

SchoolWorks School Quality Review Report

**John Marshall School of Engineering
October 3-5, 2017**

SchoolWorks

100 Cummings Center, Suite 236C,
Beverly, MA 01915
(978) 921-1674 www.schoolworks.org



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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. Classroom interactions and organization ensure a classroom climate conducive to learning.	Level 2: Targeted Support Required
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Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective ¹
1	2	3	4
11%	22%	28%	39%

- Behavioral expectations are clear and understood by some students in some classrooms.** The site visit team observed the effective implementation of behavior expectations in 39% of classrooms (n=18). In these classrooms, students behaved appropriately throughout the lesson and teachers successfully employed redirection techniques. Students quietly completed independent work and followed the teacher’s expectations. For example, in one classroom observed, students complied with the teacher’s expectations while working in centers, and the teacher redirected a few instances of misbehavior through eye contact and close proximity. The site visit team observed the partially effective implementation of behavior expectations in 28% of classrooms. In these classrooms, most students working diligently throughout the lesson; however, a small number of students were off task. In one such classroom, students talked to peers and used cell phones, and the teacher had to redirect the students multiple times. In another classroom, all students were on task throughout the teacher’s introduction to a new assignment, but became off task during independent work. Finally, the site visit team observed the partially ineffective implementation of behavior expectations in 22% of classrooms. In these classrooms, students engaged in off-task behaviors during most of the observation. For example, in one class, students were out of their seats and interacting with instructional materials without permission. In another class, the teacher tried to address students’ misbehavior with proximity, but did so inconsistently. In some of the classrooms observed, the majority of students were using cell phones and engaging in off-task conversations.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
28%	33%	22%	17%

- The learning environment is structured in some classrooms, but learning time is not consistently maximized.** In 17% of classrooms, the site visit team observed the effective implementation of a structured learning environment. In these classrooms, students transitioned quickly between activities, the teacher was well prepared, and all students knew where instructional materials were

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

located. Site visit team members observed the partially effective implementation of a structured learning environment in 22% of classrooms. In these classrooms, most, but not all, students were engaged and the teacher facilitated fast transitions between activities. For example, in one classroom the students were engaged; however, students who finished before their peers were not given additional learning tasks. Site visit team members observed the partially ineffective implementation of a structured learning environment in 33% of classrooms. In these classrooms, learning time was not maximized due to poor pacing and lack of planning. For example, in one classroom, students watched a videotape and then sat idly for approximately 10 minutes as the teacher prepared materials for the next activity. In another classroom, the teacher stopped instruction entirely to wait for one student to return from the bathroom. Further, site visit team members observed the ineffective implementation of a structured learning environment in 28% of classrooms. Similarly, in these classrooms, materials were not prepared and learning time was not maximized. For example, in one classroom, students lined up at the door eight minutes before dismissal. In another lesson, the teacher distributed materials for 10 minutes and students were not given a learning task.

2. Classroom instruction intentional, engaging, and challenging for all students.	Level 1: Intensive Support Required
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Instructional Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
11%	44%	28%	17%

- A variety of instructional strategies and materials are used in some classrooms.** The site visit team observed the effective delivery of instructional strategies in 17% of classrooms. In these classrooms, multiple instructional formats and a variety of modalities were implemented. For example, small groups, independent work, pair-shares, and independent work were observed. Further, the site visit team observed high student engagement when students were offered choice with hands-on materials and manipulatives. The site visit team observed the partially effective delivery of instructional strategies in 28% of classes. In these classes, teachers included different modalities (e.g., videotapes, graphic organizers, presentation programs, spreadsheets, and computer research) and some students received opportunities for self-directed learning, yet learning tasks and instruction were mostly teacher-led. The site visit team observed the partially ineffective delivery of varied instructional strategies in 44% of classes. In most of these classrooms, teachers used a single format to engage all students, and self-directed learning opportunities were not observed. For example, in one classroom, the teacher dictated an assignment and although the activity was hands-on, no students were provided with choices to complete the learning task. In another such classroom, all students received limited direction from the teacher and used only one format as they completed low-level independent work at their own pacing.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
67%	11%	17%	6%

- Instruction does not require students to use and develop higher-order thinking skills.** The site visit team observed the partially effective promotion of higher-order thinking skills in 17% of classrooms. In these classrooms, teachers asked students to justify their thinking and academic content was grounded in real-life examples. For example, students were asked to justify the design of their project while the teacher posed challenging oral questions grounded in real-life examples. In the majority of classrooms, however, the site visit team did not observe similar instruction. More specifically, the site visit team observed the ineffective promotion of higher-order thinking skills in 67% of classrooms. In these classrooms, most questions asked revolved around the lower-order thinking skills of recall and comprehension, and most lesson activities consisted of low-level tasks. For example, in one classroom, students copied notes into a graphic organizer; the notes were required to follow the teacher’s model presented on the board. During this activity, the teacher answered questions before allowing students time to produce their own answers. In another classroom, students were asked to label, place, and identify words on a worksheet – all lower-level thinking skills – during the entire observation. Further, in these classrooms, students were frequently asked questions such as, “What happened in ___?” and “Name a ___.”

3. Teachers regularly assess students’ progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson.	Level 1: Intensive Support Required
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Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
50%	28%	6%	17%

- In-class assessment strategies do not effectively reveal students’ thinking about learning goals.** Site visit team members observed ineffective use of in-class assessment strategies in 50% of classrooms. In these classrooms, teachers did not utilize formal or informal assessment strategies to gauge students’ understanding of the lesson content, or checked the understanding of one or a few students only. For instance, teachers circulated but checked only on procedural directions, completion, and due dates (e.g., “What do we do first?” and “What number are you on?”) instead of lesson content. In another classroom, the teacher stayed in front of the room during the entire observation and did not ask questions or check in with students. Site visit team members observed the partially ineffective use of in-class assessment strategies in 28% of classrooms. In some of these classrooms, teachers utilized assessments that gauged the understanding of only a few students. For instance, in one classroom, the teacher asked vocabulary recall questions to a few students and did not measure all students’ understanding. Finally, site visit team members observed the effective use of in-class assessment

strategies in 17% of classrooms. In these classrooms, teachers used multiple in-class assessment strategies that were aligned to the key content or learning objective. More specifically, in these classrooms, teachers frequently circulated to students, distributed rubrics to all students, and purposefully asked individual students to check their work.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
44%	39%	0%	17%

- Frequent and specific feedback is rarely provided throughout the learning process.** Because in-class assessment strategies were observed in some classes, there were only occasional opportunities for students to receive feedback during the learning process. The site visit team observed effective feedback in 17% of classrooms. In these classrooms, teachers gave students clear and descriptive feedback that clarified their misunderstandings, and used this feedback to make progress toward the learning goal. In the remaining classrooms, however, similar feedback was not provided. The site visit team observed the partially ineffective delivery of feedback in 39% of classrooms. In these classrooms, only a few students received feedback from the teacher while the majority of the students received no feedback. For example, in one classroom, the teacher asked only one student to refer to the model provided as a form of feedback. In another such classroom, the teacher clarified only one student's question, while the other students in the class received no feedback from the teacher. In 44% of classrooms, the site visit team observed the ineffective delivery of feedback or no feedback provided to students. In these classrooms, when feedback was provided, it was based solely on procedures and not academic content. For instance, a teacher stated, "Good job," and "Way to go," as opposed to feedback related to the learning objective. In another classroom, no students received specific feedback based on the learning objective.

Domain 2: Students' Opportunities to Learn

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



<p>4. The school identifies and supports special education students, gifted students, English language learners, and students who are otherwise struggling or at risk.</p>	<p>Level 1: Intensive Support Required</p>
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- The school uses assessments to identify struggling students; however, there is not a process to systematically monitor student progress.** When asked about assessments used to identify students' learning needs, school leaders and teachers described various sources including standardized assessments, such as the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) in grades 9 and 10, STAR reading assessment, and end-of-course State tests. They also described teacher-created assessments, unit assessments, and projects as forms of assessment. In focus groups, teachers indicated that classroom-based assessments are the primary source of information used to understand the content and skills with which students are struggling or have mastered. More specifically, most teachers described using bell questions and exit tickets to assess learning and strategically group or pair students to reinforce skills in their classrooms. Some teachers also explained how they use scaffolding processes and structured conversations to help students understand their learning goals. For example, teachers set and review goals with students, share data openly with students, and help students understand assessment results in relation to their individual goals. Through these activities, teachers reported monitoring students' individual progress in their classrooms. In focus groups, teachers and school leaders also described how students are referred to the student support team (SST) if they continue to struggle. While teachers have an understanding of students who are struggling in their classrooms due to teacher-created assessments, teachers and school leaders neither described a schoolwide system for identifying struggling students nor described a schoolwide system for monitoring student progress systemically across the school.
- The school does not systematically implement appropriate supports for struggling students.** As described above, the school identifies and supports students who are struggling, primarily in the classroom and on an individual level (e.g., differentiated supports are incorporated into daily instruction, varied bell questions). When asked about other supports for struggling students, school leaders, teachers, and students described various tutoring supports that students can access. For example, students can request support when they are struggling, or teachers can ask students to come for tutoring. These stakeholders also reported (and a review of partner documents confirmed) that external partners (e.g., Fenn Academy at Cleveland State University) come to the school to provide tutoring support. When asked how students are identified for tutoring, school leaders, teachers, and students described it was on an opt-in basis. They noted that there is not a formal tutoring schedule and that tutoring takes place after school and during individually scheduled times based on teachers' availability. When asked, school leaders and teachers indicated that tutoring is

intended to help support students who are behind or seeking help, but could not articulate how tutoring was targeting specific skills with which students are struggling in order to move them to mastery. Further, school leaders and some teachers described other supports such as USA Test Prep, Study Island, and Khan Academy as additional resources to help support students’ skill development. Similarly, school leaders and teachers indicated that these resources are used for all students and/or are not based on skills identified that require support.

5. The school has a safe, supportive learning environment that reflects high expectations.	Level 3: Established
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- The school provides a safe environment to support students’ learning.** In focus groups, all students and staff reported feeling physically safe and that rules are fairly enforced at the school. While leaders, teachers, and students described how teachers establish their own classroom rules, they indicated that, in general, it is working well and rules are fairly and consistently enforced for all students. Staff described this as a significant improvement from past years. The site visit team observed the presence of metal detectors at the front door and the presence of security guards at the entrance and throughout the building the entire day. Students reported the security guards and the metal detectors at the school make them feel safe. In addition, all students reported that they enjoy attending the school, and that they are safe from bullying and harassment. Several teachers explained that what they appreciate most about the school is that student discipline does not hinder their ability to teach. Some teachers described how teachers work in teams to identify the most struggling students and assign mentors. Specifically, teachers and students reported that the school implements the Winning Against Violent Environments (WAVE) – a conflict management and mediation program designed to enhance the safety of the school. Further, all stakeholders reported that there are student-led mediation and coping skills sessions available. For example, students have the opportunity to join the Sister Circle program; this program develops coping skills for female students.
- The school provides opportunities for students to form positive relationships with peers and adults in the school.** Leadership reported that ensuring a positive adult-student culture has been a focus at the school. Additionally, leaders reported one of the school’s priorities was to improve social emotional learning (SEL) and, thus, increase the school’s conditions for learning (CFL) survey results for SEL. Several teachers and students described various clubs, sports, and extracurricular opportunities that have been initiated and planned by teachers with the student experience in mind. For example, the school works in partnership with community service groups to offer Gay Straight Alliance, Women’s Society of Engineers, Architecture Construction and Engineering (ACE) mentoring, and Engineering Pathways clubs. Also, there are numerous additional after-school opportunities initiated by teachers for students (e.g., cheerleading, animé club, chess, rugby). Students described participating in, and enjoying, what the school offered through the Cuyahoga Community College (Tri-C) and reported that the guidance counselor is “hands-on with the seniors” and organizes college visits. Students stated that the diversity in the school building is what they like the most about the school. Also, all students reported having an adult in the building to whom they can approach if help is needed. They further cited how they work with peers to support each other in their learning and reported having individual relationships with teachers.

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 also across the school.

6. The school designs professional development and collaborative systems to sustain a focus on instructional improvement.

**Level 1:
Intensive Support
Required**

- Professional development is not designed to address school improvement goals or identified areas of need.** School leaders and teachers reported (and documents confirmed) that the school allocates its 200 minutes of required professional development (PD) after school for 50 minutes each day Monday – Thursday. They also explained that Mondays and Wednesdays are principal-directed: Mondays are typically used for committee meetings (e.g., PBIS and attendance). School leaders and teachers also described the Wednesday meeting schedule as follows: schoolwide PD on the first Wednesday of the month; vertical team meetings on the second Wednesday of the month; horizontal team meetings on the third Wednesday of the month; and a faculty meeting on the last Wednesday of the month. When asked about PD opportunities, however, most teachers described PD they had received on release days or outside of the school. Teachers indicated these outside PD sessions were helpful and that the principal is supportive of sending teachers off site for training. When asked explicitly about PD at the school, teachers indicated that training opportunities provided through the school are limited. While they reported some Mondays are reserved for PD, they also indicated they are not always sure of when PD will occur or the topics that will be discussed. Further, they noted that when it does occur, at least some PD focuses on administrative activities (e.g., test administration, district requirements). Teachers reported that some PD is helpful and other sessions are less helpful. In focus groups, school leaders explained that they assess teacher needs and determine what PD is needed on an ongoing basis. School leaders also indicated that the school has yet to develop a year-long PD calendar that is strategic, based on school goals, and designed to improve teaching and learning on an ongoing basis.
- Educators' have time to collaborate regularly; however, it is not evident that meetings have a clear and persistent focus on improving teaching and learning.** As described above, teachers have structured time to collaborate several Wednesdays per month during vertical team meetings and horizontal team meetings. In focus groups, school leaders and teachers described how these meetings are new to the school this year and are designed to encourage increased collaboration between staff that is focused on teaching and learning across grade levels and in content area teams. Teachers described how they set the agenda for vertical and horizontal planning meetings. They explained that vertical meetings are often used to discuss specific students at their respective grade levels, and horizontal meetings are used to focus on a learning standard or practice that is specific to their content area. In addition, teachers explained that they have a planning period each day, as well as 50 minutes of self-directed planning time on Tuesdays and Thursdays, which can occur before or after school. When asked how this time was used, teachers explained that some time is used for individual

planning, phone calls, or to tutor students. Some staff also explained that this time is used to plan, collaborate, or touch base with colleagues (e.g., work on a project together, discuss student needs, share resources). While the school has structured some collaborative time (i.e., vertical and horizontal meetings), school leaders and teachers indicated that topics discussed are teacher-driven. Other opportunities for planning are discretionary and, as a result, collaborative time is being used inconsistently to focus on teaching, learning, or areas that require improvement.

7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.

**Level 3:
Established**

- Most educators' mindsets and beliefs reflect shared commitments to students' learning.** In focus groups, leadership, teachers, and students reported shared values about teaching and learning and further reported that all teachers have a shared commitment to the learning of all students in the school. Teachers expressed the sentiment that the students in the school are all of the staff's responsibility, regardless of their grade level, teacher, or home situation. School leadership confirmed this and indicated that staff are committed to all students in the building. They cited that nearly all staff are open to making instructional changes in their classrooms that will directly impact student learning. Further, students also reported that all teachers at the school are committed to their personal learning and achievement, and specifically cited that their teachers do not allow them to submit incomplete assignments and will help them when they struggle. All stakeholder groups stated that most teachers do not give up on any students and hold each other accountable for improvement goals across the building. In addition, school leaders and teachers reported that the majority of staff members remain at the school due, in part, to a commitment to students' learning.
- The school reflects a safe, trustworthy, and professional climate.** In focus groups, staff described their colleagues as open, well-intentioned, and caring, and expressed a willingness to share resources and discuss instruction. Staff frequently reported how their colleagues support them, such as mentoring first-year teachers and meeting informally over lunch to discuss instruction. When asked to describe the professional climate, most teachers reported that the principal has an open-door policy and that they feel comfortable approaching him to ask for assistance and to share ideas. Teachers reported consulting with teachers who instructed their students during the previous years in an effort to collectively experiment with teaching strategies and focus on specific students' learning and well-being. Further, they expressed a willingness to take students from other classes temporarily when asked by colleagues (e.g., during a student behavior issue) to support both colleagues and students. Finally, all stakeholders shared examples of how leadership makes them feel appreciated. For example, they described how the principal sends individualized email messages and provides post-it note messages to encourage and praise teachers.

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. The 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
<ul style="list-style-type: none"> • While school leaders have established a clear vision and goals for the school, they have yet to articulate a strategic plan for continuous improvement. In focus groups, school leaders and teachers consistently described priority areas for improvement at the school that included to improve attendance, increase academic performance, and graduate 100% of their first graduating class. The principal pointed to the measurable goals on the school's report card (e.g., increase attendance by 1.5%, increase the percentage of students proficient in math and reading by 5%). In focus groups, teachers described their vision for integrating engineering into content areas, engaging students in the learning process, building a sense of community, and ensuring that students leave the school ready to function independently in society. The site visit team also noted the school's vision posted throughout the building and in classrooms, which corroborated their description, "... to encourage, and empower our scholars to take ownership of their learning through rigorous, mastery-based curriculum, with a focus on engineering principles." When asked about strategies to achieve their goals, teachers cited a variety of classroom practices (e.g., project work, scaffolding) and indicated that strategies were listed in the Academic Achievement Plan (AAP), but did not identify specific improvement strategies. The principal reported that the AAP provides a general focus but that it is general and not currently being used to drive all improvement efforts. He also described how establishing a safe climate and school culture that is conducive to learning has been the focus of the school; this year, they hope to shift their focus to academics. • School leaders do not yet ensure that teachers deliver high-quality instruction. School leaders and teachers reported that school leaders provide feedback through the required Teacher Development and Evaluation System (TDES). When asked about the frequency, leaders reported that TDES observations take place "almost once per quarter," and acknowledged that providing a more effective and transparent system for regular and meaningful feedback is an area for growth in leadership development. Outside of TDES, school leaders and teachers indicated that feedback provided to teachers is informal and is provided through conversations, emails, or post-it notes. More specifically, both school leaders and teachers noted that there is not a formalized feedback plan designed to improve instruction on an ongoing basis, and there is no modeling of high-quality instruction. Further, school leadership indicated that some of the time spent in classrooms is with the intention of observing school culture and building relationships with staff and students, rather than providing instructional feedback to teachers. Teachers confirmed this. One teacher noted that when leaders are in a classroom, they "stop by for 10 minutes;" if feedback is provided, it oftentimes focuses on lesson planning and class timing, as opposed to the quality of instruction. School leadership cited (and document review verified) that the principal developed and utilizes a formal Instructional Growth and 	

Support Feedback form to guide teacher feedback. Yet, most teachers reported that they receive limited feedback on their classroom practices (beyond TDES requirements). Also, there is no evidence of a transparent system for providing regular and meaningful feedback to teachers to improve instructional practices or to hold teachers accountable when suggestions are offered.

9. School leaders effectively orchestrate the school's operations.	Level 3: Established
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- School leaders ensure effective and supportive communication across the organization.** Most staff reported that communications are respectful, supportive, and professional. Additionally, as noted previously, most teachers indicated the principal has an open-door policy and there are informal communications between teachers and administration in person or via email, as needed. Further, staff reported that school leadership emails weekly staff bulletins (and document review verified) pertaining to upcoming district- and school-based events, parent meetings, chat and chews, and providing resources for staff. Teachers also reported communication is a leadership strength and cited they have leaders' personal phone numbers and consider them "easy to find." Teachers expressed that leadership "has teachers' backs" on many issues; most teachers reported they are able to approach leaders as needed. In addition, teachers cited that leaders are receptive to teachers' feedback during faculty meetings. In focus groups, students also cited open communication with leadership and that they are provided with opportunities to evoke change and make suggestions. For example, students cited efforts to increase the number of minutes for lunch and reported that the administration is receptive to their opinions and ideas.
- The principal allocates resources and manages school operations in order to ensure an environment that is conducive to learning.** The site visit team observed a safe, welcoming, and clean school building in which students follow routines that have been established for the start of the day and during transition times. The site visit team observed that students enter in the morning through a metal detector, and security guards and staff are active in the building during transitions. All stakeholders explained (and the site visit team observed) how the building has been organized into three separate high schools, with a different high school residing on each of the building's three floors; this has ensured a more conducive and safer learning environment. Further, a review of staff rosters showed the school has human resources to support educational programming, including interventionist specialists, credit recovery, Community/Business Coordinator, a counselor for mental health issues, and staff who offer courses in Spanish and engineering. In focus groups, teachers indicated that, in general, they have the materials and resources needed to support teaching and learning. Leadership acknowledged that some class sizes are large and schedule changes are still occurring; therefore, there are a few classes without enough computers and materials for all students. Yet, teachers cited that school leaders are working hard to adjust the schedule to best accommodate all students and adults in the building. For example, the principal is actively making schedule changes to establish a more conducive and nurturing learning environment for special education students; he acknowledged that making changes now is necessary to ensure a long-term and more conducive learning environment for all students and adults.

Prioritization Process

The site visit team met with the John Marshall School of Engineering 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 students' opportunities to learn and educators' opportunities to learn. The site visit team noted that areas for growth included the structure of the learning environment, higher-order thinking skills, in-class assessment strategies, and feedback.

The group identified higher-order thinking skills as the area for growth to prioritize. Using this priority area, the school team developed a Theory of Action, a goal aligned to the AAP, a success measure, and an action plan.

Theory of Action: If we embrace higher-order thinking skills as a strategy to improve student learning and achievement, our teachers will focus on increasing higher-order thinking strategies and questions in their classroom, which will lead to an increase in the complexity in our students' critical thinking.

Goal: Instruction requires all students to use and develop higher-order thinking skills.

AAP priority: All faculty and staff will use various teaching strategies and prioritize rigorous standards aligned to college-and-career-readiness to increase student comprehension of grade level and instructional level informational texts to support an overall increase in State and district assessment outcomes.

Success Measure: By the end of the first cycle, all teachers will have 1-to-3 successful student work samples showing that students demonstrate higher-order thinking skills.

3-6 Month Action Plan for Achieving Goal	Target Dates	Champions
Strategy: Planning		
1. Gather opinions and perceptions about higher-order thinking skills	10/9/2017	All staff
2. Identify a strategy that we can embrace and implement school-wide to increase higher-order thinking skills	10/16/2017	Administration
3. Develop professional development for staff on higher-order thinking strategies	10/16 – 11/6 2017	Teacher Leader
Strategy: Implementation		
4. Deliver professional development	11/7/2017	Teacher Leader
5. Meet in grade level teams to discuss and determine implementation strategies (e.g., focus area, product)	11/21/2017	All staff
6. Practice using higher order-thinking strategies in the classroom	Ongoing through December	All staff

7. Continue to meet during planning time to discuss, reflect and share practices	Ongoing through December	All staff
Strategy: Measures and/or Next Steps		
8. Share practices with all staff to increase learning and reflect on what worked well and what should be changed for the next cycle	1/9/2018	Administration
Strategy: Communication Plan		
9. Email SQR update and timing to review full results	10/5/2017	Administration
10. Share SRQ results with all staff	10/11/2017	Administration

Appendix A: Site Visit Team Members

The SQR to John Marshall School of Engineering was conducted on October 3-5, 2017, by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Megan Tupa, Team Leader

SchoolWorks, LLC

Kerri Bowers, Team Writer

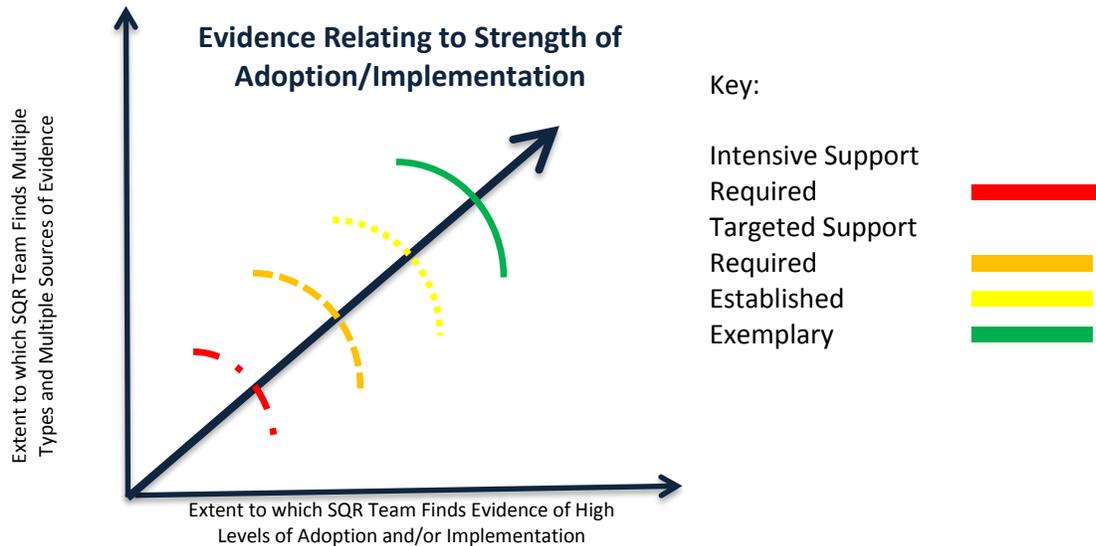
SchoolWorks, LLC

Jill Cabe, Team Member

Cleveland Metropolitan School District

Appendix B: Implementation Rubric

The site visit team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types² and multiple sources³ of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



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

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

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

Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 18 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		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 = 14	71%	14%	7%	7%
	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	75%	25%	0%	0%
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	11%	22%	28%	39%
	3. Structured Learning Environment Teacher preparation Learning time maximized	28%	33%	22%	17%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	44%	17%	39%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	28%	50%	11%	11%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	11%	44%	28%	17%
	7. Cognitive Engagement Active student participation Perseverance	22%	28%	33%	17%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	67%	11%	17%	6%
In-Class Assessment & Adjustment	9. Assessment Strategies Use of formative assessments Alignment to academic content	50%	28%	6%	17%
	10. Feedback Feedback to students Student use of feedback	44%	39%	0%	17%