



**CLAREMONT ACADEMY**  
Worcester Public Schools  
SCHOOL REVIEW

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July 2009

**Massachusetts Department of Elementary and Secondary Education**  
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## Overview

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To meet state accountability requirements,<sup>1</sup> schools in restructuring are being reviewed for the purpose of providing a progress report to the Board of Elementary and Secondary Education. These schools will be visited for two days to ensure that the review team has sufficient time to be able to describe improvement efforts (including district supports) and conditions at the school.

This report, by a review team of contracted Department of Elementary and Secondary Education consultants, profiles the trends in student achievement at the Claremont Academy over the last three years and responds to two overarching key questions based on evidence collected while on site.

**Key Question 1: To what extent have the school and the district demonstrated the capacity to improve student achievement?**

**Key Question 2: Are the conditions in place to continue to support student achievement?**

The visit to the Claremont Academy is also part of the District Plan for School Intervention (DPSI) review for the Worcester Public Schools. The purpose of the DPSI review, being conducted in certain urban school districts, is to assess district efforts to support school intervention, including strategic decisions made to support ongoing school improvement. It also seeks to assess the impact of support given by the Massachusetts Department of Elementary and Secondary Education (ESE) for improvement efforts. DPSI reviews also carry out requirements for state audits of districts.<sup>2</sup>

The visit to Claremont Academy was conducted from May 4-5, 2009. Further information about the review and its schedule can be found in Appendix B. Information about the members of the review team can be found in Appendix A.

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<sup>1</sup> Under 603 CMR 2.00.

<sup>2</sup> See Mass. Gen. Laws c. 15, § 55A, as amended by St. 2008, c. 311, § 3, effective August 14, 2008.

## Claremont Academy

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### School Profile

Claremont Academy serves students in grades 7-12. In the 2008-2009 school year, Claremont Academy enrolled 380 students. Student demographic and subgroup information for the 2008-2009 school year is provided in the following table.

**Claremont Academy Student Enrollment  
By Race/Ethnicity and Selected Population 2008-2009**

Enrollment by Race/Ethnicity	% of Total	Selected Populations	% of Total
African American	10.7%	First Language Not English	62.6%
Asian	10.9%	Limited English Proficient	18.6%
Hispanic/Latino	54.6%	Special Education	26.2%
Native American	0.3%	Low-income families	82.5%
White	20.8%	Free-price lunch	77.6%
Multi-race, non-Hispanic	2.7%	Reduced-price lunch	4.9%

During the 2006-2007 school year, the Accelerated Learning Lab was restructured into Worcester Public School 1 (WPS-1), composed of grades Pre-K-6, and Worcester Public School 2 (WPS-2), composed of grades 7-12. WPS-2 was re-named Claremont Academy during the 2008-2009 school year.

### Student Performance

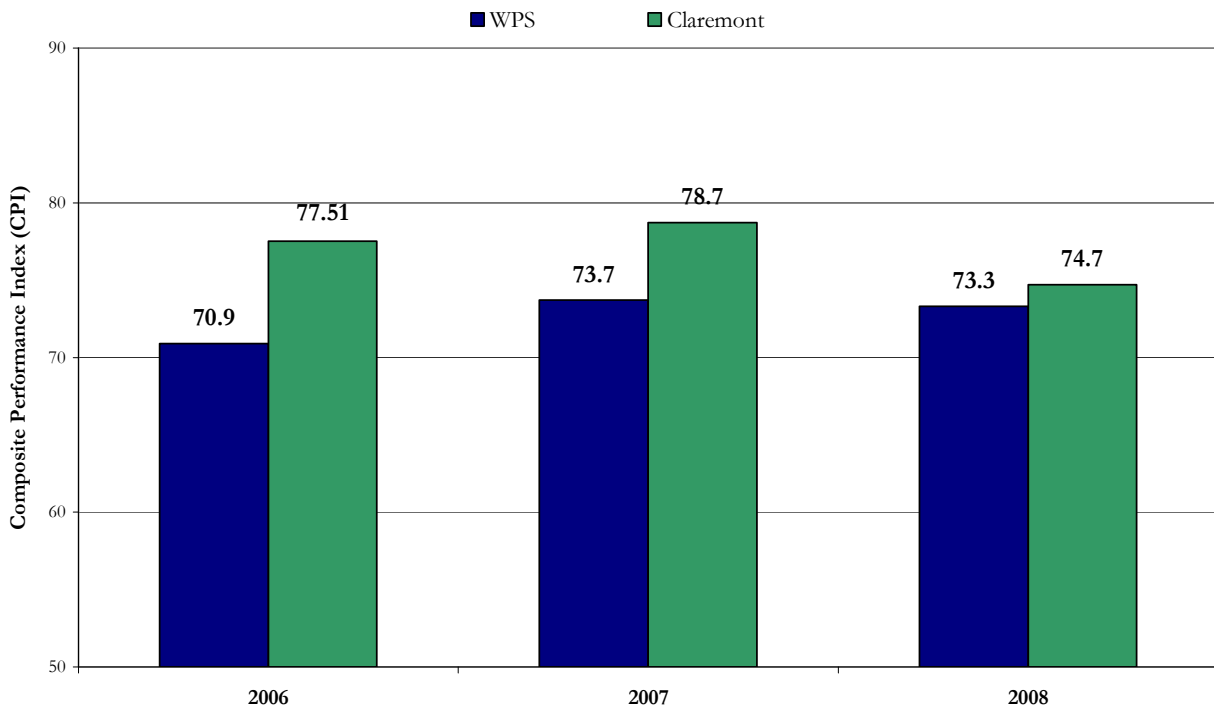
In 2008, Claremont Academy did not make Adequate Yearly Progress (AYP) in English language arts (ELA) in the aggregate or for subgroups. The school currently has an NCLB (No Child Left Behind) status of Restructuring Year 2 in ELA. Similarly, Claremont Academy did not make AYP in mathematics in the aggregate or for subgroups in 2008. The school has an NCLB status of Restructuring Year 2 in mathematics.

**Claremont Academy Adequate Yearly Progress History**

		2003	2004	2005	2006	2007	2008	NCLB Accountability Status
ELA	Aggregate	No	No	No	No	Yes	No	Restructuring Year 2
	All Subgroups	No	No	No	No	Yes	No	
Math	Aggregate	Yes	No	No	No	No	No	Restructuring Year 2
	All Subgroups	No	No	No	No	No	No	

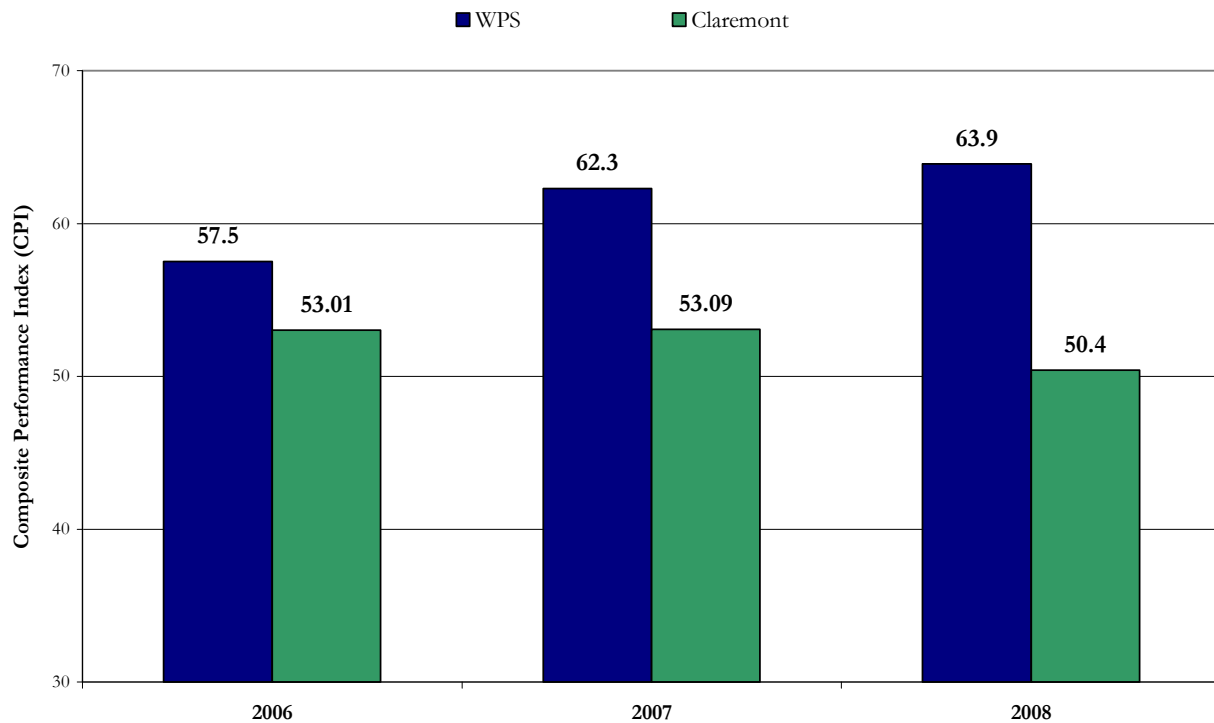
From 2006 to 2008, the performance of Claremont Academy students on the ELA MCAS has fluctuated. The Composite Performance Index (CPI) increased from 77.51 in 2006 to 78.70 in 2007. Student performance declined in 2008, leading to a drop in CPI to 74.70 – a one-year CPI change of -4.00. Despite this decrease in CPI, Claremont Academy’s performance indices continue to surpass district performance indices, which have remained relatively stable since 2006.

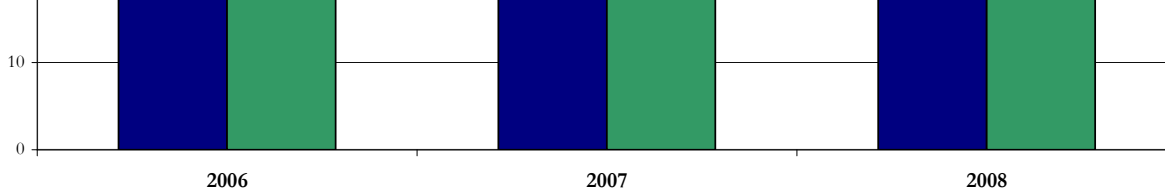
**Chart 1: 2006-2008 WPS vs Claremont Academy - ELA**



The performance of Claremont Academy students on the mathematics MCAS has also fluctuated. From 2006 to 2007, its CPI in mathematics increased slightly from 53.01 in 2006 to 53.90 in 2007. In 2008, student performance declined, resulting in a drop in CPI to 50.40 – a one-year change of -3.5. The district’s CPI, however, has increased each year since 2006. From 2006 to 2007, the district’s CPI increased by 4.8 and, in 2008, by 1.6. Thus, Claremont Academy has not shown improvement in mathematics commensurate with the district.

Chart 2: 2006-2008 WPS vs Claremont Academy - Math





**Key Question 1: To what extent have the school and the district demonstrated the capacity to improve student achievement?**

Claremont Academy, in conjunction with the district, has undertaken several initiatives to create the necessary conditions to improve instruction and student achievement. At the district level, these include changes in school leadership and a unification of the middle and high schools to create a 7-12 grade structure. At the school level, these include a focus on improving school climate and culture; vertical (7-12) conversations about teaching and learning; a schoolwide instructional focus on reading, writing, and problem-solving; and the reinstatement of an instructional leadership team (ILT) and a department instructional leadership team (DILT). School leaders reported that these changes were instituted for the dual purpose of crafting a schoolwide structure that works more efficiently and for creating a schoolwide focus on instructional improvement. School leaders and staff at Claremont Academy have taken advantage of professional development resources from the Department and the district to support improvement of individual and schoolwide instructional practices. Improvement initiatives at Claremont Academy, as outlined in the School Improvement Plan (SIP), are in partial alignment with the strategies detailed in the district’s plan for school intervention (DPSI).

**Findings**

**Claremont Academy is beginning to improve its school culture and climate to create a foundation for teaching and learning to occur.**

Improving the climate and culture at Claremont Academy has been a major focus of the principal, who is currently in her third year of leading the school part-time. The principal divides her time between leading the University Park Campus School (UPCS) – a high-performing model urban school – and leading Claremont Academy, where she has the support of a second-year assistant principal (AP). According to school leaders, the principal spends ninety-nine percent of her time at Claremont Academy while also serving as the face of UPCS by giving presentations and hosting guests. The Claremont AP was a founding teacher of the Accelerated Learning Lab, of which Claremont was a part until the school’s restructuring in 2006-2007.

Claremont Academy has experienced significant turnover in leadership in both the principal and assistant principal positions. The school has had four principals in the past six years, as well as turnover in the assistant principal position. There has been staff turnover during the same period of time. During focus groups, school leaders noted their efforts to transform the school’s culture and climate. They described the need for rebuilding the school from the ground up and shifting the culture from one that was “toxic” to one that is “positive, collaborative, and focused” on improving student performance. They noted that middle school faculty members had felt disenfranchised due to a sense that the high school was the only thing that mattered. Because Claremont Academy is a reconstituted school made up of grades 7-12, school leaders described working hard to establish a true grade 7-12 learning continuum and professional community. Toward that end, the principal stated that she had established a small, focused ILT composed of

respected veteran staff members who could create two-way lines of communication between the ILT and the larger school community. School administrators also established a separate DILT made up of academic department heads. Both teams meet separately at least once a month and meet together once a month or on an as-needed basis. During focus groups, administrators and teachers reported that they have experienced an improved climate and culture during the current principal's tenure. For example, focus groups reported that there is no longer "screaming at each other in the office or in the hallways" and that "people are now, this year, starting to trust each other."

According to school leaders, a positive school environment is a necessary foundation for the instructional improvements the school is pursuing. In addition to establishing a small, focused ILT to improve communication across the grade 7-12 continuum, school leaders also changed the focus of faculty meetings from housekeeping to looking at student work in relation to the school's instructional focus of reading, writing, and problem-solving. They reported that this refocusing of teacher time has improved collaboration among teachers.

Although school leaders are working to improve Claremont Academy's climate and culture as a foundation for improvements in teaching and learning, the work has just begun.

**Teachers and school leaders at Claremont Academy are participating in a range of district and Department-sponsored initiatives and professional development opportunities to support school improvement efforts.**

In focus groups, teachers and school leaders described participating in district-sponsored professional development in several key areas. The areas of training include Measures of Academic Progress (MAP), differentiated instruction, English language learner education, the National Writing Project, and Clark University Best Practices Workshop. According to school leaders, while helpful, the district-mandated professional development offerings are not always the most effective and do not necessarily have the intended impact on teacher practice because they are not always well-matched to teachers' needs. However, school leaders also stated that teachers at Claremont Academy are able to attend virtually any professional development workshop or training they wish and that school leaders are supportive of this.

School leaders, including ILT members, have participated in intensive professional development through work with Focus on Results (FOR) to sharpen and narrow their instructional focus with an eye toward improving teacher practice and improving student performance. School leaders reported that, based on the work with FOR, they refocused on literacy and encouraging students to write in all classes. Additionally, the principal and assistant principal are participating in NISL training. The purpose of this Department-sponsored professional development is to build instructional leadership capacity at the school.

Both leadership and staff have taken advantage of resources offered by the district and the Department in support of the school's improvement efforts. Professional development and technical assistance provided by external consultants, school leaders, and district partners are creating a foundation for building the capacity of Claremont Academy leaders and staff.

**School leaders at Claremont Academy are implementing common planning time (CPT) and a schoolwide, three-pronged instructional focus as improvement strategies.**

In partnership with FOR and in tandem with continued efforts to strengthen the school's professional culture, Claremont Academy's administrators and ILT have identified a three-pronged instructional focus and ensured teacher common planning time as essential, complementary school improvement strategies. According to school leaders, and as described in the SIP, Claremont Academy arrived at its instructional focus through a multi-layered approach. Led by administrators, the ILT and the DILT, all teachers were invited to list what they considered to be the school's three most significant weaknesses. Results indicated that the areas of greatest concern were writing across the curriculum, implementing reading strategies in content areas and lack of student success in answering open-response questions. The ILT, in conjunction with the DILT, then created an instructional focus on reading, writing, and problem solving, which encompasses each of the areas of concern voiced by the faculty. After attending the FOR conference during the summer of 2008, school leaders and the ILT planned how to introduce the instructional focus at the first faculty meeting of the 2008-2009 school year.

In focus groups, teachers reported an awareness of a schoolwide focus on reading, writing, and problem solving and described incorporating low-stakes writing into their classes in such forms as journal entries, exit slips and do-nows. They also described designing writing prompts and collecting student writing for district-required cross-curricular student writing portfolios, which are housed by the English language arts department head. Teachers indicated that the assistant principal reminds teachers and staff of the instructional focus on a daily basis during schoolwide morning announcements. In focus groups, the ILT stated that they are honing in on three areas of school-wide instructional focus – reading, writing and problem-solving. In particular, teachers indicated that they have committed to implementing daily low-stakes writing across the curriculum, as well as completing open-response writing activities with their students. Currently, school leaders are also requiring all staff to submit bi-weekly samples of student open-response writing.

The school's leadership has also re-instituted common planning time into all teachers' schedules to further professional development initiatives, to support the school's instructional focus, and to encourage teachers to collaborate around examining student work – student writing, in particular. School leaders re-designed the academic day to include CPT for teachers, with the result that teachers reported having CPT in their schedule at least three times per week. Teachers maintain CPT logs, which are regularly submitted to school leaders for review and comment.

**Claremont Academy maintains several community partnerships that contribute to student and teacher learning.**

Claremont Academy maintains a long-standing relationship with several community partners, the most essential of which is with Clark University. Clark University is located adjacent to Claremont Academy and maintains a Center for Urban Education. The partnership grew out of their proximity and Clark's initiative in supporting the school's work. The district has supported this partnership, which has grown over the past three academic years.

Clark University currently provides Claremont Academy with a part-time mathematics coach who is a member of Clark University's clinical faculty team. The mathematics coach is paid by the district to teach two classes at University Park Campus School. For her remaining hours, Clark University pays her to work with graduate students enrolled in Clark's Master of Education program. These Masters-degree students are enrolled in a year-long internship program and are placed as student teachers at Claremont Academy. Therefore, when on site at Claremont Academy, the mathematics coach works with both student interns and teachers. Claremont Academy's mathematics teachers participate in Clark University's curriculum team and receive professional development that they can integrate into their own classroom practice. Furthermore, mathematics teachers participate in rounds with other teachers by observing lessons in the mathematics coach's classroom at University Park Campus School and then discussing their observations to advance the professional practice of all participants.

In addition to professional development for Claremont Academy staff, Clark University provides an array of supports to Claremont Academy students. Clark University provides academic support through a before- and after-school homework center. Claremont Academy students in grades 11 and 12 are paired with Clark University students through a mentoring program to orient them to college life. Clark University also provides a seminar series in which arts/science faculty participate with a small group of Claremont Academy students, as well as a 12th grade course offering on the Clark University campus. Last, but perhaps most important, if Claremont Academy students maintain residence in the neighborhood of Clark University for at least five years, they may attend Clark University tuition-free.

**MCAS and MAP results suggest that student performance has not improved. No other formative assessments are currently administered schoolwide to gauge student progress.**

Using the two assessments administered at Claremont Academy – MCAS and MAP – a longitudinal view of student performance since 2006 shows a decline. In focus groups, school leaders attributed this lack of progress to this being the first year that instructional improvement efforts have been formalized.

Despite three years of work on changing the culture of the school, participating in district- and Department-sponsored professional development and community partnerships and a sharper instructional focus, MCAS and MAP results indicated that student performance has not improved. In fact, in some areas, student performance has declined. Over the past three years,

MCAS results show that while, overall, student scores increased slightly in English language arts and mathematics from 2006 to 2007, scores declined notably in both areas from 2007 to 2008.

In focus groups, teachers described qualitative changes they have observed in students' performance this year, but they referenced few systematic tools and processes that could provide data to corroborate or extend these observations. Beyond MCAS and MAP assessments, teachers described teacher-designed formative assessments that varied from classroom to classroom and grade to grade.

Despite professional development, culture change, and a school-wide focus on reading, writing, and problem solving, the one consistent measure of academic performance over time that the school currently has – MCAS – has not shown significant student performance improvement. In fact, MCAS results declined from 2006 to the current school year.

## **Key Question 2: Are the conditions to continue to support student achievement in place?**

Claremont Academy has not yet implemented sufficient systematic, schoolwide processes to affect classroom instruction and improve student performance. MCAS scores have not shown improvement over the past several years. In fact, the school's CPIs in both ELA and mathematics have declined. Classroom observations indicated a lack of rigorous classroom instruction. The current systems for both instructional feedback and teacher coaching are insufficient for strengthening the rigor of instruction. Teachers are not yet using data to make instructional decisions. Similarly, the school is not yet using data to evaluate the effectiveness of improvement initiatives or to make necessary adjustments. Furthermore, teachers at Claremont Academy are not yet taking ownership of students' low performance: they frequently ascribed this to external forces and, sometimes, to the students themselves. In addition to school performance data, evidence collected in focus groups, during classroom observations, and from documents indicated the school has not yet shown capacity to improve.

### **There is a lack of rigorous classroom instruction. Current systems for instructional feedback and teacher coaching are not sufficient to improve instruction.**

The site visit team observed low and inconsistent instructional rigor at Claremont Academy. That is, rigorous instruction was detected in some, but not all, classrooms. Rigor was defined by the following indicators: (1) questions requiring students to engage in a process of application, analysis, synthesis and evaluation; (2) opportunities for students to apply new knowledge and content; (3) students articulating their thinking and reasoning; and (4) students inquiring, exploring or problem solving together, in pairs, or in small groups. For instance, 10 percent of classrooms observed (n=29) showed strong evidence of questioning that required students to engage in a process of application, analysis, synthesis or evaluation. In one English lesson, for example, students were asked questions about a poem they were reading and were asked to relate it to a poem they had read previously in the semester and also to an example of real-life experience. Partial evidence of this indicator was observed in 38 percent of the classrooms visited. No evidence of this indicator was found in 52 percent of the classrooms. Similarly, there was solid evidence of opportunities for students to apply new knowledge and content within lessons in 3 percent of classes visited and partial evidence in 28 percent of class visits. In 14 percent of class visits, the site visit team found solid evidence of students articulating their thinking and reasoning. In 38 percent of class visits, they found partial evidence. Solid evidence of students inquiring, exploring or problem solving with peers was found in 14 percent of class visits, with another 14 percent of class visits showing partial evidence. Overall, the site visit team observed frequent large-group instruction with many teachers delivering content from the front of classes. Thus instructional rigor, as defined above, was observed infrequently and inconsistently.

Two days of classroom observations across content areas and grade levels revealed varied degrees of instructional strength, especially in relation to elements teachers are expected to incorporate into lessons. For example, there was solid evidence of a learning objective (not

simply an agenda or an activity description) in 21 percent of the classrooms visited. In 38 percent of classroom visits, objectives were present, but not well formulated. In 41 percent, learning objectives were not observed at all. Similar variation was evident with other key indicators of instructional quality. Solid evidence of lesson pacing that would support active student engagement occurred in only 7 percent of classes visited. Similarly, a range of instructional techniques to keep all students on task was evident in only 10 percent of observations, while partial evidence of this indicator was observed in 38 percent of the classrooms observed.

There are systems at Claremont Academy to provide only occasional or positive feedback to teachers on planning and instruction. For example, the assistant principal collects teacher lesson plans for review and returns them with occasional feedback. School administrators reported that they are always in classrooms; the assistant principal reported giving teachers positive written feedback on these visits via sticky notes in faculty mailboxes or by email. In focus groups, administrators and teachers indicated that critical or constructive feedback is not typically communicated to teachers, resulting in many missed opportunities not only to improve instructional practice but to open dialogue about teaching strategies and what is and is not effective.

Coaching for ELA and mathematics teachers is available, as provided by a part-time mathematics coach who is a member of Clark University's clinical faculty team and the ELA department head who has one period per day allotted for coaching. The ELA department head, however, wears the hats of both teacher coach and teacher evaluator. This creates a conflict in roles, since the coaching role involves encouraging teacher reflection, risk-taking, and experimentation. Additional problems are that coaching is provided only to those teachers who voluntarily seek out this instructional support and that follow-up is provided only as time allows.

Observational data suggest that there are pockets of quality instruction that provide the school a resource to build upon. There are also areas that require focused attention and improvement. Coaching is available for both ELA and mathematics teachers, but on a part-time basis and only for those teachers who voluntarily seek it out. Current school processes for providing teachers with ongoing instructional feedback are insufficient for improving the rigor and quality of classroom instruction.

### **Teachers are not consistently using data to make instructional or curricular decisions.**

There is currently no systematic, school-wide approach to assessing the impact of improvement initiatives on classroom instruction and thus on student performance. According to school leaders, there are some school staff who have been trained to use MAP data. In addition, some staff have been through the Performance Improvement Mapping (PIM) process and have therefore been trained to interpret and use MCAS data. Although common planning time has been added to the instructional day and teachers are required to report on how they are looking at student work and talking about data, there was little evidence of data in use in a meaningful way. School leaders reported that because of staff turnover during the past three years some staff have not been trained in the use and interpretation of student data.

Administrators indicated that they plan to use and display data in 2009-2010 by introducing data in a non-threatening way. They note that school staff will be asked to examine and interpret school attendance data, as an entry point, and the school will engage in a schoolwide, grade vs. grade attendance competition. Administrators did not yet have plans for how to expand the use and analysis of data to provide a view of student performance in relation to their ELA areas of focus. Yet, they recognized the need to continue to build upon what currently exists in pockets throughout the school. School administrators described being in the early stages of determining how to advance teachers' skills and knowledge with respect to data analysis.

**No systems exist for fully evaluating the effectiveness of improvement initiatives in order to make needed adjustments and ensure that impact is maximized.**

In focus groups, teachers and school leaders described three areas of instructional focus at Claremont Academy: “reading, writing, and problem solving.” As articulated, there are currently no systems to evaluate the effectiveness of their efforts in these areas to ensure that they are improving teaching and student learning or to make necessary adjustments if there is no evidence of effectiveness. In addition, school leaders and teachers were not able to describe how the effectiveness of initiatives, such as common planning time or the ILT, will be assessed or on what basis modifications will be made.

Furthermore, the instructional focus areas are not yet defined in terms that are specific enough to be used to measure implementation and impact. Teachers and school leaders did not describe specific, common instructional strategies (e.g., Think-Pair-Share, 6-Traits writing) within the areas of “reading, writing, and problem solving,” what successful implementation looks like in classroom practice, or how these instructional focus areas would be supported through sustained, embedded professional development. School leaders indicated that it is difficult to identify interim measures or to measure progress over time within these relatively broad instructional focus areas.

**While stakeholders at Claremont Academy express a commitment to students, they do not express a sense of urgency for improving student performance.**

The sentiment expressed widely and most coherently among school leaders and staff at Claremont Academy is, “the thing that we do best here is care for our kids.” In focus groups, both leadership and staff expressed an emphasis on caring for the well-being of Claremont Academy students. Qualitative data from classroom observations (n=29) indicated that teachers frequently spoke to students during lessons and in hallways, using caring language and expressing concern for students. However, school leaders (in focus groups) acknowledged that they need to move beyond simply caring for students and to capitalize upon caring about improving instruction and student learning.

While all interviewed stakeholders acknowledged a lack of improvement in student performance, many attributed the cause for low student performance to contextual factors and, in some cases, to the students themselves. Low student performance was widely accepted as a by-product of broader cultural issues – both within and beyond the school community. In focus groups, many

teachers described their instruction as good and consistently ascribed the lack of improvement in student performance to external forces and, in part, to the school's historical background. Many teachers described students as apathetic and not motivated. Some noted that students need to take the blame for low performance.

Despite Claremont Academy's new instructional initiatives and an emphasis on improving school culture and climate, there are stakeholders who expressed low expectations for students and who are still attributing low student performance to the students themselves. There remains a lack of coherence around a specific set of sharply focused teaching practices and targeted professional development that will address the need for improved instructional practice, student engagement, and student performance.

## **Appendix A: Claremont Academy Review Team Members**

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The review of the Claremont Academy in the Worcester Public Schools was conducted from May 4-5, 2009, by a team of educators from SchoolWorks, LLC on behalf of the Massachusetts Department of Elementary and Secondary Education.

**Spencer Blasdale**, CEO, SchoolWorks

**Erin Furey Patterson**, Consultant, SchoolWorks

**Susan Henry**, Consultant, SchoolWorks; WPS DPSI District Review Leader

## Appendix B: Review Activities and Schedule

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### Activities conducted at the Claremont Academy

The following activities were conducted as part of the review of the Claremont Academy, Worcester Public Schools.

- The review team conducted interviews and focus groups with the following representatives from the Claremont Academy, Worcester Public Schools, and partner organizations:
  - Instructional leadership team (principal, assistant principal, selected teachers)
  - Department instructional leadership team: department heads and English coach
  - Mathematics coach
  - Mathematics/science teachers
  - English language arts/social studies teachers
  - Special education teachers
  - Guidance counselors
  - Middle school and high school students
  - Clark University representative
- The review team conducted 29 classroom visits in ELA, art, mathematics, science, and social studies in grades 7 - 12.
- The review team reviewed the following documents at the school:
  - Teacher lesson plans
  - Teacher goal setting forms
  - Faculty meeting agendas
  - Professional development handouts and lists
  - ILT notes
  - NEASC report
  - Focus on Results Summer Institute materials
  - Cross-curricular writing portfolios
  - Common planning time log (notes kept by grade level and subject area)
  - Department head meeting notes/materials
  - Staff meeting agendas
  - MCAS and MAP student performance data
  - School Improvement Plan

## Schedule for review of Claremont Academy

TIME	Team member #1	Team member #2
7:00-8:00	Team arrives at school and morning meeting	
8:00-9:00	Focus group with leadership team	
9:00-11:30	Classroom visits and document review	
11:30-12:00	Focus group with department heads (science, social studies, English, mathematics, foreign language, special education)	
12:00-1:00	LUNCH	
1:00-1:30	Follow up with school principal and assistant principal	Document review
1:30-2:00	Classroom visits	
2:00-2:30	Focus group with coaches (English, mathematics) and Clark University representative	
2:30-3:00	Teacher focus group (special education, English, science, mathematics)	
3:00-4:30	Team debrief and evidence sorting	
4:30	Team departs	

TIME	Team member #1	Team member #2
7:00-8:00	Team arrives at school and morning meeting	
8:00-9:00	Focus group with students (from grades 7, 9, 10, 11, 12)	
9:00-11:30	Classroom visits and document review	
11:30-12:00	Focus group with teachers (social studies, literacy/art, psychology, technology, English, inclusion specialist)	
12:00-1:00	LUNCH	
1:00-1:30	Follow up with school principal and assistant principal	Classroom visits and document review
1:50-2:20	Classroom visits	
2:00-2:30	Focus group with students (9, 10, 11, 12)	
2:30-4:00	Team debrief and evidence sorting	
4:00-4:30	Team report of emerging themes; conversation w/leadership	