

SECTION 1 – INTRODUCTION

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

NYSED
Fall 2012



The University of the State of New York

The State Education Department

A Message from Commissioner John B. King, Jr.

As you know, the United States Education Department recently granted New York a waiver from certain provisions of the Elementary and Secondary Education Act (also known as the No Child Left Behind Act). The waiver provides us with a valuable opportunity to better target the work we have already started through the Regents Reform Agenda and Race to the Top. It's a chance to spur innovative ideas while eliminating programs and mandates that have not proven effective in helping all students progress towards college and career readiness.

Under current practice, the Department uses various assessment tools -- tools such as School Quality Review, Curriculum Audit, Joint Intervention Team Review, PLA program evaluation visits and charter school reviews -- to gauge schools' progress towards accountability goals or charter performance agreements. But there is no formalized common training across review teams; as a result, schools are not benefitting from our review processes as much as they should be.

To strengthen the existing system, we have developed a new tool that captures the best practices from each of the current tools -- we call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement.

We will begin implementing the new protocol during the 2012-2013 school year. All Priority and Focus Schools and Focus Districts must use the new tool; we urge schools and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans to also use the tool. Schools and districts in good academic standing may also find the tool to be useful.

The Diagnostic Tool will help New York develop systems and structures so that schools and districts can receive consistent feedback that is aligned with the Regents Reform Agenda. I am confident that these new protocols will help us support improvement efforts throughout the State, with the ultimate goal of preparing all children for college and careers. I urge all schools and districts to use these new tools in the coming school year.

Meet the Authors and Think Tank Working Group of the Diagnostic Tool for School and District Effectiveness

The Diagnostic Tool for School and District Effectiveness was created collaboratively with a variety of stakeholders throughout New York State.

Lead Facilitators

Lead facilitators worked collaboratively with the educational experts and New York State Education Department (NYSED) staff to create the framework of the diagnostic tool and to ensure that the expectations stated throughout the document are grounded in research that will lead to optimal conditions of schools and districts.

Monica George-Fields- Senior Fellow for School Innovation

Ms. George-Fields, Senior Fellow for School Innovation, brings over 25 years of experience as a district-level leader, a turnaround school principal and an educator. Most recently, she held a variety of positions at the New York City Department of Education, including Deputy Senior Supervising Superintendent, Deputy CEO for Cluster Three, Senior Director of Policy and Strategic Planning for Division of School Support, and Director of Curriculum for Empowerment Schools. In these roles, she supported schools and was the Department's point person for Principal Performance Review evaluations, providing professional development workshops to over 900 principals, superintendents and network team members. Earlier, Ms. George-Fields served for six years as principal of Adam Clayton Powell Jr. Elementary School/PS 153 in Harlem, serving 1,800 students, 90% of whom were free- and reduced-lunch eligible and 45% of whom were English language learners. Joining the failing school—with the lowest student achievement in the district—as the fifth principal in as many years, Ms. George-Fields successfully worked with the faculty and private partners to dramatically increase student ELA and math scores and remove the school from the State's failure list. During her final year there, the school was one of 14 in the city to receive a Quality Review designation of Outstanding.

Wendy Perdomo- Fellow of School Innovation

Ms. Perdomo has over 10 years of experience in the field of public education. She was most recently Chief of Staff for the Office of the Senior Supervising Superintendent at the New York City Department of Education, where she served as an advisor on key decisions and was responsible for driving strategic planning, performance management and capacity-building. During her tenure with DOE she has held numerous roles. Previously, Ms. Perdomo worked as Director of Professional Development managing the Department's training efforts for 60 network leaders and their teams. She also spearheaded a citywide Leadership Development Institute, training over 500 employees. She has worked extensively with educators at every level and is an expert in the design and implementation of professional learning communities. Ms. Perdomo holds a Bachelor of Arts degree from Colgate University and a Master's of Public Administration and Master's of Science in Education degrees from Bernard M. Baruch College, School of Public Affairs.

Think Tank Facilitators

The facilitators worked with think tank participants to discuss concepts used to create the diagnostic tool and to ensure that the expectations stated throughout the document are consistent with the research aligned to the optimal conditions of schools and districts.

Yuisa Davila- Independent Consultant for School Building and Instructional Practices

Ms. Davila was born, raised and educated between the Bronx, New York, and Caguas, Puerto Rico. She studied at William Smith, Bank Street and Mercy Colleges. Ms. Davila was a classroom teacher for nine years and a Curriculum Instructional and Professional Development Specialist for five years. She contributed to the foundational launch of the Gifted and Talented programs at two urban high-needs schools; the successful application of The Principles of Learning, for school professional development and self-review; the Common Core based Audit; the English as Second Language (ESL) and Common Core Cross Reference/Review; and the School and District Effectiveness Review Tool.

Peter McFarlane, Ph.D.- Principal

Dr. McFarlane is currently the principal of the Hugo Newman College Preparatory School, located at 370 West 120th Street in Harlem, New York. He received his advanced degree from Teachers College, Columbia University, with a focus on school restructuring and its impact on urban schools. During his tenure at Hugo Newman College Preparatory School – PS/IS 180M, he successfully led the school's removal as a School Under Registration Review (SURR) and facilitated an increase in reading and mathematics achievement for 12 consecutive years. Dr. McFarlane was honored by the New York City

Department of Education as an outstanding educator representing his school district as Principal of the Year. He received the Harlem Chamber of Commerce Outstanding Principal's Award, as well as the Cahn Fellowship as an Outstanding New York City Principal. Most recently, under his leadership, Hugo Newman College Preparatory School – PS/IS 180M has received the following awards: Schools to Watch, The Panasonic National School Change Award, The Blackboard Award for Rising Star Elementary School, A Rising School to Watch and the Interagency Outstanding Early Childhood Award.

Jennifer Span- Project Manager for the School Turnaround Office (STO)

Ms. Span comes to NYSED with 14 years of experience as a skilled school administrator working in urban, underperforming school districts in New York State. Her experience spans charter, career technical, elementary, middle- and high-school levels. Ms. Span is a turnaround leader with expertise in student behavior and school climate. She is currently a doctoral candidate at The Sage College with a research focus on developing leadership practices for effective and sustainable school turnaround. Her role with the School Turnaround Office is to work with Persistently Low Achieving districts and principals to design a district/principal turnaround network whereby participants in this network will develop a strong community of practice for successful and sustainable school turnaround.

Educational Experts

All educational experts have peer-reviewed research studies, published professional books or studies that prove their expertise falls within one of the tenets.

Ron Ferguson, Ph.D.- Harvard University

Dr. Ferguson is an economist and Senior Research Associate at Harvard's Weiner Center for Social Policy and has taught at Harvard since 1983. His teaching and publications cover a variety of issues related to education and economic development. Much of his research since the mid-1990s has focused on racial achievement gaps, and has appeared in publications of the National Research Council, the Brookings Institution and the U.S. Department of Education, along with various books and scholarly journals. He participates in a variety of consulting and policy advisory activities, including work with school districts on closing achievement gaps. He is the founder and director of the Tripod Project for School Improvement and is also the Faculty Co-Chair and Director of the Achievement Gap Initiative at Harvard University. Dr. Ferguson earned an undergraduate degree from Cornell University and a Ph.D. from MIT, both in economics.

Karen Mapp, Ph.D.- Lecturing Professor at Harvard Graduate School of Education (HGSE)

Dr. Mapp is a lecturer on education at HGSE. Her research and practice expertise is in the areas of educational leadership and educational partnerships among schools, families and community members. Dr. Mapp joined HGSE in January 2005 after serving for 18 months as the interim deputy superintendent of Family and Community Engagement for the Boston Public Schools (BPS). While working with BPS, she continued to fulfill her duties as president of the Institute for Responsive Education (IRE), a research, policy and advocacy organization that conducts research on, and advocates for, effective school, family and community partnerships that support the educational development of children. Dr. Mapp joined IRE in 1997 as project director for the Boston Community Partners for Students' Success initiative. She was appointed vice president in May 1998 and president in September 1998. Dr. Mapp holds a Doctorate and Master's of Education from HGSE in Administration, Planning and Social Policy, a Master's Degree in Counselor Education from Southern Connecticut State University, and a Bachelor's Degree in psychology from Trinity College in Hartford, Connecticut. In 1997, she was awarded a Spencer Dissertation Fellowship for her research on how and why families are involved in their child's educational development. She is the author of "Making the Connection between Families and Schools," published by the Harvard Education Letter (1997) and "Having Their Say: Parents Describe How and Why They Are Engaged in Their Children's Learning" in the School Community Journal (2002). She also coauthored, with Anne Henderson, "A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement" (2002). Her most recent book, "A Match on Dry Grass: Community Organizing as a Catalyst for School Reform," was released in October 2011.

Brian Perkins, Ph.D.- Director of Urban Education Leadership Program at Teachers College, Columbia University

Dr. Perkins is the Director of the Urban Education Leadership Program at Columbia University Teachers College Department of Organization and Leadership. He is the former Chair and Professor of Education Law and Policy at Southern Connecticut State University in New Haven, Connecticut. As Chair, Dr. Perkins successfully led his department through the licensure of the University's first doctoral program and full NCATE accreditation. Dr. Perkins is a distinguished Yale alumnus and was named a Timothy Dwight Fellow in 2004. He was a member of the research faculty at the Yale University School of Medicine. Dr. Perkins was an instructor in the Yale University Department of Chemistry and received the

distinguished teaching award for instruction in Inorganic Chemistry Problems. He has served as a consultant to school districts throughout the United States, the People's Republic of China and the Republic of South Africa. He was recently President of the New Haven Board of Education, where he served for almost 11 years. In addition, he has served four years on the Board of Directors of the National School Boards Association, two terms as national chair for CUBE: Council of Urban Boards of Education, and was chair for the National Black Caucus of School Board Members. Dr. Perkins was also the national chair of the Leadership for Healthy Communities initiative of the Robert Wood Johnson Foundation.

Craig Richards, Ph.D.- Director of Summer Principals Academy and Program Director for Organizational Learning at Teachers College, Columbia University

Dr. Richards is the past Chair of the Department of Organization and Leadership, from which he resigned to found and direct the Summer Principals Academy. Dr. Richards did his graduate work at Stanford University, receiving his MA in Economics and his Ph.D. in Education in 1983. He worked with Teachers College President Susan Fuhrman at the National Center for Educational Research and Policy at Rutgers University for five years prior to arriving at Teachers College in 1989. Dr. Richards has had a long-standing research interest in public school finance, incentive systems and data-driven school accountability strategies. Dr. Richards is a former school principal and founder of two alternative schools in the 1970s. He has consulted widely on leadership development, both nationally and internationally. Dr. Richards is the author of numerous research articles in finance, accountability and incentives. He has also published several books, including "Rethinking Effective Schools: Research and Practice, Microcomputer Applications for Strategic Management in Education," "The Ecology of Educational Systems," "Risky Business: Private Management of Public Schools" and, most recently, "Financing Education Systems." He is hard at work on a new book titled "The Pedagogy of the Self: Leadership Development through Self-Awareness Training."

Think Tank and Working Group Participants

Kathryn A. Ahearn, Ph.D.- Associate

Prior to coming to the New York State Education Department's Office of School Innovation Persistently Lowest Achieving (PLA) School Accountability team, Dr. Ahearn was a full-time faculty member at Pace University in New York City, Hofstra University on Long Island, and Indiana University-Purdue University, in Fort Wayne, Indiana. Dr. Ahearn is a Master of Arts and Ph.D. graduate of the University of Nebraska-Lincoln (UNL) Teachers College, Department of Administration, Curriculum and Instruction. She was born in South Dakota and raised in Nebraska. She graduated from Chadron State Teachers College with a Bachelor of Science in Education in Physics and Math and taught middle and high school math, physics and physical sciences. Dr. Ahearn did graduate research with the UNL Institute of Agricultural and Natural Resources in biochemistry while affiliated with the Nebraska Math and Science Initiative, funded by the United States DOE and the National Science Foundation (NSF), and worked on televised distance learning educational grant programs funded by the NSF, the Environmental Protection Agency and the National Institutes of Mental Health.

Mary Cahill - Director

Ms. Cahill is currently the Director of Curriculum with the New York State Education Department. Previously, she was the Assistant Superintendent for Instruction in the Binghamton City School District, Director of Curriculum and Staff Development in Syracuse City School District, and Superintendent in Lake George Central School District.

Kalimah Geter- Associate

Ms. Geter is an Associate in Education Improvement Services for the New York State Education Department. Ms. Geter received a Master's of Science in Elementary Education from Long Island University in 2004. At the New York City Department of Education (NYCDOE), Kalimah began her education career teaching at the elementary school level. She later held NYCDOE positions as a Mentor Teacher for the Office of New Teacher Induction and as an Instructor for the After School Professional Development Program. In 2008, Kalimah was asked to join NYSED as an Associate. In this capacity, she has supported the work of charter school authorization and monitoring, and most recently began the work of holding the persistently lowest-achieving schools accountable for providing high-quality education to the students of New York State.

Elizabeth Iadavaia- Senior Director

Ms. Iadavaia is Senior Director of School Improvement in the Division of Portfolio Planning, New York City DOE, with the responsibility of overseeing a team of Senior School Improvement Liaisons who

provide support to NYC schools identified under Differentiated Accountability. She has been involved in school reform initiatives for the past eight years, working citywide with schools, networks and districts. She developed an interest in this work after a career change from business and marketing to teaching. While teaching fifth grade, she co-authored a grant for school reform and ultimately became responsible for implementing the grant, which included working with teachers, K-8, to develop best practices to increase academic achievement. She is a graduate of Georgetown University and holds two Master's degrees in teaching and administration.

Doug Knecht- Executive Director for Academic Quality

Mr. Knecht is currently the Executive Director for Academic Quality in the New York City Department of Education (DOE). In this position, he leads the work that includes the Quality Review, Academic Evaluation, Middle School Quality Initiative and Knowledge Sharing teams. The purpose of the Office of Academic Quality is to define, evaluate, surface and share high-quality academic and organizational resources, tools and practices across the City's schools and classrooms. Prior to this current position, Mr. Knecht served as Co-network Leader for the Urban Assembly Network and before that as Achievement Coach for a powerful network of 26 elementary, middle and high schools. Mr. Knecht started his career in education as a biology teacher in a large, suburban New Jersey comprehensive high school, departing after two years to tackle the challenge of opening a small New York City transfer high school, called Humanities Preparatory Academy, where he taught a variety of science courses, managed a number of administrative roles and supported students toward a fulfilled life in college and careers after high school.

Nancy Reinhardt- Supervisor

Mrs. Reinhardt is a Supervisor of Education Programs with the New York State Education Department in the Office of Accountability. She has worked in the New York City office for over 20 years specializing in working with Title I program, Differentiated Accountability and schools in need of improvement. Her experience teaching students spans from grades pre-school through middle school.

Ira Schwartz- Assistant Commissioner of Accountability

Mr. Schwartz has served since January 2010 as Assistant Commissioner for Accountability with the New York State Education Department. The office has statewide responsibility for the Department's initiatives in the areas of School and District Accountability, School Improvement, Bilingual Education, Migrant and Homeless Youth, and Title I/Compensatory Education.

Since joining the State Education Department in 1981, Mr. Schwartz has been an Assistant to the Associate Commissioner; an Assistant to the Deputy Commissioner; Project Director of the Regents New York City Project; and the Coordinator for Accountability, Policy and Administration at the Office of School Improvement and Community Services. Mr. Schwartz was a lead designer of New York's framework for meeting the school and district accountability requirements of No Child Left Behind and a Peer Reviewer for the United States Department of Education (USDE) of other states' NCLB accountability plans. In 2009, Mr. Schwartz led the State Education Department team that successfully applied to USDE for approval for New York to participate in USDE's differentiated accountability pilot program. During 2009 and 2010, Mr. Schwartz was a lead developer of New York's successful \$700 million Race to the Top application. Prior to joining the Department, Mr. Schwartz taught English as a second language in New York City and English as a foreign language in Japan.

Patti Slobogin, Ph.D.- Coordinator

Dr. Slobogin is the Coordinator of the Lower Hudson Regional Special Education Technical Assistance and Support Center (RSE-TASC). The Lower Hudson RSE-TASC is one of 10 centers in New York State that provide training and engage schools and districts in quality improvement activities in order to improve outcomes for students with disabilities. In her early career, Dr. Slobogin was a classroom teacher, a reading specialist, a school psychologist and an assistant professor of school psychology. Just prior to becoming the Coordinator of the RSE-TASC, she was the Director of Assistive Technology at Westchester Institute for Human Development, a University Center for Excellence in Developmental Disabilities, and was on the faculty at New York Medical College. She graduated from Dartmouth College, has a Master's in Reading from New York University, a Master's in Educational Administration from Bank Street College and a doctorate in Child/School Psychology from New York University.

Sisteria Spann- Supervisor

Ms. Spann is a Supervisor of Education Programs with the New York State Education Department in the Office of Accountability. She has worked in the education field for over 30 years as a teacher, education program compliance specialist and program administrator for state and federal programs.

Adam Tanney- Research Associate

Mr. Tanney is a Research Associate at RMC Research Corporation. Through RMC, Mr. Tanney works with states, districts and schools to provide policy analysis, facilitation and professional development to address a number of public education issues. These include statewide systems of support, school turnaround, balanced assessment systems, data-use practices, classroom formative assessment practices, educator capacity for classroom-level change, and school and district reviews. He is a team leader on the New York Comprehensive Center (<http://www.nycomprehensivecenter.org/>), a federally funded center that provides technical assistance to the New York State Department of Education.

Juan Vargas- Associate

Mr. Vargas is a Bilingual Associate at the State Office of Bilingual Education and Foreign Languages Studies in the New York City area. He holds a Ph.D. on Curriculum Development and Instructional Technology from the State University of New York at Albany. He has taught secondary, adult, graduate and undergraduate levels at various educational institutions in Rio Piedras, Puerto Rico; Boston, Massachusetts; and New York City. He is committed to equality of educational opportunities for all children in New York State and across the nation.

James Viola- Director of Government Relations

Mr. Viola's education career spans more than 35 years. He currently serves as the Director of Government Relations for the School Administrators Association of New York State (SAANYS). He is also the chairperson of the State Alternative Education Steering Committee and was the appointed Outside Education Expert for seven Joint Intervention Team (JIT) reviews. Previously, he was employed as the New York State Education Department's Executive Director for School Improvement and Community Services (Rest of State), with responsibilities including Title I field monitoring and leading a school district-wide review of the Roosevelt Union Free School District.

Carolyn Yaffe- Senior Director for School Quality

Ms. Yaffe is currently the Senior Director for School Quality in the New York City Department of Education. Prior to this role, she served as the founding principal for the Academy for Young Writers in Williamsburg, Brooklyn, and as an English teacher at the Christopher Columbus High School campus in the Bronx.

Other Contributors:

Sally Bachofer- Assistant Commissioner of School Innovation

J. Bradley Herman- Superintendent

Patrick Roche- Associate

Introduction: The Purpose of the Diagnostic Tool for School and District Effectiveness

In December 2009, the New York State Board of Regents approved a bold reform agenda focused on improving the lowest-achieving schools and creating excellent schools across the State that prepare all students for college and careers. This agenda was accelerated with the successful second-round Race to the Top (RTTT) award from the United States Department of Education (USDE) and is grounded in four core strategies:

- Implementation of the appropriately aligned Common Core Learning Standards (CCLS) in all NYS schools;
- Building instructional data systems that measure student success and inform teachers and principals on how they can improve their practice;
- Promotion of effective teachers and leaders through the implementation of a multiple-measures evaluation tool with aligned supports and professional development; and
- Turning around the lowest-performing schools.

The Diagnostic Tool for School and District Effectiveness (DTSDE) directly relates to the fourth strategy, turning around New York State's lowest-achieving schools. However, it is worth noting that New York State's school turnaround strategy is inextricably linked to the optimal implementation of CCLS, data-driven inquiry (DDI) and teacher-leader effectiveness (the first three strategies), specific to the unique features of low-performing schools.

Theory of Action

New York State's lowest-performing schools require targeted and specialized assistance in order to build school and district capacity to support sustainable school turnaround. If the assistance and support available to low-performing schools are based upon the need; are driven by an assessment of the optimal conditions for learning as defined by research-based best practices; and are delivered in a manner that is high-quality, comprehensive across the needs of the school and embedded in the practice of the school, then schools will have the necessary supports for effective turnaround.

Past Practice for School Review

Past practice was that school and district evaluations were conducted by several teams within the Accountability and School Innovation offices. The processes used were External School Curriculum Audits (ESCA), School Quality Review (SQR), Joint Intervention Team (JIT) reviews, Progress Reviews and Charter School Reviews. The ESCA, SQR and JIT visits were progressive in nature, as they occurred based on a school's progression through NYSED's differentiated accountability system. PLA program evaluation visits and Charter School Reviews were conducted as methods to check the state of a school's progress toward its School Improvement Grant goals or Charter performance agreement, respectively. The issue with the past practice was that the tools used during each of the reviews were unique in scope and domain of focus. A school receiving an SQR one year was assessed against the SQR rubric. In subsequent years, the same school could receive a State-conducted ESCA, which could measure and highlight different concepts that were not observed in the rubric used in the SQR process. Furthermore, the same school, a year or two later, could receive a JIT review, which could identify a completely different set of actions for the school to prioritize in order to improve. Each of these processes, at times, led to new priorities that were not highlighted in the former review process. Feedback from the field indicated that the practice left schools unable to fully benefit from the findings that the review process offered. In addition, the protocols used during Charter and PLA school reviews were different from the protocols used during JIT, SQR and ESCA reviews.

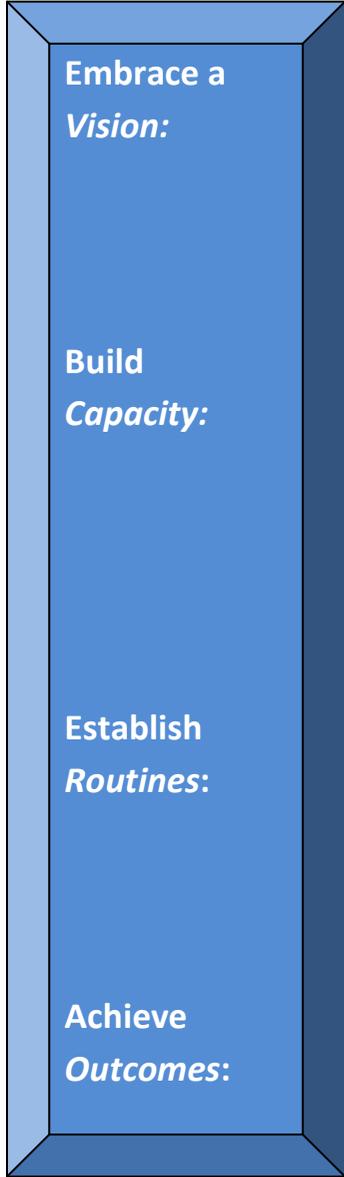
New Practice for School and District Review

The DTSDE was created to capture the best practices from each of the past review tools used by NYSED. The DTSDE uses multiple means such as interviews, classroom observations and surveys to gather evidence. The protocol includes a rubric, which identifies clear and cogent expectations of the optimal conditions of an effective school and school district across six tenets. These tenets include: District Leadership and Capacity, School Leader Practices and Decisions, Curriculum Development and Support,

Teacher Practices and Decisions, Student Social and Emotional Developmental Health, and Family and Community Engagement. The instruments comprising the protocol were created to measure how close or far away a particular school or school district is to the optimal conditions. Once reviewed, the school and school district supporting will engage in creating a strategic plan to address the areas for improvement. The new protocol will be used beginning with the 2012-2013 school year to assess schools and districts requiring any State-level evaluation due to school and/or district improvement status. The intent of this new practice is to develop systems and structures that allow the State to provide schools and districts consistent feedback that is aligned with accomplishing the goals set forth in the Regents Reform Agenda.

Moving Forward

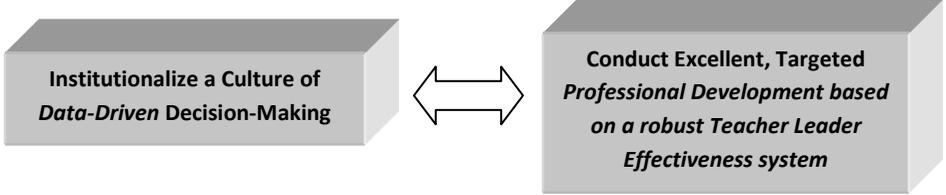
The diagnostic review for selected Priority and Focus Schools and Focus Districts will be led by NYSED Integrated Intervention Teams, which will serve as School Quality Review Teams/Joint Intervention Teams as required by Education Law. These teams will be appointed by the Commissioner. By the end of the 2012-13 school year, each Focus District will have participated in a site visit by an NYSED Integrated Intervention Team, and each Priority and Focus School will have participated in a site visit by an NYSED Integrated Intervention Team or a self-assessment overseen by the district. The results of these visits must form the basis of the district's 2013-14 DCIP and the school's 2013-14 SCEP.



Vision —The school and district’s *vision* identifies what needs to occur and how it will get done in order for students, staff and parents to grow and achieve.

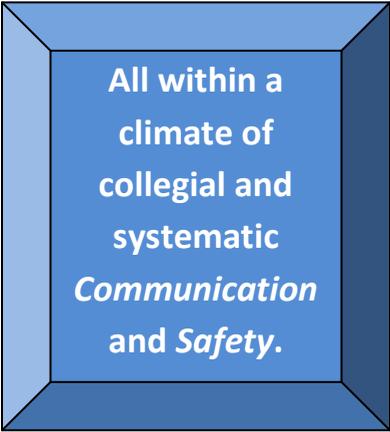


Cultivate a Culture of Learning that Engages Adults across the whole district:



Achieve High-Quality and Appropriately *Differentiated Instruction*

Deliver consistently effective *Student Learning Experiences* and achieve superior *Learning Outcomes!*



Components of the School Review

To ensure consistency in the school review practice, the following components will be conducted during a full review:

Event	Description	Explanation
In-School Document Review	<ul style="list-style-type: none"> • School schedule • All curriculum plans • Professional Development Plans • Teacher observation feedback • Additional school data • Agendas and attendance sheets for parent meetings • Sample correspondence to parents 	The purpose of the in-school document review is for the reviewers to have the opportunity to examine school-level documents while in the school so that clarifying questions can be asked. During this event, the school will have the opportunity to present documents aligned to a conversation about the strategies and practices the school is focused on establishing.
Interviews	<p>Principal</p> <ul style="list-style-type: none"> • Beginning of each day • Midday check on first and second day (for three-day reviews) • Clarifying review on last day • Debrief of findings at end of review 	The purpose of these meetings is for the reviewers to be able to communicate with the school leader throughout the school review process. This will encourage and enable fluid communication during the entire review process.
Focus Groups	Vertical teacher meeting (pre-selected group of teachers that are mutually agreed upon by the lead reviewer and school leader)	The purpose of this meeting is for the reviewers to ascertain a sense of how expectations, communications and practices are consistently recognized and distributed across the school. This group should represent all grades across subject areas. For example, an elementary school meeting should consist of a teacher from each grade and several clusters, or specialists.
	Parent Meeting (pre-selected group of parents that are mutually agreed upon by the lead reviewer and school leader)	The purpose of this meeting is for the reviewers to ascertain families' perception of how they are received, included and encouraged to partner with the school community for the betterment of their children's development, learning and achievement.
	Small Student Group Meeting (the reviewer will select these students on the first day of the review)	The purpose of this meeting is for the reviewers to discuss with a small group of students (3-5) the work they have produced this school year. Reviewers will ask students questions based on the work that appears in each child's work folder/portfolio.
	Large Student Group (the reviewer will select half of these students on the first day of the review, and the school leader may select the other half of the participants)	The purpose of this meeting is for the reviewers to ascertain how a wide variety of students perceive the school as a community and the school-wide expectations for their work. This group of students should be a vertical representation of the school that includes students from all grade levels and pertinent subgroups (including English language learners, special education, etc.).

		Schools that are identified for specific subgroups should expect to have a greater representation of that subgroup participate in the meeting.
	Student Support Staff Meeting (pre-selected group of staff members that are mutually agreed upon by the reviewer and school leader)	The purpose of this meeting is for the reviewers to ascertain how the school is using its student support staff, along with core teachers, to support students' social and emotional developmental health and academic growth. Additionally, the meeting is to ascertain how well the school works to engage parents and community organizations to support students.
Observations	Grade/Subject-Level Teachers	The purpose of this meeting is for the reviewers to observe a focused teacher meeting while the teachers look at student work and create an action plan to address the findings from the work. The reviewers will only ask clarifying questions prior to and/or after the meeting takes place. The teachers and school leaders should not expect this session to be led by the reviewer.
Visitations	Each Reviewer will visit seven to ten classes <ul style="list-style-type: none"> • After each visit, the reviewer will ask the teacher two to three questions (if doing so does not interrupt the lesson) 	The purpose of the classroom visits is for reviewers to ascertain how students are being instructed, and to make connections between the curriculum the school uses and strategies and practices the teachers are employing compared to the goals set by the teacher and school.
Review Debrief	School and District Representatives	The purpose of this meeting is for the reviewers to communicate the preliminary findings of the school's performance compared to the rubric in a formal manner that is consistent with all NYS School Review debriefing sessions across New York State. The principal should be present during this meeting. The principal may be accompanied with a small cabinet (no more than three additional people) during the debriefing session.

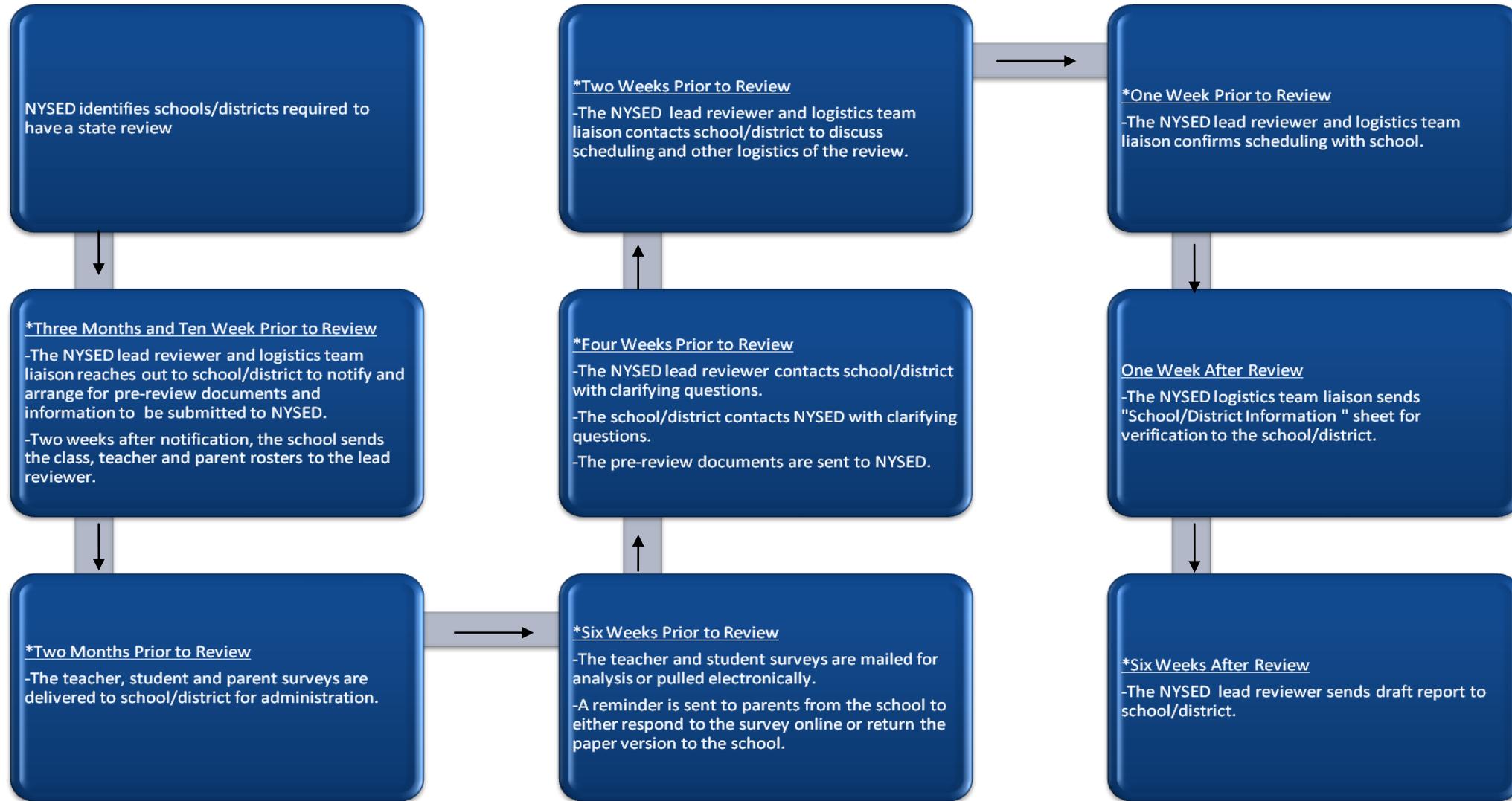
Components of the District Review

To ensure consistency in the district review practice, the following components will be conducted during a full review:

Event	Description	Explanation
In-District Document Review	<ul style="list-style-type: none"> • NYSED District Review Report • District Self-Assessment • All Curriculum Plans • Professional Development Plans • District Organization Sheet 	The purpose of the in-district document review is for the reviewers to have the opportunity to exam district and school level documents while in the district so that clarifying questions can be asked. During this event, the district will have the opportunity to present documents aligned to a conversation about the strategies and practices the district is focused on establishing.
Interviews	Superintendent <ul style="list-style-type: none"> • Beginning of each day • Clarifying review on last day • Debrief of findings at end of review 	The purpose of these meetings is for the reviewers to be able to: <ul style="list-style-type: none"> • Communicate with the superintendent throughout the district review process to encourage and enable fluid communication during the entire review process. • Ascertain a sense of how expectations, communications and practices are consistently recognized and distributed across all school communities.
	Human Resources	The purpose of this interview is for the reviewers to ascertain how the vision for school and district personnel is connected to student support.
	Fiscal Management	The purpose of this interview is for the reviewers to ascertain how the district is organizing the use of fiscal resources to support student achievement.
Focus Groups	District Cabinet	The purpose of this group interview is to give the senior management of the district an opportunity to convey how the district works collaboratively to support schools, parents and students.
	Curriculum and Instruction	The purpose of this meeting is for the reviewers to discuss with the team how they support the schools' development and use of a standards-aligned curriculum, implementation of NYSED-released modules, and movement toward teachers' and school leaders' understanding and delivering Common Core Learning Standards based lessons to students.
	Professional Development	The purpose of this meeting is to determine how the professional development team supports schools concerning curriculum development and implementation aligned to the Common Core Learning Standards.

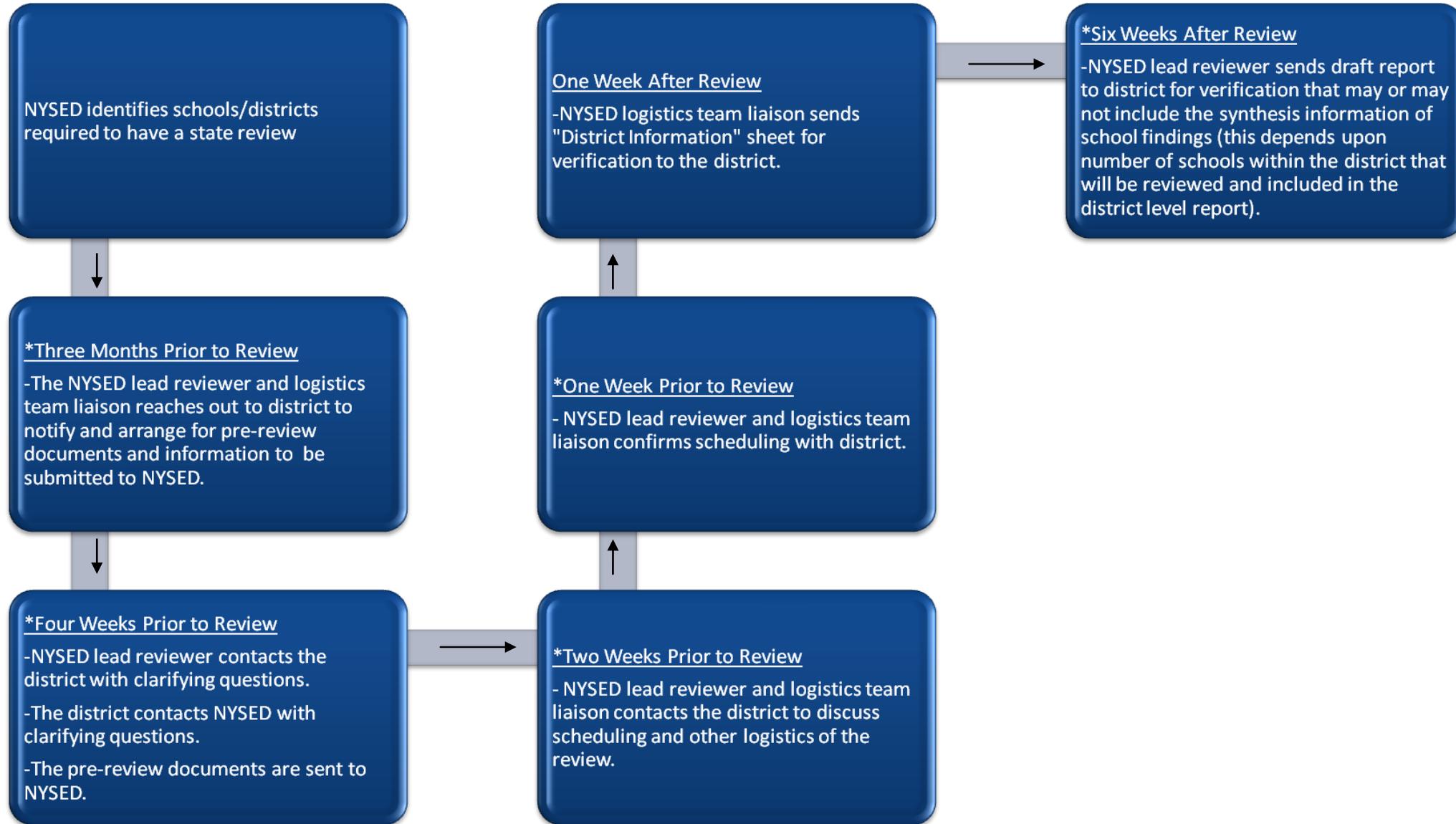
	Student Support Staff Meeting	The purpose of this meeting is for the reviewers to ascertain how the district is providing support to school-level student support staff and core teachers aligned to students' social and emotional developmental health and academic growth. Additionally, the meeting is to ascertain how well the district works to engage parents and community organizations to support students.
Summary of Findings Based on District Events and Synthesis of School Reviews	<ul style="list-style-type: none"> • Findings from District Events • All Schools Reviewed in the District by NYSED Teams 	The IIT will identify and summarize their findings of the district visit based upon the district events. The IIT will also synthesize the major findings of strengths and recommendations of the schools reviewed within the district. The reviewers will also include the synthesis of the schools' staff perceptions of how the district supports efforts to address student needs across each of the tenets.
Review Debrief	School and District Representatives	The purpose of this meeting is for the reviewers to communicate the preliminary findings of the district-level performance compared to the rubric in a formal manner that is consistent to all New York State School Review debriefing sessions across New York State. The Superintendent should be present during this meeting. The superintendent may be accompanied with a small cabinet (no more than five additional people) during the debriefing session.

School Review Timeline



*Schools/districts that are scheduled for reviews early in the school year will have a slightly modified timeline applied to their process.

District Review Timeline



*Schools/districts that are scheduled for reviews early in the school year will have a slightly modified timeline applied to their process.