

NYSED Targeted Support and Improvement School Needs Assessment Expectations and Requirements

The following protocols are expected to be followed at all TSI Needs Assessments:

Team Composition

- All teams must have one designated leader who is responsible for adhering to the visit expectations/requirements and visiting classrooms with the principal
- The designated leader is responsible for ensuring that the team focuses on the typical experience, rather than experiences that may be outliers. The designated leader is also responsible for ensuring that the team focuses on the quality and effectiveness of practices, rather than collecting lists of school activities or processes.
- All visits to schools identified for Students with Disabilities should include at least one person whose expertise is Special Education. Districts may want to consider a second person with this expertise based on its collective bargaining agreement.
- All visits to schools identified for English Language Learners should include at least one person whose expertise is English Language Learners. Districts may want to consider a second person with this expertise based on its collective bargaining agreement.

Pre-Review

Optional Inventories

NYSED has developed a number of documents, known as inventories, designed to help identify the systems that are currently in place at the school prior to the visit so that more targeted questioning can occur during Needs Assessment interviews. Prior to the Needs Assessment, Districts may request that the TSI school completes all or part of the various inventories:

- Tenet 1 and 2: Systems and Leadership Inventory
- Tenet 3 and 4: Curriculum and Instruction Inventory
- Tenet 5: Social-Emotional Learning Inventory
- Tenet 6: Family and Community Engagement Inventory

Using the Inventories

- The use of the inventories is optional. Districts may decide the extent to which they will be used. Districts may decide to prioritize certain inventories or sections of certain inventories over others.
- The inventories are designed to allow the District to ask more targeted interview questions, since the District would not need to ask if certain systems exist. Instead, team members would be able to focus their interview questions on learning more about the challenges identified by the school and stakeholders' opinions about addressing those challenges.
- Schools should be given a minimum of one week to complete the documents identified above.
- To ensure that the responses reflect the current circumstances at the school, documents should not be completed more than 8 weeks prior to the first day of the visit.

On-Site Review

Day 1 Events

- CLASSROOM VISITS (at least 60 minutes total in the morning and 30 minutes in the afternoon for the lead reviewer)
 - The lead reviewer must visit classrooms with the principal
 - Classrooms with the principal shall be visited early in the day to ground understanding for interviews that follow.
 - While the lead reviewer is meeting with the principal, the other team members can visit additional classrooms.
- PRINCIPAL INTERVIEW (60 minutes)
 - The lead reviewer will review the Tenet 1/2 and Tenet 3/4 inventories with the principal to discuss short-term and long-term areas that need to be addressed at the school.
- TEACHER INTERVIEW (approximately 30 minutes)
 - The team must speak with a group of teachers. The teachers should be those that support the subgroup(s) of students for which the school was identified.
 - The team should ask questions designed to elicit short-term/immediate recommendations and long-term recommendations from the teachers.
- STUDENT INTERVIEW (approximately 30 minutes)
 - The team must speak with a group of students. The students should be those that represent the subgroup(s) for which the school was identified.

Day 2 Events

- CLASSROOM VISITS (at least 30 minutes total)
 - The lead reviewer must visit classrooms with the principal
 - The schedule shall ensure that at least four ELA and four Math lessons with the principal over the two days.
- PRINCIPAL INTERVIEW (60 minutes)
 - The lead reviewer will review the Tenet 5 and Tenet 6 inventories with the principal to discuss short-term and long-term areas that need to be addressed at the school.
- PARENT INTERVIEW (30 minutes)
 - The team must speak with parents to learn their insights into how the school can improve.

OPTIONAL:

- TEACHER INTERVIEW #2 (approximately 30 minutes)
 - The team may opt to speak with a group of teachers different than those that attended yesterday's interview. The teachers should be those that supports subgroup(s) of students for which the school has been identified. The team should ask questions designed to elicit short-term/immediate recommendations and long-term recommendations from the teachers.
- STUDENT INTERVIEW #2 (approximately 30 minutes)
 - The team may opt to speak with a group of students. The students should be those that represent the subgroup(s) for which the school was identified.
- SHADOW A STUDENT (an additional day outside of the review)
 - The school may find it insightful to have a member of the Needs Assessment team **or** a member of the school administration shadow a student for an entire day. The website <https://www.shadowastudent.org/> provides guidance on how to approach shadowing a student.

Additional optional Day 1 and Day 2 Practices

- Additional team members can visit classrooms with other school leaders
- Team members can observe team meetings
- Team members can review student work with select students
- Team members can meet with guidance counselors, social workers, etc.
- Team members can meet with parent coordinators, liaisons, etc.
- Team members can meet with coaches or assistant principals
- Team members ask staff questions when available
- Team members visit the cafeteria and speak with students

Resulting Documentation

- The team shall develop at least three short-term recommendations that are shared with the principal in advance of being finalized. The principal has the opportunity to provide feedback to make sure these recommendations are appropriate next steps for the school.
- The team provides a hard copy or digital copy of the recommendations to the principal at the conclusion of the two days.
- The team finalizes the evidence it needs for its final report. The final report is provided within a month of the visit.