



SCHOOL NAME:	\emptyset	✓	+
Quality Score			

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.	\emptyset	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 			
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English Language Learners, special education students* 			
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 			
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.			
Overall score for Quality Statement 1			

Examples of "data" include

- Diagnostic, periodic, and summative assessments, student work, standards-based portfolios, attendance, descriptive review, security data, etc.

Criteria for measuring student progress are "objective" when they

- Align with state standards
- Demonstrate mastery of curriculum objectives.
- Break down learning activity into component parts (e.g., skills and sub-skills), and identify strengths and weaknesses on each sub-activity.
- Reveal to teachers, parents and students the student's progress or lack of it throughout the year in mastering each learning activity and sub-activity.
- Rely on explicit evaluative standards that can be demonstrated by examples and have a consistent meaning and application to different students and by different school professionals.
- Allow the performance and progress of students and groups of students at the schools, and in regard to each learning activity and sub-activity, to be compared over time.
- Identify ways to close the gap between current and expected learning objectives and practices.

* These criterion are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	\emptyset	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.			
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.			
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.			
Overall score for Quality Statement 2			



Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum’s capacity to generate meaningful interim data about progress towards goals and to support the school’s high expectations and improvement plans.			
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student’s and group of students’ outcomes.			
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student’s and group of students’ outcomes.			
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student’s and group of students’ outcomes.			
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			
3.6 Instructional programs actively engage students.			
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			
Overall score for Quality Statement 3			
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school’s collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student’s and group of students’ outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher’s instruction. Teachers frequently observe and support each other’s classroom instruction with the goal of improving student outcomes.			
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			
4.5 The principal is respected and has capacity to effect change.			
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			
Overall score for Quality Statement 4			
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student’s progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.			
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.			
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.			
5.4 Each plan’s interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.			
Overall score for Quality Statement 5			