Diagnostic Tool for School and District Effectiveness (DTSDE)

NYSED Webinar

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ESEA WAIVER APPROVAL

Diagnostic Reviews of Identified Schools and Districts

- Beginning in the 2012-13 school year, the Department will implement the use of the Diagnostic Tool for School and District Effectiveness (DTSDE) for Priority and Focus Schools/Districts. The tool will replace current requirements for School Quality Review, Curriculum Audit and Joint Intervention Team visits. The findings from the tool will be used to determine district and school effectiveness as it relates to six areas: district leadership and capacity; school leadership practices and decisions; teacher practices and decisions; curriculum development and support; student social and emotional developmental health; and family and community engagement. The diagnostic tool will help districts and schools determine next steps for improvement and/or sustainability efforts.
- The diagnostic tool leverages NYSED's current structures and systems by synthesizing the review protocols currently used by NYSED's program offices. The new diagnostic tool should be used by schools and districts to drive supports and interventions.
- The diagnostic review for selected Priority and Focus Schools will be led by NYSED Integrated Intervention Teams, which will serve as School Quality Review Teams/Joint Intervention Teams as required by Education Law. These teams will be appointed by the Commissioner.

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 School Review Process

The Steps of the School and District Effectiveness Review are:

- Step 1: Pre-Review Document Review
- Step 2: Survey Administration
- Step 3: School Review Process
- Step 4: Post-Review Process
- Step 5: School Verification
- Step 6: Final Publishing of Report

The Pre-Review

Step 1: Pre-Review Document Review

- All reviewers will use the *Connecting with the School* protocol when reaching out to the school. This protocol outlines the communication that should occur between the lead reviewer and the school leader from the beginning of the engagement process to when the draft report is sent to the school and district.

Step 2: Survey Administration

- Information from the surveys will provide a view of the perceptions of students, parents and teachers pertaining to the school's strategies, practices, goals and accomplishments. To administer the survey, it is expected that the school will pre-determine a point in time during the school day where the maximum number of teachers are instructing the maximum number of students. This enables as many students and teachers to respond to the surveys as possible. Administrators are expected to send the parent surveys home as soon as the school receives them.

The School Review

Step 3: School Review Process

The review will be carried out by an Integrated Intervention Team (IIT) comprising NYSED reviewers and/or consultant reviewers over a period of 1, 2 or 3 days, depending on the accountability identification status or size of the school. Below is a summary of the essential components of the review that are scheduled to take place throughout the 1-, 2- or 3-day review process. The IIT will:

Principal Interviews — Meet with the principal during the beginning of each day of the visit, midday check on first day, provide clarification of any questions the reviewers may have at the end of day one and debrief of findings at the end of the review.

Document Reviews — Review the *School Information Document*, school schedule, all curriculum plans, professional development plans, teacher observation feedback as well as budget data.

Classroom Visitations — Visit 7-10 classes using the classroom visitation tool unique to the instructional Focus.

Focus Groups —Meet with focus groups that are composed of:

- Students in both a large group setting and in a small group (no more than 5 students), the latter with student work folders/portfolios
- Teachers (vertical group to capture the common understanding and knowledge of school-wide strategies and practices)
- Student Support Staff
- Parents

Teacher Meeting Observation —Meet with grade/subject-level teachers focused on looking at student work and creating action plans to address student achievement.

Post-Review Process

Step 4: The School Effectiveness Report and Calibration Assurance Process

- Using the HEDI scoring framework, the IIT will complete the score for each tenet statement of practice that will ultimately lead to an overall rating for a tenet that is either Highly Effective, Effective, Developing or Ineffective.
- Following the visit, the reviewer is responsible for producing a written report. Evidence or lack of evidence to support findings will be included for each of the tenets, and the school will receive an overall rating for each tenet section.
- There is a calibration assurance process that must take place before any school or district community is informed of pending ratings. All reviewers will leave the district and school with six bullet points that align to the preliminary school overall tenet ratings.

Step 5: School/District Verification

- The schools will have an opportunity to review and verify factual information written in the final report.

Step 6: Final Publishing of Report

- Final reports will continue to be posted online for public view.

The District Review Process

The Steps of the District Effectiveness Review are:

- Step 1: Pre-Review Document Review
- Step 2: District Review Process
- Step 3: Summary of District Findings Based on District Events & Synthesis of District School Findings
- Step 4: Post-Review Process
- Step 5: District Verification
- Step 6: Final Publishing of Report

The District Pre-Review and Review Process

Step 1: Pre-Review Document Review

- All reviewers will use the *Connecting with the District* protocol when reaching out to the district. This protocol outlines the communication that should occur between the lead reviewer and the superintendent from the beginning of the engagement process to when the draft report is sent to the district.

Step 2: District Review Process

- Document Review —District data set, demographic information, curriculum plans, professional development plans, district information as well as human resources information and budget data that impacts the ways in which schools are supported.
- Superintendent interview —The IIT will meet with the superintendent during the beginning of each day of the review to inquire about the superintendent's vision for the district, with a focus on student achievement.
- District Cabinet Focus Group —The purpose of this group interview is to give the senior management of the district an opportunity to convey how the district works collaboratively to support schools, parents and students.
- Human Resource Interview —The human resource interview is the process that should lead to a greater understanding of how the district's vision for high, consistent student achievement is connected to staffing and strategic plans aligned to recruitment, development and retention.
- Fiscal Management Interview —Much like the human resource interview, the fiscal management interview will focus on how the district's vision connects the needs of schools to fiscal policies and strategic planning.
- Student Support Focus Group —The student support interview will focus on how the district considers the expertise level of school support staff to effectively support teachers, parents and students.
- Curriculum and Instruction Focus Group —This purpose of this team interview is to discuss how they support schools' development and use of standards-aligned curriculum, implementation of NYSED-released modules, and movement toward teachers and school leaders understanding and delivering Common Core Learning Standards based lessons to students.
- Professional Development Focus Group — The meeting with this team will focus on the professional development delivered and offered to school staff.

Post-Review Process

Step 3: Summary of District Findings Based on District Events & Synthesis of School Findings

The IIT will identify and summarize their findings of the district visit based upon the district events. The IIT will also synthesize the major findings of strengths and recommendations of the schools reviewed within the district. The reviewers will also include the synthesis of the schools' staff perceptions of how the district supports efforts to address student needs across each of the tenets.

Step 4: The District Effectiveness Report and Calibration Assurance Process

- Using the HEDI scoring framework, the IIT will complete the score for each tenet statement of practice that will ultimately lead to an overall rating for a tenet that is either Highly Effective, Effective, Developing or Ineffective.
- Following the visit, the lead reviewer is responsible for producing a written report. Evidence or lack of evidence to support findings will be included for each of the tenets, and the district will receive an overall rating for each tenet section.
- There is a calibration assurance process that must take place before any school or district community is informed of pending ratings. All reviewers will leave the district with six bullet points that align to the preliminary district overall tenet ratings.

Step 5: District Verification

- The district will have an opportunity to review and verify factual information written in the final report.

Step 6: Final Publishing of Report

- Final reports will continue to be posted online for public view.

Using the Findings

- The team of reviewers use the evidence gathered during the review process and compare the findings to the DTSDE rubric.
- Based on the findings gathered, a rating will be determined for each sub-statement of practice, which will culminate in a rating for the statement of practice.
- The statements of practice within each tenet will then culminate in a rating for the tenet.
- Each school will receive a rating for 2-6, while the district will receive a rating for tenet 1 and statements of practice 2.1, 3.1, 4.1, 5.1 and 6.1.

Next Steps

To ensure a seamless and successful district and school review process, districts are asked to:

- Identify district personnel who will:
  - participate in State led trainings on the DTSDE process;
  - lead the focus school reviews that are not being visited by the State; and
  - be an internal resource for the district and schools regarding the DTSDE review process.
- Select an outside educational expert who will serve as part of the NYSED's Integrated Intervention team and partake in the school and district reviews.

Steps for Developing the Rubric

The DTSDE rubric was created collaboratively with a variety of stakeholders within the New York State Education Department that were categorized into two core groups:

- **Lead Facilitators**comprised senior staff from the NYS Regents Research Fund, independent consultants, and key personnel from the offices of School Turnaround, Accountability, and Curriculum and Instruction.

- **Think Tank of Educational Experts** involved in the development of the rubric have peer-reviewed research studies, published professional books or studies that prove their expertise in one of thesix core tenets.

Six Tenets of the DTSDE

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

The overarching Tenet statement is located in this box.

***Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students [illegible] identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.**

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
Statement of Practice 3.2: The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	a) The school leader and staff provide consistent, systematic, and timely individualized and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the delivery of the curricula. b) The school leader fosters a culture where teachers ensure that the implemented CCLS curricula are dynamic and address what students need to know in order for the school-wide goals to be achieved. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies aligned to the CCLS and consider what students need to know across all grades to become college- and career-ready.	a) The school leader and staff provide consistent and systematic support to all teachers across grades and subjects aligned to rigorous and coherent CCLS curricula. b) The school leader and teachers work to ensure that the implemented curricula are aligned to the CCLS. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies aligned to standards and consider what students need to know across all grades.	a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCLS. b) The school leader and staff use of curricula focuses on standards that are not CCLS-aligned. c) The school uses curricula that consider standards and what students need to know.	a) The school leader and staff do not provide curriculum support to teachers. b) The school leader and staff curricula are static and are not aligned to standards. c) The school has plans for teaching students that are not aligned to any standards.
Statement of Practice 3.3: Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	a) Teachers are supported so that their instructional expertise is developed and nurtured during regularly scheduled grade-level meetings, which are guided by targeted agendas based on student and school data to ensure that all unit plans across their grade/subject are aligned to the CCLS coherent curriculum and meet students' needs. b) Teachers use pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced and scaffolded complex materials that meet the learning needs of pertinent groups of students (i.e., special education and English language learners) so that they are able to achieve at high consistent rates. c) Teachers use CCLS-aligned lesson plans that promote higher-order thinking skills in all groups of students and develop analytical, evaluative and reflective skills across content areas by providing supports and extensions necessary for student achievement.	a) Teachers formally participate in grade-level or other meetings to collaboratively create and examine coherent CCLS-aligned curriculum unit plans across their grade/subject. b) Teachers use CCLS pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced complex materials. c) Teachers use CCLS-aligned lesson plans that promote higher-order thinking skills and help students analyze information.	a) Teachers formally participate in grade-level or other meeting opportunities to discuss unit plans across their grade/subject areas. b) Teachers use unit plans in classes that expose students to materials aligned to their grade. c) Teachers use lesson plans that are aligned to standards.	a) Teachers meet informally and/or have no systems or protocols for working on unit plans. b) Teachers use grade/subject materials that are not aligned to unit plans or pacing calendars. c) Teachers do not consistently use lesson plans to instruct students.

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 lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
Statement of Practice 2.2: Leaders ensure an articulated vision, understood and shared [illegible] with a shared [illegible] school- [illegible] outl[illegible] Pla[illegible]	a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being and holds itself accountable [illegible] as a community to realize this vision as outlined in its CEP and [illegible] documents. [illegible]stically supported by staff, families and [illegible]rd and known across the [illegible] [illegible] specific, measurable, [illegible]iorities and ensure	a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the CEP and other school improvement documents. b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, realistic and timely goals that reflect priorities that are aligned with the vision.	a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership. b) The vision created is gaining more support with the staff, families and students across the community. c) The school community develops and works toward specific, measurable, ambitious, realistic and timely goals; these goals are not priorities aligned to the vision.	a) The school community has a vision, but it is misaligned to student achievement and well-being based on the school's data. b) The vision is unknown and/or has not been shared with the staff, families and students across the community. c) The school community does not develop and work toward goals, or, if the community is working toward goals, they are not specific, measurable, ambitious, realistic and timely.
Statement of Practice 2.3: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.	a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.
Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	a) The school leader strategically recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school) and sustains personnel. The leader also uses partnerships with organizations to create a pool of internal and external human capital that enables the school to creatively, equitably and adequately meet the academic and social needs of all students. b) The school leader creates and uses robust systems and structures that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative extended learning time program that is aligned to student achievement. c) The school leader consistently analyzes the fiscal capital available to the school community, making critical and strategic decisions to fund targeted efforts that are aligned to school-wide goals, and considers the needs of all students and staff members.	a) The school leader recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school) and sustains personnel that enable the school to meet the academic and social needs of the students and school. b) The school leader creates and uses generic systems and structures for programming students and teachers that address student achievement, and incorporates an extended learning time program. c) The school leader analyzes the fiscal capital available to the school community to make funding decisions that address the school goals.	a) The school leader aspires to hire, but has not taken the appropriate steps to secure personnel that will allow the school to meet the academic and social needs of the students; where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs. b) The school leader uses static systems and structures for programming students and teachers that do not address the changing needs of student achievement. c) The school leader considers the fiscal capital available to the school community with the intent to connect it with school goals.	a) The school leader does not link the hiring of personnel with the need to meet the academic and social goals of students, and where the district makes the hiring decisions, the school leader does not communicate with the district about hiring needs. b) The school leader does not have established systems and structures for programming students and teachers connected to student achievement. c) The school leader does not connect the use of fiscal capital and school goals.

The statements written in these boxes are called Statements of Practice (SOP).

All Statements of Practice are deconstructed into sub-statements of practice.

*Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address th				nt high levels of engagement, thinking and achievement.
Statements of Practice	**Highly Effective**			**Ineffective**
Statement of Practice 4.2: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	a) Teachers have a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.), grade-level and school-wide goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students. c) Teachers create short- and long-term goals with learning trajectories for students based on identified needs.	a) interim, all groups of b) Teachers use instruc aligned to plans and include a disabilities and linguistic needs guage learners/limited English proficient students and pr de instructional interventions to students. c) Teachers create short- and long-term goals for students based on grade-level benchmarks.	o align it to class ices and strategies that are de instructional interventions to c) Teachers' established goals for students are static and do not consider students' short- or long-term progress.	a) Teachers do not have plans that are based on data. b) Teachers use instructional practices and strategies that are neither aligned to a plan nor provide instructional interventions to students. c) Teachers have not established short- or long-term goals for students.
Statement of Practice 4.3: Teachers provide coherent, Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans aligned to CCLS curriculum maps to instruct students, leading to high levels of achievement. b) Teachers use data to provide students with a wide variety of ways to engage in learning so that the students can achieve their targeted individual goals.	a) Teachers use instructional practices aligned to CCLS curriculum maps to instruct students, leading to student achievement. b) Teachers provide students with a wide variety of ways to engage in learning that enable students to achieve individual goals.	a) Teachers use instructional practices that are aligned to standards but do not lead to increased student achievement. b) Teachers provide generic instruction to students that limits the ways in which students are able to access learning and achieve goals.	a) Teacher instruction is incoherent and not based on any lesson plans. b) Teachers' instruction is not purposeful or adaptive.
Statement of Practice 4.4: Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	a) Teachers and students create environments by which students are citizens of their class and there is a common understanding of how one is treated, treats others and contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught. b) Teachers across the school use strategies that acknowledge diverse groups of students, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers and students stimulate deep levels of thinking and questioning through the use of instructional materials that contain high levels of text and content complexity.	a) Teachers create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught. b) Teachers use strategies that are sensitive to diverse groups of students and their needs, which provide access to learning and social opportunities. c) Teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.	a) Teachers put forth a plan for acceptable student behaviors that is inconsistently recognized by students. b) Some teachers provide opportunities to acknowledge diverse groups of students. c) Teachers ask questions that relate to generic instructional materials and foster a compliant classroom environment.	a) Teachers do not have an established set of expectations for student behavior. b) Teachers' strategies are not sensitive to students' needs and limit learning and social opportunities. c) Teachers ask lower-order thinking questions that do not garner student engagement.

Special Facts about the DTSDE Rubric

- All tenets have an asterisk statement attached to them that states:

  ***Note:** In addition to the above tenet and statements of practice, districts and schools must align all improvement plans with the performance of students with disabilities and English language learner subgroups, as well as any other subgroup of students not performing well or who have a significant achievement gap compared to other groups of students within their school and district.

- All of tenet 1 is assessed at the district and statements of practice 2.1, 3.1, 4.1, 5.1 and 6.1 are assessed at the school and focus on how school communities perceive and respond to district support.
- Some sub-statements have three parts (a, b and c), while others have two parts (a and b).

Action-Planning

Schools

- Priority and Focus Schools will use the results of the DTSDE review to develop their Comprehensive Education Plan.

Districts

- Focus Districts will use the results of the DTSDE review of the district and schools to develop their District Comprehensive Improvement Plan.

ESEA WAIVER MOVING FORWARD

- By the end of the 2012-13 school year, each Focus District will have participated in a site visit by an NYSED Integrated Intervention Team, and each Priority and Focus School will have participated in a site visit by an NYSED Integrated Intervention Team or a self-assessment overseen by the district. The results of these visits must form the basis of the district's 2013-14 DCIP and the school's 2013-14 CEP.

- Please see pages 61-66 and 124-125 of the waiver application for more information regarding diagnostic reviews that will be used to assess and assist identified schools and districts.

- The Charter Schools Act, charter agreements, and charter-authorizing and oversight protocols all guide school review and evaluation for public charter schools in New York State. The Board of Regents, as a charter authorizer, will conduct on-site review and evaluation visits to its direct-authorized schools. Please see pages 115-116 of the waiver for more information.

Save the Date - Additional Information

SAVE THE DATE

DTSDE Statewide Professional Development in Albany

October 16-19, 2012

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For further information about the DTSDE, contact:

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