SchoolWorks
School Quality Review
Report

John Marshall School of Information Technology
October 4-6, 2017

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 2: Targeted Support Required

Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective[1]
1	2	3	4
7%	0%	43%	50%

- **Behavioral expectations are clear and understood by students.** In 50% of classrooms, the site visit team observed effective implementation of behavioral expectations (n=14). Although behavioral expectations were not referenced during the observations, the students were consistently demonstrating appropriate behavior throughout the lesson. These classrooms were characterized by quiet learning environments and few-to-no interruptions. For example, in one classroom, students quietly moved throughout the workstations and talked to other students at the table, but the talking did not disrupt the learning environment. The site visit team also observed appropriate anticipation of behaviors by teachers with prompt redirects. For example, in one classroom the teacher noticed a few students talking and reminded them to check their answers with a neighbor upon completion. Additionally, the site visit team observed the partially effective implementation of behavioral expectations in 43% of classrooms. In these classrooms, few minor misbehaviors occurred; however, they did not disrupt the learning environment. For example, in one classroom, students were talking with their peers after completing their work. When the teacher asked for their attention and stated, "all eyes and ears up here," they re-focused their attention on the lesson and immediately stopped talking. In another classroom, the teacher used expectations as a reminder for displayed behaviors. For example, in one classroom there were a group of students talking during the small group portion of the lesson and the teacher stated, "Hey guys, I will be over there to check your work, so make certain you have completed at least the graphing part of the problem." In other classrooms, no verbal re-directs were needed; students were consistently on task and following directions.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	29%	36%	36%

- **The learning environment is structured; however, learning time is not maximized.** In 36% of classrooms, the site visit team observed the effective establishment of a structured learning environment. In these classrooms, the teacher was well-prepared with materials and manipulatives.

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

In addition to being well-prepared, the teacher maximized learning time by providing students with an academic-based task once they completed their original task. For example, in one classroom, students were required to edit their previous writing after they completed their assignment. In another classroom, students were expected to read independently once their work was complete. The site visit team observed partially effective establishment of a structured learning environment in 36% of classrooms. In these classrooms, teachers were prepared with their materials; however, learning time was not maximized. For example, in one classroom, the teacher provided students with a set of word problems to complete while the teacher provided explanations and helped students solve the problems. Although the students spent the majority of time working on the problems, they were not provided with additional work or academic task once the problems were completed. In another classroom, the teacher was prepared with teacher-made materials and spent most of the time on content; yet, the teacher instructed students to listen to music on their phones after completing the lesson. Additionally, the site visit team observed partially ineffective establishment of a structured learning environment in 29% of classrooms. In these classrooms, learning time was not maximized. For example, students spent 15 minutes on the morning work before the teacher was able to provide them with instruction aligned to the learning objective.

2. Is classroom instruction intentional, engaging, and challenging for all students?	**Level 1**

Focused Instruction			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
21%	36%	36%	7%

- **Teachers inconsistently provide students with clear learning goals and focused purposeful instruction.** In 36% of classrooms, the site visit team observed partially effective delivery of focused instruction. These classrooms were characterized by clear learning objectives, most students were held to high expectations, and the teacher had clear communication of academic content. For example, in one classroom, the learning objective was stated in full and the teacher required some students to explain their answers but allowed other students to opt out of the questions being asked. In another classroom, the teacher communicated a clear learning target and used content-specific vocabulary to provide further explanations to students, but did not hold all students to high expectations by requiring them to stay on task and complete their work. Instead, they were given the opportunity to complete the assignment for homework. In 36% of classrooms, the site visit team observed the partially ineffective delivery of focused instruction. In these classrooms, the learning target was clear, but students were not held to high expectations, and the teacher did not provide effective communication of academic content. For example, one teacher provided all students with a clear learning target, but thoroughly explained academic content to only one group of students. In another classroom, the teacher listed an objective on the board but did not require students to answer questions when called upon during instruction. Additionally, the site visit team observed 21% of classrooms with an ineffective delivery of focused instruction. In these classrooms, learning targets were procedural and not content-based, teachers held few-to-no students to high expectations, only called on volunteers to answer questions, and were not observed communicating academic content or providing guidance during small groups.

Higher-Order Thinking Skills			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
50%	29%	7%	14%

- **Instruction requires few students to use and develop higher-order thinking skills.** In 14% of classrooms, the site visit team observed effective promotion of higher-order thinking skills. In these classrooms, students were found answering challenging questions, applying real-world knowledge, and explaining their thoughts. For example, in one classroom, students were instructed to analyze a computer program and – using a rubric and a set of guiding questions – were required to disclose their analyses to a partner. While teachers and students reported a focus on challenging students in the classroom, the site visit team observed partially ineffective promotion of higher-order thinking in 29% of classes. During the observation period, students were provided complex texts or tasks and some students were observed using academic vocabulary when answering challenging questions. For example, in one classroom, students were given data points to graph, determine the slope of a line, and make a prediction based off the data; however, not all groups were given the same complex task. In another classroom, the teacher provided students with multiple writing tasks; however, the task was opinion writing and did not require students to use high-quality text. Further, in 50% of classrooms, the site visit team observed ineffective promotion of higher-order thinking skills. In these classes, students were engaged in lower-level activities such as matching, writing definitions, and completing grammar worksheets. For example, the teacher asked a high number of questions; however, the questions were memory- or recall-based questions. In another classroom, students were observed completing a vocabulary activity, matching words to definitions.

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**

Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
29%	36%	29%	7%

- **In-class assessment strategies inconsistently reveal students' thinking about learning goals.** The site visit team observed the partially effective use of assessment strategies in 29% of classrooms. These observed lessons included checks for understanding and formative assessment strategies for most, but not all, students. For example, one teacher was observed checking student work and asking clear and concise questions during circulation, but did not assess the entire class. In another classroom, the teacher asked questions to volunteers with raised hands, which included a little more than half of the class, and asked follow-up questions to determine their depth of knowledge. In 36% of classrooms, the site visit team observed partially ineffective use of assessment strategies. In these classrooms, less than half of the students were assessed through questioning, and no formal measures were taken to determine individual mastery of the concept. For example, in one classroom, the teacher circulated to each group and asked questions. The group answered questions correctly and the teacher moved on without follow-up questions to further assess the students' knowledge. In another classroom, the

teacher asked a high frequency of questions but accepted choral responses, providing the teacher with limited understanding of each student's level of comprehension. Furthermore, in 29% of observed classrooms, the site visit team observed the ineffective use of assessment strategies. In these classrooms, teachers provided few checks for understanding individually or collectively, did not circulate during individual work time, and did not utilize a formative assessment, such as an exit ticket. For example, one teacher circulated during the partner work time and made it to each group but only assessed student's understanding of the task and not their actual content knowledge.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
29%	36%	36%	0%

- **Timely, frequent, specific feedback is provided to some students throughout the learning process to inform improvement efforts.** The site visit team observed the partially effective delivery of feedback in 36% of classrooms. In these classrooms, only half of the students received clear and specific feedback that was high-quality. For example, in one observed classroom, the teacher asked specific questions about students' writing assignments, and they used the feedback to revise their answers; however, only a little more than half of the students received this feedback from the teacher. Additionally, the site visit team observed the partially ineffective delivery of feedback in 36% of classrooms. In these classrooms, high-quality feedback was provided by the teacher but was infrequent and only offered to a few students. For example, the teacher circulated during independent practice, clarified misunderstandings, and provided students with prompting questions, but circulated to less than 25% of students in the classroom and did this during one section of the independent practice only and not the other sections. In another classroom, the site visit team observed students providing feedback to one another. More specifically, two groups of students were challenging one another's answers to the given questions and provided the adjacent group of students with feedback and thought-provoking questions, but this was only observed in two out of five groups. Finally, the site visit team observed the ineffective delivery of feedback in 29% of classrooms. In these classrooms, feedback was rarely or never given. For example, in one classroom, the teacher asked questions and listened for student answers but only nodded in agreement when students answered. In a different classroom, when incorrect answers were given by students, the teacher corrected their answers for them, instead of providing feedback and allowing the students to use the feedback to revise their responses.

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 does not have a process for identifying struggling and at-risk students and systematically monitoring student progress.** When asked about the school's process for identifying struggling and at-risk students and monitoring their progress, neither school leaders nor teachers defined a clear process. School leaders and teachers stated that the school does not currently have a student support team to manage the identification process for at-risk students. Although the school does not have a process or team to identify specific areas of need, teachers reported providing supports to students in the classroom. Many teachers reported using computer-based programs to administer targeted interventions to students with deficits. When asked how these deficits are identified, teachers reported the use of in-class assessments – such as unit tests and exit tickets – to identify students' areas of need. Further, they stated these assessments are also used to place students in flexible grouping to provide additional accommodations, such as oral testing, prompting, and step-by-step instructions. Although these in-class supports are being provided, very few teachers could describe or determine next steps for students who continue to struggle after interventions are in place. Additionally, school leaders and teachers reported that there are supports for students who have failed required courses for graduation. Leaders and teachers further explained that students take concurrent courses in English and math to meet requirements for graduation. Leaders and teachers indicated that the school does not have a credit recovery program. If a student failed English I, s/he is currently enrolled in English I and English II in the same semester. Overall, teachers and leaders agreed that there are students in need of additional academic supports, but the school lacks a process for identifying specific areas of need and providing targeted interventions to at-risk students.

- **The school does not provide adequate supports for English language learner (ELL) students and special education students.** School leaders and teachers were able to clearly describe the process for identifying and categorizing ELL students. School leaders, teachers, and ELL staff reported students are given a language test during registration to determine their level of service – beginner, intermediate, or exiting. In order to provide these students with the appropriate services, leaders and teachers reported (and the site visit team observed) that the school is provided with one English as a Second Language (ESL) teacher four days a week, and two language aides two days a week. Although these positions are provided to the school, teachers and leaders reported ELL students do not receive supports from ELL staff on a consistent basis and do not have a process for monitoring students' progress toward their language goals. Further, when asked to describe the process for identifying students with learning disabilities, leaders and teachers stated that the school does not have a

collaborative process for identifying students with disabilities. Although there is not an identification process or team, school leaders and teachers reported (and the site visit team observed) that the school has an appropriate number of teachers and paraprofessionals available to support special education students. Additionally, school leaders and teachers described (and the site visit team observed) an inclusion-based model with flexible groupings. Although leaders and teachers reported adequate staffing, they further stated that special education students are not experiencing academic growth at the same rate as their general education peers. When asked to explain the lower rate of growth, teachers stated there is not a concentrated focus on special education students or on what is needed to promote growth and close the achievement gap. Content teachers lack the knowledge of research-based practices to support students in their identified areas of need. Finally, while formal identification processes and appropriate supports could not be described, both classroom teachers and special education teachers reported a shared responsibility for all students in the classrooms.

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

- **The school holds high expectations for academic learning for some, but not all, students.** All stakeholders reported the school has expectations around advanced courses, college and career, and student accountability; however, the expectations are inconsistent between groups of students and courses. For example, both school leaders and teachers agreed that the school highly encourages enrollment in Advanced Placement (AP) courses for students and encourages participation in the corresponding exams. Despite the expectation to enroll in these courses, the school leaders and teachers further stated the course and corresponding exam are for exposure, and students are not expected to score well on the exam. Additionally, teachers and students reported a push for all students to go to college or attain a certification, but teachers reported students who are not enrolled in AP or honors courses are not held to these expectations. Although not all teachers believe the school's high expectations are for all students, students reported the opposite. During the student focus group, students reported their teachers and leaders have high expectations and expect all students to do well and try their hardest. Additionally, when asked about how they monitor and improve their performance, students accepted full responsibility for increasing their academic achievement and receiving support in struggling areas. Students reported the school provides multiple supports through partnerships and internships to help students reach their goals. Teachers agreed with students but further stated these internships and dual credit offerings are offered to some, but not all, students, excluding students who are not enrolled in AP courses. Finally, while all stakeholders indicated that high expectations are encouraged, students and teachers reported there are few-to-minimal opportunities available to celebrate academic performance or recognize student achievements.

- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** Students reported (and teachers and school leaders confirmed) they have multiple adult support systems in the school. More specifically, during a focus group, all students were able to list at least one teacher or support person to whom they can go to if needed. Students also stated their extracurricular activities, such as clubs and sports, are great opportunities for building and sustaining relationships with adults, as well as peers. Students indicated their peer support systems are just as reliable as their adult support systems and help create a positive school culture. Further, teachers

reported (and students confirmed) that relationships and a positive culture are fostered through academic and social and emotional supports, as well as by acknowledging and rewarding students' accomplishments with school or team dinners and leadership opportunities. Students stated the school's administration, counselors, and teachers are all influential and have a significant role in their academic performance and development. Additionally, students attributed the positive relationships with one another and the adults as a component of their success and motivation to attend school each day.

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 support for professional learning and collaboration contribute to teachers' collective capacity to deliver high-quality instruction, not just in individual classrooms, but across the school.

6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?	**Level 1: Intensive Support Required**

- **The school does not have a comprehensive professional development (PD) plan that is designed to address all identified areas of need.** When asked whether the school has a PD plan to address the specified areas of weakness, school leaders and teachers stated the school does not have a PD plan aligned to the school's goals or Academic Achievement Plan (AAP). Leaders and teachers reported (and a review of this school year's PD offerings confirmed) that the school offers some instructional-focused learning opportunities for teachers, but stated these do not always align to the school's goals or needs of teachers. Although the school has offered sessions to teachers, teachers stated (and review of sign-in sheets confirmed) that participation was not always required. When asked how they are held accountable for implementation, teachers reported that the information is provided but they are not required to use the content in instruction and demonstrate competency. Also, follow up is rarely monitored by school leadership. For example, a review of the school's AAP lists Facing History as a component of the plan with action steps for implementation. However, when asked about the action steps and current level of implementation, school leaders and some teachers stated not everyone is in compliance; other teachers were not aware of the action steps. Additionally, teachers reported that the PD provided during school-wide meetings is not always differentiated, engaging, or designed to meet their needs. For example, the school stated that National Math and Science Initiative (NMSI) is a college-readiness, AP initiative and is not applicable to non-AP teachers and does not strengthen instruction for all teachers. Further, teachers indicated they attend district PD, summits, and conferences as ways to strengthen their practice. Teachers also stated that the school's leaders support and encourage their participation, but do not follow up to make certain the content is used to make instructional adjustments.

- **Educator's collaborative meetings do not have a clear and persistent focus on improving student learning and achievement.** As reported by school leaders and teachers, the school has three weekly meetings: school-wide, content, and grade-level. Leaders and teachers reported (and the site visit team observed) that school-wide meetings are held every Wednesday before school. Teachers reported that topics are chosen by the school's leader and are sometimes centered around instruction but are not differentiated. Leaders and teachers stated that a wide variety of topics are discussed, ranging from school-business, new initiatives, and academic content. Additionally, teachers stated that content meetings are held weekly, before or after school. Teachers described these meetings as open discussions about lesson plans, and a sharing of ideas with one another. Teachers further stated that these meetings are not organized by an agenda or specific topics, nor are the school leaders in attendance. Additionally, teachers and leaders stated (and a review of meeting minutes confirmed)

that grade-level meetings are held weekly during planning time. Teachers stated that these meetings are primarily focused on student behavior and field trips and rarely focus on academics, instruction, or implementation of strategies. When asked about the agenda for these meetings, teachers reported (and leaders confirmed) that agendas are not required. Collectively, teachers explained they are willing to review lesson plans, assessments, data, and strategies to improve teaching, but stated (and school leaders agreed) that they do not have a formalized or monitored collaboration process that is focused on improving student learning and achievement.

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

- **Educators' mindsets and beliefs reflect shared commitments to students' learning.** All stakeholders reported collectively preparing students for college-and-career-readiness. Furthermore, all teachers reported belief in all students' learning abilities and did not list socioeconomics, behavior, disabilities, language acquisition, or home life as hindrances to students' learning. All teachers conveyed a shared belief in all students' ability to learn, regardless of their academic standing or personal situations. Additionally, teachers reported (and students confirmed) that all educators at the school provide learning supports for students beyond the classroom. School leaders and teachers stated (and students agreed) that teachers support students before and after school through tutoring, as well as through social and emotional supports, such as one on one conversations that are focused on student or family problems. Further, school leaders reported (and the site visit team observed) that teachers arrive early and depart late to ensure preparedness for instruction and provide students with extra supports – both socially and academically. All stakeholders indicated (and review of hallway posters and the school club list confirmed) that there is a shared responsibility to provide students with multiple and varied access to academic and social activities to enhance their learning. The school leader and teachers stated that the school seeks to incorporate many student backgrounds, cultures, and interests in the planning of their learning activities. Overall, all stakeholders agreed there is a collective effort to provide a learning experience that is meaningful and accessible to all students.

- **The school is beginning to reflect a growth-oriented professional climate.** School leaders and teachers described an adult culture of shared practices and specific goals toward delivery of a unique school model. Further, school leadership, staff, and students all reported (and the site visit team observed) commitment to preparing students for additional education or careers in the field of informational technology (IT). Teachers described the adult culture as a safe place among colleagues, focused on instruction and students, but agreed they do not have a precise plan for sharing best practices and growth. Additionally, teachers indicated (and school leaders confirmed) there is some self-reflection taking place and teachers reported frequently reflecting on their instruction and using informal ways to collaborate and share teaching strategies. Teachers reported asking other teachers to help them plan projects, while others reported seeking feedback on lesson plans. Other teachers described ways their colleagues have helped them remediate lessons and provide supports to struggling students. Additionally, some stated they occasionally observe other's classrooms or ask experienced teachers to observe them and provide them with feedback. Lastly, teachers indicated that while their informal processes are reflective, they conveyed that a need for a more formal process to share best practices is needed to ensure growth and solve instructional problems.

Domain 4: Leadership

School leadership supports 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 yet developed a shared vision and clear goals for the school.** When asked to describe the school's vision, the school's leaders listed goals instead of a vision. Although the school's leaders listed seniors graduating, students being prepared for college or a good job, and scoring higher on the Ohio Standards Test (OST) as areas of focus, school leaders stated these areas are neither established nor communicated as measurable goals to stakeholders. Additionally, when teachers were asked about the school's goals, they listed some similar areas of focus (graduate seniors and score higher on OST); however, they more frequently stated implementing Early Computer Science (ECS) as a class and integrating technology into their daily lessons as the school's goals. Even though teachers could not fully state the school's vision and goals, teachers stated the AAP includes goals, but further stated those goals have not been communicated to all staff. Teachers reported (and school leaders confirmed) that school's leaders do not currently lead the process of creating a clear vision with defined goals. Both school leaders and teachers further agreed they do not have a method for monitoring progress toward achievement on the areas of focus they previously described. When asked about accountability and improving teaching and learning, teachers reported they hold themselves accountable as professionals and referenced the State tests as a measure of their accountability. During focus groups, teachers and leaders stated various areas of weakness and changes needed to improve student learning, but further stated they have not collectively engaged in identifying specific areas of weakness and orchestrating a process for improvement. Overall, school leaders and teachers agreed that the school lacks a specific and measurable set of goals aligned to a clear and shared vision.

- **School leaders do not provide conditions that support a school-wide data culture.** School leaders and teachers reported that the school has multiple sources to collect student achievement data, as well as online access to the data. Some of the data sources include Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) testing, STAR Reading, and math, AP, OST, Pre-Scholastic Assessment Test (PSAT), Scholastic Aptitude Test (SAT), and behavior data. Although these data sources exist via the online dashboard, Haiku, teachers and leaders reported minimal use and analysis of these instructional reports. When asked about collaborative time to review the reports, leaders and teachers reported they do not currently meet to interpret or analyze the data. Further, leaders stated (and teachers confirmed) they have not modeled, provided PD, or coached teachers on the use of data to refine instruction. Although coaching and modeling has not been provided, some teachers reported accessing some of the data sources and using them to identify student weaknesses. Teachers further reported summative OST data are relevant to their job security and performance but are not always used to improve teaching and learning. While teachers did not report using summative

or quarterly assessments to improve teaching, they did cite use of in-class formative assessments such as exit tickets, unit tests, and online learning platforms like Moby-Max to assess their students' level of understanding. Overall, teachers stated (and the school leaders agreed) more guidance is needed on how to read and interpret the given reports and use them to refine instruction.

9. Do school leaders effectively orchestrate the school's operations?	**Level 2: Targeted Support Required**

- **The principal does not yet ensure effective communication and inclusive, transparent decision making across the organization.** Teachers reported (and the school leaders agreed) that there is not a clear and consistent process for communication and decision making. When asked how the schools' leaders communicate and share information, teachers described multiple communication methods and inconsistency in those methods. For example, some teachers reported receiving school-wide communication through text messages, others through email, and others via announcements. Teachers similarly described inconsistencies in the frequency of communication. Some stated a weekly bulletin is provided via email on Sunday or Monday; others reported (and a review of the school leaders' bulletins confirmed) that emails are not consistently sent each week. When asked about effectiveness of the communication methods, teachers reported emails are sometimes effective and include relevant information but, at times, the information is not received in time to prepare for events or meetings. Additionally, when asked whether there is a team of decision makers, the school reported they do not currently have a Building Leadership Team. Further, teachers reported decisions are currently the sole responsibility of the school's leaders. Some teachers indicated (and the school leaders agreed) that the school's size has previously been small enough to provide everyone with an opportunity for input, but has grown in recent years and surpassed the capacity to include all stakeholders, allowing for less opportunity for input. Most teachers reported having the ability and level of comfort to share ideas with school leaders on an individual basis, but agreed that an organized system, such as a leadership team or grade level chairs, would be a better pathway for providing input, making decisions, and communicating more effectively with all stakeholders.

- **The school engages community members in the educational process and creates an environment in which community resources support learning.** All stakeholders reported (and a review of sign-up sheets and field trip lists confirmed) that the school has numerous community sponsors and resources that support the school and its students. Some of these partnerships include WebCORE, Fairbank, and Cuyahoga Community College. Students spoke about (and other stakeholders confirmed) how these businesses help to provide opportunities for them to engage in career-focused activities. These partnerships include student opportunities to participate in internships, co-operative learning, and earn college credits and certifications. The stakeholders further explained that organizations provide them with sponsorships for field trips and summer camps to provide exposure to technology-based careers. Students, teachers, and leaders reported these opportunities constitute a significant part of the student's learning. Additionally, stakeholders reported other local entities, such as Belfair, provide students with counseling and social and emotional support. Overall, every stakeholder agreed that the school has a robust group of partnerships and organizations that provide ongoing exposure and support for students.

Prioritization Process

The site visit team met with the JMIT Building 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 group discussed included relationships, student behavior, mindset and beliefs, and positive relationships. The site visit team also noted the following areas for growth included higher order thinking, using data for instruction, and providing a structured learning environment.

The group identified the focused instruction as the area for growth to prioritize. The team identified the following priority within this Domain as having the most potential impact on the success of the school as a whole: *Domain I: Purposeful Teaching-Focused Instruction*. Using this area of priority, 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 school provides staff professional development in developing high-quality learning objectives, the teacher will be able to deliver high-quality instruction, which will lead to improved student performance.

Goal: Teachers consistently provide students with their learning goals and focused and purposeful instruction.

AAP priority: Priority 1- Increase math proficiency: Define learning targets and standards during classroom instruction.

Success Measure: 100% of teachers will improve by December break.

3-6 Month Action Plan for Achieving Goal	Target Dates	Champions
Strategy: Planning		
1. Define learning goal on live document	Oct. 6-Nov. 1	BLT
2. Develop the message	Oct. 6-Nov. 1	BLT Member-SS
3. Develop concise format	Oct. 6-Nov. 1	BLT
4. Develop multiple approaches to meet diverse needs of teachers	Oct. 6-Nov. 1	BLT
5. Design Differentiated Professional Development	Oct. 6-Nov. 1	BLT
6. Develop BLT Norms	Oct. 6-Nov. 1	BLT
Strategy: Implementation		
7. Communicate growth mindset, so everyone is invested (It is not- do I know what a learning objective is, it is- do I create, communicate, and evaluate learning goals)	Oct. 18	Principal/BLT Member-SS
8. Deliver Professional Development #1 (with established norms)	Nov. 1	BLT
9. Deliver Professional Development #2 (small groups, more focused)	Nov. 8	BLT

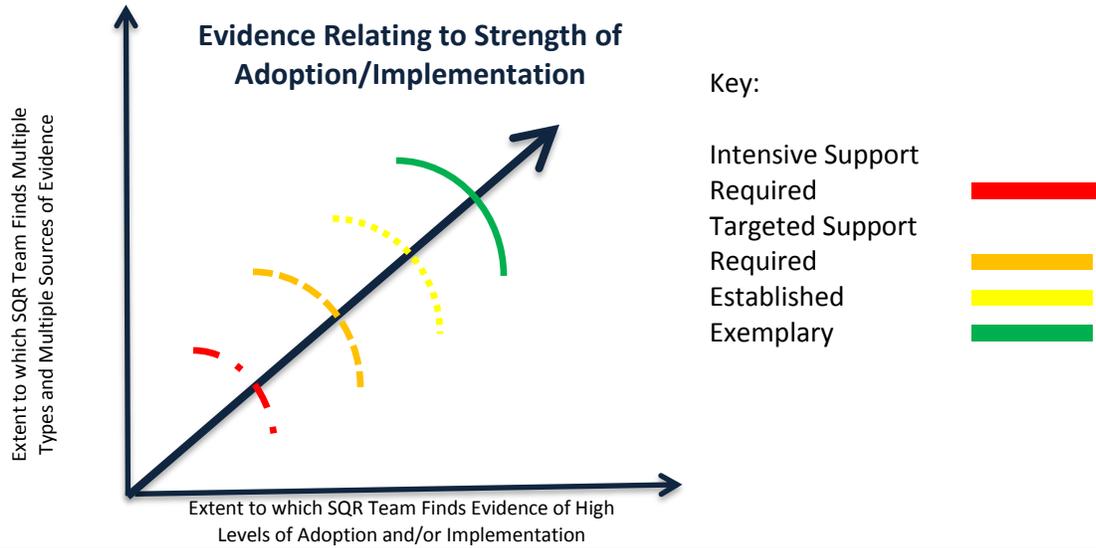| 10. Small Group Meeting	TBD	BLT Member
Strategy: Measures and Follow-Up		
11. Post PD Survey or exit ticket (to measure effectiveness)	Nov. 1-Nov.10	Teachers
12. Self-Reflection (Options: Peer observations, teachers bring samples to grade level and content meetings and have discussions, haiku survey students)	Nov.1-Dec.	Teachers
13. TBD Big Measure	Dec	Principal

Appendix A: Site Visit Team Members

The School Quality Review to John Marshall School of Information Technology was conducted on October 4-6, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Robin Coyne-Hull, Team Leader	SchoolWorks, LLC
Jay Adams, 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 14 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 = 12	64%	18%	0%	18%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 14	0%	0%	8%	92%
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	8%	0%	46%	46%
	3. Structured Learning Environment Teacher preparation Learning time maximized	0%	29%	36%	36%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	14%	7%	79%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	21%	36%	36%	7%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	7%	57%	21%	14%
	7. Cognitive Engagement Active student participation Perseverance	14%	36%	43%	7%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	50%	29%	7%	14%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments Alignment to academic content	29%	36%	29%	7%
	10. Feedback Feedback to students Student use of feedback	29%	36%	36%	0%