

Components of the School Review

To ensure consistency in the school review practice, the following components will be conducted during a full review:

Event	Description	Explanation
In-School Document Review	<ul style="list-style-type: none"> • School schedule • All curriculum plans • Professional Development Plans • Teacher observation feedback • Additional school data • Agendas and attendance sheets for parent meetings • Sample correspondence to parents 	The purpose of the in-school document review is for the reviewers to have the opportunity to examine school-level documents while in the school so that clarifying questions can be asked. During this event, the school will have the opportunity to present documents aligned to a conversation about the strategies and practices the school is focused on establishing.
Interviews	<p>Principal</p> <ul style="list-style-type: none"> • Beginning of each day • Midday check on first and second day (for three-day reviews) • Clarifying review on last day • Debrief of findings at end of review 	The purpose of these meetings is for the reviewers to be able to communicate with the school leader throughout the school review process. This will encourage and enable fluid communication during the entire review process.
Focus Groups	Vertical teacher meeting (pre-selected group of teachers that are mutually agreed upon by the lead reviewer and school leader)	The purpose of this meeting is for the reviewers to ascertain a sense of how expectations, communications and practices are consistently recognized and distributed across the school. This group should represent all grades across subject areas. For example, an elementary school meeting should consist of a teacher from each grade and several clusters, or specialists.
	Parent Meeting (pre-selected group of parents that are mutually agreed upon by the lead reviewer and school leader)	The purpose of this meeting is for the reviewers to ascertain families' perception of how they are received, included and encouraged to partner with the school community for the betterment of their children's development, learning and achievement.
	Small Student Group Meeting (the reviewer will select these students on the first day of the review)	The purpose of this meeting is for the reviewers to discuss with a small group of students (3-5) the work they have produced this school year. Reviewers will ask students questions based on the work that appears in each child's work folder/portfolio.
	Large Student Group (the reviewer will select half of these students on the first day of the review, and the school leader may select the other half of the participants)	The purpose of this meeting is for the reviewers to ascertain how a wide variety of students perceive the school as a community and the school-wide expectations for their work. This group of students should be a vertical representation of the school that includes students from all grade levels and pertinent subgroups (including English language learners, special education, etc.).

		Schools that are identified for specific subgroups should expect to have a greater representation of that subgroup participate in the meeting.
	Student Support Staff Meeting (pre-selected group of staff members that are mutually agreed upon by the reviewer and school leader)	The purpose of this meeting is for the reviewers to ascertain how the school is using its student support staff, along with core teachers, to support students' social and emotional developmental health and academic growth. Additionally, the meeting is to ascertain how well the school works to engage parents and community organizations to support students.
Observations	Grade/Subject-Level Teachers	The purpose of this meeting is for the reviewers to observe a focused teacher meeting while the teachers look at student work and create an action plan to address the findings from the work. The reviewers will only ask clarifying questions prior to and/or after the meeting takes place. The teachers and school leaders should not expect this session to be led by the reviewer.
Visitations	Each Reviewer will visit seven to ten classes <ul style="list-style-type: none"> • After each visit, the reviewer will ask the teacher two to three questions (if doing so does not interrupt the lesson) 	The purpose of the classroom visits is for reviewers to ascertain how students are being instructed, and to make connections between the curriculum the school uses and strategies and practices the teachers are employing compared to the goals set by the teacher and school.
Review Debrief	School and District Representatives	The purpose of this meeting is for the reviewers to communicate the preliminary findings of the school's performance compared to the rubric in a formal manner that is consistent with all NYS School Review debriefing sessions across New York State. The principal should be present during this meeting. The principal may be accompanied with a small cabinet (no more than three additional people) during the debriefing session.