

# State Review Panel School Site Visit Protocol

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## Part I: Introduction

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The State Review Panel (SRP) 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 from Colorado in a school/district for at least 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 allows the SRP to interact with the school to determine capacity and solicit staff and Board 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 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 additional document review to come to consensus on capacity levels in relation to the six key areas. 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.

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.

## Part II: Process and Results

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### 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.

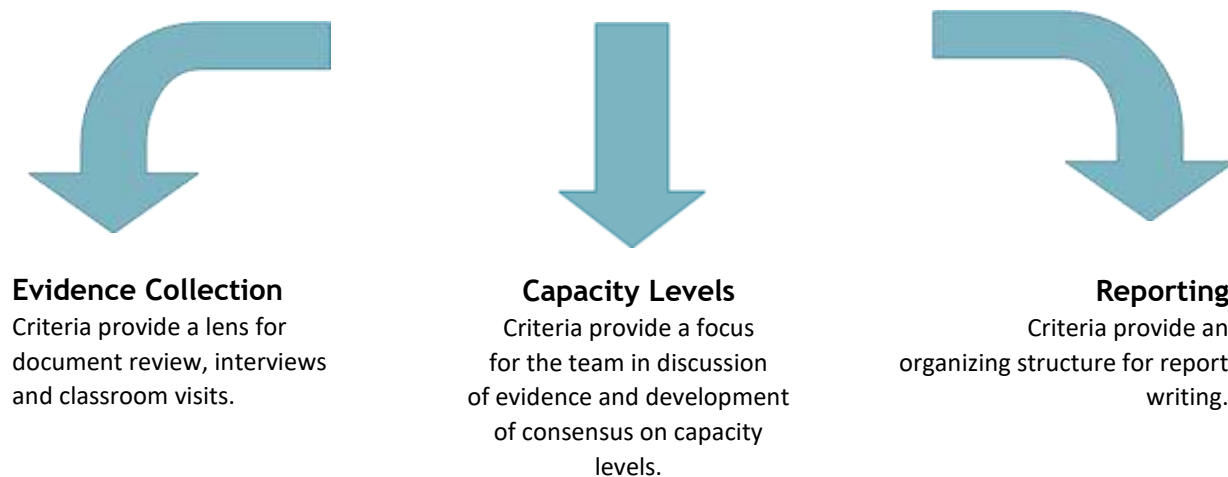
*\*Acknowledgement of Massachusetts Charter School Office Site Visit Protocol and the OFSTED code of conduct.*

**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**



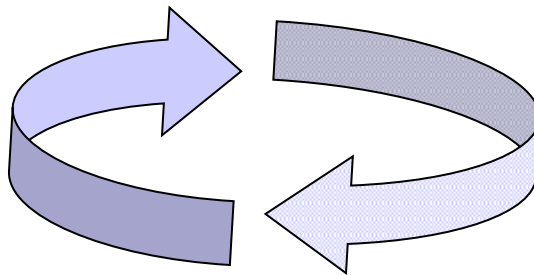
- **The process is an evidence-based system.** The capacity levels – which come from document reviews, classroom visits, and interviews – are based on evidence collected during the process. The site visit team builds a base of evidence for each capacity level that would reasonably lead any set of individuals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

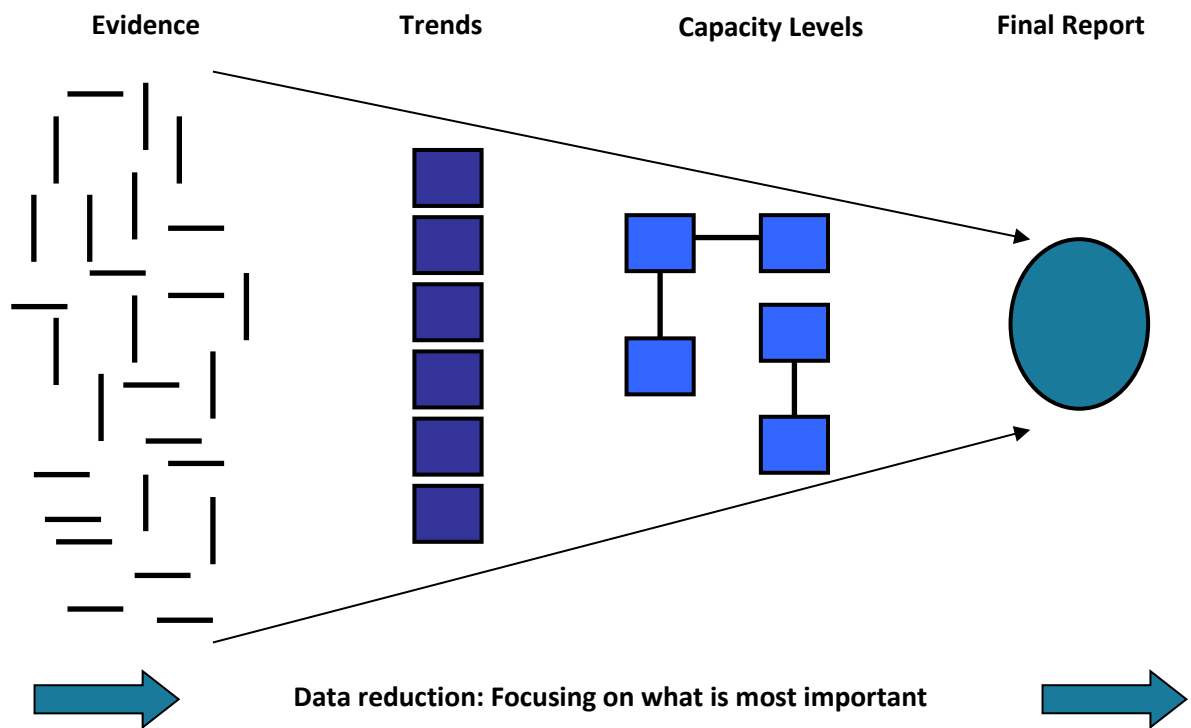


**2. Trends:** Developing themes, based on **evidence** that is collected. Trends are based on criteria and indicators in the protocol.



- **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**



## 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 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 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.

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– 5:00 PM	Team debrief and moderation; evidence sorting	
5:30-5:45 PM	Check-out meeting with school leadership	
6:00 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 / Teacher focus group	
11:00 – 2:30	Team debrief and moderation; evidence sorting	

## Written Report

1. The site visit team member responsible for completing the written report (the “writer”) 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 site visit 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

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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

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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 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 is established, the project manager assigns team members 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.

## Team Members

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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:
  - 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*

- Team members 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 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 to support the consensus of the team.

## Schools and Districts

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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 provided.
- 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.

## Part IV: State Review Panel Key Questions

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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?*

## Part V: State Review Panel Criteria and Indicators

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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?*

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**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.

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**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.

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**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



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**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).

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**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).

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**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.

## 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.

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**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.

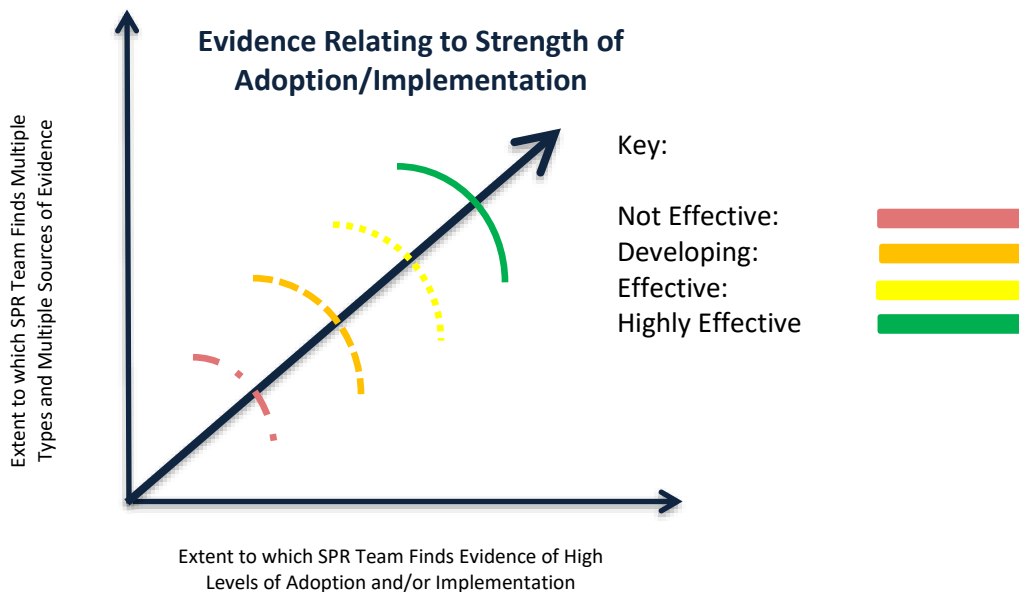
#### **Criterion 6.2: There are no other viable options for enrolled students that will likely lead to better outcomes.**

- 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 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<sup>1</sup> and multiple sources<sup>2</sup> 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.

<sup>1</sup> "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.

<sup>2</sup> "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 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 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	
ITEMS TO BE SENT BY SCHOOL TO THE PROJECT MANAGER 2 WEEKS BEFORE THE SRP SITE VISIT	
6. Roster of ALL staff, including grade levels and subject areas taught.	
7. Master schedule for all staff, including periods/times teaching and room numbers	
8. A list of teacher preparation times or “free” periods (if not included in either the roster or master schedule)	
9. School bell schedule	
ITEMS TO BE PREPARED BY THE SCHOOL BEFORE THE SRP SITE VISIT	
10. Faculty and staff are aware of the visit and its purpose	
11. Private meeting space for site visit team secured	
12. 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. Ideally the school will submit relevant documents to through the Online Portal (<https://login.salesforce.com/>). If this is not possible, the school should work directly with the Project Manager to determine how documents will be transmitted to the site visit team (either electronically and/or in hard copy). Additionally, if a school has an electronic link to documents or folders, the link can be uploaded to the Portal. Please label links accordingly. **All documents should be organized by key question.** 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 <b>leadership's role in setting expectations or driving change.</b>	
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 <b>school's infrastructure, staff development, and instructional leadership.</b>	
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 <b>capacity of personnel to plan effectively and involve community stakeholders</b>	
KQ4	12. Any documents that the school believes would help the team to better understand the school's <b>engagement with external partners</b>	
KQ5	13. Any documents that the school believes would help the team to better understand the likelihood of <b>positive return on investment.</b>	
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 visit?*

Staff should know the purpose of the visit and their role within the 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 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.

## Appendix B: Classroom Visit Guidance

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### 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 decisions on 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. 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 site visit 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 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. 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 site visit 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. Two of the Colorado Academic Standards 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 Alignment	<b>1a. Colorado Academic Standards Literacy Alignment (for ELA classes only)</b> Alignment to content standards Alignment to instructional shifts High-quality implementation	N/A	1	2	3	4
	<b>1b. Colorado Academic Standards Math Alignment (for math classes only)</b> Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice	N/A	1	2	3	4
	<b>1c. Colorado Academic Standards Literacy Shift Alignment (for all classes other than ELA and math)</b> Alignment to C Colorado Academic Standards literacy shifts	N/A	1	2	3	4
Classroom Climate	<b>2. Behavioral Expectations</b> Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior		1	2	3	4
	<b>3. Structured Learning Environment</b> Teacher preparation Learning time maximized		1	2	3	4
	<b>4. Supportive Learning Environment</b> Caring relationships Teacher responsiveness to students' needs		1	2	3	4
Purposeful Teaching	<b>5. Focused Instruction</b> Learning objectives High expectations Effective communication of academic content		1	2	3	4
	<b>6. Instructional Strategies</b> Multisensory modalities and materials Instructional format Student choice		1	2	3	4
	<b>7. Participation and Engagement</b> Active student participation Perseverance		1	2	3	4
	<b>8. Higher-Order Thinking</b> Challenging tasks Application to new problems and situations Justify thinking or reasoning		1	2	3	4
In-Class Assessment & Feedback	<b>9. Assessment Strategies</b> Use of formative assessments Alignment to academic content		1	2	3	4
	<b>10. Feedback</b> 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. Depending on the visit, the number and length of interviews conducted varies. The following are examples only.

SCHOOLWIDE INTERVIEWS		
Interviews/ focus groups	Description	Approximate Time Needed
<b>School Board (charter schools only)</b>	This interview is conducted with the school’s governing body (e.g., the School Board).	<b>1 hour</b>
<b>Authorizing Board (charter schools only)</b>	The interview is conducted with the school’s charter authorizing entity (e.g., the Authorizing Board).	<b>1 hour</b>
<b>District Leadership</b>	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.	<b>1 hour</b>
<b>School Leadership</b>	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.	<b>1-hour</b> interview/ focus group (a follow-up may be necessary)
<b>Teacher focus group</b>	Groups of teachers, typically by <b>grade level</b> , 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.	<b>30-45 minutes</b> (When possible, scheduled during common preparatory periods.)
<b>Specialist interviews</b>	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).	<b>30-45 minutes</b>
<b>Family focus group</b>	A representative group of <b>four-to-eight</b> 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.	<b>30 minutes</b>
<b>*External Partners (if applicable)</b>	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.	<b>30 minutes</b>



Interviews/ focus groups	Description	Approximate Time Needed
<b>*Student focus group</b>	A selection of <b>four-to-eight</b> 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.	<b>30 minutes</b>
<b>Check-out meeting with principal</b>	At the end of Day One, 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.	<b>15 minutes</b>

\*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.

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 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 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

Leadership		School-specific questions
1.1	Please describe the school's improvement efforts. <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual's roles and responsibilities</li> <li><input type="checkbox"/> Specific change agents</li> <li><input type="checkbox"/> Organizational/programmatic changes to improve student achievement                             <ul style="list-style-type: none"> <li>○ Provide examples</li> </ul> </li> </ul>	
1.2	What are the school's priority performance challenges and goals and how have they been identified? <ul style="list-style-type: none"> <li><input type="checkbox"/> Data analysis to identify priorities / goals</li> <li><input type="checkbox"/> Teachers informed of improvement efforts (i.e., goals, strategies)</li> <li><input type="checkbox"/> Alignment of resources</li> </ul>	
1.3	How have the goals and priority challenges been communicated to stakeholders? <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss data and results</li> <li><input type="checkbox"/> Measure / monitor / benchmark progress toward goals</li> <li><input type="checkbox"/> Use information in decision making</li> </ul>	
1.4	How does the school establish high expectations for student academics and behavior? <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide examples of high expectations for academics at the school.</li> <li><input type="checkbox"/> Provide examples of high expectations for behavior.</li> <li><input type="checkbox"/> How are these expectations communicated to students and staff?</li> <li><input type="checkbox"/> Does the school provide a safe environment? Provide examples.</li> </ul>	
Infrastructure		School-specific questions
2.1	Describe the district's role in supporting school leadership and oversight for the school's academic program. <ul style="list-style-type: none"> <li><input type="checkbox"/> Building school leadership capacity</li> <li><input type="checkbox"/> Monitoring curriculum, instruction, assessments</li> <li><input type="checkbox"/> Guidance and feedback to school leadership</li> </ul>	
2.2	Describe strategic staffing decisions to support the school program. <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruitment and hiring</li> <li><input type="checkbox"/> Mentor programs</li> <li><input type="checkbox"/> Evaluation of staff</li> <li><input type="checkbox"/> Professional development to improve instruction and make progress toward goals                             <ul style="list-style-type: none"> <li>○ How is it decided?</li> </ul> </li> </ul>	

## School Leadership Interview Guide

	<ul style="list-style-type: none"> <li>○ Review of data</li> <li>○ Coaching</li> <li>○ Evaluation of PD to ensure effectiveness and make improvements</li> </ul>	
2.3	<p>How does the school’s organizational structure support essential functions and operations?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Operations (e.g., facilities, transportation, food services)</li> <li><input type="checkbox"/> Compliance (e.g., State reporting, UIP completion and submission, student attendance, school calendar)</li> <li><input type="checkbox"/> Finances (e.g., school budget, cash flow, reporting, audits)</li> </ul>	
2.4	<p>How do you support teachers in developing their instructional practices?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum, instruction and assessments</li> <li><input type="checkbox"/> Feedback to teachers on planning documents (e.g., lesson plans)</li> <li><input type="checkbox"/> Feedback to teachers on instruction (e.g., formal and informal walkthroughs)</li> <li><input type="checkbox"/> Use of data to improve teaching and learning</li> </ul>	
2.5	<p>What is the school’s approach to instruction? Are there common practices we will observe across classrooms?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Specific strategies</li> <li><input type="checkbox"/> Lesson structure</li> <li><input type="checkbox"/> Components of the school’s curriculum</li> <li><input type="checkbox"/> Supports for English language learners</li> </ul>	
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"> <li><input type="checkbox"/> Convey a belief that student learning is their collective responsibility</li> <li><input type="checkbox"/> Show it is important not to give up on students</li> <li><input type="checkbox"/> Hold each other accountable                             <ul style="list-style-type: none"> <li>○ Provide examples</li> </ul> </li> </ul>	
3.2	<p>Describe the school’s approach to communication</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication flow between administration and teachers/staff</li> <li><input type="checkbox"/> Opportunities for input into school decision making</li> </ul>	
3.3	<p>Describe how educators collaborate with each other at the school</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structured time to support teaching and learning</li> <li><input type="checkbox"/> Sharing knowledge and expertise</li> <li><input type="checkbox"/> School leader’s role in supporting planning</li> </ul>	

## School Leadership Interview Guide

3.4	Describe ways in which the school engages the community and families in support of student learning <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	
<b>Partnerships</b>		<b>School-specific questions</b>
4.1	Describe the school's existing partnerships.	
4.2	<input type="checkbox"/> Support (and alignment to) school priorities <input type="checkbox"/> Roles and responsibilities of existing partners	
<b>Return on Investment</b>		<b>School-specific questions</b>
5.1.	In what ways do you monitor improvement initiatives to ensure impact? <input type="checkbox"/> Systems for monitoring <input type="checkbox"/> Data use and analysis <input type="checkbox"/> Impact of specific initiatives <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 <input type="checkbox"/> Additional resources received (e.g., grant funding) that are showing results	
5.3	Do you have student assessment information that shows progress over time? <input type="checkbox"/> At specific grade levels <input type="checkbox"/> For specific content areas	
<b>Need to Serve Students</b>		<b>School-specific questions</b>
6.1	What is the mission and vision of the school? <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	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 your rationale. <input type="checkbox"/> 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. <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual's roles and responsibilities</li> <li><input type="checkbox"/> Specific change agents                             <ul style="list-style-type: none"> <li>○ Provide examples</li> </ul> </li> </ul>	
1.2	What are the school's priority performance challenges and goals and how have they been identified? <ul style="list-style-type: none"> <li><input type="checkbox"/> Do you have resources to support / that are aligned with improvement efforts?</li> </ul>	
1.3	How have the goals and priority challenges been communicated to you? <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss data and results</li> <li><input type="checkbox"/> Measure / monitor / benchmark progress toward goals</li> <li><input type="checkbox"/> Use information in decision making</li> </ul>	
1.4	How does the school establish high expectations for student academics and behavior? <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide examples of high expectations for academics at the school.</li> <li><input type="checkbox"/> Provide examples of high expectations for behavior.</li> <li><input type="checkbox"/> How are these expectations communicated to students and staff?</li> <li><input type="checkbox"/> Does the school provide a safe environment? Provide examples.</li> </ul>	
Infrastructure		School-specific questions
2.1	Describe the district's role in providing oversight / support for the school's academic program. <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum and instruction</li> <li><input type="checkbox"/> Assessments and data reports</li> <li><input type="checkbox"/> Coaching</li> </ul>	
2.2	Describe professional development to improve instruction and make progress toward goals <ul style="list-style-type: none"> <li><input type="checkbox"/> How is it decided?</li> <li><input type="checkbox"/> Is it useful / effective? Provide examples.</li> </ul>	
2.4	In what ways do school leaders support you in improving instructional practices? <ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback to teachers on planning documents (e.g., lesson plans)</li> <li><input type="checkbox"/> Feedback to teachers on instruction (e.g., formal and informal walkthroughs).</li> <li><input type="checkbox"/> Is it useful? Provide examples.</li> <li><input type="checkbox"/> Use of data to improve teaching and learning</li> </ul>	

## Teacher Focus Group Guide / Specialist Focus Group Guide

2.5	<p>What is the school’s approach to instruction? Are there common practices you are all expected to implement across classrooms?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Specific strategies</li> <li><input type="checkbox"/> Lesson structure</li> <li><input type="checkbox"/> Components of the school’s curriculum</li> <li><input type="checkbox"/> Supports for English language learners</li> </ul>	
<b>Staff Capacity</b>		<b>School-specific questions</b>
3.1	<p>How do staff at the school show a shared commitment to student learning?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Convey a belief that student learning is their collective responsibility</li> <li><input type="checkbox"/> Show it is important not to give up on students</li> <li><input type="checkbox"/> Hold each other accountable                             <ul style="list-style-type: none"> <li>○ Provide examples</li> </ul> </li> </ul>	
3.2.	<p>Describe the school’s approach to communication</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication flow between administration and teachers / staff</li> <li><input type="checkbox"/> Opportunities for input into school decision making</li> </ul>	
3.3	<p>Describe how you collaborate with staff at the school</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structured time to support teaching and learning (i.e., when, frequency, with whom)</li> <li><input type="checkbox"/> Sharing knowledge and expertise</li> <li><input type="checkbox"/> School leader’s role in supporting planning</li> </ul>	
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"> <li><input type="checkbox"/> Communications with parents / families (school and teacher)</li> <li><input type="checkbox"/> School activities / workshops for families</li> <li><input type="checkbox"/> Community involvement at the school</li> </ul>	
<b>Partnerships</b>		<b>School-specific questions</b>
4.1 & 4.2	<p>Describe the school’s existing partnerships.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support (and alignment to) school priorities</li> <li><input type="checkbox"/> Support student achievement / well being</li> </ul>	
<b>Return on Investment</b>		<b>School-specific questions</b>
5.3	<p>Do you have student assessment information that shows progress over time?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> At specific grade levels</li> <li><input type="checkbox"/> For specific content areas</li> </ul>	

Teacher Focus Group Guide / Specialist Focus Group Guide

Need 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? <input type="checkbox"/> School programs / activities that reflect the mission and vision	

## School Board Interview Guide

Leadership		School-specific questions
1.1	Please describe the school's improvement efforts. <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual's roles and responsibilities</li> <li><input type="checkbox"/> Organizational / programmatic changes to improve student achievement                             <ul style="list-style-type: none"> <li>○ Provide examples</li> </ul> </li> </ul>	
1.2	What are the school's priority performance challenges and goals and how have they been identified? <ul style="list-style-type: none"> <li><input type="checkbox"/> Data analysis to identify priorities / goals</li> <li><input type="checkbox"/> Alignment of resources</li> </ul>	
1.3	How have the goals and priority challenges been communicated to stakeholders? <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss data and results</li> <li><input type="checkbox"/> Measure / monitor / benchmark progress toward goals</li> <li><input type="checkbox"/> Use information in decision making</li> </ul>	
Infrastructure		School-specific questions
2.1	Describe the Board's role in supporting the school and school leadership. <ul style="list-style-type: none"> <li><input type="checkbox"/> Holding school leadership accountable?</li> </ul>	
2.2	Describe strategic staffing decisions to that have been implemented to support / improve the school program. <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher / staff / leadership recruitment and hiring</li> <li><input type="checkbox"/> Evaluation of staff</li> <li><input type="checkbox"/> Staff / leadership training and professional development</li> </ul>	
2.3	How does the school's organizational structure support essential functions and operations? <ul style="list-style-type: none"> <li><input type="checkbox"/> Operations (e.g., facilities, transportation, food services)</li> <li><input type="checkbox"/> Compliance (e.g., State reporting, UIP completion and submission, student attendance, school calendar)</li> <li><input type="checkbox"/> Finances (e.g., school budget, cash flow, reporting, audits)</li> </ul>	
2.4	How does leadership support teachers in developing their instructional practices? <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum, instruction and assessments</li> <li><input type="checkbox"/> Use of data to improve teaching and learning</li> <li><input type="checkbox"/> Feedback on instructional plans and / or practices</li> </ul>	



## School Board Interview Guide

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	
3.2.	How does the Board communicate with the school? <input type="checkbox"/> With whom? Types of communication? Frequency?	
3.4	Describe ways in which the Board / school engage the community and families <input type="checkbox"/> School activities / workshops for families <input type="checkbox"/> Community involvement at the school	
Partnerships		School-specific questions
4.1 & 4.2	Describe the school’s existing partnerships. <input type="checkbox"/> Board’s role <input type="checkbox"/> Support (and alignment to) school priorities	
Return on Investment		School-specific questions
5.1.	In what ways does the Board monitor improvement initiatives to ensure impact? <input type="checkbox"/> Systems for monitoring <input type="checkbox"/> Data use and analysis <input type="checkbox"/> Impact of specific initiatives <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 <input type="checkbox"/> Additional resources received (e.g., grant funding) that are showing results	
Need 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? <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 your rationale <input type="checkbox"/> Actions that are not viable, and rationale	

## District Interview Guide

Leadership		School-specific questions
1.1	Please describe the school’s improvement efforts. <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual’s roles and responsibilities</li> <li><input type="checkbox"/> Specific change agents</li> <li><input type="checkbox"/> Organizational/programmatic changes to improve student achievement                             <ul style="list-style-type: none"> <li>○ Provide examples</li> </ul> </li> </ul>	
1.2	What are the school’s priority performance challenges and goals and how have they been identified? <ul style="list-style-type: none"> <li><input type="checkbox"/> Data analysis to identify priorities/goals</li> <li><input type="checkbox"/> Improvement strategies</li> <li><input type="checkbox"/> Alignment of resources</li> </ul>	
1.3	How have the goals and priority challenges been communicated to stakeholders? <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss data and results</li> <li><input type="checkbox"/> Measure / monitor / benchmark progress toward goals</li> <li><input type="checkbox"/> Use information in decision making</li> </ul>	
Infrastructure		School-specific questions
2.1	Describe the district’s role in supporting school leadership and oversight for the school’s academic program. <ul style="list-style-type: none"> <li><input type="checkbox"/> Building school leadership capacity</li> <li><input type="checkbox"/> Monitoring curriculum, instruction, assessments</li> <li><input type="checkbox"/> Guidance and feedback to school leadership</li> </ul>	
2.2	Describe strategic staffing decisions at the school / district to support the school program. <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruitment and hiring</li> <li><input type="checkbox"/> Mentor programs</li> <li><input type="checkbox"/> Evaluation of staff</li> <li><input type="checkbox"/> Professional development to improve instruction and make progress toward goals                             <ul style="list-style-type: none"> <li>○ How is it decided?</li> <li>○ Review of data</li> <li>○ Coaching</li> <li>○ Evaluation of PD to ensure effectiveness and make improvements</li> </ul> </li> </ul>	

## District Interview Guide

2.3	<p>How does the district / school’s organizational structure support essential functions and operations?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Operations (e.g., facilities, transportation, food services)</li> <li><input type="checkbox"/> Compliance (e.g., State reporting, UIP completion and submission, student attendance, school calendar)</li> <li><input type="checkbox"/> Finances (e.g., school budget, cash flow, reporting, audits)</li> </ul>	
2.4	<p>How does the district support school leaders in developing teachers’ instructional practices?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum, instruction and assessments</li> <li><input type="checkbox"/> Feedback to teachers on planning documents (e.g., lesson plans)</li> <li><input type="checkbox"/> Feedback to teachers on instruction (e.g., formal and informal walkthroughs)</li> <li><input type="checkbox"/> Use of data to improve teaching and learning</li> </ul>	
2.5	<p>What is the district approach to instruction? Commonalities across schools?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum</li> <li><input type="checkbox"/> Resources</li> <li><input type="checkbox"/> Specific instructional strategies</li> <li><input type="checkbox"/> Lesson structure / plans</li> </ul>	
<b>Staff Capacity</b>		<b>School-specific questions</b>
3.2.	<p>Describe the school’s approach to communication</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication flow between school administration and district staff</li> <li><input type="checkbox"/> Opportunities for input into school decision making</li> </ul>	
3.3	<p>Describe how educators collaborate with each other at the school / in the district</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structured time to support teaching and learning</li> <li><input type="checkbox"/> Sharing knowledge and expertise</li> <li><input type="checkbox"/> School leader’s role in supporting planning</li> </ul>	
3.4	<p>Describe ways in which the district / school engages the community and families in support of student learning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communications with parents / families (school and district)</li> <li><input type="checkbox"/> School activities / workshops for families</li> <li><input type="checkbox"/> Community involvement at the school / in the district</li> </ul>	

## District Interview Guide

Partnerships		School-specific questions
4.1 & 4.2	Describe school / district existing partnerships. <input type="checkbox"/> Support (and alignment to) school priorities <input type="checkbox"/> Roles and responsibilities of existing partners <input type="checkbox"/> Role of the district	
Return on Investment		School-specific questions
5.1.	In what ways do you monitor the school's improvement initiatives to ensure impact? <input type="checkbox"/> Systems for monitoring <input type="checkbox"/> Data use and analysis <input type="checkbox"/> Impact of specific initiatives <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 <input type="checkbox"/> Additional resources received (e.g., grant funding) that are showing results	
Need 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? <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 your rationale <input type="checkbox"/> Actions that are not viable, and rationale	

## Family / Partner Interview Guide

Leadership		School-specific questions
1.1	Please describe the school's improvement efforts. <input type="checkbox"/> Probe goals, priority challenges and strategies for improvement.	
1.3	How have the goals / improvement strategies been communicated to you? <input type="checkbox"/> Do you receive updates on the school's progress / 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. <input type="checkbox"/> Does the school provide a safe environment? ○ Provide examples.	
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 <input type="checkbox"/> The school / principal? <input type="checkbox"/> District	
3.4	Describe ways in which the school engages the community and families in support of student learning <input type="checkbox"/> School activities / workshops for families <input type="checkbox"/> Community involvement at the school	
Partnerships		School-specific questions
4.1 & 4.2	Describe the school's existing partnerships. <input type="checkbox"/> Support (and alignment to) school priorities <input type="checkbox"/> Support for students	
Need 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? <input type="checkbox"/> School programs / activities that reflect the mission and vision	

## 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.

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; 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.

### CDE SRP School Stakeholder Input Form

This form should be completed by district leadership and the Governing Board. Please submit the form to Megan Tupa at SchoolWorks (mtupa@schoolworks.org or megantupa@gmail.com) within one week of the site visit. The SRP will take the school’s preferences into consideration in making recommendations to the Commissioner and State Board of Education.

<b>School Name:</b>		<b>Date:</b>	
<b>Names &amp; roles of district leaders/Governing Board members completing form:</b>			
<b>Possible State Action</b>	<b>Reason(s) this option may provide benefit for students</b>	<b>Reason(s) this option may not provide benefit for students</b>	
<b>Innovation Status for School</b>			
<b>Management by a Public or Private Entity</b>			
<b>Convert School to a Charter School</b>			
<b>School Closure</b>			
<b>In the space below, identify your preferred action(s) from the above options.</b>			