State Review Panel
School Site Visit Protocol

2017-18

COLORADO
Department of Education

SchoolWorks
Assessing Quality, Building Capacity

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Part I: Introduction

The State Review Panel (SRP, or the Panel) was created by the Education Accountability Act of 2009 to provide a critical evaluation of the state's lowest performing schools' and districts' plans for dramatic action, and provide recommendations to the Commissioner and the State Board of Education. The SRP's work is informed by a review of documents (e.g., Unified Improvement Plan) and, in some cases, by a site visit. The site visit component was added in 2014 to strengthen the SRP's understanding of the conditions in the schools and districts that are further along on the accountability clock. The expectation is that the site visit will inform their recommendations to the Commissioner and the State Board of Education about required actions at the end of the accountability clock.

What is the Colorado Department of Education SRP site visit?

The SRP site visit is a process that Panelists can use to understand and explain the extent to which schools/districts have the capacity to plan and implement the dramatic change required to exit the accountability clock (i.e., Priority Improvement, Turnaround). The SRP site visit process was designed in partnership with SchoolWorks – an education consulting organization with the mission to build the capacity of educators to advance all aspects of student achievement and well-being. The SRP site visit places a team of experienced educators (including education experts from Colorado) in a school/district for one day to collect and analyze data related to the school's/district's capacity on specific criteria and indicators.

What are the Colorado district and school criteria and indicators?

The SRP site visit is based on the criteria outlined in the Accountability Act of 2009. This includes determining whether:

- Leadership is adequate to implement change;
- Infrastructure is adequate to support school improvement;
- There is readiness and capacity of district, institute, or school's personnel to plan effectively and lead appropriate actions;
- There is readiness and capacity to engage productively with the assistance provided by an external partner;
- There is a likelihood of positive returns on state investments of assistance and support to improve the performance in the current management and staffing; and
- It is necessary that the district, institute, or school remain in operation.

See Part IV for a complete list of the SRP key questions and Part V for their corresponding criteria and indicators. The site visit activities will be aligned to collect evidence in relation to these criteria.

What is the purpose of an SRP site visit?

The purpose of an SRP site visit is to gather on-site evidence on a school's program and operations in the areas outlined in the Education Accountability Act. The site visit builds on the document review process previously conducted by the SRP for each school. The site visit provides the one chance the Panel has to interact with the school to determine capacity and solicit staff and Board input. However, it is just one

source of evidence that the Panel considers to better understand where improvement efforts are successful or lagging as recommendations are made to the Commissioner and State Board of Education.

What does the SRP school site visit entail?

The SRP utilizes multiple sources of evidence to understand how well a school is performing related to the six criteria it is charged with examining. It extends beyond standardized measures of student performance and enables Panelists to observe and collect evidence about the effectiveness of the school's processes.

Prior to arriving on site, Panelists conduct a document review aligned to the six key areas in the Education Accountability Act. The results of this review are shared with all members of the site visit team and help inform the team's work during the visit. On site at the school, the site visit team uses evidence collected through classroom observations, focus groups, interviews, and document review to come to consensus on capacity levels in relation to the six key areas. In circumstances in which the school under review is a virtual school or includes online components of its programs and operations, the site visit team may engage in some evidence collection in advance of the onsite portion of the review. This may require the school to provide online access to the virtual school's courses, data logs, and infrastructure to collect and analyze data about virtual school programs and practices. Based on evidence collected on site, the site visit team prepares a written report that it submits to the Commissioner and State Board of Education, which becomes part of a larger body of evidence regarding the school's performance.

The process benefits most from open, frank, professional dialog between the school and the site visit team. The professionalism of the school and team is essential. Both the school staff and the team have clear roles and responsibilities that are designed to promote good rapport and clear communication. All team members are governed by a code of conduct. Honesty, integrity, objectivity, and a focus on the best interests of students are essential.

What are the general steps in the SRP site visit process?

Pre-visit Planning and Analysis
SchoolWorks will provide all school leaders with an orientation on the SRP site visit process. In addition, SchoolWorks will work with each school leader to begin collecting documents that the site visit team will review prior to arriving on site. These key documents include school and teacher schedules, the school's most recent Unified Improvement Plan, curricula and related teaching documents, and professional development records. The purpose of this review is to begin to gather evidence in relation to the protocol's criteria and indicators. The site visit team will also review the results of the SRP's previous document review of the school.

Where applicable, a virtual school prepares necessary documents and provides online access to the virtual school's online courses, data logs, and infrastructure, such as the course enrollment system, online grades system, help-desk support, and technology systems. SchoolWorks works with a virtual school to organize the schedule for online interviews of virtual school staff. Team members review documents and online courses, data logs, and infrastructure and record their initial questions about the virtual school's performance according to protocol standards.

This pre-visit analysis provides the site visit team with initial information about the school's programs and the students it serves. Site visit team members work to organize the schedule for the site visit. Team

members review documents and record their initial questions about the school's performance according to protocol standards.

Evidence Gathering On Site and Coming to Consensus on Capacity Levels
While on site, evidence collection continues through additional document reviews, classroom visits, and interviews with key school stakeholders. After collecting evidence, the site visit team meets to confirm, refute, and modify its hypotheses about school performance. The site visit team listens to the school's responses and makes every effort to follow up on evidence that the school indicates the team should collect.

In addition, the team meets with district and school leaders, and – in the case of charter schools – with its Governing Board, to solicit input on which of the required actions represent the best fit for the school community. Input will be collected both orally and/or through the submission of a letter on behalf of the school, in which stakeholders identify the preferred action and the rationale for selecting that action.

Site Visit Report
The site visit team's primary objective is to come to consensus on capacity levels in relation to six key areas identified in the Education Accountability Act. To come to consensus on a set of capacity levels, the team works together to collate and discuss available evidence collected throughout the SRP process. At the end of the SRP site visit, a written report is developed and submitted to the Commissioner and State Board of Education, and then becomes part of a larger body of evidence regarding the school's performance.

Notes

Part II: Process and Results

How does the site visit team go about its work?

The site visit team is guided in its work by a code of conduct. Adherence to the code of conduct improves the quality of the site visit because schools do not provide reliable evidence under unnecessary stress. Adherence to the code of conduct also creates a frank, professional tone in which the site visit team and the school may discuss key strengths and areas for improvement.

CODE OF CONDUCT FOR REVIEWERS*

1. **Carry out work with integrity**.
   a. Treat all those you meet with courtesy and sensitivity. Try to minimize stress.
   b. Allay anxiety through mutual respect and valuing opinions. Show an interest in what is said.
   c. Focus attention and questions on topics that will reveal how well students are learning.
   d. Assure confidentiality.

2. **Act in the best interests of students and staff.**
   a. Do not put students or staff in a position where they may have conflicting loyalties.
   b. Emphasize that students come first and are at the center of the review.
   c. Wherever possible, work to others' convenience.
   d. Be supportive and enabling. Evidence given under undue stress is unreliable.
   e. Under no circumstances, criticize the work of a teacher or others involved with the school.
   f. Classroom visits are confidential. Classroom visits are not evaluations. Individual teachers will not be provided feedback and information will not be shared with any school personnel.
   g. Teacher interviews and focus groups are confidential. Any information reported to the team will remain anonymous in both oral and written reports.
   h. Try to understand what teachers are doing and why. Be supportive.

3. **Be objective; base capacity levels on evidence, not opinion.**
   a. An individual's perception can be evidence, especially if supported by others' observations.
   b. Capacity levels must be fully supported by evidence, must be defensible and inform the key questions.
   c. Capacity levels must be reliable in that others would make the same finding from the same evidence.
   d. Be prepared to ask questions to establish whether a view is based on opinion or evidence.
   e. Discussion with staff and team members is part of the process to create a fair and secure evidence based on which capacity levels are determined.
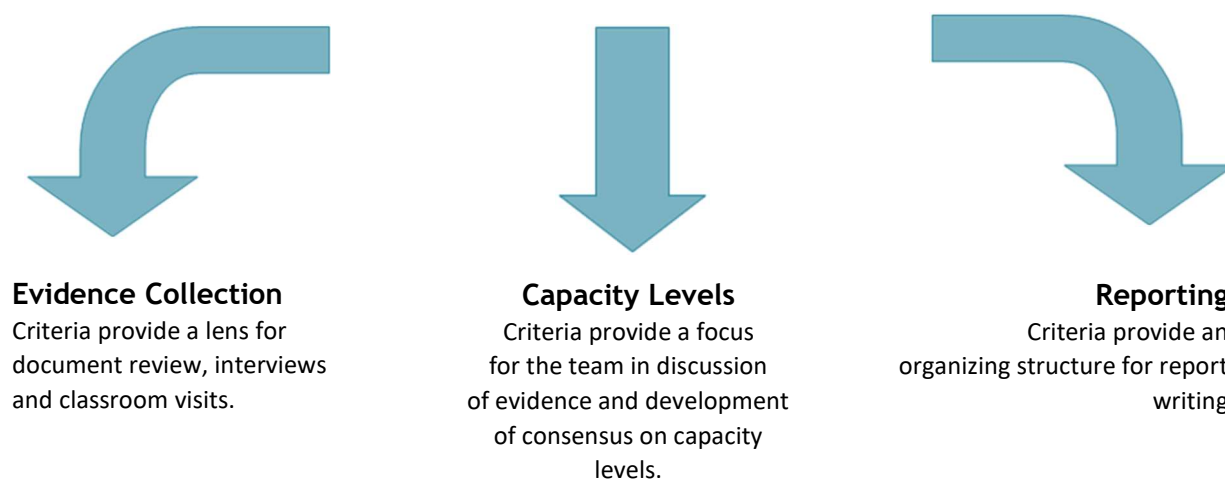   f. If a given piece of evidence is not affecting students' learning or experience, it is then irrelevant.

Acknowledgement of Massachusetts Charter School Office Site Visit Protocol and the OFSTED code of conduct.

How does the site visit team come to consensus on capacity levels based on a collection of documents, interviews and classroom visits?

The SRP process is built on four core components that drive the work of the team throughout the site visit.

- *The process is criterion-driven.* The SRP process is built on a set of criterion and indicators. Throughout the site visit, the site visit team collects evidence through document reviews, interviews, and classroom visits, in relation to each of the criterion and indicators to come to consensus on capacity levels that indicate how well school programs and practices are serving students. The site visit team uses the criterion and indicators during team meetings to identify trends that emerge from the evidence and to come to consensus on capacity levels, including identification of strengths and areas for growth, if appropriate. A criterion-driven process ensures that the work of the site visit team is grounded in the standards. The protocol's criteria also serve as a basis for professional dialogue and reporting.

Figure 1: Criterion-driven

Evidence Collection
Criteria provide a lens for document review, interviews and classroom visits.

Capacity Levels
Criteria provide a focus for the team in discussion of evidence and development of consensus on capacity levels.

Reporting
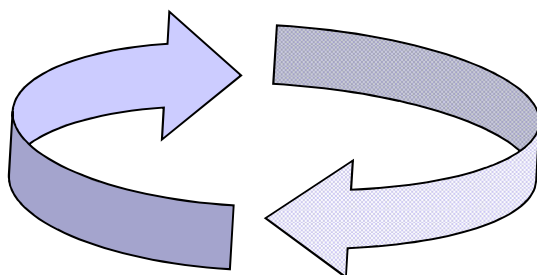Criteria provide an organizing structure for report writing

- *The process is an evidence-based system.* The capacity levels – which come from document reviews, classroom visits, and interviews – are based on evidence collected during the process. The site visit team builds a base of evidence for each capacity level that would reasonably lead any set of individuals to come to similar conclusions about the school's programs and practices. Moving from evidence to capacity level is a cyclical process that depends on an open exchange of information between the team and the school. While the team is required to address the protocol standards and base all capacity levels on evidence, the process is not mechanical and requires some professional judgment by the site visit team.

- *The process is iterative, repeatedly checking on and testing the quality of the capacity level and the evidence that supports them.* Site visit team members use a three-step process to move from pieces of evidence to capacity level about the school. First, the team records *evidence* by reviewing documents, conducting interviews, and visiting classrooms. The team reviews evidence to identify initial *trends* in the evidence. For example, the team would note a trend if all teachers describe the curriculum in similar ways and if the description matched the documents reviewed by the site visit team. This process is represented in Figure 2.

Figure 2: An iterative process

3. **Capacity Levels:** Determinations based on **evidence** and **trends** and grounded in the protocol criteria.
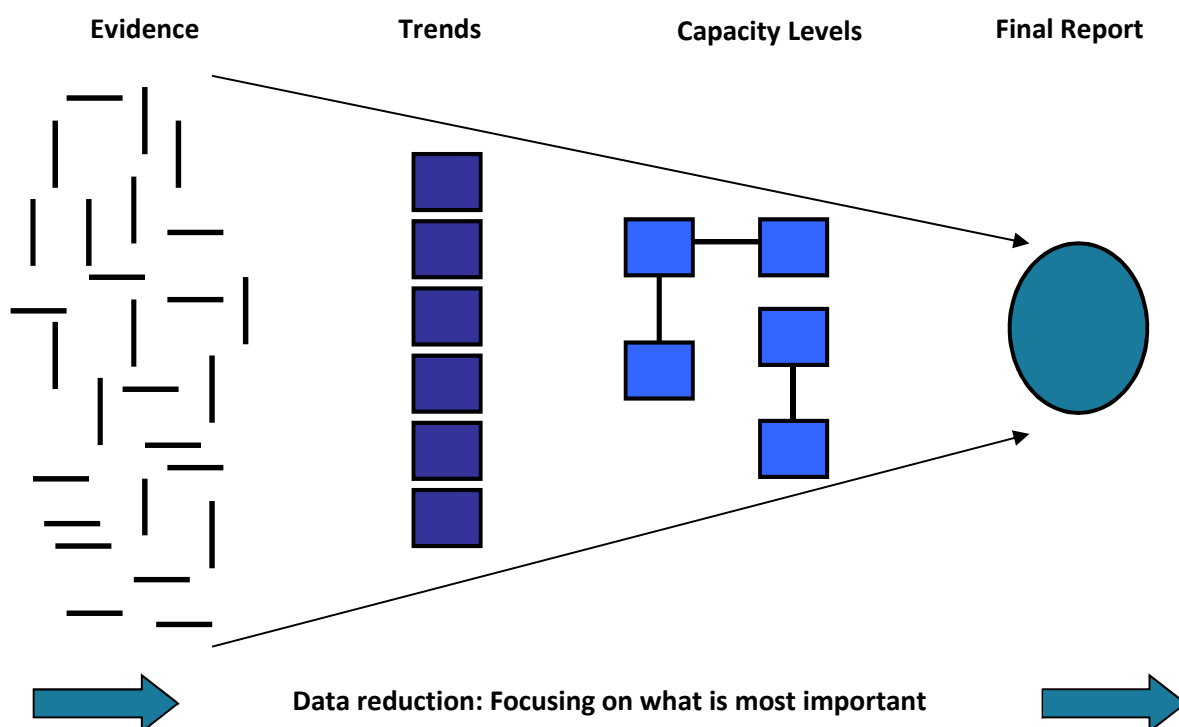
1. **Evidence**: Documents, classroom visits, and interviews

2. **Trends**: Developing themes, based on **evidence** that is collected. Trends are based on criteria and indicators in the protocol.

- *The team uses its professional judgment to come to consensus on capacity levels.* To be useful, the site visit team must produce a focused report. Focusing on key strengths and areas for improvement requires discerning only what is important and merits comment. This process is called "data reduction." Within the protocol, team members use their professional judgment in a process called moderation to distill the key factors that deserve comment from the wealth of evidence available to them. This use of professional judgment is represented in Figure 3.

Figure 3: Moving from evidence to capacity levels

Evidence   Trends   Capacity Levels   Final Report

Data reduction: Focusing on what is most important

DETAILED STEPS IN THE PROCESS

How does the site visit team and the school prepare for the site visit?

Below is an overview of the responsibilities of each party. A detailed explanation is available in the following section, Roles and Responsibilities.

1. SchoolWorks communicates with the school to determine site visit dates and introduces school leadership to the SRP site visit protocol.

2. SchoolWorks works with the school to begin establishing a specific schedule for the site visit. The project manager remains available to answer any questions and to work with the school to ensure that documents needed for the SRP are available in a timely manner.

3. SchoolWorks creates a draft schedule of interviews and classroom visits, finalizes the schedule with the school input, and sends a copy of the schedule to the school and members of the team.

4. The school uses the School Task Checklist (see Appendix A) to ensure that all preparation has been completed prior to the site visit.

5. SchoolWorks sends a copy of the protocol, the schedule, classroom visit tool, interview questions, and documents (including the State Review Panel's document review) for pre-visit analysis to the other team members.

6. Where applicable, the virtual school provides full online access to the online courses, learning management system (LMS) and LMS student and teacher data logs, online infrastructure, and data generated by the online infrastructure (e.g., enrollment, student retention, and grades reports) and any customer survey data that has been generated, such as end-of-course surveys by students.

7. The virtual school answers the following five questions at the beginning of the review process:
   a. Describe why you created a virtual school.
   b. What student learning needs are you trying to fulfill?
   c. What is the advantage this virtual school offers students vs. a site-based school?
   d. What is the instructional approach you want your online curriculum and courses to support, i.e., cohort-based, individual students self-pacing?
   e. Describe the role online teachers play in your online courses.

What does the process look like when the team is on site?

Time on site moves from a fixed structure designed to ensure good coverage of the school to a more flexible schedule that allows the team to follow up on emerging trends and capacity levels. Since it is not possible to predict what will emerge from the evidence collected, the site visit team requires flexibility to move about the school and observe any aspect of the school without notice. However, as a matter of courtesy and in the spirit of developing and maintaining a good working relationship, the team members work with the school to define as much of the schedule as possible without restricting its ability to pursue important evidence.

On-site review

1. The site visit team reviews documents and conducts interviews and classroom visits in accordance with the visit schedule. The team meets regularly during the visit to share evidence.

2. The site visit team keeps the school leadership informed of the team's progress throughout the visit. This ensures that the school has every opportunity to present evidence to address the team's questions.

3. The site visit team will formulate consensus-based capacity levels that respond to the criteria and indicators in the SRP protocol. This is based on evidence provided to the team during interviews, classroom visits, and document reviews while on site.

Sample Daily Site Visit Schedule

Below is a sample daily schedule. Schedules will vary, depending on the size of the school and the number of team members. The project manager will work to construct a schedule for the site visit, based on schedule documents and guidance provided by school leadership. Where the school under review is a virtual school, the SRP site visit team will coordinate classroom observations, interviews, and document review in advance of the SRP site visit process that takes place on site.

Sample Daily Site Visit Schedule		
Time	**Team Member #1**	**Team Member #2**
7:00–8:00 AM	Team arrives at school and morning meeting	
8:00–9:00 AM	Interview with school leadership	Classroom visits & teacher focus groups
9:00–11:30 AM	Classroom visits & document review	Interview District Leadership
11:30–12:00 PM	Teacher focus groups	Classroom visits
12:00–1:00 PM	Lunch; Mid-day meeting and site visit team debrief	
1:00–2:30 PM	Classroom visits and teacher focus groups	
2:30–3:00 PM	Interview school administrators	Interview School Board
3:00– 5:00 PM	Team debrief and moderation; evidence sorting	
5:30-5:45 PM	Check-out meeting with school leadership	
6:00 PM	Team departs	

Written Report

1. The site visit team member responsible for completing the written report gathers all notes and other key evidence that have been collected by the team during the site visit to use in drafting the report.

2. The writer develops a draft report that documents the evidence for the capacity levels. This report provides a written record of the capacity levels.

3. Before it is sent to CDE, all team members provide comments on the draft written report according to pre-established timelines.

4. The report is finalized and submitted to the Commissioner and State Board of Education, and then becomes part of a larger body of evidence regarding the school's performance.

Part III: Roles and Responsibilities

In order to develop an accurate portrait of a school, all participants have key roles in preparing for, and conducting, the SRP site visit. This section explains the roles and responsibilities of the project manager and/or team leader, team members, and the school. Participants should read this section carefully to learn how to prepare for the site visit.

Project Manager

Roles and responsibilities for the project manager include:

1. *Modeling and enforcing the code of conduct*
   - Project managers should exhibit the highest professional standards and are responsible for ensuring that their team does so, as well.

2. *Coordination with the school*
   - Before the visit, the project manager contacts the school to ensure that documents are made available in a timely manner. When the school under review is a virtual school, the project manager contacts the virtual school to ensure that documents and access to online data logs, online infrastructure, and online courses are made available.
   - The school is likely to have questions about the process. The project manager should serve as the contact person to address these questions.
   - The project manager ensures that the school has secured meeting space for the team.
   - The project manager ensures that lunch will be provided (at the team's expense) each day.

3. *Coordination of materials and assignment of team members*
   - Before the site visit, team members are selected and provided with materials (e.g., SRP site visit protocol, school documents) to review.
   - Once the site visit schedule has been established, the project manager assigns team members to conduct interviews and classroom visits.

4. *Facilitation and management of logistics for the site visit days*
   - Once on site, the team members are responsible for facilitating all team meetings.
   - Team members ensure that all interviews and focus groups are attended and go smoothly.

5. *Communication with the school while on site*
   - Team members are responsible for maintaining good channels of communication with the school at all times.

6. *Reporting*
   - The team writer writes the site visit report, ensuring that the report contains sufficient evidence and reflects the consensus of the team.

Team Members

Success of the visit relies heavily on team members':

1. *Adherence to the code of conduct*
   - Classroom observations are not evaluations. Individual teachers will not be provided feedback and information will not be shared with any school personnel.
   - Teacher interviews and focus groups are confidential. Any information reported to the team will remain anonymous. (*Note: school/district leaders should not be present during teacher/staff focus groups.)*

2. *Preparation for the site visit*
   - Team members review the SRP protocol in its entirety. This is critical because the protocol guides all activities while on site.
   - Team members review documents and formulate questions for the initial team meeting prior to arriving on site.
   - Team members collaboratively complete a formal document review to be submitted to the project manager prior to arriving on site.

3. *Collection of evidence*
   - Team members complete the site visit schedule according to the SRP protocol.
   - Team members secure their evidence in notes and provide all necessary data at each team meeting:
     o Notes and classroom visit forms are completed and organized for end-of-day meetings.
     o All notes are in order and completed in a timely manner for all meetings.

4. *Collaborating with others*
   - Team members actively participate in team meetings and support others' efforts to reach unified capacity levels based on evidence.

5. *Reporting*
   - Team members provide feedback on the draft of the site visit report in accordance with pre-established timelines, ensuring that the report contains sufficient evidence and reflects the consensus of the team.

Schools and Districts

To be an effective partner in the process, the district and its school(s):

1. *Act as essential partners in the site visit process*
    - The school makes the purpose and process of the review team's visit clear to all faculty and staff.
    - The school welcomes the visiting team and recognizes its efforts on behalf of the school and its students.
    - The school works with the team to ensure that the visit runs smoothly and that appropriate and adequate access to all brick and mortar and online resources, infrastructure and courses is given.
    - The school engages faculty and other stakeholders to reflect on the school's performance.

2. *Designate a meeting room*
    - The team will need a meeting space during the day. The space should allow for confidential meetings and should be available to team members for the full visit.
    - To the extent possible, interviews should not be scheduled in this space but planned for elsewhere in the building.

3. *Communicate with the team*
    - School leadership works collaboratively with the team prior to the site visit to ensure that documents are provided in a timely manner and that school staff are aware of the visit and its purposes (See Appendix A).
    - School leadership works collaboratively with the team during the site visit to provide any additional documents requested, including the coordination of the stakeholder surveys.
    - School leadership maintains good communication with the team throughout the process, honestly expressing concerns and feedback from staff.

Notes

Part IV: State Review Panel Key Questions

The following key questions reflect the required components of review as outlined in the Education Accountability Act of 2009. These key questions guide the team's work in the school. All evidence is collected in response to these key questions and their respective standards. The complete list of corresponding criteria and indicators for each key question can be found in the next section, Part V.

Key Questions

1. *Is school leadership adequate to implement change to improve results?*

2. *Is the school infrastructure adequate to support school improvement?*

3. *Is there readiness and apparent capacity of school personnel to plan effectively and lead the implementation of appropriate action to improve student academic performance?*

4. *Is there readiness and apparent capacity to engage productively with, and benefit from, the assistance provided by an external partner?*

5. *Is there a likelihood of positive returns on state investments of assistance and support to improve the performance within the current management structure and staffing?*

6. *Is there a necessity that the school remain in operation to serve students?*

Notes

Part V: State Review Panel Criteria and Indicators

This section contains the complete list of the CDE State Review Panel Criteria and Indicators. These criteria and indicators are used to guide evidence collection, team deliberation, and development of capacity levels during the site visit. In circumstances in which the school under review is a virtual school, the SRP site visit team will seek evidence that the criteria and indicators are in place within the virtual setting.

Key Question 1: Leadership

Is school leadership adequate to implement change to improve results?

Criterion 1.1.: Leadership acts as a change agent to drive dramatic achievement gains.

- Leadership communicates a relentless commitment to the school turnaround.
- Leadership makes data-driven changes to the academic program and organization to promote dramatic achievement gains.
- Leadership conveys clear expectations for performance for all stakeholders, including leadership, teachers, students, and partners.
- School leaders distribute leadership responsibilities to appropriate individuals or groups.

Criterion 1.2: Leadership establishes clear, targeted and measurable goals designed to promote student performance.

- Leadership communicates clear and focused goals that are understood by all staff.
- Educators understand their responsibilities for achieving goals.
- Leadership maintains school-wide focus on achieving established goals.
- Leadership allocates resources in alignment with goals and critical needs.
- Leadership has established systems to measure and report interim results toward goals.

Criterion 1.3.: Leadership analyzes data to identify and address high priority challenges, and to adjust implementation of the action plan.

- Leadership communicates data trends and issues, ensures timely access to data, and models and facilitates data use.
- Leadership openly shares results and holds staff accountable for results and effective use of data.
- Leadership first concentrates on a limited number of priorities to achieve early, visible wins.
- There is regular progress monitoring of performance and implementation data and, as appropriate, results lead to elimination of tactics that do not work.
- Benchmarks are used to assess progress toward goals; goals are adjusted as progress is made.
- Data on progress toward goals drives organizational and instructional decision making

Criterion 1.4.: Leadership establishes high expectations for student learning and behavior.

- The school holds high expectations for academic learning.
- Educators set high expectations for learning and clearly convey these to students.
- Educators convey that students are responsible for raising their performance and encourage their participation in learning.
- The school provides a safe environment to support students' learning and, in the case of a virtual school, ensures that students' interactions between and among themselves and school staff are respectful and supportive.
- Leadership ensures that school's physical environment is clean, orderly, and safe.

Is the school infrastructure adequate to support school improvement?

I.   Organizational Infrastructure and Sustainability

Criterion 2.1: The district leads intentional, strategic efforts to ensure the effectiveness of the academic program and the sustainability of the organization.

- The district/superintendent ensures ongoing leadership development for emerging and current school leaders with a focus on building leadership capacity to lead turnaround efforts and sustain improvement.
- The district/superintendent provides adequate oversight in schools' work to deliver the curriculum, monitors instruction on a regular basis, and provides adequate support and feedback to principals to improve instruction.
- The district provides adequate systems by which to capture and store data, report it to schools, and make it accessible for instructional staff to utilize.

Criterion 2.2: School leadership has a strong focus on recruiting and retaining talent; creates and implements systems to select, develop, and retain effective teachers and staff who can drive dramatic student gains; evaluates all staff; and dismisses those who do not meet professional standards and expectations.

- Leadership has created and/or implemented an organizational and staffing structure that will drive dramatic student gains.
- Leadership recruits and hires teachers with commitment to, and competence in, the school's philosophy, design, and instructional framework (e.g., trained and experienced with curriculum, certified/licensed to teach, qualified to teach subject area).
- Trained mentors provide beginning teachers with sustained, job-embedded induction.
- Leadership ensures the evaluation of all staff, and dismisses those who do not meet professional standards and expectations.
- Leadership provides teachers with active, intense, and sustained professional development (PD), including guidance on data analysis and instructional practice, aligned to school improvement efforts.
  - o PD is informed by ongoing analysis of student performance, instructional data, and educators' learning needs.
  - o PD requires teachers to demonstrate their learned competency in a tangible and assessable way.
  - o PD engages teachers in active learning (e.g., leading instruction, discussing with colleagues, observing other teachers, developing assessments) and provides follow-up sessions and ongoing support for teachers' continued learning.
  - o The quality of professional development delivery is regularly monitored, evaluated, and improved.

Criterion 2.3: School leadership ensures that the school has sound financial and operational systems and processes.

- School leadership ensures that the organizational structure supports essential school functions, and that roles and responsibilities of all individuals at the school are clear.
- School leadership has established effective means of communicating with school staff.
- School leadership ensures that the school meets all compliance requirements and deadlines set by the state, including the submission of school improvement plans, financial statements, school audit, calendar, and student attendance.
- School leadership effectively manages the school budget and cash flow, and there is a plan for long-term financial sustainability.
- The school leadership effectively manages operations (e.g., food services, transportation, school facilities).

II. Instruction

Criterion 2.4: School leadership provides effective instructional leadership.

- School leaders ensure that the school implements a coherent, comprehensive, and aligned curriculum.
  - School leaders ensure that curriculum, instruction, and assessments are aligned with state standards, aligned with each other, and coordinated both within and across grade levels.
  - School leaders ensure that instructional materials are selected and/or developed in accordance with a school-wide instructional framework and aligned with established curriculum standards.
  - School leaders ensure the curriculum is periodically reviewed and revisions are made accordingly.
- School leaders provide meaningful feedback on teachers' instructional planning and practice.
  - Leaders regularly provide meaningful feedback on instructional planning.
  - Leaders regularly observe instruction and provide meaningful, timely feedback that helps teachers improve their practice.
- School leaders provide conditions that support a school-wide data culture.
  - Teachers have easy access to varied, current, and accurate student and instructional data.
  - Teachers are provided time to collect, enter, query, analyze, and represent student data and use tools that help them act on results.
  - School leaders ensure that all teachers receive professional development in data use (e.g., how to access, read, and interpret a range of data reports; frame questions for inquiry; analyze data, assessment literacy, use data tools and resources).

Criterion 2.5: The school provides high quality instruction.

- Classroom interactions and organization ensure a classroom climate conducive to learning.
- Classroom instruction is intentional, engaging, and challenging for all students.
- The school identifies and supports special education students, English language learners, and students who are struggling or at risk.

Is there readiness and apparent capacity of school personnel to plan effectively and lead the implementation of appropriate action to improve student academic performance?

Criterion 3.1: Educators' mindsets and beliefs reflect shared commitments to students' learning.

- Educators convey shared vision and values about teaching and learning and reference these to guide their instructional decision making.
- Educators convey a shared commitment to the learning of all students in the school.
- Educators convey a belief that students' learning is their collective responsibility, regardless of students' personal or home situations.
- Educators convey that it is important not to give up on any students, even if it appears that they do not want to learn.
- Educators convey commitment to, and hold each other accountable for, collaboratively established improvement goals and tasks.

Criterion 3.2: The school has established conditions that support educators' learning culture.

- Communications among all stakeholder groups are constructive, supportive and respectful.
- Communications between leadership and staff are fluid, frequent, and open.
- School leaders model and convey well-defined beliefs about teaching and learning, and convey value for innovation, learning from mistakes, and risk-taking.
- School leaders ensure that staff and team meeting discussions are structured and facilitated to support the staff's reflective dialogue around data and instruction (e.g., attend to explicit group norms, use protocols).
- School leaders provide guidance to teacher teams (e.g., help to establish meeting routines; model and promote use of discussion protocols; ensure systematic monitoring of student progress; create focus on linking results to instruction) and ensures that teachers utilize tools and time well.
- School leaders participate in formal and informal professional learning, including their own leadership development about how to improve curriculum and instruction in a leadership context (i.e., elementary or secondary; high- or low-poverty; large or small schools).

Criterion 3.3: Educators collaborate regularly to learn about effective instruction and students' progress.

- Educators meet frequently, during regularly scheduled, uninterrupted times (e.g., staff, department, grade level meeting times) to collaborate, establish improvement goals, and make data-informed instructional decisions.
- Educators' collaborative meetings have a clear and persistent focus on improving student learning and achievement.
- Educators describe sharing knowledge and expertise among colleagues as essential collaborative activity for job success.

- Teachers are willing to talk about their own instructional practice, to actively pursue and accept feedback from colleagues, and to try new teaching strategies.
- The school has created a performance-driven classroom culture in which teachers effectively use data to make decisions about daily instruction and the organization of students.

Criterion 3.4: Staff members demonstrate the capacity to implement appropriate action to support student achievement and school improvement.

- Teachers use results from interim or summative assessments to make adjustments to the organization of students in the classroom, pace of instruction, or content being taught.
- Teachers use results from interim or summative assessments to identify students in need of remediation or acceleration, and assign students to appropriate supports.
- Qualified staff deliver instruction and provide the necessary supports for ELL students or students with special needs.
- Leaders involve faculty and staff in planning and implementation of school policies.
- Leaders provide opportunities for faculty and staff to make or provide input on important decisions.

Criterion 3.5: The school engages the community and families in support of students' learning school improvement efforts.

- The school includes parents/guardians in cultivating a culture of high expectations for students' learning and their consistent support of students' efforts.
- The school invites family participation in school activities (e.g., volunteering in classrooms or on committees; attendance at performances, sports events, organizational meetings) and regularly solicits their input.
- The school offers workshops and other opportunities for parents/guardians to learn about home practices that support student learning.
- Educators communicate with parents/guardians about instructional programs and students' progress.

Key Question 4: Partnerships

Is there readiness and apparent capacity to engage productively with, and benefit from, the assistance provided by an external partner?

Criterion 4.1: The school collaborates effectively with existing external partners.

- The school seeks expertise from external partners, as appropriate (i.e., for professional development, direct support for students).
- The school ensures that roles and responsibilities of existing partners are clear.
- There are designated school personnel to coordinate and manage partnerships.

Criterion 4.2: The school leverages existing partnerships to support of student learning.

- The school maximizes existing partners' efforts in support of improvement efforts.
- All externally provided professional development is aligned to improvement efforts.

Criterion 4.3: Leadership is responsive to feedback.

- Leadership seeks feedback on improvement plans.
- Leadership seeks feedback from key stakeholders
- Leadership integrates feedback into future improvement efforts.

Key Question 5: Return on Investment

Is there a likelihood of positive returns on state investments of assistance and support to improve the performance within the current management structure and staffing?

Criterion 5.1: Leadership monitors the return on investment of specific improvement initiatives, and uses that data to inform decision making.

- Leadership identifies turnaround strategies and implements programs/initiatives designed to improve student performance.
- Leadership assesses the cost and impact (effect on student achievement and number of students served) of each program/initiative to determine its academic return on investment.
- Leadership makes decisions regarding continuation or discontinuation of programs/initiatives based on this analysis.
- Leadership establishes systems and structures to support regular and ongoing monitoring.

Criterion 5.2: Leadership has demonstrated an ability to produce positive returns on state investment and uses resources effectively.

- Programs and initiatives are designed to support turnaround efforts and have demonstrated results.
- Leadership seeks resources aligned to its improvement efforts and programs/initiatives with high academic return on investment.
- Any additional resources received (i.e., specialized grant funding) are aligned, strategic, and showing evidence of results.
- Leadership treats resources flexibly, and implements focused improvement efforts with a focus on early wins.

Criterion 5.3: Students demonstrate academic progress over time.

- Students demonstrate progress on internal measures linked with the school's promotion or exit standards.
- The performance of student subgroups on state assessments demonstrates that the school is making progress toward eliminating achievement gaps.
- Students meet proficiency and grade-level targets across subjects and grade levels on norm-referenced benchmark assessments and state assessments.
- Matched cohorts of students who score proficient or advanced (or equivalent) on state assessments maintain or improve performance levels across continuous enrollment years.
- The percentage of all students performing at proficient or advanced (or equivalent) on state assessments increases over time.
- Students demonstrate academic growth as measured by value-added or state growth percentile measures.
- Students demonstrate progress toward attaining expected knowledge and skills as measured by interim assessments.

Key Question 6: Need to Serve Students

Is there a necessity that the school remain in operation to serve students?

Criterion 6.1: The school is mission-driven and its mission and vision meet a unique need.

- All stakeholders share an understanding of, and commitment to, the mission and vision.
- School programs reflect the mission and vision.
- The mission and vision guide decisions about teaching and learning.
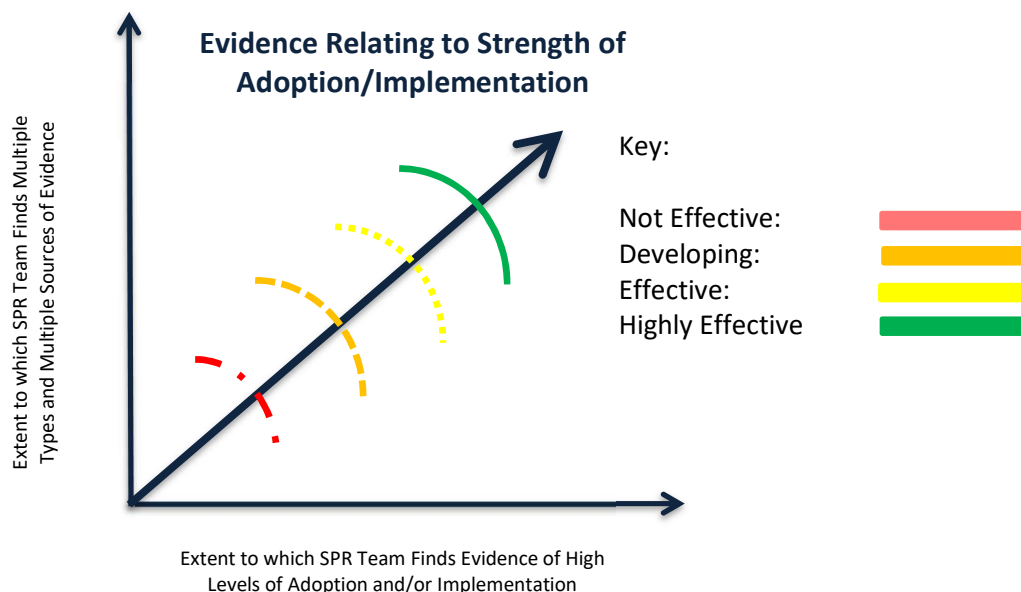- The mission and vision meet the needs of an identified student population.

Criterion 6.2: There are no other viable options for enrolled students that will likely lead to better outcomes.

- There are limited other school options available (e.g., online, charter, district).
- The school serves an isolated and/or remote community.
- Closure would have a significant negative impact on the community.
- Comparison schools do not promote better student outcomes.

Notes

Part VI: Capacity Level Rubric

The site visit team will use the following guidance to select a capacity level for each key question. Note that the quality standard for each capacity level is based on the extent to which the site visit team finds multiple types[1] and multiple sources[2] of evidence related to the adoption and/or implementation of a practice or system AND the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.

Evidence Relating to Strength of Adoption/Implementation

Y-axis: Extent to which SPR Team Finds Multiple Types and Multiple Sources of Evidence

Key:

Not Effective:
Developing:
Effective:
Highly Effective

X-axis: Extent to which SPR Team Finds Evidence of High Levels of Adoption and/or Implementation

Capacity Level	Quality Standard
Not Effective	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school effectiveness.
Developing	Evidence indicates that the key question is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.
Effective	Evidence indicates that the key question is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.
Highly Effective	Evidence indicates that the key question is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school effectiveness.

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[1] "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups and/or interviews; and classroom observations.

[2] "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups and/or interviews; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

Notes

Appendix A: School Task Checklist

The School Task Checklist can be used by the school to prepare for the SRP site visit. It includes key tasks that the school leader should complete prior to the site visit, including the list of materials the site visit team is requesting prior to the visit and upon arrival on site. The following task list is an example and may be modified and sent separately to a school in advance of the visit.

ITEMS TO BE SENT BY CDE TO THE PROJECT MANAGER BEFORE THE SRP SITE VISIT	
1. School performance framework	
2. Most recent version of the school Unified Improvement Plan (UIP)	
3. State Review Panel reports from previous reviews	
4. Unified Improvement Plan (UIP) feedback from the Colorado Department of Education	
5. Leadership staffing chart	
6. Access to data dashboard	
ITEMS TO BE SENT BY SCHOOL TO THE PROJECT MANAGER BEFORE THE SRP SITE VISIT	
7. Roster of ALL staff, including grade levels and subject areas taught. Teacher roster should include email addresses and URL for online courses and additional digital resources such as blogs or wikis.	
8. Master schedule for all staff, including periods/times teaching and room numbers	
9. A list of teacher preparation times or "free" periods (if not included in either the roster or master schedule)	
10. School bell schedule	
11. Usernames and passwords for online courses, student/teacher LMS data logs and infrastructure access, and dates of access availability (for online/blended learning programs)	
ITEMS TO BE PREPARED BY THE SCHOOL BEFORE THE SRP SITE VISIT	
12. Faculty and staff are aware of the visit and its purpose	
13. Private meeting space for site visit team secured	
14. Delivery menus available for team to select lunch (The team will pay for its own lunch.)	

Supplemental Documents for Review

As part of the site visit, the SRP will also review supplemental documents provided by the school that are aligned to the six key areas. Schools can submit supplemental documents electronically and/or in hard copy to the site visit team. **All documents should be organized by critical factor**. The school can reference the key questions, criteria, and indicators located on pages 17-25 to guide them as they align and organize their supplemental documents. Supplemental documents should include:

	SUPPLEMENTAL DOCUMENTS TO BE AVAILABLE ON SITE FOR SRP SITE VISIT	
KQ1	1. Student, parent and faculty handbooks	
	2. Any other documents that the school believes would help the team to better understand **leadership's role in setting expectations or driving change.**	
KQ2	**3.** Professional development calendar for this school year and the previous school year	
	4. Sample curricular documents that link standards to school/classroom instructional practices (e.g., scope and sequence, pacing guides, textbooks) from varied grade levels and subject areas	
	5. Sample lesson plans from different grade levels and subject areas	
	6. Samples of student work (e.g., homework, quizzes, projects) from a variety of grade levels and subject areas	
	7. Sample teacher evaluation forms (WITHOUT names)	
	8. Any other documents that the school believes would help the team to better understand the **school's infrastructure, staff development, and instructional leadership.**	
KQ3	9. Examples of leadership-level data monitoring systems or processes (e.g., meeting agendas, dashboards, action plans)	
	10. Evidence of community outreach and family engagement (e.g., flyers, calendars, newsletters)	
	11. Any other documents that the school believes would help the team to better understand the **capacity of personnel to plan effectively and involve community stakeholders**	
KQ4	12. Any documents that the school believes would help the team to better understand the school's **engagement with external partners**	
KQ5	13. Any documents that the school believes would help the team to better understand the likelihood of **positive return on investment.**	
KQ 6	14. Mission and vision of the school (this may be included within another document, such as a handbook)	
	15. Student enrollment and demographic information for three years (accessible through the data dashboard links below) http://www.schoolview.org/dish/schooldashboard.asp	
	16. Any other documents that the school believes would help the team to better understand the need for the school to remain in operation.	

Frequently asked questions from school leaders

1. *What do we tell staff about the visit?*
   Staff should know the purpose of the visit and their role within the visit. A first step in communicating these things might be distributing the Introduction, as well as the Process and Results sections (Parts I & II) of the SRP site visit protocol.

2. *Space is very tight in our building. We do not have a conference room that can house the team.*
   The site visit team is made up of educators who understand space constraints. They respect the need to protect instructional space and will adapt to what you can offer. Please focus on trying to provide a space with privacy.

3. *How much flexibility do we have in adapting the sample schedule?*
   The site visit team recognizes that each school is unique and that the process needs to be adapted. The team has specific tasks that must be completed during the visit. However, the project manager will work collaboratively with school leadership to create a schedule that minimizes disruptions to the typical school day.

Notes

Appendix B: Classroom Visit Guidance

What is the purpose of the classroom visits?

The purpose of classroom visits is threefold:

1. To enable observers to easily identify practices and summarize their evidence base and, therefore, establish ratings that characterize classroom practices across the school;

2. To supply the report writer with quantifiable ratings across classes observed that are supported by documented pieces of evidence; and,

3. To gather qualitative evidence about classroom practices that provides additional evidence to inform the site visit team's capacity levels.

The information collected from classroom visits provides the site visit team an additional source of information that can be used to better understand school practices and to support the team's capacity levels.

Frequently asked questions about classroom visits

1. *How does the site visit team select the classrooms that will be visited?*

   Classroom visits will be selected by the project manager and/or team members on the basis of the school's master schedule and the size of the site visit team. In larger schools, representative classes will be selected to reflect a range of teacher experience, a variety of subject areas, the range of grades served at the school, and special services or program classes as they reflect the school's mission. The site visit schedule is developed by the SchoolWorks project manager with input from school leadership.

2. *What is the length of a classroom visit?*
   It is expected that classrooms will be visited for no less than 20 minutes to allow the team to derive an understanding of the lesson and the classroom climate. Most visits will be planned and scheduled, but unplanned visits may occur. Unplanned visits may be shorter in duration. All online course visits will be conducted during the period of time in which the SRP team members have access to the virtual school's online courses. Team members will observe a synchronous part of an online course/s, such as a teacher-delivered webinar, or online activity by students.

3. *What do teachers need to do to prepare for the classroom visit?*

   Teachers need not do anything to prepare for a classroom visit. Classes should reflect a typical experience for students and teachers. The site visit team includes education professionals who understand that behavior in the classroom may be unpredictable. The SRP seeks to establish trends across the school, not to assess isolated incidents within a single classroom.

4. *Should teachers expect to interact with the classroom visitor?*

   The intent of the classroom visit is to cause as minimal disruption to daily classroom practices as possible. Teaching staff do not need to address the classroom visitor or provide an explanation of the lesson. The classroom visitor may walk around the classroom to review student work and/or classroom postings, if appropriate.

5. *Do teachers receive feedback from the classroom visitor?*
    The site visit team seeks to identify trends across the school, not to provide information on the effectiveness of specific classroom practices or individual teachers. Team members will NOT provide feedback to individual teachers. Class visits are NOT teacher evaluations. They will not be shared with individual teachers or any other school personnel. They are intended to provide information to the site visit team about the implementation of the academic program, the availability of resources, and any additional evidence that demonstrates aspects of school practices and operations.

6. *Should the classroom visitor expect to see all of the indicators on the classroom visit tool in a single classroom?*
    The classroom visit tool is aligned with the indicators that reflect a range of effective practices. It is not expected that the classroom visitor would see all of these indicators. The tool serves as a resource for the site visit team to identify and explain practices that are characteristic of each individual school.

Appendix C: Interview Guidance and Worksheets

During the SRP, a series of interviews and/or focus groups will be conducted to gather information about the school. Interview data, similar to classroom visits, are intended to provide information about the implementation of the school's program and operations. The site visit team leader, with guidance from school leadership, will work to establish a schedule that is appropriate for the school. Depending on the visit, the number and length of interviews conducted varies. The following are examples only. In circumstances in which the school under review is a virtual school, the SRP site visit team may conduct some stakeholder interviews through videoconferencing in advance of the onsite portion of the review.

SCHOOLWIDE INTERVIEWS		
Interviews/ focus groups	Description	Approximate Time Needed
School Board (charter schools only)	This interview is conducted with the school's governing body (e.g., the School Board).	1 hour
Authorizing Board (charter schools only)	The interview is conducted with the school's charter authorizing entity (e.g., the Authorizing Board).	1 hour
District Leadership	This interview is conducted with a representative group of the school's oversight body (e.g., district leadership).	1 hour
School Leadership	School leadership includes the principal and key assistants (e.g., assistant principals, curriculum director, lead teachers). In addition to an interview, school leadership may be asked to provide further guidance and insight throughout the visit.	**1 hour** interview/ focus group
Teacher focus group	Groups of teachers, typically by **grade level,** make up focus groups. In some cases, the site visit team may request a focus group meeting with teaching assistants, aides, or other personnel to discuss their roles in the delivery of the academic program. The team makes an effort to speak to as many of the school's teaching staff as possible.	**45-60 minutes** (When possible, scheduled during common preparatory periods.)
Specialist interviews	Interviews with specialists are conducted. School leaders are asked to identify personnel who play a significant role in school functioning (e.g., special education director, ELL coordinator, curriculum coordinators, guidance counselors, other relevant staff).	**45-60 minutes**
*External Partners (if applicable)	Interviews with external partners, when available, will take place. School leaders are asked to identify partners who play a significant role in school functioning and organize them into one focus group.	**45-60 minutes**

Interviews/ focus groups	Description	Approximate Time Needed
*Student focus group	A selection of **four** to **eight** students representing a variety of grade levels and varying instructional needs. Students are selected by the school's leadership and/or staff. Students are asked to bring a piece of recent work to share with the focus group leader.	**30 minutes**
*Family focus group	A representative group of **four to eight** family members, whose children have a range of academic needs, have attended the school for various lengths of time and who have a range of participation experiences with the school.	**45 minutes**
Check-out meeting with principal	At the end of Day One, SRP team members will hold a brief check-out meeting with the principal to ask any lingering questions, ensure all relevant documents have been provided, and to answer any questions about next steps.	**15 minutes**

*Recommended but not required.

What is the purpose of the interview worksheet?

Interview worksheets are provided to:

1. Enable the interviewer to easily identify questions consistent with the criteria and indicators in the SRP site visit protocol, in order to gather appropriate evidence;

2. Ensure uniformity across interviews conducted; and,

3. Provide multiple sources of evidence to support the site visit team's capacity levels.

The interview worksheet provides a template for the site visit team to use during interviews and focus groups. This ensures that questions are being asked in accordance with the SRP protocol and that all team members are asking uniform questions. While on site, the team may develop additional, school-specific interview questions that are based on the team's judgment of what must be learned to come to consensus-based capacity levels on the protocol's key questions.

An interview worksheet exists for each type of focus group (e.g., school leadership, teachers) that the site visit team will interview while on site. Interview questions might look slightly different; interviews conducted with school leadership might include slightly different content than what the team would ask teachers. In addition, question delivery might vary slightly.

How do I use the interview worksheet?

The interview worksheets contain possible interview questions. The column on the left may be used to check the most relevant questions. The right column may be used to insert any additional questions that the site visit team, during team meetings, decides are important to ask in order to gather the required evidence. Interview notes are recorded by the site visit team for use during team deliberations and to provide the report writer with a record of interviews to ensure a sound and accurate evidence base.

School Leadership Interview Guide

Key Question 1: Leadership	School-specific questions
1. Please describe your role in the school's improvement efforts. ❑ Change agent ❑ Organizational/programmatic changes to improve student achievement (specific examples)	
2. What are the school's priority performance challenges and how have they been identified? ❑ Data analysis ❑ Identified priorities/goals ❑ Role of teachers in decision making ❑ Alignment of resources	
3. What are your expectations for stakeholders? ❑ Communication of expectations to and by teachers ❑ Academic and behavioral expectations for students	
Key Question 2: Infrastructure	**School-specific questions**
4. Describe the district's role with regard to school leadership and oversight of the school's academic program. ❑ Building school leadership capacity ❑ Monitoring curriculum, instruction, assessments ❑ Guidance and feedback to school leadership	
5. In what ways do you monitor and work to continuously improve the academic program? ❑ Review of curriculum and curriculum revisions ❑ Feedback to teachers on planning documents (lesson plans, unit plans) ❑ Feedback to teachers on instruction (informal walkthroughs) ❑ Routines and expectations for analysis of data and determining next steps (leadership and teachers) ❑ Professional development (focus/how identified, teacher collaboration, effectiveness)	
6. What is the school's approach to instruction? Are there common practices we will observe across classrooms? ❑ Specific strategies ❑ Lesson structure ❑ Components of the school's curriculum	

7.	How do you ensure effective operations at the school? ❑ School budgeting process and spending priorities ❑ Communication systems ❑ Recruitment and hiring of teachers and leaders ❑ Staffing and deployment of human resources	
8.	Describe the school's approach to working with families. ❑ Communication and input ❑ Activities, workshops	
Key Question 3: Action Plan		**School-specific questions**
9.	Describe the school's action plan. ❑ Goals ❑ Monitoring and communicating progress ❑ Adjustments	
Key Question 4: Partnerships		**School-specific questions**
10.	What is the school's approach to partnerships? ❑ Existing partnerships and/or external supports ❑ Alignment to priorities	
Key Question 5: Return on Investment		**School-specific questions**
11.	In what ways to you monitor improvement initiatives? ❑ Systems for monitoring ❑ Impact of specific initiatives ❑ Responsiveness to analysis and feedback	
Key Question 6: Need to Serve Students		**School-specific questions**
12.	What are the mission and vision of the school? ❑ Student need ❑ Availability and performance of other school options	
13.	Which of the required actions is the right solution for this school? Describe your rationale.* ❑ Actions that are not viable, and rationale	

*Be sure to summarize the options that are available to the school before posing this question.

Teacher Focus Group Guide / Specialist Focus Group Guide

Key Question 1: Leadership	School-specific questions
1. How would you describe leadership's role school's improvement efforts? ❑ Change agent ❑ Organizational/programmatic changes to improve student achievement (specific examples)	
2. What are the school's goals and how have they been identified? ❑ Priority performance challenges ❑ Data analysis ❑ Identified priorities ❑ Role of teachers in decision making ❑ Alignment of resources	
3. What are the school's expectations for you and for students? ❑ Communication of expectations to and by teachers ❑ Academic and behavioral expectations for students	
Key Question 2: Infrastructure	**School-specific questions**
4. In what ways do school leaders monitor and work to continuously improve the academic program? ❑ Review of curriculum and curriculum revisions ❑ Feedback to teachers on planning documents (lesson plans, unit plans) ❑ Feedback to teachers on instruction (informal walkthroughs) ❑ Routines and expectations for analysis of data and determining next steps (leadership and teachers) ❑ Professional development (focus/how identified, teacher collaboration, effectiveness)	
5. What is the school's approach to instruction? Are there common practices we will observe across classrooms? ❑ Specific strategies ❑ Lesson structure ❑ Components of the school's curriculum	
6. How does the school approach school staffing? ❑ Staffing and deployment of human resources (sufficient staff to support students, use of paraprofessionals) ❑ Recruitment and evaluation of teachers	

7.	Can you describe ways in which school resources are targeted toward improving student learning and achievement? ❑ School budgeting process (teacher participation) and priorities ❑ Opportunities to develop leadership skills	
8.	Describe the school's approach to working with families. ❑ Communication and input ❑ Activities, workshops	
Key Question 3: Action Plan		**School-specific questions**
9.	Describe the school's action plan. ❑ Goals ❑ Monitoring and communicating progress ❑ Adjustments	
Key Question 4: Partnerships		**School-specific questions**
10.	What is the school's approach to partnerships? ❑ Existing partnerships and/or external supports ❑ Alignment to priorities	
Key Question 5: Return on Investment		**School-specific questions**
11.	In what ways does leadership monitor improvement initiatives? ❑ Systems for monitoring ❑ Impact of specific initiatives ❑ Changes in response to analysis and feedback	
Key Question 6: Need to Serve Students		**School-specific questions**
12.	What are the mission and vision of the school? ❑ Student need ❑ Availability and performance of other school options ❑ Best option (out of required actions) and rationale ❑ Non-viable options (out of required actions) and rationale	

School Board Interview Guide

Key Question 1: Leadership	School-specific questions
1. Please describe school leadership's role in the school's improvement efforts. ❑ Change agent ❑ Organizational/programmatic changes to improve student achievement (specific examples) ❑ Expectations for stakeholders	
2. What are the school's goals and how have they been identified? ❑ Priority performance challenges ❑ Data analysis ❑ Identified priorities ❑ Role of teachers in decision making ❑ Alignment of resources	
Key Question 2: Infrastructure	**School-specific questions**
3. Describe the Board and/or district's role with regard to school leadership and oversight of the school academic program. ❑ Building school leadership capacity ❑ Monitoring curriculum, instruction ❑ Guidance and feedback to school leadership	
4. In what ways does the Board/district ensure leadership monitors and works to continuously improve the academic program? ❑ Review of curriculum and curriculum revisions ❑ Feedback to teachers on planning documents (lesson plans, unit plans) ❑ Feedback to teachers on instruction (informal walkthroughs) ❑ Routines and expectations for analysis of data and determining next steps (leadership and teachers) ❑ Professional development (focus/how identified, teacher collaboration, effectiveness) ❑ Reporting to board	
5. What is the school's approach to instruction? Are there common practices we will observe across classrooms? ❑ Specific strategies ❑ Lesson structure ❑ Components of the school's curriculum	

6.	How does leadership ensure effective operations at the school? ☐ School budgeting process and spending priorities ☐ Communication systems ☐ Recruitment and hiring of teachers and leaders ☐ Staffing and deployment of human resources ☐ Board's role	
7.	Describe the school's approach to working with families. ☐ Communication and input ☐ Activities, workshops	
Key Question 3: Action Plan		**School-specific questions**
8.	Describe the school's action plan. ☐ Goals ☐ Monitoring and communicating progress ☐ Adjustments	
Key Question 4: Partnerships		**School-specific questions**
9.	What is the school's approach to partnerships? ☐ Board's role ☐ Existing partnerships and/or external supports ☐ Alignment to priorities	
Key Question 5: Return on Investment		**School-specific questions**
10.	In what ways does the Board/district and leadership monitor improvement initiatives? ☐ Systems for monitoring ☐ Impact of specific initiatives ☐ Responsiveness to analysis and feedback	
Key Question 6: Need to Serve Students		**School-specific questions**
11.	What are the mission and vision of the school? ☐ Student need ☐ Availability and performance of other school options	
12.	Which of the required actions is the right solution for this school?* Describe your rationale. ☐ Best option (out of required actions) and rationale ☐ Non-viable options (out of required actions) and rationale	

*Be sure to summarize the options that are available to the school before posing this question.

District Interview Guide

Key Question 1: Leadership	School-specific questions
1. Please describe school leadership's role in the school's improvement efforts. ❑ Change agent ❑ Organizational/programmatic changes to improve student achievement (specific examples) ❑ Expectations for stakeholders	
2. What are the school's goals and how have they been identified? ❑ Priority performance challenges ❑ Data analysis ❑ Identified priorities ❑ Role of teachers in decision making ❑ Alignment of resources	

Key Question 2: Infrastructure	School-specific questions
3. Describe the district's role with regard to school leadership and oversight of the school academic program. ❑ Building school leadership capacity ❑ Monitoring curriculum, instruction ❑ Guidance and feedback to school leadership	
4. In what ways does the district ensure leadership monitors and works to continuously improve the academic program? ❑ Review of curriculum and curriculum revisions ❑ Feedback to teachers on planning documents (lesson plans, unit plans) ❑ Feedback to teachers on instruction (informal walkthroughs) ❑ Routines and expectations for analysis of data and determining next steps (leadership and teachers) ❑ Professional development (focus/how identified, teacher collaboration, effectiveness) ❑ Reporting to district	
5. What is the school's approach to instruction? Are there common practices we will observe across classrooms? ❑ Specific strategies ❑ Lesson structure ❑ Components of the school's curriculum	

6.	How does leadership ensure effective operations at the school? ❑ School budgeting process and spending priorities ❑ Communication systems ❑ Recruitment and hiring of teachers and leaders ❑ Staffing and deployment of human resources ❑ District's role	
7.	Describe the school's approach to working with families. ❑ Communication and input ❑ Activities, workshops	
Key Question 3: Action Plan		**School-specific questions**
8.	Describe the school's action plan. ❑ Goals ❑ Monitoring and communicating progress ❑ Adjustments	
Key Question 4: Partnerships		**School-specific questions**
9.	What is the school's approach to partnerships? ❑ District's role ❑ Existing partnerships and/or external supports ❑ Alignment to priorities	
Key Question 5: Return on Investment		**School-specific questions**
10.	In what ways does the district and school leadership monitor improvement initiatives? ❑ Systems for monitoring ❑ Impact of specific initiatives ❑ Responsiveness to analysis and feedback	
Key Question 6: Need to Serve Students		**School-specific questions**
11.	What are the mission and vision of the school? ❑ Student need ❑ Availability and performance of other school options	
12.	Which of the required actions is the right solution for this school?* Describe your rationale. ❑ Best option (out of required actions) and rationale ❑ Non-viable options (out of required actions) and rationale	

*Be sure to summarize the options that are available to the school before posing this question

Family Interview Guide

Key Question 1: Leadership	School-specific questions
1. Please describe the role of school leadership (principal, etc.) in the school's improvement efforts. ❑ Change agent ❑ Organizational/programmatic changes to improve student achievement (specific examples) ❑ Expectations for stakeholders	
2. What are the school's goals and how have they been identified? ❑ Role of families in decision-making ❑ Communication of goals	
Key Question 2: Infrastructure	**School-specific questions**
3. What are the school's expectations for students when they are in class? (behavior and academics) ❑ Consistency across teachers, grade levels ❑ Communication of expectations to students and their families	
4. Describe the school's approach to working with families. ❑ Communication and input ❑ Activities, workshops	
Key Question 3: Action Plan	**School-specific questions**
5. Describe the actions the school has taken to improve? ❑ Goals ❑ Monitoring and communicating progress	
Key Question 6: Need to Serve Students	**School-specific questions**
6. What are the mission and vision of the school? ❑ Student need ❑ Availability and performance of other school options	

Partner Interview Guide

Key Question 1: Leadership	School-specific questions
1. Please describe the role of school leadership in the school's improvement efforts. ❑ Change agent ❑ Organizational/programmatic changes to improve student achievement (specific examples) ❑ Expectations for stakeholders	
2. What are the school's goals and how have they been identified? ❑ Priority improvement challenges ❑ Data analysis ❑ Identified priorities ❑ Role partners in decision-making ❑ Alignment of resources	
Key Question 2: Infrastructure	**School-specific questions**
3. What are the school's expectations for students when they are in class? (behavior and academics) ❑ Consistency across teachers, grade levels ❑ Communication of expectations to students and their families	
Key Question 3: Action Plan	**School-specific questions**
4. Describe the school's action plan. ❑ Goals ❑ Monitoring and communicating progress ❑ Adjustments	
Key Question 4: Partnerships	**School-specific questions**
5. Describe your role within the school. ❑ Responsibilities ❑ Frequency ❑ Serving specific student needs	
6. Why did the school identify you as a partner? ❑ Selection of partners ❑ Alignment to priorities	
7. How do you know what is expected of you as a partner? ❑ Contracts ❑ Communication ❑ Feedback	

8.	How are you held accountable for your contribution to the school? ❑ Criteria set in advance ❑ Formal evaluation process	
Key Question 5: Return on Investment		**School-specific questions**
9.	In what ways does the Board/district and leadership monitor improvement initiatives? ❑ Systems for monitoring ❑ Impact of specific initiatives ❑ Responsiveness to analysis and feedback	
Key Question 6: Need to Serve Students		**School-specific questions**
10.	What are the mission and vision of the school? ❑ Student need ❑ Availability and performance of other school options	

Student Interview Guide

Key Question 1: Leadership	School-specific questions
1. What are the school's goals (priority performance challenges)? ❑ Communication of goals	

Key Question 2: Infrastructure	**School-specific questions**

2.   What are the expectations while you are in class?
    ❑ High expectations (behavior and academic)
    ❑ Consistency across the school
    ❑ Communication of expectations
    ❑ Rewards for good behavior	

3.   How do teachers know how you are doing in class? How do <u>you</u> know how you are doing at this school?
    ❑ Report cards
    ❑ Progress reports
    ❑ Assessments (standardized and teacher created)
    ❑ Rubrics
    ❑ Feedback from teachers or peers
    ❑ Chances to correct or revise work	

4.   How does the school involve your families?
    ❑ Workshops for parents
    ❑ Opportunities to volunteer
    ❑ Attendance at ceremonies, community meetings
    ❑ Parent/Teacher Organizations	

Key Question 4: Partnerships	**School-specific questions**

5.   Does the school offer any programs aimed at helping kids develop academic and/or social skills?
    ❑ Violence/anger management programs
    ❑ Community circles
    ❑ Mentoring programs
    ❑ Boys'/girls' groups
    ❑ Clubs and extracurricular activities
    ❑ Sports
    ❑ Student governance/student council	

Student Interview Guide

Key Question 6: Need to Serve Students	School-specific questions

6. Is this school a safe place?
   ❑ How does the school work to make sure that kids here are safe?
   ❑ Security personnel or equipment
   ❑ Training/workshops
   ❑ Bullying	

7. Describe why this school needs to exist.
   ❑ Mission/vision
   ❑ Community it serves
   ❑ Alternative options	

Notes

Appendix D: State Review Panel Process and Decision-making Framework

The State Review Panel (SRP) was created by the Education Accountability Act of 2009 to conduct a critical evaluation of the state's lowest-performing schools and districts. The evaluation is focused on the areas outlined in the Accountability Act:

- Whether leadership is adequate to implement change to improve results;
- Whether the infrastructure is adequate to support school improvement;
- The readiness and capacity of personnel to plan effectively and lead the implementation of appropriate actions to improve student performance;
- The readiness and capacity of personnel to engage productively with an external partner;
- The likelihood of positive returns on state investments; and,
- The necessity to remain in operation to serve students.

The SRP school evaluation process includes a robust document review, as well as an on-site review for schools approaching the end of the accountability clock. As a result of the review, the SRP is charged with recommending an action regarding each school to the Commissioner and the State Board of Education. The actions include: management by a private or public entity other than the district; converting to a charter school; converting to Innovation School status; closure; for charter schools, replacing the current operating entity or Governing Board with a different operating entity or Governing Board; or district reorganization.

After the on-site review, the SRP will reconvene to review the body of evidence for each school and come to consensus on recommended action.

SRP Decision-making Framework

The State Review Panel will consider the body of evidence for each school and come to consensus on a recommendation. Given that the State Board Actions are not self-defining, the SRP uses a set of general guidelines to further refine and define what evidence a school must present during the evaluation process, as well as how to evaluate and weigh the various sources of evidence gathered during the evaluation process. In particular, a recommendation will be based on the totality of evidence gathered during the evaluation process. Broadly speaking, the evaluation process seeks to determine where the school stands in relation to the six areas outlined in the Education Accountability Act.

SRP General Guidelines and Approach

- The SRP will consider the capacity of the leadership and staff in place in the school, as well as early indicators of change, such as the establishment of instructional and operational systems that support student learning and holding all students to high academic and behavioral expectations.
- The SRP will also review evidence from: the school's SRP site visit; the school Performance Framework; the Unified Improvement Plan; the school's state report card; and school stakeholder input on preferred actions.

SRP Recommended Actions Overview

1. Innovation School Status

The Innovation Schools Act of 2008 (Article 32.5) establishes a process to waive certain local and state statutory and regulatory rules for public schools to gain autonomies that allow for more flexible and effective practices to meet the needs of students in a school. The SRP may recommend a school for Innovation Status if the document and on-site review indicate that the school is interested in the option and is demonstrably effective in most of the six areas outlined in the Education Accountability Act, particularly with regard to leadership and personnel capacity, and that there are positive early indicators of change, as described above.

2. Management by a private or public entity other than the district

The SRP may recommend a school for management by a private or public entity other than the district if the document and on-site review indicate that the school may be effective in some of the six areas outlined in the Education Accountability Act, but is demonstrably lacking leadership and personnel capacity. In addition, there may be some evidence of positive early indicators of change. The district must be in agreement. For charter schools, this may mean replacing the current operating entity or Governing Board.

3. Conversion to a charter school

A district might convert a district school to a charter school to provide more autonomy and flexibility to a school from statutory and regulatory requirements that may have created obstacles in the past. The SRP may recommend a school for conversion to a charter school if the document and on-site review indicate that the school is not effective in most of the six areas outlined in the Education Accountability Act, is demonstrably lacking leadership and personnel capacity, and shows limited evidence of positive early indicators of change. However, there is a compelling need for the school to remain open to serve students and a charter school may meet the needs of the community.

4. Closure

The SRP may recommend one or more school closure (or multiple schools for closure if the district is on the accountability clock) if the document and on-site review indicate that the school is not effective in most of the six areas outlined in the Education Accountability Act, is demonstrably lacking leadership and personnel capacity, and shows limited evidence of positive early indicators of change. Further, there is not a compelling need for the school to remain open to serve students.

5. District reorganization (Districts only)

District reorganization might be pursued to intervene in a district where persistent low achievement may be caused by ineffective governance or leadership by a district Board of Directors or by district leadership. The SRP may recommend district reorganization, including consolidation with a neighboring district, if there is agreement by the parties involved (e.g., community support, neighboring district).

CDE SRP School Stakeholder Input Form

This form should be completed by district leadership and the Governing Board. Please submit the form to Georgia Lieber at SchoolWorks (glieber@schoolworks.org) within one week of the SRP site visit. The Panel will take the district's preferences into consideration in making recommendations to the Commissioner and State Board of Education.

School Name:		Date:	
Names & roles of district leaders/Governing Board members completing form:			

Possible State Action	Reason(s) this option may provide benefit for students	Reason(s) this option may not provide benefit for students
Innovation Status for School		
Management by a Public or Private Entity		
Convert School to a Charter School		
School Closure		
District Reorganization		
In the space below, identify your preferred action(s), from the options above		