



LAUSD Quaglia Partnership Update

Submitted by: Quaglia Institute

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This end-of-year report provides a summary of the partnership work between the Quaglia Institute and the Los Angeles Unified School District for the 2022-23 school year. Each of the 13 Schools of Action received one full day of on-site professional learning, as well as a series of virtual sessions with their Aspirations Team. Student Voice surveys, iKnow My Class surveys, the My Voice My Future student video series, and a wide variety of resources were utilized to support the continued implementation of Student Voice & Aspirations. Over the course of the year, a total of 6,260 Student Voice surveys and 6,242 iKnow My Class surveys were administered. A significant focus on effectively utilizing student voice survey data led to a 48% increase in iKnow My Class survey usage compared to the prior school year. This increase was leveraged to drive improvement actions across Quaglia partnership schools. Customized reports were analyzed by each individual school to learn from the voices of their students and work in partnership to grow and sustain practices that increase student engagement and achievement. At each school, areas of growth were celebrated and opportunities for further improvement were identified and utilized to drive action. Data from aggregate reports for both Student Voice surveys and iKnow My Class surveys will be referenced throughout this report.

Over the course of the academic year, Schools of Action developed case studies that reflect their Student Voice & Aspirations work. This report will highlight a sampling of these case studies which include examples of the work done across LAUSD Schools of Action during the 2022-23 school year. It has been a true privilege to work with each School of Action and to observe such incredible growth in these schools. Students have, without question, benefitted from the hard work and steadfast commitment of educators in these schools to amplify student voice and support all students in reaching their aspirations.

Partnership Overview & Goals

The Quaglia Institute Team has an active partnership with the following Title I Schools of Action in LAUSD. This work is aimed at schoolwide efforts that have a positive impact on ALL students within each school:

Chatsworth Charter High School (2,000 students)

Ernest Lawrence Middle School (1,428 students)

Henry T. Gage Middle School (1,470 students)

Huntington Park High School (1,600 students)

John A. Sutter Middle School (850 students)

Mount Gleason Middle School (900 students)

Northridge Academy High School (1,000 students)

Reseda Charter High School (1,500 students)

Rosa Parks Learning Center (275 students)

Samuel Gompers Middle School (400 students)

Sal Castro Middle School (390 students)

Stanley Mosk Elementary School (265 students)

Thomas A. Edison Middle School (1,045 students)

The primary focus of our work during this academic year was leveraging Student Voice & Aspirations to support schools in meeting the social-emotional needs of students and increasing student engagement in the classroom. The Guiding Principles of Self-Worth, Engagement, and Purpose serve as a powerful framework for schools as they work to support growing mental health needs while also addressing the continued impact of learning loss and gaps in social development from remote learning during the COVID pandemic. Full-day professional learning sessions were delivered on-site at all Schools of Action, and 42 sessions were delivered

via Zoom. All sessions were customized for each School of Action and involved planning with Aspirations Teams to support implementation across their schools.

Our work continues to be focused on the following expectations: raise student and staff aspirations in order to enhance social and emotional development for all; improve academic motivation and engagement; advance the importance of school voice and aspirations; support collaborative efforts between LAUSD schools; and improve attendance and completion/graduation rates.

Quaglia Student Voice Survey

Between August 1, 2022 and June 14, 2023, a total of 6,260 Student Voice surveys were administered by the Quaglia Schools of Action in LAUSD. The following schools led the way with completed Student Voice surveys during the course of this school year:

- **Mount Gleason Middle School:** 1,271 completed surveys
- **Gage Middle School:** 1,182 completed surveys
- **Lawrence Middle School:** 856 completed surveys

The Student Voice survey is administered to all students in a school and provides school leadership teams with a systems-level look at Student Voice data. Student Voice survey results are available in real time, custom questions unique to each individual school can be added, and Next Practices specific to each survey statement are available. Data can be analyzed by gender, grade level, and other available demographic filters. After each survey administration, Aspirations Teams gather to analyze data and prepare for student focus groups that facilitate conversations with students to better understand the meaning behind survey results. The Quaglia Team supports schools with data analysis, as well as utilizing data to inform decision-making and guide future actions.

We looked at our student voice data with students during a Student Voice World Cafe and during a series of focus groups which have been important steps forward for our school in our commitment to making Sutter an environment where Student Voice and Aspirations are at the forefront of our educational mission. This isn't something we do to check a box and say we got student input once during the school year. We now look at data with students and involve them in making decisions about how we can improve the school because we really believe we have a lot to learn from students and that they are our most important partners in improving our school.

Teacher, Sutter Middle School

While overall LAUSD Student Voice survey results reflect that many students are struggling and needing additional support to meet their fullest potential at school, there are some areas in which students are feeling more positive. The following numbers reflect the percentage of students who agreed with the following statements in the Student Voice survey aggregate report for the 2022-23 school year:

- My parents care about my education. 93.6%
- It is my responsibility to make sure I am learning. 82.9%
- I believe I can be successful. 79.1%
- I know what I need to do to be successful in my classes. 77.9%
- I think it is important to set high goals. 73.2%
- I put forth my best effort at school. 71.2%
- Teachers believe in me and expect me to be successful. 70.1%

Student Voice survey aggregate results for 2022-23 also point out some very clear areas to focus on for future improvement. There is important work to be done to reestablish a sense of belonging for all students, reengage students in learning environments where they can thrive, and reacclimate students to clear behavior and learning expectations. This Student Voice data has been instrumental in guiding focus groups and conversations to better understand students' current school experiences. Working with students to analyze and understand the data helps create school experiences in which staff and students take shared responsibility for the health of the school community and work together on continual improvement. The following are some of the lowest areas on the survey:

- I am a valued member of my school community. 35.7%
- Teachers have fun at school. 34.0%
- Students respect each other. 34.9%
- I find homework helpful to my overall learning. 34.8%
- I like challenging assignments. 33.2%
- Other students see me as a leader. 20.1%

Aspirations Teams have discussed these and other areas specific to their individual school survey results to help drive actions for next year that will support growth. For those schools continuing independent contracts with the Quaglia Institute, we will continue to monitor student perceptions and utilize Next Practices resources within the survey system to support schools with their improvement efforts. Many schools are continuing to work on their systems that support the social-emotional needs of students and have been heavily utilizing Quaglia resources as part of these efforts. The goal is to ensure a sense of belonging for all students and create learning environments in which students thrive. The following is one of the Next Practices related to this goal:

Students respect each other.

- Hold discussions around issues of respect in partnership with students and establish clear expectations for mutual respect in your classroom.
- Develop opportunities for students to work together, share ideas, and support one another.
- Create assignments that involve students sharing their life stories in a safe and respectful environment.
- Incorporate traditions, novels, and examples representative of the different cultures and ethnic backgrounds of the students in your classes.
- Utilize secondary resources and lessons provided by [Learning for Justice](#).
- Provide students with age-appropriate literature dealing with issues of respect such as the work of [Walter Dean Myers](#).

Data has been analyzed by each School of Action and specific priorities have been established for the 2023-24 school year. Many Schools of Action achieved impressive gains in their Student Voice data between their fall 2022 and spring 2023 results. These improvements are a direct result of the commitment and hard work of leaders, teachers, and students to co-own their data and work in partnership with one another to take meaningful action and create incredible results. **Rosa Parks Learning Center** improved upon 48 of the 50 items measured in the survey. Celebration was in order for these amazing across-the-board accomplishments! Not surprisingly, the Aspirations Team then got to work considering what actions can be taken to address the two statements that did not show growth and determine how they can improve in other areas as well. **Chatsworth Charter High School** also saw impressive growth with improvement on 30 survey statements as a direct result of their efforts, including adding several student representatives as full-time members of their Aspirations Team. The consistent presence of students as key members of the Aspirations

Team raised the work to a whole new level at Chatsworth Charter. **Lawrence Middle School** not only experienced gains, but on several indicators, they saw greater than 10% improvement in just one school year!

The following are a few examples of the gains experienced by Lawrence Middle:

- I enjoy being at school. (improved 11.4%)
- Teachers are willing to learn from students. (improved 10.0%)
- School is boring. (improved 10.7%)
- I think it is important to set high goals. (improved 6.2%)
- I use my voice to express my thoughts and ideas. (improved 6.1%)
- At school I am encouraged to be creative. (improved 5.6%)

These results reinforce that with intentional effort, improvements can be made. While we are always working toward 100% of students being able to answer affirmatively to all survey statements, it is important to celebrate growth and continually identify areas for targeted improvement efforts.

Schools continuing to work individually with the Quaglia Team next year will strive toward growth on all indicators with the ultimate goal of ALL students knowing they belong as important members of the school community, being highly engaged in their learning, and becoming confident about their purpose in learning and life. We are also confident that the Schools of Action that were not financially able to engage in individual contracts with the Quaglia Team will continue on their own journeys to the best of their ability, moving forward with their efforts to amplify student voice and support all students in reaching their fullest potential.

The Student Voice survey and the iKnow My Class survey have both been instrumental to the progress we have made the last few years at Lawrence Middle School. I cannot imagine not having this data to use in conversations with students about how they really feel about their experiences at school and then work together with them to make improvements that really matter.

Teacher, Lawrence Middle School

iKnow My Class Survey

Between August 1, 2022 and June 14, 2023, a total of 6,242 iKnow My Class surveys were completed by students in LAUSD schools. We continue to encourage all teachers in Schools of Action to utilize iKnow My Class surveys to gather class-specific data on student perceptions in three key areas:

- Student Perceptions of Oneself in the Learning Process
- Student Perceptions of the Course Overall
- Student Perceptions of the Teacher and Instruction

Teachers are provided with strategies for analyzing data **with students** so that the data and future actions are co-owned by the teacher and a class of students in partnership with one another. Survey results are provided in real time, allowing a teacher and students to immediately celebrate what is working well and collectively discuss actions for continual improvement. The following schools are commended for the number of iKnow My Class surveys completed during the 2022-23 school year:

- **Lawrence Middle School:** 3,320 completed surveys
- **Edison Middle School:** 1,324 completed surveys
- **Sutter Middle School:** 1,183 completed surveys

It's important for our school to use iKnow My Class surveys because it gives the teachers an insight as to how the students are feeling about the content they are being taught, about themselves as learners, and about their teacher. Teachers use this information to improve on low-scoring areas by using Next Practices suggestions. They are also encouraged to talk to their students about how they can improve on any of the low-scoring areas. Before iKnow My Class surveys, the teachers were left wondering what students were thinking and feeling. The iKnow My Class surveys give teachers real-time data they can use to inform their teaching practices and student learning progress. It also serves as a tool to open discussions with the students so they can become partners with their teacher and feel valued by knowing that their voices matter. The iKnow My Class survey data is also uplifting to teachers when they see their students respond positively to statements related to teachers demonstrating care and concern for students because it is validating to know their efforts are recognized by the students. Students sometimes shy away from telling the teacher how they feel in person, but through the anonymous survey they will respond in a manner that truly reflects what they think. Sometimes the results aren't what the teachers want to see and then that becomes an opportunity for teachers to reflect on what they can improve.

Teacher, Edison Middle School

Analysis of iKnow My Class aggregate data from across LAUSD led to the identification of a number of areas for celebration. While continually searching for areas to improve upon, it is also important to foster the Condition of Sense of Accomplishment and help educators develop habits of recognizing and celebrating growth. The following are highlights from the 2022-23 iKnow My Class data:

- The teacher knows my name. 90.5%
- I respect the teacher. 88.5%
- It is important to me to do well in this class. 87.5%
- I am responsible for my success in this class. 86.0%
- I have opportunities to ask questions in this class. 85.8%
- I respect other students in this class. 83.2%
- I put forth my best effort in class. 82.0%

These highlights are a credit to the hard work of teachers who are actively engaged in continually improving their instructional practices to increase clarity around learning expectations and outcomes, facilitate a growth mindset, and support students in taking greater responsibility for their choices and success in learning. As we celebrate these highlights, we also keep in mind a number of areas identified for targeted improvement during the 2023-24 school year:

- The teacher relates our learning to current events. 58.1%
- I have opportunities to influence my classmates' thinking. 56.0%
- Other students in this class respect me. 55.7%
- In this class, we discuss issues that are interesting to me. 54.0%
- The homework in this class helps me understand the subject better. 51.6%
- I see how this class relates to my other classes. 44.6%
- The teacher knows my hopes and dreams. 29.5%
- The teacher communicates with my parents on a regular basis. 27.2%

There is always work to be done to improve students' learning experiences. We continually work to support teachers in establishing clear behavior and learning expectations, connecting learning to students' interests, and building skills for respectful dialogue in which students are open to the perspectives of others. Schools of Action are also engaged in further exploration to better understand students' perspectives in a number of areas including what makes homework helpful and how to make content more relevant and connected for students. As we continue to address areas identified for growth, Next Practices provide specific strategies for

schools to consider. The following is an example of the Next Practices related to “I see how this class relates to my other classes.”

I see how this class relates to my other classes.

- Frequently ask students to reflect and make connections between their classes.
- Use examples from different disciplines when teaching.
- Routinely develop cross-curricular lessons.
- [Explore resources and strategies](#) related to interdisciplinary teaching and learning.
- [Team teach](#) a unit with a teacher from another subject.
- Once a week, create a discussion thread asking students to post a Friday Connect in which they share the connections between things they have learned in different courses that week.

Schools continuing with individual contracts with the Quaglia Institute will continue to utilize both Student Voice and iKnow My Class surveys as an important part of their work to continually improve students’ experiences. Other schools are also welcome to obtain the surveys independently through our [website](#).

Quaglia Professional Learning Sessions

A full day of on-site professional learning was conducted at each of the 13 Schools of Action throughout the fall of 2022, followed by a series of virtual sessions designed to provide continued implementation support. Aspirations Teams engaged in deep reflection, meaningful dialogue, and a wide variety of learning activities designed to support each school. Important emphasis was placed on reestablishing school culture, ensuring that every student has a sense of belonging and knows they are an important part of the school community. The ultimate goal is to ensure that ALL students know their voices are valued and heard, and that they are supported in reaching their fullest potential.

Analysis of various measures of growth such as achievement and survey data are critical to the work of the Quaglia Institute. There are also countless indicators of progress that are not reflected in numbers. It can be challenging in a report such as this to reflect the full picture of progress and adequately capture all the vital factors that impact growth as a result of Student Voice & Aspirations professional learning. One of the ways this learning and progress can be demonstrated is through the development of case studies that show the journey of a school over time.

Case Studies

Schools of Action worked throughout this academic year to create case studies that reflect their work and progress amplifying Student Voice & Aspirations. The purpose of the case studies is to share implementation efforts with other schools across LAUSD and around the world, serving as a source of inspiration and promoting cross-school collaboration.

The 2022-23 case studies written by **Edison Middle School**, **Reseda Charter High School**, and **Sutter Middle School** are excellent examples of schools working hard to implement Student Voice & Aspirations as a “way of being” that permeates all aspects of campus life.

Next Steps

The Quaglia Institute is looking forward to continuing our partnership work with a number of Schools of Action through individual school contracts, and we will always support the LAUSD schools we are honored to work with to the very best of our ability. We care deeply about the LAUSD community and have the utmost respect for the amazing administrators, teachers, and students we have been so fortunate to call partners. There is meaningful work yet to be done, and we stand ready to support schools in their continued journey to amplify Student Voice & Aspirations. Our mission will remain constant: support staff and students in cultivating self-worth, engage all students in learning, and develop individual and shared purpose for all members of the school community.

Please feel free to contact Dr. Lisa Lande at lande@quagliainstitute.org at any time with any questions or to learn more about our partnership work.