

# State of Maine



## Department of Education Career and Technical Education

### Comprehensive School Review Full-Review Guide

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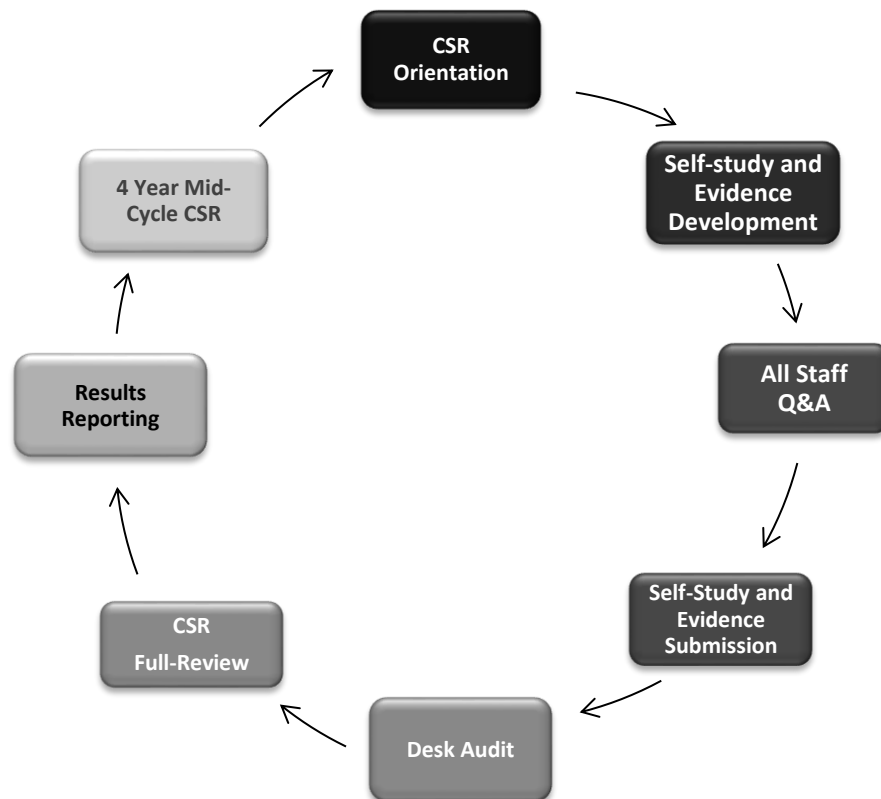
## Overview

The standards and procedures which govern career and technical instructions at the secondary level in the state of Maine are determined in the Maine Department of Education (MDOE) Rule Chapter 232, "Standard Criteria for Maine Secondary Vocational Programs." Chapter 232 calls for site-based program reviews. All Maine Career and Technical Education (CTE) institutions will undergo a Comprehensive School Review (CSR), including self-evaluation and onsite visitation components, in eight-year intervals with a Mid-Cycle Review every four years. This review also addresses the concepts and requirements in the Maine Department of Education Rule Chapters 125 and 127 dealing with curriculum, instruction, and assessment.

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

1. School review provides a measure of accountability by demonstrating for its key stakeholders that the institution has clearly defined educational objectives and is upholding organizational standards to meet these objectives.
2. School review promotes institutional improvement by encouraging a self-examination of the school's goals, operational procedures, and program implementation. While also providing an informed analysis and review by peers external to the institution.

The goal of a Comprehensive School Review is the continuous enhancement of the quality of education for each student served. The outline for the MDOE-CTE Comprehensive School Review Cycle is as follows:



## **Full Comprehensive School Review Cycle**

**CSR Orientation-** (1 year prior to CSR) – An orientation is conducted one year prior to the CSR onsite visit. This is designed to be a time for schools to ask questions and gain clarity as to the self-study and visitation process for the participating center/region administration and designated others, (e.g., advisory board members, student services coordinator, and faculty department leaders). An initial assessment of the facilities will also be conducted to provide schools with preliminary feedback. *Please Note: Additional technical assistance and pre-visits will be provided as requested throughout the year prior to the site visit.*

**Self-Studies and Evidence Development Process-** The MDOE Team uses a self-study process to gain information on current school practices. During this step in the review cycle the CTE school works to complete a self-study questionnaire for seven overarching school-wide standards, and for all currently operating programs. This process is designed to be completed over one-year in preparation for the CSR Site review. It is recommended that a subcommittee be designated for each of the overarching self-studies although the school should consider size and staff available and design a structure that works best for them. During the year leading up to the site visit it is advised that the subcommittee meet regularly to discuss and develop the responses and accompanying evidence for the self-study's final submission. (See *Roles of Steering Committee and Subcommittees* for further information)

**Submitting Evidence-** (4 weeks prior to site visit)- To ensure the CSR Review Team is prepared for the site visit, all completed self-studies and evidence for the seven school-wide standards and each operational program must be provided four weeks prior to the scheduled site visit. These materials may be submitted electronically in one of two ways:

1. Create a Google Drive folder providing access by sharing the folder with the review coordinator. If this option is chosen, be sure to give permission to organize, add and edit the materials within. (\*preferred method\*)
2. Send all materials via email in a compressed folder. (Please note this is not an ideal way to share information as it can bog down the email system depending on the size of the folders)

**All Staff Q&A:** Two months prior to the site visit the MDOE Coordinator will meet with the leadership team, staff, and instructors to provide further clarification and assistance as they work towards the completion of their school-wide and program specific self-studies. This is an opportunity to have a round table conversation regarding what can be expected while the review team is on site, follow-up on process questions that may need clarification, and answer any detailed questions related to the development of self-studies or evidence.

**Desk Audit-** (From self-study submission to the site review) - MDOE-CTE Review Team examines all Self-Studies and evidence related to the seven overarching standards for accuracy and depth of reasoning. Review members check to ensure that all necessary materials are received and complete. In addition, should supplemental materials be needed the CSR Coordinator will communicate these needs back to the CTE. The CTE schools will have up to the site visit to resubmit additional documentation.

**Full CSR site visit-** (approximately 3 days on campus) - MDOE team will visit the CTE campus with the intention of further developing their knowledge of school operation. It is important team members have access to all areas students utilize while attending school. For your convenience, we will plan to work during your standard hours of operation. This step has three primary focuses: 1) follow-up on self-study entries and evidence that requires in-person verification, 2) staff/student interviews, and 3) facilities review. To ensure a smooth onsite visit the following items should be prepared and confirmed prior to our arrival. If you do not have access to some of these items, please let us know in advance so we can secure alternative accommodations.

COMPREHENSIVE SCHOOL REVIEW

Action Items	Explanation
Building Access Requirements	Master key should be provided to facilities reviewer, or a school representative should be available to assist with accessing locked classrooms/bathrooms/labs/break and study areas, etc.
Student Interviews Scheduled	Two student group interviews with 8-10 participating students must be arranged in advance. This interview should be scheduled for 45 minutes but may only take 30 minutes. Please select students representing a diverse cross-section of the total population (consider including nontraditional students, members of the LGBTQ+ community, racially/ethnically diverse students, and students with IEP and 504 designations).
Faculty/Administration Interviews	MDOE will provide a list of representatives we wish to interview once our preliminary desk audit is complete. The CTE will be asked to work with MDOE to establish an interview schedule prior to arriving on site that will include time and location of interview.
Final Debrief Scheduled	As a courtesy, the MDOE-CTE coordinator will provide a debrief of our initial findings prior to departing from our site visit. A one-hour block with the CTE Director will be included in the schedule. If desired, the Director is welcome to include school staff during this debrief.
Private Room to Work	A private room (classroom, conference room, office, etc.) should be provided to the DOE team during the onsite visit to ensure discretion within our work practices. This room cannot double as an interview room due to privacy issues and should be able to accommodate the full team of adults comfortably, along with their laptops and a printer.
Access to Wi-Fi	Please provide access information for MDOE devices to connect to Wi-Fi
Access to a Projector	To increase productivity, we ask that a projector be available in the work room. If one is not available, we will supply a projector ourselves and ask that wall space be available for projecting.
Access to Printer/Photocopier/Scanner	The MDOE team will bring a small black and white printer with them. However, it is helpful to have access to a color printer, photocopier and scanner should a need arise.
Safety Gear	Please provide all appropriate safety gear required for your facilities, for example: safety goggles, hard hats, etc.

**CSR Team and School Dinner:** Should the school choose a dinner to cap off the first day of interviews can be arranged. This is often held at a local restaurant/pub and is intended to be an informal event. All school staff and CSR team participants are welcome to join but must not be required to join. This is an opportunity to connect with our CTE peers outside of the review process in a more casual setting. If the school chooses to coordinate such an event, the school is asked to select a venue and make reservations in advance. The Review Coordinator will work with the school to determine participant numbers. **Attendees must be able to order and pay independently from a menu.** Those on the CSR team will pay for their meals upfront and expense the meal using the federal per diem rate for the local area. The school may determine for themselves who will cover the cost of the meal for their team members. The state will not cover this expense for those not in traveling status making this a non-reimbursable expense for the CTE being reviewed.

**Reporting of Results-** (3 months after site visit) - An initial draft report will be provided to the CTE Director within 3 months of the site visit. The CTE will then have a month to review and submit any comments or concerns to the MDOE Coordinator. The MDOE team will review responses, revise (where applicable) and resubmit the final CSR Report.

**Four Year Mid-Cycle Review-** The Mid-Cycle Comprehensive School Review is an abbreviated version of the Full CSR that includes a site visit and a follow-up on all recommendations provided to the CTE as a result of the corresponding full review.

### **Roles of Steering Committee and Subcommittees**

**Steering Committee-** A key part of the Comprehensive School Review is the committee work done by the center/region during the preparation process. It is suggested that a steering committee consisting of administrators, stakeholders and a cross section of staff be organized early in the process to provide direction and oversight as evidence is collected.

**Subcommittees-** For each of the seven school-wide standards and for each of the programs at the center/region, it is suggested that a subcommittee be formed to gather information and answer the questions posed in each unit.

A Chair for each subcommittee must be selected to act as a spokesperson for the group. This person will be asked to provide progress updates to the Steering Committee and will act as a contact for the MDOE team should questions/concerns arise. It is important a sufficient number of members are assigned to each team to accomplish the required tasks. Depending on the scope and demands of each subcommittee, it may be expedient to appoint some school staff to more than one subcommittee, (smaller schools should organize subcommittees and assign overlapping responsibilities in a way that makes the best use of staff time and resources).

Each subcommittee should meet on a regular basis, assign tasks to members as appropriate, and keep a written record of meeting minutes and agendas. It is also critical that each subcommittee develop a plan of action that includes interim progress reports to the steering committee and final deliverables. If a subcommittee needs clarification on any of its assigned tasks, the respective chair should bring that question to the steering committee.

If further explanation is needed, the subcommittee chair or the administration can contact Danielle Despins at the Maine Department of Education by emailing [danielle.r.despins@maine.gov](mailto:danielle.r.despins@maine.gov), or by calling 207/592-1448.

### **Standards and Program Overview**

The following paragraphs provide brief descriptions of the seven school-wide standards that are a major focus of the Comprehensive School Review. A second focus for review is the individual programs offered at the CTE center/region.

Please note that while the seven standards are reviewed from the school-wide perspective, many of them are also taken into consideration during the program self-studies. For example, Standards and Assessments are logically included in program reviews.

**Rubrics for Standards and Programs-** Rubrics have been provided that highlight the primary focuses for each content area and provides examples of potential evidence. This is intended to be a reference tool for subcommittees as they move through the development of the self-studies.

**School Climate and Affirmative Action-** This standard considers the schools aptitude for creating an environment focused on community, safety, and inclusion of all students. Positive school climate enhances and encourages learning and promotes an atmosphere of collaboration and connection. The review team will look at methods used to ensure equitable access to CTE programs for all students while considering the schools overall behavior policies and learning environment.

**Student Services-** This standard looks at the school's system of supports designed to reduce barriers, expand growth opportunities, and enhance the student experience so they feel supported, valued and are free to reach their maximum potential. This includes an in-depth review of serving students with IEP and 504 needs.

**Leadership and Yearly Goals and Expectations-** In the standard area the review team identifies strategies used by leadership to develop clear goals, accountability measures and working relationships among staff and sending districts to enhance the student experience while ensuring innovation and forward thinking schoolwide.

**Staff Development-** This standard reflects upon the framework used for assigning, approving, and planning professional development opportunities with the intent of ensuring equitable access to growth opportunities. This includes a review of onboarding methods and professional development throughout employment.

**Standards and Assessment-** The review team will consider the processes used by schools to select the standards and assessments applied in each program, to ensure continuous relevance and rigor in delivery, and to confirm alignment with state requirements and industry.

**Community/School Relations-** Explore how the school's relationships with community are being fostered for the enhancement of student pathways and instructional practices.

**Facilities-** This standard reviews the school's physical classroom, lab, remote worksites, and equipment to ensure they are sufficient to support the program and meet accessibility standards for individuals with disabilities. This standard considers safety and health of all occupants to ensure an effective educational setting that delivers high-quality programs and services to all students.

**Program-** Each CTE program is evaluated to ensure curriculum design aligns with industry-recognized standards, promotes excellence, and prepares students for career pathways and post-secondary opportunities.

### **Expenses and CTE School Responsibilities**

#### **CSR Related Expenses:**

Beginning July 1, 2019, Maine DOE will use State level Perkins Grant Leadership funds to cover partial costs of CTE school reviews. Schools scheduled for a school review may submit a grant application, at least 1 month prior to scheduled review, to cover the costs outlined below. Expenses must be covered by the school and then submitted for reimbursement using the School Review Invoice form provided by the Maine DOE Review Coordinator. Associated receipts for approved expenses will also be required upon submittal of the invoice and may be subject to reimbursement audit. A grant application must be completed and submitted to [donna.Tiner@maine.gov](mailto:donna.Tiner@maine.gov) AND [danielle.r.despins@maine.gov](mailto:danielle.r.despins@maine.gov), one month prior to the disbursement of funds. The grant application must be authorized by both the CTE Director and the schools Fiscal Agent prior to Maine DOE beginning the grant applications approval process.

The School Review Grant may include costs up to \$700 for a mid-term school review and up to \$2000 for a full school review. Allowable costs include:

- **Food Expenses-** Schools are required to provide lunch for the review team while on site, (typically 11-13 people). In addition, regular refills of water and coffee throughout the day is appreciated. Food cost is reimbursable for up to \$14 per person, per day- which can include lunches, beverages and any snacks the school has catered or is provided by the school's culinary program.

## COMPREHENSIVE SCHOOL REVIEW

- **Substitute Teacher Salaries** – not to exceed local district allowed substitute teacher costs. (School personnel whose normal working hours fall inside the scheduled review, are not eligible for compensation or reimbursement from these grant funds during their contracted work schedule.)
- **Miscellaneous Office Supplies:** Cost associated with office supplies such as photocopies and binders are reimbursable up to \$100 with itemized receipt.

**Maine DOE Covered Expenses:** Maine DOE will directly cover the upfront costs associated with the following expenses and require no direct contribution from the CTE school.

- **Team Member Lodging-** Maine DOE will reserve and pay for hotels for all Maine CTE visiting team members attending a Maine DOE lead Comprehensive School Review including those from partnering schools.
- **Team Member Travel Expenses:** travel expenses will be paid directly to Maine CTE team members at the GSA federal per diem rates as authorized by Maine DOE. Allowable expenses include: meals and incidentals, millage and tolls. All team members qualifying for reimbursement by Maine DOE is required to complete a vendor authorization form prior to reimbursement processing.



**Appendix I. CSR School Checklist**

Required Meetings		Date Completed
<input type="radio"/>	CSR Orientation with MDOE CSR Coordinator	
<input type="radio"/>	Pre-Review Facilities Walk Through (scheduled with Shawn Lagasse)	
<input type="radio"/>	All Staff Q&A (minimum of 8 weeks prior to site visit)	
<input type="radio"/>	CSR Team Site-visit	
CTE School Responsibilities in Preparation of CSR Review		Date Completed
<input type="radio"/>	Lunch, coffee and water throughout the day are arranged for team during site review	
<input type="radio"/>	Confirmed Interview Schedule with review coordinator	
<input type="radio"/>	Established workspace for review team	
<input type="radio"/>	Internet Access is available for review team	
<input type="radio"/>	Grant Application Completed and Sent to review coordinator	
<input type="radio"/>	Self-Studies & Evidence for 8 overarching standards and programs submitted (4-6 weeks prior to site visit)	
<input type="radio"/>	<b>IF DESIRED-</b> reservations for dinner confirmed	
Must Have Documents to be Submitted with Overarching Self-Studies (if not already included with evidence and available for dissemination)		
<input type="radio"/>	Student/Parent Handbook	<input type="radio"/>
<input type="radio"/>	Faculty Handbook	<input type="radio"/>
<input type="radio"/>	List of Articulation Agreements per Program	<input type="radio"/>
<input type="radio"/>	List of Teacher Certifications	<input type="radio"/>
<input type="radio"/>	List of Standards and Assessments per Program	<input type="radio"/>
<input type="radio"/>	Professional Development Plan	<input type="radio"/>
<input type="radio"/>	Community Relations Plan (if available)	<input type="radio"/>
<input type="radio"/>	Goals Process	<input type="radio"/>
<input type="radio"/>	School Enrollment Process	<input type="radio"/>
<input type="radio"/>	Common Yearly Evaluation Tool	<input type="radio"/>
<input type="radio"/>	Application for Enrollment	<input type="radio"/>
<input type="radio"/>	All <u>Facilities</u> Documentation Required	<input type="radio"/>
<input type="radio"/>	Flyers, brochures, and program catalogues	<input type="radio"/>