

## DCPS QUALITY REVIEW: SCHOOL QUALITY STANDARDS & KEY INDICATORS

Please rate the performance in the following areas		Does Not Meet	Partially Meets	Meets	Exceeds
<b>PRIMARY ELEMENT 1: Teaching and Learning</b>					
<b>Quality Statement 1</b>	<b><i>Quality Instruction: The school uses effective instructional practices and creates a collaborative school climate to improve student learning.</i></b>				
1.1	Additional instruction and learning time is provided for all students who require it to meet academic standards.				
1.2	There are opportunities for enrichment for students who meet standards.				
1.3	Students can explain what they are learning and why and how it connects to what they have already learned. They are able to talk about the quality of their work and what they must do to improve it.				
1.4	Teachers maintain a deep understanding of content and pedagogical knowledge relative to their specific discipline.				
1.5	The curriculum is implemented with fidelity.				
1.6	Rubrics and models of student work are reviewed and discussed with students.				
1.7	Instructional tasks require students to construct explanations, identify and justify solutions and raise questions.				
1.8	A coherent instructional program exists in which the curriculum, professional development and assessment are aligned.				
1.9	Teachers regularly model and discuss learning strategies with students.				
1.10	Curriculum, instructional strategies and assessments are coordinated among teachers within and across grade levels				
1.11	Student interventions are linked to the school's curriculum, instruction, and assessment program				
1.12	Strategies and supports are in place for students who are struggling academically				
1.12	Teachers use a variety teaching strategies to meet the varied learning needs of all students				
1.14	Students are consistently educated in an inclusive environment				
1.15	Classroom space is organized so that students can get what they need-books, journals, and other materials on their own				
1.16	Every classroom has areas for students to read, write, and work on their own and in various grouping structures. Current and exemplary student work is posted throughout the school				
1.17	Classroom walls display current student work and charts the teacher and students have created together about the content they are studying and standards for exemplary work. Students refer to the charts frequently				
1.18	The school has developed a shared understanding of what good instruction looks like				
<b>Quality Statement 2</b>	<b><i>Student Engagement: The school utilizes effective strategies for engaging students in active learning, integration between learning and experiences and opportunities for feedback.</i></b>				
2.1	Students use rubrics to judge their work				
2.2	Teachers give prompt and specific feedback to students on their work, based on standards. In conferences, both the teacher and students talk about the work				
2.3	Students engage in both peer and teacher conferences in which they evaluate and modify their work based upon clear criteria				

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2.4	Students are able to describe the substance of what they are trying to learn and how it connects to previously learned information				
2.5	Students expect to have opportunities to revise work multiple times in order to reach mastery.				
2.6	Students are engaging in high-level thinking and challenging activities and tasks in every subject.				
2.7	Students have a clear understanding of what good work looks like and how to improve their work				
<b>Quality Statement 3</b>	<b><i>Data and Assessment: School Leaders and Faculty consistently gather data and use it drive instruction and whole school improvement.</i></b>				
3.1	A school-wide progress reporting system exists in which students and parents are provided frequent feedback relative to progress toward meeting the expected standards.				
3.2	There is a school-wide grading policy that has specific criteria for each subject area and supports high standards.				
3.3	There is a school-wide assessment program in place that aligns to the curriculum				
3.4	Teachers keep track of each student's learning and share their progress with them regularly				
3.5	Teachers know the value and purpose of various kinds of assessments.				
3.6	School teams analyze data and student work to plan instruction and identify their own learning needs				
3.7	Teachers use various assessments to track patterns in their students' performance and modify their instruction in response				
<b>Quality Statement 4</b>	<b><i>Classroom Management: The classroom environment fosters positive social interaction, active engagement, and self-regulation for every student.</i></b>				
4.1	Classroom rules and procedures have been carefully planned				
4.2	Students understand the rules and procedures				
4.3	Students understand what is expected and how to succeed				
4.4	Teachers acknowledge the diversity of students and encourages mutual respect				
4.5	The teacher effectively handles resistance, conflict, and stress				
4.6	Students are treated as responsible citizens				
<b>Quality Statement 5</b>	<b><i>Professional Development: The school has a comprehensive professional development plan which seeks to continuously broaden the knowledge of all staff in an effort to improve whole school improvement and student achievement.</i></b>				
5.1	A school-wide professional development plan exists which serves to broaden knowledge relative to the various content areas				
5.2	School staff participate in sustained and intensive professional development.				
5.3	Professional development options provide a strong foundation in the pedagogy of relative disciplines				
5.4	Professional development practices are grounded in solid research				
5.5	Professional development contributes measurable improvement toward student achievement				
5.6	Professional development provides sufficient time, support and resources to enable teachers to master new content and pedagogy.				
5.7	The school's professional development plan and schedule are posted and shared with staff, families, school partners, and visitors				
5.8	Staff regularly discuss instructional problems and solutions in formal and informal settings				
5.9	There is evidence that professional development opportunities are integrated into practice				

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<b>Quality Statement 6</b>	<b><i>Instructional Resources: The school strategically uses instructional resources to enhance learning, augment current curriculum and improve achievement.</i></b>				
<b>6.1</b>	There is evidence that instructional resources are readily available to all staff.				
<b>6.3</b>	There is evidence that the instructional resources assist students in applying knowledge to real life experiences				
<b>6.4</b>	There is clear alignment between the instructional resources and curriculum content				
<b>6.5</b>	The school effectively uses technology as a key instructional resource				
<b>6.6</b>	Each school has successfully implemented a mandatory uninterrupted literacy and math block (based upon grade level)				
<b>6.7</b>	The schedule maximizes instructional time for core subjects and increases the number of professionals in each classroom				
<b>6.8</b>	Extended learning opportunities are coordinated with-in school time to support coherent instruction				
<b>6.9</b>	Every classroom has a classroom library and instructional materials and equipment				

<b>PRIMARY ELEMENT 2: Safe and Effective Learning Environment</b>				
<b>Quality Statement 1</b>	<b><i>School Management and Leadership: The principal is the instructional leader who shares leadership with the rest of the staff. All staff collaborate to strengthen the instructional programs and monitor progress of students.</i></b>			
<b>1.1</b>	The principal collaboratively develops, implements and monitors change process to improve student and adult learning.			
<b>1.2</b>	There is a school-wide focus on learning			
<b>1.3</b>	School administrators are in classrooms everyday, talking with students about what they are learning and conferring with teachers about their informal observations and decisions on next steps			
<b>1.4</b>	School staff help create school policies and practices that support the mission and vision of the school			
<b>1.5</b>	Both teachers and administration lead conversations around looking at student work, data, etc.			
<b>1.6</b>	Principals and teachers engage in learning walks in their own and other schools			
<b>1.7</b>	There is formative evaluation of teaching in which teachers receive regular feedback and support relative to improving their instructional practice			
<b>Quality Statement 2</b>	<b><i>Clean and Safe Learning Environment: The overall school atmosphere is orderly, purposeful, business-like and free from the threat of physical harm.</i></b>			
<b>2.1</b>	The school has a comprehensive safety plan			
<b>2.2</b>	Discipline policies are equitable and consistently enforced.			
<b>2.3</b>	Staff and Students exhibit mutual respect for cultural and social difference			
<b>2.4</b>	The appearance of the building is clean and free of trash and debris			
<b>2.5</b>	Classrooms exhibit well-kept interiors			
<b>2.6</b>	There is light student traffic in the hallways throughout the day			
<b>2.7</b>	School start, dismissal, and transition periods are orderly and timely			

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<b>Quality Statement 3</b>	<b><i>Clear Vision and Mission:</i> The school has a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability.</b>				
<b>3.1</b>	School staff knows and understands the primary mission of their school				
<b>3.2</b>	Student learning is at the center of decision making				
<b>3.3</b>	State level standards are integrated and aligned with planning school goals				
<b>3.5</b>	Student performance indicators have been identified and collaboratively agreed upon by staff.				
<b>Quality Statement 4</b>	<b><i>High and Clear Expectations:</i> The school exhibits a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of essential school skills and that they, the staff, have the capability to help all students do so.</b>				
<b>4.1</b>	Teachers foster an environment which conveys a belief that all students can achieve and they are expected to do so.				
	Teacher-student interactions could be typically described as supportive and respectful.				
<b>4.2</b>	Teachers effectively distribute attention between high and low performing students				
<b>4.3</b>	The teacher effectively differentiates instruction in an effort to give all students an opportunity to achieve.				
<b>4.4</b>	Students know that success is expected and have opportunities to experience success				
<b>4.5</b>	There are opportunities for student leadership				
<b>4.6</b>	High quality student work is posted in the classroom and throughout the school.				
<b>Quality Statement 5</b>	<b><i>Support Services and Resources:</i> The school strategically utilizes community resources and business partners to leverage additional support in an effort to achieve increased student achievement and whole school improvement.</b>				
<b>5.1</b>	The school aligns youth development and support services around stated academic goals.				
<b>5.2</b>	There is evidence of school partnerships with outside organizations that routinely provide support services to the school (i.e. tutoring, internships).				
<b>5.3</b>	Community resources are continually identified, utilized and integrated into school programs.				
<b>5.4</b>	The school frequently seeks grants and in-kind services to develop and expand student support services.				
<b>5.5</b>	The school regularly cooperates with other schools and external organizations to share resources				
<b>5.6</b>	Appropriate school staff have been trained in the role and proper utilization of health and human service professionals.				
<b>5.7</b>	The use of facilities and space is fully coordinated to accommodate all program, services and activities.				
<b>Quality Statement 6</b>	<b><i>Professional Learning Community:</i> The school has established a collaborative learning environment whereby leadership roles are shared among staff which fosters common goal planning and mutual respect.</b>				
<b>6.1</b>	Teachers are accountable for improving instruction and student outcomes.				
<b>6.2</b>	Staffing decisions are collaborative and are driven by the needs revealed by student data.				
<b>6.3</b>	Teacher's frequently observe and support each other's classroom instruction with the goal of improving student outcomes.				

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6.4	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.				
6.5	Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance.				

	<b>PRIMARY ELEMENT 3: Parent and Community Involvement</b>				
Quality Statement 1	<b>Communication: The school communicates effectively with the community to establish and maintain strong relationships with key stakeholders such as families, students, faculty and other community members.</b>				
1.1	A variety of communication methods are used, including personal individual notes, class newspapers, school newsletters, student diaries, e-mail, web sites.				
1.2	Clear outlines of courses, including learning goals, timelines, student expectations, test dates, school activities are clearly communicated to key stakeholders.				
1.3	Both informal and formal opportunities for parent contact with school administration are provided				
1.4	Personal conferences with parents are used to discuss not only needs of students but also positive aspects, achievement and commitment to immediate contact should issues arise.				
1.5	The school utilizes parent liaisons to reach disengaged parents				
Quality Statement 2	<b>Community Collaboration: The school has activities and programs which allow the members of the respective community an opportunity to support the school's mission and improve academic achievement.</b>				
2.1	Formal and informal processes exist by which business representatives are on committees that adopt, revise, or evaluate curricula.				
2.2	Procedures encourage schools to be participants in community functions promoting well-being and focusing on awareness of community services, learning opportunities, and student enrichment				
2.3	Formal agreements are in place, assisting in the placement of age-eligible students in intern positions in local businesses				
Quality Statement 3	<b>School Support for Parent Involvement: The school has activities and programs which allow the parents to understand and support the school's mission and are given the opportunity to play an important role in helping the school to achieve the mission.</b>				
3.1	Parents have a clear understanding of school goals				
3.2	Parents are informed of current curriculum standards and any state or federal legislation which affects curriculum.				
3.3	Parents are given methods and strategies for helping their children at home.				
3.4	Student progress reports are available to parents (including state assessments)				
3.5	There is evidence of active parent organizations				
3.6	There are multiple methods for communicating with parents available				