SchoolWorks
School Quality Review
Report

Benjamin Franklin School
February 14-16, 2017

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CLEVELAND METROPOLITAN SCHOOL DISTRICT

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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 1: Intensive 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 2: Targeted 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 2: Targeted Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 2: Targeted 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 2: Targeted 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 2: Targeted Support Required**
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 1: Intensive Support Required**

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
20%	**25%**	**35%**	**20%**

- **Behavioral expectations are understood by some students.** Leaders reported that the schoolwide approach to behavior management is an incentive program through which students can earn Benji Bucks. Leaders explained that students can use Benji Bucks to purchase items at the school store, including school supplies, toys, and snacks. However, students stated that while teachers passed out Benji Bucks at the beginning of the year, they rarely use the system anymore; the site visit team did not observe the system being used during the visit. Leaders and teachers noted that in addition to this school-wide system, teachers have the autonomy to develop and implement their own behavior management systems to establish classroom expectations and climates. The site visit team observed effective implementation of clear behavioral expectations in 20% of lessons (n=20). In these lessons, students consistently behaved appropriately throughout the observation or teachers were able to redirect minor misbehaviors without disrupting student learning. For example, in one lesson, all students were on task as they solved problems independently, then followed directions immediately when the teacher called them back together to engage in whole group work. The site visit team observed partially effective implementation of behavioral expectations in 60% of lessons. In these lessons, minor misbehaviors disrupted the lesson. For example, in one lesson, several students engaged in ongoing side conversations unrelated to lesson content; although the teacher addressed the students and attempted to redirect them, the off-task behavior persisted throughout the observation. In another lesson in which students were working in centers, most students were on task and following directions, but several students played with classroom materials instead of completing the work for their center. The site visit team observed ineffective implementation of behavioral expectations in 20% of lessons. In these lessons, the learning environment was consistently disorderly, and/or the teacher lacked a system for addressing misbehavior. For example, in one class, students were talking, throwing items, and jumping around the classroom during the lesson, and did not respond to the teacher's attempts to redirect their behavior.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
25%	**50%**	**15%**	**10%**

- **Learning time is not maximized through effective planning and guidance.** While teachers were generally well-prepared for lessons in terms of materials, learning environments were not always organized to ensure that time was used efficiently. The site visit team observed that effective implementation of a structured learning environment was present in 10% of lessons. In these classes, teachers were well-prepared, a clear agenda of activities was communicated to students, and if students finished one learning task, they moved onto another learning task. The site visit team

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

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observed partially effective implementation of a structured learning environment in 65% of lessons. In many of these classes, teachers gave too much time for students to complete learning tasks and/or did not have work for students to do when they finished early. For example, in one class, students worked on activities in stations for the entire 20-minute observation, but when they finished their station activity, they had nothing to do and began to engage in off-task behavior. In some lessons, although the teacher had a routine for managing transitions, time was lost because students were not able to execute the routines effectively. For example, one class used a signal to move between stations, but when the teacher gave the signal, it took students several minutes to clean up their stations and then a few additional minutes to settle into their next stations. The site visit team observed ineffective implementation of a structured learning environment in 25% of lessons. In these classes, a significant amount of time was wasted. For example, one class took 10 minutes to transition from the hallway to their seats.

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
15%	**40%**	**35%**	**10%**

- **Most teachers use multiple instructional strategies and materials; however, these strategies and materials are not consistently effective at meeting students' diverse needs.** Leaders and teachers reported (and the school's Academic Achievement Plan [AAP] confirmed) that the use of small group and center-based instruction is a common expectation across the school; the site visit team observed these strategies in use in most visited classrooms. The site visit team noted that instructional strategies were being effectively implemented in 10% of classes. In these lessons, teachers used multiple instructional formats and students accessed content through multi-sensory materials and modalities. The site visit team observed partially effective implementation of instructional strategies in 75% of lessons. In most of these classes, teachers attempted to use multiple formats and multi-sensory materials or modalities, but these were only moderately effective at meeting the needs of diverse learners. For example, in one class, students worked in centers on different activities that included manipulatives and visuals, but some of the activities had no clear learning objective, and several centers were too simplistic for the grade level. In another class, the teacher projected a worksheet on the board and provided time for students to work in partners, but everyone was working on the same task for the entire 20-minute observation and the teacher only provided one entry point for students to access the content. The site visit team observed ineffective implementation of instructional strategies in 15% of lessons. These lessons lacked instructional strategies to engage students in different formats or modalities. For example, in one class, all students worked on the same worksheet at their desks during the entire observation.

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Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
45%	**55%**	**0%**	**0%**

- **Instruction does not require all students to use and develop higher-order thinking skills.** Leaders reported that while the school is working to prepare its students for success in high school and college, rigor is an area for growth. In 55% of classrooms observed, lessons were partially effective at promoting higher-order thinking. In many of these classes, some, but not all, students had the opportunity to engage in tasks that required higher-order thinking. For example, in one class in which a teacher was working with a small group, the teacher posed several challenging questions to the small group, but the rest of the class was working on low-level tasks for the duration of the observation. In some lessons, tasks had the potential to be rigorous, but teachers ended up doing more of the work than the students. For example, in one lesson, the teacher posed a challenging problem to students but then allowed students to look up the answer on a chart. Similarly, in another class in which students were engaged in solving open-ended problems, the teacher provided step-by-step guidance on how to find solutions. The site visit team noted that 45% of observed lessons were ineffective at promoting higher-order thinking skills. In these lessons, most, or all, students were engaged in tasks that focused on summary or recall, or basic procedures. For example, in one lesson in which students were working in centers, activities included coloring pictures on worksheets and answering fill-in-the-blank questions. In another class, students spent the entire observation solving simple one-step problems.

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 2: Targeted Support Required**

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
35%	**35%**	**20%**	**10%**

- **In-class assessment strategies reveal some students' thinking.** Teachers and leaders reported that teachers check students' understanding of lesson content using strategies such as exit tickets and thumb tools; teachers also noted that quick assessment strategies have been a topic of recent professional development. The site visit team observed effective use of assessment strategies in 10% of lessons. In these lessons, teachers used formative assessments to check all students' understanding of lesson content. The site visit team observed partially effective use of assessment strategies in 55% of lessons. In these lessons, although teachers applied assessment strategies to check for understanding, teachers often assessed the understanding of some, but not all, students. For example, in one class, although the teacher used cold calling and circulation, the teacher did not assess all students during the 20-minute observation. In another class in which two teachers worked with small groups, the students in the groups were assessed multiple times through questioning and teacher observation, but the rest of the class was not assessed. The site visit team observed ineffective use of assessment strategies in 35% of lessons. In these lessons, few or no students were assessed, or assessments focused on process only (e.g., a teacher checking whether students were on task and understood directions). For example, in one lesson, the teacher circulated, but only checked whether students had finished the worksheet, not whether they had done the work accurately.

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Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
20%	**40%**	**25%**	**15%**

- **Feedback is not consistently provided during the learning process.** The site visit team observed teachers providing feedback effectively in 15% of lessons. In these classes, students received clear, specific, feedback related to lesson content in order to help students make progress toward learning goals. For example, in one lesson, the teacher provided feedback to each student on the accuracy of their work. When students had not done the work correctly, the teacher asked guiding questions, sometimes staying with students to observe whether students were able to successfully revise their work. Site visit team members observed partially effective delivery of feedback in 65% of classrooms. In many of these classrooms, teachers provided feedback to some, but not all, students. For example, in several classes, students who worked with teachers in small groups received frequent feedback on their work, but the rest of the students did not receive any feedback. Sometimes, the teacher provided feedback, but the feedback did not clarify students' misunderstanding. For example, in one lesson, the teacher noticed a trend in students' work on a math problem and communicated it to the whole class, but then students did not use the teachers' feedback to change their approach. Site visit team members observed ineffective delivery of feedback in 20% of classrooms. In these classrooms, teacher feedback was focused on process as opposed to lesson content, was too vague to be useful (e.g., "nice work"), or there was no feedback at all. For example, in one class, the teacher provided feedback to students on whether they were following the activity procedures correctly, but gave no feedback on academic content.

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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 2: Targeted Support Required**

- **The school has a process for identifying struggling and at-risk students; the effectiveness of this process is unclear.** Leaders and teachers reported (and a review of data trackers confirmed) that the school uses various sources of data (in addition to teacher observation and student work) to identify students who are struggling and at-risk, including: Ohio's State Test (OST) results; Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) data; Achievement Network (ANet) interim assessment results; and STAR reading assessments. Staff reported (and a review of student support team [SST] forms confirmed) that when a teacher has a particular concern about a student, the student may be referred to the SST, which includes school leaders, the school psychologist, intervention specialists, and the speech and language pathologist. Staff reported that this group meets weekly, along with the referring teacher and family members, to discuss possible interventions and progress monitoring. Staff explained that the classroom teacher implements the intervention and tracks the student's response for approximately six weeks, and then reconvenes the SST to determine next steps. Leaders stated that the SST process is working, particularly because it helps supply teachers with more ideas for interventions before moving toward testing for special education services. However, other staff members noted that the process is inefficient and does not meet the needs of all students. For example, some staff reported the current paperwork is a burden and some reported interventions are too time-consuming. Some staff also noted that after going through the SST process, they did not believe that students received the services they needed and that, sometimes, the classroom teacher's input is not valued enough.
- **The school implements supports for struggling and at-risk students.** Leaders explained that the school provides a range of academic support for students, including targeted, small group reading instruction based on NWEA MAP scores. Leaders reported that the reading intervention teacher has a caseload of 70 K-3rd grade students that she sees daily; two other teachers meet with small groups of students from grades 1, 4, and 5. Teachers, leaders, parents, and students stated that middle school students can get tutoring help from their teachers during lunch periods. Leaders noted that there are after-school tutoring programs for approximately 15 3rd grade students in English language arts (ELA) twice a week. Leaders, teachers, and students reported that the school uses MobyMax's online curriculum to provide daily personalized practice for students in 7th and 8th grades in ELA and math, while other grade levels use the software for small groups and centers time. Leaders, teachers, and students explained (and a review of the school bulletin confirmed) that students in grades 2-8 participate in the school's Accelerated Reader program, which gives students time to practice reading books at their own reading level. Leaders and students stated (and a review of the school bulletin confirmed) that the school tracks student participation and results on Accelerated Reader quizzes.

5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 2: Targeted Support Required**

- **The school does not consistently hold high expectations for academic learning.** Teachers reported that the school holds high expectations for students, explaining that staff push students to go beyond their comfort level, hold students accountable for their work, and that teachers do not accept excuses from students. Teachers also pointed out that the school offers rigorous programming (e.g., Algebra

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1 and some Scholastic Aptitude Test [SAT] vocabulary preparation) to some middle school students. However, leaders and students stated there are some inconsistencies among the staff in terms of expectations. Leaders reported that they observe some teachers holding high expectations for students by providing students challenging tasks on a daily basis, while other teachers simplified work or provided students with materials below the appropriate grade level. Students noted that some teachers expect them to learn new concepts each week and provide homework every night, while other teachers assigned minimal classwork and no homework. Finally, a review of student work posted around the school during the time of the site visit also indicated a range of expectations. For example, there were some high-quality, standards-aligned writing samples that represented grade-level appropriate work. However, there was also sample work posted that was supposed to demonstrate students' ability to use evidence from text, but none of the work samples referenced an actual text.

- **The school is still working to provide a safe environment to support students' learning.** In focus groups, stakeholders provided varying descriptions of school safety that, according to the school's AAP, is a school priority area. Leaders and parents reported that the school is safe, with leaders noting that there are two security guards who have good relationships with students, and a dean of culture who is responsible for discipline and anti-bullying initiatives. Leaders also stated that teachers use social emotional learning (SEL) curricula – PATHS in grades K-5 and Second Step in grades 6-8. However, leaders acknowledged that developing students' social emotional skills is an area of growth for the school. Some teachers reported that the school is generally safe for students, but noted that there is some bullying and teasing, and reported that the SEL programming is implemented inconsistently across the school. Other teachers stated that the school could improve in safety, particularly in common areas such as bathrooms, cafeterias, and hallways; they noted that they did not feel these spaces were safe for younger students. Students confirmed that common spaces are a concern at the school, particularly the cafeteria. All students interviewed said they either did not feel safe at the school or they only felt somewhat safe. Students reported that fights had recently become more frequent occurrences and that the students involved were not receiving adequate consequences.

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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**

- **Professional development (PD) is designed to address school priorities.** Leaders and teachers explained (and calendars in the school bulletins confirmed) that PD typically takes place after school on Tuesday and Wednesday afternoons, with one day being dedicated to school-based PD sessions and the other for teacher-based teams (TBTs). They also indicated that the school holds full PD days approximately once a month. Leaders and teachers stated that PD is typically led by school leaders and the instructional coach, as well as by teachers and, occasionally, external presenters. Leaders and teachers reported (and a review of the school's AAP confirmed) that one of the school's priorities for the school is to increase student achievement in math through the use of small group instruction and centers. A review of sample PD agendas indicated that PD goals are explicitly aligned to the AAP. For example, one PD session goal was "…to develop an instructional plan for the 2nd quarter in math based on the OST blueprints and the ANet SAS to differentiate based on the Common Core standards for both grade level mastery and ability level mastery." Teachers stated that they appreciated the clear focus for PD for the year and that other topics have included math talk, ANet, Khan Academy, and math exit slips. Teachers reported that the staff are often separated into smaller groups by grade-level band, which they found more useful than sessions that included the whole staff. Most teachers reported that PD has had a positive impact on their teaching. For example, teachers described learning how to group students in Khan Academy by NWEA score to ensure they were getting more individualized skills practice.
- **Educators collaborate regularly to plan instruction and reflect on student progress; the effectiveness of these collaborative efforts is unclear.** As noted above, leaders reported (and PD documents confirmed) that the school has set aside time for TBTs to meet after school each week and that teachers meet in grade-level teams to work through the TBT protocol. Leaders explained (and a review of TBT notes confirmed) that the focus for TBTs this year has been on writing. A review of TBT notes indicated that staff have: established meeting norms; identified standards to assess and analyze student work on these standards; selected instructional strategies based on areas of student strength and weakness; set performance goals; administered follow-up assessments; and made plans for students still in need of re-teaching. For example, according to TBT meeting notes, one team focused on writing narrative essays and after completing the cycle, determined they would continue to provide opportunities for students to write narrative paragraphs, with a focus on use of dialogue and proper use of quotations for students who had not yet mastered those skills. A review of TBT notes indicated that the Building Leadership Team (BLT) reviews and provides feedback on TBT notes. While the TBT structure is in place, teachers stated that the TBT process is mostly compliance-driven and that TBTs are not an effective use of their time. Teachers noted that TBTs have not improved their instruction and that they would prefer to spend their time analyzing other data. Furthermore, teachers stated that TBTs have not been consistently meeting during the second semester. However, teachers noted that teams often meet informally during their teacher-directed time on Monday and Thursday afternoons to plan, share resources, and discuss students.

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7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.	**Level 2: Targeted Support Required**

- **Some educators' mindsets and beliefs reflect shared commitments to students' learning.** Leaders, teachers, students, and parents provided many examples to illustrate how the staff are committed to the school's success – for example, several staff members, including the principal, send their own children to the school. Leaders and teachers noted that many teachers show their dedication by giving up their lunch time to tutor students who need extra help and by staying late to work in their classrooms. Teachers explained that there is generally a mindset of all students belonging to all staff members. Teachers stated that they help each other with discipline problems and teachers seek out students' prior teachers for advice if they have a question about a student. Parents noted that teachers seemed to genuinely care about students, and described a time when a teacher gave a student winter clothes. However, leaders reported that while many teachers work hard to establish positive relationships with students, some are not as compassionate as they could be when it comes to students who are struggling. For example, leaders stated that some staff do not take additional steps to find out why certain students are not doing their work, such as making personal connections and calling home to find out if there are family issues impacting the student's performance. Furthermore, students stated that they believed some of their teachers cared about their success, while others were less invested. Students explained that some teachers were very engaged during lessons and made sure that all students understood the work, while others posted work on the board and did not always check whether students finished.
- **The school reflects a safe, trustworthy professional climate.** Teachers reported that the adult culture is supportive, welcoming, and collaborative. Teachers noted that school leaders organized a team building activity to further support staff bonding. According to a note from the principal in professional development documents, the purpose of the event was for staff to "have fun and relax with… coworkers, and also as a way for me to say thank you to all of you for everything you do around here." New teachers stated that their colleagues have been very helpful in answering their questions and they always feel they have someone to whom they can go for help. Furthermore, teachers described feeling comfortable sharing challenges with each other, asking each other about instructional strategies, as well as bringing concerns to each other about students. For example, teachers explained that when particular students are struggling in their classrooms, they can send the students to a buddy class. Additionally, teachers reported that school leaders are accessible, supportive, and responsive to questions and requests. For example, teachers described approaching the principal when they did not know how to use some school software; the principal helped them learn how it works. Other teachers described how school leaders were responsive to their request to get Kindles for students to use in classrooms. Some teachers noted that they can also bring concerns or issues to the union chair, who can facilitate their conversations with school leaders.

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Domain 4: Governance and Leadership

8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.	**Level 2: Targeted Support Required**

- **School leaders have taken steps to promote high-quality instruction.** Leaders and teachers reported that school leaders have conducted formal observations and walkthroughs for the Teacher Development Evaluation System (TDES). Leaders reported (and teachers confirmed) that they also conduct informal pop-in visits that last between 5-to-10 minutes at least once a week, and for some classrooms, daily. Teachers reported that leaders are typically looking for strategies they have identified in the weekly bulletin. A review of weekly bulletins revealed that leaders include a checklist of ongoing academic classroom expectations (e.g., word walls, I can statements, anchor charts) as well as an article highlighting an instructional strategy (e.g., allowing students to productively struggle). Teachers said that, sometimes, leaders recognize teachers' effective practices by posting notes outside their classrooms, such as a paper with a trophy that says "Math Word Wall Champion" or by writing about the teachers' classrooms in the school bulletin. Teachers stated that for the pop-in visits they sometimes, but not always, receive short written feedback. Some teachers stated that the feedback can be helpful. For example, one teacher noted that feedback from leaders included strategies for implementing centers, which the teacher was able to successfully implement. However, other teachers reported that feedback was exclusively positive, and did not give them any suggestions for ways to improve their practice. A review of sample informal feedback confirmed that some notes include concrete suggestions (e.g., students need a prompt with a sentence stem), while others only contain praise and narrative descriptions of the lesson. Finally, some teachers stated that, depending on which leader conducts the observation, they have noticed inconsistencies in the content of feedback.
- **School leaders are working to support a school-wide data culture.** When asked to describe a strength of the school, leaders cited the focus on data analysis, and teachers identified data analysis as a particular strength of the principal. Leaders reported that the school uses data from ANet and NWEA MAP assessments, along with Conditions for Learning (CFL) survey data to identify school-wide trends and needs. Leaders explained (and a review of a BLT agenda confirmed) that the BLT conducts data analysis to monitor progress toward school goals. But leaders stated (and a review of data trackers confirmed) that the principal also routinely analyzes school-wide and classroom level data herself, identifies standards that individual students need to be retaught, and asks teachers to develop re-teaching strategies. Leaders and teachers reported that teachers also conduct their own data analyses individually and in teams, but leaders noted that teachers' skill level with data analysis varies; also, teachers reported a range of comfort levels with school data during focus groups. For example, some teachers reported that they knew how to log into ANet to access their students' results and were aware that the results were available within a week of students taking the assessment, while others reported that they still had not seen results from the assessment students had taken in December. Some teachers stated they felt overwhelmed by the amount of data they were expected to work with, noting that there were too many assessments to manage. Some teachers added that they did not believe all assessment data were valid. Finally, when asked what guidance they were given from school leaders regarding data, teachers reported that they were supposed to analyze it and "move kids up."

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

- **School leaders ensure effective communication across the organization; decision making is sometimes, but not always, inclusive.** School leaders reported (and teachers and a review of school bulletins confirmed) that the principal sends a weekly news bulletin to staff. This newsletter includes reminders about school goals and instructional strategies, a list of ongoing academic expectations, an article of the week, academic updates, calendar reminders, and general reminders for staff. During focus groups, teachers referred to the bulletin multiple times and in several different contexts when explaining how leaders communicated information. As noted above, teachers reported that they feel comfortable communicating with leaders in person, and teachers reported that they routinely bring issues and concerns to leaders in one-on-one settings. Teachers described having some voice in school decisions due to their ability to bring concerns to leaders. For example, teachers explained that when they thought that the dismissal procedure was not working effectively, they proposed an alternative to school leaders, and it was adopted. Similarly, teachers reported that when they felt the breakfast schedule did not work for their students, school leaders were responsive and made a change that solved the problem. Leaders and teachers also noted that committees such as the Sunshine Committee, Discipline Committee, and especially the BLT, are venues for teachers to have input into school-wide decisions. However, while some teachers stated that they had grade-level team members on the BLT who shared updates with them, other teachers reported that they are uncertain what happened on the BLT because not all grade-level bands are represented. Finally, some teachers noted that they believed some decisions were made without providing teachers any context. For example, teachers stated that schedules were changed several times at the beginning of the year without any explanation to teachers.
- **School leaders are working to allocate resources and manage school operations in order to ensure a safe and productive learning environment.** School leaders stated that they believe teachers have the resources they need to be successful. Leaders noted that they give teachers wish lists each year, and while they cannot promise to fulfill everything on the lists, they try their best to get teachers everything they request. Leaders reported that, last year, they were able to buy the school 180 Kindles, 6 carts of Chromebooks, and new laptops. While teachers confirmed the improvement to the school's technology resources, teachers reported that they do not have other types of resources they need. For example, teachers stated that they do not have enough consumable workbooks for students, and do not have access to enough paper or envelopes. Some teachers stated that they did not have enough furniture at the beginning of the school year, and some staff reported spending their own money on supplies. Teachers noted there is not a system for taking inventory of which supplies are not necessary to reorder each year, which results in some supplies going unused. However, leaders have taken some steps to improve operations in other areas. For example, leaders noted that due to overcrowding in the cafeteria, they added a lunch period, which has helped alleviate some of the problems at lunch time. Additionally, leaders have made changes to breakfast and dismissal routines to improve logistics. However, as noted above, teachers and students continue to express concern about safety in common areas such as halls and the cafeteria.

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Prioritization Process

The site visit team met with the Benjamin Franklin 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 the Professional Climate and Professional Development. The site visit team also noted the following areas for growth: Classroom Climate and Purposeful Teaching.

The group identified Purposeful Teaching 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: Instructional Strategies.

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

Goal: Teachers use instructional strategies and materials in small groups and centers effectively to meet student needs.

Success Measure: April post-assessment data indicates that 80% of teachers believe that they have improved the effectiveness of their groups and centers.

Actions	Target Dates	Champions
1. BLT meets to plan staff meeting and define vision for effective implementation of instructional strategies, small groups, and centers.	2/21	Principal
2. Staff meeting: a. Share SQR findings. b. Share action plan. c. Teachers take self-assessment on whether their centers and small groups align to objectives, are challenging, and include accountability/assessment.	2/22	Principal
3. Set up peer observation schedule for teachers to see each other implementing small groups and centers. a. Solicit volunteers. b. Share periods/times that teachers can observe volunteers with staff.	2/24	Coach
4. All teachers conduct at least one peer observation.	2/27-3/3	Assistant Principal
5. Teachers revise their lesson plans to ensure they are aligned to the school's vision for effective implementation of small groups and centers.	3/6 – 3/10	Teachers from BLT
6. Teachers have time to practice/implement small group and centers in their classes.	3/6 – 3/17	Principal
7. School leaders provide targeted support to teachers as needed.	3/6 - onward	BLT

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Appendix A: Site Visit Team Members

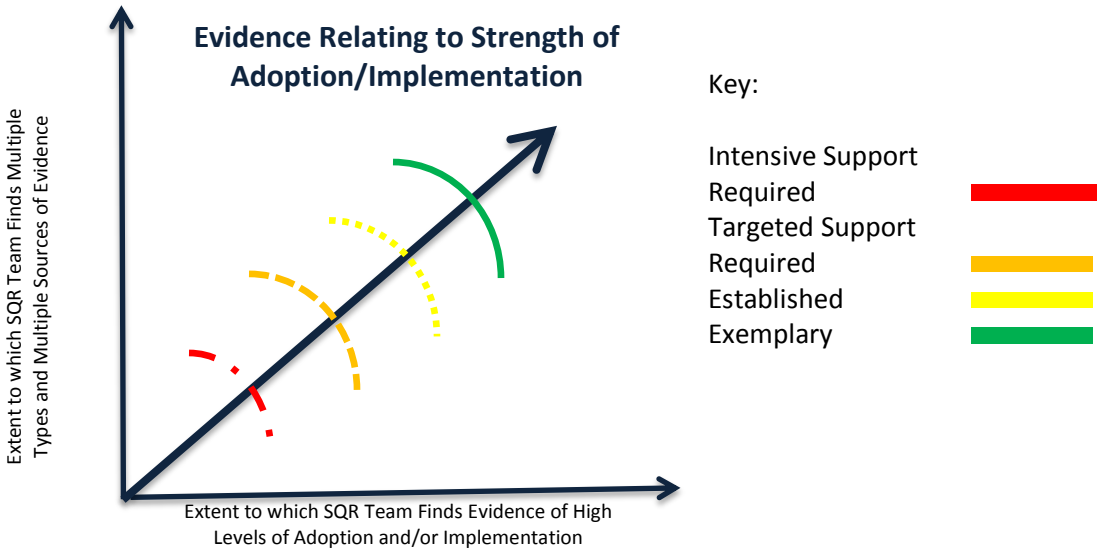
The SQR to Benjamin Franklin School was conducted on February 14-16, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

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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 20 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)** Alignment to content standards Alignment to instructional shifts N = 12	67%	33%	0%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 8	25%	50%	25%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	20%	25%	35%	20%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	25%	50%	15%	10%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	15%	30%	35%	20%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	25%	60%	15%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	15%	40%	35%	10%
	7. Cognitive Engagement Active student participation Perseverance	15%	60%	20%	5%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	45%	55%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	35%	35%	20%	10%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	65%	25%	10%	0%
	11. Feedback Feedback to students Student use of feedback	20%	40%	25%	15%

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