

SCHOOL TRANSFORMATION REVIEW

The School Transformation Review (STR) is an occasion for district and school leaders to take inventory of the strengths, challenges and opportunities within their schools in order to inform the process of continuous improvement.

“Partners has impacted our school tremendously through its thought partnership and ROCI cycle. Through reflection, we are beginning to fully internalize the process of inquiry and continuous improvement as a team, making adjustments in our lesson planning, our teaching, and in understanding how students learn. Our collaboration with Partners has brought us to a new level of engagement around student success that we’re excited to build upon next year.”

AURORA GARCIA,
PRINCIPAL, MCKINLEY ELEMENTARY SCHOOL, FRANKLIN-MCKINLEY SCHOOL DISTRICT

The review process gathers evidence on the current state of implementation on the essential practices specified in Partners’ School Transformation Rubric. This rubric specifies 76 research-based practices in the areas of Results-Oriented Leadership, Teacher Professional Learning and Core Instruction that have been proven to improve the educational experience and outcomes for African American, Latino and English learner students. Both the review process and the rubric provide educators with the language needed to identify, discuss and gain agreement on what constitutes powerful practice.

While the process is always customized to ensure that it provides helpful insight into how a school can most effectively work toward its goals and vision, each review includes a:

PREPARATORY MEETING with school leaders to review Partners’ transformation framework, gather a portfolio of documents, customize the agenda for the site visit, and determine a communication plan for teachers.

SITE VISIT in which a team of Partners staff members interview school leaders, observe key meetings, visit classrooms and hear from teachers via focus groups.

PLANNING SESSION with school leaders to share School Transformation Report, determine implications for school goals and priorities and draft a professional learning plan.

Key Features of the Process

- This review process is designed to capture a school-wide snapshot of the practices that support school transformation.
- School reviews and observations are not evaluative – no data is connected to individual teachers or classrooms.
- The team will observe key meeting/s (grade level meeting, Instructional Leadership Team meeting, professional development session, staff meeting, etc.) to understand how these structures operate in the school.
- A full-report that captures patterns of strength and challenge across the school will be drafted.
- The team will share the report and facilitate a planning session with school leaders in order to outline goals and next steps from the data.

