

Comprehensive School-Wide Coaching Model



Quality session facilitators

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Colorado Springs, Colorado

- Second largest city in Colorado
- Average yearly days of sunshine 250
- El Paso County covers 183 square miles
- 8 school districts – D 11 the largest



Colorado Springs School District 11

- ✓ 4th Largest School District in Colorado
- ✓ Largest School District in El Paso County
- ✓ 32,000 students
- ✓ 1,923 teachers
- ✓ 768 executive professionals
- ✓ 3,352 educational support personnel
- ✓ 39 elementary schools
- ✓ 9 middle schools
- ✓ 5 high schools
- ✓ 6 alternative school
- ✓ 6 charter schools

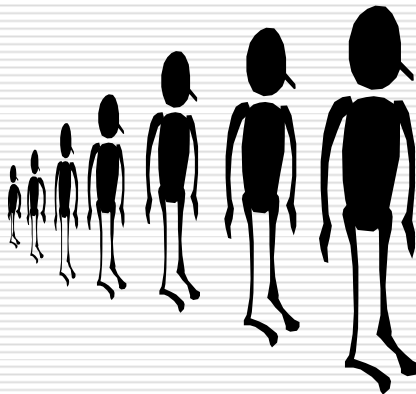
District 11 Student Population

- ✓ 22.7% Hispanic students
- ✓ 10.6% Black students
- ✓ 2.0% American Indian students
- ✓ 2.3% Asian students
- ✓ 62.7% White students
- ✓ 39.9% Free and Reduced Lunch Count
- ✓ 4.6%* Drop Out Rate
- ✓ 69 %* Four Year Grad Rate

2008-2009 Demographic data; 2004-2005 drop out rate

District Systems we Aligned

- ✓ *Strategic Planning*
- ✓ *Aligned Department goals/measures*
- ✓ *District Performance Evaluation*
- ✓ *School Improvement Plan*



Expected Outcomes

- ✓ An awareness of implementation and deployment of a school coaching model in a large urban district.
 - ✓ An understanding of how school coaches assist building leadership and goal teams in the use of quarterly school improvement plans that are based on a Plan-Do-Study-Act (PDSA) model
-

How did we get on this **list**???

Dear District 11,

We regret to inform you that your school district is on Corrective Action as a result of not meeting AYP in 5 of 153 indicators for three years in a Row!

System-based assessments

Baldrige Based Assessments:

✓ ***Jim Shipley & Associates***

✓ ***Quantum Performance
Group***

By December 1, 200X

- ✓ The District must submit or revise the District Improvement Plan and include specific goals and actions to remedy the deficit indicators;
- ✓ The District must provide Technical Assistance to those schools who similarly do not meet the specified Criteria;

Technical Assistance includes

Data Analysis

- must help the school analyze results from the CSAP and other relevant examples of student work;
 - must focus on teaching the school staff how to use these data to identify and solve problems in instruction;
 - strengthen parental involvement;
 - align staff development;
 - fulfill the school improvement plan;
-

Technical Assistance includes

Identification and Implementation of Effective Strategies :

- Choose effective instructional strategies
 - Ensure that staff participates in high quality professional development aligned with chosen effective intervention strategies
 - Instructional strategies must address the specific instructional strategies that caused the school to be identified for improvement
-

Technical Assistance includes

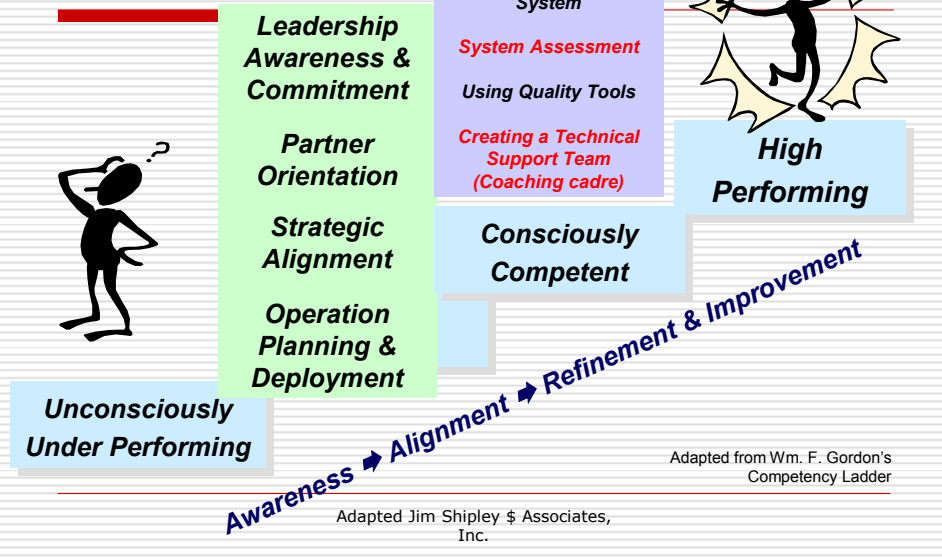
Budget Analysis:

- Analysis of allocations within the school budget to fund activities most likely to increase student achievement.
-

How would we do this?

- ✓ Use Continuous Improvement Strategies and Processes
 - ✓ Where did we start-
Assess Our needs-System Assessment
 - ✓ Established a process
Used Systematically and Systemically
 - ✓ Developed and Implemented a procedure for delivery
Coaches
-

Defining Performance Excellence



System Assessment Technical Assistance

- ✓ Completion of a district assessment at the school level to meet state AYP.
- ✓ Incorporation of the assessment feedback into the quarterly school improvement planning process.
- ✓ Identify a group of district individuals to assess schools
- ✓ Priority recommendations from school assessments

Data... Data... Data...

Data to support why we started this process for system assessment

Creating a Coaching Cadre to Implement Priority Recommendations

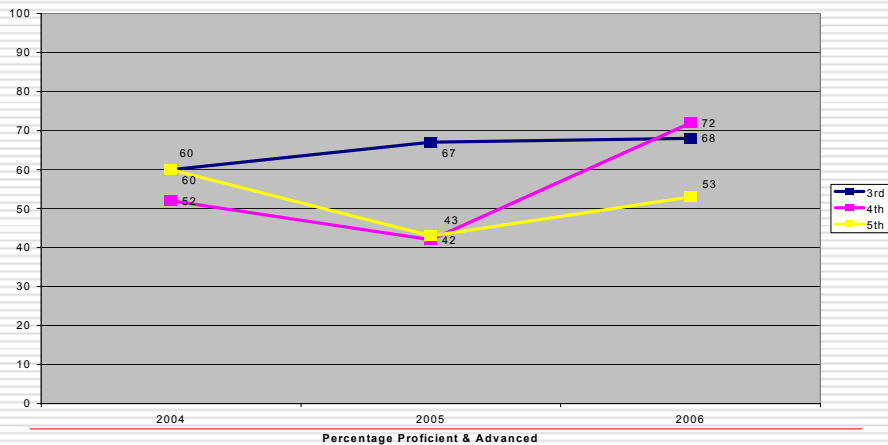
- ✓ Development of criteria and training plan for school coaches.
 - ✓ Identify who the school coaches would be--
 - ✓ Build capacity of school coaches to use criteria for increased school performance.
 - ✓ Deploy school coaches to address the opportunities for improvement based upon the technical assistance report.
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Sample Schools Comparative Data

- ✓ Bristol Elementary
- ✓ Mann Middle School
- ✓ Wasson High School

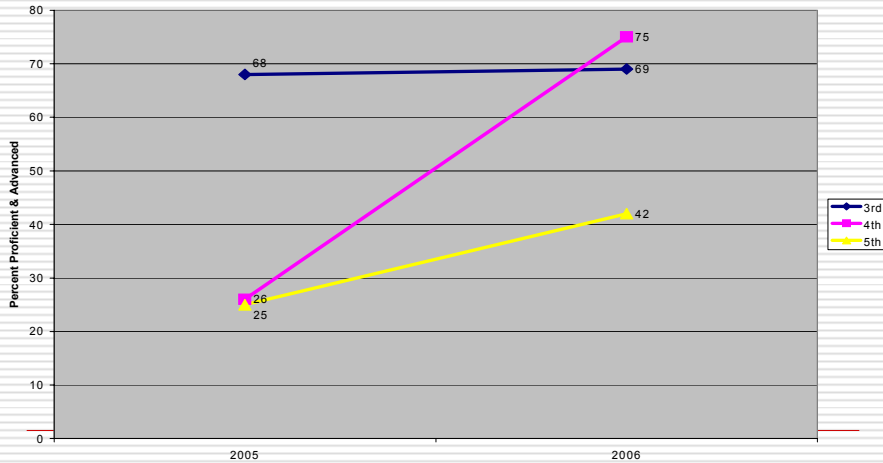
Bristol Elementary State Assessment Performance

Bristol Historical Reading CSAP Proficient and Advanced



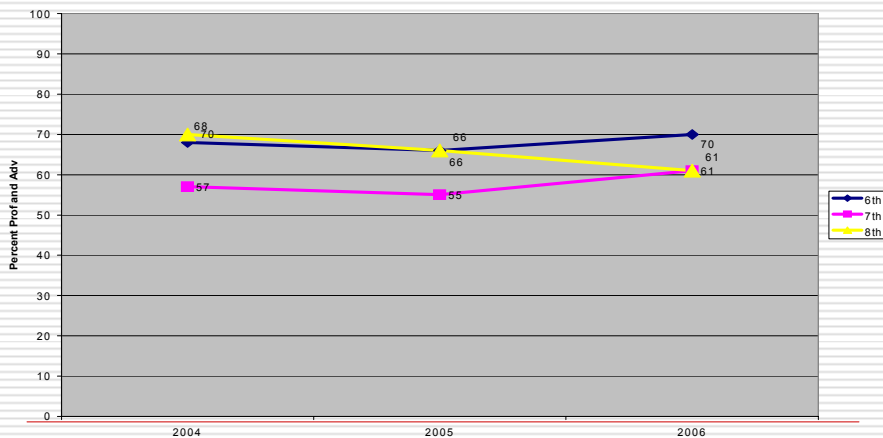
Bristol Elementary State Assessment Performance

Bristol Historical Math Proficient and Advanced



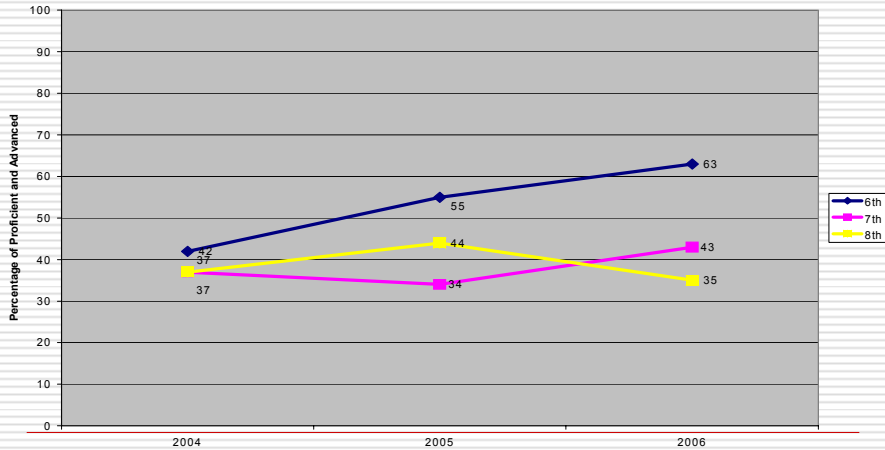
Mann Middle School State Assessment Performance

Mann Historical Proficient and Advanced Reading CSAP Results



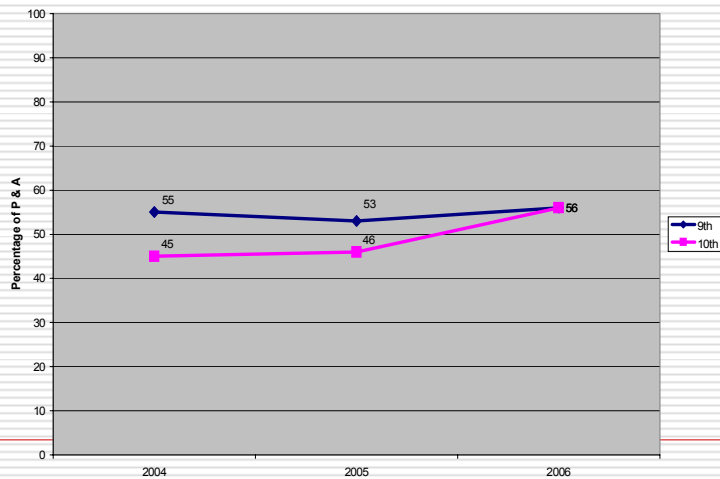
Mann Middle School State Assessment Performance

Mann Historical Proficient and Advanced CSAP Scores

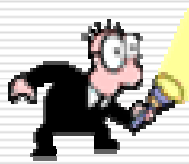


Wasson High School State Assessment Performance

Wasson High School Historical Reading Math



Development of Criteria and Training Plan for School Coaches



Identification of who the School Coaches would be-----



Build capacity of School Coaches to use priority requirements criteria for increased school performance.

- School Improvement Process Alignment
 - Defining Building Structure
 - Collection of School Quarterly Data
 - School Quarterly PDSA Using the School Improvement Plan
 - Classroom Quarterly PDSA
 - Professional Development
 - Customer and Stakeholder Involvement
-

School Coaches provide

assistance to address the opportunities for improvement using.....

- ✓ Technical Assistance Report
 - ✓ School Improvement Plan
-

School Improvement Plans

Plan/Do/Study/Act

Check box to indicate which content or other goal: (2005-2006 plan)

Math X Reading Writing Parent Involvement Other

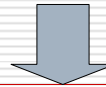
- Write one school wide goal for each area needed
- School wide goals are used to lead teacher/class goals
- Provide results for BAAC Review Quarterly

- All Goals must be written in SMART Terms and Standards Based
- A Goal must be written to remedy specific gaps
- Strategies must be based in scientifically based research

Annual Goal: By the end of the 2005-2006 school year, the percentage of 12+ third, fourth and fifth grade students scoring **PP, P, or A** on the Math CSAP will increase from 84% to 85.5%. The percentage of all third, fourth, and fifth grade students scoring **Proficient or Advanced** will increase from 41% to 62% on the Math CSAP. We will accomplish the goals following the action plan below.

Measure: Year-end measure = CSAP; Short Cycle measures = Quarterly Assessments and School wide Math Exemplars.

- State your Goal Action Plan for the each quarter. (fill in only 1st quarter by fall)
- Who will do the actions planned? When will data be collected? Who will collect the data? How will the data be collected?
- Put the plan in action.
- Study the results. Have results improved? What have you learned?
- Make recommendations for changes for the next quarter. (Goal Action Plan)
- Develop and publish your next quarterly Goal Action Plan

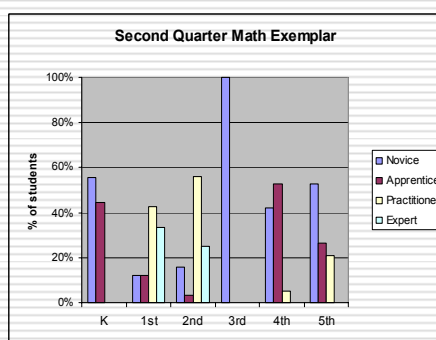
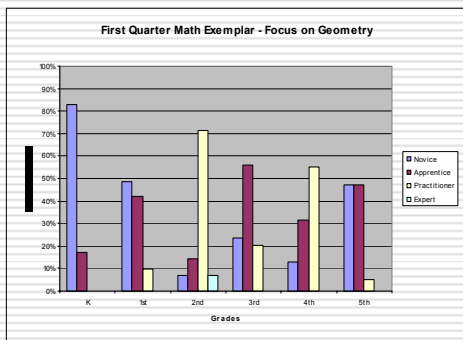


These three pages represent a single PDSA written for a single SIP Goal. The information is read down the page to represent a complete quarter as seen in your handout.

	Quarter 1 PDSA	Quarter 2 PDSA	Quarter 3 PDSA	Quarter 4 PDSA
(Plan)Strategy: What is the optimal strategy to be used & describe (D o) how it will be implemented	<ul style="list-style-type: none"> •Teachers will use the curriculum guide targeting specific skills for 1st quarter, focusing on geometry and measurement (a low objective in most grades). Quarterly objectives must be met even if it means using the math book out of sequence. •4th and 5th grade teachers will identify students in need of basic math facts remediation. After-school tutoring will be provided using Houghton Mifflin's Knowing Mathematics •Every teacher will instruct using Math Exemplars and will use a common exemplar for assessment each month. •Models of Investigation focusing on geometry will be provided at staff or goal team meetings. 	<ol style="list-style-type: none"> 1. Continue monthly exemplars except in March 2. Continue curriculum mapping - will improve sequencing of topics taught 3. Tutor will review and reteach concepts from 1st quarter assessment three days a week for three weeks. Data will be collected on those students who attended to see how they handle the 2nd Q assessment. 4. Investigations has been put on hold for now. 	<ul style="list-style-type: none"> •Teachers will complete or refine their Math Curriculum Map to improve the sequence of topics. This document will be published with the help of the LRT. •The Quarterly Review tutoring will continue, three days/week for three weeks •We will look for a different assessment for short cycle (i.e., Drops in a Bucket) to replace Math exemplars and get into place before 4th quarter. 	<p>ALL classroom teachers will use the Math E-skills Chart developed by the Goal Team to chart the class progress on each e-skill.</p> <ul style="list-style-type: none"> •Chart up to 30 E-skills (need NOT be that many) •Skills should be assessed using a five-item quick assessment and re-taught when necessary. <p>The goal is for ALL students to master the e-skills that are listed on the chart.</p>
Resource s: Fiscal/Human Professional Development Budget needs (Title 1)	<ul style="list-style-type: none"> •Coaching on use of curriculum guides (LRT) •After-school tutoring and materials (D11 Tutoring program \$) •Investigations support (5th grade teacher) •PLC/ Looking at Student Work to assess and evaluate student performance on Exemplars 	<ul style="list-style-type: none"> •Horizontal meetings and early release day will be used to map curriculum to a calendar. •Quarterly review tutor (Lori Stern) paid for with D11 Tutoring \$ 	<ul style="list-style-type: none"> •Quarterly review tutor (Lori Stern) paid for with D11 Tutoring \$ •Possibly \$ to purchase some kind of CBM for Math 	<p>No financial resources foreseen at this time. (Possibly Professional Development to implement Stand Out Math if chosen by teachers.)</p>

Person(s) Responsible :	<ul style="list-style-type: none"> •Budget: Mr. Ferguson (principal) •Curriculum guides & PLC: Mrs. Berry (LRT) •Investigations: Mr. Spruce •Tutoring: Mr. Spruce & Ms. Louis (classroom teachers) 	<ul style="list-style-type: none"> •Budget: Mr. Ferguson (principal) •Curriculum mapping: Mrs. Berry (LRT) •After-school Tutoring: Mr. Spruce & Ms. Louis (classroom teachers) •Quarterly review tutor: Mrs. Lori Stern 	<ul style="list-style-type: none"> •Budget: Mr. Ferguson (principal) •Curriculum Mapping: classroom teachers and Mrs. Berry (LRT) •Quarterly review tutor: Mrs. Stern •Search for CBM: Math Goal Team 	Classroom teachers and support (SpEd teacher, LRT, Data Coach)
Evaluation Methods:	<ul style="list-style-type: none"> •September & October Math Exemplars (all grades) •Quarterly Assessments (grades 2-5) 	<ul style="list-style-type: none"> •Monthly exemplars (all grades) •2nd Quarter Assessment (grades 2-5) 	<ul style="list-style-type: none"> •3rd Quarter Assessment (grades 2-5) •CBM? 	<ul style="list-style-type: none"> •Implementation Data: # of teachers implementing •Performance Data: # of E-skills on which 80% or more students showed mastery
Study Results: Example: Percentage of students at or above proficient (show numbers)	Quarterly Assessment and Math Exemplar results graphs follow: 1. Data shows a need to focus on Number Sense 2. Classroom teachers report that the 8 students attending after-school tutoring are improving on end of unit tests.	1. Overall results comparing Q1 to Q2 using graph: (See graph) a. Comprehension: 3 rd & 4 th dropped b. Geometry: 3 rd dropped c. Statistics/Probability: all grades increased or stayed stable. d. Number Sense: 5 th dropped e. Algebra: 3 rd dropped f. Measurement: 3 rd dropped 2. Comparison between tutored and non-tutored: Overall 71% of tutored students increased or stayed stable on Quarterly performance. 67% of non-tutored students increased or stayed stable (see graph). 3. See graph in "Other Goal" for results from the Music & Math integration—the music teacher taught musical mnemonic devices for learning math facts.	Students at Mastery (75% or more on entire test): <ul style="list-style-type: none"> •87% of Second Graders •53% of Third Graders •41% of one Fourth Grade class •15% of Fifth Graders (but the class showed growth in 4/6 of the objective areas) See graph for school wide results by objectives. The graph shows that areas of strength are Geometry with 74% of our students at Mastery and Statistics & Probability with 72%. Measurement is an area in need of improvement with 48% of our students at Mastery. Computation also needs improvement with 52%.	Implementation Data: 100% of the classroom teachers complied with maintaining the e-skills chart during 4 th Quarter. The Spring Terra Nova shows growth in all areas. Second Grade showed a 48 percentage point gain, Third Grade a 21 percentage point gain, Fourth Grade a 34 percentage point gain, and Fifth Grade a 26 percentage point gain. See graphs for results on objectives mastered.
Act on the Results: If changes are necessary for next quarter, select the strategy, document the changes and do the plan again	We plan to "double-dip" students who struggle on the first quarter math assessment using a tutor three days a week to review items and concepts from the assessment. After reviewing our DO list, the math goal team decided the following: 1. Focus on number sense and following curriculum guides 2. After school tutoring is going well, 8 students have been consistent in showing up 3. Exemplars have been done - decided to change focus geometry to number sense for rest of school year 4. Skipping the models of investigation which focus on geometry	Recommendations for 3 rd Quarter: <ul style="list-style-type: none"> •Continue to "double-dip" students who do not master objective areas on the Math Quarterlies. •Continue following curriculum guides and mapping; refine the maps to improve sequence of topics. •Discontinue exemplars—not good for showing growth in number sense. 	Recommendation for 4 th Quarter: <ul style="list-style-type: none"> •Collect student performance data as well as implementation data on using the E-skills in the Curriculum Guides. •Track class progress toward reaching 100% of class knowing the E-skills. •Hold each other accountable by posting E-skills charts in rooms 	Recommendations for next year: <ul style="list-style-type: none"> •Continue the use of the E-skills chart •Create an E-skills checklist/chart for students to check when they have mastered the E-skill. •Collect E-skills math chart each quarter and compare results of E-skills chart to Quarterly Assessments.

At the end of each quarter, the school uses a goal team process to study, evaluate and document actions, with the assistance of the goal team coach and then revises the plan for the next quarter.



The committee decided to focus on another goal after 1st quarter based on data, as documented in the PDSA.

Participant Activity

Video – models of coaching

A Colorado Goodbye...



***The very best to you all on your journey!
School District 11 Resources***

Continuous Quality

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