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*New York State Education Department (NYSED) Office of Innovation and School Reform (OISR) Technical Assistance Support and Collaborative Review Session Outline Framework*

**Introduction** - On behalf of New York State Education Department Commissioner, Dr. Betty Rosa, the New York State Education Department, and the Office of Innovation and School Reform (OISR), thank you for teaming with OISR for this Technical Assistance Support and Collaborative review session. Note that at no time shall this Session be electronically recorded.

**Purpose and Goal** – The purpose of this session is for OISR to provide targeted technical assistance and support to schools under Receivership and will assist the New York State Education Department in determining the extent to which schools in Receivership are on track to meet their Demonstrable Improvement Indicators (DIIs) as set out in their Continuation Plans. This will be achieved through collaborative cross-functional team reflective review and technical assistance sessions with the school principal, and school and district team, to ensure sustained equitable access to high quality educational programs and SEL-based services to all students in a safe academic environment.

This session will also provide the school and district opportunity to outline the core strategies, lead indicators and use of data to monitor and adjust processes and plan professional development that meets teacher needs, and results in:

- *Improved student academic growth, achievement, and grade-level reading and math proficiency based on school-based formative assessments and NYS 3 – 8 data*
  - *Increased Graduation and reduced Dropout Rate(s) tracking, as applicable - Grade 9 student persistence to 4-, 5- and 6-year graduation*
- *Increasing student average daily attendance and reducing chronic absenteeism*
- *Assessing the degree to which the school climate is safe, welcoming, inclusive, and conducive to learning and students are provided equitable access to high quality educational programs and SEL-based services*
  - *Reducing duplicated and unduplicated Out-of-School Suspensions and rates of recidivism*
- *Assessing ELL and SWD disproportionality data*
- *Identifying specific areas of strength and challenges met during the improvement process*
- *Identifying the top three School- and District-based Actionable Commitments in actualizing and ensuring sustainable supports to classrooms in meeting the above target areas.*

**Process Overview** - In alignment with the *Department's Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (outlines attached and @ [DEI Framework and Policy Statement | New York State Education Department \(nysed.gov\)](#), [Culturally Responsive-Sustaining Education | New York State Education Department \(nysed.gov\)](#), and in support of the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#) respectively, coupled with ensuring a sustained focus on and provision of service-driven targeted supports, OISR is committed to providing comprehensive technical assistance to Commissioner's Discretion Schools and Schools under Receivership.



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*School/district leadership will use the following Framework to provide a Demonstrable Improvement Indicator (DII) update and coordinate on-site classroom visitations:*

DII, Lead Strategy Progress & \*Demographic Data Requirements: 35 minutes

- *Progress update* - Prior to classroom visits, school leadership will present a brief slide deck on DII progress and share the efficacy of their lead strategies, inclusive of an overview of overall and subgroup key demographic data (total enrollment – SWD # & % and ELL # & %, average daily attendance and chronic absenteeism percentages, YTD, and three-year trend of suspension rate percentages, with the most recent data being YTD), DII target attainment, progress, and the systems, practices, and processes utilized to support attaining the school's SIP goals.
- *Pre-session:* 15 minutes  
School leadership will outline classroom-specific (pre-)visitations:
- *Classroom visitations (3 ten-minute visitations with transitions):* 40 minutes  
Using site-based walkthrough protocols, with a focus on DIIs, observations shall cross grade-levels and include, at the minimum, ELA, Math, and a third content area as selected by the school/district that should include SWD and/or ELL programming.

*Collaborative Review Debrief Session:* 30 minutes

A reflective review/debrief of classroom visits with targeted feedback on observations will result in School Leadership being able to:

- Outline the school's improvement strategies and how contributive value of key practices and supports are being monitored, measured, and adjusted based on DII target attainment (i.e., walkthrough protocol models, professional development, internal 'look fors,' classroom routines and procedures, and the assessment and monitoring of student learning).
- Identify key instructional strategies, inclusive of active student engagement and ownership in their learning, teacher-student and student-student interactions, and explicit progress monitoring systems aligned to the school's improvement plan that inform the school's practices toward meeting DII targets, resulting in improved student outcomes.
- Identify explicit targeted supports being provided by Central/District Office to teachers and classrooms based on student- and school-specific needs.
- Assess instructional model(s) on the organization of (classroom) lessons as they relate to student learning and progress specific to observed concepts, content, and skills.

OISR Inquiry-based Session: 30 minutes

Approximate Working Timeframe: 2.5 hours



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School \_\_\_\_\_ Cohort \_\_\_\_\_ District \_\_\_\_\_

OISR Technical Assistance Series: Fall \_\_\_\_\_ Spring \_\_\_\_\_

\*School Demographic and Four-Year Trend Data

Data Source \_\_\_\_\_.

Date of Capture \_\_\_\_\_.

Total Current Enrollment/Registrant Counts: N= \_\_\_\_\_  
 SWD \_\_\_\_\_% } SWD/ELL percentage total \_\_\_\_\_%  
 ELL \_\_\_\_\_%

Four-Year trend Data

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	___%	___%	___%	___%
Chronic Absenteeism Rate	___%	___%	___%	___%
Out-of-School Suspension % Rate and #	___%/#___	___%/#___	___%/#___	___%/#___
Duplicated Suspensions	___%/#___	___%/#___	___%/#___	___%/#___
Unduplicated Suspensions	___%/#___	___%/#___	___%/#___	___%/#___
ELL Suspensions	___%/#___	___%/#___	___%/#___	___%/#___
SWD Suspensions	___%/#___	___%/#___	___%/#___	___%/#___

*\*Please return this completed document to your Lead OISR Associate via direct email and/or @ [OISR@NYSED.Gov](mailto:OISR@NYSED.Gov) at least one-week prior to your Technical Assistance and Support Session. Thank you.*

*\*Note – The attached Demographic Table should be completed by the district and submitted to the Lead OISR School/District Associate 1-week prior to the on-site Technical Assistance and Support Session.*



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## NYS Board of Regents Initiative on Diversity, Equity & Inclusion



We will create and sustain safe, nurturing and engaging learning environments for **ALL** students.



*"Diversity is not our problem. It is our promise."  
-- Elijah Cummings*

### WELCOMED AND SUPPORTED

- Diversity means a wide range of human qualities and attributes
- Diversity is an educational and social asset for ALL
- Respecting diversity helps us meet the physical, social and emotional needs of ALL



*"Always remember that you are absolutely unique.  
Just like everyone else."  
-- Margaret Mead*

### OPPORTUNITIES TO SUCCEED

- Equity means fair treatment and opportunity for ALL
- Equity is fair access to programs, classes and needed supports
- Equity prepares ALL students to be actively engaged citizens



*"There is only one way to see things, until someone shows us  
how to look at them with different eyes."  
-- Pablo Picasso*

### CULTURES, LANGUAGES AND EXPERIENCES

- Inclusion means recognizing, understanding and accepting ALL
- Inclusion teaches and models respect for ALL
- Inclusion makes ALL feel safe, supported and valued

*"Diversity is being invited to the dance. Inclusion is being asked to dance.  
Equity is allowing you to choose the music." -- Cynthia Olmedo*



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EXECUTIVE SUMMARY

The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.



\*Note – The attached Demographic Table should be completed by the district and submitted to the Lead OISR School/District Associate 1-week prior to the on-site Technical Assistance and Support Session.