

**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	<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"> • SLC challenges were clear which provides a basis for improvement. • Chart on instructional techniques are good, but what PD plan will support this? • Vision is aligned to LAUSD vision of graduates being college prepared and career ready. • They list 3 clear goals • Expanding established programs, which means they are attainable and also ambitious. <p>Concerns:</p> <ul style="list-style-type: none"> • Goals are clearly established in this section, but the plan seems to lose focus on them thereafter • The vision feels a bit generic, and the language also feels like it draws directly from education books. Their vision is not anything new, nor does it feel unique to the school. It is essentially their ESLRs. This begs the question of whether they know they need turnaround. • Nothing in their vision is specific to their community. • Instructional philosophy is the Teaching and Learning Framework, not a true statement of beliefs. • How will school actually change systems to lead to higher standards and accountability? 	<p>Have they always had PLCs?</p> <p>How will they define “effective learning”?</p>
B. School Data Profile/ Analysis	<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>Strengths:</p> <ul style="list-style-type: none"> • Math, ELA, and Special Ed challenges were clearly addressed. • Listed causes leading to low scores in math and ELA show an understanding of their current status. • CAHSEE- describe their success in pass rates, so they are aware of some of the strengths in their program. • Use of MyData by 80% of the teachers, which sounds great. <p>Concerns:</p> <ul style="list-style-type: none"> • Clear description of the challenges that their students face, but there was not much about the strengths that they can draw from their community. • No data was provided for social sciences. • Many of the causes listed for poor performance are based on funding issues, not on instructional issues. But funding situation is very unlikely to change in the near future. So, does this mean it will be impossible to make a change? • Mathematics: They wrote that poor performance in Algebra was the single causal factor 	<p>What exactly does it mean for “80% of teachers using MyData”? Do they all use it well?</p>

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		<p>for their low performance, but this seems like a very limiting analysis.</p> <ul style="list-style-type: none"> • Noted that they did not develop an effective Algebra 1 curriculum; however, reviewers noted one exist in the District and the delivery of it might have been be an identified concern instead of the curriculum itself. • They list existing practices to improve CELDT, but they don't talk about how they are going to strengthen them. • This section reads like a justification of their current practices, more than an in-depth analysis of what could be wrong, the challenges they may be facing. • Listed areas of greatest concern, but then went on to a very wordy explanation of their goals instead of an in-depth analysis of their needs. • Achievement targets only loosely align with their priorities. • Felt like a list of strategies. Some are already in place, though, so how different is this from what's already happening. • Hard to see how the highest priorities connect back to their vision. For example, the vision includes preparing students for the workforce, but it is missing from their priorities. • They talk about personalization being important, and their desire and need to strengthen it, but without the data to support this assumption. • Some statements in the plan suggest they aren't as bad as other PSC schools. • Did not identify clearly what they need to do—all they say is that they need to just do things better. 	
<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 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,</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Engagement of faculty, staff and students was clear. • Lots of strategies, lots of research. • Good action steps, defined monthly—there is some sense of their plan for the work they are going to do. • Clear understanding of the important role of school culture in making those necessary improvements – culture of compassion. Rigor, relevance, and relationships. • Did a nice job of including which elements need to be in place, especially for the students. It was short and to the point (e.g., transparent grading, shared expectations, etc.). They did well with the parent and staff elements as well. <p>Concerns:</p> <ul style="list-style-type: none"> • Most of the strategies in the plan are long established in the district, proven to improve student learning, research based—but why aren't they already using them? Or, if they are, how are they going to do them more effectively and what is going to be different about the implementation? • Doesn't seem like they are doing much differently from their current practices. • There were 22+ strategies listed—how realistic and attainable is this? Also, everything is 	<p>Page 7 states that they are planning to convert to a 8-period bell schedule 12-13. Has this already happened? How do you propose to change the bell schedule in January 2013? How will they prepare teachers to do this? (pg.30)</p> <p>Changing school wide grading structure may need to be a priority and take place earlier in the year.</p>

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	<p>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>set to roll out in June/July 2013, but this seems like a very tight schedule.</p> <ul style="list-style-type: none"> • How much change is going to be possible right in the beginning, especially when they plan to do so much over the summer and right away? Emotionally and mentally this will require a lot from the staff. • Culture plan, while good that they recognized importance seems to reiterate some long-standing District efforts. • Response to question 3 talked about what needs to happen for students, but they don't explain how students will have power to implement this plan. Will students have an opportunity to provide input? It is not apparent in the plan. • Establish pilot programs and their initiatives under the guidance of "experts" – but this is very vague. Who are these people going to be? • Plan states that they have not systemically failed...just that they need to improve. 	<p>What are the funding issues and have they considered them? For all the training, working through the summer, PD, and changing bell schedule, etc.?</p>
<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"> • A lot of these strategies seem to be in place already, at least to some degree. • They recognize the need to increase focused professional development. • Did a good job addressing the EL population – EL task force, a tool, coaching teachers, programming kids into year-long, pilot program for grammar cat gallery, English 3D, after-school tutoring. <p>Concerns</p> <ul style="list-style-type: none"> • Specific benchmark of 5% improvement in student achievement by October 2013 is measureable and attainable, but not ambitious. Measured by periodic and CCSS assessments. • Progress reports, number on track to complete their courses will increase by 5%. This seems like it should be at least 10%. • Most of the early steps would be in place by winter break of next year—ambitious, but realistic? • They talked about periodic and Common Core assessments – but the Common Core assessments will likely not be available next year, especially not formative assessments. Is there any plan to create common teacher assessments or benchmarks? • They did not mention some of the challenges they mentioned earlier in the plan, such as the Teaching/Learning Framework, parent engagement, hosting a parent counselor night, developing PLCs, Master Plan and establishing a new climate--seems like an inevitable barriers will be time constraints, staff time, and changing a school climate around the Master Plan, but these are not addressed. It may be that they do not see these things as challenges, but it really felt like it was missing. • Major concern is that one of their stated barriers to successful implementation is creating a rigorous curriculum. 	<p>A lot of the same personnel seem to be involved in making these changes. How have they planned to sustain all of this work?</p> <p>What will they do as remediation, if progress reports show a student is not making it?</p> <p>Especially if so much is happening in the first year, how will they find the resources that they need to ensure they can support all the programming they have proposed? Are they expecting that the CPA grant will help support it all?</p>

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		<ul style="list-style-type: none"> Another noted barrier is developing an intervention program—this is absolutely true and the reviewers understand this, but this seemed to come out of the blue—they did not really talk much about the intervention program throughout the rest of the plan. 	
<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.</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>	<ul style="list-style-type: none"> Note: The school has proposed to remaining SBM-traditional and defer the alternative governance model for a year. Overall, the autonomies requested seem to make sense. They will certainly need scheduling, PD, teacher assignment and mutual consent. 	<p>Is it necessary for them to have ALL the autonomies, given that their plan is a lot of standard programming and practices?</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</p>	<p>Strengths:</p> <ul style="list-style-type: none"> Diverse group, representative of the school and stakeholders (except students). <p>Concerns:</p> <ul style="list-style-type: none"> Only 4 listed as main leaders on the team. 	

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	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).		

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 did not feel clear or concise and needs to be cleaned up significantly. It is not incomplete, but it feels very unclear because there is so much in the plan. It also does not seem to be aligned to the vision. Elements of the plan are very strong, but it is not cohesive.

A major concern was that it was very unclear to the reviewers how things would be different from previous year. The plan still requires some additional detail and specificity. The reviewers noted, however, that the plan was more detailed than one that is merely “on the right track.” They had a lot of strategies and people in place to make these things happen, so it feels as though they are well-positioned to move forward, although they are certainly not Exemplary or Beginning.

The reviewers believe the Planning Team needs to focus in on the priorities. There are so many things they are trying to do that makes it seem a bit unrealistic—can they do as much as they propose with the people they have, especially if everyone has multiple responsibilities? Will they be able to be more effective than they have been in the past? The right elements and strategies are all there, but it seems perhaps that they are not maximizing them right now, so the big question remains: what will they do differently to see results?