



School Quality Review Annual Report 2017–2018

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TABLE OF CONTENTS

2		Introduction
3		Executive Summary
4		School Quality Review Protocol
5		School Quality Review Rating Scale
6		2017–18 SQR Scores Averaged by School
7		2014–15 to 2017–18 Updated SQR Scores by School
8		Overview of 2017–18 Ratings by Question
18		Prioritization Plans for 2017–18
19		Principal Feedback
20		Recommendations
22		Appendix A: List of Schools
24		Appendix B: Classroom Visit Tool (CVT)



INTRODUCTION

CMSD has partnered with SchoolWorks to implement a School Quality Review (SQR) process that is a part of the larger school performance framework used to provide a comprehensive assessment of the quality of each school in the District. The comprehensive SchoolWorks quality review framework is 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. The SQR reports are one component of a larger district school performance framework; the reports are not intended to be used as stand-alone assessments of school performance. The SQR is an internal accountability process that should inform decision-making, provide formative feedback, and support planning at the district and school level. The SQR process is aligned to *The Cleveland Plan* and Portfolio Strategy by offering a rich information system to guide school self-assessment and planning as part of performance-based accountability for schools.

The SQR protocol and review process provides a critical perspective on current school quality for all students. The process includes two days of collecting evidence on site through interviews, classroom visits, and document review to determine school ratings on the protocol's criteria and indicators. In addition, for some schools, the review includes a half-day prioritization session on a third day to assist the school leadership team in identifying which opportunities for improvement are of the highest priority and mostly 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. Finally, the SQR report documents the team's ratings for key questions within each of the four domains identified in the SQR protocol: Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn, and Leadership.

CMSD piloted the SQR process in 14–15 with ten schools. In 15–16, we visited twenty-five schools, added another forty-five schools in 16–17, and completed baseline SQR visits to all CMSD schools with seventeen schools in 17–18. Additionally, in 17–18, we conducted follow-up visits to seven schools that received visits in 14–15. A full list of schools is in Appendix A at the end of this document.

This report shares the results of all 17–18 visits, including baseline visits and follow-up visits. Additionally, this report includes principal feedback on the 17–18 SQR process and recommendations for SQR implementation for 18–19.



EXECUTIVE SUMMARY

Site Visit Process

CMSD and SchoolWorks piloted SQR in 14–15, conducting ten baseline site visits; these baseline site visits continued in 15–16 with twenty-five schools and in 16–17 with forty-five schools.

In 17–18, CMSD and SchoolWorks visited a total of twenty-four schools. Seventeen schools received a baseline visit, concluding all baseline visits in the district. Additionally, seven follow-up site visits were conducted for schools that had received site visits in 14–15; these follow-up site visits produced updated scores for these schools.

Each school was visited by a team of CMSD and SchoolWorks personnel, all of whom were trained on the SchoolWorks protocol, rating system, and evaluation procedures.

The site visit teams conducted visits that included classroom observations, focus groups with students, parents, teachers, and administrators, and document reviews.

The evidence collected was compiled, reviewed, and rated on the SchoolWorks rubric. Schools were assigned ratings on nine key questions across four domains of performance.

Schools receiving baseline visits utilized a prioritization process, in which school leadership teams reviewed the evidence and ratings and developed an action plan that outlined areas for growth and strategies for improvement.

Ratings

The rating scale is from 1–4, with 1 being Intensive Support Required and a 4 indicating that the process was Exemplary throughout the school.

Ratings consider both the extent to which a process is established and the level at which it functions.

The ratings for the 17–18 schools reveal that culture, amongst both students and teachers, as well as school governance, specifically school management, rated highest. The relative strength of school management is consistent with earlier years' ratings while scores in student and adult culture indicate a slight positive gain in these areas.

Updated ratings for schools that received follow-up visits in 17–18 show positive growth in average overall SQR scores.

Instruction, including rigor, higher-order thinking, and assessment, was rated lowest across all schools visited in 17–18. This is consistent with earlier years' ratings.

The low ratings in instruction in schools across networks, programs, and geographic areas of the city indicate that systemic and sustained support for both teachers and administrators is required.



SCHOOL QUALITY REVIEW PROTOCOL

The SQR protocol reports ratings in four domains: Instruction; Students' Opportunities to Learn; Educators' Opportunities to Learn; and Leadership. Each domain is developed through a set of questions that are used to structure evidence collection and reporting and to provide a wealth of information for each domain. The SchoolWorks protocol was followed with fidelity across all 2017–18 school reviews.

Domain 1: Instruction

1. Do classroom interactions and organization ensure a classroom climate conducive to learning?
2. Is classroom instruction intentional, engaging, and challenging for all students?
3. Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?

Domain 2: Students' Opportunities to Learn

4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?
5. Does the school have a safe, supportive learning environment that reflects high expectations?

Domain 3: Educators' Opportunities to Learn

6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?
7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?

Domain 4: Leadership

8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?
9. Do school leaders effectively orchestrate the school's operations?



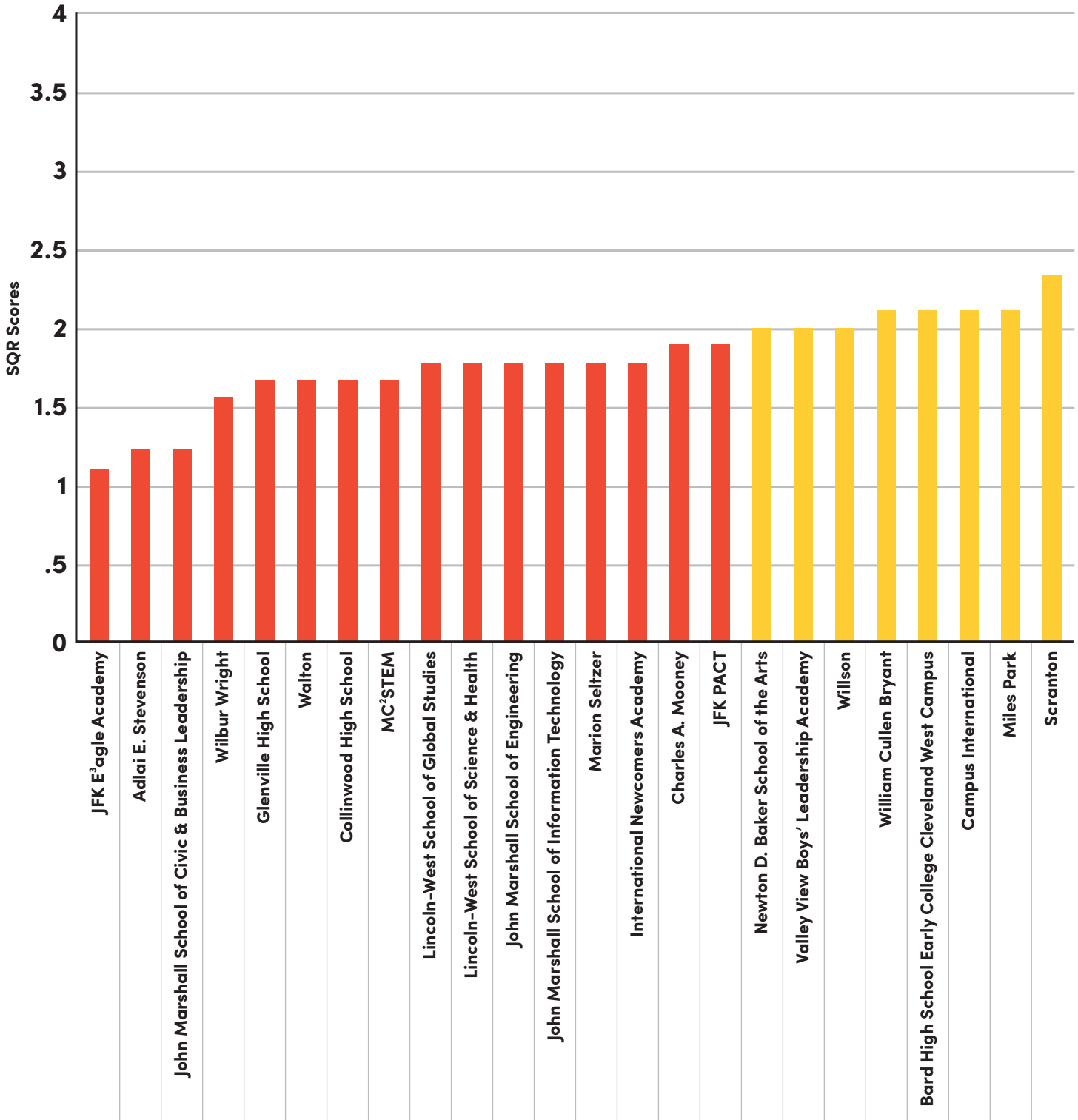
SCHOOL QUALITY REVIEW RATING SCALE

The SQR site visit team uses 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 and multiple sources 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.



2017–18 SQR SCORES AVERAGED BY SCHOOL

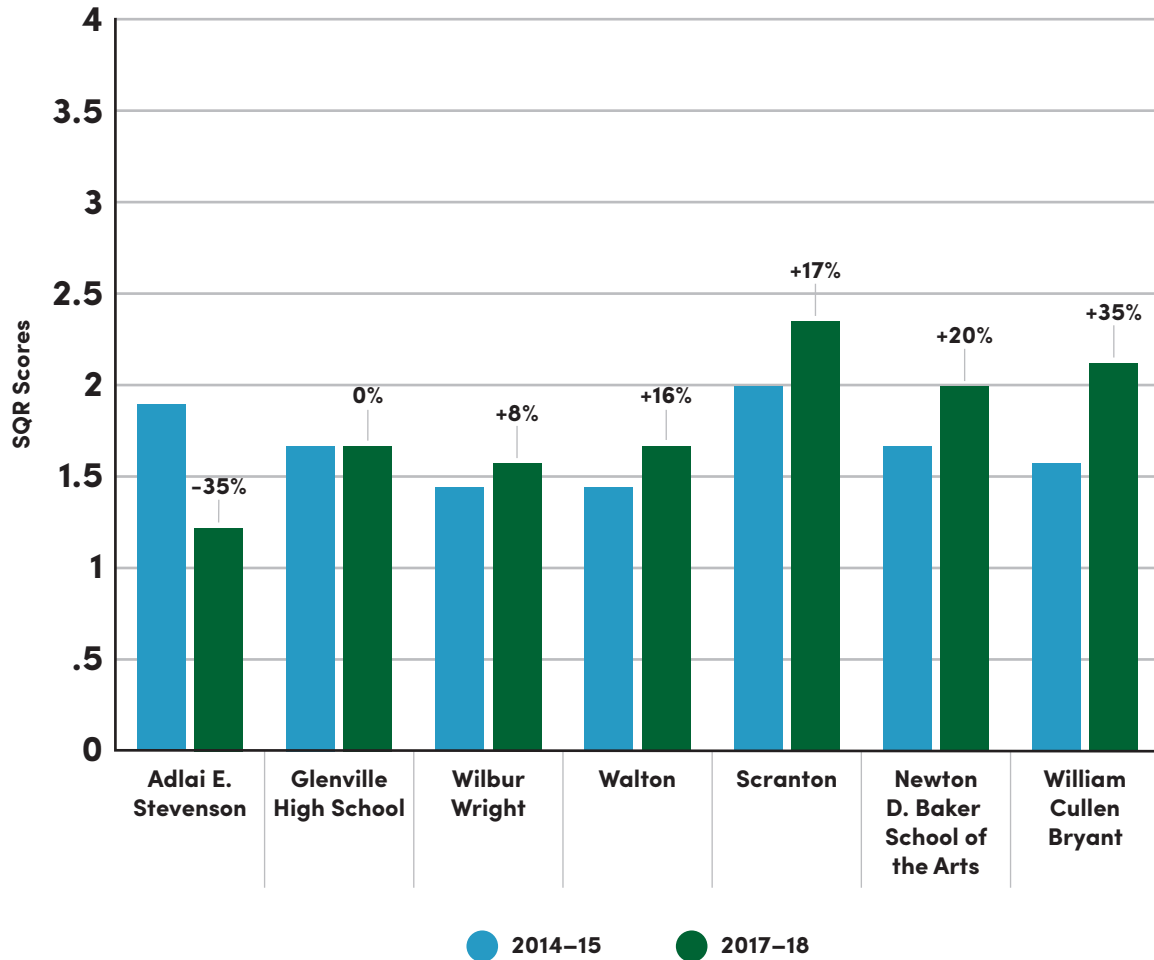




2014–15 TO 2017–18 UPDATED SQR SCORES

In 17–18, for the first time, CMSD and SchoolWorks conducted follow-up visits to schools that previously received SQR visits and ratings. Using the same protocol and ratings system, site visit teams re-visited seven schools that received baseline site visits in the 2014–15 pilot. These updated results show positive growth in average scores in five of the seven schools visited.

Updated SQR Scores 2014–15 to 2017–18



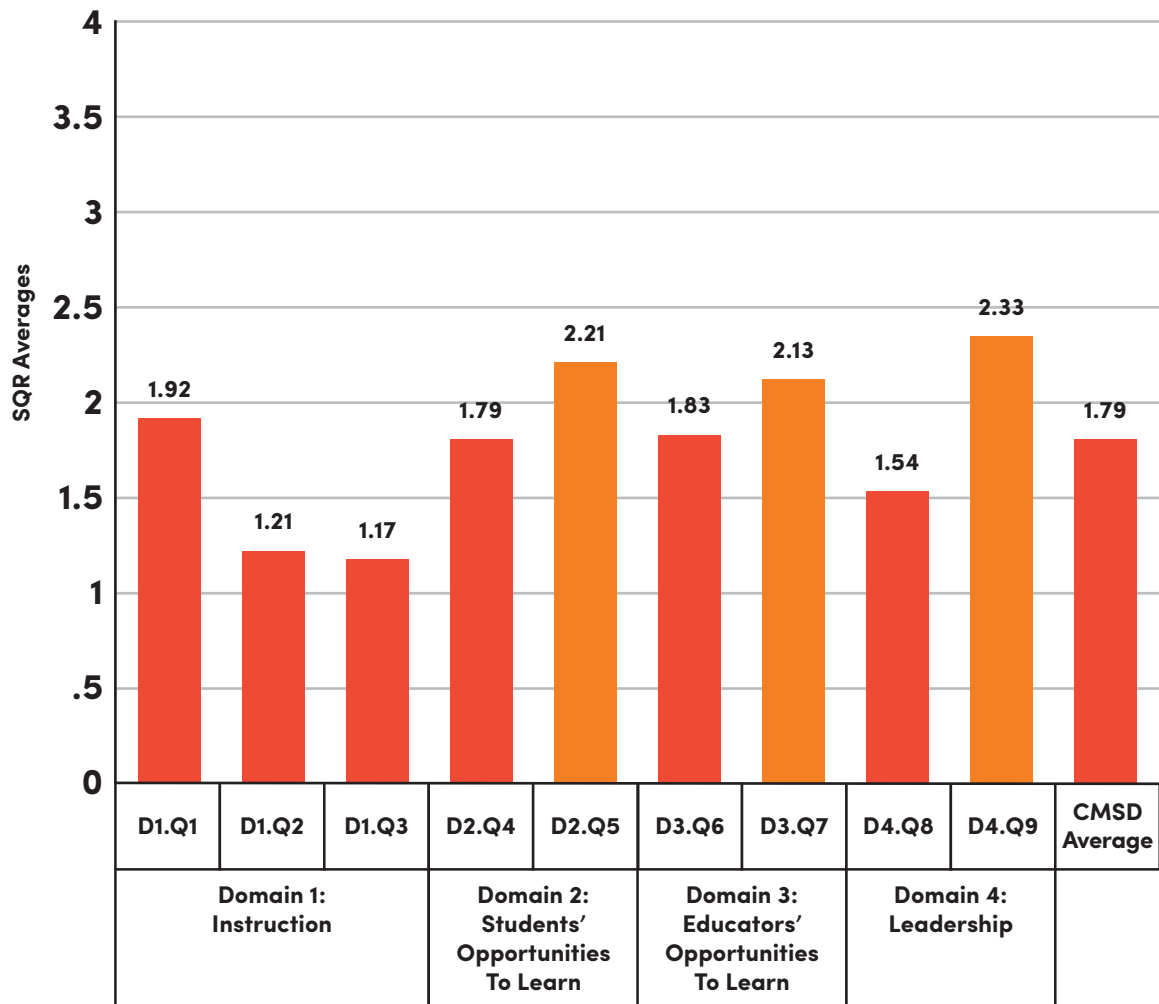


OVERVIEW OF 2017–18 RATINGS BY QUESTION

The highest scoring question, *Domain 4, Question 9*, covers the building management by the administrator. Only two other questions scored higher than a two (Targeted Support Required): *Domain 2, Question 5* and *Domain 3, Question 7*; both deal with culture and safety, amongst students and adults.

The majority of questions fell within the range requiring intensive support. The two lowest scoring questions, *Domain 1, Question 2* and *Domain 1, Question 3* both deal with direct classroom instruction. Domain 1 is informed by evidence gathered from direct classroom observations on the Classroom Visitation Tool (CVT, see Appendix B).

Overview of the 2017–18 Ratings by Question



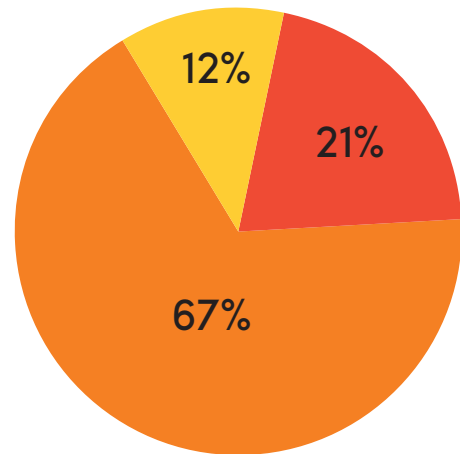


Domain 1: Instruction

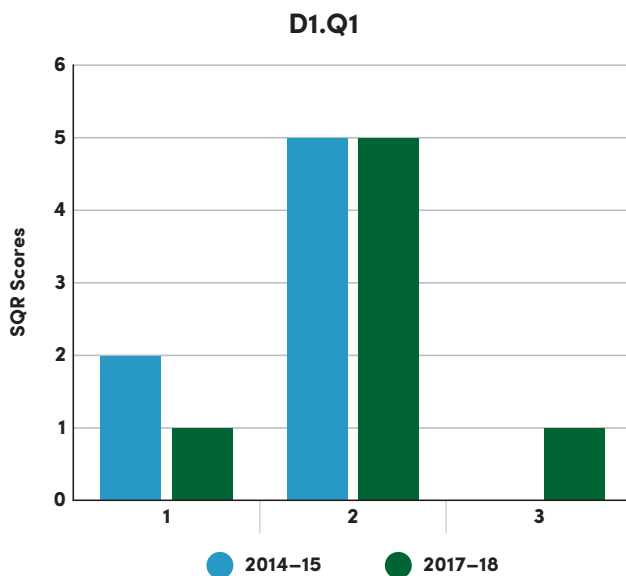
Question 1. *Do classroom interactions and organization ensure a classroom climate conducive to learning?*

This question considers student-to-student and teacher-to-student and student-to-teacher communications and interactions. Site visit team members also look for systems of behavior management. Maximizing, structured learning time is also a component of this question. In several classrooms, site visit teams observed exemplary behaviors. In one such school, “Students sat quietly in their chairs and on the rug, listened to the teacher, and responded to questions. In other classrooms, teachers effectively anticipated and redirected minor misbehaviors using verbal redirection (e.g., ‘Wait one minute, please.’ ‘One, two, three, eyes on me.’)”. While, in a different school, observers scored classroom behavior at a 1 upon noting that, “the learning environment was consistently chaotic... students were out of their seats, walking/running around the classroom or on furniture, throwing materials on the floor, or banging on the desk.” Typically, schools scored 2 where, for example, “In these lessons, teachers were not consistently supportive and respectful. For instance, in one classroom, a teacher commented to students, ‘All of you come in and don’t do anything. Just pay attention.’”

D1.Q1



SQR Rating: ● 1 ● 2 ● 3



2014–15 Domain Average: 1.71
2017–18 Domain Average: 2

A comparison of 2017–18 visits and 2014–15 indicates a slight increase in the scores for classroom climate. In 2014–15, site visit teams found that five of the seven schools visited required targeted support and two required intensive support. In 2017–18, five of the seven schools again require targeted support, one school requires intensive support, and one school is rated as established, having implemented a system that ensures a classroom climate conducive to learning.

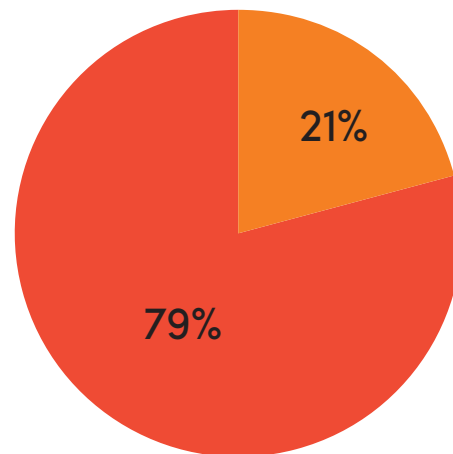


Domain 1: Instruction

Question 2. *Is classroom instruction intentional, engaging, and challenging for all students?*

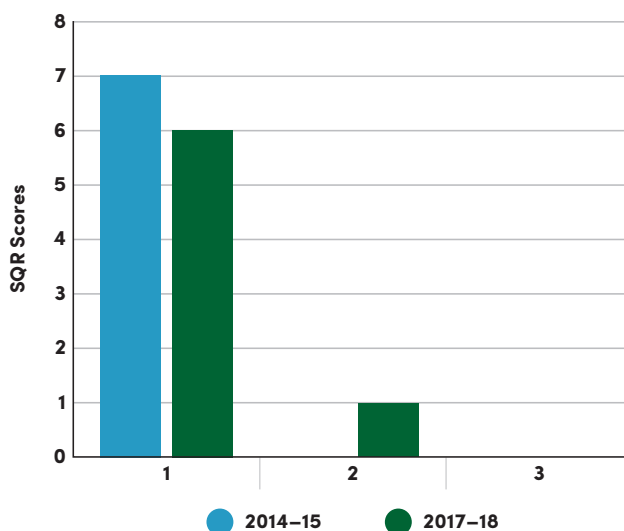
For this question observers looked for clear learning goals and objectives throughout a classroom observation as well as a variety of instructional modalities or materials. Also included in this question is the level of cognitive engagement of students during the lesson and, separately, evidence of rigor and higher order thinking. In schools that effectively implemented intentional instruction, a site visit team noted, for example: “During one class, students were able to select centers-based activities that utilized an array of manipulatives, as well as computers and tablets. During another class, the teacher used high-quality materials to mimic a real-world scenario in which the children were able to participate while practicing academic content.” An example of a 1, in an elementary school: “students were not required to engage in learning activities and were allowed to opt out (e.g., move around the classroom or sit at desks and talk to peers about topics unrelated to academic content).” Examples of low rigor and a lack of challenging and appropriate instruction included reading aloud with no check for comprehension, answering assignment questions without an opportunity to explain thinking or an abundance of worksheets that engaged students, but were low in rigor (e.g., coloring sheets).

D1.Q2



SQR Rating: ● 1 ● 2

D1.Q2



2014–15 Domain Average: **1**
2017–18 Domain Average: **1.4**

In six out of seven schools visited, the site visit teams again found that classroom instruction is not intentional, engaging, and challenging for all students; these schools were again found to require intensive support. One of the seven schools increased their rating, moving from intensive support required to targeted support required.

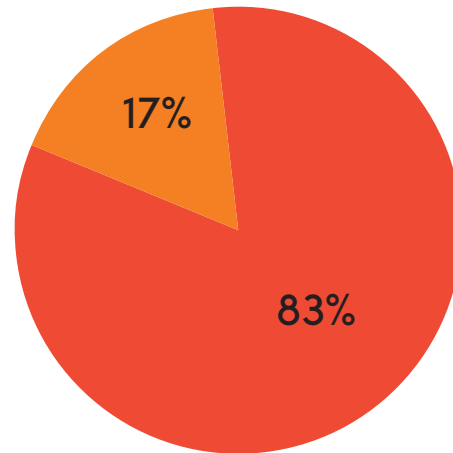


Domain 1: Instruction

Question 3. *Do teachers regularly assess students’ progress toward mastery of key skills and concepts, and utilize assessment data to make adjustments to instruction and to provide feedback to students during the lesson?*

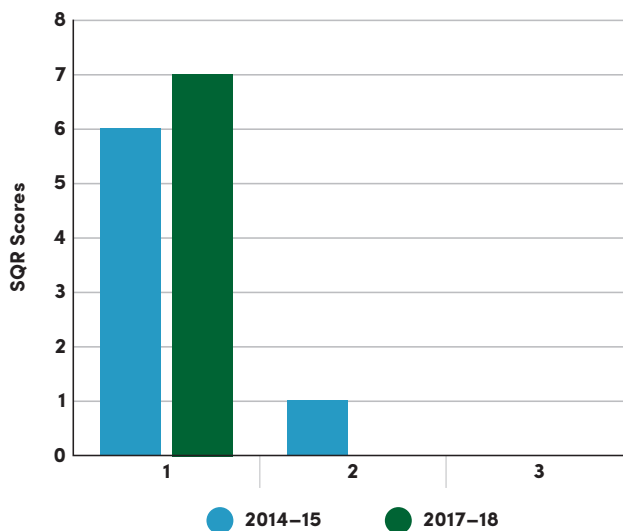
This question considers the effectiveness of formative assessments implemented to gauge student understanding as well as the frequency and quality of the feedback students receive during the duration of a classroom observation. This is the weakest area of the SQR performance rubric. In many schools that received a 1 in this domain there was an absence of feedback or a lack of effective feedback. “In these classrooms, teachers used strategies that either assessed few students understanding or ineffectively revealed students’ thinking about academic content. Across buildings there was an attempt at assessing students; however, the assessments overall did not reach each student or guide instructional practices. For example, “Teachers assessed one student’s classwork as the student shared out his/her answer and justification but did not fully check in on other student responses.”

D1.Q3



SQR Rating: ● 1 ● 2

D1.Q3



2014–15 Domain Average: 1.14

2017–18 Domain Average: 1

While the language of question 3 differed in 2014–15 (“Has the school created performance-driven culture, where teachers effectively use data to make decisions about instruction and the organization of students?”), the criteria centered on the same targets as 2017–18: feedback and assessment. Six of the seven schools visited in 2014–15 received a rating requiring intensive support, while all schools visited in 2017–18 were rated as requiring intensive support in feedback and assessment.

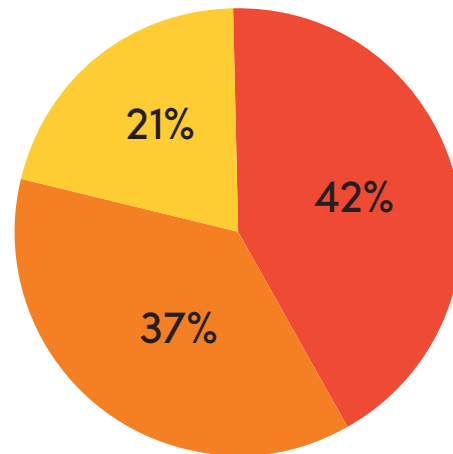


Domain 2: Students' Opportunities to Learn

Question 4. *Does the school identify and support special education students, gifted, English language learners, and students who are struggling and at-risk?*

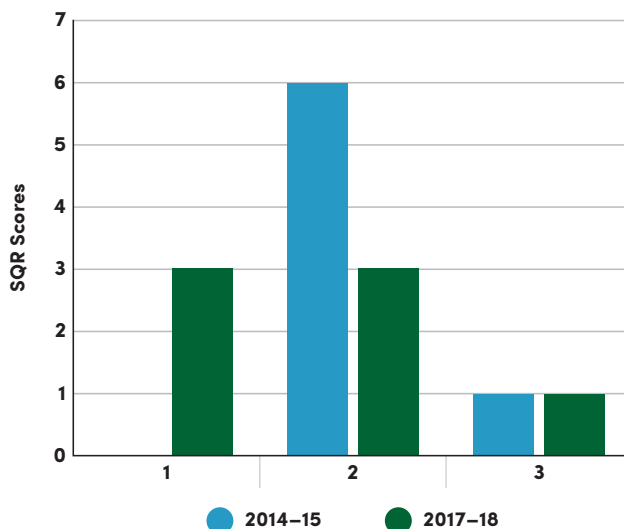
For this question site team members looked at the school's process for identifying students who require additional support. This question also considers the effectiveness of the implementation of supports. Evidence here often pertained to the school's special education services, English Language Learner (ELL) supports, Student Support Team (SST), and tutoring. The majority of schools noted there was a referral process for the SST, though their processes were not always effective. Some schools reported a backlog of student referrals, lack of an SST coordinator and/or inefficient meeting times resulting in students not receiving effective accommodations. In many schools tutoring services existed at the discretion of staff, with no formal tutoring schedule available for all students. Tutoring was not often tied to AAP goals, student data, or specific classroom curriculum. Tracking and monitoring of students who received services was sporadic and inconsistent.

D2.Q4



SQR Rating: ● 1 ● 2 ● 3

D2.Q4



2014–15 Domain Average: 2.14

2017–18 Domain Average: 1.71

Schools were rated lower in 2017–18 than in 2014–15 on measures on the identification of and support for special education students, English language learners, and students who are struggling or at-risk. Previously, no schools were rated a 1, while this year, three schools were rated a 1, indicating that intensive support is required in this area.

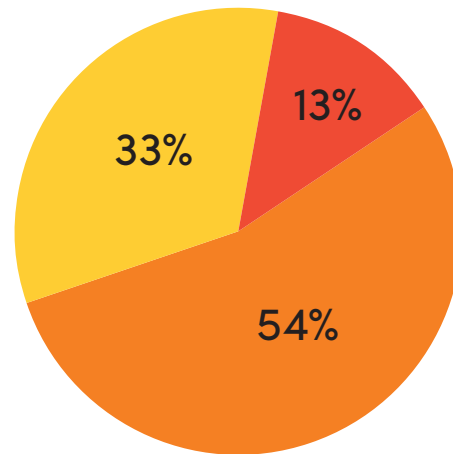


Domain 2: Students' Opportunities to Learn

Question 5. *Does the school have a safe, supportive learning environment that reflects high expectations?*

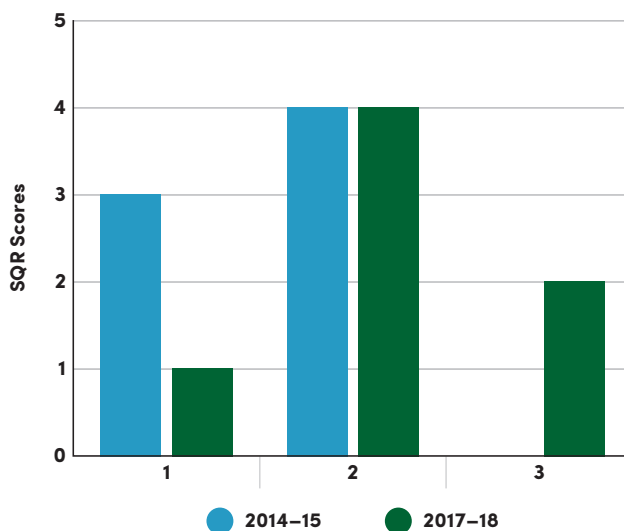
This question covers school environment and safety for students and adults, as well as the extent to which teachers and staff hold high expectations for student learning. Information about school programs, clubs, and other extracurricular activities are also a focus in this question. The implementation of anti-bullying programs and initiatives was generally consistent across schools. K–8 schools referenced utilizing PATHS (CMSD's K–4 SEL program). Students and school staff also reported peer mediation through the WAVE program (with varying degrees of success) as well as the NOW anti-bullying program. Similar to previous years, high schools did not have the same number of programs available as the elementary schools, however most schools reported little bullying and students felt they were safe physically and emotionally. Most schools maintained a limited number of extracurricular activities for students. In focus groups, students and parents consistently expressed a want for more extracurricular activities and opportunities. Many stakeholders also expressed an appreciation for a security presence.

D2.Q5



SQR Rating: ● 1 ● 2 ● 3

D2.Q5



2014–15 Domain Average: 1.57
2017–18 Domain Average: 2.14

The site visit teams found an increase in measures of school safety and high expectations for student learning. In 2014–15, three schools were rated as requiring intensive support, while in 2017–18, the site visit teams found that just one school requires intensive support. Additionally, in 2017–18, two schools were rated a 3, indicating they have established a safe, supportive learning environment that reflects high expectations.

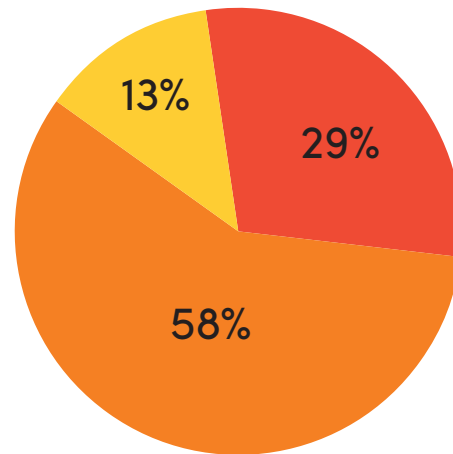


Domain 3: Educators' Opportunities to Learn

Question 6. *Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?*

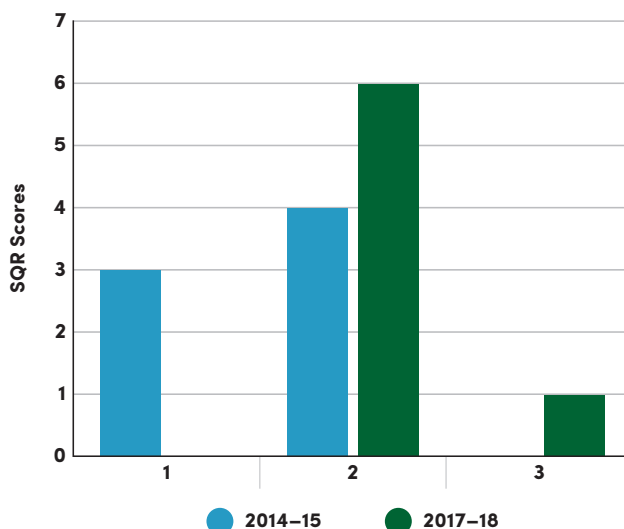
When looking at this question observers consider the school's professional development plan, including its alignment to school and district goals. This question also looks at the method for teacher collaboration used in schools. Most schools maintain a Teacher Based Team (TBT) process to collaborate around students and instruction. However, many staff reported that TBT is not effective and that the process is not being implemented with fidelity. The majority of schools reported that there is common planning time for grade level teams but also reported that common planning time is not structured and that though the time is available, many teachers do not use it for collaboration. In one school there was "no evidence of additional, uninterrupted times during which staff meeting have a clear and persistent focus on teaching and learning and used to make data-informed instructional decisions." School staff consistently reported the implementation of the 200 minutes of non-instructional time allotted to the school day. The effectiveness of this PD varies across buildings. In one building that received an established rating, "A review of school's PD calendar revealed document alignment of each session with one of the school's established improvement goals." Yet, in another building, "Teachers consistently indicated not receiving enough PD around how the strategies they are using should be improving or impacting student learning."

D3.Q6



SQR Rating: ● 1 ● 2 ● 3

D3.Q6



2014–15 Domain Average: 1.57
2017–18 Domain Average: 2.14

Overall, ratings on schools' professional development plans and collaborative systems increased from 2014–15 to 2017–18. While in 2014–15 three schools were rated as requiring intensive support, in 2017–18, no schools were rated as such; additionally, one school was rated as having established professional development and collaborative systems with a sustained focus on instructional improvement.

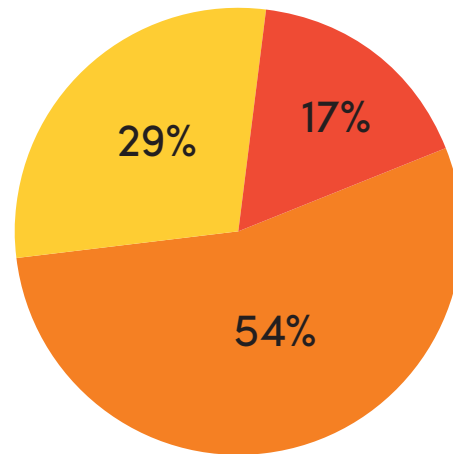


Domain 3: Educators' Opportunities to Learn

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

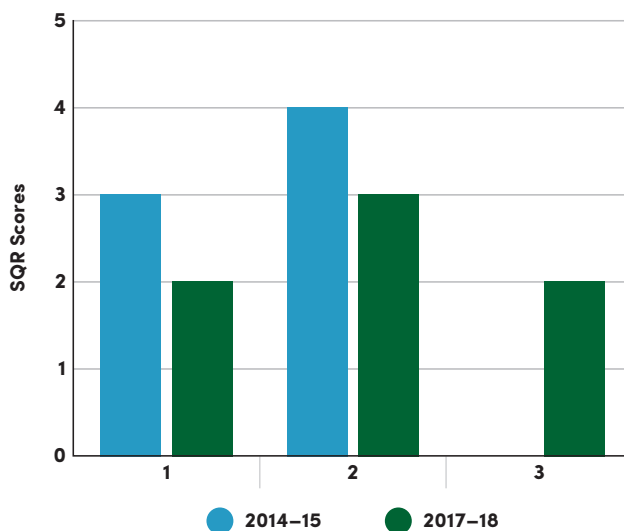
This question reviews the adult culture in the building, including educators' mindsets and beliefs about students' ability to learn. Schools typically showed mixed beliefs in this area. Some staff expressed their commitment to helping all students learn and achieve, while others felt external factors impede some students' ability to learn. In several buildings, staff expressed a commitment to the well-being of their students but not specifically to their academic growth. In some schools, educators blamed parents, socio-economic status, or transience for a lack of student achievement. In other schools most staff reported a belief that all students can learn. For example, in a school that earned a 3 in this domain, "Teachers explained that there is a strong sense of collective responsibility [for students]." Some schools reported that administrative or building changes within their schools create an adult culture that is "untrustworthy" or "tense". Other schools described a collaborative adult culture. From a school that was rated a 3 for culture, "[teachers] described communicating with each other about students' learning and needs, sharing effective strategies, providing support to students without singling them out and differentiating and modifying lessons so students can access the content."

D3.Q7



SQR Rating: ● 1 ● 2 ● 3

D3.Q7



2014–15 Domain Average: 1.57
2017–18 Domain Average: 2

A comparison of 2017–18 visits and 2014–15 indicates a slight increase in the scores for adult culture in schools. In 2014–15, site visit teams found that four of the seven schools visited required targeted support and three required intensive support. In 2017–18, three of the seven schools again require targeted support, two schools require intensive support, and two schools were rated as established, having implemented a school culture that indicates high levels of collective responsibility, trust, and efficacy.

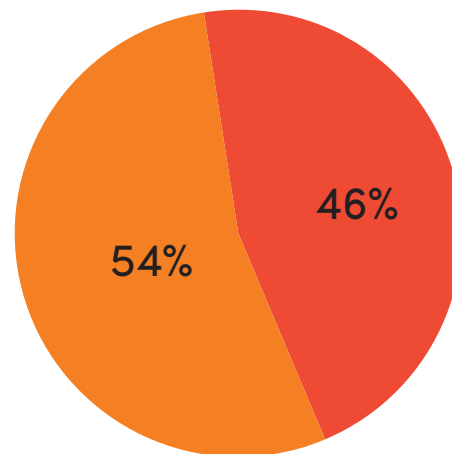


Domain 4: Governance and Leadership

Question 8. *Do school leaders guide and participate with instructional staff in the central processes of improving teaching and learning?*

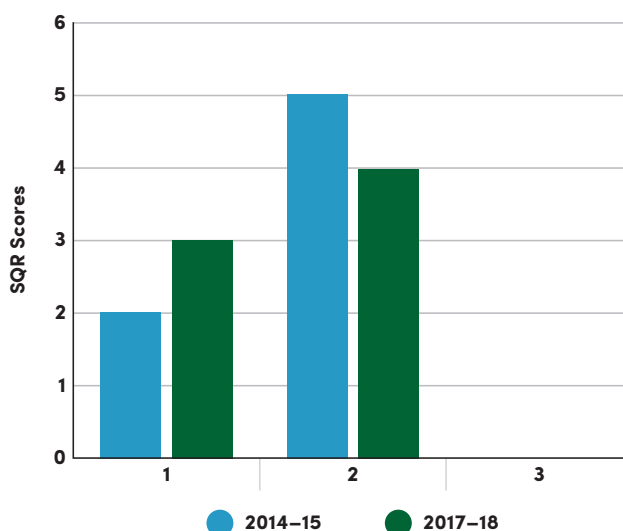
This question deals with the principal as the instructional leader in the building. Evidence includes non-evaluative feedback and observations as well as a clearly articulated mission and clear school goals. The SQR does not evaluate the validity of the school's TDES ratings, schedules, or protocols. In several buildings stakeholders (i.e., students, teachers, staff, community partners) could not identify a clear mission, vision, or goals for the school. Often, the information was available via the school website, school bulletin, or another school document, but stakeholders could not recall the information. In many schools, focus groups reported that attendance and increasing test scores were school goals, though many stakeholders could not expand on specific goals or elaborate with metrics or strategies. Across most schools, the formal observations connected to TDES were the only opportunities teachers had to receive feedback on instruction.

D4.Q8



SQR Rating: ● 1 ● 2

D4.Q8



2014–15 Domain Average: 1.71

2017–18 Domain Average: 1.57

A review of ratings from 2014–15 to 2017–18 indicate slightly lower scores in 2017–18, with one school moving from a 2 to a 1, requiring intensive support in ensuring principals act as instructional leaders and identify a shared vision amongst stakeholders in their school buildings.

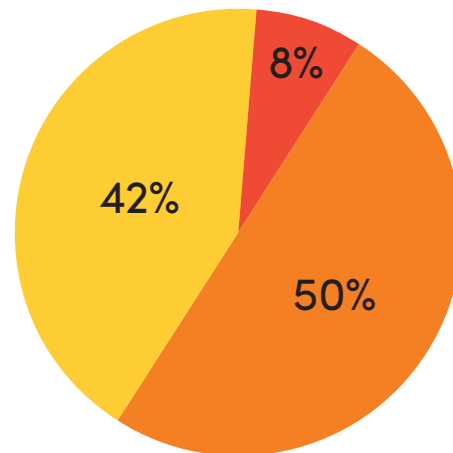


Domain 4: Governance and Leadership

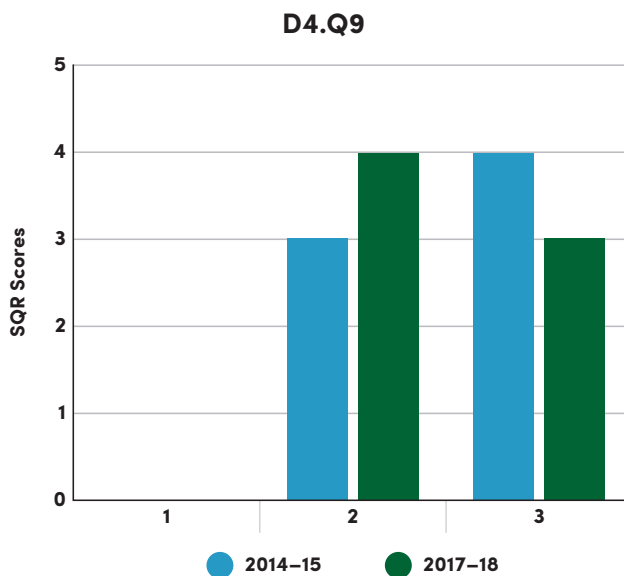
Question 9. Do school leaders effectively orchestrate the school's operations?

This question examines communication methods from leadership to all stakeholders. When looking at this question observers consider transparency in communication as well as the shared leadership in the building. Many schools reported an active Building Leadership Team (BLT), involved in decision-making and planning throughout the school year. In some instances the BLT helps to facilitate classroom visits and instructional direction. Site visit teams found that the use of weekly school bulletins and newsletters was a generally consistent and effective practice across schools in the district. Parents and school leadership often reported the existence of a School Parent Organization (SPO), while noting that attendance and involvement are areas of growth. Many CMSD schools are working with community partners and wraparound services to provide resources and enrichment to students, such as food distribution from the Greater Cleveland Food Bank, regular check-ups and immunizations through MetroHealth mobile units, and academic support from City Year Cleveland. Schools that struggle in this area often do not utilize timely, clear, and transparent communication with staff, students, and families (i.e., late or sporadic newsletters, inactive SPOs).

D4.Q9



SQR Rating: ● 1 ● 2 ● 3



2014–15 Domain Average: **2.57**
2017–18 Domain Average: **2.43**

The overall score for effective orchestration of school operations by school leaders slightly lowered from 2014–15 to 2017–18. Site visit team members rated one school lower, from a 3 to a 2.



PRIORITIZATION PROCESS FOR 2017–18

On the third day of the SQR process, some schools engage in a prioritization session, led by an SQR facilitator. During this session the SQR team meets with the school team to review the results of the site visit. The SQR team shares the preliminary report, with ratings and evidence to explain and support the ratings. The SQR and school team 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.

District network leaders are invited to attend prioritization sessions but the CMSD administrative staff does not participate in the planning. While an SQR team member facilitates the prioritization process, the planning and decision-making is done by school leadership and staff. The school team is solely responsible for the prioritization plan and aligning it to larger school goals.

Eighteen schools engaged in the prioritization process in 17–18. All 17–18 action plans focused on an instructional goal (e.g., higher-order thinking, clear learning goals, focused instruction). Nearly every action plan included some form of professional development to provide further training to teachers on instructional practices to increase student achievement.



PRINCIPAL FEEDBACK

Nine principals participated in feedback sessions at the end of the school year to discuss their SQR experience. Each principal was asked the following questions:

- What was your experience with the process generally?
- Did you feel the information was valid and reliable?
- How effective was the support and communication from SchoolWorks/CMSD?
- If your school engaged in the prioritization process, was it useful and were you able to implement the plan?
- Do you have any suggestions for the upcoming year or is anything you would change?

General process

Most principals reported that communications from SchoolWorks, CMSD's SQR orientation, and visits from the SQR coordinator adequately prepared them for the SQR visit. Principals also reported that documents available on the Portfolio Department website effectively outlined the SQR process and that the protocol was followed during the site visit. Many principals mentioned that preparing documents for the site visit team was a time-consuming task.

Valid and reliable

Most principals felt the information contained in the SQR report was valid and reliable. One principal noted the site team did not observe a majority of their classrooms and felt the SQR report was not reflective of the school's overall practices. Many stated that the information mirrored what they already observed and knew of practices in their school, and further, that it was helpful for school staff to hear the information delivered from an objective third party.

CMSD/SchoolWorks support

Principals requested increased support from network and district leaders after SQR site visits. Some school leaders expressed that they want to be held accountable for SQR reviews and/or prioritization plans. Some principals noted that the SQR orientation provided by CMSD staff was helpful as they prepared for their school's review. Most principals reported that SchoolWorks team members were professional, respectful, and did not disrupt the instructional process in the building. One principal reported a concern with the professionalism of the SchoolWorks staff. Principals reported appreciating communication from SchoolWorks before and after school reviews.

Prioritization

Principals whose school's received a prioritization session reported varying degrees of effectiveness in regard to their school's prioritization plan. Some schools used prioritization plans to guide school goals and priorities or used the data in their AAP. Most principals who did not receive prioritization expressed a desire for some type of action planning following the SQR visit.

Suggestions or changes

Principals expressed the want for a more targeted protocol that aligns more closely with CMSD practices or to each individual school. Most principals expressed a lack of clarity around how network and district leaders will hold schools accountable for SQR findings and/or prioritization action plans.



RECOMMENDATIONS

Prioritization

Prioritization is a half-day process that provides an opportunity for school-level staff to process and understand their SQR findings, to collaboratively prioritize report findings, and to create an action plan as a lever for positive change in response to SQR findings. The prioritization process is facilitated by the SQR site visit team lead, but the “heavy lifting” and decision-making is a collaborative effort of school leadership and staff. While prioritization has aided school leadership and staff in processing and prioritizing their SQR findings, it has not regularly led to actionable change once the site visit team departs. Schools that received prioritization in 2017–18 created action plans but their implementation of these plans has varied, in part and possibly due to: overlay of the action plan mid-year to other decision-making processes already in place (i.e., AAP, CAP); lack of clear accountability structure for the action plan; little or no follow-up to the SQR action plan from district leadership.

To be most effective, action plans created during prioritization should better align to AAPs; when school teams choose an area to prioritize based on SQR findings, the area should align with a goal already set in the school’s AAP. The AAP should be a guiding document in the prioritization process. Further, to best support schools after site visits, the SQR team needs to work with network leaders and network support staff to understand the SQR rubric.

Culturally Responsive and Inclusive Schools

School safety, both emotional and physical, remains a demonstrated priority for all CMSD stakeholders; providing a safe environment for all students includes ensuring a culturally responsive and inclusive climate. While SQR site visit teams did not specifically collect evidence around culturally responsive school climates in 2017–18, this topic often arose, implicitly and explicitly, during evidence collection under Domain 2, Question 5: “Does the school have a safe, supportive learning environment that reflects high expectations?” For example, in some schools, staff reported holding lower expectations for students based on their social/cultural demographics or based on their family structures. In some high schools, supports for lesbian, gay, bi, and transgender (LGBT) students were discussed. While these issues were discussed, there was not a specific, intentional effort to collect information on culturally responsive and inclusive practices.

SQR protocol should be extended to include the collection of evidence around culturally responsive and inclusive practices. Under Domain 2, Question 5, site visit teams should collect evidence around school culture reflecting and embracing student, staff, and community diversity (i.e., to what extent do school curricula, programs, and mindsets consider cultural, linguistic, and socioeconomic diversity). In high schools, site visit teams should identify evidence of best practices of LGBT-inclusive school climates (e.g., Gay Straight Alliance clubs, gender-inclusive language on school communications, implementation of anti-bullying policies and programs). Site visit teams should remain flexible and open to identifying other vulnerable populations requiring additional evidence and/or supports. Based on 17–18 findings, CMSD should consider providing additional professional development to teachers on culturally responsive teaching practices.



Student Support Teams

The Student Support Team (SST) process is designed to utilize collaborative problem-solving to address the academic, instructional, behavioral, health, and emotional needs of struggling and at-risk students. Site visit teams noted, however, that students are inconsistently identified and supported by the SST process. Some schools are following the SST process with fidelity while others are not. Staff often described the SST process as slow, frustrating, or ineffective. Some schools described employing SST only as a mechanism to identify students for testing for special education (SPED) services, but not for supporting other struggling and at-risk students.

While some teachers and administrators noted receiving recent professional development on the SST process, there is not evidence of consistent and effective implementation of the process, indicating the need for more training and professional development in this area. In addition to district-wide professional development, more tools are needed to support the SST process throughout the school year and directly at schools.

English Language Learners

9.3% of CMSD students are English Language Learners (ELL) and while not all schools have an ELL population, the number of ELL students in the district is growing. In 17–18, for example, schools welcomed over 190 new families from Puerto Rico, displaced by Hurricane Maria. Site visit teams found varying levels of knowledge among teachers on what services are available to ELL students. Some teachers expressed frustration in testing students for ELL services and ensuring those services are provided.

Similar to 2016–17 SQR findings, more teachers and administrators need training on how to access services for ELL students as well as on how to accommodate ELL students in the course of regular instruction.

Gifted Students

CMSD serves its gifted population with gifted programs at a small number of schools that have high concentrations of gifted students and with pullout services (i.e., resource programs and itinerant teachers) at other neighborhood schools with gifted students. When asked about services to gifted students, however, few teachers and administrators indicated that services were being provided to gifted students or that there were even gifted students in their buildings at all. Some teachers expressed that there was no need for gifted programs at their school.

Similar to the ELL recommendation above and to 16–17 SQR findings, more training and professional development is needed. Teachers and administrators need additional training on the characteristics of the gifted population and best practices for serving the needs of these children.



APPENDIX A: LIST OF SCHOOLS

2014–15 schools were:

Adlai E. Stevenson	Louis Agassiz	Scranton	William Cullen Bryant
Glenville High School	McKinley	Walton	
Lincoln-West High School	Newton D. Baker School of the Arts	Wilbur Wright	

2015–16 schools were:

Andrew J. Rickoff	Cleveland School of Architecture & Design	George Washington Carver	Paul L. Dunbar
Artemus Ward			Robert H. Jamison
Buhrer Dual Language Academy	Cleveland School of Science & Medicine	Hannah Gibbons	Robinson G. Jones
Charles Dickens	Daniel E. Morgan	Louis Agassiz Memorial	Riverside
Cleveland Early College High School	East Clark	Mound	Wade Park
Cleveland High School for Digital Arts	East Tech High School	Nathan Hale	
	Euclid Park	Orchard	
	Ginn Academy		

2016–17 schools were:

Alfred A. Benesch	Dike School of the Arts	Joseph M. Gallagher	New Tech East
Almira	Douglas MacArthur	Kenneth W. Clement	New Tech West
Anton Grdina	Girls' Leadership Academy	Boy's Leadership Academy	Oliver H. Perry
Benjamin Franklin	Facing History New Tech High School	Louis May Alcott	Patrick Henry
Bolton	Franklin D. Roosevelt	Luis Muñoz Marín	Sunbeam
Case	Fullerton	Marion-Sterling	Tremont Montessori
Charles W. Eliot	Garrett Morgan	Mary B. Martin	Warner Girls' Leadership Academy
Clara E. Westropp	H. Barbara Booker	Mary M. Bethune	Washington Park
Clark	Harvey Rice	Max S. Hayes High School	Environmental Studies
Cleveland School of the Arts	Iowa-Maple	Michael R. White	Waverly
Denison	James A. Garfield	Miles	Whitney M. Young Leadership Academy
Design Lab Early College	Jane Addams Business Careers Center	Martin Luther King Jr. Campus	Willow



APPENDIX A: LIST OF SCHOOLS

2017–18 baseline schools were:

Bard High School Early College Cleveland West Campus	JFK PACT John Marshall School of Civic & Business Leadership	Lincoln-West School of Global Studies Lincoln-West School of Science & Health	International Newcomers Academy Valley View Boys' Leadership Academy Willson
Campus International	John Marshall School of Engineering	Marion Seltzer MC2STEM	
Charles A. Mooney Collinwood High School JFK Eagle Academy	John Marshall School of Information Technology	Miles Park	

2017–18 follow-up schools were:

Adlai E. Stevenson Glenville	Newton D. Baker School of the Arts	Scranton Walton	Wilbur Wright William Cullen Bryant
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APPENDIX B: CLASSROOM VISIT TOOL (CVT)

School: _____	District: _____	Observer: _____
Date: _____	Grade: _____	Subject: _____
Start Time: _____	End Time: _____	# Adults: _____ # Students: _____

Instructions: Circle one rating for each indicator. One of the Common Core indicators should be marked N/A. No other indicators should be marked N/A or left blank. 1=Ineffective ↔ 4=Effective

	Indicators	Observer Notes	Score			
Common Core Alignment	1a. Common Core Literacy Alignment (for all classes other than math) Alignment to content standards Alignment to instructional shifts	N/A	1	2	3	4
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice	N/A	1	2	3	4
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior		1	2	3	4
	3. Structured Learning Environment Teacher preparation Learning time maximized		1	2	3	4
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs		1	2	3	4
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content		1	2	3	4
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice		1	2	3	4
	7. Participation and Engagement Active student participation Perseverance		1	2	3	4
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition		1	2	3	4
In-Class Assessment & Adjustment	9. Assessment Strategies Use of formative assessments Alignment to academic content		1	2	3	4
	11. Feedback Feedback to students Student use of feedback		1	2	3	4



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