

**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>A. Vision and Instructional Philosophy</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>Strengths</p> <ul style="list-style-type: none"> • Vision is strong and flows throughout the entire proposal. It is specific and tied to WASC. The reviewers appreciated that they have included the role of adults (faculty) in the success and sustainability of the vision. • Their vision creates a sense of urgency around needing to make immediate changes. They include very ambitious goals. For ELA they want raise proficiency from 26% to 50%; and in math, the identified growth in student proficiency was 27% points. • The plan incorporates the Common Core Student Standards immediately. • Demonstrates a good understanding of the constructivist approach; seems to be committed to this instructional approach • When they talk about rigor, relevance and relationships in the academies, it is evident that they understand personalized instruction and have a desire to create a space where students are valued and supported. • Key priorities are clear and specific. <p>Areas of Concern</p> <ul style="list-style-type: none"> • They talk a lot about the “whole child” approach, but there is no clear definition. This needs to be fleshed out more in order to provide a better understanding of what distinguishes the Dorsey HS student from any other HS student graduating from an LAUSD school. • The vision lacks a clear explanation of how they are going to build strong and strategic alliances with parents, although it is listed in the attached documents. The vision was clear and had very specific descriptors for what they were going to do in the preceding sections, but was not as clear regarding parent involvement. 	<ul style="list-style-type: none"> • What are the factors that will differentiate a student receiving the Dorsey HS experience from any other student graduating from LAUSD? • Career academies are part of your model. As you articulate the reasons for moving from SLC’s to career academies, what is the research that supports your move to career academies? (Cited, but not stated specifically) Why did you select the specific career academies you did versus other options considered? • How will you build a strong and strategic alliance with parents? • What is the current level of implementation of the core curriculum? • Where do you address your classified staff issues? What walls are you hitting that keep you from improving the effectiveness of your certified staff? • How will you build a strong and strategic alliance with parents?
<p>B. School Data Profile/ Analysis</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)</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Wide range of data was used to provide a very meaningful analysis of the data presented. • Authentic assessment of the current realities at the school • Students have a perception that the campus is safe. 	<ul style="list-style-type: none"> • To what extent will the leadership team engage in the professional development recommended for the teachers? • How will the uniqueness of the

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	<p>underlying root causes of persistent trends.</p> <p>The data analysis conveys a highly complex and profound 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>	<p>Areas of Concern</p> <ul style="list-style-type: none"> • On one hand, the plan discusses positive community relationships, but there is also talk about the ineffectiveness of the community relationships (page 11). • The plan notes that ELs drop out at a higher rate and the overall graduation rate for Latino students is 21% points lower than that of African American students, but no indication is given as to the cause of this. How will low EL graduation rates be addressed? • It is noted in the plan that engagement and connectedness of Latino students doesn't exist. A major concern is that none of the strategies listed in the plan directly addresses that. Priorities identified don't go far enough to address the needs of the EL and Latino students overall. • The plan listed (page 10) that parent and community support was responsible for raising test scores. However there was nothing listed that specifically identified the strategies that were employed other than "a sustained presence". What did they actually do? 	<p>neighborhood impact how you design and conduct the business of teaching and learning at Dorsey?</p> <ul style="list-style-type: none"> • Is there a focus on identifying and retaining the gifted students? Are you identifying the ones you have? • How did the assembly help to raise their score by 42 points? What was it that "worked"? Is it sustainable? • Have you considered expanding the mentoring system for AA students to Latino and SPED students? • What data indicates that "DHS" has the (personnel) capacity to implement school-wide reforms"? • How do you plan to change the public's perception so that they see the school not only as a sports powerhouse, but an academic powerhouse as well? • What is the plan to address the negative perceptions of DHS in terms of safety and cleanliness?
<p>C. School Turnaround</p>	<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</p>	<p>Strengths</p> <ul style="list-style-type: none"> • There are a lot of rich, research-based strategies that are connected to the priorities identified and data presented. • The whole child concept shows up in the linked learning pathways as they address the academic, technical and social/emotional aspects of the child – as a way to improve student achievement. • The decision to close the freshman academy is thoughtful and courageous; it doesn't happen that often • Their academy structure will support their vision; it is differentiated and personalized by the grade level; there is relevance to the real world. • There is also a plan to make shifts in the practices within the structures and the relationships between students/faculty and 	<ul style="list-style-type: none"> • What is the connection between Project-Based Learning and Linked-Learning? Is PBL a teaching strategy or a form of summative assessment? It is unclear as written in the plan. • There are a lot of activities that you want to do with parents. How will you promote the academic culture with the parents and the community? • How will you build/re-establish relationships with a community that has lost faith in the school?

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	<p>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 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>	<p>faculty/faculty.</p> <ul style="list-style-type: none"> Personalized learning for all students where each student will have an Individual Academic Plan (IAP). The plan recognizes the need for teachers to meet and spend time together to plan. <p>Areas of Concern</p> <ul style="list-style-type: none"> Priorities don't go far enough to address the dismal data (low graduation rates, low engagement rates, low levels of connectedness) for Latino students Advisory program seems to be an intensive academic support plan, but does not clearly identify strategies/opportunities for students to connect with faculty and school, and to be vested in and connected to their school. The plan does not provide a clear picture of what distributed leadership looks like at DHS. It also does not provide information regarding the role of students in this model. 	<ul style="list-style-type: none"> What is the role of the classified staff in the turnaround of the school? What is School Wide Academic Tuesday? What makes it significant? Why only Tuesday? How are you building the personalized relationships with students? What does the personalized relationship between teachers and students look like?
<p>D. Implementation</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>Strengths</p> <ul style="list-style-type: none"> In the shift from SLCs to the Career Academy Model, this plan recognizes what data says about the importance of having the optimal numbers to make a small learning community successful and personalized. The holistic approach to assessment discusses how they will deal with students once they arrive by employing a strategy in which students who come in with academic deficiencies will be directed to content-specific support classes. <i>Barriers/Solutions</i> chart is well organized and well thought out. There is a plan to build teacher leadership, which is a smart idea in the times of shrinking resources. Implementation of Critical Friends protocol to build candid communication and collaboration among faculty. Plan to adopt a bell schedule that is conducive to common planning and teacher collaboration. <p>Areas of Concern</p> <ul style="list-style-type: none"> There is not a clear plan for rebranding of the school to appeal to the larger community. There is no clear articulation as to why the rigor of instruction is not found equally in classes across the campus. 	<ul style="list-style-type: none"> Will the academic supports for students be provided as a part of advisory? How will the additional time embedded throughout the day be used? Teacher Improvement? Culture/Climate building? How will you measure the efficacy of the professional development? What strategies will be put in place to ensure the site-based leadership is being equipped to support teachers to "roll out" the implementation? What are the roles and responsibilities of the classified staff in the implementation of this plan?

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		<ul style="list-style-type: none"> • Not a complete articulation of the metrics/timelines that will be used to measure the ongoing progress of the implementation. 	
<p>E. Alternative Governance Models & Autonomies</p>	<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. 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>Strengths</p> <ul style="list-style-type: none"> • The autonomies requested support the plan and strong rationale with clearly articulated details are provided. 	
<p>F. School Planning Team</p>	<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</p>	<p>Strengths</p> <ul style="list-style-type: none"> • The team is a well-qualified veteran planning team. Based on the details given it is easy to identify the skill set and contributions that each member brought to the team. <p>Areas of Concern</p> <ul style="list-style-type: none"> • Some of the missing components and weaker aspects of the plan may be a result of the lack of diversity of the planning team. Going forward, there needs to be an intentional effort to engage the Latino parents and community members to ensure that their voice is 	

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	engaged as plan writing/developing members and as leaders in the process. The process of developing the plan included equitable delegation of work and responsibilities, a comprehensive communication strategy to ensure all members are fully informed of decisions, and a conscious effort to regularly update the school's community-at-large (beyond the members of the school planning team).	heard.	

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:

This plan is DEVELOPING. It is a very well written and thoughtful plan. Included are strategies for implementation and a series of specific transformations that can definitely result in school turnaround. The team seems to be authentic in their assessment of what is working and what is not as successful instructionally on the campus of DHS. In addition, there has been a great deal of consideration made regarding personalization of services for the students. Unfortunately, there is still one gaping concern that prevents this plan from being considered "well developed". This plan has been rated DEVELOPING because the data, as presented in the plan, was not sufficiently used to establish a key priority area that should have been listed in the plan.

In the School Data section it is clear that Latino students represent 46% of the student population. (17% of the students identified as English Learners). Although this is nearly half of the school population, the graduation rate for this group of students is only 61% (48% for English Learners), which 21% points less than that of African American students. This is a significant difference, and in light of the statements listed in this plan indicating that Latino students feel disconnected from the school and do not have significant representation in the extracurricular activities on campus, the review team believes that in not addressing this, the plan is severely lacking. Our belief is that one of the top priorities in this school turnaround plan, and the personalization of the learning experience, should have been to engage this part of the DHS student population. By showing evidence of the fact that the team is aware of the "problem" and still developed a plan without intentional means to address this problem is a major concern. The recommendation is that, in spite of the significant and obvious merits of this plan in its current form, the planning team must revisit the priorities and create an intentional approach to meeting the needs for Latino students on the campus of DHS.