SchoolWorks
School Quality Review
Report

Design Lab Early College
March 19-21, 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 will include a half-day prioritization session on the third day to assist the school in identifying root causes of opportunities for improvement and identifying which opportunities for improvement are of the highest priority and most likely to impact student achievement. The outcome of the action planning process is a prioritized plan of next steps, including strategies, resources, and timelines to accomplish goals.

The report documents the team's ratings for key questions within each of the four domains identified in the SQR protocol: *Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn,* and *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 2 Targeted 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 2 Targeted 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 1 Intensive Support Required**
5. *The school foster a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.*	**Level 1 Intensive 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 2 Targeted Support Required**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 1 Intensive Support Required**
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**

Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	23%	38%	38%

- **Most students behave throughout the lesson.** In 38% of classrooms (n=13), the site visit team observed the effective establishment of behavioral expectations. In these classrooms, students consistently behaved appropriately throughout the lesson. In one such classroom, all students sat quietly at their desks with learning materials out as directed; they listened to the teacher. In another classroom, all students sat quietly at their seats and no disruption was observed. In 38% of classrooms, the partially effective establishment of behavior expectations was evident. In these classrooms, most students behaved throughout the lesson, but there were a few minor disruptions that negatively impacted learning. In one classroom, for example, most students were on task throughout the majority of the lesson but some students engaged in side conversations unrelated to the academic lesson. In another classroom, most students remained on task for the duration of the observation; however, a few students displayed off-task behavior by talking to peers and using cell phones. The teacher was able to redirect most, but not all, misbehavior. In 23% of classrooms, the establishment of behavior expectations was partially ineffective. In these classrooms, minor misbehaviors often disrupted the lesson. In one classroom, for example, all students were on computers, but some were playing video games, texting on their phones, and talking over instruction, resulting in the teacher repeatedly stopping instruction to address the misbehavior.

Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	46%	46%	8%

- **The learning environment is structured, but learning time is generally not maximized.** The site visit team observed that in most classrooms, teachers were prepared with lesson materials (e.g., whiteboards, lab materials, handouts) and that classroom routines, such as coming in and beginning bell work, were established. However; teacher preparations and routines did not generally result in maximized learning time. In 46% 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; learning time and classroom procedures were not effective for all students. In one classroom, for example, the learning activity was prepared in advance, and students started working immediately, but there was no additional task for students who finished the learning activity early, resulting in some lost learning time. In another classroom, the teacher was prepared with handouts, but students had no time limit for completing the exercise; many finished and went onto non-academic tasks while waiting for their peers to complete the assignment. In another classroom, there was a protocol written on the board but the lesson did not follow the time constraints listed and transitions took more than five minutes. In 46% of classrooms, the learning environment was partially ineffectively structured. In these classrooms, teachers were mostly prepared but some learning time was lost. For example, in one classroom, the teacher was prepared

with a video for students to view; however – due to the classroom environment – less than half of the students were able to access the information. In another classroom, the teacher was prepared with handouts and an agenda, but most of the lesson was spent redirecting behavior; some learning time was lost.

2.	Classroom instruction is intentional, engaging, and challenging for all students.	**Level 2: Targeted Support required**

Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
8%	15%	62%	15%

- **Most students participate and are engaged in the majority of the lessons.** In 15% of classrooms, student participation was effective. In these classrooms, all students were active participants in learning activities, and they, rather than only the teacher, were working to achieve the goals of the lesson. In one classroom, for example, all students were actively taking notes based on the lesson's objective for the duration of the observation. In another classroom, all students consistently participated by asking the teacher questions during and after whole group instruction, as well as asking their peers questions during group work. In 62% of classrooms, participation was partially effective. In these classrooms, most students were active participants in learning activities, but some were not engaged. In one of these classrooms, for example, most students participated by completing the assignment, but a few students laid their heads down throughout the lesson and did not participate. In another classroom, most students' level of participation was moderate throughout most of the lesson, but some students were off- task (e.g., having sidebar conversations, sleeping, using cell phones for non-academic activities). In 15% of classrooms, student participation was partially ineffective. In these classrooms, about half of the students participated actively during some parts of the lesson. In one classroom, for example, at least half of the class was asleep or engaged in off-task behavior while the other half actively worked on academic assignments. Lastly, the site visit team observed the constant non-academic use of cell phones throughout most classes.

Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
31%	62%	0%	8%

- **Instruction does not require students to use and develop higher-order thinking skills.** In 62% of classrooms, the establishment of higher order thinking was partially ineffective. In these classrooms, only some students were engaged in rigorous tasks or activities. In one such classroom, the learning activity challenged some students, but the teacher over-scaffolded by answering the majority of questions without student input. In another classroom, less than half the students engaged in a challenging assignment using technology; the other students engaged in low-level-tasks based on memory and recall. In 31% of classrooms, the establishment of higher-order thinking was ineffective. In these classrooms, lessons did not require tasks that involved critical thinking skills. In one such classroom, for example, the teacher lectured for the duration of the observation, and students did not engage in any other activity besides listening passively to the teacher. In other classrooms, students engaged in low-level tasks, such as "yes-or-no" worksheets, computer programs with activities that were below grade level, and/or writing that did not require complete sentences. The

site visit team observed few instances of lessons that challenged students, asked students to justify their thinking, or provide text-based evidence when justifying an opinion.

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 2: Targeted Support Required**

Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
23%	23%	23%	31%

- **In-class assessment strategies sometimes reveal students' thinking about learning.** In 31% of classrooms, the use of assessment strategies was effective. In these classrooms, assessment strategies were used to check the understanding of all students. In one classroom, for example, all students were assessed via an online bell-work assignment that gave immediate scores to students and teacher. In another classroom, all students took a quiz that assessed their test-taking readiness for an upcoming State test. In 23% of classrooms, the use of assessment strategies was partially effective. In these classrooms, an assessment strategy was used to check the understanding of most, but not all, students. In one classroom, for example, the teacher circulated, checked the accuracy of students' work, and asked targeted questions to most, but not all, students. In another classroom, as students were taking notes, teacher circulated to most students to assess whether they were accurately capturing information from the lecture throughout the observation. In 23% of classrooms, the use of assessment strategies was partially ineffective. In these classrooms, the teacher used an assessment strategy to check the understanding of less than half of the students. For example, in one classroom, during a group discussion, the teacher asked questions to check the understanding of only some students. In another classroom, the teacher circulated to check the work of 1/3 of the students in the class. In 23% of classrooms, the use of assessment strategies was ineffective. In these classrooms, assessment of students' understanding of academic content was not evident. For instance, in some classrooms, teachers delivered lectures without pausing to check for student understanding or to ask questions that gauged their learning. Additionally, across these classrooms, the site visit team observed no teacher circulation to check the accuracy of student work.

Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
23%	38%	23%	15%

- **Timely, frequent, specific feedback is inconsistently provided throughout the learning process to inform improvement efforts.** The provision of feedback was effective in 15% of classrooms. In these classrooms, at least half of students received clear, specific, high-quality feedback related to the lesson content. For example, in one classroom, the teacher circulated and asked targeted questions and gave clarifying feedback to the majority of students on how to complete problems. In 23% of classrooms, the provision of feedback was partially effective. In these classrooms, only some students received and used high-quality feedback. For example, in one classroom, the teacher listened to a small group's discussion during an activity and provided feedback to those students based on questions they asked, but other students did not receive feedback. In another classroom, the teacher circulated but reached only some students during the lesson to provide feedback on a written

response. In 38% of classrooms, the provision of feedback was partially ineffective. In most of these classrooms only a few students received and used high-quality feedback. In one classroom, for example, two students asked specific questions based on teacher instruction, and the teacher provided an answer for each, but no other students received feedback. Additionally, in a few of these classrooms, the teacher provided blanket feedback to all students, but the feedback was not effective in clarifying misunderstandings. For instance, in one classroom, the teacher provided feedback to the whole class based on one student's misunderstanding and question; however, it was unclear how this feedback was relevant to the entire class. In 28% of classrooms, the provision of feedback was ineffective. In these classrooms, students received feedback that did not clarify any misunderstandings, or students did not receive any academic feedback. For example, in some classrooms, the site visit team observed students working independently without receiving any feedback from teachers. In other classrooms, teachers delivered lectures but did not provide any feedback related to students' understanding of academic content for the entirety of the observation.

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 1: Intensive Support Required**

- **The school's process for identifying struggling and at-risk students is informal and not understood by all stakeholders.** When asked about data used to identify students' learning needs, teachers and leaders reported using Northwest Evaluation Association Measures of Academics Progress (NWEA MAP) to identify students who are struggling (i.e., performing below grade level). They described identifying ninth grade students who perform below 5th grade level in math or reading per their NWEA MAP assessment scores for an intervention class. Teachers also reported the school having a culture of collecting data across all grade levels (i.e., NWEA scores, Inspire Literacy [iLIT] data, Ohio State Test [OST] scores, teacher-made assessments) but not analyzing the data. School leaders reported that teachers are expected to review student data and track progress but – since there is no systematic process for data collection and analysis – this looks different across the school. In focus groups, teachers explained how they use information to scaffold instruction or differentiate group instruction during class. However, teachers and leaders also reported that differentiation strategies are not monitored and are implemented in varying degrees across classrooms. School leaders and some teachers described how the school is working to implement a student support team (SST) that runs with fidelity. However, some stakeholders expressed an unawareness of a current SST process for students who continue to struggle with academics, behavior, or attendance. Some teachers described aspects of the SST process; most indicated they were not clear about SST procedures.

- **The school implements limited supports for struggling and at-risk students.** Teachers and leaders reported that, this year, the school is using the iLIT digital curriculum for reading and literacy to accelerate learning for students who are reading significantly below grade level (i.e., below a 5th grade reading level). Leaders reported that they expect intervention classes to use iLIT daily for a 54 minute block of time. When asked about the effectiveness of iLIT, some teachers reported they believed iLIT is an effective support to improve academic achievement for struggling students. Other teachers reported that they either do not believe iLIT to be effective or that it is not required to be used in their classrooms/curricula. Additionally, teachers and leaders also reported the use of a weekly intervention period for students who are struggling academically in math or reading, as well as a credit-recovery course for students who have fallen behind. School leaders and teachers listed human resources to support struggling or at-risk students: intervention specialists who support students with math and English language arts (ELA); and a guidance counselor. Students reported they are able to go to the guidance counselor if they need emotional or behavioral support. When asked about social-emotional learning (SEL) supports, school leaders reported that a Positive Behavior Interventions and Supports (PBIS) program is emerging and stated that four teachers have gone through PBIS training. However, when asked, most staff reported a lack of training and clear expectations around PBIS and indicated that implementation is not yet happening. Finally, leaders and several teachers described how a small number of students are able to access tutoring outside of the classroom after class or after school. Teachers reported tutoring is not required and happens at the availability of the teacher on a case-by-case basis.

5. *The school fosters a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.*	**Level 1: Intensive Support Require**

- **The school generally provides a safe environment for students; however, school rules are not consistently enforced.** When asked about safety, most stakeholders indicated that the school is emotionally and physically safe for students. Teachers, students, and parents reported that most students have an adult to whom they can go in the building and indicated that bullying is not a problem at the school. However, some staff and students reported disrespectful language and tones between staff and students, causing students to not feel completely emotionally safe. To create a physically safe environment, teachers and leaders stated (and the site visit team observed) that the school employs a security guard who monitors school entrances, visitors, and activity happening in the building throughout the day. Yet, some students reported not always feeling physically safe, explaining that there have been instances of fighting or disagreements that were not effectively de-escalated by adults Additionally, staff and students reported (and the site team observed) that there are no clear school-wide behavioral expectations, indicating that there are few systematic ways to address behavior. Leaders, teachers, and students reported that behavioral expectations vary by teacher. For example, teachers and students explained that expectations around technology or eating during class vary across teachers. Teachers also reported that consequences for student misbehavior are inconsistent and not distributed fairly to all students. For instance, teachers reported that in some classrooms, students who are tardy are not permitted into the classroom, while other teachers allow tardy students into class.

- **The school provides staff and students with limited exposure to a culture of diversity, equity, and inclusion.** When asked how the school celebrates diversity and implements equitable practices, school leaders reported providing professional development (PD) opportunities at the beginning of the year to train staff on racial bias and how it affects school culture. However, leaders stated that -- due to scheduling difficulties – PD on bias occurred only a few times in the beginning of the year and has not been revisited since. As a result, teachers reported they had not received any additional training around diversity or equity. Teachers stated that although there is not a school-wide emphasis or focus on diversity or equity, some teachers work individually to celebrate diversity in their room. For example, some teachers explained incorporating diverse texts with characters that resembled their students or using resources and media that is inclusive of all races (e.g., providing additional text that gives students different and inclusive perspectives on academic topics). Additionally, some staff mentioned the optional group read and discussion of Angie Thomas' *On the Come Up* (i.e., a young adult novel that explores themes of race, culture, and socioeconomic status) open to staff, students, and parents. Students and teachers also reported that during Black History Month, some students had the opportunity to read a Black History Month fact on the morning announcements. Students expressed the desire for more diverse learning experiences, such as extracurricular activities or sports. All stakeholders mentioned X-Block (see key question 9) – an alternate schedule each Wednesday during which students have access to many diverse community partners to learn different skills (e.g., Yoga, bicycle mechanics, woodshop, rowing).

Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.*	**Level 2: Targeted Support Required**

- **Professional development (PD) is aligned to school goals; however, the effectiveness of PD is unclear.** As reported by school leaders and cited in the Academic Achievement Plan (AAP), the school's goals for this year are to incorporate writing across the curriculum, sustain a focus on higher-order thinking questions, and to differentiate instruction for all students based on NWEA MAP scores. School leaders and teachers described how PD occurs after school during principal-directed time and during content-block meetings that occur (inconsistently) weekly for each subject (i.e., reading/language arts, math, science, history). Leaders and teachers reported that during content-block meetings, each subject area meets with school leadership and engages in PD that pertains to one or more of the school's priority areas as referenced in the AAP. Teachers reported (and a review of PD agendas confirmed) that PD sessions addressing writing across the curriculum, higher-order thinking questioning skills, and differentiation have occurred this year. Additionally, school leaders and teachers described eight district-release PD days, as well as three summer PD days. Most teachers reported that PD time was used to review district requirements and learn about instructional strategies that support the school's goals. When asked, some staff stated that they feel PD is useful and gave examples of district-release PD that improved their teaching practice, such as rigorous questioning for students. However, when asked about school-wide PD, teachers reported PD is not always useful. For example, teachers reported receiving PD on topics that are not relevant to their content area or their course, or teachers reported PD not being valuable or evaluated. School leaders explained they have not yet seen PD strategies (i.e., writing across the curriculum, higher-order thinking questioning, or intentional differentiation) implemented successfully across all classrooms.

- **Educators have an opportunity to meet regularly; however, collaboration is limited.** Teachers and leaders reported that there are content-block meetings that are scheduled to occur weekly but indicated that recently (i.e., second semester), some of the meetings have been cancelled, postponed, or replaced by new meetings about school priorities unrelated to instruction. Leaders reported that the content-block meetings provide the only formal structure for collaboration; the focus of the meetings is reviewing data, as well as looking at writing across the curriculum. Teachers reported that leadership creates the agendas and decides on topics to cover during content-block meetings, and there is not a culture of collaboration during these meetings. For example, teachers reported that their knowledge and expertise is not used to plan content-block meetings, but they would like it to be. While some teachers indicated that parts of content-block meetings are helpful (i.e., practices that can be taken back to the classroom and used to improve instruction), others described how content-block meetings are inconsistent and compliance-based. Also, there is not an opportunity for purposeful collaboration between staff to share instructional practices to help increase student achievement. Additionally, some staff reported meeting informally before or after school, in passing during the school day, and via text or e-mail to discuss common students but indicated other time to collaborate is limited. For instance, teachers and leaders stated there is no dedicated time for grade levels to meet to discuss students, academic instruction, or behavior management across the school.

7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 1: Intense Support Required**

- **Educators mindsets and beliefs do not reflect a shared commitment to students' learning.** When asked if staff believe all students can learn, teachers provided varied responses. Most teachers reported that they believe all students can learn at the school but did not consistently report that this mindset was shared across the school. For example, when asked, teachers and leaders reported that only some staff hold high academic expectations. Additionally, when asked about the school's overall low academic performance, some teachers stated that students' home lives, socioeconomic status, or education in lower grades prevents them from being able to learn. Students reported that some of their teachers are committed to their learning. When asked for examples, students said teachers will work with them after class if they have questions or challenge them to get all of their work done. However, students reported some teachers do not hold high academic expectations. Students indicated that in these classes, they are assigned little academic work and/or feel like the teacher only comes to work for a paycheck. Across focus groups, stakeholders described a small percentage of the student population that is most challenging. Some stakeholders stated that they are working to meet the needs of all students; others indicated they may not be able to reach this group of students. Further, teachers reported they do not hold one another accountable for collaboration to establish improvement goals or tasks. Staff also reported a lack of accountability to act collectively around instructional practices; instead, they put more of an emphasis on individual classrooms and teaching methods. Further, leadership described how some staff mindsets reflect a varied commitment to student learning and that this is one of the challenges at the school – for everyone to think of student learning first.

- **The school does not reflect a safe, trustworthy, and growth-oriented professional climate.** During focus groups, some teachers described relationships among staff members as collegial and professional. Some staff indicated that they work well together and often help each other and feel comfortable collaborating about students who are struggling academically or behaviorally. Others described an adult culture that can be divided at times, explaining there are groups of teachers with whom they are comfortable working and talking with but do not feel comfortable going to others. Still other teachers indicated that they feel like they could approach all staff but, instead, choose to engage only with the staff members with whom they work and know. Further, some staff went on to describe the adult culture as hostile and described a lack of trust between administration and teaching staff. For example, teachers reported Teacher Development and Evaluation System (TDES) evaluations often feel punitive rather than a system for constructive criticism. Teachers also reported they do not hold each other accountable for student learning, many stating that is the responsibility of leadership and that there is not a collective mindset around accountable teaching and learning. Some teachers reported that school leaders are open to communicating and have an open-door policy for teacher questions and concerns. Other teachers reported feeling isolated from school leaders and felt that they were not approachable.

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**

- **While the principal has established clear goals, a clear mission has not been communicated.** When asked, leaders, teachers, and some students all cited similar school goals – for example, integrating writing across the curriculum; using higher-order thinking skills (HOTS) questioning; differentiating curriculum; and improving attendance and tardy rates. In focus groups, teachers and school leadership reported that school goals were communicated and are reinforced during content meeting blocks during which strategies for increasing NWEA MAP scores and integrating writing across the curriculum are reviewed. Teachers also described strategies to raise test scores (e.g., NWEA, OST, Ohio Graduation Test [OGT]) that are in alignment with school goals. They described implementing writing across the curriculum and using teacher-created resources to drive instruction. When asked about the mission of the school, school staff were not able to share a clear and consistent school mission. Most teachers indicated their personal mission(s) for the school (e.g., providing rigorous education to students, creating an environment that is safe for students, educating all students). Some teachers referenced being an early college school; however, when asked, they were not aware of how many students were enrolled in their early college program. Additionally, when asked, students and parents were not sure of the mission of the school. Some students indicated they felt there was not a mission at the school. School leadership reported there is not currently a defined or clearly communicated mission at the school.

- **School leaders do not consistently ensure that teachers deliver high-quality instruction.** Leaders and most teachers reported that the Teacher Development and Evaluation System (TDES) is occurring at the school. However, some teachers reported TDES is not happening on schedule and that TDES evaluations do not feel constructive or productive in improving their instructional practice. In addition to the formal evaluation process as required by the district, school leadership and some teachers stated that the principal pops into classrooms. School leadership reported that, because TDES evaluations take precedence, informal pop-ins occur inconsistently. Additionally, some teachers reported receiving informal feedback and stated that the feedback was helpful. Other teachers reported that they had yet to receive any informal observations and said they were unaware the principal was observing classrooms and providing feedback to teachers outside of TDES. Additionally, some teachers described leadership having an open door if they were to seek out feedback, stating that they actively seek and receive feedback in this way. School leadership reported (and review of e-mails sent to staff confirmed), that general feedback on school-wide instruction trends and suggestions for improvement are sometimes provided to staff. Lastly, school leaders and teachers stated that the school has not provided any instructional coaching this year.

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

- **School leaders do not ensure effective communication and inclusive, transparent decision making across the organization**. Teachers reported that leadership communicates with them via e-mail, a weekly bulletin that goes out every Sunday evening, and face-to-face during staff meetings. The site visit team reviewed the weekly staff bulletins that included information pertinent to the school (e.g., upcoming events, reminders, and school goals). While teachers confirmed receiving the bulletin

and stated they include some important information, they also described them as lengthy – making it difficult to access important or urgent school matters. Teachers also mentioned communications by e-mail and Slack, but responses from teachers about effectiveness of these communications varied. With regard to input into decision making, teachers reported an inability to give input, effect building changes, or have voice in the school. For example, some teachers described the school's Building Leadership Team (BLT) that includes the principal, campus coordinator, union chair, English teacher, and intervention specialist, and which started in January, as an avenue for teacher voice. However, not all teachers were aware of the BLT's purpose and did not know how to contribute to what the BLT does. Teachers also indicated that meetings are frequently cancelled, impeding collaboration. Teachers further stated that when meetings are held, their input is rarely solicited. For example, during content-block meetings, school leaders facilitate and lead meetings, giving little-or-no-room for teacher voice. School leaders and teachers mentioned the UCC as a last mechanism to provide input. Teachers explained they can communicate building issues to the UCC, and the UCC will communicate the issue to building leadership. However, teachers also reported that, this year, the issues have been contractual and not about helping to make real "change or a difference" at the school.

- **School leaders engage community members in the educational process and create an environment in which community resources support learning.** All stakeholders – school leaders, teachers, parents, and students – described X-Block as a way the school is developing multiple community partnerships. Leaders and teachers explained that X-Block takes place every Wednesday afternoon – an alternate schedule is established that condenses the typical school day, and students finish classes by 12:00; at this time, students transition to X-Block. Teachers and leaders reported that X-block is two twelve-week sessions during which students go out of the building to meet with a community partner chosen by the student in August during the school's "Meet the Partner" event. Stakeholders described (and the site team observed) a multitude of options for students during X-Block, such as (but not limited to) community partner courses in Mixed Media, robotics, helicopter drones, drawing and painting, rowing, Yoga, squash, music creative writing, and mural making. Leaders reported (and review of X-Block schedule confirmed) there are more than 20 community partnerships established at the school through X-Block. School leaders also described efforts to improve parent involvement in X-Block, including holding Meet the Partners and X-Block nights.

Prioritization Process

The site visit team met with Design Lab 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 student participation and student behavior. The site visit team also noted the following areas for growth: structured learning environment.

The group identified *Domain 1: 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: *Structured Learning Environment*

The team then developed the following goal, success measure, and action plan:

Goal: Maximize learning time through effective planning and guidance.

Success Measure:

Staff will collaborate to meet and effectively understand maximized learning time through two PD opportunities offered by the building leadership team. Staff will provide feedback via survey afterwards.

80% of classrooms will maximize learning time by the end of the academic year.

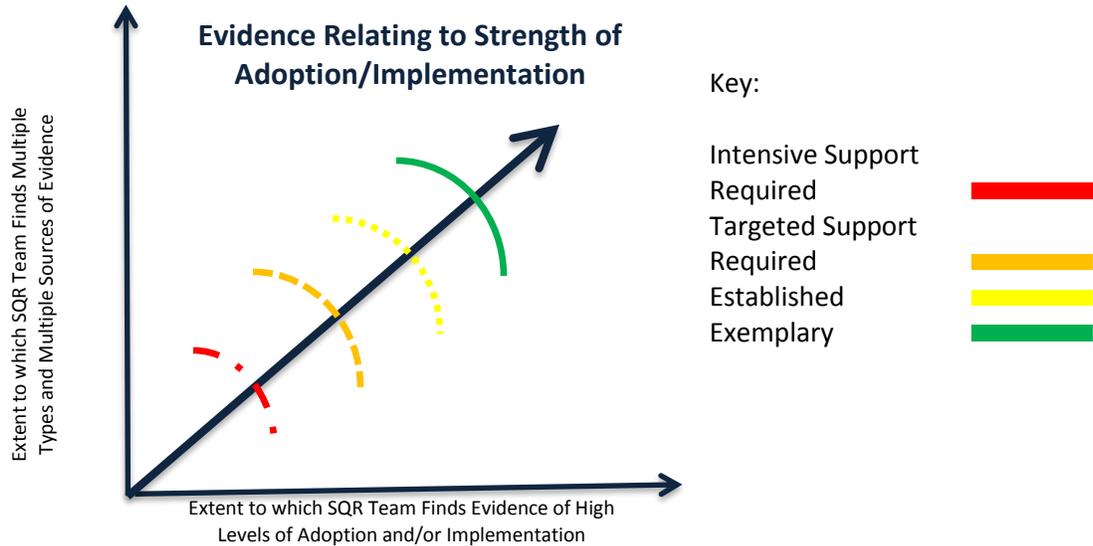| Actions	Target Dates	Champions
Research to identify the staff who have best practices in maximizing learning time OR allow staff to self-select.	Week of 4/2	School Planning Team
Define strategies for maximizing learning time.	By 4/18 or 4/22	Principal
Hold Monday PLCs to go over strategies/model/fishbowl activities.	4/18 or 4/22	School Planning Team (no admin)
Give PLC exit ticket on maximizing learning time to measure staff understanding.	5/24	School Planning Team

Appendix A: Site Visit Team Members

The SQR visit to Design Lab Early College was conducted on March 19-21, 2019 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Robin Hull, Team Leader   SchoolWorks, LLC

Meagan Coggins, Team Writer   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 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

Targeted Support Required

Established

Exemplary

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 = 5	0%	80%	20%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 2	0	50%	50%	0%
	1c. Common Core Literacy Shift Alignment (for all classes other than ELA and math) Alignment to Common Core literacy shifts N = 6	33%	50%	0%	17%
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	23%	38%	38%
	3. Structured Learning Environment Teacher preparation Learning time maximized	0%	46%	46%	8%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	23%	23%	54%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content CLO:	23%	46%	15%	15%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional Format Student choice	31%	23%	15%	31%
	7. Participation and Engagement Active student participation Perseverance	8%	15%	62%	15%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	31%	62%	0%	8%
In-Class Assessment & Feedback	**9. Assessment Strategies** Use of formative assessments Alignment to academic content	23%	23%	23%	31%
	10. Feedback Feedback to students Student use of feedback	23%	38%	23%	15%