SchoolWorks
School Quality Review
Report

John Marshall School of Civic and Business Leadership
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SchoolWorks

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CLEVELAND
METROPOLITAN
SCHOOL DISTRICT

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About the SchoolWorks School Quality Review Process

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

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

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

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

Domains and Key Questions

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

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

Domain 1: Instruction

The instructional domain centers on the specific interactions between teachers and students around content. Research suggests that high-quality instructional interactions require: supportive classroom environments; involve purposeful teaching that is intentional, engaging, and challenging; and ensure student feedback in response to ongoing assessments.

1. Do classroom interactions and organization ensure a classroom climate conducive to learning?	Level 1: Intensive Support Required

Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective[1]
1	2	3	4
36%	36%	27%	0%

- **Behavioral expectations are clear and understood by few students.** In 27% of visited classrooms, site visit team members observed the partially effective implementation of behavioral expectations (n=11). In these classrooms, most students behaved throughout the lesson, but others did not. For instance, in one such classroom, most students were seen complying with behavioral expectations, but a few students exhibited minor off-task behaviors and teacher attempts at redirection were not always successful. The partially ineffective implementation of behavioral expectations was evident in 36% of observed classrooms. In these classrooms, some students behaved throughout the lesson, but most did not. For instance, in one such classroom, the site visit team noted that students talked out-of-turn and did not listen to, or follow, directions. Further, teachers in these classrooms were observed repeatedly employing the same redirection technique (e.g., saying "shhh," using proximity) without success. In 36% of observed classrooms, the ineffective implementation of behavioral expectations was evident. In these classrooms, the learning environment was consistently chaotic and impeded the learning of most students. In one such classroom, for example, site visit team members heard students repeatedly using profanity, talking about inappropriate subjects, and viewing video clips unrelated to learning with the audio enabled on their phones. The site visit team noted that the teacher consistently did not notice and/or ignored most of these behaviors.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
45%	55%	0%	0%

- **The learning environment is not structured, and learning time is not maximized through effective planning and guidance.** Site visit team members observed the partially ineffective implementation of a structured learning environment in 55% of visited classrooms. In these classrooms, teachers were prepared to teach; site visit team members noted that teachers had technology queued and handouts ready to distribute. Yet, due to pacing problems, learning time was not maximized in these classrooms. For example, teachers allotted excessive time for simple learning tasks. More specifically,

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

in some classrooms, the site visit team noted that students were already working on bellwork assignments prior to the start of observations and were still engaged in bellwork at the conclusion of observations. In addition, some teachers in these classrooms started and/or ended class up to five minutes late and/or early. In 45% of visited classrooms, the ineffective implementation of a structured learning was evident. In these classrooms, a significant amount of class time was wasted. For example, in one such classroom, the teacher allotted the entire class period for students to answer approximately 10 questions that mostly required students to use recall and comprehension thinking skills. In another classroom, the teacher gave students five minutes to independently record the answer to a simple yes-or-no question. Additionally, in these classrooms, students who finished ahead of their peers sat idle with nothing to do.

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
55%	36%	9%	0%

- **Teachers do not provide students with clear learning goals and focused, purposeful instruction.** Site visit team members observed the partially ineffective provision of clear learning goals and focused instruction in 36% of visited classrooms. In these classrooms, teachers, at times, communicated academic content effectively; at other times, the presentation of content was unclear and hard to follow. In addition, while teachers in these classrooms posted and/or articulated learning goals, they did not hold high expectations for students around achieving identified goals. For instance, in one such classroom, the teacher was heard verbally reviewing the learning goal with students; however, the teacher accepted one-word answers and did not require all students to participate in the learning needed to achieve the stated goal. In 55% of classrooms, site visit team members observed the ineffective provision of learning goals and focused instruction. In some of these classrooms, posted goals described tasks rather than outcomes. However, in many of these classrooms, goals and/or instruction were not evident. For instance, in one classroom, a learning goal was not posted or stated, and the teacher did not deliver any focused instruction during the observation. More specifically, students were tasked with completing a assignment; however, the teacher did not provide any academic guidance around the assignment.

Instructional Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
64%	36%	0%	0%

- **A variety of instructional strategies and materials are not implemented to support students' diverse needs.** The partially ineffective use of instructional strategies was evident in 36% of visited classrooms. In these classrooms, most of the lesson was delivered through a single modality, and most instruction was teacher-led. For instance, in one such classroom, the teacher presented content at the board through the use of a PowerPoint presentation for the entirety of the observation. While the

teacher asked students to answer a few questions during the delivery of content, the teacher did not hold all students accountable for supplying answers, and did not provide additional opportunities for student participation (e.g., partner work, turn-and-talk). In 64% of visited classrooms, site visit team members observed the ineffective use of instructional strategies. In these classrooms, teachers utilized one instructional format throughout the entirety of the observation (e.g., lecture, textbook-based work). Additionally, in these classrooms, instruction was heavily focused on listening and copying. For example, in one such classroom, the teacher reviewed a bellwork assignment at the board while students checked their work against the teacher's answers for the majority of the observation. While the teacher eventually called two students to the board to present answers, the rest of the class was not provided with this opportunity, and continued to listen and copy as their peers wrote on the board.

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
55%	45%	0%	0%

- **In-class assessment strategies do not reveal students' thinking about learning goals.** Site visit team members observed the partially ineffective use of in-class assessment strategies to reveal students' thinking about learning in 45% of classrooms. In some classrooms, site visit team members observed that teachers utilized assessment strategies, but noted that only some students' understanding was evaluated. For instance, in one such classroom, the teacher employed a thumb-tool assessment to check for understanding; however, the teacher did not hold all students accountable for participating, and less than half the class indicated their level of understanding. Additionally, in other classrooms, teachers employed assessment strategies that provided the teacher with only a partial sense of student understanding. For example, in one such classroom, the teacher called for only choral answers to comprehension questions, preventing the teacher from precisely gauging which and/or how many students understood. In another such classroom, the teacher solicited answers from the same few students who volunteered to answer by raising their hands. The use of assessment strategies was ineffective in 55% of classrooms visited. In many of these classrooms, assessment was not evident. Specifically, site visit team members noted that teachers did not employ any strategies to measure students' understanding, such as cold-calling, circulation, exit tickets, or thumb tools. In addition, in some of these classrooms, teachers employed assessments that gauged completion or understanding of procedures, rather than comprehension of content. For instance, one teacher circulated to all students to check students' work for completion, rather than correctness.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
73%	27%	0%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** Teachers employed strategies that were partially ineffective in providing students with feedback in 51% of observed classrooms. In these classrooms, site visit team members noted that only a few students received and used high-quality feedback. For instance, in one such classroom, the teacher guided two students to improvement through clarifying statements, and three students received instructive feedback from a peer. However, site visit team members noted that most of the class did not receive such feedback. Additionally, feedback was ineffectively supplied to students in 73% of the classrooms visited. In most of these classrooms, feedback was not evident. Further, in some classrooms, students provided incorrect answers, but teachers ignored students' misunderstanding and moved on to the next question. In other classrooms, feedback was general and/or revolved solely around directions, rather than academic content. For instance, teachers told students, "Good job," as well as explained where in the textbook they should be working and about what topic they should be writing.

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 lacks a common and well-defined process for identifying struggling and at-risk students and does not systematically monitor student progress.** School leaders and teachers consistently reported that grade-level teams are tasked with identifying struggling and at-risk students. Teachers indicated that each grade-level team essentially serves an independent Student Support Team or Child Find Team, explaining that teams have the autonomy to facilitate identification meetings as they see fit. School leaders and some teachers explained that teams convene and analyze various data points such as class grades, as well as attendance and behavioral records that are housed in Engrade – a data management program – to identify students who are struggling. However, other teachers stated that their grade-level teams utilize Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) and STEP assessment scores to identify students in need of support. When asked, these teachers did not reference using the data stored in Engrade to identify students. In addition, teachers reported that upon identifying students, they create intervention plans that are implemented across grade-level classrooms. However, when asked how teams select interventions, teachers indicated that they leverage the Internet, personal contacts with knowledge of interventions, and their colleagues' expertise. Teachers did not reference a common resource that they utilize when prescribing research-based interventions. Further, school leaders and teachers stated that teams utilize document-sharing platforms such as Google Docs and OneNote to monitor intervention plans through a common, shared grade-level document. However, most teachers described this document as a behavioral and parent contact log, rather than a tool for monitoring the application and outcomes of prescribed interventions. Further, when asked how grade levels are held accountable for identifying students, prescribing interventions, and monitoring progress, school leaders indicated that they attend some meetings, but stated that they trust that their teachers are professionals until proven otherwise.

- **While the school has many support structures, many are not currently implemented to sufficiently support struggling and at-risk students.** School leaders reported that they use the results of standardized assessments to identify students most in need of literacy support. School leaders stated that they place these students in a daily reading intervention class that is regrouped at the conclusion of each semester, but indicated that this class is currently limited to one section total. In addition, school leaders reported that all ninth-grade students receive two periods of math instruction and take a journalism class as a supplement to their English language arts class to ensure that they receive ample math and literacy instruction. School leaders and teachers also stated that the school utilizes a co-teaching model in general education classrooms that are inclusive of students with special needs.

School leaders explained that these classrooms are staffed with a general education teacher and an intervention specialist. School leaders and teachers also indicated that while intervention specialists are assigned to support specific students with disabilities, they also provide support to all students, including those who are identified as struggling and at risk. However, when asked, students indicated (and the site visit team observed) that co-teachers largely provide support to the teachers who are leading instruction, explaining that co-teachers often manage learning materials and answer questions when asked by individual students. Further, the site visit team observed many co-teachers listening to the instruction being presented and/or managing classroom behavior. The site visit team rarely observed co-teachers supporting students through differentiated instruction and did not observe any instances of small group instruction. Additionally, teachers and students reported that many teachers offer after-school tutoring; however, both stakeholders groups indicated that tutoring is not mandatory, explaining that students self-refer when they need support. Finally, teachers reported that the school shares teachers who support English language learner (ELL) students with the two other high schools co-located in the building. Teachers indicated that they collaborate and communicate frequently with ELL staff, stating they text, email, as well as meet during planning periods.

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

- **The school does not demonstrate high expectations for academic learning.** Students consistently reported that the school holds semester assemblies to celebrate their academic achievements, stating that students who earn placement on honor and merit roll, as well as those who are identified as most academically improved, are recognized. However, when asked, teachers presented inconsistent responses regarding school-wide celebrations for academic achievement. More specifically, some teachers reported that semester assemblies occur; some teachers indicated that assemblies are held at the conclusion of the school year; others stated that the school no longer holds assemblies. Additionally, teachers consistently reported that they hold high academic expectations for their students. When asked for examples, some teachers stated that they tell their students they can achieve higher than average test scores on standardized assessments, and encourage them to leverage their grit to succeed academically. Yet, when asked, other teachers conveyed the high expectations they hold for themselves, including attending external professional development and reporting for work on time. These teachers explained that they believe that students will observe and, as a result, mirror such behaviors. Students indicated that their teachers hold high academic expectations, explaining that teachers routinely encourage and support their collegiate pursuits. However, when asked, most students indicated that they do not feel challenged in the majority of their classes. Also, when asked, students expressed the desire to have the opportunity to independently engage in more interactive, rigorous learning tasks. The site visit team observed that most learning tasks lacked rigor across classrooms (e.g., low-level activities, closed-ended questions). The site visit team also noted that some students were allowed to opt out of learning, as evidenced by some teachers not attempting to re-engage students who were sleeping, using their phones for personal use, and/or engaging in personal conversations during active learning time.

- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** School leaders, teachers, parents, and students reported that the school provides ample opportunities for students to engage in positive social group activities, including participation on

sports teams (e.g., football, volleyball, baseball) and membership in clubs (e.g., Student Council, book, interview). All four stakeholder groups also stated that the school operates a student-run café under the oversight of staff. Additionally, school leaders and teachers reported that students are required to complete community service hours to graduate. Both stakeholder groups explained that teachers organize and execute community projects to provide opportunities for students to meet service graduation requirements. Teachers reported that past projects have included stocking pantries and food banks, performing landscaping tasks for the elderly, and feeding the homeless at shelters. Further, school leaders and teachers stated that students often initiate the organization of events in response to significant world events. For instance, both stakeholder groups explained (and the site visit team observed) that a student proposed, planned, and executed a rally to raise awareness about, and collect donations for, the hurricane victims in Puerto Rico. Students also consistently indicated that they have at least one adult in the school that they feel comfortable approaching with problems and concerns. Students further reported that they feel like their teachers care about them. Teachers confirmed that all students have a "safe adult" to whom they can go when they need support.

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 2: Targeted Support Required**

- **Professional development is not active, intensive, and sustained.** School leaders and teachers consistently reported (and review of professional development [PD] agendas confirmed) that the school held three full days of PD prior to the start of school. In addition, school leaders stated that teachers engage in PD twice a week in 50-minute sessions throughout the school year. However, when asked, teachers provided inconsistent responses regarding the frequency in which PD occurs. More specifically, some teachers reported that they attend meetings every week but indicated that only approximately half of these meetings are dedicated to PD. Other teachers stated that they have not participated in school-based PD since the summer. Further, review of the school's PD calendar indicated that these bi-weekly 50-minute sessions are also used for grade-level, staff, content-team, and committee meetings. The calendar showed a total of only six sessions dedicated to PD over a three-month period (i.e., September through November). School leaders also reported that they select PD topics based on teacher needs identified through the results of the Teacher Development and Evaluation System (TDES) evaluations. School leaders explained that, through analysis of TDES results, they plan to target higher-order thinking during upcoming PD sessions. However, review of the school's PD calendar indicated otherwise; sessions around rigor were not included on the calendar. Additionally, when asked, teachers reported that they do not often receive follow-up sessions and on-going support around implementing structures and strategies presented during PD. For example, teachers stated that they received training around co-teaching during summer PD but have not yet revisited co-teaching this year. Review of summer PD agendas indicated that co-teaching was covered during a 1.5-hour session.

- **Educators collaborate regularly to plan for instruction and discuss student progress.** School leaders and teachers reported that teachers convene in monthly content-team meetings, as well as in grade-level teams, throughout each school week. School leaders stated that many content-team and grade-level team meetings occur during time designated by the Cleveland Teachers Union (CTU) as belonging to teachers, explaining that, in those cases, school leaders cannot dictate how teachers use meeting times. However, teachers reported that they discuss vertical alignment during content-team meetings. Teachers further indicated that, when appropriate to do so per CTU guidelines, school leaders provide grade-level team topics of discussion and/or meeting guidance the day of each meeting. School leaders and teachers explained that grade-level teams often engage in peer review, plan lessons, and discuss the vertical alignment of content, as well as discuss student progress, particularly around those who are identified as struggling. However, while review of the school's PD calendar showed grade-level meeting topics around student progress (e.g., review intervention plans

and nest steps, review grades and create intervention plans for new students), topics related to instruction were not reflected on the calendar.

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

- **Most educators' mindsets and beliefs reflect shared commitments to students' learning.** Most teachers clearly explained how they demonstrate shared commitments to students' learning. For example, teachers stated that they frequently discuss common students in grade-level and content-team meetings, explaining that they identify struggling students and confer about support strategies to employ. Teachers also stated that when students are underachieving in their class and succeeding in another class, they will ask the other teacher if the student can be released from his/her class for a period so that the student can receive a "double dose" of instruction in the class of need. Teachers also described the school's Champion program, explaining that school leaders compiled a list of the students deemed to be most at risk of dropping out of school and/or struggling emotionally, behaviorally, and/or academically. Teachers stated that school leaders facilitated a meeting during which teachers self-selected students whom they will champion for a year. Teachers reported that during this meeting, school leaders clearly presented champion expectations, including making introductory phone calls to parents within one week, as well as routinely checking students' Engrade data around grades, attendance, and behavior, and meeting with students frequently. However, when asked about shared commitments, some teachers described shared commitments among staff rather than to students. These teachers indicated that they often support each other by sharing best practices and communicating about improving their practice. School leaders further stated that when they hear a teacher referencing students' personal or home situations as reasons for academic or behavioral struggles, they immediately address this mindset with the teacher and refer them to their grade-level team for support, using the Problem of Practice protocol.

- **The school partially reflects a safe, trustworthy, and growth-oriented professional climate.** School leaders characterized the climate among staff and between staff and school leaders as familial, supportive, and trusting. Yet, when asked, teachers presented varying degrees of safety and trust among staff. More specifically, some teachers characterized the culture among staff as supportive and trusting. Other teachers, however, indicated that while some share positive relationships, a divide exists. Further, while many teachers echoed school leaders' assessment of the climate between staff and school leaders, some teachers described the climate differently. These teachers stated that some teachers do not feel safe to verbalize their thoughts to school leaders. These teachers also indicated that some staff feel divided in their relationships with school leaders, expressing the desire for staff to bridge this divide among themselves, as well as with school leaders. However, school leaders and teachers consistently reported that most teachers feel comfortable receiving feedback from their peers and school leaders. Teachers also indicated that some teachers are willing to take professional risks, such as implementing new teaching strategies in their classrooms. Finally, school leaders and teachers consistently reported that school leaders encourage teachers to seek external professional development opportunities.

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 for the school.** School leaders reported (and review of the school's website and PD artifacts verified) that the crux of the school's vision is ensuring that students realize their mission, passion, and purpose through real-world experiences. School leaders further indicated that they are working to mold the next generation of leaders. Yet, when asked, only some teachers could articulate the school's vision. Other teachers indicated that they inferred pieces of the vision from prominent features of the school, such as the emphasis on community service and business. Still, other teachers indicated that the school's vision has not yet been clearly presented to them. School leaders and teachers further reported that upon the school's opening three years ago, the founding school leaders and teachers collaboratively authored the school's vision statement. Teachers explained that those who did not participate in the writing of the vision are less familiar with it. Further, school leaders reported that the school-wide academic goals are to achieve 15% proficiency in math and 38% in English language arts on the Ohio State Test (OST). However, teachers referenced an array of goals. Some teachers accurately articulated the OST goals stated by school leaders, while other teachers reported improvement on tests only. Still other teachers articulated goals around the state report card, conditions for learning results, graduation rates, and growth on NWEA MAP and STAR assessments.

- **School leaders do not ensure that teachers deliver high-quality instruction.** School leaders reported that they observe teachers frequently, stating that they are in the majority of classes on a daily basis. Teachers confirmed that school leaders frequently visit their classrooms. All teachers reported that they have been informally observed by school leaders at least twice this school year. Further, school leaders stated (and teachers confirmed) that school leaders regularly supply informal instructional feedback to teachers, explaining that such feedback is delivered verbally, through annotated artifacts (e.g., a picture captioned with comments) and/or through written communications. However, when asked, school leaders and teachers could not describe examples of instructional feedback they have given or received. More specifically, school leaders and teachers supplied examples of procedural and behavioral feedback, such as implementing routines for commencing class, ensuring essential questions are visible, and re-engaging students who are off-task. Further, when asked, some teachers indicated that they do not always find the feedback they receive helpful in improving their practice.

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 leaders and teachers consistently reported (and review of weekly bulletins confirmed) that school leaders communicate with staff through email, text communications, and a weekly bulletin delivered via email. Despite this, school leaders identified communication as an area in need of improvement. When asked, teachers described varying degrees of the effectiveness of communication. More specifically, some teachers stated that communication is effective and indicated that they feel well-informed. While other teachers reported that communication is generally effective, they expressed the desire to be more informed about the consequences assigned after students receive referrals. Still, other teachers stated that communication is ineffective, explaining that while communication occurs, it often lacks critical details. For instance, teachers explained that while they were informed about an upcoming field trip, they were not given important details such as the beginning and ending time, as well as the identity of students and staff members who would be participating. Further, school leaders and teachers reported that all teachers serve on at least one school committee, such as the senior team and attendance and sunshine committees. Teachers stated that committees have varying degrees of autonomy around decision making, explaining that some committees have the authority to make decisions independent of school leaders, while others make recommendations about decisions to school leaders. Additionally, when asked, some teachers indicated that they believe that their input about decisions is valued and heard by school leaders, while other teachers stated that they feel like their voice is not heard and, at times, dismissed by school leaders. Further, some teachers clarified that the level of transparency and inclusivity around decision making is topic-dependent, explaining, for instance, that decisions about discipline are not transparent or inclusive, while decisions about how to utilize team time are.

- **The principal is beginning to engage parents in the educational process and has created an environment in which community resources support learning.** School leaders, teachers, students, and parents reported that teachers regularly communicate through multiple mediums (e.g., robocalls, phone calls, text communications, Engrade) with parents about their child(ren)'s academic and behavioral progress, as well as upcoming school events that support students' learning. In addition, all stakeholder groups stated (and review of the Parent Advisory Committee Action Plan verified) that, as of this year, the school holds monthly parent meetings that focus on topics related to learning. For example, stakeholders reported (and the site visit team observed) that one such meeting supported parents and students in understanding and applying for college financial aid. Review of Parent Advisory Committee Action Plan further indicated that future meetings will be centered on supporting college readiness, learning about the school's progress in meeting academic goals, and discussing social-emotional learning strategies. Further, school leaders, teachers, and support staff indicated that the school employs a business coordinator. Support staff stated that the coordinator is responsible for community and career programming. They explained that the coordinator has established numerous community partnerships (e.g., Youth Opportunities Unlimited, Belair, Slavic Village Development Corporation) that are leveraged to secure business visitors to the school. Staff indicated that professionals from diverse career fields engage with students during career circles, as well as in classrooms as guest speakers. They indicated that the school seeks to expose students to as many professional fields as possible through its community and career programming.

The site visit team met with the John Marshall School of Civic and Business Leadership 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 opportunities for students to form positive relationships, shared commitments to students' learning, safe professional climate, and parent and community engagement. The site visit team also noted the following areas for growth: instruction, educators' learning supports, and instructional leadership.

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: learning goals and focused instruction. 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 the leadership team provides teachers with strategies and clear expectations, then teachers will set higher expectations through clearly-defined objectives that are connected to instruction, which will lead to the achievement of below success measure.

Goal: Teachers will provide students with clear learning goals and focused, purposeful instruction.

AAP priority to which the goal aligns: Priority 1: Reading Proficiency

Success Measure: When asked, 85% of students will be able to identify learning goals and explain how they connect to what they are learning.

3-6 Month Action Plan for Achieving Goal	Target Dates	Champions
Hold professional development series on backwards planning and differentiation	11/7 – 12/22	Administration
Plan for the selection and assignment of peer coaches	10/6 – 12/22	Building Leadership Team (BLT)
Analyze data in grade-level teams	10/9	Principal
Establish common expectations for grade-level meetings	10/9	Assistant Principal
Interview, select, and establish peer coaches	TBD	BLT
Provide handbook outlining expectations and strategies to teachers	12/22	Teacher
Engage in data discussions and use graphic organizer for template goals	TBD	TBD
Administer staff surveys to collect feedback	12/22	Administration
Conduct informal observations to collect data around the provision of learning goals during instruction	12/22	Administration

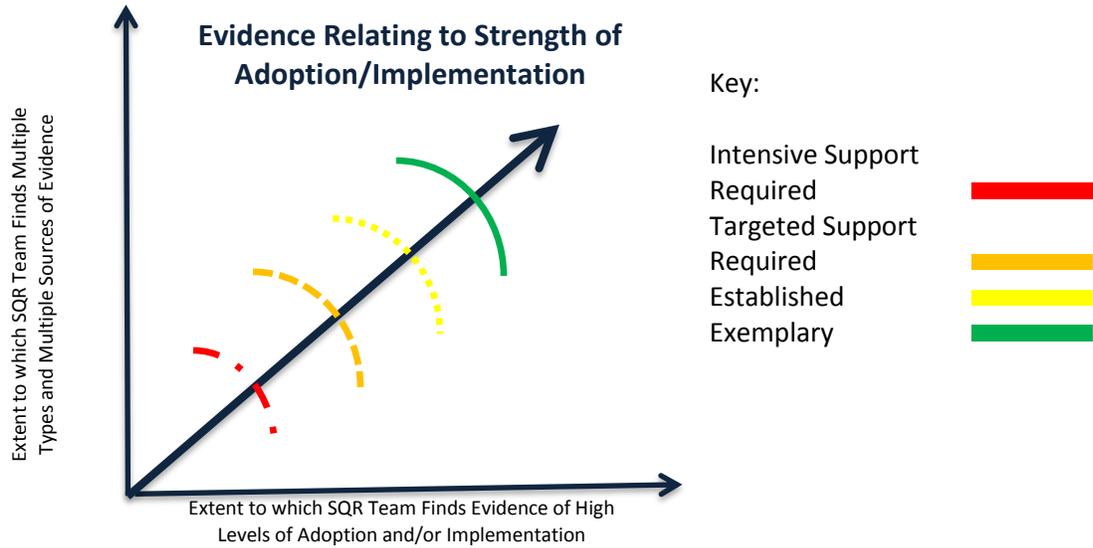| Administer peer coach surveys to glean information about the peer coaching program	12/22	Peer Coaches
Collect feedback from Student Advisory Council about the provision of learning goals during instruction	12/22	Student Leaders

Appendix A: Site Visit Team Members

The SQR to John Marshall School of Civic and Business Leadership was conducted on October 4-6, 2017 by a team of educators from SchoolWorks, LLC.

Kara Dunn, Team Leader   SchoolWorks, LLC
Kathryn Cobb Koerner, Team Writer   SchoolWorks, LLC

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 ▬ (red)
Targeted Support Required ▬ (orange)
Established ▬ (yellow)
Exemplary ▬ (green)

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 11 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 = 7	71	29	0	0
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 4	50	50	0	0
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	36	36	27	0
	3. Structured Learning Environment Teacher preparation Learning time maximized	45	55	0	0
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	27	45	18	9
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	55	36	9	0
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	64	36	0	0
	7. Participation and Engagement Active student participation Perseverance	27	73	0	0
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	45	55	0	0
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments Alignment to academic content	55	45	0	0
	10. Feedback Feedback to students Student use of feedback	73	27	0	0