



Reviews for: 42nd Street Elementary School

	Reviewer	Recommended?	Comments
Applicant 42nd Street Elementary (Pittman)	Reviewer A	YES	The plan, overall, is well-developed with a mission/vision targeting the needs of students with the support of an army of personnel and community partnerships. The structure designed by the leadership team allows for growth and improvement to help improve student achievement.
	Reviewer B	NO	<p>While the mission and vision of the school is clear and focus on providing students with quality education that will prepare them to meet the needs of a global society, however, the school uses minimal sources to perform data analysis of student achievement. The school does not articulate specific strategies regarding opportunities to improve student achievement. It makes general statement about through improved instructional practices teachers will decrease the number of students performing Far Below Basic and Basic by 10%. The applicant team members consist of the school current staff members who are in leadership position, including the principal. The proposal does not demonstrate staff capacity to address the challenges and create the changed to improve student achievement. It just states that the collectively, the team has a combination of 80 plus year in education, including 3 members have Administrative Credentials.</p> <p>While students learning outcomes are identified as standards-driven, however, the strategies to accomplish these outcomes are general and board in nature with philosophical theories on effective instruction from Gardner, Bender and Shores, and Caldwell and Ford. Much needed are concrete evidences that are supported with data which detail specific strategies on how the instructional design of the program is feasible in supporting students learning as well as challenging students to perform to at high levels.</p> <p>The proposal describes the Professional Learning Community (PLC) action model where staff development and grade level meetings will be on a rotation of Instructional Leadership Team (ILT). ILT will meet monthly on the first Monday of the month to discuss the instructional program, assessments, district mandates and grade level needs. Structured and on-going supports are provided to all teachers through PLCs, release time to attend conferences, and BTSA program for new teachers. These strategies and programs are currently in place to support students learning yet student performing data indicates that little progress has been achieved. Overall, the major concern is that the plan lacks specific details with comprehensive strategies of operating in a turnaround school environment such as 42nd St. ES.</p>
	Reviewer C	NO	I am unable to recommend that the internal plan be accepted. Reviewing the past data on the CDE website, in 2006, the API at 42 nd St. was 647. In 2011, it was 659. I did not feel a sense of urgency in reviewing the plan nor did I see the plan addressing significant data such as 8% homelessness and 30%+ of children in foster care. Nor were the needs of these communities addressed in the parent section. School has been cycling through the same 50 points for the last five years, yet review of data was only peripheral with no specific targets identified in the text or in the appendix. Furthermore,

		<p>school has a similar schools rank of 1 that leads me to believe that lack of progress cannot be the sole result of a transient population.</p> <p>I note that the local district was not involved as part of the Design Team (pp. 5-6) and that may be part of the problem. Given the experience of the team and the school, the school may be doing the best they can and need additional guidance from the district.</p> <p>I am only recommending the District plan because of my faith in LAUSD to step in and provide substantive support both in rewriting the plan and ensuring that school makes progress.</p>
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Applicant Be the Change in Urban Education	Reviewer A	NO	Though the team appears to have the qualifications, it seems that there is lacking understanding of the student demographics and performance of student achievement. Data analysis was weak and there was little thought put into getting an understanding of the students prior to submitting this proposal. There seems to be little regard to the specific needs of individual students, particularly English Learner students.
	Reviewer B	NO	<p>The mission and vision is too broad. It lacks focus, specific goals and manageable outcomes for students upon matriculation. The plan uses limited data sources in its performing of data analysis to identify pattern of strengths and weakness. The performance plan goals are realistic based on the baseline data but the plan does not include strategies to increase students learning. The applicant team consists of professionals who have extensive background in culturally responsible pedagogy in teaching and learning as well as Academic English Master Program. It currently operates two sites and states that it has outperformed neighboring schools. It stops short on providing evidence with strategies and data on how they were able to accomplish this success with the two charter schools.</p> <p>The plan provides background information of its team’s leadership, history, experiences and success with working with community it will serve. However, it lacks clear and strategic plan that outlines ways on how it plans to consistently and meaningfully engage parents.</p>

			<p>The proposal outlines a comprehensive instructional philosophy based on the work of Danielson’s Framework for Teaching along, theory of culturally and linguistically responsive teaching along with the use common core standards. However, evidence on data presented to support the rationale for these proposed approaches to instruction and how they will best serve the student population at this school is limited. The PD plan takes into consideration beginning with school-wide professional development that aims to create a community of learners for all stakeholders. The plan consist of three levels: building teacher’s knowledge, building teachers’ capacity, and direct school/classroom support. The plan is seeking autonomy to structure its two-hour weekly meetings. The implementation of professional development plan which details how student assessment results and teacher performance are used to inform future professional development are minimally described.</p>
	Reviewer C	NO	<p>On the surface, BCUE’s CLAS Affirmation Charter, despite its 79 point drop in 2011, appears to be making stronger progress than 42nd St. However, the demographic data among Hispanics, English Language Learners and SWD is different. I found the strength of the plan on developing the culture of the school. However, the data at 42nd is different than at CLAS where LAUSD website shows that student enrollment has been >99% African American for the last four years with no ELLs for the last 5 years. Furthermore, the plan still does not address the homeless or foster population. Another positive of the plan is the identification of explicit targets found in the appendix, yet I did not see substantive planning in the curriculum section on how to make these gains.</p> <p>Again, I did not sense urgency in the plan. Nor did I see any indication that the operators have the substantive resources to address the unique needs of 42nd St. Some of the ideas seem more aligned with middle school such as the graduation requirements and there are discrepancies within the plans such as class size. Also, I question comprehensiveness of the program for SEL and ELL students.</p> <p>Philosophically the school has some strong attributes such as the focus on the how and why of instruction (7), USC’s Gap Analysis (45-46) and labeling the phenomena not the student (36). In terms of organization, the learning spans may be pedagogically appropriate but I question how they will work in terms of 1) ensuring that each child meets grade level standards, and 2) meeting the needs of students who may be transient (33).</p>