

CLEVELAND METROPOLITAN SCHOOL DISTRICT

School Quality Review Annual Report 2016–2017

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INTRODUCTION

CMSD has partnered with SchoolWorks to implement a School Quality Review (SQR) process that is part of the larger school performance framework used to provide a comprehensive assessment of the quality of each school in the District. The comprehensive school performance framework is an evidence-based process that includes data and information gathered on academic programs and performance, school climate, finance, operations, governance, and stakeholder satisfaction, among other sources. The SQRs are one component of the school performance framework; the reports are not intended to be used as stand-alone assessments of school performance. The SQR is an internal accountability process that should inform decision-making, provide formative feedback, and support planning at the district and school level. The SQR process is aligned to *The Cleveland Plan* by offering a rich information system to guide school self-assessment and planning as part of performance-based accountability for schools.

The SQR protocol and review process provides a critical perspective on current school quality for all students. The process will include two days of collecting evidence on site through interviews, classroom visits, and document review to determine school ratings on the protocol's criteria and indicators. In addition, the review will include a half-day prioritization session on the third day to assist the school leadership team in identifying which opportunities for improvement are of the highest priority and most likely to impact student achievement. The outcome of the action planning process is a prioritized plan of next steps, including strategies, resources, and timelines to accomplish goals. Finally, the SQR 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.

CMSD piloted the SQR process in 14–15 with 10 schools. In 15–16 we visited 25 schools and added another 45 schools in 16–17. A full list of schools is in Appendix C at the end of this document.

This report shares the results of the 16–17 SQR site visits, including school plans and principal feedback. Additionally this report will outline recommendations and revisions or adjustments for SQR implementation for 17–18.

EXECUTIVE SUMMARY

Site Visit Process

SchoolWorks and CMSD conducted ten site visits in 14–15 and twenty-five site visits in 15–16 and forty-five site visits in 16–17.

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 with students, parents, teachers, and administrators, 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 16–17 schools indicate that school governance, specifically school management, was rated highest. This is consistent with earlier years' ratings.

Instruction, including rigor, higher order thinking, and assessment, was rated lowest. This is consistent with earlier years' ratings.

Prioritization plans in 16–17 focused mainly on instruction, though occasionally other topics were also addressed.

The low ratings in instruction in schools across networks, programs, and geographic areas of the city indicate that systematic and sustained support for both teachers and administrators is required.

PLANNING FOR 2017–18

CMSD plans continue the SQR site visits in 17–18 and 18–19.

By mid-year 17–18, all CMSD schools, except those newly opened, should have a baseline report. This will conclude the bulk of the baseline phase for the SQR work.

For the second semester of 17–18 CMSD will begin a regular cycle of follow-up visits to document school performance and note changes from the baseline established from the first visit in 14–15. This will begin the accountability phase of SQR work.

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 two additional dedicated staff members to make the SQR review process an internal and regular review of instruction and building leadership.

School reviews will then be conducted on a three-year rolling cycle, with baseline SQR visits for new schools, usually in their second year of implementation.

Interim reviews may also be conducted to support targeted and intensive redesign work.

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 16–17 school reviews.

SchoolWorks Framework

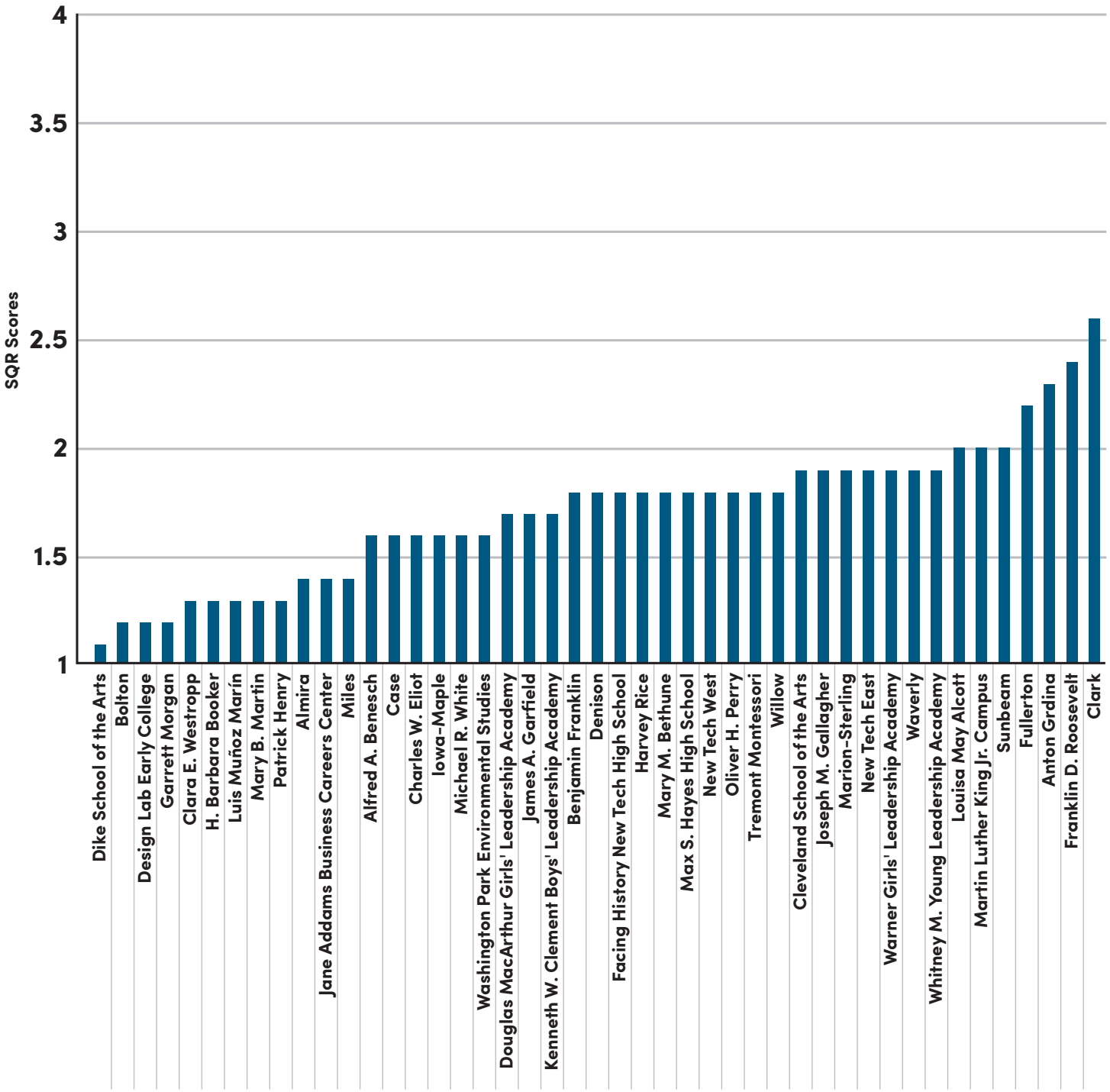
Domain 1: Instruction	Domain 2: Students' Opportunities to Learn	Domain 3: Educators' Opportunities to Learn	Domain 4: Leadership
1.1 Do classroom interactions and organization ensure a supportive, highly structured learning climate?	2.4 Does the school identify and support special education students, 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?			

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.

16–17 SQR Scores Averaged by School

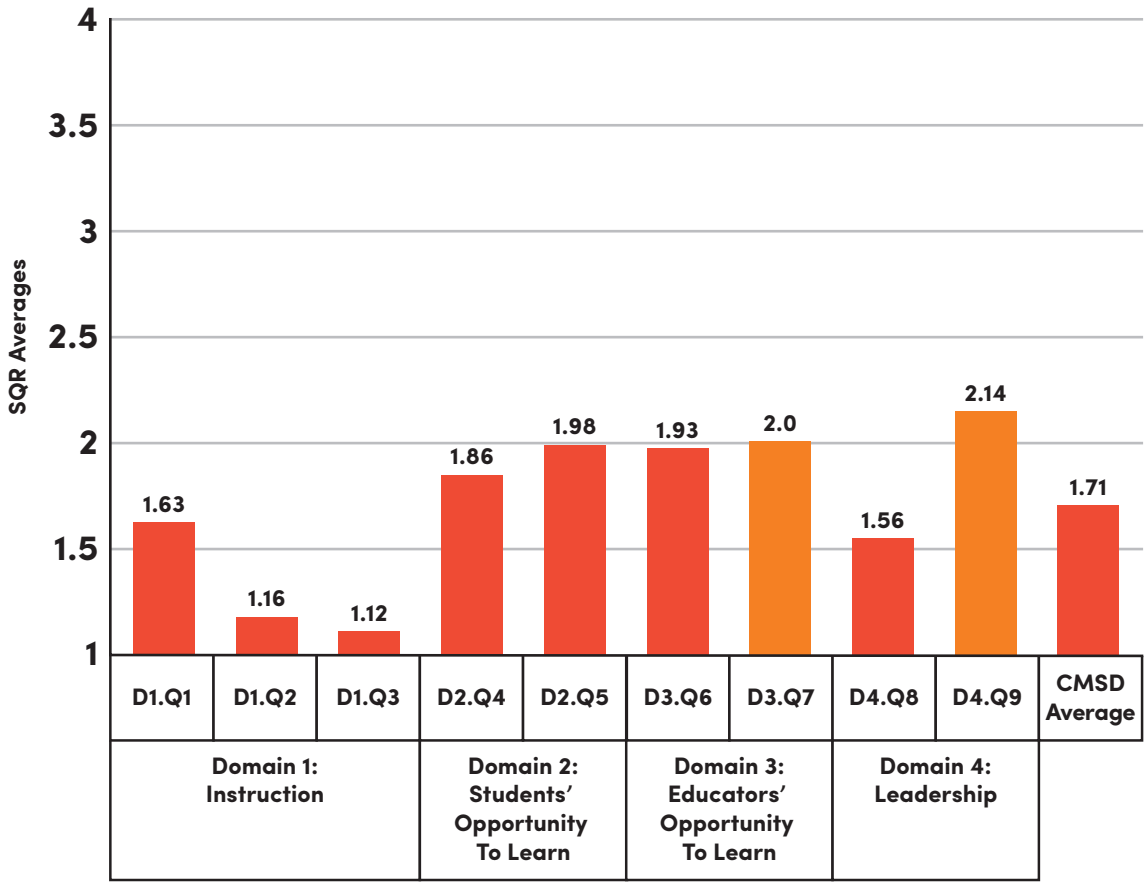


OVERVIEW OF THE 2016–17 RATINGS BY QUESTION

Only one 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 Two*, and *Domain 1, Question Three*, both deal with direct classroom 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 during a 20-minute observation (see Appendix A).

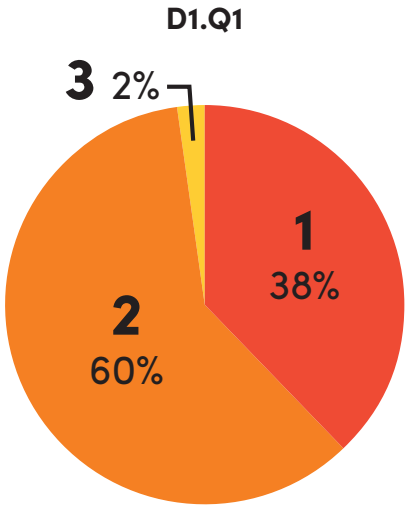
SQR 16–17 CMSD Averages by Question



Domain 1: Instruction

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

This question considers student-to-student and teacher-to-student communications. Observers also look for systems of behavior management. Maximized, structured learning time is also a component of this question.



While no school earned an overall 4 for this question, we did observe several classrooms with exemplary behaviors. In one such school, "Students were quiet, respectful, attentive, and responded to minor redirections (e.g., clap once, clap twice; all eyes on me) that did not interrupt the learning process."

In a different school, observers scored classroom behavior at a 1 upon noting that, "almost all students misbehaved throughout the observation, ignoring the teachers' attempts to redirect them, engaging in more serious misbehavior such as rolling on the floor, hitting other students, sleeping, and yelling at one another."

Far more typical are the scores of a 2 or 3 where, for example, "students were attentive during learning activities but as the lesson transitioned (e.g., teacher looking for materials), student misbehavior increased (e.g., chatting with peers, moving around the rug or classroom)."

Evidence of structured learning was also absent in several observations. For example, in many classrooms, "teachers did not have materials, such as technology and handouts, ready in advance and learning time was used to prepare, gather, and/or distribute them. Further, in these classrooms, learning time was not maximized. For example, in one classroom, four students read aloud while the remainder of the class passively listened over the course of the 20-minute observation."

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Domain 1: Instruction

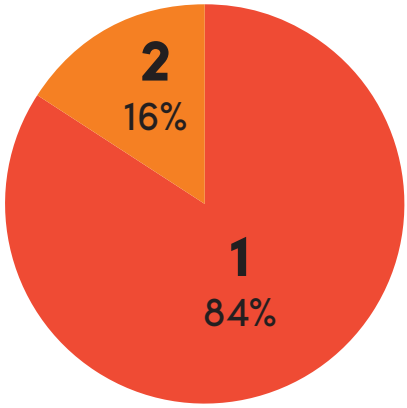
Question 2. *Is classroom instruction intentional, engaging, and challenging for all students?*

For this question observers looked for clear learning goals and a variety of instructional modalities or materials. Also included in this question is the level of cognitive engagement of the students during the lesson and, separately, evidence of rigor and higher order thinking.

In an effective elementary classroom, "students worked in math centers that included an online math program, group work on word problems, flashcards, a math game, and small group instruction with a teacher using individual whiteboards."

However, as an example of a 1, in one high school, "in multiple classrooms, students worked silently and individually on packets or worksheets throughout the entire lesson."

D1.Q2



Classrooms would also receive low ratings if an objective, ICAN, or learning target was posted on the board, but never referred to during instruction or the work of the class did not align to the posted objective. Many rooms have multiple ICAN statements posted that cover a wide range of standards but none of those ICAN statements were aligned to observed classroom time.

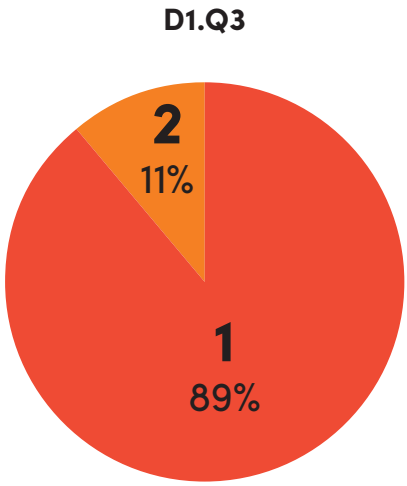
Examples of low rigor included short factual answers to reading prompts and numeric answer to math problems with no opportunity to demonstrate process or explain thinking. In multiple observations students were observed copying work onto an individual worksheet from the same worksheet projected on the board. Worksheets were also ubiquitous at stations in K–8 classrooms. Many times students were fully engaged, but in low rigor work.

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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?*

This question addresses the use of formative assessment practices during a lesson and the frequency and quality of feedback that students receive. This is the weakest area of the SQR performance rubric. In most of the schools that received a 1 for their score on this question the evidence from this school was typical throughout CMSD and across grade levels.



"The site visit team did not observe the use of systematic formative assessment strategies (i.e., exit tickets, individual white boards, thumb or hand signals, clickers) to assess the understanding of multiple students at a time in any classrooms. In a number of classrooms, teacher circulation and questioning was focused on managing behavior and ensuring that students were following directions, rather than assessing the understanding of academic content."

In schools that scored a 2, "teachers typically used verbal questioning to assess some, but not all, students' understanding. In one classroom, for example, the teacher assessed students' understanding of material that had been taught in a previous lesson by verbally questioning students, but only for those students who volunteered answers."

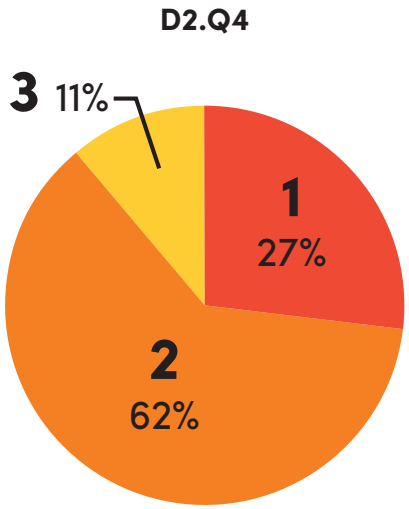
Often the site visit team felt that lack of formative assessment was due to a skill deficit, not a will deficit. Teachers frequently mentioned NWEA as the formative assessment they used to guide instruction, but that test is only given three times a year and does not cover all subjects.

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Domain 2: Students' Opportunities to Learn

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

This question considers the school's process of identification of students who need additional support and the level of implementation of support. Evidence here frequently includes the process and function of the Student Support Team (SST). The availability of tutoring is also considered in this area.



Many schools reported the SST was functioning, though the level of effectiveness and the frequency of meetings varied from school to school. Tutoring was rarely tied to data or the classroom curriculum and not all students who needed intervention received tutoring. In many cases tutoring was a standalone offering distinct from regular classroom instruction. Tracking and monitoring of students who received tutoring or other interventions was sporadic and inconsistent.

In most of the schools gifted and ELL support was provided by district teacher who only visited the building once or twice a week. Many classroom teachers and some administrators reported no ELL or gifted students in the building when in fact several had been identified by CMSD.

For other students who were struggling or at risk schools usually mentioned their counseling providers. They also noted that those services were not sufficient for the needs of the student body, or that the caseload was full, or the counselor was not available five days a week.

Most special education students received support from intervention specialists who "pushed in" to the regular education classroom. There was still some resistance from teachers to this model of support for students who are on IEPs and need assistance.

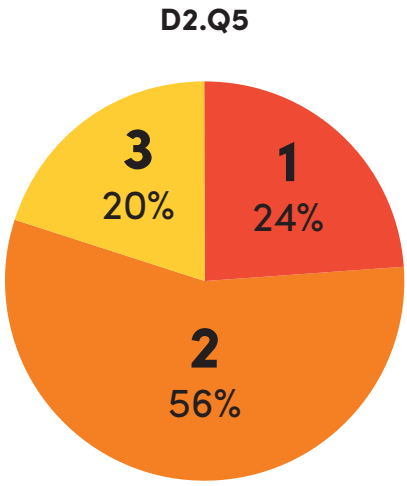
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Domain 2: Students' Opportunities to Learn

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

This question covers school safety, including bullying, and also the extent to which teachers and staff hold high expectation for student learning. Information about school programs, clubs, and other activities is also reflected in this question.

Most K–8 schools mentioned PATHS (CMSD's K–5 SEL program) as an integral part of making the students feel safe and supported. PATHS Student of the Day and PATHS lessons were evident in many buildings. Upper grades students in almost every K–8 had the opportunity to participate in the WAVE (peer mediation) and NOW (anti-bullying) programs. While high schools do not have the same number of programs available all high schools asked about bullying reported little or no problem and when specifically asked about LGBT students the response overwhelmingly was that those students are safe.



Most schools, especially in student and parent focus groups, requested more after school activities and clubs for students in all grades. Schools with active and engaged site coordinators or deans of engagement had multiple offerings for the school community. However, the opportunities were not universal even for schools that had funded these positions.

Only a few schools had staff that expressed low expectations for students' performance or made significant excuses for poor academics outcomes. In those instances excuses ranged from lack of parent participation to lead poisoning to an influx of students from a nearby homeless shelter.

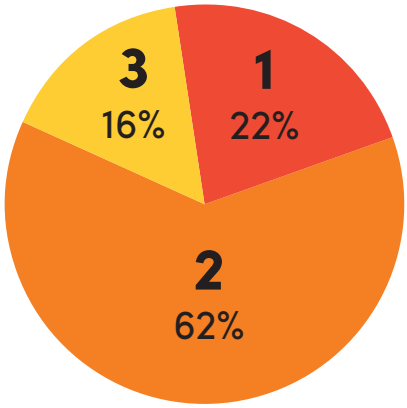
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Domain 3: Educators' Opportunities to Learn

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

This question represents the school's professional development plan, including its alignment to school and district goals and the frequency for delivery. Evidence of teacher collaboration, often in the teacher based teams (TBT) or critical friends groups, is also included in the rating.

D3.Q6



Most schools have some form of common planning time for grade level teams. However, this observation from one SQR report is typical in that, while teacher have common time available they do not necessarily avail themselves of the opportunity. "School leaders and teachers explained (and a review of the school's schedule confirmed) that common planning time is in the schedule; however, both explained that teachers who want to plan together do so voluntarily."

Many schools reported using the TBT process because there were required to, but resented the meeting time and structure of the TBT work.

The 200 minutes of non-instructional assigned time allotted to the school day is implemented with varying degrees of effectiveness. In one building that received an Established rating of a 3 for professional development, "school leaders stated (and a review of the PD calendar confirmed) that PD topics are aligned with school priorities (e.g., NWEA data dives, rigor, differentiation, and academic vocabulary). Furthermore, school leaders stated that PD topics were decided during the development of the AAP with input from the Building Leadership team (BLT); however, topics are adjusted based on data and emerging needs." However, in another building, "school leadership and teachers reported that school-based professional development occurs only on the days that the district has designated for all-day professional development…[and] when asked, school leadership could not present the focus of professional development."

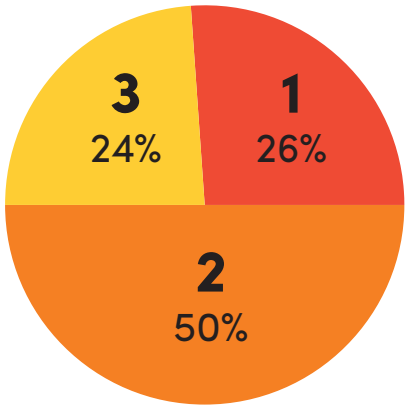
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Domain 3: Educators' Opportunities to Learn

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

This question examines the adult culture in the building, including educator's mindsets and beliefs about students' ability to learn and the ability of teachers to share information and grow as professionals.

D3.Q7



Many schools were mixed in their results in this area. Some teachers on a staff would express their commitment to helping students learn and grow, while others felt some groups of students did not belong at their school. Often the educators would express a nurturing and caring mindset for the physical well-being of the student, but did not express similar commitments to academic growth.

In other buildings staff blamed low parental participation or socio-economic factors for the school's performance issues. However in one of the schools that was rated a 3, "throughout the visit, not one staff member blamed poverty or home situations for low performance. Teachers reported that they believe their students can achieve at the same levels as students in more privileged communities."

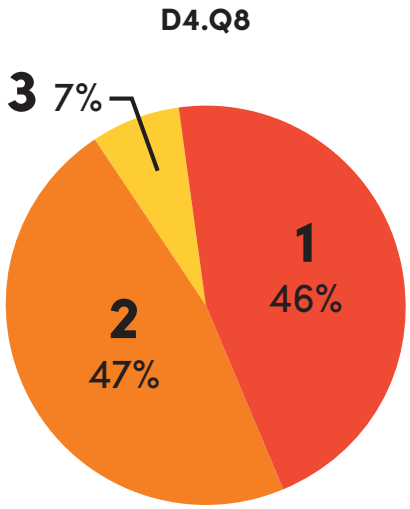
Several schools have had repeated changes in leadership and in those schools the professional culture often lacks trust in between teaching colleagues and administration. Other buildings will have strong social and personal connections, but may not share professional practice with each other. In a school that was rated 3 for culture, "school staff described how they are willing to share and discuss ideas about their own instructional practice, seek and accept feedback and collectively experiment with new teaching strategies, including using each other as resources, frequently popping in and out of each other's classrooms to observe practices, check on students and seek feedback."

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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?*

This question deals with the principal as the instructional leader in the building. Evidence includes non-evaluative feedback and observations and a clearly articulated mission and clear school goals. The SQR does not evaluate the validity of the school's TDES ratings or the compliance with TDES schedules or protocols.



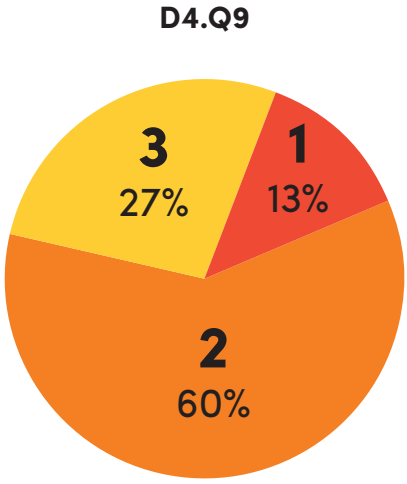
In multiple buildings stakeholders could not identify a clear mission, vision, or goals for the school. Often this information was printed in the school's weekly bulletin, but no one knew what it was. In one instance, "neither teachers nor school leaders identified any metrics associated with school goals or process for regularly monitoring progress toward these goals." In almost all schools focus groups reported that attendance was a school goal, though many stakeholders could not provide any further elaboration around that goal, knowing neither a metric or strategies.

Across CMSD the formal classroom observations were the only time teachers received any feedback on instruction. Rarely did administrators provide substantive feedback on instruction outside of the TDES cycle. A high school staff reported that, "administrators only come into the classroom if they need to see a student." Often, the administration will be visible in the building and in classrooms, but, "there is not a structure for providing regular and meaningful feedback to teachers to improve instructional practices... neither the principal nor teachers presented examples of how feedback provided has changed teaching or student learning activities." In the schools that are working to provide feedback outside TDES, the cycle of visits is irregular and not all teachers receive feedback.

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Domain 4: Governance and Leadership

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



This question concerns transparent communication with stakeholders and open, shared leadership at the building. This was the highest rated question across all SQRs for 16–17.

One typical piece of evidence notes that, "most teachers indicated that the principal has an open-door policy and there are regular, informal communications between teachers and administration in person or via email, as needed." In many schools teachers provide input into the budget, staffing, and curricular decisions. Many schools have a full committee structure and the Building Leadership Teams are active and involved in decision-making and planning throughout the school year.

Schools that struggle in this area often do not utilize timely and accurate communication with staff and stakeholders. Newsletters and bulletins are late or absent. Others have weak parent organizations that are not involved in the life of the school.

Many CMSD schools are working with community partners to bring resources, tutoring, and other enrichment activities into the building. Some schools have a wraparound model that facilitates and funds that work, but many others do not receive wraparound support and still work diligently to engage the Cleveland community and provide experiences for the students. Parents often spoke appreciatively of these efforts. In one such school "parents described school leaders and teachers as welcoming, caring, and dedicated to helping their children succeed at school and beyond."

Issues with resource allocation include supervision of common areas during school time and access to functioning technology. Scheduling issues, including inequitable planning time and problems with class sizes, also resulted in low ratings on this question for a few schools.

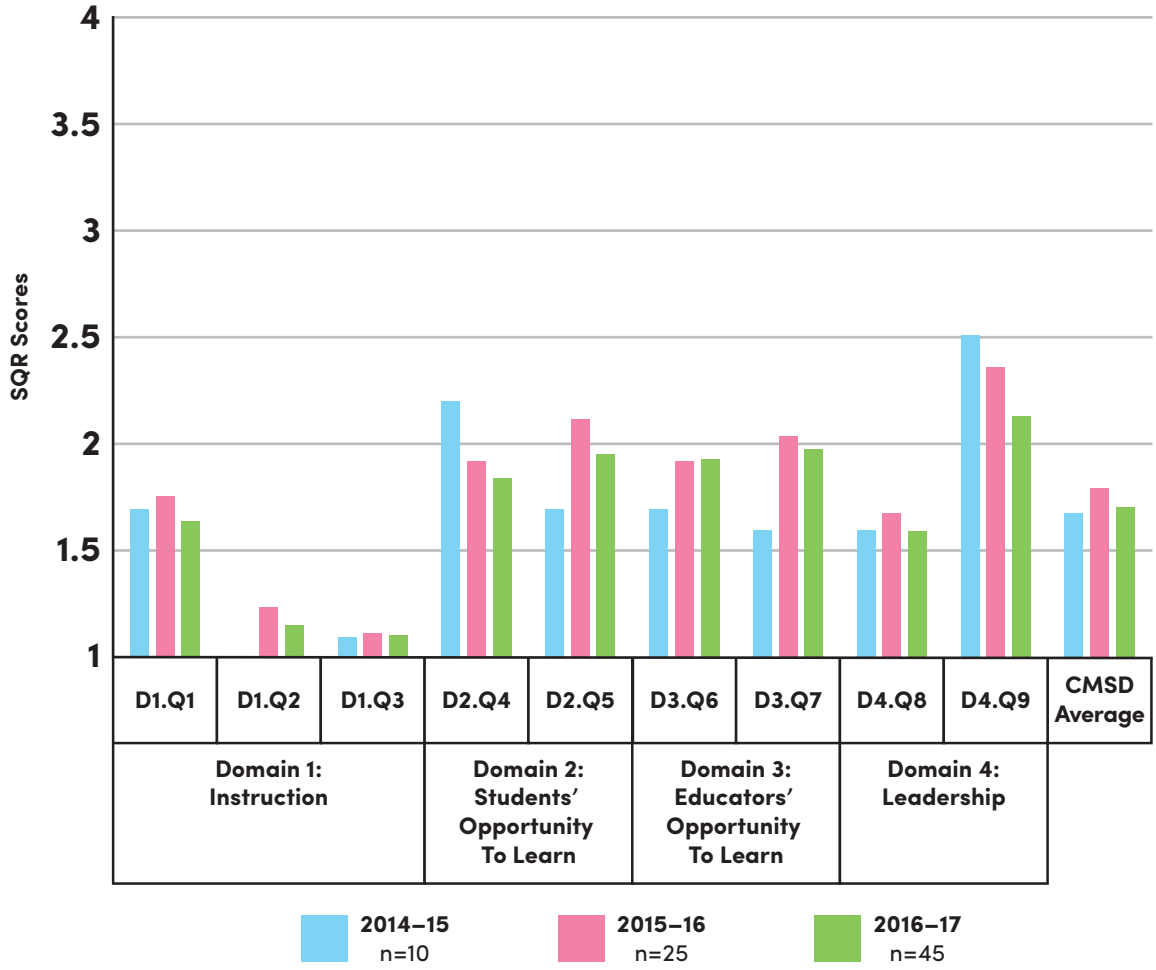
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2	**Targeted Support Required**	Practice or system that is developing, but it has not yet begun to improve the school's effectiveness, OR that the impact cannot yet be determined.
3	**Established**	Practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.
4	**Exemplary**	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.

CUMULATIVE SQR SCORES

SQR scores have remained consistent throughout the three years of the project. The first year only had ten schools in the cohort and those observations were all conducted in the late winter and spring of the 14–15 school year. Slight revisions were made to the protocols each year but none of the revisions were substantively different from prior years.

Beginning in 17–18, schools from the first 14–15 cohort will have a follow up review.

SQR Scores Three Year View



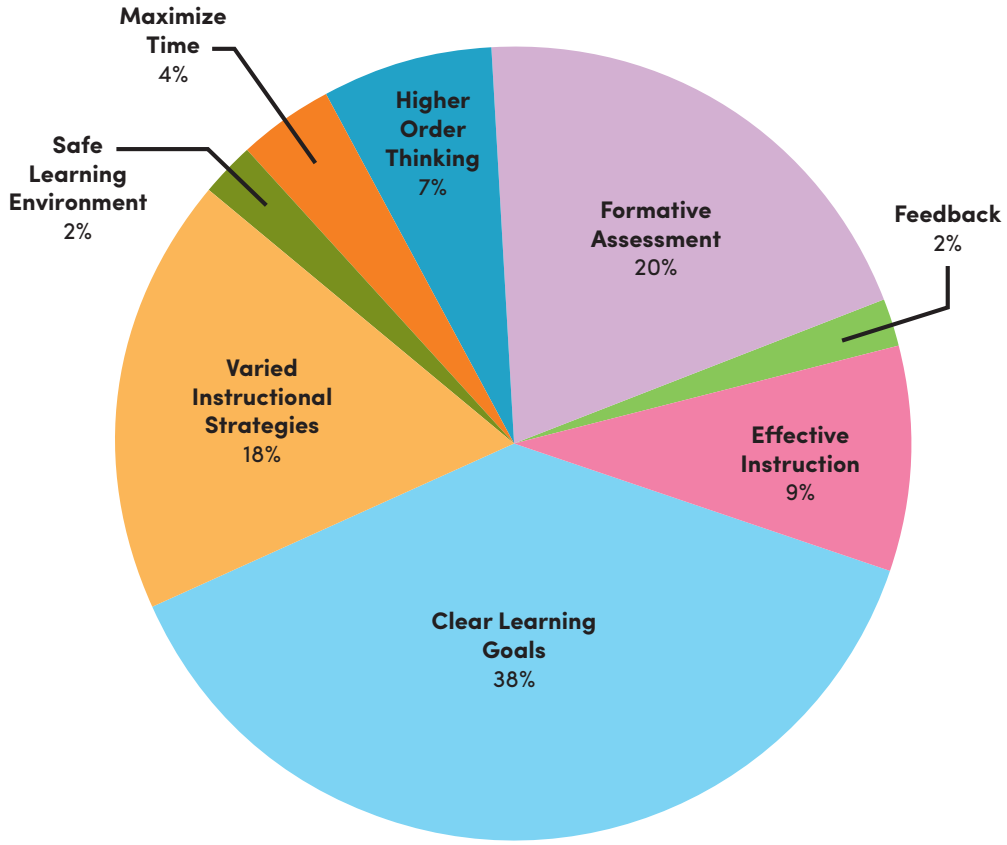
PRIORITIZATION PLANS FOR 2016–17

On the third day of the SQR process school team and the SQR team meet to review the results of the site visits. The SQR team shares the preliminary report, with ratings and evidence to explain and support the ratings. The school team then uses the SQR data to prepare an action plan around an area of identified need. For 16–17, schools were instructed to create an action plan confined to instruction. The school team, with the support of the SQR team, comes to consensus on the area of focus. The team determines how they will support this are of need and assist the staff in growing their practice in that area. The SQR team facilitates by documenting the plan and assisting with a goal and benchmarks and a date for completion of the plan.

The district network leaders and their teams are invited to attend these sessions but the CMSD administrative staff does not participate in the planning. That is the job of the school team. Network teams are then expected to support the schools if they need assistance in implementing the plan and to hold the schools accountable for the success of their plans. Plans should be aligned to larger school goals and integrated into existing work. Plans are not intended to be an additional burden to school but rather a focused intentional professional development opportunity aligned to current goals.

For 16–17 most plans concentrated on Establishing Clear Learning Goals and Formative Assessment. Almost every plan included some form of professional development and most included classroom observations, either by administrators or peers, to verify that the professional development was implemented.

2016–17 Prioritization Plan Topics



PRINCIPAL FEEDBACK

Eight principals participated in extended feedback sessions over the summer to discuss their SQR experiences. Each principal was asked the following questions:

- What was your experience with the process generally?
- Did you feel the information was valid and reliable?
- How effective was the support and communication from CMSD?
- How effective was the support and communication from SchoolWorks?
- Was the prioritization process useful and were you able to implement the plan?
- Do you have any suggestions for the upcoming year or anything you would change?

Process generally

All principals mentioned the amount of preparation the site visits entailed. They noted they had to provide a broad range of documents and that assembling those documents took significant time. In the words of one principal, "Binder your life." More than one principal noted that the site visit process was not as bad as they had heard from other leaders.

Valid and reliable information

Everyone agreed that the information was valid and accurately reflected their school. One principal noted that the information was valid at the time of the visit, but that the school had done significant work as the year progressed. Several principals confirmed that the information in the SQR report validated what they already knew about their buildings, but it allowed the staff to hear that message from another perspective. One principal noted, "I knew what the strong areas were and what needed growth and it illuminated those on larger scale for everyone."

CMSD support

Principals want very much to know what is expected of them and their staff. The more advance notice they have the better they feel. Those schools that received an in-person check-in prior to the SchoolWorks team coming on site mentioned how much that was appreciated.

SchoolWorks support

Only one school had concerns about the professionalism of the SchoolWorks staff. Most principals reported that the SchoolWorks team members were respectful and did not disrupt the educational process in the building. Schools also appreciated the phone calls and follow up emails from the SchoolWorks team leads leading up to the site visit.

Prioritization

The effectiveness of the prioritization plans varied from school to school. Some schools used the data in their AAP for the upcoming school year and it influenced their SSD planning as well. Others admitted that the year sped up and they did not revisit the plan after the closing session.

Suggestions or changes

Principals were concerned that the project was a "one and done." All schools wanted more follow up support after the SQR visit ended. They wanted to know what other feedback they would receive, if there would be a follow up visit, and if their plans would be assessed. Schools that communicated the process openly to the staff experienced fewer problems than those who did not share what the process would entail. Every principal noted the benefit of an external partner conducting the site visits. "Looking at the data, I think we are getting better, but an outside perspective helps. When will we have that chance again? It is more difficult for staff to accept (the report) if there is no plan for follow through."

RECOMMENDATIONS

Purpose for SQR

All schools would like to understand how the information will be used and how they will be held accountable for the findings of the SQR. Schools do not seem to have a sense of how the information is used as part of the larger decision-making framework in CMSD and that should be clarified as part of their participation in the SQR process. (Not one principal made any reference to how the data would be used except for one who said staff were afraid it would cause them to become "an investment school" and presumably subject to a corrective action plan.) As CMSD utilizes the school performance framework for more decisions, including building closure and candidates for intensive or targeted redesign, the inputs for that process should be clearly articulated to all stakeholders.

Communication

Consistent and frequent communication is crucial to the success of the SQR visits. Buildings need personalized support before, during, and after the process. All buildings that received a personal visit prior to a site visit, in addition to an orientation, appreciated the opportunity to ask clarifying questions and be sure they were on track. Many sites were able to communicate potential problems or other concerns in a private conversation and would not have shared these issues in a larger group.

Explicit advance communication with the building Cleveland Teachers Union (CTU) representative also assisted in preparing the school for a visit and allying any teacher concerns about the site visit process. When the SQR Coordinator visited a site prior to a visit to speak with administration, she also asked to meet quickly with the CTU representative too, without the administrator, so that any additional concerns could be shared privately and handled in advance of the SQR.

Support

The School Performance staff and the Academics teams, including Network Support Leaders need to align on what the expectations are for follow up support. Schools want explicit follow up to frame the work and help them use the SQR data in planning. Many school teams asked if SchoolWorks would be returning to follow up on the report and expressed hope that the site visit team would return to check for progress. Often on the third day of site visit no one form CMSD administration was present except for the SQR team and schools noted the absence of district leadership when they received their SQR data.

School leaders reported that while some networks followed up on the reports not all referred to the SQR data during meetings and professional development opportunities during the rest of the school year. Several individual principals said they used the data in planning for 17–18 but how the data was used did not appear to be consistent and varied between and within networks.

Professional Development

No district-wide professional development was implemented as a result of any previous year's SQR data. While both SQR data and the data from teacher evaluations shows that instruction is the weakest area examined in both these projects, and that formative assessment and feedback are two of the lowest scoring areas within instruction, teachers are not widely and consistently receiving support and assistance from the district in these areas.

During the prioritization reporting sessions, many schools ask about exemplar CMSD schools and request suggestions for schools to visit that can act as partners and models for improving instruction. The desire to see and learn from instructional exemplars is already present in our lower-performing schools. CMSD should structure professional development opportunities so that schools can learn from each other. SQR data and TDES data on individual Accomplished teachers should be leveraged to offer models and peer supports as one low-cost method of improving teaching and learning for CMSD students.

Special Education

CMSD has moved to a full inclusion, push-in support model for the majority of its students with IEPs. Yet several schools outright resist this model. One school recently shifted its special education population to the basement level. Others tried to implement inclusion into regular education classrooms mid-year, which was stressful for both teachers and students. Many regular education teachers were frustrated with the model and did not understand how to work with the inclusion teacher to support the students. Inclusion teachers were observed walking around the room ostensibly acting as support, but with little direct interaction with students.

The Student Support Team (SST) was most often used to identify students for special education testing and services. Several school do not have a psychologist assigned to conduct this testing so they felt the SST was serving no purpose and often the team did not meet or discuss interventions and support. Few schools recognized that the SS could be used for supporting students who had other academic or emotional needs.

CMSD Special Education staff must work with Academics and the Teacher's union to provide more training on the best practices and legal compliance to effectively educate students with IEPs. Most schools tried to comply with the district's inclusion model to some extent but the implementation varied widely. Students are not receiving a consistent set of supports and educational experiences across the district.

English Language Learners

Approximately 9% of CMSD students are English Language Learners (ELL) and not all schools have an ELL population. However the number of ELL students is growing and while most ELL students are concentrated on the west side of the city, there are ELLs on the east side too. Many schools were not aware they had ELL students on their rosters. Sometimes schools would note that students were "fluent" when they were actually coded Lau C and still eligible for services and testing accommodations. Others noted that students were served by the Multilingual Office once a week. Teachers did not seem to know about testing accommodations and did not reference any other assistance or adaptation of lessons for ELL students.

As the number of ELL students grows more teachers and administrators, especially assistant principals and curriculum and instructional specialists, need basic training on how to accommodate them in the classroom in the course of regular instruction. Weekly tutoring or assistance from a traveling professional is not sufficient support to nurture language acquisition skills.

Gifted Students

CMSD has a small number of schools that have high concentrations of gifted students, but several neighborhood schools also have gifted students. While those students are served by itinerant gifted teachers at least once a week, the teaching staff and administrators at many buildings did not know they had gifted students on their rosters and some of these students were not receiving services at all. No teacher or administrator mentioned compliance with any student's Written Education Plan (required by ODE for gifted identified students) or specific accommodations that were provided by the regular classroom teachers. On more than one site visit administrators and teachers told the SQR team that all gifted students were automatically enrolled in other schools so they had no gifted students at their schools. This is not CMSD enrollment practice.

Similar to the ELL situation, the gifted population appears to be underserved and under supported by teachers and administrators in the school setting. Gifted certified teachers are providing some support, which appears to be isolated enrichment activities, based on a rotating schedule, but in very few instances are students taught by a classroom teacher with gifted certification who makes accommodations for their learning. Regular education teachers do not seem to be aware of who is gifted on their roster, or how to provide appropriate instruction for those children. More training on the characteristics of the gifted population and the best practices for serving the needs of these children should be provided by CMSD staff for teachers and administrators alike.

SQR Project

Concerns about the shift to internal CMSD staff need to recognized and managed so the process does not deteriorate. The cost of contracting with an outside agency is prohibitive to long term work. However, the SQR team that CMSD manages must be extremely careful to avoid any bias or other preference in conducting this work. Many CMSD teachers and administrators expressed reservations about having in-house team conduct this work and they were grateful for the perspective that the SchoolWorks consultants brought to the project.

As the SQR project transitions to a system of follow and review visits, school should be able to demonstrate to any observer, whether consultants or in-house, that they understand the role of the SQR in their performance framework and that the SQR data is used in planning for school success. SQR staff must maintain a level of professionalism, with a broad understanding of instructional best practices and the expectations from the district, for the project to successfully continue.

APPENDIX A: CLASSROOM VISIT TOOL (CVT)

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: CVT SCORES BY SCHOOL

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. CVT data can also be used to contribute to a rating for other Questions. *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. *Question 11*, Adjustments to Instruction, will be eliminated for 17–18 because it is almost never observed in the course of a 15 to 20 minute observation.

	CVT 2	CVT 3	CVT 4	CVT 5	CVT 6	CVT 7	CVT 8	CVT 9	CVT 10	CVT 11
Alfred A. Benesch	2.8	2.7	2.6	2.1	1.9	2.6	1.7	1.8	1.1	1.0
Almira	2.4	1.9	2.0	1.3	1.6	2.1	1.4	1.4	1.0	1.1
Anton Grdina	2.9	2.7	3.1	2.3	2.7	2.6	1.9	2.4	1.1	1.9
Benjamin Franklin	2.6	2.2	2.8	2.1	2.7	2.3	1.6	2.2	1.6	2.5
Bolton	2.7	1.6	2.8	1.9	2.2	2.8	1.4	1.7	1.2	1.5
Case	2.6	2.1	2.5	1.6	1.7	1.7	1.4	1.9	1.0	1.7
Charles W. Eliot	2.7	2.5	2.8	2.2	2.3	2.4	1.5	1.3	1.0	1.3
Clara E. Westropp	3.2	2.4	2.9	2.4	2.6	3.1	1.9	1.7	1.3	1.7
Clark	3.4	3.0	3.2	2.8	3.0	2.7	2.8	2.8	1.4	2.3
Cleveland School of the Arts	2.6	2.3	2.8	1.9	2.3	3.1	1.8	1.9	1.3	1.9
Denison	3.1	2.5	2.8	1.5	2.0	2.5	1.2	1.6	1.0	1.5
Design Lab Early College	1.8	1.4	1.7	1.5	1.5	1.5	1.3	1.3	1.0	1.3
Dike School of the Arts	2.7	2.2	3.1	2.0	2.5	2.7	1.9	1.8	1.3	1.7
Douglas MacArthur Girls' Leadership Academy	3.4	1.8	3.1	1.8	1.8	3.3	1.5	1.1	1.2	1.2
Facing History New Tech High School	3.7	2.7	2.7	2.5	2.9	2.1	1.9	1.9	1.0	1.5
Franklin D. Roosevelt	3.0	2.8	3.1	2.4	2.1	3.1	1.4	2.1	1.2	1.7
Fullerton	3.2	2.9	3.1	2.3	2.0	3.1	1.5	2.4	1.4	1.4
Garrett Morgan	3.0	1.9	2.9	1.9	2.0	2.8	1.6	1.6	1.1	1.8
H. Barbara Booker	2.2	2.1	2.6	1.7	2.1	2.2	1.6	1.6	1.3	1.9
Harvey Rice	2.4	2.1	2.5	2.1	2.5	2.5	1.6	1.7	1.2	1.4
Iowa-Maple	2.3	1.5	2.4	1.9	1.6	2.5	1.5	1.4	1.3	1.4
James A. Garfield	3.1	2.2	2.6	2.4	2.7	2.4	1.9	1.9	1.4	1.9
Jane Addams Business Careers Center	3.0	1.9	2.3	1.9	1.5	2.8	1.8	1.5	1.1	1.1

	CVT 2	CVT 3	CVT 4	CVT 5	CVT 6	CVT 7	CVT 8	CVT 9	CVT 10	CVT 11
Joseph M. Gallagher	3.2	2.4	2.9	2.1	1.7	2.5	1.6	1.9	1.3	1.6
Kenneth W. Clement Boys' Leadership Academy	2.8	2.6	3.1	2.0	2.4	2.2	1.8	2.6	1.9	2.0
Louisa May Alcott	3.8	3.1	3.3	2.2	2.3	2.3	1.7	2.2	1.4	2.0
Luis Muñoz Marín	2.5	2.1	2.5	2.0	2.2	2.4	1.7	1.9	1.5	1.7
Marion-Sterling	3.3	2.5	2.8	2.1	2.3	3.0	1.9	2.4	1.3	2.0
Martin Luther King Jr. Campus	2.8	2.6	2.9	2.5	2.0	2.8	2.2	2.0	1.6	1.8
Mary B. Martin	3.6	1.9	2.9	1.6	1.4	3.2	1.3	1.5	1.1	1.4
Mary M. Bethune	2.8	2.3	2.4	1.6	2.3	2.2	1.4	2.2	1.1	1.3
Max S. Hayes High School	3.1	2.6	3.0	2.5	2.6	3.0	2.0	2.2	1.0	2.0
Michael R. White	3.0	2.4	2.8	1.9	2.5	2.7	1.8	1.8	1.5	1.5
Miles	2.4	1.5	1.9	1.5	1.7	2.2	1.3	1.4	1.1	1.2
New Tech East	3.1	2.2	2.7	2.3	2.6	2.5	2.3	2.2	1.0	1.8
New Tech West	2.4	2.3	2.9	1.9	1.9	2.2	1.5	1.9	1.1	1.7
Oliver H.Perry	2.8	2.7	2.4	1.8	1.8	1.9	1.0	1.6	1.1	1.3
Patrick Henry	2.6	2.1	2.5	1.9	1.8	2.7	1.5	1.9	1.4	1.5
Sunbeam	2.9	2.2	3.1	2.8	2.5	3.2	2.2	2.4	2.0	2.5
Tremont Montessori	2.9	2.6	2.9	2.1	2.5	2.6	1.7	1.7	1.2	1.9
Warner Girls' Leadership Academy	3.0	2.5	2.6	1.8	2.5	3.0	2.4	1.9	1.2	1.7
Washington Park Environmental Studies	2.0	1.9	1.8	1.8	1.6	1.9	1.4	1.6	1.0	1.6
Waverly	3.4	2.4	2.9	2.4	2.2	2.8	1.5	1.9	1.2	1.5
Whitney M. Young Leadership Academy	3.2	2.3	3.0	2.2	1.8	3.2	1.6	1.7	1.3	1.7
Willow	3.0	2.3	2.5	1.3	1.3	2.7	1.3	1.4	1.3	1.7
CMSD Average	**2.9**	**2.3**	**2.7**	**2.1**	**2.2**	**2.6**	**1.7**	**1.9**	**1.3**	**1.7**

APPENDIX C: LIST OF SCHOOLS

2014–15 schools were:

Adlai E. Stevenson
Glenville High School
Lincoln-West High School
Louis Agassiz
McKinley
Newton D. Baker School of the Arts
Scranton
Walton
Wilbur Wright
William Cullen Bryant

2015–16 schools were:

Andrew J. Rickoff
Artemus Ward
Buhrer Dual Language Academy
Charles Dickens
Cleveland Early College High School
Cleveland High School for Digital Arts
Cleveland School of Architecture & Design
Cleveland School of Science & Medicine
Daniel E. Morgan
East Clark
East Tech High School
Euclid Park
Ginn Academy
George Washington Carver
Hannah Gibbons
Louis Agassiz
Memorial
Mound
Nathan Hale
Orchard
Paul L. Dunbar
Robert H. Jamison
Robinson G. Jones
Riverside
Wade Park

2016–17 schools were:

Alfred A. Benesch
Almira
Anton Grdina
Benjamin Franklin
Bolton
Case
Charles W. Eliot
Clara E. Westropp
Clark
Cleveland School of the Arts
Denison
Design Lab Early College
Dike School of the Arts
Douglas MacArthur Girls' Leadership Academy
Facing History New Tech High School
Franklin D. Roosevelt
Fullerton
Garrett Morgan
H. Barbara Booker
Harvey Rice
Iowa-Maple
James A. Garfield
Jane Addams Business Careers Center
Joseph M. Gallagher
Kenneth W. Clement Boy's Leadership Academy
Louis May Alcott
Luis Muñoz Marín
Marion-Sterling
Mary B. Martin
Mary M. Bethune
Max S. Hayes High School
Michael R. White
Miles
Martin Luther King Jr. Campus
New Tech East
New Tech West
Oliver H. Perry
Patrick Henry
Sunbeam
Tremont Montessori
Warner Girls' Leadership Academy
Washington Park Environmental Studies
Waverly
Whitney M. Young Leadership Academy
Willow



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