

# NYC School Quality Rubric 2022-2023: Big Ideas by Indicator and Sub-indicator

Instructional Core			School Culture	
<p><b>Indicator 1.1</b> Rigorous, engaging, and coherent curricula aligned to State standards and/or content standards</p> <p>a) Curricula aligns to State standards and expectations for CRSE practices</p> <p>b) Rigorous habits and higher order skills for all</p> <p>c) Planning and revising to ensure access to curricula and cognitive engagement for all students</p>	<p><b>Indicator 1.2</b> Research based, effective instruction that yields high quality student work</p> <p>a) Shared beliefs aligned to pedagogy and curricula and informed by the Danielson Framework, State Standards, and CRSE practices</p> <p>b) Teaching strategies provide multiple entry points that engage all learners</p> <p>c) High levels of student thinking and participation that culminate in meaningful work products</p>	<p><b>Indicator 2.2</b> Curricula-aligned assessment practices that inform instruction</p> <p>a) Curricula-aligned assessment practices and grading policies that provide actionable feedback</p> <p>b) Common assessment analysis that drives curricular and instructional adjustments</p> <p>c) Checks for understanding and student self-assessment that lead to effective lesson adjustments</p>	<p><b>Indicator 1.4</b> Structures for a positive learning environment, inclusive culture, and student success</p> <p>a) Safe and inclusive school culture</p> <p>b) School coordinates social-emotional learning, attendance, and youth development for academic success</p> <p>c) Aligned professional learning and supports for adoption of effective academic and personal behaviors</p>	<p><b>Indicator 3.4</b> A culture of learning that communicates and supports high expectations that promote college and career readiness</p> <p>a) Communication of high expectations to staff, inclusive of training, and a system of accountability</p> <p>b) Communication of and support for families' understanding of high expectations for college and career readiness</p> <p>c) Staff communicate and support high expectations to all students</p>
Systems for Improvement				
<p><b>Indicator 1.3</b> Aligned resource use to support instructional goals that meet all students' needs</p> <p>a) Resource use aligns to instructional goals</p> <p>b) Use of time improves instruction and challenges all students</p> <p>c) Student programs align to staff expertise and support access to learning that leads to college and career readiness</p>	<p><b>Indicator 3.1</b> School-level theory of action and goals shared by the school community</p> <p>a) School-level goals and theory of action are tracked for progress and accelerate student learning</p> <p>b) Data driven needs assessments inform school-level goals, action plans, and professional learning</p> <p>c) Community involvement in setting school-level goals and action plans</p>	<p><b>Indicator 4.1</b> Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes</p> <p>a) Teacher growth supported by effective feedback and next steps from observations and data</p> <p>b) Feedback to teachers supports development and offers trends and next steps using the Danielson Framework</p> <p>c) Data informed professional learning and teacher/administrator performance-based decisions</p>	<p><b>Indicator 4.2</b> Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice</p> <p>a) Teacher teams engage in collaborative inquiry that supports goals and strengthens teacher capacity</p> <p>b) Student work/data analysis within teams improves curricula, teaching, and learning</p> <p>c) Embedded distributed leadership structures that influence key decisions</p>	<p><b>Indicator 5.1</b> Regularly evaluate school level decisions with a focus on State standards and expectations for CRSE practices</p> <p>a) Evaluating and adjusting curricular and instructional practices based on student needs</p> <p>b) Evaluating school culture and expectations to make adjustments</p> <p>c) Evaluating and adjusting use of resources, teacher team effectiveness, and professional learning</p>