



Tool 4c: Deep Dive Visit Data

Purpose

The purpose of Deep Dive visits is to monitor SIP progress collaboratively and to identify areas of successful implementation and barriers that may be stalling improvement efforts. Deep Dives also serve as a space to discuss data related to school performance around a specific area of focus within the SIP identified by the SBLT. Evidence of teacher or team practices is collected to identify patterns and trends in order to assist in defining root cause and informing high-leverage action steps. Deep Dives are focused on collaborative problem-solving and improvement and two-way accountability between schools and central office.

When to Use

After a school has developed their SIP and identified SBLT members, the Chief of Schools will work with the Principal to set specific dates for Deep Dives that can be added to your SBLT calendar.

How to Use

Consider the questions below.

What should my school do to prepare for a Deep Dive visit?

Review the Deep Dive protocol (available within this tool) as an SBLT in advance of the visit. If a prior Deep Dive visit has taken place, review action steps from that visit to inform the current visit. Prepare recent student achievement and behavior data and review SIP implementation metrics to include an overall summary of school progress as well as data specific to students in your focus groups. Then, as a SBLT, define the focus area of the Deep Dive visit, considering the emphasis of the professional development around specific SIP strategies. Also, consider how you will collect data during the Deep Dive that represents your overall school progress as well as data specific to your focus groups. Remember that schools will be in the driver's seat, leading the conversations based on the prompts provided in the protocol.

Who should participate in the Deep Dive Process?

The Principal, School Improvement Partner, and Chief of Schools will always attend the Deep Dive. The remaining SBLT members should consider participating as part of the Deep Dive team. Consider including staff from across the school (e.g., classroom teachers, support staff, specialists). Identification of members that are critical to discussion around the focus of the Deep Dive is vital.

How should the SBLT communicate about the Deep Dive?

At the beginning of the school year, the SBLT should communicate to staff about the purpose of the Deep Dive visit as a support to the school in meeting their School Improvement Plan goals. The nature of the visit and the visit protocols should be shared with the entire staff prior to the visit. Communication is key to making sure the Deep Dive system is a success. The School Improvement Partner or Chief of Schools can help answer questions and support messaging as needed.

What data will be gathered during the Deep Dive visit?

Members of the Deep Dive team will visit a variety of classrooms to gather evidence around the focus of the Deep Dive. Team members record student and teacher actions with a focus on what students are asked to do and how they are doing it. Background knowledge of curriculum, teacher practice, and student factors should not be included; instead, the focus is on evidence collected in



the moment. A key tool used during deep dives is the Instructional Practice tool, which is used during the first and last deep dives of the year in full and may be used in whole or in part during other deep dives.

How will the data be used?

Deep Dive team members will individually reflect on evidence and then synthesize their evidence with others. The team will identify trends and patterns and do a root cause analysis based on factors within the school's locus of control. Then, the team will identify action steps for both the school and central office.

How will the results be shared?

Principals should e-mail staff the day of the Deep Dive visit with an overview of the process and findings. Principals should also consider having a voluntary staff meeting either before or after school shortly following the visit for those who may have specific questions. Including SBLT members in any kind of debrief is encouraged strongly, particularly SBLT members who are classroom teachers. At the next SBLT meeting after the Deep Dive, SBLT members who participated should share a thorough debrief of the process and findings to inform others and identify actions around the focus area.

School Deep Dive Protocol

Note: times may vary depending on school needs, but deep dives follow this general pattern

Time	Actions	Notes/Additional Guidance
15 min	<p>Review of action items from the previous visit</p> <p>Which actions were you able to successfully complete? What was the impact? Which items were you not able to complete? Were there barriers that prevented you from completing those items? If so, what were they? When will you complete those items?</p> <p>Did our actions impact students in our focus groups?</p> <p>How do central office actions relate to the questions above? If there were specific central office action items, were they completed?</p>	<p><i>If this is the first meeting you will not have action items just yet to discuss. At the start of the next meeting you will review the actions that are generated at the close of this meeting and their progress. Remember that this includes both school actions and central office actions.</i></p> <p><i>Schools will start with an overview of your SIP to anchor the visit.</i></p>
15 min	<p>Data Analysis/Overview of School Progress</p> <p>What strengths does your data reveal? Does your data include your overall progress as well as data specific to your focus groups? What are the areas of improvement that are evidence in your data? Based on your analysis what appear to be the root causes for your results?</p>	<p><i>The school will present their most recent student achievement data and preliminary analysis. There could also be other data reviewed which pertains to the SIP.</i></p>



<p>15 min</p>	<p>Discuss focus of classroom observations aligned to SIP</p> <p>What is the focus of today’s visit that is aligned to your SIP? To what extent have teachers been engaged in learning or professional development related to this practice to date? What should we expect to see in classrooms related to the school’s work around the strategy? Will we collect data specific to our focus groups?</p>	<p><i>Here the school will select the area of focus for observation. Think about the professional learning that has been taking place in your school and what you might want to target during the observations.</i></p>
<p>30-90 min</p>	<p>Classroom visits <i>(See Classroom Visit Protocol and Debrief Procedures below)</i></p>	<p><i>Observations will be grounded in evidence collection.</i></p>
<p>30 min</p>	<p>Debrief Classroom visits <i>(See Classroom Visit Protocol and Debrief Procedures below)</i></p> <p>Was the instructional strategy evident in the classrooms visited? What trends have emerged based on what was seen during the classroom visits? Where did the strategy appear to be strong or weak during the visits?</p>	<p><i>This time will be spent debriefing the evidence that we collected during the visit. Again schools will be in the lead during this conversation with other voices offering their observations as well.</i></p>
<p>15 min</p>	<p>Create Action Plan</p> <p>Based on recent data analysis and classroom visits what key actions are needed? Will the action steps proposed ignore or worsen existing disparities for the group most affected by the current inequity? Who will those actions be assigned to and what is the timeline for completion? What support will you need in accomplishing these actions?</p> <p><i>How do central office actions relate to the questions above? Are there specific central office actions that are needed?</i></p>	<p><i>Based on the data conversation and observation of practice the team will generate action items for both the school and the central office team. These are the action items that will be reviewed at the start of the next meeting.</i></p>



Classroom Visit Protocol and Debrief Procedures

Time	Pre-Walk Protocols
5 min	<p>Before the team begins the walk, the facilitator should be sure to establish norms and protocols such as:</p> <ol style="list-style-type: none"> 1. Identify which groups will visit which classrooms. 2. Establish time spent in each classroom and the time everyone must return to meeting room. 3. Review classroom observation norms such as: <ol style="list-style-type: none"> a. Observers strategically situate themselves in different areas of the room b. Talking to students without interrupting classroom activity. c. Record teacher and student actions with a focus on what students are asked to do and how they are doing it. d. Reviewing the lesson plan e. 2-5 minute debriefs outside of the classroom or en route to the next classroom.

Classroom Visit Protocol and Debrief Procedures (continued)

Time	Activity	Owner
5 min	<p>Overview of the Debrief Process</p> <p>Briefly review the objectives and structure of the debriefing session. Facilitator should prompt individuals and teams to cluster or categorize evidence based on elements of the focus area. Provide an opportunity for team members to ask questions about the process.</p>	Facilitator
10 min	<p>Individual Reflection and Processing</p> <ul style="list-style-type: none"> • Each individual observer reviews their scripted notes and highlights salient pieces of evidence related to the Focus of Inquiry. (5) • Observation teams should synthesize evidence together and generate patterns and themes across classrooms. (5) 	Individual Observers and Observation Teams
15 min	<p>Discussion of Evidence</p> <p>Facilitator reconvenes the entire team and leads a discussion that summarizes the most salient themes and patterns in relation to the Focus of Inquiry and records them in a public document (projected screen or chart paper). Facilitator should lead the group to summarize strengths and identify growth areas that need action. Summary of evidence is left or emailed to the school/team.</p>	Facilitator