



Oakland Unified School District  
Quality Community School Development

## SCHOOL QUALITY REVIEW

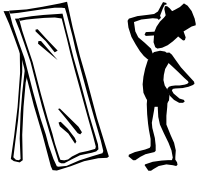
### School Self-Reflection

August 2011



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools,  
Thriving Students*



## **Why do a SCHOOL SELF-REFLECTION as part of the SCHOOL QUALITY REVIEW?**

For a successful school quality review, and especially for a successful three-day site visit, we want to ensure that both the school community and the School Quality Review Team are prepared.

The School Self-Reflection is a tool that enables the school community to “warm up” for the process, by asking the key stakeholders of the school to reflect on what they think are the strengths and challenges of their school. The tool prepares them for the kinds of questions that will be asked by the SQR Team. Especially if a wide variety of stakeholders are involved in the School Self-Reflection, the tool functions as a practice review for the school.

The School Self-Reflection is a tool that also enables the SQR Team to “warm up” for the process. The Team learns what the school community thinks its own strengths and challenges are, in answer to the kinds of questions the Team will be asking. The tool prepares the Team to understand the school’s context and thereby to engage with the school community in a more authentic and thoughtful way.

One important note: The School Self-Reflection acts as a guide to the evaluation. It is not part of the evaluation itself. In other words, the Team will not evaluate the Self-Reflection as a “performance” that says something about the school’s development toward the School Quality Standards. Rather, it is a tool to help the Team organize itself for a widely-shared and transparent conversation with the school.



## GUIDELINES for COMPLETING the SQR SCHOOL SELF-REFLECTION

It is recommended that the school use a collaborative process involving leadership groups and key stakeholders to complete this self-reflection. While this self-reflection is not designed to be an exhaustive, year-long self-study, the school should find collaborative time (leadership, staff, student, and parent meetings and/or conversations) over several weeks, to gather and include views from a variety of perspectives. Note: At the end of the Self-Reflection, the school is asked to describe the steps it took to complete this Self-Reflection.

**Place an “X” under the score (4-3-2-1)** which most accurately reflects the school’s judgment of overall quality in response to the questions. The scale does not provide an explanation of what a “4” says about a school’s effectiveness versus a “2”. The SQR Team is interested in the school’s interpretation of what effective means for each question. Any explanation of the chosen score is welcome.

Note that the ratings given in this self-reflection are intended to provide guidance for the inquiry that will occur during the SQR, primarily at the time of the SQR Site Visit. As such, be concise. Do not provide exhaustive detail. Describe enough that the Team can follow up on. It is useful to review all the questions first to avoid including information in one question that is best discussed under another question.

While this self-reflection is not organized around the OUSD School Quality Standards, it may be helpful to consider them in your reflection. A summary version of the standards is attached in an appendix. Note: These standards provide the additional areas of focus for the SQR Team, beyond the self-reflection questions found here.

Near the end of this Self-Reflection is a Data Document. Most of this will be completed by QCSD. However a few sections are “starred” where the school has data that is not likely to be held centrally. The school should complete these.

**An electronic version of the SQR Self Reflection is due to the QCSD offices on **October 19, 2011.****



# SCHOOL QUALITY REVIEW

## School Self-Reflection

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

2	How effective is your school overall?					
Evaluation:	Excellent	4	3	2	1	Unsatisfactory
How do you know						
What are its notable strengths?						
What are the main priorities for improvement?						

**3 How well is the school regarded by its students and parents?**

Evaluation:

Excellent

4

3

2

1

Unsatisfactory

How do you know?

What do (a) students and (b) parents most like about the school?

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

**4 How well do students achieve academically?**

Evaluation:

Excellent

4

3

2

1

Unsatisfactory

How do you know?

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

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

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

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

	4	3	2	1	
Evaluation:					Unsatisfactory
How do you know?					

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

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

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

	4	3	2	1	
Evaluation:					Unsatisfactory
How do you know?					

What are the strongest features of assessment?

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

**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					Unsatisfactory
How do you know?						
Which are the school's strongest features, and why?						
What most needs improvement, and what action is being taken?						

**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					Unsatisfactory
How do you know?						
What are the strongest features of support structures for a diverse student population?						
What aspects need improvement, and what action is being taken?						



**9 How effective are the professional development opportunities provided to teachers?**

	4	3	2	1	
Evaluation:					Unsatisfactory
How do you know?					

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

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

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

	4	3	2	1	
Evaluation:					Unsatisfactory
How do you know?					

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

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

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

	4	3	2	1	
Evaluation:					Unsatisfactory
How do you know?					

Which are the strongest features, and why?

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

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

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

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.



# SCHOOL QUALITY REVIEW

## School Self-Reflection Data Document

Name of school:			Name of School Leader:		
<b>Enrollment</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Number of students enrolled					
<b>Attendance</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Attendance Rate					
<b>Special Populations</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Number of students receiving <i>free/reduced lunch</i>					
Number of ELL students					
Number of students with special educational needs (Resource/Special Day Class)	/	/	/	/	/
<b>Pupil mobility in the school in prior year</b>				<b>Number of students</b>	
Students who joined the school other than at the usual time of first admission					
Students who left the school other than at the usual time of leaving					
<b>Background of students 2011-12</b>	<b>Number of students/Percent of Students</b>	<b>Discipline - prior school year( 10-11)</b>		<b>Suspension # of incidents</b>	<b>Expulsion # of incidents</b>
African-American	/	African-American			
Asian/Pacific Islander	/	Asian/Pacific Islander			
Hispanic	/	Hispanic			
White	/	White			
Mixed/ No Response	/	Mixed/ No Response			
ELL	/	ELL			
SPED	/	SPED			
Gender (male/female)	/	Gender (male/female)		/	/
Homeless Students	/	Homeless Students			

<b>Financial Information—Allocations by Funding Source</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9. (Special Grants)			
10. (PTA funds)			



<b>AYP</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
AYP Met?					
AYP Criteria Met/ Total AYP Criteria	/	/	/	/	/
<b>API</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
API					
Statewide rank					
Similar schools rank					
<b>CST</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>ELA</b>					
Proficient/Advanced					
Basic/Proficient/ Advanced					
<b>MATH</b>					
Proficient/Advanced					
Basic/Proficient/ Advanced					
<b>CAHSEE</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
10 <sup>th</sup> grade pass rate					



<b>Measurable Student Outcomes (Please outline areas of student performance or other student outcomes that are measured by the school.)</b>							
Measurable Student Outcome	Instrument	Target			2009-10 Results	2010-11 Results	2011-12 Results

<b>High School Only: Graduation Information</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Graduation Rate					
Retention Rate (% of graduates enrolled since grade 9)					
<b>Post Graduation Plans</b>					
% attending 4-year college					
% attending 2-year college					
% attending vocational/technical training					
% joined military					
% working exclusively					



<b>Teacher Recruitment/Retention</b>					
	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Total # of Teachers					
% New Hires					
% Retained from Prior Year					
Total number of vacant teaching posts currently (FTE)					

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



# SCHOOL QUALITY REVIEW

## School Self-Reflection

### Appendix:

### Summary Version of the

### OUSD School Quality Standards



**Key Condition 1: Ensuring Thriving Students & Healthy Communities**

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

**Key Condition 2: Quality Learning Experiences for All Students*****A quality school...***

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

**Key Condition 3: Safe, Supportive, & Healthy Learning Environments*****A quality school...***

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

**Key Condition 4: Learning Communities Focused on Continuous Improvement*****A quality school...***

1. makes sure that teachers work together in professional learning communities focused on student progress.
2. ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
3. has staff that continuously engages in a broad variety of professional learning activities, driven by the school's vision.
4. provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
5. ensures professional learning has a demonstrable impact on teacher performance and student learning/social development.
6. provides adult learning opportunities that use student voice and/or are led by students.
7. provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
8. provides adult learning opportunities that use different instructional strategies to meet needs of adult learners.
9. has a collaborative system, involving all stakeholders, for evaluating the effectiveness of its strategies and programs.

**Key Condition 5: Meaningful Student, Family and Community Engagement/ Partnerships*****A quality school...***

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

**Key Condition 6: Effective School Leadership & Resource Management*****A quality school has leadership that...***

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

**Key Condition 7: High Quality Central Office in Service of Quality Schools*****A quality central office...***

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