



Public School Choice 3.0
Proposal Review - Site Summary

Dorsey HS

Reviews for: Dorsey High School

	Reviewer	Recommended?	Comments
Applicant A Stronger Dorsey (Sample)	Reviewer A	NO	The proposal includes a thorough data analysis of the existing student body. The applicant team puts forward a research-based plan for overhauling instructional programming. However, the research-based plan does not take into account the thorough data-analysis of current performance in order to demonstrate that the proposed plan will have a major impact on student achievement. Several of the interventions in the plan are already underway and have only garnered marginal results. Dorsey High School is in need of a major intervention that re-focuses students, staff and the community around a culture of high academic expectations. The proposed plan, while sound, does not demonstrate that it has the capability to turnaround a persistently low-performing school and garner the academic results necessary to ensure Dorsey High School is successful and meeting the needs of all students. The applicant team also requests a number of autonomies but does not fully articulate why the autonomies are necessary or how they will be used to raise student achievement.
	Reviewer B	NO	While there are some signs of planning, the plan generally shows lack of coherence and lacks a sense that major changes will actually occur as a result of participating in the PSC process. For example, the plan calls for LIS waiver #5 for teachers to offer 1 hr/week of “service, office hour, conferences, clarifications...” This is an unfortunately a poor leveraging of such a waiver. In general, the plan is in the developing stages but needs more structure on the what, when, and who because successful implementation of a reform plan is doubtful at this time.
	Reviewer C	YES	Plan is coherent and thorough. Strategies for improvement are described precisely and in depth. They are described at a level of detail that is unambiguous. High expectations are reflected in the willingness of teachers and administrators to hold themselves and each other accountable to an evaluation system based on accountability for meeting reciprocal responsibilities that support continuous evidence-based improvement.