District-led TSI Needs Assessment Requirements

Presented by Stephen Earley
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School Improvement does not occur through one-size-fits-all mandates.

“The State’s role in School Improvement will be rooted in helping schools identify and implement the specific solutions that schools need to address their specific challenges.” NYSED ESSA PLAN, page 79
Vision for School Improvement

To accomplish this requires:

1. A robust Needs Assessment that can take into consideration all factors facing the school
2. A flexible approach from the State that provides differentiated support
Needs Assessments in TSI Schools

- Will be completed by the District
- Will need to follow certain specific NYSED protocols
- Should be designed to identify needs, particularly for the subgroup identified, to inform the next year’s improvement plan
The DTSDE on-site Needs Assessment is one part of a larger reflection of school needs that is done when developing the annual School Comprehensive Education Plan (SCEP).
## Broader Needs Assessment

### Identify Priorities for SCEP

#### Review of Data
1. Interim Assessment Data
2. Survey Data
3. Achievement Data
4. Attendance/Behavior Data

#### Review of Practices
1. DTSDE Report
2. Social-Emotional Inventory
3. Family Engagement Inventory
4. PD Inventory

#### Review of Resources
1. PD Inventory
2. Feedback on Impact of PD
3. DTSDE Self-Reflection

Work with stakeholders to develop next year’s SCEP
Types of Reviews

Requirements of TSI Needs Assessments

- Schools identified for Economically Disadvantaged and Racial/Ethnic Subgroups will have a DTSDE Review with certain requirements
- Schools identified for SWD will have a RSE-TASC walkthrough completed
- School identified for ELL will have the ELL Best Practices Tool completed

Schools identified for combinations of subgroups above will have multiple tools completed within the DTSDE process.
## Recommendation Requirements

There are requirements regarding the recommendations based on the subgroups identified as well.

<table>
<thead>
<tr>
<th>Identification</th>
<th>Review Requirement</th>
<th>Subgroup Recommendation Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>DTSDE</td>
<td>No subgroup minimum*</td>
</tr>
<tr>
<td>Black</td>
<td>DTSDE</td>
<td>No subgroup minimum *</td>
</tr>
<tr>
<td>Hispanic</td>
<td>DTSDE</td>
<td>No subgroup minimum *</td>
</tr>
<tr>
<td>White</td>
<td>DTSDE</td>
<td>No subgroup minimum *</td>
</tr>
<tr>
<td>Multiracial</td>
<td>DTSDE</td>
<td>No subgroup minimum *</td>
</tr>
<tr>
<td>ED</td>
<td>DTSDE</td>
<td>No subgroup minimum *</td>
</tr>
<tr>
<td>SWD</td>
<td>RSE-TASC Walkthrough</td>
<td>Minimum 2 recommendations for SWD; minimum 4 recommendations if this is the only subgroup identified</td>
</tr>
<tr>
<td>ELL</td>
<td>ELL Best Practices Walkthrough</td>
<td>Minimum 2 recommendations for ELL; minimum 4 recommendations if this is the only subgroup identified</td>
</tr>
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Recommendation Requirements

The total number of recommendations from all subgroups should be between 4-7 recommendations per school.

Schools with subgroups that do not have minimum requirements will still be expected to receive 4-7 recommendations total.

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# Recommendation Requirements

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<th>School Example</th>
<th>Identification Categories</th>
<th>Requirements</th>
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<tr>
<td>School A</td>
<td>Multiracial, Hispanic</td>
<td>DTSDE review, 4-7 recommendations provided to school</td>
</tr>
<tr>
<td>School B</td>
<td>ELL, SWD, Hispanic</td>
<td>DTSDE review w/ ELL review and w/RSE-TASC review, 4-7 recommendations provided, with a minimum of two for ELL and two for SWD.</td>
</tr>
<tr>
<td>School C</td>
<td>SWD</td>
<td>RSE-TASC review, 4-7 recommendations provided, with a minimum of four for SWD</td>
</tr>
<tr>
<td>School D</td>
<td>White</td>
<td>DTSDE review, 4-7 recommendations provided to school, no further parameters</td>
</tr>
<tr>
<td>School E</td>
<td>SWD, ED</td>
<td>DTSDE review w/RSE-TASC, 4-7 recommendations provided to school, with a minimum of two for SWD.</td>
</tr>
</tbody>
</table>
There are certain requirements that all TSI Needs Assessments must adhere to:

**Team Composition**

- All teams must have one designated leader who is responsible for adhering to protocols 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.
There are certain requirements that all TSI Needs Assessments must adhere to:

**Team Composition**

- All visits to schools identified for Students with Disabilities must 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 must 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.
There are certain requirements that all TSI Needs Assessments must adhere to:

Pre-Review

**Required Documents**
Schools must submit to the team completed versions of the following documents:

- Self-Reflection
- PD Practices Inventory
- Social-Emotional Learning Inventory
- Family and Community Engagement Inventory
There are certain requirements that all TSI Needs Assessments must adhere to:

Pre-Review

Required Practices

• Schools must be given a minimum of one week to complete the documents identified above
• Documents should not be completed more than 8 weeks prior to the first day of the visit.
• Team members must review the submitted materials
• Team members must review the current SCEP (may need to be requested)
• Team members must review the most recent DTSDE report.
There are certain requirements that all TSI Needs Assessments must adhere to:

**Pre-Review**

**Optional Documents**
- Schools may complete NYSED-supplied school visit scheduler

Additional documents should not be requested in advance, but could be request on-site if the visit indicates that they would provide insight into an inquiry train being pursued.
On-Site Review

Day 1 Practices

• The lead reviewer must visit classrooms with the principal
• Classrooms shall be visited early in the day to ground understand for interviews that follow
• The team must speak with a group of students from the identified subgroup(s)
• The team must speak with a group of teachers
On-Site Review

Day 2 Practices

• The lead reviewer must visit classrooms with the principal
• The team must speak with a different group of students from the identified subgroup(s)
• The team must speak with a different group of teachers
• The team must speak with a group of parents that includes parents of students from the identified subgroup(s).
On-Site Review

Subgroup specific requirements
- Schools identified for SWD must complete the RSE-TASC walkthrough
- Schools identified for ELL must complete the ELL Best Practices Tool
- Schools identified for only SWD or only ELL may complete their visit in one day, provided the subgroup-specific tools are complete and the team spoke with two sets of students and the team spoke with parents from the one identified subgroup.
On-Site Review

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
• Teams may use the NYSED-supplied Evidence Collection Document to organize their notes during the days.
On-Site Review

Day 3/Final Day Practices

• The team finalizes its recommendations and ensures that the number of recommendations adheres to the requirements for TSI schools.
• The principal is provided the draft recommendations for feedback before finalization
• The team provides a hard copy or digital copy of the recommendations to the principal
• The team finalizes the evidence it needs for its final report
• The team completes the Feedback on PD Practices document, which is provided with the final report
On-Site Review

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THANK YOU!

Questions?
Email: FIELDSUPPORT@NYSED.GOV