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.	<u>**Strengths**</u> The Fulton College Prep plan tells a compelling story through student "Susana's" 6-12 educational journey. The school vision is reflected through this narrative, which helped personalize their story. The planning team takes responsibility for past achievement results on their campus; they own the problem by stating that their mission is to disrupt the cycle of low achievement. The vision and instructional philosophy section has clearly stated commitments and priorities, which speaks to the school's focus on achieving the vision. The planning team wrote using a clear and basic format, use a very active voice with strong verbs, and cited specific examples with their five priorities. The planning team references current research, provides a clear description, analysis, and description in their instructional philosophy. The school mission includes the phrase "agents of change" in reference their commitment to develop students who want to give back to their community. The section also addresses students' development of skills within the context of core concepts, use of technology, and writing across the curriculum, all of which directly align with the Common Core State Standards (CCSS). <u>**Concerns**</u> The planning team uses a lot of educational jargon, assuming the reader has knowledge of educational terms and acronyms. The instructional philosophy is very broad based, without providing a compelling argument for the specific research-based models or instructional strategies that will lead to radical change in student achievement. While the planning team listed a few instructional strategies such as Authentic Literacy, their narrative would have been more compelling had they linked their vision of Susana to "signature pedagogies" she experienced on her way to becoming a college and career ready Fulton College Prep graduate. For example, Susanna reflecting back to what she learned and experienced back in 10th grade, and how the key pedagogical practices she experienced in all of her college preparatory courses that year prepared her for her future endeavors. The section lacks specificity of how teachers might implement the instructional strategies. For example, the planning team does not specify how teachers across different disciplines might implement a strategy such as Authentic Literacy on a daily basis. The plan does not allude to how the school plans to measure the success of their instructional philosophy. The vision of the school would benefit from deeper development. The	What are some examples of what the teachers' experience will be at this school? What will a teacher's day-to-day experience look like? For example, how might they use technology?

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		section contains a vision of what teachers are committing to, however the narrative would have been more compelling if it were coupled with Susanna's experience.	
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 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.	**Strengths** The Fulton College Prep plan uses multiple measures of data. The planning team used Performance Meter data and tied their plan to the mandated school targets, as well as additional data sources, from how many students are passing college preparatory classes, CAHSEE and AP passing rates, and EAP and PSAT scores. The planning team used qualitative data, surveying teachers and parents, as well as incorporated the classroom walkthrough protocol. Indeed their findings indicate that a lot of teachers are in the "Emerging" stage. The planning team addresses the connection from middle school to high school, noting that the high school is not closing the gap as much as the middle school. They tracked a cohort of students from 6th grade through 5 years, and uncovered that writing was a strategy students struggle with. Through strand analysis of CST data, they identify a deficit in writing strategies that shows up in the 9th, 10th, 11th and 12th grades. The planning team identifies the programs or structures that are working, such as the double block of instructional time and the ALEKS math program, as well as practices that aren't working, such as grading is not even across all classes. The planning team looked at ALEKS for algebra and how the intervention course that uses this program is helping students perform better in their core math class. The planning team used both staff attendance and student attendance data in their analysis of attendance trends and its direct impact on student achievement. The planning team clearly summarized their priorities into three issues and disaggregated each issue as well. The planning team is passionate and strategic about how to best ensure success. Rolling out the components of the turnaround plans over three to five years affords the school the opportunity to fine tune and revise the instructional practices and structural changes that positively impact student achievement. **Concerns** While the planning team did use the district's Performance Meter goals, they did not identify their growth targets and SMART goals, especially for the first year of plan implementation. The data analysis needs to go deeper, especially in relation to successful program or structural performance. The examples of successful practices, i.e. ALEKS and double block schedule, should be linked to measurable data that supports its success. For example, explicitly citing what about double block is proving successful and whether the school really doing something different. This level of analysis and reflection is important for a school to stop what isn't working and continue implementing the programs or structural practices that produce measurable results. The planning team did not address the existing school's structures, such as when teachers are going to meet for professional development.	At the end of 2013-14, where do you expect the kids to be? Have you considered challenges you may face in ensuring compliance with district/state mandates? Are you foreseeing any potential structural issues? Regarding PLC use of SMART goals and teacher-developed formative assessments—how will you ensure follow up (both subject-alike and grade-alike)—how do you plan to structure all this?

PSC School: <u>Fulton College Prep</u>

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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. 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.	<u>**Strengths**</u> The Fulton College Prep plan clearly identifies college and career readiness instructional strategies or practices, such as authentic literacy and metacognition, align with the common core. The turnaround plan links back to the school vision by addressing purposeful reading (i.e. informational and procedural text) and identifying digital literacy as strategies that will permeate the curriculum. The planning team discusses grade level and subject-alike professional learning communities (PLCs) as vehicles of increased teacher collaboration. The turnaround plan emphasizes the use of SMART goals to track PLC goals. The planning team identifies a novel approach to ensuring the school has the right Response to Intervention (RTI) support—they want to analyze early warning indicator data, including social aspects of students. Through the focus on numeracy, the plan calls for going beyond just having Fulton College Prep students become proficient and above. The school wants their students to explore the purposeful application of concepts, knowing the why and the how, and not just gaining surface knowledge to pass a test. The turnaround plan addresses articulation with feeder schools. The school will continue the use of achievement folders and data chats through Advisory as reflective tools for students to think about their personal achievement; these practices support student driven learning. The school expects students to be able to justify answers orally as well as in written form; there is a strong emphasis on writing across the curriculum. The planning team identified their student population (socio economic disadvantaged, minority) and how the school can best support each population. The turnaround plan addresses teacher accountability and how to improve good first teaching, connecting directly to the Teaching and Learning Framework and specifically citing Standard C3; this further evidences the school's strategic alignment to the district's performance evaluation tools. The school will continue the use of instructional rounds to inform and improve teacher practice. The turnaround plan also addresses the need for community and collaborative relationship building. The planning team commits to using Joyce Epstein's framework on family involvement to establish and strengthen school-home and community relationships. <u>**Concerns**</u> The Fulton College Prep plan still lacks specificity in the structural aspects necessary to implement radical change. It contains some specifics and identifies promising practices. The planning team needs to include more information about how the structures will help the turnaround plan become reality. There needs to be a deeper analysis and reflection of what the school is doing now and the positive results they are seeing from these instructional or structural practices. The planning team needs to address what is fundamentally, pedagogically, changing that will result in student achievement. The turnaround plan doesn't clearly describe whether and how students	What else does the planning team have in place for struggling teachers? How will the school help teachers implement these strategies? Will teachers really be teaching in a different way? How will you evaluate teachers? When will advisory take place? How is/will block scheduling be implemented; what model is used? What will students be doing that will show you how the teacher is doing? What evidence have you collected that points to teaching in a double block and Beyond the Bell services as strategies that will close the achievement gap? What cooperative learning practices will you use that will lead to higher level learning skills? Socratic Seminars?

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		will be using technology differently, and the impact technology has on how teachers interact with the students and the content. The plan will benefit from a clearer sense of what this instructional shift will be. The planning team did not provide an in-depth section on intervention in order to explain how the school plans to close the achievement gap at an accelerated pace. The planning team should provide a description of what they saw during the classroom walkthroughs and what they are seeing as lacking in classroom practice—this layering is not necessarily present. The planning team has a clear understanding of where Fulton College Prep's instruction is, but fail to describe how or why their key instructional practices, e.g. cooperative learning, will lead to higher level learning skills. The turnaround plan would greatly benefit from having these strategies clearly delineated.	
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** The planning team indicates that every PLC has SMART goals to track a set of students. Responsibility is divided through the Instructional Leadership Team (ILT). The PLCs will have work collaboratively with the ILT to track student progress. The ILT plans to implement a quarterly monitoring cycle with an attached timeline. The planning team noted the current limit to teacher capacity, staff collaboration, and capacity of administrators; they were very honest about the challenges they will face and state how they will try to deal with them. Increasing parent involvement was identified as a challenge. Paraprofessionals will be included in the professional development plan. Staff attendance is included as part of the non-instructional data that will be collected and analyzed. **Concerns** The planning team addresses school culture in a general way. The implementation plan would benefit from a staff climate survey and other qualitative data. The plan would be strengthened if the planning team addressed their waiver requests in this section and, for example, how these flexibilities as a LIS school support their professional development or the restructuring process. The planning team identifies "feel good" strategies for parent involvement rather than deeper engagement that will lead to parents understanding and becoming full partners in their children's education. Every school engages parents through field trips and college fairs, which is a great starting place. However, if Fulton College Prep embodies a college going culture, the planning team should also consider parent workshops around how to analyze grades, habits of successful parenting, the connection between student attendance and grades, or how to help students balance homework and playing video games. While the planning team states that parent involvement is a barrier, there is no evidence that the school is thinking about ways that they can increase the social capital of parents. The plan needs to address increasing community partnerships and using these external partners to help bridge the parent involvement barrier. The planning team	What events in life bring people together? – The team should brainstorm this question so that they can bring parents and community together around the turnaround.

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		does not identify metrics or even foresee what their metrics will be. The plan would benefit from the planning team projecting where the school sees itself after year one, or even after the first semester. The planning team should think more about whether their strategies are working and how to benchmark these strategies. In the barriers section, the planning team should address the structures, periods, the day-to-day school experience now and what needs to change to make their turnaround plan a reality.	
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 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.*	**Strengths** The Fulton College Prep plan states that they selected the LIS model because they want the waiver options. The planning team includes their reasoning in a statement of why they wanted this governance model. The choice of the LUIS model makes sense because their turnaround plan requires these waivers/autonomies. There is overwhelming support at the school site for this LIS model. **Concerns** The planning team needs to develop their rationale for these waivers. The mutual consent waiver could have been better explained if the planning team focused on why they need this waiver to implement their turnaround plan, as opposed to a summary of what the waiver is. The planning team asks for a curriculum/pedagogical waiver, but the plan does not clearly state what the school wants to do differently in terms of their curriculum and pedagogy. The Internal organization waiver does not address how they can realistically provide a personalized experience for their student population with one 6th grade house and 2 upper grade level SLCs.	LIS governing council has authority to judge quality of the work, which is very important and this is a very powerful position. But how exactly will you put this into place? What are the term limits to sit on the council? What is the balance of the council? Who holds the election? Will the council hear concerns of the school community BEFORE making decisions? Did the proposal page limit result in your decision not to state a more complete rationale for your identified waivers?
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	<u>**Strengths**</u> The Fulton College Prep plan addresses how the school engaged parents in the public school choice process and how they actually selected people to be on the team. The writing team is a well-balanced school-based team. The planning team represents different roles and responsibilities. Parents and students are kept informed through the process. <u>**Concerns**</u>	

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	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).	The planning team does not seem to have community members. It also appears that parents were informed, but there are no parents and students on the 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

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

<u>**Overall Comments:**</u>
Robert Fulton College Prep submitted a well-developed and thought-out application. The plan was well-organized and clearly answered each question analytically, descriptively, and reflectively. It was written in an active voice using precise and strong verbs and current research was used throughout to support their position. Most importantly, the application addressed college and career readiness skills needed to think critically, problem solve, communicate effectively (verbally as well as in written form), and be able to collaborate with others. Also, the application showed a thorough analysis of school data, reflecting positive and negative, and identified the vital importance of disrupting the trend of low achievement and low expectations from stakeholders. The plan is organized around the school's priorities and the staff takes responsibility for turning around the school and they are explicit about it. Although well-developed, it is crucial the design team takes into account the structural impediments that they must overcome to implement their plan successfully, i.e. bell schedule, teacher evaluation, structure professional development, etc. How will their waivers help make their plan successful?

The planning team needs to clearly identify the pedagogical practices that will lead to the instructional shifts among their staff that are necessary to ensure a student like Susanna (in their Section A) graduates college and career ready.