SchoolWorks
School Quality Review
Report

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

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

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

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

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Domains and Key Questions

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

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

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Targeted Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**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.*	**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.*	**Targeted Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**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.*	**Established**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Established**
Domain 4: Governance and Leadership	
8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Established**
9. *School leaders effectively orchestrate the school's operations.*	**Established**

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
7%	**13%**	**33%**	**47%**

- **Behavioral expectations are clear and understood by most students.** Leaders and teachers reported (and a review of the school's culture plan confirmed) that the school uses the Center for Transformative Teacher Training's (CT3) No Nonsense Nurturer strategies to support classroom management. For example, professional development documents indicate that these strategies include giving precise movement-voice-participation (MVP) directions and using positive narration. The site visit team observed teachers across the school using these strategies during lessons. Furthermore, the school culture plan indicates (and professional development documents confirmed) that the school has adopted universal rules and consequence hierarchies for each grade-level band; these were posted in classrooms. The effective implementation of behavioral expectations was observed in 47% of lessons (n=15). In lessons with effective practices in place, expectations were clear, students consistently behaved according to expectations, and teachers were able to effectively anticipate and redirect any minor misbehaviors without disruption. For example, during one lesson, the teacher used verbal cues to help students quickly and smoothly transition between a movement activity, to getting water, to sitting on the carpet, and then rewarded students for their good behavior with Class Dojo points. In another lesson, the teacher instructed students to track the speaker and narrated when they had 100% tracking or following other given directions. The implementation of behavioral expectations was partially effective in 46% of lessons. In these classes, instruction was disrupted when teachers were addressing minor misbehaviors. For example, during one lesson, the teacher repeatedly interrupted discussion of content to remind students to "track the speaker" or "count to zero." In another lesson, the teacher focused more than half of the observation time (20 minutes) on positive narration, rather than on the academic content of the lesson, and was repeatedly interrupting the flow of the lesson to note which students were sitting properly, which students were tracking, and which voice level students should be using.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
14%	**21%**	**50%**	**14%**

- **The learning environment is structured in most classrooms, but learning time is not consistently maximized.** While the site visit team observed a posted agenda and "I can" statements in most classrooms, effective establishment of a structured learning environment was noted in 14% of lessons. During these lessons, teachers were well-prepared and learning time was maximized. For example, during one lesson, the teacher checked off lesson activities on the posted agenda as students finished them, students transitioned efficiently from one activity to another following verbal cues (such as call-and-response chants), and students got right to work as soon as the teacher gave

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

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directions. In 71% of lessons observed, the establishment of a structured learning environment was partially effective. In most of these lessons, agendas were posted and teachers were prepared with learning materials, but learning time was often not maximized. For example, in one lesson, a teacher had the exit ticket from a previous class graded and prepared to review with students, a Do Now for the new lesson and handouts ready, but when students finished activities early, the teacher instructed them to sit at their desk and wait, resulting in about 50% of the class doing nothing for several minutes at a time during the observation. In another lesson, the teacher shared the "I can" statement and agenda with students, then passed out a graphic organizer, but spent more than five minutes having students change the layout of the graphic organizer to better suit the text they had read. In 14% of observed lessons, the establishment of a structured learning environment was ineffective. In these lessons, instruction was not well-prepared and learning time was not maximized. For example, in one lesson, students did not know where to find the materials; the teacher spent more than 15 minutes on the Do Now and the transition from the hallway to the class was noisy and took almost five minutes to complete.

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

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
33%	**40%**	**7%**	**20%**

- **The use of a variety of instructional strategies and materials to support students' diverse needs is limited.** Instructional strategies were used effectively in 20% of lessons observed. In these lessons, students could access content through different means, learning tasks provided students with choice, and/or teachers utilized varied groupings. For example, in one class, students worked in math centers that included an online math program, group work on word problems, flashcards, a math game, and small group instruction with a teacher using individual whiteboards. In 47% of lessons observed, however, the instructional strategies implemented were partially effective at meeting the needs of diverse learners. In these lessons, students were provided access to content through multi-sensory materials or non-linguistic supports, but implementation was not always high quality. For example, in one class, a teacher showed a video to help illustrate the content about which students were learning, but the video represented only a small portion of the observation; students spent the majority of the period completing a worksheet that required single word responses. In another class, students were working with a graphic organizer that was intended to help them access the content in a text they were reading, but the graphic organizer was not well-aligned to the purpose; as a result, it became the source of more questions than support, and created confusion among students as they worked. In the remaining 33% of lessons observed, instruction lacked varied strategies to meet the needs of diverse learners. In many classes, the whole class worked on the same task for the entire observation. For example, during one lesson, the teacher posted problems on the board and asked students to solve them independently throughout the duration of the 20-minute observation. In another lesson, students all worked on the same worksheet for the entire observation; in another lesson, the teacher did the majority of the talking with students occasionally chorally repeating teacher prompts or raising their hands in response to a whole-class question.

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Higher Order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
67%	**27%**	**7%**	**0%**

- **Instruction requires few students to use and develop higher-order thinking skills.** In 34% of lessons observed, the site visit team noted that the use higher-order thinking skills was partially effective. In these lessons, students were engaged in learning activities that were somewhat challenging or they were engaged in a rigorous activity for a small part of the class period. For example, in one class, students were required to solve a multistep math problem aligned to grade-level Common Core standards, but not given time to work through it. During the time intended for independent problem solving, the teacher verbally provided to the whole class the formula and steps to the solution, eliminating the need for the student to think critically. In another class, students were asked to make a claim about a text and find evidence from the text to support their claim; however, after learning time was lost on preparing for the activity, students only spent about half of the observation time actually engaged in the work. The site visit team noted that in the majority of lessons observed (67%), lessons ineffectively engaged students in higher-order thinking skills. In these lessons, students were engaged in low-level tasks such as those that focused on summary or recall. For example, in one class, the only academic tasks students were asked to complete over the course of 20 minutes consisted of repeating definitions the teacher provided and identifying a familiar image projected on the SmartBoard. In another class, although the posted "I can" statement noted that students would be writing descriptions, students spent the duration of the observation coloring maps. In another class, students spent the majority of the observation filling in blanks on a worksheet; less than half of the class completed the activity.

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.*	**Intensive Support Required**

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
20%	**40%**	**20%**	**20%**

- **In-class assessment strategies to reveal students' thinking about learning goals are not evident in the majority of classrooms.** Leaders and teachers reported that in professional development (PD) and coaching, the school has been focusing on particular assessment strategies such as exit tickets and cold calling. However, other than student work from an exit ticket on display on a bulletin board, the site visit team did not observe these practices. The site visit team noted that the use of formative checks for understanding was ineffective in 20% of lessons. In these lessons, very few or no students were assessed on academic content during the course of the observation. For example, in one class, the teacher posed several questions to the whole class, but the answers were already written on the board and the teacher called only on students who raised their hands. The team observed partially effective use of assessment strategies in 60% of lessons. In most of these classes, the teacher assessed some, but not all, students' understanding over the course of the observation. For example, in one lesson, the teacher circulated to check on students as they worked in groups, but made it to two groups only during the observation and did not have a clear way of assessing the work other students

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were doing during this time (i.e., students were not required to hand anything in to show what they had done with their groups). In other classes, the teacher posed questions to the class, but called only on students who volunteered to answer them. In the 20% of classes in which assessment strategies were being implemented effectively, teachers were able to assess all students' understanding of lesson content at some point during the observation. For example, in one lesson, the teacher circulated to check all students' work on the Do Now and then shared students' mastery rate on the Do Now problems with the class.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
60%	**40%**	**0%**	**0%**

- **Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** The site visit team noted that in 40% of lessons, incorporation of feedback was partially effective. In these lessons, feedback told students where they were in relation to the lesson goals, but either a few students only received this type of feedback or students did not use the feedback to inform their work. For example, in one class, a teacher circulated among students and prompted them to recheck their work on a math problem, which enabled them to get the right solution, but the teacher reached a few students only. In another class, the teacher pointed out to a group of students that they were not annotating the text as they were supposed to; however, after the teacher walked away, students did not use the advice and continued to not annotate the text. The site visit team noted that in the remaining 60% of lessons, incorporation of feedback was ineffective. In these lessons, students either did not receive any academic feedback or the feedback students received did not provide useful guidance toward meeting lesson goals. In the classes in which no feedback was provided, teachers were often more focused on providing behavioral feedback than academic feedback. For example, in one lesson, the teacher noted students who were correctly tracking the speaker or speaking at the correct voice level, but did not provide any observations about students' progress relative to the lesson objective. In another class, the teacher provided some feedback on students' academic work, but it was too vague to be useful. For example, the teacher said things such as, "Good job" and "Very good," but did not provide any details that would help inform the students about what they had done well.

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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.	**Targeted Support Required**

- **The school has a process for identifying struggling and at-risk students, and the school monitors student progress and the effectiveness of some programs.** Teachers reported (and a review of referrals and the Student Support Team [SST] procedures overview confirmed) that the school has a process for identifying students in need of academic and behavioral supports. According to teachers and the SST procedures overview, students are referred to the SST by a teacher or parent using the school's SST form. The teacher tracks attempted interventions for a period of 6-to-8 weeks. The SST then meets to discuss the student's data, sample student work, and the outcome of the attempted interventions. According to the SST procedures overview, the SST then develops a plan for next steps. Teachers also described processes the school has for identifying students who are eligible for specific supports. For example, teachers stated that the school uses the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) data to identify students in need of reading intervention. Teachers reported that the school uses MAP cut scores to select a group of students for additional testing; the Reading Recovery teacher then conducts an observation survey to screen and identify eligible students for Reading Recovery instruction. School leaders explained that MAP scores are also used to identify students for other academic supports the school offers, such as after-school programming and small group instruction with City Year staff. School leaders further stated that the school monitors the effectiveness of some programs through monthly meetings with service providers, tracking student attendance in intervention programs, and tracking student academic data. However, leaders acknowledged that the school has not yet developed a system for evaluating how many interventions are appropriate for a given student and which of the interventions available at the school are more effective than others. Furthermore, leaders and teachers reported that some interventions are provided during Tier 1 reading and math instructional blocks, and leaders have not evaluated the impact on students who are missing these lessons to participate in the interventions.
- **The school implements some appropriate supports for struggling and at-risk students.** Leaders and teachers explained that the school has two full-time intervention specialists who are responsible for serving the school's special education students through both pull-out and push-in instruction, which the site visit team observed during the visit. They further reported that all students in grades K-3 are placed in Leveled Literacy Intervention (LLI) groups to receive intensive, small-group instruction. Teachers explained that classroom teachers, interventionists, and a trained volunteer who pulls out small groups of students several days a week provide this intervention during the English language arts (ELA) block. Furthermore, leaders and teachers stated that four first-grade students and 13 of the 18 third-grade students receive Reading Recovery instruction, in addition to LLI, based on NWEA performance (see above). Additionally, teachers noted that students in upper grades use Accelerated Reader for supplementary reading practice. The school also offers student tutoring and supplemental services provided by the school and external agencies. More specifically, leaders reported that City Year staff provides supplementary instruction to students in grades 3-to-8 in the form of small group push-in and pull-out instruction, as well as one-on-one tutoring. School leaders described (and the school's Resource Inventory confirmed) that the academic and character development partners the school engages to provide supplementary services to students during and after school. For example, leaders explained that Open Doors Academy offers programming for 5th-8th grade students Monday through Friday after school. and provides a project-based character development curriculum, as well

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as counseling for up to 40 students. Leaders stated that America Scores – a program that focuses on literacy and soccer – meets Monday through Fridays after school and is available for up to 30 3rd-to-5th grade students. Leaders also pointed out that the school offers several single-gender character development programs, including Mansa (a boys' mentoring program), I am Bella (a girls' club), and 100 Black Men (a boys' mentoring/character development group). Leaders noted (and the Resource Inventory confirmed) that the school has partnerships with mental and physical health providers, such as daily counseling from Beech Brook, monthly appointments with Metro Health Mobile Clinic, and annual visits with Vision First and Case Dental. Finally, while the school implements targeted reading and behavioral supports for identified at-risk students, very few supports are offered for students struggling in math. Teachers reported that a middle school math teacher tutors 3-to-4 students after school in math once a week. Also, City Year provides small group math instruction to some students in upper grades, but the school did not identify any supports it currently has in place for math in the lower grades.

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

- **Some, but not all, stakeholders hold high expectations for academic learning**. The site visit team found that expectations for academic learning varied among stakeholders. School leaders expressed high expectations for student achievement by stating that they expected all students to meet proficiency targets – including those that would have to move up more than one achievement level. Leaders also set ambitious goals for the school, such as 100% of 3rd grade students passing the 3rd Grade Reading Guarantee and 80% of 1st-through-8th-grade students reaching proficient targets in math and literacy as measured by NWEA or standardized test for the assessment of reading (STAR). Some teachers echoed this goal, explaining that the staff was focused on helping all students reach proficiency. However, when asked about academic goals, some staff emphasized progress as a priority, not proficiency. When asked if they held high expectations for student learning, teachers said their high expectations are evidenced by students having data binders, the fact that the school uses "I can" statements, and student use of Cornell notes. During the student focus group, students were asked if their work in their classes challenged them to think; only once (out of 26 voting opportunities) did a student indicate that a class made him/her think hard. In the majority of responses, students indicated that the work in their classes is too easy. The site visit team also noted that student work posted around the school represented tasks significantly below grade-level expectations, even though the tasks were sometimes posted next to a grade-level standard. For example, one board displayed a middle school Common Core writing standard for narrative writing, but the objective and student work that was posted alongside the standard was a story map students created by drawing pictures and writing a sentence for each picture, resulting in very short and basic pieces of writing by the students.
- **The school provides a safe environment to support students' learning.** Leaders, teachers, and parents reported that the school is a safe place for students, and all students reported feeling safe at school. Leaders reported that the suspension rate has dropped from 20-to-30% of students suspended during the 2014-2015 school year to 10-12% last year; so far, just one student was suspended during this school year. Parents and students stated that bullying and teasing is not a problem in the school. Teachers reported (and a review of the school's Resource Inventory and bulletin board materials confirmed) the school uses the Not on Our Watch (NOW) bullying prevention program. Further,

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leaders reported that the school has a full-time security guard who helps maintain the safety of the building, which was observed by the site visit team. Also, the school's use of No-Nonsense Nurturer strategies has led to universal rules and consequence hierarchies that are consistent across grade level bands. School rules are posted in visible places throughout the building and the site visit team observed quiet, efficient transitions and appropriate use of common spaces throughout the visit. Additionally, according to the school culture plan (and confirmed during the team's observations) teachers are primarily responsible for student behavior, including giving warnings, using buddy classrooms for students who need to take a break and calling parents to communicate about positive or negative behaviors. For students who do not get back on track after these consequences, school leaders explained (and the culture plan confirmed) that students can be referred to the office. Leaders explained that the school has a planning center, where students who are struggling with behavior can go to work with a full-time planning center coordinator until they are ready to transition back to class. School leaders explained that the school also has a full-time dean of engagement, who is responsible for overseeing the development of the school's culture, including working with families to serve as partners in their children's education. Finally, during the focus group, students could identify an adult in the building with whom they felt comfortable approaching if they had a problem.

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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.*	**Established**

- **Professional development (PD) is designed to address school priorities or identified areas of need.** Leaders and teachers reported that PD consists of full staff development days, weekly 50-minute after-school staff meetings, teacher-based team (TBT) meetings, one-on-one coaching for some teachers, and off-site conferences for some teachers. Leaders explained (and session agendas and PD materials confirmed) that PD is overseen by the curriculum instructional specialist (CIS); topics are selected based on school goals, staff needs, as well as district and school initiatives. For example, a review of agendas and PowerPoint slides demonstrates that during the first two full-PD-days of the school year, school staff participated in sessions on cultural relevancy, differentiation, tracking data, use of No-Nonsense Nurturer strategies, and adopting a growth mindset. Leaders and teachers stated that leaders often facilitate PD sessions, but stakeholders across the school are also given opportunities to provide PD to other staff in their areas of expertise. For example, teachers explained that during a recent PD day, teachers who had attended an off-site conference on differentiation shared what they learned with the rest of the staff by presenting it during a session. As noted above, the CIS provides one-on-one personalized intensive coaching to some teachers, based on need. Leaders explained that this coaching is focused on supporting teachers' use of the CT3 management and instructional strategies. Leaders reported that the coaching was primarily used with K-4 teachers last year and has shifted to mostly 5-8 teachers this year, with the goal of having all teachers experience intensive coaching cycles in the CT3 strategies by the end of October. Leaders and teachers reported that the coaching cycle includes a baseline observation, pre- and post-observation conferences with the CIS, and use of real-time feedback using a walkie-talkie and headset. Teachers stated that during these cycles, observations occur as often as 2-to-4-times per week. Finally, teachers described these coaching cycles as being very helpful in improving their understanding and use of CT3 strategies.
- **Educators collaborate regularly to learn about effective instruction and student progress.** School leaders and teachers reported (and review of meeting documents confirmed) that teachers meet in TBTs for 50 minutes each week to plan for instruction and discuss student progress. School leaders and teachers explained that TBTs include teachers grouped by grade bands, along with interventionists. Leaders reported that they restructured teachers' after-school planning time so that instead of holding TBTs after school, they now have TBTs during planning periods during the school day. Leaders explained (and review of TBT meeting notes confirmed) that this allows the principal and CIS to attend all TBT meetings and collaborate with the teachers. According to TBT protocol documents, teachers use the following steps during each TBT cycle: 1) collect and chart assessment data aligned to the standard; 2) analyze student work specific to the data; 3) establish shared expectations; 4) implement; and 5) collect, chart, and analyze post data. In a review of completed TBTs, most grade bands had completed one full cycle. Examples of strategies identified by TBTs to improve mastery rates include use of manipulatives, increased teacher modeling, and differentiated small group instruction. Teachers reported that the TBT process is valuable; it helps them analyze and reflect on student data and provides them an opportunity to learn new strategies based on what their colleagues are doing. For example, leaders reported (and review of a video used during professional development confirmed) that teachers have been willing to share and discuss video footage taken

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during their CT3 coaching observations to support each others' understanding of how to implement the strategies. Finally, outside of formal collaborative opportunities, teachers also reported that they meet informally to discuss students and share effective strategies.

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

- **Educators' mindsets and beliefs reflect shared commitments to students' learning.** According to the school's culture plan, one of the school's key beliefs and values states, "All students can learn and achieve in a safe, disciplined environment in which they feel trusted, supported, and have a sense of belonging." This sense of communal responsibility for all children was reflected in other school documents as well. For example, the cover of a professional development presentation included the phrase, "We're all in this Together," and a norm for the professional development session was, "All Staff Owns All Kids." Additionally, during focus groups, leaders and teachers expressed the belief that despite significant obstacles, their students were capable of learning and growing. For example, leaders stated that the school is focused on solutions and not making excuses or complaining, even when staff feel frustrated. Indeed, throughout the visit, not one staff member blamed poverty or home situations for low performance. Teachers reported that they believe their students can achieve at the same levels as students in more privileged communities. Leaders encourage teachers to consider whether they would want their own child in their classroom when reflecting on the quality of the work that they do.
- **The school reflects a safe, trustworthy, and growth-oriented professional climate for most stakeholders.** During focus groups, school staff spoke highly of each other, stating that the staff feel like a family that support each other, enjoy working together, and look out for one another. Teachers reported that new teachers are checked on to ensure they are successful and have what they need. Most teachers and leaders also noted that the adult culture supports the discussion of instructional practice, seeking and accepting feedback, and collectively experimenting with new teaching strategies. For example, as noted above, leaders reported (and review of video footage confirmed) that teachers were willing to share footage of their classroom observations for the purpose of group analysis and reflection. Leaders and teachers reported (and professional development agendas confirmed) that the school is working on learning about how to develop and maintain a growth mindset. Leaders reported that they try to model a growth mindset for staff by sharing shortcomings, and being open to new ideas and feedback. Teachers stated that in addition to working on having a growth mindset themselves, they are helping their students develop a growth mindset through practices such as using data binders. (See Domain 4 for more information about this practice.) Some teachers also reported that they feel comfortable approaching leaders with new ideas and speaking up when they have a problem. However, others noted that they do not feel they have a voice and that school leaders are not always open to critical feedback. Furthermore, some teachers reported that they preferred to keep quiet and not speak up in order to avoid conflict they had observed between leaders and some staff. Leaders acknowledged that they have had some difficult conversations with some staff members, but noted that topics of disagreement were always related to teaching and learning, and, therefore, believed that everyone's intentions were in the right place.

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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.	**Established**

- School leaders have established goals for their school and lead the change process for continuous improvement. School leaders reported that they have articulated and shared clear, measurable goals with staff and the community. Leaders reported (and review of newsletters and other school communications confirmed) that many documents that are distributed to stakeholders throughout the year include goals such as: 1) 80% of 1st-to-8th-grade students attain literacy and math mastery as measured by NWEA; 2) 95% attendance rate; 3) 100% of parents in the school attend at least two family and community involvement events; and 4) 95% of students report a safe, challenging, supportive, and social/emotional learning-adequate school on the end of year Conditions For Learning survey. Further, leaders reported that the school has identified and begun to carry out actions to help it meet these goals. For example, to help ensure it meets its academic goals, leaders and teachers have implemented the CT3 strategies described above and they frequently collect and monitor academic data (see below) to track their progress. Leaders and teachers reported that the school has instituted an attendance-incentive program to help reach its attendance goal. Teachers explained that this program includes rewards such as raffles and field trips for students with perfect attendance, as well as public tracking and class-by-class competitions to increase motivation. Leaders also noted that the site coordinator works closely with any family that has particular obstacles that are preventing them from being able to send their children to school. Leaders explained that the dean of engagement and the site coordinator are primarily responsible for organizing family events, including open houses, book character walks, breakfasts for moms, fatherhood initiatives, literacy events, and father-daughter dances. A review of the school's culture plan reveals that the school has carefully laid out the values and procedures behind its culture and as noted above, these are understood by stakeholders across the school. School leaders reported (and observation of a leadership meeting and review of leadership meeting notes confirmed) that they continually monitor the impact of their efforts.
- **School leaders provide conditions that support a school-wide data culture.** The site visit team observed school leaders in their weekly leadership meeting and noted that they use a template for checking in on data related to the school's six goals (also printed on every agenda). During the meeting, leaders recorded data on the school's attendance rate for the previous week, number of tardies for the previous week, number of referrals and suspensions for the previous week, and number of "glows" and "grows" from classroom walkthroughs from the previous week. Leaders commented on how these data would inform their work for the upcoming week and where they were in relation to their goals. Grade-level NWEA data are posted in the office conference room (where the principal reported that TBTs occur) with school targets for each grade level. Third-grade students are listed by name in the conference room with their Fall Rasch Unit (RIT) scores and targets for Winter and Spring. Teachers reported that they communicate regularly about data, particularly during TBTs when they administer pre- and post-assessments and analyze data to determine the effectiveness of particular interventions (see Domain 3). For example, in one TBT, teachers administered a math assessment and then analyzed the data first by identifying the number of students who were at, near, or well-below mastery – including analyzing subgroups of students with disabilities. Then teachers conducted an item analysis in which they listed specific strengths and challenges for students related to the data. Leaders and teachers also stated that students take the NWEA MAP three times a year

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and reported that the school was in the process of administering its first Achievement Network (ANet) assessment. Leaders noted that once they have their ANet results, teachers would conduct an item analysis to learn more about what their students do and do not understand about each of the assessed standards. Additionally, teachers noted that they are encouraging students to become more data-literate by having students track their own progress on major assessments in data binders. One team of teachers noted that they are piloting data days with their students, during which they spend half a day with their students reviewing NWEA and other key assessment results, helping students understand their goals and developing a growth mindset

9. School leaders effectively orchestrate the school's operations.	**Established**

- **School leaders provide regular communication and staff have some input on important decisions.** According to leaders and teachers, school leaders communicate with the school community through a variety of methods. More specifically, leaders and teachers reported (and a review of newsletters confirmed) that the school sends a monthly newsletter to all stakeholders. A review of the newsletter revealed that it includes a message from the principal and information about important upcoming school events. Newsletters also contain academic information from teachers. For example, in one newsletter, teachers provided information for parents about how to check grades online, what topics students would be studying in their class, and how class periods would be structured. Leaders and teachers also reported that the CIS sends staff a weekly email with reminders about important events for the week and a list of standards and "I can" statements being taught in each class. Leaders and staff further noted that leaders share information at weekly staff meetings after school, as well as additional emails and texts throughout the week. Teachers indicated that leaders are frequently available for informal conversations in the hall since they are constantly visiting classrooms; staff also have a GroupMe text that is used for informal conversations and more casual reminders. In addition to establishing communication structures, leaders reported that the principal shares leadership with the staff by involving them on some decision making. For example, leaders reported that teachers serve on hiring committees and lead the interview process for teacher candidates (even though the principal maintains final say in the hiring decision). Leaders and teachers also reported that when the school was preparing to adopt a school-wide lesson planning template, the principal consulted staff by emailing out the proposed template for feedback. When some teachers said they did not like the template, the principal allowed them to come up with their own templates as long as it included certain components. However, teachers noted that leaders have not involved a Building Leadership Team (BLT) in the decision-making process this school year. Leaders reported that a BLT has not met during this school year but indicates plans to meet in coming weeks.
- **The principal manages school operations in order to ensure a safe and productive learning environment.** Teachers and leaders reported that the principal is a constant visible presence in hallways, classrooms, and teacher meetings, ensuring that the school is running smoothly. Leaders reported that other members of the leadership team serve on cafeteria, recess, and other duties to ensure rules and procedures are followed. As noted above, school-wide rules are posted visibly in common spaces throughout the school. Expectations for school procedures such as cafeteria routines, transitioning to assemblies, and rules for using the restroom, are detailed in the school culture plan. For example, in the school culture plan, the cafeteria expectations are broken down by role – principal, teachers, and cafeteria staff – and the routine for students is laid out in a detailed schedule with specific consequences and incentives for particular cafeteria behaviors. Although the building is in

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need of repair and maintenance, the team observed a safe and organized environment. For example, as noted above, the team observed that hallway transitions were quiet and efficient, office staff were friendly and welcoming to visitors and families, and students were well-supervised in common spaces. Leaders and teachers reported that in addition to establishing routines that promote the safe operation of the school, the principal has also instituted procedures and practices that ensure all staff receive feedback and are evaluated. Leaders reported that all staff have completed their first round of Teacher Development and Evaluation System (TDES) walkthroughs. In addition, leaders and teachers reported (and review of feedback documents confirmed) that informal observation feedback is provided via email or walkthrough forms. Leaders reported (and review of feedback confirmed) that focus areas for feedback include standards, "I can" statements, lesson plans, and teacher questions.

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Prioritization Process

The site visit team met with the Fullerton School of Academics' 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: the school's culture as a safe and nurturing environment for students; and the staff's shared commitment to students' learning and well-being. The site visit team also noted the following areas for growth: instruction does not require students to use higher order thinking skills; and inefficient use of instructional time.

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: use of a variety of instructional strategies and materials to support students' diverse needs.

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

Goal: The use of a variety of instructional strategies and materials to support students' diverse needs is maximized.

Success Measure: 80% of teachers will demonstrate the use of instructional strategies and materials to support students' diverse needs by January 31, 2017 as measured by school walkthroughs.

Actions	Target Dates	Champions
Communicate SchoolWorks findings to staff	10/18	Action Planning Team
Conduct a walkthrough to get baseline data about the use of instructional strategies to support diverse needs.	Week of 10/17	Principal and CIS
Communicate walk-through findings with staff and develop next steps, prioritize differentiation strategies.	10/25	Principal and CIS
Define differentiation strategies, model strategies.	11/1	Teacher leaders
Engage in practice period (teachers try out strategies), • Conduct peer coaching • Use TBTs to focus on differentiation strategies • Teachers receive feedback as needed	11/7 – 11/23	Teachers
Follow-up walkthrough (post-assessment).	Early December	Principal and CIS
Repeat process with new differentiation strategy	January-June	Principal and CIS

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Appendix A: Site Visit Team Members

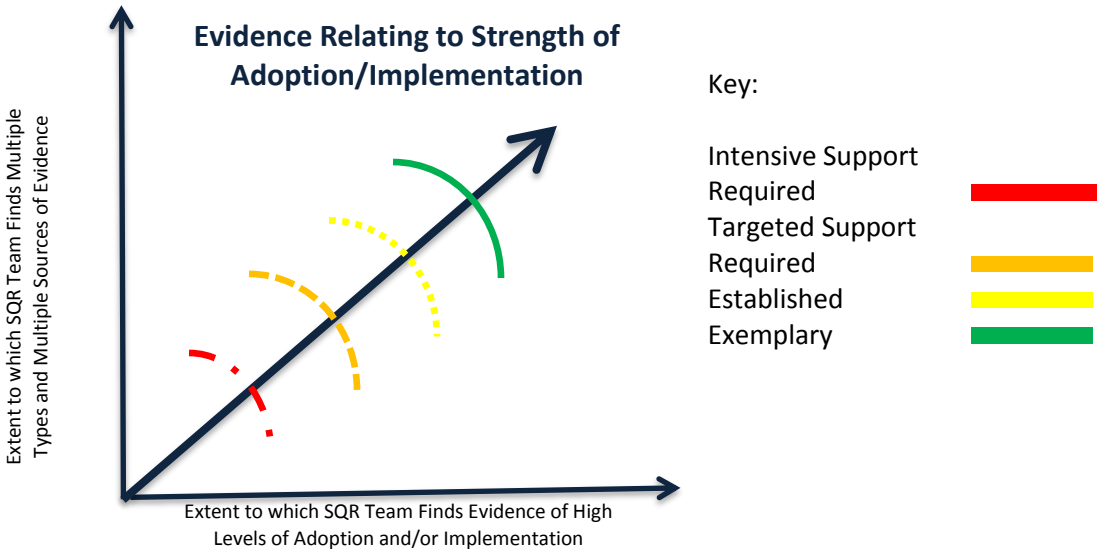
The School Quality Review to Fullerton School of Academics was conducted on October 11-13, 2016 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Robin Coyne-Hull, 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 15 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 = 15	**78%**	**11%**	**11%**	**3%**
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 15	**33%**	**50%**	**17%**	**0%**
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	**7%**	**13%**	**33%**	**47%**
	3. Structured Learning Environment Teacher preparation Clear agenda N = 14 Learning time maximized	**14%**	**21%**	**50%**	**14%**
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	**7%**	**20%**	**47%**	**27%**
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	**20%**	**53%**	**20%**	**7%**
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	**33%**	**40%**	**7%**	**20%**
	7. Cognitive Engagement Active student participation Perseverance	**13%**	**27%**	**60%**	**0%**
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	**67%**	**27%**	**7%**	**0%**
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	**20%**	**40%**	**20%**	**20%**
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	**73%**	**20%**	**7%**	**0%**
	11. Feedback Feedback to students Student use of feedback	**60%**	**40%**	**0%**	**0%**

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