



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

April 13, 2011

MEMORANDUM

TO: Charter School Developers, Education Service Providers and Other Stakeholders

FROM: Mark S. Eitrem, Interim Manager, Public School Academy Program

SUBJECT: New Schools of Excellence Application Process for 2011

In response to the changes and additions to the Michigan Revised School Code made in January 2010, most notably the inclusion of a new Part 6E called "Schools of Excellence" (MCL 380.551 through 561), the Michigan Department of Education (MDE) hereby establishes a process to expand the opportunities for charter school authorizers to enter into 10 new Schools of Excellence contracts for high performing schools. The new law requires that the 10 new Schools of Excellence shall be approved by the Superintendent of Public Instruction if he or she determines them to be modeled after a high-performing school or program.

Therefore, a charter school development team seeking to receive the approval of the Superintendent of Public Instruction for the issuance of a new "School of Excellence" charter contract should become familiar with the Guiding Standards, Expectations, and Applicant Evidence as published in Appendix A to the Announcement document. A narrative addressing each of the Expectations from Appendix A will be required as part of the SOE application.

Regardless of the type of school being contemplated, the applicants should provide a university-issued, advancement to Phase II letter, a copy of the university's Phase I application, the narrative addressed in the previous paragraph, and additional substantiating documents that make a clear case for a "School of Excellence" designation. In the absence of any additional guidance from the Legislature, MDE shall issue an initial calling for applications in April 2011 for schools opening in September 2012. These proposals shall be submitted directly to the Public School Academy Program so as to arrive not later than the close of business on May 26, 2011.

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It is MDE's intent, and depending on the number of proposals, to convene a panel (or panels) of peer reviewers to review and prepare an order of merit list for the Superintendent's review. The peer reviewers will use a rubric from the Announcement document (Appendix B) to score the proposals. The PSAP will then forward the recommendations from the peer review process to the Superintendent of Public Instruction.

Once the Superintendent makes his decision, a letter with his signature will be forwarded to applicants. There will be three types of letters. The first type of letter announces the unconditional award of a "School of Excellence" status which can then be taken to any authorizer for immediate authorization as a "School of Excellence." The second type of letter will announce the conditional award of a "School of Excellence" status. These letters will require the recipients to make minor modifications to their plans or provide additional information within a specific period of time. The third type of letters will notify the applicant that they were not awarded the "School of Excellence" status. The Superintendent's decision shall be final and shall not be subject to appeal.

CF:
Michigan Charter School Authorizers
Michigan Education Alliance

Michigan Department of Education
Public School Academies Program

**ANNOUNCEMENT OF
2011 SCHOOL OF EXCELLENCE APPLICATION PROCESS**

Michigan Revised School Code
(As Described in MCL 380.551-561)

INTRODUCTION

The Michigan Department of Education (MDE) is pleased to announce the 2011 School of Excellence Application process. The MDE may recognize up to 10 new Schools of Excellence under section 380.552 of the Michigan Revised School Code. Additionally,

(c) The first 5 contracts issued by all authorizing bodies under this subsection shall be for schools of excellence that offer 1 or more of high school grades 9 to 12, or any combination of those grades, as specified in the contract.

(d) A school of excellence authorized under this subsection shall not be located in a school district that has a graduation rate of over 75%, on average, for the most recent 3 school years for which the data are available, as determined by the department.

ELIGIBLE APPLICANTS

Entities with approved Phase I applications with Michigan public universities may apply if they

- have received a letter from the a potential public university authorizer that moves them to Phase II in that Michigan public university's charter school application process, and
- have been modeled after a high-performing school or program, and
- meet the requirements as specified in the revised school code, and
- have and are willing to provide substantiating documentation to MDE for the peer review process.

DEADLINE TO APPLY

The application must be received and date stamped at the Public School Academy Program office within MDE by the close of business (5:00 pm) on **Thursday, May 26, 2011**.

Applications, with cover letters, must be submitted in **two bound hard copies**.

CONTACT INFORMATION

Questions regarding the 2011 School of Excellence Application may be directed to Mark S. Eitrem, Public School Academies Program (PSAP), Office of Education Improvement & Innovation at 517/241-6668.

PURPOSE

The purpose of this application is to establish a process for the recognition of potential Schools of Excellence as defined within the Michigan Revised School Code section 380.551. **It should be noted that the Superintendent of Public Instruction does not have the statutory authority to issue public school academy charter agreements, and as such, can not guarantee that an applicant receiving a School of Excellence designation shall receive a charter from a duly authorized public university.** A successful School of Excellence designee must continue to work with their potential public university authorizer to satisfy their charter issuance requirements.

DEADLINES

The Michigan Revised School Code stipulates that the ten new Schools of Excellence may not be issued after January 1, 2015. Thus, any public university wishing to authorize a School of Excellence must do so before that date. School of Excellence designees without a charter agreement before January 2, 2015 will automatically lose that designation.

REJECTION OF PROPOSALS

The Michigan Department of Education reserves the right to reject any and all applications received as a result of this announcement.

CLOSING & AWARD DATES

Applications for the 2011 School of Excellence designation must be completed and submitted via hard copy to the PSAP. All applicants should ask for and receive a receipt that establishes PSAP's time and date of application acceptance. Applications received after the deadline will not be reviewed.

APPLICATION PREPARATION

Applications should include the following:

- a copy of the Phase I application submitted by the applicant and used by the Michigan public university to determine eligibility to advance to Phase II, and
- a copy of the notification letter from the Michigan public university that establishes the applicant as being in a Phase II status, and
- a copy of any additional substantiating documents used to validate the applicant's claim that the proposed school is modeled after a high-performing school or program, and
- a copy of a letter from the applicant to the potential authorizer notifying them of their intent to apply for a School of Excellence designation.

Additionally, appendices A & B to this application contain the Guiding Standards and Rubric that will be used to review applications. While it is not required, applicants may wish to address each area within the rubric accordingly with a combination of narratives and source documents.

REVIEW PROCESS

Applications will be reviewed by a broad-based committee of individuals supportive of the systemic reform of public education and the charter school concept, and who are knowledgeable of educational and organizational concepts embodied in school reform. Award selections will be based on merit, quality and thoroughness, as determined by points awarded on the rubric furnished at the end of this announcement. All applications will be thoroughly reviewed and evaluated to assure guidelines of the state and federal regulations are met.

Once the peer review process is completed, applications will be placed on an order of merit list for presentation to the Superintendent of Public Instruction. The list will include recommendations to the Superintendent for one of three designations. They are:

- recognition as a School of Excellence, or
- conditional recognition as a School of Excellence, or
- none of the above.

All decisions by the Superintendent of Public Instruction are final. All applicants will be notified of the Superintendent's decision via a formal letter within 30 days of the peer review.

CONTRACT PROCESS & TRANSFERABILITY

For the purposes of establishing School of Excellence designations, applicants are linked directly to the public university that advanced them to Phase II. If the potential public university authorizer does not wish to issue a School of Excellence charter contract to a particular designee, it is NOT required to do so. The School of Excellence designee may pursue other authorizers but the School of Excellence designation is NOT transferable. Additionally, if an applicant has been advanced to Phase II at more than one public university in Michigan, they can submit multiple applications for consideration.

WHERE TO OBTAIN ASSISTANCE

These materials are issued by the Michigan Department of Education, Public School Academy Program which is the sole point of contact in the state for this program. Questions should be directed to the Public School Academies Program at 517/373-4631.

Appendix A. High Performing School Standards

Recent legislative language added to Michigan’s Revised School Code calls for the establishment of criteria for the identification of ‘high performing’ schools, models or programs. As such, it was determined that the School Improvement Framework and the work products of AdvancED provide a solid basis for identifying the characteristics of a high performing school as well as the type of evidence that might be required to substantiate the presence of those characteristics. The guiding standards of a high performing school are separated into seven sections. Those sections include: 1) Vision & Purpose, 2) Governance & Leadership, 3) Teaching & Learning, 4) Documenting & Using Results, 5) Resource & Support Systems, 6) Communications & Relationships, and 7) Commitment to Continuous Improvement. An entity wishing to identify or classify their school (or model) as high performing should be able to demonstrate how the guiding standards are incorporated into their school (or model); how the expectations are demonstrated throughout the school (or model), and then be able to provide evidence as outlined in documented plans and results.

<i>Guiding Standards</i>	<i>Expectations</i>	<i>Applicant Evidence</i>
<p>Vision & Purpose:</p> <ul style="list-style-type: none"> • The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. • The school has clearly defined expectations for student learning aligned with the school’s vision that is fully supported by school personnel and external stakeholders. • These expectations serve as a focus for assessing student performance and school effectiveness. • The school’s vision guides allocations of time and human, materials, and fiscal resources. 	<ul style="list-style-type: none"> • Clear description of student goals and expectations, especially College and Career Readiness. • Students are engaged in standards-based instruction for a significant percentage of time during the school day. • Content of staff meetings focuses on learning and the allocation of resources toward the improvement of student achievement. • Assessment data is used to guide professional practices. • Course and grade expectations are posted and observable • Staff display shared vision • Fiscal resources are aligned with mission and vision 	<ul style="list-style-type: none"> • A clear and comprehensive parent and student handbook. • A clear and comprehensive faculty and staff handbook. • An educational program that includes a verifiable minimum of the state-mandated 1,098 hours of instruction. • A five year budget plan with a cash flow analysis for the first two years. • A course catalog/curriculum that shows scope and sequence. • The school’s mission and vision include a statement referring to the academic success of ALL students. • School goals are specific and measureable. • The Education Management Organization/Charter Management Organization (EMO/CMO) shares the School Board’s vision.

Appendix A. High Performing School Standards

<i>Guiding Standards</i>	<i>Expectations</i>	<i>Applicant Evidence</i>
<p>Governance & Leadership:</p> <ul style="list-style-type: none"> • The school has leaders who are advocates for the school’s vision and improvement efforts. • The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. • Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. • The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions. 	<ul style="list-style-type: none"> • Instructional leaders are clearly identified and roles and responsibilities are clearly defined. • Representatives of all stakeholder groups are involved in the school improvement process. • Professional development plans and activities are staff-driven and based upon staff needs. • Decisions are based on data which is user friendly and readily available. • School schedules are based upon student data-based needs. • Data is disaggregated to illustrate and explain student achievement. • Lesson plans are standards-based • High expectations are held for all. • Staff members are provided the opportunity to change speeds of curricular presentation based on the needs of students. • Staff members serve as models and peer leaders. • Best practices are shared throughout the school. • Communication systems within the school are vertical and horizontal. 	<ul style="list-style-type: none"> • School leader(s) have demonstrated a successful track record of leading similar types of organizations. • Board members have a variety of competencies and capabilities. • Formal professional development plans are clearly defined, understood, job-embedded and focused on staff needs. • Decision-making at the leadership level can be illustrated through a formal process and a variety of examples. • School goals and expectations for staff and students exceed the minimum. • The school schedule and calendar include dedicated dates and times for the analysis of data. • Comprehensive board policies are professionally developed and are posted for all to observe and review. • Student achievement data is presented and discussed on a frequent and cyclic basis. • Collaborative decision making is evident in policy and practice. • The School Board provides resources and direction to guide and support school activities and operations.

Appendix A. High Performing School Standards

<i>Guiding Standards</i>	<i>Expectations</i>	<i>Applicant Evidence</i>
<p>Teaching & Learning:</p> <ul style="list-style-type: none"> • The school implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. • The school has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the school. • Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. • Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. • Teachers give students frequent feedback using a variety of methods to improve their performance. 	<ul style="list-style-type: none"> • Curriculum is aligned with the Michigan Curriculum Frameworks and Grade Level Content Expectations/ High School Content Expectations. • Curriculum is vertically and horizontally aligned. • Instructional strategies are student-focused and based on the multiple learning modalities and varied needs of individual students. • Individual Education Plans (IEP) are based on student data and are rigorously implemented and monitored. • Higher order thinking skills are promoted and demonstrated through real world applications. • Teachers use data to target instructional delivery and content. • Professional development is based upon instructional improvement. • Teacher lesson plans display content standards, assessments, instructional strategies and technology support. • A system is in place to provide students with the additional time or resources they need. • Common Core Standards and Michigan Merit Curriculum requirements are followed. 	<ul style="list-style-type: none"> • School leader(s) have identified a core curriculum that is fully aligned to the MCF and GLCE/HSCEs. • Curriculum supporting documents provide teachers with multiple options and opportunities to reach students with diverse learning needs. • A system of support for students with special needs is formally developed, published and resourced according to the expected student population. • An assessment system is present that requires student data to be used to inform and direct instructional delivery. • Before and after-school programs are designed to supplement and reinforce classroom learning. • Student performance on the appropriate state-standardized test meets or exceeds levels set forth by the Michigan Revised School Code (MI RSC). • Students matriculate to post-secondary education at a rate greater than the minimum level set forth by the MI RSC. • EMO/CMO has demonstrated success in similar types of schools with similar student demographic populations. • College and Career Readiness status exceeds state and local averages

Appendix A. High Performing School Standards

<i>Guiding Standards</i>	<i>Expectations</i>	<i>Applicant Evidence</i>
<p>Documenting & Using Results:</p> <ul style="list-style-type: none"> • The school uses a comprehensive assessment system based on a clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess high order thinking skills and are of adequate technical quality. • The assessment system is used to evaluate student performance based on expectations for student learning; evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. • The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students. 	<ul style="list-style-type: none"> • A user-friendly system of data retrieval and storage is in place to record student performance. • Stored data can be retrieved and analyzed by various stakeholders based on appropriate permissions and need. • Training on the use of the data system is available to appropriate stakeholders. • Data-based decision-making is prevalent and documented as a best practice. • Data reporting processes and systems are shared with stakeholders. • Student assessment data is collected from a variety of sources and methodologies. • The use of student assessment data drives documented decisions involving differentiated instruction for individual and subgroups of students. • Individual student performance is recorded and monitored for progress toward academic achievement goals. • Student goals are clearly documented and monitored. • Student academic performance is measured and growth is documented. 	<ul style="list-style-type: none"> • Assessment documents reflect growth in student academic performance exceeding one grade per year in mathematics and reading. • A professional development program documents the capacity of individual teachers to gather, store, retrieve and analyze student assessment data from a variety of sources. • Teachers use data from formative assessments to direct instruction. • A professional development program is continuous and job-embedded. • Students recognize and articulate academic achievement goals. • Students are provided feedback on a daily/weekly basis on academic achievement and the mastery of standards and benchmarks. • Student report cards and grades are based on mastery of benchmarks and standards. • Parents can review the current academic progress of their children on an as-needed basis. • School can demonstrate success with the expected student population. • Student growth and achievement are significant factors in annual staff & faculty evaluations.

Appendix A. High Performing School Standards

<i>Guiding Standards</i>	<i>Expectations</i>	<i>Applicant Evidence</i>
<p>Resource & Support Systems:</p> <ul style="list-style-type: none"> • The school effectively uses human, materials and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet the special needs of students, and to comply with applicable regulations. • The school systematically employs and allocates staff members who are well qualified for their assignments in all content areas. • The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. • The school ensures compliance with applicable local, state, and federal regulations. 	<ul style="list-style-type: none"> • Academic achievement data is used to drive school improvement, teacher instructional behavior, and resource allocations. • In accordance with Michigan law, school leaders and staff members are licensed, qualified and certified as required). • Financial resources are aligned with school goals. • Equipment and material resources are aligned with school goals. • School schedule and calendar are aligned with school goals. • School facility(ies) is/are conducive to teaching and learning. • State and federal grant sources are used in accordance with established rules, regulations, mandates and goals. • Financial contingency planning is evident in budgeting. 	<ul style="list-style-type: none"> • Student to teacher ratios are smaller than Michigan’s current average. • All teachers are certified, highly qualified for the subjects and grades they teach, and have been evaluated as effective or highly effective. • The administrators are certified, qualified and have been evaluated as effective or highly effective as defined by their annual evaluation. • The school has an unreserved fund balance that exceeds 15% of total expenditures. • School facility financing is consistent with current market rates and methods. • School equipment and materials are state-of-the-art and paid for using current market rates and methods. • Instructional expenses exceed 50% of total school expenditures on an annual basis. • Financial audits conducted by independent auditing firms from the last three years indicate no significant deficiencies. • Real or perceived conflicts of interest involving related parties are not documented or otherwise present.

Appendix A. High Performing School Standards

<i>Guiding Standards</i>	<i>Expectations</i>	<i>Applicant Evidence</i>
<p>Communications & Relationships:</p> <ul style="list-style-type: none"> • The school has the understanding, commitment, and support of all stakeholders. • School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most stakeholder groups. 	<ul style="list-style-type: none"> • School maintains an integrated communication system that includes all stakeholder groups. • Parent organization is an active participant in the school decision-making process. • Community groups and members provide mentoring for students. • Community service projects are part of the school’s community outreach efforts. • School social worker (or counselor) maintains a professional relationship with community agencies capable of providing numerous resources for a variety of family needs. • Communications to parents and other stakeholders demonstrates sensitivity to a wide range of reading/ comprehension levels and languages spoken at home. • Board commitments are made in the best interest of students. • Student achievement will be considered with every decision made by the Board, its affiliates, employees, or contractors. 	<ul style="list-style-type: none"> • Representatives of various stakeholder groups are present and involved in the school’s development, planning and decision making. • Board membership includes various stakeholder groups including parents, educators, and community leaders. • The school Board is free to establish a relationship with an attorney or attorneys of their choice. • The school Board is free to establish a relationship with an auditing firm of their choice. • The school Board does not enter into related-party transactions, including those involving facilities, curriculum, employees, or any other service. • Board communications and activities with stakeholder groups are not filtered or otherwise restricted by other interested parties, except as is required by virtue of a formal contractual agreement. • The authorizer and the school Board have agreed to a charter contract that is performance driven and in compliance with the MI RSC.

Appendix A. High Performing School Standards

<i>Guiding Standards</i>	<i>Expectations</i>	<i>Applicant Evidence</i>
<p>Commitment to Continuous Improvement:</p> <ul style="list-style-type: none"> • The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. • Improvement efforts are systemic, sustained, and fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. • New improvement efforts are clearly informed by documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. 	<ul style="list-style-type: none"> • The continuous improvement process is in daily use by all members of the staff and is displayed as they make decisions. • The analysis of student assessment data is shared continuously. • School committees are established and maintained to support the school improvement plan and the attainment of school goals. • Data is reviewed on a recurring, cyclic basis to monitor strategies and adjust plans as necessary. • The data monitoring process is defined with duties and responsibilities assigned for a variety of stakeholders. • Data is collected systemically from multiple sources. 	<ul style="list-style-type: none"> • The school has a focus on continuous improvement that is highlighted or described in school documents. • A system for the frequent and systemic dissemination of student assessment data is in place and functioning. • Documentation exists to demonstrate that school committees composed of various stakeholder groups meet and discuss school progress on a regular basis. • Evidence is available to validate that staff professional development has been planned and implemented based on staff needs. • A user-friendly system to manage data drawn from multiple sources is in place and functioning. • Periodic changes or updates to curriculum materials and instructional strategies based on an analysis of student data are documented and available for review. • Evidence to reflect that when school goals are attained, they will be changed or updated. • Student achievement data is documented to show improvements over time.

Appendix B

Michigan Public School Academies New School of Excellence (SOE) Narrative Rubric

Entity Name:
Reviewer:

Note: This rubric is used to score the narrative portion of the SOE New School Application. A new SOE must be modeled after a high-performing school or program. The applicant's narrative must provide examples and indicators of the modeled program's policies and activities. Information in the narrative must refer to the guiding standards and their related expectations that are listed in the New School Application Narrative document. Applicants were given examples of evidence for each guiding standard.

Guiding Standard: Mission, Vision, Purpose, and Organization			
The model school/program has achieved a strong commitment from all groups of stakeholders who share a purpose and direction. The general organization of the school allows for successful implementation of curricular and co-curricular programs. The mission, vision, and purpose of the school guide decisions and allocations.			
Examples of Evidence: Mission and vision statements with a reference to academic success for all students, clear and comprehensive handbooks, school calendar and schedules that meet state requirements, course and curriculum documents that show scope and sequence, specific and measurable goals, organizational charts, financial reports, Education Management Organization/Charter Management Organization (EMO/CMO) documents, minutes from meetings, data indicating the model school/program has improved student achievement and graduation rates in urban or underperforming districts, etc.			
Expectation 1. Model school/program has mission and vision statements and student/parent and staff handbooks.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence indicates statements and handbooks are not complete, do not stress student achievement, or are not representative of a school of excellence.	The model school has acceptable mission and vision statements and handbooks. Documents do not stress academic success for all students or the school does not offer something unique.	Evidence showed the model school has clear and concise mission and vision statements and handbooks that stress success for all students. The purpose of the school provides a new choice for families.	

Guiding Standard: Mission, Vision, Purpose, and Organization (continued)

Expectation 2. Annual calendar and daily schedules provide ample time for school effectiveness.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence indicates Michigan requirements would not be met. Serious concerns about providing ample student learning time.	Evidence indicates Michigan requirements would be met. There is some concern about providing ample student learning time and/or innovation is lacking.	Evidence clearly shows model school's calendar and schedules meet or exceed Michigan requirements and will allow for ample learning time. Calendar/schedules are innovative.	
Expectation 3. School/program, course, and grade expectations and descriptions are posted and accurate.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence raises serious concerns about the overall academic program, format, or how the expectations are shared with stakeholders.	Evidence indicates model school has acceptable program and course descriptions and procedures for sharing expectations with shareholders. Programs mirror the norm with a lack of innovation.	Evidence shows model school has clear and concise descriptions indicating rigor and relevance and how expectations are shared with stakeholders. Evidence of innovative programs, policies, or procedures.	
Expectation 4. Evidence that the model school/program has been successful in areas with historically low College and Career Ready student achievement results.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence does not indicate model school operated successfully in an area with low College and Career Ready rates. Successfully duplicating the program in Michigan is doubtful.	Evidence indicates model school operated in an area with low College and Career Ready rates and has had some success. Limited data (or format) shared. Reviewer has some concerns about program being successfully duplicated in Michigan.	Evidence uses data to prove model school has significantly improved academic growth and achievement for students in areas with historically low College and Career Ready rates. Reviewer feels success can be duplicated in Michigan.	

Guiding Standard: Governance and Leadership

Model school/program leaders are advocates for the school's mission, vision, and improvement efforts who provide direction and support for systemic implementation of successful curricular and co-curricular programs. Leaders ensure all stakeholders collaborate, serve meaningful roles, and share responsibilities for improvement. School/program policies and procedures ensure equity of learning opportunities and support innovation.

Examples of Evidence: Model school/program leaders have successful track records leading similar types of schools, board members have a variety of competencies and capabilities, examples of decision-making procedures, goals and expectations exceed the minimum, schedules and calendar indicate times for data analysis, board policies are comprehensive and posted, collaborative decision making is evident in policy and practice, the board provides resources and direction to support successful school activities, school improvement team membership documents, meeting agendas and minutes, etc.

Expectation 5. Leaders are clearly identified and roles are clearly defined.

Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence indicates only names of leaders are available without any descriptions of roles and responsibilities.	Evidence indicates model school has written board member duties and administrative job descriptions. The documents should be more complete.	Evidence shows model school has clear and concise job descriptions and board member duties. Names, positions, previous experiences, and contact information are all readily available.	

Expectation 6. Representatives from all stakeholder groups are involved with the leadership process.

Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence indicates involvement in leadership process is limited to representatives from select stakeholder groups.	Evidence indicates representatives from various stakeholder groups are invited to attend leadership meetings.	Evidence indicates representatives from all stakeholder groups at the model school attend meetings and are involved in the decision making process at the model school.	

Expectation 7. Communication successfully flows vertically and horizontally.

Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence indicates incomplete communication mechanisms. Communication appears to be selective and "top down" in nature.	Evidence indicates model school has communication mechanisms in place, but they do not appear to involve all stakeholders. Policies regarding communication procedures are not complete.	Evidence shows model school has collaborative procedures that are communicated to all stakeholders. Various communication mechanisms (digital, postings, policies, etc.) are in place and utilized.	

Guiding Standard: Teaching and Learning

The model school/program implements a curriculum based on College and Career Ready expectations that provides multiple opportunities for all students to learn and be able to demonstrate requisite knowledge and skills. There is a process to ensure teachers use proven student engaged instructional practices that align activities and assessments with the curriculum. All students have the opportunity to apply what they learn to real life situations.

Examples of Evidence: Curriculum documents with connections to the Common Core Standards, lesson plans that indicate activities are relevant, rigorous, and connected to assessments, evidence of differentiated instruction, Data that indicates growth for special populations (homeless, ELL, special education, etc.), before and after school programs to supplement and reinforce student learning, overall College and Career Ready status, percentage of students from model school/program that enroll in post-secondary programs, etc.

Expectation 8. Model curriculum must be aligned to the Common Core Standards and the Michigan Merit Curriculum.

Did the applicant attach any related documents to narrative? Yes No

Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Curriculum guide exists but alignment to Michigan College and Career Ready expectations appears doubtful.	Evidence indicates the model program has a curriculum guide. Reviewer feels the curriculum could be altered to align with Michigan College and Career Ready expectations.	Evidence shows a clear alignment between proposed curriculum and Michigan College and Career Ready expectations. Objectives are assigned to be taught and learned in various required courses.	

Expectation 9. Instruction is student focused, based on multiple learning styles, and promotes higher level thinking skills.

Did the applicant attach any related documents to narrative? Yes No

Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence indicates instruction that is not student focused, relevant, or rigorous.	Evidence indicates acceptable instructional practices occur at the model school. Evidence of excellence and innovation is lacking.	Evidence indicates model school's classroom activities are rigorous and relevant. Differentiated and innovated instruction occurs on a regular basis and students are active and engaged.	

Expectation 10. Procedures for students with special needs are based on data, involve communication, and are monitored.

Did the applicant attach any related documents to narrative? Yes No

Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence does not show that the model program has systems in place to increase academic achievement for students with special needs.	Evidence indicates model school is meeting legal requirements for students who need interventions. Indicators for success of special programs are unclear.	Evidence indicates model school's intervention procedures are data based and clearly communicated. Data exists proving students receive needed interventions and improve academically.	

Expectation 11. Instruction is connected to a multi-faceted assessment program that creates usable achievement data across all grades 3 through 12.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence indicates curriculum and instructional goals not connected to assessments.	Evidence indicates model school curriculum and instructional goals are connected to assessments. Links may not be clear or communicated well.	Evidence indicates model school's curriculum and instructional goals are systematically linked to local, state, and national assessment instruments. The links are communicated and utilized on a regular basis.	
Expectation 12. Graduation requirements include successful completion of the Michigan Merit Curriculum (MMC) and a significant percentage of students are deemed College and Career Ready.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence indicates model school does not require completion of the MMC to receive a diploma. The school has a graduation rate less than 75% and/or College and Career Ready rates of 20% or less.	Evidence indicates model school requires completion of the MMC as a minimum requirement for receiving a diploma. The school has a graduation rate between 75% and 90% and/or College and Career Ready rates of between 20% and 40%.	Evidence indicates model school requires completion of the MMC as a minimum requirement for receiving a diploma. The school has a graduation rate above 90% and College and Career Ready rates of 40% or more.	

Guiding Standard: Documenting and Using Results

The model school/program uses a comprehensive assessment system based on clearly understood standards. The assessment system produces timely and accurate data that is dispersed to stakeholders who disaggregate and fully utilize the information to improve student performance.

Examples of Evidence: Assessment documents from model school/program that indicate annual student growth, especially in math and reading, professional development or meeting documents that indicate teachers and other stakeholders were trained in the use of an assessment data program, professional development plans are clearly defined, contain data references, and focus on staff needs, examples of decision-making procedures, descriptions of standardized testing instruments the proposed school intends to use, report card and grading procedures that connect to learning goals, examples of formative and summative assessments, evidence that a system is in place to ensure students recognize and understand academic and non-academic goals and targets, school improvement plans that indicate the use of data, etc.

Expectation 13. Model school/program investigates local, state, and national assessment data that drives decision-making.

Did the applicant attach any related documents to narrative? Yes No

Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Assessment program does not require all students to complete local, state, and national assessments.	Evidence indicates the model program requires all students to complete local, state, and national assessments. Process for utilizing data is unclear or not complete.	Evidence identifies required local, state, and national assessments that all students complete. Results are measurable. Process for utilizing results to impact achievement and growth is clear and communicated.	

Expectation 14. Continuous and job-embedded professional development (PD) activities are based on data and best practices, and focus on local needs.

Did the applicant attach any related documents to narrative? Yes No

Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence does not show that the model school has policies or procedures in place to ensure successful professional development.	Evidence indicates model school plans for and executes professional development activities. It is unclear if selected topics are based on research/ data, best practices, or local needs. It is not clear if PD is collaboratively developed.	Evidence clearly shows connections between model school's assessment data and continuous and job-embedded PD activities. Planning for PD activities is collaborative and focuses on current research and local needs.	

Expectation 15. Performance indicators are based on clear learning goals and monitored frequently.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence indicates the model school does not have policies or procedures in place to ensure necessary connections between learning, assessments, and performance indicators.	Evidence indicates model school has connections between learning goals, assessments, and performance indicators. It is unclear how communication or monitoring occurs.	Evidence clearly shows stakeholders are informed how learning goals and achievement is connected, monitored, and reported. The model school has concise grading, reporting, and assessment procedures.	
Expectation 16. Academic growth and achievement measurements should be utilized for individual and groups of students.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence is lacking that indicates the model school requires student assessments that measure both achievement and growth.	Evidence indicates model school requires student assessments that measure both achievement and growth. It is unclear how the information is utilized.	Evidence clearly shows model school requires assessments that measure achievement and growth. Data is measurable and used in the improvement process.	
Expectation 17. Model school uses student growth and achievement as a significant factor in annual faculty & staff evaluations.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence is lacking that indicates the model school requires student growth and achievement data be used in the faculty & staff evaluation process. Evaluations occur on an irregular basis.	Evidence indicates student growth and achievement data is referenced in the evaluation process, but the data is not a significant factor in the final evaluation. Annual evaluations for teachers and administrators are not required.	Evidence clearly shows student growth and achievement data are significant factors in the model school's annual faculty & staff evaluation process.	

Guiding Standard: Resource and Support

The model school/program employs and effectively assigns certified staff members who ensure students' success. Fiscal resources are allocated for the necessary facilities, equipment, materials, and services to maximize the effectiveness of the program and to ensure compliance with all regulations.

Examples of Evidence: All teachers and leaders are certified as required by law, evidence of federal, state, and local compliance in the model school/program and indication to do the same in the new school, financial audits that indicate a fund balance and sound fiscal management, plans for low student to teacher ratios, facility acquisition and maintenance plans, etc.

Expectation 18. Mission, vision, and academic goals drive the model school/program's fiscal decisions.

Did the applicant attach any related documents to narrative? Yes No

Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence shows fiscal decisions are not driven by school or student achievement goals.	Evidence indicates the model school refers to goals when making fiscal decisions. Goals are not student achievement oriented.	Evidence clearly shows budget decisions are based on school goals that prioritize student achievement and growth.	

Expectation 19. All personnel will be certified, highly qualified, effective, and in compliance with state and federal legal requirements.

Did the applicant attach any related documents to narrative? Yes No

Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence is lacking that proves the school adheres to state and federal requirements for certification and highly qualified. School has not provided evidence that an evaluation system (with student achievement as a significant factor) exists to identify and retain effective teachers and administrators.	Evidence indicates model school requires some form of certification for employees. Policy is either unclear or incomplete. School has not provided evidence that an evaluation system (with student achievement as a significant factor) has been implemented to identify and retain effective teachers and administrators.	Policies clearly show model school requires state and national certification for all affected employees. School has provided evidence that an evaluation system (with student achievement as a significant factor) has been implemented to identify and retain effective teachers and administrators.	

Expectation 20. Planning for facilities, equipment, and materials ensure the success of the overall program.

Did the applicant attach any related documents to narrative? Yes No

Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence provided causes reviewer to question the model school's facility decisions.	Evidence indicates model school acquired, equipped, and maintains a legally approved facility.	Evidence clearly shows model school successfully acquired, equipped, and maintains facilities that optimize student academic success.	

Expectation 21. Proposed school is planning on creating budgets that include fund equities and other long-term sustaining elements.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence provided causes reviewer to question the model school's fiscal decisions or proposed school's ability to sustain long term operations.	Evidence indicates model school follows a fiscally sound program that promotes longevity. Questions remain about the proposed school's ability to generate enough revenue.	Evidence shows model school follows financial practices that ensure longevity. Reviewer feels proposed school could generate revenues that sustain operations.	

Guiding Standard: Communications and Relationships

The model school/program has the support and commitment of all stakeholders. School personnel promote active communication so positive relationships are created and sustained.

Examples of Evidence: Various stakeholder groups are involved in decision-making and receive regular communications from school personnel, the school board has authority to create relationships with vendors they view as the best for student learning, examples of school newsletters and distribution procedures, on-line procedures for student grades and information, programs that connect communities and the school, evidence of a positive relationship between board/authorizer/education management organization, marketing ideas, etc.

Expectation 22. Active parent organization is involved with school decision-making procedures.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence indicates very limited or no connections between school leaders and parent organization.	Evidence indicates a parent organization operates at the model school. Level of parental organization's connection in the decision-making process is unclear.	Evidence shows model school has an active parent organization with representatives serving on leadership committees.	

Expectation 23. Electronic or traditional newsletters are regular and accessible for all parents.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence provided indicates newsletter and family communication process is not complete or successful.	Evidence indicates model school produces a newsletter or regular announcements. Reviewer has concerns about frequency, accessibility, or content.	Evidence that model school regularly creates and distributes informative newsletters/ announcements in accessible formats and in language that is easily understood by parents.	

Expectation 24. Community connections include student service, mentoring, and marketing of the school.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence provided indicates very little if any community and school connections.	Evidence indicates model school requires community service and involves members of the community on a limited basis.	Evidence that model school requires students to perform community service. Tutoring and mentoring programs utilize community members. Marketing plans involve community input.	

Expectation 25. Student achievement data and information is readily available to parents.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence provided indicates model school does not communicate achievement data to parents in a complete and accessible manner.	Evidence indicates model school utilizes an on-line reporting program. Standardized test scores are available. Information should be more complete and/or accessibility can be improved.	Evidence that model school utilizes an easily accessible and understood on-line grade reporting program. Individual student scores are available in hard copy for parents and group scores are posted on the school's web site and in other formats upon request.	

Guiding Standard: Commitment to Continuous Improvement

The modeled school/program follows a formal process for continuous improvement focused on student achievement. The program has data to show significant progress in student performance and growth. The improvement process evolves using student success techniques as guides.

Examples of Evidence: Posted documents related to the school improvement process, compliance information from the state, evidence of links between staff development and data based needs for improvement, a system for data distribution to all stakeholder groups, student achievement and growth data created from multiple sources, minutes and agendas from various improvement meetings, etc.

Expectation 26. Student assessment data is shared and utilized for improvement on a regular basis.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence indicates very limited or no student achievement and growth data is disaggregated. The data is not discussed or used as a basis for decisions.	Evidence indicates student achievement and growth data is disaggregated. It appears some discussion occurs. There is little or no indication the data drives decisions and goal development.	Evidence clearly shows student achievement and growth data is disaggregated and discussed at various meetings. Decisions, goals, and activities are driven by the data.	

Expectation 27. School committees with clear duties and various stakeholder groups represented are in place.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence provided indicates model school does not have clear purposes for committees. There are concerns about the effectiveness of school committees.	Evidence indicates model school has committees in place. Various stakeholder groups are represented. Committee purpose and procedures could be improved. There is little or no evidence committees have instigated change.	Evidence that the model school clearly identifies the purpose and membership of all committees. Minutes and agendas are created for meetings. All stakeholder groups are represented. Committees have created goals and activities that led to enhanced student achievement and growth.	

Expectation 28. All state school improvement/accreditation requirements are met in a timely manner.			
Did the applicant attach any related documents to narrative?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Unacceptable (0-2 points)	Average (3-4 points)	Excellent (5 points)	MAXIMUM 5 POINTS
Information not included. Evidence provided indicates model school has not always followed state required school improvement procedures.	Evidence indicates model school has met state requirements with their school improvement process.	Evidence that the model school has met or exceeded procedures and reporting of state requirements for school improvement. School has been used as a model for the state or received honors and high marks for their school improvement process.	

Total Points _____ out of 140

Did the applicant comment on potential alterations to the proposed school from the model program that will enhance the chances of success in Michigan? YES ___ NO ___

IF YES, PLEASE SUMMARIZE PROPOSED ALTERATIONS:

Reviewer's comments: