SchoolWorks
School Quality Review Report

SchoolWorks

CLEVELAND
METROPOLITAN
SCHOOL DISTRICT

Table of Contents

About the SchoolWorks School Quality Review Process

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

Key Question Ratings	Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary
Rating (See Appendix B)				
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**

Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective[1]
1	2	3	4
6%	38%	38%	19%

- **Behavioral expectations are understood by most students; however, student behavior disrupts learning in some classrooms.** Site visit team members observed effective implementation of behavioral expectations in 19% of classrooms (n=16). In these classrooms, students sat quietly in their seats, behaved according to internalized classroom rules and no teacher redirection was needed. Teachers also effectively anticipated a few instances of impending misbehavior before disruption occurred, and site visit team members noted teachers and students using systems with rewards and consequences (e.g., moving clips up and down). Site visit team members observed partially effective implementation of behavioral expectations in 38% of classrooms. In these classrooms, most students behaved throughout the lesson, but a few did not. For example, students engaged in minor misbehaviors, such as chatting with their peers about topics unrelated to the learning objective, hitting each other playfully, or braiding each other's hair. In other instances, only some students were held accountable for behavior (e.g., dojo points, misbehavior not redirected). Site visit team members observed partially ineffective implementation of behavioral expectations in 38% of classrooms. In these classrooms, many students misbehaved throughout the duration of the observation, which disrupted the lesson and learning of others. For example, students talked to their peers, played with their pencils, walked around the classroom, and passed notes. Additionally, teacher redirection did not occur or was not effective. For instance, teachers issued warnings but did not apply consequences when students did not heed their warnings.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
25%	19%	50%	6%

- **The learning environment is structured; however, learning time is not always maximized.** In 50% of classrooms, site visit team members observed partially effective implementation of a structured learning environment. In these classrooms, teachers were prepared to teach; lesson materials were ready in advance and easily accessible for use; and teachers shared an agenda outlining activities for the day. Additionally, in these classrooms, learning time was maximized for most, but not all, of the

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

lesson. More specifically, transitions resulted in lost learning time as students were slow to begin learning activities and/or confused about convening in groups (e.g., did not know which group to join). Further, in some of these classrooms, students who finished activities ahead of their peers were not given additional learning tasks. In 19% of classrooms, site visit team members observed partially ineffective implementation of a structured learning environment. In these classrooms, teachers were not prepared for all aspects of the lesson (e.g., technology not set up/cued). In addition, some learning time was not maximized. For instance, students were slow to respond to classroom routines, and teachers employed excessive wait times to try to focus students on learning tasks. In 25% of classrooms, site visit team members observed ineffective implementation of a structured learning environment. In these classrooms, teachers were not prepared, and the delivery of academic content did not occur. For example, teachers collected papers and issued behavioral and procedural reminders, and students played games unrelated to learning on computers for the duration of the observation.

2.	Classroom instruction intentional, engaging, and challenging for all students.	**Level 1: Intensive Support Required**

Focused Instruction			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
19%	56%	25%	0%

- **Teachers provide students with clear learning goals in some classrooms; however, instruction is not always focused and purposeful.** In 25% of classrooms, site visit team members observed partially effective implementation of focused instruction. In these classrooms, teachers clearly communicated the day's learning objectives, and objectives drove lesson activities. For example, in one such classroom, students were directed to write the objective on their paper as a component of the assignment. In addition, all students were expected to participate and held accountable for learning through techniques such as cold-call and pick-a-stick. However, while teachers in these classrooms communicated academic content effectively for most of the lesson, they did not do so for the entirety of the observation. For instance, academic content was delivered for only part of the observation; the remaining time was spent on classroom routines and procedures. In 56% of classrooms, site visit team members observed partially ineffective implementation of focused instruction. Similarly, in these classrooms, learning objectives guided the lessons; however, high expectations for student learning were not consistently demonstrated. For example, in one such classroom, when students stated that they were not going to complete the task, the teacher allowed them to opt out of learning. In other classrooms, teachers directed students to answer questions only if they are able and showed students to the correct answer, rather than allowing them to be challenged. Further, in some of these classrooms, teachers delivered academic content to a few students only while others worked independently. In 19% of classrooms, site visit team members observed ineffective implementation of focused instruction. In these classrooms, objectives were posted, but teachers were not observed communicating academic content or concepts to the students. Additionally, students were not provided with, or asked to complete, any learning tasks, and, as a result, played games and socialized with their peers.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
69%	19%	13%	0%

- **Instruction does not require all students to use and develop higher-order thinking skills.** Site visit team members noted that instruction requiring higher-order thinking was partially effective in 13% of observed classrooms. In these classrooms, most of the lesson required most students to engage in tasks that involved critical thinking skills, such as making real-world connections, extending their thinking, and explaining their perspective. Site visit team members observed that instruction requiring higher-order thinking was partially ineffective in 19% of observed classrooms. In these classrooms, students were engaged in higher-order thinking skills for less than half of the observation, or only half of the students in the class were engaged in critical thinking. For example, some lesson content required students to make predictions or connections to real-life activities (e.g., games, sports, television shows). However, most questions asked students to only summarize or recall information. In 69% of classrooms visited, the development of higher-order thinking was ineffective. In some of these classrooms, learning tasks and questions related to content were not observed. In other classrooms, students completed single-step problems and responded to questions that only required them to identify, summarize, and recall information. In other classrooms, students engaged in low-level activities, such as watching videotapes and spelling words; the delivery of academic content was limited.

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**

Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
31%	56%	6%	6%

- **In-class assessment strategies are infrequently used to reveal students' thinking about learning goals.** In 56% of classrooms visited, site visit team members observed partially ineffective use of in-class assessment strategies that revealed students' understanding of the lesson. In these classrooms, assessment strategies were used to check understanding of academic content for less than half of the students in the class. For example, teachers circulated and checked in with students about their progress on completing the assignment or behavior, but asked questions about the lesson content to only one group of students. In other such classrooms, teachers used assessment strategies that only gave a partial sense of students' understanding. For example, questions were asked of the whole class (e.g., "What did you see?" "What is this?" "What is the first word of the sentence?") and choral responses provided a general – but not specific – sense of what students understood. In 31% of classrooms visited, site visit team members observed ineffective implementation of in-class assessment strategies. In these classrooms, students were not asked any questions for the duration of the observation or only one student was asked a content-based question. In a few of these classrooms, teachers circulated, but their questions focused on student behavior only (e.g., "Why did you do this?") – not on gauging students' progress toward a learning goal.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
50%	50%	0%	0%

- **Feedback is rarely provided throughout the learning process.** Site visit team members observed partially ineffective use of feedback in 50% of classes. In these classrooms, only a few students received and/or used high quality feedback. For instance, teachers reviewed student work and modelled how to arrive at the correct answer to clarify misunderstanding, but this occurred for a few students only. Further, in some of these classrooms, teacher feedback did not clarify student misunderstandings. For example, teachers provided feedback to the whole class based on one student's understanding, rather than a trend in student understanding. It was unclear if all students needed this feedback or how they should apply it. Further, some teachers provided feedback on assignment directions or procedures (e.g., "Turn to the first page," or "I will show you."), but did not offer specific guidance or feedback about lesson content. Site visit team members observed ineffective use of feedback in 50% of classes. In these classrooms, no academic feedback was provided. Feedback revolved solely around procedures and behavioral expectations, or feedback was provided regarding the completion of work (e.g., "Good job," and "That's right."), but was not used to clarify students' misunderstandings or to extend their thinking.

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. The school identifies and supports special education students, gifted students, English language learners, and students who are otherwise struggling or at risk.	**Level 3: Established**

- **The school has a process for identifying struggling students and monitoring progress.** Leaders and teachers described (and review of school documents indicated) various academic data sources that are used at the school including: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), Accelerated Reader (AR), Star Reading, and the Kindergarten Readiness Assessment (KRA). Teachers specifically reported reviewing NWEA MAP data and using Skills Navigator to identify the skills with which students are struggling in reading and math and, as a result, to differentiate, individualize, and scaffold instruction. For example, they described providing differentiated centers and varied student groups in their classes based on students' Rausch Unit (RIT) score and other assessment results. School leaders and teachers also reported (and document review indicated) that they review students' academic and behavior data in teacher-based teams (TBT). They discussed how teachers monitor and track students' progress using pre- and post- assessments, AIMSweb (K-3) and behavior tracking. Finally, teachers and leaders reported (and a review of school referral form and other documentation confirmed) that the school utilizes the district's student support team (SST) for students who continue to struggle. They described how teachers implement classroom interventions prior to referral to the SST. And further, if data show interventions are not effective in supporting students, they can be referred to the SST. School leaders and staff described how the school's SST process considers students struggling with academics, behavior, and attendance. They also described a six-week observation cycle to review additional intervention implementation and data-based results prior to referral for special education evaluation.

- **The school implements appropriate supports for struggling and at-risk students.** In focus groups, school leaders and staff described a range of supports at the school for students. In addition to differentiated instruction and groupings at the classroom level, they reported (and review of school documents showed) that teachers and school partners, including Case Western Reserve University (CWRU), Open Door Academy (ODA) and the Jewish Federation, provide tutoring supports for students. Teachers also described the Principal Tutoring Program, which supports students after school using computer-based programs (e.g., Study Island) or in small groups using pre-created lessons based on their learning level. Teachers also reported using Study Island in the classroom to support students learning, as well as Khan Academy, Reading A to Z, and Fundations at the primary grade levels. School leaders and teachers also described (and a review of school documents confirmed) how the school implements targeted Tier 1 (e.g., Accelerated Reader, Springboard, Progressive discipline), Tier 2 (e.g., ODA tutoring, Fundations, Planning Center), and Tier 3 (e.g.,

individualized assessments and functional behavior assessments [FBAs]) to support students academically and behaviorally. Teachers further cited incorporating supplemental resources that build on their classroom curriculum (e.g., EngageNY, Columbus curriculum). In addition to having supports available for students, teachers reported (and review of school documents indicated) that the school employs reading intervention support across grade levels that is based on students' needs. They also reported on how teachers plan lessons and instruction. In addition, leaders and teachers described how special education teachers push-in and pull-out students with Individualized Education Programs (IEPs) as well as students who are struggling.

5. The school has a safe, supportive learning environment that reflects high expectations.	**Level 3: Established**

- **The school provides a safe environment to support students' learning.** In focus groups, students and staff reported feeling physically safe inside the building. School staff and parents described how specific safety improvement efforts were established due to concerns (e.g., nearby abandoned house, lack of sunlight, non-functioning lights in the parking lot). For example, they described how the school has employed use of visitor passes and added crossing guards. In addition, they indicated that other adults volunteer as crossing guards and stated that parents park their cars along the routes to school in consideration of students' door-to-door safety. Site visit team members also observed security guards at the school's main entrance, as well as on both floors of the building during the day. In addition to a physically safe environment, school leaders and staff described how they also support students' emotional safety. For example, they described how there are adults to support students across the building, specifically administrators and teachers with whom students feel comfortable to talk. In addition, all students reported that they have an adult in the building they can approach if they have a question or concern. They also indicated that very little bullying exists at the school. One student stated, "This is not a bullying school, it is a fun school!" Students, teachers, and leaders described how the school has implemented an anti-bullying campaign during October. The site visit team noted posters and flyers throughout the school in support of anti-bullying. Finally, stakeholder groups also described how Not on Our Watch (NOW) – a student-centered anti-bullying program – further deters bullying.

- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** School administrators and teachers reported (and review of the Academic Achievement Plan [AAP] confirmed) that the school has programs and initiatives to support students' social emotional learning (SEL). For example, they described how the school utilizes the Providing Alternative Thinking Strategies (PATHS) and Second Step Programs at the elementary and middle school levels, respectively. They also described how SEL lessons are implemented, including lessons through the dean of engagement (e.g., walk a mile in my shoe) and how words of the month (e.g., compassion) are discussed and used inside and outside of the classroom. Staff and students also described how the school's Winning Against Violent Environments (WAVE) – a peer mediation and conflict-management program – supports SEL. In addition, stakeholders indicated that the school utilizes tutoring through staff and community partners (as reported in Key Question 4) for students who need additional academic support. School leaders, teachers, and students also described (and a review of documents confirmed) how the school provides opportunities for students to engage in positive group activities (e.g., chess, cheerleading, volleyball, basketball, Boy Scouts, ballroom dancing). Administrators and teachers specifically cited how ballroom dancing has not only provided an extracurricular activity, but an opportunity for students to develop relationships with each other. Finally, school leaders, teachers,

and students indicated (and the site visit team observed) that students are greeted by staff every morning. Students reported that school leaders are in their classes every morning and afternoon and that they are there to see them (students). Students further indicated that staff care about their learning.

Domain 3: Educators' Opportunities to Learn

Teachers' opportunities to learn are influenced by the *school-wide professional culture*, or the norms, values, and relationships teachers experience at school each day, and the *school-wide practices* that support teachers' ongoing professional growth and collaboration. Research indicates that a culture of mutual responsibility, trust, and collective efficacy provides an essential foundation for teachers' and leaders' focused collaboration around instructional challenges. The school-wide culture and the school's supports for professional learning and collaboration contribute to teachers' collective capacity to deliver high-quality instruction, not just in individual classrooms, but across the school.

6. The school designs professional development and collaborative systems to sustain a focus on instructional improvement.	**Level 2: Targeted Support Required**

- **Professional development (PD) is designed to address school priorities and identified areas of need.** Leaders and teachers explained (and review school bulletins and calendars confirmed) that PD takes place on Tuesday afternoons. They also reported (and documents confirmed) that PD has covered topics such as NWEA, AIMSweb, SEL activities, and Fundations, which align with some of the priorities outlined in the AAP. In focus groups, school leaders described (and teachers confirmed) how they seek input from staff about PD needs. For example, they explained that teachers are surveyed at the beginning of the year and exit tickets are often provided at the end of training to provide feedback on the session and to understand future training interests. They also described a bulletin board in the faculty room where teachers can anonymously leave post-it notes with training requests. In addition, school leaders reported using assessment information (e.g., NWEA results, skills navigator, learning continuum) to drive PD planning. When asked, most teachers reported that some PD was effective and other PD, which is less relevant to their specific needs, was less effective. They also described how the school is beginning to differentiate PD. For example, if a training session is not relevant (e.g., teachers who do not administer NWEA are offered other PD choices), they do not have to attend. In particular, teachers stated that they enjoy PD rotations (i.e., PD sessions with six different options, staff select and attend two sessions). In addition to after-school PD, school leaders and teachers reported that the curriculum and instruction specialist (CIS) and instructional coach also provide embedded support to teachers. Leaders further cited that they hold teachers accountable for information and skills learned in PD sessions by checking student assessment data.

- **Educators have opportunities to collaborate regularly; however, it is not evident that this time is used consistently across the school to learn about effective instruction and student progress.** School leaders and teachers described (and a review of documents confirmed) that the 200 minutes is split between Tuesdays and Thursdays (i.e., 100 minutes each day). Tuesdays are administrator-directed and include 40-to-60 minutes for teacher based teams (TBT) on Tuesdays. In focus groups, teachers described how the school uses the State-mandated five-step process, protocols, and roles (e.g., facilitator, note taker, time keeper) to implement TBTs. They also indicated that TBTs are helpful and they enjoy collaborating with their colleagues, but that the steps in the process can be time-consuming. School leaders and teachers reported that TBTs meet in grade-level teams, including special education teachers, and that the focus this year has been on informational text; this aligns with improvement strategies outlined in the AAP. In addition to TBTs, teachers and leaders reported (and a review of documents confirmed), that Tuesdays also provide opportunities for staff to collaborate during faculty meetings, committee meetings, and PD activities. In focus groups, school

leaders and teachers also reported that teachers have 100 minutes of self-directed planning time on Thursdays after school. Teachers described using this time for individual preparation, parent outreach, and informal planning with their colleagues. Several teachers reported that having this time on Thursdays provides additional opportunities to collaborate, which is very helpful. Finally, leaders and teachers reported (and a review of schedule documents confirmed) that teachers have a planning/preparation period every day, during the school day.

7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.	**Level 2: Targeted Support Required**

- **Educators' mindsets and beliefs reflect a shared commitment to students in the school, but it does not always extend to academic learning.** School leaders and teachers consistently reported that all students are capable of learning and indicated that this belief is shared across the school. Some staff also described how students learn at different levels and recognized that this is a component of the education program provided at the school. Others reported there is a limit to how much some students can learn, and, at times, assignments are provided at their learning level and may not be challenging to all students. When asked to provide examples of their commitment to student learning, teachers described how they are available to support students throughout the day, inside and outside of the classroom. They also described how morning meetings provide opportunities to connect with, and encourage, students. Several staff stated that they show their commitment to student learning through academic expectations and practices implemented in the classroom. For example, staff cited using formative assessments that are used to provide feedback to students, and providing opportunities for students to engage in self-directed learning in order to motivate and encourage each other. When asked about the school's commitment to student learning, parents cited teachers' engagement with students, personal connections and behavior management, but did not provide examples specific to students' academic learning. Students explained how the school expects them to display positive behavior, citizenship, and leadership. They also stated that dojo points and graded worksheets provide them feedback on how they are performing. Finally, school leaders described how rigorous instruction is not consistently used across the school. Despite a focus on Costa's levels of questioning, which compares the degree of rigor to the stories of a house, they explained (and site visit team members observed) that some lessons remain in the "basement;" they include only information-gathering tasks. However, they indicated (and site visit team members observed) that there are several classrooms in which lesson content is being applied to real word events, and students are beginning to link "I can" statements to the academic task, therefore internalizing the expectation for learning.

- **The school partially reflects a trustworthy and growth-oriented professional climate.** Most teachers described their colleagues as open, honest, and caring. Teachers stated that they enjoy working together and like coming to work. Teachers also reported that they often share resources and engage in collegial conversations about teaching and learning. Most staff further indicated that they work well together and often help each other, explaining how they provide coverage for each other and problem-solve together when a student is having a difficult time emotionally, behaviorally, or academically. A few teachers stated that, at times, they do experience conflict with their colleagues, but they always reach resolution. One staff member stated, "Sometimes we bump heads, but we always work it out." In focus groups, teachers also indicated that they collaborate more regularly with the individuals on their floors. They explained that the first and second floors have different cultures

and work styles, and do not often intermingle with staff who are not on their floor. Several staff indicated there are "pockets of collaboration" at the school. Others reported that you need to know whom to approach for certain information in order to fill the gaps. While teachers expressed a willingness to discuss their instructional practices, only some teachers reported they were willing to experiment with new teaching strategies. When asked, school leaders also indicated there is a variance among teachers who are willing to take instructional risks.

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. School leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning.	**Level 2: Targeted Support Required**

- **The principal has created a shared vision and clear goals for the school to drive improvement, but the impact is not evident.** When asked about the schools' vision and goals, leaders, teachers, parents, and students all cited similar school priorities – for example, increased attendance rates; a safe environment from door-to-door; improved conditions for learning (CFL) results; and, gains in academic performance (i.e., moving from an F to a D, increased proficiency rates). In addition, school stakeholders described strategies being implemented that align with the school's priorities – for example, home visits when students have been absent for several days; class and school incentives for good attendance (e.g., popcorn party, dress down day, field trips); volunteers who monitor the routes to and from school; and, for academics, a focus on vocabulary and informational text across the curriculum and in TBTs. In addition, the goals and priorities cited by school stakeholders align with the priorities in the school's AAP. In focus groups, teachers reported having input into the AAP. They described how administration shared research, asked for feedback on strategies to be included in the plan, and provided an opportunity for all staff to review prior to voting. When asked if the AAP is a living document, school leaders indicated a lot of the work cited in the plan is already underway, and the AAP serves as a reference to guide and incentivize their work. Finally, most teachers reported having the resources necessary to guide instructional priorities. School leaders described how they consistently provide staff resources to support improvement efforts when requested as long as the need is grounded in data and has an evidence base.

- **School leaders have structures to support the delivery of high-quality instruction, but the impact is not evident.** School leaders and teachers consistently reported that the required number of formal observations as dictated by the Teacher Development and Evaluation System (TDES) have been completed. In addition, school leaders reported that they conduct informal observations (i.e., pop-ins). Leaders and teachers cited (and document review confirmed) that TDES observations and informal pop-ins provide feedback on instruction practices. School leaders reported (and a review of school documents showed) that teachers are provided with an academic focus sheet prior to non-TDES observations, which sets the expectations for what administration is looking for in the classroom (e.g., depth of knowledge, anchor/strategy charts, differentiated instruction, standards alignment). In focus groups, teachers described how an informal non-TDES observation is always conducted before TDES begins, which they appreciate; it helps to "get the jitters out" and provide some feedback prior to observations being evaluative. When asked if feedback was helpful, teachers had varied responses. For example, some staff indicated it was helpful in improving practices some of the time, but other times it feels only negative or critical. Others reported it depended on which administrator is providing feedback. Several teachers also reported they could ask administrators to visit their classroom to give

them "off-the-record" feedback on a practice on which they are working. In addition to the principal, assistant principal, and aspiring principal, the school also has a curriculum and instruction specialist (CIS) and instructional coach who support teaching and learning. School leaders described how the CIS supports PD, conducts TDES observations, analyzes assessment information, and models high-quality instruction for some teachers. They explained that the instructional coach is a peer support and works with teachers by invitation. Finally, school leaders reported that they review student achievement data (e.g., Ohio State Test [OST], NWEA) and align results with performance on the TDES instructional domains, to assess the connection between strong teaching practices and student performance results. If there is not a clear correlation, they engage with staff in conversations specific to the data, teaching, and learning.

9. School leaders effectively orchestrate the school's operations.	**Level 3: Established**

- **School leaders ensure effective communication and inclusive, transparent decision making across the organization**. Teachers reported that school leaders communicate with staff in multiple ways, including emails, texts, and newsletters. Teachers explained that they receive a weekly email that details critical school information, such as attendance percentages, academic and behavior goals, teacher-based supports, and staff shout-outs. In addition, teachers stated that school leaders have an open-door policy and indicated that this policy further ensures effective communication. When asked, school staff reported that that they feel informed and stated that if they need more information, they ask for it and typically get the information for which they are looking. Further, several staff described communications and decisions as transparent and systematic, stating that "Nothing is hidden." Most information is provided and adults in the building know what is happening (e.g., messages on the white board, list of substitute teachers). In addition, most teachers indicated that the school provides opportunities for their input on important decisions. They referenced formal structures to contribute to school decisions, such as processes for input on the AAP and the participation in school committees (e.g., attendance, parent involvement, health and wellness, sunshine committees). Additionally, school staff described several informal and ongoing opportunities for input (e.g., post-it note requests for professional development in the staff room, an anonymous comment box that can be used to provide feedback). Teachers also reported that if they have an idea for a program or event they would like to bring to the school, they feel comfortable approaching administration, but acknowledged they must have research and data to support their idea.

- **School leaders engage parents and partners in the school community to further support student learning and well-being.** School leaders, teachers, students, and parents reported that school leaders and teachers communicate with parents through frequent emails, telephone calls, and text messages. Additionally, school leaders, teachers, and parents stated (and review of newsletters verified) that community and classroom newsletters are sent home; they detail upcoming events, as well as school goals. Students, teachers, and parents also cited Friday Folders (i.e., weekly individualized updates sent home every Friday that must be signed by parents) and Class Dojo as additional means of communication. Parents complimented leadership's efforts to engage them and stated that the dean of engagement effectively involves parent and community members in the school's improvement efforts. They also described the Miles Park community as a family atmosphere, stating, "Everyone is very connected," and "It is a tight social community." School leaders also described efforts to improve parent involvement during the school year through events that bring families into the school (e.g., open houses, Fathers Walk, Muffins for Mom, Giving Thanks 2 Grandparents, holiday celebrations).

School leaders, teachers, and parents explained that school leaders hold chat-and-chews, another strategy for increasing parent involvement, which brings parents in after school to learn classroom strategies for at-home practice. In addition, stakeholder groups also cited numerous positive community partnerships (e.g., Open Doors Academy [ODA], recreational center, Triumph Church, P16 Slavic Village, Boys and Girls Clubs, police and parent committee, Jewish Federation), which provide tutoring support and other opportunities for students to engage with adults and peers. Students specifically articulated that they enjoy ODA's after-school program during which they receive homework support, attend field trips, and discover opportunities around their community.

Prioritization Process

The site visit team met with the Miles Park School 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 professional development, a safe and supportive learning environment and effective communication at the school. The site visit team noted that areas for growth included focused instruction, higher-order thinking skills, in-class assessment strategies, and formative feedback.

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

Theory of Action: If we frequently use in-class assessment strategies to improve student learning and achievement, teachers can adjust instruction and our students can reflect on what they are learning, which will lead to student mastery and increased student achievement.

Goal: In-class assessment strategies are frequently used to reveal students' thinking about learning goals.

AAP priority: TWO. Monitor. TBT teams establish common formative assessments to regularly and continually assess student performance and modify strategies to yield improved outcomes.

Success Measure: By April 30, 2017, in-class assessment strategies will be observed in 80% of classrooms.

3-6 Month Action Plan for Achieving Goal	Target Dates	Champions
Strategy: Planning		
1. Share SQR results and Action Plan at staff meeting.	10/24/2017	Admin
2. Reflect on in-class assessment strategies currently in place across building.	10/24/2017	All Staff
3. Define strategies and identify resources currently available to increase effective use of in-class assessment strategies.	10/24/2017 – 10/31/2017	All Staff
4. Share in-class assessment strategies that have been effective in our classrooms.	11/7/2017	All Staff
Strategy: Implementation		
5. Incorporate identified in-class assessment strategies and resources into planning.	11/7/2017 – 11/23/2017	All Staff
6. Implement / practice identified in-class assessment.	On-going	All Staff
7. Receive feedback on the effectiveness of in-class assessment strategies. Define feedback and consider how this may be received from students, staff, and administration.	On-going	TBD
8. Assess effectiveness of the in-class assessment strategies	Before 12/21/2017	Admin

Strategy: Measures and/or Next Steps		
9. Reflect on the effectiveness of in-class assessment strategies implemented and make necessary adjustments	1/8/2018	Admin
Strategy: Communication Plan		
10. Send an SQR update to all staff via the bulletin	10/20/2017	Admin
11. Share SQR results at staff meeting	10/24/2017	Admin

Appendix A: Site Visit Team Members

The SQR to Miles Park School was conducted on October 18-20, 2017 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

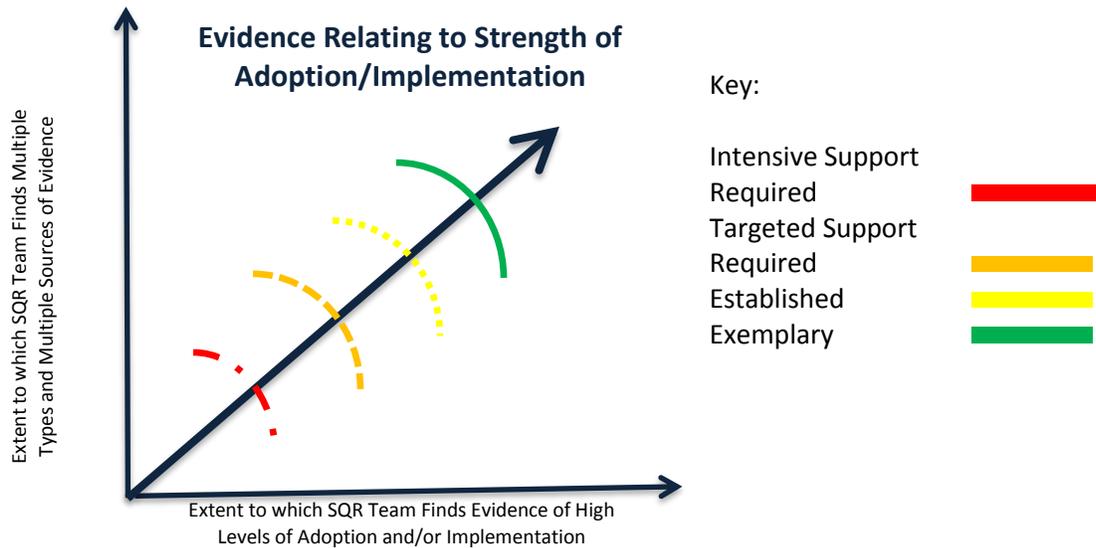|	
Megan Tupa, Team Leader	SchoolWorks, LLC
Kerri Bowers, Team Writer	SchoolWorks, LLC
Jill Cabe, Team Member	Cleveland Metropolitan School District

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 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.

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 sixteen 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_	58%	25%	17%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 4	25%	75%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	6%	38%	38%	19%
	3. Structured Learning Environment Teacher preparation Learning time maximized	25%	19%	50%	6%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	6%	19%	44%	31%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	19%	56%	25%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	13%	25%	50%	13%
	7. Participation and Engagement Active student participation Perseverance	19%	13%	50%	19%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	69%	19%	13%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments Alignment to academic content	31%	56%	6%	6%
	10. Feedback Feedback to students Student use of feedback	50%	50%	0%	0%