

**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><b>A. Vision and Instructional Philosophy</b></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><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Clearly stated vision for their students—to be college-prepared, career-ready through these attributes: Critical Thought, Effective Communication, Character Development</li> <li>• Clearly stated 6 elements of instructional philosophy</li> <li>• Three pillars of support: 1) Critical Thought, 2) Effective Communications, and 3) Character Development and six instructional beliefs that teachers will 1) engage in data-driven accountability 2) give guidance to students to advance their students’ academic development 3) empower students to contribute to their own education 4) prepare students for post-secondary endeavors 5) create deeply authentic learning environments 6) create rigorous opportunities for students to develop their ability to effectively communicate orally and in writing are the foundations for this vision.</li> </ul> <p><b>Areas of Concern:</b></p> <ul style="list-style-type: none"> <li>• Vision for the school is not as clearly articulated as the vision for the students.</li> <li>• The 6 descriptors of instructional philosophy lacks evidence that it is directly connect to student need and teacher support</li> </ul>	<p>Are there other attributes that students need to be college and career ready?</p> <p>What does, “Teaching must be deliberately and universally linked” mean?</p>
<p><b>B. School Data Profile/ Analysis</b></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><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• 5 priorities identified: 1) “on-track” a-g graduation, 2) low proficiency rates on standardized tests, 3) EL and Special Ed. 4) ninth grade 5) faculty not having a deep understanding of what college prepared means. Plan is honest and takes responsibility for poor data</li> <li>• Points out possible reasons beyond their control: new schools opening, electives closing, teachers being RIF-ed</li> <li>• Clearly delineated areas that need to be addressed such as insufficient PD time, lack of timely IEP info/notification and lack of meaningful collaboration between General Ed teachers and their Special Ed counterparts leading to problems servicing Special Ed students.</li> <li>• Data is used to highlight 5 areas that need to be addressed: “on-track” A-G graduation, proficiency rates on standardized tests, EL and SpEd., 9<sup>th</sup> grade, lack of deep understanding of college preparedness</li> <li>• Data shows a positive trajectory in increased API scores, first time CAHSEE pass rates and graduation rates since 2006-07, a good indicator that the</li> </ul>	<p>How will you address the needs of EL students and increase reclassification rates?</p> <p>Are teachers and administrators willing to commit to the amount of time this proposal will need?</p>

		<p>staff is collaborating to improve instruction</p> <ul style="list-style-type: none"> <li>• Cited strong analysis of why freshman frequently have difficulty connecting with adults on site, limiting their successful transition into high school</li> <li>• Clear explanation of why seniors feel prepared for college when they are not and possible solutions for this challenge</li> </ul> <p><b>Areas of Concern:</b></p> <ul style="list-style-type: none"> <li>• If courses like drama, culinary arts, art were cut, how will all of the proposed electives courses in the new academies be funded?</li> <li>• Career readiness was not addressed.</li> <li>• In identifying the most central, urgent issues/challenges, again, it will require a lot of time to address these issues, during the summer of 2012 and on-going as long as the program is in place.</li> </ul>	
<p><b>C. School Turnaround</b></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><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Having a 9<sup>th</sup> grade academy follows from the data analysis of a need for ninth grade to be supported more fully</li> <li>• Surveyed parents and students to determine academies</li> <li>• Good use of NBC teachers</li> <li>• Strong description of academies, focus, and how they will be supported</li> <li>• Faculty input/feedback were included in development of this plan</li> <li>• Including parents in grade-level meeting to introduce them to strategies to support their children</li> <li>• Lesson Study and PLCs have proven to be powerful tools on other campuses when used as designed</li> <li>• Great number of support services and community involvement</li> <li>• The re-launch and countdown to the new SFHS is a wonderful and all-inclusive event. Demonstrates vision of being connected as a whole school community</li> </ul> <p><b>Areas of Concern:</b></p> <ul style="list-style-type: none"> <li>• At first, having 3 academies that students can choose from once they complete the 9<sup>th</sup> grade academy sounds like a strong proposal, yet each of the academies is then divided by numerous strands with numerous electives. How is this possible?</li> <li>• With some of the electives, it sounds like there could be tracking of students</li> <li>• It would have been good to include a table or show the survey numbers clearly</li> <li>• Will the HFA be able to do all that has been set down in the plan? Will teachers agree to do it? How will they be held accountable?</li> <li>• Who will create the advisory lessons?</li> <li>• Connecting all of the academies to businesses is time-consuming. Who will do this work?</li> </ul>	<p>Why so many academy choices for students? Is this attainable?</p> <p>How will the school accommodate current students who are on a different career pathway?</p> <p>How will teachers be chosen for the Summer Bridge program?</p> <p>What will it look like to use the NBC teachers to calibrate lessons?</p> <p>How will the school work with parents who might not be able to attend grade-level meetings due to work or other commitments?</p> <p>There was a discussion around developing new partnerships. Who will do the organizing? Will someone be designated</p>

		<ul style="list-style-type: none"> <li>• There is no description of how students can or if they will be allowed to change academies after 9<sup>th</sup> grade</li> <li>• No mention of involving parents in the Orientation. As part of the Orientation, they want to make students aware of all the services available so these are important for parents to know, too.</li> <li>• Only one Academy (GPS) of the 4 (including the Freshman) stated who will be responsible for coordinating all the work that goes with implementing a new academy and ensuring that it is running as planned. Who will be responsible in the other Academies? Will this require the hiring of an additional person per Academy, releasing a current teacher in each Academy for part of all of each day to coordinate their Academy? What is their plan? Will the GPS Academy give the lead teacher time out of class to coordinate everything? It is a lot of work to try to do with a full teaching load or any teaching load.</li> <li>• Will the additional commitment of one hour per week of training be paid or unpaid? If paid, what will happen after the funding is no longer available? If unpaid, how will the Union accept this?</li> </ul>	<p>from the faculty? From CBO? Plan of action?</p> <p>How will EL teachers be teamed? By Academies? Will the academies and magnet school share teachers?</p> <p>Will students be proficient in two languages in their academies?</p> <p>If Common Planning time is included in the Master Schedule, will it be mandated how often the teachers within an academy meet? How will they be held accountable? How will quality be monitored?</p>
<p><b>D. Implementation</b></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 for counteracting these challenges are thoughtful, applicable, creative, and within reason.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Identified barriers to implementing: master schedule, PD, preparing all personnel to inculcate positive character traits</li> <li>• Accountability of administration is a good idea and necessary for the success of the plan. Are there guidelines?</li> <li>• Monitoring of teachers by other teachers</li> <li>• Teacher portfolios can be a strong tool</li> </ul> <p><b>Areas of Concern:</b></p> <ul style="list-style-type: none"> <li>• There are no clear benchmarks for how the plan will be evaluated</li> <li>• There are many presumptions that teachers will buy into all they will be asked to do with this plan</li> <li>• Didn't address the barriers identified</li> <li>• Did the 14% of the faculty that didn't vote for ESBM not approve?</li> <li>• Looking at attendance monthly is not frequent enough to catch a problem quickly</li> <li>• How they will keep the academies pure and meet the needs of EL and Spec. Ed.</li> <li>• Teachers willing to open their classroom for coaching and or evaluation from other teachers</li> </ul>	<p>How else might PD be evaluated besides faculty surveys?</p> <p>How will you make certain all of the faculty will willingly make all these changes? How will they be held accountable?</p> <p>Is it realistic, with so many individual academies, to provide differentiated professional development?</p>

<p><b>E. Alternative Governance Models &amp; Autonomies</b></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>	<ul style="list-style-type: none"> <li>• If teacher portfolios are not planned well it can be time consuming and meaningless</li> </ul> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Scheduling autonomy is a must with the new PD plan.</li> <li>• Many stakeholders were involved in the plan and in strategy sessions</li> <li>• 86% of the faculty voted for ESBMM and 100% of voters approved the model.</li> <li>• Good reasoning for choosing governance model</li> </ul> <p><b>Areas of Concern:</b></p> <ul style="list-style-type: none"> <li>• Holding teachers and administrators accountable for doing what is in the plan—how will they do it?</li> <li>• School-based assessments are mentioned but lacks details</li> </ul>	<p>What is the incentive for students to attend After-School tutoring or Saturday school and for parents to make sure their child attends?</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. 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>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Many stakeholders were involved in the plan and in strategy sessions, including students.</li> <li>• UTLA Chair and Co-Chairpersons are both on the planning team, which should help ensure all staff members are on board</li> <li>• Evidence of staff participation from early stages to final plan is evident</li> <li>• Provided all staff with minutes from meetings demonstrates collaboration with team and staff</li> </ul> <p><b>Areas of Concern:</b></p> <ul style="list-style-type: none"> <li>• The principal is not listed on the planning team</li> <li>• Consider including the names of key parents in this process</li> </ul>	<p>Why didn’t Stephanie Marron, Neighborhood Partnership Coordinator also meet with parent groups?</p>

**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 review team thinks there are many positive elements to the plan, but it needs more clarity on how it will be achieved.

- **Vision & Instructional Philosophy:** The plan has a clearly articulated vision: students will be confident that they are college and career ready. Three pillars and six main instructional beliefs are the foundations of the plan. Communication through numeracy and technology were not addressed.
- **School Data Profile and Analysis:** A thorough review and detailed analysis of data was evident and an understanding reached that five areas need addressing (noted above). The report reflects that stakeholders take responsibility for the poor data and aim to address students' needs. Data show a positive trajectory in some areas (noted above) but through surveys with all stakeholders, it was determined that focused attention was needed for incoming 9<sup>th</sup> graders. A clear strength of the plan was reviewing the interests of stakeholders, as well as researching career pathway opportunities to identify the academy disciplines.
- **School Turn Around:** The plan created two pathways for 9th graders: the Math/Sci/Tech Magnet for 4 years or the Ninth Grade Academy for one year with an opportunity to choose among the Med Sci Acad; Engineering & Design Acad; Gov & the Protective Services & Poli Sci Acad for the last three years. The review team is concerned with the number of courses and pathways within each acad, with some of them having four or more pathways within an acad and the concern that there may be tracking of students, considering the course titles. Individualized PD for all of these pathways was also suggested, but does not seem feasible. There is a great deal of time and coordination for all of this work and some key people were identified such as NBC teachers, but as coordination is key, there may not be enough money or time to achieve the plan. It is a strong point of the proposal that the need for a multi-year implementation plan is identified. The plan is dependent on administration/teachers' willingness to devote a great deal of time and attention to this work; the review team is concerned how this is possible without clearly defined accountability measures. A great deal of community partners and support was identified, but again, the coordination of all this work was not clearly identified.
- **Implementation:** Barriers to implementing the plan are identified, but a clearer understanding of how the plan will overcome these barriers is needed. It is a strong point that teachers will monitor other teachers, but again a clearer understanding of how this will happen, how they will ensure teachers will do this, and accountability measures. Benchmarks for evaluating the plan are needed.
- **Alternative Governance Models and Autonomies:** There was a strong agreement by all stakeholders for the School Based Management Model. Several autonomies were identified, such as scheduling, and are necessary if the plan is to succeed.
- **School Planning Team:** Many stakeholders were involved in the plan and in strategy sessions, including students. The UTLA Chair and Co-Chairpersons are both on the planning team, which should help ensure all staff members are on board. There is evidence of staff participation from the early stages of developing the plan to its final form. The review team was concerned that the principal was not on the design team.