Quality Review Guide for School Leaders

2022-2023

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Quality Review Process

The Quality Review (QR) is a process rooted in the 2022-23 School Quality Rubric to evaluate how well schools are organized to support student learning and teacher practice. It was developed to assist NYC Schools in raising student achievement by looking behind a school's performance statistics to ensure that the school is engaged in effective methods of accelerating student learning.

Experienced educators conduct a two-day school visit observing classrooms and speaking with school leaders, teachers, students, and parents/caregivers. Over the course of the school visit, the reviewer gathers evidence that will be used to determine the school's ratings on all 30 sub-indicators of the 10 Quality Indicators.

After the two-day school visit, the reviewer produces a Quality Review Report reflecting a rubric-based assessment of evidence gathered. The report includes ratings and feedback for all 30 sub-indicators. A draft of the report is sent to the school leader within three weeks following the school visit and discussed during the culminating conversation. Following a final check for factual accuracy by the school leader, the report is considered finalized.
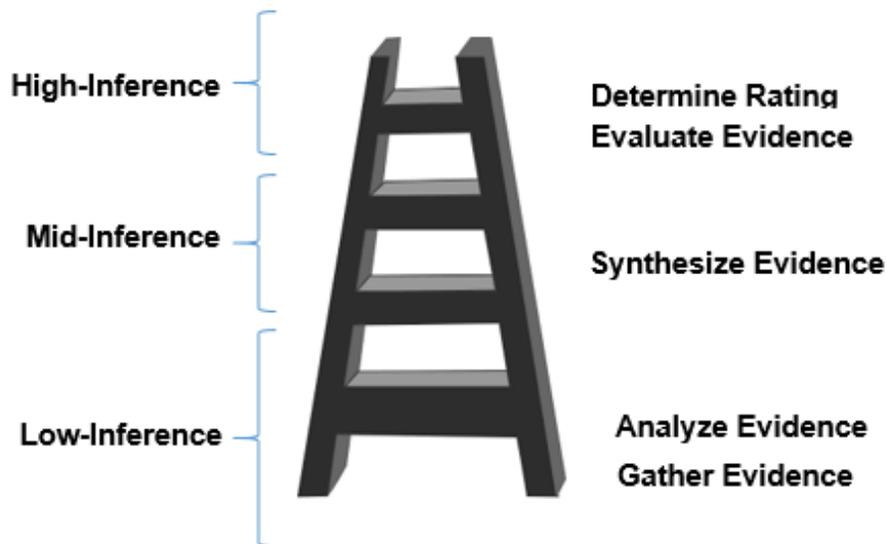
Ladder of Inference

In *Instructional Rounds*, the authors assert that there must be an intentional effort to remain low on the ladder of inference when citing the supporting reasons for conclusions or decisions.[1][2][3] Reviewers remain low on the ladder of inference when they collect evidence throughout the review process and move up the ladder of inference as they evaluate evidence and communicate findings and impact to the school community.

Low-inference evidence is recorded in notes, which detail what is said and done by students and teachers during classroom visits, and in conversations with school leaders, teachers, students, and parents. Evidence is also gathered from student work samples, lesson and unit plans, and data from central and school sources. During the school visit, there are opportunities for the reviewer to share low-inference observations with the school leader. For example, after a classroom visit, the reviewer shares with the school leader what they saw and heard during the observed part of the lesson. Also, during the end-of-day debrief on Day 1, the reviewer may indicate gaps in evidence to inform any changes to the schedule of activities on Day 2.

During other events in the review process, the reviewer moves up the ladder of inference to determine the findings and impact of school practices. At the end-of-day debriefs, reviewers share their thinking about practice and impact using mid-inference observations. During reflection time, the reviewer analyzes low-inference evidence and synthesizes mid-inference evaluative findings to determine the high-inference ratings for each of the 30 sub-indicators across all 10 Quality Indicators.

When writing the report, the reviewer includes high-inference ratings, as well as mid-inference practice and impact statements for each sub-indicator.

High-Inference — Determine Rating / Evaluate Evidence

Mid-Inference — Synthesize Evidence

Low-Inference — Analyze Evidence / Gather Evidence

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[1] City, Elizabeth A., Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel. *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning.* Harvard Education Press, 2009.

[2] Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. Doubleday/Currency, 1990.

[3] Larcher, Bob, "Up and Down the Ladder of Inference" *http://boblarcher.com/LadderofInference.pdf* Horizons (37) Spring 2007

Looking at Student Work

Assessing student work during the Quality Review provides the opportunity for school staff to demonstrate student learning via work products across content areas, grade levels, and the diversity of learners in the school. The analysis of student work will not be rated separately; it is an integral part of the process and may be reflected in more than one Quality Indicator.

Samples of student work will be reviewed over the course of the Quality Review in the following manner:

- During the small group student meeting, students representing the school's diversity of learners will bring a minimum of three various work samples—such as writing, problem-solving, lab reports, projects—from different subject areas that reflect the school's expectations for learning and assessment.
- During classroom visits, samples of student work that represent the task(s) students were engaged in during the class will be reviewed. If the observation ends before students have started or completed the planned task, the reviewer may ask for a few work samples from that lesson to be provided prior to reviewer reflection time.
- Evidence of student work that is available in classrooms and/or in student work folders may also be reviewed.
- School leaders will have the opportunity to submit no more than five additional pieces of completed student work that represent the school's instructional expectations, including assessment of student learning.

During reviewer reflection time, reviewers will analyze patterns and trends in student work across grades and subject areas. They will determine if there is evidence that all students, including students with disabilities, English Language Learners, historically marginalized groups, and general education students:

1. Are engaged with grade level tasks and resources
2. Meet the expectations of the tasks
3. Apply key concepts and/or content specific academic vocabulary
4. Develop and apply higher-order thinking skills in challenging and meaningful ways
5. Develop and apply problem-solving abilities
6. Are held to the same expectations
7. Are provided with supports to meet their needs

The analysis of student work, when combined with other observations and evidence collected over the course of the Quality Review, will result in a coherent assessment of instructional practice.

School leader-submitted student work samples are not rated separately or differently; they are assessed in relation to the criteria within the School Quality Rubric as is all other student work reviewed during the review process. In addition, there is no guarantee that the analysis of the student work submitted by school leaders will be specifically referenced in the Quality Review Report.

Reviewers

Reviewers are experienced educators who are trained to conduct a Quality Review and facilitate professional learning on the School Quality Rubric.

Reviewer Code of Conduct

All reviewers are committed to a code of conduct that guides their work. School leaders should contact the executive director of the Office of School Quality if they believe the code of conduct has been violated.

The code of conduct requires that each reviewer:

- Prepares thoroughly for school visits
- Communicates clearly with the school leader ahead of time to set school visit schedules and reduce anxiety
- Works with integrity, treating everyone with courtesy and respect
- Minimizes stress and does not demand unreasonable amounts of paperwork or time
- Acts with the best interests and well-being of students and staff in mind
- Evaluates objectively and impartially, using low-inference observations
- Consistently shares emerging issues with school leaders during school site visits
- Reports honestly and fairly, ensuring that evidence and conclusions accurately and reliably reflect the school's practices
- Accepts and complies with the quality assurance process
- Respects the confidentiality of information
- Submits all report drafts in a timely manner, taking into account constructive feedback from readers
- Undertakes training and professional learning, or attends make-up sessions, as required
- Communicates clearly, accurately, and sensitively

Reviewer Professional Learning

Reviewers participate in professional learning sessions focused on norming and calibration of evidence based on the School Quality Rubric. During trainings, reviewers collectively use the rubric to examine school documents and reflect on evaluation criteria across rating categories.

Reviewers and Other Review Participants

The Quality Review is conducted by a lead reviewer who may be accompanied by another reviewer or participant. The official email notification of an upcoming QR sent to school leaders will identify if an additional reviewer or participant will be joining the school visit.

Lead Reviewer

Lead reviewers are responsible for leading the Quality Review and producing the Quality Review Report.

Associate Reviewer

In schools with 1,500 students or more, an associate reviewer will accompany the lead reviewer for a portion of the Quality Review. Associate reviewers participate in the first half of Day 1, which consists of the initial leadership meeting, a classroom visit with both reviewers and school leaders, and five additional classroom visits accompanied by a school leader other than the principal. By mid-day, associate reviewers will provide the lead reviewer with completed classroom visit tools before leaving.

Shadow Participant

The shadow participant observes the Quality Review process in action but does not influence the rating of a school or make any recommendations in the process.

Mentor

A mentor is an experienced reviewer that is present throughout the review to support the lead reviewer.

School Quality Rubric

The School Quality Rubric is comprised of 10 Quality Indicators and 30 sub-indicators within three categories. **See the Quality Review website**.

Instructional Core

- 1.1 Curriculum
- 1.2 Pedagogy
- 2.2 Assessment

School Culture

- 1.4 Positive Learning Environment
- 3.4 High Expectations

Systems for Improvement

- 1.3 Leveraging Resources
- 3.1 Goals and Action Plans
- 4.1 Teacher Support and Supervision
- 4.2 Teacher Teams and Leadership Development
- 5.1 Monitoring and Revising Systems

The rubric has been enhanced to align with the expectations of the New York State Next Generation Learning Standards and the Culturally Responsive-Sustaining Education (CRSE) Framework and reflects NYC Schools' commitment to improving learning results for all students by creating well developed, culturally responsive-sustaining, equitable systems of support for achieving dramatic gains in student outcomes.

The rubric drives school improvement by helping schools and districts develop a common language, reflect on and assess shared practices, and plan for the future.

Stages of the Quality Review Overview

The Quality Review process involves stages that apply to all schools, regardless of size and type.

Stage 1: Pre-review Work

Ahead of each school visit, the reviewer is required to prepare for the review. This includes reviewing key information about the school, discussing the upcoming school visit with the school leader, and collaborating with the school leader on a school-specific schedule. The reviewer should enter relevant information into the Record Book. **See Stage 1: Pre-review Work**

Stage 2: School Visit

During the school visit, the reviewer collects low-inference evidence and completes a Record Book, which contains documentation, notes, analyses, concrete examples of evidence, and findings. **See Stage 2: School Visit**

Stage 3: The Quality Review Report

The Quality Review report reflects a rubric-based assessment of experiences and evidence gathered during the school visit. After the school visit, reviewers write an evaluative report that assigns individual ratings of Underdeveloped, Developing, Proficient, or Well Developed to school practices that are aligned to each of the sub-indicators found within the 10 Quality Indicators of the School Quality Rubric. One indicator is identified as the Area of Celebration (AoC) and one as the Area of Focus (AoF). In addition to the sub-indicator ratings, a school's final Quality Review Report will include written feedback for all sub-indicators. Every Quality Review Report goes through a quality assurance process designed to ensure that the report is rooted in the rubric and reflects the evidence gathered during the review with fidelity. The report is discussed with school leaders during the culminating conversation which is scheduled within 15 school days after the school visit is completed. **See Stage 3: The Quality Review Report**

Stage 4: Culminating Conversation

The culminating conversation is the final event of the Quality Review. It will occur within 15 school days after the QR school visit is completed. The conversation is meant to be a collaborative discussion to share thoughts and questions about the feedback provided in the Quality Review Report beginning with the Area of Celebration (AoC) and Area of Focus (AoF) and a possible additional rubric-related area that the school might currently be working on. **See Stage 4: Culminating Conversation**

Stage 5: Post-review Work

Once the culminating conversation is completed, the school leader will have an opportunity to submit a verification or appeal for their Quality Review Report. A survey will be emailed to the school leader providing them an opportunity to provide feedback on the QR process, approach, and materials. Reviewers will also have an opportunity to respond to reflection quesitons at the end of each review. **See Stage 5: Post-review Work**

Stage 1: Pre-review Work

Reviewers spend a great deal of time and effort preparing for the Quality Review prior to the school visit. This preparation includes reviewing key information about the school, discussing the upcoming QR with the school leader, and collaborating with the school leader on a school-specific schedule. Information gathered during the pre-review process provides context around a school, helps to inform conversations with the school leader, frames the time spent in the school, and streamlines evidence gathering by driving the direction and level of questioning throughout the review.

The pre-review process generally occurs as follows:

Step	Principal Action Steps
Program associate notifies school leader of the date of QR school visit and shares the name and biography of reviewer(s)	Begins to prepare documents to submit in preparation of QR
School leader emails reviewer and program associate	Submits school documents (completed SEF, organization sheet, bell schedule, master schedule or program cards)
Reviewer emails school leader overview of QR events, guidance for developing a proposed schedule, and request for pre-review call	Confirms pre-review call and emails proposed schedule to the reviewer
Reviewer calls school leader to discuss upcoming QR	Asks any clarifying questions
Reviewer and school leader confirm school visit schedule	Collaborates with reviewer on developing the school-specific QR schedule and confirms the culminating conversation date and time

SEF and Documents to Submit

School leaders provide reviewers with school information to provide additional context and help facilitate the logistics of the school visit.

These documents include:

1. Self-Evaluation Form (SEF)
   a. Included in the email notification that school leaders receive from the program associate is guidance on completing and submitting the Self-Evaluation Form (SEF). This is a crucial document that will enable the reviewer to understand the school's evaluation of its practices and impact.
      i. To view a copy of the SEF, **See Appendix A**.
      ii. To download a copy of the SEF, **See the Quality Review website**.
2. School organization sheet or table of organization
3. School bell schedule
4. School master schedule or program cards

All documents should be emailed to the reviewer and program associate approximately 10 school days before Day 1 of the school visit.

Connecting with the Reviewer

School leaders will connect with the reviewer by email and Microsoft Teams.

Email

Initial communications between the Office of School Quality and the school leader will take place via email.

Official Notification Email

School leaders will receive an email from an Office of School Quality program associate at least two weeks prior to their school's review. This email will include the dates of the review and culminating conversation, the reviewer's bio, and a link to the SEF template. To ensure receipt of the email notification, principals should not select the Safe Lists Only in Junk Mail Options in the Home tab in Outlook. School leaders will be requested to submit a completed SEF, school organization sheet or table of organization, a bell schedule, and a master schedule or program cards.

Reviewer Introduction Email

School leaders will then receive an email from the reviewer. In this email, the reviewer will provide guidance for how to develop a proposed schedule and suggest a date and time for a Microsoft Teams call during which the elements of the review will be discussed. School leaders can expect to receive a sample review schedule and be asked to propose a schedule via email to the reviewer prior to their call.

Schedule Email

Any adjustments to the proposed schedule will be updated by the reviewer and emailed back to the school leader prior to the school visit. All required components of the review will be included in the proposed schedule with the exception of the specific reviewer-selected classes.

Pre-review Call

Prior to the school visit, the reviewer will contact the school leader via Microsoft Teams on a date and time agreed to by both the reviewer and school leader. The purpose of the call is to review the school leader's proposed schedule and submitted documents, discuss the review process, and answer any questions related to the Quality Review. Topics for the call may include:

1. **School Visit Overview:** Reviewer offers an overview of all Quality Review events.
2. **SEF:** Reviewer may ask clarifying questions regarding the content of the SEF.
3. **Schedule:** Reviewer and school leader discuss the proposed schedule, except for the selection of specific classes or students. They collaborate on developing the schedule based on the school's class/prep schedule.
4. **Table of organization:** Reviewer and school leader discuss staff in order to inform the reviewer's classroom selections.
5. **Further clarification:** Reviewer answers the school leader's questions regarding process and protocols.

Although essential information is discussed and requested during this communication, there will be some variability in the specifics of the conversation. Following the first contact, school leaders and reviewers can reasonably continue to connect via email or phone.

Creating the Quality Review School Visit Schedule

In the introduction email from the reviewer, school leaders are asked to generate a proposed schedule that takes into consideration the required QR events and their school's bell schedule. School leaders are expected to email the schedule and other requested documents to the reviewer no later than 10 school days before the school visit.

On the morning of Day 1 of the school visit, the reviewer will communicate the classes that will be visited in the first round of visits for the day, and the reviewer, in consultation with the school leader, will make any necessary adjustments to the proposed schedule. A conversation between the reviewer and the school leader informs the school leader's selection of classes for the second round of classroom visits that take place on Day 1 and Day 2.

Sample School Visit Schedules

Sample visit schedule for a school with fewer than 1,500 students

Day 1

Duration	Event
90 minutes	Leadership Meeting 1
60 minutes	Classroom Visits and Debriefs (3)
30-45 minutes	Small Group Student Meeting (6 students)
40-45 minutes	Teacher Team Observation
30-40 minutes	Mid-day Reflection (lunch)
40 minutes	Classroom Visits and Debriefs (2)
30-45 minutes	Teacher Question-and-Answer Meeting 1
60 minutes	Leadership Meeting 2
45-60 minutes	Reviewer Reflection
30-45 minutes	End-of-Day Debrief

Day 2

Duration	Event
60 minutes	Leadership Meeting 3
30-45 minutes	Teacher Question-and-Answer Meeting 2
30-45 minutes	Large Group Student Meeting (10 students)
40 minutes	Classroom Visits and Debriefs (2)
30-40 minutes	Mid-day Reflection (lunch)
30-40 minutes	School Leader's Choice
40 minutes	Classroom Visits and Debriefs (2)
30-45 minutes	Parent/Caregiver Meeting (8-10 parents/caregivers)
40-65 minutes	Reviewer Reflection
30-45 minutes	End-of-Day Debrief

Feedback

Duration	Event
45-60 Minutes	Culminating Conversation

The actual sequence of events will be determined by the reviewer and the school leader during the pre-review call. The time allocations noted above are recommendations and can be negotiated based on the school's schedule.

Sample visit schedule for a school with 1,500 students or more

Quality Reviews for schools with 1,500 students or more will have an associate reviewer on Day 1.

Day 1

Time	Event	
	Lead Reviewer	**Associate Reviewer**
90 minutes	Leadership Meeting 1	
20 minutes	Classroom Visit and Debrief (1) (w/ school leader, AP and both reviewers)	
40 minutes	Classroom Visits (2) w/ School Leader	Classroom Visits (2) w/ AP
30-45 minutes	Small Group Student Meeting (6 students)	Classroom Visits (3) with School Leader or AP
40-45 minutes	Teacher Team Observation	Evidence review
30-40 minutes	Mid-day Reflection (lunch) Associate Reviewer departs	
40 minutes	Classroom Visits (2) with School Leader	
30-45 minutes	Teacher Question-and-Answer Meeting 1	
60 minutes	Leadership Meeting 2	
45-60 minutes	Reviewer Reflection	
30-45 minutes	End-of-Day Debrief	

Day 2

Duration	Event
60 minutes	Leadership Meeting 3
30-45 minutes	Teacher Question-and-Answer Meeting 2
30-45 minutes	Large Group Student Meeting (10 students)
40 minutes	Classroom Visits and Debriefs (2)
30-40 minutes	Mid-day Reflection (lunch)
30-40 minutes	School Leader's Choice
40 minutes	Classroom Visits and Debriefs (2)
30-45 minutes	Parent/Caregiver Meeting (8-10 parents/caregivers)
45-60 minutes	Reviewer Reflection
30-45 minutes	End-of-Day Debrief

Feedback

Duration	Event
45-60 Minutes	Culminating Conversation

Quality Reviews for schools with 1,500 students or more will have an associate reviewer on Day 1. The actual sequence of events will be determined by the reviewer and the

school leader during the pre-review call. The time allocations noted above are recommendations and can be negotiated based on the school's schedule.

Sample visit schedule for multi-site schools

Day 1

Duration	Event
90 minutes	Leadership Meeting 1
60 minutes	Classroom Visits and Debriefs (3)
30-45 minutes	Small Group Student Meeting (6 students)
40-45 minutes	Teacher Team Observation
30-40 minutes	Mid-day Reflection (lunch)
40 minutes	Classroom Visits and Debriefs (2)
30-45 minutes	Teacher Question-and-Answer Meeting 1
60 minutes	Leadership Meeting 2
45-60 minutes	Reviewer Reflection
30-45 minutes	End-of Day-Debrief
30 minutes	Transition travel time*

Day 2

Duration	Event
60 minutes	Leadership Meeting 3
30-45 minutes	Teacher Question-and-Answer Meeting 2
30-45 minutes	Large Group Student Meeting (10 students)
40 minutes	Classroom Visits and Debriefs (2)
30-40 minutes	Mid-day Reflection (lunch)
30-40 minutes	School Leader's Choice
40 minutes	Classroom Visits and Debriefs (2)
30-45 minutes	Parent Meeting (8-10 parents/caregivers)
45-60 minutes	Reviewer Reflection
30-45 minutes	End-of-Day Debrief
30 minutes	Transition travel time*

Feedback

Duration	Event
45-60 Minutes	Culminating Conversation

Multi-site schools will have an additional 30 minutes of travel time per day.

The actual sequence of events will be determined by the reviewer and the school leader during the pre-review call. The time allocations noted above are recommendations and can be negotiated based on the school's schedule.

School Visit Event Overview

Event	Duration	Description	Participants	School leader participates in meeting	Participants selected by
Leadership Meeting 1	90 minutes	Interview format with a discussion about school practices in place and the impact of those practices on teaching and learning	Reviewer, school leader, and may include members of the leadership team	Yes	School leader
Leadership Meeting 2	60 minutes				
Leadership Meeting 3	60 minutes				
Classroom Visits & Debriefs (9 or 15)	15 minutes + 5-minute debrief	Reviewers gather evidence on instruction and engagement, student work, and assessment of learning. Visits are followed by an exchange between reviewer and school leader about what was observed. For schools with fewer than 1,500 students (nine total) • Day 1 reviewer selects 3, school leader selects 2 • Day 2 reviewer selects 2, school leader selects 2 For schools with 1,500 students or more (14 total): • Day 1 reviewer selects 8, school leader selects 2 • Day 2 reviewer selects 2, school leader selects 2	Reviewer and school leader	Yes	Reviewer and school leader
Teacher Team Observation	40-45 minutes	Reviewer observes teachers engaged in a process that addresses the connection between student work and/or data and resulting teacher actions	Reviewer and teachers	No	School leader
Teacher Question-and-Answer Meeting 1	30-45 minutes	Reviewer discusses with teachers' school practices in place and the impact of those practices on teaching and learning	Reviewer and teachers*	No	School leader
Teacher Question-and-Answer Meeting 2	30-45 minutes				
Small Group Student Meeting	30-45 minutes	Reviewer discusses with students' specific pieces of their work, their experiences as learners, and overall school culture	Reviewer and students	No	Reviewer and school leader
Large Group Student Meeting	30-45 minutes				
Parent/Caregiver Meeting	30-45 minutes	Reviewer discusses with parents their impressions of instruction, school culture, academic expectations and communication between school and home Note: Can be virtual	Reviewer and parents	No	School leader
School Leader's Choice	30-40 minutes	School leader can present school practices that highlight area(s) not otherwise included in the scheduled events; time may be split between one or two events	Reviewer, school leader, and may include members of the leadership team	Yes	School leader

*Large schools with enrollment of 1,500 or more students require 14 classroom visits; all other schools require 9

**The UFT chapter leader should be invited to one of the teacher question-and-answer meetings, unless the UFT chapter leader is a member of the teacher team that is being observed. As an alternative, the reviewer, in consultation with the principal, may schedule a meeting with the UFT chapter leader for approximately 15 minutes.

School Context Provided to Reviewers

In preparation for the Quality Review, reviewers carefully analyze school data, key information, and documents the principal submits.

Reviewers look at recent school information and data including reports like the school's Comprehensive Educational Plan (CEP), School Quality Reports, NYC School Survey results, Insight, and previous Quality Review Reports. These reports inform overarching context to help provide background and focus for the review. Along with information from the SEF, reviewers also consult an array of other school, teacher, and student data to develop questions to ask during the review in order to gain a deeper understanding of the school's practices.

Stage 2: School Visit

The Quality Review school visit is a two-day process that evaluates how well schools are organized to support student learning and teacher practice. The quality of school practices are rated based on criteria outlined in the 10 Quality Indicators of the School Quality Rubric in three categories: the instructional core, school culture, and systems for improvement.

During the school visit, the reviewer visits classrooms and meets with school leaders, teachers, students, and parents in order to gather evidence to determine the ratings on each sub-indicator of the 10 Quality Indicators for a total of 30 sub-indicator ratings.

Record Book Overview

The 2022-2023 Quality Review Record Book is used by reviewers to document findings and evidence gathered throughout the Quality Review process. Reviewers record low- and mid-inference statements throughout the review that will inform the rating of each sub-indicator.

The Record Book includes sample questions as guidance for reviewers to begin gathering evidence for each sub-indicator of the School Quality Rubric. These questions are not intended to be comprehensive. Reviewers may select and modify sample questions while conducting pre-review analyses to use during the review as well as construct questions specific to the school to use during the Quality Review process.

The Record Book is organized into sections devoted to pre-review preparation, meetings with leadership, students, parents, and teachers, classroom visits, the teacher team observation, the school leader's choice event(s), the end-of-day debriefing sessions, and the culminating conversation. **See the Quality Review website**.

Review of Curricula and Other School-Level Documents

In an agreement between the NYCDOE and the United Federation of Teachers (UFT), the Paperwork Reduction Standards state: "Schools are to present only existing curricular and existing school-level documents to contextualize the assessment of all Quality Indicators, especially 1.1, rather than create documents for the sole purpose of the Quality Review."

In addition, the School Quality Rubric has no stance on what curriculum a school has selected or developed. Whether a school has purchased curriculum or is developing its own, the assessment of Quality Indicator 1.1 focuses on purposeful decision-making regarding a school's curriculum, the effectiveness of planning to meet students' needs, and the degree to which all students have access to challenging and rigorous learning experiences.

Reviewers may review the following instructional/curricular documents:
- Lesson plans from classroom visitations conducted during the school visit
- Culminating tasks and unit plans (if available) that situate the lessons viewed during classroom visits
- Student work that is yielded from lesson plans
- Prior plans, culminating tasks, and student work

Reviewers may review unit plans/tasks if available.
Please note:
According to UFT contractual guidelines, curriculum is defined as:
- A list of content and topics,
- Scope and sequence; and
- A list of what students are expected to know and be able to do after studying each topic.

Core Subjects are defined as follows: Math, including, but not limited to, Algebra and Geometry, Social Studies, English Language Arts, Science, including, but not limited to, General Science, Biology, Earth Science, Chemistry and Physics, Foreign Languages, and other subject areas named by the NYCDOE and shared with the UFT. It is understood that the NYCDOE's obligation to provide curriculum shall extend to Core courses that may be electives.

Article 8E of the collective bargaining agreement covering teachers includes the following:

A "Unit Plan," also known as a "Curriculum Unit," means a brief plan, by and for the use of the teacher, describing a related series of lesson plans and shall include: (1) the topic/theme/duration; (2) essential question(s); (3) standard(s); (4) key student learning objectives; (5) sequence of key learning activities; (6) text(s) and materials to be used; and (7) assessment(s).

Unit plans should consist of (at minimum) a one-page form agreed upon by UFT and NYCDOE and may include multiple subjects within the one-page form. Schools will not be required to provide copies other than the agreed upon Unit plan.

Meetings with the School Leaders

During the school visit, school leaders will meet with the reviewer three times. At the school leader's discretion, additional school leaders who are knowledgeable about the school's practices and impact are welcome to join the conversation. For example, the principal may choose to include other school leaders, the professional development committee leader, or instructional coach(es). Though not required, school leaders may choose to bring existing documents or evidence in order to illustrate school practices that are discussed in these meetings. The three meetings will be organized as follows:

Leadership Meeting 1

This meeting will take place at the start of the visit. The reviewer will begin by sharing the schedule for the day, including the first round of classroom observations and the list of students selected by the reviewer to participate in the student meeting. The school leader will confirm the attendance of teachers and students identified.

This initial conversation will be centered on school goals, the instructional core, and, as time permits, the promotion of professional growth for teachers. In addition, evidence can be gathered regarding the manner in which school leaders evaluate and monitor these practices discussed.

Leadership Meeting 2

The second leadership meeting will take place near the end of Day 1 and may continue the conversation started during the first leadership meeting, however it is suggested that the focus be school culture. Systems that address how school culture practices are evaluated and monitored can also be discussed.

Leadership Meeting 3

The third leadership meeting will take place at the start of Day 2. The reviewer will begin by sharing the schedule for the day, including the first-round of classroom observations, and the list of students selected by the reviewer to participate in the student meeting. The school leader will confirm the attendance of teachers and students identified.

It is recommended that this meeting focus on systems for improvement, including resource allocation, teacher teams, leadership development, and monitoring and revising systems that have not been discussed.

Classroom Visits and Debriefs

Classroom Visits

The school leader and reviewer will visit at least nine classrooms together across the two days to look for evidence and collect low-inference notes related to instruction, student engagement, assessment, expectations, and school culture. School leaders are encouraged to represent themselves as an observer to the lesson during visits and not interfere with, alter, or make suggestions to teacher-led instructional plans.

If lesson plans are available, they should be provided to the reviewer ideally within the first five minutes of entering the classroom. The reviewer and school leader should determine the manner in which lesson plans will be received before classroom visits begin. Each classroom is visited for approximately 15 minutes. The Classroom Visitation Tool must be completed for each classroom; it is an evidence-gathering document that focuses on three key areas.
- Instruction and engagement, as evident in teaching and student learning

- Student work
- Assessment of learning, as evident in teaching and student learning

The collection of evidence during classroom visits should be in the form of low-inference observations. In order for there to be agreement on the evaluation of a school, there must be an intentional effort to remain low on the ladder of inference when citing the supporting reasons for any decisions. **See Ladder of Inference**.

If evidence of student tasks cannot be gathered during the classroom observation, a reviewer will request a few work samples from that lesson to be provided prior to reviewer reflection time.

Classroom Debriefs
Reviewers and school leader will debrief all classroom visits. It is recommended that debriefs are scheduled in a timely manner relevant to the classroom visit and not integrated into leadership meetings.

Debriefs are an opportunity for school leader to share with reviewers their take on what was observed. The discussion will include what was observed that was aligned to the school's instructional expectations and what constructive feedback they would provide the teacher. It is also an opportunity for reviewers to briefly share feedback, particularly if it is not aligned with the school leader's or the school's instructional goals.

Meetings with Student Groups
Reviewers select students with high attendance rates to increase the likelihood of the student being present during the review. However, low attendance should not exclude any student from representing their demographic group.

Reviewers should select alternate students in case there is an unexpected student absence.

Small Group
A total of six students will participate in the small group student meeting. The reviewer selects four students based on an equitable representation of all demographic groups represented within the school including students across genders, grade levels, ethnicities, achievement levels, English Language Learners, historically marginalized groups, and students with disabilities. The school leader selects two students. This group of students should reflect a range of student need and performance.

All students should come to this meeting with a minimum of three various work samples—such as writing, problem-solving, lab reports, and projects—from different subject areas that reflect the school's expectations for learning and assessment. Students will be asked to discuss specific pieces of work and their experience as learners.

The reviewer should ask students how they receive feedback about their work, how they know what their next learning steps are, how they use rubrics and other assessment tools, and how these support their learning.

Large Group

A total of 10 students will participate in the large group student meeting. The reviewer selects eight students, and the school leader selects two. The group should include all demographic groups represented within the school including students across genders, grade levels, ethnicities, achievement levels, English Language Learners, historically marginalized groups, and students with disabilities. The group may include, if appropriate, a representative from student government, honor society, or members of the school's athletic teams, clubs, and/or arts organizations.

In a discussion with this group, reviewers will assess students' perceptions about school culture and their understanding of the school's expectations.

Reviewers can refer to the following areas when developing questions for student groups:

- Data from the NYC School Survey
- Assessment results
- Evidence gathered from other members of the school community, including administration, parents/caregivers, and teachers

Meetings with the Teacher Teams

Teacher Team Observation

The reviewer, in collaboration with the school leader, will select one team of teachers to be observed by the reviewer as they engage in a process that addresses the connection between student work and/or data and resulting teacher actions, including pedagogical or curricular modifications, leading to implications for student learning.

The teacher team meeting should have a clear beginning, middle, and end and should be 40-45 minutes. The leader of the meeting and the reviewer may agree to five to ten minutes at the end of the meeting if needed for clarifying questions based on what the reviewer observed. In addition, teachers from the teacher team meeting could be scheduled to attend one of the question-and-answer sessions to address any lingering questions.

In the case that teacher team meetings are not slated to occur during the two-day school visit, efforts should be made to schedule a teacher team observation that best represents the practices of a typical team. If this is not possible, the reviewer and school leader can schedule a third teacher question-and-answer meeting focused on capturing evidence of the effectiveness of teacher teams engaged in collaborative inquiry at the school visit.

Teacher Question-and-Answer Meetings

The reviewer will meet with groups of teachers two times during the school visit. Each meeting will be between the reviewer and a group of teachers selected by the school leader representing the various contents areas, grades, and teacher teams.

Teacher Question-and-Answer Meeting 1

It is recommended that this conversation focus on pedagogy, professional collaborations, the allocation of resources, and teacher support and supervision. At the school leader's discretion, staff such as guidance counselors, coaches, and support staff may attend. Teachers may come prepared to discuss and provide evidence of:

- The impact of their inquiry work and how they use data to adjust instructional practices and strategies, plan for meeting student needs, and track student progress
- The effectiveness of instructional support systems
- Their role in achieving school goals

Teacher Question-and-Answer Meeting 2

It is suggested that this discussion focus on school culture and any topics not fully covered in the first teacher question-and-answer meeting. At the school leader's discretion, staff such as guidance counselors, coaches, and support staff may attend. Staff may be requested to provide copies of material resources based on their answers for consideration as additional evidence. Staff should come prepared to discuss and provide evidence of:

- School practices designed to address student social-emotional support and education
- The manner in which high expectations are communicated to staff, parents, and students

Parent/Caregiver Meeting

Ideally, this group would include eight to ten parents/caregivers of students across various grade levels, ethnicities, and diversity of learners, such as general education students, students with disabilities, English Language Learners, and high-performing students. Parents new to the school as well as those with a long-standing relationship with the school would add additional balance. A representative from both the Parent Teacher Association or Parent Association and the School Leadership Team are welcome to attend. The parent coordinator should not expect to participate. If translation support is needed, it is recommended that other parents who are willing and able to translate be invited. This meeting can be held virtually to better accommodate the needs of parents/caregivers.

Parents/caregivers should come prepared to discuss:

- How the school supports their student's learning
- Their impressions of school culture
- The manner in which expectations are communicated and how they are able to partner with the school to help their students meet the expectations
- How the school sets goals and communicates them

School Leader's Choice

School leaders will have an opportunity to present school practices as part of the school leader's choice event. This time is set aside so the school leader may highlight area(s) that will support the evaluation of school practices aligned to any of the 10 Quality Indicators of the School Quality Rubric.

The 30-40 minutes may be broken up into no more than two shorter blocks of time. School leaders may choose for reviewers to observe authentic aspects of the school's program that are not otherwise included in the QR schedule or choose event(s) that are similar to a typical QR event.

Examples of authentic aspects of a school's program that are not otherwise included in the QR schedule include arrival or dismissal, advisory periods, an afterschool program, or a professional learning session. Examples of typical QR events include an additional leadership meeting with key members of the school community, or a classroom visit with a focus that is significant to the school such as a class related to the school's theme or special program.

Reviewers will assess all evidence gathered according to the School Quality Rubric as they do for every other event during the review process. Evidence gathered during the school leader's choice event is not rated separately or differently; it is assessed in relation to the criteria within the School Quality Rubric as is all other evidence gathered during the review process. In addition, there is no guarantee that evidence gathered in the school leader's choice event will be specifically referenced in the Quality Review Report.

If a school leader chooses not to take the opportunity to provide additional evidence of school practice, the reviewer will use the 30-40 minutes as additional reflection time.

End-of-Day Debriefs

Core participants at these meetings are the reviewer and the school leader. Additional school staff may be present at the discretion of the school leader. Verbal feedback is provided during end-of-day debriefs, which includes low- and mid-inference findings.

Day 1

The purpose of this meeting is to discuss noticings, patterns, and trends across the various events of the day. A sample protocol is suggested below and may be used during the end-of-day debrief.

The reviewer begins by providing a brief summary of the suggested three-step protocol used for this debrief.

Step 1

The reviewer shares with school leaders what was seen and heard over the course of the day. Without giving ratings, low- and mid-inference evidence is provided along with rubric-informed descriptors to convey the quality of school practices and their impact. This feedback might inform the school leaders in providing evidence on Day 2 that may not have been presented on Day 1.

Step 2

School leaders ask clarifying questions and respond by confirming findings statements and/or offering additional information.

The reviewer may need to ask school leaders to remain low on the ladder of inference, which means keeping the discussion and comments based on evidence as much as possible before making interpretations of what was seen and heard during the day.

Step 3

The reviewer may request documents that were mentioned over the course of Day 1 but have yet to be presented. If such evidence is not readily available, school leaders could have additional evidence ready when the reviewer returns on Day 2.

Day 2

As with the Day 1 debrief, the purpose of this meeting is to discuss noticings, patterns, and trends across the various events of the day. A sample protocol is suggested below and may be used during the end-of-day debrief.

The reviewer begins by providing a brief summary of the three-step protocol used for this debrief.

Step 1

The reviewer shares with school leaders what was seen and heard over the course of the day. Without giving ratings, low- and mid-inference evidence is provided along with rubric-informed descriptors to convey the quality of school practices and their impact.

Step 2

School leaders ask clarifying questions and respond by confirming practice statements and/or offering additional information.

The reviewer may need to ask the school leaders to remain low on the ladder of inference, which means keeping the discussion and comments based on evidence as much as possible before making interpretations of what was seen and heard during the day.

Step 3

The reviewer may request documents that were mentioned over the course of Day 2 but have yet to be presented. Such evidence should be made available promptly and in a timeframe agreed upon between the school leader and reviewer.

Reviewer Reflection Time

Reflection time should be scheduled ahead of each day's debrief.

Stage 3: The Quality Review Report

After the school visit, reviewers write an evaluative report that assigns individual ratings of Underdeveloped, Developing, Proficient, and Well Developed to each of the sub-indicators in the School Quality Rubric.

Structure of the 2022-2023 Quality Review Report

The Quality Review report is organized into three parts:

1. **Information about the Quality Review Report:** provides an overview of the Quality Review Report
2. **Information about the School:** provides a link to information about the school
3. **School Quality Ratings and Feedback:** provides the ratings and feedback for all sub-indicators in three categories (Instructional Core, School Culture, and Systems for Improvement) and identifies the Area of Celebration and Area of Focus
   - **Area of Celebration:** provides customized practice and impact statements that highlight an area in which the school does well to support student learning and achievement
   - **Area of Focus:** provides customized practice and impact statements that highlight an area the school should work on to support student learning and achievement

Understanding School Practices and their Impact

Written feedback for each of the sub-indicators includes practice and impact statements that align to the sub-indicator rating. Feedback reflects the actual experiences of the school visit so that the school practices and impact are validated by the evidence collected. The reviewer takes great care to exclude detailed, sensitive, or private information that identifies any individual student, member of the staff, or member of the community.

Practice and impact statements are mid-inference evaluative statements that connect to rubric language and align with the rating. The impact is the result of the practice.

For the Area of Celebration, the statements accentuate the positive practices that support student learning and achievement at the school.

For the Area of Focus, the statements describe the gap between the current practices and/or impact and those at the next level, as outlined in the rubric.

Example: 1.4 School Culture, Area of Celebration

	Area of Celebration	
	**1.4 Positive Learning Environment**: Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	
1.4a	The school faculty's approach to culture-building, discipline, and social-emotional support is based on the positive behavior and intervention support system. Students report feeling safe, valued, and respected by all staff members and discipline referrals are minimal as evidenced by low suspension rates.	**P**
1.4b	The school faculty's approach to culture-building, discipline, and social-emotional support is based on the positive behavior and intervention support system. Students report feeling safe, valued, and respected by all staff members and discipline referrals are minimal as evident in low suspension rates.	**WD**
1.4c	Professional learning, such as Brain Power training, and family outreach efforts promote the adoption of effective academic and personal behaviors. These efforts result in students understanding their mastery levels and using Pupil Path to keep track of grades.	**P**

Example: 1.2 Pedagogy, Area of Focus

	Area of Focus	
	**1.2 Pedagogy**: Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by State standards and the Danielson *Framework for Teaching,* aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	
1.2a	Teaching strategies are becoming aligned to the curricula and articulated beliefs that students learn best by sharing what they know with peers, completing projects and tasks, redirecting and refocusing themselves. Culturally Responsive and Sustaining Educational (CRSE) practices are implemented inconsistently across classrooms.	**D**
1.2b	In some classes, tasks and discussions are not accessible to all students and have no evidence of differentiation, therefore hindering some students from engaging in appropriately challenging tasks. Lessons do not consistently provide multiple entry points, and students, including English Language Learners, students with disabilities, historically marginalized groups, and all learners, are inconsistently demonstrating high levels of thinking in work products.	**D**
1.2c	Across several classrooms, students participated in learning activities while working in groups and holding discussions. However, English Language Learners and students with disabilities were grouped together with no additional supports and were unable to complete assigned tasks resulting in incomplete work products. As a result, student work products did not reflect high levels of thinking and participation.	**D**

Stage 4: Culminating Conversation

Throughout the two days of the school visit, the reviewer uses the evidence gathered and what was observed to inform feedback that will illuminate for the school community what is working and what could be improved across all 10 Quality Indicators.

The last event is the 45 to 60-minute culminating conversation between the reviewer and school leaders. Ahead of the culminating conversation, the school leader will have the opportunity to review the school draft of the Quality Review Report and identify any additional indicator or sub-indicator they wish to discuss in detail in addition to the Area of Celebration and Area of Focus. The conversation is designed to be collaborative with school leaders actively participating to make meaning of the feedback provided.

The culminating conversation will be held virtually via Microsoft Teams within 15 school days after the school visit during a time decided between the reviewer and school leader. The school leader may invite other school leaders or staff that they feel will contribute to or benefit from the discussion and one member of field or central support staff, if they so choose. At the discretion of the school leader, the other participants invited may contribute to the discussion.

The school leader will send a list of the names and emails of those leaders selected to participate in the culminating conversation in advance so they can be included in the Microsoft Teams invite.

Culminating Conversation Protocol

Step 1 (~2 minutes)

- The reviewer opens up the conversation by confirming the school leader and those joining have had an opportunity to review the school draft of the Quality Review Report.
    - If the school leader shares that the document has not yet been reviewed, the reviewer provides a few moments for the school leader to do so, "Let's turn off our cameras and take five minutes to review the Quality Review Report, we will resume the culminating conversation at (__: __)".
- The reviewer reviews the culminating conversation norms:
    - Maintain respectful dialogue
    - Focus on evidence and avoid assumptions
    - Build collaborative understanding of the rubric alignment
    - Follow virtual norms (e.g., use the chat and reaction feature)
- The reviewer briefly explains the structure of the culminating conversation.
    - The conversation is meant to be a collaborative discussion to share thoughts and questions about the feedback provided in the Quality Review Report beginning with the AoC and AoF and any sub-indicators the school leader would like to discuss within the allotted timeframe.
    - There will then be an opportunity for the school leader to ask clarifying questions.

Step 2 (~20-30 minutes)

- The reviewer begins by sharing feedback on sub-indicators of the AoC, "Let's start by discussing the AoC." The reviewer then asks the school leader, "Is there an additional area you would want to highlight as a celebration?" The school leader and reviewer engage in a discussion based on the school leader's input.

- The reviewer shares feedback on sub-indicators of the AoF and follows up by asking, "What are your thoughts and wonderings?"
- (If applicable) The reviewer states, "You also shared with me that you would like to discuss indicator _____ that aligns to your school's focus." The reviewer and school leader will engage in a discussion of those sub-indicators.
- The reviewer invites the school leader to share any questions and comments related to the remaining sub-indicators within the allotted timeframe.

Step 3 (~10-15 minutes)
- The school leader asks clarifying questions about the feedback provided and has the opportunity to offer additional feedback.
- The reviewer responds to questions.
- If there are any notable concerns or questions, reviewers should contact their senior reviewer following the culminating conversation.
- If the school leader raises any factual inaccuracies in the Quality Review Report, the reviewer will explain the next steps in the process. The reviewer shares that the school leader should expect an email from the program associate providing information on the verification and appeal processes.

Step 4 (~2 minutes)
- Reviewers close the meeting by thanking the school leader and the school community for their collaboration.

Stage 5: Post-review Work

School Leader Survey

The program associate emails the school leader an optional survey to capture feedback on their Quality Review experience.

Verification and Appeal Process

On the first school day following the culminating conversation, the program associate will email the school leader with verification and appeal information. Neither is required, and both are due at 5 p.m. 10 school days following the culminating conversation.

Report Verification Review

The school leader has the opportunity to confirm the factual accuracy through a report verification process using the Quality Review Report Verification Form within 10 school days of the culminating conversation. To view a copy of the Quality Review Report Verification Form, **See Appendix C**. To download a copy of the Quality Review Report Verification Form, **See the Quality Review website**.

Upon receiving the school draft of the Quality Review Report, school leaders are asked to read the report carefully to check for any factual inaccuracies or items that may need editing regarding factual information provided about the school before the document is finalized. When completing the Quality Review Report Verification Form, use the instructions listed below in order to ensure an expedient and thorough response from the Office of School Quality:

- Provide the page, paragraph, and text in need of correction
- Provide any factual information required to amend the error
- Email the verification document to the program associate who sent the draft report

If the Office of School Quality does not receive the verification form within that timeframe, the report will be considered finalized. School leaders may also appeal the rating(s) of specific sub-indicators by providing rubric-aligned evidence and proof of impact, which is a separate process.

Appeal Process

A school leader can appeal the rating of any sub-indicator. An appeal is initiated when a school leader submits the Quality Review Appeal Request Form. Appeal requests should be submitted within 10 school days following the culminating conversation. Once initiated, each appeal will be considered carefully and thoroughly by the Office of School Quality. To view the appeal request form, **See Appendix D**.

To download a copy of the Quality Review Appeal Request Reform, **See the Quality Review website**.

The request for an appeal must come from school leader. Please follow the directions below to ensure a thorough response.

1. Complete the Quality Review Appeal Request Form by 5:00 p.m. 10 school days following the culminating conversation.
   - Cite the specific sub-indicator(s) being appealed.

- Include the current rating found in the draft report and the proposed rating change.
- Provide evidence of supporting practices that substantiate a change in the rating for the sub-indicator(s) being appealed. These practices must appropriately align to the 2022-2023 School Quality Rubric.
- Provide the evidence of impact. The evidence of impact should address how the actions taken by the school impact the outcomes in the school community.
- Evidence submitted must reflect practice and impact up to and including the days of the school visit.
- Documents submitted as evidence of practice and evidence of impact must be labeled to show the sub-indicator(s) they support.

2. A reviewer from the Office of School Quality will reach out to the school leader and acknowledge receipt of the appeal and any related documents within five school days.

3. The Office of School Quality will examine the appeal, contacting the lead reviewer and evaluating all relevant documents.

Upon completion of the investigation, a written response, including rationale for either revising or substantiating ratings of appealed sub-indicator(s), will be sent to the school leader along with the final Quality Review Report in approximately six weeks.

Appendix A: Self-Evaluation Form (SEF)

NYC Department of Education
Chancellor David C. Banks

Self-Evaluation Form

Name of School Leader:	
Name and DBN of School:	
School Telephone Number:	
School Leader Direct Phone Number:	
Number of Years as School Leader of this School:	

Purpose

This document serves to capture the school leader and school community's evaluation of school practices and the impact of those practices. It is *not* meant to be a comprehensive analysis of every aspect of the school, but your input is valuable in helping us to understand your learning community.

Guidance and QR Resources: It is strongly suggested that you download and review the following documents to make informed responses to the questions in this school information form.

- School Quality Rubric
- Quality Review Big Ideas
- 2022-2023 Quality Review Guide for School Leaders
- Comprehensive Education Plan (CEP) or School Comprehensive Education Plan (SCEP)

It is recommended that you draw on a wide base of evidence and take the views of staff, students, and families into account. You are strongly encouraged to collaborate with members of your school community to complete this form. Please ensure that your responses are focused on the following:

- Statements of **practices** (actions your school has taken toward school improvement.

- Statements of **impact** (results of those practices that can be connected to teacher practice and student engagement, participation, and achievement).

For example: Regularly scheduled teacher collaboration to review student work and discuss adjustments in classroom practices based on discovered student needs have resulted in an increase in student outcomes on benchmark assessments.

- Please ensure your responses address all bullets in each section. The entire document should not exceed 8 pages.

Submission

Please email the completed Self Evaluation Form (SEF) to the reviewer and your program associate.

Instructional Core: curriculum, pedagogy, assessments

As you reflect on curricula, pedagogy, and assessments at your school, consider the following guiding questions and the impact of the work in your school:

What are the school community's **core beliefs** about how students learn best? What common practices illustrate these beliefs?

- **What decisions have been made to address the varied needs of all learners in the school:**
  - **Curricula**

  - **All assessments and/or common Assessments**

  - **Pedagogy**

  - **Actionable and meaningful feedback**

- **What has been the impact of these decisions for all learners in the school?**

Culture: positive learning environment, high expectations
As you reflect on your school's learning environment and the communication of expectations, consider the following guiding questions and the impact of the work in your school:

Describe any initiatives that the school community has undertaken to improve the learning environment and overall quality of the **school culture**.

- **What decisions have been made to improve and support an inclusive school culture:**
    - **Inclusive and Responsive School Culture:**

    - **Shared High Expectations:**

- **What impact have these decisions had on the promotion of high expectations and an inclusive school culture?**

Systems for Improvement: goals, teacher support, teacher teams

As you reflect on your school's systems and structures, consider the following guiding questions and the impact of the work in your school:

What are **the schoolwide goals** that illustrate your vision?

- What systems and structures are in place to support these goals <u>in:</u>

    - Support for individual teachers and other staff

    - Teacher Teams

    - Allocation of Resources

- What has been the impact of these decisions?

Appendix B: Quality Review Report Verification Form

NYC
Department of Education
Chancellor David C. Banks

Quality Review Report - Verification Form 2022-2023

To ensure an expedient and thorough response from the Office of School Quality:

1. Provide the sub-indicator and text in need of correction
2. Provide any factual information required to amend the error
3. Email the verification document to your program associate within 10 school days from the Culmination Conversation.

Name and DBN of School:	
Name of School Leader:	
Director Name(s):	
Dates of Quality Review:	
Date of Culminating Conversation:	

Indicator/Sub-indicator	Text in Need of Correction	Factual Information Required to Amend the Error

Appendix C: Appeal Request Form

NYC
Department of
Education
Chancellor David C. Banks
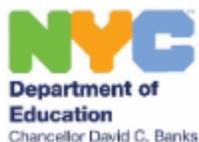
Quality Review Appeal Request Form 2022-2023

Submit the Quality Review Appeal Request Form by 5:00 p.m. 10 school days following the Culminating Conversation.

- Cite the specific sub-indicator(s) being appealed.
- Include the current rating found in the draft report and the proposed rating change.
- Provide evidence of supporting practices that substantiate a change in the rating for the sub-indicator(s) being appealed. These practices must appropriately align to the 2022-2023 School Quality Rubric.
- Provide the evidence of impact. The evidence of impact should address how the actions taken by the school impact the outcomes in the school community.
- Evidence submitted must reflect practice and impact up to and including the days of the school visit.
- Documents submitted as evidence of practices and evidence of impact must be labeled to show the sub-indicator(s) they support.

Name and DBN of School:	
Name of School leader:	
Reviewer Name(s):	
Dates of Review:	
Date of Appeal:	

Indicator(s) and Rating(s)	Supporting Practices	Evidence of Impact	Documents
List the appealed sub-indicator, the current rating, and the proposed rating.	*Describe the practices for the identified sub-indicator(s), aligned to the 2022-2023 School Quality Rubric, that support the proposed rating. Practices are specific actions your school engages in to improve achievement.*	*Describe the impact of the supporting practices on student performance and/or professional practice.*	*List each document submitted to support the proposed rating. Be sure to identify the sub-indicator(s) to which each document is aligned. Bear in mind that there must be evidence for each sub-indicator appealed.*
Quality Indicator: Sub-indicator Appealed: Current Rating: Proposed Rating:			