SchoolWorks
School Quality Review
Report

Collinwood High School
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SchoolWorks

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CLEVELAND METROPOLITAN SCHOOL DISTRICT

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About the SchoolWorks School Quality Review Process

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

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

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

The report documents the team's ratings for key questions within each of the four domains identified in the SQR protocol: *Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn,* and *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	Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary
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 2 Targeted Support Required**

Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective[1]
1	2	3	4
19%	0%	50%	31%

- **Behavioral expectations are clear and understood by most students in most classrooms.** The site visit team observed effective implementation of behavioral expectations in 31% of classrooms (n=16). 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, worked in groups, and completed assignments on their laptops. In addition, students who were off task required only minimal redirection (e.g., a simple verbal redirection (e.g., "Stop playing with that; Put your phone away.") to return quickly to the learning activity. In 50% 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 remained off task (e.g., playing with their hair, laying with their head down on the desk, walking around the classroom) for the duration of the observation. In other instances, students were observed talking to their peers on topics unrelated to the lesson activity, but were easily redirected, and the chatter did not disrupt the learning process. The site visit team observed ineffective implementation of behavioral expectations in 19% of classrooms. In these instances, the learning environment was consistently chaotic. For example, students were out of their seats, walking around the classroom, shouting out and/or using inappropriate language. In addition, teachers' efforts to verbally redirect behavior were not sufficient or not effective, or student misbehavior was ignored.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
31%	19%	31%	19%

- **The learning environment is structured and learning time is maximized in some classrooms.** The site visit team observed an effective learning environment in 19% of classrooms. In these classrooms, teacher preparation was evident. For example, the lesson was organized, agendas and learning objectives were visible, and students were equipped with the materials (e.g., laptops, text books and graphic organizers) necessary to complete the learning activity. In addition, teaching and learning occurred for the duration of the observation; learning activities were appropriately paced; and

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

students who finished early were provided with additional learning tasks. In 31% of classrooms, the site visit team observed a partially effective learning environment. In these classrooms, teacher preparation was also evident. However, learning time was maximized for most, but not all, of the lesson. For example, students were engaged in the learning process for most of the observation, but the lesson lacked structures and expectations for timing and/or performance, which slowed the pace. In other classrooms, several students finished the learning activity and were not provided additional work. The site visit team observed a partially ineffective learning environment in 19% of classrooms. In these classrooms, teachers were prepared for part, but not all, of the lesson. For example, an agenda was posted but it was not used to guide the learning activity, and laptops were not set up. Further, instructional time was not maximized for most of the lesson – for example, task directions were unclear, learning activities persisted for a long time, and lack of acknowledgement of what needed to be completed. In 31% 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 instruction did not occur – for example, learning time was spent on directions, and students were given free time for most of the observation.

2. Is classroom instruction intentional, engaging, and challenging for all students?	**Level 1 Intensive Support Required**

Focused Instruction			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
56%	19%	19%	6%

- **Few teachers provide students with clear learning goals and focused, purposeful instruction.** The site visit team observed partially effective implementation of focused instruction in 19% of classrooms. In these classrooms, a learning objective and/or an "I can" statement was posted, verbalized and aligned to the lesson activity (e.g., worksheet, exit ticket). In some cases, teachers also used a rubric to review and revisit the purpose of the learning activity throughout the lesson. In addition, teachers demonstrated high expectations for students, holding them accountable for their learning. For example, teachers used cold-call questioning and required students to complete assignments according to established performance expectations. In 19% of classrooms, the site visit team noted partially ineffective implementation of focused instruction. In these classrooms, a learning objective and/or an "I can" statement was posted that aligned to the lesson activity. However, teachers demonstrated high expectations for only some students. For example, students were not held accountable for providing the right answer and incorrect responses were not always corrected. Finally, academic content was communicated to only some students or, students only interacted with academic content for part of the lesson. In 56% of classrooms, the site visit team observed ineffective use of focused instruction. In these classrooms, the learning objective was not evident, or it was presented as a task, and the lesson lacked high expectations for students. Students were not required to participate in, or complete, the learning activity. In addition, teacher explanations were not specific to the lesson content, academic content was far below grade level, and/or the delivery of instruction was not observed.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
38%	31%	25%	6%

- **Instruction does not require all students to use and develop higher-order thinking skills.** The site visit team noted that instruction requiring higher-order thinking was partially effective in 25% of observed classrooms. In these classrooms, most of the lesson asked students to engage in tasks that involved critical thinking. For example, in one classroom, students were asked to apply a mathematical concept to a real-world scenario and explain implications. In another classroom, students were asked to represent real-life situations symbolically. In 31% of classrooms, the site visit team observed partially ineffective use of the higher-order thinking. In these classrooms, learning activities included some critical thinking skills, but most of the lesson asked students to engage in lower-order thinking only. For example, part of an assignment asked students to justify their reasoning, but other questions posed during the lesson were lower-level (e.g., recall, sequence). In other instances, only a few students were asked to use higher-order thinking skills – for example, one student group was asked to make comparisons, and a few students reflected on their thinking. In 38% of classrooms, higher-order thinking tasks and questions were not observed. Learning activities asked students to complete single-step assignments only, such as summarize, identify, recall, or take notes. In other classrooms, students were not asked questions or given a chance to answer questions for the duration of the observation, limiting opportunities for students to extend their thinking.

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 2 Targeted Support Required**

In-class Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
38%	38%	13%	13%

- **In-class assessment strategies inconsistently reveal students' thinking about learning goals.** The site visit team observed effective implementation of in-class assessment strategies in 13% of classrooms. In these classrooms, teachers used formative assessment strategies to check the understanding of all students. For example, the teacher circulated to all students, reviewed their work, and asked questions about their responses. In 13% of classrooms, the site visit team noted partially effective use of in-class assessment strategies. In these classrooms, practices similar to those described above were observed; however, assessment strategies (e.g., circulation, exit tickets) were used to check the understanding of most, but not all, students. The site visit team observed partially ineffective implementation of in-class assessment strategies in 38% of classrooms. In these classrooms, assessment strategies were used to check the understanding of less than half of students. For example, teachers circulated and asked questions of some students only. In other instances, teachers circulated to all students, but asked questions related to academic content of only some students. Questions for other students focused on task procedures or process (e.g., "Are you doing okay?", "What are you doing?"). In 38% 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, students listened to a lecture and were not asked questions, or students worked on their laptops and the teacher did not circulate to monitor student learning or review progress with an assignment. In other instances, questions focused on directions or procedures (e.g., "How are things coming along?"), not academic content.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
38%	25%	13%	25%

- **Timely, frequent, specific feedback is provided to some students throughout the learning process.** The site visit team observed use of effective feedback in 25% of classrooms observed. In these classrooms, nearly all the students received clear and specific feedback related to lesson content one or more times, and in some instances, were asked to revise their work. In another classroom, the teacher circulated to all students to review their work, provide feedback, and then modeled a response for the whole class based on observed trends (i.e., incorrect student work and responses). In 13% of classrooms, the site visit team observed partially effective feedback. In these classrooms, teachers circulated to about half of the class and provided feedback that students used to continue with and/or modify work on the assignment. The site visit team observed use of partially ineffective feedback in 25% of classrooms. In these classrooms, only a few students received feedback (e.g., teacher circulated to a few students, worked with one small group and provided feedback). Or the feedback was general and only partially effective in clarifying misunderstandings. For example, teachers provided feedback to the whole class based on one student's response, but it was not clear that all students needed this feedback or could apply it to their work. In 38% 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. In other classrooms, students received limited feedback that was not useful in helping them make progress toward the learning goal. For example, feedback was focused on task procedures only (e.g., "What don't you understand?" "You did better on the quiz.").

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 2 Targeted Support Required**

- **The school reviews assessment information to identify struggling students; however, there is not a systematic process for identifying or monitoring student progress.** When asked about data used to identify students' learning needs, teachers reported using primarily teacher-created assessments to monitor individual students' learning. They described benchmark assessments within projects, pre- and post-tests, quizzes, daily exit tickets, and rubrics provided by the New Tech Network (a model that uses technology, student collaboration, and project-based learning) that are modified to meet lesson objectives and desired student learning outcomes. School leaders and teachers also described use of standardized assessments such as the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) and Ohio State Tests (OSTs) to review student learning needs. They explained how teachers use trackers in Echo – the New Tech Network project-based learning system – to graph and monitor skills and concepts that students have mastered or with which they are still struggling for each of their classes. School leaders reported that teachers are expected to review student data and track progress, but they have autonomy in how this is done, so it looks differently across the school. In focus groups, teachers explained how they use this information to scaffold instruction, determine which students will attend reteaching workshops, and plan for personalized learning time on Fridays (see below). School leaders described how the school is working to establish a student support team (SST) process for students who continue to struggle with academics, behavior, and attendance. They also indicated that, due to a "breakdown" in communication and paperwork, the process has not been implemented with fidelity this year. The proper forms are not always completed, interventions are not always implemented appropriately, and documentation has not been sufficiently collected to determine the impact of interventions. In focus groups, some teachers described aspects of the SST process; others indicated they were not clear about SST procedures.
- **The school implements supports for struggling, at-risk, and special education students.** In focus groups, teachers described how they provide ongoing supports to students in their classrooms through scaffolding and differentiated instruction for some assignments. They also described workshop, which is small-group and/or individualized support within the classroom for students who have not mastered lesson concepts. In addition, school leaders and teachers explained how personalized learning time (PLT) occurs every Friday in all classes, which provides an opportunity for students to catch up on work they have not completed or focus on concepts with which they are struggling. Teachers reported using data from their trackers to identify and provide activities for students to work on during PLT. In other instances, they explained how students self-identify tasks on which to work or have a choice of learning activities. Teachers also indicated that computer-based

programs (e.g., Khan Academy, Achieve3000) are used to support student learning during PLT and at various times during the school day. In addition, leadership and staff reported that the school uses the district's online credit-recovery program to ensure students are completing coursework needed for graduation. When asked about how the school provides behavioral supports to students, teachers described utilizing small group supports, providing students breaks within the classroom, and options to go to the planning center or to another staff member with whom the student has a relationship. School leaders and teachers also explained how intervention teachers are used to provide push-in supports to students with disabilities and other students who are struggling in the classroom via small group instruction during workshop and PLT. Some teachers also reported collaborating with interventionists to make modifications to assignments in Echo. The school also provides self-contained programs to serve students with more significant disabilities.

5. Does the school have a safe, supportive learning environment that reflects high expectations?	**Level 2 Targeted Support Required**

- **The school has foundations to provide a safe environment to support students' learning.** In focus groups, students and staff all reported feeling physically safe at the school. Teachers reported there is a single point of entry and exit at the school that is monitored by security, and that all visitors to the school must sign in and obtain a visitor pass. Students also explained that security and administrators are at the front entrance and described how they pass through a metal detector on the way into the building. They also indicated that fighting has not been an issue at the school this year. The site visit team noted security throughout the building during the school day and monitoring the hallways during transitions. When asked about rules at the school, students reported that rules are listed in the student handbook. They believe the school rules are fair and that there are specific consequences if they break certain rules (e.g., wear a hoodie). On the other hand, most teachers reported that school rules are not consistently enforced for all students building-wide. They described how consequences for infractions such as hoodies, cell phones, and head phones are consistently implemented because there is clear evidence the student broke the rule (i.e., they were wearing a hoodie). But in other instances, when students use inappropriate language or are disrespectful, there is more room for interpretation and, as a result, consequences vary. For example, an office referral for the same behavior results in multi-day suspensions for one student, and other students may be back in the classroom the following day. Additionally, students and staff reported that some bullying exists at the school. Students stated it is certain groups of people who gang up on others, but they are usually able to sort the problem out on their own. Teachers indicated that most instances of bullying occur via social media, and the issue is brought into the school. School leadership and staff also reported they are typically able to have a conversation and resolve the conflict. They also described how the school has an anti-bullying coordinator and participates in the district's Not on Our Watch (NOW) bullying prevention program.
- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** When asked to describe their favorite part of the school in a focus group, most students indicated it was the support they receive from teachers and their relationships with teachers, administrators, and security guards. School leaders, teachers, and students reported that all students had an adult in the building to whom they could approach if they had a question or concern. On a needs assessment survey administered this Fall by the school's site coordinator, most students agreed or strongly agreed that "My teachers care about and respect me," and "Most students get along with

each other." School leaders and teachers described (and site visit team observations confirmed) how students are frequently asked to work together on projects or in groups in the classroom, which is central to the New Tech model. The site visit team observed instances of students providing feedback to their peers, as well as supportive conversations between students in most classrooms. Most teachers reported they are available to provide tutoring support to students before and after school, as well as during the school day. School leaders and teachers also described programs available to support students' social-emotional learning (SEL). For example: morning meetings (or family time); the school's planning center, where students can self-refer to talk about an issue; Winning Against Violent Environments (WAVE) – a conflict management and peer-mediation program; and a partnership with Beech Brook that provides mental health counseling and support. School leaders, staff, and students also described various extracurricular activities that are offered to students and how they are working to expand these opportunities – for example, dance, drama, and social justice clubs, and various athletics such as football, basketball, volleyball, baseball, and track. Finally, school leaders described how a few students participate in programs (e.g., Upward Bound, High Tech Academy) through partnerships with local universities and offer students college credits.

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.

6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?	**Level 1 Intensive Support Required**

- **Professional development (PD) is insufficient to address school priorities and identified areas of need.** School leaders and teachers described (and a review of school documents confirmed) how 200-minutes of PD time is distributed throughout the week (Monday – Thursday) in 50-minute segments. They reported that Mondays and Thursdays are teacher-directed and used primarily for planning, Wednesdays are dedicated to Teacher-Based Teams (TBTs), and Tuesdays are used for critical friend groups (CFGs), committee meetings, and staff meetings. When asked about training provided by the school, teachers described PD that occurred prior to the school year and on district-mandated released days. Some teachers described how some staff participated in voluntary training over the summer to plan projects for the upcoming school year. Others identified a recent cultural relevance training school in which staff had recently participated with other high schools on a release day. School leaders and teachers also described how veteran teachers who have been implementing the New Tech Model and project-based learning (PBL) for several years, provided training at the beginning of the school year on some of the model's foundational practices (e.g., using the Echo system, rolling out a project, implementing benchmarks). When asked if training has been helpful in improving instructional practices, teachers indicated that some PD was helpful; others stated PD is not helpful and described it as "hit or miss." Staff currently in their first year of implementing the New Tech model and PBL indicated they needed additional training to continue to understand the model and how to work with Echo. School leaders acknowledged there have been limited opportunities for training on the New Tech model since the beginning of the school year. They also explained a desire to have increased focus on one or two priorities, and to have training and coaching support related to the priorities for both teachers and administrators. Teachers reported that surveys have been administered to gather input on their PD needs.
- **Educators have time to collaborate regularly; however, it is not evident that meeting times are consistently being used to focus on improving teaching and learning.** As described above, 50-minutes on Wednesdays are dedicated to TBTs. In focus groups, teachers uniformly described how the school uses the State-mandated five-step process, protocols, and roles (e.g., facilitator, note taker, time keeper) to implement TBTs. They also explained that TBTs are grouped by content area, the facilitator sets the agenda, the note taker uses a Google doc to share information, and an administrator participates on each team. School leaders and teachers described how TBTs are all focused on a common strand, text-dependent questions, which is an area for improvement identified in the school's Academic Achievement Plan (AAP). A review of TBT and building leadership team (BLT) protocols showed two-way communication between the two teams and confirmed that the BLT

provides specific feedback to the TBTs on their successes and challenges. Teachers reported liking TBTs; it provides an opportunity to collaborate with colleagues. School leaders and teachers described how teachers have 100 minutes of self-directed time on Mondays and Thursdays after school, as well as a planning period each day. Teachers reported this time is used primarily for lesson planning and to set up lesson activities. However, they also reported they do not have enough time to plan lessons, and colleagues with whom they need to plan are not always available at the same time. Several teachers explained that it takes up to 70 hours to plan an authentic project through the New Tech model. They indicated that they do not have this amount of time, so projects are not always set up well. Other teachers reported not having planning time with their co-teacher or their intervention specialist, and as a result, most communication and planning is done electronically (i.e., via text and Google docs).

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	**Level 2 Targeted Support Required**

- **Most educators' mindsets and beliefs reflect shared commitments to students' learning.** In focus groups, most school staff reported they believe all students at the school can learn. They are here for the kids, and think their colleagues share the same mindset. A few individuals described how they believed all students could learn, but also explained how they may struggle with how to reach all students or how to plan lessons in the best interest of all students. When asked to provide examples of their commitment to student learning, teachers described how they are often available before and after school to support students, as well as time spent outside of the school day (e.g., summer workshops, weekends). Several staff stated that they show their commitment to student learning by establishing academic expectations – for example: do not let students opt out of assignments; use of rubrics to hold students accountable for learning; and, ensure students can articulate what they are learning, engage in student projects, and discuss and present lesson content. School leaders and some teachers reported that some staff are focused more on student behavior or attendance, as opposed to academics. This was also evident in focus groups. When asked about high expectations for students, staff responses focused on behavior or participation in the assignment, as opposed to expectations for student learning – for example: hold students responsible for following school rules (e.g., no cell phones, no hoodies, remain in the classroom, no profanity); attend discipline assemblies to ensure students are aware of behavioral expectations; address behavior so students can participate in lessons; and, implement contracts to ensure that work is completed.
- **The school is beginning to develop a trustworthy and growth-oriented professional climate.** In focus groups, most staff described the adult culture as collaborative, collegial, professional, and open. In particular, teachers reported that their relationships with other teachers are strong and they feel comfortable working with anyone. Several teachers explained how they wish they could get out of their classrooms more often to talk and collaborate with their colleagues. Other teachers conveyed that there are so many activities and priorities at the school, it is difficult to manage everything that needs to be done, which causes stress and strain. A few teachers described how colleagues are quick to offer help, but that it is also hard when "you don't know what you don't know" – that is, what to ask for help with. While most staff reported that school leadership is supportive and the relationship between administration and teachers has improved, others reported it is still a work in progress. Some staff cited issues with trust between school leaders and teachers (e.g., micromanagement), and described how language and exchanges can be disrespectful at times. Teachers also noted that the

camaraderie is better this year than it was last year when Collinwood was operating as two schools (i.e., comprehensive and New Tech). School leaders and teachers described how there are efforts to continue to foster relationships (e.g., social and sunshine committees, team-building activities) and help teachers grow professionally (e.g., Echo committee to support implementation of, and level of comfort with, the new tech model). In focus groups, school leaders and teachers described implementation of a critical friend groups (CFG) that occurs on several Tuesdays a month during PD. They explained (and document review confirmed) how CFGs are led by a teacher facilitator and designed to provide teachers an opportunity to share practices and receive feedback on an area they would like to improve. For example, teachers bring student work, and their colleagues use a "likes and wonders" protocol to provide them feedback. Finally, school leaders described how CFGs are a randomly-assigned group of staff to support relationship building.

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**

- **School leaders have yet to establish clear goals or to articulate a strategic plan for continuous improvement.** When asked about goals at the school, school staff cited school-wide priorities but were not able to state measurable goals. For example, many teachers described text-dependent questions as one of the school's goals, which is a focus area in TBTs and is aligned to strategies listed in the school's Academic Achievement Plan (AAP), but is not a specific goal. Others stated increased scores in reading and math, reduced number of suspensions, and improved graduation and attendance rates. In focus groups, some teachers also cited strategies the school is implementing to address priority areas for improvement. For example, to address students with poor attendance, the school established an attendance committee, initiated calls and letters to parents, established attendance contracts and interventions for truant students, and honored students' attendance that had improved by identifying them on a bulletin board. Some leaders and teachers indicated they knew there were goals associated with priority areas and they were in the weekly bulletins and the AAP on which they just voted, but they could not articulate the school's goals. They also described how the AAP committee was responsible for assembling the plan that was shared and voted on by teachers. School leaders and several teachers were also able to describe how AAP goals were established by looking at State test data and aligning the school and district expectations for goals. Further, while school leaders cited various assessments the school uses to measure progress (e.g., NWEA, weekly assessments, formative assessments), they did not correlate measures to specific goals.
- **School leaders provide feedback on instructional practices; however, it is not clear that feedback is supporting teachers to deliver high-quality instruction.** School leaders and teachers reported that feedback is provided to teachers through the district's Teacher Development Evaluation System (TDES). Administrators (principal and three assistant principals) explained how they are responsible for completing TDES evaluations for the teachers to whom they were randomly assigned. They also described (and a review of documents confirmed) how they identify practices in the classroom they appreciate, as well as other practices on which the teacher could reflect. In addition to TDES, teachers and school leaders reported that informal walkthroughs occur using Facts, Impact, Context, Action (F.I.C.A.) steps. That is, Facts identifies strategies that are observed (e.g., the lesson contains clear learning objectives); Impact is how they are being implemented (e.g., differentiated instruction strategies and assessment), provides Context for what they are doing (e.g., activity aligned to TBT as it pertains to citing textual evidence); and, corresponding Action steps or suggestions (e.g., "Continue to see students engaged in your lesson; continue to use TBT strategies"). School leaders and teachers also described the "likes and wonders" protocol that is sometimes used when administrators pop in to the classroom. In focus groups, teachers reported that some feedback is helpful, and other

feedback is more procedural and less helpful (e.g., "Missing a bulletin board; Come meet with me") or not action-oriented to create improvement (e.g., "Continue to see students engaged in your lesson; Continue to use TBT strategies"). School leaders also described how they provide feedback on weekly lesson plans every Sunday evening. Teachers reported receiving lesson plan feedback consistently; however, they indicated the timing is a problem as lessons have already been completed. When they receive feedback Sunday night or Monday morning, there is not time to adjust plans for the week. In focus groups, teachers explained that positive feedback is the most helpful (i.e., "That is a practice to continue") and that constructive feedback to help them improve is not always useful. School leaders reported the purpose of instructional feedback is to monitor what is occurring at the classroom level and to support change. However, they also indicated they are not sure modifications occur as a result of feedback or that feedback is improving instruction.

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

- **School leaders provide some effective communication and some opportunities for inclusive decision making.** School leaders described efforts to ensure that the leadership team has an open-door communication policy. They want to directly discuss practices that are/are not working at the school. Most teachers indicated that school leadership has an open-door policy; others reported and they do not always feel they can communicate with leadership. School leaders and teachers described weekly bulletins that are sent from administration to staff via email, which are also used to provide updates on upcoming events an (e.g., fathers walk, committee meeting, adjusted bell schedule) and other administrative information (e.g., reporting time for staff, daily attendance procedures). Teachers reported that information provided in the bulletin is not always received in a timely manner (e.g., it is sent Sunday evening, but they have already completed planning for the week) and schedules must be changed last minute to accommodate for events announced in the bulletin (e.g., assemblies). Similarly, school leadership expressed frustration that not all teachers read the bulletin. Teachers also described communicating with peers and leaders in person and via email or text message. When asked about opportunities to provide input at the school, teacher responses varied. Some teachers indicated they were not clear if they had been involved in any decision making. Others described how they receive feedback from the BLT through the TBT process, voted on the AAP, and completed surveys to provide input. Several teachers explained how it is the role of the union conference committee (UCC) to ensure that the teacher voice is heard and to bridge the gap between union members and administrators via monthly meetings. Finally, school leaders and some teachers described how staff have input on some school policies via various committees (e.g., social, discipline, Echo, attendance, sunshine, and family and community engagement).
- **School leaders are beginning to allocate resources and manage school operations to ensure a productive learning environment.** As previously described, this is the first school year that both floors (i.e., the comprehensive program and the New Tech model) have been combined into a single school, "New Tech Collinwood." The principal, who is in her third year at the school, described how the New Tech model continues to be a learning curve for her both in terms of implementation and resource allocation. In focus groups, leaders and teachers indicated that, in general, the school has materials and resources needed to support the school program. For example, there are laptops available for all students, which is where they complete most of their work. However, students and several teachers reported that the Internet does not always work consistently. A review of staff rosters showed that

the school also has human resources to support its educational program – including a large team of interventionists, two guidance counselors, and a sufficient number of teachers to implement a co-teaching model in at least some classrooms. However, school leaders reported scheduling has been difficult – that is, ensuring special education teachers have enough preps, and providing co-teaching opportunities for all core subject area teachers. Also, teachers described a lack of planning time with co-teachers and interventionists in some cases (see key question 6). A review of rosters also showed the school has a large administrative team – including a principal, three assistant principals, and a site coordinator – who serve as a liaison to ensure wraparound services (e.g., housing assistance) are in place for students and families in need. School leaders described that although not yet active there are plans to have the site coordinator establish community-based partnerships (connected to student projects) that can help to support implementation the new tech model.

Prioritization Process

The site visit team met with the Collinwood High School's leadership team to review its findings, discuss the school's areas of strengths and areas for improvement, prioritize areas for improvement, and discuss ways to address the identified areas for improvement.

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included behavioral expectations, frequent feedback to students, opportunities for students to form positive relationships and a growth-oriented professional climate.

The site visit team and school leadership team identified focused instruction as the area for growth to prioritize. Using this priority area, the school team developed a Theory of Action, a goal aligned to the school's AAP, a success measure, and an action plan.

Theory of Action: If we establish and unpack clear expectations for classroom instruction, then teachers can plan clear and focused instruction, which will lead to students having a deeper level of understanding of content knowledge and real-world applications.

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

AAP priority: Priority One: All teachers will provide and implement rigorous and relevant text dependent questions.

Success Measure: During walkthroughs in January 2018, 80% of teachers are effectively / partially effectively implementing the school specific instructional expectations.

3-6 Month Action Plan for Achieving Goal	Target Dates	Champion
Strategy: Planning		
1. Research and define school specific instructional expectations and common language around expectations	10/30/2017 – 11/7/2017	SQR Team Teacher
2. Identify teachers that are currently utilizing school specific instructional expectations	11/9/2017	SQR Team Teacher
3. Conduct a BLT meeting to gather input from teachers who utilize instructional expectations to help develop a plan for implementation	11/14/2017	SQR Team Teacher
Strategy: Implementation		
4. Present / communicate expectations to all staff during a staff meeting	11/28/2017	Principal
5. Deliver targeted, small group PD to staff on identified school specific instructional expectations	December	SQR Team Teacher
6. Practice use of newly learned instructional expectations	Ongoing	All Teachers
Strategy: Measures and/or Next Steps		
7. Gather observational data on implementation, review and revise expectations	January	Assistant Principal

Strategy: Communication Plan		
8. Send email acknowledging SQR process and findings	10/26/2017	Principal
9. Present SQR findings and action plan to all staff	11/7/2017	Building Leadership Team

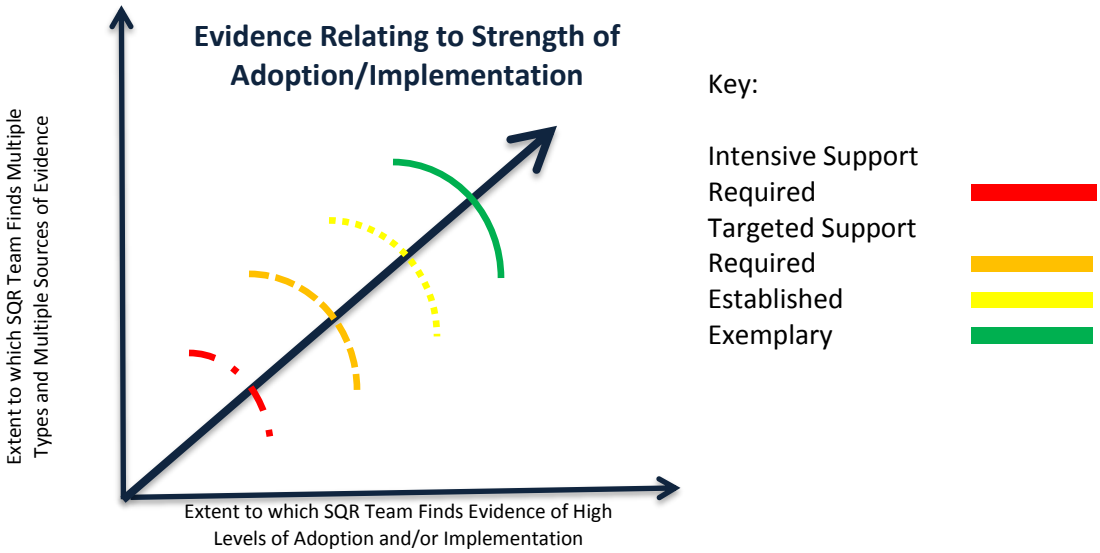
Appendix A: Site Visit Team Members

The SQR to Collinwood High School was conducted on October 24-26, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Paige Gonzalez, Team Leader	SchoolWorks, LLC
Megan Tupa, Team Writer	SchoolWorks, LLC
Jill Cabe, 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 types[2] and multiple sources[3] of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



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

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

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

Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted sixteen observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations.

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

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	**2**	**3**	**4**
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 10	60%	40%	0%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 6	33%	33%	33%	0%
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	19%	0%	50%	31%
	3. Structured Learning Environment Teacher preparation Learning time maximized	31%	19%	31%	19%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	19%	44%	38%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	56%	19%	19%	6%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	38%	31%	25%	6%
	7. Participation and Engagement Active student participation Perseverance	6%	19%	63%	13%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	44%	38%	19%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments Alignment to academic content	38%	38%	13%	13%
	10. Feedback Feedback to students Student use of feedback	38%	25%	13%	25%