

SchoolWorks School Quality Review Report

Walton Elementary School
February 21-22, 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 during the prioritization process.

Domains and Key Questions

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

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

Domain 1: Instruction

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

1. Do classroom interactions and organization ensure a classroom climate conducive to learning?

**Level 2:
Targeted Support
Required**

Behavior Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective ¹
1	2	3	4
8%	8%	67%	17%

- Behavioral expectations are clear and understood by most students.** The site visit team observed effective implementation of behavioral expectations in 17% of classrooms (n=12). In these classrooms, students consistently behaved appropriately throughout the lesson, and the teacher effectively anticipated and managed any minor misbehavior without disruptions. In one classroom, for example, students sat quietly at their desks during instruction and transitioned quietly to the next activity without disruption. In another classroom, the teacher reinforced the classroom expectations by having students recite the class rules aloud and, later, quickly and effectively redirected a minor misbehavior. In the majority of classrooms (67%), the site visit team observed the partially effective implementation of behavioral expectations. In these classrooms, most students behaved throughout the lesson, but a few did not. For example, in one classroom, a small group of students engaged in off-task conversation, rather than on assigned work. In another class, most students behaved, but there were minor disruptions throughout the lesson. In another class, most students behaved but a few students engaged in off-task conversation throughout the lesson, despite multiple redirections from the teacher. Additionally, in another class, not every student was held accountable for his/her behavior (e.g., clip-up clip-down system not consistently enforced), although generally, the class followed behavioral expectations.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
25%	67%	8%	0%

- The learning environment is infrequently structured, and learning time is rarely maximized through effective planning and guidance.** The site visit team observed the partially ineffective establishment of a structured learning environment in 67% of classrooms. In these classrooms – due to learning time not being maximized – students experienced a structured learning environment only some of the time. For example, in one class, the teacher was generally prepared (e.g., materials and problems ready for students) but individual students went up to the board one at a time to solve problems while most of the class sat idly for most of class time. In another class, one transition between activities took 8 minutes; the class spent an extended amount of time on non-academic conversation. In other

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

classes, directions were excessively long or repeated multiple times, negatively impacting time spent on academic learning. In 25% of classrooms, the site visit team observed the ineffective establishment of a structured learning environment. In these classrooms, a significant amount of academic learning time was wasted. In one class, for example, a significant amount of class time was spent on instructions. Also, when finished with their task, students were not provided with an additional learning task. In another class, the teacher did not have media cued or in-class work ready for students and spent a significant portion of class time preparing both while students engaged in conversation and activities not related to academic content.

2. Is classroom instruction intentional, engaging, and challenging for all students?	Level 1: Intensive Support Required
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Focused Instruction			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
50%	42%	8%	0%

- Teachers rarely provide students with clear learning goals and focused, purposeful instruction.** In 42% of classrooms, the site visit team observed partially ineffective implementation of focused instruction. In most of these classrooms, no learning objective was communicated. In some classrooms, a learning objective was posted but did not fully align with student learning activities. For example, in one class, students worked toward only half of the posted learning objective. In other classes, a learning objective was posted and drove the lesson, but teachers did not demonstrate high expectations for students. For example, in one class, while the academic content matched the learning objective, the learning activities were simplistic, and the teacher provided students with the answers, rather than allowing the students to be challenged. In another class, the teacher demonstrated high expectations for students who volunteered by raising their hands while other students were able to opt out of the learning activity. The site visit team observed ineffective implementation of focused instruction in 50% of classrooms. In these classrooms, the learning objective was not evident. Additionally, in these classrooms, the delivery of academic content was limited, and teachers did not hold high expectations for students' learning. For example, in one class, no learning objective was posted, instruction was unclear, and most students opted out of the lesson by engaging in non-academic activities. In another class, students spent most of the lesson cutting out manipulatives; meanwhile, no academic content was delivered by the teacher.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
75%	25%	0%	0%

- Instruction does not require all students to use and develop higher-order thinking skills.** In 25% of classrooms, the site visit team observed partially ineffective promotion of higher-order thinking strategies. In many of these classrooms, only a few students were given challenging tasks or asked to justify their thinking. For example, in one class, a few students went to the board one-by-one to work on a challenging task, while the majority of the class remained seated and idle, unable to access the task. In other classes, teachers did not allow for productive struggle. For example, in one class, the teacher over-scaffolded an assignment, so students did not have the opportunity to demonstrate their

understanding. In most classrooms (75%), the site visit team observed ineffective development of higher-order thinking skills. In these classrooms, the site visit team observed learning activities requiring lower-level thinking. For example, in many classrooms, students were not asked to justify their thinking or reasoning. Some classrooms focused only on skill practice in the form of fill-in-the-blank worksheets. In one classroom, students were asked only recall questions and gave responses chorally. In another classroom, individual students were asked questions by the teacher but were not asked to explain their thinking, or in cases when the answer was incorrect, were not corrected or guided to the correct answer.

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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In-Class Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
58%	25%	8%	8%

- In-class assessment strategies rarely reveal students' thinking about learning goals.** The site visit team observed partially ineffective implementation of in-class assessment strategies in 25% of classrooms. In these classrooms, the teacher used an assessment strategy to check the understanding of less than half of students. For example, in one class, only a small group of students who shared their work on the board were assessed. In other classes, teachers used assessment strategies that gave only a partial sense of student understanding. For example, one teacher repeatedly checked in with students (e.g., "Yes?" "Ok?") but did not identify precisely which students understood. In 58% of classrooms, the site visit team observed ineffective implementation of in-class assessment strategies. In these classrooms, the site visit team did not observe in-class assessment strategies, or only one student was asked a content-based question. In some classrooms, the site visit team noted that questions asked of students were about procedures or directions, not academic content. For example, in one such class, the teacher asked students for the page number, but no questions related to academic content. In other classes, teacher circulation focused on student behavior, rather than lesson content. Additionally, in another instance, the assessment strategy focused on a minor detail in the lesson but not students' overall understanding of the lesson content.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
67%	33%	0%	0%

- Feedback is rarely provided throughout the learning process.** The site visit team observed the partially ineffective delivery of feedback in 33% of classrooms. In many of these classrooms, only a few students received, and used, high-quality feedback. In one such class, for example, the teacher gave a few students specific, high-quality feedback on their work, which they used; however, the rest of the class received no feedback. In other classrooms, students received feedback but did not use it. For example, in one class, some students received feedback during a lesson, but the follow-up activity was unrelated to the learning goal, and students were not able to use their feedback. In 67% of classrooms, the site visit team observed the ineffective delivery of feedback to students. In most of these classrooms, students did not receive any feedback for the duration of the observation. In other

classrooms, students received limited feedback that was not useful in helping them progress with the academic content. For example, in these classrooms, feedback was general (e.g., “I think that is pretty good.”) or focused on student behavior, rather than on academic content.

Domain 2: Students' Opportunities to Learn

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

4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?	Level 1: Intensive Support Required
<ul style="list-style-type: none">• The school does not consistently utilize its process for identifying struggling and at-risk students. School leadership and teachers described various assessments that individual teachers use in classrooms to identify struggling students, including: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), the Ohio State Tests (OST), Kindergarten Readiness Assessment (KRA), Foundations, and running records on Oral Reading Fluency (ORF). School leadership and some teachers specifically reported reviewing AIMSweb (K-3) data in Teacher Based Team (TBT) meetings to identify the reading skills with which student are struggling and discussing instructional strategies to meet students' needs based on these data. A review of school documents and site visit team observations of TBT meetings confirmed this practice of discussing AIMSweb data. Some teachers reported they regularly discuss struggling students at lunch and during grade-level common planning time; however, teachers also indicated that these discussions are informal. When asked, school leadership and teachers described the student support team (SST) process for struggling students. However, both school leadership and teachers indicated that – due to lack of an SST coordinator – the SST process has not been effective this academic year. Teachers described a slow-moving process, with few students going through the formal SST process. Further, school leadership reported that the school is not currently adhering to the SST process regularly.• The school implements limited supports for struggling and at-risk students. Teachers described various in-class academic supports for students, such as Leveled Literacy Intervention (LLI), Moby Max, Study Island, Star Reading, Accelerated Reader, Think Central, and small group instruction. However, school leadership and teachers reported that in-class resources depend on the teachers; use of these resources was not described by school leadership or teachers as systemic or school-wide. Outside the classroom, teachers described (and the site visit team observed) push-in and pull-out supports from a reading interventionist. However, the reading interventionist supports only grades K-3 (confirmed by a review of the staff roster). Many stakeholders, including school leadership, teachers, and parents, identified optional tutoring supports before school, after school, and on Saturdays. Teachers, students, parents, and community partners also identified an optional morning math program for students every day before school. Supported by grant funding and the school's site coordinator, the program is facilitated by a teacher and utilizes online math support programs. As noted, the tutoring and morning math programs are optional, and students are not required to attend; therefore, the supports do not reach all students needing academic assistance.	
5. Does the school have a safe, supportive learning environment that reflects high expectations?	Level 2: Targeted Support Required

- **The school provides a mostly safe environment to support students' learning.** School leadership, some teachers, and students reported that the school is safe. Some teachers and students cited the school security guard and cameras as evidence of school safety. In addition to the security guard and cameras, some teachers explained that the school has recently improved safety by adhering to a consistent visitor procedure; this includes visitors signing in and the front office calling the classrooms or offices they are visiting. The site visit team observed this procedure in practice. While some teachers reported feeling safe, other teachers reported feeling unsafe because of the physical layout of the building. Some teachers explained the difficulty of fitting all students and staff in the designated lockdown area in case of emergency. Some teachers further explained they feel unsafe because their unlocked classroom doors open into an outdoor courtyard. The site visit team observed the unlocked classroom doors. The site visit team additionally observed that all doors leading onto school property, including the courtyard, were locked. Parents reported feelings of concern over student discipline. School leadership reported managing student discipline through consistent reinforcement of building-wide rules, Positive Behavioral Intervention and Supports (PBIS), and PAWS bucks incentives (i.e., students receive PAWS bucks as rewards for meeting behavioral expectations). The site visit team observed teachers rewarding students with PAWS bucks in the classroom. Teachers and students reported the rules are consistently enforced for all students. As support for students' emotional safety, school leadership, teachers, and students described the school's peer mediation program. Teachers and students also described an anti-bullying program at the school, in which students sign an anti-bullying pledge with an incentive.
- **The school provides some opportunities for students to form positive relationships with peers and adults in the school.** As described above, stakeholders reported that the school has some supports to support students' social-emotional learning (SEL) skills. School leadership and teachers reported (and a review of the master schedule confirmed) that all classrooms dedicate 30 minutes every morning for a meeting to check in with students and, in some instances, present SEL concepts. School leadership and teachers reported implementing Responsive Classroom (K-6) during this time. Some teachers described implementing Promoting Alternative Thinking Strategies (PATHS) in their classrooms. In addition, teachers reported the school has a partnership with Bellefaire to provide mental health services to students in need, on referral. Teachers also described additional programming, such as Compassionate Arts Remaking Education (CARE), which provides SEL through the arts, and Tru2U – a mentoring program for 8th grade students. All stakeholders described a range of extracurricular activities available at the school, such as the Boys and Girls Club, an English/Spanish club for English language learner (ELL) students, drama, yoga, running, basketball, track, and cheerleading. When asked, teachers and students reported that all students have an adult in the building to whom they can go if they have a question or concern. Students further reported they have friends and positive relationships at the school and that their teachers 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. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?	Level 2: Targeted Support Required
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- **Professional development (PD) addresses some school priorities and identified areas of need; however, professional development has not yet addressed school improvement goals.** School leadership and teachers reported that PD takes place Tuesday mornings for 50 minutes. School leadership and teachers reported that the Academic Progress Team (APT), representative of teachers in the building, plans the monthly PD calendar (confirmed by a review of APT agendas). School leadership also reported they are responsive to teacher-identified areas of need in PD. For example, when teachers expressed the need for additional PD on an intervention program (i.e., MobyMax), school leadership provided that during this time. When asked, teachers expressed that they generally find their PD useful. While school-wide PD addresses some school priorities and areas of need, it is not evident that is yet focused on school improvement goals. As cited in the school's Corrective Action Plan (CAP), the school's goals are to increase: students' reading and math proficiency, students' sense of rigor, and parent-teacher conference attendance. However, school leadership and teachers reported that PD has occurred on PBIS, MobyMax, 6+1 Traits of Writing, Data Wise, and the TBT protocol. School leadership and teachers further reported they have had a focus on PBIS this year; a review of monthly meeting calendars confirmed that multiple sessions on PBIS have occurred. While teachers reported they generally find PD at the school useful, a review of PD topics demonstrated that PD does not specifically address school improvement goals.
- **Educators' collaborations are beginning to focus on students' progress and effective instruction.** School leadership and teachers reported (and monthly meeting calendars confirmed) that teachers meet in teacher-based teams (TBT) once a week for 50 minutes. School leadership and teachers explained that TBTs are grouped K-3 and 4-8 and that each TBT group meeting is attended by school leadership. Both stakeholder groups reported that all TBT meetings have been focused on reading, with each group looking at student data and sharing instructional strategies around learning standards. A review of TBT agendas confirmed the focus on reading, and the site visit team observed each respective TBT meeting reviewing student data (i.e., AIMSweb) and/or reviewing English language arts (ELA) standards. School leadership and teachers reported that teachers submit their completed TBT protocol to school leaders. However, when asked, school leadership and teachers indicated that no feedback is given on the completed protocol. Teachers generally reported they find the TBT process, along with recent PD on how to follow the TBT process with fidelity, helpful in their instructional practice. Additionally, school leadership and teachers reported that teachers have common planning time by grade level daily (confirmed by a review of the master schedule) and that some teachers may use this time for informal collaboration; however, this time does not have a clear and persistent focus on teaching and learning. Some teachers also described informal collaborations with other teachers before school and at lunchtime.

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?

**Level 2:
Targeted Support
Required**

- **Educators' mindsets and beliefs inconsistently reflect a shared commitment to students' learning.** School leadership and teachers expressed commitment to the learning of all students in the school. Both stakeholder groups reported that teachers go "above and beyond," providing examples of teachers making themselves available to tutor students before and after school, at lunchtime, and on Saturdays. Additionally, both stakeholder groups cited their engagement in the TBT process as a way they demonstrate their shared commitment to all students' learning. Some teachers cited the school vision, which references the school serving all students. Furthermore, when asked, all teachers reported having high expectations for students. School leadership and teachers explained that the implementation of PBIS demonstrates high expectations for student behavior. Several staff stated that they demonstrated their high expectations for student learning through academic expectations and practices implemented in the classroom. For example, staff cited use of college-and-career-readiness-aligned academic software (e.g., Springboard), as well as individual review of goals with students based on their assessment results. In classrooms, however, the site visit team often observed low rigor and students being allowed to opt of learning (see Domain 1: Focused Instruction and Higher-order Thinking). Some parents reported that they have observed disengagement in the learning process from their students (e.g., sleeping in class) and stated that they "...don't feel like they're doing much in school."
- **The school reflects a safe, trustworthy, and growth-oriented professional climate.** Teachers described the school's adult culture as positive and supportive. Teachers reported that they often share resources and help each other, explaining how they use "buddy classrooms" when a student is having a difficult time emotionally or behaviorally. Teachers also described school leadership as approachable and supportive. They stated that school leadership has an open-door policy to support teachers with issues and concerns (e.g., school leadership working with a teacher to create and implement a behavioral plan for a specific student concern). Some teachers explained this as a positive change from the past. School leaders reported that they are open to ideas and suggestions from teachers (e.g., amending the schedule to maximize learning time for students). School leadership and teachers also indicated there is a willingness by teachers to share practices through informal collaboration opportunities, such as discussions at lunchtime and informal visits to other classrooms. School leadership and teachers further described teachers sharing their own instructional practices by presenting PD (e.g., Google Docs, Jupiter Ed) to other teachers. Teachers also described school leadership as open and supportive of teachers seeking their own PD opportunities to learn about new teaching strategies.

Domain 4: Leadership

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

8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?

**Level 1:
Intensive Support
Required**

- **The principal has created a shared vision and goals for the school but is not yet ensuring continuous progress toward achieving the goals.** As stated in school documents, the school’s vision is to “create a respectful, supportive, and globally focused learning environment, which fosters collaboration, sets rigorous yet attainable goals, and strives to meet the needs of all scholars, staff, and community.” When asked about the school’s vision, school leadership and teachers cited similar themes and described providing a respectful and rigorous educational environment for every student, preparing students for college-and-career-readiness, and producing global citizens. School leadership and teachers reported that the school vision is posted in the weekly bulletin (confirmed by a review of weekly bulletins). When asked about the school’s goals, teachers referenced the CAP goals to increase reading and math proficiency scores, as well as to increase attendance. Teachers also reported that these goals are listed in the weekly bulletin (confirmed by a review of the documents). When asked about what the school is doing to realize its goals (i.e., strategies and resources), school leadership and teachers reported a focus on writing across the curriculum to help meet the reading goal on the OST; some teachers cited a 6 + 1 Traits of Writing PD that occurred earlier in the school year. School leadership also reported that K-3 is focusing more on reading fluency. When asked, school leadership and teachers did not identify further strategies for meeting the school’s goals – for example, there was no mention of strategies to meet the school’s goal to increase math proficiency. Finally, a review of APT meeting minutes did not show evidence of tracking progress toward school-wide goals.
- **School leaders do not yet ensure that teachers deliver high-quality instruction.** Teachers uniformly reported receiving formal feedback through the Teacher Development and Evaluation System (TDES), according to district guidelines. School leadership reported these formal evaluations are being completed by the principal and assistant principal, with various grade bands assigned to each administrator. When asked about other methods of feedback to teachers on their instructional practice, school leadership reported that this feedback does not happen as often as it should. School leadership reported that feedback is given informally, often verbally and occasionally via email. School leadership further reported that they view lessons plans submitted weekly by teachers into a shared Dropbox and that TBT meetings provide a time to give feedback to teachers. Teachers reported that they receive frequent pop-ins from school leadership, but the feedback from these visits is often verbal and usually positive, not necessarily helping them improve their instructional practice. When asked for examples of feedback that was beneficial to their instructional practice, some teachers reported receiving help scripting questions to ensure a higher level of rigor and encouragement to provide more student ownership within lessons. Finally, when asked, teachers could not state a clear process for being held accountable for feedback from school leadership. School leadership reported they plan to create a document to communicate expectations around feedback.

9. Do school leaders effectively orchestrate the school's operations?

**Level 3:
Established**

- **School leaders ensure effective communication and decision making across the organization.** School leadership and teachers reported that school leaders communicate with staff in multiple ways, including emails, texts, in-person conversations, and newsletters. Both stakeholder groups explained that teachers receive a weekly bulletin containing important information and events for the coming week (confirmed by a review of weekly bulletins). Teachers generally reported that communication is effective at the school. Teachers consistently described school leadership as approachable and open. When asked about opportunities for input into school-wide decisions, teachers reported the school has several committees, including parent engagement, attendance, and PBIS/culture. Teachers explained that every teacher chooses a committee based on interest and that committees work independently (e.g., planning a parent engagement event) and collaboratively (e.g., PBIS/culture and attendance providing a joint incentive for students) to address school-wide priorities. School leadership and teachers also reported (confirmed by a review of meeting agendas) that teachers are provided with input into decision making through the APT, which includes school leadership and a group of representative teachers. Finally, school leadership and teachers reported that teachers provide input to school leadership during TBT meetings because school leadership attends these meetings (confirmed by site visit team observations).
- **The principal engages parents and community members in the educational process and creates an environment in which community resources support learning.** School leadership stated that the school has numerous partnerships to support student learning (confirmed by a list of more than 25 partner organizations). In focus groups, school leadership, teachers, students, parents, and community partners described some of these partnerships: Cleveland Playhouse (that provides a full-time site coordinator who engages community partners); Boys and Girls Club (that provides daily after-school programming for students K-8); Greater Cleveland Food Bank (that distributes 4,000 pounds of food monthly to 450 students, their families, and community members); and Compassionate Arts Remaking Education (that provides social-emotional learning and language arts intervention for students K-5). Stakeholders also described efforts to specifically engage parents, such as a parent book club, various evening events (e.g., cultural night, Friday movie nights), and a partnership with Drama for Mamas and Papas (after-school programming that engages parents and students in the arts). School leadership and community partners explained that the principal and site coordinator met at the beginning of the school year to determine focus areas for community partnerships that aligned with school-wide priorities; the site coordinator also works to meet the needs of students and teachers as needs arise.

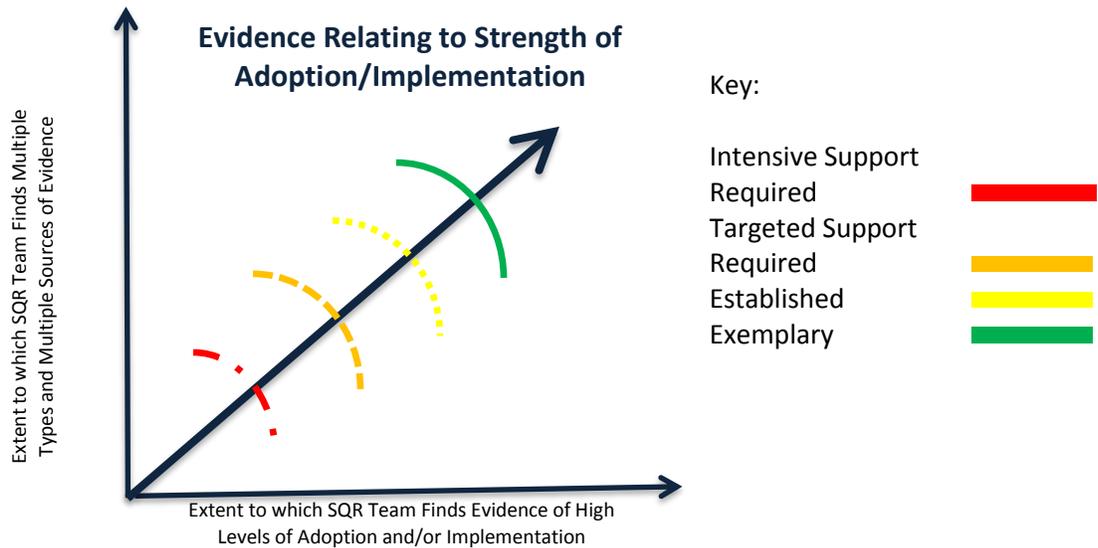
Appendix A: Site Visit Team Members _____

The SQR to Walton Elementary School was conducted on February 21-22, 2018 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

Paige Gonzalez , Team Leader	SchoolWorks, LLC
Erica Adams , Team Writer	CMSD
Meagan Coggins , Team Member	CMSD

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 12 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 = 8	88%	13%	0%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 4	25%	50%	25%	0%
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	8%	8%	67%	17%
	3. Structured Learning Environment Teacher preparation Learning time maximized	25%	67%	8%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	8%	8%	50%	33%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	50%	42%	8%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	25%	67%	8%	0%
	7. Participation and Engagement Active student participation Perseverance	17%	67%	17%	0%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	75%	25%	0%	0%
In-Class Assessment & Feedback	9. Assessment Strategies Use of formative assessments Alignment to academic content	58%	25%	8%	8%
	10. Feedback Feedback to students Student use of feedback	67%	33%	0%	0%