

**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"> • Philosophy with its commendable focus on Gradual Release Theory that is cited to move from teacher-directed to student-directed learning. • Gradual Release Theory process to implement curriculum is research based, as backed in the plan. • The Gradual Release Theory sounds concrete and clearly defined. <p>Concerns</p> <ul style="list-style-type: none"> • Disconnect between vision, philosophy, and plan. • There is a concern that the vision is unclear, which affects the entire plan. • The use of “post-secondary option” is vague. • The plan asserts student personalization, yet the goals are the same for each grade level academy. There is a concern that the plan to “personalize instruction” is too general and lacks specific details. • 21st Century skills are vague, lacking details. • There is a concern about the use of only two SDAIE strategies, Think-Pair-Share and Anticipation Guides, as this would be out of compliance with the Master Plan. • Choices for strategies need to be more strategic and aligned to the grade-levels....especially if this is the structure. 	<ul style="list-style-type: none"> • How are your goals different from other high schools? What will be different about a student graduating from Panorama High School? • What do you mean by or intend for “post-secondary” options? • What are the specifics on the career and college path thread cited in your plan? • What are specific “21st Century skills”? On which 21st Century skills will you focus? • Do you plan to continue school improvement work currently in place? Has it been effective? If so, how? • How do you define “personalized education”? What are examples of it? • How did you reconfigure your Small Learning Communities? Where are the differentiation, personalization, and innovation pieces for each grade and from academy to academy? What SLCs did you have prior to the grade-level SLC? • How will the Gradual Release Model play out differently in each grade level academy? What is the differentiated approach by academy? • Why have you chosen only two SDAIE strategies? In what other ways does your plan address the Master Plan for English Learners and Standard English Learners?
<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</p>	<p>Strengths</p> <ul style="list-style-type: none"> • The School Data Profile in the plan shows the plan writers’ thorough knowledge of the current school community and its stakeholders, including staff, students, parents and community members. • You recognize improvements resulted from interventions towards small, targeted subgroups. • Student Python Pride is evident. 	<ul style="list-style-type: none"> • What is the ongoing plan component to maintain a safe and secure campus? • Have you considered anti-gang or other education for students to cope with life in their community? • How will small, targeted, subgroups instruction be sustained and be differentiated and personalized in the academies? • What’s the effect of the affect (students’ emotions)

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>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"> • The “safe and secure” school makes Panorama High School’s campus an oasis in the community. • There is evidence of a welcoming campus climate in spite of some safety issues in the surrounding community. <p>Concerns</p> <ul style="list-style-type: none"> • There is a focus on academic needs, but a lack of a focus or a sense as to how the students’ emotional and social needs will be met. • In response to section B, question 2 on page 9, you focused on one area, data and results around students, but this needs to be focused on behavioral, instructional, and operation needs. 	<p>on student academic performance? How will students’ emotional and social needs be met?</p> <ul style="list-style-type: none"> • How will you focus on behavioral, instructional, and operational needs?
<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, 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>Strengths</p> <ul style="list-style-type: none"> • Deep, rich, and wide data analysis is plentiful, such as citing 75% of ELs are LTELs and 91% of students with disabilities. • Numerous teaching programs cited and detailed to support student learning. • AVID strategy to increase college-going culture is great, as you’ve seen great success . • Plan to engage all stakeholders to take ownership and implement the plan. • Parent Engagement Plan with the main focus on college-preparedness meets school’s identified needs. • Grade level SLC Assemblies. <p>Concerns</p> <ul style="list-style-type: none"> • Programs cited are fairly commonly used in LAUSD high schools. • Conclusions drawn don’t align with the data, so there is a disconnect in the responses herein, between Cell B “School Data Profile/Analysis” results and Cell C “School Turnaround Plan”, a disconnect between the data and the conclusions. For example, 75% of ELs are LTELs and 91% of students with disabilities. Where is this addressed? • There is a concern about a lack of college-bound culture, as college is mentioned only in the 12th Grade Academy vision, not in grades’ 9th through 11th visions. • There is a concern about limited SDAIE strategies 	<ul style="list-style-type: none"> • Why did you draw the conclusions you did? What other conclusions might you draw, such as about your ELs or lowest performing students? • Questions 2 and 3 in Section C needs to be readdressed with specific activities and elaboration please, e.g. how you’ll get support from all stakeholders beyond student assemblies. • Why did you choose to focus on the strategies and programs you did? • How would you describe in detail the school climate and culture central to school turnaround? What will make students fully engaged and enthusiastic about daily learning at Panorama High School and aspiring to attend college? • In what other ways will school employees reach out to families and strengthen the home-school connection? • What other strategies do you anticipate that teachers will implement school-wide within this model? What other SDAIE strategies will be used within the Gradual Release Model? Did you consider the use of Culturally Relevant and Responsive Education (CRRE) in your plan? • What are the strategies to be included, increased, and implemented in the school turnaround (e.g., beyond AVID)? • How is AVID tweaked/differentiated in grades 9

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>proposed for focus and a lack of mention of Culturally Relevant and Responsive Education (CRRE). A diverse menu of CRRE and SDAIE strategies support a necessary aspect of a school support a plan to personalize instruction, meet students' diverse needs, as well as motivate and engage students emotionally and mentally, meeting the needs of the Whole Child, making school a fun place to be every day.</p> <ul style="list-style-type: none"> We are interested in hearing more about school climate connected to, emotional-social engagement, and student buy-in, which we find lacking and absolutely necessary, as it's central to the turnaround plan. The plan focus as currently stated appears to emphasize almost exclusively the cognition of the learner, not the whole child's needs. 	<p>through 12? It would have been very helpful to see what AVID look likes across all of the grade levels. Start with the kid in the 9th grade and walk that student through the 12th grade.</p> <ul style="list-style-type: none"> How have you and will you continue to meet the social-emotional needs of students? Please provide us data in the area of school climate, emotional-social engagement, and student buy in. How do you expect that kids will make the connection in this model to get excited about learning and coming to school on a daily basis?
D. Implementation	<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"> Creative employment of Gradual Release Theory in the school's Turnaround Plan. Academic language will occur in students' academic conversations. Piloting suggested strategies this year. Frequent formal and informal evaluations. Empowerment of lead teachers. Rubric addresses cognitive needs of students. There is a lot about professional development and configurations. <p>Concerns</p> <ul style="list-style-type: none"> Rubric does not address student needs beyond cognition, as mentioned previously. These need to be addressed, especially in a school where students may feel quite disheartened with so many falling below proficient school performance. PD lacks some details and explanation. 	<ul style="list-style-type: none"> Why did you aim for effective student engagement 50% of the time? How are other areas of student needs in addition to cognition to be addressed by your plan? How will stakeholder meetings or professional development be coordinated? What part will formal and informal student evaluations play in these PDs? What will program evaluation, criteria, and rubrics be? How will students' emotional, mental, and physical needs be met? How will students be challenged, engaged, and motivated? How will you share and respond to school program review findings? How are you going to organize the time for teachers to come together to focus on the various strategies? How do the cohorts interact with the grade-level academies?
E. Alternative Governance Models & Autonomies	<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.</p>	<p><i>NOT APPLICABLE</i></p>	

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>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.</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>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</u></p> <ul style="list-style-type: none"> • Process appears fair, equitable, and transparent • Diverse, representative stakeholder team members • Students were a part of the plan • Reached out to parents • Parent workshops supported plan writing • Equitable delegation of work and responsibilities. <p><u>Concerns:</u> None cited.</p>	

School Visits

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

Planning Team Interviews

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

Final Recommendation to the Superintendent

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

Overall Comments:

We unanimously conclude this plan is developing. Various sections of the plan require clarity, per commentaries and questions you can reference above (see specific comments for each section). The vision, philosophy, and plan sections require more clear connections for alignment. The lack of clarity starts with the vision, while the Gradual Release Model within the philosophy is research-based, promising, and more detailed. We are unclear about the differentiation and personalization details across the grade-level academies—as the goals are almost identical for all grades-- 9th, 10th, 11th, and 12th grade. The plan appears to be written for remediation purposes versus insurance that ALL students will receive a high-quality education. There is little to no mention of the Master Plan for ELs and SELs, of CRRE, and only 2 focus SDAIE strategies. This causes concern as to how will diverse students' needs be met who are at or reach grade level proficiency and above and how will all students emotional and social needs be met to build a positive school culture and climate for all stakeholders. By addressing the concerns and questions above, we feel you will move up out of Developing. Best wishes and thank you for your hard work.