

**Los Angeles Academy Middle School  
Implementation of High Priority  
School (HPS) Action Plan, 2009-10**

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## Introduction and Methods

In 2007-08, Public Works, Inc. (PW) was assigned to Los Angeles Academy Middle School (LAAMS) as part of the High Priority Schools (HPS) program at the behest of former LAUSD Superintendent Brewer. PW is an educational consulting firm specializing in program evaluation, and provide technical support to public and private school districts. The HPS program identified 17 middle and 17 senior high schools with Academic Performance Index (API) scores less than 600. All HPS schools were required to contract with an outside provider to conduct a needs assessment of the school and to develop an action plan outlining key areas for school-wide improvement between 2007-2012.

## Needs Assessment and Preliminary Plan Development

In the initial phase during January-March 2008, PW facilitated a needs assessment of LAAMS. PW met with the Instructional Leadership Team (ILT) in order to discuss their school data (CST – Summative and Skill Strand) in order to provide them with broader context for why they were in the HPS process. The ILT was then assigned the task of rating themselves on poster-sized copies of the LAUSD Needs Assessment survey. PW facilitated a whole-group discussion regarding ratings and barriers at LAAMS, and then verified those ratings through classroom observation, surveys of parents and staff, and focus group data. Following the needs assessment process the ILT was provided with copies of the needs assessment document and asked to comment and verify ratings and content. Draft findings from the needs assessment were presented at a whole faculty meeting in March 2008 and with the School Site Council.

For the Curriculum and Instruction areas of the needs assessment, PW provided the Leadership Team with information on research-based instructional strategies from Marzano's (2003) *What Works in Schools: Translating Research into Action*, Hill & Flynn's (2006) *Classroom Instruction that Works with English Language Learners*, and Tomlinson and McTighe's (2006) *Integrating Differentiated Instruction and Understanding by Design*. Core academic departments were instructed to select 3-5 instructional strategies drawing on their student assessment data and this research base. PW presented each department representative with a template for how to facilitate teachers towards identifying 3-5 concrete actions (standards/research based) they would implement unilaterally in their classroom in order to increase achievement at LAAMS.

The non-curricular/instruction portions of the action plan were completed in small groups with in the ILT. Once action steps were drafted, PW led a discussion and charted findings in a whole group setting. Members then received a draft copy of the action plan and were provided with the opportunity to comment and revise.

## The HPS Action Plan

The planning phase of HPS process culminated in the creation of an HPS Action plan outlining key areas for LAAMS to implement during the next 3-5 years. The Action Plan was divided into seven areas for improvement including:

- 1) Curriculum
- 2) Instruction

- 3) Leadership
- 4) Parent/Community Engagement
- 5) Physical and Emotional Safety
- 6) Organization and Support Structures
- 7) Performance Reporting, Accountability and Incentives

Throughout, the focus of the HPS Action Plan was on meeting quantitative targets for improvement specified by LAUSD and subject to monitoring by LAUSD Local District 5. These outcomes included the following:

1. All HPS schools will demonstrate growth or improvement that meets or exceeds their targets for at least one of the tactics implemented for each of the seven Plan strategies.
2. All HPS schools will demonstrate growth in percent proficient and above on the English Language Arts California Standardize Test for at least two of the following subgroups in ELA: (a) African-American students (b) Latino students (c) English Learners (d) Students with disabilities.
3. All HPS schools will demonstrate that they did not experience a decline in the percentage of students who are proficient and above for the other subgroups on the ELA CST.
4. All HPS schools will demonstrate growth in percent proficient and above on the Math CST for at least two of the two following subgroups:(a) African-American students (b) Latino students (c) English Learners (d) Students with disabilities.
5. All HPS schools will demonstrate that they did not experience a decline in the percentage of students who are proficient and above for the other subgroups on the Math CST
6. All HPS schools will demonstrate growth or improvement for three of the remaining, academic performance metrics established by the Division of Accountability and System-wide Performance.
7. All HPS schools will demonstrate growth or improvement for at least three of the seven remaining, non-academic performance metrics established by the Division of Accountability and System-wide Performance a) Increase percentage of English learners who move out of ESL into core classes; b) Increase in graduation rate above rate identified for all schools; c) Improvement in student attendance by subgroups (set on a school-by-school basis); d) Improvement in staff (classified and certificated) attendance (set on a school by school basis); e) Reduction in percentage of students suspended by subgroups (set on a school by school basis); and f) Reduction in the dropout rate by subgroups (set on a school by school basis).
8. All HPS schools will demonstrate increase in their use of data to improve instruction.
9. All HPS schools will demonstrate improvement in the use of standards-aligned, District adopted and created curriculum in English, English as a Second Language, Mathematics, Science, and Social Studies and a reduction in the use of non-standards aligned curriculum.
10. All HPS schools will demonstrate improved use of resources to align to priorities (a) Improved use of time during the school day; (b) Improved use of personnel to support instruction; and (c) Improved use of fiscal resources to support instruction.

To implement the HPS Action Plan, LAAMS was provided with the following priorities:

1. Redesigning professional development to align with the priorities in the HPS Action Plan; implementing a cycle of continuous improvement within departmental common planning time based on regular analysis of data and instructional practices.
2. Developing a school master schedule aligned with the priorities in the HPS Action Plan.
3. Implementing school-wide protocols for building student capacity (student portfolios, student-led conferencing, cooperative learning, oral language practice and other regular opportunities for self-evaluation/reflection in the classroom, and encourage and influence student's motivation and achievement to exit their prospective English as Second Language program.
4. Refining school policies and procedures for academic intervention.
5. Focusing school leadership on attendance and facilitation of school-wide and departmental professional development/common planning time encompassing data analysis, model/demonstration lessons, analysis of student work, and regular classroom observations with feedback to teachers.
6. Expanding distributive leadership by providing additional opportunities for teacher design and deliver school-wide professional development, as well as increased teacher participation in school decision-making.
7. Improving communication with and outreach to parents in terms of academic standards, grading policies, intervention criteria/programs, and how to support learning in the home setting.
8. Recruiting and retaining highly-qualified teachers with augmented new teacher support and changes in school climate.
9. Focusing on consistent policies and procedures for classroom management, student behavior/conduct, and referrals.

## **Evaluation of the HPS Action Plan**

PW was retained as a third-party evaluator contracted to collect and analyze data tied to the implementation of the LAAMS HPS Action Plan. Throughout 2009-10, PW met bimonthly with the LAAMS ILT to stay abreast of HPS implementation strategies and to review data. Meetings focused on updates from each academic core subject area department, updates from teams assigned to the other areas of the Action Plan, and coaching on the use of protocols to guide the Cycle of Inquiry embedded in the HPS Action Plan. When requested, PW presented data to faculty on data analysis and worked with content coaches to refine interactions during professional development. In terms of evaluation, PW focused on:

- Analyzing summative and school-wide achievement and performance data. Charts and tables of all summative data (e.g., Academic Performance Index, Adequate Yearly Progress, California Standards Test proficiency levels and clustered skill strands, and the California English Language Development Test) are included in **Appendix A** of this report.
- Surveying staff on perceptions of school progress tied to priorities in the HPS Action Plan. Copies of survey frequencies and a summary of key survey findings are included in **Appendix B** of this report.

- Conducting observations of classroom instruction. A total of 35 classrooms were observed in all core academic subject areas, represented all calendar tracks. A copy of the observational protocol used as part of classroom observations is included in **Appendix C** of this report.

Data from each of the evaluation methodologies employed in 2009-10 are presented in the next section as a summary in the areas of the HPS Action Plan.

## II. Summary of HPS Implementation

In the summary which follows below, PW has presented key findings for each of the areas outlined in the HPS Action Plan. For each area of the plan, the evaluation reports are presented as strengths/positives and areas for improvement. All findings are aggregated across methods. In other words, data findings represent a fusion of data collected using a combination of document review, data analysis, classroom observations, focus groups/interviews, and surveys. As such, the summary presents a holistic (albeit brief) summary of the second year of HPS implementation at LAAMS in 2009-10.

**Curriculum & Instruction:** All departments will use research-based, coherent, and rigorous standards-based curriculum that meets the needs of diverse learners as a tool that ensures they will be college-prepared and career-ready. All departments will implement the course content and standards-based pacing embedded in LAUSD Instructional Guides, use formative data from the Secondary Periodic Assessments (SPA) to guide/modify instruction, participate in structured peer observations to drive lesson study, and use strategies for differentiated instruction and scaffolding to help English Learners, Students with Disabilities, and Economically Disadvantaged students.

### *School-wide*

Strength/Positive	Area for Improvement
<p><b><i>Student Achievement Results</i></b></p> <ul style="list-style-type: none"> <li>• API<sup>1</sup> continues to improve. From 553 in 2006 when no targets were met, LAAMS met growth targets in 2008 and 2009 school-wide.</li> <li>• More than half (57.3%) of EL students increased at least one CELDT level in 2008-09 (AMAO 1), an increase of 10% since 2006-07. In addition, 33.3% of English Learners met the minimal CELDT criteria for English proficiency in 2008-09 (AMAO 2), an increase of 10.5% since 2006-07.</li> </ul>	<p><b><i>Student Achievement Results</i></b></p> <ul style="list-style-type: none"> <li>• API growth targets were not met for EL students or SWD in 2009. AYP goals not met in either ELA or Math in 2009.</li> </ul>

<sup>1</sup> Summative achievement data is presented through 2008-09. Data on 2009-10 was not available at the time of this report but will be posted in August or September, 2010.

<i>School-wide</i>	
Strength/Positive	Area for Improvement
<p><b><i>Instructional Delivery</i></b></p> <ul style="list-style-type: none"> <li>Classroom observations revealed that nearly all teachers across departments had clear, standards-based lesson objectives posted and made clear references to the standards and key concepts as part of lesson delivery. Most departments also showed evidence of effective classroom management.</li> <li>The most prevalent instructional strategies observed were a) questions, cues and advance organizers; b) summarizing and categorizing information; c) instructional use of technology; d) accessing prior knowledge; and e) strategic grouping or cooperative learning strategies.</li> <li>Faculty were more confident in their ability to deliver a robust, standards-driven instructional program; survey questions on Instructional Capacity improved to an average of 81% in 2010 compared to 72% in 2009. Self-reported use of research-based strategies among targeted subgroups improved between 2009 and 2010 (8% improvement for EL and SEL students and 11% gain for SWD).</li> </ul>	<p><b><i>Instructional Delivery</i></b></p> <ul style="list-style-type: none"> <li>Classroom observations suggest that there is mixed or limited use of explicit teacher modeling in classroom instruction.</li> <li>During classroom observations, scaffolding and differentiation were not evident in a systematic fashion; use of these strategies continues to be largely dependent on teacher. When probed, it was clear that many teachers continue to view differentiation as incompatible with curricular pacing (i.e., “covering the standards”).</li> <li>Instructional strategies to promote curricular relevance (e.g., hands-on application of learning, project-based instruction, etc.) and to actively engage students in the learning process were less prevalent and many teachers noted that they would like to see these aspects of instructional practice expand.</li> </ul>
<p><b><i>Academic Intervention</i></b></p> <ul style="list-style-type: none"> <li>LAAMS has refined the implementation of its Flex period for academic intervention during the regular school day to better target address the needs of struggling students in ELA and Math. Through Super Flex, students also have access to enrichment programs.</li> <li>Saturday School intervention involved approximately 700 students in four sessions spread throughout the 2009-10 school year.</li> <li>Student and parent interviews indicated that interventions are available for students and both know how to get extra help when needed.</li> </ul>	<p><b><i>Academic Intervention</i></b></p> <ul style="list-style-type: none"> <li>Among staff surveyed, 27% identified the provision of academic support and intervention as a barrier to school-wide improvement efforts (increase of 6% from 2009). Although services exist, many faculty feel that they lack information on the services provided, worry about inconsistent attendance of students referred to intervention, and lack access to assessment results of students served by intervention.</li> </ul>

<i>School-wide</i>	
Strength/Positive	Area for Improvement
<p><b><i>Collaboration and Instructional Planning</i></b></p> <ul style="list-style-type: none"> <li>Teachers have focused on developing common goals and vision for student mastery of the standards. Alignment of instruction with district Instructional Guides is evident in most academic subjects.</li> <li>Teachers have become accustomed to Pearson Learning Teams structure and Cycle of Inquiry for shaping common planning and instructional collaboration. There is conceptual buy-in for this approach with many noting that structured processes and tools for analysis and reflection had enhanced teacher collaboration. For example, all departments involved teachers in peer observations with debriefing of findings that were perceived as positive and beneficial. This may explain why 16% more staff survey respondents agreed that they had been trained to use qualitative data to improve instructional practice (83% in 2010 compared to 67% in 2009).</li> <li>Most teachers noted progress in developing common assessments and/or culminating activities. Indeed, higher percentages of staff reported using multiple sources of data (85% in 2010 compared to 80% in 2009). In addition, 81% of staff survey respondents agreed that staff regularly analyzed formative assessment data, and 80% agreed that the school supported and monitored a continuous cycle of improvement.</li> </ul>	<p><b><i>Collaboration and Instructional Planning</i></b></p> <ul style="list-style-type: none"> <li>Many teachers believe that the district's periodic assessments provide limited utility for instructional planning. The two central critiques include: a) these formative assessments often include test items on course material that has not been taught is which confuses and frustrates students and; b) the time lag in obtaining results from assessments means that few teachers are using these data to guide lesson planning. However, the purpose of the periodic assessments is to provide data on student progress vis-à-vis standards, whether or not these standards have been taught. Data should be used to guide and modify instructional delivery. In addition, the turnaround for periodic assessment data for individual teachers has been shortened to 2-3 days. While collaborative meetings to discuss the data for the entire grade level are sometimes delayed, teachers have ready access to data.</li> </ul>

<i>English/Language Arts and English Language Development</i>	
Strength/Positive	Area for Improvement

<p><b><i>Student Achievement</i></b></p> <ul style="list-style-type: none"> <li>Since 2006, the percentage of FBB/BB on the ELA CST has declined 12% and the proportion Advanced/Proficient has increased 10%. These positive trends were more pronounced in Grades 6-7; the average number of test items answered correctly improved in all CST skill strands in 2009.</li> </ul>	<p><b><i>Student Achievement</i></b></p> <ul style="list-style-type: none"> <li>Across grade levels, the weakest CST skill strands are Literary Response and Writing Strategies. However, these strands have been improving in Grades 6 and 7 over the past three years. Grade 8 has not experienced as much improvement in CST scores; CST skill strands were either flat or declining in 2009.</li> </ul>
<p><b><i>Instructional Delivery</i></b></p> <ul style="list-style-type: none"> <li>Standards were clearly posted and classroom management was evident during observations of classroom instruction in ELA/ELD. The most common instructional strategies observed were: a) questions, cues, and advance organizers; b) summarizing and categorizing information; and c) instructional use of technology.</li> <li>Apart from Science, ELA was most likely to have students engaged in application and analysis tasks (i.e., higher levels on Bloom's taxonomy)</li> <li>ELD department focused on ensuring understanding of pacing expectations and began to use the electronic assessments built into the <i>High Point</i> program.</li> </ul>	<p><b><i>Instructional Delivery</i></b></p> <ul style="list-style-type: none"> <li>Classroom observations showed mixed (i.e., approximately half) evidence of explicit teacher modeling, accessing prior knowledge, guided student interactions, checking for understanding, and use of scaffolding/differentiation techniques.</li> <li>ELD teachers continue to struggle with pacing of the <i>High Point</i> program and have not come together around a set of departmental, common instructional strategies.</li> <li>ELD faculty would like to see more emphasis on strategic grouping of EL students (e.g., ESL 2B and ELD repeaters) during Flex period.</li> </ul>
<p><b><i>Collaboration and Instructional Planning</i></b></p> <ul style="list-style-type: none"> <li>ELA Department is engaged in regular data analysis, common planning, peer classroom observations, and reflection as part of the Cycle of Inquiry. ELA teachers were statistically most likely to agree that regular collaboration is practiced.</li> <li>ELA department is making significant progress in creating criteria charts and rubrics for evaluating culminating task at each grade level. Specific attention was paid to refining instruction and assessment targeting key standards in Writing Strategies and Reading Comprehension.</li> <li>Increasingly, there is a belief that collaboration and coaching support have become more purposeful and beneficial in promoting increased use of cooperative learning, graphic organizers and visual aides, Literature Circles, and emphasis on teaching and practicing writing skills..</li> </ul>	<p><b><i>Collaboration and Instructional Planning</i></b></p> <ul style="list-style-type: none"> <li>Some teachers feel that Pearson's Seven-Step protocols need to be streamlined in order to accelerate departmental progress in the Cycle of Inquiry.</li> <li>Many teachers experienced difficulty integrating the ELA Instructional Guide with the Institute for Learning (IFL) lessons.</li> <li>ELA teachers would like to focus on the student work analysis component of the Cycle of Inquiry.</li> <li>Obtaining coverage for peer observations of classroom instruction is a challenge.</li> <li>Teachers would like administrators to play a more active role in guiding and facilitating departmental collaboration meetings.</li> </ul>

<b>Mathematics</b>	
<b>Strength/Positive</b>	<b>Area for Improvement</b>
<p><b><i>Student Achievement</i></b></p> <ul style="list-style-type: none"> <li>• Since 2006, the percentage of FBB/BB in General Math has declined 14% and the proportion Advanced/Proficient has increased 9%. From 2008 to 2009, the percentage FBB/BB declined 5% and A/P increased 4%. These positive trends were true for both Grade 6 and Grade 7.</li> <li>• Since 2006, the percentage of FBB/BB in 8<sup>th</sup> grade Algebra has declined 27% and the proportion Advanced/Proficient has increased 16%. Two skill strands have shown especially large improvement (Number Properties/Operations/Linear Equations and Quadratics/Polynomials).</li> <li>• Grade 7 students placed into Algebra in 2008-09 are thriving. Nearly half (43%) scored Proficient or Advanced, with 37% scoring Basic. No 7<sup>th</sup> grade Algebra students scored FBB in 2009.</li> </ul>	<p><b><i>Student Achievement</i></b></p> <ul style="list-style-type: none"> <li>• In Grade 6, the lowest skill strands were Operations &amp; Problem-Solving (which has been largely stable over three years) and Measurement &amp; Geometry (which has been on an upward trend).</li> <li>• In Grade 7, the lowest skill strands were Exponents/Powers/Roots and Quantitative Relationships &amp; Evaluating Expressions. These both declined from 2008 to 2009.</li> <li>• In Grade 8, the lowest skill strands were Exponents/Powers/Roots and Measurement &amp; Geometry (both have declined since 2007).</li> <li>• Algebra scores declined from 2008 to 2009; the percentage FBB/BB increased 4% and A/P decreased 2%. The lowest skill strand for Algebra is Functions and Rational Expressions, which declined markedly between 2008 and 2009.</li> </ul>
<p><b><i>Instructional Delivery</i></b></p> <ul style="list-style-type: none"> <li>• There has been progress in terms of a common understanding of the key concepts and standards that are most essential to cover in Mathematics.</li> <li>• Mathematics lessons showed clear evidence of posted standards and reference to standards and key components of learning as part of lesson delivery. The most commonly observed instructional strategies included accessing prior knowledge and checking for understanding.</li> </ul>	<p><b><i>Instructional Delivery</i></b></p> <ul style="list-style-type: none"> <li>• Classroom observations provided mixed (i.e., approximately half) evidence of teachers using cooperative learning/small groups, student interactions, or employing and reinforcing academic vocabulary,</li> <li>• Classroom observations indicated limited (i.e., only a few) teacher usage of explicit modeling, active student engagement, overt scaffolding or differentiation, or use of inquiry-/project-based lessons to teach mathematical concepts.</li> <li>• Teacher questioning during Mathematics was aimed primarily at knowledge, comprehension, and recall with only one classroom showing evidence of getting to the higher levels of Bloom's Taxonomy.</li> </ul>

<p><i>Collaboration and Instructional Planning</i></p> <ul style="list-style-type: none"><li>• Mathematics Department began implementing Concept Lessons aimed at strengthening a conceptual as opposed to procedural understanding of Mathematics; Some teachers are beginning to emphasize the need for students to explain their reasoning rather than simply produce a correct answer.</li><li>• Teachers are regularly examining summative and formative assessment data and collaborating around common pacing. Two rounds of peer classroom observations were conducted in 2009-10. Student work analysis is beginning.</li></ul>	<p><i>Collaboration and Instructional Planning</i></p> <ul style="list-style-type: none"><li>• Math teachers would like to see more training and discussion of how to utilize research-based instructional strategies for teaching Mathematics to English Learners.</li><li>• Teachers would like more time to reflect and debrief following peer observations of instruction.</li></ul>
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<i>Science</i>	
Strength/Positive	Area for Improvement
<p><b><i>Student Achievement</i></b></p> <ul style="list-style-type: none"> <li>CST scores have improved. Since 2006, the percentage of FBB/BB has declined 2% and the proportion Advanced/Proficient has increased 8%.</li> </ul>	<p><b><i>Student Achievement</i></b></p> <ul style="list-style-type: none"> <li>From 2008 to 2009, Science scores declined; the percentage FBB/BB increased 8% and A/P decreased 4%. Scores declined in four of six CST skill strands; only Investigation/Experimentation showed an increase in achievement. Student scores remain lowest in Reactions of Living Systems.</li> </ul>
<p><b><i>Instructional Delivery</i></b></p> <ul style="list-style-type: none"> <li>Science classrooms showed clear evidence of teachers using multiple methods to check for student understanding. Other common instructional strategies observed included summarizing/categorizing information, cooperative grouping, and inquiry-based learning activities.</li> <li>Students in Science classrooms were most likely to engage in learning activities that provided opportunities for application and analysis (i.e., higher levels of thinking on Bloom's taxonomy).</li> <li>Science teachers responding to the staff survey were statistically more likely to agree that students showcase and present learning to others, and to agree that instruction had been modified to meet the needs of EL and SEL students.</li> </ul>	<p><b><i>Instructional Delivery</i></b></p> <ul style="list-style-type: none"> <li>Classroom observations showed mixed (approximately half) implementation of explicit teacher modeling, active student engagement, and use of scaffolding/differentiation.</li> </ul>
<p><b><i>Instructional Planning and Collaboration</i></b></p> <ul style="list-style-type: none"> <li>Science has been the department with the most buy-in for common lessons, and collaboration. Grade 8 is furthest along in reaching consensus on instructional delivery and curricular pacing in line with standards-based foci.</li> </ul>	<p><b><i>Instructional Planning and Collaboration</i></b></p> <ul style="list-style-type: none"> <li>Some teachers feel that Pearson's Seven-Step protocols need to be streamlined in order to accelerate departmental progress in the Cycle of Inquiry.</li> </ul>

<b>History/Social Studies</b>	
<b>Strength/Positive</b>	<b>Area for Improvement</b>
<p><b><i>Student Achievement</i></b></p> <ul style="list-style-type: none"> <li>CST scores have improved. Since 2006, the percentage of FBB/BB has declined 9% and the proportion Advanced/Proficient has increased 7%. From 2008 to 2009, the percentage FBB/BB declined 3% and A/P increased 6%. All CST skills strands showed positive movement from 2008 to 2009.</li> </ul>	<p><b><i>Student Achievement</i></b></p> <ul style="list-style-type: none"> <li>Student CST scores tended to be lowest in Late Antiquity/Middle Ages. Moreover, all CST skill strands show less than 50% of CST test questions answered correctly by the average student. Put another way, there is room for improvement in all of the CST skill strands testing students in grade 6-8 standards in History/Social Studies.</li> </ul>
<p><b><i>Instructional Delivery</i></b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	<p><b><i>Instructional Delivery</i></b></p> <ul style="list-style-type: none"> <li>Classroom observations in History/Social Studies showed the least commonality of approach of all content areas. Put another way, this subject area had the most variation in terms of pedagogical techniques, lesson activities, and methods used to engage students.</li> <li>A preponderance of direct instruction meant that there were few opportunities for cooperative learning, project-based lessons, or other strategies for increasing student engagement.</li> <li>Mixed (approximately half) evidence was also found for explicit teacher modeling and using multiple methods to check for understanding.</li> <li>These results are consistent with staff survey findings which indicate that History/Social Studies faculty (as a group) were statistically <u>least</u> likely of all academic teachers to agree that instruction had been modified to increase student capacity and active student engagement (i.e., student accountability, ownership and self-advocacy) or to meet the needs of targeted subgroups of students (EL, SEL, SWD).</li> </ul>
<p><b><i>Instructional Planning and Collaboration</i></b></p> <ul style="list-style-type: none"> <li>Social Studies/History made progress in implementing Cycle of Inquiry work in 2009-10. Three common lessons were planned. Grade 6 revised curricular pacing and developed two common assessments. Three rounds of peer classroom observations were conducted.</li> </ul>	<p><b><i>Instructional Planning and Collaboration</i></b></p> <ul style="list-style-type: none"> <li>The History department did not have a lead teacher or a coach this year. In addition, many teachers were new to LA Academy in this department. As such, collaboration was not as effective as it might have been.</li> <li>Staff buy-in for the district's periodic assessments is lowest in this content area at LA Academy.</li> </ul>

<b>Professional Development, Teacher Collaboration and Coaching:</b> Build learning communities in which teachers and those who support them use data in a reflective cycle of continuous improvement to develop their skills in delivering high-quality, personalized instruction that ensures learning for all students in all classrooms. Teachers will meet during professional development and common planning time to review quantitative data on the effectiveness of these strategies and engage in ongoing discussions on addressing student needs.	
Strength/Positive	Area for Improvement
<ul style="list-style-type: none"> <li>Teachers meet regularly, both as subject areas departments (typically once per week) and in team structures (1-2 times per week). On the HPS survey administered by PW, the vast majority (90% in 2010, increase of 9% from 81% in 2009) of staff agreed that they have been given time for regular teacher collaboration and 81% noted that they are in a Professional Learning Community (increase of 9% from 2009).</li> <li>Staff perceptions of training improved across-the-board between 2009 and 2010. More staff agreed that they had been trained to: a) use quantitative data (84% in 2010 compared to 81% in 2009); b) use qualitative data (83% in 2010 compared to 67% in 2009); c) use research-based strategies for EL students (82% in 2010 versus 76% in 2009); d) use research-based strategies for SEL students (77% in 2010 versus 69% in 2009); and e) use research-based strategies for SWD (66% in 2010 compared to 55% in 2009).</li> <li>Teachers were generally more positive about team meetings in terms of focusing on instruction and student needs. They also appreciated the team structure for its flexibility and openness to teacher input on focus and direction of collaboration.</li> <li>Common planning time meetings (often structured by grade level within content) have focused on the Cycle of Inquiry. Teachers have developed common lesson plans, and debriefed the common lesson following peer classroom observations. Most common planning time groups have begun looking at student work using protocols. Some have also focused on developing common assessments, which are more frequent than the periodic assessments mandated by the district. Teachers appreciated the move toward more systematic planning through the Cycle of Inquiry and</li> </ul>	<ul style="list-style-type: none"> <li>Common planning time meetings have been less well received by the teachers compared to team meetings. At risk of oversimplification, most departments want more focus and more autonomy in shaping how time is used. Cross-grade articulation and sharing of best practices are priorities among staff.</li> <li>Some departments would benefit from more active facilitation to achieve consensus and/or revitalize faculty who have “bogged down” in different steps of the Cycle of Inquiry.</li> <li>Teachers have concerns that it is not possible to have common lessons across tracks due to pacing of instruction. Suggestions were made that common lessons be delivered by track.</li> <li>Teachers with split assignments continued to struggle with professional development that has prioritized ELA and Math. Throughout, the year-round calendar was cited as a major barrier, primarily in terms of fragmenting teacher participation and making coordination of tasks much more difficult.</li> <li>Many teachers expressed dissatisfaction with monthly non-departmental professional development (i.e., staff meetings), which were seen as less instructionally relevant than department or team meetings. However, many of these topics are district mandated.</li> </ul>

<p>especially liked tools such as the protocol for analyzing student work.</p> <ul style="list-style-type: none"><li>• Many teachers viewed peer observations and time for reflection on the processes used to develop and deliver lessons positively.</li></ul>	
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<b>Building Student Capacity:</b> Develop student understanding and skills in the following (a) A-G Requirements (b) Passing CAHSEE (c) Autonomy (d) Self-Advocacy (e) Student-led conferences (f) Collaborative and team learning (g) Demonstrating proficiency (h) Reclassification requirements.	
Strength/Positive	Area for Improvement
<ul style="list-style-type: none"> <li>Staff perceptions of student capacity-building improved an average of 6% between 2009 and 2010. More staff agreed that they were: a) assisting students in participating in their own learning (81% in 2010 from 75% in 2009); b) developing student understanding and skills toward proficiency (85% in 2010 vs. 80% in 2009); c) involving students in collaborative teams and small groups (82% in 2010 vs. 75% in 2009); d) developing mastery of middle school standards required for high school graduation (85% in 2010 vs. 73% in 2009); and e) preparing students to present their own learning to others (80% in 2010 vs. 71% in 2009).</li> <li>To address student capacity, teachers most frequently cited use of graphic organizers and cooperative learning/small groups. In addition, some teachers have begun to use Interactive Notebooks (particularly grades 6 and 7) and portfolios (most likely among 8<sup>th</sup> grade).</li> <li>Student focus group participants appreciated opportunities for cooperative learning where they <i>"discuss their answers, help others with learning the concepts and share their point of view."</i> Cooperative learning was most common in English courses, with moderate usage in Science and Social Studies/History.</li> <li>Students feel that they are regularly recognized at assemblies and with awards which include recognition for 3.5+ GPA, 3.0+ GPA, and attendance. In addition, 71% of staff survey respondents agreed that exemplary student performance is recognized.</li> <li>Some counselors held conferences with their entire student caseload around development of an Individual Curriculum Plan. These plans helped solidify academic expectations and ensure monitoring of progress toward</li> </ul>	<ul style="list-style-type: none"> <li>Despite improvements, faculty agreed that student capacity-building needs to continue to assume an emphasis, with more focus on how to create classroom environments that encourage student expression and reflection.</li> <li>Teachers also felt that they needed more guidance/direction in bringing students and parents into the loop regarding the purpose and function of Interactive Notebooks and portfolios. Students are proud to showcase their work and their classroom to their parents during student-led conferences. However, the link between students' academic goals (i.e., where they need to focus academically) and presentations or learning was inconsistently anchored. This was supported in the interviews with parents. LAAMS may benefit from revisiting the purpose and expectations for student-led conferencing with staff, parents, and students.</li> <li>Use of Individual Curriculum Plan conferences was not uniformly implemented by LAAMS' counselors.</li> </ul>

goals.	
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<b>Leadership:</b> Build school and District leadership teams that share common beliefs, values, and high expectations for all adults and students and that support a cycle of continuous improvement to ensure high-quality instruction in their schools	
Strength/Positive	Area for Improvement
<ul style="list-style-type: none"> <li>On average, staff survey respondents gave a 76% satisfaction rating of school leadership in 2010 (increase of 3% from 2009).</li> <li>School leadership received the highest rating in terms of commitment to developing teacher capacity to use research-based instructional strategies (82% agreement in 2010 compared to 77% in 2009).</li> <li>Staff perceptions of distributed leadership increased (75% in 2010 compared to 69% in 2009), as did ratings of leadership modeling of instructional expectations (77% in 2010 compared to 73% in 2009).</li> <li>In focus groups, teachers were most satisfied with faculty team leaders. These individuals were commended for organizing and facilitating team meetings.</li> <li>Coaches and coordinators were seen as an integral part of teacher support, particularly training on the use of Instructional Guides, facilitating common lesson design, developing common assessments, and leading teachers in data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Department chair role is still ill-defined; department chairs feel marginalized and unsure of their role in promoting instructional change.</li> </ul>

<b>Parent/Community Engagement:</b> Build at each school a community of informed and empowered parents, teachers, staff, and community partners who work collaboratively to support high-quality teaching and learning	
Strength/Positive	Area for Improvement
<ul style="list-style-type: none"> <li>Staff survey ratings of Parent and Community Engagement improved slightly to 66% (increase of 3% from 2009). Among staff survey respondents, the most positive findings centered on holding required school governance meetings for parents (84% in 2010, a 5% increase from 79% in 2009) and providing translation service at (79%, unchanged from 2009).</li> <li>Parent interviewed felt respected and welcomed at the school and many took advantage of the services available through the school's Parent Center.</li> <li>Parents were quite positive about school-home communication and felt that LAAMS does an excellent job of providing information on services and activities through a variety of channels.</li> <li>LAAMS has continued to offer parent education through the Parent Institute for Quality Education (PIQE). Approximately 100 parents were trained on this module- based parent education curriculum.</li> <li>Parental participation 6<sup>th</sup> grade orientation has improved with 200-300 parents in attendance. Parents have also been present for on-campus events such as the Academy Café, and the dance performances.</li> <li>Parental involvement of GATE/Honors students improved in the past two years. Parents spoke of the positive impact the GATE program and noted that teachers and counselors regularly go above and beyond to help parents.</li> <li>Parent of students with special needs also are showing an increase in participation, according to the special education teachers.</li> <li>Parents feel the school regularly recognizes student successes and noted that the incentives given help keep students motivated and excited about school.</li> <li>The Psychiatric Social Worker (PSW) is knowledgeable about community</li> </ul>	<ul style="list-style-type: none"> <li>More than half (63%) of staff reported the lack of parent/community involvement as a key barrier to improving student achievement. This reflects a 10% increase from the previous year's survey response.</li> <li>Staff were most critical about lack of training for themselves on how to interact effectively with parents (only 49% agreement, albeit improved from 41% in 2009), providing parents with opportunities to participate in school governance (59% in 2010 , a decline of 2% from 2009), and ensuring adequate parental representation in school governance (57% in 2010, a decline of 2% from 2009).</li> <li>Parents interviewed were most likely to identify the following priorities: more college access/preparation programs, greater student access to classroom technology, and concerted efforts toward increasing students' motivation and engagement.</li> <li>Staff reported that more aggressive efforts are needed to expand their core parent group. Staff would like to implement activities that could supports parents in their efforts to assist their children' academic growth at home such as curriculum fairs, or content (math, science, social studies, etc.) nights. In addition, LAAMS plans to introduce departmental syllabi by department in order to systematically communicate student and parental expectations. Consistent grading policies will be a focus.</li> <li>Teachers are open to suggestions on how they could maximize the core parent group in the parent center, aiming at utilizing them to elicit more parent volunteers. However, some staff shared the same opinion that they have exhausted all of their efforts to increase parent involvement. One respondent said, <i>"even the needy parents don't show up to access free food, uniforms etc."</i></li> </ul>

resources to assist families, provides parenting classes, and is well-known by parents.	
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Physical/Emotional Safety: Build school environments where students and adults are physically and emotionally safe and secure and, as a result, where learning opportunities and personal achievement can be optimized for all.	
Strength/Positive	Area for Improvement
<ul style="list-style-type: none"> <li>LAAMS participates in the Safe and Civil Schools program and has conducted needs assessments, reviewed data, and trained staff on improving school climate and discipline. LAAMS increased tardy sweeps in 2009-10 and has seen a decrease of fights on-campus.</li> <li>On average, staff perceptions of Physical and Emotional Safety increased to 72% satisfaction in 2010 (increase of 4% from 2009). Staff were most positive about the school's plan for discipline and student conduct (82% agreement) and provision of a safe learning environment (81%). Increases in satisfaction were most likely for implementation of behavioral supports as alternatives to suspension (69% in 2010 vs. 60% in 2009) and efforts to improve student attendance (73% in 2010 vs. 65% in 2009).</li> <li>LAAMS instituted various types of support groups on campus that addressed the physical and emotional needs of the students including Discipline Foundation, Coordination of Services Team (COST). These support groups consist of teachers, PSW, counselors, PSA, Deans, Bridge coordinators and psychologists. These groups have bi-weekly meetings. In addition, LAAMS began using School-wide Information System (SWIS) to track student referrals.</li> <li>LAAMS has formed relationships various agencies (School Mental Health clinics, OTTP, Kedren, ICS, Department of Mental Health and San Antonio Mental Health) to provide augmented services to students.</li> <li>LAAMS has put extra effort into streamlining the transition from elementary to middle school. Counselors visit elementary schools mid-year to share information about middle school academic expectations. Counselors are also working with the feeder schools in identifying "at-risk" students prior to</li> </ul>	<ul style="list-style-type: none"> <li>Teachers acknowledged that student motivation and behavior constitute an ongoing challenge in terms of delivering instruction in the classroom. There were ongoing concerns about consistency in how adults handle discipline problems and the degree of follow through on agreed upon policies. Indeed, staff reported 'Student conduct and discipline' as the highest (65%) rated barrier in improving student achievement.</li> <li>The lowest area of staff satisfaction centered on implementation of dropout prevention strategies (60% staff agreement in 2010). Due to declining school budgets, LAAMS cut the Diploma Project Advisor position which had dropout prevention as it's focus.</li> <li>Fewer staff reported good relationships with campus safety and security personell in 2010 (70%) compared to 2009 (79%).</li> <li>Despite improvement of 9%, only 69% of staff surveyed agreed that LAAMS has implemented behavioral support strategies as alternatives to suspension.</li> </ul>

<p>coming to LAAMS. Survey results show that these efforts are evident to staff with 70% of staff survey respondents in agreement that articulation with feeder elementary schools is a priority (a 4% improvement compared to 2009).</p> <ul style="list-style-type: none"><li>• Articulation with feeder high schools continues to improve. High schools have visited LAAMS and a Saturday meeting was held for 8<sup>th</sup> grade students and parents. More staff survey respondents agreed that articulation with feeder high schools has been prioritized (71% in 2010 compared to 67% in 2009).</li></ul>	
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Appendix A:  
Summative  
Achievement  
Data

<b>Academic Performance Index (API), 2006-2009</b>								
	2006 (N=2,594)	Met 2006 Target?	2007 (N=2,148)	Met 2007 Target?	2008 (N=2,099)	Met 2008 Target?	2009 (N=2,115)	Met 2009 Target?
School-wide	553	No	578	Yes	605	Yes	619	Yes
<i>Subgroups</i>								
African American	475	No	513	Yes	535	Yes	553	Yes
Hispanic	562	No	584	Yes	611	Yes	624	Yes
Economically Disadvantaged	555	No	578	Yes	606	Yes	619	Yes
English Learners	550	No	567	Yes	597	Yes	596	No
Students w/disabilities	355	No	387	Yes	377	No	341	No

Source: California Department of Education

<b>Adequate Yearly Progress - English Language Arts (% Proficient or Above), 2006-2009</b>							
	2006 (N=2,814)	2007 (N=2,356)	2008 (N=2,288)	2009 (N=2,264)	Net	Met 2009 Participation Criteria	Met 2009 AYP Criteria
School-wide	15	15.2	21.2	26	11	Yes	No
<i>Subgroups</i>							
African Americans	8.8	8	18.4	22.4	13.2	Yes	No
Hispanic	15.6	15.9	21.4	26.3	10.7	Yes	No
Economically Disadvantaged	15.1	15.1	21.2	26	10.9	Yes	No
English Learner	12.5	12.2	18.6	20.1	7.6	Yes	No
Special Education	2.7	2.1	3.5	5.9	3.2	Yes	No

Source: California Department of Education

<b>Adequate Yearly Progress - Mathematics (% Proficient or Above), 2006-2009</b>							
	2006 (N=2,793)	2007 (N=2,344)	2008 (N=2,280)	2009 (N=2,257)	Net	Met 2009 Participation Criteria	Met 2009 AYP Criteria
School-wide	10.1	11.4	17.5	19.2	9.1	Yes	No
<i>Subgroups</i>							
African American	4.2	4.8	5.5	11.4	7.2	Yes	No
Hispanic	10.6	12	18.5	19.8	9.2	Yes	No
Economically Disadvantaged	10.1	11.5	17.5	19.2	9.1	Yes	No
English Learner	9.4	10.3	16.6	15.6	6.2	Yes	No
Special Education	2.7	1.2	1.3	3.6	0.9	Yes	No

Source: California Department of Education

<b>California Standards Test (CST) - English Language Arts, 2006-2009</b>					
	2006 (N=2,804)	2007 (N=2,343)	2008 (N=2,269)	2009 (N=2,248)	Net
All Students					
% Advanced	2%	2%	4%	6%	4%
% Proficient	12%	12%	16%	18%	6%
% Basic	31%	31%	31%	32%	1%
% Below Basic	28%	32%	26%	23%	-5%
% Far Below Basic	27%	22%	22%	20%	-7%

Source: California Department of Education

<b>CST - English Language Arts by Grade Level, 2006-2009</b>					
	2006 (N=972)	2007 (N=780)	2008 (N=756)	2009 (N=800)	Net
<b>Sixth Grade</b>					
% Advanced	2%	2%	5%	8%	4%
% Proficient	9%	10%	16%	19%	10%
% Basic	28%	29%	29%	29%	1%
% Below Basic	28%	37%	26%	26%	-2%
% Far Below Basic	33%	22%	23%	18%	-15%

Source: California Department of Education

	2006 (N=952)	2007 (N=817)	2008 (N=741)	2009 (N=744)	Net
<b>Seventh Grade</b>					
% Advanced	3%	2%	4%	6%	3%
% Proficient	13%	16%	15%	21%	8%
% Basic	30%	30%	31%	31%	1%
% Below Basic	28%	31%	27%	21%	-7%
% Far Below Basic	26%	21%	22%	21%	-5%

Source: California Department of Education

	2006 (N=880)	2007 (N=746)	2008 (N=772)	2009 (N=704)	Net
<b>Eighth Grade</b>					
% Advanced	2%	2%	3%	5%	3%
% Proficient	13%	11%	18%	15%	2%
% Basic	36%	34%	32%	35%	-1%
% Below Basic	27%	29%	25%	23%	-4%
% Far Below Basic	22%	24%	22%	22%	0%

Source: California Department of Education

California Standards Test (CST) - Mathematics, 2006-2009					
	2006 (N=2,245)	2007 (N=1,949)	2008 (N=1,855)	2009 (N=1,462)	Net
All Students					
% Advanced	1%	2%	3%	5%	4%
% Proficient	10%	9%	13%	15%	5%
% Basic	22%	29%	27%	27%	5%
% Below Basic	40%	40%	37%	33%	-7%
% Far Below Basic	27%	20%	21%	20%	-7%

Source: California Department of Education

CST - Mathematics by Grade Level, 2006-2009					
	2006 (N=970)	2007 (N=780)	2008 (N=756)	2009 (N=799)	Net
Sixth Grade					
% Advanced	2%	2%	4%	9%	7%
% Proficient	11%	11%	17%	18%	7%
% Basic	25%	30%	29%	24%	-1%
% Below Basic	39%	42%	34%	31%	-8%
% Far Below Basic	24%	15%	17%	19%	-5%

Source: California Department of Education

# **HPS Evaluation Report, Los Angeles Academy MS**

Seventh Grade	2006 (N=948)	2007 (N=813)	2008 (N=719)	2009 (N=659)	Net
% Advanced	1%	3%	4%	1%	0%
% Proficient	11%	10%	13%	11%	0%
% Basic	25%	28%	28%	30%	5%
% Below Basic	37%	38%	38%	36%	-1%
% Far Below Basic	25%	21%	18%	22%	-3%
Eighth Grade	2006 (N=327)	2007 (N=356)	2008 (N=380)	2009 (N=)	Net
Number Tested	327	356	380	NA	NA
% Advanced	0%	0%	0%	NA	NA
% Proficient	1%	3%	4%	NA	NA
% Basic	7%	29%	22%	NA	NA
% Below Basic	53%	39%	40%	NA	NA
% Far Below Basic	40%	28%	34%	NA	NA

Source: California Department of Education

CST - Algebra I, 2009	
2009 (N=79)	
Seventh Grade	
% Advanced	5%
% Proficient	38%
% Basic	37%
% Below Basic	20%
% Far Below Basic	0%

Source: California Department of Education

CST - Algebra I, 2006-2009					
	2006 (N=501)	2007 (N=378)	2008 (N=383)	2009 (N=472)	Net
Eighth Grade					
% Advanced	0%	0%	3%	3%	3%
% Proficient	3%	10%	18%	12%	9%
% Basic	18%	18%	31%	27%	9%
% Below Basic	46%	49%	35%	40%	-6%
% Far Below Basic	33%	23%	12%	18%	-18%

Source: California Department of Education

CST - History, 8th Grade, 2006-2009					
	2006 (N=876)	2007 (N=739)	2008 (N=770)	2009 (N=696)	Net
% Advanced	1%	0%	2%	4%	3
% Proficient	8%	6%	8%	12%	4
% Basic	29%	28%	35%	31%	2
% Below Basic	28%	36%	33%	23%	-5
% Far Below Basic	34%	30%	23%	30%	-4

Source: California Department of Education

CST - Science, 8th Grade, 2006-2009					
	2006 (N=868)	2007 (N=742)	2008 (N=770)	2009 (N=697)	Net
% Advanced	7%	9%	13%	13%	6%
% Proficient	18%	18%	24%	20%	2%
% Basic	28%	30%	26%	22%	-5%
% Below Basic	27%	28%	17%	24%	-3%
% Far Below Basic	20%	15%	20%	21%	1

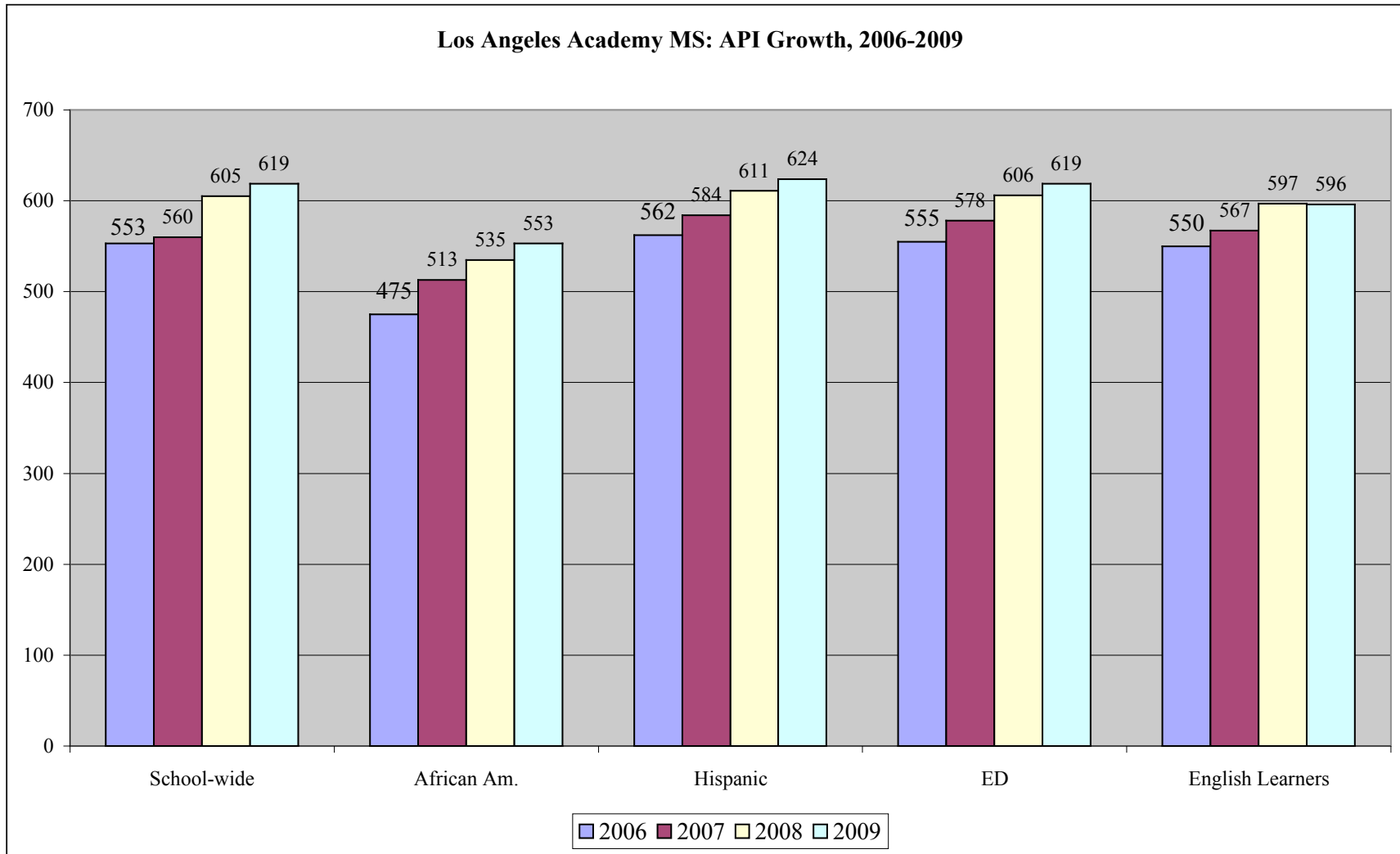
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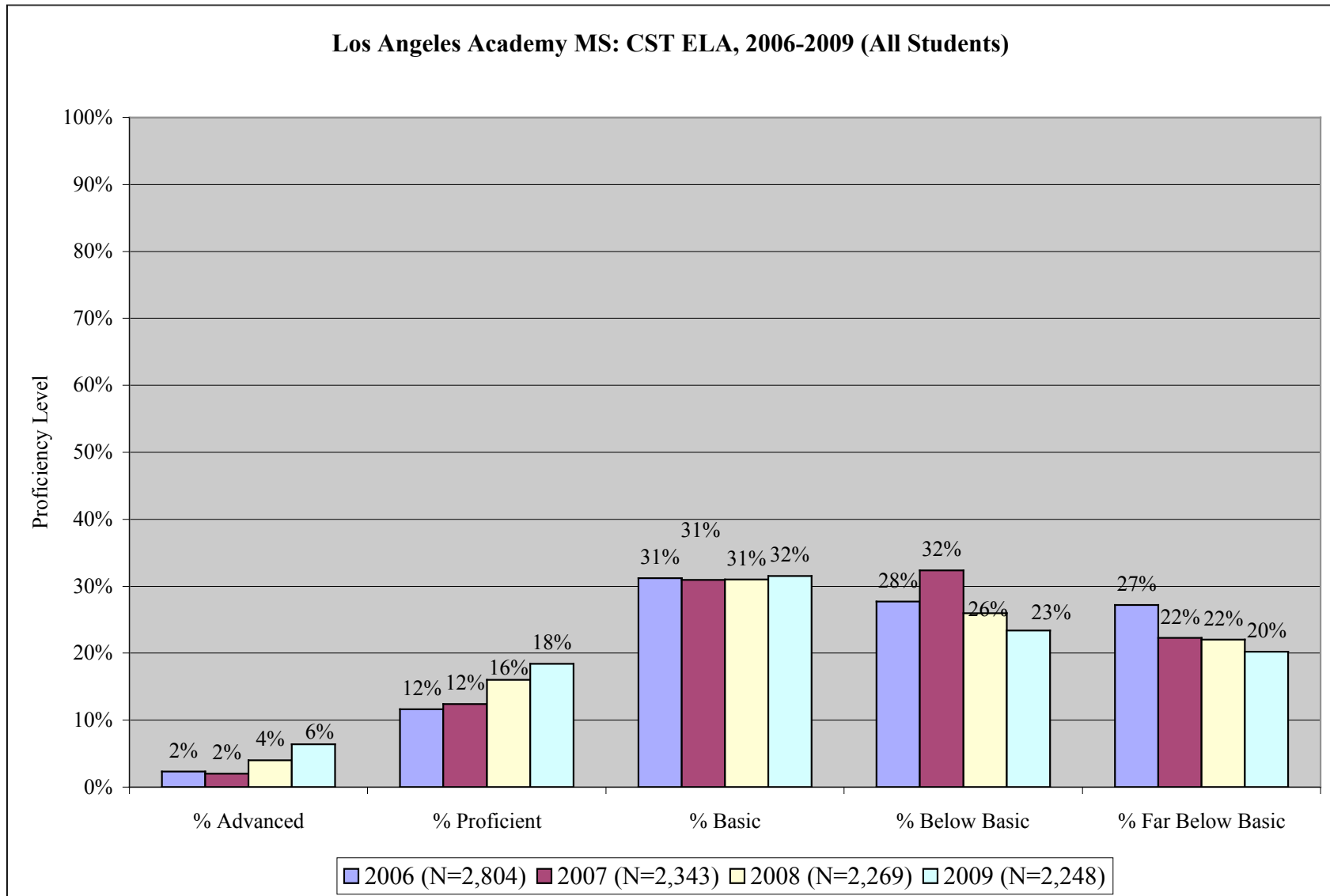
California English Language Development Test (CELDT), 2006-2009					
	2006 (N=1,607)	2007 (N=1,198)	2008 (N=1,101)	2009 (N=1,010)	Net
% Advanced	14%	7%	4%	8%	-6%
% Early Advanced	37%	27%	29%	35%	-2%
% Intermediate	33%	41%	45%	40%	7%
% Early Intermediate	11%	16%	16%	12%	1%
% Beginning	5%	9%	6%	4%	-1%

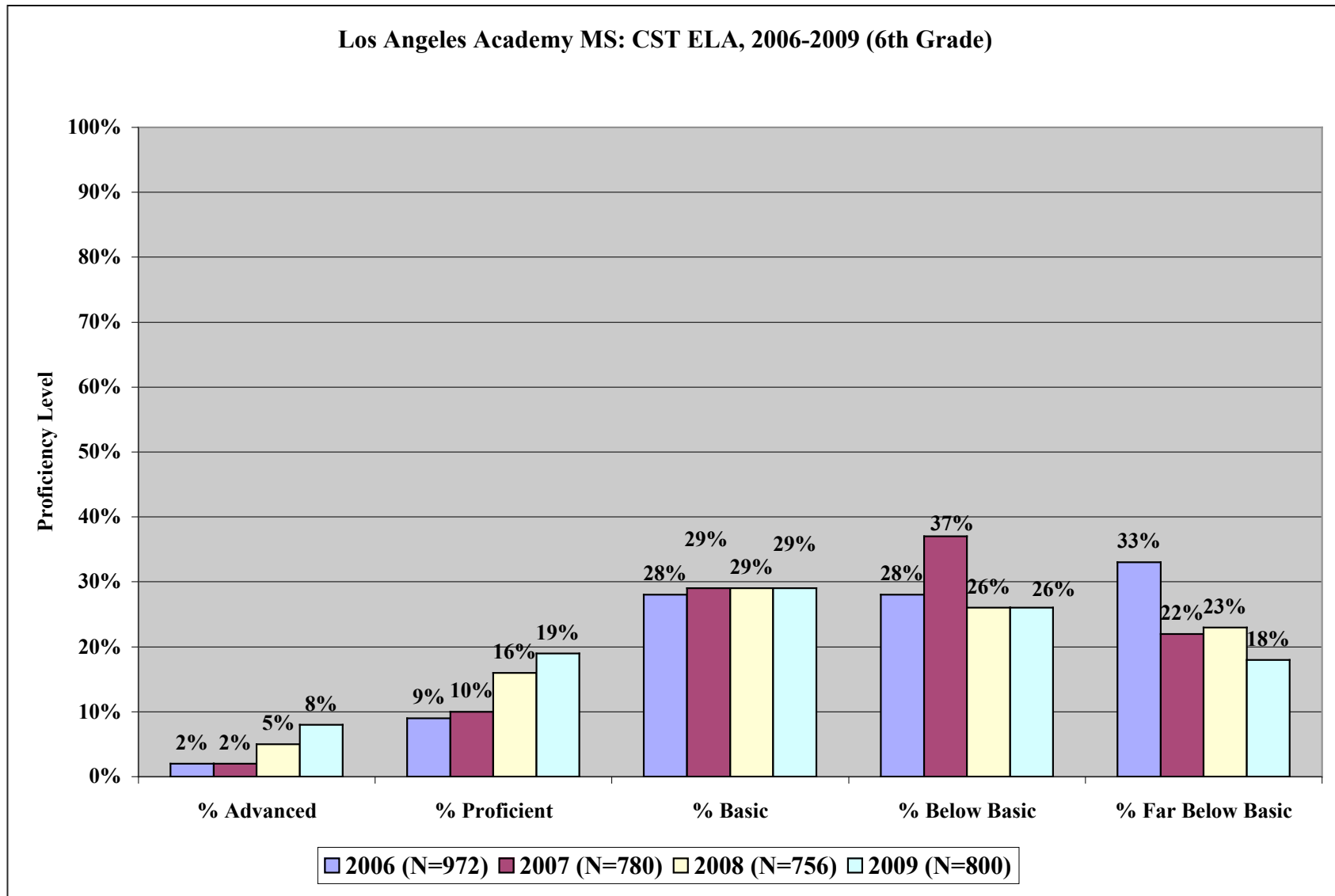
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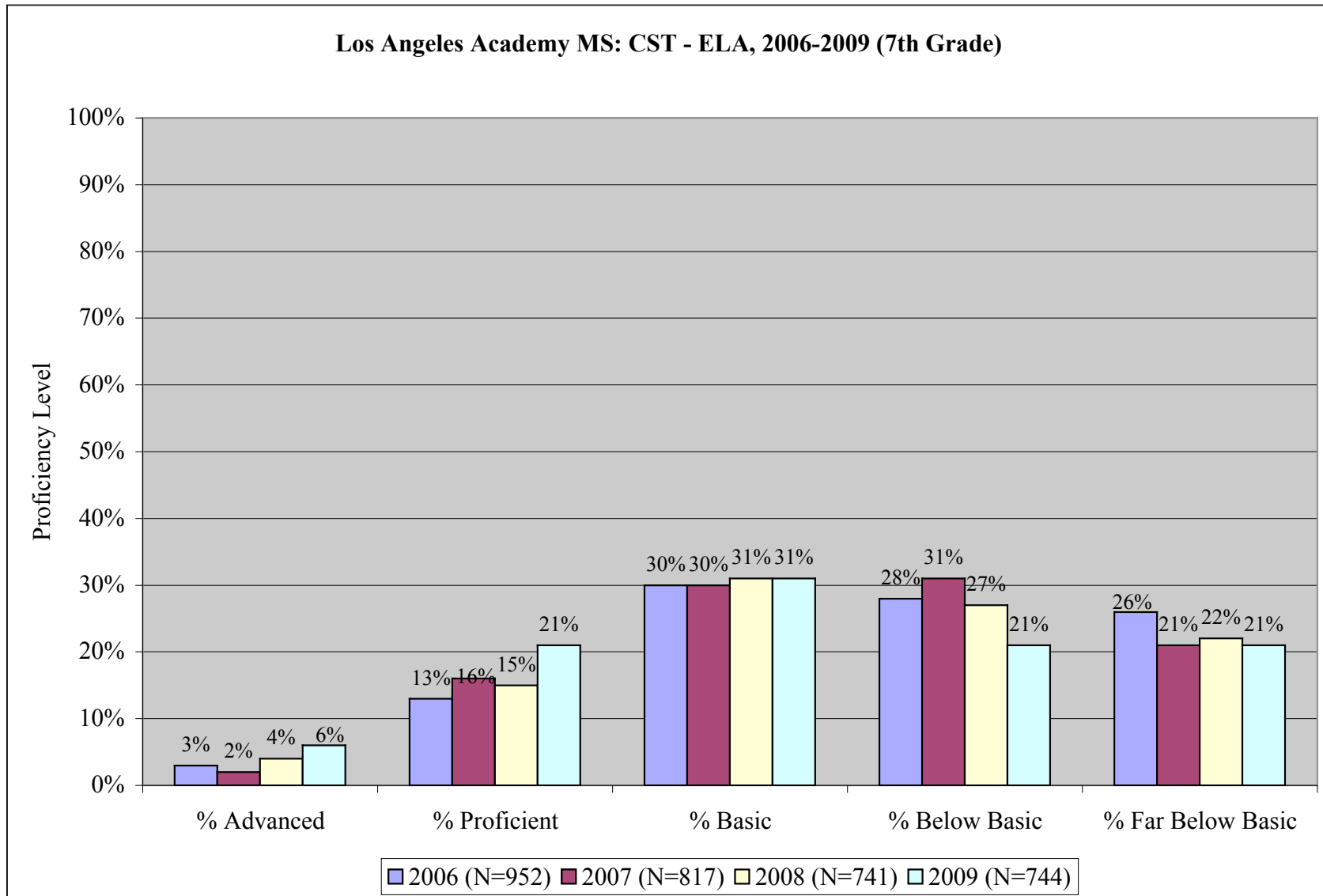
Annual CELDT Growth						Attainment of English Proficiency		
Los Angeles Academy MS	N of CELDT takers	% prior year data	N in Cohort 1	N met AMAO 1	% met AMAO 1	N in Cohort 2	N met AMAO 2	% met AMAO 2
2005-06	1,607	97.3%	1,563	905	57.9%	891	259	29.1%
2006-07	1,198	95.0%	1,138	538	47.3%	897	200	22.8%
2007-08	1,101	94.6%	1041	482	46.3%	836	195	23.3%
2008-09	1,010	94.1%	950	544	57.3%	757	252	33.3%
Net	-597	-3.20%	-613	-361	-0.60%	-134	-7	4%

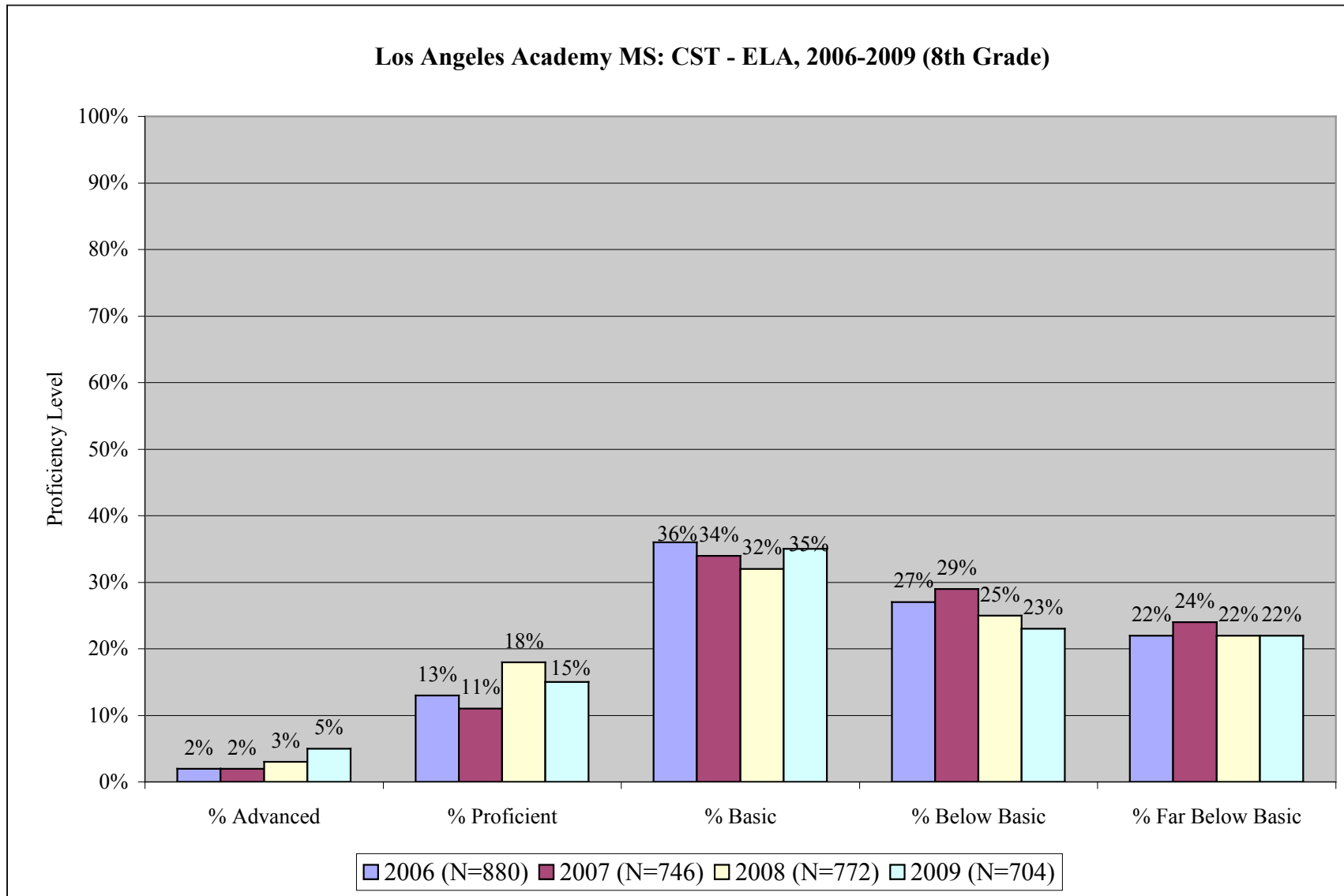
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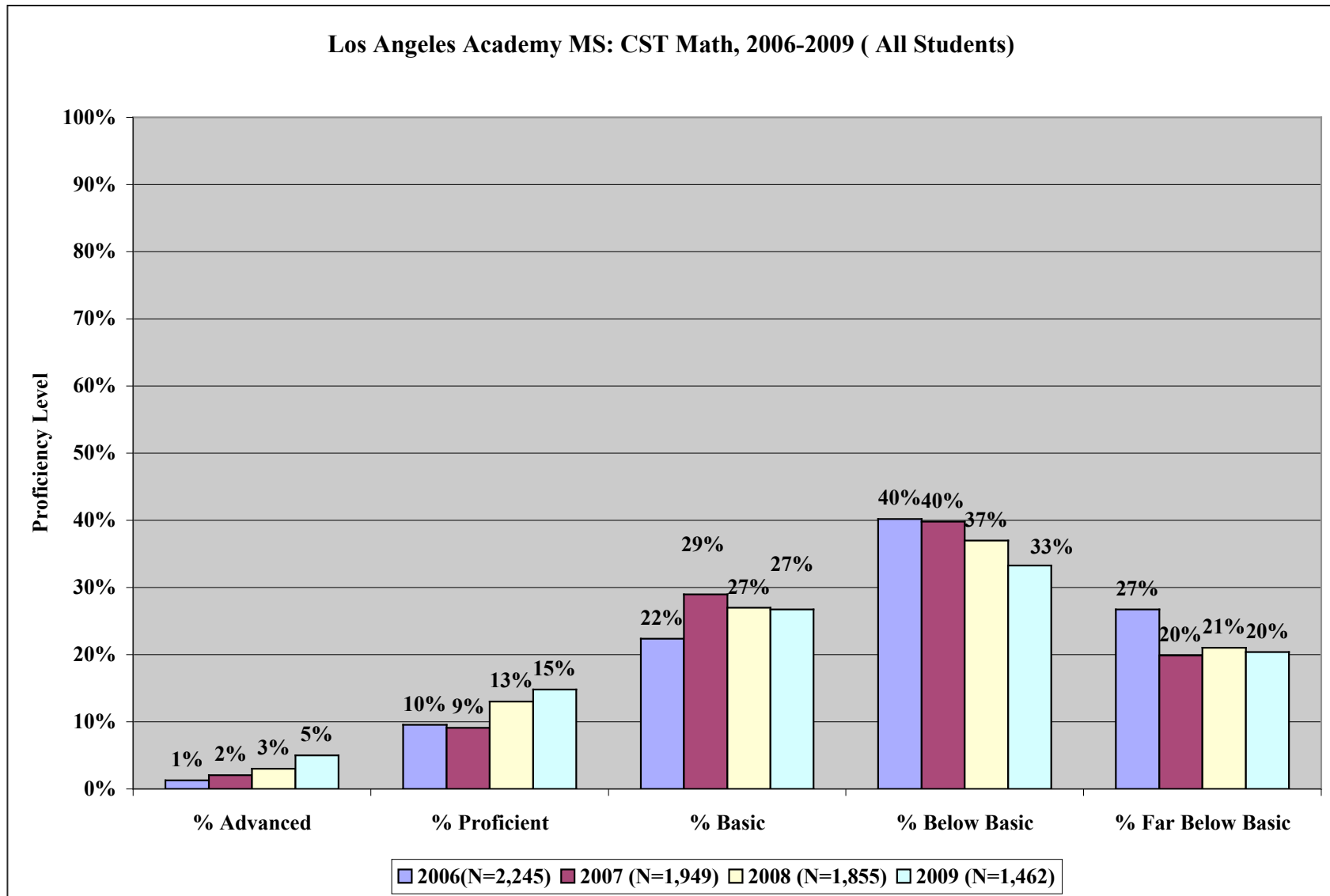


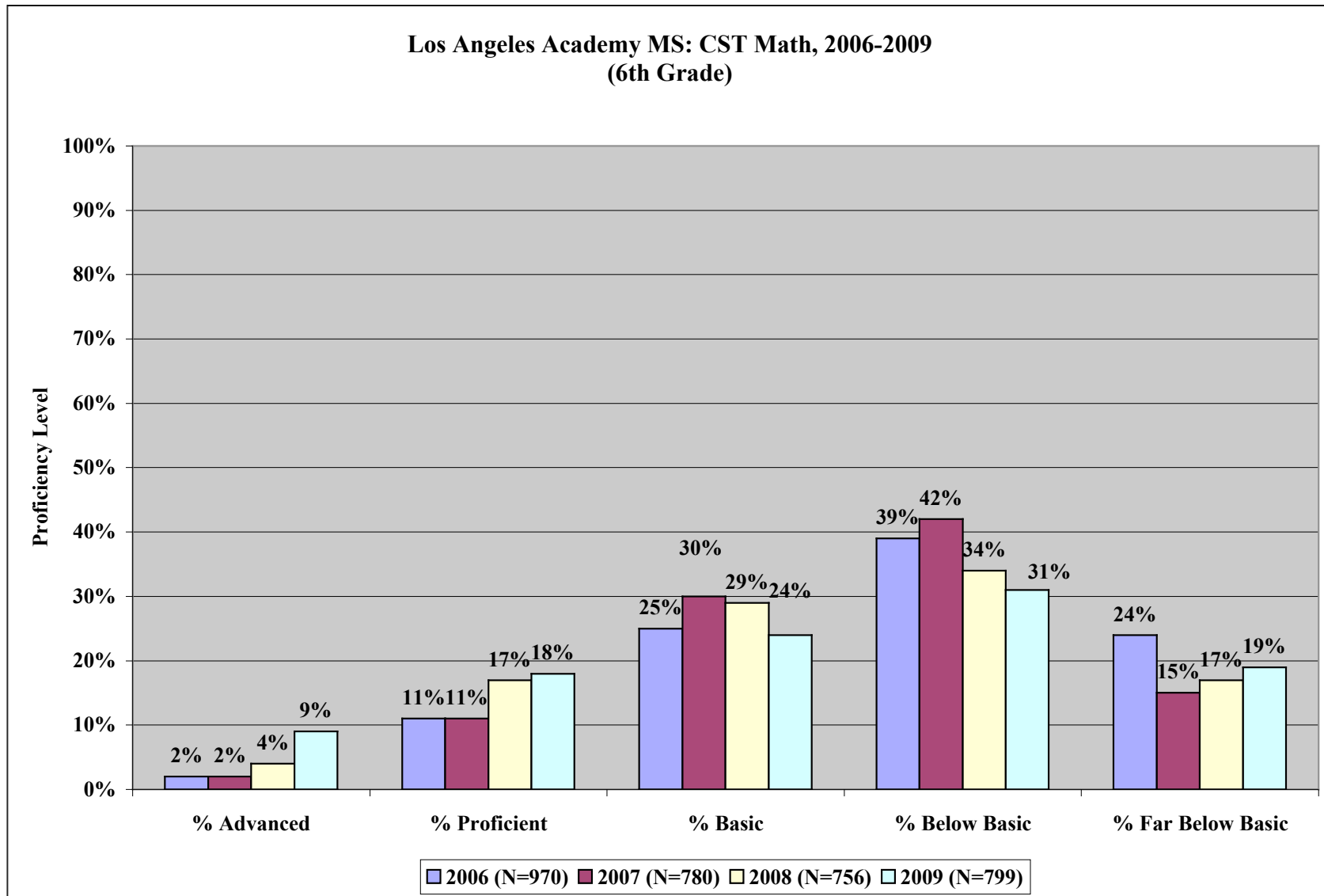


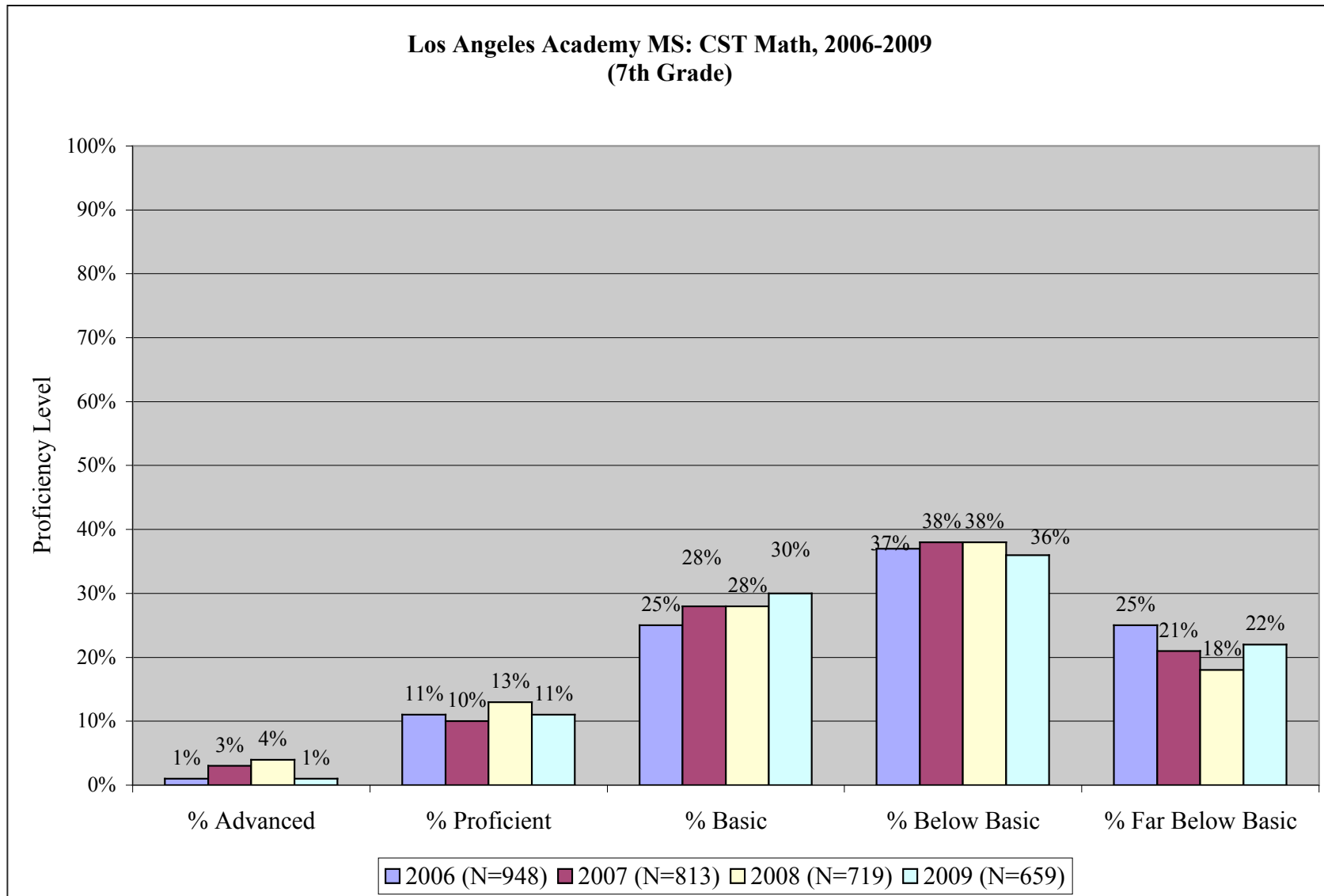


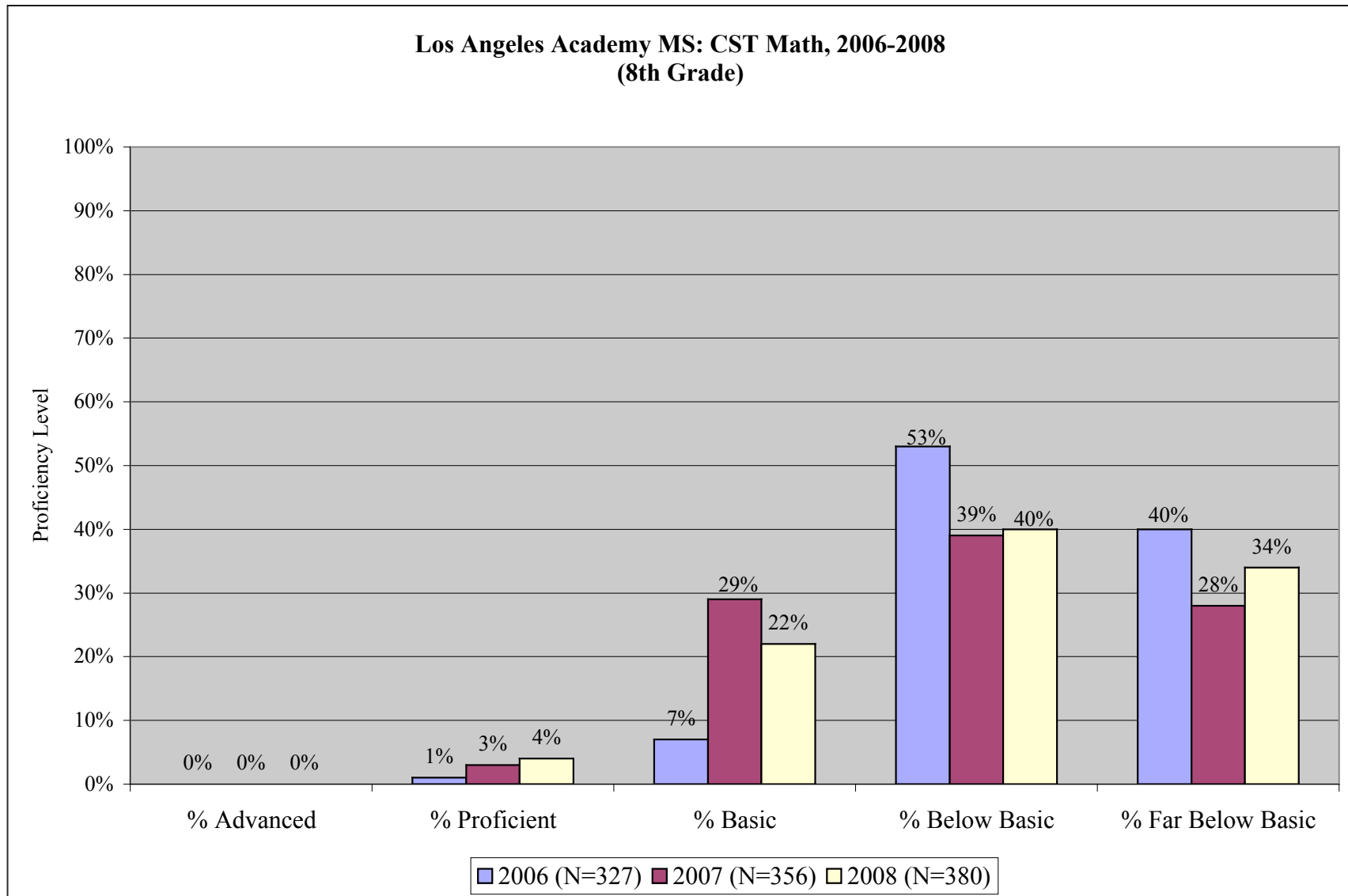


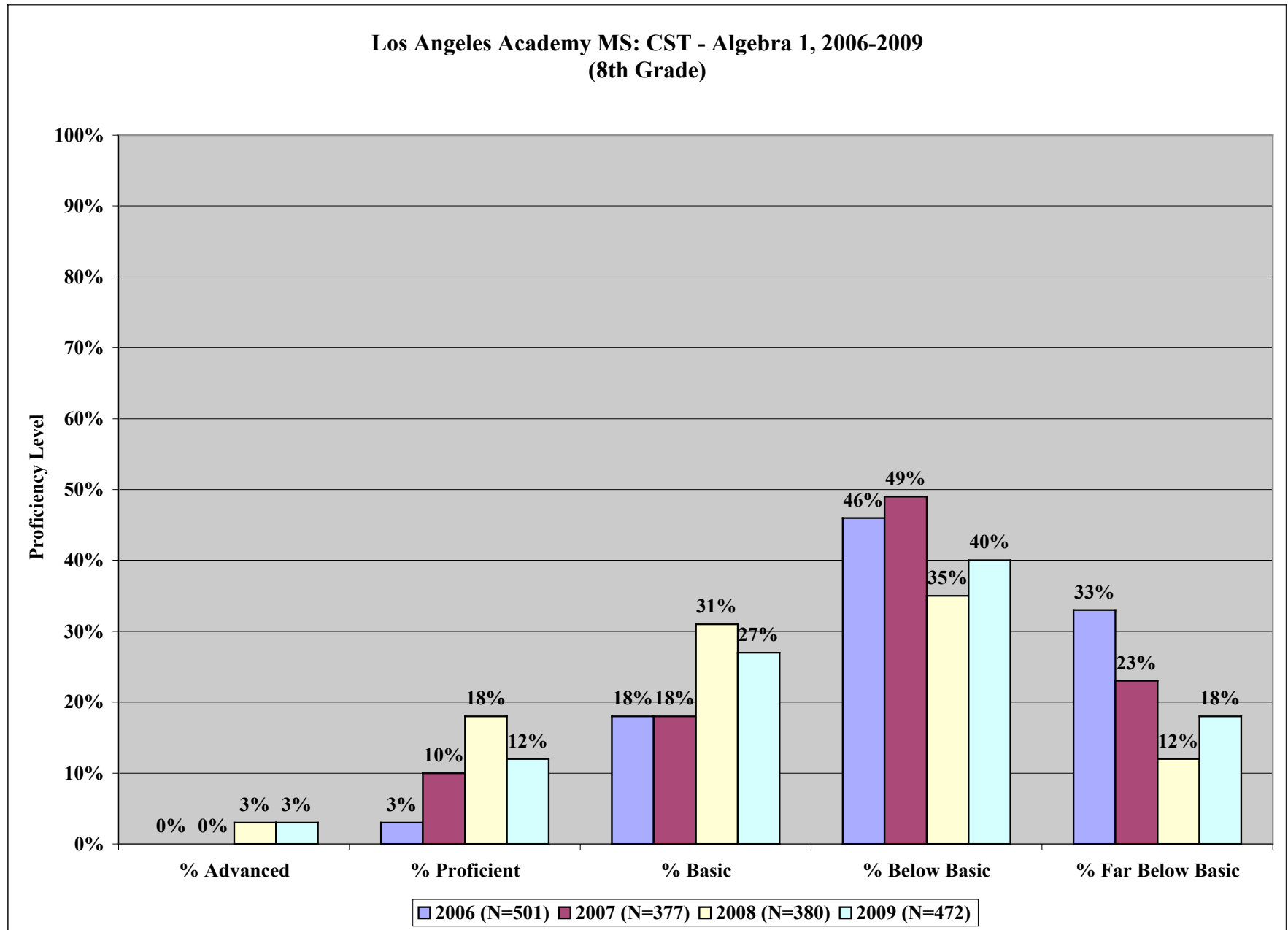


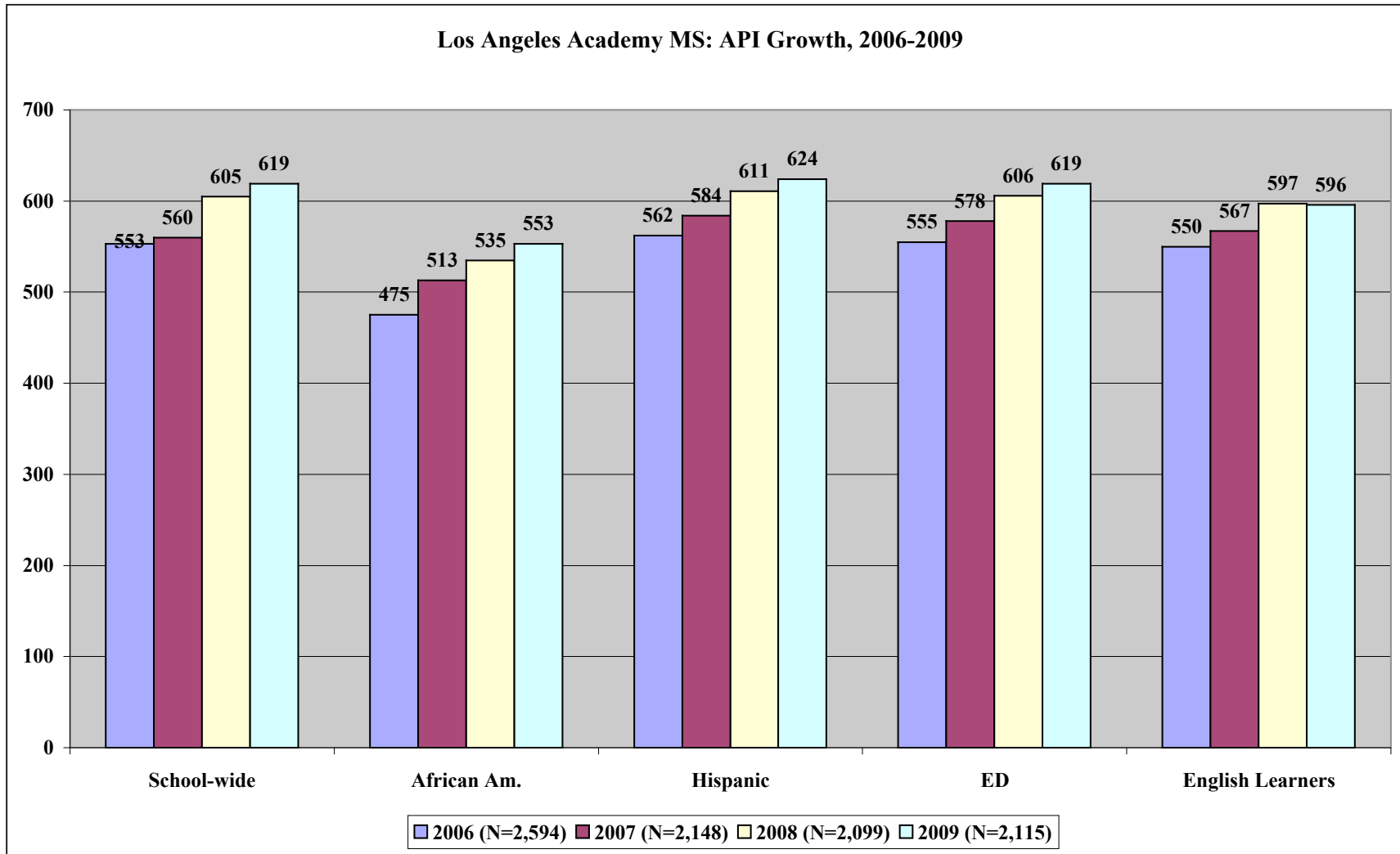


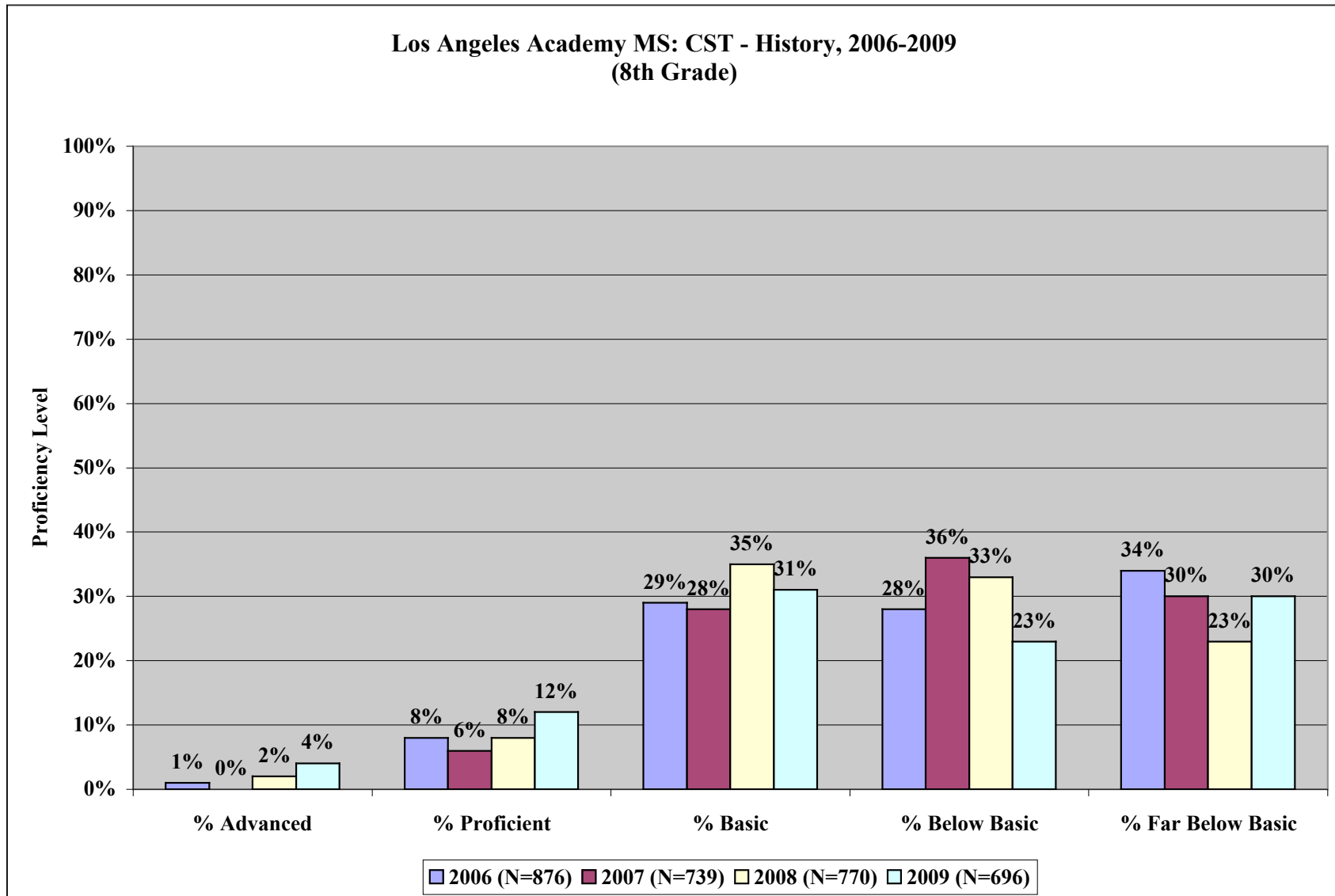


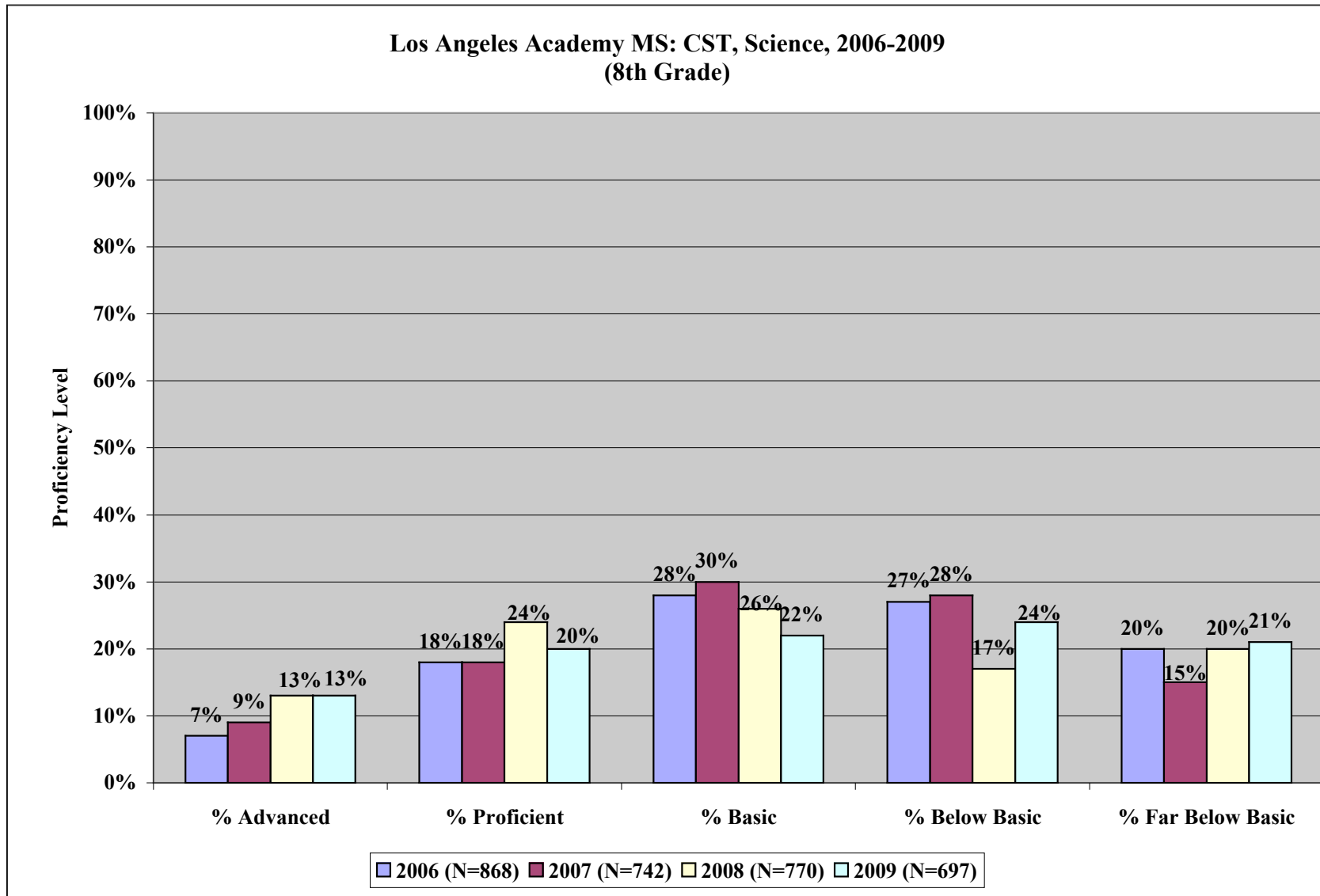




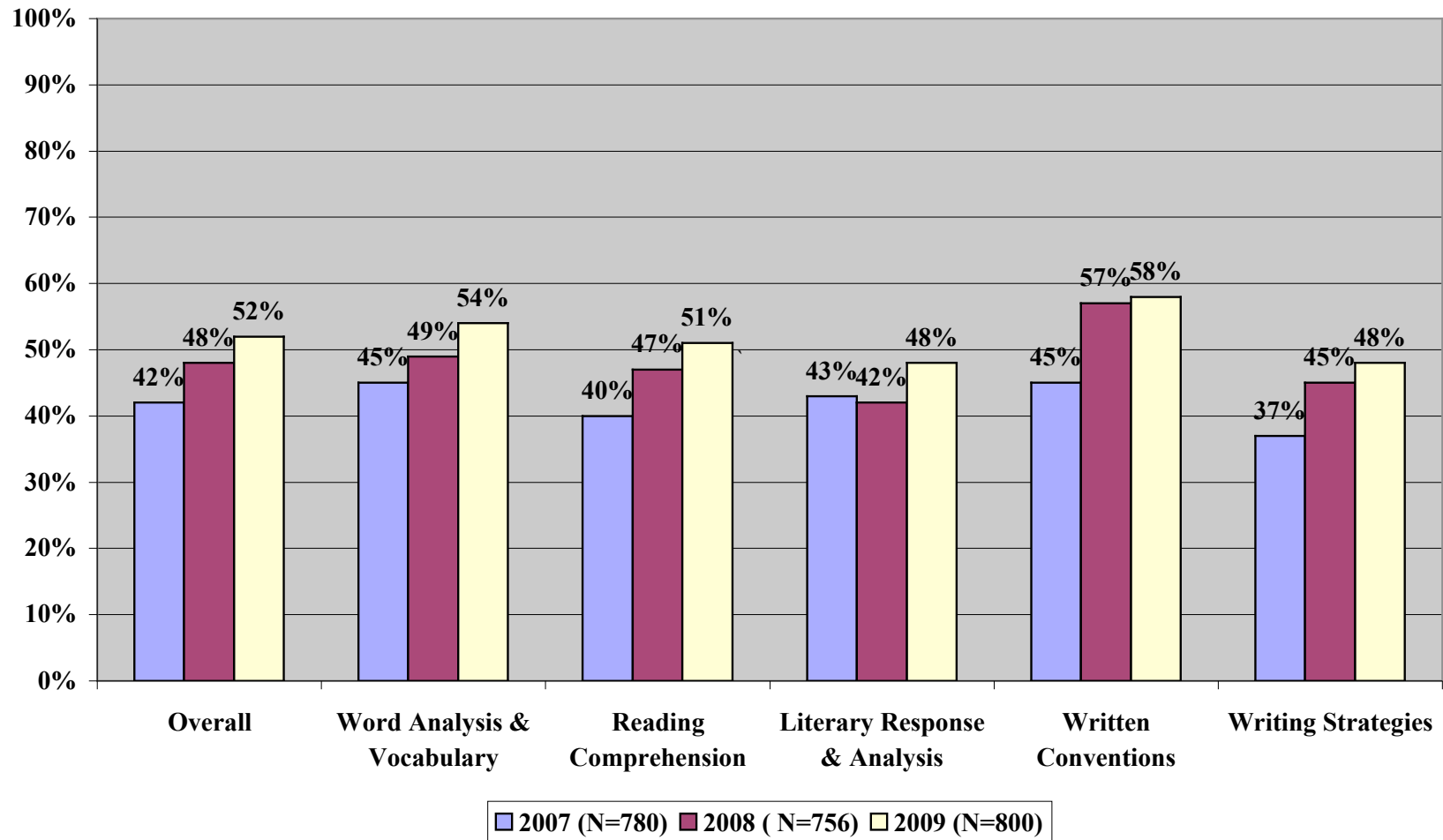




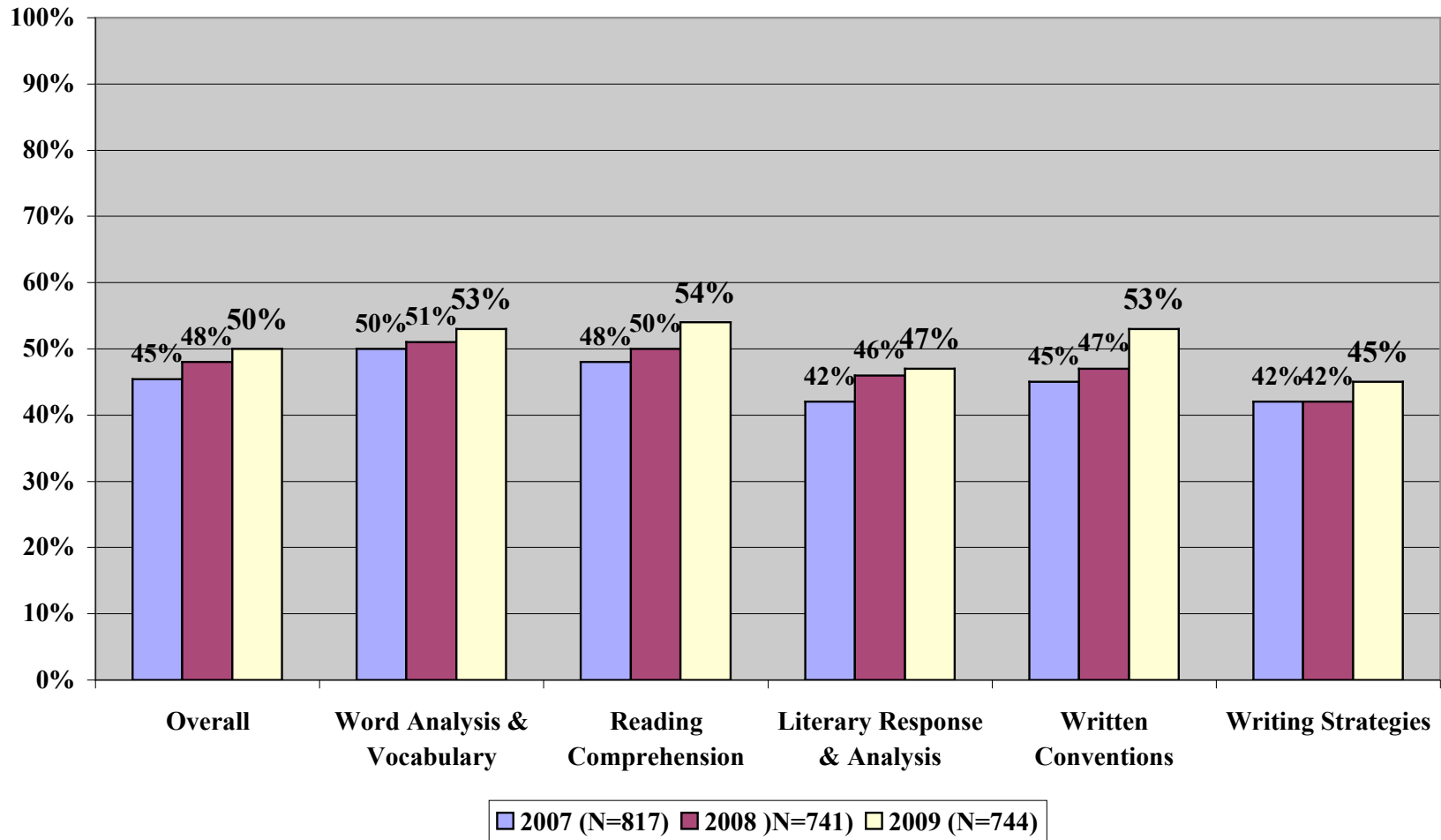




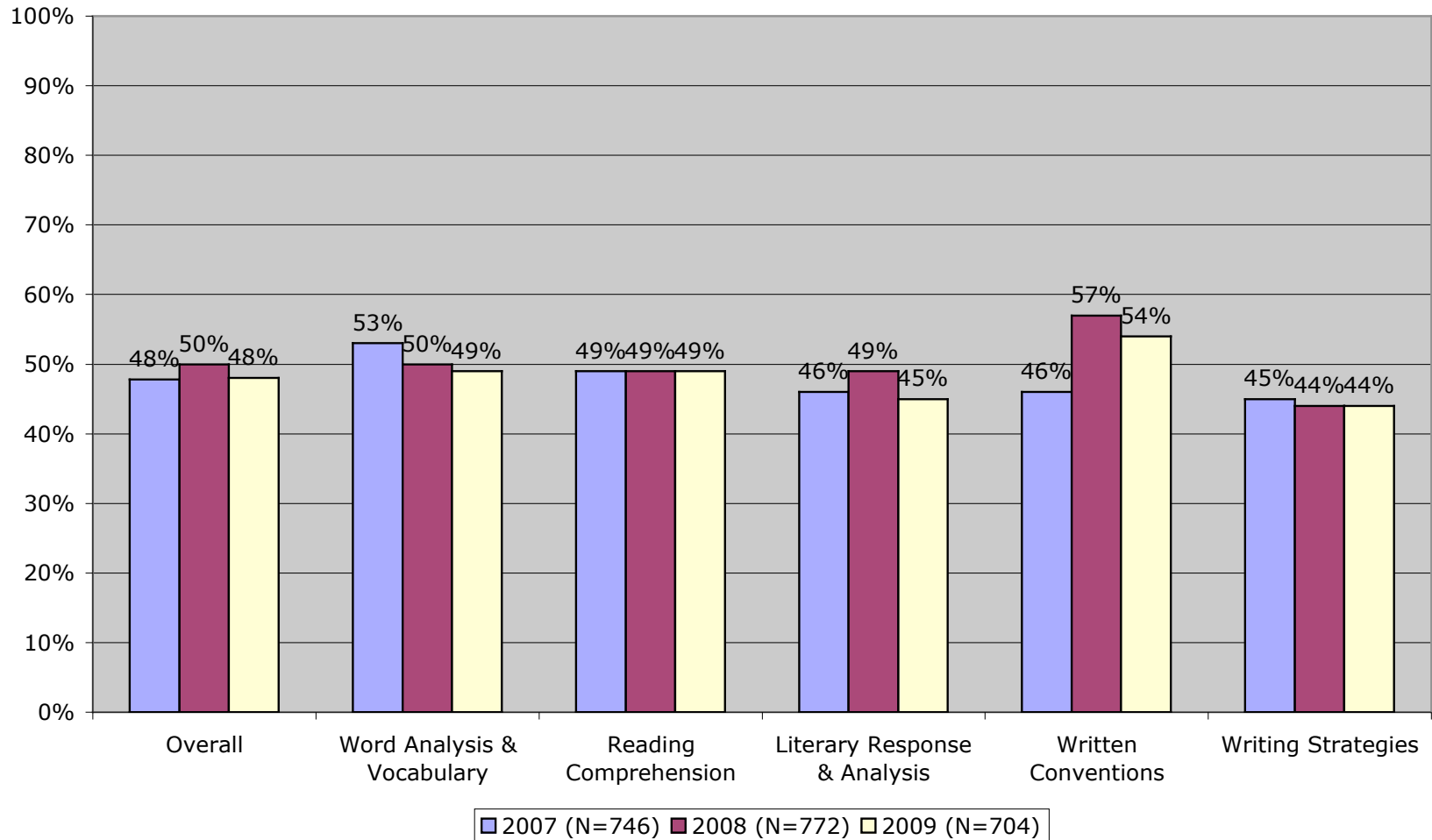
**Los Academy MS: English Language Arts, Skill Strands  
2007-2009 (Grade 6)**



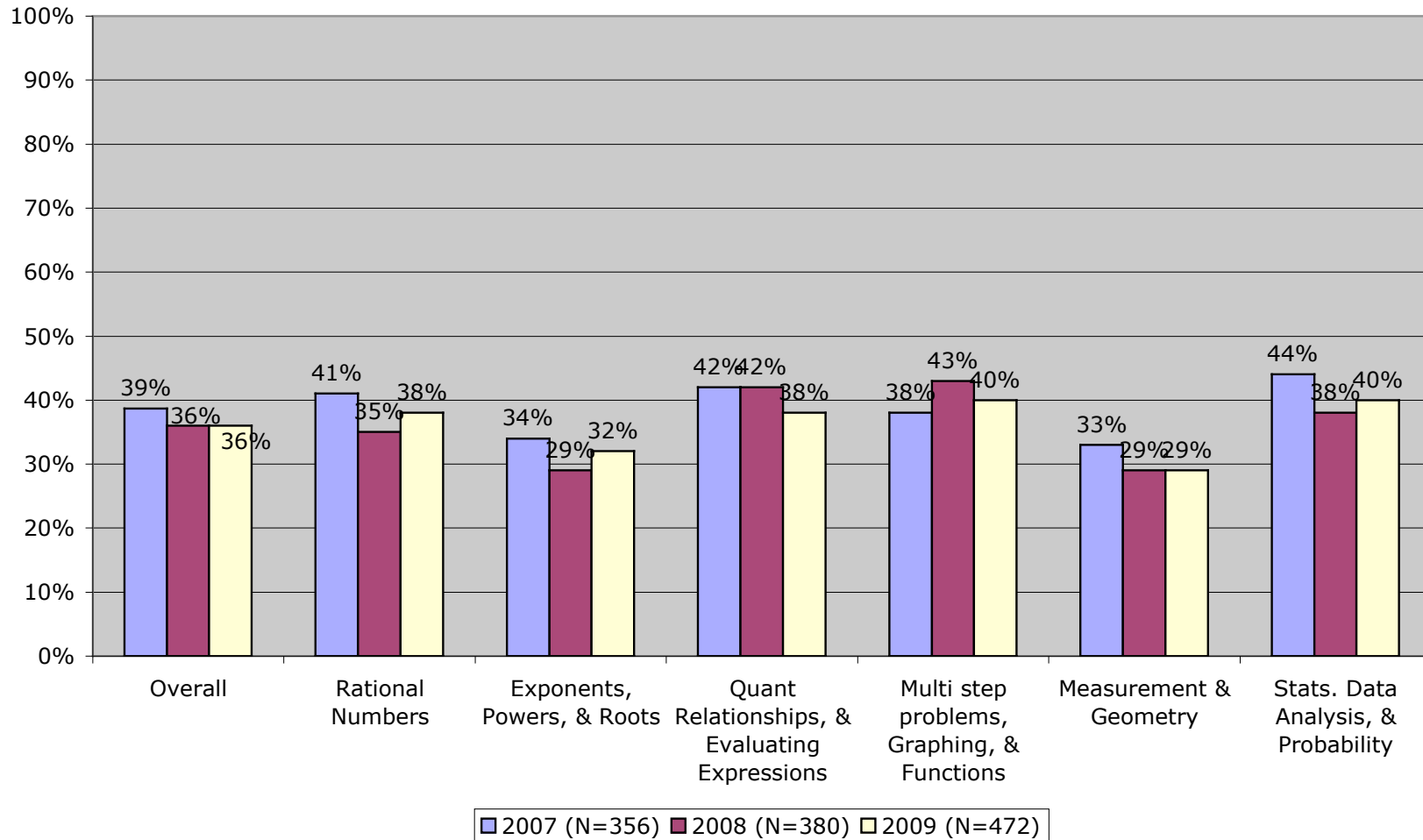
**Los Angeles Academy MS: English Language Arts, Skill Strands  
2007-2009 (Grade 7)**



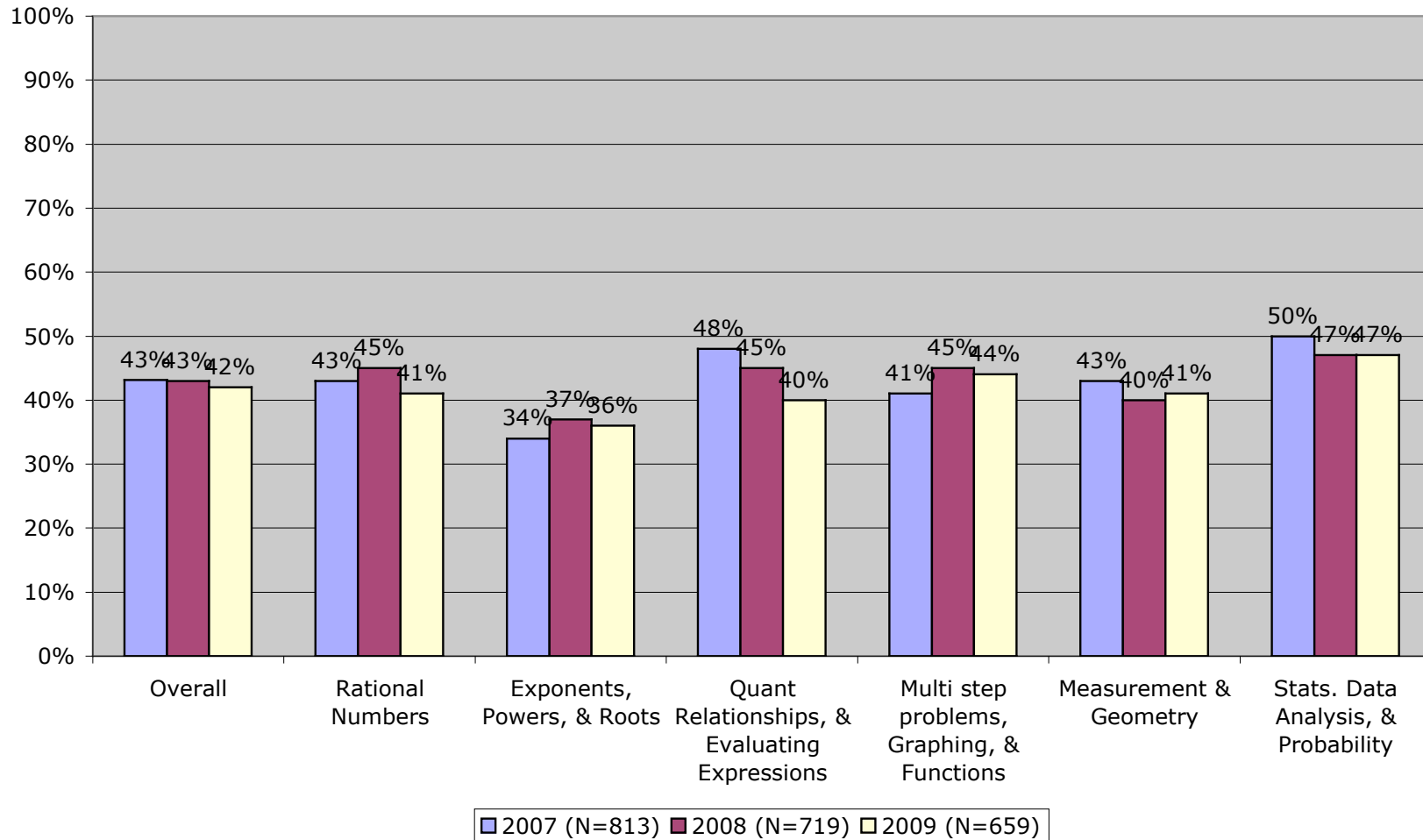
**Los Angeles Academy MS: English Language Arts, Skill Strands  
2007-2009 (Grade 8)**



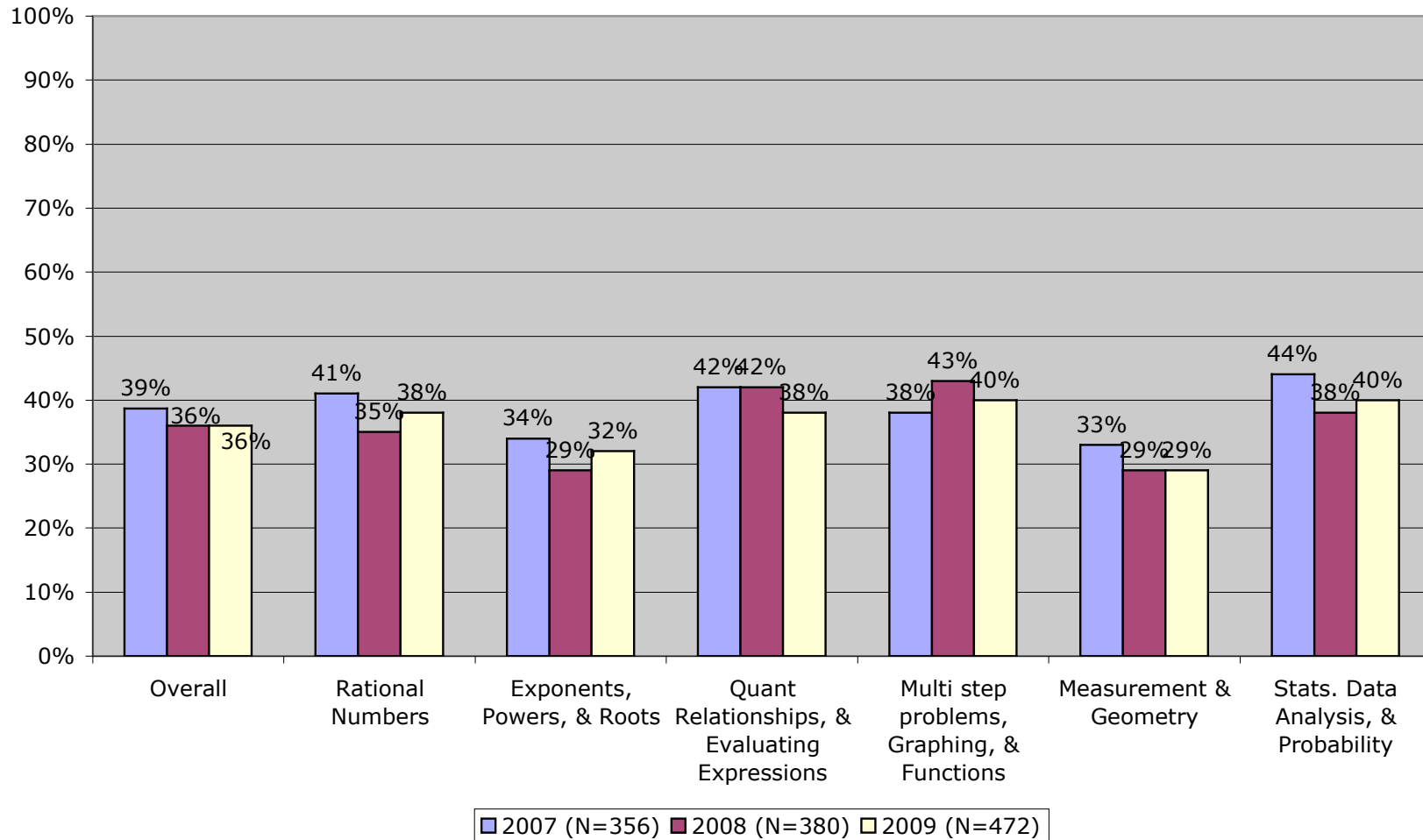
**Los Angeles Academy MS: Math, Skill Strands, 2007-2009  
(Grade 8)**



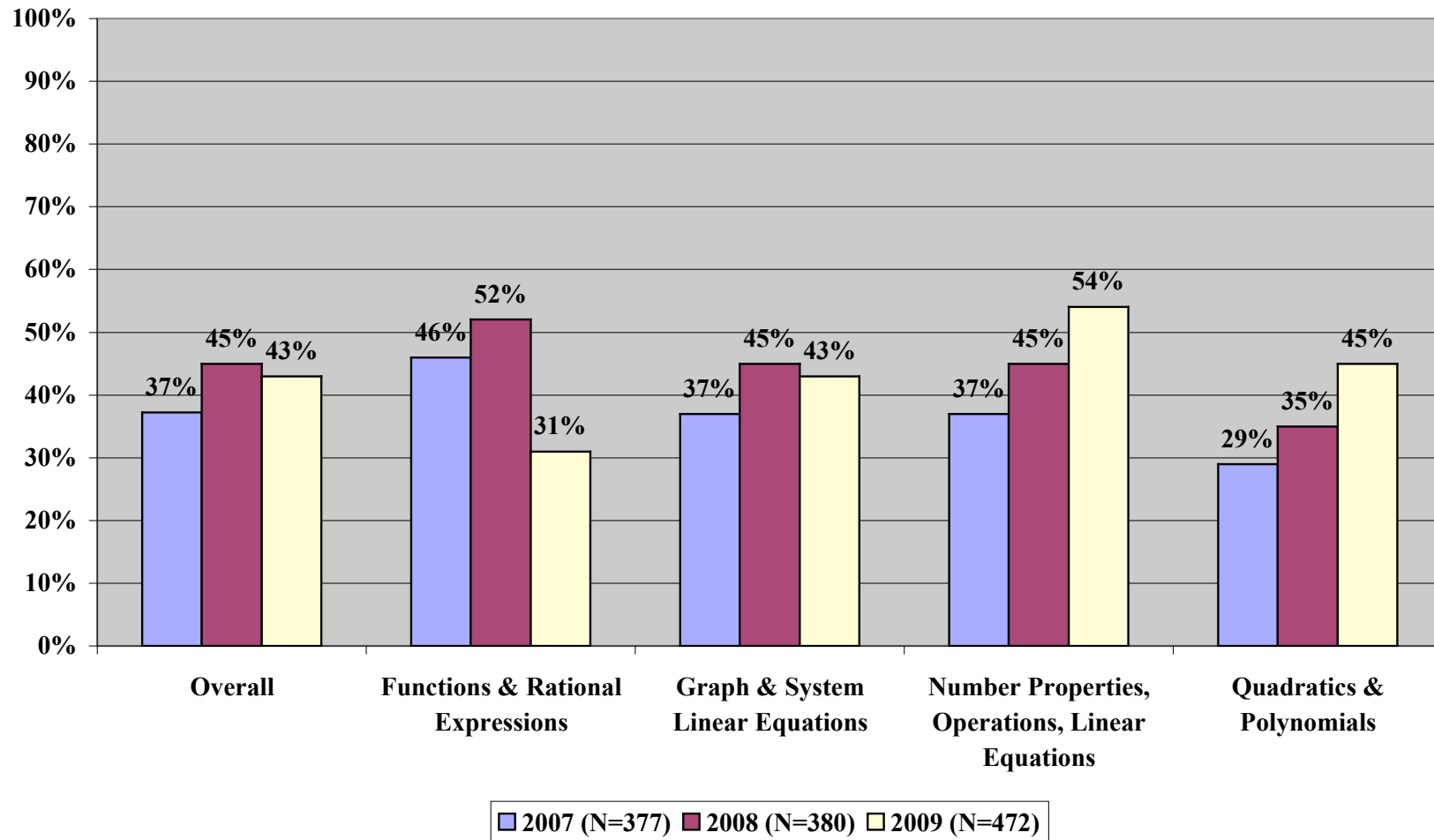
**Los Angeles Academy MS: Math, Skill Strands, 2007-2009  
(Grade 7)**



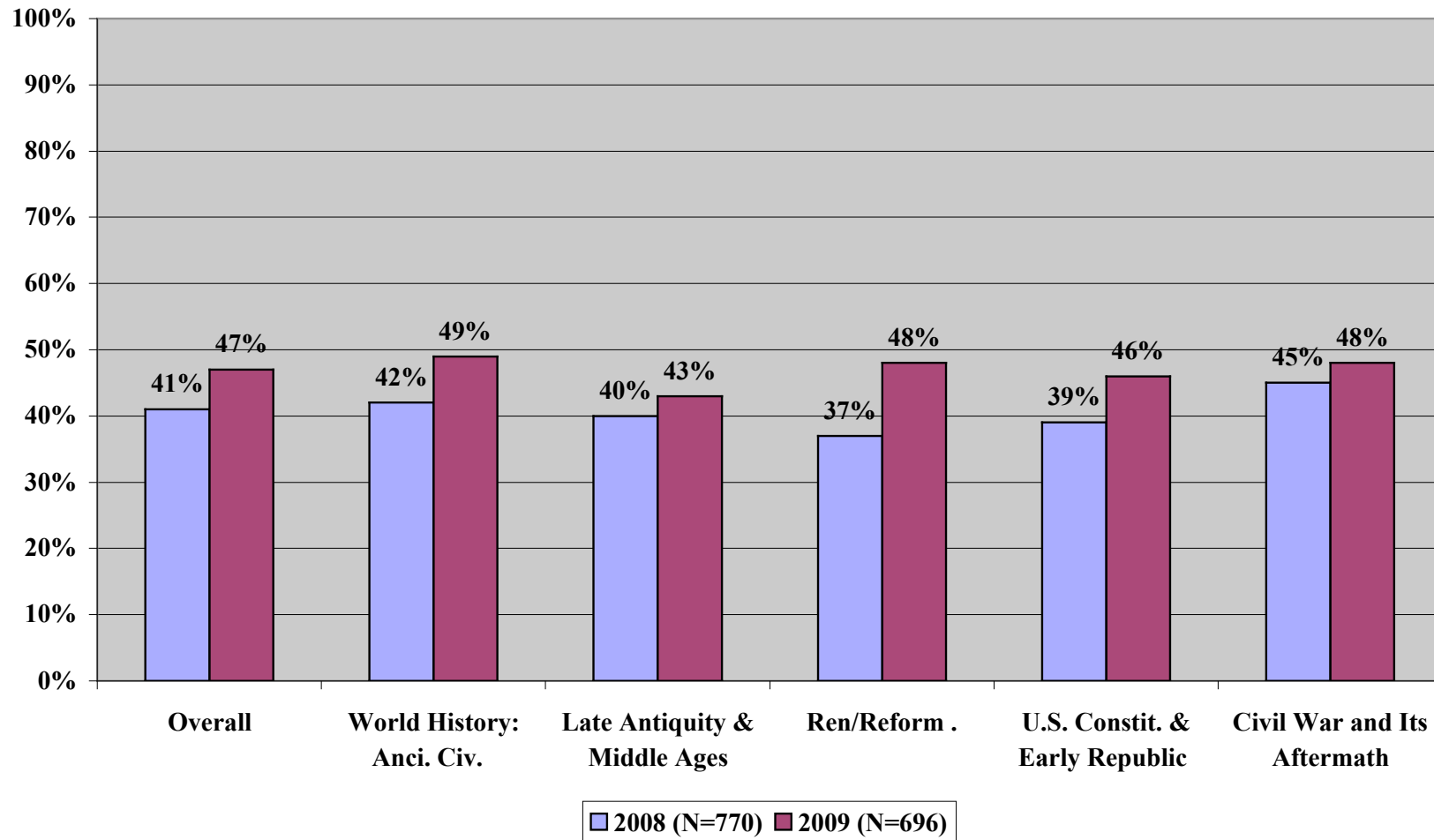
**Los Angeles Academy MS: Math, Skill Strands, 2007-2009  
(Grade 8)**



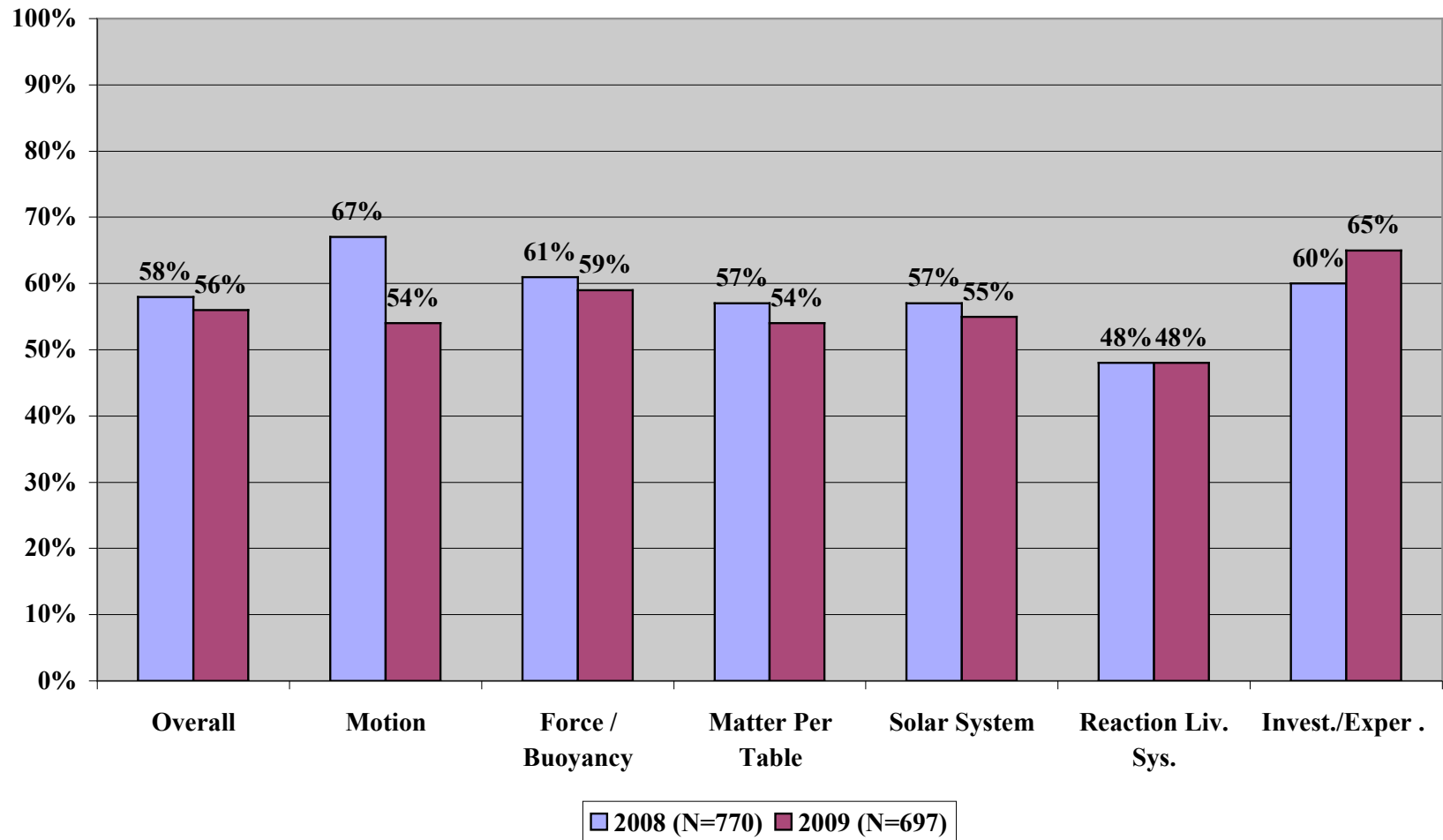
**Los Angeles Academy MS: Algebra, Skill Strands, 2007-2009  
(Grade 8)**



**Los Angeles Academy MS: History, Skill Strands, 2008-2009  
(Grade 8)**



**Los Angeles Academy MS: Science, Skill Strands, 2008-2009  
(Grade 8)**



# Appendix B: Survey Data

# Los Angeles Academy Middle School

## High Priority Schools, Staff Survey (N=108, Spring 2010)

As part of the evaluation of your school's participation in the LAUSD High Priority Schools Program, Public Works, Inc. is conducting a survey of teachers and other staff at your school. We would like your honest opinion about the areas that are included in this survey. All information that you provide will remain private and confidential. Please do not write your name on the survey. The survey should take approximately 15 minutes to complete. Please return completed surveys before leaving the meeting today. A representative from Public Works, Inc. will collect the surveys. Thank you for your help!

**Directions:** Please begin with the following questions about you.

### Respondent Characteristics

- |  |   |  |
|--|---|--|
| <p>1. Stakeholder Group</p> <p>4% a) Administration<br/>82% b) Classroom Teacher<br/>4% c) Teaching Assistant<br/>8% d) Counselor<br/>2% e) Other Classified</p>                       | <p>2. Years at School</p> <p>21% a) 2 years or less<br/>39% b) 3-5 years<br/>33% c) 6-10 years<br/>7% d) More than 10 years</p>                                   | <p>3. Years Teaching (Teachers Only)</p> <p>7% a) 2 years or less<br/>28% b) 3-5 years<br/>29% c) 6-10 years<br/>35% d) More than 10 years</p> |
| <p>4. Subject (Teachers Only) (check all that apply)</p> <p>28% a) English/ELD<br/>16% b) Social Studies<br/>33% c) Math<br/>20% d) Science<br/>14% e) Special Ed<br/>16% f) Other</p> | <p>5. Grade Levels Currently Teaching (Teachers Only) (check all that apply)</p> <p>40% a) 6<sup>th</sup><br/>55% b) 7<sup>th</sup><br/>54% c) 8<sup>th</sup></p> |  |
| <p>6. Track: I am assigned to: (if your school has tracks)</p> <p>32% a) Track A   32% b) Track B   34% c) Track C   3% d) Track D</p>   |   |  |

**Directions:** Please circle the appropriate number to indicate your responses. Your rating of each of the following statements pertains to the degree of implementation in your department and/or school.

1	2	3	4	DK
Not Implemented; No Evidence of Implementation	Partially Implemented; Some pockets of implementation	Mostly Implemented; Describes most staff but not all staff or whole school	Fully Implemented; Systemically infused throughout the school	Don't Know

Extent of Implementation		Not Implemented	Partially Implemented	Mostly Implemented	Fully Implemented	Don't Know
<b>Instructional Capacity</b>						
7.	Teachers in my content area/department have been provided with adequate training and support in the use of process and tools for examining <b>quantitative</b> data (i.e., periodic and other assessment data) as a means to improve instructional practice.	0%	10%	44%	40%	6%
8.	Teachers in my content area/department have been provided with adequate training and support in the use of process and tools for examining <b>qualitative</b> data (i.e., student work and classroom practice) as a means to improve instructional practice.	0%	12%	55%	28%	5%
9.	Teachers in my content area/department meet regularly to engage in a collaborative inquiry process regarding instructional practice	2%	8%	36%	54%	0%
10.	Teachers in my content area/department are using research-based, content-appropriate instructional strategies to meet the instructional needs of English Learners (ELs).	3%	11%	51%	31%	3%
11.	Teachers in my content area/department are using research-based, content-appropriate instructional strategies to meet the instructional needs of Standard English Learners (SELs) – English Only students who lack proficiency in standard academic English.	2%	14%	46%	31%	7%
12.	Teachers in my content area/department are using research-based, content-appropriate instructional strategies to meet the instructional needs of students with disabilities (Special Education).	3%	20%	36%	30%	11%
13.	Teachers in my content area/department are involved in professional learning communities and learning teams.	2%	6%	33%	55%	5%
<b>Student Accountability</b>						
14.	Teachers in my content area/department are preparing students to participate actively in their own learning.	0%	12%	46%	35%	7%
15.	Teachers in my content area/department are developing student understanding and skills in demonstrating academic proficiency.	0%	10%	57%	28%	4%
16.	Teachers in my content area/department are developing EL student understanding and skills in demonstrating English Language proficiency in order to reclassify/redesignate.	2%	17%	41%	29%	11%
17.	Teachers in my content area/department provide ample opportunities for students to work collaboratively in teams/small group structures.	0%	13%	36%	46%	4%
18.	Teachers in my content area/department are developing students to demonstrate mastery of middle school standards required for high school graduation (i.e., passing the California High School Exit Exam which tests grade 6-9 standards).	2%	11%	50%	35%	3%
19.	Teachers in my content area/department are developing student understanding and skills in preparing for a rigorous course of study in high school (i.e., enrollment in the A-G course sequence required for admission to the UC/CSU system in California).	5%	19%	38%	31%	8%
20.	Teachers in my content area/department are developing student skills in showcasing and presenting their learning to others (e.g., student-led conferences and oral presentations).	2%	16%	42%	38%	3%

Extent of Implementation		Not Implemented	Partially Implemented	Mostly Implemented	Fully Implemented	Don't Know
<b>School Leadership</b>						
21.	The leadership of this school has modeled instructional leadership; they have defined and implemented instructional leadership practices that exemplify highest expectations for all members of the school community	3%	19%	42%	35%	1%
22.	The leadership of this school has distributed leadership responsibility and accountability across all members of the school community; Opportunities exist for all stakeholders (staff, teachers, students, and parents) to voice issues and concerns and play a role in developing and implementing school plans for improvement.	2%	21%	37%	38%	2%
23.	The leadership of this school is committed to building the capacity of teachers to understand and use research-based, content-appropriate instructional strategies	3%	15%	44%	38%	0%
24.	The leadership of this school is committed to building the capacity of teachers to deliver culturally and linguistically relevant pedagogy that meets the needs of a diverse student body.	3%	23%	44%	29%	1%
25.	The leadership of this school is committed to building the capacity of teachers to understand barriers to learning and to provide opportunities to learn for diverse students.	3%	29%	43%	26%	0%
<b>Organization and Support Structures</b>						
26.	This school is providing a personalized educational experience to students that links instruction to students' goals, interests, and talents.	5%	26%	52%	15%	2%
27.	All positions at the school are filled with highly qualified and effective personnel on a timely basis, avoiding vacancies.	10%	24%	44%	17%	6%
<b>Performance Reporting and Accountability</b>						
28.	This school expects, supports, and monitors a continuous cycle of improvement that includes evaluation of the teaching/learning process.	2%	18%	49%	31%	1%
29.	This school utilizes ongoing multiple assessments and data analysis to inform decisions and practices to address the learning needs of all students. The multiple data sources include formal and informal assessments, formative and summative assessments, reflection, observation, and dialogue.	2%	13%	48%	37%	0%
30.	Staff at this school regularly analyze formative assessment data (e.g., Secondary Periodic Assessments) and use these data to re-teach key standards as needed.	0%	14%	41%	40%	5%
31.	This school has programs that recognize exemplary student performance.	9%	18%	38%	33%	2%
32.	This school has programs that recognize exemplary staff performance.	16%	21%	41%	20%	2%

Extent of Implementation		Not Implemented	Partially Implemented	Mostly Implemented	Fully Implemented	Don't Know
<b>Parent and Community Engagement</b>						
33.	This school has created a customer driven and welcoming environment for all stakeholders.	12%	20%	44%	21%	3%
34.	This school has built a community of informed stakeholders, including parents, teachers, administrators, and the community.	7%	29%	44%	21%	0%
35.	This school employs a variety of modes for improving communication between schools and families.	6%	22%	54%	18%	0%
36.	This school provides translation services, both oral and written, that are adequate to meet parent needs.	1%	16%	44%	35%	4%
37.	This school provides ongoing workshop for parents to assist their children in how to navigate the educational system and reach their goals (i.e., A-G Requirements, College Entrance, Graduation Requirements and Tracking Completion, Career Pathways, Reading a Transcript)	5%	22%	43%	24%	6%
38.	This school is working to enable parents to provide effective support to their children in the learning process.	5%	26%	44%	18%	8%
39.	This school provides training and opportunities for parents to be effective participants in the leadership, governance and decision-making of the school.	5%	27%	41%	18%	10%
40.	This school has provided school staff with required training on effective parent engagement.	15%	30%	37%	12%	6%
41.	This school holds monthly School Site Council (SSC), Compensatory Educational Advisory Committee (CEAC), and English Learner Advisory Committee (ELAC) meetings	1%	6%	40%	44%	10%
42.	This school's SSC and other standing school committees have adequate parent representation	7%	15%	30%	27%	22%
<b>Physical and Emotional Safety</b>						
43.	This school has a school-wide plan to address school discipline and student conduct.	0%	15%	31%	51%	3%
44.	This school has implemented Dropout Prevention/Recovery/Reclamation strategies for students.	7%	15%	32%	26%	20%
45.	This school has implemented behavioral support strategies and alternatives to suspension for at risk learners (Modified Consent Decree, Outcome 5)	5%	16%	44%	25%	10%
46.	This school provides a safe learning environment for all students.	3%	16%	51%	30%	1%
47.	This school has integrated students with disabilities with their non-disabled peers (Modified Consent Decree, Outcome 6 & 7)	2%	13%	46%	30%	9%
48.	This school has taken measures to improve student attendance.	2%	13%	43%	30%	12%
49.	This school has taken measures to improve staff attendance.	2%	19%	40%	29%	10%
50.	This school effectively transitions for students from elementary to middle school.	2%	17%	46%	24%	11%
51.	This school effectively transitions for students from middle to high school.	3%	16%	44%	27%	11%
52.	There is a good relationship between the school community and safety/security personnel.	2%	17%	36%	34%	11%

## Barriers to Improvement

Directions: Please check the top three areas that you see as the biggest barriers to improving student achievement.

53.	Teaching to rigorous academic standards	17%	54.	Collaboration among staff	17%
55.	Adequate professional development	11%	56.	Parent /Community involvement	63%
57.	Serving subgroups (EL, SEL, Special Education)	13%	58.	Curricular access & equity	2%
59.	Academic support and intervention for students	27%	60.	Student guidance & counseling	16%
61.	School governance and decision-making	11%	62.	Staff resistance to change	14%
63.	School leadership and vision	9%	64.	School master schedule	7%
65.	Student conduct and discipline	65%	66.	Delivery of culturally/linguistically relevant pedagogy	11%
67.	Other, please specify 5%				

Thanks again for your participation. Questions regarding the survey should be directed to Public Works, Inc.  
90 North Daisy Ave., Pasadena CA 91107, 626-564-9890.