

SCHOOL QUALITY REVIEW REPORT

FOR

ROOSEVELT MIDDLE SCHOOL

1926 19th Ave, Oakland, CA 94606

Oakland Unified School District

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2011-2012

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BACKGROUND TO THIS PILOT YEAR'S WORK

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

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

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

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



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

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

PART 1: THE SCHOOL CONTEXT

Roosevelt Middle School is located in the San Antonio section of southeast Oakland, which encompasses the neighborhoods from 5th Avenue to 24th Avenue and from East 12th Street to East 27th Street. The main school is in a large, old three story building, which used to house a high school, and has been recently painted. In addition there are seven portables which are currently used for eighth grade and Resource Specialist Program instruction. The school also has a gymnasium, music room, band room, practice rooms and a cafeteria. Roosevelt has partnered with multiple community agencies to address health and social-emotional services as well as to provide tutoring during the after school program.

Roosevelt Middle School serves students from sixth through eighth grade. Presently, approximately 653 students attend the school. Only 399 of the 819 students who live in the Roosevelt Middle School attendance area attend the school. The school’s current population consists of 39 percent Asian, 37 percent Hispanic, and 23 percent African-American. Thirty-three percent of students are English Learners, and the three highest languages represented are Spanish (49%), Vietnamese (18%), and Cantonese (11%), although the school also has students who speak Khmer, Mien, Arabic, Burmese, Ilocano, Lao, Filipino, Somali, and Taishanese.

Seventy-five percent of students qualify for free or reduced lunch; 12 percent are special education ranging from RSP, SDC, and most recently an Autism class. The school’s recorded daily attendance during the 2010-2011 school year is 92 percent.

School data show an 11 point increase in API last school year after a declining trend in scores for several years. It is important to note that in 2011, Roosevelt:

1. Met state school-wide growth target for the first time in six years.
2. Met the state targets for all of our subgroups for the first time in six years.
3. Met all state school-wide targets for the first time in six years.
4. Is one of five OUSD middle schools (out of 16) with double-digit API growth school-wide.
5. Achieved double-digit growth (30 percentage points) with its African-American population.

The school has not achieved AYP proficiency levels in the past five years.

API	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Growth API	647	651	639	627	638

ELA	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Prof/Adv	23.8%	24.8%	24.0%	24.0%	25.3%
Basic	31.1%	29.1%	33.8%	31.5%	30.9%
FBB & BB	45.1%	46.1%	42.2%	44.4%	43.8%
MATH	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Prof/Adv	26.5%	25.4%	25.3%	24.8%	23.8%
Basic	26.4%	27.3%	23.5%	25.5%	24.5%
FBB & BB	47.2%	47.3%	51.2%	49.7%	51.7%
AYP	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
AYP Met?	No	No	No	No	No
AYP Criteria Met / Total (25)	19	16	12	13	14

When looking at the CST data in the table above, one can notice a stagnant academic state during the past five years. Although not captured in the table, 2011 CST data shows that in the 6th grade, only 29 percent of students are proficient/ advanced in ELA, and 31 percent are proficient/ advanced in Math. In the 7th grade, 31 percent are proficient/ advanced in ELA and 33 percent are proficient/ advanced in Math. In the 8th grade, 21 percent are proficient/ advanced in ELA and 9 percent are proficient/ advanced in Math. The school also offers Algebra to 7th graders and Geometry to 8th graders. The 2011 CST scores for students taking algebra and geometry show that in 7th grade algebra (28 students enrolled), 39 percent scored at the proficient/ advanced level, while in 8th grade Geometry (27 students enrolled), 41 percent scored at the proficient/advanced level.

The school's self-reflection discloses a need for improvement in the area of safety, most specifically in a desire by parents to decrease physical fights and a desire by administration to decrease the suspension rate. The following chart exemplifies discipline statistics related to suspensions broken down by ethnic group and by gender for the 2010-2011 school year.

Background of students 2010-2011	Number of students	% of Total Students	Discipline - prior school year (10-11)	Suspension # of students	% of total students suspended
Af-Am	142	22%	Af-Am	71	54.6%
Asian/Pac Is	248	38%	Asian/Pac Is	14	10.8%
Hispanic	231	35%	Hispanic	35	26.9%

White	6	1%	White	1	0.8%
Mixed	20	3%	Mixed	2	1.5%
			Male	93	72%
			Female	37	28%
			Total	130	

Roosevelt Middle School is presently undergoing a transformation in many areas. This transformation is partially due to the principal’s leadership skills (in his second year at the school) in creating a vision and a five year plan to improve the students’ access to a quality education.

Roosevelt’s initiatives include the following:

Academics

1. Instituting the Family system in which four teachers share a set group of students.
2. Professional Development focused on “constructing meaning,” a series of workshops that train teachers to more effectively incorporate language objectives in their classrooms.
3. Building a culture of collaboration via Professional Learning Communities (PLC) with a focus on student learning.
4. Focus on creating a thoughtful curriculum that is based on the common core standards and is vertically aligned among the grades.
5. Focus on analyzing student work at least every two weeks to make key adjustments to adult/teacher practice.

Creating a Positive Culture

1. Addressing attendance and discipline systematically with the goals to improve attendance and decrease suspension rates.
2. Adopting Positive Behavior Intervention System (PBIS) to improve behavior and the perception of the school.
3. Offering Conflict Mediation to students and De-Escalating trainings to staff.

Improving effectiveness of services offered via Community Partnerships

1. Improvement of the effectiveness of Coordination of Services Team (COST).
2. Maintaining partnerships with a multitude of community agencies.
3. Writing and receiving grants to provide more services to the school community.

Parent Communication & Participation

1. Establishment of a Parents’ Association.
2. Website accessibility to parents.
3. Translation of services in main languages during meetings and trainings.

PART 2: OVERVIEW OF THE SCHOOL'S PROGRAM

The School Quality Review team spent three days observing classrooms; observing the public areas of the school; and interviewing students, parents, teachers, classified staff, administrators, and community partners. The detailed findings are included in part 3 of the report. This section is included with the goal of providing a summary of the team's findings.

Quality Indicator 1: QUALITY LEARNING EXPERIENCES FOR ALL STUDENTS

Current status:

Roosevelt has flat-lined in CST scores in previous years, but saw some growth in the 2010-2011 school year with its African-American students and English Learners. The staff is aware that students are impacted by socioeconomically challenges and they know that a plan to address students' needs is very important if they are to see academic growth. Administration, with the support of key school leaders, moved away from the traditional schedule and implemented the "Family system" this year to support students academically and emotionally. "Families" is a structure where students belong to and are taught by a teaching team composed of four subject matter teachers (English, Social Science, Math and Science). Students see either two or four subject matter teachers during the day depending on the Family they are part of. The teachers have a common prep period and are expected by administration to meet at least once per week to discuss common students, interventions, and cross-curricular activities. The principal has created and shared with staff his vision and five year strategic plan with the goal to create a culture where "talk and walk" is inextricably linked to success measures which have been identified in the plan. The professional development plan for this year revolves around meeting the needs of English Learners and struggling readers.

Strengths:

1. Roosevelt has adopted "Constructing Meaning" as its professional development medium, focusing on students developing academic language and key vocabulary, which is well suited given the large number of English Learners and struggling readers.
2. Roosevelt offers Algebra for 7th graders and Geometry to 8th graders, whereas most 7th graders take Pre-Algebra and 8th graders take Algebra.
3. The majority of Roosevelt's classes are places where teachers and students interactions are positive and caring and create emotionally and physically safe learning environments.
4. The Family System provides opportunities to identify struggling students early in order to meet expected learning targets.

Challenges:

1. Rigor is missing in the area of meaningful and challenging curriculum in most classrooms, with the exception of the Science Department.
 - In only 10 out of 63 observations (16%) did the SQR Team observe students actively using four or more of the following critical thinking skills: remembering, understanding, applying, analyzing, synthesizing and creating. In 33 out of 63 observations, over 50% of the observations, students used only one or none of these skills.
 - In only 23 out of 63 observations (37%) school-wide did the SQR Team observe students connecting prior knowledge, skills, and experiences to their new learning.
 - In only 17 out of 63 observations (27%) did the SQR Team observe students applying their learning to meaningful questions or problems (including “real-life” situations).
 - Consistent with this evidence, of the 53 students asked by the SQR Team, only 12 (23%) could explain why the day’s learning was important.
 - In only 30 out of 63 observations (48%) did the SQR Team observe 85 percent or more students consistently engaging in learning.
2. Although some teachers facilitate meta-cognitive reflections –instructing students how to track their own academic progress and goal setting, facilitating better organization of materials and class work, and promoting study skills among students—this practice is not consistent in all grade levels and departments.
3. The majority of classes observed do not show active and different ways of learning (differentiation).
 - In only 16 out of 63 observations (25%) school-wide did the SQR Team observe students collaborating and/or learning using various learning modalities and/or multiple intelligences.
 - Approximately 50 percent of class time was teacher talking time, with the teacher either setting up the lesson, presenting information (lecturing or teacher-led Q&A), or modeling correct practice. Given the school’s stated need to reduce teacher talking time, this percentage seems high.
 - Approximately 35 percent of class time was student-centered, where students were engaged in guided or independent practice. The challenge in this respect is that much of this student-centered time was not student-student collaboration on rigorous content, but rather students working individually taking notes or completing problems or worksheets.
 - Approximately 15 percent of class time was not used for learning. Teachers were managing student behavior or having students engage in non-learning

- activities (e.g., classroom house-keeping jobs, organizational tasks, watching non-academic videos).
- In only 21 out of 63 observations (33%) school-wide did the SQR Team observe students in smaller (than whole class) groupings for instruction.
 - In only 20 out of 63 observations (32%) school-wide did the SQR Team observe activities in the classroom that provided every student with opportunities to be challenged and to be successful, for example through differentiated learning opportunities.
4. The majority of students did not have a clear understanding of what they were learning, why, and how it can be applied, or how their learning in their classes prepares them for future college and/or career opportunities.
 5. Use of “Constructing Meaning” strategies and techniques is in its early stages of implementation.
 6. In classrooms that were more homogenous (strategic classes), more student misbehavior and off-task behavior was observed.
 7. Roosevelt’s systems and strategies to identify struggling students are in an emergent stage and currently lack crucial data and protocols to make them effective.
 8. Roosevelt’s supports and interventions to struggling students face challenges.
 9. A college-going culture with staff and teachers who provide college preparedness resources and supports is not in place.

Quality Indicator 2: SAFE, SUPPORTIVE, & HEALTHY LEARNING ENVIRONMENTS

Current status:

Roosevelt administration and staff understand that a positive, caring, and safe learning environment is critical in supporting student learning. As a result, the school moved away from the traditional middle school model to the implementation of the Family system this year. The Family system lends itself to provide a smooth transition into middle school for 6th graders and allows adolescents with more supports during their middle years. Students who score FBB and BB in CST tests are automatically given an intervention class during the school day in either English Language Arts or Mathematics. The school offers an after school program sponsored by EBAYC and ELEV8. The school has a negative reputation and is typically not chosen as the neighborhood school by parents. The administrative team has worked hard to change the culture of the school and to raise expectations, especially regarding teachers being at their doors and having student-free halls during class time. The school was recently painted, a new artificial turf in front of the gym added, and murals painted. This beautification makes the school more appealing to students, parents, and the neighborhood. Administration is also working to systematize discipline in order to reduce the rate of suspensions and referrals. Trainings in Positive Behavior Intervention and Supports (PBIS), De-escalation, and Conflict



Mediation are presently being offered to staff and students to support building a positive school climate. The bell schedule only reflects one lunch period.

Strengths:

1. The Family system provides an opportunity for teams of teachers to provide a safe and healthy learning environment.
2. The school has a “fresh look” because it has been recently painted and a green turf installed in front of the gym; the grounds are clean and colorful murals embellish the school.
3. School has multiple partnerships with Community Agencies to provide services to students and families.
4. The school has several structures in place to identify “at-risk” students and to recognize their achievements.

Challenges:

1. The implementation of the Family system is in its beginning stages.
2. Practices of teachers being at their doors clearing halls during transitioning periods are inconsistent, and no incentive for students being on time is evident.
3. Discipline referrals and suspensions continue at high rates.
4. Only one lunch is available for 600+ students.
5. There is an absence of curriculum for Strategic Classes.
6. The after school program is not designed to serve as an “Intervention Support Program” for students.
7. PBIS and Strategies for De-escalation trainings/programs are in their beginning stages.
8. No evident system is in place to address the needs of students who fail classes during the school year.
9. Systems to change the culture & reputation of the school are in their beginning stages.
10. A progressive discipline plan not in place, although administration’s goal is to reduce suspension rates.

Quality Indicator 3: LEARNING COMMUNITIES FOCUSED ON CONTINUOUS IMPROVEMENT

Current status:

Roosevelt is developing in its selection of professional development (PD) opportunities. Recently, there have been strides to implement fruitful professional development structures (e.g., Department, PLC, and Curriculum to increase academic language). The staff has expressed a desire for differentiated PDs to address issues that are specific to their content and



classroom. An ongoing support (coaching) to implement new learning is presently lacking. Many staff members feel they need planning time to put new learning structures into practice. Last year the staff involved themselves in “show-and-tell” sessions where staff members shared an array of classroom tools/techniques to their fellow teachers, and these sessions were very much appreciated by the staff. The PD calendar allows for content specific Professional Learning Communities (PLCs) with the intention to share strategies, reflect, and create vertical and horizontal alignment of curriculum. The math and science departments have used these opportunities to align assessments and objectives. Additionally, over last summer (2011), many grade-level/content-specific teams developed curriculum maps that are being utilized throughout this academic year.

Strengths:

1. The principal and administrative team has set a clear path towards teacher collaboration.
2. “Constructing Meaning” trainings to gain a common language for teaching literacy across the content areas have been a focus for the school this year.
3. An attendance committee has been created to review causes of absences and provide the supports needed to students with low attendance.
4. Trainings in Understanding and Working with Trauma and in De-escalating strategies have been provided to the staff.

Challenges:

1. Collaboration trends are inconsistent; there are no structures to support teachers in planning curriculum or assessments collaboratively.
2. The transfer of research to practice in “Constructing Meaning” and other trainings is lacking support for a successful implementation. Presently, there are no structures in place to provide this support.
3. Family system collaboration does not address curriculum and assessment nor does it address the academic gaps of Family teachers’ shared students.
4. An effort to be data driven is missing at the school. Teachers are not looking at student achievement or performance together to plan instruction and/or interventions consistently.
5. The school does not have a leadership team to plan and evaluate collaboration and professional development; presently this is the role of administration.

Quality Indicator 4: MEANINGFUL STUDENT, FAMILY AND COMMUNITY PARTNERSHIPS**Current status:**

Roosevelt recognizes that engagement of both parents and students needs improvement. The school wants to engage parents on a more personal level in “leadership, volunteer, cultural activities, and teacher/parent/student events”. The school has organized its first Roosevelt Parent Association (RPA) and has held its first meeting with over 60 parents. Parents also participate in ELAC meetings. Presently, there are minimal events that the school hosts to involve parents. Parents have voiced their needs and concerns for ongoing communication (“to know what is going on at school”) in their language. This year the school is working in partnership with EBAYC to offer more services to parents via a Spanish speaking Family advocate and translators in Vietnamese and Cantonese. Parents are in the process of putting together a plan to partner and work better with the school to help aim for student success. Students have not been given the opportunity to take action in an organized manner. The EBAYC after school program facilitates monthly parent meetings/conferences for parents who have children in their program (about 30%). Safe Passages and ELEV8 engage and provide parents and students with different services and workshops (Medi-Cal, legal, tax, health, ESL classes, and extended day program).

Strengths:

1. Partnerships with Community Agencies augment the level of services available to students and their families.
2. The school has started the Roosevelt Parent Association with over 60 parents.
3. The common prep in the new Family system allows early intervention meetings with parents to share academic/behavior issues.
4. The school provides all students with agenda books as a communication tool between school and home.
5. Family College Night is an annual event sponsored by the school.

Challenges:

1. Although parent involvement is increasing, parents do not understand their leadership roles.
2. Students do not have a “voice” in decision-making at the school.
3. Parent events are limited, and those in place are not well attended.
4. Parent communication to know what children are learning at school is mainly obtained by conversations between students and their parents.
5. Opportunities for parents to volunteer at school are not in place.

Quality Indicator 5: EFFECTIVE SCHOOL LEADERSHIP & RESOURCE MANAGEMENT**Current status:**

Roosevelt has a new principal in his second year at the site. In his first year, he concentrated on building relationships and changing the negative perception of the school so that more parents elect Roosevelt as the middle school for their children. He is clear about the needs of students and staff and has developed a 5-year plan to improve the status of the school. Under his leadership, the school moved away from the traditional middle school model to the Family system in an effort to improve academics and student culture. Systems are beginning to be put in place (attendance, discipline, student recognition, parent participation, teacher collaboration and professional development) so that the school achieves academically at a faster pace.

Strengths:

1. The principal has developed and shared with staff a 5-year plan to address the needs of the school.
2. A group of teachers met over summer to develop/work on Curriculum Maps aligned to New Core Standards.
3. Administration has a goal to decrease the school's referral and suspension rates.
4. Trainings for staff to improve academics and behavior have begun at the site.
5. The school administers the district's benchmark assessments.
6. A professional development plan is in place at the site.
7. The Roosevelt Parent Association is in place with 60+ memberships.

Challenges:

1. It is unclear whether the vision and 5-year plan have been internalized or embraced by the faculty and staff.
2. Decision making is presently in the hands of administration since there is not a leadership group in place.
3. The Family system is in its beginning stages. Norms, rituals, collaboration, cross-curriculum units, and review of student work, rubrics, data talks, etc. are not yet in place.
4. Instructional walk-throughs and supports for teachers to implement new strategies and techniques learned during professional development are non-existent.
5. Staff is not focused on data to improve academic progress and/or interventions.



Quality Indicator 1: Quality Learning Experiences for All Students

Roosevelt Middle School SQR Review: October 31 – November 2, 2011

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.

These 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.

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.

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

Quality Indicator 1: Quality Learning Experiences for All Students

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

1. In a context in which the SQR Team found that many of the classes observed at Roosevelt did not have meaningful and challenging curriculum (see following “Challenges”), it is important to recognize that there were some classes where students did experience meaningful and challenging curriculum. In particular, the SQR Team observed a consistent pattern of meaningful and challenging curriculum in Roosevelt’s science classes.
 - In 10 out of 13 science classes (77%), students connected prior knowledge, skills, and experiences to their new learning (as opposed to 37 percent of classes school-wide). The team observed consistent evidence across different Science classes of students making such connections through “Do Now” activities and teacher questioning. These classes provided students with “the big picture,” connecting their learning to what they had been learning and what they would be learning in the future.
 - In 9 of 13 science classes (70%), students applied their learning to meaningful questions or problems, including “real-life” situations (as opposed to 27 percent of classes school-wide). The team observed science discussions and labs that enabled students to apply learned content to real situations or experiences of the natural world. Consistent with this, eight of the 12 students school-wide were in Science when they explained why their learning was important and connected that learning to future success, usually at higher levels of learning or for future careers.
 - In 10 out of 13 science classes (77%), 85 percent or more of students were consistently engaged in learning (as opposed to 48 percent of classes school-wide).

Quality Indicator 1: Quality Learning Experiences for All Students

- In eight out of 13 science observations (62%), students actively used at least four of the following critical thinking skills—remembering, understanding, applying, analyzing, and creating (as opposed to 16 percent of classes school-wide).
 - In 11 of 13 science classes (85%), activities in the classroom provided every student with opportunities to be challenged and to be successful--primarily through differentiated learning opportunities to meet all needs (as opposed to 32 percent of classes school-wide). The Team observed repeated instances of teachers using strategies (equity sticks, TPS, 1:1 teacher feedback, etc.) to ensure that all students were engaged with rigorous content and were successful in learning that content. A key characteristic of science classes that supported this was student-centered activities and a lot of student centered time for teachers to reach students individually to ensure challenge and success.
 - In nine out of 13 science classes (70%), students used academic language and key vocabulary in speaking and writing (as opposed to 27 percent of classes school-wide). The team observed sentence frames used in learning logs and classroom discussion, CLOZE note taking, and Think-Pair-Share activities during which the teacher monitored student use of academic language and key vocabulary.
2. Roosevelt has a professional development focus on students developing academic language and key vocabulary, which is well suited given the large number of English Learners and struggling readers.
- The Roosevelt School Self Reflection reports that one aspect of teaching and learning most in need of improvement is making “all content accessible to all students. We need teachers to expand their tool boxes to better plan for the instructional needs of our students. One means of building capacity is by providing ongoing coaching around Constructing Meaning (CM). CM is an instructional framework designed to support the language development needs for English Language Learners. CM also supports the development of Academic English for all students, when implemented with fidelity. ... We agree as a staff that we need to more effectively support academic literacy among our students.”
 - In addition to the evidence in Science classes noted above, where there is consistent support for academic literacy, the team observed instances, particularly in Math and English classes, an explicit focus on the key vocabulary or on the academic language for comparing and contrasting or providing a sequential explanation. The team saw students pushed by their teachers to use exact language and/or to explain their understanding of key terms.
 - The team observed more instances where students “said” academic language and key vocabulary. However these were primarily moments where students were repeating, either individually or chorally, what the teacher had said, and therefore they were not indicating they in fact knew and ‘owned’ this language and vocabulary as theirs.
 - Given this evidence, it appears that this professional development focus on academic literacy is in its early stages of implementation where in some classes the strategies are actually impacting student learning, but in most classes the strategies are not yet present on a consistent basis, or teachers are “trying” them but not yet impacting student learning.
3. In the mathematics curriculum, it is a notable strength that Roosevelt provides an opportunity for 22 8th graders (10% of the total 8th graders) to take Geometry, a class that is one year beyond the district and state expectation that all 8th graders take Algebra.

Challenges:

1. As noted above, overall many of the classes the team observed at Roosevelt did not have meaningful and challenging curriculum.
 - In its School Self Reflection, Roosevelt reports that one aspect of teaching and learning most in need of improvement is “increasing rigor, across the curriculum, by planning for higher level cognitive demands.” The SQR Team concurs with this self-assessment: In only 10 out of 63 observations (16%) did the SQR Team observe

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students actively using four or more of the following critical thinking skills—remembering, understanding, applying, analyzing, synthesizing and creating. In 33 out of 63 observations, over 50% of the observations, students used only one or none of these skills.

- In only 23 out of 63 observations (37%) school-wide did the SQR Team observe students connecting prior knowledge, skills, and experiences to their new learning.
 - In only 17 out of 63 observations (27%) did the SQR Team observe students applying their learning to meaningful questions or problems (including “real-life” situations). The team observed many more instances in which the *teacher* applied the learning topic to meaningful questions, but students did not specifically participate in this.
 - Consistent with this evidence, of the 53 students asked by the SQR Team, only 12 (23%) could explain why the day’s learning was important. Those who could explain provided thoughtful answers, connecting the learning to future success (usually at higher levels of learning or for future careers) or connecting the learning to the value of such knowledge/understanding for personal or social reasons (e.g., the value of being well-educated, or of knowing one’s roots, or of knowing about other cultures). Nonetheless the percentage of students who could provide such explanations was low.
 - Also, consistent with this evidence, in only 30 out of 63 observations (48%) did the SQR Team observe 85 percent or more students consistently engaging in learning. In some classes, inconsistent engagement clearly resulted from teachers struggling to manage their classrooms well. In more instances, however, inconsistent engagement resulted from the absence of meaningful and challenging curriculum or from a lack of active and different ways of learning (standard 4).
2. The Roosevelt SSR reports that one of the school’s strongest features of teaching and learning is that, “Some teachers are facilitating meta-cognitive reflections among students; instructing students in how to track their own academic progress and goal setting; facilitating better organization of materials and class work; and promoting study skills among our students.” The SQR Team can confirm from its observations that *some* teachers engaged in these practices.
- It is noteworthy, however, that there was a pattern, among the 63 observations, regarding which teachers were engaged in these practices—a pattern which is both a strength and a challenge. The Team did not observe these practices in any consistent use in the 10 math classes and seven social studies classes observed. In the 13 science and 11 ELA/ELD observations, the Team did see consistent use of all of these practices, except “instructing students in how to track their own academic progress and goal setting.” Notably, the Science teachers and ELA/ELD teachers used reflective learning logs to facilitate meta-cognitive learning. The team observed teachers “facilitating better organization of materials and class work” but did have a concern that at this point in early November such organizational procedures were taking too much time from instruction.

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

Roosevelt Middle School rates **beginning** in this standard.

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

Strengths:

- In analyzing the quality of “safe and nurturing learning experiences” at Roosevelt, the SQR Team observed that the majority of Roosevelt’s classes were places where teacher and student interactions were positive, caring and created emotionally/physically safe learning environments.
 - In 41 out of 63 observations (65%), students displayed safe, respectful behaviors.
 - In 45 out of 63 observations (71%), communication *between student & teacher* was safe, nurturing and caring.
 - These classes were not free of misbehavior, but teachers managed them effectively, using a variety of behavior management strategies, including positive reinforcement and negative consequences.
- The SQR Team also observed several classrooms in the EBAYC After- School homework program where mentors and student interactions were positive, caring and created emotionally/physically safe learning environments.
- Every student interviewed asserted that they feel physically safe in their classrooms at Roosevelt. They had not been threatened or bothered in any notable way. Virtually every student could identify at least one teacher who they felt cared for them.

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Challenges:

1. The SQR Team observed several classrooms where the teacher and student interactions were not positive or caring and did not create emotionally/physically safe learning environments.
 - In 35 percent of the observations, students did not display safe, respectful behaviors. In 29 percent of the observations, communication *between student & teacher* was not safe, nurturing and caring.
 - In these instances, teachers showed visible frustration and used punitive behavior strategies focused on the misbehaving students (as opposed to maintaining a balance of strategies that rewarded on-task behavior and corrected off-task behavior). In these instances, students were also visibly frustrated, distracted, resistant and/or hostile to the learning activities.
 - The variety of ways that teachers responded to these challenges and implemented escalating consequences revealed that, as a school, Roosevelt does not have common school-wide systems or strategies for managing student behavior. This finding is consistent with Roosevelt's School Self Reflection in which it acknowledged that the "school still has far to go in the implementation of an overall school climate approach." Their intention to implement the program *Positive Behavioral Interventions & Supports* (PBIS) has the potential to address this challenge observed in the classrooms.
 - It is important to acknowledge that the SQR Team observed no specific pattern to these instances of unsafe learning environments. The team observed classrooms with newer and veteran teachers who struggled to manage behavior. These instances cut across content and grade level. The team was aware of specific academic families which reportedly had more behavior challenges because of grouping struggling students together for "strategic" interventions. The team observed some classrooms that were consistent with this report. However, the team also observed challenges in the classes of other families as well. The team also observed classes where "strategic" students behaved respectfully and the classes were safe and positive.
2. In 34 out of 63 observations (54%), the SQR Team observed communication between students that was safe, nurturing, and caring. The team identifies this as a challenge because this percentage is low, and also because there were instances in which students were essentially respectful in class and the *adult-student* interactions were safe and nurturing, but *student-student* interactions were notably not safe, nurturing, and caring.
 - Evidence of this included classrooms missing certain basic conditions of a learning community. For example, by November, one would expect that students in a class would all know each other, yet the team observed instances where this was clearly not the case. Other evidence included classrooms where students were openly disrespectful to each other, directed put downs at other students, or mocked the learning efforts of others.
3. As noted above, the SQR Team heard students say that they feel physically safe in their classes at Roosevelt; however, they also described that teasing happens often in their classrooms. The team also heard teachers describe strategies that they use to create emotional safety in their classrooms, such as naming hurtful behaviors and having students take responsibility through apologizing verbally or in written form; implementing a "Shout Outs" routine for giving appreciations; and giving students replacement language for expressing their frustration. The team saw such strategies in action in some instances, but given the students' reporting, it is evident that Roosevelt teachers must continue to develop procedures, practices, and talk that support students to take risks, feel okay to make mistakes in their learning, and build a peer culture that encourages learning.

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

- In a context where the SQR Team found that many of the classes observed at Roosevelt did not have active and different ways of learning (see following "Challenges"), it is important to recognize that there were some classes where students did experience active and different ways of learning. In particular, the SQR Team observed a consistent pattern of such learning in Roosevelt's Science classes.
 - In 10 of 13 science classes (77%), students collaborated and/or learned using various learning modalities and/or multiple intelligences (as opposed to 25% of classes school-wide). The team observed various hands-on projects and labs, typically done in small groups; student collaboration strategies, such as Think-Pair-Share; and opportunities for students to "think" by drawing or using graphic organizers.
 - The Roosevelt School Self Reflection reports that one aspect of teaching and learning most in need of improvement is increasing "student to student interactions, and at the same time, decreasing teacher talking time." In the science classes observed, it appears this improvement is being made. There was relatively less teacher talking time, compared to other classes, and student-student interactions were primarily students working together and guiding each other's' practice.
 - As noted earlier in Standard 1, in nine out of 13 science classes (70%), students used academic language and key vocabulary in speaking and writing (as opposed to 27% of classes school-wide). The team observed sentence frames used in learning logs and classroom discussion, CLOZE note taking, and Think-Pair-Share activities during which the teacher monitored student use of academic language and key vocabulary.
 - In 11 of 13 science classes (85%), activities in the classroom provided every student with opportunities to be challenged and to be successful (as opposed to 32% of classes school-wide). While the team did not observe specific examples of differentiated instruction in the science classes, the strategies used with all students made learning accessible, rigorous, and successful for EL students and struggling readers. These strategies included teachers using equity sticks, Think-Pair-Share,

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and 1:1 teacher feedback to ensure that all students were engaged with the content and successful in learning it. It is notable that the science teachers' effective use of these strategies for EL students and struggling readers was contingent on two things: that there was more student-centered learning time, allowing teachers to check individual student learning; and there was a consistent focus on academic language and key vocabulary.

Challenges:

1. As noted above, overall many of the classes the team observed at Roosevelt did not have active and different ways of learning.
 - In only 16 out of 63 observations (25%) school-wide did the SQR Team observe students collaborating and/or learning using various learning modalities and/or multiple intelligences.
 - Approximately 50 percent of class time was teacher talking time, with the teacher either setting up the lesson, presenting information (lecturing or teacher-led Q&A), or modeling correct practice. Given the school's stated need to reduce teacher talking time, this percentage seems high.
 - Approximately 35 percent of class time was student-centered, where students were engaged in guided or independent practice. The challenge in this respect is that much of this student-centered time was not student-student collaboration on rigorous content, but rather students working individually taking notes or completing problems or worksheets.
 - Approximately 15 percent of class time was not used for learning. Teachers were managing student behavior or having students engage in non-learning activities (e.g., classroom house-keeping jobs, organizational tasks, watching non-academic videos).
 - In only 21 out of 63 observations (33%) school-wide did the SQR Team observe students in smaller (than whole class) groupings for instruction. When it happened, it was evident that the smaller groupings supported student needs for differentiated and varied instruction. Beyond these instances however, the variation in instruction was primarily between whole class and individual practice.
 - In only 20 out of 63 observations (32%) school-wide did the SQR Team observe activities in the classroom that provided every student with opportunities to be challenged and to be successful, for example through differentiated learning opportunities. With the exception of some of the whole class strategies observed in science and the more regular individual practice where it was possible for EL students to get assistance from peers (although this was not regularly observed), the SQR Team saw virtually no moments when teachers differentiated instruction for EL students or struggling readers.

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

- In a context where the SQR Team found many classes where students interviewed did not have a clear understanding of what they were learning, why, and how it can be applied (see following "Challenges"), it is important to recognize that there were some classes where students did have this understanding.
 - These were classes where the teacher posted and discussed the day's learning target with students and usually checked student learning with some kind of exit ticket.
 - These were classes where students had their learning checked with immediate feedback regarding their progress toward the day's learning objectives. In these classes, therefore, students had opportunities to get feedback on the quality of their learning—whether they had learned it correctly and/or with some depth of understanding. For example, in 11 of 13 Science classes observed, the teachers used equity sticks, cold calling on students, Think-Pair-Share activities, 1:1 teacher feedback, reflective learning logs and exit tickets to check on student learning. In various observed classes, teachers used individual student practice time to explicitly check student learning, not just their engagement.

Challenges:

- As noted above, overall the SQR Team found many classes where students interviewed did not have a clear understanding of what they were learning, why, and how it can be applied.

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- Of 42 students interviewed, only 20 students (48%) knew what the learning objective was for the lesson in their class. Many more students knew what the *topic* of the lesson was, but the SQR team observed this was different than actually knowing what the learning was targeting. Usually those who did know the objective knew what the “verb” of the lesson was—for example, to use, or identify, or explain, or compare & contrast, etc.
- Of 53 students interviewed, only 12 students (23%) could explain why this day’s learning was important. They could connect the learning to future success, usually at higher levels of learning or for future careers. Or they could connect the learning to the value of such knowledge/understanding for personal or social reasons—e.g., of being well-educated, or of knowing one’s roots, or of knowing about other cultures.
- Consistent with this evidence, the SQR Team found only nine classes out of 63 classes (14%) enabled “students to connect how their learning in this class prepared them for future college and/or career opportunities.”
- In only 20 out of 63 observations (32%) did the SQR Team observe that students had their learning checked with immediate feedback regarding their progress toward the day’s learning objectives. There was an over-reliance on teachers calling on raised hands, as opposed to strategies where the learning of all students could be checked.

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

1. Roosevelt has some systems and strategies in place to identify students who are struggling to meet expected learning targets.
 - Administrators and counselors use CST data to identify students who are struggling. Students who score FBB/BB on CST are assigned to Strategic classes in ELA and/or Math and to Elev8 interventions.
 - The school acknowledges in its School Self Reflection that this data is not sufficient. It describes steps being taken currently to build a richer assessment system: “We are working on building an effective diagnostic testing plan for our site to have additional assessment data to guide our instruction. ... We are supporting our students academically by assessing students’ language, reading, and writing abilities. We have also administered a diagnostic math assessment.”
 - Roosevelt’s Family structure is an emerging system that creates opportunities for teachers to identify students who are struggling to meet expected learning targets. Teachers use observation and formative assessment to understand how students are having difficulty in specific classes and across classes.
 - Roosevelt has a system for identifying actual and potential struggling students based on poor attendance. Staff identifies students with chronic absences, and their names are referred to a committee. Based on their knowledge of the students, the committee assigns the nurse to follow-up on those students who they understand are missing school for health reasons, assigns the Elev8 Family outreach coordinator to follow-up on those who they understand are missing for Family reasons, and assigns the Elev8 intervention coordinator to follow up on those who are missing for academic reasons.

2. Roosevelt has substantial systems and strategies with the potential to provide supports and interventions to students who are struggling to meet expected learning targets. These include the following: English & Math Strategic classes, Elev8 tutors, the EBAYC After-School Program, the Elev8 After-School Program, Supplementary

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Educational Services tutoring providers, and core curriculum teachers who show a strong commitment both to coordinate with the previous services and to provide tutoring supports themselves.

3. As noted above, Roosevelt provides Geometry instruction to 22 8th graders (10% of the total 8th graders), a class that is one year beyond the district and state expectation that all 8th graders take Algebra. A group of 7th grade students take Algebra I. This accelerated math track functions as an important academic enrichment opportunity in mathematics.
4. Roosevelt provides English Language Development (ELD) classes for students at ELD levels 1-3 on the CELDT exam. ELD level 1 and 2 students enroll in a three period English/social studies class. ELD 3 students have a one-period English class.

Challenges:

1. Roosevelt's systems and strategies for identifying struggling students are in an emergent stage and currently lack crucial data and protocols to make them effective.
 - While the Family structure has been established and has the potential to become an effective system for identifying struggling students, currently the families follow different processes that are variably focused on students and variably data driven. As the school leadership acknowledges, there are insufficient academic diagnostic assessments in place to provide needed data. Also, there are no established protocols used consistently by the families to guide their identification of students, to monitor the intervention steps for these students, and to enable the families to hold themselves accountable for positive and equitable outcomes for these students.
2. The SQR Team gathered only limited evidence of systems and/or strategies that identify why students are struggling to reach learning targets.
 - As noted earlier, currently staff looks at CST data and daily academic performance (formative assessments, grades, etc.) to identify *that* students are struggling. But, as the School Self Reflection acknowledges, in the absence of finer diagnostic assessments, staff has only a limited ability to understand in more detail *why* students are struggling.
 - The Family structure has reportedly created more opportunities for teachers to identify struggling students and to refer them for SSTs and for COS Team support. Various teachers said that there are more SSTs occurring earlier than in previous years and that they are more often getting feedback from these referrals regarding what next steps are being taken. Again, according to staff reports, this is facilitating getting students 504, Special Ed, and social-emotional supports.
 - However, what is not clear is how these SST/COST processes are functioning as an "investigating" system that works with the "whole child" to understand how their academic struggles stem from possible academic gaps, social-emotional needs, and/or Family problems. In other words, Roosevelt appears to not yet have that coordinating step where adults see a struggling student and ask the inter-related questions: What of the student's apparent difficulties are due to academic issues, social-emotional issues, and/or Family issues? And then, based on their answers to these questions, coordinating the appropriate intervention/support for the student.
 - While there is certainly evidence that some students are being helped, in the absence of this coordinating piece, Roosevelt does not yet have the capacity to then monitor the overall effectiveness of its support systems.
3. Roosevelt's supports and interventions to struggling students currently face the following challenges:
 - English & Math Strategic classes: Staff reports that there is no set curriculum or coherent instructional approach for the Strategic classes. The Strategic teachers variably determine the key learning targets for their classes without substantial diagnostic assessment data on their students to guide their planning. Some

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teachers and Strategic classes are “discouraged”: instruction is not strategic; students are frustrated; and the class has become not a strategic intervention, but a reinforcement of poor performance.

- Academic supports for 8th graders taking Algebra at Roosevelt appear particularly insufficient given the need. One teacher reported that, based on CST scores, 7th grade math grades, and a beginning-of-the-year 8th grade math diagnostic, 75 percent of the 8th graders may not be prepared to succeed in Algebra. As part of complying with the District expectation that all 8th graders take Algebra, Roosevelt does not provide an alternative math course. While there are Algebra intervention supports available through the 8th grade Strategic class, the Elev8 mentors, the two after school tutoring programs, and individual teacher tutoring; these resources, in design and quantity, appear insufficient to enable 8th graders struggling in Algebra to be successful.
 - The Family structure has created a tracking problem in the 6th grade, because Strategic classes are only offered in one Family.
 - The two after school programs have to limit enrollment. Given that the EBAYC program does not specifically prioritize the admission of academically struggling students, these after school programs cannot serve the number of struggling students who have a need for after school academic interventions.
4. Except for the accelerated Geometry math track, the SQR Team gathered no evidence that Roosevelt identifies students who are mastering expected learning targets ahead of their peers or that the school provides supports that address identified academic enrichment needs.

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

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Roosevelt Middle School rates **developing** in this standard.

Strengths:

1. At Roosevelt, diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background, gender and sexual orientation) are, with one exception (see Challenges below), proportionally represented in the academic programs across the school. There is no evident segregation, mostly due to the fact that, with the exception of the accelerated math track, there are no separate, gate-keeping course sequences that might limit some students access to curriculum needed for preparation for higher education.
2. The SQR Team gathered evidence that key staff responsible for identifying student needs and triggering supports is attentive to the fact that there are groups of students with distinct learning needs.
3. Academic supports are appropriately targeted to specific groups of learners.

Challenges:

1. The Geometry class shows evidence of disproportionate enrollment. Five Latino students are enrolled in this class, comprising 23 percent of the class in a school where they are 35 percent of the population. No African American students are enrolled in this class, in a school where they are 22 percent of the population.

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

Roosevelt Middle School rates **undeveloped** in this standard.

Challenges:

- The SQR Team found little evidence that Roosevelt has a college-going culture with staff and teachers who provide college preparedness resources and supports.
 - For example, the SQR Team found that nine out of the 63 classes observed (14%) enabled “students to connect how their learning in this class prepared them for future college and/or career opportunities.” Only a few classes were observed where, in either word or posting, teachers integrated college references into the classroom.

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

Roosevelt Middle School
SQR Visit: October 31 – November 2, 2011

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. These rubrics enable key school stakeholders to assess the development of a school toward the “Safe, Supportive, and 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.

Definitions

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

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

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

1. The “Family system” was implemented during the 2011-2012 school year to provide a safe and healthy learning environment.
 - Students are taught by four subject matter teachers (English, Social Science, Math and Science) or by two teachers who core (ELA/SS and MA/SCI).
 - Teachers have a common prep and meet at least once per week to discuss students’ academics, behaviors and needs.
 - The common prep structure has helped promote earlier interventions (e.g., SST meetings and home / school communication have been held earlier than in previous years).
2. A school-wide expectation of teachers at their doors and staff in the hallways during passing period and an expectation to have student-clear halls during instructional time has been adopted to decrease behavior problems and increase teaching time. These expectations have had a positive impact, although it is noteworthy that the SQR Team observed some variability in particular areas and at particular times (e.g., it took 2-3 minutes to get clear halls in main floor; it took 5-6 minutes to get clear halls after lunch).
3. The Roosevelt administration is working to systematize discipline in order to reduce suspensions and referrals. Roosevelt is implementing staff trainings such as PBIS (positive behavior interventions and supports) and strategies of de-escalation. Resources are available to resolved problems before a fight. Office staff, parents and students have noticed less fights compared to last year.

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

4. The school grounds are clean, and the school is recently painted—which gives a positive and healthy appearance.

Challenges:

1. The process to assign teachers into Families was not inclusive.
 - Administration divided staff carefully into families balancing years of experience, ideal staff characteristics list used to hire new staff, and staff expectations document shared with teachers.
 - There is a 7th / 8th mixed Family because of enrollment numbers.
 - Due to strategic classes, students ended up in homogeneous classes in the 6th grade.
 - Structures and Norms for the Families are still not in place due to it being in its emergent state.
2. Teacher presence during passing is inconsistent and no reasons encouraging students to be on time were observed.
 - Four teachers were observed at their doors in the main floor of the school, none were observed in the bottom floor, and two teachers were observed at their doors at outside portables.
 - Some students were observed in the halls during the first few minutes of class when they were at their lockers or coming back from speaking to adults.
 - Two students were observed outside of a classroom for longer than 10 minutes. Students shared that their instructions were to remain outside until they were ready to come back, but it was easier to just remain outside.
 - No evident consequence for being late was observed.
3. Discipline and suspensions continue at high rates.
4. No evident system in place for students to maintain a clean cafeteria. This is partially due to only having one lunch period for 660+ students. Although the cafeteria is well supervised, students leave garbage on tables for adult to pick up.

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

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2: Coordinated and Integrated System of Academic and Learning Support Services</p> <p><i>The four essential areas of focus are: 1) academic achievement and skill development; 2) health, safety, and social-emotional services; 3) youth and community development; and 4) parent, community and student engagement.</i></p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> 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. Broad menu of on-site strategies, services and partnerships respond to student/Family needs. Teachers are part of these strategies/ services and/or work closely with these services to ensure student needs are met. 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. Students and families know what services are available. 	<p>The school provides learning environments that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to ensure that the school provides a coordinated and integrated system of academic and learning support services.</p>

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

- The master Schedule reflects “Strategic Classes” in 6th and 7th grade. Strategic classes have been in place for several years to address the needs of students who score FBB and BB in annual CST test. More particularly, the classes strive to build skills not mastered by students in previous years but that are important to know in order to access grade level standards.
- The school has multiple partnerships with Community Agencies such as EBAYC, Elev8, La Clinica de la Raza, Doctoral student from UCSF, Alameda County and Asian Community Mental Health Services of Oakland, and Americorps. COST is the umbrella to address students’ needs and services. COST meetings are weekly and the Principal is a member of this group to establish a link between the school and community agencies.
- A Spanish Speaking Family Advocate is on campus full-time to support parents. Translation in Vietnamese and Cantonese is also available during meetings and events.
- EBAYC and Americorps/Elev8 provide After-School and Summer Academic & Enrichment Programs. EBAYC was designed to service 200 students. Presently it provides academic and enrichment support to 188 students. EBAYC meets daily for three hours. Students get “homework” support as well as enrichment activities in the form of sports, dances, arts & crafts.

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

5. Americorp/Elev8 program services 40 students who scored FBB / BB on the previous year’s CST scores. Elev8 tutoring/homework program meets 2-3 days per week for no more than one hour.

Challenges:

1. Strategic Classes for FBB and BB students show challenges in the Family system.
 - One 6th grade and 7th grade Family are heavily impacted by FBB / BB students. This places extra hardship on teachers in the form of misbehavior because these students are together all day long.
 - There is no curriculum for Strategic Classes. Teachers determine what is needed by students and looks different even in the same grade.
 - Students can only take one strategic class and no plan to fill gap when students need support in both ELA and Math is evident.
2. Social / Emotional Services provided to students are not enough and there are problems in communicating between school and partners.
 - Caseloads are full and students’ needs are greater than the services available.
 - Teachers want to know who provides services to the referrals they make. This information has not been provided previously.
 - Many parents don’t know all the services provided by the school.
3. After school program is not designed to serve as an “Intervention Support Program”.
 - EBAYC uses the “first come-first served” practice to enroll students in their program. The following is their demographic participation:

Grade	# and % of Grade Population	Race	# and % of Race Population	% of Program Participation
6 th	68 or 30%	Asian (n=256)	134 or 52%	72%
7 th	59 or 27%	Latino (n=243)	39 or 16%	21%
8 th	61 or 28%	Af-Am (n=151)	12 or 8%	6%
		Other (n=6)	3 or 50%	1%

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

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 5: Identifies At-Risk Students and Intervenes</p> <p><i>A quality school identifies at-risk students and intervenes early, to help students develop concrete plans for the future, to counsel them about college and career options, and to engage parents in this advising.</i></p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> 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. Broad menu of on-site strategies, services and partnerships respond to student/Family needs. Teachers are part of these strategies/ services and/or work closely with these services to ensure student needs are met. 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. Students and families know what services are available. 	<p>The school provides learning environments that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to ensure that the school provides a coordinated and integrated system of academic and learning support services.</p>

Roosevelt Middle School rates **developing** in this standard.

Strengths:

- Students who score FBB and BB on the previous year's CST test are scheduled into "Strategic ELA or Math Classes" with the purpose to evaluate curriculum gaps and offer support to learn these skills.
- The Family System recently implemented allows for common collaboration among teachers to identify academic/behavior issues early and collaborate among teachers to resolve them.
- After-School Programs are available daily for three hours and during the summer.
- A full range of Socio-Emotional supports are available to students and parents. These services are managed through COST.
- Recognition Student Assemblies are starting with the purpose to recognize perfect attendance and honor roll grades.

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

Challenges:

1. Although there are “strategic classes” in the master schedule, no pre-determined curriculum or guides are available for these classes.
2. It is difficult to schedule students with data given to school in May and a different set of students appear to be enrolled in August.
3. Lessons are being developed by teachers for the strategic classes. There is no curriculum sharing outside of the Family or PLC.
4. No evident system was observed to be in place in order to address students who fail grades through the year.
5. Parents, especially those who speak languages other than English, have little knowledge to support their students academically.
6. EBAYC after school program is not designed and/or is not being utilized to address the needs of students who fail or who are not meeting Proficiency in CST exams or benchmark assessments.
7. Implementation of PBIS and strategies of de-escalation are in its beginning stages.
8. Parent Workshops sponsored by EBAYC are not fully utilized or attended.

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

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

1. Systems to recognize Student Achievement (Attendance and Honor Roll Assemblies) provide a positive culture for students.
2. Recently instituted “Family System” provides an inclusive, welcoming, and caring community for students and their parents.
3. More teachers are attending evening events with parents.
4. Teachers are calling more parents and sending home monthly progress reports.
5. School has been recently painted and turf renovated through the support of EBAYC.

Challenges:

1. Less than 50 percent of students who live in the neighborhood attend Roosevelt.

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

2. Roosevelt still has the reputation of being a “bad and unsafe” school.
3. The recently adopted Family system has not been evaluated or refined with staff input.
4. Suspension rates are still high; fights continue on a weekly basis, although not at the same rate as the previous year.
5. After school program is mostly utilized by the Asian community (72%).
6. Progressive Discipline plan is not in place, although administration’s goal is to reduce suspensions.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Roosevelt Middle School SQR Visit: October 31 – November 2, 2011

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 together, build trust, challenge one another, and support one another – in service of student learning.

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

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

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

1. Principal and Administrative Team have set a clear path towards teacher collaboration, stating it as a goal and creating organizational structures to support it.
 - This year, they made changes to the master schedule to enable teachers to work in Family groups teaching the same students and sharing a common prep period. This was intended to increase teacher relationships and communication with students and their families, and to begin to shift the teacher culture to create an expectation of teacher collaboration.
2. Monthly Professional Development time has been set aside for Professional Learning Community time.
3. Several teaching teams are planning curriculum collaboratively on a regular basis.
4. Common prep periods for teacher families have made scheduling and holding SST meetings much easier, and SSTs are happening more often and earlier in the year in response to student concerns.
5. Constructing Meaning, an ELD literacy program, is the Professional Development focus for the school this year. Teachers across the school are gaining a common language for teaching literacy across the content areas. The Team observed evidence of pieces of this curriculum across the content areas (sentence starters, Venn diagrams, graphic organizers, guided notes).
6. Elev8 targets 40 students who've scored BB/FBB on last spring's CSTs.
7. Some teachers are using the on-line Jupiter grading system. EBAYC mentors have access to this information and check it to monitor how their students are doing.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Challenges:

1. The majority of teachers don't seem to be bought into the idea that collaborative planning is important, and there is no structure in place to support teachers to plan curriculum or assessments collaboratively.
2. The PLC structure is fledgling and so far since school began, PLCs have only met for 10 minutes. Expectations, accountability, and procedures for PLC collaboration is also emergent.
3. The Family teams are focused on student interventions, not curriculum or assessment. They each meet at different times, more or less formally, and for different amounts of time each week. There is no common structure or accountability in place to support any specific uses of this time. Some of the Family groups work well together, using shared classroom structures and systems. Other Family groups don't work as well together, communicate less frequently, and have not implemented common procedures or systems for their shared students.
4. There are no common meeting protocols or procedures to help teachers in Family teams or for PLCs to look at student data to prevent that students "fall through the cracks".
5. Teachers who are planning curriculum and assessments collaboratively have not reviewed or discussed their students' assessment data together
6. Teachers are not involved in observing each other's classes. The administrative team is working on developing some basic shared knowledge and understandings across the staff before encouraging teachers to work more closely together and to become more data driven.
7. Although the math and science teachers are align their curricula this year, the English and Social Studies teachers have not yet become an effective working group.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2: Data Collection and Analysis</p> <p><i>A quality school ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.</i></p>	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.

Roosevelt Middle School rates **undeveloped** in this standard.

Strengths:

1. The administration has created a professional development plan that includes monthly PLC collaboration.
2. The recently established attendance committee looks at students' attendance data, divides it into primary causes, and has the appropriate support provider follow up with the student and Family
 - school nurse follows up on cases that have a physical health issue
 - Family Resource coordinator follows up on cases that have a family issue (housing, food, legal)
 - counseling staff follow up on cases that have a mental health issue
 - Elev8 staff follows up on cases that have an academic support issue
3. Several teachers reported using formative assessment data regularly to guide re-teaching and curriculum planning.

Challenges:

1. Teachers are not regularly looking at student achievement or performance data together to either plan instruction or intervention.
2. Checking for understanding during class observations was minimal. In only 20 out of 63 observations (32%) did the SQR Team observe that students had their learning checked with immediate feedback regarding their progress toward the day's learning objectives. There was an over-reliance on teachers calling on raised hands, as opposed to strategies where the learning of all students could be checked.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

1. Staff participates in Constructing Meaning training over the course of the year (and ELD curriculum).
2. There are Understanding and Working with Trauma and De-escalation strategies trainings for staff to significantly reduce out-of-class referrals.

Challenges:

1. There is no clear teacher leadership group at Roosevelt. There are strong teachers, and teachers who are stepping up to take leadership roles within different departments and families.
2. There are no structures in place currently to provide direct coaching to teachers on their implementation of the Constructing Meaning strategies, the Trauma information, or the De-escalation trainings.
3. The site administrators (principal and assistant principals) are not focusing their time on coaching staff to implement what they are learning during professional development, nor are they formally coaching teachers on their teaching practices.

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

Roosevelt Middle School SQR Visit: October 31 – November 2, 2011

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

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

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

Definitions

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

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

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

1. EBAYC has created a strong partnership with the school.
 - EBAYC support the school by funding the major after school program.
 - EBAYC funds part of the Family Advocate position that supports parents, especially Spanish Speaking parents.
2. Elev8/Americorps provides intervention services to 40 students who scored FBB or BB in the previous year's CST scores.
3. The school has on-site services provided by Clinica de la Raza for free medical and dental services for students and their families, Asian Mental Health for Alcohol & other Drug prevention, and UCSF for mental health services. Services are provided under the umbrella of COST. This year, the principal is part of the COST team to serve as a liaison between the school and community providers.
4. The school has started a Parent Association this year with over 60 parents.

Challenges:

1. Although parents are beginning to come to the school for meetings and events, and they are becoming aware of the services available at the school, they still do not understand their leadership role/power.
2. Students do not get asked about decisions made at school. There are no systems for student leadership.
3. SSC and ELAC are in place and they listen to reports about the programs and how money is being spent. Their role is more of compliance than leadership.

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

4. EBAYC makes decisions of process to recruit students, activities during after-school program, process to pick up students, and requirements for parents (parent training participation, etc.). At the present time, the program is not designed to address FBB and BB students' needs.

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

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

- The Family system allows for teachers to set up early SST meetings to share academic/behavior issues.
 - This allows for early intervention where all four teachers meet with parents in one meeting.
 - Teachers send progress reports home mid-term to inform parents of how their children are doing academically.
- The school has a Spanish speaking Family Advocate to bring more parents to meetings and events; there is Vietnamese and Cantonese translation available, aside from Spanish, during meetings and events.

Challenges:

- The school has not developed a system to engage parents/families to partner with school/teachers in support of their children's academic performance.
- There is a gap between the home and school in keeping parents informed of their children's grades at any time. It was reported that sometimes parents come to school to check how their children are doing academically. They are told their children are doing fine. When the report card arrives, they notice grades of D.
- There are few parent trainings or opportunities for parent involvement available. Trainings sponsored by EBAYC (after school program), though open to all parents, are not well attended by the general population.

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

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

- All students use an agenda book as their main tool to keep track of their homework. The agenda book is provided to all students by the school. This tool helps parents keep track of their student's homework. It is also a tool to keep communication between the home and school and a tool of choice during SST meetings. Parents are asked to sign the agenda daily and to monitor homework.
- Family College Night is an annual event sponsored at the school.

Challenges:

- Parents shared that the number one means of finding out what students are doing in school is by talking to the students directly.
- Students who attend the EBAYC after school program get information from their assigned mentors, but only 188 students attend the EBAYC program.

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

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

1. The school is aware that English is not the first language of the vast majority of parents; the school provides Spanish, Vietnamese and Cantonese translation during meetings and events.
2. The Director of Family Services supports parent access to services they need (transportation, health, nutrition, housing, food, etc.).
3. More parents and teachers attend night meetings and events than in previous years.

Challenges:

1. Although parents are beginning to come to meetings and events, communication, meetings, and activities are minimal.
2. Opportunities for parents to volunteer at the school are not evident.
3. Parent trainings and workshops are few and are poorly attended.

Quality Indicator 5: Effective School Leadership & Resource Management

Roosevelt Middle School SQR Visit: October 31 – November 2, 2011

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

“Effective School Leadership & Resource Management” happens when school leaders work together to build a vision of quality and equity, guiding the efforts of the school community to make this vision a reality. Leaders focus the school community on instruction, enabling positive academic and social-emotional outcomes for every student.

Leaders guide the professional development of teachers and create the conditions within which teachers and the rest of the community engage in ongoing learning. These leaders manage people, funding, time, technology, and other materials effectively to promote thriving students and build robust, sustainable community schools. This rubric enables schools to self-assess against the quality school leadership standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals within the school. A separate tool guides the development of individual leaders, based upon OUSD’s Leadership Dimensions. This rubric will not be used for the evaluation of school leaders.

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

Definitions

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

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

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

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

Quality Indicator 5: Effective School Leadership & Resource Management

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

Roosevelt Middle School rates **undeveloped** in this standard.

Strengths:

1. The school started its first Parent Association in ten years with 60+ parent members.
2. The school, through EBAYC support and the support of a Family Services Director, provides translation in Spanish, Vietnamese and Cantonese during meetings and events.
3. Teachers are attending night meetings and events at greater rates than prior years.

Challenges:

1. Decision-making is presently in the hands of administration.
2. Leadership activities for parents are not existent or are limited.
3. Students' voice is not requested in school decision-making.
4. A teacher leadership team is not existent at present time. Development of a teacher/staff team to address students' issues is in its beginning stages.

Quality Indicator 5: Effective School Leadership & Resource Management

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

Roosevelt Middle School rates **beginning** in this standard.

Strengths:

1. The principal has developed and shared with staff a 5-year plan to address the needs of the school.
2. A team of staff met over the summer to develop/work on curriculum maps aligned to new core standards.
3. An administrative goal is to decrease the school's suspension rate and to increase safety at the school.
4. Trainings of de-escalation strategies, PBIS, and conflict resolution are taking place at the site to improve discipline.
5. Constructing Meaning training gave a framework to staff to address academic language instruction.

Challenges:

1. Student placement into a school based Family has caused homogeneity because of strategic classes.
2. PLCs by Family are not in place to address students' data, assessment, curriculum, and interventions.
3. Instructional walk-throughs are not evident to ensure that the school is meeting its academic goals to move all students one performance level.
4. Implementation of curricular maps and best instructional practices are in its beginning stages.
5. After-school tutoring does not address the academic needs of Latino and African-American students.

Quality Indicator 5: Effective School Leadership & Resource Management

6. PLC collaboration this year is “to plan and analyze student work with grade level partner.” There is not yet a clear process to determine what gets discussed during PLC time or how this information is shared with the rest of staff.
7. Student work posted on walls does not have a rubric to support its grade.
8. Data reviews are not a focus/common practice at the school; teachers look at benchmark data alone.

Quality Indicator 5: Effective School Leadership & Resource Management

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

Roosevelt Middle School rates **undeveloped** in this standard.

Strengths:

1. The school plan reflects expected academic student outcomes.
2. The school administers benchmark assessments.

Challenges:

1. Strategies for looking at and using data are inconsistent across the school & among teachers.
2. As a whole, the PLCs do not have a well-defined and monitored school-wide focus to monitor student progress.
3. The Family structure is too new to address students' outcomes and progress.

Quality Indicator 5: Effective School Leadership & Resource Management

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6b:</p> <p>Professional Learning</p> <p><i>A quality school has leadership that guides and supports the development of quality instruction across the school.</i></p>	<p>The school staff is not committed to ongoing professional learning.</p>	<p>The school staff understands that professional learning is important and they are developing a culture to enhance commitment to professional learning.</p>	<p>Some members of the school staff are committed to ongoing professional learning and the school culture is supportive of professional learning.</p>	<p>Most members of the school staff are committed to ongoing professional learning.</p>	<p>The school staff regularly reflects on their approach to professional learning, and processes have been adjusted based on these reflections.</p>

Roosevelt Middle School rates **developing** in this standard.

Strengths:

1. Ten sessions of Constructing Meaning are reflected in the PD calendar for this year.
2. PLC grade-level partners meet twice per month.

Challenges:

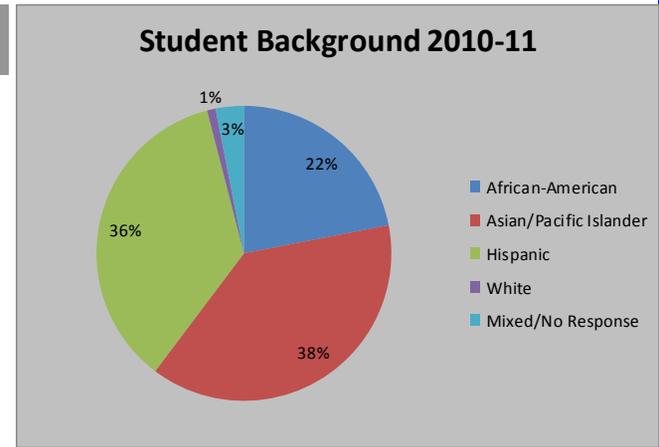
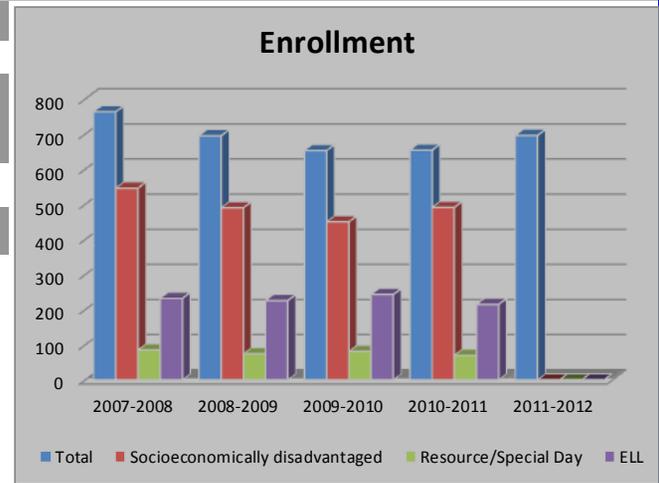
1. Accountability and support of the Constructing Meaning strategy is not supported by either the administration or department chairs.
2. PLC share-out time is missing.

Roosevelt Middle: Summary of Rubric Ratings

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

Roosevelt Middle School Data Profile

Name of School:		Roosevelt Middle		Name of School Leader:		Clifford Hong		PI (Program Improvement) Status:		Year 5	
Live-Go Data											
		# Live in Neighborhood	# Live-Go w/in School	# No Live Go	# Live No-Go	% Neighborhood Live-Go	% No Live Go	% Live No-Go			
		819	399	253	420	48.7%	38.8%	51.3%			
Enrollment, Attendance, Background of Students											
Total		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012					
		763	695	653	654	696					
Attendance & Absence Rates		Suspension Rate by # Days to total Enrollment	# Suspension Days 10-11		10-11 ADA	Chronic Absence Rate 10-11					
		88.1%	576		94.0%	15.1%					
Special Populations		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012					
Socioeconomically disadvantaged		546	490	450	491	N/A					
% of total enrolled		71.6%	70.5%	68.9%	75.1%						
ELL		232	226	243	215	N/A					
% of total enrolled		30.4%	32.5%	37.2%	32.9%						
Resource/Special Day		85	74	81	70	N/A					
% of total enrolled		11.1%	10.6%	12.4%	10.7%						
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		142	22%	African-American	71	54.6%					
Asian/Pacific Islander		248	38%	Asian/Pacific Islander	14	10.8%					
Hispanic		231	35%	Hispanic	35	26.9%					
White		6	1%	White	1	0.8%					
Mixed/No Response		20	3%	Mixed/No Response	2	1.5%					
ELL		213	33%	Male	93	72%					
SPED				Female	37	28%					
Gender (male/female)				Total	130						
Homeless Students											



Roosevelt Middle School Data Profile

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 (25)	19	16	12	13	14		
API	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Avg 5 Year Growth	Net 5 Year
Growth API	647	651	642	630	638		
Roosevelt Middle Growth between years	-7	4	-20	-9	11	-4.2	-21
Growth Target Met?	No	No	No	No	Yes		
Similar Schools Growth API	676	700	715	728	736		
Similar Schools growth between years	2	16	13	19	22	14.4	72

Year	AYP Criteria Met / Total (25)
2010-2011	14
2009-2010	13
2008-2009	12
2007-2008	16
2006-2007	19

Year	Roosevelt Middle Growth between years	Similar Schools growth between years
2006-2007	-7	2
2007-2008	4	16
2008-2009	-20	13
2009-2010	-9	19
2010-2011	11	22
Avg 5 Year Growth	-4.2	14.4
Net 5 Year Growth	-21	72

Roosevelt Middle School Data Profile

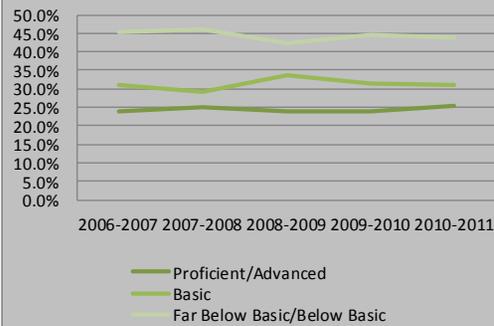
CST ELA

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
Proficient/Advanced	23.8%	24.8%	24.0%	24.0%	25.3%	24.4%	0.6%
Basic	31.1%	29.1%	33.8%	31.5%	30.9%	31.3%	0.2%
Far Below Basic/Below Basic	45.1%	46.1%	42.2%	44.4%	43.8%	44.3%	-0.8%

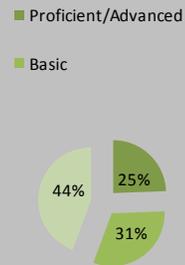
CST Math

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
Proficient/Advanced	26.5%	25.4%	25.3%	24.8%	23.8%	25.2%	-1.3%
Basic	26.4%	27.3%	23.5%	25.5%	24.5%	25.4%	-0.9%
Far Below Basic/Below Basic	47.2%	47.3%	51.2%	49.7%	51.7%	49.4%	2.2%

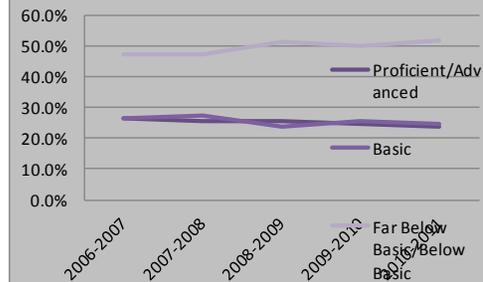
ELA CST 5 Year Data



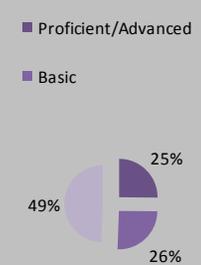
ELA CST 5 Year Average



Math CST 5 Year Data

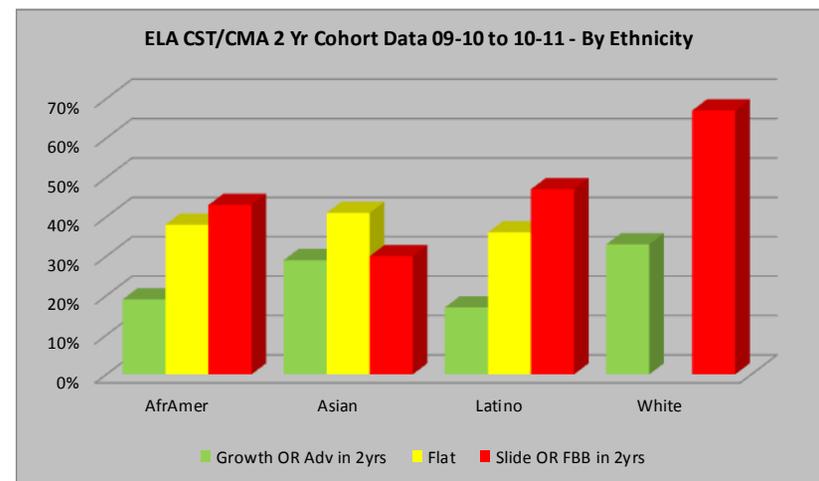
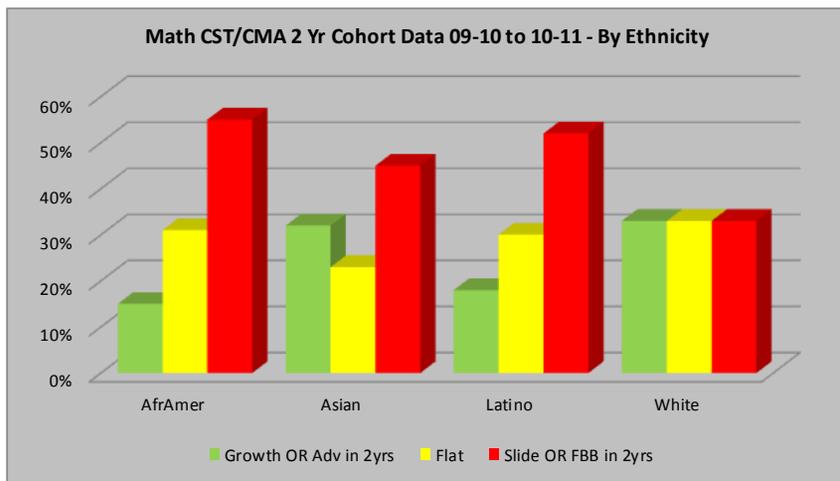
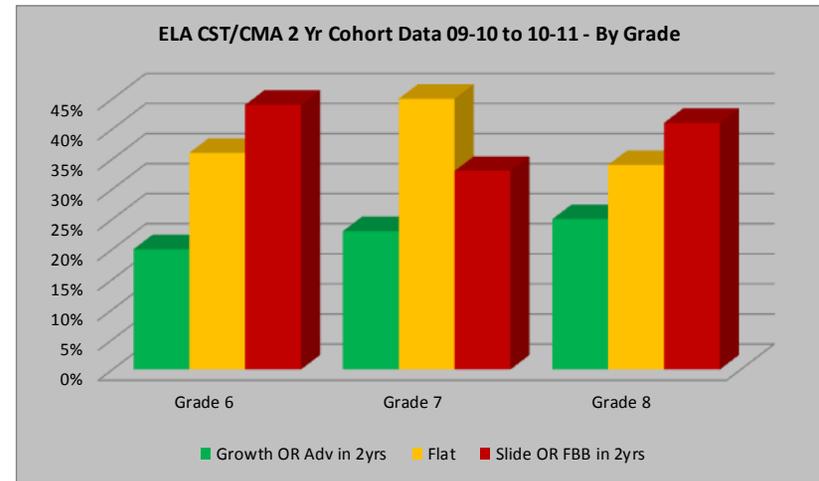
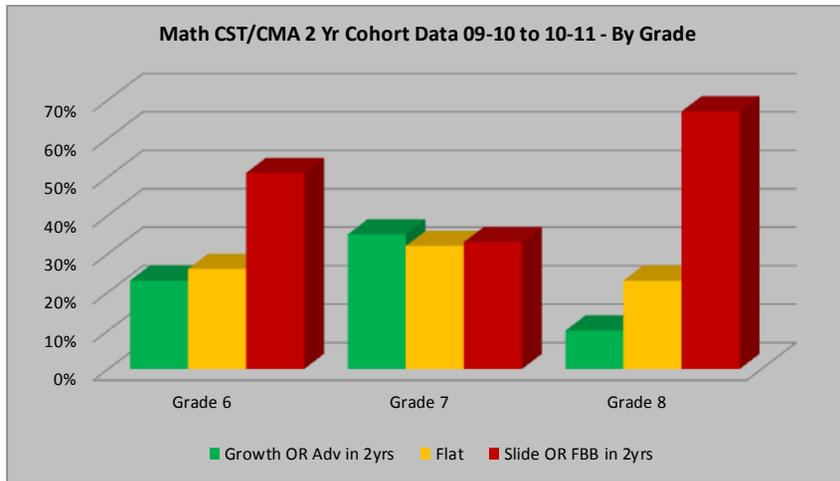


Math CST 5 Year Average



Roosevelt Middle School Data Profile

2 Yr Cohort Academic Data											
Growth OR Adv in 2 yrs		Student improved one		Flat		Student remained at		Slide OR FBB in 2 yrs		Student slid back one or	
Roosevelt 2 Yr Cohort Data 09-10		# Students	%Growth		%Flat		%Slide				
		537	22.5%		38.5%		38.9%				



Roosevelt Middle School Data Profile

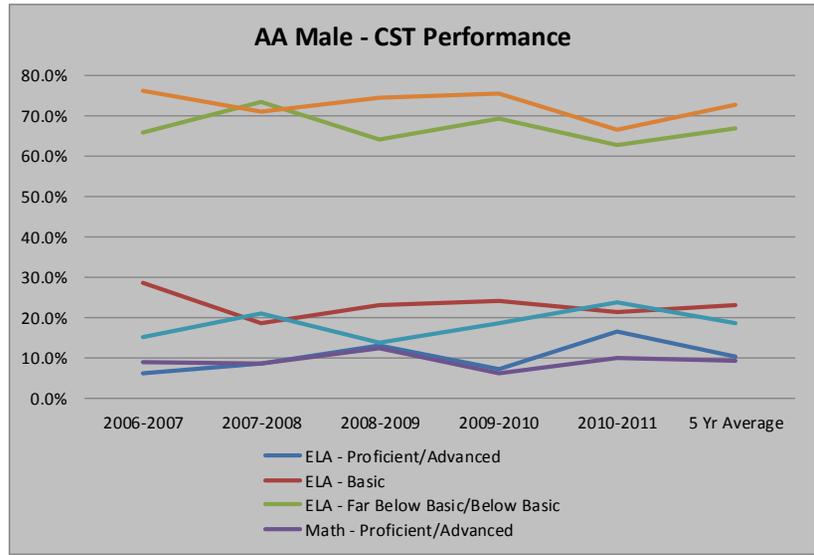
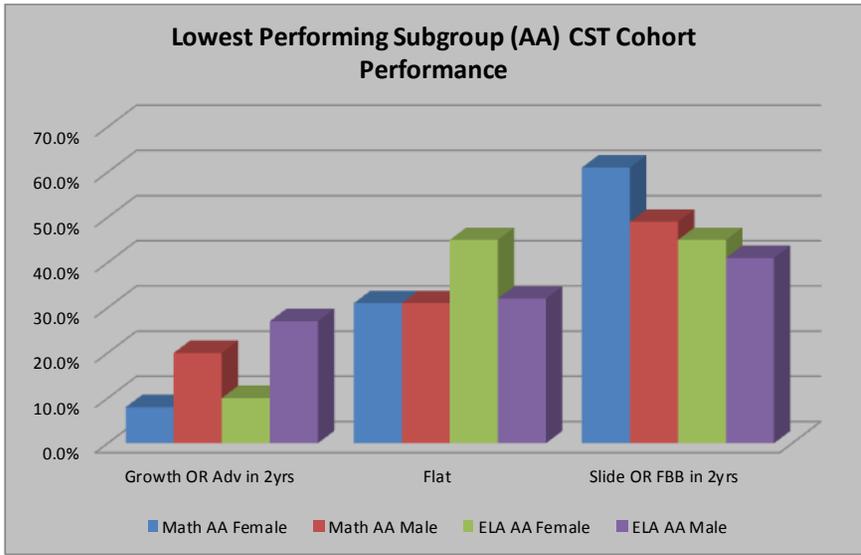
CST Math							
	Perf Level 2000-10	Performance Level 2010-11					# tested both years
		Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced		45.5%	31.8%	16.7%	4.5%	1.5%	66
Proficient		8.0%	31.3%	32.7%	24.0%	4.0%	150
Basic		0.7%	15.1%	28.8%	45.2%	10.3%	146
Below Basic			2.5%	27.7%	47.9%	21.8%	119
Far Below Basic				3.9%	39.2%	56.9%	51

ELA							
	Perf Level 2000-10	Performance Level 2010-11					# tested both years
		Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced		53.1%	36.7%	10.2%			49
Proficient		10.3%	54.0%	32.5%	0.8%	2.4%	126
Basic		0.5%	11.0%	51.1%	28.6%	8.8%	182
Below Basic			1.8%	29.1%	41.8%	27.3%	110
Far Below Basic			1.4%	11.4%	25.7%	61.4%	70

Subgroup - African American (AA) Students							
	School	AA	CST Math		CST ELA		
			Math AA Female	Math AA Male	ELA AA Female	ELA AA Male	
2010 Growth API	630	512					
2011 Growth API	638	542	Growth OR Adv in 2yrs	8.0%	20.0%	10.0%	27.0%
2010 API Change	-9	-2	Flat	31.0%	31.0%	45.0%	32.0%
2011 API Change	11	33	Slide OR FBB in 2yrs	61.0%	49.0%	45.0%	41.0%

African-American Male - CST Scores

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net
ELA - Proficient/Advanced	6.0%	8.5%	12.8%	7.0%	16.3%	10.1%	10.3%
ELA - Basic	28.4%	18.3%	23.1%	23.9%	21.3%	23.0%	-7.1%
ELA - Far Below Basic/Below Basic	65.7%	73.2%	64.1%	69.0%	62.5%	66.9%	-3.2%
Math - Proficient/Advanced	9.0%	8.5%	12.2%	6.2%	10.0%	9.2%	1.0%
Math - Basic	14.9%	20.7%	13.5%	18.5%	23.8%	18.3%	8.8%
Math - Far Below Basic/Below Basic	76.1%	70.7%	74.3%	75.4%	66.3%	72.6%	-9.9%





Roosevelt Middle School
10/19/11

SCHOOL QUALITY REVIEW
School Self-Reflection

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

Distinction 1:

Roosevelt is a very diverse school, both ethnically and according to language.

ETHNICITY

Ethnic breakdown: 39% Asian, 37% Latino, 23% African American.

LANGUAGE

33% of the students are ELs, and the languages represented are as follows:

Spanish – 49%

Vietnamese – 18%

Cantonese – 11%

Khmer – 6%

Mien – 5%

Arabic – 1% (including Farsi)

Burmese – 1% (including Karen and Karenni)

Ilocano – 1%

Lao - 1%

Filipino - .5%

Somali - .5%

Taishanese - .5%

Distinction 2:

The general education teachers at Roosevelt are organized into “families” which are teaching teams consisting of one history teacher, one ELA teacher, one math teacher, and one science teacher. Teachers in each family share the same set of students, and have a common conference period. This allows for greater familiarity with students and their families and allows teachers to communicate with their colleagues more effectively about students’ needs. To our knowledge, Edna Brewer is the only other large comprehensive middle school that has organized itself this extensively around such a structure.

Distinction 3:

Roosevelt Middle School may be one of the schools that best embodies OUSD’s full service community schools model.

1. The non-profit organization EBAYC runs an after school program and a summer school program.
2. A partnership with Safe Passages’ Elev8 Program yields additional after school, summer school, and Saturday school programs.
3. Roosevelt has an onsite Health Clinic with a full-time nurse and is coordinated by an employee of the community organization La Clinica De La Raza. It also will provide dental services to students in the near future. The Clinic is currently in partnership with doctoral students from UCSF.
4. Mental health services are provided to students, delivered by therapists from Alameda County and Asian Community Mental Health Services of Oakland.
5. Americorps volunteers mentor 20-30 students.
6. Through Elev8, we provide income tax assistance and legal assistance to families who are medical eligible.
7. We are partnering with Hedy Chang’s nonprofit AttendanceWorks, to determine how best to increase attendance and decrease truancy and chronic absences.
8. We are partnering with EBAYC to start the Roosevelt Parent’s Association, and have had the first parent meeting at Roosevelt in 10 years.
9. We are hoping to work with the Oakland Police department to be one of the middle schools to benefit from the recent Federal COPS grant, which will increase positive police presence at select middle schools.
10. Roosevelt will be one of the few sites to host an ESL class for parents during the school day.

2 How effective is your school overall?						
		4	3	2	1	
Evaluation:	Excellent				X	Unsatisfactory
<p>How do you know: We have nine primary indicators of success (see attached image of vision/goals). Roosevelt is “unsatisfactory” in overall school effectiveness because we either fail to meet any of the indicators of success, or we have yet to adequately develop some of the indicators of success (such as the student satisfaction survey).</p> <p>What are its notable strengths?</p> <ol style="list-style-type: none"> 1. We have achieved the most API growth we've seen at Roosevelt in six years. 2. Met our state school wide growth target for the first time in six years. 3. Met the state targets for all of our subgroups for the first time in six years. 4. Met all state school wide targets for the first time in six years. 5. One of five OUSD middle schools (out of 16 total) with double-digit API growth school wide. 6. One of six OUSD middle schools (out of 16 total) with double-digit African-American API growth. 7. One of two OUSD middle schools (out of 16 total) with 30+ African-American API growth. 8. Most African-American API growth of all 16 OUSD middle schools. 9. One of four middle schools (out of 16 total) with Latino double-digit API growth. <p>What are the main priorities for improvement?</p> <ol style="list-style-type: none"> 1. Ensuring that all students master academic literacy skills by building teacher and administrator capacity on how to teach academic literacy (primarily through the <u>Constructing Meaning</u> instructional framework and tools). 2. Refining the curriculum for each class and developing assessments that accurately and frequently yield data on student progress. 3. Creating an RTI-style intervention system so that staff members can respond swiftly and effectively to the data on student progress. 						

3 How well is the school regarded by its students and parents?						
		4	3	2	1	
Evaluation:	Excellent			X		Unsatisfactory
<p>How do you know? Informal conversations with students as well as student self-reflections on the school Parent meetings, i.e. Roosevelt Parent Association (different ethnic groups) School Site Council ELAC Word of mouth 2010-2011 Use Your Voice Survey Results EBAYC Summer listening campaign – one-on-one interviews with parents</p> <p>What do (a) students and (b) parents most like about the school?</p> <p>(a) They like the improvement of the look of the school, including the paint job, new artificial turf, and murals amongst other things. Most of the students also appreciate the boundaries set by the school. They feel it is “more strict,” but also that it feels like they can “learn more” as well. Most students feel they like their teachers and their teachers are helping them to learn. Also, 71% of last year’s students felt there was an adult at school they trusted to go to for support.</p> <p>(b) Parents also mentioned they liked the recent beautification of the school. They appreciated the new energy of the administration; the variety of services offered including the clinic, after school programs, counseling services, family</p>						

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and legal services, tax services offered on site, etc.; and the motivation of teachers.

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

- (a) Safety is also a major concern of students, including gang activity. Students also feel they are not engaged very often in class, though it varies widely from class to class. Another major concern for the students is that the school is not clean, mainly the bathrooms according to anecdotes.
- (b) Safety is the parents' #1 concern and though we have made some headway about having a more proactive and preventative approach to dealing with student conflicts, i.e. conflict mediation before it erupts into a fight. We are also trying to organize parents from the Roosevelt Parent Association in starting a "volunteer" parent safety patrol again. However, many parents feel we still have a ways to go, though they mention there are "less fights now." Another concern of the parents was communication with teachers, but action is being taken in the form of progress reports being given more often and an online system for parents and students to check grades as teachers update them weekly. Parents also felt that the school could improve if the school hired more staff that speak different languages so they feel heard. Many materials sent home to parents are translated but lack of staff and other resources limit this support.

4 How well do students achieve academically?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
				X		

Bottom line, Roosevelt has flat-lined in our CST scores in previous years, but saw a some growth in the 2010-2011 school year with our African-American students and our English learners. We are working on building an effective diagnostic testing plan for our site to have additional assessment data to guide our instruction.

How do you know?

We administrators and educators at Roosevelt Middle School are aware that our students are impacted by socioeconomically challenges. We know that we must plan with our students' needs in mind first and foremost.

- We have implemented a family structure so teachers can collaborate around particular students' needs. While the family structures support cross curricular collaboration, and we also have grade level and department collaboration so teachers can discuss common practices and strategies that work well.
- We are supporting our students academically is by assessing students' language, reading, and writing abilities. We have also administered a diagnostic math assessment.
- We are improving our planning and instructional practices to foster academic literacy. We agree that our student population's Academic English language development needs a focused instructional approach to support students in mastering standards in all content areas.
- We are beginning to move from a discipline focus to a prevention focus. We understand that a positive, caring, and safe learning environment is critical in supporting student learning.
- We are using technology to foster teacher collaboration. Thanks to our tech volunteer, we are utilizing Google to build a "collab" where teachers can archive their collaborative work. We believe that we must revolutionize our collaborative practices by utilizing technology to archive our "group practices and knowledge."

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

Without a history of data generated by effective, diagnostic assessments, this question is hard to answer objectively. We do not feel we can answer this question fairly for our staff without diagnostics in every subject matter.

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

All subjects and all grades need improvement at our site. Our professional development plan is our primary course of action in promoting academic achievement for our students. We are training all the staff in Constructing Meaning (CM), which is an instructional framework designed to support the language development needs for English Language Learners. CM also supports the development of Academic English for all students, when implemented with fidelity.

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

We have observed a persistent and large achievement gap among our male and female African American students, as well as our male and female Latino students, as indicated by longitudinal STAR testing data.

- Constructing Meaning is one action we are taking to address the achievement gap noted above. We agree as a staff that we need to more effectively support Academic literacy among our students.
- We have after school programs (Higher Learning, JAIR, Elev8) that support students with tutoring and homework help.
- We are working to change the culture of the school, by acknowledging hard work, good grades and attendance. We are articulating the link between attendance and performance to students in our school wide awards assemblies. This work will be further supported by monthly climate assemblies. A team of administrators and teachers are leading this school wide effort.

We also know that effective collaboration among teachers is key to closing the achievement gap at RMS. As we solidify the structures in place, and delineate the roles and expectations of family groups, departments, PLCs, and grade level teams, we will be better positioned to outline actions with measureable goals.

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

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
				X		

How do you know?

1. STAR test scores
2. CELDT test scores
3. District Benchmarks
4. Process Writing Assessments (ELA)
5. Curriculum Embedded Assessments (SS)

Some other indicators that we have many areas that need improvement:

- Formal and informal classroom observations: Administrators must build capacity in scheduling regular time for both formal and informal observations. In 2010-2011, administrators were not able to make sufficient time for informal walkthroughs of classrooms. This year, they are devoting specific days for informal walkthroughs to better ascertain the quality of instruction at RMS.
- PLCs/Collaboration time: Teachers must protect time to collaborate effectively. We need to build clear expectations and accountability systems if we are going to succeed in transforming to a collaborative culture. Currently, it is not possible to ascertain the productivity of PLC time or common planning time.
- Building an RMS diagnostic assessment schedule: We will need to continue to build and perfect our diagnostic assessments practices, so we can better plan effective instruction that supports our students.

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

We have evidence of effective planning and instruction among individual teachers.

- Some teachers have developed and maintained effective professional development plans for themselves by accessing district coaches and PD.
- Some teachers in specific content areas are engaged in clear and evident collaborative planning practices..
- Some teachers are facilitating meta-cognitive reflections among students; instructing students in how to track their own academic progress and goal setting; facilitating better organization of materials & classwork; and promoting study skills among our students.

In spite of these notable practices among individual teachers, we cannot provide evidence that these practices, in isolation, contribute to greater student learning or achievement overall.

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

- Data analysis and reflection need to be integrated into professional development, PLCs, and other collaborative meetings. We also need to identify effective protocols and tools to support this work.

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- We want to support teachers in using data to inform planning and instruction. We need to develop lead teachers to move this work forward.
- We must make all content accessible to all students. We need teachers to expand their tool boxes to better plan for the instructional needs of our students. One means of building capacity is by providing ongoing coaching around Constructing Meaning (CM).
- We have to increase student to student interactions, and at the same time, decrease teacher talking time.
- We need to support all teachers in planning with student needs in mind, and engaging in backwards planning processes.
- Instructional goals that support academic English proficiency and fluency must be integrated across the curriculum to close the achievement gap at RMS.
- Across the curriculum, rigor should be increased by planning for higher level cognitive demands. Teachers have already begun to create and refine curriculum maps, which will be multi-year, interactive process.

While we have many areas of teaching and learning in need of improvement, our structures and professional development plan provide a basis for working towards improving instruction at RMS.

6 How effective is the system of assessment of student learning?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
				X		

How do you know?

The effectiveness of Roosevelt's system of assessment of student learning was determined from staff interviews, and administrator's overall impression of classroom visits, student conversations, and school data. Roosevelt middle school, as a whole, has done well in administering the district and state mandate exams. However, the informal, formal, and authentic assessments have not been composed in ways that provided reliable information regarding student learning.

What are the strongest features of assessment?

1. Some teachers generally put a lot of thought and energy into their assessments.
2. Collaboration/co-planning happening but it's not a universally accepted practice.
3. Some teachers use results to drive instructions
4. Assessments are being used to determine literacy level
5. Teachers are supporting each other in grading
6. Some teachers provide opportunities for students to do written reflection on the success and missteps on exams.
7. Use Error/Analysis with benchmark results

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

1. Not all formal assessments are consistent across teachers for a given grade level/content area.
2. Inconsistent teacher collaboration within same grade levels content (PLC).
3. Assessments are sometimes created in isolation.
4. Not all quizzes, exit slips, assessments are crafted in PLCs
5. There is not a clear consensus on whether formal assessments should be:
 - a. 100% standards based
 - b. reflection of "what I've taught" or "what the kids are capable of doing"
6. Assessments are sometimes, but not always, designed at the beginning of the planning cycle. Backwards planning is the accepted ideal but is not practiced 100% of the time.
7. We are generally strongest at creating and administering the assessments, but often lack the time or discipline to fully evaluate the results in a way that would guide our next steps (intervention, re-teaching, etc.).
8. Teachers are not always able to readily speak about the academic status of specific students
9. Infrequent data analysis of statewide CSTs
10. School lacks a common cycle of inquiry focus

We are:

- Working with teachers to ensure that they meet weekly in PLCs to discuss curriculum and craft assessments.
- Scheduling set times for PLCs

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- Scheduling Department meeting to talk content areas
- Administrators are collaborating with Department Chairperson to create agenda
- Promoting articulation among different grade levels
- Encouraging teachers to focus on power standards
- Promoting frequently using in class formative assessments to determine target students
- School-wide *Constructing Meaning* professional development
- Administrator working closely with teachers to lesson plan
- Promoting cycle of inquiry structures for pressing issues

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

		4	3	2	1	
Evaluation:	Excellent			x		Unsatisfactory

Which are the school's strongest features, and why?

RMS is strategically focused on the EL/ELD students and has moved towards addressing the learning needs of this group.

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

On a scale of 1-4, one being "unsatisfactory" and 4 being "excellent," RMS is currently at a two in its ability to diagnose and address this particular group. However, RMS has rolled out its professional development plan that focuses on "Constructing Meaning" training that allows work to be connected with behavior. Furthermore, the professional development plan strategically focuses on how to get all staff to use EL/ELD strategies in lesson planning to improve academic literacy. One of the things that have been identified as an area for improvement lies in creating authentic assessments in order to drive instruction.

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?

		4	3	2	1	
Evaluation:	Excellent			X		Unsatisfactory

The strategies and supporting services at Roosevelt include:

Special Education: 1.5 Resource Specialists; 2 NSH Special Day Classes; 1 NSH/SH Special Day Class; 1 Autism specific Special Day Class.
 Health Services: Full service clinic; health education for students; ...
 Counseling: Group and Individual counseling for students with and without Medi-Cal provided by community agencies and counseling interns.
 Afterschool academic enrichment: Elev-8; EBAYC; ...
 Family support: legal services; adult English classes; ...
 COST: Coordination of services team meets weekly to determine appropriate interventions/services for referred students.
 According to an informal survey handed out to the members of the Coordination of Services Team (COST), the majority (80%) of the respondents felt that the strategies and services used to support the diverse needs of Roosevelt's students needed improvement.

How Do You Know?

1. That there are a high number of referrals to the COST every year;
2. High number of repeat referrals for students already receiving supporting services;
3. Repeated disciplinary action(s) taken against students receiving supporting services.
4. A large number of students, who receive failing grades, yet are passed on to the next grade anyway.
5. A lack of evidence of progressive, tiered interventions used for students who continually struggle with academics and/or behavior within the general education environment.

Below are quotes from the survey handed out to the COST:

“Based on my experience, I have observed that it is difficult to get all of the staff involved and committed to supporting the current strategies. The reason I believe improvement is needed is that I see positive changes attempting to occur, but much education is still required to get staff on the same page to implement these positive changes.”

“We need more coordination between the various services at Roosevelt. This year, the presence of Mr. Hong (on the COST) will make a big difference in making sure those students with multiple needs (emotional, academic) have these needs addressed sooner and more effectively.”

“While the staff’s capacity for this has improved over the past year and a half, I, generally, see a lack of knowledge amongst the staff to implement appropriate curricula for, modify assignments for, and work to the strengths of, not only, students with special needs, but also, students who are consistently underperforming academically. Despite the fact that this void could be explained by a number of factors: a school environment that is not conducive to these changes; a lack of a systematic way for tracking behavioral and academic interventions; a lack of resources; a lack of time; language barriers; etc., I believe that, for many students, a long-standing pattern of academic failure can be directly correlated to a pattern of misbehavior within the school environment.”

What are the strongest features of the support structures and the services provided to Roosevelt's diverse student population?

The general consensus among the respondents to the survey was that, individually, all of the services, service providers, and supports were excellent. The problem, in general, is a lack of a systematic way of tracking progress of the students and effectiveness of the services provided to them.

Below are quoted responses from the survey:

“A partnership of community based organizations (CBOs) and school service providers meet weekly via COST meetings to review student referrals and determine appropriate intervention strategies. Services include Mental Health Counseling, group counseling, health services, family support, afterschool academic enrichment, and psycho-education.”

“Roosevelt has excellent after school programs offered by EBAYC and Elev8. There is a strong school based health clinic as well as mental health providers.”

What aspects of the aforementioned supports and services need improvement, and what action is being taken?

Below is a table summarizing the responses and one quoted survey response from the aforementioned survey:

Area of Need	Steps being taken to improve this area
Tracking Interventions (Behavioral)	PBIS
Tracking Interventions (Academic)	RTI, Improvements to the SST process
Mentoring program	In process of establishing; trying to find community members to mentor RMS students.

“Despite the number of interventions being provided, Roosevelt still has a high number of suspensions, particularly among the African American population. I believe that the school still has far to go in the implementation of an overall school climate approach that addresses this inequity. However, I know that the school is being trained in the methodology of PBIS (Positive Behavioral Intervention and Supports) in order to begin to address this problem.”

9 How effective are the professional development opportunities provided to teachers?						
	4	3	2	1		
Evaluation:	Excellent		X		Unsatisfactory	
How do you know? Roosevelt Middle School is “developing” in its selection of professional development opportunities. Recently, there have been strides to implement fruitful PD structures (e.g. department professional learning communities, curriculum to increase academic language). Many						

staff members have expressed that these structures, common planning time and “Constructing Meaning” trainings, have been helpful.

However, interviews with teachers (beginning and veterans alike) have suggested that many staff members have unfulfilled professional development needs. In particular, teachers have expressed a strong desire for differentiated PDs that address issues that are specific to their content and classroom. Additionally, while the staff, on the whole, appreciates the school’s focus on increasing academic language—“Constructing Meaning”—many individuals feel that it should be accompanied with much more structured planning time to put those strategies into practice. Other needs that were voiced were opportunities to observe exemplary teachers off-site, increased exchange and showcase of best practices within RMS, collaboration time with teachers across content areas, and teacher choice of professional development opportunities.

Which are the strongest features of professional development, and why?

- **“Constructing Meaning” Professional Development:** “Constructing Meaning” is a series of workshops that train teachers to more effectively incorporate language objectives in their classroom. Since the 2010-2011 school year, Roosevelt Middle School has adopted “Constructing Meaning” (CM) workshops as a part of its regular professional development routine. The curriculum is a systematic and purposeful approach to addressing the needs of the high population of English language learners and academic language learners at the school. Already, there is evidence (e.g. student work) at school that some teachers are actively trying to incorporate CM strategies in their classroom.
- **PD time to act in professional learning communities (PLCs) within departments:** Teachers, particularly those in the math and science departments, have expressed that structured professional development time for collaboration have been useful in planning lessons, creating aligned assessments, and analyzing data.
- **Teachers sharing best practices with staff:** Several teachers have also said that a highlight of last year’s PDs was being exposed to strategies and techniques that were being utilized by fellow colleagues on campus. These “show-and-tell” sessions not only built community but also introduced an array of classroom tools/techniques to teachers that were already being practiced on-site.

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

- **Addressing the needs of English language learners:** As the makeup of the school consists largely of ELLs—and arguably, 100% academic language learners—the regular “Constructing Meaning” workshops is an excellent first step in increasing academic language and accessibility of content.
- **Fostering solution-oriented teaching mindsets that continually reflect and tweak strategies:** The recent Roosevelt administration has been encouraging teachers to work within content-specific professional learning communities to share strategies, reflect, and create vertical and horizontal alignment of curriculum. In the math and science departments, in particular, teachers have said that these PD times have resulted in aligned assessments and objectives. Additionally, over the summer, many grade-level/content-specific teams developed curriculum maps that are to be utilized throughout this academic school year.
- **Classroom management:** This year, Roosevelt staff will participate in a series of de-escalation trainings to better equip their classroom management “toolbox.”

10	How effective is the leadership and management of the school?	Rating
Vision, Strategy and Planning	<ul style="list-style-type: none"> • 5-year vision has been drafted and shared with selected staff. • Unclear whether vision has been internalized or embraced by faculty and staff • Core values drafted and publicized • Specific, actionable and measurable targets for year 2 (with timelines and accountability) are not yet developed and/or widely shared. 	2
Academic Oversight	<ul style="list-style-type: none"> • Curriculum maps drafted for core subjects • State content area standards widely used as basis for instruction • School-wide (one-size fits all) professional development being delivered using in-house instructors (e.g. CM and de-escalation) • District-sponsored content-specific PD available to some but not all teachers • Limited time or funding available to support individual/custom PD needs • Little to no guidance provided to new teachers on pacing, instructional methods, assessment and differentiation strategies (some guidance provided through peer mentoring, BTSA and the formal evaluation process) • Some staff have commented that the formal evaluation process is handled inconsistently • No school-wide or department-wide grading policy in place (e.g. “What is required for a 	2

	<p>passing grade”, etc.)</p> <ul style="list-style-type: none"> Unclear whether promotion policy meets needs of students 	
Communication	<ul style="list-style-type: none"> Several admin-to-faculty communication channels have been established and are widely used (email via Google Groups; RMS collaboration; Weekly Bulldog Bulletin) Administrators generally viewed by faculty as accessible, honest and direct. Communication norms are explicitly stated and widely followed Families (sets of four core teachers) encouraged to meet regularly to discuss common students, interventions and cross-curricular activities Many faculty members express concern that “on the clock” planning time is inadequate to properly coordinate grade level/content area planning and reflection Some content is delivered to only specific groups of the staff and results in a lack of communication among all staff. Google calendar is discussed but not widely used 	3
Creation and Maintenance of Systems and Processes	<ul style="list-style-type: none"> These systems or processes are established and running: <ul style="list-style-type: none"> SSC and ELAC EBAYC after-school program On-line attendance reporting and calls home for absences or tardies These have been discussed but are not fully functional: <ul style="list-style-type: none"> School website On-line student and Parent access to grade books Intervention room COST Lunch or after-school detentions for tardy students Teacher Advisory Committee These have not been established: <ul style="list-style-type: none"> Mandatory after-school intervention for students who are failing to master key learning targets Regular (weekly or monthly) tracking, reporting, analysis and response to key success measures: <ul style="list-style-type: none"> Status of items committed to in yearly plan Attendance Discipline (tardies, referrals, detentions, suspensions, and other interventions) Student progress toward mastery of core learning targets. 	2
Awareness of and Development of positive School Culture	<p>“Finger on the Pulse”:</p> <ul style="list-style-type: none"> Suggestion box in place Frequent staff meeting exit slip is a “plus-delta” question inviting staff members to offer feedback Principal’s forum was in place last year, hasn’t been established this year. Despite the existence of these communication channels, some staff members feel that Administration may get a misleading picture of overall staff views by over-dependence on the opinions of a few staff members. To get a more complete picture of employee morale, concerns, etc. a more robust data gathering mechanism may be needed. Periodic student surveys have been conducted. Unknown whether student feedback on culture has been systematically collected, analyzed and used to make decisions. Several positives (rewards or recognition for positive behavior) have been added this year to complement the consequences for inappropriate behavior, including: 	2

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	<ul style="list-style-type: none"> Honor roll and attendance awards ceremonies Additional per-marking period awards to be given by each teaching family 	
Motivation/ Inspiration	<p>Administrators frequently and proactively appreciate staff members' efforts and contributions (via email, in staff meetings, one-on-one, etc.)</p> <p>Admin serve as role models through their:</p> <ul style="list-style-type: none"> Enthusiasm and energy Solution orientation Active solicitation of feedback and input 	4

11 How effectively does the school meaningfully engage with parents & students?						
		4	3	2	1	
Evaluation:	Excellent			X		Unsatisfactory
<p>How do you know?</p> <p><u>Parents</u> – This year, the school has had improved parent attendance at school wide events. There are minimal events that the school host which invites parent participation and involvement. We are still not at a level where parents are truly engaged with the school. Parents are interested and have voiced their needs and wants for ongoing communication and work with school day teachers and administration. Parents have voiced their needs and concerns at the Roosevelt Parent Association, EBAYC Parent Action Committee, SSC, and ELAC meetings.</p> <p><u>Students</u> – There are school wide student body events (school assemblies, staff and student games, after school program events, and health workshops) that occur throughout the year. On a personal level, students are not surveyed to see what their needs and interests are. Much work is needed in this part of engagement.</p> <p>Which are the strongest features, and why?</p> <p>The EBAYC after school program facilitates monthly parent meetings/conferences for parents, but they are aimed at parents who have students in the program (30% of the school's population only). Parents and students are surveyed throughout the year for feedback and input about program.</p> <p>This year, the school is working in partnership with EBAYC to organize a Roosevelt Parent Association (RPA). Parents have been invited to come and participate and express what their needs are from the school. Parents leaders have evolved from meetings and parents are working together with school leaders to put together a plan on how to partner and work better with the school to help aim for student success.</p> <p>Also Safe Passages and Elev8 engages and provides parents and students with different services and workshops (Medi-Cal, legal, tax, health, ESL classes, and extended day program). These services are integrated into the school to also help parents and students succeed in school and life.</p> <p>What most needs improvement, and what action is being taken?</p> <p>Engagement of both parents and students needs improvement. Though there have been tremendous gains this year, it is still a work in progress. The principal has made it one of his priorities to meaningfully engage parents and students. There are plans for this school year and the near future. As a school, we need to put into practice the plans and see what worked well and what didn't, reflect on the process and practices and plan again for improvement and more changes if necessary. Parents and students don't just want different services given to them. They want and need to be a part of the school. They should be involved and included in decision making. The school needs to improve on engaging them more on a personal level in "leadership, volunteer, cultural activities, and teacher/parent/ student events. Parents are taking action in the Roosevelt Parent Association meetings and ELAC meetings. Unfortunately, students are not given the opportunity to take action in an organized manner; therefore their "voice" is not being heard. School needs more improvement on this issue and needs to take immediate action.</p>						

12 What are the school's future plans?

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

1. One key challenge is common to all, which is funding. Though Principal Cliff Hong feels quite confident in his ability to manage finances effectively and responsibly, he is finding it increasingly taxing on his time and energy to have to strategize on how to do more with less. For example, though Roosevelt's enrollment grew by 40 students between 2010-11 and 2011-12, it lost \$248,520 in general funds (\$380 reduction per pupil x 654 pupils).
2. Another key challenge is not being able to fill positions with the staff who are the best fit. We were lucky to have filled our secretary position and attendance clerk position with talented people, but who knows if they will be bumped out next year? Also, some teachers may not be the best fit for where Roosevelt is in its current state, and yet there are few incentives or structures that allow for movement to situations that may be a better fit for them.
3. Another challenge is the design of the teacher and administrative evaluation systems. The current systems do not place enough emphasis on student outcomes, but appear to be sets of activities that the educator is expected to comply with. They are time consuming processes that may improve teacher and admin practice, but should be redesigned to maximize the emphasis on and accountability around student learning.
4. A final challenge is to more accurately define school success, which will then give all staff members the needed focus and guidance around our work.

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.

1. In terms of funding, we will do at least three things. One, spend as frugally as possible and be disciplined in following a spending priorities list. Two, create a partnership with the Oakland Schools Foundation to bring in additional funds. Three, purchase items for 2012-13 using this year's funds, in case funding goes down even further next year.
2. People are a school's most important asset and biggest liability, so we will continue to be very careful in selecting those teachers and staff members who fulfill a list of ideal characteristics that the Principal has developed, including having the highest level of faith in students, and who have the greatest work ethic.
3. Administrators and teachers will continue to control the conversation on teacher quality locally. We will continually develop our own assessments of student learning and use that to discuss the effectiveness of teachers and administrators. We will use the current evaluation systems as a way to facilitate discussion around our practices, but will not use them as the sole vehicle to define the quality of an educator.
4. We will visit our nine primary indicators of success and hold discussions in small groups of stakeholders as well as large groups of stakeholders to finalize them. Once this is done, we will create a culture where our talk and work will be inextricably linked to these measures.

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

1. Explained the work to the staff.
2. Assign each question to various staff members, making them the point people. They had the power to invite whomever they wanted to work with.
3. They submitted their answers to me (Principal) one week before due date of October 19.
4. I sent out all responses to the entire staff for six days of feedback.
5. The data portion was distributed amongst the secretary, attendance clerk, counselor, and me.
6. I made the final adjustments and submitted the document.

