

SchoolWorks School Quality Review Report

**Bard West Early College
October 31- November 2, 2017**

SchoolWorks

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About the SchoolWorks School Quality Review Process

The Cleveland Metropolitan School District (CMSD) envisions 21st Century Schools of Choice in which students will be challenged with a rigorous curriculum that considers the individual learning styles, program preferences, and academic capabilities of each student, while engaging the highest quality professional educators, administrators, and support staff available. As part of Cleveland's Plan for Transforming Schools, CMSD has adopted a portfolio district strategy that includes: growing the number of high quality district and charter schools, and closing or replacing failing schools; focusing the district's central office on its role in school support and governance, while transferring authority and resources to schools; investing and phasing in high-leverage school reforms across all levels; and increased accountability for all schools in the district through the creation of the Cleveland Transformation Alliance (CTA). CMSD has partnered with stakeholders to create a school performance framework that will be used to provide a comprehensive assessment of the quality of each school in the district. The comprehensive assessment will be an evidence-based process that includes data and information gathered on academic programs and performance, school climate, finance, operations, governance, and stakeholder satisfaction, among other sources.

CMSD has engaged SchoolWorks as a partner in implementing a school quality review (SQR) process aligned to CMSD initiatives and the school performance framework. The SQRs are used as one component of a comprehensive assessment of the quality of each school in the district; they are used to provide formative feedback to schools. Reviews include an action planning process in which the team and the school work together to identify prioritized areas for improvement.

The School Quality Review (SQR) protocol and review process provides a third-party perspective on current school quality for all students. The process will include two days of collecting evidence on site through interviews, classroom visits, and document review. While on site, the team meets to discuss, sort, and analyze evidence it is collecting. The site visit team uses evidence collected through these events to determine ratings in relation to the protocol's criteria and indicators. In addition, the review will include a half-day prioritization session on the third day to assist the school in identifying root causes of opportunities for improvement and identifying which opportunities for improvement are of the highest priority and most likely to impact student achievement. The outcome of the action planning process is a prioritized plan of next steps, including strategies, resources, and timelines to accomplish goals.

The report documents the team's ratings for key questions within each of the four domains identified in the SQR protocol: *Instruction*, *Students' Opportunities to Learn*, *Educators' Opportunities to Learn*, and *Leadership*. The final pages of the report are used to record the discussion and action plan developed by the team and the school during the prioritization process.

Domains and Key Questions

Based on trends found in the collected evidence, the site visit team assigns a rating to each key question.

	Rating (See Appendix B)					
	Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary		
Key Question Ratings			Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary
Domain: Instruction						
1. Do classroom interactions and organization ensure a classroom climate conducive to learning?						
2. Is classroom instruction intentional, engaging, and challenging for all students?						
3. Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?						
Domain: Students' Opportunity to Learn						
4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?						
5. Does the school have a safe, supportive learning environment that reflects high expectations?						
Domain: Educators' Opportunity to Learn						
6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?						
7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?						
Domain: Leadership						
8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?						
9. Do school leaders effectively orchestrate the school's operations?						

Domain 1: Instruction

The instructional domain centers on the specific interactions between teachers and students around content. Research suggests that high-quality instructional interactions require: supportive classroom environments; involve purposeful teaching that is intentional, engaging, and challenging; and ensure student feedback in response to ongoing assessments.

1. Do classroom interactions and organization ensure a classroom climate conducive to learning?

**Level 2:
Targeted Support
Required**

Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective ¹
1	2	3	4
0%	28%	44%	28%

- Behavioral expectations are clear and understood by the majority of students.** In 28% of classrooms (n=18), behavior expectations were effective. In these classrooms, all students consistently behaved appropriately throughout the lesson, having apparently internalized classroom expectations. In one such class, for example, all students were attentive throughout the introduction to new material, and then worked quietly, and as expected, during small group work. In 44% of classrooms, behavior expectations were partially effective. In these classrooms, most students behaved as expected throughout the lesson, or minor misbehaviors occurred during only one portion of the lesson. In one classroom, for example, all but a few students were on task throughout the lesson. In another, all students were on task during a whole-class discussion, but groups of students became off task during small group work. In 28% of classrooms, partially ineffective behavior expectations were observed, often due to frequent minor misbehavior, such as some students talking over the teacher or to their classmates throughout the lesson. In one such classroom, for example, a small group of students chatted about topics not related to the lesson throughout the observation, and the misbehavior was not addressed by the teacher. The site visit team did not observe any examples of disrespectful or unsafe behaviors, or a chaotic learning environment, in any classrooms.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
11%	39%	44%	6%

- The learning environment is not consistently structured, and learning time is not consistently maximized.** In 44% of classrooms, the learning environment was partially effectively structured, and most, but not all, learning time was maximized. In one such classroom, students chatted idly for the first four minutes of class as the teacher prepared the whiteboard, but began their Do Now activities as soon as prompted to do so by the teacher. In another class, the teacher was prepared, and class began on time, but directions for the lesson activity were unclear, and took approximately three minutes to restate and clarify for students. In 39% of classrooms, the learning environment was

¹ Due to rounding, the percentages for a particular indicator may not appear to total to 100%.

partially ineffectively structured. In these classes, some learning time was wasted due to a lack of teacher preparation, instruction starting late or ending before the end of the period, or due to transitions that did not consistently maximize learning time. In one such classroom, students sat idly for approximately five minutes after the start of the period as the teacher sorted worksheets and student assignments. Additional time was then spent on non-academic conversation before instruction began. In another such classroom, class started late, and some learning time was wasted as the teacher generated discussion questions in the moment, rewording and restating questions multiple times. The site visit team observed that the majority of classes either started a few minutes after, or ended a few minutes before, posted class period times.

2. Is classroom instruction intentional, engaging, and challenging for all students?	Level 1: Intensive Support Required
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Focused Instruction			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
28%	39%	22%	11%

- Teachers do not consistently provide students with clear learning goals and focused, purposeful instruction.** Instruction was partially effectively focused in 22% classrooms. In these classrooms, learning objectives were communicated to students, often through guiding questions, and/or some, but not all, academic content was presented clearly. In one such classroom, lesson activities were aligned to the posted guiding question, and teachers referred back to the guiding question throughout the lesson, although all academic content was not presented clearly. In another, the teacher presented academic material clearly through lecture, but allowed no opportunities for students to ask questions. Also, directions and expectations for the following small group work were unclear, such that when released to work in small groups, students were confused and unable to complete the lesson activities. In 39% of classrooms, instruction was partially ineffectively focused, often as the result of unclear learning goals or content delivery, leading some students to struggle with lesson activities. In one such classroom, the teacher used various terms to refer to what students were expected to do to show mastery in the lesson activity (e.g. describe, contextualize, categorize), leading to some student confusion. In another, the teacher delivered direct instruction with a lack of clarity, then modeled the desired skill with just one example, also resulting in some student confusion. As a result, some students were then unable to complete the activity independently, or did not attempt the activity. In 28% of classrooms, instruction was ineffectively focused, often due to unclear learning outcomes or content delivery, leading many students to struggle with lesson activities. In one such classroom, students were visibly confused and frustrated by not understanding the teacher’s content delivery, and, as a result, either did not attempt the task, or could not complete the task as required. The site visit team observed few examples of lesson objectives that were specific, measurable, and that clearly indicated what students would be able to do at the end of class. While in classrooms, the site visit team observed that many students expressed frustration with a lack of understanding of the content delivered, and stated that they were unclear on the intention or rationale for lesson activities. Students reported that this is often the case in classes.

Higher-order Thinking

Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
33%	33%	17%	17%

- Instruction does not require all students to use and develop higher-order thinking skills.** The site visit team observed challenging, rigorous discussions and activities in many classrooms, but the number of students who had opportunities to, or were required to, engage in these tasks varied greatly. In 17% of classrooms, effective higher-order thinking was observed. In these classrooms, all students had opportunities to engage in higher-order thinking throughout the lesson. In one such classroom, students were asked to write about how the protagonist in the text viewed himself; all students responded to the prompt, and multiple students then shared their responses. In another 17% of classrooms, higher-order thinking was partially effective; most, but not all, students engaged in higher-order tasks. In one such classroom, students were asked to complete a writing task requiring them to analyze text and support their answers. Most students attempted the task, while others were confused by the directions and did not attempt the task. In 33% of classrooms, higher-order thinking was partially ineffective; only some students engaged in rigorous tasks. In one classroom, for example, students were asked to apply challenging concepts to real-world situations, but only half of students completed the task, while the teacher completed the task for the other half of students. In another such classroom, the teacher asked challenging questions related to the themes from the text, but only approximately one-third of students had the opportunity to respond. In 33% of classrooms, higher-order thinking was ineffective; only a few students engaged in challenging tasks. In one such classroom, students were asked challenging questions related to modern applications of philosophical concepts, but less than one-quarter of students offered responses, and these same students were called on numerous times. Similar patterns of discussion, in which high-level questions were responded to by a few students, were observed in many classrooms. In another class, students were required to complete only recall-and-comprehension activities on a worksheet.

3. Do teachers regularly assess students’ progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?	Level 1: Intensive Support Required
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Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
56%	22%	17%	6%

- In-class assessment strategies are not used to reveal students’ thinking about learning goals.** In 17% of classrooms, assessment strategies were partially effective. In these classrooms, teachers used formative assessment strategies to assess the understanding of most, but not all, students. In one classroom, for example, the teacher asked review questions regarding the text on which the following discussion was to be based, and checked the responses of most, but not all, students. In 22% of classrooms, assessment strategies were partially ineffective, often as a result of checking the understanding of less than half of the students. In one such classroom, teachers asked verbal questions to check for students’ understanding of themes in the text, but called on only a small number of students. In another classroom, the teacher asked students to write in the voice of a

character from the text. All students completed the task, but the teacher viewed the responses of a small number of students only, and did not address that many students had not written in the correct point of view. In 56% of classrooms, assessment strategies were ineffective, most often because assessment strategies were not used, or because teachers only checked to see that students understood directions or were behaving, rather than assessing understanding of the academic material. In the majority of these classrooms, no formative assessment strategies were observed. In many classrooms, teachers made no attempt to check for understanding or circulate throughout the classroom and, instead, remained at their desk for lecture. In another class, the only form of assessment observed was asking students if they understood the text without probing further. In another, the teacher circulated, but only looked to see if students had completed the work and were on task.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
61%	33%	6%	0%

- Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** In 33% of classrooms, partially ineffective feedback was provided. In many of these classrooms, teachers provided feedback to a small number of students only, or provided feedback to the whole class based on one, or a small group of students', misunderstandings, rather than trends in students' misunderstandings. In one such classroom, the teacher circulated and provided specific feedback on students' writing, but did so for a few students only. In another classroom, the teacher identified one student's mistake, then called the class together and modeled the correct skill, but the misunderstanding was not shared by the majority of students, and the majority of students were not attentive to the teacher's correction. In 61% of classrooms, feedback was ineffective or absent. In one classroom, for example, the teacher called on students during lecture, but did not respond to their comments, instead appearing only to elicit responses to ensure that students were paying attention. In the majority of classrooms, no feedback was provided. While teachers described using rubrics and exemplars to provide guidance and feedback, the site visit team did not observe teachers using, or referring to, rubrics or exemplars in classrooms.

Domain 2: Students’ Opportunities to Learn

Students’ opportunities to learn are influenced by the *school-wide learning culture*, or the norms, values, and relationships students experience at school each day, as well as the *school-wide practices and interventions* that support students’ academic and social-emotional learning. Research suggests that students learn best when their schools have a culture of high expectations for behavioral and academic performance *in concert with* a culture of caring and support. This context is further bolstered when schools monitor students’ academic and behavioral progress, identify students’ in need of more targeted support, and ensure interventions and guidance for students at risk of disengaging or failing

<p>3. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?</p>	<p>Level 2: Targeted Support Required</p>
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- Some teachers implement a systematic process for identifying struggling students and monitoring their progress.** Many teachers reported using Jupiter Grades, the school’s online grading system, to identify students in need of extra support and to monitor their progress. These staff members reported viewing students’ grades regularly, encouraging parents and students to do the same, and encouraging or requiring students to attend teachers’ office hours for extra support if their grades decrease, assignments are missing, or they did not master an academic concept. Others reported mandating that students attend the school’s writing center for additional help, as well. However, other teachers indicated that they do not monitor students’ progress at this level, and stated that it is the students’ responsibility to determine if and when they need extra support. School leaders described working closely as a leadership team to address students’ academic and behavior needs as needs are brought to their attention, and stated that, when appropriate, they enlist the school’s counseling staff. School leaders and some teachers also reported that the school has a student support team (SST) that meets when possible (monthly, on average). School leaders reported that the SST includes a school leader, dean of students, and dean of advising. However, when asked, many teachers indicated that they are unaware of this system; others indicated that referrals to this system are informal. Some staff stated that the school’s informal, teacher-based approach to supports is effective in meeting students’ needs, and reported a sense of responsibility for ensuring that students receive the supports they need. Yet, others indicated that this informal approach allows for struggling students to go unnoticed. Students reported that some of their teachers are aware when they struggle academically, but that others are not. Students also provided examples of struggling for prolonged periods of time before asking for help, often to the detriment of their grades, and sometimes resulting in failing classes.
- The school implements inconsistent supports for struggling students.** School leaders, teachers, and students consistently identified office hours and the writing center as the school’s primary approaches to supporting struggling students. All stakeholders reported that the school’s writing center staffed by an adult (similar to a college model – a space where students can go during their free periods to receive help on their writing) is a new intervention this year. All students reported using either office hours or the writing center at least monthly, and all reported that the writing center is useful. Some teachers reported that office hours provide effective supports for students. Students reported that some teachers are very helpful during office hours, that some teachers require they attend, and that they feel comfortable going to office hours for help when needed. But some teachers expressed that office hours are not effective because these office hours are typically optional, and struggling students

choose not to attend. Students reported that some of their teachers are unable to help them clarify challenging material during office hours; others reported that they do not feel comfortable going to office hours for help, because teachers express frustration with, or judge them for, their lack of understanding. In addition to office hours, staff reported that the school has one academic interventionist who works primarily with students with special needs, and that the school’s support staff includes a dean of students, guidance counselor, and external mental health providers, and that these individuals work together to support struggling students.

5. Does the school have a safe, supportive learning environment that reflects high expectations?	Level 3: Established
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- The school provides a safe environment to support students’ learning.** School leaders, teachers, and students consistently reported that the school is a safe space, both physically and emotionally. Teachers reported feeling invested in ensuring school safety, gave examples of voluntarily monitoring school entrances near their classrooms, and reported that school safety is a priority for school leaders. The site visit team observed that although students were often unmonitored in hallways, students typically acted appropriately during these times, having internalized the school culture expectations. The site visit team observed no examples of unsafe student behavior. Students also unanimously reported that they feel physically safe on campus, and that fights are extremely rare (1-to-2 instances this year) and always result in immediate and significant disciplinary action from administration. Students also reported that bullying does not happen at the school, that they feel they can be themselves, and that the school environment is very supportive of students who identify as LGBTQ. Students further reported that school leaders help make the school a safe space, and gave the example of an immediate and effective response to a recent incident in which a student used hate speech/symbols on campus. On the school’s most recent Conditions for Learning survey, 97% of students reported feeling safe at school.
- The school provides opportunities for students to form positive relationships with peers and some adults in the school.** Students consistently reported that one of the school’s best attributes is that it creates opportunities for strong relationships among students. Staff and students reported that the school offers sports and various student-led clubs; both staff and students reported that most students take part in one or more of these. Staff reported that the school’s approach to behavior is restorative, rather than antagonistic or punitive. The site visit team observed one such restorative conversation in which the student took leadership and responsibility in addressing his/her breach in culture. Students also expressed a high level of respect for their peers, including the diversity of the student body; they reported that they feel their classmates embrace the school’s academic challenge. School leaders, teachers, and students also reported that the school’s advisory program creates opportunities for relationships between students and their teachers, and reported that students learn social and emotional skills during this time. While students reported consistently positive relationship with their peers, a small number expressed a lack of positive relationships with staff. Approximately half of students reported that they have an adult (teacher or school leader) on campus with whom they are comfortable speaking about personal issues. While all students reported feeling emotionally and physically safe on campus, some expressed that they do not have fully trusting relationships with all teachers. Some students, for example, reported hesitation to disclose personal issues and reported that they feel that teachers cannot relate to their personal issues or home challenges. Others expressed that they feel that some teachers do not understand students’ diverse home cultures, and expressed a desire for more teachers of color.

Domain 3: Educators' Opportunities to Learn

Teachers' opportunities to learn are influenced by the *school-wide professional culture*, or the norms, values, and relationships teachers experience at school each day, and the *school-wide practices* that support teachers' ongoing professional growth and collaboration. Research indicates that a culture of mutual responsibility, trust, and collective efficacy provides an essential foundation for teachers' and leaders' focused collaboration around instructional challenges. The school-wide culture and the school's supports for professional learning and collaboration contribute to teachers' collective capacity to deliver high-quality instruction, not just in individual classrooms, but across the school.

6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?	Level 3: Established
<ul style="list-style-type: none"> • Professional development (PD) is intensive and sustained. School leaders and teachers stated that teachers' most useful PD opportunities take the form of summer conferences. Most staff reported holding doctoral degrees, and reported that conferences allow them to deepen their content knowledge. Teachers gave examples of taking part in both local and national conferences, and reported that school leadership is extremely supportive of their participation in these events. School leaders and teachers also consistently reported that one of the school's priorities this year is implementing the Bard Writing and Thinking approach, and reported receiving intensive, week-long, and valuable summer PD on this approach from visiting Bard College staff. Staff also reported that the school has weekly faculty meetings, which include department meeting time. Staff from various departments reported that during department meetings, implementing the Bard Writing and Thinking program, including follow up from summer PD, has been a consistent focus. Teachers explained that the core of the Bard Writing and Thinking approach includes frequent classroom writing activities; all teachers expressed attempting to incorporate writing in their classrooms with greater frequency. Students reported being required to write in their classrooms regularly, and the site visit team observed students engaging in writing activities in approximately half of the observations. • Educators collaborate regularly to learn about effective instruction. Teachers explained that collaboration takes part in weekly department meetings, as well as through informal interactions among staff. Teachers reported that during weekly department meetings, teachers focus on various academic tasks depending on their content and departments; both teachers and school leaders reported that staff have a high level of autonomy in determining the focus of this meeting time. Some teachers described using this time to design and plan for the implementation of curriculum, including horizontal and vertical alignment, and the use of the Bard Writing and Thinking approach. Others reported discussing instructional best practices, such as instructional strategies used in student seminars, while others reported using this time to discuss strategies for classroom management. Many teachers also reported informally observing their peers to learn about the classroom implementation of these strategies. Teachers reported having ample collaborative time to meet their needs, but also expressed that additional common planning would be useful. School leaders and teachers also reported that with the opening of a second Bard campus in Cleveland, teachers now occasionally collaborate with teachers from the other campus regarding curriculum. 	

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	Level 2: Targeted Support Required
<ul style="list-style-type: none"> • Educators' mindsets and beliefs do not consistently reflect a shared commitment to students' learning. Staff conveyed varying beliefs regarding their commitment to serving all students, as well as their collective responsibility for students' academic performance. Some staff expressed a commitment to ensuring that all students succeed, and gave examples of investing a large amount of time and energy in office hours and remediation. However, others indicated that, in alignment with their perception of the school's college approach, it is the students' responsibility to ensure that they succeed; they stated that it is natural that some students cannot meet the school's academic expectations and choose other options. Students reported that they feel that some teachers work hard to support them, while others do not. Similarly, when discussing the school's academic performance, some staff expressed a high level of responsibility for the school's mixed academic results, suggesting that they wanted to improve their, and the school's, instructional approach to meet the needs of all students. However, others blamed the school's mixed academic performance on misaligned tests, students' and families' lack of investment in the school's academic program, or students' previous schools or the school district at large. Students reported that some teachers work hard to make their instruction engaging and accessible, while others make them feel ashamed of not comprehending the material, suggesting that they should have learned the content in previous grade levels. • The school reflects a safe, trustworthy and growth-oriented professional climate. Despite staff's varying beliefs regarding student learning, all staff expressed a high level of trust and confidence in their colleagues. Teachers, for example, often noted respecting their colleagues' expertise and credentials, frequently highlighting that the majority of teachers at the school hold doctoral degrees. Others expressed enthusiasm for observing their peers, and indicated that they enjoy engaging with their peers in deep discussion of content, lesson plans, unit plans, and course syllabi. Teachers also reported frequently pushing themselves to develop their content and instructional knowledge, from developing deeper levels of content knowledge through conferences to regularly attempting new strategies in their classrooms. Some teachers, for example, reported various ways in which they attempt to implement the Bard Writing and Thinking curriculum. Teachers also unanimously spoke positively of school administrators, describing a similarly high level of trust and confidence as they feel for their fellow teachers. Finally, staff reported a high level of collaboration among their colleagues, and indicated that this has developed in part because most staff members have worked together in founding and building the school as it has grown from one grade level to full capacity over the last four years. The site visit team did not find evidence of divisions among staff regarding content areas, grade levels, or years of experience at the school. 	

Domain 4: Leadership

School leadership support the essential work of teaching and learning in schools. *School leadership* influences every aspect of a school's culture, organizational practices, and academic programs. In the SchoolWorks Quality Criteria, school leadership functions are represented by two dimensions. The first – instructional leadership – emphasizes overseeing and guiding the school's collective focus on instruction and student learning. The second – organizational leadership – involves leading strategic conversations and planning and ensuring effective school operations to advance the school's mission and vision.

8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?	Level 2: Targeted Support Required
<ul style="list-style-type: none"> School leaders do not consistently use classroom observations and feedback to ensure that teachers deliver high-quality instruction. The majority of teachers reported that they have received one-to-two classroom observations this year, including their formal Teacher Development and Evaluation System (TDES) walkthrough. While a small number of teachers provided examples of receiving feedback related to instructional strategies (e.g., using formative assessments), most teachers reported receiving feedback related to routines or procedures (e.g., posting lesson materials in Jupiter Grades), or struggled to recall examples of specific, actionable feedback that they had received. Staff reported that they often have visitors to their classrooms, such as observers from other schools, but indicated that they do not receive feedback from these visits. While teachers consistently expressed confidence in their school leaders, teachers did not consistently report that they view their school leaders as instructional leaders; instead, they stated that they go to their peers for this support. Despite the lack of regular classroom observation and instructional feedback, school leaders and teachers reported that school leaders review and provide feedback on long-term planning documents (e.g., unit plans, course syllabi). Some staff indicated that the school's approach is similar to a college model, in which school leaders trust teachers' instructional expertise and do not frequently observe classroom instruction. They indicated that they appreciate this level of trust in their professional abilities. The school leader is beginning to provide conditions that support a school-wide data culture. School leaders and teachers reported that the school administers various assessments, including the Ohio State Test (OST), Northwest Education Association (NWEA) exams, and the American College Test (ACT) and Scholastic Aptitude Test (SAT), but school leaders reported that currently, these data are largely used just to evaluate the school's progress. School leaders were able to recall achievement data (e.g., the school's average composite ACT score of 17) and targets (e.g., the ACT college readiness goal of 21). Both school leaders and teachers stressed that the school is seeking data that better aligns to the school's goal of students' college success (e.g., first-year college retention). Teachers identified unit and semester tests as the most common form of data use, and indicated that these tests inform long-term planning. Teachers also gave the example of using the Bard Writing and Thinking rubric. They reported using this rubric to score students' writing at the beginning of the school year, then adjusting their unit and semester plans based on the results (e.g., reducing the amount of time spent on grammar, increasing time on transitions to support arguments). While school leaders and teachers reported using data to inform long-term planning, staff indicated that data are not consistently used at the classroom level, explaining that this is consistent with the school's college approach. Teachers and school leaders reported that protocols are not consistently used to guide data use, but school 	

leaders indicated that they hope to incorporate more formal data structures in the future. The site visit team did not observe classroom data in classrooms.

9. Do school leaders effectively orchestrate the school's operations?	Level 3: Established
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- School leaders ensure effective communication and inclusive decision making across the organization.** School leaders and teachers reported that staff communication takes place through weekly bulletins and weekly faculty meetings. Staff also indicated that the school's small size helps facilitate effective communication. Teachers indicated that they have ample time during faculty meetings to discuss any issues that may arise. School leaders and teachers also reported that school leaders have an open-door policy; teachers reported feeling comfortable approaching school leaders with any concerns. While teachers and school leaders reported that the school has only a few formal committees (e.g., SST, Union Conference Committee), teachers reported that they feel they have a strong voice at the school, and that decisions are often made with staff input in faculty meetings or department meetings. Teachers shared examples of school-wide discussions that have been initiated by teachers, such as an ongoing discussion regarding how to best use the student center most effectively. Teachers reported having a great amount of input in the school's direction throughout the founding process, and indicated that now, most input involves curriculum and course sequencing. Teachers reported a high level of autonomy over their course offerings, and gave examples of being supported by school leaders in decisions to change the courses available to students, or the sequence of those courses.
- The principal engages parents and the community in the educational process.** School leaders, teachers, and students all reported a high level of communication with parents through Jupiter Grades. Stakeholders reported that in addition to grades, this system is used to communicate school events. School leaders and teachers explained that Jupiter Grades allows them to monitor students' and parents' logins, and reported reaching out to students or parents who do not log in frequently. School leaders and teachers reported (and students confirmed) that both parents and students access this system frequently. Students also reported that some teachers call their parents regarding both academic and behavior concerns. While school leaders and teachers reported low parent attendance in parent-teacher association (PTA) meetings, staff and students reported a high level of parent participation in quarterly report card meetings, as well as school-wide sports event (e.g., student v. parent basketball game) and family nights (e.g., Hispanic Heritage Month events, FAFSA night). School leaders and teachers also reported that the school has external partnerships, most notably with Bard College, which provides professional development and planning support, and the Cleveland Public Library, which supports the school with curricular development, student research, summer orientation, and world language programming. In addition to the significant relationships with Cleveland Public Library partnership, school leaders and teachers reported additional partnerships with the Cleveland Museum of Art, Cleveland Institute of Music, and some district partnerships, such as College Now.

Prioritization Process

The site visit team met with Bard West Early College’s leadership team to review its findings, discuss the school’s areas of strengths and areas for improvement, prioritize areas for improvement, and discuss ways to address the identified areas for improvement.

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included educators’ collaboration and the school’s culture of safety and respect. The site visit team also noted areas for growth, including identifying and supporting struggling students, providing student feedback, and providing students with clear learning goals.

The group identified clear learning goals as the area for growth to prioritize. The group identified the following priority within this Domain as having the most potential impact on the success of the school as a whole: *Instruction: Providing students with clear learning goals and focused, purposeful instruction.* Using this priority area, the school team developed a Theory of Action, a goal aligned to the school’s priorities, a success measure, and an action plan.

Theory of Action: If instructional leaders communicate with teachers about how to frame lessons and provide a toolbox of resources to do so, then teachers will be able to demonstrate the instructional strategies to provide clear learning goals and focused instruction, and students will be able to articulate understandings, goals, and progress within their classes and how those relate to themselves and the real world.

Goal: Teachers consistently provide students with clear learning goals and focused, purposeful instruction.

School priority to which the goal aligns: School leaders reported that this action plan aligns with the school’s priorities of incorporating writing and thinking in class and building teacher reflection.

Success Measure: By April 13, 2018, in 80% of lessons observed, teachers will demonstrate one or more components of lesson framing (clear learning goal, criteria for success, guiding question, agenda, purpose, real-world connections) in the beginning, middle, and/or end of the lesson.

3-6 Month Action Plan for Achieving Goal	Target Dates	Champions
1. Send email to staff to briefly address plan for following up on the school visit.	11/2	Principal
2. Create classroom observation checklist/rubric for observing lesson framing in classrooms.	11/9	Dean of Instruction
3. Determine an observation cycle and process for delivering feedback to teachers regarding lesson framing as a leadership team.	11/9	Visual Arts instructor and UCC chapter chair
4. Communicate the outcomes from the school visit to staff, explain rationale for the focus on lesson framing, deliver training on lesson framing (possibly including incorporating teacher examples, modeling).	12/15	Principal

5. Implement observation and feedback cycle and provide coaching regarding lesson framing, provide all teachers with first round of observation and feedback.	2/2	Principal
6. Review and identify trends in observation data.	2/9	Dean of Instruction
7. Deliver session to share data with teachers and share additional best practices.	2/16	Visual Arts instructor and UCC chapter chair
8. Continue classroom observation, feedback, and coaching regarding lesson framing.	Ongoing, ending 4/13	Principal

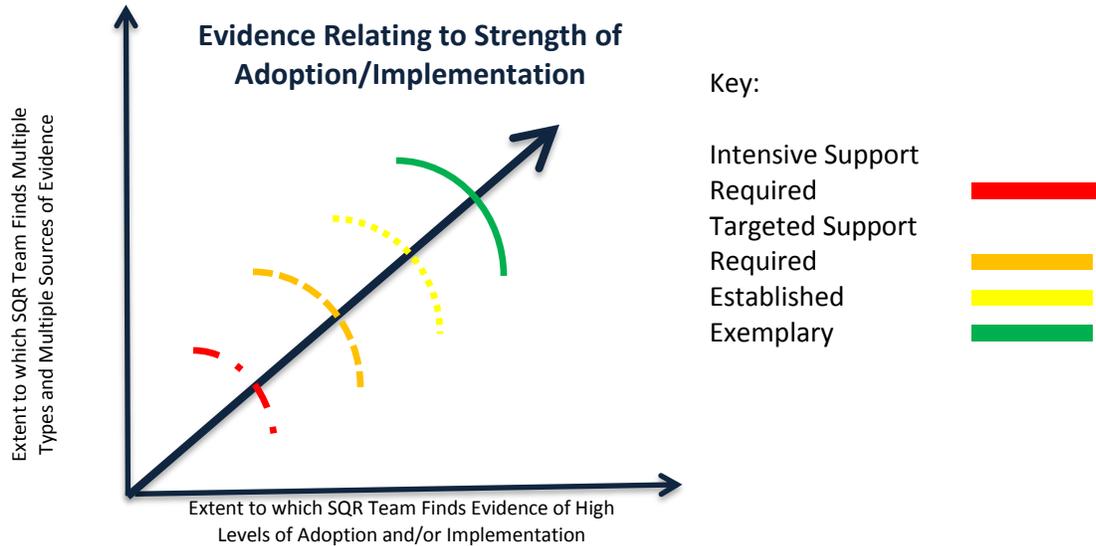
Appendix A: Site Visit Team Members _____

The SQR to Bard West Early College was conducted on October 31 to November 2, 2017, by a team of educators from CMSD and SchoolWorks, LLC.

Amber Leage , Team Leader	SchoolWorks, LLC
Nick Bucy , Team Writer	SchoolWorks, LLC
Jill Cabe , Team Member	CMSD

Appendix B: Implementation Rubric

The site visit team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types² and multiple sources³ of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



Rating	Implementation Level	Quality Standard
1	Intensive Support Required	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school’s effectiveness.
2	Targeted Support Required	Evidence indicates that the key question is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school’s effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.
3	Established	Evidence indicates that the key question is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school’s effectiveness.
4	Exemplary	Evidence indicates that the key question is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school’s effectiveness.

² “Multiple types of evidence” is defined as evidence collected from two or more of the following: document review, stakeholder focus groups and/or interviews; and classroom observations.

³ “Multiple sources of evidence” is defined as evidence collected from three or more stakeholder focus groups and/or interviews; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 18 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		<i>Ineffective</i>	<i>Partially Effective</i>		<i>Effective</i>
		1	2	3	4
Common Core Alignment	1a. Common Core Literacy Alignment (for all classes other than math) Alignment to content standards Alignment to instructional shifts N = 13	31%	31%	31%	8%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 5	20%	20%	60%	0%
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	28%	44%	28%
	3. Structured Learning Environment Teacher preparation Learning time maximized	11%	39%	44%	6%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	6%	28%	56%	11%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	28%	39%	22%	11%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	17%	61%	22%	0%
	7. Cognitive Engagement Active student participation Perseverance	11%	22%	56%	11%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	33%	33%	17%	17%
In-Class Assessment & Adjustment	9. Assessment Strategies Use of formative assessments Alignment to academic content	56%	22%	17%	6%
	10. Feedback Feedback to students Student use of feedback	61%	33%	6%	0%