

Reviewer Rating Form (Transformation Model)

**TRANSFORMATION PLAN REVIEW
Reviewer Rating Form**

REVIEWERS:
“Advice” (see Reviewer Comments) must be about strengthening plan beyond compliance minimums in relation to indicators. MDE does not endorse specific vendors or strategies.

TRANSFORMATION REQUIREMENT	INDICATORS AND KEY ELEMENTS	KEY TERMS/DESCRIPTORS	REVIEWER COMMENTS
<p>#1 Replace the principal and increase leadership capacity at the school</p>	<p>Indicator 1A: PRINCIPAL REPLACEMENT The district has demonstrated that it has taken one of the following actions:</p> <p><input type="checkbox"/> a new principal has been hired that meets all five turnaround competencies (see key terms)</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> a principal with turnaround competencies will be hired before the end of Planning Year 1</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> the current principal meets all five turnaround competencies</p>	<p>The principal’s “turnaround competencies” that need to be ensured are:</p> <ol style="list-style-type: none"> 1. <i>identify and focus on early wins and big payoffs;</i> 2. <i>break organizational norms;</i> 3. <i>act quickly in a fast cycle;</i> 4. <i>collect and analyze data; and</i> 5. <i>galvanize staff around big ideas</i> 	<p><input type="checkbox"/> 1A.1 Inadequately specifies how turnaround competencies were considered in deciding on the principal (see key terms)</p> <p><input type="checkbox"/> 1A.2 Insufficiently describes the basis for assuring that the principal is competent in these areas (for new principal or current principal).</p> <p><input type="checkbox"/> 1A.3 Does not address the following competencies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>identify and focus on early wins and big payoffs;</i> <input type="checkbox"/> <i>break organizational norms;</i> <input type="checkbox"/> <i>act quickly in a fast cycle;</i> <input type="checkbox"/> <i>collect and analyze data; and</i> <input type="checkbox"/> <i>galvanize staff around big ideas</i> <p><input type="checkbox"/> 1A.4 Other:</p> <p>Reviewer Advice:</p>
	<p>Indicator 1B: BUILD LEADERSHIP CAPACITY The district’s plan:</p> <p><input type="checkbox"/> is descriptive about how the district will increase leadership capacity (see key terms)</p> <p><input type="checkbox"/> addresses at least one of the big ideas around which the plan is developed.</p>	<p><i>The intended beneficiaries of capacity building efforts are principals and other school-level leaders.</i></p> <p>Descriptive: designates district personnel who will provide support, how support will be provided, through what structures, etc., and how it supports at least one of the big ideas</p>	<p><input type="checkbox"/> 1B.1 Insufficiently describes who will receive support (administrators, teachers, etc.)</p> <p><input type="checkbox"/> 1B.2 Insufficiently describes how support will be provided (who will provide, frequency, through what structures, etc.)</p> <p><input type="checkbox"/> 1B.3 Insufficiently describes the focus of support and how it reflects at least one of the big ideas</p> <p><input type="checkbox"/> 1B.4 Insufficiently describes district activities that support building leadership</p> <p><input type="checkbox"/> 1B.5 Other:</p> <p>Reviewer Advice:</p>

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<p>#2 Use rigorous, transparent, and equitable evaluation systems for teachers and principals</p>	<p>Indicator 2A: EDUCATOR EVALUATION The district has an educator evaluation process that:</p> <p><input type="checkbox"/> includes student growth as a significant factor—by 2015-16, at least 50% of teachers’ evaluations needs to be based on student growth</p> <p><input type="checkbox"/> uses a tool that was designed or adopted collaboratively</p>		<p><input type="checkbox"/> 2A.1 Insufficiently describes how the evaluation tool was developed or adopted and/or was not developed/adopted collaboratively</p> <p><input type="checkbox"/> 2A.2 Inadequate specification or an insufficient percent of the evaluation will be driven by your measure of student growth (must be at least 50%)</p> <p><input type="checkbox"/> 2A.3 Other:</p> <p>Reviewer Advice:</p>
	<p>Indicator 2B: ADMINISTRATOR EVALUATION The district has a leader evaluation process that:</p> <p><input type="checkbox"/> includes student growth as a significant factor— by 2015-16 at least 40% of administrators’ evaluations needs to be based on student growth</p> <p><input type="checkbox"/> uses a tool that was designed or adopted collaboratively</p>		<p><input type="checkbox"/> 2B.1 Insufficiently describes how the evaluation tool was developed or adopted and/or was not developed/adopted collaboratively</p> <p><input type="checkbox"/> 2B.2 Inadequate specification or an insufficient percent of the evaluation will be driven by your measure of student growth (must be at least 40%)</p> <p><input type="checkbox"/> 2B.3 Other:</p> <p>Reviewer Advice:</p>

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<p>#3 Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.</p>	<p>Indicator 3A: REWARD PROCESS The district has a process that rewards educators (see key terms) for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> positively contributing to increased student achievement <input type="checkbox"/> implementing the instructional program (see requirement #6) 	<p><i>“Educators”</i> may include school leaders and other staff, but must include teachers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 3A.1 Insufficiently describes the criteria for educators receiving a reward through positively contributing to student achievement <input type="checkbox"/> 3A.2 Insufficiently describes the criteria for educators receiving a reward through implementing the instructional program <input type="checkbox"/> 3A.3 Insufficiently describes the process through which educators will receive and reward (frequency, timeline, etc.) <input type="checkbox"/> 3A.4 Insufficiently describes what rewards individuals will receive <input type="checkbox"/> 3A.5 Other: <p>Reviewer Advice:</p>
	<p>Indicator 3B: REMOVAL PROCESS The district has processes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to identify educators who have not positively contributed to increased student achievement <input type="checkbox"/> to offer multiple opportunities to those identified to improve professional practice as outlined in the instructional program (see requirement #6) <input type="checkbox"/> to remove ineffective educators based on criteria aligned with teacher evaluation system (see requirement #2) 		<ul style="list-style-type: none"> <input type="checkbox"/> 3B.1 Insufficiently describes the criteria for identifying educators who are NOT increasing student achievement <input type="checkbox"/> 3B.2 Insufficiently describes the supports that educators will receive if they are not implementing the instructional program <input type="checkbox"/> 3B.3 Does not ensure multiple opportunities to improve professional practice <input type="checkbox"/> 3B.4 Insufficiently describes the relationship between the removal process and educator evaluation <input type="checkbox"/> 3B.5 Other: <p>Reviewer Advice:</p>

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<p>#4 Provide staff with ongoing, high quality, job-embedded professional development aligned with the school’s comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.</p>	<p>Indicator 4A: QUALITIES OF PROFESSIONAL LEARNING (PL) PROGRAM The school’s professional learning program: <input type="checkbox"/> is reflective of the big ideas <input type="checkbox"/> is on-going—offers repeated opportunities with a common focus <input type="checkbox"/> is high quality (see key terms) <input type="checkbox"/> is job-embedded—integrated into the work day (see key terms) <input type="checkbox"/> includes a process for monitoring impact of and adjusting professional learning on instructional practices <input type="checkbox"/> is instructionally-focused—aligned to the instructional program described in requirement #6.</p>	<p>To be of “high quality” PL program must have ALL of the following: <input type="checkbox"/> expectations for using PL in the classroom <input type="checkbox"/> opportunities to receive individualized feedback (Note: feedback can take many forms—peer coaching, instructional coaching, etc.) <input type="checkbox"/> process or structure to provide support based on teacher needs</p> <p>To be “job embedded” PL program must: <input type="checkbox"/> consist of teachers analyzing students’ learning and finding solutions, AND <input type="checkbox"/> be grounded in day-to-day practice</p>	<p><input type="checkbox"/> 4A.1 Insufficiently describes how PL program reflects the big ideas <input type="checkbox"/> 4A.2 Insufficiently describes the focus of planned PL</p> <p>High quality <input type="checkbox"/> 4A.3 Insufficiently describes what expectations will be established for teachers using the PL provided. <input type="checkbox"/> 4A.4 Insufficiently describes what mechanisms exist for individual teacher support <input type="checkbox"/> 4A.5 Insufficiently describes the work structures through which PL will be provided (e.g., staff meetings, departmental/grade level meetings, etc.)</p> <p>Job-embedded <input type="checkbox"/> 4A.6 Insufficiently addresses analysis of student work <input type="checkbox"/> Planned PL insufficiently grounded in day-to-day practice.</p> <p><input type="checkbox"/> 4A.7 Insufficiently describes the basis for monitoring the impact of professional learning on instructional practice <input type="checkbox"/> 4A.8 Does not support the instructional program described in requirement #6 <input type="checkbox"/> 4A.9 Other:</p> <p>Reviewer Advice:</p>

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<p>#5 Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions</p>	<p>Indicator 5A: RECRUITMENT & ASSIGNMENT The district has a process for: <input type="checkbox"/> recruiting teachers to this school based on student needs <input type="checkbox"/> assigning teachers to this school based on student needs</p>	<p>“Student needs” can be defined in a variety of ways, including learning gaps, school-wide patterns, content areas, cultural proficiencies, demographics, etc. “Assigning” can include deploying new teachers or re-deploying existing staff</p>	<p><input type="checkbox"/> 5A.1 Insufficiently describes what student needs will be considered <input type="checkbox"/> 5A.2 Insufficiently describes how student needs are incorporated into the teacher recruitment <input type="checkbox"/> 5A.3 Insufficiently describes how student needs are incorporated into the process through which teachers are assigned <input type="checkbox"/> 5A.4 Other: Reviewer Advice:</p>
	<p>Indicator 5B: RETENTION <input type="checkbox"/> The district has a strategy for retaining teachers at this school that includes incentives (see key terms)</p>	<p>“Strategy” must include incentives and the criteria that will be used to retain teachers. “Incentives” can be monetary or non-monetary (e.g., leadership opportunities, grade level assignment, opportunities to design or choose professional learning, recognition of board meetings, etc.)</p>	<p><input type="checkbox"/> 5B.1 Insufficiently describes the incentives that will be provided, <input type="checkbox"/> 5B.2 Insufficiently describes what criteria will be used to retain teachers <input type="checkbox"/> 5B.2 Other: Reviewer Advice:</p>

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<p>#6 Use data to identify and implement an instructional program that is based on research and aligned from one grade to the next, as well as with state academic standards.</p>	<p>Indicator 6A: PROCESS FOR SELECTING INSTRUCTIONAL PROGRAM The school selected an instructional program through a diagnostic process that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses multiple data sources to understand priority school designation <input type="checkbox"/> links the instructional program to data disaggregated by subject, grade and subgroups <input type="checkbox"/> identifies and prioritizes underlying causes of low student performance (see key terms) 	<p>“Underlying causes” are factors that explain why the school’s achievement is low enough to have placed it in the state’s bottom 5% (see the data section of Part B: Teaching and Learning Priorities). These causes must be</p> <ol style="list-style-type: none"> 1) relevant to classroom instruction, 2) reflective of the data that was analyzed, and 3) widely present across low-performing groups, so that changing them could credibly raise student achievement 	<ul style="list-style-type: none"> <input type="checkbox"/> 6A.1 Does not discuss how data related to priority school designation informed the selection of an instructional program <input type="checkbox"/> 6A.2 The process did not include the examination of multiple data types contributed to selecting an instructional program <input type="checkbox"/> 6A.3 Insufficiently describes the relationship between the disaggregated data, big ideas, and instructional program <input type="checkbox"/> 6A.4 Inadequately identifies what causes of low student performance the instructional program is designed to address <input type="checkbox"/> 6A.5 Insufficiently addresses all content areas related to priority school designation <input type="checkbox"/> 6A.7 Other: <p>Reviewer Advice:</p>
	<p>Indicator 6B: QUALITIES OF INSTRUCTIONAL PROGRAM The school’s instructional program (see key terms):</p> <ul style="list-style-type: none"> <input type="checkbox"/> reflects the big ideas <input type="checkbox"/> includes specific teaching and learning strategies(Tier I) for school-wide implementation <input type="checkbox"/> aligns with career & college ready standards <input type="checkbox"/> is based on research, relevant data, and outcomes of data dialogues (if applicable) <input type="checkbox"/> provides an overview of the implementation timeline, resources, and staff responsible for implementation over three years <input type="checkbox"/> Describes a plan to track adult implementation of instructional program 	<p>An “instructional program” is a set of strategies, activities, and materials that address all of the components listed under 6B.</p> <p>“Teaching and learning strategies” should specify key teacher practices expected to be implemented (may include classroom strategies, professional learning routines, etc.)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 6B.1 Insufficiently describes how the instructional program reflects the big ideas <input type="checkbox"/> 6B.2 Insufficiently describes what elements of the instructional program—i.e., specific teaching and learning strategies—will be implemented school-wide <input type="checkbox"/> 6B.3 Insufficiently describes the alignment with career and college readiness standards <input type="checkbox"/> 6B.4 Insufficiently describes the research base and/or relevant data for the instructional program <input type="checkbox"/> 6B.5 Insufficiently describes the overview of implementing the instructional program for three years (timeline, resources and/or responsible staff) <input type="checkbox"/> 6B.6 Instructional program inappropriate for school-wide implementation <input type="checkbox"/> 6B.7 Insufficiently describes a plan to track adult implementation <input type="checkbox"/> 6B.8 Other: <p>Reviewer Advice:</p>

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<p>#7 Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet individual student needs.</p>	<p>Indicator 7A: USE OF STUDENT DATA The school's plan:</p> <p><input type="checkbox"/> outlines expectations for regular and on-going school-wide use of data (see key terms)</p> <p><input type="checkbox"/> describes the structure and process for educators to collaborate frequently to analyze assessment data (linked to instructional strategies in #6), including student work, and to plan for Tier II and Tier III instruction</p> <p><input type="checkbox"/> identifies instructional program (#6) outcomes and a plan to track and assess for impact</p>	<p><i>"Expectations"</i> are actions or skills teachers are expected to demonstrate in their use of data</p> <p><i>"Regular and on-going"</i> means at least quarterly (could be Instructional Learning Cycles)</p> <p>MTSS Definition</p>	<p><input type="checkbox"/> 7.1 Insufficiently describes the expectations for data use</p> <p><input type="checkbox"/> 7.2 Frequency for data use not specified or too infrequent</p> <p><input type="checkbox"/> 7.3 Insufficiently describes how data will be used to plan for Tier II and Tier III instruction to meet the academic needs of individual students</p> <p><input type="checkbox"/> 7.4 Insufficiently describes the process (what data will be discussed by whom, where, etc.) to monitor the effectiveness of the instructional practices outlined in the instructional program</p> <p><input type="checkbox"/> 7.5 Lacks instructional program outcomes/plan to assess for outcomes</p> <p><input type="checkbox"/> 7.6 Other:</p> <p>Reviewer Advice:</p>

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<p>#9 Provide ongoing mechanisms for engagement of families and community</p>	<p>Indicator 9A: FAMILY ENGAGEMENT <input type="checkbox"/> The school has outlined multiple strategies to engage families in reform efforts (see key terms)</p>	<p>Plans should clearly describe both the engagement strategies and how they are connected to the school’s “reform efforts,” which are likely reflected in the big ideas or instructional program</p>	<p><input type="checkbox"/> 9A.1 Insufficiently describes the strategies that will be used to engage families</p> <p><input type="checkbox"/> 9A.2 Describes less than two strategies</p> <p><input type="checkbox"/> 9A.3 Insufficiently describes WHAT aspects of reform the school will engage families in</p> <p><input type="checkbox"/> 9A.4 Other:</p> <p>Reviewer Advice:</p>
	<p>Indicator 9B: COMMUNITY ENGAGEMENT <input type="checkbox"/> The school has outlined strategies to engage community partners in reform efforts (see key terms)</p>		<p><input type="checkbox"/> 9B.1 Identifies less than two community partners</p> <p><input type="checkbox"/> 9B.2 Insufficiently describes the strategies that will be used to enlist community partners</p> <p><input type="checkbox"/> 9B.3 Insufficiently describes WHAT aspects of reform the school will engage community members in</p> <p><input type="checkbox"/> 9B.4 Other:</p> <p>Reviewer Advice:</p>

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<p># 10 The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.</p>	<p>Indicator 10A: OPERATIONAL FLEXIBILITY</p> <p><input type="checkbox"/> The plan includes a statement that the School Improvement Team (see key terms) and building leader will determine the school’s Title I budget (subject to federal regulations)</p> <p>The plan describes how Operational Flexibility will be provided to the building in the following areas:</p> <p><input type="checkbox"/> Staffing</p> <p><input type="checkbox"/> Use of Time (schedule or calendar)</p> <p><input type="checkbox"/> Professional Learning</p> <p><input type="checkbox"/> Budget (Subject to Federal Regulations)</p>	<p><i>“School Improvement Team”</i> can be understood to mean building-level stakeholders (e.g., parents, community partners, teachers, etc.)</p> <p>Note: To fulfill this requirement, districts must complete the operational flexibility diagnostic (under the Assurances tab) in ASSIST. This will require uploading either a signed MOU or Executed Addendum and a completed signature page.</p>	<p><input type="checkbox"/> 10A.1 The plan does not specify that the school will have autonomy over its Title I expenditures</p> <p><input type="checkbox"/> 10B.2 Insufficiently addresses Operational Flexibility in the following areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staffing <input type="checkbox"/> Use of Time (schedule or calendar) <input type="checkbox"/> Professional Learning <input type="checkbox"/> Budget (Subject to Federal Regulations) <p><input type="checkbox"/> 10B.3 Other:</p> <p>Reviewer Advice:</p>

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<p>#11 The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.</p>	<p>Indicator 11A: EXTERNAL TECHNICAL SUPPORT</p> <p><input type="checkbox"/> The district has demonstrated an understanding of the kinds of supports available to the school</p> <p><input type="checkbox"/> The district has designated a central office contact person responsible for monitoring and supporting the school</p> <p><input type="checkbox"/> The district will participate in workshops and conferences offered by the ISD, Michigan Department of Education, and other external partners or organizations (i.e. MAPSA, MAISA)</p>		<p><input type="checkbox"/> 11.1 Insufficient acknowledgement of available external support</p> <p><input type="checkbox"/> 11.2 Central office liaison not identified</p> <p><input type="checkbox"/> 11.3 Other:</p> <p>Reviewer Advice:</p>

The School Reform Office will check whether the following attachments were included in the plan:

- Teacher evaluation tool (requirement 2)
- Administrator evaluation tool (requirement 2)
- MOU or executed agreement (requirement 10)
- Signature page (requirement 10)