ELEVATING EVIDENCE

How do different models of Continuous Improvement Coaching impact school outcomes?

Project Summary

In 2018, 93 schools across Kentucky participated in the Kentucky Department of Education's Continuous Improvement Coaching program. Each school received a slightly different and customized experience that falls into roughly three different delivery models. As KDE works to hone the effectiveness of this program, we want to know what kind of impact different models have on school outcomes. This will help us refine our Theory of Action and provide greater support to schools.

What are we doing?

During the 2019-20 school year, Continuous Improvement Coaches will continue to provide a wide range of customized support to schools who request it. KDE will be systemically collecting data about the various activities and durations of coaching support. At the end of the year, KDE will deploy a statistical matching process to complete a quasi-experimental analysis. This analysis will allow us to see how schools who received various supports compare to one another and to schools who did not receive supports. In the end, we hope to be able to point to specific coaching activities that have a greater impact on measurable outcomes.

What have we learned already?

KDE conducted a similar analysis on a smaller set of data in 2018. This data analysis led us to believe that the Continuous Improvement Coaching program is, in fact, having a positive outcome on schools who choose to participate. Our preliminary analysis showed us that schools who received more than five visits from the coaching team, and those who included coaches during their professional learning community (PLC) meetings, had the most significant change in student scores for reading and math.

What comes next?

KDE will continue collecting implementation data throughout the 2019-20 school year. The data analysis will be completed in the fall of 2020. We hope to be able to share the findings of this evaluation with the public in the spring of 2021.