DTSDE District-Submitted Report Review Activity

Activity Guidance:

All Focus Districts that have Priority or Focus Schools, which are not receiving a New York State Education Department (NYSED or "the Department" school visit, must conduct a District-led Review or a School Review with District Oversight using the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric. Upon completion of the school visit, school districts submit the generated reports to NYSED for review. The Department's staff reviews the reports using a DTSDE report review rubric (see below). Below is a blank version of the rubric that is currently used. This session will be activity-based, with the goal of each activity is to review a Statement of Practice (SOP) from different district submitted reports and conduct a mock review of each SOP to understand each aspect of the rubric. **When SED uses the Report Review Rubric, it rates the entire report not each SOP.**

Report Review Rubric:	Rarely/ Never	In Some Instances	In Most Instances	In All Instances
1. The report narrative aligns to the SOPs.				
2. The report is clear and does not contain contradictions.				
3. The report provides sufficient evidence to support the findings.				
4. The evidence supports the ratings. (Highly Effective and/or Effective are mostly positive, while the ratings of Developing and/or Ineffective make clear reference to shortcomings)				
5. The evidence is connected to impact it is having.				

Participants will review the district submitted rating for each SOP, along with the corresponding narrative. Using the measures of the report review rubric, determine how the report review rubric rating should be assigned based on the narrative and the understanding provided during this session.

Materials Needed for District Submitted Report Reviews:

- DTSDE Rubric
- District Submitted Report Review Rubric
- District Submitted Report Narrative Samples

District-led or School Reviews with District Oversight should use the DTSDE rubric along with the guiding questions SOP prompts, during reviews for team discussions to focus the report narrative. In addition, the district submitted report review rubric, the Report Writing Style Guide, and the corresponding DTSDE Report Template should be used, when writing the final reports.

Thank you!

Participants should write their question(s) about this session to share with us.

DTSDE District-Submitted Report Review Activity

Tenet 3

District Submitted Report Rating:

3.2 The school has received a rating of Developing for this Statement of Practice: *The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.*

District Submitted Narrative for Rating:

The school leader and staff have clear expectations for rigorous and coherent curricula that are aligned to the CCLS, but there are varying levels of implementation with little or no evidence of monitoring or adapting to meet the needs of students. The master schedule provides time for grade level and vertical teams to have Common Planning Time (CPT). Additionally, the school leader provided an Addendum to the Teacher Handbook that identified expectations for lesson planning, including homework, and the requirement that plans be visible for school leader walk-throughs. School leaders collect lesson plans at the end of each month and provide written feedback. As noted earlier in the report, 19 out of a possible 49 teachers either did not hand in any plans or handed in unacceptable plans. Teachers received checks for observed evidence in plans, and comments noted feedback forms were given as reflective questions: "How do you assess that the student mastered the objective? How are you implementing the CC? Where is the vocabulary? Please see me with your plans." Additional shared documentation identifies the need for lessons to have focus/purpose; students need to know what is expected of them; teachers need to help students organize to accomplish objectives; staff must measure student understanding and inform decisions to move on or to re-teach. The Addendum to the Teacher Handbook states: "Teachers must come to school prepared to teach each day. Thoroughly written lesson plans result in a better managed classroom, more effective teaching and increased student learning and achievement. Although there is no specific format to follow for developing your plans, written plans are required and the following elements should be included: an objective (measurable), motivational activity to focus and engage students, a guided activity for practice, an independent or group activity, verbal or written assessment, summary and application, and homework assigned every day that is meaningful." However, the school leaders admit that follow-through with hard discussions or counseling memos is difficult for them to implement, limiting the level of proficiency expected in these plans. Only 16 of 40 classes observed had lesson plans available that cited appropriate CCLS. The new instructional coach assigned to the school will assist in working with teachers in the area of lesson/unit plan and assessment and development aligned to the CCLS. Several teachers interviewed in the vertical team meeting cited the lack of knowing what they would be teaching until the week before school as hampering their lesson development. They also expressed a need for more PD, especially in the use of the math modules. There is extensive information to cover; teachers know the pacing is off, and they are behind in their unit and lesson planning. Additionally, some of the modules still have not been released from NYSED. Teachers also commented on the lack of a specific curriculum or time to establish learning targets for all students who are receiving RtI, especially if the class-size is 28. They further commented on general classroom size making it difficult to differentiate and to re-teach while still covering the material required in the Engage NY modules. Therefore, the current state of inconsistent planning with rigor and alignment of unit and lesson plans with the CCLS impedes the quality of instruction and preparation of students for college and career readiness.

Report Review Rubric:	Rarely/ Never	In Some Instances	In Most Instances	In All Instances
1. The report narrative aligns to the SOPs.				
5. The evidence is connected to impact it is having.				

DTSDE District-Submitted Report Review Activity

Tenet 3

District Submitted Report Rating:

3.3 The school has received a rating of Ineffective for this Statement of Practice*: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.*

District Submitted Narrative for Rating:

The review team found that the use of data to drive differentiated instruction has not yet been internalized and aligned to the CCLS. The data and content coaches have provided initial PD regarding data-driven instruction. Grade level meetings indicate initial data analysis, but teachers have not yet begun to develop plans to meet individual student needs. There was evidence that data was used to plan instruction and construct groups in only one out of twelve classrooms. Although most lesson plans cited CCLS Standards, they were copied from Engage NY. Teachers used complex materials in support of CCLS in only four out of eleven classrooms observed. No unit plans were evidenced. The vertical teacher focus group stated that they follow the District pacing guide, which has been aligned to the CCLS, as well as the CCLS modules, as referenced above. They use websites that are CCLS-aligned for re-teaching; however, actual implementation of rigorous, higher-order thinking skills and differentiation of instruction based on data analysis was not in evidence. As a result, instruction is being significantly compromised in a high number of classrooms due to the fact that the units and lesson plans are either missing or do not have the rigor, higher-order questions and depth and opportunities for deeper contextual understanding, based on student need, as required by the CCLS.

Report Review Rubric:	Rarely/ Never	In Some Instances	In Most Instances	In All Instances
4. The evidence supports the ratings. (Highly Effective and/or Effective are mostly positive, while the ratings of Developing and/or Ineffective make clear reference to shortcomings)				

DTSDE District-Submitted Report Review Activity

Tenet 3

District Submitted Report Rating:

3.4 The school has received a rating of Ineffective for this Statement of Practice: *The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.*

District Submitted Narrative for Rating:

- *As a result of district school based support for teachers, the district ensures that teachers' unit and lesson plans are appropriately aligned to the CCLS curriculum. Without the support of the school leader providing targeted, frequent observations with frequent concrete feedback, there is inconsistent evidence of teachers introducing complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content using differentiated instruction.*

- *The school leader has not provided a consistent schedule that would ensure teacher collaboration within and across grades, enabling children to have access to robust curriculum incorporating the arts, technology and other enrichment opportunities. There was little evidence in classroom observations of incorporating the arts, technology or other enrichment.*

- *While the school has a relatively strong arts program, there was no evidence that the teachers representing the arts had any interaction with regular classroom teachers to see where there were opportunities for collaborate teaching.*

- *While classes of students were observed in the computer lab, there was no evidence of instructional technology built into lesson plans.*

- *There was no evidence presented that illustrated that the school leader and teachers have formal partnerships to address interdisciplinary curricula.*

Report Review Rubric:	Rarely/ Never	In Some Instances	In Most Instances	In All Instances
3. The report provides sufficient evidence to support the findings.				

DTSDE District-Submitted Report Review Activity

Tenet 3

District Submitted Report Rating:

3.5 The school has received a rating of Developing for this Statement of Practice: *The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.*

District Submitted Narrative for Rating:

- *Based on observations in classrooms, at grade level meetings, with students as well as interviews with the school based support team and the school leader, the school leader has not established a data driven culture in the school, which poses a challenge to the school based support team and teachers to use data to inform instruction choices.*
- *The teachers report that after attending district sponsored professional development sessions that they are bringing what they learn back to share with their grade level colleagues. As result, the teachers are beginning to develop a system to analyze and use data to make curricular decisions sporadically.*
- *Based on observations in classrooms and meetings as well as interviews with teacher focus groups, school based support team and the school leader, there was no evidence that teachers are in the process of developing multiple types of assessments that align to the curriculum.*
- *Teachers are beginning to develop a system to analyze and use data to make instructional decisions.*

Report Review Rubric:	Rarely/ Never	In Some Instances	In Most Instances	In All Instances
2. The report is clear and does not contain contradictions.				

DTSDE District-Submitted Report Review Activity

Tenet 4

District Submitted Report Rating:

4.3 The school has received a rating of Developing for this Statement of Practice: *Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.*

District Submitted Narrative for Rating:

The school is inconsistently delivering CCLS-aligned instruction to students. Many teachers observed had lessons with objectives and activities aligned to Common Core Learning Standards. However, in most classrooms observed, questions and tasks required basic recall of information or passive involvement from students. For instance, teachers taught "lecture-style," students completed fill-in-the blank worksheets, recall-level vocabulary instruction (vocabulary words were called "CODE words"), or students answered questions like, "who knows what a personal narrative is?" As a result, students have limited opportunities to grapple with complex tasks and questions.

Report Review Rubric:	Rarely/ Never	In Some Instances	In Most Instances	In All Instances
2. The report is clear and does not contain contradictions.				

DTSDE District-Submitted Report Review Activity

Tenet 5

District Submitted Report Rating:

5.4 The school has received a rating of Developing for this Statement of Practice: *All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.*

District Submitted Narrative for Rating:

The school is starting to outline the roles that various community members should play in developing students socially and emotionally. In an interview, the school leader stated that referrals are not to punish kids and that there should be information in the referral that is not just useful to outside agencies that deliver services. The school leader stated that the school should be using the information within referrals to find solutions within the classroom, as well. He also said, "The systems we have need to give us information we need to make decisions - that is one area we are trying to focus on. We started the conversation, it is ongoing." When students were asked what teachers and students are doing to make Grant a "better place," students mainly replied with comments like "teachers are trying to get students into class earlier. Some students are paying attention and trying to set an example," and one student remarked, "some try and some don't." As a result, the school relies almost exclusively on its support staff to address the social-emotional well-being of their students.

Report Review Rubric:	Rarely/ Never	In Some Instances	In Most Instances	In All Instances
3. The report provides sufficient evidence to support the findings.				

DTSDE District-Submitted Report Review Activity

Tenet 6

District Submitted Report Rating:

6.5 The school has received a rating of Developing for this Statement of Practice: *The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.*

District Submitted Narrative for Rating:

The school shares data with parents but not in a way that allows for two-way communication that ensures parent understanding of the data. In an interview with the school leader, he stated that one of the PTO meetings was used to share students' STAR data with parents; however, there was no plan for following up on parents' understanding of or communication with teachers about the data. In an interview with parents, one parent stated that there are opportunities for weekly progress reports though other parents were not able to speak to this notice of academic progress of their child(ren). A review of documents showed the presence of several computer-generated data reports but no plan for sharing the data with families. As a result, parents are not able to fully access the information available to them and students do not benefit from parental engagement that is empowered with robust data regarding their child's performance.

Report Review Rubric:	Rarely/ Never	In Some Instances	In Most Instances	In All Instances
5. The evidence is connected to impact it is having.				

DTSDE District-Submitted Report Review Activity

Tenet 2

District Submitted Report Rating:

2.2 The school has received a rating of Developing for this Statement of Practice: *The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).*

District Submitted Narrative for Rating:

The school's mission, vision and general goals have been re-established with stakeholder input and are in the process of being communicated across the school community. Teachers stated during a focus group that they were involved in a collaborative process to recreate the mission and vision statements; and that they revisit the mission before all SLT and staff meetings. During a focus group, teachers described the carousel activity used to monitor progress towards SCEP goals in the beginning of the year in order to determine if they should be modified, and how they monitor progress towards goals in the SCEP weekly. During an interview, the school leader stated that her goals for the school include a culture of high achievement and expectations; quality instruction/program; quality PD; civility and respect; culture and climate - student expectations; student supports; conveying to all members of the community what resources exist in the building; improving academic achievement and climate/culture. She explained that "the how" for doing this is still a work in progress. The school leader also stated that she does not know that the mission addresses all of the needs of the students but they are living with it for now to see if it works for them. As a result, stakeholders are aware of the school's general goal of improving their performance, but not everyone can articulate the specific targets, their role, or progress towards the goals that will help them achieve the vision.

Report Review Rubric:	Rarely/ Never	In Some Instances	In Most Instances	In All Instances
4. The evidence supports the ratings. (Highly Effective and/or Effective are mostly positive, while the ratings of Developing and/or Ineffective make clear reference to shortcomings)				