



**S K Y R O C K E T**  
**E D U C A T I O N**



**SKYROCKET**  
**EDUCATION**

# Agenda

## Topic

**Our Model**

**What is Coaching?**

**QandA**

# Three Trends



# The Skyrocket Frameworks



## TEACHER COACHING FRAMEWORK

K-12

**STRAND 1 CLASSROOM CULTURE**  
**STRAND 2 CONTENT MASTERY**  
**STRAND 3 RIGOR**

**WE CAN. WE WILL. SKYROCKET.**

Prepared by Skyrocket Education • info@skyrocketed.org  
 Evidence/Bibliography available at skyrocketed.org  
 © 2018 Skyrocket Education | Commercial Use of Copyrighted Content Prohibited.

This content has been provided by Skyrocket Education and is protected under U.S. and International copyright law. Use of this content for commercial purposes, including providing this content to others for commercial purposes, or using this content in conjunction with other commercial products or services, is strictly prohibited.

## STRAND 1 CLASSROOM CULTURE

**STUDENT OUTCOME GOAL:**  
 STUDENTS ARE ON TASK THROUGHOUT THE LESSON.

### FOUNDATIONAL TEACHER ACTIONS

1. Classroom is neat, clean, and organized. Classroom layout (seating chart, desks, whiteboard, projector, etc.) is most conducive to student learning.
2. Teacher and student materials are prepared in advance and all lesson components (objective, agenda, worksheets, daily learning assessments) are logical and accessible for students.
3. Classroom displays reflect information about students as well as teacher. Displays are relevant and culturally inclusive.
4. Teacher creates, models, and habituates equitable expectations for all class routines. These routines and academic expectations are printed, visible, and relevant to all students.
5. A signal (call and response, countdown, claps, etc.) is used to achieve and maintain one voice when appropriate.
6. Directions are delivered warmly and in the formal register from the front of the room and/or with the attention of the overwhelming majority of students.
7. Major directions include information on time, task, materials, and sound. Directions are chanted and age appropriate.
8. Teacher scans the room after every direction to determine whether expectations are being met.
9. Teacher genuflects publicly, and briefly acknowledges students meeting expectations immediately after every direction given. During work time, teacher probes specific student actions relevant to learning.
10. A continuum of redirection is used and a ladder of logical consequences is followed for misbehavior.
11. Teacher actions and materials authentically and intentionally build positive relationships with students.
12. Teacher uses growth mindset language to both celebrate and motivate students after social and class achievements and growth opportunities. Student work is printed, visible all regularly, and highlights successes and growth opportunities.
13. Teacher is knowledgeable of student 504, IEP, and/or behavioral support plans, and makes necessary accommodations. Collaboration with student services team is regular and intentional.

### RUBRIC FOR EVALUATION

% of Students Meeting this Outcome



Teacher must rate proficient or higher over multiple observations to move on to Strand 2



## LEADER COACHING FRAMEWORK

K-12

**STRAND 1 FUNDAMENTALS**  
**STRAND 2 COACHING**  
**STRAND 3 BALANCED LEADERSHIP**

**WE CAN. WE WILL. SKYROCKET.**

Prepared by Skyrocket Education • info@skyrocketed.org  
 Evidence/Bibliography available at skyrocketed.org  
 © 2018 Skyrocket Education | Commercial Use of Copyrighted Content Prohibited.

This content has been provided by Skyrocket Education and is protected under U.S. and International copyright law. Use of this content for commercial purposes, including providing this content to others for commercial purposes, or using this content in conjunction with other commercial products or services, is strictly prohibited.

## STRAND 1 FUNDAMENTALS

**LEADER OUTCOME GOAL:** The school is positive, organized, and purposeful. School leaders design systems, provide supports, and hold everyone accountable to schoolwide expectations. The school is an equitable environment for students, families, and staff

### FOUNDATIONAL LEADER ACTIONS

1. Design and execute on foundational school systems and common expectations (vision, values, non-funder goals, 3rd parties, etc.).
2. Design, implement, and monitor consistent school culture systems that ensure equitable treatment of all students and staff. "See Skyrocket Culture Framework for reference."
3. Create and follow a weekly calendar that includes all goal-impacting and program critical leader actions. Leader spends 100% of their time on these schoolwide priorities.
4. Walk the building and be present and active during school-wide student events (morning arrival, rotations, lunches, and dismissal, etc.) to celebrate and reinforce common expectations.
5. Visit every classroom in a morning walkthrough to build positive relationships with teachers and reinforce culture expectations while ensuring the facility is bright, clean, and functioning.
6. Use data collected during walks to inform daily leadership meetings and weekly leadership meetings, providing logistics and problem-solving to ensure staff is informed and challenged (see attached).
7. Lead weekly 1:1 check-ins with individual leadership team members (culture, instruction, operations, etc.), that focus on improving leader skill in consistency and equitably executing school instruction, operations, and culture systems and reinforcing common expectations.
8. Ensure that a training series for all school staff on diversity, equity, and inclusion is delivered.
9. Engage staff members in social conversations. Lead planned and unplanned conversations that are direct, urgent, and supportive to reinforce values and common expectations.
10. Lead recurring staff meetings to celebrate success, highlight growth opportunities, and build a sense of community among staff.
11. Ensure recurring student community meetings occur to celebrate success, highlight growth opportunities, and build a sense of community among students and staff.
12. Send a weekly email to staff each Monday with shout outs, reminders, and a calendar of events for the coming week.

### RUBRIC FOR EVALUATION

% of staff who agree or strongly agree to all Strand 1 survey questions



Leader must rate proficient or higher over multiple observations to move on to Strand 2



## SCHOOL CULTURE FRAMEWORK

K-12

**STRAND 1 FOUNDATIONAL SYSTEMS**  
**STRAND 2 DATA-DRIVEN LEADERSHIP**  
**STRAND 3 JOY IN EQUITY**

**WE CAN. WE WILL. SKYROCKET.**

Prepared by Skyrocket Education • info@skyrocketed.org  
 Evidence/Bibliography available at skyrocketed.org  
 © 2018 Skyrocket Education | Commercial Use of Copyrighted Content Prohibited.

This content has been provided by Skyrocket Education and is protected under U.S. and International copyright law. Use of this content for commercial purposes, including providing this content to others for commercial purposes, or using this content in conjunction with other commercial products or services, is strictly prohibited.

## STRAND 1 FOUNDATIONAL SYSTEMS

**CULTURE OUTCOME GOAL:** Families, students, and staff members surveyed know the vision for the school, can articulate rewards and consequences, and report that they receive frequent and timely communication from culture team members.

1. Leaders have clearly defined, articulated, modeled, and habituated their vision for culture in their schools.
2. A family and community handbook is updated regularly and shared with all stakeholders; it reflects realistic and enforceable expectations for students and families.
3. School-wide expectations are transparent, communicated, and monitored. All staff are trained, provided feedback, and coached to meet systemic expectations with positivity (transitions, arrival, dismissal, hallway posts, etc.).
4. Leader actions display universal accountability of all parts of their school and school community.
5. School culture team members are present and visible during predictable high traffic parts of the day and in areas in and around the school grounds that are least monitored (Stairwells, near bathrooms, outside during arrival, etc.).
6. A welcoming community is cultivated for all students, hallways and classrooms are adorned with relevant and culturally responsive positive messaging, student celebration, student work, school-wide data, and initiatives that promote school pride.
7. The culture team functions as a cohesive unit. The team reflects on, modifies, and reviews the execution of culture systems, stamping this in ongoing daily and weekly agendas.
8. School culture members utilize, maintain, and share updated individual calendars for organizing individual responsibilities, events, meetings, and tasks.
9. Leaders, with teacher and student input, have designed and communicated a year-long school culture calendar that outlines planned major events, trips, and positive activities (and of report period celebrations, student achievement recognition, etc.).
10. Leaders ensure that a scaffolded ladder of rewards, consequences, and redirections exist and are used consistently by all staff members.
11. Families, teachers, and students are notified of outcomes by close of business the day culture incidents take place. These conversations are informative, non-judgmental, and solutions-oriented.
12. The culture team communicates with staff, students, and families in multiple ways and through multiple mediums throughout the week (daily culture blast, student information boards, family newsletters, school website, etc.).

### RUBRIC FOR EVALUATION

% of families, students, and staff who agree or strongly agree to Strand 1 survey questions



Take a quick peak! What do you notice?



# What Did You Notice?

1. Hierarchical
2. Provided Actions
3. Bite-sized
4. Progression of Actions
5. Outcomes!

# 8 Facets



**RELATIONSHIPS!!**

# 8 Facets

**FRAMEWORKS**

**EXPECTATIONS**

**DATA**

**GOALS**

**COMMUNICATION**

**ACCOUNTABILITY**

**PRACTICE**

**REAL-TIME  
COACHING**



# What is Coaching?

## DEFINE IT:

- Train or instruct (a team or player).
- Give (someone) extra or private teaching.
- Teach (a subject or sport) as a coach.
- Prompt or urge (someone) with instructions.

## ASK YOURSELF:

- Did that person just get significantly better at something?
- Do they know their next steps?
- Have I put systems in place so I'm able to hold them accountable?

# Q&A



SKYROCKET  
EDUCATION

GOODBYE &

THANK YOU

[Michael@SkyrocketED.org](mailto:Michael@SkyrocketED.org)

516.840.4386





# **OpenLiteracy**

Transforming Literacy  
Outcomes in Beloit

# Agenda

- Launching OpenLiteracy
- Lessons learned from OUSD
- Building a coherent literacy plan
- The importance of parents as partners
- “Just” 60 students
- Key features of the Open Literacy model
- Building for sustainability
- What does success look like after three years?



The background is a solid dark blue color. It features several thick, curved lines in various shades of blue and green. A prominent light blue curve starts from the top right and curves towards the bottom left. A darker blue curve starts from the bottom right and curves towards the top left. A bright green curve starts from the bottom left and curves towards the top right. The text is positioned in the upper left quadrant of the image.

**OpenLiteracy**

OpenLiteracy's origin story

# OpenLiteracy's Origin Story

- Tenure stream R1 research professor
- Research focused on reading comprehension and understanding the complex task of teaching elementary students how to read skillfully
- Felt very distanced from the work of teachers, students and families
- Launched OpenLiteracy so that I could work in the trenches
- Pivoted to focusing exclusively on tutoring in June 2020 as the most high leverage intervention available to us



# **OpenLiteracy**

Lessons learned from OUSD

# **Eat.Learn.Play. Makes A Historic Investment To Advance Literacy in Oakland With \$25 Million Investment**

“This commitment is about more than just closing the literacy gap—it’s about giving these kids the confidence to succeed in all areas of life. We’ve seen firsthand the impact this level of tutoring support can have on a child’s development, and it is our hope that we can work to close the literacy gap and encourage reading for a generation of students.”

—Stephen & Ayesha Curry, co-founders of Eat. Learn. Play



# Tutoring in Oakland Unified School District (OUSD)

- Eat. Learn. Play. Foundation has made a multi-year commitment to tutoring in Oakland
- Laser-focused on Oakland
- Strong commitment to evaluation & learning
- Outlined non-negotiables for the district



# Tutoring in Oakland Unified School District (OUSD)

**pilot → learn → align → scale appropriately**

# Careful Scaling in Oakland

**1,500**

**Full implementation 2025–2026**

**1,200**

**Year long pilot 2024–2025**

**500**

**Winter/Spring Pilot 2024**

# OUSD Partnership

**Pilot: Jan – May 2024**



200 Students



6 Schools



93% of students grew  
one or more skills on  
phonics screener

# OUSD Partnership

## Year Long Pilot: 2024-2025



500 Students



11 Schools

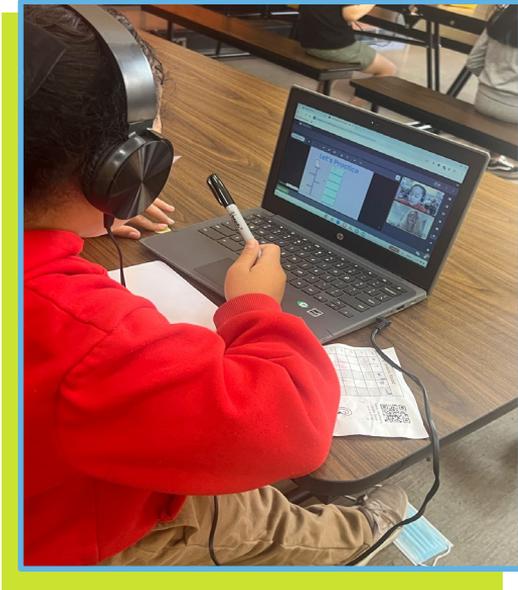


Highest growth on iReady  
compared to other two  
providers *(External  
Evaluator: CRPE)*



# OUSD Partnership

## District Wide Implementation: 2025–2026



750 Students



27 Schools



Randomized Control Trial  
with Johns Hopkins  
designed to understand  
MTSS system in OUSD

# Lessons Learned from OUSD

- Start small, build a true partnership
- Learn from pilots to iterate and improve
- Build tutoring into school schedule
- Ally to teachers – to make a difficult job doable and sustainable
- Build teacher buy in early
- Develop systems that allow for coherence between tutoring and the classroom



# **OpenLiteracy**

Supporting a coherent  
literacy plan

# Supporting a Coherent Literacy Plan

## Filling and closing the gap through cohesive MTSS

### Tier 1: Core Curriculum (district-owned)

- Strong Tier 1 instruction and assessment prevents students from falling behind before the gap widens

### Tier 2: Small Group Intervention (district-led)

- Data is used to identify students in Tier 1 that need extra support
- Small, targeted groups are led by teachers or school support staff

### Tier 3: 1:1 Tutoring (highest-intensity intervention)

- Students well below benchmark or not making progress in Tier 2
- 1:1 individualized support with certified teachers
- Assessment is used to transition students back to Tier 1 and 2
- Slots remain fluid to support as many students as possible
- Tutoring provider is a partner in a coherent MTSS system





# **OpenLiteracy**

## Parents as Partners

# Parents as Partners

## OpenLiteracy

- Host parent introduction to tutoring program
- Send regular progress notes
- Engagement initiatives for breaks school breaks
- Participate in school literacy events to encourage connection

## Parents

- Support student attendance
- Engage with progress notes
- Read monthly parent newsletter with literacy tips and activities
- Access decodables and phonics games on our website



**OpenLiteracy**

“Just” 60 students

# “Just” 60 Seats

- 60 tutoring seats, not 60 students
- These 60 seats are a systems level designed to establish the Tier 3 infrastructure Beloit can later scale with other funding sources
- Every district that has successfully scaled high-impact tutoring started small



# **OpenLiteracy**

Key features of the  
OpenLiteracy model

# Key features of the OpenLiteracy model



## **Virtual**

- Maximizes student and tutor attendance
- Maximizes staffing options to provide 1:1 tailored instruction
- Minimizes school burden: no hiring, onboarding, or coverage challenges



## **UFLI Aligned Scope and Sequence**

- UFLI is a Tier I curriculum; OpenLiteracy is designed specifically for Tier II and III
- OpenLiteracy's curriculum addresses key skill challenges (e.g., blends, fluency, comprehension)
- Intensive EL supports for access and acceleration



## **Certified teachers with deep literacy expertise**

- Average of 15 years teaching experience
- Rigorous application process and ongoing training and coaching
- Students are matched with a consistent tutor for the duration of tutoring

# Why not use paraprofessionals?

Oakland Unified, where we are key partners, has literacy tutors in every school. Oakland's program has led to literacy gains of up to 188% increase in typical growth. And yet, they still have high impact 1:1 tutoring for Tier III instruction.

**Why?** Because 80% of K-3 students in OUSD aren't reading at grade level. **The task of getting ALL students reading on grade level is enormous and will require a multi-pronged approach.** Staffing challenges and the multiple demands on paraprofessionals time also limits the impact they can make.

# Why not use paraprofessionals?

For students with reading difficulties, tutoring is most effective when delivered by trained educators—not volunteers or minimally trained staff. This finding is remarkably consistent across decades of meta-analyses. This is not a critique of paraprofessionals — it's a recognition that students with the most severe reading gaps require the most specialized instruction.\*

- **Wanzek et al. (2016; 2018)**

Found that intensive reading interventions had *meaningfully larger effects* when delivered by **highly trained instructors, especially for students with severe reading deficits.**

- **Scammacca et al. (2007; 2016)**

Reported stronger outcomes when interventions were:

- Explicit
- Individualized
- Delivered by instructors with expertise in literacy development

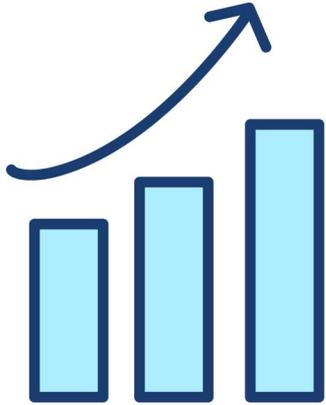
*\*Relevant research articles linked at end of presentation*



**OpenLiteracy**

Building for sustainability

# Building for Sustainability



- Year 1 builds systems
- Year 2 refines and improves these systems
- Year 3 positions the district to either reduce Tier 3 demand or fund it through braided sources (Title I, intervention reallocations, or philanthropic renewal)

# OpenLiteracy

What does success look like?

# Student Impact



We expect strong literacy growth each year as measured by district literacy benchmarks (e.g., Aimsweb).



The real success metric is whether Beloit ends three years with fewer students needing Tier 3 support.

# Importantly...



OpenLiteracy is a partner, not a proprietary solution. The systems and learnings remain with Beloit regardless of future decisions.

The background is a solid dark blue color. It features several thick, curved lines in various shades of blue and green. A prominent light blue curve starts from the top right and curves towards the bottom left. A darker blue curve starts from the bottom right and curves towards the top left. A bright green curve starts from the bottom left and curves towards the top right. The text 'OpenLiteracy' is positioned in the upper left quadrant, and 'Q&A' is positioned directly below it.

**OpenLiteracy**

Q&A

# Relevant Research

**Nickow, A., Oreopoulos, P., & Quan, V. (2020).** *The impressive effects of tutoring on PreK–12 learning: A systematic review and meta-analysis of the experimental evidence* (NBER Working Paper No. 27476). National Bureau of Economic Research. <https://doi.org/10.3386/w27476>

**Nickow, A., Oreopoulos, P., & Quan, V. (2024).** The promise of tutoring for PreK–12 learning: A systematic review and meta-analysis of tutoring field experiments. *American Educational Research Journal*, 61(1), 74–107. <https://doi.org/10.3102/00028312231208687>

**Kraft, M. A. (2024).** *What impacts should we expect from tutoring at scale?* (EdWorkingPaper No. 24-1031). Annenberg Institute at Brown University. <https://edworkingpapers.com/ai24-1031>

# Relevant Research

**Wanzek, J., Vaughn, S., Scammacca, N., Gatlin, B., Walker, M. A., & Capin, P. (2016).** *Meta-analyses of the effects of Tier 2 type reading interventions in grades K–3.* Educational Psychology Review, 28(3), 551–576. [DOI: 10.1007/s10648-015-9321-7](https://doi.org/10.1007/s10648-015-9321-7)

**Wanzek, J., Stevens, E. A., Williams, K. J., Scammacca, N., Vaughn, S., & Sargent, K. (2018).** *Current evidence on the effects of intensive early reading interventions.* Journal of Learning Disabilities, 51(6), 612–624. [DOI: 10.1177/0022219418775110](https://doi.org/10.1177/0022219418775110)

**Scammacca, N. K., Roberts, G., Vaughn, S., & Stuebing, K. K. (2007).** *A meta-analysis of interventions for struggling readers in grades 4–12: 1980–2004.* Journal of Learning Disabilities, 40(4), 340–357. [LINK](#)

**Scammacca, N. K., Roberts, G., Vaughn, S., & Stuebing, K. K. (2015).** *A meta-analysis of interventions for struggling readers in grades 4–12: 1980–2011.* Journal of Learning Disabilities, 48(4), 369–390. [DOI: 10.1177/0022219413504995](https://doi.org/10.1177/0022219413504995)