

NEW YORK STATE EDUCATION DEPARTMENT
Differentiated Accountability School Quality Review

FOCUSED AND COMPREHNSIVE ON-SITE REVIEW
PROTOCOL AND PROCESS
2011-12

When reviewing teaching and learning, the primary concern of the School Quality Review (SQR) Team members will be the students' learning progress and achievements. The process of reviewing teaching and learning with the Focused and Comprehensive On-Site Reviews will involve direct observation and exploration of the school's work, which impact upon teaching and learning. A collective perspective will be reached by the Team regarding the work they have observed and discussed.

General steps in the process are as follows:

BEFORE THE REVIEW:

- The Office of Accountability (OA) conducts an orientation session for District Superintendents (DS) and/or their representatives in the Rest of State (ROS), Regional Special Education Technical Assistance Support Center (RSE-TASC) Specialists, and Regional Bilingual Education Resource Networks (RBE-RN) to review SQR protocols and procedures.
- The OA School Improvement Team (SIT) provides training and technical assistance on the SQR process to school superintendents and/or their representatives, principals, and school staff.
- The school superintendent or his/her representative informs the school staff about the review process and protocols.
- The on-site SQR Team is formed, which consists of the DS/DS Representative or OA Liaison in ROS and in NYC, the SED/DOE School Improvement Liaison (SIL). The Team will also include a school district representative, content area/subgroup specialist(s) to address identified area(s), and other staff as needed.
- When the school is in an IDEA "Needs Assistance/Intervention" District, identified for the subgroup of students with disabilities, SED assigns a Special Education School Improvement Specialist (SEIS) from the RSE-TASC to participate as a subgroup specialist in the SQR. In the event that there are insufficient resources to assign a SEIS to the school, the OA and the district will be notified.
- SEIS, when assigned to the school, completes a structured instructional walkthrough in classrooms and settings where students with disabilities receive instruction and special education services. A summary of the results of the instructional walkthrough are

provided to the principal and SQR Team. The SESIS classroom visits may occur prior to the SQR team visit.

- If a district does not meet its Annual Measurable Achievement Objective (AMAO) for the subgroup of Limited English Proficient/English Language Learners (LEP/ELLs) and has schools identified as Improvement (year 1) Focused or Comprehensive, the specialist from the RBE-RN who is assigned to the district will participate as a member of the SQR team as a subgroup specialist. In the event that there are insufficient resources to assign the RBE-RN specialist to the school, the OA and the district will be notified.
- The district must notify the SESIS, where one has been assigned, of when the SQR will be scheduled.
- The school submits to the SQR Team: the completed QI document with supporting documentation, including a copy of the summary of the results of the structured instructional walkthrough conducted by SESIS; a master schedule; a bell schedule; school building map and directions to the school.
- Classroom visits and interviews are scheduled.

DURING THE REVIEW:

The SQR Team:

- reviews the alignment of curriculum, instruction and assessment with NYS Learning Standards or Common Core State Standards and performance indicators for the identified content area(s) and subgroups not meeting Adequate Yearly Progress (AYP), as well as how students are grouped for instruction based upon their needs;
- may also examine administrative practices and schoolwide issues;
- meets daily to discuss the day's activities and assignments prior to classroom visitation;
- visits classrooms to review teaching and learning practices with a focus on identified area(s);
- conducts interviews with staff members in the identified content areas, students, and parents;
- analyzes the QI document submitted by the school, any Educational/Improvement Plans, accountability reports and other supporting documentation;
- convenes each day to debrief and discuss classroom visits and interviews. Team members must arrive at a collective perspective of findings and recommendations regarding teaching and learning;

- completes the last column of the QI document entitled, *SQR Team Comments/Suggestions/Recommendations*, based on the information in the school's completed QI, other supporting information, and evidence from the on-site visit; and
- identifies findings and recommendations and prepares a draft of the written report according to the SQR report template. The SESIS, when assigned, participates in discussions to inform development of the report.

AFTER THE REVIEW:

- The SQR Team meets with district/school leadership to orally present their preliminary findings and recommendations.
- The SQR Team completes the final written report and submits it to the OA. The SQR Team Lead will take the lead responsibility for the completion of the SQR reports. Reports will be completed and submitted to the OA within 30 days following the completion of the on-site visit. When SESIS has been assigned, the district must provide a copy of the report to the Regional Coordinator of the RSE-TASC. Each school will be given the name and contact information for the RSE-TASC Coordinator. When RBE-RN has been assigned, the district must provide a copy of the report to the Regional Coordinator of the RBE-RN. Each school will be given the name and contact information for the RBE-RN Coordinator.
- Final reports will be posted on SED OA website.
- For all Title I schools, the district should submit the school improvement grant application and/or complete grant amendments to align funding with the recommendations of the final SQR report.
- School staff should use the findings and recommendations as a basis for discussion and planning for the remainder of the school year and for the development and implementation of its two-year CEP for the SY 2011-12 or 2012-13.
- For schools in IDEA "Needs Assistance" or "Needs Intervention" districts: NYSED requires each district IDEA identified as "Needs Assistance/Intervention" to obtain technical assistance to improve its performance and compliance results for students with disabilities. In addition to the SQR review process, in districts where a SESIS has been assigned, the district must assign a team to work with the SESIS to implement a Quality Improvement Process (QIP). Goals and objectives and improvement activities identified through the QIP must be incorporated in the two-year Improvement Plan and the school's Comprehensive Educational Plan (CEP).