

SchoolWorks School Quality Review Report

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SchoolWorks

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Table of Contents

About the SchoolWorks School Quality Review Process.....	1
Domains and Key Questions	2
Domain 1: Instruction.....	3
Domain 2: Students’ Opportunities to Learn	7
Domain 3: Educators’ Opportunities to Learn	10
Domain 4: Leadership	12
Appendix A: Site Visit Team Members	14
Appendix B: Implementation Rubric.....	15
Appendix C: Summary of Classroom Observation Data	16

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
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
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Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective ¹
1	2	3	4
4%	9%	30%	57%

- Behavioral expectations are clear and understood by most students.** The site visit team observed the effective implementation of behavioral expectation in 57% of classrooms (n=23). In these classrooms, students consistently behaved throughout the lesson and no misbehavior was observed. For example, during one class, students listened quietly to the teacher’s directions and worked productively with peers during group work with no misbehavior. In another lesson, the teacher effectively provided feedback about the noise level (e.g., “I need your attention.” or a clapping pattern) and students responded immediately. In yet another class, students were required to transition to multiple stations throughout the room; all students did so effectively without exhibiting any disruptive or off-task behaviors. In 30% of classrooms, the site visit team observed the partially effective implementation of behavioral expectations. In these classrooms, most students behaved throughout the lesson, but a few students did not. In these instances, some students were off task (e.g., chatting with peers, walking around the classroom during instructional time, playing with materials at desk), which caused minor disruptions to instruction and to other students’ learning. In other classrooms, a few students’ misbehaviors were either not addressed or were not consistently addressed to redirect students back to active participation during instructional time. For example, in one class, a few students’ behaviors required verbal redirection multiple times; these students did not return to the academic task, which, at times, resulted in the disruption of learning for other students.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
22%	48%	4%	26%

- The learning environment is inconsistently structured and learning time is infrequently maximized.** The site visit team observed the effective establishment of a structured learning environment in 26% of classrooms. In these classrooms, teachers were fully prepared for their lessons. The lesson was organized, teachers had presentations prepared, and materials were readily available and accessible (e.g., worksheets ready for distribution or already laid out on the table). In addition, students were equipped with the materials necessary to complete the learning activity (e.g., headphones,

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

worksheets, flashcards, textbooks, graphic organizers). In these classrooms, teachers also maximized students’ learning time. For example, the site visit team noted appropriately-paced lessons, effective transitions from one activity to the next, and student timekeepers who kept the class on pace. The site visit team observed the partially ineffective establishment of a structured learning environment in 48% of classrooms. In these classrooms, teachers were not fully prepared for the lesson, which took away from instructional time (e.g., looking for materials, waiting for technology to start up). For example, in one classroom, the teacher created materials for the next part of the lesson as students worked independently. In another classroom, students did not have access to materials because the teacher ran out of the materials. In addition, learning time was not fully maximized. In some classrooms, for example, transition times took too long; more specifically, a significant amount of learning time was lost due to extended transitions from one activity to the next. In other instances, students were not provided an additional activity once they completed their academic task, and, as a result, chatted with peers or sat passively and did not engage further with academic content. Finally, the site visit team observed the ineffective establishment of a structured learning environment in 22% of classes. In these classes, teachers were not prepared, and the delivery of academic content did not occur. For example, in some classrooms, no content was presented and the teacher spent the majority of instructional time telling students to complete work or fixing technology.

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
30%	52%	13%	4%

- Teachers rarely provide students with clear learning goals and focused, purposeful instruction.** The site visit team observed the partially effective implementation of focused instruction in 13% of classrooms. In most of these classrooms, academic content was clearly communicated and the I Can statement was posted on the board. Further, teachers demonstrated high expectations that held most, but not all, students accountable for learning. For example, some students were pushed to stay focused and complete the assignment, but others were not. In 52% of classrooms, the site visit team observed the partially ineffective implementation of focused instruction. In some classrooms, no learning objective was posted or communicated, the posted objective was not aligned to the academic content delivery, or the posted objective was a task (e.g., create, conduct). In other classes, high expectations were held for only some students. For example, cold-call was implemented with a small group of students, but the rest of the class could choose to opt out of learning tasks. In other instances, students were not required to follow along with the lesson, or the teacher gave students the answer before they were able to respond. In addition, teachers’ delivery of academic content was limited. For example, teachers used academic vocabulary with students in a small group, but not with other students who worked independently or engaged with the computer. The site visit team observed the ineffective implementation of focused instruction in 30% of classrooms. In these classrooms, the learning objective was not posted or communicated and/or did not align with the academic lesson. Further, delivery of instruction and academic content was limited (e.g., students engaged primarily in independent work; teachers solely communicated procedural directions). Additionally, most of these

classrooms lacked high expectation for all students. For example, in some classes, students were permitted to sit at their desks and not engage in academic tasks or chat off-task with peers with no expectation of, or redirection for, them to join class again.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
52%	43%	4%	0%

- Instruction does not require all students to use and develop higher-order thinking skills.** In 43% of classrooms, the site visit team observed the partially ineffective promotion of higher-order thinking skills. In these classrooms, only some students were engaged in rigorous, challenging tasks, but most of the lesson required students to engage in lower-level thinking only. For example, in one class, a few students were asked to explain their thinking during whole class instruction and had to independently break down a vocabulary word to justify their answer, but most students did not and copied the answer from the board. In other instances, students were provided a rigorous task, but could choose to opt out, or the task was not accessible to students. For example, the level of rigor was determined by a computer program, but some students did not spend any part of the lesson using this program. The site visit team observed the ineffective use of higher-order thinking skills in the majority (52%) of classrooms. In these classrooms, higher-order thinking tasks and questions were not observed and learning activities did not require students to engage in critical thinking skills, but in lower-level questions and tasks only. For example, students engaged in reading simple texts, listening to simple texts, copying from a textbook, completing only fill-in the blank worksheets, or providing answers with no explanation of thinking. In some classrooms, students were asked summary questions only (e.g., What was the story about? What was the character’s name?), or low-level questions (e.g., define, tell, locate).

3 Do teachers regularly assess students’ progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?	Level 1: Intensive Support Required
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Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
39%	35%	9%	17%

- In-class assessment strategies infrequently reveal students’ thinking about learning goals.** The site visit team observed the effective implementation of in-class assessment strategies in 17% of classrooms. In these classrooms, teachers assessed all students, using multiple formative assessments that aligned to the learning objective. For example, in these classrooms, teachers used purposeful circulation, choral response, and questioning to assess each student’s understanding more than once. In 35% of classrooms, the site visit team noted the partially ineffective use of in-class assessment strategies. In these classrooms, assessment strategies were used to check the understanding of less than half of the students. For example, in some classes, students working at the computer station were assessed, but other students were not. In other classes, students working with a teacher in small group were assessed with targeted questions, but the rest of the class was not. The site visit team

noted the ineffective use of in-class assessment strategies in 39% of classrooms. In these classrooms, formal or informal assessment strategies were not used to check students’ understanding of the learning objectives, or the teachers’ questions focused on directions/procedures (e.g., Did you answer the questions? Did you decide how you will use your time today?), as opposed to academic content. Additionally, circulation did not focus on lesson content. For example, in one classroom, a teacher monitored the proper use of computers and technology but did not assess student learning. In another classroom, the teacher assessed students’ progress on their projects but did not assess the quality of the academic work for the project.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
30%	52%	9%	9%

- Frequent and specific feedback is rarely provided throughout the learning process.** The site visit team observed the partially ineffective use of feedback in 52% of classrooms. In these classrooms, only a few students received and used high-quality feedback. For example, in some classrooms, students working in a small group with the teacher were provided feedback, but the majority of students who were 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. Additionally, in other classrooms, students received feedback, but it was not relevant to the lesson’s learning objective. For example, the teacher gave feedback on the board about a skill, but students did not use the skill to complete the assignment. In 30% of classrooms, the site visit team observed the ineffective use of feedback. In some of these classrooms, students did not receive feedback for the duration of the observation. In other classrooms, students received limited feedback that did not help students meet the learning goal. For example, feedback was focused on following directions (e.g., “Do you know how to get to the next one?” or “You need to log-in again.”) or behavior (e.g., “Put the cards away, sit down.”). Additionally, feedback observed in these classes was not specific to the lesson objective that students could use to guide their work and increase learning. For example, in some classrooms, teachers gave feedback about work from a previous lesson that was not relevant to the current assignment.

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

<p>4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?</p>	<p>Level 2: Targeted Support Required</p>
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- The school has a process for identifying struggling and at-risk students and is beginning to systematically monitor student progress.** When asked about data used to identify students' learning needs, teachers and school leaders described using a variety of assessments, including: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), AIMSweb, STAR, Math Expressions, Springboard, Think Central, Imagine Math, and teacher-created assessments. Teachers also indicated using assessment information to identify students who are struggling and utilizing some support in the classroom (see below). When asked how they monitor student progress, school leaders and some teachers explained that for K-3 students, they refer to AIMSweb data to keep running records on each of their students (i.e., benchmarking and progress monitoring every two weeks). Additionally, school leaders reported that some administration reviews data (i.e., AIMSweb, NWEA reports, Imagine Math reports) and e-mails some teachers their students' cut scores, along with where the students were categorized according to MAP data. School leaders further indicated that they used the NWEA reports to gauge how proficient teachers are with the use of in-class strategies and supports. Teachers and school leaders indicated that if students continue to struggle after Tier 1 and Tier 2 supports have been put in place, the school has a student support team (SST) process. While some staff reported that the SST process has improved, most indicated that the SST process is slow and that it delays some students in getting the supports they need. For example, teachers reported some students who were referred to SST at the beginning of the year still have not received services or an initial meeting. Lastly, school leaders indicated they are working to improve their SST process; they explained a first step in this is communicating with teachers on the most effective way to complete the referral form.
- The school implements some appropriate supports for struggling and at risk students.** Teachers reported that once students are identified as needing support based on assessment data, they intentionally group/pair students or provide individualized targeted instruction. Teachers also described the use of computer-based programming (e.g., Imagine Math, Think Central) to differentiate instruction and target each student at his/her instructional level. They noted that some of these programs are new; some teachers are still learning to use them and have not been fully trained. Further, teachers explained intervention specialists at some grade levels provide push-in and pull-out support for all struggling students (i.e., students with and without Individualized Education Programs [IEPs]). Teachers also reported K-3 students receive additional level literacy intervention (LLI) from a reading specialist who provides flexible support for students' Reading Improvement and

Monitoring Plans (RIMPs). Teachers indicated that the SST provides resources or in-class strategies for students who need extra support. Further, school leaders and teachers reported a community partnership with Horizons Education Center that allows Horizons staff to provide after-school tutoring for K-8 students. Additionally, some teachers described outside volunteers coming in to their classrooms two times a week to provide tutoring. School leaders described (and site visit team observations showed) that the school has a continuum of services to support students with disabilities, including: push in services; resource room supports; and self-contained classrooms for students with more significant disabilities. School leaders reported that some grades are beginning to include self-contained students more frequently, and others still rely heavily on the resource room. However, teachers noted that there is typically more pull-out than push-in, and that some students are pulled out for behavior (i.e., they are causing disruption in class), not because their academic needs would best be met in that setting.

<p>5. Does the school have a safe, supportive learning environment that reflects high expectations?</p>	<p>Level 2: Targeted Support Required</p>
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- The school does not always hold high expectations for academic learning.** When asked about high expectations for student learning, some staff indicated there were high expectations, others indicated there were not., and other staff explained that some expectations could be higher. For example, some teachers described how when students could not do the work, they lower the expectation, change the standard, or let them opt out of that part of the assignment. Others stated, “We cannot help them.” or “They cannot do it.” with regard to supporting students’ learning. In addition, the site visit team reviewed student work samples, and noted student work with a perfect score on a rubric but did not use complete sentences; or a student received a perfect score on an assignment, but the work was incorrect. Other teachers described how the general education setting is too challenging for students with disabilities. Further, site visit team members also observed a lack of rigor across the majority of classrooms. (See key question 2.) Some students also reported that their teachers have high expectations for them; however, when asked to give examples of this, students only gave behavioral examples. Additionally, when asked, few students were able to describe an assignment that challenged them. Finally, school leaders, teachers, and parents reported that the school holds weekly assemblies to celebrate individual students’ behavioral, attendance, and academic performance. These stakeholders indicated that some teachers also hold academic celebrations in their classrooms (e.g., pizza party, bringing in candy) when their individual classes meet a set academic goal.
- The school provides a safe environment to support students’ learning.** All stakeholders reported that the school is physically safe inside and around the building. Teachers and parents reported the active presence of the building security guards makes them feel safe; parents explained the school has doubled the number of security guards in the building. Further, parents and students explained that the constant presence of adults makes the school building safe; parents explained that students are never left unattended in the building. Students reported that school leadership walks the halls during transitions to ensure safety for all students. Additionally, when asked, all students, teachers, and leaders indicated they believe all students have an adult to whom they can go with any concerns or problems. Students reported feeling emotionally safe at school and explained that if bullying occurs, it is addressed immediately by teachers. They also described programs and initiatives at the school that helps with social-emotional learning. For example, the school employs the Not on our Watch

(NOW) anti-bullying program, a peer mediation program, daily class meetings to discuss social and emotional issues, the use of the Promoting Alternative Thinking Strategies (PATHS) for K-5, and a community partnership with Applewood – a community health partner that provides mental health services to referred students. Additionally, school leaders reported that the school has a dean of engagement available throughout the day with an open-door policy for student issues. Students, teachers, and parents also described the school as having high behavioral expectations that are consistent and clear for all students. School leaders and teachers described the Flyer Code (i.e., behavioral expectation code implemented throughout the building and in each classroom) as helping to create standardized and consistent behavior expectations.

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.

<p>6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?</p>	<p>Level 2: Targeted Support Required</p>
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- Some professional development (PD) is designed to address school priorities and/or identified areas of need.** School leaders and teachers explained (and review of school bulletins and PD agendas confirmed) that school-based PD occurs every Wednesday after school, with the first Wednesday of the month set aside for committee meetings. Additionally, school leaders and teachers reported that the school participates in school-based and off-site district-mandated PD release days. They indicated that PD has covered topics such as Springboard, Imagine Learning, ThinkCentral, and social-emotional learning, which align with some of the goals listed in the school’s Academic Achievement Plan (AAP). School leaders reported (and review of AAP confirmed) that the school’s priorities for this year include: (1) improving social emotional learning; (2) increasing reading proficiency by 20%; and (3) increasing math proficiency by 20%. School leaders and teachers reported that PD has been somewhat effective this school year. For example, school leaders reported that after PD trainings for Imagine Learning, student scores increased, as well as teachers gaining a better understanding of the RIMPS after a PD training focused on RIMPS. When asked, most teachers stated that some school-based PD was effective; however, most teachers indicated that there is no time to implement learned strategies. Teachers consistently indicated not receiving enough PD around how the strategies they are using should be improving or impacting student learning. For example, teachers expressed concerns about having tools (e.g., computer-based learning programs) without the professional guidance on how to successfully implement them into the curriculum. Lastly, administration explained (and teachers confirmed) there is not yet a systematic tool to provide support or feedback about PD topics and how they are driving instruction.
- Educators collaborate but it is not consistently focused on effective instruction and students’ progress.** Teachers and school leaders explained that teacher preparation time (i.e., mandated 100 minutes) occurs each morning from 7:30-7:50 a.m. or after school from 2:30-2:50 p.m.; teachers have the option of mornings or afternoons. They described this time as teacher-directed (e.g., planning, preparation), but some teachers indicated they use this time to collaborate with colleagues. Other teachers reported meeting with their team during lunch to discuss instructional practices and student needs. Additionally, some teachers reported they plan over text messaging or in passing with colleagues. Teachers and school leaders reported (and review of master schedule confirmed) that there is a daily planning period that most, but not all, teachers have common with their grade level. Teachers indicated this time cannot always be used to collaborate and often is used for individual planning. Further, teachers and school leaders reported that the school uses Thursdays for teacher-based teams (TBTs) during which teachers, school leadership, and instructional coaches discuss data (e.g., review of NWEA) and instructional strategies. Leadership indicated that administration is

responsible for creating the agenda and rotating through each team level’s TBTs. Most teachers reported this process is ineffective; it is more about checking the box and following protocols than improving instruction and student learning. Some teachers reported that TBTs are not useful and are dysfunctional, explaining that not all teachers are on TBTs with their team or department.

<p>7. Does the school’s culture indicate high levels of collective responsibility, trust, and efficacy?</p>	<p>Level 1: Intensive Support Required</p>
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- Educators’ mindsets and beliefs do not always reflect shared commitments to students’ learning.** When asked, school leaders and teachers consistently reported they have a shared commitment to students’ learning; most teachers indicated that all students can learn, as well as their belief that this mindset is shared across the school. However, when asked to provide examples, responses did not always reflect a commitment to student learning. For example, some staff also described a practice of academically pushing every student, so s/he grew as much as possible within the year. Other teachers, however, reported that some students are unable to be helped academically, or that some just cannot do the work. Additionally, some teachers stated that students’ home lives prevented them from being able to learn. Other teachers described posting student work, ensuring students maintain their grades if they want to join an athletic club, and facilitating engaging lessons. They also described how Friday shout-outs give teachers an opportunity to encourage and motivate their students. When asked about the school’s commitment to student learning, parents cited teachers’ belief in their students to be the very best they can be, behavior management, and engagement, but did not provide examples specific to students’ academic learning. Students explained how the school expects them to behave appropriately and come to school consistently, but they did not provide examples specific to academic expectations. When reviewing student work, the site visit team observed high scores on student work in which incomplete sentences were used, or answers were incorrect. The site visit team observed one document that allowed students to not complete the work that was too challenging; instead, the teacher crossed out that problem.
- The school does not yet reflect a safe, trustworthy, and growth-oriented professional climate.** Leaders and teachers acknowledged there has been a transition after the school’s merger that has created a shift in the adult culture in the building. School leaders indicated the transition has been hard and more difficult for the adults than the students. When asked, teachers had varied perspectives on the adult culture at the school. Some teachers reported the adult culture at the school is friendly and professional, describing staff as hardworking, willing to help each other, and very supportive. Other teachers described feeling like they were two different staff or having alliance to only certain staff. For example, some teachers reported feeling separated and that there was a distinct division among staff that creates some hostility. Teachers described feeling overwhelmed and not having enough time to accomplish what is expected of them. Most teachers reported that they share their practices and go to their team or more veteran teachers with questions or for help; however, most indicated there was sufficient time to do so. Further, teachers reported having a limited amount of time to reflect with colleagues about their instructional practices. Teachers explained while they make an effort to meet informally, they still do not have enough time. “We’re spread so thin we can’t connect with other teachers.”

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**

- School leaders have created goals for the school and are beginning to measure progress toward achieving the goals.** When asked about the schools' vision and goals, teachers and school leaders all cited similar school priorities (e.g., increased attendance rate to 93%, focus on literacy and numeracy to increase math and reading scores by 20%, increase conditions for learning [CFL] scores). In addition, teachers and school leaders were able to articulate congruent goals - citing a focus on parent-teacher communication and increasing parent teacher conference attendance rates by 5%. Parent and students indicated a consistent awareness of a focus on attendance and raising test scores. In focus groups, teachers and school leaders reported the school goals are communicated through the review of the AAP and in staff meetings. When asked, leaders and teachers were able to cite strategies that are being implemented to support the AAP. For example, class and school incentives for attendance (e.g., root beer float party and morning meeting shout-outs), incentives for raising NWEA scores (e.g., turning principal into human sundae), implementation of Imagine Learning and Think Central, and morning meetings every Friday to promote student achievement, behavior, and attendance success. School leaders also described how resources have been dedicated to initiatives designed to guide school improvement (e.g., computer-based programs, technology). Lastly, school leaders indicated that there is some monitoring of progress toward goals; for example, the review of scores to see who is improving or needs support.
- School leaders do not yet ensure that teachers deliver high-quality instruction.** School leaders and teachers consistently reported that the required TDES (Teacher Development and Evaluation System) observations are taking place. In addition, school leaders reported that they conduct informal observations (i.e., pop-ins). Teachers and leaders, however, cited varied frequency with some teachers indicating informal observations occur often, and others indicating they do not occur. Some teachers reported (and review of e-mails from leadership confirmed) receiving additional feedback from pop-ins via e-mail or orally; however, there is no consistent form used to deliver feedback to teachers outside of TDES mandates. When asked if feedback was helpful, teachers' responses varied. Some teachers reported feedback is helpful and can be positive, but also provides suggestions that are constructive (e.g., ways to implement the curriculum.) Other teachers reported that feedback is too generalized and not always targeted to what a specific teacher or classroom needs. For example, school leaders and teachers reported that general feedback on overall academic instruction in the school is provided via the school bulletin. However, some teachers explained that they are not sure if this feedback is directed at their instruction and cannot always tell if the suggestions should be implemented in their classrooms. Some staff indicated that if you ask for help, you will receive it, but you have to be proactive and seek assistance. Additionally, other teachers reported they do not

receive any feedback on their instruction. School leaders reported that they are in a transition as they learn to communicate feedback to all staff as co-principals.

9. Do school leaders effectively orchestrate the school’s operations?	Level 2: Targeted Support Required
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- School leaders are beginning to ensure effective communication and transparent decision making across the organization.** Teachers and school leaders reported that communications at the school primarily occur through e-mail or text. Additionally, teachers and school leaders reported (and review of bulletins verified) that school leaders communicate with staff through a weekly bulletin, as well as in-person conversations. When asked, teachers indicated the bulletins are helpful in informing them about school events and activities. Teachers and leaders explained that they are working to ensure consistent communication practices (i.e., e-mail communications with administration being communicated to both administrators) at the school. Most staff indicated that teachers can go to either administrator with questions or concerns; however, other teachers reported gravitating toward the leader with whom they are most familiar. Teachers reported that some communications are not always clear from administration to staff. For example, some teachers reported getting mixed messages about e-mail communication expectations. With regard to input into decision making, school leaders and teachers indicated teachers are able to provide their input around school-wide decision making via committees that meet once per month (i.e., Disney committee, attendance committee, fundraising committee, PBIS committee). Yet some teachers reported that they do not feel like their voice is heard and indicated decisions lack transparency. For example, some teachers indicated tensions between which school practices should be implemented once the merger was complete, and a lack of understanding around why some practices have changed.
- School leaders are beginning to allocate resources and manage school operations in order to ensure a safe and productive learning environment.** The site visit team observed an inviting, safe, and clean school. For example, students are greeted by volunteers and staff each morning and student work is displayed throughout the school. All stakeholders (i.e., teachers, school leaders, parents, and students) described (and the site visit team observed) an appreciation for their newly-renovated building. Parents reported the building is beautiful and students love to come to school every day. Additionally, school staff reported that the school has a dean of engagement who manages community partnerships (i.e., Cleveland Food Bank, Cleveland Housing Network, Seeds of Literacy, girls mentoring group consultant) that support school families and provide some resources and wrap-around services. School leaders reported the use of Applewood as their mental health provider. In focus groups, teachers indicated that, in general, they mostly have the materials needed to support teaching and learning (e.g., pencils, textbooks). Some teachers indicated the need for more technology. More specifically, teachers reported (and the site visit team observed) that they do not always have enough resources to ensure that every student has access to the computer programs (i.e., Imagine learning) every lesson. School leaders indicated that the school is currently at a 1:3 technology ratio, with a goal to be 1:1 by next school year. Lastly, school leaders reported they are working to develop policies that work for both of their leadership styles. As described previously (see key question 7), teachers indicated that there is difficulty meshing two staffs with two different leaders. For example, some teachers reported a divide between staff with certain staff feeling alliance to only some of the staff.

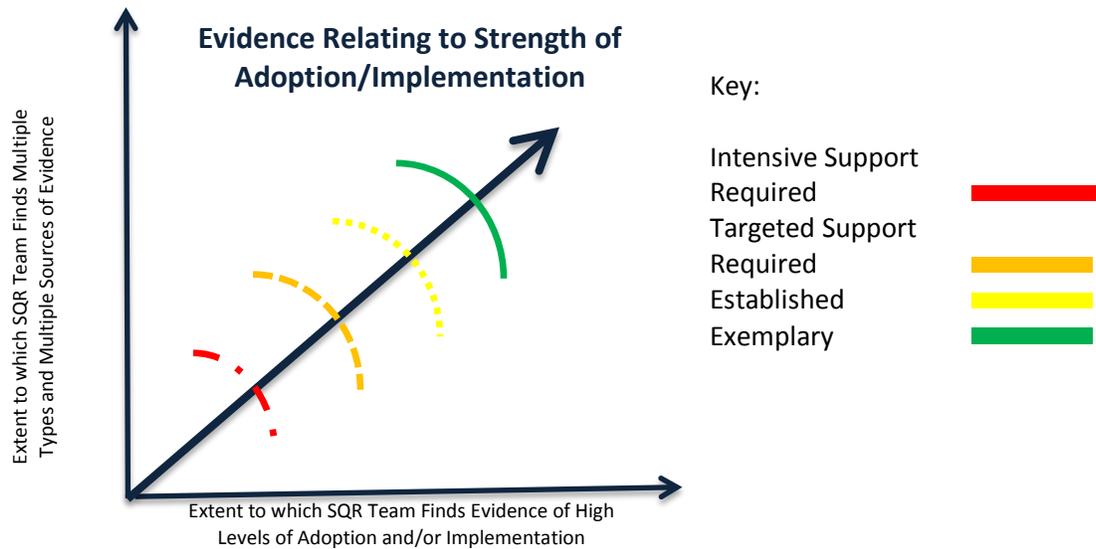
Appendix A: Site Visit Team Members _____

The SQR to Wilbur Wright was conducted on February 13-14, 2018 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Megan Tupa , Team Leader	SchoolWorks, LLC
Meagan Coggins , Team Writer	CMSD
Jill Cabe , Team Member	CMSD
Erica Adams , 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 23 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 = 17	47%	29%	12%	12%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 6	0%	100%	0%	0%
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	4%	(%	30%	57%
	3. Structured Learning Environment Teacher preparation Learning time maximized	22%	48%	4%	26%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	4%	22%	26%	48%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	30%	52%	13%	4%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	22%	39%	35%	4%
	7. Participation and Engagement Active student participation Perseverance	4%	26%	48%	22%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	52%	43%	4%	0%
In-Class Assessment & Feedback	9. Assessment Strategies Use of formative assessments Alignment to academic content	39%	35%	9%	17%
	10. Feedback Feedback to students Student use of feedback	30%	52%	9%	9%