Public School Choice 3.0
Written Review Round: Evaluation Rubric

Instructions

Carefully review the instructions below.

Section(s) of Proposal	Characteristics of an Exemplary Response	Evidence/Comments What were the strengths of the plan? Concerns or areas of weakness?	Follow Up Questions What would you ask in an interview with the Applicant Team?

> *Section(s) of* Proposal: the Evaluation Rubric is divided up by the required components (sections) that makeup the 2016-2017 *Public School Choice 3.0* proposal template. Some sections may or may not require the Reviewer to read multiple sections before assessing the quality of the response by the Applicant Team.

> *Characteristics of an Exemplary Response*: this column provides a guide for what you should see (evidence) in an exemplary response. Use the descriptions provided as a gauge for your own review.

> *Evidence/Comments*: complete this section by noting BOTH the areas of strength and concerns/weaknesses for each section of the plan along with citing evidence for your assessment. Bullet points are acceptable. However, make sure your thoughts and sentences are complete and coherent so that any reader can understand. Note that, as a Reviewer, you are required to complete this section with the strengths and weaknesses you saw in the plan.

> *Follow Up Questions*: note any major content in the plan that needs further clarification. The questions you note should reference and be clearly connected to a specific section(s) of the plan. During the *Interview Round*, the questions in this section will help shape the discussion. You are not required to list follow up questions and may leave the section blank.

Note: although the primary purpose of your review is to assist the Superintendent's panel in their final review and assessment of the proposals, Applicant Teams (those who are approved and not approved) will also have access to your completed evaluation rubrics once the review is complete[1]. Your comments may be helpful to those teams that must rewrite their plans for future iterations of *Public School Choice* as well as for approved teams as they prepare to implement their plans.

<u>Guiding Questions</u>

As you read through the plans, the following critical questions should guide your review:

❖ Are the various sections (<u>including the attachments provided</u>) of the plan well aligned and clearly connected?

❖ Is the entire plan clearly aligned with district-level expectations for teaching and learning, current Choice Schools, and research-driven and <u>nationally validated best practices that encompass the proposed school model</u> (see general overview of Choice School models packet)?

❖ Does the plan tell a clear and compelling story about how the school will <u>utilize ("operationalize") the core components of its proposed school model to anchor and drive</u> classroom instruction, accelerate student achievement, and build a positive school culture and climate for both students and adults?

❖ Does the plan <u>ensure that ALL students will receive a high-quality education</u> under its proposed school model?

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[1] All Applicant Teams will receive an aggregated feedback/comments sheet providing them with the rationale for the overall rating their proposal received. If an Applicant Team requests to review the original evaluation rubrics themselves, then they will be shared without revealing the names of individual reviewers.

PSC School Model: _____ Lead Applicant Name: _____

Section(s) of Proposal	Characteristics of an Exemplary Response	Evidence/Comments *What were the strengths of the plan? Concerns or areas of weakness?*	Follow Up Questions *What would you ask in an interview with the Applicant Team?*
<u>Applicable Section(s)</u>: I. GENERAL QUESTIONS 1. (a.) **Vision and** (b.) **Mission**	• Communicates the **school's fundamental beliefs about student learning** and outlines high expectations and rigorous standards for both students and adults • *Mission* provides a **high level overview of the essential strategies (commitments) that will lead to the success of the school's future graduates** • *Vision* **prioritizes student outcomes that are meaningful, measurable, ambitious yet attainable,** and appropriate for the student population the school serves/seeks to serve		

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Applicable Section(s):
 	
I. GENERAL QUESTIONS
 	
2. **School Data Profile/ Analysis** (a. *Innovation Schools*; b. *Transformation Schools*)
 	
III. PERFORMANCE/ ACTION PLANNING EXERCISE (See data table in this section that all Applicant Teams were required to complete along with the "School Data Profile/Analysis" section)
	• The data analysis conveys a highly complex, holistic, and profound understanding of research-driven teaching and learning trends locally and/or nationally
	
	• **Provides a valid and compelling rationale why the selected model is necessary** to carry out the objectives of the proposed model (*Vision* and *Mission*)
	
	• The proposal f**ocuses in on three to five critical issues** (i.e. the performance of historically underserved students) **that are highly relevant to the school or proposed school** and will have far-reaching impact when acted upon
	
	Innovation Schools Only: a wide range of data is used to conduct a thorough, in-depth analysis—**at a minimum the narrative must discuss:**
	  – areas of strengths and concerns
	  – areas of improvement over recent years
	  – both positive and negative trends over a period of years
	  – underlying root causes of persistent trends		

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Applicable Section(s): I. GENERAL QUESTIONS 3. Family and Community Engagement (a. *Transformation Schools*; b. *Innovation Schools*)	• Clear vision of what family and community engagement will look like at the school, including **specific strategies aimed at authentic and meaningful engagement of parents** in their children's education • The proposal reflects an understanding of community needs and assets, including a **plan for developing effective partnerships to advance the** *Vision* and *Mission* of the school • Describes a plan for developing and implementing **multiple opportunities for parent and community involvement** to improve student achievement Innovation Schools Only: plan demonstrates a **thorough knowledge of the current school community and its stakeholders**, including staff, students, parents, and community members and this knowledge was used to develop thoughtful, tailored **strategies to share, communicate, and generate significant interest and buy-in for the school's proposed plan** (i.e. parents contributed ideas through recurring engagement structures; teachers were regularly and formally engaged in shaping the proposal; etc.)		

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Applicable Section(s): I. GENERAL QUESTIONS 4. School Culture (a. *Academic Culture*; b. *Professional Culture*)	• Describes in detail the **formal structures** (i.e. schoolwide routines/rituals; positive behavior intervention and support systems; college-going culture initiatives; etc.) **that will drive and sustain the** *Academic* **and** *Professional Culture* **at the campus** • Includes **strategies to differentiate learning for students** (i.e. intervention/enrichment via flex periods; wraparound support; etc.) **and staff** (i.e. job-embedded professional development structures; use of best-in-class data protocols; highly effective systems that drive the work within Professional Learning Communities [PLC]; etc.) • **Builds and sustains a culture of continuous improvement:** regularly reflects on parent, teacher, and student feedback and other metrics to refine and develop the school's *Academic* and *Professional Culture*		

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<u>Applicable Section(s):</u>
 	
I. GENERAL QUESTIONS
 	
5. **Applicant Team Capacity** (a. *Track Record*; b. *Distribution of Leadership*; c. *Resumes* included as attachments)
	• Describes how **all members fully participated and actively contributed** to the development of the proposal
	
	• Member contribution is noticeable and a **thoughtful delegation of work and responsibilities is presented** for implementing the plan
	
	• Describes each member's experience, qualifications, and achievements, specifically in regards to:
	  – growing student achievement
	  – leading change management initiatives
	  – developing and empowering staff
	  – engaging stakeholders		

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Applicable Section(s): I. GENERAL QUESTIONS 6. **Student Recruitment** (a. Transformation Schools; b. Innovation Schools) (Note: *Transformation Schools* are brand new, open enrollment campuses; *Innovation Schools* will continue to serve all students that live within its assigned attendance zone)	• Articulates a **strategic, inclusive, equitable, and ongoing plan for student recruitment** • Utilizes **multiple strategies** (e.g. presentations; social media; canvassing; engagement of community-based organizations within the campus' attendance zone [Innovation Schools only]; etc.) • Reflects a commitment to **foster sustainable relationships among staff and community members with active and regular engagement** in order to grow and maintain student enrollment at the school		

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Applicable Section(s): II. INSTRUCTIONAL PLAN 1. Curriculum, Instruction, and Assessment (a. *Instructional Program*; b. *Social and Emotional Learning*; c. *Assessment*)	• Explains <u>HOW</u> the school will utilize best-in-class curricular, instructional, and assessment practices to fulfill the school's *Vision* and *Mission*: strategies, programs, and tools identified are research-driven (nationally validated) and has shown results in increasing student achievement • Provides a **nuanced overview of how teaching and learning will occur within core content areas** (i.e. highlights different as well as unified practices between subject areas) • **Operationalizes pedagogy in a sophisticated manner so it can function effectively within a given school day, semester, and year** (i.e. writing across the curriculum; utilizes a schoolwide SEL framework that prioritizes SEL during a standalone time and/or throughout the school day; delivers PBL using a best-in-class template; use of rigorous rubrics to assess performance tasks; etc.) <u>Innovation Schools Only</u>: narrative not only presents the aspirational structures that will embody teaching and learning at the campus, but also the **current instructional practices that are underway that will support the school's path towards becoming a wall-to-wall Choice School** <u>High Schools Only</u>: graduation/Endorsement requirements are highlighted and are equal to and greater than the rigor of the *Recommended High School Program*. Intentional structures are in place at the proposed campus to determine and support student progress toward graduation		

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<u>Applicable Section(s):</u> II. INSTRUCTIONAL PLAN 2. Staff Capacity (a. *Innovation Schools*; b. *Transformation Schools*) (Note: the response in this section should also connect back to the team's response for question "4. [b.] Professional Culture" in the *I. General Questions* section)	• Professional development (PD) plan is clearly **articulated with research-driven strategies for high quality adult learning** • Proposed PD plan aligns with a clear vision for a tightly structured Professional Learning Community (PLC) and intentional culture for ongoing collaboration • **Presents a systematic process in which teachers work together to analyze and improve their classroom practice** (i.e. teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning) • Details how the existing and proposed PD plan will **support the staff's ability to implement the core features of the proposed school model, especially during the implementation years** • PD will be and/or is used to **provide faculty with quality time to collaborate in order to improve instruction and capacity** (i.e. shared conferences to enable job-embedded professional development structures through vertical and horizontal planning) <u>Transformation Schools Only</u>: **identifies the core competencies the school-site staff should embody** in order to fulfill its *Vision* and *Mission.* Sets a high bar for teacher selection and development prior to launching the campus		

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Applicable Section(s): **II. INSTRUCTIONAL PLAN** 3. **Typical Student Day**	• Presents an educational experiences that is **informed by highly effective research-driven learning practices and structures** • The narrative is **explicit in setting a high bar for student learning** • Learning experiences are contextualized within meaningful and **realistic structures that enable all students within the school to experience the core elements that will make up the proposed school model** (i.e. sustainable student schedules; specialized courses/blocks of time with rigorous activities that align with the proposed school model; prioritizes small group instruction; embeds intervention and enrichment into the school day; etc.)		

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Applicable Section(s): **IV. Request and Rationale for Additional Autonomies (OPTIONAL SECTION)** Applicant Teams are not required to present a response for this section. However, if the team opted to present a request for additional autonomies from district mandates as part of its proposed school model, then use this part of the evaluation rubric to assess their response. Reviewers should note that a "low quality" response in this section alone should not be heavily weighed against the rest of the narrative, especially if the reviewer is confident that existing mandates can support the proposed school model adequately. Autonomies can be approved, denied, and/or negotiated in various ways.	• Autonomy (i.e. budgeting; staffing; PD; etc.) **requests are clear, relevant, and sophisticated.** That is, the narrative makes a compelling case to the district to operate outside of existing central office mandates in exchange for greater accountability to better ensure student and staff success • Alternative vision and plan for exercising _____ autonomy is not only aligned with state and federal laws, but **equal to and greater than district expectations (mandates) in this area** • Narrative **calls out accountability measures and metrics that will be used by the campus to assess the progress, effectiveness, and impact** the school's autonomies will have on teaching and learning		

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Applicable Section(s):
 	
V. (a.) **IMPLEMENTATION PLAN AND** (b.) **BUDGET EXERCISE**
 	
(Note: budget section asks the Applicant Team to present a plan [within a table] for spending $350K during the school's first year of implementation with the autonomy to rollover the funds for up to three years)
	Implementation Plan:
	• A thorough and **realistic plan for phasing-in and implementing key components of the proposed school model over a set period of years** ("SMART" goals will drive implementation)
	• **Implementation Plan demonstrates an understanding of highly successful school design and/or redesign initiatives** (i.e. using frameworks to align curriculum and instruction; scheduling timely professional development/trainings [summer PD before launch]; redesigning master/bell schedule; making strategic staffing decisions; etc.)
	
	Budget Exercise:
	• Budgets for Student Achievement: **prioritizes appropriate resources that will support and enhance learning for all students** within the proposed school model
	• Resources Allocation:
	  – **Efficient** (i.e. train-the-trainer PD; invests in perishable materials [e.g. technology] in a sustainable manner; etc.)
	  – **Essential Needs** (i.e. prioritizes PD that will build teacher capacity in order to achieve success in the proposed school model)
	  – **Strategic** (i.e. intentional about rolling over funds; additional PD for department chairs; etc.)		

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Additional Notes

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Overall Comments:

FINAL RATING AND RECOMMENDATION

☐ **Exemplary**: appears ready for launch; proposal is well developed and aligned to the strategic vision and mission of Public School Choice; advance to *Interview Round*

☐ **Developing**: a couple of significant questions remain unanswered about the key components that makeup the proposal; advance to *Interview Round* to gather more information

☐ **Beginning**: outstanding questions and underdeveloped sections outweigh proficient features within the proposal; additional planning year highly recommended; should not advance to the *Interview Round*

☐ **Ineffective**: proposal is weak; several parts of the proposal are underdeveloped and/or do not align with the strategic vision and mission of Public School Choice; should not advance to the *Interview Round*