

**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
A. Vision and Instructional Philosophy	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><u>Strengths of the Plan:</u></p> <ul style="list-style-type: none"> • The vision and instructional philosophy are comprehensive, concise, clear and passionate in tone, with the major points of the vision clearly outlined. • The vision shows a strong commitment to equity and access and speaks to a community-conscious and socially-active learning environment for all students. • A recognition of the diversity of the community and the “innate capability of (all students) achieving academic success” speaks to a strong sense of social justice. • There appears to be a commitment to the major problems existing in the Highland Park community; additionally, the team speaks to the underdog in the area and the majority of the kids in the community. • Emphasis on “out-of-the-classroom” experiences, along with community service requirements and environmental stewardship is a bold and innovative approach that addresses root causes of academic inertia in the community. • Physical and emotional wellness is given a high priority as an agent of change that will impact students’ well-being and sense of purpose. • Description of staff as “self-directed learners” and “learning facilitators” puts an emphasis on teachers as agents of change. • The vision also highlights a progressive approach to education in an effort to better address and “understand the complexities of today’s youth, particularly those from the Highland Park community.” • Establishing a stronger partnership with feeder schools so as to better address the academic needs of students • The statement, “NELA...will aggressively work to disrupt current professional practices which are not improving student achievement” is bold and speaks to the commitment of the planning team to affect change. • The emphasis on citizenry, communication, academic rigor, health and wellness, lifelong learning, and personalization in their instructional philosophy is encouraging. <p><u>Concerns/Areas of Weakness:</u></p> <ul style="list-style-type: none"> • The section on parent engagement is not fully-developed. • Although a lot of deficits are cited in the current school configuration, especially as they pertain to the program of instruction, the plan doesn’t fully define how these areas will be improved; further, there are no strong commitments made to improving these deficits. 	<ul style="list-style-type: none"> • As current parent engagement is low, what is the infrastructure to support the plan for parent engagement? How could the parent and community engagement section be further developed? How do you propose to better engage parents and community partners? • What is the plan to build alliances across the other schools that may potentially occupy this campus? • How will you serve <u>all</u> of the students in the community? How will we address the needs of all students in the full-inclusion classroom? • How will students in the various schools develop pathways by which to work together? • How will a full-inclusion program benefit all students on the campus? • What type of instructional model will you employ to ensure that all students are served well? • How will the Common Core State Standards fit into the vision of NELA? • What will teachers do differently than what they are doing now? • Will teachers develop their own MOU and Elect to Work

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		<ul style="list-style-type: none"> • Priorities are not necessarily measurable; also, there are vague descriptions of the process that will be implemented to move them forward. • The planning team appears to be working from a “deficit model.” • Even though formative assessments, common planning time, professional development, and community partnerships are mentioned, they are quantified by the use of the word “may.” • Although the plan does offer an instructional vision, which is in contrast to the current reality, a sense of frustration is evident in the writers’ tone. There is a lack of emotional control in the writing. • There appears to be a lack of consensus among those in the community. • A worry exists among the readers about the leadership more so than the commitment. The lack of leadership may prevent the various schools proposed from working together. There is no mention of working collaboratively with other schools on the campus. • The plan does not seem to address how students will find pathways to work together. 	<p>Agreement?</p>
<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) 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><u>Strengths of the Plan:</u></p> <ul style="list-style-type: none"> • This section is extremely clear in citing a current “top down” leadership approach. • The plan brings impassioned attention to those identified “underperforming” in the demographics (SpEd and EL students). The plan advocates vociferously for students with special needs as well as students struggling with language fluency. • There is an emphasis on student voice and opinion. • Identifies “application of content to the lives of students” as a way forward. • Data is used to draw focus to poor promotion statistics and a drop in CAHSEE pass rates. • Promotes Advisory programs as a means by which to “address problems in an informal and non-threatening fashion.” • Identifies the student/parent/teacher experience as an area in need of growth. • Cites a lack of safety as a major concern. <p><u>Concerns/Areas of Weakness:</u></p> <ul style="list-style-type: none"> • Words like “failure,” “inadequacy,” “struggle,” and “unwillingness” paint a picture of a currently apathetic learning environment. • The plan contains no mention of the gentrification occurring in the community. • There is no mention of the drop in the EL population. • Even though the plan identifies where the school has been, there is no clear pathway as to where they are going. The team does a good job of stating what the problems are and have been, but they do not provide any insight into what they are going to do to drive change forward. 	<ul style="list-style-type: none"> • What impact do you think gentrification will have on the school? How will this impact be addressed by the leadership team? • How will the school provide a comfort zone and safe haven for its students? • Having identified the staff as the cornerstone for bringing about change, what is the leadership team’s plan? • What is the plan to address effective teaching? How will staff be supported towards this endeavor? • How well is the school’s leadership equipped to develop effective teachers? What is the leadership team’s commitment in working with the staff selected? • How will the leadership team foster an environment of collegiality given

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		<ul style="list-style-type: none"> • The plan does not include a practical description of how the Common Core State Standards will address the needs of their students. • In regards to the EL population, the plan identifies the staff as the problem. • The plan should establish some measurable priorities; it does not include a method by which they would measure the quality of the program. • There appears to be no relationship between administration and teachers. • Solutions proposed don't address the analysis of the problem; as such, there is no connection between the problems identified and the solutions proposed. 	<p>the state of current relationships existing amongst the current staff?</p> <ul style="list-style-type: none"> • How does the leadership team propose to develop the capacity of teachers to be instructional leaders? • How will the leadership team unify the staff around the vision of the school? • What will be the indicators of quality? • How often will feedback be provided to drive staff toward the collective end? • What are the priorities at a more detailed level? • What will be done to achieve the desired end result? • What steps will be taken to implement the supports already put forth by the District? • What is the philosophical and/or theoretical foundation of the plan as developed? • Has the design team considered the IB model? If so, what would that look like, and how could it be implemented as a means to connect with other schools in the neighborhood? • How does Northeast LA support the success of the school, at large?
<p>C. School Turnaround</p>	<p>Overall, the strategies, practices, programs, and policies identified in this section are linked</p>	<p><u>Strengths of the Plan:</u></p> <ul style="list-style-type: none"> • An Elect to Work Agreement is proposed. 	<ul style="list-style-type: none"> • How will the school support all students--gifted & talented, SpEd,

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	<p>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. 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"> • There is an expectation that staff must “make sacrifices” above and beyond the norm. • The idea of implementing a Community Success Team is a novel and innovative concept. • Consumer Economics is a good example of incorporating relevant, real-world experiences and outcomes for students. • Project-Based Learning is very well-articulated. • Understanding by Design, Kagan, and Common Core are identified as integral to curriculum re-design. • Cooperative strategies, peer-mentoring, and a student-centered approach are bold and innovative. • Attention is focused on struggling sub-groups. • The Assessment Plan is thoroughly articulated. • The culture and climate of the learning environment is very clearly described. • There is a clear, multi-leveled action plan regarding the creation of responsibility and nurturing among students and staff. <p>Concerns/Areas of Weakness:</p> <ul style="list-style-type: none"> • The proposal lacks specificity and doesn’t go deep enough. • Implementation needs to be described through course choices. • More specifics are needed to clarify career-based courses and credits. • Double-blocking in math and English are vague solutions. • More clarity is required regarding what “employability” factors are nurtured in cross-curricular electives. • Pragmatic evidence is required to solidify the passionate vision. • Not enough is included as it regards health and safety. • The assessment plan is not well-developed. The language around assessment is very general. 	<p>EL?</p> <ul style="list-style-type: none"> • What means will be used to move the plan forward? • Which courses (horticulture, CSI, cosmetology, etc.) will be introduced to give a clear vision of core content manifested in Project-based courses? • What steps will be taken to create a safe and healthy environment that is conducive to learning? How will you support teachers in this endeavor? • Will some District assessments be used? • How will assessment inform instruction? How will you assess PBL outcomes? Who is creating, monitoring and scoring the assessments? • How do you see PBL as contributing to the assessment plan? • What choices are being offered to students to ensure both college-readiness and career-preparedness?
<p>D. Implementa-tion</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</p>	<p>Strengths of the Plan:</p> <ul style="list-style-type: none"> • The design team speaks for student need and has incorporated student voice throughout their proposal. • Students will be surveyed to offer feedback on school culture. • The plan reflects a strong instinct for personalization, i.e. displaying student work on walls; this speaks to students owning the environment in which they learn. • Off-campus outings to embrace the wider community are proposed. 	<ul style="list-style-type: none"> • How do you plan to develop teachers as instructional leaders? • Will the Common Cores State Standards be implemented as part of this plan? If so, how will you ensure that they meet the needs of

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	<p>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>	<ul style="list-style-type: none"> Establishment of partnerships with organizations so as to broaden the social experiences of students and their families is commendable. Peer review models to monitor and assess implementation. Life-long learning is a recurrent theme. A contingency plan is taken into account during the process of implementation which resonates as realistic. Data will be used to help determine how parents will be engaged in the education of their children. Parent volunteer program is being suggested. <p>Concerns/Areas of Weakness:</p> <ul style="list-style-type: none"> The plan doesn't provide a real sense of what the school will look like. The proposal does not mention a willingness to collaborate with other partners on the campus. There is no mention of the environment of the school; if students are truly at risk, then environment definitely plays a role. There needs to be a focus on practical application of the ideas within the plan. Professional Development and building teacher capacity must be more defined. The plan speaks to parent engagement, but not parent education. 	<p>all students?</p> <ul style="list-style-type: none"> Has any thought been given to contiguous space? How will parents be brought in to ensure that they are learners in this process as well?
<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</p>	<p>Strengths of the Plan:</p> <ul style="list-style-type: none"> The expectation of a step-by-step ratification of the Pilot Model is envisaged. The plan is sensitive to the input of stakeholders. The design team has actively engaged with the Highland Park community in soliciting their opinion and support. <p>Concerns/Areas of Weakness:</p> <ul style="list-style-type: none"> It is hard to determine whether or not they are asking for the correct autonomies based on the model described. There is no sense of leadership development embedded in the plan. The plan is written more like a CTE proposal. Governance is not fully defined. 	<ul style="list-style-type: none"> Will the team be flexible in making agreements with other schools as they relate to sharing resources? Will the design team target the recruitment of EL students or will the demographics include Gifted and Talented, SpEd, et al? Would the team consider altering their title if a magnet school shared the campus?

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	<p>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>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 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><u>Strengths of the Plan:</u></p> <ul style="list-style-type: none"> • The planning and design team seems to represent a cross-section of the various stakeholder groups in the community. <p><u>Concerns/Areas of Weakness:</u> None noted.</p>	<ul style="list-style-type: none"> • How much did the team communicate with the rest of the staff regarding the ideas included in the plan? • In what ways did other teachers contribute to the development of the plan? • What role did other teachers play in the development of the proposal?

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:

The plan demonstrated a clearly articulated and passionate vision for students and strongly emphasized a commitment to equity and access. Much of the plan highlighted the needs of the commonly underserved, such as Special Education and EL populations at Franklin HS. Several critical issues were highlighted throughout the data analysis and school turnaround sections, including the drop in promotion statistics and CAHSEE pass rates, as well as a need to reinforce relationships among school administration and staff.

While the plan has several strengths and proposes several important strategies for turning around the school, overall the plan lacks detail, specificity, and a clear path towards achieving the vision set forth. Proposed solutions do not necessarily connect with the problems identified. It is unclear how the team will practically implement and apply the ideas within the plan. It is also unclear how they will serve all of the students on the Franklin campus. Furthermore, and perhaps most concerning, the plan provides a thorough critique of the current school environment without a clear solution and path forward. Instead, the plan seems to follow a “deficit model” and the tone is clearly frustrated. On a similar note, the reviewers note a major concern that the team has not offered any sense of how they might work in collaboration with other design teams that may also serve students on the Franklin HS campus. Thus, while the plan receives high marks in integrity and commitment to students, it lacks specificity and pragmatism.