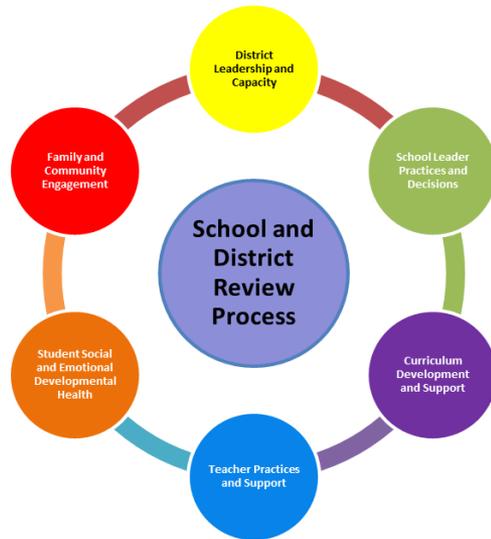


# Diagnostic Tool for School and District Effectiveness (DTSDE)



## Understanding Trends Across Reviews and Supporting Schools to Prepare for Reviews

October 6, 2015



# Overview: DTSDE School Review Process

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Survey Administration

Pre-Review Document  
Review

On-Site School Review  
(IIT)

Report and  
Calibration

School Verification

Final Publishing

## ***Goal of the School Review Process:***

Collaboratively, with schools, conduct a **NEEDS ASSESSMENT** to accurately determine WHY the school is in focus or priority status, in order to:

- Provide actionable feedback
- Timely, realistic, and high-leverage recommendations

Resulting in increased student achievement and removal from focus/priority status.

# SELF-REFLECTION 2015-16

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**As part of pre-review preparations, all schools submit a SELF-REFLECTION. The self-reflection process has changed so that:**

- It can serve as a needs assessment to get the school's understanding as to why the school has achieved the results that it has received
- Questions are intended to lead to deeper reflection and help schools approach the review through the lens reviewers will use.
- Schools no longer provide ratings.

# SELF-REFLECTION 2015-16

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- ❑ School leaders should guide the school in a collaborative review of the rubric and guiding questions document prior to completing the self-reflection.
- ❑ Reviewers will use this document to learn about the school AND to get a sense of the **school's ability to self-assess and understand the work ahead (2.5)**.
- ❑ A thorough self-reflection will be more informative than a large pile of documents and files.



# SELF-REFLECTION 2015-16

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- ❑ **Avoid providing a list of activities** unless you can provide evidence of how you know the activity is impacting and adding value to the school.
  
- ❑ Be sure **ALL aspects** of the Guiding Question have been realized, and there is clear evidence that the **IMPACT** is attained before answering **'YES' !**

# SELF-REFLECTION 2015-16

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## TENET 3 - CURRICULUM

**Statement of Practice (SOP) 3.2:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

**IMPACT:** The school leader's vision for curriculum ensures that students are receiving a curriculum that is rigorous and relevant, leading them to college and career readiness.

**Guiding Question:**

Is the school leader ensuring that the CCLS are being implemented and that the students are receiving a rigorous, relevant curriculum that takes into account student needs and **contributes to college and career readiness?**

**School's Response:**

The school leader...

# SELF-REFLECTION 2015-16

## TENET 3 –Curriculum – What is the IMPACT?

The Impact Statements for Tenet 3 are as follows:

SOP 3.2: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

SOP 3.3: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

SOP 3.4: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

SOP 3.5: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for this TENET:

School's response:



Answer one of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for this Tenet?

# SELF-REFLECTION 2015-16

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Provide response when applicable:

The curriculum looks different this year compared to previous years:

In what **students** do, such as:

In what **adults** do, such as:

In the **way the school is organized**, such as:

In **other ways**, such as:

The **one to five NEXT STEPS** for improving Curriculum are:

1.

# SELF-REFLECTION

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## Tenet 2

**Statement of Practice (SOP) 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.**

**IMPACT: The strategic use of resources (time, space, people, and materials) has resulted in school improvement and increased student success.**

**Guiding Question/SOP Prompt: Have school leaders used resources strategically to bring about school improvement and increased student success?**

**School's response (between 10-200 words): The school leaders...**

**If applicable, provide the TWO BEST examples of measureable improvements that have come because of the school leaders' decisions regarding resources by completing the following sentences:**

## Thinking frame...

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The school leaders' made the decision to \_\_\_\_\_ *<example of decision>* in order to \_\_\_\_\_ *<goal the decision hoped to achieve>*. We know this decision was correct because of the following improvements in data:

# Continued...

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## **EXAMPLE:**

The school leaders made the decision to increase class sizes in the upper grades in order to hire a primary grade reading intervention specialist in order to ensure that all students are reading at grade level by the end of first grade. We know this decision was correct because of the following improvements in data:

- *The percent of students reading at Fountas and Pinnell Guided Reading Level I at the end of first grade has grown from 45% to 88% in one year.*
- *The school went from having 58% of its students below the national average on the Kindergarten Fall Sight Word benchmark assessment to having 92% of students of students at or above the national average on the Kindergarten Spring Sight Word benchmark assessment.*

# Persistent Trends

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1. Lack of goal setting and monitoring progress toward those goals.  
Targets/Goals aren't developed.

# Persistent Trends

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2. Teacher observations are not organized in a way that allows for tracking progress, identifying trends, and holding people accountable for feedback provided.

# Persistent Trends

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3. Data may be resulting in changes to what is taught, but not resulting in changes to instructional practices and “how” the lesson was taught to meet student needs.

# Persistent Trends

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4. Instructional walks are done, but without specific focus that would emphasize leaders' instructional vision or PD priorities

## Persistent Trends

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5. Misalignment between the observation ratings principals are giving and the quality of instruction in the school, which leads to principals not taking full advantage of the feedback/observation process to improve practices.

# Persistent Trends

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6. Lack of expectations regarding teacher lesson planning, including a lack of system to review plans and give feedback.

# Persistent Trends

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## 7. Lack of follow-up after PD

# Persistent Trends

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8. Lack of monitoring regarding different initiatives.

# Persistent Trends

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9. Lack of purposeful work and clear expectations for grade-level subject-level collaborative curriculum development that include a process for review and revision

## Persistent Trends

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10. Systems to support social emotional developmental health needs of children not in crisis are not developed. Discussion and collaboration around social emotional developmental health needs of the all students absent.

# Persistent Trends

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11. Lack of curriculum to support student social emotional developmental health.

# Persistent Trends

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12. How a child gets the attention of the support staff seems dependent on a teachers initiative.

# Persistent Trends

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13. Behavioral data is not thoroughly collected, monitored, analyzed to determine trends in student behavior school-wide.

# Persistent Trends

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14. Communication to parents is one-way. Opportunities for two-way reciprocal communication is absent.

# Persistent Trends

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15. Training and workshops for parents are not developed. Training and workshops for staff on engaging families are absent as well.

# TRY THIS – Part 1



***With your district/school colleagues:***

- Reflect on the status of your school(s)/district to identify whether or not each of these trends exist in your schools.**
  
- If your schools are doing the things identified as trends, ask yourself:**
  - **“Are these being done with quality?”**
  
- After you answer that question, ask yourself:**
  - **“How do you know?”**

# TRY THIS – Part 2

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***With your district/school colleagues:***

- Based on your discussions, identify 2-4 things you should do next to ensure that schools are addressing the areas you identified, with quality and measurable impact.**