

## Overview of District Review

The review will be carried out by an Integrated Intervention Team (IIT) comprising New York State Education Department (NYSED) reviewers and/or consultant reviewers over a period of one or two days. The length of the review will depend on the accountability identification status of the schools in the district. The district review will occur either prior to or concurrent with the first school review within the district.

Approximately four weeks prior to the district review, the team will collect the district information sheet and other information to review the district's assessment data and the school's performance.

Prior to the start of the review, the superintendent, in consultation with the lead reviewer of the IIT, will draft a schedule for the review process. The schedule may be adjusted by either the district 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 or two-day review process:

- **Superintendent Interview**- The IIT will meet with the superintendent during the beginning of the first day of the review to inquire about the superintendent's vision for the district, with a focus on student achievement. During subsequent days of the review, periodic check-ins with the superintendent can take place to clarify any information emerging from district events.
- **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.
- **District Cabinet Focus Group** - The purpose of this group interview is to give the district's senior management an opportunity to convey how the district works collaboratively to support schools, students and parents.
- **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 Interview** - 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 Interview** - This team interview will take place with the team that supports schools' development and use of a 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** - The meeting with this team will focus on the professional development delivered and offered to school staff.

As the visitation tools may be audited later for purposes of quality 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 District Review Report template, which closely aligns to the rubric. Evidence to support findings will be included for each of the tenets, and the district will receive an overall rating for each tenet section but will not receive an aggregate rating for the district performance. Using the Highly 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.

## **The Steps of the District Effectiveness Review**

The NYSED district effectiveness reviews consist of six steps:

- Step 1: Pre-Review Document Review
- Step 2: District Site Process
- Step 3: Summary of Findings Based on District Events and Synthesis of School Findings
- Step 4: The District Effectiveness Report and Calibration Assurance Process
- Step 5: District Verification
- Step 6: Final Publishing of Report

### **Pre-Review Document Analysis and Preparation**

In all cases, IIT will need to spend time prior to the visit carefully reviewing all of the provided documentation to be suitably prepared. This information will provide focus for the time spent in districts and simplify 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 no later than four weeks prior to the review to discuss and outline the review process, identify key questions, and go over the resources and tools to be used during the review.

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

### **Step One:**

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 district review. The pre-review documents will consist of:

- The most recent NYSED district review report;
- A completed “District Self-Assessment” form which provides the team with information about the district’s personnel, student assessment data, student demographics, attendance averages for both students and teachers, and a concise synopsis of the district’s current goals for improvement or sustainability; and
- A district organization sheet that explains how the district is organized and functions.

### **Step Two: District Site Visit**

- The review team arrives at the district no later than 15 minutes prior to the first scheduled event.
- The lead reviewer introduces the team to the superintendent and district representatives.
- The team reviews the agreed upon schedule with the superintendent.
- The lead reviewer reminds the superintendent that the schedule must remain flexible to unforeseen circumstances (such as staff absences or district emergencies).
- A reviewer from the review team will conduct a 60-90 minute meeting with the:
  - Superintendent;
  - District Cabinet pre-selected by the superintendent;
  - Student support staff pre-selected and mutually agreed upon by the lead reviewer and superintendent;
  - Human Resource personnel pre-selected and mutually agreed upon by the lead reviewer and superintendent;
  - Fiscal Management personnel pre-selected and mutually agreed upon by the lead reviewer and superintendent;
  - Curriculum and Instruction personnel pre-selected and mutually agreed upon by the lead reviewer and superintendent; and
  - Professional development staff pre-selected and mutually agreed upon by the lead reviewer and superintendent.

### **Step Three: The Summary of Findings Based on District Events and 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 Four: The District Effectiveness Report and Calibration Assurance Process**

- The lead reviewer will facilitate a meeting of the review team at which they will review their findings and evidence of the district review.
- A draft of the review is submitted to the calibration assurance reader assigned to the review.
- The calibration assurance reader will return the review for edits.
- The lead reviewer facilitates the edit process and resubmits the report to the calibration assurance reader.
- If the edits are acceptable, the report is forwarded to the district for review and verification of the “District Information” 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 Five: District Verification**

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

#### **Step Six: Report**

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