SchoolWorks
School Quality Review
Report

New Tech West High School
March 1-3, 2017

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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 1 Intensive Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 1 Intensive 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 2 Targeted Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 2 Targeted Support Required**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 2 Targeted Support Required**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 3 Established**
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 1 Intensive Support Required**

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
24%	24%	41%	12%

- **Behavioral expectations are not consistently clear and understood by students**. Leaders and teachers reported that the school has not adopted a school-wide system to set behavioral expectations or rules in classrooms or common areas; rather, classroom teachers are expected to develop behavioral expectations and rules individually or more commonly with other grade-level teachers. The site visit team additionally noted that during classroom visits (n=17), teachers rarely communicated explicit verbal behavioral rules or expectations during lessons, although posted rules were observed in most classrooms. In 24% of visited classes, the use of clear behavioral expectations was observed as ineffective. In these classrooms, the majority of students were observed persistently off-task or misbehaving during instruction (e.g., cursing and or using offensive language), and these behaviors were not addressed. However, in 65% of visited classrooms, the use of clear behavioral expectations was partially effective. In these classes, some students were observed engaged in off-task or low-level disruptive behaviors, but these behaviors were not consistently or effectively redirected. For example, during instruction in some classes, students were expected to engage in collaborative group work tasks, but some students were observed using electronics such as computers, phones, and ear buds for non-academic purposes instead of engaging with peers. In other classes, some students sitting in assigned groups engaged in low-level disruptive behaviors, such as having side conversations which interrupted some students; misbehaving students were not consistently addressed. Further, leaders, teachers, and students reported that the behavior of some students in classes and hallways occasionally disrupted learning during instruction.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
12%	65%	18%	6%

- **The learning environment is generally structured, but learning time is not maximized**. In the majority of observed classrooms, the site visit team noted that teachers had generally prepared lesson activities and provisioned materials such as laptops, project-based or online assignments, projected notes or transparencies; however, learning time during instruction was not maximized. In 83% of visited classes, the instructional strategies to promote a structured learning environment and maximized use of learning time were only partially effective. In the majority of these lessons, teachers generally provided students with tasks to complete, often as sequenced activities within an extended project assignment; however, only some students consistently engaged in learning throughout the lesson. For example, in one class, students were expected to engage in a collaborative group web-based research project and present findings at the end of the class period, but during the 20-minute

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

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observation, only 60% of the students were observed actually working on, and engaged in, the assigned task individually or with peers. In another class, teachers provided verbal instructions to the whole class for how to engage in the task, but following these directions, teachers needed to circulate repeatedly to the majority of assigned groups of students in the class either to repeat the directions or to refocus students who were not on task. In 12% of visited classes, student learning time was ineffectively structured and maximized. For example, in several classes, significant instructional time was wasted by waiting for students to finish copying projected notes or letting simple tasks extend without setting reasonable time limits.

2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 1 Intensive Support Required**

Focused Instruction			
Ineffective	Partially Effective		Effective
1	2	3	4
35%	53%	12%	0%

- **Teachers do not provide students with clear learning goals and focused, purposeful instruction**. In 35% of observed classes, the use of strategies to provide students with clear learning goals and purposeful instruction was ineffective. During these lessons, learning goals and academic content were not evident, and students were not held accountable for explicit academic learning goals. For example, during one 25-minute class observation, students were shown a video and were expected to take notes on "who, what, where, why, and when" about the video's content, but while the video played, there was no teacher-directed questioning, commentary, or instruction to guide students' learning, and students silently watched the video. In 65% of lessons, the use of clear learning goals and purposeful instruction was observed as only partially effective. The site visit team noted that explicit, measurable student learning goals were not consistently posted or verbally stated to guide student learning expectations by the end of each lesson. Rather, the site visit team's review of sample project-based assignment documents indicated that multiple learning goals are typically embedded within project-based assignments, and handouts of project assignments provided to students generally direct students' learning outcomes and activities over multiple class periods and days, rather than each class period. In addition, when asked by site visit team members to explain what they were learning during some observed lessons, students generally described activities in which they were engaged (e.g., reading articles on the web; working on math problem sets) rather than learning goals; also, they were unable to state clearly what they were supposed to be learning from these tasks.

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
47%	35%	18%	0%

- **Instructional strategies do not yet meet the needs of all students.** In 47% of visited classrooms, the use of differentiated instructional strategies was observed as ineffective. In these classes, there was an observed lack of varied student groupings, multi-sensory learning activities, or differentiated instructional materials. For example, in some classes, including literacy and math lessons, whole class grouping was used as the sole instructional format, and students mostly sat passively while listening

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or taking notes as teachers explained the same information or solved the same problems for all students. In other classes, students were observed working independently on computers, but were completing the same online assignments. In 53% of observed lessons, the use of differentiated instructional strategies was only partially effective. For example, in many of these lessons, teachers directed students to work with each other in assigned collaborative groups on project-based tasks, but students, while seated together at tables, were observed frequently working independently or not at all, rather than collaborating with each other with assigned cooperative group roles or expectations. In other classes, teachers used differentiated strategies but only briefly or for parts of the lesson, such as by showing visuals in PowerPoint presentations or having students use graphic organizers to fill in answers.

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
29%	59%	6%	6%

- **In-class assessment strategies do not reveal students' thinking about learning goals**. Although leaders and teachers reported that teachers generally use formative assessment strategies such as exit tickets in lessons, the site visit team did not observe many examples of formative assessments. In 29% of observed lessons, the use of formative assessment strategies during instruction was ineffective. In the majority of these lessons, students were observed working on long-term projects, and there were no observed checks for understanding of learning objectives during class period lessons. In other classes, students were copying projected notes or listening to teachers explaining information, but for most students, there was no close inspection of note-taking or probative questioning. In 65% of visited classes, the use of formative assessment strategies was observed as only partially effective. In these lessons, teachers did not check the specific content understanding of all students. For example, in one class, the teacher used the thumb tool to gauge understanding but did not probe further beyond thumbs up or down. In some classrooms, teachers circulated purposefully to check in with individuals or groups, but did not circulate to all students. In another class, the teacher asked students voluntarily to turn in their notes for extra credit, and thus did not check the work of all students. In other classes, students submitted work electronically through the school's Echo platform, but it was unclear how this work would be assessed or further used.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
53%	35%	12%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process**. In 53% of observed lessons, the use of strategies to provide high-quality academic feedback to clarify student understanding and guide improvement efforts was ineffective. In some of these classes, feedback was not provided during instruction. In other classes, provided feedback was not specific (e.g., "I like how you did that") or was procedural in nature (e.g., "Use these web sites") and did not guide students'

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improvement efforts. In 47% of visited classrooms, provided academic feedback was only partially effective. In the majority of these lessons, some, but not all, students received feedback. For example, in one classroom, the teacher circulated to some students to ask probative questions as students were working on tasks, and these students changed their work. In other lessons, some students presented to the whole class and received feedback on their work. In another classroom, the teacher circulated while students worked, checked in with some students, noticed a common challenge, and brought this to the attention of the whole class.

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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 2 Targeted Support Required**

- **The school has a process for identifying struggling and at-risk students**. Leaders and teachers reported that the school has a Student Support Team (SST) with a student referral process to support students with academic and behavioral concerns. According to these stakeholders, the SST meets at least once monthly, and includes, as needed, the principal, guidance counselor, general education teacher, intervention specialist, psychologist, and parent. The SST has reviewed about 10 students this school year, leading to two special education referrals. Leaders explained that most SST referrals have been initiated by parents. Teachers reported that they identify students in need by reviewing changes in students' attendance, attitude, classroom performance, and grades. Teachers also explained that they review students of concern with other grade-level teachers during team meetings. To initiate SST review, teachers explained that they can email the guidance counselor, and that interventions are attempted for six weeks prior to further review and possible referral for special education assessment. Some teachers reported attempting interventions such as small group support, quiet space to work, attendance tracking, or counseling referral. Teachers additionally reported that some referrals have faced delay; leaders explained that the building has not had an assigned school psychologist this year. Both leaders and teachers also expressed the need to improve the overall consistency of the model. In addition, although the site visit team reviewed documentation of some sample SST meeting sign-in sheets, no other SST documentation was available.
- **The school implements some supports for struggling and at-risk students.** To support literacy skills of entering grade 9 students, leaders reported that all freshmen are scheduled to take a Read 180 course in addition to a double-block English language arts and social studies course. Leaders, teachers, and students also reported that the school provides an Academic Support Center (ASC) as a voluntary option for all students throughout the day, which is staffed by intervention specialist teachers who provide individualized academic core subject support for 10-to-12 students each period. To help students recover academic credits, leaders reported that the school offers the district's online credit recovery program. In addition, leaders and teachers reported that the school schedules all students into 24-minute daily advisory class meetings. However, leaders and teachers reported that there is no school-wide coordination of the advisory program or use of common curriculum; rather, each teacher determines focus and daily activities, which vary widely across the school, but which have some common experiences by grades, such as guidance counselor visits to provide grade-level-appropriate information. Further, leaders indicated that the advisory program is intended to build relationships among students and staff, but does not yet adequately address students' social and emotional learning. Students reported that some students do not take advisory classes seriously and others do not consistently attend. The site visit team's observation of several advisory classes supported that advisory activities vary in terms of focus and student engagement. For example, one advisory group was observed taking a career interest inventory; another advisory included a mix of activities: teachers and students were playing games together; some students were using personal phones for social conversations; and some students were watching non-academic videos.

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5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 2 Targeted Support Required**

- **The school is developing high expectations for student learning**. When asked about expectations for student learning, leaders and teachers generally described getting students ready for college or career success. For example, some teachers stated that they are open, honest, and encouraging with students about their achievement so they can get them college-ready. Some teachers reported using Ohio State Test (OST) standards and aligning their courses to these as examples of holding students to high expectations in core academic courses. Other teachers stated that the school routinely assesses students using New Tech Network's instructional framework of five school-wide student learning objectives (thinking and knowledge; agency; collaboration; oral communication; written communication). To promote college readiness, leaders explained that graduation requirements are shared with students in grade 9 advisory, and college visits are arranged for seniors. In addition, leaders explained that, although the school has 10-to-15 students currently enrolled in the Cuyahoga Community College dual-enrollment program, there is a desire to increase student enrollment numbers in the future. Leaders also explained that a staff member has been recently assigned specifically to track all seniors' progress toward graduation to enable enhanced support, and that the school is implementing some action steps to support graduation for all students. For example, to further support students' college readiness, leaders and teachers explained (and review of the school's Academic Achievement Plan [AAP] indicated) that the school decided this year to implement College Readiness Assessments (CRAs) that are embedded twice yearly in project-based learning units to measure students' knowledge and thinking, as well as written communication skills. Leaders also explained that students are encouraged to revisit and improve failing grades. Review of the school's grade improvement contract indicated that students can develop a plan to turn a failing grade into a C. When asked if course work is challenging, students reported that it is mixed, but that teachers generally try to push individual students to do better and publicly recognize student academic achievement for varied purposes in school assemblies.
- **The school is working to provide a safe environment to support students' learning**. Upon entry, the site visit team observed that the school employs a security officer and screens students and visitors with a metal detector. Leaders, teachers, and students reported that the school generally feels safe, and that the school has shown improvement in managing discipline this year. Teachers and students specifically noted that there is more follow-through with discipline, and that there is an increased effort to contact and engage parents around discipline issues. According to leaders, teachers, and students, the school's small size promotes knowing people's names and building relationships. However, leaders, teachers, and students reported that there have been occasional instances of bullying or verbal and physical altercations, which are addressed by school personnel. During the site visit, for example, the team observed that two students engaged in a verbal altercation were being addressed and mediated by school security and staff. The site visit team additionally observed that transitions in hallways can sometimes feel noisy or chaotic; also, staff members were not consistently visible at classroom doors or in hallways during class period transitions. Students additionally reported that sometimes students roam unsupervised in hallways or find places to hide while cutting classes.

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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 2 Targeted Support Required**

- **Professional development (PD) is not active, intensive, or sustained**. Leaders and teachers explained that the school has engaged teachers in some PD activities this year, but the school has not recently provided teachers with sustained PD focused on instructional improvement. According to these stakeholders, there are five days allotted to PD activities at the beginning and end of the school year. Teachers engage in a range of activities, such as reviewing student data from the prior year; planning technical support logistics; reviewing the school's online learning program (Echo); planning projects in grade-level teams; and reviewing the year to plan for the next school year. In addition, leaders and teachers reported that they attend weekly staff meetings, but that these meetings are focused on compliance or logistical activities, such as organizing testing, reviewing professional ethics, and understanding blood-borne pathogens. Although leaders and teachers reported that all teachers are required to have certification in the New Tech framework model, many teachers have acquired this credential in the past and are not currently participating in PD offered by New Tech. In addition, leaders stated that two teachers have been trained in the past to be teacher-trainers in this model, but these teachers are not presently using this training with current staff. Some teachers reported accessing content-based district-provided PD opportunities or summer conferences. Further, document review of sample PD day agendas indicated that scheduled activities this year have engaged the staff in mixed tasks (e.g., testing and test security procedures, grade-level team meetings).
- **Educators collaborate regularly to plan instruction and discuss students' progress.** Leaders and teachers explained that teachers are required to participate in at least two required weekly meetings, which includes one Wednesday afternoon meeting used for one of multiple purposes, such as an all-staff meeting, grade-level team, or department meeting. In grade-level and department meetings, teachers reported that they routinely discuss and share information about curriculum and student progress. For example, teachers reported that grade-level teams discuss students' progress across courses, look at student performance data, track parent communication, and make curricular connections. In addition, teachers meet an additional period weekly (either Tuesday or Thursday) in grade-level teams to conduct Critical Friends Group (CFG) activities. Teachers reported that they feel comfortable talking about their instructional practice and accepting feedback from colleagues. During the site visit, the team observed a CFG meeting that included a grade-level team of six teachers engaged in using the CFG tuning protocol in order to provide collaborative feedback to co-teachers who were planning a joint curriculum project. During the session, teachers examined project learning objectives and activities, provided feedback in terms of "warm feedback," "I wonder," and "next steps," and discussed strategies to collaborate with colleagues teaching other core subjects to create a more interdisciplinary final project.

7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 3 Established**

- **Educators' mindsets reflect shared commitments to students' learning**. Leaders and teachers consistently reported that school staff share strong commitments to help all students learn, and that the staff feels this is one of the school's greatest strengths. Leaders explained that the school's New Tech network model generally ensures that teachers willingly choose and want to teach in this school.

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Some teachers used language such as “my kids,” “family,” or “100% of us” to explain that teachers, many from local Cleveland neighborhoods, understand the student population and want all children to be held accountable and to achieve success. Some teachers expressed and described this commitment in terms of looking at what is best for each child, and provided examples of teachers who fit profiles such as “faculty moms” and “big bothers.” In addition, leaders, teachers, and students provided examples of teachers who go beyond expected duties by staying late to provide academic support or by transporting students to and from school. As another example, a parent explained that the caring actions of staff to track one student’s prior academic credits from other schools prevented this student from dropping out of school.

- **The school reflects a safe and trustworthy professional climate**. Leaders and teachers consistently reported that teachers generally enjoy working with their colleagues and comfortably share and discuss instructional practices with each other both informally and within structured meetings. Some teachers used terms such as “open” and “honest” to describe relationships among colleagues, and reported that staff broadly experience the professional climate in terms of camaraderie and connectedness. Teachers reported numerous instances of informally reaching out to colleagues, providing examples such as seeking help with technology, discussing multidisciplinary curriculum connections, and improving project-based assignments. Some teachers expressly stated that they could go to colleagues for any purpose. Leaders and teachers also reported (and the site visit team observed) that teachers are assigned to co-teach double block periods in some core subject courses and are expected to formally collaborate using CFG protocols as discussed earlier, which includes three cycles of peer observations as part of this work. In addition, although leaders and teachers explained that the current principal is serving in an interim position this school year, teachers stated that the principal is visible, caring, approachable, and has an open-door policy that supports teacher input and collaboration.

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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**

- **School leaders have established a shared vision and priorities for the school**. Both leaders and teachers consistently reported that the school is purposefully organized around the shared vision and implementation of the New Tech framework for project-based learning. For example, leaders and teachers referenced goals such as enhancing technology and computer access for students, and improving online platforms like Echo and Google docs to greater support project learning, communication, and collaboration. In focus groups, leaders and teachers also referenced and expressed familiarity with stated goals in the school's current AAP, such as improving reading and math scores, increasing graduation rates, and enhancing social and emotional learning. However, when asked to identify current school-wide priorities, both stakeholder groups consistently reported that, during the interim principal's appointment this year, the school has been primarily focusing on improving the student culture. Specifically, leaders explained that the school is in its third temporary location in a building undergoing renovation to add modular classrooms and a gym, and that there has been an urgent need to maintain students' affinity with the school and engagement across the wider school program. Leaders and teachers commonly expressed a desire to provide students with more traditional high school experiences and rituals than they have had to date. To do this, leaders and teachers stated that the school has prioritized developing community building events for students, such as by sponsoring a school-wide competitive children's leukemia fundraising drive, and providing social opportunities like student dances and a senior picnic.
- **School leaders do not yet ensure that teachers deliver high-quality instruction.** Both teachers and leaders reported that teachers are primarily receiving instructional feedback and support through the district's formal Teacher Development and Evaluation System (TDES) process. The principal explained that the school does not have either another assigned administrator or instructional support specialist, and a part-time retired administrator has been hired this year to ensure that all 24 teachers are evaluated in the TDES cycle. Under TDES, the principal reported – and teachers affirmed – that teachers have been engaged in the five required steps of the process. Some teachers provided examples of helpful TDES instructional feedback, such as receiving praise for teaching a student-centered lesson or guidance for how to engage more students in teacher-directed questioning. A review of examples of feedback in TDES evaluations indicated that teachers are generally provided with evidence of positive instructional practices (e.g., "emphasis on vocabulary," "interdisciplinary connections"), along with reflective questions designed to improve practice (e.g., "What would it look like if…?"). Both leaders and teachers reported that, this year, teachers have received minimal instructional feedback apart from TDES, although there have been some occasions during which teachers have received some verbal feedback following a brief classroom walkthrough.

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

- **School leaders ensure effective communication and decision making across the organization.** Teachers consistently reported that communications between the principal and staff are open and fluid, and that teachers have opportunities to provide input around decision making. Teachers

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reported that the principal emails, texts, and issues weekly newsletters to communicate with staff. A review of sample newsletters indicated that topics include informational items such as upcoming walkthroughs, computer inventory, hallway pass requirements, and student clubs. Teachers added that there are ample chances in the building during the school day to talk with the principal in person. Although the principal reported that there is not a formal building-wide leadership team, the principal consults regularly with the building's union leadership teacher to bridge wider communication with staff. Teachers additionally reported that decisions this year have been generally transparent and open for discussion. For example, teachers have been asked for input on tardy policy, lunch procedures, testing schedule, teachers' course assignments, the use of bells, and AAP priorities for next school year.

- **The principal engages some parents and community members in the educational process**. Both leaders and teachers reported that parent and community member engagement in the school is limited. Leaders and teachers stated that parent participation drops following freshman year and the Fall open-house, although teachers have increased efforts to contact parents by making and monitoring frequent phone calls for positive and negative reasons. Leaders also expressed frustration around efforts to start a parent advisory committee. Leaders and teachers reported that the school has district-based connections with community partners, such as the Belfair social service agency, to support mental health concerns, as well as College Now to help seniors with college applications. In addition, leaders and teachers explained that the school works closely with several community-based organizations, but these efforts do not engage large numbers of students across the school. According to these stakeholders, community partners emanate mostly from connections made by individual teachers. For example, some teachers invite speakers from organizations like Junior Achievement or Ernst and Young to talk with students about topics such as financial literacy. Also, some community partners are engaged to support subsets of students with specific interests, such as the Architectural and Civil Engineering (ACE) program, or to provide some students with additional opportunities, such as summer work through Youth Opportunities Unlimited (YOU).

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Prioritization Process

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 the team discussed included high levels of collective responsibility and trust among staff. The site visit team also noted areas for growth, including a lack of focused instruction, a lack of differentiated instructional strategies, and a lack of professional development.

The group identified *Domain I: 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: *Focused Instruction.*

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

Goal: Teachers consistently provide students with clear daily learning goals.

Success Measure: Classroom walkthroughs in the month of May will show that 100% of teachers provide students with clear daily learning goals.

Actions	Target Dates	Champions
1. Share SQR findings of need to communicate daily learning goals in faculty newsletter.	3/5	Principal
2. Share action plan in more detail with all staff during scheduled faculty meeting, and engage teachers in brainstorming activity to generate list of strategies.	3/8	Principal and designated Teachers
3. Finalize and share teacher-developed list of strategies with all staff and implement widely.	3/12	Principal
4. In Critical Friends Group meetings, teachers discuss and share implementation efforts.	3/13-17	Principal
5. Principal conducts classroom walkthroughs and provides teachers with feedback on implementation.	3/13-17	Principal
6. During faculty meeting, professional development session will focus on sharing successes and struggles with implementation of daily learning objectives initiative.	3/17	Principal

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Appendix A: Site Visit Team Members

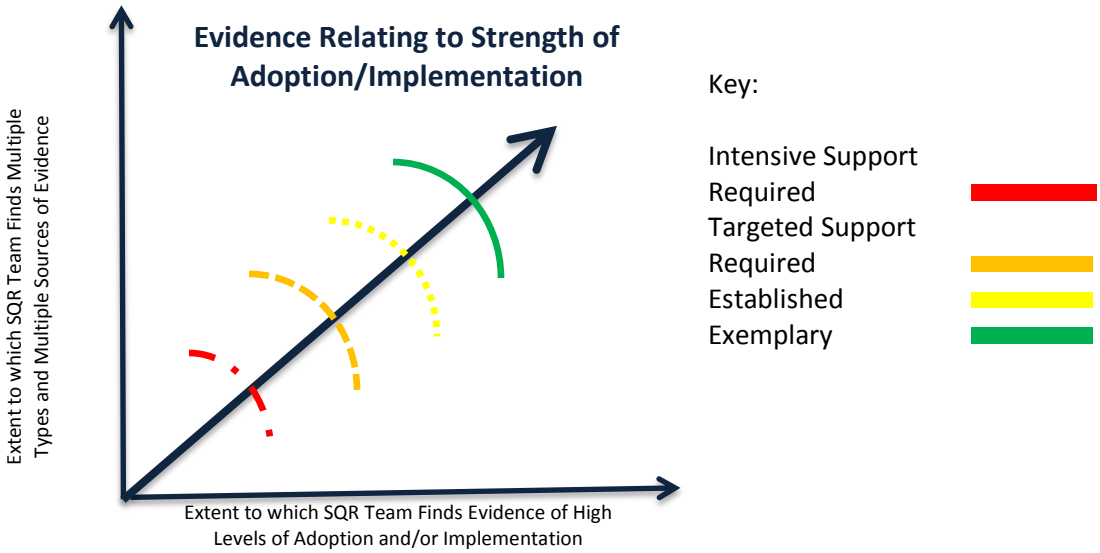
The SQR visit to New Tech West High School was conducted on March 1-3, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Jeff Vogel, Team Leader	SchoolWorks, LLC
Christopher Saheed, Team Writer	SchoolWorks, LLC
Jill Cabe, Team Member	Cleveland Metropolitan School District

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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 17 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 = __12__	**58%**	**33%**	**8%**	**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 = ___5_	**20%**	**40%**	**20%**	**20%**
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	**24%**	**24%**	**41%**	**12%**
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	**12%**	**65%**	**18%**	**6%**
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	**0%**	**47%**	**41%**	**12%**
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	**35%**	**53%**	**12%**	**0%**
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	**47%**	**35%**	**18%**	**0%**
	7. Cognitive Engagement Active student participation Perseverance	**24%**	**53%**	**18%**	**6%**
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	**47%**	**53%**	**0%**	**0%**
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	**29%**	**59%**	**6%**	**6%**
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	**94%**	**6%**	**0%**	**0%**
	11. Feedback Feedback to students Student use of feedback	**53%**	**35%**	**12%**	**0%**

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