SchoolWorks
School Quality Review
Report

Dike School of the Arts
October 26 – 28, 2016

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100 Cummings Center, Suite 236C,
Beverly, MA 01915
(978) 921-1674 www.schoolworks.org

CLEVELAND METROPOLITAN SCHOOL DISTRICT

Table of Contents

About the Process 1

Domains and Key Questions 2

Domain 1: Instruction 3

Domain 2: Students' Opportunities to Learn 7

Domain 3: Educators' Opportunities to Learn 10

Domain 4: Governance and Leadership 12

Prioritization Process 14

Appendix A: Site Visit Team Members 15

Appendix B: Implementation Rubric 16

Appendix C: Summary of Classroom Observation Data 17

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, among other sources, data and information gathered on academic programs and performance, school climate, finance, operations, governance, and stakeholder satisfaction.

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 site visit team and the school work together to identify prioritized areas for improvement.

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

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Domains and Key Questions

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

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

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 1: Intensive Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 1: Intensive Support Required**
3. *Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**
Domain 2: Students' Opportunities to Learn	
4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.*	**Level 2: Targeted Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 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 1: Intensive 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 1: Intensive Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 1: Intensive Support Required**

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
7%	36%	36%	21%

- **Behavioral expectations are not consistently communicated.** The site visit team observed the effective implementation of behavioral expectations, class rules, and procedures in 21% of classrooms (n=14). In these classrooms teachers frequently tracked student behavior using DOJO (an online tool that allows teachers to easily track student behavior) and frequently used positive narration of student behavior. For example, in one lesson observed, the teacher praised correct responses before awarding points to groups of students working together. In this class all students were on task throughout the entirety of the observation. The site visit team observed the partially effective implementation of behavioral expectations in 72% of classrooms. In these classrooms student behavior varied throughout the lesson and systems to manage behavior were not used consistently or effectively. For example, in some classrooms, class rules were posted and behavior tracking systems were posted, but teachers did not reference the class rules or use the behavior tracking systems when addressing misbehavior. In other lessons, students were fully attentive, followed directions, and participated during the lecture portion of the lesson, but were largely off task during the guided practice or independent practice portions of the lesson. In 7% of classrooms the site visit team observed the ineffective implementation of behavioral expectations. In these classrooms minor misbehavior persisted throughout the lesson and teachers lacked a system for addressing misbehavior. Students reported that their classes are at times disrupted by student misbehavior. School leaders and teachers reported that the school has begun to implement Positive Behavioral Interventions and Supports (PBIS). However, the site visit team did not observe implementation of PBIS strategies in classrooms and teachers reported that staff has had limited training regarding the implementation of PBIS (one 45-minute introductory session) and that expectations for the implementation of PBIS in classrooms are unclear.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
36%	43%	21%	0%

- **Few classes provide a highly structured learning environment or maximize learning.** Teachers and school leaders were unable to articulate school-wide expectations for classroom routines and procedures, and the site visit team observed a lack of consistency in routines and procedures between classrooms. The site visit team observed the partially effective establishment of a structured learning

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

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environment that maximized learning in 64% of classroom observed. In these classrooms teachers were well-prepared for some, but not all parts, of the lesson, and routines maximized learning time through a portion of the lesson. For example, in one classroom, small groups of students rotated through various stations. When at the stations, students were on task and engaged in the learning activities, but transitions were lengthy and resulted in lost learning time. In other classrooms with partially effective classroom structures, students who finished tasks early did not have additional learning tasks and engaged in off-task behavior. In 36% of classrooms, the site visit team observed the ineffective establishment of structured learning environments. In these classrooms, non-academic tasks such as entering the classroom, sharpening pencils, or transitions between lesson activities resulted in a significant amount of classroom learning time. For example, in one classroom, students sharpened pencils for the first 10 minutes of the lesson, and in the all-school assembly, it took approximately 15 minutes to seat approximately 100 students. Although timed lesson activities were included in some of the sample lesson plans reviewed by the site visit team, the site visit team did not observe the use of strategies to maximize learning time (i.e., timers, agendas with times allotted for lesson activities) in any classrooms.

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
43%	36%	14%	7%

- **Clear learning goals and focused, purposeful instruction are evident in few classrooms.** Clear learning objectives and/or effective content delivery were not observed in the majority of classrooms. In 50% of classrooms, the site visit team observed the partially effective implementation of clear learning goals and focused, purposeful instruction. In one such classroom, for example, teachers asked students to support their answers using information from a text but did not model or explain the process for doing so. In another classroom, students were asked to solve math problems using math procedures that they had learned in previous lessons, but the teacher did not review the procedures for students when students answered problems incorrectly. In 43% of classrooms, the site visit team observed the ineffective implementation of clear learning goals and focused, purposeful instruction. In these classrooms, learning goals were insufficient (not related to the lesson activities) or not evident (not posted or stated), and/or academic content was not clearly delivered. In one classroom, for example, teachers accepted partial and incorrect answers from students. In another classroom, the teacher included a daily lesson objective in his/her lesson plan but did not refer to the objective or the purpose of the lesson activities during class. In another classroom, the teacher did not return to students to clarify misunderstanding after students answered math questions incorrectly. The majority of sample lesson plans reviewed included a lesson or unit objective but the site visit team identified only three instances of posted or stated objectives (including "I can…" statements) in 14 of the classrooms observed. Finally, some of the sample lesson plans reviewed included objectives with clearly-defined student outcomes (e.g., "SWBAT identify and pronounce the

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middle sound in 4 single syllable words"), while others did not (e.g., "[SWBAT] draw and write and respond to a story").

Higher-Order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
43%	43%	7%	7%

- **Instruction does not require all students to use and develop higher-order thinking skills.** The site visit team observed partially effective promotion of higher-order thinking skills in 50% of classrooms. These classrooms were characterized by lesson activities that were somewhat challenging, requiring students to do more than summarize and recall, but did not require students to analyze, evaluate, or synthesize. In other classes with partially effective use of higher-order thinking, not all students, or not all portions of the lesson, required higher-order thinking. In one example, students were asked to justify their assertions about a story by citing the text and explaining how they chose that evidence. However, only two students were required to complete the task, and that was the only portion of the lesson that required text references and metacognition. In 43% of classrooms, the site visit team observed the ineffective promotion of higher-order thinking skills. In these classes, students were required to complete only recall and comprehension tasks, frequently in the form of worksheets, and were occasionally required to copy information from the whiteboard or text to their notes or worksheets. In some instances, these worksheets required only circling the best of two words to complete a sentence, multiple choice questions, or filling in blanks with words from a word bank. In another example, during a lesson involving counting, students were encouraged to spend the majority of class time coloring the items on their worksheets. Students were able to give examples of challenging tasks that they had completed in some classes (e.g., a 3-page essay as a cumulative project for a unit on Charles Dickens), but the site visit team did not observe these types of activities in classrooms. Students reported that they are not challenged in the majority of classes. Parents shared concerns that the school does not challenge their students.

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
50%	36%	14%	0%

- **In-class assessment strategies are rarely used to reveal students' thinking about learning goals.** The site visit team observed the partially effective incorporation of in-class assessment strategies in 50% of classrooms observed. In these classrooms, teachers frequently used verbal questioning to check the understanding of some, but not all, students. In one example, a teacher circulated and asked students comprehension questions related to the task, but only questioned students whose behavior was noticeably off-task. In other classrooms, teachers used strategies such as choral response, that provided a general, but not precise, sense of students' understanding – for example, a teacher who asked students to shout "yes" or "no" as a group in response to various statements that the teacher

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made about a story that the class had recently read. In the remaining 50% of classrooms, site visit team observed that the ineffective incorporation of in-class assessment strategies or assessment strategies were entirely absent. The site visit team did not observe the use of systematic formative assessment strategies (i.e., exit tickets, individual white boards, thumb or hand signals, clickers) to assess the understanding of multiple students at a time in any classrooms. In a number of classrooms, teacher circulation and questioning was focused on managing behavior and ensuring that students were following directions, rather than assessing the understanding of academic content. In another classroom, a student had incorrect answers to 8 of 10 problems on a worksheet; however, when the teacher circulated and glanced at the student's worksheet (s)he did not notice or address the student's incorrect answers.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
64%	21%	14%	0%

- **Few students receive timely, specific feedback throughout the learning process to inform improvement efforts.** The site visit team observed partially effective use of feedback in 35% of classrooms. In these classrooms, not all students received feedback, feedback was brief, or the feedback did not advance their student mastery of academic material. In one class, for example, the teacher circulated during station work and provided high-quality feedback to groups of students but provided this feedback to two of six groups only during the activity. In another class, students were tasked with tracking their Accelerated Reader (AR) points, which provided feedback on their reading achievement but did not advance their academic mastery. Similarly, students shared an example of receiving feedback on a writing assignment, but that the feedback focused on grammar and spelling. In 64% of classrooms, the site visit team observed the ineffective use of feedback or no feedback. In some classrooms, feedback did not clarify misunderstandings or provide useful guidance. In one classroom, for example, students were provided with the correct answers to a worksheet but were not provided with direct instruction or modeling to help them understand the errors they had made. In several classrooms, students were observed using websites for math and literacy practice, but the selected websites did not provide feedback to ensure effective practice. In one example, students were required to choose items on the screen that met specific criteria. When students selected incorrect items, the website indicated only that their selection was incorrect, at which point students simply selected the next item on the screen. The site visit team did not observe the use of rubrics, exemplar work, or anchor texts in any classrooms.

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Domain 2: Students' Opportunities to Learn

4. The school identifies and supports special education students, English language learners, and students who are struggling or at risk.	**Level 2: Targeted Support Required**

- **The school has a process for identifying struggling and at-risk students but lacks a system for monitoring student progress and program effectiveness.** School leaders and teachers stated that the school's Student Support Team (SST) and referral process is effective in supporting struggling and at-risk students. Teachers were able to describe the steps by which students are identified for supports (e.g., observing below-grade-level behavior or academics, completing a referral form, speaking with the appropriate grade level interventionist, arranging a parent meeting). Staff stated (and review of committee assignment documents confirmed) that the SST includes a school leader, general education teachers, special education teachers, interventionist, and a school psychologist. In addition, school leaders and SST members stated that SST meetings take place weekly, and were able to share examples of instructional and behavioral supports that had been assigned to various students. SST meeting notes confirmed that the SST referral process has been implemented as described by staff and that SST meetings take place regularly. While the process for identifying students is clearly understood and implemented, the site visit team found that the process for monitoring the progress of struggling and at-risk students is not as clearly understood or implemented. For example, the majority of teachers were not able to describe how student progress is monitored or how data are used in progress monitoring. Further, teachers reported that some of their colleagues view SST as a method for shifting responsibility for struggling students to other staff members. Once a teacher has referred a student to SST, the referring teachers take less responsibility for accommodating the needs of those students in their classes. Teachers were also not able to describe how the effectiveness of interventions are evaluated.
- **Supports for struggling and at-risk students are limited.** According to teachers, the school has few systems and resources to support struggling learners, and the effectiveness of those systems varies. Teachers stated that among these systems and resources are two interventionists, iReady and AR computer programs, and PBIS. Although staff reported that special education and interventionists' supports are generally effective, a number of staff members shared concerns about the implementation and effectiveness of iReady and PBIS. For example, school leaders and teachers identified that iReady is the primary means through which academic support is provided to struggling and at-risk students in literacy and math. However, staff reported (and professional development [PD] documents confirmed) that PD on iReady has been limited to one overview session in the summer. Staff stated that the expectations for implementing iReady are unclear; however, based on last year's expectations during the pilot program, they believe that students should receive 45-to-50 minutes/week in both math and literacy. However, the majority of staff reported that, due to limited access to the computer lab and non-functioning computers in classrooms, it is difficult to meet these expectations. A number of staff members also reported that they do not believe that iReady is effective and that data on its effectiveness are not available. Students reported that they are not motivated or challenged by iReady. Staff also identified AR as a literacy intervention for struggling students, including those who struggle with phonics or phonemic awareness, and students who may be below grade level, but AR monitors reading rather than providing direct intervention or remediation of skills. Teachers' concerns with the implementation of PBIS were similar to their concerns with iReady, reporting that: PD was limited to one session; expectations for implementation are unclear; it is not used consistently between classes; and that data to evaluate its effectiveness are

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unavailable. Additionally, teachers, students, and parents stated that after-school academic supports are not available. Teachers stated that the school offers three clubs after school – comic books, performance art, and LEGO robotics – but has not yet implemented the academic tutoring that was offered last year.

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

- **Not all stakeholders hold high expectations for academic learning.** All stakeholder groups reported that the school holds regular celebrations of student academic performance (e.g., quarterly awards ceremonies that include GPA-based awards, one of which was observed by the site visit team), but the site visit team found little other evidence of high academic expectations for students. While some staff conveyed high expectations for their students, all stakeholder groups (staff, students, and parents) shared concerns regarding low expectations. Multiple staff members suggested that the school's low academic performance is primarily because students or their families do not value education. Other staff members attributed low test scores to over-testing or due to students not putting forth effort on tests. However, students reported being motivated to do their best on tests and stated that the majority of their classmates put forth good effort also. Multiple teachers referred to giving open-book quizzes or assessments not aligned with Common Core State Standards (CCSS) instructional shifts and rigor, suggesting that these strategies were appropriate given their students' low academic abilities. In a few instances, staff members directly stated that their peers have low expectations for students. Students reported feeling challenged in their major (8th grade arts) and minor (7th grade arts) classes, but reported that academic classes are not challenging, and that to earn high grades in class they just need to pay attention. Students were able to state their Northwest Evaluation Association (NWEA) literacy scores and the corresponding reading grade level equivalents (used by students to select independent reading books), but reported that they do not have data binders and could not describe their academic goals. Parents also reported receiving limited data regarding their students' performance and shared concerns that the school does not challenge their students or prepare them for college.
- **Although the school provides an emotionally safe environment to support students' learning, not all procedures ensure physical safety.** The majority of students and staff reported feeling emotionally safe and free from bullying. The site visit team observed few instances of bullying, meanness, or overt disrespect between students and teachers, or students and their peers during two full days of observation of classrooms and common spaces. Students were observed to be consistently polite to their teachers and peers and were welcoming to visitors. Staff indicated that students enjoy coming to school. School leaders stated that the school's average daily attendance is 96.3%, suggesting that the school is a safe and positive place for students. Although the school is emotionally safe for all stakeholders, the site visit team found that the school lacks consistent procedures and monitoring to ensure physical safety. More specifically, staff members, students, and parents shared concerns about violence in the community. However, students reported that on occasion, students (rather than school security) let visitors into the school. Staff reported incidents in which parents have entered classrooms without permission and acted aggressively on campus. Students stated that they are required to pass through metal detectors when they arrive in the morning on time, but that students who arrive late are not screened. The site visit team also observed outside doors propped open on multiple occasions. In addition, the level of staff monitoring of common spaces varied significantly. Some staff members were observed consistently monitoring the spaces outside their classrooms

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during transitions, while other areas of the school were rarely monitored. In monitored areas, students typically walked and behaved in a safe and orderly manner. However, in unmonitored spaces (e.g., the courtyard and some sections of hallways), students were observed wandering, yelling, running, and, in one case, a student was observed hitting her classmate.

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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 1: Intensive Support Required**

- **The school has not designed a system of professional development that is intensive or sustained.** Staff members most commonly identified that the school's priorities this year are the implementation of iReady and PBIS, but the site visit team found a lack of intensive PD related to these initiatives. Multiple staff members reported, for example, that the extent of PD regarding iReady was a 45-minute session in the format of a product overview, and that they have not been formally trained to examine the data from iReady and are not expected to do so. PD agendas confirmed that this 45-minute session was delivered in October. Staff reported that PD for PBIS also included one 45-minute session; PD agendas confirmed that this session was delivered in August. Staff reported that in both cases, they have not received sustained follow-up PD; they shared concerns regarding a lack of consistent implementation of these two systems throughout the school. Teachers and school leaders stated that the staff meet for 45 minutes each week to discuss school logistics and 45 minutes each month for PD. The PD agendas revealed a lack of objectives for PD sessions, and PD topics have not been revisited after being introduced. School leaders reported that the monthly dates for this year's all-staff meetings have been determined; this was confirmed by review of an email from the school's union representative. However, school leaders reported that they do not have a calendar of PD topics to be addressed in these meetings. Teachers stated that they are unaware of upcoming PD topics until the day of PD.
- **Educators have opportunities to collaborate regularly but do not maximize that opportunity.** Teachers' schedules indicate that all teachers have at least 200 minutes of planning each week, as outlined in the teacher contract, as well as time each morning for additional meetings such all-staff, committee, and grade-level meetings. As part of the 200 minutes, school leaders and staff reported that implementing Teacher-Based Teams (TBT) is one of the school's initiatives, but that these meetings have not been held consistently. Some staff suggested that TBT meetings are expected to take part weekly, while others said they should take part monthly. TBT agendas confirmed that some grade levels' TBT teams met this month; however, some teachers stated that their grades level's TBT have not yet begun to meet. Teachers stated that data analysis is a core component of TBT meetings, but TBT meeting notes revealed varying levels of data use among grade levels. Some teams reviewed data, while other teams used this time for grade-level logistics. School leaders and teachers stated that implementation of TBTs has been inconsistent this year, and that school leaders do not oversee these meetings. Additionally, teachers stated (and review of the school's committee assignments confirmed) that the majority of staff serve on committees, with some staff serving on multiple committees. However, staff reported that some committees do not meet as regularly (bi-monthly or monthly, depending on the committee) as scheduled, and that some committees have met only once this year. Some staff were not able to readily recall the committees in which they take part; some reported that attendance at their committee meetings is inconsistent.

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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.** While some school leaders and teachers described common instructional beliefs across the school (e.g., personal responsibility for student learning, the importance of supporting struggling learners), not all staff echoed these beliefs or demonstrated these beliefs in classrooms. For example, some educators conveyed a sense of personal responsibility for student learning, but others blamed students' home situations or their colleagues for low academic performance. Others suggested that the school is performing well, but due to factors such as changing cut scores or unreasonably high academic expectations, is not evaluated fairly. Although some teachers described going to great lengths to support struggling students (e.g., frequent parent contact, additional help after class), others stated that they feel their colleagues do not take responsibility for struggling students and, instead, rely on other staff members (i.e., intervention teachers, special education teachers, Planning Center staff) to support their struggling learners. In some classrooms, teachers persisted in helping struggling students (e.g., returning to students who had answered incorrectly, providing wait time). However, in other classrooms, teachers accepted incorrect answers or did not follow up with students who had provided incorrect answers. Educators also did not convey a shared commitment to the learning of all students in the school. More specifically, numerous stakeholders referred to the student body as being composed of two distinct groups – students who auditioned to be accepted to the school, and students who have enrolled since this requirement was lifted – and suggested that the latter do not belong at the school and/or diminish the quality of the school.
- **The school does not reflect a safe, trustworthy and professional climate for all stakeholders.** While some staff indicated that the school's culture is positive and spoke favorably of their colleagues, others suggested that the staff are deeply divided. Some staff, for example, reported feeling comfortable speaking with their peers and school leaders about concerns, but others stated that they do not feel safe sharing their concerns, especially in open forums such as staff meetings. These staff members gave examples of sharing concerns in meetings, after which they felt that their colleagues dismissed their concerns or treated them rudely. Many staff members also stated that they feel work is not distributed evenly at the school, citing examples of inequitable planning time and class sizes. Staff members frequently identified specific colleagues who had more planning time or served fewer students throughout the day; some suggested that favoritism by leadership contributed to the inequity. Teachers explained that some situations are particularly divisive, and shared the example of dismissal responsibilities, in which teachers who are responsible for students who walk home are consistently required to stay at school later than those who are responsible for students who ride the bus. Staff reported that concerns such as the dismissal procedures, work load, or concerns with their colleagues' performance are not effectively addressed. School leaders acknowledged that there is a lack of unity among staff.

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Domain 4: Governance and Leadership

8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.	**Level 1: Intensive Support Required**

- **The school lacks a shared vision and clear goals.** Interviews with various stakeholders suggest that strategic school goals have not been articulated and are not consistently understood. Teachers were frequently unable to recall the school's goals, reported school goals that were broad and not measurable (e.g., improve literacy, focus on reading), and/or were unable to provide metrics by which goals would be measured. The site visit team did not observe evidence of school goals on campus (i.e., bulletin boards, tracking systems, posted data) and found written school goals that were inconsistent. For example, emails from the school's leadership referenced an achievement goal of increasing the school's Performance Index (PI) by 10%, but a presentation to parents at an open house referenced increasing the school's PI by 5%. The school's Academic Achievement Plan (AAP) revealed school goals written in the form of topics (i.e., Performance Index) rather than outcomes, and found that goals lacked metrics and data-based progress monitoring. Staff reported that the AAP committee has met a number of times, but has not reviewed or updated data regarding progress toward the AAP's initiatives. The site visit team also did not find evidence of a shared mission or vision. Although staff stated that they attempt to incorporate arts-based activities in their classes, the site visit team observed no evidence of the school's arts focus in classrooms (i.e., discussion of mission/vision posted in classrooms) or in written documents (i.e., lesson plans, handouts or presentations to parents, PD agendas, meeting notes). The site visit team did not observe references to the school's mission, vision, or goals in classrooms, hallways, or the school's quarterly awards ceremony.
- **School leaders do not ensure that teachers deliver high-quality instruction.** The majority of teachers indicated that they were observed once this Fall and received a walkthrough form with feedback following the observation. For example, one teacher stated that she had received useful feedback regarding strategies to use in small group reading instruction. Completed classroom walkthrough forms revealed examples of actionable feedback that had been provided to the teachers. However, other teachers indicated they are not familiar with the walkthrough feedback form. The majority of teachers reported that they have not received instructional feedback beyond that provided following the walkthrough. Others stated that they feel that school leaders observe their classes for the sake of accountability rather than support, and that school leaders are not consistently visible in their classrooms. Some teachers, for example, stated that school leaders visit their classrooms weekly, but other teachers, as well as students, reported that some school leaders rarely visit their classrooms. Multiple teachers reported that they would like more regular instructional feedback and more administrative support in addressing challenges and solving problems in their classrooms. The principal stated that she tries to spend approximately half of her time in classrooms, but acknowledged that she does not consistently provide instructional feedback, and that this may be a point of frustration for teachers.

9. School leaders effectively orchestrate the school's operations.	**Level 1: Intensive Support Required**

- **The principal does not ensure effective communication and inclusive, transparent decision making across the organization.** Although the majority of staff members serve on one or more committees, teachers indicated that committees do not consistently provide opportunities for staff to make or

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have input on important decisions. Some teachers were not able recall decisions that had been made by their committees; others stated that their committees do not make decisions that significantly impact school operations. Teachers shared, for example, that the PBIS committee has had input in decisions, such as what types of incentives will be provided to students, but has not been able to influence the policies regarding implementation of PBIS across the school. Staff also stated that decision making is not always clear and transparent, and that the results of decisions are not always communicated clearly. Some staff stated that they feel that they have a voice in the school and that school leaders value their opinions when making decisions; others stated that they are unsure of how decisions are made. Staff gave examples of decisions that have been made that impact their daily schedules, such as a recent change in dismissal procedures, but stated that they were unsure of how or why those decisions were made. Other staff members expressed that a lack of a clear decision making and communication has reduced the school's ability to implement school-wide initiatives. For example, teachers gave an example of unclear decision making and communication regarding the school's after-school tutoring program, Families Learning Together (FLT). Staff stated that FLT was effective last year and that teachers and parents have requested the program take place again this year. However, teachers are unsure if or when the program will be offered and have not received any communication on the status of this decision from school leaders.

- **The principal does not strategically allocate resources in order to ensure a productive learning environment.** Staff frequently shared concerns regarding teaching schedules and technology. For example, multiple staff members shared frustration with the school's schedule and the number of students with whom teachers interact throughout the week. Teachers reported that middle school teachers plan fewer lessons but may be responsible for grading work for up to 150 students; elementary teachers are required to plan content in various subjects but may have fewer than 20 students. Other teachers stated that planning time is inequitable and provided examples of teachers with more planning time than their colleagues. Classroom observations and review of schedules confirmed that staff members have varying amounts of planning time and varying class sizes. Other teachers shared concerns that the school's schedule does not included time for targeted intervention. For example, teachers stated that all students, whether above or below grade level, are expected to spend the same amount of time using iReady. Staff also reported that without a dedicated intervention time, struggling students occasionally miss instruction when they receive support from interventionist or special education pull-out services. Teachers also consistently reported that the lack of access to functioning computers is a barrier for student learning. Although school leaders and teachers stated that computer-based programs (iReady and AR) are the school's primary supports for struggling learners, teachers stated that, due to limited availability of computers in the school's computer lab, or because the computers in their classrooms are outdated and unreliable, they are unable to consistently ensure that their students receive these supports.

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Prioritization Process

The site visit team met with the Dike School of the Art'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.

The site visit team noted the following areas for growth: Domain 1: Instruction.

The group identified *Domain 1: 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: *Highly Structured Learning Environment*.

The team then developed the following goal and action plan:

Goal: All classes provide a highly structured learning environment and maximize learning time.

Actions	Target Dates	Champions
1. Communicate the goal in print, then in a meeting (share the goal, rationale, participants, action steps)	Oct. 28th	Draft email – Academic Planning Team Send email – Principal
2. Hold a Q&A meeting to explore/explain the vision for a structured learning environment (develop self-evaluation checklist, define the checklist items, develop the objective and agenda for this session). The group will reference the SchoolWorks criteria and rubric defining the Structured Learning Environment.	Nov. 8th	Art teacher Special education teacher 3rd grade teacher
3. Staff will complete a self-evaluation using the internally designed checklist. Staff will practice implementing the criteria in real-time instruction for up to 10 instructional days. Staff will be encouraged to ask for peer support or coaching to gauge their implementation levels.	Nov. 9th-22nd	Principal
4. Provide staff with feedback using the tool (establish schedule and process)	Dec. 5th-9th	Social Studies teacher 2nd grade teacher
5. Share the results of observations with staff (develop the objective and agenda for the session)	Dec. 14th	Art teacher Special education teacher 3rd grade teacher

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Appendix A: Site Visit Team Members

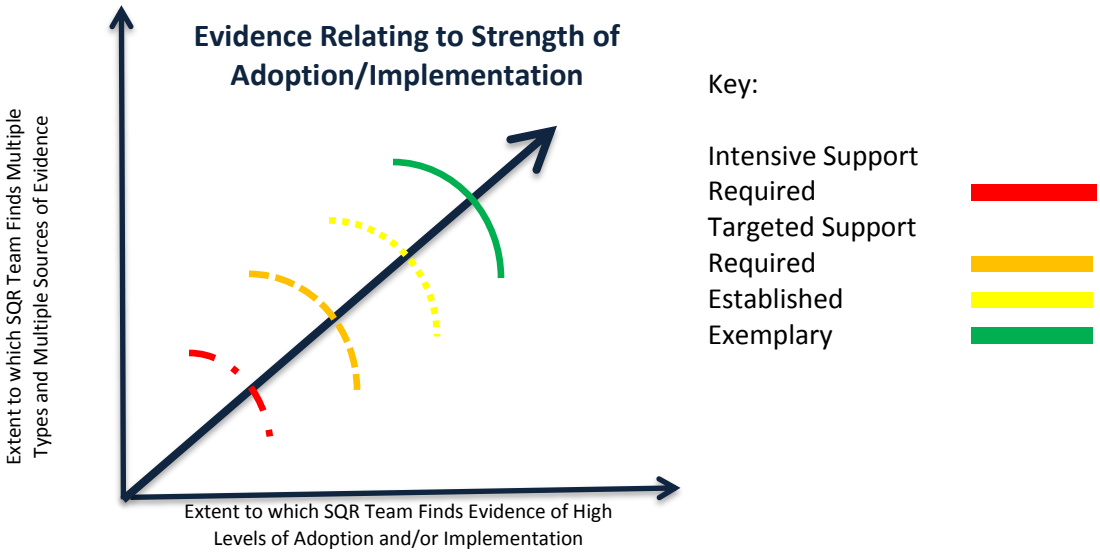
The SQR to Dike School of the Arts was conducted on October 26-28, 2016 by a team of educators from the CMSD and SchoolWorks, LLC.

Robin Coyne-Hull, Team Leader	SchoolWorks, LLC
Nick Bucy, Team Writer	SchoolWorks, LLC
Jill Cabe, Team Member	CMSD

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Appendix B: Implementation Rubric

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



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

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

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

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Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 14 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	2	3	4
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 12	40%	27%	27%	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	50%	50%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	7%	36%	36%	21%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	36%	43%	21%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	7%	36%	50%	7%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	43%	36%	14%	7%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	0%	64%	29%	7%
	7. Cognitive Engagement Active student participation Perseverance	8%	54%	31%	8%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	43%	43%	7%	7%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	50%	36%	14%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	93%	0%	7%	0%
	11. Feedback Feedback to students Student use of feedback	64%	21%	14%	0%

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