

State Review Panel District Site Visit Protocol

2020-21



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Part I: Introduction

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 Panelists' 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. For districts that continue to remain on the accountability clock, the SRP will conduct an additional progress monitoring site visit that will be used to assess the actions the district was previously directed to take, the fidelity to which the district has implemented directed actions, and the amount of time the district has had to implement the actions to achieve results.

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 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 district for at least one day to collect and analyze data related to the 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 Education Accountability Act of 2009. This includes determining whether:

- Leadership is adequate to implement change;
- Infrastructure is adequate to support school improvement;
- Readiness and capacity of district, institute, or school's personnel to plan effectively and lead appropriate actions is present;
- 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 complete a 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 a SRP district site visit?

The purpose of the reviews is to gather on-site evidence on a district'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 district. The site visits allow the SRP to interact with the district to determine capacity and solicit staff and School 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. For districts that continue to remain on the accountability clock, recommendations are made to the Commissioner and State Board of Education pertaining to previously directed actions and/or the need for the district to undertake additional or different actions.

What does the SRP district site visit entail?

The SRP utilizes multiple sources of evidence to understand how well a district 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 district's processes.

Prior to arriving on site, Panelists will 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 district, the site visit team uses evidence collected through focus groups and additional document review to come to consensus on capacity levels in relation to the six key areas. The team will prepare a written report that it will submit to the Commissioner and State Board of Education, which becomes part of a larger body of evidence regarding the district's performance.

The process will benefit most from open, frank, professional dialog between the district and the site visit team. The professionalism of the district and site visit team is essential. Both the district 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 identified district leaders with an orientation on the SRP site visit process. In addition, SchoolWorks will work with district leaders to begin collecting documents that the site visit team will review prior to arriving on site. These key documents include, for example, the district's most recent Unified Improvement Plan, curricula and related instructional documents, and professional development records. The purpose of this review is 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 district, previous site visit reports, and recommendation forms, if applicable.

This pre-visit analysis provides the team with initial information about the district's programs, initiatives, and the students it serves. Site visit team members will work with SchoolWorks to organize the schedule for the site visit. Team members review documents and record their initial questions about the district'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 and focus groups with key district and school stakeholders. After collecting evidence, the site visit team meets to confirm, refute, and modify its hypotheses about district performance and communicates its observations to the district leadership. The site visit team listens to the district's responses and makes every effort to follow up on evidence that the district indicates the team should collect.

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 to collate and discuss available evidence collected throughout the SRP process. While on site, the site visit team communicates with district leadership to keep the district informed of the team's progress in the process and to seek input on that progress. At the end of the SRP site visit, a report will be developed that will become part of a larger body of evidence regarding the district's performance.

Factual Corrections

Prior to submitting the report to the Commissioner, SchoolWorks provides three business days for the district to review the report for any errors of a factual nature. Factual corrections might include, for example: names, dates, historical references, program titles, or numbers of students, teachers, etc. The district should use the Factual Correction Request form (see Appendix D) to request factual corrections and provide evidence to support the requested changes. During the factual corrections process, the report can be reviewed internally and shared with the school's leadership, but it is not available for broad or public distribution. While the report may be edited corrections are deemed factual in nature, the content of the report, however, will not be edited.

Submission to the Commissioner and State Board of Education

The Commissioner and State Board of Education receive the report and recommendation from the SRP and a detailed report on the school/district from CDE; they rely on these sources of evidence to inform their final decision. Once the report and the recommendation have been submitted to the Commissioner, the Commissioner will be responsible for circulating the report and the recommendation to the State Board of Education and district leadership. Once the report and the recommendation is sent to the State Board of Education, it will also become available to the public.

Part II: Process and Results

How does the site visit team go about its work?

The site visit team is guided in its work by a code of conduct. Adherence to the code of conduct improves the quality of the site visit because districts 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 district 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 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 district.
- f. Staff focus groups are confidential. Any information reported to the team will remain anonymous in both oral and written reports.
- g. Try to understand what staff members 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.

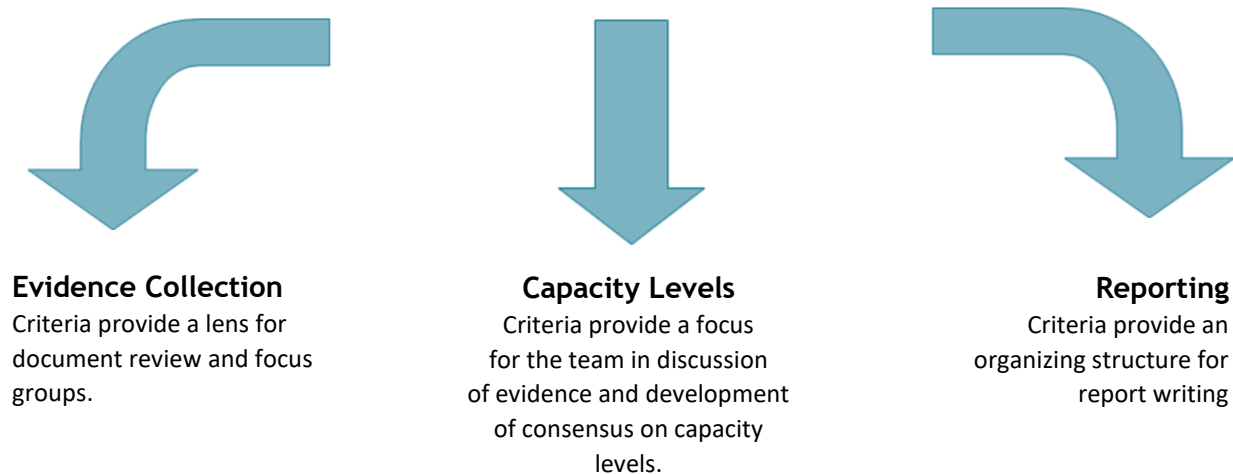
**Acknowledgement of Massachusetts Charter School Office Site Visit Protocol and the OFSTED code of conduct.*

How does the site visit team come to consensus on capacity levels based on a collection of documents and focus groups?

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 and focus groups, in relation to each of the criterion and indicators to come to consensus on capacity levels that indicate how well district 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. 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.

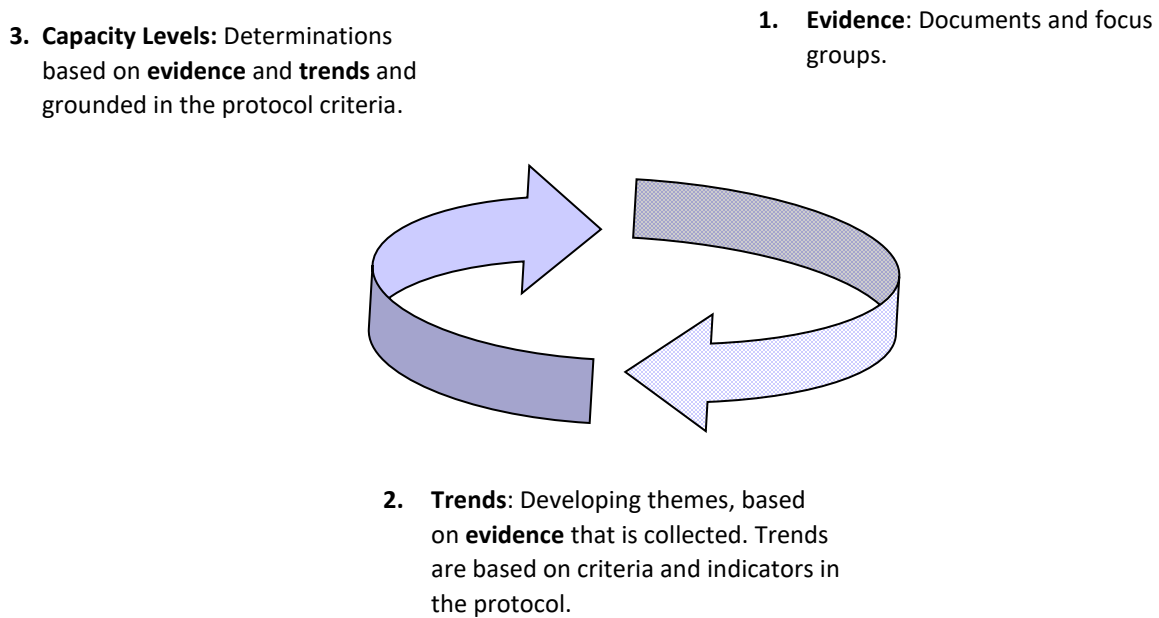
Figure 1: Criterion-driven



- **The process is an evidence-based system.** The capacity levels – which come from document reviews and focus groups – 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 district'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 district. 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.

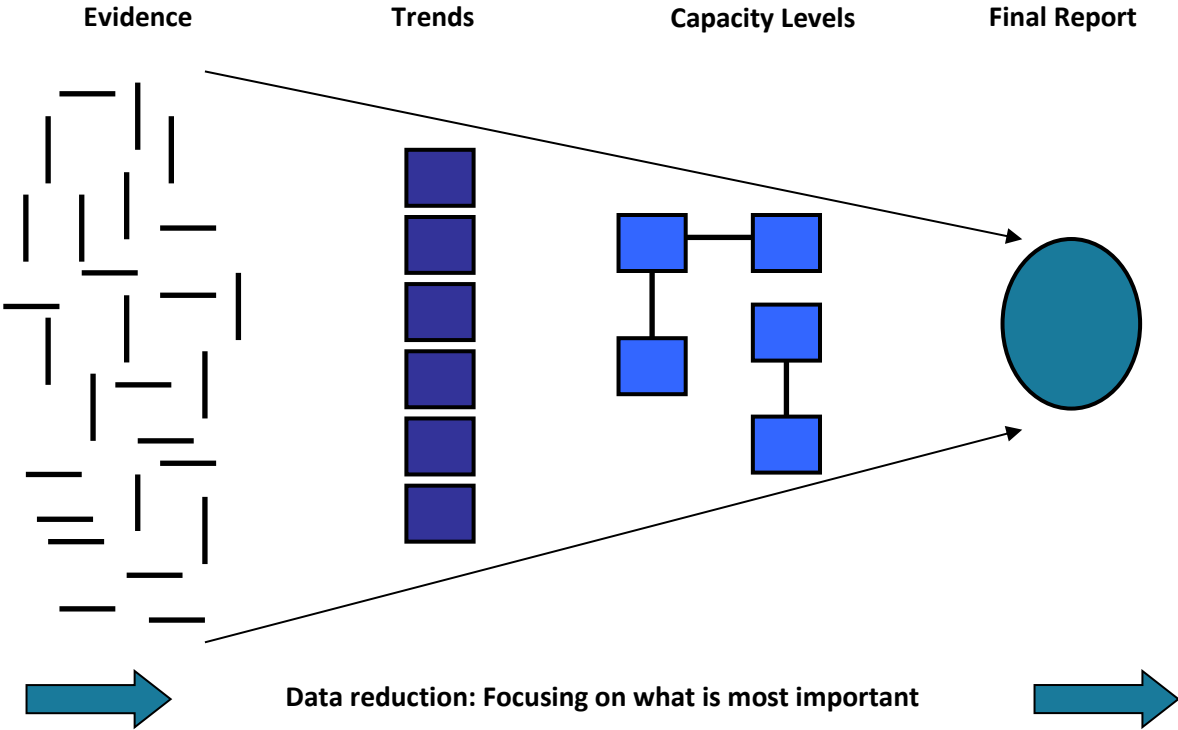
- **The process is iterative, repeatedly checking on and testing the quality of the capacity level and the evidence that supports them.** Site visit team members use a three-step process to move from pieces of evidence to capacity level about the district. First, the team records *evidence* by reviewing documents and conducting focus groups. The team reviews evidence to identify initial *trends* in the evidence. For example, the team would note a trend if all staff describe the curriculum in similar ways and if the description matched the documents reviewed by the team. The team then uses the evidence to determine findings and capacity levels. These are included in the written report that is sent to the Commissioner and State Board of Education. This process is represented in Figure 2.

Figure 2: An iterative process



- **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 do the site visit team and the district 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 district to determine site visit dates and introduces district leadership to the SRP site visit protocol.
2. The SchoolWorks project manager works with the district to begin establishing a specific schedule for the site visit. The project manager remains available to answer any questions and to work with the district to ensure that documents needed for the SRP are available in a timely manner.
3. The project manager creates a draft schedule of focus groups, finalizes the schedule with the district's input, and sends a copy of the schedule to the district and members of the team.
4. The district uses the District Task Checklist (see Appendix A) to ensure that all preparation is completed prior to the site visit.
5. The project manager sends a copy of the protocol, the schedule, focus group questions, and documents (including the State Review Panel's document review) for pre-visit analysis to the 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 district to a more flexible schedule that allows the site visit 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 team requires flexibility to move about the district and observe any aspect of the district without notice. However, as a matter of courtesy and in the spirit of developing and maintaining a good working relationship, the team works with the district 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 focus groups in accordance with the visit schedule. The team meets regularly during the visit to share evidence.
2. The site visit team keeps the district's leadership informed of its progress throughout the visit. This ensures that the district 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 focus groups and document review while on site.

Sample Daily Site Visit Schedule

Following is a sample daily schedule. Schedules will vary, depending on the size of the district and the number of site visit team members. The team leader will work to construct a daily schedule for the site visit, based on schedule documents and guidance provided by school/district leadership.

Sample Daily Site Visit Schedule		
Time	Team Member #1	Team Member #2
7:00–8:00 AM	Team arrives at district and morning meeting	
8:00–9:00 AM	Focus group with district leadership	Focus group with district leadership
9:00–11:30 AM	Document review	School Board focus group
11:30–12:00 PM	Focus group with district staff	Document review
12:00–1:00 PM	Lunch; Mid-day meeting and site visit team debrief	
1:00–2:30 PM	District stakeholder focus groups	
2:30–3:00 PM	Focus group with School Principals / Administrators	Focus group with Teachers
3:00– 5:30 PM	Team debrief and moderation; evidence sorting	
5:30-6:00	Check-out meeting with district 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 district and morning meeting	
8:00–9:00 AM	Follow-up with district leadership	
9:00–11:00 AM	Additional focus groups	
11:00 – 2:30	Team debrief and moderation; evidence sorting	

Written Report

1. The site visit team member responsible for completing the written report gathers all notes and other key evidence that have been collected by the team during the SRP site visit to use in drafting the report.
2. The writer develops a draft report that documents the evidence for the capacity levels. This report provides a written record of the capacity levels.
3. Before it is sent to CDE, all team members provide comments on the draft written report according to pre-established timelines.
4. The report is finalized and submitted to the Commissioner and State Board of Education, and then becomes part of a larger body of evidence regarding the district’s performance.

Part III: Roles and Responsibilities

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

Project Manager

Roles and responsibilities for the project manager include:

1. *Modeling and enforcing the code of conduct*
 - Project managers should exhibit the highest professional standards and are responsible for ensuring that their team does so, as well.
2. *Coordination with the district*
 - Before the visit, the project manager contacts the district to ensure that documents are made available in a timely manner and there is a schedule for the site visit.
 - The project manager should serve as the contact person to address any questions about the site visit.
 - The project manager ensures that the district 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 visit protocol, district documents) to review.
 - Once the site visit schedule has been established, the project manager assigns team members to conduct focus groups and document review.
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

Success of the visit relies heavily on team members’:

1. *Adherence to the code of conduct*

- Staff focus groups are confidential. Any information reported to the team will remain anonymous.
- Classroom and school visits, should they take place, are confidential. Classroom and school visits are not evaluations. Individual staff members will not be provided feedback and information will not be shared with any school personnel.

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.

3. *Collection of evidence*

- Team members adhere to 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:
 - 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.
- The team members ensure that all focus groups are attended and go smoothly.

6. *Communication with the district while on site*

- The team is responsible for maintaining good channels of communication with the district at all times.

7. *Reporting*

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

Districts

To be an effective partner in the process, the district:

1. *Act as essential partners in the site visit process*

- The district makes the purpose and process of the review team’s visit clear to all stakeholders.
- The district welcomes the site visit team and recognizes its efforts on behalf of the district staff.
- The district 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 district engages principals and other stakeholders to reflect on the district’s performance.

2. *Designate a meeting room*

- The site visit 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, focus groups should not be scheduled in this space but planned for elsewhere in the building.

3. *Communicate with the site visit team*

- District leadership works collaboratively with the project manager prior to the site visit to ensure that documents are provided in a timely manner (See Appendix A).
- District leadership works collaboratively with the team during the site visit to provide any additional documents requested.
- District leadership maintains good communication with the team throughout the process, honestly expressing concerns and feedback from staff.

Part IV: State Review Panel Key Questions

The following key questions reflect the required components of review as outlined in the Education Accountability Act of 2009. These key questions guide the site visit team's work in the district. 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 district leadership adequate to implement change to improve results?*
2. *Is the district infrastructure adequate to support school/district improvement?*
3. *Is there readiness and apparent capacity of district 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 district remain in operation to serve students?*

Part V: State Review Panel Criteria and Indicators

This section contains the complete list of the CDE State Review Panel Criteria and Indicators. These criteria and indicators are used to guide evidence collection, team deliberation, and development of capacity levels during the site visit.

Leadership

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

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

- Leadership communicates a relentless commitment to the district 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 district staff, school leadership, teachers, district accountability committee, parents and community members.

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 district and school personnel.
- District and school staff understand their responsibilities for achieving goals.
- Leadership maintains district-wide focus on achieving established goals.
- Leadership has established systems to measure and report interim results toward goals.

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

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

2. Is the district 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.

- Leadership ensures ongoing development for emerging and current school leaders with a focus on building leadership capacity to lead turnaround efforts and sustain improvement.
- Leadership 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.: District leadership has a strong focus on recruiting and retaining talent; creates and implements systems to select, develop, and retain effective leaders, 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 leaders, teachers, and staff members with commitment to, and competence in, the district's philosophy, design, and instructional framework (e.g., trained and experienced with curriculum, certified/licensed to teach, qualified to teach subject area).
- Leadership ensures the evaluation of all staff, and dismisses those who do not meet professional standards and expectations.
- Leadership provides leaders, teachers, and staff members 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 leaders, teachers, and staff members to demonstrate their learned competency in a tangible and assessable way.
 - PD engages leaders, teachers, and staff members 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: District leadership ensures that the district has sound financial and operational systems and processes.

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

Criterion 2.4: District leadership provides effective instructional leadership.

- District leaders ensure that schools implement a coherent, comprehensive, and aligned curriculum.
 - District leaders ensure that schools' curriculum, instruction, and assessments are aligned with State standards, aligned with each other, and coordinated both within and across grade levels.
 - District leaders ensure that instructional materials are selected and/or developed in accordance with a district-wide instructional framework and aligned with established curriculum standards.
 - District leaders ensure the curriculum is periodically reviewed and revisions are made accordingly.
- The district ensures that school leaders provide meaningful feedback on teachers' instructional planning and practice.
 - The district ensures that leaders regularly provide meaningful feedback on instructional planning.
 - The district ensures that leaders regularly observe instruction and provide meaningful, timely feedback that helps teachers improve their practice.
- District leaders provide conditions that support school-wide data cultures.
 - Staff, school leaders and teachers have easy access to varied, current, and accurate student and instructional data.
 - Staff, school leaders, and teachers are provided time to collect, enter, query, analyze, and represent student data and use tools that help them act on results.
 - District leaders ensure that all staff, school leaders, and 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).

Staff Capacity

3. *Is there readiness and apparent capacity of district 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.

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

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

- Communications among all stakeholder groups are constructive, supportive, and respectful.
- Communications between leadership and district/school staff are fluid, frequent, and open.
- District leaders model and convey well-defined beliefs about teaching and learning, and convey value for innovation, learning from mistakes, and risk-taking.
- District 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., high- or low-poverty; urban or rural district).

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

- District personnel meet frequently during regularly scheduled, uninterrupted times to collaborate, establish improvement goals, and make data-informed instructional decisions.
- District personnel's collaborative meetings have a clear and persistent focus on improving student learning and achievement.
- District personnel describe sharing knowledge and expertise among colleagues as essential collaborative activity for job success.
- District staff and school leaders are willing to talk about their own practice, to actively pursue and accept feedback from colleagues, and to try new leadership strategies.
- The district has created a performance-driven culture in which district staff, school leaders, and teachers effectively use data to make decisions about daily instruction and the organization of students.

Criterion 3.4: The district engages the community and families in support of students' learning school improvement efforts.

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

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 district collaborates effectively with existing external partners.

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

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

- The district 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

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

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 district's promotion or exit standards.
- The performance of student subgroups on State assessments demonstrates that the district 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 district remain in operation to serve students?*

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

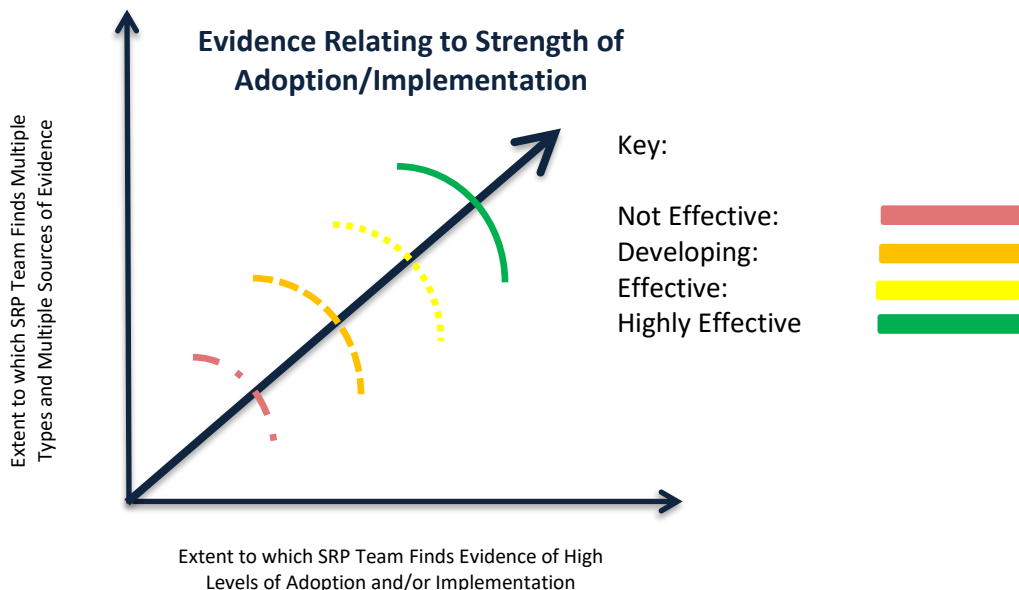
- All stakeholders share an understanding of, and commitment to, the mission and vision.
- District programs reflect the mission and vision.
- The mission and vision guide decisions about teaching and learning.
- The mission and vision meet the needs of an identified student population.

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

- The district serves an isolated and/or remote community.
- Closure or consolidation of district would have a significant negative impact on the community.
- Comparison districts 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 types¹ and multiple sources² of evidence related to the adoption and/or implementation of a practice or system AND the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



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

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

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

Appendix A: District Task Checklist

The District Task Checklist can be used by the district to prepare for the SRP. It includes key tasks that the district 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 district in advance of the visit.

ITEMS TO BE IN THE SRP PORTAL (FROM CDE) 2 WEEKS BEFORE THE SRP SITE VISIT	
1. District performance framework	
2. Most recent version of the district's Unified Improvement Plan (UIP)	
3. District/School accountability pathway plan(s)	
4. Unified Improvement Plan (UIP) feedback from CDE	
5. Access to data dashboard	
ADDITIONAL ITEMS FOR PROGRESS MONITORING REVIEWS	
6. State Review Panel reports and recommendations from previous reviews	
7. State Board Final written determination	
8. CDE Accountability Report	
ITEMS TO BE SENT BY DISTRICT TO THE PROJECT MANAGER BEFORE THE SRP SITE VISIT	
9. Roster of district personnel, titles, and roles	
10. Organizational chart for district, including list of district departments and leaders, as well as schools and school leaders	
11. The district mission and a summary of key programs, initiatives, and grants	
12. School mission statements and a summary of participation in district programs / grants	
13. Student enrollment and demographic information for three years	
14. Professional development calendar for this academic year and the previous academic year, including district mandates and school-directed PD	
ITEMS TO BE PREPARED BY THE DISTRICT BEFORE THE SRP SITE VISIT	
15. District personnel and school leaders are aware of the visit and its purpose; focus groups are coordinated and participation confirmed	
16. State Review Panel Parent and Family Survey sent	
17. Private meeting space for site visit team secured	

Supplemental Documents for Review

As part of the site visit, the SRP will also review supplemental documents provided by the district that are aligned to the six key areas. Ideally the district will submit relevant documents through the Online Portal (<https://login.salesforce.com>). If this is not possible, the district 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, districts can submit supplemental documents electronically and/or in hard copy to the Online Portal. **All documents should be organized by key question.** The district can reference the key questions, criteria, and indicators located on pages 17-24 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. District-wide strategic plan, if applicable.	
	2. Any other documents that the district believes would help the team to understand the district's role in setting expectations or driving change.	
KQ2	3. Professional development calendar for this school year and the previous school year.	
	4. Sample curricular documents that link standards to school/classroom instructional practices (e.g., scope and sequence, pacing guides, textbooks) from varied grade levels and subject areas.	
	5. Student work samples from varied grade levels and subject areas.	
	6. A copy of the district's staff, principal, and teacher evaluation policies, including template evaluation forms for both principals and teachers.	
	7. Data on the number of staff, principals, and teachers let go due to poor performance (WITHOUT names) for the last two years, including reasons, if available.	
	8. Any other documents that the district believes would help the team to understand the district's infrastructure, staff development, and instructional leadership.	
KQ3	9. Examples of district leadership-level data monitoring systems or collaborative processes (e.g., meeting agendas, dashboards, action plans) including any districtwide expectations for schools.	
	10. Evidence of community outreach and family engagement (e.g., flyers, calendars, newsletters).	
	11. Parent and Family survey information	
	12. Any other documents that the district believes would help the team to understand the capacity of personnel to plan effectively and involve community stakeholders.	
KQ4	13. Any documents that the district believes would help the team to understand the district's engagement with external partners , including districtwide partnerships and specific school partnerships that are managed through the district.	
KQ5	14. Description of grants received by the district and schools who benefit from this investment.	
	15. Any other documents that the district believes would help the team to understand the likelihood of positive return on investment , including (but not limited to) how the district determines if grants, resources, and improvement initiatives are effective.	
KQ6	16. Any other documents that the district believes would help the team to understand the need for the district to remain in operation.	

Frequently asked questions from school/district 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 the 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. 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 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 example schedule?*

The site visit team recognizes that each district 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 district leadership to create a schedule that minimizes disruptions to the typical day.

Appendix B: Focus Group Guidance and Worksheets

During the SRP, a series of focus groups will be conducted to gather information about the district. Focus groups are intended to provide information about the implementation of the district’s program and operations. The site visit team leader, with guidance from district leadership, will work to establish a schedule that is appropriate for the district.

DISTRICT-WIDE FOCUS GROUPS		
Focus groups	Description	Approximate Time Needed
School Board	This focus group is conducted with one or more members (but less than quorum) of the district’s School Board or oversight body.	1 hour
District Leadership	District leadership includes the superintendent and key assistants (e.g., assistant superintendent, curriculum director). In addition to a focus group, district leadership may be asked to provide further guidance and insight throughout the visit. The project manager will work with the district to determine the right configurations for district leadership focus groups.	45 minutes to 1 hour
District Staff	Groups of district staff charged with carrying out district initiatives or overseeing school operations. These may include district level coaches, human resources staff, data analysts, or other staff members the district deems appropriate.	30-45 minutes
School Leadership	Groups of school leaders make up focus groups. In some cases, the team may request a focus group meeting with assistant principals, directors of instruction, 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 schools’ leadership staff as possible. The project manager will work with the district to determine the right configurations for school leadership focus groups.	45 minutes to 1 hour
Teachers	Groups of teachers within the district from multiple grade levels and subject areas.	30 minutes
External / Community Partners	External partners and / or key members of the district community. District leaders are asked to identify partners and community members who play a significant role in district functioning and organize them into one focus group.	30-45 minutes
*Non-Instructional and Paraprofessional Staff	Group of non-instructional staff and paraprofessionals from multiple grade levels and subject areas.	30 minutes
Check-out meeting with District Leadership	At the end of day 2, site visit team members will hold a brief check-out meeting with district leaders to ask any lingering questions, ensure all relevant documents have been provided, and to answer any questions about next steps.	30 minutes

*Recommended but not required.

What is the purpose of the focus group worksheets?

Focus group worksheets are provided to:

1. Enable the participants to easily identify questions consistent with the criteria and indicators in this protocol, in order to gather appropriate evidence;
2. Ensure uniformity across focus groups conducted; and,
3. Provide multiple sources of evidence to support the site visit team's capacity levels.

The focus group worksheet provides a template for the site visit team to use during focus groups. This ensures that questions are being asked in accordance with the SRP protocol and that all team members are asking uniform questions. While on site, the team may develop additional, district-specific focus group 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.

A worksheet exists for each type of focus group (e.g., district leadership, district staff, school leadership) that the site visit team will interview while on site. Focus group questions might look slightly different since focus groups conducted with district leadership might include slightly different content than what the team would ask school leadership. In addition, question delivery might vary slightly.

How do I use the focus group worksheet?

The focus group worksheets contain possible focus group 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. Focus group notes are recorded by the site visit team for use during team deliberations and to provide the report writer with a record of focus groups to ensure a sound and accurate evidence base.

District Leadership Interview Guide

Leadership	District-specific questions
<p>1.1</p> <p>Please describe the district’s improvement efforts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> School roles and responsibilities <input type="checkbox"/> Specific change agents <input type="checkbox"/> Organizational/programmatic changes to improve student achievement <ul style="list-style-type: none"> ○ Provide examples 	
<p>1.1 (Progress Monitoring only)</p> <p>Describe the improvement actions the district was previously directed to take by the State Board. Explain implementation strengths and challenges.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Overall level of progress (fidelity) in implementing the directed action/s. <input type="checkbox"/> Implementation timelines for directed action/s <ul style="list-style-type: none"> ○ What has been implemented already? What are the next steps? ○ What has not been implemented? Why? ○ Have there been changes to improve implementation? <p>Improvements to student culture and/or achievement</p>	
<p>1.1 (Progress Monitoring only)</p> <p>Describe the different roles and responsibilities involved in implementing the district’s improvement efforts and directed actions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> School roles and responsibilities <ul style="list-style-type: none"> ○ Effectiveness at implementing directed actions <input type="checkbox"/> Specific change agents <input type="checkbox"/> Organizational/programmatic changes to improve student achievement <p>Provide examples</p>	
<p>1.2</p> <p>What are the district’s priority performance challenges and how have they been identified?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data analysis <input type="checkbox"/> Identified priorities (i.e., performance challenges, strategies) <input type="checkbox"/> Role of school leaders/teachers/other staff in decision making <input type="checkbox"/> Alignment of resources 	
<p>1.3</p> <p>How have the district’s goals and priority challenges been communicated to stakeholders?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss data and results <input type="checkbox"/> Measure / monitor / benchmark progress toward goals <input type="checkbox"/> Use information in decision making 	

District Leadership Interview Guide

1.4	<p>How does the district establish high expectations for student academics and behavior?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide examples of districtwide expectations for academics and student achievement across the district / schools. <input type="checkbox"/> Provide examples of districtwide expectations for behavior across the district / schools. <ul style="list-style-type: none"> ○ Probe discipline, suspension, truancy 	
1.4	<p>How does the district ensure a safe environment for students and staff?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide examples of district requirements / supports to ensure safety. 	
Infrastructure		District-specific questions
2.1	<p>Describe the School Board’s role in supporting district leadership and oversight of the district’s academic program.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building district leadership capacity <input type="checkbox"/> Monitoring curriculum, instruction, assessment <input type="checkbox"/> Guidance and feedback to district leadership <input type="checkbox"/> Monitoring implementation of the district’s State-directed action (Progress Monitoring only) 	
2.2	<p>Describe strategic staffing decisions to support the district and schools.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment and hiring <input type="checkbox"/> Mentor programs <input type="checkbox"/> Evaluation of staff <input type="checkbox"/> Professional development to improve instruction and make progress toward goals <ul style="list-style-type: none"> ○ How is it decided? ○ Review of data ○ Coaching ○ Evaluation of PD to ensure effectiveness and make improvements 	
2.3	<p>How does the district’s organizational structure support essential functions and operations?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Operations (e.g., facilities, transportation, food services) <input type="checkbox"/> Compliance (e.g., State reporting, UIP completion and submission, student attendance, school calendar) <input type="checkbox"/> Finances (e.g., school budget, cash flow, reporting, audits) 	
2.4	<p>How do you ensure school leadership possesses strong instructional leadership?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, instruction and assessments 	

District Leadership Interview Guide

	<ul style="list-style-type: none"> <input type="checkbox"/> Use of data to improve teaching and learning <input type="checkbox"/> Providing feedback to teachers? (lesson plans, walkthroughs) <input type="checkbox"/> What are the district’s expectations for instructional feedback from school leaders to teachers? Has the support implemented any school-level actions as directed by the State Board? (Progress Monitoring only) 	
Staff Capacity		District-specific questions
3.1	<p>How does the district ensure a shared commitment to student learning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convey a belief that student learning is a collective responsibility <input type="checkbox"/> Show it is important not to give up on students <input type="checkbox"/> Hold schools and staff accountable <ul style="list-style-type: none"> ○ Provide examples 	
3.2	<p>Describe the how the district communicates with schools and staff.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication flow between the district and school administration <input type="checkbox"/> Between the district and teachers/staff <input type="checkbox"/> What opportunities do school leaders and staff have to provide input into decisions made for the district and / or its schools? 	
3.3	<p>Describe district expectations for collaboration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> District leaders <input type="checkbox"/> School leaders across the district <input type="checkbox"/> Structured time to support teaching and learning – teacher time <input type="checkbox"/> School leader’s role in supporting teacher planning and collaboration 	
3.4	<p>Describe ways in which the district engages the community and families in support of student learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communications with parents / families (district and school) <input type="checkbox"/> District activities / workshops for families <ul style="list-style-type: none"> ○ Expectations for schools <input type="checkbox"/> Community involvement across the district 	
Partnerships		District-specific questions
4.1 and 4.2	<p>Describe the district’s existing partnerships.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support (and alignment to) district priorities <input type="checkbox"/> Roles and responsibilities of existing partners <input type="checkbox"/> Support for schools with existing partnerships 	

District Leadership Interview Guide

	<input type="checkbox"/> If partnerships are a part of the directed action the district is implementing, describe those partnership efforts in detail. (Progress Monitoring only)	
Return on Investment		District-specific questions
5.1.	In what ways do you monitor improvement initiatives to ensure impact? <ul style="list-style-type: none"> <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 district. <ul style="list-style-type: none"> <input type="checkbox"/> Programs / initiatives / turnaround efforts that have demonstrated results <input type="checkbox"/> Resource alignment with improvement efforts <input type="checkbox"/> Additional resources received (e.g., grant funding) that are showing results <ul style="list-style-type: none"> ○ Probe for differences across schools <input type="checkbox"/> Describe any resources that are a part of the district’s directed action. (Progress Monitoring only) 	
Need to Remain in Operation to Serve Students		District-specific questions
6.1	What is the mission and vision of the district? <ul style="list-style-type: none"> <input type="checkbox"/> How was the mission / vision developed? <input type="checkbox"/> Communicated to schools, staff, parents and community members? <input type="checkbox"/> District programs / initiatives that reflect the mission and vision 	
6.2	Which of the required actions is the right solution for the district? <ul style="list-style-type: none"> <input type="checkbox"/> Describe your rationale <input type="checkbox"/> Actions that are not viable, and rationale 	
6.2 (Progress Monitoring only)	Is the current directed action the right solution for the district ? Are there different or additional actions that need to occur? <ul style="list-style-type: none"> <input type="checkbox"/> Describe your rationale <input type="checkbox"/> Actions that are not viable, and rationale 	

School Board Interview Guide

Leadership		District-specific questions
1.1	<p>Please describe the district’s improvement efforts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board roles and responsibilities <input type="checkbox"/> District roles and responsibilities <input type="checkbox"/> Specific change agents <input type="checkbox"/> Organizational/programmatic changes to improve student achievement <ul style="list-style-type: none"> ○ Provide examples 	
1.1 (Progress Monitoring only)	<p>Describe the improvement actions the district was previously directed to take by the State Board.</p> <p>Explain implementation strengths and challenges.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Overall level of progress (fidelity) in implementing the directed action/s. <input type="checkbox"/> Implementation timelines for directed action/s <ul style="list-style-type: none"> ○ What has been implemented already? What are the next steps? <p>What has not been implemented? Why?</p>	
1.1 (Progress Monitoring only)	<p>Describe the different roles and responsibilities involved in implementing the district’s improvement efforts and directed actions.</p> <ul style="list-style-type: none"> ○ School Board roles and responsibilities ○ District leadership roles and responsibilities ○ School leadership roles and responsibilities <ul style="list-style-type: none"> <input type="checkbox"/> Specific change agents <p>Effectiveness at implementing directed actions</p>	
1.2	<p>What are the district’s priority performance challenges and how have they been identified?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data analysis <input type="checkbox"/> Identified priorities (i.e., performance challenges, strategies) <input type="checkbox"/> Alignment / allocation of resources 	
1.3	<p>How have the district’s goals and priority challenges been communicated to stakeholders?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss data and results <input type="checkbox"/> Measure / monitor / benchmark progress toward goals <input type="checkbox"/> How has the School Board supported these communications? 	

School Board Interview Guide

Infrastructure	District-specific questions
<p>2.1 Describe the School Board’s role in supporting district leadership and oversight of the district’s academic program.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building district leadership capacity <input type="checkbox"/> Monitoring curriculum, instruction, assessment <input type="checkbox"/> Guidance and feedback to district leadership <input type="checkbox"/> Monitoring implementation of the district’s State-directed action (Progress Monitoring only) 	
<p>2.2 Describe strategic staffing decisions to support the district and schools.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment and hiring <input type="checkbox"/> Evaluation of staff <input type="checkbox"/> Professional development to improve instruction and make progress toward goals 	
<p>2.3 How does the district’s organizational structure support essential functions and operations?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Operations (e.g., facilities, transportation, food services) <input type="checkbox"/> Compliance (e.g., State reporting, UIP completion and submission, student attendance, school calendar) <input type="checkbox"/> Finances (e.g., school budget, cash flow, reporting, audits) 	
<p>2.4 How do you ensure district leadership possesses strong instructional leadership?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, instruction, and assessments <input type="checkbox"/> Use of data to improve teaching and learning <input type="checkbox"/> Special education and English language learners 	

School Board Interview Guide

Staff Capacity		District-specific questions
3.1	<p>How does the district ensure a shared commitment to student learning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convey a belief that student learning is a collective responsibility <input type="checkbox"/> Show it is important not to give up on students <input type="checkbox"/> Hold schools and staff accountable <ul style="list-style-type: none"> ○ Provide examples 	
3.2	<p>Describe the how the district communicates with schools and staff.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication flow between the School Board, the district, and school administration 	
3.3	<p>Describe district expectations for collaboration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> District leaders <input type="checkbox"/> School leaders across the district 	
3.4	<p>Describe ways in which the district engages the community and families in support of student learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communications with parents / families (district and school) <input type="checkbox"/> School Board / district activities / workshops for families <input type="checkbox"/> Community involvement across the district 	
Partnerships		District-specific questions
4.1	Describe the district’s existing partnerships.	
4.2	<ul style="list-style-type: none"> <input type="checkbox"/> Support (and alignment to) district priorities <input type="checkbox"/> Roles and responsibilities of existing partners <input type="checkbox"/> If partnerships are a part of the directed action the district is implementing, describe those partnership efforts in detail. (Progress Monitoring only) 	
Return on Investment		District-specific questions
5.1.	<p>In what ways do you monitor improvement initiatives to ensure impact?</p> <ul style="list-style-type: none"> <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/modify/ discontinue a program based on data analysis 	
5.2	<p>Describe resource decisions that have resulted in positive returns for the district.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs / initiatives / turnaround efforts that have demonstrated results <input type="checkbox"/> Resource alignment with improvement efforts <input type="checkbox"/> Additional resources received (e.g., grant funding) that are showing results 	

School Board Interview Guide

	<input type="checkbox"/> Any resources that are a part of the district’s directed action. (Progress Monitoring only)	
Need to Remain in Operation to Serve Students		District-specific questions
6.1	What is the mission and vision of the district? <input type="checkbox"/> How was the mission / vision developed? <input type="checkbox"/> Communicated to schools, staff, parents and community members? <input type="checkbox"/> What does the School Board do to uphold the mission and vision?	
6.2	Are there other viable options for enrolled students that will likely lead to better outcomes? <input type="checkbox"/> District population needs <input type="checkbox"/> Community receptiveness of district reorganization or school closure <input type="checkbox"/> Performance levels of neighboring districts	
6.2	Which of the required actions is the right solution for the district ? <input type="checkbox"/> Describe your rationale <input type="checkbox"/> Actions that are not viable, and rationale	
6.2 (Progress Monitoring only)	Is the current directed action the right solution for the district ? Are there different or additional actions that need to occur? <input type="checkbox"/> Describe your rationale <input type="checkbox"/> Actions that are not viable, and rationale	

School Leader Interview Guide

Leadership	District-specific questions
<p>1.1</p> <p>Please describe the district’s improvement efforts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> District versus school roles and responsibilities <input type="checkbox"/> Specific change agents <input type="checkbox"/> Organizational/programmatic changes to improve student achievement <ul style="list-style-type: none"> ○ Provide examples 	
<p>1.1 (Progress Monitoring only)</p> <p>Describe the improvement actions the district was previously directed to take by the State Board. Explain implementation strengths and challenges.</p> <ul style="list-style-type: none"> ○ Overall level of progress (fidelity) in implementing the directed action/s. ○ Implementation timelines for directed action/s <ul style="list-style-type: none"> ○ What has been implemented already? What are the next steps? ○ What has not been implemented? Why? ○ Have there been changes to improve implementation? <p>Improvements to student culture and / or achievement</p>	
<p>1.1 (Progress Monitoring only)</p> <p>Describe the different roles and responsibilities involved in implementing the district’s improvement efforts and directed actions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> District roles and responsibilities <input type="checkbox"/> School roles and responsibilities <ul style="list-style-type: none"> ○ Effectiveness at implementing directed actions <input type="checkbox"/> Specific change agents <input type="checkbox"/> Organizational/programmatic changes to improve student achievement <p>Provide examples</p>	
<p>1.2</p> <p>What are the district’s priority performance challenges and goals and how have they been identified? What are your school’s priority performance challenges and goals?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data analysis to identify priorities / goals <input type="checkbox"/> Alignment of resources 	
<p>1.3</p> <p>How have the district goals and priority challenges been communicated to stakeholders?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss data and results <input type="checkbox"/> Measure / monitor / benchmark progress toward goals <input type="checkbox"/> Use information in decision making 	

School Leader Interview Guide

1.4	<p>How does the district establish high expectations for student academics and behavior?</p> <input type="checkbox"/> How were these expectations communicated to you?	
1.5	<p>What are the expectations for student academics and behavior at your school?</p> <input type="checkbox"/> Provide examples of high expectations for academics at the school. <input type="checkbox"/> Provide examples of high expectations for behavior at the school.	
1.6	<p>Does the district provide a safe environment for students and staff?</p> <input type="checkbox"/> Provide examples	
Infrastructure		District-specific questions
2.1	<p>Describe the district’s role in supporting school leadership and oversight for the school’s academic program.</p> <input type="checkbox"/> Building school leadership capacity <input type="checkbox"/> Monitoring curriculum, instruction, assessments <input type="checkbox"/> Guidance and feedback to school leadership <input type="checkbox"/> Monitoring implementation of the district’s State-directed action (Progress Monitoring only)	
2.2	<p>Describe strategic staffing decisions to support the school program.</p> <input type="checkbox"/> Recruitment and hiring <input type="checkbox"/> Mentor programs <input type="checkbox"/> Evaluation of staff <input type="checkbox"/> Professional development to improve instruction and make progress toward goals <ul style="list-style-type: none"> ○ How is it decided? ○ Review of data ○ Coaching ○ Evaluation of PD to ensure effectiveness and make improvements 	
2.3	<p>How does the district’s organizational structure support essential functions and operations?</p> <input type="checkbox"/> Operations (e.g., facilities, transportation, food services) <input type="checkbox"/> Compliance (e.g., State reporting, UIP completion and submission, student attendance, school calendar) <input type="checkbox"/> Finances (e.g., school budget, cash flow, reporting, audits)	

School Leader Interview Guide

2.4	<p>How does the district support you in developing your instructional leadership and teacher’s instructional practices?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the district’s expectations for instructional feedback from school leaders to teachers? Curriculum, instruction and assessments <input type="checkbox"/> Feedback to teachers (e.g., lesson plans, walkthroughs) <input type="checkbox"/> Use of data to improve teaching and learning <input type="checkbox"/> Communication, transparency 	
Staff Capacity		District-specific questions
3.1	<p>How does the district show a shared commitment to student learning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convey a belief that student learning is their collective responsibility <input type="checkbox"/> Show it is important not to give up on students <ul style="list-style-type: none"> o Provide examples 	
3.2	<p>Describe the district’s approach to communication.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication flow between the district and the school and teachers/staff <input type="checkbox"/> Opportunities for decision-making at the district level? School level? 	
3.3	<p>Describe district expectations for collaboration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> School leaders across the district <input type="checkbox"/> Structured time for teachers to collaborate to support teaching and learning <input type="checkbox"/> What does planning / collaborative time look like at your school? Your role in supporting planning. 	
3.4	<p>Describe ways in which the district engages the community and families in support of student learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communications with parents / families <input type="checkbox"/> Districtwide activities / workshops for families <input type="checkbox"/> Community involvement 	
3.4	<p>Describe ways in which your school engages the community and families in support of student learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communications with parents / families <p>Activities / workshops for families</p>	

School Leader Interview Guide

Partnerships		District-specific questions
4.1	Describe the district’s existing partnerships.	
4.2	<input type="checkbox"/> Support (and alignment to) district priorities <input type="checkbox"/> Impact of / support for partnerships in your school	
Return on Investment		District-specific questions
5.1.	In what ways does the district monitor improvement initiatives to ensure impact? In what ways does the school 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 district and / or your 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	
Need to Remain in Operation to Serve Students		District-specific questions
6.1	What is the mission and vision of the district? What is the mission and vision of your school? <input type="checkbox"/> How was the mission / vision developed and communicated? <input type="checkbox"/> District and / or school programs / activities that reflect the mission and vision	
6.2	Are there other viable options for enrolled students that will likely lead to better outcomes? <input type="checkbox"/> District population needs <input type="checkbox"/> Community receptiveness of district reorganization or school closure <input type="checkbox"/> Performance levels of neighboring schools/districts	

School Leader Interview Guide

6.2 (Progress Monitoring only)	Is the current directed action the right solution for the district ? Are there different or additional actions that need to occur? <input type="checkbox"/> Describe your rationale <input type="checkbox"/> Actions that are not viable, and rationale	
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Teacher Interview Guide

Leadership		District-specific questions
1.1	<p>Please describe the district's improvement efforts. Please describe your school's improvement efforts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual's roles and responsibilities <input type="checkbox"/> Specific change agents <ul style="list-style-type: none"> ○ Provide examples 	
1.1 (Progress Monitoring only)	<p>Describe the improvement actions the district was previously directed to take by the State Board. How are these efforts are being implemented in your school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Overall level of progress (fidelity) in implementing the directed action/s. <input type="checkbox"/> Implementation timelines for directed action/s <ul style="list-style-type: none"> ○ What has been implemented already? What are the next steps? ○ What has not been implemented? Why? ○ Have there been changes to improve implementation? <p>Improvements to student culture and / or achievement</p>	
1.1 (Progress Monitoring only)	<p>Describe the different roles and responsibilities involved in implementing the district's improvement efforts and directed actions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> School roles and responsibilities <input type="checkbox"/> Effectiveness at implementing directed actions <input type="checkbox"/> Organizational/programmatic changes to improve student achievement <p>Provide examples</p>	
1.2	<p>What are the district / school's priority performance challenges and goals and how have they been identified?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do you have resources to support / that are aligned with improvement efforts? 	
1.3	<p>How have the goals and priority challenges been communicated to you?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss data and results <input type="checkbox"/> Measure / monitor / benchmark progress toward goals <input type="checkbox"/> Use information in decision making 	
1.4	<p>How does the district / school establish high expectations for student academics and behavior?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide examples of high expectations for academics at the school. <input type="checkbox"/> Provide examples of high expectations for behavior. <input type="checkbox"/> How are these expectations communicated to students and staff? 	

Teacher Interview Guide

1.5	Does the district provide a safe environment? Does your school provide a safe environment? <input type="checkbox"/> Provide examples.	
Infrastructure		District-specific questions
2.1	Describe the district’s role in providing oversight / support for the school’s academic program. Describe your school’s role in providing oversight / support. <input type="checkbox"/> Curriculum and instruction <input type="checkbox"/> Assessments and data reports <input type="checkbox"/> Coaching	
2.2	Describe professional development to improve instruction and make progress toward goals. <input type="checkbox"/> Required versus optional <input type="checkbox"/> Is it useful / effective? ○ Provide examples.	
2.4	In what ways does the district support you in improving instructional practices? In what ways does your school leadership support you in improving instructional practices? <input type="checkbox"/> Feedback on planning documents (e.g., lesson plans) <input type="checkbox"/> Feedback on instruction (e.g., formal and informal walkthroughs). <input type="checkbox"/> Use of data to improve teaching and learning	
Staff Capacity		District-specific questions
3.1	How does staff at your school show a shared commitment to student learning? <input type="checkbox"/> Convey a belief that student learning is their collective responsibility <input type="checkbox"/> Show it is important not to give up on students <input type="checkbox"/> Hold each other accountable ○ Provide examples	
3.2.	How do you receive communications from the district? How do you receive communications from school administration? <input type="checkbox"/> Communication flow between administration and teachers / staff <input type="checkbox"/> Opportunities for input into school decision making	

Teacher Interview Guide

3.3	Describe how you collaborate with your colleagues. <ul style="list-style-type: none"> <input type="checkbox"/> Structured time to support teaching and learning (i.e., when, frequency, with whom?) <input type="checkbox"/> Sharing knowledge and expertise <input type="checkbox"/> School leader’s role in supporting planning 	
3.4	Describe ways in which the district engages the community and families in support of student learning. Describe ways in which your school engages the community and families. <ul style="list-style-type: none"> <input type="checkbox"/> Communications with parents / families (school and teacher) <input type="checkbox"/> School activities / workshops for families <input type="checkbox"/> Community involvement at the school 	
Partnerships		District-specific questions
4.1	Describe the school’s existing partnerships.	
4.2	<ul style="list-style-type: none"> <input type="checkbox"/> Support (and alignment to) school priorities <input type="checkbox"/> Support student achievement / well being 	

Return on Investment		District-specific questions
5.3	Do you have student assessment information that shows progress over time? <ul style="list-style-type: none"> <input type="checkbox"/> At specific grade levels <input type="checkbox"/> For specific content areas 	
Need to Remain in Operation to Serve Students		District-specific questions
6.1	What is the mission and vision of the district? What is the mission and vision of your school? <ul style="list-style-type: none"> <input type="checkbox"/> How was the mission / vision developed and communicated? <input type="checkbox"/> School programs / activities that reflect the mission and vision 	

Leadership		District-specific questions
1.1	Please describe the district improvement efforts. Please describe the school's improvement efforts. <input type="checkbox"/> Probe goals, priority challenges and strategies for improvement.	
1.1 (Progress Monitoring only)	Describe the improvement actions the district was previously directed to take by the State Board. <input type="checkbox"/> Goals, priority challenges and strategies for improvement. <input type="checkbox"/> Overall level of progress (fidelity) in implementing the directed action/s. <input type="checkbox"/> Implementation timelines for directed action/s ○ What has been implemented already? What are the next steps? What has not been implemented? Why?	
1.1 (Progress Monitoring only)	How have the district's goals, priority challenges, and improvement strategies (e.g., State-directed actions) been communicated to you? <input type="checkbox"/> Probe district and school Do you receive updates on the school's progress / achievements / continued challenges?	
1.3	How have the goals / improvement strategies been communicated to you? <input type="checkbox"/> Probe district and school <input type="checkbox"/> Do you receive updates on the school's progress / achievements / continued challenges?	
1.4	How does the district / 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.	
1.4	<input type="checkbox"/> Does the district / school provide a safe environment for students? ○ Provide examples.	
Staff Capacity		District-specific questions
3.1	How does the district / 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 district / school communicate with you? <input type="checkbox"/> Teachers?	

3.4	Describe ways in which the district / 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		District-specific questions
4.1	Describe any partnerships the district / school has to support students.	
4.2	<input type="checkbox"/> Support (and alignment to) school priorities	
Need to Remain in Operation to Serve Students		District-specific questions
6.1	What is the mission and vision of the district / school? <input type="checkbox"/> How was the mission / vision developed and communicated? <input type="checkbox"/> District and school programs / activities that reflect the mission and vision	
6.2	Are there other viable options for enrolled students that will likely lead to better outcomes? <input type="checkbox"/> District population needs <input type="checkbox"/> Community receptiveness of district reorganization or school closure Performance levels of neighboring schools/districts	

Appendix C: Recommendation Options

The following options are available for districts, traditional public schools, and charter schools. For progress monitoring reviews, the state board will consider whether to continue the previously directed actions or direct the school/district to undertake additional or different actions from the statutory options.

Type of Required Action	Districts (C.R.S. 22-11-209)	Schools (C.R.S. 22-11-210)
Change in Management	That a private or public entity, with the agreement of the school district, serve as a lead partner in the management of the school district or partially or wholly manage one or more of the district public schools. The local school board and the department shall ensure that the private or public entity uses research-based strategies and has a proven record of success working with school districts and schools under similar circumstances	With regard to a district public school that is not a charter school, that the district public school should be partially or wholly managed by a private or public entity other than the school district. The local school board and the department shall ensure that the private or public entity uses research-based strategies and has a proven record of success working with schools under similar circumstances.
Charter School Conversion	That one or more of the district public schools be converted to a charter school	With regard to a district public school, that the district public school be converted to a charter school if it is not already authorized as a charter school
Innovation Status	That one or more of the district public schools be granted status as an innovation school pursuant to Section 22-32.5-104 or that the local School Board recognize a group of district public schools as an innovation school zone pursuant to section 22-32.5-104	With regard to a district public school, that the district public school be granted status as an innovation school pursuant to Section 22-32.5-104
School Closure	That one or more of the district public schools be closed	That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked
District Reorganization	That the school district be reorganized pursuant to Article 30 of this title, which reorganization may include consolidation	n/a
Options for Charter Schools		
Charter Revocation	n/a	(V) That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked. (C.R.S. 22-11-210)
Replace the operator	n/a	(II) With regard to a district or institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board (C.R.S. 22-11-210)
Replace the governing board	n/a	(II) With regard to a district or institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board (C.R.S. 22-11-210)

Appendix D: Factual Corrections Request Form

Prior to submitting the report to the Commissioner, SchoolWorks provides three business days for the district to review the report for any errors of a factual nature. Factual corrections might include, for example: names, dates, historical references, program titles, or numbers of students, teachers, etc. The district should use this Factual Correction Request form to request factual corrections and provide evidence to support the requested changes.

SchoolWorks State Review Panel Factual Correction Request Form

Submitted by _____

Page Number and Text from Report (include report title)	Factual Correction Requested	Evidence to Support Factual Correction (required)

Appendix E: Schools of Choice and Virtual SRP Review

Alternative Education Campuses:

Alternative Education Campuses (AECs) are schools with specialized missions designed to serve high-risk student populations. The State Review Panel (SRP) review will follow the same protocol and the Panelists will collect evidence related to the six criteria outlined in the Accountability Act through document review, focus groups, and classroom observations. Additionally, the SchoolWorks project manager will work with the school to understand the program and its mission and create a schedule that meets the needs of the school and allows for the State Review Panel to collect the evidence necessary to respond to the key questions.

Blended Learning and Online Schools:

Blended learning is a formal education program in which a student learns at least in part through online delivery of content and instructional strategies that utilize some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home. The SRP review will follow the same protocol and the Panelists will collect evidence related to the six criteria outlined in the Accountability Act through document review, focus groups, and classroom observations (if possible). The SchoolWorks project manager will work with the school to understand their learning platform and create a schedule that meets the needs of the school and allows for the State Review Panel to collect the evidence necessary to respond to the key questions.

Virtual SRP Reviews:

In the event the SRP cannot visit the school in person for the review, CDE may request a Virtual SRP Review be conducted. The Virtual SRP review will follow the same protocol and the Panelists will collect evidence related to the six criteria outlined in the Accountability Act through document review, focus groups, and classroom observations (if possible). Classroom observations may be conducted virtually or during a later review. A Virtual SRP Review begins with review of the key documents that describe the school and its students and may include collection of data via online surveys administered to various stakeholder groups (primarily to students and parents/families). During the Virtual SRP Review, evidence collection will take place through document reviews and focus groups with key school stakeholders via Zoom online meeting rooms. To come to consensus on a set of capacity levels, the review team works together to collate and discuss available evidence collected throughout the SRP process. At the end of the Virtual SRP site visit, a written report is developed and submitted to the Commissioner and State Board of Education, and becomes part of a larger body of evidence regarding the school's performance used by the Board to direct actions.