

State Review Panel School Review Protocol

2019-2020



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Part I: Introduction

The State Review Panel (SRP) was created by the Education Accountability Act of 2009 (“Accountability Act”) 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 holistic review of the school or district, including guiding documents (e.g., Unified Improvement Plan) and a site visit. The site visit component was added in 2014 to strengthen the Panelists’ understanding of the conditions in the schools and districts that are further along on the accountability clock and to make a recommendation 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 review?

The SRP review is a process that Panelists 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 from Colorado in a school/district for two days 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 review is based on the criteria outlined in the Accountability Act. 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 review activities will be aligned to collect evidence in relation to these criteria.

What is the purpose of an SRP review?

The purpose of an SRP review is to gather on-site evidence on a school’s program and operations in the areas outlined in the Accountability Act. The site visit builds on the document review process conducted by the SRP for each school. The site visit allows the SRP to interact with the school to determine capacity and solicit school staff and district input. However, it is just one source of evidence that the SRP considers to better understand where improvement efforts are successful or lagging as recommendations are made to the Commissioner and State Board of Education pertaining to future improvement efforts.

What does the SRP review 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 will conduct a document review aligned to the six key areas in the Accountability Act, including prior SRP reports and recommendation. While onsite, the Panelists use evidence collected through focus groups, interviews, classroom visits and additional document review to come to consensus on capacity levels in relation to the six key areas. The team prepares a written report for the Commissioner and State Board of Education that becomes part of a larger body of evidence used by the Board to direct action.

The process will benefit most from open, frank and professional dialog between the school and the panelists. The professionalism of the school and panelists is essential as both have clear roles and responsibilities designed to promote good rapport and clear communication. All panelists 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 and will assist the school to organize a schedule for the site visit. 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, for example: school and teacher schedules, , curricula and related teaching documents, professional development calendars/schedules, and information on school partnerships. 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.

This pre-visit analysis provides the site visit team with initial information about the school's programs and the students it serves. 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 district and 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 through the school's Unified Improvement Plan.

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 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.

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.

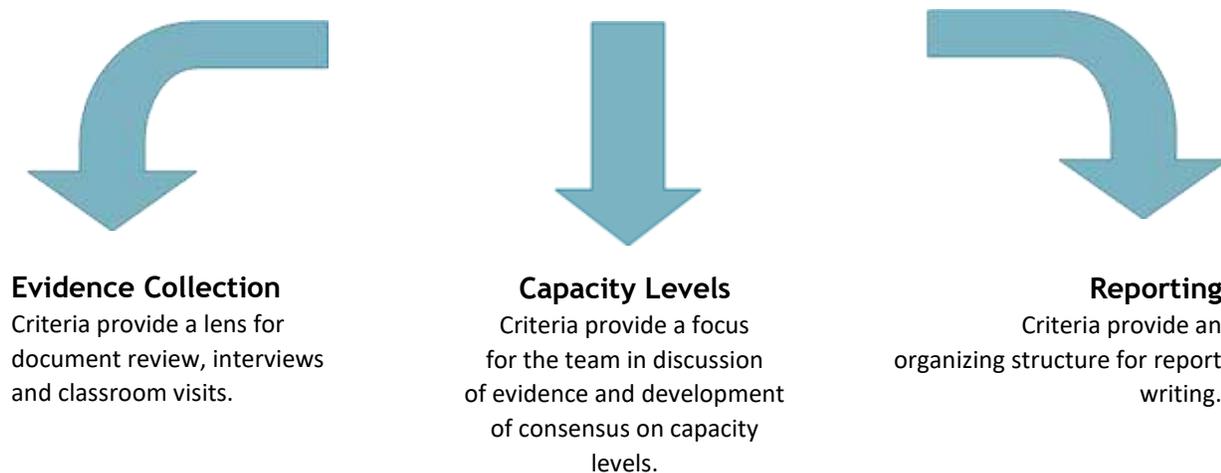
**Acknowledgement of Massachusetts Charter School Office Site Visit Protocol and the OFSTED code of conduct.*

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



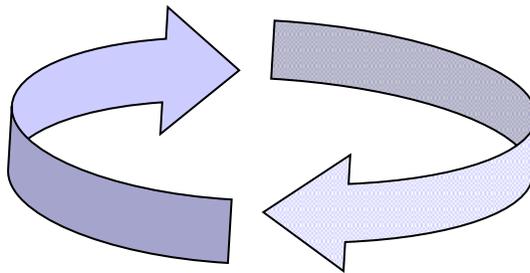
- **The process is an evidence-based system.** The capacity levels – derived from document reviews, classroom visits, and interviews – are based on evidence collected during the process. The review team builds a base of evidence for each capacity level that would reasonably lead any set of individuals 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 review team.

- **The process is iterative, repeatedly checking on and testing the quality of the capacity level and the evidence that supports them.** Review 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. The team then uses the evidence to determine findings and capacity levels. 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.

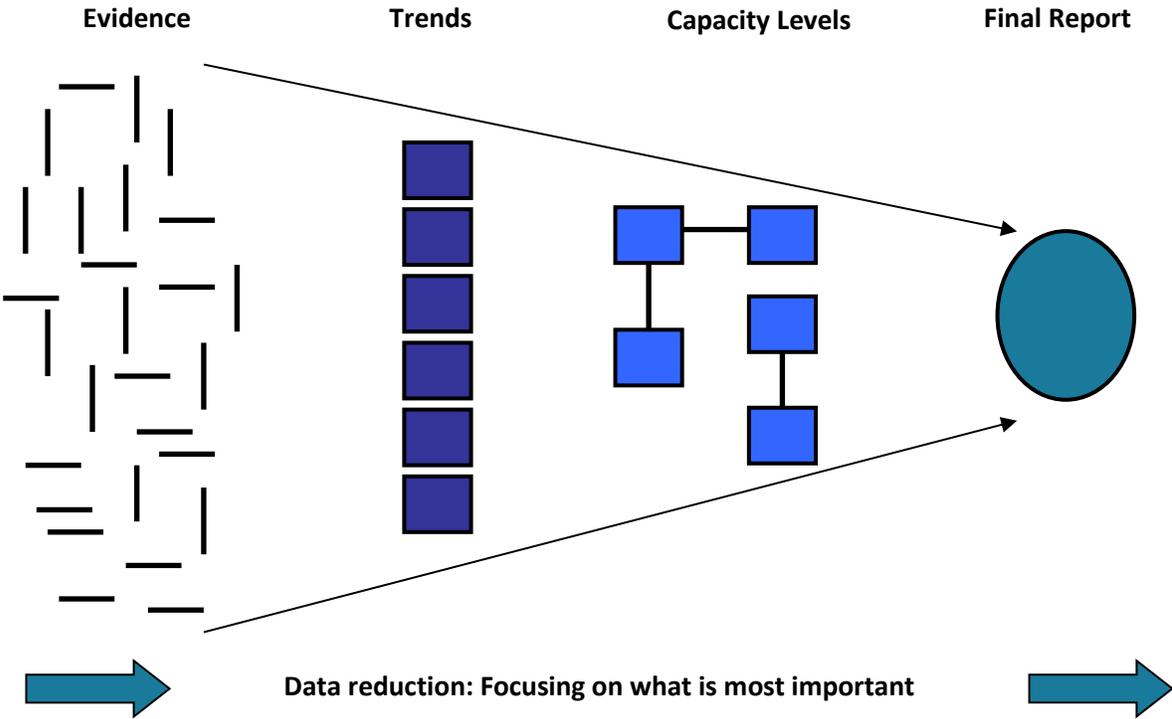
1. Evidence: Documents, classroom visits, and interviews



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 review 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



DETAILED STEPS IN THE PROCESS

How does the review 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 review 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 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 is complete 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.

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 review 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 review team reviews documents, conducts interviews and classroom visits in accordance with the visit schedule. The team meets regularly during the visit to share evidence.
2. The review 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 review 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 review team members. SchoolWorks will work to construct a schedule for the site visit, based on schedule documents and guidance provided by school leadership.

Sample Daily Site Visit Schedule - Day 1		
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– 5:30 PM	Team debrief and moderation; evidence sorting	
5:30-5:40 PM	Check-out meeting with school leadership	
5:45 PM	Team departs	

Sample Daily Site Visit Schedule - Day 2		
Time	Team Member #1	Team Member #2
7:00–8:00 AM	Team arrives at school and morning meeting	
8:00–9:00 AM	Follow-up with school leadership	
9:00–11:00 AM	Classroom visits and teacher focus group	
11:00 – 3:30	Team debrief and moderation; evidence sorting	

Written Report

1. The review 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, ultimately becoming part of a larger body of evidence regarding the school's performance used by the Board to direct further action.

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 review. This section explains the roles and responsibilities of the SchoolWorks 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.

SchoolWorks 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 and there is a schedule for the site visit.
 - The district/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.
3. *Coordination of materials and assignment of team members*
 - Before the site visit, panelists are selected and provided with materials (e.g., SRP site visit protocol, school documents) to review.
 - Once the site visit schedule is established, the project manager assigns panelists to conduct interviews and classroom visits.
4. *Reporting*
 - The project manager provides 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.

Panelists

Success of the visit relies heavily on panelists’:

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 panelists will remain anonymous. (*Note: school/district leaders should not be present during teacher/staff focus groups.*)

2. *Preparation for the site visit*

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

3. *Collection of evidence*

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

4. *Collaborating with others*

- Panelists actively participate in team meetings and support others’ efforts to reach unified capacity levels based on evidence.

5. *Facilitation and management of logistics for the site visit days*

- Once on site, the panelists are responsible for facilitating all team meetings.
- Panelists ensure that all interviews and focus groups are attended and go smoothly.

5. *Communication with the school while on site*

- Panelists are responsible for maintaining good channels of communication with the school at all times.

6. *Reporting*

- The team writer writes the review report, ensuring that the report contains sufficient evidence to support 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 are provided.
- The school engages faculty and other stakeholders to reflect on the school's performance.

2. *Designate a meeting room*

- The review 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.(See Appendix A).
- School leadership works collaboratively with the team during the site visit to provide any additional documents requested.
- School leadership maintains good communication with the team throughout the process, honestly expressing concerns and feedback from staff.

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 review 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?*

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.

Leadership

1. *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 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.

Infrastructure

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

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.
 - PD is informed by ongoing analysis of student performance, instructional data, and educators' learning needs.
 - PD requires teachers to demonstrate their learned competency in a tangible and assessable way.
 - 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.
 - 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).

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 learner students, and students who are struggling or at risk.

Staff Capacity

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?*

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: 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.

Critical Factor Partnerships

4. 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.

Critical Factor Return on Investment

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?*

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.

Need to Serve Students

6. *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.

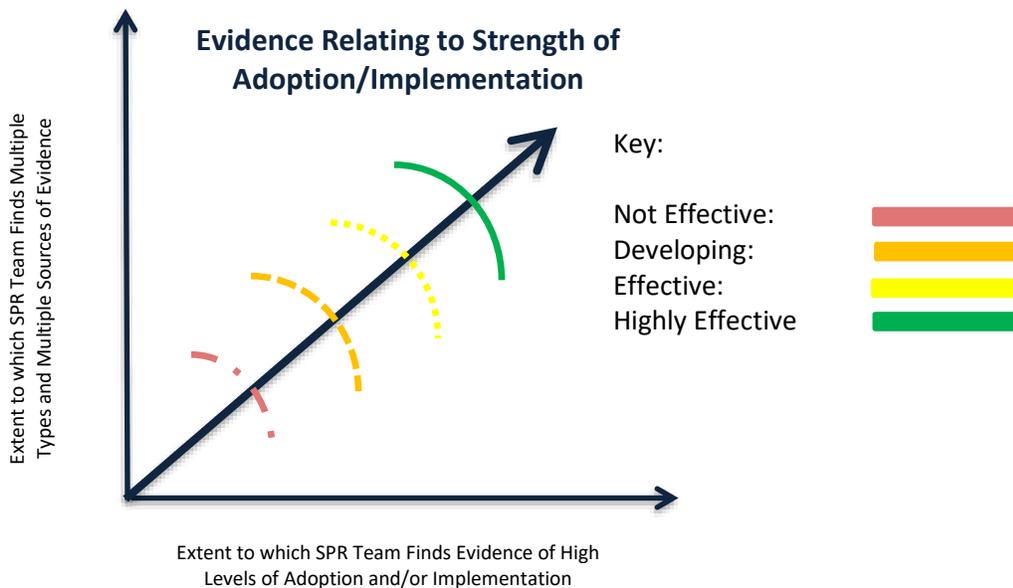
- All stakeholders share an understanding of, and commitment to, the mission and vision.
- School programs reflect the mission and vision.
- The mission and vision guide decisions about teaching and learning.
- The mission and vision meet the needs of an identified student population.

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.

Part VI: Capacity Level Rubric

The review 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 types¹ and multiple sources² 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.



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.

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.

Appendix A: School Task Checklist

The School Task Checklist can be used by the school to prepare for the SRP review. It includes key tasks that the school leader should complete prior to the site visit, including the list of materials the review 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 site visit.

ITEMS AVAILABLE IN SRP PORTAL (FROM CDE) 2 WEEKS 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 provided by the CDE	
5. Access to data dashboard	
6. School accountability pathway plan(s) and final written determination	
7. CDE Accountability Report	
ITEMS TO BE SENT BY SCHOOL TO THE PROJECT MANAGER 2 WEEKS BEFORE THE SRP SITE VISIT	
8. Roster of ALL staff, including grade levels and subject areas taught.	
9. Master schedule for all staff, including periods/times teaching and room numbers	
10. A list of teacher preparation times or “free” periods (if not included in either the roster or master schedule)	
11. School bell schedule	
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	

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. The school should work with the SchoolWorks Project Manager to determine the best way to submit documents to the SRP. **All documents should be organized by key question.** The school can reference the key questions, criteria, and indicators located on pages 14-22 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. School-wide strategic plan, if applicable.	
	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 academic year and the previous academic year, including district mandates and school-directed PD	
	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. A copy of the district’s teacher evaluation policy, including template evaluation forms for teachers.	
	6. Data on the number of teachers let go due to poor performance (WITHOUT names) for the last two years, including reasons, if available.	
	7. Any other documents that the school believes would help the team to better understand the district’s/school’s infrastructure, staff development, and instructional leadership.	
KQ3	8. Examples of leadership-level data monitoring systems or collaborative processes (e.g., meeting agendas, dashboards, action plans).	
	9. Evidence of community outreach and family engagement (e.g., flyers, calendars, newsletters).	
	10. 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	11. Any documents that the school believes would help the team to better understand the school’s engagement with external partners , including any specific school partnerships that are managed through the district.	
KQ5	12. A summary of key programs, initiatives and grants.	
	13. Any other documents that the school believes would help the team to better understand the likelihood of positive return on investment , including (but not limited to) how the school determines if grants, resources, and improvement initiatives are effective.	
KQ 6	14. Mission and vision of the school (this may be included within another document, such as a handbook)	
	15. 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 review?*

Staff should know the purpose of the review and their role within the site visit. A suggested first step in communicating purpose might be distributing the Introduction, as well as the Process and Results sections (Parts I & II) of the SRP review protocol.

2. *Space is very tight in our building. We do not have a conference room that can house the team.*

The review 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 review 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.

Appendix B: Classroom Visit Guidance

What is the purpose of the classroom visits?

The purpose of classroom visits is threefold:

1. To enable panelists to easily identify practices and summarize their evidence base and, therefore, establish ratings that characterize classroom practices across the school;
2. To supply the review team 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 review team's capacity levels.

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

Frequently asked questions about classroom visits

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

Classroom visits will be selected by the project manager and/or review team on the basis of the school's master schedule and the size of the review team. 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. Classroom visits are anonymous; teachers will not know if and/or when the review team will visit their classroom.

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.

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 review 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 review 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. Classroom 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 review team about the implementation of the academic program, the availability of resources,

and any additional evidence that demonstrates aspects of school practices and operations. The SRP seeks to establish trends across the school, not to assess individual teacher practices.

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 review team to identify and explain practices that are characteristic of each individual school.

School: _____	District: _____	Observer: _____
Date: _____	Grade: _____	Subject: _____
Start Time: _____	End Time: _____	# Adults: _____
		# Students: _____

Instructions: Circle one rating for each indicator. Three of the Common Core indicators should be marked N/A. No other indicators should be marked N/A or left blank.

1=Ineffective ↔ 4=Effective

	Indicators	Observer Notes	Score			
Common Core Implementation	1a. Colorado Academic Standards Literacy Alignment (for ELA classes only) Content standards implementation Instructional shifts implementation	N/A	1	2	3	4
	1b. Colorado Academic Standards Math Alignment (for math classes only) Content standards implementation Instructional shifts implementation Standards for mathematical practice implementation	N/A	1	2	3	4
	1c. Colorado Academic Standards Literacy Shift Alignment (for all classes other than ELA and math) Common Core literacy shift implementation	N/A	1	2	3	4
Classroom Climate	2. Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior		1	2	3	4
	3. Structured Learning Environment Teacher preparation Learning time maximized		1	2	3	4
	4. Supportive Environment Caring relationships Teacher responsiveness to students' non-academic needs		1	2	3	4
Purposeful Teaching	5. Focused Instruction Learning objectives Effective communication of academic content High expectations		1	2	3	4
	6. Instructional Strategies Multisensory modalities and materials Instructional format Student choice		1	2	3	4
	7. Participation and Engagement Active student participation Perseverance		1	2	3	4
	8. Higher-Order Thinking Challenging tasks Application to new problems and situations Justify thinking or reasoning		1	2	3	4
In-Class Assessment & Feedback	9. Assessment Strategies Use of formative assessments Alignment to academic content		1	2	3	4
	10. Feedback Feedback to students Student use of feedback		1	2	3	4

Appendix C: Interview Guidance and Worksheets

During the site visit, 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 project manager, with guidance from school leadership, will work to establish a schedule that is appropriate for the school. The following are examples only.

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).	45 minutes to 1 hour
Authorizing Board (charter schools only)	The interview is conducted with the school’s charter authorizing entity (e.g., the Authorizing Board).	45 minutes to 1 hour
District Leadership	This interview is conducted with a representative group of the school’s oversight body including individual/s who supervise the school leader and others who have knowledge of school practices.	45 minutes to 1 hour
School Leadership	School leadership includes the principal and other key leaders (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 on day 1 and day 2
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.	30-45 minutes (When possible, scheduled during common prep 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).	30-45 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.	30 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.	30 minutes
*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.	30 minutes

Check-out meeting with principal	Both days, 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.	10 minutes
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*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 this 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 decision on capacity levels.

The interview worksheet provides a template for the review 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 leader’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 review team will interview while on site. Interview questions might be 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 review 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

Leadership		School-specific questions
1.1	Please describe the school's improvement efforts. <ul style="list-style-type: none"> <input type="checkbox"/> Specific goals <input type="checkbox"/> Strategies to meet the goals and drive improvement <input type="checkbox"/> Organizational/programmatic changes to improve student achievement <input type="checkbox"/> Individual's roles and responsibilities (i.e., distribution of leadership responsibilities) 	
1.2	How have the goals and improvement strategies been communicated to stakeholders? <ul style="list-style-type: none"> <input type="checkbox"/> Teachers informed of improvement efforts (i.e., goals, strategies) <input type="checkbox"/> Alignment of resources 	
1.3	How has data been used to identify areas for improvement? How does the school monitor the implementation of strategies to determine effectiveness? <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and analyze data to identify priorities/goals <input type="checkbox"/> Use data to understand the results <input type="checkbox"/> Measure/monitor/benchmark progress toward goals <input type="checkbox"/> Use information in decision making 	
1.4	How does the school establish high expectations for student academics and behavior? <ul style="list-style-type: none"> <input type="checkbox"/> Provide examples of high expectations for academics at the school. <input type="checkbox"/> Provide examples of high expectations for behavior. Are they consistently enforced? <input type="checkbox"/> How are these expectations communicated to students and staff? 	
1.4	Does the school provide a safe environment for students? <ul style="list-style-type: none"> <input type="checkbox"/> Physically and emotionally <input type="checkbox"/> Provide examples 	
Infrastructure		School-specific questions
2.1	Describe the district's role in supporting the school's improvement efforts. <ul style="list-style-type: none"> <input type="checkbox"/> Support for school leadership, including building school leadership capacity <input type="checkbox"/> Oversight of the academic program, including supporting and monitoring implementation of curricula, instruction, and assessments <input type="checkbox"/> Systems for data storage, reporting, and analysis 	
2.2	Describe strategic staffing decisions to support the school program. <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment and hiring <input type="checkbox"/> Mentoring and induction programs <input type="checkbox"/> Evaluation of staff 	

School Leadership Interview Guide

2.2	Describe how professional development is designed to improve instruction and make progress toward goals. <input type="checkbox"/> Use of data to determine professional development <input type="checkbox"/> Coaching supports <input type="checkbox"/> Evaluation of professional development to ensure effectiveness/make improvements	
2.3	How do the school's financial and operation systems support essential functions and improvement? <input type="checkbox"/> Operations (e.g., facilities, transportation, food services) <input type="checkbox"/> Compliance (e.g., State reporting, UIP completion and submission, student attendance) <input type="checkbox"/> Finances (e.g., school budget, cash flow, reporting, audits)	
2.4	How do you support teachers in developing their instructional practices? <input type="checkbox"/> Curriculum, instruction, and assessments <input type="checkbox"/> Feedback to teachers on planning documents (e.g., lesson plans) <input type="checkbox"/> Feedback to teachers on instruction (e.g., formal and informal walkthroughs) <input type="checkbox"/> Use of data to improve teaching and learning	
2.5	What is the school's approach to instruction? Are there common practices we will observe across classrooms? <input type="checkbox"/> Lesson structure, lesson planning, components of the school's curriculum <input type="checkbox"/> Specific strategies to engage students <input type="checkbox"/> Supports for English language learner students and students with disabilities	
Staff Capacity		School-specific questions
3.1	How do staff at the school show a shared commitment to student learning? <input type="checkbox"/> Convey a belief that student learning is their collective responsibility. <input type="checkbox"/> Show it is important not to give up on students. <input type="checkbox"/> Hold each other accountable; Provide examples.	
3.2	Describe the adult culture at the school. <input type="checkbox"/> Professional relationships between teachers and with administrators <input type="checkbox"/> Communication flow between administration and teachers/staff <input type="checkbox"/> Opportunities for input into school decision making	
3.3	Describe how educators collaborate with each other at the school. <input type="checkbox"/> Structured time to support teaching and learning (i.e., when, frequency, with whom) <input type="checkbox"/> Sharing knowledge and expertise <input type="checkbox"/> School leader's role in supporting planning	

School Leadership Interview Guide

3.4	Describe ways in which the school engages the community and families in support of student learning and school improvement. <ul style="list-style-type: none"> <input type="checkbox"/> Communications with parents/families (school and teacher) <input type="checkbox"/> School activities/workshops for families focused on academics and/or school improvement <input type="checkbox"/> Community involvement at the school 	
Partnerships		School-specific questions
4.1	Describe the school's existing partnerships. <ul style="list-style-type: none"> <input type="checkbox"/> Support (and alignment to) school priorities <input type="checkbox"/> Roles and responsibilities of existing partners <input type="checkbox"/> Management of the relationship with partners 	
4.2	How have existing partnerships been used to support student learning and well-being and drive school improvement? <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring the impact of partnerships 	
4.3	Describe ways that you receive and respond to feedback. <ul style="list-style-type: none"> <input type="checkbox"/> From the district/Board/authorizer, department of education, other key stakeholders 	
Return on Investment		School-specific questions
5.1.	Describe additional resources (e.g., grant funding, personnel) received by the school. <ul style="list-style-type: none"> <input type="checkbox"/> Monitor impact of programs funded by grants and/or development dollars. <input type="checkbox"/> Examples of decisions to continue or discontinue a program based on data analysis 	
5.2	Describe resource decisions that have resulted in positive returns for the school. <ul style="list-style-type: none"> <input type="checkbox"/> Programs/initiatives/turnaround efforts that have demonstrated results <input type="checkbox"/> Resource alignment with improvement efforts 	
5.3	Does your student assessment information show progress over time? <ul style="list-style-type: none"> <input type="checkbox"/> At specific grade levels, content areas and/or for subgroups 	
Need to Remain in Operation to Serve Students		School-specific questions
6.1	What is the mission and vision of the school? <ul style="list-style-type: none"> <input type="checkbox"/> How was the mission/vision developed and communicated? <input type="checkbox"/> School programs/activities that reflect the mission and vision 	
6.2	Which of the required actions is the right solution for this school? <ul style="list-style-type: none"> <input type="checkbox"/> Describe your rationale, including actions that are not viable and rationale. 	

Teacher Focus Group Guide/Specialist Focus Group Guide

Leadership		School-specific questions
1.1	Please describe the school’s improvement efforts. <input type="checkbox"/> Specific goals <input type="checkbox"/> Strategies to meet goals and drive improvement <input type="checkbox"/> Individual’s roles and responsibilities (i.e., leadership, teachers, support staff)	
1.2	How were you informed of the goals and improvement strategies? <input type="checkbox"/> Staff meetings, newsletters <input type="checkbox"/> Resources available to support improvement efforts	
1.3	What data have been provided to identify areas for improvement? <input type="checkbox"/> Discussion of data and results <input type="checkbox"/> Measure/monitor/benchmark progress toward goals <input type="checkbox"/> Use information in decision making	
1.4	How does the school establish high expectations for student academics and behavior? <input type="checkbox"/> Provide examples of high expectations for academics at the school. <input type="checkbox"/> Provide examples of high expectations for behavior. Are they consistently enforced? <input type="checkbox"/> How are these expectations communicated to students and staff?	
1.4	Does the school provide a safe environment for students? <input type="checkbox"/> Physically and emotionally; Provide examples.	
Infrastructure		School-specific questions
2.1	Describe the district’s role in supporting improvement efforts. <input type="checkbox"/> Support for school leadership <input type="checkbox"/> Support for teachers and staff <input type="checkbox"/> Curriculum, assessments, data storage, analysis, and reports	
2.2	Describe professional development to improve instruction and make progress toward goals <input type="checkbox"/> District-provided professional development versus school professional development <input type="checkbox"/> How is it decided? <input type="checkbox"/> Is it useful/effective? Provide examples.	
2.4	In what ways do school leaders support you in improving instructional practices? <input type="checkbox"/> Feedback to teachers on planning documents (e.g., lesson plans) <input type="checkbox"/> Feedback to teachers on instruction (e.g., formal and informal walkthroughs) <input type="checkbox"/> Use of data to improve teaching and learning <input type="checkbox"/> Provide examples.	

Teacher Focus Group Guide/Specialist Focus Group Guide

2.5	<p>What is the school’s approach to instruction?</p> <p>Are there common practices you are all expected to implement across classrooms?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson structure, lesson planning, components of the school’s curriculum <input type="checkbox"/> Specific strategies to engage students <input type="checkbox"/> Supports for English language learner students and students with disabilities 	
Staff Capacity		School-specific questions
3.1	<p>How do staff at the school show a shared commitment to student learning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convey a belief that student learning is their collective responsibility. <input type="checkbox"/> Show it is important not to give up on students. <input type="checkbox"/> Hold each other accountable <ul style="list-style-type: none"> o Provide examples 	
3.2.	<p>Describe the adult culture at the school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional relationships between teachers and with administrators <input type="checkbox"/> Communication flow between administrators and teachers/staff <input type="checkbox"/> Opportunities for input into school decision making 	
3.3	<p>Describe how you collaborate with staff at the school</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structured time to support teaching and learning (i.e., when, frequency, with whom) <input type="checkbox"/> Sharing knowledge and expertise <input type="checkbox"/> School leader’s role in supporting planning 	
3.4	<p>Describe ways in which the school engages the community and families in support of student learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communications with parents/families (school and teacher) <input type="checkbox"/> School activities/workshops for families <input type="checkbox"/> Community involvement at the school 	
Partnerships		School-specific questions
4.1 & 4.2	<p>Describe the school’s existing partnerships.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support (and alignment to) school priorities <input type="checkbox"/> Support student achievement/well-being 	
Need to Remain in Operation to Serve Students		School-specific questions
6.1	<p>What is the mission and vision of the school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How was the mission/vision developed and communicated? <input type="checkbox"/> School programs/activities that reflect the mission and vision 	

District/School Board/Authorizer Interview Guide

Leadership		School-specific questions
1.1	Please describe the school’s improvement efforts. <ul style="list-style-type: none"> <input type="checkbox"/> Specific goals <input type="checkbox"/> Strategies to meet the goals and drive improvement <input type="checkbox"/> Organizational/programmatic changes to improve student achievement <input type="checkbox"/> Individual’s roles and responsibilities (i.e., distribution of leadership responsibilities) 	
1.2	How have the goals and improvement strategies been communicated to stakeholders? <ul style="list-style-type: none"> <input type="checkbox"/> Teachers and key stakeholders informed of improvement efforts (i.e., goals, strategies) <input type="checkbox"/> Alignment of resources 	
1.3	How have data been used to identify areas for improvement? How are you monitoring the implementation of strategies to determine effectiveness? <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of data and results <input type="checkbox"/> Measure/monitor/benchmark progress toward goals <input type="checkbox"/> Use information in decision making 	
1.4	How do you ensure the school has high expectations for student academics and behavior? <ul style="list-style-type: none"> <input type="checkbox"/> Provide examples of high expectations for academics at the school. <input type="checkbox"/> Provide examples of high expectations for behavior at the school. 	
Infrastructure		School-specific questions
2.1	In what ways are you supporting the school in its improvement efforts? <ul style="list-style-type: none"> <input type="checkbox"/> Support for school leadership including building capacity <input type="checkbox"/> Hold school leadership accountable <input type="checkbox"/> Oversight of the academic program, including supporting and monitoring implementation of curricula, instruction, and assessments <input type="checkbox"/> Systems for data storage, reporting, and analysis 	
2.2	Describe strategic staffing decisions to support the school and its improvement efforts. <ul style="list-style-type: none"> <input type="checkbox"/> Teacher/staff/leadership recruitment and hiring <input type="checkbox"/> Mentoring and induction programs <input type="checkbox"/> Evaluation of staff 	
2.2	Describe your involvement in professional development for the school. <ul style="list-style-type: none"> <input type="checkbox"/> Use of data to determine professional development <input type="checkbox"/> Coaching supports <input type="checkbox"/> Evaluation of professional development to ensure effectiveness/make improvements 	

District/School Board/Authorizer Interview Guide

2.3	<p>How do you support the school financially and operationally?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Operations (e.g., facilities, transportation, food services) <input type="checkbox"/> Compliance (e.g., State reporting, UIP completion and submission, student attendance) <input type="checkbox"/> Finances (e.g., school budget, cash flow, reporting, audits) 	
2.4	<p>How do you support school leadership in ensuring teachers are developing their instructional practices?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, instruction, and assessments <input type="checkbox"/> Feedback on instructional plans and/or practices (e.g., formal and informal walkthroughs) <input type="checkbox"/> Use of data to improve teaching and learning 	
Staff Capacity		School-specific questions
3.1	<p>How do staff at the school show a shared commitment to student learning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convey a belief that student learning is their collective responsibility <input type="checkbox"/> Hold each other accountable <input type="checkbox"/> Provide examples. 	
3.2.	<p>Describe the adult culture at the school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional relationships between teachers and with administrators <input type="checkbox"/> Communication flow between teachers and administrators <input type="checkbox"/> Communications between the district/Board/authorizing agency and the school 	
3.3	<p>Describe how educators collaborate with each other at the school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structured time to support teaching and learning (i.e., when, frequency, with whom) <input type="checkbox"/> Expectations for school leader participation in planning 	
3.4	<p>Describe ways in which the community and families are engaged in support of student learning and improvement.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communications with parents and community stakeholders <input type="checkbox"/> School activities/workshops for families <input type="checkbox"/> Community involvement at the school 	
Partnerships		School-specific questions
4.1	<p>Describe the school's existing partnerships.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support (and alignment to) school priorities <input type="checkbox"/> Roles and responsibilities of existing partners <input type="checkbox"/> Management of the relationship with partners 	

District/School Board/Authorizer Interview Guide

4.2	How are you monitoring existing partnerships to ensure support for student learning and well-being and to drive school improvement? <input type="checkbox"/> Return on investment (e.g., time, money)	
4.3	Provide examples of how school leadership is/is not responsive to feedback. <input type="checkbox"/> From the district/Board/authorizer, department of education, other key stakeholders	
Return on Investment		School-specific questions
5.1.	Describe additional resources (e.g., grant funding) received by the school. <input type="checkbox"/> Monitor impact of programs funded by grants and/or development dollars <input type="checkbox"/> Examples of decisions to continue or discontinue a program based on data analysis	
5.2	Describe resource decisions that have resulted in positive returns for the school <input type="checkbox"/> Programs/initiatives/turnaround efforts that have demonstrated results <input type="checkbox"/> Resource alignment with improvement efforts	
Need to Remain in Operation to Serve Students		School-specific questions
6.1	What is the mission and vision of the school? <input type="checkbox"/> How was the mission/vision developed and communicated and aligned to the larger organization’s mission and vision? <input type="checkbox"/> School programs/activities that reflect the mission and vision	
6.2	Are there other viable options for students to enroll? Which of the required actions is the right solution for this school? <input type="checkbox"/> Describe actions that are viable, are not viable, and your rationale.	

Family/Partner Interview Guide

Leadership		School-specific questions
1.1	Describe the school's goals. <input type="checkbox"/> Areas the school needs to improve <input type="checkbox"/> Strategies for improvement	
1.2	How have the goals/improvement strategies been communicated to you? <input type="checkbox"/> Do you receive updates on the school's progress toward goals achievements/ continued challenges?	
1.4	How does the school hold high expectations for students? <input type="checkbox"/> Provide examples of high expectations for academics at the school. <input type="checkbox"/> Provide examples of high expectations for behavior at the school.	
1.4	Does the school provide a safe environment for students? <input type="checkbox"/> Physically and emotionally	
Infrastructure		School-specific questions
2.1	Describe the district/Board's role in supporting the school's improvement efforts. <input type="checkbox"/> Communications to families and the community <input type="checkbox"/> Opportunities for input to the district/Board	
Staff Capacity		School-specific questions
3.1	How do staff at the school show a shared commitment to student learning? <input type="checkbox"/> Show it is important not to give up on students. Provide examples.	
3.2.	How does the school communicate with you? <input type="checkbox"/> Teachers? The school/principal?	
3.4	Describe ways in which the school engages the community and families. <input type="checkbox"/> School activities/workshops for families to support student learning <input type="checkbox"/> Community involvement at the school to support student learning	
Partnerships		School-specific questions
4.1	Describe the school's partnerships. <input type="checkbox"/> Support (and alignment to) school priorities <input type="checkbox"/> Support for student learning and well-being	
Need to Remain in Operation to Serve Students		School-specific questions
6.1	What is the mission and vision of the school? <input type="checkbox"/> How was the mission/vision developed and communicated? Were you involved? <input type="checkbox"/> School programs/activities that reflect the mission and vision	

Student Interview Guide

Leadership	
1.1	Describe the school's goals. <input type="checkbox"/> How did you learn about these goals (communicated to you)? <input type="checkbox"/> What are you doing in the school or in your classroom to meet these goals?
1.2	Do you have goals for your learning? <input type="checkbox"/> Please describe. <input type="checkbox"/> How do you know if your meeting these goals?
1.4	How do teachers provide high academic expectations for you? <input type="checkbox"/> Provide an example of a challenging assignment.
1.4	Describe expectations for behavior at the school. <input type="checkbox"/> Are rules consistently enforced? Provide examples.
1.4	Does the school provide a safe environment for students? <input type="checkbox"/> Physically. Provide examples. <input type="checkbox"/> Emotionally (i.e., an adult you can go to, free of bullying). Provide examples.
Staff Capacity	
3.1	How do your teachers show it is important not to give up on you? <input type="checkbox"/> Provide examples.
3.4	Describe ways in which the school engages with your family. <input type="checkbox"/> Communications between the school and home <input type="checkbox"/> Communications between your teachers and home <input type="checkbox"/> School activities/workshops for families to support student learning
3.4	Describe ways in which the community or partners are involved at the school <input type="checkbox"/> Engaged to provide opportunities for student learning and well-being <input type="checkbox"/> During the school day <input type="checkbox"/> Extracurricular activities

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 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; and, for charter schools, replacing the current operating entity or Governing Board with a different operating entity or Governing Board.

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 criteria 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/district 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 review indicates that the school is interested in the option and is demonstrably effective in most of the six areas outlined in the 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 review indicates that the school may be effective in some of the six areas outlined in the 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, and the private or public entity can serve as a lead partner in the management of the school district or may partially or wholly manage one or more of the district public schools. For charter schools, the SRP may recommend either replacing the current operating entity or replacing the 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 review indicates 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 school closure if the review indicates that the school is not effective in most of the six areas outlined in the 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.