

SchoolWorks School Quality Review Report

**Scranton Elementary School
January 30-31, 2018**

SchoolWorks

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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.

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.

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 3: Established
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Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective ¹
1	2	3	4
0%	0%	25%	75%

- Behavioral expectations are clear and understood by students.** During the site visit to Scranton Elementary School (Scranton), site visit team members observed the effective establishment of behavioral expectations in 75% (n=16) of classrooms. In these classrooms, all students typically behaved appropriately for the duration of the observation. For example, during one class, students listened attentively to instructions from the teacher and worked productively with their peers in small groups with no misbehavior at any point. In another lesson, the teacher effectively used cues and clapping patterns, when needed, to manage the attention of students throughout the observation. Site visit team members also observed a lesson in which students were required to transition multiple times to different activities throughout the room; all students did so efficiently without exhibiting any disruptive or off-task behaviors. The site visit team observed the partially effective establishment of behavioral expectations in 25% of classes. During these lessons, most students generally behaved according to expectations; however, a few students would exhibit off-task behaviors and were not always effectively redirected by the teacher. For example, during one class, two students behaved inappropriately and were redirected; however, once the teacher’s attention was focused elsewhere, they resumed their misbehavior.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	6%	31%	63%

- The learning environment is highly structured, and learning time is maximized.** The site visit team observed the establishment of highly structured learning environments in 63% of classrooms. During these observations, the teacher’s lesson and requisite materials were typically well-prepared and learning time was maximized. For example, during one class, students participated in center-based learning activities for which all materials had been prepared and set out in advance. Students transitioned to the center to which they were assigned and began working without wasting any instructional time. In another class, site visit team members observed that all class time was effectively dedicated to instructional activities and student learning. The site visit team observed the partially effective establishment of highly structured learning environments in 31% of classrooms. In

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

these lessons, the teacher was typically prepared for most – but not all – of the lesson and there were instances in which learning time was not utilized effectively. For example, in one class, the site visit team observed that while most student activities were prepared in advance, some students had to wait as one of the teachers in the room prepared materials for one station. In another class, while learning time was used effectively throughout most of the lesson, students, at one point, took approximately five minutes to complete a transition and get settled for their next activity.

2. Is classroom instruction intentional, engaging, and challenging for all students?	Level 2: Targeted Support Required
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Instructional Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	13%	6%	81%

- A variety of instructional strategies and materials support the diverse needs of most students.** Teachers and school leaders reported that the school has actively promoted the adoption of centers-based lessons that utilize varied activities and small group instruction. The site visit team observed the use of centers-based lessons in almost all classes; the team observed the effective use of varied instructional strategies in almost all (81%) of classrooms. During these lessons, students typically had access to academic content through multi-sensory materials, as well as different instructional formats and opportunities for student choice. For example, during one class, students were able to select centers-based activities that utilized an array of manipulatives, as well as computers and tablets. During another class, the teacher used high-quality materials to mimic a real-world scenario in which the children were able to participate while practicing academic content. During another class, students listened to an audio recording and created written and/or artistic responses, which were then reviewed by peers before the class engaged in a whole group discussion. The site visit team observed the partially ineffective use of varied instructional strategies in 13% of classrooms. Generally, in these classrooms, while students had access to multi-sensory materials, they were not always effective in meeting the needs of diverse learners. For example, during one class, some students interacted briefly with classroom technology, but the purpose of the activity was not meaningful to the lesson. Also, another group of students in a small group received mostly direct instruction from the teacher, rather than engaging in a cooperative activity.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
13%	63%	19%	6%

- Instruction does not require all students to use and develop higher-order thinking skills.** The site visit team observed the partially effective promotion of higher-order thinking skills in 19% of classrooms. In these classes, some, but not all, students were engaged in challenging activities that required higher-order thinking skills. For example, during one lesson, the teacher posed questions to students and required those who responded to justify their answers and explain their thinking. However, the teacher relied on students to volunteer and, therefore, not all students were required to engage in higher-order thinking. The site visit team observed partially ineffective promotion of higher-order thinking skills in the majority (63%) of classrooms. In these classes, learning activities were not consistently rigorous or challenging; only some students were only engaged in higher-order

thinking for part of the lesson. For example, during one class, while reviewing a challenging activity on which the students had been working, the teacher called on a student to explain a part of the activity with which the students had struggled. However, rather than allowing the student to do this, the teacher supplied him/her with the next steps, rather than pushing the student to explain his/her thinking. During another class in which students participated in centers, only some activities promoted higher-order thinking, while others were designed to reinforce procedures and/or review previous content. Finally, the site visit team observed the ineffective promotion of higher-order thinking in 13% of classes. In these classes, students typically did not have opportunities to answer challenging questions related to lesson content. For example, during one lesson, although students worked on different activities in centers, all of the activities were procedures-based and repetitive.

3	Do teachers regularly assess students’ progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?	Level 1: Intensive Support Required
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Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
13%	63%	13%	13%

- In-class assessment strategies do not consistently reveal students’ thinking about learning goals.** The site visit team observed the effective use of in-class assessments in 13% of classes. In these classes, teachers were able to assess the understanding of all students at least once during the course of the lesson. For example, during one class, as students worked in small group learning centers, both teachers circulated purposefully throughout the class, checking the work of each student until all had been assessed. The site visit team observed the partially effective use of in-class assessment strategies in 13% of classrooms. During these lessons, teachers’ formative assessment strategies revealed the understanding of most, but not all, students. For example, during one class in which multiple staff members were present to teach small group activities, most students in the room were informally assessed through questioning by the teachers leading their group activity but a few were not. However, in the majority of classrooms (63%), the site visit team observed the partially ineffective use of in-class assessment strategies. In these classes, teachers’ assessment strategies typically reached only about half of the students in their class, or their assessments did not give a precise sense of student understanding. For example, during one lesson, the teacher only assessed the understanding of the students in the small group(s) with which s/he worked and the rest of the students in the class were not assessed. During another observation, the teacher handed out an exit ticket at the end of the lesson; however, students were instructed to indicate their opinion of the lesson, rather than explain their precise understanding of its academic content. Lastly, the site visit team observed the ineffective use of in-class assessment strategies in 13% of classes. During these classes, teachers assessed the understanding of few or none of the students. For example, during one class, the teacher only assessed the work of the three students in the small group with which s/he worked, and the remaining students in the class were not assessed.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
6%	69%	25%	0%

- Timely, frequent, specific feedback is not consistently provided throughout the learning process to inform improvement efforts.** The site visit team observed the partially effective delivery of instructional feedback in 25% of classrooms. During these lessons, teachers typically provided content-specific feedback to approximately half of their students. For example, during one class, students worked either independently or in small groups, and both teachers moved from table to table, asking questions of students and correcting mistakes they had made. However, only half of the students received this feedback. In the majority of classrooms (69%), the site visit team observed the partially ineffective delivery of instructional feedback. During these lessons, teachers typically provided high-quality content-specific feedback only to a few students in their class. For example, during one lesson, while the teacher thoroughly reviewed assessments that students had completed, only a small number of students received feedback about their work. In another class, the teacher gave very specific feedback to two students who supplied incorrect answers; however, most of the students in the class did not have access to this feedback. Lastly, in another class, the teacher provided very targeted feedback to the three students with whom s/he worked during a centers-based lesson, while the rest of students completed other activities on which they received no feedback.

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 3: Established
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- The school has a process for identifying struggling and at-risk students and systematically monitors student progress and program effectiveness.** School leaders reported that the school's student support team (SST) meets weekly to review teacher referrals of students struggling either academically and/or behaviorally. The site visit team reviewed sample SST meeting notes and referral forms which revealed that two-to-four students are discussed at each meeting, and that teachers must describe target behaviors, suggested interventions, and behavioral patterns when referring students to the SST. School leaders and teachers stated that the SST includes the assistant principal, three teachers, the reading interventionist, and the reading recovery teacher. Teachers explained that the SST generates interventions to be implemented by classroom teachers, and that teachers are expected to provide the interventions for a period of six weeks and record instructional data to reflect the effectiveness of the interventions. Teachers also stated that following this six-week period, the teacher attends a subsequent SST meeting and presents data on the interventions they attempted. The SST uses that data to decide whether to continue the interventions, design new ones, or refer the student for a special education evaluation. In addition, school leaders explained (and a review of administrative spreadsheets confirmed) that the aspiring principal has used multiple sets of Northwest Evaluation Association (NWEA) assessment data to track the impact of academic supports on the performance of struggling students over the course of the school year. School leaders reported that administrators used this information to adjust the rosters of students receiving specific supports halfway through the year, replacing students who appeared to no longer need these supports with those whose achievement has yet to show adequate growth.
- The school implements appropriate supports for English language learner (ELL) students, special education students, as well as struggling and at-risk students.** School leaders explained that the school currently employs seven bilingual instructional aides to support the needs of a growing population of ELL students, including a number of recent arrivals from Puerto Rico following Hurricane Maria. Multiple stakeholder groups also stated that the school provides after-school tutoring that is staffed by bilingual aides and targets ELL students. School leaders stated that this program currently serves approximately 60 students. However, teachers noted that there is no bus available to take students home after the tutoring sessions are over, and that this impacts student attendance. In addition, school leaders and teachers reported (and a review of staff rosters confirmed) that the school also employs seven special education teachers who serve students in a specific grade or grade band. The site visit team observed both bilingual aides and special education teachers in most observed classrooms. In all the classrooms in which they were present, they were observed actively supporting students. In addition, school leaders explained that the school also has a full-time reading recovery teacher and a full-time reading interventionist who serve students in both whole class and

small group settings. Teachers and school leaders also explained that approximately 80-to-90 students in kindergarten through 8th grade regularly attend a free after-school program provided by a local organization called the Horizon Education Center. School leaders stated that, as part of this program, students receive tutoring in reading and math and participate in extracurricular activities. Lastly, school leaders acknowledged that, since the school has only a handful of students who have been identified as gifted/talented, there is no dedicated programming for gifted/talented students. However, school leaders reported specific examples of teachers using computer adaptive applications to expose specific students to academic content appropriate to higher grade levels.

5. Does the school have a safe, supportive learning environment that reflects high expectations?

**Level 2:
Targeted Support
Required**

- Not all staff hold high expectations for academic learning.** While school leaders explained that students receive schoolwide awards for attendance during lunch periods, they acknowledged that there are no schoolwide awards for academic achievement. However, some students who demonstrate significant growth in reading intervention assessments are recognized in their classrooms and are invited to join celebratory field trips. Teachers and school leaders stated that, this year, the school has adopted the use of Achievement Network (ANet) assessments. The staff is in the process of aligning the scope and sequence of their curricula to match the content assessed on each interim assessment from ANet. Some teachers stated that, given the academic needs of the school's student population, they felt the pacing of this new assessment schedule was unrealistic. In addition, some teachers attributed the school's struggles in meeting established academic benchmarks to a lack of parental support and/or the lack of English language development in some students. Further, some teachers identified an increase in the number of transient students at the school as a cause of lagging achievement; even though, when asked, they acknowledged having 3-to-4 transient students in classes with rosters of 25-30 total students. In addition, students did not report that the work in their classes was consistently challenging. For example, when asked, one-third, or fewer, of the students stated that the work in each of their classes was challenging. Lastly, the site visit team observed a wide array of rigor in academic tasks during classroom observations. For example, site visit team members observed the use of evidence-based texts in some classes; however, the selected texts did not consistently provide all students access to grade level content. In addition, in some classes, the high degree of scaffolding limited students' opportunities for productive struggle.
- The school provides a safe environment to support students' learning.** Students, teachers, and parents all reported that students and staff feel both physically and emotionally safe when they are at school. The site visit team observed that the school's physical environment was clean, orderly, and very safe. Building doors were consistently secured from the inside and site visit team members were asked to identify themselves upon arrival. Teachers reported (and the site visit team observed) that staff members and administrators are very visible in the school throughout the day, escorting students during transitions and monitoring common areas. In addition, school leaders stated that the principal, assistant principal, and aspiring principal are each responsible for supervising one lunch period each day. School leaders stated that this consistent practice has allowed them to proactively manage a relatively unstructured period of the day, prevent behavior issues, and provide a daily opportunity to have one-on-one check-ins with students without pulling them from classes. Further, during the site visit, team members observed administrators filling in for an absent security officer and monitoring student arrivals. Teachers reported that administrators and staff members have well-established relationships with most students and many families, that the principal knows every child in the school by name, and that administrators are very responsive to teacher requests for assistance in addressing

behavior issues. Lastly, parents and students reported that while some bullying does occur, it is not a pervasive issue and that when these concerns are raised, the staff are responsive in working to resolve them.

Domain 3: Educators' Opportunities to Learn

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

6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?	Level 3: Established
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- Professional development (PD) is designed to address school priorities, school improvement goals, and/or identified areas of need.** Teachers and school leaders explained that staff members participate in PD activities every Wednesday afternoon, as well as during full-day, district-mandated PD sessions that occur approximately once per month. School leaders explained that although the administrators are primarily responsible for planning PD sessions, some have been designed by the school's building leadership team (BLT), which has also worked to ensure that PD activities are aligned to school goals. A review of the school's PD calendar revealed documented alignment of each session with one of the school's established improvement goals. For example, one session from August 9th on understanding ANet assessments and the process for teacher-based teams (TBTs) was aligned with improving math and literacy for all students. Another session on building the school's vision statement and classroom management was aligned with improving results on the school's conditions for learning (CFL) survey. In addition, school leaders explained that through the school's partnership with ANet, staff have received PD three-to-four times from ANet staff members this year that have focused on understanding ANet assessments, analysis of student achievement data, and curricular modifications in response to such data. School leaders and teachers stated that in working with ANet, the staff are focusing on ensuring thorough coverage of learning standards, which, in turn, has resulted in teachers engaging in analysis of their existing curricula for alignment gaps, the identification of resources to fill those gaps, and the reorganization of their instructional pacing to meet the timing of ANet assessments. Teachers and school leaders explained that some staff members were apprehensive about this process at the outset. However, some teachers reported learning a great deal about standards-based instruction from this process; others reported that the partnership with ANet allowed them access to useful tools and resources to support these efforts.
- Educators collaborate regularly to learn about effective instruction and students' progress.** School leaders reported that teachers meet in TBTs weekly during Wednesday afternoon PD sessions and engage in cycles of data-based academic inquiry that last approximately five weeks. School leaders reported that each grade band meets separately to engage in the TBT protocol, although grades 4-5 and 6-8 meet together based on content area. A review of sample TBT forms revealed that different teams are at different stages of the protocol and that, following these interventions, teachers gather pre-assessment data, plan academic interventions, and deliver post-assessments. School leaders also stated (and a review of BLT documents confirmed) that the BLT reviews the work of, and provides feedback to, each TBT on a regular basis. School leaders reported that they hoped that teachers would effectively utilize the data from ANet assessments in their TBT sessions. Teachers and school leaders reported that full-day PD sessions were devoted to teachers' working to align their curricula with the ANet schedule of assessed standards. School leaders stated that staff members were provided with

resources, including a scope and sequence spreadsheet that was designed to support this curriculum revision by teachers. A review of this spreadsheet revealed that teachers were expected to align Common Core academic standards with the units in their existing curriculum, identify additional resources that could be used to teach them, and include the percentage of students who had achieved proficiency on these standards on ANet and NWEA assessments. Further, school leaders stated that in response to feedback from teachers, administrators allowed the staff to adapt this spreadsheet or reproduce it in a format of their choosing in order to ensure the long-term progress of this alignment of classroom instruction, ANet assessments, and the TBT process.

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	Level 3: Established
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- Educators' mindsets reflect shared commitments to students' learning.** Teachers and school leaders stated that they believe small group instruction and centers-based learning to be effective in driving student achievement. Classroom observations by site visit team members confirmed that this belief is widely shared; almost all of the lessons observed were based on this instructional approach. In addition, school leaders reported that staff have effectively embraced co-teaching; most teachers engaged in co-teaching are working collaboratively in the best interests of students. The site visit team observed co-teaching in many classrooms, featuring multiple approaches to sharing teaching responsibilities. Further, both teachers and school leaders stated that they believed that establishing meaningful relationships with students is critical to fostering improved academic achievement. Additionally, teachers explained that there is a strong sense of collective responsibility in the staff, especially within grade band teams. Teachers reported that they will volunteer to help one another by covering classes, assisting with student issues, and helping to gather materials when their colleagues are in need. For example, teachers stated that during recent absences (of both staff and students) due to serious illness and injury, the school community responded to ensure a minimal impact on student learning. Lastly, teachers stated that members of the staff regularly extend themselves to support students, working extra hours after school or during free periods, bringing in donations of food or clothing if needed, and assisting some students with attendance issues in getting to school.
- The school reflects a safe, trustworthy, and growth-oriented professional climate.** Teachers at Scranton consistently reported that they feel professionally safe at work and are willing to experiment with their practice. For example, some teachers described planning interactive lessons that were conducted outside on school grounds or offsite at nearby locations relevant to the lesson's learning objective. In addition, multiple stakeholder groups indicated (and the site visit team observed) that the staff effectively share classroom responsibilities via regular co-teaching, intentional incorporation of bilingual aides and special educators in daily lessons, and collaborating to implement practices they believe will promote student achievement. As mentioned previously, site visit team members observed two-to-three staff members in most classrooms. Also, co-teachers, aides, and special educators were observed filling established, meaningful roles in the classroom, fluidly working with their colleagues to support students as needed. The site visit team observed one lesson in which two classes combined to form learning centers that were led by teachers, bilingual aides, special educators, and student teachers. In addition, school leaders reported that the assistant principal offers instructional coaching to any teacher who volunteers and that eight-to-nine teachers have elected to engage in this work. Although teachers reported that they feel somewhat segregated within their grade bands, they described their colleagues as open, honest, competent, and reliable. They also reported that administrators were very responsive and active in solving problems that are brought to

their attention. Lastly, school leaders reported that almost all teachers feel comfortable voicing concerns to either the principal or assistant principal, and that they have received valuable feedback from teachers that continues to inform how they manage school operations and plan for the future.

Domain 4: Leadership

School leadership support the essential work of teaching and learning in schools. *School leadership* influences every aspect of a school's culture, organizational practices, and academic programs. In the SchoolWorks Quality Criteria, school leadership functions are represented by two dimensions. The first – instructional leadership – emphasizes overseeing and guiding the school's collective focus on instruction and student learning. The second – organizational leadership – involves leading strategic conversations and planning and ensuring effective school operations to advance the school's mission and vision.

8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?	Level 2: Targeted Support Required
<ul style="list-style-type: none"> The principal has begun to build a shared vision; however, school-wide goals are not understood by staff. Teachers and school leaders reported that the school embarked on the process of collectively developing a vision statement starting during the 2016-17 school year. School leaders explained that the process started with the entire staff generating ideas that were refined in grade band teams and then submitted to the team of staff members who worked to develop the school's academic achievement plan (AAP). School leaders explained that the AAP team took the ideas from each grade band and incorporated them into a school-wide "purpose statement" that was completed in August 2017. This statement reads: <p style="margin-left: 40px;">"Our purpose is to educate and empower our scholars and their families through academics, social-emotional learning, and co-curricular activities in order to prepare our Scranton community to be lifelong learners and productive citizens in an evolving society."</p> <p>When asked, school leaders stated that this purpose statement has been reiterated during some PD sessions but acknowledged that it had not yet been effectively disseminated. When asked, teachers were unable to fully describe the vision of the school. However, many teachers did identify some generalized themes found in the purpose statement, such as: social-emotional learning; empowering students; and family support. A review of a sample weekly bulletins from administrators to the staff in January 2018 listed Scranton goals: improve literacy in grades K-3; improve math fluency in all grades; increase attendance to 93% or higher; increase the CFL indicators by 2%; increase performance index by 5%; and improve vocabulary in all grades. However, when asked about school-wide goals for the current academic year, teachers provided varying responses that also included similar, generalized themes, such as: promoting lifelong learners; generating parental engagement; a holistic approach to education; increasing attendance; and growth in students' academic achievement.</p> School leaders ensure that teachers deliver high-quality instruction. Teachers and school leaders reported that administrators frequently conduct informal, non-evaluative observations of instruction in classrooms throughout the school. A review of documentation provided by school leaders revealed that administrators had conducted 132 classroom observations thus far in the 2017-18 school year, in addition to formal, evaluative observations required under the state of Ohio's teacher development and evaluation system (TDES). Teachers and school leaders explained (and a review of observation trackers confirmed) that administrators recorded observations (such as types of instruction, instructional strategies, learning targets, checks for understanding, and narrative notes) and used an online form to send written feedback to teachers shortly after the observation. School leaders explained that they received feedback from some teachers who felt overwhelmed by the feedback and/or that the feedback did not provide enough positive reinforcement. School leaders stated that 	

they continued to conduct the observations, but, in response to the feedback, started debriefing them in one-on-one conversations with teachers. School leaders also explained that, in the interim, they worked to revise the format of written feedback (a draft of which was reviewed by the site visit team), incorporating the aforementioned input from their staff. In addition, as mentioned previously, the assistant principal offers instructional coaching to teachers who volunteer to engage in this work and includes guidance in planning, conducting observations, providing feedback, and assisting in developing centers-based instruction and co-teaching by modeling these strategies.

9. Do school leaders effectively orchestrate the school’s operations?	Level 2: Targeted Support Required
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- School leaders maintain effective communication; however, inclusive decision making across the organization is limited.** Teachers explained that administrators communicate with the staff regularly via email and face-to-face meetings, depending on the time-sensitive nature of the content. In addition, teachers and school leaders explained that they send a weekly bulletin to the staff via email. The site visit team reviewed sample weekly bulletins, which contained calendar updates, announcements for upcoming weeks, staff shout-outs, and a relevant article on an education-related topic. Teachers also stated that administrators are very visible throughout the school day and consistently available if they have an issue they need to address. School leaders explained that there are three teachers (along with three administrators) on the BLT; this body engages in some schoolwide decision making, such as designing some PD sessions and providing feedback to grade band teams based on their work on the TBT protocol. However, the number of teachers on the BLT is small, relative to the size of the staff, and those teachers on the BLT are appointed by administrators rather than elected by their peers. In addition, school leaders and teachers stated that all teachers serve on one of four staff committees: safety; attendance; culture; and family engagement. However, descriptions of the work of some committees by teachers and school leaders was vague. Some teachers were unclear about what their committee had accomplished, and others reported that committees were not established until November; therefore, some committees had only had a single meeting as of January.
- The principal engages community members in the educational process and creates an environment in which community resources support learning.** As mentioned previously, school leaders and teachers reported that the school has a partnership with an organization called Horizon Education Center that provides off-site after-school tutoring to 80-to-90 students at no cost. In addition, teachers also reported that Cleveland Metro Hospital provides semester-long weekly nutrition and fitness classes, as well as a van that is staffed by doctors that arrives at the school monthly to provide check-ups to students so that they will not miss school and their families do not have to miss work. School leaders stated that, in addition, there are two dentists and one eye doctor who regularly visit the school to provide services to students, free of charge. Teachers and school leaders also stated that the school recently hosted their monthly “school market” through which 4,000 pounds of food provided by the Cleveland Food Bank was distributed at the school to members of the surrounding community. In addition, teachers and school leaders explained that the school has partnerships with Scranton Road Ministries and St. Ignatius High School that provide the school with extra support, tutoring and mentoring for scholars in grades K-5. Lastly, both teachers and school leaders also described a community-based program called Dancing Classrooms that works with Scranton students to develop social skills and citizenship through ballroom dancing.

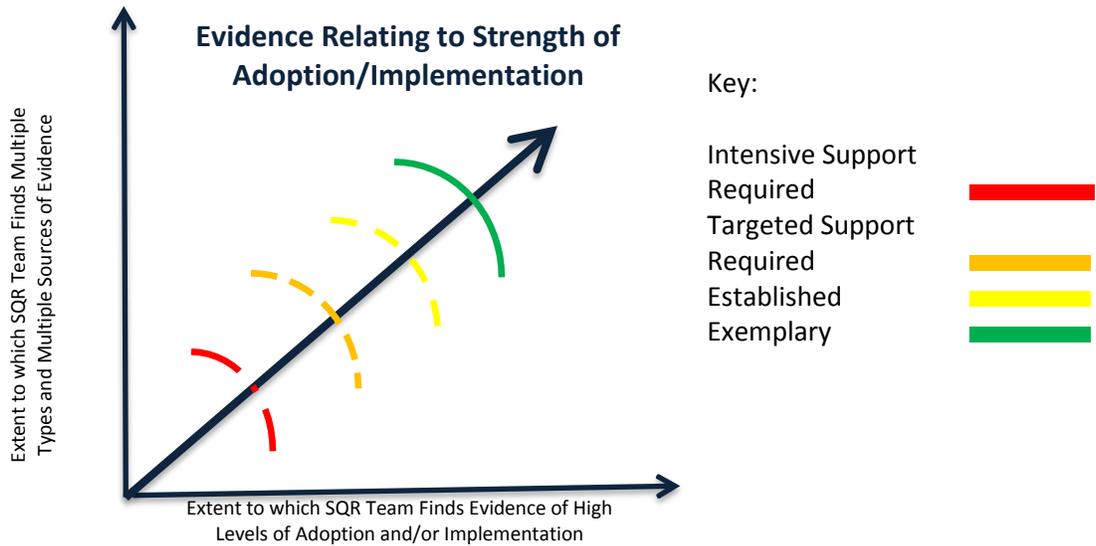
Appendix A: Site Visit Team Members

The School Quality Review to Scranton Elementary School was conducted on January 30-31, 2018 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

Robin Hull , Team Leader	SchoolWorks, LLC
Nick Thompson , Team Writer	SchoolWorks, LLC
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Appendix B: Implementation Rubric

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



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

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

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

Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 16 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 (%)			
		<i>Ineffective</i>	<i>Partially Effective</i>		<i>Effective</i>
		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 = 11	0%	18%	36%	45%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 5	0%	20%	40%	40%
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	0%	25%	75%
	3. Structured Learning Environment Teacher preparation Learning time maximized	0%	6%	31%	63%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	6%	19%	75%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	0%	19%	69%	13%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	0%	13%	6%	81%
	7. Participation and Engagement Active student participation Perseverance	0%	13%	19%	69%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	13%	63%	19%	6%
In-Class Assessment & Adjustment	9. Assessment Strategies Use of formative assessments Alignment to academic content	13%	63%	13%	13%
	10. Feedback Feedback to students Student use of feedback	6%	69%	25%	0%