

SchoolWorks School Quality Review Report

Jane Addams Business Careers Center
February 28 – March 2, 2017



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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	13
Appendix A: Site Visit Team Members	14
Appendix B: Implementation Rubric.....	15
Appendix C: Summary of Classroom Observation Data	16

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.

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

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
7%	0%	80%	13%

- Behavioral expectations are clear and understood by students.** The site visit team observed the effective implementation of behavioral expectations in 13% of classrooms (n=15). In these classrooms, all students were on task throughout the entirety of the lesson. In one classroom, for example, all students were seated, worked quietly, and were attentive throughout the observation, having appeared to have internalized behavior expectations. In 80% of classrooms, the site visit team observed the partially effective implementation of behavioral expectations. In these classrooms, the majority of students were on task for the majority of the lesson, misbehaviors typically included only cell phone use and quiet side conversations, and students corrected misbehavior when addressed by the teacher. In one such classroom, when the teacher observed two students using cell phones, s/he asked the students to focus on the academic work and the students put away the phones. In another classroom, many students were off task during the start of the lesson, but after beginning academic work, most students were on task for most of the remainder of the lesson. In another classroom, two students had quiet side conversations throughout the lesson and, when addressed, only briefly corrected the behavior. In yet another classroom, behavior expectations (e.g., be prompt, prepared, productive) were posted, but the teacher's attempts to redirect misbehavior were not consistently effective in changing student behavior. Although teachers reported that behavior is frequently a challenge, the site visit team observed few instances of overt or significant misbehavior, or of misbehavior interfering with instruction.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
40%	47%	13%	0%

- The learning environment is not highly structured, and learning time is not consistently maximized.** The site visit team observed no classrooms in which learning time was structured and consistently maximized throughout the lesson. In 60% of classrooms, the site visit team observed the partially effective establishment of a structured learning environment. In these classrooms, teachers were typically prepared for part, but not all, of the lesson, or lesson activities did not maximize learning time. In one classroom, for example, the teacher was not in the classroom and had not prepared the projector and warm-up problems when students arrived, so students sat idly while the teacher completed preparing the materials, but then began to work quickly. In another classroom, numerous students continued to arrive late to class for the first 10 minutes of the lesson, and transitions between activities were lengthy, but, when directed, students began working promptly. In another classroom, the teacher spent approximately 12 minutes completing a review activity that students

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

finished quickly and independently. In 40% of classrooms, classroom structures were ineffective and did not maximize learning time, frequently due to a lack of teacher preparation or planning. In one such classroom, no agenda or learning plan was posted, and learning time was lost to students sharpening pencils and the teacher searching for the correct worksheet. In multiple classrooms, teachers worked at their desks while students sat in groups talking.

2. <i>Classroom instruction is intentional, engaging, and challenging for all students.</i>	Level 1: Intensive Support Required
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Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
53%	40%	0%	7%

- A variety of instructional strategies and materials are not used to support students’ diverse needs.** In 7% of classrooms, the site visit team observed the effective use instructional strategies. In one such classroom, students experienced varied learning modalities. After being assigned well-known local figures for research, students used computers to locate information, chose and read non-fiction articles, and then completed graphic organizers regarding their research. However, this did not occur in the majority of classrooms. In 40% of classrooms, the site visit team observed the partially effective use of instructional strategies. In these classrooms, teachers typically used similar instructional formats for the majority of the lesson. In one classroom, for example, students first completed a brief hands-on activity before a lecture that lasted for the remainder of the observation. In multiple other classrooms, student activities involved a combination of practicing skills on the whiteboard and worksheets, but all required similar pencil-and-paper activities. In 53% of classrooms, the site visit team observed the ineffective use of instructional strategies, typically including single learning modality only. In multiple classrooms, students worked silently and individually on packets or worksheets throughout the entire lesson. In another classroom, the entire observation involved a listening activity, during which time students were not provided with supporting materials (i.e., graphic organizers, worksheets) and were expected to sit quietly.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
53%	27%	13%	7%

- Instruction does not require all students to use and develop higher-order thinking skills.** In 40% of classrooms, the site visit team observed the partially effective promotion of higher-order thinking skills, often due to only a portion of students being required to engage in higher-order thinking for a small portion of the lesson. In one class, for example, after reviewing content, the majority of students engaged in discussion with the teacher regarding application of the material, but only briefly. In another, students solved problems on the whiteboard in front of the class and were asked to explain the process they used to solve a math problem, but only a portion of the class was given the opportunity to do so. In 53% of classrooms, the site visit team observed the ineffective promotion of higher-order thinking skills. In these classrooms, higher-order tasks were typically absent, and activities required recall, comprehension, or simple problem solving. In one classroom, for example,

the lesson activity required students to simply copy information from the whiteboard into their notebooks. In another, after a short reading passage, students were asked only recall and comprehension questions related to the reading. In multiple classrooms, students were only provided with multiple-choice questions throughout multiple lesson activities. Finally, in interviews, the majority of students reported not being challenged in their classes.

<p>3 <i>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.</i></p>	<p>Level 1: Intensive Support Required</p>
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Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
67%	27%	7%	0%

- In-class assessment strategies rarely reveal students’ thinking about learning goals.** The site visit team did not observe classrooms in which formative assessments were effectively used to systematically check the understanding of the majority of students during the lesson. In 34% of classrooms, the site visit team observed the partially effective incorporation of assessment strategies. In these classrooms, teachers typically used verbal questioning to assess some, but not all, students’ understanding. In one classroom, for example, the teacher assessed students’ understanding of material that had been taught in a previous lesson by verbally questioning students, but only for those students who volunteered answers. In another classroom, the teacher asked students to show their work on the whiteboard in front of the class, but only required approximately one-third of students to do so. In 67% of classrooms, assessments were absent, or ineffective; they required few students to demonstrate their thinking. In one such classroom, the teacher used cold call to call on students to explain their answers, but called on a small number of students only. In another class, the teacher checked the understanding of each student in a small group of students working together, but did not check the understanding of other groups of students. In multiple classrooms, teachers did not use any assessment strategies, or circulated while students worked only to manage behavior, and did not view student work. The site visit team observed students completing summative assessments, but did not observe instances of teachers circulating to view all students’ answers, or using tools such as individual whiteboards or hand signals to systematically check for understanding.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
87%	13%	0%	0%

- Timely, frequent, specific feedback is not provided throughout the learning process.** The site visit team did not observe instances of students receiving high-quality feedback related to lesson content. In 13% of classrooms, the site visit team observed the partially effective use of feedback, typically because it was provided to few students, or because the feedback was generalized based on a few students’ misunderstanding. In one such classroom, the teacher noticed that a few students were struggling with a question, and then briefly paused to refer students to information that was posted on the whiteboard, but did not provide individual guidance to struggling students. In 87% of classrooms, the site visit team observed the ineffective use of feedback. In the majority of these

classrooms, no feedback was provided. In others, teachers indicated when students were incorrect, but did not provide useful guidance. In one such classroom, the teacher observed students' writing, but only provided praise (e.g., "Good work"), rather than guidance. In another classroom, the teacher circulated and commented when students' answers were incorrect, but did not explain why students' responses were incorrect. In yet another classroom, the site visit team observed a teacher referring students to an anchor chart prior to an assessment, but did not observe instances of anchor charts, exemplar work, or rubrics used to guide student work during a lesson. In multiple classrooms, students worked independently on worksheets or packets, and teachers did not engage in discussion of the academic work, offering no opportunities for students to receive feedback on their work.

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 yet implement a consistent process for identifying struggling and at-risk students and does not systematically monitor student progress.** School leaders and teachers reported that the school has a Student Support Team (SST) process, but reported varying levels of effectiveness of this system. Staff consistently reported that the SST includes the principal, school psychologist, and a special education teacher, and that the team meets regularly. However, stakeholders were unaware of the SST's meeting frequency (monthly, bi-weekly, as needed). School leaders and teachers also reported that the SST process has supported few students (2-to-4) this year. Teachers were not consistently able to describe the process for referring a student to the SST, and school leaders and teacher reported that teachers have not received training regarding the SST process. Others stated that they are unaware of the interventions that may be provided through the SST process, and staff were not able to describe how the effectiveness of interventions are monitored. Some staff also reported that low student attendance makes it difficult to determine whether interventions are effective because they cannot be consistently implemented with those students. Review of sample SST documents found that the process includes a referral form, narratives regarding student challenges, test data, and classroom observation data, but no monitoring of the interventions provided the effectiveness of those interventions. School leaders acknowledged that the SST process is not yet robust and expressed a desire to make the process and the following interventions stronger. Separate from the SST, school leaders reported having a system to monitor students' trajectory toward graduation, but students and many staff were unaware of this system.
- The school implements limited supports for struggling and at-risk students.** Although school leaders and teachers stated that many students are significantly below grade level, stakeholders reported few basic in-class interventions, as well as limited targeted out-of-class interventions to support those struggling students. School leaders and teachers consistently identified that classroom differentiation is the school's most common form of intervention. Some teachers reported using Northwest Education Association (NWEA) and STAR data to group students for differentiated instruction. Others stated that these data are not readily available. The site visit team did not observe the use of differentiated grouping or assignments in any classrooms. School leaders and teachers stated that struggling students, in addition to their normal class schedule, are provided with extra math, social studies, and science classes, but acknowledged that the school does not consistently provide other interventions, such as tutoring. An individual staff member reported offering tutoring, but students stated that many teachers, when asked, are unwilling to provide tutoring or extra supported. Students also reported difficulty in scheduling time with the school's counseling staff. School leaders and teachers reported that each of the school's three academies (9th grade, Young Entrepreneurs, Cutting Edge) have a special education teacher, and that these teachers provide differentiated supports based on students' skill gaps (e.g., more math support for students lacking math skills but interested in finance), but that these supports are typically available to the small number of students with special needs. Staff reported that the school has a credit recovery program, but stated that this program helps students earn credits but does not ensure that students' larger academic needs are met.

5. <i>The school's culture reflects a safe, supportive learning environment that reflects high expectations.</i>	Level 2: Targeted Support Required
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- The school provides a safe environment to support students' learning.** The vast majority of stakeholders – school leaders, teachers, parents, and students – reported that the school provides a safe space for students. Most students and teachers reported feeling physically safe on campus, citing the presence and visibility of school security officers. Staff reported that fights between students are rare and are typically based on minor disagreements. Staff also reported that when conflict arises between students, students often inform staff so that staff can intervene before conflict escalates to a physical fight. Parents reported that they sometimes have concerns about their students' safety on the way to and from campus, but that they feel confident that students are safe when at school. Students conveyed varying experiences regarding emotional safety. While students reported that some bullying takes place at the school, the majority reported feeling emotionally safe; neither staff nor parents identified that bullying is a significant concern. The site visit team observed that classrooms and hallways were typically calm, and that the majority of student and staff interactions were positive and respectful. Finally, on the school's most recent Conditions for Learning (CFL) survey, 79% of students reported feeling safe at the school.
- The school does not yet consistently engage families in support of students' learning.** Staff, students, and parents reported that the school has attempted to engage families, but various stakeholders reported limited parent participation, input, and communication regarding students' progress. All stakeholders, for example, reported that the school hosts an open house in the Fall, but teachers and parents reported that attendance was low, and that the school has not offered other opportunities for parent engagement. Parents also expressed frustration with a lack of parent input in school decisions. Parents stated that in past years, the school had an active parent committee, but this year, the committee has met only once. School leaders acknowledged that the parent organization is not as active as they would like, that parent bulletins are not sent home regularly, and that they have struggled to engage parents. Students and parents also stated that they receive minimal contact from teachers. They explained that a small number of teachers contact parents regarding their students' progress, but that they are typically not notified when their students are struggling academically, including failing in class. School leaders reported that next year, the school will pay for all teachers to have access to Jupiter Grades – an online grade book system that can be viewed by students and parents. However, this year, teachers must pay for access; as a result, not all teachers use this system. Students and parents confirmed that many teachers do not use this system. School leaders and parents reported that a small number of parents are starting a mentoring program for students, but that parent and student participation is currently low. Despite their frustrations, parents reported that the principal is open to feedback from parents when they visit the school.

Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*

**Level 2:
Targeted Support
Required**

- Professional development (PD) is beginning to address school priorities and school improvement goals.** School leaders and teachers consistently reported that the school's priorities this year include project-based learning (PBL) and differentiation, and that PD has been offered on these topics. Teachers and school leaders stated, and review of PD agendas confirmed, that multiple sessions regarding PBL have been offered on campus by Public Consulting Group (PCG), a district consulting partner. Staff reported that after an off-site summer conference, teachers led summer PD sessions regarding differentiation. Staff also reported that PD takes place consistently during in-service days, monthly all-staff meetings, bi-weekly PBL sessions with PCG, and weekly teacher-based team (TBT) meetings. Teachers reported that school leaders support teachers taking part in off-site district PD if teachers provide ample notice. However, despite the consistency of PD, teachers reported varying levels of effectiveness and implementation. For example, most were not able to provide examples of how PD has improved their instruction. Some stated that site-based PD is not effective, and others reported that school leaders do not consistently follow through to ensure implementation. The site visit team did not observe the use of differentiated grouping in classrooms/ School leaders reported that teachers will deliver their first PBL units in the Spring; this is consistent with other schools working on PBL with PCG. School leaders acknowledged they have not had the desired impact in PD this year and that creating more consistent dialogue regarding PD will be a priority next year.
- Some educators collaborate regularly to learn about effective instruction and students' progress.** Staff identified TBTs as the school's most common form of collaboration. School leaders and teachers consistently reported that they meet regularly in TBTs with the goal of more effectively using data to inform instruction, but teachers reported mixed effectiveness of this collaboration. All staff reported (and TBT notes and sign-in sheets confirmed) that TBT meetings take place consistently on Mondays, and that school leaders, as well as district and state individuals, provide oversight. However, teachers and school leaders also reported that teachers do not consistently complete the process and paperwork of analyzing data and creating plans to support students who have not mastered material. Building leadership team (BLT) notes indicated that the BLT provides oversight of TBTs, but include mention of teacher teams not consistently completing the TBT paperwork; sample TBT notes also included incomplete forms. Some teachers reported that the TBT process is of value, and provided examples of TBTs helping them understand standards and students' learning gaps. Others reported that they feel the forms are burdensome, and described a lack of value in TBT collaboration. Similarly, some teachers reported feeling supported by administrators in meeting TBT requirements, while others do not.

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

**Level 2:
Targeted Support
Required**

- Some educators' mindsets and beliefs reflect shared commitments to students' learning.** Teachers expressed varying levels of commitment to serving all students in relation to tutoring and the school's enrollment requirements, and demonstrated varying levels of collective responsibility in common spaces. Teachers, parents, and students reported that some teachers are committed to ensuring that

struggling students receive extra help. Students reported that these teachers provide additional help in class, are often willing to providing tutoring during lunch or after school, and that these teachers also attempt to develop supportive personal relationships with students. But parents and students reported that the majority of teachers are not willing to do so. Students stated that when they ask some teachers for help, teachers are unwilling and, instead, tell students that they should have paid attention or been in class, even if those students were present and attentive. The site visit team observed that some staff were reluctant to provide individual help in classrooms. Staff also expressed differing beliefs regarding the school's commitment to serving all students. Some staff expressed that the school exists to serve the community and all students that enroll. Others indicated that they feel the school should implement admissions requirements, and suggested that some of the school's students do not belong at the school. The site visit team also observed a lack of shared commitment to monitoring common spaces. While student behavior was not observed to be unsafe when students were unsupervised, adults were rarely seen in hallways monitoring students during transitions. When asked about collective responsibility, staff consistently referred to their commitments to their colleagues, but did not speak about collectively supporting students.

- **The school is beginning to reflect a safe, trustworthy professional climate.** All stakeholders reported that the adult climate at the school is beginning to reflect a safer, more trustworthy climate; most stakeholders also described their colleagues as well-intentioned. Teachers and school leaders reported that in prior years, the relationship between teachers and the previous administration was antagonistic. Teachers reported that they felt administration only visited classrooms to hold them accountable for perceived shortcomings. School leaders reported that they are aware of the negative past relationship between administrators and staff and strive to make sure that teachers feel supported, rather than only held accountable. In most cases, teacher identified their peers as their most consistent source of support and frequently described a sense of family among staff. Teachers also consistently reported that they feel they can approach the principal with concerns and stated that they feel safe trying new strategies in their classrooms, citing the use of PBL as an example. While all stakeholders reported that adult culture is improving, some reported that tensions still exist between teachers and administrators. School leaders acknowledged that this divide exists and indicated that this tension sometimes results in teachers' lack of openness to feedback and having administrators in their classrooms, which reduces leadership's ability to positively impact instruction at the school.

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 begun to present a shared vision and goals for the school.** The site visit team found evidence that the principal has begun to communicate the school's goals to staff, but that the goals are broad, not consistently known, and not evident in classrooms. For example, the majority of staff could recall the school's priorities for this year, including improving literacy, implementing PBL, increasing the use of classroom differentiation, and increasing attendance. But few staff members could state the metrics by which these priorities will be measured. Some teachers, for example, stated that the school's attendance rate is a goal, however, teachers were not able to provide metrics for goals, including NWEA growth goals. Some students were able to describe their progress toward their individual NWEA goals, but others were not. The site visit team did not observe artifacts of school goals (i.e., tracking data, posters) in classrooms or common spaces. Similarly, the school's Strategic School Design (SSD) document includes these priorities, but does not state metrics for growth or progress monitoring (i.e., baseline data, mid- or end-of-year goals). In addition, the site visit team did not observe consistent implementation of these priorities in classrooms. School leaders and teachers reported that PBL will begin in the Spring, but the site visit team did not observe the use of differentiated grouping or common literacy strategies across classrooms. Finally, some staff recalled school leaders speaking about school goals in PD, but others did not. School leaders stated that, next year, they intend to make goals clearer and more consistent for staff.
- School leaders do not ensure that teachers deliver high-quality instruction.** While school leaders and teachers reported that formal evaluations have taken place as required, both school leaders and teachers reported that teachers do not receive regular, meaningful feedback to improve their instruction. School leaders stated that in response to the conflict between teachers and administrators in previous years, school leaders are hesitant to visit classrooms and provide feedback to teachers. Many teachers reported that they appreciate that school leaders are not overly focused on teacher accountability this year, but stated that as a result, school leaders are not as aware of the challenges (e.g., student behavior) that they face in their classrooms as in previous years. While teachers stated that school leaders occasionally visit classrooms to observe school-wide instructional trends, teachers were not consistently able to provide examples of instructional feedback provided by school leaders that improved their teaching practices. Teachers also stated that while school leaders provide them opportunities to take part in valuable off-site PD (e.g., district PD) and PD presented by non-school-based staff (e.g., PCG), that school leaders do not consistently model high-quality instruction in their school-based PD sessions. School leaders acknowledged that providing feedback to teachers is an area for growth and that, next year, they intend to increase feedback and discussions about effective instructional practices.

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.** The site visit team found that some communication and decision-making structures have been

established, but staff reported that these systems are not fully consistent or effective. School leaders reported that staff bulletins are the primary method of communication with teachers, but teachers stated that bulletins are not consistently issued and do not contain all of the updates necessary for staff. Specifically, teachers reported frustration with a lack of communication or late notice from school leaders regarding items such as special events, student performances, and off-campus trips. They reported that the lack of communication negatively impacts school operations. School leaders acknowledged that staff bulletins are not issued as consistently as they would like, stating that bulletins have not been consistently issued since Winter break. In terms of decision making, school leaders and teachers reported that the school has a BLT that meets regularly, and teachers reported taking parts in various committees, including Strategic School Design (SSD), Union Conference Committee (UCC), BLT, and SST, but reported having limited opportunities to make meaningful decisions. BLT notes, for example, confirmed that the BLT meets monthly, and indicated that the BLT reviews data, TBT protocols, and is informed of upcoming PD plans, but the notes do not include examples of decisions that the BLT has made. Teachers also reported a lack of clarity regarding how decisions are made. Teachers gave the example of the school's schedule and stated that they were unaware of how the decision to change from traditional to block scheduling was made. School leaders acknowledged that both communication and decision making are areas for growth, and that they hope to improve these systems next year.

- **School leaders are beginning to effectively allocate resources and manage school operations.** Staff reported variations in the effectiveness of school leaders' use of resources – the school schedule, technology, and career and technical education (CTE) funding – to support student learning. School leaders and teachers, for example, reported that school leaders have made schedule changes that have made managing common spaces, such as the cafeteria, easier. But others reported (and the site visit team observed) that scheduling does not maximize staff teaching time and results in greatly varying class sizes. For example, some classrooms of 20 or more students had one teacher, while others had multiple teachers in classes with less than 10 students. The principal explained that the schedule was determined before she began work at the school in the late summer, acknowledged that it does not maximize staff time, and stated that adjusting the schedule will be a priority next year. Teachers and school leaders also reported that school leaders effectively acquire CTE resources from various and often complicated funding streams, and also closely monitor the allocation of those resources. But others reported that the high level of oversight provided by school leaders inhibits teachers' abilities to use the funding. Staff also reported that the school's purchasing and payment systems are inconsistent, such that bills for various vendors related to the school's CTE programming are occasionally not paid on time, which has created challenges in acquiring the materials for some teachers' programming. In addition, a number of teachers reported that the school does not have ample computers to support students' needs, and that existing computers are slow and often do not allow students to complete online assignments.

Prioritization Process

The site visit team met with the Jane Addams Business Careers Center'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 student behavior and the school's safe learning environment. The site visit team also noted areas for growth, including a lack of higher-order thinking, a lack of formative assessment strategies, and a lack of student feedback.

The group identified *Domain I: 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: *Assessment Strategies*.

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

Goal: In-class assessment strategies consistently reveal students' thinking about learning goals.

Success Measure: In classroom observations, at least 80% of teachers will use at least one form of in-class assessment that demonstrates student thinking (white boards, turn and talk, fist to five, exit tickets) at least 2 times during the lesson.

Actions	Target Dates	Champions
1. Communicate goal regarding checks for understanding in email, faculty meeting, and PD	3/2	Principal
2. Survey staff regarding the use of checks for understanding	3/20	Intervention specialist
3. Design PD for checks for understanding	4/7	Assistant principal
4. Deliver PD	4/30	Assistant principal and Planning Center advisor
5. Create walkthrough tool to measure teachers' use of in-class assessment strategies (using language that is appropriate for collective bargaining agreement) with teacher and school leader input	4/30	UCC chair
6. Complete walkthroughs to observe the use of in-class assessments and share trend data with staff	5/27	Principal and intervention specialist
7. Transition to the critical friends' model of walkthroughs	9/15	Principal
8. Refine structure for walkthroughs	9/15	Principal

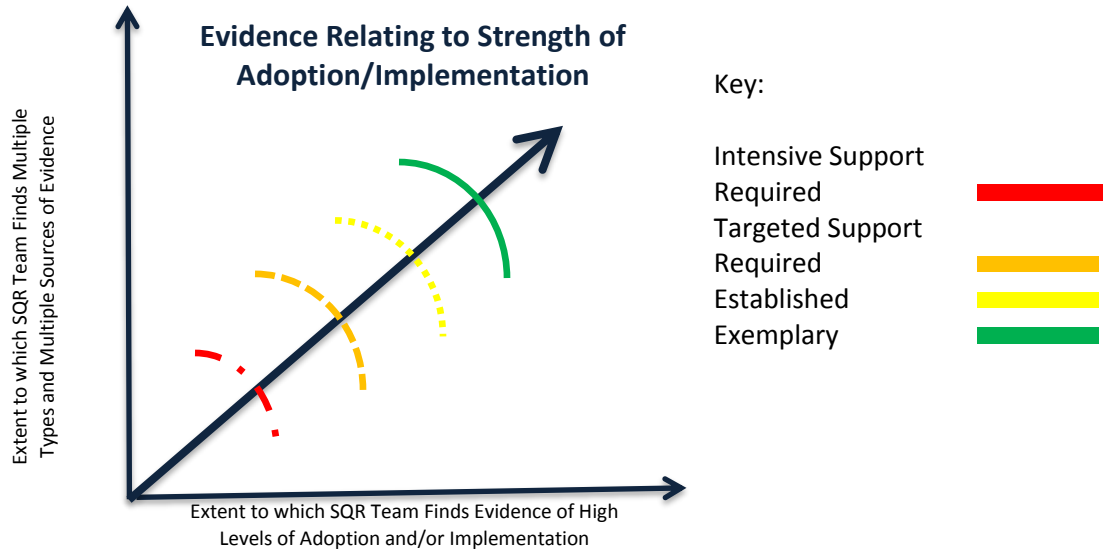
Appendix A: Site Visit Team Members

The SQR to Jane Addams Business Career Center was conducted on February 28-March 2, 2017 by a team of educators from Cleveland Metropolitan School District and SchoolWorks, LLC.

Kara Dunn , Team Leader	SchoolWorks, LLC
Nick Bucy , Team Writer	SchoolWorks, LLC
Jill Cabe , Team Member	CMSD

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 types² and multiple sources³ 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.

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 (%)			
		<i>Ineffective</i>	<i>Partially Effective</i>		<i>Effective</i>
		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 = 13	62%	23%	15%	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	0%	50%	50%	0%
Classroom Climate	2. Behavioral Expectations Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	7%	0%	80%	13%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	40%	47%	13%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	33%	27%	27%	13%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	47%	33%	13%	7%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	53%	40%	0%	7%
	7. Cognitive Engagement Active student participation Perseverance	13%	33%	40%	13%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	53%	27%	13%	7%
In-Class Assessment & Adjustment	9. Assessment Strategies Use of formative assessments	67%	27%	7%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	87%	13%	0%	0%
	11. Feedback Feedback to students Student use of feedback	87%	13%	0%	0%