

# SCHOOL QUALITY REVIEW REPORT

FOR

## MADISON MIDDLE SCHOOL

400 Capistrano Drive, Oakland CA 94603

Oakland Unified School District

Principal: Dr. Lucinda Taylor

2011-2012

### School Quality Review (SQR) Team Members

David Chambliss

*Quality Community School Development Office*

Beverly Rothenberg

*Retired School Principal*

Young Whan Choi

*Leadership, Curriculum, and Instruction Office*

Phil Tucher

*Leadership, Curriculum, and Instruction Office*

Nabila Massoumi

*Leadership, Curriculum, and Instruction Office*

## CONTENTS OF THE REPORT

### BACKGROUND TO THIS PILOT YEAR'S WORK

### PART 1: THE SCHOOL CONTEXT

### PART 2: FINDINGS

- Summary of Strengths and Challenges
- Rubric Analysis

### APPENDICES:

- School Quality Standards
- School Self-Reflection
- School Data Profile

## 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 Madison Middle School begins literally as one drives down Capistrano Drive, through the Sobrante Park neighborhood of East Oakland, and enters the campus through the school gates. The neighborhood of small, modest homes nestled closely together gives way to an open school campus of green grass and well-tended plants, a spotless parking area, and a school building that practically shines with new paint and a beautiful, graffiti-art “Madison” sign. At the entrance, adults greet visitors while they chat with groups of students. The students appear relaxed; they smile a lot and greet visitors as well. The tone in the lobby and along the hallways is calm. Students move quickly to class, talking away with their friends, but the volume is modest, their interactions not forced or exaggerated. Adults are everywhere, talking to students and supervising behavior. When the bell rings for the next class, the halls empty. Classroom doors are open. Visitors can see and hear classes settling, teachers greeting students and directing them to start their “do now”, as learning begins.

By all reports, this experience of Madison Middle School stands in stark contrast to Madison of 5-6 years ago. Then the campus and building were not well-maintained. Trash littered the campus and graffiti adorned many exterior walls. The school was not a safe, nurturing environment. Fights happened regularly. Teachers struggled to teach, and students struggled to learn. At one point, prior to the current principal’s arrival, Madison was a subject of closure discussions because of its dwindling size and low academic performance.

That is no longer the case, and Madison now serves as an oft-touted example of the direction this district wants to go under the new strategic plan. This year, the school has been approved to participate in grade reconfiguration and plans to expand to a 6-12 middle/high school. Certainly Madison’s growing reputation is driven by the rapid improvement in the school’s CST scores:

- With an API that is now 722, Madison has the third highest API in the district (after Montera and Edna Brewer). Its net 5 year growth in API is 179 points.
- Madison’s API “similar schools” rank is 9 out of 10.
- Over the last 3 years, Madison’s net API growth for their African American students has been 85 points. This dramatically improved performance of their African American students is why Madison was specifically selected to participate in this year’s SQR.

Over the past few years, those improvements have caused Madison’s enrollment to rebound. From a low of 274 in 2009, Madison now has an enrollment of 336 students (324 are mainstream students and 12 are special day class students). This enrollment is 24 students over projection, and there is a waiting list.

Still, Madison is a small middle school, not by “recent” design as were some of Oakland’s middle schools created through the small schools initiative. Rather it was built to be a smaller, neighborhood school, serving Sobrante Park. And that it does: Over two-thirds of the students

who attend Madison live in its boundary area. This suggests that Madison is truly the neighborhood middle school for Sobrante Park. Demographically, 62% of Madison’s students are Hispanic, 32% are African American, and 4% are Asian. Approximately 33% are English Language Learners. 81% of students are identified as socioeconomically disadvantaged. Given its small size and location in and service to a well-defined neighborhood of families that struggle economically, Madison is well “set-up” to be a full service community school.

That “set up” was taken advantage of by Dr. Lucinda Taylor, Madison’s principal, when she arrived at Madison 6 years ago. When Dr. Taylor applied to be a principal in OUSD, she asked to be assigned to a “challenging” school. Her desire to take on a challenge was rooted in her belief, based on her personal experience that great things come out of dysfunction. Once she met Madison students, she knew “great things” were possible. Dr. Taylor completed her PhD on how African American students succeed in urban schools, and she knew the full service community school was her model. She had personally experienced growing up in need, with a mother who worked “more than she should have”. She knew what it was like not to have a parent there. She had experienced great schools that had provided support for her and those that had not. When she arrived at Madison 6 years ago, she had a clear vision in mind of raising the quality of the school by improving four “buckets”—curriculum & instruction, the after school program, social-emotional services to students, and services to families and the community.

When Dr. Taylor arrived, she brought staff from her previous school, who she believed could form a nucleus around which a full service community school could be built. She created a curricular structure where all students at each grade level have the same teachers, and these teachers have a common prep to support grade-level planning and a focus on their shared set of students. She extended the day to provide opportunities for academic intervention as well as after-school enrichment programming. Given the challenges of teaching with a commitment to the full-service model, Dr. Taylor operates from the assumption that most teachers will stay no more than 3-4 years. She manages her vacancies carefully to ensure that she can select the best candidates for her school. This year 6 of the 13 mainstream teachers are new to Madison this year; two others are in their 2<sup>nd</sup> year.

At the time of this SQR, and consistent with the above description, Madison’s improvement initiatives can be summarized as follows:

- Developing a full service community school;
- Building a skilled teaching staff;
- Implementing new curriculum (specifically the SpringBoard curriculum, a pre-AP curriculum from the College Board) to provide rigor; and
- Expanding to a 6-12 school.

## PART 2: FINDINGS

### SOURCES OF DATA

The School Quality Review team spent three days (December 5-7, 2011) 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 Madison 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>little</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>some</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>substantial</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>strong &amp; consistent</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>strong &amp; consistent</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>implemented systems to review evidence</b> of these practices/conditions.

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

For Quality Indicator 1, the School Review Team investigated how Madison 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 Madison, the SQR Team gathered **substantial** evidence that students were experiencing meaningful and challenging curriculum. The Team observed Madison classrooms looking for specific conditions (see following) that taken together capture the presence of meaningful and challenging curriculum in classrooms:

- In 23 out of 39 observations of learning (59%), students *connected prior knowledge, skills, and experiences to their new learning*.
- In 28 out of 42 observations (67%), the SQR Team observed students *applying their learning to meaningful questions or problems (including "real-life" situations)*.
- In 34 of 41 observations (83%), the Team found students *using a range of six critical thinking skills (remembering, understanding, creating, applying, analyzing, evaluating)*.
- The SQR Team saw students *using academic language and key vocabulary* in speaking and writing in 24 out of 40 observations (60%), but did not see consistent evidence of a school-wide focus on academic language and content vocabulary.
- In 25 out of 41 observations (61%), 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.
- In 33 out of 43 observations (77%), 85% or more of students *were consistently engaged in learning*.
- Overall, the SQR Team found substantial evidence of an *academic push from the teachers to have all students progress far and attain high levels of mastery*.

While overall the team observed substantial evidence of meaningful and challenging curriculum at Madison, there was consistently enough evidence of its absence to conclude that Madison is still developing toward that curriculum being strong and consistent across the school. Consider

first the frequencies above where the percentages indicate that there were classrooms where the specific conditions of challenging and meaningful curriculum were not present. In addition, the SQR Team found the following challenges:

- In 47% of the academic classes observed, students *collaborated and/or used various learning modalities and/or multiple intelligences*. This percentage is less than what would be expected given school's reported focus on engagement and cooperative learning strategies. Additionally, the quality of student collaboration and use of various learning modalities is uneven across the classes observed.
- Two self-contained classrooms, the Newcomer class and the Non-Severely Handicapped Special Day Class, were places in the school where the SQR Team saw only inconsistently 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 comment on these classes specifically.
- Also, in six observations of Physical Education, the SQR Team did not observe well planned or organized instruction, and consequently there was little skill development. Classes functioned essentially as "supervised" recess where student participation was not mandatory.

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

- The SQR Team observed 37 out of 42 (88%) classrooms where *teacher and student interactions were positive, caring and created emotionally/physically safe learning environments*.
- In 37 out of 42 observations (88%), the Team found Madison students *displayed safe, respectful behaviors in the classroom*. With some exceptions noted below, Madison classrooms were free of physical or social-emotional conflicts or threat.
- The team found in 37 out of 45 observations (82%) that *student-student communication was safe and respectful*. The Team heard very few put-downs between students and saw several examples of students supporting or encouraging their peers.

That said, the SQR Team did observe some specific challenges—moments when teacher and student interactions were not positive or caring and did not create emotionally/physically safe learning environments. The SQR Team did observe classrooms where students behaved rudely and were inattentive to the teacher's directions. In most of these, however, the teacher at least tried to maintain a positive and caring engagement with students, and the failure was one of procedures and instructional quality, rather than disposition.

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

- In 25 of 37 academic observations (67%) instruction included *a variety of direct explanation, modeling, guided and independent practice*. In these classes, there was a good balance between teacher-centered and student-centered learning time.
- As noted in Standard 1, in 34 of 41 observations (83%), the Team found students *using a range of six critical thinking skills* (remembering, understanding, creating, applying, analyzing, evaluating). This variety in the critical thinking demands on students not only ensures that curriculum is challenging but ensures that students have opportunities to learn in different ways.
- Also as noted in Standard 1, in 25 out of 41 observations (61%), 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*.
- The SQR Team struggled to come to consensus on whether students at Madison 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 some debate among the Team about how widespread this practice was.

While overall the Team observed substantial evidence of active and different ways of learning at Madison, there was still evidence of classrooms where this was not consistently happening, and thus Madison' development in this area of practice could not be described as strong and consistent. Consider first the frequencies above where the percentages indicate that there were classrooms where these specific conditions were not present. In addition, the SQR Team found that students *collaborated and/or learned using various learning modalities and/or multiple intelligences* in 19 of 40 academic observations (47%).

In analyzing the quality of Madison's work in helping students know what they are learning, why they are learning it, and how it can be applied, the SQR Team gathered **substantial** evidence that students do have these critical understandings. The Team observed Madison classrooms looking for specific student behaviors and classroom conditions and found the following:

- In 24 out of 40 observations (60%) of academic classes, the SQR Team found that students *applied content language and key vocabulary in speaking and writing*. This application 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.
- 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 90% of all academic classes, teachers posted and described the learning target.
- For students to know what they are learning, a teacher must also persistently 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 19 out of 38 classroom observations (50%), the SQR Team found that students did *have their learning checked with immediate feedback regarding their progress toward the day's learning objectives*.

- If students know what they are learning and why, they should be able to state that. In 12 out of 17 short interviews (70%) conducted during classroom observations, the Madison student interviewed *knew the learning target*. In 12 out of 20 interviews (60%), the student *knew why this learning was important*.

While overall the Team observed substantial evidence at Madison that most 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 Madison is still developing toward strong and consistent evidence in this area of practice. As noted above, there were 19 of 38 observations (50%) where the SQR Team found that students had their learning checked. This meant that there was clearly an equal number of classes where it was not checked.

In analyzing the quality of Madison'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 Madison 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*. Madison 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 Team gathered evidence that Madison is building toward a school system more mature in its use of academic assessment data to identify students' needs. As a whole staff and as grade-level teacher teams, Madison uses this data listed above to understand the academic needs of students. As noted in the School Self-Reflection, the teacher grade level team is a key structure through which Madison effectively identifies struggling students, understands why they are struggling, and refers them to academic supports. Madison has also developed a Coordination of Services Team (COS team) process that builds on the teacher teams and deepens the work with students. Throughout these efforts, it is clear that Madison staff 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 substantial evidence that Madison has effective *academic interventions for students during the day program*. To provide *intensified academic support* to

their lowest performing students, Madison has leveraged after-school resources to extend the day and provide small group intervention classes in ELA and mathematics. Madison 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, teacher office hours, mentoring programs targeting African American and Latino males. The SQR Team also gathered substantial evidence of Madison’s numerous strategies to provide *universal access to academic supports* for all students, including after-school homework classes, advisory, on-line internet supports, etc.

The Team gathered substantial evidence that Madison has effective *academic interventions for students outside of the day program, after school and on weekends*. A key part of the Project Achieve after-school program’s effectiveness as an academic support is not simply as a tutoring/homework resource, but also as a kind of culturally responsive academic mentoring. The Project Achieve staff has a focus on “raising the whole child.” The staff was observed, even in the enrichment classes, checking in with students about their day, which led to individual and group reflection on positive experiences in the day program and areas of struggle. Highly culturally responsive, the teachers functioned as mentors, encouraging, prodding, and guiding students to perform at high levels academically. The SQR Team also heard reports that Madison offers Saturday School twice a month and a Summer Bridge program for 50 incoming 6th graders with the goals of meeting their families, building a relationship should the child need additional support, and providing some “transitional” instruction that gives these students some readiness for their 6th grade year.

While overall the SQR Team gathered substantial evidence of Madison’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. While the SQR Team gathered evidence that Madison 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 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—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.

Given these challenges and the real difficulties of actually becoming high quality in these data practices (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 Madison does not have an individual or structure for fully coordinating this work (e.g., managing the calendar) and strategizing how teacher and program capacity and consistency can be built.

The SQR Team also gathered evidence of some challenges in the design of the 6<sup>th</sup> period extended day intervention classes. Teachers raised concerns that there is no math intervention for 7<sup>th</sup> grade students. This challenge may be related to a second challenge reported to the Team: Teachers are recruited to teach the intervention classes each year at the beginning of the year, during the school's August Retreat. Teachers are not necessarily eager to take on the extra assignment, and the administration purposefully rules out new teachers, who need that time for curriculum planning. The consequences are that there are few teachers who assume responsibility for the intervention classes—which may explain why there is no 7<sup>th</sup> grade math intervention. It also means that there is not good continuity from one year to the next in the curriculum and instructional practices of the class.

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

For Quality Indicator 2, the School Review Team investigated how Madison 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 Madison'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 **strong and consistent** evidence of this. *Students and parents feel safe from threat or bullying.* SQR Team observations of campus confirmed staff, student, and family reports that there was good *adult supervision and that students were generally safe on the campus.* One notable exception to these observations was in PE classes. The SQR Team gathered strong and consistent evidence of *mechanisms that are in place to communicate with families/ community partners effectively and in a timely way.* The SQR Team found that students and families are *provided healthy food, health-focused physical activities, and health education through a variety of strategies.* Madison campus is a *beautiful, clean, and well maintained facility* that greatly contributes to the mental and physical health of its students.

In analyzing Madison's quality as a school that provides coordinated and integrated systems of academic and learning support services, the SQR Team found **strong and consistent** evidence, including **systems to review these practices to ensure greater refinement.** 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 Madison 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.* As noted in Quality Indicator 1, Madison has a teacher grade level team structure through which Madison effectively identifies students who are struggling for health, safety, and social-emotional reasons, understands why they are struggling, and refers them to supports. This grade level team structure enables teachers to know all students well and to engage in shared observation and reflection on the successes and challenges they

are having with specific students. For health, safety, and social-emotional problems, Madison's COS Team is also a critical structure for identifying and responding to individual students.

Where the SQR Team found evidence that Madison is still building toward a more mature use of academic assessment data, primarily due to the variability in teacher experience and expertise, the Team found a fully mature 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 Madison, who have been at the school for many years and, consequently, know the students and the community well. Combined with deep expertise, Madison 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 Quality Indicator 1) that it was a challenge that Madison does not have an 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. Madison has the Elev8 Coordinator who manages this work and strategizes, through the Elev8 structures, how staff and program capacity and consistency can be built or at least sustained in this context of declining fiscal support.

In addition to the academic interventions described in Quality Indicator 1, the Team found strong and consistent evidence that Madison 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*. In Advisory, teachers provide a "first-touch" of adult support for students. Students often speak of the help they receive from the "counselors" at the school: in these cases, they are referring to the Fred Finch mental health counselor, the Elev8 clinical case manager, and the Conflict Resolution Coordinator. Students and parents also spoke repeatedly about the health supports provided by the Nurse and/or the staff of the newly opened Health Clinic.

The SQR Team also found strong and consistent evidence, reported by parents and staff and found in documentation, that Madison has a *wide range of on-site strategies, services and partnerships to respond to the needs of families and to engage them in the school community*. Madison has a vibrant Family Center, coordinated by the Elev8 Family Advocate. The Family Center sponsors monthly family engagement workshops focused on specific themes to build community and provide opportunities for family education. They organize exercise activities, usually Zumba, daily for parents. They provide a parent learning activities, focused on nutrition, child development, and a variety of legal topics. They support families with free legal counseling (in partnership with the East Bay Community Law clinic), Medi-Cal enrollment sessions, tax clinics, and Food Bank services (in partnership with Alameda County Food Bank).

The SQR Team also gathered strong and consistent evidence that Madison’s Project Achieve after-school program (a partnership with the community agency Bay Area Community Resources) 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 after school program (ASP) operates from the end of school until 6pm. In this respect, it provides valuable safety services by giving students a supervised and protected place to be until their parents/guardians finish work. The ASP offers a great variety of classes designed to engage students in the life of the school (e.g., Yearbook and Student Leadership), to extend their academic learning (e.g., Madison Debaters, Mouse Squad, Rich Kid Media, TechBridge), and to nurture their interests in extra-curricular content (e.g., visual arts, sports, dance, cooking, garden, fashion, beauty and barber shop). Similar to the finding in Quality Indicator 1, the SQR Team also found substantial evidence that a key part of the ASP’s effectiveness in addressing the social-emotional needs of students, in promoting youth development and in engaging students and parents in the life of the school is not simply the explicit programs offered, but also the kind of culturally responsive mentoring they provide. The Project Achieve staff has a focus on “raising the whole child.” The staff was observed supporting, caring for, prodding, counseling, and even “mothering” students to achieve, collaborate, make peace, and look to the future—all through a cultural frame that engaged students deeply.

In analyzing Madison’s quality as a school that *creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences*, the SQR Team found **strong and consistent** evidence, including **systems to review these practices to ensure greater refinement**. Students and parents report that they *trust and feel “known” by school staff*. Madison has implemented *procedures and practices to support new students* and their families to feel like members of the school community. Madison has implemented *procedures and practices to support students to resolve conflicts*. The Team found substantial evidence that, at Madison, 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 found substantial evidence that, at Madison, student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences.

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

For Quality Indicator 3, the School Review Team investigated how Madison Middle School is developing toward the quality described in 4 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 Madison makes sure that teachers work together in professional learning communities focused on student progress, the SQR Team found **substantial** evidence that this is so. The core PLCs at Madison are the grade level teams (6, 7, and 8) which meet formally once a month on the fourth Wednesday early release days. Teachers primarily review student assessment data, discuss whether students need to be referred for additional support, and plan curriculum during this time. Subject-matter Departments meet on the third Wednesday of each month to align curriculum. The faculty meets as a whole on the first Wednesday of every month. Reportedly these meetings are not usually specifically focused on student progress (in the sense that there is inquiry about student performance), but the professional learning that occurs here is generally speaking focused on building staff expertise in variety of areas in order to more effectively support students.

In evaluating Madison on this standard, the Team identified several challenges which must be addressed for its work to be considered strong and consistent.

- The SQR Team gathered evidence that there is variation across the grade-level 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 regularly discuss students, but it was not clear that these discussions followed a more strategic inquiry model typical of formal PLCs.
- One challenge at Madison 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 2 teachers who deliver the same content, the SQR Team gathered evidence of this kind of collaboration. The SQR Team did not gather any evidence that Madison 7<sup>th</sup> and 8<sup>th</sup> grade teachers have entertained collaboration with teachers at their grade level at other middle schools.

- Special Education, Newcomer, and PE teachers do not consistently participate in Madison’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. Reportedly they therefore have not received the same training the rest of the teachers have had on cooperative learning, learning targets, engagement strategies, formative assessments, or using technology for instruction.

The SQR Team gathered **strong and consistent** evidence that Madison’s professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices. The team gathered evidence that the content of Madison’s professional learning activities is *well-focused on specific areas of teacher practice*. The SQR Team learned that Madison has defined 5 school-wide professional learning goals in 1) Use of technology for instruction, 2) use of learning targets, 3) use of Common Core Standards lesson planning, 4) use of formative assessments, 5) use of cooperative learning. In addition, by department and grade level, teachers are collectively and individually (with the support of Math, ELA, and BTSA coaches and “buddy teachers”) learning effective lesson design, assessment strategies, and how to implement various curriculum programs (Springboard for ELA, Geometry, CPO Science, etc.).

Given Madison’s focus on 5 school-wide professional learning goals, the SQR Team gathered evidence on how this *learning is supporting teachers to improve their practice*. It is notable, first, that the Principal and Leadership team decided that they wanted to get better at what they do rather than embark on learning new strategies—which led to the focus on these 5 goals. They defined the goal for each as 90% mastery in the use of technology, learning targets, formative assessments, Common Core lesson planning, and cooperative learning strategies. However as noted below they have not precisely defined what mastery looks like in these areas, and they rely primarily on teacher self-reporting.

The SQR Team also gathered evidence of some important challenges to Madison’s further development on this standard. Right now, there is inconsistency in how Madison’s 5 goals are held and worked on. Teacher reports suggested that the teachers as a whole focus on them at the beginning of the year during planning retreats and “Buy-Back” days, particularly as they bring on new teachers and acculturate them to school-wide expectations. They come back to the 5 goals periodically, but not in a consistent way that supports teachers to *experience a sense of progressive skill development*. Individual teacher leaders have assumed some responsibility for coaching teachers and leading sessions about these goals, but they cannot describe a clear learning plan for these goals, one which lays out how they will assess progress toward mastery (other than self-reporting) and engage in learning toward that mastery. Also it appears that this *adult learning may have become somewhat disconnected from student outcomes*: teachers agree that improving their skills in these 5 areas will result in better instruction which will improve student outcomes, but teachers do not necessarily look at

student evidence and consider how their work on one or more of these 5 areas of teacher practice is specifically enabling students to perform better.

Related to this, the SQR Team gathered evidence that professional learning as a whole staff has a challenge of consistency and follow-through. Some teachers described it as a “shotgun approach”. The evidence suggests that the content is valuable and addresses important areas of student and/or teacher need, but the sequencing and focus of the learning is such that it may not have the desired learning impact. Given these challenges, it is notable that Madison does not have *an individual or structure for fully coordinating teacher professional learning and strategizing how professional development quality and capacity can be built.*

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

For Quality Indicator 4, the School Review Team investigated how Madison 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 **strong and consistent** evidence, including **systems to review these practices to ensure greater refinement**, that Madison shares decision-making with its students, their families, and the community, as part of working together in partnership. Madison shares decision-making with families and community through its School Site Council and the Parent Center. 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. Mindful that there has been a history of discord between African American and Hispanic families, parents have joined in shared leadership in the SSC. The SSC president is African American and the SSC Vice President is Hispanic. Together they create a culture of inclusion.

Also, through the work of the Parent Center and the Family Advocate, families and communities have a significant opportunity to impact school decision-making. As noted in Quality Indicator 2, the Parent Center is an important place where work on behalf of the school and supports for parents/families are provided. Parent volunteers are deeply involved in all aspects of decision-making that occur here. Also, while recognizing that the Family Advocate is just one individual and not a parent, she does participate in key school decision-making bodies (COS Team, the Leadership Team) and represents the parent/community voice. Parents report that they know they can work through her to raise concerns and have school issues addressed. The SQR Team also gathered evidence that Madison, through its Elev8 program and the Parent Center specifically, make systematic efforts to learn about parent satisfaction with the school and its programs. As reported in staff interviews and focus groups, the results of these efforts are known and used to drive decisions.

The SQR Team found **strong and consistent** evidence that Madison 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 across ethnic backgrounds reported their appreciation for the family/community vision of the school. Also they appreciated how the school works with and honors people from all cultures. Parents confirmed the staff reports and

documentary evidence that there are *many ways that they can be involved in the school*. Parents also reported real awareness of the activities and supports that were in place for their children. They referred to written (always translated!) materials that were sent home. They referred to information available from staff in the office and posted on the walls. They referred to the availability of the Principal and the Family Advocate to answer their questions and provide them with an understanding of why certain steps were taking place for their child. The Team gathered evidence that there are multiple strategies that Madison uses to *help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full participation*. Parent newsletters and other written materials are always translated. The school and the Parent Center sponsor a great number of community events each year that use student performances, student recognition, exercise and nutrition, and fresh produce as ways to bring families on to campus. The SQR Team also gathered evidence of teacher practices where *students are being asked to track their own progress*, either through a portfolio or some other instruments. These practices are not wide-spread or deep yet, but they portend the development of student-led conferences or similar strategies for engaging students and families in knowing how a student is progressing.

Finally, while Madison has not yet developed specific standards of meaningful engagement with students, families and community, the SQR Team found **strong and consistent** evidence that the school operates with implicit standards of engagement that inform its operations and systems. Beginning with the Principal's strong and consistent commitment to building a full-service community school and through the many Elev8 components, all initiatives and efforts at Madison are focused in two inter-related areas: academic rigor and meaningful student, family, and community support. As noted in several places in this SQR, the evidence of this is: a vibrant and active Parent Center; the implementation of the on-site Health Center; the COS Team protocols and strategies; the varied social-emotional support services for students and that work with their families; the array of wrap-around services for families through Elev8.

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

For Quality Indicator 5, the School Review Team investigated how Madison 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 Madison has leadership that creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities. Madison leadership has established a practice of *collecting and analyzing data on the performances of different student sub-groups*, according to language status, gender, and ethnicity—as part of their efforts to lead improvement at Madison. These practices include looking at evaluation data that calls out inequitable conditions and/or effects and making adjustments based on that data (e.g., Elev8 outreach to African American families). Madison 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*. One challenge, of which the school leadership is aware, is the quality of instruction in PE, Newcomer, and Special Day classes. The evidence collected by the SQR Team suggests that currently school leadership lacks effective strategies for redressing these challenges. In the interim, some of Madison’s neediest sub-groups are experiencing less challenging and meaningful learning, which is a reproduction of historical patterns of inequity.

The SQR Team found **strong and substantial** evidence that Madison 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. Madison has *developed broad and specific student and staff outcomes, consistently monitors their progress, and exhibits mutual accountability*. The regular analysis of student data has led to the implementation of a variety of interventions designed to accelerate the performance of specific lower performing students. Teachers have accepted the responsibility of moving all students to higher levels of performance and are willing to learn new strategies and try different structures and programs to accomplish this. The Madison Leadership Team collectively monitors overall school progress and develops strategies to ensure accountability. Teachers asked for opportunities to be teacher leaders and hold them accountable. These teachers facilitate staff development in the 5 core practices. Through the variety of professional development

mechanisms--the academic coaches (ELA and Math), the Principal, teacher lead professional development, buddy teacher, and PLC collaboration—there is a *widely shared system of providing critical feedback to teachers*. Formal supervision of teachers is not the only mechanism through which teachers get feedback on their practice.

A key leadership challenge, as noted in Quality Indicator 3, is that leadership has not yet brought professional learning into a clear, coherent sequence of learning and that teachers report variable understandings and expected outcomes of their professional learning. Also, the SQR Team heard reports that there have been some communication and coordination issues between clinic, ASP, and school staff which suggest that there are “integration” challenges that impact the effectiveness of these support programs and resources. Reportedly, there are explicit steps being taken by leadership of these programs, particularly by formalizing meeting time, that are addressing these issues, but these are still not fully resolved. Leadership still faces a challenge here as well.

The SQR Team found **strong and consistent** evidence that Madison has leadership that is distributed, through professional learning communities, collaborative planning teams, and select individuals. At Madison, leadership is distributed through the various grade-level and subject-matter PLCs, through the Elev8 leadership and COS Team, and through specific program such as the Project Achieve ASP, the Parent Center, and the Health Clinic. Staff and families participate on the School Site Council, *in meaningful discussions*, and that participation shows strong evidence of *input on decisions*. Similarly through the efforts of the Elev8 Coordinator, the Family Advocate, and the Parent Center, Madison *builds the capacity of families to engage* with the school on academic matters and the school builds the understanding and buy-in of families for the variety of support services. The Student Leadership class in the ASP provides student leaders with *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 & 2.5 Coordinated & Integrated System of Academic & Learning Support Services; 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	5.5 Focus on Equity				X	
5	5.6a & 5.9 Accountability for Student & Staff Outcomes				X	
5	5.1, 5.2, 5.3, & 5.11 Shared Responsibility				X	



## 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>	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.

#### 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>

Madison MS rates **Developing** on this standard.

The SQR Team noticed a marked difference between academic classes and physical education classes in providing quality learning experiences for all students. For this reason, unless specifically included, “observations” refer to academic class observations. Physical Education observations are reported separately.

**Strengths:**

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

- In 23 out of 39 observations of learning (59%), students connected prior knowledge, skills, and experiences to their new learning. The Team observed evidence of students making such connections when teachers prompted them to reflect on, talk and/or write about content or skills that they had learned earlier in the day or in prior days. Some examples of this practice were:
  - “Do Now’s” were repeatedly used to connect to the prior’s day learning.
  - A teacher used school NetBooks to survey students about their beliefs on social issues, to connect students to the development of early political parties.
  - A teacher had students “Think about a time when your family moved. Why did they move? How did you feel?” This led to a discussion on why people in West Africa migrated.
  - A teacher connected the reading of “The Giver” to new learning about film technique.
  - A teacher asked students, “What did we do Wednesday and Thursday? “What does y-intercept mean?” to continue the discussion on graphing linear equations.

- A teacher had students connect their knowledge of advertisements to learn about how to write persuasively by creating a print ad using five elements: headline, slogan, image, logo and copy. The lesson also had students develop their critical reading skills by posing the question: Do advertisements tell the truth?
- In 28 out of 42 observations (67%), the SQR Team observed students applying their learning to meaningful questions or problems (including “real-life” situations). When it was observed, most often this was during Social Studies (72%) and least often during Math (45%). Some examples of this practice were:
  - A class where students were asked to think about the mathematical concept of slope as something they need to know “if we need to build a house on a hill.”
  - In an interview, a student described building his math skills through a Consumers Game, where he has to learn to be smart with his money.
  - As noted above, a teacher used school NetBooks to survey students about their beliefs on social issues, to connect students to the development of early political parties. A teacher had students use their knowledge of advertisements to learn about how to write persuasively. The lesson also had students develop their critical reading skills by posing the question: Do advertisements tell the truth?
- In 34 of 41 observations (83%), the Team found students using a range of six critical thinking skills (remembering, understanding, creating, applying, analyzing, evaluating). Of the 34 observations, 14 (41%) found students using at least four critical thinking skills and in the remaining 20 (59%) observations, at least two critical thinking skills were used. Some examples of this practice were:
  - Students analyzed words and quotes and selected pictures to create a graphic novel. Students had to find quotes that applied to the narrative framework.
  - A teacher used a jigsaw strategy to have students complete a reading on the West African diaspora and then explain it to their group.
  - Along with guiding questions, the teacher asks “Why?” questions: “Why do you say we have to subtract 10 first?” Why did you get B as an answer?”
  - In another class, students had to provide justification for their reasoning as they solved math problems.
  - Students were asked in their ELA class to “turn to your partner and discuss what a good quote would be.”
  - Students were creating a graphic novel using pictures, words and quotes. In another class, students collaborated in groups of 4 to determine how and why some triangles are congruent.
- The SQR Team saw students using academic language and key vocabulary in speaking and writing in 24 out of 40 observations (60%), but did not see consistent evidence of a school-wide focus on academic language and content vocabulary. In the other 16 observations, where the team did not observe students using such language, it did not mean that there was no focus on academic language and key vocabulary. Typically what the team found was that teachers were using this language and being explicit about it, but they did not employ a strategy to ensure that all students were using it.
- In 25 out of 41 observations (61%), 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. Some examples of this practice were:
  - A teacher provided different homework assignments for different students.
  - A teacher used manipulatives to make learning concrete.
  - A teacher used different questions rotated in plastic bags. Students counted the number of each item in the bag and then computed the ratio of A to B.
  - A teacher used a worksheet that provided opportunities for success at different levels.
  - Direct Instruction strategies provided students with varied opportunities to connect to instruction: “I Do, You Do”, student elbow partner sharing, frequent check-ins such as thumb-o-meters (thumbs up for understanding, thumb sideways if unsure, thumbs down if not understanding), Whiteboards to hold up answers, come to consensus with your table group; group shout outs, Think Pair Share, Jigsaws, cold calls, and equity sticks.
  - Students collaborated to solve math problems posted around the room. This strategy took into consideration the students’ need to be able to move and be active.

- In 33 out of 43 observations (77%), 85% or more of students were consistently engaged in learning. The quality of a student’s engagement is a key indicator of whether they find the learning both meaningful and challenging. Most 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. Generally, the direct instruction observed in classes was engaging, fast paced and effective. In some classes, teachers timed students as they moved from one activity to the next, creating a sense of urgency and focus.
- Overall, the SQR Team found substantial evidence of an academic push from the teachers to have all students progress far and attain high levels of mastery. Some examples of this were:
  - This year, the English Department began using Springboard (College Board Pre-Advanced Placement curriculum) to bring rigor to the curriculum, in lieu of the district curriculum. Teachers are already evaluating and adjusting the program to make it more accessible to students. Teachers are discovering that the pacing for Springboard is challenging when coupled with having to also teach “how to describe, taking ideas in their head and putting it down in a coherent structure.”
  - This is the first year Geometry is being offered for advanced math students.
  - As noted below in Standard 8, the school has varied and well-coordinated strategies for supporting struggling students (e.g., Read 180 and Algebra Strategic for struggling 8th graders) to help them progress and attain high levels of mastery. Math students use IXL or Khan Academy, computer intervention programs, to review and practice skills. Students have access to these programs after school, during advisory and from home. These programs provide assessments and record student progress—all in the service of pushing students to succeed.

### Challenges

While overall the team observed substantial evidence of meaningful and challenging curriculum at Madison, there was consistently enough evidence of its absence to conclude that Madison is still developing toward that curriculum being **strong and consistent** across the school. Note the frequencies above where the conditions of challenging and meaningful curriculum are not present, and consider the following challenges:

- In 47% of the academic classes observed, students collaborated and/or using various learning modalities and/or multiple intelligences. This percentage is less than what would be expected given school’s reported focus on engagement and cooperative learning strategies. Additionally, the quality of student collaboration and use of various learning modalities is uneven across the classes observed. Some examples of this challenge were:
  - A teacher has students discuss with elbow partners to see if they agree on a solution to a problem. There was no checking for understanding to see, in the discussion with their partner, whether or not the discussion yielded the correct result.
  - A teacher had students create their own city-state. Students had mixed understandings about what they should be doing or learning. When asked what they were learning students said: “How a city something like, I don’t know how to explain it. I’m going to make a city-state that has, I don’t know what it’s called.” “We didn’t really learn anything, but we had to read about our city-state project. We had to learn about words in a sentence that don’t really make sense.”
- Two self-contained classrooms, the Newcomer class and the Non-Severely Handicapped Special Day Class, were places in the school where the SQR Team saw only inconsistently 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 by name. In 2 observations of the Newcomer class, the Team noted that the teacher conducted instruction in Spanish, when not all students in the class spoke Spanish. He was observed providing factually incorrect information and limiting engagement opportunities to just students who raise their hand. In 3 observations of the Special Day Class, the teacher provided curriculum that did not engage many students at their appropriate learning level and did not provide adequate supports for students to be successful. For example, the teacher publicly chastised a student for not correcting the spelling of a word. The student

could not do so because he didn't know how to spell the word or use a dictionary. The student did not ask the teacher for help. The teacher stated that the student was just being stubborn, did not offer help, and told the aide and other students not to help. The student ended up sitting quietly for 20 minutes doing nothing.

- In six observations of Physical Education, the SQR Team did not observe well planned or organized instruction, and consequently there was little skill development. The team did not see any modeling, direct instruction or checking for understanding. Classes functioned essentially as “supervised” recess where student participation was not mandatory. For example, in one class observation, only 3-5 girls were engaged in any activity. 15-20 girls stood or sat and chatted. In another observation, with teacher permission, students were watching WWF professional wrestling. In another observation, while one group did a soccer drill in the gym, the remaining two groups began yelling, swearing and shouting. The lesson did not require participation of all students. The majority of students sat and talked. There was not enough space in the gym for the lesson to engage all students to participate at the same time.

### 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>

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

*(Note that this standard is focused on specific learning conditions, typically in the classroom, and not the school overall. The broader school conditions for safety and nurture are addressed in Quality Indicator2.)*

**Strengths:**

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

- The SQR Team observed 37 out of 42 (88%) classrooms where teacher and student interactions were positive, caring and created emotionally/physically safe learning environments. Some examples of this interactions were:
  - A teacher consistently affirmed students’ efforts and genuinely praised them; students responded with respect.
  - A teacher greeted each student by name at the door while handing out a “Do Now” activity.
  - A teacher reports, “I like to have students share what they did over the weekend because a lot of kids want to be heard, and I want to give them that chance to share something.” Several teachers note that allowing two or three minutes to share relieves the pressure to blurt out, and students are more able to attend to the lesson.
  - Students consistently reported on positively about their teachers, describing their efforts to help them learn and to communicate with them, even outside of school (e.g., when a student missed school because of illness)
- In 37 out of 42 observations (88%), the Team found Madison students displayed safe, respectful behaviors in the classroom. With some exceptions noted below, Madison classrooms were free of physical or social-emotional conflicts or threat. The consequences of unsafe, disrespectful behavior seemed evident, but usually the teacher did not have to “go there”. In interviews, students were unable to recall the last time a real conflict had broken out in class.

3. The team found in 37 out of 45 observations (82%) that student-student communication was safe and respectful. The Team heard very few put-downs between students and saw several examples of students supporting or encouraging their peers.

**Challenges:**

The SQR Team observed moments when teacher and student interactions were not positive or caring and did not create emotionally/physically safe learning environments.

1. The SQR Team did observe classrooms where students behaved rudely and were inattentive to the teacher's directions. In most of these, however, the teacher at least tried to maintain a positive and caring engagement with students, and the failure was one of procedures and instructional quality, rather than disposition. When students shouted out off-topic comments, trying to disrupt the focus and direction of the class discussion, teachers remained respectful but were challenged to effectively address these behaviors. Generally, teachers tried hard not to send a student to the office, but in some cases, this was not done to the detriment of the learning environment of the class.
2. As noted above, because the Special Day Class is a self-contained classroom, in which students spend essentially their entire day, the SQR Team decided it was necessary to report on this class by name. The observed communication between students and teacher was not safe, nurturing and caring. The teacher was observed barking directions loudly to the whole class, from the center of the room, even though her intent was to address individual students. She was observed chastising students from across the room, in a fashion that appeared to pull students off their focus or to shut down their effort.
3. In six Physical Education observations, the communication among students and teachers was not safe, nurturing and caring. Lesson designs did not appear to take into consideration creating a safe learning environment. The teachers did not have effective ways to engage and require student participation, and this created many moments of off-task, unsafe behavior. Teachers struggled to manage conflicts: There were repeated confrontations in the observations, including one point where a student yelled at a teacher, "Did you tell me to shut up?" The PE teachers themselves reported that they are worried about student safety: "I cringe when I take them into the locker room. Too many places to hide. I don't want kids to be afraid of the locker room and be afraid someone will hurt them. ... How can I watch all the students (with 50 students in a class)? I try to place myself in a location where I can see everyone, but you will have problems, verbal problems."

### 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>

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

**Strengths:**

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

- In 25 of 37 academic observations (67%) instruction included a variety of direct explanation, modeling, guided and independent practice. Many of the academic observations where this variety was noted followed a similar format: Do Now, Direct Instruction with Modeling infused with engagement and checking for understanding (thumbometer, check in with elbow partner), guided and independent practice and ending with an exit ticket. In these classes, there was a good balance between teacher-centered and student-centered learning time.
- As noted in Standard 1, in 34 of 41 observations (83%), the Team found students using a range of six critical thinking skills (remembering, understanding, creating, applying, analyzing, evaluating). Of the 34 observations, 14 (41%) found students using at least four critical thinking skills and in the remaining 20 (59%) observations, at least two critical thinking skills were used. This variety in the critical thinking demands on students not only ensures that curriculum is challenging but ensures that students have opportunities to learn in different ways.
- Also as noted in Standard 1, in 25 out of 41 observations (61%), 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. (See Standard 1)

4. The SQR Team struggled to come to consensus on whether students at Madison 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 some debate among the Team about how widespread this practice was. The Team did see however that the Principal and staff all agree that active and different ways of learning are essential to high quality learning and that they can be particularly important for the success of certain groups of students. This consensus is leading the staff to look for learning resources that support the active construction of knowledge. The recent adoption of the SpringBoard ELA curriculum is an example; it specifically supports group projects and small group work. In science classes, there appears to be a concerted effort to implement the resources of the CPO science curriculum that require "hands on" science (experiments) in groups of four.

### **Challenges**

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

1. Students collaborated and/or learned using various learning modalities and/or multiple intelligences in only 19 of 40 academic observations (47%). When the SQR Team did see this happening, it looked like:
  - A teacher using visuals in paired work and asking students to "turn to your partner and discuss what a good quote would be." Students were creating a graphic novel using pictures, words and quotes.
  - Students collaborated in groups of four to determine how and why some triangles are congruent.
  - Students used Netbooks to research a disease of their choice.
2. When the SQR Team noted instruction that did not provide active and different ways of learning at Madison, it looked like:
  - A teacher had students read the text with no real opportunity to make meaning orally.
  - A teacher had students vote on their opinions about social issues, which certainly was an attempt at active engagement with students. However, when students started raising questions or dilemmas about these issues, the discussion was discouraged. The teacher wanted to focus on completing the survey of their opinions, but the instructional choices actually limited opportunities for students to learn about the issues.

### 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>

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

#### Strengths

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

- In 24 out of 40 observations (60%) of academic classes, the SQR Team found that students applied content language and key vocabulary in speaking and writing. This application 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.
- 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 90% of all academic classes, teachers posted and described the learning target. Clearly there is a school-wide focus on learning targets as an effective instructional practice. One teacher interviewed noted, "I try to tell students why we focus on the objectives. I try to tie it into the work world to make it real to them and connect it to the world."
- For students to know what they are learning, a teacher must also persistently 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 19 out of 38 classroom observations (50%), 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 teachers using various strategies (e.g., choral recitation, random calling, small-group collaboration, think-pair-share, Thumb-o-meter) to check all students learning. The SQR Team also observed Do Now's and Exit Tickets along with Thumbs Up, whiteboard responses, and "raise your hand if your table has consensus" strategies used as formative assessments.
  - Teachers also described in interviews how they utilized student portfolios, with a "tracker" that enables students to keep track of which objectives they have mastered. ELA teachers also described how they have students track their own progress through reading levels.
4. If students know what they are learning and why, they should be able to state that. In 12 out of 17 short interviews (70%) conducted during classroom observations, the Madison student interviewed knew the learning target. In 12 out of 20 interviews (60%), the student knew why this learning was important.

### **Challenges**

While overall the Team observed substantial evidence at Madison that most 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 Madison is still developing in this area of practice.

1. As noted above, there were 19 of 38 observations (50%) where the SQR Team found that students had their learning checked. This meant that there was clearly an equal number of classes where it was not checked. In these cases, there was often an over-reliance by teachers of calling on raised hands or otherwise accepting "whole class" responses that did not effectively check the learning of all students.

### 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>

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

**Strengths**

1. The SQR Team found substantial evidence that Madison 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.
  - Madison 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, from broader summative to finer formative performance data: CST results, OUSD Benchmark data, the Scholastic Reading Inventory, the Process Writing Assessment, Springboard and Read 180 unit pre and post assessments in ELA, Do Nows, Exit Tickets, teacher tests and quizzes based on expected learning targets, and checking for understanding strategies.
  - The Team gathered evidence that Madison is building toward a school system more mature in its use of academic assessment data to identify students’ needs. As a whole staff and as grade-level teacher teams, Madison uses this data listed above to understand the academic needs of students. For example, Madison is clear that they have done an effective job of moving students who scored Far Below Basic on the CST out of this level. Now they are focused on moving students who are scoring Below Basic or Basic into proficiency. Madison is also clear that their Latino males score lower than their African American males. Also, Madison still continues a close analysis of students who are very low performing and targets them for specific interventions through AmeriCorps and Elev8 resources.
  - As noted in the School Self-Reflection, the teacher grade level team is a key structure through which Madison effectively identifies struggling students, understands why they are struggling, and refers them to academic supports. At both 7th and 8th grade, there are 4 academic teachers who share all the students at that grade. At 6th grade, 2 core academic teachers (one teaching English/Social Studies and one Math/Science) share the same set of 6th graders, meaning there are 2 pairs that teach all 6th graders. This grade level team structure enables teachers to know all students well and to engage in shared observation and reflection on the successes and challenges they are having with specific students. In their meetings, teachers discuss the formative assessment and observational data they have on students and determine together how best to support specific students’ needs. They can support individual teachers to intervene with

identified students in that teacher's classroom, and they can coordinate their interventions across their classrooms (i.e., "get on the same page"). They can communicate and work with families in a consistent fashion. They can refer students to the range of academic interventions that teachers manage, such as individual tutoring during conference periods or the targeted interventions during the after-school program. Also as a team, they can recognize when a student has needs that cannot be satisfactorily addressed by the teachers alone and make the necessary referrals to the Coordination of Services Team (COS team) or to other supports.

- The SQR Team also gathered substantial evidence of how Madison uses the Coordination of Services Team (COS team) process as a way to identify and support struggling students. The COS team meets once a week and includes a great number of role types from across the campus: teachers, the principal, counselors, the after school coordinator, outreach consultants, Special Education support providers, etc. This team serves as the chief referring structure to the wide range of academic and social-emotional supports described below and in Quality Indicator 2, Standard 2/5. The Elev8 Coordinator manages the referral and follow-up processes as part of her responsibility to track each child through their Elev8 services.
- The Team gathered strong and consistent evidence of how Madison 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.

2. The Team gathered substantial evidence that Madison has effective academic interventions for students during the day program.

- When interviewed in classrooms and in focus groups, students were consistently aware of the school's academic support services available to them when they struggled with their learning. They described getting help in the "after school program" (actually, the 6th period extended day program) and going to their teachers during PE.
- To provide intensified academic support to their lowest performing students, Madison has leveraged after-school resources to extend the day and provide small group intervention classes in ELA and mathematics. Aware that it is difficult to persuade low performing students to stay after school for academic support (such students usually want to leave with the rest of their friends), the school uses after school resources to extend the day for all students. While the rest of the school is in homework support classes facilitated by after-school program staff, identified low performing students, in groups of approximately 5, are assigned to day program teachers for grade-level math and ELA support (with the exception of 7th grade math, for which there is no intervention).
- The SQR Team gathered substantial evidence of Madison's numerous strategies to provide targeted academic support for lower performing students.
  - In 8<sup>th</sup> grade, Madison offers a 2-period Read 180 class and a one-period Algebra Strategic class for students who score Basic or lower on the CST. Class size for these is kept at 20 students or lower. At mid-year, the teachers do a review and pull some students out who have made progress. One challenge reported to the SQR Team is that, because the classes are offered at the same time, it is a problem serving students who need assistance in both ELA and math. Reportedly, teachers have used the strategy of pulling students out of PE during the teacher's conference period to provide additional intervention. Also one of Madison's 2 AmeriCorps interns provides support through the Read 180 class for a cohort of 10 students.
  - In 7<sup>th</sup> grade, Madison offers both a 1<sup>st</sup> and 6<sup>th</sup> period intervention block to help lower performing students work on their reading skills.
  - In 6<sup>th</sup> grade, the other AmeriCorps intern works in the two math classes, focusing on students that are falling behind, doing in-class and pull-out support for up to 4-5.
  - All academic teachers provide "office hours" to work individually with students during the teachers' prep period (which due to the school's grade-level configuration, is always the student's PE class), or before or after school or during lunch.
  - In response to the performance challenges of Madison's African American and Latino males, Madison has implemented an academic mentoring program. The school's conflict mediator, who works Tuesdays and Thursdays, to provide a group pull-out class for small groups of African American and Latino

males. For every 6 week marking period, he works with a small, grade level group of boys, starting with 6<sup>th</sup> graders and progressing through 7<sup>th</sup> and 8<sup>th</sup>. These classes are opportunities to talk through challenges, set goals, and review their academic progress.

- The SQR Team also gathered substantial evidence of Madison’s numerous strategies to provide universal access to academic supports for all students.
    - As noted above, all students attend the 6th period Intervention class, and if not specifically targeted for intensive support, a student attends a homework help class supervised primarily by after-school program staff during this time. The formal goal of this period is that every student completes at least one homework assignment per period. To ensure this homework help is productive, Madison requires their day program teachers to update the Homework Board in the main office by 12:30pm everyday, so that the secretary can copy and distribute it to the Homework Help teachers.
    - Madison has an advisory period each day, at the beginning of the day, which is used both for academic and social-emotional supports to students. Teachers will often use that time to provide tutoring to identified students or to help them complete their homework.
    - Teachers will manipulate their schedules to provide intervention opportunities. For example, 6th grade math/science teachers will use their Thursday double block to address missing skills in math.
    - Across the grades, teachers use Netbooks to access on-line math intervention programs. For 6th and 7th grade math, teachers use IXL. At 8th grade, the teacher uses ALEC. Through these on-line programs, teachers can assign differentiated activities to fill specific gaps students may have. Students can also access these resources at home on their computer. Reportedly, these programs keep track of a student’s progress and move them up levels as they show proficiency. The on-line Kahn Academy is another program for math support, which teachers are experimenting with.
    - In addition to the targeted support providing by the 2 Elev8 AmeriCorps interns, they also provide more universal supports to students in their 6th and 8th grade assignments, such as help with completing homework and providing more general mentoring.
3. The Team gathered substantial evidence that Madison has effective academic interventions for students outside of the day program, after school and on weekends.
- The SQR Team found evidence that a key part of the Project Achieve after-school program’s effectiveness as an academic support is not simply as a tutoring/homework resource, but also as a kind of culturally responsive academic mentoring. The Project Achieve staff has a focus on “raising the whole child.” The staff was observed, even in the enrichment classes, checking in with students about their day, which led to individual and group reflection on positive experiences in the day program and areas of struggle. Highly culturally responsive, the teachers functioned as mentors, encouraging, prodding, and guiding students to perform at high levels academically.
  - The SQR Team also heard reports that Madison offers Saturday School twice a month. All English teachers are hired so that all students have an opportunity to spend an hour and a half with their teacher to catch up and stay on track. Newcomer students and English Learners also attend Saturday School. After lunch, students pick an enrichment class for the afternoon.
  - Reportedly, there has been a specific focus, during the Saturday program, in providing additional supports to African American males. The District’s African American Male Achievement program has conducted a regular Saturday class.
  - Finally, the SQR Team heard reports that Madison offers a Summer Bridge program for 50 incoming 6th graders with the goals of meeting their families, building a relationship should the child need additional support, and providing some “transitional” instruction that gives these students some readiness for their 6th grade year.

## Challenges

1. While the SQR Team gathered evidence that Madison 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 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—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. Participating in the National Equity Project's Impact 2012 work has enabled a few ELA teachers to strengthen their assessment practices and data-driven interventions with students, but they are still exploring how to disseminate the strategies they are learning more broadly school-wide.
2. In observing there were inconsistencies in teacher capacity and practices in the collection and use of data, the Team also noted that Madison's School Self Reflection reported that one aspect of the school's system of assessment that needs improvement is the calendaring of assessments. 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 Madison does not have an individual or structure for fully coordinating this work (e.g., managing the calendar) and strategizing how teacher and program capacity and consistency can be built.
  - For example, the Team gathered evidence that teachers use a variety of data to target students for ELA and math intervention during the extended day 6<sup>th</sup> period. However the evidence gathered (primarily teacher reports) regarding the process for transitioning students out of these interventions suggested that this exiting process was less consistent, using different kinds of performance data, and perhaps not as closely monitored.
3. While the Netbooks afford an excellent opportunity for Madison students to access on-line academic supports such as IXL and ALEC, this technology resource has challenges. Teachers reported that "we need a tech to set up (and maintain) computers. The basics are lacking because the Netbooks don't work. They aren't reasonable to use in the classroom. ... I had to search for the Netbooks and then finally someone said I could have their extras. But then I didn't have a stand to charge them. The computers would continuously update and would shut down when students want to work on it. You have to turn them on so that they can update before students need to use it." This challenge was not universal to all classrooms, but consistent enough to impact the access of all students to supports.
4. The SQR Team gathered evidence of some challenges in the design of the 6<sup>th</sup> period extended day intervention classes. Teachers raised concerns that there is no math intervention for 7<sup>th</sup> grade students. This challenge may be related to a second challenge reported to the Team: Teachers are recruited to teach the intervention classes each year at the beginning of the year, during the school's August Retreat. Teachers are not necessarily eager to take on the extra assignment, and the administration purposefully rules out new teachers, who need that time for curriculum planning. The consequences are that there are few teachers who assume responsibility for the intervention classes—which may explain why there is no 7<sup>th</sup> grade math intervention. It also means that there is not good continuity from one year to the next in the curriculum and instructional practices of the class. Finally, the team learned that there are often difficulties having a teacher for this class when a teacher is absent because the substitute duty day ends before 6<sup>th</sup> period.
5. The current design of the 6<sup>th</sup> period extended day intervention classes also presents a challenge for the quality of the Homework Help classes. The small class sizes for the intervention classes are a key to their effectiveness, but from a budget point of view they are very expensive: 5 day program teachers earn their contracted certificated hourly rate to work with very small classes, and their cost impacts the Project Achieve budget significantly. At the same time, the Project Achieve staff is responsible for the rest of the student body during 6<sup>th</sup> period. But with the constraints created by the teacher costs, Project Achieve can hire only a relatively small number of after-school program staff to work with much larger class sizes in the Homework Help classes. The challenge becomes then how effectively can Project Achieve staff help students with their homework in classes that are quite large.

6. The Team gathered only limited evidence that Madison has strategies and systems during and outside the day program for referring students and providing enrichment opportunities that extend their learning.
  - Teachers did not report any consistent, school-wide or grade-level strategies for responding to students who quickly master expected learning targets—although 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.
  - Madison does not offer electives or other enrichment opportunities structured into the day.
  - The Project Achieve after-school program does offer some classes which function as important academic enrichment opportunities. Reportedly the Mouse Squad which helps to manage the school’s technology is an activity to which GATE students are referred. The Media, Leadership, and Tech Bridge for Girls classes have academic content and skill development which function as academic enrichment.

### 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>

Madison Middle School is rated **sustaining** in this standard.

### **Strengths**

1. Madison 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. Madison 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**

The SQR Team noted no specific challenges on this standard.

### 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>

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

#### Strengths

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

- The SQR Team observed that students have some opportunities to connect what their learning in class to future college and/ or career opportunities.
  - The Team gathered reports and some limited observational evidence that teachers make connections between what is being learned in class and future college/career opportunities.
  - 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.
  - Students have had opportunities to take “Navigator” surveys which give them feedback on their interests and how these interests are connected to careers.
- The SQR Team heard some reports in staff interviews of efforts to help students and families use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college. The Team also heard reports of parents organizing a meeting for families about how to get ready for college. The Team did not gather sufficient evidence to confirm the regularity or depth of these efforts.

#### Challenges

- Only 5 of the 17 students interviewed by the SQR Team during observations were able to connect how their learning in class that day prepared them for future college and/or career opportunities

## 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>	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 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>

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

### Strengths

1. The SQR Team gathered strong and consistent evidence that students and parents feel safe from threat or bullying.
  - Madison’s School Self-Reflection reported that parents and students think Madison is a safe campus. The Self Reflection did not highlight that threats or bullying were particularly an issue at Madison.
  - Students interviewed by the SQR Team reported feeling safe on campus and, in some cases, feeling safer on campus than they feel going to and from school. 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.
  - It is noteworthy that, if the student suspension rate is an indirect indicator of safety and a healthy school environment for students, Madison had the lowest suspension rate of all middle schools in region 3 (12%) and one of the lowest rates of all middle schools in OUSD.
  - Parents across ethnic backgrounds also reported their high satisfaction with the level of supervision and safety on the campus. They see staff everywhere 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 her constant presence and visibility on campus. 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. In describing their satisfaction with the safety of the school, parents often noted how much safer it is now at Madison compared to years ago, when violence was a serious problem. Two parents noted that “the school has changed dramatically in the last few years. There used to be gangs in the creek and in the hallway. The school looked gloomy. Graffiti was everywhere. The culture has definitely changed. We

never would have let our children go to school here, but now our daughters do.” The only area where several parents agreed that there was a problem of safety was the drop off/pick-up zone at the front of the school where the intersection of students walking and parents driving presented a hazard.

2. SQR Team observations of campus confirmed staff, student, and family reports that there was good adult supervision and that students were generally safe on the campus.
  - Hallways during passing period were calm. Students presented themselves as relaxed and generally happy. The principal, teachers, the security officer, after-school program staff, the Elev8 Family Advocate and additional safety personnel (reportedly hired by the principal because she was not satisfied by the District’s assignment of only one security officer) were clearly visible in hallways and outside on campus and actively engaging students in positive and caring ways. A few times the principal reminded students over the intercom that “I can see you”
  - The SQR Team found lunch time to be generally safe, but definitely more chaotic than other parts of the day. Supervision appeared adequate, but the areas of play, specifically the courtyard areas, presented challenges to safety with students dashing and balls flying between each other and fixed objects (trees, benches).
  - At transition times, such as the start of school and end-of-day transition to 6th period and the after-school program, the SQR Team saw evidence of specific routines, managed as noted above by a great number of adults, that ensured safety, respect, and calm. Adults had specific assignments that appeared to “catch” students before they could fall off track during these transitions. The Team observed playful and sometimes teasing interactions between adults and students that essentially communicated an affectionate “I’m watching you to make sure you get where you’re supposed to go”.
3. The SQR Team gathered strong and consistent evidence of mechanisms that are in place to communicate with families/ community partners effectively and in a timely way.
  - Parents reported repeatedly that they like how well 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 if homework assignments are missing and that there is on-line math support. Parents reported that teachers take time to pull a child after school to tutor them instead of waiting for intervention. Parents also referred to many different support providers who contacted them about specific concerns, including the “counselors” (the academic counselors, the therapists, and other case managers), the “attendance people” (meaning both the attendance clerk and the truancy coordinator), the conflict mediator, staff in the Health Clinic and Parent Center.
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. The cafeteria has a lunch-time salad bar, managed by parent volunteers and coordinated by the Parent Center.
  - The after-school program has cooking and gardening classes for students that emphasize healthy eating and nutrition. Students learn about growing organic fruits, vegetables and flowers and cooking healthy food. Cooking students also do events, showcases and prepare meals at parent events.
  - Reportedly, each week there is a farmer’s market at the school which makes fresh produce available to families. The Parent Center organizes a weekly distribution of food in collaboration with the Alameda Food Bank. The Parent Center also organized a Thanksgiving food giveaway to students’ families and community at which 350 bags of food were distributed.
  - Through the PE program and the After School Program, students have access to health-focused physical activities. The Parent Center also offers Zumba classes for families and other nutrition and health education through their wellness programs.
  - Madison also has a Wellness Education program, sponsored by OUSD and run through the Elev8 program 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. Madison campus is a beautiful, 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 parents have set and maintain very high standards for the quality and cleanliness of the facility. The Team heard repeated stories of how the school was once poorly maintained and riddled with graffiti. The Team observed the complete opposite to be true now.

### **Challenges**

1. One notable exception to the above observations about safety and effective supervision was in PE classes. The SQR Team observed, in several different moments, a consistent lack of effective supervision and of safety. Activities often devolved into less-organized play, and students appeared to elect in and out of play at any given moment which interrupted activities and led to rather chaotic movement around the gym/yard. This created conditions where students were physically at risk of harm and where students were often in verbal conflict with other students and sometimes with teachers.

### 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>

Madison MS is rated **Refining** in this standard.

NOTE: In Quality Indicator 1, Standard 8, there is a description of how Madison 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 Madison 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 Madison a rating of Developing on that rubric. The following completes the analysis of Madison’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 Madison 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.
  - As noted in Quality Indicator 1, Standard 8, Madison MS has a teacher grade level team structure through which Madison effectively identifies students who are struggling for health, safety, and social-emotional reasons, understands why they are struggling, and refers them to supports. This grade level team structure enables teachers to know all students well and to engage in shared observation and reflection on the successes and challenges they are having with specific students. Students reported strong trust in their teachers and willingness to communicate with them, and as such teachers come to know when students are having health, safety, and social-emotional problems. To the best of their ability, in advisory and classrooms, teachers provide a “first-touch” of adult support for students. Most importantly, as a team, they 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.
  - Madison can also recognize if a student is experiencing health, safety, or social-emotional problems through the work of its attendance/truancy outreach worker. This outreach worker regularly reviews attendance data and does initial outreach to students and their families to determine what is causing poor attendance. The coordinator can provide a “first-touch” of support and make the necessary referrals to the COS Team. In turn, based on a COS Team referral, he organizes and facilitates Student Support Team (SST) meetings, which also diagnose a student’s challenges and initiates supports through teachers or through support providers.
  - For health, safety, and social-emotional problems therefore, Madison’s COS Team is a critical structure for identifying and responding to individual students. As noted in Q11, Standard 8, the COS team meets once a week and includes a great number of role types from across the campus: teachers, the principal, counselors, the attendance/truancy coordinator, the after school coordinator, outreach consultants, Special Education support providers, the 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. The Elev8 Coordinator manages the referral and follow-up processes as part of her responsibility to track each child through their services.
  - Where the SQR Team found evidence that Madison is building toward a school system more mature in its use of academic assessment data to identify students’ needs, primarily due to the variability in teacher experience and expertise, 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 Madison, who have been at the school for many years and, consequently, know the students and the community well. Combined with deep expertise, Madison 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 Madison does not have an 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, Madison has the Elev8 Coordinator who manages this work and strategizes, through the Elev8 structures, how staff and program capacity and consistency can be built or at least sustained in this context of declining fiscal support. Elev8 as a program provides student and family services. The Elev8 vision is that the school must work with the whole child—the academic, the social-emotional, and the family sides. Before Elev8, Madison had services that addressed each of these components, but Elev8 has been able to expand and coordinate these services more effectively.
  - Not surprisingly, based on the above observations, the SQR Team gathered strong and consistent evidence of how Madison 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. Most Madison staff appears to have internalized a focus on these 3 kinds of needs in their efforts to make comprehensive plans of support.
2. In addition to the academic interventions described in Quality Indicator 1, Standard 8, the Team found strong and consistent evidence that Madison 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.

- As noted above, in Advisory, teachers provide a “first-touch” of adult support for students. Some teachers also variously deliver youth development curriculum through Advisory. For example, the 8th grade teachers take a common approach to doing a Stephen Covey curriculum (“7 Habits of Highly Effective Teens”) on Mondays and, on Tuesdays, they do something focused on getting ready for HS.
  - Through student interviews, the SQR Team learned that students will often speak of the help they receive from the “counselors”. In these cases, they are referring to the Fred Finch mental health counselor, the Elev8 clinical case manager, and the Conflict Resolution Coordinator.
    - The Fred Finch counselor is available through an OUSD contract to provide individual and group therapy services. She takes students as clients based on COS Team referrals and conducts approximately 5-6 sessions per day. She engages with the families of her therapy clients to provide feedback and get approval for treatment plans.
    - The clinical case manager, who has been at the site for 6 years, actually works for the County, at no cost to the school or family (“no billing”). She is a crisis counselor who supports students and families with emergency issues. She does an anger management group with boys and a social skills group with girls. She has 10 students on her counseling case load. She also works with families to find food and to connect them to outside services.
    - As noted in QI1, Standard 8, in response to the performance challenges of Madison’s African American and Latino males, Madison has implemented an academic mentoring program facilitated by the school’s conflict mediator. Through these group sessions, through individual mentoring, and through conflict mediation, he addresses a range of safety and social-emotional needs. He often collaborates with the Attendance/Truancy Outreach Worker in working with the male students, including taking students to a boxing gym and through “scared straight” programs at San Quentin and Pelican Bay.
    - Madison also has an academic counselor who, in addition to performing key administrative functions (e.g., managing the master schedule; scheduling students; helping 8<sup>th</sup> graders with the Options process), works directly with students as a counselor and support on disciplinary issues. The SQR Team did not gather enough evidence from students, parents, or other staff to have a clear view of the impact of the counselor’s services for students.
  - Students and parents also spoke repeatedly about the health supports provided by the Nurse and/or the staff of the newly opened Health Clinic.
    - Madison’s nurse has been at the school for 5 years and came with the principal from her previous school. She provides direct nursing services to students, works with Madison’s Peer Health leaders (10 Madison students who do educational projects with students on health issues such as hand washing), and helps to plan health-related professional development for teachers (e.g., on ADHD).
    - The opening of the Health Clinic at Madison in February 2011 essentially assures that no health issue faced by a Madison 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.
3. The SQR Team also found strong and consistent evidence, reported by parents and staff and found in documentation, that Madison has a wide range of on-site strategies, services and partnerships to respond to the needs of families and to engage them in the school community. Madison has a vibrant Family Center, coordinated by the Elev8 Family Advocate, a social worker of African American background who is fluent in Spanish. The Family Center sponsors monthly family engagement workshops focused on specific themes to build community and provide opportunities for family education. They organize exercise activities, usually Zumba, daily for parents. They provide a parent learning activities, focused on nutrition, child development, and a variety of legal topics. They support families with free legal counseling (in partnership with the East Bay Community Law clinic), Medi-Cal enrollment sessions, tax clinics, and Food Bank services (in partnership with Alameda County Food Bank). Staff and volunteers make phone calls, produce regular newsletters, and translate key school communications to ensure all families are well informed. As part of their effort to reach families who are typically difficult to reach, the Advocate and volunteers conducted home visits where they provided introductions to the services, resources, and staff of the school and Family Center.

4. The SQR Team found strong evidence that Madison has implemented systems, through the Elev8 program, to review evidence of the effectiveness of Elev8's programs and services and to make improvements. Elev8 conducts a yearly evaluation. This year, the evaluation findings raised concerns about services for African American families. In response to those findings, Madison filled the vacant Family Advocate position (the position was vacant for much of 2010-11) and conducted home visits to African American families. The evaluation also found that COST referrals for African American and particularly African American male students were high. In response, the Elev8 coordinator along with the COS Team has spent the year trying to focus their existing resources and provide better coordination to create "wrap-around services" for African American students and their families. Finally, the evaluation suggested that the transition into Madison was a great point of challenge for students. This led Madison to create the Summer Bridge program for 50 students with an emphasis on meeting and engaging with their families.
  
5. The SQR Team gathered strong and consistent evidence that Madison's Project Achieve after-school program (a partnership with the community agency Bay Area Community Resources) 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 after school program (ASP) operates from the end of school until 6pm. 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 50% of Madison's students, in rough proportion to the ethnic demographics, participate in the ASP.
  - The ASP offers a great variety of classes designed to engage students in the life of the school (e.g., Yearbook and Student Leadership), to extend their academic learning (e.g., Madison Debaters, Mouse Squad, Rich Kid Media, TechBridge), and to nurture their interests in extra-curricular content (e.g., visual arts, sports, dance, cooking, garden, fashion, beauty and barber shop).
  - The sports program—with flag football, basketball, softball, 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. As one coach notes, "We know we have a certain influence because the kids want to play. We (coaches) have a relationship with the office and we deal with some of the discipline issues. We have more time with them than they do during the day to dig in deep with the kids. We take time to sit down and talk with them. We do homework and talk with them during Intervention Homework time. I give out raffle tickets so that students can get school supplies once a week. We go over progress reports with students. We'll go with the student and meet with the teacher to see how to help to see what went wrong. ... We will take them off the field if their grades are down for a week. If their grades don't come up, we keep them off the field again."
  - To engage parents and families, the ASP program organizes some event like a "showcase", every 2-3 months, to celebrate student work and bring in parents. Reportedly, the sports teams' games are often strongly supported by parent/family attendance.
  - Similar to the finding in Q11, Standard8, the SQR Team also found substantial evidence that a key part of the ASP's effectiveness in addressing the social-emotional needs of students, in promoting youth development and in engaging students and parents in the life of the school is not simply the explicit programs offered, but also the kind of culturally responsive mentoring they provide. The Project Achieve staff has a focus on "raising the whole child." The staff was observed supporting, caring for, prodding, counseling, and even "mothering" students to achieve, collaborate, make peace, and look to the future—all through a cultural frame that engaged students deeply.
  - The SQR Team also found evidence that the ASP program has implemented systems to review evidence of the effectiveness of their programs and services and to make improvements. They conduct regular evaluation using the data from outside reviews and from parent, student, and staff surveys. This evaluation is particularly important now for the setting of priorities in a context of shrinking resources.

## **Challenges**

1. The SQR Team heard reports that there have been some communication and coordination issues between clinic, ASP, and school staff which suggest that there are “integration” challenges that impact the effectiveness of these support programs and resources.
  - 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. 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.

## 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>

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

### Strengths

1. The Team found strong and consistent evidence that, at Madison, students and parents trust and feel “known” by school staff.
  - As noted above and in Quality Indicator 1, Standard 8, Madison MS has a teacher grade level team structure which enables each team to know all students at their grade level well. To the best of their ability, in advisory and classrooms, teachers provide a “first-touch” of adult support for students. Students reported strong trust in their teachers and willingness to communicate with them that appears to be rooted in how they are “held” by the grade level team. Parents similarly reported appreciation for how Madison teachers communicate with them and for how teachers work closely with their children. Parents appear to hold trust that Madison 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.
  - Similar to the impact of the grade level team structure in building student and parent trust, the SQR Team also found evidence that the work of the ASP engendered trust with students and families. Students and parents reported close relationships with individual ASP staff members. As noted above, the staff was observed supporting, caring for, prodding, counseling, and even “mothering” students to achieve, collaborate, make peace, and look to the future—all through a cultural frame that engaged students and their families deeply.
  - As described above, the Family Center, as coordinated by the Family Advocate, also contributes greatly to parents experience at Madison of being known and feeling trust. The wide variety of engagement activities, the efforts to build parent leadership of and a feeling of ownership for the school, the reach into homes to know families and support them, the focus on bilingual communication—all contribute to the parent experience, as reported to the SQR Team.

2. The SQR Team found evidence that Madison has implemented procedures and practices to support new students and their families to feel like members of the school community. As noted above, in response to concerns about how students were managing the transition into 6<sup>th</sup> grade, Madison created the Summer Bridge program for 50 students with an emphasis on meeting and engaging with their families. The SQR Team did not, however, gather evidence of how Madison manages the transition for students who come new to the school during the school year.
3. The SQR Team found evidence that Madison has implemented procedures and practices to support students to resolve conflicts. As noted above, Madison has a conflict mediation program facilitated by a coordinator. Students referred to the coordinator as a person to whom they go to resolve conflicts they may be having with other students. Particularly in their work with Latino and African American boys, this coordinator and the attendance outreach worker try to proactively build alternative views of what it means to be male and how to resolve conflicts. The SQR Team did not, however, gather evidence of specific school-wide “healing” or “restorative justice” practices.
4. The Team found substantial evidence that, at Madison, staff, students, and their families demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different individual/ cultural “lines.”
  - Documentary evidence and staff reports suggest that Madison 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.
  - Staff reports that school leadership make visible efforts to “bring everyone together on the same team, to be there for each other.” The principal is described as “everywhere”, with a lot of energy for both staff and families, and as someone with an “open door” whether the issue is personal or work related.
  - Latino parents report that translation resources are generally always available to them and that they have little difficulty communicating and building relationships with staff.
  - As noted above, when the Elev8 evaluation findings raised concerns about services for African American families, Madison filled the vacant Family Advocate position and conducted home visits to African American families.
5. The Team found substantial evidence that, at Madison, student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences.
  - Students demonstrate caring and respect for each other, such that the team observed very little name calling or other disrespectful behavior.
  - Parents across ethnic backgrounds reported their appreciation for the family center and the efforts of the school to engage with them. Parents expressed a sense of ownership for the school that appears to be powerful evidence of the school’s efforts to communicate and respond to families.
  - In observing activities in the main office, at the school’s main entrance, in the hallways, and on the playground, the team found strong and consistent evidence that student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication at Madison.

### **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 Madison 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 Madison; however the presence of this evidence should not go unstated.

### 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>	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 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.

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

#### Strengths

The SQR Team found substantial evidence that teachers at Madison work in a variety of professional learning communities focused on student progress.

- The core PLCs are the grade level teams (6, 7, and 8) which meet formally once a month on the fourth Wednesday early release days. Teachers primarily review student assessment data, discuss whether students need to be referred for additional support, and plan curriculum during this time.
  - 6<sup>th</sup> Grade teachers use Drop Box, talk or text every night to share how to teach and collaborate. Teachers report, "When new teachers come, we welcome them and bring them in and show them how we collaborate. We're going to collaborate, end of story. We all knew that we were going to collaborate."
  - 7<sup>th</sup> grade teachers use Google Docs to document and share information on student issues, parent phone calls and classroom concerns so that information is current. Then also meet informally at least once a day during a common prep period. "We are able to work with one student and go into each other's class for help. We look for deeper reasons for why a student might be struggling, like a possible disability. We are going through the IEP process with some struggling students this year."
  - 8<sup>th</sup> Grade teachers meet during their shared prep and sometimes on Wednesdays. Their focus is on students, their concerns, referrals to the COS team, and preparing students for high school, which impacts their planning for advisory.
- Subject-matter Departments meet on the third Wednesday of each month to align curriculum.
  - 6<sup>th</sup> grade math/science teachers reported that they met at the beginning of the year and developed a long term plan objective by objective for science and math based on CST and benchmark standards. They meet each month to discuss their implementation of the plan and to share effective practices. The Team did not gather evidence regarding whether this team designs common assessments.
  - English teachers were introduced to Springboard as an alternative curriculum to increase rigor. They piloted the program over the summer and decided that they wanted to use the program this year. They are discovering that the pacing for Springboard is a challenge and collaborate to find ways to fill in the gaps.
  - English teachers are also involved in Impact 2012, with the National Equity Project (NEP), and engage in an assessment and planning cycle of inquiry around focal students. This work together as a team also occurs outside the Wednesday meeting structure through activities facilitated by the NEP.

3. The faculty meets as a whole on the first Wednesday of every month. Reportedly these meetings are not usually specifically focused on student progress (in the sense that there is inquiry about student performance), but the professional learning that occurs here is generally speaking focused on building staff expertise in variety of areas in order to more effectively support students.

### **Challenges**

1. The SQR Team gathered evidence that there is variation across the grade-level 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 regularly discuss students, but it was not clear that these discussions followed a more strategic inquiry model typical of formal PLCs. For example, 8<sup>th</sup> grade teachers reported that they are not very organized as a group. They are reflecting on common strategies such as annotating and test-taking skills. They observed that “Technology integration was shoved on us. It’s good pressure, but pressure nonetheless.”
2. One challenge at Madison 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 2 teachers who deliver the same content, the SQR Team gathered evidence of this kind of collaboration. The SQR Team did not gather any evidence that Madison 7<sup>th</sup> and 8<sup>th</sup> grade teachers have entertained collaboration with teachers at their grade level at other middle schools.
3. Special Education, Newcomer, and PE teachers do not consistently participate in Madison’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. Reportedly they therefore have not received the same training the rest of the teachers have had on cooperative learning, learning targets, engagement strategies, formative assessments, or using technology for instruction.

### 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.

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

#### Strengths

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

1. As noted in QI 1, Standard 8, Madison has a variety of academic assessment strategies in place, across different classrooms, to understand how students are progressing.
2. The SQR Team gathered evidence that Madison is building toward a school system more mature in its use of academic assessment data to understand student performance and their experience of learning. The grade level teams are a key structure through which Madison does this analysis, and there is substantial evidence that ELA and Math teachers, with the support of their coaches, are developing capacity and consistency for this as well.

#### Challenges

1. Also, as noted in QI 1, Standard 8, while the SQR Team gathered evidence that Madison 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 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.
2. 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 Madison 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.

### 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.

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

#### **Strengths**

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

1. The team gathered evidence that the content of Madison’s professional learning activities is well-focused on specific areas of teacher practice. The SQR Team learned that Madison has defined 5 school-wide professional learning goals in 1) Use of technology for instruction, 2) use of learning targets, 3) use of Common Core Standards lesson planning, 4) use of formative assessments, 5) use of cooperative learning. In addition, by department and grade level, teachers are collectively and individually (with the support of Math, ELA, and BTSA coaches and “buddy teachers”) learning effective lesson design, assessment strategies, and how to implement various curriculum programs (Springboard for ELA, Geometry, CPO Science, etc.).
2. The ELA and math coaches are specifically strategies that embed professional learning in teacher practice. These two coaches work individually with teachers and observe, model, and “elbow” effective practices.
3. The Team also collected evidence that, whereas in previous years professional development was “held” by a coach or the principal, the principal is now more focused on classroom teachers holding this work. This shift appears driven by teacher reflection on the need to broaden teacher leadership at the school and by their request to assume more responsibility for teacher learning.
4. Given Madison’s focus on 5 school-wide professional learning goals, the SQR Team gathered evidence on how this learning is supporting teachers to improve their practice. It is notable, first, that the Principal and Leadership team decided that they wanted to get better at what they do rather than embark on learning new strategies—which led to the focus on these 5 goals. They defined the goal for each as 90% mastery in the use of technology, learning targets, formative assessments, Common Core lesson planning, and cooperative learning strategies. However as noted below they have not precisely defined what mastery looks like in these areas, and they rely primarily on teacher self-reporting.

- The SQR Team found generally that teachers are making good progress in their use of learning targets. In over 90% of the classes observed, learning targets were posted and discussed with students.
- The SQR Team found that teachers are also making good progress in their use of formative assessment. The SQR Team observed a wide variety of such assessments, including Do Now's and Exit Tickets along with Thumbs Up, whiteboard responses, and "raise your hand if your table has consensus" strategies. In interviews, teachers repeatedly referred to using these assessments to inform their instruction and adjust instruction.
- The SQR Team found mixed development in the use of engagement/cooperative learning strategies. As noted previously, in only 47% of the academic classes did the Team observe students collaborating and/or using various learning modalities and/or multiple intelligences. While this percentage is less than what would be expected given the overall push and attention given, when such strategies were used, they were used effectively and the student experience was meaningful and challenging.
- The SQR Team did not have an opportunity to see Common Core Standards lesson planning. This is understandable since CCS is still new to the district and there has been little training on how the district will address these standards. It should be noted however that a tool purchased by the school to support teachers to do CCS lesson planning was reportedly not in wide use.
- With respect to the goal for teachers to have "90% mastery of using technology for learning", the SQR Team observed teachers using Smart boards and document cameras, Netbooks and Google Chrome, but this use seemed clearly in the developmental stage. Teachers reported a need for 1) tech support, 2) student keyboarding skills, and 3) research into an online ELA intervention program that would track student progress like IXL in math.

### **Challenges**

1. The SQR Team gathered some evidence that suggested that there is inconsistency in how the 5 goals are held and worked on. Teacher reports suggested that the teachers as a whole focus on them at the beginning of the year during planning retreats and "Buy-Back" days, particularly as they bring on new teachers and acculturate them to school-wide expectations. They come back to the 5 goals periodically, but not in a consistent way that supports teachers to experience a sense of progressive skill development. When asked, teachers variously remember what the 5 goals are and how they are working on them. Individual teacher leaders have assumed some responsibility for coaching teachers and leading sessions about these goals, but they cannot describe a clear learning plan for these goals, one which clearly lays out how they will assess progress toward mastery (other than self-reporting) and engage in learning toward that mastery. Also it appears that this adult learning may have become somewhat disconnected from student outcomes: teachers agree that improving their skills in these 5 areas will result in better instruction which will improve student outcomes, but teachers do not necessarily look at student evidence and consider how their work on one or more of these 5 areas of teacher practice is specifically enabling students to perform better.
2. Related to this, the SQR Team gathered evidence that professional learning as a whole staff has a challenge of consistency and follow-through. Some teachers described it as a "shotgun approach". The evidence suggests that the content is valuable and addresses important areas of student and/or teacher need, but the sequencing and focus of the learning is such that it may not have the desired learning impact.
3. Given these challenges, it is notable that Madison does not have an individual or structure for fully coordinating teacher professional learning and strategizing how professional development quality and capacity can be built.

## 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>	There was <b>little</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>some</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>substantial</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>strong &amp; consistent</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>strong &amp; consistent</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>implemented systems to review evidence</b> of these practices/conditions.

### 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
<p><b>Standard 2:</b> <b>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></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>▪ 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>	<p>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.</p>

Madison MS is rated **Refining** in this standard.

#### Strengths

1. The SQR Team found evidence that Madison shares decision-making with families and community through its School Site Council and the Parent Center.
  - 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.
  - Mindful that there has been a history of discord between African American and Hispanic families, parents have joined in shared leadership in the SSC. The SSC president is African American and the SSC Vice President is Hispanic. Together they create a culture of inclusion where African American parents are learning Spanish and the Hispanic parents are learning English. “Parents are happy. Walls (language barriers) are breaking down. People are trying hard to understand each other.
  - Through the work of the Parent Center and the Family Advocate, families and communities have a significant opportunity to impact school decision-making. As noted in Quality Indicator 2, the Parent Center is an important place where work on behalf of the school and supports for parents/families are provided. Parent volunteers are deeply involved in all aspects of decision-making that occur here. Also, while recognizing that the Family Advocate is just one individual and not a parent, she does participate in key school decision-making bodies (COS Team, the Leadership Team) and represents the parent/community voice. Parents report that they know they can work through her to raise concerns and have school issues addressed.
2. The SQR Team also gathered evidence that Madison, through its Elev8 program and the Parent Center specifically, make systematic efforts to learn about parent satisfaction with the school and its programs. As reported in staff interviews and focus groups, the results of these efforts are known and used to drive decisions.
3. The Team also gathered evidence that Madison’s principal takes a very strategic approach to partnering with parents and community agencies. In particular, with the support of the Elev8 coordinator, community partners have substantial involvement in key school decisions that fall within their scope of work.

#### Challenges

No evidence of specific challenges was collected.

### 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>

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

#### Strengths

1. The SQR Team found strong and consistent evidence that Madison 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 across ethnic backgrounds reported their appreciation for the family/community vision of the school. Also they appreciated how the school works with and honors people from all cultures. Parents confirmed the staff reports and documentary evidence that there are many ways that they can be involved in the school. As noted in Quality Indicator 2, Standard 2, parents also reported real awareness of the activities and supports that were in place for their children. They referred to written (always translated!) materials that were sent home. They referred to information available from staff in the office and posted on the walls. They referred to the availability of the Principal and the Family Advocate to answer their questions and provide them with an understanding of why certain steps were taking place for their child.
  - As detailed above in Standard 2, the role of the Family Advocate coordinator was key evidence to the Team of Madison’s development on this standard.
2. The Team gathered evidence that there are multiple strategies that Madison uses to help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full participation. Parent newsletters and other written materials are always translated. The school and the Parent Center sponsor a great number of community events each year that use student performances, student recognition, exercise and nutrition, and fresh produce as ways to bring families on to campus.
3. The SQR Team also gathered evidence of teacher practices where students are being asked to track their own progress, either through a portfolio or some other instruments. These practices are not wide-spread or deep yet, but they portend the development of student-led conferences or similar strategies for engaging students and families in knowing how a student is progressing.

#### Challenges

1. The Team gathered little evidence of any major challenges in Madison’s development on this standard.

### 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>	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:	<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: ...</p> <p><b>To ensure effective family engagement on student learning</b>, the school has implemented systems to review evidence of these practices.</p>

Madison MS is rated **Developing** 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

- The SQR Team found evidence that Madison, in its rich engagement with families, does 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). As described in staff and parent interviews and focus groups, these topics arise in the rather extensive communication that the school has with families.
- It is evident to the SQR Team also that, because of Madison's resources and strategies, there are no significant language, cultural, economic, and physical barriers that frustrate full family participation in these opportunities.

#### Challenges

- The challenge then for Madison on this standard is that, while opportunities exist 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), there does not appear to be any strategic or intentional approaches to the work described by this standard.

### 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>

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

**Strengths**

1. Beginning with the Principal’s strong and consistent commitment to building a full-service community school and through the many Elev8 components, all initiatives and efforts at Madison are focused in two inter-related areas: academic rigor and meaningful student, family, and community support. While Madison does not use explicit standards of student, family, and community engagement, the school demonstrates in numerous ways that they have an implicit set of standards that drives their approaches to meaningful family/community engagement. As noted in several places in this SQR, the evidence of this is: a vibrant and active Parent Center; the implementation of the on-site Health Center; the COS Team protocols and strategies; the varied social-emotional support services for students and that work with their families; the array of wrap-around services for families through Elev8.

**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>	There was <b>little</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>some</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>substantial</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>strong &amp; consistent</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>strong &amp; consistent</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>implemented systems to review evidence</b> of these practices/conditions.

### 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.

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

#### Strengths

- As noted in previous standards, the SQR Team gathered substantial evidence that Madison leadership has established a practice of collecting and analyzing data on the performances of different student sub-groups, according to language status, gender, and ethnicity—as part of their efforts to lead improvement at Madison. These practices include looking at evaluation data that calls out inequitable conditions and/or effects and making adjustments based on that data (e.g., Elev8 outreach to African American families).
- Madison leadership implements curriculum, builds classroom and school-wide instructional practices, creates intervention opportunities, and devises 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 Madison MS for grouping and splitting out students, to create part-time homogeneous groupings: Newcomer class, READ 180, Algebra Strategic, Geometry (for advanced students), and emotional support through empowerment workshops by grade level. Elev8 pulls groups of 5 students who receive support from AmeriCorps volunteers.

#### Challenges

- School leadership is aware of the challenges described elsewhere regarding the quality of instruction in PE, Newcomer, and Special Day classes. The evidence collected by the SQR Team suggests that currently school leadership lacks effective strategies for redressing these challenges. In the interim, some of Madison’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>

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

**Strengths**

- The SQR Team gathered evidence that Madison has developed broad and specific student and staff outcomes, consistently monitors their progress, and exhibits mutual accountability.
  - As described in Quality Indicator 1, Standard 8, the regular analysis of student data has led to the implementation of a variety of interventions designed to accelerate the performance of specific lower performing students. Teachers have accepted the responsibility of moving all students to higher levels of performance and are willing to learn new strategies and try different structures and programs to accomplish this.
  - The Leadership Team is comprised of department heads, counselor, student services, family advocate and student body president. This team monitors overall school progress and develops strategies to ensure accountability. For example, the Leadership team “came up with the 90% mastery focus agreement.” Using Survey Monkey, teachers expressed a desire for teacher leadership positions and that “rather than expanding to learn new strategies, that they get good at what they are doing” (5 core practices). Teachers asked for opportunities to be teacher leaders and hold them accountable. These teachers facilitate staff development in the 5 core practices.
  - Through the variety of professional development mechanisms--the academic coaches (ELA and Math), the Principal, teacher lead professional development, buddy teacher, and PLC collaboration—there is a widely shared system of providing critical feedback to teachers. Formal supervision of teachers is not the only mechanism through which teachers get feedback on their practice.
  - Madison has been working toward bringing rigor to its instruction to address the expectations embedded in Common Core Standards. (Springboard for ELA piloted over the summer of 2011 and now implemented in the fall of 2011; Springboard for Math to be piloted the fall of 2012; Technology-based instruction.) To support students as teachers move towards more rigorous teaching and learning, students have access to on-line math programs that track progress (ALEC for Algebra, IXL or Khan Academy.)
  - In response to a Cambridge Review (where a key finding was that Madison had “great teaching but less learning”), the principal’s “lens changed from looking at what teachers are doing to what students are doing,” which in turn prompted the push for cooperative learning, Kagan training (engagement strategies) and checking for understanding.

- The principal, ELA coach, and math coach reportedly use an established protocol for walk-throughs that look for all 5 of the goal practices. “I use it as I move in and out of class to provide immediate feedback in written form and verbally. I have conversations with teachers and if I see something drastic, I have a conversation right then.”

**Challenges:**

1. Teachers reports about their development on the 5 goals, as noted in QI 3, Standard 4, does not line up well with the accountability for the 5 goals described immediately above. The accountability described would suggest that teachers have clear and strong learning around the 5 goals, but that is not what was reported to the SQR Team. The gap between these views suggests that a challenge to the effectiveness of leadership in this area exists.
2. As noted in QI 2, Standard 2, the SQR Team heard reports that there have been some communication and coordination issues between clinic, ASP, and school staff which suggest that there are “integration” challenges that impact the effectiveness of these support programs and resources. Reportedly, there are explicit steps being taken by leadership of these programs, particularly by formalizing meeting time, that are addressing these issues, but these are still not fully resolved. Leadership still faces a challenge here.

### 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>11) 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.

Madison MS is rated **Sustaining** 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. Similarly through the efforts of the Elev8 Coordinator, the Family Advocate, and the Parent Center, Madison builds the capacity of families to engage with the school on academic matters and the school builds the understanding and buy-in of families for the variety of support services.
2. As described in QI 3, staff leadership is distributed through the various grade-level and subject-matter PLCs, through the Elev8 leadership and COS Team, and through specific program such as the Project Achieve ASP, the Parent Center, and the Health Clinic. There has been a recent shift to have teachers assume responsibility for particular areas of teacher learning.
3. The Student Leadership class in the ASP provides student leaders with access to adult decision makers.

#### Challenges

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

## APPENDICES

### OUSD SCHOOL QUALITY STANDARDS Summary Version of Outcomes and Indicators with Focus Standards Identified

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

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.

## SCHOOL SELF-REFLECTION

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

The three things that are distinctive about our school:

- 1) Our campus currently supports OUSD's strategic plan design for a full-service community school.
- 2) Our campus size, allows us to establish a clear, and concise vision for school expansion.
- 3) Our campus as a whole, is focused, on quality teaching and learning, with the infusion of common core practices throughout the site.
- 4) We have a leader that is committed, dedicated, and approachable. She is clear in her vision that services should be directed to meet the needs of the whole child, and their families.
- 5) Our campus model has been most beneficial to our African American students. Their test scores, and dramatic growth is evident.
- 6) Our campus location in the Sobrante Park community is prime, again, for the expansion.
- 7) The demographics in our community have changed dramatically over the past five years.

### 2 How effective is your school overall?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
				X		

#### How do you know?

A school is only as successful as its most struggling student. Our campus has a lot of work to do, but we believe we are headed in the right direction. I don't believe any campus is effective until all their students have met their achievement goals.

#### What are its notable strengths?

I believe our notable strengths are the staff, students, parents, administration, and our consistent drive to improve our campus outcomes.

#### What are the main priorities for improvement?

Our main priorities for improvement this year has been to move our basic students. We have been successful as a campus in moving our students out of FBB, but many of them have landed into Basic. Our goal this year is to move 10% of those students out of Basic.

We are piloting the SpringBoard curriculum this year. This rigorous programs purpose is to push our Basic students, while maintain engagement of our Proficient/Advanced students.

3 How well is the school regarded by its students and parents?						
		4	3	2	1	
Evaluation: Parents	Excellent	X				Unsatisfactory
<b>How do you know?</b>						
a) Parents believe that their children like the school because of their friends, safety, connection, and even the cafeteria food is good.						
b) The parents know because they see their students learning, anticipating, and getting good grades. The parents see parents and children coming to the campus and being involved.						
<b>What do (a) students and (b) parents most like about the school?</b>						
a) Parents believe that the children like the school because of their friends, they still say, and the food is good. The kids feel like they can speak to their teachers and the principal.						
b) Parents report liking the way the grades are separated from one another, i.e. 6 <sup>th</sup> graders have their own space. They also like how they only have two main teachers who then follow them through each grade. Parents like the tutoring, the staff, the atmosphere, and that their school is diverse. I like how the children are advancing, the principal is involved. The kids listen and are in their classrooms not roaming the halls.						
<b>What do they feel needs improvement, and what action is being taken?</b>						
More parents need to continue being involved, volunteer at the school, especially African-American parents. We need more involvement.						

4 How well do students achieve academically?						
		4	3	2	1	
Evaluation: Zellman	Excellent		X			Unsatisfactory
<b>How do you know?</b>						
CST scores, formative assessment data, writing samples, testimonials from teachers/students, overall comparison to other school sites around Oakland/California based on (but not limited to) similar formative assessment data and continued success in high school.						
<b>In which subjects and grades do students do best and why?</b>						
Students excel in 6th grade mathematics/science, 7th and 8th grade history, and 8th grade science. I believe this because of the aforementioned data but also strongly due to testimonials from students in those subjects. The confidence is far higher than when compared to other subjects/grade levels. Additionally, with little exception, these classes were all taught by teachers with more experience in their subject and grade level.						
<b>In which subjects and grades is improvement needed, and what action is being taken?</b>						
6th-8th grade English, and 7th-8th grade mathematics are the subjects needing the most improvement. For English, across all grade levels, teachers have adopted the Springboard curriculum to address the level of rigor in analyzing text. Additionally, at the 8th grade level, a select number of students are participating in 4 hours per week of the Read180 curriculum. For 7th and 8th grade mathematics, students are pulled for additional support through Elev8 programs and an Algebra support class which meets 4 hours per week. Our math coach provides valuable planning and curriculum support as well.						
<b>Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?</b>						
There is very little evidence of differential attainment within Madison classrooms.						

5 How effective is the quality of the curriculum & instruction?						
		4	3	2	1	
Evaluation: Paske	Excellent		X			Unsatisfactory
<b>How do you know?</b>						
I talked to a few teachers and have observed school-wide.						
<b>Which are the strongest features of teaching and learning, and why?</b>						
The staff is youthful, caring and energetic. They want to do a good job and to educate youth. For the most part the staff likes kids and they want to help. Direct instruction, often with visuals or SmartBoard accenting is the norm in most classrooms. There is some level of inter-school and intra-school collaboration between subjects.						
<b>What aspects of teaching and learning most need improvement, and what action is being taken?</b>						
Although there are pockets of excellence, there are also pockets of poor classroom management and low expectations. The curriculum itself is not necessarily cohesive within a subject area - in other words 6th grade doesn't build on what was learned in 5th, and isn't always necessary for understanding 7th. The instruction varies widely by teacher and depends largely on classroom management ability as does the engagement of students in these tasks.						
This year Springboard for the English department is in place, also a math coach for the math department. District Wednesday PD time for all subjects.						

6 How effective is the system of assessment of student learning?						
		4	3	2	1	
Evaluation:	Excellent		X			Unsatisfactory
<b>How do you know?</b>						
System is effective concerning the student learning. The assessments measure the different levels of student progress/performance. The school receives annual assessments reports throughout the school year. The purpose of these assessments is to report how students at each grade scores on various assessments. For example: CELDT Assessments have five performance levels: advance, early advance, intermediate, early intermediate, and beginning. These are four areas of academics: reading, listening, speaking, and writing. The CELDT has a student's mean scale score and standard deviation. Students can score 1/advanced and listening, 5/early advanced in reading. Having this knowledge helps the school realize how effective the system of assessment of student learning progresses.						
There are other assessments that are effective to the system, which measure student learning and assist in helping the administration schedule students in appropriate classes. They help determine the type of intervention needed for each student: such as Read 180 and Elev8. The following assessments are also instrumental in determining how students progress in specific subject areas. SRI/Scholastic Reading Inventory, and PWA/Process Writing Assessment.						
We receive the ELA and Math Benchmark data from the district. The purpose of this benchmark data is to provide teachers with timely and relevant information about the student learning so that they can strengthen and enhance specific areas. Teachers use this information to guide their instruction on a daily basis						
We believe that looking at both summative and formative assessments are valuable and are more important when shared with students and families. We are also aware that one assessment cannot give you the complete, overall understanding of student learning. This is why the campus works to address differentiated instruction, and will continue to provide multiple ways for students to tell us that they've learned what we taught.						

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

Teacher interpretation, and student information.

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

Calendaring

**7 Identify at least one student group on which you have a strategic focus. How effective is the school right now in diagnosing and addressing the learning needs of this group?**

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
				X		

**How do you know?**

We have identified about 30 students on campus struggling with reading. This year we have included a READ 180 class at the 8<sup>th</sup> grade, with the hope of expanding this program next year to include all grade levels. It is meeting the needs of these students. We have already seen significant growth in their reading levels from the beginning of the year.

This year ELA is the campus focus.

**What are the school's strongest features and why?**

*[No response]*

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

*[No response]*

**8 How effective are the strategies and services that you have put in place to support the physical, emotional, and social needs of your diverse students?**

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			X			

**How do you know?**

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

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

Services include the following: 2 full-time clinicians, 1 part-time clinician, a conflict mediator, a part-time outreach consultant, a 30 hour week family advocate, a full-time Elev8 project coordinator, a school nurse in the school psychologist one day a week.

Presently, this team has serviced 90 of our James Madison Middle School students for academic services. (After School Intervention and/or Saturday School); physical and dental services (school nurse and the school-based health clinic), emotional/social needs through our on-site counseling services and home Visits (issues: truancy and chronic absenteeism).

With the expansion, we see a definite need for another full-time clinician who would be able to serve those additional students. We also need to be able to expand the family advocate old time position. These additional hours would be utilized to further encourage engage those parents in the many activities – events occurring at the school site.

<b>9 How effective are the professional development opportunities provided to teachers?</b>						
		4	3	2	1	
Evaluation:	Excellent		<b>X</b>			
<b>How do you know?</b>						
<p>In 2011, OUSD, conducted a survey on professional development in the district as it relates to specific sites, and district schools. The Madison findings are as follows specifically regarding professional development opportunities:</p> <ul style="list-style-type: none"> <li>-More than 64% of our teachers found professional development useful.</li> <li>-78% of our teachers found professional development help them with federal state and local assessments</li> <li>-85% of our teachers after receiving professional development, though trusted to make sound professional decisions about instruction</li> <li>-84% of our teachers are encouraged to participate in school leadership roles</li> </ul>						
<b>Which are the strongest features of professional development, and why?</b>						
<p>The most effective portion of professional development calendar would be the constant opportunities for teachers to consistently collaborate in grade level PLCs for department PLCs. I also think another very effective component of our professional development opportunities would be the ability to access quality consistent department coaches.</p>						
<b>What aspects of teaching and learning most need improvement, and what action is being taken?</b>						
<i>[No response]</i>						

<b>10 How effective is the leadership and management of the school?</b>						
		4	3	2	1	
Evaluation:	Excellent		<b>X</b>			
<b>How do you know?</b>						
<b>What strongest features of leadership and management, and why?</b>						
<p>The strongest feature of leadership and management with the enforcement of the campus policy:</p> <ul style="list-style-type: none"> <li>-85% of our teachers believe school administration supports teachers' effective efforts to maintain discipline in the classroom, and around campus.</li> <li>-70% of our teachers believe, campus leadership supports positive behavior</li> <li>-85% of our school population understand expectations for conduct</li> <li>-75% of the teaching staff believes administration holds them to a high professional standard for delivering instruction.</li> </ul>						
<b>What aspects of leadership and management most need improvement, and what action is being taken?</b>						
<i>[No response]</i>						

<b>11 How effectively does the school meaningfully engage with parents &amp; students?</b>						
		4	3	2	1	
Evaluation:	Excellent	<b>X</b>				
<b>How do you know?</b>						
<p>The majority of parents fill the school ranks as a 4. The parents know because they attend the events and so do the students.</p>						

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

- The principal here takes the time to learn the parents' and the students' names and addresses them directly.
- The expansion of the high school and those parents are receiving information that is needed to make this happen.

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

None at this time

**Why will our high school campus benefit our students, and encourage them to consider college and career options?**

The kids will be able to continue with the same school, friends, and teachers. It is also good for the parents to build long-lasting friendships.

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

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

Expansion to a PK-12 Model

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

*[No response]*

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

*[No response]*

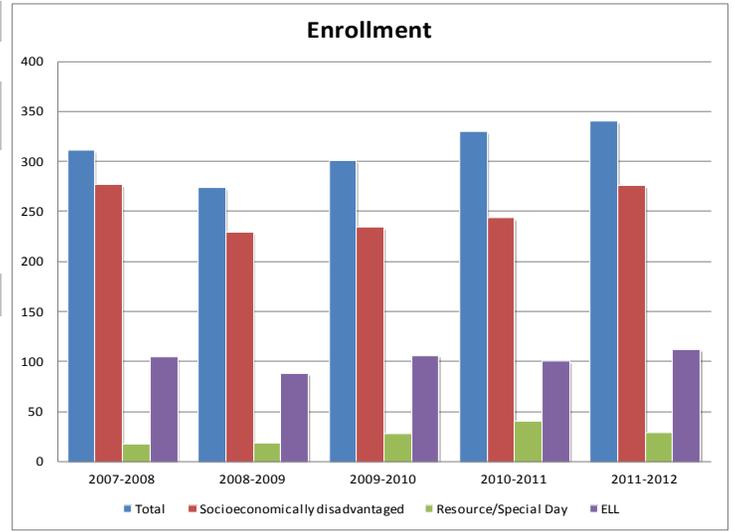
## SCHOOL DATA PROFILE

<b>Name of School:</b>	<b>James Madison Middle School</b>	<b>Name of School Leader:</b>	<b>Lucinda Taylor</b>	<b>PI (Program Improvement) Status:</b>	<b>In PI</b>	<b>Year in PI</b>	<b>Year 5</b>	<b>Site Code</b>	<b>215</b>
------------------------	------------------------------------	-------------------------------	-----------------------	---	--------------	-------------------	---------------	------------------	------------

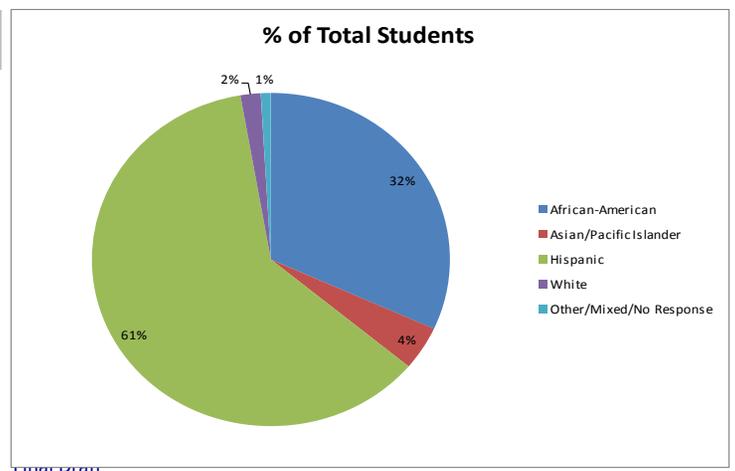
Live-Go Data								
# Live in Neighborhood	# Live-Go w/in School	# No Live Go	# Live No-Go	% Neighborhood Live-Go	% Neighborhood Live No-Go	% School Live-Go	% of school No Live-Go	
514	219	96	295	42.6%	57.4%	66.4%	29.1%	

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

Total	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
	311	274	301	330	340
2010-2011 Attendance & Absence Rates	Truancy Rate (# of students w/unexcused absence or tardy on 3 or more days)	Attended > 95% school days	ADA	Chronic Absence (>10% of academic year) Rate 10-11	
School	71.2%	76.0%	96.1%	9.0%	
Region	N/A	70.0%	N/A	14.0%	
District	42.9%	72.0%	N/A	12.0%	
Special Populations	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012 (projected)
Socioeconomically disadvantaged	277	230	235	244	276
% of total enrolled	89.1%	83.9%	78.1%	73.9%	81%
ELL	105	89	107	101	113
% of total enrolled	33.8%	32.5%	35.5%	30.6%	33%
Resource/Special Day	19	20	29	41	30
% of total enrolled	6.1%	7.3%	9.6%	12.4%	9%



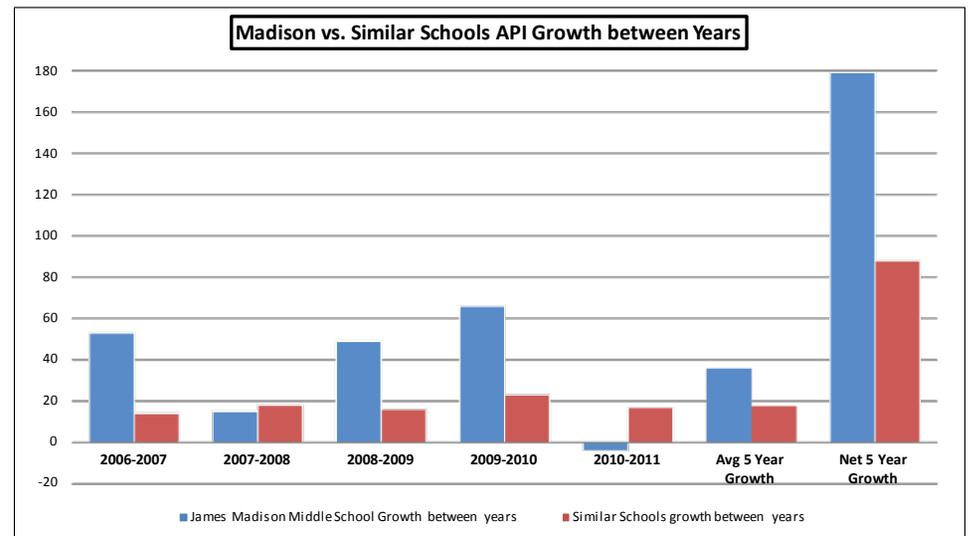
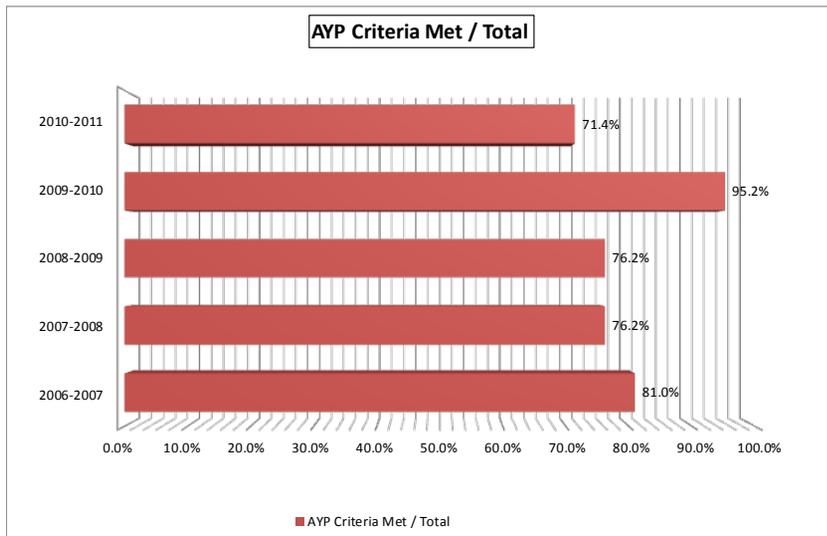
Background of students 2010-2011	Number of students	% of Total Students	Discipline - prior school year (10-11)	Suspension # of students	% of total students suspended
African-American	105	32%	African-American	16	41.0%
Asian/Pacific Islander	14	4%	Asian/Pacific Islander		
Hispanic	202	61%	Hispanic	18	46.2%
White	6	2%	White	1	
Other/Mixed/No Response	3	1%	Other/Mixed/No Response	3	7.7%
ELL	101	31%	Male	28	71.8%
SPED	41	12%	Female	11	28.2%
Male	177	54%	Total	39	
Female	153	46%			



**Overall School Academic Data**

AYP	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011		
AYP Met?	No	No	No	No	No		
AYP Criteria Met / Total	81.0%	76.2%	76.2%	95.2%	71.4%		
API	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Avg 5 Year Growth	Net 5 Year Growth
Growth API	604	619	674	728	722		
James Madison Middle School Growth between years	53	15	49	66	-4	35.8	179
Growth Target Met?	Yes	Yes*	Yes	Yes	No		
Similar Schools Growth API	605	619	638	652	699		
Similar Schools growth between years	14	18	16	23	17	17.6	88

\* Only school wide growth target met, not subgroup target

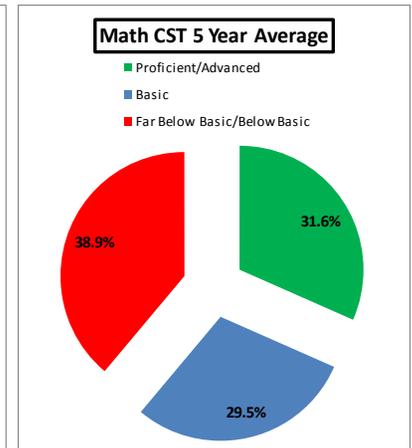
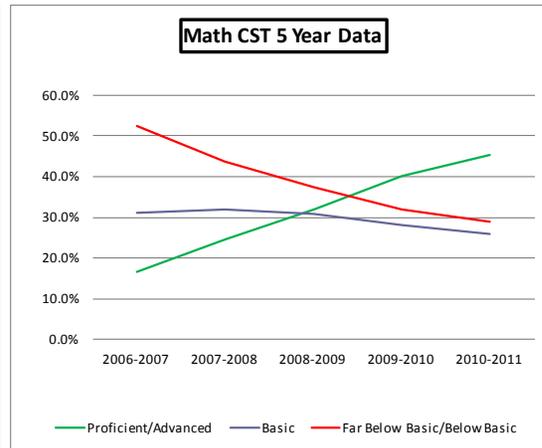
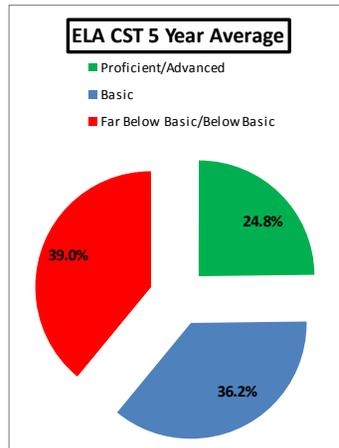
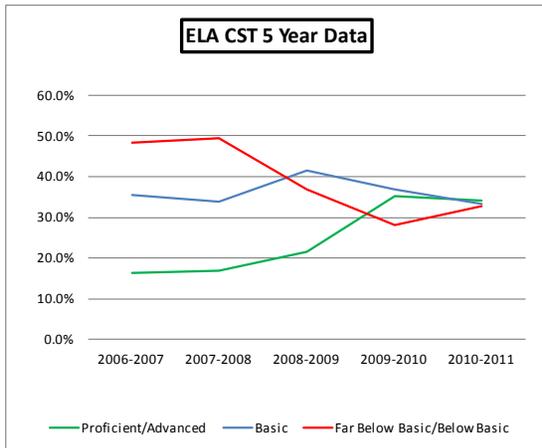


**CST ELA**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>Proficient/Advanced</b>	16.5%	16.8%	21.6%	35.2%	34.0%	24.8%	17.5%
<b>Basic</b>	35.4%	33.9%	41.4%	36.8%	33.3%	36.2%	-2.0%
<b>Far Below Basic/Below Basic</b>	48.2%	49.4%	36.9%	28.0%	32.7%	39.0%	-15.5%

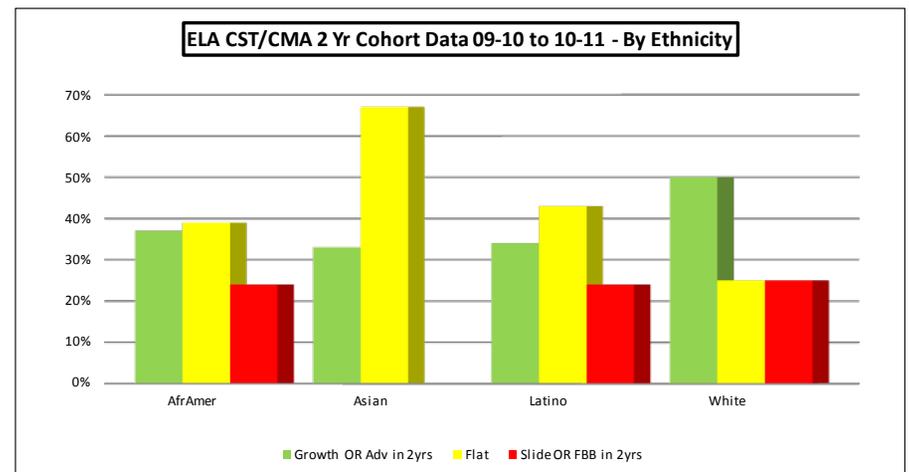
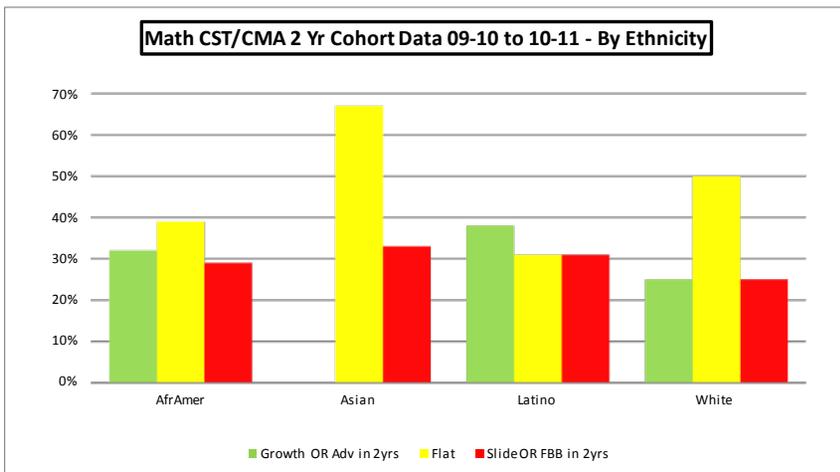
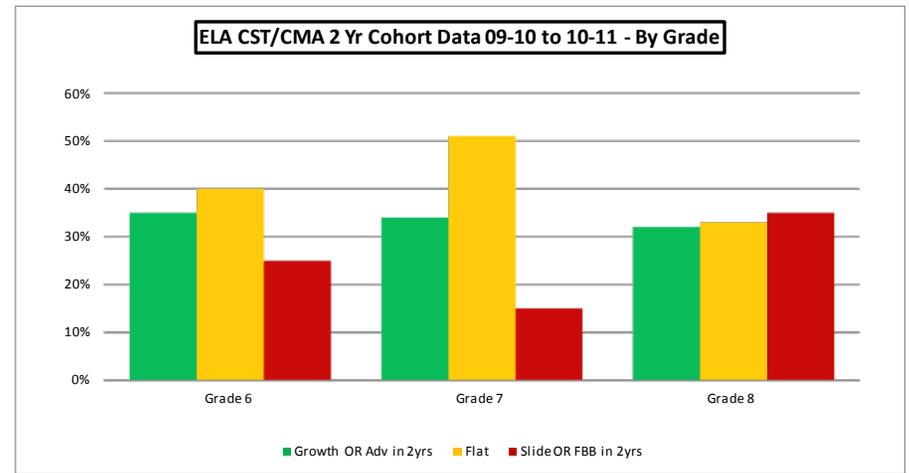
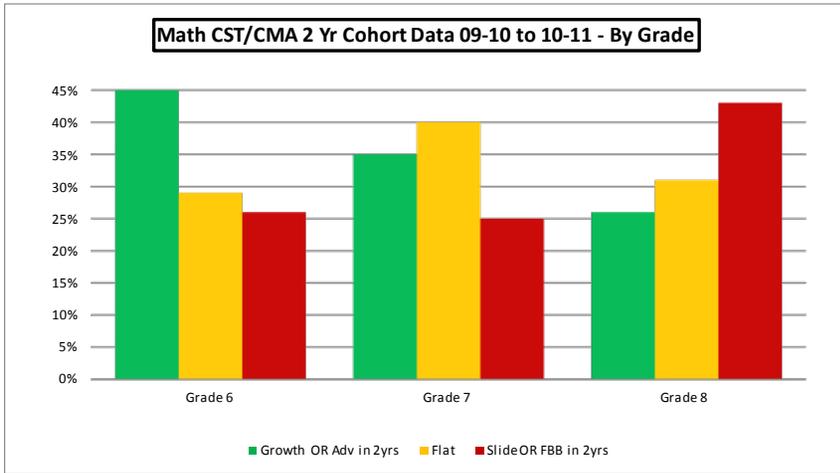
**CST Math**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>Proficient/Advanced</b>	16.6%	24.5%	31.9%	40.0%	45.2%	31.6%	28.7%
<b>Basic</b>	31.0%	32.0%	30.7%	28.0%	25.8%	29.5%	-5.2%
<b>Far Below Basic/Below Basic</b>	52.5%	43.6%	37.4%	32.0%	29.0%	38.9%	-23.5%



2 Yr Cohort Academic Data

Growth OR Adv in 2 yrs	Student improved one or more performance levels or remained at Adv in both years	Flat	Student remained at the same performance level in both years, not including FBB and Adv	Slide OR FBB in 2 yrs	Student slid back one or more performance levels or remained at FBB in both years
<b>Roosevelt 2 Yr Cohort Data 09-10 to 10-11</b>	<b># Students</b>	<b>% Growth</b>	<b>% Flat</b>	<b>% Slide</b>	
	263	33.8%	41.4%	24.7%	



CST Math

Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	79.4%	17.6%	2.9%			34
Proficient	46.4%	50.0%	3.6%			28
Basic	27.8%	36.1%	30.6%	5.6%		36
Below Basic		38.5%	53.8%	7.7%		13
Far Below Basic			100.0%			1

ELA

Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	66.7%	33.3%				18
Proficient	21.3%	53.3%	25.3%			75
Basic	3.2%	24.2%	55.8%	12.6%	4.2%	95
Below Basic		2.1%	36.2%	34.0%	27.7%	47
Far Below Basic			7.1%	53.6%	39.3%	28

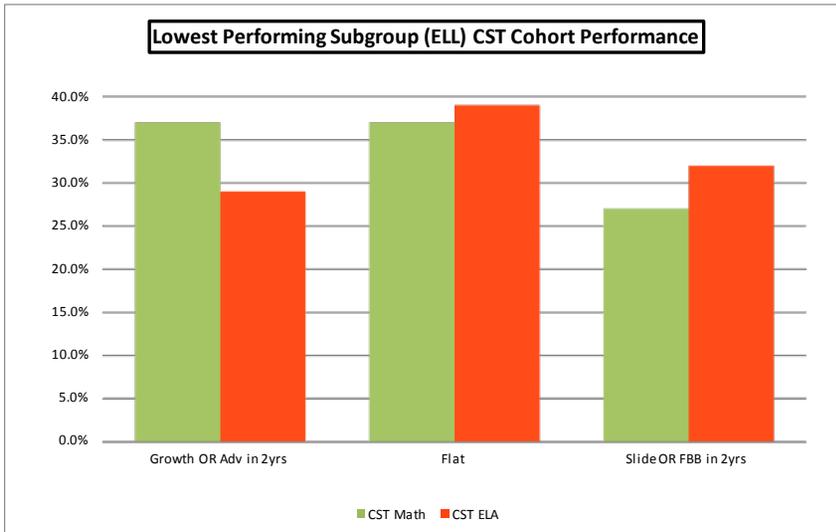
Lowest Performing Subgroup – English Learners

	School	ELL		CST Math	CST ELA
2010 Growth API	728	649	Growth OR Adv in 2yrs	37.0%	29.0%
2011 Growth API	722	695	Flat	37.0%	39.0%
2010 API Change	66	0	Slide OR FBB in 2yrs	27.0%	32.0%
2011 API Change	-4	-11	Total Students	82	85

African-American Male CST Data

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
ELA - Proficient/Advanced	9.4%	9.8%	8.6%	32.4%	23.7%	16.8%	14.3%
ELA - Basic	41.5%	26.8%	37.1%	23.5%	36.8%	33.2%	-4.7%
ELA - Far Below Basic/Below Basic	49.1%	63.4%	54.3%	44.1%	39.5%	50.1%	-9.6%
Math - Proficient/Advanced	5.9%	12.2%	13.9%	35.5%	39.5%	21.4%	33.6%
Math - Basic	29.4%	31.7%	30.6%	12.9%	26.3%	26.2%	-3.1%
Math - Far Below Basic/Below Basic	64.7%	56.1%	55.6%	51.6%	34.2%	52.4%	-30.5%

Lowest Performing Subgroup (ELL) CST Cohort Performance



AA Male - CST Performance

