SchoolWorks
School Quality Review
Report

Max S Hayes High School
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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 2: Targeted Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 2: Targeted 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 2: Targeted Support Required**
Domain 2: Students' Opportunities to Learn	
4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.*	**Level 1: Intensive Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 2: Targeted Support Required**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 2: Targeted Support Required**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 2: Targeted 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 2: Targeted Support Required**

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
4%	25%	29%	42%

- **Behavioral expectations are clear and understood by most students.** The site visit team observed effective implementation of behavioral expectations in 42% of classrooms (n=24). In these classrooms, site visit team members observed students consistently behaving appropriately and demonstrating an understanding of classroom rules and routines. Students sat quietly at their desks, listened to the teacher, answered questions, and completed work. In addition, students required only minimal redirection (e.g., a simple verbal redirection [pick up your head, put your phone away] or a stern look) to return quickly to the learning activity. In 54% 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., using their cell phones to play games, wearing headphones and listening to music, or laying on the desk with their head down). In these instances, misbehaviors were not always redirected or students did not respond to the redirection and continued to be disengaged from the learning process. In other classrooms, minor misbehaviors caused some disruption to the learning process. For example, use of phones, playing music, talking with peers and shouting out (including some inappropriate language). In some cases, students arrived late to class, which caused disruption. For example, in a few instances, the teacher had to stop the lesson and re-explain the learning activity and/or task directions.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
12%	48%	32%	8%

- **The learning environment is generally structured; however, learning time is not consistently maximized.** A partially effective learning environment was observed in 80% of classrooms. Across these classrooms, lessons were generally prepared. Teachers were organized, described lesson activities, and students were equipped with the materials necessary to complete the learning activity (e.g., folders, lab materials, manipulatives, worksheets/handouts, textbooks). In several classrooms, lesson activities were listed on the board to inform students what needed to be completed that day (e.g., bell ringer, do now, review materials, complete worksheets); however, in some instances, the lesson delivered did not always follow the activities posted. Across most classrooms, instructional time was not maximized for the duration of the observation. In some of these classrooms, low-level independent tasks or review activities took an extensive amount of time (e.g., bell ringers that lasted more than 15 minutes), limiting opportunities for students to engage with new or rigorous academic content. In some classrooms, students were released from class 5-to-10 minutes before the end of the period, reducing the amount of instructional time. In other classrooms, students completed the

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

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lesson activity but were not provided another task when finished and, as a result, students engaged with their peers socially and learning did not continue. In 12% of classrooms, the site visit team noted ineffective implementation of a structured learning environment. In these classrooms, there was no evidence of an agenda, nearly all students finished the lesson activity with an extensive amount of time remaining, and an additional learning task was not provided.

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

Focused Instruction			
Ineffective	Partially Effective		Effective
1	2	3	4
29%	29%	38%	4%

- **Some teachers provide students with clear learning goals and focused, purposeful instruction.** The site visit team observed partially effective implementation of focused instruction in 67% of classrooms. In these classrooms, a standard or learning objective was posted. In some cases, both the learning standard and an aligned objective was posted in student-friendly language (i.e., students will be able to…). In addition, lesson activities (e.g., bell ringer, lecture, exit ticket) were also clearly aligned to the learning objective. The site visit team also observed academic content being communicated clearly to students through lecture, questioning (textbook-guided and teacher developed), and teacher-student discussion. In some of these classrooms, teachers also explained how the academic content pertained to real-life. For example – how television can inform an opinion; how the content applies to athletic activities; how the knowledge could be used to inform a career decision; or, how the lesson objective can be applied to field experience and future job sites. However, only some students were held accountable for learning. For example, cold call was used to check the understanding of only a few students or only students who volunteered to respond were called on. In a few classrooms, the teacher asked some students to extend their thinking (e.g., using content-specific vocabulary), but not all students. In 29% of classrooms, the site visit team observed ineffective use of focused instruction. In these classrooms, the learning objective was not evident, specific content was not communicated, teacher explanations did not clarify content, and/or the delivery of instruction was not observed.

Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
13%	46%	33%	8%

- **Some teachers use varied instructional strategies to support students' learning.** In 79% of classrooms visited, the site visit team observed partially effective implementation of varied instructional strategies. In many of these classrooms, multiple instructional formats were used but most of the lesson consisted of a single instructional format. For example, lecture combined with student-teacher discussion was the primary way lesson content was delivered and periods of independent work were also included. In other classrooms, lecture was the primary instructional format but multi-sensory modalities were integrated into the learning activity. For example, students used Smartboards, iPads, computers, models or manipulatives at various points during the lesson. In

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career and technical education (CTE) classes, students were provided opportunities to interact with materials specific to the course content (e.g., paint, tools, machinery, computer programs). In a few classrooms, several students were provided opportunities for self-directed learning. For example, the site visit team observed instances in which students led the class in discussion, were provided opportunities to develop written materials based on their own thinking, and identify topics for a presentation. However, there was no evidence of additional varied instructional strategies. In 13% 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, reading from a textbook), the learning task was focused on low-level activities (e.g., the same, single-step task for all students), or instruction did not occur for the duration of the observation.

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 2: Targeted Support Required**

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
25%	46%	17%	13%

- **In-class assessment strategies reveal some students' thinking about learning goals.** The site visit team observed effective implementation of in-class assessment strategies in 13% of classrooms. In these classrooms, teachers used formative assessment strategies to check the understanding of all students. For example, the teacher circulated to all students, reviewed progress on an assignment (e.g., bell ringer, worksheets), and made comments and notations to support their work. In 63% of classrooms, the site visit team observed partially effective use of in-class assessment strategies. This included use of formative assessments (e.g., exit tickets, final project assessment, peer reviews) in many classrooms. In several instances, teachers used an assessment strategy to check the understanding of some, but not all, students. For example, teachers circulated and asked some students questions, examined their work or checked progress on a computer program; however, other students' work was not assessed. The site visit team also noted a variety of questions being asked of students across many classrooms. In some instances, questions were used to facilitate discussion (e.g., "What was your opinion of…?" "Why do they have a good chance at succeeding?"), and in other instances, to check students' understanding (e.g., "What is the value of…?" "Does it ask for...?"). However, many questions were asked to gauge a general – but not precise – sense of students' understanding. For example, questions were asked of the whole class and students all responded at once or only a few students responded, making it difficult for the teacher to know which students understood, as well as their depth of understanding. In 25% of classrooms, the site visit team observed ineffective implementation of in-class assessment strategies. In these classrooms, formative assessments were not used. For example, students listened to lecture and were not asked questions or the teacher circulated but did not stop to check students' work.

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Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
32%	44%	16%	8%

- **Specific feedback is inconsistently provided to students during the learning process.** In 60% of classrooms, the site visit team observed partially effective feedback. In some classrooms, students received feedback but it was general and/or brief rather than high-quality; therefore, it was not clear that students could apply the feedback to their learning. For example, students received feedback on how to sequence steps (i.e., "That's where it's supposed to go." "First you do this. Then try this."), reminders to go back and check their work, or were told their work was incorrect and a follow-up question was asked so that students' reconsider their responses. In other classrooms, teachers provided feedback to the whole class (e.g., a model on the board, reviewed a verb form that should be used) and at least some students applied this feedback. That is, several students verbally acknowledged new understanding and then turned back to the assignment. The site visit team also observed instances in which only a few students received and used high-quality feedback. For example, the teacher interacted with a few individuals or a small group of students, provided feedback specific to the learning objective, which resulted in students adjusting their work. However, other students in the class did not receive feedback. In 32% of classrooms, the site visit team observed ineffective use of feedback. In some of these classrooms, students did not receive any feedback for the duration of the observation. In other classrooms, students received limited feedback that was not useful in helping students make progress toward the learning goal. For example, feedback was focused on task procedures only (e.g., "You need to finish." "You completed yours.") or the answer was provided to students before they had an opportunity to respond.

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Domain 2: Students' Opportunities to Learn

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

- **There is not a schoolwide process for identifying struggling students and systematically monitoring student progress.** When asked about data used to identify students' learning needs, school leaders described a few sources of data. For example, several individuals stated the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) is used to identify some students' strengths and weaknesses. Some teachers also reported on project-based and/or classroom-based assessments as ways to monitor individual students learning in the classrooms. Most teachers described use of assignments as ways for students to make progress toward course/credit completion, as opposed to academic performance data that identifies the content and skills with which students are struggling. Staff also described how the school's counselors monitor course completion and support students in ensuring they have the credits needed for graduation. Some teachers and leaders indicated the process for reviewing data to identify students who are struggling academically could be improved. When asked about behavior data, some staff cited using classroom level trackers (e.g., check-in, check-out sheets) to monitor and support individual students' behavior. Leadership and teachers reported the school utilizes the district's student support team (SST) process for students who continue to struggle. They described how the SST includes a school psychologist, school counselor, general education teacher, special education liaison, and an administrator. They described how the SST often serves as a resource to think about what students need. Leaders and several staff described how there have been some variances in the process this school year. For example, meetings do not always occur at the regularly scheduled time, the referral form is not always completed correctly, and reasons for student referral have been inconsistent.
- **The school implements some supports for some struggling students and some special education students.** School leaders described how there are many interventions happening at the school, but they are not always part of a formalized process. Leaders and teachers described a few activities that are used to support students academically, which vary across grade levels, content areas, and CTE courses. For example, the school offers Khan Academy as well as an after-school tutoring program that serves a small number of students who opt to attend. Leadership described freshman and sophomore seminars as blocks that have been designed for reading and math intervention and extension, and also incorporate skill development in other areas (e.g., 7 habits of highly effective people). Some teachers reported that there are no programs available to support students who are far behind in reading and cannot do basic math. Others reported doing some individualized tutoring during planning periods because there is a lack of other supports. School leaders and several teachers also described (and the site visit team reviewed) behavior contracts that are used to assist students in staying on a path for success (e.g., establish goals, rewards and consequences), which they reported have been effective for some – but not all – students. Several staff described (and the site visit team also reviewed), intervention plans and strategies (e.g., check-in sheets, daily binder, time to complete assignments) that have been developed to support some students. Finally, leadership 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 students out of the general education setting, and who provide services in cross-categorical classrooms and in fully self-contained settings for

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students with more significant disabilities who require specialized services and supports (e.g., deaf and hard-of-hearing program).

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

- **The school does not hold consistently high expectations for academic learning.** Leaders, teachers, and students described how the school's overarching expectation is for students to graduate and seek employment and/or post-secondary opportunities. When asked about how they establish high expectations for students, some staff described ways that students are encouraged to participate in the school program. For example: ensuring students understand graduation requirements in the 9th grade, reviewing transcripts, participating in required testing, and maintaining a full schedule. Several teachers described how they set expectations that are akin to expectations an employer would establish, which helps students to apply and think about future real-world experiences. In other instances, when asked about expectations for students, staff focused on behavioral expectations (e.g., abiding by the dress code, getting to class on time, staying in class the entire time, establishing routines), as opposed to high expectations for academic performance. Students also described how they are expected to be in dress code, be on time, be respectful and responsible, and how good behavior helps to get a job, which is the expectation. Leadership explained how they continue to make a concerted effort to ensure that academic learning is an important component of the school program describing, for example, grading based on content mastery, interdisciplinary planning, and writing across content areas and CTE courses. A few staff also described how the school offers several advanced placement (AP) courses and how students are encouraged to take a fourth year of science to be better prepared. Students described how some courses (e.g., AP) and tasks (e.g., research papers, PowerPoint presentations, projects with creativity and design elements) are challenging. Students also cited attendance awards and technical certifications (e.g., welding) as ways the school celebrates and recognizes students, and how participating in internships is a commendation; not all students are recommended or qualify to participate.
- **The school provides opportunities for students to form positive relationships with peers and adults.** Leaders, staff, and students all described one of the greatest strengths of the building is the relationships that adults have with students. Students all indicated they have teachers they trust and can go to for support. They expressed how teachers care, push them to do great and improve, and how some teachers will also talk to them about what is happening in their lives. Some teachers reported their relationships with students enables them to have honest conversations with students about what is expected to be successful. Others described how teachers know who has the best relationships with students and they collaborate to ensure that adult is available when students need support. School leaders and teachers described programs available to support students' social-emotional learning (SEL) and well-being. For example: seminars, classroom meetings, Not on Our Watch (NOW) – an anti-bullying program – and a partnership with Murtis Taylor that provides counseling support. School leaders, staff, and students also described (and a review of documents confirmed) a range of external partners the school maintains to provide field experiences, internships, and joint apprenticeship training programs for students specific to their CTE studies. Examples include: West Side Industrial Retention and Expansion Network (WIRE-Net), Regional Transit Authority (RTA), Cleveland Public Power, Cleveland Clinic Foundation, Northeast Ohio Carpenters, Cement Masons, and Sheet Metal Workers. Students also described opportunities to take courses at

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Cuyahoga Community College (CCC) for college credits and how 75 hours of community services is a graduation requirement. Finally, staff and students described how the student ambassador program provides opportunities for student leadership (e.g., conduct school tours for external partners, represent the school at CMSD fairs, serve as ushers at commencement).

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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 not consistently designed to improve instruction or student learning.** School leaders and teachers described (and a review of the school's 200-minute schedule confirmed) how dedicated professional development time is scheduled every Tuesday and Thursday after school. The school's meeting schedule also showed how time on Tuesdays and Thursdays is dedicated to Teacher-Based Teams (TBTs), interdisciplinary meetings, review of NWEA data, staff meetings, and teacher work time. School leaders explained how they have begun to encourage teachers to provide PD (e.g., data-driven NWEA results). In general, most teachers reported the majority of the PD offered at the school is not useful. They described, for example, how PD is not differentiated, often feels compliance-based, and does not seem well-planned (i.e., activities do not feel connected to each other). Teachers also reported that some PD sessions are used to address the Danielson Framework (i.e., the system used for teacher evaluation); however, they also stated that training does not focus on teaching strategies tied to the domains. Because PD is not focused on specific teaching strategies, teachers indicated it is also difficult for administrators to provide follow-up or hold teachers accountable for practicing what is taught in trainings. Some teachers reported they would like more PD specific to instruction and classroom practices (tied to the Danielson Framework). They also indicated they would like to receive feedback on how well newly-learned strategies are being used in their classrooms. When asked about PD opportunities that have been most useful this year, teachers and school leaders described a Pathways training during which academic teachers got an opportunity to round-robin through CTE classes so they could see, feel, and explore this part of the school experience. Finally, teachers also explained that time to work with other teachers who instruct the same students and planning time to work in their own classrooms have been the most helpful types of PD.
- **There is some regular educator collaboration to learn about effective instruction and students' progress.** As described above, regularly scheduled time is provided on Tuesdays and Thursdays for teachers to work together. This includes time to collaborate in TBTs, which includes six teams organized by academy. Leadership described how this year, TBTs first focused on an English language arts (ELA) standard, are currently focused on a math standard, and the final cycle will be TBT choice. A review of documentation showed TBTs utilizes the five-step process and the building leadership team (BLT) provides feedback to TBTs. When asked if TBTs were impacting classroom practices, leaders described how TBTs are increasing collaboration among staff, but also indicated there has not been a clear impact on instruction. Some teachers also reported that TBTs have increased collaboration and efforts to implement the process have also improved. Leaders and teachers also described interdisciplinary planning meetings (an Academies of Cleveland initiative), which occur on most Thursdays and are designed to support staff in integrating core academic content into CTE courses. Leaders indicated this work is in its initial phases. Teachers expressed mixed reactions to interdisciplinary planning meetings (i.e., some see its purposes, others do not see the connections or think it is a good use of time). Beyond the dedicated time after school, teachers explained time to work with colleagues is limited. School leaders and teachers reported (and a review of school schedules confirmed), that staff have 80 minutes a day of planning time in their schedule, but this time is not frequently used to collaborate. Some teachers cited scheduling conflicts (e.g., interventionists do not have the same planning period as their team teachers) as reasons why

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planning does not occur during this time. Others indicated the time is needed for preparation (e.g., lesson planning, making copies, preparing materials) or working with students who need support.

7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.	**Level 2: Targeted Support Required**

- **Educators' mindsets and beliefs do not consistently reflect shared commitments to students' learning.** When asked if all staff shared a commitment to student learning, school leaders and teachers described how most of the school's staff are well-meaning, dedicated, and passionate educators. A few staff indicated that some teachers are burned out and tired, and that this can present negatively. One staff member stated, "I think 100% [of our staff] want the best [for our students], but they don't all have high expectations." When asked if all staff believe all students can learn, nearly all staff indicated that not all students in the building can learn and shared various reasons. Some teachers described students' current skill levels as being the barrier to learning. For example, students' reading and math levels are so low, it is difficult to move them, and there is a lack of interventions. Others described students' attitudes (i.e., they do not want to come to school), poor attendance (i.e., some students do not show up for months), or student behavior (i.e., disciplinary problems) as barriers to student and school success. Another staff member stated, "The problem is the type of student we are receiving." Others described students' home or personal situations (e.g., poverty, having children of their own) as obstacles to learning. In focus groups, staff described a lack of shared responsibility and accountability for teaching students with disabilities. Some staff described a "that's not my student" mentality. For example, several staff reported data are not available or shared between teachers and excuses are provided – namely, the students do not show up to class and if they do, they do not do anything. Others described instances in which documentation sharing occurs between teachers and how collaboration is seamless to support all students' learning.
- **The school does not consistently reflect a trustworthy and growth-oriented professional climate.** While school leaders and teachers described morale as improving at the school, most teachers expressed how morale remains low for the following reasons: staff feel like they do not have input into decisions, they feel overwhelmed by extensive testing and paperwork, there is a lack of recognition/appreciation for their hard work, as well as some division between academies. They also reported having strong communications, good rapport, and frequently relying on their academy teams, but indicated that less sharing and collaboration occurs with staff schoolwide. Some teachers expressed an interest in spending more time sharing and discussing instructional practices; they also explained how collaborative time is currently more administrative and, as a result, limits how teaching and learning strategies are discussed. School leaders indicated they believe trust is increasing in the building. While some staff are resistant to new initiatives and sharing practices, the resistance is less than it used to be; the mindset is more positive than negative. Several teachers reported that the change in leadership has contributed to the improving professional climate. Others explained how staff relationships improved under the previous administration (i.e., it made us seek out each other more, be vulnerable with each other, rely on each other more). Some staff described how they believe most teachers are working hard on improving their practices (e.g., participation in meetings, completing lesson plans). Finally, several staff members cited a desire to do more team building and socializing with the staff, noting that they would like to improve staff relationships, which would, in turn, continue to improve the culture at the school.

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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**

- **There is not a shared vision or clear goals for continuous school improvement.** When asked about the school's vision, several staff generally described how the school strives to produce students that are college-and-career-ready and to prepare students for success when they get out of high school. A few teachers discussed how the school used to be primarily a trade school, and the focus has shifted to include more emphasis on post-secondary opportunities, in addition to vocational opportunities. When asked about the school's goals, stakeholders described desired outcomes but not clear goals. For example, some teachers stated improving reading and math test scores and increasing graduation and attendance rates. Others reported not knowing the goals or the goals had not been established this year. In a focus group, students cited improving the achievement rate, increasing graduation numbers, and doing well with attendance as goals of the school. Parents reported that students need to maintain good grades, stay on track with credits, get placed in a job, or go to college. The principal, who recently assumed the position of school leader, described how the school's guiding improvement documents – the Academic Achievement Plan (AAP) and the Strategic School Design (SSD) Plan – are both in the process of being revised. Leadership and several teachers described how the SSD team had recently been appointed and have begun meeting again. The site visit team reviewed notes from a recent SSD meeting that showed a discussion of the school's strengths, areas for improvement and critical needs, as well as action steps for follow-up. School leaders also described a data dashboard that will be used to inform the SSD plan.
- **School leaders do not ensure that teachers deliver high-quality instruction.** School leaders and teachers reported that feedback is provided to teachers through the district's Teacher Development Evaluation System (TDES). Administrators (principal and two assistant principals) described how they are each responsible for completing TDES for the teachers in the academy they oversee and that the curriculum and instruction specialist (CIS) complete evaluations for a few teachers and for the paraprofessionals in the building. Beyond TDES, teachers reported they have not received feedback on instruction or classroom practices this school year. A few teachers reported that administrators only come into the classroom if they need to see a student. Others reported that school leaders are generally visible throughout the building. School leaders acknowledged that they have not been in classrooms enough and that this is an area for growth. Some administrators reported popping into classrooms frequently throughout the day but indicated that informal feedback is not typically provided. In focus groups, many teachers described how they would like to receive more feedback to help improve instructional practices. One individual stated, "It would be nice to see an administrator in the classroom more often than just TDES. Even for just 5 minutes." Another stated, "It would be great to have one focus area [for feedback] and create a snapshot."

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

- **There are some structures for communication and decision making; however, they are not yet effective, inclusive, and transparent.** School leaders and teachers reported (and the site visit team reviewed) weekly bulletins that are emailed to staff and include upcoming events and other important updates (e.g., testing calendar, TDES schedule, student block schedule, PD opportunities). Teachers described communicating with their colleagues and administrators via text messages, email, and in passing in the hallways. They also indicated that communications are more frequent and collegial within their academy teams and less so building-wide. In focus groups, most staff reported that communication is limited and there can be a lack of responsiveness. For example, some teachers explained they do not always receive responses to emails. Others described how individuals in teacher leadership roles are in contact with administration, but some teachers may not receive any individualized communication. Several teachers also stated that communications can feel top-down (i.e., "I am a manager, just do what I say.") and are often reactive so they do not feel as though the rationale is clear or they do not have all the information needed. School leaders and teachers described several committees that provide opportunities for teacher leadership and input on school policies – for example, the SSD committee, union conference committee (UCC), AAP committee, and the BLT. However, some teachers described how committees are not inclusive because individuals are mostly appointed, are often comprised of the same people and, as a result, information is not always passed along to all staff. Teachers indicated they do not have input into decisions and when they are asked for input, it is not used. They also indicated lack of input is one of the reasons morale is low. Some teachers reported communications are improving and they feel more individuals' voices are being heard.
- **The principal is beginning to manage school operations to ensure a safe and productive learning environment.** The site visit team noted a new, clean, and spacious facility that is structured specifically for high school students and an educational program that supports an academy structure and a vocational training program. Each academy (freshman, manufacturing and construction, technology and automotive) resides in a different wing of the building; another wing is dedicated to vocational training (e.g., software and design labs, automotive repair and welding shops). Staff and students reported the school is safe and orderly. The site visit team observed security guards monitoring the hallways, secured entrances, and gated areas that surrounded unguarded entrances. The principal, who assumed the top leadership role less than two months ago, reported his first weeks have been consumed with managing the academies and ensuring the school is in compliance with various initiatives (e.g., SST, SSD, AAP, TDES). In focus groups, leaders and teachers indicated that, in general, the school has materials and resources needed to support the school program, although some core academics teachers reported they have fewer resources than the CTE teachers. A review of staff rosters showed that the school also has human resources to support its educational program – a large team of interventionists, paraprofessionals, and two school psychologists who support the students with disabilities; three school counselors who support each of the school's academies; and a large administrative team – a principal, two assistant principals, a CIS, and administrators who manage community and school partnerships. The site visit team noted low student-to-staff ratios, which provides increased opportunities for students to receive individualized instructional support.

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Prioritization Process

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

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included: opportunity to create a shared vision, improving communications and morale, pockets of effective instructional practices, and assessment strategies. The team also noted the following areas for growth: focused instruction and in-class assessment 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, purposeful instruction.

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

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

Success Measure: By April 28, 2017, there will be improvements in providing clear learning goals and focused, purposeful instruction from the pre-assessment.

The percentage will be established following the pre-assessment.

Actions	Target Dates	Champions
Communicate action plan goals to all staff	3/14/2017	Principal
Establish a definition for focused and purposeful instruction	By 3/24/2017	Prioritization Team
Define expectations for clear learning objectives	By 3/24/2017	Prioritization Team
Determine a uniform structure for learning objectives so they can be clearly identified by students	By 3/24/2017	Prioritization Team
Develop a walkthrough process to observe purpose, focused instruction (with staff)	By 3/24/2017	Principal and Teachers
Provide PD that includes sharing of best practices and strategies that already exist at the school	TBD	TBD
Implement a walkthrough process to look for focused instruction pre-assessment and initial feedback (that may include teachers)	Target start date of 4/10/17	Principal and Teacher Team
Provide time to practice focused and purposeful instruction	Ongoing	All Teachers
Continue walkthroughs to provide ongoing feedback and continuous improvement	Ongoing	Principal and Teacher Team

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Appendix A: Site Visit Team Members

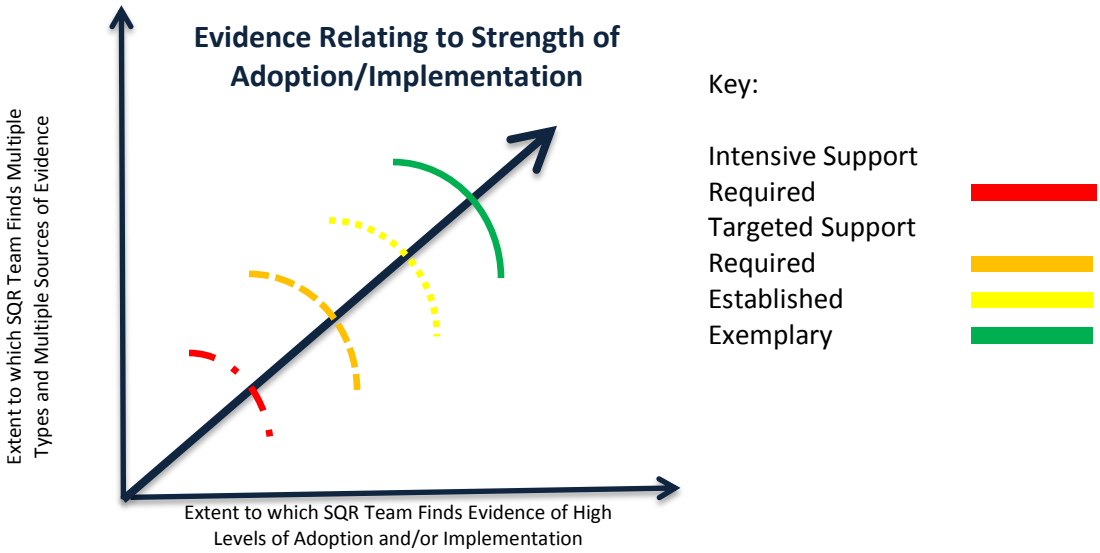
The SQR to Max S Hayes High School was conducted on February 28-March 2, 2017 by a team of educators from SchoolWorks, LLC and the Cleveland Metropolitan School District.

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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-four 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	**50%**	**29%**	**21%**	**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 = 4	**0%**	**50%**	**50%**	**0%**
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	**4%**	**25%**	**29%**	**42%**
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	**12%**	**48%**	**32%**	**8%**
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	**4%**	**21%**	**29%**	**46%**
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	**29%**	**29%**	**38%**	**4%**
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	**13%**	**46%**	**33%**	**8%**
	7. Cognitive Engagement Active student participation Perseverance	**17%**	**17%**	**46%**	**21%**
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	**46%**	**33%**	**21%**	**0%**
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	**25%**	**46%**	**17%**	**13%**
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	**96%**	**4%**	**0%**	**0%**
	11. Feedback Feedback to students Student use of feedback	**32%**	**44%**	**16%**	**8%**

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