SchoolWorks
School Quality Review
Report

JFK E³agle Academy
January 23 – 25, 2018

SchoolWorks

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CLEVELAND
METROPOLITAN
SCHOOL DISTRICT

Table of Contents

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 is 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. In addition, the review includes 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 in 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.

Key Question Ratings	Rating (See Appendix B)			
	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
0%	54%	38%	8%

- **Behavioral expectations are clear and understood by some students.** The partially effective implementation of behavioral expectations was observed in 38% of classrooms (n=13). In these classrooms, most, but not all, students behaved throughout the lesson. For example, in one classroom, class rules were posted, and most students adhered to these rules; however, a few students did not. Additionally, teachers in these classrooms effectively redirected most, but not all, misbehavior. For instance, in one classroom, most students listened to and complied with the teacher's directions, but a few students engaged in personal side conversations. While the teacher effectively redirected some students who were talking, s/he did not address a couple of instances of talking unrelated to learning. In 54% of classrooms, the partially ineffective establishment of behavioral expectations was evident. In these classrooms, minor misbehaviors often disrupted the lesson. For example, students used their cellphones, engaged in personal conversations, used inappropriate language, and/or did not follow directions, which consistently disrupted lessons. In addition, in these classrooms, there were systems for managing behavior, but systems were not used consistently and/or effectively. For instance, in one classroom, the teacher employed the same redirection technique each time students misbehaved; however, the technique was not effective as students engaged in the same misbehavior shortly after the teacher attempted to redirect. The site visit team noted that the teacher did not employ a different technique or issue consequences to stop the misbehavior.

Supportive Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	38%	23%	38%

- **Some classroom interactions are cooperative and conducive to learning.** The effective establishment of a supportive learning environment was observed in 38% of classrooms. In these classrooms, teachers and students were respectful and supportive of each other. For example, the site visit team noted warm tones, smiles, positive rapport, praise, and appropriate humor between teachers and students and among students. In addition, in these classrooms, teachers were responsive to students'

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

needs. For instance, teachers used proximity to support students, patted students on the back to provide encouragement, and attended to all students who raised their hands and asked questions. In 23% of classrooms, the partially effective establishment of a supportive learning environment was evident. In these classrooms, the classroom environment was mostly caring; however, there were a few instances in which students were not respectful. For example, in one classroom, a student was rude to the teacher, and a few students used inappropriate language toward their peers. The partially ineffective establishment of a supportive learning environment was observed in 38% of classrooms. In these classrooms, the learning environment was caring for some students, but there were many instances in which the teacher and students were not respectful to each other. For instance, students and teachers argued when teachers asked students to put their phones away, and students argued with each other about school supplies. Additionally, in these classrooms, teachers rarely noticed students who were struggling, or teachers noticed but did not provide support. For example, in one classroom, the teacher worked one-on-one with a couple of students; however, many students in the class visibly needed help, of which the teacher was unaware because s/he was focused on one student at a time. As a result, the site visit team noted that most students sat and waited for the teacher to become available to them. In another classroom, students asked the teacher questions, but s/he did not acknowledge most questions.

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
8%	54%	38%	0%

- **Teachers inconsistently provide students with clear learning goals and focused, purposeful instruction.** The partially effective delivery of focused instruction was observed in 38% of classrooms. In these classrooms, learning objectives drove the lesson, and teachers demonstrated high expectations for students. However, teachers did not clearly communicate academic content or did not deliver any academic instruction. For example, in one classroom, the learning objective was posted, and the lesson activities aligned to the objective. In addition, the teacher did not allow students to opt-out of lesson activities, required students to use academic language, and would not accept incomplete work. However, the teacher did not communicate any academic content prior to students engaging in the learning tasks, and many students were visibly confused about the content of the tasks. In 54% of classrooms, the partially ineffective provision of focused instruction was evident. In some of these classrooms, learning objectives were clear but did not drive all lesson activities. Additionally, some teachers demonstrated high expectations for some students only. For instance, teachers required some students to use academic language and would not let some students opt out of learning, but other students were allowed to disengage from learning activities. For example, in some classrooms, some students were using their phones and/or having personal conversations with their peers rather than working on the learning task, and teachers did not attempt to re-engage these students in the lesson. Further, in some of these classrooms, teachers did not deliver instruction related to academic content.

Instructional Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
8%	69%	23%	0%

- **Few instructional strategies and materials are used to support students' diverse needs.** In 23% of classrooms, instructional strategies were partially effectively utilized. In these classrooms, teachers delivered content through a variety of modalities, but used limited instructional formats and did not provide students with choices or opportunities for self-directed learning. For example, in one classroom, the teacher utilized multi-sensory modalities such as technology and visual aids to present content, but students largely completed their work through one instructional format and were not given any choice in how to engage in their learning. The partially ineffective use of instructional strategies was evident in 69% of classrooms. In these classrooms, most of the lesson was delivered via a single modality, and the teacher primarily utilized one instructional format only. For example, in one classroom, the teacher briefly used visual and auditory aids when presenting content, but students only worked independently and were not provided with any choice for self-directed learning. In another classroom, much of the lesson was delivered through whole-group teacher lecture. Students then independently completed worksheets and were not given choices around how to show or present their work.

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**

Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
46%	38%	15%	0%

- **In-class assessment strategies rarely reveal students' academic understanding.** In 15% of classrooms, the partially effective use of assessment strategies was observed. In these classrooms, teachers employed assessment strategies that checked the understanding of most, but not all, students. For example, in one classroom, most students completed an exit ticket that was then graded by the teacher, but a few students did not. The partially ineffective employment of assessment strategies was evident in 38% of classrooms. In these classrooms, teachers used assessment strategies that checked the understanding of less than half of the class. For instance, in one classroom, the teacher asked students comprehension questions to gauge their understanding of content, but s/he only asked such questions to less than half of the class. In another classroom, the teacher circulated to check the accuracy of students' work but only reached some students. The site visit team observed the ineffective use of assessment strategies in 46% of classrooms. In these classrooms, teachers had limited or no sense of students' understanding of academic content. For example, in one classroom, the teacher employed a thumb tool assessment, asking students to display with their thumbs if they understood, partially understood, or did not understand the content. However, when many students indicated that they partially understood or did not understand at all, the teacher did not employ another method of assessment to uncover specific areas of confusion and misunderstandings, instead moving on with the lesson. In another classroom, the teacher circulated to all students but checked

students' work for completion only rather than accuracy. In a third classroom, the teacher only assessed students' understanding of behavioral expectations and assignment directions.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
15%	62%	15%	8%

- **Timely, frequent, specific feedback is limited throughout the learning process to inform improvement efforts.** The partially effective provision of feedback was observed in 15% of classrooms. In these classrooms, all students received feedback related to academic content, but students did not use the feedback to revise and improve their work. In 62% of classrooms, the partially ineffective provision of feedback was evident. In these classrooms, only a few students received and used feedback around academic content. For example, in one classroom, the teacher provided feedback that clarified a few students' misunderstandings, and these students applied the feedback when revising their work. However, most students did not receive feedback that clarified or deepened their understanding of academic content. In another classroom, the teacher gave content-related feedback to a few students, but most students received feedback related to non-academic topics only. The site visit team observed the ineffective provision of feedback in 15% of classrooms. In these classrooms, students did not receive any feedback around content. For instance, in one classroom, the teacher offered feedback about procedures and directions only.

Domain 2: Students' Opportunities to Learn

Students' opportunities to learn are influenced by the *school-wide learning culture*, or the norms, values, and relationships students experience at school each day, as well as the *school-wide practices and interventions* that support students' academic and social-emotional learning. Research suggests that students learn best when their schools have a culture of high expectations for behavioral and academic performance *in concert with* a culture of caring and support. This context is further bolstered when schools monitor students' academic and behavioral progress, identify students' in need of more targeted support, and ensure interventions and guidance for students at risk of disengaging or failing

4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?	**Level 1: Intensive Support Required**

- **The school implements few supports for struggling and at-risk students.** School leaders and teachers reported that students who receive a grade of "I" (i.e., incomplete) in a course are enrolled in an academic resource block. Both stakeholder groups stated that students engage with FuelEd, Edgenuity, and/or Haiku Learning to recover credit and/or receive intervention during this block. School leadership and teachers further explained that the school currently offers the resource block twice a day, stating that a math teacher oversees one block and a social studies teacher manages the other. Both stakeholder groups indicated that students are assigned to the block most relevant to the content in which they need support and/or recover credit. School leadership and teachers explained that while the resource block is largely self-guided, having teachers with relevant content expertise enables them to provide support to students when needed. School leadership explained that the goal is for students to exit the resource block within four weeks but indicated that some students require more time. As a result of the fluid timeline, school leadership, and teachers reported that enrollment in resource block changes weekly. In addition, teachers, students, and parents stated that teachers offer informal tutoring before and after school, as well as during lunch. However, teachers and students indicated that tutoring is not mandatory and largely determined by student self-referral. Further, school leadership reported that in the past, the school offered intervention over breaks when school is not session for students but indicated that such support is voluntarily and informed by which students sign up for it. Additionally, school leadership stated that such intervention has not been offered yet this year.

- **The school provides some supports for special education students.** Teachers reported that the school employs seven intervention specialists to serve special education students, who comprise approximately 25% of the school's population. However, teachers indicated that the school has yet to fill a vacant intervention specialist position and stated that the school does not yet have the staff needed to ensure students fully receive all required and needed services. School leadership reported that the school seeks to educate special education students in the Least Restrictive Environment (LRE). School leadership explained that they utilize a co-teaching model within all core general education classrooms that have five or more special education students in order to support these students in the LRE. Yet, teachers described the co-teaching model as push-in support, stating that they have not been given any formal expectations, guidance, or time to execute a co-teaching model. Teachers indicated that general education teachers and intervention specialists only informally collaborate

about lessons and unit plans. Additionally, school leadership reported that special education students receive support during the resource block, explaining that intervention specialists identify students in need of additional services and provide such support during the block. However, when asked, teachers indicated otherwise, reporting that such support is rarely given during the resource block. Teachers also indicated that the school has a resource room but described it as a semi-resource room because it is a shared space with students who do not receive special education services. Further, teachers reported (and the site visit team observed) that the school has a multiple disabilities/autistic room. Teachers explained that the room used to be two separate rooms, stating that the rooms were combined so that the teachers could co-teach, as well as to provide these students the opportunity to interact with a wider body of students.

5. Does the school have a safe, supportive learning environment that reflects high expectations?	**Level 1: Intensive Support Required**

- **The school does not provide a safe environment to support students' learning.** School leadership reported that school safety has recently improved due to hiring more security guards. Leadership explained that two guards are currently assigned to one floor of the school and a third guard oversees the other floor. However, they indicated that the school could still benefit from more support and additional guards as well as increased communication around safety matters. However, when asked, teachers consistently stated that the school is not safe for students. Many teachers explained that students are safe in classrooms, but they are not safe elsewhere in the building. Many teachers also indicated that they do not feel safe outside of their classrooms, explaining that some teachers have been threatened by students. Further, when asked, all but one student reported that they do not feel safe at school. Students explained that doors are not consistently locked and stated that students from other schools gain entry to the school and spend the entire school day roaming the building and going in and out of classrooms without being questioned by adults in the building. The site visit team observed instances of students from another school walking unchallenged in hallways. Additionally, school leadership, teachers, and students reported that serious unsafe behaviors occur at the school. All three stakeholder groups referenced a gun recently being brought to school, as well as frequent physical fights, some of which have involved multiple students. Teachers also indicated that police are often in the school and stated that it is not uncommon for police to arrest or detain students in classrooms. The site visit team observed the presence of the gang unit as well as 12 police officers and observed a student being detained, restrained, and escorted from the floor and then being released back into class shortly after being removed. The site visit team further noted that school leadership was not present to oversee the detainment of the student or to support the student's re-entry to class.

- **The school provides some opportunities for students to form positive relationships with peers and adults in the school.** School leadership and teachers reported that the school holds open gym (i.e., unstructured sports play time) two-to-three-times a week before the start of school. Both stakeholder groups indicated that a teacher volunteer initiated and oversees open gym time, explaining that all staff and students are welcome to participate. School leadership, teachers, students, and parents also reported that a teacher runs a girls group that meets regularly to discuss a variety of events and issues. However, teachers and parents indicated that the teacher is out on leave, so the group has stopped meeting in her absence. Additionally, students reported that the school provides opportunities for students to participate in extracurricular activities, including basketball, volleyball, tennis, track and

field, cheerleading, and high step. Teachers also reported that students and staff go on overnight trips to visit colleges, as well as participate in an end-of-the year overnight trip, explaining that these experiences allow students and staff to bond. While school leadership reported that the school has a functioning student government, students indicated otherwise. When asked, students reported that student government elections were held, and officers were elected, but they have yet to meet as a group. Students indicated that they have tried to convene and have made attempts to give input around school matters to school leadership but stated that their requests to meet and present input around initiatives have been dismissed. Further, school leadership reported that students and staff engage in circles once a week to discuss a variety of topics and develop students' social-emotional skills. Yet, when asked, teachers consistently stated that they have not engaged in circles since the start of the school year. Further, while most students indicated that they have an adult in the building that they trust and to whom they can go, they stated that students do not trust other students because they do not know each other. Students indicated that that they feel isolated from each other and reported that the lack of trust and relationships among students causes physical altercations.

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 is not active, intensive, and sustained.** School leadership and teachers reported (and review of the district calendar verified) that JFK E³agle Academy is a year-round school, explaining that the school goes on break every ten weeks. School leadership and teachers stated that during this time, staff participate in five days of professional development (PD). In addition, school leadership stated that teachers participate in 50 minutes of PD once a week. However, when asked about weekly PD, teachers provided varying answers. Some teachers indicated that they meet in teams once a week and stated that each week's focus rotates between PD and teacher-based teams (TBTs). Other teachers reported that they are supposed to meet in teams twice a week but stated that such meetings generally do not occur. Still others stated that they meet as a staff twice a week but reported that they "don't do anything" during this time. Additionally, school leadership indicated that the principal selects topics and serves as the primary facilitator for both week-long PD, as well as weekly PD sessions. School leadership cited a number of varying topics recently covered, including The Grid Method, summative versus formative assessments, and school culture. However, school leadership reported that PD topics are not currently aligned to the school's goals/priorities. Additionally, school leadership and teachers stated that PD topics are rarely revisited in follow-up sessions. Further, most teachers reported that they do not find PD helpful in improving their instructional practice. School leadership also indicated that the principal historically does not solicit staff input when making PD decisions but stated that he recently formed a PD committee as an avenue to start receiving input.

- **Educators do not strategically collaborate to learn about effective instruction and students' progress.** Most teachers reported that they meet in teams one-to-two-times a week. School leadership indicated that teams engage in the TBT process every other week. School leadership also reported that teams have completed TBT cycles and stated that the principal rotates from team-to-team to monitor progress. However, when asked, teachers indicated otherwise, reporting that they do not engage in the TBT process. Teachers also consistently indicated that each team decides on how to best use their time without guidance or expectations from school leadership. Some teachers described these meetings as social time; others stated that they use this time to discuss common students and plan units/lessons. Teacher indicated that school leadership does not ensure teams meet or know what they are meeting about when do they do convene. In addition, teachers consistently reported that they frequently collaborate informally. Teachers described having conversations about common students and instructional plans and practices before and after school, as well as during lunch.

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	**Level 1: Intensive Support Required**

- **Educators' mindsets and beliefs inconsistently reflect shared commitments to students' learning.** Some teachers reported that the only reason they have chosen to remain at the school is for the students. Teachers also stated that they often tutor or offer other support to students before and after school, as well as during lunch. Additionally, teachers indicated that they regularly meet in teams during lunch to discuss common students and problem-solve around how to best support students. Further, when asked, school leadership and teachers consistently stated that they believe all students can learn. Some teachers explained that they just have to find what works for each student's learning style and needs. However, school leadership and some teachers stated that some students are not willing to learn. Some teachers also expressed that students' personal or home situations impede their ability to learn. For instance, some teachers indicated that students do not have the proper school supplies and do not come to class prepared, which causes them not to learn. In addition, when asked about the students' stagnant assessment results, school leadership and some teachers attributed it to a lack of student motivation and misbehavior. Other teachers indicated that an unstructured learning environment impacts student learning and achievement.

- **The school does not reflect a safe, trustworthy, and growth-oriented professional climate.** School leadership characterized the school culture as divided, explaining that there is a struggle and tension between school leadership and teachers, as well as between school leadership and the union. School leadership stated that the culture was more positive at the start of the year but has since become increasingly negative. Teachers consistently reported that the culture among staff is positive, explaining that they support and help each other. However, teachers consistently described the climate between school leadership and staff as toxic. Many teachers reported that they have sought professional help to better manage workplace stress. Some teachers reported that they are actively seeking employment elsewhere and will risk the ramifications of leaving immediately should another employment opportunity arise. Other teachers indicated that they are in the process of completing removal forms so that they may be reassigned in the district. Students confirmed the strained relationship between school leadership and staff, reporting that staff members often speak poorly of each other in front of students. A student stated, "I can tell you which teachers don't like each other, which teachers don't like the principal, and which three teachers the principal doesn't like."

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**

- **The principal has not created a shared vision and clear goals.** School leadership reported that the school's vision revolves around social justice, with an emphasis on empowering students to identify social issues and to find innovative ways to address these issues. Yet, when asked about the school's vision, teachers provided varying responses. Some teachers cited the vision as the "Three E's – Envision, Engage, and Excel," but stated that they are unclear about what each "E" really means. Other teachers reported that the vision is to educate students through a true blended learning model. However, these teachers consistently indicated that they lack the technology to achieve this vision. Additionally, when asked, some students reported that the school lacks a vision. Other students cited the vision as social justice but stated that the principal changed the vision to social justice without stakeholder input upon assuming his principalship. Some students indicated that they did not enroll in the school for social justice and were unclear about the vision change. However, school leadership stated that the vision had not been changed and always revolved around social justice from the school's inception. In addition, school leadership reported the following school goals: increase the performance index by 5%; achieve a 100% graduation rate; and develop students' social-emotional skills. When asked about how these goals support the vision, school leadership indicated that the current goals do not align with the vision. Further, when asked about the school's goals, teachers gave varied responses. Some teachers indicated that the school does not have any goals because the school does not currently have an active Academic Achievement Plan (AAP). Other teachers stated that the school has goals but could not state them.

- **School leaders do not yet ensure that teachers deliver high-quality instruction.** School leadership and teachers reported that school leadership utilizes the Teacher Development and Evaluation System (TDES) to formally evaluate teachers. However, many teachers reported that school leadership has not adhered to the TDES timeline, stating that they are currently in Step 2 when they should be in Step 3. Other teachers indicated that school leadership has skipped evaluation steps. Teachers also stated that they are often observed on the last day of the TDES step window and indicated that school leadership frequently takes more than the allotted 10 days to post their evaluations or, in some cases, does not ever post the evaluation results. In addition, school leadership reported that they frequently informally observe teachers and provide written feedback on a sticky note. When asked about informal observations, teachers gave varying answers. Some teachers stated they are informally observed frequently, while others reported that they have only received one-to-three informal observations this school year. Teachers also stated that feedback is largely not useful in improving their practice and indicated that school leaders do not return to follow up on feedback. However, school leadership stated that they are in the beginning stages of implementing a coaching model.

School leadership explained (and review of the feedback form verified) that they will conduct informal observations, provide written feedback on a standardized form, and return to ensure that feedback is implemented. Further, school leadership reported that science and math teachers receive instructional support from an external coach and stated that English language arts teachers will also receive such external coaching soon.

9. Do school leaders effectively orchestrate the school's operations?	**Level 1: Intensive Support Required**

- **School leaders do not ensure effective communication and inclusive, transparent decision making across the organization.** School leadership reported that emails, a weekly newsletter, and the GroupMe application are the primary avenues through which they communicate with staff but indicated that communication is an area of growth. Teachers confirmed that school leadership sends a weekly newsletter but stated that they often receive the newsletter during the day on Monday rather than prior to the week starting. Teachers consistently reported that communications from school leadership are ineffective, explaining that they regularly find out about events and deadlines at the last minute or after they have passed. When asked for an example, teachers consistently cited being informed about the SQR the day before or the day of the school visit. In addition, teachers consistently reported feeling uninformed about discipline matters and safety concerns. Teachers explained that they have not received communication around, or engaged in, a whole staff meeting about recent serious safety infractions, such as a weapon being brought on campus and physical altercations involving groups of students and administration and a student. Teachers also stated that, despite the officers or marshals being very visible in the school, they do not receive any communication from school leadership when police are in the building. Further, teachers consistently reported that decisions are not inclusive or transparent, stating that school leadership makes decisions without staff input. Teachers also reported that the school has committees on paper but indicated that committees are not functioning in practice.

- **The principal does not yet allocate resources and manage school operations in order to ensure a safe and productive learning environment.** Teachers reported that they largely lack the resources they need to teach. School leadership and teachers stated that school leadership expects teachers to utilize technology when teaching and assessing students. However, teachers reported that they do have the necessary technology to do so, explaining that the school started with a 1:1 computer ratio but as the school added grade levels and staff, school leadership did not secure additional computers to maintain such a ratio. Teachers indicated that, as a result, they have few computers in their classrooms. Teachers also reported that they do not have whiteboards or Smartboards, indicating that most classrooms are outfitted with old chalkboards. Additionally, many teachers stated that they purchase their own supplies to offset the lack of resources available at the school. Further, teachers reported that scheduling issues are common, explaining that students are often placed in the wrong class or in a class that they do not need to graduate. Teachers indicated that it often takes up to ten weeks for incorrect schedules to be remedied and reported that, as a result, students miss those weeks of instruction that occurred in the class they should have been placed in at the start of the year or semester. In addition to students' schedules, teachers stated that staff schedules have been changed without their knowledge or any prior communication from school leadership. School leadership also reported that they had to cancel an intervention/credit recovery block because staffing it would cause an assignment overage. School leadership explained that the cancelled block

was slated to occur during the last period of the day and was replaced by two blocks during the school day, which causes students to be pulled from other classes due to the timing of the blocks. However, school leadership reported that each block is staffed with teachers who possess content knowledge around the subjects on which students are working.

The site visit team met with the JFK E³agle Academy 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 supportive classroom learning environments and opportunities for students to form positive relationships with their peers and adults in the school. The site visit team also noted the following areas for growth: school safety, educators' learning supports and culture, and instruction.

The group identified instruction as the area for growth to prioritize. The group identified the following priority within this Domain as having the most potential impact on the success of the school as a whole: instructional strategies to support students' diverse learning needs. Using this priority area, the school team developed a goal, a success measure, and an action plan.

Goal: A variety of instructional strategies are used to support students' diverse learning needs.

Success Measure: By May 1, 2018, 80% of classrooms will demonstrate the use of a variety of instructional strategies as measured by informal walkthroughs conducted by the strategies committee.

3-6 Month Action Plan for Achieving Goal	Target Dates	Champions
Create strategy committee • Schedule protected time to meet regularly • Establish norms and a standing agenda • Adhere to a standing agenda	1/25/2018	Teacher A
Identify staff needs and expertise • Create and administer a survey • Establish and adhere to norms to guide conversations about needs and expertise	1/31/2018	Culture Team
Leverage staff expertise during formal collaborations and PD • Present, model, and troubleshoot ideas	1/31/2018 and ongoing	Teacher B, C, D

Have professional development (PD)
• Hold internal PD
  o Identify strategies and resources
  o Model
  o Share progress
  o Celebrate successes
  o Troubleshoot tried strategies
	2/1/2018 and ongoing	Teacher D, E, and F

Include strategies in the weekly newsletter	TBD	Principal
Conduct informal walkthroughs • Use a standardized form • Norm on the form • Give feedback • Provide follow-up during PD	Ongoing	TBD
Analyze existing data and align to strategies	TBD	Teacher A
Collaborate with other schools	TBD	TBD

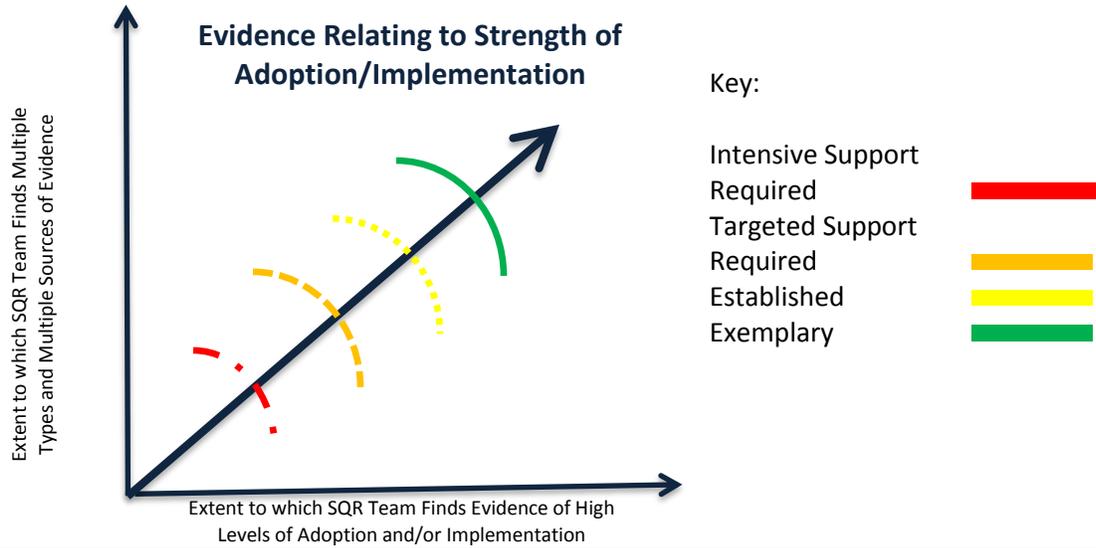## Appendix A: Site Visit Team Members

The SQR to JFK E³agle Academy was conducted on January 23 – 25, 2018 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

Debon Lewis, Team Leader   SchoolWorks, LLC

Kathryn Koerner, 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 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.

Evidence Relating to Strength of Adoption/Implementation

Extent to which SQR Team Finds Multiple Types and Multiple Sources of Evidence

Extent to which SQR Team Finds Evidence of High Levels of Adoption and/or Implementation

Key:

Intensive Support Required
Targeted Support Required
Established
Exemplary

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.

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

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	**2**	**3**	**4**
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 8	11%	44%	33%	11%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 3	0%	0%	100%	0%
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	54%	38%	8%
	3. Structured Learning Environment Teacher preparation Learning time maximized	0%	62%	38%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	38%	23%	38%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	8%	54%	38%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	8%	69%	23%	0%
	7. Participation and Engagement Active student participation Perseverance	0%	62%	31%	9%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	50%	25%	25%	0%
In-Class Assessment & Feedback	**9. Assessment Strategies** Use of formative assessments Alignment to academic content	46%	38%	15%	0%
	10. Feedback Feedback to students Student use of feedback	15%	62%	15%	8%