



# SchoolWorks School Quality Review Report

**Manual High School**  
**March 1-2, 2017**

SchoolWorks  
Assessing Quality, Building Capacity

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

## Table of Contents

About the Process .....	1
Domains and Key Questions.....	2
Domain 1: Instruction .....	3
Domain 2: Students’ Opportunities to Learn.....	6
Domain 3: Educators’ Opportunities to Learn .....	8
Domain 4: Leadership and Community .....	10
Appendix A: Site Visit Team Members .....	13
Appendix B: Implementation Rubric .....	14
Appendix C: Summary of Classroom Observation Data .....	15

## About the School Quality Review Process

---

The School Quality Review (SQR) protocol and review process provides a third-party perspective on current school quality for all students. The process includes two days of collecting evidence on site through interviews, classroom visits, and document review. While on site, the site visit team meets to discuss, sort, and analyze collected evidence. The site visit team uses evidence collected through these events to determine ratings in relation to the protocol's criteria and indicators. The report documents the team's ratings for key questions within each of the four domains identified in the SQR protocol: *Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn, and Leadership and Community*.

## 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: Does Not Meet	Level 2: Partially Meets	Level 3: Meets	Level 4: Exceeds

Domain 1: Instruction	
1. <i>Classroom interactions and organization ensure a classroom climate conducive to learning.</i>	Level 2: Partially Meets
2. <i>Classroom instruction is intentional, engaging, and challenging for all students.</i>	Level 2: Partially Meets
3. <i>Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.</i>	Level 1: Does Not Meet
Domain 2: Students' Opportunities to Learn	
4. <i>The school identifies and supports special education students, English language learners, and students who are struggling or at risk.</i>	Level 3: Meets
5. <i>The school has a safe, supportive learning environment that reflects high expectations.</i>	Level 3: Meets
Domain 3: Educators' Opportunities to Learn	
6. <i>The school designs professional development and collaborative systems to sustain a focus on instructional improvement.</i>	Level 3: Meets
7. <i>The school's culture indicates high levels of collective responsibility, trust, and efficacy.</i>	Level 4: Exceeds
Domain 4: Leadership and Community	
8. <i>School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.</i>	Level 2: Partially Meets
9. <i>School leaders effectively orchestrate the school's operations.</i>	Level 3: Meets
10. <i>Communities, parents, and families are actively engaged in their student(s)' progress and school improvement.</i>	Level 2: Partially Meets

**Domain 1: Instruction**

1. <i>Classroom interactions and organization ensure a classroom climate conducive to learning.</i>	<b>Level 2: Partially Meets</b>
---	-------------------------------------

Behavioral Expectations			
Ineffective	Partially Effective		Effective <sup>1</sup>
1	2	3	4
0%	8%	58%	33%

- Behavioral expectations are clear and understood by most students.** In focus groups, school leaders, teachers, and students reported the school utilizes the T-BOLT Way (**T**imely, **B**e engaged, **O**rganized, **L**istening and learning, **T**alk with respect and dignity) as the main mechanism for communicating behavioral expectations. This was further confirmed by a review of the school’s handbook and Freshmen Experience document. While in classrooms, the site visit team observed posters displaying the T-Bolt Way with associated consequences in the event students did not adhere to expectations. In 33% of visited classrooms, the site visit team observed the effective implementation of behavioral expectations (n=12). In these classrooms, students consistently behaved throughout the lesson and teachers did not need to redirect student behavior, or the redirection was for minor misbehaviors that did not disrupt learning. For example, in one classroom, all students were on task; when minor misbehaviors occurred, the teacher promptly addressed them and learning continued. In 64% of visited classrooms, the site visit team observed the partially effective implementation of behavioral expectations. In these lessons, some, but not all, students behaved consistently throughout the lesson. For instance, in one classroom, students engaged in off-topic talking that the teacher sometimes redirected. In other classrooms, students engaged in minor instances of cursing and in others, cell phones were used despite stated expectations for students to put them away. Finally, while the site visit team observed well-behaved students in most classrooms, some students and teachers reported that there is a lack of consistency and follow-through regarding student behavior and discipline, and indicated that this is an area of growth for the school.

Supportive Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
0%	17%	33%	50%

- In most classrooms, interactions are cooperative and conducive to learning.** School leadership and teachers reported that the school emphasizes the importance of relationships and getting to know each student. Teachers further indicated that the relationships and interactions among students were a strength of the school. While in classrooms, the site visit team observed the effective establishment of a supportive learning environment in 50% of classrooms. In these classes, interactions between teachers and students, and students and students, were supportive and kind. For example, in one classroom, a teacher was responsive to student needs and repeatedly checked in with a student who displayed frustration. In another classroom, one student was disappointed with a recent assessment result and another student comforted him/her. And in yet another classroom, a student apologized to his/her classmates for being distracted. In the remaining 50% of visited classrooms, the site visit

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

team observed the partially effective establishment of a supportive learning environment. In these classrooms, the learning environment was caring; however, there were a few instances when interactions between students were not supportive or respectful. For example, in one class, students told other students to “shut up;” in another classroom, students laughed at a student who was providing an answer to a question. In other classrooms, teachers sometimes did not address students who were struggling or had their heads down for much of the lesson.

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

**Level 2:  
Partially Meets**

Cognitive Engagement			
Ineffective	Partially Effective		Effective
1	2	3	4
0%	25%	42%	33%

- In many classrooms, students are cognitively engaged in learning.** In 33% of visited classrooms, the site visit team observed the effective promotion of cognitive engagement. In these classrooms, students were active participants in learning activities and they, rather than the teacher, worked hard to achieve the goals of the lesson. For example, in several classrooms, all students were on task completing the assigned reading and annotating tasks. In another classroom, all students worked in groups and were actively engaged in solving a problem for a lab activity. In 67% of visited classrooms, the site visit team observed the partially effective promotion of cognitive engagement. In these classrooms, some, but not all, students were active participants in learning activities. For instance, in one classroom in which several students used their cell phones and were occasionally off task, the teacher did not address these situations. In another classroom, two out of seven students had their heads down for the duration of the 20-minute observation and did not participate in the learning activity. Further, in another classroom, only some of the students working in groups were participating; the others copied the work of their classmates or did not fully complete the work. In focus groups, some teachers stated that cognitive engagement is an area for growth; some students reported that classes are not always engaging and they are bored.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
8%	58%	17%	17%

- Instruction does not yet require all students to develop and use higher-order thinking skills.** In 17% of visited classrooms, the site visit team observed the effective promotion of higher-order thinking skills. In these classrooms, all students were engaged in rigorous, challenging tasks that required higher-order thinking skills. For example, in one classroom, the teacher consistently challenged students to explain their own thinking. In the majority of classrooms, however, the site visit team observed the partially effective promotion of higher-order thinking skills (75%). In these classrooms, some, but not all, students were engaged in higher-order thinking for some of the lesson. For instance, in one classroom, during a discussion, the teacher consistently pushed most students to think deeply and build on the thinking of others; however, not all students were required to participate and could opt out of the learning. In another classroom, some students were required to answer in complete sentences while others were not. Further, in other classrooms, students participated in low-level

activities, such as identify and recall or single-step math problems. School leadership acknowledged rigor as an area of focus and indicated that the leadership team conducted norming around rigor to calibrate among its members.

<p>3. <i>Teachers regularly assess students’ progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.</i></p>	<p><b>Level 1: Does Not Meet</b></p>
--	--

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
8%	58%	17%	17%

- In-class assessment strategies do not yet reveal students’ thinking about learning goals.** In 17% of visited classrooms, the site visit team observed the effective incorporation of assessments strategies. In these classes, teachers used a formative assessment strategy to check the understanding of all students one or more times. For example, in one classroom, the teacher intentionally checked in with all students multiple times during a 20-minute observation. In another classroom, the teacher used group response as well as cold calls, and checked in with every group more than once to check the understanding of all students. In 75% of classrooms observed, the site visit team noted the partially effective incorporation of assessment strategies. In these classes, teachers used an assessment strategy to check the understanding of some, but not all, students. For example, in one classroom, the teacher circulated during independent work, but did not check in with all students. During another lesson, the teacher asked questions as a form of formative assessment, but called on only a few students with raised hands, and did not assess the understanding of the remaining students. Similarly, in another classroom, the teacher checked the understanding of only a few students during independent work.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
25%	58%	8%	8%

- Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** In 64% of visited classrooms, the site visit team observed the partially effective use of feedback. In these lessons, only a few students received and used high-quality feedback. For instance, in one classroom, the teacher circulated and provided feedback to a select few students, but not most students. In another class, the teacher told one student “You need to go more in depth there,” but many students did not receive specific feedback. Further, in another classroom, the teacher asked students in one small group to provide text evidence, but the remaining students were not provided with such feedback. In 25% of classrooms observed, the site visit team noted the ineffective delivery of feedback. In these classes, students did not receive feedback or the feedback was related to completion of work or effort, as opposed to lesson content. For example, in one classroom, the teacher said, “Good work,” “Nice job,” or “Excellent,” but did not provide content-specific feedback.

## 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 3:  
Meets**

- The school has a process for identifying struggling and at-risk students, and systematically monitors student progress and program effectiveness.** Per school leadership, teachers, and support staff, the school regularly reviews student data to identify and support students who are struggling or at risk. School leadership shared that the school first identified struggling students over the summer based on highly at-risk data supplied by the district. Additionally, school leadership, teachers, and support staff shared that the school employs a Student Support Team (SST) that meets weekly to review “stoplight data” (including behavior, attendance, and academic data). They further indicated that teachers can fill out a Google form to refer students to the SST. School leadership stated (and a review of the referral tracker confirmed) that the leadership team maintains a referral tracker that includes students’ names, referring teacher/course, and asks questions such as major area of concern/reason for concern, assessment data to support concern, and strategies attempted. School leadership also stated that additional data, such as the argument writing data tracker, are reviewed to identify and monitor student progress. School leadership explained that students being tracked by the SST have been given a Life Coach who is responsible for connecting with the student and monitoring that student’s progress every six weeks. Finally, school leadership, teachers, and support staff reported that the school holds whole village meetings approximately once every six weeks, during which time the grade level and SST meet to discuss students holistically and identify who is declining, maintaining, and growing. A review of data walls confirmed this practice.
- The school implements appropriate supports for struggling and at-risk students.** According to school leadership, teachers, support staff, and students, the school offers various supports for struggling and at-risk students. More specifically, these stakeholders described the Prep for Success Class that is a daily 30-minute class during which time a teacher (who is essentially an advisor) meets with students to discuss grades, form connections, conduct book studies, and much more. They further reported that the school holds intervention classes in reading and math for students who are identified as struggling; the school has a writing center that is staffed by peer writing coaches; the school has a partnership with City Year and Math Fellows who provide support during the school day; and the school has partnerships with College Prep (after school) and Reading Partners (a reading buddy during the school day). Further, school leadership and teachers reported that some students participate in Pathways to Proficiency – an after-school program for students who are on the cusp of proficiency. Regarding social-emotional supports, school leadership stated that students needing additional supports and monitoring are placed with a Life Coach. Support staff described (and a review of group information confirmed) that social-emotional groups are typically held for six weeks and meet on a weekly basis. They indicated that the groups are formed depending on need and may be centered around issues such as social skills, executive functioning, and empowerment. Support staff noted that students take a pre- and post-assessment to determine the effectiveness of the supports and whether progress is being made.

5. <i>The school has a safe, supportive learning environment that reflects high expectations.</i>	<b>Level 3: Meets</b>
---	---------------------------

- The school holds high expectations for academic learning.** Across focus groups, teachers stated that they expect all students to learn, and that every student can and will learn. Teachers reported that the school recognizes and celebrates students' academic performance through multiple mediums, including honor roll, student-of-the-month, schoolwide celebrations, posting students' names for meeting growth targets, announcing college admissions acceptances and scholarships, and posting banners with the total amount of scholarships. Students confirmed that they are celebrated for college admissions through shout-out announcements and a bulletin board that displays their names and colleges. When asked about expectations, students indicated that they are expected to do well and work hard. Finally, a review of the school's Manual Graduates document indicated that the school seeks to graduate students who "apply complex thinking skills to make meaning from a variety of complex texts, challenging problems, and multiple perspectives" and who "possess the ingenuity and the dedication to excellence required to take on the challenges of college and career." The Manual Graduates document clearly presents the school's expectations for students upon graduation.
- The school provides a safe environment to support students' learning.** All stakeholders described a safe school environment. School leadership and teachers ascribed the safety to the small school environment, knowing each other and everyone's names, and the family-like atmosphere. School leadership and teachers further indicated that every adult takes responsibility for students in the building. Additionally, school leadership described an intentional shift to have deans of instruction respond to student misbehavior, instead of a security guard, to enhance the safety of the school and build personal relationships with students. Parents stated that the school feels like a family and that they trust the adults in the building with their children. Students indicated that the school is a second home to them and that the teachers are their second parents. Teachers confirmed this and stated that for some students, the school is their second home, but for others, it is their first home. Students unanimously reported that they feel welcome and that they have at least one adult in the building to whom they can go if needed. Students indicated that the school administration is alert and present, and the relationships they have with adults in the building contribute to the safe atmosphere. Further, students reported feeling safe emotionally and that they are free to be themselves. This was observed while on site; students led a "Letters of Love" event, during which time students read a poem they wrote in front of their peers and teachers, some of which contained highly personal content. The site visit team also observed artifacts throughout the school designed to create a safe environment for students, such as a bulletin board that included "Dear Black Students, in this school, your life matters," "Dear Undocumented Students, in this school, there are no walls," "Dear Mexican Students, you are not rapists or drug-dealers," and "Dear Muslim Students, you are not terrorists" (among others).

<b>Domain 3: Educators' Opportunities to Learn</b>	
<p>6. <i>The school designs professional development and collaborative systems to sustain a focus on instructional improvement.</i></p>	<p><b>Level 3: Meets</b></p>

- **Professional development is designed to address school priorities, school improvement goals, and/or identified areas of need.** School leadership reported that they have worked intentionally to design professional development to align with the school's four major improvement strategies that also align with the school's Unified Improvement Plan (UIP). School leadership and teachers all stated that there is an emphasis this year on writing, reading, and school culture. Teachers confirmed this and described receiving professional development on culturally appropriate pedagogy – for instance, in support of the emphasis on school culture. They further explained that the main mechanism for professional development is through the Teachers College; they noted (and the school scheduled confirmed) that teachers are grouped in subject/content areas or specific grade levels and meet two times per week for such professional development. School leadership and teachers indicated that a teacher leader facilitates most of these professional development activities, and that teachers can request specific professional development based on their own needs and data analysis. Further, school leadership reported that, in addition to Teachers College, teachers participate in professional development units by selecting a “major,” such as reading intervention, cultural competence, and project-based learning. Teachers confirmed this and indicated that they lead some of these majors. All teachers described professional development as being helpful and indicated that it is impacting them as educators.
- **Educators collaborate regularly to learn about effective instruction and students' progress.** In focus groups, school leadership and teachers explained that teachers have the opportunity to regularly collaborate during Teachers College. School leadership explained that Teachers College operates on six-week cycles. Week one includes teacher teams developing a problem of practice based on student data; during week two, teacher leaders and school leaders provide professional learning tied to the problem of practice and planning; week three includes teachers planning and revising units, assessments, assessment criteria, and lessons plans. During week four, teachers bring work connected to the professional learning for analysis and support/collaborate with each other to adjust plans and practice; week five includes teachers observing their colleagues and providing feedback to each other; and week six involves teachers meeting with school leaders to share student work. A review of the Manual High School Instructional Way document confirmed this. In addition to the opportunities for formal collaboration, many teachers reported collaborating and planning informally. School leaders and teachers also shared that the master schedule was adjusted so teachers could have common preparatory periods. Further, teachers shared that some classrooms were moved closer to each other to allow for greater collaboration. School leadership stated that teacher leaders also collaborate and conduct co-observations to share knowledge and expertise, and to norm and calibrate practices. Finally, as described previously, school leadership, support staff, and teachers stated that the whole village meeting is an opportunity for various school staff members to meet during a structured time to discuss students and elicit strategies to increase student achievement and well-being.

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

**Level 4:  
Exceeds**

- Educators' mindsets and beliefs reflect a deep and shared commitment to students' learning.** During focus groups, all stakeholders expressed a deep commitment to the students attending their school. Many stakeholders talked about loving students. This was observed throughout the building as administrators and multiple teachers told students they loved them. Not one stakeholder blamed life or personal/home situations for why students are not achieving at high levels. Teachers stated they believe that every child can learn. One teacher said, "Our kids are not just a number here; the urgency/determination of the educators to actually make a difference in their life is shared." When asked about the greatest strength of the school, another teacher said "how well we communicate and work together. I never have a problem I must address myself. I get help with students through coaching and resources." Another stated, "Teachers' dedication to the students at this school is phenomenal. It's crazy to see how dedicated they are to students and the community." Another explained that communication from school leadership is always pushing for more and higher expectations. Finally, another teacher/staff member shared that intentionality is the school's greatest strength. School leadership and teachers consistently shared that they know each student by name and know about their home lives. Other teachers shared that it is the principal's desire to have the school be a sanctuary and that he would clothe, feed, bathe, support, and house every child in the building if it was possible. Finally, as indicated previously, school leadership and teachers shared that the school has a shared vision and values about teaching and learning; this was documented throughout the building and in the Instructional Way document.
- The school overwhelmingly reflects safe, trustworthy and growth-oriented professional climate.** In focus groups, school leadership described the school as collegial, collaborative, and trusting. Further, school leadership indicated that 100% of teachers seek to return and that there have not been any complaints about the professional learning. Teachers consistently described the school as being like a family, and indicated that there is an open-door policy that allows them to go to anyone with a concern or problem. Teachers further stated that school leadership does not operate with a "gotcha" mentality, but people are truly there to help and support them. In addition, all teachers expressed an openness for feedback and a desire to grow. For example, one veteran teacher, when describing the coaching culture at the school, expressed that s/he was skeptical at the onset, giving her/his long tenure in teaching, but found the coaching to be extremely valuable and important to improving instructional practice. All stakeholders expressed that they feel safe, comfortable, and are willing to grow. One teacher shared, "Our teachers have such a deep desire to learn and to grow in a way that doesn't seem to be present in every building, administration and staff included. There is a constant [focus on] reflection and next steps. This is the way I tried it and it didn't work and I want to try it again." Finally, the site visit team observed several one-on-one discussions between a school leader and a teacher during Teachers College. The dialogues were extremely open, friendly, and the language was non-judgmental or evaluative. Teachers openly shared a problem and worked with school leadership collaboratively to problem solve with a focus on students' learning and well-being.

#### Domain 4: Leadership and Community

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

**Level 2:  
Partially Meets**

- School leaders are working to ensure that teachers deliver high-quality instruction.** Per school leadership and teachers, every teacher is observed at least once a week by a teacher leader or a member of the school leadership team. Teachers consistently described the observations and feedback as being helpful to their practice. One teacher, when asked about the biggest strength of the school, stated that the coaching has promoted the greatest growth. School leadership shared that, at the time of the visit, the school had 105 documented LEAP (**L**eading **E**ffective **A**cademic **P**ractice) observations and over 400 informal observations. School leadership described (and the site visit team reviewed) the tracker school leadership uses to track observations, action items, and next steps. They further shared that all members of the leadership team review the document and can speak to the action items or next steps when visiting teachers whom they do not personally regularly observe. Teachers and school leadership indicated that teachers self-select areas of practice for improvement, and they speak with their coaches about these areas. A review of sample feedback provided to teachers showed that feedback is framed positively and non-judgmentally, using terms such as, “I noticed,” or “I wonder.” This language was also observed during the Teachers College meetings. Finally, school leadership acknowledged that while not all staff have the skills yet, staff have the heart and desire to do the work. School leadership noted that they are working to build them up. The site visit team observed that all teachers are not yet delivering high-quality instruction; however, the team also observed that the school’s staff are working hard to improve their practice and increase student achievement.
- School leaders provide conditions that support a school-wide data culture.** Across focus groups with school leadership and teachers, stakeholders consistently referenced the frequent use of data at the school. School leadership and teachers indicated (and review of the school’s assessment calendar confirmed) that the school administers various assessments such as the Preliminary Scholastic Aptitude Test/Scholastic Aptitude Test (PSAT/SAT), College Readiness Checks, Scholastic Reading Inventory/Scholastic Mathematical Inventory (SRI/SMI), teacher-created assessments, district interim assessments, and the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. School leadership shared that building an assessment culture is one of the best things they had done over the past 1.5 years. They elaborated by indicating that teachers have become a greater part of the data culture; specifically, teachers are now holding data conversations with students around progress, something that had not previously happened. School leadership and teachers reported that teachers meet individually with students during the Prep for Success class to look at data and grades. Additionally, school leadership reported that the district recently switched to the *Illuminate* platform that has allowed teachers to create assessments and easily track student data. For instance, school leadership reported that all ACE-IT (**A**ssertion, **C**ontext, **E**vidence, **I**nterpretation, **T**ie-it-back) assessments are tracked in *Illuminate*; this has allowed the school to track student progress throughout the year. Finally, school leadership shared (and the site visit team observed) that the school utilizes a three-step data protocol to guide conversations around data during Teachers College. More specifically, step one includes reviewing and interpreting data; step two includes taking action (determine what supports students need, most important instructional actions needed, conference with students); and step three includes monitoring how students are responding to the action steps.

9. <i>School leaders effectively orchestrate the school's operations.</i>	<b>Level 3: Meets</b>
---	---------------------------

- School leaders lead intentional, strategic efforts to ensure the effectiveness of the school's program and the sustainability of the organization.** As noted previously, the school implements the T-Bolt Way - a system that guides how students and staff behave and interact with each other at the school. School leadership reported that the adults in the building also created their own expectations around the T-Bolt Way and use those expectations when interacting with one another. A poster displaying these expectations was observed by the site visit team; for example, for T, the staff determined they should be timely (we are on time to meetings), thoughtful (we are reflective on our practice), and tough (we hold each other accountable). Further, school leadership noted that the leadership team analyzes assessment data, as well as data from the previous School Quality Review, to plan focus areas for this current academic year. Further, school leadership described how they work to diagnose problems or areas of focus before implementing solutions. Additionally, school leadership described how they work to create a culture of continuous improvement among staff, in addition to students. More specifically, school leadership reported that all adults in the building are coached, including the administrators. For instance, the school now has teacher leaders who provide support and coaching to teachers; these teacher leaders also receive support and coaching from school leadership. Finally, teachers reported that they have the necessary resources; many described resources as time and support from school leadership. For example, teachers described Teachers College and the coaching component as being instrumental to their improvement.
- School leaders ensure effective communication and inclusive, transparent decision making across the organization.** Both school leadership and teacher groups reported that school leadership writes and distributes a weekly newsletter that includes all pertinent data and information for the week. A review of sample newsletters confirmed this and showed, for instance, that detailed information about what to expect during Teachers College for the week. School leadership described how the newsletter helps set expectations for Teachers College and ensures that all staff members are aligned on the work to be done during Teachers College. Additionally, when asked about decision making across the organization, teachers described the Manual Council as an avenue for input into decision making. A review of a letter to staff regarding the Manual Council indicated that the positions were elected and that the council is responsible for approving the UIP, budget, and other legal obligations. Teachers stated that the Manual Council meets monthly; they also described it as being very effective. Teachers described providing feedback to the Manual Council, as needed, and feeling as though their voices are heard. Furthermore, teachers indicated that leadership provides the "why" behind decisions, which helps teachers see the rationale and, therefore, buy into the decisions. Parents reported that they feel comfortable approaching school leadership with questions and ideas; they also feel that their input is heard and appreciated. Finally, students reported that the school has a student council, as well as the writing center – both of which are avenues for providing input into the school decisions.

10. <i>Communities, parents, and families are actively engaged in their student(s)' progress and school improvement.</i>	<b>Level 2: Partially Meets</b>
--	-------------------------------------

- The school provides opportunities for students to form positive relationships with peers and adults in the school.** In focus groups, school leadership, teachers, staff, and students indicated that the

school provides programs and supports that develop all students' social and emotional awareness skills. For example, as described previously, stakeholders identified the Pathways to Success class as a support in which all students participate. Further, teachers and staff members described various groups available for students, such as anger management and empowerment. Additionally, teachers and students described many opportunities for students to engage in positive social group activities. More specifically, teachers and students described sports such as basketball, football, and cheerleading, as well as clubs such as debate, Yoga, drama, choir, and JR ROTC. Further, students reported (and parents confirmed) that the student leaders of the writing center have hosted various events for the school, such as the Letters of Love that occurred while the site visit team was at the school. Finally, all students reported (and teachers confirmed) that there is an adult in the building to whom they can go when in need of support or assistance.

- **The school is working to engage families in support of students' learning.** In focus groups, parents reported that the school communicates regularly with parents. For instance, parents described receiving frequent calls from teachers. Both teachers and students reported that the school holds parent-teacher-student conferences that are led by students. Teachers indicated that if parents are unable to attend in person, they find alternative means, such as meeting off campus or on a three-way telephone call (parent, student, teacher) to conduct the conference. Students and teachers further stated that the school sends home weekly progress reports. Many teachers described conducting home visits as ways to engage and interact with students' families. Teachers also indicated that the school sends out both weekly and monthly newsletters. Parents indicated that they are invited to various events ranging from classroom presentations to athletic events to assemblies. When asked about how the school involves families and parents in the school, students and teachers described non-academic opportunities for parents, such as an open house/back-to-school night or community events, such as hosting an immigration lawyer to consult with parents or hosting a Black History month event. Teachers stated that they are working to involve parents through a variety of events, such as monthly dinners, and not charging families for sporting events. However, stakeholders did not describe many opportunities for parents that focus on students' learning (outside of conferences).

## Appendix A: Site Visit Team Members

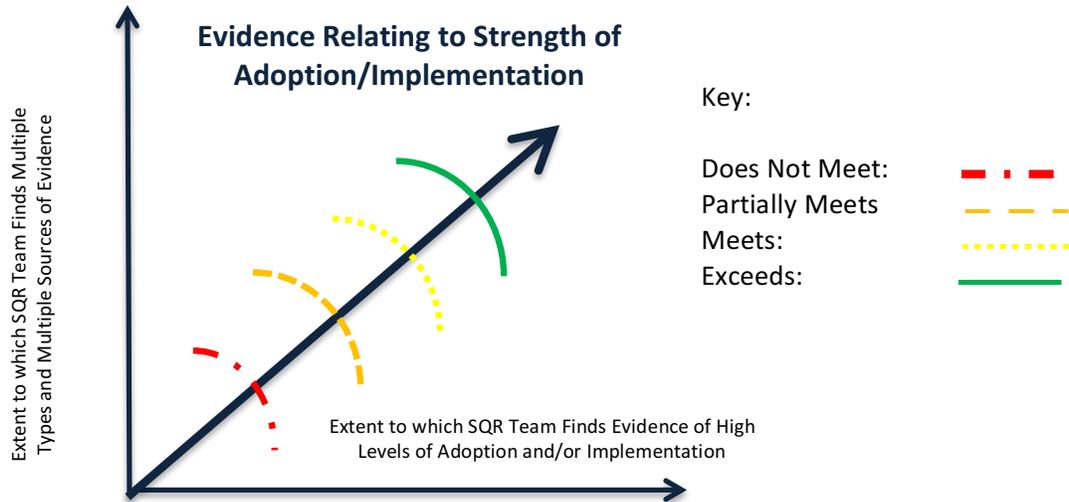
---

The School Quality Review to Manual High School was conducted on March 1-2, 2017, by a team of educators from SchoolWorks, LLC and Denver Public Schools.

Jake Schmitz	Team Leader	SchoolWorks, LLC
Sarah Rapa	Team Writer	SchoolWorks, LLC
Rogers Williams	Team Member	SchoolWorks, LLC
Laura Costapas	Team Member	Denver Public Schools

## Appendix B: Implementation Rubric

The SQR 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 upon: the extent to which the SQR team finds multiple types<sup>2</sup> and multiple sources<sup>3</sup> of evidence related to the adoption and/or implementation of a practice or system AND the extent to which the SQR team finds evidence of high levels of adoption and/or implementation of a practice or system.



Rating	Implementation Level	Quality Standard
1	<b>Does Not Meet</b>	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2	<b>Partially Meets</b>	Evidence indicates that the key question is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.
3	<b>Meets</b>	Evidence indicates that the key question is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.
4	<b>Exceeds</b>	Evidence indicates that the key question is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.

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

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

### Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 12 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations.

	Indicator	Distribution of Scores % Ineffective (1) → % Effective (4)			
		1	2	3	4
Common Core Alignment	<b>1a. Common Core Literacy Alignment (for all classes other than math)</b> Alignment to content standards Alignment to instructional shifts (N = 9)	11%	11%	56%	22%
	<b>1b. Common Core Math Alignment (for math classes only)</b> Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice (N = 3)	33%	0%	33%	33%
Classroom Climate	<b>2. Behavioral Expectations</b> Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	8%	58%	33%
	<b>3. Structured Learning Environment</b> Teacher preparation Clear agenda Learning time maximized	0%	33%	25%	42%
	<b>4. Supportive Learning Environment</b> Caring relationships Teacher responsiveness to students' needs	0%	17%	33%	50%
Purposeful Teaching	<b>5. Focused Instruction</b> Learning objectives High expectations Effective communication of academic content	0%	50%	42%	8%
	<b>6. Instructional Strategies</b> Multi-sensory modalities and materials Varied groupings Student choice and leadership	0%	50%	33%	17%
	<b>7. Cognitive Engagement</b> Active student participation Perseverance	0%	25%	42%	33%
	<b>8. Higher-order Thinking</b> Challenging tasks Application to new problems and situations Student questions Metacognition	8%	58%	17%	17%
In-Class Assessment & Adjustment	<b>9. Assessment Strategies</b> Use of formative assessments	8%	58%	17%	17%
	<b>10. Adjustments to Instruction</b> Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	83%	8%	0%	8%
	<b>11. Feedback</b> Feedback to students Student use of feedback	25%	58%	8%	8%