SchoolWorks
School Quality Review
Report

Newton D. Baker School
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SchoolWorks

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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.

The report documents the team's ratings for key questions within each of the four domains identified in the SQR protocol: *Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn,* and *Leadership.* The final pages of the report are used to record the discussion and action plan developed by the team and the school.

Domains and Key Questions

Based on trends found in the collected evidence, the site visit team assigns a rating to each key question.

Key Question Ratings	Level 1: Intensive Support Required	Level 2: Targeted Support Required	Level 3: Established	Level 4: Exemplary
Domain: Instruction				
1. Do classroom interactions and organization ensure a classroom climate conducive to learning?		🟧		
2. Is classroom instruction intentional, engaging, and challenging for all students?	🟥			
3. Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?	🟥			
Domain: Students' Opportunity to Learn				
4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?		🟧		
5. Does the school have a safe, supportive learning environment that reflects high expectations?			🟨	
Domain: Educators' Opportunity to Learn				
6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?		🟧		
7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?		🟧		
Domain: Leadership				
8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?		🟧		
9. Do school leaders effectively orchestrate the school's operations?			🟨	

Domain 1: Instruction

The instructional domain centers on the specific interactions between teachers and students around content. Research suggests that high-quality instructional interactions require: supportive classroom environments; involve purposeful teaching that is intentional, engaging, and challenging; and ensure student feedback in response to ongoing assessments.

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

Behavior Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective[1]
1	2	3	4
0%	0%	35%	65%

- **Behavioral expectations are clear and understood by students.** The site visit team observed effective implementation of behavioral expectations in 65% of classrooms (n=17). In most of these classrooms, students consistently behaved throughout the lesson and misbehavior was not observed. For example, students sat quietly at their desks, worked with their partners, attended to the lesson and the teachers' directions, and raised their hands to answer questions. In other classrooms, teachers effectively managed and easily redirected student misbehaviors, using: verbal redirection, which students attended to immediately; reminders (e.g., "Please walk, do not run."); the use of routines (e.g., "One, two, three, eyes on me!"); and/or the administration of consequences and rewards (e.g., clipping down and/or clipping up). In 35% of classrooms, the site visit team observed partially effective implementation of behavioral expectations. In these classrooms, most students behaved throughout the lesson, but a few students did not. In these instances, students were off task (e.g., drawing on their worksheet, reading the newsletter, whistling, talking with their neighbors about topics unrelated to the learning objective), which caused minor disruptions to instruction and other students' learning. In other instances, student misbehaviors were either not addressed, students did not respond to the redirection (i.e., continued with the off-task behavior) or required redirection multiple times.

Structured Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
6%	41%	29%	24%

- **The learning environment is often structured and learning time is inconsistently maximized.** The site visit team observed the effective establishment of a structured learning environment in 24% of classrooms. In these classrooms, teacher preparation was evident. That is, the lesson was organized, teacher materials (e.g., technology cued, visual displays/presentations available and used to guide instruction) and student materials (e.g., worksheets, handouts, manipulatives) were available and accessible throughout the lesson. In these classrooms, teachers also used routines and procedures that maximized learning time and minimized transition time. For example, students moved quickly from one part of the room to another, put away materials, and began the next learning activity

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

seamlessly. In 29% of classrooms, the site visit team observed the partially effective establishment of a structured learning environment. In some of these classrooms, teachers were prepared for most, but not all, of the lesson; as a result, learning time was maximized for most, but not all, of the lesson. For example, students had to wait for the learning activity to begin while materials were distributed at the beginning of the class. In other classrooms, students waited and watched while other students worked on the board and were not engaged in a learning activity during this time. The site visit team observed the partially ineffective establishment of a structured learning environment in 41% of classrooms. In a few of these classrooms, teachers were not fully prepared for the lesson (e.g., starting up technology, distributing materials), which took away from instructional time. In addition, learning time was not fully maximized. In some classrooms, for example, lesson activities went on for too long – for example, students were given an extensive amount of time to answer simple questions, and most of the observation was spent reviewing previously-learned material. In other classes, instructional time was spent on activities that did not engage students in learning (e.g., redirecting behavior, providing assignment directions, taking attendance, distributing materials).

2. Is classroom instruction intentional, engaging, and challenging for all students?	**Level 1: Intensive Support Required**

Focused Instruction			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
18%	41%	41%	0%

- **Teachers inconsistently provide students with clear learning goals and focused, purposeful instruction.** In 41% of classrooms, the site visit team observed partially effective implementation of focused instruction. In these classrooms, the learning objective was clear (either posted, communicated verbally, or both) and was used to drive lesson activities. In most of these classes, academic content was clearly communicated, and students were engaged with academic vocabulary that was central to the learning activity. Further, in some classrooms, teachers held high expectations for all students. For example, cold-call questioning was used that required all students to provide a response. However, in other classrooms, some, but not all, students were held accountable for learning. In other instances, most students were required to participate and provide the correct answer, but a few students were not. In 41% of classrooms, the site visit team noted partially ineffective implementation of focused instruction. In some classrooms, a learning objective was posted and used to drive lesson activities. In other instances, a learning objective was posted, but it was not communicated to students. In most of these classrooms, delivery of academic content was limited. For example, the learning task was based on academic standards, but the teacher focused on the activity directions, as opposed to the supporting students' acquisition of lesson content. Or, learning time was used to review previously taught information, so new content was not delivered. In many of these classrooms, teachers communicated academic content to a few, but not all, students. For example, several students working in a small group had an opportunity to discuss content with the teacher, but other students in the class did not. In addition, teachers demonstrated high expectations in only a few instances (e.g., students were required to edit work that was incorrect). In other instances, however, teachers did not demonstrate high expectations. For example, students were not required to complete all responses, the teacher gave students the answer before they were

able to respond, or the teacher only called on students who volunteered to answer questions. The site visit team observed ineffective implementation of focused instruction in 18% of classrooms. In these classrooms, the learning objective was not evident, teachers offered instruction around procedural directions, but did not deliver content; students spent a limited amount of time interacting with academic content.

Higher Order Thinking			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
47%	53%	0%	0%

- **Instruction rarely requires students to use and develop higher-order thinking skills.** In 53% of classrooms, the site visit team observed partially ineffective use of higher-order thinking strategies. In these classrooms, a portion of the learning activity asked students to engage in critical thinking skills, but most of the lesson asked students to engage in lower-order thinking only. For example, students practiced single-step math problems for most of the observation, but at the end of the lesson were asked to describe the learned concept in their own words. Or, students completed an assignment that required them to recall/select information, and only a few students were asked to explain why they chose their response. In 47% of classrooms visited, higher-order thinking tasks and questions were ineffective; rigor was not observed. In these classrooms, learning activities required few, or no, students to engage in critical thinking skills, or only lower-level questions and tasks. For example, students completed activities that focused on finding words, labeling pictures, reciting responses, and recalling previously-learned information. Or, students completed worksheets but were not asked to explain their work. In a few instances, teachers provided the answer to the student, as opposed to allowing them to struggle with the content.

3	Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?	**Level 1: Intensive Support Required**

In-Class Assessment Strategies			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
12%	59%	18%	12%

- **In-class assessment strategies infrequently reveal students' thinking about learning goals.** The site visit team observed effective implementation of in-class assessment strategies in 12% of classrooms. In these classrooms, teachers used multiple, formative assessment strategies that aligned to the learning objective to assess all students in the class. For example, the teacher circulated to every student in the classroom to check his/her work. In addition, teachers asked questions and students' verbal responses were also used to gauge their understanding. In 18% of classrooms, the site visit team noted partially effective use of in-class assessment strategies. In these classrooms, the teacher used an assessment strategy that checked the understanding of most, but not all, students. For example, the teacher circulated to most students to check their work but collected other students' work for review at a later time. In other instances, the assessment strategy was used only to check if students' responses were correct or incorrect but did not assess students' thinking in further detail.

The site visit team observed partially ineffective implementation of in-class assessment strategies in 59% of classrooms. In some of these classrooms, assessment strategies were used to check the understanding of less than half of students. For example, the teacher asked questions, but only a few students answered the question or provided a response on the board; other students' work was not reviewed. Or, the teacher circulated to less than half of the students in the classroom to check their work. In other classrooms, the teacher used an assessment strategy that gave them only a partial sense of students' understanding. For example, students responded to a question chorally or provided a hand signal that showed agreement or disagreement but did not allow the teacher to identify precisely which and/or how many students understood. In 12% of classrooms, the site visit team noted ineffective use of in-class assessment strategies. In these classrooms, formal or informal assessment strategies were not used effectively to check students' understanding of the learning objectives. For example, students were asked questions but did not provide a response, so the teacher could not assess students' understanding of the lesson content.

Feedback			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
12%	82%	6%	0%

- **Frequent and specific feedback is rarely provided throughout the learning process.** The site visit team observed the partially ineffective delivery of feedback in 82% of classrooms. In these classrooms, only a few students received and used high-quality feedback. For example, only a few students were given feedback that helped them come to the correct answer or to expand their response. Or, the teacher circulated to only one group of students and provided feedback on the learning task, which these few students applied to their work. In some instances, students received feedback that indicated they were correct or incorrect, but the feedback did not extend their thinking or provide information that was then applied to the learning activity. In other instances, the feedback provided was only partially effective at clarifying misunderstandings. For example, students showed their work on the board, so all students received feedback, but the feedback was based on one student's understanding only; it was not clear if all students needed that feedback. Or, the teacher reviewed the answer for the whole class without identifying if students needed an explanation. In 12% of classrooms, the site visit team observed ineffective use of feedback. In these classrooms, students did not receive any feedback for the duration of the observation. For example, in one classroom, students provided incorrect responses and the lesson continued without clarification.

Domain 2: Students' Opportunities to Learn

Students' opportunities to learn are influenced by the *school-wide learning culture*, or the norms, values, and relationships students experience at school each day, as well as the *school-wide practices and interventions* that support students' academic and social-emotional learning. Research suggests that students learn best when their schools have a culture of high expectations for behavioral and academic performance *in concert with* a culture of caring and support. This context is further bolstered when schools monitor students' academic and behavioral progress, identify students' in need of more targeted support, and ensure interventions and guidance for students at risk of disengaging or failing

4. Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?	**Level 2: Targeted Support Required**

- **The school identifies struggling and at-risk students and is beginning to monitor student progress.** In focus groups, teachers described using a variety of assessments to measure and understand student learning – for example: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), STAR Reading, Accelerated Reading (AR), SpringBoard assessments, and teacher-created quizzes and tests. Teachers also reported using assessment information to identify students who were struggling, and employing some supports in the classroom (see below). When asked how they monitor student progress, school leadership and some teachers stated they use assessments to test and retest, and data are reviewed in team meetings. Others described how they are beginning to use progress monitoring tools (e.g., AIMSweb, easyCBM, NWEA's Map Growth), which provide individualized student tracking on the specific skills with which students are struggling. The principal indicated that training has been occurring on the above-mentioned progress monitoring tools; they believe that these tools will be a lever in improving student learning and achievement. For students who continue to struggle, school leadership and teachers indicated that the school has a student support team (SST) process. They described the steps the process – for example, teachers refer a student to the SST using the district referral form, which triggers an SST meeting with the teacher, psychologist, intervention specialist, and principal. At this meeting, they review areas of concern and identify interventions to be implemented for six-to-eight weeks. A follow-up meeting is then scheduled to review data and determine next steps. When asked about the effectiveness of the SST process in meeting students' needs, most staff described the process as slow and arduous. Some staff reported feeling discouraged, indicating that the SST is neither meeting students' needs nor resulting in placements to best serve the school's students.

- **The school implements some appropriate supports for struggling and at-risk students.** In focus groups, teachers reported that they support students who are struggling through differentiated instruction, small groups, and individualized instruction. Some teachers described creating learning stations to address skills with which students are struggling through differentiation and flexible groupings, stating that groups can change daily. School leadership and teachers also reported Accelerated Reader (AR), First in Math, Fundations, Leveled Literacy Interventions (LLI) and Study Island are in use at the school to support student learning. They also described how a reading specialist provides intervention to K-3 students who have not yet met the requirement for the Third Grade Reading Guarantee. In addition, teachers explained how interventionists push in to their classrooms to support small groups of students with Individualized Education Programs (IEPs), as well as other students who are struggling with similar concepts and skills. While several teachers reported

looking forward to the beginning of the tutoring program, they also indicated a desire to have started the program earlier in the school year. When asked about interventions provided as part of the SST process, some teachers reported that interventions are not always implemented and/or do not have the desired impact. Leadership reported that, at times, modifications and accommodations, as opposed to interventions, are implemented to support students. Finally, leadership and teachers described (and the site visit team observed) how the school provides a continuum of services in the general education setting for students with disabilities, as well as supports in a self-contained setting for students with more significant disabilities. Leaders and several teachers also described how students with disabilities have access to all art programs at the school.

5. Does the school have a safe, supportive learning environment that reflects high expectations?	**Level 3: Established**

- **The school provides a mostly safe environment to support students' learning.** When asked, school staff, parents, and students reported that the school is physically safe. They described how students who travel a distance to get to the school may not feel safe in transit. Several staff also noted (and the site visit team observed) several safety protocols that are not consistently followed – for example, exterior doors are sometimes propped open, and visitors are not always required to sign in and wear name tags. When asked, most teachers indicated that student misbehavior is not an issue at the school. In a focus group, students reported that learning is infrequently disrupted by behavior and when it is, it is because their peers are loud or threw something across the classroom. Staff and students also described how the school has general rules (e.g., be respectful, no fighting), which are reinforced at assemblies, and how teachers develop their own classroom rules. Several teachers and students described use of a "citizenship book" to document and track student misbehaviors and consequences. Most staff described how administration consistently handles students referred out of the classroom for behavior and stated an appreciation for this. In general, school staff reported that the school is safe from bullying. They reported there are instances of bullying but if it occurs, it is quickly addressed and resolved. Leadership, teachers, and students also described initiatives at the school to address bullying and create a positive environment – for example, Not on our Watch (NOW) anti-bullying program, Winning Against Violent Environments (WAVE) peer mediation program, and participation in the Stop The Hate Essay contest. Students indicated there is some bullying at the school but when asked to provide examples, they stated that some students are rude or judgmental. Parents reported confidence that school staff treat students the way they would treat their own children.

- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** As described above, stakeholders reported that the school has some supports to address bullying and build students' social-emotional learning (SEL) skills. Leadership and teachers reported that the school uses morning meetings and carpet time (at the younger grade levels) to check in with students and, in some instances, present SEL concepts. Some teachers described implementing the Promoting Alternative Thinking Strategies (PATHS) curriculum. In addition, staff reported the school has a partnership with Applewood to provide mental health services to students in need. Leadership, teachers, and students stated (and a review of documents confirmed) that there are a range of extracurricular options available at the school that provide additional activities for students – for example, advanced art band, drama, chess club and ambassadors of compassion, True2U mentoring program, and athletics (e.g., basketball, cheerleading). In addition, they cited a range of partnerships that bring additional programs into the school, which provide additional opportunities

for students to engage in the arts. These include: the center for arts-inspired learning, which brings artists into the school who help to connect art to the learning standards; music settlement to provide choral, string, and harp instruction; rhythm in the room (African drumming, dance and storytelling); Inlet Dance (dance instruction); and playhouse square partnership (field trips to theatrical productions). Finally, school staff and students described how students have positive relationships with peers and adults in the school. When asked, staff and students reported that all students have an adult in the building to whom they can go if they have a question or concern. They also described the school as a place students like to attend and often stay for years. Teachers explained there is frequent conversation between students and staff. Leadership also described activities, such as a "mix-it-up" lunch, which randomly matches students with peers, so they can meet and interact with students they may not know.

Domain 3: Educators' Opportunities to Learn

Teachers' opportunities to learn are influenced by the *school-wide professional culture*, or the norms, values, and relationships teachers experience at school each day, and the *school-wide practices* that support teachers' ongoing professional growth and collaboration. Research indicates that a culture of mutual responsibility, trust, and collective efficacy provides an essential foundation for teachers' and leaders' focused collaboration around instructional challenges. The school-wide culture and the school's supports for professional learning and collaboration contribute to teachers' collective capacity to deliver high-quality instruction, not just in individual classrooms, but across the school.

6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?	**Level 2: Targeted Support Required**

- **Some professional development (PD) is designed to address some school priorities and/or identified areas of need.** A review of the school's academic achievement plan (AAP) showed that collaboration with grade level teams to analyze student data was one of the strategies to support achievement of its goals. When asked about PD at the school, leadership and teachers described how teachers meet weekly in grade level teams with the principal and, in some instances, an instructional coach who is new to the school this winter. They explained (and a review of agendas confirmed) that this time is used to review data, look at student work, and analyze connections to the standards. Leadership reported that this time is part of the principal-directed 100 minutes; the remaining time is used in the mornings for staff meetings, committee meetings, or various trainings that need to be completed (e.g., WAVE training). In focus groups, teachers and leadership also stated that PD occurs at the beginning of the school year and during district release days. They described how some of this time has been spent on team-building activities (e.g., escape room), as well as activities focused on teaching and learning, including: examining data to determine students to target for application of half band strategy; unpacking NWEA standards; and identifying students at risk and reviewing interventions and additional supports needed. Finally, several teachers reported that the principal includes additional PD opportunities in the weekly staff bulletin and indicated they attend trainings outside of school on topics in which they are interested. When asked if PD was useful, teachers explained that some of it is useful, particularly when it applies to their work. Some staff also reported an appreciation for the team-building activities in an effort to improve the culture at the school.

- **Educators collaborate regularly; however, they are not always focused on effective instruction and students' progress.** As described above, teachers meet weekly with their grade level teams to review and analyze data and look at student work. Leadership and teachers explained that the principal typically sets the agenda for these meetings and/or recommends a topic to be discussed via the staff bulletin. They reported that grade level meetings occur once per week during common planning time. They also described how planning time during the remainder of the week is used for individual preparation, to touch base with colleagues, or other activities at the teachers' discretion. Several teachers indicated that intervention specialists attend weekly planning meetings on some occasions, but most planning occurs informally (i.e., in passing, via text message). Teachers also indicated that time to plan with encore teachers is limited; it occurs on their own time and as needed. While school staff reported collaborating and working together to support student learning throughout the day and, in some instances, before and after school, outside of the weekly grade level meetings, there is

no evidence of additional, uninterrupted times during which staff meetings have a clear and persistent focus on teaching and learning and used to make data-informed instructional decisions.

7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	**Level 2: Targeted Support Required**

- **Educators' mindsets and beliefs reflect shared commitments to students' learning.** When asked in focus groups, teachers and school leaders uniformly explained that the school's staff are committed to student learning, and that there is a shared belief that all students at the school can learn. In focus groups, they described their individual commitment to student learning and also reported a belief that their colleagues are equally committed to student learning. Some teachers indicated that staff choose to stay at the school because of the students. Several teachers explained a "kids-first mentality;" others described how the school welcomes all students and can immerse any student in their school community. Most teachers also conveyed a belief that student learning is their collective responsibility, describing how they do not give up on students. Several teachers described how all of the school's students are all of our students, further explaining they are all responsible for all the students in the school, not just those in their homeroom or classrooms. When asked for examples, several teachers reported how the school's staff may work with and/or provide support to students who are not in their class (i.e., those students they have made a connection with, or taught in prior years). One teacher stated, "You would never hear another teacher write off another student." Others described how intervention teachers provide supports to students who are struggling, in addition to students with IEPs. Finally, some teachers described how they hold each other accountable by working together to support students who are struggling.

- **The school does not always reflect a safe, trustworthy, and growth-oriented professional climate.** In focus groups, most staff described the adult culture as respectful and collegial, and indicated that a level of professionalism exists, especially when collaborations or conversations are focused on teaching, learning, or students' needs. Most teachers reported that relationships with their grade level teams are good and, in general, they are willing to lend a hand and support each other in their roles as educators. Some teachers explained how they are willing to help their colleagues, but also indicated the school's staff is not cohesive. Others described how the staff do not always get along, but most teachers can act professionally. Some staff members explained how there is division between some teachers, a lack of unity among the entire staff. Also, there are several cliques across the building. One staff member stated, "There is not the spirit that we are all in this together." Others described the adult culture as difficult, manipulative, divisive, and dysfunctional, stating some staff mesh together, others do not mesh, people talk behind others' backs, and there are a few individuals who make it extremely difficult for others to stay focused on student learning and well-being. When asked why, some teachers attributed divisions in the culture to the school's diverse teaching staff (i.e., new teachers, veteran teachers, very different personalities) and a willingness of some staff to make changes, whereas others want practices to exist as they have previously. Others indicated that this is a school where you can stay in your own room and be successful without having to mesh together because students are well-behaved, and the building is safe. Finally, most teachers cited the efforts of the principal to establish a more positive tone in the building. They reported feeling supported by administration and noted many efforts made (e.g., team-building activities, dialogue) to improve the school's culture.

Domain 4: Leadership

School leadership support the essential work of teaching and learning in schools. *School leadership* influences every aspect of a school's culture, organizational practices, and academic programs. In the SchoolWorks Quality Criteria, school leadership functions are represented by two dimensions. The first – instructional leadership – emphasizes overseeing and guiding the school's collective focus on instruction and student learning. The second – organizational leadership – involves leading strategic conversations and planning and ensuring effective school operations to advance the school's mission and vision.

8. Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?	**Level 2: Targeted Support Required**

- **The principal has a shared vision and goals for the school; however, the school has yet to establish a continuous improvement process to measure progress toward achieving goals.** When asked about the school's mission and vision, leadership and most teachers described how, in order to prepare students for the future, the school is working to promote academic success and to educate the whole child through arts integration. A few described how the school strives to provide a creative, safe environment that gives students critical thinking skills for the 21st century. When asked specifically about numeric goals, leadership cited specific attendance (e.g., 95 percent) and reading/math proficiency (i.e., increase 10 percent) goals. The site visit team also noted school goals from AAP listed in some staff bulletins. However, when asked, most teachers did not state specific school goals or performance targets. For example, some staff indicated that the goal is simply to increase test scores. Students cited that the school's goals are for students to come to school every day, follow the dress code, do what teachers ask of them, and get good grades. When asked about strategies to achieve school goals, leadership and teachers cited some strategies that are included in the AAP, which they also stated are being implemented in some classrooms (e.g., center-based and inquiry-based instruction, guided reading, integrated arts), but did not state how these strategies would help the school to achieve its goals or realize its vision. When asked how goals are monitored to drive improvement and how strategies are modified if the school is not making progress, leadership and teachers did not identify a process for reviewing and ensuring continuous improvement.

- **The principal is working to ensure that teachers deliver high-quality instruction.** Across focus groups, leadership and teachers reported that teachers are receiving feedback on instruction and classroom practices through formal and informal walkthroughs via the teacher development and evaluation system (TDES). They also indicated observations are on track. When asked, most teachers reported the feedback they receive via TDES is helpful. Some were able to cite examples of constructive feedback they had received (e.g., support with project-based learning, standards alignment, integrating and reinforcing academic vocabulary). Several teachers also reported that TDES is supportive and does not feel like a "got you," because the principal is a teacher and she is able to provide feedback that is useful to staff. In addition, most teachers reported that the principal is in classrooms and around the building frequently and, in some instances, they receive feedback from a quick pop-in. They described how sometimes this feedback is given verbally while in the classroom, via a follow-up conversation later in the day, or through email. Leadership reported that she has begun making a more concerted effort to provide non-evaluative feedback to several teachers and provided a form for the site visit team to review, which may be used to provide feedback in the future. While teachers are receiving feedback, there is no evidence to indicate they are held accountable for

applying feedback to their practice or that the feedback is improving the quality of instruction (see domain 1).

9. Do school leaders effectively orchestrate the school's operations?	**Level 3: Established**

- **The principal provides effective communication and inclusive decision making across the organization.** Leadership and teachers reported that most communications at the school occur via email, text message, and in person. They also described (and the site visit team reviewed) a staff bulletin that is sent out via email on Sundays and used to communicate important information (e.g., PD, TDES updates), as well as events occurring at the school each week. In general, teachers reported they know and understand what is happening at the school. Many teachers also explained how they often step into their colleagues' classrooms to check in or ask a question. Most teachers indicated that the principal has an open-door policy, is approachable, is an effective communicator, and they can go to her with questions or concerns. Others described how the principal sets the tone and acknowledged ways she has worked to improve the adult culture in the building. When asked if they have input on important decisions at the school, most staff reported feeling there are opportunities for their voice to be heard. Some teachers explained they do not feel afraid to ask for things and feel it will be considered even if the request is not answered or does not result in a desired change. Leadership and teachers also reported how the committees (e.g., culture, social, attendance, building leadership team [BLT], integrated arts team) exist at the school, which provides another vehicle for input. In addition, some teachers described how they provided input on the AAP and how meetings that occur at the school are open for anyone to attend if they choose to do so.

- **The school engages parents and community members to support the school environment and student learning.** In focus groups, stakeholders (i.e., leadership, teachers, parents, and students) described ways in which families are involved in the school community in support of student learning. Teachers and parents reported communicating with each other via phone calls, text message, at drop-off/pick-up and through various online gradebooks/resources. Leadership and parents described how robo-calls are used to communicate information to all parents schoolwide. Parents and several teachers also described how the principal knows every student in the building and is present daily at pick-up and drop-off. In addition, leadership, teachers, and parents described (and the site visit team reviewed) newsletters that are sent home monthly, which are used to communicate important school information (e.g., calendar of events, arts opportunities provided through partnerships, after-school activities, and student parent organization (SPO) information). Stakeholders also explained how the school hosts family events: some of which are for fun (e.g., meet-and-greet picnic); others highlighting work students are doing in the arts (e.g., art show, winter concert); and others focusing on academics (e.g., math night, English language arts Spooktacular). Leadership and some teachers also cited how the school has goals focused on involving families in student learning, which the site visit team noted were also included in the AAP (e.g., teachers, staff and administration will plan family events to promote a positive school culture and will utilize newsletters to increase home school communication). Finally, the school has a range of community partners who are used to support student learning and increase opportunities for arts integration at the school (e.g., the center for arts-inspired learning, music settlement, rhythm in the room, Inlet Dance).

Appendix A: Site Visit Team Members

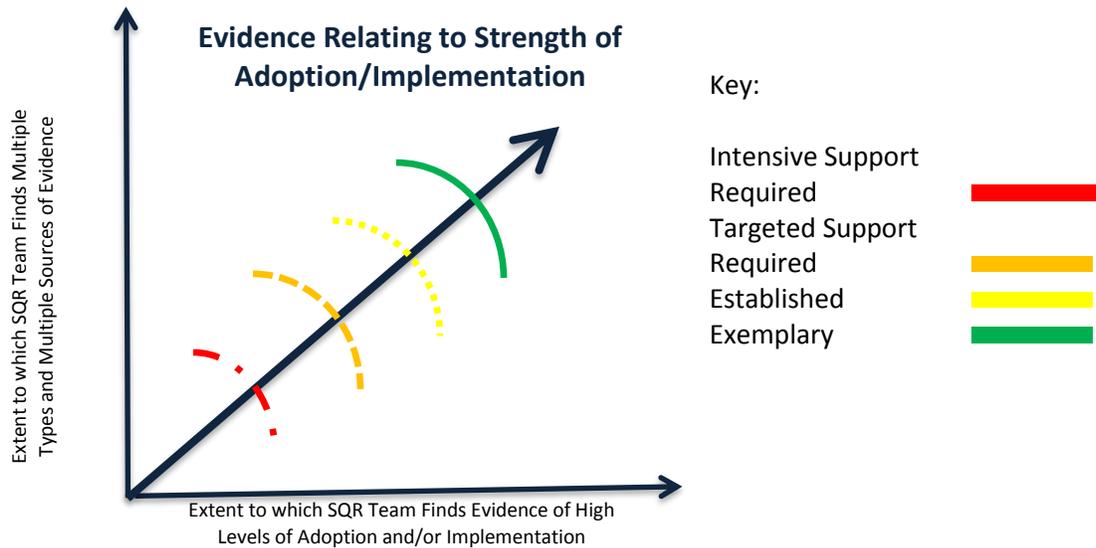The SQR to Newton D. Baker was conducted on February 5-6, 2018 by a team of educators from the Cleveland Metropolitan School District (CMSD) and SchoolWorks, LLC.

Megan Tupa, Team Leader and Writer   SchoolWorks, LLC

Erica Adams, Team Member   CMSD

Jill Cabe, Team Member   CMSD

Meagan Coggins, 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[2] and multiple sources[3] 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

Key:

Intensive Support Required — red

Targeted Support Required — orange

Established — yellow

Exemplary — green

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

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 17 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations.

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

	Indicator	Distribution of Scores (%)			
		Ineffective	*Partially Effective*		*Effective*
		1	**2**	**3**	**4**
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts N = 10	30%	70%	0%	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 = 7	29%	29%	43%	0%
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	0%	0%	35%	65%
	3. Structured Learning Environment Teacher preparation Learning time maximized	6%	41%	29%	24%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	0%	12%	35%	53%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	18%	41%	41%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	0%	41%	53%	6%
	7. Participation and Engagement Active student participation Perseverance	6%	12%	41%	41%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition	47%	53%	0%	0%
In-Class Assessment & Feedback	**9. Assessment Strategies** Use of formative assessments Alignment to academic content	12%	59%	18%	12%
	10. Feedback Feedback to students Student use of feedback	12%	82%	6%	0%