SchoolWorks
School Quality Review
Report

Patrick Henry School
November 1-3, 2016

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CLEVELAND METROPOLITAN SCHOOL DISTRICT

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About the SchoolWorks School Quality Review Process

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

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

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

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

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Domains and Key Questions

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

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

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

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
14%	36%	21%	29%

- **Student behavior is disruptive in some classrooms; in other classrooms, behavioral expectations are understood by students.** In focus groups, school leaders and teachers reported (and a review of the staff handbook confirmed) that teachers and students collaboratively create and post classroom rules and procedures for each classroom. Students cited classroom rules (e.g. be respectful, follow directions, no cell phones), and the site visit team observed posted rules in the majority of classrooms. Moreover, teachers reported using Kickboard, a behavior management system that tracks student behavior. Teachers and students reported that there are inconsistencies as to how behavioral expectations are implemented across classrooms. For example, teachers and students reported reasons for removing students from classrooms and consequences for student infractions vary across the school. Students reported that learning is often interrupted by students who misbehave, and school leaders, teachers, and parents acknowledged that in some classrooms, student behavior is a persistent problem. In 14% (n=14) of classrooms, the site visit team observed ineffective implementation of behavioral expectations. In these classrooms, misbehaviors continued throughout the lesson resulting in little or no student learning. For example, the site visit team observed students yelling out, crumbling and throwing assignments across the room, and eating. In 57% of classrooms, site visit team members observed partially effective implementation of behavioral expectations. In some classrooms, for example, minor misbehaviors persisted; however, the teacher was able to redirect student behaviors by saying one-two-three eyes on you and criss-cross-apple-sauce to focus them on learning. In another classroom, when the teacher redirected students only a few responded initially. The teacher needed to redirect students a number of times to focus them on the lesson. In 29% of classrooms, site team members noted effective implementation of behavioral expectations. In these classrooms, students were focused on the lesson and if necessary, teachers referred to class rules to re-engage students. Teachers praised students for excellent behavior (e.g. I like how table four is working together) and used point systems to track and reward good behavior.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
43%	21%	21%	14%

- **The learning environment is not structured, nor is learning time maximized.** School leaders and teachers reported (and review of the staff handbook and classroom agendas confirmed) that daily instructional time includes a morning meeting, a do-now, whole group instruction, small group instruction, and learning centers. In 14% of classrooms, site visit team members observed effective implementation of a structured learning environment. In these classrooms, teachers were prepared

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

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for the lesson and displayed effective classroom management, keeping students focused on the lesson. For example, in one class, the teacher circulated around the room praising, encouraging, and re-directing students throughout the lesson to ensure that they remained focused on the task. In 42% of classrooms, the site team observed partially effective implementation of a structured learning environment. These classrooms were characterized by materials not being prepared or by classroom interruptions. For example, in some classes, not all materials were ready at learning centers (e.g., head phones were not working, insufficient numbers of worksheets). In another classroom, the classroom phone kept ringing and instruction was interrupted repeatedly as students entered and left the classroom. In 43% of classrooms, the site visit team observed ineffective implementation of a structured learning environment predominantly due to behavior problems, ineffective classroom management, or unprepared teachers. For example, in a couple of classrooms, there was no structured learning at all. For example, students were seen playing video games, walking around the classroom, and talking to friends during instructional time. In other classrooms, the site visit team noted that teachers were unprepared. For instance, in some classrooms, technology was not working and student materials were not ready.

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
50%	29%	14%	7%

- **Teachers do not provide students with clear learning goals and focused, purposeful instruction.** School leaders and teacher reported that *I can* statements (i.e., statements that focus learning, help students stay on target, and serve as formative assessments) are expected to be in lesson plans and referred to in each lesson. In 43% of classrooms, site visit team members observed partially effective delivery of focused instruction aligned to a learning goal. These classes were characterized by I can statements that linked to a task but not a learning outcome (e.g., I can ask and answer questions; I can use a vocabulary word in a sentence). Or in one case, the I can statement was nongrammatical (e.g., I can argue at a logical conclusion about the outcome). In some classes, the lesson did not relate to the posted I can statement; or teachers did not explain the purpose of the lesson or why it was important. In 50% of classrooms, site visit team members observed ineffective delivery of focused instruction aligned to learning goals. These classrooms were characterized by either no I can statement, or teachers who did not communicate academic content during the lesson. For example, in one class, there was no I can statement posted and the teacher announced to the class, “Let’s just do our work.” In another class, some students were labeling graphs incorrectly or not at all, and the purpose of the lesson was unclear. During this observation, the teacher did not re-direct, explain, or model the academic content of the lesson.

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Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
70%	10%	20%	0%

- **Instruction does not require all students to use and develop higher-order thinking skills.** Students reported that, overall, few of their classes are challenging. Further, during the focus group, students in different grade levels realized that they were doing the same lesson in one of their subjects. In 30% of classrooms, site visit team members observed partial implementation of higher-order thinking. These classes were characterized by a few, but not all, students engaged in challenging tasks. In one class, for example, a few students had the opportunity to defend an opinion or extend a response. In the majority of classrooms (70%), the site visit team observed the ineffective implementation of higher-order thinking skills. These classes were characterized by simple tasks or few-to-no questions that required students to analyze, synthesize, or evaluate information. For example, during one class, students were copying words and coloring. In another class, students were selecting vocabulary words and creating sentences.

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
57%	21%	21%	0%

- **In-class assessment strategies do not reveal students' thinking about learning goals.** In 44% of classrooms, the site visit team observed the partially effective use of assessment strategies that reveal students' understanding of the lesson. These classes were characterized by teachers getting a general, but not precise, sense of student understanding. For example, in one class, as students read silently, the teacher asked students to hold a thumbs-up every time they read dialogue in the story. In other classes, teachers used questioning to check understanding of students, but only some students answered the questions. In one class, for example, only one student responded when the teacher asked, "Who remembers what ___ stands for?" While teachers reported using exit tickets to gauge student understanding of the lesson, the site visit team did not observe any use of exit tickets. The site visit team observed ineffective use of assessment strategies that reveal students' understanding of the lesson in 57% of classrooms. These classrooms were characterized by a lack of assessment or teachers checking for understanding of only a minor detail of the lesson. For example, teachers assessed students' spelling of words and identification of colors, rather than their overall understanding of the content being learned.

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Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
64%	29%	7%	0%

- **Feedback is not provided throughout the learning process.** In 36% of classrooms, site visit team members observed partially effective delivery of feedback. During these classes, much of the feedback was focused on whether students were on task or following instructions. For example, in one class, the teacher circulated and pointed to specific students, stating, "You're on task, and you're on task." In other classes, the feedback was general, brief, or targeted to a few students. For example, in one class, in response to a student's writing, the teacher said, "The response has to make sense to the reader." In another class, the teacher spent most of his/her time providing feedback to one student. Site visit team members observed ineffective delivery of feedback in 64% of classrooms. In most of these classrooms, students received no feedback. While a few teachers provided feedback, it did not clarify students' misunderstanding. For example, in one class, the teacher told some students whether their answers were right or wrong without explaining why.

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Domain 2: Students' Opportunities to Learn

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

- **The school has a process for identifying struggling students; however, student progress and program effectiveness are not systematically monitored.** A review of school progress and performance data (Northwest Evaluation Association [NWEA] and Ohio State Test [OST] data) revealed that the majority of students at the school are struggling. In focus groups, school leaders and teachers reported that they use a variety of assessments to group students in order to differentiate instruction within classrooms, including the NWEA Measures of Academic Performance (MAP); Academic Improvement Measurement System (AIMSweb) (K-3); San Diego Quick Assessment for the Rewards Reading Program (7th grade); and other data (e.g., observations, checklists, mini-tests). For students who continue to struggle, even with differentiated instruction, school leaders and teachers described (and a review of Student Support Referral templates confirmed) the Student Support Team (SST) process that identifies additional interventions so students can progress academically. The SST steps include: targeting the student problem and collecting data; meeting to identify interventions; trying interventions; meeting again to review progress; and determining if the intervention is successful or if the student needs additional testing. When asked how student progress is monitored in the classroom, school leaders and teachers most often responded by naming the assessments they use (e.g., NWEA, AIMSweb; STAR; exit tickets, unit tests) but only two teachers could provide specific information about the results of these assessments (e.g., progress on fluency). However, a review of Teacher Based Teams (TBT) documents revealed some analysis of students' strengths and challenges by skill. While a few teachers reported using data binders to track student progress, these teachers were unclear if this was a school-wide strategy. Further, when requested by the site visit team, data was not available on intervention program effectiveness or the number of students receiving tutoring support or the targeted skills in tutoring.
- **School supports for struggling students are neither sufficient nor targeted to impact student learning.** School leaders and teachers reported that teachers are expected to differentiate instruction during literacy and math blocks and Whatever I Need (WIN) time, during which classroom teachers and interventionist specialists provide students with small group support. In 50% of classrooms, site visit team members observed ineffective implementation of a variety of instructional strategies to meet student needs. These classrooms were characterized by whole group instruction, whereby students were copying information from the SmartBoard as the teacher provided answers or students reading aloud from a chapter book and answering teacher directed questions. School leaders described (and a review of the 2016-2017 Academic Achievement Plan [AAP] confirmed) the Multi-Tiered Systems of Support (MTSS) and research-based programs for literacy that aid struggling students. School leaders explained: Tier I includes core instruction, what all students should learn; Tier II includes Reading Mastery (K-5) and REWARDS (6-8); Tier III includes Language for Learning (K), Corrective Reading (3-5), and Corrective Reading and Rewards (6-8). School leaders and teachers reported that after-school tutoring is available four days a week for students in grades 1-5 and on Saturday for 3rd grade students. They added that tutoring is not mandatory. Teachers were unsure of the number of students who participate, but estimated approximately 19-to-20 3rd grade students receive tutoring during the week. Teachers reported that the focus of tutoring is on literacy, and students are reading leveled texts during this time. Students further reported that struggling students

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needed to ask for help and that most teachers were available when asked. However, parents reported that the school has not been able to identify and provide appropriate supports for some students. As stated above, it is not clear that data binders are used schoolwide to track student progress; and, data were not available on the effectiveness of interventions or tutoring supports. As a result, it is not clear how interventions are being used to remediate specific gaps in students' skills or content knowledge or that supports are being adjusted if students continue to struggle. That is, for example, data were not provided to indicate all students receiving tutoring in literacy, are struggling with literacy or, that literacy support is increasing student achievement.

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

- **The school does not yet provide a safe environment to support student learning.** School leaders and teachers stated (and the site visit team observations confirmed) that the school has two security officers, a metal detector, sign-in sheets for visitors, and adults present in the halls to support student transitions. However, the site visit team observed students running in the halls, pushing each other in the cafeteria, yelling, fighting, and misbehaving in classrooms Students reported that although they feel safe in their classrooms, fighting is a persistent problem that disrupts their ability to learn. Further, teachers paused when asked about safety and responded similarly to that of students; students feel safe in their classrooms, but not all students feel safe in the hallways or the school yard. In addition, teachers and students said that the lack of clarity for referring students to the Planning Center or office and inconsistency of consequences for student misbehavior, is a significant problem that impacts the school climate. For example, teachers reported that students could be in the planning center for minor violations, such as not adhering to the dress code, or major violations such as fighting. In addition, school leaders reported that they send students back to their classrooms if teachers do not fill out the referral work properly. Some teachers reported being overwhelmed at times by student misbehavior.
- **The school provides opportunities for some students to form positive relationships with peers and adults in the school**. School leaders and teachers described two social-emotional learning curricula: the Promoting Alternative Thinking Strategies (PATHS) for K-5 students and Second Steps for students in 6-8 grade that help students make good choices, respect other's opinions, and mediate conflicts. School leaders, teachers, and students also stated that the school has implemented other programs that promote safety and well-being, such as Not on our Watch (NOW). However, students reported that not all students take advantage of these programs. School leaders reported that the planning center instructional assistant conducts mediation with students, when necessary, and sponsors the anti-bullying club (including approximately 10 students) that meets every Wednesday after school. Students, teachers, and parents reported (and a review of an untitled document that lists the school's extracurricular activities confirmed) that the school provides opportunities for students to engage in positive social group activities after school – student council, girls volleyball, girls and boys track and field, girls and boys basketball, chess club, drama club, cheerleading, and high steppers. Students and teachers reported that a small group of students make up the student council, which meets every Wednesday after school. Students and teachers explained that student council members oversee the school store and hold fund raisers (e.g., car wash) to raise funds for student activities. Students reported that most, but not all, teachers are available to help them; teachers stated that they work to establish trust with students.

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Domain 3: Educators' Opportunities to Learn

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

- **Professional development is offered regularly; however, it is not designed to improve teacher practice or address school priorities**. School leaders and teachers reported (and a review of the school schedule and the 2016-2017 Professional Learning and Leading Collaborative Teams master schedule confirmed) that Friday afternoons from 11:40 a.m. to 3:00 p.m., teachers have structured professional learning time. School leaders and teachers explained that teachers meet in grade-band TBTs; convene in school committees (e.g., culture, differentiation, college and career); have monthly staff meetings; and participate in differentiated professional development. School leaders stated (and a review of professional development PowerPoint presentations confirmed) that much of the school-based professional development is outsourced to the Center for Student Achievement Solutions – a partner organization that began working with the school this year. A review of professional development agendas and PowerPoint presentations revealed the following recent topics: An Introduction to Reading Interventions, Implementation of 100 Easy Lessons; Implementing Reading Mastery; Feedback and Features of Effective Instruction; Read to Achieve; The Elements of Effective Instruction; Common Core Mathematics; and Driven By Data. In addition, review of agendas detailed topics for professional development delivered by staff at the Center for Achievement Solutions held at other CMSD schools: Standards-based Instructional Strategies; Planning for Mastery; Effective instruction for Common Core; and Journeys and Rewards. School leaders explained that professional development is focused on instruction and that teachers are expected to apply what they learn in their classrooms. However, school leaders and teachers reported that feedback on instructional practices was not necessarily aligned to what they learn in professional development, and was frequently based on teacher's needs at the time of the classroom observation. Further, when asked, school leaders and teachers did not state how professional development activities are specifically designed to address school-wide priorities or achievement goals.
- **Educators collaborate; however, collaboration is not consistently focused on improving instruction and teacher learning.** According to the school's 2016-2017 Corrective Action Plan (CAP), school leaders and teachers will increase collaboration and shared accountability for student progress. School leaders and teachers described (and a review of TBT meeting agendas and minutes confirmed) that teachers and intervention specialists meet every Friday for 100 consecutive minutes in TBTs according to grade-level bands (i.e., pre-K-2, 3-5, 6-8) and follow the statewide five-step process to guide meetings. Teachers reported that they appreciate the time to meet in TBTs, but noted that the paperwork is cumbersome. School leaders and teachers reported that school leaders attend TBT meetings from time-to-time and offer suggestions. In addition to TBTs, school leaders and teachers explained that teachers participate (one Friday per month) in one of three committees aligned to school priorities (e.g., culture, differentiation, and college-and-career-ready). Teachers reported that some of the committee time is spent on school priorities beyond instruction. For example, teachers explained that the culture committee has recently focused on how students can use Kickboard dollars in the school store. School leaders and teachers explained (and a review of the school's schedule confirmed) that common planning time is in the schedule; however, both explained that teachers who want to plan together do so voluntarily. Teachers reported sharing classroom practices and information about students – in addition to information about school events, committee

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responsibilities, parent and families, and other school matters. Further, school leaders acknowledged that teachers do not have sufficient opportunity to plan vertically in content-based teams.

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

- **Educators' hold a shared commitment to student learning.** School leaders, teachers, and parents described how the daily school-wide morning meeting provides an opportunity for the school to celebrate students, make announcements, and get students focused on learning. Site visit team members observed the school-wide morning meeting during which students, staff, and families recited the Patrick Henry creed that includes scholars' choice, voice, future, and value. In addition, school leaders and teachers spoke of their collective commitment to student well-being and learning, regardless of the grade level that they teach or students' personal situations. Site visit team members also observed numerous instances of adults attending to students with a hug or praise. Further, when asked, school leaders and teachers did not blame students, families, or each other for poor student achievement – most often citing the realities in which many of Patrick Henry students live, as well as too much testing. Parents and students described that school leaders and teachers are always available to help students and their families, reporting that all staff are committed to helping students thrive.
- **School leaders are working to create conditions that support educators' learning culture.** School leaders and teachers reported (and a review of the Professional Learning and Leading Collaborative Teams master meeting schedules confirmed) that school leaders have created structures for teachers to have uninterrupted time to work together every Friday afternoon. Teachers reported that they value this time to work together and that school leaders expect them to follow the TBT meeting structure, using data to inform instruction and make committee decisions. Specifically, teachers explained (and review of TBT meeting agenda and minutes documents confirmed) that the TBT meeting structure consists of looking at student data, analyzing student work, and defining instructional strategies that the grade-level team will try in their classrooms. Although teachers reported that school leaders do not always attend TBT meetings, they indicated that they are held accountable to ensure that TBT paperwork is submitted and up-to-date. Teachers also reported that they collaborate monthly in school-wide committees. While teachers reported that there is less accountability for the school-wide committee meetings, they stated that they are expected to have agendas and upload committee notes in the school's DropBox. For example, teachers reported that the differentiation committee looks at NWEA and AIMSweb scores to identify achievement trends and implement appropriate strategies. However, committee documents were not available for the site visit team to review. In addition, school leaders participate in their own learning, identifying Paul Bambrick and his work on leveraging leadership. School leaders also provided the site visit team with professional articles (e.g., Key Areas of Effective Adolescent Literacy, 2013, Intensifying Reading Instruction within a 3-Tiered Model, 2007) that are available to staff to help support teachers' continued professional learning.

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Domain 4: Governance and Leadership

8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.	**Level 1: Intensive Support Required**

- **School leaders do not articulate a shared vision of continuous improvement explicitly linked to school goals.** School leaders reported that the school's 2016-2017 Corrective Action Plan (CAP) takes precedence over the Academic Achievement Plan. Review of the CAP indicated that school leaders are responsible for monitoring and achieving specific goals related to attendance, positive school culture, academic rigor, and student achievement. However, review of other documents, such as the Patrick Henry Behind the Scenes October 31-November 5, 2016 bulletin and 2016-2017 staff handbook, stated other goals. The stated goals were not coherent – for example, "Patrick Henry will increase the effective use of differentiated instruction and teachers involving students in the assessment of their work and in setting achievement goals by 50% as measured by periodic monitoring, ongoing observations, and surveying of self-monitoring data by the Differentiation Team and TBTs, resulting in increased student achievement to meet or exceed learning targets while maintaining a culture of high expectations for all students that plan for and accommodate scholar's multiple intelligences, learning styles and achievement gaps by the end of the 2016-2017 school year." Nor were the goals specific – for example, "We will see an increase in scholar's attendance, reading, math, social and emotional competencies based on identified metrics: NWEA Growth in reading and Math; Conditions for Learning." During focus groups, school leaders identified the main areas on the CAP but stated that the number one goal is 50% proficiency in reading and math for all students on the OST. However, review of the CAP indicated that school leaders are responsible for increasing student proficiency in reading by 6% and math by 5%. When asked about school goals, teachers and parents had a range of vague responses. Examples included: helping students' fulfill their potential; providing every student with a good life; increasing social and emotional learning; improving literacy; increasing attendance; and improving school climate. Further, when asked, school leaders and teachers could not describe how school level, grade level, and classroom level goals are aligned with the CAP goals, nor how the specific strategies outlined in the CAP and AAP are helping to meet school goals.
- **School leaders do not ensure that teachers deliver high-quality instruction.** School leaders explained (and a review of the instructional rounds schedule confirmed) that school leaders conduct instructional rounds twice a day. However, the afternoon rounds are frequently canceled due to any number of issues (e.g. student discipline, parent concerns, classroom coverage) that school leaders need to address. School leaders also provided the site visit team with a number of classroom checklists -- for example, K-8 School Physical Classroom Learning Environment Checklist; Data-Drive Look-Fors-Literacy Instruction; Big Ideas of Effective Instruction Observation Form; Reading Mastery/Corrective Reading Feedback Form; and a decoding walk-through form. School leaders reported using different forms at different times with no clear explanation of the focus of the classroom observations. Further, one school leader reported being unaware that Observation 360 – an electronic observation tool – is also used by other school leaders to observe teachers and provide feedback. School leaders also explained that they have not had the time to review the data from the instructional rounds, but reported that they are aware of the "high need" teachers. Some teachers stated that school leaders popped into their classrooms frequently for a few minutes; others explained that school leaders did not come into their classrooms nor give feedback. Those teachers who received feedback reported

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that much of the feedback was verbal, encouraging, and often based on the classroom environment, as opposed to specific classroom content. For example, teachers indicated that they commonly receive feedback such as, "Nice job; You might consider displaying more student work."

9. School leaders effectively orchestrate the school's operations.	**Level 3: Established**

- **School leaders have created structures for communication and decision making across the school.** Teachers reported that communication across the school is respectful, open, and fluid. Teachers also stated that school leaders keep teachers well-informed through e-mail, newsletters, daily school-wide morning meetings, and word of mouth. In addition, school leaders and teachers described (and a review of the 2016-2016 Staff Handbook, 2016-2017 Professional Learning Calendar, and Leading Collaborative Teams Master Meeting schedule confirmed) various teams and committees that ensure school-wide communication and opportunities to contribute to ideas for school improvement. School leaders and teachers identified the following teams and committees: TBTs, where teachers meet in grade-level bands to review data and plan for standards-based instruction; College and Career Readiness Committee, where teachers plan for career- and academic-based enrichment experiences for students; the Differentiation Team, where teachers review school data; and School Culture Committee, where teachers plan activities to enhance school climate. Teachers reported that school leaders have asked for their input on important school-wide decisions, such as changing literacy programs and adding behavior indicators to Kickboard.
- **The school engages parents and community members in creating an environment that supports student learning.** School leaders, support staff, and parents described (and a review of school flyers, calendars, and attendance sheets confirmed) many community services that are offered to families --- for example, psychological counseling for students, social worker support, and dental care. Among the many community partners that support the school, school leaders and support staff also described the Golden Ciphers – a grass-roots community organization that focuses on character development – youth through the arts, and leadership for middle school students. In addition, school leaders, support staff and parents described (and review of the 2016-2017 Family and Community Engagement Calendar and agendas for activities confirmed) the following regularly scheduled activities: daily breakfast with scholars and morning meeting; weekly parent and community coffee; monthly community resource outreach; monthly men n' motion: dad and community meeting; and monthly school parent organization (SPO) meetings. In addition, school leaders, teachers, and parents reported (and a review of school flyers, agendas, and sign-in sheets confirmed) that the school hosted: back-to-school night open house curriculum night; a father's walk; and a family and community night. The site visit team observed a number of parents attending the school-wide morning meeting and the community coffee while on site. School leaders, teachers, and parents also described the SPO as an active partner in the school. Parents reported that the SPO meets monthly; their current focus is to recruit more active members, and provide more opportunities for parent and caregivers to volunteer at the school. Further, school leaders, teachers, and parents reported with pride that the school received an A+ (up from a D three years ago) from CMSDs Family and Community Engagement for their community engagement activities at the school. Parents described school leaders and teachers as welcoming, caring, and dedicated to helping their children succeed at school and beyond.

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Prioritization Process

The site visit team met with the Patrick Henry 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 parent and community involvement, educators shared commitment to student learning, and structures for staff collaboration. The site visit team also noted the following areas for growth: increasing instructional rigor and classroom management; and ensuring consistency for office referrals and consequences.

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: Purposeful Teaching.

The team then developed the following goal and action plan:

Goal: Instruction requires students to experience rigor.

Success Measure: Input provided by Patrick Henry staff will be used to determine the success measure. An example of a possible success measure could be: All teachers will execute a lesson that includes a higher-order thinking task and questions before January 2017

Actions	Target Dates	Champions
Define what rigor looks like at Patrick Henry, building on work done in Spring 2016, as a whole staff and by grade-level band. Possible questions to consider include: • How does Patrick Henry define rigor? • What does it look like? • How will we know we have achieved it?	11/4/2016	Members of the Building Leadership Team (BLT)
Conduct Action Research. Possible actions include: • Pilot strategies in classrooms. • Visit classrooms to learn about new strategies and provide feedback.	Week of 11/7/2016	Members of BLT
Use the Teacher Based Teams (TBT) – an already existing structure – to plan and discuss the use of rigor in the classroom.	Week of 11/7/2016	Members of BLT
Utilize an on-going cycle of testing the standards-based practices that increase rigor and assess the effectiveness of strategies during TBT meetings.	ongoing	Members of BLT

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Appendix A: Site Visit Team Members

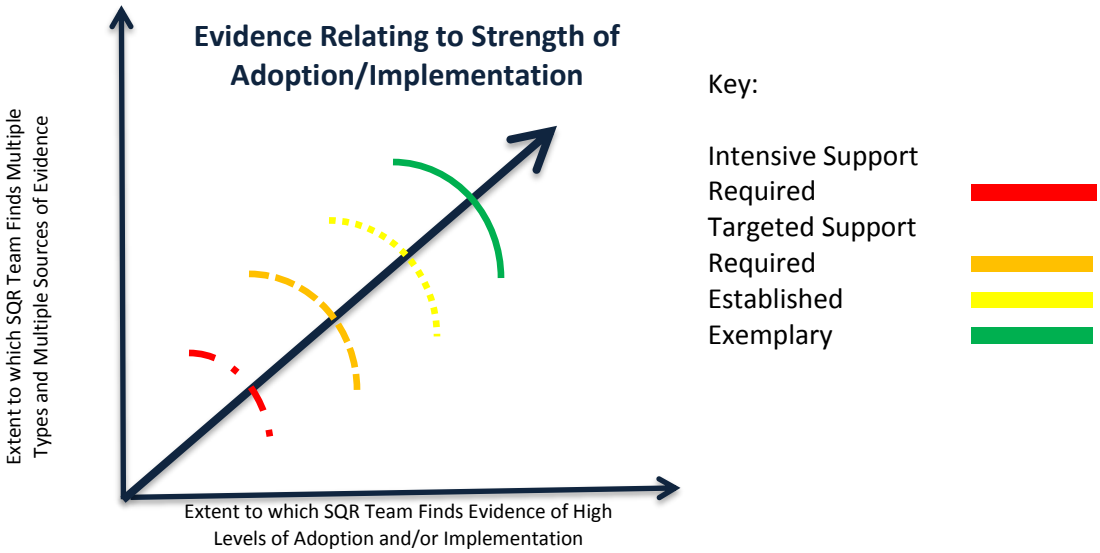
The SQR to Patrick Henry School was conducted on November 1-3, 2016 by educators from the CMSD and SchoolWorks, LLC.

Megan Tupa, Team Leader	SchoolWorks, LLC
Nancy Clair, 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 14 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 = 11	73%	18%	9%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 3	67%	33%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	14%	36%	21%	29%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	43%	21%	21%	14%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	21%	29%	21%	29%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	50%	29%	14%	7%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	50%	29%	7%	14%
	7. Cognitive Engagement Active student participation Perseverance	7%	50%	36%	7%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	70%	10%	20%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	57%	21%	21%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	86%	0%	7%	7%
	11. Feedback Feedback to students Student use of feedback	64%	29%	7%	0%

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