SchoolWorks
School Quality Review
Report

Charles Eliot K-8 School
April 10-12, 2017

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About the SchoolWorks School Quality Review Process

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

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

The School Quality Review (SQR) protocol and review process provides a third-party perspective on current school quality for all students. The process will include two days of collecting evidence on site through interviews, classroom visits, and document review. While on site, the team meets to discuss, sort, and analyze evidence it is collecting. The site visit team uses evidence collected through these events to determine ratings in relation to the protocol's criteria and indicators. In addition, the review will include a half-day prioritization session on the third day to assist the school in identifying root causes of opportunities for improvement and identifying which opportunities for improvement are of the highest priority and most likely to impact student achievement. The outcome of the action planning process is a prioritized plan of next steps, including strategies, resources, and timelines to accomplish goals.

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

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Domains and Key Questions

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

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

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
0%	27%	67%	7%

- **Behavioral expectations are understood by most students in the classroom setting.** Stakeholders at Charles Eliot K-8 School (Charles Eliot) reported (and team members' observations of common areas confirmed) that student behavior is most consistently problematic and disruptive in hallways and common areas and during unstructured times like lunch and recess. Teachers explained that students' running in the hallways throughout the school day consistently disrupts their lessons. However, during classroom observations, site visit team members observed that almost all (94%) classrooms reflected evidence of partially effective establishment of behavioral expectations. During some of these observations, most students behaved throughout the lesson, while any student exhibiting misbehavior was effectively redirected by the teacher. For example, during one lesson, all students listened attentively to the teacher; when a single student needed redirection, s/he responded appropriately and returned to the lesson activity. During another class, the teacher used positive narration and clear reminders to manage the behavior of students working in centers throughout the room while s/he sat working with a small group. Most of the students in this class remained on task for the duration of the observation. During other classes, however, site visit team members observed that teachers did not always anticipate or redirect student misbehavior. For example, during one class, the teacher left the classroom (with no other staff member present) and students engaged in social conversations until their teacher returned a few minutes later.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
33%	13%	33%	20%

- **In some classrooms, the learning environment is structured and learning time is maximized.** Site visit team members observed the effective establishment of structured learning environments in 20% of classrooms. During these classes, lesson materials were well-prepared and the teacher efficiently maximized the use of learning time. For example, during one lesson, students worked in learning centers throughout the classroom, the materials at each station were ready for students, and the teacher managed the transitions between stations effectively to minimize the loss of instructional time. The site visit team observed the partially effective establishment of structured learning environments in 46% of classrooms. During these lessons, the teacher was typically well- prepared for most of the lesson, but the learning time was not always maximized. For example, during one lesson, materials were more prepared and more easily accessible to students at some learning centers than at others. During another class, students worked consistently at their learning centers; however, some transitions took longer than necessary and, as a result, some learning time was lost. 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 the ineffective establishment of structured learning environments in 33% of classrooms. In some of these classrooms, team members observed teachers who did not appear to have prepared any formal instruction for their students. For example, during one class, students sat at their desks for 15 minutes with no learning activity to engage them. During another observation, site visit team members noted a posted agenda for the day's activities that included a 45-minute non-academic recreational period. In other classrooms, teachers prepared materials for the lesson or attended to other non-instructional tasks while students waited or engaged in social conversations or less structured activities.

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
47%	20%	33%	0%

- **Few teachers provide students with clear learning goals and focused, purposeful instruction.** Site visit team members observed the partially effective delivery of focused, purposeful instruction in 53% of classrooms. In these classrooms, lesson objectives were usually evident in the classroom and most, but not all, learning activities were aligned with these objectives. For example, during one class, students worked in some learning centers that directly aligned with the learning objective stated by the teacher; however, other activities did not relate to the learning objective. Some students were held accountable for their completion of lesson tasks, while others were not. Site visit team members observed ineffective focused instruction in 47% of classes. In these classes, teachers did not consistently interact with students regarding the content of lesson activities. For example, during one lesson, most communication between the teacher and students focused on practices and procedures related to learning centers, rather than the topic of the lesson or learning objectives. During another observation, the activities in which students were engaged were not tied to any learning objective, and the delivery of academic content did not meet student needs. Lastly, in some classes, teachers communicated little or no academic content to students throughout the observation. For example, during one lesson, the teacher interacted with a small group of students regarding academic content. However, most students received no instruction or guidance from the teacher, were not held accountable for their progress in learning tasks, and many were able to opt out of engaging with lesson activities by sleeping, leaving the class to use the restroom, or gaining permission from the teacher to switch to a different activity.

Cognitive Engagement			
Ineffective	Partially Effective		Effective
1	2	3	4
13%	47%	13%	27%

- **Not all students are engaged in learning.** The site visit team observed effective cognitive engagement of students in 27% of classrooms. In these classes, students were typically active participants in their learning. For example, during one lesson, all students demonstrated full engagement in challenging learning activities throughout the observation, including: seeking out materials and resources, asking

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questions of peers and their teacher, and refocusing themselves after becoming distracted. During another lesson in a specialized classroom, the site visit team observed that all students worked attentively at learning centers on activities involving fine motor skills, such as cutting, pasting, and coloring. However, site visit team members observed the partially effective cognitive engagement of students in the majority (60%) of classrooms. In these lessons, students were not all actively engaged in learning activities. For example, during one class, the site visit team observed that only half of the students in the room were working on the assigned worksheet at their desks, and one child slept at his/her desk for the duration of the observation. In another classroom, site visit team members observed that only some students were engaged in the task assigned by the teacher, while other students were laughing, engaging in playful off-task behavior, and doing the work of other students. The site visit team observed the ineffective cognitive engagement of students in 13% of classes. In these classes, almost all students in the class either did not work to complete lesson activities or were not provided learning activities in which to participate. For example, in one class, the teacher assigned activities to small groups; however, only a few students chose to engage in these tasks and the teacher did not attempt to redirect or re-engage the class at any point during the observation.

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
73%	27%	0%	0%

- **In-class assessment strategies do not reveal students' thinking about learning goals.** The site visit team observed the partially effective use of assessment strategies in 27% of classes. During these lessons, teachers typically relied on verbal questioning to assess students' progress toward learning goals; however, not all students were assessed using this strategy. For example, during one class, the teacher questioned students as they rotated to different learning centers, but less than half of the students were required to answer these questions. During another class, the teacher circulated to small groups of students as they engaged in a reading activity. However, the teacher did not visit all the groups and, thus, the teacher assessed the learning of only some students in the class. Site visit team members observed the ineffective use of in-class assessment strategies in 73% of classrooms. In these classrooms, teachers checked the understanding of a few or none of their students; further, teacher questioning did not always focus on lesson content but, rather, directions or procedures. For example, site visit team members observed one teacher complete a read-aloud to her students; however, no student was asked any question to check his/her understanding of the content of the story. During another lesson, the teacher convened a small group of students to assess their knowledge of specific content; however, the remaining students were not assessed in any way over the course of the observation.

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Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
67%	27%	7%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** Team members observed the partially effective use of instructional feedback in 34% of classrooms. In these classrooms, teachers generally delivered specific, content-based feedback to some, but not all, students. For example, during one class, the teacher circulated as students worked independently or in pairs on a set of challenging tasks. The teacher checked students' work, provided guidance in correcting mistakes and understanding the activity, and answered questions that students asked of him/her; however, s/he only delivered this feedback to approximately half of the students in the class. In addition, in another classroom, the teacher provided useful, content-based feedback to students based on their understanding of literary devices within a selected reading; however, only a few students received this type of high-quality instructional feedback. During another lesson, site visit team members observed that only a single student received feedback about his/her word selection during a literacy activity. In the majority of classrooms (67%), students either did not receive feedback from the teacher or the feedback provided was too brief or vague to clarify misunderstandings or provide useful guidance to the student. For example, during one class, a teacher led a review of content to a small group of students; however, the teacher only indicated if students' responses to her questions were correct or incorrect without explaining why before moving on to the next question. In addition, in another class, no student received feedback from the teacher regarding the content of the lesson throughout the observation.

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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 limited process for identifying struggling and at-risk students.** Teachers and school leaders reported that the school has a student support team (SST) that meets approximately every two weeks to review teacher referrals of students who present persistent academic or behavioral concerns. Teachers stated that the SST includes an intervention specialist, the school psychologist, the curriculum and instruction specialist or principal, and the teacher(s) who submitted the referral of the student being discussed at the meeting. Teachers stated that once a student is referred to the SST, members of the SST contact the student's parents and set up a meeting. However, multiple stakeholders described limitations of the effectiveness of the SST in identifying struggling students and appropriate interventions to meet their needs. When asked, teachers stated that instructional interventions suggested by the SST are usually limited to small group settings and one-on-one tutoring by community volunteers from an organization called Experience Corps, who serve students up to third grade only. In addition, teachers reported that they have waited months for meetings to be held on students they have referred who are in dire need of supports and intervention. Further, multiple stakeholder groups acknowledged that the SST is not currently able to meet the demands of the many at-risk students who attend the school. School leaders also stated that the de facto function of the SST (in its current state) is to screen students for special education services.
- **The school implements some supports for some, but not all, struggling and at-risk students.** School leaders explained that the school has staff positions and external service providers dedicated to addressing the academic, behavioral, and health needs of the students, such as: a school nurse (two days per week), a school psychologist (three days per week), two full-time security officers, one full-time mental health counselor from a local service agency called Bellfaire, and approximately ten volunteers from an organization called Experience Corps, who work with students from kindergarten through third grade. Further, teachers and school leaders explained (and a review of school documents confirmed) that Charles Eliot has adopted remedial curricular and intervention programs such as leveled literacy intervention (LLI), iReady, and Fundations. However, teachers stated that many staff members have not been trained in the use of some of these programs and that not all teachers are using them with their students. In addition, when asked, teachers could not identify any research-based reading intervention program in use to support the many upper elementary and middle school students who are multiple grade levels behind in their literacy development. School leaders also explained (and professional development agendas confirmed) that staff members designed activities for a grade-level intervention block consisting of targeted small group instruction for students based on their academic needs. However, teachers and school leaders stated that not all staff members implement the intervention block and that logistical challenges prevent this support from becoming an established practice.

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

- **The school does not hold high expectations for academic learning.** Teachers and school leaders reported that not all staff members hold high expectations for student learning. Also, not all staff members believe that students are capable of overcoming the current skill deficits reflected in academic assessment data. Teachers also reported that due to the skill deficits presented by many students in their classes, they choose not to deliver instruction from some curricula (such as Springboard and Journeys) that the school has adopted in order to address these deficits. Further, some teachers indicated that they feel too overwhelmed to meet the needs of special education students in their classes when special education staff are not present to assist them. In addition, students reported that they do not feel that the education they receive at Charles Eliot is preparing them for college. When asked to assign a letter grade to reflect the education they receive at their school, most students selected "Fs" and no student selected a grade higher than a "C." In addition, students described writing assignments that do not reflect high expectation based on their grade level. For example, eighth grade students reported doing a single-page report and a two-page report, and fourth and fifth grade students stated they have not been required to complete any significant writing assignments this year. Other students explained that they fill out graphic organizers to organize their thoughts, but once the graphic organizers are completed, do not do any further writing.
- **The school does not consistently provide a safe environment to support students' learning.** Stakeholders reported that the principal has made efforts to disperse responsibility for the supervision of common areas in the school in order to address the pervasive safety concerns stemming from the frequent presence of unsupervised students in hallways during class time. Teachers stated (and a review of staff rosters and schedules confirmed) that staff members are assigned a single duty period once per week to monitor common areas such as the cafeteria, the front entrance, and the auditorium during student arrival. Site visit team members observed staff members at assigned duty positions during student arrival. However, some areas were monitored by fewer adults than indicated on school documents and teachers described these areas as chaotic during the school day. Teachers explained that the principal has established a set of three expectations (along with associated consequences) aimed at gaining control of student behavior in hallways and these expectations are reiterated each morning during morning meeting. However, multiple stakeholders reported (and site visit team members observed) that these efforts have not effectively improved student safety or reduced disruptions to learning. In addition, teachers and students reported that they do not believe that rules are fairly and consistently enforced for all students. For example, students reported that they perceive that students assigned to self-contained special education classes are treated differently and are not assigned consequences as often as students in general education classrooms. Teachers stated that the behavior of students assigned to self-contained special education classrooms distracts students in general education classrooms and negatively impacts their behavior. Teachers also reported that they believe that students who exhibit serious behavior issues are not suspended frequently enough and that other consequences implemented by school administrators are "too fun."

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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**

- **Although designed to address school priorities, the content of professional development (PD) is not active, intensive, or sustained for all staff.** A review of PD calendars and agendas revealed (and school leaders confirmed) that each session attended by staff has been aligned to the three main priorities outlined in the school's academic achievement plan (AAP): increasing math and reading proficiency (as measured by Northwest Evaluation Association [NWEA] assessments), as well as increasing the percentage of students who report feeling safe and respected while in school (as measured by the annual conditions for learning [CFL] survey). For example, an agenda from an August 2016 PD session contained tags that identified the priority area aligned with topics such as i-Ready Professional Development (math proficiency), Accelerated Reader (reading proficiency), and Centers (math and reading proficiency). Teachers and school leaders explained that the required 200 minutes of PD for staff members takes place after school on Mondays and Wednesdays. Teachers reported that on Mondays, the staff work in teacher-based teams (TBTs), and that on Wednesday, each teacher attends a meeting of the staff committee of which they are a member. However, school leaders stated that there is remaining time within the 200 minutes that is not specifically structured, and that teachers have the autonomy to utilize it as they see fit. In addition, teachers reported that PD on certain school-wide initiatives is either not sustained or is not differentiated to meet their needs. For example, a review of PD agendas by site visit team members revealed that there were only two sessions related to the school-wide initiative of implementing centers-based instruction – one for all staff that lasted 30 minutes and another for upper elementary and middle school teachers that lasted 190 minutes. In addition, teachers and school leaders stated that in-house PD activities may not meet the needs of paraprofessionals, special educators, and specialists, and that these staff members must seek external opportunities.
- **Educators' collaboration to learn about effective instruction and students' progress is limited.** Teachers and school leaders stated that all teachers serve on a TBT team, which meets for 50 minutes each Monday. Teachers explained that during TBT meetings, each team works to complete state-mandated cycles of inquiry (which involve identifying a specific learning standard with which students struggle, identifying differentiated instructional interventions, implementing them in the classroom, and collecting data to determine their efficacy). However, school leaders explained that, at this point in the school year, some teams had worked through five-or-six complete cycles, while others had only completed a single cycle. In addition, teachers reported that they participate in the TBT process only to achieve compliance with State mandates. Team members also reviewed school protocols regarding TBT meetings that revealed specific roles for members of the team to hold at each meeting (such as notetaker, leader, facilitator, mediator, etc.); however, teachers did not report using this structure in their meetings. Lastly, when asked, teachers did not report having structured opportunities to engage in instructional planning beyond their TBT meetings, such as departmental meetings or vertical planning sessions. As stated in the previous section of this report, the school's weekly schedule does not utilize all 200 minutes dedicated to PD and that the remaining time can be used for teacher planning and preparation. However, it is not clear if these activities are structured for all educators.

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

- **Not all educators' mindsets and beliefs reflect a shared commitment to students' learning.** School leaders and teachers stated that educators do not share common values about teaching and learning and, as a result, do not adopt school-wide instructional initiatives or utilize curricular programming with fidelity. For example, school leaders and teachers acknowledged that although the principal has presented a vision for small group instruction, some teachers have adopted this practice, while others have not implemented it. Site visit team members observed the use of centers-based instruction in five of the 15 classroom observations. In addition, school leaders reported that remedial curricular programs (such as LLI) and computer adaptive platforms (such as i-Ready) are not always administered frequently enough to be effective. Teachers reported that the school has a large population of students with documented learning disabilities or special needs, and some stakeholders stated that they do not feel responsible for the learning of these students and others whom they do not teach. In addition, some teachers stated that they redirect disruptive students in common areas and hallways, even when it involves students they do not teach. Others described that in order to ignore disruptive behavior in the hallways, they lock their doors and cover the window to the hallway with paper (a practice that was frequently observed by site visit team members during the visit). Lastly, when asked, some stakeholders stated that they felt teachers believed students can learn and make up grade-level deficits in academic performance, while others stated that they did not feel that all teachers held this belief.
- **The school does not yet reflect a trustworthy and growth-oriented professional climate.** While school leaders and some teachers stated that they feel the staff at Charles Eliot is supportive, other teachers consistently described the staff as isolated, excluded, and segregated. Teachers stated that many staff members do not know each other, do not regularly talk with many of their peers, and that many teachers do not seem to want to engage in activities in which they get together with other teachers. Teachers reported that the principal, who is in her first year at the school, has put forth some efforts to build a cohesive staff culture, but that whole group staff meetings do not occur regularly and that efforts by school leaders and teachers aimed at team building and boosting morale have not been effective. Teachers also stated that the staff have several distinct cliques. Some teachers reported that they only have relationships with one or two other teachers in the building and that while in school they mostly interact with students. In addition, stakeholders also described the staff as stressed and overwhelmed. Teachers explained that many staff members are stretched very thin and adversely affected by the disruptive and chaotic aspects of the school environment; as a result, have little remaining initiative to reach out to support their peers or engage in additional tasks that might improve their instructional practice.

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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**

- **The principal has a vision and goals for continuous progress; however, not all stakeholders share in that vision.** School leaders reported that the principal has developed a vision for the continuous improvement of the school that is directly linked to school goals, which include small group instruction, a focus on restorative justice practices, the use of positive behavioral intervention supports (PBIS), and opportunities for community partnerships to further meet the mental health needs of students. A review of planning documents by site visit team members revealed that current school initiatives are aligned to strategic priorities outlined in the school's AAP: small group reading instruction to help meet the requirements of the state of Ohio's third grade reading guarantee; the use of a research-based writing curriculum to support student growth in literacy; and a focus on students working on problem solving in small group settings to support student growth in math. However, stakeholders reported that the principal has not yet been able to fully engage the staff in embracing this vision and the changes necessary to achieve it. For example, teachers reported that not all instructional staff have adopted centers-based instruction as the primary structure for lesson planning. Also, the implementation of a recently developed, school-wide PBIS system did not have sufficient support among the staff and subsequently was abandoned (save for a few individual teachers who chose to continue it with only the students in their classrooms). In addition, while stakeholders were able to identify school goals generally, most were unable to identify them in detail, including established quantitative growth targets in math and English language arts (ELA). Finally, site visit team members found that these school goals appeared on some staff materials (such as meeting and PD agendas).
- **School leaders regularly observe instruction through formal observations; however, this does not ensure that teachers deliver high-quality instruction.** Stakeholders at Charles Eliot stated that school leaders have consistently conducted formal classroom observations and teacher conferences aligned with the requirements of the teacher development and evaluation system (TDES) used by the Cleveland Metropolitan School District (CMSD). In addition, teachers and school leaders reported that administrators have conducted some informal observations of classroom instruction during the current school year. Teachers explained that they have been informally observed by school leaders once-to-twice this year and that, during these observations, school leaders complete a checklist of instructional practices, a copy of which is placed in teachers' mailboxes following observations. While teachers reported that the feedback from these checklists is usually not helpful, school leaders stated that the intent of these observations was not to provide teachers with feedback, but rather to gather school-wide instructional data to be used in planning PD sessions. School leaders acknowledged that these observations and the analysis of the associated instructional data has not occurred as frequently as intended, having completed a total of 13 observations in December 2016 and 7 observations in April 2016. In addition, school leaders reported that the school has one full-time curriculum and instruction specialist (CIS) who spends just as much time providing support to the principal in school operations and student discipline as serving as an instructional leader. Further, school leaders explained that the role of the CIS in monitoring and improving classroom instruction is very limited and does not include providing support and coaching to the staff.

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

- **School leaders are beginning to develop opportunities for communication; however, inclusive decision making is limited.** Stakeholders reported that communications between the principal and the staff are constructive and respectful. Teachers described the principal as supportive and responsive. They stated that she makes consistent efforts to be visible to students and staff during daily morning meetings. In addition, teachers stated that the principal knows most students' names and, when asked, students identified the principal as an adult in the school they would feel comfortable confiding in if they had a problem. However, teachers explained that the principal is required to attend off-site meetings and trainings approximately one-to-two times per week and that these absences adversely affect her ability to impact school culture. In addition, teachers explained that all staff members serve on one of several committees, such as the SST committee, the school culture committee, or attendance committee. However, when asked, most teachers were not able to specifically identify initiatives or products of the work in which their committees engaged. Some teachers stated that decision making at the school is not inclusive and that decisions are made by the principal and a select group of teachers. Teachers and school leaders further reported that the school has a building leadership team (BLT) that meets every two-to-three-weeks and includes one teacher from each TBT team. However, teachers explained that, rather than providing input on the planning and implementation of school policies, the members of the BLT spend the vast majority of their time reviewing the progress of each TBT team and providing feedback on their documentation of each cycle of inquiry, as required by State and district mandates.
- **The principal is developing procedures and practices to support staff and students and establish an environment that is conducive to learning; however, they are not yet established.** School leaders explained that the principal is very organized, proactive, and skilled at developing structures, procedures, and systems to address the needs of the school. However, few of the practices developed by the principal that have been described in this report are fully implemented in practice. For example, the academic intervention block planned by the principal was never adopted by many of the staff and was eventually abandoned. Similarly, site visit team members reviewed detailed planning and tracking documents for the school-wide PBIS system; however, teachers reported that this system was never implemented as it was designed. Teachers also explained that the recently developed behavioral expectations for student behavior in hallways and common areas have been explicitly communicated to students, but the practices planned to uphold these expectations and the consequences for students who do not meet them have not been consistently carried out. In addition, due to the pervasive presence of unmonitored students in school common areas, stakeholders reported that the principal has not yet been able to establish a safe environment for students. Observations of school hallways by site visit team members confirmed this, revealing pockets of students lingering on stairwells, wandering the building, and frequently running through hallways (sometimes banging on classroom doors).

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Prioritization Process

The site visit team met with the Charles Eliot 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: student supports, school vision and goals, school leaders' management of operations, behavioral expectations, and structured learning environments. The site visit team also noted the following areas for growth: In-class assessments, instructional feedback, focused instruction, and cognitive engagement.
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: focused instruction.

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

Goal: All teachers provide students with clear learning goals and focused, purposeful instruction.

Success Measure: Number of teachers submitting learning objectives from 1st week to last week will increase or if at 100% will maintain 100%.

Actions	Target Dates	Champions
Communication of initial message re: site visit	4/12	BLT members
Communication of full message re: site visit Message positive benefits	4/24 or 4/26	Principal and BLT, separate tables
Planning: • Invite others to join the planning (add invite to email) • How to promote use of learning objectives/I can statements • Create a universal understanding • Plan PD (videos, EngageNY) Who? When? • Define raffle process and materials needed	4/12 – 4/24	BLT, plus invited staff
Implementation • Teachers use, improve it, aligned to standards	4/24 – 5/20	Teachers
Define a measure of success • "I can" statements written by students and submitted for a weekly raffle. • Students win a class fun event, emphasizing the good of the whole. Winning teacher is awarded time (win an hour).	Weekly for 4 weeks	Principal 5th Grade Teacher

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Appendix A: Site Visit Team Members

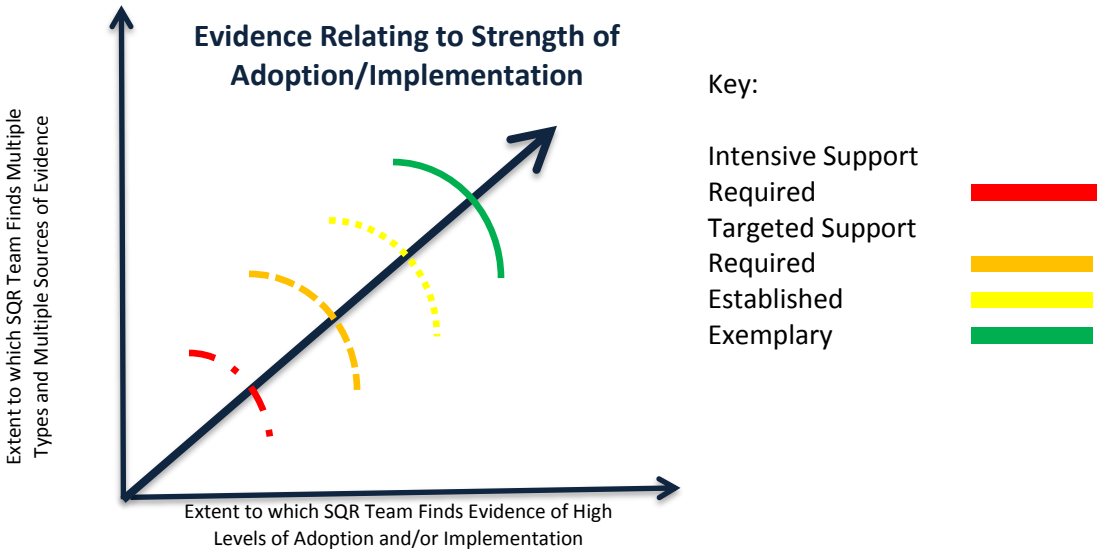
The School Quality Review to the Charles Eliot K-8 School was conducted on April 10-12, 2017 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

Robin Hull, Team Leader	SchoolWorks, LLC
Nick Thompson, Team Writer	SchoolWorks, LLC
Shawanna Anekwe, 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 15 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	58%	25%	8%	8%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 3	33%	0%	0%	67%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	27%	67%	7%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	33%	13%	33%	20%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	20%	13%	33%	33%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	47%	20%	33%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	27%	27%	20%	27%
	7. Cognitive Engagement Active student participation Perseverance	13%	47%	13%	27%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	67%	27%	7%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	73%	27%	0%	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	67%	27%	7%	0%

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