PSC 4.0 Evaluation Rubric
Superintendent's Review Panel

Section of Proposal	Characteristics of an Exemplary Response	Comments *What were the strengths of the plan? Concerns or areas of weakness?*	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.	**Strengths of the Plan:** • The vision is stated in a clear and succinct fashion. • The emphasis on a socially-conscious perspective is commendable, especially in this impacted community. • A strong tone of equity and access exists in the plan. • A safe and nurturing school environment conducive to academic success will benefit both the community and students. • The creation of an atmosphere and school culture that supports and promotes parent participation is a positive goal. • The outlining of an instructional philosophy that is research-based and innovative bodes well for students and the school community. • The emphasis on Project-Based Learning aligns with the Common Core State Standards and authentic assessment. • The vision is pragmatic and realistic. **Concerns/Areas of Weakness:** • There is a strong emphasis on SLCs which have proven to be failures on most campuses where they were implemented. • The instructional foundation proposed is strong, but needs to be further developed. • More details need to be provided regarding the support services that will be offered to students. • So as to be effective, professional development should be teacher-developed and teacher-delivered.	• How do you propose to encourage greater parent and community participation? • What steps will be taken to ensure that all staff are collaborative partners in this endeavor? • How will teachers develop the capacity to be instructional leaders? • What steps will be put into place to support teachers as shared-decision makers on the campus? • Will separate area be designated for SLCs? If so, what will that look like? • Will the budget support an individual counselor for each SLC? • What examples of real-world outcomes and/or projects can you provide? • What structures will be put into place to assist students with making the shift from "passive consumers to active participants?" • How will you ensure that teachers play a more active role in the development of professional trainings?
B. School Data Profile/ Analysis	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	**Strengths of the Plan:** • The section is written in a very clear, concise, and honest fashion. • Targeting graduation rates, proficiency for all, and reduction of the suspension rate are worthwhile goals.	• What factors account for the high turnover rate of administrators? • What is the root cause of the problems existing in the social environment?

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	persistent trends. 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.	• The data presented demonstrates an awareness of the areas requiring immediate attention. • Evidence of improved scores over the last two years speaks to the gains already being made by the school. • The DARTS program has had a positive impact. • The school is actively engaged with outside educational organizations. **Concerns/Areas of Weakness:** • The data reveals high administrative turnover. • The narrative does not give a clear picture of the neighborhood. • There is no evidence that the school is reaching out to parents. • The date shows a loss of teachers and SLCs to other campuses. • The dwindling enrollment, although attributed to a variety of factors, is a source of concern. • Although intervention is addressed, there is no plan of action or structure proposed. • The narrative on professional development outlines the current failures, but proposes no solutions.	• What reasons were given for the departure of the Performing Arts and Media Arts magnets to other schools? • How does the generational gang problem in the Highland Park community impact the efforts made by the school? • What role will teachers play in determining professional development programs that address the needs of the community? • How will teacher expertise and knowledge be used to strengthen the program of instruction?
C. School Turnaround	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. 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.	**Strengths of the Plan:** • The commitment to SLCs as they pertain to meeting the needs of the students is worthy. • Increased collaboration amongst teachers and staff, if fully-realized, will bode well for the success of the school. • *Response to Intervention,* along with other proposed programs to assist struggling students, should prove beneficial to the community of learners. • The goal of improving achievement for EL students by making modifications to the program of instruction is commendable. • The evidence provided regarding successful professional development models will prove beneficial to the program of instruction. • A sense of urgency is conveyed in the plan, especially as	• How will the goal of making every teacher highly competent be realized? • How will you ensure the success of SLCs if they have previously met with failure? • Even though research-based evidence is provided regarding professional development, how will these models be implemented? • Do the SLCs offer career pathways for all students? • Will teachers be given opportunities for creating new courses and curricula? • What involvement will teachers have in redesigning the curriculum so as to meet

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	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	it pertains to the community context. **Concerns/Areas of Weakness:** • The SLCs are vaguely described. • Double-blocking mathematics and English are generic solutions to a major problem. • There needs to be a clearer narrative as to how redesigning instruction through the use of the Common Core State Standards can be more thematic and practical. • The voice of lead teachers is absent from this section. • More information is needed to provide evidence that instruction will be more thematic and project-based. • The vague expectation of accruing more A-G credits is tepid, at best. • The curriculum does not show evidence that it will connect to the community. • Research is cited on how best to implement successful professional development, but no strategies or plan of action are provided. • The relationship between teachers and administration is undefined.	Common Core objectives? • How will teachers build their capacity to be instructional leaders? • What are the thematic SLCs? Have they shown sustainability? • Will students self-select their SLCs? What guidance will they be offered toward their choices? • What have you learned from the primary feeder school, Burbank MS, where scores have shown dramatic improvement? • What new courses will excite students and enhance attendance rates? • Why is there no fostering of Career Technical Education? • What culturally relevant strategies will be implemented to support all students?
D. Implementa-tion	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. 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.	**Strengths of the Plan:** • Covers a broad range of established strategies for data collection, PD designations, and reducing suspension rates. • The use of benchmark assessments to monitor growth and assess progress in the three key turn-around areas should prove effective and informative. • A program of intervention that incorporates Tier I and Tier II strategies will assist greatly in supporting student achievement. • Classroom walk-throughs will serve to inform instructional practices. • The identification of teacher communication as a barrier to successful implementation of the plan is bold. • The concept of "grab and go" breakfast is innovative and seeks to provide an opportunity for more students to	• What strategies will be used to demonstrate the implementation of a "new" school with a different identity and culture? • How will the school differ from the currently existing school? • Does the implementation of the breakfast program reduce instructional time? If yes, how will this time be made up? • What new and innovative methods will be used to generate and monitor rigor in the classroom? • How will the structured intervention differ from the strategies currently used to address student needs? • Will common assessments be created by

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		participate in healthy-eating programs. • APEX learning offers a great opportunity for students. **Concerns/Areas of Weakness:** • No mention is made of self-selection by students for the various SLCs proposed. • More detail needs to be provided regarding APEX and the learning matrix. • No mention of alternatives to student credit recovery is proposed. • Additional information would be helpful in describing how teacher input will benefit the evaluation model. • The intervention model proposed is not fully-realized. • There is a concern is that the plan doesn't really offer a new model but continues the existing structure of the school as it now stands.	instructional staff or will District provided materials be used? • What is the benefit of teachers creating their own common assessments? • What role will the staff play in developing the various instructional and intervention models proposed? • How will this model differ from the top-down approach currently existing at the school? • What opportunities will be given for teachers to build their capacity as instructional leaders?
E. Alternative Governance Models & Autonomies	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. *Governing School Council (pilot schools only):* 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	No new governance model is proposed although an Elect to Work Agreement or "mutual consent waiver" will be developed.	• Will all teachers be required to sign an Elect to Work Agreement? • Will teachers be the majority stakeholders in developing the agreement?

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	Council. A draft of the Elect to Work agreement is attached. *NOTE: All pilot school applications will also be reviewed by the Pilot School Steering Committee.*		
F. School Planning Team	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).	**Strengths of the Plan:** • It appears that an effort was made to include all stakeholders in the development of the school plan. **Concerns/Areas of Weakness:** • Although it is stated that a number of teacher/leaders were part of the writing process, the plan lists only the principal and four teachers as members of the writing/design team.	• To what extent were all staff involved in the development and design of the proposed school? • How active of a role did parents and the community at large have in the design of the proposed plan? • Even though parents are identified as participants in the process, why were they not included as part of the design team?

PSC School: <u>Franklin High School</u>   **Planning Team Name:** <u>Franklin HS</u>

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

<u>**Overall Rating:**</u> (circle one)   Beginning   **Developing**   Well-Developed   Exemplary

<u>**Overall Comments:**</u>

The plan is well-written and concise, and provides very detailed information on the problems currently existing at the school. The design team has also provided research-based instructional strategies that they believe will lead the school in turning around its culture of failure. Also commendable is the emphasis on a socially-conscious perspective and a strong tone of equity and access which should bode well for both students and community, alike.

What seems to be missing, though, are real strategies that would be implemented to foster the turnaround. Research-based strategies aside, how would teachers and staff truly address the needs of their students? How would PBL and a thematic curriculum inform the program of instruction? Would the staff embrace a concept whereby teachers are the instructional leaders? What will administration put into place to build the leadership capacity of all teachers? It also appears that the proposal to further develop the SLC concept is vague and in need of further specificity. Given that the former SLCs on the campus met with failure, why promote a similar concept within this design?

A concern also exists that the plan doesn't so much offer a new model, but proposes to save and continue the structure of the school as it now stands. A true turnaround would provide more innovative practices and not propose to retry those structures that have failed the school community in the past.