



Our Students. Their Moment.

Diagnostic Tool for School and District Effectiveness (DTSDE)



Evidence Of Impact October 7, 2015



AGENDA

- **Welcome (5)**
- **What Do We Actually Want to See in Terms of Student Achievement Impact? (15)**
- **What Does Impact Look Like? (15)**
- **Review of Evidence of Effort vs. Effort of Impact (10)**
- **SOP to Impact Table Activity (15)**
- **Planning for Impact (15)**
- **Further Reflection: (5)**
 - **What will we actually see in terms of student achievement impact?**

WELCOME

- Reflections from Yesterday's Sessions
- Ideas About How You Will Use The DTSDE Rubric and Process This Year
- Hopes for Today

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Video



VIDEO DISCUSSION

- Observations of Teaching and Learning Strengths?
- Observations of Teaching and Learning Areas Of Growth?
- Assessment of Impact?

IMPACT LOOKS LIKE:

- **Student Achievement Outcomes**
- **Student Progress**
- **Changes in Practices and Behavior**

WAYS TO SHOW IMPACT

- Survey Data
- SEDH Data
- Parent Data
- Walkthrough Data on Instructional Practices
- Data Systems Developed to Quantify and Measure Improvement
- How Else?



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*



Evidence of IMPACT:

- *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.*
- *School Leaders use a walkthrough protocol weekly to review the presence of the instructional planning expectations, resulting in a 50% increase in use between September and March.*

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 70% more higher-order questions in March than October.
- The school hosted a workshop for parents on using the Parent Portal, an 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.

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FROM SOP TO IMPACT

In Groups of Three:

Choose SOP, 3.2,4.4,5.3, **OR** 6.4

- What does the SOP mean? What impact is needed for Stages 3 and 4?
- What data will you provide or consider to determine if impact is attained? What artifacts will you provide for the IIT or a school team to demonstrate the school's stage of development?
- Prepare to jigsaw share with tablemates
 - examining the same SOP
 - examining a different SOP

Tenet 4 : Planning for Impact

In teams of three:

- Review The Common Trends Pink Document in Stages 1 and 2
- Review the SOPS
- Chose an SOP that Your Team Wants To Focus On

For the SOP and impact statement,

1. Describe and scribe the work that you have in place, plan to have in place or think needs to be in place to lead to impact,
2. How will you monitor and measure impact monthly throughout the year? (or what will you recommend to a school). Include systems, data and artifacts.
3. How will you share the goal, the planned progress and impact consistently throughout the year with all school constituencies and partners?

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:

Q&A

What are your:

- ✓ **Questions**
- ✓ **Thoughts**
- ✓ **Concerns/Fears**
- ✓ **Clarifications**

