SchoolWorks
School Quality Review
Report

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CLEVELAND METROPOLITAN SCHOOL DISTRICT

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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

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

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
14%	38%	29%	19%

- **Behavioral expectations are clear and understood by some students in some classrooms.** The site visit team observed effective implementation of behavioral expectations in 19% of classrooms (n=21). In these classrooms, site visit team members noted students consistently behaving appropriately and demonstrating an understanding of classroom rules and routines. For example, students sat quietly in their seats, completed independent work, and/or participated in lesson activities, or students started learning activities without instructions. In a few instances, behavior was redirected (e.g., rhymes that grabbed students' attention), bringing students immediately back to the task without disrupting the learning process. In 67% of classrooms, the site visit team observed partially effective implementation of behavioral expectations. During these lessons, most students behaved appropriately throughout the lesson (e.g., completing the activity). However, several students were off task (e.g., making paper airplanes, sitting with their head on the desk, walking across the room to talk to peers). In other instances, students required constant redirection to remain on task, which caused some disruption to the learning process. For example, teachers had to circulate frequently to be close to students, provide verbal cues and praise to keep students engaged in the learning activity. In 14% of classrooms, the site visit team observed ineffective implementation of behavioral expectations. In these instances, most students were off task, misbehavior was not re-directed, and the environment was chaotic (e.g., students talking loudly, shouting across the room, walking around the room, throwing objects).

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
43%	24%	19%	14%

- **The learning environment is not consistently structured and learning time is not maximized.** The site visit team observed effective implementation of a structured learning environment in 14% of classrooms. During these lessons, teacher and student materials were prepared and an agenda was shared with students so they were clear about expectations before the lesson and as it evolved. In one classroom, for example, students were told what they would do; the steps were outlined in writing and checked off as the lesson progressed, providing a clear visual for students to follow. In addition, lesson activities moved quickly from one learning task to the next (e.g., model, lecture, think-pair-share, independent work). A partially effective learning environment was observed in 43% of classrooms. In these instances, the site visit team observed teachers who were generally prepared for the lesson (e.g., student centers set-up) and students with the materials necessary to complete the learning activity (e.g., books, worksheets). Agendas were not posted in most classrooms; however, in

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

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a few instances, a timer was used to notify students that classroom activities were beginning or ending. Across classrooms, however, instructional time was not maximized. In some classrooms, students were engaged in an activity (e.g., worksheet, computer), but there was no instruction to facilitate learning for the duration of the observation. In other classrooms, students spent most of the lesson listening or writing and were not consistently engaged in learning. In 43% of classrooms, the site visit team noted ineffective implementation of a structured learning environment. In these classrooms, materials were not prepared in advance or electronics did not work, which wasted a significant amount of instructional time. In other classrooms, an agenda and/or directions were not stated; students were not clear what they should be doing and, as a result, engaged in off-task behavior.

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
48%	29%	19%	5%

- **Teachers rarely provide students with clear learning goals and focused, purposeful instruction.** School leaders described how planning and goal-setting have been a recent focus at the school (using the GANAG lesson planning template) and that not all staff were fully comfortable with this process. In 48% of classrooms, the site visit team observed partially effective use of focused instruction. In these classrooms, learning goals that aligned to lesson activities were posted or communicated to students. In some classrooms, the teachers stated the learning objective and then students were asked to repeat it back in the form of an "I can" statement. However, only some students were held accountable for achieving learning goals (e.g., individual conferencing with just a few students, cold call to check the understanding of some, but not all students). In other instances, students were asked to practice the learning task, but were not pushed to extend their thinking. The site visit team observed ineffective implementation of focused instruction in 48% of classrooms. In these classrooms, the learning objective was ineffective or not evident. For example, the objective stated one-or-two words that described an activity but not a learning goal. In other instances, a learning objective was not posted or communicated. In addition, lesson activities lacked high expectations and academic content was not communicated to students – for example, students were expected to listen to a teacher reading content that was far below grade level. Teachers only spoke to students about behavior or procedures (not academics), or instruction did not occur for the duration of the observation (e.g., independent work only).

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
43%	24%	29%	5%

- **Instructional strategies and materials are not regularly used to support students' diverse needs.** The site visit team observed partially effective implementation of instructional strategies in 53% of classrooms. In these classrooms, lessons included multiple instructional formats but were only

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moderately effective at meeting the needs of diverse learners and addressing all students. For example, whole group and small group instruction were used but all students completed the same learning activities and only a few students had an opportunity to demonstrate their work on the board. In other classrooms, students engaged in center-based activities (e.g., worksheets, manipulatives, computers), but it was not clear that all students understood how to engage with the learning task. In some instances, the teacher used multiple instructional formats (e.g., worksheet, computer, small group reading with the teacher); however, students engaged in the same task for the duration of the observation. In a few classrooms, students were provided opportunities to engage in kinesthetic activities (e.g., students used as models, hand gestures, movement activities on the rug) for a brief part of the lesson. In 43% of classrooms, the site visit team observed ineffective implementation of varied instructional strategies. In most of these classrooms, only one instructional strategy was used (e.g., independent work, computer stations, whole group lecture) and/or learning activities focused solely on reading and writing activities (e.g., reading from the overhead, taking notes, completing worksheets). In other classrooms, content delivery and instruction was not evident and/or students were not engaged in a learning 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.*	**Level 1: Intensive Support Required**

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
52%	24%	14%	10%

- **In-class assessment strategies are rarely used to reveal students' thinking about learning goals.** The site visit team observed effective use of in-class assessment strategies in 10% of classrooms. In these classrooms, teachers used a variety of formative assessment strategies (e.g., questions, mini-quizzes, stand-and-show) that were focused on checking students' understanding of lesson content. Furthermore, teachers circulated to all students in the classroom to check their work and progress toward the learning objective. In 38% of classrooms, the site visit team observed partially effective use of in-class assessment strategies. In several classrooms, assessments were used to give the teacher a general – but not precise – sense of students' understanding. For example, students responded verbally (e.g., answering questions, repeating sounds) in a group, allowing the teacher to generally gauge students' responses. In other classrooms, teachers used assessment strategies to check the understanding of some, but not all, students. For example: only a few students were asked to assess their understanding using a 4-point scale. Only some students used white boards to show their work, or teachers circulated to several (but not all) groups of students to check their work. In 52% of classrooms, the site visit team observed ineffective use of in-class assessment strategies. In some of these classrooms, teachers did not ask questions or check in with students for the duration of the observation. In other classrooms, teachers asked a few questions but provided the answer to the question without giving students an opportunity to respond. In some instances, teachers circulated but asked questions focused on directions or procedures only (e.g., "Did you hear me?" "Is that how you complete the worksheet?") and not the learning activity.

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Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
62%	19%	14%	5%

- **Specific feedback is not provided throughout the learning process.** Because in-class assessments were observed in only some classrooms, there were only occasional opportunities for students to receive feedback during the learning process. The site visit team observed partially effective use of specific feedback in 33% of classes. In several classrooms, only some students received and used high-quality feedback. For example, the teacher circulated and reviewed student responses but only some students received specific feedback to help them extend their thinking. In another classroom, feedback was provided on spelling and grammar, which students used as they continued to complete a writing assignment. The site visit team also observed teachers conferencing with students in several classrooms, offering specific feedback (i.e., "This is an example, this is not an example. Let's find another example.") to only a few students. In other classrooms, all students received feedback; however, it was not clear that all students needed this clarification. In one classroom, for example, the teacher encouraged a student to provide an explanation to the rest of the class so that all students received some feedback. In 62% of classrooms, the site visit team observed ineffective use of feedback. In most of these classrooms, the site visit team did not observe students receiving any feedback. When students did receive feedback, it was focused on behavior (e.g., "Be nice." "Turn and look at me.") or task procedures (e.g., "Write the letter." "We are doing a group activity.") and not to clarify student misunderstandings about the academic content.

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Domain 2: Students' Opportunities to Learn

4. The school identifies and supports special education students, English language learners, and students who are struggling or at risk.	**Level 2: Targeted Support Required**

- **The school is in the early stages of identifying struggling students and monitoring students' progress.** When asked about data used to identify students' learning needs, teachers described various assessments. For example, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), state test data, unit assessments, and teacher-made classroom-based assessments (e.g., exit tickets). Leaders and teachers also explained how the school has started using DreamBox and i-Ready (online adaptive learning programs) this year and that they are used for all students across grade levels. They further described how these programs are used to assess student learning in reading and math and to provide instruction at students' instructional levels. Several teachers stated that information provided by DreamBox and i-Ready is beginning to be used to differentiate classroom instruction (e.g., grouping, re-teaching). However, most teachers described the benefits of the programs at the individual student level. That is, the programs deliver individualized instruction and track students' progress related to their individual performance; however, the information is not being used across classrooms or grade levels. When asked about behavior data, school leaders indicated they have been working with teachers to chart student behavior; however, there is not a schoolwide system for identifying or monitoring students' progress. For students who continue to struggle with academics or behavior, school staff described (and a review of school documents confirmed) the school uses the district's student support team (SST) process, which meets weekly. School leaders reported that referrals to the SST are often based on observation and that the school is working to improve intervention implementation and data tracking prior to referral to the SST.
- **The school implements some supports for struggling students.** As described above, the school is in the early stages of systematically identifying and monitoring students who are struggling. School leaders reported that DreamBox and i-Ready are the primary interventions being used at the school. The principal further explained that because nearly all the school's students require Tier 3 interventions, all students are receiving this support through a double block that includes both core instruction and intervention. He also indicated that the school has yet to move to a multi-tier system of supports. In focus groups, teachers described use of DreamBox and i-Ready as the primary interventions for math and reading. Several teachers reported using additional programs to support some students who are struggling (e.g., Leveled Literacy Intervention [LLI], Wilson Reading System, Wilson Fundations, Springboard). Other teachers described classroom-based practices such as individual conferencing, tutoring, and sending students to another classroom more aligned to the students' instructional level. When asked about supports for student behavior, school leaders cited use of strategies from the pre-referral intervention manual (PRIM). Teachers described using the planning center and restorative practice circles, further indicating that restorative circles are not effective for more significant behavior problems. To support the school's English language learner (ELL) students, staff described how the school offers a dual language program in grades Pre-k-3 and services provided by a Teaching English to Speakers of Other Languages (TESOL) certified teacher in grades 4-8. Finally, leaders and teachers reported (and the site visit team observed) the school provides a continuum of special education services, through interventionists who push in and pull out of the general education setting, and in self-contained settings for students with more significant disabilities.

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5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 1: Intensive Support Required**

- **The school does not always provide a safe environment to support students' learning.** Some students reported feeling safe at the school, whereas others indicated the learning environment is not always safe. They explained how the classroom can become less safe when teachers turn their back and students leave their seats. When asked what made them feel safe at school, students cited police officers, videotapes, and having a relative in the building. Students also described seeing multiple fights and several instances of physical aggression at the school. In focus groups, students and teachers explained that at least some bullying occurs at the school. Students cited specific threats (e.g., getting beat up) and teachers reported hearing about bullying in restorative circles. During classroom observations, the site visit team noted instances of inappropriate language (e.g., swearing, racial slurs, gender-based insults), teasing, and students purposefully being excluded by other students. While several staff indicated the school is safe, most staff cited instances in which the school was not safe or orderly, particularly in common areas such as the cafeteria and hallways. Teachers described student behavior (e.g., fighting, pushing, throwing chairs, inappropriate language) and unsecured entrances (e.g., students can let adults into the building) as the primary reasons. Most teachers reported having classroom rules that were established individually or with their grade level. They also described how there are no school-wide expectations for student behavior (i.e., how students should behave in common areas) or consistent consequences for student misbehavior. For example, some teachers described how their requests for help with more egregious student behavior do not get a response. Others explained there is no clear follow-up after a student has been referred out of the classroom, or why/when they are sent back to the classroom. Students also reported that rules are not consistently enforced throughout the school.
- **The school provides few opportunities for students to form positive relationships with peers and adults in the school.** School leaders and teachers named several initiatives that have occurred at the school to support students' social emotional learning (SEL) and help them form relationships with some adults. These include, for example, use of restorative practice circles, Not on our Watch (NOW), and Winning Against Violent Environment (WAVE). School staff also described partnerships with Beechbrook, Applewood, and Murtis Taylor that provide counseling and mental health support. However, they also indicated that these services cannot be accessed by families if they do not have insurance coverage, and space is often limited. Leadership reported approximately 70 students are enrolled in the school's extended-day program operated by the Boys & Girls Club of Cleveland, which provides these students homework support, enrichment activities, and an opportunity to engage with some peers. Leaders also described how their wraparound partner, Esperanza, has provided some supports for students at the school (e.g., homework help) but that services had been reduced since the coordinator left in December. When asked, teachers indicated they believe all students have an adult in the building to whom they could go with questions or concerns. In a focus group, students cited one or two adults in the building they would go to if they needed help, but also stated they would go to their peers first if they were troubled. School staff did not describe any academic supports outside of the school day and cited only a few informal supports during the school day (i.e., offer students help at lunch). When asked specifically about tutoring, most staff and students indicated that tutoring supports were not available. A few teachers reported inviting students from a local high school to come into their classroom and support students.

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Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 2: Targeted Support Required**

- **Professional development (PD) is designed to address some identified areas of need.** School leaders and teachers explained several different ways that PD occurs at the school. They described how 50-minutes after school on Mondays are dedicated to PD and that the schedule rotates between training and professional learning groups (PLGs). Leaders and teachers indicated (and a review of school documents confirmed) Monday trainings are typically used to address housekeeping items (e.g., Ohio Improvement Plan [OIP] refreshers, Jupiter Ed, School Work courses) and PLGs are focused on restorative practices for adults, modeled after classroom-based restorative circles. They also reported (and review of the PD log confirmed) that school-based PD occurs on district PD days and during the school day. Teachers and leaders described full day training sessions with i-Ready staff and training in restorative practices with the International Institute for Restorative Practices (IIRP) team. Further, the principal reported bringing in substitutes so teachers could receive training during the school day. Teachers also described these trainings, which have included math problem solving with EdFocus staff and more recently, GANAG lesson planning with Jane Pollock. Leadership reported that professional development topics are based on what is observed in the classroom. For example, the principal described how lesson planning and learning goals were a concern and that these areas are now being targeted through use of the GANAG format. In focus groups, most teachers indicated that there are a lot of training opportunities through the school and that many of the trainings are helpful because they are focused on practices that can be incorporated into the classroom.
- **Educators do not consistently collaborate to learn about effective instruction and students' progress.** School leaders and teachers explained how teacher-based teams (TBTs) meet weekly on Thursdays, which provides a formal structure for collaboration. Teachers reported that TBTs meet in grade-level bands (i.e., K-2, 3-5, 6-8) and by content area (i.e., math, ELA) or as a group specific to the students they serve (e.g., students who are medically fragile). They also described administering pre- and post-assessments, reviewing data, and using writing standards as the focus for TBTs this school year. A review of TBT protocols and feedback forms showed the school is using the five-step process and the building leadership team (BLT) is providing feedback to TBTs. While some teachers indicated that TBTs were helpful (i.e., there are practices can be taken back to the classroom), others described how TBTs are completed primarily to meet compliance requirements. Leaders and teachers also reported (and a review of staff schedules confirmed) that most teachers have a daily common planning period with their grade level. However, teachers indicated this time is not typically used for planning and it is frequently disrupted by other activities (e.g., Individualized Education Program [IEP] meetings, parent meetings, or to provide coverage for a teacher in another classroom). Finally, teachers described planning informally after school on Tuesdays, in passing during the school day, or via text message, but otherwise indicated time to collaborate is limited.

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

- **Educators' mindsets and beliefs do not always reflect shared commitments to students' learning.** When school staff was asked in focus groups, "Do all teachers at the school believe all students can

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learn?", some teachers indicated that they believe all students can learn and they feel the same way about their colleagues. However, some staff described how students' personal or home situations are barriers to achievement (e.g., English language acquisition, few role models at home). Others indicated poor behavior and inappropriate language interfere with students' ability to learn. Further, several staff expressed a belief that at least some students at the school can grow academically, but they will not achieve proficiency. While leaders and teachers described how some staff work hard every day and give 200%, they also described how some teachers' practice and growth has become stagnant and, thus, students are not being pushed to their maximum learning potential. In a focus group, some students indicated there are some staff in the building who believe in them. When asked why, they indicated there are teachers that "help you solve the problem" (with other students) or help you to "calm down," but did not reference learning. Other students indicated that teachers do not like them and described being given failing grades for not completing assignments within the course of a lesson, as opposed to incorrect content or responses. Leadership also described how staffs' mindsets reflect a varied commitment to student learning and that this is one of the challenges at the school – for everyone to stay focused on what is in their control at the school.

- **The school does not consistently reflect a trustworthy and growth-oriented professional climate.** Leaders and teachers described morale at the school as low, citing a feeling of overwhelming pressure from growing demands (i.e., there is more and more stuff to do), and a divided staff (i.e., 70% are willing to work, 30% are not) as the primary reasons. One teacher stated that it feels like "Everyone is out for themselves… we do not have unity in this building." Others described the environment as "rough," "tough" and "toxic," indicating that poor attitudes have permeated the building. One teacher described how the staff are frustrated because they feel as through their exhaustive efforts have not shown results. Others described a sense of high expectations for staff, but low expectations for students. On the other hand, most teachers described their colleagues as approachable, supportive, collaborative, and willing to share resources and strategies. Other teachers described how they work well with their teams but that there is a disconnect between upper and lower grade levels (i.e., not sure what happens in other parts of the building, do not know all the staff). When asked, almost all teachers indicated they always go to their peers for support and guidance. Teachers generally described administrators as well-intentioned. And, while some staff feel supported by leadership, others do not.

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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 clear goals to ensure continuous improvement.** School leaders described the school's goals are to raise student achievement (both proficiency and value-added results), to improve student behavior, and to change the mindsets of staff (see Key Question 7). Leadership also described the following areas for improvement: The Conditions for Learning (CFL) data, reading, math, and moving from growth toward a focus on proficiency. They described purposeful lesson planning as the key lever for moving the school forward and have begun training staff in the GANAG format (see Key Question 6) to address this priority. When asked about a guiding document, the principal cited the Academic Achievement Plan (AAP) but indicated it is not a document that can be used to guide growth at the school. He also described the school's Corrective Action Plan (CAP), stating it has provided levers to support work at the school (e.g., lesson plan format, dress code) but is not being used to guide school improvement. When asked about goals and priorities for the school, teachers described a variety of focus areas. Some focused on improving student learning and outcomes – for example, increasing reading and math test scores, improving the proficiency index, and identifying specific students who can move up (i.e., "bubble children"). Others cited specific practices at the school (e.g., dual language, restorative circles, GANAG lessons). And, a few cited a school vision "growing and learning together every day." Students reported the school's goals were to improve test scores and to make the school safer. Across the school, stakeholders cited various activities or desired outcomes but not clear goals. Leadership acknowledged having just begun to think about future improvement processes and goal-setting.
- **School leaders are not yet providing feedback that ensures teachers are delivering high-quality instruction.** Teachers reported that administrators have been in classrooms and described two primary structures that are used to provide feedback on classroom practices. For example, classroom observations as part of the district-based Teacher Development Evaluation System (TDES). In addition, leadership and teachers reported there are informal walkthroughs using PD 360 – Edivate – which provides a snapshot of what was observed in the classroom using various checklists (e.g., bulletin board, instructional rounds, GANAG lesson plan fidelity, math instruction fidelity). All teachers reported having received some feedback from Edivate; however, they indicated most of the feedback received was focused on the environment (e.g., posted student work) or the lesson plan (e.g., misuse of the lesson plan template, the lesson plan was not uploaded properly) and not on classroom practices. Some teachers indicated the feedback is helpful; other teachers stated that feedback was vague and comments were not always visible or helpful. The site visit team reviewed nightly notes sent out by the principal, which included usage reports from i-Ready (these reports track how much time students spend on the program). While these reports provide some transparent, school-wide feedback specific about the educational program, the reports are focused on usage, not performance or improvement. Finally, school leaders reported that they would like to be able to spend more time in the classroom observing instruction and providing feedback. The principal acknowledged that feedback is still a work in progress and described how staff are asked to remember that "feedback is a gift," but that many teachers are still getting used to receiving formative feedback in order to improve instruction and classroom practices.

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

- **There are processes for communication and decision making; however, they are not always effective or transparent.** In focus groups, teachers described (and the site visit team reviewed) the "nightly notes," which the principal sends out every evening that provides reminders and updates on various topics (e.g., restorative practice circles, professional development, other school events). Most teachers reported that nightly notes are helpful in providing important information. However, others indicated the notes can be lengthy, sometimes have time-sensitive information for the next day and can arrive late in the evening; thus, they do not always receive the information before it is needed. Teachers also described communications that occur with administrators during staff meetings, in person (in the hallway), and via email and text messages. Some staff indicated administration is responsive to emails and messages; others indicated responses are not always received in a timely manner. When asked if they have input at the school, some teachers reported administration has an open-door policy and tries to ensure voices across the building are heard; however, most teachers indicated their voice is not heard. For example, a few staff stated feeling like their input "falls on deaf ears." Others reported feedback they provided to administration was not well-received or that their time feels less important and, as a result, they have stopped giving input. Leaders and teachers described newly established committees (e.g., data, attendance, social, community supports, restorative practices PLG leads) that will provide a venue for staff to lead and offer input into school policies. They also reported teachers all participate in at least one committee and they could select that committee. Several teachers also described the BLT and union conference committee (UCC) as vehicles for teacher leadership and to provide input; however, they also indicated these teams have not met regularly.
- **The principal is beginning to allocate resources and manage school operations to build a productive learning environment.** In focus groups, school leaders and teachers described how parts of the building are in disrepair. Teachers reported there are tiles falling from the ceiling in some classrooms, trash is hidden in lockers, and in some instances, they have to clean their own floors. The site visit team observed garbage cans overflowing in the corridors, missing glass in hallway doors, boxes and materials stashed in corners of the building, and desks and tables toppled over in the school's atrium. The principal reported that he recently hired a new custodian and that efforts to make changes to the appearance of the building are underway. Students, staff, and visitors pass through a metal detector on the way into the building, which is also monitored by a security guard. However, several teachers described how the building has numerous doors that are not always secured. They also reported (and the site visit team observed) that hallways are not consistently monitored and student misbehavior increases during transition times. In focus groups, leaders and teachers indicated that, in general, the school has materials and resources needed to support teaching and learning (e.g., textbooks, intervention programs, supplies). A review of staff rosters showed that the school also has human resources to support its educational program, including interventionists, bilingual teachers, paraprofessionals, a full-time nurse, and several full-time equivalent related service providers (e.g., speech language pathologist, school psychologist). In addition to the custodian, the principal also hired a dean of engagement this school year and reported that a curriculum and instruction specialist (CIS) has recently been hired to support the school' instructional program.

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Prioritization Process

The site visit team met with Luis Munoz Marin 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: supports for struggling students, professional development opportunities, and communication structures. The site visit team also noted the following areas for growth: focused instruction and instructional strategies.

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 (learning goals).

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

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

Success Measure: Seventy-five percent of classrooms include focused instruction on a learning goal that students can articulate and self-assess their progress by 5/22/17.

Actions	Target Dates	Champions
Discuss the SQR and the action planning process with staff.	2/27/2017	UCC Chair
Discuss and create checklist to monitor fidelity of implementation	2/27/2017	UCC Chair
Create goal templates and use circles with students to discuss goal tracking sheets	3/6/2017	APs
Provide professional development that considers: 1) different strategies for instruction focused on the goal 2) goal setting and tracking	3/17/2017	BLT members
Conduct instructional rounds to understand / monitor levels of implementation. NOTE: Who will conduct rounds and how feedback will be received is to be determined by staff	Between 3/20/2017 & 3/24/2017	Principal
Review and analyze instructional round data	4/7/2017	APs and teachers
Continue to practice implementation, receive feedback, analyze data and create improvement	5/22/2017	All staff

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Appendix A: Site Visit Team Members

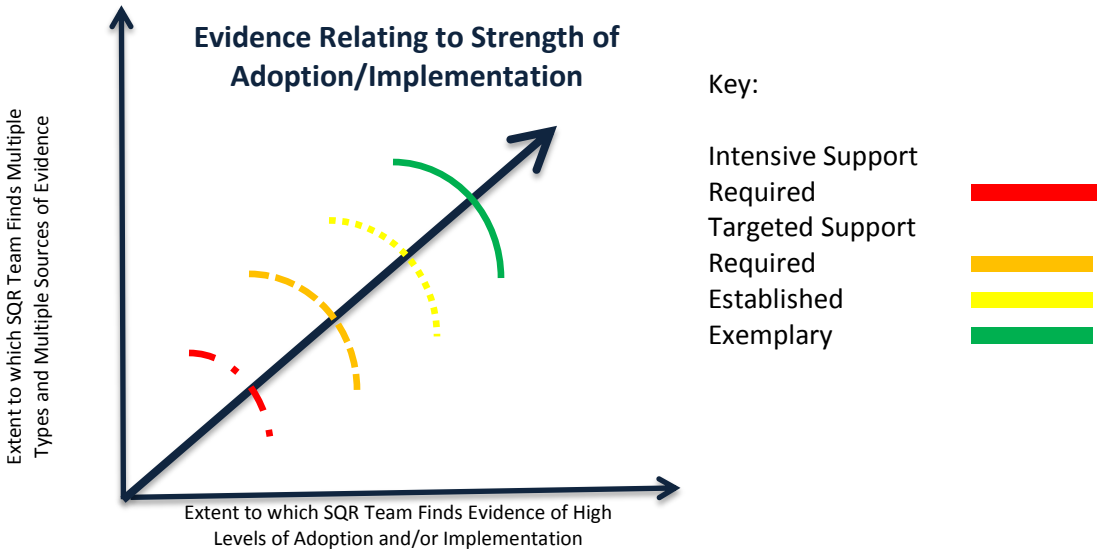
The SQR to Luis Munoz Marin School was conducted on February 21-23, 2017 by a team of educators from SchoolWorks, LLC and the Cleveland Metropolitan School District.

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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 twenty-one 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 = 13	62%	15%	15%	8%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 8	50%	25%	13%	13%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	14%	38%	29%	19%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	43%	24%	19%	14%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	19%	38%	24%	19%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	48%	29%	19%	5%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	43%	24%	29%	5%
	7. Cognitive Engagement Active student participation Perseverance	29%	29%	29%	14%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	67%	14%	19%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	52%	24%	14%	10%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	81%	5%	14%	0%
	11. Feedback Feedback to students Student use of feedback	62%	19%	14%	5%

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