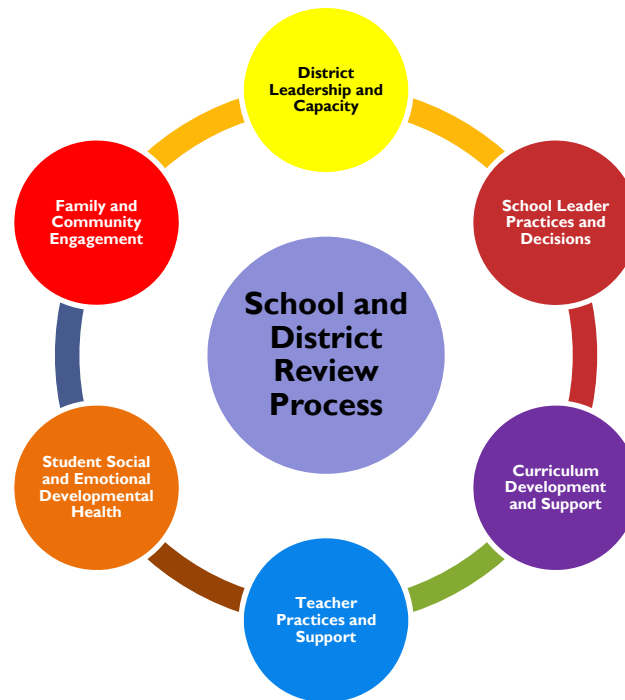


DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS



DTSDE 2.0
January 13, 2014



Creation of Diagnostic Tool for School and District Effectiveness

The DTSDE was created collaboratively with a variety of stakeholders throughout New York State. The Think Tank Committee of 25 people was comprised of:

- School leaders: Several current and former school leaders of early childhood, elementary, middle and high schools
- Teachers: Several former teachers of a variety of grades and subjects throughout the State
- Experienced School Reviewers: Several current and former school reviewers experienced with prior New York State Education Department and New York City Department of Education School Review and Quality Review protocols
- Experienced District Staff Members: Several former District Assistant Superintendents and Directors of Programs
- Experienced Bilingual and Special Education Staff Members: Several staff members from the Offices of Bilingual and Special Education
- Higher Education: Several professors and national experts and authors aligned to the concepts noted in the DTSDE rubric from Baruch College, Brown University, Harvard University, Teachers College of Columbia University, and Yale University
- Other Organization Representatives: Staff members from Northeast Comprehensive Center and School Administrators Association of New York State

Diagnostic Tool for School and District Effectiveness (DTSDE) Reviews

Integrated Intervention Team (IIT) Reviews:

These teams are comprised of an Outside Educational Expert, State Reviewer, District staff (1-2 persons), and as needed a Special Education School Improvement Specialist and/or Regional Bilingual Educational Resource Network staff member.

- The most frequent rating across the Tenets for schools reviewed during the 2012-2013 school year was Developing.

Ratings yielded during IIT visits were consistent with ratings earned during District-Led reviews.

*District-Led Reviews:

Districts can select from two types of reviews for their District-Led review work.

- Option 1: School review with District Oversight, which focuses on Tenet 3 (curriculum)
- Option 2: District-Led review, which must include Tenet 3 plus at least two other Tenets

Given this choice, during the 2012-2013 school year, only 20 districts selected option 1, with some of these districts doing both types of visits, depending on the needs of individual schools.

*Of the ~700 identified schools, IIT reviews are conducted for approximately 170 schools per year. The remaining schools receive a District-led review.

DTSDE Training

Large-Group Professional Development

- There have been 7 large group professional development sessions.
- Participants include superintendents, asst. superintendents, directors of school improvement, school leaders, SED staff, Outside Educational Experts, and staff from Regional Special Education Technical Assistance Centers and Regional Bilingual Education Resource Networks (approximately 175-425 participants).
- SED staff have received additional, more intensive training (approximately 10-20 participants).

National Experts who have been involved in the development and/or implementation of DTSDE:

- Pam Cantor M.D. – Founder, President and CEO for Turnaround for Children
- Dr. Ron Ferguson – Harvard University
- Dr. Karen Mapp – Harvard University
- Dr. Brian Perkins - Teachers College, Columbia University
- Dr. Craig Richards - Teachers College, Columbia University
- Dr. Warren Simmons - Annenberg Institute



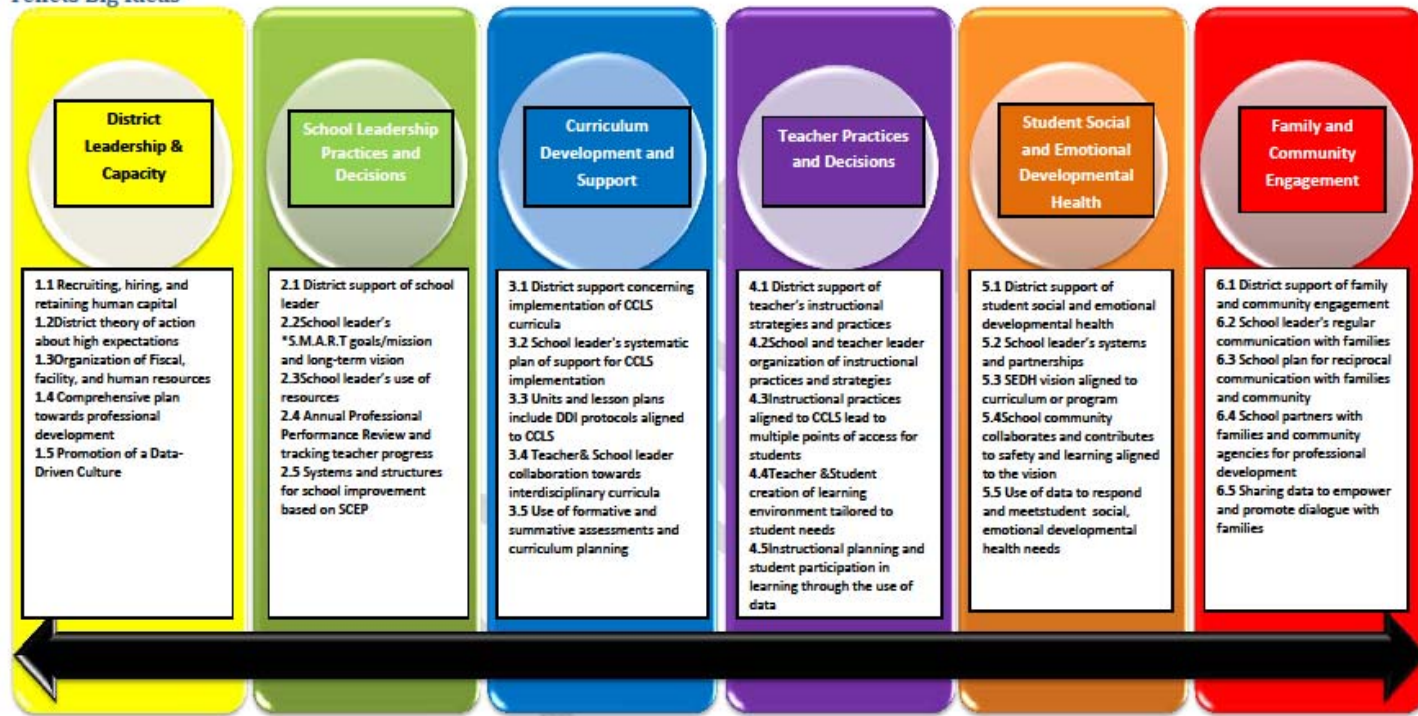
Hands-On DTSE Training

In March 2013, approximately 170 educators from across the State met in New York City to participate in job-embedded coaching professional development:

- Groups of 10-12 people visited one of 15 schools pre-selected by New York City Department of Education (NYCDOE) & New York State Education Department (NYSED).
- All visited schools had received a Well-Developed on the NYCDOE Quality Review.
- Experienced facilitators led the mock-reviews.
- Feedback was phenomenal and participants have asked for additional such training .

DTSD Big Idea Document

Tenets Big Ideas



DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

New York State Education Department Diagnostic Tool for School and District Effectiveness

Tenet 1 - District Leadership and Capacity: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p>Statement of Practice 1.1: The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.</p> <p>All schools have personnel that is able to effectively address students' needs.</p>	<p>a) The district has vigorous and systemic strategies and structures for assigning and/or recruiting highly effective personnel in all schools that include partnerships with colleges, institutions.</p> <p>b) The district adaptively uses a comprehensive plan for supporting school leaders to create systems for evaluating staff and providing frequent, relevant feedback and professional development focused on an improvement of practices.</p> <p>c) The district collaborates with schools to develop and implement strategies aligned to high levels of staff retention.</p>	<p>a) The district has systemic recruitment strategies and structures inclusive of external partnerships focused on adequate personnel in all schools.</p> <p>b) The district has a generic plan for supporting school leaders on the school leader's understanding of staff evaluation, frequent feedback, and professional development that reflect on practices.</p> <p>c) The district develops and implements strategies focused on staff retention.</p>	<p>a) The district recruitment strategies and partnerships are not systemic and do not provide schools the opportunity to readily access highly effective and/or adequate personnel or the district is in the process of developing partnerships aligned to personnel recruitment.</p> <p>b) The district plan addresses only a subset of school leader needs focused on staff evaluation, frequent feedback and professional development.</p> <p>c) The district is beginning to develop strategies to address staff retention.</p>	<p>a) The district does not recruit personnel and does not have partnerships with external agencies.</p> <p>b) The district does not have a plan and/or does not implement its plan to support school leaders in a way that enables them to effectively evaluate their staff and provide them with appropriate professional development.</p> <p>c) The district does not involve itself with staff retention.</p>

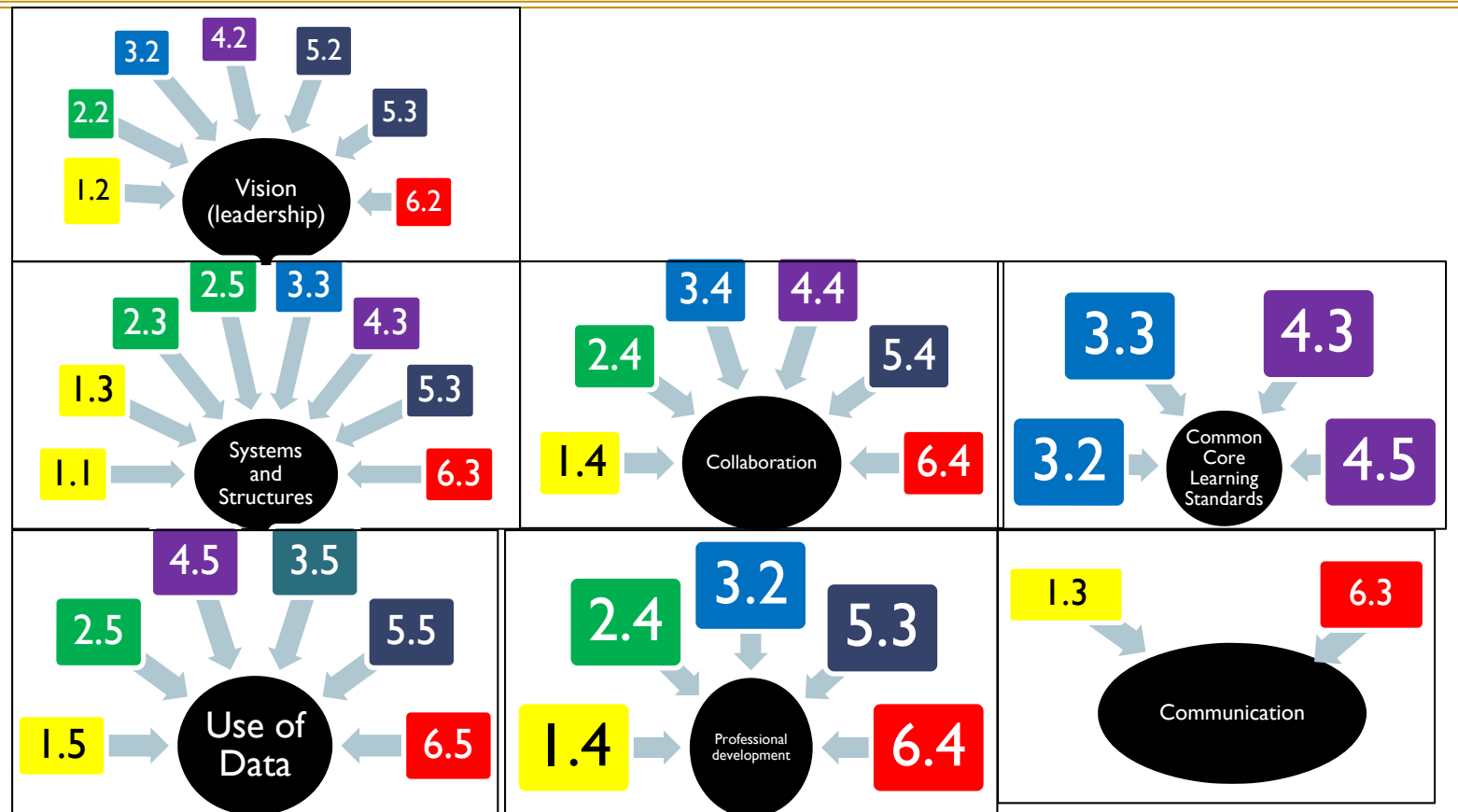
All statements of Practice have sub-SOPs noted as a, b, and c. Some SOPs only have an a and b.

Overarching Statement of Practice for the Tenet

Each Tenet has 4 individual Statements of Practice, except Tenet 1, which has 5.

Impact statements exist for each SOP

Examining the Mental Model of Statement Interdependence



Review Process for Districts

- Tenet I- District Leadership and Capacity
- Each School-based Tenet has a Statement of Practice that allows reviewers to gather evidence of the ways in which school-based staff respond to and benefit from district-level support.
- For Tenet I, evidence is gathered through interviews of district staff.
- For all “.Is”, evidence is gathered during school reviews.

Mandated events during a District Review

- Interview with the superintendent
- Interview with human resources department staff
- Interview with curriculum and/or professional development department staff
- Interview with fiscal budgeting department staff
- Interview with student support department staff

Mandated events during an Integrated Intervention School Review

- Interview with teacher group
- Interview with student support group
- Interview with parents and students
- Interview with school leader(s)
- Classroom visits (7-10 per review team member)

Together, These Are Used to Create a District Review

Common Findings

On all Statements of Practice, the majority of Districts were rated Developing, with smaller percentages rated Ineffective. Only a few districts were rated Effective or Highly Effective for their district practices:

24% = Effective/Highly Effective in Tenet 1

35% = E/HE in SOP 2.1

20% = E/HE in SOP 3.1

24% = E/HE in SOP 4.1

11% = E/HE in SOP 5.1

14% = E/He in SOP 6.1



Types of Systemic Supports

Systemic Support Grants

- Twelve Focus Districts were awarded Systemic Support grants totaling \$12,876,130
- The grants range from \$2,268,290 - \$204,335
- Districts' applications focused on improving systems and structures (SOP 1.2), Implementing Common Core State Standards in English language arts and mathematics in low performing schools (SOP 1.4) and Data Driven Instruction (SOP 1.5)

Moving Forward-DTSDE Support

This year we are launching two key programs to help further support districts with DTSDE implementation:

DTSDE 2.0 Professional Learning Community (PLC):

- Eleven districts applied and are participating in a learning environment where they will address the high level concepts in the DTSDE rubric (e.g., systems, adult development, capacity building).

DTSDE 2.0 Certification

- Thirteen participants from across the State will deepen their knowledge of the concepts undergirding the DTSDE rubric (e.g., school leadership, teacher collaboration and systems).



Cross-Functional Collaboration

The following offices are using the DTSDE to further their current work:

- Clinically Rich collaboration with Office of Higher Education
- Expanded Learning Time collaboration with Office of Student Support Services
- Annual Professional Performance Review/DTSDE collaboration with Office of Teacher and Leader Effectiveness
- District Comprehensive Improvement Plan/School Comprehensive Educational Plan collaboration with Office of Title I School and Community Services