SchoolWorks
School Quality Review
Report

Mary B. Martin School
February 1-3, 2017

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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

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

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
6%	0%	19%	75%

- **Behavioral expectations are clear and understood by students.** The site visit team observed effective implementation of behavioral expectations in 75% of classrooms (n=16). In these classrooms, site visit team members observed students consistently behaving appropriately and demonstrating an understanding of classroom rules and routines. For example, the site visit team noted students were attentive and respectful, sitting quietly in their seats or on the rug, and did not require redirection from the teacher. In addition, students also followed directions, quietly completed independent work, and raised their hands to ask questions and/or answer questions. In a few classrooms, students were also observed assisting the teacher with classroom routines, such as passing out materials. In 19% of classrooms, the site visit team observed partially effective implementation of behavioral expectations. During these lessons, most students behaved appropriately throughout the lesson; however, several students were off task (e.g., moving around the room, fiddling in their seat), which created minor disruptions during the lesson. In other instances, students spoke out-of-turn, which required the teacher's attention and interrupted the learning activity. In these instances, the site visit team noted posted classroom rules and/or behavior charts, but neither was referenced to redirect student behavior.

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

- **The learning environment is not consistently structured and learning time is not maximized.** A partially effective learning environment was observed in 51% of classrooms. In these classrooms, the site visit team observed teachers who were generally prepared for the lesson and students had the resources necessary to complete the learning activity (e.g., textbooks, worksheets, independent reading books). In many of these classrooms, an agenda was presented to clarify lesson expectations for students. In some instances, the agenda was posted on the board (i.e., list of activities to complete); in other instances, teachers verbalized expectations (e.g., review spelling words, read passage). Across classrooms, however, instructional time was not maximized for the duration of the observation. In some of these classrooms, part of the lesson was used to organize the classroom, set-up work stations and/or distribute materials, which took away from students' learning time. In other classrooms, students completed lesson activities (e.g., worksheets) and were not provided another task, so learning did not continue. In 44% of classrooms, the site visit team noted ineffective implementation of a structured learning environment. In these classrooms, materials were not prepared in advance (i.e., it was not evident the teacher had previewed the learning materials or

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

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lesson), there was no evidence of an agenda or description of classroom activities to establish expectations for students, and instructional time was not maximized. In some instances, transitions took away from student learning time (e.g., moving from one lesson activity to another, starting the learning activity). In other instances, little instruction was used to facilitate student learning for most of the observation.

2. Classroom instruction is intentional, engaging, and challenging for all students.	**Level 1: Intensive Support Required**

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
69%	25%	6%	0%

- **A variety of instructional strategies and materials are rarely used to support students' diverse needs.** In 69% of classrooms, the site visit team observed ineffective implementation of varied instructional strategies. In these classrooms, only one instructional strategy was used (e.g., whole group, lecture, independent work) and learning activities focused solely on reading and writing activities (e.g., reading from a text, reading from a book independently, completing worksheets). The site visit team also noted that the learning task was focused on simple, single-step activities (e.g., copying, reciting, writing a few sentences) and that all students were completing the same activity. The site visit team observed partially effective implementation of instructional strategies in 31% of classrooms. In these classrooms, more than one instructional strategy was used for at least a short time. For example, students were given the option to read independently, with a partner or as a group. Or, students were given an option for where they would like to complete the work, which provided an opportunity for some movement around the classroom. In another classroom, all students watched a video of a book being read and listened to the story (with sound effects), providing an occasion to engage with varied multi-sensory modalities.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
81%	13%	6%	0%

- **Instruction does not require all students to use and develop higher-order thinking skills.** The site visit team noted that instruction requiring higher-order thinking was partially effective in 19% of observed classrooms. In these classrooms, learning activities and questions asked students to do more than summarize and recall, but the level of rigor was moderate, not high. For example, students were asked to identify how they would know and predict what would happen next, solve for a different scenario, or apply site words in writing. In other classrooms, students were engaged in higher-order thinking for a small part of the lesson. For example, the learning activity was related to real-life scenarios or settings (e.g., melting snow, ship ports) to help and challenge students to connect the lesson content to the outside world. In 81% of classrooms visited, higher-order thinking tasks and questions were not observed. Learning activities asked students to complete single-step assignments only and did not ask students to reflect on their own thinking. For example, students were asked to read a text that they had previously read before, recite spelling and/or site words, sequence facts, or

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recall previously-learned information. In other classrooms, students were asked to answer questions on worksheets (and in some cases, more than one worksheet), but questions did not challenge students to justify responses or extend their thinking. In other classrooms, questions were not asked for the duration of the observation, limiting opportunities for students to learn and apply lesson content.

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
63%	31%	6%	0%

- **In-class assessment strategies are rarely used to reveal students' thinking.** In 37% of classrooms visited, the site visit team observed partially effective use of in-class assessment strategies that revealed students' understanding of the lesson. In some of these classrooms, the teacher used an assessment strategy to check the understanding of some, but not all, students. For example, the teacher asked questions about lesson content but only called on students who volunteered to provide a response by raising their hand. In other classrooms, teachers circulated to check student work and engaged in conversation about the lesson content with several, but not all, students. The site visit team also observed use of assessment strategies that provided a general, but not precise, sense of student understanding. For example, the class was asked to deliver a group response by calling out, allowing the teacher to gauge the responses of at least some students (i.e., those who called out a response and whom the teacher heard). In other instances, teachers asked students to raise their hand if they understood the lesson content, which provided a general gauge of students' understanding. In 63% of classrooms, the site visit team observed ineffective implementation 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 circulated but did not engage with students or asked questions focused on the directions only (e.g., "Is that a sentence?" "Are you staying on the line?") and not the learning activity.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
63%	38%	0%	0%

- **Specific feedback is rarely 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 38% of classes. In one classroom, all students received feedback to clarify an incorrect response (e.g., how to pronounce a word); however, it was not clear that feedback was necessary for the entire class. In another classroom, students answered questions incorrectly, were given that feedback, and were directed to re-read the passage to clarify misunderstandings. In other instances, the teacher circulated but provided specific feedback to only a few students (e.g., clarified an incorrect worksheet response, explain and show me). Or only a few students were provided

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feedback that was used to correct their work (e.g., “You’re close but it’s a little mixed up… Try this.” “Here’s a clue to help with your response.”). In 63% 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. In a few instances, students received some feedback, but it was focused on positive behavior (e.g., “Good job.” “Thank you for raising your hand.”) or task procedures (e.g., “You’re running out of room.” “I should hear you reading.”) 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 lacks a consistent approach for identifying struggling students, and student progress is not systematically monitored.** When asked about data used to identify students' learning needs, school leaders and teachers described various data sources: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), state test data, STAR literacy assessments, Achievement Network (ANet) assessments, and teacher-made classroom based assessments. At the primary grade levels, school leaders and teachers indicated Leveled Literacy Intervention (LLI) and AIMSWeb are also used to understand student learning and monitor progress. In focus groups, most teachers reported reviewing student data and grouping students based on reading and math performance levels; however, their descriptions of how students are grouped and supported varied across grade levels and subject areas. Teachers also reported monitoring student progress but indicated this was primarily done within their individual classrooms (sometimes considered with grade levels or grade level teams) and may depend on the resources available (i.e., LLI and AIMSWeb at the primary grade levels). Thus, there is no evidence of a transparent, schoolwide system for identifying student needs, the intensity of student needs (Tier 1, Tier 2 or Tier 3), or for systematically monitoring student progress when supports are provided. Leadership indicated (and a review of school documents confirmed) that the school utilizes the district's student support team (SST) process. However, they also explained the SST has not met consistently this year; meetings occur approximately monthly and/or are scheduled on an as-needed basis. In at least some cases, the SST serves as a pipeline for special education as opposed to an intervention planning process. In addition, several teachers indicated SST meetings focused more on the teacher process (i.e., quality of data, use of charts) than on developing intervention strategies for students.
- **The school has some supports for some struggling students and some special education students.** As described above, the school does not have a process to systematically identify students who are struggling. Teachers indicated most supports for struggling students take place at the classroom level through leveled readers, small groups, center-based activities, and individualized instruction. Teachers also cited use of Imagine Learning (K-8), Springboard (6-8), Journeys (K-5), and LLI (K-5) as programs used to support students' varied learning needs, which are also listed as supports in the Academic Achievement Plan (AAP). School leaders and staff also described how LLI and reading recovery are provided as additional supports for some elementary school students. That is, they explained that some students receive a double dose of LLI provided by the reading recovery teacher, and the lowest 20% of first grade students receive weekly, individualized reading recovery support. Leadership explained that Tier 2 and Tier 3 interventions at the school are limited and additional supports are needed for students in grades 4-8. Several teachers also indicated a lack of resources for intermediate and middle school students who are far below grade level. In focus groups, school leaders and teachers described the recent roll-out of a schoolwide full-inclusion model, which utilizes intervention specialists to push into classrooms to provide services for students with disabilities. Teachers indicated this model is supporting the needs of some students. However, other students continue to require more intensive supports that cannot always be provided in the general education setting. Lastly, the school provides a continuum of services for students with emotional disorders.

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

- **The school does not consistently provide a safe environment to support students' learning.** In general, school leaders and teachers reported the school provides a safe learning environment. School leaders described measures the school has taken to ensure student safety, such as a security guard at the front entrance who checks students' backpacks as they enter the building, and who also circulates the hallways on an hourly rotation. Most teachers reported that classrooms are safe and student behavior does not typically interrupt learning, which was confirmed during site visit team observations (see Key Question 1). However, they also indicated that student behavior often escalates during hallway transitions, which are at times unsupervised, as well as in the cafeteria. School leaders also reported student behavior can be difficult at times in the cafeteria and that lunch is often understaffed. Students indicated classrooms were safe but also mentioned feeling less safe in public places, such as the cafeteria and restrooms. Parents reported the school was mostly safe but cited dissatisfaction with the length of time it takes for students to enter the building in the morning. A review of the Conditions for Learning (CFL) survey data indicated that in October 2016, 64% of elementary school and 33% of middle school students reported they do not feel safe at the school. When asked, school leaders and teachers explained there are no schoolwide expectations for student behavior and classroom rules are developed by individual teachers. They indicated the school had implemented some elements of Positive Behavior Intervention and Supports (PBIS) but that it has not been implemented with fidelity and is not really being used any longer. Teachers reported that in some instances, they are asked to attend encores with their students to help with discipline. Finally, teachers stated frustration with inconsistent consequences for disciplinary infractions, which sets precedents for other students. However, school leaders indicated that consistent consequences are provided for egregious behaviors and, in some instances, they need to take into consideration students' individual situation when determining consequences.
- **The school provides some 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). For example, Not on our Watch (NOW), Winning Against Violent Environment (WAVE), and partnerships with Beechbrook and Murtis Taylor that provide counseling and mental health support. They also reported Promoting Alternative Thinking Strategies (PATHS) has been used in grade K-5 but it has not been implemented with fidelity. School staff further indicated there is a planning center that is used primarily for discipline and could be better utilized to provide social-emotional supports for students. When asked, teachers indicated they believe all students have an adult in the building to whom they could go with questions or concerns. Students and parents stated that a few staff will stay after school to provide support. School leaders reported the school has a partnership with the True 2 U Mentoring Program, which provides mentors to 8th grade students to assist with preparation for high school. Parents indicated that mentors are not available for all students, and also cited the lack of tutoring and additional academic support as areas for improvement at the school. In focus groups, school leaders and teachers did not describe any academic supports outside of the school day. School leaders reported approximately 50 students are enrolled in the after-school all-stars program that provides some students a hot meal, enrichment activities, and an opportunity to engage with peers. Students, parents, leaders, and

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teachers reported that the school offers some athletic activities for middle school students (e.g., volleyball, basketball, track) but not for younger students.

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Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 1: Intensive Support Required**

- **Professional development (PD) is not designed to address teaching and learning or school priorities.** Teachers described how PD is scheduled for 50-minutes every Thursday after school. They also reported that much of this time has been used for faculty meetings or administration-driven agendas (e.g., workday training, scheduling). When asked about the focus of PD activities this school year, teachers provided varied responses. For example, some staff explained when PD does occur, there has not been a clear focus and some topics have been reviews of previously presented material (e.g., SST procedures, LLI, Imagine Learning, teacher-based teams). Other staff reported they believed PD was focused on inclusion models and co-teaching, but also indicated training on these topics has been limited. School leaders described how several trainings had been provided on inclusion models and coteaching this school year (in collaboration with district staff), to support the school's move to a full-inclusion model. A review of the school's SY16-17 PD log showed three PD session topics were focused on inclusion, and that a range of other topics that had been presented as well (e.g., workday, One Drive, payroll, LLI). School leaders described a new relationship with the ANet, who is beginning to provide training to staff to support implementation of standards-based instruction – a goal at the school. School leaders reported sending a few teachers to ANet training and several teachers indicated they had attended; others described receiving an introduction to ANet's website and resources. Most teachers stated school-based PD has not helped them to reflect on, or change, practices and thus, is not being translated into improved teaching and increased student learning.
- **Educators do not collaborate regularly to learn about effective instruction and students' progress.** School leaders and teachers explained teacher-based team (TBT) meetings occur weekly on Tuesdays after school. They described how TBTs utilize the state's 5-step process, meet in grade-level bands (i.e., K-2, 3-5, 6-8), and are focused on a standard selected by the team. School leaders reported bringing all TBTs into one room so administrators could be present and provide feedback to all teams. However, many teachers indicated the room is crowded, noisy, and difficult to work in. Further, most teachers described frustration with the TBT process, indicating it is done only for compliance purposes and the focus is on completing the forms, which takes away from the collaboration and, as a result, is not effective in changing practices or providing an opportunity for staff to support each other. In focus groups, teachers repeatedly described limited opportunities to discuss students and classroom strategies with colleagues, especially as the school has moved to a full-inclusion model and planning with the intervention specialist is a necessity. School leaders explained (and a review of school schedules confirmed) how the daily schedule had been rearranged at the beginning of January to include daily grade level common planning time – that includes the intervention specialist on most occasions – to increase collaboration and decrease individuals working in isolation. Many teachers recognized the common planning periods but indicated they are frequently disrupted by other activities (e.g., assisting with student discipline in encores, impromptu meetings); some staff also described how these common planning periods are discretionary. There is no evidence to indicate that opportunities provided for staff to collaborate are being fully utilized to impact instructional practices and student achievement.

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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 a shared commitment to students' learning.** In focus groups, most teachers expressed their individual commitment to students and the school but could not always vouch for their colleagues. For example, several teachers described showing commitment by coming to school every day, completing lesson plans, and being on board when something needs to be done. Other teachers explained how they could only attest to their grade levels, indicating they are not sure what others do since there is no time to find out, and suggesting there is accountability within their teams, but not schoolwide. Several teachers reported feeling other teachers at the school were committed to students, but they did not feel the same way about leadership. School leaders and some teachers indicated that at least some of their colleagues believe poverty is a barrier to student learning; some staff also described poverty, home, and community as barriers. When asked, school leaders stated there is not currently a shared commitment to student learning across the school, further elaborating this is part of the culture they would like to change. They would like to have honest conversations about students' proficiency rates. Also, they feel that current growth is not enough to move students to where they need to be in order to be successful. School leaders also reported efforts to make changes at the school to increase focus on students and their achievement (e.g., rigor of the standard, inclusion model). Finally, a few staff described a feeling of apathy that permeates the building and conversations that are, at times, in the interest of adults and are not student-centered.
- **The school does not reflect a trustworthy and growth-oriented professional climate.** In focus groups, teachers explained how numerous leadership transitions have occurred at the school over the past few years and how this in part has contributed to growing, low staff morale at the school. They also stated many staff are frustrated, some people do not want to come to work, naming constantly switching schedules, combining classes, and the management of the inclusion model roll-out as a few reasons. When asked about the adult culture in the building, school staff described it as tense, fractured, and tired. Most teachers reported there is not an open and honest relationship between administrators and teachers, and that communications between the two parties are not always supportive and respectful (see Key Question 9). Further, most teachers reported working well with their teams, planning together and relying on each other for supports, but also indicated these relationships do not always extend throughout the building. Others stated they do not have relationships with staff because they all feel "beat down" and there is no time for collaboration. One teacher stated, "There are a lot of great resources here but we never have time to work together." Others described instances in which staff advocate for more collegial activities, but there is always at least some apprehension and reluctance. School leaders described how some teachers work in isolation; a few teachers indicated, "We just do our own thing." School leaders also noted a desire to have a unified voice at the school and acknowledged that changing the mindsets of the staff has been difficult, indicating there are often disconnects.

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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**

- **School leaders have not yet created a shared vision and clear goals to ensure a process for continuous improvement.** School leaders stated three primary goals for the school, including literacy, numeracy, and school culture (which align with the priority areas in the APP and the staff weekly bulletin). They also emphasized a focus on literacy because a large majority of the school's students are reading below grade level. When asked about goals for the school, teachers generally described the above-mentioned priorities, citing the following: attendance, reading, climate, math, ensure students grow, and provide students the tools they need to be successful. However, many staff also reported that the school's current priority is implementation of the inclusion model. While there is generally common understanding of the school's priorities, the site visit team did not find evidence to indicate a shared commitment to the goals or strategies for achieving them. In focus groups, some teachers reported the goals are the same every year and they had not seen the AAP until it was time to vote on its approval. When asked how the school would achieve its goals, some teachers listed the various programs being used at the school (e.g., LLI, Imagine Learning, centers, AIMSWeb, journeys); others were not specific and expressed frustration with all the changing initiatives at the school. Further, there was no evidence to indicate resources had been dedicated to identified improvement areas. School leaders cited the support that ANet is beginning to provide as critical to supporting the school in implementing rigorous, standards-based instruction, which they described as essential to improving student achievement. However, not all staff were able to articulate the role of ANet at the school or as part of its improvement efforts. At the time of the site visit, the school lacked a plan that creates a shared vision for how all stakeholders will collaborate to guide continuous improvement efforts in order to ensure that student achievement goals are met.
- **School leaders do not ensure the delivery of high-quality instruction at the school.** School leaders reported providing feedback to teachers through the district's Teacher Development Evaluation System (TDES), non-evaluative walkthroughs, or instructional rounds. They further explained instructional rounds are based on a focus area that is presented during staff meetings or in the weekly staff bulletin. Review of non-evaluative walkthrough forms from the Fall showed feedback provided to teachers documenting what was occurring in the classroom (e.g., I can statements posted, hands-on materials used) as well as wonderings (e.g., What have you tried to keep scholars engaged? Why is math occurring during an English language arts [ELA] block?). In focus groups, teachers provided varied reports about the occurrence of classroom observations, walkthroughs, and feedback. For example, some teachers reported having received TDES observations this year, whereas others have not. Some teachers who had received a TDES observation reported receiving feedback (though not always in a timely manner); others indicated feedback had yet to be received. Further, teachers provided varied descriptions and a lack of clarity about instructional rounds and non-evaluative walkthroughs. For example, some staff explained they occurred weekly; others stated "That's when they have a computer;" and others indicated they did not know the purpose. Teachers also provided varied responses and reactions to the frequency and quality of feedback received. For example, some staff indicated they received feedback after administrators were in the classroom (e.g., verbal compliments, a note on the desk); others described receiving feedback that was vague (i.e., not specific to classroom activities); and others explained feedback is not always timely and, as a result, it

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is difficult to change practices. Finally, several teachers expressed a desire for more specific feedback on instructional practices to help change and improve what they are doing. One teacher stated, "I feel like I am talking in circles and I want constructive criticism to help me improve."

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

- **There is not a culture of effective communication and inclusive, transparent decision making across the organization.** Most teachers indicated communications between teachers and administrators at the school are not good. Some teachers described communications via email but noted responses are not always timely. The site visit team reviewed weekly staff bulletins that include information pertinent to the school community (e.g., upcoming events, school goals, reminders, and shout-outs). Teachers confirmed receiving the bulletin and stated they include some important information, but also described them as lengthy. School staff also described receiving mixed messages. For example, in some instances, administrators indicated they had communicated a specific message, but teachers reported they had never received the information. Teachers also explained how a commitment to providing PD had been made and communicated as a way to support their development; however, that message changed and now staff can no longer attend trainings. Most teachers indicated communications with administrators are not always supportive and respectful; sometimes they are demeaning, belittling, and staff meetings can feel like "teacher bashing." Several teachers stated that improved communications (or the presence of communications) would be something they would like to change at the school. School leaders described an effort to engage teachers and increase shared decision making at the school. However, teachers reported that they do not feel their voices are heard. For example, some teachers described being asked for input, but do not believe their input is heard or considered in making important decisions (e.g., scheduling). Others described being promised a discussion but reported it never happened; as a result, they have stopped sharing their opinion because it does not feel like it matters. School leaders and teachers described various committees at the school that provide some opportunities for teachers to be involved in planning – for example, the building leadership team (BLT); the academic progress team (APT); attendance committee; and, various ad-hoc committees (e.g., Black history month, parent engagement, literacy night).
- **The school is beginning to engage parents and community members in support of students' learning.** School leaders explained that parents have previously felt disconnected from the school and described efforts to increase parent engagement in order to bridge the gap between home and school. Leadership described (and a review of school documents confirmed) various activities that have occurred at the school this year to ensure parents' voices are heard (e.g., chat & chews and pastries with the principal); to provide an opportunity for families to further engage in the school community (e.g., father's walk, bring your loved ones to school day); and to learn about the academic program (e.g., open house, marking period awards, parent-teacher conferences). School leaders and teachers also described events during which staff and families came together at the school for an event and a meal (e.g., literacy night, holidays around the world). Teachers and administrators also indicated various communications occur with parents regarding school events and students' learning (e.g., newsletters, phone calls, emails, text messages, progress reports). In a focus group, parents confirmed receiving phone calls, emails, newsletters, and calendars from the school. They also described students' progress reports and planners, which keep them abreast of how their children are

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doing in class. Finally, leadership has begun to establish relationships with community organizations to provide supports to the school community – for example: United Circle Methodist church, which has donated supplies, uniforms and assistance in the building; and a partnership with Cleveland State University to bring tutors into the building in the future.

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Prioritization Process

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

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included students' understanding of behavioral expectations. The site visit team also noted the following areas for growth: purposeful teaching and in-class assessment strategies and feedback.

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: varied instructional strategies.

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

Goal: A variety of instructional strategies and materials are consistently used to support students' diverse learning needs.

Success Measure: Use of varied instructional strategies to meet students' diverse learning needs will be noted in 80% of classrooms*.

*Informal observation tool to assess use of instructional strategies in classrooms to be further considered.

*Observations may be conducted by teachers and/or administration.

Actions	Target Dates	Champions
Collect data on student learner types	2/10/2017	Teachers
Define instructional strategies by grade band and ability	2/16/2017	Teacher teams
Conduct a material inventory to understand what already exists that could be utilized	2/16/2017	Admin / Instructional Coach
Develop a feedback form for observations (with teacher input) to be used to assess implementation of instructional strategies	3/15/2017	BLT
Practice new/varied instructional strategies	Ongoing	Teachers
Observe others' practices – either internally or externally	By 4/10/2017	Teachers and Admin
Use TBTs to discuss varied instructional strategies	Ongoing	TBT
Ensure the BLT gives timely supportive constructive feedback to TBTs specific to varied use of instructional strategies	Ongoing	TBT
Use TBT feedback and observations to determine PD needs and implement PD	Ongoing	BLT

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Appendix A: Site Visit Team Members

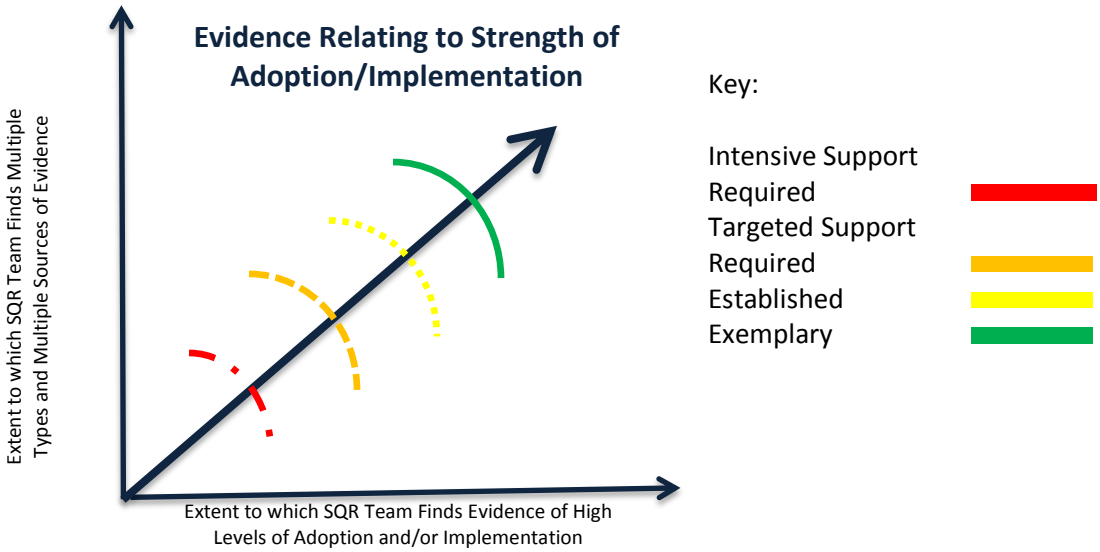
The SQR to Mary B. Martin School was conducted on February 1-3, 2017 by a team of educators from SchoolWorks, LLC.

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

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	2	3	4
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 14	100%	0%	0%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 2	50%	50%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	6%	0%	19%	75%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	44%	38%	13%	6%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	31%	25%	44%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	69%	19%	13%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	69%	25%	6%	0%
	7. Cognitive Engagement Active student participation Perseverance	6%	19%	50%	25%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	81%	13%	6%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	63%	31%	6%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	88%	13%	0%	0%
	11. Feedback Feedback to students Student use of feedback	63%	38%	0%	0%

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