

SchoolWorks School Quality Review Report

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About the SchoolWorks School Quality Review Process

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

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

The School Quality Review (SQR) protocol and review process provides a third-party perspective on current school quality for all students. The process will include two days of collecting evidence on site through interviews, classroom visits, and document review. While on site, the team meets to discuss, sort, and analyze evidence it is collecting. The site visit team uses evidence collected through these events to determine ratings in relation to the protocol's criteria and indicators.

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 *Leadership*. The final pages of the report are used to record the discussion and action plan developed by the team and the school during the prioritization process.

Domains and Key Questions

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

	Rating (See Appendix B)			
	Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary
Key Question Ratings				
Domain: Instruction				
1. Do classroom interactions and organization ensure a classroom climate conducive to learning?				
2. Is classroom instruction intentional, engaging, and challenging for all students?				
3. Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?				
Domain: Students' Opportunity to Learn				
4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?				
5. Does the school have a safe, supportive learning environment that reflects high expectations?				
Domain: Educators' Opportunity to Learn				
6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?				
7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?				
Domain: Leadership				
8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?				
9. Do school leaders effectively orchestrate the school's operations?				

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 in response to ongoing assessments.

1. Do classroom interactions and organization ensure a classroom climate conducive to learning?	Level 1: Intensive Support Required
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Behavior Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective ¹
1	2	3	4
17%	28%	28%	28%

- Behavioral expectations are not consistently understood by all students.** The site visit team observed effective implementation of behavioral expectations in 28% of classrooms (n=18). In these classrooms, site visit team members observed students consistently behaving appropriately throughout the lesson. For example, students sat quietly at their desks, listened to the teacher, followed directions, and, as directed, participated in conversation with peers. In addition, students were awarded Dojo points and/or were praised by the teacher for positive behavior. In 28% of classrooms, the site visit team observed partially effective implementation of behavioral expectations. During these lessons, most students behaved appropriately throughout the lesson; however, a few students were off task and disrupted learning (e.g., talking to peers about topics unrelated to the lesson, walking around the classroom) for parts of the observation. In most instances, the teacher was able to redirect students back on task using verbal instructions (e.g., “close your book, close your mouth”) or implementation of classroom routine (e.g., counting). In 28% of classrooms, the site visit team observed partially ineffective implementation of behavioral expectations. In these classrooms, minor student misbehaviors frequently disrupted the lesson. For example, students engaged in off-task conversations, walked around the classroom, or joked with peers (e.g., verbal teasing, play fighting). In addition, systems to manage behavior were used inconsistently (i.e., the teacher indicated Dojo points would be awarded and this did not occur) or redirection of misbehavior was ineffective (e.g., “shhhh...” multiple times and students disregarded and continued off-task conversations). The site visit team observed ineffective implementation of behavioral expectations in 17% of classrooms. In these instances, the learning environment was consistently chaotic. For example, students were out of their seats, walking/running around the classroom or on furniture, throwing materials on the floor, or banging on the desk. In addition, teachers’ efforts to verbally redirect behavior were not sufficient, not effective, or student misbehavior was ignored.

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

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
28%	28%	44%	0%

- The learning environment is not always structured and learning time is rarely maximized.** The site visit team observed a partially effective learning environment in 44% of classrooms. In these classrooms, teachers were prepared, or mostly prepared, for the lesson. For example, materials (e.g., technology, books, worksheets, containers with art supplies) were ready for student use. In a few classrooms, several students and/or center stations were missing materials needed to begin the learning activity, which resulted in some loss of instructional time. In these classrooms, learning time was maximized for most, but not all, of the lesson. For example, the start of the lesson was delayed waiting for students to enter the classroom, the teacher needed to retrieve additional materials, or activity directions took an extended period of time, resulting in reduced time for teaching and learning. In 28% of classrooms, the site visit team noted partially ineffective implementation of a structured learning environment. In these classrooms, teachers were prepared for part, but not all, of the lesson. For example, students did not have all the materials necessary to complete the learning activity. Further, instructional time was not maximized for most of the lesson. For example, introduction to the lesson purpose and/or materials to be used for the learning activity occurred for most of the observation; as a result, delivery of academic content was limited. Or, transitions into the classroom took an extended amount of time, minimizing students' time for learning. In 28% of classrooms, the site visit team noted ineffective implementation of a structured learning environment. In these classrooms, the teacher was not prepared to deliver lesson content and/or instruction did not occur. For example, students reviewed worksheet responses, completed homework, or were off task for the duration of the observation.

2. Is classroom instruction intentional, engaging, and challenging for all students?	Level 1: Intensive Support Required
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Focused Instruction			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
50%	44%	6%	0%

- Teachers do not provide students with clear learning goals and focused, purposeful instruction.** In 44% of classrooms, the site visit team noted partially ineffective implementation of focused instruction. In some classrooms, an objective was posted that matched the content on the worksheet students were completing, or the objective was applicable to a learning activity, but only some students were completing the activity. In many of these classrooms, academic content was not delivered, or it was limited to only part of the lesson. For example, students worked independently, and the teacher redirected students back on task while sitting at their desk. In other instances, direct instruction was provided to a small group of students while others completed learning activities independently, or the text was discussed with students for only a short portion of the lesson. In addition, teachers demonstrated high expectations for only some students. That is, several students engaged in the lesson activity, but many students opted out (i.e., did not engage in the learning

activity and were not redirected and/or held accountable for doing so). The site visit team observed ineffective implementation of focused instruction in 50% of classrooms. In these classrooms, the learning objective was not evident, or it did not match the lesson/learning activity. Further, delivery of academic content was limited (e.g., instruction did not occur, teachers’ communications focused on directions or behavior only). In addition, students were not required to engage in learning activities and were allowed to opt out (e.g., move around the classroom or sit at desks and talk to peers about topics unrelated to academic content).

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
83%	17%	0%	0%

- Instruction does not require all students to use and develop higher-order thinking skills.** In 17% of classrooms, the site visit team observed partially ineffective use of the higher-order thinking. In these classrooms, learning activities included a few critical thinking skills, but most of the lesson asked students to engage in lower-order thinking only. For example, students were asked to answer a question that required them to explain their thinking, but other questions asked students to practice basic skills only. Or, only some students in the class were provided a learning activity that asked them to justify their response; other students were not. In other classrooms, students, in a few instances, were asked to apply lesson content to real world activities. In 83% of visited classrooms, higher-order thinking tasks and questions were not observed. For example, learning activities asked students to complete single-step assignments only, such as complete fill-in-the-blank and multiple-choice worksheets, underline workbook passages, color, trace, match, and glue. In other instances, students were only asked to engage in silent reading, practice, recall, or engage in review activities without opportunities to extend their thinking or reasoning.

3 Do teachers regularly assess students’ progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?	Level 1: Intensive Support Required
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In-Class Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
67%	28%	6%	0%

- In-class assessment strategies rarely reveal students’ thinking about learning goals.** The site visit team observed partially ineffective implementation of in-class assessment strategies in 28% of classrooms. In these classrooms, assessment strategies were used to check the understanding of less than half of the students. For example, the teacher asked questions of the whole class, but only a few students answered, which provided information on a few students’ understanding only. Or, questions were asked to a small group of students working with the teacher and other students’ understanding was not assessed. In other instances, some students in the classroom were taking an assessment or engaged with an online program designed to assess their understanding of academic content. In 67% of classrooms, the site visit team observed ineffective implementation of in-class assessment strategies. In these classrooms, formative assessments were not used for the duration of the

observation. For example, questions were focused on assignment completion as opposed to lesson content. Or, teacher circulation focused on student behavior and directions, rather than lesson content (e.g., “How are you feeling?” “Why isn’t your book open?” “What are you supposed to be working on?” “How’s it going?”). In other instances, teachers sat at their desk for the duration of the observation and did not assess students’ understanding.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
72%	22%	6%	0%

- Timely, frequent, and specific feedback is not provided throughout the learning process.** The site visit team observed partially ineffective delivery of feedback in 22% of classrooms. In these classrooms, only a few students received feedback. For example, students who answered the question were provided feedback, but only a few students were asked to respond. Or, students working in a group with the teacher were provided feedback on their responses, but students working independently did not receive feedback. In 72% of classrooms, the site visit team observed ineffective use of feedback. In some of these classrooms, students did not receive any feedback for the duration of the observation. For example, academic content was not delivered, or the teacher did not conduct assessments to understand student learning; therefore, opportunities for students to receive feedback did not occur. In other instances, students received feedback on the accuracy of their response (e.g., “Good job”) or the completion of a form, but feedback was not specific to lesson content or to clarify misunderstandings. In some classrooms, the teacher attended to behavior or technology set-up; as a result, students did not receive academic feedback. In a few instances, students asked for feedback and teacher did not respond or indicated help could not be provided at that time. In other classrooms, students received limited feedback that was not useful in helping students make progress toward the learning goal. For example, feedback was focused on following directions (e.g., rules of the activity) or student behavior (e.g., praise for doing work).

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, as well as 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. This context is further bolstered when schools monitor students' academic and behavioral progress, identify students' in need of more targeted support, and ensure interventions and guidance for students at risk of disengaging or failing

4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?	Level 1: Intensive Support Required
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- The school has a process for identifying struggling and at-risk students; however, student progress and program effectiveness are not systematically monitored.** In focus groups, teachers described using a variety of assessments to measure and understand student learning. For example: Ohio State Tests (OST), Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), STAR Reading, Accelerated Reading (AR), Achievement Network (ANet) assessments, curriculum-based assessments, as well as teacher observations and teacher-created quizzes and tests. Some teachers also reported using assessment information to identify students who are struggling in order to plan for additional supports. For example, several teachers described using NWEA MAP scores to place students in groups and/or intervention blocks. A few teachers explained (and a review of documents confirmed) how the Reading Intervention Matrix, which all teachers complete for their classroom, includes assessments (e.g., iReady diagnostic assessments, running records, AR and STAR reports) that are used to identify students' intervention tiers and to monitor progress. Leaders and several teachers also reported (and a review of documents confirmed) that the building leadership team (BLT) provides feedback on each teachers' Reading Intervention Matrix. Others reported there is a lot, or too many, assessments at the school, indicating they are always testing, but did not cite ways the data are used to identify students who are struggling and/or to monitor their progress. School leaders described how the importance of using data to inform practice has been a push at the school and that some staff review data, identify students in need of support and make changes to instruction, but others have not yet been able to translate the data into practice. In addition, when asked, school leaders and teachers did not present processes for measuring the effectiveness of intervention programs or intervention blocks (see below). For students who continue to struggle, school leadership and teachers indicated that the school has a student support team (SST) process. When asked about its effectiveness, some teachers reported it is backlogged and takes a long time; others reported appreciating the conversations that occur because of SST meetings. School leaders explained how the SST works well only when teachers implement interventions and collect data to determine intervention effectiveness, which does not occur consistently.
- Supports for struggling and at-risk students are limited.** In focus groups, teachers described how they support students who are struggling through small groups, differentiated instruction, and center-based instruction that, some teachers explained, can be differentiated by content and/or skill. School leaders and teachers reported that the school utilizes the following intervention programs: Leveled Literacy Interventions (LLI), iReady, Accelerated Reader (AR), Journeys leveled readers and Wilson for students who are struggling the most. Review of the reading intervention matrix also showed that the

above-mentioned intervention programs are available at the school and how students in each classroom are assigned an intervention tier (e.g., intensive, strategic, proficient, advanced). When asked, some teachers reported that the matrix is helpful in identifying supports for students; others reported it is not useful and they only complete it because it is required. In addition, some teachers reported inconsistent implementation of intervention programs. School leaders and teachers stated (and a review of school schedules confirmed) that teachers have a scheduled intervention block each day. They also described how this time is used inconsistently and/or not used according to expectations initially established by school leaders (i.e., a double dose where students are grouped by skill across the grade level or grade level band). Some teachers indicated their students do better with continuity (i.e., not moving classes). Others reported that although the time is technically in their schedule, they do not use it and, instead, due to other competing activities (e.g., specials, lunch) “find a time when it works.” A few other teachers reported intervention blocks do not happen because staff are absent or do not collaborate. Finally, leaders and several teachers described how a small number of students are provided additional academic support outside of the classroom by their teacher after school, through an intervention specialist or via the reading recovery teacher.

<p>5. Does the school have a safe, supportive learning environment that reflects high expectations?</p>	<p>Level 1: Intensive Support Required</p>
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- Not all educators hold high expectations for academic learning.** When asked, most school stakeholders stated that the school does not have high expectations for students. School leaders provided examples of both high expectations (e.g., use of complex text, writing at high levels, math discourse, use of grade level standards) and low expectations (e.g., low-level reading material, worksheets, speaking negatively about students, removing students from class). Several teachers described how students could not complete grade level and/or assigned academic tasks because they were too difficult. They stated, for example, “These are urban kids, not suburban kids; they cannot use complex text.” Others described how the school’s students lack motivation, do not understand what they need to do to be successful and do not care, also describing the student body as “an apathetic group.” When asked, students indicated they know teachers have high expectations because they “scream and yell” to push them to their limits. Parents reported that the school does not have high expectations for students and expressed concern about the extent to which their children are being challenged. When asked about the most challenging academic task they had to complete, middle school students described writing 200-word opinion essays and responding to multiple choice questions on a worksheet. Finally, the site visit team observed low expectations (i.e., teachers allowed students to opt out of learning activities as opposed to encouraging participation) and limited use of questions or tasks that challenged students by asking them to use critical thinking skills or explain their reasoning (see key questions 2). When asked how the school recognizes and celebrates student performance, some staff members cited award assemblies, recognition at school-wide (or grade level band) meetings or activities to provide positive reinforcement (e.g., dance, skating party) for academic performance. Others reported celebrations do not occur, or they are planned but there is not follow through from the staff, so they do not happen.
- The school does not consistently ensure a safe environment to support students’ learning.** Most school stakeholders (leaders, teachers, parents, students) reported that the school is physically safe. They cited the security guard as one of the factors that makes them feel secure and expressed a desire for another security guard to have an individual to monitor each floor. However, leaders and several

teachers described how parents have entered the building during arrival and dismissal without signing in and pop into classrooms unannounced. Several staff and students reported student behavior can be more aggressive in the hallways and other common spaces, which, at times, can feel unsafe. Leaders and teachers also described how hallways are not consistently monitored, explaining a protocol exists but it is not consistently followed by teachers or administration. In addition, leaders, teachers, students, and parents all stated that school rules are not fairly and/or consistently enforced for all students. Teachers indicated (and the site visit team reviewed) that there is a documented process that outlines expectations, rules, incentives, and consequences, but it is not consistently implemented by teachers or by administrators. School leaders explained that, despite trying to proactively address student behavior, they spend time mediating behavior, and that discipline is primarily reactive. Both students and teachers reported that student behavior disrupts learning every day. School leaders and teachers explained how they see some bullying (e.g., between groups of girls, cyber or social media bullying), but they work to address it immediately. They described how the school has participated in an anti-bullying campaign, Not on Our Watch (NOW) – an anti-bullying program and Winning Against Violent Environments (WAVE) – a conflict management and peer-mediation program. Students and parents also reported that any bullying that occurs at the school is addressed right away.

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’ focused collaboration around instructional challenges. The school-wide culture and the school’s supports for professional learning and collaboration contribute to teachers’ collective capacity to deliver high-quality instruction, not just in individual classrooms, but across the school.

<p>6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?</p>	<p>Level 2: Targeted Support Required</p>
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- Professional development (PD) is designed to address school priorities.** In focus groups, school leaders and teachers described (and a review of documents confirmed) that school-based principal-directed professional development (i.e., 100 minutes) occurs on Tuesday and Wednesday mornings (i.e., 50-minutes per day) and includes teacher-based team (TBT) meetings, PD, committee meetings, and staff meetings. Documents indicated (and school leaders and teachers reported) that Wednesdays are typically dedicated to TBTs and Tuesdays are dedicated to meetings and PD. Leadership explained how most PD is developed in-house by administration and how the academic achievement plan (AAP) is used to guide planning for PD. A review of the school’s PD log showed that many PD topics were aligned to the AAP. The log noted district-mandated PD, as well as contact hours and the number of staff attending. School leaders also described efforts to conduct walkthroughs to follow-up and provide feedback on practices learned in prior PD (e.g., text dives). They also reported that ANet has partnered in supporting some PD planning (e.g., importance of data analysis, text dives). In addition, leadership and several teachers explained (and document review confirmed) that the school also offers voluntary professional development (VPD) opportunities for staff. While records showed that fewer staff attend, some teachers who indicated they attended reported that these opportunities are appreciated and beneficial. When asked if PD provided at the school was effective, some teachers indicated it was mostly effective; others reported that it can be repetitive and not helpful because they already know the content. Some staff also expressed a desire for PD to be more differentiated based on both experience and content.
- Educators have time to collaborate regularly; however, it is not always used to learn about effective instruction and students’ progress.** As described above, there is a dedicated time each week for TBTs to meet, which occur in grade level bands. Teachers and leaders described (and a review of documents confirmed) that intervention teachers are included in TBTs. The school uses the 5-step process, completes the protocol, and the BLT provides feedback. School leaders reported that the principal, assistant principal, and instructional coach are assigned to a team and help facilitate TBTs. When asked if TBTs are effective, some teachers reported they are glad to have the time together. Others stated that TBT meetings are focused on the process and the steps, and they would prefer having time to collaborate with colleagues on topics of their choice. Some teachers reported (and documents confirmed) TBTs do not occur on a consistent (weekly) basis; they are replaced by required trainings. In addition to TBTs, teachers have 50 minutes of self-directed planning on Monday and Thursday mornings, as well as planning time during the school day. Some teachers indicated they use this time to connect with colleagues; others reported using this time to complete lesson planning and

preparation. Some teachers also reported planning before and after school, and outside of the school day (e.g., in the evening, over the weekend). Others reported not having any time to discuss student work and plan with colleagues. While some school staff reported working together during required times during the school day and, in some instances, outside of the school day, there is no evidence of additional, uninterrupted times during which staff collaborations have a clear and persistent focus on teaching and learning and used to make data-informed instructional decisions.

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	Level 1: Intensive Support Required
<ul style="list-style-type: none"> • Educators' mindsets and beliefs do not reflect shared commitments to students' learning. When asked if all staff believe all students can learn, most leaders and/or teachers reported they felt that this is true of most staff at the school (e.g., 95%), or true of the staff with whom they interact. A few staff indicated that some teachers are just going through the motions and buying their time. In focus groups, some teachers did not convey a belief that student learning is their collective responsibility, instead expressing reasons students cannot learn – for example: student behavior gets in the way; it is a transient student population; students are not motivated and do not care; they are homeless; or, their parents are not involved and do not support learning at home. During classroom visits, the site visit team observed interactions between teachers and students that were disrespectful and did not show a shared commitment to the learning of all students. For example: the teacher called students rude or told them to “shut-up;” students asked for help and the teacher/s responded no; or, other statements that were discourteous to students (e.g., “That’s how long it took you to do it?” “I hate when you talk to me like that!” “So, that’s the kind of day it’s going to be?!”). Others described how students are removed from class for minor misbehaviors or lack of participation and, in some instances, sit out in the hallway for the duration of the class. Finally, educators at the school indicated that they do not hold each other accountable for student learning or staff performance. In focus groups, some teachers described how there are other teachers that do not do what is asked or expected of them – for example, show up to work late or leave early, do not attend required professional development, and/or do not complete lesson plans. Some staff reported that administration does not hold all teachers accountable. When asked, teachers could not state how they hold their colleagues accountable and/or indicated they would not respond. • The school does not reflect a safe, trustworthy, and growth-oriented professional climate. When asked about the adult culture at the school, administrators, teachers, and staff described behaviors, concerns, and decisions that focus on staff member needs and preferences, as opposed to student learning and well-being. In focus groups, administrators described how the adult culture is impeding the implementation of improvement plans and priorities, indicating that an “I just want to do what’s best for me mentality” exists at the school, as opposed to doing what is best for kids. Some teachers described a similar mentality at the school, stating, “There is not a child-centered agenda; there is a self-centered agenda” (e.g., creating schedules best on adult preferences, not student interests). Others described dissent due to favoritism (or perceived favoritism), a lack of trust, and/or varied expectations or lack of accountability for all staff. For example, some staff members indicated they do not want to be associated with staff who do not do their job. Others described cliques at the school, how some staff members refused to work together and/or speak to each other, how some staff members have more power (or perceived power), and how some staff work hard while others are allowed to coast. Finally, some staff members acknowledged how teachers are stressed and 	

overwhelmed by the number of things they are being asked to do, and that has impacted the culture. When asked about their willingness to discuss instructional practices, leaders and teachers reported some staff are willing to open their door, share practices and resources, and others are not. Some teachers indicated a willingness to collaborate with their teams, but not with staff schoolwide. Similarly, when asked, teachers and leaders indicated that some teachers are willing to take instructional risks (e.g., trying something they learned in a PD that may or may not be effective), and others are not. Some staff also reported that some teachers do not like to be recognized for positive practices or successes because there is “backlash” (e.g., negative comments, name calling) from some of their colleagues.

Domain 4: Leadership

School leadership support the essential work of teaching and learning in schools. *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.

8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?	Level 1: Intensive Support Required
<ul style="list-style-type: none"> • The principal has articulated a vision, goals and strategies, but it is not yet driving continuous improvement or progress toward achieving the goals. The school has a clear mission, “...a family committed to developing and empowering lifelong learners who will be proficient or better in all state standards, so they can realize the dream they have for themselves and be successful...” that is cited in school documents (e.g., staff and parent handbooks) and posted throughout the school. When asked about the school’s mission and vision, some teachers described how the school seeks to ensure that students are educated and can be productive members of society. When asked about measurable goals, some staff cited the AAP and noted measurable goals that have been identified in documents as school priorities for 2017 (e.g., increase conditions for learning (CFL), increase attendance, increase reading and math proficiency, 100% of grade 3 students meet the third-grade reading guarantee). They also explained goals are discussed during staff meetings and reiterated in staff bulletins. In addition to the AAP, review of documents showed the school has a corrective action plan (CAP), school priorities for 2017, a theory of action, a curriculum and instruction plan, and a reading matrix that identifies interventions aligned to student performance levels. While these documents clearly outline expectations for academics, behavior and school improvement, leaders and teachers reported that expectations are not being consistently followed. Leadership also described how documents presented a clear vision, goals, and strategies, cited resources dedicated and aligned to improvement priorities (e.g., budget/time dedicated to complex text, ANet, PD, and reading interventions), but noted difficulty with implementation. In focus groups, teachers indicated there are too many priorities; some staff pick and choose what they want to implement based on preference and/or time. • School leaders do not yet ensure that teachers deliver high-quality instruction. School leaders and teachers reported that formal and informal walkthroughs are occurring via the teacher development and evaluation system (TDES); both the principal and assistant principal conduct evaluations. They also stated (and a review of documents confirmed) that informal walkthroughs occur at the school – for example: walkthroughs that provide general feedback (e.g., glows, grows and questions); walkthroughs in follow-up to PD (e.g., text dive) that document the standard, what teachers are doing, what students are doing as well as grows and glows; and, checklists used to assist with classroom set-up (e.g., “I can” statement, word walls, lesson plans available). In focus groups, most teachers reported receiving feedback from walkthroughs; however, a few teachers reported they rarely see administration and prefer to keep their door closed. When asked, teachers explained they receive both verbal and written feedback. Some staff indicated feedback can be helpful; others stated there is no accountability for implementation, and several teachers expressed frustration with feedback on “I can” statements. Leaders and teachers reported that the school has an instructional coach who, 	

upon teacher request, provides feedback on instruction and classroom practices. In focus groups, some teachers reported receiving constructive feedback and helpful suggestions from the instructional coach. Others explained they did not need help or support or opted not to access it. Several staff members expressed a lack of trust and/or a hesitancy at receiving instructional support from staff and administration.

9. Do school leaders effectively orchestrate the school’s operations?	Level 2: Targeted Support Required
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- School leaders provide effective communication and opportunities for inclusive decision making across the organization.** School leaders and teachers described various ways that administration communicates with staff. Communication includes: text messages, regular emails; notes placed in teachers’ mailboxes; a white board in the office with daily updates; biweekly bulletins (that are updated weekly) and include upcoming events or updated schedule information (e.g., training instead of TBT meeting); and verbal communications during morning staff meetings/PD. School leaders reported that communications work well, indicating staff have the information they need. However, some individuals stated there is too much material to keep track of. In focus groups, teachers reported that they generally feel informed about school initiatives and events. Some teachers described frustration with group discipline communications that are directed at the whole staff, but intended only for some teachers (e.g., submit lesson plans, attend PD, post “I can” statements), indicating it makes them believe they are doing something wrong, when they are not. Leaders and teachers stated (and a review of documents showed) that teachers have opportunities to provide input and engage in planning at the school. For example, they indicated that the school has a range of committees (e.g., attendance, school safety, parent involvement, technology) in which teachers can participate, which school leaders reported are aligned to activities in the AAP. Leaders and teachers also described how the BLT, academic planning team (APT) and union conference committee (UCC) are active decision-making bodies at the school (e.g., TBT feedback, input and consideration for new programs, review of budgetary decisions). School leaders and some teachers described (and the site visit team reviewed) meeting minutes that are distributed schoolwide following committee meetings. Finally, some teachers described how administration sends out surveys and various topics (e.g., AR, SST, lap tops) to gather staff input.
- School leaders do not consistently manage school operations in order to ensure a productive learning environment.** The site visit team observed a welcoming and clean school building, where students enter through the main entrance and are greeted by the school’s security guard. The site visit team also noted posted student work, announcements on bulletin boards, and student classes organized by floor (i.e., upper grades and lower grades). School leaders and teachers reported that there are some resources to help with students’ social-emotional learning (e.g., morning meetings, mentoring opportunities) and mental health needs (e.g., partnership with Bellefaire). As previously described, school leaders have presented improvement planning documents, as well as academic and behavior standards, that outline expectations for students and staff. However, these are not consistently followed, implemented, or reinforced, and has resulted in a school environment that is not always conducive to learning. Some teachers also described a lack of accountability for some staff (see key question 7) and a lack of support for, and management of, staff in some instances (e.g., when teachers are absent, teachers have to figure out how to cover classrooms). When asked, some teachers reported they do not feel supported by administration and do not feel they always model

best practice (e.g., focus on poor data, arrive late and leave early in some instances). Others described how school leaders are not frequently visible in the building and have become less visible and less positive over the course of the school year.

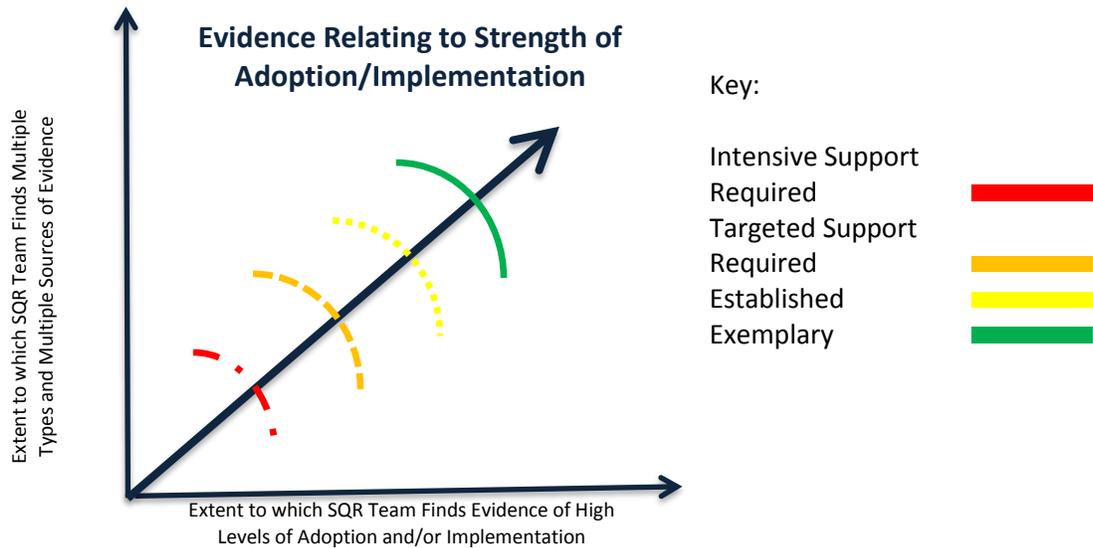
Appendix A: Site Visit Team Members

The SQR to Adlai E. Stevenson was conducted on March 13-14, 2018 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

Robin Coyne Hull , Team Lead	SchoolWorks, LLC
Megan Tupa , Team Writer	SchoolWorks, LLC
Erica Adams , Team Member	CMSD
Meagan Coggins , Team Member	CMSD

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 types² and multiple sources³ of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



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

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

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

Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 18 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 (%)			
		<i>Ineffective</i>	<i>Partially Effective</i>		<i>Effective</i>
		1	2	3	4
Common Core Alignment	1a. Common Core Literacy Alignment (for all classes other than math) Alignment to content standards Alignment to instructional shifts N = 16	56%	38%	0%	6%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 2	0%	100%	0%	0%
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	17%	28%	28%	28%
	3. Structured Learning Environment Teacher preparation Learning time maximized	28%	28%	44%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	17%	17%	39%	28%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	50%	44%	6%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	39%	28%	28%	6%
	7. Participation and Engagement Active student participation Perseverance	17%	28%	28%	28%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	83%	17%	0%	0%
In-Class Assessment & Feedback	9. Assessment Strategies Use of formative assessments Alignment to academic content	67%	28%	6%	0%
	10. Feedback Feedback to students Student use of feedback	72%	22%	6%	0%