Data-Driven Instruction at Rocketship: Playbook (2014-2015 Edition)

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The 4 Habits of Data-Driven Educators

Rocketship Schools will be able to	Because of
DDI HABIT #1: Gather EVIDENCE	RESOURCES
accurately and efficiently gather quantitative <u>and</u>	Disaggregated formative data reports on SchoolZilla Student work portfolio middlings and tompletes.
getting rightior wrong and how they are	Streamlined, user-friendly SchoolZilla workbooks
progressing toward the big goal	Sample formative assessment trackers for quantitative and qualitative data
 regularly gather diagnostic, formative, and 	TRAINING
summative data (i.e., before, during, and after a	PD for teachers on our suite of assessments
unit, or ~1x a week) to gauge mastery and growth	PD for teachers on how to gather more varied, frequent formative data
 regularly and sufficiently (i.e., ~1x a week) track 	PD for school leaders on conducting data-driven coaching observations
and analyze data so that it can inform short- and	STRUCTURES
Configuration Degraphing Configuration Confi	Weekly/biweekly coaching observations
	Suite of high-quality, centralized assessments
	Expanded formative assessment network recommendations
DDI HABIT #2: REFLECT on Data	RESOURCES
 triangulate more than one source of data to 	 Wide variety of analysis forms for both quantitative and qualitative data
consider a wide, varied range of causal teacher	 Data analysis "scope and sequence" for across the year
student actions behind the trends in data	TRAINING
 accurately identify multiple trends in data against 	 Integrated data platform and data analysis PD for instructional staff
the big goal within student subgroups against the	 PD for school leaders on identifying coaching focus areas using observational and
big goals, AND appropriately prioritize focus areas	assessment data
by weighing the urgency and feasibility of	STRUCTURES
addressing them	Mid-unit step-back routines
o Read more about the Top 5 Metrics	Pre-Data Day coaching conversations
 regularly analyze data (e.g., prior to weekly CPT 	 School leaders and teacher leaders prepared to provide support on data analysis
and Data Day).	

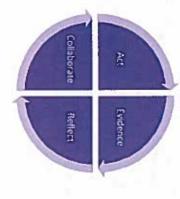
3	HABIT #3: Manningfull: COLLABORATE	DECO IDCES
DDI	DDI HABIT #3: Meaningfully COLLABORATE	RESOURCES
•	pull meaningful, goal-oriented data and pieces of	 PD for school leaders on identifying coaching focus areas based on observational and
	evidence around which to collaborate	assessment data
	actively participate in opportunities for goal-	TRAINING
	aligned collaboration (e.g., common planning	 School leader and teacher leader PD on facilitating data conversations
	time) and engage others for feedback and	STRUCTURES
	suggestions	 Weekly Common Planning Time data conversations with the grade team and/or
•	convene at regular formal interactions (e.g., grade	content team
	level meetings, common planning time, coaching	
	conversations, staff PD, etc.)	
DDI	DDI HABIT #4: ACT	RESOURCES
	use data analysis to identify action steps to	 Data Day action planning templates for whole group instruction, small group
	address fundamental student gaps while	instruction, instructional routines, tutoring groups, and learning lab
	maintaining their strengths	 Lesson and unit planning templates
•	use data analysis to identify effective action steps	TRAINING
	o to tackle the prioritized focus area at	 Ongoing content-specific professional development to build schools' knowledge of
	varied levels (e.g., small group instruction,	
	whole group instruction, instructional	 Ongoing individualized coaching conversations
	instruction, and	STRUCTURES
	o to maintain the bright spots.	 Data Day conversations
•	tie clear anticipated outcomes and feasible	 School leaders and teacher leaders prepared to support staff with action plan
	timelines to all action steps.	execution
_	regularly adjust instruction in response to data	
	(i.e. from lesson to lesson)	

The 3 Foundations of the Rocketship Data-Driven Instructional Model

Coaching 1:1s	Weekly Common Planning Time	Data Day	Foundation
To identify the direct impact of an individual teacher's specific instructional actions on student outcomes within a lesson	Generally, to capture more frequent, ongoing snapshots of student learning within a grade level and/or content area in order to inform short-term planning	To identify wider- reaching trends in data in order to inform long-term and short-term planning	Objective
• Coa • Dail	• Ve • Stu • Dail fror me • Opt for	• Inte ben NW • Cui The takk	
Coaching observation data Daily lesson assessment data and notes Student work samples **	Weekly formative assessment data* Student work samples ** Daily lesson assessment data and/or notes from each individual instructional staff member Optional: Data from SWIS, tutoring, ISE, OLP** (CPT leaders should refer to Table for further suggestions)	Interim assessment data (i.e., STEP, benchmarks, mastery assessments, NWEA)* Cuiminating student performance tasks (e.g., writing final drafts)* The past cycle's weekly CPT notes and takeaways* Any anecdotal notes collected by the teacher as they observed students take the interim assessment*	Data Analyzed
Pre-Work: Instructional staff ensure their daily lesson assessment data/notes are accurate and updated; teachers attempt to pull out trends and identify hypotheses behind the trends The grade level coach observes an instructional staff member ~1-2 times a week (more or less frequently depending on need), capturing data on teacher actions and student learning outcomes The grade level coach shares feedback with the instructional staff member in a weekly coaching conversation (or "1:1"), held about 1x a week (more	 Pre-Work: Teachers administer weekly formative assessments and analyze the data Teachers in a particular grade level meet 1x a week during the day to identify short-term next steps Data conversation led by a coach or teacher leader Occasional attendees include the grade level ILS, any ISE staff who service students in the grade, other school leaders at the school site and at other school sites, and Network Support Team members 	Pre-Work: Teachers administer Interim assessments and analyze the data, either individually or in a Pre-Data Day 1:1 with their coach Data Days occur at the end of every data cycle ("every 6-10 weeks) and take up one full work day. Begins with a State of the School address by the principal Throughout the day, instructional staff a) meets with coach for 1:1 data conversations and b) meets with grade team to revise the upcoming unit, incorporating next steps from the data conversation	Timing and Structure

Data-Driven Instruction at Rocketship

How do the 4 Habits work together?



scientific method to direct their work, Rocketship educators make use of the following 4 Habits to ensure that the data is alive don our scientist hats and dive into data (ROCKETSHIP CORE VALUE #4: DISCIPLINED THOUGHT). Much like scientists, who employ the strategic and efficient as possible in helping our students achieve at the same levels as their more privileged peers, we must Closing the achievement gap is monumental work for which there is never enough time. To ensure that we are being as in instruction

and design a plan to move forward with new pieces of evidence to monitor moving forward. They Act upon this plan, and formulate hypotheses around root causes. They Collaborate with their coach and their peers to further vet these hypotheses Rocketship instructors gather pre-determined Evidence of student learning, upon which they Reflect to pull out trends and begin the whole cycle anew.

How do the 4 Habits work within the 3 Foundations?

order for them to be successful The cycle of these 4 Habits can - and should - be applied within the structure of Data Days, Weekly Common Planning Time, and individual Coaching 1:1s in

Each of the chapters of the DDI Playbook go into further depth around what the 4 Habits look like within each structure

How can I make sure that I am being truly and effectively data-driven?

professional development. This rubric provides a vision for the habits of data-driven educator at varied developmental levels. We encourage our staff to use it in setting goals for their

When will I engage in this practice across the school year?

The DDI Implementation Calendar gives you Data Day and assessment dates, as well as some key milestones related to data-driven instruction

There are so many different ways to slice the data. What exactly do Rocketship educators need to be able to do in analyzing their

Instructional staff should always consider the following Top 5 metrics when reviewing formative assessment data prior to the data conversation at weekly CPT:

^{*}REQUIREMENTS SET BY NETWORK

^{**}REQUIREMENTS SET BY GRADE LEVEL COACH

- Cohort's overall average score (How are students generally performing? Are there some teachers who are seeing more success than others?)
- Cohort's overall average growth (when applicable) (How are students generally progressing? Are there some teachers who are seeing more progress than others?)
- Standards showing high level of mastery v. standards showing low level of mastery (What skills/material are students grasping? What are they struggling with?)
- Within these key standards, instructional staff should also pay attention to assessment items of note (What items did students really struggle on? What was the most common answer? What does this say about what students understand and what they don't?)
- subgroups? What is holding some subgroups back? What specialized supports will each group need?) Average performance of student subgroups (e.g., Grade Level, Borderline, and Below Grade Level) (Are there any marked differences between
- Instructional staff should pay attention to individual students who continually appear in the Borderline and Below Grade Level groups, even with changes in assessed content.

negative trend (e.g., the amount of students who are Below Grade Level for X standard should ideally decrease over time; the amount in Grade Level should Instructional staff should pay attention to student subgroups which remain stagnant in size for the same assessed content over time or display an otherwise Average growth of student subgroups (e.g., Grade Level, Borderline, and Below Grade Level) (Are there any marked differences between subgroups? What is holding some subgroups back? What specialized supports will each group need?)

increase).

DDI Foundation #1: Data Day

READ ME: About Data Day

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Using Data Day for just planning sounds ideal - but how can I make it happen? There's always so much to accomplish during that time.

Unit Planning Kick-Off

Mid-Unit Step-Back

READ ME: About Data Day

The links below are important reading for any Rocketship employee:

Overview of Major Shifts in 14-15

- o There are 2 major shifts for Data Day in 14-15:
- When teachers analyze their data for pre-work, they will also analyze artifacts from their own instruction to identify causal teacher actions as well (REFLECT)
- jumps previously. The Overview doc linked above goes into greater detail. These are general network shifts; individual schools may tailor these shifts to fit their own needs, especially if their staff already made these Because formative data analysis will be happening regularly throughout the cycle, Data Day can be used for planning instead (ACT)

Checklist for Excellence

How should a team prepare for Data Day in order for it to be successful? What should be happening during this day? What does follow-up look like? Who's responsible for what? This document answers all those questions and more.

Structuring the Data Cycle

Each Data Cycle concludes with Data Day (in some cycles, two Data Days). Since we're aiming for this Day to be prioritized for planning staff time in the weeks leading up to Data Day to prepare. This link from the FAQ can give you more ideas around how the Data Cycle can be specifically, instructional staff revising already drafted unit and lesson plans based on the latest student data - we suggest blocking out some strategically used to further instructor efficiency and effectiveness.

Matrix of Suggested Data to Analyze + When

With so many ways to slice data, anyone can easily become overwhelmed. This document provides teachers and school leaders with direction toward what kinds of data to prioritize and when.

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	Resourc	
	urce	
	Descriptio	
	on	
Audience	Intended	

SchoolZilla formative data workbooks + how-	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be	General
to analysis guide	analyzed prior to a CPT conversation and how-to guides on using the tool.	

Analyze

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how- to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
General Analysis Guidelines	Five steps to guide those new to data analysis	General; novice teachers
Mid-Unit Step-Back protocol	N/A	Teachers
Sample Data Breakdown handout from ROMO	Document breaks down which data sources will primarily inform action steps for specific instructional blocks of the day.	General
Data Day Analysis Templates	Self-explanatory. Collected from various schools, some RSED, over the years.	General
Using Your MAP Data to Plan	Training series for teachers on the NWEA MAP test.	Teachers

Collaborate

Resource	Description	Intended Audience
Data Day Protocols and Conversations	Collected data day protocols and question probes to use in conducting data conversations with your teachers.	School Leaders
Sample Data Day Emails	Sample emails to send your staff. Good for new school leaders who would like to see examples of Data Day communications.	New school leaders
Data Day Agenda Samples:	The only requirements for Data Day are that they a) provide a bulk of time for planning and	School Leaders

		Data Day September 2014 Agendas
high-performing CMOs. You may want to use these, or use them as inspiration for creating your own.	The agenda itself may vary from grade to grade or school to school so long as it meets the above requirements. Here, we've collected and created some samples of agendas from Rocketship and other	implementing data-driven revisions and b) provide an opportunity for teams to co-plan with each other.

Act

General	Self-explanatory. Collected from various schools, some RSED, over the years.	Data Day Planning Templates
Teachers	Can be used to help teachers process their scope and sequence maps (SSMs), Pacing Guides, Curricula and other resources for the year so that they can unit plan with ease.	Math Long-Term Planning Document
Teachers	Can be used to help teachers process their scope and sequence maps (SSMs), Pacing Guides, Curricula and other resources for the year so that they can unit plan with ease.	ELA Long-Term Planning Document
Teachers	Protocol to get your teachers started in unit planning	Unit Planning Kick-off Protocol
Intended Audience	Description	Resource

Frequently Asked Questions

What is the purpose of Data Day?

During Data Day, instructional staff have an extended amount of student-free time to:

- discuss that data cycle's trends in student learning
- revise their upcoming instructional plans based on these trends
- share best practices
- participate in professional development sessions at their school
- collaboratively co-plan for the upcoming unit/data cycle
- seek out feedback from peers and a mentor (usually their school leader coach and/or a teacher leader)

Who attends CPT? Who leads it?

schools within the Rocketship network, but these individuals attend on a less frequent basis. attended by a member of the ISE, the grade level's ILS, the principal, teachers from other grades, members of the Network Support Team, or visitors from other Common Planning Time is led by a school leader coach or a teacher leader. Typically, it is attended by the teachers within a specific grade level. CPT may be

When and where does Data Day happen?

a half-day in order to congregate with their team. functions like a typical Data Day with the exception that school is still in session. On these days, instructional may meet after school or get released by a sub for Data Day happens at the close of every Data Cycle (usually every 8-12 weeks). Particularly long data cycles are broken up with an "Interim Data Day", which

with more time to plan at the beginning of the year Data Day - interim or otherwise - always happens at the school site. The first Data Day in September is unique in that it is two days long. This provides teachers

What happens during Data Day?

Three main things happen during Data Day at every school, generally in this order:

- STATE OF THE SCHOOL ADDRESS (SotS): Data Day generally begins with a State of the School address delivered by the principal to the staff. This is a short presentation which drills down major trends - both highlights and focus areas - at a school level.
- in data, hypothesize about potential causal teacher actions behind the trends, and ideas for next steps. These conversations last anywhere from 30 min DATA DAY CONVERSATION: This is usually between just the school leader and an individual instructor. During this time, they partner to dive into trends
- PLANNING TIME: A bulk of the Data Day is reserved for planning time. This usually falls in the latter half of the day. Staff members have the opportunity to collaborate during this time.

culture-building events Other activities which might happen during Data Day include, but are not restricted to staff meetings, staff professional development opportunities, and staff

Using Data Day for just planning sounds ideal - but how can I make it happen? There's always so much to accomplish during that

schools should consider programming into their upcoming data cycle: If schools are canny about using their time in the preceding weeks, instructional staff can have a lot of time reserved for just planning. Here are some items that

WHEN? DESCRIPTION	EVENT	
CRIPTION	WHEN?	
	CRIPTION	

School leaders check in with each individual report to assist them in preparing for Data Day. This will look different depending on each teacher's individual need. Examples of what could happen during this time: Coach assists a novice teacher in analyzing data Coach guides a teacher toward identifying causal teacher actions behind the data trends Coach helps a teacher in prioritizing focus areas pulled from the data	•	During the week leading up to Data Day Should happen during the regular 1:1 time	• •	Pre-Data Day 1:1s
Teachers assess their students progress so far, evaluate how far they are from their data cycle interim goals, and make predictions on student performance for the upcoming assessments Teachers identify any new priorities and/or confirm existing ones, and adjust current unit plans and upcoming lesson plans accordingly	• •	About halfway through a unit or data cycle Reserve about 60-90 minutes; can happen during Thursday Minimum Day, during a CPT block, or during an extended coaching 1:1	• •	Mid-Unit Step- Back
Teachers preview any available assessments, instructional materials, and scope and sequence maps for the upcoming unit/data cycle to internalize level of rigor Teachers begin drafting upcoming unit plans either during this session or immediately afterward. They should aim to be finished with these plans by the time Data Day starts, so that they can use that time to revise their plans based on data vs. starting from scratch.	• •	A few weeks before the next unit/data cycle begins Recommend reserving an unbroken 2 hours after school (Thursday Minimum Day is ideal)	• •	Unit Planning Kick-Off

Here is an example of how a school could program this into their Data Cycle:

CPT: Formative Data Conversations	• 30 min: Grade Mtg	СРТ	CPT: Student Huddles and SST Review	СРТ
CPT: Formative Data Conversations	30 min: Staff Mtg 60 min CPT: PBIS/SWIS Review 90 min unit planning time	СРТ	CPT: Review CELDT/ELL Data	СРТ
CPT: Formative Data Conversations	30 min: Grade Mtg 90 min: Unit Plan Kick-Off 90 min unit planning time	СРТ	CPT: Student Huddles and SST Review	СРТ
CPT: Formative Data Conversations	30 min: Staff Mtg 120 min: Mid-Unit Step-Back	СРТ	CPT: Review CELDT/ELL Data	СРТ
CPT: Formative Data Conversations	 30 min: Grade Mtg 90 min: Staff PD 60 min CPT: ISE/Tier III Review 	СРТ	CPT: Student Huddles and SST Review	СРТ
CPT: Formative Data Conversations	30 min: Staff Mtg 60 min CPT: OLP/Tier II Review	СРТ	CPT: Review CELDT/ELL Data	СРТ
CPT: Formative Data Conversations	30 min: Grade Mtg 60 min CPT: PBIS/SWIS Review	СРТ	CPT: Student Huddles and SST Review	СРТ
FRIDAY	THURSDAY	WEDNESDAY	TUESDAY	MONDAY

DATA DAY	30 min; Staff Mtg 60 min CPT; ISE/Tier III Review 90 min: Pre-Data Day 1:1s	CPT Pre-Data Day 1:15	CPT: Review CELDT/ELL Data Pre-Data Day 1:1s	CPT Pre-Data Day 1:15
INTERIM DATA DUE	60 min CPT: OLD/Tier II Review			

Check out the Resource Index in this document for supporting documents on Unit Plan Kick-Off, Mid-Unit Step-Backs, and Pre-Data Day 1:1s.

DDI Foundation #2: Common Planning Time

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Required Reading for All
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Overview of Major Shifts in 14-15

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What is the purpose of Common Planning Time (CPT)?

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What happens during CPT?

But is CPT exactly the same from school to school?

Example Common Planning Time Schedule Across the Week

READ ME: About Weekly Common Planning Time

The links below are important reading for any Rocketship employee:

Overview of Major Shifts in 14-15

- o There are 2 major shifts for Weekly CPT in 14-15:
- At least once a week, the teachers within a particular grade level will meet during CPT to collaborate around next steps based on formative data analysis
- jumps previously. The Overview doc linked above goes into greater detail These are general network shifts; individual schools may tailor these shifts to fit their own needs, especially if their staff already made these During this weekly conversation about data, teachers will look at more than one type of data (quantitative and qualitative)

Checklist for Excellence

How should a team prepare for CPT in order for it to be successful? What should be happening during this block? What does follow-up look like? Who's responsible for what? This document answers all those questions and more.

Structuring Common Planning Time Across the Week

CPT occurs every week on Monday, Tuesday, Wednesday, and Friday. At least one of those instances should be used for grade levels to convene around formative assessment data, but that doesn't mean that every block needs to be used for that purpose. This section of the playbook will further professional development mostly focus on resources to support the data conversation, but this link from the FAQ can give you more ideas around how CPT can be used to

Matrix of Suggested Data to Analyze + When

With so many ways to slice data, anyone can easily become overwhelmed. This document provides teachers and school leaders with direction toward what kinds of data to prioritize and when.

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Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
Examples of formative lesson assessments (from Teach For America)	N/A	Teachers; ILSs
Examples of performance tasks by content area and grade level band (from Teach For America)	N/A	Teachers
Sample tracking system (from Teach For America)	N/A	Teachers; ILSs
Sample grading system (from Teach For America)	N/A	Teachers; ILSs
Considerations for Assessment Question Types (from Teach For America)	N/A	Teachers; ILSs
Tips for Making an Assessment Efficient (from Teach For America)	N/A	Teachers; ILSs

Analyze

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
CPT Pre-work analysis templates	Templates for teachers to use in analyzing their data prior to CPT	General
General Analysis Guidelines	Five steps to guide those new to data analysis	General; novice teachers

		Sample Data Breakdown handout from ROMO
	instructional blocks of the day.	Document breaks down which data sources will primarily inform action steps for specific
1		General

Collaborate

Resource	Description	Intended Audience
Common Planning Time Agenda Samples	The only requirements for Common Planning Time data conversations are that they a) are goal-oriented, b) ensure each meeting participant actively engages throughout, c) result in measurable, manageable instructional next steps for each participant, and d) remain	School Leaders; teacher leaders (or anyone else leading
	relatively stable from week to week.	Common Planning Time)
	The agenda itself may vary from grade to grade or school to school so long as it meets the above requirements Here, we've collected and created some samples of agendas from Rocketship and other high-performing CMOs. You may want to use these, or use them as inspiration for creating your own.	
Cognitive coaching techniques and questions	Document of question probes to use during your 1:1s which will allow instructional staff to reflect on his/her lesson and give them the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.	School Leaders
Sample CPT overview one-pager from Rocketship Mosaic	Document outlines the schoolwide day-by-day breakdown of CPT and after-school meeting focus topics for grade level teams. Can be shared with teachers prior to rolling out CPT at the beginning of the year, or prior to rolling out a new structure.	Teachers

Act

Resource	Description	Audience
CELDT levels breakdown (from UC Santa Cruz)	Resource on how to translate CELDT data into instructional implications	General

Frequently Asked Questions

What is the purpose of Common Planning Time (CPT)?

the upcoming week, and/or seek out feedback from peers and a mentor (usually their school leader coach and/or a teacher leader). During Common Planning Time, instructional staff collaborate in small groups to discuss that week's trends in student learning, share best practices, co-plan for

Who attends CPT? Who leads it?

schools within the Rocketship network, but these individuals attend on a less frequent basis. attended by a member of the ISE, the grade level's ILS, the principal, teachers from other grades, members of the Network Support Team, or visitors from other Common Planning Time is led by a school leader coach or a teacher leader. Typically, it is attended by the teachers within a specific grade level. CPT may be

When and where does CPT happen?

Teachers have a block in their schedule for CPT every day except for Minimum Days (Thursday). CPT happens at the school site.

What happens during CPT?

whatever aligned qualitative data the teachers may have (e.g., student work samples, anecdotal teacher notes from the lesson, exit slip data, running records). At least once a week, the grade level uses CPT to have a data conversation centered on the quantitative data from that week's formative assessment and This data conversation follows a structured protocol and culminates in specific, measurable, and concrete instructional next steps for each attendee

But is CPT exactly the same from school to school?

key role in capitalizing on this flexibility to set parameters, and may solicit input from the rest of the team in making decisions: This data conversation has an elastic structure – it is flexible enough to accommodate the unique needs of every grade team. The school leader coach will play a

Variable factors in CPT:

- Instructional content/ standards that the team chooses to focus on in a particular CPT
- Student outcome data that the team chooses to analyze as pre-work and/or bring to the table during CPT
- engaged in a data conversation How often the team chooses to engage in a data conversation throughout the week, and what they are doing during the times when they are not
- Who else outside the grade level might attend CPT, and how frequently
- Team norms for CPT (especially around communication and engagement)
- When to discuss more operational agenda items that are not strictly instructional in nature (e.g., Exhibition Night, Parent Conferences, an upcoming field trip, grade level culture). We recommend that these items be contained within a weekly Grade Level Meeting (GLM), the timing of which can

although these should not be confused. be determined by the grade level team in conjunction with their coach. A school team may decide to use substitute one CPT a week for a GLM,

Universal network requirements for CPT:

- of CPT should follow a loosely routinized structure from week to week to allow teachers some level of consistency and predictability, thus enabling CPT must be used for teachers to collaborate around their instruction. This might take the form of co-planning, discussion protocols, lesson them to better prepare and utilize this time. rehearsal, video co-watching, peer review of lesson plans or materials, discussing students of concern, SST/SAT/IEP status updates, etc. The content
- At least once a week, CPT must be used for the team to engage in a data conversation about that week's student learning. This conversation must be facilitated by a school leader coach or a teacher leader.
- Other recommendations for data that must be reviewed periodically, if not weekly, can be found here.
- CPT is not a prep period staff members will have other times in the week to tackle things like running copies, contacting families, straightening up or redecorating their classroom, etc.

Example Common Planning Time Schedule Across the Week

 Rehearsal protocol + peer feedback for upcoming lessons 	Monday
• Grade Level Meeting	Tuesday
 Co-planning next week's lessons 	Wednesday
• Formative data conversation + lesson revision	Friday

Common Planning Time may also include additional formative data conversations to touch base on other sources of data which inform instruction. Click here for recommendations.

DDI Foundation #3: How Coaching Supports DDI

READ ME: About the Intersection of DDI and Coaching

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READ ME: About the Intersection of DDI and Coaching

The links below are important reading for any Rocketship employee:

Overview of Major Shifts in 14-15

- student learning as well as quantitative and 2) identifying the causal teacher actions behind the trends in student data. Therefore, we've In the 14-15 school year, we want our instructional staff to become better at two things: 1) gathering and analyzing qualitative evidence of identified two ways that coaching can support staff members in making these shifts:
- When we collect data in coaching observations, we're modeling for our teachers the types of data that they should be collecting on their own. Therefore, we want to aim to gather more qualitative evidence of student outcomes during our coaching observations.
- Through our coaching interactions, we want to build our staff's capacity to identify causal teacher actions. (REFLECT)

These are general network shifts; individual schools may tailor these shifts to fit their own needs, especially if their staff already made these

DDI Intersections Within the Coaching Cycle

- The coaching cycle at Rocketship mimics the Data-Driven Instructional Cycle
- School leaders review plans and observe lesson (GATHER EVIDENCE)
- School leaders review this information, and prior to a coaching 1:1 or in the moment, formulate a hypothesis around what the staff member's next steps should be (REFLECT)
- School leaders meet with staff members to give feedback, norm on next steps, and practice (COLLABORATE)
- models what we want our staff members to do independently, it's important for coaches to step back and consider how they may adjust their to develop staff members into becoming data-driven educators. coaching to further develop their staff. This link from the FAQ can give you more ideas around how the coaching cycle can be strategically used Since there are specific shifts we want our instructional staff to make this year in becoming more data-driven, and since what we do in coaching School leaders follow up on next steps through more lesson plan review and observation (ACT), thus kicking off the cycle once again

Index of Resources

Gather Evidence

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how- to analysis guide	SchoolZilla formative data workbooks + how-to analysis guide SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets	General
Coaching Observation Forms	Sampling of coaching observation templates to use which will help you gather more streamlined data on teacher actions and resulting student outcomes	School Leaders

Analyze

Resource	Description	Intended Audience
Cognitive coaching techniques and questions	Document of question probes to use during your 1:1s which will allow instructional staff to reflect on his/her lesson and give them the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.	School Leaders
Sample Data Breakdown handout from ROMO	Document breaks down which data sources will primarily inform action steps for specific instructional blocks of the day.	General

Collaborate

Cognitive coaching techniques and questions Cognitive coaching techniques and questions Contributed to the success of the lesson or that could be improved to have a more successful leaders	Resource	Description	Intended Audience
Document of question probes to use during your 1:1s which will allow instructional staff to reflect on his/her lesson and give them the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.	Coaching 1:1	ional staff and a coach in a new skill is practiced.	School Leaders
	Cognitive coaching techniques and questions	=	School Leaders

Frequently Asked Questions

What does coaching look like at Rocketship?

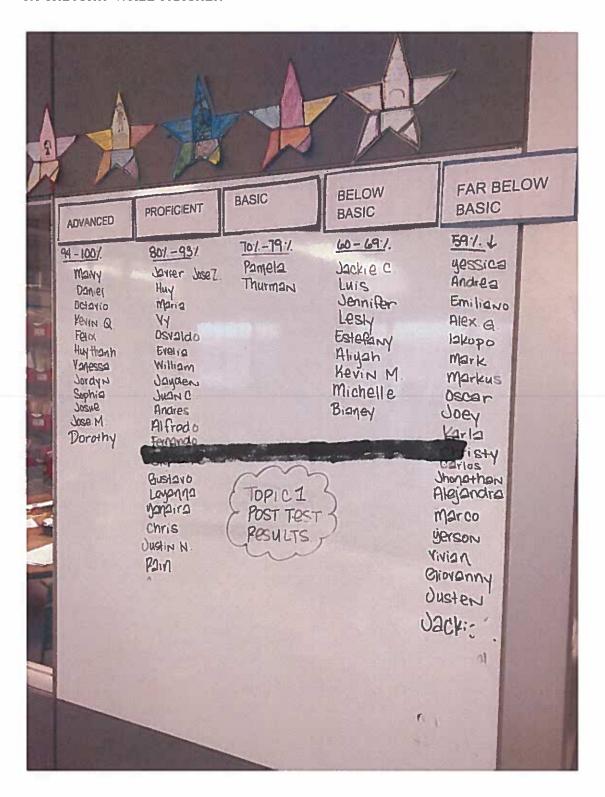
The RSED Coaching Playbook is your best resource for what this looks like.

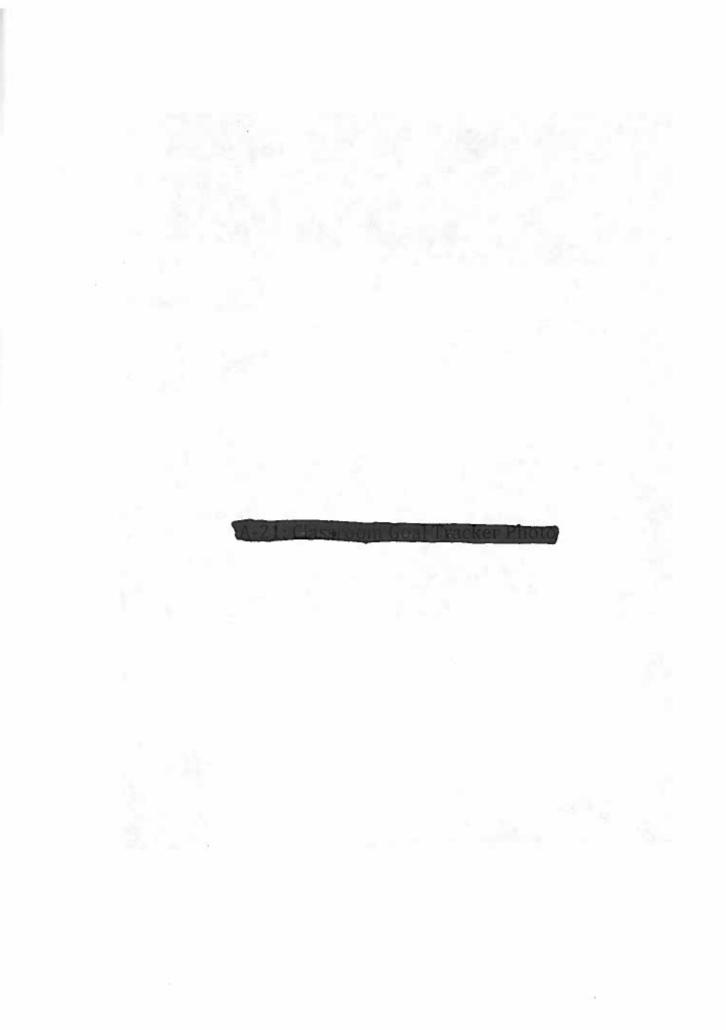
How does the Coaching Cycle intersect with DDI?

actions to take into consideration: To make the identified big DDI shifts occur, we need to be mindful about how our coaching must also shift to support these changes. Below, some coaching

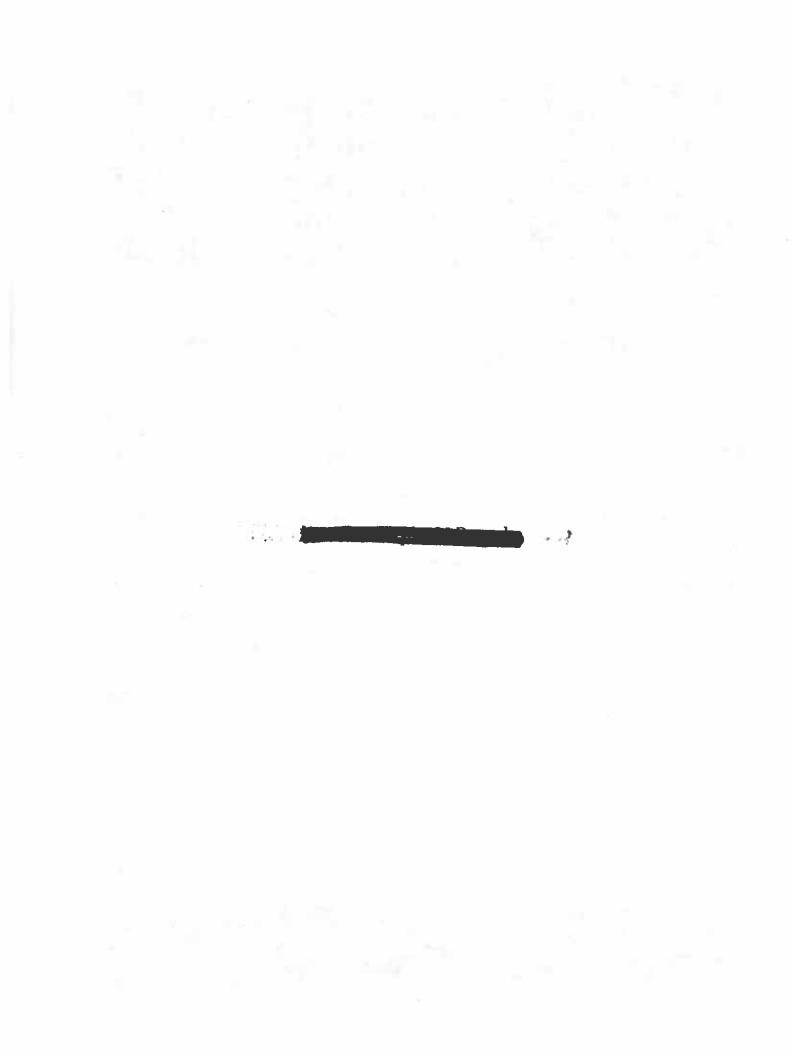
	(2)	
 If an individual teacher is exhibiting difficulties or challenges during CPT, coaches may consider addressing it with the staff member 1:1; e.g., if a teacher is struggling to analyze their formative data prior to CPT each week, a coach may strategically schedule their 1:1 so that part of that block could be used for data analysis. Likewise, a coach may consider the CPT routine as an another avenue to extend an individual teacher's coaching focus; e.g., a coaching action step could be to co-plan with particular lead teacher during CPT once a week. 	At least once a week, teachers will meet during CPT (following established routines and following structured protocols) to collaborate around next steps based on formative data analysis	COLLABORATE
 High skill, high will: The coach can take a more collaborative approach, presenting the staff member with the data and asking them to identify links on his/her own. 		
 High skill, low will: The coach can take a facilitative approach, using conversation probes to draw the staff 		
 Low skill, high will: The coach can take a directive approach, explicitly identifying the link between student outcomes and teacher actions for the staff member being coached. 		
connection between the data gathered on student outcomes and the data gathered on teacher actions. This can be differentiated depending on the teacher. E.g.	they will also analyze artifacts from their own instruction to identify causal teacher actions as well	
In giving feedback - whether it is written or delivered verbally, face-to-face - coaches should aim to make the	When teachers analyze their data for pre-work,	REFLECT
In coaching observations, be sure to gather qualitative and quantitative data on student outcomes. These data points can be shared with instructional staff when giving feedback (e.g., "I noticed that 2 out of the 5 students that I surveyed were unable to identify the correct supporting quote - let's look at the difference between the close reading annotations of the students who were mastering the material and the ones who weren't").	Across these weekly data conversations, grade level teams will look at multiple types of data (quantitative and qualitative)	GATHER EVIDENCE
What Should I Do In My Coaching?	Shifts in DDI for 14-15	DDI Habit

ROCKETSHIP WALL TRACKER





Rationale	Of the three math programs, Dreambox is most similar to EnVision and Singapore in the approach to teaching conceptual math. Students in K-3 should be able to complete 2 bescens for eveny 20 minutes they are on Dreambox which equales to 6 tesson per week if 60 minutes are completed. Grades 4-5 should aim for completing 1 unit per week when they complete an average of 60 minutes as welt.	S. I Marin provides opportunities for students to strengthen their foundational understanding of math and develop fluency in math. Achieving 3% growth towards completion of the syllabus is a reasonable target if students are spending 40 minutes on ST Math each week. The recommendation is spending at least 20 minutes in one sitting on the program is more managed to simulational homework for two reasons.	Thesay is these recommended to support the second s	The math goal each week is any combination of the 3 programs for 100 minutes. This enables schools to be flexible in which programs they choose to use during OLPs and 100 minutes is a reasonable target that all schools should be able to reach.	Students who complete 80 minutes on Lexia each week should gain 1 unit. This is a reasonable expectation. It is recommended that they spend at least 20 minutes on Lexia when they are on the program. Three lessons por week is a reasonable expectation if students are spending an average of 40 minutes on ifeasty in a given week. The recommendation is to spend at least 20 minutes in one sitting on the		100 minutes. This enables schools to be lexible in which programs they choose to use during CLPs and 100 minutes is a reasonable target that all schools should be able to reach.		While 100 minutes of independent reading are recommended on a weekly basis, this data will not be tracked. AR points will be tracked. Students earn a very small number of AR points (0.5 - 2) for reading short, simple books. Students earn a high number of points for reading more complex books. Students earn a high number of points for reading there complex books (5+). Knowing this, not all students will take an AR quiz weekly. The average for each student should come out to 1 point per week which means that students who read the smaller, simpler books should be lessing more frequently and students reading longer, more complex books should be lessing less frequently but they will receive more points. 1 point per student per week on average is a very reasonable expectation.
Life Work/ Homework Minutes (Recommended)			100 minutes recommended*			Ready is the recommended reading program to use at home to supplement homework.			Students should be reading at home, but quizzes will need to be taken at school during the school day.
Academic Target (joule)	K-3: 6 unique lessons/week mastered 4-5: 1 unif/week mastered	3% syllabus progress/week	85% mass rake		1 unil master freek	85% pass rain			1 AR point gained/week
Recommended Sequencing	W,T,W	F,	ar you		M, T, W	T, F		Independent reading of 20 maintees per day and testing when books have been read	*Best Practice Tip: Picture books and books less linan 20 pages should be read 3 linas prior to taking an AR quiz. It is recommended that students complete a reading loghreading comprehension activity/character skelch/plot map/story retell/etc. prior to taking an AR quiz.
Minutes Per Week	60 minutes	40 minutes	100 minules	100 minutes	60 minutes	40 minutes	100 minutes		100 minutes of independent reading (not AR time)
Program	Dreambox	ST Math	Ready	Total	Lexis	Ready	Total		Accelerated Reader
	MATH				READING				INDEPENDENT



Math OLPs	Independent Work	Whole Group	Remediation	Stations/Centers	Homework/Life Work	Instruction
	can complete without assistance		Supports Tier II	can collaborate with a friend, target skills to work on, assigned workstream	can complete without assistance and is easier to track as to whether or not activities were completed	Progress Monitoring
Dreambox	Dreambox is 100% adaptive and corrects students' misunderstandings It's almost like having another teacher in the classroom.	Cannot cue up specific content access to manipulatives to demo for students' concepts	Dreambox is 100% adaptive and corrects students misunderstandings. It's almost like having another teacher in the classroom.		Parents are typically not able to support and help at home. The program requires the use of headphones for the auditory components which can be complicated.	Not assignable
ST Math	ST Math provides grade level math practice		ST Math is only on grade level and does not adapt to lower grade levels.		This program can be tracked by staff to see if students logged in at night and used it. The program does not require headphones or support from parents.	
iReady	Completely adaptive if the diagnostic placed them correctly.	Can cue up specific pieces and content.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete. It is very difficult to check if students logged in at home and it doesn't correct misunderstandings to help a student progress.	Teachers are able to assign specific objectives for students to complete.
Reading OLPs						

Math OLPs	Independent Work	Whole Group	Remediation	Stations/Centers	Homework/Life Work	Corrective Instruction
	can complete without assistance	used by a teacher for direct instruction	Supports Tier II	can complete can collaborate without assistar with a friend, target and is easier to skills to work on, track as to whet assigned or not activities workstream were completed	can complete without assistance and is easier to track as to whether or not activities were completed	Progress Monitoring
Lexia	Completely adaptive	Not assignable	Completely adaptive	Not assignable	Completely adaptive	Not assignable
	Completely adaptive if the diagnostic placed them correctly.	Teachers a to assign stone on the contract of	Teachers are able to assign specific objectives for students to	Teachers are able to assign specific objectives for students to	to assign specific objectives for students to complete. It is very difficult to check if students logged in at home and it doesn't correct misunderstandings to help a student	Teachers are able to assign speoific objectives for students to
Accelerated Reader Reading	iengury. Independent Reading	Students may take AR tests off of read alouds and shared reading in class.	Complete	complete. Independent Reading	Students should be reading at home but quizzing at school.	on bear

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Weekly	Daily
School leaders can use the data to coach ILSes and teachers.	Students and ILSes can track student progress and hold themselves accountable daily.
School leaders will receive a data tracker every Monday reporting school progress on OLPs the week prior	Students can maintain their own tracker and keep track of their minutes/lessons completed every day.
Begins 9/30	Students can reflect on how well they are progressing toward their own goals.
Compiled by Maggie	ILSes in the Learning Lab can track by class and by student and postfrecord student minutes and fessons completed.

College Pennant Picture



Rocketship report card

ROCKETEER Report Card

Name:

ELA Teacher:

Math Teacher:

College:

Assessment	Aug/ Sep	Oct	MAP Goal
Math			
MAP			
Math			
Benchmark			
ELA			
MAP			
ELA			
Benchmark			

Spring

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Math Strand Name	Fall	Winter	Spring		ELA Strand Name	Fall	Winter
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STEP & HFW	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Goal
STEP						
HFW						

Parent Expectations	Fall	Winter	Spring
Tardies	-		
Absences	-		
Homework			
Parent Hours			

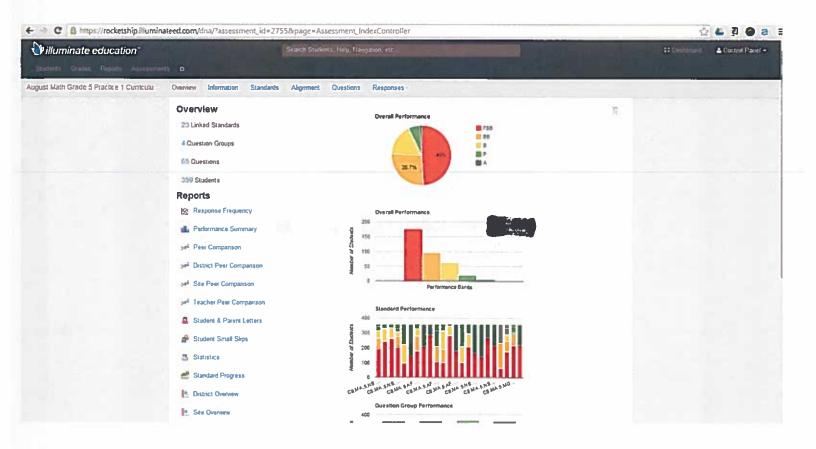
Core Values	Fall	Winter	Spring
Responsibility			
Persistence		•	
Empathy			
Respect			

Comments:





Illuminate Screen Shot

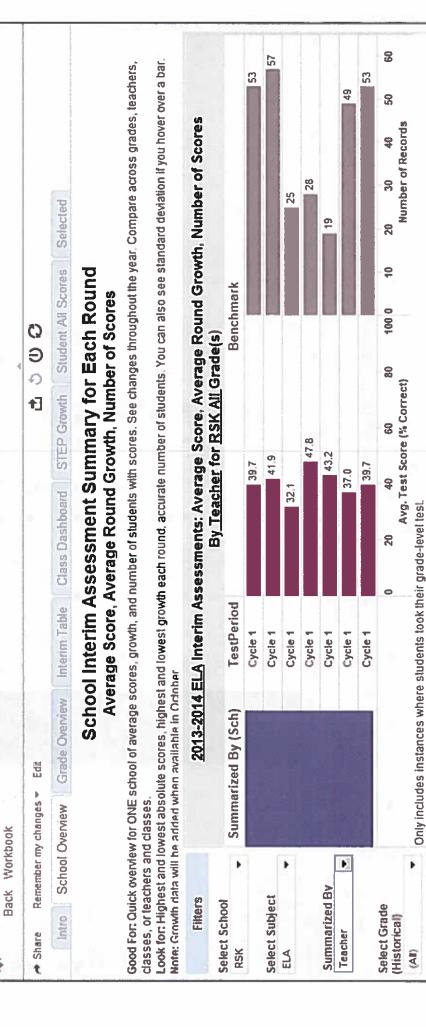




Interim School Overview

Interim workbook for teachers 2.0





Data updates nightly (e.g., if you entered scores on Tuesday, they would be available on Wednesday)

Interim - Student All Scores



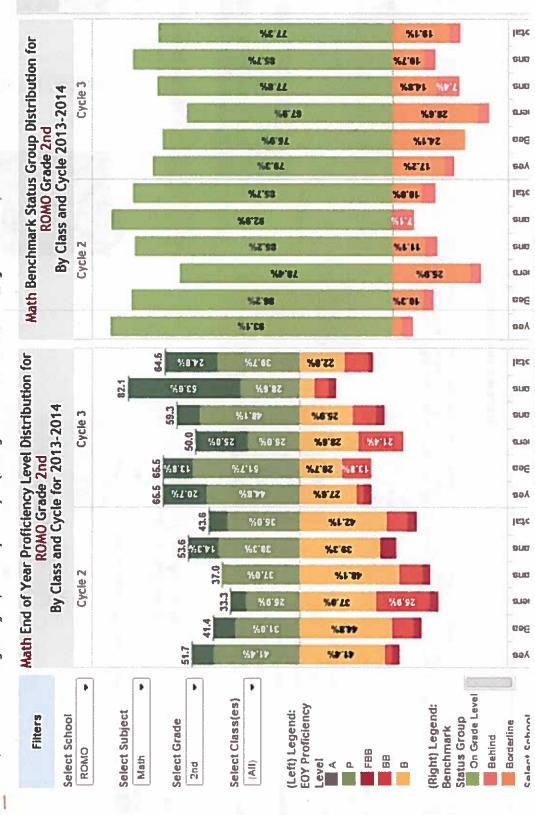




2013-

Interim - Class Dashboard

Good For: Compare how your students are doing toward achieving proficiency (left) and how they for this point in the year (right). Look For: Positive changes in groups from cycle to cycle (taller green sections and/or shrinking red sections). Class Dashboard by Round





Breakdown - Standard

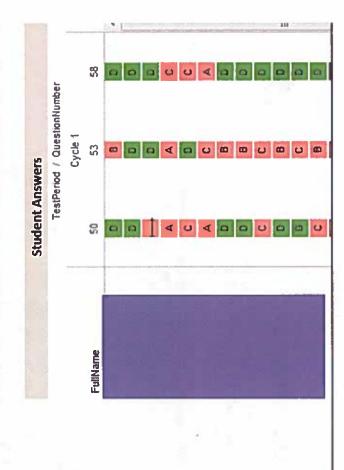
Standard Breakdown

3004 For Identify strengths and weaknesses in standards and improvement over time. Then, investigate specific questions that students are having trouble answering.

Agions: Click on a standard score percentage from the bottom left table to view how students scored on the relevant questions. Question Performance: Displays percentage of students who

Strand Scores RSS 2nd Grade - Class	Strand Scores RSSP Math		Question Performance MA.2.MG.2.2 - Cycle 1 -
	TestPeriod		RSSP 2nd Grade - Class Broncos
StrandName	Cycle 1	Click on a	StandardName / TestPeriod
Algebra & Functions	30%	Standard Sones	MA.2.MG.2.2
Measurement & Geometry	54%	table to view the	nNum Cycle 1
Number Sense	25%	relevant Question	50
Statistics, Data, Probab苗ies	36%	Student Responses	53 33%
Grand Total	49%	for those questions.	58
		Grand Total	Total

74%



53%

MA.2 MG.2.1

MA.2.NS.1.2

MA.2.NS.1.1

Number Sense

MA.2.NS.2.2

MA.2.NS.2.1

MA.2 NS 3.2, MA.2.

MA.2.NS.3.2

MA.2.NS.3.1

TestPeriod Cycle 1

StandardName MA.2.MG.1.4 MA.2.MG.1.5

StrandName

100%

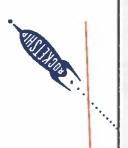
Avg. PercentCorrect 40%

Standard Scores for RSSP Math Grade 2nd Class Broncos

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Breakdown - Item



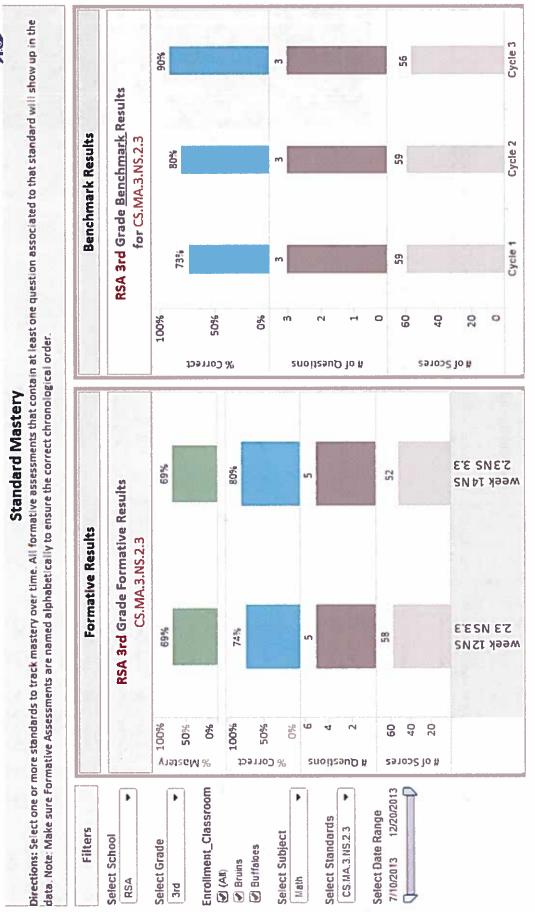
Item Breakdown

Good For: Identify which questions/items students struggled to answer correctly. Action: Click on any item in the left-most table to view how each student answered it.

Click on a question		Item % Correct for RSSP Math	for RSSP Math O	Cycle 1		Item Answ	Item Answers for RSSP Math Cycle 1	P Mat	h Cycle	н		Question 7	
from the "Item %		2nd Grade	2nd Grade, Class Elephants			2nd G	2nd Grade, Class Elephants	Eleph	ants		Œ	FullName	7
student-level answers				TestPeriod					Answer				0
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Filters	-	Number Sense	MA.2.NS.1.3	Š	-	MA.2.NS.1.3	335	24%	34%	31%	1		•
	7	Number Sense	MA.2.NS.5.2	(0.00)	14	MA.2.NS.5.2	1				TOTAL TOTAL		ပ
2013-2014 •	m	Number Sense	MA.2.HS.1.3		60	MA 2.NS.1.3	21%	15	348	22%			a
	4	Number Sense	MA.2.HS.2.2	25.5	4	MA.2.NS.2.2			18865				۵
School	4n	Number Sense	MA.2.NS.1.1		ro.	MA.2.NS.1.1	340	79%	10%	×		THE REAL PROPERTY.	0
	9	Number Sense	MA.2.NS.6.1	¥	9	MA.2.NS.6.1	188	148.35	1822	1800			۵
TestSubject	7	Number Sense	MA.2.NS 3.2	78%	2	MA 2.NS 3.2	7%	28%	17%	48%			ပ
Math	80	Number Sense	MA.2.NS.4.2	The same of	co Iti	MA2.NS.4.2			1		itit		m
Grade Level	თ	Number Sense	MA.2.NS 4.1	3,000	O	MA.2.NS.4.1		100%					00
2nd	10	Number Sense	MA.2.NS.1.1	7667	9	MA.2.NS.1.1	186	100					0
	=	Number Sense	MA.2 NS 4.3	K	=	MA.2.NS.4.3	388	120		348%			U
Elephanis	12	Humber Sense	MA.2.NS.2.1		12	MA.2 NS.2.1		Mile	100	1888			00
	13	Number Sense	MA.2.NS.3.1	205	13	MA_2.NS.3.1		E	97%				۵
TestPeriod	14	Number Sense	MA.2.NS.1.3		=	MA.2.NS.1.3	-						4
	15	Number Sense	MA.2.NS.5.1	7.55	15	MA.2.NS.5.1	155	K.	17.8	2 %68	×		4
StrandName	16	Number Sense	IA 2.NS.3.2	10.25	16	MA.2.NS.3.2			100	15			۵
(All)	17	Number Sense	MA.2.NS.3.3	THE STATE OF	17	MA.2.NS.3.3	73,	14%	1255	だ		N. C.	۵
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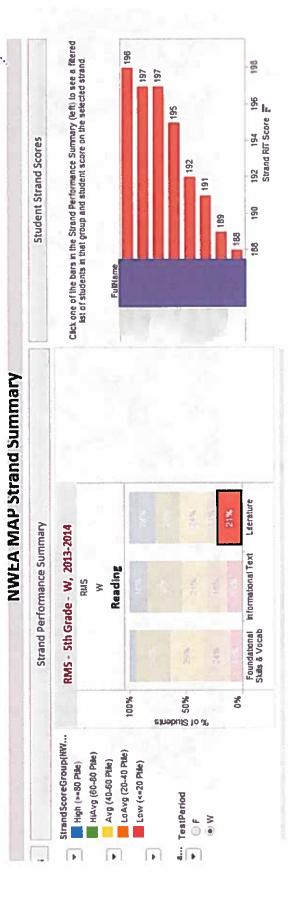






How have students performed on questions aligned to these standards across various assessments? Formative	week 14 NS 2.3 NS 3,3 Cycle 1	100% 100% 100% 100%	100% 33% 67% 100%	100% 100% 100% 100%	100% 100% 100% 100%	80% 100% 100% 100% 100%	100% 67% 100% 100%	100% 100% 100% 100%	%001 100% 100% 100%	%001 %001 100%
ow have students per	3°3 MGGK TS N2 S°3 N2	20%	%09	100%	%09	100%	100%	100%	808	100%

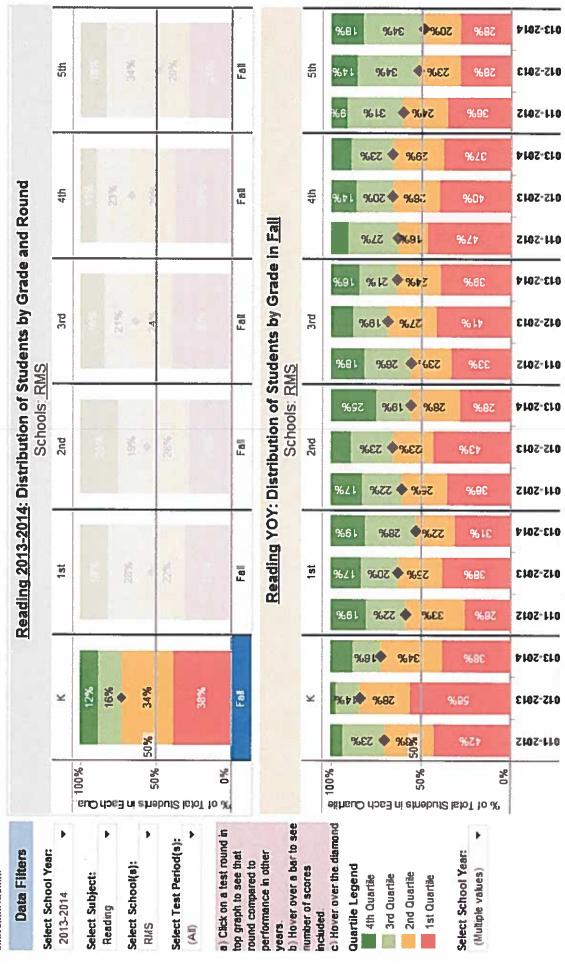




MAP Workbook for School Leaders - Percentile Ranks

NWEA MAP: Performance Trends in Percentile Rankings by Grade

Good For: Comparing performance by grade throughout the year or to other years, identify strengths and weaknesses, in terms of grade level performance, across the network or at your ndividual achaol



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