

- Throughout the process, input from all stakeholders will be obtained especially input from all faculty and staff, parents, students, and community members.

The presidents of our labor partners, including UTLA, AALA and classified unions, have been notified in writing today. As noted in the attached timeline, I will be holding a meeting this Wednesday, May 13, at Obama Global to notify all staff of the intervention efforts. I will also meet with the parents and students on Wednesday and Thursday this week to inform them of the plans and to seek their participation and input.

I appreciate Dr. McKenna's support and the Board's leadership in ensuring all students have access to a high quality education. Should you have any questions, please do not hesitate to contact me.

c: Michelle King
David Holmquist
Devora Navera Reed
Jefferson Crain

Attachments: Data Sheets
PSC Renewal Report, May 6, 2015
Timeline

CORE WAIVER: PRIORITY SCHOOL

Subject Area	<u>2011</u>			<u>2012</u>			<u>2013</u>		
	Proficiency Rate ¹	Rank ²	Percentile Bottom 10%	Proficiency Rate ¹	Rank ²	Percentile Bottom 5%	Proficiency Rate ¹	Rank ²	Percentile Bottom 5%
ELA	22%			30%			25%		
Math	12%			19%			21%		
Average	17%	6	1%	24%	18	2%	23%	21	2%
			Yes			Yes			Yes

Schools were designated as priority if they met the following conditions:

- (1) 2011 proficiency in the bottom 10% of all CORE schools, and
- (2) 2012 proficiency in the bottom 5% of all CORE schools, and
- (3) 2013 proficiency in the bottom 5% of all CORE schools

2011-2013 STAR RESULTS

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	20%	29%	24%	44%	48%	47%	54%	56%	55%
Mathematics	10%	18%	19%	43%	44%	45%	49%	50%	50%
History-Social Science	15%	16%	21%	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012-13.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results in Science - Three-Year Comparison

This table displays the percent of students achieving at the the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (Grades 5, 8, and 10)	21%	34%	29%	51%	52%	52%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

2013-2014 SCIENCE RESULTS

*California Assessment of Student Performance and Progress Results by Student Group in Science
(School Year 2013-14)
CSTSBLKAG/4/P*

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52%
All Students at the School	29%
Male	34%
Female	24%
African American	21%
American Indian or Alaska Native	
Asian	
Filipino	
Latino	32%
Pacific Islander	
White (Not Latino)	
Two Or More Races	
Socioeconomically Disadvantaged	32%
English Learners	11%
Students with Disabilities	21%
Students Receiving Migrant Education Services	

API CHART

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	1088	585	1039	611	983	620	605	605
Black or African American	354	549	326	585	280	594	576	574
American Indian or Alaska Native	1		1		1			
Asian	0		1		1			
Filipino	0		0		0			
Hispanic or Latino	727	603	708	623	699	630	619	618
Native Hawaiian or Pacific Islander	0		0		0			
White	1		1		2			
Two or More Races	5		2		0			
Socioeconomically Disadvantaged	1005	587	1039	611	983	620	606	606
English Learners	430	557	455	582	290	491	543	550
Students with Disabilities	136	446	149	456	156	459	454	454

Blank cell – This indicates that the school or student group did not have a valid 2011, 2012, and/or 2013 Growth API. Therefore, a 3-Year average could not be calculated.

2010-2013 API COMPARISON CHARTS

API Rank	2011	2012	2013
Statewide	1	1	1
Similar Schools	1	2	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years.

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	B	26	-2
African American		36	-1
American Indian or Alaska Native			
Asian			
Filipino			
Latino		19	-3
Pacific Islander			
White (Not Latino)			
Two Or More Races			
Socioeconomically Disadvantaged		23	-8
English Learners		24	-54
Students with Disabilities		10	-14

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had demographic changes and there is no growth or target information.

DATA SUMMARY SHEET

GOAL 2: Proficiency For All

English Learner Progress	English Learner Accountabilities				MET	2012-13	2013-14
	2011-12	2012-13	2013-14				
Reclassification Rate Trend	9.0%	6.0%	3.5%	AMAO 1 - CELDT Annual Growth	No	30.8%	48.8%
Percent of Long-term ELs	79.8%	83.9%	78.9%	AMAO 2 - Attaining Eng Prof. < 5 Yrs > 5 yrs	No	4.9%	17.1%
					No	20.5%	30.3%

Students With Disabilities (SWD)

	2012-13	2013-14
% Students with Disabilities in Gen Ed Program at least 80% of school day	40.7%	34.4%

CST TRENDS: English Language Arts

Subgroup	Students Tested				% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09	2009-10	2010-11	2011-12			
All Students		1,153	1,044	1,009		20.1%	28.9%	23.7%		-5.2	3.6	1.8
African American		387	329	293		19.1%	31.0%	20.8%		-10.2	1.7	0.6
Asian												
Latino		755	710	707		20.9%	27.9%	25.0%		-2.9	4.1	2.1
White												
English Learner		229	225	222		1.3%	1.3%	0.0%		-1.3	-1.3	-0.6
SWD		90	53	70		4.4%	11.3%	5.7%		-5.6	1.3	0.6
Socio-Econ Disadv		1,048	1,036	1,009		20.0%	29.1%	23.7%		-5.4	3.7	1.8

CST TRENDS: Mathematics

Subgroup	Students Tested				% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09	2009-10	2010-11	2011-12			
All Students		1,159	1,063	1,034		10.0%	16.8%	17.8%		1.0	7.8	3.9
African American		388	339	308		7.0%	12.4%	11.7%		-0.7	4.7	2.3
Asian												
Latino		760	719	717		11.7%	18.9%	20.5%		1.6	8.8	4.4
White												
English Learner		236	234	227		1.3%	5.1%	5.3%		0.2	4.0	2.0
SWD		101	79	95		1.0%	3.8%	3.2%		-0.6	2.2	1.1
Socio-Econ Disadv		1,054	1,055	1,034		10.3%	16.9%	17.8%		0.9	7.5	3.8

CST and CMA results in Science for 2013-14

# Tested	% ADV	% PROF	% BASIC	% BEB	% BE	CHANGE IN PROF/ADV			CHANGE IN BE/BEB			
						2012-13	2013-14	Chg	2012-13	2013-14	Chg	
CMA Science Grade 8	21	0.0%	14.3%	28.6%	19.0%	33.3%	17.4%	14.3%	-3.1	69.5%	62.3%	-17.2
CST Science Grade 8	292	10.6%	16.8%	32.5%	18.5%	21.2%	33.5%	27.4%	-6.1	46.8%	39.7%	-7.1

SUSPENSION AND EXPULSION DATA

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period. The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment.

	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Rate of Suspensions	19.0%	10.3%	7.0%	2.7%	1.7%	0.9%	5.7%	5.1%	4.4%
Rate of Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

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RAMON C. CORTINES
SUPERINTENDENT OF SCHOOLS

DATE: May 6, 2015

TO: Ramon C. Cortines, Superintendent
Michelle King, Chief Deputy Superintendent
Ruth Perez, Deputy Superintendent of Instruction

FROM: George Bartleson, Chief of School Choice
Office of School Choice

SUBJECT: Barack Obama Global Prep Academy Public School Choice Renewal

Background

The Public School Choice (PSC) Resolution was adopted by the Los Angeles Unified School District (LAUSD) Board of Education on August 25, 2009 to provide new opportunities for families and communities within LAUSD to improve their local public schools. The PSC Resolution was designed to improve school performance and increase student achievement through innovative, efficient, and rigorous school plans that increase student achievement at under-performing schools and newly built schools. LAUSD has had four rounds of schools that have participated in the Public School Choice process. Each round consisted of applicant teams developing a school plan, conducting parents, high school students, and community outreach, receiving feedback from the Superintendent's review panel and an implementation phase.

Barack Obama Global Prep Academy (Obama Middle School) was a new school plan approved under PSC 2.0. While the school initially followed its approved PSC Plan during the first year, veteran staff report that the plan ceased to be implemented after Year 1. In subsequent years, the school has had multiple leadership changes. Students, parents and staff cite high employee turnover as an ongoing challenge. The current Principal, David Bell, has been in place for the past 18 months. Students, parents and staff commend Principal Bell on bringing stability and structure to a struggling campus; however, all parties note that there is much improvement to be made with regard to academics, school safety and campus culture and climate.

Although, Obama Middle School was slated to be renewed for PSC in 2015-2016, Superintendent Cortines requested an accelerated PSC Renewal Process in order to address ongoing challenges at the school site. A team of instructional experts convened on Thursday, April 30, 2015, to conduct a half-day visit at Obama Middle School. The review team met with school leadership, observed classrooms and transitions, and met with focus groups of parents, teachers and students. The review team debriefed their findings with the school leadership team and their observations and recommendations are captured in this report.

PSC Renewal Process Overview

The Public School Choice (PSC) motion directed the Superintendent to develop a "reauthorization process for operators of new and existing schools that is based on regular performance evaluations." The PSC evaluative process consists of a yearly self-review by schools (begun in 2010-11) and a comprehensive central review. In the PSC Renewal, District staff assesses school performance across a variety of outcome measures. PSC Schools were generally approved for 3-year ("With Reservations") or 5-year terms and are renewed after the full term is completed; however, PSC Renewals may be accelerated. If a school appears to be steadily declining or is otherwise cause for concern, it may undergo a Renewal Review at the Superintendent's discretion, regardless of implementation year.

PSC Renewal Review Process

- **Preliminary data review conducted.** The Office of School Choice utilizes the School Performance Framework and CORE waiver to identify schools that show cause for concern.
- **School data compiled.** Data is compiled for a 3-5 year period and includes multiple qualitative and quantitative measures (API, attendance, suspension, reclassification, School Experience Survey, SARC). Each school's data is also compared with data for similar schools.
- **Review Panels convene to analyze each school's progress.** Panels may include Instructional Directors, teachers, administrators, Central Office and/or ESC staff, etc.
- **School visits, interviews, and surveys conducted as needed.** School visits are at the discretion of the Review Panel, providing an opportunity to observe non-classroom environments (e.g., office, playground, parent center), general cleanliness and orderliness, and classroom instruction. Reviewers may also survey stakeholders regarding the school's plan or data. Findings from school visits are utilized for a significant portion of the renewal recommendation.
- **Review Panel findings and recommendations summarized.** The Panel assesses progress in academic achievement, self-determined goals, evidence of school turnaround or continual improvement, and determines whether the school is making substantial progress, moderate progress, some progress, or not making progress. This information, along with any recommended benchmarks/interventions, is summarized and presented to the Superintendent.
- **Superintendent reviews summary report/recommendations and makes renewal decision.** The Superintendent considers reviewers' recommendations, and determines the renewal status and next steps for each school.

Site Visit Team

The PSC Renewal Review Team visited Obama Middle school for a half-day review on April 30, 2015. The Team was comprised of content-area experts from various LAUSD divisions.

Name	Title
Alison O' Quinn	Standard English Learner Coordinator, ISIC
Andrea Canty	Local Options Oversight Committee
Elaine Kinoshita	Local Options Oversight Committee
Erin Cuenca	Math Coordinator, ISIC
Dr. Gail Garrett	Instructional Director, ISIC
George Bartleson	Chief of School Choice
Ileana Davalos	Instructional Director, ISIC
Jeremy Mc David	Operations Coordinator, ISIC
Jodie Newbery	Office of School Choice
Katie McGrath	Instructional Director, ISIC
Michael Swanston	English Language Arts Coordinator, ISIC
Paige Wilson	Least Restrictive Environment Specialist, Special Education ISIC
Stepan Mekhitarian	Math Coordinator, ISIC
Veronica Arevalo	English Language Coordinator, ISIC
Enriqueta Cabrera	Common Core State Standards Facilitator
Brian Olona	Math Facilitator

School Leadership Team

Obama Middle School has received additional resources from the Reed Settlement as well as both the ISIC and the Office of the Superintendent. As reported by Principal David Bell, the following out of class positions are as follows:

- Assistant Principal, Student Counseling Services
- Reed Assistant Principal Instructional Specialist
- (2) Guidance Counselors
- Pupil Services and Attendance (PSA) Counselor & Coordination of Services Team (COST)
- Reed Psychiatric Social Worker
- Instructional Coach
- Title I Coordinator
- Targeted Student Population Coordinator
- Reed Special Education Support Provider
- Title III Coach
- School Psychologist
- Administrator (Assigned by Superintendent; works with LRE Specialist on Special Education, Modified Consent Decree monitoring and Compliance)
- Administrator (Assigned by Superintendent; assists in student positive behavior and Restorative Justice)
- Instructional Director
- Second Instructional Director

Site Visit Findings

In the following sections, the PSC Site Visit Renewal Team Findings are outlined for the areas of Instruction, Operations and Parent Engagement. A summary of findings in each section is followed by a chart with overarching Commendations, Areas for Growth and Recommendations.

Instruction

The PSC Renewal Site Visit Team found classrooms to be orderly with the majority of students on-task during teacher-centered lessons. Lesson Objectives were routinely posted; however, the objectives were sometimes unclear or referred to wrote tasks. While work was displayed in most classrooms, the majority of posted assignments were low-level worksheets that provided little to no student feedback. In multiple classrooms, reviewers found students that were not participating in the lesson and had not been given supplemental assignments. Reviewers noted that projects, activities and assignments did not require higher levels of thinking or were not aligned to the instructional standards, resulting in low-levels of student cognitive engagement. Students expressed a desire for more elective course offerings and clubs.

In discussions with school faculty, several concerns about instructional planning were raised. Faculty reported not having quorum for Instructional Leadership Team, English Learner Advisory Committee and School Site Council. Implications of poor participation caused the Master Calendar to be approved in April 2015, despite being past due in August 2014. The late approval of the calendar has led to poor communication with parents about campus events such as the spring Back-to School-Night. Teachers have sought additional guidance from their Faculty Handbook but feel it is not helpful since it is primarily comprised of Bulletins.

The PSC Renewal Review Team remains very concerned that teachers could not identify instructional foci, which indicated that a strong instructional program is not in place. The school's faculty felt that Professional Development did not meet the needs of students and staff; was not based on student data or culturally relevant. School leadership and teachers acknowledged that there has not been a focus on Professional Development because of operational safety issues that precluded a focus on instruction.

Parents, teachers and students all raised concerns about teacher turnover and the implications of unfilled positions. Obama MS currently has 7 unfilled positions: 3 teachers, 2 RSP Teachers, 1 Title III Coach and 1 SPED Support Provider. Students reported that they have not been taught Science, a core content area that is tested in middle school, because the position is vacant. As part of the school's PSC 2.0 plan, students were to benefit from Personalized Learning Environments with a focus on STEM; however, the ongoing vacancy in the Science department has prevented the school from fulfilling the STEM component of the PSC 2.0 plan. Students voiced that they feel unprepared for high school without having had access to a science curriculum. Parents and students also said that long-term vacancies have led to an increase in behavioral issues.

English Language Arts, Math EL/ESL & Special Education Classroom Observations

Commendations	Areas for Growth	Recommendations
<ul style="list-style-type: none"> • Teachers and students have a positive rapport • Campus has a mostly positive culture and climate • Students' positive behaviors are reinforced • Classrooms had well-organized rituals and routines for SBAC testing • Students and teachers are used to being observed • Students and assistants were engaged and working together in SPED classes • Teachers feel that the school is headed in the right direction because students are being tiered for intervention; teachers are collaborating; behavioral support plans are working • Students like being at school 	<ul style="list-style-type: none"> • Lower levels of Depth of Knowledge were noted • Classes visited were mostly teacher-led without structured student interaction • Students needed opportunities to do independent research rather than take notes • Students were disengaged and witnessed talking back to teachers • Behavioral rules and policies were inconsistently implemented • The work displayed in classrooms was mainly from worksheets and did not reflect higher levels of thinking • Teachers were not able to articulate the school's instructional foci • Professional development is not based on data or student needs • Four staffing positions remain unfilled and students do not have Science • Students expressed a desire for more elective and enrichment courses like cooking, drama and dance 	<ul style="list-style-type: none"> • Implement the gradual release model • Make explicit connections between lessons, real world applications and prior knowledge • Backup lesson plans should be developed for when technology fails • Improve rigor and cultural relevance of lessons and align lessons/projects with Common Core Standards and SBAC • Model instructional strategies for authentic engagement • Lessons provided little evidence of short or long-term planning • Lesson objectives should reflect learning objectives not tasks and be connected to lesson activities • Plan lessons to increase levels of questions to prompt student thinking • Include multiple learning modalities in lessons • Maximize the use of class time for instructional purposes • Utilize word walls in other lesson activities to promote use of academic language • Special Education students should be exposed to occupational and social skills outside of the classroom setting • Professional Development should be co-developed based on teacher/student needs and followed up with instructional supports • Additional elective offerings during lunch, during and after school would help engage and incentivize students and minimize behavioral issues

Operations

Operationally, Obama Middle School was in compliance. The campus was clean and the majority of students were orderly. Administrator certifications were up to date. School administrators were asked to follow up on outstanding service calls.

During the focus groups, parents voiced concern about students who were allegedly smoking marijuana on school grounds. Parents were not aware of routine safety checks taking place such as "wandering" students and random back-pack searches; however, school site security logs were up-to-date.

In the past two months, a School-wide Positive Behavior Support Plan has been implemented and reduced the number of incidences on campus. Parents and students noted the new truancy policies and mentioned that, in accordance, classroom doors and bathrooms are locked during the school day. Students were comfortable with this solution and remarked that the campus is safer and more students are in class since the policy took place.

Operations Site Visit		
Commendations	Areas for Growth	Recommendations
<ul style="list-style-type: none">• The campus is very clean and there is little debris• All children outside of the classroom were accompanied by an adult• All administrator certifications were up to date	<ul style="list-style-type: none">• Parents and students were aware of illicit activities occurring on school grounds during the school day• Parents were not aware of student safety checks (wandering/backpack searches)• Locks are needed in strategic areas (locker room, cabinets, etc.)	<ul style="list-style-type: none">• Place copies of all operations binders in the Main Office• Follow-up with outstanding service calls• Contact CPM regarding adding locks to girl's restroom in the gym

Parent Engagement

Focus Group

The PSC Renewal Review Team met with a handful of parents regarding their involvement at the school. Two of the parents the team interviewed regularly volunteer during the school day. The parents reported that the administrator in charge of the school's Parent Center has been on leave for two weeks. Participating parents reported attending Coffee with the Principal every Monday and participating in events such as potlucks and Mother's Day celebrations. Parents and students said they would like more opportunities to celebrate student success through awards ceremonies.

Parents said that they are regularly contacted by the school through ConnectEd phone calls and sometimes receive flyers. Parents and teachers said that there are no regular methods for communicating with parents, such as monthly or weekly bulletins. Teachers said that the spring Back-to-School night was poorly attended because parents were notified a few days ahead of time and the event took place after school. Parents and teachers said that the school offers few opportunities for working parents to participate in school events during nights and weekends. The parents participating in the focus group did not report receiving training in the Common Core standards.

Parent Survey

In conjunction with the Public School Choice Renewal Site Visit, parent and community engagement experts from the ISIC and Zones of Choice Office conducted phone surveys with 100 parents. Parents were asked what policies and practices the school has in place with regards to: challenging classes, school communication, welcoming environment, parent participation, parent presence on campus and school safety. As part of the survey, parents were also asked to make recommendations for improvements. The parent survey findings are consistent with the feedback from the parent focus group and share similar themes.

Rigor

Parents generally identified that the homework, teacher-student-parent interactions, homework and tutoring opportunities challenge students in the classroom. However, parents requested teacher and administrator training in the areas of increasing rigor in the learning (work is too simple), classroom structure and discipline, and supporting English Learners. Parents also requested the school find ways to retain teachers and be selective when selecting long-term substitutes.

Limited Parent Outreach

The majority of surveyed parents cited at least one example of the school's efforts communicate student progress to parents through: phone recordings, personal calls, conferences, letters or personal calls. Less than 5% of parents said the school did not communicate with the parents. Parents requested that the school build a stronger culture by creating opportunities for teachers and staff to get to know parents and interact with each other to support student learning and positive behavior.

Welcoming Environment

All but three parents said they feel welcomed by staff and are treated with respect. Parents reiterated their desire for additional staff customer service training and for staff to be culturally sensitive to the diversity of families at Obama Middle School. Parents highlighted in numerous instances the need for the front office staff to be respectful, approach parents at the counters and offer quality customer service to all.

Parent Meetings

Parents reported that they infrequently participate in parent meetings or are unaware of upcoming parent meetings. Parents requested that the school send personalized invitations that explain the workshops and activities offered at the school site. Parents also articulated that informational meetings are chaotic and recommended greater planning and staff involvement to oversee multiple, intimate meetings. Parents also requested that upcoming meetings be communicated to families in a timely manner and for parent work schedules to be considered when planning activities.

School Safety

Parents consistently said that school police support is visible and present on campus. Parents also state that programs offered after school by Beyond the Bell offer a safe environment for students. School-wide positive behavior was of the most concern to parents in the data set. Parents said that staff training is needed to manage and improve bullying as well as inform the community about ways to eliminate bullying.

Parent Engagement		
Commendations	Areas for Growth	Recommendations
<ul style="list-style-type: none">• Parents, teachers and students agree that there has been a decline in behavioral issues and truancy• Parents and students feel that teachers support student learning• Parents and students feel that the campus is safe	<ul style="list-style-type: none">• Parental involvement is minimal• Communication with parents is mainly through ConnectEd calls and flyers• There have been limited opportunities to celebrate student success• Parents, teachers and students expressed a need for more supervision	<ul style="list-style-type: none">• Create a unified parent involvement plan with a calendar of activities• Increase opportunities to celebrate student success• Make a concerted effort to contact parents, directly, through a weekly bulletin, monthly newsletter, regular classes that support student learning and alternative times (nights and weekends)• Anti-bullying and Positive School Behavior training

Renewal Decision & Next Steps

Since participating in Public School Choice (PSC) 2.0, Barack Obama Global Prep Academy (Obama Middle School) has not demonstrated significant growth in academic achievement or positive school climate. Obama Middle School remained classified as "Focus" on the School Performance Framework for two consecutive years after undergoing the Public School Choice Process and was identified as a CORE Waiver Priority School. Despite additional supports from the Intensive Support and Innovation Center (ISIC), the Reed Settlement and CORE Waiver Office, the school has not shown demonstrable improvement in academics, school culture or climate.

After detailed analysis and a comprehensive site visit on April 30, 2015, it is evident that the main barriers to improving student achievement are the lack of policies and procedures in place; an absence of instructional rigor; and an uneven approach to parent and community engagement. While students, faculty and staff report that Obama Middle School's climate and safety has improved under new leadership, the school has much room for improvement.

- Parents and school staff reported low parent engagement and a lack of offerings to support parents in their children's academic success. In 2013-14, the number of parents responding to the school experience Survey dropped by more than half to 13.2%.
- The number of staff attending school 96% of the time or greater declined to 45.4% in 2013-14 and a number of faculty positions have gone unfilled during 2014-15. Students voiced concern about being unprepared for high school since they have not had science instruction.
- School leadership report that they have struggled to address instructional practice due to behavioral and operational issues. Teachers could not name the instructional foci for the school and said that professional development was not based on data or student and teacher needs.

After reviewing Obama Middle School's performance and leadership structure, the review team recommended that Obama Middle School undergo "Immediate Intervention" and the Public School Choice Plan should not be renewed.

From now and throughout next school year, Obama Middle School must fulfill a specific set of interventions, consistent with the CORE Waiver Turnaround Principles, in order to improve its educational program and create a strategic plan that creates a culture of high expectations for quality education, positive behavior and student achievement. The following objectives must be accomplished and will be closely monitored for continuous improvement:

- A strong instructional program and solid teaching staff that receive on-going, daily support.
- Regular assessment of student mastery through common formative assessments
- Use student-level data to drive instruction, intervention and professional development
- Purposeful lesson planning, clear learning objectives and content area benchmarks
- School-wide expectations for behavior with accompanying policies and procedures
- Comprehensive parent engagement plan with a calendar of activities and regular channels of communication (i.e. weekly bulletins, monthly newsletters, regular parent activities)

With the right levers in place, the Public School Choice Renewal Review Team is confident that the students at Barack Obama Global Prep will receive the high quality educational program that they deserve, achieve academic success and matriculate to high school college-prepared and career-ready.

If you have additional questions, please contact George Bartleson at (213) 241-1747.

OBAMA GLOBAL PREP DRAFT TIMELINE
(Dates and Times Subject to Change)

- 4/30/15** PSC Renewal Site Review
- 5/13** Superintendent Meetings at Obama
3:15 p.m. – Meeting with All Staff
5:00 p.m. – Meeting with Parents
- HR and Personnel Commission will be available to answer staff questions
- 5/14** 8:30 a.m. – Meeting with Parents
- 5/15 – 5/22** Town hall meetings with parents and stakeholders
HR and PC to hold meetings with staff
- 5/22** Application Deadline for Non-Administrator Staff and Classified Managers
- 5/28** Deadline for Administrator Positions
- 5/26-5/28** Teacher Interviews; Classified Manager Interviews
- 5/29 and 6/1** Administrator Interviews
- 6/4** Last Day of Instruction
- 6/8 – 6/12** Teacher Interviews (for unfilled positions); Other Classified Interviews
- 6/15 – 7/10** Summer Intervention Program
- 7/1** New Principal Start Date, Reed AP Start Date
- 8/18/15** First Day of Instruction at Obama for 2015-2016