SchoolWorks
School Quality Review
Report

Case Elementary School
December 7-9, 2016

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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 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 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 1: Intensive 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
14%	**29%**	**36%**	**21%**

- **Behavioral expectations are clear and understood by some students.** Leaders and teachers reported that the schoolwide approach to behavior management is a positive behavioral intervention and support (PBIS) system. However, teachers stated that the system is not implemented consistently across the school and some teachers have not received adequate training in PBIS practices. The site visit team noted behavior expectations posted in every classroom but observed effective implementation of the expectations in just 21% of lessons (n=14). In these lessons, teachers set clear expectations for behavior, students behaved appropriately throughout the lesson, or the teacher effectively managed and redirected minor misbehaviors without disruption. For example, in one class, students were on task throughout the observation; when one student did not follow directions, the teacher was able to quickly redirect the student without interrupting the flow of the lesson. The site visit team observed partially effective implementation of behavioral expectations in 65% of lessons. In these lessons, minor misbehaviors disrupted the lesson. For example, in one class, students held side conversations several times during whole class instruction; although the teacher addressed the students, the interruptions occasionally disrupted learning. In another class, students had to be reminded how to transition to their seats from the hallway, then continued to talk over the teacher several times as the teacher was trying to begin instruction. The site visit team observed ineffective implementation of behavioral expectations in 14% of classrooms. In these classes, misbehavior persisted throughout the lesson, the learning environment was consistently chaotic, and/or the teacher lacked a system for addressing misbehavior. For example, in one class, students were continuously giggling and talking to each other while the teacher was speaking, as well as playing with their materials instead of using them as directed. The teacher did not give students any consequences for their behavior; as a result, the majority of students were unable to engage in learning.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
36%	**36%**	**21%**	**7%**

- **The learning environment is rarely structured and learning time is not maximized.** The site visit team observed partially effective establishment of a structured learning environment in 57% of lessons. In these classes, the teacher may have been well-prepared for some – but not all – of the lesson, or the teacher may have used time efficiently for part of the lesson. For example, in one class, students worked in packets prepared by the teacher; when some students finished early, the teacher had not planned work for them, so they sat idle for several minutes. In another class, the teacher was prepared with handouts and a text for students to read, but spent 10 minutes at the start of the class on a

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

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brainstorming activity that did not require students to use the text or do any new learning or critical thinking. The site visit team observed an ineffective establishment of a structured learning environment in 36% of lessons. In these classes, a significant amount of time was wasted. For example, in one class, the teacher spent the entire 20-minute observation discussing and handing out the materials for the lesson activity. In another class, it took approximately 10 minutes for students to transition from the hall to their seats. The teacher then spent an additional 3-to-5 minutes waiting for several students who were late to class and/or slow to get their materials out while the rest of the class (who was ready to start) had to sit idly.

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

Focused Instruction			
Ineffective	Partially Effective		Effective
1	2	3	4
50%	**43%**	**7%**	**0%**

- **Few teachers provide students with learning goals or focused, purposeful instruction.** The site visit team noted partially effective focused instruction in 50% of lessons. In these classes, an objective was posted but did not match instruction, and/or the teacher demonstrated high expectations in some instances but not consistently. For example, in one class, the objective was posted but did not align to the content of the lesson. The teacher called on students to answer questions, but only students who raised their hands; not all students were being held accountable for learning and the teacher only asked one student to explain his/her thinking. In another lesson, the objective was not posted; the teacher was working with students in a small group and held that group of students accountable for their learning. However, the teacher did not hold the rest of the class (who were working independently) accountable for their work or give them any clear guidance or focus. The site visit team noted that 50% of lessons demonstrated ineffective focused instruction practices. In these classes, the objective was not evident or was ineffective, the teacher did not hold high expectations for students, and/or the teacher did not clearly communicate academic content to students. For example, in one lesson, the posted objective appeared to be from previous several days. The teacher's only directions regarding academic content was to tell students whether their answers to worksheet questions were correct or not; the teacher called on the same few students repeatedly throughout the observation. In another class, there was no objective posted or communicated by the teacher. The teacher did not communicate any academic content other than to define a vocabulary word with which students were struggling in the packet on which they were working.

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
64%	**14%**	**14%**	**7%**

- **Limited instructional strategies and materials are used to support students' diverse needs.** The site visit team observed partially effective use of instructional strategies to support students' diverse learning needs in 28% of lessons. In these classes, the teacher was somewhat successful in using multiple formats and/or various materials or modalities to support students' ability to access content. For example, in one class, students worked as a whole group, as well as independently. The teacher

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provided calculators as a support to students who needed them, but the majority of instructional time was spent having students work through the same worksheet at the same pace. In another class, students worked in groups on a science game. While the teacher provided an organizer to help students manage their notes, the particular organizer selected for the activity was not particularly aligned for helping students process the information of the lesson. The site visit team observed ineffective use of instructional strategies to support students' diverse learning needs in 64% of lessons. In these classes, the lesson lacked instructional strategies to engage students in different formats or modalities. For example, in some classes, all students were expected to independently work on the same worksheet or packet for the duration of the observation. In other classes, teachers directed instruction from the front of the class and students all did the same tasks at their desk. For example, during one lesson, a teacher projected a workbook page onto the board and filled in answers based on the responses of student volunteers while the rest of the class copied the answers into their own workbooks. In another class, students listened to the teacher describe an activity for approximately 15 minutes.

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
64%	**7%**	**29%**	**0%**

- **In-class assessment strategies rarely reveal students' thinking about learning goals.** When asked to describe the types of assessments used at the school, teachers reported that they administer various standardized tests and assessments from their curricular programs (e.g., unit tests and quizzes) but did not describe checks for understanding used in a lesson. The site visit team did not observe any effective use of in-class assessment strategies. The site visit team observed partially effective use of assessment strategies in 36% of lessons. In these classes, teachers may have employed strategies such as whiteboards or purposeful circulation for some, but not all, students. For example, in one class, a teacher worked with a small group of students and frequently assessed their understanding of lesson content, but did not check in with the rest of the class to check their progress over the course of the 20-minute observation. In another lesson, the teacher called individual students to the teacher's desk to assess their progress and took notes on students' answers in a notebook, but assessed only some of the class. In 64% of classes, site visit team members observed ineffective incorporation of assessment strategies to reveal student learning. In these classes, there were no observed assessments, or the assessments focused on process (e.g., "How many people are finished?").

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
57%	**29%**	**14%**	**0%**

- **Timely, frequent, specific feedback to inform the learning process is limited.** The site visit team observed partially effective incorporation of specific feedback in 43% of lessons. These classrooms were characterized by some students receiving content-specific feedback. However, in many cases,

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the feedback was non-specific (e.g., “Very nice”) or feedback was limited to a few students. In one class in which a teacher was working with a small group, several students received feedback on their answers to questions about the reading; one student was reminded to re-read a word in order to pronounce it correctly. In another class, after answering a question, a student was told, “Good job, see how much you have learned since last time we discussed this!” In another lesson, the teacher pointed out that the answers they were giving were synonyms for other answers that had already been provided, but only a few students received this type of feedback. The site visit team observed ineffective incorporation of feedback strategies in 57% of lessons. In these classes, site team members observed little or no teacher feedback related to the lesson content being provided to students.

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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; however, the process is inconsistently implemented.** School leaders and teachers reported that the school has a Student Support Team (SST) that meets to discuss interventions for students of concern. An SST procedures overview document provided by the school indicated that the core team is identified as including an administrator, teacher representative, attendance liaison, school nurse, school psychologist, and Beechbrook therapist. However, leaders and teachers reported that only two people currently serve on the SST – the curriculum instruction specialist (CIS) and SST coordinator. Leaders and teachers further reported (and documents confirmed) that the team meets once a week for one period to review referrals and offer interventions. Leaders stated that referrals are to be tracked for six weeks, and then the team reconvenes to determine next steps. However, teachers and leaders explained that the process does not always work as intended. For example, leaders noted that there seems to be some confusion among teachers about the purpose of the referral forms; sometimes they are used when the teacher is struggling with classroom management. Staff and leaders reported that there is not enough time to conduct the work of the SST. In practice, staff noted many instances when the referring teacher is unable to get substitute coverage in order to attend meetings for students they have referred. Some teachers stated that an additional challenge to the SST process is the difficulty of getting parents to attend meetings. Some teachers stated that the school does not currently have a psychologist assigned to the school, so if the team decides the student should be tested for additional services, there are often long waiting periods before the student can move forward in that process. However, other teachers acknowledged that the school does not have an assigned psychologist, but noted that a psychologist is not necessary to proceed with the standard interventions offered during the SST process. They further indicated that the staff may not have a common understanding of how the SST process should be operating.
- **The school implements some supports for struggling and at-risk students.** Leaders explained (and the master schedule confirmed) that since most students in the school need support with reading and math, all classes have daily intervention blocks worked into their schedules in both subjects. The site visit team noted that during these times, some classes were delivering interventions using appropriate programs and/or small group instruction. Others were not delivering interventions as intended (i.e., some classes were engaged in Tier 1 instruction in reading, math or other subjects). Leaders stated that for reading interventions, the school uses the Reading Mastery program in grades K-5 and Phonics for Reading in grades 6-8. Leaders and teachers explained (and the site visit team observed) that students Walk to Read starting in 1st grade so teachers can organize students across classes according to their reading level. Leaders indicated (and planning documents confirmed) that in math, the school uses Connecting Math Concepts (CMC) in grades K-2 and small group instruction; they use manipulatives and other resources provided by the CIS in the upper grades. Leaders reported that the reading interventionist pulls out small groups of students in 1st and 3rd grades and uses Leveled Literacy Intervention (LLI). Teachers and leaders also reported (and the site visit team observed) that teachers use Compass Learning as an intervention. Leaders and teachers stated that while the school has some programming for students who need social-emotional supports, such as Beechbrook counseling and Cleveland Rape Crisis Center social skills groups, there is not enough to address the

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needs of the student population. Staff and leaders pointed out that the school has a planning center for students who struggle with behavior, but explained that the planning center is not well-run, and often exacerbated student behavior issues; some students see it as a reward rather than a consequence.

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 provide a safe environment to support students' learning.** Although students who attended the focus group during the site visit stated that they feel safe at the school, only 45% of students who responded to the Conditions for Learning (CFL) survey conducted in October 2016 reported feeling safe. Furthermore, staff and parents stated that the school is not safe for students or teachers. Staff and parents cited multiple incidents of physical violence at the school this year. For example, parents reported that their children have been hit, assaulted with classroom objects, and restrained in a chokehold by other students. According to a discipline referral document, the school has carried out 96 suspensions to date this year. Teachers reported that students say they do not feel safe in the school's common spaces, such as recess and lunch. The site visit team noted that although the school has two security guards who were often walking the halls during the school day, students were also often walking or running through halls and stairs unattended. Parents and teachers pointed out that this is a common occurrence and stated that students have learned that there are few consequences for leaving class. Parents reported they have observed students running out of the doors of the school. Students and teachers explained that consequences are not fairly or consistently applied. Parents and teachers said that students have learned they can get away with breaking the rules at the school.
- **The school provides opportunities for students to form positive relationships with adults and students in the school.** Leaders and teachers reported (and the site visit team observed) that the school has partnered with a number of different external organizations that provide tutoring and extracurricular activities. For example, leaders noted that they have seven different organizations that provide tutoring, including volunteers from The Jewish Federation of Cleveland, lawyers from Jones Day, and "Grannies and Grandpa program" who support students with literacy development. Leaders explained that these tutors work with students in classes, as well as during lunch time and after school. Leaders, teachers, and students also noted (and a review of a school bulletin confirmed) that there are a number of extracurricular activities available to students, including yoga, Zumba, America Scores soccer, and mentoring through Notre Dame College. When asked if there were adults in the school they could approach if they had a problem, all students in the focus group were able to name multiple adults they believed would help them. Furthermore, students reported that they believe teachers and leaders at the school believe in them and want them to succeed.

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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; however, it is not yet sustained.** Leaders explained (and calendars and overviews confirmed) that PD takes place after school on Mondays, Tuesdays, and Wednesdays. Leaders reported (and the overview of the school's 200-minutes plan confirmed) that Mondays are dedicated to professional development sessions, Tuesdays are for Teacher-based Teams (TBTs), and Wednesdays rotate between committee meetings, staff meetings, and time for staff to complete work or engage in additional collaboration. Leaders indicated (and the PD calendar confirmed) that the focus of PD this year has been on reading, in order to support the school's growth goals. (See Domain 4 for additional information on these goals.) According to the school's corrective action plan (CAP), the school has partnered with the Center for Student Achievement Solutions to provide PD throughout the school year about embedding literacy strategies across the curriculum. However, teachers reported that PD is provided by a range of different external consulting organizations and that sessions often feel disconnected from each other and not part of a coherent program. According to the PD calendar, the school also has consultants from programs such as Reading Mastery and Max Learning deliver PD to staff. Leaders acknowledged that because consultants lead many of the sessions, they have limited input into the content of the sessions. Teachers also stated that much of the school's PD is not differentiated according to teachers' needs, so some teachers feel that the content is not relevant to their context.
- **Educators have begun to collaborate regularly to learn about effective instruction and students' progress.** As noted above, leaders reported (and PD documents confirmed) that the school has set aside time for TBTs to meet after school each Tuesday. Leaders reported (and TBT notes confirmed) that teachers meet in grade-level bands to work through the TBT protocol. Teachers reported that they have completed two TBT cycles thus far this year. A review of TBT notes indicated that: staff have established meeting norms; identify standards to assess and analyze student work on these standards; select instructional strategies based on areas of student strength and weakness; set performance goals; administer follow-up assessments; and make plans for students still in need of re-teaching. For example, one team focused on citing evidence and after completing the cycle, determined they would continue to model and share exemplars with students who continued to struggle with the skill. Leaders reported that the Building Leadership Team (BLT) reviews and provides feedback on TBT notes. Some teachers stated that the TBT process has become more effective this year, but others noted that it is mostly compliance-driven and not as useful as it could be. Aside from TBTs, teachers reported that they find it difficult to find time to collaborate. Although the master schedule indicates that most grade level teams or bands have common planning periods, teachers reported that everyone feels too busy. Some teachers described collaborating with colleagues informally before or after school or occasionally during the school day.

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

- **Educators' mindsets and beliefs reflect shared commitments to students.** According to the staff handbook, the Case Elementary School vision is "…a positive atmosphere that promotes a safe,

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supportive and rigorous environment where scholars are empowered with the foundational skills necessary to ensure life-long academic achievement, social responsibility, and emotional resilience for college and career readiness." Teachers and leaders reported that staff are very dedicated to the success of the students at the school. Teachers reported that many students come from difficult home lives and have acute needs, but they expressed empathy for students' situations and the desire to be able to help students through challenging situations. For example, teachers described meeting with students during the teachers' own lunch periods when students wanted to talk about personal issues. Leaders and teachers also reported that staff work extremely hard, with many staff members arriving well before school starts and staying until late in the evening to complete their work. Students reported that teachers believe in them and expected them to do well in life. Teachers also noted that they are invested in the achievement of all students. For example, teachers explained when they work with students from other classes during Walk to Read time, they are just as invested in the progress of those students as they are in the growth of students in their own classes.

- **The school does not reflect a safe, trustworthy, or growth-oriented professional climate.** Leaders reported that they have tried to improve the adult culture at the school through initiatives such as spirit days, providing occasional breakfasts to all staff, and by writing thank you notes to all staff members. Leaders added that only 4-to-5 teachers participate in spirit day activities, and no teacher acknowledged receiving the thank you notes. Staff stated they do not feel that they are treated with respect by school leaders, and that their contributions are not valued. Staff further reported that the leadership team has favorites. While some staff feel comfortable approaching school leaders with problems or constructive feedback, others avoid doing so because they fear there will be retribution. Teachers also explained that they do not feel physically safe in the building. Some teachers described incidents in which students have physically assaulted staff or used sexually explicit language with staff. They noted that there have not been appropriate consequences for these students. Staff recalled instances in which the students remained in classes, which allowed the possibility of students committing additional offenses against staff in the same day. Teachers stated that the building often feels chaotic and out of control; they worry about how they might get out of their classrooms in case of an emergency. Moreover, staff indicated that leadership feedback feels like staff are blamed for the school's shortcomings.

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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 1: Intensive Support Required**

- **The principal has articulated a focus and goals for the school, but has not defined the school's academic vision or ensured that the goals are well understood by all stakeholders.** Leaders explained that the school's particular focus for the year is reading. Their goal is to move all students up by at least one performance band from the fall Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment in reading. Leaders explained that the use of reading intervention for all students, as well as the various available external tutors who focus on reading, are part of the school's plan to achieve its goal. However, stakeholders and school documents cite different measures for success on school goals. For instance, when asked about school goals, staff also stated that the school was focusing on reading, but they used different targets to describe the school's measure of success. For example, some teachers stated that the goal was for 30% of students to meet proficiency targets by winter, while some staff spoke more generally about bringing students' scores up. The Academic Achievement Plan (AAP) states that the school-wide goal is to increase K-8 aggregated NWEA scores by at least 12%. A BLT Building SMART Goals document states that the reading goal for the quarter is "…students will increase their reading proficiency by 4%." The 90 Day Strategic Action Plan cites a year-end goal of a 12% increase in NWEA reading scores and an 8% increase in math. The CAP states that the school's achievement goal in reading proficiency is a 6.6% increase. Moreover, when asked what the school's academic vision was, stakeholders could not describe the school's vision or mission or their components. Leaders stated that they hoped to create scholars who are proficient in both reading and math, and are able to use those skills in other subjects. Staff indicated this year's reading theme as the vision.
- **School leaders do not yet ensure that teachers deliver high-quality instruction.** Leaders reported that the leadership team regularly conducts instructional rounds to observe instruction. Leaders stated that their goal is for each leader to informally observe 3-to-5 lessons per week. Leaders and teachers stated that leaders use PD 360 and school-based instructional rounds checklists to provide feedback. Based on document review, checklists include items such as whether teachers are following their schedule, whether teachers are following district curriculum, whether small group instruction is engaging, and whether students doing independent work are on task. However, while some teachers reported that they have not been observed, others stated that they may have received one-to-three informal observations this year without feedback. Other teachers stated that they receive feedback, but the feedback is not useful. For example, teachers noted that the checklist format of the feedback could be confusing; teachers did not understand the source of the checklists. Staff also noted that leaders did not follow-up on previous feedback. For example, teachers said that if they implemented something that had been noted as not present on the previous checklist, the leadership team did not acknowledge that teachers had put it in place for the next observation. Staff stated that, generally, feedback was negative and did not celebrate the good things happening in teachers' classroom. Teachers reported (and review of sample feedback confirmed) that consultants also provide feedback to teachers, particularly on the implementation of literacy strategies and programs. Teachers noted that the usefulness of this feedback varies.

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

- **While school leaders have established some structures for communicating with the staff and making transparent decisions, they have not yet ensured that their systems are effective.** Teachers reported that leaders communicate with staff through email, staff meetings, in person, and through a weekly bulletin the principal sends to all staff via email. Based on document review, the bulletin is approximately 15 pages and includes a weekly calendar of important events at the school, a letter from the principal, a review of selected procedures, articles and/or suggested instructional strategies from the CIS, attendance data, discipline data, announcements, and updates about school partners. Teachers stated that the bulletin is too long to read. Because it comes on Monday mornings, they often are not able to get important information in time. School staff also reported some problems with in-person communication with the leadership team. While leaders reported that they have an open-door policy, only some teachers stated that they share their concerns and problems with leadership. Others stated that they do not feel comfortable doing this with school leaders. Leaders also reported that they have developed structures to include staff in decision making at the school. For example, all teachers are required to participate in at least one committee. Leaders explained that these committees have helped make such decisions as the template teachers use for lesson planning and how to address an issue with the timing of professional development sessions after school. Teachers stated that while sometimes their feedback is acted upon, they believe it is not always valued. For example, teachers explained that they shared feedback about the problem with receiving the weekly bulletin on Monday mornings. Teachers noted that for several weeks, the principal started sending it earlier, but has now resumed appearing on Monday mornings.
- **School leaders have begun to engage community members and parents in the educational process.** Leaders and staff reported that the site coordinator at the school has worked to engage many external organizations to develop relationships with students and the school. For example, as noted above, leaders reported that seven organizations come to the school to provide tutoring, including Jones Day lawyers, Jewish Federation volunteers, and the Grannies and Grandpa program. Leaders also reported that the school has established partnerships with organizations that provide extracurricular programs, including Aiming Higher and America Scores. In regard to families, leaders and teachers reported that the school has planned several events for parents this year. A list of these events (and a review of fliers and agendas) indicated that the school has hosted a literacy night, a back to school BBQ, orientations, Parent Advisory Committee (PAC) meetings, a grandparents' luncheon, and a PBIS night. Attendance documentation indicates that between 6-to-50 parents attended these events. Parents stated that they enjoy the events, but they would like to find more ways to be involved at the school; sometimes they feel they are being underutilized. For example, parents noted that there have only been two PAC meetings thus far this year, and they would like to have more. Parents also noted that communication from the school can be inconsistent and varies by teacher.

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Prioritization Process

The site visit team met with the Case Elementary 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 collaboration and commitment to students. The site visit team also noted the following areas for growth: instructional strategies and assessment strategies.

The group identified 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: use of assessment strategies to reveal students' thinking about learning goals.

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: By May 2017, 64% of classrooms use in-class assessment strategies at the partially effective level and 36% use strategies at the effective level to reveal students' thinking about learning goals.

Actions	Target Dates	Champions
Communicate SQR findings and prioritization process to staff.	12/14	Principal
Survey staff to determine assessment strategies professional development needs.	12/14	CIS
Collaborate with BLT and Union Conference Committee (UCC). • Communicate to staff that it is ok to ask questions about SQR process and action plan. • Give teachers "permission to fail" at trying new assessment strategies in class. • Create a document to communicate to staff that the observation process for this initiative will be non-evaluative and non-punitive.	12/16	Principal
Identify assessment strategies "look-fors" that should be seen in classrooms. • Include constructive noise levels (e.g., how much noise is acceptable when students are getting and using whiteboard materials?). • Identify tools needed to implement assessment strategies.	12/18	Principal, Dean of Engagement
Provide differentiated PD on assessment strategies to staff based on survey results.	1/9	CIS
Conduct instructional rounds to observe use of assessment strategies in classes.	1/10 and beyond	Principal and 7th grade teacher

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Provide individual feedback to teachers on use of assessment strategies.	1/10 and beyond	CIS
Staff to conduct peer observations to observe each other's use of assessment strategies.	1/16 and beyond	7th grade teacher

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Appendix A: Site Visit Team Members

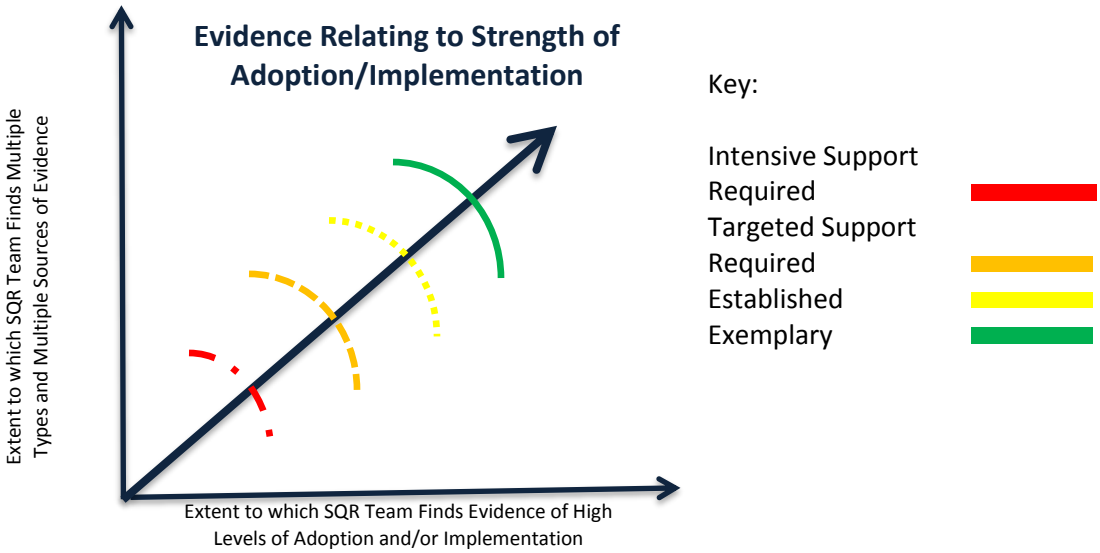
The SQR to Case Elementary School was conducted on December 7-9, 2016 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Kara Dunn, Team Leader	SchoolWorks, LLC
Aubrey Goodman, Team Writer	SchoolWorks, LLC
Jill Cabe, Team Member	CMSD

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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 14 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 = 2	50%	50%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	14%	29%	36%	21%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	36%	36%	21%	7%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	21%	43%	36%	0%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	50%	43%	7%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	64%	14%	14%	7%
	7. Cognitive Engagement Active student participation Perseverance	36%	14%	50%	0%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	64%	36%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	64%	7%	29%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	100%	0%	0%	0%
	11. Feedback Feedback to students Student use of feedback	57%	29%	14%	0%

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