



DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS:

**“Meeting the Needs of All Students:
Incorporating Subgroups into
the DTSDSDE Review Process”**

JANUARY 8-9, 2015





Welcome!

Your presenters are...

- **Dr. Claytisha Walden – NYSED**
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and

- **Dr. Elise Russo – Tribal Group/Class Measures**
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Introduce yourselves...

- ▶ I am a representative of the New York State Education Department.
- ▶ I am a district office administrator.
- ▶ I am a principal.
- ▶ I am an assistant principal.
- ▶ I am a SESIS.
- ▶ I am a RBE-RN.
- ▶ I am an OEE.
- ▶ I can identify the subgroup(s) who have a gap in performance.



Session Objectives

Participants will be able to:

- Understand the subgroup performance and the connection to the DTSDE rubric.
- Identify ways that a review of a Focus School may be approached based on subgroup data.
- Identify specific questions that would be relevant addressing success gaps between subgroups.
- Identify strategies in addressing success gaps.
- Understand “what is typical for the school” when there are significant gaps among subgroups.



Professional Development Norms

A Few Agreements for our Work Together

- **Ask** Questions
- **Engage** Fully
- **Integrate** New Information
- **Open** Your Mind to Diverse Views
- **Utilize** What You Learn

<http://learningforward.org/>



Why address subgroup performance?



<https://www.youtube.com/watch?v=eGS6EwoXskw>



Identification of Success Gaps

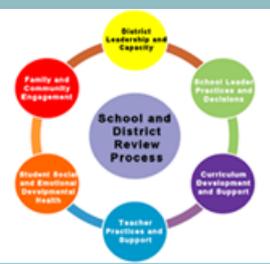
- ⦿ A gap in educational outcomes between different groups of students
 - > Achievement
 - > Identification and/or placement for special education
 - > Suspension rates
 - > College and career preparation
 - > Graduation Rates

From: Munk, Tom. (2014) "Equity, Inclusion, & Opportunity: Addressing Student Gap" – Regional Resource Center Program, Idea Data Center, Priority Teams Disproportionally



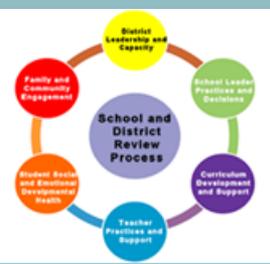
Sub groups affected

- ⦿ English Language Learners (ELL)
- ⦿ Students with disabilities (SWD)
- ⦿ Low socio-economic status (SES)/Economically disadvantaged
- ⦿ Migrant
- ⦿ Ethnic groups
 - > African American
 - > Latino/Hispanic
 - > Native American/American Indian



Data Analysis Exercise

- In your groups, review the assessment results of the school and answer the following questions:
 - > What do you notice?
 - > Which subgroup(s) have a success gap in achievement?
 - > How will this information inform the Review?
 - > What are some questions you would have as a Reviewer? How might a school address these gaps?
 - > How does the subgroup perform as compared to the whole school?



Data Analysis Exercise

- ⦿ How will the DTSDE Review look differently knowing the data?
- ⦿ Ask specific questions during Focus groups
- ⦿ What is “typical” for the school when there are significant gaps among subgroups?
- ⦿ What are the root causes of the gaps?



The Impact of Gap Data

- How does this data impact the Review?
 - > Principal Interview
 - > Teacher Meeting
 - > Grade/Subject Observation Meeting
 - > Small Student Group
 - > Parent Meeting
 - > Student Support Meeting

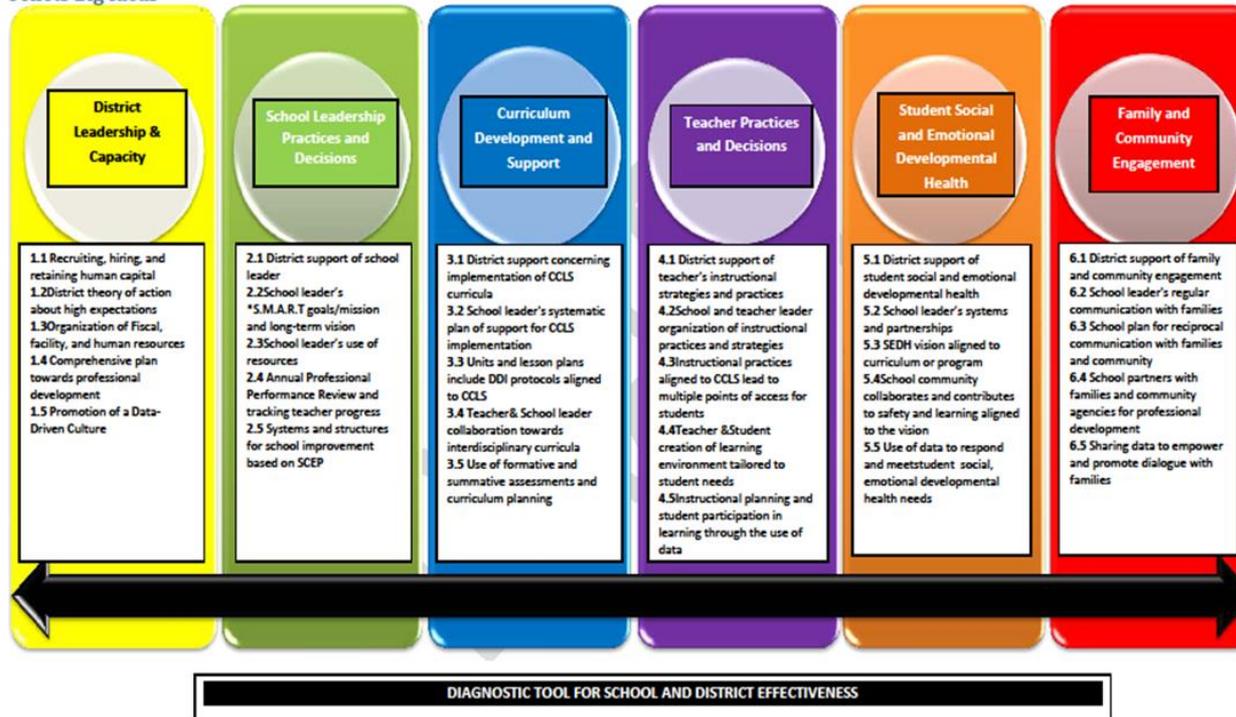
Where do we see a connection to the rubric and meeting the needs of diverse students including subgroups?





Tenet Big Ideas

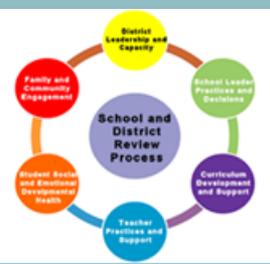
Tenets Big Ideas



DTSDE – (Diagnostic Tool for School and District Effectiveness)



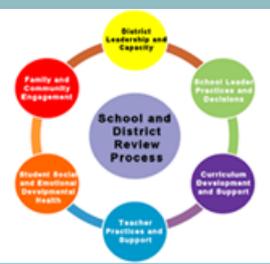
- **Tenet 1:** District Leadership Practices and Decisions
- **Tenet 2:** School Leadership Practices and Decisions
- **Tenet 3:** Curriculum Development and Support
- **Tenet 4:** Teacher Practices and Decisions
- **Tenet 5:** Student Social and Emotional Developmental Health
- **Tenet 6:** Family and Community Engagement



Connecting to the DTSDE Rubric

In your groups, look at the Statement of Practice (SOP) and answer the following questions:

- How does this address educating all students and in particular subgroups such as ELLs, SWDs and low socio-economic status (SES)/Economically disadvantaged ?
- How would a school incorporate subgroup data to prepare for a DTSDE School Review ?



Tenet 2

◎ Statement of Practice – 2.3

- > Addresses the School Leader 's strategic decisions to organize programmatic, human, and fiscal capital resources.
- > Impact: Available resources address the immediate needs of the school community.
- > Look at the impact of services provided to subgroups
 - Examples:
 - Teacher Assistants not engaged in instruction
 - ICT class where one teacher dominated
 - A program targeted for a subgroup vs. variety of interventions



Tenet 2

◎ Statement of Practice – 2.5

- > Addresses the School Leader 's practices around systems and structures to examine school wide improvement and individual data
- > Often times, subgroup identification and specific plans around ELLS, SWDs and SES are omitted
- > Trends around student subgroup performance are omitted

Tenet 3



◎ Statement of Practice – 3.3

- Addresses teacher unit and lesson plans to include data protocols aligned to the CCLS to meet student needs
- Impact is student growth leading to improvements in achievement for all students and in particular ELLs, SWDs, SES



Tenet 3

◎ Statement of Practice 3.4

- > Addresses plans to create interdisciplinary curricula targeting art, technology and other enrichment opportunities
- > All students have opportunities to engage in interdisciplinary activities through instruction including ELLs, SWDs and SES

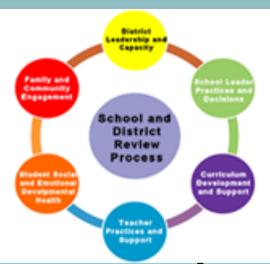


Tenet 3

◎ Statement of Practice 3.5

- Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long range curriculum planning that involves student reflection, tracking of, and ownership of learning.
- ◎ How are ELLs, SWDs and SES incorporated into instructional plans, assessment and data analysis?

Tenet 4



- In your groups, review the assigned Statements of Practice (SOPs). How does the SOP connect to meeting the needs of all students?
- Statement of Practice 4.3 :
 - > CCLS aligned instruction that leads to multiple access points for all students in engagement and achievement
- Statement of Practice 4.4
 - > Responsive and intellectually safe learning environment tailored to students' strengths and needs
- Statement of Practice 4.5
 - > Progress monitoring



Tenet 5

◎ Statement of Practice 5.3

- How does school vision include ELLs, SWDs or low SES/economically disadvantaged students or other subgroups in creating a safe and healthy environment?

◎ Statement of Practice 5.5

- How are opportunities maximized for all students to become academically and socially successful?



Tenet 6

- Discuss the following Statements of Practice. How are families of diverse student populations encouraged to become active participants in their children's learning?
 - > Statement of Practice 6.3
 - > Statement of Practice 6.5



School Review Team

- May consist of a Regional Bilingual Education Resource Network specialist (Language RBE-RN)
 - > Focus is to promote high academic achievement for LEP/ELLs from various target languages and cultural backgrounds.
 - > Improve instructional practices and educational outcomes of Limited English Proficient/English Language Learners (LEP/ELLs).
 - > Observes instruction in ESL, NLA, & ELA classes.



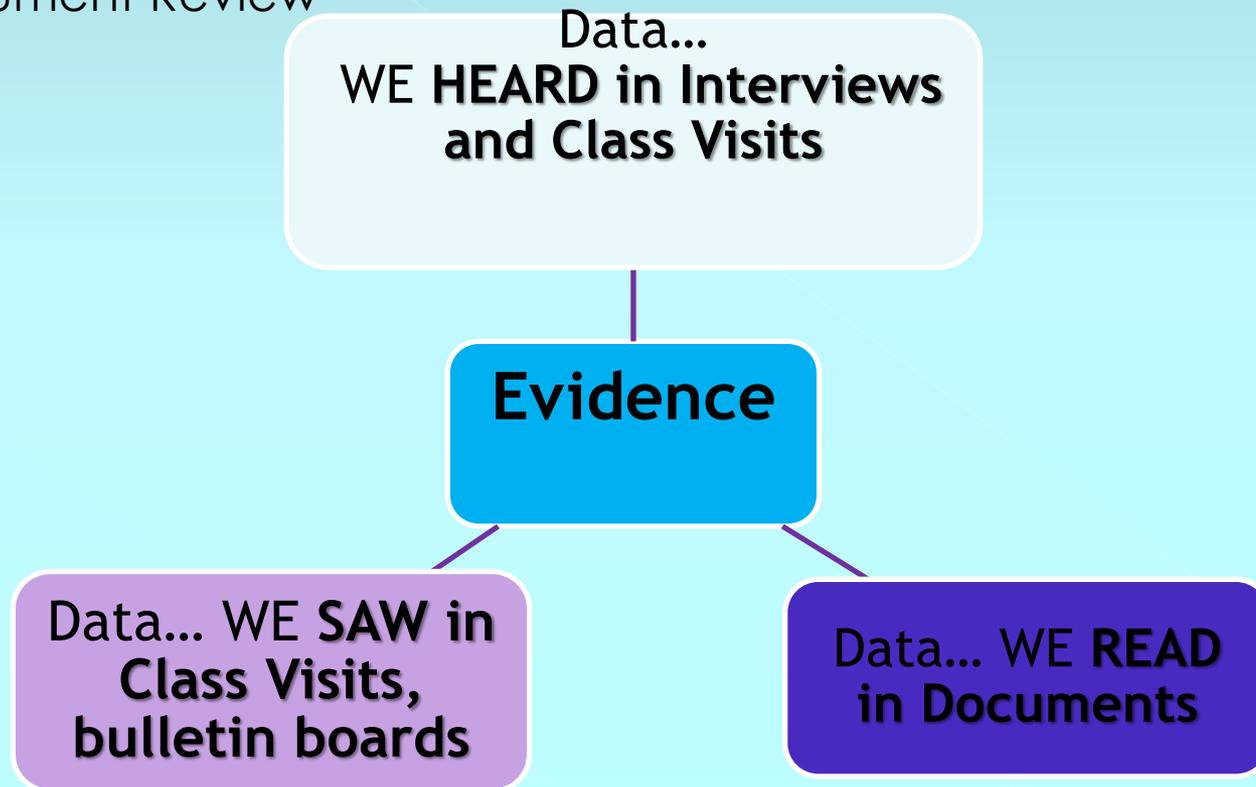
School Review Team

- May consist of a Special Education School Improvement Specialist (SEIS)
 - > Focus is to promote high academic achievement for Students with Disabilities (SWD). The SEIS provides targeted support and technical assistance as it relates to educational programs and academic performance of students with disabilities.
 - > Improve instructional practices and educational outcomes of SWDs
 - > Observes instruction in self-contained special classes, ICT, inclusion, general ed. classes

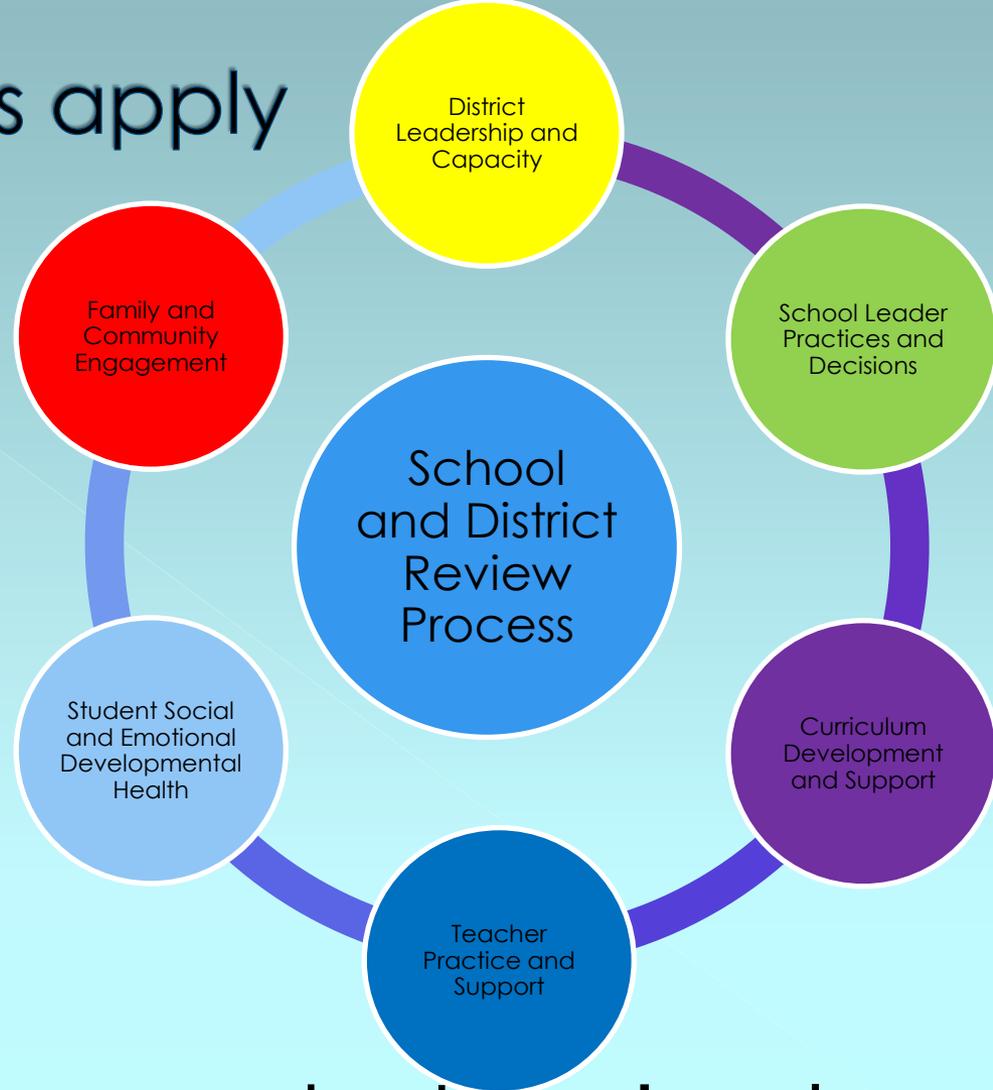


School Review Teams

- Gather Evidence through:
 - > Classroom Visits
 - > Interviews
 - > Document Review



Let's apply



How do we use what we've learned to support schools throughout the DTSD process?



A Glimpse into the School Review Team Reconvening

In the Evidence Gathering, the Review teams:

- Review school data (using the Data Collection Sheet).
- > Review the performance of sub-groups identified.
- > Examine strategies that the school has put in place to address the success gaps.





Some Considerations of School Review Team Reconvening

- > How is the school programmed for success?
- > What research based strategies are used for meetings all students' learning differences especially the subgroups identified?
- > How are teachers trained and supported in learner differences and how do they differentiate and modify instruction for individual and groups of students?



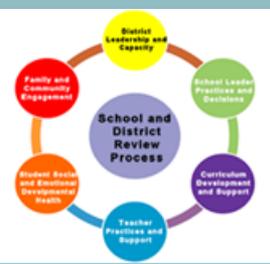
Other Questions that the Review Team may ask...

- > What instructional practices or unique strategies are used to address distinct groups of students?
- > What practices do you use to promote high levels of engagement and achievement for all of your students? Are CCLS lessons leading to higher-order thinking skills? How do you know?
- > How do you determine what the learning gaps are for all of the students in your classes? How are gaps addressed and shared across the school? How are best practices shared?



Considerations to address the Success Gaps

- Data based and focused decision-making
- Cultural and diversity responsiveness
- Rigorous instruction aligned to CCLS and the Instructional Shifts
- Progress monitoring
- Interventions and Supports



Recommendations

- ◎ The Review Team:
 - > Provides specific and actionable recommendations to address student achievement for all students **including** subgroups
 - > Notes the **typical** experience of students and what is **typical** for subgroups that may be different

Things to Keep in Mind for Schools Identified for SWD success gaps



- How are students being classified? What is the evaluation process?
- Do teachers continually assess student's progress towards IEP goals?
- Are there a variety of programs and interventions used?
- How does the school consider the needs of students with disabilities in decisions about instructional grouping, classroom and teacher assignments and scheduling?
- Do school and district professional development plans ensure that special and general teachers learn and plan together?
- Does the plan ensure that all staff receive training on meeting the needs of students with disabilities?

RSE-TASC Walk-Through

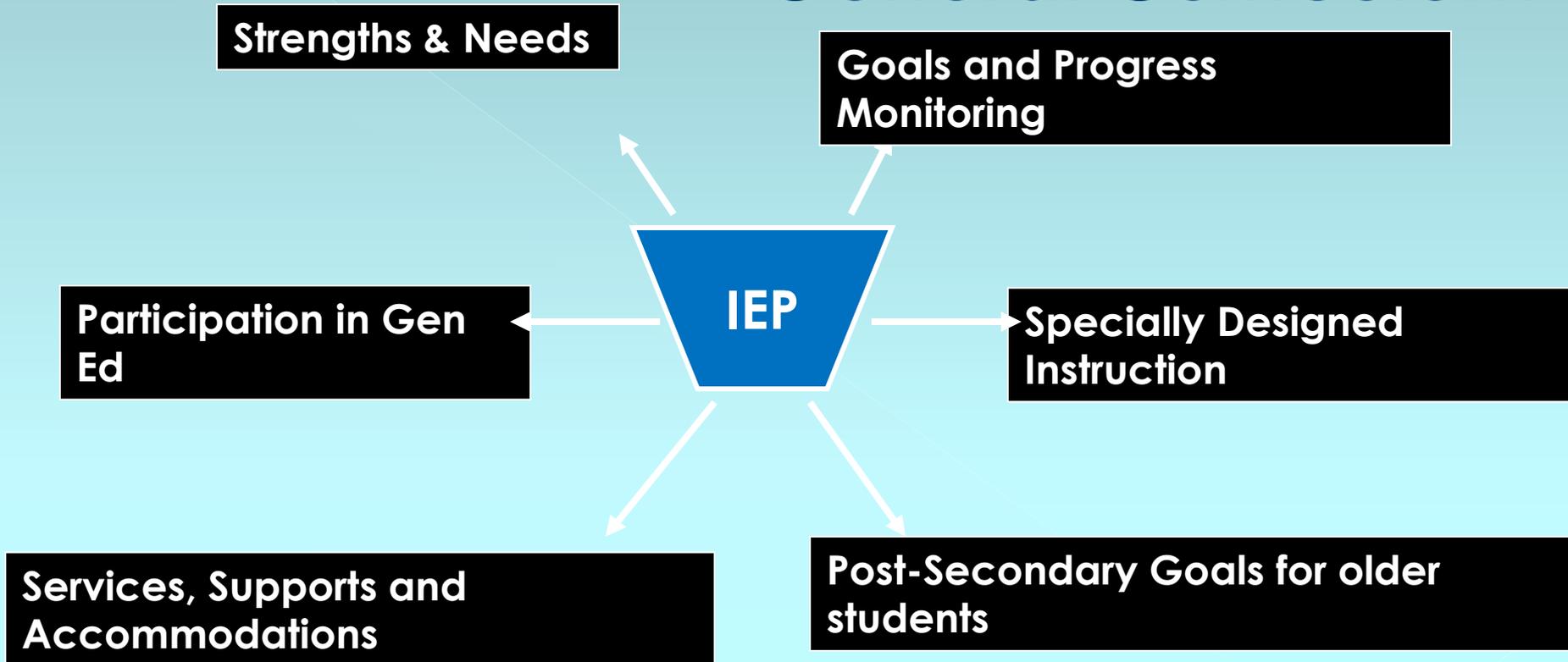


RSE-TASC Walk-Through Tool
Supportive and Accessible Classroom Environment

	Y	N	NA
Classroom Management			
1. Staff use verbal and/or non-verbal prompts to cue expected behavior during instruction.			
2. Students with disabilities complete the cued routines within the stated time limit.			
3. Staff explicitly acknowledge specific appropriate behavioral responses more frequently than inappropriate responses.			
4. Both proactively and as a response to disruptions, staff use strategies like scanning, interacting frequently with students, and purposeful movement (e.g., proximity control).			
5. Staff use verbal and/or non-verbal prompts to cue student transitions between instructional groupings, instructional tasks, etc.			
6. Students with disabilities complete transitions between instructional groupings, instructional tasks, etc. within 2 minutes.			
7. 3 to 5 positively stated behavioral expectations are prominently posted in the classroom; i.e., they are able to be read from any point in the room.			
a. Staff reference the posted behavioral expectations verbally and/or non-verbally.			
b. Staff provide specific acknowledgements of student demonstrations of these expectations.			
8. Staff collect data on student behavior during the observation; e.g., hatch marks, time on task, # of students responding to questions.			
Positive Classroom Climate			
9. Staff make statements that are welcoming, caring and encouraging.			
10. Students are greeted as they enter the classroom.			
11. Staff use students' names.			
12. Staff make connections to students' interests and/or goals.			
13. Staff make positive statements that students with disabilities will be successful.			
14. Students are praised for both performance and effort.			
15. Staff encourage students with disabilities to interact with their teachers and peers.			
16. Classroom walls reflect the linguistic and cultural diversity of the student population in the class; e.g., labels, rules, and assignments are posted in English and native language(s).			
Physical Organization			
17. Materials and space are organized; e.g., with clearly delineated and labeled areas.			
18. Students with disabilities have necessary materials at hand.			
19. Teachers have necessary materials at hand.			
20. Students with disabilities can see and be seen by teacher.			
21. Staff and students with disabilities are able to move throughout the classroom with ease.			
22. Equipment is adapted so that students with disabilities can actively participate in the instructional activity.			



The IEP is the Cornerstone for Providing SWDs with Access to the General Curriculum



Staff have access to & understanding of the IEP

Things to Keep in Mind for Schools Identified for ELL success gaps



- What process does the school use for ELL placement?
- What accountability measures are in place to ensure that ELL students and subgroups adequately receive a progression of sequenced, complex materials that promote higher order thinking skills?
- Are there a variety of programs and interventions used? What additional programs does the school offer ELL students?
- What services are implemented for ELL student support?



Things to Keep in Mind for Schools Identified for ELL success gaps

- How and when is data collected, analyzed and used to meet the needs of ELL students?
- What PD is given to understand and use the New York State English as a Second Language Achievement Test (NYSESLAT) to inform instruction?
- How are translation services provided for all languages?
- How are parents given training to understand NYSELAT, Common Core and students' progress?
- What does cultural sensitivity look like in the school?



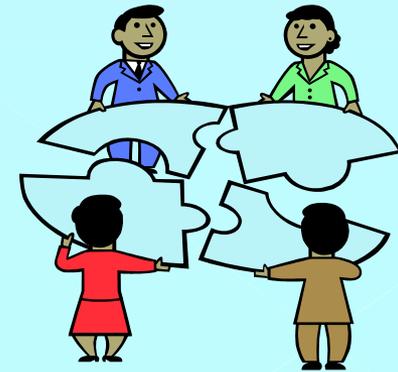
Things to Keep in Mind for Schools Identified for SES success gaps

- How are high expectations communicated?
- What opportunities does the school afford students who are economically disadvantaged? (College, career options, Extended day activities)
- What support is the school offering parents to help students to increase achievement?
- What are some collaborations around community based organizations and community partnerships?
- Is there PD for teachers around the effects of poverty and student achievement?



How do we meet the needs of all students?

◎ https://www.youtube.com/watch?v=D_Nlkr5sCmA





Thank You!

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