



Collaborative School Committee Meeting Agenda

December 14, 2015

1. Describe the purpose and process of the School Quality Review (Handout)
2. Discuss results of School Quality Review
 - a. Handout: Summary of SQR Results
 - b. Reflections on findings.
3. Discuss action steps to take regarding the SQR findings
4. Preparing for Mid-Year School Performance Conversations:
 - a. Meeting in January to go over CMAS: PARCC results and overall school performance- **January 11 at 6:00**

What is a School Quality Review (SQR)?

- **What is the purpose of an SQR?**

In an SQR, an objective, third-party group visits the school and gathers information about the school's overall quality, including feedback from families, teachers and school leaders. The SQR team produces a report on the school's strengths and challenge areas. We have used SQRs for several years to inform our overall school improvement strategies.

- **How are schools selected for an SQR?**

Schools are selected for an SQR based on academic performance. Generally, schools that earned a "red" or "orange" rating on the School Performance Framework (SPF) have a school quality review at a minimum of every two years. In addition, schools that have experienced a significant drop in performance may also be selected for an SQR, which means a school that is a "yellow" or "green" on the SPF could also have an SQR.

- **How are the results of an SQR used?**

The review's in-depth look at a school's overall quality and instructional practices, along with student achievement data, provides the school and DPS with information to assist with planning improvement strategies, providing additional supports and determining other appropriate actions to improve schools.

What are our School Quality Review results?

Domain 1: Instruction	Exceeds	Meets	Partially Meets	Does Not Meet
1. Classroom interactions and organization ensure a classroom climate conducive to learning.		X		
2. Classroom instruction is intentional, engaging, and challenging for all students.			X	
3. Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.			X	
Domain 2: Students' Opportunities to Learn	Exceeds	Meets	Partially Meets	Does Not Meet
4. The school identifies and supports special education students, English language learners, and students who are struggling or at risk.			X	
5. The school has a safe, supportive learning environment that reflects high expectations.		X		
Domain 3: Educators' Opportunities to Learn	Exceeds	Meets	Partially Meets	Does Not Meet
6. The school designs professional development and collaborative systems to sustain a focus on instructional improvement.			X	
7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.		X		
Domain 4: Leadership and Community	Exceeds	Meets	Partially Meets	Does Not Meet
8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.			X	
9. School leaders effectively orchestrate the school's operations.		X		
10. Communities, parents and families are actively engaged in their students' progress and school improvement.		X		