

CLEVELAND METROPOLITAN SCHOOL DISTRICT

School Quality Review Annual Report 2015–2016

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INTRODUCTION

In 2014–2015, the Cleveland Metropolitan School District (CMSD) engaged SchoolWorks as a partner in implementing a School Quality Review (SQR) process aligned to the CMSD portfolio strategy outlined in the Cleveland Plan. SchoolWorks and CMSD collaborated on the SQR protocol design so that it would incorporate components of the CMSD school performance framework, including the Ohio principal and leadership evaluation rubric (OPES) and CMSD's teacher evaluation rubric (TDES), into the SQR design.

During the 2014–2015 school year, SchoolWorks conducted 10 site visits in Cleveland with the support of CMSD staff. The 14–15 schools were: Adlai Stevenson, Glenville, Lincoln West, Louis Agassiz, McKinley, Newton D. Baker, Scranton, Walton, Wilbur Wright, and William Cullen Bryant.

SchoolWorks and CMSD conducted SQR site visits in 25 schools across Cleveland between February 2, 2016 and May 12, 2016. The 15–16 schools were: AJ Rickoff, Artemus Ward, Buhrer, Charles Dickens, Daniel E. Morgan, Digital Arts, East Clark, East Tech, Euclid Park, Ginn Academy, George Washington Carver, Hannah Gibbons, John Hay Architecture and Design, John Hay Early College, John Hay Science and Medicine, Louis Agassiz, Memorial, Mound, Nathan Hale, Orchard, Paul Dunbar, RG Jones, RH Jamison, Riverside, Wade Park.

This report shares the results of the 15–16 SQR site visits, including school plans and principal feedback, and makes recommendations for SQR implementation for 16–17 and beyond.

EXECUTIVE SUMMARY

Site Visit Process

- SchoolWorks and CMSD conducted ten site visits in 14–15 and twenty-five site visits in 15–16.
- Each school was visited by a team of CMSD and SchoolWorks personnel, all of whom were trained on the SchoolWorks protocol, rating system, and evaluation procedures.
- The site teams conducted two and a half day visits that included classroom observations, focus groups, and document reviews.
- The evidence collected was compiled, reviewed, and rated on the SchoolWorks rubric. Schools were assigned ratings on nine key questions across four domains of performance.
- The school leadership teams reviewed the evidence and ratings and developed a prioritization plan that outlined areas for growth and strategies the school could implement to improve.

Ratings

- The rating scale is from 1-4, with 1 being Intensive Support Required and a 4 indicating that the process was Exemplary throughout the school.
- Ratings consider both the extent to which a process is established and the level at which it functions.
- The ratings for the 15–16 schools indicate that school governance, specifically school management, was rated highest.
- Instruction, including rigor, higher order thinking, and assessment, was rated lowest. Prioritization plans focused mainly on instruction, though other topics were also addressed.
- CMSD averages in each of the nine questions considered in the SQR process never rose above a 2.4 on a 4-point scale.
- The low ratings in instruction in schools across networks, programs, and geographic areas of the city indicate that systematic and sustained support is required.

Planning for 16–17 and 17–18

- CMSD plans continue the SQR site visits in 16–17 and 17–18.
- By mid-year 17–18, all CMSD schools should have a baseline report and will be able to begin a regular cycle of follow-up visits to document school performance and note changes from the baseline established from the first visit.
- While the SchoolWorks observations are managed by the Portfolio Office, Academics is integrally involved in the support and information sharing process as part of the SQR project.
- CMSD intends to hire additional dedicated staff to make the SQR review process an internal and regular review of instruction and building leadership. School reviews will then be on a three-year rolling cycle.

SCHOOL QUALITY REVIEW PROTOCOL

The SQR protocol reports ratings in four domains: Instruction; Students' Opportunities to Learn; Educators' Opportunities to Learn; and Governance and Leadership. Each domain is developed through a set of questions that are used to structure evidence gathering and reporting and provide a wealth of information for each domain. The SchoolWorks protocol was followed with fidelity across all 15–16 school reviews.

SchoolWorks Framework

Domain 1: Instruction	Domain 2: Students' Opportunities to Learn	Domain 3: Educators' Opportunities to Learn	Domain 4: Leadership
1.1 Do classroom interactions and organization ensure a supportive, highly structured learning climate?	2.4 Does the school identify and support special education students, English language learners, and students who are struggling or at risk?	3.6 Does the school design professional development and collaborative supports to sustain a focus on instructional improvement?	4.8 Do school leaders guide instructional staff in the central processes of improving teaching and learning?
1.2 Is classroom instruction intentional, engaging, and challenging for all students?	2.5 Does the school's culture reflect high levels of both academic expectation and support?	3.7 Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	4.9 Do the principal and/or chief executive effectively orchestrate the school's operations?
1.3 Has the school created a performance-driven culture, where the school leaders, teachers, and staff effectively use data to make decisions about instruction and the organization of students?			

THE SCHOOL QUALITY REVIEW RATING SCALE

The SQR site visit team uses the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types and multiple sources of evidence related to the adoption and/or implementation of a practice or system, and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.

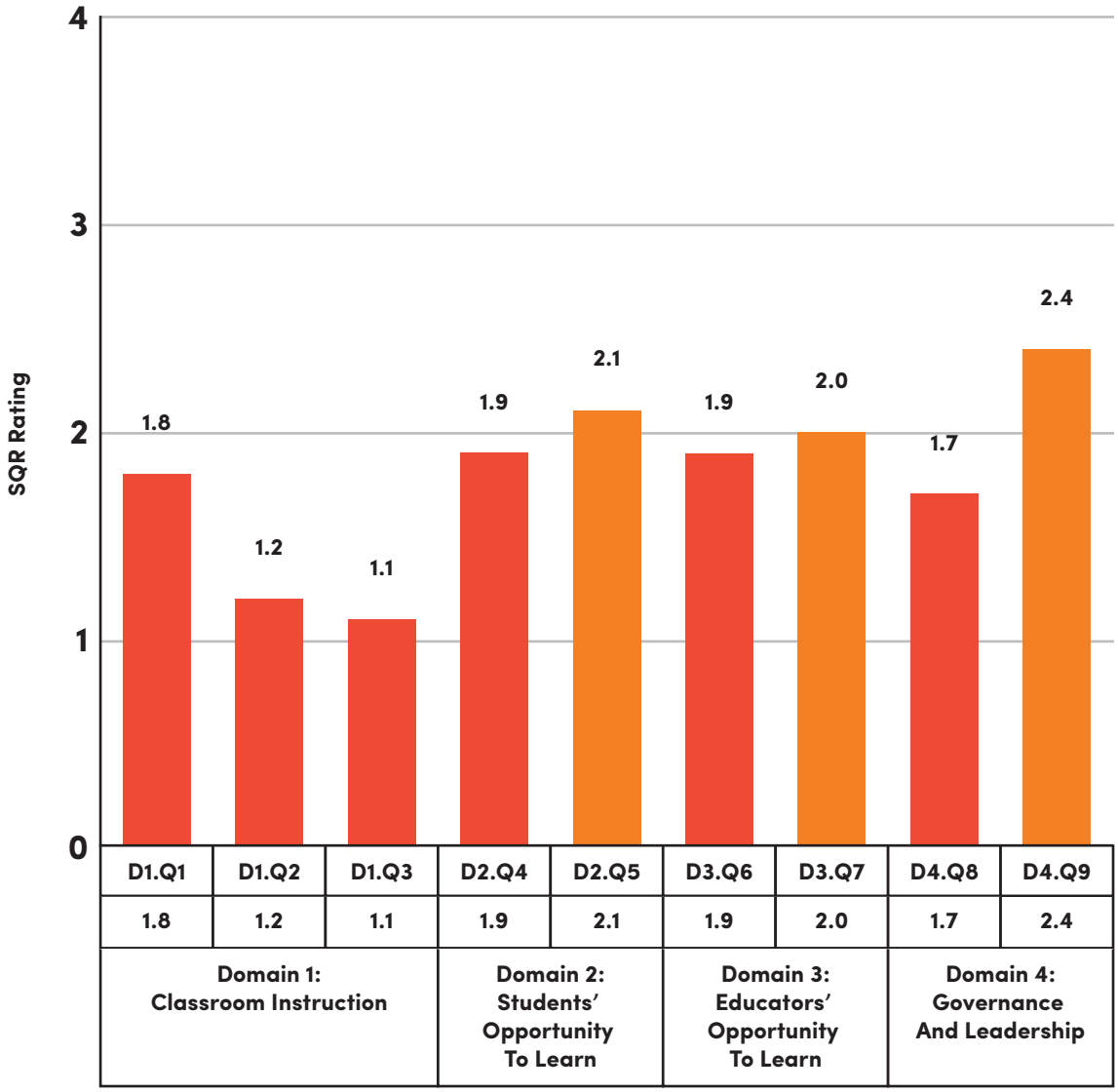
Rating	Implementation Level	Quality Standards
1	**Intensive Support Required**	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2	**Targeted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

OVERVIEW OF THE 15-16 RATINGS BY QUESTION

No question scored higher than a two (Targeted Support Required) throughout the District. *Domain 4, Question 9* scored the highest of any question and it covers the building management by the administrator. The two lowest scoring questions, *Domain 1, Question 2*, and *Domain 1, Question 3*, both deal with direct instruction.

Domain 1 is informed by the evidence gathered from direct classroom observations on the Classroom Visitation Tool (CVT). The CVT includes eleven areas of instruction that are considered as part of a 20-minute observation. (See Appendix A.)

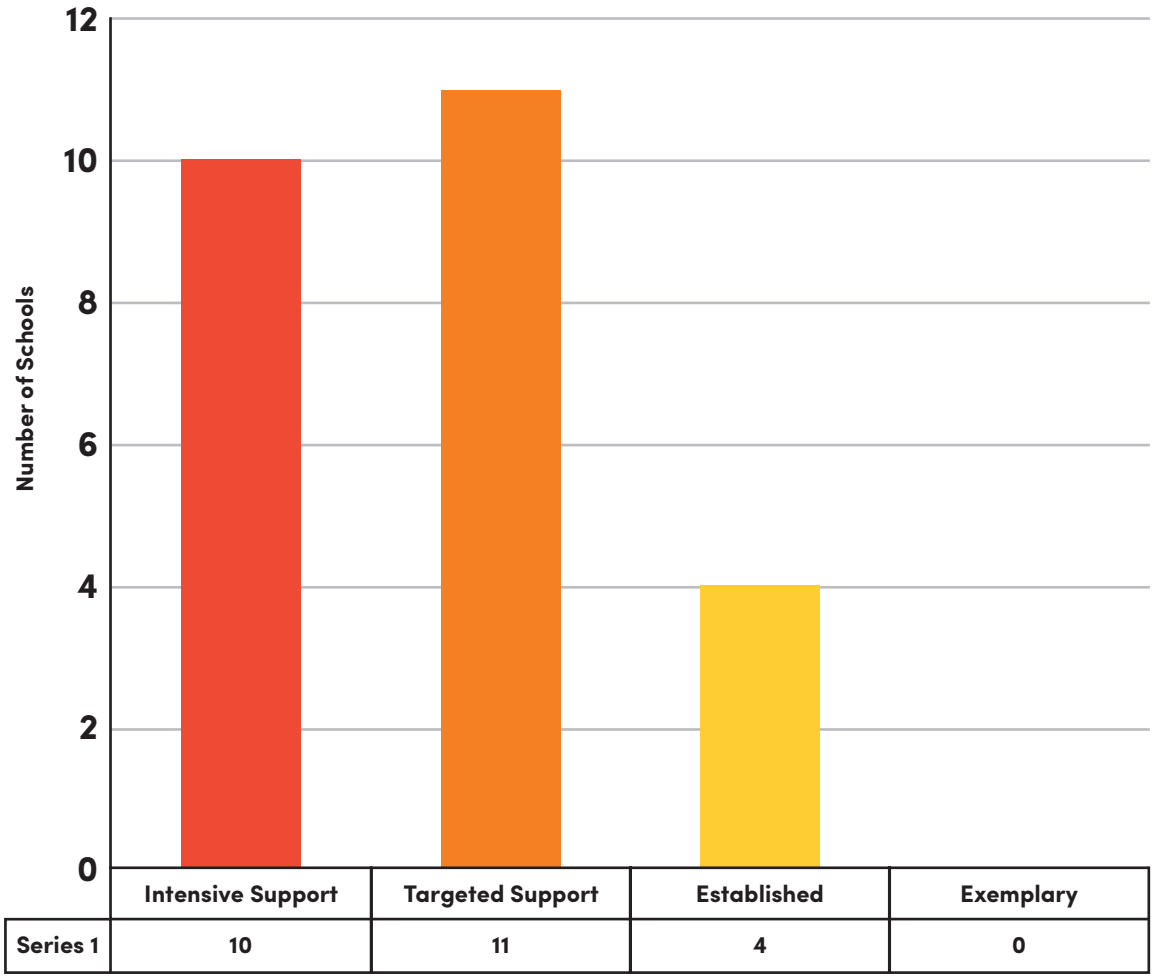
SQR Averages for 15-16 SQR Schools



Domain 1: Instruction

Question 1. *Do classroom interactions and organization ensure a classroom climate conducive to learning?*

Instruction: 1. Do classroom interactions and organization ensure a classroom climate conducive to learning?



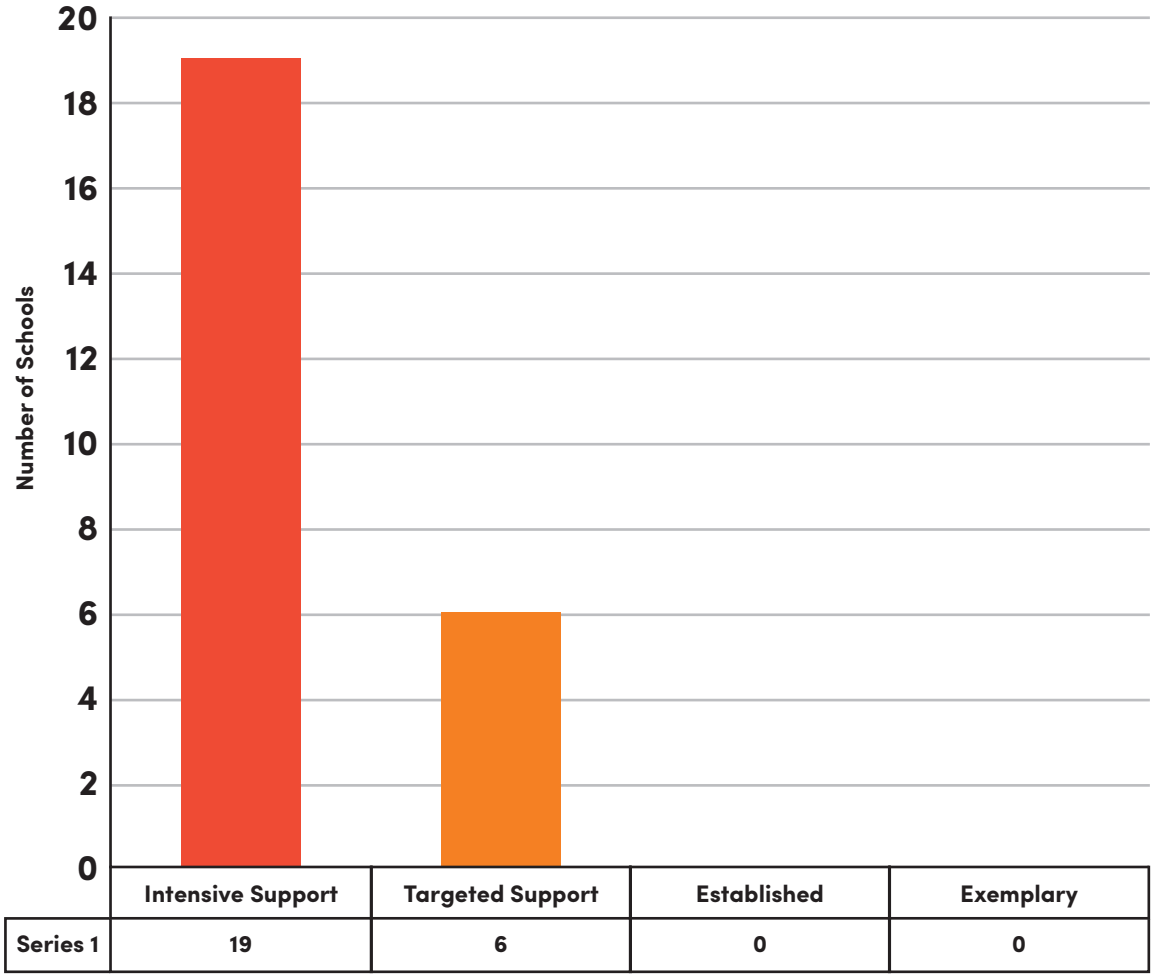
	Intensive Support	Targeted Support	Established	Exemplary
Series 1	10	11	4	0

This rating is determined after examining the CVT questions 2, 3, and 4, in addition to focus group discussions and document review. For schools rated Intensive Support Required, evidence included a lack of consequences for students' misbehavior and extended periods of whole class instruction. Teachers used sarcastic, negative, or abrupt language with students. Examples of Targeted Support included schools where rules and consequences were enforced inconsistently, and some classrooms had detailed agendas while in others (within the same school) students were waiting ten or more minutes after completing an assignment for further direction. In schools rated Established (4 out of 25 schools) teachers were observed successfully redirecting an off-task student, transitions were effective, and ICAN statements were aligned with exit tickets and observed instruction.

Domain 1: Instruction

Question 2. *Is classroom instruction intentional, engaging, and challenging for all students?*

Instruction: 2. Is classroom instruction intentional, engaging, and challenging for all students?

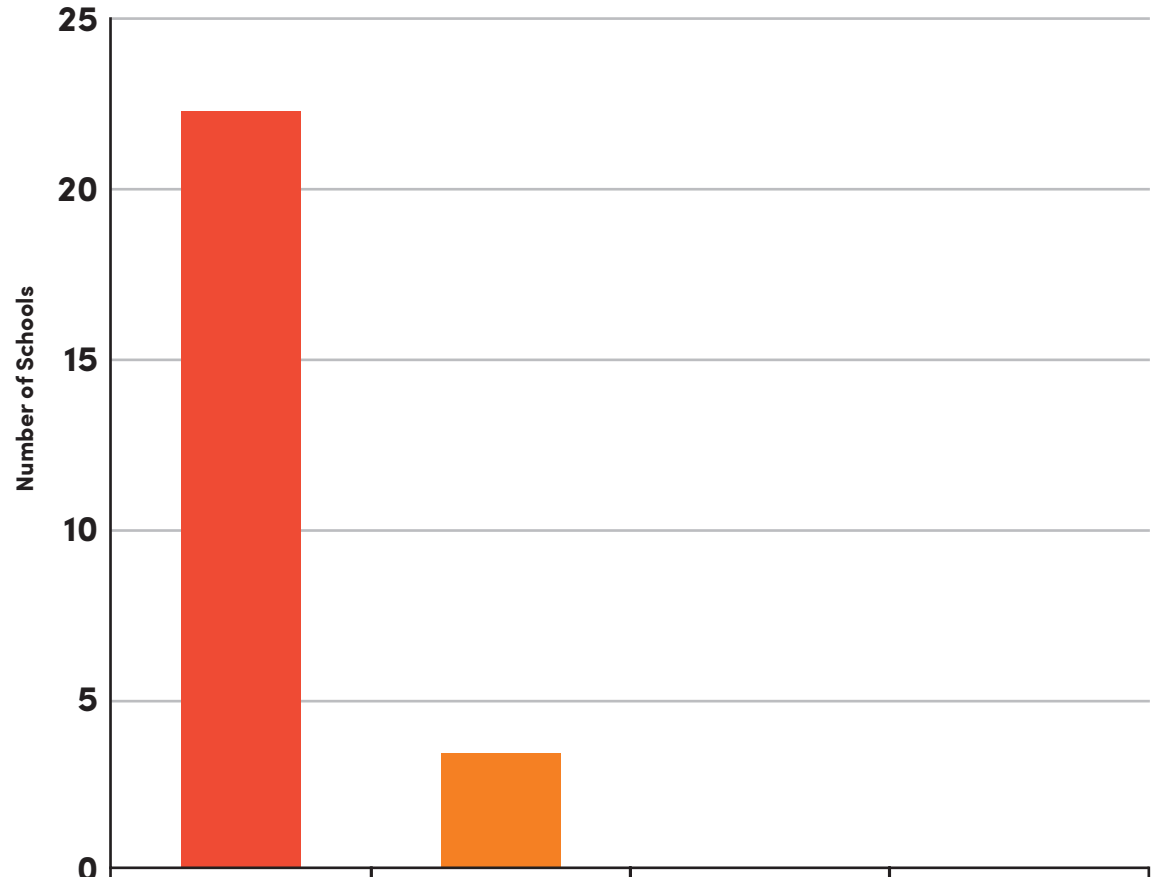


This rating is arrived at by analyzing evidence from CVT questions 5–8, and considering the focus groups and document review information. For schools rated Intensive Support Required, evidence included the majority of students passively watching the teacher lecture with no multiple modalities or activities aligned to the content. Students were asked only limited recall questions with low rigor. Questions were both asked and answered by the teacher, not the students. Posted objectives did not align with content. Those schools rated Targeted Support offered some different instructional modalities, but most tasks were not differentiated. For example, the lesson may have been projected on a screen and students completed a worksheet. When asked, students were able to describe broad learning goals, often reading from the board where the goal was posted, but could not explain how the day's specific task fit into the broader goal. Students may have been seated in groups, but the work they completed was independent. Not all students were engaged in the classwork.

Domain 1: Instruction

Question 3. *Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to make adjustments to instruction and to provide feedback to students during the lesson?*

Instruction: 3. Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to make adjustments to instruction and to provide feedback to students during the lesson?



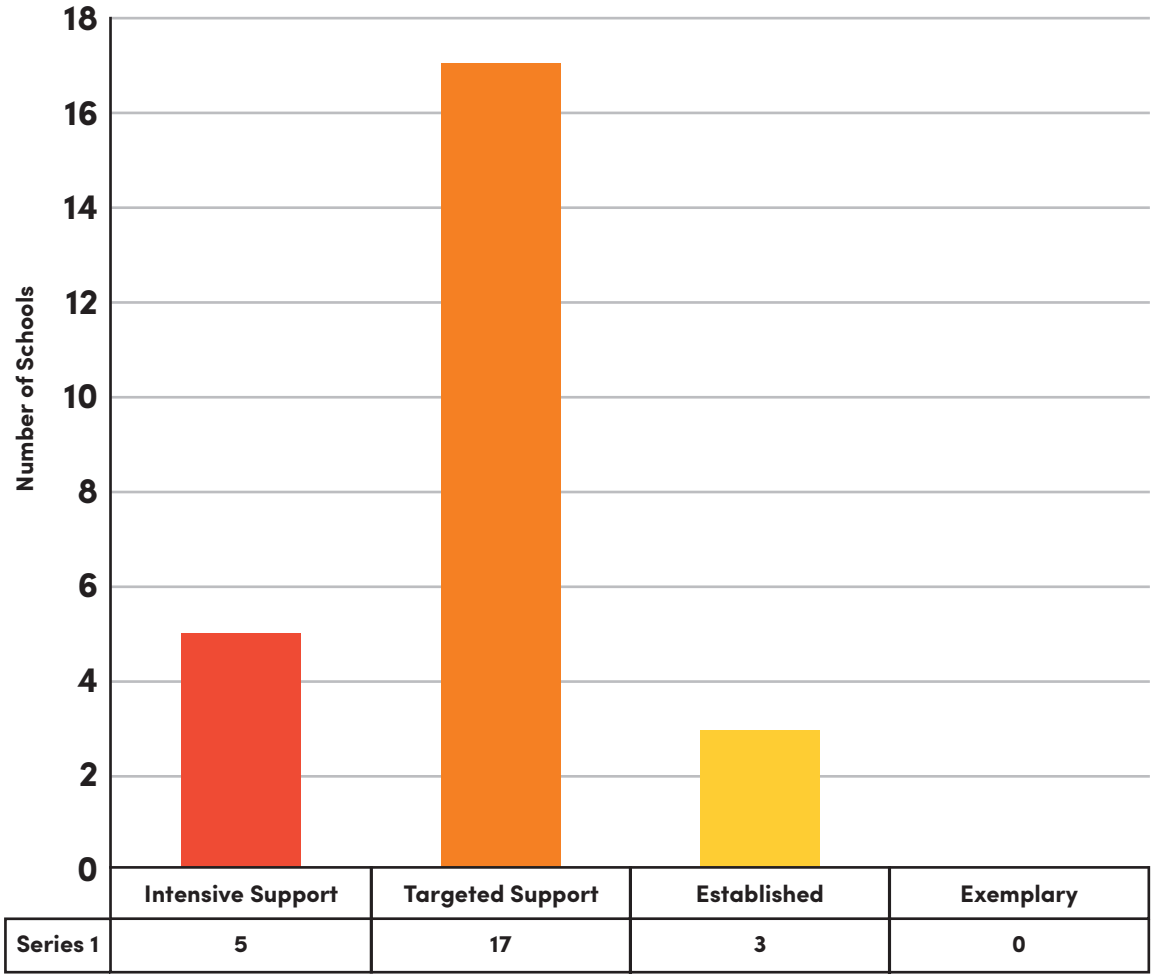
	Intensive Support	Targeted Support	Established	Exemplary
Series 1	22	3	0	0

This area of instruction was one of the weakest throughout CMSD. CVT Questions 9–11 informed these ratings. In the overwhelming majority of schools, feedback related to procedures and following directions, not content. Assessment was not evident, or was related to completion of the assignment, not understanding. For example, teachers would check if everyone was done with an assignment, but not if everyone understood the work, or completed the work correctly. Teachers that did check for understanding asked questions of one or two students in the class, usually volunteers, and did not have a sense of the class as a whole. In schools rated Targeted Support, teachers used thumbs up or thumbs down to assess the class, but did not follow-up with explanations or opportunities to extend student thinking. Teachers were not observed adjusting instruction to the feedback. Also in the Targeted Support schools, some students received actionable, content-related feedback, but only one or two students per class.

Domain 2: Students' Opportunities to Learn

Question 4. *Does the school identify and support special education students, English language learners, and students who are struggling or at risk?*

Students' Opportunities to Learn: 4. Does the school identify and support special education students, English language learners, and students who are struggling or at risk?



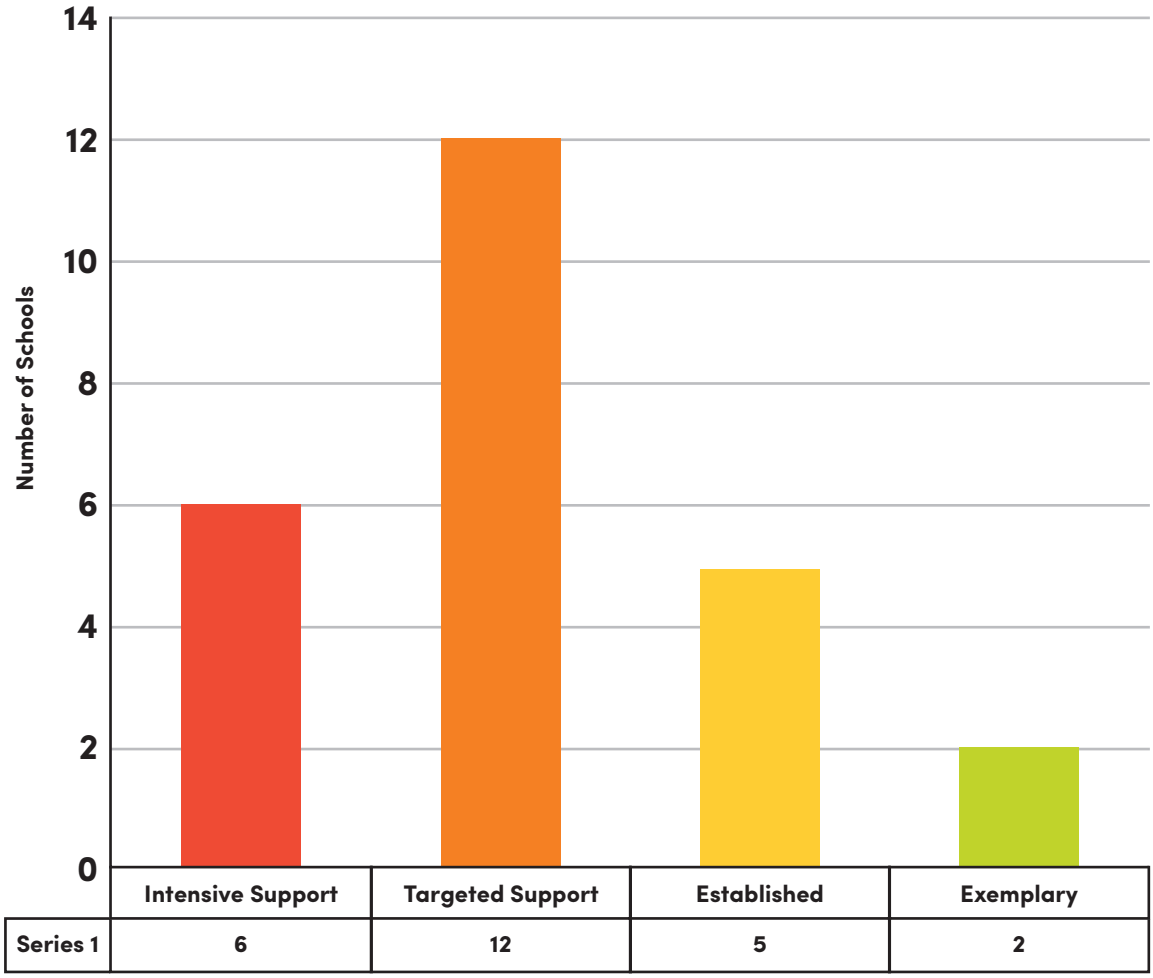
	Intensive Support	Targeted Support	Established	Exemplary
Series 1	5	17	3	0

The schools rated Intensive Support often had Student Support Teams (SST) in place, but teachers could not articulate the role of the team, how a student could be referred, or what happens after a referral. Some schools did not have an established SST team or process. Targeted Support schools often have a referral process in place, but there may be no alignment between the procedure for determining interventions and any follow-up or monitoring. SST was used only for testing for an IEP and no other supports were considered. Other supports for student learning are not integrated into the instructional program or are not monitored for effectiveness. Established schools had a variety of resources to assist those students who needed help and classroom teachers created cooperative groups to support those students who struggled. Other Established schools offered afterschool and Saturday tutoring to support students.

Domain 2: Students' Opportunities to Learn

Question 5. *Does the school have a safe, supportive learning environment that reflects high expectations?*

Students' Opportunities to Learn: 5. Does the school have a safe, supportive learning environment that reflects high expectations?

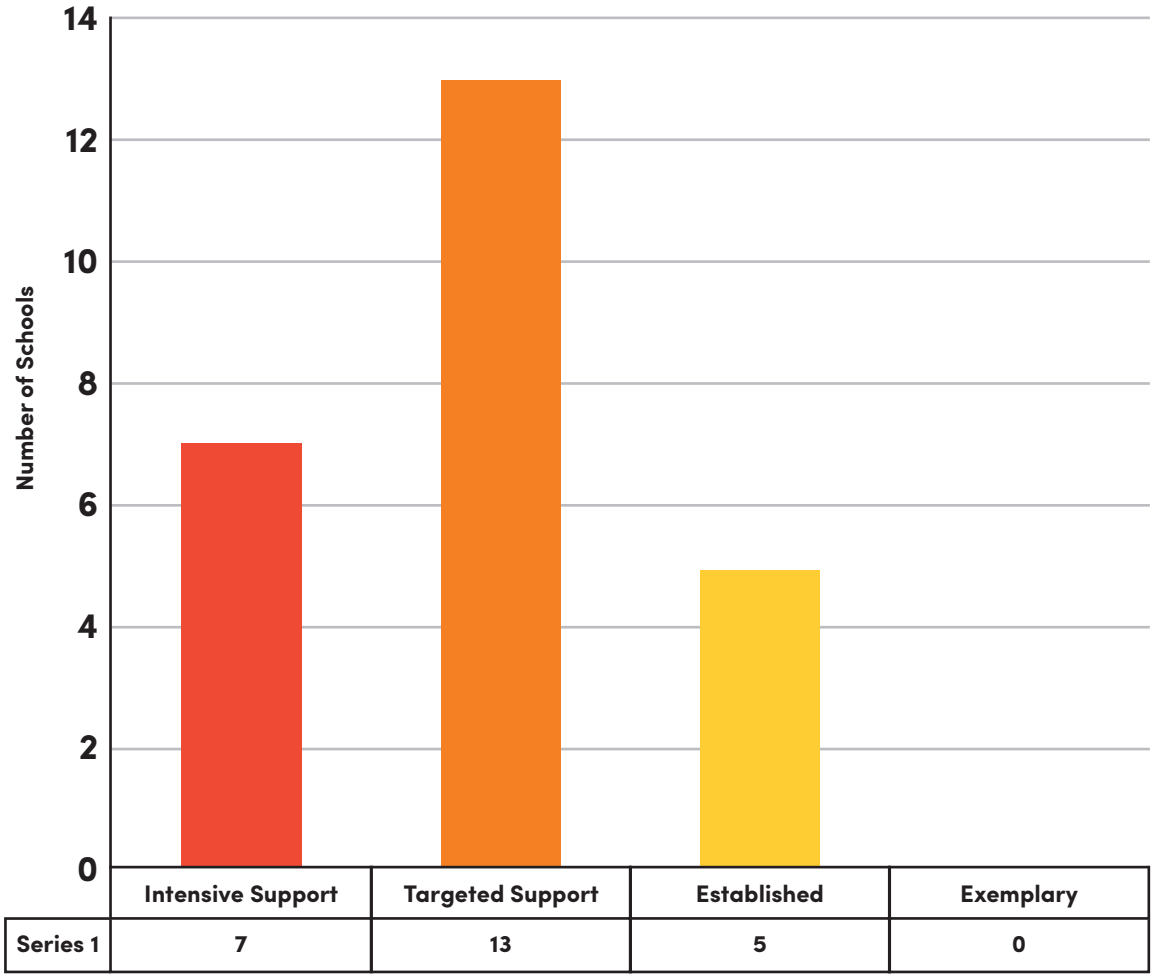


Schools rated Intensive Support had students that related instances of bullying, or teachers that that would physically grab them. Teachers did not express or demonstrate high expectations for students and, at the high school level, did not discuss college or career readiness with students. Targeted Support schools were inconsistent in their implementation of building safety and culture plans and offered limited opportunities for students to build positive relationships. Schools that ostensibly use project-based learning did not integrate that model throughout a course, but rather used projects at the end of the quarter. Established schools were clean and orderly. Bullying was addressed proactively and students are involved in peer mediation activities. Two CMSD schools displayed Exemplary evidence in this category. The focus groups in these schools described a school that was physically and emotionally safe and where safety and discipline were the responsibility of the entire school community. Students described a school as a sanctuary from life outside school. Families are welcomed into the schools and are involved in both the academic and social development of the students.

Domain 3: Educators' Opportunities to Learn

Question 6. *Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?*

Educators' Opportunity to Learn: 6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?



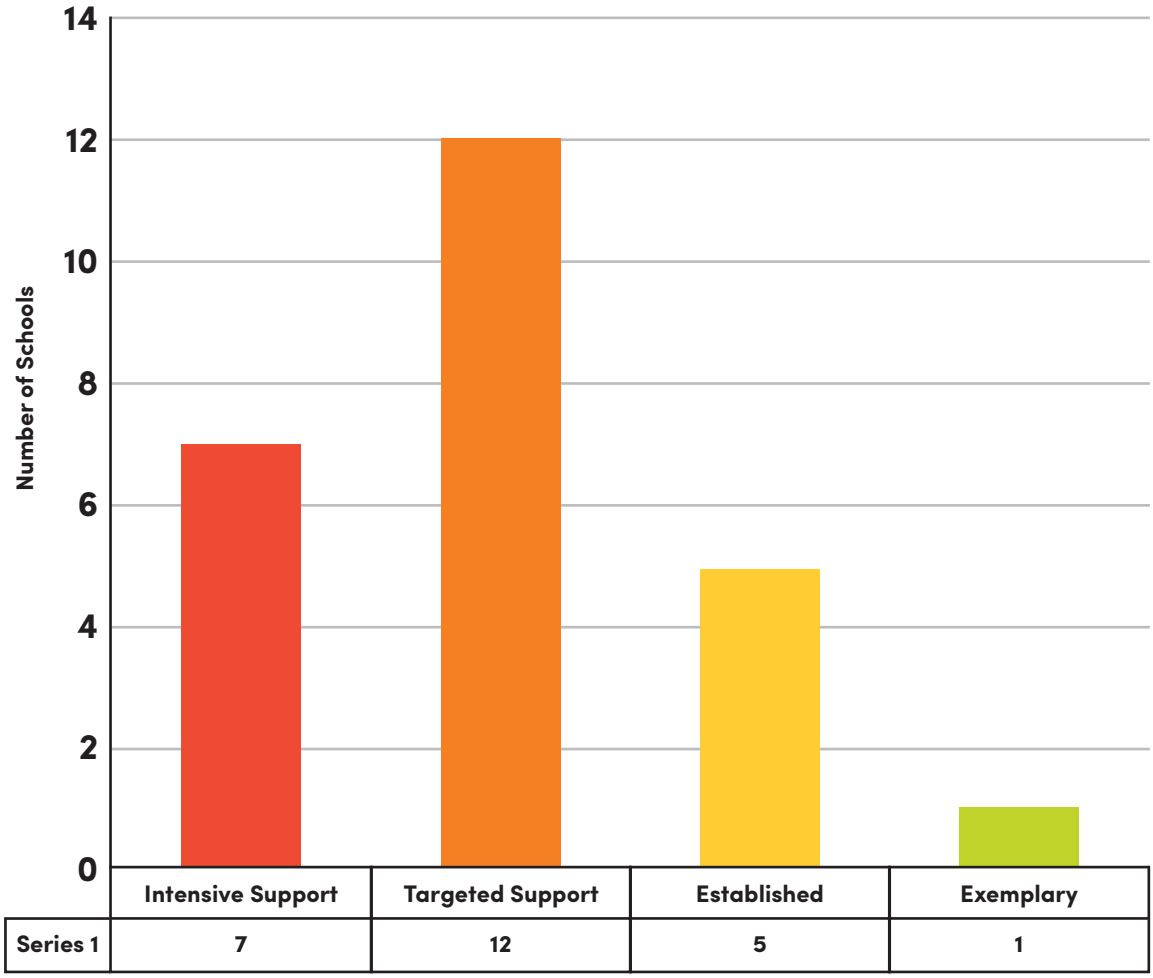
	Intensive Support	Targeted Support	Established	Exemplary
Series 1	7	13	5	0

At schools rated Intensive Support professional development was not occurring on a regular basis. Often the only professional development was district-based and off-site. Teacher Based Teams (TBT) did not actually meet during TBT time in the schedule. Targeted support schools often had professional development that occurred regularly, but was not strategic or aligned with school needs. When the teachers collaborated they did not have structured meetings and administration did not attend or participate. Teachers did not receive feedback on team meetings. Schools where this question was rated Established integrated PD with larger building goals. TBTs met regularly and were working to analyze data to plan and assess students. Building administration and teacher leaders reviewed TBT notes and teachers received feedback and support if necessary.

Domain 3: Educators' Opportunities to Learn

Question 7. *Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?*

Educators' Opportunity to Learn: 7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?

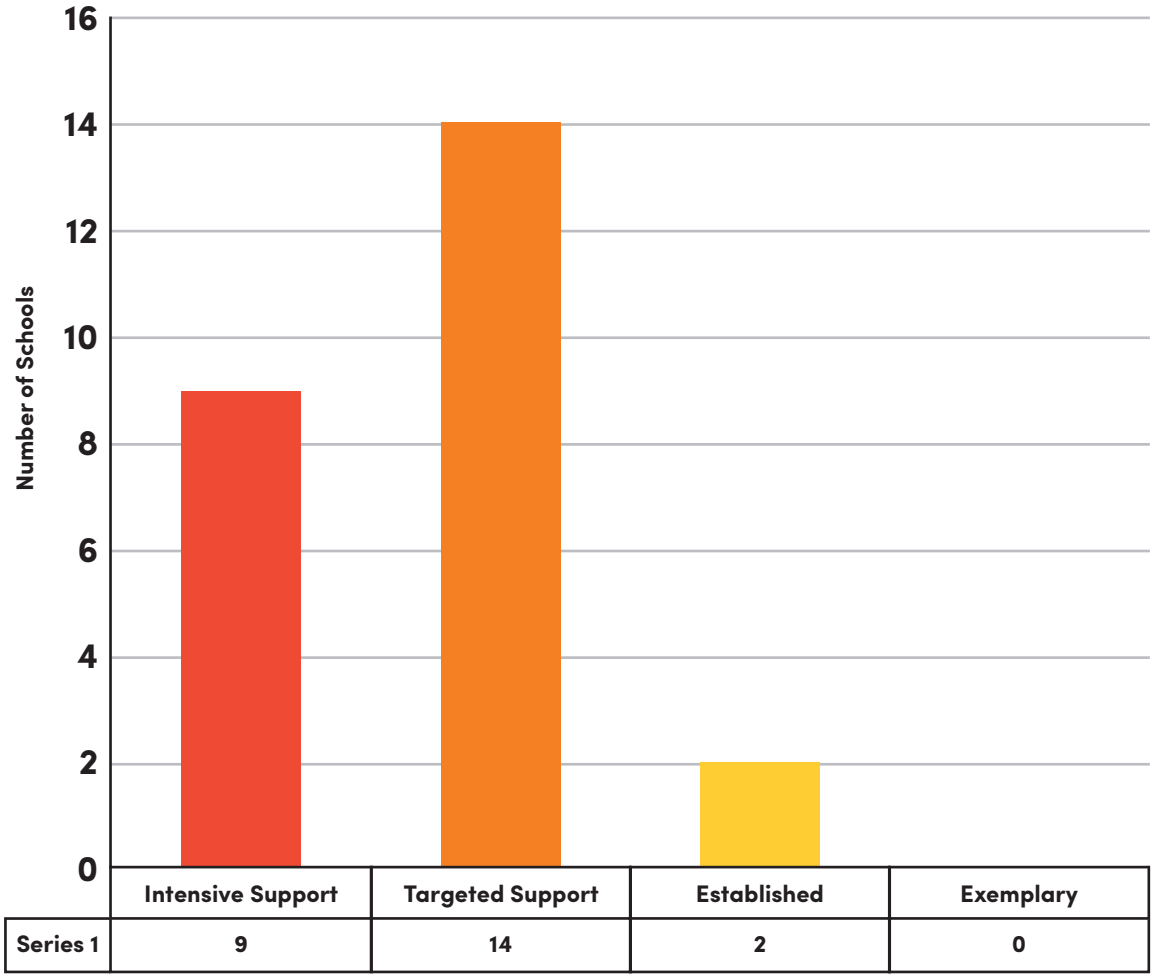


At schools rated Intensive Support teachers and leaders did not hold all students to the same high standards for behavior and academics and this observation was corroborated by parent focus groups. School leaders did not consistently support educator learning with funding or opportunities to grow. Targeted support schools showed an inconsistent commitment to student learning and the staff was divided among themselves, or in conflict with the administration. The school community could not articulate a shared vision or commitment to student learning and this was corroborated by conversations with parents and students. Established schools demonstrated a commitment to the school across stakeholder groups. Teachers and administrators supported each other as colleagues. In the one Exemplary school, "children first" was the established school norm and parents echoed that commitment. The school's staff articulated their love of their families and their commitment to collaboration.

Domain 4: Governance and Leadership

Question 8. *Do school leaders guide and participate with instructional staff in the central processes of improving teaching and learning?*

Governance and Leadership: 8. Do school leaders guide and participate with instructional staff in the central processes of improving teaching and learning?



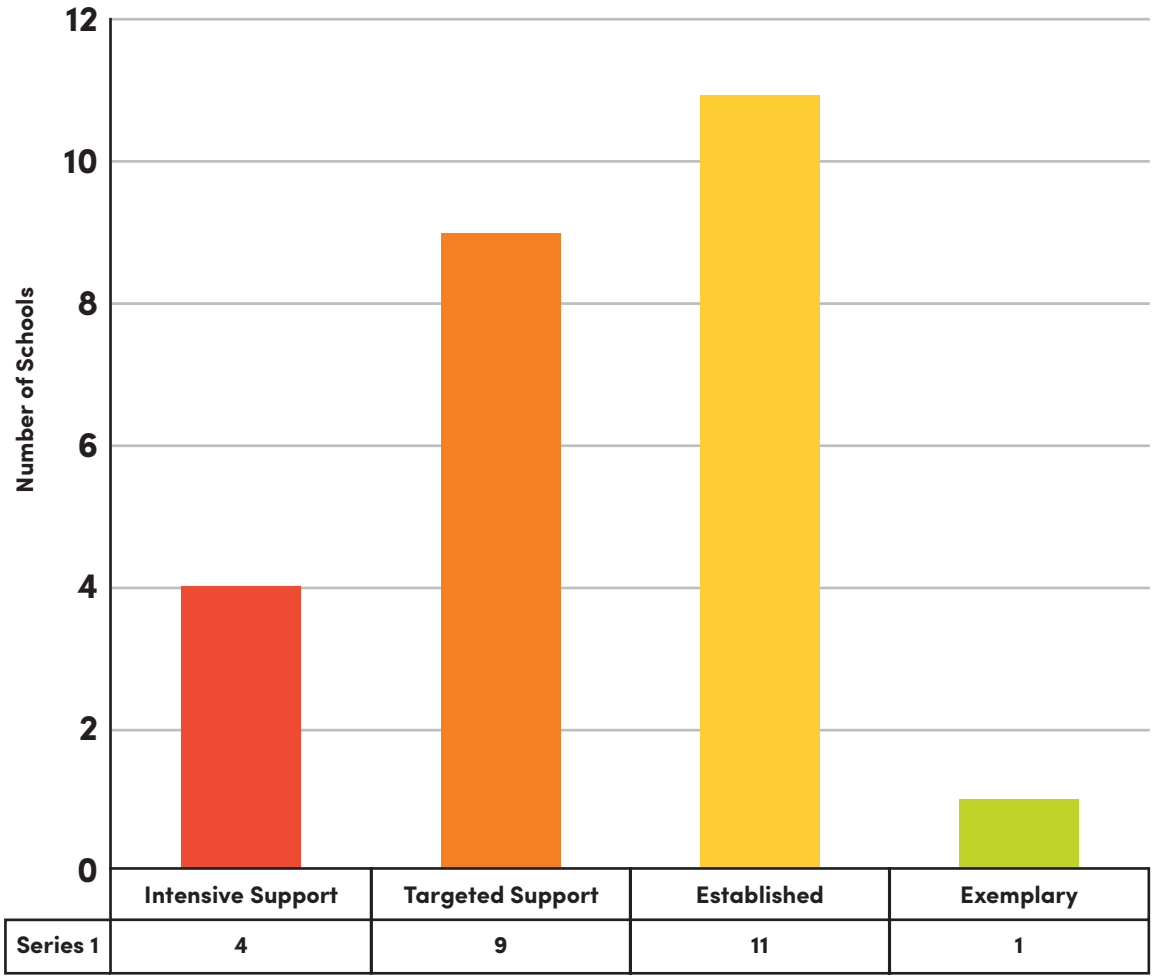
	Intensive Support	Targeted Support	Established	Exemplary
Series 1	9	14	2	0

Examples of Intensive Support evidence included no stakeholder being able to identify goals for the building and a lack of formative feedback to teachers. Building leaders did not ensure consistent and high-quality classroom instruction. Data was either not used, or used inconsistently, to plan instruction. The majority of CMSD schools were rated Targeted Support and in those schools the leaders were beginning to model instruction and support a school-wide use of data. Leaders also worked with teachers to share some decision-making and school governance. In the two Established schools, administration regularly circulated to observe and support instruction and provided feedback outside of the teacher evaluation system. Leaders also worked to increase the use of data to plan instruction.

Domain 4: Governance and Leadership

Question 9. Do school leaders executive effectively orchestrate the school's operations?

Governance and Leadership: 9. Do school leaders effectively orchestrate the school's operations?



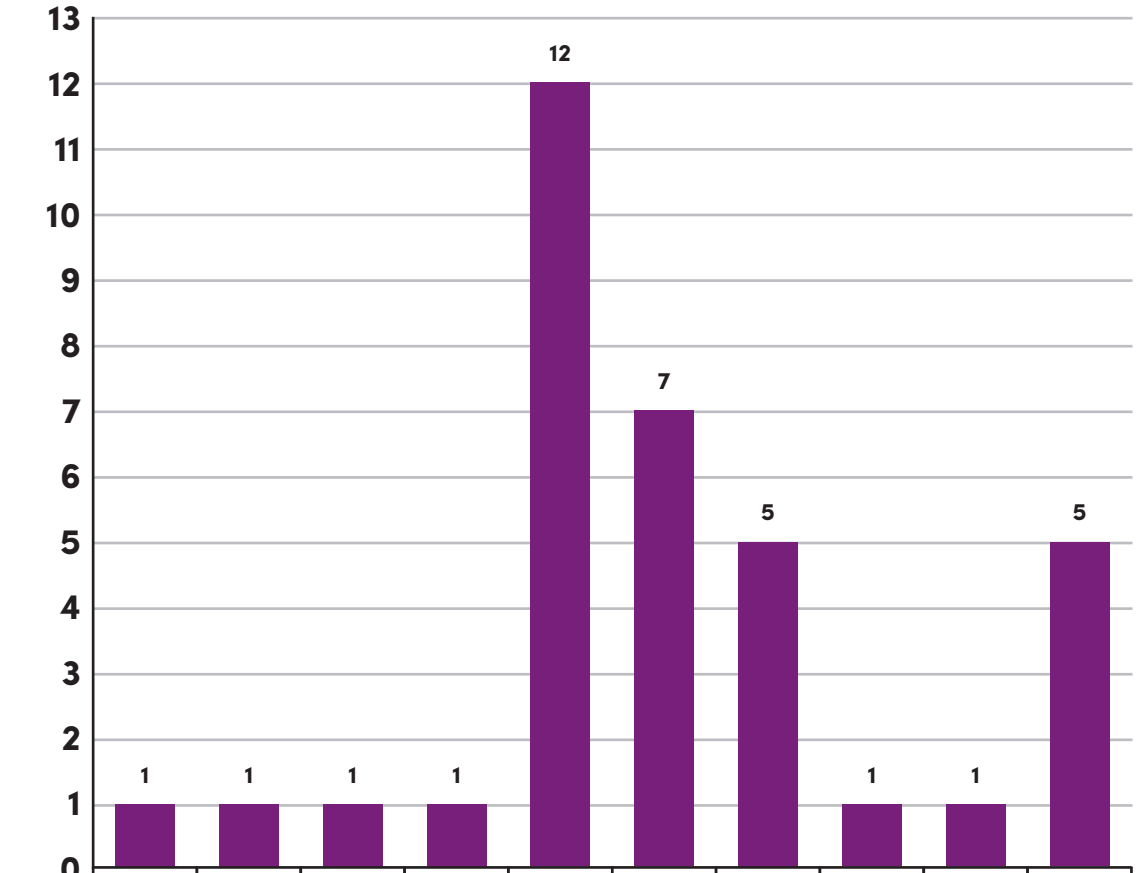
Schools that did not work to improve teacher retention or acknowledge good teachers were rated Intensive Support. Also, if school operations were ineffective or inconsistent, those schools received an Intensive Support rating. Targeted Support schools worked to improve communication with staff and stakeholders and engage the larger community in the life of the school. Often these schools were beginning to implement systems that showed promise, but were not yet fully established. Established schools conducted teacher evaluations in a timely manner and supported struggling teachers. Resources were allocated fairly and community partnerships were strengthening. Teachers were included in the decision-making process for the school. At the Exemplary school the administration articulated a vision for teacher support and teachers corroborated that vision. The teachers said this building was a great place to work. Leaders were open to teacher and parent input and also involved students in the decision-making for the building.

PRIORITIZATION PLANS

As the culminating activity after the SQR report, each school leadership team, composed of teachers and administrators, used the SQR data to create a plan for improving school performance. The school team reviewed the data and came to consensus about what to prioritize. The prioritization activity is led by the site visit team, but the school team creates the plan and the goal and designates champions to guide the work in the building.

The majority of the plans focused on increasing effective instruction, providing professional development around formative assessments, or helping the teachers understand how to increase higher order thinking strategies in the classroom.

Academics works closely with the school team around the SQR data to support and follow up on the school prioritization plans. These plans should complement or supplement the AAP or CAP and not add an additional layer compliance reporting to the school.



	Cognitive Engagement	Communication	Differentiation	Educator Support	Effective Instruction	Formative Assessment	Higher Order Thinking	Learning Centers	Professional Climate	Student Behavior
Total	1	1	1	1	12	7	5	1	1	5

FEEDBACK FROM PRINCIPALS

On June 13 and 14 CMSD followed up with six principals for detailed feedback on the SQR process generally, the prioritization plan, and the level of support provided by CMSD throughout the process.

Most principals appreciated the feedback from the SQR process. They were grateful to have an outside perspective on their schools and were satisfied with the professionalism SchoolWorks and CMSD staff. A few were concerned that they did not have adequate preparation for the visits and were not able to provide the requested documentation ahead of time. All principals had concerns about the possible bias of internal CMSD reviewers and expressed a preference for external reviewers, or a combination of external and carefully chosen internal site team members.

Not all principals felt the planning process was effective and useful. One principal had not shared the SQR data with the school staff by the end of the school year. Others were more positive and felt the prioritization planning session had been a good development opportunity for the staff and administration. Many principals were concerned that the SQR reports would be made public and damage the school's reputation in the community.

All principals wished for more guidance and support from CMSD. They requested a toolbox that could be used to align existing resources to plans, better response time from CMSD flexperts who were assigned to support their buildings, and more alignment to the existing CMSD-required plans (AAP, SSD, CAP) and network learning walks. Many principals wondered about follow-up to the plans and if, or when, the SQR would occur again.

ALIGNMENT WITH ACADEMICS

The Portfolio office supports the SQR work, but Academics is crucial to the use and understanding of the data. Network Leaders determined that two areas from the 15–16 SQR reports would be focus areas for 16–17. These areas were Classroom Instruction and Assessment & Feedback.

For each component, observation-based questions were offered to guide evidence collection – if the observers can answer yes and how to each of these (or no and possibly why or how not) then the evidence will be well-aligned to both the SQR expectation and can be used to document evidence during TDES walkthroughs or network learning walks. Teachers and administrators would be better able to see that the SQR components are not unique to SQR, but actually align with best practices, expectations on the part of CMSD leadership, and are included in the standards used for teacher and administrator performance.

Although SQR data is not used in a teacher's TDES evaluation, the alignment makes explicit that teachers and observers can see the relationship between the two tools and not feel as though they are asked to meet two unrelated sets of expectations. The SQR only reports on building-level performance and does not call out individual teachers, instead looking for trends across classrooms and common threads from multiple data sources.

SQR ALIGNMENT WITH OTHER RUBRICS

The table below is intended to illustrate the areas of the SQR process that align with CMSD and ODE initiatives for evaluating teachers and principals. TDES is the internal CMSD teacher evaluation system and OPES is the state's administrator evaluation system.

SQR	TDES	OPES
D1.Q1 Classroom Climate	1c, 1e, 2a, 2b, 2c, 2d, 3a	2.2, 3.1
D1.Q2 Purposeful Teaching	1a, 1b, 1c, 1d, 1e, 2b, 3a, 3b, 3c, 3e	1.2, 2.1, 2.2, 3.3, 3.4
D1.Q3 In–class Assessment and Adjustment	1b, 1f, 3b, 3d	3.4
D2.Q4 Students' Learning Supports	1b, 1c, 1e, 4b	2.2, 2.3, 3.2
D2.Q5 Students' Learning Culture	2b, 2e, 4c	1.2, 1.4, 5.2, 5.4
D3.Q6 Educators' Learning Supports	4d, 4e, 4f	2.6, 3.4, 3.5, 4.1
D3.Q7 Educators' Learning Culture	4a, 4f	2.5, 3.2, 3.3
D4.Q8 Instructional Leadership	4d	1.1, 1.2, 1.3, 1.4
D4.Q9 Organizational Leadership	N/A	3.1, 3.2, 5.1, 5.2, 5.3

RECOMMENDATIONS FROM 2014–15 AND 2015–16 FOLLOW-UP

In the *2014–2015 Annual Report for School Quality Review*, CMSD made several suggestions about how to move forward with this process in subsequent years. The italicized statements reflect CMSD's learning over the course of 2015–16 in response to the prior year's suggestions and feedback.

2014–15
Based on feedback from stakeholders, CMSD should continue to conduct a scaled-up number of School Quality Reviews (SQRs).

2015–16
For 2015–16 CMSD provided twenty-five schools with SQR feedback. CMSD is planning to visit forty schools for the 2016–17 school year.

2014–15
The district should strengthen systematic communication protocols so that schools are properly informed about SQRs well in advance of actual visits.

2015–16
CMSD has hired a School Quality Review Coordinator to assist with the management of the SQR process, including communications, and that person will provide a consistent point of contact for schools, administration, and the SchoolWorks team.

2014–15
The district should develop a rotating schedule that ensures every school in the district receives an SQR at least once every three years.

2015–16
CMSD is planning for a three-year cycle to review SQR data. All schools will have baseline data established by the end of 17–18 and some will begin the review cycle in early 2018.

2014–15
The district should allocate a percentage of reviews every year for special purposes or certain school quality tiers (e.g., 15% of reviews guaranteed for mid-performing schools).

2015–16
CMSD does not apply a rigid formula to determine which schools will receive an SQR visit, but the goal is to provide information to decision makers across our range of schools.

2014–15
The district should hire a dedicated team of individuals to staff SQRs. This includes one coordinator to manage the process, along with at least two other individuals to serve as team leads and writers.

2015–16
CMSD has hired a coordinator and for 2015–16 trained a team of twelve employees that included teachers on assignment, instructional coaches, aspiring principals, and program administrators to assist in conducting SQR visits. CMSD hopes to hire two full time staff positions devoted to SQR implementation, in addition to the coordinator for 2016–17, as well as continue to experts in special education and content areas for site visit teams. Additional hourly consultants may also be needed due to multiple commitments on the part of CMSD staff.

2014–15
The district should utilize existing staff from the various departments including Academics, and Portfolio to serve as reviewers.

2015–16
CMSD made a deliberate and strategic decision to expand the SQR teams to include CTU members and administrators. Members of the Portfolio department and Academics, including Special Education and Curriculum & Instruction, were also represented. Team members were chosen for expertise in different areas of instruction and support.

2014–15
The district must align SQRs to other strategic initiatives, such as a School Decision Cycle and the Strategic School Design process.

2015–16
CMSD has been working with the Strategic School Design and Academic Achievement Plans, in conjunction with the network leaders to inform and align those processes with the SQR data. However, more communication and support are needed at the school level to clarify the connections between initiatives and facilitate clear alignment and impact. Schools also need to understand the portfolio decision making process and how SQR fits into that decision-making framework.

2014–15
The district should cover the cost of substitutes for teachers participating in the half-day prioritization session.

2015–16
SQR schools have been able to absorb the scheduling needs of the SQR prioritization sessions.

2014–15
Network Leader teams should be trained in the protocol, with a clear discussion of how to support schools during and after prioritization.

2015–16
As part of the data review and communication process, SQR support staff has been meeting with Network Leaders to analyze the SQR data and prioritize around the findings. Two areas for focus in the area of instruction have been determined by the group and we are continuing to work out a plan for tiered support. Network Leaders and Portfolio staff are continuing to meet and discuss the support requirement for SQR schools. More works needs to be done around resources available and programs that have a documented impact. Open and frank conversations between Portfolio, Academics, Finance, and Talent need to continue and deepen to support school in improving instruction and implementing the portfolio model district-wide.

2014–15
The Academics and Portfolio Office teams should work together to ensure alignment of SQRs with Academic Walkthroughs.

2015–16
We have begun these discussions with the desire to be sensitive to the needs of individual schools and provide support as well as formative feedback. CMSD does not want to implement a checklist approach to walkthroughs as the needs and programs at schools differ. Alignment work has been part of the larger support conversations between Academics and Portfolio.

2014–15

The district must develop a plan to provide continued feedback and coaching to principals that receive an SQR.

2015–16

The Network Leaders are responsible for developing their principals and the SQR feedback and how leaders incorporate that feedback into their work can be evidence of performance if needed. Schools that need intensive support around the areas of focus will receive monthly check-ins and schools that received targeted support will receive quarterly support. Network Leaders received a report outlining the prioritization plan goals and success measures to use in following up with SQR schools for the 2016–17 school year.

2014–15

CMSD should collect feedback from all members participating in the prioritization. This ensures that the process is responsive to all school level stakeholders involved.

2015–16

CMSD conducted one-hour interviews with six of the principals involved in the SQR process for 2015–16. These hour-long interviews covered the SQR experience generally, the prioritization plan, and how CMSD can better support the SQR process at the school level. This feedback was shared with the Network Leaders and other CMSD stakeholders and was used to plan for the 2016–17 SQR visits.

PLANNING FOR 2016–17 AND 2017–18

The goal for the SQR process is to get baseline data for all CMSD schools by the end of the 17–18 school year, and then begin a three–year rotational cycle of follow up and review. The portfolio planning and review cycle was used to determine the best time for a school visit. Schools were chosen based on multiple criteria. Factors included:

- Operations and Facilities Plan: Is the school on the current or next segment of construction?
- School redesign planning: Is the school going to undergo a portfolio redesign in the next two years?
- Other change in structure or program: Has the school recently undergone a programming change or is one planned in the near future?
- CMSD category of school: Do we have a range of performance levels on the site visit list?
- Focus or needs of Academics: Has CMSD administration requested and SQR?
- Desire to balance types of schools: Do we have a range of CMSD schools represented on the site visit list?
- Desire to balance geographic distribution of schools: Do we have a range of schools throughout the city on the site visit list?

Scheduling priorities determined the degree of urgency for the data. Schools that will be subject to a design review are prioritized. Schools that have a new principal will be scheduled closer to the end of the academic year so that the principal has time to establish routines and procedures with the staff. The testing calendar and other district-wide events are also taken into account. Every attempt is made to avoid high stakes testing when possible. Schools can also request a change to the SQR site visit dates if necessary.

The SQR schools for 16–17 are: Alfred Benesch, Almira, Anton Grdina, Benjamin Franklin, Bolton, Case, Charles Eliot, Clara Westropp, Clark, Cleveland School of the Arts, Design Lab Early High School, Dike, Facing History New Tech, Franklin D. Roosevelt, Fullerton, Garfield, Garrett Morgan, H. Barbara Booker, Harvey Rice, Iowa Maple, Jane Addams, John Adams, Joseph Gallagher, Louisa May Alcott, Luis Munoz Marin, Marion Sterling, Martin Luther King Jr., Mary B. Martin, Mary Bethune, Max Hayes, Miles, New Tech East, New Tech West, OH Perry, Patrick Henry, Sunbeam, Tremont, Washington Park, Waverly, Whitney Young.

For 16–17 CMSD also intends to hire two full time flexperts to assist with SQR visits and leading the site visits and writing the reports. In 17–18 the remainder of CMSD schools will receive a site visit and then we will begin a cycle of follow-up visits and review.

RECOMMENDATIONS

The School Quality Review process provides valuable and actionable feedback to the CMSD community. Reviewers are experienced educators from within and outside of CMSD. Reviewers are also trained in the review process and in using the tools and evidence to arrive at ratings that provide normed, valid, and reliable information about a school's performance. While it is almost impossible to capture every facet of a school's impact, the SQR process provides a coherent and usable framework to analyze school performance, especially in instruction.

Communication should be Transparent

As CMSD moves forward with the SQR site visits in the 16-17 school year, school staff and administrators need to be supported by CMSD staff and administrators to understand and act upon the data that the SQR provides. SQR data provides the qualitative data on school performance as part of the overall school performance framework. While not every school report is flattering, a fundamental step in planning for school improvement and implementing the Cleveland Pan is the establishment of this baseline for school performance. SQR information, both the process and the results, should be shared transparently with all CMSD stakeholders. The reports should be contextualized so that schools and communities understand that the SQR is one snapshot in time and not the sole determining factor in applying a portfolio decision to a school.

Follow-Up Visits Require Consistency and Support

For 16–17 CMSD will finish establishing a baseline performance record for 40 more schools and begin to strategically plan how to both support those schools that have had an SQR and visit the remaining CMSD schools. A process for site visits and follow-up needs to be established to consistently continue good evidence collection and reliable reporting. This process will require not only investment in staff but also commitment on the part of multiple departments (Portfolio, Academics, Finance, and Talent especially) to use the SQR data to improve instruction and leadership in Cleveland. Schools must be able to trust the process and CMSD leadership needs to be able to know the SQR data is reliable and valid in order to use it in high-stakes decision making. Many CMSD principals expressed concerns about having a fully internal team conduct the baseline site visits. Because the initial site visits will be conducted over four years, the remaining baseline visits in 17-18 need to be conducted with care and fidelity to the SchoolWorks process and protocol to be comparable to earlier observations.

SQR Requires On-going CMSD Commitment

The SQR process establishes a coherent and replicable structure for internal review. Once CMSD has established baseline data for all schools it can then revise and continue the review process to document growth and identify areas in need of support and development across the District. However, in order for the project to continue, care and funding need to ensure that observers are trained and chosen for both expertise and objectivity. Because schools need robust communication and support before, during, and after the SQR process, consistent points of contact with a deep understanding of the work need to be in place. The SQR data must be used responsibly according to the agreed upon protocols and decision-making structure for a portfolio model. If SQR is perceived as partisan and is used to pit buildings against each other, instead of as a diagnostic tool to help the District as a whole, it collapses and becomes a toxic exercise in divisive frustration. Teachers and administrators need to have confidence in the validity of the SQR reports and trust in District administrators and decision-makers to use the information sensitively and responsibly. SQR offers valuable instructional feedback to schools and teachers and provides the District with a standard and reliable snapshot in time of the schools' performance and culture. It's value as a tool to improve performance depends on consistent and transparent implementation throughout the course of its use.

APPENDIX A: CLASSROOM VISIT TOOL

School: _____ District: _____ Observer: _____

Date: _____ Grade: _____ Subject: _____

Start Time: _____ End Time: _____ # Adults: _____ # Students: _____

Instructions: Circle one rating for each indicator. One of the Common Core indicators should be marked N/A. No other indicators should be marked N/A or left blank. **1**=Ineffective ↔ **4**=Effective

	Indicators	Observer Notes	Score			
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts	N/A	1	2	3	4
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice	N/A	1	2	3	4
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior		1	2	3	4
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized		1	2	3	4
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs		1	2	3	4
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content		1	2	3	4
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership		1	2	3	4
	7. Cognitive Engagement Active student participation Perseverance		1	2	3	4
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition		1	2	3	4
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments		1	2	3	4
	10. Adjustments to Instruction Adjustment of Instructional Strategies, Process, or Product Adjustment of Content Adjustment of Organization of Students or Environment		1	2	3	4
	11. Feedback Feedback to students Student use of feedback		1	2	3	4

APPENDIX B: SQR SCORES FOR ALL 2015–16 SCHOOLS

	D1.Q1	D1.Q2	D1.Q3	D2.Q4	D2.Q5	D3.Q6	D3.Q7	D4.Q8	D4.Q9	Ave.
AJ Rickoff	2	1	1	1	1	2	1	1	2	1.3
Artemus Ward	2	2	1	2	3	2	2	2	2	2.0
Buhrer	2	2	2	3	3	2	3	2	3	2.4
Charles Dickens	3	1	1	2	2	2	2	3	3	2.1
DE Morgan	1	1	1	2	1	3	2	2	3	1.8
Digital Arts	2	1	1	1	2	2	1	1	1	1.3
East Clark	2	1	1	2	2	2	2	1	2	1.7
East Tech	2	1	1	2	2	3	3	2	2	2.0
Euclid Park	3	2	1	2	2	2	3	2	2	2.1
Ginn	2	2	1	2	4	2	3	2	3	2.3
GW Carver	1	1	1	1	1	2	1	1	2	1.2
Hannah Gibbons	1	1	1	2	1	1	1	1	1	1.1
Hay Arch Des	1	1	2	3	3	2	2	1	3	2.0
Hay Early Coll	1	1	1	2	2	1	2	1	1	1.3
Hay Sci Med	2	2	1	2	3	2	3	2	3	2.2
Louis Agassiz	1	1	1	2	2	2	2	2	3	1.8
Memorial	3	1	1	1	2	1	3	2	2	1.8
Mound	1	1	1	2	1	1	1	1	1	1.1
Nathan Hale	2	1	1	2	2	1	2	1	3	1.7
Orchard	2	1	1	2	3	3	2	2	3	2.1
Paul Dunbar	2	1	1	2	2	3	2	2	3	2.0
RG Jones	3	2	2	3	4	3	4	3	4	3.1
RH Jamison	1	1	1	2	1	2	1	2	2	1.4
Riverside	1	1	1	1	2	1	1	1	2	1.2
Wade Park	1	1	1	2	2	1	2	2	3	1.7
Average	1.8	1.2	1.1	1.9	2.1	1.9	2.0	1.7	2.4	1.8

APPENDIX C: CVT RATINGS FOR ALL 2015-16 SCHOOLS

Each observer's score on the CVT was averaged to arrive at a score for that question on the CVT. CVT data informs Domain 1 Questions 1, 2, and 3 primarily. However, it can also be used to contribute at a rating for other areas. Question 1 was not included in the graph because it only considers Common core alignment for ELA and math. However, alignment was generally very low throughout CMSD.

	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
AJ Rickoff	2.9	2.4	2.9	2.3	2.3	2.6	2.0	2.2	1.8	2.3
Artemus Ward	2.8	2.5	2.8	2.1	2.1	2.7	1.6	2.0	1.2	1.8
Buhrer	3.1	2.7	3.0	2.9	2.7	3.1	2.8	3.1	1.6	2.6
Charles Dickens	3.2	2.8	2.9	2.4	2.1	2.5	1.6	2.1	1.1	1.4
DE Morgan	2.9	2.2	2.8	2.0	2.3	2.5	1.8	1.8	1.3	1.3
Digital Arts	2.6	2.2	2.6	1.6	1.9	2.2	1.5	1.6	1.1	1.3
East Clark	2.7	2.2	2.8	1.5	1.6	2.2	1.4	1.4	1.2	1.4
East Tech	2.5	1.8	2.5	1.8	1.7	2.2	1.5	1.5	1.3	1.8
Euclid Park	3.3	2.6	3.1	2.4	2.3	2.5	1.8	2.4	1.5	2.2
Ginn	3.1	3.0	2.9	2.8	3.0	2.4	2.1	1.9	1.7	2.2
GW Carver	1.5	1.9	1.5	1.6	1.5	1.6	1.1	1.4	1.4	1.5
Hannah Gibbons	2.6	1.5	2.2	1.5	1.9	1.9	1.1	1.2	1.3	1.2
Hay Arch Des	2.2	2.0	2.3	1.6	1.9	1.9	1.5	1.7	1.3	1.8
Hay Early Coll	2.7	2.0	2.3	1.6	1.4	2.1	1.5	1.1	1.2	1.4
Hay Sci Med	2.9	2.3	2.6	2.0	1.8	2.1	1.6	1.7	1.4	1.6
Louis Agassiz	2.8	2.1	2.8	1.9	2.1	2.4	1.5	2.6	1.3	2.0
Memorial	3.3	2.4	3.1	2.0	2.6	2.8	1.8	1.7	1.4	1.8
Mound	2.5	2.2	2.8	1.9	1.9	2.2	1.7	2.1	1.2	2.0
Nathan Hale	3.0	2.4	2.8	2.1	2.2	2.4	1.6	1.8	1.5	1.6
Orchard	2.3	1.8	2.3	1.8	1.9	1.6	1.5	1.3	1.1	1.4
Paul Dunbar	2.3	2.2	2.4	1.8	1.8	1.8	1.5	1.7	1.0	1.7
RG Jones	3.2	2.8	2.9	1.4	2.8	2.4	1.8	2.4	1.7	1.9
RH Jamison	2.1	1.8	2.1	1.9	1.5	1.9	1.2	1.5	1.2	1.2
Riverside	2.4	2.1	2.6	2.8	2.2	2.1	1.8	2.1	1.2	1.7
Wade Park	2.9	1.9	2.8	1.9	1.6	2.0	1.3	1.9	1.5	1.6