



# VTSS Systems Coaching

Using Data to Inform Coaching

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# Intentions

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





Tracking implementation activities

# VTSS EVENT LOG

# Rationale

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?



Virginia Tiered Systems of Supports (VTSS)  
Positive Behavioral Interventions and Supports (PBIS)  
Event/Time Utilization Log

[Return To The Systems Coach Dashboard](#)

Systems Coach Sophia Farmer

Add New Event

- [State](#)
- [Division](#)
- [Region](#)
- [School](#)



Virginia Tiered Systems of Supports (VTSS)  
Positive Behavioral Interventions and Supports (PBIS)

Add Division Event

[Return To Events Menu](#)

[Return To The Systems Coach Dashboard](#)

Select Division:

Accomack County Public Schools

Event Title:

Event Type:

Team Meeting



'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?

<input type="checkbox"/> GMU	<input type="checkbox"/> JMU	<input type="checkbox"/> ODU	<input type="checkbox"/> RIC
<input type="checkbox"/> RU	<input type="checkbox"/> VCU	<input type="checkbox"/> VT	<input type="checkbox"/> WM

Event Site Log Administrative Systems Coach:

Sophia Farmer

Other Event Site Systems Coaches:

<input type="checkbox"/> Amber Knighting	<input type="checkbox"/> Anna Hebb
<input type="checkbox"/> Charlome Pierce	<input type="checkbox"/> Cherish Skinker
<input type="checkbox"/> Christine Frawley	<input type="checkbox"/> Cindi Jackson

## Event Information

How is the Service Being Provided:

☐ Face to Face

If Face to Face, Enter Location:

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

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

☐ Exploration

☐ Installation

☐ Initial Implementation

☐ Full Implementation

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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)

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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):

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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:

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

[Update Event Details](#)

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

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[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**

# DCA DATA

- 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





# TFI DATA

- 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

Implementation of  
Intervention

# Fidelity of Training

## I Do

- VTSS Systems Coach observes PD
- Debriefs with presenters to ask questions/get clarification

## WE Do

- 'New' coach presents with experienced coach OR
- 'New' coach practices in coaching PLC reviewing content or actually delivering modules

## YOU Do

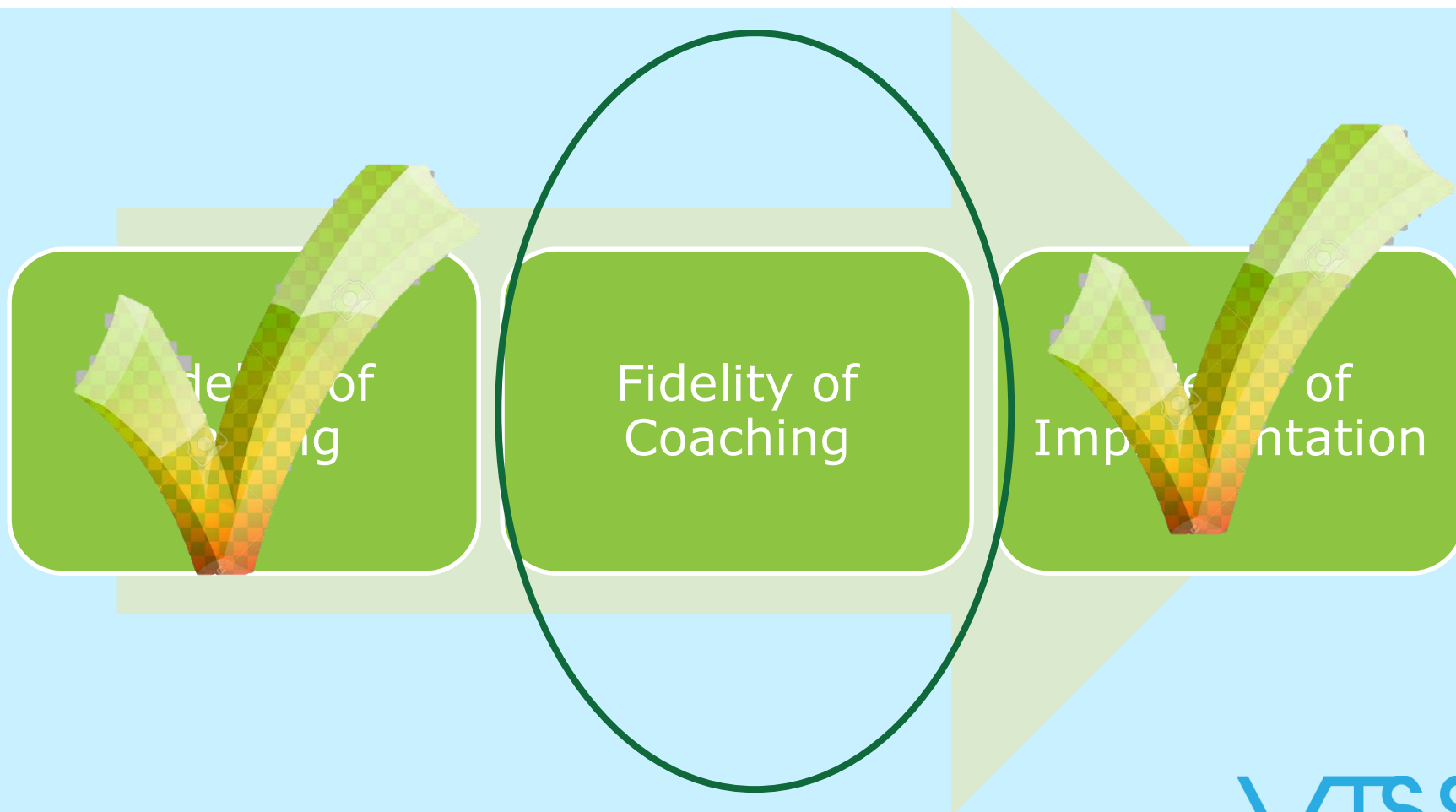
- 'New' coach is observed presenting modules and get feedback from experienced coach
- 'New' coach completes reflection on experience which guides learning and/or revisions to content

# 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

- 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

<b>Desire to Continue:</b> <i>If the division has indicated that they no longer wish to participate in SPDG, then completion of rubric below not necessary.</i>						
<b>Academics, Graduation</b>						<b>Comments</b>
School Accreditation	NOT Focus or Priority - SS	NOT Focus or Priority - AS	Accredited- SS (insert percent)	Accredited - AS (insert percent)	All Schools Fully Accredited	*consider the number of schools that are warned or reconstituted and impact on division plan
SOL scores Reading	Between 70 - 80 SS (insert %)	Between 70 - 80 Division	Above 80 - SS (insert percent)	Above 80 - AS or		*include any comments on disaggregated data
SOL scores Math	Between 70 - 80 SS (insert %)	Between 70 - 80 AS	Above 80 - SS (insert %)	Above 80 - AS or		*include any comments on disaggregated data
SOL scores ALG 1 (HS)	Between 70 - 80 SS (insert %)	Between 70 - 80 AS	Above 80 - SS (insert percent)	Above 80 - AS or		*include any comments on disaggregated data
Federal Graduation Indicator	Above 80 - 84 SS (insert %)	Division 80 - 84	Above 85 - SS (insert %)	Above 85 - AS		Include SWD (state is 53)
Other						
<b>DCA</b>						
DCA results	Up to 50	50 to 60	60 to 70	70 to 80	80 to 90	
Overall Division POI from matrix - estimated	Exploration	Installation	Implementation	Full Implementation		Complete based on current knowledge - subjective at this time; comment on specific areas as it will vary among the 6 components
<b>Behavior and Attendance</b>						
PBIS Participation	PBIS School - SS (insert percent)	PBIS School - 50% of AS	PBIS School - AS			
TFI results -Tier 1 (SS only)	50 - 70 SS (insert percent)	50 - 70 SS (insert percent)	Above 70 - SS (insert percent)			*note other data about non-SS if available *note progress in Tier 1
ODR data (SS schools only)	60 - 79% of students have 0-1 ODR (insert percent)	80 - 99% of students have 0-1 ODR (insert percent)				*note other data about non-SS if available
Short/Long Term Suspensions	% of SS significant in any area (insert %)	% of SS moderate in any area (insert %)	% of SS low in all areas (insert %)			*note any particular information regarding long term *note any particular dispro notes
Attendance	80-89% 0to10 days SS (insert percent)	80-89% 0-10days AS	90% or above 0-10 days SS (insert percent)	Above 90% AS		



# 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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