SchoolWorks
School Quality Review
Report

Facing History New Tech High School
November 16 – 18, 2016

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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.

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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. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 2: Targeted Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 2: Targeted Support Required**
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**
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 1: Intensive Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 3: Established**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 1: Intensive Support Required**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 2: Targeted Support Required**
Domain 4: Governance and Leadership	
8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Level 2: Targeted Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 2: Targeted Support Required**

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Domain 1: Instruction

1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 2: Targeted Support Required**

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
0%	0%	33%	67%

- **Behavioral expectations are clear and understood by students.** In 67% of classrooms visited, site visit team members observed the effective implementation of behavioral expectations (n=15). In these classrooms, student misbehavior was not evident. In these classrooms, site visit team members noted that students listened quietly while teachers and other students talked, followed directions, and complied with teachers' requests. For example, students were seen raising their hands to ask and answer questions when prompted to do so by teachers. Site visit team members observed the partially effective implementation of behavioral expectations in 33% of classrooms visited. In these classrooms, site visit team members observed that some teachers employed redirection strategies to address misbehavior, and that these strategies were partially effective. For example, one teacher was heard telling students, "Headphones out, please," to which some, but not all, students complied. In addition, in some classrooms, site visit team members noted that teachers ignored low-level misbehaviors. For example, in one classroom, students were observed having sustained conversations unrelated to the learning activity; yet, the teacher did not address the talking. In other classrooms, students were heard speaking over teachers and other students, but teachers did not intervene to stop these interruptions.

Supportive Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
7%	47%	27%	20%

- **Classroom interactions are sometimes cooperative and conducive to learning.** In 20% of classrooms visited, strategies that promoted cooperative classroom learning were effectively employed. In these classrooms, teachers and students were seen smiling, using a positive tone of voice, and providing encouragement and support. For example, one teacher was heard telling students, "Good job;" and "Very impressive." Site visit team members also observed a teacher circulating to all students to provide them with support in completing the learning task. Methods that were partially effective in fostering cooperative interactions were evident in 74% of visited classrooms. In these classrooms, site visit team members noted that some classroom interactions were not respectful. Specifically, some teachers and students used a condescending tone of voice when speaking to each other. For instance, teachers were heard telling students, "We can hold your hand a little, but we can't drag you along;" and "What are you doing? A whole bunch of nothing?" In another classroom, a student was heard telling the teacher that "Teachers can be annoying." Site visit team members also observed a few teachers rolling their eyes after interactions with students. In addition, some observed teachers did not notice when students were struggling with and/or not participating in lesson activities. For

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

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instance, one observed teacher circulated to groups of students but did not attend to one group in need of help until a student became upset and yelled at the teacher.

2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 2: Targeted Support Required**

Cognitive Engagement			
Ineffective	Partially Effective		Effective
1	2	3	4
13%	73%	13%	0%

- **Students are not consistently cognitively engaged in learning.** The partially effective promotion of cognitive engagement was evident in 86% of classrooms visited. In these classrooms, site visit team members noted that some, but not all, students were active participants in learning activities. For example, several students were seen answering questions, engaging with peers, and working to complete lesson activities. However, many students were observed staring off into space, not completing assignments, and sleeping. Site visit team members also noted that many students were disengaged when teacher talk dominated lessons. For instance, several observed teachers talked throughout the entire observations with little or no input from students as they sat passively. Further, site visit team members observed that most teachers did not attempt to re-engage students, allowing them to opt out of lessons. In addition, site visit team members noted that some students disengaged from lessons when given tasks with which they experienced difficulty. For instance, in one visited classroom, most students were engaged at the beginning of the learning activity; however, students did not persevere when they encountered challenges using technology. Site visit team members also observed that most teachers did not provide students with additional choices for when learning tasks were complete. In multiple classrooms, students finished their work early and were seen sitting and passively waiting for the next instructional activity.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
33%	53%	13%	0%

- **Instruction does not consistently require all students to use and develop higher-order thinking skills.** Site visit team members observed the partially effective development of higher-order thinking skills in 66% of classrooms visited. In many of these classrooms, teachers asked students open-ended questions such as, “What does it mean when ___” and “Why is ___?” Yet, site visit team members noted that only a few students responded to questions and most teachers did not require these students to explain their thinking or build on their own thoughts when answering, often accepting one-or-two-word responses. In addition, some observed teachers provided rigorous learning activities such as evaluating the relationship between two variables. However, only some – not most – students were engaged in high-order thinking; many students elected to opt-out of the lesson. Further, site visit team members observed that some lesson activities consisted of lower-level tasks, such as using technology to complete conversions. Site visit team members also noted missed opportunities to incorporate higher-order thinking into lessons. For instance, one observed teacher required students to analyze a complex non-linguistic representation of academic content. However, when the teacher

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requested students to share their analysis, no students volunteered. The teacher then moved on to the next learning activity without facilitating a discussion. The development of higher-order thinking skills was ineffective in 33% of classrooms visited. In these classrooms, rigor was not in evidence. For instance, site visit team members observed a teacher lecturing for almost the entire observation without asking substantive content-related questions.

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 Effective		Effective
1	2	3	4
40%	47%	13%	0%

- **In-class assessment strategies rarely reveal students' thinking about learning goals.** Site visit team members observed the partially effective use of in-class assessment strategies to reveal students' thinking about learning in 60% of classrooms. In these classrooms, site visit team members observed that some teachers utilized assessment strategies but noted that only some students' understanding was evaluated. For instance, some teachers asked comprehension questions but required only a few students to answer. In addition, site visit team members observed that a teacher circulated to check most students' work. However, the teacher did not assess all students' assignments for accuracy, only checking for completion in some cases. In another classroom, site visit team members noted that the teacher circulated to only about half of the class. Further, site visit team members observed that teachers administered assessments using technology. For instance, students were seen uploading responses to questions through Echo (i.e., virtual learning management system). Yet, site visit team members noted that teachers did not review students' submissions in real time. In addition, the use of assessment strategies was ineffective in 20% of classrooms visited. In most of these classrooms, assessment was not evident. However, in a few classrooms, assessments gauged students' understanding of directions and/or procedures, rather than content. Specifically, one teacher was seen circulating to students to ensure they accessed the correct website.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
47%	53%	0%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** Teachers employed strategies that were partially effective in providing students with feedback in 53% of observed classrooms. In these classrooms, site visit team members noted that some teachers provided feedback to a limited number of students. For instance, one observed teacher sat with one group of students for more than five minutes to clarify their misunderstanding about the assignment. However, the other four groups of students experienced the same confusion and sat waiting for the teacher to circulate to them. In another classroom, site visit team members noted that the teacher held individual conferences with students to provide them with feedback on their work. Yet, only two students had the opportunity to meet with the teacher. In addition, students were seen receiving automated feedback after taking on-line quizzes. While the

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program supplied information about students' accuracy, site visit team members observed that the teacher did not provide students with expectations around how they should apply the feedback and noted that it was unclear if students were using it. Further, many teachers were heard giving feedback around directions, rather than the content being covered. For instance, in one classroom, the bulk of feedback revolved around how to input formulas in a computer program. Further, feedback was ineffectively supplied to students in 30% of the classrooms visited. In these classrooms, feedback was not evident.

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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 1: Intensive Support Required**

- **The school lacks a comprehensive process for identifying struggling and at-risk students and does not systematically monitor student progress and program effectiveness.** Support staff reported how the student support team (SST) process for identifying struggling and at-risk students should occur, explaining that teachers should collect academic and behavioral data and complete standardized referral forms. However, support staff indicated that teachers do not yet follow this process. Support staff further stated that parents initiate most SST referrals. Support staff explained that once a referral is made, the SST convenes and creates an intervention plan. Yet, support staff reported that teachers do not document what interventions they apply in their classrooms, indicating that this lack of data makes monitoring the effectiveness of SST plans difficult. School leadership confirmed that the school does not have a formal SST process in place, explaining that teachers discuss students who seem to be struggling during grade-level team meetings. Further, when asked, teachers could not clearly describe the SST process or composition of the SST team. However, school leadership, teachers, support staff, and parents stated that the school partners with Applewood Centers, Inc. to provide school-based mental health counseling to students. All four stakeholder groups consistently reported (and review of Applewood forms verified) the Applewood identification process, explaining that a referral form is completed, parent permission is secured, and a session with an Applewood social worker is set.
- **Although the school provides some supports for struggling and at-risk students, the effectiveness of these supports is unclear.** School leadership and teachers reported that the school employs three special education teachers who, in addition to serving special education students, provide literacy intervention to struggling and at-risk students. Specifically, both stakeholder groups stated that students take a Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment, explaining that approximately 60 of the lowest-performing students are then placed in one-of-three iLit intervention periods taught by the special education teachers. However, when asked about the program's effectiveness, teachers indicated that it is too early in the school year to determine. School leadership and teachers also reported that the school partnered with a local university to secure six tutors who provide tutoring twice a week. Both stakeholder groups explained that tutors push-in to classrooms and supply one-on-one support to struggling students. In addition, school leadership, teachers, and students stated that the school built a daily resource block into all students' schedules. School leadership and teachers indicated that this block enables struggling and at-risk students to receive additional support from their teachers. However, school leadership and teachers explained that each grade-level-designed resource time differently and reported varying levels of effectiveness. For instance, teachers stated that ninth grade students are grouped according to NWEA MAP data and rotate between their teachers according to a set schedule so that teachers can provide targeted support to each group. On the other hand, teachers indicated that other grade levels grouped students randomly and do not follow a firm rotation schedule. School leadership, teachers, and students stated (and site visit team members observed) that many resource blocks are used as study halls, rather than times to receive targeted support.

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5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 3: Established**

- **The school provides a safe environment to support students' learning.** School leadership stated that student behavior has been a challenge this school year, explaining that instances of students swearing and fighting is more frequent than in years past. However, school leadership, teachers, students, and parents reported that students feel safe at school. Students explained that their teachers make them feel safe by preventing dangerous behaviors. School leadership, teachers, and parents also stated that physical violence is a rare occurrence at the school. Parents praised the school for providing a learning environment almost completely free from fighting. Further, students indicated that bullying is not an issue at the school. Students explained that the school has cultivated a supportive student culture that embraces diversity and discourages bullying. School leadership also reported (and site visit team members observed) that the school employs a full-time safety officer who patrols hallways and common spaces throughout the school day. In addition, support staff stated that multiple staff members are trained to respond to crisis situations should one unfold at the school.
- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** School leadership, teachers, and students reported that the school has implemented multiple initiatives that enable students to form positive relationships with their peers, including Link Crew and peer mediation. School leadership and students stated (and review of Link Crew rosters confirmed) that the Link Crew program pairs 11th and 12th grade students with 9th grade students, explaining that the upperclassmen serve as mentors to the freshmen. Students indicated that mentors formally convene with their mentees on a monthly basis to engage in activities to develop skills such as teambuilding and time management. Students also stated that mentors informally meet with their mentees on an as-needed basis. In addition, school leadership, teachers, and students reported that the school employs peer mediation to resolve conflicts between students, as well as between students and staff. All three stakeholder groups stated that approximately 20 students receive mediation training every year and indicated that roughly 60 students have been trained since the program was started. School leadership and students explained that mediators facilitate conversations between the individuals in conflict using a protocol. Further, school leadership, teachers, students, and parents stated that students have an adult at school with whom they feel comfortable approaching with problems and/or concerns. School leadership and students also reported (and review of a Help on the Way document confirmed) that the school implemented a Help on the Way program for all senior students. Both stakeholder groups explained that at the beginning of the year, staff members were formally assigned to serve as contacts for senior students in need of academic and/or emotional support. Additionally, school leadership and support staff reported that the school employs a counselor, psychologist, and social worker who provide services to students in need of emotional support.

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Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 1: Intensive Support Required**

- **Professional development is ongoing, but not intensive or sustained.** School leadership and teachers reported that the school holds a five-day professional development session at the beginning and end of every school year. Both stakeholder groups indicated that this time is used to plan additional professional development meetings, outline student orientation topics, learn about technology, and align curriculum. School leadership and teachers also stated that many staff attend summer Facing History and Ourselves and New Tech conferences to learn about how to better implement the school's model. In addition, both stakeholder groups reported that school provides one hour of school-wide professional development on Mondays. School leadership and teachers consistently stated that professional development follows a four-week cycle and indicated that school leadership and teachers take turns facilitating weekly sessions that support the cycle. However, when asked to describe the cycle, school leadership and teachers provided inconsistent explanations. Specifically, school leadership and some teachers reported the following weekly cycle: 1) director's choice; 2) differentiated grade-level professional development; 3) Facing History and Ourselves; and 4) instructional strategies. Yet, other teachers indicated that professional development unfolds in the following format: 1) director's choice; 2) literacy; 3) assessment and data; and 4) Facing History and Ourselves. A third group of teachers stated that the monthly cycle also includes a New Tech professional development session. School leadership and teachers additionally reported that, as more pressing demands have arisen, the school has recently deviated from following a four-week cycle. Further, when asked about the focus of professional development, answers from school leadership and teachers ranged from student engagement to student culture to literacy.
- **The school lacks formal systems to ensure that educators collaborate regularly to learn about effective instruction and students' progress.** School leadership and teachers reported that collaboration is difficult this year because the school switched to block scheduling, explaining that teachers have less time because they now teach more students and classes than in past years. Both stakeholder groups indicated that in an effort to bolster collaboration, all teachers use a common workroom, rather than individual classrooms, as their home base. School leadership and teachers stated (and site visit team members observed) that all teacher desks are located in this common workroom, explaining that teachers complete their preparation work and grade papers in this space. Both stakeholder groups also indicated that many teachers informally meet during lunch and before school. However, school leadership and teachers stated that school leadership has not created formal expectations around collaboration, explaining that when and why teachers choose to meet is at their discretion. Further, some teachers reported that they formally convene every quarter to participate in a critical friends' protocol. These teachers explained that they present upcoming projects to school leadership and their peers in order to receive affirming and growth-orientated feedback. Yet, other teachers reported that critical friends' meetings are not occurring with fidelity this school year.

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7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.	**Level 2: Targeted Support Required**

- **Stakeholders shared conflicting views regarding the extent to which educators' mindsets and beliefs reflect a shared commitment to students' learning.** School leadership, teachers, support staff, and parents reported that school staff are committed to preparing students to succeed in college. All four stakeholder groups explained that staff routinely take students across grade levels to visit college campuses. School leadership, support staff, and parents also indicated that the school's guidance counselor provides support to students around completing college applications, applying for financial aid, and seeking scholarship opportunities. In addition, site visit team members observed references to college throughout the school, such as a mural in a hallway that stated, "College Bound." Teachers also reported that they are committed to ensuring all students learn despite their personal and/or home situations, explaining that many students face significant hardships outside of school. Teachers stated that they support students by tutoring them during lunch and after school, and by attending their sporting events outside of school hours. Students echoed that their teachers demonstrate dedication to their success. However, school leadership and support staff reported that some teachers do not share a deep commitment to all students. For instance, school leadership indicated that some teachers choose to teach at the school because of the Facing History and Ourselves and New Tech model, rather than to serve the school's students, and that a few teachers have yet to fully commit to the student population. Support staff also stated that some teachers do not persevere when faced with challenging students, and indicated that these teachers may escalate misbehavior to have students removed from their classes.
- **The school is working to establish a safe, trustworthy professional climate.** School leadership and teachers reported that school leadership prioritized the improvement of the adult culture at the school. Both stakeholder groups stated that much of last year's, and some of this year's, professional development revolved around mediating conflicts and building trust among the staff. School leadership and teachers indicated that, as a result, some of the adult culture has been repaired. However, school leadership, teachers, and support staff reported that rifts among the staff still exist, stating that some staff members have formed alliances or cliques that exclude others at the school. Support staff also indicated that some staff members are disrespectful to each other at times. School leadership and teachers explained that, as a result, some teachers resist engaging in collaboration. Yet, some teachers reported that they often informally share ideas and solicit feedback around lessons, assessments, and students. Finally, teachers and support staff consistently stated that they feel comfortable approaching school leadership with questions, concerns, and requests. For instance, teachers explained that when they needed supplies for a project and a guest speaker for a lesson, school leadership worked to secure the requested resources.

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Domain 4: Governance and Leadership

8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.	**Level 2: Targeted Support Required**

- **The principal has created a shared vision for the school.** School leadership reported that the school's overarching vision is to prepare students for success in any context and to ensure they are "better people when they leave" the school. School leadership indicated that the school's model – Facing History and Ourselves, coupled with New Tech – supports this vision. School leadership stated that both facets of the model are grounded in project-based learning, explaining that projects incorporate Facing History and Ourselves themes contain technology components that students execute on laptops issued to them at the beginning of the school year. School leadership and teachers further reported that Facing History and Ourselves themes revolve around social justice and are infused across grade levels and content areas. For instance, teachers stated that ninth grade students take a Facing History and Ourselves seminar, explaining that they learn about the Holocaust and countries currently plagued by genocide and write an "I believe" paper expressing their views on critical world issues. Teachers also indicated that twelfth grade students complete a capstone project that requires the following: 1) Identify a topic that has the ability to effect significant change; 2) Volunteer at an organization that supports the topic; 3) Secure a knowledgeable guest to speak at the school; and 4) Give a final presentation to the school (e.g., display, video). Teachers reported that past capstone topics have included human trafficking and amyotrophic lateral sclerosis (ASL) disease awareness. Support staff further indicated that Facing History and Ourselves aims to foster tolerance by showing students that the world is very diverse.
- **School leaders do not ensure that teachers deliver high-quality instruction.** In addition to the formal evaluation process as required by Cleveland Metropolitan School District, school leadership and some teachers stated that the principal often pops-in to classrooms for a few minutes but indicated that he does not consistently supply feedback after these short visits. School leadership and some teachers also reported that the principal conducts informal observations and provides written feedback. Both stakeholder groups explained (and review of feedback verified) that feedback is structured as "I like" and "I wonder" statements. Teachers stated that the feedback they receive is helpful. For example, one teacher reported getting useful feedback around how to better assess students' mastery of a learning objective. Examples of reviewed feedback also included: "I like that students are completing a problem together. I wonder how students will eventually be individually assessed." However, school leadership indicated that the principal has not conducted informal observations in the last six-to-eight weeks, in part due to his time being consumed with student discipline matters. Further, some teachers reported that they had yet to receive any informal observations and stated they were unaware the principal was observing and providing feedback to teachers this school year. In addition, when asked, school leaders and teachers stated that the school has not provided any instructional coaching this school year.

9. School leaders effectively orchestrate the school's operations.	**Level 2: Targeted Support Required**

- **School leaders are working to ensure effective communication and inclusive decision making across the organization.** School leadership and teachers reported (and review of newsletters confirmed) that school leadership communicates information to staff through a school-wide Google calendar, daily

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emails, and weekly newsletters delivered via email. Teachers indicated that these structures have improved communication this school year, explaining that there was sometimes confusion last year about school events, such as when fieldtrips were scheduled and which students were attending. In addition, school leadership and teachers stated that the school has multiple committees on which teachers can serve – the parent advisory committee, restorative justice committee, Link Crew committee, Facing Ourselves committee, and advisory committee. Teachers indicated that participation on these committees enable teachers' voices to be heard, but school leadership and teachers stated that some teachers have elected not to serve on any committees. School leadership further indicated that teachers on the Facing Ourselves committee and Advisory committee are empowered to make decisions that impact the instructional staff as a whole. Specifically, school leadership and teachers reported that teachers who serve on the Facing Ourselves committee are tasked with planning monthly professional development around adult and student culture, explaining that the committee convenes once a month to prepare for upcoming professional development sessions. School leadership and teachers also stated that the advisory committee is responsible for creating and disseminating all advisory period lessons to teachers across the school. Teachers indicated that the advisory committee meets on a quarterly basis in order to refine advisory lesson schedules and plans, and to upload them to ECHO. However, when asked, teachers could not explain how some school-wide decisions are made. For example, when asked about the decision to implement block scheduling, some teachers indicated that they were unaware who was involved in making the decision, while others stated that only some teachers had an opportunity to provide input into that decision.

- **The principal has taken steps to engage parents and community members in the educational process and create an environment in which community resources support learning.** School leadership reported that engaging families through regular communication and events is a priority for the school. School leadership, teachers, and parents stated that teachers frequently communicate with parents to celebrate academic and behavioral successes and share concerns. In addition, all stakeholder groups indicated (and review of newsletters verified) that the school also conveys information to parents through monthly newsletters, a Facebook page, and its Twitter feed. Further, teachers and parents reported that the school holds multiple events for families. For example, both stakeholder groups explained (and review of event fliers and sign-in sheets confirmed) that past and upcoming family functions include laptop night (i.e., open house), parent/teacher conferences, bake sales, and a multi-cultural night. School leadership and parents also indicated that the school has a parent advisory committee (PAC); however, both stakeholder groups indicated that PAC meetings are not well-attended, stating that only about 10 parents regularly participate. Parents further reported that the school intends to create a school parent organization (SPO) but stated that plans for the SPO are still in the initial stages. Further, school leadership and teachers reported that the school has partnered with several organizations to support student learning. Specifically, both stakeholder groups stated that the school has a partnership with Facing History and Ourselves, explaining that a representative from the organization is on site at least once a week to lend support to staff and students. In addition, school leadership and teachers reported that the school fostered relationships with local colleges to secure the services of tutors and placement of student teachers at the school. Both stakeholder groups also indicated that Applewood Centers, Inc. provides support to students struggling emotionally and/or with mental health issues.

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Prioritization Process

The site visit team met with the Facing History New Tech 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 leadership and the site visit team agreed that there are strengths present in the school such as Students' Learning Culture. The site visit team also noted areas for growth such as In-class Assessment and Adjustment.

The group identified Instruction as the area for growth to prioritize. The group identified the following priority as having the most potential impact on the success of the school as a whole: In-class Assessment and Feedback.

The team then developed the following goal, success measure, and action plan:

Goal: Teachers use identified strategies to assess all students' understanding and provide feedback to students during lessons.

Success Measure: A student survey will demonstrate that 80% of students participate in formative assessments and receive formative feedback during their classes.

Actions	Target Dates	Champions
Send an email to staff that presents an article on formative assessment.	11/18	Principal
Convene staff to discuss the article and School Quality Review (SQR) findings.	11/21	SQR Team
Hold Common Planning Time meetings to create a formative assessment tool-kits for teachers.	Week of 11/28	Principal
Merge tool-kits into a single Google Doc and share during professional development.	12/5	SQR Team
Create and administer a student survey, which will be utilized to collect data to gauge progress towards the above success measure.	Mid December	Teacher (Doug)
Conduct peer observations around in-class formative assessment and feedback.	December (on-going)	Teacher (Ashley)

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Appendix A: Site Visit Team Members

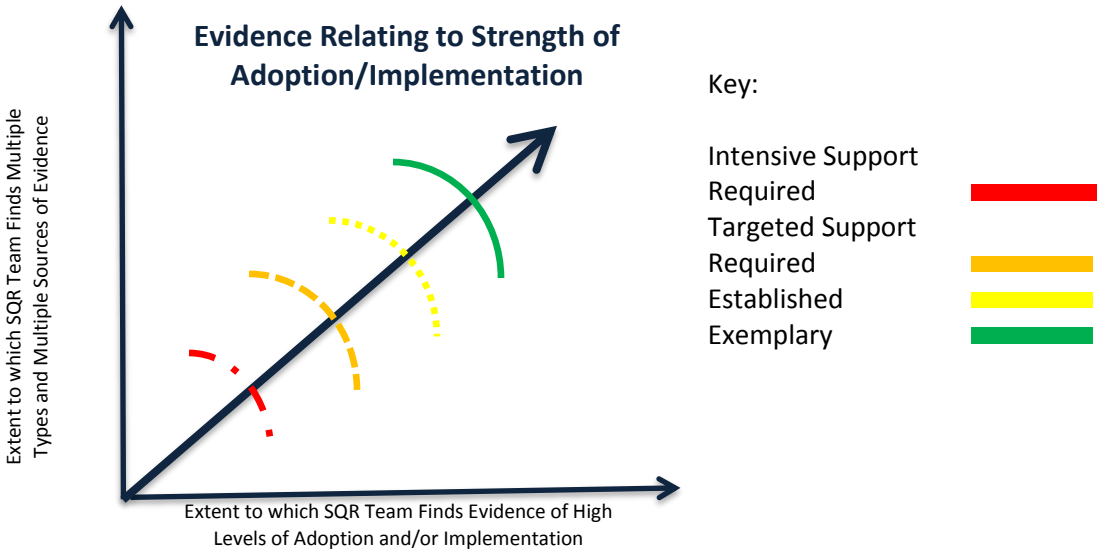
The SQR to Facing History New Tech High School was conducted on November 16 – 18, 2016 by a team of educators from SchoolWorks, LLC.

Jeff Vogel, Team Leader	SchoolWorks, LLC
Kathryn Cobb, Team Writer	SchoolWorks, LLC

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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[2] and multiple sources[3] of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



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

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

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

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Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 15 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	**2**	**3**	**4**
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 11	36	36	18	9
	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	75	25	0
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0	0	33	67
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	7	53	33	7
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	7	47	27	20
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	20	47	33	0
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	13	33	47	7
	7. Cognitive Engagement Active student participation Perseverance	13	73	13	0
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	33	53	13	0
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	40	47	13	0
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	100	0	0	0
	11. Feedback Feedback to students Student use of feedback	47	53	0	0

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