

SchoolWorks School Quality Review Report

**Glenville High School
March 19-20, 2018**

SchoolWorks

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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 includes 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			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
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Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective ¹
1	2	3	4
11%	17%	28%	44%

- Behavioral expectations are clear and understood by the majority of students in classrooms.** The site visit team observed the effective implementation of behavioral expectations in 44% of classrooms (n=18). In these classrooms, the site visit team observed minimal-to-no student misbehaviors. For example, in one classroom, students consistently behaved, listening to the teacher and working quietly on their assignments. Additionally, when there were minor misbehaviors, teachers quickly and efficiently addressed them (e.g., heads on desk and off-task talking). For example, in one classroom, a teacher commented, “sit up,” and effectively redirected a student with his/her head on the desk. In 28% of classrooms, the site visit team observed the partially effective implementation of behavioral expectations. In these classrooms, students followed behavioral expectations for most, but not all, of the observation. For example, in one classroom, students remained on-task and worked quietly for the majority of the lesson until the last couple of minutes when they exhibited off-task behaviors (i.e., excessive talking). In 17% of classrooms, the site visit team observed the partially ineffective implementation of behavioral expectations. In these classrooms, behavioral strategies were not used effectively, resulting in consistent disruptions to instruction. For example, in one classroom, the teacher attempted to manage talking and off-task behaviors by stating the expectation, “I need everybody’s attention on this,” but only 3 of 14 students tracked the teacher. The site visit team observed the ineffective implementation of behavioral expectations in 11% of classrooms. In these classrooms, the learning environment was chaotic for the entire 20-minute observation.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
22%	33%	39%	6%

- The learning environment is inconsistently structured and learning time is inconsistently maximized.** The site visit team observed the partially effective establishment of a structured learning environment in 39% of classrooms. In these classrooms, teachers were prepared for most, but not all, of the instruction. For example, in one classroom, the teacher maximized learning time for all students for most of the lesson, providing them with prepared handouts, but paused instruction for a couple of minutes to discuss the next steps of the lesson with another adult in the classroom. In other partially

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

effective classrooms, teachers were prepared, but were unable to maximize learning time for all students. For example, in one classroom, while the teacher provided students with a writing prompt on the board, the teacher did not provide them with additional learning tasks upon completion of the writing assignment. In 33% of classrooms, the site visit team observed the partially ineffective provision of a structured learning environment. In these classrooms, teachers were mostly prepared, but – due to pacing problems – some learning time was not maximized. For example, in one classroom, the teacher displayed a Google document on the SmartBoard and provided students with computers but spent an excessively long time on providing directions for the learning task. Finally, the site visit team observed the ineffective establishment of a structured learning environment in 22% of classrooms. In these classrooms, learning time was significantly wasted. For example, in one classroom, after 15 minutes of students completing a one-question Do Now and reviewing it, the teacher played a 5-minute videotape that had no relevance to the learning targets.

2. Is classroom instruction intentional, engaging, and challenging for all students?	Level 1: Intensive Support Required
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Instructional Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
39%	56%	6%	0%

- A variety of instructional strategies and materials are not implemented to support students’ diverse needs.** The site visit team observed the partially ineffective implementation of instructional strategies in 56% of classrooms. In most of these classrooms, students experienced instruction in both one format and one modality but were offered a choice in accomplishing the learning task. For example, in one classroom, the teacher allowed students to choose between two worksheets that centered on the same learning objective. Similarly, in another classroom that engaged students through one instructional format and one modality, students had the option of completing their assignment independently or with a partner of their choice. In other classrooms that implemented instructional strategies in a partially ineffective manner, while choice was not present in instruction, some instruction embedded multiple modalities (e.g., scaffolding materials, student computers, SmartBoards) or was delivered through varied instructional format (e.g., whole group to independent work). In 39% of classrooms, the site visit team observed the ineffective provision of instructional strategies to support students’ diverse needs. In these classrooms, in addition to the lack of student choice, instruction was exclusively presented in one instructional format and modality. For example, in one classroom, students participated in whole group discussion for the entire 20-minute observation. In other classrooms, all students worked independently answering multiple choice questions or filling out worksheets.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
44%	56%	0%	0%

- Instruction does not require students to use and develop higher-order thinking skills.** In 56% of classrooms, the site visit team observed the partially ineffective promotion of higher-order thinking.

In these classrooms, teachers required critical thinking of some, but not all, students. For example, in one classroom, the teacher asked several higher-order thinking questions in a whole group discussion (e.g., “What does that symbolize or represent?” “What is your opinion on that?” “Why? Give me an example.”) but did not require all students to answer. In other classrooms, teachers attempted to require critical thinking skills, but insufficiently promoted higher-order thinking through those attempts. For instance, the teacher exposed students to challenging word problems, but did not offer the full opportunity to students to do the work of solving them; the teacher solved the majority of the problems. The site visit team observed the ineffective fostering of higher-order thinking in 44% of classrooms. In these classrooms, teachers did not ask higher-order thinking questions or present challenging tasks for students. For example, in one classroom, the teacher required students to respond to summary and recall questions only. In another classroom, students completed a simple fill-in-the-blank worksheet for the 20-minute observation. Finally, in one classroom, the teacher engaged students in a discussion about their opinion on the text’s characters but did not require them to connect their opinions to the literacy objective or to use textual evidence to justify their responses.

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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Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
44%	17%	17%	22%

- In-class assessment strategies inconsistently reveal students’ thinking about learning goals.** The site visit team observed the effective implementation of in-class assessment strategies in 22% of classrooms. In these classrooms, teachers checked the understanding of all students. For example, in one classroom, all students completed an exit slip in Google Docs in which they identified one thing learned and one thing they continued to struggle with while working on the class assignment. In another classroom, the teacher formatively assessed all students, either through a practice standardized test or a written analysis. In 17% of classrooms, the site visit team observed the partially effective utilization of assessment strategies. In these classrooms, teachers checked most, but not all, students’ understanding. For example, one teacher purposefully circulated to assess most, but not all, students’ understanding of the lesson objective. The site visit team observed the partially ineffective implementation of assessment strategies in another 17% of classrooms. In these classrooms, teachers used assessment strategies that revealed less than half of students’ thinking. For example, in one classroom, the teacher questioned the whole group and received responses from less than half of students. Finally, the site visit team observed the ineffective use of assessment strategies in 44% of classrooms. In these classrooms, teachers used strategies that either assessed few students’ understanding or ineffectively revealed students’ thinking about academic content. For example, in one classroom, the teacher assessed one student’s class work as the student shared out his/her answer and justification but did not fully check-in on other student responses. In another classroom, the teacher checked students’ worksheets, but for completion and not accuracy.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
61%	22%	6%	11%

- Timely, frequent, specific feedback is rarely provided throughout the learning process.** The site visit team observed the effective implementation of feedback in 11% of classrooms. In these classrooms, teachers delivered direct feedback to students that clarified misunderstandings and led to students correcting their errors. In 22% of classrooms, the site visit team observed the partially ineffective use of feedback. In these classrooms, teachers provided feedback to only a few students. For example, in one classroom, the teacher circulated to students to help guide them in accomplishing the learning task but reached three students only. Similarly, in another classroom, the teacher circulated and gave feedback on reading skills to a few, but not all, students. Finally, in 61% of classrooms, the site visit team observed the ineffective provision of feedback. In these classrooms, students did not receive any feedback or were not given useful feedback that provided guidance related to academic content. For example, in one classroom, the teacher gave feedback on directions, such as, “Write your answer here,” and “Read the article first, then do the activity.” In another classroom, the teacher provided general feedback like, “Good job” and “Right!” In other classrooms, students received feedback on their behavior or assignment completion.

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

<p>4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?</p>	<p>Level 1: Intensive Support Required</p>
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- The school does not have a systematic process for identifying struggling and at-risk students or monitoring student progress.** Teachers, school leadership, and students reported that the school uses grades to identify struggling and at-risk students. For example, they indicated that if a student has 75% grade or below, then the teacher completes a Student Success Plan (SSP) to determine next steps to support the student in improving. The site visit team reviewed the SSP form and noted that it outlines the student's current grade, any contributing factors (e.g., absenteeism, poor attitude, inattentiveness, missing homework), and the interventions that will be implemented to support the student in raising his/her grade. The SSP, however, does not reflect that the school has a clear timeline for monitoring student progress or for when students transition from the SSP to a referral for the Student Support Team (SST). Teachers indicated that the SST process is primarily in place as a pipeline for students to receive evaluations and special education services, stating that, "SST is for the kids that need to be in special education." Teachers further reported that parents and teachers can refer students to SST. Teachers described the process as one in which they implement interventions (e.g., provision of guided notes, seat placement changes, applied direct instruction methods, shortened assignments), gather data and complete observations for a couple of weeks. Leaders and teachers reported that most teachers do not use SST other than for collecting data for special education evaluations; there are limited academic/behavioral supports for students.
- The school implements limited supports for struggling and at-risk students.** School leaders, teachers, support staff, and parents reported (and review of the 2017-2018 Glennville Wraparound Services confirmed) that the school's largest partner, City Year, provides tutoring throughout the school day to 9th and 10th grade students. Teachers, school leaders, and students noted that students need to self-refer to attend these tutoring sessions. Additionally, the site visit team observed City Year corps members serving as the teacher's aide in classrooms and supporting individual students during independent work time. School leaders and teachers indicated (and review of the Student Success Plan confirmed) that some teachers provide tutoring and one-on-one support to students after school; however, when asked about student attendance, they were unable to identify the number of students served and noted that students self-identify to attend these sessions as well. Teachers reported in-classroom supports, including the provision of small group lessons, one-on-one instruction, peer tutoring opportunities, and whole-group re-teaches. The site visit team, however, did not observe these supports while observing classrooms. Further, school leaders and teachers reported that the school implements some research-based intervention programs, including Accelerated Reader in Junior Reserve Officers' Training Corps (JROTC), USA Test Prep for all students, and Fuel Ed for the credit recovery classes offered to 11th and 12th grade students. Outside of these identified supports, they reported that the school does not offer or implement any other academic

interventions. Teachers and parents reported that the school has a peer mediation group; however, teachers indicated that the school does not actively utilize the group to support or mitigate students' behavioral concerns. Further, leaders, teachers, parents, and students described interventions provided to students struggling with attendance, including the mentoring through Fight for Five initiatives and the Tardy Tables.

5. Does the school have a safe, supportive learning environment that reflects high expectations?	Level 2: Targeted Support Required
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- The school provides a somewhat safe environment to support students' learning.** Teachers and most students reported that they feel safe inside the building. The site visit team observed clean hallways, metal detectors at the main front entrance, security cameras, and the sign-in procedure for school visitors. Despite these safeguards, teachers, students, and leadership indicated that the school's many entryways can be problematic; students can prop open doors and allow entry to unknown visitors or strangers. Some teachers reported that safety is compromised; there are not enough security guards to monitor all the entryways. Leadership reported (and review of the Security/Administration Coverage Schedule confirmed) that they have noted the reduction of security staff and have accounted for that in a restructuring of their coverage schedule for different transitions (e.g., arrival, departure, advisory transitions). School leaders, teachers, and students stated (and site visit team observations of signage throughout the school confirmed) the 5Bs: Be on time, Be in dress code, Be prepared, Be responsible, and Be respectful. However, they all reported on the inconsistency in the enforcement of the 5Bs and its impact on the school's safety. For example, teachers indicated (and site visit team observations confirmed) that challenges exist in holding students accountable to being in dress code, given administration's inconsistency (e.g., uniform checks last week, but no enforcement this week). In another example, while the site visit team observed both security and administration checking in with students in the hallways and encouraging them to go to class, students were also consistently observed in the hallways without passes, walking around unsupervised and unregulated without clear consequences. Teachers and students indicated (and site visit team observations confirmed) that the pass system is not implemented consistently. For instance, teachers described how students often walk in and out of classes without passes. Finally, students and teachers reported that the school does not effectively communicate during emergencies or unsafe situations. For example, they reported that they hear about occurrences from outside sources, instead of receiving formal communication from school administration about rising safety concerns.
- The school provides some opportunities for students to form positive relationships with peers and adults in the school.** Students generally indicated that they form positive relationships with their peers and have friends at the school. Students, support staff, and leadership reported the opportunity for students to engage with each other and the school staff in monthly, grade-level Town Hall Meetings. School leaders, teachers, and students reported that the school offers a number of after-school programming and clubs to students, including Chess Club, Robotics, Student Council, and City Year programming. Support staff, teachers, leaders, and students also reported the school's gender-specific mentoring clubs (e.g., M.A.L.E.S. and Girls to Pearls). Leaders, teachers, parents, and students described (and review of the school website confirmed) the school's athletic program, which offers at least two sports programs for each gender each season. Teachers, parents, and students overwhelmingly reported that, despite the aforementioned opportunities outside of school hours, the school -- due to a lack of elective programming -- lacks opportunities for students to form positive relationships with teachers and peers during the school day. Further, they indicated that students do not feel fully engaged or motivated to attend school; they do not have the opportunity to engage in

elective courses. School leaders and teachers reported (and review of the school schedule confirmed) that the school holds an advisory period each day for 20 minutes. They reported that, currently, there are no clear expectations for the use of this advisory period; teachers indicated that it varies from one classroom to another. Some teachers reported that they utilize the time to make announcements; other teachers connect with students individually. School leaders further stated that the school is working to revamp the advisory period in order to provide teachers with stronger systems to better support students socially and emotionally. The site visit team observed an ineffective use of advisory in which no structure or activities were provided; students sat around either informally talking among themselves or interacting with their phones.

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, but not identified areas of needs.** School leadership and teachers reported that they collectively determined the PD focus of “writing across the curriculum” based on a review of student performance on the Ohio State Test (OST), specifically identifying that students skipped the writing portions of the test and need more support in developing their writing skills. They further indicated that this focus is outlined in their Corrective Action Plan (CAP) and is aligned with their overall school priorities, specifically their OST goals (i.e., increasing math proficiency rates by 5% and reading proficiency rates by 5%) and the goal of increasing graduation rates by 4%. School leaders and teachers reported (and review of the school meeting schedule confirmed) that the school convenes weekly on Wednesday afternoons from 3:00 p.m. to 3:50 p.m. for staff meetings and PD. School leaders additionally reported that PD introduces staff to instructional strategies (e.g., the provision of agendas and learning targets, vocabulary development, and the utilization of a word wall), which are also identified as the “look-fors” in their walkthroughs. Teachers noted that the Institute for Student Achievement (ISA) consultants facilitate and lead these PD sessions. Overall, teachers reported that PD is repetitive and ineffective. They indicated that PD is not differentiated and, thus, does not feel relevant to or useful for all teachers. Further, teachers reported that they get the opportunity to collaborate with their grade-level team members, but PD does not address their content-level needs. While school leaders reported that they have structured one PD in which teachers can exchange strategies, teachers stated they would like more time dedicated to sharing instructional practices with each other.
- Educators collaborate regularly, but not to consistently learn about effective instruction.** School leaders and teachers reported (and review of the school meeting schedule confirmed) that teachers convene weekly on Wednesday afternoons from 3:50 p.m. to 4:40 p.m. in grade-level teacher-based team (TBT) meetings. Review of the staff meeting agendas demonstrated that the school does not use that time to learn about effective instruction, but instead to discuss the Academic Achievement Plan (AAP), update staff on testing/assessments, and review other school logistics. Leadership indicated that teachers use TBT meetings to conduct data analysis (i.e., identifying strengths and weaknesses in student mastery levels) and then, develop re-teach plans that they cycle into their upcoming lesson plans. Teachers reported that the TBT meetings involve the analysis of student data; however, teachers did not report (and review of the TBT protocols confirmed) that they have discussions about next steps and did not provide information about instructional practices to implement for improved student learning. When asked about the opportunities to collaborate with content-level peers, teachers indicated that they are not provided structured time for that purpose. Further, teachers reported that content-based discussions with peers occur on an informal basis, detailing that they have choice in how they utilize their planning time for 100 minutes on Monday afternoons. Some teachers, however, indicated that some intervention specialists do not share common planning time

with their general education peers. Overall, the site visit team observed that collaboration does not always have a clear and persistent focus on student learning.

<p>7. Does the school’s culture indicate high levels of collective responsibility, trust, and efficacy?</p>	<p>Level 2: Targeted Support Required</p>
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- **Educators’ mindsets and beliefs inconsistently reflect shared commitments to students’ learning.** Teachers, school leaders, and students reported a variance as it relates to the success of all students. Teachers reported that all teachers believe in students at the school. When asked to provide examples of how teachers demonstrate their shared commitments, many provided non-academic examples. For instance, teachers reported that they attend students’ art shows and support students at their sporting events. When asked about shared commitments, other teachers provided examples of low expectations for students, specifically indicating home situations and community surroundings as excuses for low student achievement. One teacher noted, “If you have a kid struggling all throughout the other grades, how do you support him to grade level now?” Leadership reported that not all teachers are committed to the students and the school, estimating that about 60% of staff have mindsets reflecting shared commitments. For example, they indicated that some teachers do not demonstrate a growth mindset as it relates to changing their instructional practices and teaching styles and, therefore, do not reflect a shared commitment to supporting the diverse learners at the school. Finally, students reported that not all teachers demonstrate commitment to their learning, given they do not always hold students to high expectations. For example, students stated that not all teachers push them to explore college opportunities outside of Ohio or do not care if they even pursue college. Further, they reported that their teachers do not push them to their full potential. For example, they noted that teachers only teach them the bare minimum and what will appear on State assessments. Overall, the site visit team did not observe high academic expectations but, instead, consistently observed teachers allowing students to opt out of lessons (e.g., disrespectfully declining to participate in class activities, putting heads down on desks).
- **The school inconsistently reflects a safe, trustworthy, and growth-oriented professional climate.** Teachers reported strong relationships among their peers, indicating that they work well together, share strategies, and support each other. They further characterized teacher-to-teacher relationships as “family-oriented” and “supportive.” While school leaders confirmed that teachers support each other, they noted that teacher collaboration more often exists in support of non-instructional school efforts (e.g., having potlucks, decorating spaces for school-wide events) rather than around instruction and student learning. Overall, teachers and leaders indicated a safe, trustworthy professional climate among teachers; however, they reported a variance in the professional climate between school leadership and staff. School leaders reported that they have positive relationships with about 60% of the teachers, attributing their openness to feedback as an indicator. For example, school leaders indicated that this larger subset of teachers seek to grow instructionally and do not complain about the additional responsibilities required by the CAP. Teachers reported that the climate does not always feel safe or trustworthy with school leadership. They indicated that they feel comfortable approaching only some leaders in the large school administration team, further noting that some leadership members often remain in their offices and are not present in the hallways. Some teachers reported that they do not feel like their voices are heard; they feel overwhelmed (e.g., lesson plan template constraints, frequent assessment cycles); and they only receive negative feedback. For example, teachers stated that they did not understand how the feedback improves their instructional practice. Lastly, teachers indicated that, given the presence of inconsistencies in their practices (e.g., enforcing dress code policy), they do not always trust leadership.

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.

<p>8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?</p>	<p>Level 2: Targeted Support Required</p>
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- School leadership helped create a shared vision and clear goals for the school and is beginning to ensure continuous progress toward achieving the goals.** School leaders reported that the school created a shared vision during their two-day ISA Summer Institute, engaging in a process in which they integrated individual core values to form collective school beliefs. School leaders further detailed the underlying theme of their efforts and school vision: “It takes a village.” School leaders and teachers reported (and review of the Glenville High School Goals confirmed) on the school’s eight goals, especially those relative to graduation, attendance, OST proficiency rates, and parent-teacher conference attendance. While teachers reported on these goals, they were not always able to detail the specific targets associated with them. Additionally, the site visit team observed the school’s goals consistently listed in the school newsletter and posted in various school spaces, including classrooms and the space dedicated to PD. School leadership reported on the structures and processes to update, monitor, and make progress toward the goals. They indicated that they utilize weekly school leadership meetings to report updates on their specific responsibilities (e.g., Attendance Committee information). Leadership, however, reported that these meetings happen less frequently and consistently. Moreover, review of the school leadership team meeting agendas showed the inclusion of some, but not all, schoolwide goals, as well as inconsistent documentation of progress made in achieving the goals.
- School leaders are beginning to ensure that teachers deliver high-quality instruction.** School leaders and teachers reported that school leaders observe the quality of instruction through both formal and informal observations. For formal observations, school leaders reported (and review of the Teacher Development and Evaluation System [TDES] observation schedule by content area confirmed) that they divide up the TDES evaluative responsibilities among four members of the school leadership team. While teachers indicated that they consistently receive TDES observations, they expressed concern with the ratings given in the TDES process. Teachers additionally noted that they do not feel the feedback supports their instructional growth. For example, teachers reported that feedback emphasizes what did not take place during instruction instead of what next steps they should take to improve. School leaders and teachers reported (and review of the classroom rounds calendar confirmed) that the school has structures for informal observations. School leaders detailed a rotational schedule in which the division of labor allows them to visit each class at least once per day for a 10-to-15-minute observation. School leaders and teachers indicated that teachers receive post-observation feedback through a Google form that focuses on certain look-fors (e.g., learning tasks, literacy strategies, math strategies) and provides specific feedback (e.g., both warm and cool comments, suggestions). School leaders and teachers additionally reported that the school receives coaching services from this year’s vendor, Institute for Student Achievement (ISA). Teachers, however, reported that while ISA coaches observe instruction, they do not provide feedback to teachers

directly; instead, they convene with school leaders to indirectly provide feedback to teachers. School leaders and teachers additionally reported that school leaders review curriculum documents, including lesson plans. Overall, when asked how instructional feedback on lesson plans or from informal observations has improved their practices this year, teachers were unable to provide concrete examples. Further, some teachers reported the feedback to be ineffective, and many teachers indicated that they have received infrequent feedback since their return from Winter break.

9. Do school leaders effectively orchestrate the school’s operations?	Level 2: Targeted Support Required
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- **While school leaders ensure effective communication, they do not yet ensure inclusive, transparent decision making across the organization.** Teachers and leaders reported that communication effectively occurs through various means, including email, text, phone calls, and in-person. Additionally, they indicated (and review of the Staff Newsletter confirmed) that staff receive information on a weekly basis through the staff newsletter, Tarblooder Times, and the staff Wednesday meetings. While school leadership reported that they believe teachers feel comfortable approaching them with various matters, only some teachers confirmed comfortability with communicating their needs to administration. Many teachers, however, reported that communication is one-directional. They further indicated that given the top-down nature of communication, they do not always feel comfortable sharing with leadership or feel heard by leadership. For example, teachers reported that while they give their input, they do not believe it is taken into consideration nor see how it is being implemented. School leaders reported (and review of the Building Leadership Team [BLT] protocol confirmed) that the BLT, including both teacher representatives from each grade level and administration, convenes monthly with the opportunity for teachers to express concerns from their grade-level peers. When asked about inclusive decision making at the school, however, teachers did not report on this opportunity. Further, teachers and school leaders reported that teachers must join two committees each; school leaders indicated that teachers have the opportunity to make decisions about the school through these collaborative structures. Teachers, leaders, and support staff reported on the active nature of the Attendance Committee that meets weekly and regularly updates staff on attendance progress in the Tarblooder Times. Outside of the Attendance Committee, however, they reported (and review of the committee list confirmed) that the many of these committees concentrate efforts on social activities and event planning for the school. Moreover, some teachers indicated that they do not belong to any committees, often identifying scheduling conflicts with other after-school responsibilities as the main reason.
- **The school engages parents and community members in the educational process.** Parents reported that teachers and leadership often provide opportunities for parents to participate in school activities and learn about their children’s progress, including academic celebrations and fun events (e.g., Parent Ball). School leaders and parents indicated (and review of the 2017-18 school goals confirmed) that they desire to engage more parents. For example, parents reported that award ceremonies are often combined with other events to increase parent attendance. In another example, school leaders reported that they hold parent-teacher conferences from 12:00 p.m. to 7:00 p.m. to accommodate parents’ work schedules. Parents reported that in addition to the parent teacher conferences, they regularly receive communications from their children’s teachers by phone, text, and email about their children’s progress, both behaviorally and academically. School leaders, teachers, support staff, and parents further reported that the school involves community partners and members in supporting students both educationally and social-emotionally. For example, they reported that City Year is a

prominent partner in the school community, offering tutoring services and instructional supports in 9th and 10th grade English language arts (ELA) and math classrooms. Teachers, support staff, and leadership indicated that the school's wraparound partner, Neighborhood Leadership Institute, connects the school with Glenville community resources. Additionally, students and school leaders indicated that community members support the school in other impactful ways, including donations to school-wide events and the facilitation of the gender-specific groups (i.e., M.A.L.E.S. and Girls to Pearls).

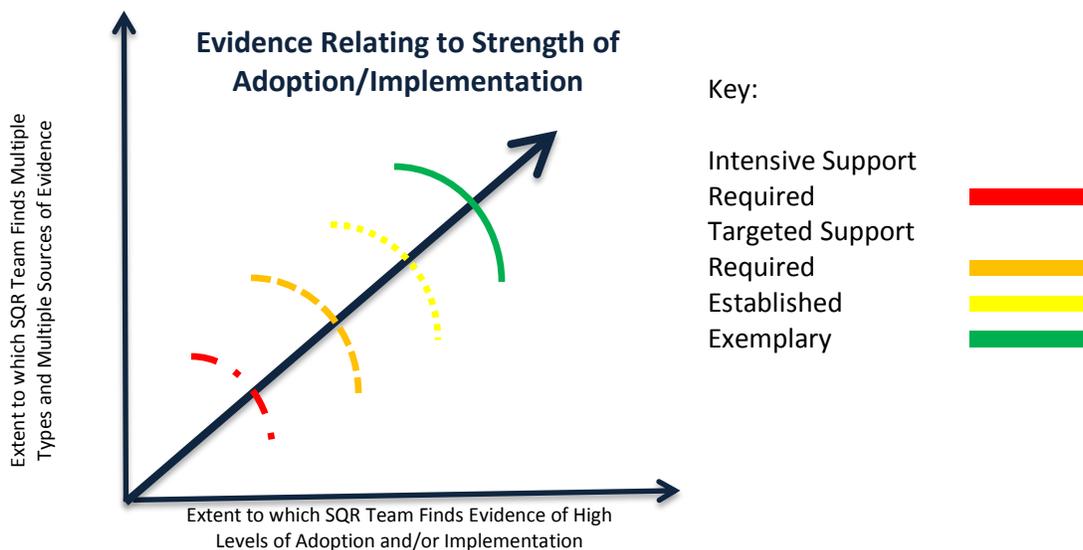
Appendix A: Site Visit Team Members_____

The SQR to Glenville High School was conducted on March 19-20, 2018 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

Paige Gonzalez , Team Leader	SchoolWorks, LLC
Lourdes Laguna , 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 = 13	69%	8%	15%	8%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 5	60%	0%	40%	0%
	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	11%	17%	28%	44%
	3. Structured Learning Environment Teacher preparation Learning time maximized	22%	33%	39%	6%
Classroom Climate	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	6%	17%	17%	61%
	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	39%	28%	33%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	39%	56%	6%	0%
	7. Participation and Engagement Active student participation Perseverance	17%	22%	39%	22%
Purposeful Teaching	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	44%	56%	0%	0%
	9. Assessment Strategies Use of formative assessments Alignment to academic content	44%	17%	17%	22%
	10. Feedback Feedback to students Student use of feedback	61%	22%	6%	11%