



**Cleveland Metropolitan School District**  
**School Quality Review Pilot**  
**Summary of Results and**  
**Recommendations**

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## Introduction

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Cleveland Metropolitan School District (CMSD) engaged SchoolWorks as a partner in implementing a School Quality Review (SQR) process aligned to CMSD initiatives and the school performance framework. SchoolWorks and the CMSD collaborated on the protocol design so that it would incorporate components of the CMSD school performance framework, including CMSD principal and leadership evaluation tools, into the domains. In some instances, components of these tools are directly incorporated into the protocol; in other instances, the SQR criteria and indicators are directly aligned to these tools.

SchoolWorks conducted SQRs in 10 schools in the CMSD between March 25, 2015 and May 15, 2015. The results of the 10 reviews are summarized in Part 1 of this report. Note that this is too small a sampling size to identify trends.

## Findings from the Pilot

Feedback collected from multiple stakeholders (principals and district leadership) indicated high satisfaction with the School Quality Reviews (SQRs). Principals and network leaders expressed that the process revealed useful information about schools. Some of this information vindicated what leaders already knew, some of this information revealed surprises for both the district and building staff. All agreed that the information provided by SQRs could be helpful in identifying areas for school improvement and supports that could be provided by the district.

Most highly lauded was the action planning, or prioritization, session on the third day of each visit. This half day activity is a hybrid planning and professional development sessions where school leaders go beyond admiring the data and begin to plan how to tackle areas of improvement. School leaders also receive coaching on how to make effective plans and generate consensus among their teams. Stakeholders expressed that these sessions, which end with a full action blueprint for the school to begin implementing, were the strongest part of the process.

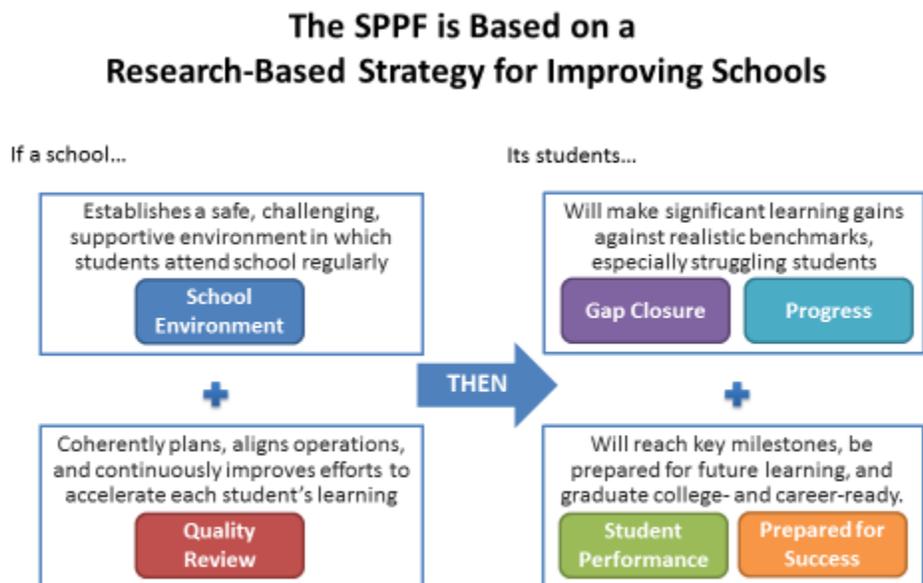
Appendix A of this document outlines in greater detail the feedback received from stakeholders and how it relates to the specific recommendations that are found below.

## Value to the District

The SchoolWorks SQR review process provides a third-party perspective. The SQR supports the district's research-based strategies for improving schools and can be used as one component of a comprehensive assessment of the quality of each school in the district. The SQR process provides a leading indicator of student success and more nuanced information about how schools are performing in real time.

As more schools in the district undergo an SQR and baseline information is established, the district can use this qualitative data in several ways:

- To support strategic decisions about schools
- To provide accountability on schools' performance
- To create efficiencies in providing and delivering targeted support



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## Recommendations

1. Based on feedback from stakeholders, CMSD should continue to conduct a scaled-up number of School Quality Reviews (SQRs).
2. The district should develop a systematic communication protocol so that schools are properly informed about SQRs well in advance of actual visits.
3. The district should develop a rotating schedule that ensures every school in the district receives an SQR at least once every three years.
4. The district should allocate a percentage of reviews every year for special purposes or certain school quality tiers (e.g., 15% of reviews guaranteed for mid-performing schools).
5. The district should hire a dedicated team of individuals to staff SQRs. This includes one coordinator to manage the process, along with three-to-four other individuals to serve as team leads and writers.
6. The district should utilize existing staff from the school leadership team (SLT), Academics, Portfolio (or other interested offices) to serve as reviewers.
7. The district must align SQRs to other strategic initiatives, such as a School Decision Cycle and the Strategic School Design process.
8. The district should cover the cost of substitutes for teachers participating in the half-day prioritization session.
9. Academic Office leadership team should be trained in the protocol, with a clear discussion of how to support schools during and after prioritization.
10. The Academics and Portfolio Office teams should work together to ensure alignment of SQRs with Academic Walkthroughs.
11. The district must develop a plan to provide continued feedback and coaching to principals that receive an SQR.
12. CMSD should collect feedback from all members participating in the prioritization. This ensures that the process is responsive to all school level stakeholders involved.

## School Quality Review Protocol

The SQR criteria are organized into four domains: *Instruction*, *Students’ Opportunities to Learn*, *Educators’ Opportunities to Learn*, and *Leadership*. Each domain is further defined by a set of key questions, and corresponding criteria and indicators that are used to provide more specific information on variables central to each domain. The protocol was followed with fidelity across all school reviews.

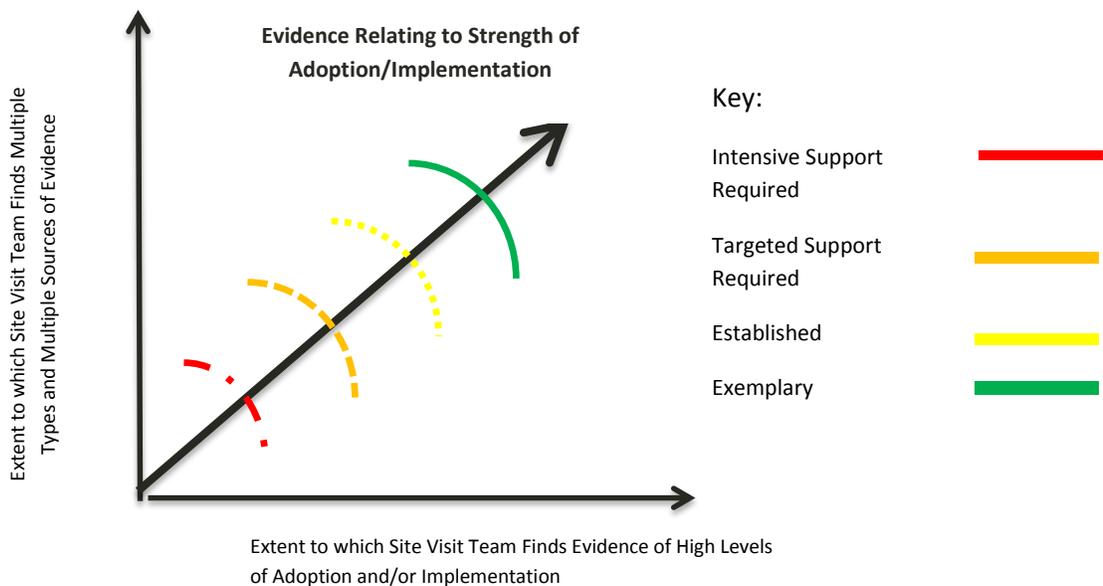
SchoolWorks Quality Criteria			
Domain 1: Instruction	Domain 2: Students’ Opportunities to Learn	Domain 3: Educators’ Opportunities to Learn	Domain 4: Leadership
<i>Do classroom interactions and organization ensure a supportive, highly structured learning climate?</i>	<i>Does the school identify and support special education students, English language learners, and students who are struggling or at risk?</i>	<i>Does the school design professional development and collaborative supports to sustain a focus on instructional improvement?</i>	<i>Do school leaders guide instructional staff in the central processes of improving teaching and learning?</i>
<i>Is classroom instruction intentional, engaging, and challenging for all students?</i>	<i>Does the school’s culture reflect high levels of both academic expectation and support?</i>	<i>Does the school’s culture indicate high levels of collective responsibility, trust, and efficacy?</i>	<i>Do the principal and/or chief executive effectively orchestrate the school’s operations?</i>
<i>Has the school created a performance-driven culture, where the school leaders, teachers, and staff effectively use data to make decisions about instruction and the organization of students?</i>			

## The School Quality Review Process

The School Quality Review (SQR) process places a team of experienced educators from SchoolWorks and from the CMSD in a school to collect and analyze data school performance over the course of two-and-one-half days. The SQR is based on a transparent, research-based set of standards – the SchoolWorks Quality Criteria (SQC). While on site, the SQR team (site visit team) collects evidence through document reviews, classroom visits, and interviews with key school stakeholders. When the collection process is complete, the team deliberates with the evidence that has been gathered. The site visit team then develops claims aligned to the protocol and determines ratings. The ratings and claims are shared with the school during the visit’s prioritization session. During this session, with facilitation by SchoolWorks, the school’s leadership team identifies a priority claim and develops an action plan that includes strategies, resources, and timelines to accomplish goals. This allows the school to begin improvement efforts immediately, several weeks before the formal SQR report is delivered.

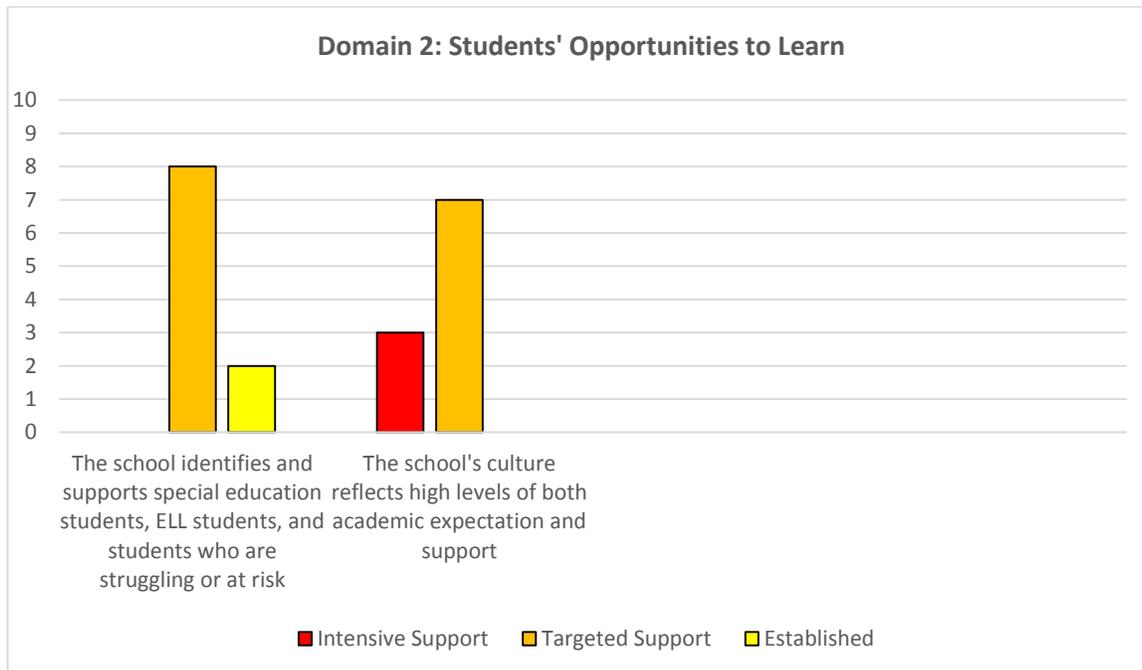
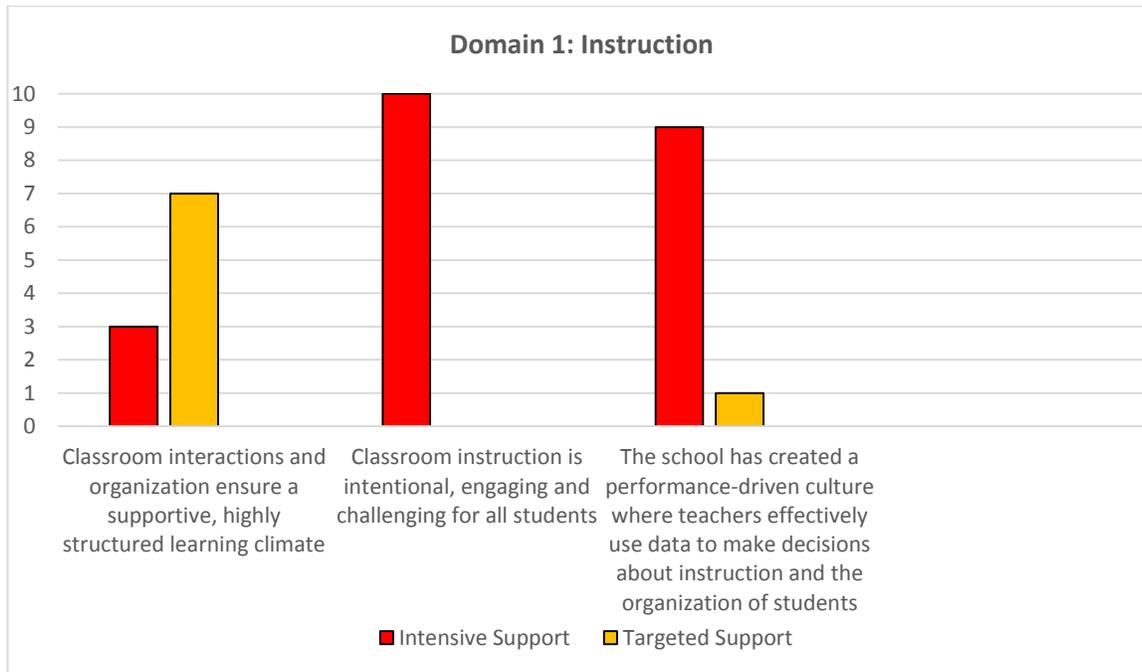
## The Rating Scale

The site visit team uses 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 and multiple sources 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.

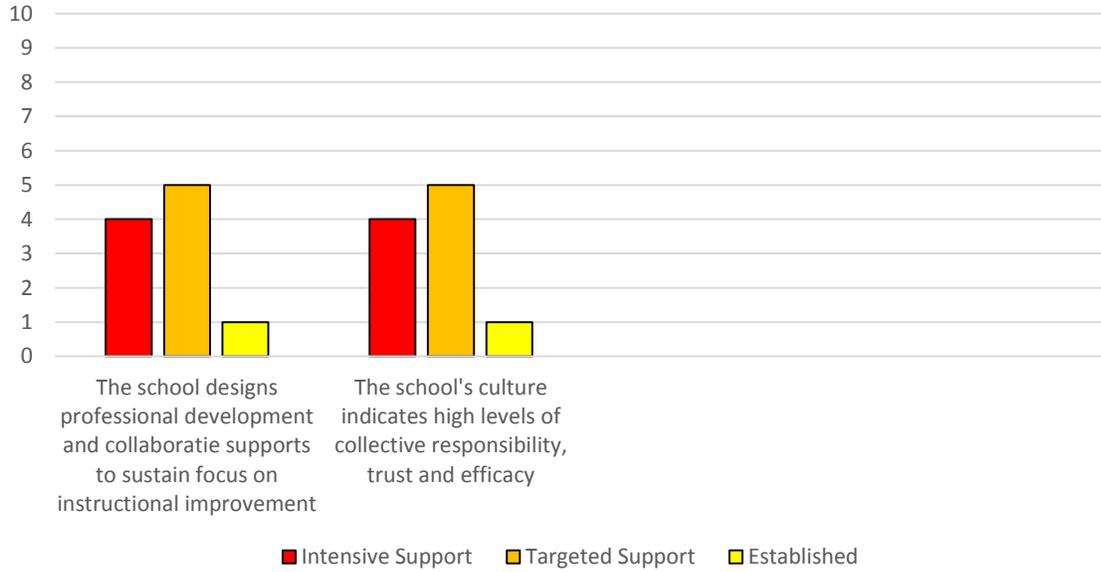


Rating	Implementation Level	Quality Standard
1	Intensive Support Required	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school’s effectiveness.
2	Targeted Support Required	Evidence indicates that the key question is a practice or system that is developing at the school, but 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.

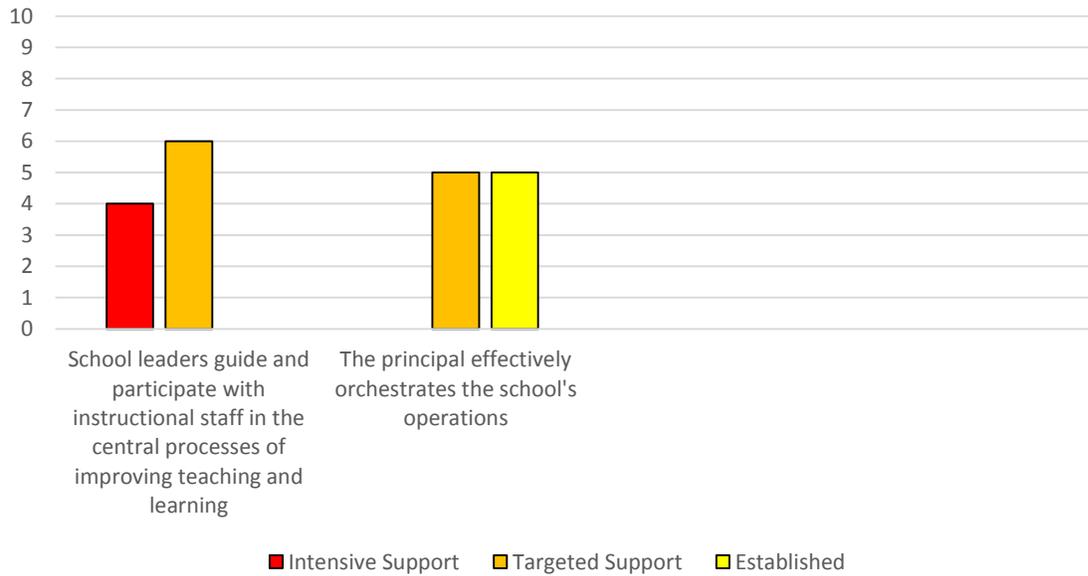
## Overview of the Ratings by Domain



### Domain 3: Educators' Opportunities to Learn



### Domain 4: Leadership



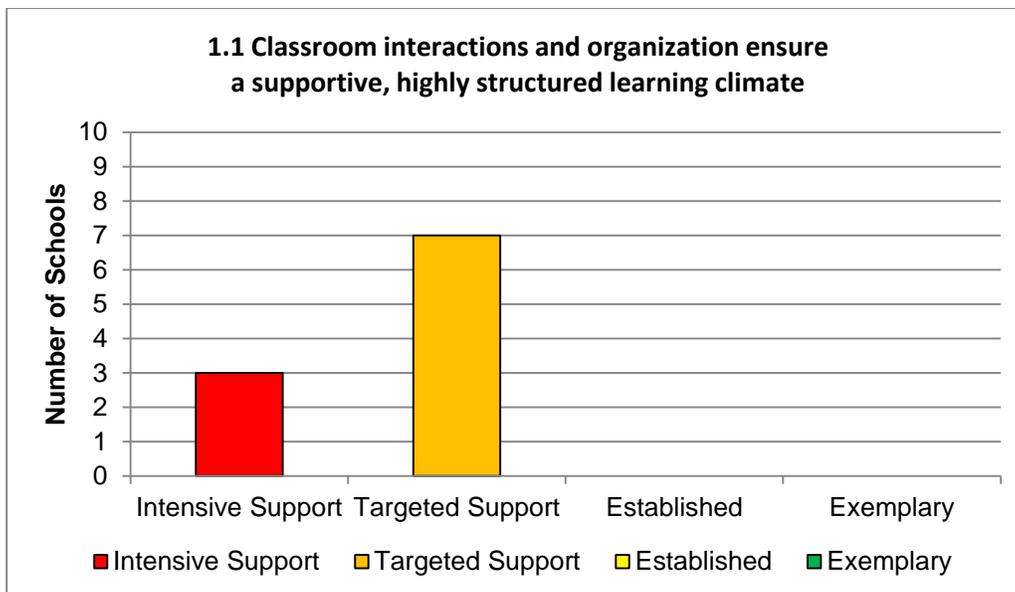
## Summary of the SQR Results

The summary of results is organized by the four domain and nine key questions. It presents a high level overview of the schools' ratings, noting strengths and areas for improvement. Also included are examples from the SQR reports that describe supporting evidence for each claim. The SQR reports provide some baseline data; however, ten schools is too small a sampling to identify trends for the entire district.

### Domain 1: Instruction

The instructional domain centers on the specific interactions between teachers and students around content. Research suggests that high quality instructional interactions require supportive classroom environments; involve purposeful teaching that is intentional, engaging, and challenging; and ensure student feedback and instructional adjustments in response to ongoing assessments.

The site visit teams observed 145 lessons across the ten schools. All team members participated in training on the classroom visit tool prior to each visit and, again, on site. This training ensured that the team was calibrated in their understanding of the tool and its indicators. Each of the Key Questions in Domain 1: Instruction are predominantly informed by the results of evidence collected through classroom observations and the classroom visit tool. For example, Key Question 1 has three indicators on the classroom visit tool that inform the claims and the subsequent rating. In addition, the site visit team considers evidence collected during focus groups in its decision making.



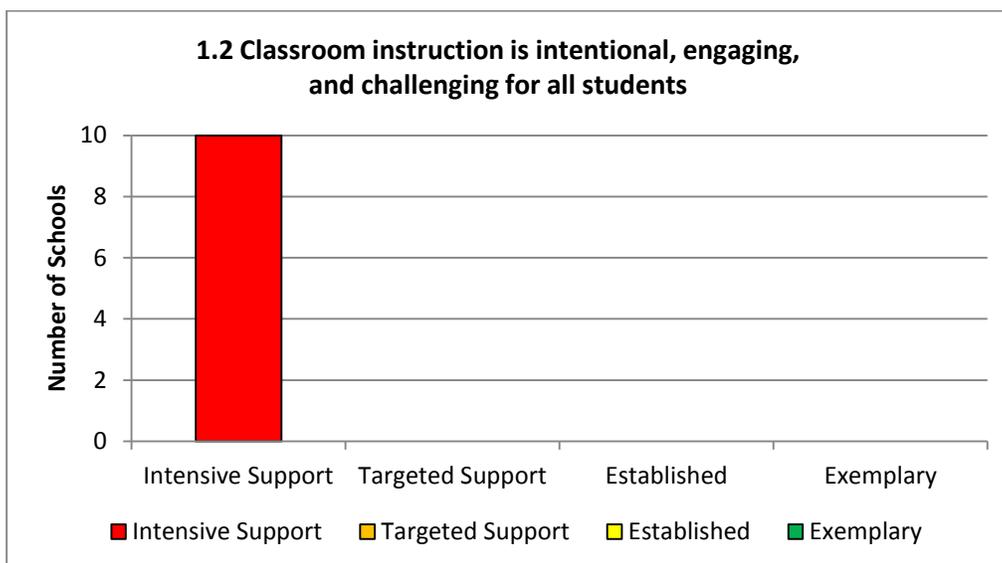
#### 1.1 Do classroom interactions and organization ensure a supportive, highly structured learning climate?

In all the schools visited (n=10), site visit teams found that classroom interactions do not provide a supportive learning environment. Eight of the ten schools require targeted support and two require intensive support. All but the two schools requiring intensive support received some positive claims around student behavior. Students in the majority of schools were generally well-behaved and ready to learn. The percentage for this indicator ranged from 50% to 93% observed, with an average of 61% across all ten schools. However, across the majority of classrooms, the site visit teams observed learning environments that lacked consistent structure in which learning time was not maximized. There was not an urgency regarding the use of instructional time. The percentage for this indicator ranged from 10% to 72% observed, with an average of 32% across the ten schools. In addition, few observed lessons provided students with opportunities for cooperative interactions or peer learning. The percentage for this indicator ranged from

0% to 27% observed, with an average of 18.9% across all ten schools. Overall, site visit teams observed few opportunities in which students engaged in discussion with each other around content.

Below are typical claims, with excerpts of supporting evidence from the school reports:

- **Behavioral expectations are clear and understood by most students.** Teachers and leaders were able to describe the specific systems that have been implemented to monitor student behavior. These systems were noted in 58% (n=19) of classes observed by the site visit team. The majority of classes posted rules and expectations and reinforced them throughout class time. For example, in lower grades, all classrooms used a uniform clip-up, clip-down system that included a seven-level scale, ranging from Outstanding to Office Visit; teachers were seen implementing the system in a similar fashion. Students were observed moving their clips and adjusting their behavior in response to teacher feedback. Although there are school-wide practices to monitor student behavior, they are not always consistently implemented. In some classes, moving clips up or down had little impact on student behavior. In other classes, teachers spent time asking students to be quiet, giving multiple warnings, or rewarding positive behaviors, but ignoring negative behaviors.
- **The learning environment lacks consistent structure, and learning time is not maximized.** Structured learning environments were observed in 15% of visited classrooms. Site visit team members noted that insufficient planning and ineffective procedures resulted in lost learning time in most visited classrooms. For example, prior to the start of lessons, teachers did not have materials ready, questions written in advance, and activities planned. Further, site visit team members noted that many teachers did not give students learning tasks at the beginning of the period. For instance, some teachers gave students directions for up to 20 minutes before instructing them to begin lesson activities.
- **Classroom Interactions provide limited opportunity for cooperative and promote peer learning.** In 22% of lessons observed, students were provided with opportunities to work cooperatively with their peers and participate in peer learning. In one lesson, for example, a teacher was working with a small group of students and realized one student was struggling with the content. The teacher noted that another student was mastering the content and turned to that student and stated, “Professor X, your colleague is struggling with this and you seem to understand it very well. Can you please help him with this?” In the remaining classrooms, however, opportunities to work cooperatively and build on each other’s knowledge were not evident. For example, in one lesson, a teacher provided students with a worksheet and reminded them that they were working independently and that the assignment was not a group project. In general, students were observed working independently at their desks on learning activities, many of which included worksheets – despite the presence of multiple adults in each classroom who could form small groups to allow for cooperative learning. Students confirmed that there are limited opportunities for peer learning and stated that they usually sit at their desks and complete worksheets.



**1.2: Is classroom instruction intentional, engaging, and challenging for all students?**

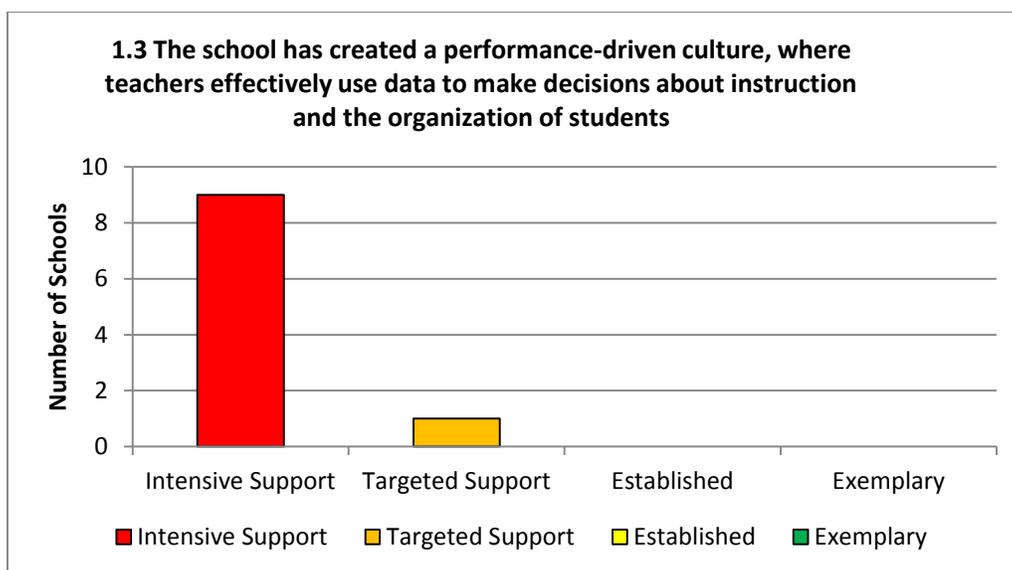
In all schools visited, site visit teams found that classroom instruction is not intentional, engaging, and challenging for all students. All ten schools were rated as requiring intensive support. In the majority of lessons observed, teachers did not typically provide students with clear learning goals. The percentage for this indicator ranged from 0% to 44% observed, with an average of 22.5% across all ten schools. Few teachers employed a variety of instructional strategies and materials to support students’ diverse needs. The percentage for this indicator ranged from 0% to 39% observed, with an average of 24.5% across all ten schools. Few students were engaged in learning. The percentage for this indicator ranged from 0% to 46% observed, with an average of 27.7% across all ten schools. Instruction did not require all students to use and develop higher-order thinking skills. The percentage for this indicator ranged from 0% to 29% observed, with an average of 10.8% across all ten schools.

Below are typical claims for each of the four indicators, with excerpts of supporting evidence from the school reports:

- Few teachers provide students with clear learning goals.** Teachers do not typically provide students with clear learning goals. In 11% of the classrooms visited, students were provided with learning goals. While the principal reported that teachers outline learning goals in lesson plans, review of plans indicated otherwise. The site visit team’s review of some plans indicated that they detailed the standard(s) covered; however, the majority of plans did not include learning goals. In addition, some teachers stated that they believed that posting and communicating learning goals to students wasted class time. In the majority of observed classes, teachers did not provide students with clear directions about learning tasks. Site visit team members noted that many students did not understand when or how to complete tasks. Some teachers wrote multiple tasks on the board, but did not clearly inform students about which task they were expected to complete and did not tell students when they were expected to begin working.
- Few teachers employ a variety of instructional strategies and materials to support students’ diverse needs.** Teachers employed a range of instructional strategies and materials in 15% of the classrooms visited. When this was present, in one observed classroom, a teacher presented concepts using an interactive board that allowed students to access the material kinesthetically and visually. However, in most visited classrooms, teachers relied on direct instruction and independent learning tasks (e.g., answering questions in workbooks) to deliver content. In addition, most teachers used only whole group questioning techniques and predominantly called on students who raised their hands. While the principal

and teachers indicated that the school prioritizes differentiated instruction, site visit team members did not observe any instances of differentiation.

- **All students are not engaged in learning.** The site visit team did not observe any classroom in which all students were engaged in learning. In the majority of observations, student engagement varied greatly: some students chose to work diligently; some seemed to pay little attention to the lesson activities; and others engaged in off-task behavior (e.g., not writing, pretending to sleep, play-fighting, wandering around the room). The site visit team did not observe any classrooms in which students participated in extended, content-related discussions with their teachers or with their peers. Further, there were no observed instances of students explaining their thinking. In one class, a teacher asked students to explain their thinking, but proceeded to provide them with the explanation she had just requested from them. In another class, a site visit team member observed an interaction in which a teacher guided a student through clarifying his/her own thinking; however this was an isolated interaction with a single student, rather than a practice employed to support all students' learning.
- **Instruction does not require students to use and develop higher-order thinking skills.** The principal and teachers reported that rigorous instruction had been presented this year as a professional development topic. However, students were observed using or developing higher-order thinking skills in only 20% of visited classrooms. In the majority of classrooms, instruction was not focused on learning tasks requiring higher-order thinking skills, such as explaining thinking, applying knowledge, or engaging in thinking that requires students to look beyond what is explicitly stated in the text for answers. For example, in some classrooms, teachers provided answers to their own questions instead of providing sufficient wait time for students to think and respond. In some classrooms, teachers missed opportunities for students to extend thinking by engaging in problem-solving. For example, in one classroom, the teacher asked students how the calculation of area might be used in the real-world, but did not provide students with further opportunities to extend or apply this learning. In other classrooms, students were asked to answer questions that did not challenge students to think beyond the recall of facts.



**Instruction 1.3: Has the school created a performance-driven culture, where teachers effectively use data to make decisions about instruction and the organization of students?**

In all of schools visited, site visit teams found that the schools have not created a performance-driven culture in which teachers effectively use data in the classroom setting to make decisions about instruction and the organization of students. Nine of the ten schools were rated as requiring intensive support and

one was rated as requiring targeted support. This indicator focuses on whether teachers are intentionally collecting information about students' understandings. The site visit teams observed that teachers' use of assessment strategies to reveal students' thinking varied greatly. The percentage for this indicator ranged from 0% to 50% observed, with an average of 28.9 % across schools.

The use of assessment results to make adjustments to instruction or provide feedback to students throughout the learning process was limited. Site visit teams explored the extent to which teachers altered instruction or content provided to students (e.g., strategy, pacing) based on data or feedback from classroom assessments. The percentage for this indicator ranged from 0% to 17% observed, with an average of 10.2% across schools.

The use of timely, frequent, and specific feedback provided throughout the learning process to inform improvement was limited. Site visit teams explored whether teachers provided students with specific feedback that clarified misunderstandings. The percentage for this indicator ranged from 0% to 39% observed, with an average of 15.6% across the ten schools.

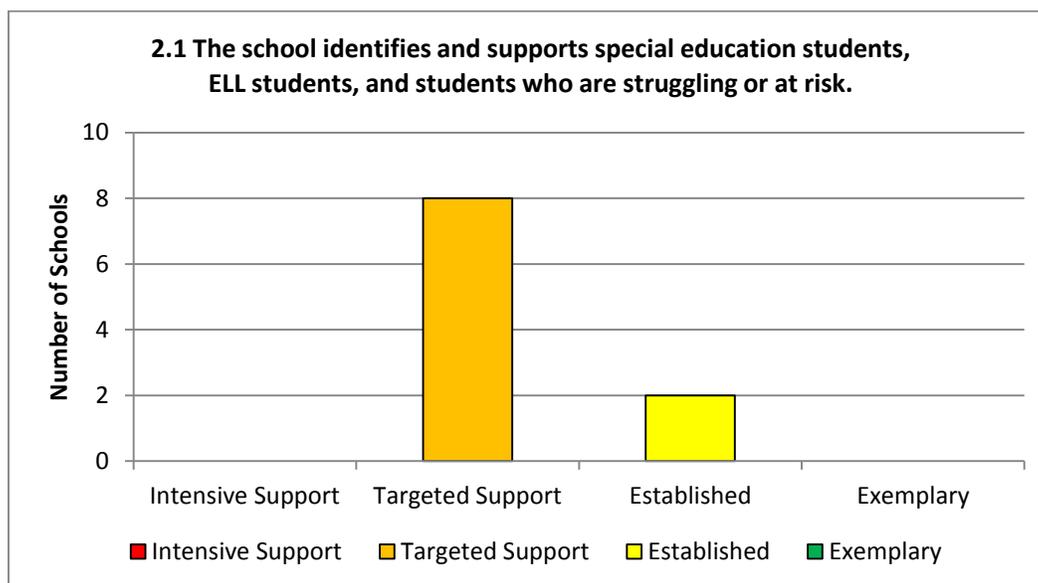
Below are typical claims, with excerpts of supporting evidence from school reports:

- **In-class assessment strategies are rarely used to reveal students' thinking about learning goals.** Teachers stated that they are required to administer and reflect on weekly in-class assessments as part of their teacher-based teams (TBT). School leaders stated that teachers administer weekly assessments, but they are still working with teachers to design assessments that target learning goals. In 20% of observed classes, teachers used in-class inquiry and monitoring to assess students' understanding. For example, when this was present in a classroom, teachers used verbal inquiry to help students clarify their understandings and/or circulated the classroom to give one-on-one feedback to students as they worked. However, in most classes, assessment strategies were not observed. For example, in one class, students struggled with reading passages and revealed they did not understand the content; however, the students could not describe where their understanding broke down and the teacher did not use inquiry to target their skill deficiencies. In another class, the teacher asked students to raise their hands to indicate whether they understood the assignment; none of the students raised their hands and the teacher moved on without further clarification. Many classes included a line of questioning based on recall of information, but student responses did not allow teachers to monitor their conceptual understanding.
- **Assessments results are rarely used to make adjustments to instruction or provide feedback to students.** Teachers do not provide students with specific, frequent feedback to support their learning. Students received feedback to inform their progress in only 11% of observed classes. In some classes, students indicated they were confused or lacked information, but teachers did not clarify misunderstandings. For example, in one lesson, students used manipulatives to practice representing six o'clock. A student said "I thought six meant 30;" the teacher moved on without addressing the misconception or the distinction between the long and short hand on a clock. In another class, students were asked to compare two pieces of writing. A student read a sentence from a text and identified a literary device being used; the teacher responded with "Good job" and moved on, although the student's response indicated he did not understand how to compare two texts. In other classes, feedback was vague or failed to inform improvement efforts. For example, in one class, students were graphing information and explaining the mathematical reasoning behind the data points. Students used their arms to indicate the positive and negative slope, rather than using mathematical language to describe the problem; the teacher did not give feedback or clarify terms.

- **Specific feedback is rarely provided throughout the learning process.** Teachers delivered feedback to students in 32% of the classrooms visited. In one such classroom, site visit team members observed a teacher facilitating a feedback session in which students provided clarification about lesson concepts to each other. In other classrooms, teachers clarified misunderstandings about content to students individually or as a class. However, in the majority of visited classrooms, feedback was not in evidence or was procedural (e.g., “Look at the article”) and non-specific (e.g., “Good job”). Further, some teachers did not provide feedback to students who expressed confusion. Specifically, students were heard telling teachers that they did not understand the content presented, but teachers moved on to the next concept or question without first addressing the students’ misunderstandings. Students also reported (and review of posted student work further suggested) that many teachers do not provide written feedback on their graded assignments.

## Domain 2: Students' Opportunities to Learn

Students' opportunities to learn are influenced by the *school-wide learning culture*, or the norms, values, and relationships students experience at school each day, and the *school-wide practices and interventions* that support students' academic and social-emotional learning. Research suggests that students learn best when their schools have a culture of high expectations for behavioral and academic performance in concert with a culture of caring and support.



### 2.1 Does the school identify and support special education students, English language learner (ELL) students, and students who are struggling or at risk.

In all schools visited, site visit teams noted that approximately one-half of the schools had a process in place for identifying special education, ELL students or at-risk students. Seven schools had student support teams (SST) that met regularly and followed a standard protocol. Two of the ten schools were rated as established, indicating that they had key practices or systems in place and that implementation was at a level that has begun to improve the school's effectiveness. The remaining eight schools were rated as requiring targeted support. In these schools, either a process was not yet established, or resources and interventions were very limited and did not meet the diverse needs for all groups of students.

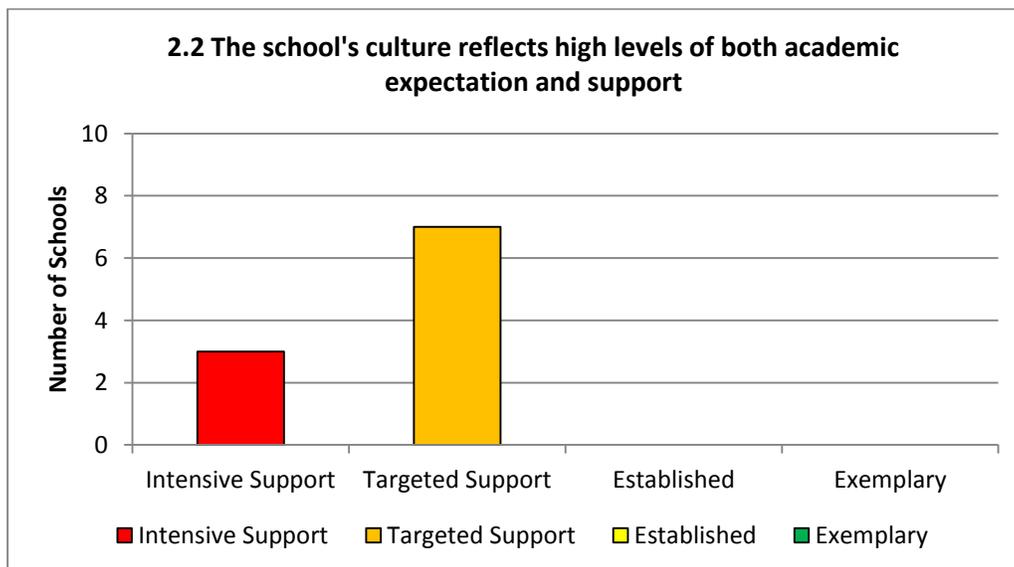
In seven out of the ten schools, opportunities for students to form positive relationships with peers and adults in the school were evident. The remaining three schools offered limited opportunities. This criterion examines programs and supports that develop all students' social and emotional awareness, as well as opportunities for students to engage in positive social group activities (e.g., extracurricular clubs, sports teams, or community service groups).

Below are typical claims with excerpts of supporting evidence from school reports:

- **The school has a process for implementing interventions and supports for struggling students and at-risk students.** The principal and teachers reported that teachers refer struggling and/or at-risk students to the student support team (SST). Both stakeholder groups explained that the SST convenes, analyzes referral data (e.g., assessment scores, previously implemented classroom interventions, functional behavioral assessments), and crafts intervention plans for teachers to implement in their classrooms. Teachers stated (and review of the student-based budgeting plan verified) that the SST prescribes pull-out sessions with interventionists and small group instruction, as well as software-based interventions

such as Achieve 3000, Study Island, Accelerated Reader, ABC Mouse, and Reading A-Z. In addition, the principal and teachers reported that students with low Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) test scores are flagged by the school district. Specifically, both stakeholders stated that the district provides the principal and teachers with a list of students who scored below proficient and requires these students to go on Reading Improvement Plans (RIMP). Teachers explained (and review of a RIMP verified) that RIMPs identify students' specific skill deficiencies (e.g., reading comprehension) and outline interventions (e.g., pull-out with reading interventionist) that will be implemented to support students. The principal and teachers stated that students on RIMPs are progress monitored bi-weekly through Academic Improvement Measurement System (AIMSweb) testing. In addition, the principal, teachers, and students reported (and review of the schedule confirmed) that the upper grades have a daily intervention period before lunch. Teachers and students explained that students in need of support receive one-on-one and small-group instruction and/or complete software-based intervention programs during this time. Further, parents praised the support the school provides to struggling or at-risk students.

- The school provides limited structured opportunities for students to form positive relationships with peers and adults in the school.** Stakeholders reported that social-emotional learning (SEL) supports are in place and professional development related to SEL has been ongoing throughout the school year. Teachers and leaders identified this focus as one of the school's strengths – a focus over the last two years. The school has adopted the positive alternative thinking strategies (PATHS) program at the lower elementary level. However, there are no clear delivery mechanisms or accountability for SEL outside of PATHS. Also, there are no programs at the upper elementary or middle school levels. Leaders reported that the school psychologist is shared across two schools, and the school does not have a full-time social worker or counselor. Students reported (and teachers confirmed) that the school started a mediation and anti-bullying club, and students received training in conflict-resolution. However, because cases were not brought to the club for resolution, the initiative did not continue. Students also reported the school has a basketball, track, cheer, and drill team available to seventh and eighth grade students; however, elementary students were not eligible to participate in these activities.



**2.2 Does the school's culture reflect high levels of both academic expectation and support?**

This key question includes three criteria: 1) the school holds high expectations for academic learning; 2) the school provides a safe environment to support students' learning; and 3) the school engages families in support of students' learning. The majority of schools lacked high expectations for learning. Site visit team

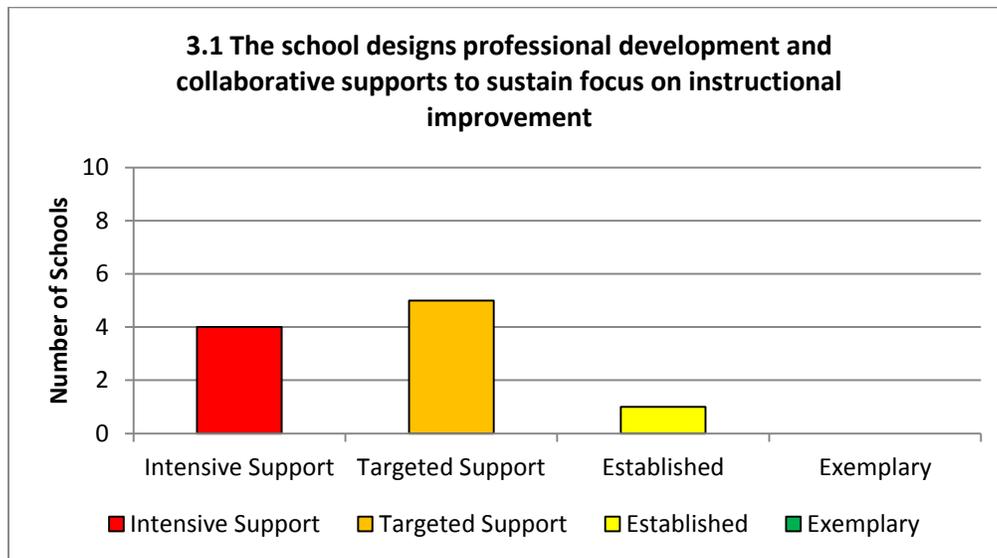
members observed limited instruction that required students to use and develop higher-order thinking skills and students were working on learning tasks that were below grade level in many of the classrooms visited. However most schools (eight out of ten) provide a safe learning environment and engage its families in support of student learning.

Below are typical claims with excerpts of supporting evidence from school reports:

- **The school lacks high expectations for student learning.** While the principal and teachers expressed (and review of the Conditions for Learning survey indicated) that the school holds high academic expectations, students reported otherwise. Students consistently stated that their classes are not rigorous. Students further explained that they are learning low-level content; for example, students stated that they are not challenged by the concepts they are learning in mathematics. Students further stated (and review of student writing verified) that they are only required to write three-to-ten sentences when drafting essays for their middle school English language arts classes. Teachers also reported that they have minimal writing expectations (e.g., one topic sentence and two supporting sentences). Review of student work further revealed the absence of critical feedback from teachers. Rather, reviewed work either completely lacked comments or offered feedback that lacked clear direction (e.g., “I think you can exceed expectations”). Furthermore, students reported (and site visit team members observed) that instruction consisted primarily of reading textbooks, watching videos, listening to teachers, and going over work at the end of the period or day. Students indicated (and site visit team members noted) that instruction does not require students to use higher-order thinking skills.
- **The school provides a safe environment to support learning.** Leaders and teachers consistently referred to the six-step behavior management system that was observed by the site visit team in classrooms. While the school follows the six-step process, teachers indicated that they have autonomy to create their own class rules. For instance, some teachers reported that they use incentives to reward students for positive behavior. Teachers expressed appreciation for this autonomy and noted that certain systems or approaches worked better for certain students/classes. Additionally, school leadership and teachers noted that suspensions and severe incidents have dropped dramatically; this was confirmed by the Q2 Investment School Report. According to this report, the school had 399 serious discipline incidents last year and has had only 140 serious incidents during the first half of the year, which puts them on track to have fewer serious incidents this year. The report also indicated that 76% of students reported feeling safe at school. In focus groups, teachers and students reported feeling safe. Students noted that the relationships they have with their teachers and peers create a safe environment for them. They further reported that the school has guidance counselors for each grade. Students also reported that they have adults in the building to whom they can go if they need to speak with someone.
- **The school is beginning to engage families in support of students’ learning.** According to teachers and instructional leaders, family engagement is a goal for the year; they have begun to see results. Similarly, parents stated that the school has begun to organize more events and improve outreach to families. For example, both parents and school staff discussed a parent book club that started this year. Although only one parent participated in the first book club, more recent efforts resulted in a meeting of nine parents and four school staff members. School leaders stated that their goal for the book club was to model literacy practices, hoping that parents would continue those discussions with their children. To encourage this practice, the school gave each parent a children’s book to bring home. Teachers also recognized parents for their efforts in organizing a scholastic book fair, a raffle, and numerous bake sales throughout the year to build community and fundraise for the school.

## Domain 3: Educators' Opportunities to Learn

Teachers' opportunities to learn are influenced by the *school-wide professional culture*, or the norms, values, and relationships teachers experience at school each day, and the *school-wide practices* that support teachers' ongoing professional growth and collaboration. Research indicates that a culture of mutual responsibility, trust, and collective efficacy provides an essential foundation for teachers and leaders to engage in focused collaboration around instructional challenges. This collaboration is further strengthened by well-designed, sustained, and job-embedded professional development. Together, this school-wide culture and the school's supports for professional learning and collaboration contribute to teachers' collective capacity to deliver high quality instruction.



### 3.1 Does the school design professional development and collaborative supports to sustain focus on instructional improvement?

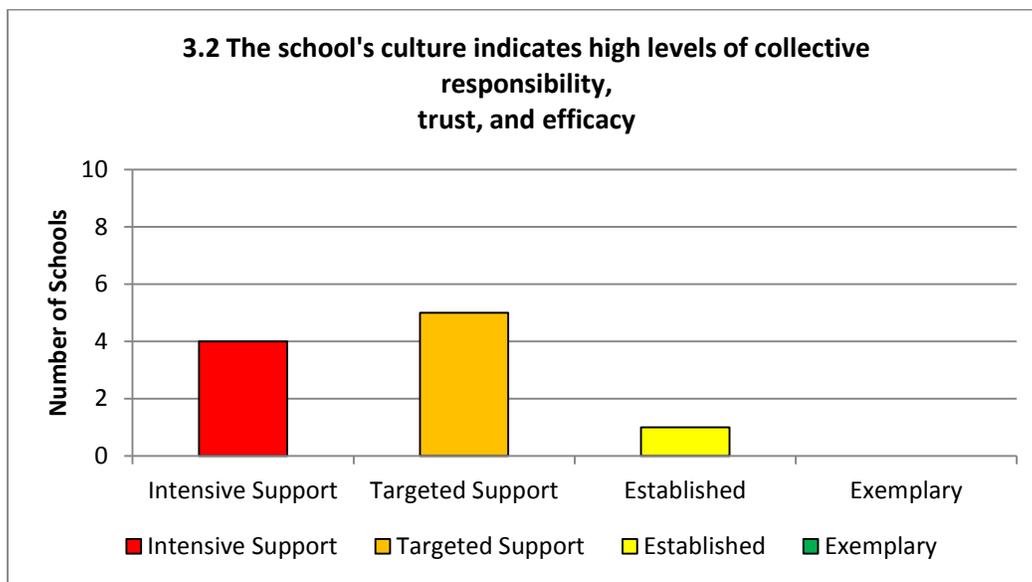
One of the ten schools received a rating of established. In this school, professional development was designed to address school improvement goals and collaborative supports are in place to sustain focus on instructional improvement. Five schools were rated as requiring targeted support. In these schools, professional development was not aligned to school improvement goals. In these schools, structures were in place for educators to meet regularly and collaborate; however, the impact on effective instruction was not evident. The four remaining schools are rated as requiring intensive support. In these schools, professional development was not aligned to school improvement goals and teachers did not regularly collaborate.

Below are typical claims, with excerpts of supporting evidence from school reports:

- **Professional development is designed to address school improvement efforts.** Leadership, teachers, and staff members all consistently reported that the school provides 200 minutes of professional development throughout the week (50 minutes, 4 days per week). Leadership indicated that the 200 minutes consists of teacher-based teams, committee meetings, differentiated professional development, and school-wide professional development that often occurs after school on Wednesdays. A review of the school's May professional development calendar confirmed that the schedule varies, but the events included collaboration time for content areas, differentiated professional development, grade-level meetings, teacher-student-parent contact time, committee meetings, staff meetings, and summer retreat planning. Leadership reported (and teachers confirmed) that staff members are surveyed on what they want for professional development, particularly the differentiated offerings. Teachers indicated that

many of the differentiated offerings are teacher-led; they expressed appreciation for this involvement. Teachers reported that some topics presented during the differentiated sessions included the Scholastic Assessment Test (SAT), gang knowledge, CPR, using Goggle docs, yoga, and *Teaching From the HEART*. Further, according to teachers and leaders, and confirmed by agendas from the academic progress team (APT), teachers are involved in the planning of professional development. Finally, according to teachers and leaders, teachers are surveyed about professional development sessions through Survey Monkey to see if sessions were useful. A review of survey results indicated that teachers are asked questions such as, “How well was the topic explained?” and “How useful was this session to your daily academic life?”

- Opportunities for educators to collaborate exist; however, few educators use this time to learn about effective instruction and student progress.** Leadership and teachers reported that teachers are provided with 200 minutes of professional time each week. 100 of those minutes are spent after school on Wednesdays, during which time teachers participate in various professional development sessions and team planning. Leadership and teachers further indicated that teachers are required to come before or after school on Tuesdays and Thursdays (50 minutes each day) for the remaining 100 minutes. Leadership indicated that these 100 minutes are not monitored; teachers confirmed that they have autonomy to use the 100 minutes as they see fit. Some teachers reported collaborating during this time; however, others reported collaborating on the fly. Further, leadership and teachers reported that at the beginning of the school year, part of the 200 minutes was intentionally used for teacher-based teams (TBT), which a review of agendas and schedules confirmed. During this time, teachers and leaders analyzed assessment data and held structured conversations about teaching and learning. However, both leadership and teachers indicated that TBTs were abandoned not long into the school year. While the school has some structures that could allow for collaboration, it is not intentionally using the time to provide meaningful opportunities for collaboration.



**3.2 Does the school’s culture indicate high levels of collective responsibility, trust, and efficacy?**

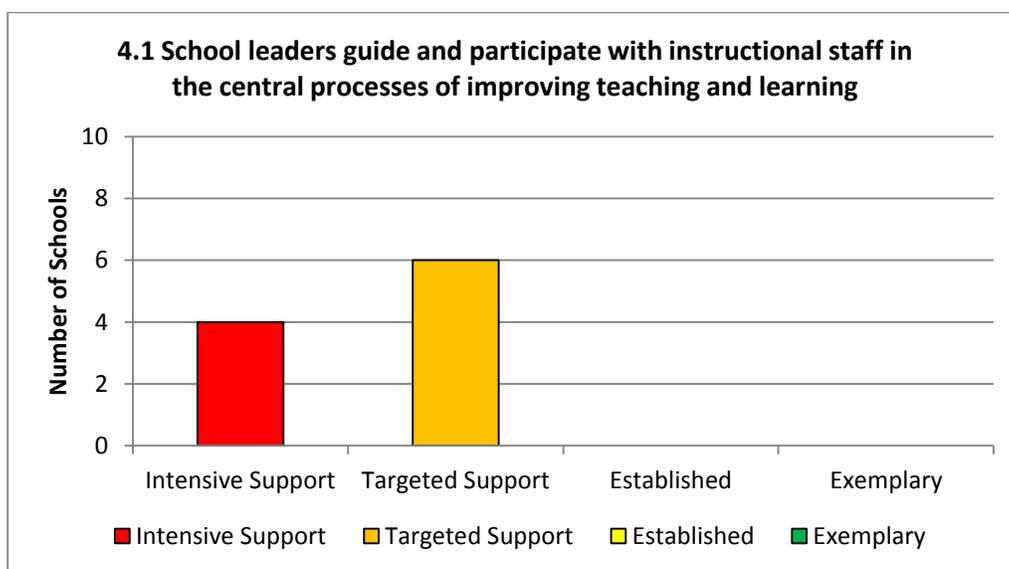
One of the ten schools received a rating of established. In this school, educators conveyed a shared commitment and mutual responsibility to their students and the school reflected a safe and trustworthy professional climate. Five schools received a rating of needing targeted support. In these schools, not all educators conveyed a shared commitment and mutual responsibility to their students and they were in the process of developing a more trustworthy professional climate. Four schools were rated as needing intensive support. In these schools, educators did not convey a shared commitment and mutual responsibility to their students and the school did not reflect a safe and trustworthy professional climate.

Below are typical claims, with excerpts of supporting evidence from school reports:

- **Not all educators convey shared commitments and mutual responsibility.** In focus groups, educators conveyed differing levels of commitments or beliefs about students. Some teachers, for example, indicated that their expectation for their students was different than the expectations held in a suburban school. Others described students' personal or home situations as reasons why students were not learning and did not convey the belief that learning is their collective responsibility. Leadership confirmed that not all teachers have a shared commitment and feel mutually responsible for the academic performance of students. For example, leadership noted that some teachers commonly say, "I have the special education kids/ELL students; they can't do that." Leadership explained that approximately half of the staff are committed to the changes that need to take place to move the school forward.
- **The school does not reflect a safe and trustworthy professional climate.** The principal and teachers reported (and review of the academic achievement plan verified) that improving school culture, as measured by the school's mid-year report, stands as a top priority. Teachers consistently described the culture among the staff as supportive. Teachers explained that they often approach their peers with personal and professional issues. However, the principal and teachers indicated that the culture between school leadership and staff is strained. Both stakeholder groups stated that the newly implemented Teacher Development and Evaluation System (TDES) has contributed to the tension. Teachers reported that TDES expectations have not been clearly presented to them. Teachers further explained that, as a result, many teachers were confused about instructional requirements and post-observation conference guidelines. For instance, some teachers indicated that they erroneously thought they could provide documentation of teaching practices that were not observed by the principal during her evaluations. Teachers explained that the misunderstanding negatively affected their TDES scores. In addition, the principal, teachers, and parents reported that the school is merging with another school after the 2015-16 school year. Teachers explained that they have not been informed about the staffing plan for the merge; they stated that they are concerned about keeping their positions at the school's new location. Teachers indicated that the stress imposed by the upcoming merge also contributed to the divide between leadership and staff.

## Domain 4: Leadership

School leadership influences every aspect of a school's culture, organizational practices, and academic programs. In the SchoolWorks Quality Criteria, school leadership functions are represented by two dimensions. The first – instructional leadership – emphasizes overseeing and guiding the school's collective focus on instruction and student learning. The second – organizational leadership – involves leading strategic conversations and planning and ensuring effective school operations to advance the school's mission and vision. The criteria and indicators presented here directly incorporate and/or align to the Ohio Principal Performance Rating Rubric.



### 4.1 Do school leaders guide and participate with instructional staff in the central processes of improving teaching and learning?

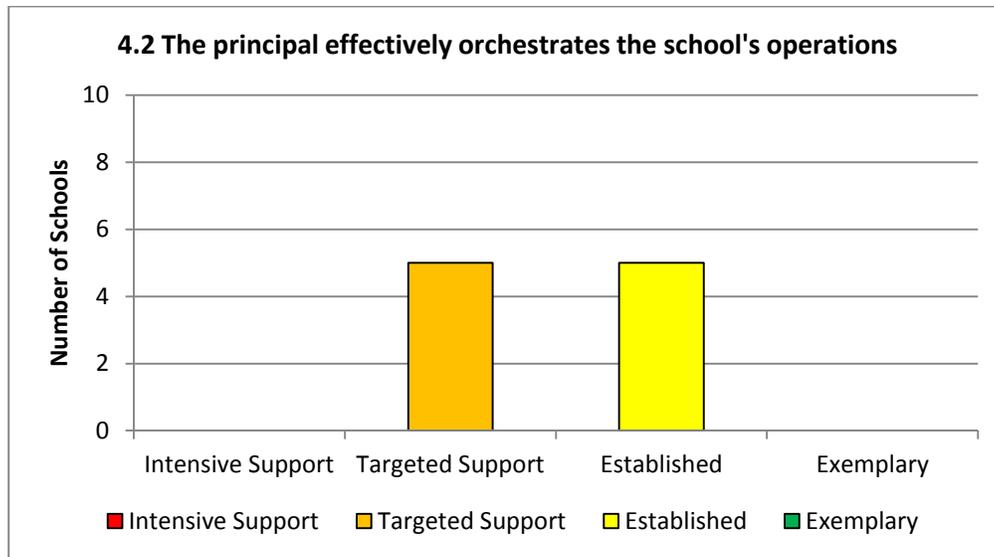
Across all ten schools, clear goals to ensure continuous improvement were either not in place or not understood by stakeholders. Five schools were rated as needing targeted support. In these schools, school leaders are working to ensure that teachers deliver high quality instruction and building conditions that will support a school-wide data culture. Four schools were rated as needing intensive support. In these schools, school leaders do not ensure that teachers deliver high quality instruction and a school-wide data culture has not been established.

Below are typical claims, with excerpts of supporting evidence from school reports:

- **The principal helps create a shared vision of the school; however, clear goals to ensure continuous progress are not understood by stakeholders.** The principal reported that the vision for the school revolves around infusing the arts into all aspects of instruction. Review of the school's strategic plan confirmed this vision. Specifically, the plan outlined how targeting school culture and leveraging resources will realize the vision of art-infused education across all areas of instruction. Examples of school culture and resource goals included: Infusion of Academics and Arts Units displayed throughout the building; Shared Expectations Focus on Academic Model = Integrated Arts Model; PD on Specially Designed Instruction... [and on] continuous Integration of Arts; and Allocating an arts consultant to fill the arts void. In addition, teachers and parents reported that arts-infused education stands as the crux of the school's identity and vision. However, when asked, teachers could not state the goals related to the arts as outlined in the school's strategic plan; they indicated that the arts are not currently infused

across all classrooms, stating that encore teachers (e.g., art, music, drama) are mainly responsible for providing arts-infused education.

- **School leaders are working to ensure that teachers deliver high-quality instruction.** School leaders reported (and teachers confirmed) that the principal completes two full-class and three shorter walkthrough observations of each teacher annually. Teachers and school leaders stated that the full-class observations are required as part of the Cleveland School District's TDES. School leaders also explained that the principal does not have as much time to perform informal observations of teachers as he would like. Teachers confirmed that the frequency of these informal observations varied, stating that the principal visited classrooms more frequently early in the school year as he worked to establish his presence during his first few months as principal. Teachers also reported that they are observed by facilitators of the school's professional development programs, in addition to classroom visits from their administrators. For example, teachers and school leaders described that classroom visits and follow-up meetings with teachers are an integrated part of their work on the Understanding by Design (UbD) lesson planning model. In addition, teachers stated that they have been observed by a professor from Cleveland State University who directs the school's professional development focused on close reading techniques. Evidence collected by site visit team members regarding the quality and frequency of feedback received by teachers varied. Some teachers reported receiving notes from, or having follow-up conversations with, the principal following any observation. Others stated that the feedback they received is limited to the TDES process. Other teachers estimated that they received feedback on their instruction about once every six weeks. Some teachers reported that the feedback they received has had significant impact on their instruction. For example, one teacher reported that she is receiving meaningful instructional feedback for the first time in her career, explaining that (from the observation feedback) she learned questioning techniques to improve the rigor of her lessons.
- **School leaders are in the early stages of creating a school-wide data culture.** Teachers reported that results for pre-, mid-, and post-assessments are submitted to school leaders on a weekly basis. The principal indicated that she offers feedback as needed. The school leader explained that she instituted this system in order to create an assessment and feedback cycle, and ensure that learning goals, instruction and assessments are aligned. Leaders stated that teachers were provided with training through the Data Wise program and are given time to analyze data within their TBTs that meet 50-100 minutes per week. However, teachers indicated that assessments are too frequent to demonstrate impacts on student learning. Site visit team members observed TBTs in session and the work of groups varied in terms of their ability to use data in decision making. Many teachers reported that the instructional coach is available to run reports and help teachers access and analyze relevant data from classroom assessments, AIMSweb and the NWEA MAP assessments.



#### 4.2 Does the principal effectively orchestrate the school's operations?

In this key question, there are several areas the site visit team evaluates: 1) talent recruitment; 2) management of school operations; and 3) engaging family and communities. Overall, this was an area of strength in the schools. Five schools received a rating of established. In these schools, principals were working to recruit and retain talent, allocating resources and managing operations to ensure a safe learning environment, and engaging families and communities in the educational process. The other five schools were rated as requiring targeted support. In these schools, principals were working on the recruitment process and working towards engaging the community, but these practices were not established.

Below are typical claims with excerpts of supporting evidence from school reports:

- The principal ensures the evaluation of all staff, acknowledges the accomplishments of teachers, and has a focus on recruiting talent, as well as working within the system to dismiss those who do not meet standards.** Both leadership and teachers reported that the principal uses the district's TDES to evaluate teachers; they indicated that the process requires five touches throughout the school year. The principal indicated (and the site visit team observed) that the touches are tracked on the wall of the principal's office. Further, leadership reported (and teachers confirmed) that the principal works to acknowledge the accomplishments of teachers; teachers reported that they or their colleagues have received shout-outs in the weekly newsletters. A review of the weekly newsletters to staff corroborated that shout-outs occur regularly. Additionally, leadership reported that in order to recruit talent, the school has been intentional about finding and identifying candidates who are the right fit. For example, leadership indicated that the school hosted a fair in an effort to not only interview candidates, but also allow candidates an opportunity to interview and see the school. Leadership reported that they have already identified some new hires for next school year. The principal further reported that he has worked within the system to dismiss those who do not meet standards. More specifically, leadership reported a focus on trying to get the right people on board to do the work that needs to be done.
- The principals allocate resources and manage school operations in order to foster a safe learning environment.** All stakeholders – school leadership, teachers, students, and parents – reported that students feel physically and emotionally safe at school. Site visit team members observed that the principals have allocated resources to ensure a safe environment for students. Specifically, they noted that the principals employ four full-time safety officers and have installed metal detectors at the main

entrance of the school. The principals stated (and site visit team members observed) that a safety officer is present at the front door at all times throughout the school day. Further, the principals reported (and site visit team members witnessed) that all visitors to the school must sign-in and obtain visitor passes prior to gaining access to the campus. Students also indicated that clear lock-down procedures make them feel secure at school. In addition, students and parents reported that the school staff is kind and supportive, explaining that school leadership and teachers make phone calls and send cards to families experiencing personal struggles such as a death or illness.

- **The school engages community members in the educational process and creates an environment in which community resources support learning.** Leadership and teachers reported that the school has multiple partnerships with local organizations. For example, nearly all stakeholders referenced GuideStone and Esperanza. GuideStone provides counseling services to students and is housed in the building. Esperanza provides tutoring throughout the school day and after school. Leadership and teachers also cited partnerships with CollegeNow, Trio, CTAG, and Youth Job Opportunities. School leadership stated that the school has an advisory group consisting of various employees at the school and active members of the community. This group holds various events and recently conducted a health fair in support of the school. Leadership and staff members reported that they are working to be more strategic about their partnerships and want to be able to measure the impact of partnerships. They further noted that they are working to create a catalogue of partnerships to document the various partners – for example, what they offer and whom they serve. The catalogue will allow them to more strategically identify students who will most benefit from the various partnerships.

## Appendix A

### Reflection: Stakeholder's Feedback and Survey Results

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As part of piloting the CMSD School Quality Reviews, SchoolWorks scheduled various opportunities for CMSD stakeholders to learn more about the process, to check in on progress, and to provide feedback.

- Principal SQR Orientation Webinars: Throughout February and March 2015
- CMSD Team Member Training: March 6 and 7, 2015
- Steering Group Midpoint Virtual Check In: April 28, 2015
- Steering Group End Point Check in: May 26, 2015
- District leadership Presentation: May 27, 2015
- Principal Feedback Session: May 27, 2015
- Principal Satisfaction and Understanding Surveys: April – May 2015

These sessions allowed for a robust amount of feedback that identified areas where the process worked well, as well as areas where the process needs to be improved. This feedback, along with data from the principal satisfaction survey, was then used to form recommendations for how to proceed with this work in the future. The feedback was categorized as relating to: pre-visit activities, visit and prioritization activities, and post-visit activities.

#### Pre-Visit Activity Feedback

Pre-visit activities are one area that requires improvement as implementation is scaled up. During the SQR pilot, principals were informed of their participation in the process via an email from the SchoolWorks Project Manager and copied to the relevant network support leader and Portfolio Office. SchoolWorks then worked with each principal to ensure they attended an online orientation session. Team leads then worked directly with their schools to prepare principals for the visit.

The SQR team experienced difficulty with getting principals to orientation sessions and in collecting school-specific documents for review prior to the visit. Principals shared that they felt not enough information was conveyed to them prior to the visit. While the online orientation provided some context, principals suggested one-on-one meetings or sessions at network meetings as one way to better engage principals with this work. Principals also felt they would have understood the work better if they had first received communication from their network leader regarding the SQR, and not a SchoolWorks employee. Abridged materials that could be shared with other staff and easily digested were also requests from principals. *Recommendation: The district should develop a systematic communication protocol so that schools are better informed of School Quality Reviews well in advance of actual visits.*

Significant questions remain regarding selection of schools for visits and staffing of the SQR process with district members. The district has limited resources available and cannot review every CMSD school every year. Stakeholders expressed an interest in visiting schools based on quality, from exemplary schools that can be used as best practice sites to struggling or mid-performing schools that can use results to drive improvement. As the SQR process is an aspect of the School Performance and Planning Framework that will help drive district level decisions about actions to take with schools, it is also necessary to ensure that all schools receive an SQR with some regularity.

*Recommendation: The district should develop a rotating schedule that ensures every school in the district receives an SQR at least once every three years; and The district should allocate a percentage of reviews every year for special purposes or certain school quality tiers.* All schools must receive a review with some regularity so that this qualitative information can be used as part of the SPPF to drive district level decision making. A schedule that visits one third (approximately 35) of CMSD schools every year balances the need

to review all schools with the potential cost and investment required. However, a rotating schedule alone is not enough; special circumstances should be considered for triggering a review. A certain percentage of reviews should be targeted at corrective action schools or mid-performing schools that require more regular feedback and information to drive rapid improvement. The reviews that are happening to schools with recent results could also be allocated to after February, since these schools already have results to integrate into strategic planning.

The process is also human capital and time intensive. For example, Baltimore City Public Schools currently has a team of six individuals devoted completely to SQRs and is able to review approximately 45 schools a year using a two-day review process. In order to effectively implement SQRs independent of SchoolWorks, CMSD will need to hire a dedicated team of individuals. These individuals would manage the process and also serve as subject matter experts, filling the roles of team leaders and team writers. *Recommendation: The district should hire a dedicated team of individuals to staff SQRs. This includes one coordinator to manage the process, along with 3-to-4 other individuals to serve as team leads and writers.* With this staffing level, the district could ensure that there is at least one SQR happening every week. This would ensure approximately 25 schools could receive a review from September to early the end of February, when SSD completes.

To staff the process with other team members, CMSD should think creatively. The Academics Office has suggested tasking their leadership team members with serving on SQR teams. Senior Leadership suggested that SLT members participate in reviews. Options have also been explored to work with local area universities and graduate students to participate as part of a class. Principals have expressed interest in participating in the reviews from the other side of the lens, reviewing other schools. Regardless of the exact source, care must be taken to ensure that team members do not review schools to which they have close ties. The impartiality and third-party nature of the SQRs is one of its advantages and ensures a collection of honest feedback and acceptance of the results. *Recommendation: The district should utilize existing staff from SLT, Academics, Portfolio (or other interested offices) to serve as reviewers.*

### Visit and Prioritization Feedback

The majority of feedback regarding the actual visits and prioritization sessions was very positive. Visits themselves ran smoothly with little disruption in the daily activities of the school. Principals suggested that an optional short morning session to orient teachers around what would be happening would further minimize disruptions, since teachers would know what to expect. Principals and the Steering Committee reported that having an external facilitator run the prioritization session was useful; it allowed the principal and leadership to be a participant in discussions. There was universal feedback from all stakeholders that the prioritization session had tremendous value and was a needed element of the SQR process.

Still, some alterations were suggested. All stakeholders identified that the SQR process was not well-timed. For the pilots, the visits occurred toward the end of the school year and had to be planned around state testing. Leadership questioned whether the SQRs were aligned to district level strategic initiatives, such as CMSD's internal decision cycle and the Strategic School Design process. Schools similarly questioned the timing. Principals felt that visits could have been more helpful in informing planning for the next year if the visits had occurred sooner. Earlier visits would also allow schools to begin implementing their action plans soon after the visit, when momentum around the visit still exists, rather than wait until next year. *Recommendation: The district must align SQRs to other strategic initiatives, such as a School Decision Cycle and the Strategic School Design process.* This implies reviews being frontloaded in the school year, from September to February, with the remainder of the year used for coaching and progress monitoring.

Principals had process questions regarding how teachers should take time out of their day for the SQR visit. The Steering Committee suggested that perhaps a portion of the 200 minutes could be used by teachers for attendance in focus groups. Other suggested rotating substitutes for the day of the visit, with them filling in

for classrooms when teachers are in interviews. Finally, there was a strong suggestion of substitutes being available on the day of prioritization so that three-to-five teacher leaders could commit the time needed to engage in the prioritization session. *Recommendation: The district should cover the cost of substitutes for teachers participating in the half-day prioritization session.*

District leaders and the Steering Committee asked how they could best support schools during the prioritization session. Network support leaders asked for guidance on how they should participate in the prioritization session and how to best monitor the action plan going forward. There were also questions about what individuals should attend these sessions, from community partners to action team coaches. *Recommendation: Academic Office leadership team should be trained in the protocol, with a clear discussion of how to support schools during and after prioritization.* Schools must remain the central decision makers during prioritization to ensure plans speak to the needs of school and receive acceptance from building staff; however, district staff need to be trained to support this work before and following the session.

### Post-Visit Feedback

While participants were very positive about the prioritization session and the action plans that were developed, both principals and Senior Leadership asked how the work could best be supported after the visit ended. This was an area not explicitly discussed in the pilot reviews, but stakeholders provided a range of suggestions.

Both Senior Leadership and the Steering Committee suggested that the academic walkthroughs conducted by the Academics Office could be aligned with the SQR process. In this way, academic walkthroughs could be used as a progress monitoring tool. This ensures that district officials and principals have a common frame of reference to which schools will be held accountable. *Recommendation: The Academics and Portfolio Office teams should work together to ensure alignment of SQRs with Academic Walkthroughs.* This would include not only close cooperation between the two offices, but also training for the entire academics team on the SQR protocol.

Both the Steering Committee and principals requested further coaching and guidance be provided to schools working through their action plans after a visit. Principals asked that the district review the plans and provide guidance on what resources were available to help accomplish the plans. Principals also requested assistance in moving through the action plans and setting new goals. In this way, post-visit coaching would be part of a gradual release that would prepare schools to fully implement goal setting on their own. *Recommendation: The district must develop a plan to provide continued feedback and coaching to principals who receive an SQR.* Many structures exist to provide this feedback, from the Curriculum and Instruction team to the Network Support Teams. Any plan should ensure that these connections are clearly made and that the relevant people understand the SQR process so that they can support it.

### Principal Satisfaction and Understanding Surveys

Of the ten schools participating in the School Quality review, six principals completed the SchoolWorks Satisfaction and Understanding Survey. Principals generally strongly agreed or agreed on 9 out of 11 survey items, including the overall experience was positive, staff time was used efficiently, SchoolWorks communicated effectively, the team established a positive relationship, the process was thorough, and SchoolWorks exhibited a professional demeanor. Examples of comments for these items included statements such as:

- *We had a debriefing that was very useful and not overwhelming.*
- *While the data and results were useful, the timing and information were overwhelming.*
- *Solid and useable feedback. Guided steps to follow.*

For two of the survey items, principals strongly agreed, agreed, or were neutral that SchoolWorks was knowledgeable about education and the claims were accurate and based on sufficient evidence. Examples of comments for these included statements such as:

- *Not sure if the findings were accurate. They only had a short time in the classroom.*
- *They were right on the money.*

The results help demonstrate the usefulness of the process. Stakeholders expressed an interest in collecting information from more individuals that were involved in the process. *Recommendation: CMSD should collect feedback from all members participating in the prioritization. This ensures the process is responsive to all school level stakeholders involved.*

## Appendix B

### Options for Next Steps

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Based on principal and CMSD staff member feedback, SchoolWorks and CMSD have drafted several options for CMSD leadership to ponder as they through the next iteration of CMSD SQRs. Each of these activities and subsequent options can be further tailored to meet CMSD's needs.

#### 1. Site Visits

##### 35, 70 or 100 Site Visits

CMSD and SchoolWorks would implement School Quality Reviews (SQRs) between September 14, 2015 and April 1, 2016 in order to address principals' feedback that visits needed to occur before end of year testing begins. Each visit would include:

- Two-and-a-half-day school review, including prioritization session with school leadership
- Two SchoolWorks representatives (team leader and team writer) on site, in order to maximize training and modeling opportunities for visit participants, and a minimum of two CMSD team members.
- 8-to-10 page Summary Report

Based on CMSD's needs, selecting schools to have an SQR could be based on performance, leadership transitions, principal request, or a combination of reasons. Selecting the number of schools to have an SQR will depend on CMSD's need, budget, and human capital resources.

#### 2. Principal Orientation

##### A. 1-hour webinar

This session reviews the protocol and process of the SQR. Prior to the session, school leaders are presented with the protocol, which includes all Key Questions and indicators to be reviewed during the visit, as well as the Classroom Visit Tool to be used during observations and sample questions that will be asked during interviews. Webinars are then followed by calls with the team leader for each school's SQR.

##### B. 2-hour in-person training

Two SchoolWorks representatives would provide an in-person training session that reviews the protocol and process of the SQR, as well as allows for principals to practice using the SQR tools (i.e., observation forms, sample questions). This session would then be followed by calls with the team leader for each school's SQR.

#### 3. CMSD Training

##### A. Team Member Training

SchoolWorks would provide a half-day session for all CMSD staff members who will serve as SQR team members. The training would include overview of the protocol, as well as practice sessions for SQR activities, such as classroom observations, interviews, and document review.

##### B. Team Writer Training

SchoolWorks would provide a half-day, on-site team writer training for the CMSD staff dedicated to the SQRs. Following the training, SchoolWorks would send a veteran team leader to guide, support, and provide formative feedback to the CMSD team writer for his/her first five-to-ten visits (based on team writer's performance). Following the visit, as the team writer works on the report, SchoolWorks content and copy editors will also provide support and formative feedback. Following these visits, CMSD staff members will be prepared to serve as team writers without SchoolWorks' assistance.

### **C. Team Lead Training**

SchoolWorks would provide a half-day, on-site team lead training for the CMSD staff dedicated to the SQRs. Following the training, SchoolWorks would send a veteran writer and/or team member to guide, support, and provide formative feedback to the CMSD team lead for his/her first five-to-ten visits (based on team lead's performance). Following the visit, the CMSD team lead and the SchoolWorks writer or team member will debrief on the visit and discuss changes to be made for the next visit. Following these visits, CMSD staff members will be prepared to serve as team leads without SchoolWorks' assistance.

## **4. Academic Walkthroughs**

### **A. Alignment of Protocols**

SchoolWorks would remotely align the current CMSD Academic Walkthrough protocol with the SQR protocol, so CMSD staff members can monitor schools' progress following their SQRs.

### **B. Academic Walkthrough Training with Updated Protocol**

SchoolWorks would provide a half-day training session for CMSD team members who participate in the Academic Walkthroughs on the updated protocol. This session would include review of the new protocol, as well as calibration sessions on the updated protocol's observation tool.

### **C. Academic Walkthrough Gradual Release**

In addition to the training listed above, SchoolWorks would provide gradual release training for selected CMSD staff members who will serve as the leads for Academic Walkthroughs. During the gradual release training, SchoolWorks trainers will model the process for CMSD leads during live walkthroughs for the first few walkthroughs, transitioning to the trainer becoming a supportive team member while the CMSD staff member leads the Academic Walkthrough. Each Academic Walkthrough would be followed by a debrief session between the trainer and CMSD lead.