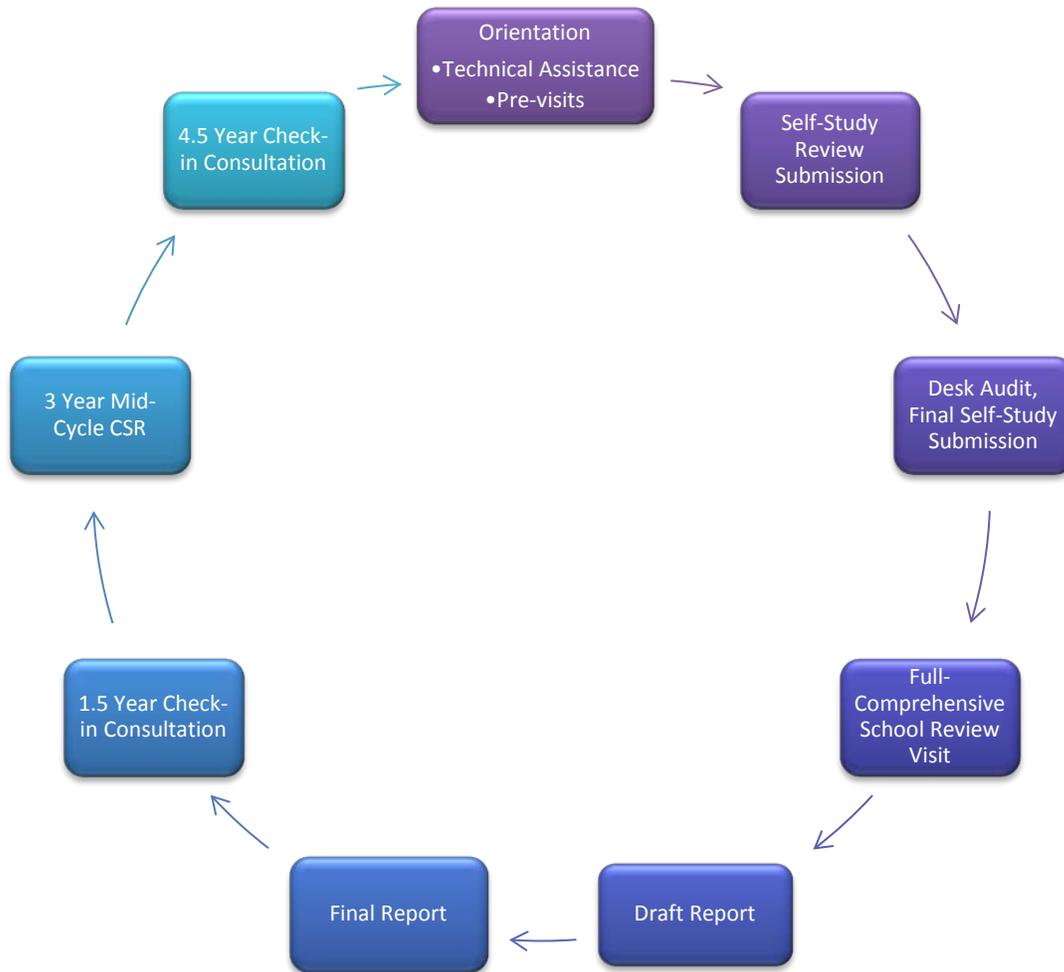


Comprehensive School Review (CSR) Cycle



Full-Comprehensive School Review (CSR)

The Comprehensive School Review process is designed to serve two interrelated but distinct functions: public accountability and institutional improvement:

1. Comprehensive School Reviews provide a measure of accountability by demonstrating for its key stakeholders including legislators, state and federal agencies, sending schools, community members, students, and parents that the institution has clearly defined and appropriate educational objectives, appears to be accomplishing them substantially, and is so organized, staffed, and supported that it can be expected to continue to do so.
2. Comprehensive School Reviews promote institutional improvement by leading the staff through a critical and extensive self-examination of the school's goals, operations, and results; which provides an informed analysis and judgment by peers external to the institution.

3 Year Mid-Cycle CSR

The Mid-Cycle CSR is designed to review recommendations made during the Full School Review. Schools will be asked to complete a Progress Summary for all prior recommendations. After a desk audit the MDOE Team will be on site for 2-3 days gathering recommendations statuses, collecting supporting documentation and confirming the Progress Summary details.

Self-Study Review

1. Standards and Assessment

The school frequently and carefully measures, with a variety of methods, student progress toward all goals, including affirmative action and school climate. This information is aggregated and used to evaluate programs, direct instruction, and related resources. The school demonstrates evidence of well-planned and periodically evaluated selected industry recognized standards for all programs.

2. Yearly Goals and Expectations

The school has a clearly written mission statement reflective of the needs, beliefs and values of the school community. It is supported by stated goals and objectives and is consistent with the districts' philosophies. The statement shows evidence of long and short-range planning and assures the involvement of teachers, administrators and community in the process of development and evaluation.

3. Community/School Relations

The school shall have a written, collaboratively-planned program of community outreach which supports affirmative action and encourages parent/guardian and community involvement in the educational process toward the achievement of the school's goals and objectives. School goals, procedures, and student progress are regularly discussed with and communicated to parents/guardians and citizens in ways which are appropriate, including for individuals with English as a second language.

4. Facilities

The school plant, site, and equipment are sufficient to support the programs of the school and meet accessibility standards for individuals with disabilities. They are maintained to ensure the safety and health of all occupants and offer an effective setting for the delivery of high quality programs and services to all students.

5. Leadership

The school is effectively managed and provides leadership that promotes the achievement of educational excellence. Instructional leaders make decisions based primarily on instructional and curricula goals that support school climate. Instructional leaders set high expectations from goals, monitor student progress, and direct resources to meet these goals.

6. School Climate and Affirmative Action

The school has a climate that promotes individual self-esteem; high expectations for achievement; acceptance of the differences among people to include issues of race, gender, and disability; and a positive attitude toward learning. The climate enhances and encourages learning and promotes an atmosphere of non-discrimination.

7. Staff Development

The school has a carefully planned staff development program which supports issues of school climate and which is guided by sound educational theory that promotes exemplary practices. This written plan evolves from the school's affirmative action goals as well as instructional and curricula goals. Developmentally appropriate programs are available for new and experienced staff.

8. Student Services

The school shall provide staff, facilities and materials necessary to offer comprehensive student services for all students. Student records and permanent files shall be kept and monitored in a confidential and secure manner.

