



School Quality Rubric

Vision: All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Mission: Oakland Unified School District (OUSD) will build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Core Values

Students First • Excellence • Cultural Responsiveness • Equity • Integrity

Background and Purpose

Because test scores and other quantitative measures of school performance provide only a partial window into the quality of a school, a School Quality Review process brings into focus the lived experiences of students, families, and staff who comprise the school community. The School Quality Review process is designed to approach the question of school quality based on evaluating the extent to which schools live up to our [School Quality Standards](#). The School Quality Review process includes classroom observation, interviews, and focus groups conducted by a review team during a school site visit. The purpose of the school site visit is to provide a clearer picture of the way in which the school is supporting student learning, supporting adults' learning, and supporting the conditions necessary to achieve OUSD's vision and mission. The result of the school review process will include a report detailing the extent to which each school is meeting the identified [School Quality Standards](#).

Design and Structure

The School Quality Rubric is organized into five domains. The rubric includes research based practices within each domain that we believe will transform schools and accelerate learning, particularly for our most vulnerable students. The first domain, Distributed Leadership and School Site Governance, reflects OUSD's Theory of Action that if equity-minded leaders collaborate with stakeholders in service of students, success is more likely. The four remaining domains are aligned to OUSD's Instructional Focus: Building Conditions for Student Learning, Providing Equitable Access to Standards-Based Instruction, Developing Language & Literacy Across the Curriculum, and Cultivating Conditions for Adult Learning.

Rubric Scale

In order to score a practice, consider all the evidence gathered, then select the stage that represents the best overall fit.

Emerging (Stage 1)	Developing (Stage 2)	Implementing (Stage 3)	Sustaining (Stage 4)
Practice occurs among 0-24% of the intended school community.	Practice occurs among 25-49% of the intended school community.	Practice occurs with shared understanding among 50-74% of the intended school community.	Practice occurs with shared understanding among 75-100% of the intended school community.
Practice is not backed up by systems.	Individuals are starting to create systems to support this practice.	Some shared systems exist to support the implementation of the practice.	Shared systems to support the practice are embedded into the culture of the school, regardless of who works there.
Practice exists with no or little alignment to schoolwide priorities.	Practice exists with some alignment to schoolwide priorities.	Practice is aligned to schoolwide priorities.	Practice is strongly or always aligned to schoolwide priorities.
Practice is not implemented in service of students and/or does not transform the culture of learning.	Practice sometimes is implemented in service of students and/or sometimes transforms the culture of learning.	Practice frequently is implemented in service of students and/or frequently transforms the culture of learning.	Practice is almost always implemented in service of students and is transforming the culture of learning.



School Quality Rubric

DOMAIN 1: Leadership & School Site Governance		
1A: VISION, VALUES & GOALS		
STAGES: 4 - Sustaining; 3 - Implementing; 2 - Developing; 1 - Emerging		
Practice	Description	Stage
1A.1 Equity-centered Mission & Vision	The school has a clear mission and vision that inspires its leaders, school staff, students, and families to take collective action in service of educational equity. <i>(LGDS Dimension I: Leadership for Equity)</i> The school's clear, compelling vision for school change provides direction for collaboratively implementing and sustaining school improvement. <i>(LGDS Dimension II: Leadership for Visionary Change)</i>	
1A.2 Core Values	The school has shared values that serve as guiding principles for the actions of its leaders, teachers, staff, students, and families. These values were collaboratively developed with stakeholders, can be referred to easily, and are used to inform decision-making and practices of the school.	
1A.3 Portrait of a Graduate	The school has defined the complex cognitive and social-emotional skills that students will master by the time they graduate (from elementary, middle, or high school) in order to be college and career ready. The identified knowledge and skills are clear, concise, and rigorous.	
1A.4 Ambitious Goals	The school sets an ambitious set of long and short term student outcomes for cognitive and social-emotional growth and achievement. These outcomes can be measured using available standards-aligned state and local assessments and/or other relevant measures of student success.	
1B: LEADERSHIP & GOVERNANCE		
STAGES: 4 - Sustaining; 3 - Implementing; 2 - Developing; 1 - Emerging		
Practice	Description	Stage
1B.1 Distributed Leadership	School leadership teams (e.g. ILT, SSC, COST, PLCs, Attendance Team, School Culture Team) are made up of members with diverse backgrounds and skills, have clearly established roles and responsibilities, meet regularly, focus on the site vision for equity, and foster a culture of collective responsibility. <i>(LGDS Dimension IV: Leadership for Community and Family Partnerships)</i>	
1B.2 Accountable Decision-Making	School leaders and governing bodies are clear about decision making processes, use data to inform their decisions, and are able to explain their reasoning. Their work is in service of school goals and priorities to which they hold the school and themselves accountable. <i>(LGDS Dimension V: Leadership for Effective Operations and Organization)</i>	
1B.3 Communication Structures	School utilizes timely and effective communication practices with staff, students and families to convey important messages, decisions and potential impact. School communications are made available in relevant languages and accessible formats. <i>(LGDS Dimension V: Leadership for Effective Operations and Organization)</i>	
1B.4 Community and Family Partnerships	Effective family and community partnerships support the site vision and students' academic, civic, and social emotional success. Family members have authentic leadership roles at the school, are involved in decision-making, and feel ownership for the success of the school. <i>(LGDS Dimension IV: Leadership for Community and Family Partnerships)</i>	



School Quality Rubric

DOMAIN 2: Building Conditions for Student Learning		
2A: LEARNING PARTNERSHIPS		
STAGES: 4 - Sustaining; 3 - Implementing; 2 - Developing; 1 - Emerging		
Practice	Description	Stage
2A.1 Joyful Environment	School staff cultivate caring relationships with students, families and each other. Teachers and school staff know students well. Classroom spaces and routines, common areas and schoolwide activities provide a joyful, positive and relationship-rich environment for students. <i>Teachers build a positive and respectful classroom community where all students are valued. (OETF 2A.1)</i>	
2A.2 Growth Mindset	Students hold a growth mindset and see mistakes as opportunities for learning. They embrace challenges and feedback as part of the learning process. Teachers create safe spaces for learning, and actively encourage risk-taking. <i>Teachers build a growth mindset-focused learning environment (OETF 2B).</i>	
2A.3 Culture of Learning	School leaders, teachers and staff hold high expectations for all of their students. Students are engaged in the work of their lessons from start to finish with little to no idle time. Students are respectful of classroom expectations and execute transitions, routines and procedures in an orderly and efficient manner with minimal direction from the teacher. <i>Teachers build and maintain classroom routines that maximize learning time (OETF 2C).</i>	
2A.4 Families Engaged in Student Learning	Families are informed and engaged to be active participants and contributors to their child's education. Family members are well informed about their children's progress and play an authentic role in supporting their children's learning.	
2B: MULTI-TIERED SYSTEMS OF SUPPORT		
STAGES: 4 - Sustaining; 3 - Implementing; 2 - Developing; 1 - Emerging		
Practice	Description	Stage
2B.1 Consistent Tier One Instruction	All students receive high quality, differentiated core academic and behavioral instruction through the general education program. It is designed to meet the needs of and ensure positive outcomes for a minimum of 80% of all students.	
2B.2 Intervention Systems	Classroom and school-wide systems are in place to identify which students are struggling and why they are struggling; efficiently provide needed academic, social-emotional and/or behavioral supports; monitor their effectiveness; and adjust.	
2B.3 Youth Development	The school has a youth development component (citizen/values programs, advisory, leadership class, student council, internships, etc.) to help students acquire the attitudes, competencies, values, and social skills they need to facilitate academic learning.	



School Quality Rubric

DOMAIN 3: Cultivating Conditions for Adult Learning		
3A: CONTINUOUS PROFESSIONAL GROWTH		
STAGES: 4 - Sustaining; 3 - Implementing; 2 - Developing; 1 - Emerging		
Practice	Description	Stage
3A.1 Collaborative Culture	Educators have authentic opportunities for collaboration and are able to leverage each other’s knowledge and skills in service of the school’s vision, mission, priorities and goals. Teachers have ongoing, dedicated time to collaborate with colleagues to analyze data/student work and plan/adjust instruction based on student data. All teachers take responsibility for creating and maintaining quality collaboration structures by participating fully, supporting a clear agenda, recording notes and decisions, and following-up with assigned tasks. <i>(LGDS Dimension VI: Leadership for Instruction and Learning)</i>	
3A.2 Collective Responsibility	Adults have interdependent, trusting relationships, and address conflict productively in the service of collective responsibility for outcomes. <i>(LGDS Dimension III: Leadership for Healthy Relationships and Culture)</i>	
3A.3 Observation, Feedback & Coaching	Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. <i>(LGDS Dimension VI: Leadership for Instruction and Learning)</i> Teachers receive ongoing, high quality, personalized coaching that is clearly aligned to school priorities, provides strong exemplars for what rigorous teaching looks like, and has clear expectations for implementation. <i>(LGDS Dimension VI: Leadership for Instruction and Learning)</i>	
3B: EVIDENCE-BASED PROFESSIONAL COLLABORATION		
STAGES: 4 - Sustaining; 3 - Implementing; 2 - Developing; 1 - Emerging		
Practice	Description	Stage
3B.1 Professional Development	Teachers participate in ongoing, well planned, high quality professional development that is clearly aligned to school priorities, is committed to improving teaching and learning, and provides clear expectations for implementation. <i>(LGDS Dimension VI: Leadership for Instruction and Learning)</i>	
3B.2 High Expectations for Adults	School leaders, teachers, and staff hold high expectations for each other as professionals. <i>Teachers reflect on student outcomes to assess effectiveness and determine next steps (OETF 4A).</i>	
3B.3 Data-Driven Instructional Decision-Making	Schoolwide systems and structures support teachers to engage in ongoing, well planned analysis of and reflection on student work and assessment results. Data and student work are consistently used to inform collaborative instructional planning.	



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DOMAIN 4: Providing Equitable Access to Standards-Based Instruction		
4A: INSTRUCTIONAL PLANNING & DELIVERY		
STAGES: 4 - Sustaining; 3 - Implementing; 2 - Developing; 1 - Emerging		
Practice	Description	Stage
4A.1 High Quality Curriculum	The school has standards aligned (Common Core, Next Generation Science Standards, English Language Development Standards, etc) curriculum. Curriculum is grade-level appropriate, requires students to carry the cognitive load by providing regular opportunities for exploration, problem solving, critical thinking, and creativity. Curriculum is well-sequenced and coherently builds student understanding, background knowledge and vocabulary within and across grade levels/disciplines. <i>(LGDS Dimension VI: Leadership for Instruction and Learning)</i>	
4A.2 Curriculum Implementation	School has clear expectations for implementation of standards-aligned, high quality curriculum. <i>(LGDS Dimension VI: Leadership for Instruction and Learning)</i>	
4A.3 Culturally & Linguistically Responsive Practices	Students' prior knowledge and cultural and linguistic assets are activated and built upon using culturally and linguistically responsive practices. <i>Teachers use Culturally Responsive Teaching Practices to ensure the cognitive and emotional development of all students (OETF 2A.2).</i>	
4B: DATA-DRIVEN INSTRUCTION		
STAGES: 4 - Sustaining; 3 - Implementing; 2 - Developing; 1 - Emerging		
Practice	Description	Stage
4B.1 System of Assessments	School has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. School uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation.	
4B.2 Demonstration of Learning	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals/targets and help pinpoint where understanding breaks down. Students have multiple opportunities to demonstrate how well they understand lesson content through academic writing and/or explanations using academic language. Student responses, work and interactions indicate that students are on track to achieve learning goals/targets. <i>Teachers monitor and support student progress toward mastery of content-language objectives (OETF 3D).</i>	
4B.3 Regular Meaningful Feedback for Students	Students understand where they are in relation to the standards. Teachers and/or peers provide students regular feedback on their learning and development in relation to the grade-level standards, and students have frequent opportunities to revise and resubmit their work in response to feedback.	



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DOMAIN 5: Developing Language & Literacy Across the Curriculum		
5A: RIGOROUS & RELEVANT TASKS		
STAGES: 4 - Sustaining; 3 - Implementing; 2 - Developing; 1 - Emerging		
Practice	Description	Stage
5A.1 Essential Content	Students are engaged in tasks and activities that are aligned to explicit daily or unit learning objectives/targets and advance their knowledge and skills towards grade-level standards mastery. All lesson materials (e.g. texts, questions, problems, exercises and assessments) are high-quality, appropriately demanding for the grade and time of year, and differentiated as needed. <i>Teachers establish standards aligned content-language objectives and criteria for mastery, and communicate them clearly (OETF 1A.1, 1A.2, and 3A).</i>	
5A.2 Academic Discussion	Students respond to and build on their peers' ideas and provide constructive feedback to each other. They provide meaningful evidence to support their thinking and base their contributions on a shared text. <i>Teachers use questioning strategies that require the use of evidence and elaboration (OETF 3C.2). Teachers model and ensure use of academic language (OETF 3C.1).</i>	
5A.3 Complex Texts	Students consistently engage with texts that are aligned to grade-level standards and require critical thinking and/or application. Teachers make grade-level and complex material/content comprehensible without simplifying.	
5A.4 Evidence-Based Writing	Students regularly practice Opinion, Argument, and Explanatory writing. Teachers provide direct instruction in evidence-based writing and timely feedback on students' writing.	