

# SchoolWorks School Quality Review Report

**Lincoln-West School of Science and Health**  
**March 8-9, 2018**

SchoolWorks

100 Cummings Center, Suite 236C,  
Beverly, MA 01915  
(978) 921-1674 [www.schoolworks.org](http://www.schoolworks.org)



## Table of Contents

About the SchoolWorks School Quality Review Process.....	1
Domains and Key Questions .....	2
Domain 1: Instruction.....	3
Domain 2: Students’ Opportunities to Learn .....	7
Domain 3: Educators’ Opportunities to Learn .....	10
Domain 4: Leadership .....	12
Appendix A: Site Visit Team Members .....	15
Appendix B: Implementation Rubric.....	16
Appendix C: Summary of Classroom Observation Data .....	17

## About the SchoolWorks School Quality Review Process

---

The Cleveland Metropolitan School District (CMSD) envisions 21<sup>st</sup> 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
<b>Domain: Instruction</b>						
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?						
<b>Domain: Students' Opportunity to Learn</b>						
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?						
<b>Domain: Educators' Opportunity to Learn</b>						
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?						
<b>Domain: Leadership</b>						
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?	<b>Level 3: Established</b>
---	---------------------------------

Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective <sup>1</sup>
1	2	3	4
0%	0%	44%	56%

- Behavioral expectations are clear and understood by most students.** The site visit team observed the effective establishment of behavioral expectations at Lincoln-West School of Science and Health (LWSH) in the majority (56%) of classrooms (n=16). During these lessons, the site visit team observed that students behaved consistently throughout the lesson. For example, during one lesson, students worked independently on learning tasks and asked questions in accordance with the teacher’s behavioral expectations. During another observation, students complied and responded promptly to all the teacher’s instructions during the administration of a practice test. In another class, while almost all students behaved in accordance with the teacher’s expectations, there was one instance in which the teacher needed to redirect a student regarding his/her use of a cell phone during class; that student responded promptly and appropriately to the teacher’s directions. The site visit team observed the partially effective establishment of behavioral expectations in 44% of classes. In these classes, most students behaved according to behavioral expectations throughout the lesson, while a few students did not. Or, behavior was excellent for most of the lesson, but there were minor disruptions that briefly negatively impacted learning time. For example, during one lesson, while students worked independently on laptops, a few students exhibited off-task behavior (e.g., talking to peers, looking at non-educational content on cell phones) and teacher efforts to redirect these students were not consistently effective. During another class, one student was observed sleeping and was never redirected by the teacher. In another class, team members observed that many students engaged in off-task conversations for a brief period of time during the transition between guided practice and independent practice tasks.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	13%	44%	44%

- The learning environment is structured and learning time is typically maximized.** Site visit team members observed the effective establishment of structured learning environments in 44% of classes at LWSH. In these classes, teachers were well-prepared and learning time was consistently maximized. For example, in one class, the teacher had materials readily available so student work on practice tests

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

could begin promptly and the student login process to laptops was smooth and efficient. During another class, the teacher facilitated a group discussion that was effectively moderated and well-paced. In another class, the teacher provided feedback on students' work on different assignments so that they could be revised, and additional tasks were prepared for students as they completed their revisions. Site visit team members also observed the partially effective establishment of structured learning environments in 44% of classrooms. In these classrooms, teachers were generally well-prepared; however, learning time was not consistently maximized. For example, during one lesson, students engaged in a learning activity that was well-paced, but the teacher spent a long period of time on the directions for the activity. In another class, the pacing of the lesson was not consistently effective; the teacher did not effectively manage class time during an extended period of independent practice. Site visit team members observed the partially ineffective establishment of structured learning environments in 13% of lessons. In these classes, teachers were not fully prepared and learning activities were not planned so that students could make the most of instructional time. For example, in one class, the teacher did not provide students with any active tasks and most class time was spent on passive learning activities.

2. Is classroom instruction intentional, engaging, and challenging for all students?	<b>Level 1: Intensive Support Required</b>
--	--

Focused Instruction			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
6%	63%	31%	0%

- Teachers do not always provide students with clear learning goals and focused, purposeful instruction.** The site visit team observed the partially effective use of focused instruction in 31% of classrooms at LWSH. In these classes, teachers typically communicated academic content effectively; however, learning objectives did not always align to learning activities, and teachers did not consistently communicate high expectations to students. For example, during one lesson, the posted learning objective aligned to some, but not all, learning activities. In another class, while circulating to check student work, the teacher actively held some students accountable for their understanding of lesson content and task completion, while allowing others to opt out of stated expectations. Site visit team members observed the partially ineffective use of focused instruction in the majority (63%) of classes. During these observations, while academic content was generally communicated effectively, learning objectives were not communicated verbally or in writing. For example, during one lesson, site visit team members did not observe a learning objective communicated to students, and during another class, the posted learning objective described the task to be completed by students, rather than the content they were expected to master during the lesson. In addition, teachers did not effectively communicate or uphold high expectations of students during these classes. For example, during one lesson, a few students were able to opt out of participation because they were sleeping in class and the teacher chose not to attempt to wake them or re-engage them. In another class, the teacher demonstrated high expectations of a few students by selecting them to answer cold-called questions during guided practice; however, the majority of students were not questioned in this manner.

Higher-order Thinking Skills			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
56%	38%	6%	0%

- Instruction does not require all students to use and develop higher-order thinking skills.** The site visit team observed the partially ineffective promotion of higher-order thinking skills in 38% of classes at LWSH. During these lessons, most learning tasks were not substantively challenging for students. For example, during one class, the learning tasks in which most students engaged for the majority of the observation required only tracing or drawing; however, a few students worked on a different, recall-level task. In another class, while students did interact with content from a complex text, this occurred during part of the lesson only. In addition, in these classes, students were not expected to apply their learning to solve new problems or in unfamiliar situations. For example, in one class, students completed a variety of tasks aligned to the learning objective; however, all of these tasks were of lower-level rigor, such as matching or vocabulary identification. The site visit team observed the ineffective promotion of higher-order thinking skills in the majority (56%) of classes. In these classes students were not engaged in rigorous, challenging tasks. For example, during one lesson, students reviewed for an assessment; however, the answers to all questions they were given in class were provided; therefore, students, for the most part, simply looked up answers rather than attempting to come up with them on their own. In addition, students did not ask meaningful questions or have opportunities for reflection during these classes. For example, during one class, students spent the entire observation looking at text related to the learning objective but did not ask, and were not required to answer, any questions about the text. During another lesson, very few students were asked to extend their thinking. When a few others asked reflective questions of the teacher, the teacher moved on without answering them.

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?	<b>Level 2: Targeted Support Required</b>
---	---	---

In-Class Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
13%	25%	25%	38%

- In-class assessment strategies reveal some students' thinking about learning goals.** The site visit team observed the effective use of in-class assessment strategies in 38% of classes at LWSH. In these classes, formative assessments aligned to academic content were typically used to assess all students. For example, during one class, the teacher circulated to all students as they worked on an independent practice task and asked questions to each student that were specific to academic content. In another class, all students completed an exit ticket before leaving the room at the end of the period, and the teacher was able to assess the work of more than half of the students as they worked independently. Site visit team members observed the partially effective use of in-class assessment strategies in 25% of classrooms. During these classes, assessments were used to check the understanding of most, but not all, students. For example, during one lesson, students

approached the teacher at his/her desk for help and the teacher, at times, circulated throughout the room to answer student questions; however, the teacher was not able to assess about all of the students in this manner. The site visit team observed the partially ineffective use of in-class assessment strategies in 25% of classes. In these classes, assessment strategies employed by the teacher assessed the understanding of less than half of the students, and these strategies provided the teacher with only a partial sense of student understanding. For example, during one lesson, the teacher selected single students to answer questions posed to the whole class; this was the only method used to check students' understanding of lesson content. During another class, students completed an exit ticket; however, the answer to the question on the exit ticket was available for students to copy, compromising the effectiveness of the exit ticket in accurately reflecting student understanding. The site visit team observed the ineffective use of in-class assessment strategies in 13% of classes. In these classes, either no assessments were used, or assessment strategies focused primarily on task directions or behavioral expectations.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
25%	38%	19%	19%

- Frequent, specific feedback is inconsistently provided throughout the learning process to inform improvement efforts.** The site visit team observed the effective delivery of instructional feedback in 19% of classrooms at LWSHS. In these classes, teachers typically delivered high-quality feedback related to lesson content that was specific to individual needs or group trends, with more than half the class receiving such feedback. For example, during one lesson, students worked on different assignments and the teacher provided specific assistance to all students, as well as addressed misconceptions about lesson content and instructions for task completion. Site visit team members observed the partially effective delivery of instructional feedback in 19% of classes. In these classes, about half of the students typically received and used high-quality feedback related to lesson content. For example, in one class, the teacher circulated to all students as they worked; however, while some received specific feedback on how to improve their work, others received more vague guidance or generalized encouragement. Site visit team members observed the partially ineffective delivery of instructional feedback in 38% of classrooms. During these lessons, only a few students typically received high-quality feedback or the feedback from the teacher was only partially effective in clarifying misunderstandings. For example, in one class, the teacher used probing questions to guide students through an assignment, but only a few students received this guidance from the teacher. In another class, approximately half of the students got some feedback from the teacher, but this feedback was related to task completion rather than academic content; also, only a few students received high-quality feedback on their work. Lastly, site visit team members observed the ineffective delivery of instructional feedback in 25% of classrooms. In these classes, feedback was typically not related to academic content, or students did not receive any feedback on their work over the course of the observation. For example, in one class, students worked to complete an assessment for the entire observation and received no feedback, while during another lesson, the only feedback provided by the teacher focused on procedural aspects of learning activities, rather than students' understanding of lesson content.

## 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

4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?

**Level 1:  
Intensive Support  
Required**

- The school is beginning to establish a process for identifying struggling and at-risk students; however, the school does not systematically monitor student progress.** Teachers and school leaders at LWSH explained that the school uses some school-wide assessments, such as Ohio State Tests (OST) and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), as well as formative assessments created by some teachers, to collect academic data that is used to identify students for specific academic interventions. However, when asked, teachers and school leaders acknowledged (and the content of staff meeting minutes confirmed) that the school has not yet established an effective system of identifying students who are struggling academically or behaviorally. Review of school documents showed they contain specific plans for the development of individualized progress monitoring plans for students who struggle academically, specific steps to be taken to address and prevent chronic absenteeism, as well as generalized staff responsibilities for tracking behavior problems (e.g., "Make themselves available to students who need help;" "Lead by example."). School leaders stated that these plans for progress monitoring have not yet been effectively implemented in practice. In addition, teachers and school leaders stated that the school has not yet established an effective student support team (SST) that meets consistently to handle referrals of students in need of additional academic or behavioral supports. Teachers reported (and school leaders confirmed) that after the first semester, administrators made some efforts to initiate SST meetings, and teachers filled out referral forms for any students who had received an "incomplete" for a first semester grade. Teachers reported that there was no follow-up to the submission of these referral forms.
- The school implements some supports for struggling and at-risk students; however, these supports are not consistently effective.** Teachers and school leaders explained that LWSH is in the process of adopting a "mastery learning" approach to instruction that is based on student progress in relation to proficiency scales and work on comprehensive performance tasks. School staff explained that via the mastery learning approach, student work is scored using a proficiency scale and can subsequently be revised using feedback from teachers. Students confirmed this, stating that they have two weeks to revise their work following its initial submission. Teachers also stated (and site visit team members observed) that they use computer-adaptive applications, such as NewsELA and IXL to differentiate learning tasks for students. In addition, teachers and school leaders explained that 10<sup>th</sup> and 11<sup>th</sup> grade students have intervention classes in math and/or English language arts (ELA) built into their schedules based on their performance on OST assessments. In addition, teachers reported that these

intervention classes are also used to provide test-preparation support for students taking OST and American College Testing (ACT) assessments. However, school leaders acknowledged that, while the structures of intervention classes are in place, this support is not yet being fully utilized effectively to support student learning. Lastly, school staff explained that teachers make themselves available, as needed, before, during, and after the school day to provide tutoring and supports to students (including a 50-minute weekly after-school tutoring session on Mondays that is mandatory for all teachers). However, teachers acknowledged that student attendance in tutoring is voluntary and that attendance at after-school tutoring on Mondays is limited to 10-25 students.

<p>5. Does the school have a safe, supportive learning environment that reflects high expectations?</p>	<p><b>Level 2: Targeted Support Required</b></p>
---	--

- The school is beginning to hold high expectations for student learning.** Some staff members stated that teachers at LWSH maintain high standards for learning and provided specific examples of efforts to push students to raise academic achievement, including the implementation of rigorous expectations of the proficiency scales utilized in the mastery learning approach – at times, assigning students to read texts that are above their reading levels – and the school’s investment of time and financial resources to prepare all students for the ACT. Other staff members also reported that teachers maintain high expectations for student learning; however, when asked, they described examples of high expectations that did not specifically address academic learning, such as expecting 100% participation in learning activities and providing opportunities to participate in a substantive partnership with a local hospital (to be described in subsequent sections of this report). In contrast, when asked, some other staff stated that not all teachers have high expectations of students; some teachers allow students to opt out of learning activities, and disruptive students are sometimes simply sent out of class, resulting in extensive loss of learning time (observed by site visit team members). In addition, as noted previously, site visit team member observations reflected a prevalence of low-rigor work assignments in the majority of classrooms, including worksheet tasks and copying activities. Lastly, when asked, students reported that the most challenging assignment they have completed this year at LWSHS is a five-paragraph essay – a task that is below grade level for high school students.
- The school mostly provides a safe environment to support students’ learning.** Teachers stated that there is a security guard on each floor of the building, including one dedicated specifically to LWSH; these staff members communicate via walkie-talkie. Site visit team members reviewed school documents that specify disciplinary policies and the school’s approach to student discipline, including consequences for absenteeism, tardiness, cutting class, and dress code violations. School leaders reported that these policies are reviewed with staff on a quarterly basis and that teachers are expected to, in turn, review them with students every quarter during advisory sessions. Students and most staff members reported that they feel safe at LWSHS and that security staff are typically responsive when needed. However, several staff explained that they do not always feel safe in the hallways or during lunch periods (which are less structured) and have concerns that there are many doors to the outside that are not always monitored to ensure that intruders do not gain access to the building. Most staff reported that student behavior does not frequently disrupt learning, that most misbehavior is managed in the classroom, and that teachers have a wide degree of autonomy in deciding how to address misbehavior that occurs in their classes. Staff stated that there are some school-wide rules regarding the dress code, cell phone use, and readiness to learn. However, while some staff stated that administrators are reliable in responding to disciplinary incidents, others stated

that there has been some inconsistency in messages regarding discipline expectations that have been communicated by different administrators.

### 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?	<b>Level 2: Targeted Support Required</b>
---	---

- Professional development (PD) is designed to address school priorities and/or identified areas of need.** Teachers and school leaders explained that LWSH has a year-round academic calendar; each quarter consists of ten weeks of instruction followed by three weeks of vacation for students and staff. Teachers stated that the staff reports to the school during the last week of each vacation period for PD activities as part of what is known as a "professional development institute." In addition, teachers explained that staff members also participate in weekly PD activities during a 50-minute session after school each Monday, as well as mandated, full-day PD sessions organized by the Cleveland Metropolitan School District (CMSD). School leaders explained (and a review of school documents confirmed) that PD activities are organized by administrators using a planning document, and that decisions on PD content are based on the needs of the staff, as well as the demands of the process of rolling out the academic expectations aligned with the adoption of mastery learning across all grade levels. Teachers and school leaders stated (and a review of PD documents confirmed) that most PD topics are aligned closely to stated school priorities, such as developing course learning goals, the use of proficiency scales, creating/revising Understanding by Design (UbD) course maps, and elements of Robert Marzano's models of effective instruction, which support the mastery learning approach. Teachers reported that PD activities are mostly effective.
- Educators have time to collaborate, but it is not always utilized or regularly focused on effective instruction and students' progress.** Teachers and school leaders reported that some structured collaborative work and instructional planning occurs during the week-long PD institutes and during after-school PD sessions on Monday afternoons. School leaders stated that the Monday afternoon sessions regularly consist of content area team meetings that are focused on student learning and instructional decision making, and that the agenda for these meetings are determined by administrators. A review of sample content area team meeting agendas by team members included topics such as teacher coaching/feedback, and collaboration. In addition, school staff reported that each day, teachers have one 80-minute block and one 33-minute block after school to utilize as they see fit. Teachers reported that they use the 80-minute block each day for lesson planning, grading, and, at times, to meet with grade-level or content team peers or co-teachers. While school staff reported collaborating with colleagues on an informal basis outside of weekly meetings and structured PD activities, there is no evidence of uninterrupted and consistent staff collaboration that is focused on teaching and learning and/or making data-informed instructional decisions.

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	<b>Level 1: Intensive Support Required</b>
--	--

- Some educators' mindsets and beliefs reflect shared commitments to students' learning.** Teachers at LWSH stated that they believe that all students can learn and reported that they feel that their colleagues share in this belief. Some staff members reported that teachers' commitment to student learning is a strength of the school; they believe that the school's instructional program contains embedded expectations for rigorous academic achievement, as well as intensive project-based learning, and that their students will rise to meet these expectations if their teacher expect them to. In addition, some staff members identified students' varied levels of intrinsic motivation as a common source of academic struggles (rather than a lack of ability or a result of factors outside of their control, such as home environment or parental involvement). They stated that teachers' efforts to re-engage these students in the learning process via one-on-one attention as the only viable solution to these challenges. However, staff explained that some teachers have not yet adjusted to the elevated academic standards and professional expectations that have been implemented since the beginning of the current year and, as a result, have overheard colleagues state that they have had to lower the rigor of their assignments and that they doubt the ability of some students to achieve. In addition, some staff reported that while some teachers voluntarily make themselves available to students to offer tutoring or optional extracurricular activities before school, after school, and/or during free periods during the day, other teachers view their responsibilities to students as limited to their mandated professional responsibilities only.
- The school does not always reflect a safe, trustworthy and growth-oriented professional climate.** Teachers stated that the staff at LWSH work together as professionals to support student learning and reported that they trust their colleagues professionally. For example, teachers described the staff as collegial peers who are willing to share instructional practices and ask for support when needed. However, teachers also described a divisive aspect to the professional climate that is characterized by gossip and a pervasive belief that some staff members are favored over others by administrators. Some teachers explained that they believe there is a tension that exists between veteran staff members and newer staff. Further, other teachers stated that they believe that some staff members have struggled to adopt, or are resistant to, the recent changes in instructional expectations related to the implementation of mastery learning. Teachers and school leaders reported that perceptions of favoritism may stem from positive recognition received by staff members who have embraced mastery learning. Some teachers reported that administrators offer opportunities to favored staff members and deny similar opportunities to others. School leaders stated that PD and staffing decisions are made according to the best interests of students and school programming. Other teachers explained that they believe that the tension and divisions among the staff are due to the many staff, administrative, and instructional changes that have taken place over the last year. School leaders stated that while they have noticed an increased willingness among teachers to collaborate and openly share successes and struggles, they continue to experience resistance from some staff members in their efforts to introduce changes to the instructional program and the professional environment that they hope will improve students' opportunities to learn.

## 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?	<b>Level 2: Targeted Support Required</b>
<ul style="list-style-type: none"> <li>• <b>The principal has a shared vision and clear goals; however, the school has yet to establish a continuous improvement process toward achieving the goals.</b> Sample staff bulletins reviewed by site visit team members revealed that the school's mission, "...in partnership with MetroHealth Hospital, is to prepare students for post-secondary opportunities and careers" and that the school will "...immerse students in modern science, health, and medicine through a rigorous curriculum and relevant workplace and community experiences." Teachers and school leaders described, in generalized terms, a common mission and vision for the school, including preparing students for college and careers, an interdisciplinary emphasis on health and science, and the implementation of mastery learning strategies. Students reported that the school's mission is to prepare all students for college. When asked to identify specific school goals, school leaders and some teachers described some, but not all, of the goals outlined in LWSH's academic achievement plan (AAP), such as improving reading proficiency. Other staff members, when asked to describe specific school goals, identified elements of the school's mission, such as community partnerships focused on health and science. While staff members identified some strategies employed by the school to improve student achievement (such as experiential learning, the use of performance tasks, and elements of Marzano instructional techniques), they did not directly state whether these were associated with any specific goals or improvement plans. Further, while school leaders stated that they utilize NWEA MAP data to track student progress and reported that there is some monitoring of progress toward documented school goals at the classroom level, they also acknowledged that there is still much work to do in this regard.</li> <li>• <b>School leaders are beginning to ensure that teachers deliver high-quality instruction.</b> Teachers and school leaders reported that formal observations and evaluations of teachers have been conducted throughout this year in a timely manner by the principal and assistant principal in accordance with CMSD's teacher development and evaluation system (TDES) process. School leaders explained that, to promote staff willingness to accept feedback on their practice, administrators made a targeted decision that the principal and assistant principal would serve only as evaluators and that the school's mastery learning specialist would conduct all instructional coaching. Teachers confirmed this division of administrative duties and described it as effective and helpful. Teachers and school leaders reported that the mastery learning specialist has recently begun conducting frequent, informal observations of classroom instruction and providing teachers with consistent, written feedback. Teachers stated that these observations just started recently, that each observation usually lasts between 15-to-20 minutes, and that they have received 4-to-5 observations thus far. Teachers stated that the feedback received from the mastery learning specialist following these observations is very</li> </ul>	

helpful and that the suggestions made are always easy to implement. Samples of instructional feedback provided to teachers that were reviewed by site visit team members revealed that each form contains four separate sections: one for positive feedback (“Video lengths are great;” “Good job being consistent with cell phone use”); one for constructive criticism (“Slow down speech;” “Interdisciplinary content is above HS level”); one for suggestions (“How about late comers sign in on a clipboard”); and one to reflect ideas for how to use PowerSchool – a multi-faceted online platform that documents class/student activity. Lastly, teachers reported that they are always able to approach the mastery learning specialist with requests for support and that she is consistently responsive and helpful.

9. Do school leaders effectively orchestrate the school’s operations?	<b>Level 2: Targeted Support Required</b>
---	---

- School leaders have taken steps to improve communications at the school.** Teachers at LWSH stated that communications with their colleagues occur mostly on an informal basis via face-to-face interactions during planning periods or before or after school. Teachers and school leaders reported that communications between administrators and the staff occur frequently via email, weekly faculty bulletins, and daily morning staff meetings. A review of sample weekly bulletins by site visit team members revealed that they consist of calendar updates, announcements (SQR visit; AAP info session), shout-outs, the current average student attendance rate, and the school’s mission statement. School leaders reported implementing the daily, 10-minute morning faculty meetings to address communication issues that were prevalent during the previous school year. Teachers and administrators reported that these meetings are used to reinforce student and staff expectations, to provide updates on student issues, as well as schedule changes and updates. School leaders described having an open-door policy and a willingness to listen to ideas that are student-focused. Teachers and school leaders described communication at the school as effective. Teachers stated that they feel well-informed about developments at the school, and multiple stakeholder groups reported that communication at the school has improved considerably this school year. However, when asked about opportunities to provide input at the school, some teachers reported they do not have opportunities for input. While other teachers identified some opportunities for providing input on school decisions, the examples provided related to opportunities to develop clubs or extracurricular activities or attend off-site professional development activities, rather than participation in school-wide decision making.
- School leaders are working to establish community partnerships as part of the educational process and to create an environment that supports student learning.** School leaders explained that, in accordance with their mission, the school has an active partnership with MetroHealth (a local health services provider) through which students may gain experience and exposure to many professions in the health care industry via guest speakers, job shadowing, mentorship, and (eventually) on-site internships. Teachers and school leaders reported that students at each grade level currently spend up to two days per week attending their academic classes at a nearby MetroHealth facility, which is equipped with a classroom-based wing that is utilized by students and staff from LWSHS. School leaders reported that one of their goals for the current school year has been to strengthen their partnership with MetroHealth Hospital to strengthen the experience of students. School partners and school leaders described some strategic decisions made this year to improve the partnership, including cultivating engaging presentations by guest lecturers, increase student involvement and attendance, and the decision to alter the schedule to reduce the number of students in each cohort,

therefore increasing the access of small groups of students to visit more departments in the hospital. School partners explained that to build the connection between the hospital and the school and deepen student learning, MetroHealth has dedicated resources to the partnership with LWSHS, such as volunteer mentors and presenters from the hospital staff who commit time regularly to working with students, as well as access to many of the hospitals operational departments for job-shadowing activities. However, school leaders acknowledged that the partnership with MetroHealth is still evolving. School leaders stated that the vision of the program is to achieve full interdisciplinary inclusion of health sciences and health education in all classes at LWSHS. However, school leaders reported that the partnership has not reached that point yet and is, thus, still a work in progress.

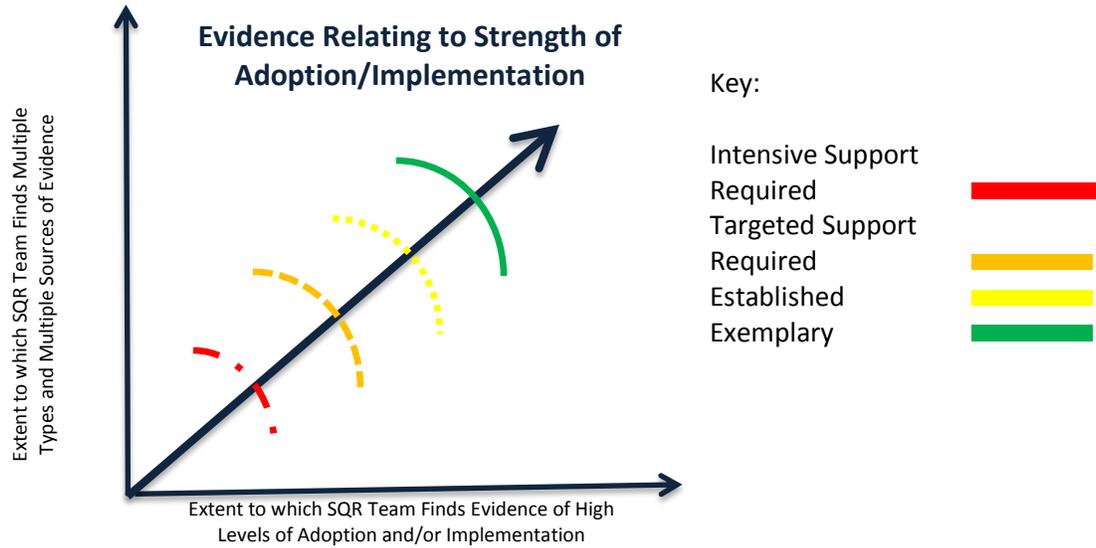
**Appendix A: Site Visit Team Members** \_\_\_\_\_

The School Quality Review to Lincoln-West School of Health & Science was conducted on March 8-9, 2018 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

<b>Megan Tupa</b> , Team Leader	SchoolWorks, LLC
<b>Nick Thompson</b> , Team Writer	SchoolWorks, LLC
<b>Erica Adams</b> , Team Member	Cleveland Metropolitan School District
<b>Meagan Coggins</b> , Team Member	Cleveland Metropolitan School District

**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 types<sup>2</sup> and multiple sources<sup>3</sup> 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	<b>Intensive Support Required</b>	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	<b>Targeted Support Required</b>	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	<b>Established</b>	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	<b>Exemplary</b>	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.

<sup>2</sup> “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.

<sup>3</sup> “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 16 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	<b>1a. Common Core Literacy Alignment (for all classes other than math)</b> Alignment to content standards Alignment to instructional shifts N = 12	33%	25%	0%	42%
	<b>1b. Common Core Math Alignment (for math classes only)</b> Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 4	0%	25%	0%	75%
	<b>2. Behavioral Expectations</b> Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	0%	44%	56%
	<b>3. Structured Learning Environment</b> Teacher preparation Learning time maximized	0%	13%	44%	44%
Classroom Climate	<b>4. Supportive Learning Environment</b> Caring relationships Teacher responsiveness to students' needs	0%	6%	25%	69%
	<b>5. Focused Instruction</b> Learning objectives High expectations Effective communication of academic content	6%	63%	31%	0%
	<b>6. Instructional Strategies</b> Multi-sensory modalities and materials Instructional format Student choice	19%	44%	25%	13%
Purposeful Teaching	<b>7. Participation and Engagement</b> Active student participation Perseverance	6%	13%	56%	25%
	<b>8. Higher-order Thinking</b> Challenging tasks Application to new problems and situations Student questions and metacognition	56%	38%	6%	0%
	<b>9. Assessment Strategies</b> Use of formative assessments Alignment to academic content	13%	25%	25%	38%
In-Class Assessment & Feedback	<b>10. Feedback</b> Feedback to students Student use of feedback	25%	38%	19%	19%