SchoolWorks
School Quality Review
Report

H. Barbara Booker School
October 12-14, 2016

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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, among other sources, data and information gathered on academic programs and performance, school climate, finance, operations, governance, and stakeholder satisfaction.

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 site visit team and the school work together to identify prioritized areas for improvement.

The 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 site visit team meets to discuss, sort, and analyze evidence it is collecting. The team uses evidence collected through these events to determine ratings in relation to the protocol's criteria and indicators. In addition, the review will include a half-day prioritization session on the third day to assist the school in identifying root causes of opportunities for improvement and identifying which opportunities for improvement are of the highest priority and most likely to impact student achievement. The outcome of the action planning process is a prioritized plan of next steps, including strategies, resources, and timelines to accomplish goals.

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

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Domains and Key Questions

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

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

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

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Domain 1: Instruction

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

Behavioral Expectations			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
13%	20%	40%	27%

- **Behavioral expectations are clearly communicated to students in most classrooms, and most students behave according to rules and expectations.** In focus groups, teachers reported they are required to submit a behavior management plan and post classroom rules, but they have autonomy in how each is developed and implemented. This was corroborated by school leaders, who indicated teachers should have a behavior management system in the classroom, but it looks different at each grade level. School staff also reported using Teach Like A Champion (e.g., no opt out, joy factor, star student) to establish expectations and reward positive behavior. The Academic Achievement Plan (AAP) cites Positive Behavioral Interventions and Supports (PBIS) as a strategic practice for the 2016-2017 school year; both school leaders and teachers reported PBIS implementation was in its initial phases. School leaders, teachers, parents, and students cited ClassDojo points as a schoolwide tool used to discipline misbehavior and reinforce positive behaviors, which the site visit team observed when visiting classrooms. In 27% of classrooms, effective implementation of behavioral expectations was noted. Students consistently behaved for the duration of the observation and instances of misbehavior were redirected without disrupting the lesson (e.g., track the teacher and move seamlessly back to instruction). In 60% of classrooms, partially effective implementation of behavioral expectations was observed. For example, some students behaved appropriately throughout the lesson, whereas other students were off-task for part of the lesson (e.g., talking to other students, engaging in activities unrelated to the learning activity). In other classrooms, student misbehavior was inconsistently redirected; also, redirection (e.g., clap and respond, songs) was effective for a short time only. In 13% of classrooms, the site visit team observed ineffective implementation of behavioral expectations. During these observations, misbehavior persisted throughout the lesson, which was disruptive to students who were on task. Also, student misbehavior was not addressed (e.g., walking around the room, laying on the rug, making noise with the desk).

Structured Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
13%	47%	33%	7%

- **The learning environment is structured in most classrooms; however, instructional time is not always maximized.** In the majority of lessons observed, teachers were generally prepared to deliver the lesson across classrooms. For example, materials were prepared and readily available for students to access. However, student learning time was not always maximized and agendas were not consistently posted in most classrooms. In focus groups, school leaders reported teachers should have an agenda and schedule, but some staff are still working on establishing daily routines. In the majority

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

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of classrooms (80%), a partially effective learning environment was observed. In most of these classrooms, the site visit team noted the teacher had prepared for the lesson (e.g., materials were available for students, centers were ready for student use). However, the lesson did not follow a clear agenda and/or description of classroom activities was not provided to students. For example, in some classrooms, an agenda was not posted. In other classrooms, lesson activities were posted (e.g., do now, independent work, word map), but were not described to ensure students understood the learning tasks. In some classrooms, learning time was maximized for part of the lesson but not all of the lesson. For instance, students were engaged in lesson activities (e.g., completing worksheets, participating in centers, listening to the lesson) for most of the observation, but required redirection to stay on task or complete transitions. For example, teachers repeated lesson instructions numerous times, or students did not transition to the next activity with the correct materials, requiring additional guidance from the teacher, which took away from instructional time. In 13% of classrooms, the site visit team noted ineffective implementation of structured learning environments. In these instances, an agenda was not posted and activities (e.g., worksheets) were provided to students without instructions to ensure they understood what they are supposed to be doing and learning.

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

Focused Instruction			
Ineffective	Partially Effective		Effective
1	2	3	4
33%	53%	13%	0%

Teachers do not consistently provide students with clear learning goals/objectives and provide aligned and focused instruction. In 33% of classrooms, the site visit team observed ineffective implementation of focused instruction. In these classrooms, lesson activities did not hold high expectations for students or hold them accountable for meeting learning goals. For example, classroom activities consisted of students completing independent work (e.g., worksheets) or teacher-led discussion based on a worksheet without explanation of the learning objective. In several classrooms visited, the learning objective was neither posted nor explained to ensure that students knew the purpose of, and expectations for, the lesson. In other classrooms, the lesson objective (i.e., I can statement) was posted but did not match lesson activities. For example, the math objective posted did not align to the academic content on the worksheets students were completing. The site visit team observed partially effective implementation of focused instruction in 66% of visited classrooms. In some of these classrooms, a learning objective was not posted and the teacher did not define lesson expectations. However, classroom activities were based on learning goals (e.g., define story elements, identify nouns) and considered differentiated learning expectations for students (e.g., leveled readers, guided reading group focused on comprehension). Or the delivery of the lesson modeled correct use of academic content and concepts (e.g., rehearses steps, questions, models use of graphic organizer) before asking students to complete the learning task on their own. In other classrooms, there were posted learning goals (e.g., I can write a narrative with descriptive details and sequence of events; I can use basic fact features to read), but the objective did not consistently link to the lesson observed.

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

- **Instruction does not require students to use and develop higher-order thinking skills.** The site visit team noted that instruction requiring higher-order thinking was partially effective in 53% of observed classrooms. In these classrooms, students were asked a few higher-order questions (e.g., predict a plot). However, these questions were included in only part of a lesson; other parts of the lesson focused on lower-level questions and tasks (e.g., who, what, worksheets with comprehension questions). In other classrooms, questions asked students to use application skills (e.g., identify a pattern, give examples), which provided a moderate – but not high – level of rigor. In 47% of classrooms visited, higher-order thinking tasks and questions were not observed. Learning activities asked students to complete single-step assignments only, and the majority of questions required summary or recall only. For example, students were asked to answer questions about basic concepts, recall information, tell what they saw in a picture, find words, underline and trace – all lower-level thinking questions and tasks. In other classrooms, questions were not asked for the duration of the observation, or questions focused on the activity directions and not academic content; as a result, students were not asked to challenge their thinking. The site visit team did not observe effective implementation of higher-order thinking tasks in any Booker classrooms. In a focus group, the site visit team polled students on the rigor of their coursework (i.e., easy, medium, hard). All students indicated that classes were either easy or medium (not hard) across subject areas (math, science, social studies, English language arts).

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

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
60%	27%	13%	0%

- **In-class assessment strategies are not used to reveal students' thinking about learning goals.** In the majority of observed classrooms (60%), the site visit team did not find in-class assessments being used. In some classrooms, while students were asked questions, the questions were not related to academic content. For example, questions focused on the task directions or assignment completion (e.g., "What are we talking about?" "Are you answering the right question?" What is on your paper?"). In several classrooms, teachers monitored student completion of the assignment (e.g., worksheet) by circulating the room to check the understanding of a few – but not the majority – of students. In a few classrooms, assessment strategies were not used to assess student understanding of the learning objective. In 40% of classrooms, the site visit team observed partially effective implementation of in-class assessment strategies. In these classes, teachers used assessment strategies that provided a general – but not precise – sense of students' understanding (e.g., choral responses, hold up fingers, raise your hand if you understand). In other instances, only some students were asked a question without volunteering. This provided information on one or two students' understanding, but not

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whole class understanding. The site visit team did not observe effective implementation of assessment strategies in any Booker classrooms. In focus groups, school leaders reported they are working on different ways to assess student learning and recently provided professional development on "60 formative assessments." (This was confirmed in a review of the October 10, 2016 agenda.) Teachers reported using an array of assessments (e.g., circulating the room, observation, checklists to monitor correct/incorrect answers), also indicating they are responsible for identify and selecting assessments that will be used in their daily lessons. However, this was not observed in the majority of lessons.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
67%	27%	7%	0%

- **Students do not receive specific feedback during the learning process.** Because in-class assessments were infrequently observed in classrooms, opportunities for students to receive feedback during the learning process were limited. In 67% of classrooms, the site visit team did not observe students receiving feedback specific to the lesson objective or learning goals. In some classrooms, the teacher circulated the classroom but feedback was focused on task completion only (e.g., "I like that you're looking at the book." "I need you to cite the text.") or assignment directions (e.g., "Find the page."). In other instances, feedback was not used to clarify misunderstanding, only to inform students that the response is correct (e.g., "Great job!") or incorrect ("No, make a table."). In several classrooms, students did not receive feedback at all during the observation. The site visit team observed the partially effective use of specific feedback in 34% of classes. In some of these classrooms, a few students received high-quality feedback (e.g., teachers conferencing with individual student); however, the majority of students did not receive feedback. In other classrooms, students were asked to give feedback to each other, but it was not checked by the teacher. Or, all students received feedback, but it was based on one student's answer (e.g., reviewing worksheet responses); therefore, it was not clear if feedback addressed varied misunderstandings or corrected errors for other students in the class. The site visit team did not observe effective implementation of feedback in any Booker classrooms. Consistent with the site visit team observations, school leaders reported that feedback is still a work in progress, and most feedback provided to students is regarding how well the task was completed.

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Domain 2: Students' Opportunities to Learn

4. The school identifies and supports special education students, English language learners, and students who are struggling or at risk.	**Intensive Support Required**

- **A structure exists to identify students who are struggling; however, there is not a system for monitoring student progress or the effectiveness of supports.** School leaders and teachers uniformly described the Student Support Team (SST), which meets weekly to identify and address the needs of students who may require additional academic or behavioral support. A review of documentation provided to the site visit team confirmed the school uses the district's SST Referral Form. School leaders and teachers also described following the 30-, 60-, and 90-day scheduling and evaluation timeline procedures for students who may be suspected of having a disability. The school's SST binder included a calendar of regularly-scheduled meeting times, as well as a summary of teacher and/or parent concerns about students. Both teachers and administrators reported that teachers collect data and bring this information to SST meetings. Teachers described a variety of data that may be used to refer students (e.g., informal assessments, classroom observations, formal assessments), which is then discussed at SST meetings. One staff member stated, "the data is whatever [teachers] have." Another stated, "[We] bring as much data as you can and any interventions that have been tried in the classroom." A review of student summary sheets from SST meetings showed mention of STAR Early Literacy assessment and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) data in some student files. Additional examples of student performance measures cited in the SST summary sheets included, for example: assignments take longer than normal; cannot count; really struggling in math; reads lower level books; and not sure [student] can read. While there is a structure to identify and discuss students who are struggling, it is not clear that student performance data are used in order to identify students' specific learning needs or interpreted according to risk-indicator criteria in order to identify students in need of academic or behavioral supports. Although there is a structure to identify students who are struggling, there was no evidence that the school has an articulated procedure for how student progress is monitored to determine the effectiveness of interventions, once implemented.
- **The school has a variety of supports for struggling and at-risk students; however, it is not clear that supports are specifically targeted to student needs.** Both teachers and school leaders described a variety of programs and strategies that are used to support students who are struggling, including Study Island, Front Row, Khan Academy, and NWEA MAP Learning Continuum. The aforementioned are also listed as strategic practices to improve academic performance in the school's AAP. A few teachers reported using small-group instruction or splitting students into groups in order to provide support to students who are struggling. A review of student summary sheets from SST meetings listed the following interventions for some students: summer school; modified assignments; after-school tutoring; and reduced homework. Student summary sheets reviewed by the site visit team did not include intervention programs, such as Study Island, Front Row or Khan Academy. As stated above, it is not clear how student performance data are used to identify students' specific learning needs or risk indicators. As a result, it is not clear how interventions are being used to remediate gaps in skill or content knowledge, or that methods for systematically monitoring student progress are in place at the school at a level that will impact student achievement schoolwide. Data were not provided to indicate how intervention programs were being used to target specific skills with which students were struggling, the effectiveness of intervention programs or the impact of tutoring, summer school, or modified assignments. In focus groups, school leaders and teachers described the new inclusion

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model that is being implemented at the middle school this year, stating it is only effectively supporting the learning needs of some students with disabilities. Both administrators and teachers reported not all students' learning goals can be met in an inclusive setting; they are in the process of reviewing Individualized Education Programs (IEPs) and classroom data to which students require supports beyond the general classroom setting.

5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Targeted Support Required**

- **School leaders and staff have established an environment that provides opportunities for students to form positive relationships with peers and adults in the school.** School leaders and teachers uniformly reported that creating a culture with positive relationship that is conducive to student learning has been a primary goal at Booker. Documentation from Back-to-School-Night 2016 highlighted the school's goal to "build a positive culture by encouraging skills like helping others and perseverance." In addition, the site visit team reviewed a School-Wide Culture Plan that outlines a vision, rules, behavioral expectations, ways to build a supportive environment, and weekly focus areas to support implementation during the first six weeks of school (e.g., hall procedures, dismissal procedures, activities for scholars focused on confidence, commitment, and caring). In a focus group, parents stated the school is dedicated to ensuring "the best interest of the children" and noted improvements under the current administration in the last three years. When asked what they like best about the school, students cited their teachers, indicating they can go to anyone with a question or concern. In focus groups, school leaders and teachers described use of the Promoting Alternative Teaching Strategies (PATHS) program to support students social and emotional (SEL) development, which is in its initial phases of implementation. The 2016-2017 AAP cites strategic practices such as PBIS, Not on our Watch (NOW), and Winning Against Violent Environments (WAVE) programs in order to continue to promote a positive culture, safety, and anti-bullying. In focus groups, school leaders and teachers reported (and a review of flyers confirmed) that the school also has a number of after-school programs (e.g., Let's Move, Boys Council, Sisterhood Dance, Basketball, Boy Scouts, Girl Scouts, Diversity Club) that offer additional opportunities for students to engage with peers and adults, as well as community-based partnerships also provide additional supports to students and families – for example: Beech Brook counseling services, dental and vision screenings, and a partnership with Sherwin Williams that offers a range of programs (e.g., career day, science fair, junior achievement).
- **The school engages families in support of student learning.** Teachers described various ways in which they communicate with parents, including notes back and forth, weekly homework packets, signed behavior charts, phone logs, and text messages. They also highlighted ClassDojo as a primary form of communication between school and home, where they can send pictures, provide updates on class activities, and reports on student performance. Parents confirmed the use of ClassDojo and reported using ClassDojo to view projects being completed at school, classroom photos, and homework assignments. Parents also indicated they appreciate the transparency ClassDojo provides, which keeps them "on the same team" with the school. The Barbara Booker 2016-2017 AAP includes strategies for increasing parent engagement in the school community and describes using ClassDojo, School Messenger, School Newsletters, as well as family engagement nights, such as literacy night so parents can learn how to help their children at home. School leaders, parents, and teachers described events hosted at Booker to increase parent participation in the school community – the father's walk and daddy-daughter dance, as well as an active parent advisory council (PAC) that meets monthly. In addition, the site visit team reviewed monthly parent newsletters that include information specific to

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the school (e.g., upcoming events, awards for top ClassDojo winners), as well as general information about school and district initiatives. The principal described having an open-door policy and wanting parents to feel welcome in the school, reporting there has been an increased presence of families in the building. School leaders also highlighted robo calls and twitter as methods used to communicate with parents.

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Domain 3: Educators' Opportunities to Learn

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

- **Professional development (PD) is not yet designed to address school priorities, improvement goals, and/ or identified areas of need.** While teachers, school administrators, and the AAP cited a range of PD activities, clear alignment to school priorities, improvement goals, or targeted areas of need was neither described by stakeholders nor fully evident in the site visit team's review of documentation. More specifically, teachers and school administrators listed a variety of PD topics that have been presented at the school (e.g., Teach Like a Champion, no-opt-out, vocabulary acquisition, differentiated instruction, PBIS, peer-tutoring). In addition, the school's AAP lists a variety of PD to support implementation of the school's priorities and strategic practices – for example, retraining on ClassDojo; PBIS training; training on effective use of Khan Academy, Study Island, Front Row and the NWEA Learning Continuum; professional development on co-teaching, IEP goal writing; and reading strategies. School leaders acknowledged that PD should be based on the AAP, but they also indicated the AAP was recently approved at the school and, as a result, leadership is working to firm up the calendar for PD activities this school year. At the time of the site visit, a PD calendar was not available for the site visit team to review upcoming training activities or the number of PD days scheduled to occur throughout the school year. Teachers reported they were typically informed of upcoming PD topics when they received the weekly email bulletin from the principal. Teachers also reported PD was primarily scheduled on release day or before school during mandated time. Some teachers indicated that PD provided at the school is driven by administration (school or district) and, as a result, is not always applicable. Teachers described attending various trainings provided by the district to support their individual development. Administrators reported that exit tickets are sometimes used to gather feedback on PD activities, but that teachers have not been surveyed to understand their needs and interests.
- **Educators' collaborations are not used strategically to improve instructional practices and student learning.** Teachers and administrators reported that teacher-based teams (TBTs) meet weekly and provide a regularly scheduled, structured time for formal teacher collaboration. Teachers described meeting in grade-level bands, including special education teachers who serve students at those grade levels. Teachers and school leaders reported feedback is provided by the building leadership team (BLT) to each TBT and includes strengths and challenges (confirmed in document review of a BLT to TBT feedback protocol). Teachers also stated the principal or curriculum and instruction specialist (CIS) participates in TBT meetings to provide additional feedback, rotating teams each week. School leaders reported (and teachers confirmed) that each TBT is responsible for setting its agenda and focus area, which is different from last year when administration identified a standard of focus schoolwide. Most teachers indicated TBTs have been helpful in informing lessons and identifying resources that may be necessary, but that it has been difficult to find a common focus area across subject areas. While TBT meetings provide some structured time for staff to focus on teaching and learning, it is not clear that topics are aligned to school goals or focused on areas of practice that require improvement. Both administrators and teachers noted there is still an emphasis on TBT and completing the TBT process and associated paperwork according to required procedures. This can distract from the TBTs primary purpose, which is to focus on improving teaching and learning. Teachers reported engaging in informal collaborations throughout the day (i.e., talk to each other, grab a minute of time) but there is no structured planning time beyond TBT meetings. According to daily schedules reviewed by the site visit

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team, teachers have common planning periods with their grade-level teams every day. Teachers described using this time primarily for lesson planning and grading papers. Further, additional opportunities to collaborate exist during the school day and are not being fully utilized to impact instructional practices and student achievement.

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

- **Educators' mindsets and beliefs do not reflect a shared commitment to student achievement.** As previously described, creating a culture that is safe and supportive has been a primary goal at Booker (see Key Question 5). When asked in focus groups about the school's goals, administrators and most teachers cited the general focus areas in the AAP (i.e., attendance, improving test scores, increasing Culture for Learning [CFL] survey results). Other teachers described specific initiatives related to school culture (e.g., building rapport, increased social emotional support for students, PATHS, PBIS). However, teachers also cited barriers to student achievement that are external to the school. For example, poor student attendance, poverty, violence in the community, and limited parent participation, also indicating that education is not a priority for some students and families. Administrators acknowledged that in some cases, the school's staff are, "making excuses for where kids are," (i.e., low student achievement rates) and that student learning growth is considered an accomplishment, but that students are "still performing at some of the lowest rates in the district." For example, school leaders and teachers described growth goals when discussing student performance, citing a goal of 13% student passing as an accomplishment, because previously, no students passed. In focus groups, students reported their goals were to be at school every day, learn something every day, and receive a higher score each time they take a test. There was no evidence to indicate a schoolwide commitment to high expectations for learning and achievement for all students.
- **The school does not consistently reflect a trustworthy and growth-oriented professional climate.** Teachers reported the staff is supportive, collaborative, and, in particular, work well with their grade-level teams. Teachers also indicated they are comfortable with open dialogue and appreciate feedback from informal conversations with both administrators and peers. The principal reported using open communications and sharing personal experiences with staff as a way of building trust, but also indicated this has not always been effective. School leaders also reported efforts to increase positive feedback and notes of encouragement to improve morale and ensure teachers know they are appreciated. However, there was no evidence to indicate the school community has begun to embrace a culture of professional growth and blame-free conversations that places teaching and learning at the forefront. School leaders reported that attempts to conduct reflective conversations with staff about practices have been difficult and not always well-received. School leaders acknowledged that this may be a result of their past delivery of information during staff meetings, citing both messaging and format (e.g., via newsletters and/or emails without consistent structure). As a result, school leadership shared that some teachers have become defensive instead of open to constructive feedback. Furthermore, teachers indicated that they do not believe: PD activities are always applicable to their trade (see Key Question 6); TBTs are maximized to support instructional benefit and teacher growth (see Key Question 6); and feedback provided via non-evaluative evaluations is not at the level of adoption to help teachers grow (see Key Question 8).

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Domain 4: Governance and Leadership

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

- **School leaders do not ensure teachers consistently deliver high-quality instruction.** School leaders and teachers described two primary mechanisms for providing feedback on instructional practices: 1) classroom observations as part of the district-based Teacher Development Evaluation System (TDES); and 2) non-evaluative observations conducted by the principal and CIS, which are new this school year. School leaders stated non-evaluative observations are intended to provide teachers additional feedback on classroom practices and to improve the culture of feedback in the school. School leaders also discussed feedback has not always been well-received. Similarly, teachers indicated that feedback is not consistently helpful, constructive, or focused on practices specific to teaching and learning (e.g., physical appearance of classroom). Also, several teachers reported feeling at least some of the feedback is subjective. A review of non-evaluative feedback by the site visit team showed notes based on what the observer saw in the classroom (e.g., students were on task drawing, teacher reviews vocabulary, students identify words), as well as a list of reflection questions (e.g., "How could you have engaged more students in this activity?" "How do you know when students master their work?"). However, notes did not include specific feedback (positive or constructive) on practices observed. In focus groups, teachers described receiving feedback that was mostly negative at the beginning of the year, but has improved to include some praise as well. While school leaders indicated that classrooms are randomly selected for observation, teachers reported they were unclear how non-evaluative observations are scheduled and how feedback will be received (i.e., via email, verbally). When asked about how non-evaluative observations are used to support teacher practice, school leaders could not give examples of how the feedback is used to provide high quality instructional models or coaching support. School leaders explained non-evaluative observations are a new practice and they have just begun to calibrate feedback. Furthermore, evidence to indicate classroom observation information is being used to identify areas of practice that could benefit from PD were not evident in review of documentation by the site visit team or during focus groups.
- **A schoolwide data culture is in its initial phases of development at the school.** School administrators and teachers described a variety of formal assessments across grade levels (e.g., Kindergarten Readiness Assessment (KRA), NWEA MAP, STAR tests) that are used at Booker. At the time of the site visit, school leaders reported having just finished completing analysis (i.e., Fall-to-Fall growth) on NWEA MAP scores that will help both leadership and teachers better understand students' learning needs. They also indicated NWEA data will be used to help develop student learning objectives (SLOs) and to provide focus on the learning continuum in order to increase student growth – a strategic practice also cited in the 2016-2017 AAP. School leaders also reported working on establishing schoolwide goals, noting at the current time, only a few classrooms have specific student achievement goals. School administrators, teachers, and students stated the after-school tutoring program is currently for whomever is interested. However, since NWEA analysis has been completed, school leaders reported the plans to shift the tutoring program to one based on student need. Teachers described informal classroom assessments (e.g., observations, checklists) that are primarily teacher-developed and not system driven. Some teachers discussed grouping students in various ways that is based on student performance. Teachers reported using observations and classroom work as the primary sources of information to place students in groups. Students reported that groups were sometimes formed in their classrooms – one group moves slower – but that everyone was completing

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the same assignment. School leaders acknowledged that review of student results is occurring primarily in the form of responses on worksheets and assignments and that there is a desire to develop a more robust assessment system to inform teaching and learning beyond standardized tests. While assessments are being used in various ways at the school, there is no evidence of a schoolwide system that is used to review, analyze, and act upon student performance data in order to inform instruction, increase student learning, or improve school effectiveness.

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

- **School leaders have begun to communicate across the organization; however, decision-making is not consistently inclusive and/or transparent.** As previously described, school stakeholders (administrators, teachers, parents, students) report supportive and respectful communications at the school. School leaders indicated staff, parents, and students have access to administration; the principal described having an open door policy. Teachers confirmed school leaders are accessible and also reported there is open dialogue with both administrators and peers. Parents highlighted multiple forms of communication with the school (see Key Question 5), and students reported adults in the building make an effort to get to know all students and address them by name. School leaders and teachers reported staff meetings several times per month are used to provide staff updates on important initiatives and other building events. In addition, staff described receiving weekly newsletters, and parents reported receiving monthly newsletters from the principal (confirmed in a review by the site visit team) as another form of regular communication. Booker staff described several committees that include teacher representation and offers occasions for staff to be involved in planning and implementing school policies. These committees include: academic achievement plan (AAP); building leadership team (BLT); student learning objective (SLO); and student based budgeting (SBB). School leaders indicated it is often the same group of teachers who volunteer for committees, but part of their role is to gather input from staff and bring it back to the discussion. Teachers reported having input on some decisions (e.g., voting on the AAP, selecting intervention programs) but not on other decisions (e.g., use of non-evaluative observations, implementation of the inclusion model, TBT topics). In addition, parents reported having a voice through the PAC, and students described the Student Council as a way students are involved in planning and decision-making.
- **School leadership has established a safe learning environment; however, not all operations are fully focused on improving student achievement.** As indicated previously, it has been a priority at the school to establish a climate that is safe and conducive to learning. The School-Wide Culture Plan outlines strategies for building a supportive environment and encouraging preventative discipline. Parents, students, and teachers reported that the school provides a safe learning environment. In focus groups, the site visit team learned some resources have been allocated to support the student experience (e.g., investment in laptops so students can practice with the technology prior to testing). However, school leaders and teachers reported that they do not have the resources to fully train all staff on the PATHS program or to implement aspects of the academic program, citing insufficient staff to fully implement the inclusion model in the middle school. However, school leaders have just begun to establish procedures, practices, or systems that provide impact on teaching and student learning. For example, school leaders and staff explained the use of TDES to evaluate staff and provide feedback on instruction. Use of non-evaluative observations were also described as a feedback mechanism; however, staff reported these have yet to become a practice that improves instruction. In addition, school leaders reported having just finished analyzing NWEA data and, as a result, a system of using

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student performance to drive instruction has yet to be implemented. Both teachers and leaders also expressed there has been a lack of time to fully implement the NWEA learning continuum in order to address students specific learning needs, and this will be a future focus.

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Prioritization Process

The site visit team met with the H. Barbara Booker School's leadership team to review its findings, discuss the school's areas of strengths and areas for improvement, prioritize areas for improvement, and discuss ways to address the identified areas for improvement.

School leaders and the site visit team agreed that there are significant strengths present in the school. Areas of strength the team discussed included the safe and supportive learning environment. The site visit team also noted the following areas for growth: use of varied instructional strategies, use of learning objectives to drive learning activities, and use of higher-order thinking skills.

The group identified instruction as the area for growth to prioritize. The group identified the following priority within this Key Question as having the most potential impact on the success of the school as a whole: use of learning objectives to drive learning activities.

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

Goal: It is clear the lesson objectives consistently drive lesson activities.

Success Measure: By October 14, 2017, Booker teachers will ensure a learning objective drives lesson activities. An example measure = 33% of teachers partially effective (3) and 67% of teachers effectively (4).

Actions	Target Dates	Champions
Prioritize meeting time; how to leverage TBT time	11/22/16	BLT
Research documented best practices for use of objectives in classroom lessons	11/22/16	BLT member-teacher
Understand (through use of surveys) and address staff beliefs and perceptions regarding the importance of learning objectives	11/22/16	BLT member-teacher
Foster a culture of trust, support and buy-in regarding the importance of the use of learning objectives in lesson delivery	1/9/17	BLT member-teacher
Launch strategies to improve use of learning objectives in lesson activities that considers comprehension (what do these objectives sound, look and feel like) and understanding of and application in the classroom as well as school visits, videos, peer coaches to support high quality implementation.	1/9/17 2/8/17	BLT

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Appendix A: Site Visit Team Members

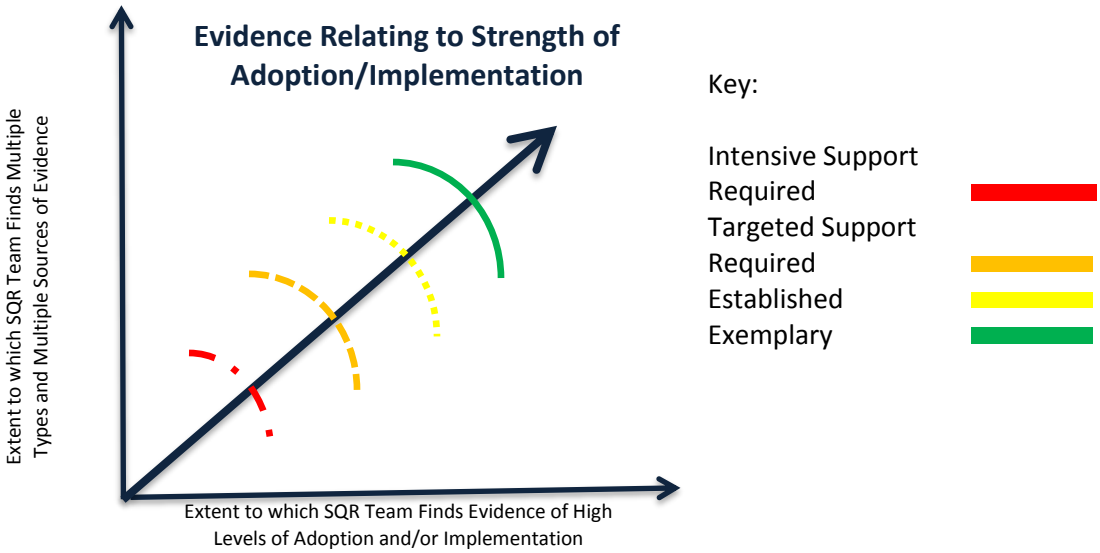
The SQR to H. Barbara Booker School was conducted on October 12-14, 2016 by a team of educators from SchoolWorks, LLC.

Kara Dunn, Team Leader	SchoolWorks, LLC
Megan Tupa, Team Writer	SchoolWorks, LLC

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Appendix B: Implementation Rubric

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



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.

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Appendix C: Summary of Classroom Observation Data

During the site visit, the team conducted 15 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 = 6	80%	0%	20%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice N = 4	75%	25%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	13%	20%	40%	27%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	13%	47%	33%	7%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	7%	33%	33%	27%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	33%	53%	13%	0%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	20%	40%	27%	13%
	7. Cognitive Engagement Active student participation Perseverance	27%	27%	47%	0%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	47%	53%	0%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	60%	27%	13%	0%
	10. Adjustments to Instruction Adjustment of instructional Strategies Adjustment of content Adjustment of organization of students	100%	0%	0%	0%
	11. Feedback Feedback to students Student use of feedback	67%	27%	7%	0%

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