



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 view 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 includes classroom observation, interviews, and focus groups conducted by a review team during a school site visit.

Design and Structure

The School Quality Rubric is organized into three domains: Mission & Vision, Quality Program Implementation, and Collective Leadership & Professional Learning. Each of the three domains is subdivided into three Threads: Instruction, School Culture, and Systems & Structures.

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 school community.	Practice occurs among 25-49% of the school community.	Practice occurs with shared understanding among 50-74% of the school community.	Practice occurs with shared understanding among 75-100% of the 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.



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DOMAIN 1: Mission & Vision

Thread 1A: INSTRUCTION - <i>Do we have a shared vision of academic excellence for all students?</i>		Stage 1, 2, 3 or 4
1A.1 School Vision	The school has a compelling, clear vision that is visible throughout the school and present in conversations that include staff, students, and community members. The school's clear, compelling vision provides direction for collaboratively implementing and sustaining school improvement.	
1A.2 Graduate Profile	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.3 Ambitious Student Learning Goals	The school has 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.	
Thread 1B: CULTURE - <i>Do we have a shared vision of a joyful school community?</i>		Stage 1, 2, 3 or 4
1B.1 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.	
1B.2 Asset-Based and Anti-Racist Mindset	Students, staff, and families hold an asset-based and anti-racist mindset. Teachers and staff create safe spaces for learning, implementing culturally responsive, trauma-informed and anti-racist practices, and actively encouraging risk-taking. School policies and practices and classroom instruction are culturally and linguistically affirming.	
1B.3 Meaningful Inclusion of Students with Disabilities and other Vulnerable Student Groups	Students with disabilities, including those with IEPs and 504 Plans, are valued and affirmed as full members of school communities and afforded authentic opportunities for inclusive access. The school culture is welcoming to and inclusive of LGBTQ+ students, staff, and families and students.	
Thread 1C: SYSTEMS & STRUCTURES - <i>Is our school effectively organized to keep us focused on and working toward our mission and vision?</i>		Stage 1, 2, 3 or 4
1C.1 School Mission	The school mission explains <i>how</i> the school will work together to implement best practices to achieve the vision. The mission actively lives in the school, and drives the work of the school staff and community in service of the school vision.	
1C.2 Inclusive School Policies	School policies are inclusive and are developed, reviewed and updated annually through the lens of anti-racism and equity. Policies are transparently developed with input from the school community and are in alignment with the school values and vision.	



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1C.3 Annual Site-Based Planning Process	The school uses the annual site-based planning process to identify a clear set of long-term priorities and plans that contain measurable student goals, key strategies, and sufficient resources. This plan is reviewed and adjusted annually using relevant school data.	
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