

PSC School: 42nd Street ES

PSC 4.0 Evaluation Rubric  
Superintendent’s Review Panel

Section of Proposal	Characteristics of an Exemplary Response	Comments <i>What were the strengths of the plan? Concerns or areas of weakness?</i>	Follow Up Questions
<p><b>A. Vision and Instructional Philosophy</b></p>	<p>The vision statement communicates the school's fundamental beliefs about student learning and high expectations/rigorous standards for both students and adults. The vision statement and explanation of the vision provides a clear statement of values that will lead to the success of the school's future graduates. The key priorities of the school are meaningful, measurable, ambitious yet attainable, and appropriate for the target student population, as are the instructional strategies.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• They want to differentiate; they understand that there is not a “one size fits all”</li> <li>• Propose classrooms with rigorous dialogue; customized parent education classes based on interest and needs</li> <li>• Mentoring and advisory programs</li> <li>• Recognize the need for more leadership among the teaching staff</li> <li>• Reference the Teaching &amp; Learning Framework as a guide for reflection</li> <li>• Communicated their fundamental beliefs: citizens of the larger world, transformation of the whole child, etc.</li> <li>• Culturally responsive pedagogy is ambitious yet attainable</li> <li>• Desire for classrooms to be dynamic and engaging with rigorous dialogue and questioning</li> <li>• Inclusion of visual and theatre arts</li> </ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>• Reference to Project Based Learning (PBL) made only once in proposal, making it seem like were just using a buzz-word</li> <li>• There is a later reference to “scholars” but it is not mentioned in the vision</li> <li>• Section A1 doesn’t align with section A3</li> <li>• There is a focus on <i>Questioning</i> but it isn’t clear how they are going to move the faculty there</li> <li>• Unclear what the key priorities are and how they are woven throughout plan.</li> <li>• Some parts of the vision are attainable but some don’t feel ambitious enough (e.g., “use the basic skills of number processes”; “be aware of the various forms and sources of written communication”; etc.)</li> <li>• Vague language (“Thoughtfully chosen structures and practices ensure that our...”; “We will use activities that emphasize collaborative learning.”)</li> </ul>	<p>If you had to choose three or four key priorities, what would they be?</p> <p>How will you encourage parents to participate in school?</p> <p>Since there seems to be an emphasis on the arts, and you are focused on writing, how are you integrating the arts and writing into the content areas?</p>
<p><b>B. School Data Profile/ Analysis</b></p>	<p>A wide range of data is used to conduct a thorough, in-depth analysis—at a minimum the review must discuss (a) areas of strengths and concerns; (b) areas of improvement over recent years; (c) both positive and negative trends over the past few years; and (d) underlying root causes of persistent trends.</p> <p>The data analysis conveys a highly complex and profound</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Clear image of the kind of community and faculty at the school</li> <li>• Variety of data sources in description: qualitative and quantitative</li> <li>• Use of the teaching and learning framework</li> <li>• Plan to make safe harbor and use of Performance Meter</li> <li>• Plan to target a small group of students per band</li> <li>• 50% of classrooms have evidence of effective first instruction (accountable talk)</li> </ul>	<p>Are they grouping all GATE students together?</p> <p>How are the classes put together? Who places the students?</p>

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	<p>understanding of the school community and whole student, including physical, emotional, social, and academic needs. The application focuses in on three to five critical issues that are highly relevant to the school and will have far-reaching impacts when improved upon. The issues identified cover instructional, behavioral, and operational needs, rather than focusing solely on one area.</p>	<ul style="list-style-type: none"> <li>• Data is very specific. They knew where the behavior problems were (which classrooms)</li> <li>• They identified 3-5 critical issues (page 6, section 2)</li> <li>• They tried looping as a strategy and were honest about the impact of looping</li> <li>• They are working to identify more GATE students</li> <li>• Awareness that they need to create structures for SELs</li> </ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>• They don't seem to have enough resources to work with SELs. They mention strategies but if this is one of their critical areas it needs to be more fleshed out</li> <li>• Very little information on reclassification rate</li> <li>• Enrollment has dropped dramatically--they are not specific about the reasons for enrollment decline</li> <li>• There is a lack of content area specificity in the data analysis. What are the school's specific instructional strengths and concerns as shown by the data (e.g. by grade-level, sub-group, specific DIBELS assessment probe, or content area strand/domain)?</li> <li>• Talk about laser focus, but it isn't evident in this section</li> <li>• The four critical areas identified in this section aren't carried throughout the rest of the application.</li> </ul>	<p>Are you an AEMP school? What AEMP strategies are you using? Teachscape?</p> <p>Analysis of DIBELS in January? How are you using progress monitoring assessments?</p> <p>How will you address the four critical areas identified here in your turnaround plan and implementation?</p>
<b>C. School Turnaround</b>	<p>Overall, the strategies, practices, programs, and policies identified in this section are linked to the vision statement of the school and the results of the team's data analysis—it is clear that when the strategies are fully, effectively implemented, the priority area will be addressed. The plan is clear, concise, and provides evidence that the school will accelerate student achievement fairly quickly, over the next few years.</p> <p>Evidence is provided to show that the strategies for turning around the school culture, into one that promotes the intellectual and social development of all students, are effective as well as realistic given the context of the school. Systems and structures will be established to support the transition to a culture/climate that supports the vision of the school and success of each future graduate.</p> <p>The plan demonstrates a thorough knowledge of the current school community and its stakeholders, including staff, students, parents and community members. This knowledge</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• In the beginning, they talk about students not connecting with teachers and in this section they talk about teachers' taking collective responsibility</li> <li>• Plan to use peer coaching to observe and analyze teaching practices and T&amp;L framework.</li> <li>• Instructional Rounds</li> <li>• Teacher cohorts to focus on lesson study to address findings of IRs</li> <li>• Focus on small group tailored instruction</li> <li>• Targeted intervention plan for Basic and FBB using RTI</li> <li>• 100 hour commitment of service</li> <li>• Playworks has already helped with student engagement</li> <li>• There is a core group of parents committed to transformation</li> <li>• Focus on systematic monitoring on a weekly basis</li> <li>• Use of BURST materials</li> <li>• Programs— Mentoring programs, UCLA tutors, Getty partnership, several other partnerships</li> <li>• Every student has a weekly music class</li> <li>• GATE—trying to utilize depth and complexity</li> <li>• RTI2—this is attainable to target the lowest achieving students</li> </ul>	<p>Do you have someone who is solely focused on attendance and family outreach?</p> <p>How will implementation be rolled out over the next three years in a strategic way?</p> <p>Not clear who will be with teachers during cohort meetings? Who will be with students? If you are going to have 100 hours of service, why not do the cohort</p>

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	<p>was used to develop thoughtful, tailored strategies to share, communicate and generate interest and create excitement for the school turnaround plan. The plan recognizes the need for a differentiated approach in order to fully engage each of the various stakeholder groups</p>	<ul style="list-style-type: none"> <li>• Evidence of their practice will be reviewed on a weekly basis based on the T&amp;L Framework</li> <li>• Focused a lot of attention to the teacher and brought in other adults to work with students</li> <li>• Caring School Community (CSC) creates common language for dispute resolution</li> <li>• Using CSC, Playworks and mentors as a part of the attendance strategy</li> </ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>• Even though they are addressing attendance, it is a really big problem and needs more attention.</li> <li>• Great ideas and initiatives are proposed, but question of how they are going to do it</li> <li>• Noted weekly cohort meetings, peer coaching—Are teachers being pulled out of their classrooms? When are meetings taking place?</li> <li>• Cohort meeting structure is not clear. What does the master schedule look like?</li> <li>• There didn't seem to be a clear link between the strategies and improving achievement in the content areas. Also lacking in describing how they will accelerate student achievement. Example: you would use PLC to focus on the implementation of writers' workshop.</li> </ul>	<p>work after school?</p> <p>How can technology play a larger role in all areas of curriculum? Have you looked into ST Math?</p> <p>The talk about teacher buy in and the research is referenced but how are you going to get the teachers to buy in?</p>
<p><b>D. Implementation</b></p>	<p>The benchmarks for determining progress are clearly articulated and will provide an accurate measure of whether or not the strategies, practices, programs, policies are having the intended impact. The timeline and process for measuring progress will be frequent and regular, enough to ensure that the team can spot trouble areas immediately and make mid-course corrections as necessary.</p> <p>There is a clear understanding of the realistic challenges that the school may face in turning around the school. The ideas for counteracting these challenges are thoughtful, applicable, creative, and within reason.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Clear understanding of the challenges of shifting instruction</li> <li>• Talk about analyzing data and DIBELS in the mid-year</li> <li>• Plan to have weekly walk-throughs and rounds</li> <li>• Reduction in office referrals since Playworks</li> <li>• Plan to observe other schools that have made cultural shifts</li> <li>• Talk about overcoming barriers and engaging in team building and trust (pg 21)</li> </ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>• Plan focuses on DIBELS and math Q2&amp;3 assessments but these shouldn't be the only analyses of data</li> <li>• We should see clearly articulated benchmarks of progress. There were no benchmarks outlined that are linked to the key areas. Readers did not see the thread throughout linking everything. The timeline piece is not articulated. What are the first priorities?</li> <li>• Not specific throughout</li> <li>• They list the 3-5 critical areas in the data section but those areas aren't all referred to in this section (e.g. SELs)</li> <li>• In ELD section would have liked to see specific strategies outlined</li> <li>• No mention of attendance in this section</li> </ul>	

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<b>E. Alternative Governance Models &amp; Autonomies</b>	<p>The plan presents a clear rationale for the chosen alternative governance model as well as any requested autonomies and how these elements fully support the school's vision and instructional philosophy. A thorough explanation is provided for how the selected model will allow for high levels of academic achievement among the target population of students. Plan provides a thoughtful, comprehensive rationale for why each requested autonomy is necessary to support student achievement at the school.</p> <p>The plan explains what steps the school will take to ensure that a culture of shared leadership and decision-making focused on high student performance is in place to effectively implement the governance model and requested autonomies. Where applicable, evidence of staff input from UTLA members (e.g., petition, vote tally) is attached to the plan. <i>Governing School Council (pilot schools only):</i> Composition of the Governing School Council is in compliance with state regulations. Membership selection process is fair, equitable and also in compliance with state regulations. Roles and responsibilities of governing council is clearly articulated and broader than School Leadership Council. A draft of the Elect to Work agreement is attached. <i>NOTE: All pilot school applications will also be reviewed by the Pilot School Steering Committee.</i></p>	<p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>• Choosing scheduling autonomy supports their focus on RTI 2</li> <li>• Choosing autonomy in hiring is well-supported</li> <li>• Changing from ESBMM to LIS is positive</li> <li>• Planning to form a school leadership team</li> </ul> <p><b><u>Concerns:</u></b></p> <ul style="list-style-type: none"> <li>• Must clarify what they are asking for with the pedagogy waiver</li> <li>• They describe teachers collaborating to create professional development but isn't this what schools do?</li> <li>• The plan doesn't articulate the role of the principal in the plan. There is a lot of responsibility on the teachers.</li> </ul>	<p>What is your teacher turnover rate?</p> <p>There is a big emphasis on teachers, but what is administration's plan to bring the teachers together?</p>
<b>F. School Planning Team</b>	<p>Members of the school planning team were identified by a fair, equitable, transparent process; the team is diverse and representative of the entire school community, including faculty, staff, students, parents, and community members. All members, including the leader, fully participated and actively contributed to the plan development/writing process. Member contribution is noticeable and extended beyond those typically attributed to them (e.g., parents contributed in more ways than in discussions solely related to parent engagement). Parents and students were specifically engaged as plan writing/developing members and as leaders in the process.</p> <p>The process of developing the plan included equitable delegation of work and responsibilities, a comprehensive communication strategy to ensure all members are fully</p>	<p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>• Considering they are so small, almost half of the staff are represented. High participation rate. Team was diverse.</li> <li>• Because there are so many teachers involved in the plan, hopefully there will be buy-in.</li> <li>• They engaged the parents as partners.</li> <li>• They are planning workshops and trainings for parents.</li> </ul> <p><b><u>Concerns:</u></b></p> <ul style="list-style-type: none"> <li>• Students are not mentioned as a group that was engaged in the process (students are mentioned in the rubric but not in the school plan outline - so they may not have known)</li> <li>• It is not clear if parents participated in the plan creation, beyond just as advisors.</li> </ul>	

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	informed of decisions, and a conscious effort to regularly update the school's community-at-large (beyond the members of the school planning team).		

### School Visits

Did your Review Team conduct a School Visit? (circle one) YES / NO

### Planning Team Interviews

Did your Review Team conduct a Planning Team Interview? (circle one) YES / NO

### Final Recommendation to the Superintendent

**Overall Rating:** (circle one)      Beginning      Developing\*      Well-Developed      Exemplary

**Overall Comments:** Our final evaluation of this plan is developing. We felt the plan adequately described the school's current situation and has many good ideas for how they can address their key priorities. The school plan has the support of most of the staff, a core population of parents, and community members who take advantage of open enrollment to send their children to this school. The school has built relationships with a multitude of organizations and has a commitment to the arts. The staff is willing to invest an extra 100 hours of service to the school every year.

However, we would like to understand the key, specific actions that will be rolled out in the next one to three years. Specifically, what will be their three to five critical focus areas; how will they build expertise in those areas; how will they implement them, and how will they monitor them? The team identified four critical areas in their data analysis. We would like to see a clear link between those four critical areas, their vision, their school turnaround plan, and their implementation. For example, one critical area identified in the data analysis (Section B) is the achievement of SELs. What is their vision for the SELs (Section A)? What in their turnaround plan (Section C) specifically supports the SELs' success, and how will they implement those ideas and monitor their effectiveness (Section D)? We felt there were many ideas in the plan; however, some were just mentioned once or twice and no clear plan for effective implementation or connection to their vision or a critical area made. What few, high-impact strategies will best support the school's vision and have the most impact on their identified critical areas? What will be the timeline for implementation and success in the next one to three years?

*\*Please note that the rating and comments above reflect the review of the Superintendent's Review Panel members. While the Superintendent agreed with many of the areas of strength and weaknesses noted by the reviewers, given the numerous and serious concerns he identified, his final decision was to rate the plan **Beginning**.*