

# Quality Review Report

## 2018-2019

**School Name**

**School Designation 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, 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 ten indicators of the Quality Review 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. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

## Information about the School

[Insert name of school] serves students in grades [insert grade span]. 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 Ratings

Instructional Core		
<i>To what extent does the school...</i>	Area	Rating
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	Choose an item.	Choose an item.
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Choose an item.	Choose an item.
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	Choose an item.	Choose an item.

## School Quality Ratings continued

<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area</b>	<b>Rating</b>
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	Choose an item.	Choose an item.
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Choose an item.	Choose an item.
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area</b>	<b>Rating</b>
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products	Choose an item.	Choose an item.
3.1 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	Choose an item.	Choose an item.
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection	Choose an item.	Choose an item.
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Choose an item.	Choose an item.
5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS	Choose an item.	Choose an item.

## Area of Celebration

**Quality Indicator:**

Choose an item.

**Rating:**

Choose an item.

### Findings

Findings reflect the school as experienced during the review, connect to rubric language, align with the rating, reference at least two sub-indicators, are no more than two sentences, and accentuate the positive practices that support student learning and achievement at the school.

### Impact

Impact is a mid-inference evaluative statement that connects to rubric language, aligns with the rating, references the same two sub-indicators as the findings, and is no longer than two sentences.

### Supporting Evidence

There must be at least three, and no more than five, bullets of site-based evidence of practice that clearly support the **findings** and the **impact**. Each bullet must include a mid-inference statement (mid-inference), evidence reflecting the experience of the review, and carefully selected quotes or data.

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## Area of Focus

**Quality Indicator:**

Choose an item.

**Rating:**

Choose an item.

### Findings

Findings reflect the school as experienced during the review, connect to rubric language, align with the rating, reference at least two sub-indicators, are no longer than two sentences, state current practices at the school, and describe the gap between the current rating and the next level of practice.

### Impact

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### Supporting Evidence

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## Additional Finding

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Choose an item.

**Rating:**

Choose an item.

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