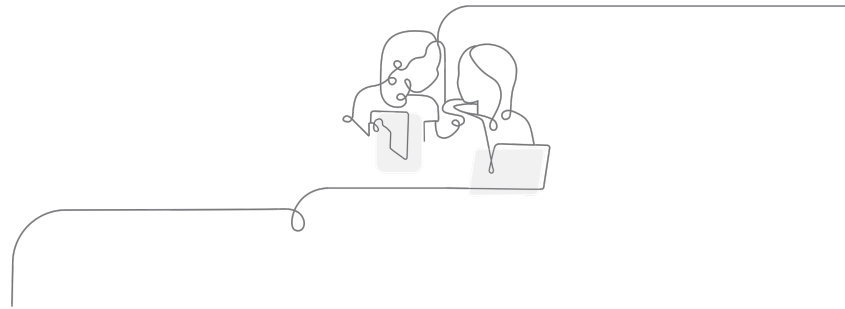# Data Driven Coaching

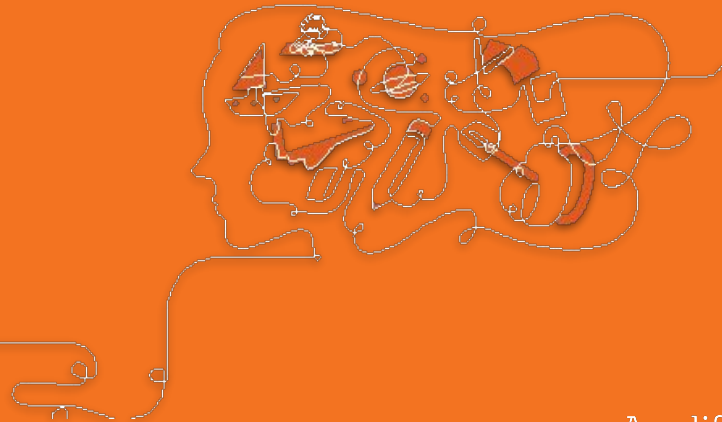Dr. Carolyn McGehee
Data Coach

July 2019

Agenda

- Part 1 - Background
- Part 2 – Structures
- Part 3 – School Leader Support
- Part 4 - Resources to Use

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Part 1

Background

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The Context

- In 2014, the Legislature established S.B. 2572 to provide data-driven professional development and to improve student outcomes
- MDE selected Amplify through competitive process to provide an intensive Data Coaching program for seven schools (cohort 1), grades K–12, in partnership with the University of Mississippi beginning in 2014
- 2018-2019 was the first year for the second cohort, consisting of 7 schools

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The Challenge

The Legislature established three key metrics to measure significant gains in student achievement:

- The percentage of students who leave third grade reading on grade level

- Reducing the dropout rate

- Proficiency on the assessments for state standards

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The Solution

Highly trained Coaches that help teachers develop these skills.

- To develop technical skills to interpret student data

- To build pedagogical skills to differentiate instruction
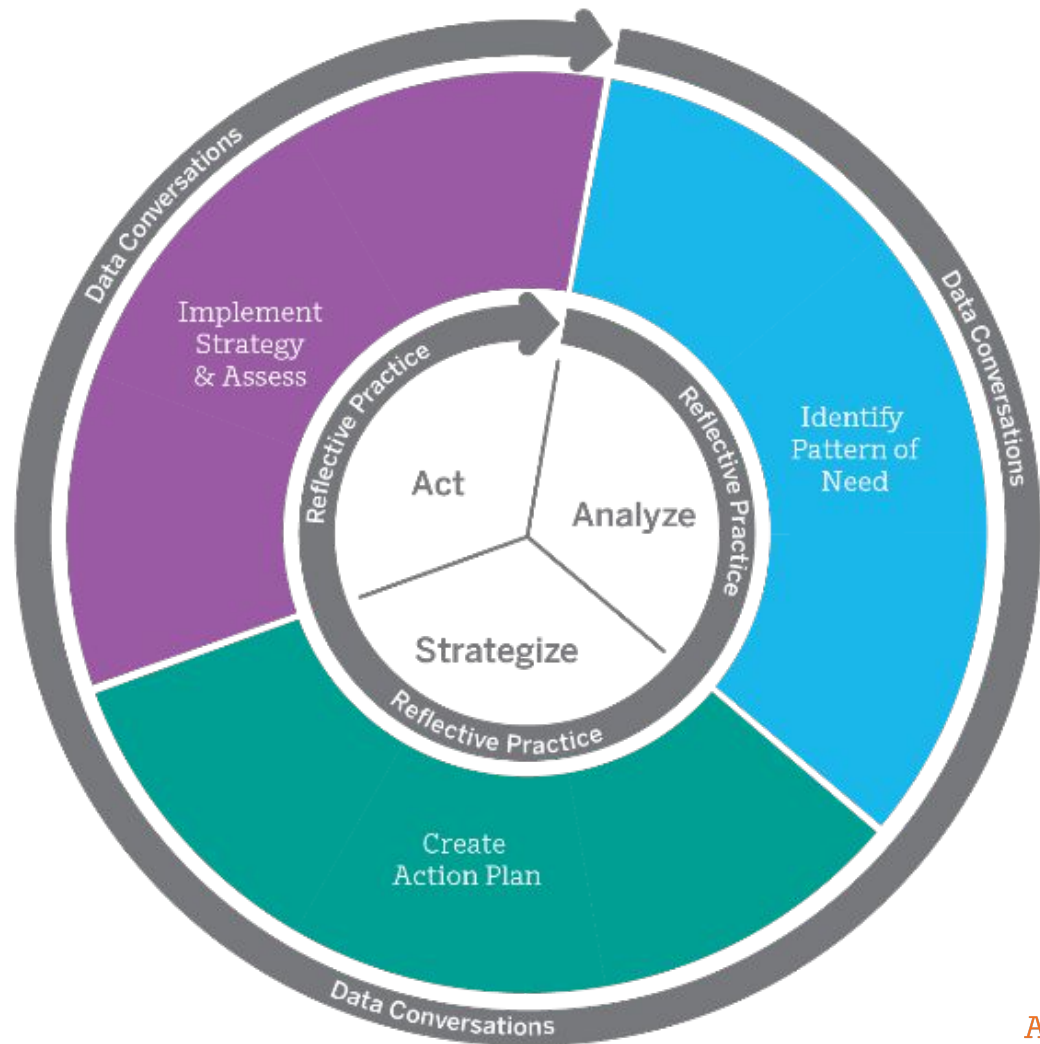
- To foster greater collaboration among educators

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Theory of Action

We believe…

IF struggling schools implement a structured data analysis cycle in order to inform research-based instructional practices and teachers are supported by engaged, trained coaches and school leaders,
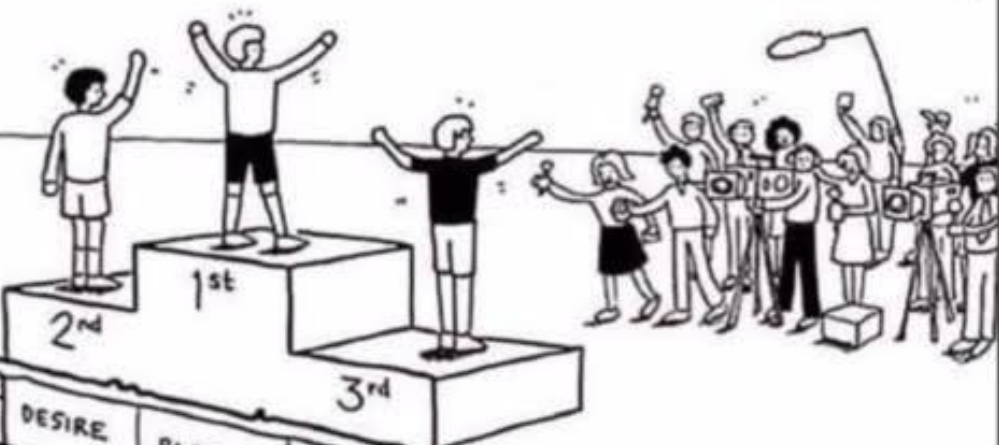
THEN teachers will tailor high-quality instruction to fit the needs of students based on evidence, and students will increase achievement in all academic subject areas.

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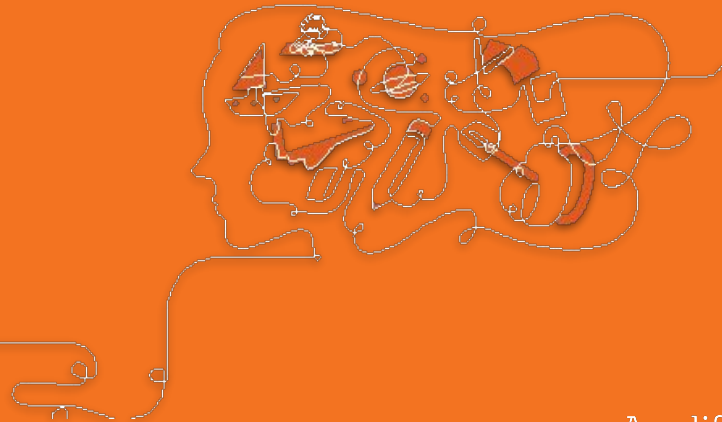# Taking Action With Data Framework

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Part 2

Structures

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Key Adults and Teacher-Involved Structures

	PLC Meetings	Individual Support Meetings	Classroom Visits
	Purpose: Engage in data-analysis cycles and collaborate on research-based pedagogy	**Purpose:** Deliver tailored support to teachers, including follow-up PLC work	**Purpose:** Monitor follow through of topics in PLCs and coaching meetings
Coach	Facilitates new learning based on scope of topics and teacher needs	Support teachers in identifying need and associated resources	Monitor implementation, provided targeted feedback and observe trends
Teachers	Engage with new ideas and collaborate with peers	Engage with data-analysis cycle and are open to new instructional strategies	Continually increase effectiveness
School Leaders	Attend one each month	Progress check-ins with coach	Monitor implementation and observe trends

Collecting Data

STRATEGIC CALENDARING			
	Monday	**Tuesday**	**Wednesday**	**Thursday**
School site				
8:00				
8:15	5th and 6th Grade PLC			
8:30		SIG Grant	PLC - Math Department	Classroom Observations
9:00			Weekly Data	TBD
9:15	Observations K-2			White, A Smith, Murchie
9:30	TBD as to who is being used as			
9:45	proctors for MAP Writing Test	Third Grade PLC	Period 2.5 Observation	Period 2.5 Observation
10:00		Feedback on Writing Test		
10:15	Dowds, Bourgheis, Shelton			
10:30			A Brooks	Mr. Covington, Principal
10:45	Literacy Coach - Data Review		EOY Planning for next year	EOY Planning
11:00	Elementary Principal	SIG Grant continued		
11:15			PLC - Science Department	Changed to District Office
11:30			Weekly Data	
11:45				
12:00				
12:15				
12:30		K-2 PLC		PLC History Department
12:45				Weekly Data
1:00			Johnnie Wells - District Planning	
1:15			Dr. Peggy Liddell	
1:30				
1:45		Observations - 6th ELA	SIG Grant Planning - Data Review	PLC English Department
2:00		Observation - 4th ELA		Weekly Data
2:15		Observations - 5th ELA		
2:30		Feedback on Writing Assessment		
2:45				
3:00				

Types of Data

Pattern of Need

- Lesson Plans
- Classroom Observations
- Formative and Summative Assessments
- Student Behavior
- Other

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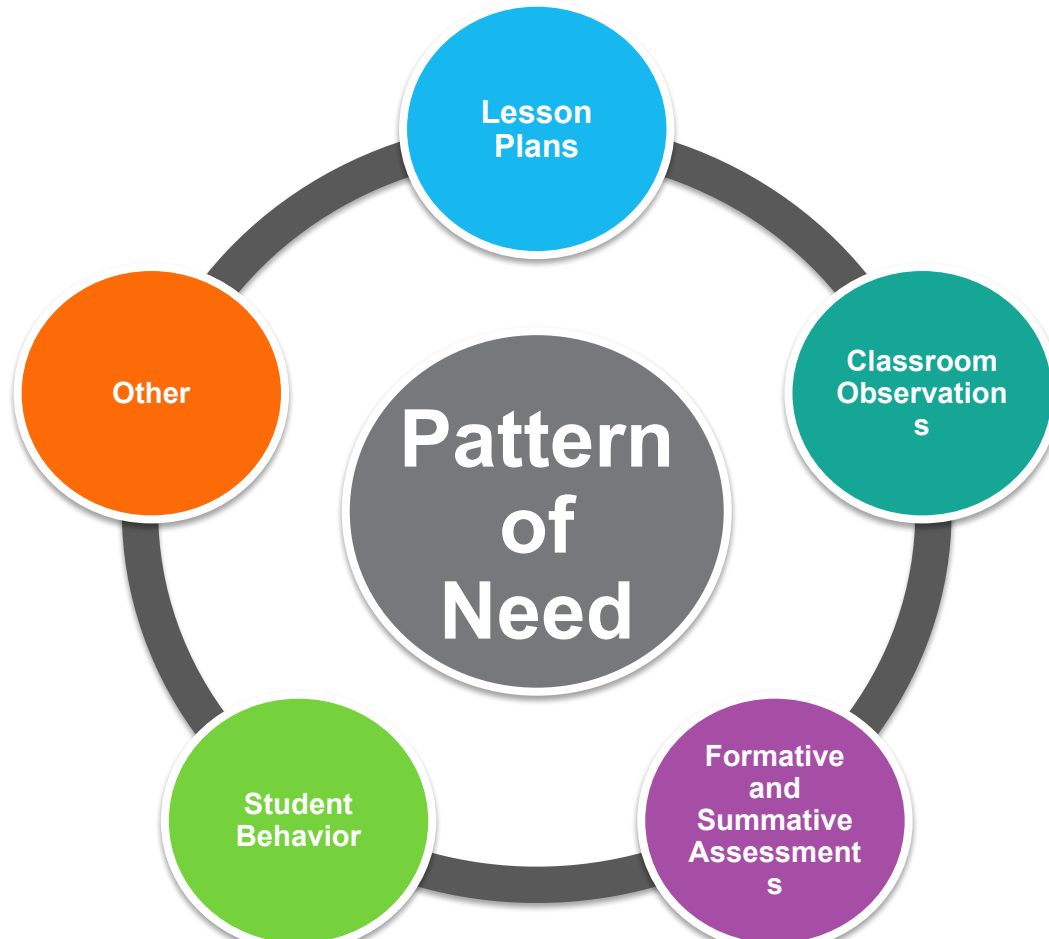
Data Standards

Good data is....

- **Accurate** – Information is correct

- **Complete** – All necessary pieces of information is included

- **Timely** – Information is collected as close to the time of use as possible

- **Frequent** – Information in collected regularly throughout a window of time

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Examples From The Field

- Conducting classroom observations with lesson plans or student behavior culture tracker in hand

- Comparing summative assessment data with ongoing formative assessment data (comparisons at the standard level, student level, etc.)

- Comparing quality of "data day" pre-work to quality of conversation in data analysis & planning meetings
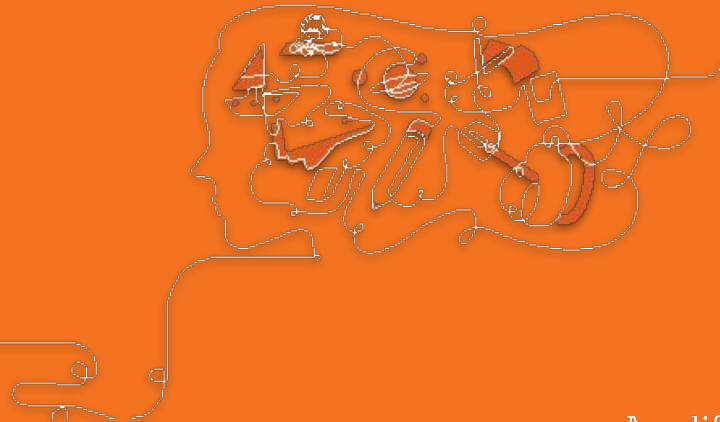
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Root Cause

- The **cause of an event** that, **if eliminated**, would **substantially reduce or prevent the event**.

- For higher stakes decisions, **validation is used to determine root cause** in order to address a pattern of need.

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Part 3

School Leader Support

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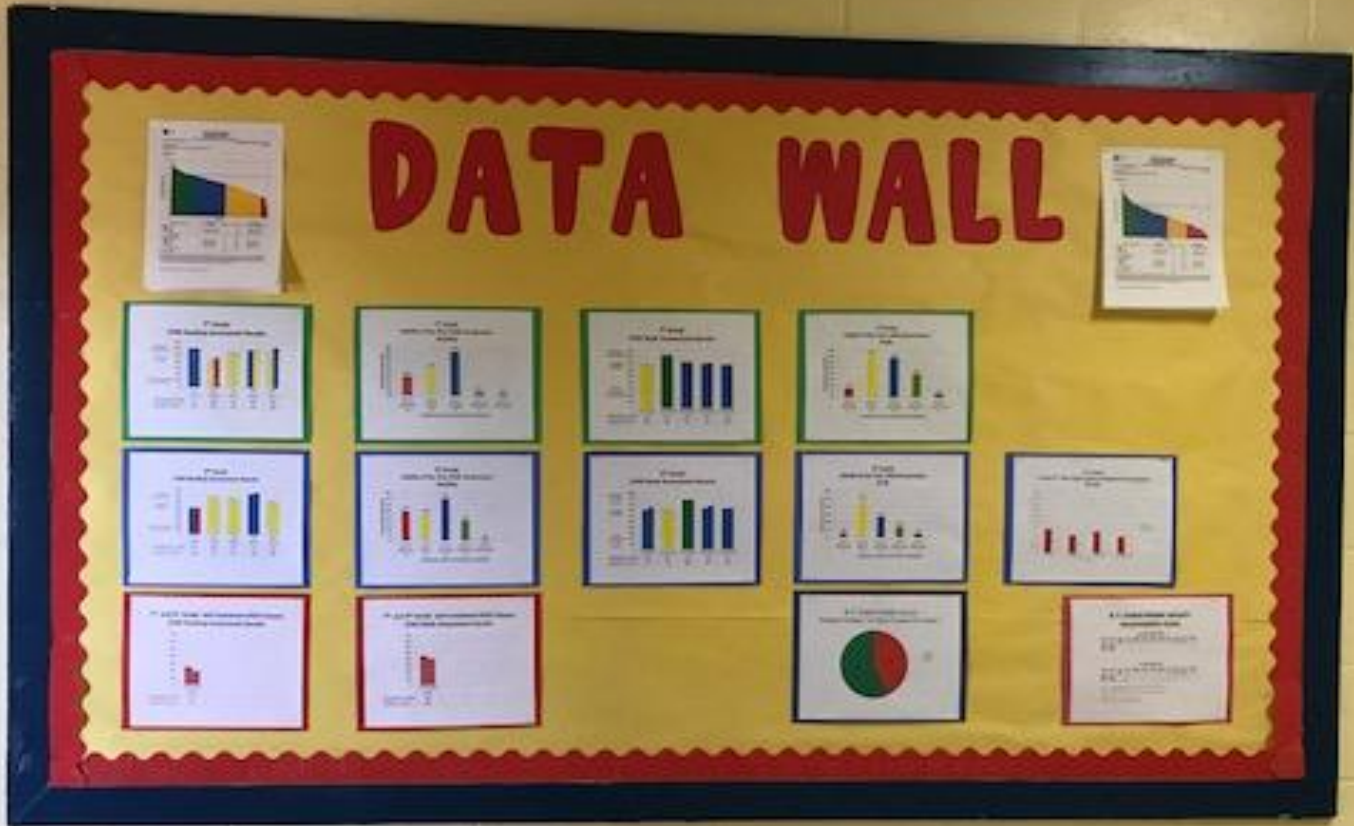
Leadership Institute #1
Data as a Story

- School spotlight
- Stages of Gradual Release of Responsibility (GRR)
  - Explicit modeling
  - Guided instruction
  - Peer practice
  - Independent practice
- GRR in your school
- Critical friends
- Action planning
- Closing

Leadership Institute #2
Formative Assessments

- School spotlight
- Picking up where we left off
- Formative Assessments
  - Development
  - Leadership actions
- Formative assessments in your school
- Critical friends
- Action planning
- Closing

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Leadership Institute #3
Tier 1 Instruction

- Sharing best practices
- Exploring our data
- Outcomes
- Root causes
- The case for Tier 1 focus
- Tier 1 instruction
- Rigor and alignment
- Principal as a coach
- Reflecting on Tier 1 at our schools
- Critical friends
- Action planning
- Closing

Leadership Institute #4
EOY Reflections

- Recap of year 1
- Alumni principal spotlight
- Getting to the why: data deep dive
- Critical friends
- Action planning
- Closing

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Leadership Institute - Results*

89% Overall, I feel that Leadership Institutes are thoughtfully planned and created.

100% Overall, I feel that Leadership Institutes are collaborative, and I have opportunities to express my ideas.

94% Overall, I feel that I have the support I need to effectively implement my action plan I completed for my school.

"I think everything is always thoroughly thought out and planned well."

"Good environment and opportunity for professional growth."

"The professional development was well planned and organized...it was very useful."

*Based on 18 participant responses

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Deep Dives into Instructional Choices
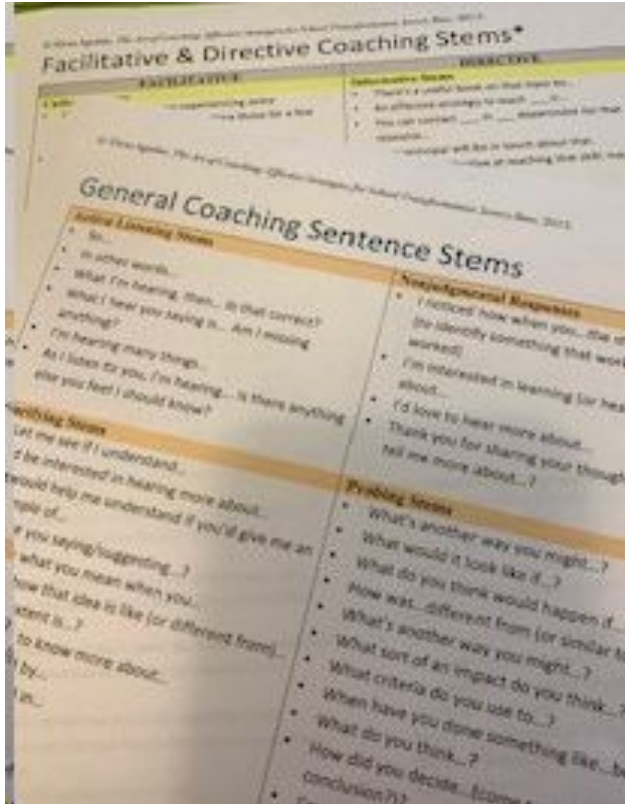
Data Coaches
+
School Leaders
=
Improved
Knowledge, Skills, and Mindset
for
teachers and students

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"My Data Coach truly adds to our team. She finds resources and ways to support individual teachers, groups of teachers, the school leaders and all. There is no part of our programming that she is unwilling to participate in. She has developed such a positive rapport with our teachers and students and constantly finds ways to contribute to our school data and instructional processes."

"My Data Coach has been a wealth of knowledge to me as a first time school administrator. She has been available to answer questions from my teachers as well as myself."

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Lessons for the Next Phase of Data Coaching

We maximize program results when...

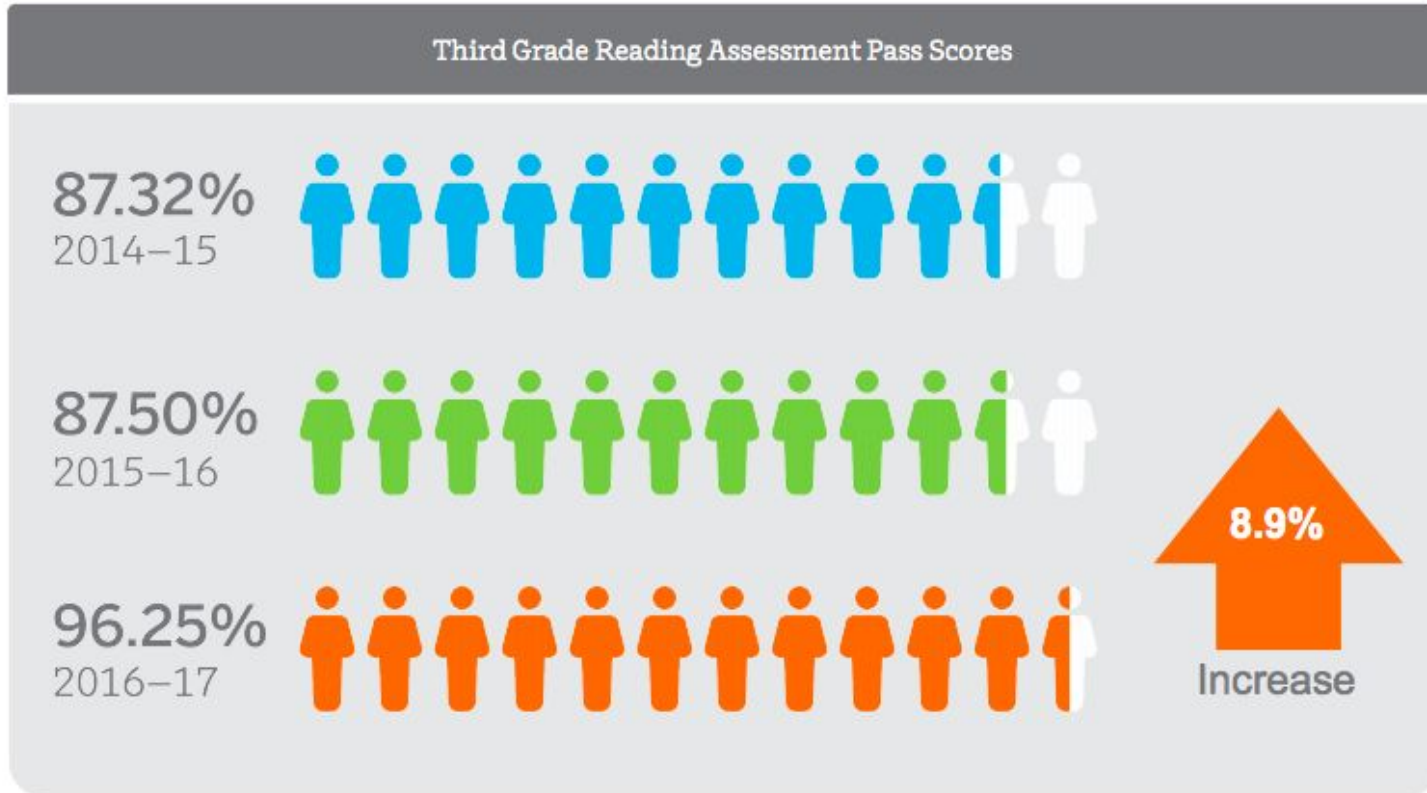|	
Speed to impact	*Ensure 1-2 committed administrators in place (e.g. Kemper High)*
Depth of impact	*Focus on a few high-leverage performance challenges (e.g. Virgil Jones)*
Scale of impact	*Transfer ownership to schools through gradual release model (e.g. Houlka)*

Lesson for next phase

Evolve school identification model to target schools with champions in place

Focus intervention from start on highest priority performance gap

Reach more schools by releasing intensity of intervention earlier

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Mississippi Data Coaching By the Numbers

Third Grade Reading Assessment Pass Scores

87.32%
2014–15

87.50%
2015–16

96.25%
2016–17

8.9%
Increase

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Mississippi Data Coaching By the Numbers

Four-Year Graduation Rates

69%
2014–15

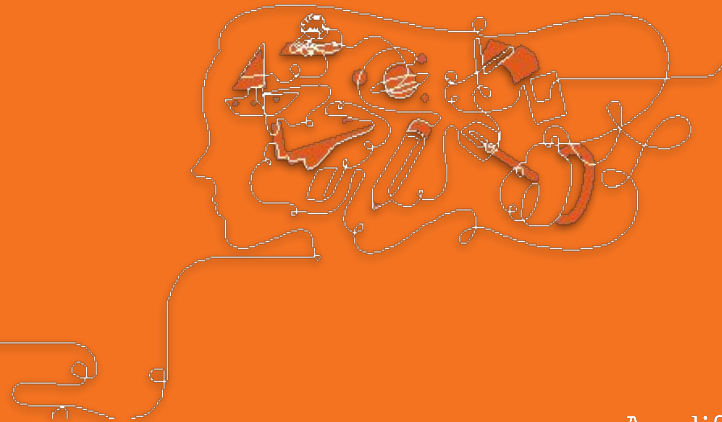**81.7%**
2016–17

12.4%
Increase

28

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Part 4

Resources to Use

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Assessment Types

Summative:

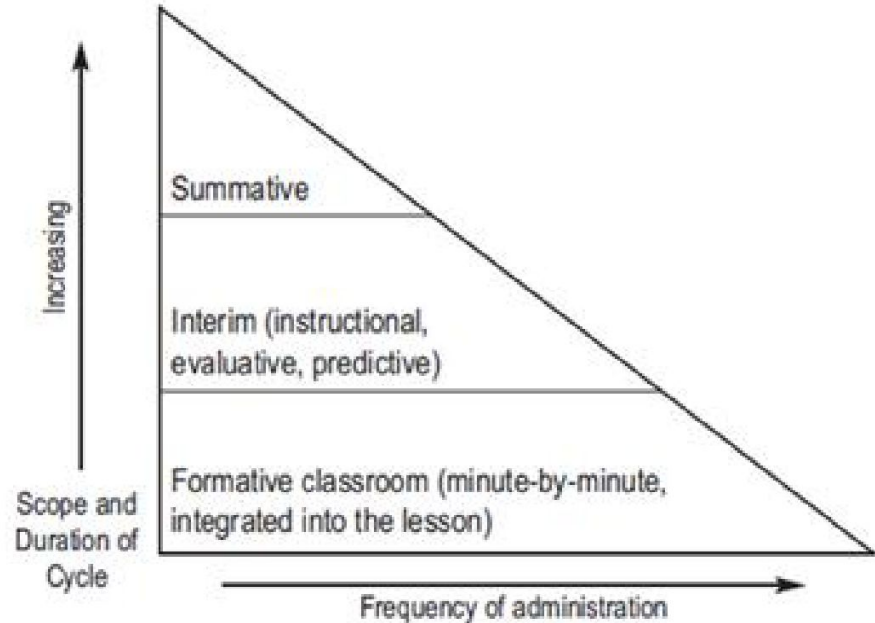Assessment OF learning

Interim:

Assessment OF and FOR learning

Formative:

Assessment FOR learning

Figure 1. Tiers of Assessment

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Brainstorming Strategies

Strategize

Brainstorm Strategies:

Step 1: Generate Ideas: What strategies could be implemented to address the Pattern of Need?

|	
1	
2	
3	
4	
5	
6	

Step 2: Cross out strategies that are not evidence-based.

Step 3: Cross out strategies that are not within your direct control.

Step 4: Cross out strategies that are unrealistic to address with currently available resources.

Which high-impact strategy from the brainstormed list will be implemented to address the Pattern of Need?
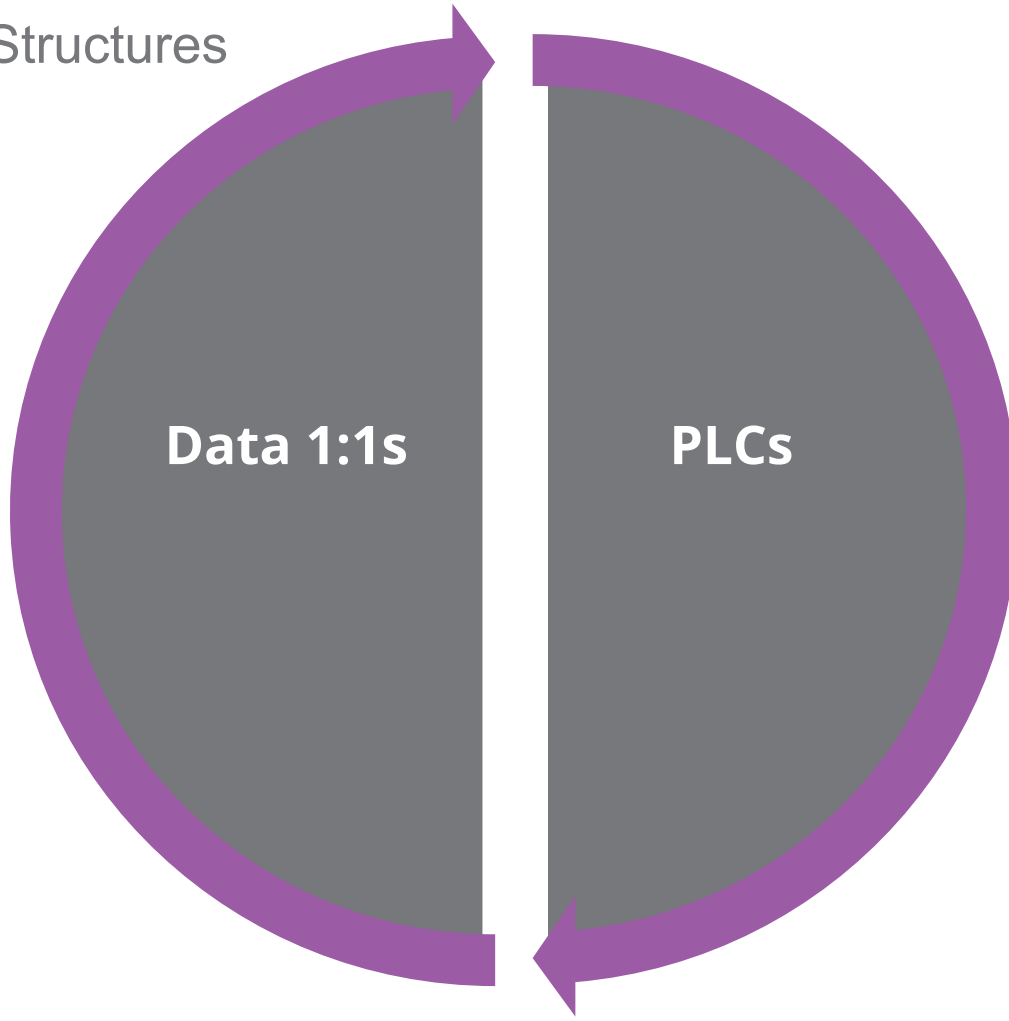
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Effort / Impact Matrix

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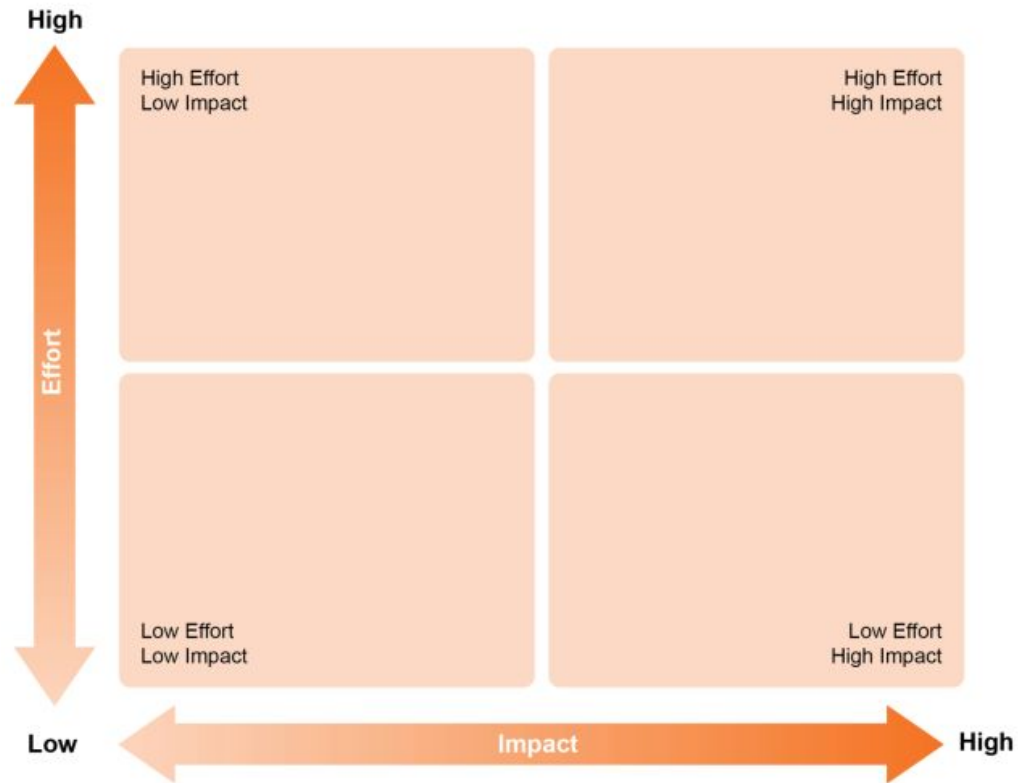
Action Plan: Teacher

Action Plan

What standard (e.g., CCSS, NGSS, GLE/GSE) or aspect of a standard will you address?

☐ Whole Class   ☐ Small Group – Students:

_____

Plan:

What resources will you need?	When will you implement?

How will you assess?	When will you assess?

☐ Stakeholder(s), if necessary, receive a copy of plan   ☐ Timeline for plan is appropriate and realistic

☐ Rigor of instruction matches rigor or assessment   ☐ Assessment is objective and measurable

☐ Rigor of instruction matches rigor of standard   ☐ Resources are readily available

Collaborative Structures

Data 1:1s

PLCs

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Reflections and Questions

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Thank you!