

New York State Education Department
SQR Quality Indicators – Supporting Documentation

Review Criteria	Supporting Documentation*
1. COLLECTION, ANALYSIS, and UTILIZATION of DATA	
<p>1.1 Multiple data-sources– There is evidence of the analysis and interpretation of the most recent school performance data, i.e., NYS School Report Card and nySTART Reports, Special Education District Data Profile, SESIS structured instructional review, LAB R and/or New York State English as a Second Language Achievement Test (NYSESLAT) scores for English language learners (ELLs)/ Limited English proficient (LEP) students, etc. and their combined use to show achievement <i>trends</i> (minimum of three data points) to provide insight into improvement targets.</p>	<ul style="list-style-type: none"> • NYS Assessment Program results for English language arts (ELA), mathematics, and science with graphs that highlight trends in student achievement; New York State English as a Second Language Achievement Test (NYSESLAT); New York State Alternate Assessment (NYSAA) • Baseline Assessments; pre and post assessments • Regents exams, cohort analysis, departmental quarterly, midterm, and final exams • E-PAL; RALLY; DIBELS; Benchmark exams • Inquiry Team minutes and work plan (NYC) • Special Education District Data Profile • LAB-R and NYSESLAT Data • CR Part 154 • CR Part 154 Plan • Title III application and AMAO reports • NYC Language Allocation Policy
<ul style="list-style-type: none"> • English Language Arts (ELA) • Native Language Arts (NLA), if applicable 	<ul style="list-style-type: none"> • Use, analysis and interpretation of ELA assessments • Sample DIBELS and progress monitoring charts
<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Gap analysis and interpretation for ELA, mathematics, science
<ul style="list-style-type: none"> • Science 	
<ul style="list-style-type: none"> • Attendance 	<ul style="list-style-type: none"> • Evaluation of ATS Reports, Attendance Plans
<ul style="list-style-type: none"> • Graduation and Dropout Rates, disaggregated 	<ul style="list-style-type: none"> • Using NYS School Report Card, school provides gap analysis calculating difference between school Graduation Rate and State requirements. • Credential analysis Standard and Progress Targets for three years • Data on students with disabilities and type of diploma / drop

Evidence:* Provide examples of specific long-term and short-term strategies and activities that could have a high probability of improving student achievement. Attach formative and summative assessments, as well as other documentation to support the school's assessment(s), as applicable.

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	<p>out rates.</p> <ul style="list-style-type: none"> • Data on ELLs/LEP students and type of diploma / graduation and drop out rates
<ul style="list-style-type: none"> • Suspension Rates (in school, out of school), disaggregated 	<ul style="list-style-type: none"> • Data on in school and out of school suspension rates / trends, including disaggregated data by race/ethnicity and students with disabilities • Violent and Disruptive Incident Report (VADIR) • Records of instructional services provided to students with disabilities on long term suspensions
<p>1.2 Use of Formative and Summative Data – There is evidence that formative and summative data are used to plan for and monitor student outcomes, i.e., assessments are used to plan and improve academic programs, to track students’ progress, to support improved student learning, to disaggregate data, and to explore effectiveness of the instructional model. Interim assessments are utilized.</p>	<ul style="list-style-type: none"> • Use of NYSTART school, grade level, class, and individual student performance data for ELA, mathematics and science disaggregated by achievement levels (elementary/middle level) or performance ranges (high schools), to show changes implemented as a result of analysis • Use of periodic assessments, e.g., Acuity Interim Assessments, E-CLAS, DRA, running records that are aligned with State Learning Standards and grade performance indicators for ELA and mathematics, showing modifications to instruction and re-grouping • Use of formative and summative assessments to plan standards-based, differentiated instruction for students, with improvement targets and individual plans evident • Detailed item analysis showing resultant modifications to curriculum, pacing and areas of focus • Use of Achievement Reporting and Innovation System (ARIS) data to improve classroom practice (NYC) • Local Assistance Plans (ROS) • Curriculum-Based Measures • Universal screening results and rubric to score writing

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	assignments.
<p>1.3 Subgroup specificity – There is evidence of data analysis and interpretation for <i>all</i> subgroups to plan interventions that address the academic needs of all students.</p> <p>Racial/Ethnic Origin:</p> <ul style="list-style-type: none"> • American Indian or Alaska Native • Black or African American • Hispanic or Latino • Asian or Native Hawaiian/Other Pacific Islander • White • Multi Racial <p>Other Subgroups:</p> <ul style="list-style-type: none"> ▪ Economically Disadvantaged • Students with Disabilities • ELLs/LEP students 	<ul style="list-style-type: none"> • Use of standards-aligned interim assessments for NCLB student subgroups to inform instruction on an ongoing basis, with modifications to instruction evident for each group • Special Education District Data Profile for Indicator 5 (least restrictive environment) • Percent of students with disabilities enrolled in credit bearing courses • NYSESLAT and LAB-R Analysis • Multiple ELL/LEP student achievement results including formal and informal assessments
<p>1.4 Monitoring Student Progress - There is evidence of regular administration of assessments that monitor student progress, systematic collection of data from those assessments and use of those data to make changes and improvements in the instructional program.</p>	<ul style="list-style-type: none"> • Analysis of NYS Assessment program results • Use of summative, formative and periodic assessments • Modifications to instruction are evident • Class data profiles • Individual student learning plans • Groupings for Academic Intervention Services (AIS) • Sample progress reports to parents of students with disabilities

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	<ul style="list-style-type: none"> • Evidence of behavioral intervention plan progress monitoring. • Data on office/discipline referrals • Data analysis used to monitor the academic progress of ELLs/LEP students on an ongoing basis (Use of NYSESLAT and interim achievement measures)
2. TEACHING and LEARNING	
<p>2.1 Coherent instructional/programmatic roadmap – There is evidence that the school has designed and implemented a coherent instructional action plan based on data analysis and interpretation that consists of strategies aligned with State Learning Standards and the new P-12 Common Core.</p> <ul style="list-style-type: none"> • Instructional evidence demonstrates integration of the Common Core into the school culture. • Teachers are able to describe the elements of the Common Core and discuss implementation • Students with disabilities receive instruction in literacy, across the grade levels and content areas, as appropriate. • Students with disabilities are provided special education supports and services to participate and progress in the general curriculum. • The school implements the Language Allocation Policy (LAP) in English and where required in the native language by the proficiency levels identified by the NYSESLAT or the LAB-R. • The school ensures that ELLs/LEP students receive the required amounts of English as a second language (ESL), ELA, and NLA instruction as per identified proficiency levels and program models: Free standing ESL, Transitional 	<ul style="list-style-type: none"> • Instructional plans for ELA, mathematics and science are based on an analysis of student performance, with priority on serving students most in need, in their areas of greatest need. • Use of NYS Standards-aligned pacing calendars, curriculum maps, and units of study that cover full range of tested performance indicators for specific content areas. Pre and post grade 3-8 performance indicators in ELA; pre and post grade 3-8 performance indicators in mathematics. • Lesson plans or evidence that efforts have been made to implement one Common Core unit per semester. • Special education district plan • Description of Response to Intervention processes • Policies/procedures for early intervening services • Student classroom schedules • Use of technology applications that are aligned with the State Learning Standards and performance indicators to support instruction in mathematics, ELA, and science. • Grade level/department meetings • Literacy/mathematics coach modeling best practices; classroom walkthroughs; writing centers • NYS Local Assistance Plans (ROS); Progress Reports

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<p>Bilingual Education (TBE) and/or a Two/Way/Dual Language</p> <ul style="list-style-type: none"> The delivery of instruction in programs for ELLs/LEP students reflects the appropriate distribution of languages for instruction aligned to the NYS Language Allocation Policy. 	<p>(NYC)</p>
<p>2.2 Evidence-based strategies – The school uses evidence-based instructional strategies, when available and applicable, or other successful models derived from promising practices that show evidence of efficacy to support instruction in reading/ELA, mathematics, and science, including instructional strategies for students with disabilities and ELLs/LEP students.</p> <p>Students with disabilities –</p> <ul style="list-style-type: none"> Content, methodology and delivery of instruction are adapted to meet the needs of students with disabilities. Students with disabilities receive specially-designed reading instruction or other special education instruction to address disability-related learning needs in the area of reading. Instruction in reading and writing includes decoding/fluency skills; vocabulary level; comprehension skills; critical thinking/analysis skills. Specially-designed instructional methodologies are evident in general education classes, special classes and resource rooms for students with disabilities including, but not limited to, such strategies as: <ul style="list-style-type: none"> Direct / explicit instruction Strategy instruction Mnemonic instruction Teaching self-regulation Metacognitive strategies, including self-questioning and self-monitoring 	<ul style="list-style-type: none"> References attesting to the research-based efficacy of the school’s instructional programs (e.g., research conducted or cited by What Works Clearinghouse, Ask ERIC, National Reading Panel, National Council of Teachers of Mathematics – NCTM, National Science Teachers Association – NSTA, Center on Instruction/New York Comprehensive Center, IDEA that Works, ACCESS Center, NYS RtI Center, National Progress Monitoring Center, Collaborative for Academic, Social and Emotional Learning, S³TAIR http://www.s3tairproject.org/, Center for Applied Linguistics, National Association for Bilingual Education, International Teachers of English to Speakers of Other Languages, National Clearinghouse for English Language Acquisition, the Center for Research on Education, Diversity & Excellence and other research-based organizations). Sample lesson plans Structured classroom Observation Forms Evidence of instructional planning Student notebooks, journals, logs

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<p style="text-align: center;">○ Using graphic organizers to teach written expression</p> <p>ELLs/LEP students -</p> <ul style="list-style-type: none"> ▪ The instructional models implemented at the school are standards based and reflect research-based instructional best practices for all ELLs/LEP students. ▪ Where required, the school offers a TBE program that is research-based, adheres to the NYS P-12 Common Core Standards, and offers high quality instruction in NLA, ESL, ELA as well as content area instruction in English and the native language. ▪ Instructional practices for students with interrupted formal education (SIFE) are modified, augmented and differentiated based on assessed SIFE’s linguistic and academic needs. ▪ Strategies that develop critical thinking skills in the classroom are used as well as differentiated instruction. ▪ Grade level curriculum is delivered in both English and the native language as per program design. ▪ Content area instruction is provided through ESL methods, to ensure both linguistic and academic comprehension and mastery. ▪ Consistent and adequate use of effective strategies to enhance English language acquisition and development. • High quality, standards-based, leveled, age appropriate and multicultural instructional materials are used. 	
<p>2.3 Standards-alignment - There is evidence that the curriculum, instruction, assessments, instructional resources, technology applications, materials and interventions are aligned with State Learning Standards and the new P-12 Common Core Learning Standards for English language arts, literacy and mathematics and</p>	<ul style="list-style-type: none"> • Formal alignment is evident in pacing calendars, curriculum maps, pre and post assessments, AIS Plan, units of study • Instruction in ELA, mathematics and science is aligned with the NYS Learning Standards and/or the new P-12 CCSS for ELA, literacy and mathematics, and performance indicators

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<p>performance indicators (with particular attention to the needs of subgroups) as applicable.</p> <ul style="list-style-type: none"> • Students with disabilities in general education and special classes are provided accommodations/ modifications and specially designed instruction enabling them to participate and progress in the general curriculum. • Students with disabilities in special classes receive instruction in the general curriculum that is aligned with the State Learning Standards. • For ELLs/LEP students, grade-level curriculum and assessments are aligned with the NYS P-12 Common Core Standards and are provided in both English and the native language, as the program designates. • ELLs/LEP students are provided opportunities to achieve the same educational goals and standards as the general student population. • ELLs/LEP students receive instruction in the general curriculum aligned with the State Learning Standards. 	<p>and Core Curricula.</p> <ul style="list-style-type: none"> • All NCLB student subgroups receive instruction covering the full range of performance indicators for the respective Learning Standard areas, as evidenced by the use of standards-based pacing calendars, curriculum maps, units of study. • Students use standards aligned technology applications that are available in both English and Spanish for Spanish speaking bilingual students. • A formal alignment of curriculum, assessment, and instruction with the NYS Learning Standards and/or the new P-12 CCSS for ELA, literacy and mathematics.
<p>2.4 Rigor and relevance – There is evidence of rigor and relevance which reflects high expectations and access to challenging learning opportunities/curriculum for all students, with particular attention to the needs of NCLB subgroups (as applicable).</p>	<ul style="list-style-type: none"> • Learning activities involve the consistent application of higher order thinking skills and are designed to facilitate higher outcomes for all students; use of critical thinking wheel; and independent learning centers. • Current research and best practices are evident in curricula, unit and lesson design. • Appropriate support and scaffolding is evident in lesson plans, grade level and content specific units of study, and learning activities. • Learning activities relate to students’ lives and are connected to real world situations and outcomes.
<p>Racial/Ethnic Origin:</p>	
<ul style="list-style-type: none"> • American Indian or Alaska Native 	
<ul style="list-style-type: none"> • Black or African American 	
<ul style="list-style-type: none"> • Hispanic or Latino 	
<ul style="list-style-type: none"> • Asian or Native Hawaiian/Other Pacific Islander 	
<ul style="list-style-type: none"> • White 	
<ul style="list-style-type: none"> • Multi Racial 	

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Other Subgroups:	
<ul style="list-style-type: none"> • Economically Disadvantaged 	
<ul style="list-style-type: none"> • Students with Disabilities are: <ul style="list-style-type: none"> ○ participating in credit bearing courses with appropriate supports and services; ○ enrolled in courses of study leading to a regular diploma; ○ receive instruction from highly qualified teachers, certified in the content areas; ○ are encouraged and supported to achieve; ○ able to access to instruction that accelerates their progress in reading and math; and ○ are integrated into general education classes and provided accommodations and supports to achieve standards. 	<ul style="list-style-type: none"> • Analysis of students with disabilities, placements and credits • Analysis of teacher assignments and qualifications • Percentage of students with disabilities earning a regular diploma • Lesson plans that show planned instruction to provide specially designed instruction and provision of curricular adaptations and instructional accommodations.
<p>ELLs/LEP students</p> <ul style="list-style-type: none"> • Where applicable, the TBE program has a rigorous NLA instructional component and provides content-area instruction in English and the native language. • Instructional materials in English and the native language are standards-based, of high quality, age/developmentally appropriate, culturally diverse, relevant and available in sufficient quantities. • Instructional materials and technology for ESL and content areas are standards-based, high quality, age and developmentally appropriate, culturally diverse, relevant and available in sufficient quantities • Students are participating in classes that assist them in meeting requirements for graduation. • Students are provided with continuous opportunities to 	<ul style="list-style-type: none"> • Analysis of classroom interactions and discourse • Number of students placed in advanced placement programs

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<p>prepare for all required Regent examinations.</p> <ul style="list-style-type: none"> • Students receive instruction from highly qualified teachers, certified in the content areas • The use of native language to support English language acquisition is encouraged, whenever necessary. • Enrichment programs are provided such as gifted and talented programs, heritage language programs, and at the grades 9-12 levels, advanced placement programs • Instructional staff facilitates student engagement in reflection and self-assessment of their work and learning. • Concerted efforts are made to open all curricular and extra curricular services and programs to ELLs/LEP students. 	
<p>2.5 Differentiated instructional and intervention strategies – Classroom instruction is provided with accommodations, as necessary, to address the specific skills, abilities and educational needs of individual students and subgroups.</p> <p>The responsibilities for coordinating the educational needs of all students are clearly defined.</p> <p>Pertinent information regarding individual student skills, abilities and educational needs is made available to teachers.</p> <p>RtI approach/Plan is in effect for literacy in the elementary grades as required.</p>	<ul style="list-style-type: none"> • Individual students’ NYSTART reports for ELA and mathematics; item skills analysis for the State assessments; standards-based interim assessments; and classroom assessments are used by administrators, teachers, and content area coaches, to group all students for instruction. • Use of learning centers by all for differentiated instruction • Academic Intervention Services (AIS) and Supplemental Educational Services (SES) for students needing additional instructional support is provided to all eligible students • Use of RtI approach/Plan in the elementary grades for students needing additional instructional support is provided to all eligible students.
<p>Racial/Ethnic Origin:</p>	
<ul style="list-style-type: none"> • American Indian or Alaska Native 	
<ul style="list-style-type: none"> • Black or African American 	
<ul style="list-style-type: none"> • Hispanic or Latino 	

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<ul style="list-style-type: none"> • Asian or Native Hawaiian/Other Pacific Islander 	
<ul style="list-style-type: none"> • White 	
<ul style="list-style-type: none"> • Multi Racial 	
<p>Other Subgroups:</p> <ul style="list-style-type: none"> • Economically Disadvantaged 	
<ul style="list-style-type: none"> • Students with Disabilities <ul style="list-style-type: none"> ○ Teachers are knowledgeable of and address student’s Individualized Education Program (IEP) goals, accommodations and supports. ○ Students are provided specially designed instruction. ○ Students are grouped appropriately for instructional purposes. ○ Teachers provide engaging learning models of instruction such as individual and group summarizing, means of exploring multiple perspectives, techniques for building upon prior knowledge, brainstorming, problem-solving processes, and team teaching. ○ Content and methodologies are adapted, as appropriate, to meet individual needs. ○ Are provided instruction in compensatory strategies that lead to increased independence from accommodations and supports. 	<ul style="list-style-type: none"> • All teachers have a copy of their students’ IEPs. • Lesson plans for students with disabilities that show samples of instructional strategies used • Structured instructional walkthrough / observation reports
<ul style="list-style-type: none"> • ELLs/LEP students <ul style="list-style-type: none"> ○ Teachers are knowledgeable of students’ linguistic needs according to their individual analysis of the NYSESLAT scores. ○ The school ensures that ELLs/LEP students receive content area instruction that is in English and appropriate by grade and age level and is supported by ESL 	<ul style="list-style-type: none"> • Expediting comprehension for ELLs/LEP students

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<p>methodologies.</p> <ul style="list-style-type: none"> ○ All students schedules reflect the appropriate units of instruction in ESL, NLA and ELA. ○ The school ensures that former ELLs/LEP students receive transitional services for the first year after they are placed in the English mainstream instructional program, as per CR Part 154. ○ For grades 9-12 the school ensures that all ELLs/LEP students receive a full complement of courses leading to graduation. ○ All instructional staff can clearly articulate when and why students’ native language and English are used in teaching and learning. ○ Students are grouped appropriately for instructional purposes. ○ Teachers expect students to achieve at high performance levels. ○ Teachers use a variety of instructional strategies to challenge, motivate, and enhance student self image. ○ Teachers are facilitators of student academic and personal growth - guiding them to be independent thinkers and take ownership of their own learning. 	
<p>2.6 Safe, disciplined learning environment – There is evidence of expectations for student and staff behavior/conduct, which are defined in advance and fairly and consistently reinforced.</p> <ul style="list-style-type: none"> ● There are structured and predictable school and classroom environments throughout the building. ● School has positively-stated, consistently applied behavioral expectations for students in all school settings. ● Teachers teach and model the expected behaviors. 	<ul style="list-style-type: none"> ● Written code of conduct for students and staff that is: <ul style="list-style-type: none"> ○ written in a language that is understood by students and parents; ○ implemented consistently throughout the school with clear and appropriate consequences for infractions; and available in languages that are reflective of the school’s population. ● Copies of behavioral expectations.

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<ul style="list-style-type: none"> • Small group interventions are available for students to meet behavioral expectations. • Individualized interventions are planned and implemented for students with disabilities who need them. Such interventions are based on functional behavioral interventions and individual behavioral plans that meet the State’s Standards. 	<ul style="list-style-type: none"> • Lesson plans for teaching appropriate behavior and addressing social-emotional goals • Written plan for schoolwide acknowledgement of positive student behaviors • Plan for small group behavioral interventions • Functional behavioral assessments • Behavioral intervention programs • Office/discipline referrals • VADIR reports
<p>2.7 Extended day/year activities – Appropriate and evidence - based activities (as applicable) during the regular and extended school day/school year are provided to meet individual student needs and interests, and to facilitate successful educational outcomes.</p>	<ul style="list-style-type: none"> • Extended school day/school week/school year ELA, mathematics, and science learning activities are designed based on evidence-based research, as applicable, and address themes that are based on student needs and interests.
<p>2.8 Grading Policy – There are expectations for grading students as evidenced by a uniform grading policy across all grades/content areas.</p>	<ul style="list-style-type: none"> • Memoranda provided to all school staff, students and parents regarding a uniform grading policy for all grades and content areas • Standards-based instructional rubrics for all content areas are posted in classrooms and made available to students and parents.
<p>2.9 School-wide Collaborative Teams – There is evidence that all members of the school’s faculty (including teachers, paraprofessionals, and parents) are given opportunities to participate in all teaching and learning initiatives and activities including, but not limited to, data analysis, the use of assessments and instructional strategies and interventions.</p>	<ul style="list-style-type: none"> • Documentation (e.g., minutes of meetings, attendance sheet) that provides evidence that teachers, paraprofessionals, and parents receive training on the analysis and interpretation of school, grade and individual student performance data, interim and classroom assessments, and research/ data-based instructional strategies and programs • Building-based shared decision-making teams/ School Leadership Team meeting minutes.
<p>2.10 School-based Inquiry Teams – There is evidence that the school is using School-based Inquiry Teams to solve instructional problems,</p>	<ul style="list-style-type: none"> • Description of teams • Sample meeting minutes

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i.e., identifying student needs, formulating instructional plans, and using evidence to refine instruction.	<ul style="list-style-type: none"> • Sample reports
2.11 Network Teams – There is evidence that the school is aware of and is working towards active participation in the District’s Network Team/Network Team Equivalent.	<ul style="list-style-type: none"> • Description of teams • Sample meeting minutes • Sample reports
3. SCHOOL LEADERSHIP	
3.1 Clear shared values, mission and vision – There is evidence that the school’s core purpose reflects all of the following: <ul style="list-style-type: none"> • a belief in and commitment to high standards for all students; • shared responsibility for student success; • a results-orientation; • a culture of quality professional practice; • continuous learning; • accountability for performance; • special education is a service and not a place; • every teacher is a language teacher; and • a clear and comprehensive vision of its services for the ELL/LEP community that is embedded in the school’s mission. 	<ul style="list-style-type: none"> • The school has submitted a copy of its mission and vision statements, as well as evidence that all students, parents and school staff have access to these core statements and principles to guide the school’s daily activities as living, dynamic documents. • Reviewers should evaluate the presence or absence of these eight attributes in the school’s mission and vision statements. • Inclusionary practices of district • Continuum of special education programs and services • Classroom observations
3.2 Parent notification – There is evidence of notification provided to parents of all children enrolled in the school on the school’s improvement status.	<ul style="list-style-type: none"> • Copies of the notification letter on the school’s improvement status mailed to parents
3.3 Match between teacher skills/experience and student learning needs – Teachers are highly qualified and are carefully assigned to ensure success for both students and teachers; staffing assignments (including elementary schools) are made based on the specific expertise, needs and readiness of staff and students. <ul style="list-style-type: none"> • Students with disabilities are provided instruction by highly qualified and experienced teachers. • Principal is knowledgeable about evaluating the delivery of 	<ul style="list-style-type: none"> • Copies of the principal’s attestation letter • Documentation of the percentage of highly qualified teachers in the school • Most recent Basic Educational Data System (BEDS) data • Analysis of qualifications of teachers providing special education • Job descriptions and examples of assignments showing appropriate use of teaching assistants and teacher aides.

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<p>specially designed instruction for students with disabilities.</p> <ul style="list-style-type: none"> • All bilingual education and ESL teachers meet the NCLB requirements, are highly qualified, certified in accordance with CR PART 80 and demonstrate full proficiency in both English and the native language as required. • ELLs/LEP students are provided instruction by highly qualified and experienced teachers. • Teachers and administrators are knowledgeable about research practices that have proven successful in the education of ELLs/LEP students. 	<ul style="list-style-type: none"> • Evidence of mentoring being provided to both special and general educators • Copy of individual teacher certifications
<p>3.4 Teacher support-There is evidence of strategies for supporting new teachers, uncertified teachers and any other teachers needing additional support/mentoring, such as teachers who have been rated developing or ineffective through the Annual Professional Performance Review (APPR).</p>	<ul style="list-style-type: none"> • Professional development strategies • (APPR) Pre / post ratings
<p>3.5 Administrator support- There is evidence that the school administrators have been trained and certified to evaluate staff on the new teaching standards.</p>	<ul style="list-style-type: none"> • Training agendas • Minutes of meetings • Attendance sheets
<p>3.6 Instructional leadership is important to the school’s administrators – Evidence has been provided that monitoring, supervising and supporting instruction is the top priority of the principal and administrative team, e.g., set-aside time for classroom observations, both formal and informal; contents of professional development sessions; proportion of resources allocated for instructional purposes. Administrators share common views about what constitutes effective teacher practice and are willing to provide candid, differentiated feedback to teachers during observations and year-end-evaluations.</p>	<ul style="list-style-type: none"> • Copies of observation logs; formal and informal observations and evaluations; Annual Professional Performance Review Plan; and feedback on walkthroughs • Calendar of professional development activities • Log of professional development activities provided both internally and externally; and PD at faculty meetings • Percentage of school budget allocated for classroom instruction, as indicated in School Report Card/ Annual School Report Supplement • Use of Teacher Center, model classrooms, coaches and/or lead teachers in the school building

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<p>3.7 Plan-assess-adjust cycle – There is evidence of continuous improvement of educational practices via data-driven, collaborative instructional planning and continuous monitoring of progress of all students and subgroups, e.g., 4-6-week improvement targets; clearly-defined timeframes to adjust practice during the school year; clear milestones for progress are defined in advance.</p>	<ul style="list-style-type: none"> • Interim assessment reports e.g., Princeton and Acuity Interim Assessments and classroom assessments used in conjunction with pacing calendars • ELA and mathematics learning activities organized by ELA and mathematics skill levels • Review, analysis and adjustment conducted periodically • Formal curriculum, instruction and assessment review and revision
<p>3.8 Leadership-for-development – There is evidence of clearly-defined distributive instructional and administrative leadership to guide the school’s improvement efforts and implementation of its Comprehensive Educational Plan (CEP).</p>	<ul style="list-style-type: none"> • Supervision of the various content areas is assigned on the basis of expertise • The goals and objectives in the school’s CEP are updated to reflect the most recent student achievement data and academic needs. CEP is reviewed periodically throughout the year; root cause analysis.
<p>3.9 Leadership-for-growth – There is evidence of strong instructional leadership to direct activities to sustain the school’s continuous improvement efforts.</p>	<ul style="list-style-type: none"> • Minutes of school cabinet meetings • Minutes of faculty meetings
<p>3.10 Leadership-for-results/accountability – There is a system for shared accountability for student learning which is assessed through measurable goals and objectives.</p> <ul style="list-style-type: none"> • School Principals act on instructional issues leading to low performance results for students with disabilities. • The school leadership understands the NCLB Act (Title I and Title II), CR Part 154 and local requirements and ensures that requirements for all programs are met. 	<ul style="list-style-type: none"> • Copies of professional development logs • Evidence of participation in conferences and professional development activities • Minutes of school cabinet meetings • Minutes of departmental meetings (by subject area and/or grade level) • Evidence of frequent collaborative sharing and evaluation of practice • Evidence of partnerships with technical assistance providers
<p>4. INFRASTRUCTURE FOR STUDENT SUCCESS</p>	
<p>4.1 Community supports for students and families – There is evidence of community resources used by the school to support the</p>	<ul style="list-style-type: none"> • Documentation is provided which indicates that appropriate community resources are available to students.

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health, social and emotional well-being of students and families, as needed.	<ul style="list-style-type: none"> • After school, Saturday programs
4.2 Conscious use of time – Scheduling and programming is provided to enhance teaching and learning; opportunities are in place to provide “catch-up” experiences for students; ample time is available for continuous professional learning and collaboration.	<ul style="list-style-type: none"> • School schedules and teacher programs provide evidence of extended day/week/year support for tutoring and individualized student learning. • Academic Intervention Services (AIS) Plan; schedules • Evidence has been provided of sufficient time allocated for professional development and common planning time for subject area teachers.
4.3 Organization of school – The school, classrooms and guidance/counseling services are structured to ensure that students are well-known and cared for by caring adults. Organizational structures facilitate personalization of teaching and learning for students and staff.	<ul style="list-style-type: none"> • AIS programs are in place. • Behavioral support systems are in place. • Response to Intervention criteria • Parents are informed of students’ progress. • The school and/or class activities are organized by programs and themes that meet student interests and needs. • Guidance counselors and administrators know each student individually.
4.4 Pathways for student success – There is evidence of a well-articulated pathway for students to achieve high standards, i.e., transition from elementary to middle school and from middle to high school; school-to-career options; early-college; partnerships with business and higher education; percentage of students sitting for PSAT and SAT examinations; and percentage of students admitted to junior and senior colleges. <ul style="list-style-type: none"> • Students with disabilities have access to and appropriate special education supports in Career and Technical Education (CTE) classes, work and community experiences. • Students with disabilities age 15 and older have 	<ul style="list-style-type: none"> • The school has submitted evidence which indicates that students are informed of and participate in various pathways and transition programs that support their individual needs. • Student pathway programs are evaluated and modified, as needed. • Scheduled visitations; orientations; shadowing • Self-review transition monitoring reports

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<p>appropriately developed and implemented IEP transition goals and activities.</p> <ul style="list-style-type: none"> • ELLs have access to and appropriate supports in CTE classes, work and community experiences. • LEP students have access to CTE classes, work and community experiences. 	
<p>4.5 Needs-based, results-driven resource allocation – There is evidence of a clear strategic orientation for the allocation and deployment of human, fiscal, material and technological resources, e.g., teacher-expertise aligned to student learning needs; targeted use of instructional aides and technology; focusing of resources from multiple funding streams.</p>	<ul style="list-style-type: none"> • Sufficient technology resources allocated for teaching and learning in priority instructional areas, based on students’ needs • Use of Contract for Excellence funds for full day pre-kindergarten or kindergarten, reduced class size, increased student time on task, teacher and principal quality initiatives, middle and high school re-structuring, model programs for ELLs/LEP students, as applicable.
<p>4.6 Community-Based Organizations - There is evidence of outreach to Community-Based Organizations (CBO), which allow for student enrichment and academic success.</p>	<ul style="list-style-type: none"> • The school has provided evidence that outreach to community-based organizations (CBOs) is based on a comprehensive analysis of students’ holistic and academic needs.
<p>4.7 Home-school partnerships – A clear statement has been provided delineating the responsibility of the school and home regarding educational outcomes for students. There are multiple opportunities for parent/family "voice" in matters that directly affect their children's learning and achievement. Approaches are in place that promote mutual respect and proactive, two-way communication between school staff and parents/families.</p> <ul style="list-style-type: none"> • The school employs specific strategies to maximize parent participation in the development of IEPs for students with disabilities. • All parents and guardians of ELLs/LEP students are provided with district/school notices in a timely manner and 	<ul style="list-style-type: none"> • The school’s Parent Involvement Policy has been provided to all parents. • Title I School-Parent Compact • Minutes and logs of Parent-Teacher Association meetings • Sufficient numbers of parents attend parent-teacher afternoon and evening meetings, as evidenced by attendance sheets. • Documentation that parents have access to information regarding their children’s progress • Parent education courses • Analysis of participation rate of parents in CSE meetings

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<p>in a language they understand.</p> <ul style="list-style-type: none"> • There is a process in place for translating, interpreting and disseminating district information in languages other than English, as applicable. • Special attention is given to provide alternate ways to communicate with parents who lack literacy skills or speak a language other than English. 	<ul style="list-style-type: none"> • IEP Progress Reports to parents • Relationship with Special Education Parent Technical Assistance Centers and other parent-support organizations • Parent satisfaction surveys • Translations of materials/announcements/letters in different languages for parents
5. PROFESSIONAL DEVELOPMENT	
<p>5.1 Professional Development Needs – Professional development needs for staff members have been identified based upon the use of data and effective classroom observations. Job embedded technical assistance is available to support effective academic programs.</p>	<ul style="list-style-type: none"> • Documentation that individual student performance data is analyzed and is used as a basis for determining teachers’ professional development needs • Classroom inter-visitations and use of mentors • Documentation of teacher-administrative conferences • Walkthroughs and classroom observations inform PD direction • Literacy/mathematics coaches conduct on-going job embedded technical assistance; model lessons; PD • Minutes from professional development provided on the new APPR or Common Core
<p>5.2 Continuous Professional Learning – There is evidence of the use of a school-wide professional development calendar based on staff and administrative needs that provide ongoing training and support, differentiated as applicable.</p> <p>High-quality, continuous standards-based professional development with multiple approaches is provided that enables staff to enhance their proficiency and further develop their knowledge of content.</p> <p>There are research based professional development program</p>	<ul style="list-style-type: none"> • Copies of professional development calendars, with descriptions of needs-based, differentiated professional development activities; and broad range of PD activities (including training in the Common Core State Standards, School Based Inquiry Process and Teams and Teacher/Principal Evaluation/Effectiveness.) • Actual enrollment and completion of PD projects, indicating implementation, follow up, and formal evaluation • Formal evaluation of the impact of the PD program

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<p>activities that are offered to strengthen teachers’ content knowledge and pedagogical skills, and a specific form of measurement is used to determine the positive impact on these areas.</p> <p>The professional development program provides direct linkages between what students have not learned well <i>and</i> what staff needs to learn/know/be able to do on a regular basis.</p> <p>There is evidence that the schoolwide professional development program calendar addresses training in the Common Core Learning Standards, School Based Inquiry Process and Teams and Teacher/Principal Evaluation/Effectiveness.</p> <p>Professional development addresses needs of students with disabilities, including information on specially-designed instruction for general education teachers.</p> <p>The school has a long-term, ongoing and comprehensive professional development plan in place for teachers that enable them to acquire and refine strategies and skills necessary to provide quality instruction for ELLs/LEP students.</p> <p>A research-based professional development plan that is long term, ongoing, intensive and of sufficient duration is provided for bilingual education, ESL and other teachers serving ELLs/LEP students.</p> <ul style="list-style-type: none"> • Professional development is provided to all instructional personnel and other service providers working with the ELLs/LEP students. 	

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<ul style="list-style-type: none"> • Professional development focuses strongly on the utilization of assessment data to drive instruction • Professional development focuses on instructional methods, materials and the language/culture of ELLs/LEP students in alignment with the NYS P-12 common core standards 	
<p>5.3 Communities of quality collaborative practice –There is evidence of regular team planning meetings (grade level /department collaboration) and analysis of student work. Common standards of practice provide clear evidence of a culture of collaborative team learning to improve educational practices.</p>	<ul style="list-style-type: none"> • Minutes of planning meetings involving review, discussion and analysis of student work; peer review and peer visitation • Agendas of School Leadership Team (SLT) meetings; minutes • Evidence of co-teaching and/or co-mentoring
<p>5.4 Culture of shared internal professional accountability – There is evidence that all staff are accountable for creating and sustaining the professional learning community through a proposed design and delivery that reflects the participation of all staff in school improvement efforts. Responsibility for continuous learning and improvement of educational practices affecting student outcomes is owned by all.</p>	<ul style="list-style-type: none"> • Documentation of interdisciplinary lesson planning and learning activities involving teachers from various content areas • Schedule for common planning time • Analysis of data and review carried out by each staff member, and then sharing and planning
<p>5.5 Motivation for learning – There is evidence that the school uses, through its professional development activities, multiple and diverse efforts to motivate students towards higher standards and continuous improvement.</p>	<ul style="list-style-type: none"> • Copies of descriptions of school professional development activities that focus on the various student subgroups in the school
<p>5.6 Mentoring of New Teachers – There is evidence that the school’s professional development plan and scheduling show evidence of new teacher mentoring that is embedded into teacher’s daily schedule.</p>	<ul style="list-style-type: none"> • Professional Development Plan • Descriptions of teacher mentoring programs which are in place in the school
6. FACILITIES AND RESOURCES	
<p>6.1 Textbooks and resource materials - There is evidence of adequate numbers of textbooks, instructional materials and resource materials that are available in:</p> <ul style="list-style-type: none"> ▪ English; 	<ul style="list-style-type: none"> • Visible presence in classrooms of sufficient quantities of textbooks in English and languages other than English and resource materials (e.g., calculators, mathematics and

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<ul style="list-style-type: none"> ▪ languages other than English; and ▪ in alternative formats, as appropriate for students with disabilities <p>to assure all students receive high quality instruction.</p> <ul style="list-style-type: none"> • Students with disabilities receive instructional materials in alternative formats, as appropriate, and at the same time that general education students receive their instructional materials to assure all students receive equal access. • The school library offers students a rich collection of authentic literature and resources in the multiple languages of the student community. 	<p>science manipulatives, writing notebooks, reading logs) to support instruction in priority instructional areas</p> <ul style="list-style-type: none"> • Classroom libraries organized by genre, level and relevance to student population • Plan to ensure that all instructional materials are available in usability formats for students with disabilities. • Visit to Library
<p>6.2 Technology - There are sufficient numbers of working computers with Internet access, LCD projectors and/or SMART Boards, and printers to support classroom instruction in priority instructional areas.</p> <ul style="list-style-type: none"> • Students with disabilities, as appropriate, use assistive technology devices • Technology, including software, is used regularly in the ESL classroom to promote language development and access to content • All students have access to technology in their classrooms, the school library and the technology lab • ELLs/LEP students have ongoing access to software that is aligned to standards based Core Curriculum in each language. 	<ul style="list-style-type: none"> • Visible presence and use of desktop and laptop computers and other forms of technology to support whole class, small group and individualized instruction • Technology is fully and effectively integrated into instruction. • Documentation of visible presence of use of assistive technology devices • Classroom and technology lab observations
<p>6.3 Access to Library/Multimedia Center - The school's library/multimedia center provides students with ample access, both during and after the regular school day.</p>	<ul style="list-style-type: none"> • Schoolwide schedule for access and use of library/media center • Students observed using the library/media center both during and after school

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6.4 Library/Multimedia Center Resources - The school's library/multimedia center provides students with adequate access to computers with internet access and sufficient quantities of books for all students, including students with disabilities, ELLs/LEP students and bilingual students.	<ul style="list-style-type: none"> • Availability and assignment of a certified school librarian • Students observed in library/multimedia center conducting research and completing their assignments • A library collection that is current and up to date, with sufficient quantities of books on all readability levels for students • ELLs/LEP and bilingual students observed reading and borrowing library books that are written in their native languages.
6.5 Science laboratories - The school has adequate laboratory facilities with mandated safety equipment for hands-on inquiry based science instruction.	<ul style="list-style-type: none"> • Science laboratories observed, including schedules for use by classes on all grade levels • Safety equipment in labs is visible and accessible to all students and staff, as mandated by the Occupational Safety and Health Administration (OSHA). • Safety instructions are posted and a science safety manual is available for students and staff.
6.6 Hallways and stairwells - The hallways, stairwells, cafeteria, auditorium, and lavatories are clean and safe environments for student use.	<ul style="list-style-type: none"> • Public areas of the school are clean and graffiti free. • Student passing in the hallways and stairwells is smooth and efficient. • Students are not observed loitering. • Schedules are available for school security personnel, school aides and bathroom maintenance for coverage, as appropriate. • Custodian's Facility Report
6.7 Classroom environment - The classroom environment is orderly, clean, and displays student work that addresses the NYS Learning Standards and the new P-12 Common Core Learning Standards and performance indicators in all subject areas, as applicable.	<ul style="list-style-type: none"> • Classrooms are clean and orderly. • The Learning Standards, key ideas, and content and process strands (mathematics) for the NCLB priority instructional areas are posted clearly in classrooms. • Student work is displayed with teacher comments on

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	performance in relation to the Learning Standards and performance indicators. <ul style="list-style-type: none">• Rubrics and parallel tasks are evident.

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