

SchoolWorks School Quality Review Report

**Lincoln-West School of Global Studies
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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.

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 Intensive Support Required
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Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective ¹
1	2	3	4
0%	33%	33%	33%

- Behavior expectations are clear and understood by most students.** The site visit team observed effective implementation of behavioral expectations in 33% of classes (n=18). In these classes, site visit team members noted that students were consistently behaving appropriately throughout the lesson. Specifically, students were observed sitting in their seats, listening to the teacher or their peers speak, and responding to questions when called upon by the teacher. Also, in 33% of classes, the site visit team observed partially effective implementation of behavioral expectations. In these classes, most students were behaving appropriately throughout the lesson with a few students displaying minor misbehaviors. Some of the minor misbehaviors were redirected by the teacher (by asking students to put away headphones or listen); other behaviors were not and continued to persist throughout the lesson but did not impact the learning of other students. For example, students were observed talking with their peers, using cell phones (for non-instructional tasks), and not paying attention to the teacher; most of these misbehaviors were not addressed by the teacher. Finally, in 33% of classrooms, the site visit team observed partially ineffective implementation of behavioral expectations. In these classes, less than half of students in the class were behaving appropriately and the same minor misbehaviors described above were persistent throughout the whole lesson activity with little-to-no redirection, or ineffective redirection by the teacher. For example, a teacher was observed redirecting a student to take off his/her headphones and listen to the content being taught; however, a few minutes later the student was observed with headphones on again and was not redirected again by the teacher. In these classes, the minor misbehaviors of most students were disruptive to the lesson delivery and negatively impacted the learning for students.

¹ Due to rounding, the percentages for a particular indicator may not appear to total to 100%.
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Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
6%	33%	50%	11%

- The learning environment is structured in some classrooms; however, learning time is not consistently maximized.** The site visit team observed effective implementation of a structured learning environment in 11% of classes. In these classes, the site visit team noted that teachers were well-prepared with lesson materials, including written tasks posted on the board, and learning time was consistently maximized through quick and effective transitions and the use of a timer to mark appropriate time for each learning task. Additionally, the site visit team observed partially effective implementation of a structured learning environment in 50% of classes. In these classes, teachers were well-prepared for the lesson (e.g., technology cued, handouts and materials for students ready and easily assessable); however, learning time was not consistently maximized. For example, some transitions took between six-to-seven minutes, and some students were without additional learning tasks when they finished with the assigned task ahead of their peers or before the time allotted for the learning activity elapsed. Students were then observed engaging in non-instructionally-related tasks, such as talking with peers. These students were not focused on the learning outcome, because they did not have an extension activity or additional learning task to complete. In 33% of classes, the site visit team observed the partially ineffective implementation of a structured learning environment. In these classes, the teacher was prepared for some parts of the lesson, and learning time was maximized for some, but not all, of the lesson. For example, in one class, the teacher had an opening activity posted on the board for students to begin when they arrived to class and there was also a timer posted to show the allotted time for the activity. However, once that activity was completed, the remainder of class time was not used effectively; the teacher provided lengthy instructions and prepared the next task for students.

2. Is classroom instruction intentional, engaging, and challenging for all students?

**Level: 1
Intensive Support
Required**

Instructional Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
28%	50%	11%	11%

- Instructional strategies and materials to support students' diverse needs are limited.** In 11% of classes, the site visit team observed effective implementation of instructional strategies. In these classes, students had access to a variety of multi-sensory materials (visual and kinesthetic) and the teacher used a variety of instructional formats to present the lesson content including whole group and partner time. Also, in 11% of classes, the site visit team observed partially effective implementation of instructional strategies. These lessons included a variety of multi-sensory materials but most of the lesson consisted of a single instructional format; there were no opportunities for student-choice, self-directed learning, or student leadership. In 50% of classes, the site visit team observed partially ineffective implementation of instructional strategies. In these classes, most of the instruction was teacher-led, with few opportunities for student participation; there were minimal materials for students, and no opportunities for student choice. Specifically, one class consisted of

teacher lecture for the entire lesson; students were offered no opportunities for participation in a discussion of the lesson content; and the materials presented were only in one visual format for students. Finally, in 28% of classes, the site visit team observed ineffective implementation of instructional strategies. In these classes, the lesson was focused solely on listening and/or copying material; there were little, or no, opportunities for students to use multi-sensory materials to support their learning. Specifically, in one class, students were only listening to a teacher lecture for the entire observation period with no notes, graphic organizer, or other lesson materials presented for their learning.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
56%	39%	6%	0%

- Instruction does not require students to use and develop higher-order thinking skills.** In 39% of classes, the site visit team observed the partially ineffective implementation of higher-order thinking skills. In these classes, the site visit team observed that only some of the lesson required higher-order thinking skills or only some of the students in the class were exposed to higher-order thinking tasks. For example, in one class, students were reading a complex, informational text; however, not all students were asked to read the text. In addition, the teacher asked higher-level comprehension questions to only some students, but the questions did not require students to justify their thinking or reasoning in their responses. In 56% of classes, the site visit team observed ineffective implementation of higher-order thinking skills. In these lessons, either there was no task provided to students or the task did not require higher-order thinking skills. Specifically, in one class, the teacher presented students with a task and asked questions of students, but the questions were focused on the students' understanding of the directions of the task and not about the content included in the task. In other classes, the teacher asked questions of the whole class and either answered the question for the students or showed the response on the board for students as the answer; neither approach required students to answer the questions. Additionally, in another class, students were asked to answer questions related to an image posted on the board, but the questions were all low-level questions such as, "What is pictured? What is going on? What else do you see?"

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
33%	33%	11%	22%

- In-class assessment strategies infrequently reveal students' thinking about learning goals.** In 22% of classes, the site visit team observed the effective implementation of assessment strategies. In these classes, the teacher used formative assessment strategies aligned to the lesson objective and key content (e.g., exit ticket, individual white boards) to check the understanding of all students. For example, in one class, the teacher circulated and assessed each student's response to the lesson's Do Now – the opening activity. Additionally, in 11% of classes, the site visit team observed the partially

effective implementation of assessment strategies. In these classes, the teacher used an assessment strategy such as purposeful circulation, to check the understanding of most, but not all, students. In 33% of classes, the site visit team observed the partially ineffective implementation of assessment strategies. In some of these classes, the teacher used an assessment strategy such as purposeful circulation but checked the understanding of only some students. Also, in some these classes, the teacher used an assessment strategy that gave only a partial sense of students' understanding of the lesson content. Specifically, in one class, some students verbally shared their responses to a question posed by the teacher to the whole class, but the teacher did not ask follow-up questions based on their responses or probe to identify the students' full understanding of the key content of the lesson. Finally, in 33% of classes, the site visit team observed ineffective implementation of assessment strategies. In these classes, there was either no assessment of student understanding or the teacher used an assessment strategy with only a few students. Specifically, teachers were often seen circulating the classroom but only checking on student behavior or checking to see if students were following the directions of the lesson, rather than the lesson content. In one class, a teacher was observed asking a few students a question about a minor detail of the lesson, but not assessing the students' overall understanding of the lesson objective.

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

- Feedback is rarely provided throughout the learning process to inform improvement efforts.** In 61% of classes, the site visit team observed the partially ineffective implementation of instructional feedback for students. In these classes, feedback was either provided to a few students only or feedback was only partially effective at clarifying students' misunderstandings and helping the students move forward in their understanding of the lesson content. Specifically, in one classroom, the teacher was observed providing feedback to only two of the fourteen students in the classroom, reminding them, "You have to back up your answer. If you agree, you have to say why." However, the majority of students in the classroom did not receive any feedback from the teacher. In another classroom, the teacher provided feedback to a few students partially about the lesson's directions and partially about the lesson, asking questions such as, "Did you write the vocabulary? Do you know which variable you're looking at?" However, these questions only partially supported the few students in their understanding of the lesson content. Additionally, in 33% of classes, the site visit team observed the ineffective implementation of instructional feedback for students. In these classes, either students did not receive any feedback, or the feedback was general in nature and did not support the students' understanding of the academic content. Specifically, in one class, a teacher was observed providing students with feedback related to the directions of the lesson, such as, "Do not forget to put your name on your paper." In another class, a teacher was observed providing general feedback to students such as, "Good job," or "Nice work," but not providing feedback related to the academic content of the lesson.

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>4. 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 1 Intensive Support Required</p>
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- The school lacks a consistent and thorough process for identifying struggling and at-risk students, and student progress and program effectiveness is not systematically monitored.** School leadership and teachers stated that school leadership uses the results from the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) to identify students who may be struggling or at risk. School leadership and teachers stated that students are assessed through NWEA MAP three times a year. When asked about a process for identifying struggling and at-risk students, school leadership and teachers stated that student progress is discussed informally during weekly Content Area Collaboration (CAC) meetings that include both teachers (general education, special education, and English language learner [ELL] teachers) and school leadership. However, a review of meeting agendas and notes showed there is only minimal discussion of students and their needs during these meetings; most of the time is spent focused on content, instructional planning, and logistics. Teachers also stated that if students’ needs were “severe” and they needed additional supports, they could utilize the school’s Student Support Team (SST) process. However, teachers were unable to describe what level of need would lead them to use the SST process. Teachers described the SST process as beginning with the completion of a SST referral, then attending a formal meeting that included the SST coordinator, referring teacher, school leadership, and the parent. However, when asked about the frequency and use of the SST process, teachers stated it was minimal, with only a few meetings so far this year focused on student academic concerns. Additionally, regarding the systematic monitoring of student progress and program effectiveness, some teachers described the use of a tracking document – the SST Notes and Minutes document. A review of this document showed it included students’ names, the reason for the meeting or referral, and limited notes on actions and next steps. This document confirmed there have been 20 SST meetings this year and confirmed teachers’ statements that the meetings have only minimally focused on students’ academic concerns, with only five meetings focused on students’ academic concerns. The document also showed there were ten meetings focused on attendance concerns, four meetings for students’ emotional concerns, and one meeting for planning purposes.
- The school implements limited supports for struggling and at-risk students, ELL students, and special education students.** School leadership and teachers stated the main academic support for struggling and at-risk students is the school’s literacy/numeracy course. School leadership and teachers stated (and review of the master schedule confirmed) that the school’s two personalized learning coaches (PLC) review students’ NWEA MAP results and determine which students should be scheduled into this remedial course, which is also taught by the PLCs. Teachers stated there are approximately 40 students scheduled into one of the three blocks of this class, and students remain in the course for

the duration of the semester. School leadership and teachers stated that teachers also use various supplemental computer programs to support struggling students in the classroom, including Khan Academy, IXL, Dual Lingual, and Read Works. Additionally, school leadership, teachers, and students stated that there are opportunities for optional tutoring for students available with teachers during community time (before school) or after school. School leadership and teachers described ELL and special education instruction taking place either through push-in supports within the general education classroom or through pull-out support, based on the needs of the students. However, school leadership confirmed the school does not provides struggling, special education, or ELL students with research-based programming designed to remediate gaps in skill or content knowledge. A review of the SST Notes and Minutes documents showed that the only academic support for students with academic concerns was a recommendation to attend after-school tutoring. Finally, regarding emotional and behavioral supports, school leadership and teachers stated (and a review of the SST Notes and Minutes document confirmed) that students can be referred to counseling services at the school or students might have a behavior chart to track and monitor their behavior.

<p>5. Does the school have a safe, supportive learning environment that reflects high expectations?</p>	<p>Level 2 Targeted Support Required</p>
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- The school does not consistently hold high expectations for academic learning.** School leadership and teachers stated that they hold students to high academic expectations and celebrate students’ academic performance through the implementation of each students’ twice-yearly Expedition of Learning (EOL). School leadership and teachers explained that the EOLs are individual student presentations to a small group during which students discuss their work on a recent Anchor Performance Task (APT) from a course. Teachers also stated the EOLs promote students’ responsibility for raising their achievement and encourage their participation in learning. A review of the EOL scoring rubric showed that students are assessed on a four-point scale in the following areas: preparation for exhibition; presentation; explanation of project; reflection on growth; response and discussion of panel questions; and voice and poise. Additionally, students reported that teachers have high expectations for them and expect them to do their best in class. However, when asked to describe examples of teachers’ high expectations for them, students stated teachers allow them to resubmit or make-up incomplete work in their classes. The site visit team also observed numerous examples of many students being allowed to opt out of lesson activities and not being held to the expectations of the lesson.
- The school provides opportunities for students to form positive relationships with peers and adults in the school.** School leadership, teachers, and students reported multiple opportunities for students to form, and maintain, positive relationships at the school through community time (before school), advisory, service learning, and the athletic program. School leadership and teachers reported (and the master schedule and school documents confirmed) that community time is daily from 8:05-8:35 a.m.; during this time, all teachers are at the school and available to have informal discussions, host a club or activity, or provide tutoring supports. The site visit team observed these activities taking place during the site visit, including a meeting of the school’s student council. School leadership and teachers also described the school’s daily advisory period (confirmed by the master schedule and observed by the site visit team), explaining that teachers use this time to form relationships with students, provide social and emotional supports, and prepare students for their EOLs. Additionally, school leadership and teachers stated there are also service learning opportunities for students, aligned to their current APT. For example, school leadership and teachers stated (and a review of the

Service Learning Project Catalog confirmed) that some students participated in tutoring activities at other schools and in community organizations. School leadership, teachers, and students also described the school's athletic program and stated there are many options including: girls and boys basketball; volleyball; soccer; and golf. Finally, school leadership, teachers, and students reported that students have friends and positive relationships with peers at the school, and students stated adults at the school care about them.

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.

<p>6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?</p>	<p>Level: 2 Targeted Support Required</p>
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- Professional development is designed to address school priorities.** School leadership and teachers described the structure of professional development (PD) as including weekly sessions on Mondays after school from 3:00-3:55 p.m. (confirmed by a review of the schedule) and during quarterly (four times a year) week-long professional development institute (PDI) sessions that take place during the school’s intersession periods prior to the start of next quarter. School leadership and teachers stated that the focus areas for the Monday sessions usually included a mixture of logistical items, success shares from teachers, and time for instructional planning. School leadership and teacher stated that the focus areas for the PDI have included argumentative writing, service learning, and the Expeditions of Learning. A review of the school’s year-long PD calendar showed there are three focus areas this year, aligned to the instructional vision of the school: “1) Increase the rigor of coursework by teaching students’ argumentation skills; 2) Deepen enhanced service learning opportunities for students; and 3) Extend Exhibitions of Learning (EOLs) to include a more rigorous experience for 10th grade students than they had as 9th grade students.” In addition to the focus areas, the PD plan also included the date of each session, outcomes, deliverables, and facilitators. Specifically, the most recent PDI week in January included sessions for teachers to: review and plan second semester of advisory curriculum; create 10-week curriculum maps and collaborate with colleagues; review and revise student exhibition documents; and create service learning projects for quarter three, in addition to many others.
- Educators collaborate regularly about instructional planning; however, the process does not include data-informed decisions.** School leadership and teachers stated that all teachers participate in weekly CAC meetings during community time from 8:05-8:35 a.m. School leadership and teachers described (and agendas and notes confirmed) that there are three groups: science; English/language arts and social studies; and math. Additionally, school leadership and teachers stated (and the site visit team observed) that members of school leadership attended each of these meetings. Agendas and notes confirmed the meeting purposes are: 1) To share and generate ideas, plans, and make decisions about, design of [content] courses based on competencies and content topics in the areas of curriculum, instruction, and assessment, service learning projects, and expeditions; and 2) To engage in professional learning by collaboratively reviewing materials related to [content] teaching and learning including, curriculum and assessment tasks and tools, student work, and school data. Specifically, school leadership and teachers stated (and site visit team observations confirmed) that the meetings included discussions of instructional planning, content topics, and assessments. However, no stakeholders referenced, nor did agendas or notes include, evidence that teachers are using this time to make data-informed instructional decisions. One agenda included five minutes for

data analysis but there was no evidence of what process was used or if teachers made any instructional decisions as a result of this conversation. Finally, the site visit team observed a discussion during a CAC meeting to start to plan for a data analysis process to use with recent student assessment data, indicating that there is currently not a process in place for teachers to use.

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	Level: 3 Established
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- Educators' mindsets and beliefs reflect shared commitments to students' learning.** School leadership, teachers, parents, and students all stated that teachers are committed to students at the school. Specifically, teachers stated that all teachers want students to learn and be successful, and they dedicate time after school to tutor and support students. Teachers also described planning the service learning opportunities for students as a way of showing their commitment to the students. Additionally, school leadership and teachers could all clearly state the vision of the school to be a mastery and competency-based school that allows students opportunities for service learning. School leadership and teachers also referenced the CAC meetings as evidence of teachers conveying their commitment to, and holding each other accountable for, improvement goals and tasks. As previously mentioned, members of school leadership attend these meetings. Teachers stated that because agendas and notes are shared in a collaborative document, this allows for teachers to hold each other accountable for agreed-upon tasks for each meeting. School leadership and teachers also stated that discussions and decisions made during these meetings, and elsewhere, are always made in the best interests of students and staff. Teachers also stated they hold each other accountable through the posting of their lesson plans in an online platform that is accessible by all staff at the school. Finally, teachers stated they have strong relationships with each other, and staff hold each other accountable in providing feedback to other staff about their management of student issues or concerns to ensure that students are treated fairly and equitably.
- The school reflects a safe, trustworthy and growth-oriented professional climate.** School leadership and teachers reported that the professional climate of the school is focused on growth and reflection. Teachers described the culture at the school as strong and supportive, from both colleagues and school leadership. Teachers described being comfortable asking colleagues and school leadership for support and also being comfortable in taking instructional risks. Specifically, teachers and school leadership described using time during CAC meetings to share ideas and suggestions, receive feedback, and reflect on practices. Teachers stated they are given autonomy in their instructional practice and this provides the comfort to try new strategies to best meet the needs of their students. School leadership confirmed this autonomy for teachers' instructional practices, stating that if a practice is good for kids and adults that they are trusted to try the practice. Teachers stated they are encouraged by school leadership to try a new practice and also reflect on the implementation to determine if it was or was not successful. Teachers described specific examples of themselves or peers trying new instructional strategies with the support from school leadership. Teachers also stated that this support allows them to model having a growth mindset for their students, as well, and helps students to understand that it is fine to try something new and maybe fail, but to reflect and learn from your mistakes. Finally, school leadership and teachers described the school's practice of Success Shares, where teachers share instructional practices during the staff collaboration time on Monday afternoons. A review of the document describing the practice of Success Shares stated it is "...an attempt that you are making to apply something you learned from one of the following sessions to your teaching – i.e., you are trying something new."

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: 1 Intensive Support Required
<ul style="list-style-type: none"> School leadership has created an instructional vision for the school; however, there are not clear goals to guide progress. School leadership and teachers clearly described the school's vision as a personalized and competency-based approach to supporting each students' success. This vision was also documented in a presentation for parents at a Parent Teacher Organization meeting. School leadership and teachers also described the instructional vision of the school, including service learning opportunities and Exhibitions of Learning as ways for students to demonstrate ownership for their learning. These elements are also included in the school's document and infographic describing the instructional vision of the school. Regarding goals to reach this vision, school leadership stated there are schoolwide goals set and stated in the school's Academic Achievement Plan (AAP). A review of a presentation describing the goals showed the overall end-of-year goal is for an overall performance index on NWEA of 50.3, with a reading proficiency of 24.7 and a math proficiency of 15.1. This presentation also showed that these targets are the same as the end-of-year results from 2017. Teachers, however, were unable to state these schoolwide goals. When asked of specific, measurable schoolwide goals, teachers stated general goals, such as making progress or growth and for students to do the best they can and master what they can. When asked of school leadership and teachers, they did not describe a process for working together to set, monitor, and reflect and adjust on the progress toward schoolwide goals to reach the school's instructional vision. School leaders do not ensure that teachers deliver high-quality instruction. School leadership and teachers confirmed that school leaders are completing teacher evaluations based on district guidelines and providing feedback to teachers. A review of the Evaluator Assignments document confirmed that teachers have been assigned to one member of school leadership who serves as their evaluator. However, when asked about informal observations and feedback, school leadership stated that teachers receive additional informal observations and feedback as needed. Teachers confirmed that the level of observations and feedback varies. Teachers stated that school leadership is often visible in classrooms and throughout the school. Teachers indicated when school leadership comes into the classroom, it is usually casual, and they do not provide instructional feedback. Teachers stated that most of the instructional feedback they receive from school leadership is during discussions in CAC meetings, which is focused on lesson planning and not on the implementation of the lesson delivery or instructional practices. A review of email correspondence between school leadership and teachers showed that some teachers have received written feedback from school leadership that included a review of the lesson observed, glows, grows, and a reflection question. The email correspondence showed teachers replied to the notes, but it is unclear how teachers are held accountable for applying the feedback to their practice. School leadership stated that during observations, they are observing teachers for different things and that there is not a consistent 	

process for tracking or monitoring teachers’ growth and development. Finally, when asked about specific feedback from school leadership, teachers were unable to state instructional feedback from school leadership that had been impactful on their instructional practices.

9. Do school leaders effectively orchestrate the school’s operations?	Level: 3 Established
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- School leaders provide effective communication and opportunities for faculty and staff to provide input on decisions.** School leadership, teachers, and parents all stated that the main form of communication from school leadership is the weekly school newsletters that are distributed to students, families, staff, and community partners. A review of a newsletter from January showed it included highlights from events at the school and an upcoming calendar of events. Teachers stated that communication from school leadership is effective and also occurs during weekly Monday afternoon staff sessions, CAC meetings, emails, and text messages. School leadership and teachers also noted that school leadership has an open-door policy and the principal’s calendar is accessible to all staff, so they are aware of her meetings and events. Regarding decision-making opportunities, school leadership and teachers stated that some teachers were involved in the AAP committee to write the plan for this year and for the upcoming year. Teachers noted there are no other standing committees, but committees are developed, as needed, for specific events or activities at the school. Finally, school leadership and teachers noted that teachers have input in the master schedule through the creation of flex classes, for which teachers are able to plan and add to the schedule, based on a proposal submitted to school leadership. A review of the schedule showed some of the current flex classes include Great Minds in Science, Global Support, Art in World Culture, Teen Issues in Literature, and Global Issues in Healthcare. School leadership and teachers also noted that teachers have autonomy to select the purpose of community time in their classrooms, to be used for clubs, activities, or tutoring.
- The principal engages parents and community members in the educational process and creates an environment in which community resources support learning.** School leadership, teachers, and parents all described the school’s EOLs as a way for parents and community members to be engaged in the students’ learning. Parents stated they are invited to the EOLs and conferences to learn about their students’ progress. A review of a EOL community partner list showed that 23 community partners, including representatives from NASA, the Maltz Museum of Jewish History, International Youth Leadership Forum, Cleveland Council on World Affairs, and Cuyahoga Community College, among others, also attended the February EOLs. Additionally, as previously noted, school leadership and teachers stated that teachers design service learning projects for students in alignment with their APTs from their courses. School leadership stated that students are involved in at least one service learning project per quarter. A review of the Service Learning Catalog document showed that students in history class participated in citizenship outreach, during which students created board games to reinforce concepts on the citizen exam to be shared with those people preparing to take the citizenship exam at a community organization – Building Hope in the City.

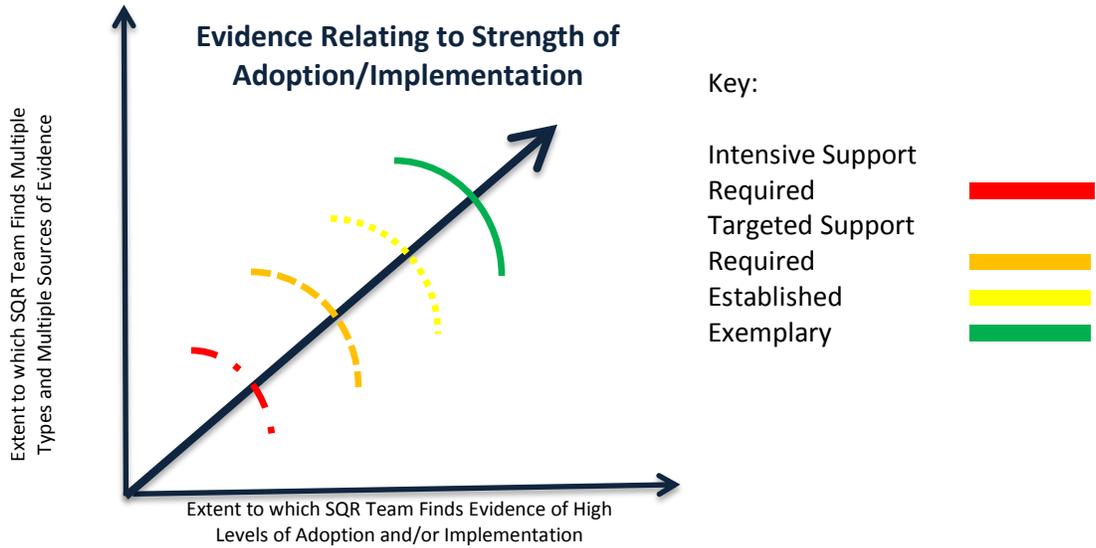
Appendix A: Site Visit Team Members

The School Quality Review to Lincoln-West School of Global Studies was conducted on March 6-7, 2018 by a team of educators from CMSD and SchoolWorks, LLC.

Robin Hull , Team Leader	SchoolWorks, LLC
Paige Gonzalez , Team Writer	SchoolWorks, LLC
Erica Adams , Team Member	CMSD
Meagan Coggins , 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 (%)			
		Ineffective	Partially Effective	Effective	
		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	23%	38%	8%	31%
	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%	40%	0%	40%
	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	33%	33%	33%
	3. Structured Learning Environment Teacher preparation Learning time maximized	6%	33%	50%	11%
Classroom Climate	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	17%	44%	39%
	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	17%	56%	11%	17%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	28%	50%	11%	11%
	7. Participation and Engagement Active student participation Perseverance	6%	50%	39%	6%
Purposeful Teaching	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	56%	39%	6%	0%
	9. Assessment Strategies Use of formative assessments Alignment to academic content	33%	33%	11%	22%
In-Class Assessment & Feedback	10. Feedback Feedback to students Student use of feedback	33%	61%	6%	0%