

# 2022–2023 School Quality Review

LAE Board Meeting  
February 8, 2023

# What is a School Quality Review?

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## A process

- Looks at how well schools are organized to support student learning and teacher practice
- Designed to support schools to engage in key practices correlated with raising student achievement



# What is a School Quality Review?

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## A snapshot

- Review school documents and data
- One-day school visit
- Observations of instruction, non-instructional spaces, and meetings
- Panels with families, students, teachers, and school leaders

# What is a School Quality Review?

## A document

- SQR Report includes ratings on 11 SQR indicators
- Describes areas of strength and areas of focus
- Includes tailored, recommended action steps

**Area of Focus # 2**

**Indicator 9: Teacher Teams & Distributed Leadership**

**Description:**  
School leaders have established a set of teacher collaboration structures which include content-based planning teams (i.e., the 7th-grade math team), grade-level teams (GLTs), a Teacher Leadership Team (TLT), and a Student Support Team (SST). Leadership is distributed through these structures and teachers have opportunities to take on formal and informal leadership and/or facilitation roles. Planning teams use established protocols to engage in collaborative "intellectual prep" of lessons. For some teams, however, the established protocol includes time-consuming steps designed to support team members with planning work which no longer benefit experienced team members. As a result, not enough time is spent on high-leverage instructional planning, such as planning for potential misconceptions, in response to data, and/or to ensure access for all students.

**Action Steps:**

- **Assess how each content planning team currently utilizes its collaboration time.** Review team agendas and visit content planning team meetings along with ILT members, keeping in mind that teachers have limited time in which to collaborate. Determine how much time each team is devoting to procedural planning activities, noting which members of each team may be better served by completing those activities individually.
- **Revise and/or plan additional "intellectual prep" protocols.** Develop one or more alternate intellectual prep protocols to ensure that teacher collaboration time is spent on the most high-leverage work as it relates to each team and the individuals who comprise each team. Take into consideration that—as team members' planning and instructional skills develop over the course of the school year—teams may require different protocols in April, for example, than they did in September. Consider that, as School retains more teachers, these teams may increasingly be comprised of experienced and skilled members until the protocol which best supported the 6th-grade ELA team of 2018 is no longer the most high-leverage protocol for that same team in April of 2020.
- **Pilot new protocols and norm with the ILT and team facilitators.** Pilot any new protocols with a team or small number of teams once a set of alternate protocols has been developed. Gather comparative user feedback on the prior protocol and the pilot protocol from teachers on the affected team(s). Adjust protocols, as needed, and then norm with the ILT and team facilitators on: how to make decisions about which protocols should be used by each team, what purpose any adjustments have, and who is best able to or is to be responsible for making the decision to change protocols.

Rating
Developing
Developing
Proficient
Proficient
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Proficient
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Developing

Indicator 9: Teacher Teams & Distributed Leadership	Engage in structured protocols using a data-driven approach that promotes continuous improvement. Focuses on improved student outcomes	Developing
Indicator 10: Continuous Improvement	Evaluate the quality of school level decisions, adjusting as needed to increase the coherence of policies and practices across the school	Developing

# Goals of the school quality visits

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- ★ Provide accurate rubric ratings to the school, district, and state to satisfy required statute and support school improvement efforts at scale
- ★ Provide concrete and actionable recommendations aligned to the rubric
- ★ Provide a high quality and high leverage professional development experience to school leaders and leadership teams to inform school improvement planning

# Big Ideas / Underlying Principles

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Strengths-based

Continuous  
Improvement



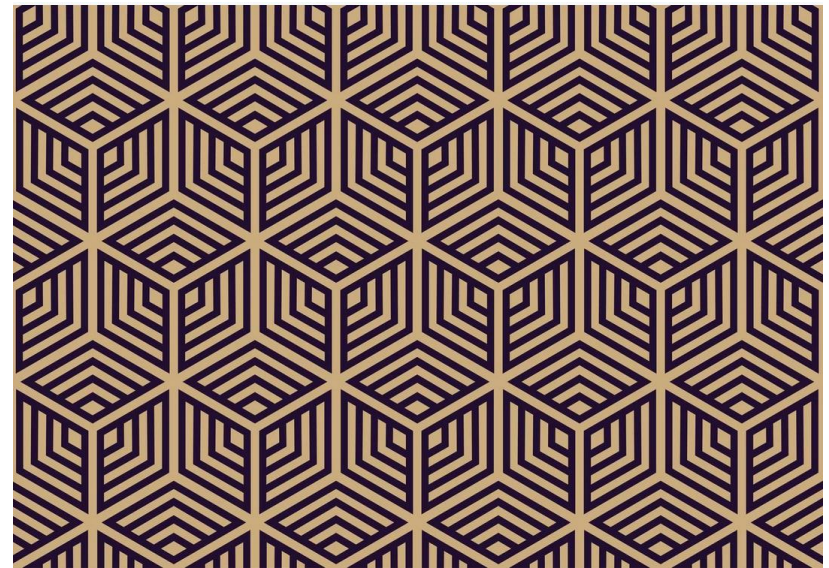
# Big Ideas / Underlying Principles

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Agnostic on  
Approach

Coherence



# Rubric framework

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*The SEN School Quality Review rubric is comprised of 11 indicators belonging to three quality categories. The work of each category is informed by an equity lens to ensure the school community effectively involves and serves all stakeholders.*

## **The Instructional Core**

Indicator 1: Curriculum

Indicator 2: Pedagogy

Indicator 3: Assessment

## **School Culture**

Indicator 4: Positive Learning Environment

Indicator 5: High Expectations

## **Structures and Systems for Improvement**

Indicator 6: Leveraging Resources

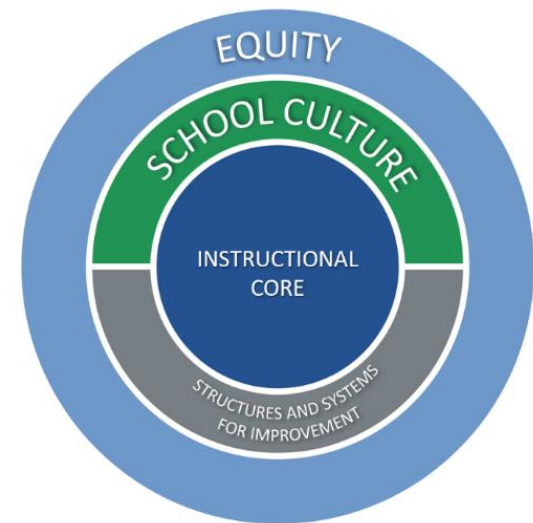
Indicator 7: Goals and Action Plans

Indicator 8: Teacher Support and Supervision

Indicator 9: Teacher Teams and Distributed Leadership

Indicator 10: Continuous Improvement

Indicator 11: Student Academic & Developmental Support





# SQR timeline & important info

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- ❑ The overall review window is 1/5/23 - 4/8/23
  
- ❑ Evidence gathering for each SQR will be one full day (~8:00-5:00)
  
- ❑ Reviewer will reach out ~3 weeks prior to the review to set up a preparation call; during the call the review schedule will be finalized, and the principal will have the opportunity to provide brief context about the school and ask questions
  
- ❑ Ratings and a summary report will be delivered to schools on a rolling basis, usually no later than 4 weeks post-review
  
- ❑ Reports will include:
  - Ratings for each of the indicators
  - Areas of strength, Areas of focus, Aligned recommendations