VTSS Systems Coaching

Using Data to Inform Coaching

Sophia Farmer, VTSS Implementation Specialist
Corinne Wilson, VTSS Evaluation
During this CoP, VTSS aims to:

• Share the VTSS event log and how captured data is utilized

• Demonstrate how data is used to inform the VTSS professional learning scope and sequence and follow up coaching activities

• Solicit feedback and ideas from colleagues for the use of data to inform coaching plans
VTSS EVENT LOG

Tracking implementation activities
The VTSS event log allows the project to:

- Document the effort of Systems Coaches to support school divisions to build and to implement a tiered system of support with fidelity.
- Accurately track the number of initial professional learning activities compared to follow up coaching activities
- Answer questions of implementation important to the SEA
  - Does more time coaching lead to greater implementation fidelity?
  - Does more time coaching lead to fidelity of implementation faster?
  - Who is accessing VTSS learning and coaching?
'Other' Event Type (if selected above):

Event Description:

Starting Date and Time:
June 6 2018 6am 00

Ending Date and Time:
June 6 2018 6am 00

Who is providing the Service?

- GMU
- JMU
- ODU
- RIC
- RU
- VCU
- VT
- WM

Event Site Log Administrative Systems Coach:
Sophia Farmer

Other Event Site Systems Coaches:

- Amber Knighting
- Anna Hebb
- Charlome Pierce
- Cherish Skinker
- Christine Frawley
- Cindi Jackson
- Verda Jackson
Event Information

How is the Service Being Provided:

☐ Face to Face
If Face to Face, Enter Location:

☐ Distance (i.e. Webinar, Teleconference, Online)

Event Targeted Phase of Implementation, Check Applicable Phase(s):

☐ Exploration
☐ Installation
☐ Initial Implementation
☐ Full Implementation

Event Targeted VTSS Essential Component(s), Check Applicable Component(s):

☐ Data Informed Decision-Making
☐ Evidence-Based Practices
☐ Family, School and Community Partnerships
☐ Monitoring Student Progress (including universal screening)
☐ Aligned Organizational Structure
☐ Evaluation (outcomes and fidelity)
Event Targeted Improving Behavior Outcomes, Check Applicable Content Areas:
- [ ] Tier I Behavior Fidelity Improvement
- [ ] Tier II Behavior Fidelity Improvement
- [ ] Tier III Behavior Fidelity Improvement
- [ ] Improving School Climate
- [ ] Improving Attendance
- [ ] Mental Health
- [ ] Alignment

Other Behavior Outcomes Targeted (Please Specify):

Event Targeted Improving Academic Outcomes, Check Applicable Content Areas:

Tier I Academic Fidelity Improvement
- [ ] Literacy/Reading
- [ ] Math
- [ ] Alignment

Tier II Academic Fidelity Improvement
- [ ] Literacy/Reading
- [ ] Math
- [ ] Alignment

Tier III Academic Fidelity Improvement
- [ ] Literacy/Reading
- [ ] Math
- [ ] Alignment

Other Academic Content Areas Targeted (Please Specify):


Associated Learning Opportunities
Check All That Apply:

- Tier I Forum (TFI 1.1-1.11)
- Data Driven Decision Making (TFI 1.12-1.15)
- Statewide Division Institutes
- State Sponsored Virtual Networking Opportunities
- FBA/BIP Training
- Effective Classroom Practice Professional Learning
- Advanced Tiers Forum
- State Sponsored Webinars
- Explicit Instruction Community of Practice

Update Event Details

[Update and Save Your Changes Before Completing These Next Actions.]

Click to Download the Participant Registration Excel Template
Future Directions

- Upload coaching plans
- Align documentation of SIM/Fusion activities and coaching plans
Challenges

• Getting an accurate picture of what is happening during coaching vs. professional learning events
• Consistent documentation
• Staff buy in

HELP!! Ideas? What are ways in which you have had some success addressing these challenges?
Does coaching impact fidelity?

FIDELITY AND COACHING


- **District Capacity Assessment**
  - Submitted annually: February-April by Districts
  - 26 items: 3 Implementation Drivers, 9 subscale
  - Measures progress toward district capacity building goals around a common infrastructure to support VTSS
  - Creates a District Capacity Action Plan

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**DCA DATA**

*Virginia Tiered Systems of Supports*
**Tiered Fidelity Inventory**

- Submitted annually: February-April by Schools
- 45 items: 3 Tiers
- Measures fidelity of implementation for the core features of SW-PBIS
- Creates a SW-PBIS Action Plan
## Using Fidelity Data

### Improving Learning
- Evaluation team reports trends to leadership and implementation teams
- Division reports given to individual coaching teams
- Coaches develop/share activities for improving specific aspects of implementation
- Consistent areas for growth are topics for capacity building

### Improving Implementation
- Areas of growth are addressed at professional learning events, networking, online, etc.
- Implementation plans developed
- Coaching plans developed
Expanding the Notion of Fidelity

Fidelity of Training
Fidelity of Coaching
Fidelity of Implementation

Virginia Tiered Systems of Supports
### Fidelity of Training

<table>
<thead>
<tr>
<th>I Do</th>
<th>WE Do</th>
<th>YOU Do</th>
</tr>
</thead>
</table>
| • VTSS Systems Coach observes PD  
• Debriefs with presenters to ask questions/get clarification | • 'New' coach presents with experienced coach OR  
• 'New' coach practices in coaching PLC reviewing content or actually delivering modules | • 'New' coach is observed presenting modules and get feedback from experienced coach  
• 'New' coach completes reflection on experience which guides learning and/or revisions to content |
Challenges

- Ample opportunities to observe and be observed delivering professional learning
- Developing accurate fidelity checklists
- Teaching observers how to give feedback

- HELP!! Ideas?
- What are ways in which you have had success addressing these challenges?
- How have you managed the data?
Expanding the Notion of Fidelity

Fidelity of Coaching

Fidelity of Implementation

Fidelity of Coaching
Fidelity of Coaching

• Remember future directions in our event log?
• Starting to use coaching plans as a way to measure coaching activities
• Exploring coaching effectiveness data

HELP! Does anyone have good tools?? How are you measuring coaching effectiveness data?
Does coaching impact student outcomes?

OUTCOME DATA
End Of Year (Outcome) Data

• Schools
  – School Profile: Student Enrollment by
    • Gender
    • Ethnicity/Race
    • Disability Type
    • Number of ODRs, ISSs, and OSSs
    • Number of referrals, evaluations, and students found eligible for special education services
### End Of Year (Outcome) Data

**Schools**
- Outcomes Summary Data:
  - Total Number of ODRs
  - Total Number of ISSs
  - Total Number of OSSs
  - Each disaggregated by Gender, Ethnicity/Race, and Disability Type

**Divisions**
- Level of Satisfaction
- Value of Resources
Using EOY Data

**Improving Learning**
- Evaluation team reports trends to leadership and implementation teams
- Division reports given to individual coaching teams
- Coaches develop/share activities for improving specific aspects of implementation to improve outcomes
- Consistent areas for growth are topics for capacity building
  - Teaching coaches to retrieve natural sources of data (School Quality Profiles)

**Improving Implementation**
- Areas of growth are addressed at professional learning events, networking, online, etc.
- Implementation plans developed
- Coaching plans developed
Expanding the Notion of Outcome Data

1. What are the outcomes of our training?
2. Is what we are giving away leading to actionable tasks that improve implementation?
## Putting it all Together

### Academics, Graduation

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th><strong>NOT Focus or Priority - SS</strong></th>
<th><strong>NOT Focus or Priority - AS</strong></th>
<th>Accredited - SS (insert percent)</th>
<th>Accredited - AS (insert percent)</th>
<th>All Schools Fully Accredited</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Accreditation</strong></td>
<td><strong>Between 70 – 80 SS (insert %)</strong></td>
<td><strong>Between 70 – 80 Division</strong></td>
<td><strong>Above 80 – SS (insert percent)</strong></td>
<td><strong>Above 80 – AS or</strong></td>
<td><em>Include any comments on disaggregated data</em></td>
<td></td>
</tr>
<tr>
<td><strong>SOL scores Reading</strong></td>
<td><strong>Between 70 – 80 SS (insert %)</strong></td>
<td><strong>Between 70 – 80 AS</strong></td>
<td><strong>Above 80 – SS (insert %)</strong></td>
<td><strong>Above 80 – AS or</strong></td>
<td><em>Include any comments on disaggregated data</em></td>
<td></td>
</tr>
<tr>
<td><strong>SOL scores Math</strong></td>
<td><strong>Between 70 – 80 SS (insert %)</strong></td>
<td><strong>Between 70 – 80 AS</strong></td>
<td><strong>Above 80 – SS (insert %)</strong></td>
<td><strong>Above 80 – AS or</strong></td>
<td><em>Include any comments on disaggregated data</em></td>
<td></td>
</tr>
<tr>
<td><strong>SOL scores ALG 1 (HS)</strong></td>
<td><strong>Between 70 – 80 SS (insert %)</strong></td>
<td><strong>Between 70 – 80 AS</strong></td>
<td><strong>Above 80 – SS (insert %)</strong></td>
<td><strong>Above 80 – AS or</strong></td>
<td><em>Include any comments on disaggregated data</em></td>
<td></td>
</tr>
<tr>
<td><strong>Federal Graduation Indicator</strong></td>
<td><strong>Above 80 – 84 SS (insert %)</strong></td>
<td><strong>Division 80 – 84</strong></td>
<td><strong>Above 85 – SS (insert %)</strong></td>
<td><strong>Above 85 – AS</strong></td>
<td>Include SWD (state is 53)</td>
<td></td>
</tr>
</tbody>
</table>

### Other

<table>
<thead>
<tr>
<th>DCA results</th>
<th>Up to 50</th>
<th>50 to 60</th>
<th>60 to 70</th>
<th>70 to 80</th>
<th>80 to 90</th>
<th>Complete based on current knowledge – subjective at this time; comment on specific areas as it will vary among the 6 components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Division POI from matrix - estimated</strong></td>
<td>Exploration</td>
<td>Installation</td>
<td>Implementation</td>
<td>Full Implementation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Behavior and Attendance

<table>
<thead>
<tr>
<th>PBIS Participation</th>
<th>PBIS School - SS (insert percent)</th>
<th>PBIS School - 50% of AS</th>
<th>PBIS School - AS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TFI results – Tier 1 (SS only)</strong></td>
<td><strong>50 – 70 SS (insert percent)</strong></td>
<td><strong>50 – 70 SS (insert percent)</strong></td>
<td>Above 70 – SS (insert percent)</td>
</tr>
<tr>
<td><strong>ODR data (SS schools only)</strong></td>
<td><strong>60 – 79% of students have 0-1 ODR (insert percent)</strong></td>
<td><strong>80 – 99% of students have 0-1 ODR (insert percent)</strong></td>
<td>*Note other data about non-SS if available</td>
</tr>
<tr>
<td><strong>Short/Long Term Suspensions</strong></td>
<td>% of SS significant in any area (insert %)</td>
<td>% of SS moderate in any area (insert %)</td>
<td>% of SS low in all areas (insert %)</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>80-89% or 10 days SS (insert percent)</td>
<td>80-89% 0-10 days AS</td>
<td>90% or above 0-10 days SS (insert percent)</td>
</tr>
</tbody>
</table>

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**Desire to Continue:** If the division has indicated that they no longer wish to participate in SPDG, then completion of rubric below not necessary.
Putting it all together

- Data dashboard for a big picture view
- Phase out or intensify support of divisions

HELP! Ideas? How have other states faded coaching supports? Intensified supports? Tiered supports to LEAs?
Thank you!

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