SchoolWorks
School Quality Review
Report

Garrett Morgan High School
February 22 – 24, 2017

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CLEVELAND METROPOLITAN SCHOOL DISTRICT

Table of Contents

About the Process 1

Domains and Key Questions 2

Domain 1: Instruction 3

Domain 2: Students' Opportunities to Learn 7

Domain 3: Educators' Opportunities to Learn 9

Domain 4: Governance and Leadership 11

Prioritization Process 14

Appendix A: Site Visit Team Members 15

Appendix B: Implementation Rubric 16

Appendix C: Summary of Classroom Observation Data 17

About the SchoolWorks School Quality Review Process

The Cleveland Metropolitan School District (CMSD) envisions 21st Century Schools of Choice in which students will be challenged with a rigorous curriculum that considers the individual learning styles, program preferences, and academic capabilities of each student, while engaging the highest quality professional educators, administrators, and support staff available. As part of Cleveland's Plan for Transforming Schools, CMSD has adopted a portfolio district strategy that includes: growing the number of high quality district and charter schools, and closing or replacing failing schools; focusing the district's central office on its role in school support and governance, while transferring authority and resources to schools; investing and phasing in high leverage school reforms across all levels; and increased accountability for all schools in the district through the creation of the Cleveland Transformation Alliance (CTA). CMSD has partnered with stakeholders to create a school performance framework that will be used to provide a comprehensive assessment of the quality of each school in the district. The comprehensive assessment will be an evidence-based process that includes 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 1: Intensive Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 2: Targeted Support Required**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 1: Intensive Support Required**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 1: Intensive Support Required**
Domain 4: Governance and Leadership	
8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Level 1: Intensive Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 1: Intensive 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
13%	13%	38%	38%

- **Behavioral expectations are clear and understood by most students.** In 38% of visited classrooms, site visit team members observed the effective implementation of behavioral expectations (n=16). In these classrooms, misbehavior was not in evidence. Students were seen working quietly, listening to the speaker, and following directions. Site visit team members also observed students complying with posted behavioral expectations. The partially effective implementation of behavioral expectations was evident in 51% of observed classrooms. In these classrooms, some students behaved throughout the lesson, but others did not. For instance, in one such classroom, most students were seen complying with behavioral expectations; however, a couple of students called out throughout the duration of the observation. Additionally, in these classrooms, teachers did not effectively redirect and/or did not address minor misbehaviors. For example, in one such classroom, a few students were not complying with the expectation to raise their hand to ask and answer questions. The teacher was heard issuing a blanket warning to the class. When the misbehavior persisted, the teacher again warned the entire class but did not specifically address the students engaged in the misbehavior. In another classroom, site visit team members noted that there was an expectation posted around punctuality. Yet, multiple students entered class late, and the teacher did not address their tardiness. Further, in another classroom, students were heard talking and singing softly throughout the duration of the observation; however, the teacher ignored their misbehavior.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
38%	44%	13%	6%

- **Most learning environments lack structure, and learning time is not maximized through effective planning.** Site visit team members observed the partially effective implementation of a structured learning environment in 57% of visited classrooms. In these classrooms, teachers were prepared for lessons and learning activities prior to the start of lessons. For example, site visit team members noted that teachers had questions and assignments planned in advance, packets ready to distribute, and materials laid out on students' desks prior to the start of class. Yet, site visit team members noted that, in these classrooms, time was not tied to learning activities. For instance, teachers did not share agendas with students and did not state the length of time students had to complete learning tasks. Further, in these classrooms, due to pacing problems and a lack of planning, learning time was not maximized. For example, teachers allotted excessive time for simple learning tasks. In one such classroom, the teacher gave students 10 minutes to complete one question. In addition, most students who finished before their peers were not given additional learning tasks and were seen

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

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passively waiting for the next component of the lesson. In 38% of visited classrooms, the ineffective implementation of a structured learning was evident. In these classrooms, teachers were not prepared to teach. For instance, teachers did not have questions, assignments, and instructions prepared in advance. For example, in one such classroom, the teacher flipped through his/her master textbook to decide on what pages students should work and gave unclear instructions around the assignment. In another classroom, the teacher's instructional plans involved using another space in the building; however, the teacher did not reserve the space in advance. Upon arriving with the class, the space was already in use. The teacher then took the class to another space, which was also occupied by another class. Site visit team members noted that 15 minutes of instructional time was used walking to and from the classroom to seek other spaces that were unavailable.

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
44%	38%	19%	0%

- **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 57% of visited classrooms. In these classrooms, most teachers clearly conveyed academic content. In addition, many teachers provided students with learning goals, but lesson activities did not fully align to stated goals. For instance, in one classroom, multiple "I can" statements were posted on the board and lesson activities partially, not fully, pertained to one of the statements. In another classroom, two "I can" statements were posted; yet, students worked on tasks unrelated to either for more than 10 minutes. However, students eventually transitioned to a learning activity that aligned with one of the statements. In 44% of classrooms, site visit team members observed the ineffective provision of learning goals and focused instruction. In these classrooms, objectives and instruction were not evident. For instance, in one classroom, a learning goal was not posted or stated and the teacher did not provide any instruction. In another classroom, site visit team members observed that students were not engaged in any learning activities. Additionally, in another classroom, students were not completing tasks related to content. Specifically, students were seen coloring, cutting, and pasting during core instructional time.

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
31%	50%	13%	6%

- **Few instructional strategies and materials support students' diverse needs.** The partially effective use of instructional strategies was evident in 63% of visited classrooms. In these classrooms, teachers employed only two varied instructional formats or modalities. For instance, in one such classroom, some students worked independently while completing an assessment, while other students engaged with the teacher in small-group work. In another classroom, students were seen reading and employing highlighters to mark key textual details. In a third classroom, students were given the

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choice to demonstrate their knowledge through writing or by kinesthetically engaging with the content. Further, in 31% of visited classrooms, site visit team members observed the ineffective use of instructional strategies. In these classrooms, teachers utilized whole-group instruction throughout the entirety of the observation. In addition, instruction exclusively focused on listening; teachers did not provide opportunities for students to engage with visuals, kinesthetic activities, or manipulatives. For instance, in one such classroom, the teacher read from a textbook while students passively listened. In another classroom, the teacher delivered instruction through a lecture.

3	*Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
50%	38%	0%	13%

- **In-class assessment strategies do not reveal students' thinking about learning goals.** Site visit team members observed the partially effective use of in-class assessment strategies to reveal students' thinking about learning in 38% of classrooms. In these classrooms, site visit team members observed that teachers utilized assessment strategies, but noted that only some students' understanding was evaluated. For instance, in one such classroom, the teacher posed comprehension questions to check for understanding but only half of the class was given the opportunity to answer. In another classroom, the teacher directed students to indicate their level of understanding through hand gestures, but some students were confused about which gesture to employ so they elected not to participate. In a third classroom, the teacher gave students an exit ticket; however, some students did not complete it. Further, the use of assessment strategies was ineffective in 50% of classrooms visited. In most of these classrooms, assessment was not in evidence. Specifically, site visit team members noted that teachers did not employ any strategies to measure students' understanding, such as cold calling, circulation, exit tickets, or thumb tools. In addition, in some of these classrooms, assessments gauged completion or understanding of procedures, rather than comprehension of content. For instance, one teacher circulated to all students to ensure they were on task and following directions.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
50%	38%	13%	0%

- **Feedback is not provided throughout the learning process to inform improvement efforts.** Teachers employed strategies that were partially effective in providing students with feedback in 51% of observed classrooms. In some of these classrooms, site visit team members noted that teachers provided feedback to a limited number of students. For instance, one teacher was observed guiding a student to improvement through clarifying statements; however, site visit team members noted that half of the class did not receive such feedback. In other classrooms, site visit team members observed that while teachers provided feedback to many students, the feedback was general and did not usefully guide students' improvement efforts. For example, in one such classroom, the teacher was heard telling students, "Take your time" and "What do you think you have wrong?" Additionally,

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feedback was ineffectively supplied to students in 50% of the classrooms visited. In most of these classrooms, feedback was not evident. Further, in some classrooms, site visit team members noted that students provided incorrect answers but noted that teachers ignored students' misunderstanding and moved on to the next question. Site visit team members also observed that one teacher supplied the answers to a series of questions to students. After gleaning that all students incorrectly answered at least one question, the teacher transitioned to the next task without first gauging whether students understood their errors. In other classrooms, feedback revolved solely around directions rather than academic content. For instance, in one such classroom, the teacher provided clarification about the order in which to complete the assignment.

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Domain 2: Students' Opportunities to Learn

4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.*	**Level 1: Intensive Support Required**

- **The school does not have an active process for identifying struggling and at-risk students.** School leadership reported that the school currently uses the student support team (STT) process to identify struggling and at-risk students; yet, teachers indicated otherwise. Teachers stated that the school employed the SST process in previous years but reported that the process is not being implemented this school year. Teachers indicated that the days and times on which SST meetings occur were altered at the beginning of this school year. They explained that this scheduling change prevented the SST from meeting due to other conflicting obligations and meetings during this time. Teachers reported that, as a result, the SST process was halted and teachers stopped submitting referrals. When asked to describe how the SST process was implemented in the past, many teachers stated that teachers collected academic and/or behavioral data and completed standardized referrals that went to the SST chair. Teachers further stated that the SST team then convened, analyzed referrals, and crafted intervention plans. However, when asked, some teachers could not state that SST process previously used.
- **While the school provides numerous supports for special education students, the impact of such supports is not yet evident.** School leadership and teachers reported (and review of enrollment data confirmed) that approximately 50% of the school's population receive special education services. School leadership indicated that when students identified as qualifying for special education services enroll in the school, district liaisons assign students to school-based case managers who work with students and school counselors to determine their appropriate placement in classes. School leadership and teachers further explained (and review of the staff roster verified) that the school employs 12 special education teachers and nine paraprofessionals to support special education students. School leaders and teachers indicated that three teachers serve emotionally disturbed (ED) students, four teachers work with multiple handicap (MH) students, two cross-category (CC) teachers teach self-contained students, and three teachers push in to general education classrooms to support mainstreamed students. However, teachers reported that the special education program lacks a cohesive model, describing it as a continuum of services. When asked how they would explain the program to an outside agency or person, teachers could not answer. In addition, teachers reported they do not use uniform data sources or a common data platform to monitor their students, explaining that teachers decide for themselves what they choose to implement.

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

- **The school does not demonstrate high expectations for academic learning.** Teachers reported that they hold high expectations for their students, stating that they push students academically and inform students of their growth. However, site visit team members observed otherwise. For example, site visit team members noted that most lessons lacked rigor and revolved solely around lower-order thinking skills, such as recalling and comprehending. In addition, site visit team members did not hear teachers referencing growth metrics to students and did not see evidence of data walls. Further, school leadership reported (and review of teacher-created assessments verified) that while teachers

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hold high expectations, most teacher-created assessments demonstrate low expectations; they consist mainly of fill-in-the blank, multiple choice, and true/false questions. Parents also expressed concern about low expectations regarding student work. For instance, parents indicated (and review of graded work confirmed) that many teachers often accept simple and/or one-word answers on assignments. In addition, students reported that some of their teachers do not give them enough classwork to complete during their blocks of classes. As a result, students indicated that they often have free time in some of their classes. Students also stated that the school does not currently hold celebrations to recognize students for their academic achievements.

- **The school provides a safe environment to support students' learning.** School leadership, teachers, students, and parents reported that students are safe at school. Teachers and students stated that the small size of the school fosters a safe environment; it enables staff and students to better know each other. Both stakeholder groups also indicated (and site visit team members observed) that two security guards and the assistant principal create a safe environment for staff and students by consistently being visible in hallways and common spaces throughout the school day. Site visit team members observed the security guards stopping school visitors and asking to see their credentials. Teachers also attributed the planning center to the school's safety, explaining that the center is used to de-escalate and re-focus students who are experiencing emotional difficulty. In addition, site visit team members observed that the school's main entrance is outfitted with metal detectors and noted that exterior doors are locked throughout the school day. Further, school leadership, teachers, and students indicated that bullying is not a prevalent occurrence at the school. Teachers and students also stated (and review of fliers verified) that the school has an anti-bullying club and holds an anti-bullying march once a school year. Additionally, review of the school's May 2016 Conditions for Learning (CFL) survey results indicated that 88% of students reported that they feel safe and respected at school.

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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 leadership and teachers reported that school-based professional development occurs only on the days that the district has designated for all-day professional development. Both stakeholder groups further explained that students do not attend school on these days. However, when asked, school leadership could not identify the number of days the district allocates for professional development. In addition, when asked, school leadership could not present the focus of professional development. Yet, teachers indicated that professional development is currently focused on problem-based learning (PBL). However, when asked, most teachers could not recall specific topics covered recently. Teachers also reported that school leadership tasks them with facilitating professional development but stated that they often are asked to do so the day before the session, which does not afford them adequate time to prepare. Further, when asked, teachers indicated that they do not receive follow-up sessions or ongoing support to help them implement strategies presented during professional development. Review of agendas showed that professional development covers a wide range of topics and confirmed that topics are not revisited in subsequent sessions. Examples of topics covered included retrieving and using Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) data reports, reviewing the CFL survey, and understanding PBL.
- **Educators do not regularly collaborate to learn about effective instruction and students' progress.** School leaders and teachers reported that at the beginning of the school year, teachers attended committee meetings on Tuesdays and convened in alternating grade-level and common-content meetings on Wednesdays. However, school leadership stated that these meetings have been suspended so that teachers can work collaboratively on PBL units. School leadership explained that teams of teachers meet with fidelity on Tuesdays and Wednesdays to craft PBL plans. School leadership indicated that almost all teachers participate on PBL teams and stated that the few who do not use their Tuesday and Wednesday time to tutor students, facilitate credit recovery, and call parents. Yet, teachers indicated otherwise. Teachers stated that while they worked in PBL teams in January, they no longer do so. Further, teachers reported that clear expectations around how to utilize their common meeting time on Tuesdays and Wednesdays has not been established by school leadership. Teachers explained that they often wait for an announcement after students have left the building to find out what they are expected to do and where they are supposed go on these days. Further, teachers indicated that they usually end up working alone in their classrooms.

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

- **Few educators' mindsets and beliefs reflect shared commitments to students' learning.** When asked, school leadership and teachers could not state a shared vision for teaching and learning at the school. Further, teachers reported that school leadership has not defined a common approach to instruction this school year, stating, "We are 40 different people on 40 different pages." In addition, most teachers consistently indicated that they are dedicated to the school's students. However, a few teachers stated that some teachers report to work for the students, while others come for the

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paycheck. Students also reported mixed motivations for working at the school, explaining that some teachers are committed to students; some report for their paychecks; and others clearly do not want to come work but cannot afford to resign. Further, school leadership and teachers reported that the demographics of the student body has changed in recent years, explaining that the school's special education population has increased. Teachers also stated that students who were not successful in other schools have been reassigned to Garrett Morgan High School. While some teachers expressed a commitment to better serving this population and celebrated the diversity of their students, many stated that these students are negatively impacting the school. Specifically, teachers indicated that the district is sending quantities of students rather than quality students. Teachers also stated that students newly enrolled in the school are bringing down test scores and are causing the school to be unsafe and undesirable. Further, multiple teachers expressed concern for students, explaining that some teachers lack empathy towards students' personal situations and speak in a disrespectful manner to some students.

- **The school does not reflect a safe, trustworthy, and growth-oriented professional climate.** School leadership, teachers, and support staff described the adult culture at the school as divided. All three stakeholder groups explained that the school underwent administrative and union leadership changes this year, which has contributed to the division among staff. Teachers also stated that negativity has taken root in the school and reported that staff morale is low. In addition, teachers characterized the climate as demoralizing and reported that they often dread coming to work. Further, site visit team members observed that many teachers did not feel comfortable speaking in front of their colleagues. Specifically, 12 staff members requested to speak to site visit team members in private after participating in focus groups; they did not feel like they could speak candidly in the presence of their colleagues. While some teachers indicated that they feel comfortable approaching school leadership with problems and/or concerns, teachers stated that they do not feel confident that conversations with school leadership will resolve their problems and/or address their concerns. In addition, teachers indicated that some teachers engage in frivolous conflicts with school leadership and other teachers.

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Domain 4: Governance and Leadership

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

- **The principal has not yet created a shared vision and clear goals.** School leadership reported that the school's vision is to be in compliance with the district's vision and to raise enrollment by 25%. However, when asked to present the school's vision, teachers supplied a wide range of inconsistent answers. Specifically, teachers indicated that the school's vision is to offer more career-oriented classes, develop the school's Career and Technical Education pathways, be an Academy of Cleveland school, follow student learning objectives, and promote life-long fitness. However, review of a weekly bulletin indicated that the vision revolves around ensuring students leave the school with moral values, a complement of basic skills, an inquiring mind, self-esteem and high personal expectations, and tolerance and respect for themselves and others. Further, teachers and support staff reported that the school recently became an Academy of Cleveland school; however, both stakeholder groups indicated that they do not fully understand this new designation. Specifically, support staff stated, "What does that mean for Garrett Morgan? How does it include all staff? and how does it fit with who we already are? We don't know." Additionally, school leadership stated that increasing enrollment and strengthening the career pathways account for the school's goals this year. However, when asked about goals, teachers and support staff provided varying answers, including preparing students for college and career, ensuring students pass required assessments, obtaining more technology for the building, increasing the graduation rate, bolstering enrollment, reducing the amount of tardies, and helping students achieve academic growth. Teachers also stated that the school's goals are printed in the weekly bulletin, but indicated that they are not progress monitored or referred to throughout the year. Review of a bulletin revealed goals around graduation, attendance, CFL, the Performance Index, college acceptance, Advanced Placement exam scores, and parent-teacher conferences.
- **School leaders do not ensure that teachers deliver high-quality instruction.** School leadership and teachers consistently reported that school leadership has completed the required number of formal observations as dictated by the Teacher Development and Evaluation System (TDES). In addition, school leadership stated that they conduct frequent informal observations and provide oral and/or written feedback to teachers. Yet, many teachers indicated otherwise. Some teachers reported that they were informally observed multiple times at the beginning of the year but indicated that such observations have not occurred recently. Other teachers stated that they have yet to be informally observed this year. In addition, while many teachers stated that school leadership often visits their classrooms, teachers characterized such visits as opportunities to check in with students around attendance, tardies, and behavior, rather than as informal observations of their instructional practice. Further, some teachers reported that they received feedback but indicated that it was inconsistently provided. Other teachers stated that they have yet to receive any informal feedback about their instructional practice. Additionally, review of observation forms revealed general feedback in the form of questions rather than specific action steps for teachers to implement in their classrooms. Examples included: "What were the day's objectives for the students? Do you have a scope and sequence? What will the students be able to do? What is the objective for this lesson? How do you know individual students understand the concepts?" and "How do you differentiate your tests so that all students' needs are met academically?" Further, when asked to identify their instructional leader,

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teachers stated that they do not have one, explaining that no one provides them with clear instructional guidance this school year.

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

- **School leaders do not ensure effective communication and inclusive, transparent decision making across the organization.** School leadership reported (and review of bulletins confirmed) that school leadership communicates with staff through weekly bulletins, emails, texts, and informal conversations. However, teachers indicated that communication is often ineffective, explaining that events, meeting times, deadlines, and changes are not communicated in a timely fashion and often without explanation. For example, teachers reported that they learned that site visit team members would be interviewing them the evening before focus groups were held. Site visit team members also observed widespread confusion about substitute coverage for focus group and prioritization participants. In addition, teachers stated that they requested a school-wide calendar that details assessment days, as well as dates of school events and meetings, but indicated school leadership has yet to provide one. Teachers also reported that school leadership does not communicate when the principal will be gone from the building, stating that they often check the parking lot to determine if she is present that school day. Further, school leadership and teachers reported that all teachers serve on a committee (e.g., attendance committee, parent engagement committee). However, both stakeholder groups stated that committee meetings were suspended in January so committees no longer have formalized time to meet. While school leadership indicated that some committees still informally meet, teachers stated that committees are currently not functioning. Teachers also reported that the school's leadership body, the Academic Progress Team (APT), does not regularly convene, stating that it last met in October and are not aware of when the next meeting will be held. Teachers further indicated that school leadership sets the agenda for APT meetings without seeking input from members in advance.
- **While community partners provide resources that support learning, the principal has not yet engaged parents in the educational process.** Teachers and support staff reported that the school has established numerous partnerships with community organizations. Specifically, support staff stated (and site visit team members observed) that the school partnered with a local food bank that brings produce and other food items to the school every other week to distribute to families and students. Support staff also reported that the National Coalition of 100 Black Women tutors students, assists with scholarships, and volunteers on food bank days. In addition, support staff indicated that Metro General Hospital operates a clinic at the school every other week, explaining that students visit the clinic for physicals, immunizations, and an array of other health issues. Support staff reported that the school has additional medical partners, including Case Western Reserve and Cleveland State University, whose medical staff assist with health screenings and disseminate health information to students. Support staff also stated (and site visit team members observed) that Zen Yoga facilitates weekly Yoga sessions for special education students. Further, support staff reported that partnerships with ViaSat, the Cleveland Water Department, Cleveland State, and the Ohio Bureau of Criminal Investigations support the learning of students enrolled in the school's biomedical and pre-engineering pathways. Specifically, staff from these organizations mentor students, provide financial assistance to purchase equipment (e.g., 3-D printer), and educate students about careers related to each pathway. However, parents indicated that the school has not successfully involved them in

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support of their child(ren)'s learning. Parents indicated that they often have to solicit information about their child(ren)'s academic progress, explaining that they do not receive updates without requesting them. Further, when asked about programming that involves parents in their child(ren)'s learning, teachers and support staff only referenced senior parent night and a commitment to graduate ceremony for ninth grade students.

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Prioritization Process

The site visit team met with the Garrett Morgan High School's leadership team to review its findings, discuss the school's areas of strengths and areas for improvement, prioritize areas for improvement, and discuss ways to address the identified areas for improvement.

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included Students' Learning Supports. The site visit team also noted the following areas for growth: Instruction and Governance and Leadership

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: Focused Instruction.

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

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

Success Measure: By May 2017, classes will reflect clear learning goals and structured instruction as measured by observations using the school's rubric.

Actions	Target Dates	Champions
Send initial communication about SQR to staff	2/24	Principal
Hold Academic Progress Team (APT) planning session • Create professional development outline	2/27	APT
Deliver professional development to staff • Share SQR findings with staff during school-wide meeting	2/28	APT and Principal
Hold APT planning session • Create definitions of clear goals and focused instruction	3/1	APT
Hold APT planning session • Develop rubric • Create monitoring plan	3/7	APT

Deliver professional development to staff
• Cover the following:
  ○ From where do we get our goals?
  ○ What are clear learning goals?
  ○ What are common strategies?
  ○ For what do lesson plans need to be reviewed?
	3/17	Principal

Conduct observations using the school's monitoring rubric to measure impact.	5/10	Principal

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Appendix A: Site Visit Team Members

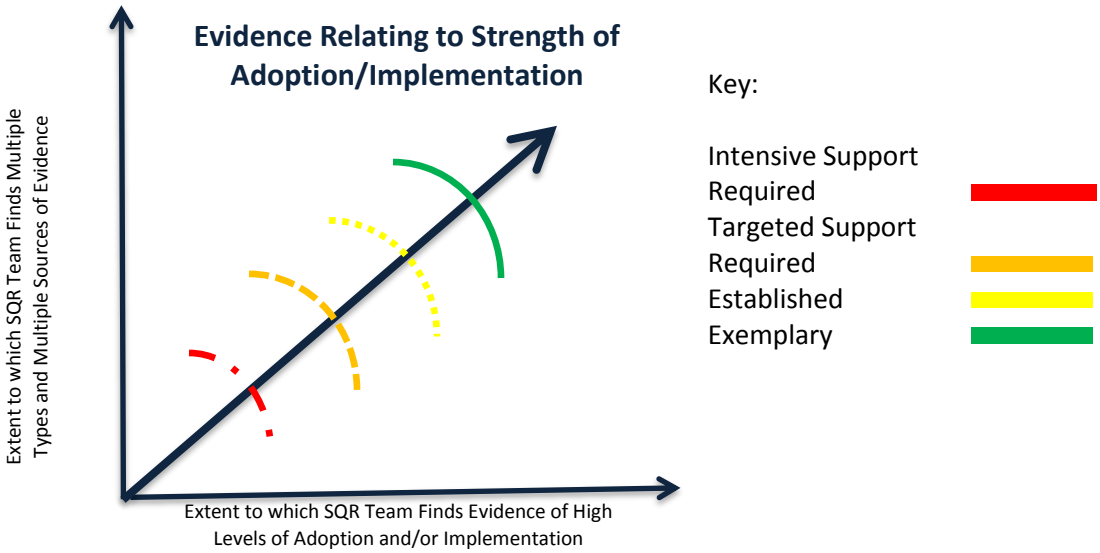
The SQR to Garrett Morgan High School was conducted on February 22 – 24, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Debon Lewis, Team Leader	SchoolWorks, LLC
Kathryn Cobb Koerner, Team Writer	SchoolWorks, LLC
Jill Cabe, Team Member	CMSD

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Appendix B: Implementation Rubric

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



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

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

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

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Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 16 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 = 14	**79%**	**21%**	**0%**	**0%**
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 2	**100%**	**0%**	**0%**	**0%**
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	**13%**	**13%**	**38%**	**38%**
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	**38%**	**44%**	**13%**	**6%**
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	**20%**	**27%**	**47%**	**7%**
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	**44%**	**38%**	**19%**	**0%**
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	**31%**	**50%**	**13%**	**6%**
	7. Cognitive Engagement Active student participation Perseverance	**13%**	**47%**	**40%**	**0%**
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	**56%**	**38%**	**6%**	**0%**
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	**50%**	**38%**	**0%**	**13%**
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	**94%**	**6%**	**0%**	**0%**
	11. Feedback Feedback to students Student use of feedback	**50%**	**38%**	**13%**	**0%**

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