

SchoolWorks School Quality Review Report

**New Tech West High School
April 30-May 2, 2019**



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About the SchoolWorks School Quality Review Process

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

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

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

The report documents the team's ratings for key questions within each of the four domains identified in the SQR protocol: *Instruction*, *Students' Opportunities to Learn*, *Educators' Opportunities to Learn*, and *Governance and Leadership*. The final page of the report is 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.

Domains	Rating			
	Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary
Domain 1: Instruction				
1. <i>Classroom interactions and organization ensure a classroom climate conducive to learning.</i>				Level 2: Targeted Support Required
2. <i>Classroom instruction is intentional, engaging, and challenging for all students.</i>				Level 2: Targeted Support Required
3. <i>Teachers regularly assess students' progress toward mastery of key skills and concepts and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.</i>				Level 1: Intensive Support Required
Domain 2: Students' Opportunities to Learn				
4. <i>The school identifies and supports special education students, English language learners, and students who are struggling or at risk.</i>				Level 2: Targeted Support Required
5. <i>The school foster a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.</i>				Level 3: Established
Domain 3: Educators' Opportunities to Learn				
6. <i>The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.</i>				Level 3: Established
7. <i>The school's culture indicates high levels of collective responsibility, trust, and efficacy.</i>				Level 2: Targeted Support Required
Domain 4: Governance and Leadership				
8. <i>School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.</i>				Level 2: Targeted Support Required
9. <i>School leaders effectively orchestrate the school's operations.</i>				Level 2: Targeted Support Required

Domain 1: Instruction

1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*

**Level 2:
Targeted Support
Required**

Behavior Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	14%	14%	71%

- Behavioral expectations are clear and understood by most students.** In 71% of classrooms (n=14), behavior expectations were effective, as evidenced by students’ consistently appropriate behavior throughout the lesson. In one such classroom, all students worked independently on a literacy assignment involving a nonfiction text throughout the lesson, with no behavior redirection needed by the teacher. In another, nearly all students were fully on task while working on an online module, and rare instances of minor misbehavior were effectively corrected by quick teacher redirection. In another classroom, all students worked independently on an opening activity, then transitioned to working with a partner on a problem set; all conversations were on task and related to the academic content. In 14% of classrooms, behavior expectations were partially effective, characterized by a small number of students misbehaving. In one such classroom, the majority of students engaged in an independent reading task as expected throughout the lesson, but a small number of individuals engaged in off-task conversations with their classmates multiple times, requiring the teacher to briefly break from circulating and checking other students’ work to redirect their misbehavior. In 14% of classrooms, behavior expectations were partially ineffective, typically due to persistent misbehavior from multiple students that frequently disrupted learning. In one such literacy lesson, approximately half of students engaged in off-task side conversations; the teacher had to briefly stop instruction to address the misbehavior but doing so did not consistently improve the misbehavior.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	36%	21%	43%

- The learning environment is structured, and teachers are prepared, but learning time is not consistently maximized.** In 43% of classrooms, the learning environment was effectively structured through teacher preparation, routines, and maximized learning time. In one such classroom: the teacher’s presentation and student packets and tablets were prepared; students transitioned quickly between an opening activity and the main lesson activity; and students worked efficiently to complete the activity within the time allotted and tracked by the teacher. In another, the lesson objective and agenda were prepared, and students followed the class entrance routine as they efficiently transitioned from a pre-assessment to the lesson’s academic content. The teacher used a timer during the academic work, and students paced their work accordingly, with the majority finishing just before time was called. In 21% of classrooms, the learning environment was partially effectively structured, characterized by effective teacher preparation and routines, but some learning time was wasted. In one such math classroom, problem sets and models were prepared, and an efficient routine was used to check students’ work from earlier in the lesson, but more time than needed was allocated for a short problem set and students were not expected to complete the activity – such that numerous students chatted or sat idly throughout the lesson and did not complete the activity. In 36% of classrooms, lessons were

structured partially ineffectively. In these classes, teachers were typically prepared for class, but lacked effective routines and procedures, and learning time was wasted during parts of the lesson. In one such classroom, student texts were ready for use and questions were prepared, but during a read-aloud activity, procedures for changing from one student reader to another were inefficient – such that students were able to read only a few pages during 15 minutes of instruction. In another classroom, worksheets and equipment were prepared, but the explanation and directions for the activity were excessively long, leaving little time for student work.

2. *Classroom instruction is intentional, engaging, and challenging for all students.*

**Level 2:
Targeted Support
Required**

Participation and Engagement			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	7%	36%	57%

- The majority of students are cognitively engaged in learning.** In 57% of classrooms, student engagement was effective, as measured by all students’ active participation in lesson activities, typically project-based and student-driven or self-guided. In one such classroom, all students were engaged in creating an artistic product, and persevered in doing so independently throughout the lesson. In another, students worked in small groups throughout the lesson to create a presentation from nonfiction materials; all students in each group had an active role throughout the activity. In another, students worked in teams to collect information, and did so for an extended period of time with little teacher guidance needed. In 36% of classrooms, participation and engagement were partially effective, typically due to small groups of students choosing or being allowed not to participate. In one such classroom, most students completed a reading comprehension activity independently, but a small number of students chose not to participate and were not addressed by the teacher. In another, the majority of students persisted in working on a combination of online research and test preparation work, but small groups of students disengaged during the time when they were expected to complete test preparation activities.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
14%	43%	43%	0%

- Instruction requires some students to use and develop higher-order thinking skills.** The site visit team observed that in the majority of classrooms, academic material was rigorous, grade-level appropriate, and standards-aligned, and often included challenging questions, rich fiction and nonfiction texts, and relevant and engaging projects. However, the site visit team did not observe classrooms in which the majority of students were required to engage in these types of activities at multiple points throughout the lesson. In 43% of classrooms, higher-order thinking was partially effective, typically because some students were not required, or able, to engage in challenging activities. In one such classroom, the teacher asked students to explain their process for solving multi-step problems, but a number of students were not required to do so and, instead, followed along without taking notes or editing their work. In another classroom, students were asked to read about, and take a position on, a controversial issue, but a number of the students did not know

the vocabulary required to access the material, and scaffolding was not provided to allow students to do so. In 43% of classroom, higher-order thinking was partially ineffective, typically due to less than half of students engaging in challenging activities. In one such classroom, students read a classic work of fiction, and the objectives and guiding questions posted on the board required analysis of the text, but many students were asked only comprehension and recall questions during the lesson. In another, students were told that they were beginning work on a project that would require analysis of various information and data but spent the majority of the lesson collecting information with no requirement to analyze or examine the information that was collected.

3 *Teachers regularly assess students' progress toward mastery of key skills and concepts and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*

**Level 1:
Intensive Support
Required**

Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
21%	21%	29%	29%

- In-class assessment strategies do not consistently reveal students' thinking about learning goals.** In 29% of classrooms, formative, in-class assessment strategies were effective, typically due to systematically checking the understanding of all students. In one such classroom, students worked on projects on their tablets, and the teacher circulated, looking at the work that each student had created. In another, all students completed an online pre-assessment for the lesson, and the teacher viewed student responses in the moment to gauge students' prior knowledge before beginning instruction. In 29% of classrooms, assessment strategies were partially effective, typically due to the teacher checking the understanding of most, but not all, students. In one such classroom, the teacher used cold call to check students' comprehension of a reading passage at various points through the activity, and questioned many, but not all, students. In another, the teacher circulated to view students' work on posters that were being created for a presentation but did not check with all groups. In 21% of classrooms, assessment strategies were partially ineffective, often due to checking the understanding of less than half of students. In one such classroom, a teacher rotated and prompted student discussions, but only did so for a few groups. In another, the teacher asked challenging probing questions about a text, but the same five students answered each question. In 21% of classrooms, assessment strategies were ineffective, often due to checking the understanding of only a few students or checking only for understanding of directions or procedures rather than academic content. In one such classroom, a single student answered all of the teacher's verbal questions. In another, the teacher circulated, but did not view student work and, instead, used proximity to only manage behavior.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
36%	43%	21%	0%

- Timely, frequent, specific feedback is not consistently provided throughout the learning process to inform improvement efforts.** The site visit team did not observe any classrooms in which more than half of students received clear, high-quality instructional feedback that provided effective academic guidance. In 21% of classrooms, feedback was partially effective, typically due to providing quality feedback to approximately a

quarter of the students. In one such classroom, the teacher circulated and asked probing questions related to the projects that students were creating and did so for at least one student at each small student group. In 43% of classrooms, feedback was partially ineffective, often due to few students receiving feedback, or students receiving feedback that did not fully clarify misunderstandings. In one such classroom, the teacher circulated and helped students with a problem set but gave feedback to only a handful of students. In another classroom, the teacher circulated and commented on the online work of students who appeared to be stalled in completing the assignment, but the teachers' suggestions and probing questions did not help many of the students move forward with the work. In 36% of classroom, feedback was ineffective due to no feedback being provided, or only providing affirmation or feedback related to lesson directions. In one classroom, the teacher viewed many students' worksheets but – although many students appeared unable to complete the task and were visibly frustrated – provided only encouragement. In another classroom, the teacher circulated and looked at student work, but commented only on whether students were following directions.

Domain 2: Students' Opportunities to Learn

4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.*

**Level 2:
Targeted Support
Required**

- **The school is developing processes for identifying struggling and at-risk students.** School leaders and teachers reported that the school has a student support team (SST) but reported that only 3 students were referred to the SST this year. Despite the lack of an active SST, staff described other formal and informal structures to identify struggling students. School leaders, for example, highlighted that Ohio State Test (OST) and Northwest Education Association (NWEA) data are used to inform grouping for an intervention period for grades 9 to 11, which was added this year. School leaders indicated that this intervention period creates opportunities for flexible grouping and special education and interventionist pull-out, but teachers and students indicated that the groupings for this period typically remain the same and are frequently used for test preparation (observed by the site visit team). Teachers reported that in lieu of SST referrals, they informally discuss student needs in grade-level meetings but reported that these conversations are teacher-driven and that the willingness and ability to intervene for struggling students varies by teacher. Teachers indicated that they sometimes ask students to stay for tutoring based on classroom mastery data, but that tutoring is most frequently initiated by students. Some staff reported that it is entirely teachers' responsibility to identify struggling students; others stated that, if needed, students are responsible for seeking help. Some students identified teachers who recognize when they need support but others did not, and do not feel that the school has a system to recognize if they are falling behind.
- **The school provides varying levels of supports for struggling and at-risk students.** Staff reported that the school offers various behavior and social-emotional learning (SEL) supports. Numerous staff members indicated that in conjunction with the school's positive culture, these supports are sufficient to meet students' behavior and SEL needs. Such supports include morning advisory meetings and circles, clear behavior expectations and a clear ladder of consequences, restorative behavior conversations, Not on Our Watch (NOW) anti-bullying programming, Winning Against Violent Environments (WAVE) peer mediation, planning center support and mentoring, boys' and girls' counseling groups, and individual counseling with the school counselor and three partner organizations (Bellefaire, Murtis Taylor Human Service, and Ohio Guidestones). However, staff and students indicated that academic supports are less robust and do not yet fully meet students' needs. While school leaders and some teachers reported that the school offers tutoring, some students reported that it is not consistently offered across all grade levels. Teachers reported that – due to students being unable or unwilling to attend – student attendance at tutoring is often low. A few staff members indicated that the intervention block is an effective academic support, but the majority did not; some indicated that it is largely used for test preparation. Others cited academic supports such as scaffolded and differentiated classroom instruction, programming such as Khan Academy, credit recovery classes, College Now counseling, and staffing, including intervention specialists and paraprofessional who serve students in Spanish and Arabic, but indicated that many of the supports are available to only a limited number of students.

5. *The school foster a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.*

**Level 3:
Established**

- **The school provides a safe environment to support students' learning.** School leaders, teachers, parents, and students all consistently reported that the school is safe for students – both physically and emotionally. All stakeholders indicated that physical fights are extremely rare and could recall only three fights this school

year. Many stakeholders attributed this to staff's awareness of student relationships. Many cited examples of teachers notifying administrators when they believed a student conflict was escalating, and that administrators then responded proactively and effectively, sometimes enlisting peer mediators. Parents and teachers shared anecdotes regarding safety at other schools and indicated that they feel the school is one of the safest and most positive in the city. All students reported that they feel that adults at the school care for them. All reported that, if needed, they have adults at the school to whom they can speak about personal challenges. They echoed the same sentiments regarding their relationships with peers; many cited positive peer and staff relationships as reasons that they chose and love the school. Staff frequently expressed the importance of strong relationships, a genuine sense of care and respect for students, and a strong sense of pride in the relationships they have developed, attributing this, in part, to high teacher retention. All stakeholders reported that bullying is minimal, and that students, regardless of race, ethnicity, or sexual preference, feel comfortable at the school. The site visit team observed that the building was well-maintained and clean, and that transitions between classes were calm, orderly, and required little-to-no adult supervision.

- **Students have opportunities to engage in a culture of diversity and inclusion.** Staff were not able to articulate an intentional, schoolwide approach to addressing issues of diversity, equity, and inclusion, but highlighted various activities that provide students with opportunities to engage with these themes. Numerous teachers cited the school's adoption of the Facing History curriculum, citing discussions of power and privilege. Others mentioned the schools' International Day celebration, including sharing traditions from various cultures. Teachers also described a staff member who informally mentors students and includes discussions about their cultural backgrounds, and those of other cultures, including Native American traditions and Hispanic history. Another cited a series of student interviews that were compiled by a staff member and presented in all-staff professional development (PD) to help teachers better understand students and their lived experiences. Other teachers described using short news videos to prompt discussion of bias, race, and power. Others highlighted the use of morning advisories to explore ideas of inclusion, citing the recent schoolwide reading of Wonder. Others reported using texts such as The Color Purple and The Pact in discussions of race in their classes. Other teachers cited an incident in which intolerant language was used by a number of students. Students spoke directly with the principal about their concerns, and the principal met with each advisory group to address the issue. Finally, staff cited the school's capstone projects, in which students chose to research a variety of topics, ranging from gentrification to mental health.

Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*

**Level 3:
Established**

- Professional development (PD) is designed to address identified areas of need.** Staff reported (and review of the school's Academic Achievement Plan [AAP] confirmed) that strategies for school improvement this year include writing across the curriculum, and the continued development of project-based learning (PBL) and technology. Teachers reported (and review of PD materials confirmed) that sessions to support these initiatives have been provided during summer PD (5 days) and full-day PD during the school year (4 days). School leaders reported that they will continue to be offered during Spring planning PD (5 days). Staff frequently reported that the large number of PD days – a result of being part of the technology network – have been very useful. Staff reported that the PD sessions offered on these days include a combination of district- and network-selected PD, school leader-led PD, and teacher-led differentiated PD. Teachers frequently reported that the sessions led by their peers are particularly valuable, relevant, and tend to provide strategies that are easier to implement. Staff explained that these differentiated sessions are organized by the teacher leadership committee (TLC), who surveys staff monthly to determine their PD wishes and needs, then enlists their colleagues to create and deliver sessions. Teachers and PD documents indicated that 14 or more differentiated offerings may be provided on a single PD day, from which teachers can choose two. Staff explained that these sessions often focus on technology use, from the use of the school's online learning platform (Echo) to tools such as Goobric (online rubrics) and Doctopus (student file management). Teachers also reported that school leaders are very supportive of teachers attending off-site PD provided by the district, and provided examples, such as literacy sessions they have attended, that have been useful.
- Educators collaborate regularly to learn about effective instruction and students' progress.** Staff reported that the primary avenues for collaboration are two 50-minute meetings times each week, through which six standing meetings rotate: 1) teacher-based teams (TBTs); 2) grade-level meetings; 3) department meetings; 4) Critical Friends; 5) committee meetings, and 6) all-staff meetings. Staff members reported value in all six meetings for various reasons. Some reported that TBTs are valuable, especially since the school aligned the TBT protocol with the PBL units ("toolkits"). TBT documents included completed meeting notes, as well as reflection protocols that tailored the toolkits. Others cited the value of grade-level meetings in discussing student issues, as well as the value of department meetings in aligning curriculum and projects. Many teachers stated that Critical Friends meetings are of the greatest value, during which time they present their upcoming PBL toolkit to their peers for review and feedback. Other spoke positively of committee meetings, during which time all teachers meet in their committees, including TLC, AAP, SST, BLT, attendance, grants, Cleveland Teachers Union (CTU), and school culture. Some teachers highlighted the value of all-staff meetings, during which staff discusses schoolwide issues, logistics, and operations. In addition to collaborating during these bi-weekly meetings, teachers reported frequent informal collaboration, including co-planning during their two daily planning periods. The site visit team also observed effective co-teaching across and within content areas, as well as collaboration between general education teachers and interventionists.

7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*

**Level 2:
Targeted Support
Required**

- Educators' mindsets and beliefs reflect varying levels of commitment to students' learning.** Staff unanimously expressed a deep commitment to building relationships with students and highlighted the various ways that these relationships benefit students, both academically and otherwise. Staff also

consistently highlighted ways that they and their colleagues strive to support students beyond their classrooms. However, staff expressed mixed beliefs regarding their collective responsibility for student learning. Some teachers acknowledged the challenges facing the school and students, such as low attendance and some challenges associated with poverty. They then quickly identified ways that the school could better serve students, such as focusing on greater intrinsic motivation and extrinsic incentives, increasing student agency, and improving engagement strategies. Other teachers, however, suggested that the school's performance was largely out of the school's control, blaming the school's academic underperformance on factors such as their K-8 education, families, and students not valuing education. Similarly, staff expressed mixed views regarding their commitment to serving all students. Some spoke enthusiastically of serving all of the school's students, while others indicated that they would prefer to be a more selective school, suggesting that the school would be higher performing if they could only serve a different group of students. The principal indicated that she is aware of this mindset and addresses it when it surfaces, attributing it, in part, to a nearby school with entrance requirements.

- **The school reflects a safe, trustworthy and growth-oriented professional climate.** Staff unanimously and consistently reported that relationships and collaboration between teachers and school leaders are among the school's greatest strengths. Teachers highlighted the various ways that they collaborate, both formally (e.g., cross-curricular projects) and informally (e.g., planning together, supporting each other personally). Others highlighted that staff are intentional about building relationships beyond the school day, citing examples such as a summer escape room activity that was part of PD, and regular potlucks and off-campus social events. Others highlighted instances in which cafeteria and custodial staff have taken part in school events and cited another instance in which a custodial staff member took part in an advisory reading group. Staff attributed strong relationships, in part, to high teacher retention since the founding of the school 9 years ago and highlighted that these relationships make it particularly difficult for students and staff to lose teachers as a result of budget cuts. Teachers also expressed a high level of trust and respect for school leaders, citing school leaders' openness to feedback, care for students and staff, support of teachers off-site PD, facilitating requests for materials and resources, and persistent efforts to become more familiar with the PBL model after joining the staff. Teachers and students also indicated that they feel respected and heard as a result of school leaders' open-door policy. Teachers and school leaders further reported that staff are encouraged to take instructional risks and are comfortable doing so, frequently citing new technology and projects. School leaders reported that in addition to being open to trying new instructional strategies, teachers are very solution-focused, and frequently have solutions in mind when approaching school leaders to share concerns or challenges.

Domain 4: Leadership

8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*

**Level 2:
Targeted Support
Required**

- **School leaders observe teachers regularly, but do not consistently provide feedback that helps teachers improve their practice.** School leaders and teachers consistently reported that Teacher Development and Evaluation System (TDES) observations take place as mandated. School leaders stated (and review of observation documents confirmed) that school leaders also provide regular informal observations outside of TDES. Teachers stated that school leaders visit their classrooms regularly to check on students, and also to observe their classrooms to provide feedback. However, the majority of teachers were unable to recall examples of specific, actionable feedback that they received from school leaders that have improved their instruction. Teachers explained (and review of sample informal observation emails confirmed) that school leaders' informal observations tend to focus on the components of teachers' lessons that align or do not align with TDES indicators or highlight indicators that are visible or not visible. Teachers also indicated that they sometime have follow up conversations after informal observations, and that these conversations are sometimes helpful, but often center on whether particular strategies that they are implementing meet the criteria of TDES or focus on technical feedback regarding how to adjust lessons to better meet TDES indicators. Teachers stated that these informal observations make them feel supported in the TDES process, and school leaders acknowledged that supporting teachers with TDES is one of the intentions of the informal observations. School leaders reported that the majority of teachers are meeting their instructional expectations, and that they provide targeted supports (e.g., book studies regarding classroom management) for teachers who are not.
- **School leaders provide conditions that support a school-wide data culture.** Staff reported that the school collects and analyzes state- and district-mandated assessment data, including OST, NWEA, Conditions for Learning (CFL), Accelerated Reader, and STAR, and reported that much of these data are useful in school improvement planning (i.e., OST, NWEA, CFL), and in grouping students (i.e., OST NWEA), both heterogeneously and homogeneously, for project work and reading groups. Staff also reported that as a school in the technology network, they collect project mastery (toolkit) data, and reported that collecting and using these data is a clear schoolwide expectation. Teachers frequently reported that PBL toolkit data, which is analyzed in TBTs, is among the most useful data that they collect and use and is helpful in monitoring progress toward unit and project mastery. Teachers also reported that, typically during TBTs and planning time, they enter these data into Echo – the school's online learning platform). Some teachers also reported examining these data in grade-level meetings to identify students who are struggling and reported that students and some parents look at this mastery and grade data regularly to determine how students are doing in class. Staff also reported that students are familiar with some of their achievement data, including their current NWEA scores and growth goals. All students knew whether they had met their NWEA goals; some were able to recall their Fall or Winter NWEA score and their numeric growth targets.

9. *School leaders effectively orchestrate the school's operations.*

**Level 2:
Targeted Support
Required**

- **School leaders ensure effective communication and inclusive decision making across the organization.** Staff reported that the primary method of staff communication at the school is the weekly email bulletin, and that this bulletin effectively communicates necessary information to staff. Sample weekly bulletins included the

weekly calendar, upcoming due dates and special events, motivational quotes, attendance updates, tech tips, shout-outs, an instructional article of the week, and miscellaneous items, such as self-care tips for teachers and strategies to reduce test anxiety for students. Students and parents also reported that school leaders have an open-door policy. School leaders reported (and parents confirmed) that school leaders frequently arrange meetings between parents and their students' grade-level teacher teams to ensure that parents are aware of their students' progress. Staff and students also indicated that they have a voice in decision making at the school. Teachers and students both highlighted school leaders' open-door policy and reported that they feel their concerns are heard when they meet with school leaders, including feedback regarding how to improve the school's PBL model. Teachers further cited the committee structure as providing teacher voice, and reported that committees make various decisions, including decisions regarding special events, school behavior expectations, student and staff incentives, class offerings, and the bell schedule. Students indicated that they have additional voice through the Student Advisory Committee (SAC) and Student Council, citing an ongoing discussion regarding the schools' dress code.

- **The school does not yet fully maximize parents and partnerships to support the educational process.** All stakeholders acknowledged that parent participation at the school is highly variable, with greater attendance at special events such as student celebrations and movie and game nights (up to 100 participants at some events), and lower attendance at parent conferences, academic nights, and presentations such as an overview of the school's gradebook system, for which attendance can be less than 10 individuals. Staff reported attempting various strategies to boost parent engagement, such as scheduling events at different times of day, and providing informal meetings to meet with teachers and school leaders over food ("chat and chews") but reported that these attempts have been largely unsuccessful. Others indicated that at the high school level, lower parent engagement is common, and believe that 50% of parents monitor their students' progress through Echo and, as a result, may skip conferences. However, many still reported that low parent engagement has been a source of disappointment for school leaders, teachers, and students. Teachers, parents, and students also expressed disappointment with a lack of impactful community partnerships. Staff and review of various school documents indicated that the school partners with Bellefaire, Murtis Taylor, and Ohio Guidestones for counseling, Tri C for some concurrent enrollment classes, and College NOW for college and career support, and occasionally hosts speakers from the community, but lacks partnerships that provide substantial academic support or engage large numbers of students. Some students take part in sports (i.e., volleyball, basketball, tennis) at a nearby high school, and the school offers some clubs (i.e., Student Council, broadcast club, slam poetry), but staff, students, and parents frequently expressed the desire for more sports, clubs, arts, and other extracurricular activities. Stakeholders acknowledged that the school's small size and budget cuts limited these opportunities and highlighted the potential of stronger partnerships to fill this gap. School leaders acknowledged that partnerships and parent engagement are an area for growth, and next year's AAP includes various initiatives to increase parent and community partnership, such as encouraging staff to develop partnerships and holding more parent events.

Prioritization

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

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength that the team discussed included strong student and adult culture, the school’s positive learning environment, and teacher collaboration. The site visit team also noted the areas for growth, including maximizing learning time and providing feedback to students.

The group identified *Domain 1: Instruction* as the area for growth to prioritize. The group identified the following priority within this Key Question as having the most potential impact on the success of the school as a whole: *Feedback*. The team then developed the following goal, success measure, and action plan:

Goal: Timely, frequent, specific feedback is provided throughout the learning process to inform improvement efforts.

Success Measure: By September 30th, in informal, non-evaluative learning walks by school leaders and building leadership team (BLT) members, 50% of teachers will be seen utilizing 2 or more strategies from the feedback toolkit.

Actions	Target Dates	Champions
1. Hold all-staff meeting and PD to discuss outcomes of SQR and collaboratively create a toolkit of strategies for providing feedback to students.	5/23/19	BLT
2. Hold second all-staff meeting and PD to revisit toolkit following summer break.	8/1/19	BLT
3. Perform round of learning walks for all staff members to look for the implementation of feedback strategies.	8/20/19 to 9/20/19	School leadership team
4. Send emails and/or written notes to teachers following learning walks to discuss and provide feedback regarding student feedback strategies.	8/20/19 to 9/20/19	Intervention specialist
5. Meet with prioritization team (school leaders and BLT) to review first round of learning walk data.	10/1/19	BLT

Appendix A: Site Visit Team Members _____

The SQR to New Tech West High School was conducted on April 30-May 2, 2019 by a team of educators from CMSD and SchoolWorks, LLC.

Meagan Coggins, Team Leader

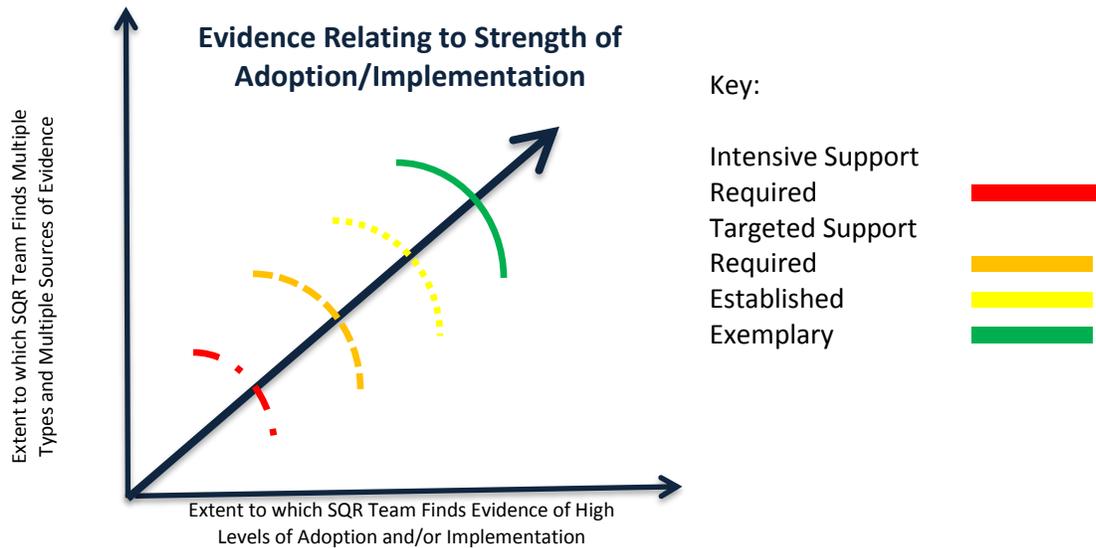
CMSD

Nick Bucy, Team Writer

SchoolWorks, LLC

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 types¹ and multiple sources² 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.

¹ “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.

² “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 14 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 (1) → % Effective (4)			
		1	2	3	4
Common Core Alignment	1a. Common Core Literacy Alignment (for ELA classes only) Alignment to content standards Alignment to instructional shifts High-quality implementation N = 4	25%	25%	50%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 4	0%	25%	50%	25%
	1c. Common Core Literacy Shift Alignment (for all classes other than ELA and math) Alignment to Common Core literacy shifts N = 6	0%	50%	50%	0%
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	14%	14%	71%
	3. Structured Learning Environment Teacher preparation Learning time maximized	0%	36%	21%	43%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	14%	29%	57%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	7%	43%	36%	14%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional Format Student choice	14%	36%	29%	21%
	7. Participation and Engagement Active student participation Perseverance	0%	7%	36%	57%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	14%	43%	43%	0%
In-Class Assessment & Feedback	9. Assessment Strategies Use of formative assessments Alignment to academic content	21%	21%	29%	29%
	10. Feedback Feedback to students Student use of feedback	36%	43%	21%	0%