



What Gets Coached Gets Improved.

2025-2026 Instructional Walkthrough Executive Summary

7 Louisiana Parishes • 80+ Schools • 394 Classroom Observations

This report summarizes findings from Edu20/20 structured instructional walkthroughs conducted across seven Louisiana parishes during the 2025-2026 school year. It presents what the data showed, what changed, and what it means for instructional coaching and school improvement.

About Edu20/20

Edu20/20 is a Louisiana-based educational consulting organization who partners with districts and schools to strengthen classroom instruction and builds lasting teacher and leader capacity. **Our work is grounded in a simple conviction: when teachers receive specific, consistent, and actionable support, they grow — and when teachers grow, students learn more.**

We offer two interconnected pathways to get there:

Pathway #1: Instructional Coaching Walkthroughs

Through **structured instructional coaching walkthroughs**, our content specialists observe classrooms directly, identify what is working, name what needs to shift, and return to measure whether it did. Schools and districts receive written trend reports after every round, giving leaders the data they need to make informed decisions about professional development investment.

Pathway #2: Customized Professional Learning

Through **customized professional learning**, we work alongside teachers and leaders using a plan-lead-coach-reflect model to address the specific needs of each partner. We specialize in helping schools implement high-quality instructional materials with alignment to three driving questions:

- Are we teaching what matters most?
- How does this instruction need to be adapted for all learning environments?
- How do we ensure that *all* students are supported regardless of barriers?

Every partnership is tailored, sustained, and built around what each school or district actually needs to move instruction forward.



Pathway #1: Our Instructional Coaching Walkthrough Model

Edu20/20 content specialists conduct structured instructional walkthroughs using a consistent observation protocol. During each walkthrough, specialists observe multiple classrooms within a school, documenting the following:

Teacher Instructional Moves	What specific practices is the teacher using that are positively impacting students?
Barriers to Learning	What is getting in the way of student learning, or what could take this lesson to the next level?
Possible Next Steps	What concrete, actionable coaching moves would most benefit this teacher?

Each school receives a written trend report after every walkthrough round. Schools and districts are observed in both fall and spring, allowing Edu20/20 to track growth over time and measure whether coached areas are actually improving.

This report synthesizes findings from seven Louisiana parish partnerships during the 2025-2026 school year.

Pathway #2: Customized Professional Learning Model



PLAN

Build capacity through innovative solution-planning for your teachers and leaders.



LEAD

Drive transformation as you implement content- and curriculum-specific learning to improve instruction for ALL students.



COACH

Inspire your educators to greatness through authentic, real-time cycles of learning.



REFLECT

Evaluate successes and needs to continue building capacity and growing your teachers and leaders.

2025-2026 at a Glance

7 Louisiana Parishes	80+ Schools Observed	394 Classrooms Observed	2 Rounds per School
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Walkthroughs were conducted across elementary, middle, and high school classrooms, with a primary focus on Social Studies and ELA instruction. Observations spanned grades K through 12 across seven parishes, with fall walkthroughs conducted between September and December and spring walkthroughs between February and March.

Level	Schools Observed	Grades	Subject Focus
Early Elementary	Multiple schools across all parishes	K-2	Social Studies
Upper Elementary	Multiple schools across all parishes	3-5	Social Studies
Middle School	Multiple schools across all parishes	6-8	Social Studies
High School	Multiple schools across all parishes	9-12	Social Studies / Civics
ELA	Select schools	4-12	English Language Arts



What We Found: System-Wide Strengths

The following strengths were observed consistently across parishes, seasons, and grade levels. These represent the instructional assets that coaching can build upon.

Curriculum Implementation

*Grew stronger
fall to spring*

Teachers across partner schools demonstrated increasing use of high-quality instructional materials (HQIM). Curriculum use grew as a strength from 43% of fall observations to 58% of spring observations system-wide, one of the largest and most consistent improvements in the dataset. Teachers were using student readers, teacher guides, and curricular resources with greater fidelity as the year progressed.

Reading and Text-Based Strategies

*Consistent across
both seasons*

Teachers consistently employed text-based instructional strategies including purposeful read-alouds, vocabulary development, and primary source engagement. Text-anchored instruction appeared as a strength in 39% of fall and 57% of spring observations. One partner school reached a 94% rate in this area during spring observations, demonstrating what is possible when text-based instruction is deeply embedded in classroom culture.

Classroom Management and Culture

*Strong foundational
baseline*

Structured, welcoming, and well-managed classrooms were observed across the majority of schools, particularly at the elementary level. Consistent routines, positive teacher-student relationships, and clear expectations created the stable environments that make instructional coaching most effective. This was especially evident at the elementary level, where teachers demonstrated strong classroom presence and students were engaged and on task throughout observations.



What We Found: System-Wide Challenge Areas

The following areas were identified as the most frequent coaching targets (challenges >40%) during fall observations. By spring, three out of four of these challenge areas improved to below 40% through targeted coaching support.

Student Engagement & Depth of Participation

57% fall → 27% spring

This was the most frequently noted coaching area in fall walkthroughs. The pattern was consistent across parishes: collaborative structures were in place, but students were not consistently doing the cognitive work within them. Most discussions remained teacher-guided. By spring, this area had improved by 30 percentage points system-wide, the largest single improvement in the dataset, demonstrating that targeted coaching around engagement quality produces measurable results within a single school year.

Student Accountability and Monitoring

48% fall → 31% spring

In many observed classrooms, individual students could participate passively or not at all without consequence. Whole-class responses and teacher-selected answers dominated over structures that require every student to produce evidence of their own thinking. Coaching focused on specific accountability tools: partner roles, white board checks, and exit ticket alignment. This area improved by 17 percentage points from fall to spring.

Lesson Clarity and Objective Alignment

40% fall → 22% spring

Learning objectives were frequently vague, used curriculum framing questions as targets, or were not clearly aligned to grade-level standards. This affected the coherence of lessons from objective to task to assessment. Coaching around the standard-to-objective-to-exit-ticket alignment chain produced an 18 percentage point improvement from fall to spring.

Planning and Instructional Design

49% fall → 45% spring

Lesson pacing, instructional time management, and the alignment of planned versus observed lessons appeared frequently across all parishes. This was the most persistent challenge area, nearly unchanged from fall to spring, and reflects a well-documented reality: improving planning behavior requires more than observation feedback. It requires structured planning support, repeated coaching cycles, and shared planning frameworks. This remains a primary focus for next year.

The Coaching Impact: Fall to Spring

The most important question in any coaching initiative is whether the coaching actually changes anything. Across seven Louisiana parishes, the answer is yes, with important nuance about what moves and what requires longer-term investment.



* = percentage points

What the data shows:

Areas that received specific, consistent coaching with named structures and repeated follow-up showed the most improvement. Student engagement improved 30 percentage points system-wide, from 57% of fall observations flagging it as a coaching need to 27% in spring. Lesson clarity improved 18 points. Curriculum implementation grew as a strength by 15 points. These are not marginal shifts. They reflect real, large-scale instructional change within a single school year.

The one area that did not move meaningfully is planning and instructional design. It tells an equally important story. Naming a problem in a walkthrough report is not enough to fix it. Planning requires a different coaching structure: side-by-side sessions, shared frameworks, and repeated cycles. That is the investment Edu20/20 is building toward in its next phase of partnership work.

How Coaching Moved the Needle: Fall to Spring

Each row below represents an area that Edu20/20 coaches actively targeted during the 2025-2026 school year. The percentages show how frequently that area appeared as a coaching need across all classroom observations. For every row except Planning, the spring number is lower than fall because fewer classrooms needed coaching in that area by spring. Lower numbers here mean teachers improved. Planning and Instructional Design is the one area that remained relatively unchanged, requiring a different coaching structure than observation feedback alone can provide.

Coaching Focus Area	Fall %	Spring %	Result
Student Engagement & Depth of Participation	57%	27%	30pp improvement
Student Accountability & Monitoring	48%	31%	17pp improvement
Lesson Clarity & Objective Alignment	40%	22%	18pp improvement
Planning & Instructional Design	49%	45%	Persistent priority

Grade Band Findings

Analyzing data by grade band reveals that different levels of schooling face distinct instructional challenges, and they respond differently to coaching. Understanding these differences allows Edu20/20 to tailor coaching focus to what each level actually needs.

K-2 Early Elementary	<i>n= 50+ fall observations</i>
K-2 classrooms showed strong reading strategy use and curriculum engagement as foundational strengths. The primary coaching focus was individual student accountability including how to ensure young learners are each actively doing the thinking, not just participating collectively. Coaching also targeted curriculum implementation fidelity, helping teachers translate materials into age-appropriate lesson design.	
3-5 Upper Elementary	<i>n= 30+ fall observations</i>
Upper elementary emerged as the grade band with the most coaching needs across multiple domains simultaneously: reading strategy depth, student accountability, and teacher questioning. The pattern observed most frequently was that students were reading but not with a clear purpose or analytical task to anchor their thinking. The most encouraging data story emerges in the spring data, where curriculum implementation rose to 86% in one partner parish- one of the highest rates observed in the data set.	
6-8 Middle School	<i>n= 45+ fall observations</i>
Middle school showed the strongest curriculum implementation rates of any grade band, with nearly 70% of observed classrooms using HQIM materials consistently. Strong curriculum use is the foundation upon which the instruction is built. The coaching focus shifted toward deepening what happens inside those lessons: ensuring that students are not just sitting inside a well-planned lesson, but are actively doing the thinking, producing evidence of their own understanding, and being individually accountable for their learning.	
9-12 High School	<i>n= 20+ fall observations</i>
High school observations showed the broadest spread of coaching areas, with lesson clarity, teacher questioning, and text-based strategy depth as the most frequently noted needs. Several high school partnerships were also navigating first-year curriculum implementation, which is a known and predictable challenge. Coaching in these contexts was appropriately oriented toward building teacher familiarity and planning confidence rather than immediate fidelity expectations.	

What this Means: Implications for School Leaders

The 2025-2026 data offers concrete lessons for any district or school leader thinking about instructional coaching investment.

Coaching works when it is specific and sustained.

The areas that improved the most were the ones coaches returned to repeatedly with named structures and clear next steps. Vague feedback does not move data. "Increase engagement" as a coaching note produces little change. "Use A/B partner roles so every student responds before anyone shares out" produces a 30-point improvement. Specificity is the mechanism.

Not all skills respond to the same kind of coaching.

Lesson delivery skills (engagement, questioning, accountability) respond well to observation feedback and follow-up visits. Planning skills do not. Improving how teachers plan requires a different structure: sitting alongside them, building lessons together, and practicing with shared frameworks. Districts that want to move planning quality need to invest in planning-focused coaching time, not just observation cycles.

Curriculum Implementation is a coaching win worth protecting.

HQIM use grew significantly across the system. That growth is not automatic. It is the result of coaches who understood the materials, built teacher confidence in them, and returned to check fidelity. As curriculum use becomes the norm, coaching can shift to the next level: ensuring that materials are used in ways that produce real student understanding, not just compliant completion.

Grade band context changes what good coaching looks like.

A K-2 coaching conversation looks different from a high school one. Early elementary needs age-appropriate accountability structures. High school needs planning confidence and text-based rigor. Middle school needs to go deeper inside the curriculum it has already adopted. Effective instructional coaching is not one-size-fits-all. Effective instructional coaching is calibrated to where each level actually is.



Working with

Edu20/20 partners with school districts across Louisiana to build instructional capacity through structured observation, written feedback, and ongoing coaching relationships. Our model is built on the belief that sustainable improvement comes from consistent, specific support, not from isolated professional development events or one-time audits.

Instructional Coaching Walkthroughs

Structured classroom observations with written trend reports identifying strengths, areas for growth, and actionable next steps for every observed teacher.

Coaching Cycles

Side-by-side planning sessions, modeling, and follow-up visits that build teacher capacity in specific instructional domains over time.

Collaborative Planning Support

Facilitation of grade level collaborative planning sessions focused on data analysis, shared instructional practice, and building teacher capacity through planning together.

District-Level Trend Reporting

Synthesis reports that identify system-wide patterns, grade band findings, and coaching priorities, the kind of data that helps district leaders make informed decisions about professional development investment.

What gets coached gets improved.

The data in this report reflects the work of teachers who were willing to be observed, received honest feedback, and made changes. It reflects coaches and leaders who worked alongside teachers to make those changes happen. And it reflects districts that invested in the belief that instructional improvement is possible, measurable, and worth pursuing. We are grateful for the commitment that our partners have to making sure *all* students have opportunities for their future.

To learn more about partnering with Edu20/20, visit our website at www.edutwentytwenty.com.