0
Feedback on action plans	6	1	16.7	1	16.7	1	16.7	3	50.0	0	0.0
Leading PD sessions	6	0	0.0	1	16.7	3	50.0	2	33.3	0	0.0
PLC guidance, planning, and modeling	6	1	16.7	2	33.3	1	16.7	2	33.3	0	0.0
Review and interpretation of campus data	6	0	0.0	0	0.0	0	0.0	3	50.0	3	50.0
Technology/BL support	6	2	33.3	0	0.0	0	0.0	4	66.7	0	0.0

Source: 2021-22 DITS - NC Survey.

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

Appendix B, Table 6: 2021-22 NC Survey – Services Provided to ILCs

		Never		Rarely		Occasionally		Frequently		Very frequently	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
In the 2021-22 school year, how frequently did you PROVIDE the following services as an NC to your ILCs?											
Development of action plans	6	1	16.7	1	16.7	3	50.0	1	16.7	0	0.0
Development of instructional practices	6	1	16.7	1	16.7	3	50.0	1	16.7	0	0.0
Feedback on action plans	6	1	16.7	0	0.0	2	33.3	3	50.0	0	0.0
Leading PD sessions	6	0	0.0	2	33.3	2	33.3	2	33.3	0	0.0
PLC guidance, planning, and modeling	6	1	16.7	0	0.0	3	50.0	2	33.3	0	0.0
Review and interpretation of campus data	6	0	0.0	0	0.0	1	16.7	2	33.3	3	50.0
Technology/BL support	6	2	33.3	1	16.7	1	16.7	2	33.3	0	0.0

Source: 2021-22 DITS - NC Survey.

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

Appendix B, Table 7: 2021-22 NC Survey – Services Provided to APs

	N	Never		Rarely		Occasionally		Frequently		Very frequently	
		n	%	n	%	n	%	n	%	n	%
In the 2021-22 school year, how frequently did you PROVIDE the following services as an NC to your APs?											
Development of action plans	6	0	0.0	1	16.7	4	66.7	0	0.0	1	16.7
Development of instructional practices	6	1	16.7	1	16.7	2	33.3	1	16.7	1	16.7
Feedback on action plans	6	0	0.0	2	33.3	0	0.0	3	50.0	1	16.7
Leading PD sessions	6	0	0.0	2	33.3	2	33.3	2	33.3	0	0.0
PLC guidance, planning, and modeling	6	0	0.0	1	16.7	4	66.7	0	0.0	1	16.7
Review and interpretation of campus data	6	0	0.0	1	16.7	1	16.7	2	33.3	2	33.3
Technology/BL support	6	2	33.3	2	33.3	0	0.0	1	16.7	1	16.7

Source: 2021-22 DITS - NC Survey.

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

Appendix B, Table 8: 2021-22 NC Survey – Helpfulness of Collaboration and Weekly Meetings

Appendix 2, Table 2: 2022-23 NC Survey: Helpfulness of Collaboration and Weekly Meetings													
		Not at all helpful		Slightly helpful		Somewhat helpful		Moderately helpful		Extremely helpful		Don't know or not applicable	
	N	n	%	n	%	n	%	n	%	n	%	n	%
How would you rate the helpfulness of the following?													
Collaboration with other NCs, EDs, and the LEAD Department	6	0	0.0	0	0.0	0	0.0	1	16.7	5	83.3	0	0.0
Weekly NC Meetings	6	0	0.0	0	0.0	0	0.0	2	33.3	4	66.7	0	0.0

Source: 2021-22 DITS - NC Survey.

Appendix B, Table 9: 2021-22 NC Survey – Perceptions of NC Structure

		Strongly disagree		Disagree		Agree		Strongly agree		Don't know or not applicable	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please indicate your level of agreement with the following statements. "During the 2021-22 school year, ..."											
EDs have been receptive to the service(s) that I have provided to them.	6	0	0.0	0	0.0	3	50.0	3	50.0	0	0.0
Principals have been receptive to the service(s) that I have provided to their campuses.	6	0	0.0	1	16.7	1	16.7	4	66.7	0	0.0
APs have been receptive to the service(s) that I have provided to their campuses.	6	0	0.0	0	0.0	2	33.3	4	66.7	0	0.0
The collaboration between NCs, EDs, and the LEAD Department has provided content resources that were effective at providing support to campuses.	6	1	16.7	0	0.0	2	33.3	3	50.0	0	0.0
The NC structure has been effective at providing support to campuses.	6	1	16.7	0	0.0	1	16.7	4	66.7	0	0.0

Source: 2021-22 DITS - NC Survey.

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

Appendix B, Table 10: 2021-22 NC Survey –Areas for Improvement

		No improvement		Very little improvement		Some improvement		A lot of improvement	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please indicate to what degree you need to improve in the following areas as an NC.									
Autonomy (e.g., trusted to make own priorities)	6	3	50.0	2	33.3	1	16.7	0	0.0
Collaboration (e.g., working collaboratively with other NCs, ILCs, EDs, and other stakeholders)	6	0	0.0	3	50.0	2	33.3	1	16.7
Flexibility (e.g., providing support based on campus needs)	6	1	16.7	4	66.7	0	0.0	1	16.7
Targeted PD	6	1	16.7	3	50.0	2	33.3	0	0.0

Source: 2021-22 DITS - NC Survey.

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

Appendix B, Table 11: 2021-22 NC Survey –Areas for More Support

Appendix B, Table 11: 2021-22 NC Survey Areas for More Support

		I don't need more support		A little more support		Some more support		A lot of more support	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please indicate to what degree you need more support in the following areas as an NC.									
Coaching Skills (e.g., listening, observing, modeling, and coaching cycles).	6	2	33.3	2	33.3	2	33.3	0	0.0
Collaboration (e.g., within campuses, between campuses, and in content areas).	6	2	33.3	3	50.0	1	16.7	0	0.0
Data analysis and monitoring.	6	4	66.7	2	33.3	0	0.0	0	0.0
Developing knowledge and competency (e.g., using technology, recent trends, and research/content training).	6	0	0.0	2	33.3	3	50.0	1	16.7

Source: 2021-22 DITS - NC Survey.

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

Appendix B, Table 12: 2021-22 NC Survey – Thematic Results of Open-Ended Survey Items

	Respondents	
	<i>n</i>	%
In this school year (2021-22), what supports did you provide that were most successful? (<i>N</i> = 6)		
Data and analyses	6	100.0
PLCs, PD, and other meetings	1	16.7
For next school year (2022-23), list one or two most important ways that EDs can continue to support the role of NCs. (<i>N</i> = 6)		
Communicating and enforcing vision/expectations	5	83.3
Feedback, observation, and coaching	2	33.3

Source: 2021-22 DITS - NC Survey.

Note: Some respondents gave comments that fit into more than one category.

Appendix C

Appendix C, Table 1: 2021-22 ED Survey – Years of Service

	ED	
	<i>n</i>	%
How many years have you served as an ED in Dallas ISD? (N = 16)		
0 (this is my first year)	5	31.3
1-2 years	5	31.3
3-4 years	4	25.0
5 or more years	2	12.5

Source: 2021-22 DITS - ED Survey.

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

Appendix C, Table 2: 2021-22 ED Survey – Rate of Campuses Served by ILCs

	<i>N</i>	Less than 50% of campuses		50% or more of campuses but not all		All campuses		Did not have an ILC in this content area	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
In the 2021-22 school year, what percentage of campuses in your cluster did each of your ILCs serve?									
Reading ILC	16	1	6.3	1	6.3	13	81.3	1	6.3
Mathematics ILC	16	1	6.3	3	18.8	12	75.0	0	0.0
Science ILC	16	1	6.3	0	0.0	4	25.0	11	68.8
Social Studies ILC	16	0	0.0	0	0.0	3	18.8	13	81.3

Source: 2021-22 DITS - ED Survey.

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

Appendix C, Table 3: 2021-22 ED Survey – Assigned ILC Services by Content Area

	<i>N</i>	Reading ILC		Mathematics ILC		Science ILC		Social Studies ILC	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
During the 2021-22 school year, which of the following support services did you assign your ILCs to provide to your campuses? (Select all that apply.)									
I did not have an ILC in this area	16	1	6.3	0	0.0	10	62.5	12	75.0
Assistance with implementation of district curriculum	16	15	93.8	16	100.0	4	25.0	3	18.8
Development of action plans	16	12	75.0	13	81.3	3	18.8	2	12.5
Development of instructional practices	16	15	93.8	16	100.0	4	25.0	3	18.8
Feedback on action plans	16	12	75.0	13	81.3	4	25.0	3	18.8
Leading PD sessions	16	13	81.3	13	81.3	3	18.8	2	12.5
On-site coaching of teachers	16	14	87.5	15	93.8	4	25.0	3	18.8
PLC guidance, planning, and modeling	16	15	93.8	16	100.0	4	25.0	3	18.8
Review and interpretation of campus data	16	13	81.3	14	87.5	5	31.3	3	18.8
Other	16	2	12.5	1	6.3	2	12.5	1	6.3

Source: 2021-22 DITS - ED Survey.

Appendix C, Table 4: 2021-22 ED Survey – Quality of ILC Services by Content Area

Appendix C, Table 1: 2021-22 Survey: Quality of 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	%
For the 2021-22 school year, please rate the quality of the services provided by the ILCs in the following content areas.											
Reading ILC	16	0	0.0	1	6.3	2	12.5	12	75.0	1	6.3
Mathematics ILC	16	0	0.0	0	0.0	5	31.3	11	68.8	0	0.0
Science ILC	16	0	0.0	1	6.3	0	0.0	4	25.0	11	68.8
Social Studies ILC	16	0	0.0	0	0.0	0	0.0	3	18.8	13	81.3

Source: 2021-22 DITS - ED Survey.

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

Appendix C, Table 5: 2021-22 ED Survey – Quality of NC Services by Area

Appendix C, Table C: 2021-22 ED Survey – Quality of NC Services by Area											
	N	Very poor		Below average		Above average		Excellent		Did not have ILC in this content area	
		n	%	n	%	n	%	n	%	n	%
For the 2021-22 school year, please rate the quality of the services provided by the NCs in the following areas.											
Data analysis and monitoring	16	0	0.0	2	12.5	3	18.8	11	68.8	0	0.0
Logistics and operations	16	0	0.0	2	12.5	3	18.8	10	62.5	1	6.3
PD	16	1	6.3	2	12.5	4	25.0	8	50.0	1	6.3

Source: 2021-22 DITS - ED Survey.

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

Appendix C, Table 6: 2021-22 ED Survey – ILC Support Meeting Campus Needs by Content Area

Appendix C, Table C-1: 2021-22 ED Survey - ILC Support Meeting Campus Needs by 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	%
For the 2021-22 school year, please rate how frequently the ILCs in the following content areas met the needs of the campuses they were assigned.													
Reading ILC	15	0	0.0	0	0.0	1	6.7	3	20.0	10	66.7	1	6.7
Mathematics ILC	15	0	0.0	0	0.0	1	6.7	4	26.7	10	66.7	0	0.0
Science ILC	15	0	0.0	1	6.7	0	0.0	0	0.0	3	20.0	11	73.3
Social Studies ILC	15	1	6.7	0	0.0	0	0.0	0	0.0	2	13.3	12	80.0

Source: 2021-22 DITS - ED Survey.

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

Appendix C, Table 7: 2021-22 ED Survey – NC Support Meeting Network Needs by Area

Appendix C: Table 1: 2021-22 ED Survey - NC Support Meeting Network Needs by 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	%
For the 2021-22 school year, please rate how frequently the NCs met the needs of the network they were assigned in the following areas.													
Data analysis and monitoring	15	0	0.0	1	6.7	1	6.7	3	20.0	10	66.7	0	0.0
Logistics and operations	15	0	0.0	2	13.3	1	6.7	4	26.7	8	53.3	0	0.0
PD	15	0	0.0	2	13.3	1	6.7	3	20.0	8	53.3	1	6.7

Source: 2021-22 DITS - ED Survey.

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

Appendix C, Table 8: 2021-22 ED Survey – Impact of the ILC 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 2021-22 school year, ...”											
the efforts of the CICs in my network contributed to the improvement of teacher performance.	15	0	0.0	0	0.0	7	46.7	8	53.3	0	0.0
the ILC structure strengthened the skills of the administrative teams, including CICs.	15	0	0.0	0	0.0	5	33.3	10	66.7	0	0.0
the ILC structure was effective at providing instructional support to campuses.	15	0	0.0	0	0.0	4	26.7	11	73.3	0	0.0

Source: 2021-22 DITS - ED Survey.

Appendix C, Table 9: 2021-22 ED Survey – Impact of the NC Model

Appendix C, Table C-1 2021-22 ED Survey: Impact of the NC 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 2021-22 school year, ...”											
the efforts of the NC in my network contributed to the improvement of data analysis and monitoring.	15	0	0.0	2	13.3	4	26.7	9	60.0	0	0.0
the NC structure strengthened the skills of the administrative teams.	15	0	0.0	2	13.3	6	40.0	7	46.7	0	0.0
the NC structure was effective at providing support to campuses.	15	0	0.0	3	20.0	4	26.7	8	53.3	0	0.0

Source: 2021-22 DITS - ED Survey.

Appendix C, Table 10: 2021-22 ED Survey – Helpfulness of Support and Content

Appendix C: Table C-1: 2021-22 ED Survey: Helpfulness of Support and Content													
	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	%
How would you rate the helpfulness of the following?													
The support that the ILC model provided to content leadership teams (e.g., APs and lead teachers).	15	0	0.0	0	0.0	1	6.7	1	6.7	13	86.7	0	0.0
The content that the ILC model provided to content leadership teams (e.g., APs and lead teachers).	15	0	0.0	0	0.0	0	0.0	3	20.0	12	80.0	0	0.0

Source: 2021-22 DITS - ED Survey.

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

Appendix C, Table 11: 2021-22 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 related to the technology support provided by the ILCs.									
Student technology use was adequately supported.	15	0	0.0	1	6.7	7	46.7	6	40.0	1	6.7
Teacher technology use was adequately supported.	15	0	0.0	0	0.0	8	53.3	7	46.7	0	0.0
CIC technology use was adequately supported.	15	0	0.0	0	0.0	9	60.0	6	40.0	0	0.0

Source: 2021-22 DITS - ED Survey.

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

Appendix C, Table 12: 2021-22 ED Survey – Thematic Results of Open-Ended Survey Items

	Respondents	
	<i>n</i>	%
For this school year (2021-22), list one or two strengths of the current ILC structure. (N = 15)		
Curriculum and instructional support	7	46.7
PLCs, PD, and other meetings	5	33.3
Data and analyses	3	20.0
Flexibility	2	13.3
For this school year (2021-22), list one or two strengths of the current NC structure. (N = 14)		
Data and analyses	9	64.3
PLCs, PD, and other meetings	6	42.9
In this school year (2021-22), what supports did you provide that were most successful for ILCs and NCs? (N = 14)		
Created expectations and protocols	6	42.9
PLCs, PD, and other meetings	5	35.7
Fostered relationships and collaborations	4	28.6
Feedback, observation, and coaching	3	21.4
For next school year (2022-23), list one or two NEW supports you have identified that would be beneficial to the ILC structure. (N = 13)		
Additional or differently-assigned ILCs	8	61.5
Attend more trainings and meetings	2	15.4
For next school year (2022-23), list one or two NEW supports you have identified that would be beneficial to the NC structure. (N = 12)		
More clearly defined roles/expectations	3	25.0
Additional or differently-assigned NCs	2	16.7
Attend more trainings and meetings	2	16.7
For next school year (2022-23), list one or two most important ways that ILCs can continue to support the role of EDs. (N = 12)		
PLCs, PD, and other meetings	6	50.0
Feedback, observation, and coaching	5	41.7
Additional or differently-assigned ILCs	4	33.3
Data and analyses	3	25.0
Curriculum and instructional support	3	25.0
For next school year (2022-23), list one or two most important ways that NCs can continue to support the role of EDs. (N = 10)		
Data and analyses	8	80.0
PLCs, PD, and other meetings	4	40.0
Feedback, observation, and coaching	2	20.0
Additional or differently-assigned NCs	1	10.0

Source: 2021-22 DITS - ED Survey.

Note: Some respondents gave comments that fit into more than one category. 'Not applicable' or 'Other' comments were not reported.

Appendix D

Appendix D, Table 1: 2021-22 CIC Survey – Campus Level and Content Area

	<i>N</i>	CIC	
		<i>n</i>	%
Which campus level(s) do you serve? (Select all that apply.)			
Elementary	146	97	66.4
Elementary/Middle - grades PK-8	146	6	4.1
Middle	146	24	16.4
Middle/High - grades 6-12 or 7-12	146	4	2.7
High	146	15	10.3
Which content area(s) do you serve? (Select all that apply.)			
ELAR	146	93	63.7
Mathematics	146	69	47.3
Science	146	54	37.0
Social Studies	146	35	24.0

Source: 2021-22 DITS - CIC Survey.

Appendix D, Table 2: 2021-22 CIC Survey – Years of Service

	CIC	
	<i>n</i>	%
How many years have you served as a CIC in Dallas ISD? (N = 145)		
0 (this is my first year)	22	15.2
1-2 years	25	17.2
3-4 years	45	31.0
5 or more years	53	36.6

Source: 2021-22 DITS - CIC Survey.

Appendix D, Table 3: 2021-22 CIC Survey – Frequency of ILC Services

	CIC	
	<i>n</i>	%
During the 2021-22 school year, did an ILC provide services to you and your campus? (N = 145)		
Yes	140	96.6
No	5	3.4
In 2021-22, how frequently did an ILC provide services to your campus? (N = 139)		
Often (regularly scheduled)	79	56.8
Sometimes (as needed but not regularly scheduled; more than once or twice per semester)	49	35.3
Seldom (as needed but not regularly scheduled; only once or twice annually)	10	7.2
Never	1	0.7

Source: 2021-22 DITS - CIC Survey.

Appendix D, Table 4: 2021-22 CIC Survey – Frequency of ILC Virtual Services

	CIC	
	<i>n</i>	%
During the 2021-22 school year, did you and your campus receive virtual support from an ILC? (N = 139)		
Yes	128	92.1
No	11	7.9
During the 2021-22 school year, what percentage of ILC supports did your campus receive virtually? (N = 128)		
Less than 50% of supports	87	68.0
50% or more of supports but not all	30	23.4
100% supports	11	8.6

Source: 2021-22 DITS - CIC Survey.

Appendix D, Table 5: 2021-22 CIC Survey – ILC Services Requested

	<i>N</i>	Never		Rarely		Occasionally		Frequently		Very frequently	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
In the 2021-22 school year, how frequently did you REQUEST the following services from your ILC?											
Assistance with implementation of district curriculum	137	15	10.9	25	18.2	57	41.6	24	17.5	16	11.7
Development of action plans	136	18	13.2	34	25.0	44	32.4	24	17.6	16	11.8
Development of instructional practices	137	15	10.9	22	16.1	53	38.7	24	17.5	23	16.8
Feedback on action plans	137	16	11.7	32	23.4	43	31.4	31	22.6	15	10.9
Leading PD sessions	136	36	26.5	34	25.0	37	27.2	17	12.5	12	8.8
On-site coaching of teachers	137	27	19.7	35	25.5	43	31.4	14	10.2	18	13.1
PLC guidance, planning, and modeling	137	20	14.6	36	26.3	46	33.6	19	13.9	16	11.7
Review and interpretation of campus data	137	26	19.0	28	20.4	39	28.5	32	23.4	12	8.8
Technology/BL support	137	43	31.4	35	25.5	41	29.9	7	5.1	11	8.0

Source: 2021-22 DITS - CIC Survey.

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

Appendix D, Table 6: 2021-22 CIC Survey – Services Provided by ILCs

Appendix D, Table D. 2021-22 CIC Survey – Services Provided by ILCs											
		Never		Rarely		Occasionally		Frequently		Very frequently	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
In the 2021-22 school year, how frequently did your ILC PROVIDE the following services to you as a CIC?											
Assistance with implementation of district curriculum	135	4	3.0	19	14.1	55	40.7	34	25.2	23	17.0
Development of action plans	135	13	9.6	24	17.8	50	37.0	26	19.3	22	16.3
Development of instructional practices	133	3	2.3	23	17.3	42	31.6	40	30.1	25	18.8
Feedback on action plans	134	13	9.7	24	17.9	42	31.3	30	22.4	25	18.7
Leading PD sessions	134	15	11.2	33	24.6	49	36.6	22	16.4	15	11.2
On-site coaching of teachers	135	13	9.6	31	23.0	47	34.8	19	14.1	25	18.5
PLC guidance, planning, and modeling	135	10	7.4	34	25.2	40	29.6	29	21.5	22	16.3
Review and interpretation of campus data	134	10	7.5	22	16.4	46	34.3	32	23.9	24	17.9
Technology/BL support	135	30	22.2	31	23.0	44	32.6	15	11.1	15	11.1

Source: 2021-22 DITS - CIC Survey.

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

Appendix D, Table 7: 2021-22 CIC Survey – Impact of ILC Services on Meeting Campus Needs

Appendix B, Table 11 2021-22 CIO Survey: Impact of ILC Services on Meeting Campus Needs											
		Strongly disagree		Disagree		Agree		Strongly agree		Don't know or not applicable	
	N	n	%	n	%	n	%	n	%	n	%
Please indicate your level of agreement with the following statements. "During the 2021-22 school year, ..."											
ILC(s) provided services that met the needs of our campus.	134	3	2.2	5	3.7	54	40.3	71	53.0	1	0.7
ILC(s) responded to our campus needs in a timely manner.	134	3	2.2	5	3.7	44	32.8	79	59.0	3	2.2
The ILC structure was effective at providing instructional support to campuses.	134	3	2.2	9	6.7	50	37.3	69	51.5	3	2.2

Source: 2021-22 DITS - CIC Survey.

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

Appendix D, Table 8: 2021-22 CIC Survey – Impact of ILC Support on Skill Improvement

Appendix B, Table B. 2021-22 GLE Survey: Impact of ILC Support on Skill Improvement									
	N	No improvement		Very little improvement		Some improvement		A lot of improvement	
		n	%	n	%	n	%	n	%
During the 2021-22 school year, to what extent have the following skills improved because of the ILC support you received?									
Coaching skills (e.g., implementation of improved coaching practices)	134	7	5.2	14	10.4	69	51.5	44	32.8
Data (e.g., planning, analyzing, and implementing data for decision making)	134	10	7.5	15	11.2	61	45.5	48	35.8
Feedback (e.g., learning how to provide useful feedback and receiving/incorporating useful feedback)	134	5	3.7	16	11.9	62	46.3	51	38.1
Knowledge (e.g., strategies, content, and district goals)	134	7	5.2	10	7.5	67	50.0	50	37.3

Source: 2021-22 DITS - CIC Survey.

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

Appendix D, Table 9: 2021-22 CIC Survey – Helpfulness of Technology Support

Appendix B, Table B.1 2022-23 OLS Survey: Helpfulness of Technology Support													
	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	%
How would you rate the helpfulness of ...													
technology supports that you received from your ILC this year?	134	6	4.5	13	9.7	13	9.7	31	23.1	48	35.8	23	17.2

Source: 2021-22 DITS - CIC Survey.

Appendix D, Table 10: 2021-22 CIC Survey – Thematic Results of Open-Ended Survey Items

	Respondents	
	<i>n</i>	%
In this school year (2021-22), what supports did you receive from your ILC that were most successful? (<i>N</i> = 103)		
Resources and information	38	36.9
Feedback, observation, and coaching	25	24.3
PLCs, PD, and other meetings	20	19.4
Data and analyses	15	14.6
Planning support	11	10.7
Technology/online platform support	5	4.9
Small group instruction	4	3.9
For next school year (2022-23), list one or two most important ways that ILCs can continue to support the role of CICs. (<i>N</i> = 99)		
Feedback, observation, and coaching	29	29.3
PLCs, PD, and other meetings	21	21.2
Curriculum and instructional support	18	18.2
Resources and information	17	17.2
Planning support	10	10.1
Data and analyses	6	6.1
Technology/online platform support	3	3.0

Source: 2021-22 DITS - CIC Survey.

Note: Some respondents gave comments that fit into more than one category. 'Not applicable' or 'Other' comments were not reported.

Appendix E

Appendix E, Table 1: 2021-22 AP Survey – Frequency of ILC Services

	AP	
	<i>n</i>	%
During the 2021-22 school year, did an ILC provide services to you and your campus? (N = 209)		
Yes	200	95.7
No	9	4.3
In 2021-22, how frequently did an ILC provide services to your campus? (N = 199)		
Often (regularly scheduled)	107	53.8
Sometimes (as needed but not regularly scheduled; more than once or twice per semester)	71	35.7
Seldom (as needed but not regularly scheduled; only once or twice annually)	21	10.6

Source: 2021-22 DITS - AP Survey.

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

Appendix E, Table 2: 2021-22 AP Survey – Campus Level and Content Area

	<i>N</i>	AP	
		<i>n</i>	%
Which campus level(s) do you serve? (Select all that apply.)			
Elementary	200	84	42.0
Elementary/Middle - grades PK-8	200	20	10.0
Middle	200	46	23.0
Middle/High - grades 6-12 or 7-12	200	10	5.0
High	200	43	21.5
Which content area(s) do you serve? (Select all that apply.)			
ELAR	200	107	53.5
Mathematics	200	115	57.5
Science	200	92	46.0
Social Studies	200	73	36.5

Source: 2021-22 DITS - AP Survey.

Appendix E, Table 3: 2021-22 AP Survey – Years of Service

	AP	
	<i>n</i>	%
How many years have you served as an AP in Dallas ISD? (N = 198)		
0 (this is my first year)	51	25.8
1-2 years	39	19.7
3-4 years	52	26.3
5 or more years	56	28.3

Source: 2021-22 DITS - AP Survey.

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

Appendix E, Table 4: 2021-22 AP Survey – ILC Virtual Services

	AP	
	<i>n</i>	%
During the 2021-22 school year, did you and your campus receive virtual support from an ILC? (<i>N</i> = 197)		
Yes	150	76.1
No	47	23.9
During the 2021-22 school year, what percentage of ILC supports did your campus receive virtually? (<i>N</i> = 149)		
Less than 50% of supports	93	62.4
50% or more of supports but not all	40	26.8
100% supports	16	10.7

Source: 2021-22 DITS - AP Survey.

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

Appendix E, Table 5: 2021-22 AP Survey – Services Provided by ILC

	<i>N</i>	Never		Rarely		Occasionally		Frequently		Very frequently	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
In the 2021-22 school year, how frequently did an ILC PROVIDE the following services to you as an AP?											
Assistance with implementation of district curriculum	190	9	4.7	27	14.2	38	20.0	64	33.7	52	27.4
Development of action plans	190	26	13.7	27	14.2	44	23.2	57	30.0	36	18.9
Development of instructional practices	190	16	8.4	24	12.6	42	22.1	69	36.3	39	20.5
Feedback on action plans	190	21	11.1	27	14.2	45	23.7	58	30.5	39	20.5
Leading PD sessions	190	37	19.5	35	18.4	54	28.4	38	20.0	26	13.7
On-site coaching of teachers	190	38	20.0	27	14.2	51	26.8	46	24.2	28	14.7
PLC guidance, planning, and modeling	190	25	13.2	30	15.8	48	25.3	52	27.4	35	18.4
Review and interpretation of campus data	190	18	9.5	25	13.2	47	24.7	49	25.8	51	26.8
Technology/BL support	190	48	25.3	42	22.1	45	23.7	35	18.4	20	10.5

Source: 2021-22 DITS - AP Survey.

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

Appendix E, Table 6: 2021-22 AP Survey – Impact of ILC Services on Meeting Campus Needs

		Strongly disagree		Disagree		Agree		Strongly agree		Not applicable	
	N	n	%	n	%	n	%	n	%	n	%
Please indicate your level of agreement with the following statements. “During the 2021-22 school year, ...”											
ILC(s) provided services that met the needs of our campus.	187	6	3.2	14	7.5	77	41.2	82	43.9	8	4.3
ILC(s) responded to our campus needs in a timely manner.	187	6	3.2	9	4.8	73	39.0	92	49.2	7	3.7
The ILC structure was effective at providing instructional support to our campuses.	187	7	3.7	20	10.7	69	36.9	81	43.3	10	5.3
ILC(s) provided technology support that met the needs of our students .	187	12	6.4	35	18.7	52	27.8	42	22.5	46	24.6
ILC(s) provided technology support that met the needs of our teachers .	187	13	7.0	34	18.2	59	31.6	45	24.1	36	19.3
ILC(s) provided technology support that met the needs of our CICs .	187	12	6.4	23	12.3	53	28.3	43	23.0	56	29.9

Source: 2021-22 DITS - AP Survey.

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

Appendix E, Table 7: 2021-22 AP Survey – Impact of ILC Support on Skill Improvement

		No improvement		Very little improvement		Some improvement		A lot of improvement	
	N	n	%	n	%	n	%	n	%
During the 2021-22 school year, to what extent have the following skills improved because of the ILC support you received?									
Coaching skills (e.g., implementation of improved coaching practices)	187	24	12.8	28	15.0	88	47.1	47	25.1
Data (e.g., planning, analyzing, and implementing data for decision making)	187	20	10.7	31	16.6	80	42.8	56	29.9
Feedback (e.g., learning how to provide useful feedback and receiving/incorporating useful feedback)	187	22	11.8	26	13.9	80	42.8	59	31.6
Knowledge (e.g., strategies, content, and district goals)	187	14	7.5	29	15.5	77	41.2	67	35.8

Source: 2021-22 DITS - AP Survey.

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

Appendix E, Table 8: 2021-22 AP Survey – Thematic Results of Open-Ended Survey Items

	Respondents	
	<i>n</i>	%
In this school year (2021-22), what supports did you receive from your ILCs that were most successful?		
(N = 135)		
Feedback, observation, and coaching	38	28.1
PLCs, PD, and other meetings	35	25.9
Data and analyses	31	23.0
Resources and information	20	14.8
Curriculum and instructional support	20	14.8
Planning support	19	14.1
Small group instruction	6	4.4
Technology/online platform support	1	0.7
For next school year (2022-23), list one or two most important ways that ILCs can continue to support the role of APs. (N = 129)		
Feedback, observation, and coaching	41	31.8
Curriculum and instructional support	33	25.6
PLCs, PD, and other meetings	31	24.0
Data and analyses	25	19.4
Resources and information	16	12.4
Planning support	13	10.1
Small group instruction	5	3.9
Technology/online platform support	3	2.3

Source: 2021-22 DITS - AP Survey.

Note: Some respondents gave comments that fit into more than one category. 'Not applicable' or 'Other' comments were not reported.

Appendix F

Appendix F: 2021-22 Survey Respondents by Network

Network	N	ILCs (N = 62)		NCs (N = 6)		EDs (N = 16)		CICs (N = 144)		APs (N = 198)	
		n	%	n	%	n	%	n	%	n	%
Central Network	109	21	33.9	1	16.7	3	18.8	45	31.3	39	19.7
Magnet/OTI/Single Gender Network	46	4	6.5	1	16.7	2	12.5	9	6.3	30	15.2
Northeast Network	68	10	16.1	1	16.7	2	12.5	16	11.1	39	19.7
Northwest Network	65	6	9.7	1	16.7	3	18.8	27	18.8	28	14.1
Southeast Network	62	10	16.1	1	16.7	3	18.8	22	15.3	26	13.1
Southwest Network	73	8	12.9	1	16.7	3	18.8	25	17.4	36	18.2
Technology/BL/DAN	3	3	4.8	-	-	-	-	-	-	-	-

Source: 2021-22 DITS surveys.

Note: *ACE campuses were excluded from the survey because they are not part of the workscope for the DITS program. Percentages may not add to 100 due to rounding. - = Not applicable.

Appendix G

Appendix G: 2021-22 Survey Respondents by Cluster

Cluster	ILCs (N = 62)		EDs (N = 16)		CICs (N = 144)		APs (N = 198)	
	n	%	n	%	n	%	n	%
Central Network								
Carter ESs Cluster	1	1.6	0	0.0	2	1.4	3	1.5
Carter, Kimball, Lincoln, Madison Secondary Cluster	7	11.3	1	6.3	18	12.5	11	5.6
Kimball ESs Cluster	2	3.2	1	6.3	7	4.9	5	2.5
Lincoln, Madison, Roosevelt ESs Cluster	3	4.8	0	0.0	7	4.9	6	3.0
SOC ESs Cluster	3	4.8	1	6.3	2	1.4	2	1.0
SOC, Roosevelt, Wilmer Hutchins Secondary Cluster	5	8.1	0	0.0	9	6.3	12	6.1
Magnet/OTI/Single Gender Network								
Magnet Schools Cluster	1	1.6	1	6.3	3	2.1	7	3.5
Single Gender Schools Cluster	1	1.6	1	6.3	2	1.4	11	5.6
TI Schools Cluster	2	3.2	0	0.0	4	2.8	12	6.1
Northeast Network								
Adams, N Dallas ESs Cluster	3	4.8	1	6.3	8	5.6	12	6.1
Adams, N Dallas, Wilson Secondary Cluster	4	6.5	0	0.0	1	0.7	10	5.1
Skyline, Wilson ESs Cluster	3	4.8	1	6.3	7	4.9	17	8.6
Northwest Network								
Conrad, Jefferson ESs Cluster	0	0.0	1	6.3	4	2.8	6	3.0
Conrad, Jefferson, Hillcrest, White Secondary Cluster	4	6.5	1	6.3	8	5.6	10	5.1
Hillcrest, White ESs Cluster	2	3.2	1	6.3	15	10.4	12	6.1
Southeast Network								
Samuell, Seagoville ESs Cluster	4	6.5	1	6.3	12	8.3	7	3.5
Samuell, Spruce, Seagoville, Skyline Secondary Cluster	4	6.5	1	6.3	5	3.5	11	5.6
Spruce, Wilmer Hutchins ESs Cluster	2	3.2	1	6.3	5	3.5	8	4.0
Southwest Network								
Adamson, Pinkston ESs Cluster	3	4.8	1	6.3	11	7.6	6	3.0
Adamson, Pinkston, Molina, Sunset Secondary Cluster	3	4.8	1	6.3	2	1.4	17	8.6
Molina, Sunset ESs Cluster	2	3.2	1	6.3	12	8.3	13	6.6
Technology/BL/DAN *	3	4.8	-	-	-	-	-	-

Source: 2021-22 DITS surveys.

Note: ESs = Elementary Schools. TI = Transformation and Innovation. *ACE campuses were excluded from the survey because they are not part of the workscope for the DITS program. There were 6 NCs who responded to the NC survey. Counts for NC respondents by cluster were not reported in this table because each NC represented each school cluster within their assigned network, which made counts duplicate. Percentages may not add to 100 due to rounding. - = Not applicable.