



**On Site Review
District Study Guide Items
Explanation with Examples Substantiating Implementation**

**Office of School Improvement
Field Services Unit**

Strand I: Teaching for Learning	
Indicators	Explanations
1. The district has established high academic standards for all students.	Belief statements and curriculum documents reflect the expectation that all students will master challenging content and complex problem-solving skills. Actual content reflects these standards (e.g., copies of belief statements and curriculum).
2. District core content standards specify expected student knowledge and performance.	Written descriptions exist that explain the core content standards and articulate by grade level what students should know and be able to do (e.g., grade level scope and sequence, grade level exit outcomes, core curriculum). Refer to the Michigan Curriculum Framework Grade Level Content Expectations (GLCEs) for the core curriculum areas.
3. District performance benchmarks reflect student achievement of content standards.	District benchmarks are used to reflect student performance of the content standards and the GLCEs (e.g., grade level exit tests, scoring rubrics).
4. The district's standards are communicated effectively to all staff.	Evidence exists that the district has a process to communicate core content standards and the GLCEs effectively to all staff (e.g., written procedures that define the district's process, agenda/minutes of meetings where standards have been communicated).

Strand II: Leadership	
Indicators	Explanations
1. School level decision-making authority exists for Title I program design.	Structures and processes exist to support shared leadership in which all staff has collective responsibility in developing the design of the school building's Title I program.
2. School level decision-making authority exists for Title I program implementation.	Structures and processes exist to support shared leadership in which all staff has collective responsibility for implementation of the school building's Title I program.
3. School level decision-making authority exists for Title I program evaluation.	Structures and processes exist to support shared leadership in which all staff has collective responsibility for designing and analyzing the evaluation of the school building's Title I program.
For schools identified for improvement under NCLB, respond to the following:	
4. If a school is identified for improvement (Phase 1), a peer review process was used to review the two-year school improvement plan.	The school identified for improvement must develop a two-year school improvement plan that incorporates NCLB criteria, within 30 days of the identification. The district must develop a peer review process and review and approve the school building plan within 45 days of its receipt (e.g., copy

	of peer review process).
5. The Phase 1 two-year school improvement plan was approved by the district.	The district approves the plan in the 45-day timeframe using a peer review process (e.g., copy of plan).
6. The district provides technical assistance to the school to develop, implement and evaluate the Phase 1 two-year plan.	The district works with the school building staff on a regular basis to implement each component of the plan. Periodic evaluation of progress and revisions to the plan are ongoing.
7. If a school is identified for improvement (Phase 3 - Corrective Action) the district has identified which corrective actions will be implemented.	The district must select and implement at least one of the corrective actions from the Selected Corrective Action Options. (See MDE Technical Assistance Packet for list of potential options).
8. If a school is identified for improvement (Phase 4 – Restructuring Planning) the district has prepared a plan to carry out an alternative governance arrangement.	The district must establish a restructuring plan. (See MDE Technical Assistance Packet for suggested plan steps).
9. If a school is identified for improvement (Phase 5 – Restructuring Implementation) the district has implemented an alternative governance arrangement.	The district must implement the planned alternative governance arrangement. The alternative governance arrangement must be implemented no later than (NLT) the start of the school year following the year that the school building was identified for Restructuring.
10. If a school is identified for improvement (Phase 6 – Continued Implementation of Restructuring Plan) the district has provided a restructuring update.	The district must provide an update report to MDE. (See MDE Technical Assistance Packet for required components of update report).

Strand III: Personnel and Professional Learning	
Indicators	Explanations
1. The district professional development plan is collaboratively designed to support building level school improvement efforts.	The professional development plan is designed through a process that encourages the collaboration of the stakeholders. The plan must support the school improvement efforts. Professional development is ongoing and sustained. One-day workshops not related to sustained efforts are not allowed (e.g., copy of the plan, list of participants in plan development).
2. A needs assessment is conducted to determine the focus of professional development efforts.	District professional development is based on a comprehensive needs assessment. The plan outlines the process that focuses on key initiatives. The professional development to support school improvement efforts is reviewed (e.g., plan, needs assessment survey).

Strand IV: School and Community Relations	
Indicators	Explanations
1. Parents are involved annually in the review and revision of the district parent involvement policy.	Parents are involved annually in review of the district parent involvement policy. Parental input may be obtained through a survey or a meeting designed to obtain information on involvement. The plan is revised as required to ensure that parental involvement is achieved.
2. The district has distributed at least 95% of the parent involvement set aside to its Title I schools.	The district is required to set aside funds for parent involvement. If 1% of the allocation is required as described in Letter E above, then 95% of that set aside must be distributed to the Title I schools for building level parent involvement (e.g., Copy of written plan of how district will distribute 95% to the building). If district hires a parent coordinator through the central office, include in the plan documentation of how services will be provided to each eligible building.
3. Private school representatives are included in program planning and evaluation of Title I, Title II (Part A and D), Title III and Title V.	Evidence exists to show representation of private schools in program planning and evaluation (e.g., meeting minutes, response to letters or invitation to participate). Private school officials participate in discussion about: How childrens' needs will be identified. What services will be offered and how and where services will be provided. How services will be assessed.
4. The district and the private school have ongoing communication.	Evidence is on file of ongoing communication between the district and the private schools (e.g., copies of letters, meeting minutes).
5. A needs assessment for the private school in the core academic curriculum areas is used to determine services.	Evidence exists that a needs assessment in language arts, mathematics, science, and social studies is the basis for services to students in private schools (e.g., record of assessment and results). The private school students' needs determine what services are provided.