

**PSC School: 24<sup>th</sup> Street Elementary School**

**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
<b>A. Vision and Instructional Philosophy</b>	<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>• Plan includes staff commitments:               <ul style="list-style-type: none"> <li>• Principal is committed to stay at school.</li> <li>• Staff committed to District mandates.</li> <li>• Vision includes commitment to better communication and collective responsibility.</li> </ul> </li> <li>• Plan specifies key priorities that are meaningful and ambitious.</li> <li>• Established an ambitious, meaningful vision that addresses the ‘whole child.’</li> <li>• Addresses individual social, emotional, and academic goals for students.</li> <li>• Identified short term goals and long term goal of college and career readiness.</li> <li>• Recognize need to start with students meeting current grade level requirements.</li> <li>• Includes high expectations for all stakeholders; teachers, students, and parents.</li> <li>• Plan attempts to look at ‘whole picture’ and incorporates frameworks.</li> <li>• Plan exhibits alignment of vision for school and vision for students.</li> </ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>• The key priorities described may not all be measurable:               <ul style="list-style-type: none"> <li>• Increased responsibility for personnel</li> <li>• Parent understanding of data</li> <li>• Administrator visibility</li> </ul> </li> <li>• Within the high expectations for all stakeholders, there is not a clear path delineated to accomplish some of the objectives, such as the need to increase parent knowledge of policies and programs.</li> <li>• Difficult to identify alignment of plan; it had to be reread several times by the reviewers to clarify.</li> <li>• The strategies and supports to attain the vision were not clearly articulated.</li> <li>• This section of the plan included many explanations and justifications of how they reached this point. This rationale seemed unnecessary and made the plan excessively wordy and difficult to follow.</li> <li>• It was challenging for the reviewers to read through the ‘buzz words’ to identify a clear course of action.</li> <li>• Vision should include details about the steps to be taken to create a cohesive team to implement the plan.</li> </ul>	<p>How will you measure increased responsibility for personnel, parent understanding of data, and administrator visibility?</p> <p>Did the staff reach consensus about the commitments made?</p> <p>How specifically were these commitments made by the school community?</p>

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<b>B. School Data Profile/ Analysis</b>	<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 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><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Plan incorporates a wide range of data:               <ul style="list-style-type: none"> <li>• Quantitative data is used to analyze student achievement trends.</li> <li>• Qualitative data incorporated to survey students.</li> </ul> </li> <li>• Data was utilized effectively to convey a clear sense of the school.</li> <li>• Data was used to analyze trends: lack of growth, failing to meet District targets, students entering Kindergarten as ‘intensive,’ positive trends reported in meeting more AYP goals</li> <li>• Recognizes need to support staff in learning to analyze data effectively to inform instruction.</li> <li>• Proactive in formation of ‘Data Teams’ and role of ‘Data Teams’ to examine student learning to pour through data with purpose.</li> <li>• Data reports attendance and suspension concerns.</li> <li>• Plan is ambitious with good ideas.</li> </ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>• The plan does not clearly articulate the 3-5 critical issues that the plan will address.</li> <li>• In the Vision section, the plan describes commitments to instruction, personnel, and to creating socially responsible students. The data section notes the trend in not meeting District annual targets in proficiency, attendance, engagement, and safety. Also provides a great deal of information about the problems, but is not specific about the priorities.</li> <li>• The data section identifies the subgroups not meeting Safe Harbor, and the math targets not being met. It is unclear if this is one of the critical issues.</li> <li>• There is not a clear alignment across the sections. This discrepancy creates a problem in clearly identifying the critical issues.</li> <li>• Needs to clarify role of ‘Data Team’ in training staff to analyze data. Plan does not explicitly describe the responsibilities of the team.</li> <li>• Does not have a measureable goal to decrease suspensions or increase attendance.</li> <li>• Reports that they do not have access to “many of the necessary reports.” It is unclear what this means--which reports? Why not?</li> <li>• Plan is not specific in how to implement the many good ideas presented. The plan implies there may be turmoil between the stakeholders.</li> </ul>	<p>What is the role of the current Data Team in training staff?</p> <p>What are the immediate instructional responses to the data analysis?</p> <p>Can you create measureable goals with the data gathered?</p> <p>Can you create a measureable goal to decrease suspensions?</p> <p>Can you clearly articulate your critical issues in this section?</p> <p>What additional information are you hoping to obtain with these reports you reference and to what specific purpose? How will you measure your commitment to use “Good First Teaching?” What does it look like?</p> <p>Do you have a specific strategy to respond to the implied turmoil between stakeholders?</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</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Plan is research based and incorporates multiple strategies to address concerns.</li> <li>• Use of data analysis on a weekly basis to guide instruction.</li> </ul>	<p>Can you clarify your critical issues and align with other sections of</p>

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	<p>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 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>• Flexible pacing plans based on results of data analysis.</li> <li>• Teachers generate and evaluate assessments to determine next steps.</li> <li>• Regroup students based on results to differentiate instruction.</li> <li>• Plan addresses areas of concern with subgroups and math that were identified in Data section.</li> <li>• Plan specific about benchmarks for students to achieve before moving on to next standard.</li> <li>• Support provided for students not meeting 80/80 guidelines.</li> <li>• Plans professional development to build teacher capacity in identified areas of concern.</li> <li>• Specific strategies to reach out to parents to build community.</li> <li>• Plan builds on Community Garden to further strengthen community ties.</li> <li>• Includes specific strategies for all stakeholders to increase accountability and facilitate inclusion.</li> <li>• Well developed, research based, positive plan to build relationships.</li> <li>• Commitment to supporting the whole student with school-wide positive behavior plan.</li> <li>• Includes specific strategy to reduce bullying and address suspensions.</li> </ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>• Critical areas are not consistent or aligned throughout plan. Different sections identify varying areas of concern.</li> <li>• In the Turnaround section, the critical areas seem to be derived from research from the NCEERA, not identified in the Data section.</li> <li>• The math is not clearly identified as a critical area, but plan includes strategies to improve.</li> <li>• Use of individual student portfolio lacking criteria for how it will work. Presents challenge with transience rate at school.</li> <li>• Issues described in Data not responded to in school Turnaround, such as attendance.</li> <li>• Lacking in details to facilitate closer connection to parents.</li> <li>• Does not describe structures in place to support professional development to support English language learners.</li> <li>• The information about supporting your SWD population needs to be solely about your school, and remain goal oriented and specific about your plan.</li> <li>• Plan needs to be specific about steps to be taken, and training required, versus a litany of what teachers need to do.</li> <li>• Plan allocates a great amount of responsibility on teachers.</li> </ul>	<p>the plan?</p> <p>What additional planning or training time will be built in to the schedule to prepare the teachers for this additional amount of responsibility?</p> <p>Is the support in place for these strategies you are advocating?</p>

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<b>D. Implementation</b>	<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 for counteracting these challenges are thoughtful, applicable, creative, and within reason.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Plan has meaningful and ambitious benchmarks, some of which are measurable.</li> <li>• The goals are supported by multiple strategies, such as RTI, tutoring, tiered instruction, a behavior support plan.</li> <li>• The flexible pacing plan is supported by specific and measurable goals. 80/80</li> <li>• A plan of action is in place for those students who do not meet those goals.</li> <li>• The plan truthfully acknowledges the barriers and challenges they face.</li> <li>• The plan presents opportunities and accountabilities for all groups of stakeholders.</li> <li>• The plan includes some specific strategies to respond to community trust issues.</li> <li>• Morning meetings with parents</li> <li>• Reaching out to local organizations</li> <li>• Holding community events</li> <li>• Building on the strength of current success</li> <li>• (Community Garden)</li> <li>• The plan responds to the level of frustration in a positive manner as an impetus for change and to build a new team.</li> <li>• The plan reflects their awareness of their unique issues and attempts to address them.</li> </ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>• The plan refers to ‘in five years’, but needs to be more specific about a timeline to achieve their goals and specific ways to measure all areas.</li> <li>• Needs more details about how to engage any opposing stakeholders in working toward the common goals and reach consensus.</li> </ul>	
<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. 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</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Waiver requested for PD they feel is needed to build teacher capacity.</li> <li>• Plan recognizes need for scheduling flexibility related to professional development.</li> <li>• Plan requests amendment to mutual consent requirement for future employees to hire highly committed staff.</li> <li>• Plan reveals a great amount of thought regarding the choice of governance.</li> </ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>• If stakeholders were considering other forms of governance, visiting those target schools might have been valuable to inform the decision.</li> </ul>	

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	<p>UTLA members (e.g., petition, vote tally) is attached to the plan.</p> <p><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>F. School Planning Team</b></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 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 informed of decisions, and a conscious effort to regularly update the school's community-at-large (beyond the members of the school planning team).</p>	<p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>• Writers of the plan represent stakeholders from different areas; parents, community, and staff.</li> <li>• Parents were consistently made aware of progress of plan writing.</li> <li>• District employees who were writers were diverse across the grade levels, included general education teachers and special education teachers, program advisors, and consultants.</li> </ul> <p><b><u>Concerns:</u></b> None noted.</p>	

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### 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:** Overall we rated this plan as developing, but felt it was on its way to being well-developed. The suggested changes with clarifying the critical areas to be addressed in the plan would facilitate a clearer vision and path to follow. We also felt that deleting some of the superfluous language would make the plan more comprehensible. The plan had good stakeholder participation and was written with enthusiasm about making changes.

*\*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**.*