SchoolWorks
School Quality Review
Report

New Tech East High School
February 14-16, 2017

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About the SchoolWorks School Quality Review Process

The Cleveland Metropolitan School District (CMSD) envisions 21st Century Schools of Choice in which students will be challenged with a rigorous curriculum that considers the individual learning styles, program preferences, and academic capabilities of each student, while engaging the highest quality professional educators, administrators, and support staff available. As part of Cleveland's Plan for Transforming Schools, CMSD has adopted a portfolio district strategy that includes: growing the number of high quality district and charter schools, and closing or replacing failing schools; focusing the district's central office on its role in school support and governance, while transferring authority and resources to schools; investing and phasing in high leverage school reforms across all levels; and increased accountability for all schools in the district through the creation of the Cleveland Transformation Alliance (CTA). CMSD has partnered with stakeholders to create a school performance framework that will be used to provide a comprehensive assessment of the quality of each school in the district. The comprehensive assessment will be an evidence-based process that includes data and information gathered on academic programs and performance, school climate, finance, operations, governance, and stakeholder satisfaction, among other sources.

CMSD has engaged SchoolWorks as a partner in implementing a school quality review (SQR) process aligned to CMSD initiatives and the school performance framework. The SQRs are used as one component of a comprehensive assessment of the quality of each school in the district; they are used to provide formative feedback to schools. Reviews include an action planning process in which the team and the school work together to identify prioritized areas for improvement.

The School Quality Review (SQR) protocol and review process provides a third-party perspective on current school quality for all students. The process will include two days of collecting evidence on site through interviews, classroom visits, and document review. While on site, the team meets to discuss, sort, and analyze evidence it is collecting. The site visit team uses evidence collected through these events to determine ratings in relation to the protocol's criteria and indicators. In addition, the review will include a half-day prioritization session on the third day to assist the school in identifying root causes of opportunities for improvement and identifying which opportunities for improvement are of the highest priority and most likely to impact student achievement. The outcome of the action planning process is a prioritized plan of next steps, including strategies, resources, and timelines to accomplish goals.

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

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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.*	**Level 1: Intensive Support Required**
2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 1: 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.*	**Level 1: 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.*	**Level 2: Targeted Support Required**
5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 2: 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.*	**Level 3: Established**
7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 2: Targeted Support Required**
Domain 4: Governance and Leadership	
8. *School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.*	**Level 2: Targeted Support Required**
9. *School leaders effectively orchestrate the school's operations.*	**Level 3: Established**

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Domain 1: Instruction

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

Structured Learning Environment			
Ineffective	Partially Effective		Effective[1]
1	2	3	4
25%	50%	17%	8%

- **The learning environment is not consistently structured, nor is learning time maximized.** In 67% of classrooms (n=12), site visit team members observed partially effective establishment of a structured learning environment. These classrooms were characterized most often by a slow instructional pace. For example, in one class, students worked in pairs to search informational texts to define vocabulary, identify facts, and write answers on a two-page worksheet. After 20 minutes, most students were still on the first few definitions. In another class, students spent more than 15 minutes solving three two-step problems. And in another class, students spent 20 minutes inserting basic information into a graphic organizer. In 25% of classrooms, site visit team members observed ineffective establishment of a structured learning environment. In these classrooms, learning time was lost because of poor teacher preparation and a slow instructional pace. In one class, for example, students had little opportunity to learn because the teacher spent approximately 10 minutes connecting the technology. Once the technology functioned, the room was too dark, and the displayed text was extremely small. The two students that appeared to be paying attention to the lesson moved their seats directly in front of the screen. In another class, the slow pace caused many students to sit idly or disrupt the lesson. In this class, the teacher directed students to read vocabulary words and definitions for approximately seven minutes. Next, the teacher took approximately three minutes to assign student groups, which resulted in additional lost learning time.

Supportive Learning Environment			
Ineffective	Partially Effective		Effective
1	2	3	4
17%	33%	33%	17%

- **Classroom interactions are not always cooperative and conducive to learning.** In focus groups, school leaders, teachers, and students reported (and site visit team members observed displays throughout the school) that trust, respect, and responsibility are New Tech norms. Moreover, all stakeholders explained (and a review of the 2016-2017 New Tech Staff Handbook confirmed) that Project-Based Learning (PBL) is the main instructional approach and that cooperation is central to PBL. School leaders, teachers, and students reported that students are held accountable for their part in group projects by signing a contract. In 17% of classrooms, site visit team members observed effective establishment of a supportive and cooperative learning environment. In these classrooms, teachers and students displayed respect for another, teachers were responsive to students, and students assisted each other during group work. For example, in one classroom, while some students were working at computer stations, other students assisted their classmates ensuring that they understood the task. In 66% of classrooms, site visit team members observed partially effective establishment of supportive and cooperative classrooms. These classrooms were characterized by teachers who were

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

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not responsive to all student needs, and where classroom interactions were not always respectful. In one class, for example, a few students had their heads down during the lesson. The teacher did not try to re-engage those students, nor did s/he stop to find out why students were not participating in the lesson. In another class, the teacher stopped teaching mid-sentence and shouted across the room demanding that students put their cell phones away. And in another class, the teacher asked students to work in pairs. One student refused, and the teacher spent much of the class time convincing the student on the importance of pair work. In 17% of classrooms, site visit team members observed ineffective establishment of supportive and cooperative classrooms. In these classrooms, the learning environment was not supportive, nor did students have the opportunity to interact with each other during the lesson. In one class, for example, the majority of students had their heads down or were disrupting the lesson by shouting to their classmates across the room. The teacher continued the lesson without re-engaging or re-directing students.

2. *Classroom instruction is intentional, engaging, and challenging for all students.*	**Level 1: Intensive Support Required**

Cognitive Engagement			
Ineffective	Partially Effective		Effective
1	2	3	4
17%	42%	25%	17%

- **Not all students are cognitively engaged in learning.** In focus groups, school leaders and teachers described (and a review of the 2016-2017 New Tech East Staff Handbook and numerous New Tech Network [NTN] school documents confirmed) that "teaching that engages" is a cornerstone of the NTN and the school's instructional approach. In 17% of classrooms, site visit team members observed effective establishment of cognitive engagement. In these classrooms, students were actively engaged and working hard to compete learning tasks. In one class, students were working in groups or independently solving problems. The teacher circulated around the classroom stopping to assist students; some students were observed persevering as the teacher asked them to try solving the problem again. In 67% of classrooms, site visit team members observed partially effective establishment of cognitive engagement. In these classrooms, some, but not all, students worked hard to complete learning tasks; in many cases, the teacher expended more energy than students in the assignment. In one class, students listened to the teacher read definitions of vocabulary words as opposed to students engaging with the new vocabulary. In another class, students listened and took notes as the teacher presented a PowerPoint presentation. During the presentation, the teacher stopped to ask students if they understood the concept and then proceeded to define the concept for students as opposed to allowing students the opportunity to respond individually or in pairs. In another class, students were working in groups and at least three students in each group were not engaged in the lesson (e.g., looking at their cell phone or talking with friends). In 17% of classrooms, site visit team members observed ineffective establishment of cognitive engagement. In these classrooms, the teacher was doing most of the work, and many, if not all, students were not participating in the lesson. For example, in one class, three students copied notes from the board, while the rest of the class sat idle for approximately half of the observation.

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Higher-order Thinking			
Ineffective	Partially Effective		Effective
1	2	3	4
17%	58%	25%	0%

- **Instruction does not require all students to use and develop higher-order thinking skills.** School leaders and teachers reported (and a review of the NTN Driver Chart confirmed) that as part of the NTN and the school's instructional approach, students are expected to "produce high quality products that draw on complex and challenging concepts." School leaders, teachers, and students described (and a review of curricular maps and lesson plans confirmed) some of the projects that students have developed, such as creating a power station for Mars, exploring money and power through American history and literature, or creating a chemistry website. In 83% of classrooms, however, site visit team members observed partially effective implementation of higher-order thinking skills. In these classrooms, some, but not all, students were asked to do more than summarize and recall information, but the level of rigor was moderate. In one class, for example, students viewed a videotape and responded to reflection questions. While some of the questions were higher-order (e.g. applying elements of one event to another situation; and evaluating what one might do in a similar situation), students worked individually and did not extend their learning through defending their point of view or evaluating a classmate's response. In another class, the teacher displayed and read aloud student paragraphs. Students selected how to strengthen the paragraph from a menu of three choices (e.g., remove unrelated facts, start with a topic sentence, add a main idea). Students were not required to defend their choice; once the correct response was revealed, there was little discussion about each paragraph. In another class, one question was a higher-level question (e.g., What is the evidence for your response?). However, most of the questions in the lesson were low-level questions (e.g., What is the definition? When did the event happen?). In 17% of classrooms, site visit team members observed ineffective implementation of higher-order thinking. In these classrooms, students engaged in low-level tasks (e.g., responding to fact questions), or they did not participate in the lesson (e.g., looking at cell phones, talking to their classmates).

3	*Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.*	**Level 1: Intensive Support Required**

Assessment Strategies			
Ineffective	Partially Effective		Effective
1	2	3	4
33%	50%	17%	0%

- **In-class assessment strategies do not reveal students' thinking about learning goals.** In 67% of classrooms, site visit team members observed partially effective implementation of in-class assessments to gauge student learning. In these classrooms, teachers used formative assessment strategies to check for understanding for some, but not all, students; or the assessment strategy provided teachers with information about part of the lesson. For example, in one class, during group work, the teacher used questioning strategies with only a few students to gauge student comprehension of a reading passage. Those students who were not in the teacher's group were not assessed. In another class, the teacher relied on choral responses to questions as s/he checked for understanding. However, student responses allowed the teacher to gauge student understanding of

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only a small part of the learning task. In 33% of classrooms, site visit team members observed ineffective implementation of in-class assessments to gauge student learning. In these classrooms, teachers did not check for understanding or the check for understanding was about procedure as opposed to lesson content. In one class, for example, the teacher stopped an audio recording of a passage to get the students' attention, but did not ask students questions that would gauge their comprehension of the passage. In another class, the teacher circulated as students read silently to ensure that students were reading, as opposed to spot-checking what students were comprehending.

Feedback			
Ineffective	Partially Effective		Effective
1	2	3	4
42%	42%	0%	17%

- **Timely and specific feedback is not provided throughout the learning process.** In 17% of classrooms, site visit team members observed effective delivery of feedback. In these classrooms, feedback was related to the lesson content and provided guidance for students. In one class, as students solved problems in groups, two teachers circulated from group to group providing substantive feedback to students (e.g., Can you explain how you got that answer? Are you sure that is correct? What would happen if you tried it this way?). In 42% of classrooms, site visit team members observed partially effective delivery of feedback. In these classrooms, much of the feedback was focused on procedure as opposed to lesson content; or feedback did not clarify student misunderstandings of the lesson content. For example, in more than one class, teachers gave feedback on whether students were following the right procedure or filling in a graphic organizer correctly. In another class, the teacher informed students if their answers were correct or incorrect, but provided no explanation that would clarify student misunderstanding. In the remaining 42% of classrooms, site visit team members observed ineffective delivery of feedback. In these classrooms, no feedback was given. In one class, for example, the slow pace did not allow for students to engage sufficiently in the lesson for the teacher to provide feedback. In another class, there was no feedback observed at all.

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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.	**Level 2: Targeted Support Required**

- **The school has a process for identifying struggling and at-risk students, but the school is not yet systematically monitoring student progress.** In focus groups, school leaders and teachers reported that they use a variety of assessments to group students for differentiated instruction or determine interventions. Stakeholders reported that they use Northwest Evaluation Association Measures of Academic Progress (NWEA MAP); Ohio State Test (OST); Pro-Core subject specific tests; Standardized Test for the Assessment of Reading (STAR); and other data (e.g., observations, teacher-made tests, short-cycle tests, end-of-unit tests). School leaders and teachers reported (and a review of Student Support Referral documents confirmed) that the School Support Team (SST) meets weekly to generate intervention strategies and, if necessary, schedule further evaluations for students. Teachers and parents generally described the SST process to include: the identification of a problem with supporting data; a referral to the SST; and an initial SST meeting to review data and develop next steps. School leaders and teachers reported that, this year, the SST reviewed incoming freshman data to identify those students who already had Individualized Education Plans (IEPS), and those students who were at-risk in order to proactively start the SST process with these students before taking on new students. For those students without IEPs, school leaders and teachers reported that teachers reviewed student progress during weekly Professional Learning Community (PLC) and grade-level team meetings. However, specific interventions in the classroom for students beyond Tier 1 differentiated instruction are not implemented until an IEP is generated. School leaders reported (and a review of district documents confirmed) that school leaders monitor IEP meeting attendance, but the school does not yet have an effective system to monitor student progress. School leaders reported that monitoring student progress is an area for growth.
- **The school implements some appropriate supports for struggling and at-risk students.** School leaders and teachers reported (and classroom observations confirmed) that teachers use Tier 1 strategies to support struggling or at-risk students: workshops (grouping students for differentiated instruction); SSR (sustained silent reading); scaffolding instruction; and co-teaching (combining content classes or having intervention specialists push-into classrooms). However, if students are not engaged during instruction (as noted in the classroom visit data), these supports do not reach all students. Further, school leaders and teachers reported (and classroom observations confirmed) that 9th and 10th grade students reading below grade level take an Inspire Literacy (ILit) reading intervention course aimed at increasing students' reading proficiency by two years or more. Teachers reported (and classroom observations confirmed) that students use other research-based programs in the classroom for remediation and additional support (e.g., Study Island, IXL; Khan Academy, Accelerated Reader). School leaders, teachers, and students described a targeted intervention, Failure Is Not an Option – a required four-hour study hall during school hours for those students who needed to complete assignments and raise their grades. School leaders and teachers explained (and a review of a list of students on credit recovery confirmed) that approximately 25 students are participating in a voluntary credit-recovery program designed to allow students to re-do coursework. Additionally, school leaders, teachers, and students reported that tutoring began this month (February) for those students taking the American College Test (ACT), and that, thus far, two students attended the first tutoring session. These stakeholders further reported that Upward Bound Math, an after-school volunteer tutoring program at the Tri-C Metro, is available to students.

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5. *The school's culture reflects a safe, supportive learning environment that reflects high expectations.*	**Level 2: Targeted Support Required**

- **The school does not demonstrate high academic expectations for all students.** According to the 2015-2016 ODE School Report Card, 57.1% percent of students graduate from New Tech High in four years; and 62% of students graduate in five years. School leaders explained (and a review of the 2016-2017 Academic Achievement Plan [AAP] confirmed) that the school goal is to raise the graduation rate to 75%. As noted, PBL is the basis for the school's instructional approach whereby students are expected to produce high-quality products that are conceptually challenging. However, the classroom visit data indicated that classwork lacks opportunities for many students to develop higher-order thinking (0% effective) and too many students were observed not fully engaged in lessons (84% partially or not engaged). In focus groups, most students reported that all but one of their content classes was easy. Students explained that during PBL, students work on areas in which they are good, and some students are not required to do the difficult academic work. School leaders, teachers, and students stated that student responsibility is a school value; many teachers explained that it is up to the students to meet the standards and expectations of class work. Some teachers reported that they lower standards for some students, requiring fewer of them. Other teachers reported that students suffer consequences if they do not engage in the lesson. Some teachers explained the reasons for low student performance are: a lack of parental responsibility; socio-economic factors in the neighborhood; and student transience. School leaders, teachers, and students reported that they hold quarterly assemblies to acknowledge students' academic achievements; the principal writes congratulatory notes on report cards of students who excel academically. However, in focus groups, students explained, "We are the motivated ones, we expect to go to college." Moreover, students reported that they try and help their classmates but wish there were more ways to help their less-motivated peers.
- **The school provides opportunities for students to form positive relationships with peers and adults in the school.** A review of the 2016-2017 AAP indicates that Social-Emotional Learning (SEL) is a school priority. In focus groups, all stakeholders described the opportunities for students to develop positive relationships with peers and adults. All stakeholders described (and a review of 2016-2017 Boot Camp photographs confirmed) that prior to the start of school, all students and staff attend Boot Camp – an opportunity for students and staff to engage in grade-level and whole-school activities to build relationships and prepare for the start of school. School leaders, teachers, and students further reported (and a review of the school schedule confirmed) that students participate in Advisory/Clubs every Wednesday during 6th period to build relationships and focus on academics. However, site visit team members' observations of two Advisory classes indicated that many students were not engaged (e.g., looking at their cell phones, wandering around the class, talking with friends) in the Advisory activities. Stakeholders described (and a review of Advisory /Club documents confirmed) some of the Advisory/Clubs include: Book Clubs, during which students read and discuss books with age-appropriate themes; ACE (architectural, construction and engineering) during which students explore these careers; and for 9th grade students, Dream Girls and Boys Club – a mentoring program to support students in a single-sex safe environment. School leaders, parents, and students described some of the positive group activities after school, such as the Science Club and extracurricular sports (e.g., track, volleyball, basketball). All stakeholders reported that approximately eight upper classmen are Ambassadors -- students who take leadership roles in the school, such as helping the principal or diffusing student conflict. Finally, school leaders, teachers, and students reported (and a review of the

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2016-2017 New Tech Staff Handbook confirmed) that students are required to complete 30 hours of community service for graduation. Students described community service projects to include: working with Starbucks over the summer to paint the outside of the school; and, most recently, painting the inside of the school with help from the Moore paint company.

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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.*	**Level 3: Established**

- **Professional development (PD) addresses school priorities and is responsive to emerging needs.** School leaders and teachers reported (and a review of the school's academic calendar confirmed) that teachers meet every Wednesday for PD and every Thursday for Professional Learning Community (PLC) time. Moreover, school leaders and teachers reported that school staff have five PD days prior to the start of school to plan for instruction, Boot camp, and advisory, as well as five days after school closes to review curriculum and plan for the upcoming school year. School leaders and teachers reported (and a review of the PD calendar confirmed) the following PD topics that are related to NTN and the school's literacy focus: assessment and scaffolding instruction; project planning and benchmark design; Lake Erie Writer's Ink (focusing on writing); the Consultancy Protocol (providing feedback on instructional dilemmas); and NWEA data analysis. School leaders and teachers reported that the Building Leadership Team (BLT) helps plan and facilitate the PD sessions; also, school leaders are actively identifying other teachers to lead PD. School leaders and teachers reported that PD is responsive to the school's emerging needs. For example, vertical planning was added during PD time based on the need for subject area teachers to review curricular articulation; an additional session on writing was added to provide teachers with more practice with writing strategies. Moreover, school leaders and teachers reported that the Consultancy Protocol, during which teachers bring instructional dilemmas to the group for problem-solving and feedback, has been very responsive to their needs. For example, teachers reported getting feedback and peer support on managing classrooms and motivating students.
- **Educators collaborate regularly to plan for instruction and discuss students' learning.** School leaders and teachers reported (and a review of the PLC schedule confirmed) that teachers meet weekly in PLCs with the expectation that meetings will focus on instruction, data, collaboration, and honest feedback. School leaders and teachers indicated (and a review of PLC meeting notes confirmed) that PLC meetings are more structured this year, requiring that teachers keep meeting notes. In addition to PLC meetings and vertical team meetings, school leaders and teachers reported that teachers frequently collaborate informally. School leaders and teachers reported that some teachers create interdisciplinary projects together requiring high levels of collaboration. For example, teachers reported (and a site team member observed) that students in one American History and ELA class worked on a thematic project entitled Money and Power, during which students read the Great Gatsby and studied the history of the period. School leaders and teachers reported (and site visit team members observed) the configuration of the teachers' room where teachers' desks are joined together, creating a large table. School leaders and teachers reported that they have named the teachers' room the Collab Lab because teachers work together constantly to improve instruction.

7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*	**Level 2: Targeted Support Required**

- **The school reflects a safe and trustworthy professional climate for most stakeholders; however, the professional climate is not yet growth-oriented.** School leaders indicated (and a review of the Consultancy Protocol, Instructional Rounds, and Critical Friends documents confirmed) that learning to provide each other with honest and critical feedback is necessary for school improvement. To

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achieve this, they are using three formal protocols: Consultancy Protocol, Instructional Rounds, and Critical Friends. School leaders indicated that these protocols require high levels of staff trust and honesty. They require teachers to identify an aspect of their teaching that is not going well, and they require teachers to give and receive critical peer feedback on project designs and classroom instruction. School leaders and teachers explained that staff has established norms for using these protocols. School leaders and teachers reported that most of the staff are honest, open, and well-intentioned as they learn to give and receive critical peer feedback. Teachers reported that receiving peer feedback on their classroom dilemma, projects, and/or classroom instruction has been generally helpful and welcome. However, school leaders acknowledged (and teachers' examples in focus groups confirmed) that teachers most often give each other positive feedback as opposed to giving each other feedback that would cause professional growth. School leaders reported that learning to give each other more critical feedback is an area for improvement. Teachers reported that beyond the use of the protocols, they frequently ask each other for feedback and help. Most teachers reported that the school climate is one of trust, stability, and community, as evidenced by the percentage of veteran teachers at the school.

- **School leaders create conditions that support educators' learning.** School leaders reported (and a review of NTN documents confirmed) well-defined beliefs and values about teaching and learning and innovation include: teaching that engages through PBL; technology that enables; and a culture that empowers. In addition, school leaders referred to the NTN Aims statement that speaks to the creation of quality products that require higher-order teaching and learning. Moreover, as noted above, school leaders and teachers reported (and a review of Consultancy Protocol, Instructional Rounds, and Critical Friends documents confirmed) that staff are using guiding protocol documents to provide each other peer feedback on instructional dilemmas, classroom practices, and project designs. In addition, school leaders and teachers indicated (and a review of curricular design, PBL, and PLC documents confirmed) that school leaders have provided guiding documents to help teachers plan for instruction, and review data during professional development and PLC meetings. School leaders and teachers also explained that the principal attends PLC meetings in order to participate in the discussions and ensure that teams stay on track.

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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.	**Level 2: Targeted Support Required**

- **School leaders present a school-wide vision and priorities that are generally understood by stakeholders; however, school-wide targets are not universally understood.** As noted, the school has a well-defined vision that is aligned with the NTN model. Furthermore, a review of the school's 2016-2017 AAP reveals the following priorities: developing social-emotional learning; and increasing reading proficiency, student attendance, and graduation rates. In focus groups, all stakeholders, including parents and students, reported general responses to the vision and priorities to include aspects of the NTN model (e.g., high engagement, use of science and technology, PBL), as well as aspects in the AAP (e.g., improve literacy, improve test scores, college-ready, build a science and engineering school). A few school leaders and teachers were able to identify specific targets for two of the school's priorities. For example, these stakeholders reported that the SEL target is increasing students' responses to the social-emotional questions to 93% in each category on the Conditions for Learning (CFL) Survey, and increasing the graduation rate from 57% to 75%. All stakeholders were less clear about the literacy targets. Some stakeholders reported on what measures they will use (e.g., NWEA, PSAR, STAR); while other stakeholders reported that they were unsure of the targets beyond students' making progress.
- **School leaders do not yet ensure that teachers deliver high-quality instruction.** School leaders and teachers reported that school leaders are visible; however, teachers receive minimal informal feedback on instruction from school leaders. School leaders and teachers stated (and a review of the teacher check-in schedule confirmed) that the principal visited classrooms and conducted weekly check-ins with teachers during the beginning of the school year. A review of weekly Check-in Summary Documents revealed that the principal provided teacher with feedback on projects, obstacles, teacher next steps, walkthrough trends, and literacy tasks. School leaders and teachers indicated that currently, classroom visits and check-in meetings rarely occur, if at all; the principal is frequently out of the building for district meetings, or addressing building issues. Teachers reported that the school leaders intend to visit classrooms, and they appreciate the feedback. Additionally, teachers reported (and a review of the instructional rounds peer feedback confirmed) that teachers have given each other feedback. However, much of the feedback was on teacher-selected concerns such as classroom management or effective use of time, as opposed to instructional rigor. Finally, school leaders and teachers reported (and a review of the Teacher Development Evaluation System [TDES] documents confirmed) that school leaders are on target for conducting the district-wide teacher evaluations.

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

- **School leaders ensure effective communication and inclusive, transparent decision making across the organization.** In focus groups, school leaders and teachers explained that because the school is small, teachers and school leaders communicate constantly through formal structures such as professional development and PLC meetings, BLT and AAP committees, e-mails, newsletters, and a large white board in the Collab Lab. Furthermore, school leaders and teachers reported that they are in constant communication in the Collab Lab where the principal frequently eats lunch with teachers. Parents reported (and a review of New Tech Parents and Families Newsletters confirmed) that the school communicates through newsletters, phone calls, and text messages. All stakeholders reported

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that communication is fluid and frequent, and that the principal has an open-door policy. In addition to frequent communication, school leaders and teachers described many examples of staff having significant input into school decisions through formal structures such and the BLT, PD, and PLC meetings) and informal conversations in the Collab Lab). For example, school leaders and teachers indicated that teachers suggested adding Book Clubs to Advisory, and adding vertical team meetings to professional development time. School leaders and teachers reported that teachers make decisions about Boot Camp design. Finally, school leaders and teachers explained that Failure is Not an Option was designed and implemented with all staff input.

- **School leaders have created an environment in which community resources and parents support student learning. I**n focus groups, school leaders reported (and a review of New Tech Advisory Board minutes confirmed) that the school has established an advisory board consisting of representatives from local organizations and colleges that is intentionally focused on bringing in community resources into the school to expose students to educational and career opportunities. All stakeholders identified the variety of community organizations and partners that support students' social and academic development. As noted, stakeholders explained that the Boys and Girls Club mentor 9th grade boys and girls during advisory, and the school partner's with Murtis Taylor – an agency that provides social services support. Moreover, stakeholders reported that Cuyahoga Community College (Tri-C) has many opportunities for New Tech Students to include: robotics and science courses and after-school tutoring on the Tri-C Campus. Stakeholders reported that seven students are enrolled at High Tech Academy (HTA) – a highly selective program where students earn college credit at Tri-C as they complete high school. Stakeholders further explained (and a review of Bryant and Stratton Memo of Understanding confirmed) that Bryant and Stratton College provides a college-ready literacy course for seniors; and Lake Erie Ink partners with the school to support literacy development for students and professional development for teachers. Additionally, stakeholders reported (and a review of announcements and sign-in sheets confirmed) that the school sponsors career and college fairs for students to learn about trades and college. In addition to community resources, school leaders, teachers, and parents reported (and a review of SPO agendas and family event attendance records confirmed) that the school sponsors activities to engage families, such as parent teacher conferences, back-to-school nights, father walks, and student-led conferences. School leaders, teachers, and parents reported that they are working hard to engage more families; however, family engagement remains a challenge.

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Prioritization Process

The site visit team met with the New Tech School's leadership team on February 16, 2017 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 (1) the school's safe and trustworthy professional climate (2) effective communication among staff and (3) staff collaboration. The site visit team also discussed the areas for growth, including (1) creating structured learning environments and maximizing learning time, (2) using in-class assessments, and (3) providing students with feedback.

The group identified *Domain I: Instruction – Focused 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: *In-class assessment strategies*

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

Goal: In-class assessment strategies reveal students' thinking about learning goals.

Success Measure: By May 5, 2017, 80 % of classroom teachers will use in-class assessment strategies to reveal students' understanding of learning goals as measured by the periodic Instructional Rounds

Actions	Target Dates	Champions
BLT meets to plan PD: • Research checking for understanding model (how does it look, feel, sound) • Develop a common language and strategies for assessing (checking for understanding) students during lessons in different content areas and grade levels • Create a project plan/cycle of inquiry; anticipate need to know for teachers Develop other strategies for overcoming list of barriers (developed during the prioritization session) to obtain goal.	By March 3	BLT and Principal
Implement 2 PD sessions: • Communicate goal (rationale, participants, and action steps) with staff; • Build consensus of the definition and strategies for assessing students during lessons. Model effective CFU strategies; and have teachers self-assess their abilities over a ten-day period	By March 8	BLT
Implement PD session #2 • Model strategies and self-assess	March 8- 15	BLT subgroups
Implement instructional rounds to gather data on teachers' use of in-class assessments during lessons.	March 20-24	BLT subgroups
Share trend level results of observations and self-reflect	April 5	BLT subgroups

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Appendix A: Site Visit Team Members

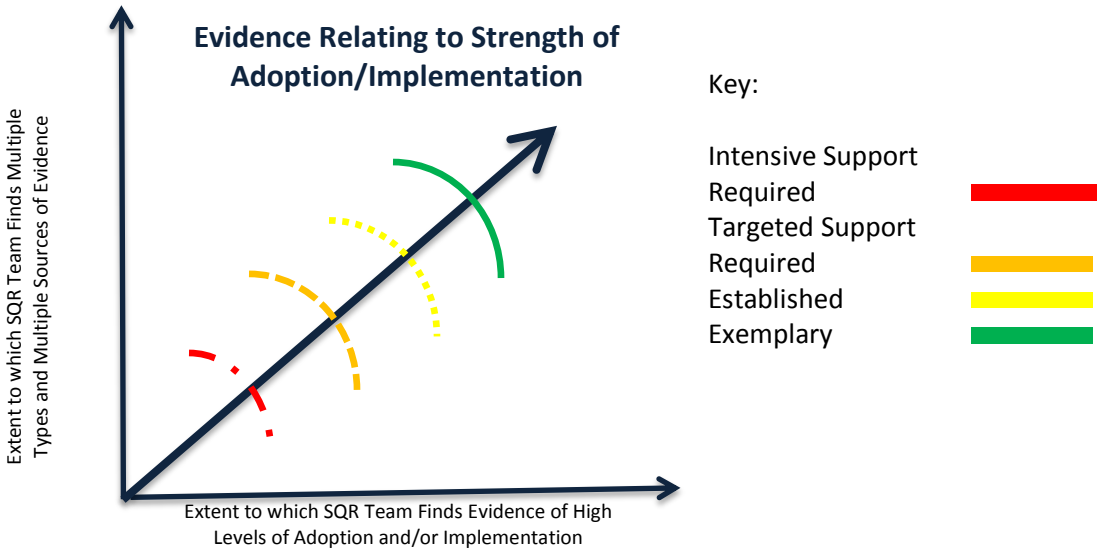
The SQR to New Tech East High School was conducted on February 14-16, 2017 by a team of educators from SchoolWorks, LLC.

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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 12 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 = 8	13%	75%	13%	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	67%	33%	0%	0%
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	9%	27%	18%	45%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	25%	50%	17%	8%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	17%	33%	33%	17%
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content	25%	42%	25%	8%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	17%	42%	33%	8%
	7. Cognitive Engagement Active student participation Perseverance	17%	42%	25%	17%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	17%	58%	25%	0%
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments	33%	50%	17%	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	42%	42%	0%	17%

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