

Diagnostic Tool for School and District Effectiveness (DTSDE)



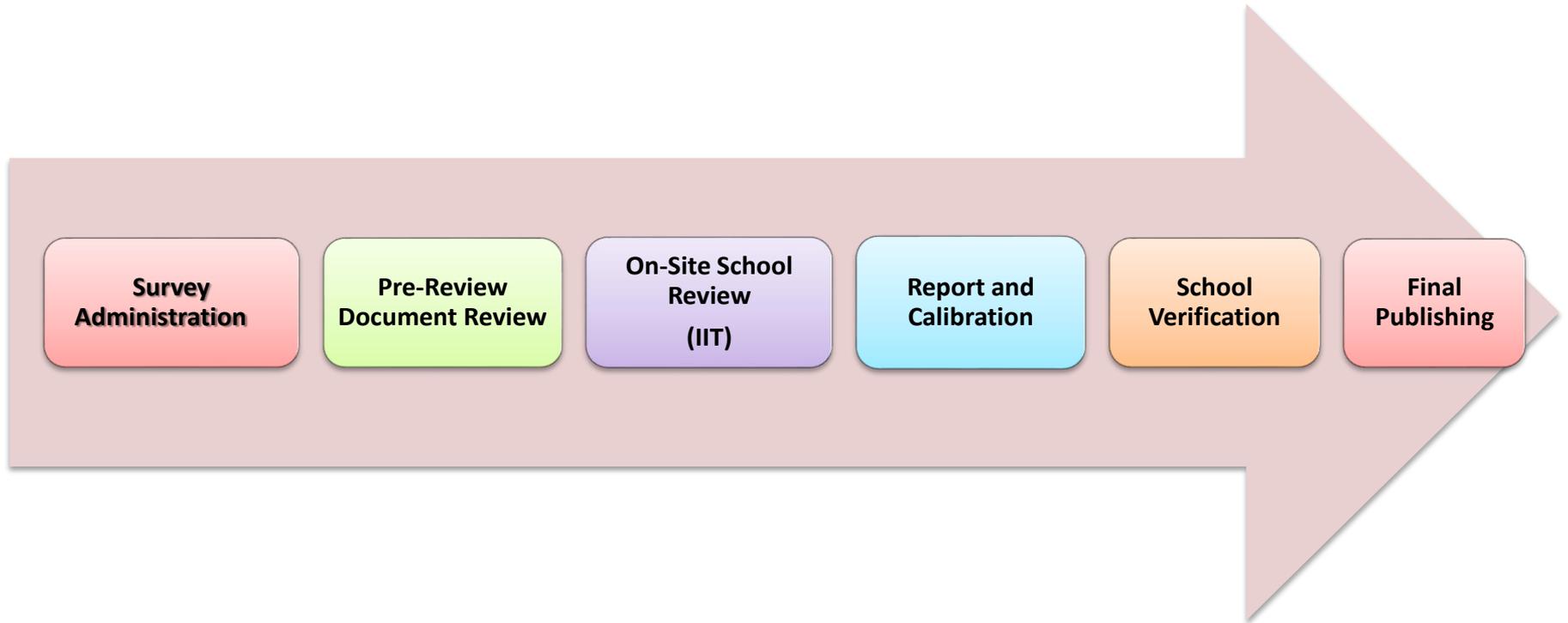
Newcomers Orientation October 6, 2015



Workshop outline



Overview: DTSDE School Review Process



Goal of the School Review Process:

Collaboratively, with schools, conduct a NEEDS ASSESSMENT to accurately determine WHY the school is in focus or priority status, in order to:

- Provide actionable feedback
- Timely, realistic, and high-leverage recommendations

Resulting in increased student achievement and removal from focus/priority status.

The Integrated Intervention Team (IIT)

Members of the **IIT** are comprised of:

- NYSED Reviewer
- NYSED supplied OEE
- District Representative
- District supplied OEE (*optional*)
- RBERN
(*Regional Bilingual Educational Resource Network*)
- SESIS
(*Special Education School Improvement Specialist*)



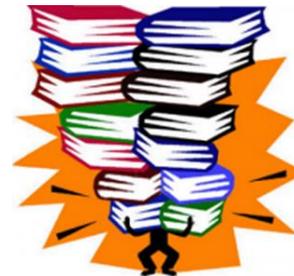
* ***School Leader***

Preparing for the DTSDE Visit: Notification



❑ **SIX weeks prior to the review, NYSED Logistics team will send a notification letter to the school leader with important review information:**

- Date of the Visit
- Members of the IIT Team – names & roles
- List of the Pre-review documents (see handout – *“Guidance on the Preparation of Documents for On-Site Review during an IIT visit”*)
 - Must provide
 - May provide
 - May be requested
- Due dates for document submission
- **REPLY ALL**



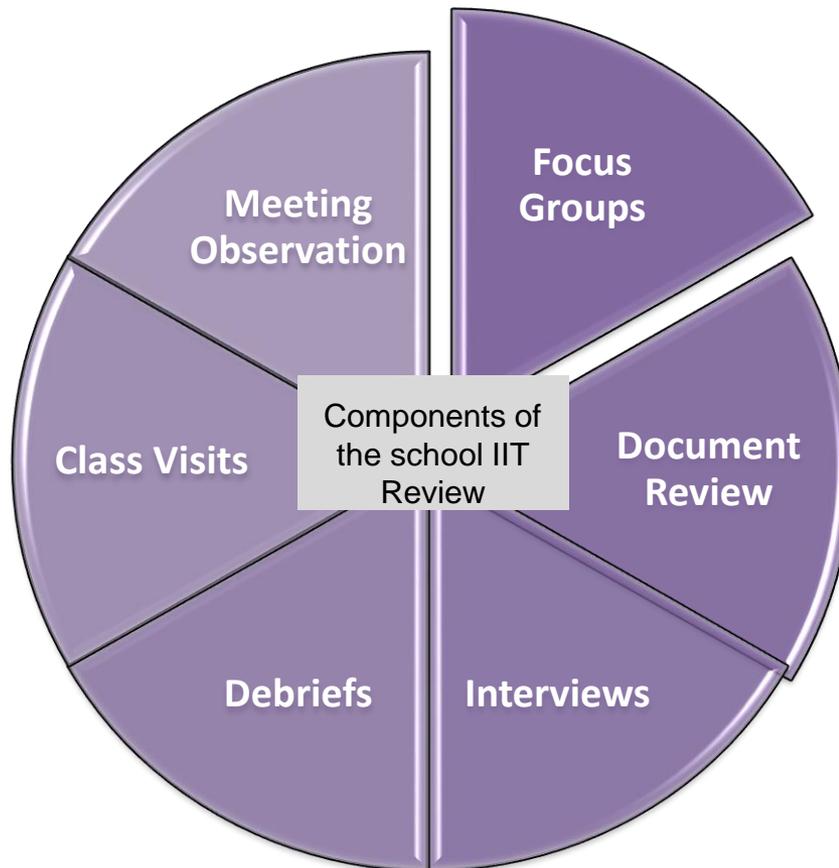
❑ **A NYSED Reviewer will follow the notification letter with an introduction letter to the school leader to schedule a preparatory conference call and coordinate pre-review document submission.**



On-site Review Activities



What are the ‘typical’ conditions of learning, for every child at the school?”



Lessons Learned:

- ✓ The best reviews have principals who are actively engaged throughout the process
- ✓ Principals are a great resource for explaining what **is working** and **not working** at the school, and helping reviewers understand **why** some things are working better than others
- ✓ For IIT reviews to have an impact, reviewers need to be able to provide the guidance for the school’s improvement efforts sooner, rather than later.

School Event Scheduler



DAY 1	Room	Proposed Time	Participants Names Add the subjects and grade levels, as applicable for each person listed.	
<p>Vertical Teacher Meeting - Vertical Teacher Meeting – <u>1 class period</u> – Day 1 –minimum of 6 teachers representing multiple grade levels and subject areas.</p>				
<p>Grade/Subject Level Teacher Observation Meeting – <u>1 class period</u> – Day 1 – regularly scheduled attendees</p> <p>(list staff names, grades, and subject/content – <i>e.g. James Doe (Eng.) – Gr.6</i>)</p>				
<p>Large Student Group Meeting – <u>1 class period</u> – Day 1 – between 7 and 10 students representing a cross-section of grade levels and performance levels</p>				

SAMPLE

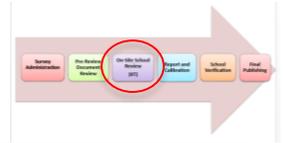
School Event Scheduler



DAY 2	Room	Proposed Time	Participants Add the grade levels or job title, as applicable for each person listed.	
<p>Small Student Group Meeting – <u>1 class period</u> – Day 2 – (must occur after the Large Student Group Meeting)</p>				
<p>Parent Meeting – <u>45 minutes</u> – Day 2 – minimum of 8 parents representing grade levels and subgroups</p> <p><input type="checkbox"/> Open Invitation to All Parents</p> <p><input type="checkbox"/> Select group of parents</p> <p>(list name(s) and their child/children’s grade(s))</p>				
<p>Student Support Staff Meeting – <u>45 minutes</u> – Day 2 – vertical representation of the student support team within the school</p> <p>(list staff names and their job titles)</p>				

SAMPLE

On-Site Review: Classroom Visitations



All Reviewers collect information from Classroom Visits that:

- Describes the degree of learning of all the students in the classroom
- Describes what the teacher does to contribute to the conditions of student learning
- Indicates the degree of implementation of the NYS CCLS and instructional shifts
- School Leader and IIT members, specifically leading OEE, visit several classrooms together with collaborative reflection

Six Shifts in ELA/Literacy:

- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing From Sources
- Academic Vocabulary



Six Shifts in Math:

- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity

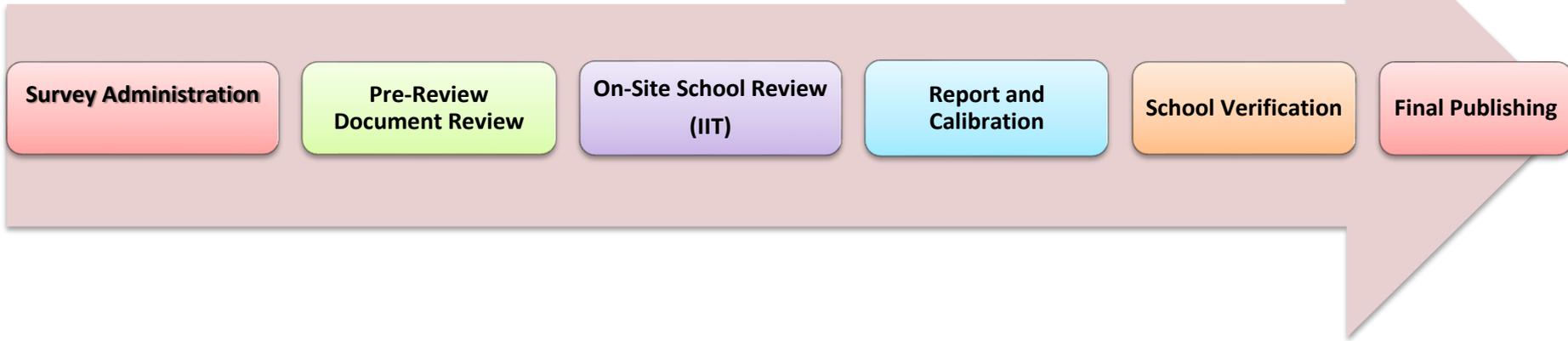
On-Site Review: Debriefing



- ❑ Throughout the on-site review, the IIT will collaborate with the school leader to learn what is working and not working in the school:
 - Day 1 and 2:
 - IIT members will check-in with the school leader at the beginning and end of each day
 - IIT members and school leader will visit classes together
 - IIT members will formally interview the school leader

- ❑ The IIT meets with school leader(s) at the end of Day 3:
 - **Actionable, timely** recommendations* are formalized
 - Evidence or ratings* are not shared
 - Clarifying questions are encouraged, but findings should not be challenged

**All findings, evidence, and recommendations will undergo a quality assurance process before the school final report are shared with the district and made public*



COMPONENTS OF A SCHOOL REPORT:

- School Information Sheet (provided by school)
- Overall ratings for each tenet
- Narrative for each tenet (less than 500 words)
- Actionable, timely and school specific recommendations for all Statements of Practice deemed Stage 1 or 2

p12.nysed.gov/accountability/School_Improvement/DTSDEReports2014-15

Data Collection: Triangulation

*'Data' doesn't become **EVIDENCE** until it is 'triangulated'.*





Evidence of EFFORT:

- *School Leader sends monthly memos to staff explaining the instructional planning expectations*
- *School Leader uses a walkthrough protocol to review the presence of the instructional planning expectations*
- *school regularly sends letters and makes calls to parents about upcoming events*



- As a result of the monthly memos sent by the school leader, all staff now include the instructional expectations in their written unit and lesson plans, which has ensured that differentiated lessons are planned each day, where ESL students can now more readily access the text.

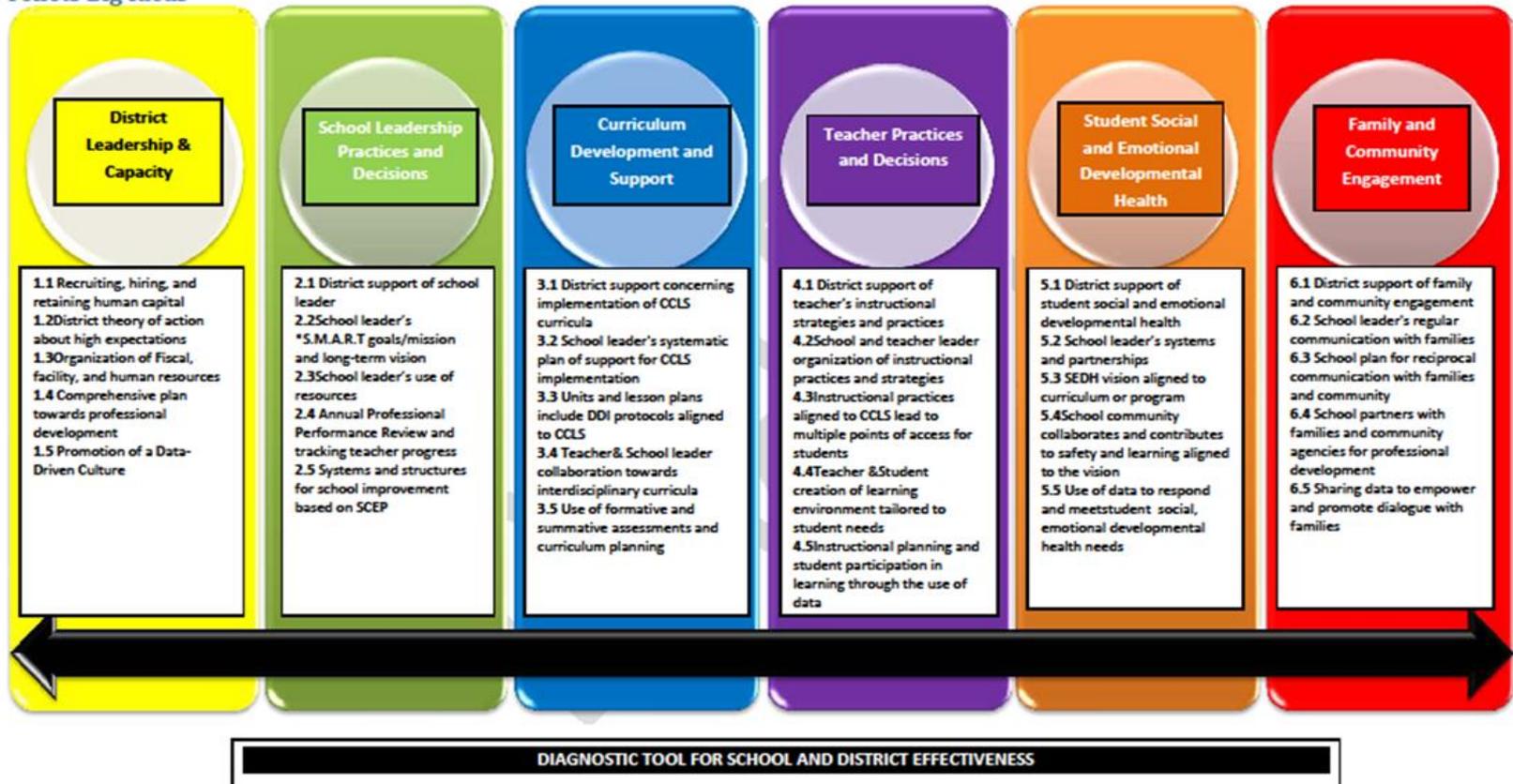
- School leaders use a walkthrough protocol weekly to review the presence of the instructional planning expectations for differentiated instruction, resulting in a 50% increase in student-centered lessons between Sept.- March and increased time on CCLS tasks in 90% of all classrooms K-2.

EFFORT or IMPACT?

- Teachers received PD on higher order questioning techniques in February.
- As a result of sustained PD and targeted coaching, walkthrough data indicated that teachers asked 40% more higher order questions in March than October.
- The school hosted a workshop for parents on using the Parent Portal, online system to access student data.
- Our goal was to have our Kindergarten students reading at Level C by March, so we hired an early childhood reading specialist to assist in this goal through PD and push-in programming for the literacy block.
- The number of students at Level C went from 25% last year to 85% this year.
- After analyzing the on-line reports, the support staff found that parent log-ins increased from 8 to 78 in one month, indicating that more parents have accessed student data.

Rubric Organization: The Tenet “BIG IDEAS”

Tenets Big Ideas



Rubric Organization: The **SOPs**

SOP __.1 focuses on the District
(not used for school report)

SOP __.2 focuses on the **vision/leadership**

SOP __.3 focuses on **resources**

(resources as curriculum, people, budget, or any other assistive-type tools that can help school communities do their work, better)

SOP __.4 focuses on **collaboration/**
capacity- building

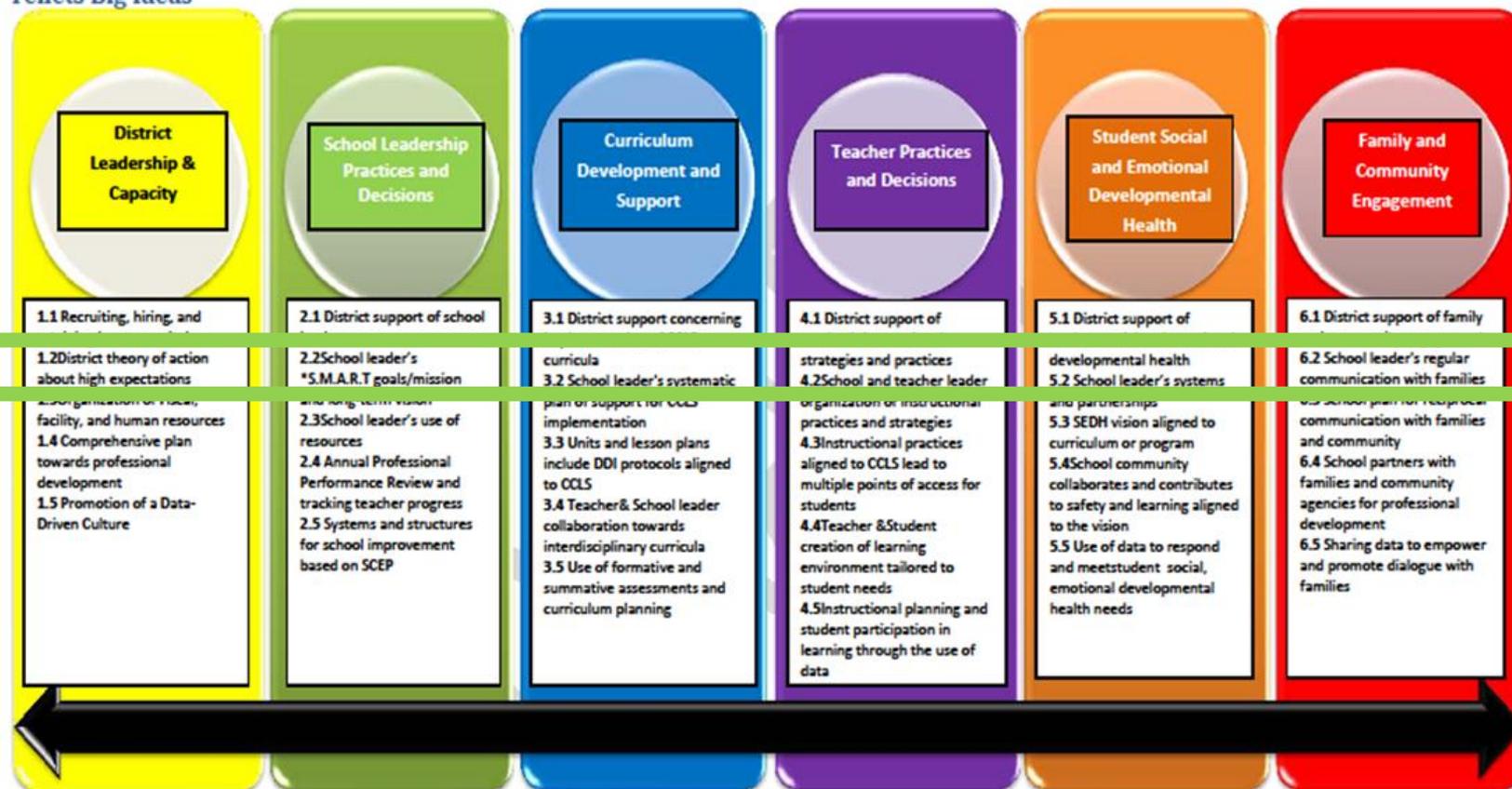
SOP __.5 focuses on **use of data**



Rubric Organization: The SOPs

Throughout the Rubric ... each of the '.2's'

Tenets Big Ideas



DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

Rubric Organization: Stages

- ❑ Each column describes a developmental stage in attaining the SOP
- ❑ Stage 1= Beginning; Stage 4 = Advanced

COMPREHENSIVE SCHOOL RUBRIC FOR DTSDE TENETS

New York State Education Department Diagnostic Tool for School and District Effectiveness				
Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lessens social, economic, and racial disparities, and promotes student success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.				
Statements of Practice	Stage 4	Stage 3	Stage 2	Stage 1
<p>Statement of Practice 2.2:</p> <p>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).</p>	<p>a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships.</p> <p>b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.</p>	<p>a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships.</p> <p>b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.</p>	<p>a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community.</p> <p>b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision.</p> <p>c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.</p>	<p>a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community.</p> <p>b) The school leader has not developed a data-driven mission that is connected to the long-term vision.</p> <p>c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.</p>
	<p>Impact: The uniformly seen, heard, and known long-term vision, mission, and goals have resulted in measurable school improvement.</p>			

Rubric Organization: IMPACT statements

- ❑ Each **SOP** has a corresponding **IMPACT** statement that describes a school in the advanced stages (3/4) of development
- ❑ **IMPACT** statements should be used to guide a school and IIT in determining the degree to which improvement activities are successfully contributing to increased student achievement.
- ❑ **For schools or districts to achieve Stage 3, it is expected that the Impact Statement has been achieved**

COMPREHENSIVE SCHOOL RUBRIC FOR DTSDE TENETS

New York State Education Department Diagnostic Tool for School and District Effectiveness

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a shared vision for the school community and culture that leads to student success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Statements of Practice	Stage 4	Stage 3	Stage 2	Stage 1
<p>Statement of Practice 2.2:</p> <p>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).</p>	<p>a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships.</p> <p>b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.</p>	<p>a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships.</p> <p>b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.</p>	<p>a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community.</p> <p>b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision.</p> <p>c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.</p>	<p>a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community.</p> <p>b) The school leader has not developed a data-driven mission that is connected to the long-term vision.</p> <p>c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.</p>
	<p>Impact: The uniformly seen, heard, and known long-term vision, mission, and goals have resulted in measurable school improvement.</p>			



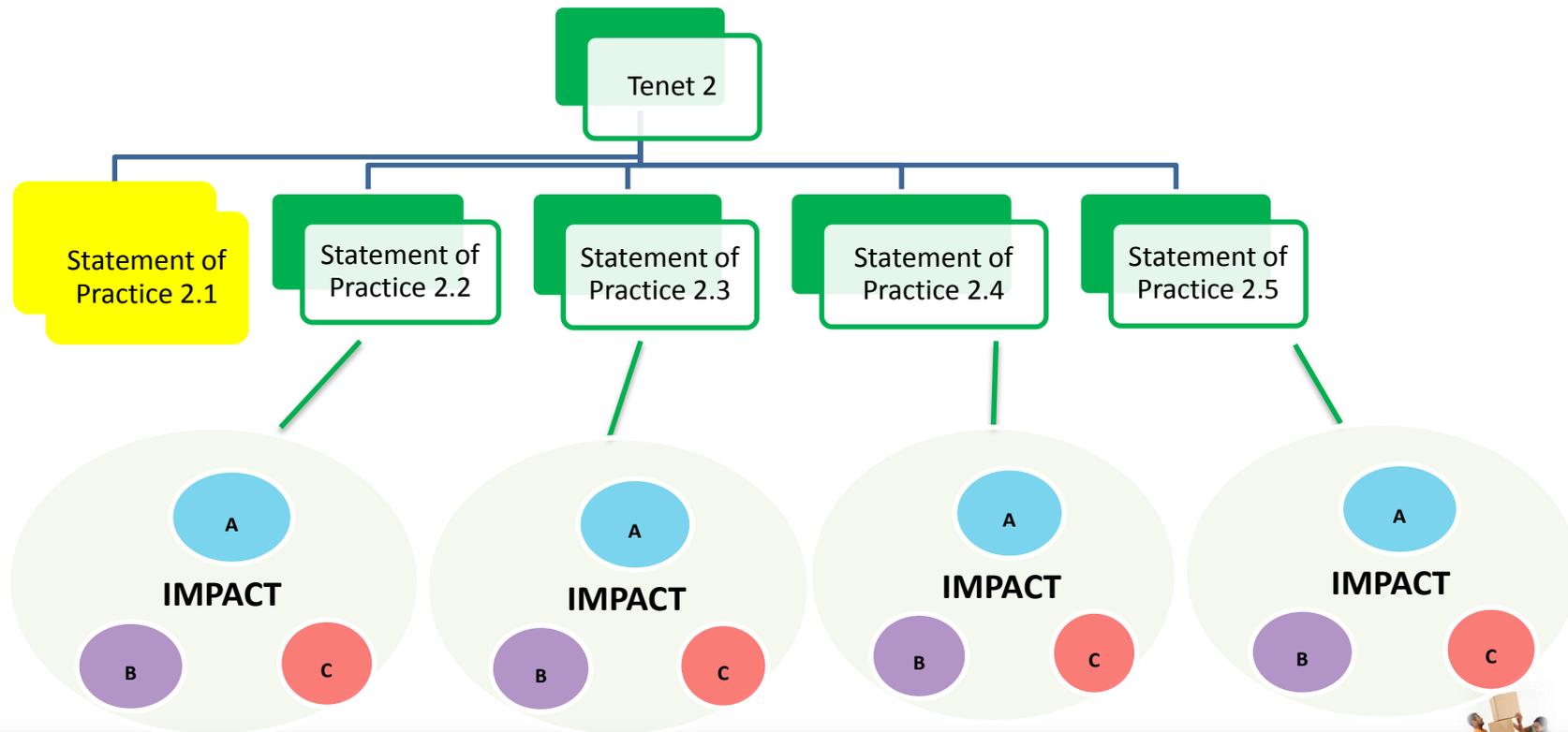
Rubric Organization: The sSOPs

The **SOPs** are comprised of an **IMPACT** and sub-statements of practice, as an **A**, **B**, and **C**, (some only have **A** and **B**), but often a pattern exists among **A**, **B**, and **C** where:

The **A** represents: **Creation** of a (comprehensive) plan

The **B** represents: **Implementation** of the plan

The **C** represents: **Monitoring and Revision** of the plan



Using the DTSDE Rubric

Applying the sub-statements of practice and impact statements:

NOT an overall school GRADE

IS a 'needs assessment' of implementation progress

NOT used as a 'checklist'

IS a preponderance of all evidence

NOT a "gotcha snapshot"

IS an assessment of 'typicality'

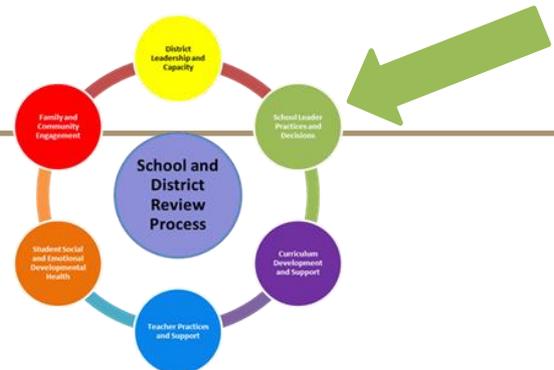
NOT a TEACHER EVALUATION

IS a 'needs assessment' of LEARNING

NOT a measure of every individual sSOP (SubStatements)

IS a 'best fit' holistic 'answer' to the corresponding SOP prompt (Guiding Question)

TENET 2

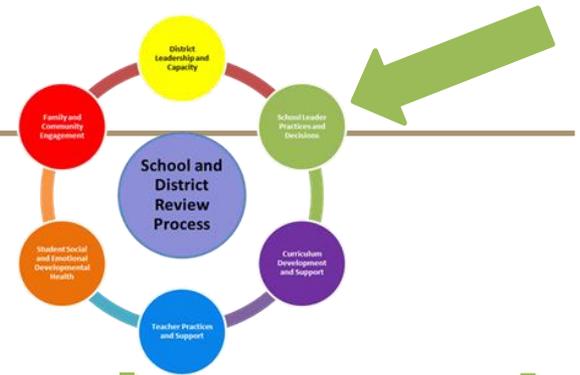


School Leadership Practices and Decisions

Visionary leaders create a school community and culture that leads to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.



TENET 2



School Leadership Practices and Decisions

Visionary **leaders** create a school community and **culture** that leads to success, well-being and high academic outcomes for all students via **systems** of continuous and **sustainable school improvement.**



Guiding Questions aligned with **Tenet 2**

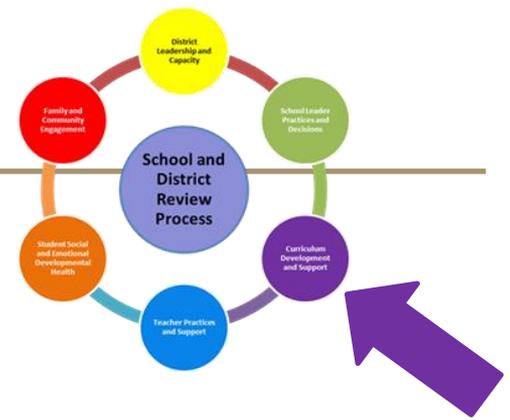
SOP 2.2: Have school leaders worked with the school community to develop and promote goals/mission/vision that drive and bring about measurable school improvement?

SOP 2.3: Have school leaders used resources strategically to bring about school improvement and increased student success?

SOP 2.4: Have school leaders increased the instructional capacity of staff through collaboration, support, and targeted feedback to ensure continuous improvement in instructional practices and ensure high-quality instruction exists?

SOP 2.5: Have school leaders established systems to track and monitor individual and school-wide practices to know what is happening in the school, and do they use this insight to make informed decisions that will move the school forward?

TENET 3

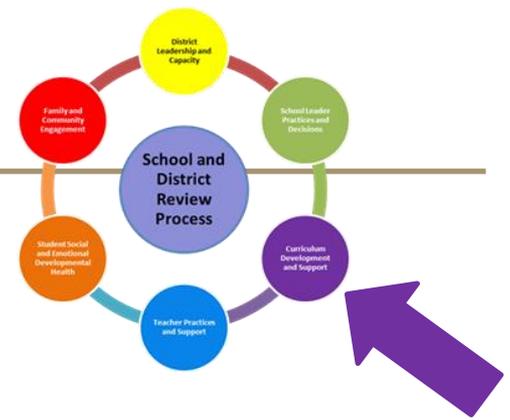


Curriculum Development and Support

The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are monitored for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.



TENET 3



Curriculum Development and Support

The school has ***rigorous*** and ***coherent*** curricula and assessments that are appropriately ***aligned*** to the Common Core Learning Standards (CCLS) for ***all*** students and are ***monitored*** for identified subgroups in order to ***maximize*** teacher instructional practices and student ***learning outcomes***.



Guiding Questions aligned with Tenet 3

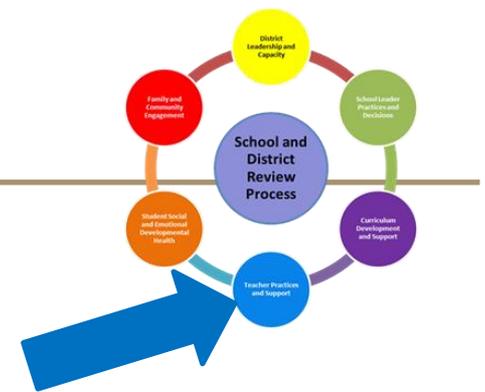
SOP 3.2: Do the school leaders ensure that staff are able to develop and offer a rigorous, coherent curriculum that takes into account student needs and leads to college and career readiness?

SOP 3.3: Do teachers plan effective lessons that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning, so that what students are taught prepares them for their future?

SOP 3.4: Are teachers providing interdisciplinary curricula and working together to connect the curriculum across subjects in ways that increase students' engagement, deepen students' understanding of the curriculum, and provide better opportunities for student success?

SOP 3.5: Are teachers using a range of assessments to guide and inform their curriculum planning, and are they giving students the feedback they need to ensure ownership of learning and improve achievement?

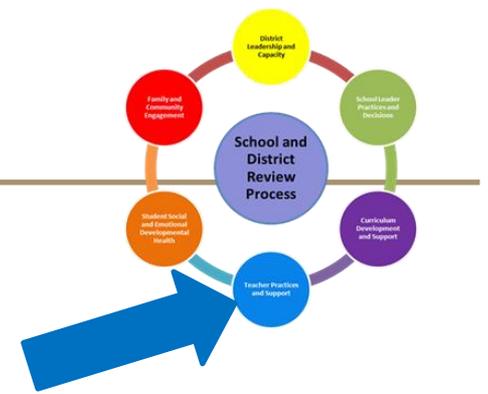
TENET 4



Teacher Practices and Decisions

Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

TENET 4



Teacher Practices and Decisions

Teachers engage in ***strategic practices*** and decision-making in order to ***address the gap*** between what students know and need to learn, so that ***all*** students and pertinent subgroups experience consistent ***high levels*** of ***engagement, thinking*** and ***achievement***.

Guiding Questions aligned with Tenet 4

- SOP 4.2:** Do the actions, practices, and decisions of school and teacher leaders ensure that teachers' instructional practices are informed by data, reflective of students' needs and learning styles, and are promoting high levels of student engagement and increased achievement?
- SOP 4.3:** Do the teachers' instructional practices incorporate higher-order questions, text complexity and multiple opportunities to learn, leading to high levels of engagement and improved achievement?
- SOP 4.4:** Do the teachers' instructional practices meet the diverse needs of the class, allow students to feel physically and intellectually safe, and promote intellectual discovery and rigorous thinking leading to increased achievement?
- SOP 4.5:** Do teachers use data and assessments to inform and adjust their instructional strategies and groupings while engaging students in self-evaluation through feedback and other approaches to ensure that students are learning at high levels?

TENET 5



Student Social Emotional and Developmental Health

The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

TENET 5



Student Social Emotional and Developmental Health

The school **community** identifies, promotes, and supports social and emotional development by designing **systems** and experiences that lead to **healthy** relationships and a **safe, respectful** environment that is conducive to learning for **all** constituents.

Guiding Questions aligned with Tenet 5

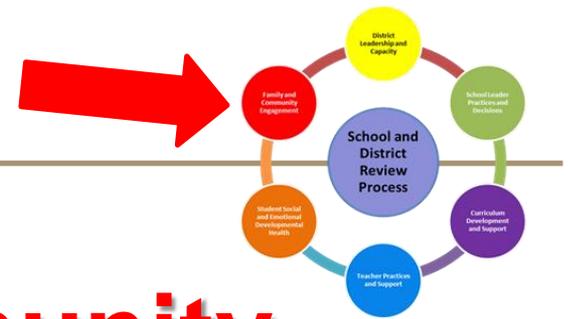
SOP 5.2: Have school leaders established systems that identify the social/emotional developmental health needs to ensure that appropriate social/emotional developmental health supports are provided to students so that barriers to learning are removed?

SOP 5.3: Are all students' social/emotional health needs being met as a result of the school's social/emotional curricula, programs, and materials and the professional development addressing social/emotional developmental health? ?

SOP 5.4: Has the school strategically organized their work with school stakeholders to support students' social/emotional developmental health needs and remove barriers to success?

SOP 5.5: Has the school developed and implemented a strategic plan to collect, analyze and utilize data to identify and address the social/emotional developmental health needs of all students?

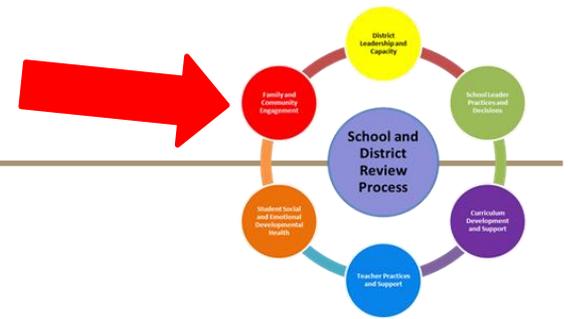
TENET 6



Family and Community Engagement

The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

TENET 6



Family and Community Engagement

The school creates a ***culture*** of partnership where families, community members and school staff ***work together*** to share in the responsibility for student ***academic progress*** and social-emotional ***growth*** and ***well-being***.

Guiding Questions aligned with **Tenet 6**

- SOP 6.2:** Do school leaders' communications and relationships ensure that students and families are aware of high expectations for student success and are equipped to help students reach those expectations?
- SOP 6.3:** Is the school providing multiple and equitable opportunities for reciprocal communication to increase staff and families' understanding about student needs and further support student achievement?
- SOP 6.4:** Has the school's training to parents and to staff on creating and sustaining home-school partnerships allowed both parties to be able to work together to support student achievement?
- SOP 6.5:** Is data shared in a way that allows stakeholders to understand both student and family needs and advocate for services that address those needs?

Wrapping up... "Getting Started"

- A. As a _____ (your role), my next step is _____?
- B. For help in planning my next steps, I will contact _____ in my district?
- C. I need the following resources to implement my next steps:
- D. For my next professional learning, I need: