



Quality Review

Guide for School Leaders

2024-2025

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2024-2025 Quality Review Process

The 2024-2025 Quality Review process evaluates how well schools are organized to support student learning and teacher practice. The quality of school practices and their impact are rated based on criteria of the NYC School Quality Rubric. This review process focuses on the three Quality indicators and nine sub-indicators within the Instructional Core: Curriculum, Pedagogy, and Assessment.

During the one-day school visit, the reviewer visits classrooms, meets with school leaders, teachers, and students, 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 each sub-indicator of the three Instructional Core Quality Indicators for a total of nine sub-indicator ratings. Schools present existing documents to contextualize the assessment of the Quality Indicators. Apart from the Self-Evaluation Form (SEF), submitted prior to the school visit, school leaders and other members of the school community are discouraged from creating documents for the sole purpose of the Quality Review.

At the end of the school visit, the reviewer produces and shares a Quality Review Report reflecting a rubric-based assessment of evidence gathered. The report includes ratings and rubric descriptions for all nine sub-indicators. The report is discussed during the Culminating Conference between the school leader and the reviewer. Following the Culminating Conference, the school leader has an opportunity to appeal within 10 school days, at which point the report is considered finalized.

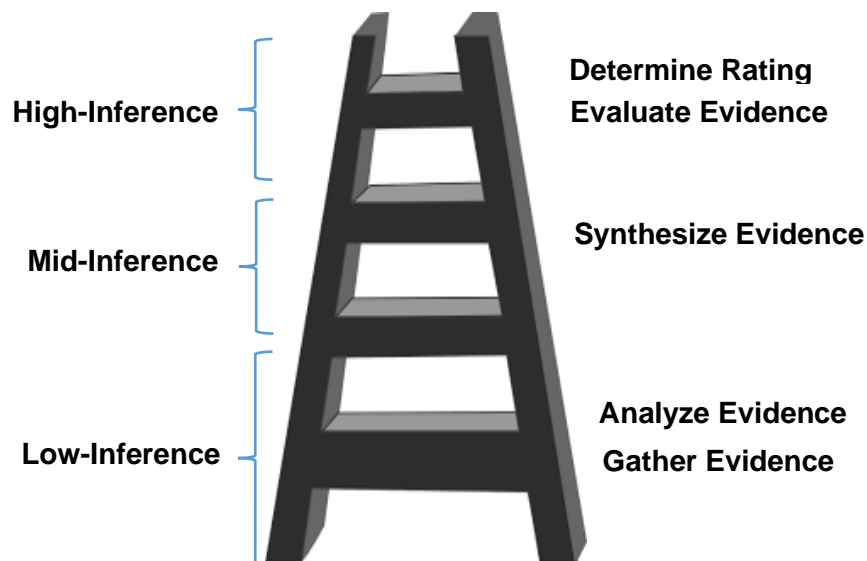
Ladder of Inference

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

Low-inference evidence is recorded in notes, which detail what is said and done by students and teachers during classroom visits, and in conversations with school leaders, teachers, and students. Evidence is also gathered from student work samples, lesson and unit plans, and data from central and school sources. During the school visit, there are opportunities for the reviewer to share low-inference observations with the school leader. For example, after a classroom visit, the reviewer shares with the school leader what they saw and heard during the observed part of the lesson. Also, during the Mid-day School Leader Check-in, the reviewer may indicate gaps in evidence to inform the need for additional evidence or for the school leader to ask clarifying questions.

During other events of the school visit process, the reviewer moves up the ladder of inference to determine the findings and impact of school practices. During reflection time, the reviewer analyzes low-inference evidence and synthesizes mid-inference evaluative findings to determine the high-inference ratings for each of the nine sub-indicators across all three Quality Indicators of the Instructional Core.

When providing feedback during the Culminating Conference, the reviewer includes high-inference ratings, as well as mid-inference practice and impact statements for each sub-indicator.



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

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

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

Reviewers

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

Reviewer Code of Conduct

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

The code of conduct requires that each reviewer:

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

Reviewer Professional Learning

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

Reviewers and Other Review Participants

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

Lead Reviewer

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

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 present throughout the review to support the lead reviewer.

NYC School Quality Rubric

The NYC School Quality Rubric is comprised of 10 Quality Indicators and 30 sub-indicators within three categories. [See the School Quality Evaluation and Professional Learning website.](#)

The 2024-25 Quality Review will focus on the three Instructional Core Quality Indicators and nine sub-indicators.

Instructional Core

- 1.1 Curriculum
- 1.2 Pedagogy
- 2.2 Assessment

School Culture

- 1.4 Positive Learning Environment
- 3.4 High Expectations

Systems for Improvement

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

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

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

Stages of the 2024-2025 Quality Review Process

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

Stage 1: Pre-review Work

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

Stage 2: School Visit

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

Stage 3: The Quality Review Report

The Quality Review report reflects a rubric-based assessment of experiences and evidence gathered during the school visit. At the end of the school visit, reviewers generate an evaluative report that assigns individual ratings of Underdeveloped, Developing, Proficient, or Well Developed to school practices that are aligned to each of the sub-indicators found within the three Quality Indicators of the Instructional Core of the School Quality Rubric. One indicator is identified as the Area of Celebration (AoC) and one as the Area of Focus (AoF). The report is discussed with school leaders during the Culminating Conference scheduled at the end of the school visit. **See Stage 3: The Quality Review Report**

Stage 4: Culminating Conference

The Culminating Conference is the final event of the Quality Review. This meeting with school leaders is meant to be a space where reviewers provide verbal feedback that substantiates the Instructional Core Review Report ratings, beginning with the sub-indicators of the Area of Celebration (AoC) and Area of Focus (AoF) followed by the remaining sub-indicators of the Instructional Core Indicators. **See Stage 4: Culminating Conference.**

Stage 5: Post-review Work

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

Stage 1: Pre-review Work

Reviewers spend a lot of time and effort preparing for the Quality Review before the school visit. This preparation includes reviewing key school information and submitted documents, discussing the upcoming review with the school leader, and collaborating with the school leader on a school-specific schedule. Information gathered during the pre-review process provides context around a school, helps to inform conversations with the school leader, frames the time spent in the school, and streamlines evidence gathering by driving the direction and level of questioning throughout the review. We have created a secured SharePoint folder, specific to your school, to make it easy to share documents with your reviewer. If your school uses a different platform to save and share documents please let the reviewer know and provide them access to those documents.

The pre-review process occurs as follows:

Step	School Leader Action Steps
Program associate notifies School Leader of the date of the school visit and shares the name and biography of reviewer(s) along with a SharePoint folder for the school to use for sharing documents	Begins to prepare documents to submit in preparation of the Quality Review
School Leader emails reviewer and program associate	Submits school documents (completed SEF, organization sheet, bell schedule, master schedule or program cards) in the school's SharePoint folder
Reviewer emails School Leader to schedule the pre-review call, reminder on document submission deadline, and shares links to SharePoint and supporting resources on the InfoHub	Confirms pre-review call
Reviewer emails School Leader a draft review schedule	Review schedule ahead of pre-review call to discuss any questions or changes needed
Reviewer calls School Leader to discuss upcoming review	Asks any clarifying questions and confirms review schedule
Reviewer emails School Leader a confirmed review schedule	Confirms receipt of the schedule

All emails between the reviewer and the school leader should include the assigned program associate.

Documents to Submit

School Leaders provide reviewers with school information to provide additional context and help facilitate the school visit's logistics.

These documents include:

1. Self-Evaluation Form (SEF)
 - a. included in the email notification that school leaders receive from the program associate is guidance on completing and uploading the Self-Evaluation Form (SEF). This is a crucial document that will enable the reviewer to understand the school's evaluation of its practices and impact. The SEF will contain sections suggesting school-based documents to be shared with reviewers using the secured SharePoint folder ahead of the review.
 - i. To view a copy of the SEF, **See Appendix A.**

- ii. To download a copy of the SEF, [See School Quality Evaluation and Professional Learning website](#).
2. School organization sheet or table of organization
3. School bell schedule
4. School master schedule or program cards

All documents should be uploaded to the school's SharePoint approximately 10 school days before Day 1 of the school visit.

Connecting with the School Leader

Email

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

Official Notification Email

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

Reviewer Introduction Email

School Leaders will then receive an email from the reviewer. In this email, the reviewer will suggest a date and time for a Microsoft Teams call during which the elements of the review will be discussed. School Leaders can expect to receive a review schedule the day before the pre-review call and be asked to review the schedule prior to their call.

Schedule Email

Any adjustments to the proposed schedule will be updated by the reviewer after the pre-review call and emailed back to the school leader before the school visit. All required components of the review will be included in the proposed schedule except for the specific reviewer-selected classes.

Pre-review Call

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

1. **School Visit Overview:** Reviewer offers an overview of the day.
2. **Shared Documents:** Reviewer may ask clarifying questions regarding the content of the SEF or other shared documents.
3. **Schedule:** Reviewer and School Leader discuss the proposed schedule, except for the selection of specific classes or students. They collaborate on finalizing the schedule based on the school's class/prep schedule.
4. **Table of organization:** Reviewer and School Leader discuss staff in order to inform the reviewer's classroom selections.

5. **Further clarification:** Reviewer answers the School Leader's questions regarding process and protocols.

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

Creating the Quality Review Schedule

About 10 days prior to the review, school leaders will share their bell schedules, teacher programs/flow of the day, and organizational charts so that reviewers can begin to draft a schedule to be shared with the school leader by COB the day before the Pre-review Call. Reviewers will use the teacher program and bell schedule shared by the school leader to create the schedule for the Quality Review. Scheduling will take into account the school's bell schedule and will be aligned to programming as much as possible to reduce programming changes. In K-5 classes, the reviewer will select one English Language Arts (ELA) class and the school leader should choose another. In high schools, the reviewer will select a Gr 9 Algebra class and the school leader could select another if the school offers other sections.

Collaboratively Designing the School Visit Schedule

Upon receipt of the proposed Quality Review schedule, the school leader should review it keeping the following in mind:

- Are all the required events accounted for?
- Is there sufficient time allocated to each required event?
- Is the proposed schedule aligned to the school's bell schedule?
 - Misalignment can result in unnecessary coverages, late arrivals to meetings, and wasteful gaps of time.
- Are there clear morning and afternoon rounds of classroom observations scheduled separated by at least one event that does not require the presence of School Leaders?

School Visit Event Overview

When reviewing the school visit schedule sent by the reviewer, consider each of the following required events and suggested duration for each:

Event	Duration	Description	Participants	School Leader participates in meeting	Participants selected by
Leadership Meeting	90 minutes	Interview format with a discussion about school practices in place, and the impact of those practices on teaching and learning	Reviewer, School Leader, and may include members of the leadership team	Yes	School Leader
Classroom Visits & Debriefs (5)	15 minutes + 5-minute debrief	Reviewers gather evidence on instruction and engagement, student work, and assessment of learning. Visits are followed by an exchange between reviewer and School Leader about what was observed. Reviewer selects 3, School Leader selects 2	Reviewer and School Leader	Yes	Reviewer and School Leader
Teacher Meeting	45 minutes	Reviewer discusses with teachers' school practices in place, and the impact of those practices on teaching and learning	Reviewer and teachers*	No	School Leader
Student Meeting	45 minutes	Reviewer discusses with students' specific pieces of their work and their experiences as learners	Reviewer and students	No	Reviewer and School Leader
Mid-day School Leader Check-in	15 minutes	Reviewer and School Leader debrief following the first three classroom visits to establish the lens for the reviewer's analysis of evidence, and as an opportunity for the reviewer to request additional documents	Reviewer and School Leader	Yes	School Leader
Mid-day Reviewer Reflection	30 minutes	Brief reflection time mid-day for the reviewer to reflect on evidence gathered thus far	Reviewer only	No	NA
Reflection Time	60 minutes	Reflection time at the end of the day for the reviewer to review any documents and evidence submitted throughout the day	Reviewer only	No	NA
Culminating Conference	30-45 minutes	An end of day, a conference where reviewer will share findings, AoC, AoF, and relevant evidence with the School Leaders and their team	Reviewer, School Leader, and if the leader chooses may include members of the leadership team, and one Central or district support person	Yes	School Leader

*The UFT chapter leader should be invited to the teacher meeting.

Schedule Considerations for Multi-Site School

- For the Teacher Meeting, a representative sample of teachers across grades and content areas from all sites should participate. If need be, the school leader can set up a virtual meeting so that all sites are represented.

- For the Student Meeting, when possible, students should participate in person. If students from all sites cannot be present, a virtual meeting can be arranged by the School Leader. In a D75 setting, paraprofessionals may be present to support students during the meeting.

If students are participating virtually, please provide access to their student work samples before the meeting.

School Context Provided to Reviewers

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

Reviewers look at recent school information and data including reports like School Quality Reports, Insight, and the SEF. Reviewers also consult an array of other school, teacher, and student data to develop questions to ask during the review to gain a deeper understanding of the school's practices.

Stage 2: School Visit

The Quality Review school visit is a one-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 the NYC School Quality Rubric. This review will focus on the three Quality Indicators containing nine sub-indicators in the Instructional Core.

During the school visit, the reviewer visits classrooms and meets with school leaders, teachers, and students to gather evidence to determine the ratings on each sub-indicator of the Instructional Core.

Record Book Overview

The 2024-25 Quality Review Record Book is used by reviewers to document findings and evidence gathered throughout the review process. Reviewers record low- and mid-inference statements throughout the review that will inform the rating of each sub-indicator.

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

The Record Book is organized into sections devoted to pre-review preparation, meetings with leadership, students, and teachers, classroom visits, Mid-day School Leader Check-in, and the Culminating Conference. [See the School Quality Evaluation and Professional Learning website.](#)

Review of Curricula and Other School-Level Documents

In an agreement between the NYC Public Schools 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 NYC School Quality Rubric has no stance on what curriculum a school has selected or developed. The assessment of Quality Indicator 1.1 focuses on purposeful decision-making regarding a school’s curriculum, the effectiveness of planning to meet students’ needs, and the degree to which all students have access to challenging and rigorous learning experiences.

Reviewers may review the following instructional/curricular documents:

- Lesson plans from classroom visitations conducted during the school visit
- Culminating tasks and unit plans (if available) that situate the lessons viewed during classroom visits
- Student work that is yielded from lesson plans
- Prior plans, culminating tasks, and student work

Reviewers may review unit plans/tasks if available.

Please note:

According to UFT contractual guidelines, curriculum is defined as:

- A list of content and topics,
- Scope and sequence; and
- A list of what students are expected to know and be able to do after studying each topic.

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

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

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

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

Looking at Student Work

Assessing student work during the Quality Review, provides the opportunity for school staff to demonstrate student learning via work products across content areas, grade levels, and the diversity of learners in the school. The analysis of student work is an integral part of the process and may be reflected in more than one Quality Indicator.

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

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

During reviewer reflection time, reviewers will analyze patterns and trends in student work across grades and subject areas. They will determine if there is evidence that all students,

including students with disabilities, Multilingual Learners, historically marginalized groups, and general education students:

- Are engaged with grade level tasks and resources,
- 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,
- 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.

School Leader-submitted student work samples are not rated separately or differently; they are assessed in relation to the criteria within the NYC School Quality Rubric as is all other student work reviewed during the review process.

Meeting with School Leaders

School Leaders will meet with the reviewer once in the morning in the form of a Leadership Meeting and for a Mid-day check-in.

Leadership Meeting

The Leadership Meeting is a component of the Quality Review. This meeting will provide a space for School Leaders to share with the reviewer school practices related to the Instructional Core and their impact on student achievement. This meeting will take place at the start of the visit and will be 90 minutes long. At the leader's discretion, additional school leaders and staff who are knowledgeable about the school's practices and impact are welcome to join the conversation. For example, the leader may choose to include other School Leaders, members of the Instructional Leadership Team (ILT), or instructional coach(es). Though not required, School Leaders may bring existing documents or evidence to illustrate school practices discussed in these meetings.

The reviewer will take about 3-5 minutes to review logistics for the day, such as the schedule and flow, before the Leadership Meeting. The reviewer should begin by sharing the schedule for the day, including the first round of classroom observations and the list of students selected by the reviewer to participate in the student meeting. Ask the School Leader to confirm the attendance of teachers and students identified.

In preparation for this Leadership Meeting, reviewers may select questions from the Record Book to ask School Leaders that are aligned to the Instructional Core and informed by the content provided and artifacts shared in the Self-Evaluation Form (SEF), the school's data trails, and any other artifact shared prior to the Quality Review. The reviewer, as a facilitator of the school visit, should begin the meeting by sharing the norms for this exchange:

- Maintain respectful dialogue
- Focus on evidence and avoid assumptions
- Build collaborative understanding

This conversation is focused on the Instructional Core.

Mid-day School Leader Check-in

The Mid-day School Leader Check-in will be approximately 15 minutes and will take place prior to or just after the mid-day Reviewer Reflection. The purpose of this meeting is to discuss noticings from classroom visits and interviews conducted thus far. This short check-in should be used to share low-to mid-inference practice and impact statements based on the events observed throughout the morning. In addition, the reviewer may take this opportunity to request certain documents pertinent to the review of the Instructional Core.

Classroom Visits and Debriefs

Classroom Visits

The school leader and reviewer will visit five classrooms together and collect low-inference notes related to curriculum, pedagogy, and assessment. School Leaders are encouraged to represent themselves as an observer of the lesson during visits and not interfere with, alter, or make suggestions to teacher-led instructional plans.

If lesson plans are available, they should be provided to the reviewer ideally within the first five minutes of entering the visited classroom. The manner in which the reviewer receives lesson plans should be determined in collaboration with the school leader before classroom visits begin. Each classroom is visited for approximately 15 minutes. The Classroom Visitation Tool must be completed for each classroom; it is an evidence-gathering document that focuses on three key areas. **See the Classroom Visitation Tool.**

- Instruction and engagement, as evident in teaching and student learning
- Student tasks and work as well as assessment of learning as evident in teaching and student learning

The collection of evidence during classroom visits should be low-inference observations. For there to be agreement on the evaluation of a school, there must be an intentional effort to remain low on the ladder of inference when citing the supporting reasons for any decisions. [See Ladder of Inference.](#)

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

Classroom Debriefs

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

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

Student Meeting

There is one student meeting as part of the school review. This meeting is 45 minutes. Six students will participate in the student meeting. The reviewer selects four students based on an equitable representation of all students in the school and the school leader selects two students. The group should include an equitable representation of all demographic groups in the school, including students across genders, grade levels, ethnicities, achievement levels, Multilingual/English Language Learners, historically marginalized groups, and students with disabilities. The school leader selects two students. This group of students should reflect a range of student needs and performance.

All students should come to this meeting with a minimum of three various work samples, with at least one sample from an ELA or Algebra 9 class, if applicable. Samples may include tasks such as writing, problem-solving, lab reports, projects, etc. from different subject areas that reflect the school's expectations for learning and assessment. Students will be asked to discuss specific pieces of work and their experience as learners.

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

Teacher Meeting

The reviewer will meet with a group of teachers once during the school review. This meeting is 45 minutes long. The meeting will be between the reviewer and a group of teachers and staff selected by the school leader representing the various content areas and grades. This group should include one K-5 ELA teacher and one Grade 9 Algebra teacher, where possible. The reviewer will ask questions aligned to the Instructional Core Quality Indicators, which may include the instructional focus, formative assessment expectations, and curricula.

Teachers may come prepared to discuss and provide evidence of the following:

- How data is used to adjust instructional practices and strategies impacts student growth and achievement, how they plan for meeting the needs of all students and tracking student progress.
- Their curriculum planning processes, and how these practices are promoting college and career readiness.
- Their role in achieving school goals.

Reviewer Reflection Time

Reflection time will be scheduled mid-day and ahead of the Culminating Conference. This time is for the reviewer to reflect on the events of the Quality Review, review tasks and student work, and school documents. During this time, the reviewer will work privately to assess the school's practices and their impact as aligned to the NYC School Quality Rubric. Reviewers will use this time to develop ratings and their feedback for the school leadership.

The reviewer begins by providing a summary of the suggested three-step protocol used for this debrief. (~1 minute)

Suggested steps for this check-in:

Step 1: Reviewer Share (~5-7 minutes)

- The reviewer will surface low-to mid-inference evidence, trends, and/or patterns based on the morning events.

- The reviewer will briefly share evidence gathered or connections made at events without giving ratings.
- The reviewer may also ask any clarifying questions about documents already shared.

Step 2: School leader response (~3-5 minutes)

- School leaders ask clarifying questions and respond by confirming 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: Logistics (~1-2 minutes)

- The reviewer will ask for additional evidence and accept any documents the school leader wants to share before the final reflection time.
- The school leader and reviewer will agree on a time for additional evidence to be submitted, if needed.

Stage 3: The Quality Review Report

During the Culminating Conference, reviewers provide a report comprised of nine sub-indicators, NYC School Quality Rubric ratings, rating descriptors, an indicator chosen as an Area of Celebration, and an indicator selected as the Area of Focus. The assigned individual ratings of Underdeveloped, Developing, Proficient, or Well Developed are aligned with school practices and their impact of the Instructional Core found within the NYC School Quality Rubric.

Structure of the 2023-2024 Quality Review Report

The Quality Review report is organized into three parts:

1. Information about the Quality Review Report: provides an overview of the Quality Review Report
2. Information about the School: provides a link to information about the school
3. NYC School Quality Rubric Ratings and Descriptors: provides the ratings and descriptors for all sub-indicators in three categories (Curriculum, Pedagogy, and Assessments) and identifies the Area of Celebration and Area of Focus at the indicator level.
 - **Area of Celebration:** highlights an area in which the school does well to support student learning and achievement
 - **Area of Focus:** highlights an area the school should work on to support student learning and achievement

Quality Indicators in the Quality Review Report

The Quality Review Report consists of NYC School Quality Rubric-aligned descriptors in each of the nine sub-indicators of the Instructional Core School Quality indicators. Indicators are categorized into three sections within the NYC School Quality Rubric and displayed in the report in that order. The report will be populated in the order of the Instructional Core sub-indicators as follows:

Instructional Core

- 1.1 Curriculum
- 1.2 Pedagogy
- 2.2 Assessment

Written Feedback

Written feedback for each of the nine sub-indicators consists of ratings and their descriptors from the NYC School Quality Rubric. In preparation for the Culminating Conference, the reviewer will download and print copies of the report for the school leader and for any additional members of the Instructional Team attending the Culminating Conference.

Sample Report Template

2023-2024 Quality Review Report

Indicator/ Sub-Indicator	School Quality Descriptors	Rating
<p>Area of Celebration</p> <p>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 and culturally responsive and sustaining educational practices</p>		
1.1a	School Leaders and faculty ensure that curricula represent racially, culturally, and linguistically diverse perspectives and are strategically aligned to State standards and expectations for culturally responsive and sustaining educational practices resulting in coherence across grades and subject areas that promotes college and career readiness for all students.	Well Developed
1.1b	Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for MLs/ELLs, students with disabilities, and historically marginalized groups.	Proficient
1.1c	Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, the lowest- and highest-achieving students, MLs/ELLs, students with disabilities, and historically marginalized groups have access to the curricula and tasks and are cognitively engaged.	Well Developed
<p>Area of Focus</p> <p>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</p>		
1.2a	Across classrooms, teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best that is informed by the Danielson <i>Framework for Teaching</i> and State standards and expectations for culturally responsive and sustaining educational practices.	Developing
1.2b	Across classrooms, teaching strategies (including questioning, routines, and scaffolds in English and/or home language where appropriate) inconsistently provide multiple entry points into the curricula leading to uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student	Developing

	work products for MLs/ELLs, students with disabilities, historically marginalized groups, and all learners.	
1.2c	Across classrooms, student work products and discussions reflect high levels of student thinking and participation.	Proficient
2.2 Assessment: Align assessments to curricula, use on-going assessments and equitable grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels		
2.2a	Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula, thus providing actionable feedback to students and teachers regarding student achievement.	Proficient
2.2b	The school uses common assessments to determine student progress toward goals across grades and subject areas and the results are used to adjust curricula and instruction.	Proficient
2.2c	Across classrooms, teachers' assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students' learning needs.	Proficient

Stage 4: Culminating Conference

Throughout the Quality Review, the reviewer uses the evidence gathered and what was observed to inform verbal feedback that will illuminate for the school community what is working and what could be improved across all nine sub-indicators of the Instructional Core.

The last event of the Quality Review is the 30-45-minute Culminating Conference between the reviewer and school leaders. At the start of the meeting, the reviewer will provide the school leader with a copy of the report, so they can follow along as verbal feedback is provided. The conference is designed to be a collaborative space to report and discuss findings based on patterns and trends grounded in the NYC School Quality Rubric.

The school leader may invite other school leaders or staff that they feel will contribute to or benefit from the discussion and one member of district or central support staff if they choose. At the discretion of the school leader, the other participants invited may contribute to the discussion.

Culminating Conference Protocol

Step 1 Review of Format and Norms: (~3 minutes)

- The reviewer will remind the school leader of the norms: maintain respectful dialogue, focus on evidence, avoid assumptions, and build collaborative understanding.
- The reviewer briefly explains the structure of the Culminating Conference.
 - The Culminating Conference is conducted between the reviewer and school leader; however, at the discretion of the school leader, the other participants invited may contribute to the presentation of evidence. The Culminating Conference is a space where verbal feedback is provided on the practices and their impact aligned to the NYC School Quality Rubric and the written report is shared.
 - The reviewer begins with the AoC and AoF, followed by the remaining indicator of the Instructional Core. The reviewer provides the school leader an opportunity to respond after the AoC and AoF feedback is provided.
 - The school leader will have a chance to respond at the end, make comments and ask questions.

Step 2 Review of completed Quality Review Report. (~3 minutes)

- The reviewer will share the report with the school leader and key members present in the meeting.
- The reviewer will allow a few minutes to review the report individually. School leaders may ask any clarifying questions about the report structure.

Step 3 Share verbal feedback and discuss (~25 minutes)

- The reviewer will begin with the AoC, sharing highlighted practices. The reviewer will provide a space for the school leader to respond to the feedback shared from the AoC.
- The reviewer begins with the AoF and provides a space for the school leader to respond to the feedback shared from the AoF.
- The reviewer will share verbal feedback on the remaining indicator.

Step 4 School Leader Response (~10 minutes)

- The school leader responds to the reviewer's feedback and comments on supporting evidence. The school leader may ask for further discussion about any sub-indicators in more detail within the allotted time limit.
- The school leader may ask clarifying questions about what the reviewer shared.

Step 5 Wrap Up (~3 minutes)

- The reviewer closes the meeting by thanking the school leader and the school community for their collaboration.
- The reviewer shares that the School Leader should expect an email from the program associate with appeal information, along with a short survey.

Stage 5: Post-review Work

Quality Review Report Confirmation

This year, Quality Review ratings are not public. However, school leaders have the opportunity to choose if they would like to have their 24-25 ratings replace current Quality Review ratings and have their report published. One school day after the completed review, the program associate emails a report confirmation form for the school leader to review and identify if they would like to have their ratings public. If the form is not submitted back to OSQ within 10 school days, the ratings will not be published, nor will they be included in the 2024-25 School Quality Report.

Effective Practices for Office of Knowledge Management

This year, the Office of School Quality will share observed effective practices aligned with the NYC School Quality Rubric during the Quality Review with the Office of Knowledge Management in support of the Chancellor's pillar on Scaling, Sustaining, and Restoring what works. Reviewers will share effective practices within a school's Area of Celebration, in support of the system's priorities to expand opportunities for accelerated learning. Sharing effective practices may or may not arise from each school visit.

School Leader Survey

Included in the post-review email to the School leader on the first school day following the school visit, the program associate includes an optional survey to capture feedback on their Quality Review experience. Each school Leader will receive a custom link and QR code to access the survey. A reminder email will be sent to those School Leaders that did not submit a response two weeks after sending the first request. Survey responses are collected and viewed regularly and analyzed for trends which will be shared with the team to inform continuous improvement.

Appeal Process

The first school day following the Culminating Conference, the program associate will email the school leader with appeal information.

Process

A School Leader can appeal the rating of any sub-indicator. An appeal is initiated when a School Leader submits the Quality Review Appeal Request Form. Appeal requests should be submitted within 10 school days of the visit. Once initiated, each appeal will be considered carefully and thoroughly by the Office of School Quality.

To download a copy of the Appeal Request Form, **See Appeal Request Form.**

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

1. Complete the Quality Review Appeal Request Form by 5:00 p.m. 10 school days following the Culminating Conference.
 - Cite the specific sub-indicator(s) being appealed.
 - Include the current rating found in the draft report and the proposed rating change.

- Provide evidence of supporting practices that substantiate a change in the rating for the sub-indicator(s) being appealed. These practices must appropriately align to the 2023-2024 NYC School Quality Rubric.
 - Provide the evidence of impact. The evidence of impact should address how the actions taken by the school impact the outcomes in the school community.
 - Evidence submitted must reflect practice and impact up to and including the day of the school visit.
 - Documents submitted as evidence of practice and evidence of impact must be labeled to show the sub-indicator(s) they support.
2. A representative from the Office of School Quality will reach out to the school leader and acknowledge receipt of the appeal and any related documents within five school days.
 3. The Office of School Quality will examine the appeal, contact the lead reviewer, and evaluate all relevant documents.

Upon completion of the review, a written response, including rationale for either revising or substantiating ratings of appealed sub-indicator(s), will be sent to the school leader along with the final Quality Review Report in approximately 7 business days.

Appendix A: Self-Evaluation Form (SEF)

To download a copy of the template, see the Self-Evaluation Form

Quality Review 2024-2025

Self-Evaluation Form (SEF)

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

Purpose

This document serves to capture the school leader and school community's evaluation of school practices and the impact of those practices. A new structure this year for the Quality Review is the ability to share artifacts ahead of the school visit to support the reviewer in learning more about your school community. It is *not* meant to be a comprehensive analysis of every aspect of the school, but your responses are valuable in helping us to understand your learning community.

Guidance

The document has four sections: School Community, Curriculum, Pedagogy, and Assessment. Within each section, please respond to the questions and list the document names of any related artifacts that support your responses that you are uploading to the shared SharePoint folder. The entire document ***should not exceed 8 pages***.

Ahead of completing the SEF, it is strongly suggested that you review the following documents to make informed responses to the questions in this SEF.

Quality Review Resources:

- NYC School Quality Rubric
 - *Page two includes definitions of the key terms you will find in the SEF*
- NYC School Quality Rubric Big Ideas
- 2024-2025 Quality Review Guide for School Leaders

Completing the SEF:

- Please use the SharePoint link sent to you in the school notice sent by our Program Associate to upload your completed SEF and for submitting artifacts throughout the entire review process. This is also where you will save online versions of the artifacts you wish to share related to 1.1 Curriculum, 1.2 Pedagogy, 2.2 Assessment.
- If your school uses a different platform (Google, etc.) and prefers to share materials that way please provide the reviewer access.
- Draw on a wide base of evidence and take the views of staff, students, and families into account. You are strongly encouraged to collaborate with members of your school community to complete this form.
- Ensure your responses address all bullets in each section. Responses should be focused on the following:
 - Statements of practices (actions your school has taken toward school improvement.)
 - Statements of impact (results of those practices that can be connected to teacher practice and student engagement, participation, and achievement).

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

- As you identify artifacts that relate to the topics identified in each section, save them to the online folder and check them off in the Uploaded column.

Submission

Please ensure that the completed **Self Evaluation Form (SEF)** is saved to the **online folder** by the date listed in your Quality Review notification email.

Introduction: School Community

As you reflect on your school community, please keep in mind the demographic backgrounds of your students and the historically marginalized groups represented in your school community. Please consider the following guiding questions and the impact of the work in your school:

Guiding Questions:

Why did you opt to have a Quality Review this year?

Are there any unique features of your school or your school community that should be highlighted and that inform your decisions around curricula, instruction, and assessments?

Please share with us any demographic factors that you have taken into consideration when planning your instructional focus and priorities for this school year.

Instructional Core: 1.1 Curriculum

As you reflect on curricula at your school, please keep in mind the demographic backgrounds of your students and the historically marginalized groups represented in your school community. Please consider the following guiding questions and the impact of the work in your school:

Guiding Questions:

What decisions have been made this year to align curricula to State standards and expectations for culturally responsive and sustaining educational practices?

How do curricula and academic tasks demonstrate planning for access for varied learners and emphasize rigorous habits and higher-order skills for **all learners**, including all demographic groups represented within the school population including historically marginalized groups?

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

Documents needed for this section:

The following area is for general guidance and is not intended to be an exhaustive list. During the school visit, the reviewer may request additional information that illustrates specific practices or artifacts that serve as evidence of the impact of those practices.

Additionally, please note that you may not have exactly what is listed but do have something similar or relevant to this section. Please utilize the “others” row for these documents.

Requested Artifacts	Uploaded
Mission statement/vision statement	
Statement of Instructional Focus and rationale (if the rationale is memorialized)	
Curricula: Please provide samples* of curricula, across grades and content areas, that provide evidence of the:	

<ul style="list-style-type: none"> • The abilities represented, as well as the racial, linguistic, and culturally diverse population of your school (as identified in the Introduction Section) • Alignment to State standards • Your school's area of specialty (if applicable, i.e.: music and art, culinary arts, etc.) <p><u>For Elementary Schools:</u></p> <ul style="list-style-type: none"> • Please submit at least one sample curricula from English Language Arts that meets the criteria above. <p><u>For High Schools:</u></p> <ul style="list-style-type: none"> • Please submit at least one sample curricula from 9th grade Algebra that meets the criteria above. <p>*Curricula samples do not need to be from every grade or content area, but they should be from a variety of subjects and levels. Consider the bullet points above when selecting curricula to share.</p> <p>Please note: If any curricula have been recently revised, please highlight where adjustments were made.</p>	
<p>Others (please describe)</p>	

Instructional Core: 1.2 Pedagogy

As you reflect on pedagogy at your school, please keep in mind the demographic backgrounds of your students and the historically marginalized groups represented in your school community. Please consider the following guiding questions and the impact of the work in your school:

Guiding Questions:

What are the school community’s core beliefs about how students learn best, and what common classroom practices align to curricula and illustrate these beliefs?

How do teaching strategies provide multiple entry points into the curricula and opportunities for students to demonstrate their thinking and how is this reflected in student work products and discussions?

What has been the impact of aligning instruction, curricula and teaching to your school community’s core beliefs for all learners in the school?

Documents needed for this section:

The following area is for general guidance and is not intended to be an exhaustive list. During the school visit, the reviewer may request additional information that illustrates specific practices or artifacts that serve as evidence of the impact of those practices.

Additionally, please note that you may not have exactly what is listed but do have something similar or relevant to this section. Please utilize the “others” row for these documents.

Requested Artifacts	Uploaded
Artifacts for teaching practice alignment Please upload artifacts, such as professional development calendars, teacher team minutes, cabinet minutes, instructional learning team minutes, etc., that illustrate the alignment of teacher pedagogy with the school community’s beliefs about how students learn best.	
Others	

(Please describe)	
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Instructional Core: 2.2 Assessments

As you reflect on assessments at your school, please keep in mind the demographic backgrounds of your students, and the historically marginalized groups represented in your school community. Please consider the following guiding questions and the impact of the work in your school:

Guiding Questions:

What are schoolwide practices for assessment and equitable grading, and how do these practices support providing feedback to all students?

What are the expectations for checks for understanding and self-assessment during instruction and how are these checks integrated into adjusting future planning?

What has been the impact of assessment decisions for all learners in the school?

Documents needed for this section:

The following area is for general guidance and is not intended to be an exhaustive list. During the school visit, the reviewer may request additional information that illustrates specific practices or artifacts that serve as evidence of the impact of those practices.

Additionally, please note that you may not have exactly what is listed but do have something similar or relevant to this section. Please utilize the “others” row for these documents.

Requested Artifacts	Uploaded
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<p>Assessment Tools</p> <p>Please provide samples of completed assessment tools, such as rubrics, exit tickets, assessment tools, etc. that are used across the school.</p>	
<p>Assessment Calendar</p>	
<p>Grading Policy</p>	
<p>Analyzed Data</p> <p>Please share evidence of:</p> <ul style="list-style-type: none"> • Student progress or increased mastery, highlighting identified groups of students • Data analysis and any data-informed curricular or instructional adjustments <p>Please provide analyzed data samples across core content areas including ELA/English, Math/Algebra, Science/Biology and Social Studies/History.</p>	
<p>Student Work Samples - Optional</p> <p>You have the opportunity to provide five student work samples that best demonstrate your expectations for high levels of student thinking and participation, and that also includes feedback from peers, teachers, and/or students themselves. This should be across grades and subjects.</p>	
<p>Others (please describe)</p>	

Appendix B: Appeal Request Form

To download a copy of the template, see Appeal Request Form



Quality Review Appeal Request Form 2024-2025

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

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

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

Indicator(s) and Rating(s)	Supporting Practices	Evidence of Impact	Documents
<p><i>List the appealed sub-indicator, the current rating, and the proposed rating.</i></p>	<p><i>Describe the practices for the identified sub-indicator(s), aligned to the New York City School Quality 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 sub-indicator appealed.</i></p>
<p>Quality Indicator: Sub-indicator Appealed: Current Rating: Proposed Rating:</p>			