SchoolWorks
School Quality Review
Report

Martin Luther King Jr., High School
January 24-26, 2017

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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 2: Targeted Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 1: Intensive Support Required**
3. *Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**
Domain 2: Students' Opportunities to Learn	
4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.*	**Level 2: Targeted Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 3: Established**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 3: Established**
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 2: Targeted 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
21%	11%	32%	37%

- **In some classrooms, behavioral expectations are clear and understood by all students.** School leaders at Martin Luther King Jr., High School (MLK) explained that while they are engaging in coordinated efforts to establish clear expectations around specific student conduct, there is currently no school-wide behavior management system. School leaders stated that they have actively promoted the building of staff-student relationships as a means to manage student behavior during instruction. The school's emphasis on student relationships was evident during classroom observations. During the site visit, team members observed the effective establishment of behavioral expectations in 37% of classrooms (n=19). In these classes, it was clear that the teacher had developed strong relationships with his/her students, as evidenced by internalized expectations and consistent responsiveness to teacher requests. For example, during one lesson, the teacher effectively facilitated a discussion of a class reading that leveraged his/her relationship with the students in the room. During another class, students remained on task for the entire observation with almost no redirection needed; both the teacher and students warmly and willingly helped each other, when needed. The site visit team observed the partially effective establishment of behavioral expectations in 43% of classrooms. In these classrooms, teachers managed the behavior of some students. For example, in one class, while some expectations were unclear and there was frequent calling out, this was largely due to student enthusiasm; almost all students were consistently responsive to the teacher directions. In another class, students worked silently at their desks for an extended period of time; however, although silent, many of these students were clearly off task and the teacher infrequently left his/her desk to redirect them. The site visit team observed the ineffective establishment of behavioral expectations in 21% of classrooms. In these classrooms, the absence of a solid relationship between students and their teacher allowed for frequent (and at times, constant) disruption. For example, during one observation, students gossiped, yelled, and cursed continually, repeatedly ignoring the teacher's few attempts to regain control of the classroom.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
21%	37%	37%	5%

- **Teachers are beginning to structure the learning environment; however, learning time is not yet maximized through effective planning and guidance.** The site visit team observed the partially effective establishment of structured learning environments in 74% of classes. In some of these classes, teachers made the agenda of learning activities clear to students. For example, during one lesson, the agenda was posted; however, the teachers did not have a clear system for managing

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

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student participation and, as a result, some learning time was wasted. In other classes, lesson agendas were absent or significant amounts of learning time were wasted. For example, in one class, site visit team members observed no visual or verbal evidence of an agenda of learning activities; during another lesson, team members observed students working on a do-now activity that consisted of three-to-four low-level recall tasks for approximately 20 minutes. The site visit team observed the ineffective establishment of structured learning environments in 21% of classrooms. In these classes, team members found little evidence of systematized expectations or routines, as well as the inefficient use of learning time. For example, during one class, team members observed no evidence of a lesson agenda, the teacher's materials were not prepared ahead of time, and the do-now activity was offered to only a few students to complete at the board, while the majority of students waited with no learning activity to engage them.

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
21%	37%	32%	11%

- **Few teachers provide all students with clear learning goals and focused, purposeful instruction.** Site visit team members observed the effective delivery of focused instruction in 11% of classes. In these classes, learning objectives were clearly communicated to students and the teacher communicated academic content effectively. For example, during one class, posted learning objectives aligned to lesson activities and the teacher facilitated students' explanation of solutions to do-now work and determining definitions to key vocabulary terms. The site visit team observed the partially effective delivery of focused instruction in the majority (69%) of classrooms. During these lessons, objectives were not always clear. For example, during one class, the learning objective was not posted but the teacher briefly stated it verbally. While the teacher guided the class through taking notes, s/he allowed students to opt out of answering questions asked of them. In another class, the learning objective was evident to team members by viewing the teacher's lesson plan; however, it was not visible to students or stated verbally by the teacher during the observation. Site visit team members observed the ineffective delivery of focused instruction in 21% of classes. During these classes, teachers allowed students to work independently on fairly routine tasks (such as do now questions or worksheets) for extended periods of time with almost no instruction or interaction with students regarding their understanding of academic material. For example, during one class, the teacher primarily remained at his/her desk while students worked and, with few exceptions, interacted with students only when they asked for help or came up to the desk to ask for assistance.

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Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
26%	32%	5%	26%

- **A variety of instructional strategies and materials are not used consistently to support students' diverse needs.** Site visit team members observed the effective use of varied instructional strategies in 26% of classrooms. In these classes, teachers typically employed different instructional techniques that supported both the lesson objectives and addressed students' learning needs. For example, during one class, the site visit team observed students working on a challenging synthesis-level task in small groups, using visual aids to create their own graphic representation of their work, followed by presentations of their work to the rest of the class. However, the team observed the partially effective use of varied instructional strategies in 37% of classes. In general, teachers in these classes relied on a single instructional strategy with a few variations to address students' different learning styles. For example, in one class, the teacher created a graphic organizer on the board to represent the academic content during direct instruction. During another class, students accessed lesson content in a PowerPoint presentation and had access to a physical model as a part of their learning activities. Site visit team members observed the ineffective use of varied instructional strategies in 26% of classes. Instruction in these classes typically relied heavily on direct instruction in which the teacher was the most active participant in learning activities for the majority of the lesson, while most students were engaged in more passive activities (such as note-taking). For example, in one classroom, the teacher delivered lecture-style direct instruction during which almost all students sat silently taking notes and only a few actively interacted with the teacher.

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
47%	26%	21%	5%

- **In-class assessment strategies rarely reveal students' thinking about learning goals.** Site visit team members observed the partially effective use of in-class assessment strategies in 47% of classrooms. Assessment strategies in these classes typically relied on students volunteering to respond to teachers' questions and/or cold-calling; however, these techniques did not reveal the understanding of all students. For example, during one class, the teacher asked students questions during a multimedia presentation and reviewed concepts if students answered incorrectly; however, only about half of the students in the class were assessed using this strategy. In another lesson, site visit team members observed a teacher utilize whole class questioning to assess student understanding; however, the teacher selected students who volunteered to provide answers and less than half of the students shared their thinking. The site visit team observed the ineffective use of in-class assessment strategies in 47% of classrooms. In-class assessment in these classes was either completely absent or cursory in nature, such that the understanding of a few, or none, of the students in the class was monitored by the teacher. For example, during one lesson, the teacher asked questions of a few

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students and remained at the front of the class for the duration of the observation without doing any circulation to monitor the progress of students as they worked. During another class, students worked independently at their desks. However, while the teacher circulated around the room, s/he only briefly glanced at their work and did not engage students to assess their progress or understanding of the task.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
46%	37%	11%	5%

- **Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** The site visit team observed the partially effective use of feedback in 48% of classes. In these classes, teachers typically provided content-related feedback to some, but not all, students. For example, during one lesson, the teacher circulated to all groups of students working on tasks – assisting them, answering questions, and scaffolding content as necessary. However, there were a couple students in these groups who did not receive feedback specific to their progress with the assignment. During another class, the teacher checked in with only a few students and the feedback provided was very general, rather than descriptive, in nature. The site visit team observed the ineffective delivery of feedback in 46% of classrooms. In these lessons, team members typically did not observe teachers delivering any content-specific feedback to students regarding their progress toward meeting lesson objectives. In one class, the only instance in which the teacher provided any feedback relating to academic content was when a single student asked a question to clarify his/her understanding of the definition of a vocabulary term as s/he worked on a paper-based task. During another lesson, the teacher did not provide any feedback to any student at any point as students completed a variety of lesson activities.

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Domain 2: Students' Opportunities to Learn

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

- **Although the school described a process for identifying struggling and at-risk students, the process has not been formalized and is not yet implemented by all staff.** Teachers and school leaders explained that the school has a student support team (SST) that includes teachers, the dean of engagement, the school psychologist, school counselors, and the school nurse, and that meets once per week on Mondays. Teachers explained that the SST is a district initiative designed to identify and assist the most at-risk students at the school. Teachers reported that as students are referred, the SST works to gather as much information on attendance, behavior, academic performance, and their personal lives as possible. It conducts an initial meeting to discuss the concerns regarding the student and brainstorm potential supports and interventions to reach a solution. Teachers stated that supports and interventions implemented by the SST have included mediating conflicts between teachers and students, helping students find housing, setting up tutoring schedules, and the use of academic and/or behavioral checklists. In addition, teachers and school leaders explained that the SST routinely invites the referred student to attend all meetings; they are active participants in working to resolve their struggles. However, teachers acknowledged that due to inconsistent teacher referrals, most student referrals to the SST are currently generated by administrators via regular reviews of attendance, academic, and discipline data. School leaders acknowledged that this referral process has not been formalized and does not include quantitative thresholds. In addition, teachers explained (and a review of SST meeting agendas confirmed) that the progress of students is not actively monitored throughout the SST process to determine if the planned interventions have been effective. Rather, teachers stated that students are removed from SST meeting agendas after a few weeks in order to make time to discuss new referrals.
- **The school is beginning to implement supports for some struggling students.** Stakeholders described an array of academic supports available to students; however, each program is limited in the population of students it serves. For example, school leaders explained that MLK utilizes a computer adaptive platform called iReady to help remediate skill and knowledge gaps that students display; however, this program is used only by students in the 9th grade academy or those who qualify for special education services. In addition, teachers stated that a member of the support staff runs a group known as Closing the Achievement Gap (CTAG) that provides mentoring, social-emotional supports, incentives, and extracurricular opportunities. However, teachers explained that this support is targeted to assist at-risk male students in their first and second years at the school. Further, teachers and school leaders reported that students at MLK have access to after-school tutoring through a program run by a community organization, known as P.4.S.S., which provides academic support each weekday from 2:30-to-5:00 p.m. However, while students reported that this program is helpful when they have a difficult assignment and need extra time, resources, and support to complete it, school leaders acknowledged that the program serves approximately 24 students and is limited because it is difficult to obtain parent consent for some students to attend. Teachers and students also reported that some teachers remain in the building after student dismissal to provide tutoring and extra support to students as needed. However, these opportunities are voluntary, dependent on teacher and student availability, and not a part of the school's program of formal academic supports.

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5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 3: Established**

- **The school provides a safe environment to support students' learning.** A review of the results of the Conditions for Learning survey of students revealed that 78% of students reported that they feel safe at school. Students stated that they feel physically safe in the building and that the majority of the threats to their safety occur outside the building, following dismissal. In addition, parents reported that, despite safety concerns in the areas surrounding the building, they feel their children are consistently safe when they are in school. A review of school discipline logs from the 2016-17 school year revealed that approximately 12% of documented discipline incidents involved threats to physical safety. The typical discipline incidents consisted of uniform infractions and tardiness to class. Further, students explained that they feel emotionally safe at school, that bullying occurs rarely at MLK, and that students generally help their peers when they struggle with personal or academic issues. School leaders explained that in past years, many students would not report (or would report late) to class following passing periods, resulting in many students roaming the building unaccounted for and causing major disruptions to instruction on a daily basis. School leaders and teachers explained that administrators have focused their efforts on ensuring students report to class in a timely manner following passing periods in order to improve building security and protect instructional time. A review of school discipline logs revealed documentation of "lock outs" of students who arrive late to class and are not admitted to class. Throughout the site visit, team members observed administrators, teachers, and security personnel actively supervising hallways and encouraging students to report to their next class during passing periods, as well as administrators meeting with students who were not admitted to class due to tardiness. Teachers reported that this initiative to limit tardy arrivals to class has been successful in protecting instructional time and ensuring that students are accounted for.
- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** Teachers and school leaders reported that students have access to programs and supports that help to develop students' social and emotional awareness skills. For example, school leaders and teachers explained that counseling services are provided to students by two part-time therapists from Murtis Taylor – a local human services agency. Teachers explained that besides individual counseling, these therapists perform home visits and, as needed, refer students to further mental health services through external providers. School leaders also reported that the school has a peer mentoring initiative known as the Link Crew, in which upper class students are paired with incoming 9th grade students who build relationships with them and ease their transition to their new school by leading them through orientation activities and guiding them to each of their classes once the school year begins. Further, school leaders reported that, despite its relatively small size, the school maintains a number of sports teams and extracurricular activities that meet after school, such as cross country, soccer, bowling, basketball, book club, mock trial, and chess club. Parents and students also reported that administrators work diligently to build and maintain relationships with students, are accessible and responsive to their needs, and work to proactively identify concerns and issues as they arise. On many occasions, site visit team members observed school staff actively checking in with students and assessing their well-being in a warm but firm manner in common areas throughout the visit.

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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 3: Established**

- **Professional development is designed to address school goals and reflect identified areas of need.** Teachers and school leaders explained that professional development (PD) activities for all staff members occur after school on Thursdays and are held for 100 minutes each week. School leaders reported (and a review of school PD outlines confirmed) that some sessions are aligned to the school's three designated areas of focus (data-driven instruction, differentiation, and distributive shared leadership), such as: "student data vs teacher data," "improving student engagement," and "the teacher leader model." Further, teachers and school leaders reported that the staff participated in sessions focused on other topics, such as training for administration of state assessments, developing higher-order thinking questions, and sessions led by a partner organization called Facing History and Ourselves. In addition, teachers stated that they completed a survey on preferred topics and reported that administrators are open to their input on PD sessions throughout the course of the year. Teachers reported that PD activities are generally productive and that the most effective sessions combine whole group presentations with time for small group work for grade-level or content-based teams. Lastly, teachers explained that, this year, they are participating in a series of PD sessions dedicated to developing specific subject content via team-based integrated unit plans requiring interdisciplinary collaboration that will culminate in final projects to be presented at the end of the school year. For example, one grade-level team is planning a community event that will include booths run by students from each career technical education (CTE) pathway.
- **Educators collaborate regularly to learn about effective instruction and student behavior.** Teachers and school leaders explained that teachers meet every Tuesday for 50 minutes in grade-level or content-based teams known as teacher-based teams (TBTs). Teachers explained that during TBT meetings, teachers meet to troubleshoot issues that arise regarding students' academic progress, behavior, or overall well-being. In addition, teachers explained that teachers commonly share data during TBT meetings, as well as effective instructional and behavior management strategies. A review of sample TBT meeting minutes revealed that a common template is used for the recording of minutes, which includes a staff attendance list and a table with 10 categories (e.g., student progress, community involvement, PD, and academy business) that is used to record the contents of the meeting. School leaders acknowledged that TBTs have been using a lesson format aligned to the expectations of the Academies of Cleveland/Next Generation Learning model in which MLK is a participant. School leaders stated that they will soon be adopting the process outlined by the state of Ohio for schools assigned "priority level" status, such as MLK, based on student achievement results. In addition, teachers explained that staff who serve on the same grade-level teams collaborate on a frequent basis to exchange information on student behavior, performance, and well-being. Further, teachers reported that some of their colleagues have engaged in sustained collaboration, including visiting peer's classes regularly to support classroom management strategies and unit-based co-teaching in content areas.

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

- **Educators' mindsets and beliefs are beginning to reflect shared commitments to students' learning.** School leaders and teachers explained that, in the past, MLK was a community that was starkly segregated based on which academy students and staff belonged, such that students from the two academies did not know one another and staff members felt they could not interact with students from another academy. School leaders explained that adopting the Academies of Cleveland/Next Generation Learning model with five career pathways, versus two, has helped to create a community that fosters shared ownership and responsibility for student progress, allowing for students and staff from different academies, grade levels, and content areas to build relationships with one another. In addition, teachers explained that staff members who work on the same grade-level or content-area teams frequently communicate to share information on students' progress and to alert one another to relevant developments or crises in students' personal lives. Teachers, students, and school leaders reported that members of the staff voluntarily stay after school to tutor students and participate in, or attend, school events. For example, school leaders and teachers described a recent event at the school in which students and staff stayed overnight at the school and participated in panel discussions with community volunteers, small group discussions on school issues, community service in the surrounding neighborhood, and enjoyed a breakfast cooked by one of the teachers the following morning. However, students explained that while some staff care deeply, hold them to high expectations, and go out of their way to help students, other teachers play favorites and act as though they expect students to already know the content they are being taught. This sentiment was confirmed during classroom observations throughout the school, which revealed a significant disparity in the effort demonstrated by teachers to convey academic content and ensure student understanding. In addition, when asked, teachers (including members of the schools Building Leadership Team) stated that they were not aware whether students in the 11th and 12th grades were on track to graduate on time. The school has primarily focused on creating a safe environment for students and the school leader acknowledged the need to shift gears to prioritize academics and student achievement.
- **The school is working to develop a safe professional climate.** Teachers described their colleagues as committed, welcoming, professional, collaborative, and hard-working. Teachers also stated that they value the personal relationships they have been able to develop with colleagues and expressed a desire for more opportunities for staff social gatherings. In addition, teachers reported that administrators are, for the most part, dedicated and reliable. Teachers provided specific descriptions of how each administrator has worked to improve the school within their role at MLK. For example, teachers explained that there has been a noticeable impact from the work of one assistant principal to consistently follow through in processing disciplinary incidents with students. Teachers also described that the school's curriculum and instruction specialist (CIS) responded effectively to the concerns of a group of teachers (regarding the negative social impact of a small group of students in their classes) by pulling selected students from their classes to meet with them and discuss how their attitudes and behavior affect the learning of their peers. In addition, teachers reported that administrators understand the challenges specific to each teacher's role in the school and are supportive. Further, school leaders explained that during a recent PD session, some teachers expressed a willingness to be observed and receive instructional feedback from their peers. However,

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teachers' descriptions of the professional climate at the MLK were not always positive. Some stated that working at the school is stressful, frustrating, and overwhelming.

Domain 4: Governance and Leadership

8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.	**Level 2: Targeted Support Required**

- **Although the principal has presented and shared three key areas of focus, their progress or impact on student achievement has not been tracked.** Every sample MLK staff bulletin reviewed by site visit team members contained the text of the school's goals, known as "the three D's" – data-driven instruction, distributive shared leadership, and differentiated instruction. However, while teachers included differentiation, distributive shared leadership, and data-driven instruction in their description of school goals, they also mentioned graduation rate, attendance, basic skills, success in state tests, and preparing students for careers. In addition, according to staff bulletins, the school's mission is to "…work collaboratively to graduate all students through a curriculum of career and academic readiness that provides rigor, relevance, and responsibility." Also, the school's vision states that students will "graduate college- and career-ready," experience internships, earn industry certifications, and be able to earn a livable wage. However, when asked, teachers were not able to identify the vision of the school and indicated that it had not been clearly communicated to staff. Further, when asked, some teachers identified quantitative measures associated with some of the goals they identified in focus group interviews, while others were not. While some teachers reported using collaborative work time to improve their use of data to inform instruction, neither teachers nor school leaders identified any metrics associated with school goals or process for regularly monitoring progress toward these goals.
- **School leaders are in the early stages of establishing expectations for effective instruction; however, these are not yet fully implemented.** Teachers reported that administrators have communicated a set of instructional practices that should be implemented in all classrooms, including: do-now tasks to start each lesson and visibly posted learning objectives; or "I can" statements. In addition, school leaders stated that common practices that should be observed in MLK classrooms include a clearly posted agenda of learning activities, the use of do-now tasks, guided practice, independent practice, assessments, and differentiation of tasks. However, classroom observations revealed that these instructional expectations are not yet fully implemented. For example, while independent practice and do-now tasks were observed in almost all classrooms, lesson agendas and direct instruction were observed in some lessons, and assessment techniques and differentiation strategies were very rarely observed. In addition to common instructional expectations, teachers and school leaders reported that the school's CIS conducts classroom observations in an effort to improve teaching and learning at MLK. School leaders explained that the frequency of these observations are determined by the needs of each teacher. Some teachers reported being observed twice during the current school year, while others stated they had been observed more than ten times so far this year. Further, teachers' descriptions of the quality of feedback from observations varied. While some teachers stated that feedback from observations was "inconsistent" and "minimal," consisting mostly of a checklist of observed strategies, others reported that instructional feedback from the CIS is helpful and that it is delivered verbally, via email, and through the use of a checklist form.

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

- **School leaders are beginning to provide staff with opportunities to provide input and participate in school-wide decisions.** Teachers explained that members of the faculty serve on the school's academic planning team (APT), that membership is voluntary and open to all teachers, and that the APT works to plan PD sessions throughout the school year. Teachers also stated that members of the APT provide updates to the rest of the faculty on team discussions and decisions via email or verbal report-outs during whole-staff PD sessions. However, teachers' membership on the APT was the only opportunity for staff input reported by stakeholders that was incorporated into the school's leadership structure. Other opportunities were more incidental in nature. For example, teachers reported (and school leaders confirmed) that, at the end of the 2015-2016 school year, the principal utilized PD time to gather input from the staff on the development of the school's academic achievement plan (AAP). Teachers explained that the faculty worked in small groups on sections of the AAP to identify the elements of the plans with which they agreed and disagreed. In addition, teachers reported that, at the end of the 2015-2016 school year, administrators distributed a survey to the faculty regarding their preferred topics of PD for the following school year. Teachers also stated that the principal has also informally solicited and received feedback on PD activities throughout the year.
- **School leadership engages community members and resources to support student needs; however, family engagement is low.** School leaders reported that the school's transformation coordinator is responsible for building relationships with local businesses and community organizations to support effective exposure to a variety of careers via the CTE pathway program. School leaders explained that for students at different grade levels, the transformation coordinator uses a network of connections with community organizations to offer opportunities for exposure to career training. School leaders stated that 9th grade students learn about different careers from guest speakers, 10th grade students engage in job-shadow placements, and 11th and 12th grade students participate in more established, career-focused internships. For example, teachers stated that the local veterans' affairs hospital hosts MLK students for job shadowing and that a speaker series for 9th grade students has included lawyers and FBI agents. In addition, teachers and school leaders reported that the school has hosted events aimed at building relationships with different segments of the local community. For example, the school invited police officers to play in a basketball game against MLK students, and students from local K-8 schools were invited to a Halloween event at the school meant to offer a safe alternative to traditional trick-or-treating. Lastly, school leaders explained that the school hosts many events designed to engage parents in their child(ren)'s learning, including open houses, sporting events, a career fair, senior parent night, and college financial aid information sessions. However, school leaders acknowledged (and a review of sample event sign in sheets confirmed) that parent attendance at events remains low and does not meet their expectations.

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Prioritization Process

The site visit team met with the Martin Luther King Jr., 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 behavioral expectations and structured learning environments. The site visit team also noted the following areas for growth: In-class assessment strategies, feedback, focused instruction, and instructional strategies.

The group identified Instruction as the area for growth to prioritize. The group identified the following priority within this Key Question as having the most potential impact on the success of the school as a whole: In-class assessment.

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

Goal:

- In-class assessment strategies reveal students' mastery toward the objective throughout the lesson.

Success Measures:

- By March 2017, 100% teachers will have an assessment (before, during, and after the lesson) question planned for their daily lesson.
- By April, 90% of classrooms will implement at least one assessment strategy, aligned to the objective, as measured by administrators' weekly walkthroughs.
- By May, 80% of classroom assessments will reveal student mastery of learning objective as measured by TBT data evidence.
- By May, on the 5/1 survey, 80% of students and teachers will agree/strongly agree to the following:
  - Teachers: State that the in-class assessments are improving their instructional process
  - Students: State that they feel strongly that they are gaining knowledge of the subject

Actions	Target Dates	Champions
Identify various types of assessments, clearly define in-class assessment	2/15/17	APT/Admin Team
Plan and lead PD for staff on assessment	2/17/17	Executive Leader, UCC Chair, Academy Leaders
ID which assessment strategies will be used for the TBT data evidence	3/1/17	TBT Teams/Admin (5 step process)
Administration creates walkthrough plan and tracking tool	2/22/17	Administration
Create a protocol for TBT process **Create survey questions** **Administer Survey to Staff/Students**	2/23/17 4/12/17 5/11/17	Health and Public Safety Academy Leader /CIS

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		Dean of Engagement

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Appendix A: Site Visit Team Members

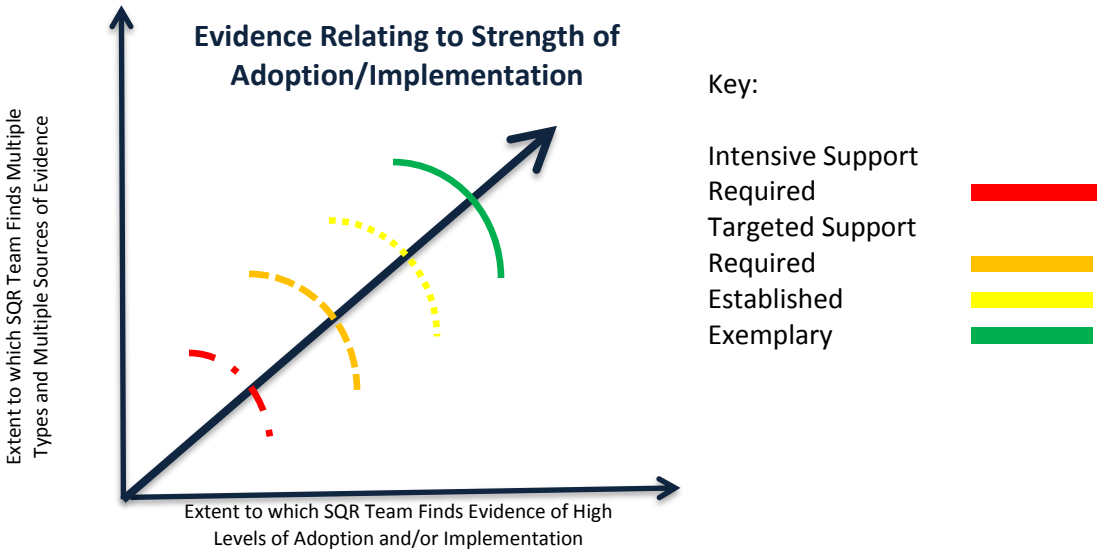
The School Quality Review to the Martin Luther King Jr., High School was conducted on January 24-26, 2017 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

Betty Dao, Team Leader	SchoolWorks, LLC
Nick Thompson, Team Writer	SchoolWorks, LLC
Jill Cabe, Team Member	CMSD

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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 19 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 = 16	38%	38%	6%	19%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 3	0%	0%	0%	100%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	21%	11%	32%	37%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	21%	37%	37%	5%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	16%	16%	37%	32%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	21%	37%	32%	11%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	26%	32%	5%	26%
	7. Cognitive Engagement Active student participation Perseverance	16%	26%	37%	21%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	26%	42%	11%	21%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	47%	26%	21%	5%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	74%	11%	16%	0%
	11. Feedback Feedback to students Student use of feedback	47%	37%	11%	5%

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