School Improvement Diagnostic Review

Purpose and Overview

The Ohio School Improvement Diagnostic Review (SIDR) Process is designed to gather data on adult behaviors and best-practices within the school setting that provide information beyond existing data available from the Ohio Department of Education (ODE). The primary purpose of the SIDR is to help schools and districts improve student performance by comparing current systemic practices to effective evidence and research-based practices, identifying areas of strength and areas needing improvement, prioritizing leveraged opportunities for action, and aligning evidence and research-based practices.

The SIDR is grounded in what is known about high performing schools, with an emphasis on what has been learned through Ohio's Schools of Promise initiative. * Over a period of nearly ten years ODE has recognized its high risk/high performing schools, publicized their achievements, and studied their success stories through case studies and analysis of common themes. These findings have informed the development of Indicators of Effective Practice that provide the underlying framework for the SIDR. These Indicators are organized around six Critical Areas of Performance.



The Office for Improvement and Innovation and the SIDR team members work in partnership with school/district leaders to plan and conduct the SIDR. Both the SIDR team and school/district have clear roles and responsibilities in the process designed to promote professionalism, good rapport and clear communication. Objectivity and a focus on the best interests of students and staff are essential to a successful review. The review places a high value on engaging the school/district in understanding its own practices. Principals determine the participants for interviews and organize the evidence documenting past, present and future school instructional activities.

The SIDR is part of the Ohio Improvement Process (OIP) of the four-stage framework for improvement student performance. The SIDR is a tool and a resource in all four Stages. (See OIP Graphic) A regional State Support Team (SST) facilitates the implementation of this four-stage process (along with internal facilitators) in partnership with District Level Teams (DLTs), Building Level Teams (BLTs), and Teacher Based Teams (TBTs). The SST helps to embed actionable SIDR findings into district/school improvement plans, as well as to assist with implementation and monitoring of changes in adult practices and student performance. The SIDR Process is also aligned with CCIP District/School Improvement component tab and Educator Standard (Ohio Teacher and Principal Evaluation System).

In brief, the SIDR process has four phases (see graphic). In Phase 1, prior to the review the Ohio Department of Education, Office for Improvement and Innovation (OII) notifies schools and districts of their selection for review. Working together with school leaders, the review dates are scheduled, and initial preparations are made. The SIDR team members assigned to conduct the review begin to read school documents and available data sources. The OII contacts the regional State Support Team to coordinate supports and to share information when appropriate. Together, the OII and SIDR team members coordinate supports and share information when appropriate.

Phase 1: Pre-Onsite

- **Notification or District/School Requests**
- **Planning**
- **Initial Analysis**

Phase 2: Onsite Review

- **Collection of Evidence provided by school**
- **Documentation of findings**

Phase 3: Post Onsite:

- **Final Report Sharing**
- **Dialogue with School/District Leadership during the Debriefing Workshop**

Phase 4: Follow-up

- **Coordination with principals, central office staff, regional support personnel and other ODE offices to support the application of the district/school's improvement efforts if appropriate**

In Phase 2, the SIDR team members conduct the onsite review, collecting evidence and documenting their findings. This is a “snap shot in time”. Teams conduct 1 ½ day district and/or school-level review(s) and meet as a team each day to debrief. The data collected captures observable practices on the days of the visit. Other data must be collected through the evidence provided by the district/schools and the four Interviews. The first day in the building the team conducts a brief morning meeting with all building staff to make introductions and answer questions. The onsite review entails a building tour, classroom observations, interviews and review of additional documents. The building administrator organizes the interview attendees and schedules and presents the documents to be reviewed by the SIDR team members. After the completion of their onsite data collection the SDT convenes to build a consensus view of the building on 106 specific items. The results are dependent upon the strengths of the interviews, documents and classroom observations triangulation. Building from this discussion, the team begins to draft the final report.

Phase 3 focuses on writing the summary report and sharing the report with school leaders. Once the final report is approved, the OII facilitates a debriefing workshop with school/district leaders and appropriate regional support personnel. The findings are presented and the OII assists school/district leaders with understanding all the elements of the report, using the SIDR SAFE Account tools and resources, and how to begin prioritizing and integrating the findings into their improvement plans.

Phase 4 consists of periodic follow-up checks conducted in partnership with state/regional support person to determine the progress of the district/school. In addition, ODE uses the reviews’ data across the state to inform regional needs assessments, technical assistance, and professional development.

