SchoolWorks
School Quality Review
Report

Douglas MacArthur Girls' Leadership Academy
May 10 – 12, 2017

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CLEVELAND METROPOLITAN SCHOOL DISTRICT

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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

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

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
0%	17%	25%	58%

- **Behavioral expectations are clear and understood by most students.** In 58% of visited classrooms (n=12), site visit team members observed the effective implementation of behavioral expectations. In these classrooms, misbehavior was not evident. Students were seen complying with directions, sitting at their desks, quietly listening to the speaker, and raising their hands to ask and answer questions. In addition, many teachers in these classrooms utilized positive narrative to deter misbehavior and reinforce positive behavior. For instance, teachers were heard saying "I like how X is using good manners," and "I like the way X is ready." The partially effective implementation of behavioral expectations was evident in 42% of observed classrooms. In these classrooms, students behaved for most, but not all, of the observation, but teachers' efforts to redirect misbehavior were not effective. For instance, in one classroom, students began to engage in social conversations toward the end of the observation. While the teacher attempted to verbally redirect students, students did not comply with the teacher's request. Site visit team members noted that the teacher did not address the misbehavior again and allowed students to continue to talk. In another classroom, the teacher employed several redirection techniques, including statements such as "1-2-3, eyes on me" and "clap if you can hear my voice," to curb minor misbehaviors. However, the teacher's efforts were not successful, and the misbehavior persisted throughout a portion of the lesson, despite the teacher's numerous attempts to stop it.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
25%	67%	0%	8%

- **Learning environments lack structure, and learning time is not maximized.** Site visit team members observed the partially effective implementation of a structured learning environment in 67% of visited classrooms. In these classrooms, teachers were prepared for learning activities prior to the start of lessons. For example, site visit team members noted that teachers had technology cued and materials such as manipulatives and books, ready to distribute. However, in these classrooms, agendas were not posted or stated, so students did not know on what or for long they would be working. Further, in these classrooms, due to pacing problems and a lack of urgency, learning time was not maximized. For instance, in one such classroom, the teacher spent more than seven minutes delivering directions for a simple learning task. In another classroom, multiple students arrived late throughout the observation, and the teacher halted instruction each time to tell every tardy student on what the class was working. Site visit team members also noted that, in these classrooms, transitions were lengthy. For instance, in one such classroom, despite the materials being ready in advance, the teacher took

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

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several minutes to distribute materials for the next learning activity. In 25% of visited classrooms, the ineffective implementation of a structured learning environment was observed. In these classrooms, a significant amount of class time was wasted. For example, in one such classroom, students were given multiple days to complete a series of simple worksheets. Site visit team members further noted that many students were finished with the assignment but were not provided with additional learning tasks. As a result, these students were seen working on assignments for other classes, studying for an upcoming test, or sitting passively as they waited for the class to end.

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
33%	58%	0%	8%

- **Teachers do not provide students with clear learning goals and focused, purposeful instruction.** Site visit team members observed the partially effective provision of clear learning goals and focused instruction in 58% of visited classrooms. In some of these classrooms, teachers provided students with learning goals, but lesson activities did not align with stated goals. For example, in one such classroom, a content-related objective was posted; however, students were seen responding to a writing prompt that required to them to express their personal preference about a topic unrelated to academic content. Site visit team members further noted that the teacher did not present a connection between the writing assignment and the posted objective. In other classrooms, multiple objectives were posted; however, site visit team members could not clearly identify on which objective students were working. In addition, some teachers in these classrooms did not communicate clear and high expectations for student work. For instance, in one such classroom, the teacher allowed students to submit work with multiple errors. In 33% of classrooms visited, the ineffective provision of clear learning goals and focused instruction was evident. In these classrooms, learning objectives were not evident. In addition, when asked, students in these classrooms could state what they were physically doing (e.g., completing worksheets about X) but most could not state what they were learning or why. Further, in some of these classrooms, teachers did not deliver any instruction around academic content over the course of the 20-minute observation.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
50%	50%	0%	0%

- **Instruction does not require students to use and develop higher-order thinking skills.** Site visit team members observed the partially effective development of higher-order thinking skills in 50% of classrooms visited. In some of these classrooms, some, but not all, students engaged in rigorous tasks. For example, in one such classroom, students were heard stating their analysis of content to their peers and posing follow-up open-ended questions. Yet, only some students were given the opportunity to analyze content and answer their peers' subsequent questions. In other classrooms, the learning activities were somewhat challenging – students were expected to do more than

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summarize and recall, but the level of rigor was only moderate. For instance, in one such classroom, students were required to explain their thinking and build on their thoughts, but the topic in which students engaged was not related to academic content. The development of higher-order thinking skills was ineffective in 50% of classrooms visited. In many of these classrooms, the instructional focus revolved entirely around the lower-order thinking skills of remembering and knowing. For example, students were asked questions such as "What is the ___?" and "When is the ___?" Further, in some of these classrooms, students participated in low-level learning tasks. In one such classroom, site visit team members noted that students were required to chorally repeat what the teacher said for most of the observation. In another classroom, site visit team members noted a missed opportunity for rigor. In this classroom, the teacher asked students some rigorous, opened-ended questions. However, the teacher accepted one-word responses from students and then explained the answers without first probing students to expand on their thinking.

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
92%	8%	0%	0%

- **In-class assessment strategies do not reveal students' thinking about learning goals.** Site visit team members observed that the use of assessment strategies was ineffective in 92% of classrooms visited. In many of these classrooms, assessment was not evident. Specifically, site visit team members noted that teachers did not employ any strategies (e.g., cold-calling, circulation, exit tickets, or thumb tools) to measure students' understanding. However, in some of these classrooms, assessments gauged completion, rather than understanding of content. For instance, a teacher was seen circulating to students to ensure they were on-task, rather than to check the accuracy of their answers. In a few other classrooms, site visit team members noted that teachers employed hand gestures to assess if students understood directions, but noted that teachers did not use this technique to check for students' understanding of the content. For instance, in one such classroom, the teacher asked students to put their thumbs up if they were ready to begin the learning task. Further, in a few classrooms, site visit team members observed that while teachers used assessment techniques to gauge students' understanding of content, they did so ineffectively. For example, in one classroom, the teacher had students put their thumbs up if they agreed with the answers to a series of questions. Yet, site visit team members noted that the teacher put his/her thumb up or down without giving any wait time for students to gesture first. As a result, students were seen mimicking the teacher, rather than indicating their own thoughts about the answers.

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Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
83%	17%	0%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** Site visit team members observed that feedback was ineffectively supplied to students in 83% of visited classrooms. In many of these classrooms, feedback was not evident. However, in a couple of classrooms, site visit team members noted that teachers did supply high-quality, academic feedback; however, such feedback was either given to one student only or did not pertain to the assignment on which students were working. Additionally, in another classroom, site visit team members noted that while the teacher circulated and provided multiple students with feedback related to the assignment, students remained confused and did not know how to apply the feedback. Additionally, in some of these classrooms, teachers provided generalized feedback, such as "Good job." In other classrooms, teachers were heard supplying feedback around directions, rather than academic content. For instance, one teacher was heard clarifying how to use a manipulative. Further, in one classroom, site visit team members noted a missed opportunity for feedback. In this classroom, students were heard supplying incorrect answers to questions. However, the teacher did not supply feedback to clarify students' misunderstandings.

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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 and monitors student progress.** School leaders and teachers reported that teachers first identify struggling and at-risk students during grade-level team meetings. Both stakeholder groups explained that teachers also informally discuss interventions and strategies to implement in their classrooms to support identified students during these meetings. School leaders and teachers stated that, if students continue to struggle, teachers then refer them to the Student Support Team (SST). Both stakeholder groups indicated (and review of referrals verified) that teachers complete a standardized referral that details the student's areas of strength and opportunity, previous interventions employed, and relevant data such as Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), STAR, and AIMSWeb assessment results. Once submitted, school leaders and teachers reported that the SST (the principal, psychologist, general education teacher, and referring teacher[s]) convenes; analyzes the referral; and creates a formal intervention plan that is implemented for six weeks. Both stakeholder groups stated that teachers employ computer-based programs such as AIMSWeb and MobiMax, as well as teacher-created charts, to monitor student progress. School leaders and teachers indicated (and review of SST files and notes confirmed) that the SST then reconvenes to examine the student's progress monitoring data, explaining that if no or insufficient progress is made, the plan is modified and implemented for another six weeks. Both stakeholder groups reported that if the student continues to demonstrate insufficient progress, they are referred for special education testing.
- **The school implements some supports for struggling and at-risk students.** School leaders and teachers reported (and review of the master schedule and teacher roster confirmed) that the school employs a full-time math interventionist who teaches a resource class for all kindergarten through fifth grade students, as well as eighth grade students. Both stakeholder groups explained that the resource class is considered a special and enables these students to receive a double dose of math. School leaders and teachers indicated that this class remediates, reinforces, and enriches the content taught in students' core math classes. However, school leaders stated that the math interventionist does not use an established curriculum or program for these classes. School leaders and teachers also reported (and review of the master schedule verified) that the math interventionist provides push-in support for fourth grade students struggling with math. However, when asked, school leaders indicated that sixth and seventh grade students do not receive such math support from the interventionist. In addition, school leaders and teachers stated (and review of the master schedule and teacher roster confirmed) that the school has a part-time reading interventionist who works with kindergarten through third grade students only. Both stakeholder groups indicated that these students receive support through the Leveled Literacy Intervention (LLI) program. Further, teachers stated that the school's intervention specialists often push-in to classes to support students who do not have Individualized Education Plans (IEPs). School leaders, teachers, and students also reported that teachers often tutor students during their lunch periods, but explained that students mostly self-refer for this support. Additionally, school leaders and teachers indicated that students from Saint Joseph Academy tutor kindergarten through second grade students twice a week.

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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 inconsistently demonstrates high expectations for academic learning.** School leaders, teachers, and students reported that the school recognizes students' academic achievements through quarterly honor and merit roll awards and holds assemblies every semester to formally celebrate students who receive these awards. In addition, when asked about high expectations, school leaders stated that every student should have her own data binder, but indicated that this practice is not yet implemented across all classrooms. Teachers explained (and review of a data binder verified) that binders capture students' performance and progress on multiple assessments such as NWEA MAP, STAR, AIMSWeb, and in-class writing and math tests. Yet, when asked how they know how they are performing in their classes, students did not reference these binders. Rather, students indicated that they are aware of their progress through ClassDojo and Jupiter Ed (i.e., online gradebook program). Further, when asked about high academic expectations for students, most teachers referenced behavioral and character expectations. More specifically, teachers explained that all students are expected to be lady leaders and to exemplify core character traits, such as being respectful and having perseverance. Finally, while some teachers indicated that they convey high expectations by clearly presenting content standards to students, site visit team members did not observe this practice across classrooms.
- **The school provides a safe environment to support students' learning.** School leaders, teachers, and students reported that students are safe at school. School leaders explained (and site visit team members observed) that the school employs a security guard and uses metal detectors. School leaders additionally stated (and site visit team members observed) that the lunchroom and playground are supervised, and reported that teachers are consistently visible in hallways during transitions. Teachers also indicated that procedures, such as escorting students to lunch and specials, as well as the installation of bathrooms and phones in classrooms, greatly contributes to the school's safe environment. Students indicated that the school conducts drills (e.g., fire) so that they know what to do in the case of an emergency. In addition, site visit team members noted that exterior doors are locked throughout the school day and visitors must sign-in to gain access to the school. Further, when asked, students reported that bullying does not occur at the school, stating that students respect each other and resolve conflicts through mediation. School leaders, teachers, and students explained that the school has an active Not on My Watch (NOW) program, stating that every grade level, except pre-kindergarten and kindergarten, has a NOW ambassador who is tasked with mediating conflicts that occur between students.

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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 is not active, intensive, or sustained.** School leaders and teachers reported that professional development occurs only on district-mandated days throughout the year. School leaders stated that there are approximately four such days. Yet, teachers indicated that these days occur more frequently, stating professional development is held once a month. School leaders and teachers consistently reported that professional development is used to learn about how girls learn, vertically plan, and interpret and apply NWEA MAP data. However, when asked about other topics covered during professional development, school leaders and teachers provided inconsistent answers. School leaders cited using shared academic vocabulary, familiarizing students with technology for computer-based assessments, and discussing best practices as recent topics. In contrast, teachers referenced employing questioning techniques, using ClassDojo, increasing rigor, and facilitating cooperative learning. Teachers also stated that professional development is usually teacher-driven, explaining that they often conduct research and/or attend external professional development, and then share what they learned with the rest of the staff. Additionally, when asked, school leaders and teachers indicated that professional development rarely includes follow-up sessions. Yet, teachers stated that they sometimes revisit professional development topics during grade-level team meetings when they deem it necessary. Further, school leaders stated that professional development is often planned at the last minute and expressed the desire to be more strategic in designing sessions next school year.
- **While educators collaborate to learn about instruction and students' progress, the frequency and effectiveness of such collaboration is unclear.** School leaders and teachers reported that teachers have common planning time with their peers multiple times a week. Both stakeholder groups stated that while school leaders cannot contractually mandate how teachers use this time, teachers often elect to collaborate with their colleagues. Teachers further explained that they plan lessons together and discuss students. In addition, school leaders and teachers stated that teachers formally convene in grade-level meetings. However, when asked, school leaders and teachers inconsistently reported the frequency in which teams meet. School leaders indicated that grade-level teams convene every other week, while teachers stated teams meet on a weekly basis. Further, school leaders stated that, due to the administration of multiple student assessments, teams have not met since February. Teachers, however, consistently reported that they have met and continue to meet with fidelity since the start of the school year. School leaders and teachers also explained that grade-level teams do not have a designated facilitator. Both stakeholder groups stated that, sometimes, school leaders provide topics that drive meetings, while other times, teachers decide what meetings will cover. School leaders and teachers indicated that a member of each team submits an agenda after every meeting to school leadership. School leaders also indicated that beginning in October, grade-level teams engaged in a data protocol that guided them through the process of analyzing the results of unit tests so that teachers could identify struggling students, isolate the standards on which they struggled, and develop re-teaching plans. School leaders indicated that teams completed two-to-three data cycles but explained that such data analysis was halted when the grade-level teams stopped meeting in February. Teachers, however, stated that they are currently working with the protocol.

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

- **Educators' mindsets and beliefs reflect shared commitments to students' learning.** When asked, teachers consistently indicated that they hold shared commitments to students. More specifically, teachers reported that they horizontally and vertically discuss common students and stated, "This year's teacher reaches out to the previous teacher for insight on the student." Teachers also explained that since many teachers have worked at the school for numerous years, they have had the pleasure of watching their students grow and indicated that they keep in contact with students as they matriculate. In addition, teachers reported that that they often send students who require enrichment to teachers of higher grades, as well as send students who need remediation to teachers of lower grades. Further, teachers indicated that intervention specialists support students who do not receive special education services and, therefore, are not on their caseloads. Some teachers also expressed the belief that their students can learn and achieve at the same levels as their suburban counterparts. Further, school leaders, teachers, and students reported that teachers often eat during their planning periods so that they can spend lunch tutoring their students. When asked about shared commitments, school leaders shared that teachers update a birthday board on their own time every month so that all students' birthdays are celebrated.
- **The school reflects a safe, trustworthy, and growth-oriented professional climate.** Teachers consistently described the relationship among the teaching staff as supportive and friendly. Teachers stated that they love to come to work because of the positive school culture. In addition, teachers reported that they share positive, respectful relationships with school leaders. School leaders echoed teachers, stating that they have good relationships with staff. Teachers also noted that they feel appreciated by school leaders and explained that school leaders respect them as professionals and value their expertise. Teachers also stated that school leaders are open to considering their thoughts and opinions, even if they disagree. Teachers additionally reported that they feel comfortable taking instructional risks and piloting new practices in their classrooms. Teachers explained that school leaders support innovation in the classroom and encourage them to try new techniques. Teachers also stated that when requested by teachers, school leaders will send teachers to external professional development so they can learn about instructional best practices of interest to them.

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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**

- **While the principal has created a shared vision, school goals have not been established.** School leaders and teachers consistently reported (and review of school letterhead confirmed) that the school's vision revolves around empowering girls to be caring, confident, and compassionate. Both stakeholder groups further stated that they are teaching students to become lady leaders. School leaders and teachers explained that, as a means to achieve this vision, the school highlights a core character/leadership trait every month. Both stakeholder groups stated that students nominate other students who demonstrate the featured trait and indicated that students who best exemplify the characteristic receive an award at the end of the month. However, when asked, school leaders reported that they have not established specific school goals this year. School leaders expressed that they have determined priorities, including increasing reading assessment scores and getting as many students off reading improvement plans as possible, but stated that they have not set specific metrics for those focus areas. Further, when asked about school goals, teachers provided a variety of vague answers, including testing; improving math, reading, and writing; creating independent thinkers; and bolstering the presence of STEM (science, technology, engineering, mathematics) in the school.
- **School leaders do not ensure that teachers deliver high-quality instruction.** School leaders and teachers consistently reported that school leaders have completed the required number of formal observations as dictated by the Teacher Development and Evaluation System (TDES). In addition, while school leaders and teachers stated that school leaders conduct informal observations, teachers characterized them as check-ins with students, rather than observations of their instructional practice. For example, teachers explained that school leaders often bring office passes to students during class time and take the opportunity to converse with other students while there. In addition, when asked about feedback, teachers primarily gave examples of complimentary feedback from school leaders, including praise about their bulletin boards. However, a few teachers provided vague examples of instructional feedback, explaining that school leaders encouraged them to use more questioning techniques and applauded their practice of reinforcing content. When asked about being held accountable for implementing feedback, teachers stated that school leaders conduct follow-up observations to ensure their feedback is being applied. Yet, teachers could not give specific examples of instances when school leaders held them accountable for applying feedback. Further, review of feedback forms showed that school leaders did not provide any actionable feedback. Rather, the forms indicated that school leaders documented if there was an "I can" statement posted; what the "I can" statement entailed; and if the "I can" statement aligned to state standards.

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

- **School leaders ensure effective communication and inclusive, transparent decision making across the organization.** School leaders and teachers reported (and review of newsletters verified and site visit team members observed) that school leaders communicate with staff through weekly bulletins, group texts using the Remind application, emails, and in-person conversations. Teachers stated that communication is effective at the school, indicating that they feel well-informed about upcoming

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events and other pertinent school-related information. In addition, teachers consistently reported that school leaders value their input regarding school decisions. Teachers explained that the school has numerous committees on which teachers may serve. Teachers stated that among these are the student-based budgeting (SBB), academic achievement plan (AAP), lady leadership, birthday, and social committees. School leaders and teachers indicated that these committees enable teachers to meaningfully participate in school-based decisions. For instance, school leaders reported that teachers on the SBB committee offer their thoughts on how money in the school's budget should be allocated. School leaders further explained that teachers on the SBB were instrumental in last year's decision to hire more staff for the current school year. School leaders and teachers also stated that teachers who serve on the AAP greatly contributed to the revision of SY2017-18 AAP plan. Teachers also stated that school leaders are receptive to receiving input about decisions through informal structures, such as in-person conversations. For example, teachers indicated that they informally expressed the need for a new curriculum for a class and stated that school leaders agreed to buy it after engaging in discussions about the rationale for such a purchase.

- **The principal is beginning to engage parents and community members in the educational process and create an environment in which community resources support learning.** School leaders and teachers reported that school leaders have established the school-wide expectation to utilize ClassDojo to communicate with parents. When asked, parents confirmed that all their child(ren)'s teachers use ClassDojo; however, parents stated that communication through ClassDojo does not currently cover their child(ren)'s academic progress. In addition, school leaders and teachers indicated that the school has held multiple events to engage parents. For example, school leaders, teachers, students, and parents reported that the school invited families to an interactive STEAM (science, technology, engineering, arts, mathematics) night during which they participated in experiments and viewed art exhibitions. All four stakeholder groups also referenced a recent Princess and Pizza night, explaining students in the lower grades dressed up as princesses; families ate dinner and completed literacy activities together. School leaders and teachers additionally stated that the school holds parent-teacher conferences four times a year. Teachers and parents also reported that parents are encouraged to volunteer at the school, explaining that parent volunteers often support teachers in their classrooms. In addition, school leaders stated that the school has multiple community partners, including the Cleveland Foundation and George Gunn Foundation, that provide financial support through grants given to the school. School leaders also indicated that Coats for Kids and the Cleveland Book Fund respectively provide coats and books for students at the school. Teachers and parents reported that all eighth-grade students participate in the Tru2U mentoring program, explaining that this organization assigns each student a mentor who assists with the process of selecting and applying to a high school. Further, parents stated (and site visit team members observed) that musicians from the Cleveland Orchestra visit the school to teach students about classical instruments and music. Parents indicated that students also attend performances through this partnership with the orchestra.

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Prioritization Process

The site visit team met with the Douglas MacArthur Girls' Leadership Academy'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 Educators' Learning Climate and Organizational Leadership. The site visit team also noted the following areas for growth: Instruction and Educators' Learning Supports.

The group identified Instruction as the area for growth to prioritize. The group identified the following priority within this Key Question as having the most potential impact on the success of the school as a whole: Purposeful Teaching.

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: By October 2, 2017, 80% of all teachers will communicate learning objectives tied to instruction and learning tasks as measured by informal walkthroughs.

Actions	Target Dates	Champions
Hold whole-staff professional development to define learning objective and develop expectations for use	Week of 6/5/2017	Principal
Give grade-level professional development to revisit the goal and expectations	Week of 8/7/2017	Teacher
Conduct peer observations and provide feedback on learning objectives	8/28/2017 through 9/25/2017	Curriculum Instructional Specialist (CIS)
Perform administrative walkthroughs	10/6/2017	Principal
Convene whole-staff professional development session to present results of peer observations and administrative walkthroughs	10/9/2017	CIS
Assess and reflect on progress towards goal to determine next steps	10/9/2017	Teacher and Principal

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Appendix A: Site Visit Team Members

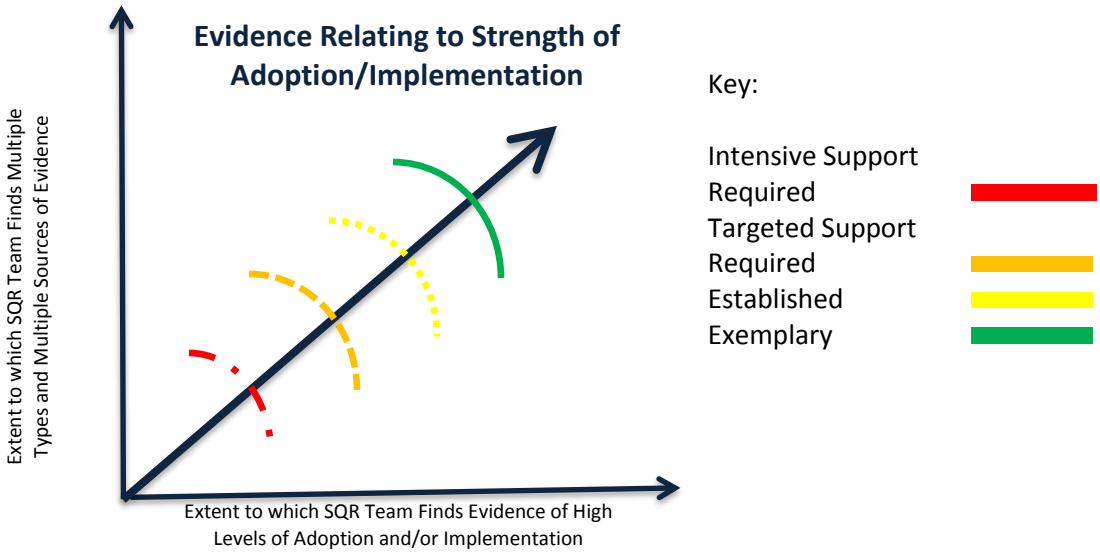
The SQR to Douglas MacArthur Girls' Leadership Academy was conducted on May 10 – 12, 2017 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

Paige Gonzalez, Team Leader	SchoolWorks, LLC
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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 12 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	**2**	**3**	**4**
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 10	70%	20%	10%	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	100%	0%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	17%	25%	58%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	25%	67%	0%	8%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	42%	50%	8%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	33%	58%	0%	8%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	50%	25%	8%	17%
	7. Cognitive Engagement Active student participation Perseverance	0%	33%	58%	8%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	50%	50%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	92%	8%	0%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	83%	17%	0%	0%
	11. Feedback Feedback to students Student use of feedback	83%	17%	0%	0%

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