

# Quality Review Report

## 2022-2023

**School Name**

**DBN**

**Street  
Borough  
NY ZIP**

**Principal:**

**Dates of Review:**

**Lead Reviewer:**

## The Quality Review Report

The Quality Review is a process that evaluates how well schools are organized to support student learning and teacher practice. During the review, the reviewer visits classrooms, talks with parents/caregivers, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all sub-indicators of the 10 Quality Indicators of the School Quality Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement.

## Information about the School

The [Insert School Name] School serves students in grades [Insert grade level]. Information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, can be found at <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

# School Quality Rubric Ratings

## Instructional Core

| Indicator/<br>Sub-<br>Indicator | Practice and Impact | Rating |
|---------------------------------|---------------------|--------|
|---------------------------------|---------------------|--------|

**1.1 Curriculum:** Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to State standards and/or content standards

|      |  |  |
|------|--|--|
| 1.1a |  |  |
| 1.1b |  |  |
| 1.1c |  |  |

**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 |  |  |
| 1.2b |  |  |
| 1.2c |  |  |

**2.2 Assessment:** Align assessments to curricula, use on-going assessments and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

|      |  |  |
|------|--|--|
| 2.2a |  |  |
| 2.2b |  |  |
| 2.2c |  |  |

## School Culture

| Indicator/<br>Sub-Indicator | Practice and Impact | Rating |
|-----------------------------|---------------------|--------|
|-----------------------------|---------------------|--------|

|                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.4 Positive Learning Environment:</b> Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults |
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|      |  |  |
|------|--|--|
| 1.4a |  |  |
| 1.4b |  |  |
| 1.4c |  |  |

|                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.4 High Expectations:</b> Establish a culture for learning that communicates high expectations that promote college and career readiness to staff, students, and families, and provide support to achieve those expectations |
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|             |  |  |
|-------------|--|--|
| <b>3.4a</b> |  |  |
| <b>3.4b</b> |  |  |
| <b>3.4c</b> |  |  |

## Systems for Improvement

| Indicator/<br>Sub-Indicator | Practice and Impact | Rating |
|-----------------------------|---------------------|--------|
|-----------------------------|---------------------|--------|

|                                                                                                                                                                                                        |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <b>1.3 Leveraging Resources:</b> Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|             |  |  |
|-------------|--|--|
| <b>1.3a</b> |  |  |
| <b>1.3b</b> |  |  |
| <b>1.3c</b> |  |  |

|                                                                                                                                                                                                                                                   |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <b>3.1 Goals and Action Plans:</b> Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|             |  |  |
|-------------|--|--|
| <b>3.1a</b> |  |  |
|-------------|--|--|

|      |  |  |
|------|--|--|
| 3.1b |  |  |
| 3.1c |  |  |

**4.1 Teacher Support and Supervision:** Observe teachers using the Danielson *Framework of Teaching* along with the analysis of learning outcomes to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection

|      |  |  |
|------|--|--|
| 4.1a |  |  |
| 4.1b |  |  |
| 4.1c |  |  |

**4.2 Teacher Teams and Leadership Development:** Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

|      |  |  |
|------|--|--|
| 4.2a |  |  |
| 4.2b |  |  |
| 4.2c |  |  |

**5.1 Teacher Teams and Leadership Development:** Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

|             |  |  |
|-------------|--|--|
| <b>5.1a</b> |  |  |
| <b>5.1b</b> |  |  |
| <b>5.1c</b> |  |  |