AdvancED Diagnostic Review Training For Institutions 2018-2019

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Outcomes

Participants will:

- Understand the Diagnostic Review process and expectations for schools/systems
- Become aware of the AdvancED Continuous Improvement System (CIS)
- Become aware of tools that support the Continuous Improvement System and the Diagnostic Review Process

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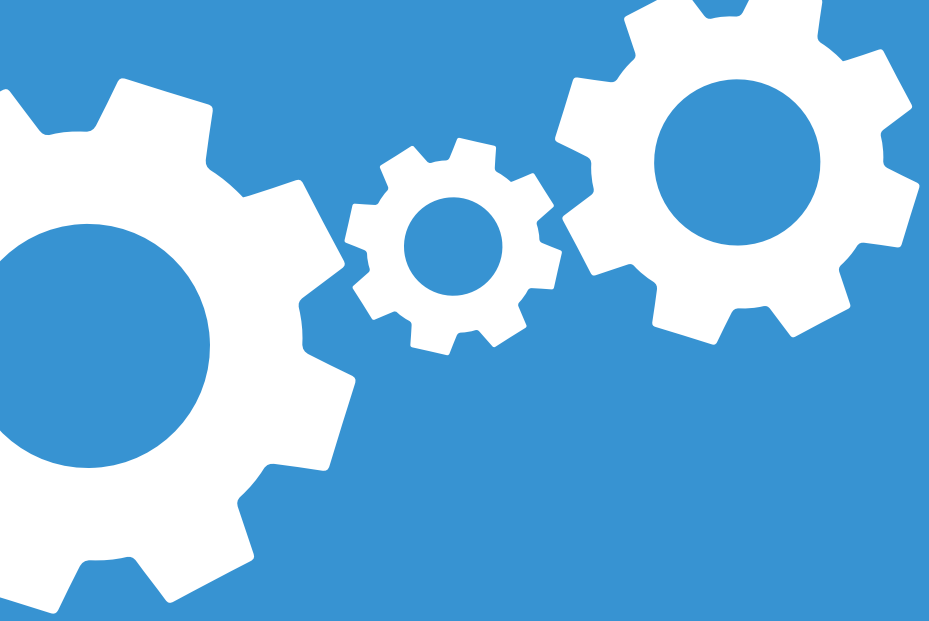

Overview of Diagnostic Reviews

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Diagnostic Review

- Three-day intensive, investigation, and analysis of student performance, perception, experience, and interview and observation data in order to identify three to five Improvement Priorities.
- The process deploys highly trained and skilled Diagnostic Review Teams, facilitated by certified Lead Evaluators, into identified schools and/or school systems.

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Event or Journey?

Is education an **event** or a **journey?**

Explain your thinking.

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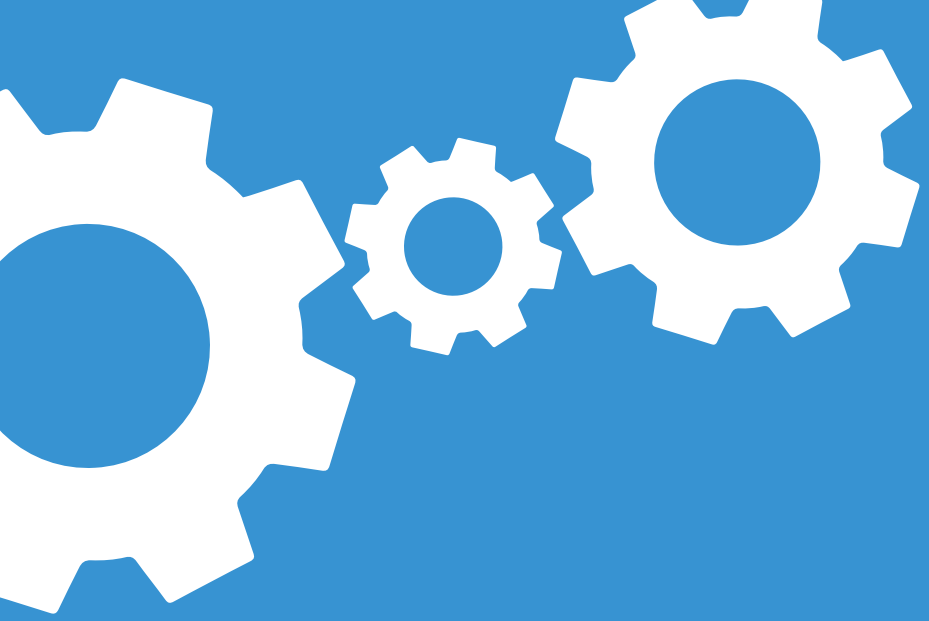

The Improvement Journey

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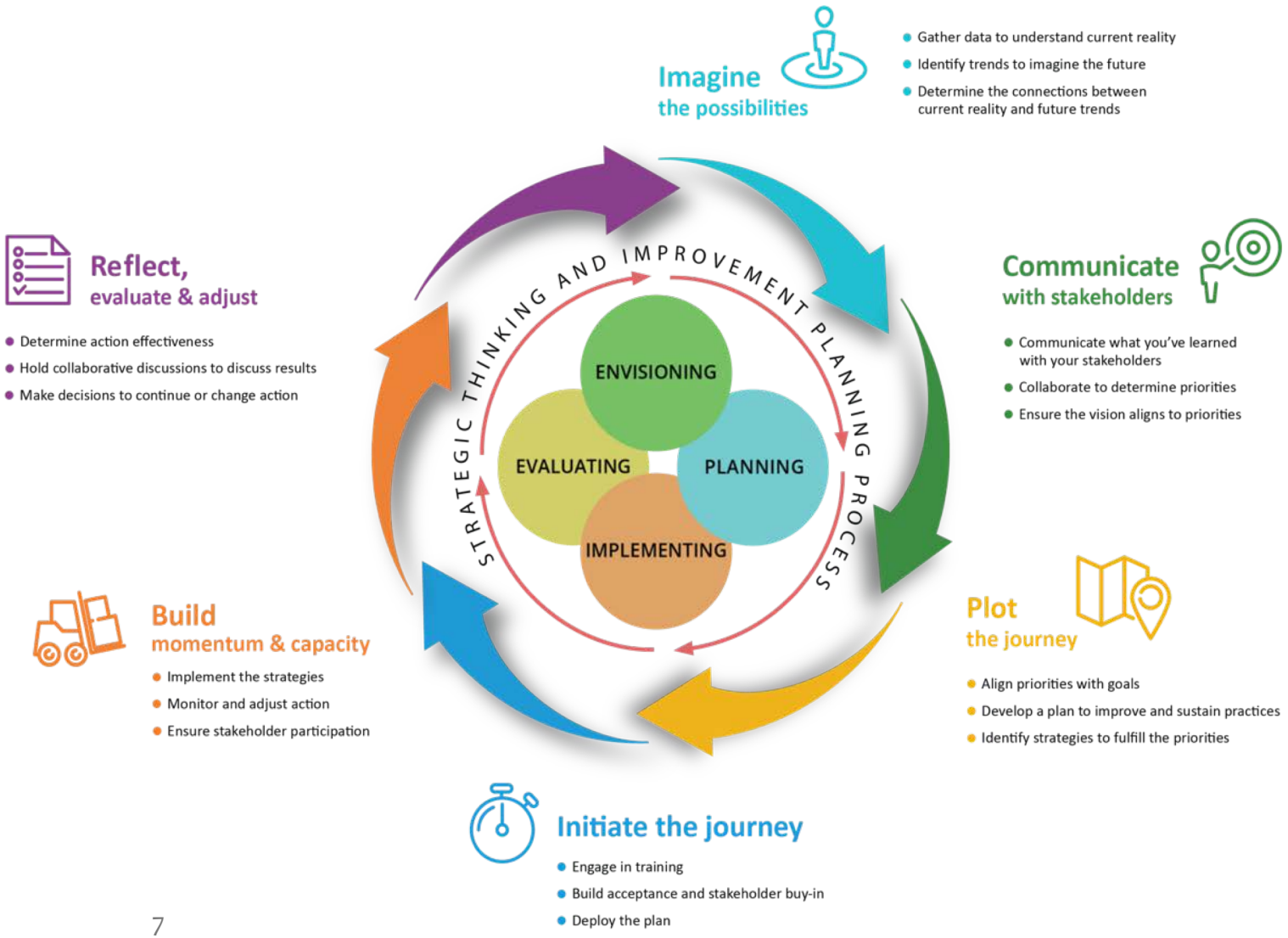
The AdvancED® Continuous Improvement System



- Imagine the possibilities
- Communicate with stakeholders
- Plot the Journey
- Initiate the Journey
- Build on momentum and capacity
- Reflect to evaluate and adjust

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What is the purpose of a Diagnostic Review?

- Enable schools to meet their Annual Measurable Objective (AMO) and exit improvement status
- Examine the institution's adherence and commitment to the research-aligned AdvancED Standards
- Rigorous examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning and operations
- Support institutions to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels

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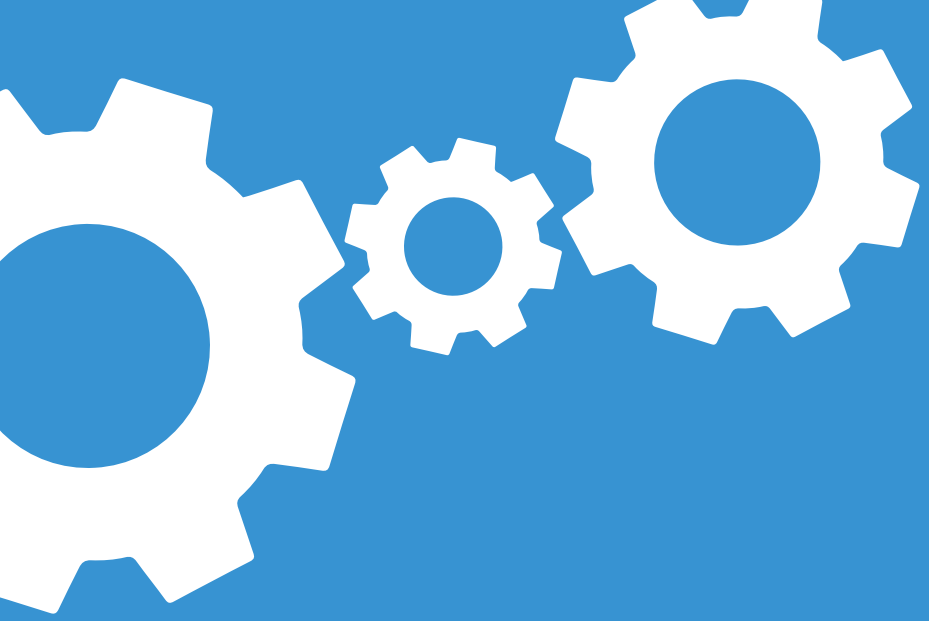

Data Selection and Analysis

The process begins with data

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Selecting Relevant and Authentic Data

- Aligned to learning expectations
- Accurate
- Up-to-date
- Disaggregated
- Longitudinal
- Referenced
- Valid
- Bias-free

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Possible Data

Current description and analysis of:

- Student performance
- Institution's effectiveness
- Context for learning
- Gaps between reality and learning expectations
- Gap analysis

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What About Data Analysis?

Not all "data" are "results."

- Do the results support the findings?
- Is it clear how your results support the School/System Quality Factors Diagnostic?

Questions to Consider:

- What data do you currently have?
- What did the analysis of that data tell you?
- Did you triangulate?
- Did the analysis suggest the need for additional data sources?

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Data Analysis and Interpretation

Data Analysis – Process of examining information in order to ***find something*** or ***help with decision-making***

Interpretation of Data – Process of ***assigning meaning*** to the collected information and determining the ***conclusions, significance and implications*** of the findings

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Every institution should:

- Provide a ***thorough*** analysis of:
  - Perception data
  - Experiential data
  - Performance data
    - Student performance
    - Organizational effectiveness/ performance
- Provide a Continuous Improvement Plan based on findings

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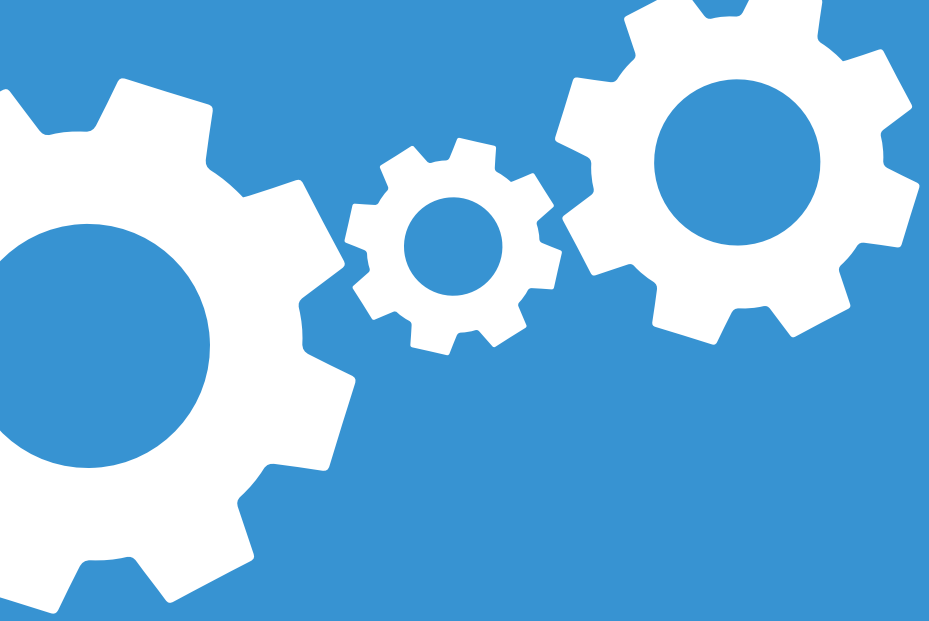

AdvancED Tools

To help you gather relevant data

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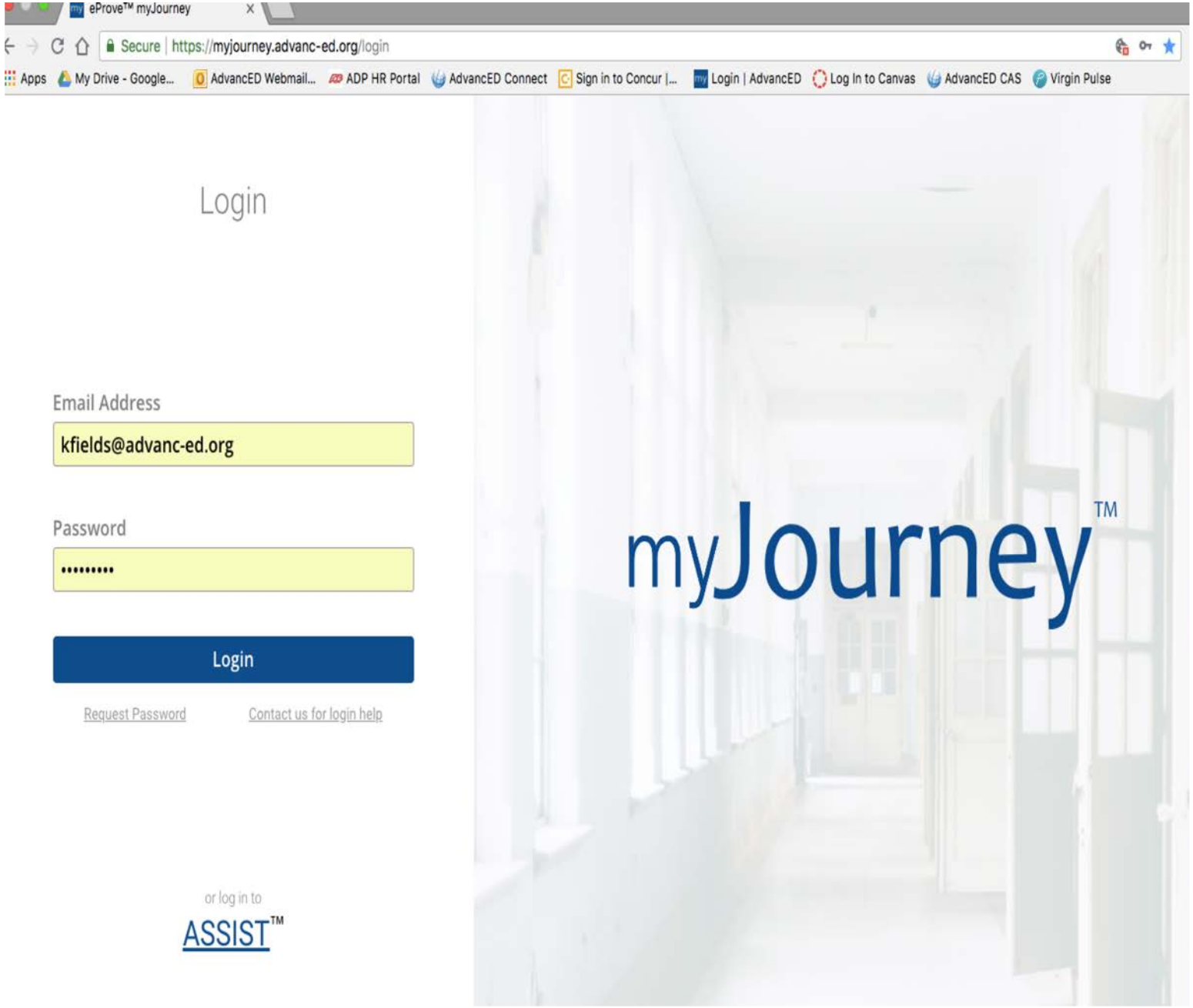

eleot®

Surveys

Diagnostic

Workspace

Strategies

Coming Soon:

- Analytics
- Assessments

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Effective Learning Environments Observation Tool

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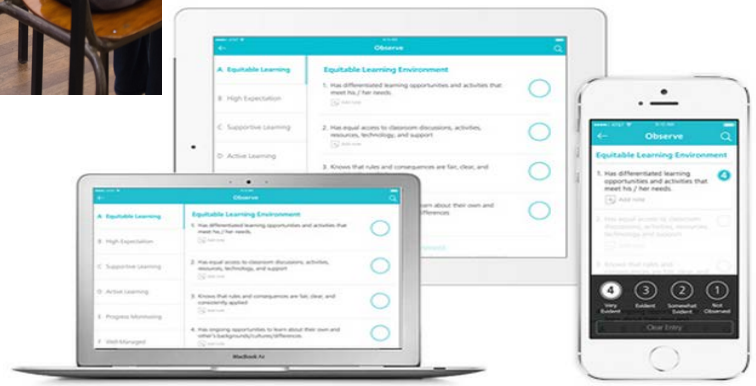
- ✓ Classroom Observation Tool
- ✓ Mobile app – conduct observations offline
- ✓ Focused on students, not teachers
- ✓ Identify observable and quantifiable evidence of classroom environments conducive to learning



eleot™

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eleot®
Learning Environments

- Equitable Learning
- High Expectations
- Supportive Learning
- Active Learning
- Progress Monitoring and Feedback
- Well-Managed
- Digital Learning

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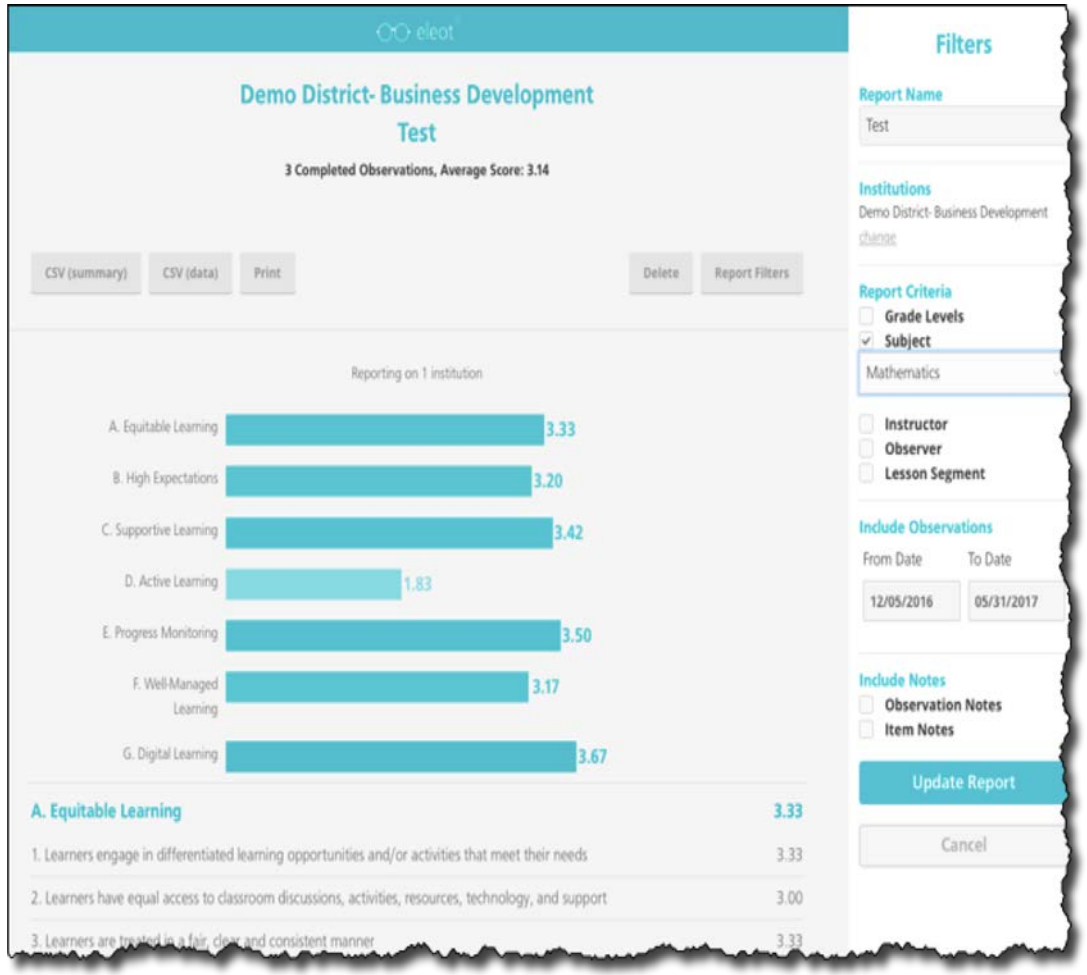
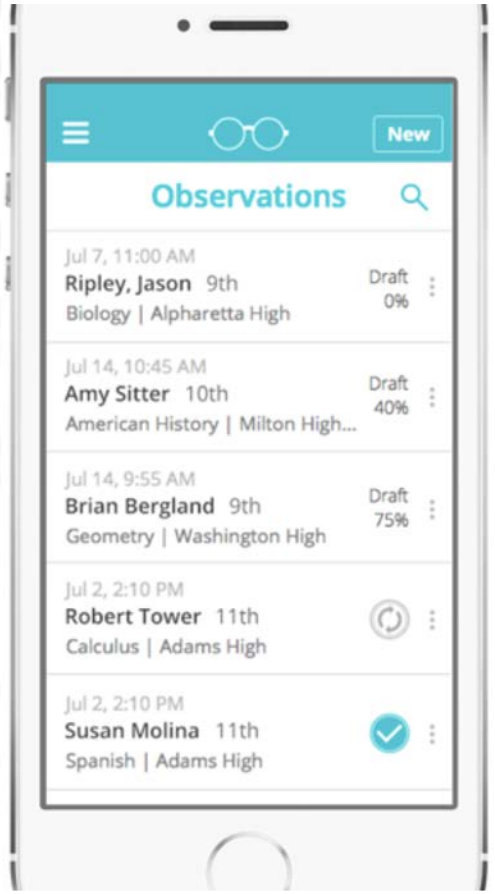
eleot





- Gathers observable evidence of student experience in the learning environment
- Provides structured approach to classroom walkthroughs
- Facilitates meaningful peer-to-peer observations and sharing
- Increases knowledge and ability to recognize and apply best practice
- Optimizes teaching and learning

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eProve™ surveys

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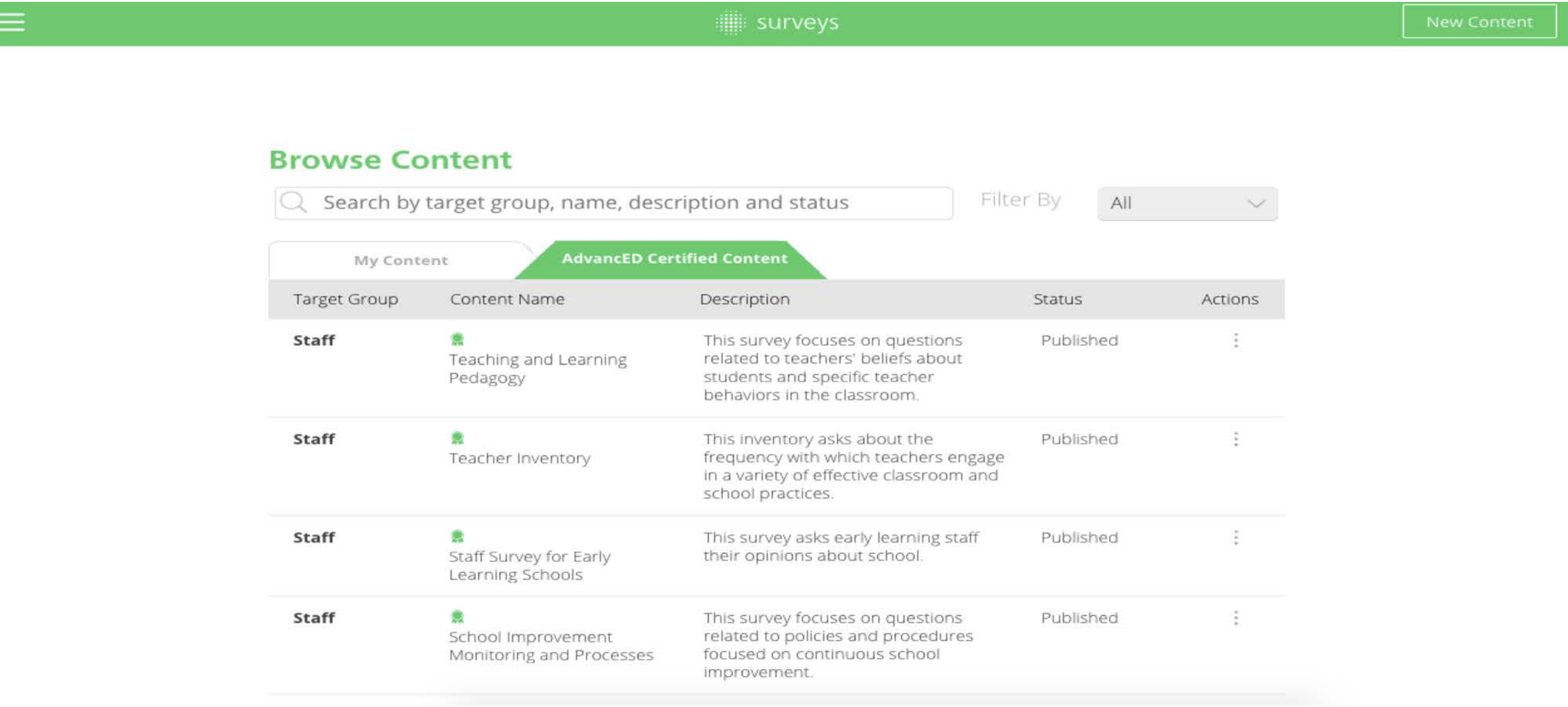
Required Surveys – AdvancED Certified Content



eProve™ Diagnostics

School/System Quality Factors Diagnostic (SQF)

diagnostics

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School/System Quality Factors Diagnostic (SQF)

What?

Seven research-based factors that are the keys to driving improvement

Why?

Used by institutions for self-evaluation along their improvement journey

Who?

The institution's leadership team

How?

Reflect and discuss effective practices and conditions; gather data sources to support discussions; summarize

When?

Begin use by institutions in 2017 as part of their improvement journey

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diagnostics

School / System Quality Factors Diagnostic (SQF)

Clear Direction	**Healthy Culture**	**High Expectations**	**Impact of Instruction**
Resource Management	**Efficacy of Engagement**	**Implementation Capacity**	

- Engage in critical discussions
- Evaluate overall effectiveness of improvement efforts

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School/System Quality Factors

Clear Direction - The capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.

Healthy Culture - The shared values, beliefs, written and unwritten rules, assumptions and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.

High Expectations - An institution's stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement and parent involvement.

Impact of Instruction - The capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.

Resource Management - The ability of an institution to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.

Efficacy of Engagement - The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.

Implementation Capacity - The ability of an institution to consistently execute designed to improve organizational and instructional effectiveness.

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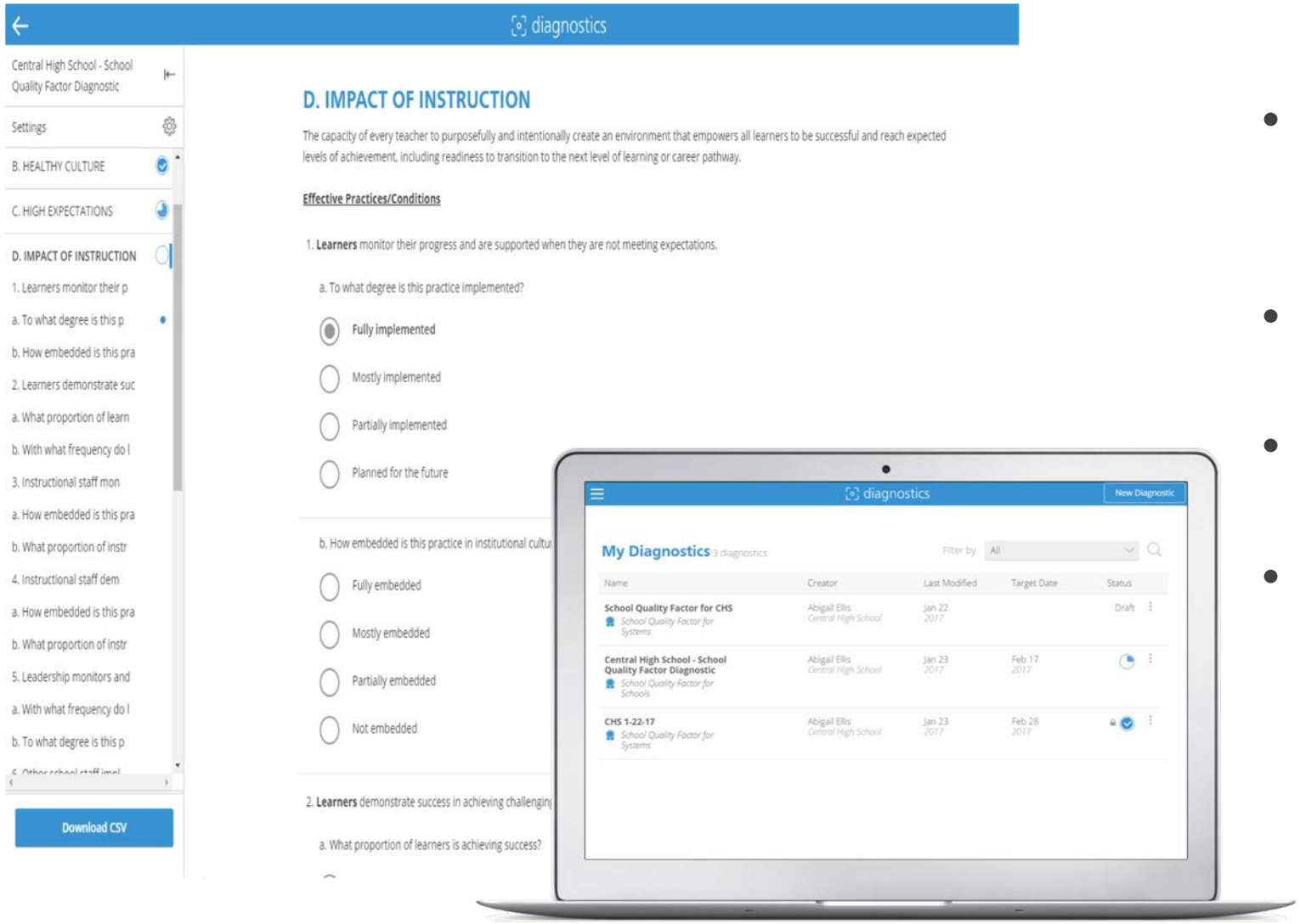
diagnostics



- Promotes honest dialogue and reflection
- Enables diagnostic and evidence-based needs analysis
- Supports collaboration and continuous improvement with an internal team
- Streamlines data/document collection and management
- Track completion of each item in a single diagnostic
- Leverage the AdvancED Certified Content

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AdvancED Glossary of Terms

Terms that Measure Frequency, Quality and Quantity

Terms and Phrases	Definition
all	Including more than 75 percent of (e.g., learners, educators, programs, policies) (Source: AdvancED Performance Standards)
almost always	Occurring more than 75 percent of the time (Source: School and System Quality Factors Diagnostic; Teacher Inventory)
consistency	With regularity (i.e., at equal intervals) and uniformity (i.e., in a similar manner), usually 75 percent of the time or more (Source: AdvancED Performance Standards)
excellent quality	The highest standard or value (Source: School and System Quality Factors Diagnostic)
fair quality	A minimal standard or value (Source: School and System Quality Factors Diagnostic)
few, few to none	Less than 25 percent of a specific stakeholder group (Source: School and System Quality Factors Diagnostic; AdvancED Performance Standards)
fully embedded	Complete scope and/or intent of policy or practice in place (Source: School and System Quality Factors Diagnostic)
good quality	An acceptable standard or value (Source: School and System Quality Factors Diagnostic)
limited, little	Having some restrictions or confinements; a small amount (Source: AdvancED Performance Standards)
many	Including approximately 50 to 75 percent of a specific stakeholder group (Source: School and System Quality Factors Diagnostic)
most	Approximately 75 percent or more of a specific stakeholder group; occurring approximately 75 percent of the time (Source: School and System Quality Factors Diagnostic)
mostly embedded	Almost complete scope and/or intent of policy or practice in place; about 75 percent or more completed (Source: School and System Quality Factors Diagnostic)
not embedded	Minimal or no scope and/or intent of policy or practice in place; less than 25 percent completed (Source: School and System Quality Factors Diagnostic)
often, frequently	Occurring many times or constantly; occurring about 50 to 75 percent of the time (Source: School and System Quality Factors Diagnostic; Teacher Inventory)

Let's Dig Deeper into the SQF Diagnostic

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Helpful Hints
Comments/Insights/Summary and Attachments

- Institution should offer additional comments or insights related to each factor
- Attachments related to each factor should be included and uploaded
- Describe the attachment(s) and give it a name that will help the team know what it is
- Attachments may consist of a file (standard document, image, spreadsheet, presentation) or url
- File size limited to 10 MB
- No audio or video files at this time but can include links to YouTube, etc.

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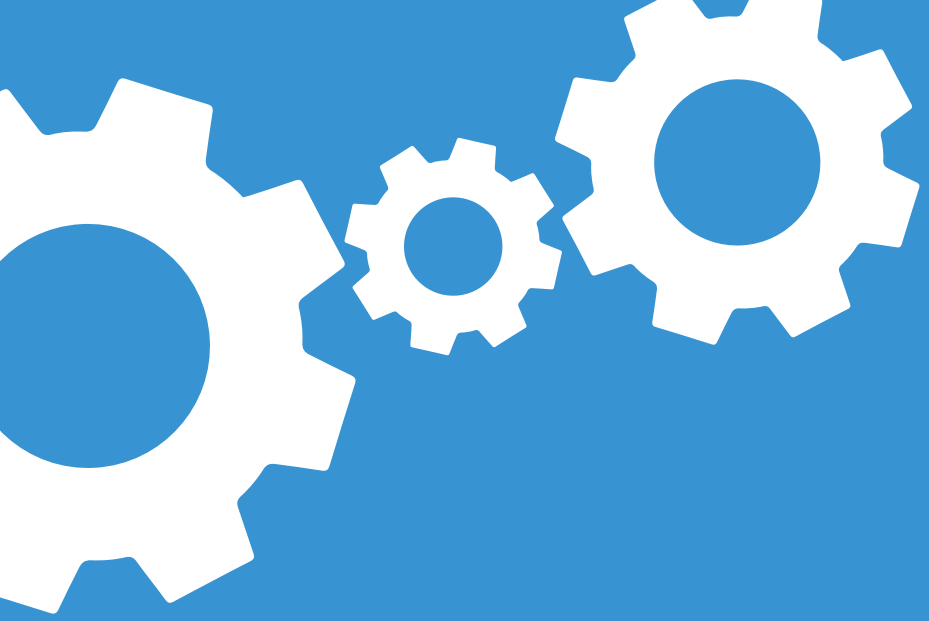

Data Analysis Becomes Evidence

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i3 Rubric

initiate, improve, impact

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initiate…

is about engagement practices and implementing with quality and fidelity.

improve…

is about analysis and use of results and how improved results are sustained.

impact…

is how improvements have permanently changed organizational behaviors and student learning.

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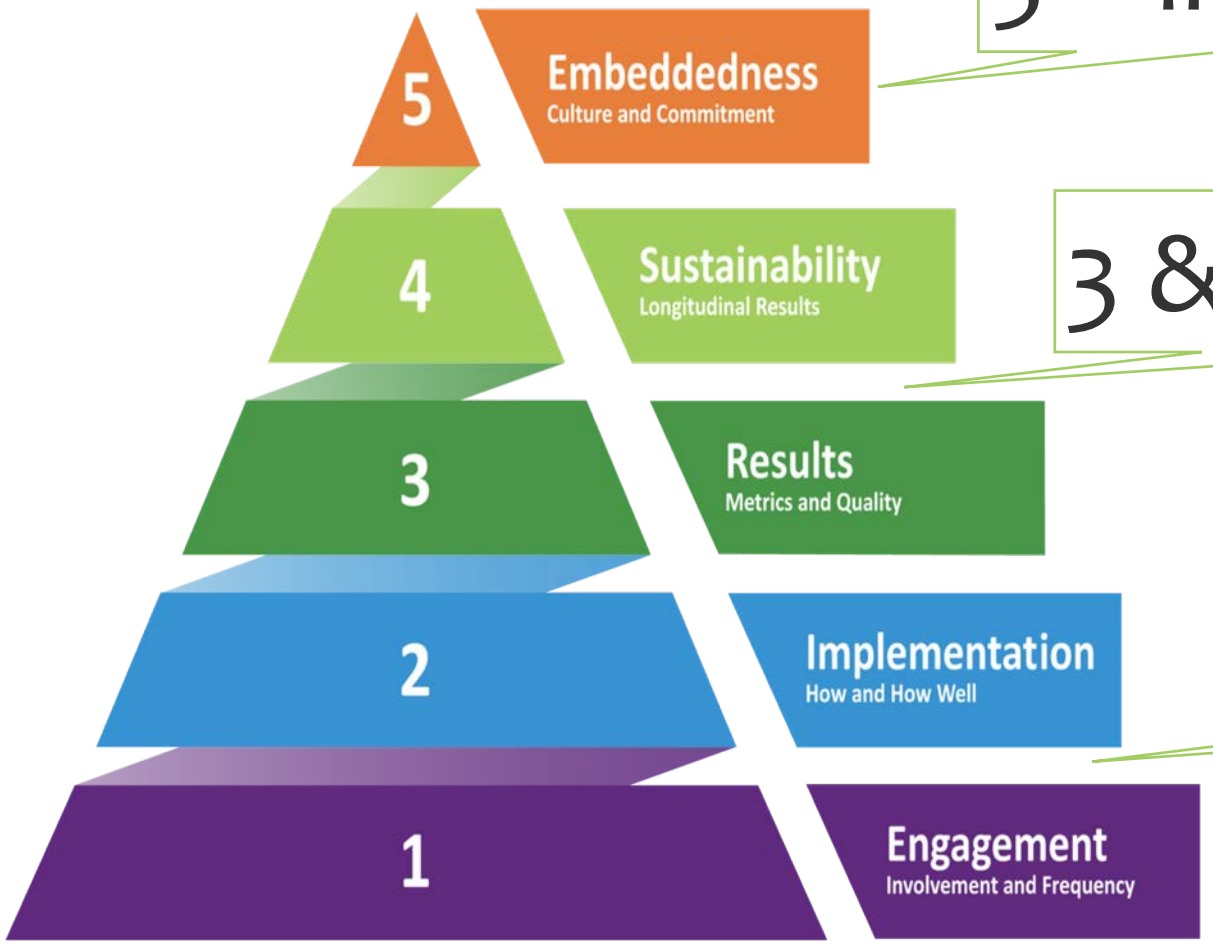
Choosing Appropriate Evidence



5 = impact

3 & 4 = improve

1 & 2 =initiate

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A new way of thinking…

- **Engagement**

  The level of i**nvolvement** and **frequency** stakeholders are engaged in the desired practices, processes or programs.

- **Implementation**

  The **execution** of desired practices, processes, or programs, monitored and adjusted for quality and fidelity.

- **Results**

  The **collection, analysis, and use** of data and evidence to demonstrate attainment of desired outcomes.

- **Sustainability**

  The ability of the results achieved to demonstrate **consistent growth and improvement** over time (minimum of **three years**).

- **Embeddedness**

  The extent to which desired practices, processes, or programs are **deeply ingrained** in the culture and operation of the institution.

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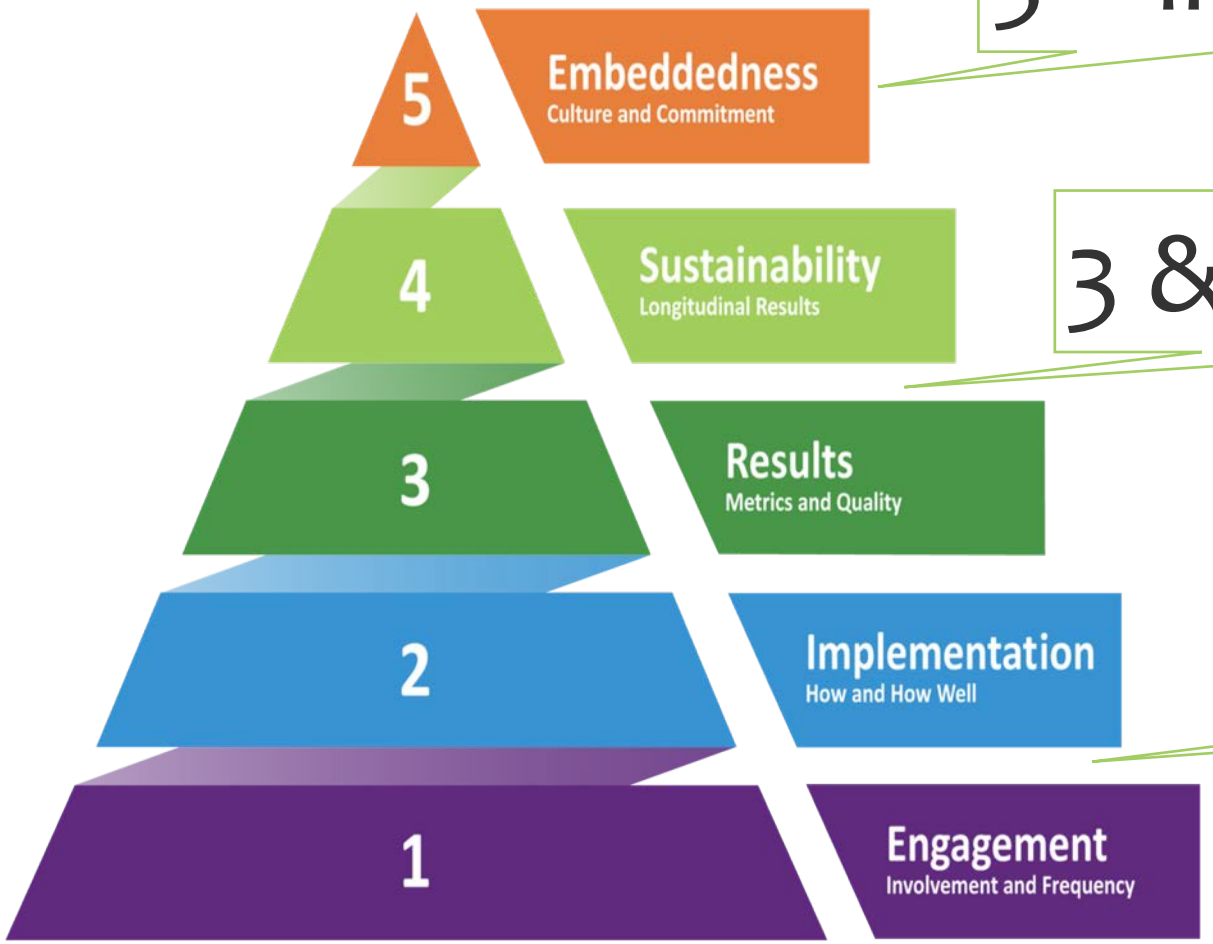
Choosing Appropriate Evidence



5 = impact

3 & 4 = improve

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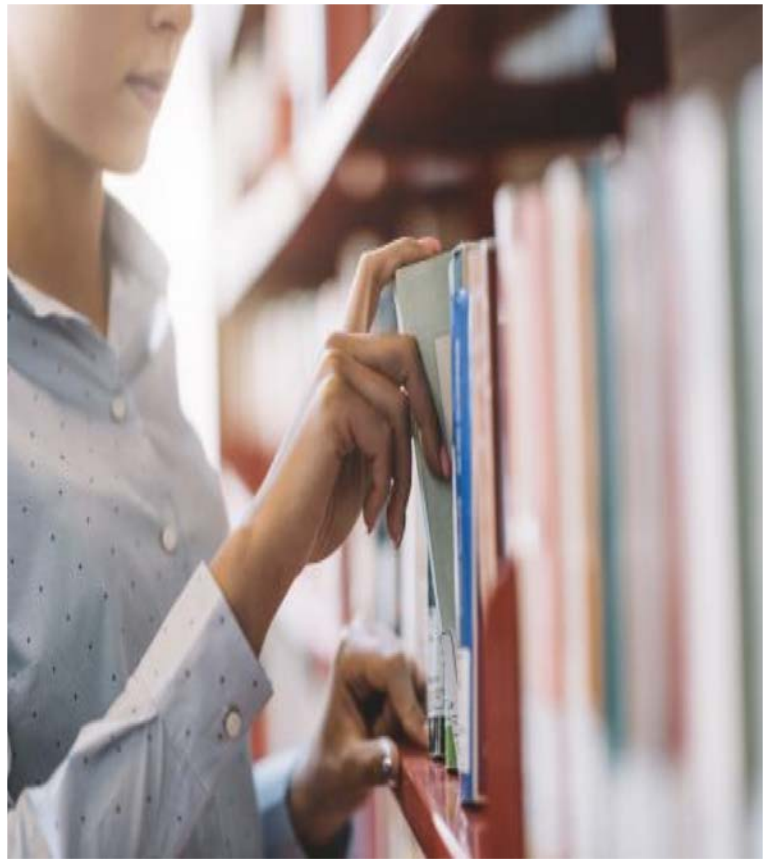
Evidence

As a part of the preparation for your Diagnostic Review, institutions and systems are asked to provide the Diagnostic Review Team evidence regarding the practices, processes and programs that are embedded in the organization.



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Evidence Example – Professional Learning

- To demonstrate **Initiate,** you may provide evidence of how you are monitoring and adjusting your implementation to ensure quality and fidelity of implementation.
- To demonstrate practices at the **Improve** level, you might provide evaluations of your professional learning and how you have analyzed and used that data to determine the effectiveness of your professional learning.
- To demonstrate **Impact**, you would provide evidence of how professional practice and student learning have changed as a result of your professional learning.

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Suggested Evidence List

- ✓ Analyzed student performance results
- ✓ Analyzed perception survey results from all stakeholder groups
- ✓ Analyzed inventory results
- ✓ Analyzed data from classroom walkthroughs regarding instructional practices
- ✓ Analyzed data from internal use of eleot® and/or Student Engagement Survey
- ✓ Analyzed data from professional learning activities
- ✓ Analyzed program evaluation data
- ✓ Continuous Improvement and/or Strategic Plan
- ✓ Staff handbooks
- ✓ Governing authority policies

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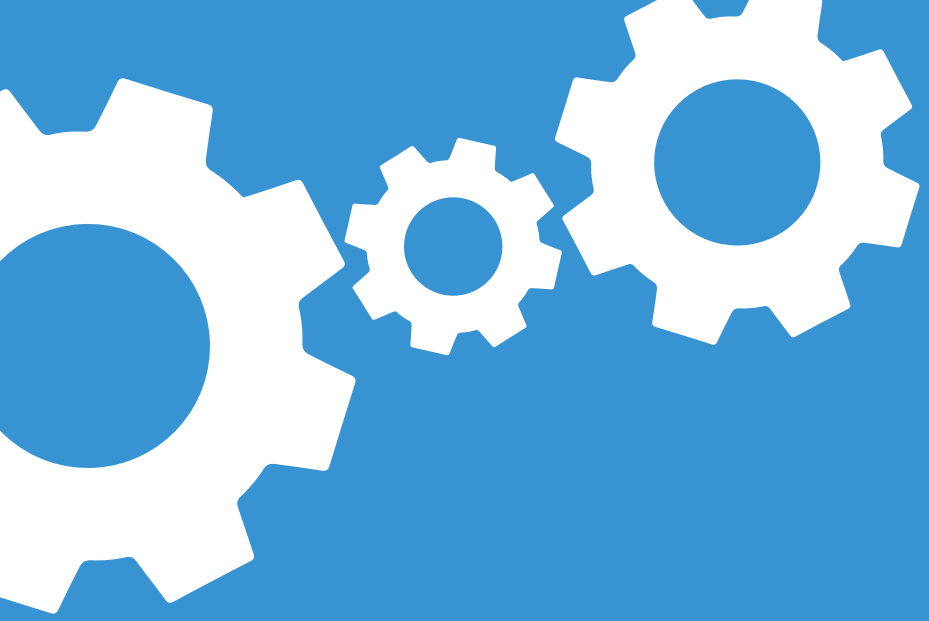

Mechanics of the Diagnostic Review

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School/System Responsibilities

- Provide the Lead Evaluator with master schedules
- Prepare and upload to Workspace your SQF Diagnostic and other documentation 3-4 weeks prior to your Diagnostic Review
- Provide the Diagnostic Review Team a private meeting space with internet access and space for group interviews
- Review and keep stakeholders informed of the Diagnostic Review process

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Communication is Key

Your Lead Evaluator will :

- Communicate with the institution regarding expectations for providing evidence and assist in understanding the Diagnostic Review process.
- Indicate that “less is more” and focus on requesting that which will inform the team about improvement efforts.
- Encourage evidence that represents progress over time, not “a one-time event”.
- Request evidence that depicts the overall functioning of the institution.

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Preparing for the Team's Arrival

An **Institution Overview** will occur at the start of the Diagnostic Review and should be presented by the Head of Institution. All Diagnostic Review Team members will be present for this event.

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Principal (School) or Superintendent (System/District) Overview for Diagnostic Review

- Prepare a formal presentation (PowerPoint) for the Diagnostic Review Team.
- Provide copies of the PowerPoint for the team.
- Limit the presentation to 45 minutes.

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Purpose and Direction

a) Describe the progress the school/district has made in the last three-five years.

b) Describe the current status of the school/district today.

c) Describe the vision, mission, beliefs, and goals for the school/district. What strategies have been implemented to improve student performance and learning conditions?

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Overview of the School/System Structures and Processes

a) Explain the internal process used to analyze the School/System Quality Factors and process for collecting stakeholder survey data.

b) Provide an overview and brief explanation for the school/system's ratings of the School/System Quality Factors.

c) Discuss the strengths and leverage points for improvement that were revealed through the school/system analysis of the SQF performance descriptors.

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Describe the school's improvement planning process

a) How does school/district leadership ensure that the improvement plan is "results driven" as opposed to "compliance driven"? Where can we see evidence of a truly "continuous" improvement planning process?

b) What has been the result of school/district improvement efforts during the last 2-3 years? What evidence can the school/district present to indicate that learning conditions and student achievement have improved?

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Describe what the team will observe in classrooms

a) What expectations have been established for teachers and students at this school/district that we should be looking for in classrooms?

b) What has been the focus of professional learning that the team can expect to see in instruction, curriculum, or assessment practices?

c) In what ways can the team expect to see the school/district's formal statements of purpose, direction, vision/mission, or shared values and beliefs about teaching and learning apparent in classroom observations?

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What You Can Expect…

Interviews

- Small Group- Support staff, parents, students
- Individual– Certified / Instructional Staff – Lead Evaluator will select interviewees
- System - Board Members will be interviewed individually

Observations

- Team members will conduct classroom and ad hoc observations

Evidence Review

- Team members will review evidence provided and request additional if needed

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Leadership Capacity Assessment

In conjunction with the Diagnostic Review, all data is analyzed specifically to make an evidence-based recommendation regarding the leader's capacity to successfully lead the school and/or system in its turnaround efforts.

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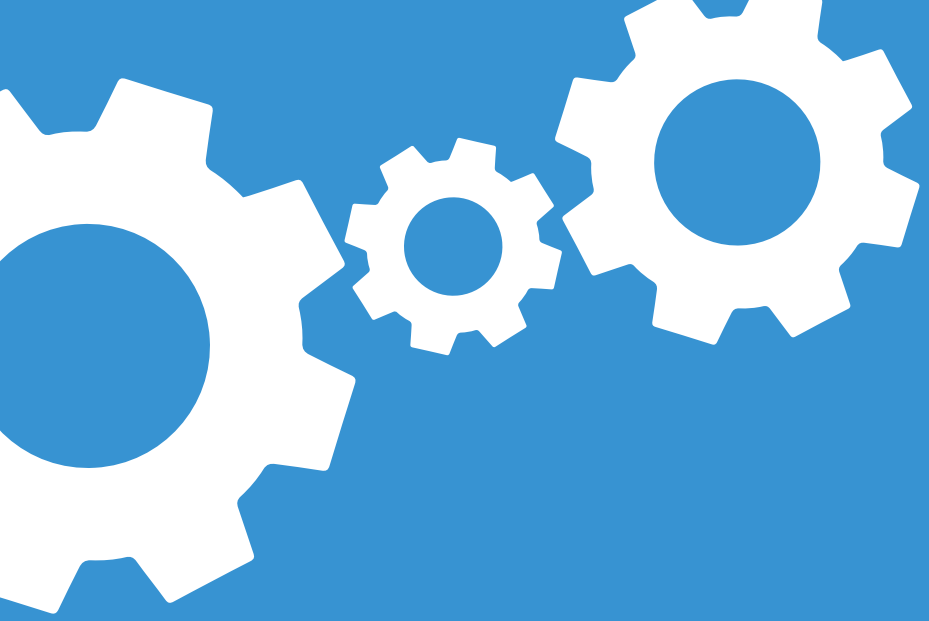

After the Review

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Diagnostic Review Report

- **AdvancED Standards Diagnostic Results**
  - Leadership Capacity Diagnostic
  - Learning Capacity Diagnostic
  - Resource Capacity Diagnostic
- **Eleot® Results**
- **Findings**
  - Powerful Practices
  - Improvement Priorities
- **Conclusion Narrative** -Themes around strengths and areas of improvement
- **Student Performance Data**

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Reflect!

Debrief!

What are your next steps as you prepare for your Diagnostic Review?

Plan!

What is your action plan?

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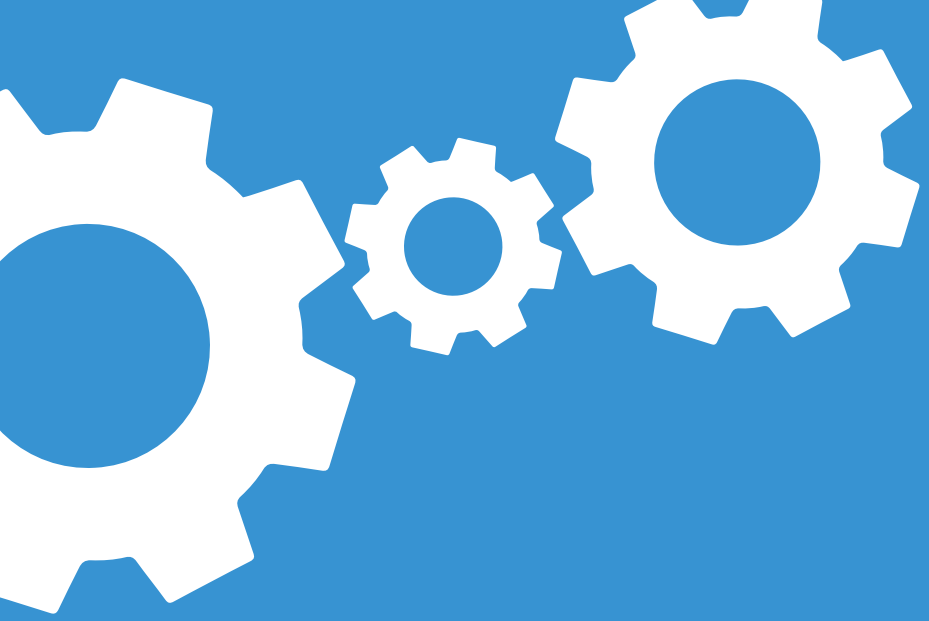

eProve™ workspace

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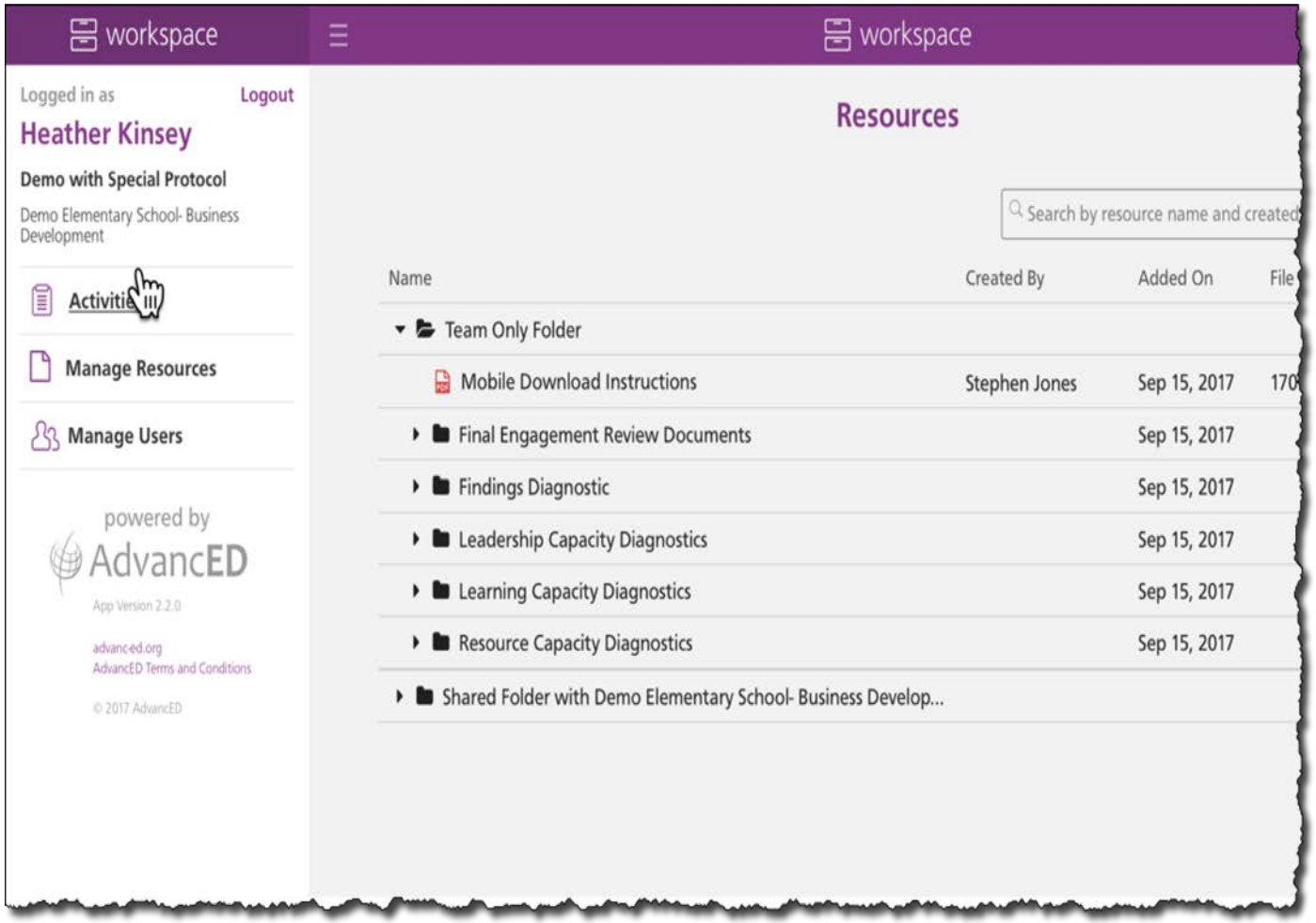
workspace



- Enables collaboration, improvement and meaningful engagement
- Facilitates Diagnostic Review activities
- Streamlines document collection, sharing and management
- Supports activity and workflow management
- Provides a secure environment for team engagement and deliberation

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myJourney™

Demonstration

https://myjourney.advanc-ed.org/login

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AdvancED Improvement Network Resource Page

https://extranet.advanc-ed.org/

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Thank you for joining us in creating a world of opportunities for every learner!

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