SchoolWorks
School Quality Review
Report

Michael R White STEM School
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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 1: Intensive Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 1: Intensive Support Required**
3. *Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**
Domain 2: Students' Opportunities to Learn	
4. *The school identifies and supports special education students, gifted, 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 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 1: Intensive Support Required**

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
8%	23%	31%	38%

- **Behavioral expectations are understood by some, but not all, students.** The site visit team observed effective implementation of behavioral expectations in 38% of classrooms (n=13). In these classrooms, site visit team members noted students consistently behaving appropriately and demonstrating an understanding of classroom rules and routines. For example, students sat quietly in their seats for the duration of the observation and responded to teacher directions the first time. Students participated in learning activities, completed independent work, and did not need any redirection to stay on task. In 54% of classrooms, the site visit team observed partially effective implementation of behavioral expectations. During some of these lessons, minor misbehaviors disrupted the learning process (e.g., chatting with peers, singing), and students required constant redirection to remain on task, (e.g., "1-2-3, eyes on me." "1-2 eyes on you."), which caused some disruption to the learning process. In other classrooms, most students behaved appropriately (e.g., completing the activity); however, several students were off task (e.g., sitting with their head on the desk, poking their friends, twisting around in the chair or on the rug). Further, in a few instances, students walked around the classroom and out into the hallway without redirection.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
38%	15%	31%	15%

- **The learning environment is inconsistently structured and learning time is rarely maximized.** The site visit team observed effective implementation of a structured learning environment in 15% of classrooms. During these lessons, teacher and student materials were prepared, and an agenda (posted or verbalized) was shared so students knew what they were expected to do. In addition, students were engaged in learning for the duration of the observation (e.g., reading, listening, answering questions). In another classroom, transition times were minimized and lesson activities moved quickly from one learning task to the next (e.g., review of learning objectives, do now, lecture, reading). A partially effective learning environment was observed in 46% of classrooms. During these lessons, the site visit team observed materials that were generally prepared for staff and students to engage in teaching and learning. For example, worksheets placed on the table before students entered the room, and technology was set-up and ready for use. In most classrooms, learning activities were clearly stated so students understood expectations. Across classrooms, however, learning time was not maximized. In some classrooms, transitions into the classroom from lunch or between classroom activities (e.g., rug to desk) were lengthy, taking away from instructional time. In other classrooms, learning activities took an extensive amount of time (e.g., Do-Nows that lasted more than 10-minutes). In 38% of classrooms, the site visit team noted ineffective implementation of

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

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a structured learning environment. In these classrooms, materials were not prepared in advance, papers and other resources cluttered the learning environment, or electronics did not work. As a result, students spent a significant amount of time waiting for lesson activities to begin. In other classrooms, instruction was limited and expectations were not clear, and, as a result, students engaged in off-task behavior.

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

Focused Instruction			
Ineffective	Partially Effective		Effective
1	2	3	4
46%	31%	15%	8%

- **Students are infrequently provided with clear learning goals or focused, purposeful instruction.** In 46% of classrooms, the site visit team observed partially effective implementation of focused instruction. In a few classrooms, a learning objective that connected to lesson activities was posted or stated so students knew expected learning outcomes. In most classrooms, however, the site visit team noted a posted objective, but it did not match the learning activities. In addition, high expectations for student learning were not consistently demonstrated in these classrooms. For example, cold-call questioning was used in a few instances to hold some, but not all, students accountable for their learning. In other instances, several students were allowed to opt out of learning activities (i.e., sitting in the back of the room) and were not redirected back to the task. In some classrooms, the site visit team observed teachers and students engaged with academic content (e.g., listening for key vocabulary, modeling question responses, engaging with a visual representation); however, in other classrooms, delivery of academic content was limited. For example, students only engaged in independent work or instruction was only used to review previously learned material. In 46% of classrooms, the site visit team observed ineffective use of focused instruction. In these classrooms, the learning objective was not posted or communicated to ensure students understood the learning purpose. Further, these classrooms lacked high expectations, which was marked by limited delivery of academic content and a lack of urgency during instructional periods. For example, teacher lectures or student read-aloud activities did not include question-and-answer, which limited opportunities for students to extend their thinking or participate in the learning process. In other instances, students were not required to use academic vocabulary to respond in complete sentences, and/or incorrect student responses were accepted.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
54%	31%	15%	0%

- **Instruction requires few students to use and develop higher-order thinking skills.** The site visit team noted that instruction requiring higher-order thinking was partially effective in 46% of observed classrooms. In these classrooms, learning activities asked students to apply skills with a moderate, but not high, level of rigor. For example, students were asked to compose multiple components of a story, make use of academic vocabulary words, and utilize maps to understand geometric principles. In

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other instances, the learning activity was not rigorous, but students were asked to engage in metacognition during partner work (i.e., explain your partners thinking and reflect on how you gained a deeper understanding). In 54% of classrooms visited, higher-order thinking tasks and questions were not observed. Learning activities asked students to complete simple, single-step assignments only. For example, students were asked to read and recall facts, identify site words, fill in answers on a worksheet, or make a list – all lower-level thinking tasks. In other classrooms, questions were not asked for the duration of the observation, or the teacher provided answers before students were able to respond, limiting opportunities for students to extend or challenge their thinking. Key Question 5 provides additional information regarding inconsistent use of rigorous instruction in classrooms.

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
46%	31%	8%	15%

- **In-class assessment strategies are rarely used to reveal students' thinking about learning goals.** The site visit team observed effective use of in-class assessment strategies in 15% of classrooms. In these classrooms, teachers used a variety of formative assessment strategies (e.g., poll of hands to show understanding, questions, exit tickets) to check students' understanding of lesson content. Furthermore, teachers circulated to all students in the classroom to check their work and progress toward the learning objective. Additionally, students checked each other's work. In 39% of classrooms, the site visit team observed partially effective use of in-class assessment strategies. In several classrooms, assessments were used to give the teacher a general sense of students' understanding. For example, students were surveyed and asked to self-report their level of understanding, which provided some information but did not precisely identify which and/or how many students grasped the content. Or, students responded to questions chorally (i.e., as a group), allowing the teacher to generally gauge students' responses. In other classrooms, teachers used assessment strategies to check the understanding of some, but not all, students. For example, teachers used questions (e.g., "What else?" "How many?" "Can you give me one more example?") to assess student learning, but only a few students answered the questions. In 46% of classrooms, the site visit team observed ineffective use of in-class assessment strategies. In most of these classrooms, teachers did not ask questions or check in with students for the duration of the observation. In a few classrooms, teachers circulated to some students and asked questions, but provided the answer to the questions without giving students an opportunity to respond.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
69%	15%	8%	8%

- **Timely, frequent and specific feedback is seldom 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

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observed partially effective use of specific feedback in 23% of classes. In several classrooms, only some students received high-quality feedback. For example, the teacher circulated to a few students and provided specific feedback on their independent work, but did not check in with most students. In other classrooms, all students received feedback but that feedback was based on one student's understanding rather than a trend in student understanding. For example, all students were provided feedback on spacing between letters when writing and it was not clear that all students needed this feedback. In another classroom, the teacher clarified the correct answer without checking to see if students needed feedback. In 69% of classrooms, the site visit team observed ineffective use of feedback. In most of these classrooms, the site visit team did not observe students receiving any feedback. When students did receive feedback, it was focused on behavior (e.g., "Okay, back to work.") or only indicated to the student their answer was correct (e.g., "That's much better." "Beautiful job.") but did not clarify misunderstandings or provide useful guidance specific to the academic content.

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Domain 2: Students' Opportunities to Learn

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

- **The school has some processes for identifying struggling students; however, the school does not systematically monitor student progress.** 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), STAR literacy assessments, Achievement Network (ANet) assessments, curriculum-based unit assessments, and teacher-made assessments. At the primary grade levels, they also indicated Leveled Literacy Intervention (LLI) and AIMSweb are used to understand student learning. In focus groups, teachers described reviewing student assessment results and also explained how their observations in the classroom are used to identify students who need additional support. School leaders and teachers stated (and the site visit team observed) that student assessment results on the NWEA are tracked to monitor growth from one assessment to the next. However, when asked, school leaders also reported there is not a school-wide system (or dashboard) to identify student needs, the intensity of student needs (Tier I, Tier II or Tier III), or for systematically monitoring student progress as a result of supports that are provided. School leaders and some teachers explained (and a review of school documents confirmed) that the school utilizes the district's student support team (SST) process, explaining that the SST meets once per week and maintains a list of students to be discussed by the SST. However, they also indicated the SST has not operated effectively this year, the process has been slow and students' intervention needs are not being addressed in timely manner. For example, school leaders explained that the same student is considered and re-considered at many different SST meetings, students continue to be added, and the schedule allows time to review only a few students per week. School leaders also indicated that the SST often does not have the necessary data to examine during meetings and explained that external factors (e.g., attendance) may be impacting student performance.
- **The school implements limited supports for struggling and at-risk students.** Because the school does not have a process to systematically identify students' learning needs. In addition, when asked about supports for students who are struggling, teachers primarily described practices at the classroom level (e.g., grouping students, center-based instruction, re-teaching, computer programs, individualized instruction, modifying instructional materials). They also described how many of these practices are implemented during a 30-to-50-minute daily intervention period. School leaders and teachers also cited use of Accelerate Reader (AR) for literacy, and iReady for mathematics intervention. Several teachers reported using Khan Academy; others described pull-out group supports using LLI for some primary students. School leaders indicated that interventions for mathematics are limited (i.e., iReady) across grade levels and most literacy interventions exist at the elementary grade levels. School leaders and teachers also described tutoring supports that are provided by college students to small groups of K-2 students, as well as homework support after school for a few students in grades 6-8 who opt to attend the after-school program. When asked about behavioral interventions, school leaders and teachers described use of behavioral contracts for some students, and classroom-based strategies from no-nonsense nurturer. School leaders also indicated the school-wide behavioral system is not working well (i.e., there is an abundance of referrals, referrals are difficult to track systemically) and indicated that support from the school's Center for Transformative Teacher Training (CT3) did not address specific intervention strategies for students with the greatest needs.

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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 hold high expectations for academic learning.** When asked about how they hold high expectations for students, school leaders and teachers described general expectations for students, but they did not reflect a high standard for academic learning. They expressed, for example, that they hold students accountable for what they should be doing, do not give up on students, do not allow students to fail, and do not take no for an answer. A few staff described expectations related to teaching and learning; however, these expectations also lacked rigor (e.g., consistently focusing on the grade level standards, finding a middle ground in the curricula). Students reported they are expected to do their work, try to behave, and to always try your best. Leadership described assemblies at the school to recognize student performance (e.g., honor roll, promotion) but also described incentives for students who spent the most time on the NWEA (i.e., do not rush through the assessment and for staff whose students do not drop performance levels on the NWEA – neither of which reflect high expectations for academic learning.) In a focus group, students reported they were expected to just do better than their goal on the NWEA, but did not state expectations to do better than the standard. Further, instruction and classroom activities observed by the site visit team (see Domain 1) did not reflect high expectations for students (i.e., limited use of activities or questions to promote higher-order thinking). The principal also described noting a lack of rigor and urgency in some lesson planning and instructional delivery (e.g., lesson plans that do not dig deep into the content standards; lesson pacing and progression that is slow).
- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** School leaders, teachers, and students reported (and a review of school documents confirmed) that the school has a variety of partnerships that provide additional opportunities for students. For example, the Boys and Girls Club provides an after-school program for middle school students, which offers tutoring support and math games in the computer lab. School leaders described a partnership with Case Western Reserve University (CWRU) that supports a site coordinator position at the school, which has helped to bring in additional resources and supports for students and families – for example: tutoring supports provided by CWRU students two times per week; a mentoring program before school for 2nd and 3rd grade boys, provided through 100 Black Men of Greater Cleveland; "Yes I Can" bible study for students in grades 1-8; parent workshops and job fairs; and a clean-up-the-neighborhood program. Students indicated there are a variety of extracurricular activities at the school, such as Boy Scouts, dance, drum line, and athletics (e.g., basketball, soccer). They also described field trips and how the school has provided opportunities to travel to Youngstown, Chicago, and Washington DC. School staff also reported there are programs to support students' social-emotional learning (SEL). For example, at the classroom level, the school utilizes No Nonsense Nurturer (NNN), Promoting Alternative Thinking Strategies (PATHS) (grades K-5), and Second Step (grades 6-8) to encourage a positive environment. School leaders indicated that the school maintains a planning center to support students SEL on an individual level, as well as a partnership with Beech Brook that provides counseling and mental health support. Teachers reported believing all students have an adult to whom they can go in the building if they have a question or concern, which students confirmed in a focus group with the site visit team.

Domain 3: Educators' Opportunities to Learn

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

- **Professional development (PD) is designed to address school priorities and school improvement goals; however, its effectiveness is not yet evaluated.** School leaders and teachers stated that the school has an established weekly schedule for PD and other meetings (e.g., SST, committees, teacher-based teams [TBTs], staff meetings). In addition, document review showed the school has a focused PD calendar, which includes a description of PD activities each week and cites alignment to the priorities in the school's improvement plan/s. Both calendars are provided to teachers through links in the weekly newsletters, so staff can review PD topics and updates in advance of training. School leaders described how PD topics were planned for the entire school year based on strategies outlined in the Corrective Action Plan (CAP) and the Academic Achievement Plan (AAP). They also reported the calendar has provided a structure and a focus for PD, but they make modifications if other topics need to be addressed or district-level information need to be disseminated. When asked about PD at the school, teachers reported receiving training in NNN, use of ANet assessments, and work with their partner organization (CT3) on instructional strategies (e.g., Do-Nows, exit tickets, focused instruction), all of which are included on the school's PD calendars and in the school's improvement plans. Most teachers indicated that PD is useful and provided strategies that could be used in the classroom. Some staff stated they had worked with CT3 coaches earlier in the school year and received feedback on the implementation of instructional strategies (e.g., exit tickets) and NNN. Leaders and teachers also described how the peer coach helps to support weekly PD and can provide support (e.g., modeling, feedback) in the classroom at the request of individual teachers. While the school is implementing a range of PD activities that align to school priorities, school leaders acknowledged that little work has been done to assess the impact of training, to ensure it is improving classroom instruction and impacting student achievement.
- **Educators collaborate regularly to discuss teaching and learning; however, impact on classroom practices is not clear.** Leadership and teachers reported (and a review of the PD calendar confirmed) that TBTs meet weekly on Thursdays and provide a regularly scheduled time for teachers to meet in grade-level teams (including encore and intervention teachers) to discuss teaching and learning. Teachers described completing several TBT cycles this year using the five-step process to conduct meetings and the TBT protocol to document discussion. They also explained that TBTs are currently focused on writing (e.g., informative text, text types, and purposes) and that during meetings, the teams engage in activities such as looking at student work, examining rubrics, and reviewing student performance on pre- and post-assessments. Most staff described the TBTs as a useful way to structure collaborative time with colleagues and reflect on instruction. They also described several mechanisms in which TBTs receive feedback. For example: state representatives attend and offer support and guidance; the principal is present for TBT meetings to monitor the work of the TBTs and to support facilitation if needed or asked; and finally, the building leadership team (BLT) meets regularly to review and offer feedback on TBT protocols. A review of BLT protocols showed feedback was provided on various steps in the TBT process for each grade-level team, as well as documentation of strengths and challenges. While school leaders confirmed that TBTs are being run successfully, they also indicated the work they are doing is not being translated into practice in the classroom (i.e., connect TBT planning to classroom practices, changes to instructional rigor).

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

- **While most educators' mindsets and beliefs reflect a shared commitment to students, the impact on learning is not evident.** When asked, most staff indicated they believe all students at the school can learn and indicated that they rarely hear adults talking negatively about children. When asked to elaborate, some individuals described barriers to student achievement, such as students do not have the necessary foundational skills, they come to the school with limited literacy skills, poor attendance, behavior problems, and lack of support from the home. However, many staff also described ways they support students regardless of these barriers (e.g., present information in different ways, attend PD to try and learn new strategies, encourage parents to read homework folders). Teachers and school leaders described various ways they convey commitment to, and hold each other accountable for, improvement at the school. When asked, some teachers described the teacher development and evaluation system (TDES) and review of student assessment results (e.g., NWEA, AIMSweb), whereas others connected accountability to TBTs, describing how individuals are responsible for bringing data to meetings to share with colleagues, and how teams had to work together to come up with a topic and assessment that would work for varied grade levels. Others described establishing timelines and providing colleagues friendly reminders to ensure that tasks are completed. The principal explained TDES has been the primary vehicle for holding staff accountable for improvement from an administrative perspective. School leaders explained how there are a "hodge-podge" of programs and initiatives being used across grade levels and classrooms, which is one of the reasons they believe impact on student learning has been minimal. Furthermore, there is not a shared vision for teaching and learning (see Key Question 8); as a result, the school has yet to establish clear criteria to drive instructional decision making.
- **The school reflects a trustworthy professional climate. A growth-oriented professional climate is emerging.** School leaders, teachers, and staff uniformly described the school as a place they like to come to work and described their colleagues as open, collaborative, and well-intentioned. They explained: how the staff get along well; it feels like a family; and acknowledged support provided by leadership as one of the factors that makes the school a nice place to work. Staff described administration as open, helpful, willing to listen, and in tune with their needs. Some teachers reported having close relationships and strong rapport with their teams (i.e., middle school, elementary school) specifically, in part because of their building layout. Teachers also described their willingness to collaborate and openly discuss instructional practices with their colleagues at TBT meetings, during staff meetings, and informally as questions arise. Furthermore, school leaders and teachers explained how the school has been working to implement many initiatives (e.g., ANet, CT3, NNN, incorporating science, technology, engineering, and math [STEM] into literacy) and that the school community has shown a willingness to try new programs and incorporate instructional strategies into their classrooms. Because the school has a safe and trustworthy professional climate, school leaders described a desire to build on this foundation in order to instill a growth-oriented/change mindset, which is in its initial phases. For example, the site visit team observed a staff meeting at which leadership encouraged staff to think about student safety in different ways. The principal also described plans to establish consistent expectations for instruction and assessment as another way to continue to establish a growth-oriented climate 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**

- **The principal has not yet created clear goals and a shared vision to ensure continuous improvement.** When asked about goals for the school, teachers described a variety of priorities and strategies, but not specific goals. Some focused on improving student outcomes – for example: ensuring student success; improving attendance; showing growth in reading and math. Others cited specific practices at the school (e.g., implementing a rigorous curriculum and instruction, using assessments to meet all students' needs, focusing on STEM initiatives). School leaders stated the school's goals are to increase proficiency in reading and math and implement practices with support of their strategic partner, CT3 (i.e., NNN, instructional strategies) and ANet (i.e., assessments), which aligns with the school's improvement plans (e.g., CAP AAP, strategic school design [SSD[).The principal described the processes for identifying goals and strategies, as well as discussing with the school's academic planning team (APT) prior to the sharing with the whole staff. Teachers reported the AAP and other improvement planning documents are considered during staff meetings throughout the year. Across the school, stakeholders cited various activities or desired outcomes, but not clear goals for student success. While the school's planning documents have served as a roadmap for implementation of programs and initiatives, they have not resulted in a shared vision for improving teaching and learning or specific benchmarks (criteria) for instructional decision making that can be assessed on an ongoing basis and used to hold leadership, teachers, and students accountable for improvement.
- **School leaders are not yet ensuring that teachers deliver high-quality instruction.** School leaders reported providing feedback to teachers through the district's TDES, and teachers confirmed receiving touches and formal observations through the evaluation system. Beyond TDES, leaders and teachers did not describe other systematic walkthroughs or processes to provide teachers regular and meaningful feedback on the quality instruction to help teachers improve. The principal described efforts to do informal walkthroughs that identify three practices or strategies that are going well and one on which to work, but indicated, due to the rigorous evaluation cycle and other demands in the building, this has not happened consistently. When asked how they receive feedback specific to improving instruction and classroom practices, teachers explained that administration checks in and generally knows what is happening in the classroom. They also described how the peer coach is great resource and they that she is responsive to questions, models in the classroom, offers suggestions for behavior management, and supports school-based PD. Several teachers also reported CT3 coaches provided some coaching support earlier in the school year. The principal acknowledged a need to be in classrooms providing feedback more frequently in order to increase urgency and hold teachers accountable for implementation of high-quality instructional practices. The principal also noted that classroom activities observed during TDES are not rigorous enough to challenge students and that the pace of instruction can be slow as teachers wait for students to grasp basic concepts.

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

- **School leaders ensure effective communication and inclusive, transparent decision making across the organization.** School leaders and teachers explained there are frequent and open

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communications among all staff, and that communications across the school are respectful and supportive. Teachers reported that leadership has an open-door policy and communications occur in-person and via email and text messages frequently. In addition, school leaders and teachers described (and the site visit team reviewed) newsletters and calendars that are used to ensure stakeholders are informed of school activities. For example, the Wolves Weekly staff newsletter includes information on upcoming events, staff shout-outs and active links that staff can access to review the school's PD calendar, SST schedule, and the school calendar. The site visit team also reviewed school newsletters for families that include information on upcoming events, student incentives and photos of school activities, as well as classroom newsletters that with grade-level specific information (e.g., spelling words, subject areas of focus, student recognitions). School leaders and teachers also described several teams and meeting structures that provide opportunities for staff to collaborate with leadership and ensure teachers have input on school policies and decisions, including the AAP, BLT, culture team, data team, and attendance team. School leaders and teachers also described (and the site visit team observed) regular staff meetings that are agenda-driven and used to discuss and explore specific and relevant topics (e.g., CT3 instructional strategies, school safety, ANet data analysis).

- **The principal allocates resources to support staff and students; however, not all areas of the building are well-maintained and conducive to learning.** A review of staff rosters showed that the school has ample human resources to support its educational program. In addition to general and special education teachers, staff include an assistant principal, peer coach, a site coordinator, a planning center instructional assistant (PICA) and encore staff who offer courses in art, music and physical education. When asked, teachers indicated that, in general, they have the materials and resources needed to support teaching and learning (e.g., supplies, textbooks, manipulatives). Teachers and school leaders described some issues with technology that stem from the age of the building (e.g., not all rooms are wired to accommodate 21st century technology, electrical outlets are sparse) which can impact the learning process. For example, they stated that the only room wired for student testing is located off the gym, which is often loud and can be disruptive. During the site visit, the site visit team observed areas of the school environment that were not clean. For example, toppled trash cans in the restrooms, food left on cafeteria tables (i.e., milk cartons, apple cores, half eaten pizzas) and table and desk tops that were dusty and piled with materials and resources. While most stakeholders (leaders, teachers, students) described the school as safe, some staff reported (and the site visit team observed) that school doors are not always secured or monitored, and that common spaces (e.g., hallways, cafeteria, gym) can be disorderly and chaotic at times.

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Prioritization Process

The site visit team met with the Michael R White STEM 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 the professional climate, communications and student / adult relationships across the school. The site visit team also noted the following areas for growth: structured learning environment and higher-order thinking.

The group identified purposeful teaching 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: structured learning environment (maximize learning time).

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

Goal: Learning time is maximized.

Success Measures: 100% of teachers will meet individually established goals for class transitions. Pre- and post-observations by administration will show an increase of time on task and a decrease of time spent in transitions.

Actions	Target Dates	Champions
Define vision for maximizing learning time.	5/4/17	School SQR Team
Plan communications with whole staff to discuss (non-negotiable) focus on maximizing learning time.	5/4/17	School SQR Team
Create a checklist/rating scale so staff can reflect on how their instructional time is used.	5/4/17	School SQR Team
Develop and plan professional development to support staff in maximizing learning time.	5/4/17	School SQR Team
Review SQR findings with all staff.	5/9/17	School SQR Team
Administer checklist/rating scale so staff can reflect on how their instructional time is used.	5/9/17	UCC Chair
Develop a list of resources that can support maximized learning time (e.g., timers, clocks) that includes staff input.	5/9/17	UCC Chair
Provide professional development to support staff in maximizing learning time.	5/16/17 and 5/18/17	Administrators
Practice maximizing learning time.	Until 5/25/17	All staff
Plan for next year (e.g., scheduling documents, pacing guides, transition procedures, TBT practices).	This Summer	Principal
Implement new procedures, practice to ensure learning time is maximized and continue to measure/monitor.	Starting Fall 2017	All staff

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Appendix A: Site Visit Team Members

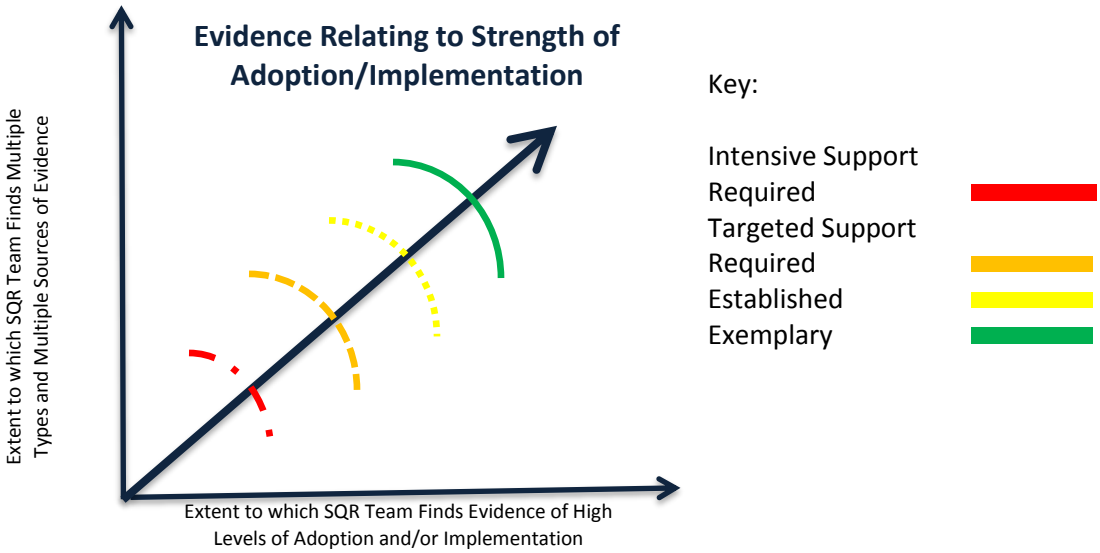
The SQR to Michael R. White STEM School was conducted on May 2-4, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

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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 thirteen 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 = 8	**63%**	**13%**	**13%**	**13%**
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 5	**20%**	**20%**	**40%**	**20%**
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	**8%**	**23%**	**31%**	**38%**
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	**38%**	**15%**	**31%**	**15%**
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	**8%**	**23%**	**23%**	**46%**
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	**46%**	**31%**	**15%**	**8%**
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	**15%**	**46%**	**23%**	**15%**
	7. Cognitive Engagement Active student participation Perseverance	**15%**	**31%**	**31%**	**23%**
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	**54%**	**31%**	**15%**	**0%**
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	**46%**	**31%**	**8%**	**15%**
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	**77%**	**8%**	**15%**	**0%**
	11. Feedback Feedback to students Student use of feedback	**69%**	**15%**	**8%**	**8%**

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