

REPORT OF FINDINGS AND RECOMMENDED CORRECTIVE ACTIONS
Progress Report #1

Name of District: Oakland Unified School District Name of Superintendent: Dr. Randolph Ward

Name of School: Madison Middle School Name of Principal: Jo Anna Lougin

Name of SAT or SAIT Organization: Sacramento County Office of Education

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Essential Components #1: Instructional Program

Finding #1.1: Most students have and use the most recent SBE-adopted core instructional materials in reading/language arts, however teacher vacancies and unstable staffing beyond the first month of school have negatively impacted the school's ability to ensure that all students have and use the adopted curriculum.
 Finding #1.2: All students at all grade levels/program levels have and appropriately use on a daily basis the most recent SBE reading/language arts intervention program.
 Finding #1.3: Some students have the most recent SBE-adopted math text, but the text is not in use in all classrooms. There is not a systematic plan to provide the additional texts needed as increasing numbers of students are prepared for grade-appropriate math classes.

Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
1.1: The district and school will ensure that all sections are staffed and students are appropriately placed in classes and provided with the adopted textbooks. 1.2: No corrective action	1.1.1: Based on ELA assessment data, all students will be appropriately placed in classes and using the adopted texts within the first two weeks of school. *Staff expressed concern about varied results between student sub-groups. Team supports the investigation of alternative intensive intervention reading programs for non-ELL students.	August, 2005	Principal/District Secondary Ed Office	Superintendent	4	2005-06 master schedule needs to be built to provide 2 periods of Holt or 2 periods of High Point for students who place in the respective program. District has selected the LANGUAGE! curriculum for English Only students who place into an intensive reading program. District has scheduled teacher training for August. Site needs to identify teacher to be trained in the program.
1.3: The district will provide appropriate levels of SBE adopted math texts for all students.	1.3.1: Based on math assessment data, all students will be appropriately placed in classes and using the adopted texts within the first two weeks of school. 1.3.2: The district will ensure that sufficient additional texts are purchased to match the needs of increasing numbers of students in grade level math courses.	August, 2005 January, 2006	Principal District Secondary Ed Office	District Secondary Ed Office Superintendent	3	Prentice-Hall Skills Intervention Kit is on site. See 2.4.3 statement regarding placement. Additional texts have been ordered for Algebra.

Essential Components #2: Instructional Time						
<p>Finding #2.1: All classrooms have the appropriate time allocations for students in the adopted “core” reading/language arts program and extended time for additional instruction and practice through a second period of language arts.</p> <p>Finding #2.2: All classrooms have the appropriate time allocations for students enrolled in the reading intervention program, however students of varying levels have been grouped together in classes too large for intervention.</p> <p>Finding #2.3: All classrooms have the appropriate time allocations for students in mathematics.</p> <p>Finding #2.4: Few students receive additional time for math intervention during the instructional day.</p>						
Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
<p>2.1-2.2: Although there is no corrective action specifically related to instructional time in the core programs, it should be noted that staff instability (teacher turnover, revolving substitutes, vacancies and large heterogeneous groups) seriously compromise the ability to provide consistent and continuous instruction for students.</p> <p>Strongly recommended: Work with feeder schools to administer the Holt and High Point placement tests early enough to use in developing the 2005-2006 master schedule.</p> <p>Design a master schedule that appropriately places all students needing strategic and intensive intervention in reading/language arts.</p>						
<p>2.4: All students needing math intervention will receive additional instructional time within the instructional day. (Grades 6-8: 1 additional instructional period daily)</p>	<p>2.4.1: Revise the master schedule to pilot a small intervention math class for students needing additional support in math.</p>	February, 2005	Principal/Dept. Chair	Secondary Ed. Office	3	A small math intervention class was offered as an A period (before school) during 4 th quarter.
	<p>2.4.2: Give placement tests to all current and incoming students early enough to use in developing the 2005-2006 master schedule.</p>	Spring, 2005	Principal/Feeder school principals	Secondary Ed. Office	3	Feeder schools will conduct math testing June 13-17.
	<p>2.4.3: Provide 2 periods of math for students needing strategic or intensive intervention in math.</p>	August, 2005	Principal/Dept. Chair	Secondary Ed. Office	3	<p>Rising 7th graders were given the Algebra Readiness Test. The results of this test, CST scores, grades and teacher recommendations were put into a matrix to determine placement in Algebra 1 or Algebra A.</p> <p>Two periods of math will be scheduled for all students for 2005-06.</p>

Essential Components #3: School Principals' Instructional Leadership Training						
Finding #3.1: The principal and vice principal have completed AB 75 principal's training and are in the process of completing 40 hours of practicum in the district adopted reading/language arts program.						
Finding #3.2: The principal and vice principal have completed AB 75 principal's training and are in the process of completing 40 hours of practicum in the district adopted mathematics program.						
Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
3.1: No corrective action						The district and school administration are commended for their thorough effort to ensure all administrators and teachers receive training in the adopted instructional programs. Note: New administrator(s) need to be trained in AB 75, Module 1.
3.2: No corrective action						

Essential Components #4: Credentialed Teachers and Professional Development Opportunities

Finding #4.1: Most classrooms are staffed with credentialed teachers (including teachers in approved training programs), however, there is not a plan to retain these teachers at Madison, and high teacher turnover is problematic.

Finding #4.2: All the school's reading/language arts teachers have completed AB 466 training in either Holt or High Point reading/language arts.

Finding #4.3: Seventy-five percent of the school's math teachers have completed AB 466 training in either Mc Dougal Littell or Prentice Hall Pre Algebra or Algebra.

Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
4.1a. No corrective action						
4.1b: The district will develop and implement an appropriate plan to recruit and retain fully credentialed teachers within 3 years for all classrooms at the school. 4.2: No corrective action 4.3: No corrective action	4.1.1: SAIT and Program Improvement schools will be given priority for placement of teachers. 4.1.2: Additional training and support will be provided for new teachers at SAIT and PI schools. 4.1.2: The district will develop a plan to retain teachers at SAIT and PI schools.	August, 2005 August, 2005 August, 2005	Assistant Superintendent Assistant Superintendent Assistant Superintendent	Superintendent Superintendent Superintendent	2	Pending a letter of assurance from HRD-- As positions are filled for next year, the Human Resources Department will work with SAIT to ensure that high quality staff, trained in AB 466 programs, is placed at the school.

Essential Components #5: Student Achievement Monitoring System						
Finding #5.1 and 5.2: Reading/language arts and mathematics curriculum embedded assessments are partially in use at Madison. Although teachers regularly use these assessments, initial diagnostic assessments are not used to place students in appropriate classes. Wide ranges of instructional proficiency and need within the same classroom prevents teachers from using assessment data effectively to improve instruction.						
Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
5.1: Use initial assessment data to appropriately place students in reading/language arts courses.	<p>5.1.1: Work with feeder schools to administer appropriate placement tests early enough to use in developing the 2005-2006 master schedule.</p> <p>5.1.2: Assess all current students using appropriate placement tests.</p> <p>5.1.3: Place all students needing strategic or intensive intervention in two periods of language arts daily.</p>	Spring, 2005	Principal, feeder school principals dept. chairs	Secondary Ed Office	3	<p>DPI test dates had to be reset due to conflict with Spring Break.</p> <p>All current students are being given the Holt core placement test (June 14-15).</p> <p>All identified students will be scheduled for two periods of language arts daily in 2005-06 using the results of High Point DPI and the Holt placement tests.</p>
5.2: Use initial assessment data to appropriately place students in math courses.	<p>5.2.1: Work with feeder schools to administer appropriate placement tests early enough to use in developing the 2005-2006 master schedule.</p> <p>5.2.2: Assess all current students using appropriate placement tests.</p> <p>5.2.3: Place all students needing strategic or intensive intervention in two periods of math daily.</p>	Spring, 2005	Principal, feeder school principals dept. chairs	Secondary Ed Office	3	<p>Rising 7th graders were given the Algebra Readiness Test. The results of this test, CST scores, grades and teacher recommendations were put into a matrix to determine placement in Algebra I or Algebra A.</p> <p>All students are to receive 2 periods of math instruction daily starting in fall of 2005.</p>

Essential Components #6: Ongoing Instructional Assistance and Support for Teachers

Finding #6.1: The school/district provides limited instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.
 Finding #6.2: The school/district provides little or no instructional support to teachers in delivering the mathematics instruction using the adopted materials.

Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
6.1. Provide instructional assistance and support to teachers of English/ language arts through the use of coaches/content experts who are knowledgeable about the adopted programs, who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	6.1.1. Provide coaching for all ELA teachers through an external coach.	Spring, 2005	SCOE, Principal	Secondary Ed Dept.	3	May 23-26, a Holt/High Point coach provided by SAIT observed classes and gave verbal and written feedback to teachers. More time is needed to develop coaches within the district/site. District level coaches must be purchased out of site funds for 2005-06.
	6.1.2. Select and train district coaches.	By 5/05	SCOE, Principal		1	
	6.1.3. District coaches will work along side external coaches.	Fall semester, 2005	Lead teacher, principal, SCOE			
	6.1.4. Shift most coaching responsibilities to school coaches.	Spring semester 2006	Lead teacher, principal			
6.2. Provide instructional assistance and support to teachers of mathematics through the use of coaches/ content experts who are knowledgeable about the adopted programs, who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	6.2.1. Provide coaching for all math teachers through an external coach.	Spring, 2005	SCOE, Principal	Secondary Ed Dept.	2	Teachers have received coaching from an external coach in the ACCESS Program. Need more time to develop coaches from the school and within the district. The site is contracting with ACCESS for math coaching for 2005-06 school year.
	6.2.2. Select and train district coaches.	By 5/05	SCOE, Principal		1	
	6.2.3. District coaches will work along side external coaches.	Fall semester, 2005	Lead teacher, principal, SCOE			
	6.2.4. Shift most coaching responsibilities to school coaches.	Spring semester 2006	Lead teacher, principal			

Essential Components #7: Monthly Collaboration by Grade Level for Teachers Facilitated by the Principal

Finding #7.1: The school/district provides limited opportunities for teachers to collaborate by department around issues of curriculum embedded assessment, data review, instructional planning and lesson delivery in reading/language arts.

Finding #7.2: The school/district provides limited opportunities for teachers to collaborate by department around issues of curriculum embedded assessment, data review, instructional planning and lesson delivery in mathematics.

A shortened teaching schedule one day per week provides meeting time, but a wide-variety of topics are covered during this time.

Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
7.1 and 7.2: The school and district will facilitate and support structured, focused collaboration time for teachers to meet by departments in order to plan and discuss lesson delivery, based on assessment data for the adopted programs.	7.1.1 and 7.2.1: The school will reserve and protect the 1.5 hours of time on at least two Wednesdays per month for teachers to meet by department to review curriculum-embedded assessments and plan instruction in the adopted programs in reading/language arts and mathematics.	February, 2005	Site Principal	District Secondary Education Office	3	Language Arts: High Point teachers are meeting to share ongoing assessment data and to make program adjustments.
	7.1.2 and 7.2.2: The principal will ensure that meetings have a consistent focus, format and structure.	February, 2005	Site principal	District Secondary Education Office	2	Math: ACCESS coaches use the collaboration time to present supplemental materials for lessons. No program assessments are being examined collectively.

Essential Components #8: Lesson Pacing Schedule

Finding #8.1: A school/district pacing guide for the reading/language arts program has been distributed to teachers, however, the guide has limited application due to staff instability and the fact that students are not appropriately placed in appropriate instructional levels within the first weeks of school.

Finding #8.2: A school/district pacing guide for mathematics has been distributed to teachers, however, inappropriate student placement and the lack of intervention classes in mathematics limit its use.

Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
<p>No corrective actions. See previous corrective actions related to staffing and student placement</p>						

Essential Components #9: Fiscal Support

Finding #9.1: The school/district uses its general and categorical funds to support some of the reading/language arts goals in the school plan. Goals and spending are not adequately focused directly on student achievement.

Finding #9.2: The school/district uses its general and categorical funds to support some of the mathematics goals in the school plan. Goals and spending are not adequately focused directly on student achievement.

Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
9.1 and 9.2: The school will revise the school plan to reflect SAIT corrective actions.	9.1.1 and 9.2.1 Provide evidence of school plan revisions and of Board and SSC approval.	May, 2005	Principal	Secondary Ed Dept.	2	Waiting on final copy of 2005-06 School Plan. The copy provided SAIT does not include budget statement to match the corrective actions of this Report of Findings.
9.1 and 9.2 The school and district will provide general and categorical funds to support the ELA and math goals in the revised school plan.	9.1.2 and 9.2.2 Provide annual budgets showing how all corrective actions will be funded.	May, 2005	Principal, Secondary Ed Dept.	Asst. Supt.		
	9.1.3 and 9.2.3 Provide a financial plan to sustain corrective actions beyond SAIT funding.	August, 2006	Asst. Supt.	Superintendent		