

Name of School	Name of District			Reviewer #
Santa Fe South Middle Schools	Santa Fe South Charter Schools			
CATEGORIES/CRITERIA FOR DETERMINING DISTRICT CAPACITY	DISTRICT EVIDENCE OF CAPACITY SUBMITTED FOR REVIEW	DCD ITEM #	DETERMINATION OF CAPACITY BY REVIEWERS AND COMMENTS	RUBRIC SCORE 3.2.1
Historical Data Analysis				
1. Data for a period of five years: – School and district OCCT scores in reading/language arts		1	Reading Data for a Period of five Years: The Oklahoma School Data Report reflects that from FY2006 through 2011 an increase in the school's Reading API. The data reveals 55% proficient or advanced in SY2011 - showing an increase of 19% over 2010. The data appears to be complete.	3
2. School and district OCCT scores in mathematics		2	Math Data for a Period of five Years: The Oklahoma School Data Report reflects that from FY2006 through 2011 an increase in the school's Math API. The data reveals 59% proficient or advanced during SY2011 - showing an increase of 5% over 2010. The data appears to be complete.	3
3. School and district graduation rates		3	N/A	NA
4. School and district dropout rates		4	N/A	NA
5. School and district attendance rates		5	Attendance Data for a Period of five years: Attendance appears to reach proficiency all five years.	3
6. School and district suspension rates and behavior records		6	Suspension Rates for a Period of five years: Santa Fe Middle School's suspension rate data reveals a steady increase of short term suspensions over the past 5 years. A decrease in long term suspensions from SY2010-2011 is revealed. No tolerance policy is in force regarding student fighting and behavior issues such as bullying. Data revealing five full years is not complete. Only two years of suspension data has been included in this report.	3
7. School and district teacher/principal attrition rates		7	Attrition Rate over the past five years: Data submitted appears to be incomplete and also appears to be conflicting from what is included on the data chart to what is revealed in the narrative.	2

8. School and district; mobility rates		8	<p>School and district; mobility rates over the past 5 years: Data reveals upon review, conflicting and incomplete information from SY2006-2012.</p>	2
9. School and district enrollment data, including subgroups		9	<p>School and district enrollment data, including subgroups over the past 5 years: Data appears complete.</p>	3
10. Historical analysis of data over a period of five years and evidence that historical data has been used to develop school-level interventions (data should include, but is not limited to, the categories listed above)		10	<p>Historical Analysis of Data over the past Five Years: Narrative explanation describes the various types of assessment reports the school uses. For some, it reveals the number of times the assessments are given throughout the year. Conflicting evidence is apparent throughout this section. OCCT scores and Star scores have been included; however, evidence of actually 'how' the data is utilized by teacher teams is not demonstrated for the drill down piece addressing individual student growth – thus leading to differentiated instruction activities.</p>	2
11. A plan for developing school-level interventions for the upcoming school year based on historical and current data (data should include, but is not limited to, the categories listed above)		11	<p>School Level Interventions over the past five years: A comprehensive needs assessment was performed a year and a half ago to determine direction for interventions necessary. Information in the report includes the following strategies for the area of Reading and Math; (1) increasing the daily Reading period from one block to double block; (2) extended school day to include remediation/tutorial efforts for students; (3) evidence of increased parent conferences; (4) principal walk-throughs; (5) teacher peer reviews and (6) technology inclusion. However, intervention strategies do not appear to demonstrate 'how' the strategies increase the rigor of the applied curriculum, which in turn, should reveal increased student achievement in all categories. This section lacks evidence of data supporting each section of the Title I plan.</p>	2
TOTAL RUBRIC SCORE				23
OVERALL RANKING				

OVERALL RANKING	OVERALL COMMENTS	OVERALL RANK LEVEL 3,2,1
<p>Level 3--full capacity to change course; need written recommendations/advice to implement turnaround principles</p>		
<p>Level 2—lacks some capacity to change course; requires attention; partnership needed; SDE must partner with school to determine proper interventions and implement turnaround principles</p>		2.55
<p>Level 1 (C³ Schools) —severely lacking capacity to change course; need immediate attention; SDE must partner with school and assume responsibility for student outcomes; SDE must implement turnaround principles</p>		

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Academic Supports				
1. District curriculum aligned to state standards		15	District curriculum is aligned to state Standards: For SY2011-2012, the academic curriculum appears aligned to CCSS, state standards. School is taking action to better align their curriculum to state standards. The alignment needs to reflect greater depth of knowledge and improved rigor.	2.5
2. School and classroom alignment to district curriculum expectations		16	School and Classroom alignment to district curriculum expectations: Same evidence as provided in item number 15; however, no alignment to district expectations has been included.	2
3. A plan for periodic progress monitoring in reading/language arts		17	Periodic Progress Monitoring - Reading: Star Reading has been utilized by this school. Sample Class summary sheet is included along with a CRT information sheet . There is some evidence of consistency in progress monitoring, utilizing various or multiple assessments as required by Title I and School Improvement. Star Assessment information describing research that has been performed on Star Assessment has been included, but little to nothing addressing the application of components of Star.	2

<p>4. A plan for periodic progress monitoring in mathematics</p>		<p>18</p>	<p>Periodic Progress Monitoring - Math: Star Math has been utilized by this school. Sample Class summary sheet is included along with a CRT information sheet . There is some evidence of consistency in progress monitoring for utilizing various or multiple assessments as required by Title I and School Improvement. PD addressing the needs of teachers entitled Observation, Mentoring and Professional Development was included for teaching staff on Saturdays.</p>	<p>2</p>
<p>5. Periodic benchmark assessments aligned to state standards</p>		<p>19</p>	<p>Periodic benchmark assessments aligned to state standards: Each teacher is developing their own benchmark assessments. It is not revealed that they are aligned to state standards. Sample Edu soft documents included, but does provide some evidence that the data is actually utilized at their school. Star Reading and Math assessment data has been included.</p>	<p>2</p>
<p>6. Use of periodic benchmark assessments and other student data to inform classroom instruction</p>		<p>20</p>	<p>Use of periodic benchmark assessments: Only one CRT test result has been included from the fall of SY2011. There is some evidence of a 'true' ongoing assessment function actually in place. There is no real meaningful data to assess/analyze consistency from quarter to quarter.</p>	<p>2</p>

7. Timely, effective student interventions in classrooms		21	<p>Timely, effective student interventions: Evidence of student interventions include the following; (1) student tutorial services after school; and (2) Saturday school addresses no zero policy. However, it appears that the tutorial sessions are less than an hour in length and do not reveal specific student interventions. There is no evidence of how effective either tutorial program may be. There is nothing that addresses how the tutoring is actually aligned with PASS objectives/CCSS that children have not mastered. Information is needed about how the tutor actually collaborates with the classroom teacher regarding the needs of the child.</p>	2
8. Data system that collects, stores, and disseminates timely school- and student-level academic data		22	<p>Data System that Collects, stores and disseminates timely school- and student-level academic data: Report does include information addressing the Edu Soft system that is utilized by OCPS; however, there is no indication that it is utilized by this school. School utilizes; however, Power School.</p>	2.5
9. Timely and equitable distribution of textbooks and instructional materials aligned to state standards		23	<p>Timely and equitable distribution of textbooks and instructional materials aligned to state standards: No protocol or alignment process for selection of instructional materials is included.</p>	1.5
10. Timely district interventions when a school is not making progress		24	<p>Some evidence is provided that indicates that the district is intervening in SFSMS; however, it is unclear the role of the district and how frequently the district receives quality information about student performance in order to provide timely interventions.</p>	2
11. School board's unified vision for school improvement		25	<p>Evidence is provided that the board understands the mission and vision and is supportive of strategies to implement.</p>	3

TOTAL RUBRIC SCORE

23.5

OVERALL RANKING

OVERALL RANKING	OVERALL COMMENTS	OVERALL RANK LEVEL 3,2,1
<p>Level 3--full capacity to change course; need written recommendations/advice to implement turnaround principles</p>		
<p>Level 2—lacks some capacity to change course; requires attention; partnership needed; SDE must partner with school to determine proper interventions and implement turnaround principles</p>		2.136
<p>Level 1 (C³ Schools) —severely lacking capacity to change course; need immediate attention; SDE must partner with school and assume responsibility for student outcomes; SDE must implement turnaround principles</p>		

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Organizational Supports				
1. Human resource policies that effectively recruit, hire, induct, and retain effective school personnel and release ineffective personnel in a timely manner		26	Evidence is provided that SFS has hired highly qualified personnel and the policies adopted by the governance board seem effective.	3
2. Timeline to place certified personnel at the site when filling vacancies		27	Policy indicates that job postings will remain open for 10 working days. Based on information from other sections related to non-renewals, post-abandonment, and non-continuing teachers, 10 working days does not indicate a "sense of urgency in timelines" for filling vacancies. There is no evidence provided that positions are filled in this timeline or any shorter timeline.	2
3. Equitable distribution of highly qualified and effective teachers		28	All teachers are highly qualified.	3
4. Strategies for recruitment of teachers and administrators		29	Teachers to Teachers.com, job postings, and job fairs are quality strategies.	3
5. Information technology supports aligned with district/school academic goals		30	Technology goals listed in the March 28, 2012 plan are aligned to district academic needs.	3
6. Transportation aligned with district/school academic goals (District transportation ensures students are in school prior to start of school day. Bus schedules ensure students attend school in a timely manner.)		31	Evidence of high attendance (previous sections) indicates that transportation policies result in student access to academic curriculum; evidence is provided that students are able to arrive at school on time and arrive home in a timely manner. Charter schools rely on parents to bring students to school.	3

7. Local, state, and federal funds aligned to subgroup academic goals		32	Federal funds documentation is unclear in how it directly relates to meeting the needs of subgroups. Little evidence is provided for state or local funds being aligned to subgroup academic goals.	2
8. Local, state, and federal funds use to purchase research-based programs, materials, and professional learning opportunities		33	Extensive evidence of professional development was provided and it appears that at least some of this professional development was paid for with federal funds. It is unclear, however, if any state and local funds were also used for research-based professional development and if any state, local, or federal funds were used for research-based programs and materials.	2
9. Special Education resources aligned with the needs of the students		34	Special education resources (621, 622, and 624 funds) are used for salary and benefits of special education staff. Staff appears to be able to meet the needs of students. Budget documents appear to have been submitted in a timely manner.	3
10. English Language Learner resources aligned with the needs of the students		35	ELL students appear to be growing in their abilities and skills according to WIDA scores. Resources appear to be aligned with student needs.	3
11. Plan for maintaining a safe and orderly environment		36	Site and district plan for safe and orderly environment is provided. Evidence provided in other sections related to short- and long-term suspensions indicates that the school is actively implementing the discipline policies with effectiveness.	3
TOTAL RUBRIC SCORE				30
OVERALL RANKING				
OVERALL RANKING	OVERALL COMMENTS			OVERALL RANK LEVEL 3,2,1
Level 3 --full capacity to change course; need written recommendations/advice to implement turnaround principles				

<p>Level 2—lacks some capacity to change course; requires attention; partnership needed; SDE must partner with school to determine proper interventions and implement turnaround principles</p>		2.72
<p>Level 1 (C³ Schools) —severely lacking capacity to change course; need immediate attention; SDE must partner with school and assume responsibility for student outcomes; SDE must implement turnaround principles</p>		

Name of School	Name of District			Reviewer #
Santa Fe Middle School - Charter	Oklahoma City Pubic Schools			
CATEGORIES/CRITERIA FOR DETERMINING DISTRICT CAPACITY	DISTRICT EVIDENCE OF CAPACITY SUBMITTED FOR REVIEW	DCD ITEM #	DETERMINATION OF CAPACITY BY REVIEWERS AND COMMENTS	RUBRIC SCORE 3,2,1
District Expectations Communicated to All Stakeholders				
1. Strategic, yet attainable, goals at the district and school level (including goals for each subgroup)		12	Goals for the district and school level: Section of plan reveals an action plan for SY2009-2010. This is a campus improvement plan and communications for parents for SY2010 - 2011. There is nothing included for the SY 2011 - 2012.	2
2. A communication plan for involvement of all stakeholders in meeting annual goals		13	Communcion Plan: The communication plan basically reveals several pieces addressing parent communication; however evidence of other participating stakeholders is not revealed.	2
3. Analysis of the percent of district's annual goals that have been met each year for five years		14	Analysis of % of district's annual goals that have been met each year for five years: Evidence of data submitted in the school's Campus Improvement plan adresses middle school and reveals evidence of what the goals actually were, and includes the analysis of annual goals over a five year period.	3
INDICATORS OF CAPACITY SPECIFIC TO TURNAROUND PRINCIPLES				
Strong Leadership				
1. Details of how performance of a current principal or a new principal (with a proven track record for turning around schools) will be reviewed for hiring, retention, or dismissal		37	No evidence of evaluation tool to be used to determine effectiveness, no evidence that administrators are evaluated based on performance of students, and no connection of evaluation to school or district goals.	1.5
2. Details of how principals will be given operational flexibility in the areas of scheduling, staffing, curriculum, and budget		38	There is some developing operational flexibility for site administrator.	2
Effective Teachers				

3. Details of how the performance of current teachers or new teachers (with proven track record for success in challenging schools) will be reviewed for hiring, retention, or dismissal		39	There is extensive evidence of teacher evaluation processes based on observation and individual reflection. The plan does not include determination of effectiveness (student performance) in challenging schools.	2.5
4. Policy for preventing ineffective teachers to transfer to the school		40	There is no policy that states that teachers will not be transferred from one building to another in SFS, policy needs to be established even though SFSMS is a charter school.	2
Extended Learning Time				
5. Plan for extended learning time (beyond the regular school day) for student learning and teacher collaboration		41	School calendar and bell schedule indicate extended learning time provided to all students. No data is provided to support the mission of the plan.	2
Instructional Program				
6. Strong instructional program that is research-based, rigorous, and aligned with state standards		42	The instructional program is based on research-based, rigorous, and standards-aligned strategies; however, there is some evidence of the curriculum, specific programs, and curricular materials being research-based, rigorous, and aligned to state standards. In addition, much emphasis is placed on an assessment program without reference to how the assessment analysis leads to changes in instruction.	2
Use of Data				
1. Time for principals and teachers to analyze data to inform instruction for continuous improvement		43	It appears that time has been set aside for teachers and principals to analyze data and to grow professionally; however, it is not clear from the evidence provided that meaningful and ongoing data is being analyzed to inform instruction during these PD times.	2
School Environment				
2. Strong support for school safety and discipline, addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs		44	School safety and discipline are addressed in school policy. Social and emotional needs of students are addressed through relationship-building, extra-curricular activities, and outings. There is no evidence provided of full implementation of a policy that meets students' physical health needs.	2

3. Strong ongoing family and community engagement		45	There is extensive evidence of offering opportunities for parent/family engagement, learning, and involvement. There is evidence of implementing a plan to engage and involve other members of the community such as business leaders, government officials, faith-based organizations, non-profit organizations, or members of the health community.	3
TOTAL RUBRIC SCORE				26
OVERALL RANKING				
OVERALL RANKING	OVERALL COMMENTS			OVERALL RANK LEVEL 3,2,1
Level 3--full capacity to change course; need written recommendations/advice to implement turnaround principles				
Level 2—lacks some capacity to change course; requires attention; partnership needed; SDE must partner with school to determine proper interventions and implement turnaround principles				2.166
Level 1 (C ³ Schools) —severely lacking capacity to change course; need immediate attention; SDE must partner with school and assume responsibility for student outcomes; SDE must implement turnaround principles				