

# SCHOOL QUALITY REVIEW REPORT

FOR

## FRICK MIDDLE SCHOOL

2845 64<sup>TH</sup> Avenue, Oakland CA 94605

Oakland Unified School District

Principal: Jerome Gourdine

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 Frick Middle School begins with its setting. Located in East Oakland nearest Bancroft Avenue and Seminary, Frick resides in a large, “traditional” school building, occupying an entire block, within a residential neighborhood of small, modest homes. Most of the students who attend Frick come from this neighborhood. On the school’s “front porch”, Frick students greet visitors with a wave or a shy smile, under the watchful and protective eyes of the school staff—usually an administrator, the school’s Community Schools Program Manager, a teacher or two, and the security officer. The journey to and from Frick each day is not the easiest for these students. This neighborhood is heavily impacted by the challenges of poverty, weak city resources, and youth gang activity. Frick functions as a safe haven for them, where the principal and his staff have worked tirelessly to create a safety zone that supports and pushes students—their “kings and queens”—to honor their cultures and to strive for positive, productive lives.

Demographically, 59% of Frick’s students are African American, 33% are Hispanic, and 6% are Asian/Pacific Islander. Approximately 22% are English Language Learners. 86% of students are identified as socioeconomically disadvantaged. Given its small enrollment and location in and service to a well-defined neighborhood of families that struggle economically, Frick is well “set-up” to be a full service community school, according to the model touted by the District’s new strategic plan. Under the leadership of its 8-year principal, Jerome Gourdine, Frick has worked to become just that—a full-service community school that reaches out and supports families, that holds and cares for students so that they may be ready to learn, and that well-prepares them to persist through high school and beyond to college. In this respect, Frick has focused on 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, Frick reports on the challenges of this focus and the ways they see they are succeeding. Students and parents report feeling safe and supported by the staff. They appreciate the efforts of the principal specifically and the staff generally in honoring students and in pushing them to succeed.

Proxy indicators of these social-emotional priorities are generally positive. Average daily attendance at Frick was solid last year at 95%. The chronic absence rate was 13% which is lower than the overall rate for middle schools in the region in which Frick resides overall. But the suspension rate at the school has been higher on average than other middle schools in the region, and African American students have had a suspension rate disproportionate to their enrollment (76% of Frick suspensions are African American students, although they are 59% of the population).

Academic results at Frick have been decidedly mixed in recent years:

- The school's net API growth over the last 5 years has been 82 points, a very solid improvement, but the actual API is 656 and remains among the lowest of middle schools in the district.
- The percentage of students scoring proficient or advanced on the Math CST over the last 5 years has moved in the right direction—18% to 26% —but not at a particularly steep rate. Similarly, the percentage of students scoring below and far below basic in Math is moving in the right directions—52% down to 48% — but again not a steep rate.
- The percentage of students scoring proficient or advanced on the ELA CST over the last 5 years has moved more strongly in the right direction—15% to 25%. Similarly, the percentage of students scoring below and far below basic in ELA has moved strongly in the right directions—49% down to 40%.
- Two year matched cohort data on the CST shows that students make good progress in 7th (85% grew at least a year), but in 6th and 8th they do not (only 50% grew at least a year, which means 50% slid backward).
- English Language Learners at Frick have shown strong academic improvements: the subgroup API for ELL students grew 74 points in the last 2 years.
- African American male students have also shown strong academic improvement: their scoring on the CST over the last 5 years has mirrored the school's overall growth.

Frick's school quality challenge therefore is to strengthen the quality of their curriculum and instruction—to improve upon these mixed academic results, build on their strengths, increase the rates of growth, and raise the overall levels of attainment by Frick students.

As it does this, Frick faces a related school quality challenge: perceptions of these mixed academic results, combined with concerns about safety in the neighborhood, have led many families to enroll their children in other schools. Families are not generally aware of the impressive strides Frick has made toward a full-service community school, and with the proliferation of charter school choices and the maturation of the District's Options process, families are going elsewhere. The enrollment at Frick has been dropping rapidly, from 581 students in 2007-8 to 398 students in 2011-12. Each year, even as it has expanded and improved the quality of supports to students and families, Frick has struggled with dwindling resources to make these improvements. The consequent reductions in staff threaten to erode Frick's support systems, even as the school must build teacher capacity and strengthen the structures needed to make academic improvements.

## PART 2: FINDINGS

### SOURCES OF DATA

The School Quality Review team spent three days (February 13-15, 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.

### SUMMARY OF STRENGTHS AND CHALLENGES

The following summary presents the general conclusions by the School Quality Review Team on how Frick Middle School is developing toward the School Quality Standards. As a summary it does not include much of the specific evidence that supports these conclusions. To see this supporting evidence, the reader must consult the Rubric Analysis which follows the summary section.

Each section of the Summary begins with a description of the specific focal standards for which the SQR Team gathered evidence and made its evaluation. In this first “beta” year, the Team did not gather evidence on every standard, as noted above on page 3. The summary analysis, the reader will note, relies on specific language of each standard’s rubric and the developmental scale for the ratings. That scales is as follows:

<b>Undeveloped</b>	There was <b><u>little</u></b> evidence found that the school has begun to implement the practice(s) and/or build the conditions described in the standard.
<b>Beginning</b>	There was <b><u>some</u></b> evidence found that the school has begun to implement the practice(s) and/or build the conditions described in the standard.
<b>Developing</b>	There was <b><u>substantial</u></b> evidence found that the school has begun to implement the practice(s) and/or build the conditions described in the standard.
<b>Sustaining</b>	There was <b><u>strong &amp; consistent</u></b> evidence found that the school has begun to implement the practice(s) and/or build the conditions described in the standard.
<b>Refining</b>	There was <b><u>strong &amp; consistent</u></b> evidence found that the school has begun to implement the practice(s) and/or build the conditions described in the standard, and the school has <b><u>implemented systems to review evidence</u></b> of these practices/conditions.

### Quality Indicator 1: Quality Learning Experiences for All Students

For Quality Indicator 1, the School Review Team investigated how Frick Middle School is developing toward the quality described in 7 focus standards:

- Standard 1: A quality school provides students with curriculum that is meaningful and challenging to them.
- Standard 2: A quality school provides safe and nurturing learning environments.
- Standard 4: A quality school uses instructional strategies that make learning active for students and provide them with different ways to learn.
- Standard 7: A quality school ensures that students know what they're learning, why they're learning it and how it can be applied.
- Standard 8: A quality school provides academic intervention and broader enrichment supports before, during, and after school.
- Standard 10: A quality school provides and ensures equitable access to curriculum and courses that prepare all students for college.
- Standard 11: A quality school has a college-going culture with staff and teachers who provide college preparedness resources.

At Frick, the SQR Team gathered **some** evidence that students were experiencing meaningful and challenging curriculum. The Team observed Frick classrooms looking for specific conditions (see following) that taken together capture the presence of meaningful and challenging curriculum in classrooms:

- In 31 out of 54 observations of learning (57%), *students connected prior knowledge, skills, and experiences to their new learning*. This was observed most often during English (75%) and Science (86%) and least often during Math (50%). There was no appreciable difference in its frequency between 6th, 7th and 8th grade classes.
- In 29 out of 56 observations (52%), the SQR Team observed *students applying their learning to meaningful questions or problems (including "real-life" situations)*. While this percentage is rather low, the percentage compares favorably to other middle schools reviewed. With this baseline established, Frick can evaluate its development toward this quality of meaningful curriculum in future reviews. This "meaningful application" was observed most often during English (60%) and Science (86%) and least often during Math (50%). There was an appreciable difference in its frequency between grade levels: it was present in only 33% of 6th grade classes, but present in 75% of 7th and 8th grade classes.
- In 35 of 56 observations (63%), the SQR Team found *students using a range of six critical thinking skills (remembering, understanding, creating, applying, analyzing, evaluating)*. That means, in 37% of the classes, students were engaged in only the most basic analysis of remember or understanding. Of the 35 observations where a range of skills were in use, about half saw students using a great range of critical thinking skills (four or more), while the other half saw a more limited range of skills (2-3) in use. There was little appreciable difference in the frequency of this kind of engagement between grade levels or across different academic content.

- In 33 of 56 observations (60%), the SQR Team found that *students collaborated and/or used various learning modalities and/or multiple intelligences*. There was little appreciable difference in the frequency of this kind of learning by students across grade levels, but there was substantial difference across academic content: none of the Social Studies classes observed had this kind of learning, but 75% of the math classes and 71% of the science classes did.
- In observations of the Non-Severely Handicapped and Counseling Enriched Special Day Classes, the SQR Team saw meaningful and challenging curriculum. Because these are self-contained classrooms, in which students spend essentially their entire day, the SQR Team decided it was necessary to report on these classes specifically.

While overall the team observed evidence of meaningful and challenging curriculum at Frick, there was consistently enough evidence of its absence to conclude that Frick is still developing toward that curriculum being **substantial** across the school. It is important, first, to note the frequencies described above and consider how often the conditions of challenging and meaningful curriculum were not observed in Frick classes, even though these were areas of overall strength. Second, consider the following substantial challenges:

- The SQR Team saw *85% or more of students consistently engaged in learning* in 26 out of 56 observations (46%). The quality of a student's engagement is a key indicator of whether they find the learning both meaningful and challenging. Several classrooms had 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. But in the majority of classes this was not the case. Routines and procedures in many classes were not well-established. Teachers often struggled to keep all students engaged, particularly while working with individual students. Frequently, extended teacher-centered instruction or whole group discussion led individual students to become disengaged. In several classes, teachers did not consistently check for understanding with all students, and those students lost focus and became talkative.
- The SQR Team saw *students using academic language and key vocabulary in speaking and writing* in 26 out of 56 observations (46%). Evidence of this practice is considered an indicator of challenging and meaningful curriculum specifically because of the greater quality of challenge present in a curriculum where students are pushed to "own" the academic language and key vocabulary, rather than allowed to simply hear the teacher use it. There was little appreciable difference in the frequency of this practice between grade levels or across different academic content, with the exception of math where the percent of classes in which students used academic language and key vocabulary was notably lower, at 36%.
- In 20 out of 56 observations (36%), 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 struggled to understand; or by too much time spent re-teaching content that most seemed to have mastered. There was little appreciable difference in the frequency of this kind of engagement between grade levels or across different academic content, except in the case of social studies classes where it was not observed at all.

- In 18 out of 56 observations (32%), the Team found *activities in the classroom provided students with opportunities to be challenged and to be successful as a result of differentiation to meet different needs in classroom instruction*. There was little variation in the frequency of differentiation practices between grade levels. There was a difference across academic content: the Team saw no examples of differentiation in social studies classes; only 18% of the ELA classes showed examples of differentiation; but 46% of math classes showed evidence of differentiation practices.

In analyzing the quality of safe and nurturing learning experiences at Frick, the SQR Team found **substantial** evidence that Frick's classes were places where teacher and student interactions were positive, caring and created emotionally/physically safe learning environments. Consider the following specific conditions:

- In 33 out of 55 observations (60%), the Team found *Frick students displayed safe, respectful behaviors in the classroom*. In these classrooms, behavior expectations and procedures were well-established, and teachers and students appeared to have positive respect for each other. These classrooms usually had systems of both rewards and consequences that students embraced. Even though several of these classes did not show 85% of students engaged in learning, the off-task behavior did not become disrespectful.
- The Team found in 31 out of 54 observations (57%) that *student-student communication was safe and respectful*. Essentially, these observations lined up with the Team's observations above about safe, respectful behaviors in the classroom. Where behavior expectations and procedures were well-established and students were fully engaged in learning, student-student communication was safe and respectful.
- The SQR Team observed 34 out of 56 (61%) classrooms where the *teacher and students demonstrated care for each other through recognition, encouragement, and efforts to build relationships across different "lines."* (Note: The focus here is on those conditions in a classroom where adults and students socially and emotionally support each other and work well together across racial, gender or other differences.)

That said, the SQR Team observed classrooms where teacher and student interactions were not positive or caring and did not create emotionally/physically safe learning environments. Note the frequencies above where significant percentages of classes were not safe and nurturing, and consider the following challenges:

- 6th grade students did not report feeling physically or social-emotionally safe in the same way that 7th and 8th graders did.
- As noted above, the SQR Team observed several classrooms in which behavior expectations and procedures were not well-established, and consequently safe and respectful behavior was less evident. The Team observed several instances where challenging, even

disrespectful behavior from students went unaddressed. In some cases, students left classes without permission or without clear directions from the teacher. The data from staff interviews and focus groups reveals that there is a lack of alignment and consistency in procedures as implemented in classrooms and as supported by administration. Communication about procedures and safety issues in general appears to be a problem, and as such each Frick staff member is in very different places about the challenge of safety and nurture in the classrooms and what should be done about it.

- The SQR Team observed 25 out of 54 (46%) classrooms where *teacher procedures, practices, and talk supported students to be intellectually curious, to engage eagerly in learning and take academic risks*. (Note: The focus here is on those conditions in the classroom that specifically nurture learning, as distinct from those conditions that nurture student self-esteem or sense of well-being.)
- In several observations of Physical Education, lesson designs did not support creating a safe learning environment. The “free play” time that students had created many moments of unpredictable, unsafe behavior. The PE teachers were generally vigilant, but given the wide spread across the blacktop of different activities, it was not possible to effectively supervise all the children. Consequently, the SQR Team noted that communication among students at times was not consistently safe, nurturing and caring.

In analyzing the quality of active and different ways of learning in Frick classrooms, the SQR Team found **substantial** evidence that classes at Frick were places where students did experience active and different ways of learning.

- The SQR Team observed a *balance between teacher and student-centered activities and the variety of direct instruction, modeling, guided and independent practice*. That suggests that Frick students did experience active and different ways of learning.
- This finding was further supported by evidence, noted in Standard 1, that in 60% of the observations, the SQR Team found that *students collaborated and/or used various learning modalities and/or multiple intelligences*. This frequency suggested that typically Frick students experience active and different ways of learning.
- When teachers were prompted to describe what components of “good teaching” they include in their lessons, Frick teachers presented a fairly consistent, shared view of good teaching: using engagement strategies such as Kagan; doing regular checks for understanding; using scaffolding strategies that tap a variety of learning styles, emphasizing student-to-student talk structures. The SQR Team observed many efforts of teachers to implement the above strategies, with varying success, due either to their level of expertise or due to student familiarity and “comfort” with them. While the SQR Team rated Frick **developing** on this standard, the strong staff consensus around the elements of good teaching and their clear efforts to do so suggest that Frick could soon develop toward **sustaining** on this standard.

The SQR Team gathered **substantial** evidence that students at Frick know what they are learning, why they are learning it, and how it can be applied. The Team observed Frick classrooms looking for specific students behaviors and classroom conditions (see following) that taken together suggest that students know these things.

- For students to know what they are learning, first a teacher must be explicit about it. The SQR Team looked for the explicit ways that teachers made the objective, goal, or target of learning clear to students. In 75% of the classes observed, *teachers posted and/or described learning targets*. There appears to be a school-wide focus on learning targets as an effective instructional practice, and clearly most teachers implement this.
- When students know what they are learning and why, they are able to explain that. In 24 out of 40 short interviews (60%) conducted during classroom observations, the Frick student interviewed *knew the learning target for the day and could explain why this learning was important*.

While the Team observed substantial evidence at Frick that students know what they are learning, why they are learning it, and how it can be applied, there was still evidence of specific student behaviors and classroom conditions that taken together suggest that some students do not know these things. Thus Frick is still developing in this area of practice. Consider the following:

- For students to know what they are learning, a teacher must also *regularly check for understanding*. The SQR Team looked for the explicit ways that teachers checked the understanding of students and thereby clarified what understanding they were looking for. In 25 out of 55 classroom observations (45%), the SQR Team found that students did have their learning checked with immediate feedback regarding their progress toward the day's learning objectives. The Team observed 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. Also, in many classes, teachers regularly checked for engagement (Was the student on task and/or completing their work?) rather than checking for understanding and for progress toward the learning objective. The Team did not observe any shared, school-wide formative assessment strategies, such as exit tickets.

In analyzing the quality of Frick's work in providing academic and enrichment supports to students, the SQR Team gathered **substantial** evidence of the school's development toward this standard. The SQR Team found that Frick has effective *strategies and systems in place to identify students who are struggling academically 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*.

- Frick has a variety of academic assessment strategies in place, across different classrooms, to identify students who are struggling to meet expected learning targets and to understand why these students are struggling.
- The SQR Team gathered evidence that Frick is working on its structures and procedures to use academic assessment data to identify students' academic needs. As a whole staff, Frick

uses assessment data to understand the academic needs of students. However, it appears that the mechanisms for identifying specific student’s academic needs and referring/placing them in the appropriate academic intervention is changing with the departure of a key assistant principal. For ELA, the expectation appears to be that increasingly over time a lead teacher can assume more responsibility for assessing, identifying, and placing students in the appropriate academic intervention. There does not, however, appear to be an equivalent individual planned for math content.

- An important structure for identifying and supporting students who struggle academically is Frick’s Coordination of Services (COS) Team. While primarily focused on health, safety, and social-emotional problems, Frick’s COS Team identifies and responds to individual student needs and certainly informs the school’s thinking about the academic supports it provides.
- The Team gathered strong evidence of how Frick uses a “whole child” framework in identifying students who are struggling and why they are struggling. In talking with staff and reviewing school documentation, the Team found repeated descriptions of the school’s efforts to focus on a student’s academic and social-emotional needs, as well as their family context, when trying to understand why that student is struggling. They look at these 3 kinds of needs together to make a more comprehensive plan of support.
- The SQR Team also gathered evidence that Frick has a targeted focus on identifying African American males for support.

The SQR Team also gathered substantial evidence that Frick has effective *academic interventions for students during the day program*. To provide *intensified academic support* to their lowest performing students, Frick has leveraged a variety of push-in and pull-out resources provided by AmeriCorps interns and various case managers in ELA and mathematics. Frick also has numerous other strategies to provide *targeted academic support* for lower performing students—double-period interventions, push-in and pull-out supports from AmeriCorps interns, tutoring resources, mentoring programs targeting African American and Latino males. The SQR Team also gathered substantial evidence of Frick’s numerous strategies to provide *universal access to academic supports* for all students, including after-school homework classes and Saturday school.

The SQR Team also gathered substantial evidence that Frick has classes during and outside the day program that provide academic enrichment opportunities that extend student learning. Frick offers Leadership and AVID “elective” classes for those students who do not require academic intervention classes. The after-school program does offer some classes which function as important academic enrichment opportunities: for example, Leadership, Model United Nations, and Tech-Bridge.

While overall the SQR Team gathered substantial evidence of Frick’s work in providing academic and enrichment supports to students, the Team identified several challenges which must be addressed for its work to be considered strong and consistent on this standard.

- The SQR Team gathered little evidence that the grade-level teacher teams specifically coordinate to identify struggling students, understand why they are struggling, and refer them to academic supports. Given that these teams essentially share the same students, there is much potential in this structure to share the successes and challenges they are having with specific students, to discuss the formative assessment and observational data they have on students, to support individual teachers to intervene with identified students in that teacher’s classroom, and/or to coordinate their interventions across their classrooms (i.e., “get on the same page”).
- While the SQR Team gathered evidence that Frick is building toward a school culture more mature in its use of assessment data to identify students’ needs, the Team heard considerable variation in the quality of this reflection, depending on the development of the different teacher teams as professional learning communities and on the quality and consistency of data practices of teachers on the teams. Not surprisingly the SQR Team saw patterns based on teachers’ years of experience—where more experienced teachers generally had greater expertise in identifying students who are struggling and why they are struggling. The SQR Team also saw patterns based on subject matter—where teachers of ELA and mathematics used a greater variety of assessment tools to understand student learning.
- In observing there were inconsistencies in teacher capacity and practices in the collection and use of data, the Team also noted how Frick is going through a transition of sorts in coordinating and leading the school’s system of assessment. Given the real difficulties of having wide-spread expert teacher practice in assessment (especially in the context where there is fairly regular turnover in teachers and less experienced teachers often come to the school), it is notable that Frick does not have an individual or structure (e.g., an assessment coordinator or assessment team) for fully coordinating this work and strategizing how teacher and program capacity and consistency can be built.
- 8<sup>th</sup> grade ELA and math Intervention is not established. The SQR Team gathered evidence that these interventions are going through a transition. The 8<sup>th</sup> grade Math intervention is essentially dissolved because of teacher re-assignment and the difficulty of hiring another math teacher to continue the work. But the Team also heard reports that even when the class did exist there was some question about its effectiveness. Determining the right structure for effective math intervention to 8<sup>th</sup> graders therefore continues to be a challenge.
- 7<sup>th</sup> grade math intervention is not established. There has not been a math intervention class all year.
- Given the current structure for offering interventions, If a student needs both ELA and math intervention, they cannot get it. Only one intervention can be taken at a time.
- Currently, Frick does not have any specific supports for English Learners (EL). Historically, they have had English Language Development (ELD) classes, and the teacher of those classes is now a 6<sup>th</sup> grade ELA/SS teacher. Teacher and leadership reflections on the question of supports for EL students suggested that there is not a shared understanding of the academic support needs of EL students.

- The ASP has gone through a “re-start” recently after concerns were raised by Frick staff and families about the management, alignment, and overall effectiveness of the program. At the time of the SQR visit, the ASP coordinator, the assistant, and the academic liaison (a Frick teacher who links the teachers to the ASP) had been on the job for a month. Structures and procedures for promoting positive student behavior and providing rigorous academic support during this extended academic period were, according to SQR team observations, still being re-established. Perhaps the biggest challenge was the lack of a system for the ASP teachers to know exactly what homework each student had. There had not yet been established a system through which day program teachers could communicate what assignments they had given, so much time was lost as students and ASP teachers sorted through what work students were supposed to be doing.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

For Quality Indicator 2, the School Review Team investigated how Frick Middle School is developing toward the quality described in 4 focus standards:

- Standard 1: A quality school is a safe and healthy center of the community, open to community use before, during, and after the school day.
- Standard 2: A quality school offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
- Standard 5: A quality school identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
- Standard 6: A quality school creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.

In analyzing Frick's quality as a safe and healthy center of the community, open to community use before, during, and after the school day, the SQR Team found **developing** evidence of this.

- *Students and parents feel safe at Frick and generally free from threat or bullying.* Students interviewed by the SQR Team generally reported feeling safe on campus and, in some cases, feeling safer on campus than they feel going to and from school. It is noteworthy however that the youngest students on campus (6<sup>th</sup> graders) reported the weakest experience of safety. Campus observations also revealed that the safety and positive behavior on campus could vary substantially based on whether adult supervision was immediately present or not. When adult staff was present, students appeared to follow good standards of behavior. Adult-interactions were positive and they appeared to be "in relation", meaning they greeted and talked with each other in caring fashion. The challenge came when staff was not present: the SQR Team observed several moments when students were clearly not following good standards of behavior or otherwise behaved in a much more unsafe way. In interviews, staff raised these challenging conditions repeatedly and acknowledged that positive student behavior was not the same as it had been in the past and as they knew it could be.
- The SQR Team gathered substantial evidence of *mechanisms that are in place to communicate with families/ community partners effectively and in a timely way.* Parents confirmed this and repeatedly noted that they like how the staff communicates with them whenever issues arise. These parents described hearing often from teachers and from the administration when issues arose in classrooms and on campus. Parents appreciated that teachers phone home about academic and behavioral concerns. Parents also referred to many different support providers who contacted them about specific concerns, including the "counselors" (the outreach consultant, the therapists, AmeriCorps interns, and other case managers), and the staff in the Health Clinic. However, the staff also consistently reported the challenge they encounter in reaching families due to disconnected telephone numbers and in reaching Spanish-speaking families due to a lack of bilingual staff at the school. Some parent reports confirmed this communication challenge.
- The SQR Team found that students and families are *provided healthy food, health-focused physical activities, and health education through a variety of strategies.* Frick campus is a

*clean and well maintained facility* that greatly contributes to the mental and physical health of its students.

- It is notable that the SQR Team gathered no evidence that Frick facilities are accessible to the community outside of school hours.

In analyzing Frick's quality as a school that provides coordinated and integrated systems of academic and learning support services, the SQR Team found **substantial** evidence. It should be noted that, whereas the discussion of supports and interventions above under Quality Indicator 1 was focused on academic systems and services, here the SQR Team focused on *health, safety, and social-emotional services; youth and community development; and parent, community and student engagement*.

- The Team found strong and consistent evidence that Frick has *effective strategies and systems in place to identify students who are struggling for health, safety, and social-emotional reasons, to refer them to the supports that address their need(s), and to identify service gaps and seek resources to fill them*. Frick has a Community Schools Program Manager whose responsibilities include the coordination of academic and learning support services at the school. She facilitates the Coordination of Services (COS) Team as the key identification and referral mechanism, and she manages and pursues student/family support partnerships to eliminate gaps and overlaps in services provided to students. For health, safety, and social-emotional problems, Frick's COS Team is the critical structure for identifying and responding to individual students. Where the SQR Team found evidence that Frick is working on its structures and procedures to use academic assessment data to identify students' academic needs, primarily due to the transitions of administrators and teacher leaders, the Team found a fully matured system in the use of health and social-emotional assessment, in this case due to the considerable staff experience and expertise. There is a core of health and social-emotional support providers at Frick, who have been at the school for many years and, consequently, know the students and the community well. Combined with deep expertise, Frick has a powerful cadre of people using a wide array of assessment strategies and resources to understand students' needs.
- The SQR Team found strong and consistent evidence that Frick has a wide range of on-site strategies, services and partnerships to respond to the health, safety and social-emotional needs of students and their families. See the rubric analysis in Quality Indicator 2, Standard 2 for the details of these.
- The SQR Team found good evidence that Frick has implemented systems, primarily through the role of Community Schools Program Manager and the Safe Passages/EBAC partnership, to review evidence of the effectiveness of its health & wellness programs and services and to make improvements.
- The SQR Team gathered evidence that Frick's after-school program (a partnership with Safe Passages) provides classes and programs that address the health, safety, and social-emotional needs of students; that promote youth and community development; and that engage students, parents, and community in the life of the school.



- One challenge in this area that the SQR Team identified in its evidence collection was that there have been some communication and coordination issues between some of the support providers noted above and the teaching staff. These reports suggest that there are “integration” challenges that impact the effectiveness of these support programs and resources

In analyzing Frick’s quality as a school that creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences, the SQR Team found **substantial** evidence. The Team found strong and consistent evidence that, at Frick, *students and parents trust staff*. The SQR Team found evidence that Frick has implemented *procedures and practices to support students to resolve conflicts*. Frick has a variety of staff that provides conflict mediation, and there is explicit instruction in conflict mediation curriculum. The Team found substantial evidence that, at Frick, staff, students, and their families *demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different individual/ cultural “lines.”* The Team also found evidence that, at Frick, student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences. It should be noted that the SQR Team gathered no specific evidence of how Frick may have implemented *procedures and practices to support new students and their families to feel like members of the school community*. It is possible such procedures and practices exist, but that the Team simply missed evidence of it.

### Quality Indicator 3: Learning Communities Focused on Continuous Improvement

For Quality Indicator 3, the School Review Team investigated how Frick Middle School is developing toward the quality described in 3 focus standards:

- Standard 1: A quality school makes sure that teachers work together in professional learning communities focused on student progress.
- Standard 2: A quality school ensures that staff regularly analyzes multiple kinds of data about student performance and their experience of learning.
- Standard 4: A quality school provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.

In analyzing how Frick makes sure that teachers work together in professional learning communities focused on student progress, the SQR Team found **substantial** evidence that teachers at Frick work together in a variety of ways. Primarily, Frick teachers collaborate through grade level teams (6, 7, and 8) which meet formally on the first Wednesday of each month, an early release day, and through subject-matter teams that meet on the third Wednesday of each month. Teacher reports of how this time has been used and how they focused on student progress suggested that there is variation across the grade-level and content teams in the consistency and quality of their work together. There do not appear to be consistent expectations across the teams regarding what the processes and outcomes of their collaboration should be. The SQR Team heard that the teams discuss students and effective instructional strategies, but it was not evident that this collaboration followed the more strategic inquiry model that defines formal professional learning communities. One challenge at Frick to the kind of subject-matter collaboration considered in this standard (collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress) is that there is only one teacher of each content at grades 7 and 8. It is difficult to collaborate with the focus described in this standard when there is not another teacher with whom to do this. At 6<sup>th</sup> grade, where there are 4 teachers who deliver the same content, the SQR Team gathered evidence of this kind of collaboration. But 7<sup>th</sup> and 8<sup>th</sup> grade teachers directly mentioned the challenges they face in getting support through collaboration because of their content differences. The SQR Team gathered little evidence that Frick 7<sup>th</sup> and 8<sup>th</sup> grade teachers have entertained collaboration with teachers at their grade level at other middle schools.

The SQR Team gathered **some** evidence that Frick'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 Frick has teacher coaches that specifically embed professional learning in teacher practice. The ELA teachers reported that they are currently focused on the implementation of the new Springboard curriculum and have the assistance of a Springboard literacy coach, provided by the district, who works with teachers on a bi-weekly basis. They also work with a coach from the National Equity Project, as part of Impact 2012, who supports their "assessment for learning" efforts. The teachers also

report that their own intervention teacher provides professional development in specific intervention strategies to them as well. Recently, Frick has moved one of its ELA teachers into a coaching position, where she can support data collection and analysis but also provide specific teacher coaching, particularly to two new ELA teachers. Frick's science teachers reported that the centrally-supported "Problem-Based Learning" collaborative has been an important source of professional learning for them. In general, the content of Frick's professional development priorities in the last few years (classroom management practices, the implementation of learning targets in the classroom, collaborative learning strategies, reciprocal teaching, academic language & content vocabulary, Springboard curriculum, "African American male" strategies, etc.) is evidence of a concerted effort to improve student performance by supporting teachers to strengthen their instructional practices

The SQR Team also gathered evidence that, while the content of Frick's professional learning activities has effectively concentrated on teacher practice, Frick has struggled to maintain a consistent focus on these strategies and to develop an effective sequence of adult learning such that teacher practice can actually develop.

- For example, Frick participated in Instructional Leadership Team (ILT) training with District school improvement coaches during the 2011 summer. As a part of this training, they defined several improvement priorities for the year that were in essence an effort to bring coherence and consistency to priorities that the school had been working on over the year. The challenge, even at the time of the ILT training, was that many teachers were overwhelmed by the number of priorities. They tried to develop a professional development plan that addressed these priorities and supported teachers to learn and implement them effectively. Reportedly, this plan did not get very far in its implementation before certain challenges to it came up, challenges both from inside the school and outside. For example, their focus on Reciprocal Teaching (RT) to build student engagement got supplanted by a focus on academic language. This was partly because math teachers believed that RT did not fit their content well. At the same time, a District math initiative was pushing for a slightly different priority in math that emphasized academic language and content vocabulary. Reportedly, the school shifted to this professional development priority because it was a focus that more effectively applied to all content areas. Also, the school shifted away from its focus on RT because of the decision to implement the Springboard curriculum in ELA. RT was used a lot in ELA, but Springboard has its own set of strategies that is recommended throughout the unit, so in bringing that on board, teachers have had to learn and use different strategies. Staff reported that the school has not specifically given up on RT, but described teacher learning of it as part of the school's priority to build teacher capacity with collaborative learning strategies, of which RT is a specific kind of collaborative strategy.
- Teachers also reported that planning time is limited and often gets disrupted with other issues. In particular, they reported that they lost focus and consistency because they had to respond to shifting Central office priorities. New "District" demands disrupted their calendar; there seemed to be many more instances of leadership and/or teachers being

pulled off campus to attend centralized planning and professional development. They particularly cited the centralized activities on the common core standards (the purpose of which was unclear) and the Progress Writing Assessment (which ultimately they could opt out of). They noted that these challenges created a great deal of frustration on the Frick staff and promoted a lack of buy-in and skepticism about how to make improvements at the school.

- As noted in Quality Indicator 1, many Frick teachers struggle to manage their classes effectively and to create positive, focused learning environments. Administrators are well aware of these challenges and make efforts to coach teachers in effective management strategies. Several years ago reportedly, the school adopted and trained in “Salzman” strategies to address this. But teachers and administrators report that it has been difficult for administrators to provide consistent coaching and thorough supervision for “Salzman” implementation because of the volume of discipline issues and competing priorities. They struggled to “get ahead of the problem” and get into classrooms to provide coaching on behavior management and more broadly to provide feedback on the quality of teaching and learning. There has been no specific priority or coaching time defined for this professional development in classroom management. Reportedly, it happens in 1:1 sessions during “available moments” in the hallway and during prep period and sometimes on Wednesdays. Consequently, Frick never really got school-wide buy in for Salzman nor full implementation, and many classroom teachers still struggle with effective management strategies. This year, with the loss of their long-time assistant principal and the seeming increasing demands centrally, it has reportedly been even more difficult for administrators to provide needed instructional leadership.
- Given these challenges, it is notable that Frick tried, through the development and planning of its Instructional Leadership Team, to create a structure for coordinating teacher professional learning and strategizing how professional development quality and capacity can be built. That structure however has not yet been successfully built and implemented and is, in fact, undermined by the same challenges that called for its development.

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

For Quality Indicator 4, the School Review Team investigated how Frick Middle School is developing toward the quality described in 4 focus standards:

- Standard 2: A quality school shares decision-making with its students, their families, and the community, as part of working together in partnership.
- Standard 5: A quality school works with students, their families, and the community, to know how the student is progressing and participating in school.
- Standard 6: A quality school provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well.
- Standard 7: A quality school builds effective partnerships by using principles of student and family/community engagement.

The SQR Team found **substantial** evidence that Frick shares decision-making with its students, their families, and the community, as part of working together in partnership. The evidence suggests that Frick has shared decision-making with families and community through its School Site Council. The SSC monitors 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. Other than through the School Site Council, the evidence suggests there have been reportedly no other leadership structures through which families are involved in decisions at Frick. Parents reported that they have few opportunities to contribute to major decisions made at Frick outside the formal sphere of the SSC. That said, the SQR Team also gathered evidence that Frick's leadership has taken a very strategic approach to partnering with community agencies. In particular, with the support of the Community Schools Program Manager, community partners have been involved in key school decisions that fall within their scope of work.

The SQR Team found **some** evidence that Frick has activities and strategies for engaging students and their families on student progress. The SQR Team found evidence that Frick has *activities and strategies for engaging students and their families in knowing how a student is progressing and participating in the life of the school*. Staff reports and documentary evidence suggest that there are many ways that families are informed of and engaged by staff in knowing how a student is progressing. Staff (teachers, case managers, AmeriCorps interns) reported regular contacts with families if they had a concern about a student's progress. Some parents confirmed this evidence and described this engagement as one of the distinct strengths of the school. Others described this engagement as one of the main things in need of improvement. These latter parents framed the challenge as primarily one of good communication. Spanish-speaking families reported this as a challenge more than English-speaking families. Consistent with this evidence, from the Principal to teachers, staff reported the challenge they face this year in their communication with Spanish-language families because the school no longer has the counselor and the assistant principal who speak Spanish to assist with communication.

Finally, the SQR Team gathered no evidence that Frick uses explicit standards of student, family, and community engagement. However, the school demonstrates in various ways that there are some implicit standards that drive their approaches to meaningful family/community engagement. As noted in several places in this SQR, the evidence of this is: the implementation of the on-site Health Center; the COS Team protocols and strategies; and the varied social-emotional support services for students and that work with their families.

### Quality Indicator 5: Effective School Leadership and Resource Management

For Quality Indicator 5, the School Review Team investigated how Frick Middle School is developing toward the quality described in 4 focus standards:

- Standard 5: A quality school has leadership that creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- Standard 6: A quality school has leadership that guides and supports the development of quality instruction across the school.
- Standard 9: A quality school has leadership that collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- Standard 11: A quality school has leadership that is distributed, through professional learning communities, collaborative planning teams, and select individuals.

The SQR Team found **strong and substantial** evidence that Frick has leadership that creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities. Frick 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. These practices include looking at evaluation data that calls out inequitable conditions and/or effects and making adjustments based on that data. Frick leadership has also implemented curriculum, built classroom and school-wide instructional practices, created intervention opportunities, and devised programs 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*. The SQR Team also gathered evidence that the school leadership is aware of and taking steps to address the challenges, described in Quality Indicator 1, regarding the quality of instruction and inconsistencies in classroom management which means that some of Frick’s neediest sub-groups are experiencing less challenging and meaningful learning, which is a reproduction of historical patterns of inequity.

The SQR Team found **some** evidence that Frick has leadership that guides and supports the development of quality instruction across the school and that collaboratively develops outcomes, monitors progress, and fosters a culture of accountability. The SQR Team gathered substantial evidence that the leadership at Frick has been proactive and intentional in the scheduling of courses and assigning of teachers (both to teaching and support roles) to meet the diverse learning needs of students and to ensure student learning particularly for struggling students. The SQR Team also gathered evidence that leadership at Frick has demonstrated a concerted effort to improve student performance by supporting teachers to strengthen their instructional practices through the professional development priorities described in Quality Indicator 4. Additionally, the Team gathered evidence that leadership at Frick has built a culture where staff holds itself collectively responsible for student learning and social-emotional development. In interviews and focus groups, teachers and case managers repeatedly “owned” their role in ensuring that students learn and grow.

The SQR team also gathered evidence that Frick leadership has struggled to effectively guide and support the development of quality instruction across the school.

- The SQR Team found that, while the content of Frick’s professional learning activities has effectively concentrated on teacher practice, Frick has struggled to maintain a consistent focus on these strategies and to develop an effective sequence of adult learning such that teacher practice across the school can improve. Building on evidence described in Quality Indicator 3, the Team found that Frick leadership struggled to manage competing priorities (both from within the school and from outside, usually in the form of central professional development). The evidence raised questions for the SQR Team regarding how the school leadership held strategic improvement plans as the highest priority, how they identified “urgent” versus “important” activities according to this priority, and what latitude the school leadership perceived it had to push back against central priorities that undermined the school’s focus and plan for ensuring student learning.
- The SQR Team also gathered evidence that this problem of managing competing priorities made it difficult for administrators to provide consistent instructional leadership, both in the form of support and accountability.
- Given these challenges, it is notable that Frick tried, through the development and planning of its Instructional Leadership Team, to create a structure for coordinating teacher professional learning and strategizing how professional development quality and capacity can be built. That structure however has not yet been successfully established and implemented and is, in its operation as a leadership structure, undermined by the same challenges that called for its development.
- Frick leadership has not developed specific student and staff outcomes that could guide monitoring of their progress and give concrete goals to the ownership of student learning which this staff has demonstrated. The school leadership described general outcomes for students—API growth, percent proficient & advanced on the CST and percent far below and below basic, student growth in a year—that appeared to be shared by teachers. Beyond that, the SQR Team gathered little evidence of specific student outcomes or teacher professional development outcomes (e.g., that 90% of Frick teachers will demonstrate mastery in the use of certain collaborative learning strategies by a certain date), and therefore no real evidence of collaborative development of outcomes.
- Teachers report that they experience, from the leadership, a strong trust for their instructional decision-making. They observe that the administration trusts teachers to do what is best, giving them a lot of freedom to take risks and try what they think will work for students. The challenge in this is that teachers also experience little pressure if they fail. Instructional direction and support from leadership is reportedly too light. English and Math teachers in particular describe wanting more direction and stronger accountability so that the quality of instruction will be higher and more consistent across the school.

The SQR Team found **substantial** evidence that Frick has leadership that is distributed, through professional learning communities, collaborative planning teams, and select individuals. At Frick, leadership has been distributed through the administrative team, through the various



grade-level and subject-matter teams, through the Community Schools Program Manager and COS Team, and through specific programs such as the Health Clinic. Staff and families participated on the School Site Council, *in meaningful discussions*, and that participation showed some evidence of *input on decisions*. The Student Leadership classes have provided student leaders with some *access to adult decision makers*.



**SUMMARY OF SCHOOL QUALITY REVIEW RATINGS**

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

# **SCHOOL QUALITY REVIEW**

## **RUBRIC ANALYSIS**

## Quality Indicator 1: Quality Learning Experiences for All Students

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.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	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.
<b>Refining</b>	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.

### Quality Indicator 1: Quality Learning Experiences for All Students

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

Frick MS rates **Beginning** on this standard.

**Strengths:**

The SQR Team gathered **some** evidence that students at Frick were experiencing meaningful and challenging curriculum. The Team observed Frick classrooms looking for specific conditions (see following) that taken together capture the presence of meaningful and challenging curriculum in classrooms.

1. In 31 out of 54 observations of learning (57%), students connected prior knowledge, skills, and experiences to their new learning. This was observed most often during English (75%) and Science (86%) and least often during Math (50%). There was no appreciable difference in its frequency between 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade classes. Some examples of this practice were:
  - “Do Now’s” were repeatedly used to connect to the prior’s day learning. Teachers prompted students to reflect on, talk and/or write about content or skills that they had learned earlier in the day or in prior days.
  - In an ELA intervention class, students were working in literacy circles and thinking about what they had already read and discussed in a book. In another ELA intervention class, a teacher was trying to explain what “informational text” was and prompted students to think of examples of informational text they encounter in their daily lives.
  - In a Science class, the teacher asked students to think back to what they had already learned about conductors and insulators to solve a particular problem.
  - In a leadership class, students were asked to think about what were the qualities of a good leader.
  - In an ELA class, a teacher asked students to think about what they had experienced at home as a way of introducing a theme in a story.

2. In 29 out of 56 observations (52%), the SQR Team observed students applying their learning to meaningful questions or problems (including “real-life” situations). While this percentage is rather low, the percentage compares favorably to other middle schools reviewed. With this baseline established, Frick can evaluate its development toward this quality of meaningful curriculum in future reviews. This “meaningful application” was observed most often during English (60%) and Science (86%) and least often during Math (50%). There was an appreciable difference in its frequency between grade levels: it was present in only 33% of 6<sup>th</sup> grade classes, but present in 75% of 7<sup>th</sup> and 8<sup>th</sup> grade classes. Some examples of this practice were:
  - In a science class, students used their learning from the unit to create a poster that communicated key ideas.
  - In several different classes, students had to debate on an issue or persuasively argue a point using the information they had learned.
  - In different ELA classes, students were asked to reflect orally or in writing on how a particular theme or issue in a story came up in real-life situations.
3. In 35 of 56 observations (63%), the SQR Team found students using a range of six critical thinking skills (remembering, understanding, creating, applying, analyzing, evaluating). That means, in 37% of the classes, students were engaged in only the most basic analysis of remember or understanding. Of the 35 observations where a range of skills were in use, about half saw students using a great range of critical thinking skills (four or more), while the other half saw a more limited range of skills (2-3) in use. There was little appreciable difference in the frequency of this kind of engagement between grade levels or across different academic content. Some examples of this practice were:
  - In ELA classes, students were guided through an analysis of the elements of a story (plot, character, ...) using a graphic organizer from the new Springboard materials.
  - In various content areas, students were asked to evaluate the quality of their own or other student work, either an answer to a question, or an essay, or a presentation.
4. In 33 of 56 observations (60%), the SQR Team found that students collaborated and/or used various learning modalities and/or multiple intelligences. There was little appreciable difference in the frequency of this kind of learning by students across grade levels, but there was substantial difference across academic content: none of the Social Studies classes observed had this kind of learning, but 75% of the math classes and 71% of the science classes did. Some examples of this kind of learning were:
  - Students worked in Think-Pair-Share or other small group learning structures, like literature circles.
  - Students had more or less formal debates/discussions, trying to persuade others about their view.
  - Students worked in pairs where one student taught the other, and the student being taught recorded how many times the “teacher” used academic language.
5. As noted above, Science classes at Frick showed evidence of these classroom conditions at high rates. Focus groups with Frick science teachers revealed additional evidence, notably about why these conditions are present at higher rates. The science teachers consistently described the stance that science curriculum should be focused on student engagement, that it is effectively an “elective” for students (since there are not a lot of elective offerings at Frick) and therefore should be “cool”, respond to their interests, be “hands-on”, provoke students to think critically, and teach a skill set and ways of thinking (versus a content area).
6. In observations of the Non-Severely Handicapped and Counseling Enriched Special Day Classes, the SQR Team saw meaningful and challenging curriculum. Because these are self-contained classrooms, in which students spend essentially their entire day, the SQR Team decided it was necessary to report on these classes specifically. In observations of the Special Day Classes, the teachers provided curriculum that engaged most students at their appropriate learning level. They provided adequate supports for students to be successful. These classrooms were structured learning environments in which students were supported to take emotional and academic risks. For the most part, students received immediate and corrective feedback on their work along with verbal guidance and encouragement. The Team found that the SDC teachers built success into their lessons by prepping students before they came to the board or otherwise attempted the activity. In each class, student learning reflected an academic push to have all students progress far, particularly through the teachers’ efforts to utilize time efficiently and to make every minute meaningful.

- The SDC teachers reported significant frustrations with the curriculum that is mandated to them by Programs for Exceptional Children (PEC). They argue that, while the curriculum can be useful as an intervention curriculum, it is not effective as a core curriculum, and this is how they are required to use it. They make adaptations and use supplementary materials to overcome the faults in this curriculum.

### **Challenges**

While overall the team observed evidence of meaningful and challenging curriculum at Frick, there was consistently enough evidence of its absence to conclude that Frick is still developing toward that curriculum being **substantial** across the school. It is important, first, to note the frequencies described above and consider how often the conditions of challenging and meaningful curriculum were not observed in Frick classes, even though these were areas of overall strength. Second, consider the following substantial challenges:

1. The SQR Team saw 85% or more of students consistently engaged in learning in 26 out of 56 observations (46%). The quality of a student's engagement is a key indicator of whether they find the learning both meaningful and challenging. Several classrooms had 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. But in the majority of classes this was not the case. Routines and procedures in many classes were not well-established. Teachers often struggled to keep all students engaged, particularly while working with individual students. Frequently, extended teacher-centered instruction or whole group discussion led individual students to become disengaged. In several classes, teachers did not consistently check for understanding with all students, and those students lost focus and became talkative. In one class, the presence of a parent who was repeatedly chiding her child to be on task caused other students to be disengaged.
  - There was a difference across grade levels in the percent of classes where 85% or more of students were consistently engaged. 40% of 6<sup>th</sup> grade classes observed met this level of engagement; 60% of 8<sup>th</sup> grade classes did.
  - There was a difference across academic content as well: none of the observed Social Studies classes had 85% or more of students consistently engaged; one-third of the Math classes observed met this level of engagement; and two-thirds of the ELA classes observed met this level of engagement.
2. The SQR Team saw students using academic language and key vocabulary in speaking and writing in 26 out of 56 observations (46%). Evidence of this practice is considered an indicator of challenging and meaningful curriculum specifically because of the greater quality of challenge present in a curriculum where students are pushed to "own" the academic language and key vocabulary, rather than allowed to simply hear the teacher use it. There was little appreciable difference in the frequency of this practice between grade levels or across different academic content, with the exception of math where the percent of classes in which students used academic language and key vocabulary was notably lower, at 36%. Where it occurred, it looked like the following:
  - A teacher devoted time to allow students to explain aloud the steps of a problem, prodding them to use the correct vocabulary to describe their steps.
  - ELA students, using the Springboard curriculum, analyzed text using the vocabulary of "persuasive, evaluate, media, identify with the author".
  - Science students were asked to explain how electricity works using the vocabulary they had learned.
  - Students worked in pairs where one student taught the other, and the student being taught recorded how many times the "teacher" used academic language.When 6<sup>th</sup> grade ELA teachers were asked to describe how they support second language learners, they referred to their instructional focus on academic language. They reported using sentence starters, teaching word families, and tapping other learning modalities (especially visual). Given that the SQR Team did not see evidence in the classrooms of a consistent focus on academic language, there appears to be a gap between teacher perception of the supports they provide and student experience of them.
3. In 20 out of 56 observations (36%), 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 struggled to understand; or by too much time

spent re-teaching content that most seemed to have mastered. There was little appreciable difference in the frequency of this kind of engagement between grade levels or across different academic content, except in the case of social studies classes where it was not observed at all.

1. The SQR Team gathered student interview evidence that is consistent with the Team’s observations above. Some students reported that they experience academic challenge in the form of teachers that are “hard, demand a lot of work, or push them to give good answers”. However, a majority of students reported that few or none of their classes or teachers were hard.

When the SQR Team did observe academic push, it looked like the following:

2. In ELA, students were pushed to provide evidence for their statements or persuasive arguments, as part of the Springboard curriculum.
  3. In an ELA intervention class, the teacher explained what “mastery” in understanding the key vocabulary looked like and pushed students to demonstrate this mastery—which they did.
  4. The pace of the learning that students were engaged in was quick, and students moved with it, accomplishing all the learning objectives for the day.
4. In 18 out of 56 observations (32%), the Team found activities in the classroom provided students with opportunities to be challenged and to be successful as a result of differentiation to meet different needs in classroom instruction. There was little variation in the frequency of differentiation practices between grade levels. There was a difference across academic content: the Team saw no examples of differentiation in social studies classes; only 18% of the ELA classes showed examples of differentiation; but 46% of math classes showed evidence of differentiation practices.
    5. Generally speaking, classes were characterized by a lot of whole class instruction; or questioning strategies which did not successfully check the understanding of all or even many students; or activities that did not provide a range of learning challenges to address the different proficiencies of students; or efforts at differentiation that were undermined by ineffective classroom management.
    6. Where differentiation did occur, it was when teachers used collaboration structures (as described above), where students worked in Think-Pair-Share or other small group learning structures, like literature circles. Also it occurred in some science classes where hands-on activities made learning concrete.
  5. In several observations of Physical Education, the SQR Team did not observe well planned or organized instruction, and consequently there seemed to be little skill development. The team did not see any specific instances of modeling or checking for understanding. Classes appeared to be “supervised” recess where student participation was not clearly mandatory. For example, the Team observed and students reported that students were required to walk a certain number of laps, but then had free play.

### Quality Indicator 1: Quality Learning Experiences for All Students

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

Frick MS is rated **Developing** 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 Quality Indicator2.)*

**Strengths:**

In analyzing the quality of “safe and nurturing learning experiences” at Frick, the SQR Team found **substantial** evidence that Frick’s classes were places where teacher and student interactions were positive, caring and created emotionally/physically safe learning environments. Consider the following specific conditions:

- In 33 out of 55 observations (60%), the Team found Frick students displayed safe, respectful behaviors in the classroom. In these classrooms, behavior expectations and procedures were well-established, and teachers and students appeared to have positive respect for each other. These classrooms usually had systems of both rewards and consequences that students embraced. Even though several of these classes did not show 85% of students engaged in learning, the off-task behavior did not become disrespectful.
  - That said, 40% of classes did not show respectful behavior. In these classes, expectations and procedures were not well-established. Students would talk over the efforts of teachers to conduct learning. While teachers struggled to focus students on the learning process, off-task behavior would become disrespectful toward the teacher and, sometimes, between students.
  - More than 60% of Frick classrooms were, however, free of physical or social-emotional conflicts or threat, and in this respect, appeared safe. While there were classrooms that were chaotic and disrespectful (usually to the teacher), they did not become unsafe. Only in circumstances where the disrespect occurred between students did the Team observe sharp challenges that could become conflict. Consistent with this, in interviews, several students had little difficulty recalling times when real conflicts occurred in the classroom.
  - There was an appreciable difference between grade levels in these conditions: 7<sup>th</sup> grade classrooms had a lower percentage of classrooms where safe and respectful behaviors were present. However the Team recognized that a few of the observed classrooms had teachers who were new to the school and in the

process of establishing their classroom norms and procedures. The teachers and principal also reported that some of the challenges they are having with behavior in the 7<sup>th</sup> grade classes are likely due to the fact that the students travel through classes together across the day. The principal noted that offering ELA intervention to some and AVID enrichment to others created the master schedule constraint and the behavior problem.

2. The Team found in 31 out of 54 observations (57%) that student-student communication was safe and respectful. Essentially, these observations lined up with the Team's observations above about safe, respectful behaviors in the classroom. Where behavior expectations and procedures were well-established and students were fully engaged in learning, student-student communication was safe and respectful. The Team saw several examples of students supporting or encouraging their peers. When these conditions were not present, student-student communication was not safe and respectful. In these classrooms, the Team heard put-downs between students and saw instances of taunting and challenges.
3. The SQR Team observed 34 out of 56 (61%) classrooms where the teacher and students demonstrated care for each other through recognition, encouragement, and efforts to build relationships across different "lines." (Note: The focus here is on those conditions in a classroom where adults and students socially and emotionally support each other and work well together across racial, gender or other differences.) Some examples of these interactions were:
  - While shadowing a student through several classes, the SQR Team observed teachers moving about the classrooms and checking in with students, usually about their understanding of the activity and focus on the task. These check-ins were consistently positive in tone and seemed rooted in genuine caring about the students' engagement in learning.
  - A teacher deliberately constructed groups that were diverse in gender and racial background.
  - A teacher was actually quite "hard" on one student who "did not get it": The teacher said "you're not being honest. ... I'm going to help others if you're not going to try." The student was clearly frustrated and angry, and yet in the end the student came back to the teacher and asked for help until she understood. The teacher demonstrated a kind of "tough love" that was ultimately quite caring in that it helped a student overcome a big mental block.
  - A teacher greeted each student by name at the door as they entered.

When students were prompted to talk about their relationships with their teachers, the SQR Team heard the following:

- A 6<sup>th</sup> grade girl reported feeling "close" to 2 out of her 4 teachers and says she can go to her English teacher if she "needs to talk".
  - Several 7<sup>th</sup> grade students interviewed by the SQR Team reported that they experience their teachers as adults who push them to do their best: "Our teachers try to uplift us. They won't let you sit there and mope around." These students identified several adults that they felt comfortable talking. They said that most of the time they go to their teachers, but there are others (like the Community Schools Program Manager or the Health Center staff) who are not teachers that they also feel comfortable approaching for help.
  - Several 8<sup>th</sup> grade students reported that they know all the teachers and that they can go to them to talk. They did not typically describe teachers as "pushing them" to do well, rather their comments tended to focus on the caring they experience from their teachers. Several 8<sup>th</sup> grade students also picked out after-school teachers as adults with whom they had good relationships. In contrast, a few 8<sup>th</sup> grade students were quite did not agree that they had close relationships with teachers.
4. As noted above, because the Special Day Classes were self-contained classrooms, in which students spend essentially their entire day, the SQR Team decided it was important to report on these classes specifically. The observed communication between students and teacher was consistently safe, nurturing and caring. The teachers had established effective procedures focused students on learning and communicated belief that they could and should be academically successful. The teachers demonstrated patience and understanding.

### **Challenges:**

The SQR Team observed classrooms where teacher and student interactions were not positive or caring and did not create emotionally/physically safe learning environments. Note the frequencies above where significant percentages of classes were not safe and nurturing, and consider the following challenges:

1. 6<sup>th</sup> grade students did not report feeling physically or social-emotionally safe in the same way that 7<sup>th</sup> and 8<sup>th</sup> graders did.
  - The 6<sup>th</sup> grade girls shadowed by the SQR Team reported that they feel somewhat safe at school. They report a lot of teasing in their classes (implying that sometimes they don't feel emotionally safe). They also say that boys "mess" with girls to the point where the students get mad and then the boys get in trouble. They say that the boys spread a lot of rumors. In some classes, students make fun of the pictures on her phone and they go through the stuff in her back pack. The teachers don't do anything about it. These same students then describe how they don't really like "being smart" in class because students tease them. One reported that she avoids raising her hand, because other students shout out and get the teachers attention anyway.
  - In contrast, 7<sup>th</sup> grade students interviewed reported that they generally feel safe at school. They did not report much teasing going on: "We're all together as friends. ... School is a place to learn, not to be teased. If I'm smart [says one student] than that is who I am." 8<sup>th</sup> grade students interviewed had similar reports.
2. As noted above, the SQR Team observed several classrooms in which behavior expectations and procedures were not well-established, and consequently safe and respectful behavior was less evident. The Team observed several instances where challenging, even disrespectful behavior from students went unaddressed. In some cases, students left classes without permission or without clear directions from the teacher.

The data from staff interviews and focus groups reveals that there is a lack of alignment and consistency in procedures as implemented in classrooms and as supported by administration. Communication about procedures and safety issues in general appears to be a problem, and as such each Frick staff member is in very different places about the challenge of safety and nurture in the classrooms and what should be done about it. Consider the following evidence:

- Administrators are concerned about teachers that skip steps in their classroom behavior management procedures, resort to the referral process too quickly, and consequently "give away their power" to manage student behavior in the classroom.
- Administrators also reported (and teachers concurred) that administrators don't have the same resources and capacity as in the past (e.g., one fewer administrator; no opportunity room) and consequently they are not as consistent in following through on classroom referrals and cannot handle discipline problems in the same way. According to the principal, teachers have rightfully maintained that they do not get adequate communication back on referrals.
- Administrators reported that they do some coaching of teachers to share effective strategies and build capacity in classroom management. However they also note that the volume of referrals make it difficult to "get ahead of the problem" and get into classrooms to provide coaching on behavior management and more broadly provide feedback on the quality of teaching and learning. There is no specific priority or coaching time defined for this professional development in classroom management. Reportedly, it happens in 1:1 sessions during "available moments" in the hallway, during prep period, and sometimes during Wednesday planning time.
- Several teachers reported that they have increasingly relied on the buddy room procedure because they cannot rely on administrators consistently. They acknowledge that administrators are stretched thin and seem to be off-campus, addressing central demands more than they have in the past. And when they are here, teachers report inconsistencies among them in their response to discipline matters.
- Some teachers also reported a concern that a student's ethnicity impacts how a student is treated. These individuals stated that teachers are explicitly told to work with African American boys differently, to give them "more slack". They claimed that consequences for African American students are often not as severe as for other students. Other teachers and administrators contradicted these reports. The SQR Team took this as general evidence of a staff that is currently "storming" over how to address the increase in student behavior challenges at a time of diminished resources and capacity.

3. The SQR Team observed 25 out of 54 (46%) classrooms where teacher procedures, practices, and talk supported students to be intellectually curious, to engage eagerly in learning and take academic risks. (Note: The focus here is on those conditions in the classroom that specifically nurture learning, as distinct from those conditions that nurture student self-esteem or sense of well-being.)
- Consistent with the observations in Standard 1 above, there were classrooms that were well-managed and focused on learning, where a Science teacher, for example, designed activities that excited students' thinking and positively pushed them to think through a complex topic; or an ELA teacher who structured informal debates by student pairs that channeled students' eagerness to argue; or the ELA teacher who praised students' answers and then urged them to think harder; or the teacher who provided scaffolds and enough wait time to allow all students to "get it".
  - However there were also classrooms that were well-managed and focused on learning, where teachers did not offer activities that encouraged intellectual curiosity or risk-taking from their students. In these classrooms, teachers focused students on getting the right answer, but did not push further; or teachers set the rigor of their activities rather low, almost as a compromise to get good behavior.
  - Also, classrooms where teachers struggled to manage behavior and get students to engage showed a lack of these procedures, practices, and talk that support students to be curious and take academic risks.
  - There was no appreciable difference between grade levels in these conditions.
4. In several observations of Physical Education, lesson designs did not support creating a safe learning environment. The "free play" time that students had created many moments of unpredictable, unsafe behavior. The PE teachers were generally vigilant, but given the wide spread across the blacktop of different activities, it was not possible to effectively supervise all the children. Consequently, the SQR Team noted that communication among students at times was not consistently safe, nurturing and caring.

### Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 4: Active and Different Ways of Learning</b>  <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 <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Students collaborate and/or learn using various learning modalities and/or multiple intelligences.</li> <li>Instruction balances direct explanation, modeling, guided and independent practice.</li> <li>Students use academic language and key vocabulary in speaking and writing.</li> <li>Grouping of students for instruction varies and is matched to the learning target or students' needs.</li> <li>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).</li> </ol>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to <b>ensure that all students experience active and different ways of learning.</b></p>

Frick MS is rated **Developing** in this standard.

**Strengths:**

Many classes at Frick were places where students did experience active and different ways of learning.

1. Across a sample of the 30 observations, the SQR Team found that approximately 50% of the observed time was teacher-centered, with the teacher setting up a lesson (11%), presenting information through lecturing or teacher-led Q&A (22%), or modeling correct practice (15%). This meant approximately 50% of the observation time was student-centered, where students were engaged in guided practice (35% of the time) or independent practice (15% of the time). This balance between teacher and student-centered activities and the variety of direct instruction, modeling, guided and independent practice suggests that Frick students did experience active and different ways of learning.
2. This finding is further supported by evidence, noted in Standard 1, that in 60% of the observations, the SQR Team found that students collaborated and/or used various learning modalities and/or multiple intelligences. This frequency suggests that typically Frick students experience active and different ways of learning. But note that there was appreciable difference in the frequency across academic content: none of the Social Studies classes observed had this kind of learning, but 75% of the math classes and 71% of the science classes did.
3. This finding of active and different ways of learning is further supported by the evidence, again noted in Standard 1, that in 63% of the observations, the SQR Team found students using a range of six critical thinking skills (remembering, understanding, creating, applying, analyzing, evaluating). In the 35 observations where a range of skills were in use, about half saw students using a great range of critical thinking skills (four or more), while the other half saw a more limited range of skills (2-3) in use.

4. When teachers were prompted to describe what components of “good teaching” they include in their lessons, Frick teachers presented a fairly consistent, shared view of good teaching: using engagement strategies such as Kagan; doing regular checks for understanding; using scaffolding strategies that tap a variety of learning styles, emphasizing student-to-student talk structures. It is notable that math teachers, in their focus groups with the SQR Team, were quite detailed in their description of various engagement strategies, such as using learning games or manipulatives to build interest, and using Kagan strategies (e.g., numbered heads, rally coach, round robin, shoulder partners, “sage & scribe”) to support engagement. The SQR Team observed many efforts of teachers to implement the above strategies, with varying success, due either to their level of expertise or due to student familiarity and “comfort” with them. While the SQR Team rated Frick “developing” on this standard, the strong staff consensus around the elements of good teaching and their clear efforts to do so suggest that Frick could soon develop toward “sustaining” on this standard.

### **Challenges**

While overall the Team observed evidence of active and different ways of learning at Frick, there was still evidence of classrooms where this was not consistently happening, and thus Frick is still developing in this area of practice.

1. As noted in Standard 1, in only 32% of the observations, the Team found activities in the classroom provided students with opportunities to be challenged and to be successful as a result of differentiation to meet different needs in classroom instruction. This evidence suggests that the instructional variety that is present in Frick classroom’s is implemented “whole class” and not necessarily used strategically to meet the different learning needs of students. But note that there was appreciable difference in the frequency across academic content: the Team saw no examples of differentiation in social studies classes; only 18% of the ELA classes showed examples of differentiation; but 46% of math classes showed evidence of differentiation practices.
  - Teacher focus groups confirmed this variation across content areas. In their focus groups, Math teachers were most explicit about their efforts to provide different lessons and different activities to meet the needs of different students. They reported creating different “challenge” problems depending on student skill levels. At times they have reduced the work required of a student: for example, if the majority of the class is doing 10 problems, they will reduce the amount for some students. They also strategically use small group or 1-1 work.
  - 6<sup>th</sup> grade ELA teachers reflected on the challenges which they believe undermine their ability to differentiate effectively. Piloting Springboard this year has made differentiation challenging. They are still learning the curriculum while implementing it. Because of its greater rigor, it requires more scaffolding and supplementing to make it an accessible curriculum for the large numbers of students that they have that are below grade level. Teachers have to focus on these learning and implementation challenges, leaving fewer opportunities to address differentiation.
  - In interviews, students did not report that there were other learning tasks in their classrooms, if they finished their assignment before the others. Generally they said they wait for the teacher and/or talk with their friends. One student reported, “I finished my work before everyone, and there was nothing for me to do. So then I got sent out of class for no reason” (the teacher said she was disrupting class).
2. The SQR Team did not come to consensus on whether students at Frick had regular opportunities to actively construct knowledge, through a variety of learning resources (and were not simply passive recipients of pre-determined ideas and information). There was clear evidence of this in some classes, but it did not appear to be widespread. The recent adoption of the SpringBoard ELA curriculum shows potential to see such learning develop more regularly in ELA. The Science curriculum also shows evidence of this kind of learning.

### Quality Indicator 1: Quality Learning Experiences for All Students

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

Frick MS is rated **Developing** in this standard.

#### Strengths

The SQR Team gathered **substantial** evidence that students at Frick know what they are learning, why they are learning it, and how it can be applied. The Team observed Frick classrooms looking for specific students behaviors and classroom conditions (see following) that taken together suggest that students know these things.

- For students to know what they are learning, first a teacher must be explicit about it. The SQR Team looked for the explicit ways that teachers made the objective, goal, or target of learning clear to students. In 75% of the classes observed, teachers posted and/or described learning targets. There appears to be a school-wide focus on learning targets as an effective instructional practice, and clearly most teachers implement this.
- When students know what they are learning and why, they are able to explain that. In 24 out of 40 short interviews (60%) conducted during classroom observations, the Frick student interviewed knew the learning target for the day and could explain why this learning was important.

#### Challenges

While the Team observed substantial evidence at Frick that students know what they are learning, why they are learning it, and how it can be applied, there was still evidence of specific student behaviors and classroom conditions that taken together suggest that some students do not know these things. Thus Frick is still developing in this area of practice. Consider the following:

- For students to know what they are learning, a teacher must also regularly check for understanding. The SQR Team looked for the explicit ways that teachers checked the understanding of students and thereby clarified what understanding they were looking for. In 25 out of 55 classroom observations (45%), the SQR Team found that

students did have their learning checked with immediate feedback regarding their progress toward the day’s learning objectives. The Team observed 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. Also, in many classes, teachers regularly checked for engagement (Was the student on task and/or completing their work?) rather than checking for understanding and for progress toward the learning objective. The Team did not observe any shared, school-wide formative assessment strategies, such as exit tickets.

- When teachers did check for understanding, the Team observed them using various strategies: moving consistently around the room, to every student, looking at their work and providing feedback; choral recitation; random calling; small-group collaboration; think-pair-share.
2. As noted in Standard 1, the SQR Team saw students using academic language and key vocabulary in speaking and writing in only 26 out of 56 observations (46%). For Standard 7, this use is taken as evidence that students understand what it looks like to know and perform well in various content areas—in this case, they understand that it means they should use the language and key vocabulary of that content area. The relatively low frequency of this use suggests that are not clear what it looks like to know and perform well in various content areas.

### Quality Indicator 1: Quality Learning Experiences for All Students

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

Frick MS is rated **Developing** in this standard.

#### Strengths

1. The SQR Team found substantial evidence that Frick has effective strategies and systems in place to identify students who are struggling academically 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.
  - Frick has a variety of academic assessment strategies in place, across different classrooms, to identify students who are struggling to meet expected learning targets and to understand why these students are struggling. These include: CST results, OUSD Benchmark data, the Scholastic Reading Inventory, the Process Writing Assessment. The SQR Team heard reports that, while these more summative performance data are used regularly, the staff recognizes they have important limitations. With the support of the National Equity Project’s Impact 2012 resources, Frick is beginning to use finer performance assessments, many of which are administered on a 1:1 basis. This data is proving instrumental to Frick getting sharper information on students, particularly by eliminating the “identification” confusion created when students lack the motivation to try hard on tests.
    - ELA teachers reported that they use a variety of assessments to guide their instructional decisions (SRI, the San Diego Quick Assessment, SQR Springboard pre and post assessments etc.). Their attention to formative assessment appears to be rooted in the training more veteran teachers received in “Assessment for Learning” (focused on learning targets and the formative assessment of student master of these targets) and in the training all ELA teachers are now receiving in the Springboard curriculum.
    - Math teachers reported that they rely on a variety of formative assessments (Do Nows, exit tickets, whiteboard answers, games and class work) to decide what content needs to be re-taught and which students need particular support.

- The SQR Team gathered evidence that Frick is working on its structures and procedures to use academic assessment data to identify students' academic needs. As a whole staff, Frick uses the data listed above to understand the academic needs of students. However, it appears that the mechanism for identifying specific student's academic needs and referring/placing them in the appropriate academic intervention has always been handled by administrators with the help of key teacher leaders. According to reports, Frick's system has functioned best when there was an individual who could closely manage and monitor the assessment data. Reportedly, a former assistant principal did this well, and Frick has not been able to fully replace that resource now that he has left the school. Within a few weeks of the SQR visit, the principal was able to adjust staffing assignments to create time for a lead ELA teacher to assume some of this responsibility for ELA. The expectation is that increasingly over time this lead teacher can assume more responsibility for assessing, identifying, and placing students in the appropriate academic intervention. There does not, however, appear to be an equivalent individual planned for math content.
  - An important structure for identifying and supporting students who struggle academically is Frick's Coordination of Services (COS) Team. While primarily focused on health, safety, and social-emotional problems, Frick's COS Team identifies and responds to individual student needs and certainly informs the school's thinking about the academic supports it provides. The COS team meets once every two weeks and includes a great number of role types from across the campus: the principal, the Community Schools Program Manager, the school psychologist, several different counselors, the attendance/truancy outreach consultant, the after school coordinator, the school nurse and Health Clinic staff, etc. The Community Schools Program Manager manages the referral and follow-up processes as part of her responsibility to track each child through their services.
  - Another system for recognizing if a student is experiencing academic problems is Frick's classroom referral process and the work of the 2 administrators and outreach consultant in handling these referrals. This team receives the data of the referral itself, talks with the student, reviews the student's grade and attendance data, and does the outreach to teachers to understand what possible academic challenges are behind the referral. In this work, these three become quite knowledgeable about any relevant academic performance problems. They provide at least a "first-touch" of support (and the outreach consultant does even more; see below), and they make the necessary referrals to the various academic interventions described below.
  - The Team gathered strong evidence of how Frick uses a "whole child" framework in identifying students who are struggling and why they are struggling. In talking with staff and reviewing school documentation, the Team found repeated descriptions of the school's efforts to focus on a student's academic and social-emotional needs, as well as their family context, when trying to understand why that student is struggling. They look at these 3 kinds of needs together to make a more comprehensive plan of support.
  - The SQR Team also gathered evidence that Frick has a targeted focus on identifying African American males for support. Administrators reported that African American males are the school's lowest performing sub-group according to several criteria—CST performance, the number of discipline referrals, and relatively few numbers on the school's honor roll. Teachers are doing progress reports, giving them to students, and asking them (as an assignment) to return them with their parent's signature.
2. The SQR Team gathered substantial evidence that Frick has numerous strategies to provide intensified academic support to their lowest performing students.
- Three AmeriCorps interns provide a variety of academic push-in and pull-out supports during the day program. Two interns work with 6<sup>th</sup> grade students; one intern works with 8<sup>th</sup> grade students. Each has approximately 10 students, who have scored far below basic on either the Math or ELA CST, referred to them for a kind of academic "case management". The question of whether an intern pushes in or pulls out during any given period is determined by the individual students' needs and

by the kind of support they agree on with the teachers. When the interns push in they provide support to the specific students assigned to them; they track what the teacher is working on to later provide guidance to their students; and often they provide general support to other students in the class. When the interns pull out, usually during PE, they provide a variety of supports depending on the student: homework support, remediation on specific skills, reading fluency practice, and study/organizational strategies.

- Because these services are organized around an assigned case-load of students, the interns also end up providing a kind of academic mentoring for their students. They are focused on supporting the students, not just providing a service, and they attempt to blend their specific academic supports with mentoring and advocacy that addresses the broader social-emotional context of student learning. For example, the intern working with the 8th grade students has utilized the Student Success Team process with four of her students to gather school-wide resources and students' families, to problem solve particular academic dilemmas that these four students are having and to set specific goals that the adults and students can focus on.
  - Through a partnership with the Bechtel Corporation, Frick has a case manager that also provides academic support to 14 8<sup>th</sup> graders, again through a blend of mentoring and advocacy that connects specific academic interventions to the broader social-emotional challenges her students face. These students have GPAs lower than 2.0, and two have less than a 1.0 GPA. The case manager meets with groups of students at lunch and after school, when she provides tutoring and mentoring. These sessions often surface particular social-emotional challenges, and they discuss ways to manage these and take “control” of them (in the empowerment sense). They focus on strategies such as organizational skills, ways to focus in class, healthy eating, and self love. Students receive weekly progress reports on homework, class work, and attendance. One day a week, the case manager meets individually with students. Each student works on a contract with specific goals that are revised every three months. If students fulfill their contract, they get some reward, like a field trip. At this point in the year, reportedly 11 out of the 14 students have raised their GPAs to 2.5.
  - The Outreach Consultant provides yet another kind of academic mentoring with approximately 30 students (mostly 6<sup>th</sup> graders) who get referred to him for poor behavior and/or academic performance. He manages a “daily progress report” system for each student: Each week the student gets a blank progress report, which his/her teachers complete on a daily basis, which his/her parent must review and sign off on, and which the student must then return to the outreach consultant. This tool becomes the vehicle for on-going mentoring and accountability conversations each week among student, parent, teacher, and outreach consultant. The outreach consultant coordinates constant communication with families and home visits, and connects with teachers to investigate progress and report back to families. He can also facilitate referrals to other academic interventions as students need.
3. The SQR Team gathered substantial evidence that Frick has numerous strategies to provide targeted academic support for lower performing students.
- “Exploratory” ELA intervention classes during 3rd period for approximately 70 identified 6th graders: A literacy specialist has one section of the lowest performing students and three 6th grade teachers work with 3 other sections. Reportedly, students do not transition out of these classes at any given point in the year, based on their progress.
  - Intervention ELA “pull out” (sometimes “push in”) for 6th graders: According to a regular schedule, during periods 1-2, identified 6th graders are pulled out of their ELA/History core to work with the literacy specialist. The literacy specialist and an aide take the lowest performing 8-10 students, for a ratio of 1:4 to do intensive work. These students are not classified as resource students.
  - “Exploratory” ELA intervention classes for approximately 55 identified 7th graders: Students are organized like the 6th grade set-up.
  - Intervention ELA “pull out” (sometimes “push in”) for 7th graders: At the time of the SQR site visit, this was still being set up. The teacher may work with students who are closer to meeting CST proficiency than not because, with the start up at this point in the year, it may be more possible to push some students from basic to proficient on the CST exam.

- 6th grade Math intervention during 6th period: 3 sections for approximately 60 identified 6th graders are taught by their 6th grade math teachers. Reportedly, teachers use the on-line Navigator test results to focus on specific deficits. The teachers are free to move students between sections as specific teachers focus on specific content.
  - 8th grade Algebra tutoring: The community partner GROW (Global Resiliency Outreach Work) funded a tutor to work with an identified group of students.
4. The SQR Team gathered some evidence that Frick has strategies to provide universal access to academic supports for all students.
- As noted above, when providing push-in supports to their assigned students, the AmeriCorps interns also provide more universal supports to students in their 6th and 8th grade classes, such as help with specific in-class assignments.
  - The Frick After School Program (ASP) offers an hour of academic mentoring and intervention immediately after school each day. Currently there are three classes for 6th graders, one class for 7th graders, and one class for 8th graders. Approximately 100 students actively attend these extended learning opportunities (roughly one-fourth of Frick’s total enrollment) where they get homework help and more general support and mentoring on academic learning. The AmeriCorps interns teach the 6th grade classes and provide an additional “transitions to middle school” curriculum that builds the skills and dispositions 6th graders need to be successful.
  - The SQR Team also heard reports that Frick has a Saturday School program. Frick math and ELA teachers provide three hours of intervention instruction, reportedly using the students’ CST and benchmark results to guide their focus. Students from all three grade levels with a GPA below 2.0 are referred to Saturday School.
5. The Team gathered substantial evidence that Frick has classes during and outside the day program that provide academic enrichment opportunities that extend student learning.
- Frick offers Leadership and AVID “elective” classes for those students who do not require academic intervention classes. The Leadership class gives students some opportunities to assume leadership responsibilities in the school (see Quality Indicator 4), and it also provides a “leadership” curriculum through which students develop their thinking, reading, and writing skills. Advancement Via Individual Determination (AVID) classes support students to also develop their collaboration, reading, writing, organizational, and note-taking skills, as part of preparing them to be ready for college. Several students reported that their AVID class is quite challenging: they get “special, difficult work” that gives them a feeling of “how it will be in college”.
  - The after-school program does offer some classes which function as important academic enrichment opportunities: Leadership, Model United Nations, and Tech-Bridge.

### Challenges

1. The SQR Team gathered little evidence that the grade-level teacher teams specifically coordinate to identify struggling students, understand why they are struggling, and refer them to academic supports. Given that these teams essentially share the same students, there is much potential in this structure to share the successes and challenges they are having with specific students, to discuss the formative assessment and observational data they have on students, to support individual teachers to intervene with identified students in that teacher’s classroom, and/or to coordinate their interventions across their classrooms (i.e., “get on the same page”). The SQR Team heard some reports that grade-level teams have discussions about students, but the Team did not hear of an intentional, strategic focus.
2. While the SQR Team gathered evidence that Frick is building toward a school culture more mature in its use of assessment data to identify students’ needs, the Team heard considerable variation in the quality of this reflection, depending on the development of the different teacher teams as professional learning communities and on the quality and consistency of data practices of teachers on the teams. Not surprisingly the SQR Team saw patterns based on teachers’ years of experience—where more experienced teachers generally had greater expertise in identifying students who are struggling and why they are struggling. The SQR Team also saw patterns based on subject matter—where teachers of ELA and mathematics used a greater variety of assessment tools to understand student learning. For example, participating in the National Equity Project’s Impact 2012 work and implementing the Springboard curriculum appear to have helped some of the ELA teachers to strengthen their assessment practices and data-driven interventions with students, but it is not clear how this skill development can be disseminated more broadly school-wide.

3. In observing there were inconsistencies in teacher capacity and practices in the collection and use of data, the Team also noted how Frick is going through a transition of sorts in coordinating and leading the school's system of assessment. Given the real difficulties of having wide-spread expert teacher practice in assessment (especially in the context where there is fairly regular turnover in teachers and less experienced teachers often come to the school), it is notable that Frick does not have an individual or structure (e.g., an assessment coordinator or assessment team) for fully coordinating this work and strategizing how teacher and program capacity and consistency can be built.
4. 8<sup>th</sup> grade ELA and math Intervention is not established. The SQR Team gathered evidence that these interventions are going through a transition. The 8<sup>th</sup> grade Math intervention is essentially dissolved because of teacher re-assignment and the difficulty of hiring another math teacher to continue the work. But the Team also heard reports that even when the class did exist there was some question about its effectiveness. Determining the right structure for effective math intervention to 8<sup>th</sup> graders therefore continues to be a challenge. Leadership is in the process of establishing an ELA intervention instead, but the teaching position is not yet filled.
  - It is important to add that the SQR Team heard that Frick has been focused and innovative about this challenge of providing effective math interventions in 8<sup>th</sup> grade. The current 8<sup>th</sup> grade math teacher looped up with the students from the 7<sup>th</sup> grade math class, in an effort to build on the success many of the students experienced in 7<sup>th</sup> (50% were proficient). However, this year has been a challenge. The gap between 7<sup>th</sup> grade math proficiency and 8<sup>th</sup> grade Algebra proficiency is large, and the teacher and students are struggling to bridge this gap.
5. 7<sup>th</sup> grade math intervention is not established. There has not been a math intervention class all year. Interestingly, 7<sup>th</sup> grade students are aware of this lack of supports. Interviewed students were asked to describe what programs or activities they would like to see at their school, and several 7<sup>th</sup> grade students noted that they do not have math tutoring available to them.
6. Given the current structure for offering interventions, if a student needs both ELA and math intervention, they cannot get it. Only one intervention can be taken at a time.
7. Currently, Frick does not have any specific supports for English Learners (EL). Historically, they have had English Language Development (ELD) classes, and the teacher of those classes is now a 6<sup>th</sup> grade ELA/SS teacher. Teacher and leadership reflections on the question of supports for EL students suggested that there is not a shared understanding of the academic support needs of EL students. The data on the performance challenges of EL students is not clearly held by any individual. When asked about it, some staff noted that "many EL students do better than African American students," and argued that the interventions currently available can address EL needs. However there was no evidence gathered that suggested that data is being tracked to know if this is true. Notably, a few EL students, when prompted to describe what programs or activities they would like to see at their school, said that they would like a "language learning program" that would help them with their skills.
8. Frick offers Special Education "resource" students a Workshop class where students are to receive additional academic support and intervention. The SQR Team had no opportunity to interview resource students about how this class supports their academic success. Observation of one class raised concerns that Workshop does not provide a strong academic push to students. For the most part, the students worked individually on different assignments, and the support they received appeared to emphasize completion, over feedback. The resource teacher and aide worked hard to support students but were observed providing answers, when students became stuck, rather than helping the students think through how they could arrive at the answers themselves.
9. The ASP has gone through a "re-start" recently after concerns were raised by Frick staff and families about the management, alignment, and overall effectiveness of the program. At the time of the SQR visit, the ASP coordinator, the assistant, and the academic liaison (a Frick teacher who links the teachers to the ASP) had been on the job for a month. Structures and procedures for promoting positive student behavior and providing rigorous academic support during this extended academic period were, according to SQR team observations, still being re-established. The academic focus of students in the observed classes was adequate, but much time was also spent just

chatting. Perhaps the biggest challenge was the lack of a system for the ASP teachers to know exactly what homework each student had. There had not yet been established a system through which day program teachers could communicate what assignments they had given, so much time was lost as students and ASP teachers sorted through what work students were supposed to be doing. ASP teachers reported their efforts to prepare for these situations when students do not have homework to do by preparing lesson plans on content that addresses students' skill deficits. However, there was limited evidence that the teachers had student performance data on these specific skills deficits that could be used in the preparation of these lessons. The ASP coordinators and teachers report that they are in the process of trying to get this information.

10. The Team gathered only limited evidence that Frick has classroom strategies for providing enrichment opportunities that extend classroom learning for students who quickly master expected learning targets.
  - As noted in Quality Indicator 1, Standard 8, in only 32% of the observations, the Team found activities in the classroom provided students with opportunities to be challenged and to be successful as a result of differentiation to meet different needs in classroom instruction.
  - Teachers did not report any consistent, school-wide or grade-level strategies for responding to students who quickly master expected learning targets. Some teachers reported that they provide different curriculum materials and options on self-directed projects to engage students who quickly master expected learning targets. It may be that the SQR team simply did not have opportunities to observe this differentiation. It should be noted again that the adoption of the Springboard curriculum was certainly motivated by the intention to increase the rigor of the curriculum for higher achieving students.

### Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 10: Equitable Access to Curriculum</b></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>

Frick Middle School is rated **Sustaining** in this standard.

### **Strengths**

1. Frick Middle School ensures 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. Frick Middle School 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 above in Standard 8, currently, Frick does not have any specific supports for English Learners (EL).

### Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 11: College-going Culture and Resources</b></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 <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Students connect how their learning in class prepares them for future college and/ or career opportunities</li> <li>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.</li> <li>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.</li> </ol>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to <b>ensure that a college-going culture and resources are experienced by all students.</b></p>

Frick School is rated **Beginning** in this standard.

#### **Strengths**

The SQR Team gathered some evidence that Frick has a college-going culture with staff that provides college preparedness resources. The Team observed Frick classrooms and programs looking for specific conditions (see following) that taken together could suggest that such a culture is present at Frick.

- Through the AVID and Leadership classes (see Standard 8 above), the SQR Team observed that some students have substantial opportunities to connect what they are learning in class to future college and/ or career opportunities. The AVID curriculum in particular offers a rich opportunity for students and their families to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college.
- The adoption of the Springboard curriculum for ELA (published by College Board) was an explicit attempt to increase the rigor in classes in order to prepare students for college. Students and parents reported an awareness of this.

#### **Challenges**

- The SQR Team observed 12 out of 48 (25%) classrooms where students had opportunities, either through the curriculum or through the guidance of the teacher, to connect how their learning in this class prepared them for future college and/or career opportunities. 4 of the 12 classrooms where it was observed were AVID and Student Leadership classes, where these connections are at the heart of the curriculum. This meant there were actually very few observed classrooms otherwise where students had the opportunities to make these connections.
- By design, AVID and Leadership classes are available only to a select set of students. So while they provide strong evidence, that evidence applies to only some students.
- The SQR Team did not collect evidence of families having opportunities to use college -preparedness resources.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

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.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	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.
<b>Refining</b>	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

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

Frick MS is rated **Developing** in this standard.

#### Strengths

1. The SQR Team gathered substantial evidence that students and parents feel safe at Frick and generally free from threat or bullying.
  - Frick’s School Self-Reflection reported that parents and students think Frick is a safe campus. The Self Reflection did not highlight that threats or bullying were particularly an issue at Frick.
  - Students interviewed by the SQR Team generally reported feeling safe on campus and, in some cases, feeling safer on campus than they feel going to and from school—although it is noteworthy that, as seen in the following evidence, the youngest students on campus (6<sup>th</sup> graders) reported the weakest experience of safety. Some students reported instances of bullying that had occurred on campus. They mentioned that fights sometimes happen, but they did not report that these caused them to feel a particular lack of safety. Specific student interviews revealed the following:
    - Two 6<sup>th</sup> grade girls that they feel somewhat safe at school. They note that students are in gangs, and they are concerned that they might try to retaliate at school. They say that there are a lot of fights. They also report a lot of teasing in their classes (implying that sometimes they don’t feel emotionally safe). They also say that boys “mess” with girls to the point where the students get mad and then the boys get in trouble. They say that the boys spread a lot of rumors. One student reported that, in some classes, students make fun of the pictures on her phone and they go through the stuff in her back pack. She says the teachers haven’t done anything about it.
    - 7<sup>th</sup> grade students reported that they feel safe at school. When they don’t, the issue is not the school; it’s the area that the school is in. They also report that almost all the students get along. “We all mix together. People don’t bang here. ... Mr. Gourdine would get mad. ... We’re all together as friends.”

- 8<sup>th</sup> graders consistently reported that they feel safe at school. They said they get along well with everybody, across grades and differences. One 8<sup>th</sup> grader also noted that the safety issue is not in the school, but rather outside and when students go to and from school. Several students commented on the efforts of staff at the school to keep the school safe; they said they appreciated their efforts in the hallways, on campus, and after school.
  - Parents across ethnic backgrounds also reported their satisfaction with the level of supervision and safety on the campus. They see staff on campus, taking responsibility for monitoring student behavior and implementing immediate consequences, which they see keeps students safe. They praise the principal in particular because of his presence, visibility on campus, and availability to talk with parents. Several parents noted their specific experiences with the principal and support staff who these parents felt worked well with them to resolve safety issues for their children.
2. The SQR Team observed the delivery of the Second Step violence prevention curriculum to students. The entire 6th grade student body received facilitated lessons from the Teens on Target program which is part of Youth Alive! This program is “a peer leadership and violence prevention program” that trains young people from neighborhoods with high rates of violence to provide peer education to middle school students and to become advocates for violence prevention.
  3. The SQR Team gathered substantial evidence of mechanisms that are in place to communicate with families effectively and in a timely way. The SQR Team heard consistently from the administrators, teachers, the Community Schools Program Manager, and from the variety of counselors and case managers of efforts to communicate and meet with families about behavioral and social-emotional issues. Parents confirmed this and repeatedly noted that they like how the staff communicates with them whenever issues arise. These parents described hearing often from teachers and from the administration when issues arose in classrooms and on campus. Parents appreciated that teachers phone home about academic and behavioral concerns. Parents also referred to many different support providers who contacted them about specific concerns, including the “counselors” (the outreach consultant, the therapists, AmeriCorps interns, and other case managers), and the staff in the Health Clinic.
  4. The SQR Team found that students and families are provided healthy food, health-focused physical activities, and health education through a variety of strategies:
    - Students and parents reported that the food at breakfast and lunch was good and healthy.
    - Through the PE program and the After School Program, students have access to health-focused physical activities.
    - Frick reportedly also has a Wellness Education program, sponsored by OUSD, that engages students in a variety of learning activities and events through various classrooms and programs. The Team did not gather much detail on these activities and events, but reports suggest that they result from several different partnerships including with the Health Clinic.
  5. Frick campus is a clean and well maintained facility that greatly contributes to the mental and physical health of its students.
    - The SQR Team gathered evidence that custodial staff with volunteer support of other staff and students maintain very high standards for the quality and cleanliness of the facility. There was a noticeable lack of graffiti across the campus. The lunchroom was spotless, and students were observed making concerted efforts to throw out their garbage.

### **Challenges**

1. SQR Team observations of campus confirmed that students were generally safe on the campus. However these observations also revealed that the safety and positive behavior on campus could vary substantially based on whether adult supervision was immediately present or not.
  - Across several campus observations, the SQR Team noted that, when adult staff was present, students appeared to follow good standards of behavior. Adult-interactions were positive and they appeared to be “in relation”, meaning they greeted and talked with each other in caring fashion. The challenge came when staff was not present: the SQR Team observed several moments when students were clearly not following good standards of behavior or otherwise behaved in a much more unsafe way.

- For example, the 7th/8th grade lunch had moments where adults were not immediately supervising, and the SQR Team saw more chasing, slapping, throwing, pushing than in 6th grade lunch, where supervision was more seamless. When adults were present, this behavior stopped or did not occur to begin with.
  - At various times and places in the hallways, during passing periods, adult supervision would not be immediately present. Unsupervised space seemed to occur most often on the second floor and at the end of the hall on the first floor away from the office. Often there were several adults clustered in the hallway by the main office. In these unsupervised moments, the SQR Team observed more student name calling, more arguments, and seeming instigation of fights.
  - At transition times, such as the start of school and end-of-day transition to the after-school program, the SQR Team saw adults working to ensure safety, respect, and calm, but it was not clear what specific routines or assignments were in place to maintain consistency of support and accountability for positive student behavior. Tardy procedures at the start of the day were an example of this: adults were present to push students into class, but there were no apparent systems to hold students accountable if they were repeatedly tardy.
  - Several parents and students did mention specifically concerns about safety and positive behavior in the PE classes. See Quality Indicator 1, Standard 2.
  - In interviews, staff raised these challenging conditions repeatedly and acknowledged that positive student behavior was not the same as it had been in the past and as they knew it could be. The principal observed that, due to cuts, the school has fewer staff to address this challenge—one fewer AP and School Security Officer; no counselor or attendance clerk. He said, “There is less accountability than in the past. It’s very frustrating for the teachers and for myself. The climate is usually a lot tighter, so the best I can do is find outside resources to bring in and hold down the rest of it. The level of open defiance is not how we usually are. That happens over time when they start to figure out who’s here and who’s not here and what I can get away with and what I can’t get away with because we don’t have the people in place. ... The supports are just not in place like they were. We’re like hanging on a string. I’m very proud of my staff. This is February and we’re doing as well as we’re doing; it could be even more. Three years ago, we had 3 SSOs with the same amount of students. You need one for the yard, and you need one for the front and you need one to rotate the school. That’s the most ideal and effective way to run this place.”
  - As noted in Quality Indicator, Standard 8, the ASP has gone through a “re-start” recently after concerns were raised by Frick staff and families about the management, alignment, and overall effectiveness of the program. At the time of the SQR visit, the ASP coordinator, the assistant, and the academic liaison had been on the job for a month. Structures and procedures for promoting positive student behavior during the ASP were still being re-established. By and large, the SQR Team found that the classrooms were well-managed and that supervision on the yard was adequate. There was little evidence of the problematic, unsafe behavior that staff reported had led to the re-constitution of the program.
2. As noted above, while the SQR Team gathered substantial evidence of effective mechanisms that are in place to communicate with families, the staff also consistently reported the challenge they encounter in reaching families due to disconnected telephone numbers and in reaching Spanish-speaking families due to a lack of bilingual staff at the school. Some parent reports confirmed this communication challenge.
3. The SQR Team gathered no evidence that Frick facilities are accessible to the community outside of school hours.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2: Coordinated and Integrated System of Academic and Learning Support Services</b> <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><b>Standard 5: Identifies At-Risk Students and Intervenes</b> <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 <b>little</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>some</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Broad menu of on-site strategies, services and partnerships respond to student/family needs.</li> <li>3. Teachers are part of these strategies/ services and/or work closely with these services to ensure student needs are met.</li> <li>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.</li> <li>5. Students and families know what services are available.</li> </ol>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to <b>ensure that the school provides a coordinated and integrated system of academic and learning support services.</b></p>

Frick MS is rated **Developing** in this standard.

*NOTE: In Quality Indicator 1, Standard 8, there is a description of how Frick provides a coordinated and integrated system of support services that address the first area of focus noted in this rubric: academic achievement and skill development. As described in QI1, Standard 8, there is substantial evidence that Frick has*

- *effective strategies and systems in place to identify students who are struggling academically 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;*
- *effective academic interventions for students during the day program and outside of the day program, after school and on weekends.*

*This evidence earned Frick a rating of **Developing** on that rubric.*

***The following completes the analysis of Frick's support services by addressing the other three areas of focus: health, safety, and social-emotional services; youth and community development; and parent, community and student engagement.***

### **Strengths**

1. The Team found strong and consistent evidence that Frick has effective strategies and systems in place to identify students who are struggling for health, safety, and social-emotional reasons, to refer them to the supports that address their need(s), and to identify service gaps and seek resources to fill them.
  - Frick has a Community Schools Program Manager whose responsibilities include the coordination of academic and learning support services at the school. She facilitates the Coordination of Services (COS) Team as the key identification and referral mechanism, and she manages and pursues student/family support partnerships to eliminate gaps and overlaps in services provided to students. She uses a framework that organizes these student/family support resources into 4 broad categories: Academic Intervention, Community Partnership, Extended Learning, and Health & Wellness.
  - As noted in QI 1, Standard 8, at Frick, strictly academic challenges are handled by the administration and teacher leaders. For health, safety, and social-emotional problems, Frick's COS Team is the critical structure for identifying and responding to individual students. The COS team meets once every two weeks and includes a great number of role types from across the campus: the principal, the Community Schools Program Manager, the school psychologist, several different counselors, the attendance/truancy outreach consultant, the after school coordinator, the school nurse and Health Clinic staff, etc. This team serves as the chief referring structure to the wide range of academic and social-emotional supports described below. As noted above, the Community Schools Program Manager manages the referral and follow-up processes as part of her responsibility to track each child through their services.
  - Reportedly, Frick does not use the Student Success Team (SST) process extensively, since the COS Team handles so many referrals. If a student is not already supported by an intervention, the referral will go to the COS Team. If the student is already supported by an intervention and an issue comes up, the referral will go to an SST. Consequently, most of the SST meetings have been from referrals by the AmeriCorps staff, when they come across student issues that need to be investigated to determine if they are home, school, or school to home issues.
  - Frick can also recognize if a student is experiencing health, safety, or social-emotional problems through the classroom referral process and the work of the two administrators and outreach consultant in handling these referrals. This team receives the data of the referral itself, talks with the student, reviews the student's attendance data, and does initial outreach to teachers and the student's family to determine what is behind the referral. In this work, these three become quite knowledgeable about any relevant health, safety, and/or social-emotional problems. They provide at least a "first-touch" of support (and the outreach consultant does even more), and they make the necessary referrals to the COS Team.
  - As noted in Quality Indicator 1, Standard 8, the SQR Team gathered strong and consistent evidence of how Frick uses a "whole child" framework in identifying students who are struggling and why they are struggling. In talking with staff and reviewing school documentation, the Team found repeated descriptions of the school's efforts to focus on a student's academic and social-emotional needs, as well as their family context, when trying to understand why that student is struggling. They look at these 3 kinds of needs together to make a more comprehensive plan of support.
  - Where the SQR Team found evidence that Frick is working on its structures and procedures to use academic assessment data to identify students' academic needs, primarily due to the transitions of administrators and teacher leaders, the Team found a fully matured system in the use of health and social-emotional assessment, in this case due to the considerable staff experience and expertise. There is a core of health and social-emotional support providers at Frick, who

have been at the school for many years and, consequently, know the students and the community well. Combined with deep expertise, Frick has a powerful cadre of people using a wide array of assessment strategies and resources to understand students' needs.

- Also, where the SQR Team noted (in Q11, Standard 8) that it was a challenge that Frick does not have an established individual or structure for fully coordinating the school's academic assessment and intervention work and strategizing how teacher and program capacity and consistency can be built, that is not a challenge in this area of health and social-emotional strategies. As mentioned above, Frick has the Community Schools Program Manager who manages this work and strategizes how staff and program capacity and consistency can be built or at least sustained in this context of declining fiscal support.
2. In addition to the academic interventions and extended learning described in Quality Indicator 1, Standard 8, the SQR Team found strong and consistent evidence that Frick has a wide range of on-site strategies, services and partnerships to respond to the health, safety and social-emotional needs of students and their families.
- Through the Safe Passages Middle School Strategy, Frick has a partnership with the East Bay Agency for Children to provide mental health services to students at Frick. Two, full-time therapists have a caseload of about 20 students each. These therapists do individual and group therapy, clinical case management, and forms of family therapy. Students are referred to them typically through the COS Team, although sometimes they take direct referrals from staff. The length of their work with individual students varies according to the treatment plan. Some students can meet their goals in a year, but some go longer. If an 8<sup>th</sup> grader is promoting out of Frick and the therapist judges they need continued mental health services, the therapist will make a referral to a local agency for continuity of support. The therapists also provide some supports to staff, usually as an ear to listen to particular challenges and then offer feedback for how to work with a student.
  - As noted above in Standard 1, as part of the Safe Passages strategy, the Second Step violence prevention curriculum is delivered to students during the second semester. Also, the entire 6th grade student body received facilitated lessons from the Teens on Target program. 6<sup>th</sup> grade teachers report that this program has had an important, positive impact on their students, who experience so much physical and social-emotional trauma, yet do not get sufficient opportunities to talk about that trauma and to figure out how to cope with it.
  - Over the last 2 years, Frick staff has identified African American and Latino males who are known to be involved with local youth gangs and referred them to group sessions facilitated by the staff of Youth Uprising at lunchtime.
  - ASPIRE Drug/Alcohol case management: Frick saw a significant increase this year in the identification, by the COS Team, of students using drugs and/or alcohol. This resource was heavily used this year.
  - Frick has a "Tobacco Use Prevention Education" (TUPE) case manager who provides general health education for all students (through day and ASP activities), counseling for students who have specific marijuana/tobacco infractions at the school, support and expertise to the COS Team, and faculty/parent workshops.
  - The "Brothers on the Rise" program provides individual and group counseling for 6 males affected by violence. The Community Schools Program Manager makes referrals to the counselor who works with students on anger management, mindfulness, and other techniques for coping with the trauma they experience. Typically the counselor sees students during their elective, PE or exploratory class. He meets with parents and teachers so see how students are behaving and doing academically.
  - A school nurse is available to Frick students 3 days a week—1 day specifically to support Special Education students and 2 days for general student population. She provides direct nursing services to students, including first aid, medication monitoring, and monitoring of chronic health issues. She provides health-related professional development for teachers (e.g., on asthma and diabetes management). As a school nurse who works within a school-based health clinic (see following), she can make immediate referrals to clinic staff and get additional help when a crisis calls for it.
  - The opening of the Health Clinic at Frick in October 2011 essentially assures that no health issue faced by a Frick student will go unaddressed. Both the school nurse and the clinic nurse manager provide direct services to students. The clinic staff provides preventive health services, such as an on-site dental hygienist, and connects students and families to outside health providers. The staff also provides health education to students and families (e.g., nutrition, heart health, and blood pressure screenings at family engagement nights) and professional development for teachers. Through the COS Team, Clinic staff is also able to share with

school staff what the Clinic is seeing in the way of health issues, thereby raising the awareness and responsiveness of the entire adult community. Frick students consistently reported their awareness of and use of the health services.

- The SQR Team heard reports and saw documentary evidence of specific health initiatives (e.g., Oakland Kicks Asthma, the Healthy Cooking Cart, the Health Faire) which engage students and families in education and support for healthy lifestyles.
  - Many of these health initiatives are the result of strategic efforts to identify student/family needs and then to find partners who are interested in addressing these needs. The SQR Team also heard reports of other efforts to engage partners in addressing the needs of Frick students and families. For example, Frick has partnered with GROW (Global Resiliency Outreach Work) to provide holiday gifts and clothing to needy Frick families and with the National Black Coalition of Federal Aviation Employees (NBCFAE) who donated \$50 gift cards for Frick families in great need.
  - Students and families consistently reported on the various ways these supports touched them. While they were not always specifically aware of how or why this support came to them (a challenge that should be addressed), they reported their appreciation for it and described variously how the support positively impacted their learning and sense of well-being at the school.
  - Teachers repeatedly expressed their appreciation for the support the above services provide to students and their families. Teachers see particularly how the various “counseling” services resolve situations that “could get much worse” and how these services provide supports and insights to the teachers as well.
3. The SQR Team also found limited evidence, reported by staff and found in documentation, that Frick has strategies, services and partnerships to respond to the needs of families. These include access to free legal counseling, Medi-Cal enrollment sessions, and Food Bank services (in partnership with Alameda County Food Bank). Additional data was not collected on the extent of these services and their impact.
4. The SQR Team found good evidence that Frick has implemented systems, primarily through the role of Community Schools Program Manager and the Safe Passages/EBAC partnership, to review evidence of the effectiveness of its health & wellness programs and services and to make improvements. Key coordinators conduct yearly evaluations. Recent evaluation findings raised, for example, concerns about the effective operation of the COS Team when it included a review of discipline data. Their meetings reportedly got bogged down in the problems and implications of this data, and so it was decided to end this practice, which resulted in increased productivity of the COS Team. Coordinators also regularly track who gets served for what purposes and use this information to think about changes in their outreach and response strategies.
5. The SQR Team gathered evidence that Frick’s after-school program (a partnership with Safe Passages) provides classes and programs that address the health, safety, and social-emotional needs of students; that promote youth and community development; and that engage students, parents, and community in the life of the school.
- The ASP operates from the end of school until 5pm. In this respect, it provides valuable safety services by giving students a supervised and protected place to be until their parents/guardians finish work. Approximately 25% of Frick’s students, in rough proportion to the school’s ethnic demographics, participate in the ASP. Several students commented on this—that they’d rather be in ASP than in the streets.
  - The ASP offers various classes designed to engage students in the life of the school (e.g., Student Leadership), to extend their academic learning (e.g., Model United Nations, and Techbridge), and to nurture their interests in extra-curricular content (e.g., music production, cheerleading, sports & fitness, soccer, dance, bike club, art, video production, and martial arts).
  - It was reported that the cheerleading class provides opportunities for students to participate in community events outside the school (e.g., the Oakland Christmas parade, the Black Cowboy parade) and to participate in competitions across the state.
  - The sports program—with flag football, basketball, soccer, and general recreation—has a strong mentoring focus, teaching sportsmanship and teamwork at the same time that its academic performance requirements prod students to put education first.

## **Challenges**

1. The SQR Team heard reports that there have been some communication and coordination issues between some of the support providers noted above and the teaching staff. These reports suggest that there are “integration” challenges that impact the effectiveness of these support programs and resources.
  - AmeriCorps interns describe wide variation in the quality and consistency of their communication with teachers. They perceive that teachers are stressed and don’t necessarily have a lot of time. The interns are also aware that in previous years the relations between the AmeriCorps and teachers were problematic. Efforts were made by Frick leadership to correct this problem by asking AmeriCorps to assign fewer interns and ask those assigned to work a full-time schedule. This aspect of the program has been improved, but still interns perceive that teachers experience them as an additional burden. Consequently the interns do not feel strongly connected to the teaching staff, nor integrated well into their intervention planning. It was notable that, in several teacher focus groups, teachers made no specific mention of the AmeriCorps interns as important intervention resources, meaning simply that this resource is not prominently on teacher “radar screens”.
  - With the opening of the Health Clinic, teachers have expressed concerns about students missing instructional time to attend appointments at the clinic. Concerns about this apparently have caused some delays in students receiving supports from the Health Clinic. A few students even commented on their experience that the clinic provides important supports, but “sometimes teachers won’t let you go.” Reportedly communication and procedures are being worked out to address the concerns and remedy the delays, but they are not firmly in place yet. The Team collected no evidence of efforts to engage the staffs together to discuss how meeting these 2 important priorities—ensuring health and providing instruction—can be maintained and balanced.
  - ASP staff reported that there are some divisions between the day program and ASP staffs, where ASP staff sometimes feel that they are not fully appreciated as key providers to students. There are issues which exacerbate the sense of division. For example, ASP staff struggle with the discipline policy where students who get in trouble during the day program get their participation in ASP taken away. They argue that the strong relationships between students and staff in ASP can be an effective way to correct the misbehavior of students. Other divisive issues relate to accessing and sharing school resources (the copy machine, the teacher resource room, and funding). The Team gathered no evidence that suggested that these challenges have directly impacted students, but they have impacted the adults’ sense of efficacy and respect. Like with the health clinic issues, there are explicit steps being taken, particularly formalizing meeting time with ASP coordinators and the principal, that are addressing these issues, but not yet resolving them.
  - It was notable to the SQR Team that Frick’s grade-level team structure did not appear to be used as a place where the above communication and integration challenges could be addressed. The SQR Team did not gather any evidence that the teacher grade-level team structure functioned as a place where teachers, as a team, can recognize when a student has needs that cannot be satisfactorily addressed by teachers alone and make the necessary referrals to the Coordination of Services Team (COS team) or to other supports, such as the on-campus Health Clinic.

### Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

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

Frick MS is rated **Sustaining** in this standard.

#### Strengths

1. The Team found strong and consistent evidence that, at Frick, students and parents trust staff.
  - Students reported strong trust in their teachers and willingness to communicate with them. Parents similarly reported appreciation for how Frick teachers communicate with them and for how teachers work closely with their children. Parents appear to hold trust that Frick teachers are committed to what is best for their children.
  - Particularly around issues of student behavior and safety, parents repeatedly expressed confidence in the ability of the staff to provide firm guidance to the students and to keep them safe.
  - Evidence about the After School Program staff was mixed. There were several reports by students and parents that they trusted the ASP staff. Students and parents reported close relationships with individual ASP staff members. However there were also reports of lack of trust, particularly by some parents. Most of these acknowledged, however, that their concerns were rooted in the challenges of the ASP before its “re-start” (see QI 1, Standard 8) and that trust was being re-established by the new ASP leadership.

2. The SQR Team found evidence that Frick has implemented procedures and practices to support students to resolve conflicts. As noted above, Frick has a variety of staff that provides conflict mediation, and there is explicit instruction in conflict mediation curriculum. The SQR Team did not, however, gather evidence of specific school-wide “healing” or “restorative justice” practices.
3. The Team found substantial evidence that, at Frick, staff, students, and their families demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different individual/ cultural “lines.”
  - Students and families consistently reported that Frick leadership and teachers have built a caring school environment. Students and parents repeatedly referred to the impact of the principal and his supportive approach to his “kings and queens”. The efforts of the Community Schools Program Manager, the various counselors and case managers, and the nurse and Health Clinic staff were noted as contributing to a “family, community feeling” at Frick. Students and parents overall reported that this feeling is supported by the respect they experience from the teachers and staff in general.
  - Documentary evidence and staff reports suggest that Frick has a variety of ways, including postings on bulletin boards, PA announcements, school celebrations, ASP celebrations, where students are regularly recognized for academic and non-academic achievements. Similarly, the SQR Team heard reports of events where staff and parent volunteers are “appreciated” and recognized for their efforts.
4. The Team found evidence that, at Frick, student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences.
  - With some exceptions noted in previous standards, students demonstrate caring and respect for each other. The SQR Team observed no instances and heard no reports of name calling or other disrespectful behavior that targeted individual/cultural differences..
  - Parents across ethnic backgrounds reported their appreciation for the staff and their efforts to engage with them.
  - In observing activities in the main office, at the school’s main entrance, in the hallways, and on the playground, the team found substantial evidence that student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication at Frick.

### **Challenges**

1. As noted above, in Standard 2, the SQR Team found some evidence of divisions between the day program and ASP staffs. In Standard 2, it was noted for its impact on integrated services to students. In this standard, it is noted as evidence of a challenge at Frick to be a school where all staff care for each other through recognition and encouragement. Note that overall this is an area of strength for Frick; however the presence of this evidence should not go unstated.
2. The SQR Team gathered no specific evidence of how Frick may have implemented procedures and practices to support new students and their families to feel like members of the school community. It is possible such procedures and practices exist, but that the Team simply missed evidence of it.

### Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	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.
<b>Refining</b>	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 3: Learning Communities Focused on Continuous Improvement

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 1: Collaboration</b>  <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.

Frick Middle School is rated **Developing** in this standard.

#### Strengths

The SQR Team found evidence that teachers at Frick work together in a variety of ways. Some of this collaboration could be described as professional learning communities focused on student progress.

- The primary ways that Frick teachers collaborate are through grade level teams (6, 7, and 8) which meet formally on the first Wednesday of each month, an early release day, and subject-matter teams that meet on the third Wednesday of each month. Teacher reports of how this time is used and how they focused on student progress varied across different focus groups.
  - 6<sup>th</sup> Grade ELA/SS teachers report that they are constantly working together, during and outside the formal meeting time: looking at performance data and student work, planning out resources, planning out curriculum units. They are currently focused on the implementation of the new Springboard curriculum and have the assistance of a Springboard literacy coach, provided by the district, who works with teachers on a bi-weekly basis. They also work with a coach from the National Equity Project, as part of Impact 2012, who supports their “assessment for learning” efforts. The teachers also report that their own intervention teacher, Ms. Bullie, provides professional development in specific intervention strategies to them as well.
  - The 7<sup>th</sup> and 8<sup>th</sup> grade ELA teachers confirm the same focus on the implementation of the Springboard curriculum, although they note that, since there is only 1 teacher of ELA at the 7<sup>th</sup> and 8<sup>th</sup> grade levels, they do not have the same experience of collaboration as a support in their learning and planning. When they meet as a department, they try to focus on the common strategies needed to implement the Springboard curriculum.
  - With some consistency, ELA teachers also articulated a focus on using a “backwards planning” approach, supported by formative assessment to adjust their planning. As noted in QI 1, Standard 8, their attention appears to be rooted in the training more experienced teachers received in “Assessment for Learning” (focused on learning targets and the formative assessment of student master of these targets) and in the training all ELA teachers are now receiving in the Springboard curriculum. The SQR Team did not hear reports in other departments of a similar focus on “backwards planning”.
  - Math teachers did not report the same level of collaboration together. They reported opportunities earlier in the year to work together, but focused more on the professional learning time now being spent in “District trainings” focused on academic language and content vocabulary (see following, Standard 4). They talk and learn together, but do not explicitly collaborate together to focus on student progress nearly as much.
  - 7<sup>th</sup> and 8<sup>th</sup> grade Science and Social Studies teachers did not report on any significant collaboration together.

2. Another forum for collaboration by Frick teachers is the whole faculty meeting on the fourth Wednesday of every month. There staff focus on “African American male” strategies, academic vocabulary, and reciprocal teaching. Reportedly these meetings are not usually focused on student progress (in the sense that there is inquiry about student performance), but the professional learning that occurs is generally speaking focused on building staff expertise in these areas in order to more effectively support students.

### **Challenges**

1. The SQR Team gathered evidence that there is variation across the grade-level and content teams in the consistency and quality of their work together. There do not appear to be consistent expectations across the teams regarding what the processes and outcomes of their collaboration should be. The Team heard that the teams discuss students and effective instructional strategies, but it was not evident that this collaboration followed the more strategic inquiry model that defines formal professional learning communities.
2. One challenge at Frick to the kind of subject-matter collaboration considered in this standard (collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students’ progress) is that there is only one teacher of each content at grades 7 and 8. It is difficult to collaborate with the focus described in this standard when there is not another teacher with whom to do this. At 6<sup>th</sup> grade, where there are 4 teachers who deliver the same content, the SQR Team gathered evidence of this kind of collaboration. But 7<sup>th</sup> and 8<sup>th</sup> grade teachers directly mentioned the challenges they face in getting support through collaboration because of their content differences. The SQR Team gathered little evidence that Frick 7<sup>th</sup> and 8<sup>th</sup> grade teachers have entertained collaboration with teachers at their grade level at other middle schools. The only exception to this was teachers who noted that they talk to colleagues in their teacher preparation programs.
3. Special Education and PE teachers do not consistently participate in Frick’s teacher collaboration. They are involved in whole staff learning, but because of their cross-grade and cross-subject orientation, they do not regularly participate in other teams.

### Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

Frick Middle School is rated **Developing** in this standard.

#### **Strengths**

The SQR Team gathered evidence that some Frick teachers regularly collect and analyze many types of data on student performance and learning experiences.

- As noted in QI 1, Standard 8, Frick has a variety of academic assessment strategies in place, across different classrooms, to identify students who are struggling to meet expected learning targets and to understand why these students are struggling. These include: CST results, OUSD Benchmark data, the Scholastic Reading Inventory, the Process Writing Assessment. The SQR Team heard reports that, while these more summative performance data are used regularly, the staff recognizes they have important limitations. With the support of the National Equity Project's Impact 2012 resources, Frick is beginning to use finer performance assessments, many of which are administered on a 1:1 basis. This data is proving instrumental to Frick getting sharper information on students, particularly by eliminating the "identification" confusion created when students lack the motivation to try hard on tests.
  - ELA teachers reported that they use a variety of assessments to guide their instructional decisions (SRI, the San Diego Quick Assessment, SQR Springboard pre and post assessments etc.). Their attention to formative assessment appears to be rooted in the training more experienced teachers received in "Assessment for Learning" (focused on learning targets and the formative assessment of student master of these targets) and in the training all ELA teachers are now receiving in the Springboard curriculum.
  - 6th grade Math teachers reported that rely on a variety of formative assessments (Do Nows, exit tickets, whiteboard answers, games and class work) to decide what content needs to be re-taught and which students need particular support.

#### **Challenges**

- The evidence collected by the SQR Team however also suggests a challenge: Many teachers do not have a habit of regularly collecting and analyzing multiple types of student data, particularly formative data. So, while the SQR Team gathered some evidence that Frick is building toward a school culture more mature in its use of assessment data to identify students' needs, the Team also heard considerable variation in the quality of this reflection, depending on the development of the team as a professional learning community and on the quality and consistency of data practices of teachers on the team. Not surprisingly the SQR Team saw patterns based on teachers' years of experience and based on subject matter (teachers of ELA and mathematics had and used a greater variety of assessment tools to understand student learning). Participating in the National Equity Project's Impact 2012 work has enabled a few ELA teachers to strengthen their assessment practices and data-driven planning, but they are still exploring how to disseminate the strategies they are learning more broadly school-wide.
- Given these challenges and the real difficulties of actually becoming high quality in this area (especially in the context where there is fairly regular turnover in teachers and less experienced teachers often come to the school), it is notable that Frick does not have an individual or structure for fully coordinating this data work and strategizing how teacher and program capacity and consistency can be built. The importance of this was underscored by the principal when he noted that Frick "needs a better assessment system that can support 'assets-based' work with students versus 'deficits-based' work. The challenge to getting more rigor in the curriculum is getting teachers to shift to this assets-based thinking. Get teachers to focus, not on what students don't have, but on where we're trying to move them. Adding Springboard has helped, but they don't have the same level of support they need to implement it effectively."

### Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<b>Standard 4: Professional Learning Activities</b> <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>	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.

Frick MS is rated **Beginning** in this standard.

#### **Strengths**

The Team gathered evidence that some of Frick’s professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.

1. Frick has teacher coaches that specifically embed professional learning in teacher practice.
  - As noted above, the ELA teachers reported that they are currently focused on the implementation of the new Springboard curriculum and have the assistance of a Springboard literacy coach, provided by the district, who works with teachers on a bi-weekly basis. They also work with a coach from the National Equity Project, as part of Impact 2012, who supports their “assessment for learning” efforts. The teachers also report that their own intervention teacher provides professional development in specific intervention strategies to them as well.
  - Recently, Frick has moved one of its ELA teachers into a coaching position, where she can support data collection and analysis (as noted above) but also provide specific teacher coaching, particularly to two new ELA teachers.
2. Frick’s science teachers reported that the centrally-supported “Problem-Based Learning” collaborative has been an important source of professional learning for them. Problem-based learning is notoriously difficult to do, and yet they believe it is the most effective way to teach science. The professional development is organized by centrally-funded teachers on special assignment and occurs once a month for middle and high school teachers. Oakland teachers present on a variety of academic and community-focused topics, with an emphasis on “hands-on” instructional strategies.
3. Frick’s reliance on the intervention teacher and the new ELA teacher coach are good evidence of professional development strategies that promote teacher leadership.
4. The content of Frick’s professional development priorities in the last few years (classroom management practices, the implementation of learning targets in the classroom, collaborative learning strategies, reciprocal teaching, academic language & content vocabulary, Springboard curriculum, “African American male” strategies, etc.) is evidence of a concerted effort to improve student performance by supporting teachers to strengthen their instructional practices.

## **Challenges**

1. The SQR Team gathered evidence that, while the content of Frick’s professional learning activities has effectively concentrated on teacher practice, Frick has struggled to maintain a consistent focus on these strategies and to develop an effective sequence of adult learning such that teacher practice can actually develop.
  - Frick participated in Instructional Leadership Team (ILT) training with District school improvement coaches during the 2011 summer. As a part of this training, they defined several improvement priorities for the year that were in essence an effort to bring coherence and consistency to priorities that the school had been working on over the year. These included: Salzman classroom management practices, the implementation of learning targets in the classroom, collaborative learning strategies (primarily from Kagan training), and reciprocal teaching. The challenge, even at the time of the ILT training, was that many teachers were overwhelmed by the number of priorities. They tried to develop a professional development plan that addressed these priorities and supported teachers to learn and implement them effectively.
  - Reportedly, this plan did not get very far in its implementation before certain challenges to it came up, challenges both from inside the school and outside. For example, their focus on Reciprocal Teaching (RT) to build student engagement got supplanted by a focus on academic language. This was partly because math teachers believed that RT did not fit their content well. At the same time, a District math initiative was pushing for a slightly different priority in math that emphasized academic language and content vocabulary. Reportedly, the school shifted to this professional development priority because it was a focus that more effectively applied to all content areas.
  - Also, the school shifted away from its focus on RT because of the decision to implement the Springboard curriculum in ELA. RT was used a lot in ELA, but Springboard has its own set of strategies that is recommended throughout the unit, so in bringing that on board, teachers have had to learn and use different strategies. Staff reported that the school has not specifically given up on RT, but described teacher learning of it as part of the school’s priority to build teacher capacity with collaborative learning strategies, of which RT is a specific kind of collaborative strategy.
2. Frick staff also reported other circumstances that undermined a consistent focus and sequencing of adult learning:
  - Teachers reported that there were too many professional development priorities. It was difficult to learn about and effectively implement that learning in so many areas. These teachers advocated for a “less is more” adjustment where they could go deeper on fewer priorities.
  - Teachers also reported that planning time is limited and often gets disrupted with other issues. In particular, they reported that they lost focus and consistency because they had to respond to shifting Central office priorities. New “District” demands disrupted their calendar; there seemed to be many more instances of leadership and/or teachers being pulled off campus to attend centralized planning and professional development. They particularly cited the centralized activities on the common core standards (the purpose of which was unclear) and the Progress Writing Assessment (which ultimately they could opt out of). They noted that these challenges created a great deal of frustration on the Frick staff and promoted a lack of buy-in and skepticism about how to make improvements at the school.
3. The SQR Team also gathered evidence that competing priorities have made it difficult for administrators to provide consistent instructional leadership, both in the form of support and accountability.
  - For example, Frick staff participated in professional development on classroom strategies that promote effective learning for African American males. School leadership had identified that African American males were the school’s lowest performing group and organized trainings by Central staff (Macheo Payne) during August and October. Reportedly, the expectation from these trainings was that teachers would start using these strategies in their classrooms right away and that administrators would do classroom walk-through follow-ups to provide feedback and monitor implementation. Reportedly that walk-through follow-up has not occurred.
  - As noted in Quality Indicator 1, many Frick teachers struggle to manage their classes effectively and to create positive, focused learning environments. Administrators are well aware of these challenges and make efforts to coach teachers in effective management strategies. Several years ago reportedly, the school adopted and trained in “Salzman” strategies to address this. But teachers and administrators report that it has been difficult for administrators to provide

consistent coaching and thorough supervision for “Salzman” implementation because of the volume of discipline issues and competing priorities. They struggled to “get ahead of the problem” and get into classrooms to provide coaching on behavior management and more broadly to provide feedback on the quality of teaching and learning. There has been no specific priority or coaching time defined for this professional development in classroom management. Reportedly, it happens in 1:1 sessions during “available moments” in the hallway and during prep period and sometimes on Wednesdays. Consequently, Frick never really got school-wide buy in for Salzman nor full implementation, and many classroom teachers still struggle with effective management strategies. This year, with the loss of their long-time assistant principal and the seeming increasing demands centrally, it has reportedly been even more difficult for administrators to provide needed instructional leadership.

4. Given these challenges, it is notable that Frick tried, through the development and planning of its Instructional Leadership Team, to create a structure for coordinating teacher professional learning and strategizing how professional development quality and capacity can be built. That structure however has not yet been successfully built and implemented and is, in fact, undermined by the same challenges that called for its development.

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

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.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	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.
<b>Refining</b>	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

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<b>Standard 2: Shared Decision-making</b> <i>A quality school shares decision-making with its students, their families, and the community, as part of working together in partnership.</i>	There is <b>little</b> evidence of the following:	There is <b>some</b> evidence of the following:	There is <b>substantial</b> evidence of the following:	There is <b>strong and consistent</b> evidence of the following: <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ The school has high-quality activities and strategies which build the capacity of students, families, and community to share in decision-making.</li> </ul>	There is <b>strong and consistent</b> evidence of the following: <b>To ensure that decision-making is shared</b> , the school has implemented systems to monitor the effectiveness of these practices.

Frick MS is rated **Developing** in this standard.

#### Strengths

1. The SQR Team found evidence that Frick shares decision-making with families and community through its School Site Council.
  - 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. The SSC oversees the categorical funding such as QEIA and other federal funding. The SSC reviews CST data. When the principal proposes an expenditure, the SSC approves it.
2. The SQR Team also gathered evidence that Frick’s leadership takes a very strategic approach to partnering with community agencies. In particular, with the support of the Community Schools Program Manager, community partners are involved in key school decisions that fall within their scope of work.

#### Challenges

1. Students report that the adults at the school have not asked for their input about issues or asked them to participate in any school decisions.
2. Other than the School Site Council, there are reportedly no other leadership structures through which families are involved in decisions at Frick. Parents report that they have few opportunities to contribute to major decisions made at Frick.

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

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 5: Student/Family Engagement on Student Progress</b>  <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 <b>little</b> evidence of the following:</p>	<p>There is <b>some</b> evidence of the following:</p>	<p>There is <b>substantial</b> evidence of the following:</p>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.</li> </ul>	<p>There is <b>strong and consistent</b> evidence of the following:  <b>To ensure effective student/family engagement on student progress</b>, the school has implemented systems to review evidence of the effectiveness of these practices.</p>

Frick MS is rated **Beginning** in this standard.

#### Strengths

1. The SQR Team found evidence that Frick 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.
  - Parents confirmed the staff reports and documentary evidence that there are many ways that families are informed of and engaged by staff in knowing how a student is progressing. Staff (teachers, case managers, AmeriCorps interns) regularly contacts families if they have a concern about a student’s progress. Most teachers and case managers provide regular progress reports, usually every 3 weeks.
  - Parents reported awareness of the activities and supports that were in place for them and their children to be engaged in the school. They referred to written 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 Principal and the other staff to answer their questions and provide them with an understanding of why certain steps were taking place for their child.

#### Challenges

1. As noted in Quality Indicator 1, Standard 1, parents varied greatly in their reports of how the school engages them in knowing how the student is progressing and participating in the life of the school. Some parents described this engagement as one of the distinct strengths of the school. Others described this engagement as one of the main things in need of improvement. These latter parents framed the challenge as primarily one of good communication.
  - There appeared to be some pattern to parent reports of engagement as a challenge: Spanish-speaking families reported this as a challenge more than English-speaking families. Consistent with this evidence, from the Principal to teachers, staff reported the challenge they face this year in their communication with Spanish-language families because the school no longer has the counselor and the assistant principal who speak Spanish to assist with communication.
  - Staff in all positions also consistently reported on the difficulties they have communicating with parents and families due to incorrect phone contact information.
2. The ASP program appears to struggle to engage parents and families as well. The SQR Team heard reports of family events but could not confirm the content or regularity of these events. The Team gathered no evidence on how the ASP engages with families about the performance and engagement of their specific child.
3. It is evident to the SQR Team also that, because of Frick’s struggle to provide translation resources, there are language and cultural barriers that frustrate full family participation in school activities.

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

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 6: Family Engagement on Student Learning</b>  <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 <b>little</b> evidence of the following:</p>	<p>There is <b>some</b> evidence of the following:</p>	<p>There is <b>substantial</b> evidence of the following:</p>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full understanding</li> </ul>	<p>There is <b>strong and consistent</b> evidence of the following: ...  <b>To ensure effective family engagement on student learning</b>, the school has implemented systems to review evidence of these practices.</p>

Frick MS is rated **Undeveloped** in this standard.

Note: This standard draws a contrast with Standard 5 in the way that the school engages with families, not only about how their child is progressing academically and socially, but about the what, why, and "so what" of the academic program. Typically in this stage of development, a school engages with parents and families to discuss their overall academic vision and mission, to clarify what it looks like to do well academically and socially, and to map out toward what goals this quality of work is taking a student.

**Strengths**

No specific evidence of strengths gathered.

**Challenges**

1. The SQR Team gathered no evidence that Frick, in its engagement with families, provides opportunities for families to understand what their child is learning, why they're learning it, and what it looks like to know, perform, and interact "well" (i.e. with quality).
2. As noted above, it is evident to the SQR Team also that, because of Frick's struggle to provide translation resources, there are language and cultural barriers that frustrate full family participation in school activities.

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

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

Frick MS is rated **Beginning** in this standard.

**Strengths**

1. The SQR Team gathered no evidence that Frick uses explicit standards of student, family, and community engagement. However, the school demonstrates in various ways that there are some implicit standards that drive their approaches to meaningful family/community engagement. As noted in several places in this SQR, the evidence of this is: the implementation of the on-site Health Center; the COS Team protocols and strategies; and the varied social-emotional support services for students and that work with their families.

**Challenges**

1. The school has not yet developed specific standards of engagement, approved by key stakeholders, which can be used systematically to evaluate the quality of their engagement. With the development of the OUSD standards of student, family, and community engagement, this challenge may soon be remedied.

## Quality Indicator 5: Effective School Leadership and Resource Management

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.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	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.
<b>Refining</b>	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 and Resource Management

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

Frick MS is rated **Developing** in this standard.

#### Strengths

- As noted in previous standards, the SQR Team gathered evidence that Frick leadership (including administration, teacher leaders, the Community Schools Program Manager, etc.) is establishing 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 Frick. These practices include looking at evaluation data that calls out inequitable conditions and/or effects and making adjustments based on that data (e.g., supports to African American and Latino males who are struggling to perform).
  - That said, the principal acknowledged important development that still must occur, saying (as noted in Quality Indicator 3, Standard 2) that Frick “needs a better assessment system that can support ‘assets-based’ work with students versus ‘deficits-based’ work. The challenge to getting more rigor in the curriculum is getting teachers to shift to this assets-based thinking. Get teachers to focus, not on what students don’t have, but on where we’re trying to move them.”
- Frick leadership has adopted curriculum, built classroom and school-wide instructional practices, created intervention opportunities, and devised programs 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 Frick MS—grouping and splitting out students, to create part-time homogeneous instructional groupings; providing academic mentoring and case management; and implementing social-emotional supports that help students be “ready to learn”—that reflect their development on this standard.

#### Challenges

- School leadership is aware of and taking steps to address the challenges, described in Quality Indicator 1, regarding the quality of instruction and inconsistencies in classroom management which means that some of Frick’s neediest sub-groups are experiencing less challenging and meaningful learning, which is a reproduction of historical patterns of inequity.

### Quality Indicator 5: Effective School Leadership and Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standards 6a and 9: Accountability for Student and Staff Outcomes</b>  <i>A quality school has leadership that:</i>            6) guides and supports the development of quality instruction across the school to ensure student learning;            9) collaboratively develops outcomes, monitors progress, and fosters a culture of mutual accountability.</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>

Frick MS is rated **Beginning** in this standard.

**Strengths**

1. The SQR Team gathered substantial evidence that the leadership at Frick has been proactive and intentional in the scheduling of courses and assigning of teachers (both to teaching and support roles) to meet the diverse learning needs of students and to ensure student learning particularly for struggling students.
2. The SQR Team gathered evidence that leadership at Frick has demonstrated a concerted effort to improve student performance by supporting teachers to strengthen their instructional practices through the professional development priorities described in Quality Indicator 4: classroom management practices, the implementation of learning targets in the classroom, collaborative learning strategies, reciprocal teaching, academic language & content vocabulary, Springboard curriculum, “African American male” strategies, etc.
3. Additionally, the Team gathered evidence that leadership at Frick has built a culture where staff holds itself collectively responsible for student learning and social-emotional development. In interviews and focus groups, teachers and case managers repeatedly “owned” their role in ensuring that students learn and grow.

**Challenges:**

The SQR team also gathered evidence that Frick leadership has struggled to effectively guide and support the development of quality instruction across the school.

1. The SQR Team found that, while the content of Frick’s professional learning activities has effectively concentrated on teacher practice, Frick has struggled to maintain a consistent focus on these strategies and to develop an effective sequence of adult learning such that teacher practice across the school can improve. Building on evidence described in Quality Indicator 3, the Team found that Frick leadership struggled to manage competing priorities (both from within the school and from outside, usually in the form of central professional development). The evidence raised questions for the SQR Team regarding how the school leadership held strategic improvement plans as the highest priority, how they identified “urgent” versus “important” activities according to this priority, and what latitude the school leadership perceived it had to push back against central priorities that undermined the school’s focus and plan for ensuring student learning.
2. The SQR Team also gathered evidence that this problem of managing competing priorities made it difficult for administrators to provide consistent instructional leadership, both in the form of support and accountability.

- For example, Frick staff participated in professional development on classroom strategies that promote effective learning for African American males. School leadership had identified that African American males were the school’s lowest performing group and organized trainings by Central staff (Macheo Payne) during August and October. Reportedly, the expectation from these trainings was that teachers would start using these strategies in their classrooms right away and that administrators would do classroom walk-through follow-ups to provide feedback and monitor implementation. Reportedly that walk-through follow-up has not occurred.
  - As noted in Quality Indicator 1, many Frick teachers struggle to manage their classes effectively and to create positive, focused learning environments. Administrators are well aware of these challenges and make efforts to coach teachers in effective management strategies. Several years ago reportedly, the school adopted and trained in “Salzman” strategies to address this. But teachers and administrators said that it has been difficult for administrators to provide consistent coaching and thorough supervision for “Salzman” implementation because of the volume of discipline issues and competing priorities. They struggled to “get ahead of the problem” and get into classrooms to provide coaching on behavior management and more broadly to provide feedback on the quality of teaching and learning. There has been no specific priority or coaching time defined for this professional development in classroom management. Reportedly, when it did happen, it was in 1:1 sessions during “available moments” in the hallway and during prep period and sometimes on Wednesdays. Consequently, Frick never really got school-wide buy in for Salzman nor full implementation, and many classroom teachers still struggle with effective management strategies. This year, with the loss of their long-time assistant principal and the seeming increasing demands centrally, it has reportedly been even more difficult for administrators to provide needed support of this kind.
  - As a consequence, several teachers reported that they have increasingly relied on the buddy room procedure (managed by their teaching colleagues) because they cannot rely on administrators consistently. They acknowledge that administrators are stretched thin and seem to be off-campus, addressing central demands more than they have in the past. And when they are here, teachers report inconsistencies among them in their response to discipline matters. Teachers note that these conditions impact on their ability to provide quality instruction.
3. Given the challenges outlined in 1 and 2, it is notable that Frick tried, through the development and planning of its Instructional Leadership Team, to create a structure for coordinating teacher professional learning and strategizing how professional development quality and capacity can be built. That structure however has not yet been successfully established and implemented and is, in its operation as a leadership structure, undermined by the same challenges that called for its development.
4. Frick leadership has not developed specific student and staff outcomes that could guide monitoring of their progress and give concrete goals to the ownership of student learning which this staff has demonstrated. The school leadership described general outcomes for students—API growth, percent proficient & advanced on the CST and percent far below and below basic, student growth in a year—that appeared to be shared by teachers. Beyond that, the SQR Team gathered little evidence of specific student outcomes or teacher professional development outcomes (e.g., that 90% of Frick teachers will demonstrate mastery in the use of certain collaborative learning strategies by a certain date), and therefore no real evidence of collaborative development of outcomes.
- Teachers report that they experience, from the leadership, a strong trust for their instructional decision-making. They observe that the administration trusts teachers to do what is best, giving them a lot of freedom to take risks and try what they think will work for students. The challenge in this is that teachers also experience little pressure if they fail. Instructional direction and support from leadership is reportedly too light. English and Math teachers in particular describe wanting more direction and stronger accountability so that the quality of instruction will be higher and more consistent across the school.
  - In contrast to this, science teachers argued that one of the most effective supports they receive from administration is this autonomy, because it allows them to focus on the students and design curriculum that it more exciting and interesting.

### Quality Indicator 5: Effective School Leadership and Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<b>Standards 1, 2, 3, 11: Shared Responsibility</b> <i>A quality school has leadership that</i> <i>1) builds the capacity of adults and students to share responsibility for leadership and to create a common vision;</i> <i>2) shares school improvement and decision-making with students and their families;</i> <i>3) provides student leaders access to adult decision-makers and supports them to be strong representatives of students;</i> <i>4) Leadership is distributed through PLCs, collaborative planning teams, and select individuals</i>	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.				
	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.	Staff, students and families participate on mandated decision-making bodies, and that participation shows some evidence of meaningful input on decisions made. They also occasionally participate in additional activities to inform school decisions, such as data analysis sessions and teacher hiring.	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. Through various leadership structures, they participate in additional activities that have a substantive impact on some school decisions.	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.	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. <b>To ensure shared responsibility,</b> the school has implemented systems to monitor the effectiveness of these practices.

Frick MS is rated **Developing** in this standard.

#### Strengths

1. The SQR Team found evidence that staff and families participate on the School Site Council, in meaningful discussions, and that participation shows strong evidence of input on decisions.
2. As described in Quality Indicator 3 and above in QI 5, staff leadership is distributed through the administrative team, through the various grade-level and subject-matter teams, through the Community Schools Program Manager and COS Team, and through specific programs such as the Health Clinic.
3. The Student Leadership classes provide students with some access to adult decision makers.

## **Challenges**

1. While the Student Leadership classes appear to provide some student access to adult decision-makers, the SQR Team gathered little evidence that students contribute to school decisions or are involved in providing feedback on the effectiveness of school programs. 6<sup>th</sup> grade students reported no such opportunities. 7<sup>th</sup> grade students reported that they get input in classes, and that they were even asked if students wanted condoms distributed at the school. 8<sup>th</sup> grade students reported no opportunities, except in some cases where outside groups come to their classes and ask for student input. Even those students in the Leadership classes did not experience that they have opportunities to contribute to school decisions or to be involved in providing feedback on the effectiveness of school programs; rather they saw the leadership class as place where they got to plan certain student events.

## OUSD School Quality Outcomes and Indicators—Summary Version, with Focus Standards Identified

### **Quality Outcomes: Ensuring Thriving Students & Healthy Communities** (*Outcome standards that define good performance*)

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

### **Quality Indicator 1: Quality Learning Experiences for All Students** (*School conditions standards*)

#### **A quality school...**

1. provides students with curriculum that is meaningful and challenging to them.
2. provides safe and nurturing learning environments.
3. ensures that the curriculum follows state and district standards, with clear learning targets.
4. uses instructional strategies that make learning active for students and provide them with different ways to learn.
5. uses different kinds of assessment data and evidence of student learning to plan instruction.
6. ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
7. ensures that students know what they're learning, why they're learning it and how it can be applied.
8. provides academic intervention and broader enrichment supports before, during, and after school.
9. uses leadership and youth development curriculum and extra-curricular content to engage students.
10. provides and ensures equitable access to curriculum and courses that prepare all students for college.
11. has a college-going culture with staff and teachers who provide college preparedness resources.
12. provides opportunities for students to learn career-related skills and to develop 21st century work habits.

### **Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments** (*School conditions standards*)

#### **A quality school...**

1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. defines learning standards for social and emotional development and implements strategies to teach those standards.
4. adopts rituals, routines and practices that promote achievement so it is “cool to be smart”.
5. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
6. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
7. has staff that is committed to holding students to high expectations and helping them with any challenges they face.
8. has clear expectations and norms for behavior and systems for holding students and adults accountable to those norms.
9. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.
10. supports students to show initiative, take responsibility, and contribute to the school and wider community.
11. helps students to articulate and set short- and long-term goals, based on their passions and interests.

### **Quality Indicator 3: Learning Communities Focused on Continuous Improvement** (*School conditions standards*)

#### **A quality school...**

1. makes sure that teachers work together in professional learning communities focused on student progress.
2. ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
3. has staff that continuously engages in a broad variety of professional learning activities, driven by the school's vision.
4. provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
5. ensures professional learning has a demonstrable impact on teacher performance and student learning/social development.
6. provides adult learning opportunities that use student voice and/or are led by students.

7. provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
8. provides adult learning opportunities that use different instructional strategies to meet needs of individual adult learners.
9. has a collaborative system, involving all stakeholders, for evaluating the effectiveness of its strategies and programs.

**Quality Indicator 4: Meaningful Student, Family and Community Engagement/ Partnerships** *(School conditions standards)*  
**A quality school...**

1. builds relationships and partnerships based on the school & community vision/goals, needs, assets, safety and local context.
2. shares decision-making with its students, their families, and the community, as part of working together in partnership.
3. allocates resources equitably to achieve higher and more equal outcomes.
4. partners with students by listening to their perspectives and priorities and acting on their recommendations for change.
5. works with students, their families, and the community, to know how the student is progressing and participating in school.
6. provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well.
7. builds effective partnerships by using principles of student and family/community engagement.

**Quality Indicator 5: Effective School Leadership & Resource Management** *(School conditions standards)*  
**A quality school has leadership that...**

1. builds the capacity of adults and students to share responsibility for leadership and to create a common vision.
2. shares school improvement and decision-making with students and their families.
3. provides student leaders access to adult decision-makers and supports them to be strong representatives of students.
4. ensures that the school's shared vision is focused on student learning, grounded in high expectations for all.
5. creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
6. guides and supports the development of quality instruction across the school.
7. develops and sustains relationships based on trust and respect.
8. perseveres through adverse situations, makes courageous decisions, and assumes personal responsibility.
9. collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
10. develops systems and allocates resources in support of the school's vision.
11. is distributed, through professional learning communities, collaborative planning teams, and select individuals.

**Quality Indicator 6: High Quality Central Office in Service of Quality Schools** *(Central Services conditions standards)*  
**A quality central office...**

1. monitors each school, provides supports, and holds staff accountable, based on standards for school quality.
2. provides coordinated and integrated fiscal, operational and academic systems that have a demonstrable impact.
3. models the planning and action strategies that result in the greatest improvement in school and system-wide performance.
4. equitably allocates resources to achieve higher and more equal outcomes.
5. ensures that each school is a safe and healthy center of the community, with high quality facilities, open and integrated into community life.
6. governing body and administration are effectively focused on student learning and support the schools' efforts to raise student academic and social outcomes.
7. builds capacity of adults and students to share responsibility for leadership and decision-making, to create and sustain FSCS.
8. facilitates the collection, analysis and sharing of relevant data among partners to inform decision-making.
9. has a clear, collaborative system, involving all stakeholders, for evaluating the effectiveness of its strategies and programs.
10. helps schools manage key student transitions between grades, among levels of schooling, and between schools.
11. develops, supports and sustains partnerships with key public and private entities such as philanthropy, city, county, community-based organizations, higher education, business, and community and family representatives.

## FRICK MIDDLE SCHOOL SELF-REFLECTION

### 1 What are 3 things that are distinctive about your school?

1. Demographics: last predominantly African American middle school in East Oakland
2. Relationships among the staff: The adults at Frick get along very well and treat the students well too. We're all in it for the same reason, and we worked together with no distinctions in role type.
3. We have staff who go beyond their basic job descriptions to develop relationships with students and families. We have staff who come out for kids' events off campus. The teachers function like a PTA: They raise money for the school; they chaperone events. They create their own relationships with students. If they see a need, they will address it—for example, buying clothes and getting food for students who are struggling.
  1. The school figured out a way, despite the budget cuts, to bring back the PE attendant back because of their work with students.
  2. Still budget cuts this year have greatly impacted this distinctive part of Frick. For example, Frick lost its counselor, who was much more than an academic counselor, especially to Latino students. So now the school is missing some dimensions in this area.
4. The physical condition of the school defies stereotypes of East Oakland schools. The place feels and looks different than most expect. It is clean and orderly, well lit. The staff and administration care about the presentation of the school and make great efforts to keep it that way.
5. The mainstreaming of students in the SDC program. Staff and students know the SDC students by name; they are not those "SDC kids". And the SDC teachers are known by the mainstream students.
6. Right now, Frick is the only middle school with a functioning AVID program.

### 2 How well is the school regarded by its students and parents?

#### What do students and parents most like about the school?

Parents bring students to Frick because of other friends or family members who have told them about the school. We have a family atmosphere. Students are cared for. We have had staff members with their children here. We have a lot of parents who are former students at Frick.

Because of our SDC programs, we often see parents whose child has been placed here, and they are worried about "sending their child to Frick". Then they come, see the classes, tour the school, and they're happy. They realize it's a good environment for their child.

Many students think of Frick like a second home. A lot of kids come back and visit and talk to us about what Frick meant to them. They feel safe here. In fact, when unsafe things happen in our community, kids will run here because they know they'll be safe here.

When kids come back to visit, we hear they are academically successful. They talk about specific teachers who have made a difference. We see students who go on to private schools and they are successful.

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

The reputation of Frick as an unsafe school is still around. This old reputation is dying hard. For example, families from the Maxwell Park area still won't send their kids here.

Students will say that lunches could be better. Students and parents ask the school to offer electives, like band and choir. They ask for more choice in classes and don't necessarily like how the additional ELA/Math intervention classes take that away.

Parents say they'd like to hear from teachers more. This is a real challenge for the school. Oftentimes, right after registration, when parents have just given us their contact information, we try to contact them, and we find the phone numbers are disconnected or wrong. Particularly hard right now to do outreach to our Spanish-speaking families because there is not enough staff that speaks Spanish, especially with the loss of the counselor.

### 3 How well do students achieve academically?

#### In which subjects and grades do students do best, and why?

Last year 7<sup>th</sup> did well on writing and math. But we need more measurements than the CST. We aren't measuring how they are doing as critical thinkers.

Recently Frick received district recognition for the progress of our ELL students on the CST.

#### In which subjects and grades is improvement needed, and what action is being taken?

If look at students' grades, they are highest in 6<sup>th</sup> and go down in 7<sup>th</sup> and 8<sup>th</sup>. We are trying to understand this: Are grades in 6<sup>th</sup> based more on effort and compliance? 6<sup>th</sup> grade is cored: does this help students perform better? Are 7<sup>th</sup> and 8<sup>th</sup> more rigorous?

Our efforts to strengthen student learning include:

- Math PD that is going on in the district, which includes visits to other schools.
- Implementing the Springboard curriculum in ELA.
- Focus on academic language & vocabulary.
- Mainstreaming of Special Ed students into the core program

One major concern is that last year we had a reading intervention program, which got good results, but it got eliminated in the budget cuts.

Another major concern for SDC teachers is the direction from Programs for Exceptional Children which requires that SDC teachers use a curriculum that goes up only to 5<sup>th</sup> grade standards. What is the data that says this curriculum is appropriate for our students? SDC teachers are supposed to teach 3 hours of ELA and 1 hour of math. When do students get science and history? It's very important that, at Frick, we address this by pushing many students into science and history classes.

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

While our students feel emotionally and physically safe at Frick, we struggle with all our students showing more academic focus and urgency. Our teachers do 3 week progress reports, but still don't have a lot of parent response to these. We have much more parent engagement about safety, discipline, or behavior issues, than we do about academic issues.

African American males is a group that struggles at Frick. We have done some work with Macheo Payne on issues of referrals for defiance—how to get positive behavior without “confrontation” (not be in somebody's face).

We also have a focus on Latino girls, to build their engagement and encourage them to speak up. This focus resulted from our efforts with Kagan to build student engagement. We've seen much progress with these students; the Latinas seem much more confident.

We have also noted that three to four years ago Latino males were our top students, and now they are falling off.  
Award for growth with ELLs

Our focus has been on building student engagement and strengthening our structures for student to student talk. We have done different kinds of professional development on this, including Kagan training. We even have a reminder on the wipe board in the main office to work on this.

#### 4 How effective is the quality of the curriculum & instruction?

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

We have strong teachers, who work well with our students.

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

While we have strong teachers, there needs to be more bell to bell instruction and curriculum at pitched at grade level standards. We must also continue to decrease the strategy of rewarding performance/compliance with free time.

There is concern that certain baseline expectations, that have been in place in previous years, are not in place this year. Our focus on standards-based instruction is being undermined by the transition to core common standards.

Our ILT has wanted to do more peer observation, but we do not year have such a culture where regularly do peer observation.

One of Frick's challenges is that sometimes we do too much. There always seems to be a new professional development effort each year. We don't see the consistency. We are trying to figure out when something is an extension of previous learning and when it something new.

Reciprocal teaching has replaced collaborative learning (Kagan) as our pd focus. We thought we could do RT across the board, in all classes, but have discovered that it doesn't necessarily fit with math, where we have some established strategies for engaging students this way.

Reciprocal Teaching: thought we could do it across the board, but math had own ways of doing it.

Our ELA teachers are now implementing Springboard. Recommended instructional strategies are in the back of the book. Math teachers have a focus on academic literacy (using 5X8 card), in following the new district pd efforts. At the start of the year, we had much excitement about the math pd, but it has gotten interrupted.

#### 5 How effective is the system of assessment of student learning?

##### **What are the strongest features of assessment?**

We implement the district's benchmark assessments. We also do the PWA, but have struggled to implement it according to the timeline and process recommended.

Also there are curriculum embedded assessments in the Springboard curriculum, but they do not include pre-assessments, so it's difficult to see how students have progressed.

##### **What aspects need improvement, and what action is being taken?**

We would like to have a variety of ways to assess and monitor student progress with aligned pre and post-assessments.

**6 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?**

**What are the strongest features of support structures for a diverse student population?**

Frick's Health Clinic opened 2 months ago and provides a variety of services to students. The mental health piece has been here 8-10 years, with therapists for every level of student need, coordinated by Safe Passages. Last year, of the first 8 murders of the year, 6 were connected to Frick (a student or member of their family). Every day it seems there are students wearing RIP t-shirts or missing school to attend funerals. Students bring this to class.

Frick has an outreach consultant who really functions as an AP. Frick has 2 different drug & alcohol programs (one sponsored by Aspire and one by the district).

*Note attached Community Partners page which describes several resources supporting students and families at Frick.*

**What aspects need improvement, and what action is being taken?**

Budget cuts have undermined Frick's ability to provide the supports needed. Our Spanish-speaking counselor who provides key translation and social-emotional supports is gone. We are down to only one SSO. When issues occur in the classrooms, if the administrators and the one SSO is unavailable, there is no mechanism for removing students from class. Two years ago, Frick would have had 3 SSOs to provide support.

The staff feels the effects of the students' needs and of the fewer resources. Adults could use support. We have so much going on at our school, it is very draining, and we are still expected to raise test scores.

**7 How effective is the leadership and management of the school?**

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

The leadership of Frick is truly invested in the community and the children. They understand well the challenges our families experience, and try to lead a school that supports students and their families.

Similarly, the leadership cares strongly for the Frick staff and demonstrates that caring through constantly checking in. They lead from the principle that family comes first.

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

Right now, with all the professional development and meetings that are away from campus, just being present at the site is a challenge. There seem to be more demands from the district than in previous years that require them to be away from the school. The district has provided substitute administrators, but these folks don't know the kids or the nuances of situations. In many cases, these subs cannot be helpful in providing supports.

Leaders report that the demands of responding to the needs of students and families is extremely time consuming and takes a lot of energy. More so than in previous years, teachers have to carry instructional efforts without administrative support. Some teachers like the freedom that comes with this; others don't. Certainly, it means less coherence.

This year, with the loss of staff due to budget cuts, Frick administration report feeling severely undermanned. Neither administrator had done a master schedule before, and this was a great challenge.

In general the pull of leadership attention to community supports and the lack of staffing has caused a lack of focus, where it is difficult to be clear about priorities. Leaders find themselves jumping from one thing to another.

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

**Which are the strongest features, and why?**

The outreach coordinator works with a variety of parents. She has a larger cadre of parents that communicate with her via email and through the school web-site.

Frick has an active SSC.

Just now Frick is getting a computer school-home program off the ground. It's a grant with Madison and Melrose, which will provide 6<sup>th</sup> and 7<sup>th</sup> graders with laptops that they can take home. It requires parent training, which begins this Saturday. It's starting to generate a lot of buzz.

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

Frick has tried parent conferences around report card time, but it wasn't successful. They did not see the parents they wanted to see, the parents of students who were failing and needed intervention.

**9 What are the school's future plans?**

Academically, there is a clearer idea in the ELA department what students need to know year by year. They would like to work on better vertical alignment between grades, an alignment not necessarily based in the standards, but in the skills need from one grade to the next. "We're primed to have that conversation." Implementing the SpringBoard curriculum is key. The administration is also included in the training, which should strengthen their ability to guide and support teachers.

In Science, the goal is how to do real problem-based learning, where students learn more than a list of formulas. How do you ask critical questions? How do you present data? How do you present to the class? Some of the science teachers went to training; they saw where it was happening in another school. To implement this kind of curriculum is harder than the kind of curriculum that prepares students for the CST. There is worry that CST scores may drop while transitioning to this approach.

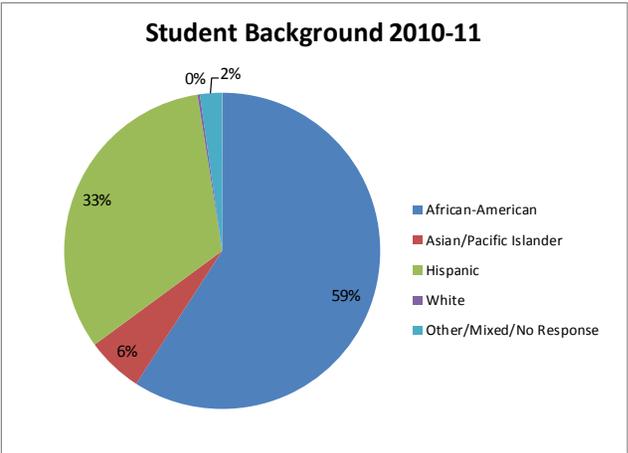
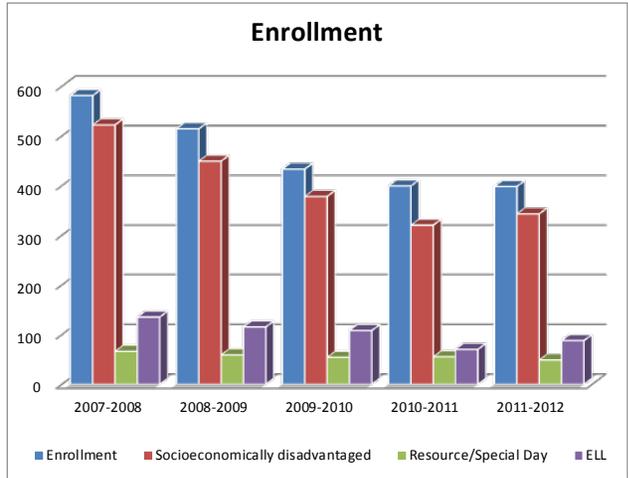
The challenge is that, for students to be successful with reciprocal teaching or collaborative learning, they must develop certain skills, such as personal and mutual responsibility, certain social interaction skills, etc. These skills are not measured by the CST, but they are necessary to experience success on more difficult learning. It's going to take time. How we measure success needs to be managed in a different way to allow for this. Otherwise the need to get a 10 point gain on the API is going to constrain some of the risk-taking.

<b>Name of School:</b>	<b>Frick Middle School</b>	<b>Name of School Leader:</b>	<b>Jerome Gourdine</b>	<b>PI Status:</b>	<b>In PI</b>	<b>Year in PI</b>	<b>Year 5</b>	<b>Site Code</b>	<b>203</b>
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Live-Go Data							
# Live in Neighborhood	# Live-Go w/in School	% Live-Go w/in School	# Live No-Go	% Neighborhood Live No-Go	# No Live Go	% School Live-Go	% school No Live-Go
1181	252	21.3%	929	78.7%	166	63.2%	41.6%

**Enrollment, Attendance, Background, & Discipline in School**

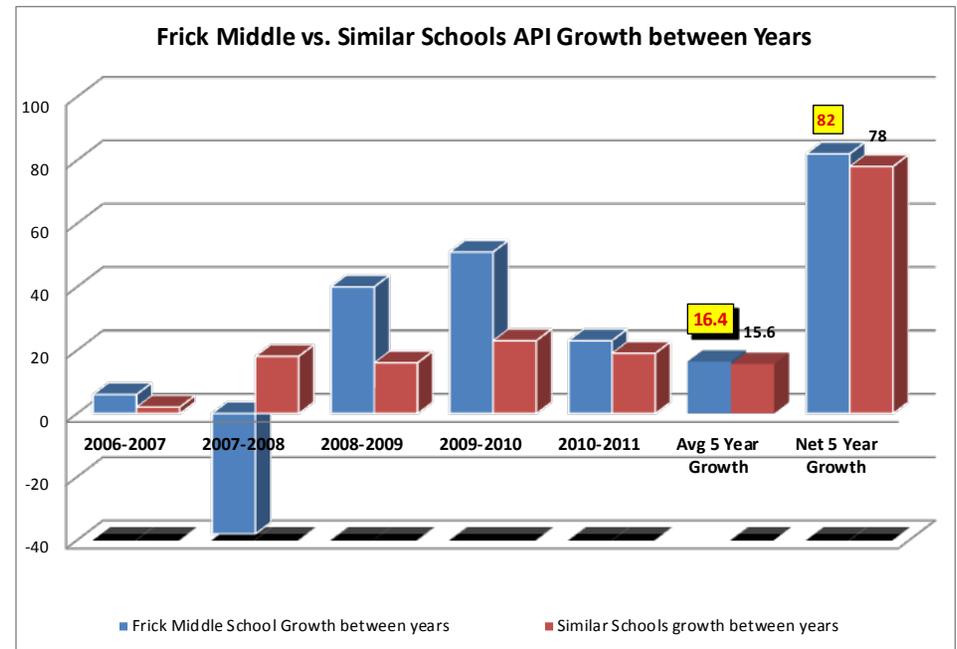
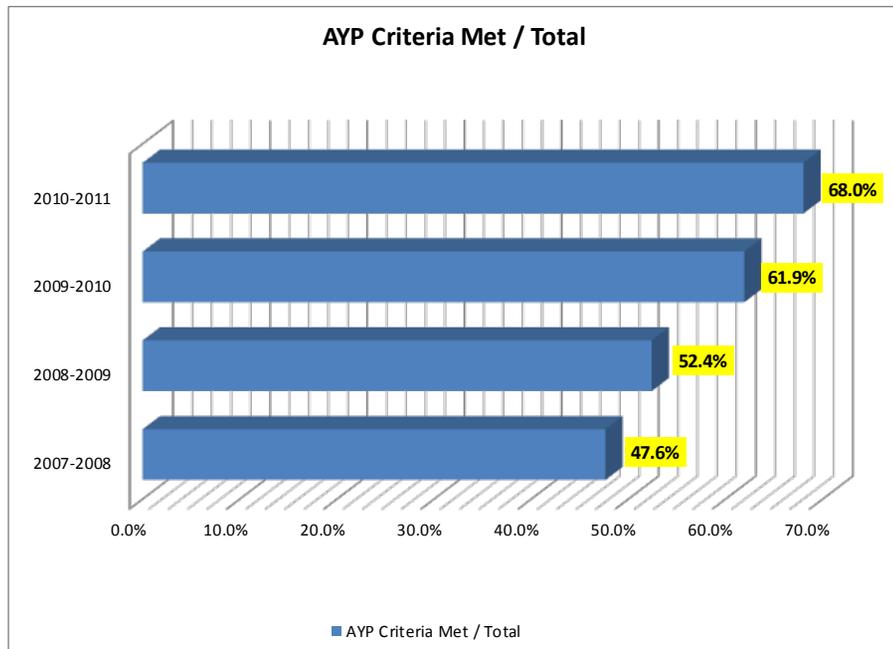
Enrollment	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	
<b>Total</b>	<b>581</b>	<b>514</b>	<b>433</b>	<b>399</b>	<b>398</b>	
Total 6th Graders	167	150	130	114	158	
Total 7th Graders	194	165	146	151	118	
Total 8th Graders	220	199	157	133	122	
Attendance & Absence Rates	Truancy Rate (09-10 - # of students w/unexcused absence or tardy on 3 or more days)		Attended > 95% school days (10-11)		ADA	Chronic Absence (>10%) Rate 10-11
School	36.7%		70.0%		94.8%	13.0%
Region	N/A		70.0%		N/A	14.0%
District	27.3%		72.0%		N/A	12.0%
Special Populations	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012 (projected)	
<b>Socioeconomically disadvantaged</b>	522	449	378	320	<b>343</b>	
% of total enrolled	89.8%	87.4%	87.3%	80.2%	<b>86%</b>	
<b>ELL</b>	135	115	108	70	<b>88</b>	
% of total enrolled	23.2%	22.4%	24.9%	17.5%	<b>22%</b>	
<b>Resource/Special Day</b>	66	59	54	55	<b>49</b>	
% of total enrolled	11.4%	11.5%	12.5%	13.8%	<b>12%</b>	
Background of students 2010-2011	Number of students	% of Total Students	Discipline - prior school year (10-11)	Suspension # of students	% of total students suspended	
<b>African-American</b>	236	59%	<b>African-American</b>	95	76.6%	
<b>Asian/Pacific Islander</b>	23	6%	<b>Asian/Pacific Islander</b>	1	0.8%	
<b>Hispanic</b>	130	33%	<b>Hispanic</b>	23	18.5%	
<b>White</b>	1	0%	<b>White</b>	1	0.8%	
<b>Other/Mixed/No Response</b>	9	2%	<b>Other/Mixed/No Response</b>	4	3.2%	
<b>ELL</b>	70	18%	<b>Male</b>	79	63.7%	
<b>SPED</b>	55	14%	<b>Female</b>	45	36.3%	
<b>Male</b>	209	52%	<b>Total</b>	<b>124</b>		
<b>Female</b>	190	48%				



### Overall School Academic Data

AYP	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011		
AYP Met?	No	Yes	Yes	No	No		
AYP Criteria Met / Total	58.8%	47.6%	52.4%	61.9%	68.0%		
API	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Avg 5 Year Growth	Net 5 Year Growth
Growth API	595	557	597	637	656		
Frick Middle School Growth between years	6	-38	40	51	23	16.4	82
Growth Target Met?	No	No	Yes	Yes	Yes*		
Similar Schools Growth API	621	619	638	652	671		
Similar Schools growth between years	2	18	16	23	19	15.6	78

\* Met School-wide target, not subgroups

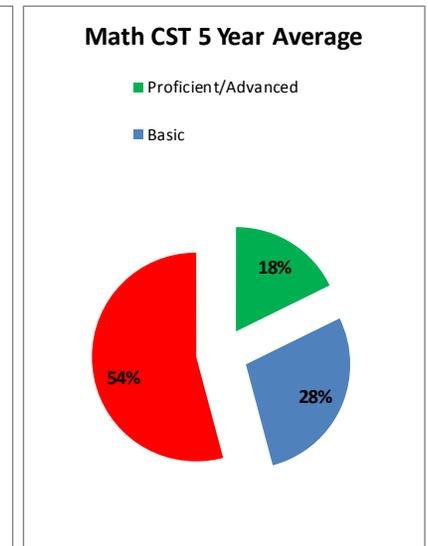
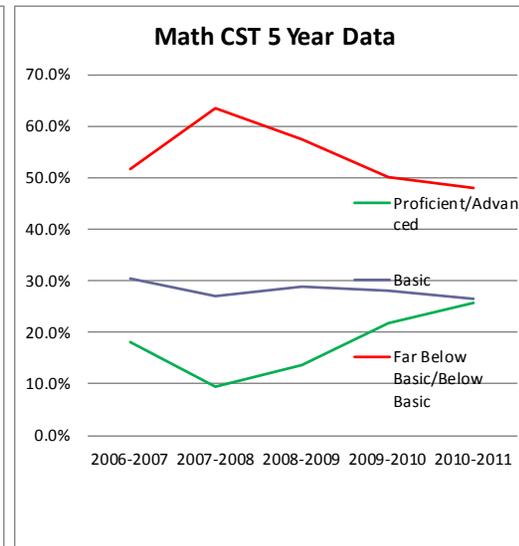
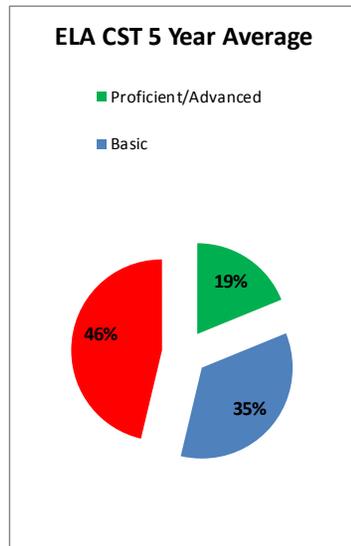
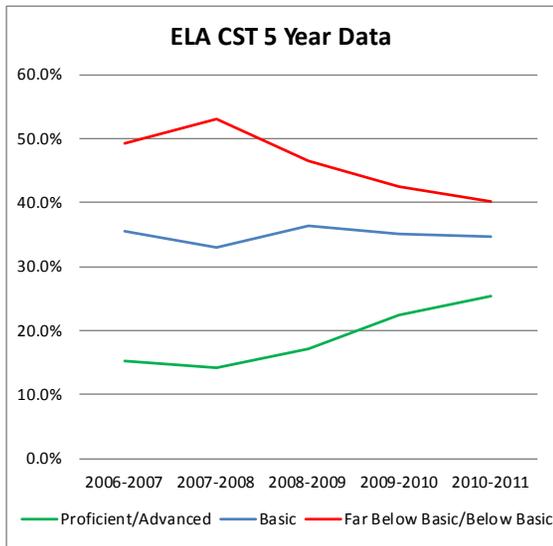


**CST ELA**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>Proficient/Advanced</b>	15.2%	14.1%	17.2%	22.4%	25.3%	18.8%	10.1%
<b>Basic</b>	35.5%	32.9%	36.3%	35.1%	34.6%	34.9%	-0.8%
<b>Far Below Basic/Below Basic</b>	49.3%	53.0%	46.5%	42.5%	40.0%	46.3%	-9.3%

**CST Math**

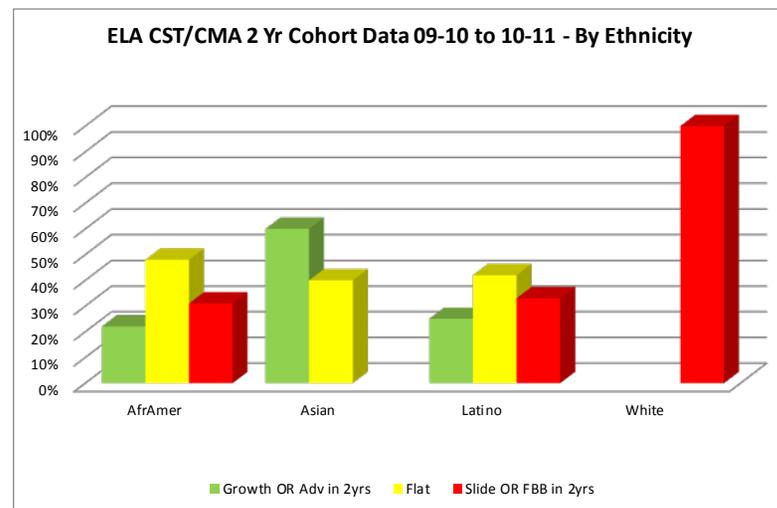
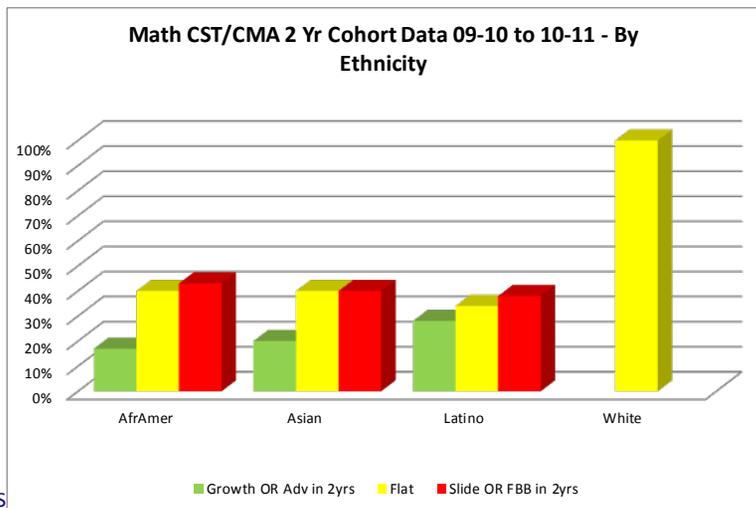
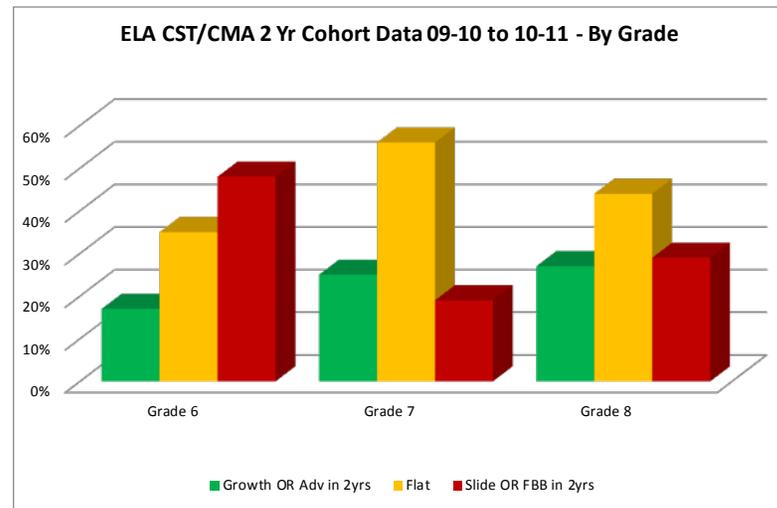
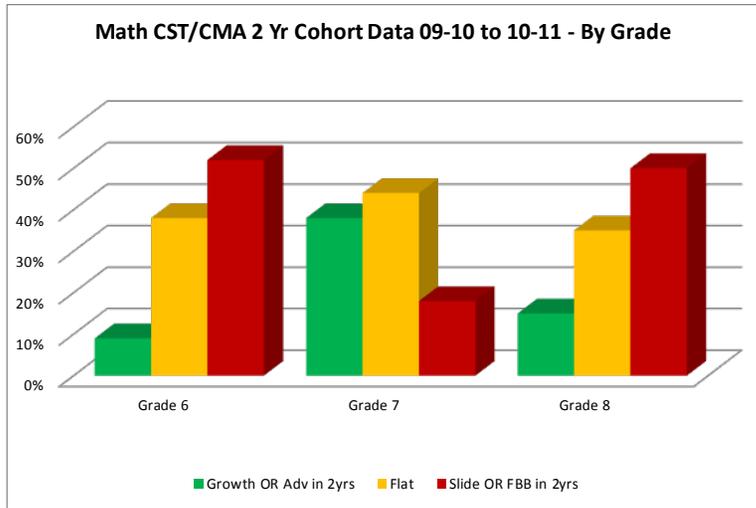
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>Proficient/Advanced</b>	18.1%	9.6%	13.7%	21.7%	25.6%	17.7%	7.5%
<b>Basic</b>	30.3%	27.0%	28.8%	28.1%	26.4%	28.1%	-3.9%
<b>Far Below Basic/Below Basic</b>	51.6%	63.4%	57.5%	50.1%	48.0%	54.1%	-3.6%



### 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    Slide OR FBB in 2 yrs    Student slid back one or more performance levels or remained at FBB in both years

Frick (09-10 to 10-11)	# Students	% Growth	% Flat	% Slide
ELA	325	24.0%	45.8%	30.2%
Math	323	21.7%	39.0%	39.3%



CST Math

Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	36.4%	45.5%	15.2%	3.0%		33
Proficient	2.7%	57.5%	24.7%	13.7%	1.4%	73
Basic	2.1%	17.0%	42.6%	33.0%	5.3%	94
Below Basic		2.2%	21.7%	47.8%	28.3%	92
Far Below Basic			3.2%	48.4%	48.4%	31

ELA

Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	42.9%	42.9%	14.3%			21
Proficient	7.7%	53.8%	30.8%	5.1%	2.6%	78
Basic		22.7%	57.3%	17.3%	2.7%	110
Below Basic			19.2%	60.3%	20.5%	73
Far Below Basic			4.7%	51.2%	44.2%	43

Lowest Performing Subgroup - English Learners

	School	English Learners	CST Scores	
			Math	ELA
2010 Growth API	637	606		
2011 Growth API	656	656	<b>Growth OR Adv in 2yrs</b>	30.0% / 25.0%
2010 API Change	51	0	<b>Flat</b>	30.0% / 33.0%
2011 API Change	23	39	<b>Slide OR FBB in 2yrs</b>	40.0% / 43.0%
<b>Total Students</b>			<b>60</b>	<b>61</b>

African-American Male CST Data

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>ELA - Proficient/Advanced</b>	9.4%	9.3%	15.4%	17.5%	16.8%	13.7%	7.4%
<b>ELA - Basic</b>	28.9%	32.1%	29.8%	30.7%	28.0%	29.9%	-0.9%
<b>ELA - Far Below Basic/Below Basic</b>	61.6%	58.6%	54.8%	51.8%	55.1%	56.4%	-6.5%
<b>Math - Proficient/Advanced</b>	11.9%	5.7%	9.6%	14.7%	18.5%	12.1%	6.6%
<b>Math - Basic</b>	26.4%	24.1%	26.3%	28.4%	17.6%	24.6%	-8.8%
<b>Math - Far Below Basic/Below Basic</b>	61.6%	70.2%	64.0%	56.9%	63.9%	63.3%	2.3%

