

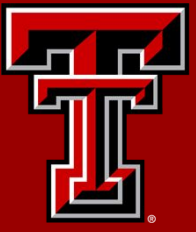


# Comprehensive Coaching Model Analysis with Ector County ISD and Texas Tech University

## ECISD Board Meeting

May 14, 2024

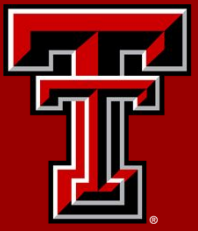
Dr. Jacob Kirksey (TTU: Assistant Professor, Associate Director of CIRCLE)  
Dr. Jessica Gottlieb (TTU: Associate Professor, Associate Director of CIRCLE)  
Dr. Jessica Gore (ECISD: Executive Director of Accountability)  
Dr. Kristin Whittenburg (ECISD: Director of Research and Evaluation)  
Ricardo Leal (ECISD: Director of District Data Analytics)  
Jaime Miller (ECISD: Executive Director of Talent Development)  
Angela Romano (ECISD: Director of Talent Development )



## ECISD BOARD GOALS

- 1** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32%<sup>1</sup> to 60% by May 2024 across all tested content areas.
- 2** The percentage of 3rd grade students reading at or above grade level will increase from 35%<sup>1</sup> to 45% by May 2024.
- 3** The percentage of high school graduates considering College, Career or Military Readiness will increase from 56%<sup>1</sup> to 65% by May 2024.

1. 2018-2019 Texas Education Agency HTML TAPR



# Project Inception

Principals  
Assistant Principals

Dept. Chairs  
PLC Leads

Team Leads

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Opportunity Culture

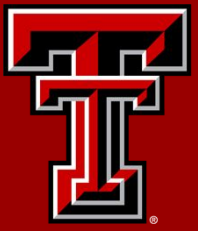
Impact? Difference?

Performance, Student Growth, Retention,  
Financial Impact?



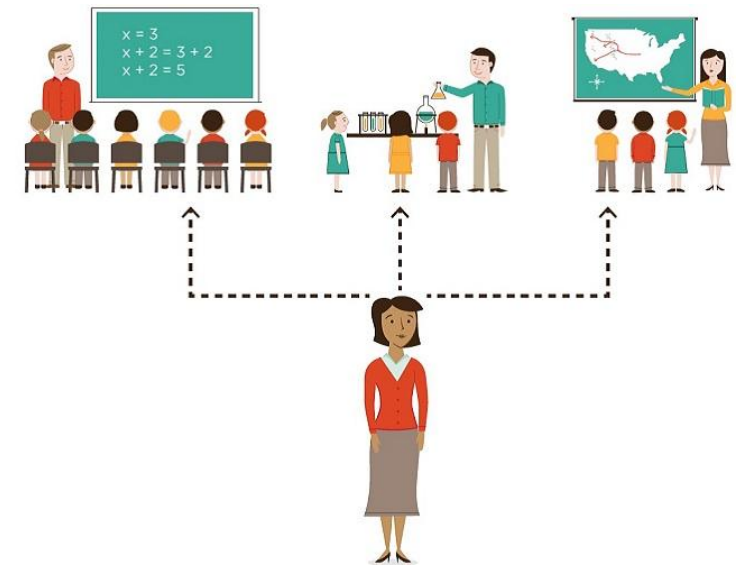
# A-F Accountability

Year	District Rating
2021	<i>Not rated, COVID Impact</i>
2022	82 (B)
2023	<i>Final A-F ratings not released from Texas Education Agency, due to ongoing litigation</i>  * utilization of final 2023 percentages for project



# Overview of Opportunity Culture

1. Reach more students with excellent teachers and their teams
2. Pay teachers more for extending their reach
3. Fund pay within regular budgets
4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development
5. Match authority and accountability to each person's responsibilities





# Opportunity Culture Campus Listing of Participants

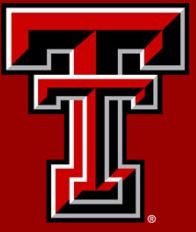
2020-2021	2021-2022	2022-2023
<ul style="list-style-type: none"> <li>• Blackshear ES</li> <li>• EK Downing ES</li> <li>• Ross ES</li> <li>• Sam Houston ES</li> <li>• Crockett MS</li> <li>• Nimitz MS</li> <li>• Wilson &amp; Young MS</li> <li>• Odessa HS</li> </ul>	<p>2020-2021 campuses plus...</p> <ul style="list-style-type: none"> <li>• Burnet ES</li> <li>• Dowling ES</li> <li>• Fly ES</li> <li>• Goliad ES</li> <li>• Noel ES</li> <li>• Pease ES</li> <li>• Bonham MS</li> <li>• Bowie MS</li> <li>• Permian HS</li> </ul>	<p>2020-2021 and 2021-2022 campuses plus ...</p> <ul style="list-style-type: none"> <li>• Cavazos ES</li> <li>• San Jacinto ES</li> <li>• West ES</li> </ul>



# Overview of 3-Year Scope of Work with TTU

2020-2021: Trustee Report	2021-2022: Report to District	2022-2023: Today
<p><b>Analysis:</b> Opportunity Culture</p> <ul style="list-style-type: none"> <li>• 2020-21 STAAR data</li> <li>• 28 MCL interviews in January 2022</li> </ul> <p><b>Findings:</b></p> <ul style="list-style-type: none"> <li>• Opportunity Culture resulted in <u>improved student achievement</u> in math and reading</li> <li>• MCLs reported <u>high satisfaction</u> with roles, but expressed <u>concerns about workload/sustainability</u></li> </ul>	<p><b>Analysis:</b> Opportunity Culture</p> <ul style="list-style-type: none"> <li>• 2021-22 STAAR data</li> <li>• Ongoing data analysis collected via interviews</li> </ul> <p><b>Findings:</b></p> <ul style="list-style-type: none"> <li>• Student achievement findings <u>inconclusive</u> due to data limitations</li> <li>• For successful, sustainable implementation of OC, resources, including <u>protected time</u>, need to be brought into <u>balance with job demands</u></li> </ul>	<p><b>Analysis:</b> All Coaching Models</p> <ul style="list-style-type: none"> <li>• 2022-23 STAAR data</li> <li>• Analysis of ECISD-collected interviews and documents</li> </ul> <p><b>Findings:</b></p> <ul style="list-style-type: none"> <li>• Changes in student achievement</li> <li>• Explored balance between MCL responsibilities and workload and commitment to OC</li> </ul>





# Acronyms

<b>EB</b>	<b>Emergent Bilingual</b> - Students who are continuing to develop their home language while also learning an additional language.
<b>MCL</b>	<b>Multi- Classroom Leader</b> - Teachers with a record of high-growth student learning who lead small, collaborative teams.
<b>TRT</b>	<b>Team Reach Teacher</b> - Work on an MCL team, directly teaching ,more students than usual but typically without raising instructional group sizes.
<b>TR</b>	<b>Teacher Resident</b> - Full time, full year, full pay education student who is learning from a skilled instructor. Also provides release time for the MCL to coach team members.
<b>RA</b>	<b>Reach Associate</b> - Advanced paraprofessionals who support the MCL teams and provide release time for the MCL to coach team members. They are given heavy guidance on lessons, students groups, and classroom management.
<b>IC</b>	<b>Instructional Coach</b> - Provide professional learning, coaching, as well as support curriculum and instruction initiatives.
<b>IF</b>	<b>Instructional Facilitators</b> - An IF is uncertified and manages procedures and supervises students during lesson delivery, small groups, transitions, lunch, recess, assemblies and other activities. All activities are directed by the supervising teacher.



# Summary



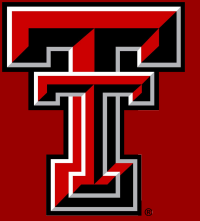
- **Objective:** Examine effectiveness of each coaching model implemented in district
- **Method:** Analyzed secondary data from 2023 using value-added models in accordance with best practice
- **Main Finding:** Opportunity Culture and Teacher Incentive Allotment programs are linked to student growth and performance for students
- **Implications:** Evidence that Opportunity Culture is promoting student growth in the district, but more work is needed to understand ways to better support Multi-Classroom Leaders to avoid burnout



## District-provided administrative data: 2022-23

- Information on student and teachers' demographic, achievement, and coaching roles
- Most rigorous analysis: Focused on students in grades 4-7 in math and 4-8 in reading to determine value-add of having a particular teacher
- Performed descriptive analyses of 3<sup>rd</sup> grade, 8<sup>th</sup> grade math, and end-of-course exams
- Models of interest: Opportunity Culture, Teacher Incentive Allotment, Instructional Coaches, Instructional Facilitators

# Sample description



**Table 1. Student demographics of the district**

	<u>Overall</u>	<u>OC Teacher</u>	<u>TIA Teacher</u>
Male	49%	51%	50%
Black	4%	5%	5%
Hispanic	79%	78%	76%
Caucasian	15%	14%	3%
Gifted and talented	11%	7%	11%
Special education	11%	6%	9%
Emergent bilingual	24%	20%	24%
Economically disadvantaged	63%	70%	64%
Number of students (math sample)	10,148		



## **Value-Added Modeling (VAM)**

- Examined the value-added by coaching roles by comparing students' academic growth over time, accounting for their baseline achievement levels.

## **Inclusion of School Fixed Effects**

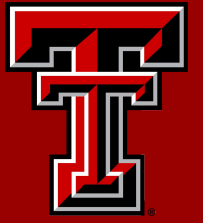
- Controlled for school-specific characteristics to isolate the impact of coaching roles from other school-level factors.

## **Peer Achievement Consideration**

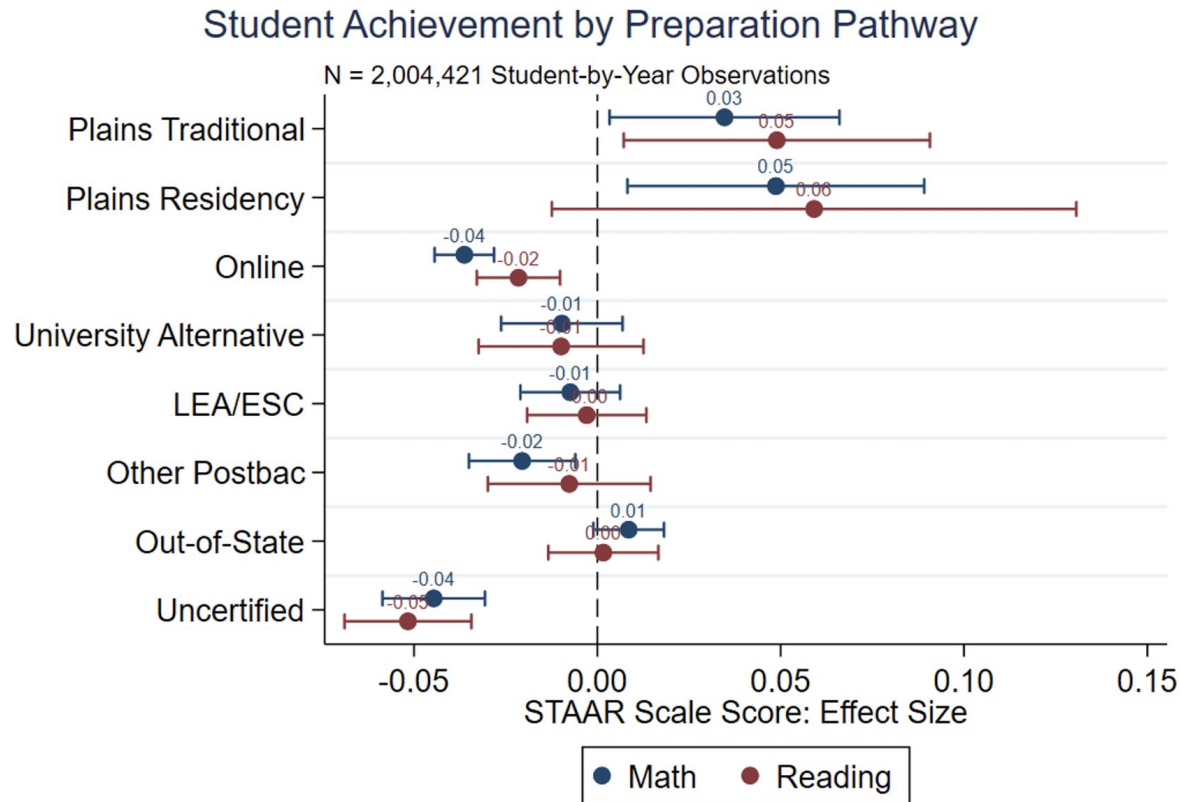
- Considered the influence of peer achievement on individual student growth to account for peer effects within the classroom environment.

## **Teacher and Student Covariates**

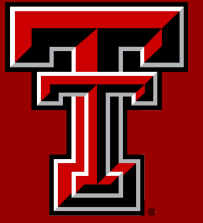
- Incorporated relevant teacher and student characteristics to better understand the nuanced effects of coaching roles on student outcomes.



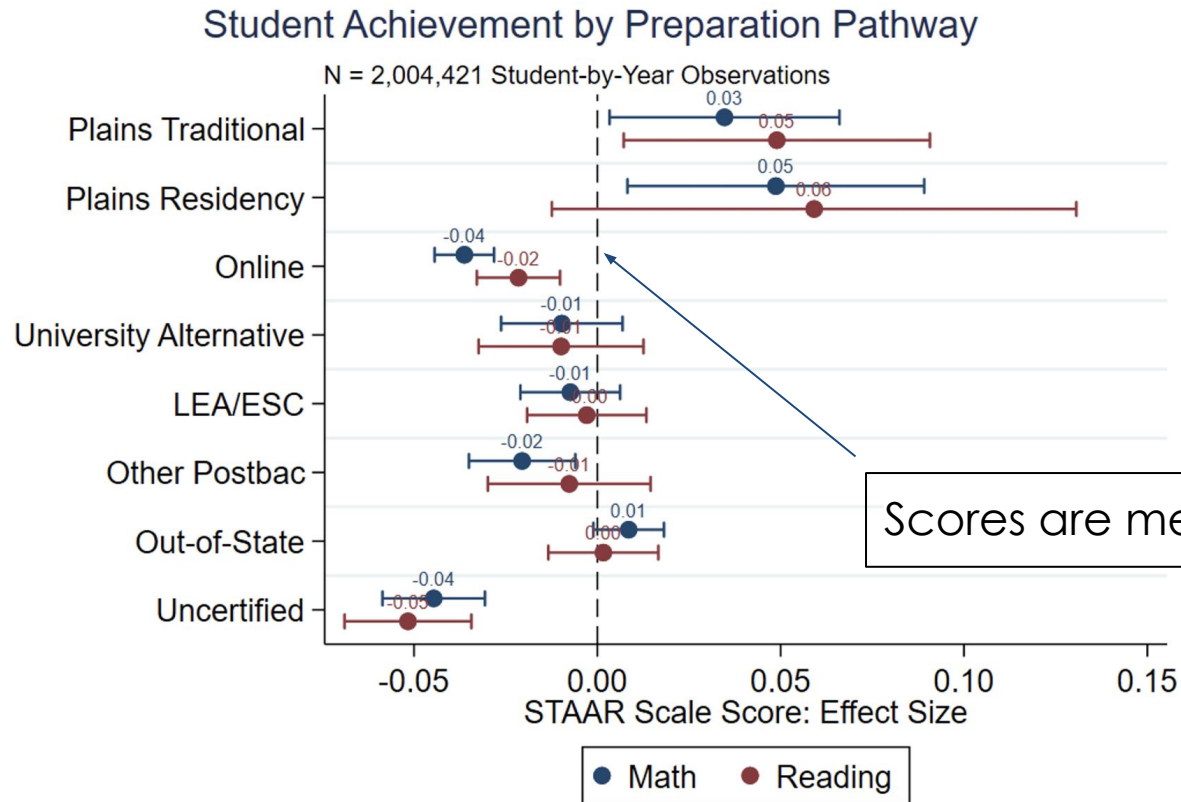
# Interpreting Results



\* Sample results visual to orient you to the data that will be presented

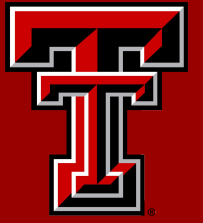


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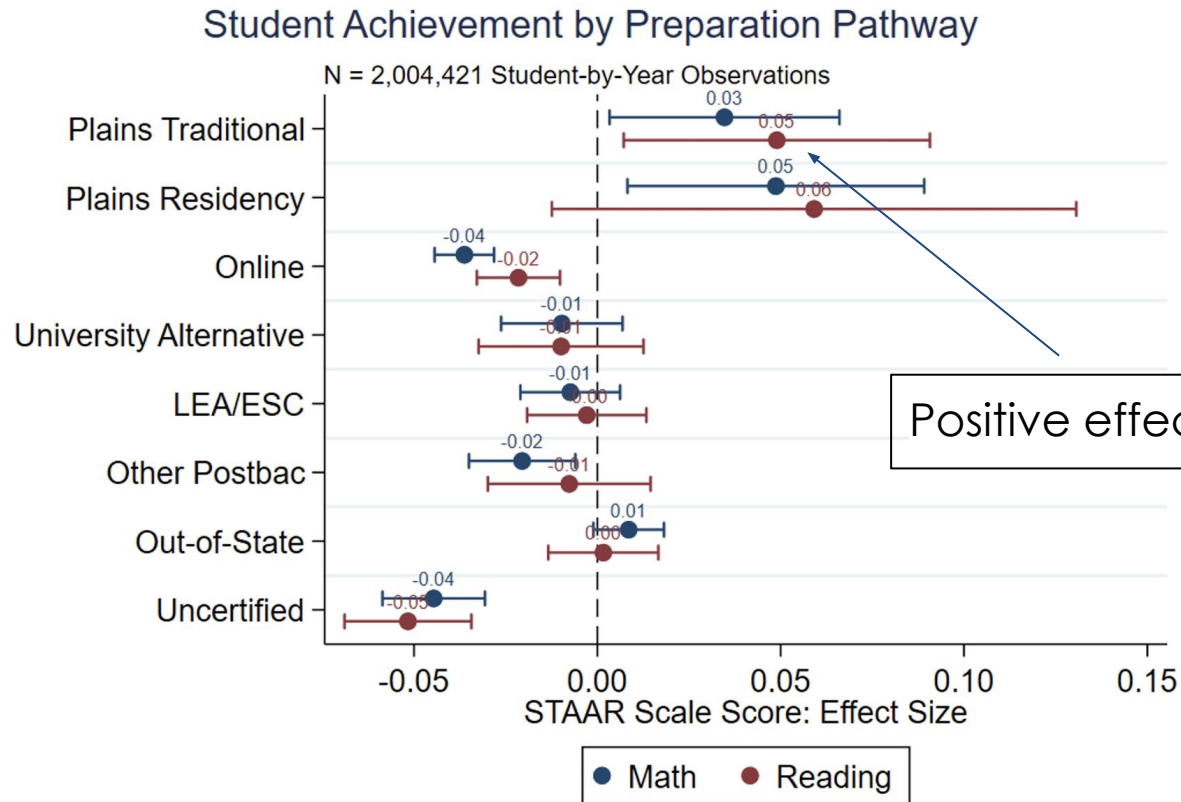


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Scores are mean-centered at zero

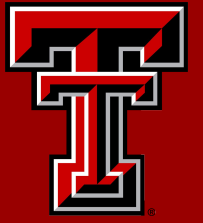


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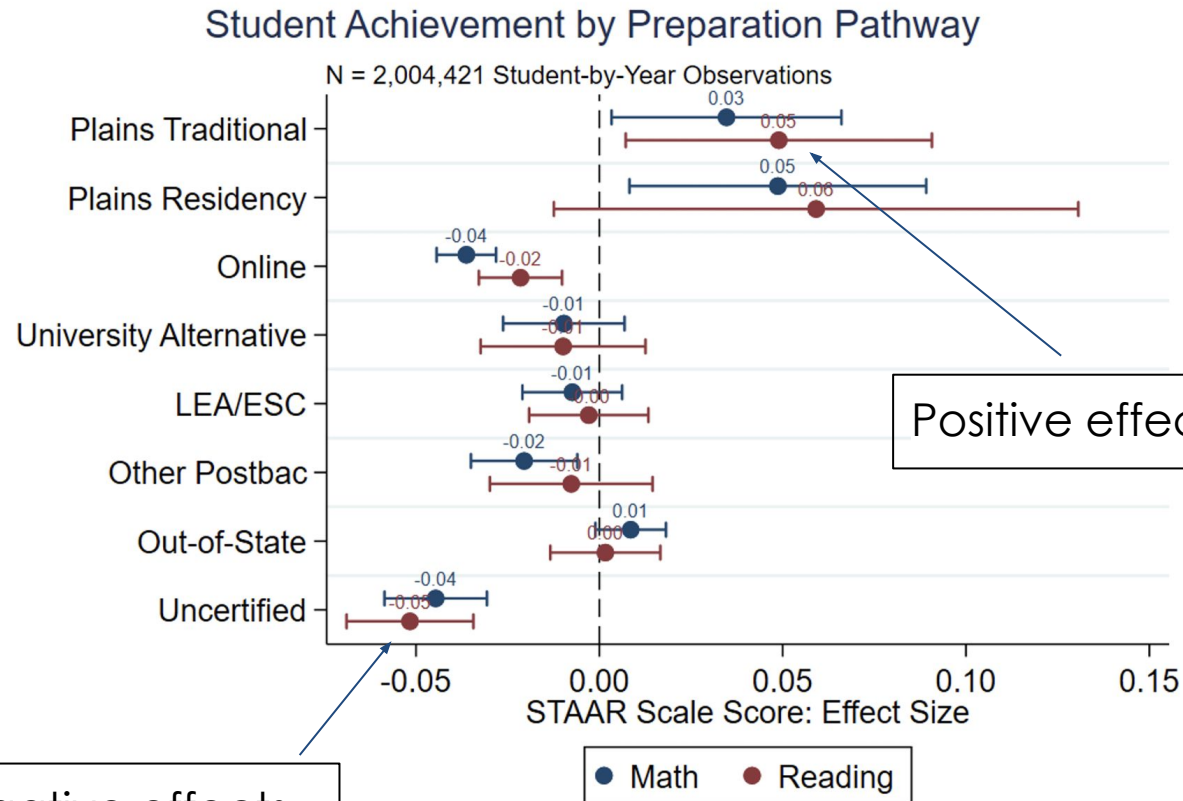


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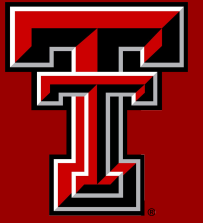
# Interpreting Results



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Positive effects

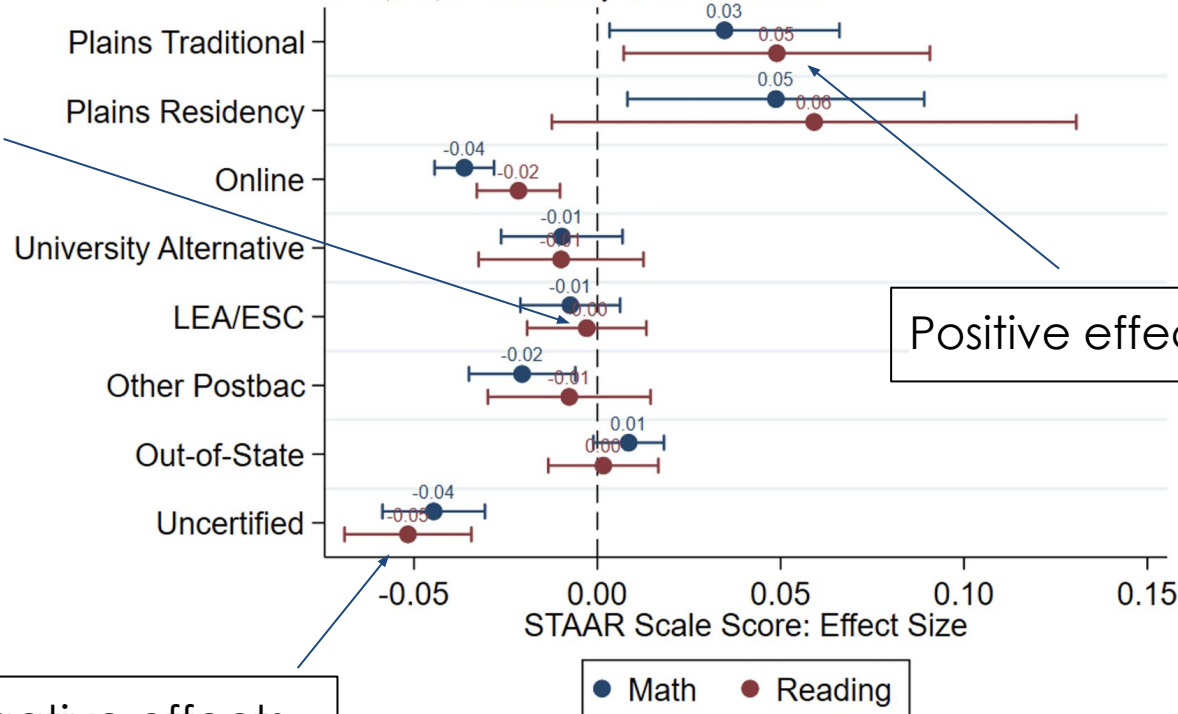
Negative effects



# Interpreting Results

### Student Achievement by Preparation Pathway

N = 2,004,421 Student-by-Year Observations



No effects

Positive effects

Negative effects

\* Sample results visual to orient you to the data that will be presented

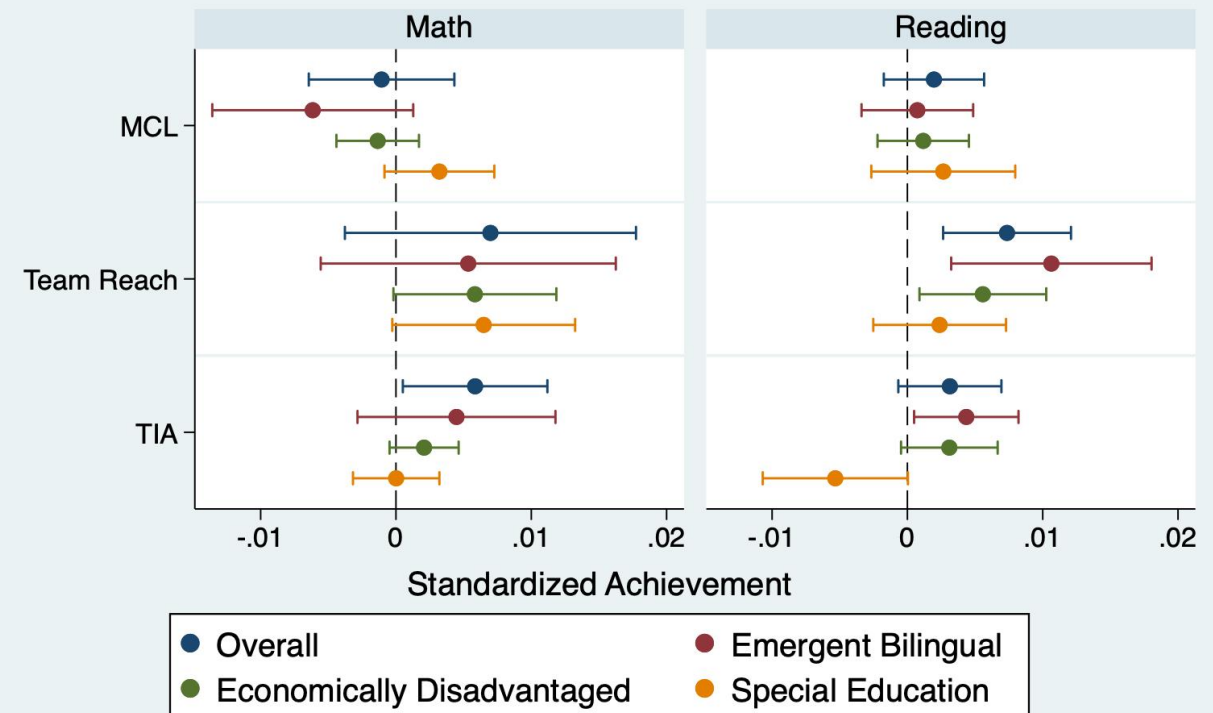
# Results: Opportunity Culture



## Summary

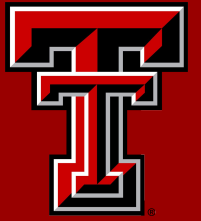
- Students with Team Reach teachers exhibit better achievement in both reading and math on average
- Effects in reading are most pronounced for English learners while effects in math are spread evenly across the district

Coaching Model Impacts on Student Achievement  
2022-23 Academic Year



Note: Sample includes 10,148 and 7,857 students tested in reading and math, respectively.

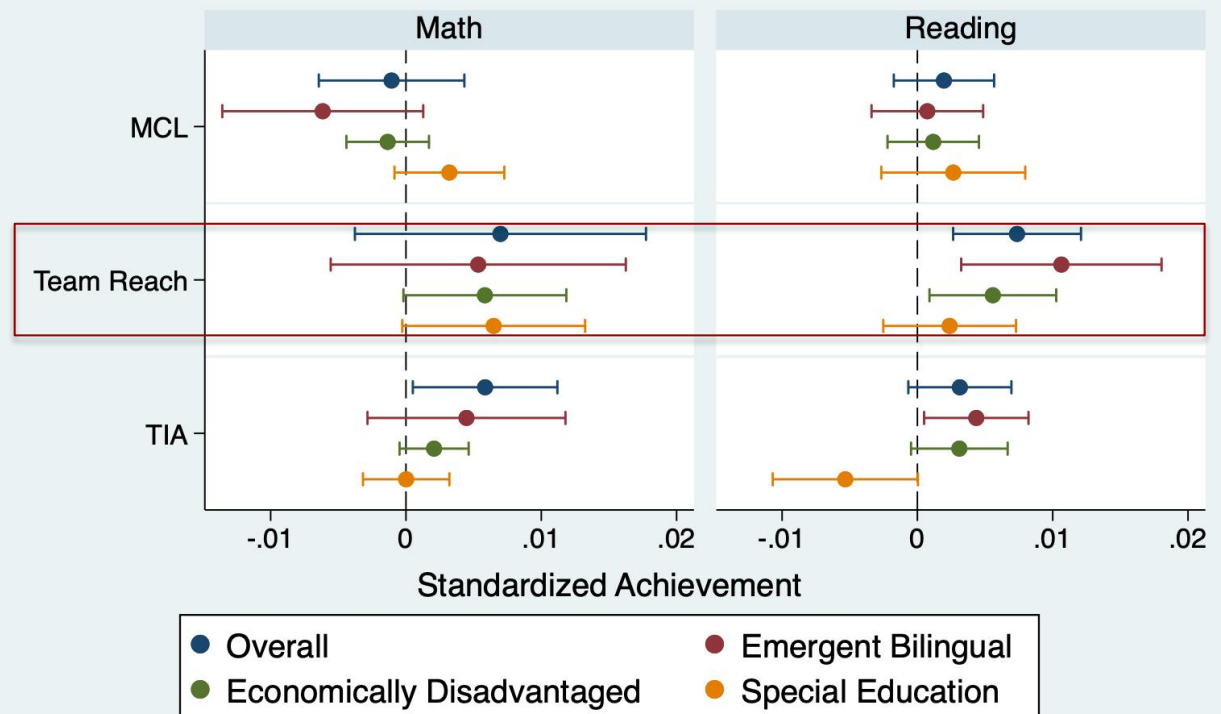
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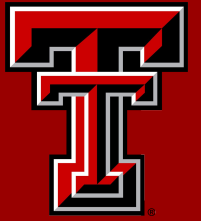
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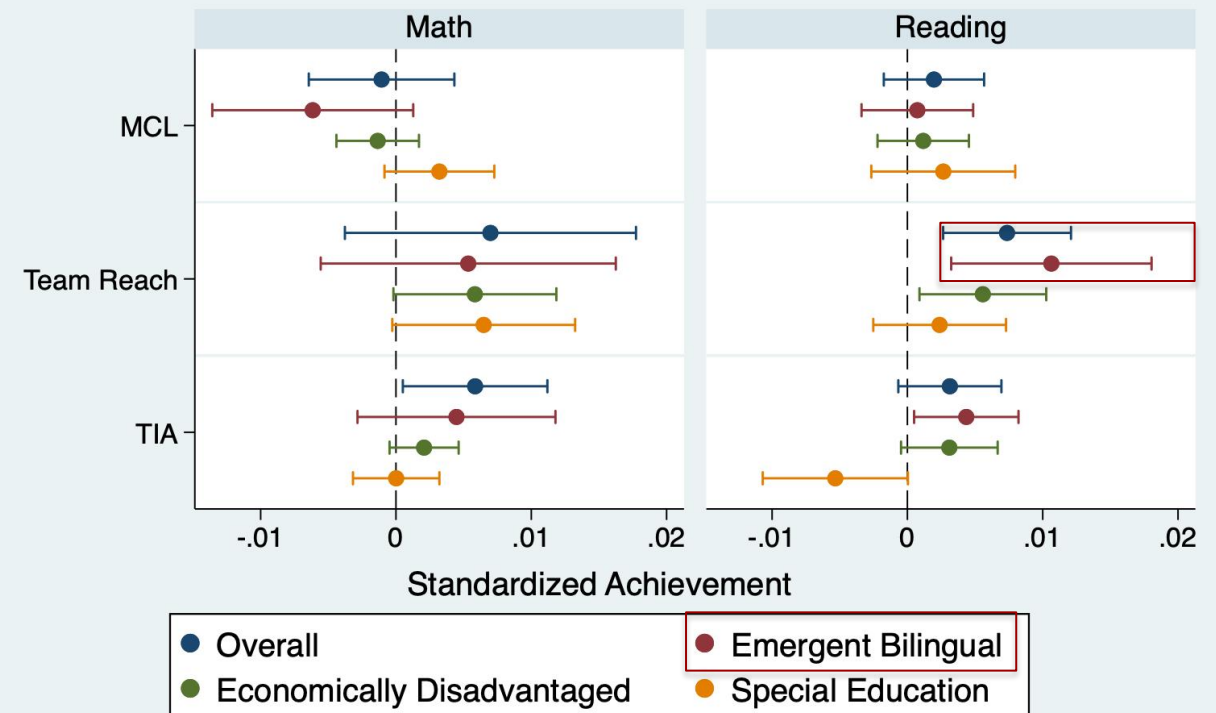
# Results: Opportunity Culture



## Summary

- Students with Team Reach teachers exhibit better achievement in both reading and math on average
- **Effects in reading** are most pronounced for **Emergent Bilingual students** while effects in math are spread evenly across the district

Coaching Model Impacts on Student Achievement  
2022-23 Academic Year



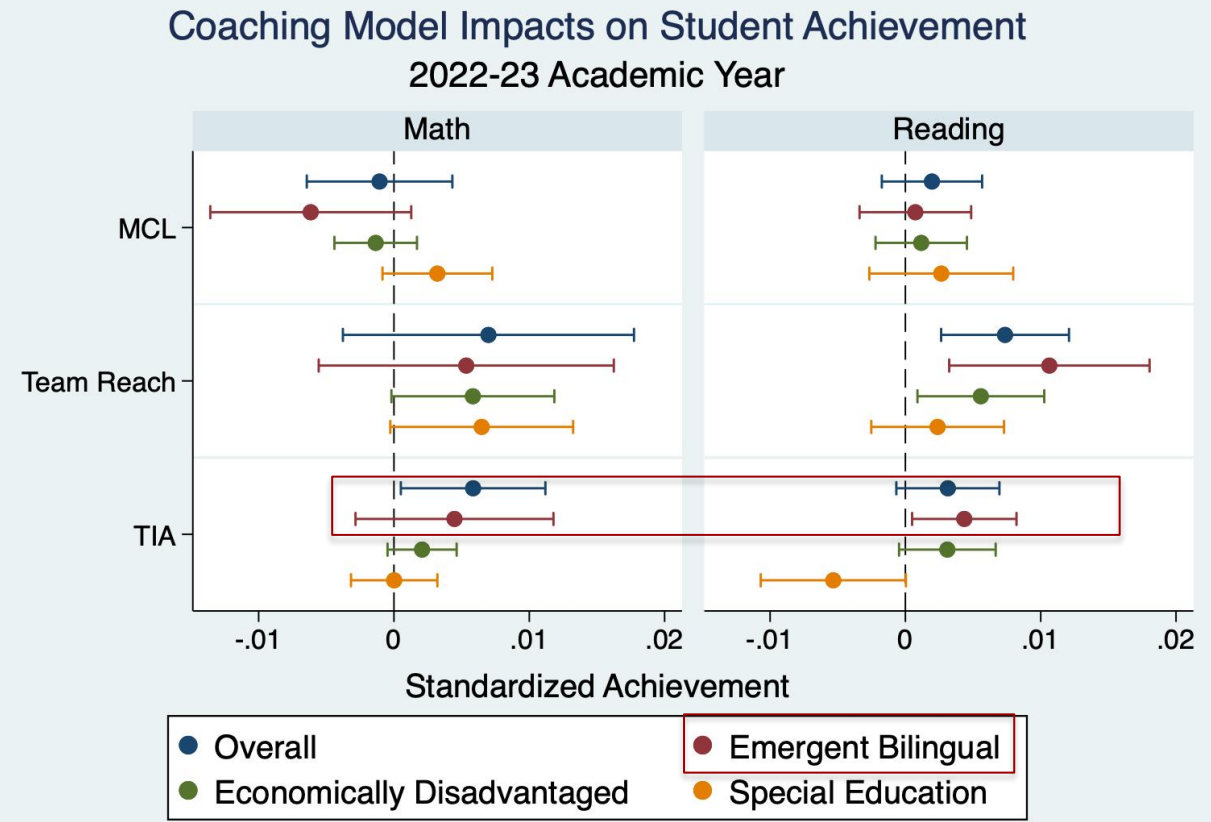
Note: Sample includes 10,148 and 7,857 students tested in reading and math, respectively.

# Results: TIA



## Summary

- **Overall students** with a TIA teacher exhibit better **math** achievement
- **Emergent Bilingual students** with a TIA teacher exhibit better **reading** achievement



Note: Sample includes 10,148 and 7,857 students tested in reading and math, respectively.

# Additional Results



## Other Coaching Roles

- Students with **instructional facilitators** exhibited **lower achievement and growth** compared to students with other teachers
- **No differences** in achievement for students whose teachers taught at a school with an **instructional coach**

## Differences within OC Roles

- Students with MCLs with less years of experience exhibit much higher achievement
- No differences between students taught by MCLs with higher vs. lower coach loads



# Findings in Context



## Comparison to Previous Research

- Effect of having a Team Reach or TIA teacher is comparable to effect sizes attributed to high-quality teacher preparation programs (Gottlieb & Kirksey, 2022; Kirksey & Gottlieb, 2024)

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## Comparison to "Average Effectiveness"

- Effect of having a Team Reach or TIA teacher translates to approximately a 10% improvement in student achievement and growth to what we would have expected if the student was assigned to the typical teacher in the district

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## Comparison to "Average Effectiveness"

- Effect of having a Team Reach or TIA teacher translates to approximately a 10% improvement in student achievement and growth to what we would have expected if the student was assigned to the typical teacher in the district

## Comparison to Achievement Gaps in District

- The magnitude of our estimates suggest that the positive effect of having a Team Reach or TIA teacher is more than double the size in the achievement gap between Emergent Bilingual Students and non-Emergent Bilingual Students in the district

# School Implementation Review (SIR) Process



- **Process Overview:**
  - The Selection and Interviewing for Roles (SIR) School Implementation Review is a pivotal part of our Talent Development strategy.
  - Talent Development selects specific Opportunity Culture campuses and roles for interviews annually.
- **Roles Involved:** Principals, Assistant Principals, Multi-Classroom Leaders (MCLs), Team Teacher Reach Teachers, Reach Associates, and Teacher Residents
- **Interview Approach:**
  - Interviews are conducted using a structured approach with prescribed questions.
  - Interviews typically take place via TEAMS to ensure consistency and fairness.
- **Data Analysis:**
  - Public Impact compiles and analyzes interview data.
  - Insights from this analysis inform staffing decisions, professional learning, and ongoing support for Opportunity Culture initiatives.
- **Purpose:**
  - The SIR process demonstrates our commitment to talent cultivation and fidelity in the Opportunity Culture initiatives.
  - It supports strategic resource allocation within our school community.

# Qualitative Data Analysis



- Used existing SIR memos conducted by the ECISD team in Fall 2022 (campus n = 19)
- Analyzed using a framework of strengths and challenges at the campus level

Strengths	Challenges
<ul style="list-style-type: none"><li>• Admin Support</li><li>• Autonomy/Authority</li><li>• Coaching</li><li>• Data Use</li><li>• OC Commitment</li><li>• PLC</li><li>• Positive Culture</li><li>• Protected Time</li><li>• Sense of Responsibility</li></ul>	<ul style="list-style-type: none"><li>• Accountability</li><li>• Communication</li><li>• Inconsistency</li><li>• Lack of Authority</li><li>• Lack of Protected Time</li><li>• Need for PD</li><li>• Not Included in Leadership</li><li>• Turnover</li><li>• Workload</li></ul>

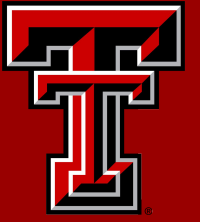
# Qualitative Data Analysis



## Strengths

School Level	Top Strengths
Elementary	<ul style="list-style-type: none"><li>• OC Commitment (9/13)</li><li>• Autonomy/Authority (8/13)</li><li>• Data Use (8/13)</li><li>• Sense of Responsibility (8/13)</li></ul>
Middle	<ul style="list-style-type: none"><li>• Data Use (4/4)</li><li>• OC Commitment (3/4)</li><li>• Admin Support (2/4)</li><li>• Sense of Responsibility (3/4)</li></ul>
High	<ul style="list-style-type: none"><li>• Autonomy/Authority (2/2)</li><li>• All others (1/2)</li></ul>

# Qualitative Data Analysis



## Challenges

School Level	Top Challenges
Elementary	<ul style="list-style-type: none"><li>• Workload (9/13)</li><li>• Lack of Protected Time (9/13)</li><li>• Communication (9/13)</li></ul>
Middle	<ul style="list-style-type: none"><li>• Not Included in Leadership (3/4)</li><li>• Lack of Authority (3/4)</li><li>• Workload, Communication, Lack of Protected Time (2/4)</li></ul>
High	<ul style="list-style-type: none"><li>• Communication (2/2)</li><li>• Lack of Protected Time (2/2)</li></ul>



# Discussion



- Overall, MCLs feel empowered and responsible for their campuses at the elementary and high school levels
- Middle school MCLs did not feel they were included in leadership or had authority to perform MCL job functions
- Workload and protecting MCL time is a consistent issue at most campuses
  - This is an issue of both overall time (elementary and middle schools) and alignment of protected time with teacher needs (high schools)

# Implications

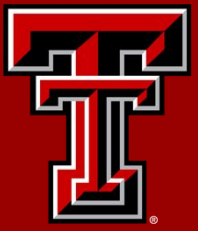


- Continue to strengthen campus leaders' knowledge of and investment in Opportunity Culture
  - MCL inclusion in campus leadership
  - Scheduling for protected time
- Consider if the MCL role is doable as currently implemented
  - What is a realistic, sustainable workload?



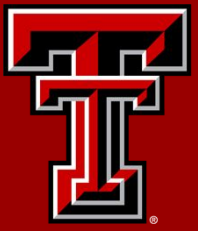
## OC Tactics Implemented (2023- 2024)

- Gap analysis using MCL Coaching Rubric
- Data Driven Coaching Development Plans
- Integrated Coaching and Principal Trainings
- Collaborative Coaching Communities



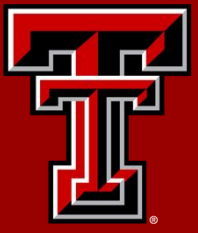
## 2023- 2024 Highlights

- Those in OC roles were significantly more likely to report wanting to stay at their current school. 64% of all staff indicate they plan to stay at their current school, and 78% of OC roles plan to stay at their current school.
- 92% of Team Teachers report appreciating support they receive from their MCL.
- 91% of MCLs indicate they have protected time to coach/support teachers on their team. This is up 15% from 22-23 ECISD survey results.



## OC Tactics Planned (2024- 2025)

- Tailored Coaching Sessions
- Focused Coaching Boot Camp
- Insightful Coaching Feedback from Talent Development
- Peer Learning Via Coaching Observations



# Conclusion

Teachers in Opportunity Culture are significantly enhancing student growth, more than doubling progress compared to average district levels, effectively bridging key educational gaps.