



CASE STUDY

Building Capacity:
Richmond Public Schools



September 2022



Executive Summary

CT3 partners with organizations that have an urgent focus on improving instruction, leadership and culture in order to significantly improve the quality of education for scholars in traditionally underserved communities.

CT3's approach builds upon the research-validated No-Nonsense Nurturer® (NNN) philosophy, designed to develop classroom cultures and instructional experiences with increasing levels of rigor. Using a cutting-edge coaching model, Real Time Teacher Coaching® (RTTC), CT3 trains new or existing coaches to use strategies that sustain teachers' implementation of best practices through coaching at the point of instruction. CT3 extends this coaching process to school leaders with job-embedded, executive Real Time Leadership Coaching (RTL) to build capacity at the school leader level. In all three spaces — NNN, RTTC and RTL — we operate against racism in schools.

Richmond Public Schools (RPS) has committed to building a district that actively fights against systemic injustices and institutionalized racism, and they partnered with CT3 to pursue three key goals: building a coaching culture, increasing accountability, and setting high expectations. With CT3's support of teachers, coaches, and school leaders concurrently, in their first year of partnership, RPS saw impressive growth in student engagement.

District Details

Richmond Public Schools is an urban school district in Virginia serving 22,000 students across 25 elementary schools (including one charter school), seven middle schools, five comprehensive high schools, three specialty schools, and five preschool centers. District enrollment demographics: 55.4% Black, 21% White, 18.5% Hispanic, 3.4% two or more races, 1.6% Asian, and 0.2% American Indian or Alaska Native.

2021-2022 School Year



In Fall 2021 the pilot began across **5 schools**



More than **300 educators** attended one of five full-day professional development sessions, No-Nonsense Nurturer



10 RPS-based coaches conducted 202 cycles of Real Time Teacher Coaching with 96 teachers



5 principals received Real Time Leadership Coaching



No-Nonsense Nurturer®

No-Nonsense Nurturer® is a two-fold approach to establishing a positive and academically rich classroom culture. As a professional development experience, educators become No-Nonsense Nurturers first through implementation of the Four-Step Model to ensure they are building life-altering relationships and engaging 100% of their students, 100% of the time via virtual instruction or in the traditional classroom. They then master and leverage high-impact pedagogical strategies to increase academic rigor. Both the Four-Step Model and the pedagogical strategies are rolled out with a focus on identifying and dismantling racism. This work has supported thousands of teachers at all grade levels to promote the academic success of their students.



RPS Support

In August 2021 CT3 provided five No-Nonsense Nurturer (NNN) professional development workshops for more than 300 RPS educators across five schools.

Results

➔ 99% of participants rated the presentation and presenter as effective

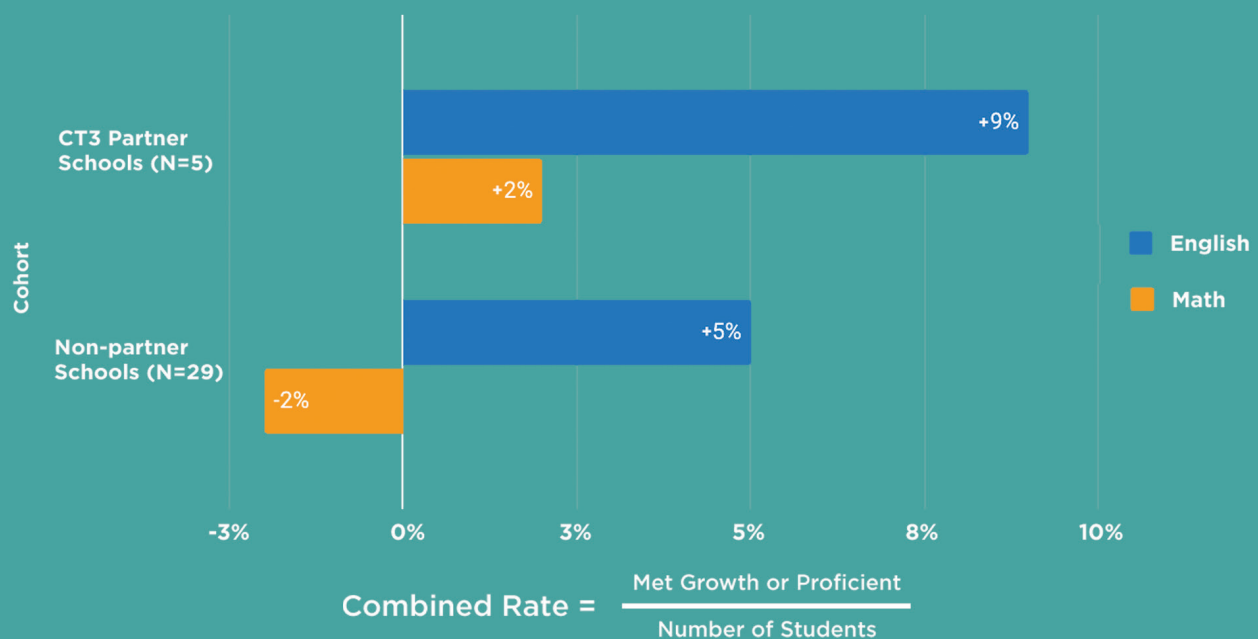
99%

➔ 98% of participants said they are likely to implement the strategies in their classroom practice

98%

CT3 Partners Scored Higher than District Average

Changes in Combined Rates (Proficiency and Growth) from 18-19 to 20-21



At the end of the 20-21 school year pilot, RPS scholars completed their yearly assessments. Schools who partnered with CT3 **dramatically outperformed district averages** with larger increases in growth and proficiency. One school moved from level 3 to level 1 accreditation status at the end of the pilot. Another school had the highest combined difference rate (**greatest change on growth/proficiency for reading and math**) in the division.

Real Time Teacher Coaching®

Real Time Teacher Coaching® (RTTC) is a cutting-edge, gradual-release coaching model where teachers receive immediate, non-disruptive feedback and tips from coaches via headsets during actual instruction. This feedback supports a teacher's effective implementation of the No-Nonsense Nurturer philosophy - regardless of subject area or content specialization. CT3 trains instructional coaches and other leaders to use RTTC to support teachers in their use of the NNN philosophy as they execute pedagogical strategies.

RPS Support

CT3 trained 10 Real Time Teacher Coaches at five schools to support teachers as they implement new engagement and pedagogical strategies. Across the school year, the 10 coaches conducted 202 cycles of Real Time Teacher Coaching with 96 teachers.

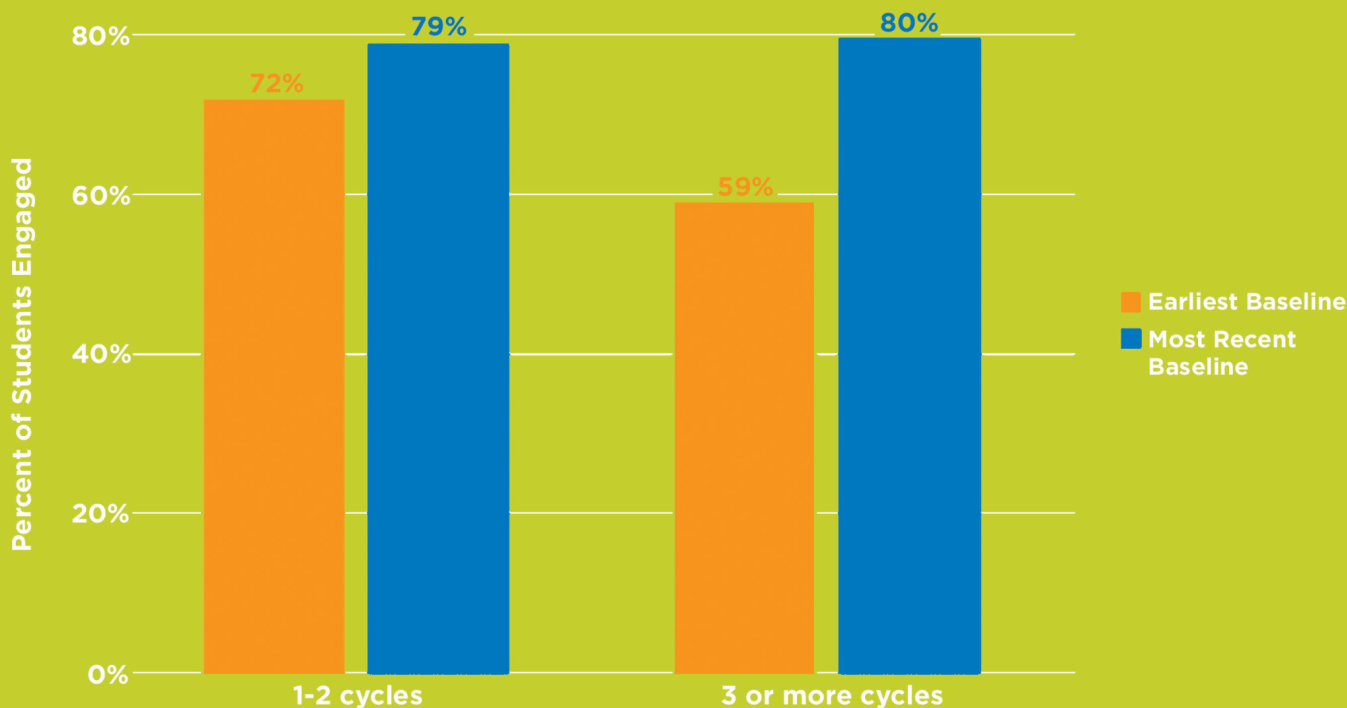
5x 

10x 

96x 

Consistent Support Increases Engagement

RPS teachers who received consistent, **real-time coaching engaged 21% more** of their scholars. The chart below shows the percent of students engaged during a teacher's first baseline observation compared to the percent of students engaged after receiving coaching cycles. Teachers who experienced **three or more** coaching cycles saw the **most impressive growth** in student engagement.



Real Time Leadership Coaching

100% of RPS principals agree that Real Time Leadership Coaching supports them in addressing issues of equity

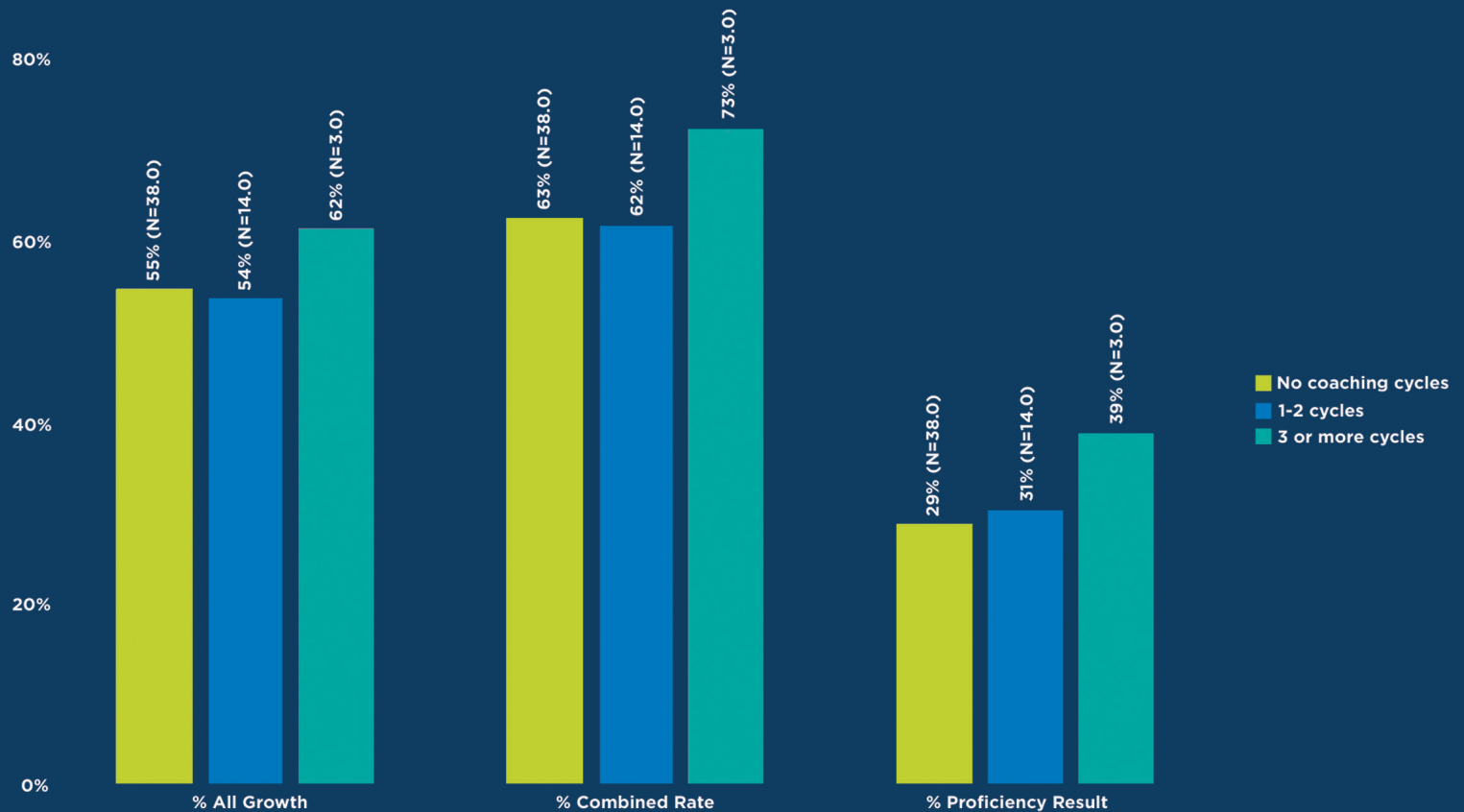
All principals are executives, and principals who receive executive coaching are more likely to stay in their role. CT3 supports and coaches school leaders to be No-Nonsense Nurturers utilizing research-based tools to assess current levels of performance then designing a comprehensive plan that is the basis for ongoing coaching and re-assessment. The RTALC appraisal, plan, goals and coaching plan align to the “combination of five interdependent leadership practices that have greater impact on student results than other practices (Robinson et al, 2008, 2009).” These five practices -- referred to as key domains in RTALC -- work in concert with the ten leader behaviors attributed to a No-Nonsense Nurturer Leader. The key domains and practices work at the center of Real Time Leadership Coaching.

RPS Support

RPS selected five principals for RTALC and asked CT3 to facilitate their principal cohort with a focus on building a coaching culture, increasing accountability, and setting high expectations.

Real Time Coaching Increases Proficiency and Growth

SOL Results (Math), Grouped by Number of Coaching Cycles Received



Schools that experienced the biggest gains completed the greatest number of coaching cycles, giving their teachers more **support and feedback**. One school **moved from Level 3 to Level 1 accreditation**, an accomplishment that takes most schools years. Another school who partnered with CT3 had the highest combined rate gains (growth and proficiency) in the division, with **gains greater than 20% in math and English**.

Principal Shayla Holeman of Overby-Sheppard Elementary School included all her teachers for Real Time Teacher Coaching instead of selecting a smaller set of educators. She attributes this equity-driven decision to the success at her school and explained, "By ensuring every teacher experiences RTTC coaching, we now have a shared vocabulary, and it was meaningful to our teachers that everybody was getting coached - including me!"



For more than a decade, CT3 has partnered with hundreds of schools nationwide to increase student engagement and achievement.

To transform the quality and culture of education for the youth in your schools, get started at

ct3education.com

