SchoolWorks
School Quality Review
Report

Warner Girls' Leadership Academy
May 2-4, 2017

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CLEVELAND METROPOLITAN SCHOOL DISTRICT

Table of Contents

About the Process 1

Domains and Key Questions 2

Domain 1: Instruction 3

Domain 2: Students' Opportunities to Learn 7

Domain 3: Educators' Opportunities to Learn 9

Domain 4: Governance and Leadership 12

Prioritization Process 13

Appendix A: Site Visit Team Members 15

Appendix B: Implementation Rubric 16

Appendix C: Summary of Classroom Observation Data 17

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 3: Established**
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 2: Targeted Support Required**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 2: Targeted Support Required**
Domain 4: Governance and Leadership	
8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Level 1: Intensive Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 2: Targeted Support Required**

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
0%	31%	38%	31%

- **Behavioral expectations are clear and understood by most students.** The site visit team observed the effective establishment of behavioral expectations in 31% (n=13) of classrooms at Warner Girls' Leadership Academy (WGLA). In these classes, students typically behaved according to expectations throughout the lesson, and, if any student required redirection, she responded appropriately to guidance from the teachers. For example, during one lesson, classroom rules were visibly posted and all students behaved according to the teacher's expectations for the entire observation. The site visit team observed the partially effective establishment of behavioral expectations in 69% of classrooms. During these lessons, misbehavior by students occasionally disrupted the learning process; teachers' efforts to manage student behavior were not always effective; and teachers did not always actively redirect students who exhibited off-task behaviors. For example, during one lesson, most students were well-behaved, but a few students called out or talked with peers, and the teacher utilized the classroom color chart and support staff to manage their behavior. In addition, during another class, a few students occasionally required redirection by the teacher to get them settled; however, these interactions did not significantly interrupt instruction. The site visit team also observed a classroom in which the teacher used Class Dojo to award and deduct student points to reflect their behavior. However, about half of the students in the classroom were off task and this strategy did not work to effectively re-engage those students in learning tasks. Lastly, the site visit team observed (and stakeholders reported) that the school environment at WGLA is orderly and safe. Students stated (and parents confirmed) that they feel safe at school. The site visit team observed two security officers at work during the school day; interacting warmly with students and guests as they passed through metal detectors as they entered the school. Teachers reported that these security guards relate well to the students and are a valuable resource they utilize, at times, when a student is in need of redirection outside of the classroom environment.

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

- **The learning environment is not highly structured and learning time is not consistently maximized.** The site visit team observed the effective establishment of structured learning environments in 15% of classrooms. In these classrooms, teachers were well-prepared and learning time was maximized throughout the lesson. For example, during one class, while the teacher worked with a small group and other students engaged in a differentiated activity on classroom computers, the teacher gave clear and accurate reminders to students of the remaining time for each task. In addition, students

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

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who finished their work were promptly provided with supplemental activities in which to engage. However, the site visit team observed the partially effective establishment of structured learning environments in the majority (69%) of classes. In these classes, evidence of thorough preparation by teachers was not always clear and learning time was not usually maximized. For example, during one class, the teacher was well-prepared and many students were engaged in independent tasks; however, students requesting assistance from the teacher waited for 5-to-10 minutes in a designated area of the classroom to meet with the teacher, instead of engaging in supplemental activities until the teacher was available. During another class, the site visit team observed the teacher repeatedly flipping through the activity packet that students had at their desks, and s/he did not always seem to know on what section students should be working. In addition, the site visit team observed the ineffective establishment of structured learning environments in 15% of classrooms. In these classes, teachers did not provide students with agendas for learning activities, and significant amounts of learning time were wasted. For example, during one class, students worked independently (while seated in groups) for the entire observation; the teacher did not communicate expectations for student work or state the remaining time to complete tasks. Further, there was no evident agenda of activities for the lesson.

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
62%	15%	15%	8%

- **Teachers do not provide students with clear learning goals and focused, purposeful instruction.** The site visit team observed the partially effective delivery of focused instruction in 30% of classrooms. In these classrooms: teachers sometimes maintained high expectations for students' academic achievement; learning objectives were not always evident; and the communication of academic content was not always effective. For example, during one lesson, the teacher's questioning was very purposeful and guided students to identify their mistakes and reinforce important concepts. In addition, students were not able to opt out of answering the teacher's questions. Yet, in another class, the learning objective was not posted visibly (or otherwise evident), and, while the teacher utilized cold-calling techniques, students were able to opt out of answering questions to which they did not know the answer. The site visit team also noted that, several times, the teacher told students how to complete problems rather than pushing their thinking or explaining related concepts in greater depth to achieve better understanding. In the majority (62%) of classes, the site visit team observed the ineffective delivery of focused instruction. In these classes, learning objectives were not evident, or, if they were, they did not align with lesson activities. For example, during one lesson, the learning objective posted visibly on the wall differed drastically from the content of tasks in which students engaged, and the teacher did not verbally reinforce any connection between lesson activities and their intended purpose in relation to student learning. During another observation, students worked in small groups at a variety of activities; however, only some of the activities related to the posted learning objective.

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Instructional Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
15%	54%	23%	8%

- **Teachers do not consistently use a variety of instructional strategies and materials to support students' diverse needs.** The site visit team observed the partially effective use of varied instructional strategies in 77% of classrooms. These lessons typically included multiple instructional formats, but the number of students who had access to different types of learning activities and the efficacy of these strategies varied. For example, during one lesson, half of the students worked on computers on different academic applications, while the teacher worked with the remaining students reviewing a core academic skill. However, although students worked on different tasks, these students did not switch to engage in different tasks during the observation period, and thus did not engage in a variety of learning activities. During another lesson, the teacher was not able to effectively work with a small group of students and monitor the behavior of students engaged in other tasks throughout the classroom. In another class, while a student was given the responsibility for selecting individual peers to answer the teacher's questions at the board, the majority of students remained seated on the floor during the whole observation. Lastly, the site visit team observed the ineffective delivery of varied instructional strategies in 15% of classrooms. These lessons lacked instructional strategies designed to meet the needs of diverse learners. For example, during one lesson, primary grade students were expected to engage in independent practice tasks that started before, and lasted through the end of, the observation period. Students sat at desks with packets and textbooks and had no opportunities to use manipulatives or engage academic content using a different format.

3	*Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
46%	23%	15%	15%

- **In-class assessment strategies do not consistently reveal students' thinking about learning goals.** The site visit team observed the effective use of in-class assessment strategies in 15% of classrooms. In these classes, teachers assessed all students' understanding of the academic content of lesson activities at least once. For example, during one class, the teacher used purposeful questioning techniques to assess most students during a review activity. Students then engaged in an independent practice task in which their work was clearly visible, and the teacher was able to circulate to all students to check their understanding. The site visit team observed the partially effective use of in-class assessment strategies in 38% of classes. In these classes, the teacher did not use an assessment strategy that allowed him/her to check the understanding all students in the class. For example, during one class, the teacher circulated among students as they worked independently, quickly checking students' work; however, the teacher assessed most, but not all, students using this technique. In another class, the teacher was able to assess the understanding of the group of students with whom s/he worked. However, other students worked on different activities simultaneously, and the teacher did not assess their progress on these tasks. The site visit team observed the ineffective use of in-class

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assessment strategies in the majority (46%) of classrooms. During these lessons, any teacher assessment of student progress typically focused on task completion, activity directions, or behavioral reminders. For example, during one lesson, the teacher circulated as students worked; however, interactions with students focused almost exclusively on ensuring students were on the correct page of the activity packet.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
62%	15%	8%	15%

- **Timely, frequent, and specific feedback is not provided throughout the learning process to inform improvement efforts.** The site visit team observed the effective delivery of instructional feedback in 15% of classrooms. In these classes, teachers provided specific, useful, content-based feedback to all students at least once during the lesson. For example, during one class, the teacher followed cold-call questioning with affirming comments in response to correct answers or further scaffolded questioning based on academic concepts in response to incorrect answers. The same teacher also reviewed the written work of all students in the class and guided students to focus their attention on areas in which they had made mistakes, rather than identifying the mistakes for them. The site visit team observed the partially effective delivery of instructional feedback in 23% of classrooms. During these lessons, teachers did not deliver feedback to all of the students in the class. For example, in one class, the teacher delivered high-quality feedback to a single student aimed at helping the student improve written work; however, none of the other students in the class received useful, content-based feedback. The site visit team observed the ineffective delivery of instructional feedback in the majority (62%) of classrooms. During these classes, teachers did not deliver feedback that was useful for students in improving their progress towards learning goals. For example, in one class, the teacher provided feedback to most students in the class; however, this feedback was very brief and mostly consisted of simply indicating if students' answers were correct or incorrect. During another class, the teacher did not deliver any feedback to students based on the academic content of the lesson at any time during the observation.

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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 3: Established**

- **The school has a process for identifying struggling and at-risk students and systematically monitors student progress.** Teachers and school leaders reported that the school has a student support team (SST) that meets weekly on Thursdays to support students who present with persistent academic or behavioral challenges and indicated that teachers and parents can refer students to be discussed by this team. Teachers stated that the SST includes the principal, the assistant principal, two special education teachers, the school psychologist, parents, and the teacher who referred the student being discussed. Teachers explained that, during SST meetings, members review student achievement data and work samples to identify with what students struggle and select appropriate instructional and/or behavioral interventions that are implemented for a period of six weeks, after which the team reviews their efficacy and plans next steps. Teachers reported that instructional staff collaborate with special educators outside of SST meetings, as well, to research and refine classroom interventions and indicated that school resources are shared freely to support this practice. School leaders stated that the progress of students who are referred to the SST is monitored during weekly teacher-based team (TBT) meetings and that teachers maintain data binders for students who have gone through the SST process. In addition, school leaders stated that the SST completes a documented summary of the SST caseload at the end of each school year and that this summary is used to revisit the needs of students during the first SST meeting of the subsequent school year. School leaders also explained that the school provided professional development (delivered by the assistant principal and a special education teacher) to school staff that focused on the SST process that was differentiated by grade level. However, some teachers reported that they felt they did not understand the SST process or which members of the school staff served on this team.
- **The school implements appropriate supports for struggling and at-risk students.** As described in a previous section of this report, the site visit team observed the use of varied instructional strategies that were partially effective in meeting the Tier I needs of diverse learners. In addition, school leaders and teachers explained that the school has incorporated a daily intervention block into the class schedule for each grade to address the Tier II-III needs of students. Teachers explained that during the specials (or encore) period, they select small groups of students with whom to work on targeted skills or concepts based on the analysis of data from a variety of sources, such as Northwest Evaluation Association (NWEA) assessments, while the remaining students attend their specials class. Teachers stated that almost all of their peers engage in this practice and that different groups of students are selected for different topics. School leaders explained that the school has a reading interventionist who also works with small groups of specific students during this intervention block. In addition, teachers and school leaders stated that special educators work with general education students, as well as those with documented special education needs and indicated that these staff members collaborate regularly with general education teachers to plan supports for students. Lastly, teachers and school leaders described computer adaptive applications used by students to support their academic progress. For example, school leaders explained that teachers at all grade levels have access to a program called Imagine Learning that students can access at school or at home. Teachers also stated that another application called Moby Max is used at all grade levels and provides support in a variety of content areas.

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

- **The school holds high expectations for academic learning.** School leaders explained (and a review of planning documents confirmed) that one of the academic priorities is the improvement of students' writing skills across all grade levels. Teachers reported that, in support of this priority, they submit an entire class set of writing samples from a single assignment to school leadership each quarter. School leaders explained that the building leadership team (BLT) reviews and assesses these student work samples (and the rubrics teachers use to grade them) and provide written feedback to teachers (samples of which were reviewed by team members). School leaders explained that they are still refining this practice and hope to use it to improve the alignment of literacy development from pre-kindergarten through eighth grade. In addition, the majority of students reported completing a variety of assignments with in the last two months, such as writing 2-to-3-page papers, reading nonfiction texts, and conducting science experiments. Students also reported creating academic goals for benchmark tests, explaining that teachers preview scoring categories with them and assist them in developing their target scores for upcoming assessments. In addition, students reported that there are celebrations for students who achieve these goals. Teachers stated that middle school students who make the honor roll are invited to a special luncheon each quarter in recognition of their achievement. Lastly, teachers and parents described Arch Day – a formal ceremony at the end of the year that celebrates each student's progression to the next grade. They indicated that staff members recognize and celebrate each individual student and her growth over the course of the year.
- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** All stakeholders reported that the school is physically and emotionally safe;. While teachers and students acknowledged that incidents of bullying do occur occasionally at WGLA, school leaders and teachers explained that the school has implemented a range programming to both prevent and respond to this issue, including a peer mediation program known as Winning Against Violent Environments (WAVE) and a social-emotional program called Not On Our Watch (NOW). School leaders explained that, through WAVE, students apply to become peer mediators and are then deployed to help diffuse student conflicts by administrators at their discretion. In addition, teachers and parents reported that the NOW program is run by the planning center instructional aide, who implements monthly events for the whole school body designed to challenge students to expand their social groups. For example, teachers described using different colored candies to assign students to sit with peers with whom they do not regularly socialize. When asked, almost all students reported that these programs were either "always helpful" or "sometimes helpful" in resolving student disputes. In addition, teachers stated that the school has a student-staff mentoring program in which students from different grade levels are assigned a staff mentor (who is not their classroom teacher) as a resource and a support for students, if needed. In addition, school leaders described a series of event for students, staff, and parents, planned by the school's dean of engagement, such as a student staff basketball game and a daddy-daughter dance. When asked, all students reported that staff were either "always" or "sometimes" helpful when they are informed about student issues. Lastly, when asked to identify one aspect of the school that they would retain above all else, students overwhelmingly identified their teachers as the part of the school community most valuable to them.

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Domain 3: Educators' Opportunities to Learn

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

- **Professional development (PD) is active and intensive, but not yet consistently sustained.** School leaders reported (and a review of school PD calendars confirmed) that administrators use allotted times during full-day sessions, half-day sessions, and after-school or school day meetings to deliver PD. However, school leaders and teachers reported that some of the allotted half-day sessions have been made unavailable for school-based PD based on the requirements of district scheduling. Also, primary grade teachers have had to spend a significant segment of the year in off-site training for an upcoming technology initiative. School leaders also explained that teachers are involved in book studies focusing on single-sex education that convene during staff meetings, that whole staff meetings are utilized to analyze NWEA achievement data and goal-setting related to student achievement, and that external providers delivered training on the Imagine Learning application prior to the start of school. However, some teachers stated that PD feels fragmented throughout the year and that the content of PD activities does not consistently align with school priorities. Some teachers stated that they do not understand the reasoning behind the sequencing of PD topics and feel that new topics are introduced too quickly. Many teachers reported that they are supported by administration when seeking off-site PD activities and that the principal routinely expects teachers to relay the content of external PD to school staff during team meetings. However, when asked to describe how the school monitors the effectiveness of PD, school leaders did not describe structures that hold all staff accountable for the learning in which they engage during PD sessions or that ensure that these activities positively impact the instruction delivered to WGLA students.
- **Educators collaborate regularly to learn about students' progress; but these efforts do not yet impact student achievement.** School leaders reported that teachers meet weekly on Mondays or Tuesdays in TBTs in order to complete state-mandated cycles of inquiry. Teachers reported that the TBT process involves identifying a specific learning standard with which students struggle, selecting differentiated instructional interventions, implementing them in the classroom, and collecting data to determine their efficacy. The site visit team reviewed sample TBT documents that revealed the identification of targeted groups of students (red, bronze), the analysis of data, and the planning of interventions for each group. While some teachers reported that the TBT process has impacted their practice by ensuring they maintain a focus on specific students and their academic needs, school leaders described expectations for the use of TBT meeting time that was not reflected in teachers' descriptions of TBT meetings. For example, school leaders stated that there is a cycle of topics to be addressed at each meeting within a month, focusing on specific student groupings or different types of student needs. However, while teachers reported that they are held accountable for the content of TBT meetings, they did not describe the same objectives assigned to each meeting within a month. Lastly, school leaders acknowledged that student achievement results show that the TBT process is not having as great an impact as it could throughout the school, and explained that further development of lesson planning practices are planned in order to amplify the positive effects of the work of TBT teams.

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

- **Some educators' mindsets and beliefs reflect a shared commitment to students' learning.** Teachers and school leaders explained that the vast majority of the staff have incorporated the analysis of student achievement data into their practice and indicated that teachers are beginning to hold each other accountable their students' performance on assessments, such as the NWEA. For example, teachers explained that staff members whose students demonstrate lagging results have taken ownership of the issue and received support from their peers. Teachers also reported that students in need of academic support, further challenge, or who have social-emotional needs (and a supportive relationship with another staff member) are commonly sent to other classrooms to work with other teachers to meet these needs. In addition, as explained in a previous section of this report, school leaders stated that teachers have made a significant effort to support students' learning by designing, completing, and scoring class sets of writing samples each quarter in alignment with the school-wide priority of improving students' writing skills across all grade levels. Teachers also reported that the staff are committed to the work required to promote student learning and that many of their colleagues work after students are dismissed (until they are required to leave due to the building's closing hours) and arrive before the school opens in the morning to await entry to continue their preparations. However, when asked to identify the factors that have contributed to low scores on standardized assessments, most teachers stated that a lack of parental support and student transience are main causes for these issues. As outlined in a subsequent section of this report, teachers also consistently reported that between 60-80% of parents are involved in their daughter's education and regularly attend events at the school.
- **The school has taken steps to establish a safe, trustworthy, and growth-oriented professional climate.** Teachers at WGLA described having close, trusting relationships with their colleagues that support their focus on students' learning and well-being. When asked, teachers described their peers as collegial, supportive, dedicated, hard-working, and respectful. However, while some teachers described the principal and other administrators as open, honest, caring, and well-intentioned, others stated that they do not feel that the professional environment is safe and growth-oriented. When asked to respond anonymously, some teachers stated that their relationship with the school's administration is strained and that administrators are disconnected from teachers. In addition, while some teachers reported that the principal has an open-door policy and stated that they have felt comfortable bringing concerns and ideas to the principal, they also stated that they are aware that some staff members feel intimidated by the principal. School leaders stated that the school has a team-friendly environment in which "everyone clicks," and described teachers as professionals. However, school leaders acknowledged that some teachers do not feel comfortable approaching the principal and stated that they hope the addition of the assistant principal and the dean of engagement will provide additional opportunities for all staff to engage with administrators in a safe, open, and productive manner.

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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**

- **Although the principal has articulated an academic vision for the school, it is not consistently understood; school-wide goals are also not clear to stakeholders.** A review of school documents (such as the WGLA staff handbook) by the site visit team revealed many documented guiding principles attributed to the school. For example, the staff handbook contains the vision statement of the school, "To create a school worthy of our own children where each girl will be competent, confident, and compassionate for a successful future. Classrooms with fun and life." In addition, the site visit team observed many guiding principles posted in a designated area of classrooms called the "Warner's Corner" that featured a school creed, a mission statement with goals, a vision statement, an educational philosophy, a list of habits of mind, a list of highly effective habits, a list of traits, a list of benefits of attending the school, and a list of things "we hope and dream." However, stakeholders' descriptions of the school's vision did not clearly align with the documented vision or any documented guiding principle. For example, teachers reported that the school's vision is to show growth, to focus on differentiation, or simply, excellence. In addition, school leaders reported that the vision of WGLA is to "be the school for Cleveland girls" and for each student to "be who she is" and work to grow, lead, and achieve. In addition, when asked, teachers did not report any specific, school-wide goals. Some teachers responded by identifying specific achievement targets for students in their classrooms; others acknowledged that WGLA lacks clear, school-wide goals. School leaders described a variety of goals, such as 5% growth in math each year, writing across the curriculum, and using specific strategies in reading and writing. However, school leaders also acknowledged a lack of clarity around school-wide goals for the current academic year.
- **School leaders do not yet ensure that teachers deliver high-quality instruction.** Teachers reported that, outside of formal observations that are required as a part of the teacher development and evaluation system (TDES), school leaders do not regularly observe the quality of classroom instruction. When asked, teachers stated that administrators have conducted informal observations of their classrooms either once, twice, or never during the current academic year. School leaders acknowledged that conducting formal observations, delivering feedback, and scheduling follow-up conferences as part of the TDES process has consumed a great deal of time and effort and indicated that they have not yet been able to conduct regular, informal observations. School leaders explained that they have worked to develop norms and expectations for classroom observations so that the newly-hired assistant principal and dean of engagement can assist in increasing the administration's capacity to monitor instruction. School leaders also expressed that a more structured system for consistent, informal classroom observations is being developed. In addition, teachers reported that feedback on their instructional practice is not consistent and not always useful. For example, some teachers reported only receiving written feedback from informal observations either verbally or via email once or twice over the course of the year. In addition, teachers stated that the written feedback they do receive is "not really in-depth" and does not consistently include suggestions or next steps to address concerns identified during observations.

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

- **School leaders ensure effective communication and are developing inclusive, transparent decision-making structures across the organization.** Teachers and school leaders explained that the principal creates and distributes a weekly staff bulletin (samples of which were reviewed by the site visit team) that contains reminders, school calendar updates, and other important information. Teachers also reported that the information in the bulletin is very helpful and that the principal holds staff members accountable for reading the bulletin each week in order to protect the use of meeting times for other purposes. In addition, school leaders and teachers explained that the administration has begun to develop a system for collecting and sharing both school-wide and classroom-specific documents on a shared server that all staff members can access. School leaders also explained that the school's BLT includes staff member representatives from different grade-level teams and specialties, and indicated that these representatives communicate information and seek input on specific topics from the greater staff during weekly meetings of grade-level teams. School leaders acknowledged that the addition of two new members of the administrative team has caused some instances of miscommunication and indicated that they are working to ameliorate those issues. Teachers and school leaders reported that the school also has committees (in addition to the BLT) that meet regularly and include staff members, such as the sunshine committee, the Student Learning Outcomes (SLO) – a committee working to develop the school's academic achievement plan (AAP) – and the SST committee. However, while some teachers reported a clear understanding of the work of these committees, the BLT, and how staff members were selected to serve on them, others described a lack of understanding of the work of committees, as well as a lack of transparency around the selection of staff members who serve on the BLT.
- **The principal engages parents and community members in the educational process.** School leaders explained that, this year, the school hired a dean of engagement who meets with parent representatives and community partners on a monthly basis. Teachers reported that the dean of engagement is very effective at building relationships with students and parents, explaining that he maintains a consistent presence in common areas, as well as during arrival and dismissal, and is responsive to attendance issues and student crises as they arise. School leaders and teachers reported strong parent engagement in students' learning and indicated that 60-to-80% of students' families attend school events on a regular basis. Parents described a variety of events aimed at developing family engagement – family science night, parent-teacher conferences, invitations to specific meals, and walk-to-school activities. In addition, parents explained that the school parent organization (SPO) meets monthly and discusses academic issues and upcoming testing and reviews a calendar of events. School leaders reported that approximately 25 parents attend each meeting. Parents also reported that staff members have effectively taught them how to read reports from their child(ren)'s academic assessments and consistently inform them of their child(ren)'s targets for upcoming assessments. In addition, school leaders and parents reported that the school has developed a partnership with a local social service agency called University Settlement to provide an eight-week series of classes to parents on issues related to child rearing. School leaders also explained that the school has a partnership with a local university (John Carrol) and high school (St. Martin De Porres) in which students from these institutions assist WGLA teachers and tutor WGLA students on a weekly basis across multiple grade levels.

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Prioritization Process

The site visit team met with the Warner Girls' Leadership Academy'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. The team discussed Behavioral Expectations as an area of strength. The site visit team also noted the following areas for growth: Structured Learning Environments and Focused Instruction.

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

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

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

Success Measure: 80% of classrooms will evince students being able to articulate the "what", the "how", and the "why" of the learning target by February 2018.

Actions	Target Dates	Champions
SQR Focus Team will communicate the findings from school quality review; establish the need for this new action.	June PD Days	Asst. Principal, UCC
BLT will establish the common language of focused, purposeful instruction.	6/5/17 – June PD Days	BLT Teachers
BLT will distribute surveys to identify needs of teachers and students related to focused instruction	6/5/17 – June PD Days	BLT Teachers
BLT plans timeline of professional development, coaching over time, benchmarks, staff tracking systems; plans how to approach process to generate staff buy-in	6/5/17 – June PD Days	BLT Teachers
BLT to determine 1-3 strategies of student output for teachers to focus on for training based upon list created 5/4/17	6/5/17 – June PD Days	BLT Teachers
BLT to plan training (BLT to think through plans of practicing flexible vs. fixed mindsets, ongoing coaching, reflecting on practice, establishing Habits of Sharing practices)	Aug. PD Days	Principal, Assistant Principal
BLT will plan how to track and discuss teachers' progress in coaching students on learning and demonstrating output related to learning objectives (via BLT feedback, DDI cycle, TBT, administrators informal feedback, allow for vertical collaboration, promote ownership of practice & reflection)	October 2017	Dean of Engagement
BLT conducts instructional rounds to track trends (Assessment of Progress of students knowing "what" and "how" – December/January 2018)	October 2017	Principal
BLT assesses the goal, provides feedback, makes adjustments	Dec. 2017 to March 2018	Principal

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BLT conducts instructional rounds to track trends (Assessment of progress of students knowing "what", "how", and "why" – February 2018)	February 2018	BLT

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Appendix A: Site Visit Team Members

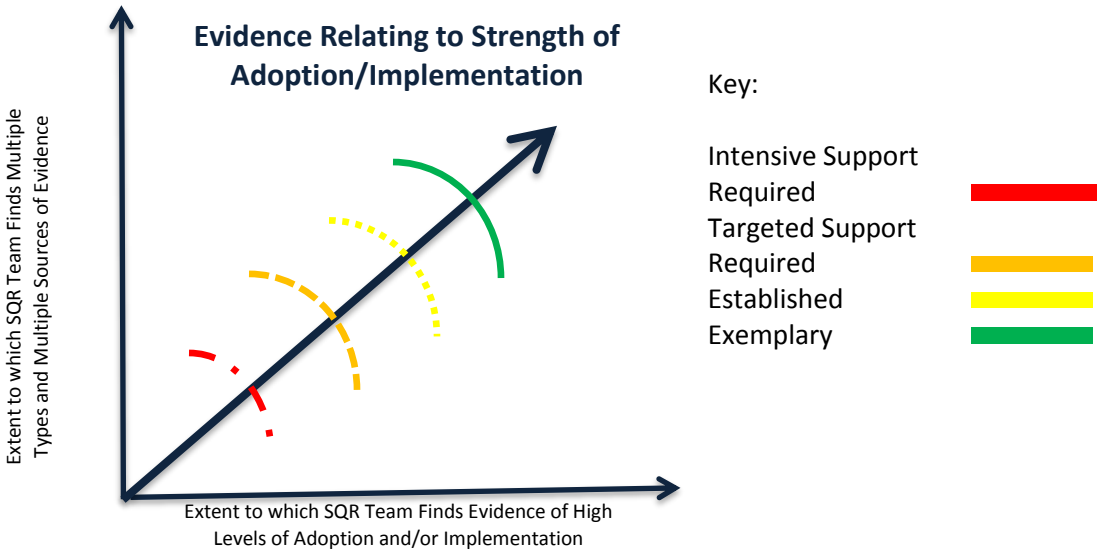
The School Quality Review to Warner Girls' Leadership Academy was conducted on May 2-4, 2017 by a team of educators from Cleveland Metropolitan School District and SchoolWorks, LLC.

Kara Dunn, Team Leader	SchoolWorks, LLC
Nick Thompson, Team Writer	SchoolWorks, LLC

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Appendix B: Implementation Rubric

The site visit team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types[2] and multiple sources[3] of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



Rating	Implementation Level	Quality Standard
1	**Intensive Support Required**	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2	**Targeted Support Required**	Evidence indicates that the key question is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.
3	**Established**	Evidence indicates that the key question is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.
4	**Exemplary**	Evidence indicates that the key question is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.

[2] "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups and/or interviews; and classroom observations.

[3] "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups and/or interviews; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

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Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 13 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	**2**	**3**	**4**
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 8	38%	25%	25%	13%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 5	40%	20%	0%	40%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	31%	38%	31%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	15%	38%	31%	15%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	23%	31%	23%	23%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	62%	15%	15%	8%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	15%	54%	23%	8%
	7. Cognitive Engagement Active student participation Perseverance	0%	38%	31%	31%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	31%	31%	31%	8%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	46%	23%	15%	15%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	77%	23%	0%	0%
	11. Feedback Feedback to students Student use of feedback	62%	15%	8%	15%

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