

READER #:

LEA Name:

School Building Name:

Data								
#	Application Section	Level	Score	Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence	Reader Comments:
	Identification of Needs	School		Academic data broken down by subject, grade level, subgroup, classroom, standards & anchors were considered during the needs assessment.	LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.	LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.	LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.	
2	Identification of Needs	School		Student data on behavior, graduation rate, attendance, participation in extended learning and remediation were considered during the needs assessment.	LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.	LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.	LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.	

3	Identification of Needs	LEA	Graduation data were considered during the needs assessment.	LEA Application provides information to show data in this area was available and considered. Additional data points were also included in order to get a clear accurate picture of the school. (If this data element applies to none of the schools in this application, the reader may conclude that sufficient evidence has been provided.)	LEA application provides information to show data was available and considered for each school applied for. No additional data points were included, making it possible that inaccurate needs have been identified.	LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.
4	Identification of Needs	School	Student and teacher attendance data were considered during the needs assessment.	LEA Application provides information to show data in this area was available and considered. Additional data points were also included in order to get a clear accurate picture of the school.	LEA application provides information to show data was available and considered for each school applied for. No additional data points were included, making it possible that inaccurate needs have been identified.	LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.
5	Identification of Needs	School	Extended Learning and Remediation data were considered during the needs assessment.	LEA Application provides information to show data in this area was available and considered. Additional data points were also included in order to get a clear accurate picture of the school.	LEA application provides information to show data was available and considered for each school applied for. No additional data points were included, making it possible that inaccurate needs have been identified.	LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.

6	Identification of Needs	School		Professional development data regarding topics covered, number of sessions, length of sessions, participation and classroom usage were considered during the needs assessment.	LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.	LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.	LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.	
7	Identification of Needs	School		Parent data regarding the level of involvement, opportunities for involvement and parent feedback were considered during the needs assessment.	LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.	LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.	LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.	
8	Identification of Needs	School		Teacher Effectiveness data regarding teacher needs, classroom observations and student needs were considered during the needs assessment.	LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.	LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.	LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.	

9	Identification of Needs	School		Additional data regarding reforms already implemented and either abandoned or maintained, leadership and teacher changes made, building configuration changes made and any other relevant data were considered during the needs assessment.	LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.	LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.	LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.	
10	Identification of Needs	School		Leadership data regarding teacher changes and building reconfigurations were considered during the needs assessment.	LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.	LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.	LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.	
<b>Analysis</b>								
11	Identification of Needs	School		Data collected was reviewed by a group of staff to include representatives of all affected parties (leadership, teachers, parents).	The LEA assembled a data review team that consisted of all affected parties. The LEA application specifically described the process used to review data (i.e. data reviewed, number of meetings, analysis completed, and collaboration activities). Sufficient time was taken to thoughtfully review	The LEA assembled a data review team that consisted of most of the affected parties, but could have been more inclusive. The LEA application provided a general description of process used to review data, but lacked detail. (i.e. data reviewed, number of meetings, analysis completed, and	The LEA reviewed the data without the use of a team to represent all affected parties. The LEA application provided little or no evidence of the process used to review data making it difficult to determine the appropriateness of the review. Limited or no evidence of the time spent on data review was	

					all relevant data.	collaboration activities). The time taken to review the relevant data was not specified or was limited.	provided.	
12	Identification of Needs	School		Data connections were made in order to determine where serious academic problems exist and identify anomalies that may or may not indicate serious issues.	The LEA application provides an in-depth description of the data connections made as a result of the data review team's work. (For example, a majority of the students who actually participated in after-school, extended day learning opportunities were NOT the students scoring below-basic on the PSSA.)	The LEA application provides general, surface information on data connections made as a result of the data team's work. The data connections provided are basic and predictable but not necessarily emerging as a result of a school-specific needs assessment.	The LEA application provides little or no evidence of data connections made as a result of the data team's work. Even the most basic connections that are apparent to the reader were not provided within the application.	
<b>Prioritization of Needs</b>								
9	Identification of Needs	School		Results of data analysis were reviewed by LEA and school leadership or outside experts, if necessary, to identify and prioritize needs.	LEA and school leadership and outside experts thoroughly reviewed the data analysis completed by the data review team. A description of those involved and the process undertaken is provided within the LEA application. Information provided clearly shows that all appropriate leaders were involved (building principal, curriculum director, special education director, federal programs director, etc.) in the review of the data analysis and the identification of needs and priorities.	A limited number of LEA leadership staff reviewed the data analysis completed by the data review team. The description of those involved and the process undertaken is missing important information (positions/titles of those involved, time spent on the review). Information provided shows that key school leaders were not part of the review—building principal for example—making it difficult to have buy-in from all involved.	There is little or no evidence in the LEA application to show that school and LEA leadership reviewed the data analysis completed by the data review team. Little or no information was provided regarding the names and titles of staff responsible for reviewing the data analysis.	

10	Identification of Needs	School		The needs identified in the school were prioritized and a sub-set of needs was identified to be addressed in the first year of the reform effort.	The LEA application clearly articulates the priority needs that have been identified. The LEA application specifies the needs to be addressed in the first, second and third year of the reform effort.	The LEA application articulates the needs of the school, but does not prioritize them over a three-year period.	The LEA application provides little or no evidence of the needs identified and/or the priority established for those needs.	
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READER #:									
LEA Name:									
School Building Name:									
<b>Identification of Model or Solutions</b>									
11	Selection and Implementation of Intervention	LEA			The model selected best meets the prioritized needs of the school.	The LEA application provides clear connections between the identified needs and the reform model selected. The reform model is clearly the best match to the identified needs.	The LEA application provides limited connections between the identified needs and the reform model selected. The reform model MAY be the best match, but one of the other reform models may be a better choice.	The LEA application does not clearly articulate the connection between the needs identified and the reform model selected. The LEA must demonstrate a better understanding of the needs of the school and the requirements of the reform model.	

READER #:							
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<b>Lack of Capacity to Serve All Priority Schools</b>							
12	LEA & School Capacity - Part I	LEA		The LEA/school has insufficient human capacity to implement reforms.	The LEA has clearly demonstrated it lacks the needed human capacity to carry out reforms in all eligible schools. The application describes the staff expertise currently available. The lack of a process for recruitment and identification of outside experts is described; the lack of an appropriate number of administrative staff available to lead the reform. (An LEA that is applying for funds for all eligible schools may be considered to have sufficient evidence.)	The LEA addresses some of the key human capacity issues within its application, but not all. Key areas need to be addressed in order to determine if insufficient human capacity exists within the LEA to implement reforms in all eligible schools.	There is little or no evidence that the LEA lacks the necessary human capacity to implement the reforms.
13	LEA & School Capacity - Part I	LEA		The LEA/school has insufficient organizational capacity to implement reforms.	The LEA has clearly demonstrated it lacks the needed organizational capacity to carry out the reforms in all eligible schools. The application describes the current lack of planned processes for collaboration and communication with staff, community, unions and the school board; the LEA/school's lack of commitment to creating, modifying or eliminating processes and procedures as necessary to effectively implement reforms; and the lack of a planned approach to presentation and communication of school reform goals and vision. (An LEA that is applying for funds for all eligible schools may be considered to have sufficient evidence.)	The LEA addresses some of the key organizational capacity issues within its application, but not all. Key areas need to be addressed in order to determine if insufficient organizational capacity exists within the LEA to implement the selected reforms in all eligible schools.	There is little or no evidence that the LEA has insufficient organizational capacity to implement the reforms.

14	LEA & School Capacity - Part II	LEA		The LEA/school has insufficient structural capacity to implement the reforms selected.	The LEA has clearly demonstrated it lacks the needed structural capacity to carry out the reforms in all eligible schools. The application describes the lack of current or planned processes for standards-based curriculum, fair assessments, professional development, hiring policies and building/space limitations. (An LEA that is applying for funds for all eligible schools may be considered to have sufficient evidence.)	The LEA addresses some of the key structural capacity issues within its application, but not all. Key areas need to be addressed in order to determine if insufficient structural capacity exists within the LEA to implement the selected reforms in all eligible schools.	There is little or no evidence that the LEA lacks the necessary structural capacity to implement the reforms.	
15	LEA & School Capacity - Part II	LEA		The LEA/school has insufficient material capacity to implement the reforms selected.	The LEA has clearly demonstrated it lacks the needed material capacity to carry out the reforms selected in all eligible schools. The application describes the lack of current or planned processes for aligning all school resources to the reforms, attaining the necessary instructional materials and resources; lack of sufficient time to implements reforms and necessary additional funding is unavailable. (An LEA that is applying for funds for all eligible schools may be considered to have sufficient evidence.)	The LEA addresses some of the key material capacity issues within its application, but not all. Key areas need to be addressed in order to determine if insufficient structural capacity exists within the LEA to implement the selected reforms in all eligible schools.	There is little or no evidence that the LEA lacks the necessary material capacity to implement the reforms.	

**Adequate Capacity to Serve Selected Priority Schools**

12	LEA & School Capacity - Part I	LEA		The LEA/school has sufficient human capacity to implement the reforms selected	The LEA has clearly demonstrated it has the needed human capacity to carry out reforms in selected schools. The application describes the staff expertise currently available. The process for recruitment and identification of outside experts is described and is appropriate based on the needs of the school and the position responsibilities; an appropriate number of administrative staff available to lead the reforms; and a plan to attract and retain effective teachers, limit teacher vacancies, staff hard -to-staff subjects and address equity among highly effective teachers.	The LEA addresses some of the key human capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient human capacity exists within the LEA to implement reforms in selected schools.	There is little or no evidence that the LEA has the necessary human capacity to implement the selected reforms.	
13	LEA & School Capacity - Part II	LEA		The LEA/school has sufficient organizational capacity to implement the reforms selected.	The LEA has clearly demonstrated it has the needed organizational capacity to carry out the reforms selected in all schools identified. The application describes the current or planned processes for collaboration and communication with staff, community, unions and the school board; the LEA/school's commitment to creating, modifying or eliminating processes and procedures as necessary to effectively implement reforms; and the planned approach to presentation and communication of school reform goals and vision.	The LEA addresses some of the key organizational capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient organizational capacity exists within the LEA to implement the selected reforms in ALL of the schools identified.	There is little or no evidence that the LEA has the necessary organizational capacity to implement the selected reforms.	

14	LEA & School Capacity - Part II	LEA		The LEA/school has sufficient structural capacity to implement the reforms selected.	The LEA has clearly demonstrated it has the needed structural capacity to carry out the reforms selected in all schools identified. The application describes the current or planned processes for standards-based curriculum, fair assessments, professional development, hiring policies and building/space limitations.	The LEA addresses some of the key structural capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient structural capacity exists within the LEA to implement the selected reforms in ALL of the schools identified.	There is little or no evidence that the LEA has the necessary structural capacity to implement the selected reforms.
15	LEA & School Capacity - Part II	LEA		The LEA/school has sufficient material capacity to implement the reforms selected.	The LEA has clearly demonstrated it has the needed material capacity to carry out the reforms selected in all schools identified. The application describes the current or planned processes for aligning all school resources to the reforms, attaining the necessary instructional materials and resources, ensuring sufficient time is made available and necessary additional funding is received.	The LEA addresses some of the key material capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient structural capacity exists within the LEA to implement the selected reforms in ALL of the schools identified.	There is little or no evidence that the LEA has the necessary material capacity to implement the selected reforms.
15	Outside Experts/ Providers	LEA		The LEA has a process for recruiting and selecting providers that ensures that providers are highly qualified, proven effective and able to provide the assistance needed.	The LEA has clearly demonstrated that it has identified the reasons for hiring an external partner, that specific goals have been articulated, that multiple high-quality external partners have been considered, that a rigorous process has been developed to select the provider and that the budget is adequate to support the relationship for the duration of the contract.	The LEA has addressed some of the components for selecting an external partner. Key areas need to be addressed in order to determine if sufficient capacity exists for a successful relationship with an external provider.	There is little or no evidence that the LEA has the necessary capacity to recruit and select a high-quality external provider.

16	School-level performance measures	School		Multiple evaluation measures have been selected to measure effectiveness throughout the implementation of the reform effort.	The LEA has clearly identified the multiple evaluation measures to be used, the timeline for their administration, the person(s) responsible and the specific uses of the data to be gathered. Evaluation measures will be administered at least 3 times per school year.	The LEA has provided general information regarding the evaluation measures to be used, but does not provide specific information regarding the administration of the measure or the way in which data will be used. Evaluation measures are not administered at least 3 times per school year.	There is little or no evidence that specific, multiple evaluation measures have been selected or will be used consistently throughout the implementation of the reform effort. Evaluation measures are not administered consistently throughout the school year.	
17	School-level performance measures	School		Benchmarks for evaluation measures have been set at specific times throughout the school year.	The LEA has established benchmarks for all identified evaluation measures and time periods. Processes have been developed to ensure fidelity to the evaluation timeline and the review of data to monitor progress.	The LEA has established benchmarks for some/all evaluation measure and time periods. More specific information is necessary to ensure that processes are in place to ensure fidelity to the evaluation timeline and the review of data to monitor progress.	The LEA has not established the necessary benchmarks to allow for progress to be monitored.	
18	School-level performance measures	School		An ongoing review process is established to ensure timely review of data and plan alterations as necessary.	The LEA has described its plan for setting aside sufficient time throughout the year for progress monitoring. The plan provides timely feedback to classroom teachers and timely alterations to school-level plans if necessary based on data.	The LEA provides general information regarding progress monitoring. More specific information is needed regarding designated time for data review, the timeline for feedback to teachers and the process for plan alterations based on data.	The LEA provides little or no evidence to support the development of a clearly defined process for reviewing data from ongoing evaluations, providing necessary feedback to classroom teachers and making alterations to plans.	

19	Turn-around Template	School		The school must replace of 50% of the school staff. (Turnaround Model Only)	The LEA clearly defines the process and criteria to be used to identify the staff within the school that will be retained. A clear, executable plan has been established to recruit, hire and support new highly qualified staff in the school. Staffing changes will be completed for the start of the 2010-11 school year.	The LEA provides some details on the process to be used to identify staff to be retained and the criteria to be used, but some important issues have not been addressed. Plans for recruiting, hiring and supporting new staff are vague and lack details necessary to determine its appropriateness. Staffing changes cannot be completed by the start of the 2010-11 school year.	The LEA provides little or no evidence that a plan of action exists to identify staff to be retained or the criteria to be used. No details are provided regarding the plans to recruit, hire and support new teachers in the 2010-11 school year.	
20	Turn-around Template	School		The school must replace the principal of the school. (Required component of model)	The LEA provides clear and specific information regarding the recruitment and selection of a new principal for the school.	The LEA provides limited documentation to show the LEA's plan for recruiting and hiring a new principal for the school. It is unclear if the process can or will be carried out by the beginning of the 2010-11 school year.	The LEA provides little or no evidence that a plan of action exists to recruit and hire a new principal or the criteria to be used. Little or no evidence of the reasons for the retention of the current principal provided.	
					OR	OR		
					The LEA provides evidence that the current principal was hired within the last two years as part of a school reform initiative and will not be replaced.	The LEA provides limited evidence that the current principal was hired within the last two years as part of a school reform initiative and therefore cannot support their decision to retain the current principal.		

21	Turn-around Template	School		Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates. (Required component.)	The LEA provides a detailed description of the changes to be made that will allow operational flexibility at the school level. The application specifically indicates the changes in practice and procedures to allow this flexibility to take place.	The LEA provides a general summary of the changes that could take place to allow for more operational flexibility at the school level, but details are lacking that demonstrate how that will occur and when.	The LEA provides little or no information to show that the school will be given any operational flexibility to implement the reform model chosen.
22	Turn-around Template	School		The school must plan for the provision of social-emotional and community support services to students. (Required component)	The LEA provides a specific plan and/or details regarding the health and social services to be provided to students. Based on the data provided within the needs assessment, the health and social services to be provided meet the needs of students and parents.	The LEA provides limited information and/or details regarding health and social services to be provided to students. Based on the data provided within the needs assessment, not all of the services are aligned and some services should be added/deleted.	There is little or no evidence that necessary health and social services will be offered to students. Needs were identified within the needs assessment, but these needs are not being addressed within the plan.
23	Turn-around Template	School		The school must implement a new governance structure to provide necessary supports and reporting structures to ensure account-ability.	The LEA provides details, timelines and goals for the establishment of necessary structures and reporting systems and the manner in which all will be monitored. The steps to be taken will provide for the effective implementation of the school reform effort and ample opportunities for adjustments to be made based on reporting data.	The LEA's description of the new governance structure to be established lacks necessary details and specificity. Reporting systems are limited and by themselves will not provide sufficient accountability staff and LEA leadership. Insufficient time/opportunities available within the plan for review of data and adjustments to plan.	The LEA provides little or no evidence of the implementation of a new governance structure as part of the reform model. Accountability plans are limited or non-existent within the LEA's application.

24	Turn-around Template	School		<p>The school must implement a standards-aligned system of instruction. (Required component)</p>	<p>The LEA's plan clearly describes a student-centered instructional system with curriculum that is aligned to standards; assessments that measure student progress and performance and provide timely meaningful feedback; the use of effective instructional strategies; the availability of necessary materials and resources to support instruction; and interventions for students struggling to meet standards.</p>	<p>The LEA's plan describes the instructional system within the school, but not all of the key components of a standards-aligned-system are included. Insufficient details are provided to clearly support the importance of a standards-aligned-system within the school.</p>	<p>There is little or no evidence of a comprehensive, standards-aligned-system within the school's reform plan. Curriculum, standards, instruction, materials and resources, interventions and assessments are not aligned.</p>
25	Turn-around Template	School		<p>The school must develop a plan for on-going, sustained professional development. (Required component)</p>	<p>The LEA describes the professional development plan with great detail. The plan clearly shows the link between professional development opportunities and the needs identified. Topics for professional development activities are covered more than once during the year and sessions build off of previously covered material. Professional development activities are job-embedded when possible.</p>	<p>The LEA describes the professional development plan to be implemented, but does not provide sufficient detail on topics covered, number of sessions, participants, etc. Not all professional development activities described directly relate to identified needs. The activities are once-and-done and not covered in an on-going manner.</p>	<p>The LEA provides little or no evidence of a professional development plan for the school. Professional development activities are not coordinated, do not address needs identified and are not of sufficient size and scope to effect real, lasting change in educational practice.</p>

26	Turn-around Template	School		<p>The school must have a plan for the use of benchmark, formative, diagnostic and summative assessments to monitor student progress. (Required component)</p>	<p>The LEA has described an extensive assessment plan that includes the use of all four of the assessments. The use of each assessment is appropriate and is administered an appropriate number of times to yield useful, informative data for teachers and leaders. Assessment results will be shared with all appropriate staff in a timely fashion and in a format that is helpful. Teachers will have ample time to review and analyze data and make necessary changes to instruction.</p>	<p>The LEA has described an assessment plan that includes some of the four assessments. The assessments to be used may be appropriate to measure the success of students and programs. Important details are missing from the plan (times per year assessment is to be administered, analysis to occur, process for sharing data, etc.) to ensure that student progress is being accurately measured and results shared.</p>	<p>The LEA provides little or no evidence of a comprehensive assessment plan to administer benchmark, formative, diagnostic and summative assessments. There is insufficient evidence to determine if student progress will be measured appropriately and that results will be shared with staff.</p>
27	Turn-around Template	School		<p>The school must increase learning time for students. (Required component)</p>	<p>The LEA provides clear and descriptive information regarding the number of minutes of instruction to be added during the school year, the programs to be offered, the students included, and the manner in which the school day/year will be extended.</p>	<p>The LEA provides general information about plans to extend learning time for students. No specific information is provided regarding the actual number minutes to be added during the school year or the students to be involved.</p>	<p>The LEA provides little or no evidence of its plans to extend learning time for students in the school.</p>
28	Turn-around Template	School		<p>The school must develop a plan to monitor teacher effectiveness and support effective teachers. (Required component)</p>	<p>The LEA presents a plan outlining the specific steps to be taken to monitor teacher effectiveness and the evaluation tools to be used. The plan provides for support to new and struggling teachers and/or incentives for effective teachers.</p>	<p>The LEA describes a plan to monitor teacher effectiveness, but key details are missing from the plan. More specific information regarding evaluation tools to be used, how often, by whom, etc. is needed. Plans for support of new and/or struggling teachers lack necessary details.</p>	<p>The LEA provides little or no evidence of its plan to monitor teacher effectiveness and support new and/or struggling teachers.</p>

28	School-Level Budget	School		The school must develop an estimated 3-year budget with a breakdown of costs by category, year, unit and description.	The school presents a school-based 3-year budget that contains all the required elements of the Turnaround model. The budget is reasonable and contains no expenses that do not relate to the school's reform plan.	The school describes a school-based 3-year plan, but contains unreasonable costs or has added expenses that have not been addressed in the reform plan.	The school describes a budget that provides little or no evidence of relating to the reform plan.	
28	School-Level Budget	School		The school must develop a sustainability plan that shows how the school will continue to implement the reforms after the third year of funding.	The LEA presents a sustainability plan that is reasonable and adequately addresses all the reform issues of the Turnaround model.	The school describes a sustainability plan that is unreasonable or that is missing some elements of the reform plan.	The school provides little or no evidence of a sustainability plan.	
28	School-Level Budget	School		The school uses pre-implementation costs to prepare for the new school year (If school has no pre-implementation costs, the school may be awarded a 3.	The school's pre-implementation costs for Year 1 are reasonable and contain no expenses that do not relate to necessary pre-implementation activities	The school's plan for pre-implementation costs is unreasonable or has expenses that were not fully addressed in the reform plan.	The school's pre-implementation costs have no relation to the reform plan	

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<b>Quality of Reform Plan</b>								
<b>Transformation Model</b>								
19	Transformation Template	School		The school must replace the principal of the school. (Required component)	The LEA provides clear and specific information regarding the recruitment and selection of a new principal for the school.	The LEA provides limited documentation to show the LEA's plan for recruiting and hiring a new principal for the school. It is unclear if the process can or will be carried out by the beginning of the 2010-11 school year.	The LEA provides little or no evidence that a plan of action exists to recruit and hire a new principal or the criteria to be used. Little or no evidence of the reasons for the retention of the current principal provided.	
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					The LEA provides evidence that the current principal was hired within the last two years as part of a school reform initiative and will not be replaced.	The LEA provides limited evidence that the current principal was hired within the last two years as part of a school reform initiative and therefore cannot support their decision to retain the current principal.		
20	Transformation Template	School		Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates. (Required component)	The LEA provides a detailed description of the changes to be made that will allow operational flexibility at the school level. The application specifically indicates the changes in practice and procedures to allow this flexibility to take place.	The LEA provides a general summary of the changes that could take place to allow for more operational flexibility at the school level, but details are lacking that demonstrate how that will occur and when.	The LEA provides little or no information to show that the school will be given any operational flexibility to implement the reform model chosen.	

21	Transformation Template	School	The school must plan for the provision of social-emotional and community support services to students. (Required component)	The LEA provides a specific plan and/or details regarding the health and social services to be provided to students. Based on the data provided within the needs assessment, the health and social services to be provided meet the needs of students and parents.	The LEA provides limited information and/or details regarding health and social services to be provided to students. Based on the data provided within the needs assessment, not all of the services are aligned and some services should be added/deleted.	There is little or no evidence that necessary health and social services will be offered to students. Needs were identified within the needs assessment, but these needs are not being addressed within the plan.
22	Transformation Template	School	The school must implement a standards-aligned system of instruction. (Required component)	The LEA's plan clearly describes a student-centered instructional system with curriculum that is aligned to standards; assessments that measure student progress and performance and provide timely meaningful feedback; the use of effective instructional strategies; the availability of necessary materials and resources to support instruction; and interventions for students struggling to meet standards.	The LEA's plan describes the instructional system within the school, but not all of the key components of a standards-aligned-system are included. Insufficient details are provided to clearly support the importance of a standards-aligned-system within the school.	There is little or no evidence of a comprehensive, standards-aligned-system within the school's reform plan. Curriculum, standards, instruction, materials and resources, interventions and assessments are not aligned.

23	Transformation Template	School		The school must develop a plan for on-going, sustained professional development. (Required component)	The LEA describes the professional development plan with great detail. The plan clearly shows the link between professional development opportunities and the needs identified. Topics for professional development activities are covered more than once during the year and sessions build off of previously covered material. Professional development activities are job-embedded when possible.	The LEA describes the professional development plan to be implemented, but does not provide sufficient detail on topics covered, number of sessions, participants, etc. Not all professional development activities described directly relate to identified needs. The activities are once-and-done and not covered in an on-going manner.	The LEA provides little or no evidence of a professional development plan for the school. Professional development activities are not coordinated, do not address needs identified and are not of sufficient size and scope to effect real, lasting change in educational practice.	
24	Transformation Template	School		The school must have a plan for the use of benchmark, formative, diagnostic and summative assessments to monitor student progress. (Required component)	The LEA has described an extensive assessment plan that includes the use of all four of the assessments. The use of each assessment is appropriate and is administered an appropriate number of times to yield useful, informative data for teachers and leaders. Assessment results will be shared with all appropriate staff in a timely fashion and in a format that is helpful. Teachers will have ample time to review and analyze data and make necessary changes to instruction.	The LEA has described an assessment plan that includes some of the four assessments. The assessments to be used may be appropriate to measure the success of students and programs. Important details are missing from the plan (times per year assessment is to be administered, analysis to occur, process for sharing data, etc.) to ensure that student progress is being accurately measured and results shared.	The LEA provides little or no evidence of a comprehensive assessment plan to administer benchmark, formative, diagnostic and summative assessments. There is insufficient evidence to determine if student progress will be measured appropriately and that results will be shared with staff.	

25	Transformation Template	School		The school must increase learning time for students. (Required component)	The LEA provides clear and descriptive information regarding the number of minutes of instruction to be added during the school year, the programs to be offered, the students included, and the manner in which the school day/year will be extended.	The LEA provides general information about plans to extend learning time for students. No specific information is provided regarding the actual number minutes to be added during the school year or the students to be involved.	The LEA provides little or no evidence of its plans to extend learning time for students in the school.
26	Transformation Template	School		The school must develop a plan to monitor teacher effectiveness and support effective teachers.	The LEA presents a plan outlining the specific steps to be taken to monitor teacher effectiveness and the evaluation tools to be used. The plan provides for support to new and struggling teachers and/or incentives for effective teachers.	The LEA describes a plan to monitor teacher effectiveness, but key details are missing from the plan. More specific information regarding evaluation tools to be used, how often, by whom, etc. is needed. Plans for support of new and/or struggling teachers lack necessary details.	The LEA provides little or no evidence of its plan to monitor teacher effectiveness and support new and/or struggling teachers.
27	Transformation Template	School		Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO). (required component)	The LEA's application clearly outlines the different levels of technical assistance to be provided by the LEA, the SEA and external partners in support of the intervention model.	The LEA's application provides generally information about assistance to be provided to the school during the implementation of the model. However, specific information around the types of technical assistance to be offered and from whom are missing.	The LEA provides little or no evidence of a plan to provide technical assistance and related support to the school as it implements the intervention model.

Budget								
28	School-Level Budget	School		The school must develop an estimated 3-year budget with a breakdown of costs by category, year, unit and description.	The school presents a school-based 3-year budget that contains all the required elements of the Transformation model. The budget is reasonable and contains no expenses that do not relate to the school's reform plan.	The school describes a school-based 3-year plan, but contains unreasonable costs or has added expenses that have not been addressed in the reform plan.	The school describes a budget that provides little or no evidence of relating to the reform plan.	
28	School-Level Budget	School		The school must develop a sustainability plan that shows how the school will continue to implement the reforms after the third year of funding.	The LEA presents a sustainability plan that is reasonable and adequately addresses all the reform issues of the Transformation model.	The school describes a sustainability plan that is unreasonable or that is missing some elements of the reform plan.	The school provides little or no evidence of a sustainability plan.	
28	School-Level Budget	School		The school uses pre-implementation costs to prepare for the new school year (If school has no pre-implementation costs, the school may be awarded a 3.	The school's pre-implementation costs for Year 1 are reasonable and contain no expenses that do not relate to necessary pre-implementation activities	The school's plan for pre-implementation costs is unreasonable or has expenses that were not fully addressed in the reform plan.	The school's pre-implementation costs have no relation to the reform plan	

21	Restart Template	School		The school to be "restarted" has retained its original grade configuration or has a plan for those students to be moved. (required component)	The LEA has maintained the grade configuration of the school and all students formerly attending the school will be permitted to attend the "restarted" school in 2010-11.		The LEA is not maintaining the grade configuration of the school and cannot support the decision to do so. The LEA does not address the plan for moving students to new buildings in the 2010-11 school year.	
					OR			
					The LEA plans to change the grade configuration of the "restarted" school and provides a description of the new grade configuration and the reasons for the change. A plan to accommodate and move students to new buildings is described in detail.			
22	Restart Template	School		The LEA/school has an implementation plan to ensure a smooth "restart" for the 2010-11 school year. (required component)	The LEA describes in detail, the plan for implementing the restart model in the 2010-11 school year. The plan includes a precise timeline for activities and includes activities to take place prior to the start of the 2010-11 school year.	The LEA provides a general plan for the implementation of the restart model. A timeline is included, but does not include activities prior to the start of the 2010-11 school year.	The LEA provides little or no evidence of a detailed, specific plan and timeline for implementing the restart model in the 2010-11 school year.	
28	School-Level Budget	School		The school must develop an estimated 3-year budget with a breakdown of costs by category, year, unit and description.	The school presents a school-based 3-year budget that contains all the required elements of the Restart model. The budget is reasonable and contains no expenses that do not relate to the school's reform plan.	The school describes a school-based 3-year plan, but contains unreasonable costs or has added expenses that have not been addressed in the reform plan.	The school describes a budget that provides little or no evidence of relating to the reform plan.	

28	School-Level Budget	School		The school must develop a sustainability plan that shows how the school will continue to implement the reforms after the third year of funding.	The LEA presents a sustainability plan that is reasonable and adequately addresses all the reform issues of the Transformation model.	The school describes a sustainability plan that is unreasonable or that is missing some elements of the reform plan.	The school provides little or no evidence of a sustainability plan.	
28	School-Level Budget	School		The school uses pre-implementation costs to prepare for the new school year (If school has no pre-implementation costs, the school may be awarded a 3.	The school's pre-implementation costs for Year 1 are reasonable and contain no expenses that do not relate to necessary pre-implementation activities	The school's plan for pre-implementation costs is unreasonable or has expenses that were not fully addressed in the reform plan.	The school's pre-implementation costs have no relation to the reform plan	

READER #:								
LEA Name:								
School Building Name:								
<b>Quality of Reform Plan</b>								
<b>School Closure</b>								
19	School Closure Template	School		The LEA has a plan to enroll students in new, higher-performing, schools or LEAs. (required components)	The LEA provides a detailed plan to enroll students into higher-performing schools, new schools or other neighboring LEA schools that are higher performing.. The plan specifically identifies the tasks to be done and the timeline for doing them. Students will be aware of their new placements prior to the start of the 2010-11 school year.			The LEA does not provide a detailed plan that outlines where students will be attending, the timeline for notification and the goal of having students placed in the 2010-11 school year.
20	School Closure Template	School		The LEA/school has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2010-11 school year. (required component)	The LEA describes in detail, the plan for closing the school before the 2010-11 school year. The plan includes a precise timeline for activities and includes activities to take place prior to the start of the 2010-11 school year.	The LEA provides a general plan for the closure of the school. A timeline is included, but does not include activities prior to the start of the 2010-11 school year.		The LEA provides little or no evidence of a detailed, specific school closure plan and timeline for 2010-11 school year.
<b>Budget</b>								
28	School-Level Budget	School		The LEA must develop an estimated 1-year budget with a breakdown of costs by category, year, unit and description.	The school presents a school-based 1-year budget that contains all the required elements of the Closure model that does not exceed \$200,000. The budget is reasonable and contains no expenses that do not relate to the school's reform plan.	The school describes a school-based 1-year plan, but contains unreasonable costs or has added expenses that have not been addressed in the reform plan.		The school describes a budget that provides little or no evidence of relating to the reform plan.

28	School-Level Budget	School	The school uses pre-implementation costs to prepare for the new school year (If school has no pre-implementation costs, the school may be awarded a 3.	The school's pre-implementation costs for Year 1 are reasonable and contain no expenses that do not relate to necessary pre-implementation activities	The school's plan for pre-implementation costs is unreasonable or has expenses that were not fully addressed in the reform plan.	The school's pre-implementation costs have no relation to the reform plan
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