



Our Students. Their Moment.

# Report Writing and Crafting Quality District-led Review Reports



# Session Objectives

---

- Participants will learn to use the **Report Writing Look-fors** document to **aid** in the **report writing**, determine **alignment to SOP**, and **ensure** the **report does not have contradictions**
- Participants will practice **synthesizing evidence** to write a **Finding** that **addresses the SOP** and its **Guiding Question**
- Participants will **practice** how to **synthesize evidence** to **describe** the **quality** of a **school's typical activities** that **directly relate** to **Impact**

# Mingle Activity

---

## Regarding the Report Writing “Look-fors” Document:

1. Participants will engage in a group discussion and hands-on activity at their tables
2. Working collaboratively, each participant will cooperate in identifying 4 “SOP Look-fors” for each of the Tenets: 2, 3, 4, 5 & 6
3. Each group will receive a ziploc® bag with Statement of Practice (SOP) Look-fors for Tenets: 2, 3, 4, 5 & 6 and 5 index cards (i.e., Tenet 2, 3, 4, 5 & 6), as well as a half-sheet noting the Statement of Practice (SOP) themes (i.e., .2s relate to Vision & Leadership, .3s relate to Resources and Materials, etc.)
4. Each group will sort 4 of the SOP Look-fors under a Tenet; each SOP Look-for is noted on the back as to which Tenet it falls under (i.e., T2, T3, T4, T5 & T6)
5. Once all SOP Look-fors have been sorted under a Tenet (4 under each Tenet), table groups will assign Duos for each Tenet (2 participants per Tenet)
6. Table Group Duos will skim (“Quick-read”) the text of each of the “SOP Look-fors” under their assigned Tenet
7. Then the Duos will use the DTSDE Rubric (SOPs) to help them identify how to sequence the SOP Look-fors under their assigned Tenet (i.e., Tenet 6: 6.2; 6.3; 6.4; 6.5) – use the half-sheet noting the SOP themes to guide your thinking
8. The SOP Look-fors should be laid out on your table and placed into sequential order with its 4 appropriate SOP Look-fors under each index card (i.e., Tenet 2, Tenet 3, Tenet 4, and Tenet 5)

# Report Writing Common Errors

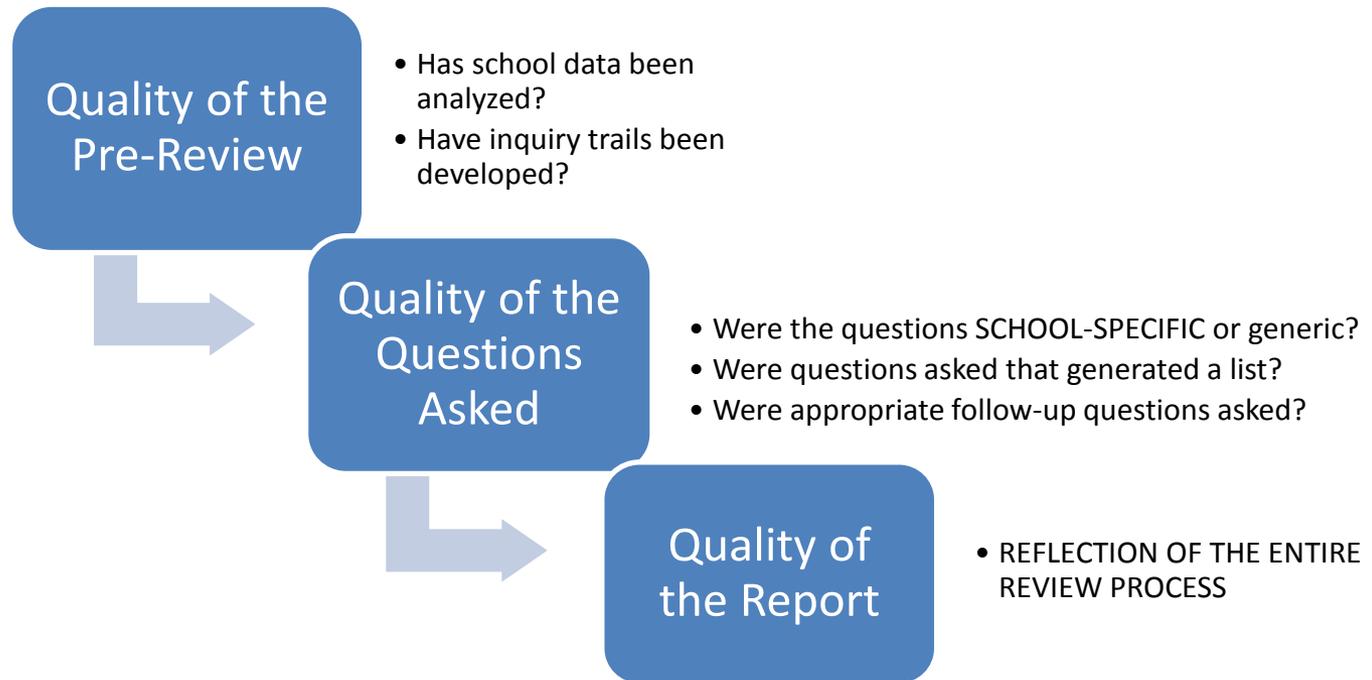
---

- The rubric is approached as a checklist
- Evidence focuses on INPUTS
- Evidence reads like a list
- There is little indication of whether or not the initiatives/efforts are making a difference
- Statements of Practice approached differently than intended
- Conclusions are not consistent across the report. Contradictions exist.
- The report lacks an analysis of the quality of different initiatives
- The report lacks insight into why the school has achieved the results it has

# Report Writing

---

Ultimately, the **QUALITY** of the report is a reflection of the **QUALITY** of **ALL** of the work done in conjunction with the review.



# Report Writing Look-fors document

---

- Developed by NYSED calibrators
- Ensures consistent interpretation for each Statement of Practice
- Is a significant component of training for Outside Educational Experts leading IIT reviews
- Will be used in reviewing future District-submitted reports
- Should be used by those leading District-led reviews and overseeing School Reviews with District Oversight

# Six General DTSD Report Guidelines

---

## Re-cap **REMINDERS:**

- The writing clearly identifies the impact and effectiveness of various initiatives the school has undertaken for all SOPs
- The examples provided explain the findings and conclusions of the Review Team that are typical at the school (i.e., a subgroup)
- For schools/districts to achieve Stage 3, it is expected that the Impact Statement has been achieved
- “Areas of Improvement” should be noted by Reviewers as reasons they found to be keeping the school from making progress
- The rubric and the review apply to all students
  - **Focus schools/districts:** the quality of education that various subgroups receive may be contributing to the school’s focus status and should be looked for throughout review and identified in the report
- The report should be read for consistency:
  - **Hint for Writer:** avoid making conclusions that could lead to contradictions; all SOP conclusions should connect and not contradict one another

# Round Table Discussion

---

## Reviewing SAMPLE School Reports in the same Table Groups:

- **SAMPLE 1**
  - Is an example of a writer who has approached this as a checklist without considering the quality of those identified efforts, hence the overall Impact
- **SAMPLE 2**
  - Is an example of a writer not focusing on how the Leadership has set the tone for instruction, nor does it provide an analysis of said efforts
  - The writer has provided a list of shortcomings without much thought on why they may exist, and what to do about them
- **SAMPLE 3**
  - Is an example of a writer who has made conclusions about identified efforts made by the school that have lead to a contradiction between 4.2 and what appears elsewhere

# Impact

---

- When possible, reports should describe the effectiveness of specific initiatives after one is identified
- One impact statement at the end of an SOP can end up being generic
- Look at 4.3 in Sample 3 - Focus is on inputs and the impact is assumed. How would a reviewer know if students were receiving aligned instruction?
- How have they added value to the school?

# Round Table Discussion – Digging Deeper

---

- **SAMPLE 4**
  - **Participants in their Table Groups each will “Quick-read” SAMPLE 4**
  - **Participants should frame their Quick-read by reviewing the Report Writing Look-fors document under Tenet 4**
  - **Table Groups engage in a discussion using the following probing questions:**
    - **Does the SOP meet the criteria or not?**
- **Reminders:**
  - **communicate simply and succinctly in the report**
  - **Each SOP should be synthesized to average 125 words; Each Tenet should be around 500 words and the entire school report should average around 2500 words**

# Guiding Questions

---

## Guiding Questions:

- provide further clarification about how to approach each SOP to ensure consistent interpretation of the rubric
- connect the a), b), and c) in the SOP with the Impact

**By answering the Guiding Question, you have generated an overarching Finding for each SOP.**

**The overarching finding becomes the “Topic Sentence” to start each SOP. It is supported by the evidence (supporting details) that follows.**

# Report Writing Practice Activity

---

## *“Synthesizing Information”*

### Statement of Practice (SOP) 4.3 & 4.5:

- In Table Groups, participants will cooperate on developing a Finding for each SOP
  - **SOP 4.3:**
    1. First, Quick-read Statement of Practice 4.3 in the “Report Writing Look-fors”
    2. Next, Quick-read and review the evidence in SOP 4.3
    3. Then write one overarching FINDING for SOP 4.3

**Hint:** There is more information in SOP 4.3 than is needed

**Objective** of this Activity:

- **To synthesize the evidence into one overarching FINDING (a topic sentence) that addresses the Guiding Question**

**Let’s practice again with **SOP 4.5** using the same steps noted above**

# Report Writing Practice Activity

---

## *“Synthesizing Information”*

Let’s Practice some more...

- Using the same Statement of Practice **(SOP) 4.3 & 4.5 Handout:**
  - In Table Groups, participants will cooperate on synthesizing the information in SOP 4.3 or 4.5
    - **Select 4.3 or 4.5:**
      1. First, Quick-read Statement of Practice 4.3 in the “Report Writing Look-fors”
      2. Next, Quick-read and review the evidence in SOP 4.3
      3. Then write one overarching **FINDING** for SOP 4.3

**Reminder:** There is more information in SOP 4.3 & 4.5 than is needed

**Objective** of this Activity:

- To synthesize the noted information/details into clearly phrased sentences that support your topic sentence (Finding)
- To provide a concise response to the Guiding Question

# Exit Ticket

---

**Thank you for your kind attention!**

Dr. Rosa Alcalde Delgado  
Education Consortium/Tribal-OEE  
rosa@edconsortium.com

**List 3 things that are immediate take-aways  
about DTSDE Report Writing. Be specific.**

