

Overview of the School Review

The review will be carried out by an Integrated Intervention Team (IIT) composed of New York State Education Department (NYSED) reviewers and/or consultant reviewers over a period of one, two or three days. The length of the review will depend on the accountability identification status or the size of the school. Approximately six weeks before the IIT visits a school, members of the school community—specifically, students, teachers and parents—will respond to a survey. All reviewers will receive the survey results prior to the start of the school review. The IIT will use the information to identify the **potential** strengths and areas for improvement in the school. Also, the results will serve to provide a contextual background for the school visit. Prior to the school review, the team will conduct a document review of the school’s assessment data, teacher schedules and the school-completed “School Information” document.

Prior to the start of the review, the principal, in consultation with the lead reviewer of the IIT, will draft a schedule for the review. The schedule may be adjusted by either the school or the lead reviewer of the IIT during the initial meeting of the review. The schedule should remain flexible as long as all essential components of the review are completed in a time-appropriate manner. Below is a summary of the essential components of the review that must be scheduled to take place throughout the one-day, two-day or three-day review process:

- **Principal Interviews**- The IIT will meet with the principal at the beginning of each day, check midday on the first day, clarify the review on the first day and debrief on findings at the end of the review. Principal interviews will continue on the second and third days of multi-day reviews.
- **Document Review**-School data set, demographic information, school schedule, all curriculum plans, professional development plans, teacher observation feedback, as well as human resources information and budget data may be reviewed during the document review event.
- **Classroom Visitations**- Each reviewer will visit seven to ten classes.
- **Focus Groups**-Members of the IIT will meet with focus groups that are composed of:
 - Students in both a large group setting and in a small group with no more than five students. Students of the small group meeting should bring their work folders or portfolios to the meeting;
 - Teachers and Student Support Staff meetings; and
 - Students’ family members
- **Observations**- Grade/subject-level teacher meetings focused on looking at student work where teachers discuss findings and create an action plan to address the findings.

The IIT will visit the school and collect first-hand evidence using the resources and visitation tools provided in this handbook. At the end of day one, the IIT will reflect on and discuss the initial findings of day one (and day two for three-day reviews). At the end of day two (or day three for three-day reviews), the team will provide preliminary findings to the school during the debriefing session. Throughout the visit, the reviewers will complete the classroom visitation template for the specific classes at the school (General Education, Self-Contained and/or ESL-Focused group setting, Transitional Bilingual Setting Classroom, Dual Language Setting, Self-Contained Special Education and/or ICT Setting Classroom Visitation). The template will be used to record notes and the evidence of occurrences within a particular classroom, by utilizing key concepts for classroom visits as a guide.

As the visitation tools may be audited later for purposes of calibration assurance, it is essential that the documents are carefully kept and stored after the submission of the second draft of the report. Following the visit, the lead reviewer is responsible for producing a written report using the School Review Report template, which is closely aligned to the rubric. Evidence to support findings will be included for each of the tenets, and the school will receive an overall rating for each tenet section but will not receive an aggregate rating for the school. Using the High Effective, Effective, Developing and Ineffective (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. Lead reviewers on the IIT will be responsible for completing the report.

School Effectiveness Review Steps

The NYSED school effectiveness reviews consist of six steps:

Step 1: Pre-Review Document Review

Step 2: Survey Administration

Step 3: School Site Process

Step 4: The School Effectiveness Report and Calibration Assurance Process

Step 5: School Verification

Step 6: Final Publishing of Report

Pre-Review Document Analysis and Preparation

In preparation, the IIT will need to spend time prior to the visit carefully reviewing all of the provided documentation. This information will provide focus for the time spent in school and simplifies evidence-gathering by setting up questions that drive the direction and level of questioning throughout the review. It is essential to analyze all pre-review documentation in an efficient and effective way. The lead reviewer on the IIT will be responsible for ensuring that the components of the pre-review process are completed with fidelity and must convene the IIT at least four weeks prior to review to discuss and map out the review process, identify key questions, and review the resources and tools to be used during the review.

Additionally, the lead reviewer must make contact with the principal of the school three months prior to the review to discuss the expectations of the visit and request the data and/or supporting information the team will need to complete the review process. The School Review Timeline must be used to ensure that the review process is on track and conducted as seamlessly as possible.

Step 1: Pre-Review Document Review

The lead reviewer will assign each reviewer pre-review documents to synthesize and create inquiry questions to share with the team approximately two weeks prior to the school review. Pre-review documents will include:

- The most recent NYSED school review report.
- A completed "School Self-Assessment" form. This form will provide the team with information about the school's personnel, student assessment data, student demographics, attendance averages for both students and teachers, and a concise synopsis of the school's current goals for improvement or sustainability.
- The current teacher and school schedules submitted, so that reviewers are familiar, prior to the school's review, with how the school day is organized. The schedules will also be an indication of how the school leader is using resources to support student growth and achievement.

- Class rosters and a school organization sheet submitted by the school, so that the surveys can be created and coded before being mailed to the school.

Step 2: Survey Administration

The information from the student, teacher and parent surveys provides reviewers with access to the perspectives of the school community and complements the discussions that are held with small groups of students, parents and teachers. The survey results serve as a foundation for those discussions. It gives the reviewer a chance to examine responses that are either significantly above the average response or significantly below, and to probe the reasons for these responses. Teacher surveys focus on their perceptions of the students, parents and school leadership, and how they perceive they are being supported and growing as professionals. Student surveys focus on engagement and teacher effectiveness. The parent surveys focus on their perception about how they are perceived by the school community, welcomed by the school staff and encouraged to be a partner in their child's educational experience.

- Surveys will arrive to the school approximately two weeks after the class rosters and organization sheet are sent to the survey distributor.
- The principal should take note of when the surveys must be mailed back to the survey distributor.
- Once the surveys are received at the school, the principal should begin to immediately distribute them to the teachers. Principals should identify a time of day where the entire student body will be engaged in responding to the surveys. Students in classes lower than third grade will need their surveys administered in a one-on-one scenario. Principals and teachers should account for this necessity and map the administration time backwards to ensure that the surveys are ready to be sent to the distributor at the appropriate time.
- Parent surveys should be sent home with a letter explaining that the school is being reviewed by NYSED and their input is greatly needed. A sample of the letter may be found in the School and District Effectiveness Review Principal Guide.
- Parents are asked to return their surveys to the school in a sealed envelope. The school should provide a secure and convenient location for parents to drop off their surveys or for teachers to submit surveys that have been returned to them by students.
- By the appointed date specified in the survey package, principals must place all of the surveys in the pre-addressed package and send this to the survey distributor.
- The survey distributor will analyze the surveys and send the link to access the reports of the findings to NYSED survey administrator.
- The NYSED administrator will forward the link to the district director, who will in turn send the link to the review team, school principal and district representative.

Step 3: School Site Visit

- The review team arrives at the school no later than 15 minutes prior to the first scheduled event.
- The lead reviewer introduces the team to the principal, school and district representatives.
- The team reviews the agreed-upon schedule with the principal.

- The lead reviewer reminds the principal that the schedule must remain flexible to accommodate any unforeseen circumstances (such as teacher absences or school schedule changes).
- Reviewers visit seven to ten classes accompanied, when possible, by a school leader spending 20-30 minutes in each classroom. The reviewer chooses all classrooms on the first day, and there is a conversation between the reviewer and principal around the selection of classes for day two. The lead reviewer will inform the principal of the classes to be visited on the day of the review. Where possible, the IIT selects a cross section of grades, subjects, English language learners, special education students, strong teachers and possibly an improved teacher as a result of an intervention. The reviewer should be provided with opportunities for conversations to occur with classroom teachers prior to, or immediately after, the actual classroom visit. This will provide context for the visit and empower the teachers to articulate what was expected in the lesson.
- A representative from the review team will conduct a:
 - One-hour meeting with the Student Support Staff pre-selected and mutually agreed upon by the lead reviewer and principal.
 - One-hour meeting with parents who have been pre-selected and mutually agreed upon by the principal and lead reviewer.
 - Period-long meeting with a vertical teacher group. This group should represent every grade and subject in the school. In the case of elementary schools, a representation of cluster (specialists) may join the vertical teacher group, but a representation of every cluster subject is not necessary.
- Observe a grade/subject team's meeting focused on student work and action plans to address the findings of the work.
- A reviewer from the IIT team will meet with a:
 - Large group of eight to ten students. A counselor from the school should attend this meeting.
 - Small group of three to five students to discuss the students' work products evident in their work folders/portfolios. A school counselor should be present at this meeting.
- The IIT team will conduct several interviews with the school principal throughout the process to ensure that there is a continuous flow of communication. There will be end-of-day debriefs on day one for two-day reviews or days one and two for reviews scheduled for three days.
- Conduct the formal last-day debriefing session, leaving the school/district representatives with the debriefing report.

Step 4: The School Effectiveness Report and Calibration Assurance Process

- The lead reviewer will facilitate a meeting of the review team to debrief their findings and evidence of the school review.
- Following the debrief with the lead reviewer, the review team submits their individual "Summary of School Review" form.
- The lead reviewer synthesizes the information provided on the "Summary of School Review" forms to create a "School Review Report."
- A draft of the report is submitted to the calibration assurance reader assigned to the review.
- The calibration assurance reader will return the review for edits.

- The lead reviewer will facilitate the edit process and resubmit the report to the calibration assurance reader.
- If the edits are acceptable, the report is forwarded to the school for review and verification of the “About the School” sheet.
- If the edits are not acceptable, the report is returned to the lead reviewer for further editing.
- The lead reviewer facilitates the edit process and resubmits the report to the calibration assurance reader.

Step 5: School Verification

- Once the school verifies the information and the edits are acceptable, the review is submitted to the senior manager for approval.

Step 6: Final Publishing of Report

- Once the senior manager approves the report, it is published on the NYSED website.