

# SchoolWorks School Quality Review Report

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SchoolWorks

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## About the SchoolWorks School Quality Review Process

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

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

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

The report documents the team's ratings for key questions within each of the four domains identified in the SQR protocol: *Instruction*, *Students' Opportunities to Learn*, *Educators' Opportunities to Learn*, and *Leadership*. The final pages of the report are used to record the discussion and action plan developed by the team and the school during the prioritization process.

## Domains and Key Questions

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

|  | Rating (See Appendix B)                   |  |  |   |                         |                       |
|--|---|--|--|---|-------------------------|-----------------------|
|  | Level 1:<br>Intensive Support<br>Required | Level 2:<br>Targeted Support<br>Required | Level 3:<br>Established                      | Level 4:<br>Exemplary                       |                         |                       |
| Key Question Ratings   |   |  | Level 1:<br>Intensive<br>Support<br>Required | Level 2:<br>Targeted<br>Support<br>Required | Level 3:<br>Established | Level 4:<br>Exemplary |
| <b>Domain: Instruction</b>   |   |  |  |   |                         |                       |
| 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? |   |  |  |   |                         |                       |
| <b>Domain: Students' Opportunity to Learn</b>  |   |  |  |   |                         |                       |
| 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?   |   |  |  |   |                         |                       |
| <b>Domain: Educators' Opportunity to Learn</b>   |   |  |  |   |                         |                       |
| 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?   |   |  |  |   |                         |                       |
| <b>Domain: Leadership</b>  |   |  |  |   |                         |                       |
| 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? | <b>Level: 2</b> |
|---|-----------------|

| Behavioral Expectations |                       |                     |                        |
|-------------------------|-----------------------|---------------------|------------------------|
| Ineffective             | Partially Ineffective | Partially Effective | Effective <sup>1</sup> |
| 1                       | 2                     | 3                   | 4                      |
| 7%                      | 0%                    | 57%                 | 36%                    |

- Behavioral expectations are clear and understood by most students.** In 38% of classrooms (n=14), the site visit team observed effective implementation of behavior expectations. In these classrooms, most students were behaving throughout the lesson, and minor disruptions did not negatively impact students' learning. For example, in one classroom, behavior expectations were not referenced; however, students were observed behaving throughout the lesson and the teacher anticipated behaviors before they interrupted the lesson. In another classroom, some students were talking during the lesson, but these conversations did not interfere with other students' learning. While the teacher ignored the behavior during instruction because it was not negatively impacting others' learning, s/he privately addressed the students during individual work time. In the majority of classrooms (62%), partially effective implementation of behavior strategies was observed during the learning process. In these classrooms: most, but not all, students behaved; teachers provided minimal re-directs; and behavior negatively impacted the lesson only a few times. For instance, in one classroom, the teacher prompted students to put away their phones and students complied, initially, but used their phones later during instruction. In another classroom, the teacher anticipated a student was about to leave the classroom without permission and immediately re-directed the student to his/her desk. The exchange required the teacher to stop instruction; however, the student eventually rejoined the lesson. In a different classroom, two students were talking to one another throughout the lesson. The teacher ignored the behavior, and the two students' discussion impacted their ability to engage in the lesson but did not disrupt the learning of others. While leaders nor teachers reported the use of a school-wide behavior management system, students behaved during most lessons, and teachers effectively addressed behavior concerns in the classroom.

| Structured Learning Environment |                       |                     |           |
|---------------------------------|-----------------------|---------------------|-----------|
| Ineffective                     | Partially Ineffective | Partially Effective | Effective |
| 1                               | 2                     | 3                   | 4         |
| 7%                              | 43%                   | 7%                  | 43%       |

- In some classrooms, the learning environment is highly structured, and learning time is maximized through effective planning and guidance.** In 43% of classrooms, the site visit team observed effective establishment of a structured learning environment. In these classes, the teacher was well-prepared,

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

materials were readily available, and learning time was maximized through effective planning and smooth transitions. For example, teachers pre-prepared handouts, PowerPoint presentations, visuals, and student groupings, and executed smooth transitions throughout the lesson. Although visual timers were rarely observed, teachers displayed time limits next to the agenda items and verbally issued reminders to students, allowing for appropriate pacing during group and individual work. However, in 43% of observed lessons, a partially ineffective learning environment was established. In these classrooms, the teacher was not prepared for the lesson, time limits were not followed, and, due to extended or unnecessary transitions, learning time was not always maximized. For example, in one class, there was no clear agenda and the teacher did not have exit ticket questions prepared for students. In a different classroom, students completed a small group assignment in one class, then transitioned back to their original classroom to debrief and complete an exit ticket, losing more than five minutes during the transition time. In another classroom, the teacher used a verbal timer but continuously extended the time for two or three students while others sat silently, resulting in a loss of ten minutes of instructional time. While teachers and leaders stated lesson planning and transitions have been recent areas of focus, they acknowledged this is still an area of growth for the school.

|  |                 |
|--|-----------------|
| 2. Is classroom instruction intentional, engaging, and challenging for all students? | <b>Level: 1</b> |
|--|-----------------|

| Focused Instruction |                       |                     |           |
|---------------------|-----------------------|---------------------|-----------|
| Ineffective         | Partially Ineffective | Partially Effective | Effective |
| 1                   | 2                     | 3                   | 4         |
| 7%                  | 57%                   | 29%                 | 7%        |

- Some teachers provide students with clear learning goals and focused and purposeful instruction.** The site visit team observed 29% of classrooms with clear learning goals and focused and purposeful instruction. These classes were characterized by Common Core-aligned learning objectives and instructional shifts, high expectations for most students, and effective communication of academic content. For example, one teacher (verbally and in writing) stated a clear objective with a learning outcome, rather than a task. Students were to cite evidence based on a text and create a final argument using contextual evidence. In another class, students were tasked with solving a mathematical set of equations and were to provide a verbal explanation for each problem. The teacher required some, but not all, students to explain their thinking. In the same classroom, the teacher communicated academic content to students, effectively explaining how to use variables to calculate the slope. In the majority of classes (57%), focused instruction was partially ineffective. In these classrooms: teachers provided a clear learning objective; some, but not all, students were held to high expectations; and the teacher's communication of academic content was not always sufficient. For example, in one classroom, the teacher provided a learning objective but was observed allowing some students to opt out of questioning and provided a thorough explanation only one time during the lesson. In a different class, the objective was clear and aligned to Common Core standards. However, some students were required to answer questions in complete sentences and use academic vocabulary, while others were allowed to provide a numerical answer with no explanation. Additionally, one classroom provided students with an in-depth project-based learning (PBL) assignment and high expectations for completing the assignment checklist were observed, but no academic content was communicated during the observable period. Moreover, teachers and leaders expressed a focus on problem-based learning; however, very few lessons included applications to real life scenarios.

| Higher-order Thinking |                       |                     |           |
|-----------------------|-----------------------|---------------------|-----------|
| Ineffective           | Partially Ineffective | Partially Effective | Effective |
| 1                     | 2                     | 3                   | 4         |
| 14%                   | 50%                   | 29%                 | 7%        |

- Instruction inconsistently requires students to use and develop higher-order thinking skills.** The site visit team observed 29% of classrooms with partially effective use of higher-order thinking skills. In these classrooms, most students were engaged in critical thinking and not just summary or recall but rarely observed reflecting on their learning. For instance, in one class, most students were observed analyzing a set of lyrics to a song and justifying their thinking of how the words represented the country's current state. In another classroom, students were required to use their knowledge of graphs to predict the shape of the graph, before graphing a set of linear functions. Although most classes provided more than recall, 50% of classrooms were observed with partially ineffective use of higher-order thinking skills. These observed lessons required some, but not all, students to engage in critical thinking, and students were often not asked to justify their answers. For example, in one classroom, less than half the class was observed writing a justification for a math problem, while the remainder of students worked on lower-level fluency problems. In a different class, students were presented with some challenging questions from a text, but most students were asked to summarize or recall what happened in the text. Finally, one classroom was observed identifying similarities and differences of characters from a text; however, the students circled characteristics on a Venn diagram instead of creating the diagram based on evidence from the text. In 14% of classrooms, ineffective use of higher-order thinking skills was observed. In these classes, students were primarily engaged in summary or recall and were rarely asked to utilize higher-order thinking skills. Prior to the visit, the schools' leaders identified higher-order thinking as an area of growth and to ensure all students receive challenging questions during instruction. Leaders began requiring teachers to pre-write higher-order thinking questions and include them in their daily lesson plans.

|  |                 |
|--|-----------------|
| 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? | <b>Level: 1</b> |
|--|-----------------|

| Assessment Strategies |                       |                     |           |
|-----------------------|-----------------------|---------------------|-----------|
| Ineffective           | Partially Ineffective | Partially Effective | Effective |
| 1                     | 2                     | 3                   | 4         |
| 21%                   | 50%                   | 21%                 | 7%        |

- The majority of in-class assessment strategies do not reveal students' thinking about learning goals.** In 21% of classrooms, the site visit team observed the partially effective use of assessment strategies. These classrooms included effective assessment strategies for most, but not all, students. For example, in many classes, to check students' understanding, teachers circulated to over half of the class and asked questions during small group and independent work times. However, in 50% of classrooms, the site visit team observed the use of partially ineffective assessment strategies. In these classrooms, teachers used a general, but not precise, assessment strategy. Most teachers used whole-group questioning to assess all students. When a more precise measure (checking independent work or individual questioning) was implemented, it was for less than half the class. For example, in one class, a teacher circulated during instruction and assessed students' writing but only reached less than

half the class. In another class, the teacher assessed some students’ progress on their assignment and asked only a few content-related questions but did not precisely measure students’ understanding of the objective using an exit ticket or different formative assessment. In a different classroom, the teacher provided an oral exit ticket and used the thumbs-up and thumbs-down method to verbally review the exit ticket answers with all students but did not precisely identify which or how many students mastered the content. Finally, in 21% of classrooms, in-class assessments were absent from the lesson. In these classes, teachers circulated during group work to check procedures but not mastery of content. Others asked whole group questions; however, few students answered the questions, providing the teacher with limited knowledge of the students’ understanding.

| Feedback    |                       |                     |           |
|-------------|-----------------------|---------------------|-----------|
| Ineffective | Partially Ineffective | Partially Effective | Effective |
| 1           | 2                     | 3                   | 4         |
| 29 %        | 36 %                  | 29 %                | 7%        |

- Timely, frequent, specific feedback is not regularly provided throughout the learning process.** In 29% of classrooms, the site visit team observed teachers providing partially effective feedback throughout the lesson. In these classrooms, feedback was of high quality, but only half of the students received and used the feedback. For example, in one class, the teacher provided students with problems and asked prompting questions to students about how they solved problems. Then, the students used the teacher's feedback and answers to the questions to re-work their problems. However, only half of the students received this level of feedback. Additionally, in one classroom, a group of students was observed providing feedback to another group on their assignment, and students used the feedback to adjust their thinking. However, this was only observed with two groups of students. In 36% of classrooms, feedback given to students was partially ineffective. In these classrooms, feedback was of high-quality but only provided to a few students, or low-quality feedback was given to most students. For example, in one class, the teacher circulated to students, identified incorrect answers and walked students through a series of questions and answers to provide reasoning for incorrect answers; however, s/he only provided this feedback for a few students. In another classroom, the teacher circulated to each student and identified right or wrong answers but did not provide students with explanations as to why their answers were incorrect. Finally, in 29% of classrooms, feedback was ineffective, rarely given or related to procedures and tasks and not content. For instance, one teacher circulated to each student during independent work time but mainly checked to see if students were completing the content correctly and did not observe or provide feedback on students’ assignments. In a different classroom, some students approached the teacher with a completed assignment, and the teacher approved or disapproved the students’ work but did not provide further explanations.

## Domain 2: Students' Opportunities to Learn

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

4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?

Level 2

- The school is beginning to implement a process for identifying and supporting struggling and at-risk students.** Leaders and teachers stated the school recently began using the formal CMSD process for identifying at-risk students and formed a Student Support Team (SST). Teachers reported (and leaders confirmed) that the school will use the online referral system to submit data and demographic information for struggling students. Teachers further explained that the SST meets weekly to review student data and collaborate on effective strategies to support students and address academic and behavior concerns. Additionally, leaders and teachers reported the recent establishment of a data team consisting of a group of teachers and one administrator. Leaders further explained that the team has collaborated at least one time to review risk indicator data and identify students in need of targeted academic supports. More specifically, the teachers stated that the team reviewed recent Northwest Evaluation Association (NWEA) data and created control groups of students with two focus areas: reading and math. Teachers and leaders stated (and a review of the intervention groups confirmed) that, using benchmark data, student groups were determined to provide targeted interventions to low-performing students.
- The school provides appropriate supports for diverse learners.** Teachers and leaders explained that Academic Resource Time (ART) is offered daily during elective blocks. Intervention specialists meet with specific groups of students identified as struggling and administer targeted supports during ART. In addition to providing students with targeted interventions, leaders reported (and teachers confirmed) that the school will begin offering credit recovery, math and reading tutoring, during an after-school program called PACT Zone. Leaders explained PACT Zone will be held three days per week and is open to any student but indicated that they have requested that students identified as struggling and/or lacking graduation credits attend. In addition to ART, PACT, and the new SST team, all stakeholders stated the school also provides school counseling supports, as well as access to the school psychologist and career and college readiness coach. In addition, teachers explained the school has a multi-faceted approach to supporting special education students to include: cross-categorical courses; inclusion courses; and pull-out services for more intense academic concerns. Leaders stated (and teachers confirmed) that general education and special education teachers regularly collaborate to plan co-taught courses in the areas of reading and math. The site visit team observed qualified staff members supporting students in the classroom and providing specific accommodations, modifications, and interventions for special education students. Further, teachers explained (and leaders confirmed) that special education teachers offer additional supports to special education students during ART and utilize programs such as iReady, IXL, and Study Island to support students'

varied needs. Also, school leaders expressed a desire to provide more course offerings and variety for all students, especially gifted and advanced students – specifically, in the areas of technology, science, and math. School leaders and teachers reported that the school offers honors and Advanced Placement (AP) courses for accelerated learners. A review of the school’s schedule and observation of classes showed three AP classes, as well as honors course offerings in reading, math, history, and science topics such as robotics. Leaders and teachers reported (and a review of the school’s demographic population confirmed) that the school does not currently serve any English language learner (ELL) students.

|  |                |
|--|----------------|
| 5. Does the school have a safe, supportive learning environment that reflects high expectations? | <b>Level 3</b> |
|--|----------------|

- The school mostly holds high expectations for academic learning.** Most stakeholders indicated the school’s name, PACT (Problem-based Academy of Critical Thinking), is a reflection of the school’s commitment to promoting high expectations for all students. Further, many stakeholders explained that teachers create PBL projects and other critical-thinking assignments and require the use of rubrics to provide students with more challenging learning experiences. Students reported (and the site visit team observed) that learning includes participating in inquiry-based labs, presenting arguments on current social and political issues, and using 21<sup>st</sup>-century skills and technology (e.g., programming and coding) to complete projects. In addition to providing students with challenging learning experiences, students and most teachers reported (and leaders agreed) that teachers hold students to high expectations by promoting student responsibility for the achievement and completion of quality work. Further, students explained that teachers use planning time or lunch time to meet with students to revise assignments or aide them in completing projects. Although the site visit team observed few instances of quality feedback, students reported that teachers provide feedback on class work in a variety of ways and hold students accountable for applying the feedback to their assignments. Students also reported that teachers’ expectations are aligned to their parents’ expectations, and all students are encouraged to become more independent, preparing them for college. Additionally, many teachers described (and students and leaders confirmed) engaging students in goal-setting conversations, data conversations, and creating action plans to help them reach their goals. Finally, when asked how students are celebrated, students stated (and teachers and leaders agreed) that the school has some, but not many, opportunities to recognize students for their accomplishments and academic achievements. In detail, teachers reported holding in-class celebrations for growth and improvement; students explained that the school gives shout-outs for athletic accomplishments and college acceptance. While both reported school-wide celebrations for last school year, teachers and students agreed the school lacks frequent, ongoing celebrations to recognize academic performance.
- The school provides a safe environment to support students’ learning the majority of the time.** All stakeholders described (and the site visit team observed) that the school offers a physical environment that is safe and orderly. The site visit team observed security procedures for morning arrival, transitions, as well as posted procedures for emergency situations, such as lockdowns, fire, and evacuation. In addition to clear safety procedures, teachers reported (and leaders confirmed) that the school’s leaders have responded appropriately to teachers and students’ safety concerns. To explain, leaders referenced a safety training for teachers and the hiring of additional security officers (both a request from teachers). While teachers and leaders agreed on the school’s monitoring procedures and deemed them safe, the students’ explanation differed. Specifically, when asked about physical safety, some students reported feeling completely safe, while others indicated concerns in the areas of monitoring student behavior. In detail, students identified specific areas (cafeteria, back

stairways, and outside doors) that are inconsistently monitored this year. Students further explained that the newly-hired security officers are not as familiar with “secret” places and access points to the school. Students stated the lack of monitoring has allowed students from other schools to enter and exit the school’s floor without notice, creating an unsafe environment for PACT students. The principal reports that the school utilizes the CMSD student code of conduct to administer and manage student discipline. Teachers emphasized most discipline issues are managed in the classroom. Although teachers use parent contact and extended class time to remedy student behavior, most teachers reported that the school's leaders are supportive and accessible of providing additional discipline, if needed. Moreover, all stakeholders agreed that students are emotionally safe. Students reported few instances of bullying and identified specific adults with whom they have relationships.

### 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?  | <b>Level 2</b> |
| <ul style="list-style-type: none"> <li data-bbox="181 630 1430 1501"> <p>• <b>Professional development has begun to address the school's priorities and improvement goals.</b> Leaders and teachers reported that the school frequently conducts Professional Development Institutes (PDIs). A review of the PDI agendas showed that PDI is held quarterly for multiple-days during a week. Topics include instruction, data analysis, and the use of instructional resources. When asked to describe how topics are chosen, leaders stated (and document review of the PD agendas confirmed) that leaders frequently review lesson plans, benchmark testing data, and teacher observation scores to inform their selection of PD topics. Teachers reported they do not have input on PD topics but stated (and review of survey data supported) that they can evaluate their PD sessions. Additionally, both teachers and leaders stated (and analysis of the Academic Achievement Plan [AAP] goals confirmed) that most PD is meaningful and driven by the goals in their AAP. More specifically, one of the goals is to increase the number of students who score a two on the Ohio State Test (OST). To support this goal, teachers described a recent PD involving data analysis on the NWEA math benchmark. During this session, teachers reported reviewing individual student data and identifying specific areas of low student performance. Teachers further explained that identified areas were translated into instructional changes in their daily schedules and lesson plans. Leaders reported (and document review of lesson plans confirmed) that the teachers' original lesson plan format did not include written, challenging questions to prompt students' thinking. In alignment with the school's problem-based model, leaders and teachers agreed that inclusion of higher-order thinking questions in lesson plans would provide students with a more challenging instructional experience and elevate their level of thinking. Thus, they indicated a PD session was designed to support teachers in writing higher-order thinking questions. Leaders and teachers further described other sessions focused on literacy initiatives and instructional strategies. Altogether, teachers and leaders firmly stated that their PD sessions support the school's priorities as well as teaching and learning.</p> </li> <li data-bbox="181 1501 1430 1921"> <p>• <b>Educators have begun to collaborate regularly to learn about effective instruction and students' progress.</b> Teachers reported collaborating at least two times per week to set goals and make data-informed instructional decisions. More specifically, teachers and leaders reported administration leads weekly Teacher Based Team (TBT) meetings for at least 40 minutes after school. In further detail, school leaders explained (and review of agendas confirmed) that meetings are guided by an agenda and include topics such as lesson plans, assessments, short cycle data, attendance, discipline issues, and interdisciplinary plans and projects. Also included in the agendas were specific instructional goals. Teachers reported (and leaders confirmed) that these goals are centered around the meeting outcomes and agreed upon by participants. For example, leaders and teachers reported one of the recent sessions resulted in the development of instructional rounds. In addition to the TBT meetings, teachers also conduct weekly Professional Learning Communities (PLC) for 55 minutes. Teachers</p> </li> </ul> |                |

described (and a review of meeting minutes and agendas confirmed) that these teacher-led meetings include a wide array of student-based topics such as projects, student data, and social-emotional concerns. Teachers reported that each meeting is also governed by an agenda and the meeting minutes are shared with the school leaders. In other collaborative efforts, leaders reported (and teachers confirmed) that leaders recently formed a data team. Teachers further explained the data team (which has met one time only) includes teachers and leaders. The data team reviews school-wide NWEA data, identify areas of weakness, and collaborate on specific instructional strategies, with the result of sharing effective strategies with all teachers during a PD session. Overall, leaders and teachers agreed that the school's collaborative meetings support instruction and provide teachers with opportunities to receive feedback and improve daily instruction.

|   |                 |
|---|-----------------|
| 7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?  | <b>Level: 2</b> |
| <ul style="list-style-type: none"> <li>• <b>Educators' mindsets and beliefs reflect shared commitments to students' learning.</b> During focus groups, both teachers and students reported that all teachers ensure students receive the necessary supports to experience success. To explain further, teachers and leaders provided multiple examples in which teachers made use of personal time to help students with assignments, college entrance requirements, and social-emotional concerns. Additionally, all teachers indicated (and students confirmed) that teachers often work across grade levels and content areas to provide students with the best instruction. More specifically, teachers explained providing additional <del>re-teach</del> instructional support to students of other colleagues, to make certain students receive content-based instruction in multiple formats. When asked how this benefits learning, students further stated they may not always understand the delivery method of one teacher but may gain a better understanding of the content from another teacher. Equally important, leaders and teachers stated that the school's focus is always on what is best for students. Teachers indicated (and leaders confirmed) that when decisions are being made for the school, all staff members hold one another accountable for student learning by always asking the question, "Is this what is best for our students?" Moreover, neither teachers nor leaders cited students' personal or home issues as barriers to academic achievement, conveying a belief students' learning is a collective responsibility. To that end, all stakeholders reported teachers consistently work hard to help students meet academic goals and experience overall growth and share the load in ensuring that students experience success.</li> <li>• <b>The school partially reflects a safe, trustworthy and growth-oriented professional climate.</b> Stakeholders indicated the overall culture of the school is improving. Teachers described the culture between teachers as collegial, family-like, helpful, and positive. More specifically, teachers reported helping one another with lesson planning, creating differentiated lessons for special education students, and being thought-partners when planning PBL projects. Some teachers also reported that teachers work so well together, they rarely have concerns when they are absent, and a colleague has to cover their course. When asked to describe this example in further detail, teachers explained (and leaders confirmed) that they trust one another and their professional judgment and know their students will be cared for in their absence. When asked to describe the culture and level of trust between staff and administration, leaders described it as improving. Leaders shared that this is their first year at the school, explaining that they are still in the process of forming staff relationships. Similarly, teachers described the relationship as developing. Teachers further explained, the recent PDI session in January provided some opportunities for staff and school leaders to get to know one another and begin building collegial relationships. Nonetheless, most teachers described the school's leaders as being open, honest, and willing to work together on school improvement. In more detail, a</li> </ul> |                 |

group of teachers explained a recent situation during which a directive was provided by the administration; teachers described the previously used method and administration agreed to keep the practice the same instead of changing to the new process. Although teachers and leaders both utilized descriptors, such as getting better, developing, and improving to describe the relationship, all agreed it is on a positive trajectory and believe the level of trust is increasing.

#### 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: 2 |
| <ul style="list-style-type: none"> <li>• <b>The principal has begun to communicate a clear vision and priorities for the school.</b> Leaders and teachers stated (and students confirmed) that the school's vision encompasses the following: PBL, critical thinking, technology, and college-and-career-readiness. Teachers also noted that the school's leaders had identified specific areas of improvement as well as the resources, needed to implement the school's vision fully. For example, school leaders and teachers described (and review of recent PD notes confirmed) a current PD session in which leaders and teachers identified critical components of the school's model. Leaders and teachers further reported this exercise helped them identify specific instructional practices that need to be present in every lesson to support the school's PBL component. In addition to an established vision, they indicated that the school leader and the Academic Achievement Team (AAT) worked together to develop a clear set of priorities for the school. All stakeholders listed the priorities for the school such as increasing the attendance rate, increasing OST scores in math and reading, and preparing the seniors for graduation. Additionally, school leaders were able to name specific steps taken to support their priorities (i.e., making attendance phone calls and posting attendance rates in the hall, targeting particular students for math and reading interventions, notifying seniors of graduation requirements and offering credit recovery options to help them meet those requirements). In focus groups, teachers, when asked, were also able to name some of these steps. Although the principal has begun to establish a clear vision with aligned priorities, when asked how they are being measured, leaders and teachers reported they had not determined a formal monitoring protocol to measure the school's progress toward the priorities.</li> <li>• <b>School leaders have begun to ensure that teachers deliver high-quality instruction.</b> Teachers reported (and leaders agreed) that the school's leaders regularly observe instruction through a formal process. Teachers further explained that each teacher had received a formal observation using the Teacher Development and Evaluation System (TDES) per the district guidelines. Teachers stated this process was completed with fidelity and provided teachers with some feedback on instruction. While leaders confirmed they had conducted observations in the TDES model and guidelines, they have also used the trends to implement changes to instructional practices and to inform their recent Professional Development Institute (PDI) sessions. In further detail, leaders stated the observations revealed there were components of quality instruction absent during observed lessons, such as effective transitions, questioning, and daily assessments. To that end, leaders reported (and teachers confirmed) that they began requiring teachers to turn in unit plans and to post daily lesson plans. Teachers and leaders also reported (and review of the lesson plan template confirmed) that teachers are also required to include a reflection at the conclusion of each lesson plan. When asked how this will help improve instruction, leaders and teachers stated this would prompt teachers to reflect on their delivery of instruction to enhance future lessons. In addition to requiring lesson plans, leaders also used the data from formal observations to inform future PD sessions and create a process to</li> </ul> |          |

provide regular coaching and feedback to teachers. In addition to the official observation model, leaders and teachers stated that the school's leaders (along with some teachers) are in the process of creating an informal, walkthrough observation model to provide teachers with more specific, immediate feedback.

|   |                 |
|---|-----------------|
| 9. Do school leaders effectively orchestrate the school's operations? | <b>Level: 2</b> |
|---|-----------------|

- School leaders are beginning to ensure effective, communication and inclusive, transparent decision making across the organization.** Teachers stated that the school leaders' communication methods are improving. Referring to the start of the school year, most teachers described leader-to-staff communication as less frequent and lacking transparency. Teachers stated communication is now provided in multiple forms and is consistent, including daily and weekly updates. To further explain, teachers reported (and review of a daily memorandum confirmed) that an email is provided to teachers every morning around 7:30 a.m. and includes important information, such as schedule changes, daily events, and student information e.g., field trip rosters). In addition to the daily memorandum, leaders and teachers referenced a monthly communication method known as the *Eagle Times*. A review of the *Eagle Times* shows a variety of information including instructional strategies, upcoming PD dates, and topics, student management system (PowerSchool) updates, as well as teacher and student recognition. In like manner to communication methods, teachers also described the decision-making process as improving. Leaders agreed with teachers and further explained (and teachers confirmed) that the school now has a leadership team that includes grade level and department representatives, as well as administrators. Leaders and teachers reported that members of the team work together to make decisions on school policies, develop the school's AAP, and serve as liaisons for their respective departments. In addition to the leadership team, most teachers reported being a part of one of the school's committees: recruitment, attendance, and technology, among others. Overall, when asked how these committees are involved in making decisions, teachers could not identify a transparent process, but stated that the establishment of the committees is a beginning step to being able to provide input on important school decisions.
- The principal allocates resources and manages school operations to ensure a safe and productive learning environment.** Although the school's leaders are new to the school, all stakeholders reported leaders instituted procedures and practices to support staff and students and establish an environment conducive to learning. Leaders reported (and teachers confirmed) that they recently assessed and redistributed the school's resources to address some immediate areas of need. For example, leaders stated (upon their arrival) they observed the school has a wealth of technology; however, not all technology was being used in a meaningful way. To address this concern, leaders explained (and teachers agreed) that school leaders repurposed staffing resources to hire a full-time staff member as technical support. Teachers further explained that support personnel have helped to improve their use of technology during instruction and helped to minimize performance issues. In addition to adding technology support, leaders also re-allocated resources to provide additional security in the school to provide a better learning environment for students. Coupled with managing fiscal resources, teachers stated that leaders also make use of the school's in-house resources, such as Murtis Taylor and the Planning Center, to provide students with additional social-emotional supports. More specifically, students, leaders, and teachers reported Murtis Taylor is a community agency (housed in the school) that helps students connect students with outside resources (i.e., outside counseling for more severe emotional supports, social workers, and healthcare). Additionally, all stakeholders listed the Planning Center as a good use of resources. Leaders stated the Planning

Center is the school's alternative approach to In-School Suspension (ISS). All stakeholders reported that the staff in the Planning Center engages students in restorative conversations, equips them with problem-solving skills, and mediates conversations between students and teachers. Overall, leaders and teachers indicated they believe the schools' resources are appropriately allocated to maintain a productive learning environment.

### Prioritization Process

The site visit team met with the John F. Kennedy PACT School's SQR 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 high expectations and shared commitments to students' learning. The site visit team also noted the following areas for growth: providing feedback during the lesson and requiring students to develop higher-order thinking skills.

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: Timely, frequent, specific feedback is regularly provided throughout the learning process. Using this priority area, the school team developed a Theory of Action, a goal aligned to SSD or AAP, a success measure, and an action plan.

**Theory of Action:** If we consistently provide students with timely, frequent, specific feedback throughout the learning process, then students' ability to use the Depth of Knowledge (DOK) levels will increase, leading to (increased student mastery in shared language) growth in the areas of math and reading.

**Goal:** Timely, frequent, specific feedback is regularly provided throughout the learning process.

**AAP priority (or SSD problem of practice) to which the goal aligns:**

**Priority 1-** Value Added Reading **Strategy:** Teachers and staff will model Marzano strategies across the building to increase reading fluency.

**Success Measure:** By June 1, 2018, 70% of classrooms will show consistent use of DOK levels three and four in both teacher planning and student language.

| 3-6 Month Action Plan for Achieving Goal   | Target Dates | Champions                            |
|--|--------------|--------------------------------------|
| <b>Planning:</b>   |              |                                      |
| Procure resources and models of feedback:<br>-planning Sheet<br>-examples of DOK,<br>-models (Videos)<br>-identify what feedback looks like, feels like, and looks like. | 2/15/2018    | Assistant Principal (AP) & Principal |
| Revise Literacy Plan (Word of the Week, Question of the Day)   | 2/26/2018    | Teacher Leaders                      |
| Plan PD series (launch the PD and describe the significance of this series, modeling and resources, identify the expectations of the exemplar with strategies)           | 3/1/2018     | AP & Principal                       |
| Plan out how to engage staff in using strategies<br>-Generate list of 10 Strategies or Goals for teachers to review  | 3/1/2018     | Teacher Leaders                      |

|   |           |                 |
|---|-----------|-----------------|
| <b>Implementation:</b>  |           |                 |
| Promote feedback initiative by displaying the specific common language and question stems and words<br>(Include stems in short cycle assessments [SACs] as well)  | 2/15/2018 | Teacher Leaders |
| Implement PD where staff develop common list of engagement (feedback) strategies for their department or grade  | 2/15/2018 | SQR Team        |
| Practice and model engagement/feedback strategies during PD series (be sure to include DOK stems in PD, and differentiated to target teacher needs)<br>Types of PD configurations:<br>1. Peers (including small groups and using critical friends group protocols)<br>2. Leadership Team model/facilitate | 3/1/2018  | AP & Principal  |
| <b>Measuring:</b>   |           |                 |
| Review Lesson Plans<br>-Look for include three or four formative assessments in lesson plans  | 3/1/2018  | SQR Team        |
| Conduct Instructional Rounds<br>- Look for desired student and teacher behaviors in exit slips, Turn and Talk, and bell ringers   | 4/1/2018  | SQR Team        |
| Engage in Data Review of SCA<br>-Look for student achievement gains in language use and mastery   | 4/2018    | SQR Team        |

**Appendix A: Site Visit Team Members**

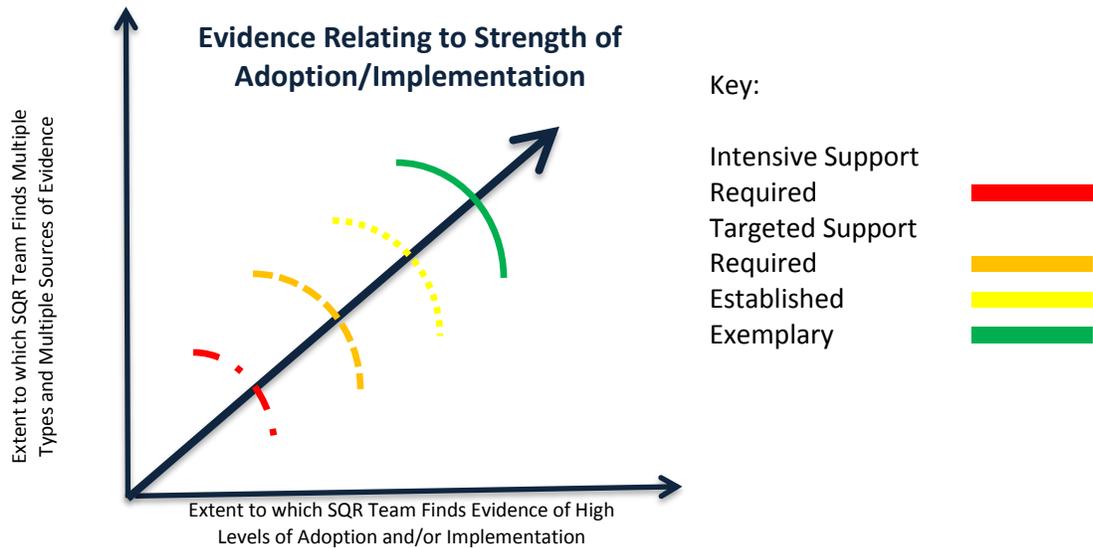
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The CMSD, School Quality Review to JFK-PACT was conducted on January 23-26, 2018 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

|                                     |                  |
|-------------------------------------|------------------|
| <b>Kara Dunn</b> , Team Leader      | SchoolWorks, LLC |
| <b>Jay Adams</b> , Team Writer      | SchoolWorks, LLC |
| <b>Meagan Coggins</b> , Team Member | CMSD             |
| <b>Erica Adams</b> , 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<sup>2</sup> and multiple sources<sup>3</sup> 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      | <b>Intensive Support Required</b> | 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      | <b>Targeted Support Required</b>  | 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      | <b>Established</b>                | 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      | <b>Exemplary</b>                  | 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.  |

<sup>2</sup> “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.

<sup>3</sup> “Multiple sources of evidence” is defined as evidence collected from three or more stakeholders 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 fourteen 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            | <b>1a. Common Core Literacy Alignment (for all classes other than math)</b><br>Alignment to content standards<br>Alignment to instructional shifts<br>N = 10                                      | 20%                        | 50%                 | 10%       | 20% |
|                                  | <b>1b. Common Core Math Alignment (for math classes only)</b><br>Alignment to content standards<br>Alignment to instructional shifts<br>Alignment to standards for mathematical practice<br>N = 4 | 0%                         | 25%                 | 0%        | 75% |
| Classroom Climate                | <b>2. Behavioral Expectations</b><br>Clear expectations<br>Consistent rewards and/or consequences<br>Anticipation and redirection of misbehavior  | 7%                         | 0%                  | 57%       | 36% |
|                                  | <b>3. Structured Learning Environment</b><br>Teacher preparation<br>Learning time maximized   | 7%                         | 43%                 | 7%        | 43% |
|                                  | <b>4. Supportive Learning Environment</b><br>Caring relationships<br>Teacher responsiveness to students' needs  | 0%                         | 7%                  | 14%       | 79% |
| Purposeful Teaching              | <b>5. Focused Instruction</b><br>Learning objectives<br>High expectations<br>Effective communication of academic content  | 7%                         | 57%                 | 29%       | 7%  |
|                                  | <b>6. Instructional Strategies</b><br>Multi-sensory modalities and materials<br>Instructional format<br>Student choice  | 14%                        | 29%                 | 43%       | 14% |
|                                  | <b>7. Participation and Engagement</b><br>Active student participation<br>Perseverance  | 0%                         | 43%                 | 43%       | 14% |
|                                  | <b>8. Higher-order Thinking</b><br>Challenging tasks<br>Application to new problems and situations<br>Student questions and metacognition   | 14%                        | 50%                 | 29%       | 7%  |
| In-Class Assessment & Adjustment | <b>9. Assessment Strategies</b><br>Use of formative assessments<br>Alignment to academic content  | 21%                        | 50%                 | 21%       | 7%  |
|                                  | <b>10. Feedback</b><br>Feedback to students<br>Student use of feedback  | 29%                        | 36%                 | 29%       | 7%  |