Los Angeles Unified School District

School Review

Spring Final Write Up
For Submission to the Office of the Superintendent

Cochran Middle School
Educational Service Center: ESC West

Principal: Scott Schmerelson
Date of School Review: March 20 & 21, 2013
Reviewers:
Scott Schmerelson, Principal
Jackie Purdy, Assistant Principal
Deanna Hardemion, Assistant Principal
Robert Henry, UTLA Chapter Chair
Monica Johnson, Parent Representative
Don Luong, Classroom Teacher
Kedist Negash, Classroom Teacher
Saul Rivera, Classroom Teacher
Christine Simonsen, Classroom Teacher

Section 1: The School Context

Johnnie Cochran Middle School, 8045, ESC West

Grade Levels Served: 6-8
Principal(s) names: Scott Schmerelson
Number of Certificated Staff Members: 43
Number of Classified Staff Members: 16
Student Population: 1156

Asian:	**Pacific Islander:**
American Indian/Alaska Native:	**White:**
African American: 20%	**Other**: 1%
Filipino:	**Special Education**: 13%
Latino: 79%	**English Learners**: 27%

School Review Final Report

School Description

The Johnnie L. Cochran, Jr. Middle School campus is strongly committed to providing high-quality educational opportunities for the community it serves. The campus provides a college-preparatory program and strives to create a cultural of care for each student. We are committed to continually strengthening our educational approach to achieve our mission of preparing students to succeed in high school and beyond. The campus is distinguished by a number of exceptional programs, including a developmental bilingual program designed to help children achieve academic proficiency at or above grade level in Spanish and English. Currently the program is implemented through sixth grade. It will grow each year with the students and achieve full implementation in the 2014-2015 school year.

Our students also receive a rich educational experience through weekly art, music, dance, and physical education instruction. In addition, the campus strongly believes that parents must be partners in the educational process. In an effort to develop meaningful relationships with parents, we offer a variety of opportunities to support their involvement in the school community. Johnnie L. Cochran Jr., Middle School believes that when a student's school and home share similar values about learning, students will certainly find academic success. Our school community also seeks to create an environment where educators experience teaching as a craft and children own their own learning. We strive to provide students with the academic and social skills they need to achieve their heart's desire. We are a learning community, which values each student and expects him or her to succeed.

In order to ensure that our mission of educating students for high school and beyond, Johnnie L. Cochran, Jr. Middle School consistently monitors student achievement and maintains a school-wide data-driven culture. Frequent data analysis and instructional decision-making tied to school-wide achievement goals allow teachers to be responsive to students needs. Mandated state testing, quarterly benchmark assessments, and informal and/or alternative assessments are analyzed at the site to ensure students are meeting standards in order to prepare them for high school and beyond.

School Data:

Attendance: (student attendance percent)
August - 98%
September - 97.3%
October - 96.9%
November - 96.7%
December - 96.6%
January - 96.4%
February - 96.3%
March - 96.2%

Discipline:
Total Incident Count of Referrals - 135
Total Number of Suspension Days - 32

English Learners:
Number meeting Growth Target - 117
Percent meeting Growth Target - 41.2%

Periodic Assessments, ELA – 6th Grade:
Average Percent Correct in Reading – 54%
Average Percent Correct in Writing – 60%
Average Percent Correct in Written & Oral English Language Conventions – 44%

Periodic Assessment, ELA – 7th Grade:
Average Percent Correct in Reading – 53%
Average Percent Correct in Writing – 61%
Average Percent Correct in Written and Oral English Language Conventions – 36%

Periodic Assessment, ELA – 8th Grade:
Average Percent Correct in Reading – 53%
Average Percent Correct in Writing – 56%

Average Percent Correct in Written and Oral English Conventions – 46%

Periodic Assessment, Math – 6th Grade:

Average Percent Correct in Number Sense – 49%

Average Percent Correct in Algebra and Functions – 49%

Average Percent Correct in Statistics, Data Analysis and Probability – 46%

Periodic Assessment, Math – 7th Grade:

Average Percent Correct in Number Sense – 33%

Average Percent Correct in Algebra and Functions – 39%

Average Percent Correct in Measurement and Geometry – 32%

Periodic Assessment, Algebra Readiness:

Average Percent Correct in Grade 4 Number Sense – 80%

Average Percent Correct in Grade 6 Number Sense – 50%

Average Percent Correct in Grade 7 Number Sense – 83%

Average Percent Correct in Grade 6 Algebra and Functions – 50%

Average Percent Correct in Grade 7 Algebra and Functions – 34%

Periodic Assessment, Math Algebra AB:

Average Percent Correct in Algebra 1 – 38%

Periodic Assessment, Geometry:

Average Percent Correct in Geometry – 50%

Section 2: Overall Summary

Directions: Please summarize the key findings of the School Review, including commendations and recommendations based on the School Review Rubric, School Review Rubric Summary Tool, and/or Key Categories for School Review. **See below sections for specific instructions on which categories must be completed.**

UNWAVERING FOCUS ON ACADEMIC ACHIEVEMENT: QUALITY INSTRUCTION *(COMPLETE EACH OF THESE 4 CATEGORIES)*

Classroom Instruction: Intellectual Engagement *RATING: Approaching Competence*

- Commendations:

All classrooms included standards-based lessons

High rates of student participation

Many classrooms were student-centered

- Recommendations:

Professional Development on use of project based learning and differentiated instruction

Classroom Instruction: Learning Environment *RATING: Competent*

- Commendations:

Clear expectations for most students

Almost all classrooms were clean and all classrooms were safe

Clear procedures and rules were in place in most classrooms

Clear routines and transitions in most classrooms

- Recommendations:

Create methods for students to learn self-regulation

Foster a learning culture, which nurtures intellectual risk-taking

Classroom Instruction: Classroom Talk *RATING: Approaching Competence*

- Commendations:

Increased academic conversations versus fall observation(s)

Increase use of open-ending questions by teachers versus fall observation(s)

Increase use of questioning in student academic conversations

- Recommendations:

Full implementation of cooperative learning strategies campus-wide

Professional development series aimed at increasing academic conversations

Classroom Instruction: Assessment *RATING: Competent*

- Commendations:

Many teachers utilized multiple modalities in assessment(s)

Campus-wide use of comprehension checks by faculty

- Recommendations:

Posting of learning objectives in all classrooms

Standards to be written in student-friendly language

UNWAVERING FOCUS ON ACADEMIC ACHIEVEMENT (CONT'D) & SCHOOL CULTURE
CLIMATE AND OPERATIONS THAT SUPPORT ACADEMIC ACHIEVEMENT *(COMPLETE AT LEAST 3 OF THESE CATEGORIES)*

Safe, Clean, Welcoming Environment   *RATING: Competent*
- Commendations:
Almost all classrooms were clean
All classrooms were print-rich
All classrooms presented with a friendly and inviting environment
- Recommendations:
Improve General Cleanliness of Campus   .

Environment and Schedule that Maximize Time on Learning   *RATING: Competent*
- Commendations:
All stakeholder groups have expressed satisfaction with block schedule
Stakeholders cited fewer passing periods as benefit
- Recommendations:
Alteration or elimination of advisory period
Implementation of credit based intervention courses

Collaborative Family & Community Involvement   *RATING: Competent*
- Commendations:
Many opportunities for parent participation (Coffee with Principal, etc.)
Greatly Increased – and Institutionalized -- Teacher-Parent Communication
Research-based Study Circle Addressing African-American Students
- Recommendations:
Continue and expand use of Phone Logs
Facilitate regular community-based meeting to increase opportunities for Parental involvement
Increase the access to the campus for community groups

LEADERSHIP THAT SUPPORTS HIGH ACADEMIC ACHIEVEMENT *(COMPLETE AT LEAST 1 OF THESE CATEGORIES)*

Leadership Focused on Instructional Improvement   *RATING: Approaching Competence*
- Commendations:
Effective and well-organized Leadership Council
Leadership distributed among different committees
AVID a well-oiled machine; AVID classes exemplary
- Recommendations:
Involving entire staff in observation process
Increase use of data to drive Intervention
Increase use of teacher-to-teacher workshops
Implementation of school-wide use collaborative strategies, techniques and models
Increase use of in-house expertise in areas such as questioning and cooperative learning

Section 3: School Goals (3-5 Goals)

What are the 3-5 year-long goals of the school (consider if the school needs to adapt these goals based on the review findings)? These should be SMART Goals (Specific, Measurable, Attainable, Relevant and Timely). You will describe implementation of these same goals in your Implementation Plan.

Goal 1: By the end of the 2013-2014 academic year Cochran MS will increase the percentage of students receiving Proficient or Advanced on the CST for Math to 35%.

Goal 2: By the end of the 2013-2014 academic year Cochran will increase the percentage of students receiving Proficient or Advanced on the CST for ELA to 35%.

Goal 3: By the end of the 2013-2014 academic year Cochran will increase by 10 percentile points the number of EL students qualifying for reclassification.

Goal 4: By the end of the 2013-2014 academic year Cochran will decrease the suspension rate by 10 percentile points.

Goal 5: By the end of the 2013-2014 academic year 71% of Cochran students will maintain an attendance rate of at least 96%.

Section 4: Promising Practices (Optional)

1) **Do you believe your school could be a model for effective practice in any particular area of school implementation? Y / N**

2) **If so, to which School Review Rubric category does it relate?**

3) **Please briefly describe the practice (1 paragraph).**

4) **How do you know this is an effective practice? What data indicate that this is an effective practice?**

5) **Is this practice directly connected to achievement in one of these areas?**
   If so, please highlight or circle:

   Attendance   Proficiency   Graduation rate   Parent engagement   School Safety

6) Please indicate (by highlighting or circling) the ways in which you would be willing to share this practice:

- Interview
- Opening classrooms or meetings to outside observation or video recording
- Providing documents and templates
- Serving on a panel or leading a conference workshop
- Other (please describe):

Implementation Plan

| School: | Cochran Middle School | LD: | 3 | Principal: | Scott Schmerelson | Date: | 3/25/13 |

Consider your School Plan, what your school has implemented this year, and the feedback you have received from the School Review Team. What is your implementation strategy (or interim goals) that will support your achievement of your overarching goals (from WASC, SPSA, PSC plan etc)? Please describe each of your most important goals, and then provide the steps you need to implement to reach your goals this year.

Use as many sheets as necessary to address each major goal—you should address 3-5 goals.
**If you are preparing for WASC, please include the goals you are addressing for your WASC visit.

1. Briefly describe the overarching goal (from SPSA, WASC or PSC Plan):

Cochran MS will use cooperative learning strategies and techniques to increase student achievement by increasing the level and amount of intellectual engagement and classroom talk.

2. Circle the rubric category(ies) the goal is related to: **Academic Achievement** Culture & Climate Leadership

3. Briefly describe the data from observations, student data, or focus groups that guide this goal and action steps:

The review team found high-levels of rigor and questioning, effective classroom management and consistently posted agendas and standards, but insufficient evidence of cooperative learning strategies, student talk, and intellectual engagement.

Action steps to achieve this goal:	Time of Completion:	Lead person or organization providing support:
Research-based Study Circles on Cooperative Learning, Student Talk, and Student Engagement	June2013	Leadership Council
Create Best Practices Videos	June 2013	Leadership Council
Analyze Best Practices Videos	Sept. 2013	Leadership Council
Team Teaching Implementation of Best Practices	Dec. 2013	Leadership Council
Research-based Study Circles	Feb. 2014	Leadership Council
Best Practices Exposition and Demonstration	June 2014	Leadership Council
Best-Practices Observations (On-site & Off-site)	June 2014	Leadership Council

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1. Briefly describe the overarching goal (from SPSA, WASC or PSC Plan):

Cochran MS will modify the bell schedule to create daily, school-wide intervention in English and Math for all students.

2. Circle the rubric category(ies) the goal is related to: **Academic Achievement   Culture & Climate   Leadership**

3. Briefly describe the data from observations, student data, or focus groups that guide this goal and action steps:

The review team found that students struggled with algebraic content and advanced ELA conventions, as such school-wide and daily intervention will support grade-level content acquisition by improving students' math and ELA baseline.

Action steps to achieve this goal:	Time of Completion:	Lead person or organization providing support:
Adaptation of bell schedule	August 2013	Leadership Council
Correlate English Curriculum with Intervention	June 2013	Leadership Council
Correlate Math Curriculum with Intervention	June 2013	Leadership Council
Use data to drive individualized English Intervention	Aug. 2013 – June 2014	Leadership Council
Use data to drive individualized Math Intervention	Aug. 2013 – June 2014	Leadership Council
Use Assessment(s) to plan English spiraling	Aug. 2013 – June 2014	Leadership Council
Use Assessment(s) to plan Math spiraling	Aug. 2013 – June 2014	Leadership Council

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1. *Briefly describe the overarching goal (from SPSA, WASC or PSC Plan):*

Cochran MS will use a positive behavior support system to reduce instructional time lost through suspension, truancies, absences, and disruptive classroom behavior.

2. *Circle the rubric category(ies) the goal is related to:* **Academic Achievement   Culture & Climate   Leadership**

3. *Briefly describe the data from observations, student data, or focus groups that guide this goal and action steps:*

The current positive behavior support system has led to a reduction in instructional time loss, yet review team believed modification(s) to the positive behavior management system would result in a furthering of instructional time gained by minimizing negative student behavior.

Action steps to achieve this goal:	Time of Completion:	Lead person or organization providing support:
Creation of teacher-to-teacher referral network	June 2014	Leadership Council
Positive Behavior Support and Professional Development	June 2014	Leadership Council
Teacher Mentoring Program	June 2014	Leadership Council
African-American Family Network	June 2014	African-American Organizing Committee
Increase Use of RCT	June 2014	RCT

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<u>Use as many sheets as necessary to address each major goal—you should address 3-5 goals.</u>
**If you are preparing for WASC, please include the goals you are addressing for your WASC visit.

1. Briefly describe the overarching goal (from SPSA, WASC or PSC Plan):

Increase communication levels between stakeholders to increase awareness of school vision, programs, and goals.

2. Circle the rubric category(ies) the goal is related to: **Academic Achievement   Culture & Climate   <u>Leadership</u>**

3. Briefly describe the data from observations, student data, or focus groups that guide this goal and action steps:

Inconsistent communication of student performance data within and across departments indicates a need for creation of school-wide communication mechanism(s).

Action steps to achieve this goal:	Time of Completion:	Lead person or organization providing support:
PSC Newsletter	June 2014	Leadership Council
Professional Development Focused on Cooperative Learning and Positive Behavior Support	June 2014	Leadership Council
Faculty Reports by Leadership Council	June 2014	Leadership Council
Networking Summit	May 2013	Leadership Council
Public Meetings of Leadership Council Which Include Presentations by School and Community Groups	June 2014	Leadership Council

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