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**Final v3.0**

Rev; 3/1/15

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| Call for Quality Schools Proposal Rubrics  For proposals to operate a District-run school - 2015 Cycle | | |
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V3.0

**Proposed District-run School:** Click here to enter text.

* **SBC Reviewer Name:** Click here to enter text.
* **ARB Reviewer Name:** Click here to enter text.

**District-run School Proposal Rubric and Evidence Collection Template 2015**

**Instructions for Site-Based Committee (SBC) / Academic Review Board (ARB):**

* This template guides reviewers through the quality review of the Call for Quality Schools applications consistent with the 2015 District-run School Proposal Guide. Reviewers will score key categories within four main domains: School Culture, Leadership, Educational Program, and Teaching. Please note that the category names align with the sub-headers found in each completed application so reviewers are easily able to locate the relevant information in the application. Appendices that may contain important information to properly score the category are also specified in the left column.
* For each category, key characteristics of a “Meets Expectations” response, a “Partially Meets Expectations” response and a “Does Not Meet Expectations” response are outlined. Using these standards, reviewers should score each category based on the evidence found in the application. For each domain, there is an empty box for reviewers to share evidence to support your category ratings. Be sure to include evidence on each category in that domain for which you provided a score. Evidence should be as factual and objective as possible.
* Reviewers should submit their scores 48 hours in advance of the first Site-Based Committee or Academic Review Board Session for that application. During that session, overall domain scores and overall recommendations will be formulated by the SBC or ARB based on the average category scores and the evidence gathered to inform those category scores.

# Domain 1: School Culture

Please select a score in each of the categories below using the standards included in the given rubric. Please avoid using half-point increments on the scoring.

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| --- | --- | --- | --- | --- | --- |
| **School Culture** | | **Does Not Meet Expectations (1 pt.)** | **Partially Meets Expectations (2-3 pts.)** | **Meets Expectations (4-5 pts.)** | **Score** |
| 1.A | **Vision and Mission** | The application includes a mission that does not provide a clear, focused, and compelling picture of what the school aims to achieve academically or socially. The mission does not serve as the foundational driver for the school and is not clearly evident in the rest of the application. | The application includes a mission that provides some indication about what the school aims to achieve, but the mission lacks clarity or rigor around targets and outcomes or the statements may not be specific enough to create a compelling purpose for the school. The rest of the application does not fully align with and support the stated mission. | The application includes a vision and mission that provide a clear, concise, compelling picture of what the school aims to achieve, describes its fundamental reason for being, includes rigorous standards for pupil performance, describes priorities that are meaningful, measureable, and attainable and that are appropriate for the target population, and satisfies the mission specific criteria set forth in the District-run Performance School Application Guide. The mission fully aligns with the rest of the application. |  |
| 1.B | **Targeted Student Population** | The application does not identify the specific demographics or does not demonstrate an understanding of the needs, educational values, and area demographics of the target student population. | The application includes research on the target student population that identifies specific demographics, but doesn’t clearly describe or fully demonstrate an understanding of the needs of the population. The targeted student demographics seem reasonable given publicly available demographic data, with few errors. | The application includes detailed research and information on the target student population demographics, achievement data, etc. The application explains how the proposed program will meet the needs of the targeted population and community needs. The targeted student demographics are reasonable given publicly available demographic data. |  |
| 1.C  Appx.C | **Family & Community Support for the Application**  **(Double the points awarded in this section)** | The application does not provide evidence of support from parents, teachers, students, and community partners in the region that the applicant expects to locate. Any description of outreach strategies are artificial, lack sufficient frequency and diversity, and will not reach a broad audience. | The application provides some evidence of support from parents, teachers, students, and community partners. The application describes outreach strategies; however, they may lack depth and breadth to reach a broad audience. | The application provides adequate evidence of support from parents, teachers, students, and community partners. Parents and community members are involved in developing the proposed school. The application describes strong, diverse outreach strategies to engage all parents equally in the school. |  |
| 1.D | **Student Discipline Policy** | The application does not provide a discipline policy that meets the standards and procedures outlined in the OUSD discipline policy. The discipline policy is not uniform, fair, and consistent for all students | The application provides a discipline policy that is approaching the standards and procedures outlined in the OUSD discipline policy. Information on expulsion or dismissal procedures, appeal processes, and how expectations are communicated to guardians/students lack detail and clarity. There are concerns as to whether the discipline policy is uniform, fair, and consistent for all students or whether discipline data is adequately monitored and responded to with RTI and restorative practices. | The application provides a discipline policy that meets the standards and procedures outlined in the OUSD discipline policy, including clear expulsion or dismissal procedures, appeal processes, and an explanation of how expectations will be communicated to guardians/students. The discipline policy reflects the school culture, ensures students are on task and focused on learning, ensures that minority students are not disproportionately represented in disciplinary procedures, and is uniform, fair, and consistent for all students. Proposed methods to monitor and respond to discipline data with RTI and restorative practices, is clear and robust. |  |
| 1.E | **Student Engagement** | The application describes a school culture that is not clear and/or will not promote a positive academic environment or reinforce student intellectual and social development. Systems and structures to foster high rates of attendance are not clear or insufficient.  \*High School- plan for drop-out prevention is weak | The application describes a school culture that attempts to promote a positive academic environment and reinforce student intellectual and social development, but the systems and structures to foster high rates of student attendance lack consistency and/or frequency.  \*High School- plan for drop-out prevention is fair | The application describes a clear school culture that promotes a positive academic environment and reinforces student intellectual and social development. There are sound systems and structures to foster this culture. The application specifically addresses systems to be inclusive of students with special needs and English language learners.  \*High School- plan for drop-out prevention is strong |  |
| 1.F | **Community Schools: Ongoing Family Involvement & Satisfaction** | The application includes few if any opportunities for partnering and engaging parents in the school’s culture and operations as well as an inadequate description of the makeup and role of parent/community governing bodies. The community partnerships described are superficial. | The application includes some opportunities for partnering and engaging parents in the school’s culture and operations as well as a description of the makeup and role of parent/community governing bodies. The community partnership(s) described meet some of the needs of the students/community or there is moderate level of support expressed by the community organization to support the plan. | The application includes specific plans for partnering and engaging parents in the school’s culture and operations as well as an adequate description of the makeup and role of the (parent/community governing bodies. The community partnership(s) described meet the diverse needs of the student body/community, and there is a strongly expressed level of support by the named community organizations to support the plan. |  |

Please share evidence below to support your ratings. Be sure to include evidence on each category for which you provided a score. Evidence should be as factual and objective as possible (i.e., “there are 30 signatures in support of the school, but no mention of intent to enroll forms from parents” instead of “there is insufficient community support for the school”).

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| **Reviewer Notes: (School Culture)** | | | |
| **Section** | **Strengths Noted** | **Weaknesses Noted** | **Questions** |
| **Mission and Vision** |  |  |  |
| **Targeted Student Population** |  |  |  |
| **Family & Community Support for the Application** |  |  |  |
| **Student Discipline Policy** |  |  |  |
| **Student Engagement** |  |  |  |
| **Community Schools: Ongoing Family Involvement and Satisfaction** |  |  |  |
| **Integration of Pillars** | **Strong School Culture** – The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success.  The school will stress the importance of education as well as the social and emotional well-being of students.  This feature must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture. | | **Score =** Meets **(1)/**Partially **(2)**/Does Not Meet **(3)** |

# Domain 2: Leadership

Please select a score in each of the categories below using the standards included in the given rubric. Half scores are not allowed so please use your professional judgment in selecting.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leadership** | | **Does Not Meet Expectations (1 pt.)** | **Partially Meets Expectations (2-3 pts.)** | **Meets Expectations (4-5 pts.)** | **Score** |
| 2.A | **School Leadership** | The application does not provide a profile of a successful. The other members of the leadership team have not been identified and the application does not provide a clear description of the duties, responsibilities, qualifications and credentials necessary for these team members; thus resulting in the potential for low-quality team members and/or demonstrates no understanding of the role. | The application identifies a leader, or has provided a profile of a leader, who has not opened or managed a school or is not part of a principal leadership training program, and/or raises concern about capacity to design, launch, and manage a high performing school. Some members of the leadership described indicate that some of the team members could result in a quality team | The application has provided a profile of a leader, who has opened and managed a high performing school, and has established a consistent track record of improving student achievement. Or, the application has provided a profile of a leader, who has not opened or managed a school but is part of a principal leadership training program or demonstrates capacity to design, launch, and manage a high performing school. The application provides a strong description of leadership team positions and clearly describes the duties, responsibilities, qualifications and credentials necessary for these team members. |  |

Please share evidence below to support your ratings. Be sure to include evidence on each category for which you provided a score. Evidence should be as factual and objective as possible (i.e., “the org chart does not include lines of accountability” instead of “the org chart is insufficient.”).

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| --- | --- | --- | --- |
| **Reviewer Notes: (Leadership)** | | | |
| **Section** | **Strengths Noted** | **Weaknesses Noted** | **Questions** |
| **School Leadership** |  |  |  |
| **Integration of Pillars** | **Educator Development and Pipelines** – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team.  The school will help educators develop through effective professional learning and recognize effective educators for their success. | | **Score =** Meets **(1)/**Partially **(2)**/Does Not Meet **(3)** |

# Domain 3: Educational Program

Please select a score in each of the categories below using the standards included in the given rubric. Half scores are not allowed so please use your professional judgment in selecting.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Educational Program** | | **Does Not Meet Expectations (1 pt.)** | **Partially Meets Expectations (2-3 pts.)** | **Meets Expectations (4-5 pts.)** | **Score** |
| 3.A | **Curriculum** | The application does not include a developed curriculum nor process for developing the curriculum. The curriculum provided in the application does not provide sufficient evidence that it will meet the needs of the particular student population and does not align with the California State Standards and Common Core. The learning environment described is not a fit with the student body or the curriculum as described. | The application meets some, but not all of the criteria listed for “meets expectations” in this area. | The application includes a curriculum tailored to meet the needs of the particular student population. The application provides evidence that the curriculum is research/evidence-based and will deliver rigorous, engaging and effective instruction for the target student population. The curriculum is aligned with the California State Standards and Common Core (including 21st Century Skills). The application includes a curriculum that will ensure cultural relevancy and will address the needs of culturally and linguistically diverse students.  The application defines how the school will ensure horizontal and vertical alignment and how the school will monitor the implementation of the curriculum.  The application adequately details the specific instructional materials necessary to implement the school’s proposed curriculum.  The learning environment aligns with the student population and curriculum described. |  |
| 3.B | **Progress Monitoring & Assessment** | The assessment plan is not clear and does not demonstrate that it will be aligned to state or district standards. The application’s list of assessments is too limited in number to demonstrate an appropriate evaluative process. The application does not include a system to administer interim assessments or use the data to identify students in need of support and inform instruction. | The application meets some, but not all of the criteria listed for “meets expectations” in this area. | The application indicates that the school will utilize grade level appropriate assessments (including baseline, interim, and summative assessments) that align with the school’s curriculum, performance goals, and state standards. The application includes a clear schedule and protocol for data analysis, describes how data is used to refine and improve instruction, and describes a plan to report the data to the school community. The application includes academic performance goals for student achievement with a clear process to monitor progress towards goals. The application describes systems to manage student performance data. |  |
| 3.C | **Language Program Design and Instruction** | The application provides limited evidence of the language program model and instructional plan. The plan does not address the unique needs of the target ELL population. | The application meets some, but not all of the criteria listed for “meets expectations” in this area. | The application describes a language program model that is grounded in research, is asset-based, and meets the unique needs of the ELL population. The instructional plan ensures that ELLs at all proficiency levels receive both targeted and explicit ELD instruction as well as full access to the academic demands of the Common Core and Next Generation Science Standards. The application includes a plan to collect and use data to monitor progress and inform instruction, interventions and placement of ELLs. The application describes how leadership will structure the professional development and collaboration time to ensure that teachers are prepared to meet the needs of their diverse language learners consistent with the program model. There is a plan to address the non-academic needs of ELLs that may hinder their success. For high school applicants, there is a clearly articulated plan to ensure all ELLs, including newcomers, receive the A-G credits needed to graduate. |  |
| 3.D | **Special Education Students** | The application does not provide evidence that the school will not have programs for special education students that are research-based, include appropriate resources, or offer a continuum of services. | The application meets some, but not all of the criteria listed for “meets expectations” in this area. | The application describes programs for special education students that are research-based, include appropriate resources, and offer a continuum of services that meet IDEA and FAPE in the Least Restrictive Environment. The application describes systems to identify and recruit special education students in a non-discriminatory manner, and monitor IEP student progress. The application includes a plan to ensure that all staff are “Highly Qualified” and are licensed to serve mild/moderate needs students. The application provides detail about regular PD that will be required of teachers who serve special needs students. The application describes how the school will structure and staff a center program to serve students with severe special needs, in the event that it is asked by OUSD to host such program. The application includes methods to regularly evaluate the effectiveness of the special education program. |  |
| 3.E | **Academic Intervention and Acceleration** | The application describes limited supports for students in need of academic intervention or acceleration. The application does not have an RtI plan or does not demonstrate an understanding of RtI and the intervention process described is confusing and not clear. | The application describes supports for students in need of academic intervention or acceleration but does not describe a systematic method of identifying students to receive these services. The application does have an RtI plan, but action steps named lack specificity or clarity and/or it lacks specific research-based strategies in Tier I, II, or III. | The application describes systems to identify students in need of academic intervention or acceleration. The application includes an RtI plan that meets the state’s requirements and includes specific research-based strategies to support students in Tiers I, II, and III. The application describes systems and structures for students at risk of dropping out of high school and/or not meeting the proposed graduation criteria (if applicable). The application describes specific interventions to help close the achievement gap. The application describes that the school will schedule and use time to ensure adequate opportunities to support the needs of all students. |  |
| 3.F | **Gifted and Talented** | The application does not describe programs for gifted students that are research-based and include appropriate resources. | The application meets some, but not all of the criteria listed for “meets expectations” in this area. | The application describes systems to identify gifted/talented and academically advanced students, and monitor progress for students who may be above grade level. The application describes a plan to ensure that all staff are “Highly Qualified” and are qualified to serve gifted students. The application describes programs for gifted students that are research-based and include appropriate resources. |  |
| 3.G | **Supplemental Programming** | The application does not include supplementary programs or extra-curricular activities or the programs described are not evidence-based. | The application includes supplementary programs and extra-curricular activities, but the descriptions in the application lack detail and do not adequately describe the evidence-base. | The application describes supplementary programs for students to promote improved mental, emotional and physical health that are evidence-based. The application provides an outline for extra-curricular activities. The application includes a plan for summer school, including the enrollment numbers, selection criteria, schedule, and funding (if applicable). |  |

Please share evidence below to support your ratings. Be sure to include evidence on each category for which you provided a score. Evidence should be as factual and objective as possible.

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| --- | --- | --- | --- |
| **Reviewer Notes: Educational Program** | | | |
| **Sections** | **Strengths Noted** | **Weaknesses Noted** | **Questions** |
| **Curriculum** |  |  |  |
| **Progress Monitoring and Assessment** |  |  |  |
| **English Learners** |  |  |  |
| **Special Education Students** |  |  |  |
| **Academic Intervention and Acceleration** |  |  |  |
| **Gifted & Talented** |  |  |  |
| **Supplemental Programming** |  |  |  |
| **Integration of Pillars** | **Increased Time on Task** – Successful schools will intentionally use time to maximize student learning.  Extended school days, weeks, and years are integral components.  Additionally, the school must prioritize providing teachers’ time for planning, collaboration, and professional learning. | | **Score =** Meets **(1)/**Partially **(2)**/Does Not Meet **(3)** |
| **Integration of Pillars** | **Rigorous Academics** – Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth.  This includes data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards. | | **Score =** Meets **(1)/**Partially **(2)**/Does Not Meet **(3)** |
| **Integration of Pillars** | **Linked/Personalized Learning** – Students will be exposed throughout a K-12 program to different educational options that go beyond the “four walls” of the school in effective schools.   This will include bringing relevance to students’ lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools. | | **Score =** Meets **(1)/**Partially **(2)**/Does Not Meet **(3)** |

# Domain 4: Teaching

Please select a score in each of the categories below using the standards included in the given rubric. Half scores are not allowed so please use your professional judgment in selecting.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teaching** | | **Does Not Meet Expectations (1 pt.)** | **Partially Meets Expectations (2-3 pts.)** | **Meets Expectations (4-5 pts.)** | **Score** |
| 4.A | | **Teacher Coaching** | The application does not clearly describe how the school will conduct observations or provide feedback to teachers and the protocol and criteria are not clearly defined yet or lack relevance to the curriculum scope and sequence or do not capture best practices in teaching. There is not sufficient staff capacity described to coach teachers. | The application describes how the school will conduct observations and provides feedback to teachers but does not provide a set schedule and protocols are only somewhat developed and for the most part capture best practices in teaching. | The classroom observation protocols and feedback instruments provided in the application are based on research. The application describes that teachers will be observed and will receive feedback on an identified regular basis using a protocol with well-defined criteria that will reinforce the curriculum scope and sequence of the school. The application describes a feedback loop to inform instructional planning. |  |
| 4.B | | **Professional Development** | The application does not provide evidence that the school will offer PD on a regular basis. There is not sufficient detail to determine what topics will be covered in that PD, or the PD described does not align with the mission, values, and goals of the schools, does not meet the needs of the educational program, does not align with the school calendar, and/or does not take into consideration the needs of the inaugural staff. PD will not be evaluated regularly. | The application outlines a schedule for PD but there are concerns that the school will offer sufficient PD monthly to meet the needs of the educational program, and the needs of the inaugural staff are only somewhat addressed. The description of topics is fairly complete, but may not sufficiently consider the needs of the educational program or data on teacher development needs. The application describes that PD will be evaluated regularly for effectiveness, but does not clearly detail how. | The application outlines a clear schedule for PD and demonstrates that the school will offer sufficient PD monthly (that is aligned to the school calendar) to meet the needs of the educational program, and thoroughly addresses the inaugural staff needs. The application details the general topics selected for PD, which are based on the needs of the educational program and overall teacher needs and interests. The application describes how the PD is aligned with the mission, values, and goals of the school. The application describes how PD will be evaluated regularly for effectiveness. The PD described in the application addresses ELL and special education students. The application identifies who will be responsible for developing, leading and evaluating PD at the school. |  |

Please share evidence below to support your ratings. Be sure to include evidence on each category for which you provided a score. Evidence should be as factual and objective as possible (i.e., “PD and collaboration time is only planned to be offered 3 hours per month” instead of “there is not enough PD.”).

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| --- | --- | --- | --- |
| **Reviewer Notes: Teaching** | | | |
| **Sections** | **Strengths Noted** | **Weaknesses Noted** | **Questions** |
| **Teacher Coaching** |  |  |  |
| **Professional Development** |  |  |  |
| **Integration of Pillars** | **Educator Development and Pipelines** – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team.  The school will help educators develop through effective professional learning and recognize effective educators for their success. | | **Score =** Meets**(1)/**Partially **(2)**/Does Not Meet **(3)** |

# Domain 5: Facilities

Please select whether the information in the proposal was “Present” or “Not Present” or “NA”

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| --- | --- | --- | --- | --- | --- |
| **Facilities Questions** | |  | **Present** | **Not Present** | **NA** |
|  | **1** | Describe any modifications or improvements to the facility that is integral to the proposed program. Please provide a rationale. |  |  |  |
|  | **2** | Is the school’s current physical configuration insufficient in any way that suggests 'major' capital Improvements are required to accommodate the proposed program? |  |  |  |
|  | **3** | How do you propose to use existing outdoor space academically, for learning landscapes, and/or outdoor programs and student activities? What suggestions do you have for modifications needed in this area? |  |  |  |

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| --- | --- | --- | --- |
| **Reviewer Notes: Facilities** | | | |
| **Sections** | **Strengths Noted** | **Weaknesses Noted** | **Questions** |
| **General Feedback** |  |  |  |