

**Office of Educational Supports**

**On Site Review**

**School Study Guide**

Rating Guide

M=Meets Requirements

CR=Change Required-Requirements Not Met

N/A=Not Applicable

**Strand I: Teaching for Learning**

The School/District holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately, and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning. This occurs in all schools

1. Curriculum—Schools/Districts have a cohesive plan for instruction and learning that serves as the basis for teachers’ and students’ active involvement in the construction and application of knowledge.
	1. Aligned, Reviewed & Monitored—School/District curriculum is aligned with, and references, the appropriate learning standards (Michigan Academic Standards/Career and College Ready Standards, Grade Level Content Expectations, High School Content Expectations, Addressing Unique Educational Needs, International Society for Technology in Education, etc.).
	2. Communicated—School/District curriculum is provided to staff, students, and parents in a manner that they can understand.

2. Instruction—Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

* + 1. Planning—Processes used to plan, monitor, reflect, and refine instruction that supports high expectations for all students.
		2. Delivery—Instructional practices are used to facilitate student learning.

3. Assessment—Schools/Districts systematically gather and use multiple sources of evidence to monitor student achievement.

* 1. Aligned to Curriculum and Instruction—Student assessments are aligned to the school’s curriculum and instruction.
	2. Data Reporting and Use—Student assessment results are communicated to and used by staff, students, and parents to improve student achievement.

| **Indicators** | **M, CR** | **Evidence & Explanation****School Must Discuss and then Complete the GEMS Template**  |
| --- | --- | --- |
| 1. The school has a core academic curriculum system that is aligned to State standards
 |  |       |
| 1. Core academic instruction provided to all students is aligned with core academic curriculum
 |  |       |
| 1. Student assessment provided to all students is aligned with core academic curriculum and instruction
 |  |       |
| 1. Student performance data for all individual or groups of students is analyzed continually to adjust instruction
 |  |       |
| 1. Supplementary instructional programs and services are tightly aligned to the core academic curriculum that is aligned to the State Standards
 |  |       |
| 1. Additional time or opportunities to learn are provided for eligible students
 |  |       |

**Data and Information Management**

Schools/Districts have a system for managing data and information in order to inform decisions to improve student achievement and communicate results to stakeholders.

1. Data Management—School/District has policies, procedures, and systems for the generation, identification, collection, storage, and retrieval of its data.
	1. Data Generation, Identification, and Collection—Schools/Districts have a process for the generation, identification, and collection of student and School/District information.
	2. Data Accessibility—Appropriate information and data are readily accessible.
	3. Data Support—System provides multiple types and sources of data.
2. Information Management—School/District staff collaborate to derive information from data and use it to support decisions.
	1. Analysis & Interpretation—Staff use appropriate methods to examine data and collaboratively determine its possible meaning. This is not limited to the n-size <30 in a specific Federally defined student group from the summative assessment results, or <10 students due to FERPA.
	2. Applications—Data is used to inform school decisions, including monitoring and adjusting teaching for learning.

| **Indicators** | **M, CR, N/A** | **Evidence & Explanation****School Must Discuss and then Complete the GEMS Template** |
| --- | --- | --- |
| 1. Program services are evaluated annually for effectiveness and impact on student achievement
 |  |       |
| 1. Annual review of disaggregated student achievement data, collected from State and other assessments, is used to monitor and adjust instructional programs:
 |  |  |
| * 1. Gender
 |  |       |
| * 1. Migrant status
 |  |       |
| * 1. Limited English proficient
 |  |       |
| * 1. Race/ethnicity
 |  |       |
| * 1. Students with disabilities
 |  |       |
| * 1. Socioeconomic status
 |  |       |

**Strand II: Leadership for Learning**

School/District leaders create a school environment where everyone contributes to a cumulative, purposeful, and positive effect on student learning.

1. Instructional Leadership—School/District leaders create and sustain a context for learning that puts students’ learning first.
	1. Educational Program—School/District leaders are knowledgeable about the school’s educational programs and act on this knowledge.
	2. Instructional Support—School/District leaders set high expectations, communicate, monitor, support, and adjust to enhance instruction.
2. Shared Leadership—Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.
	1. School Culture & Climate—Staff create an environment conducive to effective teaching for learning.
	2. Continuous Improvement—Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.
3. Operational Resource Management—School/District leaders organize and manage the School/District to support teaching for learning.
	1. Resource Allocation—School/District leaders allocate resources in alignment with the vision, mission, and educational goals of the School/District.
	2. Operational Management—School/District leaders develop, implement, and/or monitor policies and procedures for the operation of the School/District.

| **Indicators** | **M, CR** | **Evidence & Explanation****School Must Discuss and then Complete the GEMS Template** |
| --- | --- | --- |
| 1. School-level decision-making authority exists for program design, implementation, and evaluation
 |  |       |
| 1. Design of services is evidence-based
 |  |       |
| 1. Services are allowable in accordance with program legislation
 |  |       |
| 1. Written student selection criteria – both entrance and exit - is used on an ongoing basis to prioritize students to be served
 |  |       |

**Strand III: Professional Learning**

The School/District has highly qualified and certified personnel who continually acquire and use skills, knowledge, attitudes, and beliefs necessary to create a culture with high levels of learning for all.

1. Personnel Qualifications—School staff qualifications, knowledge, and skills support student learning.
	1. Requirements—Staff meet requirements for the position held.
	2. Skills, Knowledge, Dispositions—Staff have the professional skills to be effective in their positions.

2. Professional Learning—Staff in the School acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students

1. Collaboration—Professional learning is conducted with colleagues across the School/District on improving staff practices and student achievement.
2. Content & Pedagogy—Professional learning at the School/District emphasizes both content and pedagogy of teaching for learning.
3. Alignment—School/District professional learning is needs-based, aligned to MICIP, job-embedded, sustainable, and data-driven.

| **Indicators** | **M, CR** | **Evidence & Explanation****School Must Discuss and then Complete the GEMS Template** |
| --- | --- | --- |
| 1. Professional learning activities are based on needs assessment data
 |  |       |
| 1. Professional development activities are designed through a collaborative effort of all stakeholders
 |  |       |
| 1. Principals, teachers, other school staff, and parents if appropriate, participate in sustained, in-depth professional development
 |  |       |

**Strand IV: School, Family, and Community Relations**

The School/District staff maintains purposeful, active, positive relationships with the families of its students and with the community in which it operates to support student learning.

1. Parent/Family Engagement—The School/District actively and continuously involves parents and families in student learning and other School/District activities.
	1. Communication—School/Parent/Family communications are two-way, ongoing, and meaningful.
	2. Engagement—The School/District has a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and the School/District succeed.
2. Community Involvement—the community-at-large is supportive of and involved in student learning and other School/District activities.
	1. Communication—Communications within the community are welcoming, visible, purposeful, and consider diverse populations.
	2. Engagement—The School/District and community work collaboratively and share resources in order to strengthen student, family, and community learning.

| **Indicators** | **M, CR** | **Evidence & Explanation****School Must Discuss and then Complete the GEMS Template** |
| --- | --- | --- |
| 1. The school reports individual student achievement to parents/families
 |  |       |
| 1. A school-parent compact, developed jointly with parents/families, is reviewed and used at least annually to facilitate an ongoing partnership between home and school to increase student achievement
 |  |       |
| 1. The school has written and implemented a parent and family engagement plan, developed jointly with parents/families, to establish meaningful parent and family engagement in accordance with Section 1116 of ESEA
 |  |       |
| 1. An annual parent/family meeting is held early in the year to inform parents and families of requirements and solicit participation
 |  |       |
| 1. Parents/families are involved in the planning, reviewing, and evaluating of Title programs
 |  |       |
| 1. Strategies are used to help parents/families support their children’s education
 |  |       |
| 1. Support is provided to parents/families to build capacity for effective parent/family engagement
 |  |       |
| 1. Parents/families are involved in the evaluation of parent/family engagement activities
 |  |       |
| 1. Support is provided to staff to build capacity for effective parent/family engagement
 |  |       |
| 1. Staff coordinates instructional and school-based support services to meet individual student needs
 |  |       |
| 1. Student services are coordinated with appropriate community services to impact student learning
 |  |       |