The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School


School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
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<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Finding</td>
<td>Developing</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Area of Focus</td>
<td>Developing</td>
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<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Additional Finding</td>
<td>Developing</td>
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### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
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</tbody>
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### Systems for Improvement

**To what extent does the school...**

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<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
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<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Area of Celebration</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
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<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
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</tbody>
</table>
Area of Celebration

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating: | Proficient |

Findings
School leaders support teacher development with effective feedback and next steps from classroom observation cycles. Feedback to new teachers based on the Danielson Framework for Teaching is implemented during the residency program.

Impact
Feedback to teachers from classroom observations and meetings, along with the analysis of student outcomes, articulates clear expectations that elevate school-wide professional growth and reflection.

Supporting Evidence

- Frequent classroom observations provide feedback utilizing the Danielson Framework for Teaching as the standard for professionalism, quality instruction, and high expectations. These classroom visits are followed by a written assessment of the activity, complete with detailed feedback in the form of positives and areas of improvement. For example, one observation report reviewed a tenth grade lesson on The Prince and the application of Machiavellian virtues in a particular profession stated, "You picked a piece of literature that is rigorous, yet relevant to the students, and the students enjoy having the conversations in your class that are on par with the type of conversations they will be having at the college level…Consider differentiating multi-tiered assignments."

- Teacher observation reports include specific language from the Danielson Framework for Teaching rubric that supports the rating along with actionable next steps designed to help teachers improve student outcomes. For example, feedback in one report was, “Continue to challenge students with complex tasks and push their thinking along the way. Plan for higher-level questions in the lesson plan. While the questions on the lesson plan itself were a mix of level one and two, you were able to create your own as the lesson went along…having that lesson plan rich with questions will allow you to make reference to it to push the lesson along.”

- A residency program initiative based on the Danielson Framework for Teaching was launched to serve as the foundation for new teacher support in addition to the regular Advance classroom observation structure. The program focuses on new teachers who need mentored support and includes frequent meetings to support instructional practice. With 35 percent of the staff new to the profession in the last two years, the residency program is an important part of teacher development. An experienced teacher reported during a teacher interview that she had heard so many positive things about the residency program from new teachers that she wished the school had the residency program when she was a new teacher years ago.

- Classroom intervisitations are aligned to the school’s instructional action plan and provide opportunities for department chairpersons to lend support to individual and group meetings following intervisitations. For example, teaching strategies identified during inquiry team meetings based on student work, such as developing peer assessment in response to the observation that “It’s easier for them to see something in other writer’s writing that needs to be improved,” are supported through intervisitations and feedback with colleagues.
Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Developing</th>
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Findings
Teaching practices are beginning to reflect a belief system that aligns pedagogical expectations with the Danielson Framework for Teaching; however, there is an inconsistent emphasis on higher-order thinking skills to promote in-depth analysis, deep student engagement, and rich class discussion.

Impact
There are missed opportunities for all learners, including English Language Learners (ELLs) and students with disabilities, to engage in high-level discussions and demonstrate high levels of thinking and participation.

Supporting Evidence

- The school leaders have articulated belief that students learn best during student-centered, classroom instruction was acknowledged by leadership as an ongoing school focus, and their work is beginning to be reflected in student-centered classrooms. However, across classrooms, teacher-centered instruction was mostly prevalent.

- In some classrooms, students were engaged in a turn and talk protocol to encourage some discussion. However, across most classes, lessons were largely teacher-dominated with teachers calling on individual students or volunteers to participate. For example, a Global History lesson on why many Latin Americans revolted against European colonialism, questions were teacher-student directed and did not promote a more student-to-student whole class discussion environment.

- In a participation in government class, an attempt to implement Socratic seminar regarding the Electoral College led to inconsistent student involvement as the teacher led the discussion. While the structures for Socratic seminar outlined within the lesson plan were designed to engage all students, the actual classroom implementation resulted in students being called on in the order they were sitting and did not involve a variety of students, including students from the other side of the room as time passed.

- In a Living Environment class, students were not given enough wait time to answer questions before the teacher moving on to another student. In addition, questioning and discussion techniques were limited to teacher-to-student interactions and did not allow for a more student-centered environment with peer-to-peer interactions and discussions.
**Additional Finding**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Developing</th>
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**Findings**

Planning rigorous tasks and providing access to curricula for all learners, including English Language Learners (ELLs) and special education students, is inconsistent across grades and subjects.

**Impact**

Although the school’s curricular planning is beginning to promote coherence to ensure that all students are college and career ready, tasks across grade and content areas do not consistently emphasize higher-order thinking for all students, hindering a high level of cognitive engagement for all learners.

**Supporting Evidence**

- Across grades and subjects, curriculum maps are in the process of being updated and refined using student work and do not yet include supports for ELLs and students with disabilities. School leadership reported that the revising of curriculum maps is a work in progress this year and not all content areas have updated their curriculum maps.

- During student interviews, most of the students reported that they did not feel challenged by the assignments they received from their teachers and felt that the work was too easy. For example, six of six students reported that they did not feel challenged by their class assignments. Students also reported that when they finish their work early, usually, there are no extension activities and they might help another student who is not finished yet.

- Some lesson plans collected included planning for instructional groups and differentiated tasks, including supports, scaffolds, and extensions to provide access for a diversity of learners. This level of planning to engage the lowest third, ELLs, and students with disabilities, though evident in some lessons, was not yet present across grades and content areas.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Developing</th>
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**Findings**

The school is developing their use of common assessments aligned to the curricula. Across classrooms, teachers’ assessment practices inconsistently reflect the use of ongoing checks for understanding.

**Impact**

The inconsistent use of common assessments and uneven checks for student understanding result in a lack of effective curricular and instructional adjustments that hinder meeting the learning needs of all students.

**Supporting Evidence**

- Teachers consistently use rubrics aligned to the English Language Arts (ELA) curriculum to assess writing projects; however, the use of curriculum-aligned rubrics is inconsistent across content areas. Students reported that they use rubrics during their essay assignments in English; however, “rubrics are not really used that much in other classes.”

- During the student interview, students shared that they sometimes receive written feedback. Students noted that teachers sometimes write notes on their work that tells them how they did and what to do next. A review of student work showed that teacher feedback is inconsistent and not always actionable.

- In some classrooms, teachers have begun to use checks for understanding in the form of questioning and exit tickets. In other classrooms, there was no evidence of teachers checking student understanding and making on-the-spot instructional adjustments for individual or groups of students. In addition, there was no evidence of students being given the opportunity to self-assess their work.
Additional Finding

Quality Indicator: 4.2 Teacher Teams and Leadership Development
Rating: Proficient

Findings
The majority of teachers are engaged in structured, inquiry-based professional collaborations. Teacher teams consistently analyze data and student work on whom they are focused.

Impact
Teacher collaborations are strengthening the instructional capacity of teachers and progress toward goals for groups of students.

Supporting Evidence
- Inquiry teams meet bi-weekly to analyze student data, identify trends, discuss the implications for instruction, and plan next steps for individual and groups of students. During the inquiry team observation, teachers analyzed student essay responses to a text-based question. Teachers reviewed low- and middle-level writing samples, shared identified strengths and areas of need, discussed instructional implications, and planned next steps. As a result, it was decided that they would further clarify key components of argumentative writing, teach students how to create the argument, and how to develop voice in their writing.

- Teachers from each grade meet bi-weekly for common planning time to review unit plans, create lessons, and plan for differentiated learning groups. The majority of lesson plans collected include plans for differentiated grouping. One lesson states that the teacher will provide additional supports for identified groups.

- During the teacher team meetings, teachers shared improvements in their teaching practice as a result of collaboration on grade-level and inquiry teams. For example, a teacher reported that she improved her teaching practice in implementing writer’s workshop in her classroom to build student writing skills, as a result of the support from her colleagues.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
School leaders and staff consistently communicate high expectations to students and families and offer ongoing feedback connected to college and career readiness.

Impact
Ongoing communication and support by school leaders, teacher teams, and staff help families understand progress towards meeting expectations high standards while students are prepared for the next level.

Supporting Evidence

- Student responses during the large-group meeting acknowledged feeling prepared for the next level, both the next grade level, for college, and beyond. In particular, the Virtual Enterprise class for juniors and seniors was depicted by students as a course that was preparing them for career options. The classroom observation of Virtual Enterprise, which teaches students to be business entrepreneurs, was additional evidence as students were in charge of a very professional, student-centered classroom environment.

- According to parents, the school provides ongoing lines of verbal and written communication to families through Tuesday parent outreach time, parent-teacher conferences, workshops, and emails. Parents stated that teachers are accessible and communicate with them continuously and make themselves available throughout the week, not just on Tuesdays. Parents also reported that they use the school’s online grading system to track their student’s progress in school. One parent stated, “I use it every day to track homework, participation in class, whether she’s missing any class or late.”

- English teachers work with students on creating their college application essays as an assignment in ELA. Guidance counselors maintain a college office that is student centered and offer additional supports to students and families, such as college night and financial aid night. The school also has created a College Handbook for students and parents, and guidance counselors use it as a resource when supporting college and career readiness.