Opportunity Culture Update and Program Evaluation

September 14, 2021

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The Opportunity Culture Commitment

Reach *all students* with excellent teaching, consistently

Reach *all educators* with outstanding career opportunities

ECISD chose to implement Opportunity Culture to…

Provide equitable access to excellent instruction for all students

Recruit and retain excellent teachers

Provide all teachers with excellent development

Advanced career opportunities

Selection of Campuses

1. **Leader Readiness** – Principals that lead this work on campus must have the ability to think innovatively about staffing and classroom composition.
2. **School Need** – Schools that have traditionally struggled with staffing are considered a prime candidate for the innovative staffing models Opportunity Culture employs.
3. **Student Performance** – Areas of the district that would receive the biggest impact by increasing the time students learn from effective teachers are priority.

Opportunity Culture in ECISD: 2021-2022

2020-2021 Cohort A Campuses	2021-2022 Cohort B Campuses
Blackshear ES	Burnett ES
E.K. Downing ES	Dowling ES
Sam Houston ES	Fly ES
Ross ES	Goliad ES
Crockett ES	L.B. Johnson ES
NImitz ES	Noel ES
Wilson & Young ES	Pease ES
Odessa HS	Bonham MS
	Bowie MS
	Permian HS

2020-2021	2021-2022
# of MCLs: **27**	# of MCLs: **56** (29 new)
District Student Reach at OC Campuses: **72%**	Student Reach: TBD
7, 121 Students Impacted out of 9,928 Total Students on OC Campuses	Data Collection in Progress

Program Evaluation of Public Impact's Opportunity Culture Model on Teacher Performance & Student Achievement for Ector County Independent School District

A. Wiseman, J. Gottlieb, & J. Kirksey
TTU Educational Leadership Policy

August 23, 2021

Observation of MCLs

- **Pedagogy & Learning**
- **Managing & Leading**
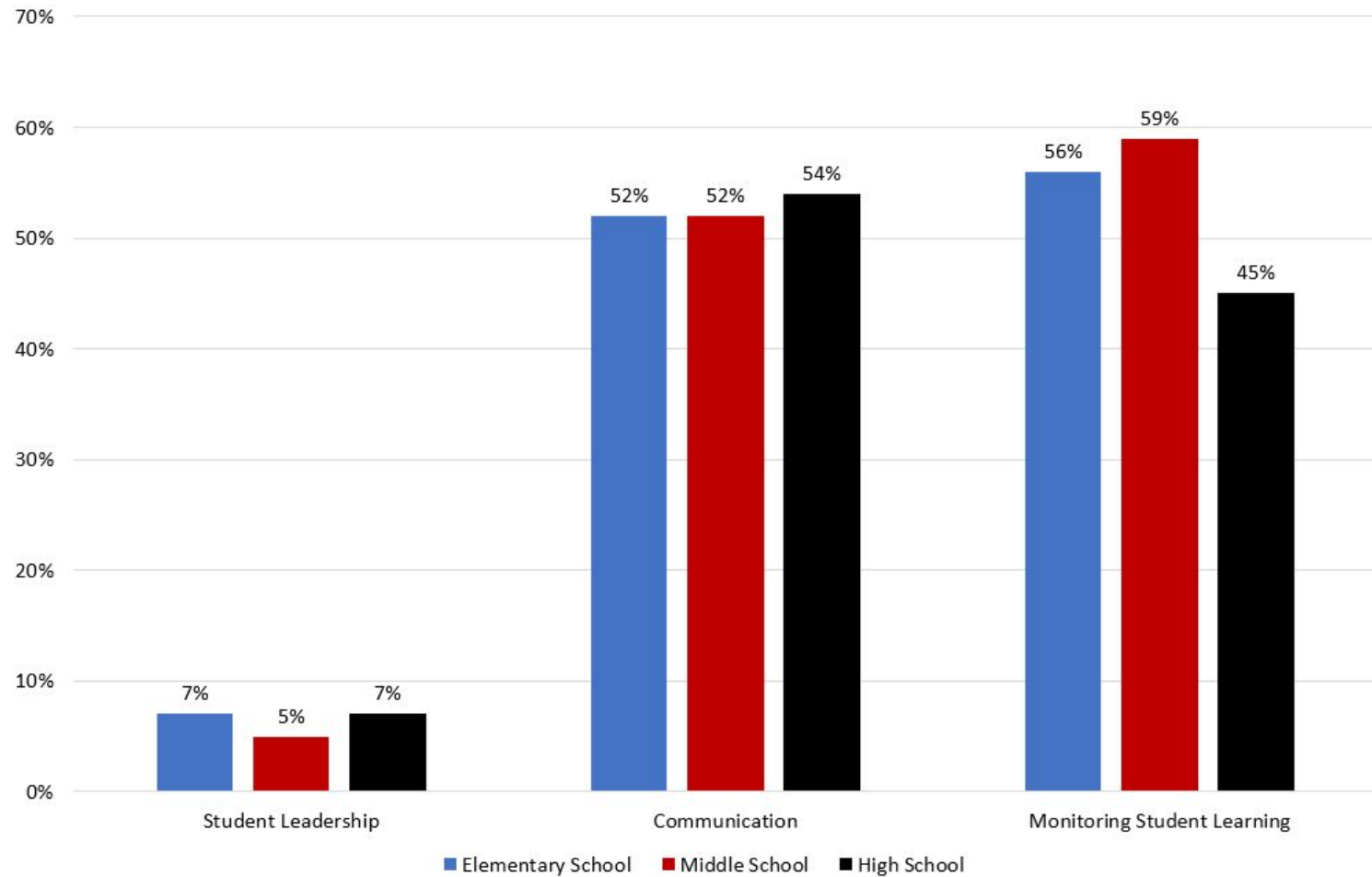- **Student Classroom Outcomes**

"An Opportunity Culture restructures pre-K–12 schools to <u>extend the reach of excellent teachers</u>, principals, and their teams to more students, for more pay, within recurring school budgets."

"Multi-Classroom Leaders (MCLs) co-plan, co-teach, <u>model excellent instruction</u>, coach, and give feedback."
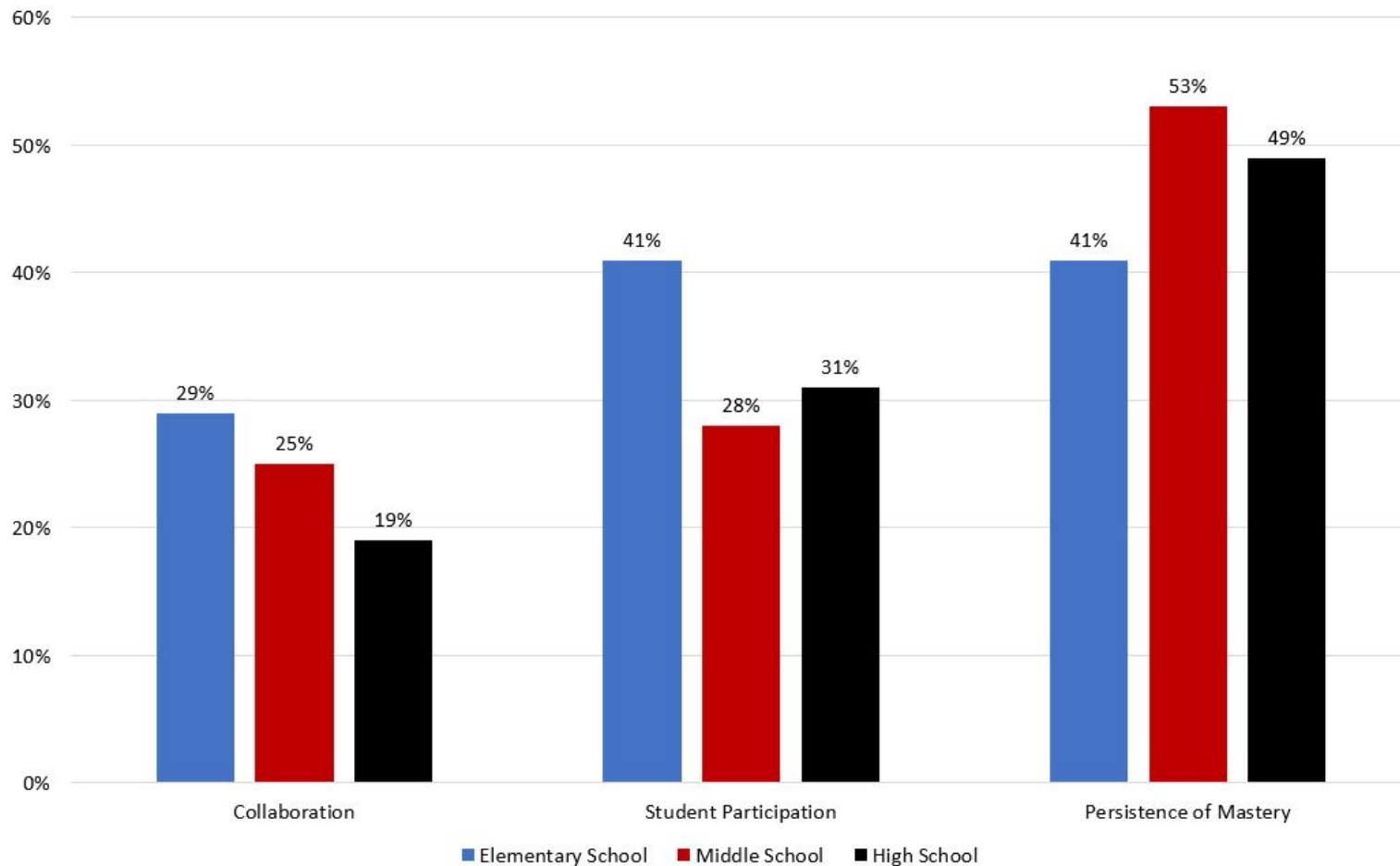
Observation of MCLs: Change in Pedagogy & Learning
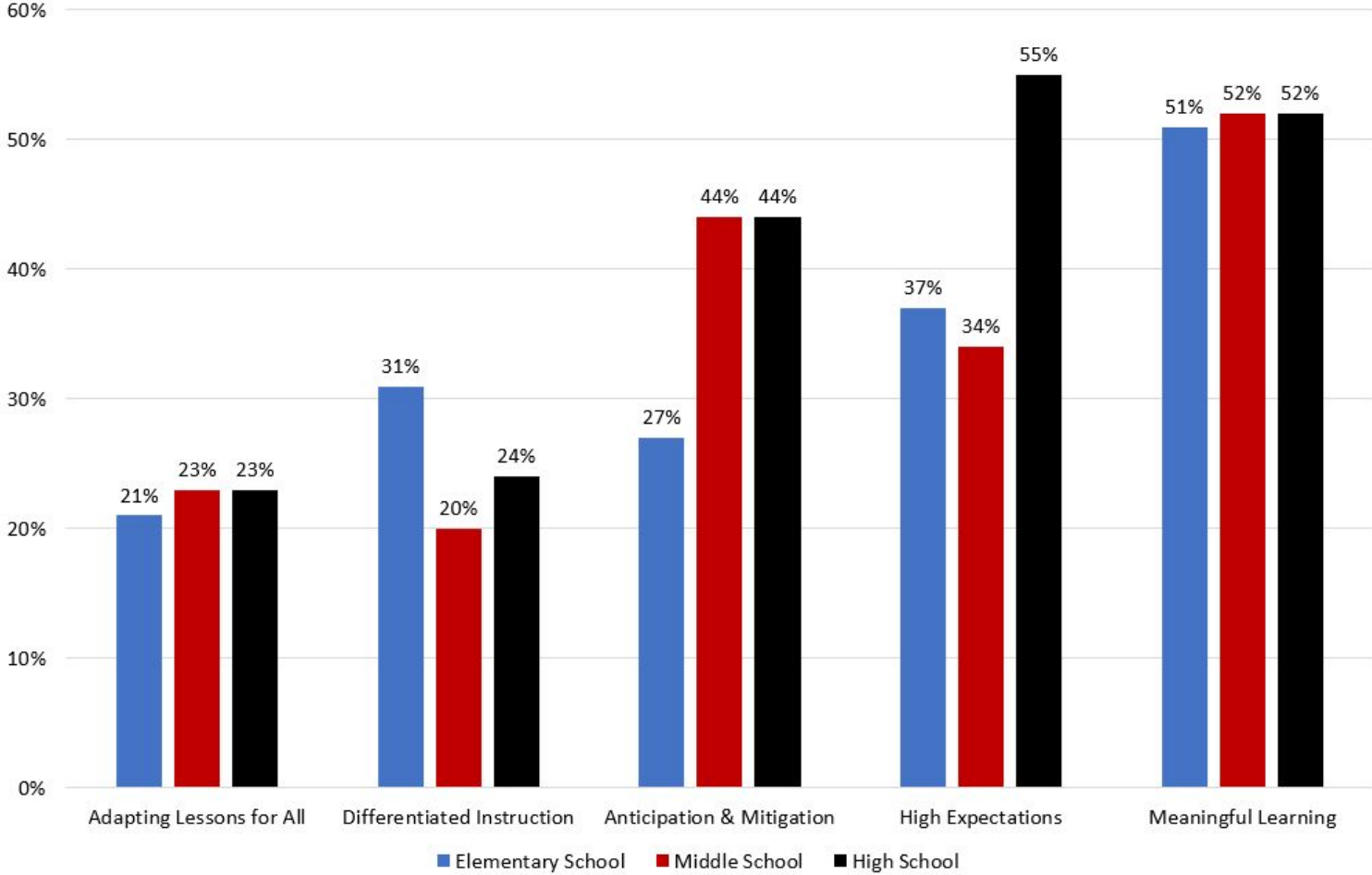
Observation of MCLs: Change in Managing & Leading

Observation of MCLs: Change in Student Classroom Outcomes

Multi-classroom teachers (MCLs) and team teachers (TTs) and student academic achievement

Main Question:

Do students perform better on standardized achievement tests when taught by Multi-Classroom Leaders (MCL) or Team Teachers (TT) in the tested subject area?

a. Does this vary by subject area?

b. Does this vary by demographic group?

Student Exposure to OC Teachers

|	Black	Latinx	LEP	At Risk	SPED	Students
Students w/ OC Teacher	6%	82%	**29%**	**69%**	8%	6,560
Students w/o OC Teacher	7%	77%	**23%**	**58%**	9%	14,210

- Received data for over 20,000 students in ECISD
- Data from the district office for 2020-21 school year:
  - Student demographics
  - STAAR assessments for 3rd-8th graders
  - OC roster of MCL and TT teachers
  - Course-specific information used to link teachers to students
- Analysis restricted to students who participated in STAAR reading and math assessments, had complete demographic data, and had prior STAAR achievement scores from 2019

Findings

OC TEACHERS' IMPACT ON READING ACHIEVEMENT
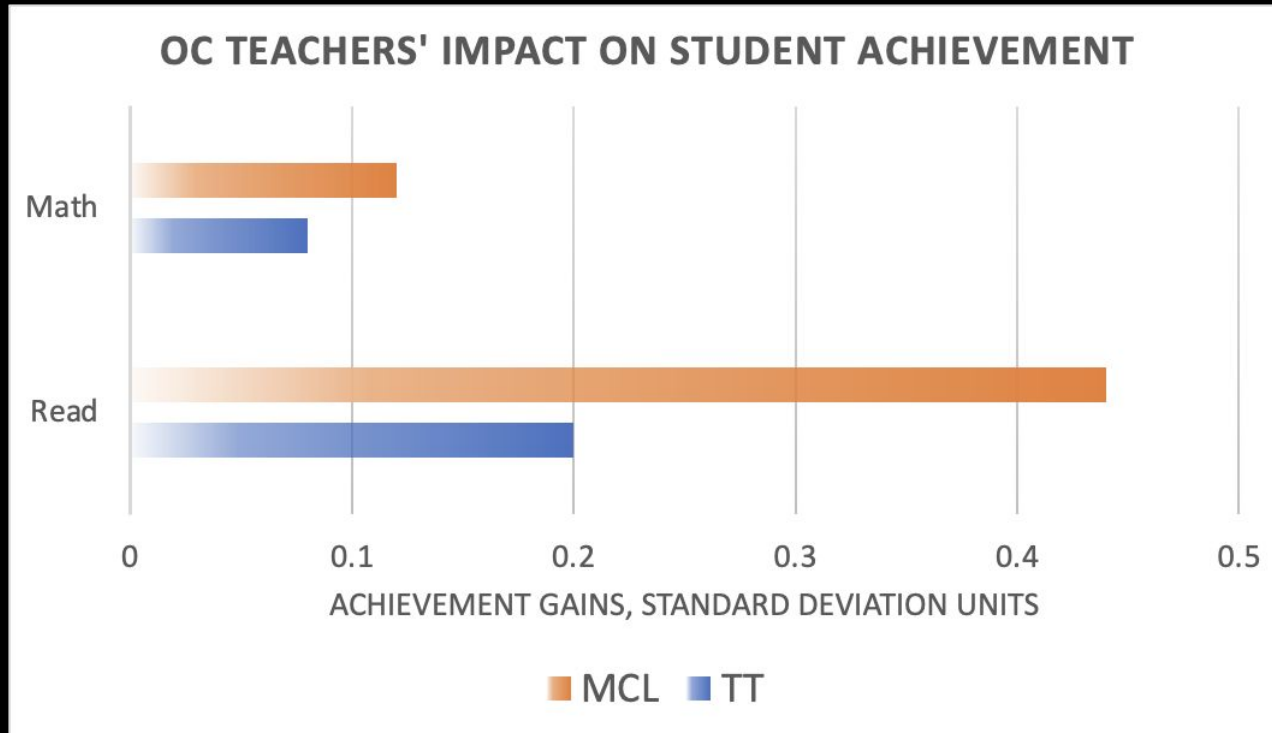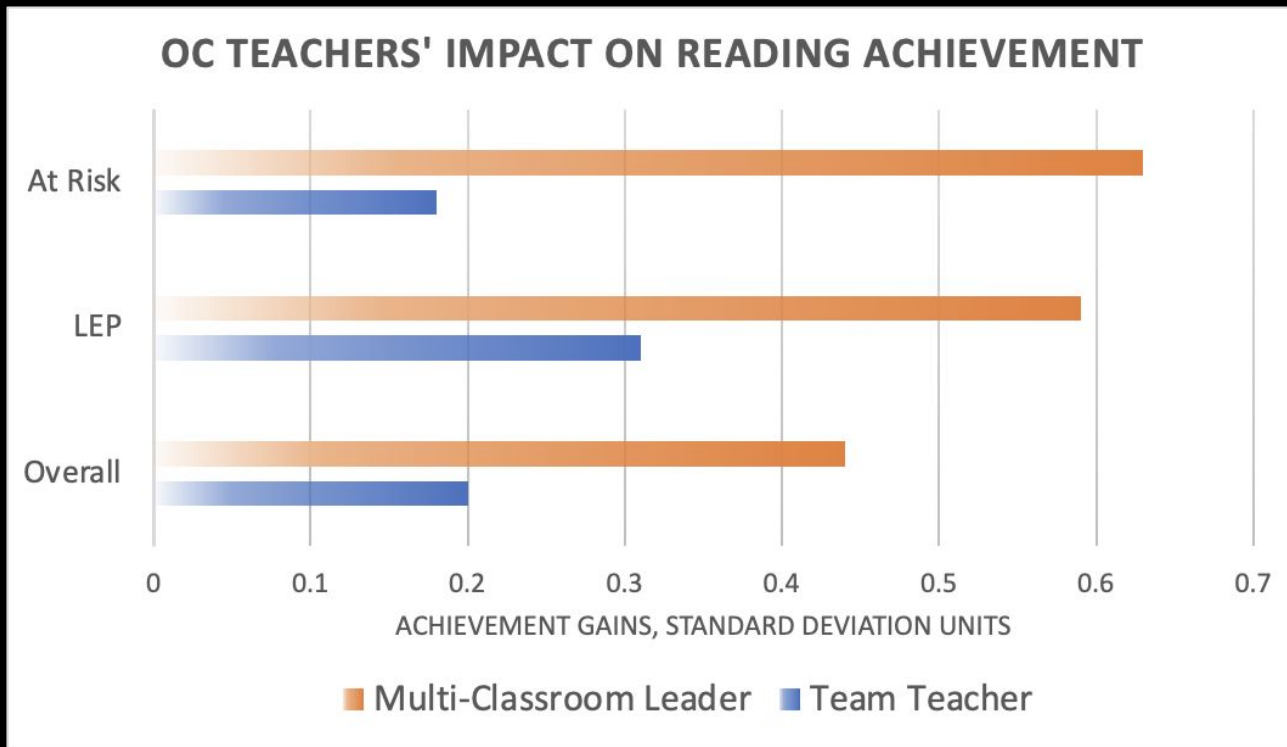
1. OC teaching models appear correlate to positive, immediate academic gains for students in ECISD

    a. Associations most pronounced in reading assessments

    b. Associations most pronounced for students with limited English proficiency and students considered at-risk

2. The magnitude of these gains is significant. The association of having an MCL or TT teacher is equivalent to replacing the average ECISD teacher with an ECISD teacher in the top quartile

Investigation of MCL & IS Experience

1. How do MCLs, teachers, and school leaders perceive the impact of MCLs, and opportunity culture broadly?

2. How do teachers and school leaders perceive differences and similarities between the MCL and IS coaching approaches?

- Semi-structured interviews
  - MCLs
  - Associated teachers
  - Principals
- Beginning with elementary schools, building up to the middle and high schools

Results

Code	Frequency of Code
Trust	26
Leadership	11
Practice	4
Coaching	22
Reach Associate	2
Impact of OC	9
MCL Function	19
MCL Support	1
Motivation to be MCL	7

FREQUENCY

Motivation by MCL
MCL Support
Trust
MCL Function
Leadership
Impact of OC
Reach Associate
Practice
Coaching
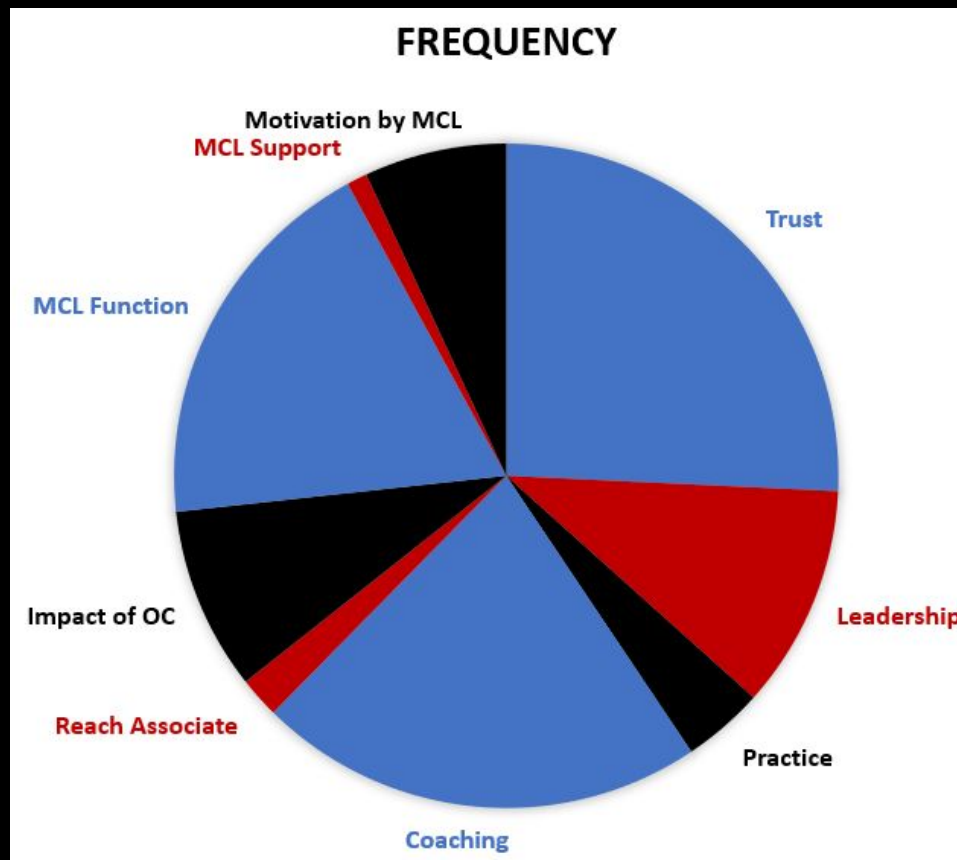
"I think my relationship [to my team teachers] is amazing and the thing is, is I started off the year with **building those relationships**, just like I would do with my students, you know, learning their names, learning about their families, what their goals and stuff live for. And I think that really helps me hook them in to this whole process."

"I think if you come into the MCL role with the idea that you are somehow somebody's superior, or that you are somehow an evaluator or a directive giver, then you're not going to be successful."

"We try to do those bite-size can be implemented as, as soon as the meeting's over and action steps. And I go in the meeting and **I try as much as possible to let the teacher lead and guide the meeting.** I would say a good 80 to 90% of the time they know what went wrong and it's tied where I thought it went wrong or could improve. And so that's how I try to coach. And then we make a plan with those action steps and scripted and then decide how much intervention they need me."

"It really felt like I had a mentor."

… at the beginning was really rough because they're not a supervisor, they're just another, another teacher colleague who has experience. Right. Um, but teachers were very, some of them were, uh, non-receptive to receiving a feedback from them to receiving that coaching piece. *Principal Participant*

And I think being our pilot year, there was a lot of confusion as far as what does my role exactly look like. So I feel like I did a pretty good job making, making up what I thought it should look like. *MCL Participant*

"... **I never understood. They pull out the cream of the crop and you take us out of classrooms.** So now as a, as a curriculum facilitator, as an instructional specialist, I'm in an office and I'm coming into your room and I'm telling you what to do. **But as an MCL, I am showing you what to do, which it's much easier for teachers to learn. And it gives you more credit when you're in the trenches, I'm getting, I'm getting dirty with them.**"

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...I think the real power has come in with my teams because they know we're all on even playing ground here. My job is to support them from the bottom and I try to stay a couple steps ahead of them to eliminate any very real excuses that might be in the way of our success.

"...but I'm never ready to leave the kids. I love being with the kids. And so when he presented it, as you get to help with the curriculum, you get to lesson plan, you get to be an instructional coach, but you're still teaching classes. **It was the best of both worlds for me**."

- Continue evaluation of MCL and TT impacts on student achievement
  - Follow-up evaluation with 2022 STAAR data
 - Follow-up evaluation with teacher walkthrough and observation data
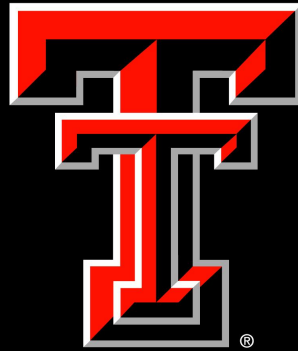
- Celebrate Opportunity Culture Success

- Select Cohort C Campuses to Continue Scaling

- Implement Opportunity Culture with Fidelity

- Monitor, Evaluate and Make Adjustments for Implementation & Effectiveness

- Provide Ongoing Professional Learning and Job-Embedded Support

- Continue to Address Role Clarity
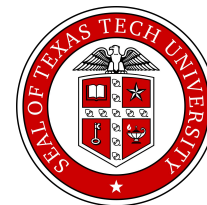
Thank You!

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