

# Diagnostic Tool for School and District Effectiveness (DTSDE)



## Using the Rubric With Renewed Rigor October 6, 2015



# DTSDE Rubric

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The foundation of the DTSDE are six fundamental tenets that align to research-based proven practices of effective schools and districts. The tenets are:

**Tenet 1:** District Leadership and Capacity

**Tenet 2:** School Leader 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

# **Framing Our Work -School Specific Goals**

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## **Turn and Talk:**

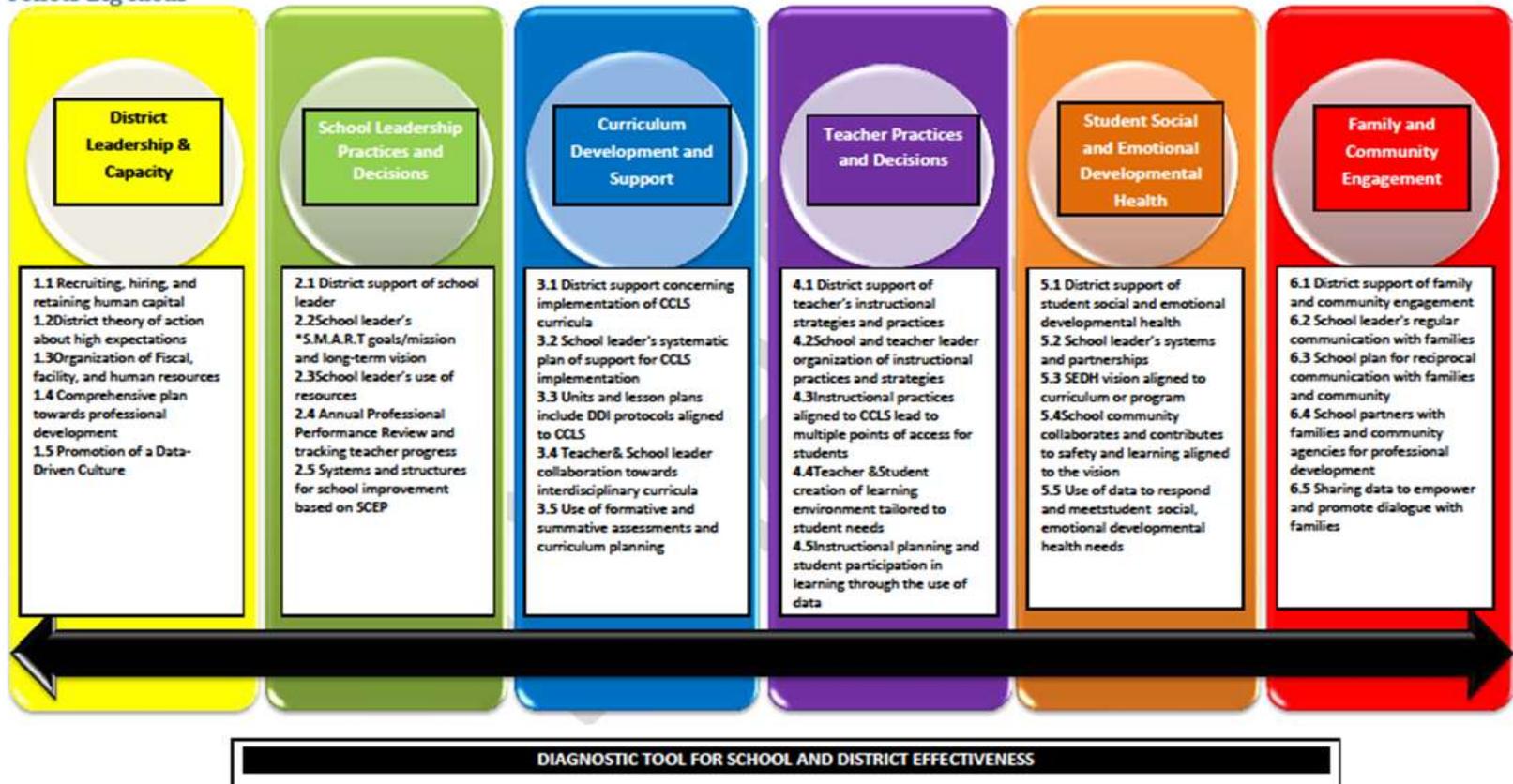
What are the three (3) priority goals for a school in your district or network this year?

## **Table Talk:**

Report out around the table

# Rubric Organization: The Tenet “BIG IDEAS”

## Tenets Big Ideas



# Guiding Questions Activity

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*In groups of three,*

## 1. Review the Guiding Questions Document.

- Use the DTSDE rubric to determine which SOP they connect to.
- Identify key words first to serve as a clue

2. What are lessons learned to be shared with “my” team back home?

# Rubric Organization: The SOPs

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**SOP \_\_.1 focuses on the District**  
**(not used for school report)**

SOP \_\_.2 focuses on the **vision/leadership**

SOP \_\_.3 focuses on **resources**

*(resources as curriculum, people, budget, or any other assistive-type tools that can help school communities do their work, better)*

SOP \_\_.4 focuses on **collaboration/**  
**capacity- building**

SOP \_\_.5 focuses on **use of data**



# Rubric Organization: IMPACT statements

- ❑ Each **SOP** has a corresponding **IMPACT** statement that describes the condition of learning when a school is at an advanced stage (3/4) of development
- ❑ **IMPACT** statements should be used to guide a school and IIT in determining the degree to which improvement activities are successfully contributing to increased student achievement.

COMPREHENSIVE SCHOOL RUBRIC FOR DTSDE TENETS				
New York State Education Department Diagnostic Tool for School and District Effectiveness				
Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.				
Statements of Practice	Stage 4	Stage 3	Stage 2	Stage 1
<p><b>Statement of Practice 2.2:</b></p> <p>The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</p>	<p>a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships.</p> <p>b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.</p>	<p>a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships.</p> <p>b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.</p>	<p>a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community.</p> <p>b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision.</p> <p>c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.</p>	<p>a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community.</p> <p>b) The school leader has not developed a data-driven mission that is connected to the long-term vision.</p> <p>c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.</p>
	<p><b>Impact:</b> The uniformly seen, heard, and known long-term vision, mission, and goals have resulted in measurable school improvement.</p>			



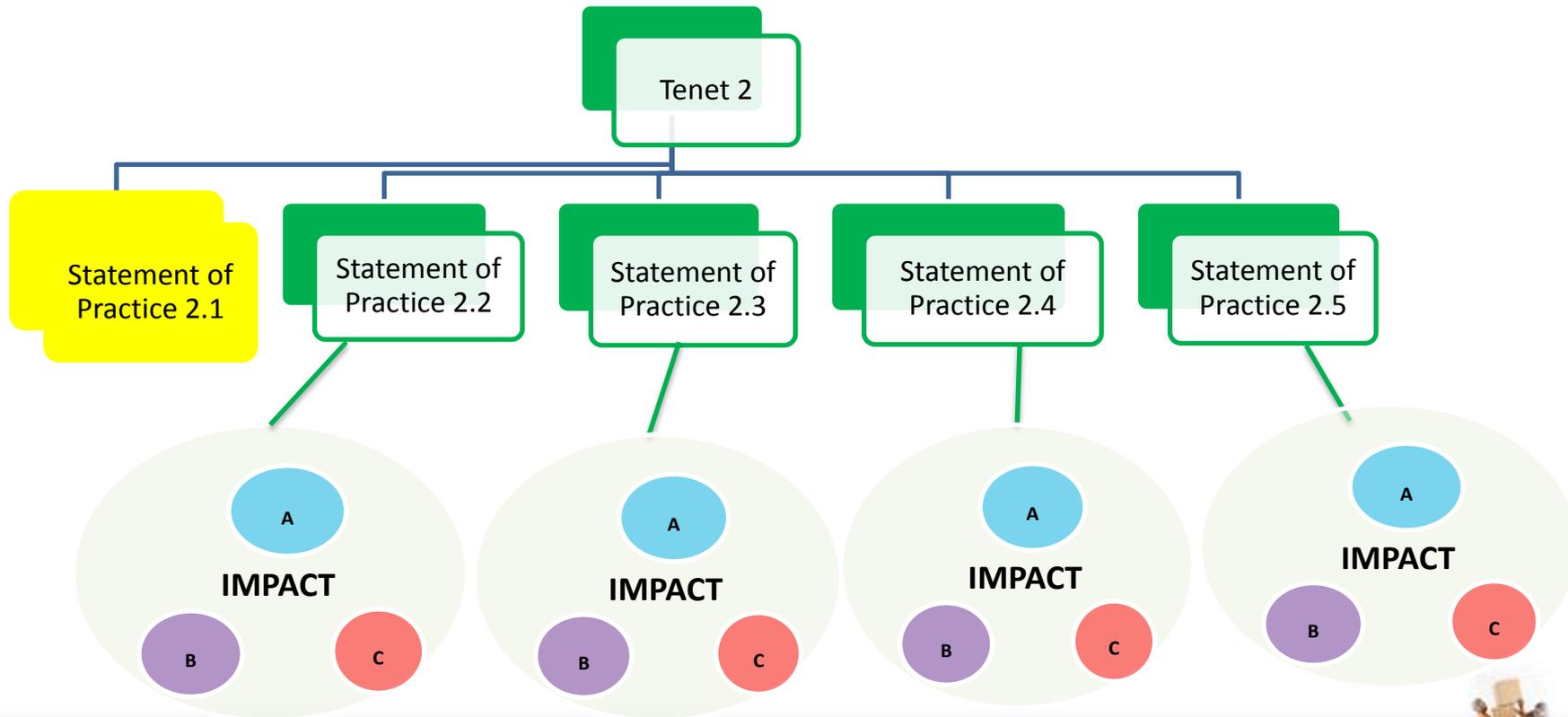
# Rubric Organization: The sSOPs

The **SOPs** are comprised of an **IMPACT** and sub-statements of practice, as an **A**, **B**, and **C**, (some only have **A** and **B**)

The **A** represents: **Creation** of a (comprehensive) plan

The **B** represents: **Implementation** of the plan

The **C** represents: **Monitoring and Revision** of the plan



# **DTSDE RUBRIC “LOOK FORS”**

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*FACILITATOR PROVIDES OVERVIEW WITH SOME OPPORTUNITY FOR DISCUSSION*

1. REVIEW OF THE 6 DTSDE REPORT GUIDELINES
2. REVIEW OF QUESTIONS TO CONSIDER AS YOU REFLECT ON EACH TENET
3. REVIEW OF PARTICULAR LOOK FORS/ALERTS

# SELF REFLECTION AND PLANNING

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- How will you and your school or district team use the DTSDE with Renewed Rigor as a tool to move your school and district constituencies towards transformative improvement and student achievement?
  - How will you articulate and communicate the purpose of the DTDSDE tool and the DTSDE Review?
    - To Whom and When?
  - How will you use the tool and review process differently **this year** in order to realize accelerated levels of student progress and improvement?
  - What will you do this week?
  - What will you do next week?
  - How will you stay focused on the Impact Prize?