

SCHOOL QUALITY REVIEW REPORT

FOR

ENCOMPASS ACADEMY

1025 81st Avenue, Oakland CA 94621

Oakland Unified School District

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2011-2012

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BACKGROUND TO THIS PILOT YEAR'S WORK

During 2010-2011, fourteen task forces were formed with representation from a variety of stakeholders ranging from students and parents, to teachers, administrators, and community partners throughout Oakland. The Quality Community Schools Development Task Force was formed to define and set out a work plan to move the community toward a common vision of quality in Oakland's schools.

The Quality Community Schools Development Task Force created a set of School Quality Standards, comprised of seven Key Conditions delineating seventy-two Quality Standards. This work incorporates findings from other task forces (Teaching Effectiveness, Effective Leadership, Full Service Community Schools, Experience and Achievement, and African American Male Achievement) that were also addressing elements of quality in schools. At the end of the year, the School Quality Standards and the School Quality Review process were incorporated into the District Strategic Plan, which was adopted by the OUSD Board of Education in May 2011.

The 2011-2012 school year is year 1 of School Quality Review implementation. One goal of the Quality Community Schools Development office for year 1 is "to implement a successful pilot of 15 schools for School Quality Reviews across 3 regions in grades K-8." In this "pilot" year, with its emphasis on design and capacity building, the School Quality Review Office, with counsel from the Executive Officers and other district leadership, made a few strategic decisions about the content and process of the reviews—decisions that make this year's reports different from future reports.

- While the adopted School Quality Standards are organized into seven broad categories, which are called "Quality Indicators", this year's data collection and written findings have focused on five of the seven Quality Indicators. See the Rubric Analysis section in the Findings for further detail.
- Within these five Quality Indicators, this year's data collection and written findings also has focused on select, "high leverage" school quality standards, not every standard. Again, see the Rubric Analysis section in the Findings for further detail.
- The rubrics for assessing a school's development toward each standard are of 2 different designs. The decision was to pilot each design this year and then, after evaluating each design's strengths and weaknesses, to commit to one design going forward. Again, see the Rubric Analysis section in the Findings for further detail.
- The Summary Narrative in each Findings Report will vary in its structure from report to report. Again, the decision was to pilot different versions of the Summary Narrative and then, after evaluating each version's strengths and weaknesses, to commit to one structure going forward.

Finally, in an effort to align the School Quality Review Office’s work with the larger District as it implements various parts of the Strategic Plan, this report mirrors language from the Community Schools Strategic Site Plan, using the term “Quality Indicators” rather than “Key Conditions” to identify the broad categories into which the standards are organized. Note that:

- Quality Indicator 1 – Quality Learning Experiences for All Students – is Key Condition 2 in the original School Quality Standards, as adopted by OUSD’s Board in May 2011.
- Quality Indicator 2 – Safe, Supportive, & Healthy Learning Environments – is Key Condition 3 in the original version.
- And so forth, such that Quality Indicators 1-5 represent Key Conditions 2-6 in the original version.

PART 1: THE SCHOOL CONTEXT

The school quality “story” of EnCompass Academy begins with the fact that 8 years ago EnCompass Academy was created as one of Oakland’s “new small autonomous schools”. A team of staff and community people “incubated” this new school, defining its whole-child vision and principles of learning, developing its curricular autonomy and support programs, recruiting its teachers and community partners, and then opening as a K-2 school in a set of portables on the Webster School campus. In its second year, EnCompass moved to a brand new, shared campus (with Acorn Woodland) tucked into the lower-income, increasingly immigrant neighborhood of the 80s, below International Avenue, in East Oakland. This move provided EnCompass a shiny, safe, state-of-the-art facility that mirrored its visionary, intentional educational program.

Each year, under the leadership of its current principal, Minh-Tram Nguyen, EnCompass added a grade level with new students, families, and teachers. Now in its 8th year, it has been a fully-formed K-5 school for only three years. Each of the last three years, enrollment has held steady between 250-270 students. 76% of the students are Hispanic, 18% African American, and 4% Asian/Pacific Islander. This year 88% of the students qualify for free-reduced priced lunch. 60% of the students are designated English Language Learners. EnCompass has a small number of resource students and a new Aspergers Syndrome Inclusion Program that serves just 3 students this year.

In the words of its principal, EnCompass Academy has been a program that “has tried to go deep, rather than high”, in the learning and performance of its students. The school has emphasized the social-emotional development of its students and has tried to be a full-service community school, long before Oakland as a district focused on it. In this respect, it has “defined” its success in areas that are not easily measured—student and family happiness and satisfaction; a positive and safe school environment where students of very different and sometimes conflicting communities come together to learn to live well with each other. In its School Self Reflection, EnCompass reports great success in this area. Students and parents feel safe and supported by the staff. They appreciate the focus on the whole child. They say there are very few conflicts and those that occur are dealt with in ways that affirm all involved. Other proxy indicators of these priorities are positive. Average daily attendance is solid at 96%; the chronic absence rate is 14% which is not any better, but not any worse than the region overall. Suspensions are low.

Academic performance is similarly very solid. EnCompass’s API was 750 last year, a growth of 8 points growth. In its 3 years as a complete K-5, the school’s API has grown approximately 100 points. With the great success of its sister school Acorn Woodland, though, the staff is thinking about what it can do to push the school’s performance over 800. On the 2011 California Standards Test, EnCompass students had the following performance (see Appendix for the EnCompass data profile):

- 43.8% scored proficient/advanced in ELA; a steady 21 percentage point increase over the last 4 years. 55.6% scored proficient/advanced in Math; also a steady 21 percentage point increase over the last 4 years.
- The 4th grade “slide” data for the last 2 years in ELA and math is particularly strong, with over 70% of 4th graders moving up a performance band.
- 5th grade CST performance, over the years, shows a consistent drop from student performance in 4th grade.
- African American student “slide” data for the last 2 years in math is particularly strong, with almost 50% moving up a performance band.
- African American male performance on the CST over the last 2 years is very strong: the percentage of students scoring proficient/advanced in ELA grew 13 percentage points to 41%; the percentage of students scoring proficient/advanced in math grew 29 percentage points to 53%.
- African American female performance on the CST over the last 2 years conversely has been poor: the percentage of students scoring proficient/advanced in ELA dropped 4 percentage points to 33%; the percentage of students scoring below basic/far below basic in ELA increased 21 percentage points to 33%; the percentage of students scoring proficient/advanced in math stayed at 50%; the percentage of students scoring below basic/far below basic in math increased 8 percentage points to 33%.

While the school quality story of EnCompass is rooted in its “new small autonomous school” launch, it now faces the challenge of sustaining its original vision and intentionality in the face of performance, personnel, and fiscal pressures that come in large part from being within the Oakland district.

- Serving the academic needs of its students is an on-going challenge. As noted, student academic performance is strong, but could be higher. The staff searches for the challenging and meaningful curriculum, effective instructional practices, and high-leverage interventions that will accelerate the learning of all students. They exhibit an urgency to reflect on data, learn and implement a wide variety of strategies because of their commitment to their students and because the work requires multi-pronged approaches—and this work can be exhilarating and exhausting.
- New and veteran teachers have come to EnCompass with their own diverse backgrounds of expertise, success and satisfaction as teachers and without necessarily choosing the vision and call-to-service that have defined EnCompass. The effort of sharing a vision, building commitments, supporting and holding each other accountable is on-going and complicated. It is personal, cultural, and professional work that is particularly difficult to sustain in the current OUSD labor context.
- Fiscal constraints constantly threaten to erode effective strategies at EnCompass and to frustrate improvements. Budget cuts have required staffing and support reductions, stretching already stretched resources and capacities even more. As a school with an API under 800 on a shared campus, the staff feels additional pressure to promote higher performance to stave off potential district decisions to close the school through merger.

PART 2: FINDINGS

Sources of Data

The School Quality Review team spent three days (January 9-11, 2012) observing classrooms, school-wide activities, and various parts of the campus inside and outside the building. The team observed a variety of meetings and interviewed (individually or in groups) students, parents, teachers, classified staff, administrators, volunteers, and community partners. The team also read through the school's materials, data binder, and budget.

Narrative Summary of Strengths and Challenges

(Note: This summary draws on the more detailed Rubric Analysis that follows this section, and as such functions as an overview of the School Quality Review findings. Please refer to the Rubric Analysis for the specific, standard-by-standard analysis of EnCompass Academy.)

Quality Learning Experiences for All Students

The SQR Team gathered substantial evidence that students at EnCompass Academy were experiencing meaningful and challenging curriculum. The Team observed EnCompass classrooms looking for specific conditions that taken together capture the presence of meaningful and challenging curriculum in classrooms.

- The opportunity to connect existing knowledge, skills, and experiences to new learning is an essential element of students experiencing curriculum as meaningful. The Team observed consistent evidence of students making such connections when EnCompass teachers prompted them to reflect on, talk and/or write about content or skills that they had learned earlier in the day or in prior days. This tapping of prior experiences of learning and acquired knowledge built engagement and confidence to master challenging content.
- The quality of a student's engagement is a key indicator of whether they find the learning both meaningful and challenging. Most classrooms at EnCompass were classrooms of high engagement. These were classrooms with strong routines and clear procedures, and teachers used engaging resources and explicit small group and "student-talk" procedures and tools that promoted high engagement in the curriculum.
- There was consistent evidence in classrooms of the school-wide focus on academic language and content vocabulary, described in the School Self-Reflection and repeatedly by staff in interviews or focus groups. Such use of academic language and key vocabulary is a key indicator of rigor in the curriculum and that students are being challenged. Across the grades and content areas at EnCompass, the Team observed, as part of the school's implementation of the "Read-Think-Apply" reading comprehension framework, students using sentence frames in classroom discussions and specific activities and assessments where students practiced using the kind of academic vocabulary

found in the content area and used on the CST. Teachers were actively pressing for this kind of usage, as an intentional part of the lesson.

- Across 49 classroom observations, the SQR Team found that approximately 50% of the observed time was teacher-centered and 50% student-centered. This balance of student-centered time against teacher-centered time is evidence of an effective variation of instruction that supports students experiencing both meaningful and challenging curriculum. Given that EnCompass has explicitly identified, as a key improvement strategy, the implementation of lesson designs that gradually release responsibility for learning to students, the Team notes that the balance of student-centered learning against teacher-centered learning in the lessons observed may be evidence of successful implementation of such lesson designs. Without knowing what the balance was previously, it is difficult to know for sure. Future School Quality Reviews should reveal “progress” in this implementation.
- It is notable that the Team observed virtually no time that was not being used for learning. Across the school, classroom house-keeping jobs and organizational tasks were handled efficiently. Interruptions in classrooms were minimal. Teachers did not allow “relaxing” time. A constant focus on learning was the norm and supported a challenging curriculum.

While overall the team observed substantial evidence of meaningful and challenging curriculum at EnCompass Academy, there was consistently enough evidence of its absence to conclude that EnCompass Academy is still developing toward that curriculum being strong and consistent across the school. In only one-third of its observations did the SQR Team observe that student learning reflected an academic push to have all students progress far and attain high levels of mastery. As a key element in understanding the degree of challenge in the curriculum, the Team observed a consistent academic push to be undermined in many classes by the unevenness of engagement; lesson designs that did not have a strategic provision when students finished early; or by too much time spent re-teaching content that most seemed to have mastered. The Team did not notice a pattern across observations: most classrooms were observed to have some moments of push, just not consistently across times of the day or across content. Consistent with this last finding, in only 40% of its observations did the Team find activities in the classroom provided every student with opportunities to be challenged and to be successful as a result of differentiation to meet different needs in classroom instruction. While the team found good examples of differentiated practice, typically EnCompass classrooms were not highly differentiated. The Team did not observe consistent use of the leveled reading materials that the staff spoke of in interviews and focus groups. Instruction observed was either teacher-centered, with few specific strategies to reach students differently, or it was student-centered, with no differentiated teacher feedback. When the Team saw effective differentiation, it was where teachers used strategies (e.g., student partners, 1:1 teacher coaching, etc.) to ensure that all students were engaged with rigorous content and were successful in learning that content. It is important to note that the evidence gathered about differentiation in the classroom was likely influenced by the fact that the SQR Team observed classes at EnCompass on Monday and Tuesday. According to a faithful implementation of the Read-Think-Apply (RTA) comprehension framework, which EnCompass is using, Monday and Tuesday instruction would be more teacher-centered and less differentiated, compared to Thursday-Friday

instruction which is more student-centered and differentiated to reinforce skills first taught earlier in the week.

In analyzing the quality of “safe and nurturing learning experiences” at EnCompass Academy, the SQR Team found strong and consistent evidence that EnCompass Academy’s classes were places where teacher and student interactions were positive, caring and created emotionally/physically safe learning environments. The Team found that, in most classrooms, teacher procedures, practices, and talk support students to be intellectually curious, to engage eagerly in learning and take academic risks. These were classrooms with strong questioning routines and guided practice procedures which functioned as a kind of “supportive” pressure to “be smart”—with teachers who offered a lot of praise and encouragement, and affirmed oral efforts to produce complex sentences or answers. In several interviews, students reported having teachers who cared about them and pushed them to learn. In focus groups, EnCompass Academy parents consistently reported that their children had very positive relationships with their teachers and that they appreciated the efforts the teachers made to support and care for them. In interviews and focus groups, the Team learned that EnCompass staff has been engaged in an explicit dialogue about building a culture that is “affirming and demanding”. The principal and a few teachers have explicitly raised the issue of how teachers can be both affirming and rigorous. Through readings and staff talk, there is discussion of what it means to be a teacher who is not from the students’ cultures and how one builds an environment of support and cultural responsiveness, while also being demanding. The Team considers the EnCompass staff’s focus on building this affirming-demanding culture to be a strength.

EnCompass Academy has developed an explicit vision of teaching to the whole child that is rooted in their “internal compass”. This vision essentially argues that this School Quality standard of “safe and nurturing learning experiences” is achieved when classroom learning “Starts with Self, Guided by Family, Engaged in Community, [and] Rooted in Ancestors”. In the classroom, the SQR Team saw what it took to be indirect evidence of this vision, in the ways that teachers managed student behavior, in the ways that students talked to each other, and in the ways that adults and students cared for each other. Interestingly though, the Team saw no explicit classroom engagements focused on it and heard relatively few explicit references to this vision from teachers and students, in the course of their work together. When prompted to discuss, adults and students alike were fluent in describing it and giving examples of it, but it was still difficult to judge its actual impact on the everyday classroom experience. The Team wondered: is the vision deeply ingrained, or is it simply well known? It may be that the Team did not have the proper lens to investigate this question well, and so it simply poses it as a question to be considered by the school community.

The SQR Team also observed several classrooms in the EnCAS after-school program where teacher and student interactions were positive, caring and created emotionally/physically safe learning

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environments. The program instructors had explicit classroom agreements and procedures which they managed effectively. They were observed doing a “check-in” with students about their day, which led to individual and group reflection on positive experiences in the day program and areas of struggle. Highly culturally responsive, the teachers functioned as mentors, encouraging, prodding, and guiding students to celebrate and problem solve their relationships with their peers and teachers.

The SQR Team gathered strong and consistent evidence of a school culture mature in its use of assessment data to identify students’ needs. EnCompass Academy has varied assessment strategies in place to identify students who are struggling to meet expected learning targets and to understand why these students are struggling. The SQR Team learned that EnCompass has a teacher on special assignment who takes the lead in facilitating a robust assessment system and the use of assessment data to identify students for intervention. She coordinates with the principal in this role. In staff interviews and focus groups, the Team learned that the principal both uses and expects that her staff use assessment data to identify students and to make instructional decisions. EnCompass teachers speak rather fluently of the specific ELA/math skill strengths and challenges of their students, of intervention groups, and even of individuals. Additional evidence of the maturity of EnCompass’s use of assessment data to identify students’ needs was found in the targeted focus EnCompass has on specific groups of students who have been identified in need of support—for example, African American students generally in ELA and for attendance challenges; African American girls more specifically in ELA and math, and for behavior referrals; intermediate-level English Language Learners; 4th and 5th graders in math.

The SQR Team found that overall EnCompass Academy uses clear, consistent criteria and processes to refer students to the supports that address their needs. Only in the referral process for the AED intervention did the Team find evidence of a less-than-rigorous referral criteria and process. The TSA and the teachers coordinate to place students in needed supports, whether it is the ELD/AED classes, the ELA and/or Math Interventions. However, the Team found that the placement criteria and processes for AED are less clear and consistent and that staff are not in alignment about them. If a student is not GATE identified or high performing on the CST ELA test, and if English is their first language or they are a reclassified EL student, then the student is placed in the AED class. By default, all African American students who are not high performing on the CST are placed in AED. The Team did not learn of any other assessment data, besides the CST, that was used for placement purposes.

The Team gathered evidence that EnCompass has effective academic interventions and enrichments for students during the day program.

- English Language Development (ELD)/Academic English Development (AED)/Gifted and Talented Education (GATE) classes for all students: EnCompass has established a block of time 4 days of the week, for 35 minutes, when all students are shifted into one of these content classes. English Learners are placed in ELD classes differentiated by English proficiency. The Team observed several ELD classes and found effective use of the intervention to focus more specifically on a narrow band of ELA proficiency. Students had good opportunities to produce written and oral language, both with the teacher and with classmates who shared a similar level of proficiency.
- Lower performing English only students and some re-classified EL students are placed in the AED classes. As noted above, placement decisions for the AED class do not appear to be driven by the same rigorous assessment analysis as ELD and that, by default, African American students are placed in AED, even if there is not clear evidence of their specific English language deficits. The Team did not observe quality learning experiences for students in these classes. Reportedly, there is a curriculum for the class that focuses on code switching. The Team did not see that curriculum specifically in use in the classes observed, and the curriculum observed was not challenging. Student and even teacher engagement appeared problematic, and these classes were notably less safe and nurturing. Students interviewed did talk rather specifically about how they are learning about the differences between “home language and school language”. In interviews and focus groups, teachers reported on problematic conditions that clearly impact the quality of learning in the classes: teachers have not been specifically trained in AED; there are no content standards for this class; teachers lack school supports (e.g., no collaboration time for AED teachers) and district supports (e.g., limited and rather weak curriculum materials) to develop their capacity to prepare lessons in contrastive analysis. When asked to explain the lack of school-based supports for this content, given the high quality supports for teachers in other areas, teachers reported the many competing priorities that make it difficult to focus on this too.
- EnCompass has also created Tier 2/3 ELA intervention classes for identified students in grades 1st to 3rd from 2:25-3:00pm, 4 days a week (Wednesday excluded). The classes are small, approximately 5 students. Technically the class occurs after-school, so the school is able to leverage the after-school program staff to offer a kind of physical education class for the rest of the 1st to 3rd graders. The ELA Intervention class is new this year; previously the school had a pull-out program that was organized around the reading recovery approach. However, following staff training in “Results for EL Students”, the school shifted to this model. The classes observed by the Team reflected the described emphasis on phonics and fluency. Teachers appeared to have a very clear understanding of what each student needed and what specific skills they were developing. Reportedly, teachers monitor the progress of their students every 2 weeks, and cycles are set up to refer or exit students according to their need and mastery of skills. They have established a professional learning community to share their planning and to build their capacity to monitor and target student needs. Once a student has strengthened their identified area of challenge, they can be switched to the physical education class.
- EnCompass has also created Math intervention/enrichment classes for students in grades 4 and 5, from 12:25 to 12:55pm, 4 days a week (Wednesday excluded). All 4th and 5th graders are sorted across 4 different levels of math proficiency: low proficiency students focus on basic math facts; moderate proficiency get some basic facts and more application work; higher proficiency, but still making mistakes, get math instruction that is rooted in error analysis on their Benchmark and curriculum-embedded assessments; and highest proficiency get

enrichment opportunities. Each of these levels of curriculum is tied to the Swun model. Reportedly, one goal of the classes is to implement the math facts curriculum more consistently, because a recent analysis of 4th grade benchmark performance showed that teachers are not implementing this consistently. Also, this is where EnCompass is locating its Focal 15 effort. The teachers also have established a professional learning community to share their planning and to build their capacity to monitor and target student needs. The Team had limited opportunities to observe these classes, but in those observations found evidence that confirmed staff reports about the structure and curriculum.

Safe, Supportive & Healthy Learning Environment

The SQR Team gathered strong and consistent evidence that students and parents feel safe from threat or bullying. EnCompass's School Self-Reflection reported that parents and students think bullying is an issue that needs addressing and that they have concerns about safety at the front of the school. However, students interviewed by the SQR Team consistently reported feeling safe on campus and safer on campus than they feel going to and from school. Some students reported instances of bullying that had occurred off campus, in the neighborhoods. Students reported virtually no physical conflicts or other issues that were not dealt with promptly by adults. Parents across ethnic backgrounds also reported their high satisfaction with the level of supervision and safety on the campus. Parents also expressed concerns about how unsafe it is outside the school and were grateful that staff works so hard to keep the campus safe. SQR Team observations of campus confirmed staff, student, and family reports that there was good adult supervision and that students were safe on the campus. With the exception of one parent volunteer that the Team observed, adults interacted with students on campus in positive and caring way. Adults appeared to emphasize formally greeting students, who in turn modeled this kind of respectful interaction with other adults. These interactions built a sense of safety rooted in the experience that all are recognized and respected.

In campus observations, the Team found substantial and consistent evidence of school procedures and routines that ensured safety, respect, and calm. In interviews and focus groups, the Team heard the attention to and intention about school-wide structures (e.g., Playworks) and procedures (e.g., line-up and cafeteria) that build a sense of safety, respect, and calm. All adults had specific assignments each day of the week to be present on the playground to monitor and encourage safe behavior. Knowing that there are safety challenges outside the campus, EnCompass has established a strong presence at the front of the school through the routines and vigilance of the School Security Officer (SSO). Not only is the SSO present, but he has built positive relationships with most of the students and many of their family members such that he builds a strong sense of safety for the entire community. Staff has taught students specific "line up" and "walk in an orderly fashion" procedures (to/from recess and lunch as well as to the library and computer lab). The Playworks enrichment program is also an important structure that contributes to safety. Students are provided a variety of organized and supervised play

opportunities before, during and after school—limiting the kind of spontaneous activity that can be unsafe (e.g., tag). Playworks explicitly trains students in simple conflict resolution strategies, and the Team observed students utilizing them (particularly, “Rochambeau”) effectively without intervention. The EnCAS program also has established clear procedures and routines, both within the classrooms and in transitions between classrooms that ensure the same kind of safety, respect, and calm in the after school program.

As noted above, the SQR Team had some questions about how the vision of teaching to the whole child that is rooted in their “internal compass” becomes explicit in the classroom. Since the Team saw no explicit classroom engagements focused on the vision and heard relatively few explicit references to this vision from teachers and students, in the course of their work in the classroom, the Team wondered about its actual impact on the everyday classroom experience. The Team asked: is the vision deeply ingrained, or is it simply well known? The data gathered in the broader school-wide context raised no such questions. The Team repeatedly saw explicit use of and reference to the vision and its guiding principles. Clearly in the school-wide context this vision and its principles are deeply ingrained and, in this context, help build a culture of safety and health. The Team observed a discipline referral process (the referral documents themselves, the process and follow-up) that constantly and explicitly emphasized the school's internal compass (the power of knowledge, the power of courage, the power of compassionate right action, the power of stillness) and its guiding principles. This appears to create a more powerful discipline process that builds safety because it emphasizes developing toward a certain kind of person, over simply correcting or punishing wrong behavior. The Team also heard reports of (but did not have an opportunity to observe) EnCompass’s uses of “healing” strategies to respond to instances when students do come into conflict and someone has been emotionally or physically harmed (e.g., bullying). These “healing” strategies are a form of restorative justice where the perpetrator is held responsible for their action but given a chance to repair the damage they have caused and a chance to be forgiven. After communication with the victim's parent, often parents are included in the healing process. The goal of this reportedly is to try to undo any blaming of the perpetrator and to re-build trust. Finally, the Team also observed the bi-weekly Community Meeting, when students and staff come together to reinforce school values and to publicly demonstrate both their academic and social-emotional learning. This meeting used well-established procedures to ensure a safe and respectful environment for the meeting activities. These activities built a sense of shared community: adults who were new to the campus were introduced; what it means to “have character” was discussed; students were “caught being kind”; excellent attendance was recognized; academic learning was demonstrated and publicly praised. Through all these activities, parents were noticeably present and even participating. This “building of EnCompass’s community” appears to be a critical part of students feeling safe.

The Team also found substantial evidence that EnCompass has effective strategies and systems in place to identify students who are struggling and why they are struggling, to refer them to the supports that address their need(s), and to identify service gaps and seek resources to fill them. The Team gathered strong and consistent evidence of how EnCompass uses its “whole child” framework in identifying students who are struggling and why they are struggling. In talking with staff and reviewing school documentation, the Team saw repeated descriptions of the school's focus on teaching to the whole child, rooted in a “response to intervention” (RTI) model, where student's academic and social-emotional needs are looked at together and the school determines how, for each of these 2 categories of needs, a child might benefit from universal access to support, targeted support, or intensified support. The Team gathered substantial evidence of how EnCompass uses the Student Support Team (SST) process as a way to identify and respond to individual students. Staff reported that there are approximately 70 SST meetings per year and about half of these have follow-up meetings. The TSA conducts SSTs that are primarily academically focused, and the principal handles those focused on social-emotional issues. They work together if the case combines both.

The Team found substantial evidence that EnCompass has a broad menu of on-site strategies, services and partnerships respond to student/family needs. As noted above, EnCompass has a wide variety of high-quality day and after school academic intervention and support services. Also, the Team found evidence that a key component of EnCAS’s effectiveness as an intervention is not simply as a tutoring/homework resource, but also in a kind of culturally responsive academic mentoring that also serves as a key social-emotional support. In addition, EnCompass contracts with the Wright Institute to provide counseling services to students. The Team also found that, at EnCompass, procedures and practices support students to resolve and heal conflicts and “restore justice” to the school community.

Even with these many activities, the Team gathered evidence of crucial challenges the school still faces in creating an inclusive, welcoming, and caring community. Some staff and parents reported on the challenges of teacher turnover. New teachers arrive and it can be a long, sometimes painful process for them to understand how to work with “our kids”. These individuals report that this learning can be hard and sometimes teachers feel they are asked to do work that is “not part of my job”. Also, in observing dynamics in some of the AED classrooms, around the lunch-detention program, and in some of the behavioral struggles between teachers and African American students, the SQR Team found evidence that African American students as a group have some experiences that are different from the Latino students. There were moments when African American students did not seem to be cared for and supported in the same way. There were moments when these students appeared to be marginalized. There were moments when staff appeared to miss opportunities to understand or connect to an African American student. There is no question that EnCompass staff is taking explicit steps to build their capacity and provide strategic and culturally-responsive supports to address this “different” experience

for African American students. The Team observed these efforts to be appropriate responses to a real challenge that exists at the school.

Learning Communities Focused on Continuous Improvement

The SQR Team found substantial evidence that teachers at EnCompass work in a variety of professional learning communities focused on student progress. The core PLCs are the grade level teams (K/1, 2/3, and 4/5). Reportedly, teachers primarily review student assessment data and plan curriculum during this time. The ELA Intervention teachers also meet as a PLC up to two Fridays each month, during the intervention block at the end of day. The TSA facilitates this team as they look at student progress data, discuss placement, and plan curriculum—as one teacher puts it, “to really structure in the time for us to do the cycle [of inquiry]”. The Math Intervention teachers meet as a PLC every two weeks. The Math Lead facilitates this team as they also look at student progress data, discuss placement, and plan curriculum. Staff who have teacher coaching responsibilities—specifically, the Principal, the TSA, and the two peer coaches—have formed a kind of PLC, facilitated by the Principal, that meets regularly to build their capacity to work from a common coaching framework, to focus on school-wide priorities, and to review their coaching plans.

The Team also collected evidence that, whereas in previous years PLCs were “held” by a coach or the principal, the principal is now more focused on classroom teachers holding this work. This shift appears partly driven by declining resources, but also by reflection on the need to broaden teacher leadership at the school. Both teachers and the principal referred to struggles and barriers to improvement that appeared rooted in the strong, centralized hold over professional development that has existed in prior years. Staff reports suggest that reflection on this centralized approach to professional development, and its challenges, has spurred a shift to a more de-centralized, teacher-led approach to collaboration, as evidenced by teacher-led PLCs and the peer coaches. In interviews and focus groups, teachers confirmed this shift and welcomed it as an important development at EnCompass. While it still appears to be early in its development and its impact on teacher development and student outcomes is as yet unknown, the Team assessed that this reflection and shift in approach is an emerging strength in EnCompass’ collaboration.

However, challenges also exist for teacher collaboration at EnCompass. Teachers and key teacher leaders reported that the number of professional development priorities, reflected in the number of PLCs at EnCompass, is a major challenge to the effectiveness of the PLCs. Those interviewed agreed that, as elementary teachers committed to a vision of teaching the whole child, they must develop capacity in many areas, but it is very difficult to develop skills in so many areas at once. As noted above, the shift to

more teacher-led collaboration is a strength, but the Team gathered evidence of challenges associated with this as well. Staff is not clear about the criteria for selecting teachers for specific leadership roles, especially those focusing on the development of teacher practice. This lack of clarity may contribute to the evidence, which came out in interviews and focus groups, of some staff confusion about or hesitation in identifying what constitutes good teaching and good “leading of teaching”.

The SQR Team gathered strong and consistent evidence that EnCompass teachers regularly collect and analyze many types of data on student performance and learning experiences, as part of their work in learning communities. As above, EnCompass staff collects and analyzes student performance data generated from the CST, district benchmark assessments, and a variety of adopted assessments (e.g., Basic Phonics Skills Test) and curriculum-embedded assessments (from ELD materials, etc.). The Team gathered strong and consistent evidence of a school culture of data collection and analysis to identify students’ needs. This culture begins with the Principal and the TSA, who organize, use, and present to teachers various kinds of data that speak to the specific ELA/math skill strengths and challenges of grade levels, of intervention groups, of focus groups (e.g., African American students and “intermediate” ELD students), and even of individual students. The principal and most teachers spoke fluently about this data, how they use it in PLCs and in their classrooms to identify and address students’ needs. When asked about their use of data, several teachers jokingly responded, “When do we not look at data?” School documents—including hallway postings about attendance, teacher and school SMARTE goals, and intervention databases—confirm a deep and sophisticated approach at EnCompass in working with data.

The Team also gathered strong and consistent evidence that EnCompass’s professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices. The team found that the content of EnCompass’s professional learning activities are well-focused on specific areas of teacher practice—effective strategies for English Learners, methods of differentiated instruction, quality lesson design, etc. In interviews and focus groups, staff repeatedly referred to their professional development, “Results for English Learners”, as important learning that has impacted their instructional practice greatly. All staff has gotten the five-day training in the framework and effective practices. Several teachers noted how practical the learning was and how they could take it into their classroom the next day. Both the principal and the TSA noted how this learning has supported more effective collaboration, grounded in cycles of inquiry using data that reveals why students are struggling (not just that students are struggling). Reportedly, the ELA Interventions PLC has used the Results framework to build teacher capacity: using it in the “interventions” context is helping teachers see how it can transfer over to their work with all students in general. Having the TSA available to facilitate this PLC and support teachers with their progress monitoring and their curriculum development is a key strategy to ensure that the Results training is

embedded in teacher practice. The two peer coaches are another structure that embeds professional learning in teacher practice.

The Team also gathered evidence that professional learning at EnCompass not only supports teachers to evaluate and revise specific classroom practices, but also broader and deeper aspects of practice that have to do with how teachers construct their relationship with students. Several staff referred to the fact that the principal and faculty are tackling, as a professional learning task, the very complicated issue of building a culture that is “affirming and demanding”. In a school committed to a vision of teaching the whole child, they are reflecting on their practices and interactions with students to understand how teaching to the whole child does not mean making children comfortable. Teachers are asked to reflect on their own social and cultural backgrounds and their own learning about how to be culturally responsive to students, conscious of their own biases and without necessarily acting from a place of “wanting to be loved”. The SQR Team found this dialogue indicative of real strength in the school’s professional learning efforts.

Even with these many effective activities, the Team gathered evidence of crucial challenges the school still faces in building learning communities focused on continuous improvement. The Team heard repeatedly in interviews and focus groups that teachers need more planning and collaboration time, that they need more time to apply what they are learning and implement curriculum improvements. While this is not an uncommon refrain heard from teachers in general, in the EnCompass context, this need was connected to the fact that teachers appeared to value the many professional learning strands they were following and simply wishing for more time to incorporate them into practice. Additionally teachers and key teacher leaders did report that the number of professional learning priorities, despite the shared acceptance of their importance, was creating a kind of fatigue among the staff. Teachers are working on Read-Think-Apply (RTA) and Results strategies in core curriculum, ELD/AED, and ELA Intervention. RTA and Results do not necessarily have conflicting approaches, but teachers have to hold these two together as they think about effective teaching. They are also working on implementing Si Swun strategies both in core curriculum and in Math Intervention. EnCompass is now a Science Focus School in the district, and while they are getting more professional development support through it, teachers have this additional priority to teach Science content more consistently and more effectively. They are also continuing to implement strategies from the Responsive Classroom. This evidence leads the SQR Team to observe that there are simply too many professional learning priorities at EnCompass.

Meaningful Student, Family and Community Engagement/Partnerships

The SQR Team found evidence that EnCompass shares decision-making, through its School Site Governance Council (SSC), with a small group of active parents and community people. The SSC does monitor the school results and creates/revises its improvement plans. Parents report that they have good opportunities to make decisions about the school, through the SSC. Through the role of the Family Involvement coordinator, families and communities have a significant opportunity to impact school decision-making. While recognizing that the coordinator is just one individual, she does bring her own experience as a parent and has close ties to parents and families at the school. Her perspective is firmly rooted in the community, and she serves as a leader in the school through her coordination and through her participation on the Strategic Planning Group. Through the SPG, the coordinator participates in the review and analysis of all data and assists in planning the school goals for school year. When she communicates with parents, she shares this leadership knowledge and in many cases already knows a considerable amount about how an individual child is doing. Teachers report that they rely on her to help them communicate and partner with families. In turn, parents report that they know they can work through her to raise concerns and have school issues addressed.

In addition, the Team gathered evidence that EnCompass's principal takes a very deliberate approach to partnering with outside agencies, such that school partners have substantial involvement in key school decisions that fall within their scope of work. The principal uses a rigorous process to form partnerships and works to ensure that the partner aligns its work with the school's vision/goals. Through this alignment, partners share decision-making. In the case of the EnCAS coordinator, who is formally employed by a community agency, the partnership is so tight that the coordinator functions as a back-up support to the TSA when the principal is away from school.

The SQR Team also found strong and consistent evidence that EnCompass has multiple activities and strategies for engaging students and their families in knowing how a student is progressing and participating in the life of the school. In its School Self Reflection, EnCompass reported on its efforts to get parent feedback regarding parent engagement with the school. Through the SSR, parents shared that, "the principal and teachers make time to listen to families. Families trust the school and share information that contributes to a partnership. Families bring their whole selves to the school to support student development. Families share information in the spirit of continual problem solving and improvement of/for their child and school." The SQR Team confirmed this report in the data it gathered. Parents across ethnic backgrounds reported their appreciation for the family/community vision of the school. Also they appreciate how the school works with and honors people from all cultures. Parents confirmed the staff reports and documentary evidence that there are many ways that they can be involved in the school. Parents also reported real awareness of the activities and supports that were in place for their children. They referred to written (always translated!) materials that were sent home. They referred to information available from staff in the office and posted on the walls. They referred to the availability of the Family Involvement coordinator to answer their questions and provide them with an understanding of why certain steps were taking place for their child (particularly around discipline

issues). Also, EnCompass has the Family Academic Support Team (FAST) as a key parent leadership group focused on building meaningful partnerships with families in the interest of student achievement. FAST meets twice a month and plans and supports parent involvement in the classroom and academics more generally—for example through the family reading program, through parent education on ways to help their child be better readers, through their support for the school’s “1 Million Words” campaign.

Effective School Leadership and Resource Management

The SQR Team gathered evidence that the EnCompass staff consistently engages in practices that interrupt historical patterns of inequity. EnCompass leadership has established a practice of collecting and analyzing data on the performances of different student sub-groups, according to language status, gender, and ethnicity—as part of their efforts to lead improvement at EnCompass. EnCompass leadership implements curriculum, builds classroom and school-wide instructional practices, creates intervention opportunities, and devises programs (e.g., the EnCAS) that are intentionally designed to accelerate the learning of different student sub-groups, to close achievement gaps, and to create more equitable conditions for learning. In addition, as noted above, EnCompass’s leadership has led the staff in tackling, as a professional learning task, the very complicated issue of building a culture that is “affirming and demanding”. In a school committed to a vision of teaching the whole child, leadership has pushed staff to reflect on their practices and interactions with students to understand how teaching to the whole child does not mean making children comfortable. Teachers are asked to reflect on their own social and cultural backgrounds and their own learning about how to be culturally responsive to students, in a way that demands excellence, even if it means that the students may love them less but may respect them more.

That said, the SQR Team gathered some evidence that relationships between the principal and some teachers are strained. In interviews, some teachers were noticeably quiet when asked about principal's support around instruction. The principal acknowledged that she can be quite strong and that people can perceive her as overwhelming. Some teachers specifically mentioned this dynamic, even while appreciating the principal for her data focus and her strong advocacy on different issues. From the Team’s perspective, its relevance here is mainly how these cohesion and trust issues may be undermining the development of quality instruction and a sense of mutual accountability.

In partial response to this, in recent years, the principal has gradually released control over the development and monitoring of outcomes and over many of the improvement activities attempting to realize them. The Instructional Leadership Team was created this year, because it appeared that the Strategic Planning Group was not effectively developing professional development strategies that would

address the needs that they were identifying. This team is composed of content “lead teachers” and the principal who focus on the design and implementation of professional development at EnCompass. While these shifts are still relatively recent, it appears from teacher reports that these moves to broaden collaboration and responsibility for the improvement work is building a stronger culture of mutual accountability.

Finally, the SQR Team found that staff, students and families participate on mandated decision-making bodies, in robust and meaningful discussions, and that participation shows strong evidence of meaningful input on decisions made. The SQR Team found evidence that staff and families participate on the School Site Council, in robust and meaningful discussions, and that participation shows strong evidence of significant input on decisions. Similarly through the efforts of the Family Involvement coordinator and the Family Academic Support Team, EnCompass builds the capacity of families to engage with the school on academic matters (reading specifically), and the school builds the understanding and buy-in of families for the variety of support services. In addition, through the variety of professional learning mechanisms—notably the peer coaches, the teacher coaching for the math and ELA interventions, and contract coaching for RTA—leadership at EnCompass is moving to a more widely shared system of providing critical feedback to teachers. Formal supervision of teachers is not the only mechanism through which teachers get feedback on their practice. Finally, as noted above, the Team gathered evidence that EnCompass’s principal is releasing responsibility for key decisions, through a variety of planning groups (the Strategic Planning Group, the Instructional Leadership Team), through the various PLCs, and through individuals such as the TSA, the peer coaches, the Family Involvement coordinator, and the EnCAS coordinator. As such there is increasingly distributed leadership among key staff.

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The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of quality learning experiences for all students.

“Quality Learning Experiences for All Students” happen when every child is engaged and learns to high standards. The quality school makes sure that the school curriculum is challenging and connects to the needs, interests, and cultures of its students. It ensures that students learn in different ways inside and outside the classroom, including having opportunities to work with their peers, to investigate and challenge what they are taught, and to develop knowledge and skills that have value beyond the school. The quality school supports students to take risks and intervenes when they struggle. It inspires students to see how current learning helps them achieve future goals. In a quality school, each child’s learning is regularly assessed in different ways. This assessment information is used to plan their learning, to provide strategic support, and to empower the students and their families to manage their academic progress and prepare for various college and career opportunities.

The following rubrics enable key school stakeholders to assess the development of a school toward the “quality learning experiences” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Definitions

Learning experiences: Structured learning experiences found in the classroom during the day; in on-campus academic intervention and enrichment opportunities before, during, and after the school day; in mentoring, internship, and work-based learning opportunities organized by the school.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 1:</p> <p>Meaningful and Challenging Curriculum</p> <p><i>A quality school provides students with curriculum that is meaningful and challenging to them. Such curriculum is shaped by student input, targets their assessed learning needs, and takes advantage of their strengths and experiences. It educates them about their history and culture, and that of others. It shows how what is learned in school can help students to solve real problems in their lives.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ Students connect prior knowledge/ skills/ experiences to new learning. ▪ Students apply learning to questions or problems rooted in (connected to) their interests, goals, experiences, and communities. ▪ Students use a range of critical thinking skills ▪ Students use academic language and key vocabulary in speaking and writing ▪ Curriculum targets the assessed learning needs of all students, including those not at grade level. ▪ Curriculum provides every student with opportunities to be challenged and to be successful. ▪ Curriculum reflects an academic push, from the adult, to have all students progress far and attain high levels of mastery. 	<p>The school provides learning experiences that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems, including student input, to review evidence of these practices to ensure that all students experience meaningful and challenging curriculum across the day and across the campus.</p>

EnCompass Academy rates **Developing** on this standard.

Strengths

1. The SQR Team gathered **substantial** evidence that students at EnCompass Academy were experiencing meaningful and challenging curriculum. The Team observed EnCompass classrooms looking for specific conditions (see following) that taken together capture the presence of meaningful and challenging curriculum in classrooms.
 - In 33 out of 49 observations of learning (67%), students connected prior knowledge, skills, and experiences to their new learning. Opportunity to connect existing knowledge, skills, and experiences to new learning is an essential element of students experiencing curriculum as meaningful. The Team observed consistent evidence of students making such connections when EnCompass teachers prompted them to reflect on, talk and/or write about content or skills that they had

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learned earlier in the day or in prior days. Students often made connections through routines of learning content each day, such as calendar math or daily oral language practice or basic math facts or their science notebook. This tapping of prior experiences of learning and acquired knowledge built engagement and confidence to master challenging content.

- In 31 out of 49 observations (63%), 85% or more of students were consistently engaged in learning. The quality of a student’s engagement is a key indicator of whether they find the learning both meaningful and challenging. While this percentage at EnCompass was not very high and might suggest student engagement was not a school strength, most of the observations where this engagement was not present were in two classrooms. This suggests that most classrooms at EnCompass were classrooms of high engagement. These were classrooms with strong routines and clear procedures, and teachers used engaging resources and explicit small group and “student-talk” procedures and tools that promoted high engagement in the curriculum.
- While overall the Team saw students using academic language and key vocabulary in speaking and writing in only 20 out of 49 observations (40%), there was consistent evidence in classrooms of this school-wide focus on academic language and content vocabulary, described in the School Self-Reflection and repeatedly by staff in interviews or focus groups. Such use of academic language and key vocabulary is a key indicator of rigor in the curriculum and that students are being challenged. Across the grades and content areas at EnCompass, the Team observed, as part of the school’s implementation of the “Read-Think-Apply” reading comprehension framework, students using sentence frames in classroom discussions and specific activities and assessments where students practiced using the kind of academic vocabulary found in the content area and used on the CST. Teachers were actively pressing for this kind of usage, as an intentional part of the lesson. The Team learned
 - In many observations where the team did not observe students using such language, they did observe teachers using this language and being explicit about it, but they did not employ a strategy to ensure that all students were using it. The Team took this as evidence of the school-wide focus on academic language and content vocabulary that was not yet effectively implemented because it was still teacher-usage and not student-usage.
- Across the 49 observations, the SQR Team found that approximately 50% of the observed time was teacher-centered, with the teacher setting up a lesson (5%), presenting information through lecturing or teacher-led Q&A (30%), or modeling correct practice (15%). This meant approximately 50% of the observation time was student-centered, where students were engaged in guided (20% of the time) or independent practice (25% of the time). This balance of student-centered time against teacher-centered time is evidence of an effective variation of instruction that supports students experiencing both meaningful and challenging curriculum.
 - Given that EnCompass has explicitly identified, as a key improvement strategy, the implementation of lesson designs that gradually release responsibility for learning to students, the Team notes that the balance of student-centered learning against teacher-centered learning in the lessons observed may be evidence of successful implementation of such lesson designs. Without knowing what the balance was previously, it is difficult to know for sure. Future School Quality Reviews should reveal “progress” in this implementation.
 - The Team also notes that EnCompass is implementing the “Read-Think-Apply” reading comprehension framework and that, according to this framework, the ELA lesson structure across the week is supposed to shift from more teacher-centered to increasingly student-centered learning. Given that the Team observed lessons on Monday and Tuesday, it acknowledges that the balance of learning, in a faithful implementation of RTA, would be more teacher-centered on the days the Team observed compared to observations conducted on a Thursday-Friday schedule. Nonetheless, the Team observed several examples of what appeared to be faithful implementation of the RTA framework, at this stage of the week, notably in the guided practice using graphic organizers.
- It is notable that the Team observed virtually no time that was not being used for learning. Across the school, classroom house-keeping jobs and organizational tasks were handled efficiently. Interruptions in classrooms were minimal. Teachers did not allow “relaxing” time. A constant focus on learning was the norm and supported a challenging curriculum.

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2. In its School Self Reflection, EnCompass stated that its implementation of the Si Swun program has been a key driver in the improved math performance of its students. The Team observed 12 instances of Math instruction and found evidence of this implementation in virtually every observation. The quality and consistency of teacher implementation however varied.
 - In Kindergarten and 1st grade classes, the Team observed a high degree of student engagement in well-structured, student-centered math learning opportunities.
 - In other math observations, the teacher followed the Swun lesson structure closely and exhibited the school's recent emphasis on math facts in grades 4 and 5. Teachers in these lessons demonstrated faithful and skilled implementation of the Swun model, and students clearly were experiencing challenging curriculum.
 - In some classes, the lesson did not specifically demonstrate elements of the Swun model. In a few of these, the lesson exhibited teacher attempts at more open-ended math exploration. While ambitious, these lessons appeared to founder on the fact that the learning required students to use too many skills and concepts, still not fully mastered, to be successful. These classes, not surprisingly, showed more management problems and, consequently, a lower degree of challenge.
 - Overall, compared to ELA lessons, and perhaps due to the school-wide focus on math facts, the Team observed fewer opportunities for students to explain orally their thinking. When students provided correct answers, teachers tended to move on quickly and not ask students to explain their math thinking.
3. The SQR Team observed several different strategies at EnCompass Academy for grouping and splitting out students, to create part-time homogeneous groupings that build student experience of challenging curriculum: ELD/AED/GATE classes for all students; ELA Intervention classes for students in grades 1st to 3rd; Math intervention classes for students in grades 4 and 5. The strengths and challenges of each of these structures are described in more detail under School Quality Standard 8. In recognizing them as a strength here, under this School Quality Standard 1, the Team found them to be strong evidence of a school-wide focus on differentiation as a key way for students to experience challenging curriculum.

Challenges

1. While overall the team observed substantial evidence of meaningful and challenging curriculum at EnCompass Academy, there was consistently enough evidence of its absence to conclude that EnCompass Academy is still developing toward that curriculum being **strong and consistent** across the school.
 - In only 25 out of 49 observations (51%), the SQR Team observed students applying their learning to meaningful questions or problems (including “real-life” situations). When it was observed, most often this was during ELA, Social Studies, or Science instruction. Except for contexts such as calendar math, such application was consistently missing from math. In this respect, Math was too consistently taught as an abstract exercise.
 - In only 18 out of 49 observations (37%), the SQR Team observed that student learning reflected an academic push to have all students progress far and to attain high levels of mastery. As a key element in understanding the degree of challenge in the curriculum, the Team observed a consistent academic push to be undermined in many classes by the unevenness of engagement; lesson designs that did not have a strategic provision when students finished early; or by too much time spent re-teaching content that most seemed to have mastered. The Team did not notice a pattern across observations: most classrooms were observed to have some moments of push, just not consistently across times of the day or across content.
 - Consistent with this last finding, in only 16 out of 38 observations (42%), the Team found activities in the classroom provided every student with opportunities to be challenged and to be successful as a result of differentiation to meet different needs in classroom instruction. In order to focus on “tier 1” differentiation that occurs in classroom instruction, this frequency excludes observations at EnCompass of the AED/ELD and the afternoon Intervention classes, because these classes themselves are structured moments of differentiation. The Team's intention was to focus on how differentiation appeared in the most heterogeneous moments of classroom instruction. Within this set of observations, while the team found good examples of differentiated practice, typically EnCompass classrooms were not highly differentiated. The Team did not observe consistent use of the leveled reading materials that the staff spoke of in interviews and focus groups.

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Instruction observed was often teacher-centered, with few specific strategies to reach students differently, or it was student-centered practice, with no differentiated teacher feedback. When the Team saw effective differentiation, it was where teachers used strategies (e.g., student partners, 1:1 teacher coaching, etc.) to ensure that all students were engaged with rigorous content and were successful in learning that content.

- It is important to note that the evidence gathered about differentiation in the classroom was likely influenced by the fact that the SQR Team observed classes at EnCompass on Monday and Tuesday. According to a faithful implementation of the Read-Think-Apply (RTA) comprehension framework, which EnCompass is using, Monday and Tuesday instruction would be more teacher-centered and less differentiated, compared to Thursday-Friday instruction which is more student-centered and differentiated to reinforce skills first taught earlier in the week.
2. In the School Self-Reflection and in interviews and focus groups, staff acknowledged that this is effectively the first year that EnCompass is teaching science school-wide. The SQR Team actually had only 4 opportunities to observe science, and two of these observations were almost entirely teacher-centered presentations. The Team observed a few good examples of science notebooks used effectively for academic sentence frames and opportunities for expository writing. Student work posted in the hallways on the study of water vapor and on “What Do Scientists Do?” showed evidence of more complex science learning. Still the evidence suggests that EnCompass is at a beginning stage in implementing challenging and meaningful science curriculum.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2:</p> <p>Safe and Nurturing Learning Experiences</p> <p><i>A quality school provides safe and nurturing learning environments where adults and students care for each other, feel trust, and have relationships that fully engage students in their learning and inspire them to work hard and push toward higher levels of achievement.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> Procedures, practices and talk support students to take risks and feel okay to make mistakes in their learning Students display safe, respectful behaviors. Communication <i>between student and teacher</i> is safe, nurturing and caring. Communication <i>between students</i> is safe, nurturing, and caring. Teachers and students demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different “lines.” 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to ensure that all students experience safe and nurturing learning experiences across the day and across the campus.</p>

EnCompass Academy is rated **Sustaining** in this standard.

Note that this standard is focused on specific learning conditions, typically in the classroom, and not the school overall. The broader school conditions for safety and nurture are addressed in Key Condition 3.

Strengths

- In analyzing the quality of “safe and nurturing learning experiences” at EnCompass Academy, the SQR Team found **strong and consistent** evidence that EnCompass Academy’s classes were places where teacher and student interactions were positive, caring and created emotionally/physically safe learning environments.
 - In 25 of 49 observations (51%), the Team found teacher procedures, practices, and talk support students to be intellectually curious, to engage eagerly in learning and take academic risks. While this percentage at EnCompass was not very high and might suggest such procedures, practices, and talk were not a school strength, most of the observations where these were not present were in two classrooms. This suggests that most classrooms at EnCompass were classrooms where teachers support students to be intellectually curious, etc. These were classrooms with strong questioning routines and guided practice procedures which

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functioned as a kind of “supportive” pressure to “be smart”—with teachers who offered a lot of praise and encouragement, and affirmed oral efforts to produce complex sentences or answers.

- In 32 out of 47 observations (68%), the Team found that EnCompass teachers and students demonstrated care for each other through recognition, encouragement, and efforts to build relationships across different “lines.”
 - In several interviews, students reported having teachers who cared about them and pushed them to learn.
 - In focus groups, EnCompass Academy parents consistently reported that their children had very positive relationships with their teachers and that they appreciated the efforts the teachers made to support and care for them.
 - In interviews and focus groups, the Team learned that EnCompass staff has been engaged in an explicit dialogue about building a culture that is “affirming and demanding”. The principal and a few teachers have explicitly raised the issue of how teachers can be both affirming and rigorous. Through readings and staff talk, there is discussion of what it means to be a teacher who is not from the students’ cultures and how one builds an environment of support and cultural responsiveness, while also being demanding. Given the evidence noted above, this conversation correctly targets an area where EnCompass has strength, but also has room to grow. The Team considers the EnCompass staff’s focus on building this affirming-demanding culture to be a strength.
 - In 43 out of 49 observations (88%), the Team found EnCompass students displayed safe, respectful behaviors in the classroom.
 - Excluding observations where learning was so teacher-centered that the Team did not really have an opportunity to observe students interacting with each other, the team found in 35 out of 38 observations (92%) that student-student communication was safe and respectful. Students interacted with each other positively, with only a few examples of teasing or laughing if a student made a mistake.
 - The team also observed strong structures and procedures for ensuring safe, respectful classrooms, some of which seem clearly rooted in the “Responsive Classroom” training teachers have received. Most discipline issues were handled in the classroom, and there were only a few observed lessons where the teacher was not effectively managing respect issues. Classroom systems intersected seamlessly with school-wide systems of referral (e.g., the written reflection based on school’s vision; some explicit training in problem-solving words and letters of apology) and consequence (e.g., the lunch time detention). These systems are used to identify students who are in need of academic and/or social-emotional interventions. The Team did gather some evidence to suggest that the lunch detention may not operate effectively: in one class, several students seemed “eager” to leave class and go to lunch detention, and after detention there were some students who were using class time to complete their detention reflection.
2. EnCompass Academy has developed an explicit vision of teaching to the whole child that is rooted in their “internal compass”. This vision essentially argues that this School Quality standard of “safe and nurturing learning experiences” (as well as Standard 1, “Meaningful and Challenging Curriculum”) is achieved when classroom learning “Starts with Self, Guided by Family, Engaged in Community, [and] Rooted in Ancestors”. In the classroom, the SQR Team saw what it took to be indirect evidence of this vision, in the ways that teachers managed student behavior, in the ways that students talked to each other, and in the ways that adults and students cared for each other. Interestingly though, the Team saw no explicit classroom engagements focused on it and heard relatively few explicit references to this vision from teachers and students, in the course of their work together. When prompted to discuss, adults and students alike were fluent in describing it and giving examples of it, but it was still difficult to judge its actual impact on the everyday classroom experience. The Team wondered: is the vision deeply ingrained, or is it simply well known? It may be that the Team did not have the proper lens to investigate this question well, and so it simply poses it as a question to be considered by the school community.
3. One Special Education teacher who works in the general education classes as part of a push-in strategy reported that students in her classes do not actually know which student(s) she is there to support. The Team gathered strong evidence that confirmed this statement. In general, the Asperger and Resource students experienced a safe and supportive classroom environment, where they functioned as just one more member of the classroom community, free from any un-do

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attention or ridicule that can occur in mainstreaming situations. The Team observed the Special Education and general education teachers working well together in classes, providing individual and small group support where needed, without obvious targeting of the specific Special Ed student.

4. The SQR Team also observed several classrooms in the EnCAS after-school program where teacher and student interactions were positive, caring and created emotionally/physically safe learning environments. The program instructors had explicit classroom agreements and procedures which they managed effectively. They were observed doing a “check-in” with students about their day, which led to individual and group reflection on positive experiences in the day program and areas of struggle. Highly culturally responsive, the teachers functioned as mentors, encouraging, prodding, and guiding students to celebrate and problem solve their relationships with their peers and teachers.
 - In one illustrative moment, a student was moving about the classroom, tripped and fell to the ground, and the student response was universally one of concern about injury. They helped him up and dusted him off; there was no laughing, no teasing, or mockery.
 - In focus groups, teachers reported that they were pleased at the improvements in EnCAS, noting how behavior management had improved greatly and that the leadership and teachers were much stronger.
5. EnCompass students interviewed said that they feel physically safe in their classrooms at EnCompass Academy. They had not been threatened or bothered in any notable way. Virtually every student could identify at least one teacher who they felt cared for them.

Challenges

1. The SQR Team observed moments where the teacher and student interactions were not positive or caring and did not create emotionally/physically safe learning environments.
 - In a handful of observations, communication between student & teacher was not safe, nurturing and caring. In these classrooms, the team observed teachers scolding students or otherwise using harsh tones that conveyed mainly anger. In these instances, teachers showed visible frustration and used punitive behavior strategies focused on the misbehaving students (as opposed to maintaining a balance of strategies that rewarded on-task behavior and corrected off-task behavior). In these instances, students were also visibly frustrated, distracted, resistant and/or hostile to the learning activities.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 4:</p> <p>Active and Different Ways of Learning</p> <p><i>A quality school uses instructional strategies that make learning active for students, that provide them with different ways to learn, and that respond to their different learning needs (including language and literacy needs). Instruction is geared toward the construction of meaning, disciplined inquiry and the production of writing and problem-solving that has value beyond the school.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> Students collaborate and/or learn using various learning modalities and/or multiple intelligences. Instruction balances direct explanation, modeling, guided and independent practice. Students use academic language and key vocabulary in speaking and writing. Grouping of students for instruction varies and is matched to the learning target or students' needs. Students have regular opportunities to actively construct knowledge, through a variety of learning resources (and are not simply passive recipients of pre-determined ideas and information). 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to ensure that all students experience active and different ways of learning.</p>

EnCompass Academy is rated **Developing** in this standard.

Strengths

- Many classes at EnCompass Academy were places where students did experience active and different ways of learning.
 - Across the 49 observations, the SQR Team found that approximately 50% of the observed time was teacher-centered, with the teacher setting up a lesson (5%), presenting information through lecturing or teacher-led Q&A (30%), or modeling correct practice (15%). This meant approximately 50% of the observation time was student-centered, where students were engaged in guided (20% of the time) or independent practice (25% of the time). This evidence suggests that EnCompass students did experience active and different ways of learning.
 - As noted in Standard 1, EnCompass has explicitly identified, as a key improvement strategy, the implementation of lesson designs that gradually release responsibility for learning to students (both in the RTA and the Si Swun models). The Team found that the balance of student-centered learning against

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teacher-centered learning in the lessons is evidence of successful implementation of such lesson designs. In this context, such lesson designs ensure that students experience active and different ways of learning.

- The use of centers in the K/1 classes is a notable example of this implementation.
 - In 26 of 49 observations (53%), the SQR Team found students learning through collaboration and/or learning using various learning modalities and/or multiple intelligences. Combined with the evidence about student-centered learning time, this evidence suggests that these learning experiences were relatively frequent and again indicate students did experience active and different ways of learning.
 - Also as noted in Standard 1, the SQR Team observed several different strategies at EnCompass Academy for grouping and splitting out students, to create part-time homogeneous groupings: ELD/AED/GATE classes for all students; ELA Intervention classes for students in grades 1st to 3rd; Math intervention classes for students in grades 4 and 5. While noting that there were strengths and challenges in the implementation of these classes (to be further discussed in Standard 8), the structure of these shifts in the day for students—shifts in class composition and often in teacher—provided students with different ways of learning, specifically giving them more opportunities to learn within their “zone of proximal development”.
2. Special Education push-in teachers provided valuable 1-on-1 and small group supports that enhanced, in those specific classes, student experience of active and different ways of learning.
 3. The Team found that EnCompass teachers all agree that active and different ways of learning are essential to high quality learning and that they can be particularly important for the success of certain groups of students. This consensus is a key strength that portends future development on this standard.

Challenges

1. While overall the Team observed substantial evidence of active and different ways of learning at EnCompass Academy, there was still evidence of classrooms where this was not consistently happening.
 - As noted in Standard 1, in only 16 out of 38 observations (42%) did the Team find that activities in the classroom provided every student with opportunities to be challenged and to be successful as a result of differentiation to meet different needs in classroom instruction. While the team found good examples of differentiated practice, typically EnCompass classrooms did not vary instruction through strategies of differentiation. The Team did not observe consistent use of the leveled reading materials that the staff spoke of in interviews and focus groups. When the Team saw effective differentiation, it was where teachers used strategies (e.g., student partners, 1:1 teacher coaching, etc.) to ensure that all students were engaged with rigorous content in a way that met their different learning needs.
 - Again, as noted above, it is important to note that the evidence gathered about differentiation in the classroom was likely influenced by the fact that the SQR Team observed classes at EnCompass on Monday and Tuesday. According to a faithful implementation of the Read-Think-Apply (RTA) comprehension framework, which EnCompass is using, Monday and Tuesday instruction would be more teacher-centered and less differentiated, compared to Thursday-Friday instruction which is more student-centered and differentiated to reinforce skills first taught earlier in the week.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 7:</p> <p>Students Know What They are Learning, Why, and How it can be Applied</p> <p><i>A quality school ensures that students know what they're learning, why they're learning it and how it can be applied. It ensures that students understand what it looks like to know, perform, and interact "well" (i.e. with quality). It makes sure that students play an active role in managing and shaping their learning and in developing an individualized learning plan for improvement.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> Students apply academic language and key vocabulary in speaking and writing Students know the learning objectives for the lesson. Students know why they are engaged in this learning (i.e., long-term outcomes of it) Students have their learning checked with immediate feedback regarding their progress toward the day's learning objectives. Students know how it can be applied. Students understand what it looks like to know, perform, and interact "well" (with quality). 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to ensure that all students know what they are learning, why they are learning it, and how that learning can be applied.</p>

EnCompass Academy is rated **Developing** in this standard.

Strengths

- In 32 out of 49 observations (65%), the SQR Team found that students had their learning checked with immediate feedback regarding their progress toward the day's learning objectives.
 - The team observed teachers using various strategies (e.g., choral recitation, random calling, small-group collaboration, think-pair-share) to check all students learning.
- The SQR Team collected strong and consistent evidence that students at EnCompass Academy have a clear understanding of what they are learning and why it is important.

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- In 24 of the 37 observations (65%), when the Team could briefly interview students in the classroom, students could explain what the day's learning was. The team did not regularly observe learning targets posted, but heard teachers state the goal of learning. For the most part, students were clear about these targets and could explain them when asked.
- In 23 of the 35 observations (66%), when the Team could briefly interview students in the classroom, students could explain why the day's learning was important. They described how the reading, writing, and math skills they were acquiring would help them be successful, usually at higher levels of learning.
- This conviction that their learning was meaningful and important to their future schooling was also strong and consistent across the students that the Team separately shadowed and interviewed.

Challenges

1. There were 17 observations where the SQR Team found that students did not effectively have their learning checked. In these cases, there was often an over-reliance by teachers of calling on raised hands or otherwise accepting "whole class" responses that did not effectively check the learning of all students.
2. While the team gathered substantial evidence that EnCompass Academy students believed their learning was important for their future schooling, the team also gathered evidence that students were not strongly connecting its importance to future college and career options.
 - For example, the SQR Team found that, in only 2 out of 36 observations (5%), students had chances to connect how their learning in class prepared them for future college and/or career opportunities. When we talked to students, some would see connections, but there were few explicit ways that lessons or other classroom structures (e.g., board or wall postings) encouraged this connection.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 8:</p> <p>Academic Intervention and Enrichment Supports</p> <p><i>A quality school provides resources and programs before, during, and after school that ensure that all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person.</i></p>	<p>There is little evidence that the school provides the following:</p>	<p>There is some evidence that the school provides the following:</p>	<p>There is substantial evidence that the school provides the following:</p>	<p>There is strong and consistent evidence that the school provides the following:</p> <p>Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> ▪ identifying students who are struggling to meet expected learning targets, ▪ identifying <u>why</u> students are struggling, and ▪ referring them to the supports that address their need(s). <p>Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> ▪ identifying students who have (quickly) mastered expected learning targets, and ▪ referring them to enrichment opportunities that extend their learning. <p>Strategies and supports—during and outside class—to serve the variety and volume of student needs (including 2nd language learning, special education, and 504 needs).</p>	<p>There is strong and consistent evidence that the school provides the following: ...</p> <p>The school has implemented systems, including student input, to review evidence of these supports to ensure that all students experience needed academic intervention and enrichment.</p>

EnCompass Academy Elementary is rated **Refining** in this standard.

Strengths

1. The Team gathered strong and consistent evidence of a school culture mature in its use of assessment data to identify students’ needs. EnCompass Academy has varied assessment strategies in place to identify students who are struggling to meet expected learning targets and to understand why these students are struggling.
 - The SQR Team learned that EnCompass has a teacher on special assignment who takes the lead in facilitating a robust assessment system and the use of assessment data to identify students for intervention. She coordinates with the principal in this role. In staff interviews and focus groups, the Team learned that the principal both uses and expects that her staff use assessment data to identify students and to make instructional decisions. EnCompass teachers speak rather fluently of the specific ELA/math skill strengths and challenges of their students, of intervention groups, and even of individuals.
 - As noted in their School Self Reflection, EnCompass has a tiered system of assessment in ELA. Every student is tracked for their performance on the CST and on District Benchmark assessments. At the K-1 level, where CST data is not available, the school uses MCLASS as a universal assessment and the Dibels Next. For

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students who struggle to perform at grade level, the TSA administers 1:1 the Basic Phonics Skills Test to get a deeper understanding of the student's specific challenge(s). For grades 2-5, EnCompass uses the SRI, usually administering it earlier than the rest of district to get a sense of student need. They also do the Dibels Next and BPST for identified students.

- For students enrolled in the ELA Intervention classes, the teachers with the support of the TSA do close progress monitoring. This system informs teachers how all their intervention students are doing and allows them to precisely determine why a student struggles in reading and to monitor the student's response to instruction and intervention.
- For ELD placement and monitoring, the TSA looks at CELDT scores from the previous year and "somewhat" at CST scores, and then uses the diagnostic, curriculum-embedded assessments found in Language for Learning and Writing and teacher observation to make ELD placements starting late September and early October. For monitoring, the TSA and teachers use a 1:1 assessment, the Developmental English Proficiency test, with selected students that are not making progress. For Kindergarten students, the TSA will use their immediate CELDT scores, since there are no prior scores.
- For Math Intervention identification, the TSA and principal work with the Math lead to review CST, District Benchmark, and Swun curriculum-embedded assessments to determine which 4th and 5th grade students should be placed in intervention.
- For Special Education identification, the TSA coordinates all pre-referral services and is assigned to work with the general education teachers to identify students who are not improving. The TSA manages the SST process that determines if a student should be placed in Special Education and works with the Resource Teacher, the School Psychologist, the Speech and the Occupational therapists assigned to EnCompass who complete the evaluation steps. Reportedly, the TSA is also responsible for monitoring any unevenness in teacher referrals and teachers advocating for students to get services. It is part of her job work with general education teachers to ensure consistent advocacy and referral.
- Evidence of the maturity of EnCompass's use of assessment data to identify students' needs was found in the targeted focus EnCompass has on specific groups of students who have been identified in need of support—for example, African American students generally in ELA and for attendance challenges; African American girls more specifically in ELA and math, and for behavior referrals; intermediate-level English Language Learners; 4th and 5th graders in math.

2. The SQR Team found that overall EnCompass Academy uses clear, consistent criteria and processes to refer students to the supports that address their needs. Only in the referral process for the AED intervention did the Team find evidence of a less-than-rigorous referral criteria and process.
- Using the data discussed above, the TSA and the teachers coordinate to place students in needed supports, whether it is the ELD/AED classes, the ELA and/or Math Interventions. Principal, TSA, and teacher explanations of the criteria and process were aligned.
 - The Team found that the placement criteria and processes for AED are less clear and consistent and that staff are not in alignment about them. If a student is not GATE identified or high performing on the CST ELA test, and if English is their first language or they are a reclassified EL student, then the student is placed in the AED class. By default, all African American students who are not high performing on the CST are placed in AED. The Team did not learn of any other assessment data, besides the CST, that was used for placement purposes.
 - In a prior year, the TSA determined that she had sufficient assessment evidence to place an African American student in one of the ELD classes, thinking that the student would benefit from the Language for Learning curriculum. Reportedly, teachers objected to this placement on the grounds that the ELD classes should be targeting identified English Learners only.
 - In focus groups, some teachers also raised questions about the appropriate placement of some students in AED, saying they did not appear to need an AED class. The Team found that this to be evidence of a lack of clarity EnCompass about the criteria for placing students in AED, particularly English Only students (who were predominantly African American), versus placing them in the only other class available at that time, the Challenge/GATE class.

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3. The Team gathered evidence that EnCompass has effective academic interventions and enrichments for students during the day program.
- English Language Development (ELD)/Academic English Development (AED)/Gifted and Talented Education (GATE) classes for all students: EnCompass has established a block of time 4 days of the week, for 35 minutes, when all students are shifted into one of these content classes.
 - English Learners are placed in ELD classes differentiated by English proficiency. EnCompass uses the district-adopted curriculum of Language for Learning, Language for Writing, and English Now. Both teachers and the TSA reported consistently on which student proficiency levels were matched with which levels of these curriculums. The Team observed several ELD classes and found effective use of the intervention to focus more specifically on a narrow band of ELA proficiency. Students had good opportunities to produce written and oral language, both with the teacher and with classmates who shared a similar level of proficiency.
 - English only students and some re-classified EL students who are not GATE are placed in the AED classes. As noted above, placement decisions for the AED class do not appear to be driven by the same rigorous assessment analysis as ELD and that, by default, African American students are placed in AED, even if there is not clear evidence of their specific English language deficits. The Team did not observe quality learning experiences for students in these classes. Reportedly, there is a curriculum for the class that focuses on code switching. The Team did not see that curriculum specifically in use in the classes observed, and the curriculum observed was not challenging. Student and even teacher engagement appeared problematic, and these classes were notably less safe and nurturing. Students interviewed did talk rather specifically about how they are learning about the differences between “home language and school language”. In interviews and focus groups, teachers reported on problematic conditions that clearly impact the quality of learning in the classes: teachers have not been specifically trained in AED; there are no content standards for this class; teachers lack school supports (e.g., no collaboration time for AED teachers) and district supports (e.g., limited and rather weak curriculum materials) to develop their capacity to prepare lessons in contrastive analysis. When asked to explain the lack of school-based supports for this content, given the high quality supports for teachers in other areas, teachers reported the many competing priorities that make it difficult to focus on this too.
 - Students designated as GATE or those proficient/advanced in ELA are placed in the enrichment Challenge/GATE class. The Team did not have an opportunity to observe this class. Reportedly, the teacher of this class is developing her own curriculum, which has a social studies emphasis.
 - ELA Intervention classes: EnCompass has created Tier 2/3 ELA intervention classes for identified students in grades 1st to 3rd from 2:25-3:00pm, 4 days a week (Wednesday excluded). The classes are small, approximately 5 students. Technically the class occurs after-school, so the school is able to leverage the after-school program staff to offer a kind of physical education class for the rest of the 1st to 3rd graders. The ELA Intervention class is a recent approach, and the current systematic model is a new innovation from the “multiple interventionist” model used previously. Two years ago, the school had a pull-out program that was organized around the reading recovery approach. However, following staff training in “Results for EL Students”, the school shifted to this model. The classes observed by the Team reflected the described emphasis on phonics and fluency. Teachers appeared to have a very clear understanding of what each student needed and what specific skills they were developing. Reportedly, teachers monitor the progress of their students every 2 weeks, and cycles are set up to refer or exit students according to their need and mastery of skills. They have established a professional learning community to share their planning and to build their capacity to monitor and target student needs. Once a student has strengthened their identified area of challenge, they can be switched to the physical education class.
 - Interestingly, the Team found that the teachers are of different minds about the effectiveness of this intervention structure. Some describe it as a “powerful” intervention that also gives students much needed “PE” time. Other teachers are not yet convinced of its effectiveness. These argue that the previous year’s pull out approach was more effective. There also seems to be some discontent with the amount of the day that “my students are not with me” because of the ELA and ELD/AED interventions. The Team did observe that some teachers struggled more with classroom management during the intervention classes when some of the students were not “their” students, and that this struggle may partly explain some teachers’ dissatisfaction

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with the intervention structure. However the Team also acknowledges some confusion about this data because other teachers contradicted this criticism by reporting that teachers kept their own students for the ELA intervention.

- Math intervention classes: EnCompass has created Math intervention/enrichment classes for students in grades 4 and 5, from 12:25 to 12:55pm, 4 days a week (Wednesday excluded). All 4th and 5th graders are sorted across 4 different levels of math proficiency: low proficiency students focus on basic math facts; moderate proficiency get some basic facts and more application work; higher proficiency, but still making mistakes, get math instruction that is rooted in error analysis on their Benchmark and curriculum-embedded assessments; and highest proficiency get enrichment opportunities. Each of these levels of curriculum is tied to the Swun model. Reportedly, one goal of the classes is to implement the math facts curriculum more consistently, because a recent analysis of 4th grade benchmark performance showed that teachers are not implementing this consistently. Also, this is where EnCompass is locating its Focal 15 effort. The teachers also have established a professional learning community to share their planning and to build their capacity to monitor and target student needs. The Team had limited opportunities to observe these classes, but in those observations found evidence that confirmed staff reports about the structure and curriculum.
- Special Education Interventions:
 - EnCompass Academy has a Special Education Resource program, with a Resource Teacher and Instructional Aide who are present in the afternoons everyday (they have split assignments with 2 other schools). Currently 6 students are being served through a combination pull-out (managed by the Resource teacher) and push-in (managed by the IA) program. Reportedly, their schedule is consistent, and there is effective coordination with the general education teachers. Speech and Occupational services are provided one day a week. Reportedly, the TSA and Resource teacher have begun to provide testing accommodations for district Benchmark assessments, as well as the usual accommodations for the CST. Apparently, these accommodations have impacted resource student performance on the Benchmarks positively.
 - EnCompass also has a new Asperger's Syndrome Inclusion Program (ASIP) this year. The teacher works at EnCompass Monday, Wednesday and Fridays, and 2 aides are present full-time Monday through Friday. Currently, 3 students on are in the program—two 4th graders and 1 Kindergarten student. The students experience full-inclusion 90-96% of day with the teacher and aide providing push-in support. Reportedly, the teacher and aides usually provide on-the-spot modifications because pre-planning with the general education teachers can be difficult to schedule. The ASIP teacher reports that the classrooms have strong, supportive, and inclusive cultures, and that the general education students do not actually know which students the ASIP teacher is there to support. They simply see her as an extra teacher in the classroom.
- The Playworks enrichment program: The Team gathered substantial evidence that the Playworks “physical play” program offers well-structured and safe physical movement enrichment. The Playworks coordinator organizes and manages a variety of games and sports for EnCompass students to participate in before, during, and after school. He explicitly trains students in simple, but effective conflict resolution strategies, and the Team observed students utilizing them (particularly, “Rochambeau”) effectively without adult oversight. He also manages a Junior Coaches program with 4th and 5th grade students which enables students to develop valuable leadership responsibilities through overseeing different play areas.
- The 81st Avenue Public Library intervention and enrichment supports: The Team gathered evidence that EnCompass has a unique partnership with the public library co-housed on the campus to provide a variety of the intervention and enrichment supports. EnCompass effectively has its own library teacher who draws on a variety of high-quality resources in this new library branch to provide the follow supports:
 - Every EnCompass classroom visits the library once every 3 weeks with dedicated librarian instruction to learn how to use the library resources and to check out books. Day and after-school program classes also use the library at other time as well, but the librarian does not provide specific teaching then.

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- Upper grade students receive “research” instruction, coordinated by their teacher with the librarian. This includes how to use the library’s various databases and how to prepare presentations.
 - Lower grade students receive instruction in the different genres of writing in their classrooms and have opportunities to go to the library to select books in these different genres.
 - During and after school, identified students use the Fast ForWord computer-based ELA intervention program.
 - The librarian coordinates with teachers to provide classrooms with curriculum materials and “buckets of books” related to current themes in the classrooms.
 - The library keeps hours that allows students to use it for individual reasons before and after school.
- The Team gathered limited evidence about EnCompass’s visual arts program as an important enrichment support. However, because the arts teacher was on medical leave during the SQR visit, the team was not able to gather sufficient data to speak to its impact. Similarly, the Team heard reports that an arts grant, starting in February, would be providing 30 minutes of Congolese Dance weekly and a twice-a-week, lunch-time Step Club. The Team cannot confirm this because the programs are starting after the site visit.
4. The Team gathered evidence that EnCompass Academy has an after-school program, called EnCAS (EnCompass After School Scholars), that is well integrated with the “day program,” that strategically provides intervention and enrichment opportunities, and serves a variety of student needs.
- EnCAS serves 100 students, about 40% of EnCompass Academy’s total enrollment. It does not provide services to Kindergarten students, but does serve approximately 20 students per grade, for grades 1st through 5th. Because the number of applications exceeds the number of spots, EnCAS must use selection criteria to determine who is admitted. The first criterion is student performance level, as indicated by assessment scores provided by the school: students with lower performance are given preference for admission because it is a priority for EnCAS to provide intervention supports for struggling students.
 - The Team found that, as an intervention, EnCAS provides an hour each day of small group tutoring and homework support focused on standards-based learning. EnCAS staff reported their academic block is focused on assisting students first to complete their homework, as a key support to their day program learning, and second to provide additional support in English Language Arts. EnCompass’s EnCAS academic liaison is a 3rd grade teacher who meets with the EnCAS teachers approximately once a week to provide them with a series of ELA lessons that they use with their students. These lessons focus on reading and basic ELA skills (grammar and vocabulary development).
 - The Team also found evidence that a key component of EnCAS’s effectiveness as an intervention is not simply as a tutoring/homework resource, but also in a kind of culturally responsive academic mentoring that also serves as a key social-emotional support. EnCAS staff has a focus on “raising the whole child.” As noted in Standard 2, in the academic block, teachers were observed modeling tight classroom procedures, using both positive and negative consequences to maintain a positive classroom environment. They were observed doing a “check-in” with students about their day, which led to individual and group reflection on positive experiences in the day program and areas of struggle. Highly culturally responsive, the teachers functioned as mentors, encouraging, prodding, and guiding students to celebrate and problem solve their relationships with their peers and teachers.
 - Several EnCompass teachers reported their perception that the EnCAS staff was doing a much better job this year in building a positive classroom environment and providing a valuable intervention for students.
 - The Team also found evidence that EnCAS provides multiple enrichment opportunities for students. They engage students in enrichment activities such as gardening/Creative Arts; Chess and Science; Music; Drill Team; and Media literacy with a focus on environmental issues. These activities expose students to new areas of learning, with a substantial effort to ground them in core academic learning (e.g., science). These enrichment activities also support students to take on leadership roles—e.g., the performances of the Drill Team at major community events; the work of the Green Team in managing the school’s recycling efforts.

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Challenges

1. As noted above, the Team gathered strong and consistent evidence that EnCompass Academy provides resources and programs that ensure that all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person. The main areas of challenge are in the referral of students to the AED intervention and the quality of the AED intervention itself. In this respect, EnCompass has not fully implemented systems to review evidence of these supports to ensure that all students experience needed academic intervention and enrichment, a key condition that rates a school as refining. While they do have such “refined” systems in place for ELD students, they do not for AED students, and this has a disproportionate impact on African American students at the school. Teachers are clearly holding information that this support is not functioning effectively, but the evidence suggests there has not yet been a concerted effort to act on this information and make improvements.
2. The EnCAS after school program provides valuable interventions and supports to students, as noted above, but touches a relatively small percentage of EnCompass students. Given the quality of the programming and the mentoring provided by the EnCAS staff, the Team determined that it was a significant challenge that more students did not have access to these services.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 10: Equitable Access to Curriculum</p> <p><i>A quality school provides curriculum and courses (including A-G and AP courses at the high school level) that prepare students for college, and it ensures equitable access to such curriculum and courses, for all students, through academic interventions that catch and support students to complete a college preparatory course work.</i></p>	<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background, gender and sexual orientation) are not proportionally represented in the academic programs across the school.</p> <p>Specific learners who experience on-going discrimination or who are part of historically lower-achieving groups may not have a full schedule of courses or may not have access to a challenging core curriculum, taught by fully-qualified teachers</p> <p>These specific learners are segregated into separate learning situations and do not receive the instruction or supports that will help them master high standards.</p> <p>The system for identifying student needs and triggering supports does not consider these learners as groups with particular learning needs.</p>		<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background; gender and sexual orientation) are not proportionally represented in the academic programs across the school. <u>However</u> there are deliberate efforts made to address this problem for some of these student groups and to support their integration into a challenging core curriculum with qualified teachers.</p> <p>OR</p> <p>Proportional distribution of groups of students exists -- but the basic curriculum itself does not offer most students the gate-keeping curriculum needed for preparation for higher education (e.g. algebra, lab sciences).</p> <p>Some learners who experience on-going discrimination or who are part of historically lower-achieving groups are still segregated into separate learning situations and do not receive the instruction or supports which will help them master high standards.</p> <p>The system for identifying student needs and triggering supports does consider these learners as groups with particular learning needs, but it is uninformed by data-based inquiry.</p> <p>Some academic supports target these specific learners, but it is haphazard whether and how a student becomes involved and only a portion of students who might need such services actually receives them.</p>		<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background; gender and sexual orientation) are proportionally represented in the academic programs. School structures and policies promote differential inputs as needed to support the needs of specific learners who experience on-going discrimination or who are part of historically lower-achieving groups, which gives them access to challenging curriculum and enables them to achieve high standards. These specific students are fully integrated into a challenging core curriculum with qualified teachers.</p> <p>The system for identifying student needs and triggering supports does consider these learners as groups with particular learning needs, and the people in key gate-keeping roles in the school have received training about access and equity issues, and operate with clear guidelines for ensuring full access.</p> <p>Academic supports are available so all students receive the help they need to master high standards.</p>

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EnCompass Academy Elementary is rated **sustaining** in this standard.

Strengths

1. The evidence gathered shows that EnCompass Academy does ensure equitable access to rigorous, core curriculum for all students. Diverse groups of students are proportionally represented in the academic programs, and there are policies, programs, and practices that ensure that different groups of students get the support they need to be successful (see Standard 8 above).
2. EnCompass Academy has practices for identifying student needs and triggering supports that does consider these learners as groups with particular learning needs, as noted in Standard 8 above.

Challenges

1. As noted in Standard 8, the main challenge to equitable access to curriculum for all students at EnCompass is the problem of African American student placement and the quality of student learning experiences in the AED classes.

Quality Indicator 1: Quality Learning Experiences for All Students EnCompass Academy Elementary School January 9-11, 2012

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 11: College-going Culture and Resources</p> <p><i>A quality school has a college-going culture with staff and teachers who provide college preparedness resources to inform students and families about the importance of college, their college options, the entrance requirements, and the supports needed to successfully complete college.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> Students connect how their learning in class prepares them for future college and/ or career opportunities Students use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college. Families have opportunities to use college - preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college. 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to ensure that a college-going culture and resources are experienced by all students.</p>

EnCompass Academy Elementary is rated **Beginning** in this standard.

Strengths

- The SQR Team found documentation that referred to the use at EnCompass of a “Believing in the College Dream” curriculum with students and parents. The Team did not find additional information regarding how that college-awareness program is operating, and therefore could not confirm it as evidence of strength on this standard.
- The Team also observed some classrooms with college flags, pennants, and posters that made “college” more visible to students. Several members of the team, particularly the youth researchers, also noted that the physical design of the campus itself “felt” like a college setting.

Challenges

- As noted in Standard 7, while the team gathered substantial evidence that EnCompass Academy students believed their learning was important for their future schooling, the team also gathered evidence that students were not strongly connecting its importance to future college and career options.
 - For example, the SQR Team found that, in only 2 out of 36 observations (5%), students had chances to connect how their learning in class prepared them for future college and/or career opportunities. When we talked to students, some would see connections, but there were few explicit ways that lessons or other classroom structures (e.g., board or wall postings) encouraged this connection. The Team did not hear teachers making explicit references to how certain skills, such as peer collaboration and writing, particularly prepare students to be successful in college.
- Parents reported that they would appreciate receiving and learning about more college-preparedness resources through the school.

Quality Indicator 2: Safe, Supportive & Healthy Learning Environments

EnCompass Academy Elementary School

January 9-11, 2012

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of learning environments that are safe, supportive, and healthy for all students.

“Safe, Supportive, and Healthy Learning Environments” recognize that all members of the school community thrive when there is a broad, coordinated approach to identifying and meeting the needs of all members. The quality school is a safe, healthy center of its community. Its students, their families, the community, and school staff feel safe because school relationships, routines, and programs build respect, value individual and cultural differences, and restore justice—in the classrooms, hallways, and surrounding neighborhood. Its members are healthy and ready to learn, work, and parent because they have access to services—before, during, and after the school day—that address their academic, emotional, social, and physical needs. In such a quality school, the adults in the community coordinate their support so that students plan for and are prepared for future success.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Safe, Supportive, & Healthy Learning” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Quality Indicator 2: Safe, Supportive & Healthy Learning Environments
EnCompass Academy Elementary School
January 9-11, 2012

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 1:</p> <p>Safe and Healthy Center of Community</p> <p><i>A quality school is safe and healthy center of the community. It is an open, fun and attractive space for the community to use before, during, and after the school day.</i></p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> 1. Students and parents feel safe and free from threat or bullying. 2. Student-staff, student-student, and family-staff interactions keep students physically safe. 3. Safety procedures are evident and enforced by all stakeholders. 4. Mechanisms are in place to communicate with families/ community partners in a timely way. 5. Students are provided healthy food and health-focused physical activity. 6. Health partnerships, both on and off site, ensure student health needs are met. 7. Health education is integrated into classrooms, programs, and services. 8. Systems are in place for community to access facilities and to ensure space is taken care of. 	<p>The school provides learning environments that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to ensure that the school functions as a safe and healthy center of the community.</p>

EnCompass Academy is rated **Sustaining** in this standard.

Strengths

1. The SQR Team gathered strong and consistent evidence that students and parents feel safe from threat or bullying.
 - EnCompass’s School Self-Reflection reported that parents and students think bullying is an issue that needs addressing and that they have concerns about safety at the front of the school. However, students interviewed by the SQR Team consistently reported feeling safe on campus and safer on campus than they feel going to and from school. Some students reported instances of bullying that had occurred off campus, in the neighborhoods. Students reported virtually no physical conflicts or other issues that were not dealt with promptly by adults. Parents across ethnic backgrounds also reported their high satisfaction with the level of supervision and safety on the campus. Parents also expressed concerns about how unsafe it is outside the school and were grateful that staff works so hard to keep the campus safe.
2. SQR Team observations of campus confirmed staff, student, and family reports that there was good adult supervision and that students were safe on the campus. With the exception of one parent volunteer that the Team observed, adults interacted with students on campus in positive and caring way. Adults appeared to emphasize

Quality Indicator 2: Safe, Supportive & Healthy Learning Environments EnCompass Academy Elementary School January 9-11, 2012

formally greeting students, who in turn modeled this kind of respectful interaction with other adults. These interactions built a sense of safety rooted in the experience that all are recognized and respected.

3. In campus observations, the Team found substantial and consistent evidence of school procedures and routines that ensured safety, respect, and calm. In interviews and focus groups, the Team heard the attention to and intention about school-wide structures (e.g., Playworks) and procedures (e.g., line-up and cafeteria) that build a sense of safety, respect, and calm.
 - All adults had specific assignments each day of the week to be present on the playground to monitor and encourage safe behavior. The Team observed one instance where, because of an absence, this supervision could have broken down, but it was swiftly addressed by the principal and staff who functioned as a kind of back-up system.
 - Knowing that there are safety challenges outside the campus, EnCompass has established a strong presence at the front of the school through the routines and vigilance of the School Security Officer (SSO). Not only is the SSO present, but he has built positive relationships with most of the students and many of their family members such that he builds a strong sense of safety for the entire community
 - Staff has taught students specific “line up” and “walk in an orderly fashion” procedures (to/from recess and lunch as well as to the library and computer lab).
 - The Playworks enrichment program is also an important structure that contributes to safety. Students are provided a variety of organized and supervised play opportunities before, during and after school—limiting the kind of spontaneous activity that can be unsafe (e.g., tag). Students follow procedures for getting and using equipment, and there is a lot of equipment available to them. The Playworks coordinator supervises all of this and manages Junior Coaches (4th and 5th grade students) who oversee different play areas. Playworks explicitly trains students in simple conflict resolution strategies, and the Team observed students utilizing them (particularly, “Rochambeau”) effectively without intervention.
 - The EnCAS program also has established clear procedures and routines, both within the classrooms and in transitions between classrooms that ensure the same kind of safety, respect, and calm in the after school program.
4. In Quality Indicator 1, Standard 2, the SQR Team had some questions about how the vision of teaching to the whole child that is rooted in their “internal compass” becomes explicit in the classroom. Since the Team saw no explicit classroom engagements focused on the vision and heard relatively few explicit references to this vision from teachers and students, in the course of their work in the classroom, the Team wondered about its actual impact on the everyday classroom experience. The Team asked: is the vision deeply ingrained, or is it simply well known?

The data gathered in the broader school-wide context raised no such questions. The Team repeatedly saw explicit use of and reference to the vision and its guiding principles. Clearly in the school-wide context this vision and its principles are deeply ingrained and, in this context, help build a culture of safety and health.

- The Team observed a discipline referral process (the referral documents themselves, the process and follow-up) that constantly and explicitly emphasized the school's internal compass (the power of knowledge, the power of courage, the power of compassionate right action, the power of stillness) and its guiding principles. This appears to create a more powerful discipline process that builds safety because it emphasizes developing toward a certain kind of person, over simply correcting or punishing wrong behavior.
- The Team also heard reports of (but did not have an opportunity to observe) EnCompass's uses of healing strategies to respond to instances when students do come into conflict and someone has been emotionally or physically harmed (e.g., bullying). These “healing” strategies are a form of restorative justice where the perpetrator is held responsible for their action but given a chance to repair the damage they have caused and a chance to be forgiven. After communication with the victim's parent, often parents are included in the healing process. The goal of this reportedly is to try to undo any blaming of the perpetrator and to re-build trust.

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- The Team also observed the bi-weekly Community Meeting, when students and staff come together to reinforce school values and to publicly demonstrate both their academic and social-emotional learning. This meeting used well-established procedures to ensure a safe and respectful environment for the meeting activities. These activities built a sense of shared community: adults who were new to the campus were introduced; what it means to "have character" was discussed; students were "caught being kind"; excellent attendance was recognized; academic learning was demonstrated and publicly praised. Through all these activities, parents were noticeably present and even participating. This "building of EnCompass's community" appears to be a critical part of students feeling safe.
5. The SQR Team found that students and families are provided healthy food, health-focused physical activities, and health education through a variety of strategies:
- The cafeteria has a lunch-time salad bar, managed by parent volunteers and coordinated by the Family Involvement coordinator.
 - The Playworks enrichment program provides health-focused physical activity, as previously described.
 - Parents can take Zumba classes.
 - One Thursday a month there is parent nutrition education in the A building.
 - Each week there is a farmer's market at the school which makes fresh produce available to families.
 - The Team gathered documentary evidence that many of these activities are supported by community partnerships.
6. EnCompass/Acorn Woodland campus is a beautiful, clean, and well maintained facility that greatly contributes to the mental and physical health of its students.

Challenges

1. The Team gathered evidence that raised concerns about the effectiveness of the detention program in fostering a safe and healthy school. African American students were disproportionately represented in the detention program. Some students were observed being eager and excited about getting out of class a bit early to go to the lunch detention program. Some students returned to class after detention and were not engaged in class work because they were still finishing their detention reflection.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2:</p> <p>Coordinated and Integrated System of Academic and Learning Support Services</p> <p><i>The four essential areas of focus are: 1) academic achievement and skill development; 2) health, safety, and social-emotional services; 3) youth and community development; and 4) parent, community and student engagement.</i></p> <p>Standard 5:</p> <p>Identifies At-Risk Students and Intervenes</p> <p><i>A quality school identifies at-risk students and intervenes early, to help students develop concrete plans for the future, to counsel them about college and career options, and to engage parents in this advising.</i></p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> 1. Strategies/systems are in place to identify students who are struggling and why they are struggling; to refer them to the supports that address their need(s); and to identify service gaps and seek resources to fill them. 2. Broad menu of on-site strategies, services and partnerships respond to student/family needs. 3. Teachers are part of these strategies/ services and/or work closely with these services to ensure student needs are met. 4. Strategies and/or organizational structures (e.g., houses, academies, etc.) provide social and instrumental supports for all students. Staff can modify these strategies/ structures to meet student needs. 5. Students and families know what services are available. 	<p>The school provides learning environments that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to ensure that the school provides a coordinated and integrated system of academic and learning support services.</p>

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EnCompass Academy is rated **Refining** in this standard.

Strengths

1. The Team found substantial evidence that EnCompass has effective strategies and systems in place to identify students who are struggling and why they are struggling, to refer them to the supports that address their need(s), and to identify service gaps and seek resources to fill them.
 - As noted in Quality Indicator 1, Standard 8, EnCompass Academy has varied assessment strategies in place to identify students who are struggling to meet expected learning targets and to understand why these students are struggling. The Team gathered strong and consistent evidence of a school culture mature in its use of assessment data to identify students' needs.
 - The Team gathered strong and consistent evidence of how EnCompass uses its "whole child" framework in identifying students who are struggling and why they are struggling. In talking with staff and reviewing school documentation, the Team saw repeated descriptions of the school's focus on teaching to the whole child, rooted in a "response to intervention" (RTI) model, where student's academic and social-emotional needs are looked at together and the school determines how, for each of these 2 categories of needs, a child might benefit from universal access to support, targeted support, or intensified support.
 - One specific example of this was how the school identified and responded to the struggling performance of African American girls. Leadership reviewed CST data and identified the struggling performance of African American girls. They considered both academic and social-emotional explanations for this performance and gathered data of both types to understand what this group of students was experiencing. Coupled with the poor academic performance, they identified persistent behavior issues, seen in referrals from teachers for issues of defiance and disruption. They saw that African American girls were getting into power struggles with teachers. The question of course was why? Other academic data and teacher reports revealed that most of these students were strong academically. Through classroom observations, they saw that often these students were bored and acted out. When teachers tried ways to build connection with these students, these efforts often failed. The staff held discussions and read various research, in an attempt to understand the brain, equity and cultural issues at work. They charted behaviors perceived as defiance and disruption, analyzed them, and focused on understanding what was likely behind them. They generated explicit strategies for responding to defiance and disruption, with a focus on code switching and effective communication strategies. In effect they frontloaded strategies with teachers that they could use when issues arose in the future. They are monitoring the behavioral referrals and benchmark performance to assess the impact of this work.
 - The Team gathered substantial evidence of how EnCompass uses the Student Support Team (SST) process as a way to identify and respond to individual students. Staff reported that there are approximately 70 SST meetings per year and about half of these have follow-up meetings. The TSA conducts SSTs that are primarily academically focused, and the principal handles those focused on social-emotional issues. They work together if the case combines both. SSTs usually begin in October, focusing on students the school has already identified—e.g., retained students, students new to the school, and/or students who have missed a lot of school. The Family Involvement coordinator often helps with SSTs, as translator and/or as an individual who holds knowledge of the student and the family.
2. The Team found substantial evidence that EnCompass has a broad menu of on-site strategies, services and partnerships respond to student/family needs.
 - As noted in Quality Indicator 1, Standard 8, EnCompass has a wide variety of high-quality day and after school academic intervention and support services.
 - As noted in Quality Indicator 1, Standard 8, the Team found evidence that a key component of EnCAS's effectiveness as an intervention is not simply as a tutoring/homework resource, but also in a kind of culturally responsive academic mentoring that also serves as a key social-emotional support.
 - EnCompass contracts with the Wright Institute to provide counseling services to students. Five clinical interns schedule their work so that there is an intern at the school every day. Each counselor carries approximately 5 students on their case load. Students are referred by teachers or parents. Upon referral, the intern consults with the student's teacher(s), does classroom observations, and then meets with the parents. After several meetings with a student, they complete a treatment plan which guides their subsequent therapy for the balance of the year. If by the end of the year, a student is not far enough along in their therapy and

Quality Indicator 2: Safe, Supportive & Healthy Learning Environments EnCompass Academy Elementary School January 9-11, 2012

may be at risk over the summer, the intern will refer the student to a community agency. If the student is likely not at risk over the summer, support is placed on hold, and they have priority for support in the following year. The Wright Institute coordinator tries to provide continuity from one year to the next, because each year the interns turn over, and a new set comes to the school. Some staff identified this lack of continuity with an established counselor as a major challenge for students and families. Another challenge identified is that this year there is only one intern and the coordinator who are fluent Spanish speakers.

3. The Team found substantial evidence that EnCompass teachers are part of the strategies/services described here, or they work closely with these services to ensure student needs are met.
 - As noted in Quality Indicator 1, Standard 8, EnCompass has a wide variety of intervention classes (ELD/AED/Challenge GATE; ELA Interventions; Math Interventions) that are managed by the teaching staff.
 - As EnCompass identified their struggle to meet the district attendance goal of 97% and identified the fact that last year they had 26 students who were chronically absent, they developed a set of intervention strategies that were embedded in the teacher's relationship with the students and families. Reportedly, their first step was to reflect with teachers to understand what gets in the way of teachers talking to families about attendance. The staff agreed on an intervention strategy of teachers calling and connecting with 3 students and their families per week. In addition, teachers are provided with data weekly to monitor their class attendance. Classroom and Community Meeting activities were designed to recognize individual students and classrooms for outstanding attendance.
 - As EnCompass identified the performance and behavior struggles of African American girls, teachers assumed responsibility for the professional learning and intervention process described above in strength #1.
 - The Wright Institute program has developed an explicit strategy of not just seeing individual students, but also working with the teachers. The coordinator reported that they specifically work in schools that are small and that have the desire to work in partnership. Wright has learned that they have better results with individual students when they work through the school community, and particularly through the teachers. For example, they do consultations with teachers, not just around individual behavior issues, but also as a kind of professional learning to build understanding of student behavior in a way that helps teachers be more effective.
4. The SQR Team also found substantial evidence that EnCompass has strategies and/or organizational structures (e.g., houses, academies, etc.) that provide social and instrumental supports for all students. Specifically EnCompass's use of its vision and related guiding principles and its use of specific structures like the healing circle and the weekly Community Meeting (see Standard 1 above for more detail) were examples of strategies that provide important social supports for all students.
5. The Team found substantial evidence that EnCompass students and families know what services are available.
 - Students and parents reported clear awareness of the student's enrollment in academic intervention classes, particularly in the EL and Math intervention classes. Several students and parents described their appreciation that the student had an opportunity to get extra help.
 - EnCompass's School Self-Reflection reported that students know to ask for counseling, and interviews with students confirmed this.
 - Parents reported real awareness of the activities and supports that were in place for their children. They referred to written (always translated!) materials that were sent home. They referred to information available from staff in the office and posted on the walls. They referred to the availability of the Family Involvement coordinator to answer their questions and provide them with an understanding of why certain steps were taking place for their child (particularly around discipline issues).
6. The SQR Team found substantial evidence that, in the described efforts of the principal, TSA, the Strategic Planning Group, and the several teachers professional learning communities (see Quality Indicators 3 and 5), EnCompass has implemented systems to review evidence of the above practices to ensure that the school provides a coordinated and integrated system of academic and learning support services. Parents have opportunities to provide feedback through the Strategic Governance Council

Quality Indicator 2: Safe, Supportive & Healthy Learning Environments EnCompass Academy Elementary School January 9-11, 2012

(SSC) and through the Family Involvement coordinator, although some parents interviewed did express the desire for additional, formal opportunities to provide feedback, outside the SSC. The Team did not find evidence of these systems using student input in any formal way.

Challenges

1. No evidence of major challenges was identified.

Quality Indicator 2: Safe, Supportive & Healthy Learning Environments

EnCompass Academy Elementary School

January 9-11, 2012

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6:</p> <p>Inclusive, Welcoming, and Caring Community</p> <p>A quality school creates an inclusive, welcoming and caring community which: 1. Fosters respectful communication among students, families, staff, and community. 2. Values individual and cultural differences. 3. Engages and partners with students, families, and community.</p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> 1. Students and parents trust staff. 2. Students and their families are “known” by school staff. 3. Procedures and practices support new students and their families to quickly feel like members of the school community. 4. Procedures and practices support students to resolve and heal conflicts and “restore justice” to the school community. 5. Staff, students, and their families demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different individual/ cultural “lines.” 6. Student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences. 	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to ensure that students and their families experience an inclusive, welcoming, and caring community.</p>

EnCompass Academy is rated **Sustaining** in this standard.

Strengths

1. The Team found strong and consistent evidence that, at EnCompass, students and parents trust staff and that they “known” by school staff.
 - In interviews and focus groups, students and parents consistently expressed strong feelings of trust for the principal, teachers, and school and EnCAS staff at EnCompass. Parents reported that they like the school because it is small and everyone knows everyone, because teachers are accessible and care about the students. One parent who is new to the school expressed her great satisfaction with how her child, who had a very negative experience at her previous school, was welcomed into EnCompass and supported to “catch up quickly.”
 - The team observed and heard repeated reports that the principal knows all the students, their parents, and is active in her efforts to provide support to them.
 - As noted above, the team observed the EnCAS program as a powerful, culturally-responsive resource that focuses its work on the whole child and builds a positive and safe community.

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2. The Team found substantial evidence that, at EnCompass, procedures and practices support new students and their families to quickly feel like members of the school community.
 - The principal reported that EnCompass has explicit strategies for welcoming kindergarten students and their families to the school. In June, kindergarten teachers meet with new families and do a kind of intake (building relationships, gathering information, etc.). The Family Involvement coordinator meets with families while the teachers assess the students. Then at the beginning of the new school year, the kindergarten teachers share all the students, get to know them, and learn more about their social-emotional styles and readiness. They then actually form the different classes, trying to ensure a good social-emotional blend and balance. By the 3rd day, the class lists are provided to the parents, and teachers then have a morning orientation with them.
 - Various staff also reported that, given EnCompass's vision and explicit focus on creating an environment that nurtures the whole child, they take specific steps to welcome students and their families who come new to the school during the year. Their steps start with an intake meeting that is like an SST but not formally an SST, where the principal meets with student and family, reviews their attendance and performance at their previous school. Then the TSA assesses the student and places them in the appropriate grade level and intervention classes. If the student is a special education resource student, they are referred to the Resource teacher. These steps take at least a day, which gives the teacher who will receive the student a one day lead to prepare for their arrival. At this point, reportedly it is the teacher's responsibility to acculturate the student into the school. Usually this is done by assigning a buddy student.
3. The Team found strong and consistent evidence that, at EnCompass, procedures and practices support students to resolve and heal conflicts and “restore justice” to the school community.
 - As noted above in Standard 1, EnCompass leadership uses the healing circle to respond to instances when students do come into conflict and someone has been emotionally or physically harmed (e.g., bullying). The healing circle is a form of restorative justice where the perpetrator is held responsible for their action but given a chance to repair the damage they have caused and a chance to be forgiven. After communication with the victim's parent, often parents are included in the healing circle. The goal of this reportedly is to try to undo any blaming of the perpetrator and to re-build trust. Specific examples of how this was reported to the Team include:
 - i. For example, as noted above, by including the victim's parent in the healing circle, the school tries to ensure that the perpetrator is not stigmatized in any on-going way once they have made their reparations with the school community.
 - ii. One time the school experienced an ugly confrontation between two guardians who were upset about a conflict between their children. As one of several steps to repair the relationships and damage done to the school community, the school organized an "elder sister" healing circle of African American female staff (certificated and classified) in the attempt to provide a culturally responsive version that would “hold” one of the students and her parent. Reportedly the school leadership has used this same process to address a situation where a lighter skinned African American student bullied another African American child who had darker skin.
4. The Team found strong and consistent evidence that, at EnCompass, staff, students, and their families demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different individual/ cultural “lines.” Several examples of this have already been noted—the implementation of the school's vision and guiding principles; the academic and attendance recognition that occurs in classrooms and during Community Meetings; staff efforts to build their capacity for culturally-responsive instruction and supports; the school's restorative justice practices; etc.
5. Student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences.
 - Students demonstrate caring and respect for each other, such that the team observed very little name calling or other disrespectful behavior.

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- Parents across ethnic backgrounds reported their appreciation for the family/community vision of the school. Also they appreciated how the school works with and honors people from all cultures
- As noted above in Standards 2/5, in their focus on improving the performance and experience of African American girls, EnCompass staff generated explicit strategies for responding to defiance and disruption, with a focus on code switching and effective communication strategies.
- EnCompass focuses much of its professional learning (see Quality Indicator 3) on deeper, cultural dynamics. They have sent teacher leaders and members of their lead team to “Leading for Equity” trainings.
- In observing activities in the main office, at the school’s main entrance, in the hallways, and on the playground, the team found strong and consistent evidence that student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication at EnCompass.
- Staff and parents report in communication around issues such as attendance there is an effort to be caring and provide support. Office staff reported that they “try to help families feel comfortable. If it’s a personal problem or other issue, we try to connect them with information. We like to be a little nosy. It’s important to make them feel comfortable, but also ask a lot of questions to try to understand what is going on. Sometimes we have to help them understand the steps we as a district ask families to take. This builds sense of understanding and community.”

Challenges

1. Even with EnCompass’s “sustaining” development on this standard, the Team gathered evidence of crucial challenges the school still faces in creating an inclusive, welcoming, and caring community.
 - Some staff and parents reported on the challenges of teacher turnover. New teachers arrive and it can be a long, sometimes painful process for them to understand how to work with “our kids”. These individuals report that this learning can be hard and sometimes teachers feel they are asked to do work that is “not part of my job”.
 - In observing dynamics in some of the AED classrooms, around the lunch-detention program, and in some of the behavioral struggles between teachers and African American students, the SQR Team found evidence that African American students as a group have some, primarily classroom experiences that are different from the Latino students. There were moments when African American students did not seem to be cared for and supported in the same way. There were moments when these students appeared to be marginalized. There were moments when staff appeared to miss opportunities to understand or connect to an African American student. There is no question that EnCompass staff is taking explicit steps to build their capacity and provide strategic and culturally-responsive supports to address this “different” experience for African American students. The Team observed these efforts to be appropriate responses to a real challenge that exists at the school.
 - That said, it is important to note that there was little evidence of a different experience for African American students in the broader, school-wide context. Positive climate strategies such as the bi-weekly community meetings and the behavior management strategies, as noted in standard 1, contribute to a warm, inclusive caring community for all students similarly, including African American students. African American students appeared to have prominent voices and shared student leadership roles across the school and the school day.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement EnCompass Academy Elementary School January 9-11, 2012

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that thriving schools consistently endeavor to develop as robust learning communities.

A “Learning Community Focused on Continuous Improvement” describes a school that consistently and collaboratively works to improve the school and to produce higher and more equitable outcomes by students. The school staff – in collaboration with students, families and the broader community – study, reflect, and learn together to strengthen their individual and collective efforts. They consistently look at data, plan, monitor, and evaluate their work. Through these efforts, they share decision-making, responsibility, and accountability.

OUSD’s approach to learning communities is rooted in the literature on Professional Learning Communities (PLCs) developed by Richard DuFour, Rebecca DuFour, and Robert Eaker. They define a PLC as “characterized by a set of core beliefs and practices: a commitment to the learning of each student and structures that support teachers’ focus on student learning. When a school functions as a PLC, adults within the school embrace high levels of learning for each student as both the reason the school exists and the fundamental responsibility of those who work within it.”

This Learning Communities rubric focuses on the members of the community whose primary responsibility is student learning: teachers and those that support teachers. This group of individuals is not *de facto* a learning community; however, they develop into a learning community as they collaborate, build trust, challenge one another, and support one another – in service of student learning.

This rubric enables schools to self-assess against the quality school learning community standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals or teams within the school.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 1:</p> <p>Collaboration</p> <p><i>A quality school makes sure that teachers work together in professional learning communities focused on student progress.</i></p>	Teachers do not collaborate.	The school staff has developed a plan for teacher collaboration and a few teachers have begun to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Some teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Most teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	The school staff regularly reflects on their approach to collaboration, and processes have been adjusted based on these reflections.

EnCompass Academy is rated **Sustaining** in this standard.

Strengths

- The SQR Team found substantial evidence that teachers at EnCompass work in a variety of professional learning communities focused on student progress.
 - The core PLCs are the grade level teams (K/1, 2/3, and 4/5) which meet twice a month on Wednesday early release days. Reportedly, teachers primarily review student assessment data and plan curriculum during this time.
 - The ELA Intervention teachers meet as PLC up to two Fridays each month, during the intervention block at the end of day. The TSA facilitates this team as they look at student progress data, discuss placement, and plan curriculum—as one teacher puts it, “to really structure in the time for us to do the cycle [of inquiry]”. The other Fridays each month, teachers are assessing students for progress monitoring.
 - The Math Intervention teachers meet as a PLC every two weeks for 35 minutes (it used to be every week, but lack of resources prevented this). The Math Lead facilitates this team as they also look at student progress data, discuss placement, and plan curriculum.
 - Staff who have teacher coaching responsibilities—specifically, the Principal, the TSA, and the two peer coaches—have formed a kind of PLC, facilitated by the Principal, that meets regularly to build their capacity to work from a common coaching framework, to focus on school-wide priorities, and to review their coaching plans.
 - The Team also heard report of an Arts Anchor PLC, that has scheduled release time once a trimester, and an After-School Program PLC, when the ASP staff and the ASP academic liaison to plan together. Evidence gathered on these 2 PLCs was not sufficient to say more beyond this report.
- The Team also collected evidence that, whereas in previous years PLCs were “held” by a coach or the principal, the principal is now more focused on classroom teachers holding this work. This shift appears partly driven by declining resources, but also by reflection on the need to broaden teacher leadership at the school. Both teachers and the principal referred to struggles and barriers to improvement that appeared rooted in the strong, centralized hold over professional development that has existed in prior years. Contention about this hold may explain some of the “teacher perception” data found in the 2011 TELL OUSD teacher survey: 14% of EnCompass teachers agreed that “teachers are recognized as educational experts”, while 72% of OUSD elementary teachers thought this; 38% of EnCompass teachers agreed that “teachers are

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trusted to make sound professional decisions about instruction”, while 73% of OUSD elementary teachers thought this; and 29% of EnCompass teachers agreed that “teachers are relied upon to make decisions about educational issues”, while 73% of OUSD elementary teachers thought this. Staff reports suggest that reflection on this centralized approach to professional development, and its weaknesses, has spurred a shift to a more de-centralized, teacher-led approach to collaboration, as evidenced by teacher-led PLCs and the peer coaches. In interviews and focus groups, teachers confirmed this shift and welcomed it as important development at EnCompass. While it still appears to be early in its development and its impact on teacher development and student outcomes is as yet unknown, the Team assessed that this reflection and shift in approach is an emerging strength in EnCompass’ collaboration.

Challenges

1. Teachers and key teacher leaders reported that the number of professional development priorities, reflected in the number of PLCs at EnCompass, is a major challenge to the effectiveness of the PLCs. Those interviewed agreed that, as elementary teachers committed to a vision of teaching the whole child, they must develop capacity in many areas, but it is very difficult to develop skills in so many areas at once.
2. As noted above, the shift to more teacher-led collaboration is a strength, but the Team gathered evidence of challenges associated with this as well. Staff is not clear about the criteria for selecting teachers for specific leadership roles, especially those focusing on the development of teacher practice. This lack of clarity may contribute to the evidence, which came out in interviews and focus groups, of some staff confusion about or hesitation in identifying what constitutes good teaching and good “leading of teaching”.
3. Special Education teachers do not get consistent opportunities to participate in teacher collaboration. For example, the TSA hoped to integrate the Resource teacher in the ELA Intervention PLC, but they have not been able to schedule it successfully. The ASIP teacher collaborates with two teachers on Wednesdays, as long as it doesn’t conflict with PEC professional development, but this limited time still means she must do “on the spot” accommodations in the classroom. Clearly these challenges stem from teacher assignment and scheduling decisions that happen outside of EnCompass; nonetheless they present a notable challenge to quality services to students.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2:</p> <p>Data Collection and Analysis</p> <p><i>A quality school ensures that staff regularly analyzes multiple kinds of data about student performance and their experience of learning.</i></p>	<p>Teachers do not analyze data on students' performance or learning experiences.</p>	<p>The school staff has developed a plan for the analysis and use of data on students' performance and learning experiences.</p>	<p>Some teachers regularly analyze multiple types of data on students' performance and learning experiences.</p>	<p>Most teachers regularly analyze multiple types of data on students' performance and learning experiences.</p>	<p>The school staff regularly reflects on how they collect and analyze data, and processes have been adjusted based on these reflections.</p>

EnCompass Academy is rated **Refining** in this standard.

Strengths

1. The SQR Team gathered strong and consistent evidence that EnCompass teachers regularly collect and analyze many types of data on student performance and learning experiences.
 - As noted in Quality Indicator 1, Standard 8, EnCompass staff collects and analyzes student performance data generated from the CST, district benchmark assessments, and a variety of adopted assessments (e.g., Basic Phonics Skills Test) and curriculum-embedded assessments (from ELD materials, etc.)
 - The Team gathered strong and consistent evidence of a school culture of data collection and analysis to identify students' needs. This culture begins with the Principal and the TSA, who organize, use, and present to teachers various kinds of data that speak to the specific ELA/math skill strengths and challenges of grade levels, of intervention groups, of focus groups (e.g., African American students and "intermediate" ELD students), and even of individual students. The principal and most teachers spoke fluently about this data, how they use it in PLCs and in their classrooms to identify and address students' needs. When asked about their use of data, several teachers jokingly responded, "When do we not look at data?" School documents—including hallway postings about attendance, teacher and school SMARTER goals, and intervention databases—confirm a deep and sophisticated approach at EnCompass in working with data.
 - Additional data on the quality of the data collection and analysis at EnCompass was also captured in the 2011 TELL OUSD teacher survey. Consider the following indicators of teacher perception:
 - Professional development opportunities are data driven: 86% of EnCompass staff polled agreed with that, compared to 77% of elementary teachers across the district.
 - The Team gathered strong evidence that key staff leaders—the principal, the TSA, and other teacher leaders—have developed this quality collection and analysis of data through reflection on it, by pushing for additional kinds of data that could help staff understand more clearly student needs, and by creating better systems and processes (notably the TSA's scope of work itself and the "charge" that she operates with) for managing and using the data. This evidence leads the SQR Team to rate EnCompass as "Refining" on this standard.

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Challenges

1. The Team gathered little evidence to suggest that EnCompass teachers analyze actual student work as part of their own reflection on their students' progress. There does not yet appear to be a substantial or habitual collection and analysis of student work as a key kind of data to drive collaboration and broader grade level or school-wide improvement planning.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 4:</p> <p>Professional Learning Activities</p> <p><i>A quality school has professional learning activities that are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</i></p>	Professional learning activities are not embedded in practice, do not promote teacher leadership, and do not support teachers to evaluate and revise their classroom practices.	The school staff has developed a plan to embed professional learning activities in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices, and this has been applied to a few activities.	Some professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.	Most professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.	The school staff regularly reflects on their professional learning activities, and processes have been adjusted based on these reflections.

EnCompass Academy is rated **Sustaining** in this standard.

Strengths

1. The Team gathered strong and consistent evidence that EnCompass’s professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.
 - The team gathered evidence that the content of EnCompass’s professional learning activities are well-focused on specific areas of teacher practice—effective strategies for English Learners, methods of differentiated instruction, quality lesson design, etc.
 - In interviews and focus groups, staff repeatedly referred to their professional development, "Results for English Learners", as important learning that has impacted their instructional practice greatly. All staff has gotten the five-day training in the framework and effective practices. Several teachers noted how practical the learning was and how they could take it into their classroom the next day. They referred to “leveled sentence frames” and oral language production and the notion of “new labels” vs. new concepts in teaching vocabulary.
 - Both the principal and the TSA noted how this learning has supported more effective collaboration, grounded in cycles of inquiry using data that reveals why students are struggling (not just that students are struggling). Reportedly, the ELA Interventions PLC has used the Results framework to build teacher capacity: using it in the “interventions” context is helping teachers see how it can transfer over to their work with all students in general. Having the TSA available to facilitate this PLC and support teachers with their progress monitoring and their curriculum development is a key strategy to ensure that the Results training is embedded in teacher practice.
 - The two peer coaches are another structure that embeds professional learning in teacher practice. These two teachers are released on Wednesdays (covered by a sub)—one to focus on grades K-2, the other to focus on grades 3-5. They work with 2-3 teachers every cycle (3 cycles in a year). They develop a coaching plan with each teacher and observe, model, and “elbow” on effective “Read-Think-Apply” strategies. In their Coaches PLC, they work with the principal, the TSA, and the RTA coach to build their own capacity to support and help teachers implement reading comprehension strategies.

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- Because the principal, TSA, and RTA coach also work directly with teachers, this Coaches PLC appears to be an important location where leadership can reflect on teacher professional learning at EnCompass in general and can make adjustments and design new strategies.
- As noted above in Standard 1, EnCompass professional learning is increasingly teacher-led. Some of this leadership has come from the principal simply asking individuals to assume responsibility (see above), but some actually has arisen out of the professional learning itself. In one teacher's case, she was initially quite skeptical of the "Results" training, but after implementing it and seeing the improved performance of her students, she has become a strong advocate of the approach and one of the leaders who model and support other teachers in its strategies.
- The Team also gathered evidence that professional learning at EnCompass not only supports teachers to evaluate and revise specific classroom practices, but also broader and deeper aspects of practice that have to do with how teachers construct their relationship with students. Several staff referred to the fact that the principal and faculty are tackling, as a professional learning task, the very complicated issue of building a culture that is "affirming and demanding". In a school committed to a vision of teaching the whole child, they are reflecting on their practices and interactions with students to understand how teaching to the whole child does not mean making children comfortable. Teachers are asked to reflect on their own social, political, and cultural backgrounds and their own learning about how to be culturally responsive to students, conscious of their own lack of awareness and biases that may keep them from demanding excellence of students. The SQR Team found this dialogue indicative of real strength in the school's professional learning efforts.

Challenges

1. The Team heard repeatedly in interviews and focus groups that teachers need more planning and collaboration time, that they need more time to apply what they are learning and implement curriculum improvements. While this is not an uncommon refrain heard from teachers in general, in the EnCompass context, this need was connected to the fact that teachers appeared to value the many professional learning strands they were following and simply wishing for more time to incorporate them into practice.
 - Additional data on teacher perception of their professional learning, which appears to confirm this challenge, was captured in the 2011 TELL OUSD teacher survey. Consider the following:
 - An appropriate amount of time is provided for professional development: 13% of EnCompass staff polled agreed with that, compared to 69% of elementary teachers across the district.
 - Professional development enhances teachers' ability to implement instructional strategies that meet the diverse student learning needs: 50% of EnCompass staff polled agreed with that, compared to 70% of elementary teachers across the district.
 - Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices: 50% of EnCompass staff polled agreed with that, compared to 68% of elementary teachers across the district.
2. But, as noted in Standard 1, teachers and key teacher leaders did report that the number of professional learning priorities, despite the shared acceptance of their importance, was creating a kind of fatigue among the staff. Teachers are working on RTA and Results strategies in core curriculum, ELD/AED, and ELA Intervention. RTA and Results do not necessarily have conflicting approaches, but teachers have to hold these two together as they think about effective teaching. They are also working on implementing Si Swun strategies both in core curriculum and in Math Intervention. EnCompass is now a Science Focus School in the district, and while they are getting more professional development support through it, teachers have this additional priority to teach Science content more consistently and more effectively. They are also continuing to implement strategies from the Responsive Classroom. This evidence leads the SQR Team to observe that there are simply too many professional learning priorities at EnCompass. The fatigue from this may also be behind the evidence, noted in Standard 1, of some staff confusion about or hesitation in identifying what constitutes good teaching. It is likely that this confusion or hesitation is at the root of several of the challenges to quality student learning noted in Quality Indicator 1.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships EnCompass Academy Elementary School January 9-11, 2012

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is meaningfully engaging students, families, and communities as key partners in this work.

“Meaningful Student, Family, and Community Engagement/Partnerships” result when the school staff ensures that students, families and the community are partners in creating quality learning experiences for all students and a “full-service” school for the community. A quality school draws on the strengths and knowledge of the students, their families, and the community to become a center of support to the community and to meet the needs of all its members. Students, families, and community groups are “at the table”—giving voice to their concerns and perspectives; looking at data; planning, monitoring, evaluating the quality of the school; and participating in key decisions.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Meaningful Student, Family and Community Engagement/Partnerships” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Definitions

Leaders: Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

School Staff: Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

School Community: The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2:</p> <p>Shared Decision-making</p> <p><i>A quality school shares decision-making with its students, their families, and the community, as part of working together in partnership.</i></p>	<p>There is little evidence of the following:</p>	<p>There is some evidence of the following:</p>	<p>There is substantial evidence of the following:</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ Students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans. ▪ The school has high-quality activities and strategies which build the capacity of students, families, and community to share in decision-making. 	<p>There is strong and consistent evidence of the following:</p> <p>To ensure that decision-making is shared, the school has implemented systems to monitor the effectiveness of these practices.</p>

EnCompass Academy is rated **Sustaining** in this standard.

Strengths

1. The SQR Team found evidence that EnCompass shares decision-making, through its School Site Governance Council (SSC), with a small group of active parents and community people. The SSC does monitor the school results and creates/revises its improvement plans. Parents report that they have good opportunities to make decisions about the school, through the SSC. One parent, while confirming parent involvement through the SSC, pointed out that it's difficult to have only a few parents representing the views of all parents and that it would be helpful to have some whole-school meetings where more parents could provide their input.
2. Through the role of the Family Involvement coordinator, families and communities have a significant opportunity to impact school decision-making. While recognizing that the coordinator is just one individual, she does bring her own experience as a parent and has close ties to parents and families at the school. Her perspective is firmly rooted in the community, and she serves as a leader in the school through her coordination and through her participation on the Strategic Planning Group (see Quality Indicator 5 for more detail on this leadership body). Through the SPG, the coordinator participates in the review and analysis of all data and assists in planning the school goals for school year. When she communicates with parents, she shares this leadership knowledge and in many cases already knows a considerable amount about how an individual child is doing. Teachers report that they rely on her to help them communicate and partner with families. In turn, parents report that they know they can work through her to raise concerns and have school issues addressed.
3. The Team also gathered evidence of EnCompass's systematic efforts to learn about parent satisfaction with their programs. The results of this learning came out in interviews and focus groups with staff and was evident on the walls outside classrooms.
4. The Team gathered evidence that EnCompass's principal takes a very deliberate approach to partnering with outside agencies, such that school partners have substantial involvement in key school decisions that fall within their scope of work. The principal uses a rigorous process to form partnerships and works to ensure that the partner aligns its work with the school's vision/goals. Through this alignment, partners share decision-making. In the case of the EnCAS coordinator, who is formally employed by a community agency, the partnership is so tight that the coordinator functions as a back-up support to the TSA when the principal is away from school.

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Challenges

1. The Team gathered no specific evidence of challenges.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 5:</p> <p>Student/Family Engagement on Student Progress</p> <p><i>A quality school works with students, their families, and the community, so they know well how the student is progressing and participating in the life of the school. The school uses strategies that help these groups overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.</i></p>	<p>There is little evidence of the following:</p>	<p>There is some evidence of the following:</p>	<p>There is substantial evidence of the following:</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ The school has multiple high-quality activities and strategies which engage each student and their family in knowing how the student is progressing and participating in the life of the school. ▪ These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full participation. 	<p>There is strong and consistent evidence of the following:</p> <p>To ensure effective student/family engagement on student progress, the school has implemented systems to review evidence of the effectiveness of these practices.</p>

EnCompass Academy is rated **Sustaining** in this standard.

Strengths

1. The SQR Team found strong and consistent evidence that EnCompass has multiple activities and strategies for engaging students and their families in knowing how a student is progressing and participating in the life of the school.
 - In its School Self Reflection, EnCompass reported on its efforts to get parent feedback regarding parent engagement with the school. Through the SSR, parents shared that, “the principal and teachers make time to listen to families. Families trust the school and share information that contributes to a partnership. Families bring their whole selves to the school to support student development. Families share information in the spirit of continual problem solving and improvement of/for their child and school.”
 - The SQR Team confirmed this report in the data it gathered. Parents across ethnic backgrounds reported their appreciation for the family/community vision of the school. Also they appreciate how the school works with and honors people from all cultures. Parents confirmed the staff reports and documentary evidence that there are many ways that they can be involved in the school. As noted in Quality Indicator 2, Standard 2, parents also reported real awareness of the activities and supports that were in place for their children. They referred to written (always translated!) materials that were sent home. They referred to information available from staff in the office and posted on the walls. They referred to the availability of the Family Involvement coordinator to answer their questions and provide them with an understanding of why certain steps were taking place for their child (particularly around discipline issues).
 - As detailed above in Standard 2, the role of the Family Involvement coordinator was also key evidence to the Team of EnCompass’s development on this standard.

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- Also, EnCompass has the Family Academic Support Team (FAST) as a key parent leadership group focused on building meaningful partnerships with families in the interest of student achievement. FAST meets twice a month and plans and supports parent involvement in the classroom and academics more generally—for example through the family reading program, through parent education on ways to help their child be better readers, through their support for the school’s “1 Million Words” campaign.
2. The Team gathered evidence that there are multiple strategies that EnCompass uses to help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full participation. Parent newsletters and other written materials are always translated. The school sponsors a great number of community events each year that use student performances, student recognition, exercise and nutrition, and fresh produce as ways to bring families on to campus. Even with these activities, the Team did hear from some parents that if there were more "fun" events (field trips, carnivals, etc.) that more parents might be involved

Challenges

1. The Team gathered little evidence of any major challenges in EnCompass’s development on this standard. However, the School Self Reflection did not the following areas of improvement: improve written communication with families; develop more parent leadership structures; involve more parents in collaborative goal setting; create more meaningful ways to participate in the classroom; find more and more consistent volunteers.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6:</p> <p>Family Engagement on Student Learning</p> <p><i>A quality school provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.</i></p>	<p>There is little evidence of the following:</p>	<p>There is some evidence of the following:</p>	<p>There is substantial evidence of the following:</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ The school has multiple high-quality activities and strategies which engage families in knowing what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them. ▪ These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full understanding 	<p>There is strong and consistent evidence of the following: ...</p> <p>To ensure effective family engagement on student learning, the school has implemented systems to review evidence of these practices.</p>

EnCompass Academy is rated **Developing** in this standard.

Strengths

1. The SQR Team found substantial evidence that EnCompass currently provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality).
 - K/1 teachers, supported by the Family Academic Support Team, have a morning reading program that parents participate in. This morning reading program occurs monthly school-wide.
 - EnCompass organizes Report Card conferences three times a year. The Family Involvement coordinator works closely with teachers and parents to ensure that the translation and documents provided enable parents to have a clear understanding of their child's progress. In interviews, parents confirmed that these strategies occur and are supportive of their working with their children. The Team observed one staff meeting where staff was trying to figure out how to provide Spanish-speaking families a better understanding of how their children were doing during report card conferences. During the meeting, the Family Involvement coordinator provided feedback to the teachers regarding parent concerns and complaints about inadequate translation and time to fully understand. Clearly the coordinator felt empowered to present these concerns to the whole staff. Staff took the concerns seriously and was actively trying to figure out effective strategies to address them.
 - Beyond this, individual parents reported being kept well informed of their child's progress because of teacher calls.
 - EnCompass organizes "Honors Night" three times a year. Families give medals to their students.

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- As noted above, EnCompass has the Family Academic Support Team (FAST) as a key leadership group focused on building family understanding of their student’s learning, particular in English language development—for example through the family reading program, through parent education on ways to help their child be better readers, through their support for the school’s “1 Million Words” campaign.

Challenges

1. The Team gathered little evidence of any major challenges in EnCompass’s development on this standard, other than the need to continue and expand these activities in order to expand its impact with more families (such that the evidence can be judged “strong and consistent”).

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 7:</p> <p>Standards of Meaningful Engagement</p> <p><i>A quality school builds effective student, family, and community partnerships by implementing standards of meaningful student and family/ community engagement, which are developed and approved by these local key stakeholders</i></p>	<p>There is little evidence of the following:</p>	<p>There is some evidence of the following:</p>	<p>There is substantial evidence of the following:</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ The school uses standards of meaningful student, family, and community engagement to build and assess the quality of its communications, meetings, and activities. ▪ These standards are developed and approved by the school’s key stakeholders. 	<p>There is strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices.</p>

EnCompass Academy is rated **Developing** in this standard.

Strengths

1. Currently, EnCompass does not explicitly utilize adopted standards of meaningful student and family/ community engagement. However, beginning with its school vision and related principles, to its intentions behind employing a parent as the Family Involvement coordinator, to its efforts to translate and engage parents in the school community, to its formation of the Family Academic Support Team, the school demonstrates an implicitly standards-driven approach to meaningful family/community engagement.
2. This implicitly standards-driven approach was also evident in the hallways and offices at EnCompass, where there were notifications to parents about programs, flyers about resources, posters about diversity, and community-building posters. Procedures in the main office and the “front” office (where parents picked up their students after school) showed strong responsiveness to parent concerns about good communication (especially in Spanish) and safety.

Challenges

1. EnCompass has not developed and/or adopted specific standards to guide their work and review its impact.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships EnCompass Academy Elementary School January 9-11, 2012

2. Students at EnCompass get opportunities to play leadership roles, but the Team did not gather evidence of specific opportunities to be engaged in partnership with school leaders. The Team acknowledges that such partnership is not straightforward at the elementary ages; however the school could explore “student voice” opportunities as a way to engage students and get their feedback on their experience at EnCompass.

Quality Indicator 5: Effective School Leadership & Resources

EnCompass Academy Elementary School

SQR Review: January 9-11, 2012

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that the leaders of a school play a critical role in this success: supporting students, nurturing and guiding teachers, and empowering families and the community – thriving together as a full service community school.

“Effective School Leadership & Resource Management” happens when school leaders work together to build a vision of quality and equity, guiding the efforts of the school community to make this vision a reality. Leaders focus the school community on instruction, enabling positive academic and social-emotional outcomes for every student. Leaders guide the professional development of teachers and create the conditions within which teachers and the rest of the community engage in ongoing learning. These leaders manage people, funding, time, technology, and other materials effectively to promote thriving students and build robust, sustainable community schools.

This rubric enables schools to self-assess against the quality school leadership standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals within the school. A separate tool guides the development of individual leaders, based upon OUSD’s Leadership Dimensions. This rubric will not be used for the evaluation of school leaders.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Definitions

Leaders: Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

School Staff: Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

School Community: The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

Quality Indicator 5: Effective School Leadership & Resources
EnCompass Academy Elementary School
SQR Review: January 9-11, 2012

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 5:</p> <p>Focus on Equity</p> <p><i>A quality school has leadership that creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.</i></p>	<p>The school staff is not focused on addressing historical inequities.</p>	<p>The school staff understands the importance of addressing historical inequities, and has developed a plan to address these inequities.</p>	<p>The school staff has instituted some practices designed to address historical inequities.</p>	<p>The school staff consistently engages in practices that interrupt historical patterns of inequity</p>	<p>The school staff regularly reflects on their approach to addressing inequities, and processes have been adjusted based on these reflections.</p>

EnCompass Academy is rated **Sustaining** in this standard.

Strengths

- The SQR Team gathered evidence that EnCompass leadership has established a practice of collecting and analyzing data on the performances of different student sub-groups, according to language status, gender, and ethnicity—as part of their efforts to lead improvement at EnCompass.
- EnCompass leadership implements curriculum, builds classroom and school-wide instructional practices, creates intervention opportunities, and devises programs (e.g., the EnCAS) that are intentionally designed to accelerate the learning of different student sub-groups, to close achievement gaps, and to create more equitable conditions for learning. As noted in previous Quality Indicators:
 - The SQR Team observed several different strategies at EnCompass Academy for grouping and splitting out students, to create part-time homogeneous groupings: ELD/AED/GATE classes for all students; ELA Intervention classes for students in grades 1st to 3rd; Math intervention classes for students in grades 4 and 5.
 - The Team found evidence that a key component of EnCAS’s effectiveness as an intervention is not simply as a tutoring/homework resource, but also in a kind of culturally responsive academic mentoring that also serves as a key social-emotional support.
 - Leadership reviewed CST data and identified the struggling performance of African American girls. They considered both academic and social-emotional explanations for this performance and gathered data of both types to understand what this group of students was experiencing. They led a process that resulted in staff learning explicit strategies for responding to defiance and disruption by African American girls, with a focus on code switching and effective communication strategies.
 - The Team found strong and consistent evidence that, at EnCompass, procedures and practices support students to resolve and heal conflicts and “restore justice” to the school community.
 - Counseling providers report that the principal’s support for mental health services is crucial, because there are so many stigmas attached to such services. The principal’s leadership has allowed the teachers to feel comfortable referring students. The principal holds it as part of the whole child philosophy—taking care of the non-academic barriers to learning. With the teachers’ buy-in, then it’s much more likely to get the parents buy-in.
 - Leadership hired a parent to be the Family Involvement coordinator and then included her on a key leadership group (the SPG). This placed parent voice at the center of the school’s planning and gave that voice key access to decision-making.

Quality Indicator 5: Effective School Leadership & Resources EnCompass Academy Elementary School SQR Review: January 9-11, 2012

- EnCompass’s leadership has led the staff in tackling, as a professional learning task, the very complicated issue of building a culture that is “affirming and demanding”. In a school committed to a vision of teaching the whole child, leadership has pushed staff to reflect on their practices and interactions with students to understand how teaching to the whole child does not mean making children comfortable. Teachers are asked to reflect on their own social, politically, and cultural backgrounds and their own learning about how to be culturally responsive to students, conscious of their own lack of awareness or biases that may keep them from demanding excellence from students.

Challenges

1. As noted in Quality Indicator 3, African American students as a group have some experiences that are different from the Latino students at EnCompass. The Team observed moments when African American students did not seem to be cared for and supported in the same way. There is no question that EnCompass leadership has explicitly seen this challenge, advocated for correcting it, and worked with staff to take explicit steps to build their capacity and provide strategic and culturally-responsive supports to address this “different” experience for African American students. And yet the challenge to leadership to eliminate this remains.

Quality Indicator 5: Effective School Leadership & Resources
EnCompass Academy Elementary School
SQR Review: January 9-11, 2012

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standards 6a and 9:</p> <p>Accountability for Student and Staff Outcomes</p> <p><i>A quality school has leadership that:</i></p> <p><i>6) guides and supports the development of quality instruction across the school to ensure student learning;</i></p> <p><i>9) collaboratively develops outcomes, monitors progress, and fosters a culture of mutual accountability.</i></p>	<p>The school staff has not developed student and staff outcomes, nor a system to monitor progress, and individuals do not assume mutual accountability.</p>	<p>The school staff has developed student and staff outcomes and a system to monitor progress, but they are utilized sporadically, and most individuals do not assume accountability.</p>	<p>The school staff has developed student and staff outcomes, monitor their progress occasionally, and have developed systems to foster a sense of mutual accountability.</p>	<p>The school staff has developed student and staff outcomes, consistently monitor their progress, and exhibit mutual accountability.</p>	<p>The school staff regularly reflects on their approach to accountability, and processes have been adjusted based on these reflections.</p>

EnCompass Academy is rated **Sustaining** in this standard.

Strengths

- The SQR Team gathered evidence that EnCompass has developed broad and specific student and staff outcomes, consistently monitors their progress, and exhibits mutual accountability.
 - For example, as described in Quality Indicator 1, Standard 8, the regular analysis of student data has led to the implementation of a variety of interventions designed to accelerate the performance of specific lower performing students. Teachers have accepted the responsibility of moving all students to higher levels of performance and are willing to learn new strategies and try different structures and programs to accomplish this.
 - EnCompass has developed a chart of expected school-wide student outcomes, rooted in their varied assessment system. The school analyzed up from the assessments they use to identify individual student needs, to define school-wide outcomes and monitor their progress toward those outcomes.
 - Again, as noted above, EnCompass’s leadership has led the staff in tackling, as a professional learning task, the very complicated issue of building a culture that is “affirming and demanding”. In a school committed to a vision of teaching the whole child, leadership has pushed staff to reflect on their practices and interactions with students to understand how teaching to the whole child does not mean making children comfortable. Teachers are asked to reflect on their own social, politically, and cultural backgrounds and their own learning about how to be culturally responsive to students, conscious of their own lack of awareness or biases that may keep them from demanding excellence from students. Teachers have framed the question: How can we be affirming and demanding? The SQR Team found this dialogue indicative of a staff that exhibits mutual accountability.

Quality Indicator 5: Effective School Leadership & Resources

EnCompass Academy Elementary School

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2. According to reports, in recent years, the principal has gradually released control over the development and monitoring of outcomes and over many of the improvement activities attempting to realize them. The Instructional Leadership Team was created this year, because it appeared that the Strategic Planning Group was not effectively developing professional development strategies that would address the needs that they were identifying. This team is composed of content “lead teachers” and the principal who focus on the design and implementation of professional development at EnCompass. While these shifts are still relatively recent, it appears from teacher reports that these moves to broaden collaboration and responsibility for the improvement work is building a stronger culture of mutual accountability.

Challenges

1. The SQR Team gathered some evidence that relationships between the principal and some teachers are strained. In interviews, some teachers were noticeably quiet when asked about principal's support around instruction. The principal acknowledged that she can be quite strong and that people can perceive her as overwhelming. Some teachers specifically mentioned this dynamic, even while appreciating the principal for her data focus and her strong advocacy on different issues. From the Team's perspective, its relevance here is mainly how these cohesion and trust issues may be undermining the development of quality instruction and a sense of mutual accountability.

Quality Indicator 5: Effective School Leadership & Resources
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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standards 1, 2, 3, 11:</p> <p>Shared Responsibility</p> <p><i>A quality school has leadership that</i></p> <p><i>1) builds the capacity of adults and students to share responsibility for leadership and to create a common vision;</i></p> <p><i>2) shares school improvement and decision-making with students and their families;</i></p> <p><i>3) provides student leaders access to adult decision-makers and supports them to be strong representatives of students;</i></p> <p><i>11) Leadership is distributed through PLCs, collaborative planning teams, and select individuals</i></p>	<p>We believe that every member of a school community is responsible for the education of the students that it serves. Students, families, and other community members join with the school staff to design, develop, and support strategies that are in the best interest of every student.</p>				
	<p>Staff, students and families participate only in mandated decision-making bodies (e.g., School Site Council, English Language Advisory Council), and that participation is primarily “signing off” on the plans of school leaders.</p>	<p>Staff, students and families participate on mandated decision-making bodies, and that participation shows some evidence of meaningful input on decisions made.</p> <p>They also occasionally participate in additional activities to inform school decisions, such as data analysis sessions and teacher hiring.</p>	<p>Staff, students and families participate on mandated decision-making bodies, in robust and meaningful discussions, and that participation shows strong evidence of meaningful input on decisions made.</p> <p>Through various leadership structures, they participate in additional activities that have a substantive impact on some school decisions.</p>	<p>Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans. The school has high-quality activities and strategies which build the capacity of staff, students, families, and community to assume leadership roles.</p>	<p>Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans.</p> <p>To ensure shared responsibility, the school has implemented systems to monitor the effectiveness of these practices.</p>

EnCompass Academy is rated **Developing** in this standard.

Strengths

1. The SQR Team found evidence that staff and families participate on the School Site Council, in robust and meaningful discussions, and that participation shows strong evidence of significant input on decisions. Similarly through the efforts of the Family Involvement coordinator and the Family Academic Support Team, EnCompass builds

Quality Indicator 5: Effective School Leadership & Resources

EnCompass Academy Elementary School

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the capacity of families to engage with the school on academic matters (reading specifically), and the school builds the understanding and buy-in of families for the variety of support services.

2. Through the variety of professional development mechanisms—notably the peer coaches, the teacher coaching for the math and ELA interventions, and contract coaching for RTA—leadership at EnCompass is moving to a more widely shared system of providing critical feedback to teachers. Formal supervision of teachers is not the only mechanism through which teachers get feedback on their practice.
3. As noted previously, the Team gathered substantial evidence that EnCompass’s principal is releasing responsibility for key decisions, through a variety of planning groups (the Strategic Planning Group, the Instructional Leadership Team), through the various PLCs, and through individuals such as the TSA, the peer coaches, the Family Involvement coordinator, and the EnCAS coordinator. As such there is increasingly distributed leadership among key staff.

Challenges

1. The team gathered no substantial evidence that students contribute to school decisions or are involved in providing feedback on the effectiveness of school programs.

Summary of Rubric Ratings EnCompass Academy Elementary School SQR Review: January 9-11, 2012

Quality Indicator	Focus Standard	Focus Standard	Rubric Placement	Undeveloped	Beginning	Developing	Sustaining	Refining
1	1.1	1.1 Meaningful & Challenging Curriculum	Developing			<input checked="" type="checkbox"/>		
1	1.2	1.2 Safe & Nurturing Learning Experiences	Sustaining				<input checked="" type="checkbox"/>	
1	1.4	1.4 Active & Different Ways of Learning	Developing			<input checked="" type="checkbox"/>		
1	1.7	1.7 Students Know What They are Learning, Why, and How it can be Applied	Developing			<input checked="" type="checkbox"/>		
1	1.8	1.8 Academic Intervention & Enrichment Supports	Refining					<input checked="" type="checkbox"/>
1	1.10	1.10 Equitable Access to Curriculum	Sustaining				<input checked="" type="checkbox"/>	
1	1.11	1.11 College-going Culture & Resources	Beginning		<input checked="" type="checkbox"/>			
2	2.1	2.1 Safe & Healthy Center of Community	Sustaining				<input checked="" type="checkbox"/>	
2	2.2	2.2 Coordinated & Integrated System of Academic & Learning Support Services	Refining					<input checked="" type="checkbox"/>
2	2.5	2.5 Identifies At-Risk Students & Intervenes	Refining					<input checked="" type="checkbox"/>
2	2.6	2.6 Inclusive, Welcoming & Caring Community	Sustaining				<input checked="" type="checkbox"/>	
3	3.1	3.1 Collaboration	Sustaining				<input checked="" type="checkbox"/>	
3	3.2	3.2 Data Collection & Analysis	Refining					<input checked="" type="checkbox"/>
3	3.4	3.4 Professional Learning Activities	Sustaining				<input checked="" type="checkbox"/>	
4	4.2	4.2 Shared Decision-making	Sustaining				<input checked="" type="checkbox"/>	
4	4.5	4.5 Student/Family Engagement on Student Progress	Sustaining				<input checked="" type="checkbox"/>	
4	4.6	4.6 Family Engagement on Student Learning	Developing			<input checked="" type="checkbox"/>		
4	4.7	4.7 Standards of Meaningful Engagement	Developing			<input checked="" type="checkbox"/>		
5	5.5	5.5 Focus on Equity	Sustaining				<input checked="" type="checkbox"/>	
5	5.6a & 5.9	5.6a & 5.9 Accountability for Student & Staff Outcomes	Sustaining				<input checked="" type="checkbox"/>	
5	5.1, 5.2, 5.3, & 5.11	5.1, 5.2, 5.3, & 5.11 Shared Responsibility	Developing			<input checked="" type="checkbox"/>		

Data Profile

EnCompass Academy Elementary School

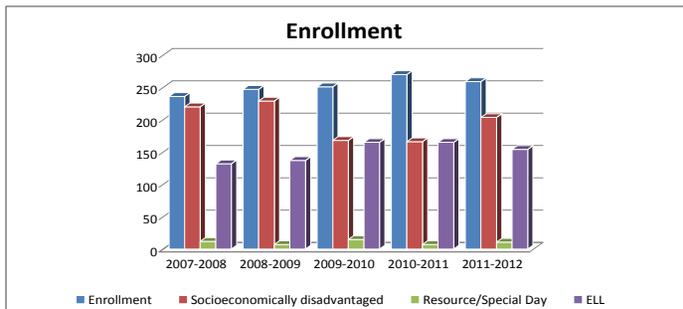
SQR Review: January 9-11, 2012

Name of School:	EnCompass Academy	Name of School Leader:	Minh-Tram Nguyen	PI (Program Improvement) Status:	Not in PI	Year in PI	-	Site Code	181
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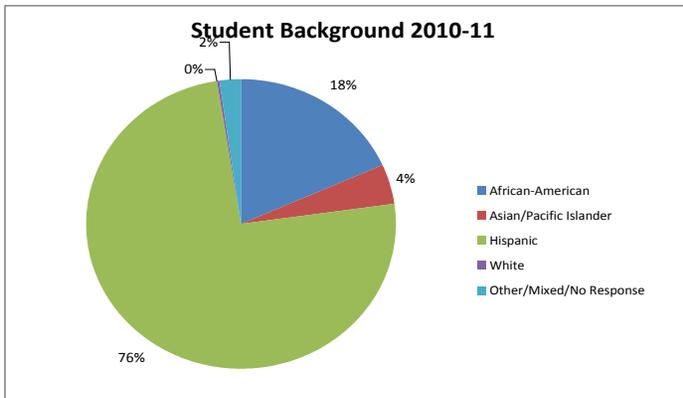
Live-Go Data							
# Live in Neighborhood	# Live-Go w/in School	# No Live Go	# Live No-Go	% Neighborhood Live-Go	% Neighborhood Live No-Go	% School Live-Go	% of school No Live-Go
919	96	169	823	10.4%	89.6%	35.6%	62.6%

Enrollment, Attendance, Background, & Discipline in School

Enrollment	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total	236	247	251	270	259
Total Kindergartners	40	42	48	52	52
Total 1st Graders	40	44	44	47	54
Total 2nd Graders	40	39	39	50	44
Total 3rd Graders	40	41	30	48	41
Total 4th Graders	41	40	48	28	45
Total 5th Graders	35	41	42	45	23



Attendance & Absence Rates	Truancy Rate (09-10 - # of students w/unexcused absence or tardy on 3 or more days)	Attended > 95% school days (10-11)	ADA	Chronic Absence (>10% of academic year) Rate 10-11
School	38.3%	62.0%	95.0%	14.0%
Region	N/A	65.0%	N/A	14.0%
District	27.3%	71.0%	N/A	11.0%



Special Populations	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012 (projected)
Socioeconomically disadvantaged	220	229	168	166	204
% of total enrolled	93.2%	92.7%	66.9%	61.5%	79%
ELL	132	137	165	165	154
% of total enrolled	55.9%	55.5%	65.7%	61.1%	60%
Resource/Special Day	12	7	15	7	11
% of total enrolled	5.1%	2.8%	6.0%	2.6%	4%

Background of students 2010-2011	Number of students	% of Total Students	Discipline - prior school year (10-11)	Suspension # of students	% of total students suspended
African-American	50	19%	African-American	9	50.0%
Asian/Pacific Islander	12	4%	Asian/Pacific Islander		
Hispanic	202	75%	Hispanic	9	50.0%
White	1	0%	White		
Other/Mixed/No Response	6	2%	Other/Mixed/No Response		
ELL	165	61%	Male	11	61.1%
SPED	7	3%	Female	7	38.9%
Male	137	51%	Total	18	
Female	134	50%			

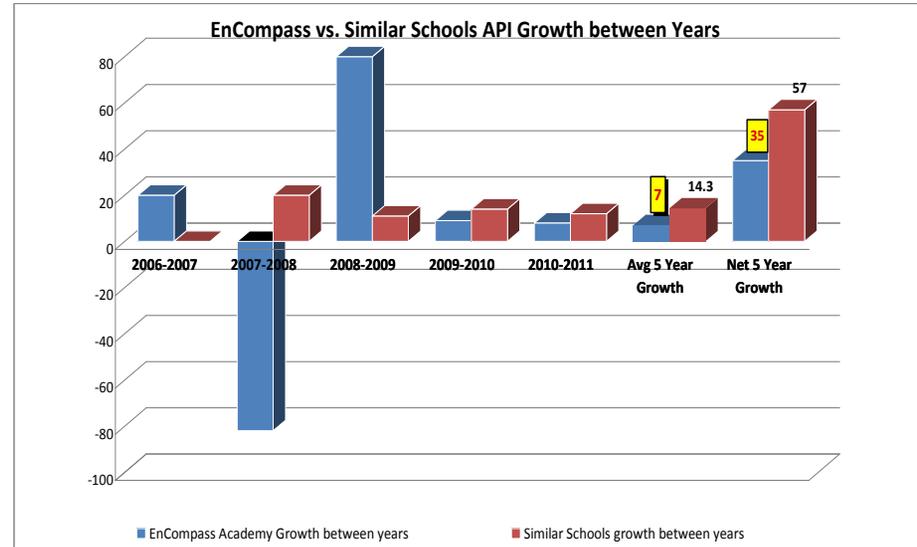
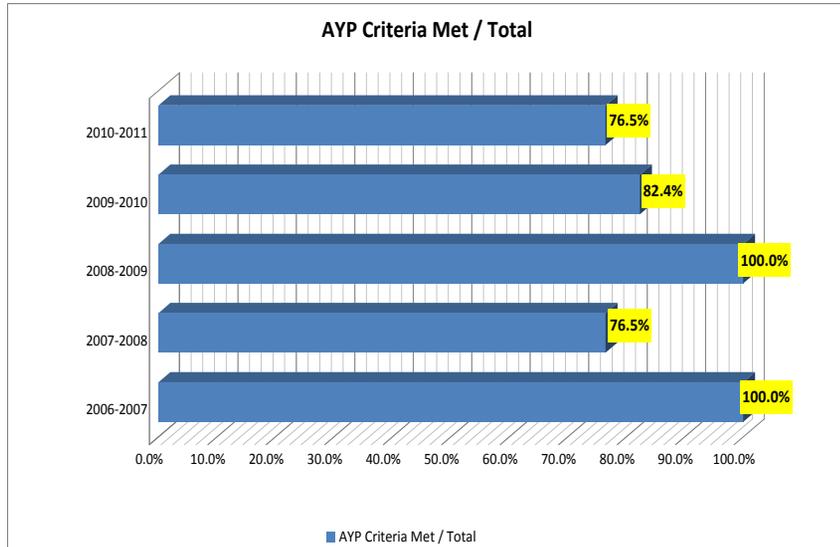
Data Profile

EnCompass Academy Elementary School

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Overall School Academic Data							
AYP	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011		
AYP Met?	Yes	No	Yes	No	No		
AYP Criteria Met / Total	100.0%	76.5%	100.0%	82.4%	76.5%		
API	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Avg 5 Year Growth	Net 5 Year Growth
Growth API	733	649	733	742	750		
EnCompass Academy Growth between years	20	-82	80	9	8	7	35
Growth Target Met?	Yes	No	Yes	Yes	Yes*		
Similar Schools Growth API	N/A	725	756	764	807		
Similar Schools growth between years	N/A	20	11	14	12	14.3	57

* Met School-wide target, not subgroups



Data Profile

EnCompass Academy Elementary School

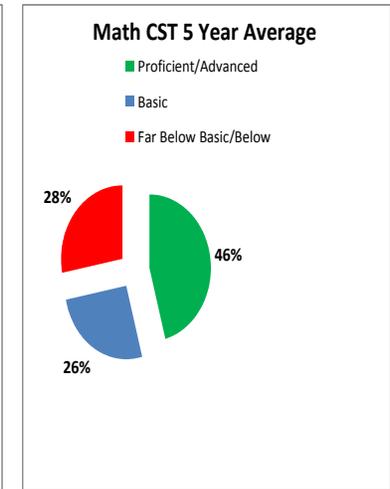
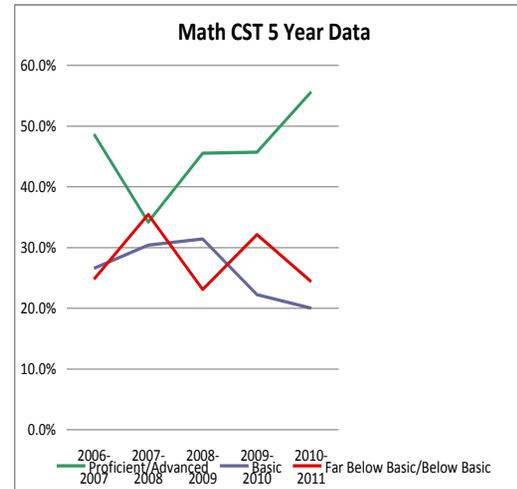
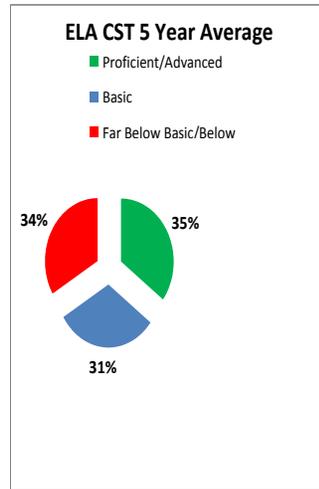
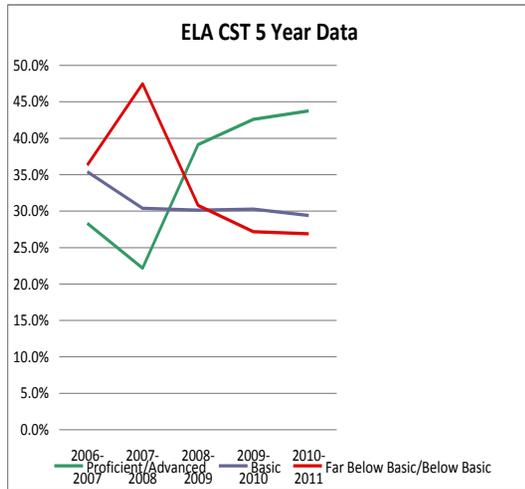
SQR Review: January 9-11, 2012

CST ELA

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
Proficient/Advanced	28.3%	22.2%	39.1%	42.6%	43.8%	35.2%	15.4%
Basic	35.4%	30.4%	30.1%	30.2%	29.4%	31.1%	-6.0%
Far Below Basic/Below Basic	36.3%	47.5%	30.8%	27.2%	26.9%	33.7%	-9.4%

CST Math

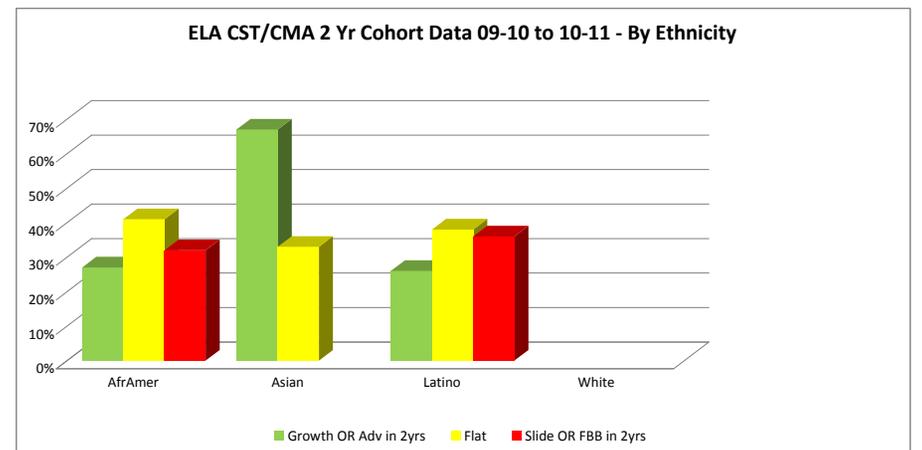
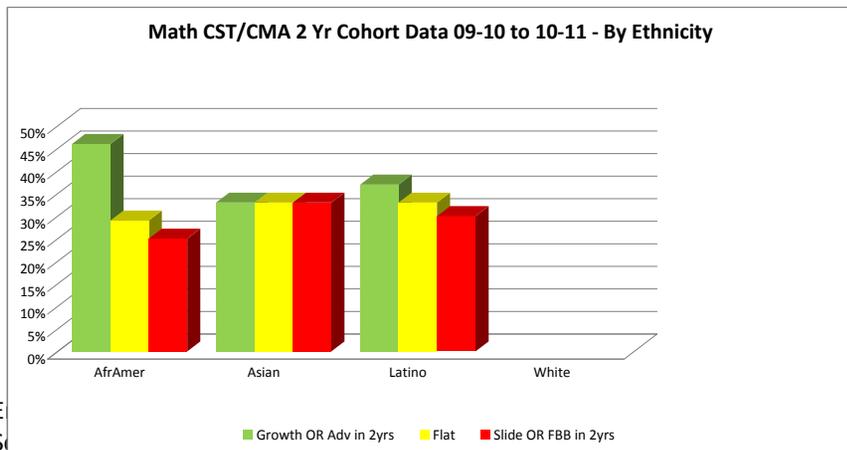
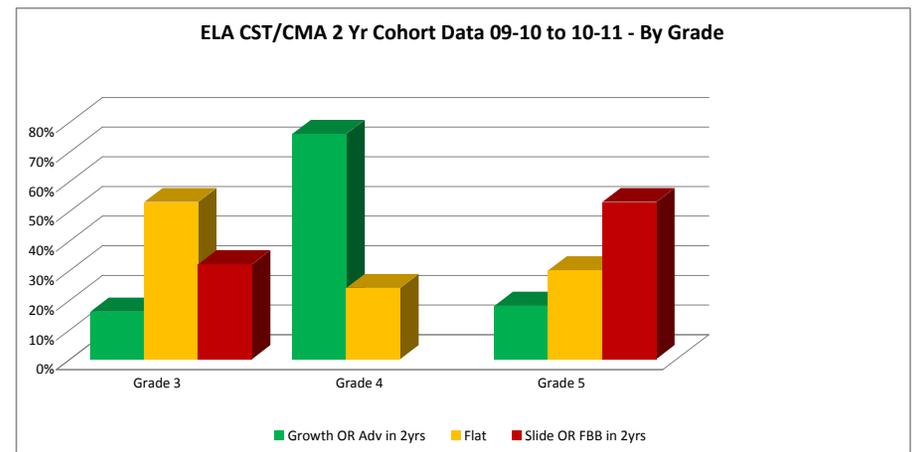
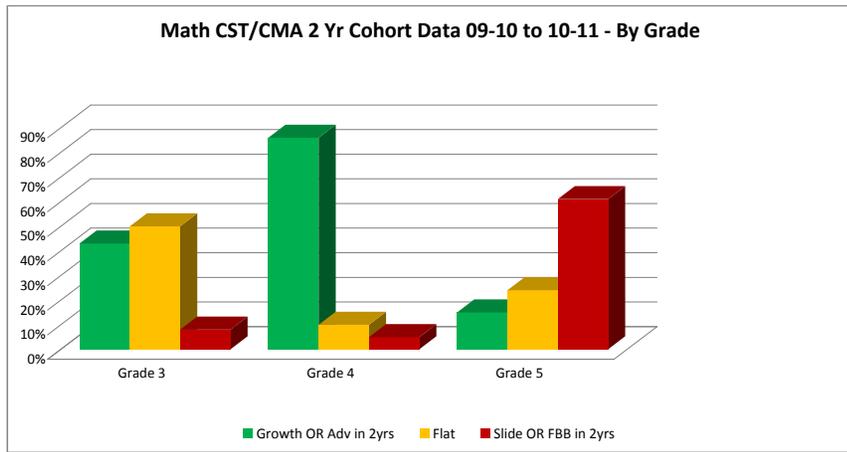
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
Proficient/Advanced	48.7%	34.2%	45.5%	45.7%	55.6%	45.9%	7.0%
Basic	26.5%	30.4%	31.4%	22.2%	20.0%	26.1%	-6.5%
Far Below Basic/Below Basic	24.8%	35.4%	23.1%	32.1%	24.4%	28.0%	-0.4%



Data Profile EnCompass Academy Elementary School SQR Review: January 9-11, 2012

2 Yr Cohort Academic Data

Growth OR Adv in 2 yrs	Student improved one or more performance levels or remained at Adv in both years	Flat	Student remained at the same performance level in both years, not including FBB and Adv	Slide OR FBB in 2 yrs	Student slid back one or more performance levels or remained at FBB in both years
EnCompass 2 Yr Cohort Data 09-10 to 10-11	# Students	% Growth	% Flat	% Slide	
	99	29.3%	37.4%	33.3%	



Data Profile

EnCompass Academy Elementary School

SQR Review: January 9-11, 2012

CST Math

Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	41.7%	25.0%	25.0%	8.3%		24
Proficient	41.9%	41.9%	16.1%			31
Basic	16.7%	25.0%	33.3%	16.7%	8.3%	24
Below Basic		5.6%	22.2%	61.1%	11.1%	18
Far Below Basic			40.0%	20.0%	40.0%	5

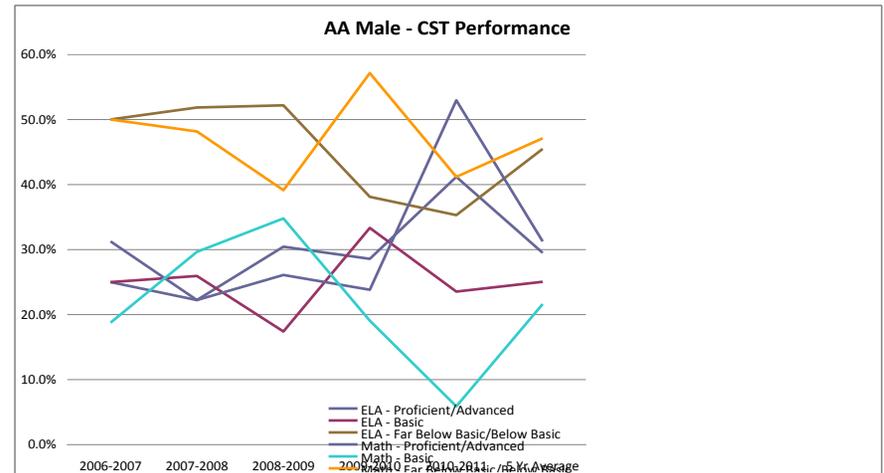
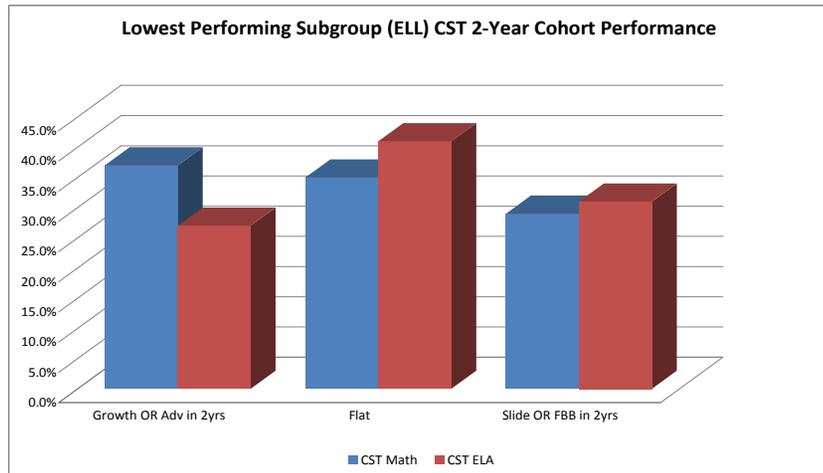
ELA

Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	38.1%	47.6%	14.3%			21
Proficient	16.7%	66.7%	16.7%			24
Basic		6.7%	53.3%	33.3%	6.7%	30
Below Basic		22.2%	33.3%	27.8%	16.7%	18
Far Below Basic			33.3%	50.0%	16.7%	6

Data Profile EnCompass Academy Elementary School SQR Review: January 9-11, 2012

Lowest Performing Subgroup - English Language Learners					
	School	ELL		CST Math	CST ELA
2010 Growth API	742	757	Growth OR Adv in 2yrs	37.0%	27.0%
2011 Growth API	750	763	Flat	35.0%	41.0%
2010 API Change	9	31	Slide OR FBB in 2yrs	29.0%	31.0%
2011 API Change	8	6	Total Students	52	51

African-American Male CST Data							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
ELA - Proficient/Advanced	25.0%	22.2%	30.4%	28.6%	41.2%	29.5%	16.2%
ELA - Basic	25.0%	25.9%	17.4%	33.3%	23.5%	25.0%	-1.5%
ELA - Far Below Basic/Below Basic	50.0%	51.9%	52.2%	38.1%	35.3%	45.5%	-14.7%
Math - Proficient/Advanced	31.3%	22.2%	26.1%	23.8%	52.9%	31.3%	21.7%
Math - Basic	18.8%	29.6%	34.8%	19.0%	5.9%	21.6%	-12.9%
Math - Far Below Basic/Below Basic	50.0%	48.1%	39.1%	57.1%	41.2%	47.1%	-8.8%





APPENDIX

School Self-Reflection

EnCompass Academy

APPENDIX: EnCompass Academy School Self Reflection

1 What are 3 things that are distinctive about your school?	
1)	Powerful, living vision focused on developing the whole child with support of families, communities, and ancestors.
2)	Continuous monitoring of students achievement and response to instruction and intervention
3)	Well-maintained, safe, and state of the art facilities, including public library

2 How effective is your school overall?						
Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			X			
How do you know?						
<ul style="list-style-type: none"> High faculty participation in leadership positions Sense of collegiality and mutual support 						
What are its notable strengths?						
<ul style="list-style-type: none"> Transformative approach to teacher practice and student & family development School environment demonstrates equitable practices Strong and meaningful community partnerships 						
What are the main priorities for improvement?						
<ul style="list-style-type: none"> Culturally responsive discipline Improve overall academic achievement, with a focus on African Americans and Intermediate level English Learners 						

How well is the school regarded by its students and parents?						
Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			X			
How do you know?						
<ul style="list-style-type: none"> Strong communication between staff and families Families notice our effectiveness Students frequently talk about school 						
What do (a) students and (b) parents most like about the school?						
<ul style="list-style-type: none"> Students: beautiful school and library, teachers, art, feeling safe, learning 						

APPENDIX: EnCompass Academy School Self Reflection

- Parents:
 - staff & faculty
 - safe & positive environment
 - facilities
 - their child’s progress

What do they feel needs improvement, and what action is being taken?

- Food
- Safety: parking lot, crossing guard, bullying

4 How well do students achieve academically?						
		4	3	2	1	
Evaluation:	Excellent		X			Unsatisfactory
How do you know?						
<ul style="list-style-type: none"> • We monitor student progress using district benchmark tests and school wide tests. We have seen slow and steady growth over the past 3 years. • We have a tiered system of assessment in Reading: universal screening of all students, diagnostic tests, and progress monitoring tests for students in tier 2 and 3 intervention. This system lets us know how all students are doing and allows us to precisely determine why a student struggles in reading and monitor their response to instruction and intervention. 						
In which subjects and grades do students do best, and why?						
<ul style="list-style-type: none"> • Grades K-1 in Reading/English Language Arts and Math. Teachers are very systematic and closely monitor student progress. • Grades 2-4 in Math because of more consistent implementation of Beyond the Basic Facts. • Grades 2-5 has had uneven performance in Reading/English Language Arts due to uneven effective lesson design implementation, variances in teacher expectations of students. Frequent monitoring of progress beyond benchmark assessments were not consistent as well. 						
In which subjects and grades is improvement needed, and what action is being taken?						
<ul style="list-style-type: none"> • Math in Grades 4-5; we’ve implemented a school-wide Beyond the Basic Facts block and switch students across grade levels • ELA in grades 2-5 is uneven. We have selected effective lesson design/gradual release of responsibility as the foci for our Professional Development. We are launching a One Million Word campaign to promote independent reading. • Very few of our grade 5 students have scored Proficient or Advanced in the California Standards Test in Science. Now we are requiring science instruction and have scheduled a couple of Professional Development sessions on Science. Four of our teachers are participating in CAL: BLAST, a collaboration between OUSD and UC Berkeley to improve science instruction, especially amongst English Learners. • We also use Fast ForWord with selected students. Although it’s primarily a reading intervention program, it does target cognitive skills such as memory, processing, and sequencing. We are hoping the effects impact other areas, such as math. 						

APPENDIX: EnCompass Academy School Self Reflection

Is there evidence of differential attainment according to gender, ethnic background, or other grouping and, if so, what action is being taken?

- Our Intermediate level English Learners and African American students need to improve their academic achievement. In addition to frontloading instruction and developing academic English, we are also ensuring these students receive intervention. Disproportionate #'s of chronically absent students last year were African American students. We have instituted new attendance procedures which keep the monitoring in the hands of teachers more than before, building upon teacher-family connections. We spent PD time in the beginning of the year on attendance, and are sharing attendance data of students with chronic attendance monthly. African American girls dropped significantly in the CST. We are focusing on this group more this year through a combination of behavior management modifications in our system and providing PD on behavior management that keeps more students in class so as to reduce office referrals.

5 How effective is the quality of the curriculum & instruction?

	4	3	2	1	
Evaluation:	Excellent	X			Unsatisfactory

How do you know?

Data from math CST, benchmark assessments, SRI, growth tracking of kids

Every teaches according to standards map/pacing guides

Which are the strongest features of teaching and learning, and why?

- SiSwun Beyond the Basic Facts led to a ~10% increase in Proficient & Advanced students, as well as bringing down the number of Far Below Basic and Below Basic students.
- Math instruction and cultural history. Our student population is having more success mastering math skills and knowing our histories is an important ideal at our school.
- Teachers bring themselves to the classroom, and students are very engaged in learning at most times. Students are pushed to do their best. Teachers share and we are united in trying to improve academic language, helping different kinds of students and different kinds of learning – progress monitoring too.
- Strong RTI program involving all staff
- Consistent structure for assessments
- Collaboration between teachers
- Teaching to standards using RTA pacing guide and Swun math pacing

What aspects of teaching and learning most need improvement, and what action is being taken?

- Improvement is needed in moving Level 3 (Intermediate) English Learners to Early Advanced or Advanced in Reading and English Language Arts.
- We are working on all students using academic language and content vocabulary in talking and writing throughout the day using effective lesson design to increase academic independence. We have launched and Independent Reading Campaign to build a culture of reading an increase reading stamina.
- Need more regular formative assessments and providing feedback upper grade ELA.
- Teaching of science block across the school; every has it in their schedule and it is happening more in the school than ever!

APPENDIX: EnCompass Academy School Self Reflection

6 How effective is the system of assessment of student learning?						
		4	3	2	1	
Evaluation:	Excellent		X			Unsatisfactory
How do you know?						
<ul style="list-style-type: none"> In addition to district benchmark tests, we give weekly review tests and unit tests. We also use diagnostic and progress monitoring tools to track the progress of intervention students. 						
What are the strongest features of assessment?						
<ul style="list-style-type: none"> We are able to gain valuable information that helps us identify what needs re-teaching & intervention, as well as student response to instruction and intervention. 						
What aspects need improvement, and what action is being taken?						
<ul style="list-style-type: none"> Some people feel that some tests that are not of value. Making results public, comparing grades and teachers, and using test scores to evaluate teacher performance doesn't seem to be favored by some teachers. We need to do more consistent progress monitoring in the upper grades. 						

7 Identify at least one student group on which you have a strategic focus. How effective is the school right now in diagnosing and addressing the learning needs of this group?						
		4	3	2	1	
Evaluation:	Excellent		X			Unsatisfactory
How do you know?						
<ul style="list-style-type: none"> CST, Benchmark data in CST and Dibels used, SRI level assessment School-created Growth Data Chart 						
Which are the school's strongest features, and why?						
<ul style="list-style-type: none"> English Learners- Teachers have been given many tools and professional development to help meet the needs of our language learner population- specifically the Results training. ELA Intervention group 4 times a week Coordinated services between faculty , administration, and support staff Strong SST process brings family and school partners to problem solve 						
What most needs improvement, and what action is being taken?						
More upper grade teachers implementing Tier 1 differentiation in their schedule.						
Consistent implementation of effective lesson design						
Goal setting and following up with students.						

APPENDIX: EnCompass Academy School Self Reflection

8 How effective are the strategies and services that you have put in place to support the physical, emotional, and social needs of your diverse students?						
Evaluation:	Excellent	4	3	2	1	Unsatisfactory
		X				
How do you know?						
<ul style="list-style-type: none"> Everything we do integrates this component. Students friendships are formed across grades, gender, race, language groups. Students know to ask for counseling, to name why they make a transgression and takes responsibility for it, then takes actions to make amends. Staff works closely across grades, specialty areas, and between Day and after school to link up student development. Family feedback from events, SSTs, from the way we handle discipline to get at the root cause of behavior, high Use Your Voice Survey results from students when UYV was administered, Specialists, Counseling Partner, and Student Teacher Supervisor (all who work with us and in other schools) give us unsolicited positive feedback, alumni who come back and share their memories and what they got from EnCompass. 						
What are the strongest features of support structures for a diverse student population?						
<ul style="list-style-type: none"> Wright Institute Nutrition and Wellness: Champions for Change Diverse & culturally responsive staff Knowledge of families' cultures Intervention Coordinator Family Support Seamless connection between Day and After School program Network of support amongst classified & certificated staff 						
What aspects need improvement, and what action is being taken?						
<ul style="list-style-type: none"> Based on the surveys collected, some families said "nothing". Quality of cafeteria food 						

9 How effective are the professional development opportunities provided to teachers?						
Evaluation:	Excellent	4	3	2	1	Unsatisfactory
				X		
How do you know?						
<ul style="list-style-type: none"> Survey Monkey, PD evaluations 						
Which are the strongest features of professional development, and why?						

APPENDIX: EnCompass Academy School Self Reflection

- Teacher leaders are beginning to develop PD more through ILT
- The plan includes science, ELA, behavior, math.
- Collaboration between teachers

What aspects of teaching and learning most need improvement, and what action is being taken?

- Need for more planning time, time to implement curriculum. (many responded to this effect.)
- Need more time for teacher collaboration.

10 How effective is the leadership and management of the school?

	4	3	2	1	
Evaluation:	Excellent	x			Unsatisfactory

How do you know?

Survey monkey, paper surveys, feedback from visitors, central office staff, leader’s self-assessment

Which are the strongest features of leadership and management, and why?

- Parents and children feel that they principal makes time for them to help child’s development
- Integration of program
- Principal has high expectations and many new ideas.
- Teachers are pushed to do their very best.
- Principal attempts to include teachers in decision making with teacher leadership structures such as ILT, SPG, Peer Coach
- Safe and clean facilities within an unsafe neighborhood
- Strong connection with families
- Staff are supported with develop through coaching structures

What aspects of leadership and management most need improvement, and what action is being taken?

- Written communication with families
- Simplifying things so that we can teach to the whole child and maintain focus on academic acceleration
- Need more capacity-more human capital
- Developing more parent leadership structures

APPENDIX: EnCompass Academy School Self Reflection

11 How effectively does the school meaningfully engage with parents & students?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
		X				

How do you know?

- Based on feedback from parent surveys, they told us so!
- Testimonials
- Parent recommendations

Which are the strongest features, and why?

- Family Involvement Coordinator
- Principal & teachers makes time to listen to families
- Families trust the school and share information that contributes to a partnership
- Families bring their whole selves to the school to support student development
- Families share information in the spirit of continual problem solving and improvement of/for their child and school
- Cross-cultural relationships

What most needs improvement, and what action is being taken?

- Collaborative goal setting
- Meaningful participation in the classroom
- More consistent and broad volunteers
- Raise sense of academic and behavioral capacity of students

12 What are the school's future plans?

Discuss the key challenges or risks that you see for your school going forward.

- Budget cuts and staffing reductions
- A convergence of many children and some staff from any closing school
- Our API growth is under 800 and some board members think that we should be merged

Describe what you are doing or plan to do to address each of the major challenges that you have identified. If applicable: Describe any recent major revisions to your school plan and rationale.

- Budget cuts: we have gotten creative with use of staffing time and structure of the day to accommodate cuts
- Community engagement and partnership has been increased to bring more capacity to school
- A convergence of many children and some staff from any closing school requires we have a plan for re-aculturating new members to the EnCompass Way

APPENDIX: EnCompass Academy School Self Reflection

Please provide a brief description of the steps you took to complete this SQR Self-Reflection.

Strategic Planning Group (lead team) met on a Saturday for our fall retreat. We each had individual time to do the SQR self-reflection. It took us 30 min to do each our own, but we needed closer to 40 min. We then spent 20 min to design our process for the community engagement outside of our team as follows:

We selected from the 12 questions certain questions to ask families. We made a list of family members to make sure they respond to survey because they represent a good range of our families. We also made a list of 10 faculty and staff to engage in SQR -making sure they complete the survey. We started with teachers and staff in some kind of leadership position in our brainstorm. They include the range of grades and support roles such as our FRC, TSA. We also named 3 of the closest partners we'd like to engage in the self-reflection.

It helped that our lead team attended the orientation together to be on the same page.

1) Our TSA created a home survey of 4-5 out of the 12 from the SQR Self-Reflection and did a first cut at translating on Monday 10/17/11. We had our Family Involvement Coordinator finalize translation and then sent home survey to all families and asked for it back by the following Wednesday. Students and family members answered it. We shared the bilingual survey with SQR principals. We sent out survey to our partners via email. We requested SurveyMonkey from SQR team to be used for staff. The Survey Monkey was created by SQR team and shared w/ all SQR principals.

2) We collected surveys back from families and students Wednesday.

3) Gave surveymonkey of 6 out 12 questions to the 1st-3rd gr teachers who will be here for this Wed. PD. (Our Kinders are going off site for a Region 3 PLC, and out 4-5th are going off site for Central PD on writing assessments)

4) Our SPG lead team reviews collected surveys and looked for themes at our standing Wednesday 3:30-5:30pm mtg. We recorded our notes and were able to answer 4 questions in this process.

5) We delegated the follow up questions to team members to synthesize from staff surveys for the remaining SQR. 6) We used email to bring the delegated parts together into 1 document.



SCHOOL QUALITY REVIEW

EnCompass Academy

Data Document

APPENDIX: EnCompass Academy School Self Reflection

<i>Financial Information—Allocations by Funding Source</i>	2009-2010	2010-2011	2011-2012
1.			
2.			
3.			
4.			
5.			
6.			
7. shared funding of programs	50% Playworks w/ AWE	50% Playworks w/AWE	50%Playworks w/AWE, FastForWord Learning with AWE, Library, Instructional technology
8. Shared funding of staff	.5 fte SSO, 1.25 fte custodian,	.5 fte SSO, 1.25 fte custodian,	.5 fte SSO, 1.25 fte custodian
9. (Special Grants)	Arts Learning Anchor Schools, Garden, OFCY for after school	Arts Learning Anchor Schools, Rogers Family Fdn, Bechtel, Walter and Elise Haas Fund, Wayne and Gladys Valley Foundation	Arts Learning Anchor Schools, Rogers Family Fdn,Oakland Fund for the Arts, Bechtel, Walter and Elise Haas Fund, Wayne and Gladys Valley Foundation
10. (PTA funds)	n/a	n/a	n/a

APPENDIX: EnCompass Academy School Self Reflection



Measurable Student Outcome	Instrument	Target	2009-10 Results	2010-11 Results	2011-12 Results
We will increase the percentage of students in grades K-1 reaching Benchmark or Above Benchmark in Reading.	mCLASS: Reading 3-D – Text Reading Comprehension	Benchmark or Above by the End of Year: 2010 = 60% 2011 = 70% 2012 = 80%	Beginning of Year: 24% Middle of Year: 61% End of Year: 59%	Beginning of Year: 46% Middle of Year: 72% End of Year: 75%	Beginning of Year: 42% Middle of Year: End of Year:
We will increase the percentage of students in grades K-1 reaching Proficient or Advanced in Math.	District Math Tests	Benchmark or Above by the End of Year: 2010 = 60% 2011 = 70% 2012 = 85%	Fall: 56% Mid-Year: 90% End of Course: 91%	Fall: 73% Mid-Year: 90% End of Course: 86%	Fall: Mid-Year: End of Course:
We will increase the percentage of students in grades 2-5 reaching Proficient or Advanced in English Language Arts.	District English Language Arts Tests	Benchmark or Above by the End of Year: 2010 = 60% 2011 = 70% 2012 = 75%	Fall: 23% Mid-Year: 40% End of Course: 48%	Fall: 36% Mid-Year: 47% End of Course: 48%	Fall: Mid-Year: End of Course:
We will increase the percentage of students in grades 2-5 reaching Proficient or Advanced in Math.	District Math Tests	Benchmark or Above by the End of Year: 2010 = 60% 2011 = 70% 2012 = 75%	Fall: 38% Mid-Year: 48% End of Course: 58%	Fall: 43% Mid-Year: 59% End of Course: 60%	Fall: Mid-Year: End of Course:
We will reduce of Below and Approaching students in ELA in grades 2-5.	District ELA tests	2010 = no goal set 2011= less than 15% 2012 = less than 15%	Fall: 77% Mid-Year: 60% End of Course: 51%	Fall: 66% Mid-Year: 55% End of Course: 51%	Fall: Mid-Year: End of Course:
We will reduce of Below and Approaching students in Math in grades 2-5.	District ELA tests	2010 = no goal set 2011= less than 15% 2012 = less than 15%	Fall: 61% Mid-Year: 51% End of Course: 41%	Fall: 56% Mid-Year: 41% End of Course: 40%	Fall: Mid-Year: End of Course:
We will achieve 97% weekly attendance per class	Attendance records in ARIES	97% weekly attendance per class			
Students will read (or be read to) 1 million words.	Reading logs and Accelerated Reader	1 million words by June	n/a	n/a	

APPENDIX: EnCompass Academy School Self Reflection

Teacher Recruitment/Retention					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total # of Teachers	12 homeroom, TSA	12 homeroom, TSA	12 homeroom, .95 TSA	11 homeroom, .95 TSA	11 homeroom, .75 TSA
% New Hires					
% Retained from Prior Year					
Total number of vacant teaching posts currently (FTE)					