

SchoolWorks School Quality Review Report

East Tech High School
March 18-20, 2019



100 Cummings Center, Suite 236C,
Beverly, MA 01915
(978) 921-1674 www.schoolworks.org



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	9
Domain 4: Leadership	11
Prioritization Process.....	13
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. 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. <i>Classroom interactions and organization ensure a classroom climate conducive to learning.</i>				Level 2: Targeted Support
2. <i>Classroom instruction is intentional, engaging, and challenging for all students.</i>				Level 1: Intensive Support
3. <i>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.</i>				Level 1: Intensive Support
Domain 2: Students' Opportunities to Learn				
4. <i>The school identifies and supports special education students, English language learners, and students who are struggling or at risk.</i>				Level 2: Targeted Support
5. <i>The school foster a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.</i>				Level 2: Targeted Support
Domain 3: Educators' Opportunities to Learn				
6. <i>The school designs professional development and collaborative support systems to sustain a focus on instructional improvement.</i>				Level 2: Targeted Support
7. <i>The school's culture indicates high levels of collective responsibility, trust, and efficacy.</i>				Level 1: Intensive Support
Domain 4: Governance and Leadership				
8. <i>School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.</i>				Level 1: Intensive Support
9. <i>School leaders effectively orchestrate the school's operations.</i>				Level 2: Targeted Support

Domain 1: Instruction

1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*

**Level 2:
Targeted Support**

Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective ¹
1	2	3	4
0%	15%	38%	46%

- Behavioral expectations are clear and understood by most students.** The site visit team observed the effective establishment of behavioral expectations in 46% of classrooms (n=12). In these classrooms, students consistently behaved appropriately throughout the lesson. For example, students sat quietly in their seats/desks for the duration of the observed lesson. Additionally, the site visit team noted that, in these classrooms, there was no observed misbehavior for teachers to redirect. The partially effective establishment of behavioral expectations was evident in 38% of classrooms. In these classrooms, most, but not all, students behaved throughout the lesson, and when misbehavior did occur, it did not disrupt the learning environment. For instance, in one classroom, most students sat quietly in their desks, but a couple of students talked with a peer or listened to music with headphones. Additionally, in these classrooms, teachers effectively redirected most, but not all, instances of minor misbehavior. For example, in one classroom, a few students quietly talked among themselves during the lesson. While the teacher attempted to redirect these students multiple times, the talking persisted, but neither the redirection nor the talking disrupted the learning environment. In 15% of classrooms, the partially ineffective establishment of behavioral expectations was observed. In these classrooms, minor misbehaviors often disrupted the lesson. For instance, in one classroom, a student took a personal phone call; a few students listened to music at a high volume; and other students were off task on their cell phones, all of which caused the teacher to stop the lesson multiple times.

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

- The learning environment is inconsistently structured, and learning time is not maximized.** The partially ineffective establishment of a structured learning environment was observed in 62% of classrooms. In these classrooms, teachers were prepared to teach, but much of the learning time was not maximized. For example, learning materials such as PowerPoint presentations, books, and tools were ready for teachers and students to use. However, time targets were rarely assigned to tasks, resulting in teachers allocating too much time for the completion of questions and activities. Additionally, students did not work with urgency. In one classroom, the teacher was unable to complete the lesson because – due to poor pacing – s/he ran out of time. Further, in the few instances in which teachers assigned time targets to tasks and employed timers, they extended the time to complete the activity rather than holding students accountable for completing the assignment within

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

the allotted timeframe. In 31% of classrooms, the ineffective establishment of a structured learning environment was evident. In these classrooms, teachers were not prepared to teach, and a significant amount of learning time was wasted. For example, in one classroom, the teacher spent approximately five minutes logging into his/her computer to pull-up a PowerPoint presentation. In another classroom, students spent close to ten minutes logging on to computers. In yet another classroom, the teacher allocated seven minutes to a simple Do Now activity that only required students to copy text. Further, in multiple classrooms, the site visit team did not observe any instruction or tasks related to academic content.

2. <i>Classroom instruction is intentional, engaging, and challenging for all students.</i>	Level 1: Intensive Support
---	---------------------------------------

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

- Teachers rarely provide students with clear learning goals or focused, purposeful instruction.** In 23% of classrooms, the partially effective provision of focused instruction was observed. In these classrooms, learning objectives that aligned to lesson activities were evident, and academic content was clearly communicated; however, teachers did not hold high expectations for students. For example, in one classroom, the teacher posed a question to the whole class and, when no one volunteered to answer, moved on without holding students accountable for responding. Additionally, across these classrooms, students were consistently able to opt out of learning activities (e.g., sit at the desk and not participate in the assignment, answer their cell phone, or walk around the room). The partially ineffective provision of focused instruction was evident in 38% of classrooms. In these classrooms, learning objectives that drove the lesson were present, but teachers did not clearly deliver academic content and lacked high expectations. For example, in some classrooms, teachers completed activities for students or gave them the correct answers to questions without first requiring them to try. Additionally, across these classrooms, students were able to opt out of lessons without attempts of re-engagement from the teacher. In 38% of classrooms, the site visit team observed the ineffective provision of focused instruction. In these classrooms, learning objectives were not evident, or communicated objectives described tasks rather than learning outcomes. In addition, in these classrooms, teachers did not demonstrate high expectations for students and did not deliver academic content. For example, in one classroom, students were instructed to copy words but were not given any academic context for the task. In other classrooms, students were not provided with any tasks and slept and were off task on their cell phones.

Higher-order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
69%	31%	0%	0%

- Instruction does not require students to use and develop higher-order thinking skills.** The partially ineffective promotion of higher-order thinking was observed in 31% of classrooms. In these classrooms, only some of the lesson involved tasks that required critical thinking, and only some

students were given the opportunity to participate in the rigorous part of the lesson. For instance, in one classroom, the teacher asked a few higher-order thinking questions that required students to apply new content to real-world scenarios; however, the questions were posed to the whole class and only a couple of students who volunteered to answer engaged in higher-order thinking while the rest of the class passively listened. In 69% of classrooms, the ineffective promotion of higher-order thinking was evident. In these classrooms: lessons did not involve tasks that required higher-order thinking; students were not provided with access to complex texts, were not required to justify their thinking, and were not required to use complete sentences or academic vocabulary. For example, students engaged in low-level activities such as copying text and passively listening to the teacher read and/or talk. Additionally, in one classroom, the teacher posed challenging questions but answered every question him/herself without giving students the opportunity to provide responses. Further, in multiple classrooms, students were not provided with any tasks related to academic content.

<p>3 <i>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.</i></p>	<p>Level 1: Intensive Support</p>
--	--

Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
46%	38%	8%	8%

- In-class assessment strategies reveal few students’ thinking about learning goals.** The partially ineffective implementation of assessment strategies was observed in 38% of classrooms. In these classrooms, less than half the class received an assessment around their understanding of academic content. For instance, in one classroom, the teacher purposely circulated and checked students’ work for accuracy but reached only less than half of the class. In another classroom, the teacher asked comprehension questions to the whole class but only some students volunteered to respond. Additionally, the teacher did not track who answered what question or check the understanding of the students who did not provide answers. In 46% of classrooms, the ineffective implementation of assessment strategies was evident. In these classrooms, assessment to gauge students’ understanding of academic content was not evident. For instance, in one classroom, the teacher circulated to students but checked their work for completion rather than content accuracy. In another classroom, the teacher sat at his/her desk for the entire observation and did not monitor students as they worked. Further, in multiple classrooms, students were not provided with any tasks related to academic content, so their understanding could not be assessed.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
54%	23%	15%	8%

- Timely, frequent, and specific feedback is rarely provided throughout the learning process.** The partially effective provision of feedback was evident in 15% of classrooms. In these classrooms, at least a quarter of the class was provided with, and used, academic feedback, but the feedback was

not fully effective in providing specific guidance for improving students' understanding of the lesson content. For example, in one classroom, the teacher circulated and provided feedback to students. However, the feedback was not anchored in a specific learning outcome and consisted of generalized, rather than targeted, guidance. In 23% of classrooms, the partially ineffective provision of feedback was observed. In these classrooms, feedback was not effective at clarifying misunderstandings and providing specific guidance. For instance, in one classroom, the teacher provided feedback to the entire class based on one student's misunderstanding; however, the teacher did not indicate the source of the confusion or why s/he was providing the feedback, and students were visibly confused about why they were receiving the feedback. In 54% of classrooms, the site visit team observed the ineffective provision of feedback. In these classrooms, feedback around academic content was not evident. For example, in one classroom, the teacher provided feedback on behavior, directing students to get back on task, but s/he did not give any feedback related to content. In another classroom, the teacher provided feedback on expectations for how to complete the assignment (e.g., write neatly) but did not provide any guidance around academic content.

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**

- The school implements some supports for struggling and at-risk students; however, the impact on student achievement is not clear.** School leaders reported that the school administers multiple assessments, including Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), Pro-Core, Encore, and Ohio State Tests (OSTs), to identify levels of student learning and achievement. When asked how the results of assessment data are used, school leaders and teachers stated that ninth and tenth grade students who do not meet NWEA MAP English language arts (ELA) and/or mathematics cut scores are placed in a year-long ELA and/or mathematics intervention class in addition to general ELA, writing, and mathematics classes. School leaders and teachers indicated that teachers implement Achieve3000 and Think Through Math curricula in the ELA and mathematics intervention classes. School leaders, teachers, and students also reported that students who are identified as close to scoring proficient on OST exams are assigned to Saturday school during the five-to-six-weeks prior to the administration of the test. In addition, school leaders stated that the data coordinator provides teachers with their students' assessment data; however, school leaders reported (and some teachers confirmed) that some teachers do not see value in analyzing assessment data as a means to inform instruction and provide targeted support. School leaders and teachers also indicated that the school has a partnership with City Year, an organization that provides tutors who push-in to ninth and tenth grade classrooms to support struggling students. Both stakeholder groups further reported that Lighthouse also provides tutoring services and stated that some teachers also tutor students during lunch. Further, school leaders and support staff stated that the school offers credit recovery classes.
- The school has structures and staff to support students with disabilities; however, it is not clear if they are fully meeting student needs.** School leaders, teachers, and support staff reported that the school serves a large population of students with special needs – approximately 40% of the school's student body. School leaders stated that, in response to feedback from students, as well as through observation and examination of Individualized Education Programs (IEPs), a few self-contained classrooms were created for students who need to be educated in a smaller learning environment. School leaders indicated that the implementation of services in these classrooms is being examined and requires additional support. In addition, the school has classrooms that provide supports and services for students with autism and emotional disturbances. School leaders, teachers, and support staff indicated that, with the exception of the self-contained classrooms, the school serves students with special needs through a full inclusion model. Both stakeholder groups further explained that ELA, mathematics, and some social studies classrooms utilize co-teaching as a means to implement full inclusion and meet students' IEP requirements. School leaders and teachers stated (and the site visit team observed) that co-teachers consist of a general education teacher and an intervention specialist (i.e., special education teacher), which is intended to enable effective differentiation and to ensure that all students with special needs receive their mandated services and minutes. However, school leaders reported (and the site visit team observed) that, in most classrooms, one teacher delivers instruction while the other supports with administrative tasks, such as managing behavior or taking attendance. Further, when asked, teachers indicated that they could not determine the effectiveness of the co-teaching model. Teachers additionally indicated that the effectiveness of the co-teachers often depends on if they share a good relationship. Teachers also stated that staff buy-in for the co-

teaching model is inconsistent and indicated that they have not received recent professional development (PD), outside of one session that was voluntary, or coaching on how to effectively co-teach. When asked, teachers also provided varied responses about how, and the frequency in which, they plan with their co-teacher.

<p>5. <i>The school foster a safe supportive learning environment with a strong culture of diversity, equity, and inclusion.</i></p>	<p>Level 2: Targeted Support</p>
--	---

- The school generally provides a safe environment to support students’ learning.** School leaders, most teachers, and students reported that the school is physically safe. Teachers and students largely attributed the safe environment to strong student and staff relationships, explaining that students have an adult in the building they trust and to whom they go with any safety concern – be it emotional or physical. In addition, the site visit team observed that the school employs security guards who monitor the front entrance and require all visitors to go through a metal detector, as well as submit their possessions to screening. School leaders and teachers described the school as being “neutral” territory in the neighborhood and serving as a safe haven for students and families who come from several communities. However, some teachers reported concerns about some unsafe behaviors, including fights and students roaming the hallways during learning time without supervision. Additionally, teachers indicated that bullying does occur but stated that instances of bullying are rare and typically addressed quickly. Teachers and students also reported that rules are not always enforced consistently, explaining that consequences for the same infraction can differ by student.
- Students are provided with some opportunities to engage in a diverse and inclusive environment.** When asked how the school celebrates diversity, school leaders and teachers cited holiday celebrations, including Day of the Dead, Cinco de Mayo, and Black History Month. In addition, school leaders and teachers reported that students with disabilities who are educated in self-contained classrooms have opportunities to participate in school programs, such as JROTC and band; other students with more mild disabilities receive science and social studies instruction with their general education peers. Both stakeholder groups stated that most students with disabilities are serviced through a full-inclusion model. School leaders, teachers, and students also reported that the school offers a variety of diverse extracurricular activities, including sports such as basketball and cheerleading, clubs such as band and Upward Bound, and programs such as Early College Early Career. However, when asked, school leaders, teachers, and students indicated that there has not yet been a school-wide focus on or an intentional approach to cultivating a culture of diversity, equity, and inclusion. School leaders and teachers indicated that most of the student body is of the same race, explaining that since the school does not serve an ethnically diverse population, they have not focused on diversity. Teachers also cited the Springboard curriculum as an impediment to culturally responsive lessons, stating that they have to seek out resources and texts that celebrate diversity and inclusion.

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**

- Some professional development is designed to address school priorities.** School leaders and teachers reported that professional development (PD) occurs after school as part of the school's 100 minutes one-to-two-times per month. School leaders stated that, in the past, PD was largely facilitated by, and centered on, the practices of the Center for Transformative Teacher Training (CT3). School leaders further explained that the school's partnership with CT3 and related activities was mandated by the school's Corrective Action Plan (CAP). School leaders stated that the CAP was removed at the beginning of this year, explaining that, as a result, the mandate to receive PD from CT3 was also lifted. School leaders indicated that teachers subsequently filed a grievance to protest the PD provided by CT3, which proved successful in eliminating mandatory CT3 PD. However, school leaders reported that they are still incorporating some components of CT3 in PD, explaining that they identified the pieces that have proven effective in the past, as well as the parts that teachers have indicated they prefer. School leaders and teachers also stated that school leadership has offered two voluntary CT3 PD sessions since the grievance. School leaders reported that the focus of mandatory PD shifted from CT3 to writing across the curriculum, stating that OST data revealed writing to be an area of need. School leaders and teachers reported that writing was identified as the new focus in response to analysis of last year's OST data. While most teachers identified writing as the primary focus of PD, some teachers stated that PD does not have a focus, describing sessions as random. Additionally, when asked, teachers provide varied responses about the effectiveness of PD. Some teachers reported that sessions are effective while others indicated they are not.
- Educators have regular opportunities to collaborate; however, collaboration is not consistently focused on effective instruction and students' progress.** School leaders and teachers reported that teachers convene with fidelity in Teacher-Based Teams (TBTs) once a week. Both stakeholder groups indicated that TBTs use a protocol that guides their work, which consists of collecting and analyzing pre-assessment data to identify gaps and pinpoint trends; creating and implementing instructional plans and specific strategies to close identified gaps; and administering a post-assessment and examining the results. When asked about the effectiveness and usefulness of TBTs, some teachers stated that they find TBTs useful for collaboration around the use of instructional strategies. They described examples of recent strategies discussed, including the strategic use of embedded timers in lessons and the incorporation of sentence starters. However, many teachers indicated that the team's work feels anchored in compliance with the protocol and process rather than in meaningful time to collaborate about instruction and students' progress. Some teachers also reported that the content teaming structure is challenging, explaining that, in multiple instances, there is only one teacher who teaches a specific course (e.g., geometry, algebra) within a larger subject area. School leaders and teachers also reported that teachers have regular common planning time. Both stakeholder groups stated that this time is protected for teachers, indicating that school leaders contractually cannot mandate how teachers use this time. When asked, teachers provided varied responses about how they use their common planning time. Some teachers indicated that they regularly meet and collaborate about instructional plans and students' progress with their colleagues; others stated that they do not use the time to collaborate and choose to work individually. Additionally, some teachers reported that they often informally collaborate with their peers. Overall, teachers indicated that they

lack the time and structure to formally meet as a staff to engage in regular meaningful discussions about instruction and students.

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

**Level 1:
Intensive Support**

- Educators' mindsets and beliefs do not always reflect shared commitments to students' learning.** Some teachers and students reported that teachers hold high expectations for students and believe all students can learn. Teachers explained that their discussions with students about college, collaborations in TBTs, and team work in other areas evidence their shared commitments to all students' learning. Students reported that teachers talk to them regularly about going to college, expect them to do their best in class, and inform them of their NWEA MAP and OST assessment scores, which demonstrates teachers' shared commitments. However, some school leaders, some teachers, and support staff reported that all staff do not believe all students can learn. Teachers explained that some teachers attribute low academic performance to students' personal and home situations. Teachers also stated that some teachers only work at the school for a paycheck rather than for the purpose of educating and serving all students. Some school leaders, some teachers, and support staff further stated that all teachers do not hold high academic expectations for all students. Teachers reported that some teachers hold high expectations for some students but lower their expectations for others. Teachers also explained (and the site visit team observed) that in some classrooms, teachers regularly provide students with low-level assignments, such as completing recall worksheets, reading simple texts, and writing only a couple of sentences. Leaders also indicated (and the site visit team observed) that some teachers regularly allow students to opt out of lessons, as well as to physically leave class during active instructional time. Additionally, school leaders reported (and some teachers confirmed) that some teachers do not find value in analyzing student data or in receiving growth-oriented instructional feedback as a means to inform and improve instruction for all students.
- The school inconsistently reflects a trustworthy and growth-oriented professional climate.** When asked, teachers and support staff presented varied perceptions about the school's professional climate. Some teachers reported that the staff culture is positive, stating that they look forward to coming to work; they get along and work well with their colleagues. Other teachers characterized the culture as cliquish, explaining that there are pockets of people who have good relationships and are comfortable with each other. Still other teachers described the staff culture as strained, divisive, and walled off. Some teachers indicated that they do not look forward to coming to work and only associate with whom they want. Still other teachers stated that they are happy being independent and staying in their own classrooms. Some teachers additionally reported that the culture and the resulting impact on staff is negatively affecting students. Further, some teachers described the culture between school leadership and staff as tense and indicated that they do not feel comfortable approaching school leaders with a problem or concern. In addition, school leaders and many teachers reported that some staff have a growth mindset while others do not. Both stakeholder groups explained that some teachers do not want to analyze assessment data as a means to examine and improve their instructional practice. Some teachers also indicated (and some teachers confirmed) that they are not open to and/or do not need feedback on their lesson plans and instruction.

Domain 4: Leadership

<p>8. <i>School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.</i></p>	<p>Level 1: Intensive Support</p>
---	--

- A cohesive vision, with aligned goals and priorities, has not yet been created to support the school’s improvement efforts.** School leaders reported that the school’s vision revolves around cultivating students’ appreciation of the value of education, ensuring that they graduate, and preparing them for college and/or the workforce. When asked, teachers presented similar themes but did not cite one cohesive vision for the school. More specifically, teachers named “Every Scholar, Whatever It Takes,” “Every Scholar, Every Minute,” and doing whatever it takes to ensure students are successful as the school’s vision. Additionally, school leaders reported the following school-wide goals, for example: improve 9th and 10th grade OST scores by 5%; improve the graduation rate; and incorporate writing across all classes and curricula. Similar to the vision, when asked, teachers generally cited similar goals but could not describe specific metrics or targets. For example, teachers named the goals as increasing test scores, raising graduation rates, decreasing suspensions, and implementing writing across the curriculum. As indicated earlier, school leaders explained that the school’s CAP, which outlined the school’s focus and mandated specific staff actions and tasks, was removed this school year. School leaders acknowledged that, as a result, the school has been in an influx this year; priorities and plans are shifting and are in the process of being reexamined and revised.
- School leaders do not ensure that teachers deliver high-quality instruction.** School leaders reported that, up until the removal of the CAP, an observation and coaching plan, largely facilitated by CT3, was being implemented. School leaders explained that in response to the CAP being lifted, teachers collectively grieved the CT3 coaching plan. School leaders stated that the grievance led to teachers having three options from which to choose: opt in to coaching; opt out of coaching; or attend optional PD and independently implement strategies in the classroom. School leaders indicated that almost all teachers opted out of coaching. School leaders stated that, as a result, coaching has largely stopped. However, school leaders and teachers indicated that formal Teacher Development and Evaluation (TDES) observations occur with fidelity. Additionally, school leaders reported that the principal also conducts frequent informal walkthroughs and prioritizes observing novice teachers as a means to provide them with support. While some teachers confirmed that informal observations occur, many teachers reported that the only time they are observed is during their TDES observations. Further, most teachers indicated that they have only received TDES-related feedback this year. While some teachers described this feedback as helpful, the examples they presented were largely related to procedures rather than instructional practice. For instance, teachers cited feedback around posting objectives, providing explicit directions, and employing a timer for tasks. Other teachers indicated that they have not received any feedback on their TDES observations or otherwise this school year.

<p>9. <i>School leaders effectively orchestrate the school’s operations.</i></p>	<p>Level 2: Targeted Support</p>
--	---

- School leaders communicate with school staff, and there are some opportunities for inclusive, transparent decision making.** School leaders and teachers reported that school leadership communicates with staff via a daily bulletin, email, and text messages, as well as through in-person interactions. Most teachers indicated that they feel as though communication is sufficient in keeping them informed about the school. In addition, some teachers reported that school leaders have an

open-door policy, stating that they feel comfortable approaching school leaders with questions, ideas, or concerns. Other teachers, however, indicated that they do not feel comfortable going directly to school leaders but have a vehicle for communicating – for example, through the union representative. When asked, some teachers reported that there are mechanisms for them to provide input, citing the staff meetings, the Academic Achievement Plan (AAP) committee, and building leadership team (BLT) as avenues through which their voice is heard. Some teachers also referenced a recent townhall meeting that was organized by the principal as a means to solicit teacher input, during which time teachers, support staff, and leaders discussed changes related to the removal of the CAP, as a meaningful opportunity to voice their thoughts about upcoming decisions. Other teachers, however, reported that they do not feel as though their voice is heard, stating that they do not have input on decisions made by school leadership. Still other teachers indicated that only some staff are given the opportunity to provide input about, and participate in, decision making.

- **The principal allocates some resources and manages some school operations to support the learning environment.** School leaders, teachers, and support staff reported (and review of partnership artifacts verified) that the school provides multiple supports to address the physical and mental health needs of students and their families. For example, all three stakeholder groups indicated that students may receive mental health counseling through partnerships with Beech Brook, Friendly Inn, and Murtis Taylor, as well as with the full-time psychologist employed by the school. School leaders, teachers, support staff, and students cited the school’s partnership with the Boys and Girls Club, which is housed at the school, as a comprehensive support, explaining that the club implements an after-school program that provides students with homework support, tutoring, job opportunities, field trips, and nightly dinners. In addition, school leaders, teachers, and support staff reported that the school has multiple partnerships with organizations that implement mentoring programs in the school, including 100 Strong, United for Girls, and Closing the Achievement Gap. School leaders, teachers, and support staff reported (and the site visit team observed) that Care Alliance comes to the school and provides students with free medical, dental, and vision care and treatment. School leaders and support staff further explained that the Cleveland Food Bank regularly provides food to students and families in need. However, when asked, most teachers indicated that they do not have the resources they need. Teachers explained that they lack basic supplies such as paper, sticky notes, and markers, as well as technology, explaining that there is a shortage of working computers in the school. Teachers stated that, as a result, they use their own money to purchase supplies. Teachers further explained that they also turn to programs, such as DonorsChoose.org during their personal time to secure needed supplies and resources. In addition, school leaders reported that some of the custodial staff, who are employed by the district, are not effective, explaining that, as a result, the trash often is not emptied and classrooms and common spaces are not cleaned. The site visit team observed that the building is in general disrepair and in need of cleaning, noting piles of dust and dirt, as well as trash, throughout the school.

Prioritization Process

The site visit team met with East Tech High 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 behavioral expectations and safe learning environment. The site visit team also noted the following areas for growth: Classroom Climate, Purposeful Teaching, and Instructional Leadership.

The group identified Classroom Climate 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: The learning environment is structured, and learning time is maximized.

Success Measure: In 100% of classrooms, feedback will be provided on transition time and other indicators as defined to maximize learning time.

Actions	Target Dates	Champions
Establish common planning time expectations and define common lesson requirements and structure, including for differentiation and gradual release	4/1/2019	Prioritization Team
Share School Quality Review results and create staff buy-in around prioritization priority and plan; set clear expectations for staff	4/3/2019	Prioritization Team
Define common expectations, norms, and/or structures around maximization of instructional minutes, including, for example: transition time; agendas and timers; co-teaching practices; differentiation; higher-order thinking; and behavior management	TBD	Academic Achievement Plan Team
Provide time for teachers to reflect on new content and practice learned strategies	4/3/2019 – 4/25/2019	All Staff
Observe teaching and learning in action; anchor observations in common look-fors/tool	Starting 4/26/2019	Administration
Provide timely and meaningful observation feedback within 24 hours; ensure feedback is normed	Ongoing	Administration
Research and hold professional development (provided by an external partner) to continue to learn strategies and improve teach practice around a structured learning environment	TBD	Prioritization Team

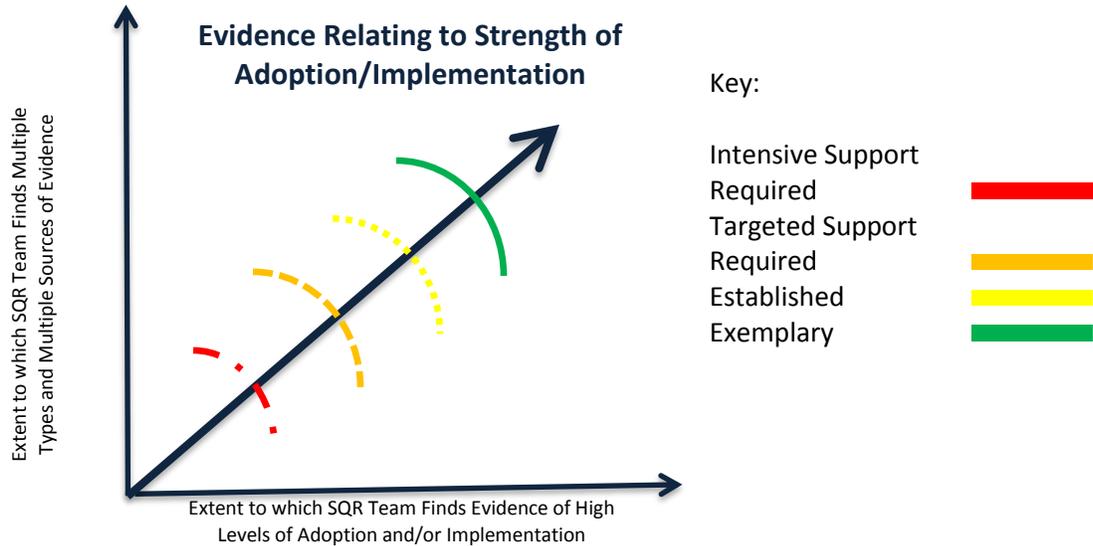
Appendix A: Site Visit Team Members _____

The SQR to East Tech High School was conducted on March 18-20, 2019 by a team of educators from the Cleveland Metropolitan School District and SchoolWorks, LLC.

Megan Tupa , Team Leader	SchoolWorks, LLC
Kathryn Koerner , Team Writer	SchoolWorks, LLC
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 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 = 3	33%	33%	33%	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 = 3	0%	67%	33%	0%
	1c. Common Core Literacy Shift Alignment (for all classes other than ELA and math) Alignment to Common Core literacy shifts N = 7	57%	43%	0%	0%
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	15%	38%	46%
	3. Structured Learning Environment Teacher preparation Learning time maximized	31%	62%	8%	0%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	31%	46%	23%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	38%	38%	23%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional Format Student choice	62%	31%	8%	0%
	7. Participation and Engagement Active student participation Perseverance	31%	54%	15%	0%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	69%	31%	0%	0%
In-Class Assessment & Feedback	9. Assessment Strategies Use of formative assessments Alignment to academic content	46%	38%	8%	8%
	10. Feedback Feedback to students Student use of feedback	54%	23%	15%	8%