

# Principal's Guide to the Quality Review

**2019-2020**

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## Quality Review Process

The New York City Department of Education's (NYCDOE) Quality Review (QR) is a 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 Quality Review Rubric.

During the two-day school visit, the reviewer visits classrooms, meets with school leaders, teachers, students, and parents, observes a teacher team meeting, and reviews school documents. Over the course of the school visit, the reviewer gathers evidence that will be used to determine the school's ratings on the 10 Quality Indicators. Schools present existing documents to contextualize the assessment of all Quality Indicators. With the exception of the School Self-Evaluation (SSEF), submitted prior to the school visit, principals and other members of the school community are not expected to create documents as evidence for the sole purpose of the Quality Review. At the end of the school visit, principals receive preliminary ratings and verbal feedback on 10 Quality Indicators, including an Area of Celebration (AoC) and an Area of Focus (AoF).

The QR process culminates with the Quality Review Report which reflects a rubric-based assessment of experiences and evidence gathered during the school visit. In addition to the 10 indicator ratings, a school's QR Report will include narrative feedback on six of the 10 indicators. The report will be sent to the principal approximately eight weeks following the school visit and will be published on the school's website.

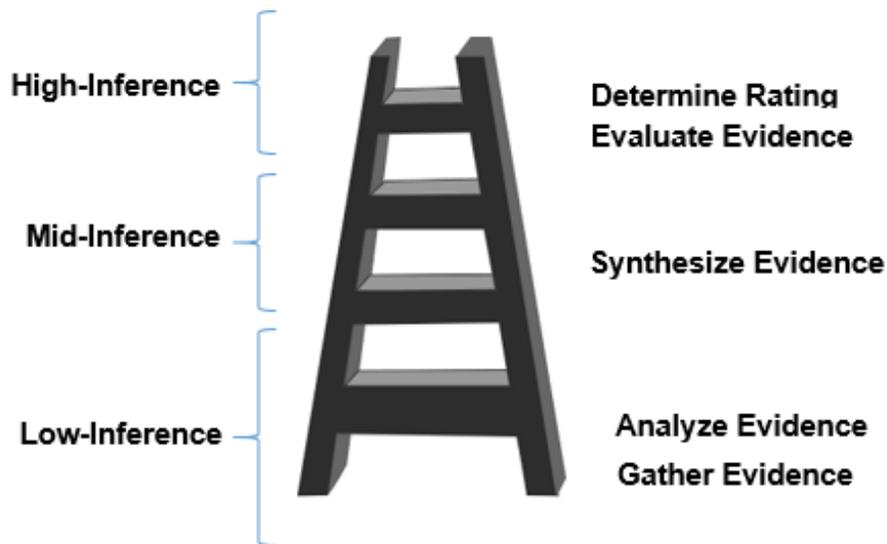
## Ladder of Inference

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.<sup>1 2 3</sup> 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, students, and parents. Evidence is also gathered from student work samples, lesson and unit plans, and data from central and school sources.

The reviewer moves up the ladder of inference to determine the findings and impact of school practices. At the end-of-day debrief on Day 1, reviewers share their thinking about findings and impact using mid-inference observations. In the reflection time prior to the feedback conference, the reviewer analyzes low-inference evidence and synthesizes mid-inference evaluative findings to determine the high-inference rating for each indicator.

When writing the report, the reviewer includes high-inference ratings as well as mid-inference statements that are supported by low-inference evidence.



<sup>1</sup> 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.

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

<sup>3</sup> 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 ensures ample opportunity to demonstrate student learning via work products across content areas, grade levels, and the diversity of learners in the school.

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.
- Evidence of student work that is available in classrooms and/or in student work folders may also be reviewed.
- Principals 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, multilingual learners (ELLs/MLLs), and general education students:

- Meet the expectations of the tasks
- Apply key concepts and/or content-specific academic vocabulary
- Develop and apply higher-order thinking skills in challenging and meaningful ways
- Develop and apply problem-solving abilities
- Apply grade-level, State, and content standards in the tasks
- Are held to the same expectations
- 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.

Principal-submitted student work samples are not rated separately or differently; they are assessed in relation to the criteria within the QR 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 principals will be specifically referenced in the Quality Review Report.

## Reviewers

Reviewers are experienced educators who are trained to conduct a Quality Review.

### Reviewer Code of Conduct

All reviewers are committed to a code of conduct that guides their work. Principals 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 principal 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
- Consistently shares emerging issues with school leaders during school 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
- Participates in 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 Quality Review Rubric. During trainings, reviewers collectively use the QR Rubric to examine school documents and reflect on evaluation criteria across rating categories. The language of the elements for the *Framework for Great Schools* will continue to be integrated into trainings around the QR, promoting a shared vision of school quality.

## **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 principals 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.

## Quality Review Rubric

The 2019-2020 Quality Review Rubric has 10 indicators within three quality 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

As schools strengthen practices outlined in the Quality Review Rubric to support student achievement, the impact of this work will be reflected within the elements of the *Framework for Great Schools*.

## 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

Principals will receive an official notification via email at least two weeks prior to their review.

Ahead of the visit, principals are asked to share a completed School Self-Evaluation Form, table of organization, bell schedule, and master schedule or program cards with the reviewer. The reviewer will collaborate with the principal to create a school-specific schedule. [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. During the feedback conference at the end of the review, the reviewer provides preliminary verbal feedback along with a printed Preliminary Ratings Form that provides a preliminary rating for each of the 10 Quality Indicators and lists an Area of Celebration, an Area of Focus, and eight Additional Findings. [See Stage 2: School Visit.](#)

### Stage 3: The Quality Review Report

Following the visit, the reviewer produces a written report that includes the ratings for each of the 10 Quality Indicators and narrative feedback on six high-leverage indicators. One indicator is identified as the AoC, another as the AoF, and four others as Additional Findings. 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. [See Stage 3: The Quality Review Report.](#)

### Stage 4: Report Verification

Once the draft report has gone through the quality assurance process, a program associate emails the draft report to the principal for verification. This process allows school leaders to confirm the factual accuracy of the report. [See Stage 4: Report Verification.](#)

### Stage 5: Appeal Process (if applicable)

If principals wish to contest any part of the Quality Review Report, they must email a completed appeal form to the program associate within 10 school days after receiving the school draft of the report. [See Stage 5: Appeal Process.](#)

## 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 principal, and collaborating with the principal on a school-specific schedule. Information gathered during the pre-review process provides context around a school, helps to inform conversations with the principal, 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 principal of the date of QR and shares the name and biography of reviewer(s)	Begins to prepare documents to submit in preparation of QR
Principal emails reviewer and program associate	Submits school documents (completed SSEF, organization sheet, bell schedule, master schedule or program cards)
Reviewer emails principal 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 principal to discuss upcoming QR	Asks any clarifying questions
Reviewer and principal develop school visit schedule	Collaborates with reviewer on developing the school-specific QR schedule

## SSEF and Documents to Submit

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

These documents include:

1. School Self-Evaluation Form (SSEF)
  - a. Included in the email notification that principals receive from the program associate is guidance on completing and submitting the School Self-Evaluation Form (SSEF). 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 SSEF, [See Appendix A](#).
    - ii. To download a copy of the SSEF, [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

Principals will be connected with the reviewer by email and phone.

### Email

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

#### Official Notification Email

Principals 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, the reviewer's bio, and the SSEF template. To ensure receiving the email notification, principals should not select the Safe Lists Only in Junk Mail Options in the Home tab in Outlook. Principals will be requested to submit a completed SSEF, school organization sheet or table of organization, a bell schedule, and a master schedule or program cards.

#### Reviewer Introduction Email

Principals 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 phone call during which the elements of the review will be discussed. Principals can expect to receive a sample review schedule and be asked to propose a schedule via email to the reviewer prior to their phone call.

#### Schedule Email

Any adjustments to the proposed schedule will be updated by the reviewer and emailed back to the principal 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 principal by phone on a date and time agreed to by both the reviewer and principal. The purpose of the call is to review the principal's proposed schedule and submitted documents, discuss the review process, and answer any questions related to the Quality Review. Topics for the phone call may include:

1. **School Visit Overview:** Reviewer offers an overview of all Quality Review events.
2. **SSEF:** Reviewer may ask clarifying questions regarding the content of the SSEF.
3. **Schedule:** Reviewer and principal 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 principal discuss staff in order to inform the reviewer's classroom selections.
5. **Further clarification:** Reviewer answers the principal'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, principals 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, principals are asked to generate a proposed schedule that takes into consideration the required QR events and their school's bell schedule. Principals are expected to email the schedule and other requested documents to the reviewer no later than 10 school days before the QR.

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 principal, will make any necessary adjustments to the proposed schedule. A conversation between the reviewer and the principal informs the principal's selection of classes for the second round of classroom visits that take place on Day 1 and Day 2.

## Sample School Visit Schedules

When creating a school visit schedule, consider each of the following required events and suggested duration for each:

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

#### Day 1

Duration	Event
60 – 90 minutes	Leadership Meeting 1
45 – 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)
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 45 minutes	Teacher Question-and-Answer Meeting 1
45 – 60 minutes	Leadership Meeting 2
60 – 90 minutes	Reviewer Reflection
30 – 45 minutes	End-of-Day Debrief

#### Day 2

Duration	Event
45 – 60 minutes	Leadership Meeting 3
30 – 45 minutes	Teacher Question-and-Answer Meeting 2
30 – 40 minutes	Large Group Student Meeting (10 students)
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 40 minutes	Mid-day Reflection (lunch)
30 – 40 minutes	Principal's Choice
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 40 minutes	Parent Meeting (8-10 parents)
10 – 15 minutes	End-of-Day Debrief
60 – 90 minutes	Reviewer Reflection
45 – 60 minutes	Feedback Conference

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

## 2. 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
60 – 90 minutes	Leadership Meeting 1	
20 minutes	Classroom Visit and Debrief (1) (w/ principal, AP and both reviewers)	
30 – 45 minutes	Classroom visits (2) w/ principal	Classroom visits (2) w/ AP
30 – 45 minutes	Small Group Student Meeting (6 students)	Classroom visits (3) with principal or AP Evidence review
40 – 45 minutes	Teacher Team Observation	
30 – 40 minutes	Mid-day Reflection (lunch) Associate reviewer departs	
30 – 45 minutes	Classroom visits (2) with principal	
30 – 45 minutes	Teacher Question-and-Answer Meeting 1	
45 – 60 minutes	Leadership Meeting 2	
60 – 90 minutes	Reviewer Reflection	
30 – 45 minutes	End-of-Day Debrief	

### Day 2

Duration	Event
45 – 60 minutes	Leadership Meeting 3
30 – 45 minutes	Teacher Question-and-Answer Meeting 2
30 – 40 minutes	Large Group Student Meeting (10 students)
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 40 minutes	Mid-day Reflection (lunch)
30 – 40 minutes	Principal's Choice
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 40 minutes	Parent Meeting (8-10 parents)
10 – 15 minutes	End-of-Day Debrief
60 – 90 minutes	Reviewer Reflection
45 – 60 minutes	Feedback Conference

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

### 3. Sample visit schedule for multi-site schools

#### Day 1

Duration	Event
60 – 90 minutes	Leadership Meeting 1
45 – 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)
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 45 minutes	Teacher Question-and-Answer Meeting 1
45 – 60 minutes	Leadership Meeting 2
60 – 90 minutes	Reviewer Reflection
30 – 45 minutes	End-of Day-Debrief
30 minutes	Transition travel time

#### Day 2

Duration	Event
45 – 60 minutes	Leadership Meeting 3
30 – 45 minutes	Teacher Question-and-Answer Meeting 2
30 – 40 minutes	Large Group Student Meeting (10 students)
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 40 minutes	Mid-day Reflection (lunch)
30 – 40 minutes	Principal's Choice
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 40 minutes	Parent Meeting (8-10 parents)
10 – 15 minutes	End-of-Day Debrief
60 – 90 minutes	Reviewer Reflection
45 – 60 minutes	Feedback Conference
30 minutes	Transition travel time

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 principal during the pre-review phone conference. 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	Principal participates in meeting	Participants selected by
Leadership Meeting 1	60 – 90 minutes	Interview format with a discussion about school practices in place and the impact of those practices on teaching and learning	Reviewer, principal, and may include members of the leadership cabinet	Yes	Principal
Leadership Meeting 2	45 – 60 minutes				
Leadership Meeting 3	45 – 60 minutes				
Classroom Visits & Debriefs (9 or 14*)	15 – 20 minutes	Reviewers gather evidence on instruction and engagement, student work, and assessment of learning. Visits are followed by an exchange between reviewer and principal about what was observed. For schools with fewer than 1,500 students: • Day 1 reviewer selects 3, principal selects 2 • Day 2 reviewer selects 2, principal selects 2 For schools with 1,500 students or more: • Day 1 reviewer selects 8, principal selects 2 • Day 2 reviewer selects 2, principal selects 2	Reviewer and principal	Yes	Reviewer and principal
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	Principal
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	Principal
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 principal
Large Group Student Meeting	30 – 40 minutes				
Parent Meeting	30 – 40 minutes	Reviewer discusses with parents their impressions of instruction, school culture, academic expectations and communication between school and home	Reviewer and parents	No	Principal
Principal's Choice	30 – 40 minutes	Principal 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, principal, and may include members of the leadership cabinet	Yes	Principal
Mid-day Reflection (2x)	30 – 40 minutes	Evidence review	Reviewer	No	Reviewer
Reviewer Reflection (2x)	60 – 90 minutes	Evidence review and rating of the 10 Quality Indicators	Reviewer	No	Reviewer
End-of-Day Debrief Day 1	30 – 45 minutes	Reviewer discusses with principal evidence presented over the course of the day.	Reviewer, principal, and may include members of the leadership cabinet	Yes	Principal
End-of-Day Debrief Day 2	10 – 15 minutes				
Feedback Conference	45 – 60 minutes	Reviewer shares preliminary ratings on the 10 indicators and provides verbal feedback that substantiates those ratings	Reviewer, principal, and may include members of the leadership cabinet or other key stakeholders	Yes	Principal

\*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, and previous Quality Review Reports. These reports inform overarching context to help provide background and focus for the review. Along with information from the SSEF, 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 Quality Review Rubric in three categories: the instructional core, school culture, and systems for improvement.

During the Quality Review visit, the reviewer visits classrooms and meets with school leaders, teachers, students, and parents in order to gather evidence to determine the ratings on the 10 Quality Indicators.

At the end of the two-day process, schools receive preliminary ratings and verbal feedback on the 10 Quality Indicators, including an Area of Celebration and an Area of Focus. Six of the 10 Quality Indicators will be written about in the school's published report that will be delivered to schools approximately eight weeks following the Quality Review.

## Record Book Overview

The 2019-2020 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 indicator.

The Record Book includes sample questions as guidance for reviewers to begin gathering evidence for each sub-indicator of the Quality Review 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 principal's choice event(s), the end-of-day debriefing sessions, and the feedback conference.

[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 Quality Review 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
- Unit plans and culminating tasks that situate the lessons viewed during classroom visits
- Student work that is yielded from lesson plans
- Prior unit plans, culminating tasks, and student work

Reviewers may ask for unit plans/tasks implemented to date and will take time of the year that the visit takes place and the work underway in each school into consideration.

Please note:

According to UFT contractual guidelines, curriculum is defined as:

- a) A list of content and topics,
- b) Scope and sequence; and
- c) 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 DOE and shared with the UFT. It is understood that the DOE’s obligation to provide curriculum shall extend to Core courses that may be electives.

As per the 2014 DOE-UFT Memorandum of Agreement:

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).

Teachers that are provided with a Curriculum (as defined in this agreement) have a professional responsibility to prepare Unit Plans. No teacher shall be required to prepare a Unit Plan for each curriculum unit, other than the attached, brief, one-page form agreed upon by the UFT and DOE, including teachers of multiple subjects for the same group of students (e.g., elementary school teachers, teachers of self-contained classes), who will include each subject taught on the attached one page form. Teachers shall not be required to prepare a Unit Plan in any format other than the attached form, agreed upon by the UFT and DOE.

## **Meetings with the School Leaders**

During the school visit, school leaders will meet with the reviewer three times. Each meeting will be between the principal and the reviewer. At the principal'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 assistant principals, the professional development committee leader, or instructional coach(es). Though not required, principals may choose to bring existing documents or evidence in order to illustrate school practices that are discussed in these meetings.

## **Classroom Visits and Debriefs**

The principal and reviewer will visit at least nine classrooms together throughout the two days to look for evidence and collect low-inference notes related to instruction, student engagement, assessment, expectations, and school culture. There is no expectation that teachers will receive feedback from the reviewer during the visit. 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.

A debrief with school leaders of all classrooms visited will occur in a timely manner relevant to the classroom visit and not be integrated into leadership meetings. Specific questions may be asked of principals based on their observations during classroom visits. 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 should select students who have missed no more than three to four days of school. In preparation for an unexpected student absence, reviewers will select alternate students.

### **Small Group**

A total of six students will participate in the small group student meeting. The reviewer selects four students based on demographic and student performance data or from visited classes. The principal 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.

### **Large Group**

A total of 10 students will participate in the large group student meeting. The reviewer selects eight students and the principal selects two. This group should include students who are representative of the student population at the school, including students across genders, grade levels, ethnicities, and achievement levels. ELLs/MLLs and students with disabilities should be

included appropriately given their prevalence in the student population. 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.

## **Meetings with the Teacher Teams**

The reviewer is looking and listening for evidence to determine teacher understanding of practices related to the instructional core, school culture, and the systems for improvement in the school.

### **Teacher Team Observation**

The reviewer, in collaboration with the principal, 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 principal 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 a group of teachers two times during the school visit. Each meeting will be between the reviewer and a group of teachers selected by the principal representing the various contents areas, grades, and teacher teams. At the principal's discretion, staff such as guidance counselors, coaches, and support staff may attend. Also, teachers from the teacher team meeting could be scheduled to attend one of the question-and-answer sessions to address any lingering questions from the teacher team meeting.

These conversations will focus on pedagogy, professional collaborations, the allocation of resources, teacher support and supervision, and school culture. 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 structures
- Their role in achieving school goals

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

## **Meeting with Parents**

Ideally, this group would include eight to ten parents of students across various grade levels, ethnicities, and diversity of learners, such as general education students, students with disabilities, ELLs/MLLs, 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 must be included. If non-English speaking parents participate, it is recommended that other parents who are willing to translate be invited.

Parents should come prepared to discuss:

- How the school supports their children'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 children meet the expectations
- How the school sets goals and communicates them

The parent coordinator should not expect to participate in the parent meeting.

## Principal's Choice

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

The 30-40 minutes may be broken up into no more than two shorter blocks of time. Principals 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 Quality Review Rubric as they do for every other event during the review process. Evidence gathered during the principal's choice event is not rated separately or differently; it is assessed in relation to the criteria within the Quality Review Rubric as is all other evidence gathered during the review process. In addition, there is no guarantee that evidence gathered in the principal's choice event will be specifically referenced in the Quality Review Report.

If a principal 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 principal. Additional leadership cabinet members may be present at the discretion of the principal. 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. This feedback should 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 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 within the first 30 minutes of the reviewer's reflection time.

## Feedback Conference Protocol

The last event at the end of Day 2 is the 45-60 minute feedback conference between the reviewer and the principal.

Attendees at the feedback conference include the reviewer, principal, and upon principal's invitation, key instructional leadership cabinet members and one representative of field or central support personnel, such as a leadership coach/mentor, district/borough staff, or Affinity/partner organization staff member. The feedback conference is conducted between the reviewer and principal; however, at the discretion of the principal, the other participants invited may contribute to the presentation of evidence as noted below in the overview.

### Step 1

Starting with the Area of Celebration, the reviewer reads the description of the Quality Indicator exactly as it appears in the Quality Review Rubric. Observed trends in practices and supporting evidence to substantiate the rating are then shared. Next, the reviewer shares the preliminary rating that was determined for this Quality Indicator. (~3 minutes)

The reviewer then repeats this process for the Area of Focus followed by each of the eight Quality Indicators that fall under Additional Findings. Regardless of which indicators are identified as the AoC and AoF, the sequence of the remaining eight should be the Instructional Core, School Culture, and Systems for Improvement. (~20-30 minutes)

### Step 2

The reviewer provides the principal and participants a copy of the Preliminary Ratings Form that contains the provisional rating of each Quality Indicator and identifies the selected AoC and AoF. (~2 minutes)

### Step 3

The principal then takes a few minutes to respond to the reviewer's feedback, comment on supporting evidence, preliminary ratings, and selected AoC and AoF, and present additional evidence that may not have been considered. The principal may also ask clarifying questions about what the reviewer said. (~10-15 minutes)

### Step 4

The reviewer may then invite other participants to offer evidence they believe was not taken into consideration in the various Quality Indicator ratings. The reviewer states that the preliminary ratings will stand and that any additional evidence presented will be documented in the Record Book and considered as the final ratings are determined during the report writing and quality assurance processes. (~5-10 minutes)

### Step 5

The reviewer ends the meeting by first acknowledging commentary and participant feedback and then by reminding the principal that a formal Quality Review Report will be sent to the school in approximately eight weeks. (~2 minutes)

## Stages 1 and 2 FAQ

**Question:** What if a school does not submit its SSEF 10 school days before the review?

**Response:** The SSEF is an opportunity for the school community to frame its work and help the reviewer understand school context, strengths, and priorities. Principals should make every effort to get the SSEF to the reviewer in a timely fashion.

**Question:** What if the reviewer does not contact the principal 10 school days before the review?

**Response:** If the school has not heard from the reviewer 10 school days before the visit, the Office of School Quality should be notified by emailing the program associate who sent the official email notification.

**Question:** Can reviewers conduct Quality Reviews at the same school more than once?

**Response:** Yes. However, reviewers are not assigned to conduct consecutive Quality Reviews at a school.

**Question:** Do reviewers contact the principal after the school visit?

**Response:** A reviewer may contact the principal with clarifying questions, if necessary.

## 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 school practices that are aligned to each of the indicators found within the Quality Review Rubric. The Quality Review report reflects a rubric-based assessment of experiences and evidence gathered during the school visit. In addition to the 10 indicator ratings, a school's final QR Report will include narrative feedback on six of the 10 indicators.

### Structure of the 2019-2020 Quality Review Report

The Quality Review report is organized into six sections:

1. **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:** provides the ratings for the 10 Quality Indicators in three categories (Instructional Core, School Culture, and Systems for Improvement) and identifies the Area of Celebration and Area of Focus
4. **Area of Celebration:** provides the findings, impact, and three to five bullets of supporting evidence that highlight an area in which the school does well to support student learning and achievement
5. **Area of Focus:** provides the findings, impact, and three to five bullets of supporting evidence that highlight an area the school should work on to support student learning and achievement
6. **Additional Findings:** provide the findings, impact, and three to five bullets of supporting evidence for four of the remaining eight Quality Indicators

## **Customized Feedback with a Focused Approach**

The Quality Review Report is customized to each school *and* is rooted in a focused set of high-leverage indicators that capture the system's priorities. The report provides the school community with evidence-based information about the school's development and serves as a source of feedback for the school leaders to fuel improvement planning and support for students.

Reviewers customize the narrative feedback by selecting indicators from across the entire rubric. In order to provide a comprehensive assessment of each school, and after careful consideration of all the evidence, the AoC is chosen from among the highest-rated indicators, the AoF is chosen from among the lowest-rated indicators, and the Additional Findings are chosen from among a prioritized set of focused indicators. These focused indicators are listed in priority order below.

1. 1.1 Curriculum, 1.2 Pedagogy, and 2.2 Assessment
2. 4.2 Teacher Teams and Leadership Development
3. 3.4 High Expectations
4. 4.1 Teacher Support and Supervision

The priority of these indicators is not meant to minimize the importance of any area of the rubric, but rather to provide consistent feedback to NYCDOE schools across school years.

## Indicators Included in the Quality Review Report

The report presents the Area of Celebration first, followed by the Area of Focus, and then the four additional indicators.

The report illustrated in Example A below will have narrative feedback on 1.4 Positive Learning Environment as the AoC, 5.1 Monitoring and Revising Systems as the AoF, and the Additional Findings will be 1.1 Curriculum, 1.2 Pedagogy, 2.2 Assessment, and 4.2 Teacher Teams and Leadership Development.

### Example A

<b>Instructional Core</b>	<b>Area</b>	<b>Rating</b>
1.1 Curriculum	Additional Finding	Proficient
1.2 Pedagogy	Additional Finding	Proficient
2.2 Assessment	Additional Finding	Proficient
<b>School Culture</b>	<b>Area</b>	<b>Rating</b>
1.4 Positive Learning Environment	Area of Celebration	Well Developed
3.4 High Expectations		Proficient
<b>Systems for Improvement</b>	<b>Area</b>	<b>Rating</b>
1.3 Leveraging Resources		Proficient
3.1 Goals and Action Plans		Proficient
4.1 Teacher Support and Supervision		Proficient
4.2 Teacher Teams and Leadership Development	Additional Finding	Proficient
5.1 Monitoring and Revising Systems	Area of Focus	Developing

The report illustrated in Example B will have narrative feedback on 4.2 Teacher Teams and Leadership Development as the AoC, 1.2 Pedagogy as the AoF, and the Additional Findings will be 1.1 Curriculum, 2.2 Assessment, 3.4 High Expectations, and 4.1 Teacher Support and Supervision.

### Example B

<b>Instructional Core</b>	<b>Area</b>	<b>Rating</b>
1.1 Curriculum	Additional Finding	Proficient
1.2 Pedagogy	Area of Focus	Developing
2.2 Assessment	Additional Finding	Proficient
<b>School Culture</b>	<b>Area</b>	<b>Rating</b>
1.4 Positive Learning Environment		Proficient
3.4 High Expectations	Additional Finding	Proficient
<b>Systems for Improvement</b>	<b>Area</b>	<b>Rating</b>
1.3 Leveraging Resources		Proficient
3.1 Goals and Action Plans		Proficient
4.1 Teacher Support and Supervision	Additional Finding	Proficient
4.2 Teacher Teams and Leadership Development	Area of Celebration	Well Developed
5.1 Monitoring and Revising Systems		Proficient

## **Understanding Findings, Impact, and Supporting Evidence**

The narrative feedback of each of the six Quality Indicators includes findings, impact, and supporting evidence (FISE) that align to the given Quality Indicator rating and address at least two of the three sub-indicators outlined in the rubric. FISE reflect the actual experiences of the school visit and are strongly connected, so that the findings and impact encompass and are validated by the supporting evidence, thereby creating a narrative. The reviewer takes great care to exclude detailed, sensitive, or private information that identify any individual student, member of the staff, or member of the community.

### **Findings**

The findings reflect the school as experienced during the review, connect to rubric language, align with the rating, reference at least two sub-indicators, and are no more than two sentences. For the Area of Celebration, the findings accentuate the positive practices that support student learning and achievement at the school. For the Area of Focus, findings state current practices at the school and describe the gap between the current rating and the next level of practice. In the event that the AoF is rated WD, the reviewer should indicate practices to deepen in order to enhance their effectiveness. In general, findings are written in the present tense to indicate ongoing practice.

### **Impact**

The impact is a mid-inference evaluative statement that connects to rubric language, aligns with the rating, references the same sub-indicators as the findings, and is no longer than two sentences. The impact is the result of the practices stated in the findings as they relate to student achievement, teacher practice, cognitive engagement, participation, and ownership of learning or college and career readiness. In general, impact is written in the present tense.

### **Supporting Evidence**

Supporting evidence for each indicator is gathered during the review and is used to illustrate and support the reviewer's findings and related impact statements in the report. Three to five pieces of supporting evidence are presented for each Quality Indicator with specific reference to the sub-indicators included in the findings and impact statements. The evidence addresses all of the criteria for the rating noted in the Quality Review Rubric and identifies schoolwide trends that strongly support both the stated findings and the impact. Relevant and current quantitative or qualitative data may be referenced when appropriate. It is expected that the reviewer provide mid-inference observations about the impact of the practices observed and the documents reviewed in each bullet. Supporting evidence may be written in the past tense to indicate that the practice took place during the review.

In the following examples, some statements are written in one sentence, and some are written in two sentences. One or two bullets of supporting evidence are used in these examples.

## Example 1: 1.1 Curriculum, Area of Celebration, Proficient

### Findings

School leaders and faculty ensure that curricula are aligned to State standards, with a schoolwide focus on research writing. Planning documents consistently demonstrate rigorous academic tasks that emphasize higher-order thinking skills for all students.

### Impact

Lesson plans and curriculum coherently promote career and college readiness by focusing on research and incorporating tasks that require higher-order thinking for all students, including ELLs/MLLs and students with disabilities.

### Supporting Evidence

- Science, social studies, English Language Arts (ELA), and math lesson plans demonstrate tasks that require students to analyze informational text with a focus on research writing. Students use close reading strategies to develop critical-thinking skills. In a grade six social studies unit, students research and read historical texts on leadership in early civilizations in the western hemisphere and debate the important decisions leading to the development of different governing structures. In a grade eight science unit, a lesson incorporates the use of close reading skills for students to research topics from the text, *The Omnivore's Dilemma*, by Michael Pollan, to write a research paper.

## Example 2: 1.2 Pedagogy, Area of Focus, Developing

### Findings

Teachers are in the process of implementing the school leader's instructional guidance on how students learn best and their strategies are becoming aligned to the curricula. Lessons inconsistently provide multiple entry points into the curricula.

### Impact

Students, including ELLs/MLLs and students with disabilities, are not consistently demonstrating high levels of thinking in work products as outlined in the Danielson *Framework for Teaching*. Tasks and discussion are not always accessible to all students.

### Supporting Evidence

- The school leader's belief that students learn best by "sharing what they know with peers, doing projects, completing tasks themselves, redirecting and refocusing themselves, and using State rubrics for self- and peer-assessment" is beginning to be implemented across classrooms. In a grade eight history class, students in small groups completed a worksheet as they discussed their answers in preparation for writing a paragraph using a schoolwide writing strategy.
- Although the lesson plan outlined generic multiple entry points for students in a grade six math class, all students had the same worksheet. In a science class, students conducted experiments while working in groups and discussing the scientific process. However, ELLs/MLLs, grouped together with no additional supports, were unable to discuss the process resulting in incomplete work products.

### **Example 3: 4.2 Teacher Teams and Leadership Development, Additional Finding, Proficient**

#### **Findings**

The majority of teachers are engaged in organized Collaborative Inquiry Groups (CIG) to explore effective teaching strategies and develop their own leadership skills.

#### **Impact**

Professional collaborations promote the achievement of school goals and the implementation of State standards, strengthening the instructional capacity of teachers and enhancing their voice in key decisions that affect student learning across the school.

#### **Supporting Evidence**

- A teacher stated, and others agreed, that the function of the CIGs is “to analyze student work to see areas of weakness and strength, to modify curriculum, and to make adjustments to it.” Teachers indicated that they share best practices, monitor how their students are performing by looking at student work, and analyze and track benchmark and other assessments, such as the twice-yearly administered Gates-MacGinitie Reading Test (GMRT). As a result of these practices, the instructional capacity of teachers has improved. School leaders documented an increase of 50 percent in the number of teachers rated highly effective since the beginning of the year on the *Framework for Teaching* component dealing with using assessment in instruction.

#### **Quality Assurance Process**

All reports go through a rigorous quality assurance process. The process is designed to make certain that the report content is aligned to the rubric and the rating and that information in the report is accurate. This process also ensures that the report provides feedback to school communities with ample supporting evidence that is specific to each school.

In the event that a rating changes during the quality assurance process from the preliminary ratings communicated to the principal during the feedback conference, the reviewer will contact the principal to discuss the change prior to the verification process.

## Stage 4: Report Verification

Prior to publication of the final Quality Review Report, the principal will receive an email of a school draft approximately eight weeks after the last day of the school's Quality Review. The principal has the opportunity to confirm the factual accuracy through a report verification process. The principal may respond using the Quality Review Report Verification Form within 10 school days. 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](#).

### Report Verification Review

Upon receiving the school draft of the Quality Review Report, principals 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 published. 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 published on the school's web page on the NYCDOE website. Principals may also appeal the rating(s) of specific indicators by providing rubric-aligned evidence and proof of impact, which is a separate process. For more information on this process, [See Appeal Process](#).

## Stage 5: Appeal Process

A principal can appeal the rating of any Quality Indicator. An appeal is initiated when a principal submits the Quality Review Appeal Request Form. Appeal requests should be submitted within 10 school days of the date of receipt of the school draft of the Quality Review Report. 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 the principal. 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 receipt of the school draft of the Quality Review Report.
  - Cite the specific 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 indicator(s) being appealed. These practices must appropriately align to the 2019-2020 Quality Review Rubric and must address all three sub-indicators for any indicator included in the appeal.
  - 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.
    - For example, if a principal is appealing a rating of Developing for indicator 2.2, the principal must provide labeled evidence that supports the proposed rating change to Proficient by demonstrating that each of the three sub-indicators, 2.2a, 2.2b, and 2.2c, is Proficient, as reflected in the language of the Quality Review Rubric.
2. A reviewer from the Office of School Quality will reach out to the principal 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.
4. If the appeal requires a reviewer to make a visit to the school in order to observe additional data/facts, the principal will be contacted by the Office of School Quality to schedule an appointment.

Upon completion of the investigation, a written response, including rationale for either revising or substantiating ratings of appealed indicators, will be sent to the principal along with the final Quality Review Report in approximately six weeks, which may be longer if the Office of School Quality determines a school visit is necessary.

## Appendix A: School Self-Evaluation Form (SSEF)



Office of School Quality

### Quality Review School Self-Evaluation Form 2019-2020

Name of Principal:	
Name and DBN of School:	
School Telephone Number:	
Principal's Direct Phone Number:	
Number of Years as Principal of This School:	

#### Purpose

This document serves to capture the principal and school community's evaluation of school practices and the impact of those practices. It is an entry point to understanding key practices, decisions, goals, and impact that are not captured elsewhere. It is *not* meant to be a comprehensive analysis of every aspect of the school community.

#### Guidance

- Prior to completing the School Self-Evaluation Form (SSEF) it is strongly recommended that you refer to the Quality Review Rubric, the Principal's Guide to the Quality Review (found on the [Quality Review website](#)), and your school's Comprehensive Educational Plan (CEP, 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 SSEF.
- Your responses should be focused on **practices** (actions your school has taken toward school improvement) and **impact** (results of those practices that can be connected to **teacher practice**, student achievement, cognitive engagement, participation, and ownership of learning).
  - An example of a **practice** is regularly scheduled teacher collaboration to review student work and discuss adjustments in classroom practices based on discovered student needs.
  - An example of **impact** is the percentage **or** average improvement in student outcomes as a direct result of the practice.
- Reviewer(s) will use this SSEF as a starting point to understand your evaluation of the practices and the impact of those practices currently taking place at your school.

Please limit your responses in each section to a maximum of two pages—the entire document should be no more than eight pages. When possible, please use bullets to list multiple points and examples.

#### Submission

Submit the completed SSEF to the Office of School Quality a minimum of 10 school days prior to your scheduled Quality Review. Please email the completed SSEF to the reviewer and to the Office of School Quality program associate who sent the initial review notice.

### **Instructional Core: curriculum, pedagogy, assessment**

Limit: 2 pages

Reflect on the curricula, pedagogy, and assessments at your school. Consider the following questions in your response:

- What are your core beliefs about how students learn best? What common practices illustrate these beliefs?
- How do teachers plan and refine curricula to meet the needs of the diversity of learners in your school? What system(s) do you have to assess adjustments to curricula and its alignment to State standards?
- What assessments do you and your staff administer across grades and subjects? How do you and your staff use data from these assessments to inform instruction?

Considering your responses to the questions above, what has been the **impact** of this work?

### **Culture: positive learning environment, high expectations**

Limit: 2 pages

Reflect on the learning environment and the communication of expectations at your school. Consider the following questions in your response:

- Describe any initiatives that the school community has undertaken to improve the learning environment and overall quality of school culture. What system(s) do you have to assess the quality of school culture?
- What are some shared expectations across the school and in what ways do you communicate those expectations to your school's constituents, including students, staff, and families?
- In what ways do you and/or your staff communicate with families to support students' progress as they prepare for the next grade, the next school level, and college and career?

Considering your responses to the questions above, what has been the **impact** of this work?

### **Systems for Improvement: goals, teacher support, teacher teams**

Limit: 2 pages

Reflect on the systems in place at your school for setting goals, supporting teachers, and structuring teacher teams. Consider the following questions in your response:

- What are the schoolwide goals that illustrate your vision? Are there schoolwide systems established for communicating goals and monitoring progress? If so, what are they?
- How do you use teacher observation data to support teacher development and inform professional development?
- What teacher teams are in place at the school? How do the teams use student work and data to inform decisions?
- What system(s) do you have to assess your staff's professional development, quality of teacher team work, and use of time?

Considering your responses to the questions above, what has been the **impact** of this work?

## Optional

Limit: 2 pages

Please share any additional information you believe is crucial to understanding the context of your school's community, if such information has not yet been referenced. Examples may include, but are not limited to:

- Special school initiatives
- Participation in special programs or major grant-funded activities
- Activities or initiatives for which the school has recently received public recognition
- Any additional highlights, practices, or features unique to your school or academic program

## Appendix B: Sample Preliminary Ratings Form

 <b>Department of Education</b> <small>Chancellor Richard A. Carranza</small>	Office of School Quality
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### Quality Review Preliminary Ratings Form 2019-2020

This form presents the preliminary ratings of the 10 Quality Indicators at the end of the Quality Review. Ratings on this form are **provisional** pending the completion of the quality assurance process.

<b>Name and DBN of School:</b>	
<b>Name of Principal:</b>	
<b>Reviewer Name(s):</b>	
<b>Dates of Review:</b>	

### School Quality Criteria

Instructional Core		
	Area	Rating
1.1 Curriculum	Choose an item.	Choose an item.
1.2 Pedagogy	Choose an item.	Choose an item.
2.2 Assessment	Choose an item.	Choose an item.
School Culture		
	Area	Rating
1.4 Positive Learning Environment	Choose an item.	Choose an item.
3.4 High Expectations	Choose an item.	Choose an item.
Systemic for Improvement		
	Area	Rating
1.3 Leveraging Resources	Choose an item.	Choose an item.
3.1 Goals and Action Plans	Choose an item.	Choose an item.
4.1 Teacher Support and Supervision	Choose an item.	Choose an item.
4.2 Teacher Teams and Leadership Development	Choose an item.	Choose an item.
5.1 Monitoring and Revising Systems	Choose an item.	Choose an item.

# Appendix C: Quality Review Report Verification Form



Office of School Quality

## Quality Review Report Verification Form 2019-2020

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

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

**Note:** The principal may also appeal the rating of specific indicators by providing rubric-aligned evidence and proof of impact, which is a separate process. For more information on this process, see the Stage 5: Appeal Process section in the Principal's Guide to the Quality Review.

<b>Name and DBN of School:</b>	
<b>Name of Principal:</b>	
<b>Reviewer Name(s):</b>	
<b>Dates of Review:</b>	

Page, Paragraph	Text in Need of Correction	Factual Information Required to Amend the Error

## Appendix D: Appeal Request Form

## Quality Review Appeal Request Form 2019-2020

Submit the Quality Review Appeal Request Form by 5:00 p.m. 10 school days following receipt of the school draft of the Quality Review Report.

- Cite the specific 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 indicator(s) being appealed. These practices must appropriately align to the 2019-2020 Quality Review Rubric and must address all three sub-indicators for any indicator included in the appeal.
- 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.

<b>Name and DBN of School:</b>	
<b>Name of Principal:</b>	
<b>Reviewer Name(s):</b>	
<b>Dates of Review:</b>	
<b>Date of Appeal:</b>	

Indicator(s) and Rating(s)	Supporting Practices	Evidence of Impact	Documents
<p><i>List the appealed indicator, the current indicator rating, and the proposed indicator rating.</i></p>	<p><i>Describe the practices for all three sub-indicators, aligned to the 2019-2020 Quality Review Rubric, that support the proposed rating. Practices are specific actions your school engages in to improve achievement.</i></p>	<p><i>Describe the impact of the supporting practices on student performance and/or professional practice.</i></p>	<p><i>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 of the three sub-indicators linked to the appealed indicator.</i></p>
<p>Indicator:</p> <p>Current Rating:</p> <p>Proposed Rating:</p>	<p>a.</p>	<p>a.</p>	<p>a.</p>
	<p>b.</p>	<p>b.</p>	<p>b.</p>
	<p>c.</p>	<p>c.</p>	<p>c.</p>

# Accessibility Report

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## Summary

The checker found no problems in this document.

- Needs manual check: 2
- Passed manually: 0
- Failed manually: 0
- Skipped: 1
- Passed: 29
- Failed: 0