SchoolWorks
School Quality Review
Report

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SchoolWorks

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CLEVELAND
METROPOLITAN
SCHOOL DISTRICT

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About the SchoolWorks School Quality Review Process

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

CMSD has engaged SchoolWorks as a partner in implementing a school quality review (SQR) process aligned to CMSD initiatives and the school performance framework. The SQRs are used as one component of a comprehensive assessment of the quality of each school in the district; they are used to provide formative feedback to schools. Reviews include an action planning process in which the team and the school work together to identify prioritized areas for improvement.

The School Quality Review (SQR) protocol and review process provides a third-party perspective on current school quality for all students. The process will include two days of collecting evidence on site through interviews, classroom visits, and document review. While on site, the team meets to discuss, sort, and analyze evidence it is collecting. The site visit team uses evidence collected through these events to determine ratings in relation to the protocol's criteria and indicators. In addition, the review will include a half-day prioritization session on the third day to assist the school in identifying root causes of opportunities for improvement and identifying which opportunities for improvement are of the highest priority and most likely to impact student achievement. The outcome of the action planning process is a prioritized plan of next steps, including strategies, resources, and timelines to accomplish goals.

The report documents the team's ratings for key questions within each of the four domains identified in the SQR protocol: *Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn,* and *Leadership.* The final pages of the report are used to record the discussion and action plan developed by the team and the school during the prioritization process.

Domains and Key Questions

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

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

Domain 1: Instruction

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

1. Do classroom interactions and organization ensure a classroom climate conducive to learning?	**Level 2: Targeted Support Required**

Behavior Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective[1]
1	2	3	4
6%	6%	35%	53%

- **Behavioral expectations are clear and understood by most students.** The site visit team observed effective implementation of behavioral expectations in 53% of classrooms (n=17). In these classrooms, students consistently behaved throughout the lesson and misbehavior was not observed. For example, students completed independent work, sat quietly at their desks, and listened to teachers' directions and/or delivery of lesson content. In other classrooms, teachers effectively managed and easily redirected student misbehaviors using verbal redirection (e.g., "I need your attention."), implementation of routines (e.g., snapping, chanting, counting down), and/or the administration of consequences and rewards (e.g., ClassDojo points, clip up/clip down). In 35% of classrooms, the site visit team observed partially effective implementation of behavioral expectations. In these classrooms, most students behaved throughout the lesson, but a few students did not. In these instances, students were off task (e.g., playing with manipulatives, chatting with their peers on topics unrelated to the academic content), which caused minor disruptions to instruction and to other students' learning. In some instances, student misbehaviors were either not addressed – or were not consistently addressed – to redirect students back to the academic task.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
6%	53%	24%	18%

- **The learning environment is mostly structured, but learning time is not always maximized.** The site visit team observed the effective establishment of a structured learning environment in 18% of classrooms. In these classrooms, teacher preparation was evident. The lesson was organized, teachers had presentations prepared, and materials were available and accessible (e.g., worksheets laid out on the table). In addition, students were equipped with the materials necessary to complete the learning activity (e.g., graphic organizers, manipulatives, worksheets, workbooks, white boards). In these classrooms, teachers also maximized students' learning time. For example, the site visit team noted appropriately-paced lessons, quick transitions from one task to the next, and activities that engaged students in learning for the duration of the observation. In 24% of classrooms, the site visit team

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

observed the partially effective establishment of a structured learning environment. In these classrooms, teacher preparation was also evident; however, learning time was maximized for most, but not all, of the lesson. For example, some transitions (around the classroom and from one learning activity to the next) took away from instructional time; students were off task and talking to their peers. In other classrooms, transitions were effective, but learning time was not fully maximized. For example, instructional time was spent distributing materials or arranging students' seating assignments. The site visit team observed the partially ineffective establishment of a structured learning environment in 53% of classrooms. In a few of these classrooms, teachers were not fully prepared for the lesson, which took away from instructional time (e.g., time was spent retrieving and distributing materials). In addition, learning time was not fully maximized. In some classrooms, for example, lesson pacing was slow (i.e., most of the time was spent reviewing directions). In other instances, students were not provided an additional activity when they completed the academic task and, as a result, talked to their peers or sat quietly, unengaged in learning.

2. Is 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
18%	59%	24%	0%

- **Teachers infrequently provide students with clear learning goals and focused, purposeful instruction.** In 24% of classrooms, the site visit team observed partially effective implementation of focused instruction. In most of these classrooms, academic content was clearly communicated, the learning objective (or I can statement) was posted and stated to students, and the objective was used to drive lesson activities. Further, teachers demonstrated high expectations that held most, but not all, students accountable for learning. For example, some students were asked to explain or justify their responses using academic language, but other students were not. Also, teachers used cold-call questioning on some occasions, but in other instances called only on students who were volunteering to respond. In 59% of classrooms, the site visit team noted partially ineffective implementation of focused instruction. In some classrooms, a learning objective was posted, but it was not aligned to the content delivery or student learning activities. In other classes, a clear learning goal drove part of the lesson, but was not used to drive all lesson activities. In many of these classrooms, teachers communicated academic content to a few, but not all, students. For example, several students working in a small group had an opportunity to discuss content with the teacher, but other students in the class did not. In addition, teachers demonstrated high expectations in only a few instances (e.g., students were required to edit work that was incorrect). In other instances, however, teachers did not demonstrate high expectations. For example, students were not required to complete all responses, or the teacher gave students the answer before they were able to respond. The site visit team observed ineffective implementation of focused instruction in 18% of classrooms. In these classrooms, the learning objective was not evident, or it described a task (e.g., use, create) as opposed to a learning goal. Further, delivery of instruction and academic content was limited (e.g., students engaged primarily in independent work) and expectations established for students focused on behavior or classroom procedures, not learning goals or outcomes.

Higher Order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
35%	53%	12%	0%

- **Instruction does not require all students to use and develop higher-order thinking skills.** The site visit team noted that instruction requiring higher-order thinking was partially effective in 12% of observed classrooms. In these classrooms, most of the lesson required most students to engage in tasks that involved critical thinking. For example, in one classroom, students were asked to justify their thinking and explain their reasoning to a peer. In another classroom, students were asked to complete mathematical problems and then explain their use of equations. In 53% of classrooms, the site visit team observed partially ineffective use of higher-order thinking. In these classrooms, learning activities included some critical thinking skills, but most of the lesson required students only to engage in lower-order thinking. For example, part of an assignment asked students to describe an opposing opinion, provide a counter argument, or make a prediction, but other questions posed during the lesson were lower-level (e.g., list, identify, answer multiple-choice questions). In other instances, students were provided a rigorous assignment but only a few students opted to complete the assignment or could access the complex content. In 35% of classrooms visited, higher-order thinking tasks and questions were not observed. In these classrooms, learning activities did not require students to engage in critical thinking skills, only lower-level questions and tasks – for example, reading simple text, listening to simple text, completing worksheets with only multiple-choice/fill-in the blank questions, or providing a response with no explanation of their thinking.

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**

In-Class Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
18%	41%	18%	24%

- **In-class assessment strategies are inconsistently used to reveal students' thinking about learning goals.** The site visit team observed effective implementation of in-class assessment strategies in 24% of classrooms. In these classrooms, teachers assessed all students, using multiple formative assessments that aligned to the learning objective. For example, the teacher circulated to every student in the classroom to check his/her work and ask questions about the learning activity students were completing. In other classrooms, students recorded their responses on a white board or used a manipulative, so the teacher could review all students' work and also incorporated a thumbs-up/ thumbs-down tool and questions throughout the lesson as additional strategies to check students' understanding. In 18% of classrooms, the site visit team noted partially effective use of in-class assessment strategies. In some of these classrooms, assessment strategies were used that were mostly, but not fully, effective at measuring student understanding. For example, students were asked questions about specific details in the assignment, but assessments were not used to check students' understanding of the lesson objective. In other classrooms, the teacher used an assessment strategy that checked the understanding of most, but not all, students. For example, the teacher circulated to

most students, but did not reach a few students to assess their understanding of the learning activity. The site visit team observed partially ineffective implementation of in-class assessment strategies in 41% of classrooms. In these classrooms, assessment strategies were used to check the understanding of less than half of students. For example, a few students who worked with the teacher in a small group were asked questions, but other students (who were completing independent work) were not. Or, the teacher asked for a choral response to a question but did not attend to, or watch, students' responses and, as a result, could not identify which and/or how many students understood the content. In other classes, students were given a test or a quiz, but only a few students completed the assignment while other students opted out. In 18% of classrooms, the site visit team noted ineffective use of in-class assessment strategies. In these classrooms, formal or informal assessment strategies were not used to check students' understanding of the learning objectives, or questions focused on directions/procedures (e.g., "What did I tell you to read?"), as opposed to academic content.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
29%	53%	0%	18%

- **Frequent and specific feedback is rarely provided throughout the learning process.** The site visit team observed use of effective feedback in 18% of classrooms observed. In these classrooms, most students received clear and specific feedback related to lesson content one or more times. In addition, feedback provided clarified misunderstandings and students used the feedback to revise their work. For example, the teacher reviewed student responses and provided verbal feedback (e.g., "That's correct!" "No, erase that and try this.") or visual feedback (e.g., a thumbs-up so they knew their answer was correct), and then modeled a correct response for the whole class, based on trends observed while circulating. The site visit team observed the partially ineffective delivery of feedback in 53% of classrooms. In these classrooms, only a few students received, and used, high-quality feedback. In some classrooms, students working in the guided group with the teacher were provided feedback on their responses, but students working independently did not receive feedback. In other classrooms, the teacher circulated and provided feedback to a few students, but most students did not receive feedback. In other instances, only a few students received feedback on the academic content, but most students received feedback only on how well they followed assignment directions. In 29% of classrooms, the site visit team observed ineffective use of feedback. In some 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 students make progress toward the learning goal. For example, feedback was focused on following directions (e.g., "Sit down and figure it out." "I have gone over it and can't help you now.") or on task procedures (e.g., how to record responses, how many questions to answer).

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 2: Targeted Support Required**

- **The school has a process for identifying struggling and at-risk students; however, student progress is not always systematically monitored.** When asked about data used to identify students' learning needs, teachers described using a variety of assessments, including: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), Achievement Network (ANet) assessments, AIMSweb, Kindergarten Readiness Assessment (KRA), and teacher created assessments. Leaders and teachers also explained how weekly team meetings are often used to review data and identify specific skills with which students are struggling (e.g., complex text, phonemic awareness, math facts). In focus groups, teachers across grade levels reported that after data meetings, they employ supports in the classroom (see below) and then re-review data to see if students have made progress. For students who continue to struggle, school leaders and teachers indicated the school utilizes its student support team (SST). Leadership and teachers explained (and a review of documents confirmed) that there is a form that teachers complete to refer students. School leaders reported they have been working with staff to ensure they provide the proper information, so the SST can have a meaningful conversation about student needs and identify appropriate supports. School leaders also reported that use of the SST process has improved – for example, more students going through the process and they are looking at more specific data to understand students' skill deficits and learning needs. However, they also indicated (and a review of SST meeting minutes confirmed) that documenting intervention plans and monitoring student progress with interventions in place is an area for growth. School leaders also indicated that in at least some instances, they have had to move forward with a special education evaluation because they did not have the documentation available to determine the effectiveness of interventions. In focus groups, some teachers indicated that the SST has not been able to address all the referrals and there are a few students "floating out there" who have not received sufficient support or an evaluation through the SST process.

- **The school implements some appropriate supports for struggling students and diverse learners.** In focus groups, teachers reported they support students who are struggling through differentiated instruction, small groups, and individualized instruction. School leaders and teachers described how the school has established "flex periods" this year – a time during which teachers provide additional instruction and support for students who are struggling, while their peers go to encores (i.e., art, music). Teachers explained that they identify students for flex time based on a review of assessment data and their observations in the classroom. They also reported flex days occur one-to-two days per week, depending on the grade level and the weekly schedule. Leaders and teachers described how tutoring is offered for students in grades 1-3, and how these grade levels have been strategically

chosen to increase students' reading skills. School leaders also stated there is an intention to expand tutoring to upper grade levels in the future. In addition, leadership and several teachers reported that starting this month, a new hire will provide additional support to grade 3 students who have not yet met the requirement for the Third Grade Reading Guarantee. When asked about intervention or remediation programs used at the school, leadership and some teachers described use of Wilson Fundations in grades K-2 and Imagine Math in grades 3-8. In focus groups, teachers reported that supports for most students with disabilities are provided in the general education setting via a co-teaching model. They also indicated the partnership between the general education teacher and the intervention specialist works well. Leadership and teachers explained how they are working to integrate students with emotional disorders, who are primarily educated in a self-contained setting, into the general education setting for academic courses more frequently. Further, school leaders described how they have had an increase in English language learner (ELL) students this year due to hurricanes this Fall; they are working with the district to make adjustments to ensure that students in need are receiving language acquisition supports. Finally, school leaders described how the school has several students who have been identified as gifted, and that while the district is providing some services, the school is working to improve strategies for students who would benefit from extension and advancement activities.

5. Does the school have 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, all stakeholders (i.e., leaders, teachers, parents, students) reported the school is physically safe. Parents explained how the building doors are always locked and visitors must be identified and buzzed in. Students reported there are cameras in some common areas and that the security guards help to keep the school safe. Students and teachers also described how the relationships between staff and students are also central to the school's safe learning environment. When asked, all students, teachers, and leaders indicated they believe all students at the school have an adult to whom they can go with questions or concerns. School leaders, teachers, and students all stated the school is safe from bullying, explaining there are only isolated incidents that are quickly addressed. They also described initiatives and programs at the school to proactively address bullying and other conflicts. For example, older students have presented classroom lessons to younger students to teach them about bullying, the Not on our Watch (NOW) anti-bullying program and the Winning Against Violent Environments (WAVE) peer mediation program. Finally, leaders, teachers, and students reported that school rules are understood and consistently implemented across the school. School leaders described how the essential agreements (i.e., school rules that all staff agreed are essential, and on which students provided input) have helped to create a common language. Teachers stated that student behavior is not a problem at the school. If there is behavior that needs to be addressed by administration, it is handled immediately and consistently. Leaders and teachers also described consistent use of progressive discipline systems (e.g., clip up/clip down at primary grades, use of ClassDojo at upper grade levels), which provide consequences for misbehavior, as well as opportunities for positive reinforcement.

- **The school provides many opportunities for students to form positive relationships with peers and adults in the school.** School leaders and teachers described (and a review of documents confirmed) numerous ways the school supports social-emotional learning. For example, they explained how learning habits (e.g., caring, principled, open-minded, risk-takers, communicators) are introduced at

town hall meetings every other week, reinforced during morning announcements, and integrated into classroom lessons. The site visit team reviewed documentation provided to parents, which described the learning habits, so parents can help develop these skills at home. In addition, school leaders and some teachers reported Preventing Alternative Thinking Strategies (PATHS) is implemented in some primary classrooms. Also, the school has a partnership with Guidestone – a mental health provider – for children who require a referral for additional support. As described above, staff and students cited the importance of relationships at the school. In a focus group, students reported the best thing about the school is their teachers. Students also explained how part of the school's culture is to help other students in need of support (e.g., when they finish their work in the classroom, during lunch, or by creating lessons to teach younger students). Some teachers described how they purposefully pair students of varied academic levels together in their classroom. Several other teachers described how staff at the school act as role models and lead by example. Further, the site visit team noted an effective or partially effective supportive learning environment in 94% of classrooms visited. Leaders, teachers, and students reported there are few extracurricular activities at the school (e.g., student council, junior honor society, boys' basketball, We Run This City). Students stated they would like to have more clubs and extracurricular activities. Leadership also indicated they are working to increase additional activities at the school and will include this in their next academic achievement plan (AAP). Finally, teachers and school leaders described (and a review of documents confirmed) there are several partnerships that bring programs into the school to provide additional opportunities for students (e.g., Cleveland Playhouse, Dancing Classrooms, Guardian Angels, Center for Arts Inspired 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**

- **Professional development (PD) is designed to address some school priorities and some identified areas of need.** School leaders explained that prior to the school year, they created a PD map that aligned to their instructional vision. A review of the school's PD map, AAP, strategic school design (SSD) plan, and agendas from PD days, showed topics aligned to identified instructional priorities (e.g., complex text, math talks, standards-based instruction and planning, formative assessment/data-driven instruction). In focus groups, school leaders and teachers reported (and a review of agendas confirmed) that staff comes together for a week of PD prior to the beginning of the school year and during full-day district release days, which focused on the above-mentioned instructional priorities, among other topics. Teachers and school leaders described a partnership with ANet that provides training on data-driven instruction. Leaders and some teachers also reported attending trainings provided by EdFocus that is focused on lesson planning and unpacking the standards in English language arts (ELA) and math. In addition, leaders and teachers stated there is PD time allotted monthly after school. When asked, most teachers indicated that PD at the school has improved and cited trainings that focus on practices or strategies that could be implemented in the classroom as most helpful (e.g., math talks, sample questions, standards-based instruction). Several teachers also explained how they have requested training topics that are frequently addressed through PD or on an individual basis. In focus groups, school leaders and teachers discussed how some PD has focused on administrative tasks associated with becoming an Apple school. Some staff indicated that the focus of PD is likely to shift to incorporate balancing instruction with technology. School leaders acknowledged that, in an effort to connect other practices at the school, to accommodate district/ network priorities, and as State testing approaches, they have strayed from some areas originally identified on the PD maps.

- **Educators' collaborations are beginning to focus on students' progress and effective instruction.** School leaders and teachers described regular meetings that occur once per week during planning time with their grade-level teams (i.e., K-2, 3-5, 6-8) and administration. They reported that administration typically sets the agenda and the topics are typically distributed in the weekly staff bulletin. School leaders explained that weekly planning meetings are designated as part of the 100 minutes of principal-directed PD. Teachers indicated (and a review of agendas showed) that planning meetings are focused on topics specific to their grade levels (e.g., Fundations, AIMSweb charts, EdFocus) and/or aligned to activities as they occur throughout the school year (e.g., review of NWEA MAP or ANet assessment results). When asked, teachers reported that weekly meetings are typically focused on reviewing student-level data, analyzing skills with which students are struggling, and

identifying instructional gaps. They also stated there is always time provided for team and administrative questions. School leaders and teachers described engaging in some vertical planning and alignment, so teachers better understand the connections between grade-level standards and the skills students need to acquire to be successful as they progress from one grade to the next. Teachers also reported that administration brings data reports and strategies that can be implemented to weekly meetings, which most staff stated was helpful. When asked, most teachers reported that weekly planning meetings are useful (and more useful than in previous years). Some teachers indicated that they run out of time; for example, they identify gaps in student learning but do not have enough time to plan strategies. School leaders also acknowledged being challenged by not having enough time (or wishing there was more time) for teachers to meet and collaborate.

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	**Level 3: Established**

- **The school reflects a safe, trustworthy, and growth-oriented professional climate.** School leaders described how they have worked to create a culture of trust and how the administration and staff, collectively, desire a positive climate and want to feel good about being members of the school community. School leaders also reported the culture has improved, they believe there are open and honest communications between leadership and staff, and cited a positive, collaborative relationship with the union conference committee (UCC). In focus groups, teachers reported an improvement in the school culture, and most attributed this shift to the work of school leadership. One staff member stated the school is "a breath of fresh air;" others conveyed how they look forward to going to work every day. Teachers also explained how school leaders are approachable, receptive, and patient, and how they always feel good about their work and efforts when they leave meetings. Teachers described how their colleagues are also open, honest, and collaborative. They stated they could go to any teacher with questions; everyone is willing to help if support is needed. Also, many teachers reported the staff is like a family; they constantly share resources, discuss instructional practices and student needs, and work together for the kids to make their community the best. They stated, "We want to be here together;" "We are a team;" and "We're going to sink or sail together." When asked, most teachers indicated the school has a growth-oriented culture, citing their willingness to become an Apple school and to integrate students with diverse learning needs into their classrooms.

- **School leaders create conditions that support educators' learning culture.** School leadership has established a well-defined vision and mission for the school that is focused on teaching and learning, which, school staff reported, considered their input as well as involvement from the community. In focus groups, teachers reported that taking risks is encouraged and explained how leadership wants them to feel comfortable trying new strategies; even if they are not successful, they may learn from mistakes. Teachers described how they feel appreciated, that their hard work is recognized, and as one staff member stated, they provide "above-and-beyond hospitality." Some teachers also reported how school leadership has led the efforts to develop the strong adult culture through team building activities and establishing strong grade-level/band teams that work well together. In addition, school leaders provide guidance to teacher teams through weekly planning meetings, during which they provide data and participate in dialogue focused on assessment results, student learning needs, and instructional strategies. Finally, school leadership described how they participate in professional learning, participating alongside teachers in EdFocus PD, as well as ANet trainings and walkthroughs. School leaders also reported attending leadership training through district roundtables and network meetings.

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**

- **School leaders have created a shared vision and identified strategic priorities. However, there are not clear goals to ensure continuous progress.** A review of documents showed the school has a clearly-stated vision that was authored with input from the school community, to be "a family and community-oriented school where all children can imagine and realize their own unique vision for future success by embracing a lifelong love for learning" as well as a mission, "to prepare students to excel in their high school of choice and beyond by: creating a welcoming, safe, and engaging learning environment; providing a strong academic foundation and building character; and connecting students to the larger world in ways that inspire them to dream big and achieve." When asked about the school's vision and goals, teachers uniformly described how the school seeks to create personalized and service-learning opportunities, develop good citizens and community members, and cultivate life skills that result in options for high school and beyond. In a focus group, students described the school's goals to help them be good citizens, to love learning and be lifelong learners, and prepare for high school, career, and life. When asked about what the school is doing to realize its vision, leaders and teachers cited numerous strategies, which also align with the school's strategic documents (e.g., AAP, SSD) – for example: complex text, math tasks, phonemic awareness, Fundations, ANet, flex time, focusing on the standards in lesson planning, and bringing in technology. Students also named strategies for achieving the vision through, for example, True2U – a youth development program focused on career readiness and skills they are learning in the classroom. However, when asked about specific goals that could be monitored to guide continuous improvement of the school, most staff did not identify specific and measurable goals the school was working toward. Leadership and a few teachers identified value-added scores as a target, but most staff did not present numeric targets or indicated specific goals that were at the student and classroom level.

- **School leaders' processes to ensure that teachers deliver high-quality instruction are emerging.** In focus groups, teachers reported receiving feedback on instruction and classroom practices through formal and informal walkthroughs via the teacher development and evaluation system (TDES). School leaders and teachers indicated observations are on track. Several teachers noted that "walkthrough windows" are communicated in the staff bulletin, which is appreciated. Teachers and students reported school leaders are in their classrooms regularly. Teachers indicated that school leaders "have a pulse" on what is happening across the school, stating they are in classrooms more than once per week and, on some occasions, they receive quick verbal feedback on their practices. Students explained administrators are in classrooms more than once a week and they "look to see what we're working on." In focus groups, school leaders reflected how they have done a better job of meeting with teachers regularly and having discussions that are focused on teaching and learning (i.e., through

weekly planning meetings), but indicated they have fallen short on follow-through in some instances and need to be in classrooms more often to hold teachers accountable for applying feedback to their practices. School leaders described (and the site visit team reviewed) a non-evaluative, formative, instructional feedback form that was being rolled out this month, to provide increased feedback to teachers in order to change and improve instruction practices.

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

- **School leaders ensure effective communication and inclusive, transparent decision making across the organization.** Across focus groups, teachers described communications with administration and among teachers as frequent, open, supportive, welcoming, and respectful. Most staff reported school leaders are approachable and they could go to any administrator with a question or to ask for help, and they would always be responsive in a non-threatening way. School leaders and teachers reported that communications occur primarily via email, text message, and in person. They also described (and the site visit team reviewed) weekly staff bulletins that are distributed through email consistently on Fridays as another way important information (e.g., walkthrough windows, professional development, Apple school updates, community service projects) is communicated across the school. School leaders reported that teachers read the bulletin, particularly for information that is relevant to them, and that they make efforts to be as transparent as possible. Teachers stated they believe communications are transparent and noted, and cited appreciation for, school leader's efforts to ensure they know what is happening at the school as soon as administration knows. Both teachers and leaders also cited the UCC as a vehicle for two-way communications that are open and honest. When asked if they have input into decisions at the school, staff uniformly agreed that can speak their opinions and their voice is heard. As an example, teachers described feeling overwhelmed at the beginning of the year with the large number of initiatives, and school leaders responded by reducing some requests and stepping in to provide support (e.g., providing data reports for team meetings, not having to redo data analysis that had already been completed). Further, teachers described how leaders seek their input when decisions are being considered that will impact them individually, their team, or schoolwide practices (e.g., roll out of ClassDojo, the length of class periods, developing the mission statement, becoming an Apple school).

- **The principal allocates resources and manages school operations in order to ensure a safe and productive learning environment.** The site visit team observed a clean, inviting, and welcoming building, where student work was posted in classrooms and hallways and students abided by school rules (i.e., essential agreements). Leaders, teachers, and students described celebrations that occur at the school, including award assemblies for academics and citizenship, bear paws for exhibiting the learner habits, as well as schoolwide, grade-level, and classroom celebrations for positive behavior. Students reported an appreciation for updates to the school building (e.g., newly painted walls, air conditioning). Teachers also described building improvements, also noting air conditioning, as well as improved lighting, white boards, and voice amplifiers. When asked, teachers generally indicated they have the material resources necessary to support classroom instruction. They also explained how technology was needed and expressed an appreciation (and positive trepidation) for additional resources the school will receive as it becomes an Apple school. Leadership further reported the school has the resources needed, especially in light of the additional funds. Leadership explained how resource allocations have effectively supported interventions (e.g., Fundations training and implementation, tutoring supports) and PD for teacher and school leaders (e.g., EdFocus, ANet).

Leadership described how human resources have been allocated to support students and staff – for example: creating a cross categorical classroom this year to provide additional support to several students with disabilities who would benefit from a smaller setting; and shifting the encore schedule to include a full-time technology teacher and increase intervention supports for third grade students who are struggling with reading.

Prioritization Process

The site visit team met with the William Cullen Bryant School's 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: staff collaboration focused on teaching and learning, the adult culture, and the student culture. The group also noted the following areas for growth: structured learning environment, focused instruction, higher-order thinking, and in-class assessment strategies.

The group identified the following priority as having the most potential impact on the success of the school as a whole: higher-order thinking skills. Using this priority area, the school team developed a Theory of Action, a goal aligned to the SSD, a success measure, and an action plan.

Theory of Action: If we provide students with rigorous tasks, then students will be more engaged in learning and develop higher-order thinking skills, which will result in increased student achievement.

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

SSD priority to which the goal aligns: All the ELA and math instructional priorities and strategies in the SSD.

Success Measure: By May 2018, 50% of classrooms demonstrate that all students are engaged in higher-order thinking skills as evidenced by non-evaluative observations.

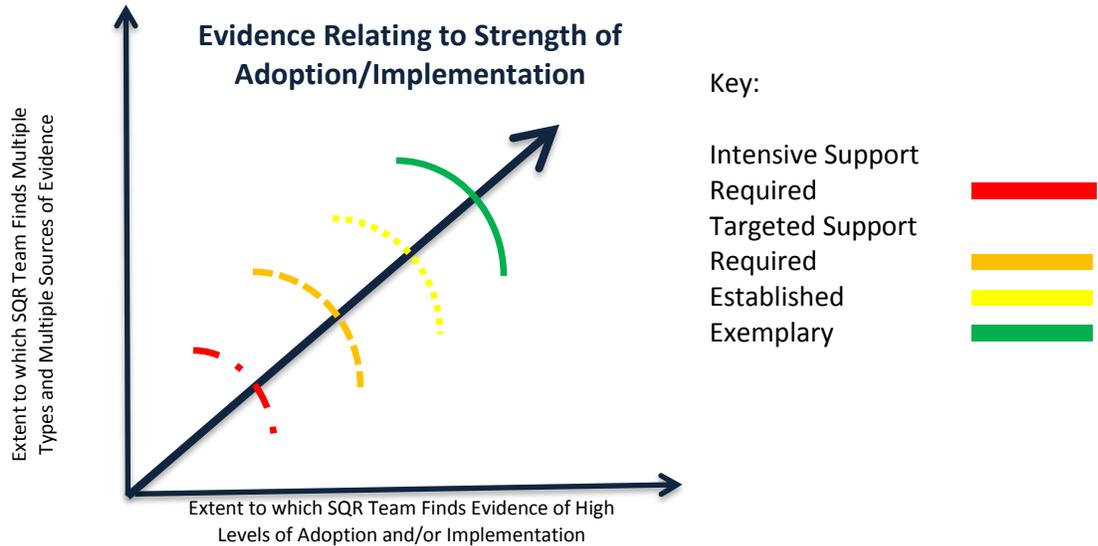| 3-6 Month Action Plan for Achieving Goal	Target Dates	Champions
Strategy: Planning		
1. Create a common language to define rigor	1/31/2018	Administration
Strategy: Implementation		
2. Provide PD. Different grades and abilities, instructional strategies, revisit learning goals and review higher-order thinking skills in action (e.g., videos, peer observations)	Beginning of February	Administration
3. Review and develop lessons that incorporate rigor.	Mid-February	Administration
4. Practice use of rigor in the classroom.	On-going	Teachers
5. Conduct classroom observations to look for rigor and provide feedback to teachers.	On-going	Administration and Teachers
6. Differentiated meetings to provide support	End of February	SQR Team
Strategy: Measures and/or Next Steps		
7. Fifty percent of classrooms demonstrate that all students are engaged in HOTS as evidenced by non-evaluative observations.	May 2018	Administration and Teachers
Communication Plan		
8. Send email acknowledging SQR process.	1/19/2018	Principal
9. Deliver findings and discuss SQR process with all staff.	Week of 1/22/2018	Administration

Appendix A: Site Visit Team Members

The SQR to William Cullen Bryant was conducted on January 17-19, 2018 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Kathryn Koerner, Team Leader   SchoolWorks, LLC

Megan Tupa, Team Writer   SchoolWorks, LLC

Erica Adams, Team Member   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 types[2] and multiple sources[3] of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.

Evidence Relating to Strength of Adoption/Implementation

Key:

Intensive Support Required
Targeted Support Required
Established
Exemplary

Extent to which SQR Team Finds Multiple Types and Multiple Sources of Evidence

Extent to which SQR Team Finds Evidence of High Levels of Adoption and/or Implementation

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 17 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 = 10	22%	33%	33%	11%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice　　N = 7	14%	43%	14%	29%
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	6%	6%	35%	53%
	3. Structured Learning Environment Teacher preparation Learning time maximized	6%	53%	24%	18%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	6%	0%	41%	53%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	18%	59%	24%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	6%	41%	41%	12%
	7. Participation and Engagement Active student participation Perseverance	0%	41%	24%	35%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	35%	53%	12%	0%
In-Class Assessment & Feedback	**9. Assessment Strategies** Use of formative assessments Alignment to academic content	18%	41%	18%	24%
	10. Feedback Feedback to students Student use of feedback	29%	53%	0%	18%