SchoolWorks
School Quality Review
Report

Design Lab Early College
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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

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

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
50%	30%	10%	10%

- **Behavioral expectations are not clearly communicated by staff or demonstrated by students.** Behavior expectations were effectively or partially effectively communicated by staff or followed by students in 50% of classrooms observed (n=10). In one such classroom, the majority of students were engaged, on task, and working quietly throughout the lesson. In another classroom, students completed their assigned work, and then, without prompting, began additional work, reviewed the assignment they had completed, or listened to music quietly. In 50% of classrooms, behavior expectations were not effectively communicated to, or followed by, students. In multiple classrooms, for example, minor student behavior (i.e., off-task talking, texting, not promptly following directions) resulted in the teacher interrupting delivery of the lesson. In other classrooms, students were observed with their heads on desks, sometimes asleep, walking around the classroom, or talking over their teachers giving directions. In some classrooms, more severe misbehavior was observed. For example, in multiple classrooms, students overtly defied teachers' directions or insulted or cussed at each other. Teachers frequently ignored the misbehavior, did not restate behavioral expectations, and were not observed giving consequences in any instances. Teachers and school leaders described that schoolwide behavior expectations include enforcing dress code but teachers reported (and the site visit team observed) that the dress code is not consistently enforced. Teachers and school leaders acknowledged that there are few school-wide behavior expectations and that there is disagreement regarding the importance of consequences. Teachers indicated that they would like clearer behavior expectations and consequences; school leaders expressed concern that the use of consequences may create a punitive environment. Students reported that consequences for misbehavior vary from phone calls to parents, to losing points from their class grade; they stated that their classmates' behavior is not influenced by the consequences that teachers use.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
80%	10%	10%	0%

- **The learning environment is not highly structured, and learning time is not maximized.** In 20% of classrooms, teachers were partially effective in structuring the learning environment and maximizing learning time. In one classroom, for example, the teacher's materials – handouts, a video clip, and pencils – were prepared when students entered class and instruction began promptly, but an agenda or description of learning activities was not communicated to students. In 80% of classrooms, structures to maximize learning time were absent or ineffective, teachers were not prepared for lessons, an agenda for the class was not posted or communicated verbally, and/or class did not start

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

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promptly. Although some teachers stated that they are expected to use do-now activities at the start of each lesson, the site visit team did not observe the consistent use of these activities or the consistent use of procedures for sharpening pencils, transitions between lesson activities, or distributing or collecting materials. In one classroom, the teacher was not prepared for the lesson and spent the first three minutes after students entered class on his/her computer, and the following four minutes setting up a projector. In other classrooms, an agenda for the lesson was not posted or shared with students verbally. In multiple classrooms, instruction did not begin promptly at the start of class – in some cases, five minutes or more after the bell. Many teachers reported frustration with the loss of learning time due to student tardiness to class, and stated that the school does not have a system (e.g., hallway sweep, locking doors at the bell, detention for tardies) to ensure that students are in class on time. Students stated that their peers are frequently late for class. School leaders acknowledged that the lack of an effective, enforced tardy policy is a point of frustration for many teachers.

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
90%	10%	0%	0%

- **Teachers do not provide students with clear learning goals or focused, purposeful instruction.** Partially effective learning goals and/or focused, purposeful instruction were observed in 10% of classrooms. In one classroom, for example, a learning goal was posted and referenced by the teacher once during the lesson. In 90% of classrooms, however, focused learning goals and purposeful instruction were ineffective or absent. In approximately half of the classrooms, for example, learning goals were not posted or stated. In some classrooms, learning goals were posted but included tasks (e.g., "complete the quiz") rather than learning outcomes, or the learning goals were not referenced during the lesson. In other classrooms, academic content was not delivered. In one class, for example, students worked in groups to review for a test, but the teacher did not circulate to explain or re-teach academic content. In other classes, students completed online games or quizzes, but teachers did not review or explain the content on which the games or quizzes were based. Similarly, in some classrooms, teachers showed video clips but did not describe the academic content that was intended to be highlighted by the video. In a number of classrooms, the expectations for completing activities was unclear so that students were not able to describe whether they were expected to complete activities individually or in groups, or were not able to identify the source of information that they were expected to use to complete the assignment.

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Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
70%	30%	0%	0%

- **Instruction requires few students to use and develop higher-order thinking skills.** Partially effective promotion of higher-order thinking was observed in 30% of classrooms. In one such classroom, a teacher required students to support answers with evidence from the text, but for only one portion of the lesson. In another class, the teacher asked predominantly recall questions, but occasionally asked questions requiring students to compare or contrast different ideas. Seventy percent (70%) of classrooms were characterized by the absence or ineffective promotion of higher-order thinking. In multiple classrooms, for example, students were required to answer multiple-choice questions only or fill-in-the-blank questions, rather than open-ended questions or written responses. In other classrooms, students were asked recall questions only. In one instance, a teacher asked higher-level questions, but answered his/her questions before students could respond. The site visit team did not observe examples of students defending their answers or arguments, engaging in academic discussion with their peers, or reflecting on their own progress or learning. The majority of students reported that they are not challenged in the majority of their classes. Although students reported having completed more challenging tasks (e.g., extended essays, or projects requiring application or synthesis) at different points through the school year, the site visit team did not observe examples of challenging projects. While some parents stated that the school challenges their students, other stated that it does not.

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
70%	30%	0%	0%

- **In-class assessment strategies are not used to reveal students' thinking about learning goals.** The site visit team observed partially effective use of assessment strategies in 30% of classrooms. In one classroom, for example, students independently completed an online quiz, but the teacher was not able to track which students had answered questions correctly or incorrectly. In another example, a teacher circulated and reviewed students' answers on worksheets, but looked at a small portion of the class' responses only. In 70% of classrooms, assessment strategies were ineffective or absent. Multiple classrooms employed no formal or informal checks for understanding, and the site visit team observed no systematic checks for understanding, such as the use of hand signals (e.g., thumbs up/thumbs down, fist-to-five) or whiteboards. In other classrooms, teachers circulated while students worked in groups, but, while circulating, commented on behavior or activity completion only (rather than academic content). In other instances, teachers verbally questioned students but called on a small number of students who volunteered answers, rather than systematically checking the understanding of students at varying levels of understanding. Although multiple teachers reported using exit tickets or weekly quizzes regularly, the site visit team observed exit tickets in use or listed on the agenda in two classrooms only.

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Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
90%	0%	10%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process.** Partially effective use of feedback was observed in 10% of classrooms. In one such classroom, the teacher circulated and provided some students with specific, actionable feedback related to their written answers; these students then made adjustment to their written responses. In 90% of classrooms, timely, frequent, and specific feedback was ineffective or not provided. In approximately half of classrooms, no form of feedback was provided to students. In one classroom, students completed a quiz and were given the correct answers, but the explanation for correct and incorrect answers was not provided. Similarly, in another classroom, students completed an online multiple-choice game in which the program only indicated whether the selected answer was correct or incorrect without further explanation. In other classrooms, teachers circulated while students worked independently on worksheets, but provided only verbal affirmation to students who were completing the worksheet on time. Finally, in one classroom, students were asked to present to their peers after completing a group task, to which the teacher provided only general positive feedback (i.e., “Good work;” “Great job”).

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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 1: Intensive Support Required**

- **The school does not have a well-defined process for identifying struggling and at-risk students or monitoring student progress and program effectiveness.** School leaders and teachers identified the school's Student Support Team (SST), computer-based programming, and tutoring as avenues to support struggling learners. However, teachers and school leaders reported that these systems operate informally and lack progress monitoring. Teachers, for example, were not consistently able to describe the process by which students can be referred to the SST, and were not able to readily recall which of their colleagues are included the SST. Some teachers reported that they have not been able to successfully refer a student to the SST. SST members reported (and October 20, 2016 SST notes confirmed) that the SST has only had one successful referral so far this year. SST scheduling documents revealed that the SST is scheduled to meet quarterly and includes a list of possible topics for SST meetings (e.g., absences, tardies, incomplete assignments), but teachers were unable to identify topics that the SST may discuss. Teachers and school leaders stated that the school also uses a computer-based program called iLiteracy for literacy intervention, but reported that while many of the school's students are below grade level, only 20 students have been assigned to use iLiteracy. Teachers and school leaders stated that they do not have data to evaluate whether iLiteracy is an effective intervention. All stakeholders also explained that teachers offer tutoring, but that students who receive tutoring are determined informally by either teachers or students informally contacting each other to request support. Teachers and school leaders reported that teachers have developed a plan for formal, regularly-scheduled afternoon tutoring, but – due to disagreements regarding the teacher contract – this has not begun. Teachers and school leaders indicated that the effectiveness of tutoring and SST interventions are not formally evaluated but, when fully implemented, that a new system of maintaining a Google tracker will help track student progress.
- **The school does not implement sufficient supports for struggling students.** Teachers and school leaders reported that supports for struggling learners are limited; they also shared concerns about the effectiveness of the supports. For example, some teachers and school leaders questioned the effectiveness of the iLiteracy program and stated that students are not invested in the program. Master scheduling documents revealed that the school does not have time scheduled for interventions beyond pull-out by special education teachers. While teachers and students reported that teachers are frequently willing to help students by tutoring outside of the regularly-scheduled school day (e.g., before school, at lunch, after school), teachers reported that other meetings often interfere with their opportunities to tutor. Some staff acknowledged that despite their best efforts, they feel the current informal tutoring is not effective and are excited to begin a more formal and regularly-scheduled tutoring block after school. School leaders stated that they support staff's efforts to implement tutoring once an understanding of the tutoring program's relation to the contract is resolved.

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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 does not hold high expectations for academic learning.** Students reported inconsistency in academic celebrations, college discussions, challenging classes, and high classroom expectations. While some students stated that their grade level awards academic progress (e.g., Honor Society), others could not recall having taken part in celebrations or recognition of achievement. Some students reported taking part in discussions regarding college preparation; others stated that they do not recall their teachers discussing college. The site visit team observed few instances of college messaging discussed in classrooms or posted on campus despite the school's early college focus. While the school's stated mission includes graduating from high school, ready for college, without remediation, this was identified as a priority by only one staff member. Many students and parents shared concerns that the level of challenge and class offerings are not preparing students for the professional careers in which they are interested. Others identified partners, such as Cleveland State University, as avenues through which students can pursue their professional interests. School leaders reported (and students confirmed) that the majority of 9th and 10th grade students have opportunities to earn college credit, but participation in courses that award college credit is less consistent in upper grade levels. Students also reported (and the site visit team observed) varying levels of expectations in classrooms. Students were able to identify some teachers whom they feel hold them to high expectations in both behavior (e.g., requiring that students are prepared for class, requiring students to answer challenging questions) and academic work (e.g., assigning challenging projects), but stated that other teachers do not. School demographic information states that the school has 17 students classified as gifted and talented. However, teachers and school leaders stated that the school does not offer gifted and talented programming.
- **The school provides a safe environment to support students' learning.** Unanimously, students and parents reported that they feel physically safe at school, citing factors such as the school security guard, metal detectors, and having a securely locked campus. Students also reported that, in contrast to other schools they have attended, physical fights between students are very rare, and teachers reported that fighting is not tolerated at the school. The school's most recent Conditions for Learning survey reveals an 87% positive response rate to questions regarding school safety. Similarly, students reported that they feel emotionally safe on campus and stated that bullying is infrequent. The site visit team observed isolated instances of students calling each other names, but did not observe repeated bullying or conflict among students. Multiple teachers reported that building personal relationships and learning about students' home lives is a priority at the school – for example, the new system of maintaining individual Google documents for each student as one way that teachers learn about their students. Teacher and school leaders reported that they build strong relationships through informal conversations at lunch and in the hallways, as well as through resolving behavior issues and supporting students with their personal challenges or crises. The majority of students stated that they feel their teachers care about them personally; all were able to identify teachers with whom they have a strong personal relationship and in whom they can confide.

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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**

- **Professional development (PD) is not intensive or sustained.** Teachers and school leaders consistently identified that this year's primary PD topics include design thinking and project-based learning (PBL). The principal, for example, highlighted that the school has developed maker spaces – that is, large classrooms with specialized equipment (e.g., graphic design materials, 3-D printers, woodworking tools) for designing and creating items. The principal also explained (and documents provided to staff confirmed) that the school offers learning grants of $250 for teachers to learn a new skill to model the learning process for their students and colleagues. However, staff indicated that despite school leaders' enthusiasm for these topics, they have not received intensive or ongoing support. Many teachers reported that they have a conceptual understanding of design thinking, but that they are unsure of how to incorporate this approach in their content areas. While teachers stated that the principal has effectively modeled design thinking skills through staff activities, videos, and design challenges, many teachers stated that they have not received enough professional development to feel comfortable designing these lessons or units independently. The principal, for example, stated that only five staff members have applied for learning grants. School leaders reported (and review of the school's PD plan indicated) that the PD dates and times for the year have been identified, and the topics addressed have been recorded on this plan (e.g., presentations on learning grants and Google docs), but that upcoming topics have not been determined. Review of PD agendas confirmed that topics listed on the PD plan (e.g., learning grants and Google docs) have taken place. Teachers reported that they do not provide input or feedback on PD, do not have opportunities to lead PD, and are not aware of upcoming PD topics. Others teachers expressed varying levels of agreement with the PD priorities and expressed concerns regarding the alignment between PBL and design thinking and standards. Some teachers suggested that they would rather focus PD on topics such as classroom management and creating school-wide systems and structures.
- **Educators collaborate regularly but do not consistently address instruction and students' progress.** Teachers and school leaders reported that staff meet for approximately 200 minutes each week (approximately 50 minutes Monday to Thursday), as outlined in the teachers' contract. Teachers reported that Monday is for individual planning time; Tuesday is PD led by administrators; and Wednesday and Thursday are for Teacher-based Teams (TBTs). However, both teachers and school leaders indicated that little of this time is spent on instruction or students' academic progress. Teachers, for example, reported that the majority of their TBT meeting time is spent discussing student challenges (e.g., attendance, discipline issues), rather than instructional best practices or student achievement data. Similarly, school leaders reported that when school leaders are not present to guide the meetings, meetings often focus on individual students' behavior issues, rather than data. School leaders and teachers stated that the use of the new Google document system is intended to provide additional opportunities to focus on academic progress and data, but that this is not yet being consistently implemented. Review of student Google documents revealed that some student files include Northwest Evaluation Achievement (NWEA) data, while others do not. Teachers also reported that they feel a conflict between meeting with their teams and tutoring students; meetings are occasionally interrupted by student issues or do not occur as planned.

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

- **Educators' mindsets and beliefs do not reflect shared commitments to students' learning.** Although all staff described a shared belief in the importance of caring for students, staff expressed greatly differing beliefs regarding other issues – including the implementation of non-traditional approaches to teaching (e.g., design thinking and PBL), the importance of discipline systems, and approaches to adult accountability. School leaders and teachers consistently stated that the school is divided over these issues. Teachers and school leaders, for example, stated that school leadership and some teachers believe deeply in the importance and potential of design thinking and PBL, while many staff members expressed limited investment in these approaches. Similarly, school leaders reported hesitation to support discipline structures (e.g., detention for students who are tardy to school or class) due to a belief that consequences are not effective in changing behavior and a fear of creating a punitive culture. Many teachers stated that these systems are necessary for the school to function more effectively. Staff also reported divisions over leadership's approach to holding colleagues accountable for professional expectations and collectively established tasks. School leaders stated that they prefer a less directive approach to accountability to avoid creating a dynamic that pits teachers against administrators. However, numerous staff members expressed frustration that their colleagues are not held accountable when they fail to meet expectations, such as arriving to work on time or following through on collective shared commitments (e.g., collecting students from hallways when the bell rings). Many staff members stated that despite deep divisions, they believe that their colleagues are deeply committed to students.
- **The school does not reflect a trustworthy and growth-oriented professional climate.** Teachers and school leaders indicated that as a result of the differences in beliefs on topics such as the implementation of non-traditional approaches to teaching (e.g., design thinking and PBL), the importance of discipline systems, and approaches to adult accountability, their colleagues often blame each other for the school's challenges. For example, staff members who believe strongly in the importance of discipline systems stated that student misbehavior is the result of their colleagues' lack of willingness to implement these systems. Other staff who believe in the importance of design thinking and PBL stated that student misbehavior is the result of traditional teaching techniques (e.g., direct instruction and worksheets) that do not engage students. Some staff members indicated that as a result of divisions and blaming among staff that they have not developed strong relationships with their peers. Others stated that the disagreements result in less collaboration with their peers and results in a lack of willingness to share or be open to receiving feedback regarding instructional practices. Staff suggested that these divisions are evident in the school's Academic Achievement Plan (AAP), which – according to staff – has not been approved due to disagreements about the vision for student success. Review of draft language from the school's AAP confirms that it includes references to students as makers and builders, rather than traditional academic achievement metrics.

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Domain 4: Governance and Leadership

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

- **School leaders do not ensure that teachers deliver high-quality instruction.** School leaders and teachers reported variation in the frequency and effectiveness of instructional observations and feedback. While all staff reported that formal observations have taken place as required, some staff reported receiving frequent informal visits from school leaders, while others reported that school leaders rarely visit their classrooms. Formal observation forms and informal walkthrough forms include detailed notes regarding teachers' actions and student responses, but provide feedback in the form of reflection questions (e.g., "How will you know if the students learned what you intended them to learn?"), rather than actionable, specific feedback. The principal reported (and teachers confirmed) that all teachers have a 15-minute individual meeting with the school leader scheduled each week. Some teachers reported that these meetings are valuable and shared examples of concrete, actionable instructional feedback that they have received in these meeting. Review of the weekly check-in form confirmed that it includes questions related to student academic mastery. However, other teachers stated that their meetings do not take place regularly as scheduled, and that meetings tend to be focused on logistics rather than instruction; the principal stated that these meetings are not as rigorous as he would like. Notes from these meetings indicated that discussion of student-achievement, standards, and data are not consistently addressed. Similarly, some teachers reported receiving frequent visits and valuable feedback from the school's instructional coach, while others reported having infrequent contact and less support.
- **School leaders do not provide conditions that support a school-wide data culture.** School leaders and teachers consistently reported that the school's data use is limited in scope and effectiveness. While some teachers described data systems that they have developed in their individual classrooms (e.g., end-of-week quizzes that inform reteaching the following week, use of online quizzes to gauge mastery), many teachers stated that they do not use data regularly. The site visit team did not observe explicit use of data in classrooms (i.e., collection or discussion of data, data-informed instructional decision making, display of achievement data), and teachers stated that expectations for school-wide data use are not clear. School leaders and teachers explained that the school administers the NWEA Measures of Academic Progress (MAP) test, but both teachers and school leaders stated that these data does not consistently inform instruction and are not consistently discussed. The school's TBT meeting protocol, for example, includes questions about data, but both teachers and school leaders reported that data are not discussed regularly in these meetings; review of meeting notes confirmed that data are not consistently addressed. Teachers cited the school's online grading system, Jupiter Grades, when asked about data. School leaders stated that all teachers are expected to enter grades into this system, but students and teachers also stated that not all teachers update grades regularly and, also, that points from students' grades are deducted for poor behavior. Students could state their academic grades, but were not able to recall which assessments they have taken, their achievement levels on those assessment, or the rationale for the assessments they take.

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

- **School leaders do not ensure effective communication and inclusive, transparent decision making across the organization.** School leaders and teachers reported that the school has various committees, but that teacher input is not consistently incorporated in decision making. For example, school leaders and teachers stated that the school has an active building leadership team (BLT), but teachers stated that they do not feel that the BLT's input is consistently taken into account when making decisions. Instead, it is often school leaders' level of agreement with a decision that determines whether a proposal is implemented. Teachers gave the example of the school's ongoing discussion regarding implementing a system to track and provide consequences for tardies. The majority of teachers stated that they favor implementing this system, but feel that school leaders are blocking the system from moving forward because they are philosophically opposed to consequences. Teachers voiced frustration with what they perceive as a lack of implementation of initiatives that are supported by the majority of staff but not by school leaders. School leaders acknowledged that some decisions are made without the agreement or input of staff, and shared concerns about staff's willingness or ability to implement initiatives originating from teachers. Teachers also indicated that communication regarding decision making is sometimes inconsistent or not transparent. For example, teachers were not consistently able to describe how or why a decision had been made (e.g., offering teacher mini-grants for learning new skills) or why some programs have been implemented and others have not (e.g., why tutoring has not begun). Despite frustration with inconsistent implementation and follow-through, teachers stated that school leaders are very accessible and open to feedback and new ideas.
- **The principal has begun to engage community partners and parents in the educational process and creates an environment in which community resources support learning.** School leaders and teachers reported that the school has many community partnerships that support student learning, and that a staff member is dedicated to managing these partnerships. Examples of partners include Cuyahoga Community College (concurrent enrollment classes, robotics, applied math classes), Cleveland State University (concurrent enrollment classes), Lake Erie Inc. (creative writing), Cleveland Upcycle (murals projects), and Effective Leadership Academy (student leadership classes). The site visit team observed many of these partners working with students during the morning X-Block classes (hands-on classes in the maker spaces). In one X-Block class, students were engaged in creative writing and were independently creating journal entries, poems, and personal narratives; in another class, students were building and programming tablet computers. Review of contracts with partners confirmed that these relationships are formally established; students and parents reported that students are invested in, and enjoy, the classes offered by partner organizations. The site visit team also found that the principal involves parents in the school community. The principal reported that the school makes frequent contact with parents through email, texts, Twitter, phone calls, and flyers. Parents reported receiving frequent calls from the school regarding school events, as well as individual calls from teachers. School leaders stated (and parents and students confirmed) that parents take part in special events such as holiday parties and Maker Nights, during which parents and students can design and create items. Students and parents stated that they are familiar with Jupiter Grades; some parents review grades online regularly. School leaders also stated that the school has a parent committee that provides input on school improvement. Parents reported taking part in this group and

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stated that they feel their voices are heard in this forum. Parents also indicated that they feel that school leaders are accessible to hearing their concerns, that staff care for their students, and that the school asks them to come to meetings frequently if there are concerns with student behavior or academic performance. School leaders and teachers stated that they attempt to include parents in discipline conversations whenever possible.

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Prioritization Process

The site visit team met with the Design Lab Early College'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 provides a safe environment to support students' learning. The site visit team also noted the following areas for growth: *Teachers do not provide students with clear learning goals or focused, purposeful instruction.*

The group identified *Domain 1.2: Purposeful Teaching* 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: *Providing students with clear learning goals and focused, purposeful instruction*.

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

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

Success Measure: In 6 months, in the majority (80%) of classrooms, 80% of students will be able to explain why they are engaged in a specific task.

Actions	Target Dates	Champions
1. The School Leadership Team (the individuals present at the prioritization session) will develop and understand a model for what focused instruction looks, feels, and sounds like for staff and students.	Dec 8	Instructional Coach
2. The School Leadership Team will decide on the logistics of the roll-out (e.g., who is involved, how often the indicator will be assessed, in what form the indicator will be assessed).	Dec 8	Dean of Engagement
3. The School Leadership Team will define what purposeful instruction looks, feels, and sounds like and how it's measured.	Dec 15	Foreign Language Teacher
4. The School Leadership Team will create conditions for staff buy-in: clear expectations and communication as to why this is important.	Dec 22	9th/10th Intervention Teacher and English Teacher
5. The School Leadership Team will coach and model the skills for staff.	Jan 18	11th/12th Intervention Teacher and Instructional Coach
6. The School Leadership Team will conduct informal classroom observations and assessments according to benchmarks to evaluate the effectiveness of the school's action plan.	May 18	Principal

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Appendix A: Site Visit Team Members

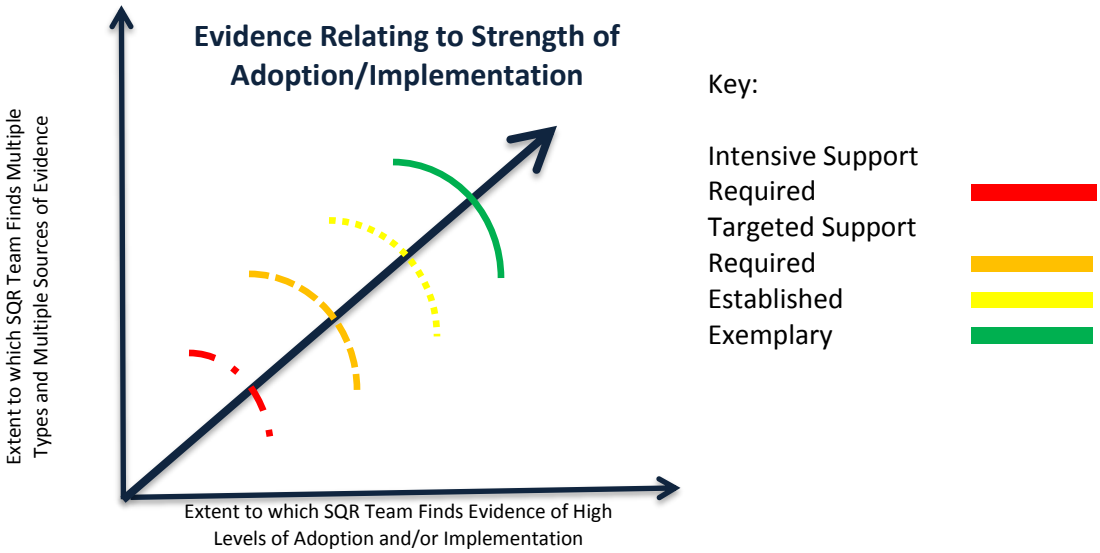
The School Quality Review visit to Design Lab Early College was conducted on November 16-18, 2016 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Kara Dunn, Team Leader	SchoolWorks, LLC
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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 10 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 = 8	75%	25%	0%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 2	50%	50%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	50%	30%	10%	10%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	80%	10%	10%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	70%	20%	10%	0%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	90%	10%	0%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	50%	30%	10%	10%
	7. Cognitive Engagement Active student participation Perseverance	80%	0%	0%	20%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	70%	30%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	70%	30%	0%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	100%	0%	0%	0%
	11. Feedback Feedback to students Student use of feedback	90%	0%	10%	0%

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