

# DISTRICT'S NEXT STEPS ALIGNED TO THE DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)

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# Agenda

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- Past, Current & Future Events/Dates
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# ESEA WAIVER INITIATIVE

## “REGULATORY FLEXIBILITY”

On September 23<sup>rd</sup>, President Obama announced an Elementary and Secondary Education Act (ESEA) regulatory flexibility initiative to revise No Child Left Behind (NCLB). On May 29<sup>th</sup>, the NYS waiver request was approved. On June 19<sup>th</sup>, the Board of Regents adopted emergency regulations to carry out the provisions of the waiver.

### Flexibility in the following areas was requested and requested:

- 2013-14 Timeline for All Students Becoming Proficient
- School and District Improvement Requirements
- Highly Qualified Teacher Improvement Plans
- School-wide Programs
- Transferability of Funds
- Rural Schools
- Twenty-First Century Community Learning Centers program (optional)
- Use of School Improvement Grant Funds
- Rewards for Schools
- Determining Annual Yearly Progress (AYP) for each school and district (optional)
- Rank Order Funding Allocation for districts (optional)

### In exchange for flexibility, states were required to:

- Set College- and Career-Ready Standards for All Students and Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth.
- Develop Systems of Differentiated Recognition, Accountability and Support.
- Support Effective Teaching and Leadership, including the implementation of Teacher and Principal Evaluation in which student growth is a significant factor.
- Reduce Duplication and Unnecessary Burden.

# Overview of Past ESEA Waiver Activities

Activity	Date
ESEA Waiver was submitted to USDE	February 28, 2012
ESEA Waiver approved by the USDE	May 29, 2012
Board of Regents initially adopted emergency regulations for implementation of the approved waiver	June 19, 2012
Preliminary designations released to districts	July 10, 2012
Final designations released to districts and SED published the status of districts and schools	August 30, 2012
Districts and Charter Schools were required to submit 2012-13 Consolidated Applications. <a href="http://www.p12.nysed.gov/accountability/consolidatedapupdate/requiredforms.html">http://www.p12.nysed.gov/accountability/consolidatedapupdate/requiredforms.html</a>	August 31, 2012
Board of Regents adopted second set of emergency regulations for implementation of the approved waiver	September 11, 2012

# Past ESEA Presentations and Information Sessions

Topic	Date	Description
Diagnostic Tool	08-17-2012	<a href="#">Presentation</a> and <a href="#">Audio Link</a> <a href="#">Diagnostic Tool Materials</a>
District Comprehensive Improvement Plan (DCIP) & School Comprehensive Education Plan (SCEP)	08-13-2012	<a href="#">Presentation</a> and <a href="#">Audio Link</a>
Consolidated Application and Use of Set-Asides	07-27-2012	<a href="#">Presentation</a> and <a href="#">Audio Link</a>
Understanding ESEA Data Files	07-13-2012 through 07-18-2012	Understanding the ESEA Identification Data Files <a href="#">Presentation</a> and <a href="#">Audio Link</a> Focus District and Charter Identification File <a href="#">Presentation</a> and <a href="#">Audio Link</a> Focus School Identification Lowest Achieving File <a href="#">Presentation</a> and <a href="#">Audio Link</a> Focus School Identification Cutpoints File <a href="#">Presentation</a> and <a href="#">Audio Link</a> Priority Schools Identification File <a href="#">Presentation</a> and <a href="#">Audio Link</a> Reward Schools Identification File <a href="#">Presentation</a> and <a href="#">Audio Link</a>
Focus District Overview	07-11-2012	<a href="#">Presentation</a> and <a href="#">Audio Link</a>
Accountability Metrics Under ESEA Waiver	07-09-2012	<a href="#">Presentation</a> and <a href="#">Audio Link</a>
Supplemental Education Services (SES) and Public School Choice	06-29-2012	<a href="#">Presentation</a> and <a href="#">Audio Link</a>
ESEA Flexibility Webinar: Status Update	05-31-2012	<a href="#">Presentation</a> and <a href="#">Audio Link</a>

# Overview of Current ESEA Waiver Activities

Activity	Date
Focus Districts must <b>notify the general public of the accountability status</b> of the district and its schools.	No later than October 1, 2012
Focus Districts must <b>notify SED regarding which Priority Schools will be implementing a School Improvement Grant model or the Comprehensive Education Plan</b> aligned with the Turnaround Principles in 2013-14, and which schools will implement in 2014-15. <a href="http://www.p12.nysed.gov/accountability/documents/PrioritySchoolImplementationScheduleForm-Revised.doc">http://www.p12.nysed.gov/accountability/documents/PrioritySchoolImplementationScheduleForm-Revised.doc</a>	October 1, 2012
Focus Districts must <b>identify the Outside Educational Experts (OEE)</b> that will participate in site visits conducted by the Integrated Intervention Teams (IIT) and/or the district's Self-Evaluation using the Diagnostic Tool for District and School Effectiveness (DTSDE). SED will review each candidate for approval. Focus Districts must identify personnel who will participate in SED training on the DTSDE. <a href="http://www.p12.nysed.gov/accountability/DiagnosticTool.html">http://www.p12.nysed.gov/accountability/DiagnosticTool.html</a>	October 5, 2012
District Comprehensive Improvement Plan (DCIP) <b>must be formally approved</b> by the board of education of the school district (in New York City, approved by the Chancellor or the Chancellor's designee).	Prior to October 31, 2012
Focus Districts <b>must submit a DCIP and school Comprehensive Education Plans (CEP)</b> . Focus and Priority Charter Schools are required to complete the Charter School DCIP Equivalency Form. <a href="http://www.p12.nysed.gov/accountability/consolidatedappupdate/requiredforms.html">http://www.p12.nysed.gov/accountability/consolidatedappupdate/requiredforms.html</a>	October 31, 2012
SED provides Focus District personnel <b>training on the DTSDE</b> . Additional training will be available on a monthly basis during the school year.	November 13-16, 2012

# Overview of Future ESEA Waiver Activities

Activity	Date
DCIP must be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.	No later than 14 days following SED approval.
Site visits will be conducted by the Integrated Intervention Teams using the DTSDE in Focus Districts, Priority Schools, and Focus and Priority Charter Schools.	November 2012 - May 2013
Focus Districts must submit to SED a completed DTSDE Self-Evaluation for each Priority and Focus School in the district.	May 31, 2013

# The School and District Review Team

The newly created School and District Review Team consists of three units; School and District Review Unit, Logistics Team Unit and Calibration Assurance Team Unit.

The focus of each unit's work is as follows:

- **School and District Review (SDR) Unit-** This unit is the nucleus of the Integrated Intervention Team (IIT), which is comprised of members from the SDR Unit and other ad-hoc team members such as, OEEs, district level liaisons, Regional Bilingual Education Resource Network (RBE-RN) members, Regional Special Education – Technical Assistance Support Centers (RSE-TASC) and Special Education School Improvement Specialists (SESIS).
- **Logistics Team Unit-** This unit is charged with organizing and detailing every aspect of the school and district reviews so that the visitations occur as smoothly as possible. Logistic Team members will liaise with the SDR Unit and school and district contacts to arrange schedules and ensure that the required pre-review information is received in a timely manner. This unit is also in charge of coordinating the school's administration of surveys of students, teachers and parents can be conducted smoothly.
- **Calibration Assurance Team (CAT) Unit-** This unit is charged with ensuring quality assurance of all school and district reports, checking that all reviews are conducted with high levels of fidelity to the DTSDE protocol, providing feedback to teams on how findings and evidence in reports are aligned to the assigned Statement of Practice and Tenet rating.

# Types of Reviews

## State-Led Reviews

The following reviews will be conducted by the Integrated Intervention Team:

- District level reviews.
- Review of Priority Schools that will implement a whole school reform model beginning in 2013-2014.
- Reviews of selected schools that are receiving a 1003(g) School Improvement Grants.
- Reviews of a sample of Focus Schools within each Focus District (at least one elementary/middle school and one high school, if each type is identified).

## District-Led Reviews

The following reviews will be conducted by a district-led school review team:

- Focus and Priority Schools that are not reviewed by an Integrated Intervention Team.
- Optional: Districts may want to consider conducting mock DTSDE reviews in other schools within the district so that all schools within the district become familiar with the DTSDE rubric and concepts.

# Conducting the Reviews

One of the primary foci of NYSED's successful waiver submission was to create a new, common, and robust school and district review process. This process compares a school's and district's practices to the optimal conditions of learning, as defined by the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric.

In order to accomplish the task of providing districts and schools useful feedback via the DTSDE review protocol, a New York State Education Department Integrated Intervention Team will conduct a district review in each Focus District, which will include on-site reviews to selected Priority and Focus Schools:

- Staff member from the SED Office of School and District Review
- Outside Educational Expert
- \*SEGIS and/or RBE-RN
- District level DTSDE liaison(s)
- Training vendor co-lead

The following people will staff the review teams for District led Reviews of Priority and Focus Schools:

- District level DTSDE liaison(s)
- Outside Educational Expert (optional)
- \*SEGIS and/or RBE-RN

\*SEGIS and RBE-RNs will be ad-hoc members of the review team who will join reviews on an as needed and as available basis.

# Outside Educational Experts

The Outside Educational Expert is a consultant contracted by a school district to participate in DTSDE reviews. Traditionally, some districts have contracted several OEEs for the mandated school review work.

- All OEEs must attend a November professional development session to be held in Albany, NY.
- All districts should submit the two-page OEE application and current resume for each contracted OEE to Doris Hill-Wyley on October 5, 2012.
- OEEs are expected to attend monthly State sponsored professional development as required by SED.

# State Sponsored Professional Development

In an effort to create high levels of fidelity while conducting DTSDE school reviews, the State will sponsor on-going professional development focused on the content and the calibration aligned to ratings in the DTSDE rubric.

- Following the November professional development session, the State will conduct monthly two-day professional development sessions for district level DTSDE liaisons and OEEs.
  - These sessions will continue to be focused on the content and calibration of evidence aligned to the DTSDE rubric.
  - All districts with four or more Priority or Focused Schools are mandated to participate in this year-long professional development.
  - Districts with three or fewer identified schools are strongly encouraged to send their district level DTSDE liaison to the monthly sessions.
- Additional monthly two-day professional development sessions will be provided to district level liaisons charged with ensuring the reports written by the district are aligned and calibrated to the DTSDE rubric.

# District Preparation

As with any review, preparation is required prior to the visit. All DTSDE reviews will require organized and timely submission of documents and schedules. In order to ensure proper communication, the lead reviewer and a member of the Logistics Unit will be assigned to liaise with districts and schools.

Districts are expected to work with the State review teams to prepare and organize for the Focus District review and assist the State with prerequisites for the school level reviews. The Focus District review will require the following preparation:

- All Focus Districts are expected to complete and submit a DTSDE District Self-Assessment form based on the timeline given to the district.
- Superintendents may elect to work directly with the Logistics Unit liaison to schedule the interview events or designate a staff member from the district to organize the visit.
- Superintendents should expect to participate in at least two interview events during the Focus District review.
- All Focus Districts should identify at least one designee to work closely with the DTSDE Logistic Unit liaison assigned to schedule school visits.

# School Preparation

The preparation for the DTSDE school reviews will require careful attention to ensure that all of the necessary documents and schedules are in order prior to the scheduled review. The school leader can expect to be in contact with the Logistics Unit liaison and the lead reviewer for the scheduled review.

School leaders can expect to work with the State review teams to prepare and organize two very important prerequisites. The school review will require the following preparation:

- All schools are expected to complete and submit a DTSDE School Self-Assessment form based on the timeline given to the school.
- School leaders should expect to work directly with the Logistics Unit liaison to schedule the interview events and class visits.
- School leaders should expect to identify a staff member to act as the coordinator for survey administration. Surveys of students and teachers will take place in school either by paper and pen or computer, while surveys of parents will be backpacked.

# Survey Administration

Surveys of students, teachers and parents will be administered prior to DTSDE school reviews. The information ascertained from the responses of the surveys will be used to inform the questions and practices reviewed during the review process.

All surveys will be anonymous, but will have demographic questions for the respondents to answer. The purpose of those questions is to help reviewers find and respond to trends noticed in the results of the surveys. Facts to know about survey administration are:

- All students will be surveyed in schools either by paper and pen or electronically by computer.
- All classroom teachers are expected to respond to the surveys.
- All parents will receive the survey to respond to via backpack if administered as a paper and pencil survey or computer codes will be administered for those schools where parents will take the surveys electronically.
- Translation rules that a district follows for testing will be followed for the administration of the surveys.
- No information from surveys will be used in isolation to make a determination about the practices and strategies used in a school.

# Schedules for District and School Reviews

All schedules for Focus District and Focus and Priority School reviews will be created and coordinated by the Logistics Unit.

- Focus Districts with Priority Schools will be reviewed beginning in late fall.
- Focus Districts without Priority Schools will be reviewed beginning in early spring.
- The schedule for school and district reviews will be vetted with the district and school officials prior to the commencement of the review.

# Supports for Priority Schools

- **School Improvement Grants under Section 1003(g)**
  - Competitive grants of up to 2 million per school, per year, for three years.
  - Supports implementation of one of four federal models: Transformation; Turnaround; Closure; or Restart.
- **School Improvement Grants under Section 1003(a): Smaller allocational grants (approximately \$25,000 to \$30,000) to support implementation of diagnostic tool and creation of plans for implementation of whole school reform models**
- **School Innovation Fund**
  - Up to 2 million, per school, over two and a half years.
    - Models include the following designs: College Pathways; Community-Oriented (wrap around); Arts and/or Cultural Education; CTE; Virtual or Blended Education; and Network Affiliated School
  - Supports implementation of whole school reform plan with assistance of external partner within any one of six school design frameworks. Partner should have experience and evidence of success in managing a school change process.
  - 2011 Winners:
    - Geneva High School in Geneva, implementing a Full Service School Design.
    - Roberto Clemente Elementary School in Rochester, implementing a Education Partnership Organization / Charter Management Organization (EPO/CMO) Design with Expeditionary Learning.
  - Round II applications currently under review.

# Supports for Priority Schools, cont.

- **Systemic Supports for District and School Turnaround Grant**

- Provides Local Education Agencies (LEAs), with Priority Schools, opportunities to partner with support organizations to:
  - Build supportive district-level operating structures.
  - Build the capacity of district and school leaders to co-design and implement school turnaround plans that ensure dramatic gains in student academic performance through the effective implementation of the Common Core State Standards (CCSS), systems for teacher and leader effectiveness, and a cycle of data-driven instruction (DDI)/inquiry and action.
  - Build and coordinate the LEA's existing school turnaround efforts into one integrated approach.

- **State Turnaround Office**

- Provides access to information and models of best practice.
- Creates professional communities of practice across the State.
- Connects districts and schools to key change partners and partner organizations.
- Promotes high quality school design through funding and outreach.

# Supports for Focus Districts/Schools

- **New 5% to 15% set-aside of Title I; Title IIA and Title III funds, if district or charter school is identified for performance of English language learners (ELLs).**
  - Set-aside must be used to provide to Priority and Focus Schools programs and services from a list established by the Commissioner.
  - Focus Districts also have a 2% set-aside for parent involvement and engagement.
  - Districts are no longer required to set aside a portion of their Title I allocation to support Supplemental Educational Services (SES).
- **Regional Bilingual Education Resource Networks (RBE-RNs) and Regional Special Education Technical Assistance Centers (RSE-TACs) provide support to Districts in developing and implementing improvement plans when a district has been identified for the performance of English language learners or Students with Disabilities.**
- **Systemic Supports for District and School Turnaround Grant supports district capacity building.**
- **Commissioner's Schools Dissemination Grants**
  - High performing or high progress schools (Reward Schools) disseminate best practices to low achieving schools (Priority and Focus Schools) in order to raise the academic achievement of all students and to close the achievement gaps among subgroups of students.
  - Awarded schools will use grant funds to disseminate their best practices; mentor low performing schools; and refine and enhance their own best practices.
  - Focus Districts may compete for Replication Grants to assist them in adopting or adapting the best practices of Commissioner's Schools.

# Summary of Immediate Next Steps

- Begin the process of identifying and designating staff to be trained on the Diagnostic Tool for School and District Effectiveness at the monthly trainings.
- If you have not yet submitted the OEE application, please send in the OEE application and a copy of their most current resume to Doris Hill-Wyley, New York State Education Department, 89 Washington Avenue, Room 385 Education Building Annex (EBA), Albany, New York 12234.

# 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 SCEP.
- 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.

# Questions

**For further information about the DTSDE, contact:**

**[accountinfo@mail.nysed.gov](mailto:accountinfo@mail.nysed.gov)**