Layout of the day

Session 1 10:00 – 11.15	- Welcome - DEIS Overview - Identifying a Focus - Gathering Evidence
11.15 – 11.30	Coffee
Session 2 11.30 – 13.00	- Analysing and Making Judgements - Write and Share Report
13.00 – 14.00	Lunch
Session 3 14.00 – 3:30	- Putting DEIS Plan into Actions - Monitoring Actions and Evaluating Impact - Close and Evaluation

Introductions & Expectations

Learning Intentions

To provide an overview of DEIS planning and the 6 step process

To learn how to devise a SMART Target

To consider some whole school actions to support our DEIS targets

To make links with our DEIS targets and our Subject Department Plan

Mentimeter

Go to **www.menti.com** and use the code **10 50 6**

How familiar am I with the following...

Not at all familiar — Extremely familiar

- DEIS Action Planning
- School Self Evaluation
- The difference between targets and actions
- DEIS as a continuous process
- Teaching & Learning practices in the classroom linking with DEIS planning

What is DEIS?

DEIS is aimed at addressing the needs of children and young people from disadvantaged communities

(Delivering Equality of Opportunity in Schools, 2005)

DEIS in Numbers:

902 DEIS schools in total
198 Post Primary Schools
704 Primary Schools
13 New post primary DEIS schools

Identification of a DEIS school?

CSO small area data as represented in the Haase Pratschke Index of Deprivation (HP Index) with DES data supplied by schools. HP Index is increasingly used by Government Departments and Agencies to more effectively allocate resources

It is considered the most appropriate method for identifying individual schools in terms of the socio-economic demographic of their pupil cohorts in the context of additional resource allocation to mitigate educational disadvantage.

Schools will not need to apply for assessment as the information required is already available to the DES.

(DEIS Plan 2017, P.17)

Resources for DEIS Post Primary Schools

Additional grant aid based on level of disadvantage.

Enhanced guidance allocation of 1.15 of the Pupil Teacher Ratio (non-DEIS allocation is 0.4).

Enhanced rate of funding under the School Books Grant Scheme.

Access to Home School Community Liaison (HSCL) services.

Priority access to Schools Meals Programme.

Access to range of supports under School Completion Programme.

(DEIS Plan 2017, P.57)

Resources for DEIS Post Primary Schools

Access to Junior Certificate School Programme.

Access to Leaving Certificate Applied Programme.

Priority access to Centre for School Leadership.

Priority access to a range of professional development supports.

Expansion of NEPS provision in DEIS schools.

Roll out of Friends Programme to all DEIS schools.

(DEIS Plan 2017, P.57)

DEIS Plan 2017

The DEIS Plan 2017, replaces the Action Plan launched in 2005 and sets out a vision for future intervention in the critical area of social inclusion in education policy

Vision and Ambition Going Forward

Vision

For Education to more fully become a proven pathway to better opportunities for those in communities at risk of disadvantage and social exclusion

Ambition

To become the best in Europe at harnessing education to break down barriers and stem the cycle of intergenerational disadvantage by equipping learners to participate, succeed and contribute effectively to society in a changing world

5 Goals

DEIS 2017 based on 5 goals

(DEIS Plan 2017, P.6)

Goal 2 - To improve the learning experience and outcomes of pupils in DEIS schools

Literacy and Numeracy supports – Renewed effort under the Literacy and Numeracy Strategy to address achievement levels in DEIS schools

Supporting vulnerable groups – a renewed focus on measures to improve attendance, participation and retention of travellers, Roma and other students at particular risk of poor engagement with education and early school leaving

School Planning – renewed focus on target and goal setting linking deployment of additional resources to outputs and outcomes

(DEIS Plan 2017, P.23)

What has already been achieved under DEIS

Overall rates of literacy and numeracy, school retention, and progression to further and higher education have increased for pupils in DEIS schools.

Most post-primary schools engage in effective planning in relation to attendance, retention and progression, literacy and partnership with parents.

(DEIS Plan, 2017 P.14-15.)

What has already been achieved under DEIS

The DES **Retention Rates** of Pupils in Second Level Schools 2009

Entry Cohort (July 2016)shows that the improvement in DEIS schools'

retention rates to Leaving Certificate has in recent years, been

significantly higher than the overall improvements nationally – up

from **68.2 % in 2001 to 82.7% in 2016.**

(The national equivalents are 81% and 90%).

(DEIS Plan, 2017 P.14-15.)

What has already been achieved under DEIS

"However, the research also shows that overall performance in DEIS schools continues to remain **below the national average** indicating that continued supports are required to maintain and build on the gains made"

(DEIS Plan 2017, P.16)

Obstacles to Achievement

Poor achievement of incoming pupils – 47.1%

Unemployment in the community – 85.7%

Lack of parental involvement – 58%

Emotional and behavioural problems – 56.5%

Ongoing pupil absenteeism – 28.7%

Effects of dysfunction among pupils families – 51.1%

(A Report On The Evaluation Of DEIS AT Second Level, ERC 2014, P.8.)

ERC Report 2018 - Evaluation of DEIS at Post Primary Level

A recent UNICEF report included a league table in which **41 of the world's richest countries** (all members of the OECD or the EU) were ranked in terms of measures of educational equality at preschool, primary and post-primary levels.

In the table in which a rank of 1 indicated the lowest level of inequality, Ireland received an **overall rank of 2,** indicating that based on the measures considered, **Ireland had the second lowest level of educational inequality** among the 41 countries assessed.

(UNICEF, 2018)

Action Plan for Education 2016-2019
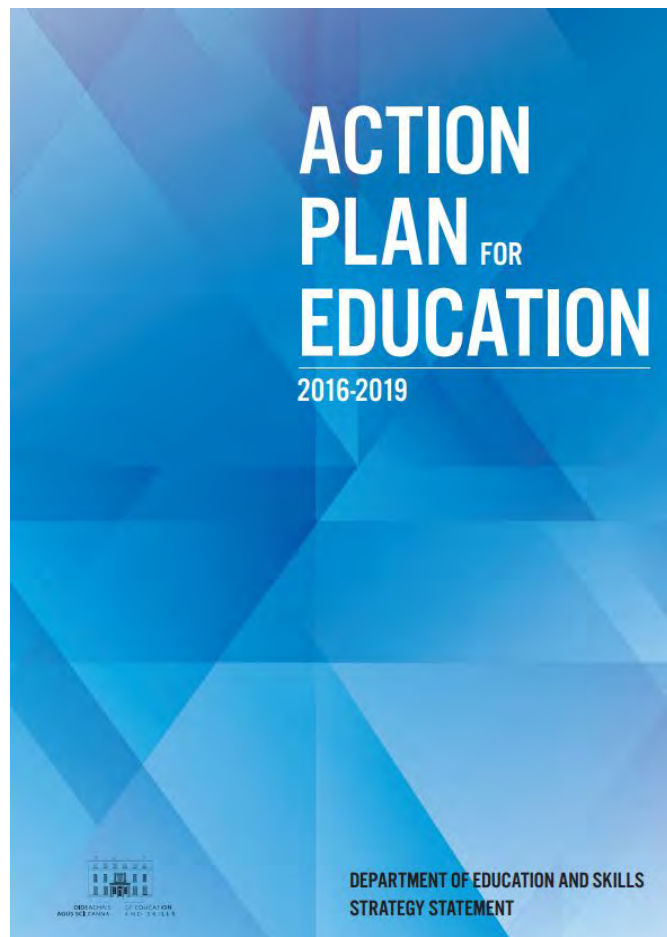
Goal No. 2

Improve the progress of learners at risk of educational disadvantage or learners with special educational needs.
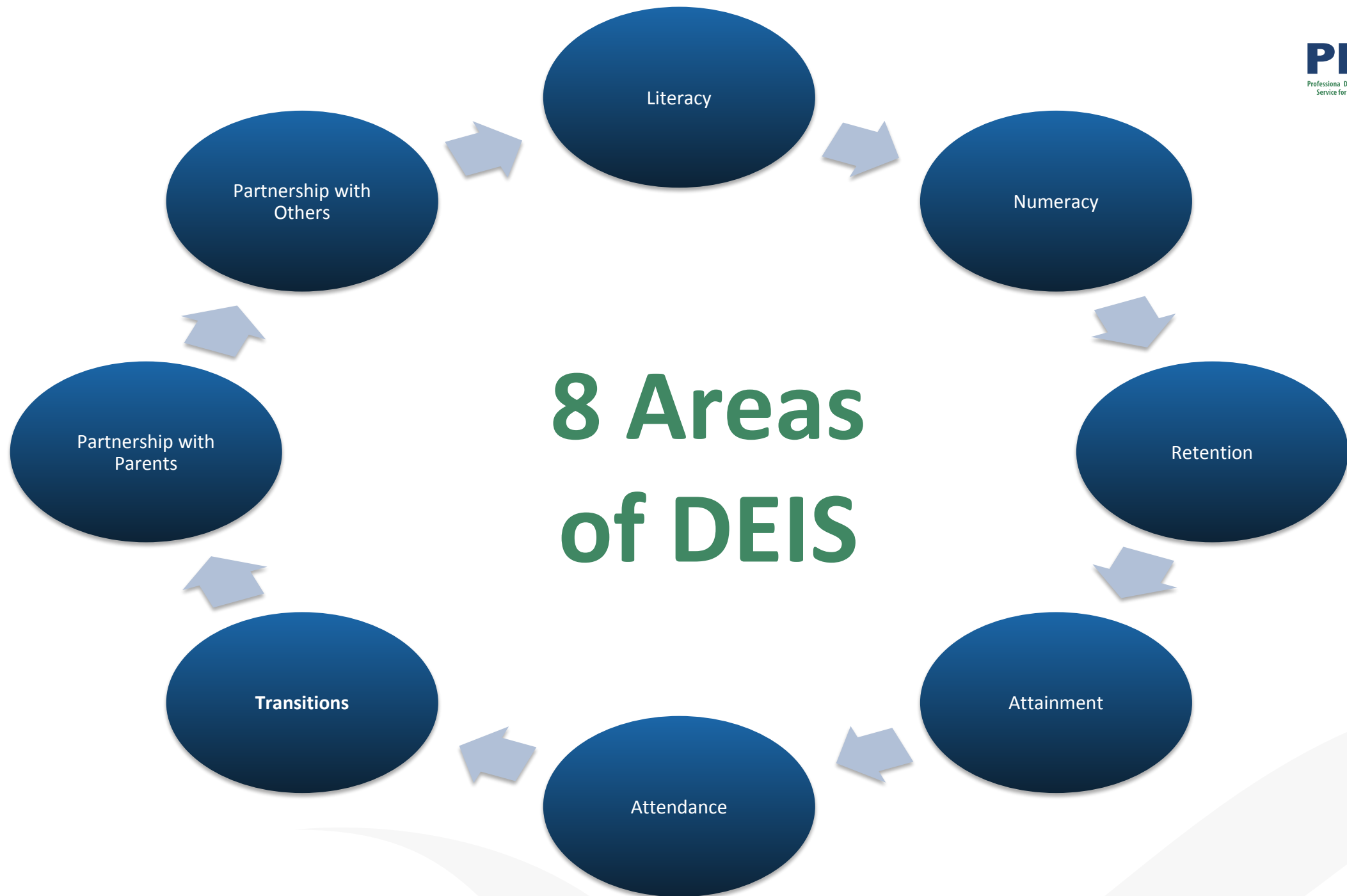
Think...Pair...Share

Do you have a DEIS Team?

How often do you meet?

Circular 0040/2016

6. School self-evaluation in DEIS schools

Schools in the DEIS programme are required to develop and implement school improvement plans as a condition of their participation in DEIS. **The school's DEIS action plan is its school improvement plan for the purposes of school self-evaluation, and no additional or separate improvement plan is required.**

DEIS schools should, however, within their own particular contexts take note of the emphasis that the school self-evaluation process places on the core activity of any school: teaching and learning. They should ensure a focus on teaching and learning wherever relevant when planning for improvement in literacy, numeracy, educational attainment, attendance, retention, progression, and partnership with parents and others.

DEIS schools should use the self-evaluation process to ensure that their action plans for improvement have a robust evidence base, and are clearly targeted at students requiring specific interventions and supports.

DEIS schools should follow the recording and reporting requirements given in section 5 above, always bearing in mind that the DEIS action plans are the school's improvement plan. When communicating a summarised report and improvement plan to parents and the community, DEIS schools may choose to highlight specific actions for improvement where they consider parental awareness and involvement are particularly relevant.

The SSE Process & DEIS Action Planning for Improvement

The DEIS action plan requires post-primary DEIS schools to have **three-year action plans for improvement**...

The **six steps** can be applied to all action planning for improvement, including DEIS action planning.

All schools need to complete a **legislative and regulatory checklist and policy checklist** every year.

(SSE Update - Issue 5)

SSE Update 11

DEIS schools are **not obliged** to operate a parallel planning process, involving one set of plans for DEIS and another set for SSE.

The crucial point is this: **teaching and learning** is the core activity of all schools, including DEIS schools.

Tackling educational disadvantage isn't possible without also looking rigorously at **what these students are experiencing in the classroom.** This is where the SSE lens needs to be applied to the school's DEIS action plans.

School Self Evaluation Newsletters

www.schoolself-evaluation.ie

12 updates for Post Primary

Templates for SSE Report/SIP

- SSE Update Issue 11
- SSE Update Issue 10
- SSE Update Issue 9
- SSE Update Issue 8
- SSE Update Issue 7
- SSE Update Issue 6
- SSE Update Issue 5
- SSE Update Issue 4
- SSE Update Issue 3
- SSE Update Issue 2
- SSE Update Issue 1

School Self Evaluation Update 10

Maintain a meaningful focus on literacy and numeracy

Engaging in "regular review"

Take a critical look from time to time at established practice to see it is working as you intended

DEIS Planning

DEIS Planning

Identify the Focus

Looking at Our School 2016
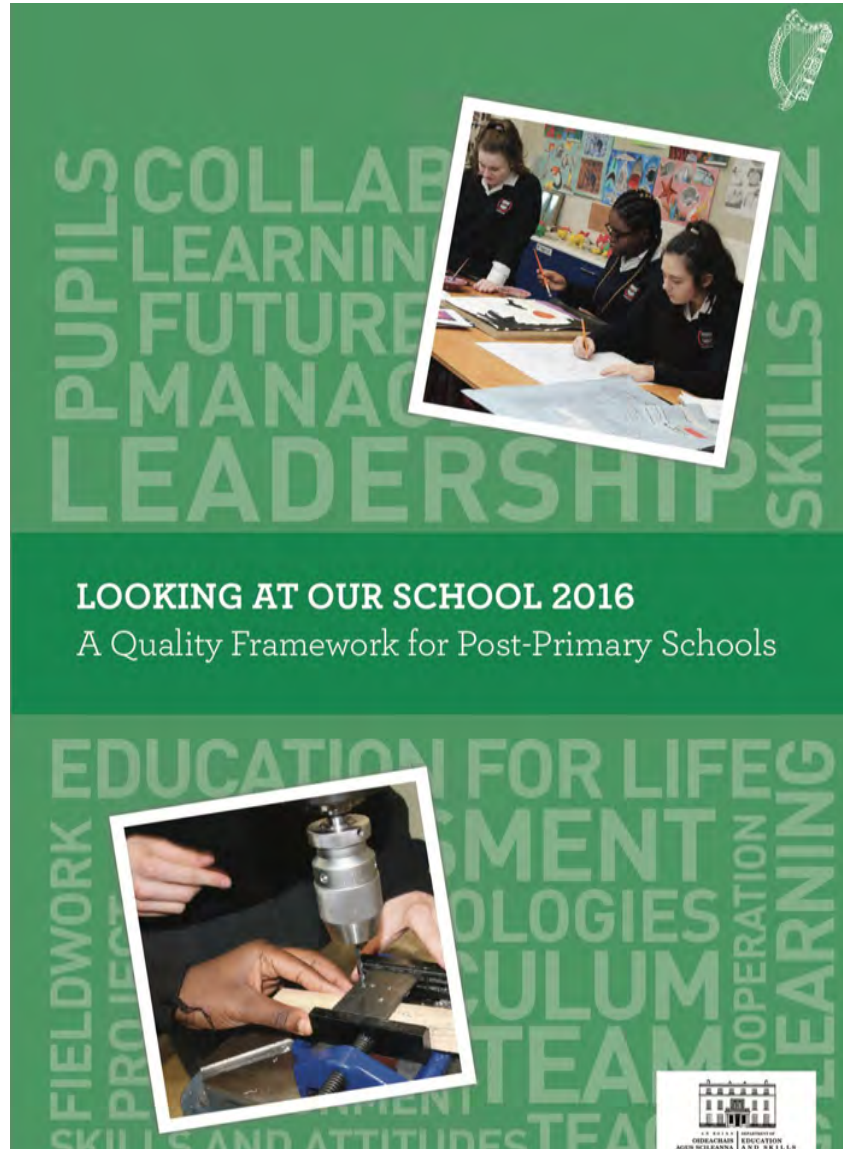
A quality framework for schools

A set of standards for schools
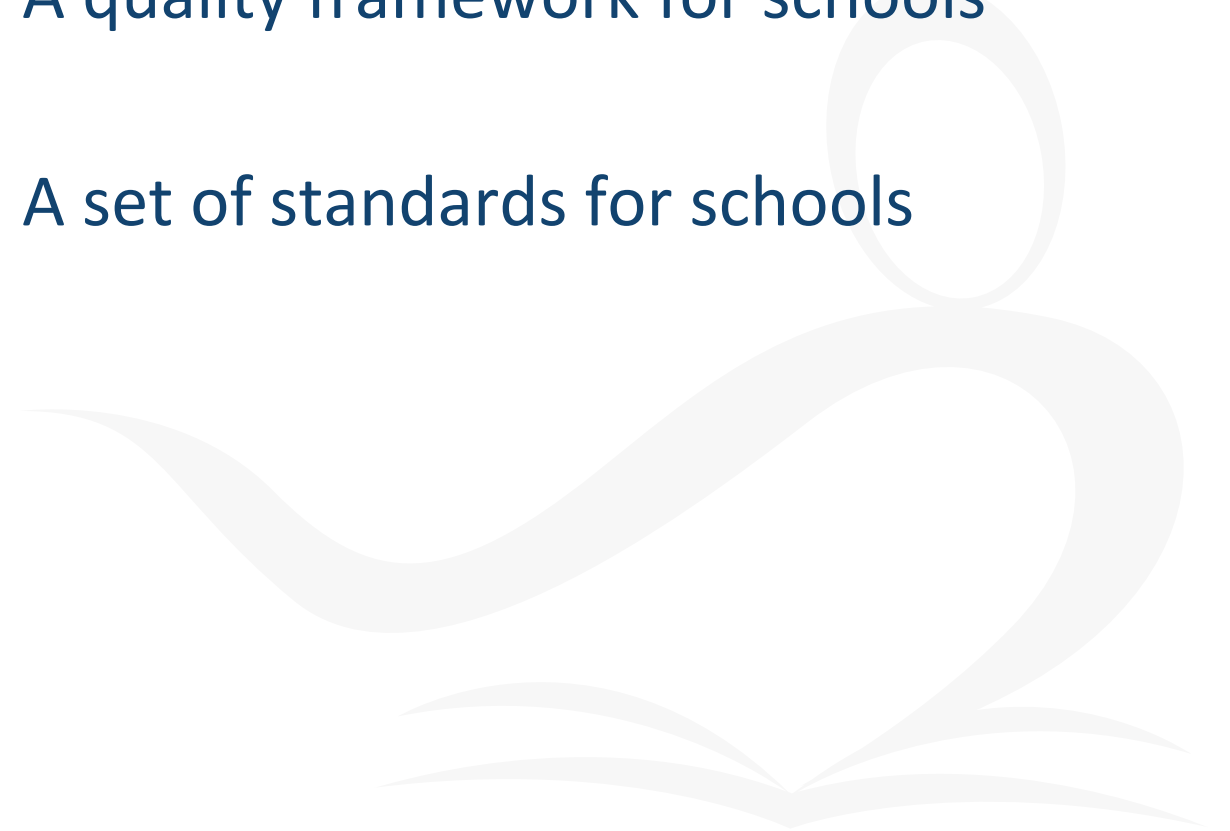
The Statements of Practice - Teaching and Learning

Evaluate effectiveness of current practice using the statements of practice

"statements of effective practice"
and
"statements of highly effective practice"

Schools **build on existing strengths** and work towards excellence

(Looking At Our School, 2016, P.15-21.)

Activity - Statement of Practice

Looking at Our School - Teaching and Learning

Domain 3: Teachers individual practice

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs.	Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs. **Learning intentions reflect a developmental and incremental approach to progressing students' learning.**
	Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons.	Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons. **Lesson design is flexible to allow for emerging learning opportunities.**

Statements of Practice

Statement of Effective Practice	Statement of Highly Effective
Teachers purposefully develop relevant literacy and numeracy skills during lessons.	Teachers **integrate** relevant literacy and numeracy skills **into the fabric of the lesson**.

Statements of Practice

Statement of Effective Practice	Statement of Highly Effective
Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations.	Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations

Statements of Practice

Statement of Effective Practice
Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmate

Statement of Highly Effective
Students contribute their opinions and experiences to class discussion **with confidence. They are respectful of and interested in** the opinions and experiences of their classmates.

Activity: Questions to consider

- What do we want to improve?

- How do we know this?

- How can we achieve this?

Gathering Evidence

Data Gathering

Entrance Exam

Education Passport (Sigma and Micra)

Standardised tests

PDST Competency

Christmas / Summer Exams

Teacher Observation / Feedback

Roll Book

State Exams

Everyone's Voice Matters

Who

- Students
- Parents
- Teachers
- Management

How

- Surveys
- Focus Groups
- Questionnaires
- Checklists
- Photographic Evidence
- Student Work
- Teacher Professional Opinion
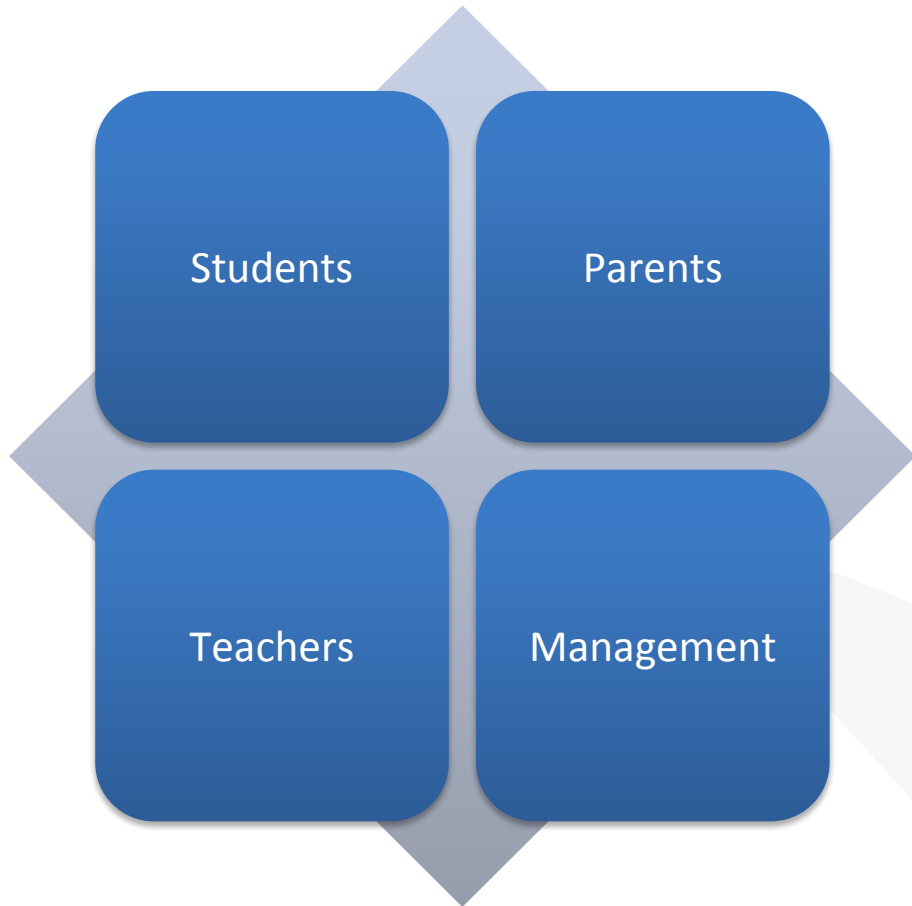
Analyse & Make Judgements

Analyse and Make Judgements

Time

Group to have an open and honest dialogue

Share with whole staff

Write and share report

SMART Target Setting

DEIS schools should use the self-evaluation process to ensure that their action plans for improvement have a robust evidence base, and are clearly targeted at students requiring specific interventions and supports.

(Circular 40/2016)

There must be a rationale for all targets set

Targets cannot be set in a vacuum, they must be based on analysis of **Baseline Data.** This data should be triangulated if possible

Separate Targets and Actions

Working Together to Support Students
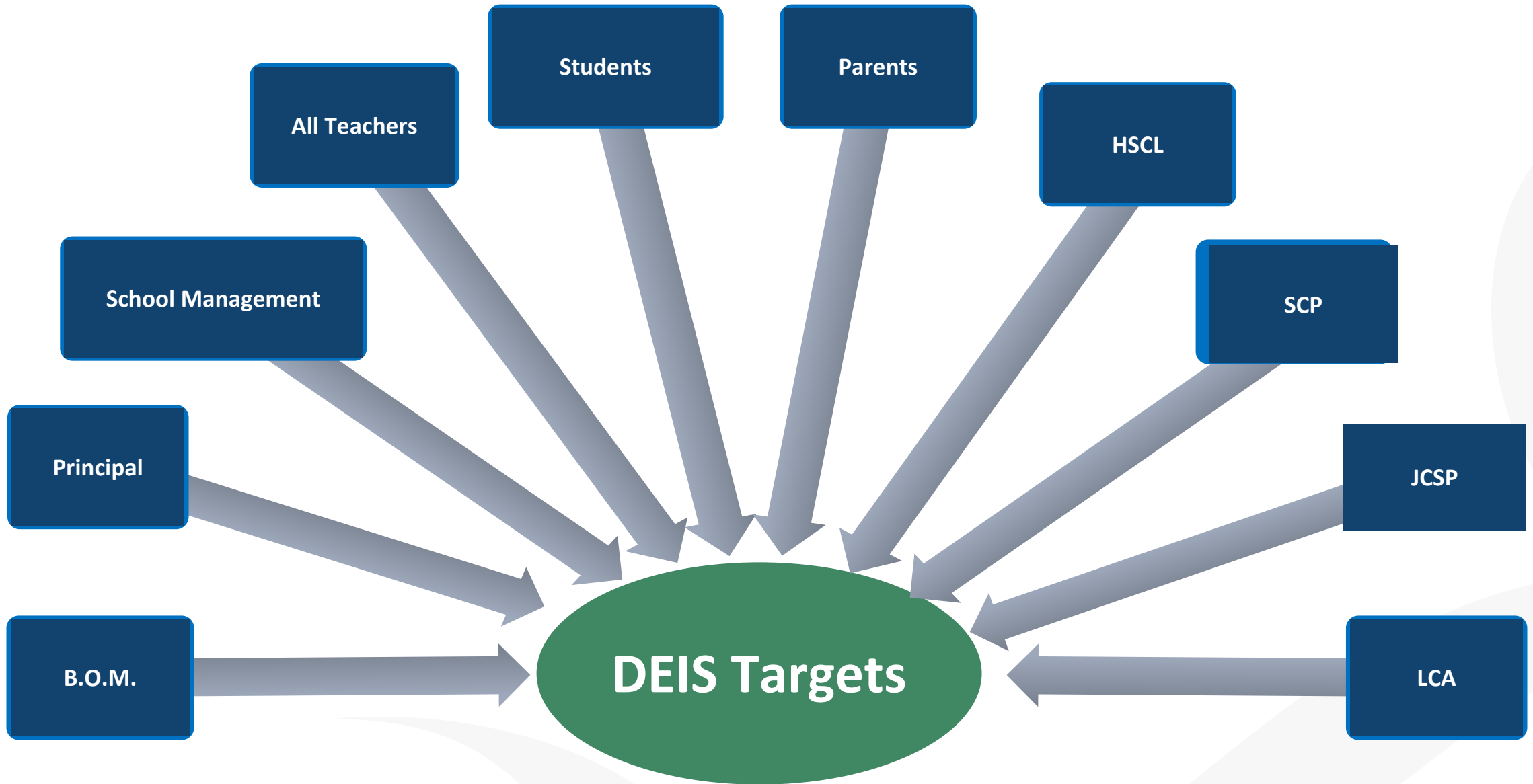
Effective Target Setting

- Be realistic
- Ensure targets are SMART
- Targets should be evidence-based
- Avoid confusing actions with targets
- Targets should relate to learner outcomes
- Actions relate to learning experiences and teachers' practice

Formula & Language of Targets
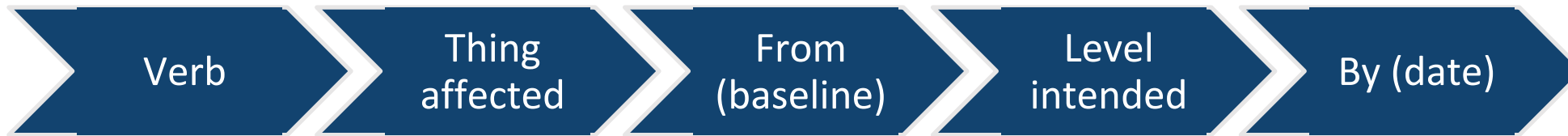
Verb	Thing affected	From (baseline)	Level intended	By (date)
To increase	**To raise**	**To expand**	**To meet**	
To decrease	**To cut**	**To reduce**	**To complete**	

An example

To increase the percentage of pupils taking higher level **(thing affected)** from 60% **(baseline)** to 65% **(level intended)** by the end of year 1 70% by the end of year 2 and 75% by the end of year 3.

TARGETS NEED TO REFLECT A SCHOOLS INTENTION TO IMPROVE ON ITS PREVIOUS BEST

Effective Targets?

Sample Targets 4

- To increase the number of students who use higher-order questions in pair work and class work*(Communicating)*

- To develop and improve school wide literacy

Why are these not good targets? They are not time bound or measurable. They could become SMART targets if written as follows: "To increase/improve .... by X% within Y years" and if the increase was related to evidence-based data.

Effective Targets?

Sample Targets 6

- By the end of 2020 all students will have good reading skills

- By the end of 2021 all students demonstrate the ability to use ideas in different contexts by clearly and precisely supporting them with personal knowledge/experience

(Adapted from SSE, Update 3)

Do you think these are good targets? Two questions could be asked in relation to these targets.

1. Is it realistic to expect "all students" to attain the target?

2. In the case of the first target, what is meant by "good"?

Effective Targets?

Sample Targets 1

- Increase the percentage of students who check their work for mistakes from 25% in 2020 to 35% in 2021
- Increase the proportion of second year students who say they like maths from a quarter to a half over 3 years
- Increase the percentage of students who attempt higher level mathematics in Junior Certificate from 40% to 45% by June 2020
- Decrease the number of students who think reading is boring from 35% to 25% over 3 years

(Adapted from SSE Update 3)

Effective Targets?

- Improve standards in effective writing (thoroughness of detail) among fifth year students from 43% to 53% by June 2020
- Increase the number of Junior Cycle students using digital technology to express, share and present opinions from 43% to 75% over 3 years

(Adapted from SSE Update 3)

These are effective targets. They are specific, measurable and timebound. As the school gets used to setting targets and reviews progress at the end of year one of implementation, it can check the targets and adjust them if necessary.

Activity

Look at an area in your DEIS Plan. Are the targets in this area SMART?

Specific
Measurable
Achievable
Realistic
Timed

Setting Actions

Create Actions
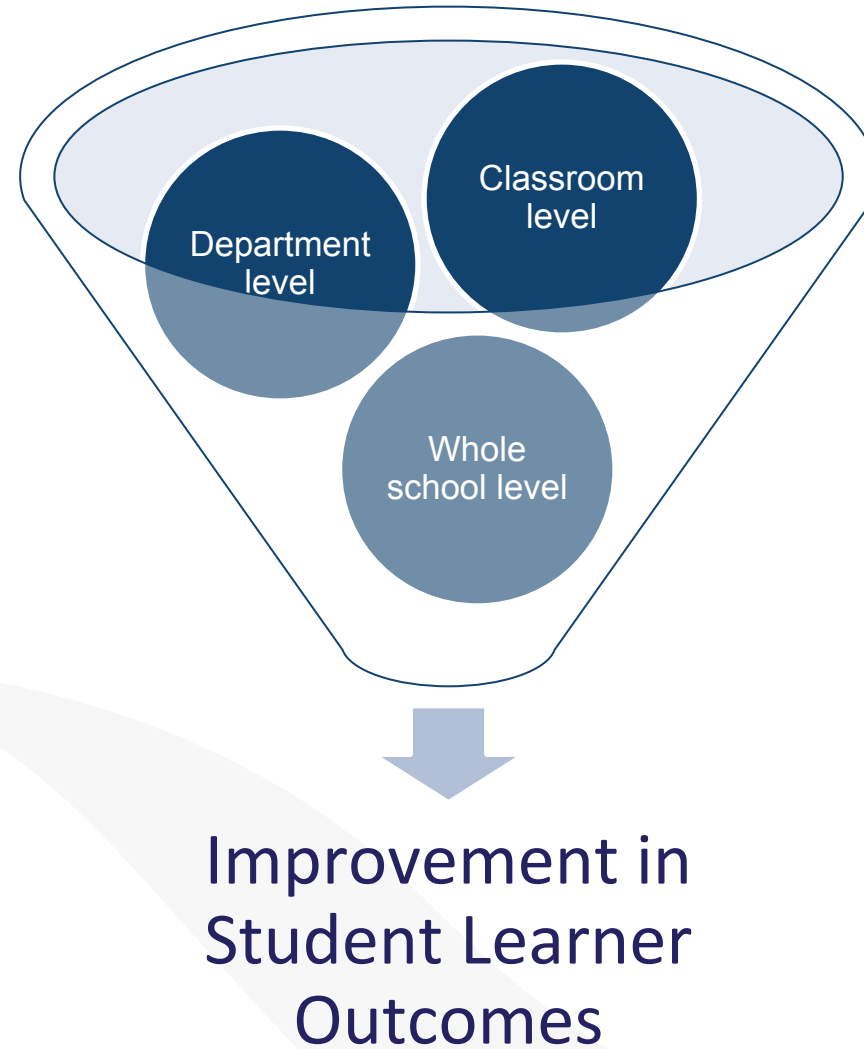
Actions - Points to consider

Are the actions linked to a target?

Are they classroom based?

Is there a whole school approach?

Are they focused on Teaching and Learning?

Is JCSP evident?

Activity - Actions

For one of the eight areas of DEIS planning

- Devise 1 or 2 actions with a whole school approach

- Devise 1 or 2 actions for your subject department

Whole School Approach

All staff need to be aware of DEIS targets and should be included in **Subject Dept Planning**

Staff have a responsibility to ensure that **DEIS targets** are met

Staff must familiarise themselves with the **DEIS initiatives** that are run in the school and how effective they are.

Put improvement plan into Action

DEIS Planning:

Summary Plan to promote PARTNERSHIP WITH PARENTS					
Target(s): State in specific terms how PARTNERSHIP WITH PARENTS should improve as a result of measures in the school's DEIS plan *(number the targets)*					
Actions: State proposed measures (both existing and new) to improve PARTNERSHIP WITH PARENTS. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*					
Measure	**To address target(s) no.[7]** •	**Who?**	**Lead responsibility**	**When?**	**Resources?**
Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years					
Evaluation: State how impact of actions on PARTNERSHIP WITH PARENTS will be evaluated at the end of the three years State how progress will be measured, using baseline and targets as guide					

[7] • It is possible that a measure may address a number of targets

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[7] • It is possible that a measure may address a number of targets

Monitor actions

Why do we Monitor?

What do we Monitor?

P.18. DEIS Workbook

Prompt questions for monitoring

What will be monitored?	
Who is responsible?	
How will progress be determined and reported?	
When and to whom will progress be reported?	
How will we know if targets and actions are realistic or need to be changed?	

Evaluate impact

Why do we Evaluate?
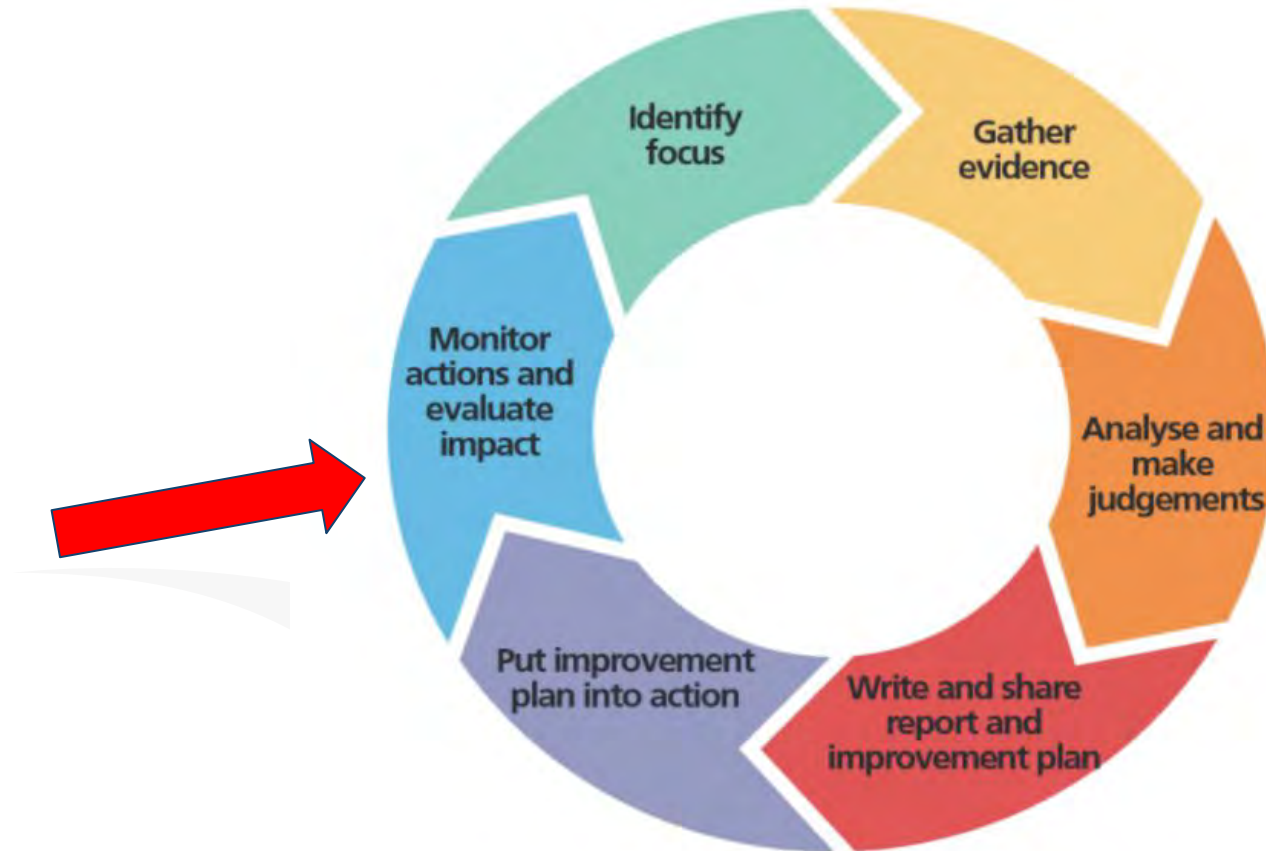
What do we Evaluate?

P.19. DEIS Workbook

Evaluation Questions

Activity: Prompt questions for evaluating

Question	Area: Target:
Does the Target have baseline data?	
How will the progress of Targets be measured?	
How will the impact of actions on the Target be measured?	
Is the timeline realistic?	

SSE/DEIS Reporting - School

www.schoolself-evaluation.ie

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1. **Outcomes of our last improvement plan from [date] to [date]**
   -
   -

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *(month/year)* to *(month/year)*. We evaluated the following aspect(s) of teaching and learning:
-
-

2. Findings

2.1 This is effective / very effective practice in our school
List the main strengths of the school in teaching and learning.

-
-
-

2.2. This is how we know
List the evidence sources. Refer to students' dispositions, attainment, knowledge and skills.
-
-
-

2.3 This is what we are going to focus on to improve our practice further
Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.
-
-
-

SSE/DEIS Reporting - Community

'When communicating a summarised report and improvement plan to parents and the community, DEIS schools may choose to highlight **specific actions for improvement** where they consider parental awareness and involvement are particularly relevant.'

(Circular 0040/2016)

SSE/DEIS Reporting - Community

'Your school should not feel obliged to summarise every aspect of your DEIS plan. It makes much more sense to support partnership with parents through giving them information about specific initiatives where they have an important role to play in improving their children's learning experiences and outcomes'.

(SSE Update 11)

SSE/DEIS Reporting - Community

P.20. DEIS Workbook

When communicating a summarised report and improvement plan to parents and the community, DEIS schools may choose to highlight specific actions for improvement where they consider parental awareness and involvement are particularly relevant.

(Circular 40/2016)

Activity: What areas would you include in your SSE Report?

	Areas to include
1	
2	
3	
4	

Your school should not feel obliged to summarise every aspect of your DEIS plan. It makes much more sense to support partnership with parents through giving them information about specific initiatives where they have an important role to play in improving their children's learning experiences and outcomes.

(SSE Update 11)

SSE/DEIS Reporting - Community

www.schoolself-evaluation.ie

OUR SELF-EVALUATION REPORT

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

This is what we did to find out what we were doing well, and what we could do better:

This is what we are now going to work on:

This is what you can do to help:

Linking DEIS & Subject Departments Planning

What areas of Teaching & Learning are you school focusing on?

How are these areas of Teaching & Learning improving Targets?

P.26. Workbook

Linking DEIS & Subject Dept Planning

Subject Department _____   **DEIS Area** Literacy

Target No. (Student Focused)	Subject Department Actions (What are we doing now)	Subject Department Actions (What will we do - moving to highly effective practice)
-		

Wellbeing-Leadership-CPD

The two key elements of the 2017 Plan are:

- The development of a new identification process for the assessment of schools in terms of the socio-economic background of their pupil cohort using centrally held data including the Departments Primary and Post-Primary Online Databases and the CSO Small Area of Population statistics from the National Census of Population 2011 as represented by the Pobal HP Deprivation Index

- The updating of the DEIS School Support Programme which represents the overall package of supports available to schools participating in the programme in order to improve educational outcomes for pupils at greatest risk of not reaching their full potential by virtue of their socio-economic circumstances.

In the 2018/19 school year there are 896 schools in the DEIS Programme serving over 183,000 pupils. Of these 700 are primary (232 Urban Band 1; 107 Urban Band 2; 359 Rural) and 198 are post-primary. Some 79 schools were added to the DEIS Programme for the first time from September 2017.

Under DEIS Plan 2017, key targets have been set in specific areas such as literacy and numeracy, retention rates and progression. All DEIS schools receive a suite of supports with those with the highest levels of disadvantage benefiting from lower class size. DEIS schools receive financial resources in the form of a grant as well as an enhanced book grant. They also have access to literacy and numeracy supports, priority access to professional development and the Centre for School Leadership, access to Incredible Years and Friends Programme, access to School Meals Programme and Home School Community Liaison Scheme and School Completion Programme.

The themes under DEIS are: Attendance; Retention; Progression; Literacy and Numeracy; Examination attainment; Leadership; Wellbeing; CPD; Partnership with Parents and others; Transitions. All DEIS schools must have a DEIS Action Plan for Improvement addressing these key themes and it is vital that Smart targets are set and the plan is implemented effectively.

ERC Report 2019 - Evaluation of DEIS at Post Primary Level

Since the introduction of DEIS, there have been reductions in the proportion of students in DEIS schools sitting Foundation Level papers in English and mathematics, and increases in the proportion sitting Higher Level papers in these subjects. (JC)

From the available data, it was also possible to compare schools in DEIS to schools not in the programme. While positive trends in achievement and retention were identified in both DEIS and non-DEIS schools, there was evidence that improvements in these outcomes were more marked in DEIS than in non-DEIS schools.

The fact that the analyses show that the achievement and attainment gaps between DEIS and non-DEIS post-primary schools continue to narrow is very welcome.

Go Again - Identify the Focus

Any Questions?

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louisekenny@pdst.ie