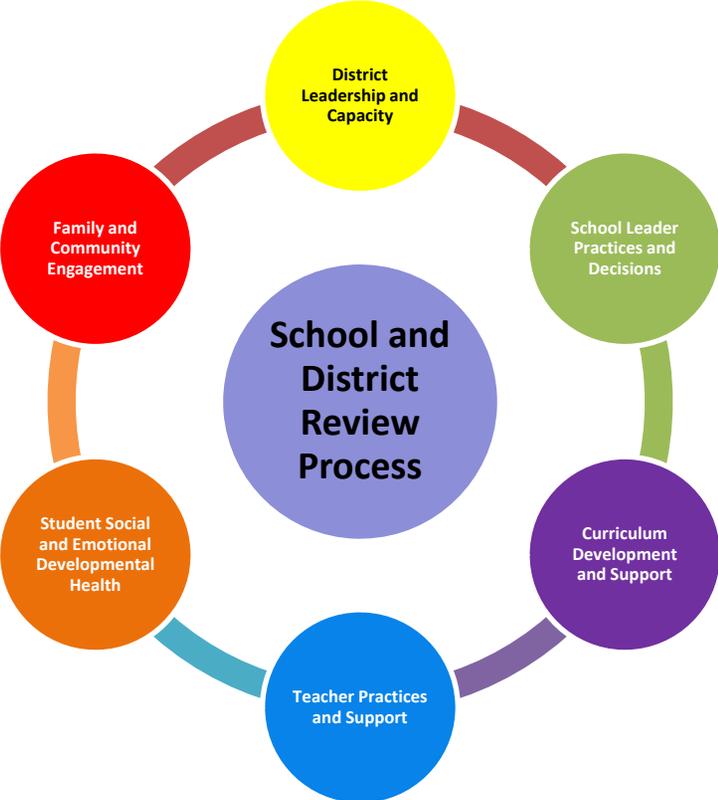


# DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS: DTSDE



October Modified Visits

# DTSDE Webinar Agenda

- DTSDE Background
- The Components of the Modified School Review
- Before the Visit
- On-Site Visit
- After the Visit

# New York State Regents Reform Agenda

- Implement the Common Core State Standards in all NYS Schools.
- Create common assessments that measure students progress in relation to college- and career-ready standards.
- Build instructional data systems that inform teachers and principals how they can improve their practice.
- Support effective teachers and leaders through the implementation of a multiple measures evaluation tool, with aligned supports and professional development.
- Turn around the lowest-achieving schools through a comprehensive system of identification, supports, and interventions.

# History of the DTSDE

- On May 2012 the USDE granted NYSED a waiver from specific provisions of the ESEA –the Elementary & Secondary School Education Act (also known as No Child Left Behind) . One of the primary focuses of the NYSED’s successful waiver submission was to create a new, common ,and robust school and district review process.
- This process compares school and district practices to the optimal conditions of learning as defined by the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric.
- During the 2012-2013 school year, the NYSED conducted over 170 school and district reviews using the DTSDE rubric.

# Purpose of the Tool

The purpose of the DTSDE is to create a protocol that can be used by:

- All NYSED staff involved in school and/or district evaluation to effectively assess school improvement efforts and support schools and districts as they implement highly effective educational practices.
- School and district communities to assess the state of a school and/or the district's effectiveness in supporting the school.

# The Tenets of DTSDE

The foundation of the DTSDE are six fundamental tenets that align to research-based proven practices of effective schools and districts. The tenets are:

**Tenet 1:** District Leadership and Capacity

**Tenet 2:** School Leader Practices and Decisions

**Tenet 3:** Curriculum Development and Support

**Tenet 4:** Teacher Practices and Decisions

**Tenet 5:** Student Social and Emotional Developmental Health

**Tenet 6:** Family and Community Engagement

# Organization of the Rubric

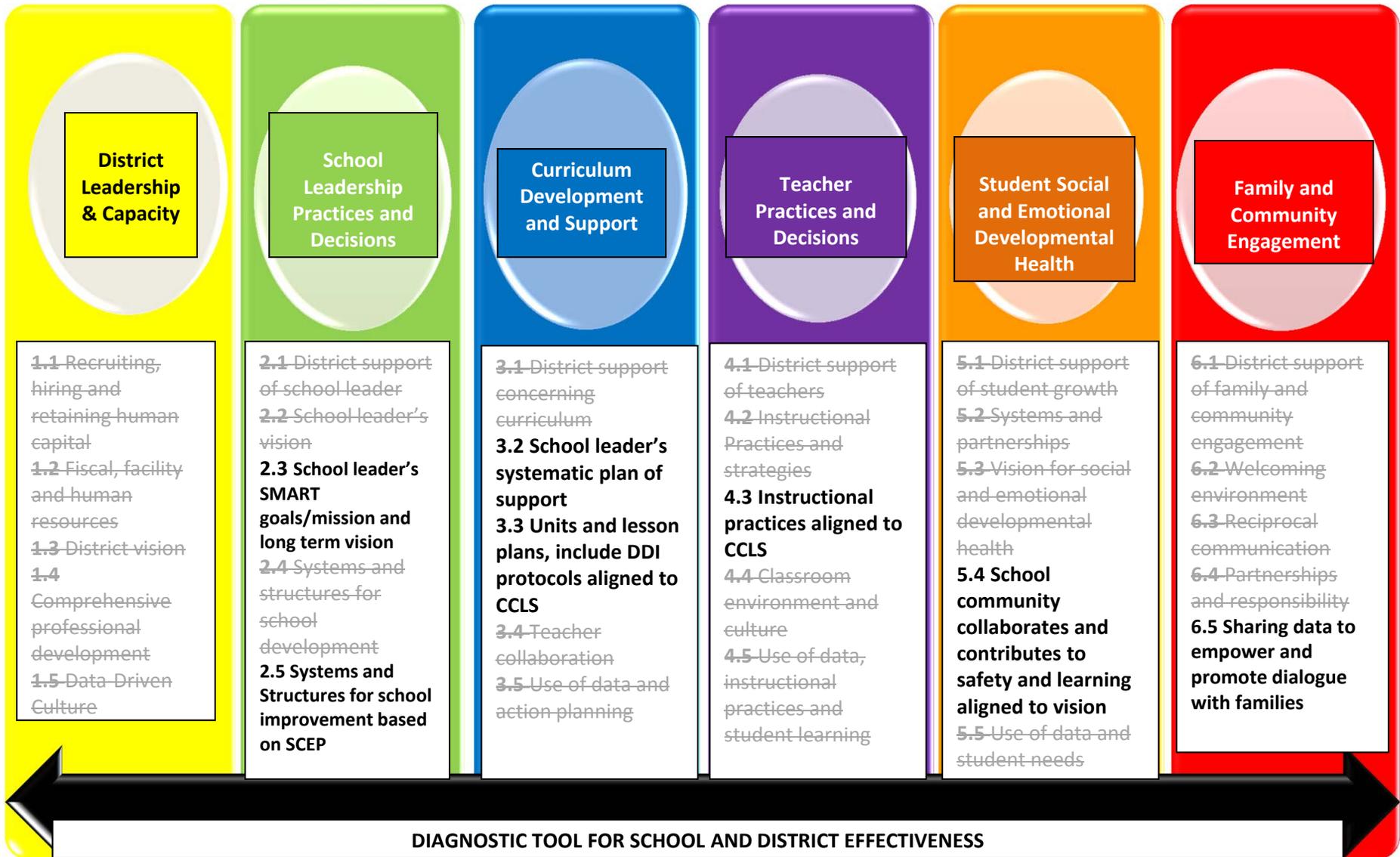
Every Tenet has five Statements of Practice (SOPs):

- The first SOP for each Tenet is about the connection between the School and the District.
- The schools are rated on the other 4 Tenets using the H-E-D-I scale.

Every SOP has 2 or 3 sub-statements:

- The A sub-statements are about the plan that is made.
- The B sub-statements deal with how the plan is implemented.
- The C sub-statements connect how the implementation of the plan is monitored and revised.

## Modified DTSDE



# Full DTSDE vs. Modified DTSDE

## Full DTSDE

- Identifies where schools fall using rubric with ratings of Highly Effective, Effective, Developing, and Ineffective
- Measures 5 Tenets critical for school success
- Measures 4 Statements of Practice within each of those 5 Tenets (20 Statements of Practice total)
- For state-led reviews, team consists of Outside Education Expert, SESIS representative, RB-ERN representative, and District Representative
- Reviews span two to three days
- Reviews consist of the following:
  - Pre-Visit Document Review
  - In-school Document Review
  - Principal Interviews
  - Vertical Teacher Focus Group
  - Parent Focus Group
  - Small Student Focus Group
  - Large Student Focus Group
  - Student Support Staff Meeting
  - Grade/Subject Level Meeting
  - Classroom Visitations

## Modified DTSDE

- Identifies where schools fall using rubric with ratings of Highly Effective, Effective, Developing, and Ineffective
- Measures 5 Tenets critical for school success
- **Measures 7 Statements of Practice total across those 5 Tenets**
- **Team consists of NYSED representatives and SESIS representative**
- Reviews span two to three days
- Reviews consist of the following:
  - Pre-Visit Document Review
  - In-school Document Review
  - Principal Interviews
  - Vertical Teacher Focus Group
  - Parent Focus Group
  - Large Student Focus Group
  - Classroom Visitations

# Before the Visit

During the week of September 9<sup>th</sup>, districts with schools receiving Modified DTSDE reviews were notified of the documents that needed to be submitted no later than two weeks before the visit.

These documents include:

- School Information Sheet (part of the school Self-Assessment)
- Modified DTSDE School Self-Assessment
- School's Curriculum
- Professional Development Plan (if available)
- Master Schedule
- Organization Chart
- Student, Teacher, and Parent Survey results (if administered during 2012-2013)
- School Comprehensive Education Plan (SCEP)

# School Information Sheet and Self-Assessment

- The School Information Sheet can be found at the beginning of the self-assessment. Please complete with updated school information.
- The Self-Assessment is built around the **Seven Modified DTSDE Statements of Practice** we will be observing, along with some questions concerning how resources are used to improve student achievement.
- The Statements of Practice are based on our 2013-2014 DTSDE rubric, which you can expect to receive this week. You might notice that Tenets 2.3, 2.4, and 2.5 have been rearranged in the new rubric. Please use the language provided on the Self-Assessment and the rubric you receive this week.
- There is an additional section toward the end for all schools identified as **SIG Cohort 1**. For this section, please indicate if the SIG principles listed were **Fully Implemented, Partially Implemented, or Not Implemented**, and use the space provided to elaborate.

# School Curriculum and Professional Development Plan

Examples of items to submit as part of the school curriculum for pre-document review include:

- curriculum maps
- pacing calendars
- sample lesson plans

Please also include the Professional Development Plan for the district.

These documents should include specific examples concerning identified subgroups (e.g., self-contained classroom lesson plans, professional development plan for ELL students).

# Organization Chart and Master Schedule

To aid in our understanding of how the school is arranged and to help us plan our schedule, please submit the following:

- An organization chart with staffing information to the reviewers
- The name of the instructor for each class
- The (block of) time each class is held
- The room number in which each class is held
- The number of students in each class
- Each class that is taught in the school
- The subject taught in each class
- The grade level of each class.

# How to submit

Please submit .pdf and .doc files for pre-review to [DTSDEREVIEWS@mail.nysed.gov](mailto:DTSDEREVIEWS@mail.nysed.gov) **no later than two weeks before the scheduled visit.**

## Naming conventions:

All documents must include in the title the **name** of the school and the **type** of document it is.

# Pre-Review Logistics

The lead reviewer will make initial contact with principals beginning next Monday.

The reviewer will answer questions and begin to discuss the on-site visit schedule.

Reviewers will provide contact information if questions arise.

# On-Site Review

The on-site review will consist of the following:

- In-school Document Review
- Principal Interviews
- Vertical Teacher Focus Group
- Parent Focus Group
- Large Student Focus Group
- Classroom Visitations

# In-School Document Review

## SOPs 2.3, 2.5

Examples of documents to have available for the reviewer:

### SOPs 2.3 and 2.5

- School Budget
- Hiring Committee notes and protocols
- School leader communication to teachers, students, parents and community members
- SLT attendance, agendas & minutes
- Mentoring plan
- Professional Development Agendas, Attendance & Evaluation
- Teacher Informal & Formal Observations, Feedback, Improvement Plans & Follow up
- Discipline Data
- Student Achievement Data
- Achievement Data by Teacher
- Examples of Classroom Observations and Classroom Observation Data
- Examples of Common Local Assessments
- Data-team meeting agendas and minutes
- Administrative Cabinet Meeting agendas & minutes

# In-School Document Review

## SOPs 3.2, 3.3, 4.3

Examples of documents to have available for the reviewer:

### **SOPS 3.2 and 3.3**

- Curriculum map and pacing calendar
- Subject, Grade Level, Team and Vertical teacher meeting agendas & minutes
- CCLS-aligned Academic Lesson Plans from all disciplines
- Curriculum materials for the classrooms scheduled to be visited
- Professional Development plan related to Common Core Implementation

### **SOP 4.3**

- Professional Development Schedule
- Plan/Schedule for Coach support
- Subject, Grade Level, Team and Vertical teacher meeting agendas & minutes
- Student Feedback Tool/Rubric
- Examples of IEPs – include students that will participate in small and large meetings
- Examples supporting RTI implementation or differentiated instruction
- Examples of academic intervention plans

# In-School Document Review

## SOP 5.4

Examples of documents to have available for the reviewer:

### **SOP 5.4**

- School-wide PBIS plan
- PBIS team meeting agendas and minutes
- Sample Student Functional Behavior Assessments
- Office Referral Data
- Student Behavior Improvement Plans
- Attendance data/reports
- Staff Support Team Meeting Agendas & minutes
- School-wide Behavioral Lesson Plans
- Student Support Staff agendas & minutes
- Examples of Community Partnerships
- Enrichment student programs and activities

# In-School Document Review

## SOP 6.5

Examples of documents to have available for the reviewer:

### **SOP 6.5**

- Student Progress reports (15 to 20) - include students that will participate in the student focus group
- Communications to families concerning student data in native language
- Parent meeting, workshop, and training agendas, evaluation & attendance
- Parent/school/community newsletters relating to data
- Parent Teacher Organization meeting agendas & minutes

# Daily Schedule

The two day reviews will consist of the following:

- One day focused primarily on interviews
- One day focused primarily on classroom visits

Schools with 3-day reviews will have one additional day devoted to classroom visits.

Due to availability of SED personnel, in some cases the interview day will take place before the classroom visit day, and in other cases, the interview day will take place after the classroom visit day. The schedules have been designed so that either day can occur first.

# Interview Day Sample Schedule

7:45	Team arrives
8:00-8:30	Introduction and Orientation to Building, Schedule Review of Day
8:30-9:30	On-site Document Review
9:30-10:30	Interview 1 - Principal interview
10:30-11:30	Interview 2 – (school chooses: Vertical Teacher Focus group, Large Student Focus group, Parent Focus Group)
11:30-12:15	Lunch
12:15-12:45	Principal check-in
1:00 – 2:00	Interview 3 - (school chooses: Vertical Teacher Focus group, Large Student Focus group, Parent Focus Group)
2:00-3:00	Interview 4 - (school chooses: Vertical Teacher Focus group, Large Student Focus group, Parent Focus Group)
3:00-4:00	NYSED team debriefing time

# Visitation Day Sample Schedule

7:45	Team arrives
8:00-8:30	Introduction and Orientation to Building, Schedule Review of Day
8:30-9:30	On-site Document Review
9:30-10:30	Principal interview
10:30-11:30	Classroom visitations
11:30-12:15	Lunch
12:15-12:45	Principal check-in
12:45-2:15	Classroom visitations
2:15-4:00	NYSED team debriefing time

# After the Visit

- At the conclusion of the school visit the review team will thank you for welcoming them into your building, and they will meet to finalize H-E-D-I ratings in each of the seven SOPs.
- The lead reviewer will compile the evidence and write a report based on the team's findings.
- There will be ratings for each SOP, but there is no aggregate rating for the school.
  - Reports are written in a specific genre (Findings, Evidence and Impact)
    - **Findings:** what is the conclusion reached after the examination of information from your interviews and focus group discussions.
    - **Evidence:** proof of the information used to prove or suggest the findings.
    - **Impact:** that the reviewer's findings, supported by the evidence is presently having on the school.
  - Reports will also include findings related to the school's use of resources to assist in its turnaround efforts.
  - In some instances, reports will also include findings from a desk audit of Title I expenditures.
- The report will be shared with NYSED leadership, who will use the report to help determine next steps in the school's turnaround efforts.
- The report will be shared with the school district.

# For Additional Information

[dtsdereviews@mail.nysed.gov](mailto:dtsdereviews@mail.nysed.gov)

NYSED Website:

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDEHandbook.html>