SchoolWorks
School Quality Review
Report

AJ Rickoff School
April 2-4, 2019

SchoolWorks
Assessing Quality, Building Capacity

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 includes 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 *Governance and Leadership* The final page of the report is 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.

Domains	Rating			
	Level 1: Intensive Support Required	**Level 2: Targeted Support Required**	**Level 3: Established**	**Level 4: Exemplary**

Domain 1: Instruction	
1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*	**Level 2: Targeted Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 1: Intensive Support Required**
3. *Teachers regularly assess students' progress toward mastery of key skills and concepts and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**
Domain 2: Students' Opportunities to Learn	
4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.*	**Level 2: Targeted Support Required**
5. *The school foster a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.*	**Level 2: Targeted Support Required**
Domain 3: Educators' Opportunities to Learn	
6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 3: Established**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 3: Established**
Domain 4: Governance and Leadership	
8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Level 1: Intensive Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 2: Targeted Support Required**

Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
15%	15%	46%	23%

- **Behavioral expectations are clear and understood by students in most classrooms.** The site visit team observed effective behavioral expectations in 23% of classrooms (n=16). In these lessons, behavioral expectations were clear and minor disruptions were immediately addressed. For example, in one lesson, all students were on task. Additionally, the teacher used DOJO points to reinforce positive behaviors. When one student was off task, the teacher quickly provided a private redirect, to which the student complied. In 46% of classrooms, behavioral expectations were partially effective. In these lessons, most students behaved throughout the lesson, but a few students did not. Also, the teacher effectively anticipated and redirected most, but not all, student misbehavior. For example, in one classroom, the teacher used well-established systems (e.g., "catch a bubble," call-and-response) to manage behavior; however, his/her attempts to redirect reengaged most, but not all, students. In another example, the teacher provided clear procedural directions ("pencils to trays") and anticipated most behaviors. However, there was a low-level chatter from some groups over the span of the observation that negatively impacted learning. Behavior expectations were partially ineffective in 15% of classrooms. In one example, some students behaved; however, there was no clear behavior system, and the teacher inconsistently attempted to redirect students. In 15% of classrooms, behavioral expectations were ineffective. In these classrooms, students were engaged in significant, overt misbehavior, and these behaviors were consistently unaddressed. For example, in one classroom, students used inappropriate language. Additionally, most students had their heads down or were talking; these behaviors persisted throughout the lesson and were ignored by the teacher.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
15%	31%	31%	23%

- **The learning environment is prepared, but learning time is not consistently maximized.** In 23% of classrooms, the learning environment was effectively structured. In these classrooms, the teacher was prepared and learning time was maximized. In one classroom, the routines were quick and efficient, which maximized learning time. The teacher used two-minute transitions between stations and utilized a quick bathroom routine to efficiently and quickly transition students to the restroom. In 31% of classrooms, the learning environment was partially effectively structured. In these classrooms, teachers were prepared, and learning time was maximized for most, but not all, of the lesson. In one classroom, the teacher was prepared and had a clear routine for students to start an assignment once they entered the class; however, the first couple minutes of the observation was spent on getting settled for class. In another example, the teacher was highly prepared (worksheet, nonfiction texts, PowerPoint presentations) but the routines did not maximize time between stations, causing a little

lost learning time during transitions. In 31% of classrooms, the learning environment was partially ineffectively structured. In these classrooms, teachers were prepared, but only some learning time was maximized. For example, students spent roughly half of the observation engaged in two movement and mindfulness breaks. When students did transition to the lesson, they did not immediately start to engage with the prepared text because the teacher's directions were long, causing additional lost learning time. In 15% of classrooms, the learning environment was ineffectively structured. In these classrooms, there was a significant amount of class time lost. In one such classroom, students were provided more than 20 minutes to complete a short writing assignment. Most students finished in half of the time allotted and sat idly waiting for the next learning task.

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

Instructional Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
31%	23%	46%	0%

- **A variety of instructional strategies and materials are sometimes used to support student's diverse needs.** The site visit team did not observe classrooms in which instructional strategies were effective and employed varied modalities or formats for the majority of students throughout the lesson. In 46% of classrooms, the use of instructional strategies was partially effective. In these classrooms, students participated in group work, but some students completed the task independently rather than working with their peers. For example, in one classroom, the teacher used a video to introduce a concept to students; students were then expected to use a nonfiction text to create posters and then present these posters to their peers. Not all students engaged in these activities as directed. In another classroom, students were in partner pairs but, despite being in pairs, some students completed the task independently. Instructional strategies were partially ineffectively employed in 23% of classrooms. In these classrooms, most of the lesson was delivered via a single modality with few opportunities for student participation. In one such classroom, students briefly viewed a video and students spent the majority of the time completing a worksheet. Instructional strategies were ineffectively used in 31% of classrooms. In these classrooms, there were limited opportunities for students to engage in different modalities; most of the time was focused on independent work with no teacher interaction. For example, students spent the entirety of the observation completing a graphic organizer and did not interact with their peers or the teacher. In another example, students individually journaled for the duration of the observation.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
54%	46%	0%	0%

- **Instruction does not require all students to use and develop higher-order thinking skills.** The site visit team observed some use of nonfiction texts and grade-level-appropriate tasks in many classrooms but did not observe examples of rigorous tasks (e.g., multi-step problem solving, text

citation, text analysis) that consistently engaged all or most students. The establishment of higher-order thinking was partially ineffective in 46% of classrooms. In these classrooms, most students were not required to justify their thinking or reasoning. For example, in one classroom, students completed single-step-practice exercises, and some problems required visuals; however, few students were asked to explain their answers orally or in writing. In another example, students were asked to explain their drawing but their illustrations and explanations were not connected to academic content. In another example, the teacher asked students comprehension and recall questions about a nonfiction text that required students to refer to the text, but only a few students were called on to respond. Higher-order thinking was ineffectively established in 54% of classrooms In these classrooms, no students were provided tasks that involved critical thinking skills. In one classroom, students were asked to listen to a lecture, but were not required to respond to or engage in any thinking about the content being presented for the duration of the observation. In another classroom, students highlighted a nonfiction text, but only highlighted key phrases that the teacher identified for them. Lastly, in another example, students wrote short and simple sentences to respond to a writing prompt about their interests, and the assignment was not connected to any academic content.

3	*Teachers regularly assess students' progress toward mastery of key skills and concepts and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**

Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
69%	8%	23%	0%

- **In-class assessment strategies rarely reveal students' thinking about learning goals.** The use of assessment strategies was partially effective in 23% of classrooms. In these classrooms, the teacher used an assessment strategy to check the understanding of most, but not all, students. For example, in one classroom, the teacher used call-and-response to check for student understanding of a vocabulary word and circulated to look at many, but not all, students' papers for accuracy. In another example, the teacher verbally asked comprehension-and-recall questions of more than half, but not all, students. In 69% of classrooms, the site visit team observed the ineffective use of assessment strategies. In these classrooms, there were little-to-no checks for understanding to get a sense of students' levels of comprehension. For example, in one classroom, the teacher worked closely with only one student during the duration of the observation and did not check the understanding of the other students in the room. In another observation, the teacher's circulation focused on correcting student behavior, rather than on the accuracy of students' work. Lastly, in multiple observations, the site visit team observed students working independently, and the teacher did not employ any strategies (e.g., circulating, questioning, whiteboard, hand signals) to check for understanding...

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
69%	23%	8%	0%

- **Timely, frequent, specific feedback is not provided throughout the learning process to inform improvement efforts.** The provision of feedback was partially ineffective in 23% of classrooms. In some of these classrooms, teachers provided feedback to the class, but the feedback did not fully clarify misunderstandings. For example, in one classroom, the teacher prompted students to use transition words but did not provide examples or models to support students in implementing the feedback, so some students did not know how to apply the feedback. Additionally, in some of these classrooms, only a few students received and used high-quality feedback. For instance, in one such classroom, the teacher identified misunderstandings and provided guiding feedback to three students while circulating and asking questions, but the remainder of the class did not receive academic feedback. Feedback was ineffectively provided in 69% of classrooms. In these classrooms, the site visit team observed the absence of feedback, or feedback was complimentary or procedural in nature. For example, in one classroom, the teacher did not provide feedback; instead, students only worked silently and independently without interaction from the teacher. In another classroom, the teacher circulated and provided affirmations ("Good;" "Nice job;" "Yes") but did not give any content-related feedback. In another classroom, the teacher circulated; however, s/he only commented on whether students were following directions correctly.

Domain 2: Students' Opportunities to Learn

4. *The school identifies and supports special education students, English language learners, and students who are struggling or at risk.*	**Level 2:** **Targeted Supports Required**

- **The school has an established process for identifying struggling and at-risk students.** Leaders and teachers consistently reported that the school has a well-established student support team (SST) that meets bimonthly. Review of meeting notes, an agenda, and a calendar confirmed that the SST meets regularly for approximately 4.5 hours per meeting. Leaders reported (and review of meeting notes confirmed) that the SST is headed by the curriculum and instruction specialist (CIS) and stated that other SST members include the psychologist, general education teachers, intervention specialists, and parents. Teachers reported that students are identified for the SST using data from AimsWeb, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), Kindergarten Readiness Assessment (KRA), and anecdotal notes. The majority of staff reported the SST process is effective; many reported that the process includes consistent progress monitoring and follow through; however, others said follow through has not been consistent. For example, some teachers noted that classroom observations for students have not been completed. Leaders also described a process for identifying students for mentoring based on discipline referral data. Some teachers stated that they have chosen to help with the mentoring efforts and that they meet with students during their lunch period or planning for at least 30 minutes a week. Leaders reported that, as a result, the number of discipline referrals for this groups of students had decreased.

- **The school offers a variety of supports for struggling students, but the implementation and effectiveness of these supports are inconsistent.** Leaders and teachers reported various academic supports, including programming such as Study Island, Imagine Learning, Leveled Literacy Intervention (LLI), as well as staffing, including a reading interventionist, math interventionist, and Reading Recovery teacher. Leaders and teachers also indicated tutoring is available through American Association of Retired Persons (AARP), Nestle, and Boys and Girls Club, as well as some teacher-led tutoring. Because of the wide variety of academic levels at which students enter the school, staff expressed an awareness of the importance of student progress and growth. Despite a variety of academic interventions, staff expressed that these supports are not robust enough to meet all students' needs. Additionally, staff indicated that the level of supports vary greatly by grade level and teacher. For example, some staff members reported tutoring students at lunch or after school but said this is teacher-dependent. In another example, some teachers mentioned using exit tickets to remediate for students who did not grasp the concept taught in class, but this was not consistently stated by all teachers. Other teachers also mentioned using LLI or Study Island to address academic needs; however, not all teachers use this support and indicated it is also teacher-dependent. Lastly, leaders stated that programs like AARP (30 students), Nestle (10 students), and Bible Study tutoring serve only a limited number of students. Additionally, staff reported various supports for behavior (Positive Behavioral Intervention and Supports [PBIS], Closing the Achievement Gap [CTAG], Demonstrating Inner Value, Acceptance, and Self-Worth [DIVA], Promotion Alternative Thinking Strategies [PATHS], Not on our Watch [NOW], Character Kids, Class Dojo, mentoring, Beachcort). Staff indicated that these supports are beginning to create positive outcomes, citing anecdotal data (less tantrums, less cursing) and a decrease in suspensions and referrals. While the site visit team heard about various programming and supports, staff acknowledged a lack of a systematic approach to

ensure that all identified students are receiving targeted and researched-based programming to remediate gaps in skill and content knowledge.

5. *The school foster a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.*	**Level 2: Targeted Supports Required**

- **The school provides a safe environment to support students' learning.** Staff and parents consistently reported that the school generally feels safe and orderly. Parents reported (and the site visit team observed) that the hallways are calm when they visit the school and that staff are visible inside and outside of the building. For example, parents reported that the principal walks the perimeter of the building. Additionally, students stated that they feel physically and emotionally safe at school. Students reported that there is some fighting but that fights are typically emotional outbursts between lower elementary students as opposed to fights between older students intended to cause harm. Students also indicated that bullying happens occasionally, but that it is largely playful teasing rather than persistent and harmful bullying. Students said that rules are fair and indicated that they have an adult whom they trust at the school. Parents also said that the leadership team has a great rapport with students (knowing student names, consistent follow-up). The site visit team observed staff joking with students, heard the use of student nicknames, and saw students receiving hugs, smiles, and positive affirmations ("Kiss our genius brains!").

- **Students have some opportunities to engage in a culture of diversity, equity, and inclusion.** Leaders and teachers indicated there are opportunities for students to engage in diverse perspectives and develop leadership skills, multiple staff cited students' opportunity to participate in Closing the Achievement Gap (CTAG) and DIVAS Leaders and staff reported that, in lieu of specials, CTAG and DIVAS are offered to students in 6th, 7th, and 8th grade for an hour a week. Staff noted that CTAG focuses on leadership and greatness. Similarly, leadership stated that female students attend DIVAS once a week, with a select group of students receiving an additional touchpoint on Fridays. Staff noted that DIVAS focuses on teaching girls and women to advocate for themselves and their communities. Students unanimously expressed excitement with these programs, and specifically highlighted the value of the mentorship. The site visit team also observed posters in the hall for Autism Awareness month. Teachers reported that Autism Awareness month was spearheaded by teachers. Some staff reported that a few teachers chose to make posters and sent out information and resources via email. Despite these programs, the site visit team found that the approach to celebrating diversity, equity, and inclusion varied by teacher. For example, some teachers noted that they did not feel comfortable sharing autism resources with students because they did not feel particularly knowledgeable about the subject and resources only came by email. Many staff members also reported they could be doing more as a school community to promote diversity equity and inclusion. When students were asked about opportunities to engage in diversity, equity, and inclusion, some indicated that they have learned about prominent African American leaders, but they did not present additional examples.

Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 3: Established**

- **Professional development (PD) is aligned with the school's identified areas of need.** Leaders and teachers reported, and review of the school's weekly bulletin confirmed, that PD priorities are K-3 literacy, school culture, and attendance. School leaders and teachers indicated that PD is often related to the school's priority of K-3 literacy, citing examples such as the use of Tuesday breakout sessions to learn about the use of LLI, AimsWeb data for student grouping, and academic vocabulary. Leaders described adjusting PD based on teacher strengths and staff need. For example, leaders stated they identified a need for technology support. As a result, leaders reported that they identified a teacher expert in the building and asked her/him to present a PD on Imagine Learning and reported that since the PD, there was a significant increase in the use of the program for students. Teachers also reported being able to request specific PD (e.g., SST, PLCs, Flowcabulary, NASA). Leaders also indicated that teachers are able to email leadership, ask their evaluator, or provide input in a union representative survey if they desire to have input about school-led PD. Leaders indicated that they monitor implementation of PD through the use of daily walkthroughs; when teachers are not implementing something, they have a conversation with them to identify the barriers to implementation (e.g., "What's challenging?" "What's keeping you from doing that?").

- **Many educators collaborate regularly regarding instruction and students' progress.** Leaders and staff reported that teachers have 200 minutes of mandated time per week that they use in the following way: 50 minutes Teacher Based Teams (TBTs), 50 minutes staff meeting, and 100 minutes of independent teacher-led planning. A review of TBT meeting notes, leaders, and teachers confirmed that teachers meet weekly. Many teachers reported that the time with their TBT is valuable; however, some reported that the mandated TBT forms are lengthy or not aligned to teachers' pacing and do not allow time for collaboration. Many teachers reported they have enjoyed TBT time with their peers to share best practices, collaborate with special education teachers, and share student concerns. In addition to TBTs, many teachers also reported using their planning time or a time outside of school to collaborate and plan with their grade level or special educators, as well as to get support on how to differentiate for students and/or identify student gaps. While teachers spoke positively of collaboration with their peers, some noted that, due to the scheduling of common grade level planning periods, they have limited opportunities to observe their peers. Other teachers reported that, due to being the only teacher in a particular grade level or content area, there are limited opportunities for collaboration.

7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 3: Established**

- **Educators' mindsets and beliefs reflect shared commitments to students' learning.** When asked, all staff conveyed a shared commitment to students. Many teachers reported they are here for the students and that they thrive on the progress that students make throughout the year, whether it be behavioral or academic progress. Teachers noted improvements in behavior and improvement in academic subjects as some of the highlights that keep them motivated. While staff acknowledged that barriers exist for the population of students they serve, they indicated that they continually focus on implementing solutions to improve the school and reach students. For instance, leaders and teachers

reported that the school has a chronic absenteeism and tardiness problem. Leaders noted that, this year, they focused on the school's focus of control by adjusting teacher planning to the morning so core instruction starts later for one cohort of students. In another example, staff members noted that they found different solutions to help get young children to school who could not control whether they were tardy. When asked, staff also communicated a shared ownership of student behavior. For example, teachers reported building relationships with students through the mentoring program or addressing behavior in common spaces. Multiple teachers also stated they handle discipline within their class because they want to keep students in class and learning. In addition, staff members also reported communicating about student's emotional needs with multiple stakeholders. For example, teachers shared that the school's security team knows and has great relationships with students and will often bring it to teachers' attention when students seem out of character in the morning during arrival or identify students that may need additional resources (e.g., clothes, food). When asked, teachers also reported a shared commitment to understanding and discussing students' home situations. Multiple teachers indicated that families reach out to them when there is a concern at home that may impact a student at school. Teachers also noted that the leadership team will also communicate with them about students' home situations.

- **The school reflects a safe and trustworthy professional climate.** All leaders and teachers reported a strong staff culture. In multiple focus groups, the site visit team heard teachers report that the "staff is like a family" or that they "love the staff here." Teachers described the staff as collaborative, trusting, and hard-working. Teachers reported sharing best practices in TBTs and beyond. For example, multiple teachers stated they seek guidance from other veteran teachers if it is the first time they have taught a specific grade level. Some teachers also reported receiving feedback from their peers. When describing the staff culture, teachers reported that they know each other well, on a first name basis, and that staff are there to support each other. For example, the site visit team heard about the staff hosting a baby shower for an assistant custodian and checking on colleagues after school hours when you know they have had a tough day. Staff also reported that leaders are open to new ideas and feel like they have the leadership teams support. For example, multiple teachers reported bringing ideas to leadership and being supported with supplies to execute a classroom project or encouraged to rally the staff around a school-wide initiative, such as clap-ins.

Domain 4: Leadership

8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Level 1: Intensive Support Required**

- **School leaders do not consistently ensure that teachers deliver high-quality instruction.** All stakeholders reported that Teacher Development and Evaluation System (TDES) evaluations and observations are completed as required. Some teachers reported an improvement in the timeliness of TDES evaluations and observations as compared to past years. Leaders stated they provide feedback through the TDES and hold teachers accountable to applying feedback. Leaders cited one example of a teacher improving instruction as a result of TDES feedback received. Leaders also reported being in classrooms frequently, outside of TDES observations, and providing some informal feedback that usually happens in a conversational format about what they observed. While teachers reported seeing leaders in their classes frequently to check on students, they stated that these visits are short in duration and are not focused on instruction. Additionally, when asked about the frequency of informal feedback, most teachers were unable to recall examples of useful or actionable instructional feedback. Leaders acknowledged that providing non-TDES observations and feedback is an area of growth. Leaders also reported that they have identified and communicated shared instructional strategies (e.g., I can statements, differentiation, student-led discussions, teacher as the faciliatory, use of technology) that they wish to see in classrooms; however, the site visit team did not observe these consistently across classrooms. Further, when asked, teachers did not report shared instructional practices across the school.

- **School leaders are beginning to provide conditions that support a school-wide data culture.** Leaders and teachers reported having access to a variety of data sources, including AimsWeb, NWEA MAP, KRA, Accelerated Reader (AR), STAR, and Ohio State Tests (OST). Leaders stated that teachers are expected to use data to drive instruction; however, when asked, neither teachers nor leaders described a clear process to follow when looking at student data. When asked about protocols, leaders reported that data analysis takes place in TBTs. Some teachers reported there is a great amount of data but they lack clarity on the expectations for the use of the data. They noted that they would like to have more direction from leadership about which data to use and how to use the data appropriately. Additionally, when asked, teachers were not able to cite data in terms of how the school is using data to progress-monitor toward goals. When asked, teachers also reported varied understandings of, and investment in, different types of data. For example, some teachers stated that they have to have a data binder or data wall, while other teachers indicated that they do not. Additionally, some teachers cited printing out NWEA MAP scores and keeping a record of work samples. While the site visit team observed a small number of classrooms with data walls, they were not evident in the majority of classrooms. Teachers also noted that the usefulness of different data sources varies; they are not as familiar with the data type (e.g., use of AimsWeb vs. NWEA MAP).

9. *School leaders effectively orchestrate the school's operations.*	**Level 2: Targeted Supports Required**

- **School leaders ensure effective communication and inclusive, transparent decision making across the organization.** Staff reported that the leadership team sends out weekly bulletins, either on Saturday or Sunday, as the main source of communication. A review of the bulletins showed that the

leadership teams sends out a weekly calendar, goals, instructional look-fors, and shout-outs. Overall, teachers reported that communication is effective and they have the information they need. Teachers reported that leaders have an open-door policy and that they feel that all leaders are approachable. Leaders also stated that they make it a point to listen to the staff's concerns. When asked, teachers indicated that they feel like they have opportunities to give input around, and participate in, decision making at the school. Teachers cited the school's committee structure as an example, stating that the school has various active committees, including Sunshine, X (PBIS), Testing, Health & Wellness, Sports, Attendance, Events, Academic Achievement Plan (AAP), Building Leadership Team (BLT)). When asked about the programming and decisions these committees have facilitated, staff had clear examples. For instance, teachers stated that the PBIS committee initiated a clap-in, during which students were greeted by the staff on their way into school in an effort to boost morale for teachers and students. Teachers reported that the Events committee has coordinated career day, reading night, and Jr. Prom. Teachers also reported having input into PD.

- **The school has established strong partnerships to support student needs and is beginning to engage parents in support of learning.** Leaders and teachers reported that the school has ongoing partnerships with the Boys and Girls Club, AARP, Nestle, CTAG, DIVAS, Kulture Kids, and Safe Streets-Safe Schools. Review of the school's partnership binder confirmed that the school is actively engaged in ongoing community partnership that are focused on academics, social-emotional areas, and safety. Parents reported consistent communication from the school in the form of a monthly newsletter and robocalls; this was confirmed by teachers and review of several event flyers and the parent newsletter. Parents also indicated that the school has an active Student Parent Organization (SPO). Parents explained that the SPO has helped with the literacy carnival, Fun Fridays, and the food market. However, leaders reported that the SPO currently only has 8 members. Additionally, parents indicated that the school hosts events related to learning for families, such as parent conferences, math night, literacy night, open house, Father's walk, and Fruits and Veggies. Review of sign-in sheets for school events showed high turnout for some events (200+ parents for September conferences, 40+ signing up for SPO, 40+ signing up for Father's Walk). However, stakeholders reported low attendance and the same participants at many events. For example, teachers reported low turnout at second semester parent-teacher conferences. Overall, when asked, many teachers and parents reported a desire for more parent engagement and community resources (e.g., more frequent parent resource fairs, job fairs for parents).

Prioritization Process

The site visit team met with the AJ Rickoff 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 clear behavioral expectations, strong and positive staff and student culture, positive staff mindsets, and the school's safe learning environment. The site visit team also areas for growth, including a lack of maximized learning time and a lack of higher order thinking.

The group identified Instruction as the area for growth to prioritize. The group identified the following priority within this Key Question as having the most potential impact on the success of the school as a whole: *Domain I: Instruction – Structured Learning Environment.* The team then developed the following goal, success measure, and action plan.

Goal: Increase the efficiency of classroom transitions to maximize learning time.

Success Measure: By May 17, as measured by informal walkthroughs by the leadership team (LT) and building leadership team (BLT), all teachers will attempt a strategy for efficient transitions (presented during upcoming PD) to meet the goal of maximizing transition time.

Actions	Target Date	Champions
1. Send brief staff email with highlights of SQR outcomes.	4/4/19	Principal
2. Share school quality review outcomes at staff meeting.	4/23/19	Principal
3. Plan TBT discussion regarding pacing and transitions, including an agenda, talking points, and best practices; share this plan with BLT members to discuss in their TBT meetings.	4/5/19	Middle school teacher
4. Discuss pacing and transitions in TBT.	4/9/19	BLT
5. Create a toolbox of strategies (e.g., videos, written resources) to improve pacing and transitions; produce outline of PD session.	4/15/19	SpEd teacher
6. Present PD regarding transitions, including toolbox of strategies, and gain commitment from teachers to try one transitions strategy in the coming week.	4/16/19	Middle school, 3rd grade, and SpEd teachers
7. Meet with TBTs to discuss implementation of teachers' selected transition strategy, including sharing of best practices, successes, and challenges.	4/23/19	BLT
8. Present brief refresher PD to check on progress regarding implementing transition strategies.	5/7/19	Middle school, 3rd grade, and SpEd teachers
9. Informally observe classrooms for implementation of transitions strategies to gauge progress toward goal.	5/17/19	BLT

Appendix A: Site Visit Team Members
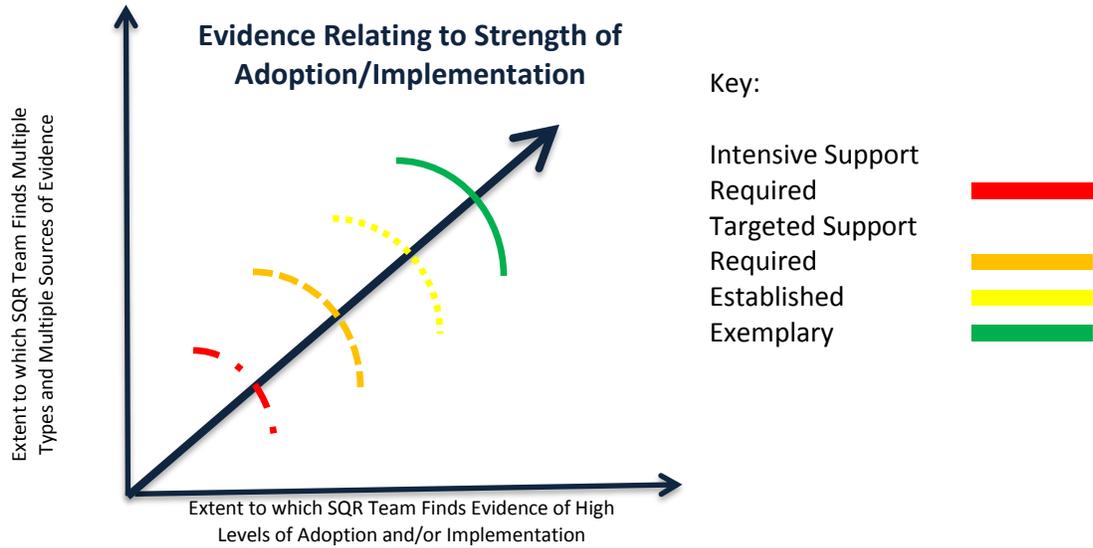
The SQR to AJ Rickoff School was conducted on April 2-4, 2019 by a team of educators from SchoolWorks, LLC.

Nick Bucy, Team Leader   SchoolWorks, LLC
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Appendix B: Implementation Rubric

The site visit team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types[1] and multiple sources[2] 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

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

Key:

Intensive Support Required ▬▬ (red)
Targeted Support Required ▬▬ (orange)
Established ▬▬ (yellow)
Exemplary ▬▬ (green)

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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[1] "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.

[2] "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 13 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 (1) → % Effective (4)			
		1	**2**	**3**	**4**
Common Core Alignment	**1a. Common Core Literacy Alignment (for ELA classes only)** Alignment to content standards Alignment to instructional shifts High-quality implementation N = 8	50%	38%	0%	13%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 1	0%	100%	0%	0%
	1c. Common Core Literacy Shift Alignment (for all classes other than ELA and math) Alignment to Common Core literacy shifts N = 4	25%	75%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	15%	15%	46%	23%
	3. Structured Learning Environment Teacher preparation Learning time maximized	15%	31%	31%	23%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	15%	8%	46%	31%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	8%	62%	31%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional Format Student choice	31%	23%	46%	0%
	7. Participation and Engagement Active student participation Perseverance	23%	23%	38%	15%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	54%	46%	0%	0%
In-Class Assessment & Feedback	**9. Assessment Strategies** Use of formative assessments Alignment to academic content	69%	8%	23%	0%
	10. Feedback Feedback to students Student use of feedback	69%	23%	8%	0%