



# EVALUATION OF TEACH, LEAD, COUNSEL

## COLLEGE AND CAREER READINESS PROJECT BRIEF

### THE PROJECT

This project was funded through a *Department of Education*, Education Innovation and Research (EIR) Program early-phase grant awarded to **Orenda Education** in 2021.

PRG is serving as the external evaluator for the grant and designed a fidelity and impact evaluation of Orenda's data-driven school systems change model, Teach, Lead, Counsel (TLC).

### SETTING & PARTICIPANTS

- Implemented in 13 high schools across California
- Orenda reviews publicly-available data to identify and recruit schools that rank below other schools in their districts on key college and career readiness metrics

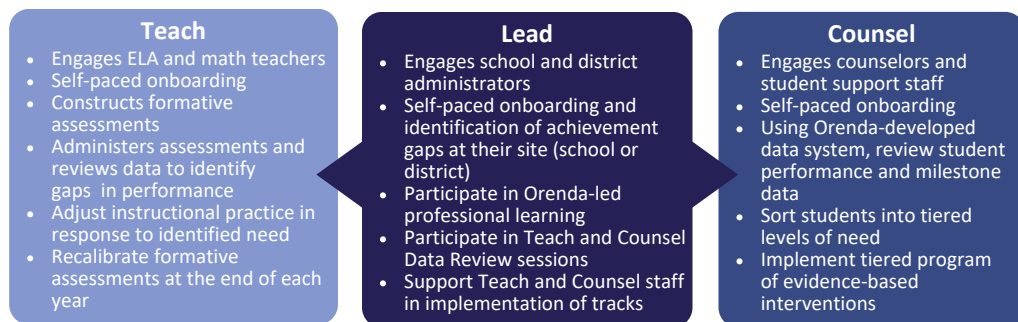


### THE INTERVENTION

TLC is a school-wide, systems change model that incorporates sustained, structured, and coordinated professional learning and continuous, data-driven improvement routines. The program engages teachers, administrators, and counselors within concurrent implementation tracks across multiple school years.

**Multi-year structure.** The TLC model is designed for continuous implementation for multiple years to support sustained systems change and long-term improvements in student outcomes. The first year of implementation aims to establish the foundational structures, routines, and shared expectations required for implementation, and involves professional learning and data reviews across tracks. In subsequent years, schools implement an iterative cycle of data collection, review, and recalibration of instructional and student support practices.

**Concurrent Tracks.** TLC's three tracks (Teach, Lead, and Counsel) engage ELA and math teachers, administrators, and counselors and support staff, respectively. Administrators engage with Orenda to participate in a series of professional learning opportunities and oversee implementation of the Teach and Counsel tracks. In Teach, ELA and math teachers collaborate to develop and implement a formative assessment cycle to gather data on students' performance several times during the year, review data, and adjust instructional practice in response to identified gaps. Counselors and support staff collaborate to review student performance metrics (e.g., GPA, A-G course enrollment) several times per year to identify students who are not on target to graduate and provide tiered interventions in response to students' needs.



### THE EVALUATION

PRG is conducting a quasi-experimental impact evaluation that aims to assess the impact of TLC on schools' graduation and A-G program (California's system of university admission requirements) completion rates. The impact study is a comparative short interrupted time series design that compares graduation and A-G rates of implementation schools (treatment) with a matched set of comparison schools in the five years prior to and up to three years after the start of TLC programming. PRG is using propensity score weighting techniques to improve balance between the treatment and comparison schools.

PRG is conducting a concurrent fidelity evaluation to assess the degree to which the TLC program components are being implemented as intended, according to the program's logic model, at each school.