



THOMAS A. EDISON MS QUAGLIA CASE STUDY 2022



Edison Middle School Profile:



Edison Middle School is located in South Central Los Angeles, on the corner of Hooper and 64th Street. The population in this area includes 0% White, 18% Black, 0% Native, 1% Asian, 0% Pacific Islander, and 80% Hispanic (Census Data, <http://bit.ly/EMS-Census>). According to the Census data, Edison Middle School students come from families of lower middle to lower socioeconomic backgrounds. The median household income is \$46,276 and 26.7% of the community is unemployed and/or live below the poverty line. The educational attainment of the community reflects the socioeconomic level of the area with 48% without a high school diploma, 20% with some type of college enrollment, and about 5% with a Bachelor's Degree (Census Data, 2019).

Established in 1926, Thomas A. Edison Middle School opened its doors at 6500 Hooper Avenue, Los Angeles to enrich and support the academic achievement of the students in the community. This vision is reflected in the goal to inspire students to be lifelong learners and leaders who aspire to be information literate, respectful, global citizens of the 21st century.

How our Student Voice Journey Began:

Edison MS selected a team of administrators, coaches, and teachers to attend the Quaglia Institute in the Summer of 2017. Those staff members learned about the Quaglia Framework, received data on Student Voice and Aspirations as well as strategies and resources to take back to our school site. The dedicated 'Edison Aspirations Team' (as they were called) provided professional development to the whole staff during faculty meetings to expose them to the Quaglia Guiding Principles and Student Voice and Aspirations. Dr. Quaglia, himself, presented at our first Quaglia PD (professional development) to kick things off to a great start. Dr. Lande supported us with resources, additional information regarding the Quaglia Framework, and continues to give us inspiring ideas regarding Student Voice work.

We are now in our fifth year incorporating the Quaglia Framework at our school site. We became a Quaglia School of Action in 2018, and we are proud of the progress we have made so far.

A Significant Shift:

Before learning about Quaglia and Student Voice and Aspirations, our school did not have a guide to tackle incorporating students' voices in decision-making at school. Our caring teachers provided time in their classroom for discussions, choices, and collaboration, but those items discussed were kept in the



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classroom and not shared among each other. Individually, through classroom observations, some teachers incorporated some ways to engage their students, give them purpose, and develop self-worth, but again, those were contained in individual classrooms and not yet schoolwide practices. There was no data to reference how the students felt about the class, the content, or how they learned. There were some opportunities to engage students in decision-making, but only in a few places already established such as the School Site Council (SSC), Shared Decision-Making Council (SDMC), and Leadership classes. But that was where it stopped.

After learning about Quaglia and Student Voice and Aspirations, our school's mindset has shifted to deliberately incorporate Student Voice in **all** aspects of our school. We did not reinvent the wheel; instead, we looked at what we already had in place and identified how we could enhance it to include the Pathways to Strengthen Voice (Students as Advocators, Collaborators, Benefactors, Partners, and Contributors). Below are some samples of how we integrated the Pathways to Strengthen Voice in our work:

<p><u>Students as Advocators:</u></p> 	<p>Our students were the ones who initiated starting school clubs again after 2 years of distance learning. They sought out teacher sponsors, pitched their club ideas, and helped recruit members for their club. This year, we have opened up six clubs:</p> <ul style="list-style-type: none"> ● Sports Club <ul style="list-style-type: none"> ○ Wednesdays in the Gym ● Art Club <ul style="list-style-type: none"> ○ Wednesdays in room 300 ● Dance Club <ul style="list-style-type: none"> ○ Thursdays in room 211 ● Anime Club <ul style="list-style-type: none"> ○ Tuesdays in room 218 ● MESA Club <ul style="list-style-type: none"> ○ Wednesdays in room 505 ● Library Squad: Meets in the Library during lunch <p>It was also due to students' persistence about having some type of sports that our Lunchtime Intramural Sports began.</p>
<p><u>Students as Collaborators:</u></p> 	<p>One of the proudest collaborations this year at Edison MS was the Recycling Campaign that AVID and Science teachers worked on in the Spring of 2022. This project featured students learning about recycling and creating Public Service Announcement videos to create awareness about the importance of recycling. Students decorated cardboard boxes and put them in all the classrooms and offices to encourage recycling. They collected the recycling boxes at the end of each week. This process continued for a whole month.</p>



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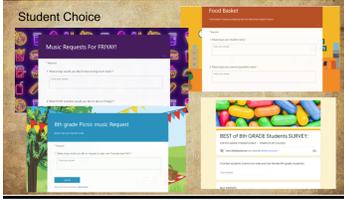
	<p>The Leadership class and the PSA Counselors collaborate on a consistent basis on events creating attendance awareness.</p> <p>Student Ambassadors and Support Staff collaborate on schoolwide information dissemination and activities regarding WASC and Student Voice.</p>
<p><u>Students as Benefactors:</u></p> 	<p>Our students have regular opportunities to develop school and classroom practices. Our Student Ambassadors (formed in 2021) regularly meet to discuss school-related topics such as WASC and Student Voice and lead activities during their homeroom class. Our student ambassadors were selected by their homeroom peers to represent them in decision making but also to lead homeroom activities. This has significantly expanded leadership opportunities at Edison from just traditional student council to giving many more students leadership roles as homeroom representatives. This year, they were the main communicators of all of the WASC student-led activities as well as some Quaglia Aspirations activities. Some of our ambassadors participated in two Instructional Rounds and debriefed with the school staff about their classroom observations. They participated in Focus Groups analyzing Student Voice Survey Data and led the discussion with their homeroom class.</p> <p>Aside from the Student Ambassadors, we also have included students in our Schoolwide Positive Behavior Intervention Support (SWPBIS) meetings to get a student perspective on anything behavior related, including rewards and consequences.</p> <p>We continue to seek a wide variety of different students' voices in relation to school related events to engage the school and the rest of the student population.</p>
<p><u>Students as Partners:</u></p> 	<p>More than ever, our teachers are partnering with their students by allowing more student choice in culminating tasks/projects (such as choice boards and digital portfolios) as well as allowing students to reflect on their work. Students are truly becoming partners in the learning experience. Rather than a teacher being the only one responsible for instruction, students are taking shared responsibility for what happens during class time.</p> <p>Students have participated in focus groups to analyze Student Voice Survey data and have been part of Instructional Rounds in partnership with adults. These activities are so much more meaningful for staff and students when done in partnership with one another. Student representatives also continue to serve on SDMC and SSC, and Student Ambassadors serve as critical partners.</p>



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Students as Contributors:



We no longer just give a student voice survey once a year. Now, our school has developed a systematic way to solicit students' ideas and opinions through surveys on a regular basis. Here are some examples:

- Music for Friday
- Best of 8th grade (Yearbook survey)
- Music for Picnic
- Movie Night
- Book Survey
- Student Voice Survey (Quaglia-school level)
- iKnow My Class Survey (Quaglia-classroom level)

Most importantly, we continue to provide our students opportunities to take the Student Voice Survey per semester so we can get a glimpse of how they perceive their personal voice and experience in the school. This information gives us a way to adjust our instruction, activities around the school, and student involvement in various aspects of campus. This is the year that we have had the most Student Voice Surveys administered, and we are proud of that accomplishment. The more we hear from our students, the better we can learn from them.

Student Voice Surveys as well as the other surveys we conduct throughout the year (iKnow My Class Surveys, School Experience Surveys, Tech Surveys, as well as the aforementioned surveys) allows us to see what we can improve as a school in terms of student perception. We align this work with one of our WASC Goals of improving our School Culture and Climate.

Where We Are Now:

Our Quaglia professional learning sessions on Student Voice strategies and data analysis take place regularly through our Monthly [New Teacher Meetings](#) and [Specialized Team meetings](#).

Since most of our staff are now trained on the Quaglia Framework in conjunction with Social Emotional Learning (SEL) strategies and Kagan strategies, there has been an increase with teachers using check-ins and team-building as a way to build rapport with their students on a regular basis. Our [Daily Homeroom Assemblies](#) focusing on SEL strategies (i.e. Mindful Mondays, Grati-Tuesdays, Wellness Wednesdays, and Thoughtful Thursdays) have been a great springboard for a schoolwide focus on building healthy minds and healthy habits...a tool that we can connect with the Quaglia Guiding Principle of Purpose and Conditions of Leadership & Responsibility and Confidence to take Action.

Our staff now naturally shares their Student Voice practices regularly in meetings and through reflections. Student Voice really has become a “way of being” at Edison Middle.



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Student Voice Evidence:

[Edison MS Aspirations Planning 2021-2022](#)

[Edison MS Student Voice Evidence 2020-2021](#)

[Edison MS Student Voice Snapshots 2021-2022](#)

[Quaglia On-Site Visit Schedule Fall 2021](#)



Student Voice Data:

[Edison SV Longitudinal Data Analysis 2021](#)

[Student Voice Survey 2019 vs. 2021](#)

Most of the data from the Quaglia Student Voice Survey has improved since 2019. Our school is encouraged to see the improvements and will continue utilizing Quaglia Student Voice and Aspirations activities to foster Student Voice and choice in school. We will also continue analyzing data to see which items we can work on and continue to include students in our conversation on how to make our school a better place for student learning. The following shows a sample of our Student Voice Survey data for the Conditions of Belonging and Heroes.

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Belonging	1. School is a welcoming and friendly place.	69.1%	18.4%	50.8%	23.1%	4.9%	2.8%	0.2%
Belonging	2. Teachers make an effort to get to know me.	69.5%	22.3%	47.2%	23.3%	5.1%	2.1%	0.2%
Belonging	3. I have difficulty fitting in at school.	21.8%	7.0%	14.8%	31.9%	31.5%	14.8%	0.4%
Belonging	4. I am proud of my school.	63.8%	21.5%	42.2%	29.1%	4.3%	2.9%	2.5%
Belonging	5. I am a valued member of my school community.	41.3%	13.2%	28.1%	44.5%	10.2%	3.9%	4.0%
Heroes	6. Students respect teachers.	59.4%	15.6%	43.8%	29.7%	8.6%	2.3%	0.8%
Heroes	7. Adults at this school listen to students' suggestions.	62.4%	19.4%	43.0%	29.5%	3.4%	4.8%	0.6%
Heroes	8. My parents care about my education.	93.5%	66.6%	26.9%	4.9%	0.4%	1.1%	0.4%
Heroes	9. If I have a problem, I have a teacher that I can talk to.	63.2%	23.6%	39.5%	23.3%	8.5%	5.0%	2.5%
Heroes	10. Teachers respect students.	75.1%	29.4%	45.8%	20.9%	2.2%	1.8%	4.2%
Heroes	11. Students respect each other.	44.9%	15.7%	29.2%	39.4%	8.7%	7.0%	4.9%
Heroes	12. Teachers care if I am absent from school.	60.0%	25.2%	34.8%	30.6%	6.4%	3.0%	6.0%

Survey statements showing improvement from the data from 2019 to 2021:

- I am proud of my school increased by 5%
- Students respect teachers increased by 15%
- Adults at this school listen to students' suggestions increased by 5%
- If I have a problem, I have a teacher that I can talk to increased by 6%

Survey statement showing a decline and will need continued work:

- I have difficulty fitting in at school declined by 4%



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What does this mean for our work?

Continue activities that promote Self-Worth, Engagement, and Purpose
Create monthly challenges related to the 8 Conditions in the Quaglia Framework
SEL activities, restorative circles, fun lunchtime activities, award recognition, incentives, etc.

Self-Assessments & Reflections:

[Student Voice Self-Assessment](#)

Many of our students reported a high rate (8-10) on student voice recognition overall. According to the data, most students feel like their voice is heard in school. They report that they have a voice during class discussions, projects, group work, and through surveys. Our students know that teachers care when they are listened to, when they show them respect, and when they get compliments from them.

[Teacher Voice Advocate Self-Assessment](#)

Our teacher self-assessment this year reflected a positive outlook overall. Majority of the teachers who took the assessment scored highly (8-10) on each category and felt proud and accomplished for their work. Many reported that they treat their students with respect and provide them opportunities to share their opinions on multiple occasions with student work. Many teachers have learned to listen to their students' different opinions and voices/perspectives on issues, discuss ideas openly in their classrooms, and accept student suggestions.

[Teacher Student Voice Reflections](#)

Our teachers reflect on their experience with Student Voice through Specialized Team meetings. They discuss their responses with partners to celebrate successes and brainstorm strategies for continual improvement.

[ELA End-of-Year Reflections](#)

During our ELA End-of-Year reflection, our ELA teachers reflected on what they accomplished this year as well as how they incorporated Student Voice in their classrooms.

Where We Want To Go Next:

Our school is proud of all of the accomplishments and hard work we have put into amplifying Student Voice and Aspirations at our school. We definitely see improvements in the trust and respect being established at our school site between students, teachers, and staff. We are seeing a great deal of confidence in the Student Voice Self-Assessments in that they feel that their voice matters, and teachers believe they are advocating for Student Voice in the classrooms.

Moving forward, we would like to continue to increase our iKnow My Class Survey administration so that individual teachers can see how they can improve their students' experiences in the classroom. We have not administered as many iKnow My Class Surveys this year as compared to previous years. There are a number of contributing factors including teachers struggling with time as they worked to address learning loss during distance learning. We also began administering Common Formative Assessments and Interim Assessment Blocks which was a significant undertaking. We also need to provide additional support for new teachers in using the iKnow My Class Survey. Another item we would like to focus on is to create monthly School Wide Activities and/or Challenges led by Student Ambassadors related to the 8 Conditions. Finally, we would also like to incorporate Student Voice Strategies during our Parent Workshops. We have much to celebrate, and many plans for continued growth in the future as we continue our partnership with the Quaglia Institute and work to amplify Student Voice for all.