

NEW YORK STATE EDUCATION DEPARTMENT
Differentiated Accountability School Quality Review

FOCUSED AND COMPREHENSIVE ON-SITE REVIEW PROCESS
DISTRICT AND SCHOOL RESPONSIBILITIES

The responsibilities below are central to a school's involvement in the School Quality Review (SQR). The district and school must fulfill these responsibilities to make the review a success.

General steps in the process are as follows:

BEFORE THE REVIEW:

- The school superintendent or his/her representative informs the school staff about the review process and protocols.
- The district, in conjunction with the Office of Accountability (OA) or District Superintendent (DS)/ DS representative will identify a small group (3-5) to take part in the SQR. This SQR team should consist of a representative from the school district's central office, two or three teachers, and content area/subgroup specialist(s), based on the area(s) of identification of the school.

A Special Education School Improvement Specialist (SEIS) from the Regional Special Education Technical Assistance Support Center (RSE-TASC), when assigned by the State 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 is provided to the principal.

- The school leadership should:
 - obtain a copy of the SQR QI document from the OA website or from the OA staff and carefully review the instructions with all persons involved in the self assessment.
 - complete the SQR QI document and supporting evidence with designated school staff.
 - submit the QI and supporting evidence to the SQR Team, along with, as applicable, a copy of the summary results of the structured instructional walkthrough conducted by SEIS. The SEIS report summary is considered by the SQR team in the development of the final report.
 - notify the SEIS, where one has been assigned, of when the SQR will be scheduled.

- provide members of the SQR review team with a master schedule indicating teacher name, subject area, class meeting times, room number, and class number or code, a bell schedule, a floor plan that includes the layout of classes, and directions to the school.
- arrange for teachers and staff, e.g., school nurse, guidance counselor, school psychologist, custodial staff, cafeteria staff and others as appropriate, to be available for interviews.
- plan for a group of 3-5 parents who would be willing to be interviewed, either on site or by phone, during the SQR. Provide contact information to the SQR team.
- arrange for meetings with various groups and organizations involved in the operation of the school, e.g., PTA, parent volunteer groups, educational partners representing business or higher education, etc.

DURING THE REVIEW:

The school leadership should:

- arrange for a room in the school for the reviewers to work. This should be a private space that team members can use as a home base where they can write, leave their review materials and confer for the entire visit. A room with computer access is preferred.
- designate a location for interviews of parents and staff to be conducted.
- confirm a location for the final day of the review for the SQR Review team to discuss their preliminary findings and recommendations with district/school leadership.
- inform school staff that the SQR team will be visiting classrooms throughout the review.

AFTER THE REVIEW:

- The school leadership team should carefully read and discuss the SQR Review Team report.
- A meeting with the school staff members should be held to share the findings and recommendations of the SQR Report. School staff should use the findings and recommendations from the SQR Report as a basis for discussion and planning for the remainder of the school year and for the development and implementation of the two-year CEP for SY 2011-12 and 2012-13. Submit completed Comprehensive Educational Plan (CEP) to SED. The scheduling of these meetings must ensure the participation of SESIS, when assigned.

- 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.
- 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).