



FIDELITY OF IMPLEMENTATION SURVEY – ACHIEVING IN THE MIDDLE (AIM)

Prepared for Dallas Independent School
District

May 2023

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INTRODUCTION

INTRODUCTION

OVERVIEW

In this report, Hanover Research presents the results of the Fidelity of Implementation Survey – Achieving in the Middle (AIM) conducted on behalf of Dallas Independent School District (DISD).

KEY OBJECTIVES

- Understand how AIM is being implemented across DISD.
- Understand staff perceptions of strengths and challenges of the AIM initiative.
- Determine if/how staff perceive AIM to impact instructional practices and student outcomes.

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in Spring 2023.
- The analysis includes a total of 81 respondents following data cleaning and quality control.
- Results in this report present findings mainly in the aggregate while the accompanying data supplement includes results further segmented by staff role and grade level.

RESPONDENT QUALIFICATIONS

- Must be a DISD school staff member (instructional staff, administrator, or counselor).

INTRODUCTION

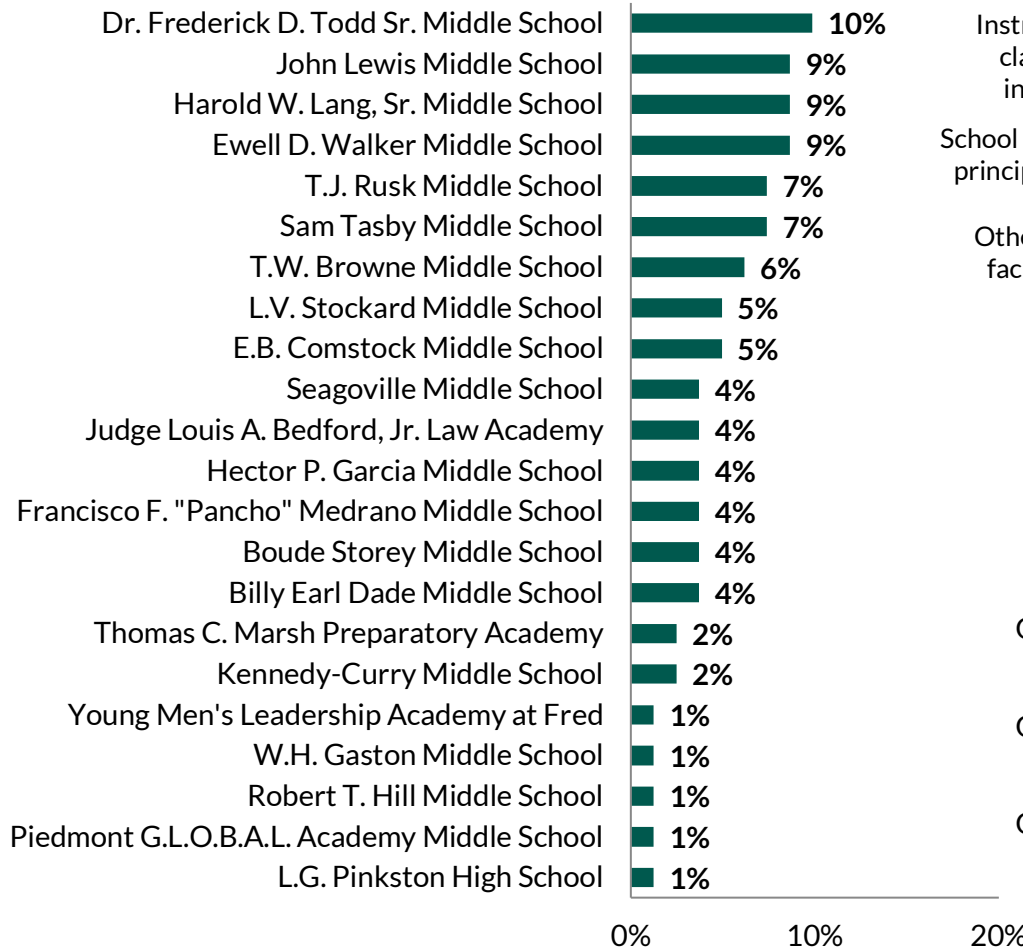
METHODOLOGY

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).
- After data collection, Hanover identified and removed low-quality respondents.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- Question text and answer options marked with † are truncated for clarity and brevity. For the full text, please consult the data supplement.
- Some data points mentioned in the analysis may be from the data supplement but not included as part of the slide visuals for legibility.
- Statistical testing was not preformed on the Grade Level segment due to respondents being able to select multiple grade levels.

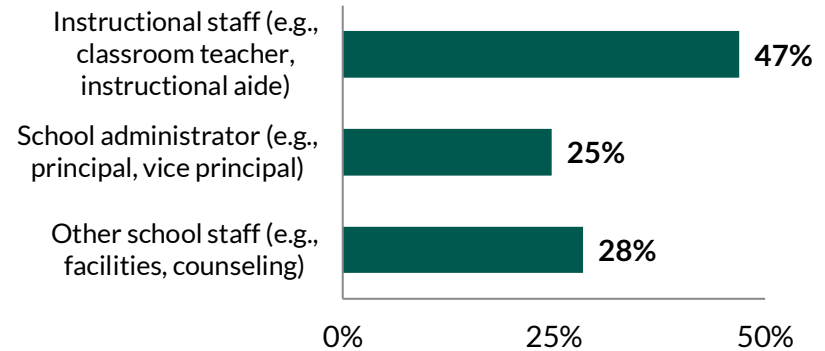
SURVEY SAMPLE

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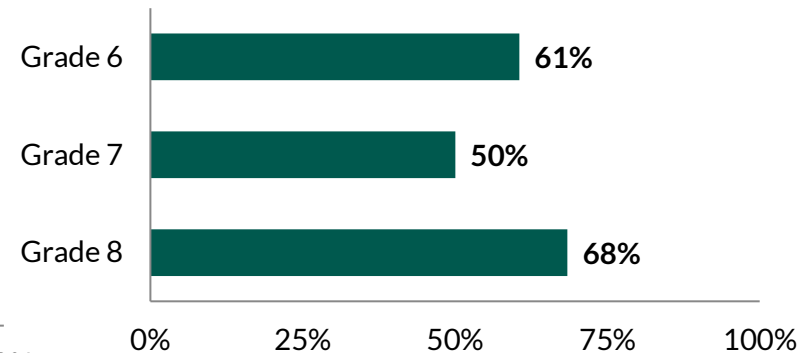
School Location (n=81)



Role (n=81)



Grade Level (n=38)



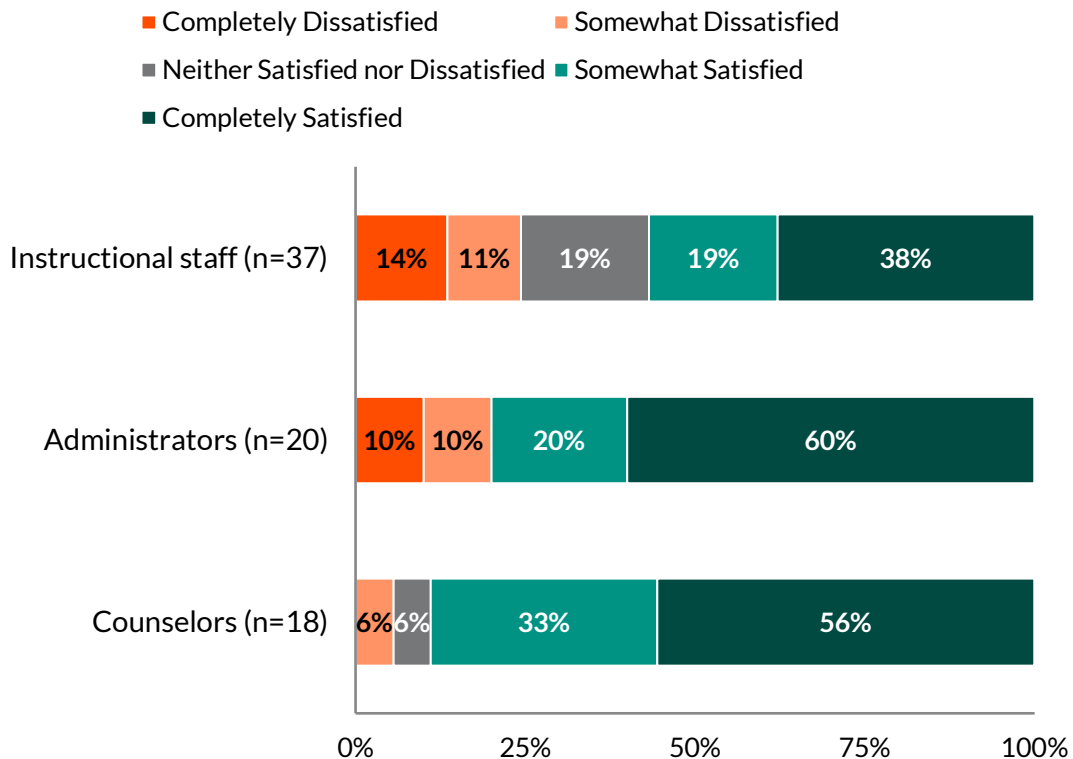
KEY FINDINGS

KEY FINDINGS: OVERALL PERCEPTIONS

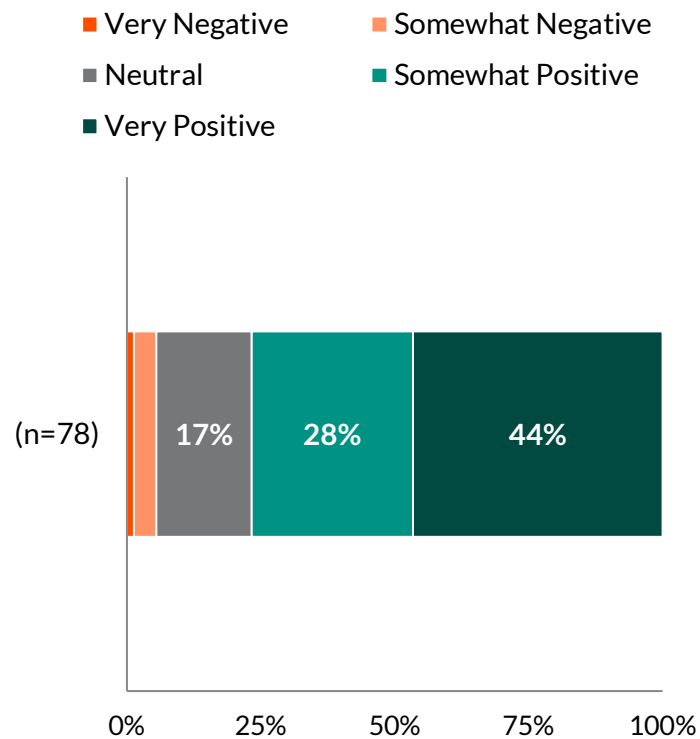
The majority of DISD staff respondents have positive perceptions of AIM, with 71% of respondents *somewhat* or *completely satisfied*, and 72% believing AIM has had a *somewhat* or *very positive* impact on academic performance.

- Instructional staff have the lowest level of satisfaction with AIM at 57% *somewhat* or *completely satisfied*. Administrators (80%) and Counselors (89%) report much higher levels of satisfaction.

Overall, how satisfied are you with AIM?



What effect has AIM had on students' academic performance?



KEY FINDINGS: OVERALL EFFECTIVENESS

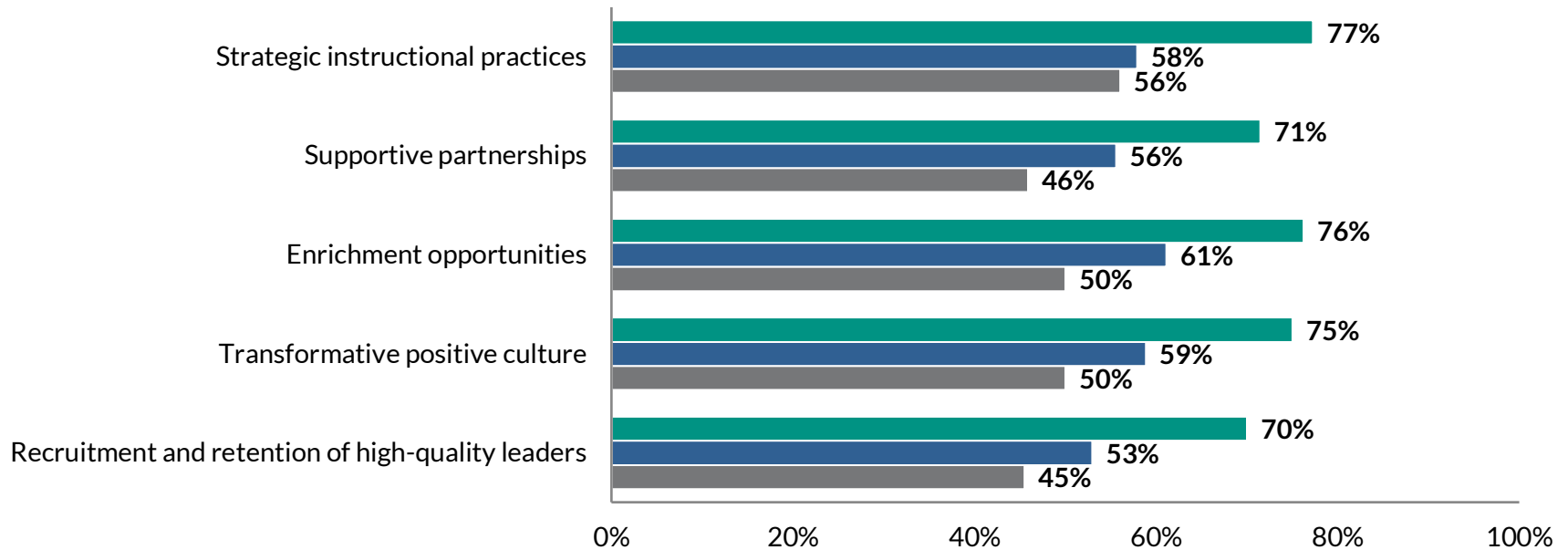
Across all five priorities, as grade level increases, ratings of effectiveness consistently decrease.

- Only 51% of Instructional Staff believe AIM has been *very or extremely effective* at meeting Supportive Partnerships, significantly lower than both Administrators (80%) and Counselors (81%).

How effective has the implementation of AIM been at meeting each of the following priorities?

% Very + Extremely Effective

■ Grade 6 (n=20-22) ■ Grade 7 (n=17-19) ■ Grade 8 (n=22-25)



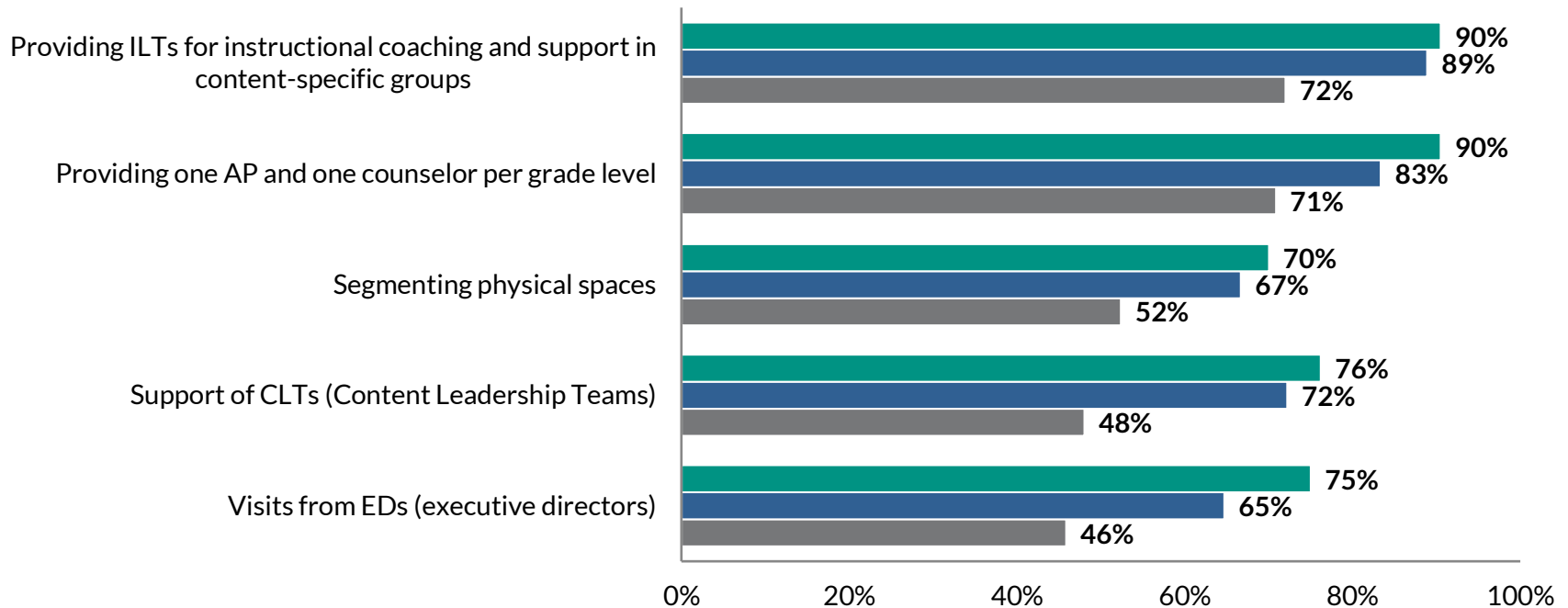
KEY FINDINGS: RECRUITMENT AND RETENTION

The trend of declining perception as grade level increases continues for the subcategories within recruitment and retention of **high-quality leaders**. The biggest gaps (percentage differences) relate to the Support of CLTs and Visits from Eds, where fewer than half of Grade 8 respondents rate these areas as *very* or *extremely effective*.

How effective have each of the following aspects related to the recruitment and retention of high-quality leaders been at your school?

% Very + Extremely Effective

■ Grade 6 (n=20-21) ■ Grade 7 (n=15-18) ■ Grade 8 (n=21-25)



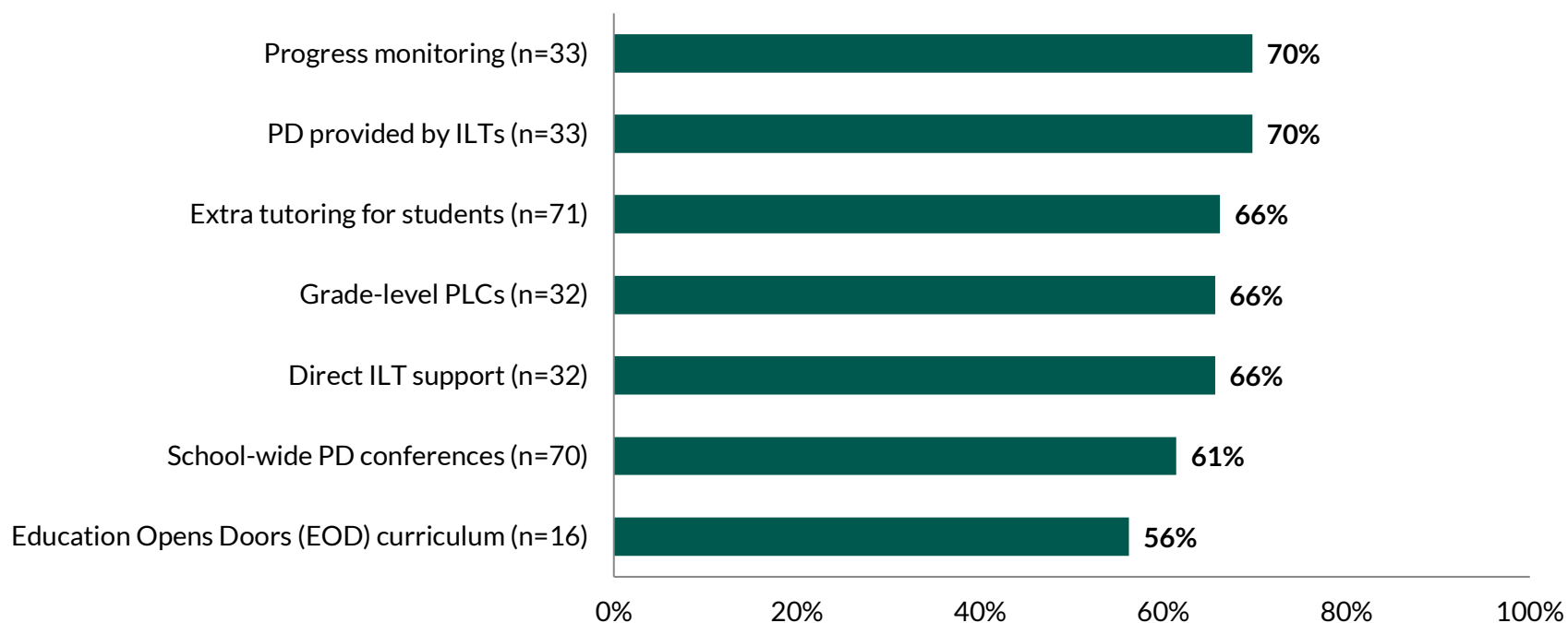
KEY FINDINGS: STRATEGIC INSTRUCTIONAL PRACTICES

Respondents perceive the Education Opens Doors (EOD) curriculum to be one of the least effective areas among all priority areas beyond just strategic instructional practices.

- Twenty-five percent of respondents rate the EOD curriculum as *not at all effective*, the highest *not at all effective* rating within the survey.

How effective have each of the following aspects related to strategic instructional practice been at your school?

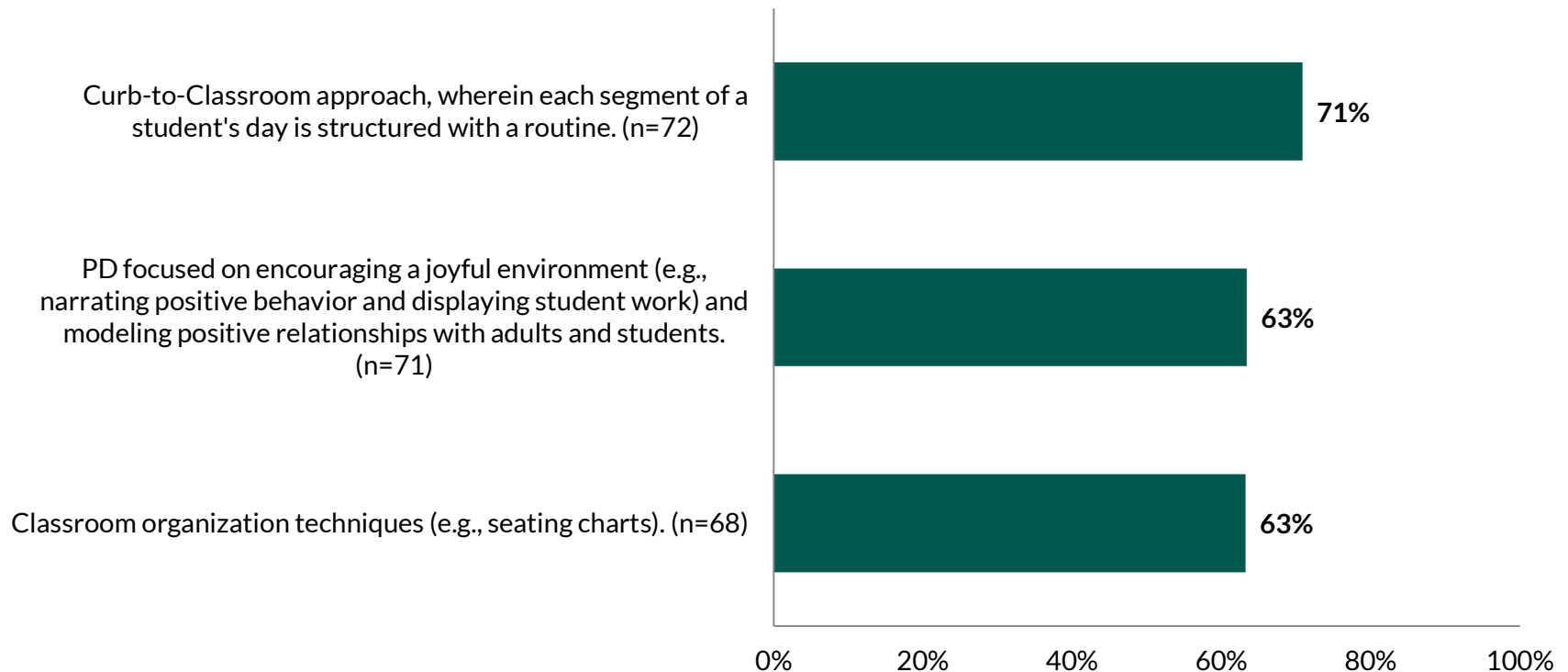
% Very + Extremely Effective



KEY FINDINGS: TRANSFORMATIVE POSITIVE CULTURE

Instructional staff rate the effectiveness of the Curb-to-Classroom approach significantly lower than Administrators (59% very or extremely effective compared to 90%, respectively).

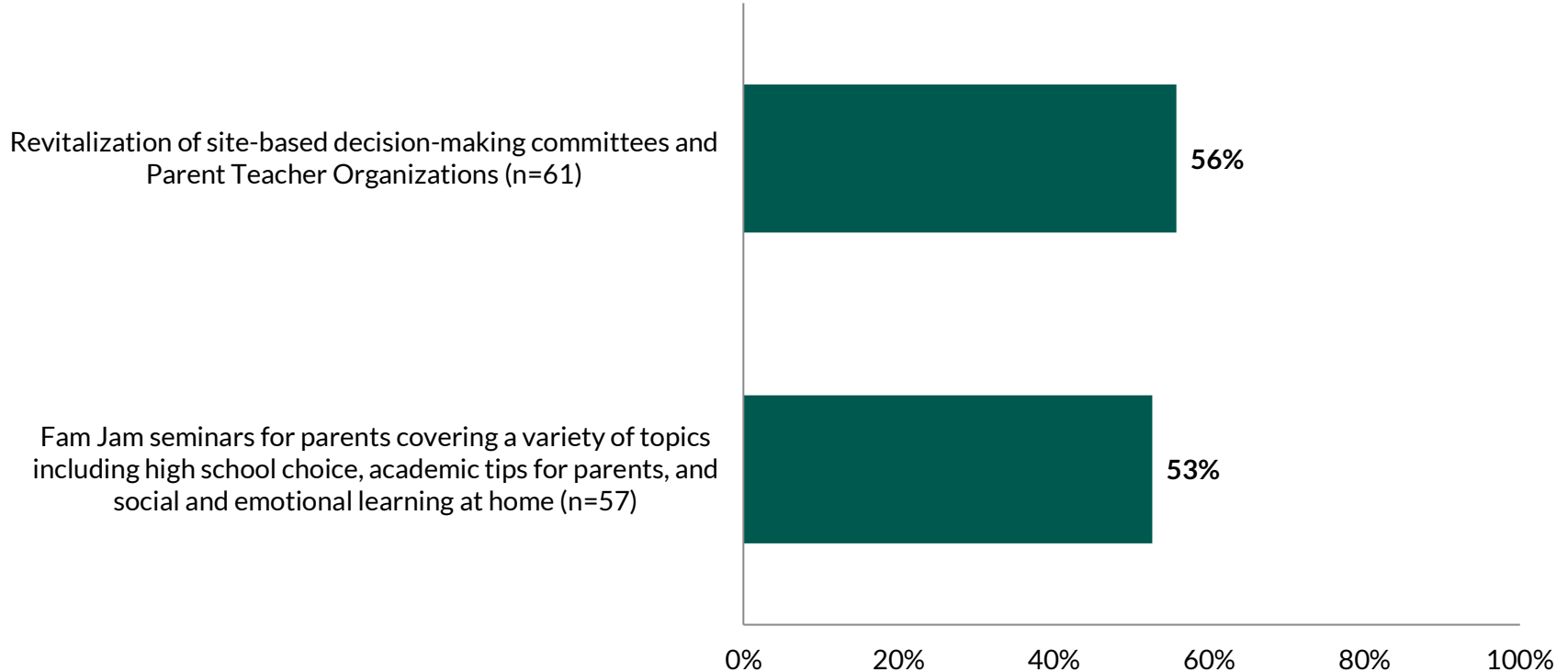
How effective have each of the following aspects related to a transformative, positive culture been at your school?
% Very + Extremely Effective



KEY FINDINGS: ENRICHMENT OPPORTUNITIES AND SUPPORTIVE PARTNERSHIPS

Slightly above half of respondents rate the subcategories of enrichment opportunities and supportive partnerships as *very* or *extremely effective*.

How effective have each of the following aspects related to enrichment opportunities and supportive partnerships been at your school?
% Very + Extremely Effective

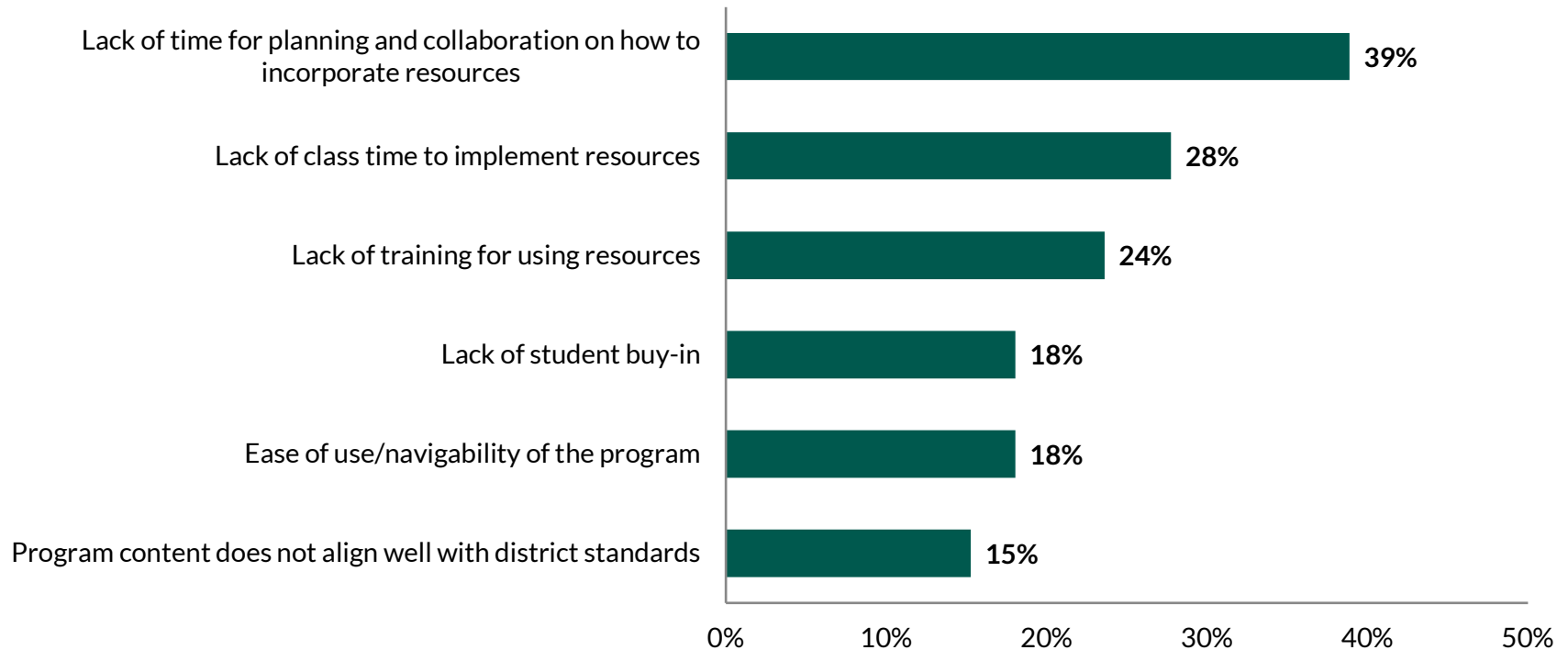


KEY FINDINGS: POTENTIAL BARRIERS

The top two potential barriers to successful AIM implementation both pertain to a lack of time.

- Forty-four percent of Instructional staff select *lack of class time...* as a potential barrier, significantly higher than Administrators (15%) and Counselors (11%).
- Twenty-six percent of Instructional staff select *program content does not align well with district standards*, significantly higher than Administrators (5%) and Counselors (6%).

What are the potential barriers to the successful implementation of AIM in your school? Please select all that apply. (n=72)



RECOMMENDATIONS

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Based on analysis of this survey, Hanover recommends that Dallas Independent School District (DISD):

- ❖ **Provide training and support to increase satisfaction with AIM and its implementation, particularly for instructional staff.** Instructional staff are the least satisfied group by a significant margin. Just over half of instructional staff are *somewhat* or *completely satisfied* with AIM while administrators and counselors report much higher levels of satisfaction (80% and 89% respectively). In particular, perceptions differ the most between instructional staff and administrators with regard to Curb-to-Classroom approach and Supportive Partnerships. Additionally, the top three potential barriers to implementation of AIM relate to lack of time and training. While most are satisfied with the quality of training, they note that there could be an improvement in the training for using resources. As a first step to mitigate implementation challenges, DISD can create more efficient systems to collaborate and share practices of high-performing teachers and streamline the priorities for each lesson/day/week. DISD can also consider qualitative research to further identify ways to increase effectiveness and satisfaction with AIM.
- ❖ **Allocate additional supports and resources to the higher grades.** Perceptions decline as grade level increases, and this is not limited to one priority area. Instead, across all five priorities, as grade level increases, ratings of effectiveness consistently decrease. The most notable gaps between grades pertain to recruitment and retention of high-quality leaders. By focusing on the effectiveness of Support of CLTs and Visits from Eds in grade 8 especially, DISD can address some of the lowest rated areas among all survey questions.
- ❖ **Review current practices and further understand staff use of the Education Opens Doors (EOD) curriculum.** The EOD curriculum is viewed as the least effective subcategory amongst all priority areas, and only 12% of respondents are certain they have used the EOD curriculum in the 22-23 academic year. By reviewing instructional staff's current practices and further gauging perceptions and implementation of the EOD curriculum, DISD will have more information to improve EOD's current lack of effectiveness. DISD can consider a targeted survey for this curriculum and/or in-depth interviews to identify ways to improve implementation.

RESPONDENT CHARACTERISTICS

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AIM Support Role (n=81)

Instructional Lead Teacher (ILT)	35%
Counselor	28%
Assistant Principal (AP)	20%
Campus Instructional Coach (CIC)	12%
Principal	5%

Staff Tenure (n=71)

Less than 1 year	8%
1 to 3 years	8%
4 to 6 years	21%
7 to 10 years	15%
11 to 15 years	11%
16 to 20 years	11%
More than 20 Years	23%
Prefer not to respond	1%

Subject Area (n=38)

English Language Arts	55%
Mathematics	34%
Science	26%
Social Studies	26%
Fine Arts	8%
Health/Physical Education	5%
CTE	5%
Other	11%



Thank you.

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