SchoolWorks
School Quality Review
Report

Denison Elementary School
May 2-4, 2017

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CLEVELAND METROPOLITAN SCHOOL DISTRICT

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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 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 2: Targeted Support Required**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 2: Targeted Support Required**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 2: Targeted Support Required**
Domain 4: Governance and Leadership	
8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Level 2: Targeted Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 2: Targeted Support Required**

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Domain 1: Instruction

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

Structured Learning Environment			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
15%	46%	31%	8%

- **The learning environment is not structured, and learning time is not maximized**. In 77% of visited classes (n=13), the use of instructional strategies to structure and maximize learning time was only partially effective. In the majority of these observed classrooms, the site visit team noted that teachers generally did not employ strategies such as the use of lesson agendas or timers to structure or pace learning activities. For example, during one lesson, the teacher did not set time limits or provide directions for how students should move into groups and engage in the learning task; some students lagged behind, minimizing time-on-task. In other visited classes, learning time was not maximized when teachers used instructional time for non-instructional tasks. For example, in one class, the teacher helped students recall computer passwords and repeated instructions to get online; in other classes, instructional time lagged when teachers engaged in procedural tasks such as taking attendance, giving directions, or making announcements. In 15% of visited classes, structured learning and maximized learning time during instruction was observed as ineffective. During these lessons, teachers did not provide clear expectations and instructions for what students were supposed to be doing. For example, during one 20-minute whole group instruction lesson, the teacher lectured or reviewed math problems without engaging students in activities such as calling on students for question and answer or assigning practice problems, while students – without learning materials at hand – were expected only to sit and listen passively.

Supportive Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
0%	46%	23%	31%

- **Classroom interactions are generally cooperative and conducive to learning**. Both leadership and teachers reported that the school has intentionally promoted a selected set of core values (e.g., respect, integrity), which teachers are expected to teach and model with students throughout the year; the site visit team observed that teachers generally displayed core value posters in classrooms. During classroom visits, the site visit team observed that in 31% of lessons, the use of strategies to promote cooperative interactions among teachers and students was effective. For example, during these lessons, teachers routinely interacted with students using caring and respectful language ("Please;" "Thank you"), and were cognizant of students' learning or emotional needs ("Don't give up, you can do it"). However, in 69% of visited classrooms, cooperative interactions were observed as only partially effective. In some of these lessons, teachers employed language or actions that demonstrated caring, but did not use supportive language exclusively, or with all students. For example, during one lesson, the teacher used a harsh tone and admonished some students to "Hurry up;" in another classroom, the teacher stated, "You should have learned how to do that yourself by

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

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now." In another lesson, the teacher used sarcasm and stated that many students had copied each other's homework. In other classrooms, teachers did not consistently re-engage some students who were off task or check in with students who had their heads down.

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

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
46%	23%	15%	15%

- **A variety of instructional strategies and materials do not support students' diverse needs**. Both leadership and teachers reported that, this year, teachers have been asked to plan and use differentiated strategies, such as small group instruction and learning centers. However, in just 15% of visited classrooms, the effective use of varied instructional strategies was observed. In these classrooms, teachers used strategies such as varied groupings and/or differentiated learning materials to support diverse students. For example, during one lesson, the teacher was observed rotating to three small instructional groups of students who were reading different texts. In 38% of observed lessons, the use of differentiated strategies was only partially effective. In some of these lessons, teachers used projectors to show directions or display academic content, but, otherwise, lessons lacked the use of multi-sensory modalities. In some classrooms during learning center time, the teacher was observed working with a small group, but many students were working independently, sometimes with the same worksheet or materials. In other classrooms, the teachers circulated to check whether students were on task, and were not observed conducting small group instruction, which was the expectation stated by leaders and teachers. Further, in 46% of visited classrooms, the site visit team observed that the use of varied instructional strategies was ineffective. During the majority of these lessons, students were engaged in the same learning activities using the same instructional materials. For example, during some lessons, students worked in pairs or as individuals to do the same task, read the same text, complete the same worksheet, or solve the same problems as the rest of their peers in the class. During some lessons, teachers engaged students in whole group instruction around the same academic concept or skill, missing the opportunity to utilize varied materials or student groupings to meet students' individualized needs.

Cognitive Engagement			
Ineffective	Partially Effective		Effective
1	2	3	4
15%	38%	23%	23%

- **Students are generally not cognitively engaged in learning**. In 23% of observed lessons, there was an effective use of strategies to promote cognitive engagement of students. For example, during one lesson employing teacher-directed and independently working small groups, the teacher assigned tasks to three small groups of students who worked without direct teacher supervision, while the teacher provided small group instruction to another group, and 100% of students in all small groups were observed on-task. However, in 61% of visited classes, the use of cognitive engagement strategies was only partially effective. In many of these classes, not all students actively participated in learning activities. For example, during one lesson in which the teacher posed questions that students

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answered by choral response, some students did not respond to every question asked; these students were not encouraged to participate further. In another lesson, 4 out of 17 students were observed off task and out of their seats, while the teacher circulated to check in with students working independently. In another class, the teacher explained academic content during whole group instruction and posed questions to some students, but many students sat passively and were not encouraged to explain their thinking. In 15% of observed lessons in which the use of cognitive engagement strategies was ineffective, the majority of students were not participating for a significant amount of time. For example, during one 20-minute observation, students were expected to read assigned text after completing a worksheet, but 11 out of 18 students were observed off task, socializing, or putting heads down on desks.

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
62%	23%	8%	8%

- **In-class assessment strategies do not reveal students' thinking about learning goals**. Although leadership and teachers generally reported that teachers are expected to use formative assessment strategies, apart from the use of the cold-calling technique during instruction, the site visit team did not observe many examples of the use of formative assessment strategies, such as think-pair-share, individual whiteboards, clickers, or exit tickets. In 31% of visited classrooms, the use of formative assessment strategies was observed as being only partially effective. For example, in one class, the teacher collected students' completed worksheets without discussion or review; it was unclear how this work would be further reviewed or assessed. During another lesson, the teacher asked students to hold up fingers to signal correct answers, but did not check to see if all students responded, and called on only 3 out of 24 students to explain their thinking. In 62% of visited classrooms, the use of formative assessment strategies during instruction was ineffective. In some of these lessons, teachers posed questions during instruction, but answered the questions themselves, missing the opportunity to check student understanding. During other lessons, formative assessment strategies based on academic content were not used at all. For example, in some classes, teachers circulated to check completion of work or to gauge student understanding of task-based directions.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
69%	15%	8%	8%

- **Timely, specific feedback is not provided throughout the learning process to inform improvement efforts**. In 23% of observed lessons, the use of strategies to provide specific academic feedback was only partially effective. For example, during one lesson, the teacher provided brief academic feedback by pointing out a trend in student misunderstanding (incorrect use of grammar), but did not provide further instruction or clarifying feedback so that students could correct their work. In another lesson in which students were working independently, the teacher circulated to some students to check

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progress with a writing task, but only several students were provided with specific content-based feedback that allowed them to revise their writing. In 69% of visited classrooms, the use of strategies to provide formative academic feedback was observed as ineffective. In the majority of these lessons, high-quality feedback was not provided to help students clarify academic misunderstandings or guide their work ("You made the same mistake;" "Sound out that word"). In other classrooms, teachers provided feedback in the form of non-specific praise not linked to academic content ("Nice work;" "Beautiful"), or provided feedback that was procedural, rather than content-based ("Put your name there;" "Keep working").

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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**

- **Although the school identifies struggling and at-risk students, it lacks a clear, documented process**. To identify students with academic and behavioral needs, leaders and teachers reported that teachers routinely review grade-level assessment data, such as STAR Early Literacy, Northwest Evaluation Association (NWEA) math and reading, and classroom academic, attendance, and behavioral data. Leaders and teachers also reported that the school has a Student Support Team (SST) coordinated by an interventionist teacher that, this year, has met on a weekly, and lately, on an as-needed basis. Additionally, SST was reported to include an administrator, teachers, and other staff as needed; but a school psychologist is not currently assigned to the school. Leaders and teachers also stated that the school had provided some training earlier in the year on the SST process. Teachers reported having a general understanding of the process of implementing and progress monitoring interventions for six-to-eight weeks prior to special education referral. However, some teachers reported that while they know how to make referrals, clear SST written guidelines and related instructional resources have not been provided to clarify types and frequency of attempted interventions and progress monitoring. For example, some teachers described using the Leveled Literacy Intervention (LLI) program as a singular intervention. Other teachers described differentiated instructional strategies (e.g., grouping, content modification) as interventions they have used in the SST process to promote academic and behavioral change. When asked to provide SST documentation, leaders reported that there is not yet centralized SST recordkeeping, such as the use of an online platform to track decisions, interventions, and progress monitoring, and that sample maintained SST notes were not available for review during the visit.
- **The school implements some supports for struggling and at-risk students.** Leaders and teachers generally reported that the school provides classroom-level (Tier I) support across grades, but generally did not cite or describe a system of leveled interventions of support (Tier II and III). Both leaders and teachers explained that classroom-level support for struggling and at-risk students is generally determined by classroom and grade-level assessment data, by employing primarily small group interventions across the school. For example, lower grades are expected to use (and the site visit team observed) differentiated learning centers; K-3 also uses LLI small group instruction. In middle grades, teachers explained that students in grades 6-8 are grouped by ability, rather than by grade level, in cross-grade small groups. Leadership additionally reported that the school employs special education interventionist teachers who generally use a pull-out, rather than an inclusion student support model. Leaders also explained there is a reading specialist teacher who provides additional support to 48 K-3 students identified by the district, as well as a reading interventionist who provides lessons such as Achievement Network (ANet) test practice and computer-based projects for students in grades K-8. In addition, leaders explained that nine students receive some tutoring support during school hours from community volunteers, and, sometimes, students in upper grades tutor students in lower grades. To support students needing test preparation, leaders and teachers reported that, this year, a voluntary morning Saturday school program was in place from January to April. To support students' social and emotional needs, leaders indicated that the school partners with the community-based Bellefaire social service agency. However, some staff expressed a concern that this service cannot accommodate all needy students and families, and that the school lacks resources such as school-based guidance counselors to support middle school students.

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

- **The school provides a safe learning environment; however, the physical environment is not consistently well-maintained.** To improve overall school safety this year, leaders and teachers reported (and review of the school's 2016-17 Academic Action Plan [AAP] indicated) that the school implemented Positive Behavior Interventions and Supports (PBIS) strategies, such as morning meetings and weekly core values lessons. In addition, leaders, teachers, and students reported that the school implemented (and review of the staff handbook listed) specific hallway and common area expectations and routines (Hallway High Five), and that incidents such as physical altercations have noticeably decreased this year. In addition, teachers, students, and parents all reported that safety has been improving under current leadership. The site visit team also noted that the school employs a security officer, screens all entrants, and that behavior of students in common spaces and hallways was generally orderly; students also reported that they have been instructed not to open doors for visitors. However, leaders, teachers, students, and parents consistently reported (and the site visit team observed) that some aspects of the school's physical environment needs to be improved. For example, some stated that the building appears run-down, citing examples such as trash in hallways, open lockers, broken water fountain, cracked lights, and exposed wiring in some parts of the facility. The site visit team also observed an inconsistency in terms of school-wide maintenance. For example, some classrooms and common areas were clean and attractively decorated with colorful displays and examples of student academic work, but others were not.
- **The school is working to engage families in support of student learning**. Leaders explained that there has been an acknowledged need to improve parent participation in the school, and have made this a working priority. Parents also reported that the school's Parent Advisory Committee (PAC) meets monthly, although parents reported that it has been challenging to get parents to attend. Review of a sample parent newsletter indicated, for example, that a recent morning PAC meeting included performances by students and refreshments. To increase parent engagement, leaders reported that they have formed a teacher-led committee that has increased communication by sending monthly newsletters to families, and have tried to bring parents in for themed evening events such as "Literacy for Little Learners" and "Middle School Math Night." Over the year, according to leaders, parent attendance at these events has increased from one parent to eight parents to 25 parents at the last event. However, teachers at one grade level reported that only three out of 42 parents came to school for the last report card pick-up. Both parents and students reported that there has been chronically low-parent engagement, and that communication is primarily generated by individual classroom teachers. Teachers further reported that the school does not set expectations for frequency or method of parent contact, stating that there is wide variability. Some teachers reported sending Friday folders with calendars, curriculum standards, and tips to support skills students are learning, which parents must sign and return. Teachers in other grades reported using ClassDojo to communicate student assignments and performance data; some teachers reported that they mostly provide their cell numbers and call and text parents.

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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 professional development is active, it is not differentiated and sustained to improve professional practice**. In addition to several full professional development days in the summer and during the school year, leaders and teachers reported that the school has generally held 50-minute topical professional development sessions weekly. Leaders and teachers reported (and review of the school's professional development calendar confirmed) that weekly sessions have mostly focused on a range of topics for a variety of instructionally-focused and operational purposes, including topics such as administering state testing, Teacher Development Evaluation System (TDES), ANet, and NWEA data goals. Some teachers expressed concern that while sessions on instructional data have been an active focus, sessions have felt repetitive, and outcomes have been mostly data spreadsheets, rather than transferable instructional strategies to improve practice. Other teachers expressed concern that some of the content-focused sessions have not been directly applicable to the academic content they teach, stating that they would benefit more from individually-aligned professional development opportunities. In addition, some teachers described experiencing professional development as "ad hoc," rather than as intentionally designed, implemented, and sustained to improve instruction and student learning. When asked about other provided professional development opportunities, teachers generally did not report engaging in practices, such as embedded instructional coaching or facilitated collaborative planning. However, some teachers reported that their instructional practice has been supported by district-provided professional development in sessions on early literacy and special education.
- **Educators collaborate to learn about effective instruction and students' progress**. Leaders and teachers reported that teachers have been scheduled for collaborative planning time (CPT) periods and collaborative Teacher-Based Team (TBT) meeting time. Review of the school schedule indicated most teachers are assigned CPT daily. However, some teachers stated that they engage in CPT only two-to-three days each week; others stated that they meet only once. Both leaders and teachers consistently reported that CPT is not facilitated or guided by protocols or common expectations; rather, teachers are free to use CPT at their discretion. For example, some teachers reported using CPT to plan grouping and instructional strategies between their grade-level classes; others stated that they use CPT for purposes such as checking homework and communicating with parents. However, leaders and teachers reported that TBT meetings organized by grade-bands meet weekly to analyze data and plan instruction using the five-step TBT protocol. Leaders and teachers further explained that the school has selected writing – opinion writing in particular – as a common instructional TBT focus across all grades. Further, review of sample documented TBT instructional plans showed that teams have collaborated in a data-driven instructional process to chart individual assessment data to determine proficiencies, identify SMART goals, and develop re-teach plans. In addition, review of sample Building Leadership Team (BLT) feedback protocols indicated that the school's BLT has provided TBT teams with critical feedback noting strengths and challenges of submitted TBT plans, and specific action steps to strengthen overall goals and methods.

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

- **Most educators' mindsets and beliefs reflect shared commitments to students' learning.** When asked about their personal sense of a teaching mission at the school, some teachers discussed growing up in the school's neighborhood and acting on a continuing commitment to give back to students and the community. Some teachers shared that longevity of service at the school has increased their caring about the school's students, families, and the community. When asked how teachers demonstrate a shared commitment to all students, teachers frequently stated that many teachers willingly volunteer their time after school. For example, teachers explained that they volunteer to help students with after-school activities such as running clubs, or participate in after-school-sponsored programs such as Saturday school or themed family events. Teachers also reported that most teachers care deeply about students' physical, social, and emotional needs, and that some teachers go above and beyond to support students by providing needed resources such as food and clothing, which helps to keep students in school. Teachers also provided the example that the school holds a special fundraising event each year, and all of the proceeds are distributed to the school's families. Leaders and teachers expressed that the majority of teachers believe that they can impact student success and achievement, and provided the example that most, though not all, teachers go out of their way to give students additional opportunities to make up work or re-take tests.
- **The school generally reflects a safe and trustworthy professional climate for most staff**. Teachers generally reported that they feel comfortable in grade-level bands sharing student data and discussing instruction, such as in TBTs. Teachers referenced an additional example of an activity held before the opening of school in which teachers visited each other's classrooms to share classroom set-up ideas and promote collaboration; most left sticky notes for each other. When asked to describe colleagues, teachers described peers as a "family," and generally expressed that most colleagues are approachable, caring, and willing to provide personal support in times of need. Teachers also reported that they can go to most colleagues for materials, curriculum, and instructional strategies. However, some teachers reported that there is a perception that some teachers form cliques, and some do not collaborate as easily. Although leaders and teachers reported that the school does not require teachers to engage in formal collaborative practices, such as peer observation or co-teaching, some teachers reported that they voluntarily engage in collaborative practices, such as combining classes, re-grouping students, and sharing instruction. Also, some teachers stated they feel comfortable seeking out certain colleagues or administrators to observe instruction or receive feedback about their own instruction.

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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**

- **Although the principal has identified goals for the school, there is not yet a shared understanding of the goals or an established vision of how to achieve them.** When asked about school goals, leaders and teachers reported inconsistently, and parents were generally not able to describe specific school goals. However, the majority of these stakeholders commonly reported the broad goal of removing the school's Focus School status. However, most expressed lack of clarity around a shared vision for how to do this in order to improve the school's accountability status. Teachers generally discussed broad goals without specific measures, such as increasing math and reading scores, increasing parent involvement, and improving attendance. Other teachers discussed meeting the school's 3rd grade reading guarantee or preparing students for success as lifelong learners. Document review of school goals published by leadership in the school's staff handbook and weekly newsletters indicated that eight goals are outlined. Review of documented goals in the staff handbook and sample newsletters included examples such as increasing attendance by 1.5%, increasing the number of on-track students by 20%, and increasing the percentage of students proficient in math (no percent included). However, document review of the school's 2016-17 Academic Action Plan (AAP) indicated that the AAP-stated school goals did not always match the ones in the staff handbook and newsletters. For example, stated AAP goals included increasing measures of student growth percentile in reading and math, and improving school safety and chronic absenteeism. However, during the site visit, leaders and teachers generally expressed satisfaction that the BLT and AAP teams were positively collaborating around the development of goals for the school's 2017-18 AAP, which will be voted on by the staff.
- **School leaders are working to provide conditions that support a school-wide data culture**. Leaders and teachers reported that, this year, leadership has taken steps to focus the school on data and improving instruction. For example, teachers consistently reported that leaders have made data presentations at staff meetings and professional development sessions, and publish data summaries and school wide data goals in weekly staff bulletins. Teachers reported that leaders expect them to plan instruction and academic interventions at all grade levels based on data from a range of grade-appropriate data sources. For example, teachers at each grade level are expected to analyze reading and math data from assessments such as Early STAR literacy, LLI, NWEA, Ohio State Tests, and ANet. As discussed earlier, leaders and teachers explained that the school is developing its TBT process as a primary vehicle for building teacher capacity to implement data-driven instruction in conjunction with feedback provided by the BLT. Teachers additionally reported that teachers are expected to display classroom data walls tracking student performance. The site visit team observed examples of data charts in many classrooms, such as tracked reading levels for each student, and observed data walls posted in other areas of the school. For example, in the school's conference room, the site visit team observed a posted chart containing school-wide NWEA reading and math scores with students' scores and performance levels.

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

- **School leaders do not yet ensure effective communication and inclusive decision making across the organization**. Teachers generally reported that leaders communicate information about school initiatives, dates and timelines, and expected procedures in staff meetings and weekly newsletters. Review of sample newsletters showed items such as calendars of key events, teacher evaluation process updates, student attendance statistics, staff recognitions, and instructional planning suggestions. Teachers also reported that communications with school leaders vary. Some teachers reported having varying levels of comfort, approachability, and openness to support from leadership. Some teachers expressed frustration about not receiving timely communication from leaders, providing the example that sometimes students are removed from class, but their disposition and disciplinary consequences are not always immediately communicated. When asked about teacher engagement in decision making, teachers reported that they generally have the opportunity to have input on school matters. As a provided example, teachers referenced being surveyed for their input on determining the use of their 200 minutes of assigned professional time. In addition, leaders and teachers reported that teachers are expected to participate in at least one school-based committee, and teachers are scheduled one period weekly to meet in designated committees, such as student attendance, parent engagement, PBIS, SST, BLT, APP, and technology. However, some teachers expressed frustration that their ideas or recommendations have not always been implemented, and some teachers have not regularly participated on a committee.
- **The principal is working to engage community members in the educational process and create an environment in which community resources support learning.** Both leaders and teachers reported that the school has had few recent community partnerships, but that the school is attempting to initiate and develop new ones. For example, leaders indicated that they have taken steps to partner with the local McDonalds to create a possible connection with the Ronald McDonald House, which would provide new opportunities for student volunteerism in the community. As a start, leaders and teachers explained that the school recently turned out 100 parents, students, and staff at a planned fundraiser event at McDonalds to support student activities, which also served the dual purpose of having parents pick up student progress reports. Leaders and teachers also described several limited partnerships, such as a 3rd grade reading guarantee partnership with the Cleveland Playhouse, which permits 3rd grade students to attend plays and interact with theater staff to build literacy skills; with the non-profit Art House, Inc. directly across from the school, which works collaboratively with the art teacher; and with a community dance program that engages students in exercise and dance. School leaders further expressed that they are seeking greater general engagement with arts partners to enhance school programming and to increase opportunities for students to reciprocate as volunteers with community partners.

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Prioritization Process

The site visit team met with Denison 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 that the school is working to provide conditions that support a school wide data culture, and that educators' mindsets and beliefs generally reflect shared commitments to students' learning. The site visit team also noted areas for growth, including that a variety of instructional strategies and materials do not support students' diverse needs, and students are generally not cognitively engaged in learning.

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

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

Goal: The learning environment is highly structured and learning time is maximized.

Success Measure: In 80% of classrooms, learning environments are highly structured and learning time is maximized.

Actions	Target Dates	Champions
1. Plan for staff meeting at which SQR findings will be discussed.	5/10	Principal
2. At staff meeting, share SQR findings, Structured Learning Environment goal and success measure.	5/11	Building Leadership Team
3. At staff meeting, BLT will facilitate and model structured learning in presentation that engages staff in a process of identifying and defining what Structured Learning looks like.	5/17	Building Leadership Team
4. Based on input from staff meeting, create a checklist and a tracker for what Structured Learning looks like during instruction.	5/25	Building Leadership Team
5. In August PD staff session (before school begins), re-introduce checklist and tracker expectations for how to achieve Structured Learning goal.	August 2017	Building Leadership Team
6. Create a schedule for how to implement and progress monitor toward meeting success measure.	August 2017	Building Leadership Team

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Appendix A: Site Visit Team Members

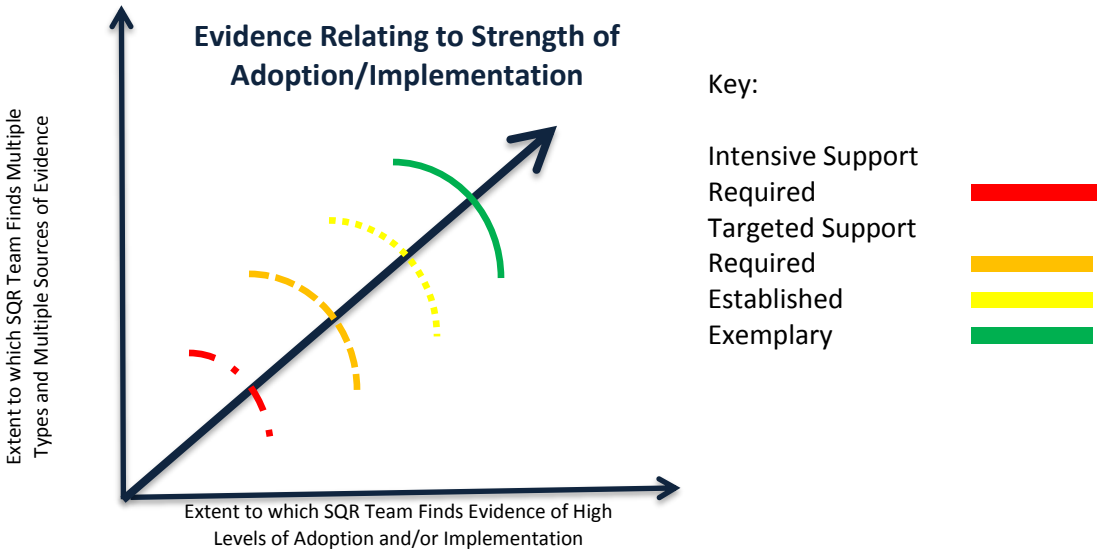
The SQR visit to Denison Elementary was conducted on May 2-4, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Georgia Lieber, Team Leader	SchoolWorks, LLC
Christopher Saheed, Team Writer	SchoolWorks, LLC
Jill Cabe, Team Member	Cleveland Metropolitan School District

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Appendix B: Implementation Rubric

The site visit team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types[2] and multiple sources[3] of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



Rating	Implementation Level	Quality Standard
1	**Intensive Support Required**	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2	**Targeted Support Required**	Evidence indicates that the key question is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.
3	**Established**	Evidence indicates that the key question is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.
4	**Exemplary**	Evidence indicates that the key question is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.

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

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

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Appendix C: Summary of Classroom Observation Data

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

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	**2**	**3**	**4**
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 9	33%	44%	22%	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 = 4	50%	50%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	23%	46%	31%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	15%	46%	31%	8%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	46%	23%	31%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	69%	15%	8%	8%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	46%	23%	15%	15%
	7. Cognitive Engagement Active student participation Perseverance	15%	38%	23%	23%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	85%	15%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	62%	23%	8%	8%
	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	69%	15%	8%	8%

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