SchoolWorks
School Quality Review
Report

Washington Park
April 10-12, 2017

SchoolWorks®
Assess. Plan. Achieve.

100 Cummings Center, Suite 236C,
Beverly, MA 01915
(978) 921-1674 www.schoolworks.org

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 6

Domain 3: Educators' Opportunities to Learn 8

Domain 4: Governance and Leadership 10

Prioritization Process 12

Appendix A: Site Visit Team Members 13

Appendix B: Implementation Rubric 14

Appendix C: Summary of Classroom Observation Data 15

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.

© 2017 SchoolWorks, LLC. All rights reserved.

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 2: Targeted Support Required**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 2: Targeted Support Required**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 2: Targeted Support Required**
Domain 4: Governance and Leadership	
8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Level 1: Intensive Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 3: Established**

© 2017 SchoolWorks, LLC. All rights reserved.

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	2	3	4
25%	50%	25%	0%

- **Behavioral expectations are not clear and understood by students.** In 75% (n=12) of classrooms, the site visit team observed the partially effective implementation of behavioral expectations. In one such classroom, students occasionally engaged in off-task discussions, but the teacher redirected students, who then responded appropriately and corrected their behavior. In another class, approximately one-quarter of students were disengaged, occasionally putting their heads on their desks, while the remainder of students worked as expected. In another classroom, students cursed openly upon entering class; this was not addressed by the teacher, but students followed expectations regarding class materials, and began work immediately when asked. In 25% of classrooms, the site visit team observed the ineffective implementation of behavior expectations. In one such classroom, approximately half of the students were off task on their cell phones. When the teacher briefly left the class unattended, students engaged in more egregious misbehavior, such as throwing items and making inappropriate racial and sexual comments. With the exception of the misbehavior in this classroom, the site visit team did not observe egregious or unsafe misbehavior, and found that students were typically calm and treated their classmates and teachers with respect. The most common misbehaviors observed by the site visit team included off-task cell phone use and students wearing headphones (both behaviors not allowed, according to posters), as well as roughhousing when unsupervised in the hallways after lunch.

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
25%	67%	8%	0%

- **The learning environment is not highly structured, and learning time is not maximized.** In 75% of classrooms, the site visit team observed the partially effective establishment of a structured learning environment. In these classrooms, learning time was often wasted due to a lack of effective procedures or a lack of teacher preparation. In one such classroom, students did not have a task assigned upon entering the room and chatted with their peers for the first five minutes of class until the teacher asked students to begin work – at which point, students began work promptly. In another classroom, the teacher had not written the practice problems on the board and spent the first few minutes of class doing this while students chatted idly. In another classroom, all class materials were prepared, and students were attentive with their books open, but the teacher's pacing was very slow; approximately one-quarter of students became disengaged due to pacing. In 25% of classrooms, structures and learning time were ineffective. In some of these classrooms, unclear learning plans contributed to additional lost learning time. In one such classroom, after losing approximately five minutes at the start of class due to a lack of procedures, the teacher then discussed current events and students' personal issues unrelated to the posted objectives. Across classroom observations, the

© 2017 SchoolWorks, LLC. All rights reserved.

site visit team did not observe strategies to create a sense of urgency, such as the use of bell work or timers.

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%	33%	17%	0%

- **Teachers do not provide most students with clear learning goals and focused, purposeful instruction.** The site visit team observed the partially effectively implementation of focused instruction in 50% of classrooms. In many of these classrooms, objectives ("I can…" statements) were posted, but they were not aligned to lesson activities, or presentation of academic content was unclear. In one classroom, for example, multiple "I can…" statements were posted at the front of the classroom, but the lesson activities in which the students were engaged were related to the academic content, but not the skills outlined in the objectives. In another classroom, new information was presented to students through the use of a videotape, but students were unable to hear the accompanying audio; the teacher occasionally stopped the video to clarify key points but did not model the skills or concepts. In 50% of classroom, the site visit team observed the ineffective implementation of focused instruction. In these lessons, learning goals were not effectively communicated or instruction was not effectively presented. In one such classroom, for example, rather than a learning target, the lesson target was presented as an assignment – workbook pages and problem numbers. In another classroom, the teacher lectured throughout the lesson and provided no modeling of skills and had no interactions with students; students disengaged from the lesson when it appeared that they were confused by the material. In another classroom, students worked on assignments from another class rather than the activities they were assigned.

Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
83%	0%	8%	8%

- **Instruction does not require all students to use and develop higher-order thinking skills.** The site visit team observed the effective promotion of higher-order thinking – in which the majority of students were required to engage in challenging tasks at various points in the lesson – in 8% of classrooms. In one such classroom, all students were engaged in conversations with their peers and teacher about real-world problem solving, and were required to consider various factors that presented challenges to their proposed solutions. In 8% of classrooms, the site visit team observed the partially effective promotion of higher-order thinking. In one lesson, for example, students retold stories from different points of view, and were given challenging questions by their teacher, but approximately one-quarter of students did not participate. In 83% of classrooms, the site visit team observed the ineffective promotion of higher-order thinking. In many of these classrooms, students were not provided with any challenging tasks. In one such classroom, students were required to answer a small number of simple problems only. In another, students worked on a collaborative project, but were required to complete only comprehension-level tasks that required simple answers.

© 2017 SchoolWorks, LLC. All rights reserved.

In various other classrooms, students were asked only recall questions, and in some cases, were asked to use computers or phones for research, but only to find basic facts. Students reported that they feel challenged in approximately half of their classes.

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
67%	17%	8%	8%

- **In-class assessment strategies are rarely used to reveal students' thinking about learning goals.** The site visit team observed the effective use of assessments – in which the majority of students' understanding was checked at various points – in 8% of classrooms. In one such classroom, the teacher circulated consistently throughout the lesson to check students' understanding of the academic content, checking each student's work multiple times. In 25% of classrooms, assessment strategies were partially effective. In one classroom, for example, the teacher circulated and checked students' written products, but checked approximately half of students' responses only. In 67% of classrooms, assessment strategies were absent or ineffective. In one classroom, for example, the teacher was seated throughout the entire observation and never interacted with students regarding their academic work. In another, the teacher circulated while students worked in groups, but checked only to ensure that students were on task, rather than examining their academic work. In another classroom, students were told that they were to work on a quiz, but were then allowed to ask their peers and the teacher for help, and were allowed to refer to their notes. In numerous classrooms, teachers did not systematically assess students in any way (purposeful circulation, use of exit tickets, whiteboard, hand signals, or verbal questioning).

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
75%	8%	17%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** The site visit team did not observe the effective provision of feedback – feedback that provided students with specific guidance to help make progress toward the learning goal – in any classrooms. In 25% of classrooms, the site visit team observed the partially effective provision of feedback. In one such classroom, the teacher gave students specific feedback on the formatting and content of their written product and required students to resubmit their work with revisions, but only approximately half of students received this feedback. In 75% of classrooms, feedback was absent or ineffective. In the majority of these classrooms, no feedback was provided. In one classroom, students solved problems while the teacher circulated, but were only told whether their answers were correct or incorrect, and did not receive useful input regarding how to complete the work. In a number of classrooms, students worked on projects without rubrics or specific guidance. The site visit team observed the use of rubrics, anchor charts, or models in only one classroom.

© 2017 SchoolWorks, LLC. All rights reserved.

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 and at-risk students but does not systematically monitor student progress.** All stakeholders reported that the school has an established student support team (SST) process. School leaders and teachers reported (and the SST meeting schedule confirmed) that the SST meets weekly. School leaders reported (and SST meetings notes indicated) that meeting time with students are individually scheduled so that teachers and parents can more easily take part in meetings. Attendees at SST meetings include various school leaders, support staff (i.e., counselors), and teachers. Sample SST referral documents include data, such as teacher classroom behavior observations and notes regarding the completion of academic work. School leaders and teachers reported that approximately 15 students have been referred to the SST this year. Staff involved in SST, including school leaders and support staff, indicated that SST meetings are a priority. However, staff reported that the referral process and monitoring the effectiveness of interventions is inconsistent. Some teachers reported that the referral process is informal or were not able to describe the process for referral, and stated that many referrals are from students' guardians. Others stated that the school has not offered professional development regarding the SST process. Staff were also not able to describe how the effectiveness of interventions are monitored and were not able to describe what types of data or assessment might be used for monitoring progress of struggling students. Sample SST materials included notes and observations on behavior (i.e., classroom observations, Functional Behavioral Analysis), but not academic performance data.
- **The school offers few supports for struggling and at-risk students.** School leaders and teachers made various references to students' academic gaps and the school's low academic performance, but the site visit team found limited evidence of interventions for struggling and at-risk students. Teachers, for example, struggled to identify the programs, staffing, and classroom strategies used to support academic needs. School leaders and teachers stated that after-school tutoring is offered by University Settlement (a partner organization) as well as informally by teachers, but that only approximately 20 students take part in University Settlement, and few students take advantage of teachers' tutoring. While the site visit team observed the use of Study Island and Ohio Graduation Test (OGT) practice tests, teachers stated that the school has limited academic intervention programs, citing only Read180. Staff also reported that the school uses a Planning Center (described as a replacement for in-school suspension) and credit recovery programming, but many staff reported that these systems are not effective in meeting students' behavioral or academic needs. Teachers also stated that mid-year loss of intervention staffing has resulted in less consistent classroom push-in supports for students with academic needs. Finally, teachers were not able to consistently identify the classroom strategies they use to support struggling students. Some staff referred to using differentiation to meet students' various needs, but acknowledged that this has only recently become a focus at the school; the site visit team did not observe differentiation in the majority of classrooms. On numerous occasions, teachers stated that students would benefit from more academic interventions.

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

© 2017 SchoolWorks, LLC. All rights reserved.

- **The school does not consistently hold high expectations for academic learning.** All stakeholders reported that the school celebrates academic performance through award ceremonies each semester. However, students and staff indicated (and school observations confirmed) that not all staff hold high expectations. Students, for example, reported that they are challenged in some classes, and that those teachers convey messages regarding the importance of academic achievement and that they can succeed. Students also stated that these teachers typically do not accept low-quality work or answers, encourage them to persevere, and offer them extra support. But students stated that they feel that other staff do not hold them to high expectations, as evidenced by a lack of positive messaging, accepting low-quality work, and not offering support. Staff also stated that their peers hold varying expectations for students. Some staff referenced the importance of rigor and preparing students for college, while others referenced preparing students for non-academic careers and post-secondary opportunities. Some staff demonstrated high expectations in classrooms by requiring students to answer in complete sentences, not allowing students to opt out of activities or questioning, and requiring students to engage in challenging activities, but this was not observed in the majority of classrooms. The site visit team did not observe consistent references to careers or college, the importance of academic achievement, or posted high-quality student work throughout the school.
- **The school provides a safe environment.** All stakeholders – school leaders, teachers, parents, and students – indicated that the school provides a physically safe environment for students. The site visit team observed that the school environment was typically clean, orderly, and safe. Staff and students reported that school security is challenging given the school's open campus, but frequently cited the school's two security guards and use of metal detectors and locked doors as contributing to a sense of safety. Teachers and parents did not report concerns with students' safety, and students indicated feeling both physically and emotionally safe on campus. Students stated that bullying is rare, and provided examples of their peers feeling comfortable expressing their diverse personalities and identities. The site visit team observed that a small number of students engaged in roughhousing when unsupervised after lunch, but that otherwise, students were typically calm and orderly in classrooms, hallways, the cafeteria, and other common spaces. The site visit team also observed few disrespectful interactions among students or between students and staff. On the school's most recent Conditions for Learning (CFL) survey, 81% of students reported feeling safe at the school.

© 2017 SchoolWorks, LLC. All rights reserved.

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 beginning to address school priorities and identified areas of need.** School leaders and teachers reported that the focus of professional development (PD) this year has included both student and adult culture and teacher-based teams (TBTs). They also stated that teachers have input in both choosing and delivering PD. Staff explained that, this year, the school has a new principal, and while the school has instructional goals, the area of greatest need this year was improving school culture. School leaders and teachers also reported that teachers have had varied past experiences with data use, so that it was beneficial to reteach and model the TBT process for staff. Sample PD agendas include multiple sessions on Positive Behavior Supports and Intervention (PBIS) and TBTs. Staff also reported that PD often includes valuable and enjoyable teambuilding activities. Further, school leaders and teachers reported that teacher interest and needs inform PD, both formally, through building leadership team (BLT) input and occasionally instructional observations, and informally, through staff suggestions. School leaders and staff also reported that teachers sometimes lead sessions after returning from off-site PD, and reported typically enjoying these sessions. Despite PD's focus and staff involvement, many staff members reported that PD is not yet consistently useful in improving their instruction. Teachers reported that PD has improved this year, but were typically not able to identify specific strategies from PD that have had a positive impact on their instruction. School leaders acknowledged that the school does not have a yearlong PD calendar; some staff were unable to describe PD priorities, such as school culture and TBTs.
- **Educators are beginning to collaborate to learn about effective instruction and students' progress.** School leaders and teachers reported that TBTs are the most common form of staff collaboration. School leaders explained that while they are not mandated to implement TBTs this year, they believe it is a valuable process and are preparing for the likelihood of being required to do TBTs next year. The site visit team observed a TBT meeting and found that the majority of teachers were engaged in the process, and that school leaders had a high level of oversight and involvement, including modeling the process for staff. Sample TBT materials also included feedback from school leaders, both on the TBT forms and in supplemental rubrics. While TBTs meet regularly and receive school leader support, both school leaders and teachers acknowledged that the school is in the early stages of implementing TBTs and that staff understanding of the process and value is limited. In addition to TBTs, staff reported taking part in some informal collaboration, although nearly all examples of informal collaboration were focused on logistics (e.g., covering classes) or student behavior, rather than academics. Some teachers reported that they feel that informal collaborative time is not used efficiently. Others stated that they would like a structure to ensure that teachers have time to discuss student issues. Staff also reported that they have recently begun to work together on developing integrated curriculum units (ICU), but that this project has only recently begun.

© 2017 SchoolWorks, LLC. All rights reserved.

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

- **Educators' mindsets and beliefs do not consistently reflect shared commitments to students' learning.** Staff members conveyed differing beliefs regarding their vision for teaching, shared commitments to supervising students, and personal responsibility for ensuring student achievement regardless of students' personal circumstances. Teachers identified various schoolwide instructional strategies (e.g., "I can…" statements, differentiation), but did not demonstrate a common understanding of these strategies. Also, the site visit team did not find that these were consistently implemented. Teachers, for example, expressed different understandings of differentiation (e.g., remediation, varied assignments), and the site visit team did not observe any examples of differentiation in classrooms. Teachers also acknowledged that student behavior declines when students are unsupervised, but the site visit team observed few examples of staff monitoring students in hallways when misbehavior occurred, such as following lunch. Staff also expressed differing explanations and levels of responsibility for the school's low academic performance. Some staff acknowledged students' gaps in academic achievement or lack of motivation, and responded with suggestions for how the school could better serve those students, such as offering additional tutoring or making classes more relevant or exciting. But others, instead, blamed students for their performance and suggested that their challenges were too great to overcome. Others suggested that the school implement entrance requirements, such as minimum grade-point averages, or deny admission to students with past behavior challenges. Teachers acknowledged that their peers are divided regarding how to respond to challenging students.
- **The school reflects a safe and trustworthy professional climate.** Staff consistently described their colleagues and school administrators as open, well-intentioned, and caring. Teachers unanimously reported that the feel supported by their colleagues, often reporting that their peers are their greatest resources at the school. Some also highlighted the willingness of some of their colleagues to provide additional support to students through after-school or lunch tutoring. Teachers also reported willingness to help lead PD sessions and stated that they feel comfortable and supported in experimenting with new instructional strategies in their classrooms, such as end-of-unit projects involving the use technology. Others spoke enthusiastically of new instructional initiatives, such as PBIS or ICUs, and reported that recent teambuilding activities have been helpful. Teachers also spoke positively of the relationship between teachers and school leaders, reporting that they feel comfortable approaching school leaders for help or with suggestions. Some highlighted that the relationship between teachers and administrators has improved greatly since previous years, when there was a sense that administration sought only to hold staff accountable. The site visit team did not find any evidence of lack of trust or divisions among staff between new and veteran teachers or between teachers of different grade levels.

© 2017 SchoolWorks, LLC. All rights reserved.

Domain 4: Governance and Leadership

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

- **The principal has not yet created a shared vision or clear academic goals for the school.** While most staff were able to identify priority strategies for the year, such as improving culture or implementing PBIS, they were unable to describe the school's vision or goals. A small number of staff reported that the school's vision is to provide students with career and technical education (CTE) options, but others were unclear on the school's vision. School leaders and teachers consistently reported that improving attendance is a school goal, and many were able to state the goal (e.g., increasing attendance from 89% to 93%) and progress toward that goal (e.g., current attendance rate of 90.3%). However, staff were unable to consistently identify any other academic goals or the measures that would be used to assess progress toward achieving those goals. The school's Academic Achievement Plan (AAP) and Strategic School Design (SSD) documents included past academic achievement and broad academic goals (e.g., increasing reading proficiency), but did not include targets or metrics. The school's bi-weekly staff bulletin included the school's vision and mission, as well as district goals (i.e., increasing graduation rates by 4%, increasing attendance by 1.5%), but not school goals, or the specific school targets if district goals were applied to school data. Similarly, teachers were not typically able to describe specific academic goals for the classrooms or how their students were progressing toward goals. School leaders acknowledged that improving culture, rather than academics, has been the focus this year.
- **School leaders do not consistently ensure that teachers deliver high-quality instruction.** Teachers and school leaders reported (and review of documents confirmed) that formal observations are completed as required, but the site visit team found limited evidence of other ways that school leaders systematically and consistently ensure high-quality instruction. School leaders and teachers reported that the school has completed informal instructional rounds at various points throughout the year, and that these were valuable and interesting when completed. They explained the data were shared with staff, but that these have not been used consistently throughout the year. Staff also reported that they are not certain what school leaders are looking for during walkthroughs. Some staff bulletins, for example, include data on instructional round look-fors, but others do not; also, look-fors vary from bulletin to bulletin. A Fall bulletin, for example, indicated that higher-order thinking was observed in 25% of classes, and that consistency, rewards, and consequences were observed in 50% of classrooms. A Winter bulletin identified the look-fors as data, assessment, and feedback, and provided no data regarding observations. Staff reported that, on average, they have received informal feedback from an administrator only once this year, and reported that the feedback varies in usefulness. School leaders reported that they are revising the system for instructional rounds and are developing a tracking system for these data, but have not yet implemented this system.

© 2017 SchoolWorks, LLC. All rights reserved.

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

- **School leaders ensure effective communication and inclusive, transparent decision-making across the organization.** Both teachers and parents reported varying systems for effective communication, and school leaders and teachers indicated that the school has various avenues in which teachers can have input in school decisions. Parents, for example, reported that the school communicates with them using automated phone calls and bulletins for special events (e.g., conferences, awards ceremonies), as well as individual phone calls from both administrators and teachers regarding their students' academics and behavior. Parent flyers confirmed that bulletins are used regularly to communicate special events and student-parent organization meetings. All stakeholders reported that the majority of teachers use Edmodo, an online gradebook; the majority of students confirmed that their parents check their grades using this system. Parents also reported that staff at the school are accessible to parent needs, and feel that parents and students receive a high level of individual attention from staff. Similarly, staff reported that communication from school leaders is in the form of bi-weekly bulletins and texts for last-minute changes. Sample bulletins include items such as announcements, due dates, upcoming events, attendance tracking, school mission and vision, and PD and instructional updates. In addition to effective communication, the majority of staff reported having input in decision making. Staff reported that the BLT, Academic Performance Team (APT), and committees provide opportunities for decision making, and cited examples such as the BLT's input on PD and the school culture committee's decision to implement positive morning announcements. Some teachers reported that communication and decision making are a strength of the new principal and have improved greatly at the school since last year.
- **The school engages community members in the educational process and creates an environment in which community resources support learning.** All stakeholders reported that the school's partnerships have a significant positive impact at the school. The school's list of partnerships included approximately 20 organizations. Among these, school leaders, teachers, and students identified First Tee of Cleveland, Cuyahoga Community College (Tri-C), and College Now as the partnerships that are most active and have the greatest impact on students. Staff and students reported that First Tee of Cleveland works with students directly through approximately 10 sessions each year to provide mentoring and life skills through golf; students reported that this program is both fun and has taught them important life skills. The site visit team observed First Tee staff members on campus to work with students. Staff and students reported that Tri-C and College Now provide pre-college counseling and tutoring, and that Tri-C also arranges visits to their college campuses. Students spoke enthusiastically and favorably of each of these programs. Site visit team members met with the school's Advisory Board, which includes leaders from each of these partnerships. Advisory Board members were enthusiastic about working with the school and expressed a desire to meet the school's various needs, including academic supports, college preparation, and mentoring. Other partnerships frequently referenced on campus included Murtis Taylor Human Services, which, staff reported, provides on-site counseling to approximately 15 students; University Settlement, which provides after-school programming; and Upward Bound, which provides pre-college tutoring.

© 2017 SchoolWorks, LLC. All rights reserved.

Prioritization Process

The site visit team met with the Washington Park'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 professional development and adult culture. The site visit team also noted that areas for growth include behavior expectations, student engagement, and classroom assessment.

The group identified *Domain I: 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 Instruction*.

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

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

Success Measure: In non-evaluative instructional rounds, in 75% of classrooms, effective instruction is aligned to learning goals (i.e. "I can…" statements, scope and sequence) and students are working toward that learning goal.

Actions	Target Dates	Champions
1. Share data from SQR (stress that the focus on learning goals is to improve instruction rather than to be posted for compliance).	4/20	APT
2. Design and deliver first round of PD to model and practice the use of learning goals.	4/27	Admin team
3. Provide first round of lesson plan feedback on learning goal characteristics presented in PD.	5/4	APT
4. Conduct first round of non-evaluative instructional rounds to observe classrooms.	5/25	Admin team
5. Analyze instructional round data and revise approach to training.	6/15	Admin team
6. Share instructional data analysis with APT.	8/1	Admin team
7. Deliver second round (summer) PD to model and practice the use of learning goals.	8/10	APT
8. Deliver second round of lesson plan feedback on learning goal characteristics presented in PD.	9/15	APT
9. Conduct a second round of non-evaluative instructional rounds to observe classrooms.	9/30	Admin team

© 2017 SchoolWorks, LLC. All rights reserved.

Appendix A: Site Visit Team Members

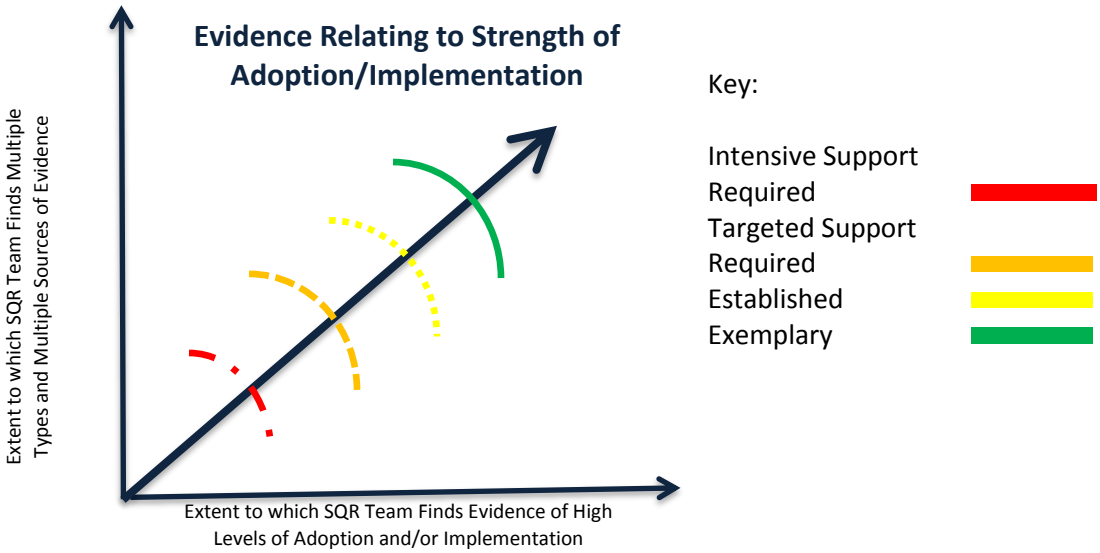
The SQR to Washington Park was conducted on April 10-12, 2017 by a team of educators from the CMSD and SchoolWorks, LLC.

Amber League, Team Leader	SchoolWorks, LLC
Nick Bucy, Team Writer	SchoolWorks, LLC
Jill Cabe, Team Member	CMSD

© 2017 SchoolWorks, LLC. All rights reserved.

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[1] and multiple sources[2] 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.

[1] "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.

[2] "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.

© 2017 SchoolWorks, LLC. All rights reserved.

Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 12 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	2	3	4
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 8	63%	13%	25%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 4	25%	50%	25%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	25%	50%	25%	0%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	25%	67%	8%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	42%	42%	8%	8%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	50%	33%	17%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	50%	42%	0%	8%
	7. Cognitive Engagement Active student participation Perseverance	42%	42%	17%	0%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	83%	0%	8%	8%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	67%	17%	8%	8%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	100%	0%	0%	0%
	11. Feedback Feedback to students Student use of feedback	75%	8%	17%	0%

© 2017 SchoolWorks, LLC. All rights reserved.