SchoolWorks
School Quality Review
Report

Cleveland School of the Arts
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 3: Established**
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 3: Established**
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 2: Targeted Support Required**

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
19%	25%	31%	25%

- **Behavioral expectations are not clear and understood by all students.** In 25% of visited classrooms (n=16), site visit team members observed effective implementation of behavioral expectations. These classrooms were characterized by students behaving appropriately and by teachers effectively anticipating, managing, and re-directing students without disrupting instruction. In one class, for example, students raised their hands, focused on the lesson, and the teacher re-directed students instantly with one word. In 56% of visited classrooms, site visit team members observed partially effective implementation of behavioral expectations. In these classrooms, some students behaved appropriately throughout the lesson, while a few did not or minor student misbehaviors caused constant disruption. For example, in one class, most students were focused on the lesson, while a few students roamed around the room, ate snacks, or talked with their classmates. In another class, a few students had their heads down during the lesson; the teacher stopped the class numerous times to re-focus a student who would not remove his/her headphones. In 19% of classrooms visited, site visit team members observed ineffective implementation of behavioral expectations. In these classes, minor misbehavior persisted throughout the lesson to the extent that most students were not engaged in learning. For example, in one class, many students were off task; they talked constantly, listened to headphones, and watched videos on their cell phones. The teacher ignored those students, and focused instruction on only two students who were engaged in the lesson. In focus groups, school leaders, teachers, and students reported (and a review of the 2016-2017 Faculty Handbook confirmed) that behavioral expectations and consequences were generally understood, but consequences for misbehavior were not always implemented with consistency. Students reported that in some classrooms, teachers are more lenient, while other teachers are stricter when it comes to classroom behavior.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
38%	19%	25%	19%

- **The learning environment is generally structured; however, learning time is not consistently maximized.** In 19% of classrooms visited, site visit team members observed effective establishment of a structured learning environments**.** These classrooms were characterized by well-prepared teachers, meaningful agendas (e.g., aligned to the lesson, identified the learning task or student outcome), and maximized learning time. In one class, for example, the posted agenda reflected the observed learning task. The teacher ensured that the music was ready at the precise moment in the lesson, allowing students to stay attentive to the learning task. In 44% of classrooms visited, site visit

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

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team members observed partially effective establishment of a structured learning environment. In these classrooms, agendas were not always meaningful (e.g., "Item one: turn in your homework") and learning time was not always maximized. For example, in one class, transition time between a quiz and an online review took approximately 15 minutes. In another class, lesson objectives were reviewed for six minutes. Further, in another class, instructional time was used for students to complete or start their homework. In 38% of classrooms, site visit team members observed ineffective establishment of structured learning environments. In these classes, the teacher was ill-prepared, there was little evidence of teacher preparation or instruction, and students were unclear about learning tasks. For example, in one class, the teacher told students to take out their binders, but students did not know what to do next. In another class, there was no agenda, little evidence of teacher preparation, and the focus of the lesson was unclear.

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
44%	31%	13%	13%

- **Teachers do not regularly provide students with clear learning goals and focused instruction.** In focus groups, school leaders and teachers reported (and a review of curricular documents and lesson plans confirmed) that lessons and unit plans include objectives or "I can" statements. In 13% of observed classrooms, site visit team members noted the effective implementation of focused instruction. In these classrooms, the teacher communicated (verbally or in writing) a learning objective that identified a learning outcome rather than a task. Further, the teacher effectively communicated academic content. For example, in one class, the learning objective represented a student learning outcome. All class activities, including the do-now, individual work, and student presentations, were directly related to the learning objective. Moreover, the teacher summarized and clarified academic content throughout the lesson. However, in 44% of visited classrooms, site visit team members observed partially effective implementation of focused instruction. In these classes, learning objectives consistently mostly of activities (e.g., review vocabulary for a quiz) and the teacher conveyed little or no academic content. In another class, for example, the learning objective was an activity (e.g., Solve word problems on a worksheet); students worked independently and the teacher explained academic content to a few students as s/he circulated. In another class, the learning objective was a low-level activity, students worked independently and the teacher did not clarify academic content. In 44% of observed classrooms, site visit team members noted ineffective implementation of focused instruction. These classrooms were characterized by no communication of a learning objective or academic content. In one class, for example, students worked in groups to complete worksheets. The teacher did not communicate learning objectives nor did s/he provide summary comments or content clarification. In another class, students worked individually reading selected text and completing a worksheet. No learning objective was evident, nor did the teacher deliver any academic content.

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Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
25%	38%	19%	19%

- **There is limited use of instructional strategies to support students' diverse needs.** In 19% of visited classrooms, site visit team members observed effective implementation of a variety of instructional strategies. In these classes, students accessed academic content through high-quality materials and different modalities, worked within different structures (e.g., individual, small group and whole group), and had opportunities for leadership and choice. For example, in one class, students chose what they wrote about, and the lesson included individual, pair, and whole group work as students wrote monologues, presented their work, and provided each other with oral feedback. In 57% of observed classrooms, site visit team members noted partially effective implementation of a variety of instructional strategies. In these classrooms, teachers used multiple instructional formats; however, students utilized one predominant format (e.g., whole group or individual work) and modality (e.g., receiving or displaying academic information through visual, auditory, or tactile/kinesthetic means). For example, in more than one class, students worked individually to complete assignments with little interaction with peers or the teacher. In another class, the teacher modeled how to solve problems and students then practiced independently. In 25% of classrooms, site visit team members observed ineffective implementation of a variety of instructional strategies. These classrooms were characterized by use of only one instructional format or ineffective use of a modality. In one class, for example, students completed worksheets (e.g., fill-in-the-blank, define a word) independently with no interaction with peers or the teachers. Some students exhibited off-task behaviors.

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
31%	56%	13%	0%

- **In-class assessment strategies do not consistently reveal students' thinking about learning goals.** In 69% of classrooms visited, site visit team members observed partially effective use of assessment strategies to reveal students' thinking. These classrooms were characterized by use of assessment strategies that assessed some, but not all, students, or assessment strategies that provided a general, but not precise, gauge of students' understanding. For instance, in one class, the teacher used cold call strategies to gauge students' understanding. While the teacher made an effort to call on different students, not all students responded; therefore, their learning was not assessed. In another class, the teacher used questioning strategies and assessed only those students who raised their hands. Further, in some classes, the teacher polled students, asking general questions about the lesson content (e.g., Does everyone understand?), but did not assess the specifics of the lesson. In 31% of classrooms, site visit team members observed ineffective use of assessment strategies to reveal students' thinking about learning goals. These classrooms were characterized by no clear learning goals and/or no assessment strategies. In one class, for example, students worked independently completing a

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worksheet. The learning goal was unclear and there was no interaction between students and the teacher.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
38%	44%	13%	6%

- **Specific feedback is not consistently provided throughout the lesson.** In 57% of observed classrooms, site visit team members noted partially effective delivery of feedback. In these classrooms, some, but not all, students received feedback or class feedback was based on one student's understanding, rather than a trend in students' understanding. For example, in one class, as students worked in groups, the teacher pulled up a chair and spent most of the lesson providing feedback to that group of students. In another class, during homework review, the teacher clarified one student's response to a problem with the whole class. It was unclear whether that feedback was useful to other students. In 38% of classrooms visited, site visit team members observed ineffective delivery of feedback. These classes were characterized by no feedback or the feedback was focused on procedures as opposed to content. For example, in some classes, teachers did not interact with students. In other classes, teachers provided feedback on procedures as opposed to lesson content (e.g., how students should work together, how many questions will be on the test).

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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 students; however, it is not yet implemented systematically across the school.** In focus groups, school leaders and teachers reported that they use a variety of assessments to identify struggling students. Stakeholders reported that they use Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP); Standardized Test for the Assessment of Reading (STAR); Pro-Core subject specific tests; and other data (e.g., observations, teacher-made tests, end-of-unit tests). School leaders and teachers reported (and a review of student support team [SST] referral documents confirmed) that the SST meets to generate intervention strategies and schedule further student evaluations, if necessary. School leaders and teachers generally similarly described the SST process to include: the identification of a problem with supporting data; a referral to the SST; and an initial SST meeting to review data and develop next steps. However, school leaders and teachers reported (and a review of SST documents confirmed) that teachers do not always include data in the SST referral or monitoring forms. School leaders acknowledged that while teachers identify struggling students, some do not yet effectively use data. For example, some teachers identify struggling students when they are failing a subject, as opposed to using data to identify specific skill gaps. School leaders reported that using data for identifying struggling students and monitoring students is an area for growth.
- **The school implements some supports for struggling and at-risk students.** School leaders and teachers reported that the primary in-class supports for struggling students include peer support (e.g., pairing academically advanced students with less advanced students) and differentiated instruction. However, many teachers also identified modifications and accommodations (e.g., testing students in small groups and giving students more time to complete work) implemented to support struggling students. In addition, school leaders and teachers reported (and site visit team observations confirmed) that teachers use Accelerated Reader (AR) and Study Island research-based programs for remediation and additional support. School leaders and teachers reported that volunteers (retired teachers) work with some students during the school day. Stakeholders added that these students are most often selected by teachers; however, volunteer tutors provide general, not specific, skill support to students. Outside of class, school leaders, teachers, and students described the tutoring opportunities that are available to students. Teachers and students reported that individual teachers provide before- and after-school tutoring, but because this is not mandatory, tutoring does not benefit all students who may need support. School leaders reported that approximately nine SST students attend Saturday School during which students focus on reading and math. And like tutoring, school leaders and teachers reported that Saturday School does not address students' specific skill gaps. Finally, school leaders and teachers reported (and a review of credit recovery documents confirmed) that approximately 25 students participated in credit recovery opportunities; 15 of these students have completed their courses to ensure that they are on target for graduation.

5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 3: Established**

- **Most staff hold high expectations for student success.** In focus groups, school leaders, teachers, and parents reported that focusing on college preparation, raising American College Test (ACT) scores,

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ensuring a rigorous curriculum, not allowing students to opt out of challenging academic work, and having honest discussions with students about what is required for graduation and college are some of the ways that staff hold high expectations for students. School leaders reported that 100% of students apply to college; 97% of the current senior class have been accepted to college thus far (alternatively, one senior has enlisted in the military; one has been accepted into City Year; and one is taking a gap year). In focus groups, school leaders, teachers, parents, and students described (and a review of school counselors' class binders and school-wide presentations confirmed) the many ways that the school prepares students for graduation and college. For example, school counselors meet with each grade level numerous times throughout the school year to provide information about credits, transcripts, graduation requirements, the college application process, and financial aid options. School leaders and students reported that approximately 70 students currently take college credit courses at High Tech Academy (HTA), a partnership between CMSD and Cuyahoga Community College (Tri-C). Furthermore, in focus groups, students explained that most teachers expect them to do their best. Finally, stakeholders provided numerous examples of how they celebrate student success: bulletin board displays that celebrate college acceptance, Academic Decathlon trophies, Arts Friday during which students perform works in progress, and shout-outs in the school bulletin.

- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** A review of the 2016-2017 Academic Achievement Plan (AAP) indicated that increasing the social-emotional learning (SEL) score on the Conditions for Learning (CFL) survey is a school priority. School leaders, teachers, parents, and students described (and a review of program documents confirmed) that there are many programs available to support students' social-emotional development through forming positive relationships with peers and adults. For example, these stakeholders reported that approximately 30 girls participate in "I am Bella" and 27 boys participate in "My Brother's Keeper" groups designed to provide students with safe spaces to build social skills and discuss challenges they face. School leaders and teachers described (and a review of the Guardian Angel student list confirmed) that 35 students participate in the Guardian Angel program – volunteers come to the school twice a week and meet with their respective students to provide social and emotional support. School leaders, teachers, parents, and students described various after-school clubs and athletics during which students build relationships with peers; these include chess, animation, weight lifting, basketball and cheerleading. Finally, students and teachers explained that the structure of the arts majors allows teachers to get to know students over four years to enhance relationships. Students described these relationships as being one of the most valuable aspects of the school.

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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.** School leaders and teachers consistently identified strengthening the integration of the arts and academic curricula as a schoolwide priority. School leaders and teachers described (and a review of the PD plan and session outlines by Expeditionary Learning [EL], the school's professional development partner, confirmed) that arts integration is the focus of PD. School leaders and teachers reported that these whole school sessions are designed to facilitate unit and lesson planning that intentionally infuse the arts into the academic curricula. Moreover, school leaders and teachers reported (and a review of curricular documents in development confirmed) that the outcome of the year-long PD is the creation of exemplary arts-integrated curricular units by academic subject. School leaders explained that these anchor curricular documents will be the springboard for instruction in the 2017-2018 school year. Teachers reported that working together to build integrated units and lessons is the most beneficial aspect of the PD experience. School leaders and teachers explained that, in addition to PD focused on arts integration, some teachers attend PD sessions that are tailored to their specific needs. For example, some teachers reported participating in Ohio State Test (OST) training, National Math and Science Initiative (NIMSE) training, and Study Island and AR training.
- **Educators do not have regularly structured and uninterrupted time to collaborate about teaching and learning.** A review of the 2016-2017 AAP indicated that increasing common planning time (CPT) is one strategy for meeting both priorities in the AAP. In focus groups, school leaders and teachers reported that academic teachers have 95 minutes per day and most arts teachers have two-to-three periods per day for planning. However, school leaders and teachers explained that this time is not necessarily structured, uninterrupted, nor does it have a clear and consistent focus where teachers can work collaboratively to improve student learning. Teachers reported that this time is discretionary and they use it in a variety of ways. For example, teachers explained that they use this time for parent phone calls and meetings, student meetings, SST meetings, informal planning among groups of teachers, and planning for arts exhibitions, performances, and field trips. Moreover, school leaders and teachers reported that some grade levels use this time for team meetings on an ad-hoc basis; however, these meetings do not have agendas nor are they necessarily structured to ensure a focus on teaching and learning.

7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 3: Established**

- **Educators' convey a shared commitment to student success.** All stakeholders consistently stated they share a collective commitment to students, and that they feel highly responsible for ensuring the academic, artistic, and social success of all students regardless of grade level, subject, or major. School leaders and teachers explained that communication among teachers about student progress and well-being is constant. For example, teachers reported that arts teachers review students' academic grades frequently; if students are falling behind academically, they employ a range of strategies from conferring with the student and the academic teacher to not allowing a student to perform until they raise their grades. Moreover, teachers explained that if a student is not in class at the start of the period, they will text each other immediately to locate the student. As noted earlier, stakeholders

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reported that credit recovery and tutoring are mechanisms that prevent students from opting out of the demands of the academic and arts curriculum. In addition, in focus groups, students reported that all teachers constantly reiterate the importance of doing well academically, artistically, and socially. Finally, students reported that they have trusting relationships with at least one adult in the building and added that teachers and other adults in the school are always available to help them succeed.

- **The school reflects a safe and trustworthy professional climate.** School leaders and teachers reported that they are willing to share and discuss their own instructional practices and accept feedback from each other. Teachers described a school culture where they are comfortable going into one another's classrooms without notice. Most teachers reported that they see the value in more fully integrating the arts and academic curricula. Many teachers reported that working with colleagues to create integrated curricular units has provided a structure to share instructional strategies. Teachers explained that they see their colleagues as valuable resources; many teachers reported that they want more time to learn from each other. In general, school staff reported that despite the many changes the school has endured in the past two years, the school culture is one of openness and honesty. Most staff describe their colleagues as competent, reliable, and committed to students.

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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**

- **School leaders have begun to create a shared vision and clear goals for continuous improvement.** A review of the school's 2016-2017 AAP revealed the following priorities: increase students' SEL scores on the CFL survey; and increase the school's average American College Test (ACT) scores to 21 by 2020. Moreover, a review of the Expeditionary Learning (EL) work plan includes additional goals such as: increase rigor in math instruction and utilize district curricula to organize content into the 4Ts (topic, task, target, and text). In focus groups, most stakeholders, including parents and students, described CSA's vision and improvement goals to include: academic and arts integration, college-and-career-ready, 100% graduation and college acceptance, well-rounded performers. A few stakeholders cited increasing ACT scores. However, school leaders and teachers most often reported that arts integration is the key improvement strategy, thus defining most of the 2016-2017 professional development. School leaders described school improvement goals and strategies with more clarity than that of teachers. For example (and as noted earlier), school leaders explained (and a review of curricular documents confirmed) that this year's arts integration focus will result in exemplary curricular units. Next year, school leaders reported, they will expect teachers to create more integrated units and implement them in their classrooms. School leaders described a similar process for teachers' use of data, and the roll-out of Hero – the school's behavior management system. Year one introduces teachers to a new process and year two requires that teachers implement the process.
- **School leaders do not yet ensure that teachers deliver high-quality instruction.** School leaders and teachers reported that school leaders conduct the required evaluations mandated by the Teacher Development Evaluation System (TDES). Moreover, school leaders and a few teachers reported (and a review of school documents confirmed) that school leaders introduced the Joy and Rigor rubric in January 2017 – an observation tool co-developed by school leadership and the EL consultant. The tool focuses on instructional rigor, student participation, and meaningful engagement. School leaders reported that the Joy and Rigor rubric is intended to create a common vocabulary among staff and lay the foundation for effective classroom practices; they plan to use this tool consistently with staff during the 2017-2018 school year. However, most teachers reported that they are unfamiliar with the Joy and Rubric tool. Teachers reported mixed responses when asked about instructional support and feedback. Some teachers reported that school leaders visit their classroom and provide meaningful feedback; however, teachers could not give specific examples of feedback. Other teachers reported that school leaders visit their classrooms for logistical reasons (e.g., ensure that student testing is on schedule), or to accompany visitors. Further, some teachers reported that they have yet to receive instructional feedback from school leaders.

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

- **School leaders do not ensure effective communication and transparent decision making.** School leaders and teachers reported (and a review of staff newsletters and school calendars confirmed) that school leaders communicate with staff through face-to-face communication, newsletters, monthly staff meetings, e-mails, and texts. Most teachers explained that communication among teachers and

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school leadership has improved; however, a few staff members reported that they receive information at the last minute. Most teachers described school leadership as maintaining an open-door policy; however, some teachers explained that they must be pro-active to get the information that they need. Teachers described the existence of various school committees (e.g., Union Conference Committee [UCC], AAP, professional development, culture, sunshine, Positive Behavioral Interventions and Supports [PBIS] and SEL), where they can make suggestions or voice concerns. For example, teachers reported that members of the UCC committee provided input regarding scheduling to increase teacher planning time and that the PD committee has helped shape PD offerings. Teachers further indicated that the UCC committee meets regularly and is guided by agendas; however, the other committees are not regularly scheduled, occur as needed, and are not guided by agendas. Teachers had mixed responses to questions about teacher input into school decisions and transparent decision making. Some teachers reported that while school leaders listen to them, their input is not always taken. Other teachers reported that they are unclear about how decisions are made. For example, some teachers reported that planning for instructional programming is challenging because they are unclear what resources may be available.

- **School leaders engage community partners and some parents in support of student learning.** School leaders, teachers, parents, and students described (and a review of community partner documents confirmed) the community partners that provide essential support to CSA's academic and arts instructional programming. As noted previously, approximately 70 students take college credit courses at Tri-C's High Tech Academy. Moreover, stakeholders reported that students perform at the Tri-C's Metro mainstage where students learn about production management. Stakeholders stated that the Cleveland Institute of Music (CIM) provides private instructors for band, orchestra, and vocals, and 20 CIM undergraduate and graduate students mentor CSA students on technique and on audition pieces. Further, school leaders added that CIM collaborates with CSA on the Annual Black Heritage Concert. Stakeholders reported that The Cleveland Orchestra (TCO) and the Cleveland Museum of Art (CMA) collaborate with CSA on annual concerts (e.g., TCO Sparks of Genius concert and CMA-hosted Winter Concert) and host student field trips. Stakeholders reported that these organizations provide students with real-world arts experiences, and teach students best practices in performance, production, and etiquette. School leaders, teachers, and parents reported that schoolwide expectations regarding parent/families include frequent communication with families about students' academic and social progress; these stakeholders reported that parents are expected to come to parent-teacher conferences and SST meetings. School leaders, teachers, and parents explained that since moving to the new campus two years ago, they have had to re-engage parents and families in the life of the school. Furthermore, these stakeholders added that the dean of engagement is focused on increasing family engagement. School leaders and parents reported (and a review of parent advisory committee [PAC] meeting agendas confirmed) that the PAC meets monthly to discuss schoolwide issues and upcoming events, and plan the sponsoring of events (e.g., financial literacy, graduation, and college preparation). These stakeholders acknowledged that they need to increase overall parent/family communication and are working hard toward that end.

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Prioritization Process

The site visit team met with the CSA's school 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: opportunities for students to form positive relationships; educators' shared commitment to student success; safe and trustworthy professional climate; and engagement with community partners and parents. The site visit team also noted the following areas for growth: use of in-class assessment strategies; focused instruction; and clarity of behavioral expectations.

The group identified instruction as the area to prioritize for growth. 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 (learning objectives). The team then developed the following goal, success measure, and action plan:

Goal: Teachers regularly provide students with clear learning goals and focused instruction.

Success Measure: X%* of teachers have posted learning objectives as measured by a checklist.
*To be determined by CSA staff

Actions	Target Dates	Champions
Send high level communication to staff about SQR results.	April 13, 2017	Head of school
During professional development: 1) discuss SQR and explain goal of focus on learning objectives and 2) define/norm understanding of learning objective. Leverage staff expertise to help define/norm.	April 20, 2017	Present team, dean of academics and UCC chair
Discuss learning objectives in content teams. Consider how arts can be integrated into academic learning objectives and various ways students can articulate what they are learning.	April 21, 2017	Content leads
Begin implementation and practice in the classroom. For example: teachers post, state and restate learning objectives; they can close class by repeating the learning goals and/or extending into the next day's class.	April 24-May 1, 2017	All teachers
Develop a checklist (and modify the tracking sheet) that defines and reflects what teachers/administrators should see in the classroom. For example: learning objectives are posted, verbalized, discussed and assessed.	Prior to May 1, 2017	Dean of academics
Observe classrooms to assess implementation of learning objectives using the checklist that was developed (consider peer observations).	Begin May 1, 2017	School leaders and teachers
Share results in relation to success measure	Before the end of school	Dean of academics

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Appendix A: Site Visit Team Members

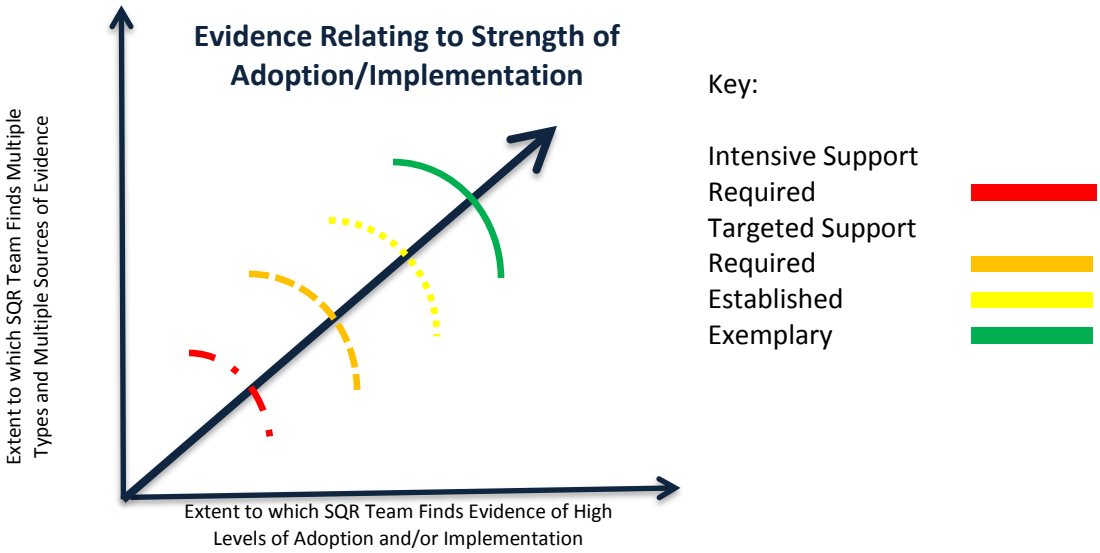
The SQR to CSA was conducted on April 10-12, 2017 by a team of educators from the CMSD and SchoolWorks, LLC.

Megan Tupa	Team Leader	SchoolWorks, LLC
Nancy Clair	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 16 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 = 10	57%	7%	29%	7%
	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	0%	100%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	19%	25%	31%	25%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	38%	19%	25%	19%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	31%	13%	56%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	44%	31%	13%	13%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	25%	38%	19%	19%
	7. Cognitive Engagement Active student participation Perseverance	13%	13%	50%	25%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	50%	31%	13%	6%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	31%	56%	13%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	75%	25%	0%	0%
	11. Feedback Feedback to students Student use of feedback	38%	44%	13%	6%

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