# SchoolWorks
# School Quality Review
# Report

**Alfred A. Benesch School**
**February 14-16, 2017**

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## About the SchoolWorks School Quality Review Process

The Cleveland Metropolitan School District (CMSD) envisions 21st Century Schools of Choice in which students will be challenged with a rigorous curriculum that considers the individual learning styles, program preferences, and academic capabilities of each student, while engaging the highest quality professional educators, administrators, and support staff available. As part of Cleveland's Plan for Transforming Schools, CMSD has adopted a portfolio district strategy that includes: growing the number of high quality district and charter schools, and closing or replacing failing schools; focusing the district's central office on its role in school support and governance, while transferring authority and resources to schools; investing and phasing in high leverage school reforms across all levels; and increased accountability for all schools in the district through the creation of the Cleveland Transformation Alliance (CTA). CMSD has partnered with stakeholders to create a school performance framework that will be used to provide a comprehensive assessment of the quality of each school in the district. The comprehensive assessment will be 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.

CMSD has engaged SchoolWorks as a partner in implementing a school quality review (SQR) process aligned to CMSD initiatives and the school performance framework. The SQRs are used as one component of a comprehensive assessment of the quality of each school in the district; they are used to provide formative feedback to schools. Reviews include an action planning process in which the team and the school work together to identify prioritized areas for improvement.

The School Quality Review (SQR) protocol and review process provides a third-party 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. While on site, the team meets to discuss, sort, and analyze evidence it is collecting. The site visit team uses evidence collected through these events to determine ratings in relation to 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 in identifying root causes of opportunities for improvement and 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.

The report documents the team's ratings for key questions within each of the four domains identified in the SQR protocol: *Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn,* and *Governance and Leadership* The final page of the report is used to record the discussion and action plan developed by the team and the school during the prioritization process.

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## Domains and Key Questions

Based on trends found in the collected evidence, the site visit team assigns a rating to each key question.

| Domains | Rating | | | |
|---|---|---|---|---|
| | Level 1: Intensive Support Required | Level 2: Targeted Support Required | Level 3: Established | Level 4: Exemplary |

| | |
|---|---|
| **Domain 1: Instruction** | |
| 1. *Classroom interactions and organization ensure a classroom climate conducive to learning.* | **Level 2: Targeted Support Required** |
| 2. *Classroom instruction is intentional, engaging, and challenging for all students.* | **Level 1: Intensive Support Required** |
| 3. *Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.* | **Level 1: Intensive Support Required** |
| **Domain 2: Students' Opportunities to Learn** | |
| 4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.* | **Level 1: Intensive Support Required** |
| 5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.* | **Level 1: Intensive Support Required** |
| **Domain 3: Educators' Opportunities to Learn** | |
| 6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.* | **Level 2: Targeted Support Required** |
| 7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.* | **Level 1: Intensive Support Required** |
| **Domain 4: Governance and Leadership** | |
| 8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.* | **Level 3: Established** |
| 9. *School leaders effectively orchestrate the school's operations.* | **Level 2: Targeted Support Required** |

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## Domain 1: Instruction

| 1. *Classroom interactions and organization ensure a classroom climate conducive to learning.* | **Level 2: Targeted Support Required** |
|---|---|

| Behavioral Expectations | | | |
|---|---|---|---|
| Ineffective | Partially Effective | | Effective[1] |
| 1 | 2 | 3 | 4 |
| 23% | 15% | 23% | 38% |

- **Behavioral expectations are clear and understood by a majority students.** Behavioral expectations were effectively communicated to, and followed by, students in 38% of classrooms observed (n=13). In one such classroom, nearly all students were consistently on task as they rotated through various literacy stations with minimal redirection from the teacher. In another, the teacher effectively and consistently employed classroom management strategies, such as choral response to gain students' attention, a behavior card chart, positive narration, and class points. In 38% of classrooms, behavioral expectations were partially effective. In one classroom, for example, most students were on task throughout the lesson, but a small group of students consistently talked about non-academic material, and the teacher did not address their off-task behavior. In another classroom, the teacher asked students to raise hands, but did not address students who called out over their classmates. In 23% of classrooms, behavioral expectations were not effectively communicated or followed. In one such classroom, students were out of their seats, throwing objects, and cursing, but the teacher ignored the majority of the misbehavior. In another classroom, students exhibited similar misbehaviors, but the teacher's attempts to correct behavior, such as referencing the behavior chart, administering consequences, and restating directions, did not change students' behavior.

| Structured Learning Environment | | | |
|---|---|---|---|
| Ineffective | Partially Effective | | Effective |
| 1 | 2 | 3 | 4 |
| 31% | 15% | 46% | 8% |

- **In some classrooms, the learning environment is structured; however, learning time is not consistently maximized.** Effectively structured learning environments were observed in 8% of classrooms. In one such classroom, materials for stations were fully prepared, an agenda was posted that included times for each activity, and the teacher used a timer to adhere to the agenda, resulting in maximized learning time. In 61% of classrooms, the learning environment was partially effectively structured, and learning time was lost. In one classroom, for example, materials were prepared for various stations, but each transition between stations took approximately three minutes as students slowly made their way to the next station and waited idly while their classmates prepared to begin work, resulting in approximately nine minutes of lost learning time during three rotations over a 20-minute observation. In another classroom, students rotated through various well-prepared stations, but the teacher did not monitor the time at each station; students were not able take part in each station. In another classroom, students rotated efficiently through various stations, but many students at stations engaged in off-task talking rather than the lesson activities, and the teacher did not intervene. Classroom structures and learning time were ineffectively used in 31% of classrooms. In these classrooms, teachers were typically not fully prepared for lessons. In one classroom, for

[1] Due to rounding, the percentages for a particular indicator may not appear to total to 100%.

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example, the teacher did not have materials prepared for the students, and directions for lesson activities were not clear. In another classroom, the teacher led a read-aloud activity, but no materials (e.g., handouts, guided notes, graphic organizers) were prepared, and the teacher paused to craft comprehension questions as s/he read.

| 2. *Classroom instruction is intentional, engaging, and challenging for all students.* | **Level 1: Intensive Support Required** |
|---|---|

| Instructional Strategies | | | |
|---|---|---|---|
| Ineffective | Partially Effective | | Effective |
| 1 | 2 | 3 | 4 |
| 46% | 31% | 15% | 8% |

- **A variety of instructional strategies and materials are not used to support students' diverse needs.** A variety of strategies were effectively employed in 8% of classrooms. In one such classroom, all students had opportunities to engage in various activities throughout the lesson. After teacher-led activities involving clapping syllables and a read-aloud activity at the rug area, students rotated through six stations, including iReady, buddy reading, a listening center, and small group guided reading. In 46% of classrooms, instructional strategies were partially effective. In these classrooms, lesson activities often varied, but did not meet the needs of the majority of learners consistently throughout the lesson. For example, in one such classroom, students rotated through various literacy stations (iReady, flash cards, worksheets). Students were engaged in learning at the majority of stations, but at other stations, directions and expectations were unclear, so students did not engage in the lesson activities and, instead, sat idly. In another classroom, after teacher lecture, students were asked to come to the whiteboard to solve math problems, but only a small number of students had the opportunity to do so. In 46% of classrooms, instructional strategies were ineffective, often involving only one instructional format. In one such classroom, students worked independently on test preparation worksheets and workbooks for the entire lesson and did not have the opportunity to engage in multi-sensory modalities. In another, students listened to a read-aloud activity for the entire observation without written materials or opportunities for discussion.

| Higher-order Thinking | | | |
|---|---|---|---|
| Ineffective | Partially Effective | | Effective |
| 1 | 2 | 3 | 4 |
| 62% | 23% | 15% | 0% |

- **Instruction does not require all students to use and develop higher-order thinking skills.** The site visit team did not observe classrooms in which the majority of students were required to demonstrate higher-order thinking for a substantial portion of the lesson. In 48% of classrooms, higher-order thinking was partially effective. In these classrooms, the majority of students were not required to demonstrate higher-order thinking throughout the lesson. In one such classroom, for example, students were required to write about their friendships and provide examples to support their assertions, but only did so during one brief portion of the lesson. In another, students were required to explain how they had solved math problems, but only a small number of students were required to do so. In 62% of classrooms, higher-order thinking was ineffective, primarily requiring recall and comprehension-level tasks and questions only. In one classroom, students were asked only recall or comprehension level questions in response to a short reading passage. In another, students

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completed only single-step math practice problems. The site visit team did not observe instances of extended writing, multi-step problem solving, or examples of student metacognition.

| | | |
|---|---|---|
| 3 | *Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.* | **Level 1: Intensive Support Required** |

| Assessment Strategies | | | |
|---|---|---|---|
| Ineffective | Partially Effective | | Effective |
| 1 | 2 | 3 | 4 |
| 69% | 8% | 23% | 0% |

- **In-class assessment strategies do not reveal students' thinking about learning goals.** The site visit team did not observe classrooms in which teachers effectively and systematically checked the understanding of all students during the lesson. In 31% of classrooms, assessment strategies were partially effective because they did not assess the majority of students at various points throughout the lesson. In one such classroom, the teacher circulated purposefully and viewed the written responses of many, but not all, students. In another, the teacher individually questioned each student in a small guided reading group, but did not assess other students. In 69% of classrooms, assessment strategies were either absent or ineffective; they assessed the thinking of a small number of students only. In the majority of these classes, no formal or informal assessments were observed. In other classrooms, teacher circulated, but to monitor students' behavior rather than academic work. In another, the teacher asked recall questions of just three students in the class. Although teachers described using systems such as whiteboards, electronic tools (e.g., Plickers), and exit tickets, the site visit team did not observe the use of these or other systematic checks for understanding in classrooms.

| Feedback | | | |
|---|---|---|---|
| Ineffective | Partially Effective | | Effective |
| 1 | 2 | 3 | 4 |
| 100% | 0% | 0% | 0% |

- **Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** The site visit team did not observe classrooms in which teachers provided high-quality feedback to multiple students. In 100% of classrooms, feedback was either absent or ineffective in that the feedback provided was in relation to behavior or directions rather than academic learning. In the majority of classrooms, no feedback was observed. In one classroom, the teacher circulated and reviewed student responses to ensure that students were on task, but did not provide any academic guidance. In another classroom, the teacher circulated but provided guidance to only one student on his/her writing. In another classroom, the teacher did not intervene when students answered problems incorrectly on practice worksheets. The site visit team did not observe any instances of teachers questioning students about errors in their work, and did not observe the use of anchor charts or rubrics in any classrooms. In reviewing school documents, the site visit team observed student work samples with specific written feedback, but did not observe examples of this type of feedback in classroom observations.

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## Domain 2: Students' Opportunities to Learn

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| *4. The school identifies and supports special education students, English language learners, and students who are struggling or at risk.* | **Level 1: Intensive Support Required** |

- **The school has a limited process for identifying struggling and at-risk students and does not systematically monitor interventions.** Staff reported that the school has a Student Support Team (SST), but stakeholders reported varying levels of knowledge of the SST referral process, as well as varying success with the process after referring students. Some teachers were not able to describe how to refer students, while other shared that the referral process is burdensome. Teachers reported that they have not received training regarding the SST process, and the SST process is not documented in the staff handbook. SST members reported that the SST meets weekly, but other staff were not aware of the SST's meetings, and indicated that they believe the SST meets only as needed. SST meeting documents confirmed that the SST meets weekly and discussed approximately 20 students in the first quarter. Staff consistently stated that the SST includes the principal, school psychologist, and a behavioral expert from the local nonprofit organization – Positive Education Programs (PEP). They also stated that the process includes parent involvement, but they were not able to consistently describe the process after students were referred. Some teachers reported that their students have successfully received interventions through the SST process, but others gave examples of a lack of communication regarding students' progress once referred. Also, staff were not able to describe how interventions are monitored or if they are effective in supporting students.
- **The school implements limited supports for struggling and at-risk students.** While the school provides some specific, targeted academic interventions, stakeholders indicated that these interventions are limited in implementation and effectiveness. Teachers and school leaders, for example, consistently stated that the school's most common interventions include Leveled Literacy Instruction (LLI) and iReady. However, staff frequently reported that LLI is not consistently implemented and stated that, given other school expectations, it is challenging to make time for LLI. Staff reported similar challenges with iReady. Some teachers stated that they are expected to provide students with 45 minutes of iReady each week in class, but others were not able to state expectations; school leaders acknowledged that the amount of time students spend on iReady is not systematically monitored. Teachers and school leaders also stated that the school has full-time reading and math interventionists to pull small groups of students for additional support. However, teachers reported that this intervention does not consistently take place due to interventionists being required to fulfill other duties, such as substitute teaching for absent staff and various other administrative responsibilities. School leaders, teachers, and students also reported that the school now offers tutoring, but that this began recently, and that student participation is limited. Similarly, staff and students reported that lunch clubs (academic, social-emotional, and student interest) are offered, but that they also began recently and do not take place consistently.

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| | |
|---|---|
| 5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.* | **Level 1: Intensive Support Required** |

- **Not all educators demonstrate high expectations for academic learning.** Some staff expressed high expectations for students and demonstrated this belief in interactions with students. For example, in some classrooms, teachers persisted with struggling students, provided wait time, and shared messages of the importance of academic achievement. In conversations with the site visit team, however, other staff indicated that high behavioral and academic expectations are not realistic for the school's students due to students' behavior when joining the school, or due to their gaps in their academic knowledge and skills. In some classrooms, teachers did not attempt to hold students to high academic or behavioral expectations, instead ignoring misbehavior and allowing students to opt out of questions or activities. Students also reported that the expectations their teachers hold for them vary. Students were able to provide examples of teachers who challenge them in class and send messages of high achievement, and expressed pride in the work they do in those classes. However, students stated that this is not the case for all their teachers and were not able to provide examples of ways in which the school is preparing them for high school. Students also indicated that they are not challenged in the majority of their classes; they reported a lack of challenging tasks such as reading novels and writing essays longer than one page. Despite inconsistent expectations from staff, all stakeholders reported that the school regularly celebrates academic achievement through awards ceremonies that include merit and honor role, as well as celebrations of growth and achievement on Northwest Evaluation Associations Measures of Academic Progress (NWEA MAP) testing.
- **The school does not yet consistently provide a safe environment to support students' learning.** While stakeholders unanimously reported that the school has become safer this year, teachers, parents, and students reported that there are frequent incidents of bullying and physical aggression at the school. Some staff reported feeling unsafe at school, provided examples of students injuring staff (both intentionally and unintentionally), and stated that security is not always able to respond to staff's requests for support. Staff, students, and parents also reported that fights between students take place on a regular basis (ranging from daily to weekly), and that bullying is pervasive at the school. Students reported that bullying is often directed from older students to younger students, and parents shared concerns of their students being involved in fights on the school grounds after school. The site visit team observed frequent roughhousing and occasional physical aggression in classrooms and common spaces, and observed that students were occasionally unsupervised in hallways. Staff reported that the school is attempting various strategies to address bullying and fighting, including hiring a second security guard, implementing the Not on Our Watch (NOW) anti-bullying program, WAVE peer mediation, and social-emotional supports from support staff (e.g., lunch meetings with students involved in bullying). Staff stated that these have improved safety at the school but have not been sufficient to meet the school's needs and create a consistently safe environment. On the school's most recent Conditions for Learning (CFL) survey, 36% of students reported feeling safe at school.

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## Domain 3: Educators' Opportunities to Learn

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| 6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.* | **Level 2: Targeted Support Required** |

- **Professional development (PD) is beginning to addresses school priorities and some school improvement goals.** The site visit team found that the school's PD aligns with school leaders' stated priorities as well as components of the school's Corrective Action Plan (CAP). School leaders and teachers consistently reported that the school's three key initiatives this year include No Nonsense Nurturer (NNN), protecting learning time, and Do Now and exit ticket activities. School leaders and teachers stated that staff have received multiple PD sessions on each of these topics, and multiple PD agendas included sessions on NNN. Staff stated that Do Nows and exit tickets are reoccurring topics in weekly PD, which takes place on Mondays or Tuesdays. Teachers also reported receiving consistent NNN coaching, which the site visit team observed taking place during the visit. In addition to these three priorities, staff also reported that using data and standards more effectively are a focus this year. Staff reported (and review of PD agendas confirmed) that staff have received PD on standards and data, including Achievement Network (ANet), NWEA MAP, and iReady data. Although the site visit team found alignment between school priorities and PD, teachers reported (and the site visit team observed) that this PD has not yet resulted in consistent implementation of the three priorities or data use in classrooms.
- **Educators collaborate regularly and are beginning to learn about effective instruction and students' progress.** School leaders and teachers reported that Teacher Based Teams (TBTs) are the main avenue for teacher collaboration at the school, and stated that these meetings take place weekly without exception. School leaders reported (and staff confirmed) that school leaders take part in TBT meetings; they reported that the school receives additional district and state TBT support and oversight. Teachers also reported that the school's Building Leadership Team (BLT) supports the collaborative TBT process by reviewing and providing feedback on their TBT agendas monthly. BLT members and the principal confirmed this, and completed TBT agendas include feedback from BLT members as well as individuals from the district and state. While TBTs meet regularly, teachers did not consistently report that TBTs are effective in improving their teaching practices. Some stated that the paperwork required reduces the value of this collaborative time, and few were able to provide examples of how TBTs have improved their instruction. In addition to formal collaboration through TBTs, many teachers also shared examples of informal collaboration. However, the majority of the informal collaboration that teachers described involves supporting their colleagues with student behavior (e.g., assistance with student behavior issues) or logistics (e.g., covering classes when substitutes are unavailable) rather than improving instruction.

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| 7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.* | **Level 1: Intensive Support Required** |

- **Educators' mindsets and beliefs do not consistently reflect a shared commitment to students' learning.** Specifically, staff conveyed differing levels of investment in the school's instructional vision, and differing levels of commitment and responsibility to serving all the school's students. For example, some teachers expressed agreement with the decision to make NNN a school priority, are excited to take part in the coaching, and were seen implementing NNN strategies in classrooms. However, other teachers expressed disagreement to using NNN, resistance to coaching, and were not observed

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implementing strategies. Teachers also expressed different levels of commitment to, and responsibility for, students' learning. School leaders and some teachers expressed a belief that all students can learn, regardless of students' personal or home situations, and indicated that in response to the school's low academic performance, the school can improve in instruction and motivating students. But others indicated that the school's performance is beyond their control, blaming the community, students' home situations, as well as lead in the city's water supply. Similarly, some teachers were observed taking a high level of responsibility for students in the school's common spaces, while others ignored or did not address student behavior in these areas. In addition to varying beliefs, school leaders and teachers reported high levels of teacher absenteeism and reported that teacher absences disrupt student learning and create challenges for school operations.

- **The school does not yet reflect a growth-oriented professional climate.** Staff expressed differing levels of openness to feedback, as well as differing levels of comfort with approaching colleagues and school leaders. School leaders and teachers reported that a number of teachers take part in coaching from the school's instructional coaches, and some teachers expressed an interest in trying new strategies in their classrooms. However, school leaders and teachers reported that others do not take advantage of coaching opportunities, and some teachers expressed a resistance to feedback on their teaching. Some teachers reported collaborating with, and supporting, their colleagues, while others did not. Similarly, some teachers described their colleagues as well-intentioned, reliable, and approachable. These teachers reported feeling comfortable approaching their peers and school leaders for help. Many reported that school leaders are very approachable and open to feedback, and gave examples of ways in which their colleagues go to great lengths to support students – for example, making home visits, to leading programs, to providing holiday baskets to students. Others, however, reported feeling uncomfortable approaching colleagues and school leaders for help, and reported that their colleagues are not reliable, citing teacher absences.

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## Domain 4: Governance and Leadership

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| *8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.* | **Level 3: Established** |

- **The principal conveys clear vision and goals for the school.** Although still in various stages of implementation, all stakeholders were able to identify this year's three school priorities of NNN, Do Nows and exit tickets, and protecting learning time. These three priorities were mentioned frequently in conversations with staff, included in school improvement documents, and posted in the building. Many staff were also able to state what school leaders expect to observe in classrooms in relation to the thee priorities, such as the components of a Do Now activity. In addition to the instructional vision, staff reported that the principal has presented instructional goals in terms of NWEA achievement. Although staff had varying levels of understanding of NWEA metrics, they consistently stated that the school's primary goal for the year is NWEA growth; some cited the goal of 80% of students meeting their individual growth goals. All students were able to describe their baseline Fall NWEA scores; approximately half were able to state their mid-year progress toward meeting their goals. School goals were also posted throughout the school, including a bulletin board recognizing students who met Fall to Winter growth goals. Leadership's internal goal-setting documents include grade-level cohort NWEA growth goals, ranging from increasing the percentage of students meeting proficiency in various grade levels and subject areas from 5% to 10%
- **School leaders provide regular feedback to improve the quality of instruction.** The site visit team found that school leaders regularly observe the quality of instruction through both formal and informal observations, and that school leaders provide regular feedback on instruction. More specifically, teachers reported that school leaders visit classrooms frequently, sometimes up to four times per week. School leaders reported that observing classrooms is a priority and gave examples of collecting exemplary teaching practices on videotape. School leaders and teachers also reported that during these observations, school leaders check for instructional practices such as the use of objectives and whether students are aware of objectives, classroom structures, and student engagement. Teachers reported that school leaders share walkthrough trends with staff; some reported receiving individual feedback based on walkthroughs. The site visit team reviewed completed walkthrough forms and found that walkthroughs were also referenced in school bulletins. Teachers also reported that school leaders provide regular oversight and feedback regarding teachers' analysis of standards in TBTs. School leaders reported taking part in SST meetings to ensure that students receive appropriate academic interventions. Teachers reported that school leaders highlight examples of excellent instruction regularly in staff meetings. Finally, all staff reported receiving formal evaluations; review of sample observations found examples of reflection questions from the evaluators aligned to instructional practices.

| | |
|---|---|
| *9. School leaders effectively orchestrate the school's operations.* | **Level 2: Targeted Support Required** |

- **The school leader does not ensure effective communication and inclusive, transparent decision making.** Some staff members expressed that communication with the principal is constructive and respectful, but others did not. Staff frequently described the principal as passionate. While some reported that this is strength in her leadership, others stated that this results in communication that is perceived as too direct or makes teachers feel disrespected. Teachers gave examples of feeling

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obligated to cover classes for absent teachers (although they acknowledged that they are compensated). Many staff members also shared frustration with a lack of transparency and inclusiveness of the school's decision-making process. Some stakeholders stated that they perceive that the principal makes decisions quickly and without ample feedback, such as recent decisions to suspend lunch clubs, and to have middle school teachers rotate to classrooms by cart rather than having middle school students transition in hallways. Teachers were not able to describe the process for decision making, and were not able to give examples of decision in which teachers have had significant input. Teachers and school leaders stated that the BLT meets monthly, but includes just two teachers (including union representation). The principal acknowledged that relationships with staff are sometimes contentious, and that communication is an area of growth.

- **The principal allocates resources and manages school operations in order to build a productive learning environment.** Many stakeholders indicated that the principal acquires and allocates resources in a way that benefits both students and teachers. The principal reported expending time and resources to apply for the school's second consecutive School Improvement Grant (SIG), which was recently awarded. Further, teachers and school leaders reported that the school has ample resources for programming, such as iReady and NNN, and that the availability of technology – both desktop and laptop computers – has improved this year. Teachers also consistently reported that the school leader provides the resources they need to do their jobs, including a budget of $500 each for classroom supplies, and that the school leader is open to their requests for additional materials. Teachers further stated that they appreciate the recent addition of a school store, which reduces the amount of personal money that teachers spend on classroom incentives. School leaders and teachers also stated that the principal allocated school funding to hire a second full-time security guard, and that the additional security guard has had a positive impact on school safety.

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## Prioritization Process

The site visit team met with the Alfred Benesch School's leadership team to review its findings, discuss the school's areas of strengths and areas for improvement, prioritize areas for improvement, and discuss ways to address the identified areas for improvement.

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included clear classroom behavioral expectations. The site visit team also noted the following areas for growth: in-class assessment strategies and varied instructional strategies.

The group identified *Domain I: Instruction* as the area for growth to prioritize. The group identified the following priority within this Key Question as having the most potential impact on the success of the school as a whole: in-class assessment strategies.

The team then developed the following goal, success measure, and action plan:

**Goal:** In-class assessment strategies reveal students' thinking about learning goals.

**Success Measure:**

1. Pre-walkthrough observation data on the use of in-class assessment strategies will increase by 50% from February 17 to April 17.
2. On post-reflections, teachers will indicate the use of two new formative assessment strategies.

| Actions | Target Dates | Champions |
|---|---|---|
| 1. Communicate action planning process and share action plan with staff in whole group session. | Feb 17 | Principal, 1st and 4th/5th teachers |
| 2. Assess/survey the staff to identify assessment strategies currently being used at the school. | Feb 17 | Principal |
| 3. Collect classroom walkthrough assessment baseline data. | Feb 17 | Principal |
| 4. Communication of action planning process and action plan in small group breakout session. | Feb 22 | TBT group leaders |
| 5. Design PD on various in-class assessment tools (topic, format, pros/cons of various strategies, videos). | Feb 21 to Mar 8 | SQR group |
| 6. Deliver PD. | Mar 8 to Mar 17 | BLT subgroup |
| 7. Collect classroom walkthrough assessment post data and present data to staff in whole group session. | Apr 17 | Principal |
| 8. Teachers complete post-reflection on in-class assessment strategies. | Apr 24 | Principal and teachers |

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## Appendix A: Site Visit Team Members

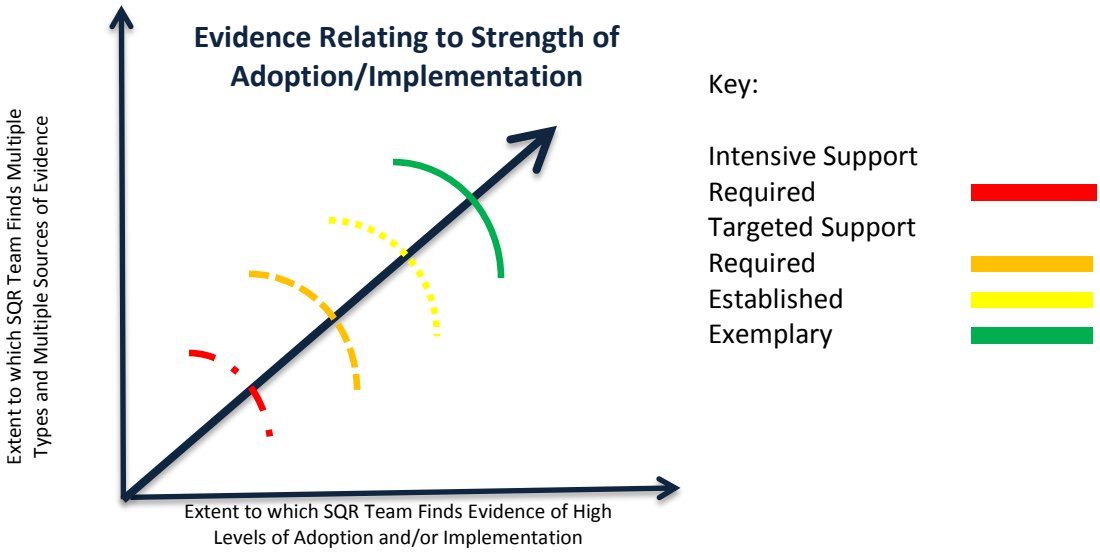
The SQR to Alfred Benesch was conducted on February 14-16, 2017 by a team of educators from SchoolWorks, LLC.

| | |
|---|---|
| **Robin Hull,** Team Leader | SchoolWorks, LLC |
| **Nick Bucy,** Team Writer | SchoolWorks, LLC |

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## Appendix B: Implementation Rubric

The site visit team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types[2] and multiple sources[3] 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 Standard |
|---|---|---|
| 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 that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined. |
| 3 | **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. |

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

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

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## Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 13 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

| | Indicator | Distribution of Scores (%) | | | |
|---|---|---|---|---|---|
| | | *Ineffective* | *Partially Effective* | | *Effective* |
| | | 1 | 2 | 3 | 4 |
| Common Core Alignment | **1a. Common Core Literacy Alignment (for all classes other than math)**<br>Alignment to content standards<br>Alignment to instructional shifts N = 10 | 50% | 30% | 20% | 0% |
| | **1b. Common Core Math Alignment (for math classes only)**<br>Alignment to content standards<br>Alignment to instructional shifts<br>Alignment to standards for mathematical practice N = 3 | 0% | 33% | 67% | 0% |
| Classroom Climate | **2. Behavioral Expectations**<br>Student behavior<br>Clear expectations<br>Consistent rewards and/or consequences<br>Anticipation and redirection of misbehavior | 23% | 15% | 23% | 38% |
| | **3. Structured Learning Environment**<br>Teacher preparation<br>Clear agenda<br>Learning time maximized | 31% | 15% | 46% | 8% |
| | **4. Supportive Learning Environment**<br>Caring relationships<br>Teacher responsiveness to students' needs | 31% | 8% | 31% | 31% |
| Purposeful Teaching | **5. Focused Instruction**<br>Learning objectives<br>High expectations<br>Effective communication of academic content | 38% | 38% | 23% | 0% |
| | **6. Instructional Strategies**<br>Multi-sensory modalities and materials<br>Varied groupings<br>Student choice and leadership | 46% | 31% | 15% | 8% |
| | **7. Cognitive Engagement**<br>Active student participation<br>Perseverance | 31% | 23% | 46% | 0% |
| | **8. Higher-order Thinking**<br>Challenging tasks<br>Application to new problems and situations<br>Student questions<br>Metacognition | 62% | 23% | 15% | 0% |
| In-Class Assessment & Adjustment | **9. Assessment Strategies**<br>Use of formative assessments | 69% | 8% | 23% | 0% |
| | **10. Adjustments to Instruction**<br>Adjustment of instructional Strategies<br>Adjustment of content<br>Adjustment of organization of students | 92% | 8% | 0% | 0% |
| | **11. Feedback**<br>Feedback to students<br>Student use of feedback | 100% | 0% | 0% | 0% |

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